ADVANCE PROGRAM
UNIVERSITY OF MICHIGAN

UNIVERSITY OF MICHIGAN TENURE-TRACK FACULTY AY2021 INDICATOR REPORT: ANN ARBOR CAMPUS

U-M ADVANCE Program
2022

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INTRODUCTION

The University of Michigan (U-M) ADVANCE Program works to improve campus environment through a focus on faculty in four primary domains of impact: recruitment, retention, leadership, and climate. We assess whether the University provides an environment that supports innovative scholarship, teaching, research, and creative endeavors through a periodic campus-wide faculty climate survey[1] as well as individualized assessments of the climate in academic units and departments. We also conduct faculty exit interviews and other data collection efforts focused on a variety of questions related to the faculty experience. Additionally, ADVANCE collects and assesses a combination of institutional and unit-level data each academic year (AY)[2] regarding the state of the faculty at U-M that is shared as the Annual Indicator report. This report serves as a resource to track the University's progress on strategic plans in the areas of faculty recruitment, retention, and leadership.

U-M ADVANCE was initially funded by the National Science Foundation (NSF)[3] in 2002 to focus on faculty in the fields of Science, Technology, Engineering and Mathematics (STEM). The terms of the NSF grant required each institution funded to report annually on specific indicators[4] for STEM faculty at their institution.[5] When the NSF funding ended at the close of AY2007, ADVANCE continued the practice of collecting and reporting on these indicators annually. Over time, the body of annual indicators was refined; those that were deemed less informative were discontinued, while others were added. In addition, as the mission of the ADVANCE Program broadened to all faculty in 2007, our data collection efforts broadened. Not only did we begin collecting indicator data on all U-M faculty on the Ann Arbor campus and within Michigan Medicine, we worked to retroactively gather the same data for all non-STEM faculty.

ADVANCE now has tenure-track faculty appointment count data for all U-M colleges and schools from AY1979 to present, allowing tracking of all indicators derived from appointment counts (e.g., sex ratios, race-ethnicity ratios, and cohort outcomes). We have similar data for research- and clinical-track faculty, campus-wide, from AY2009 to present[6]. However, additional faculty characteristics that are included in our reports as indicators but not included in the U-M human resource system (e.g., named professorships, service on tenure/promotion committees and executive committees), are not available

[1] https://advance.umich.edu/research/

[2] AY: an academic year equates to one academic calendar year that includes each of a Fall Term, Winter Term, and Spring/Summer Term (i.e., September-August).

[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 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 ADVANCE 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.

[6] Counts of research faculty and clinical faculty are available on https://advance.umich.edu/dashboards/ .

for non-STEM academic units prior to AY2009, when ADVANCE expanded the annual indicator data collection to include these colleges and schools. Nonetheless, as a result of these efforts, the ADVANCE Program has amassed a large amount of descriptive data on U-M faculty across many years.[7]

The current report includes institutional data that spans more than forty years to provide a sense for the changing profile of the faculty composition, with a focus on faculty leadership and recognition. We utilize this wealth of information to consider these data in ways that aim to help policymakers at the University identify areas of progress and areas requiring continued efforts – especially related to ADVANCE's shared mission with the University to strengthen faculty recruitment, improve retention, and develop leadership that reflects the composition of its campus constituents.

We must point out that impacts of the COVID-19 pandemic on faculty composition are consequential to the AY2021 data point. In April 2020, the U-M announced a hiring freeze to preserve financial resources in the face of reduced revenue and unpredicted expenses related to the pandemic. The freeze remained in place until July 1, 2021, when a new budget allowed units to begin filling critical faculty vacancies. In the meantime, crucial hiring activities due to faculty searches paused during shutdown, faculty departure, and expedited retirement had an effect on the composition of the faculty who we are in the midst of discovering.

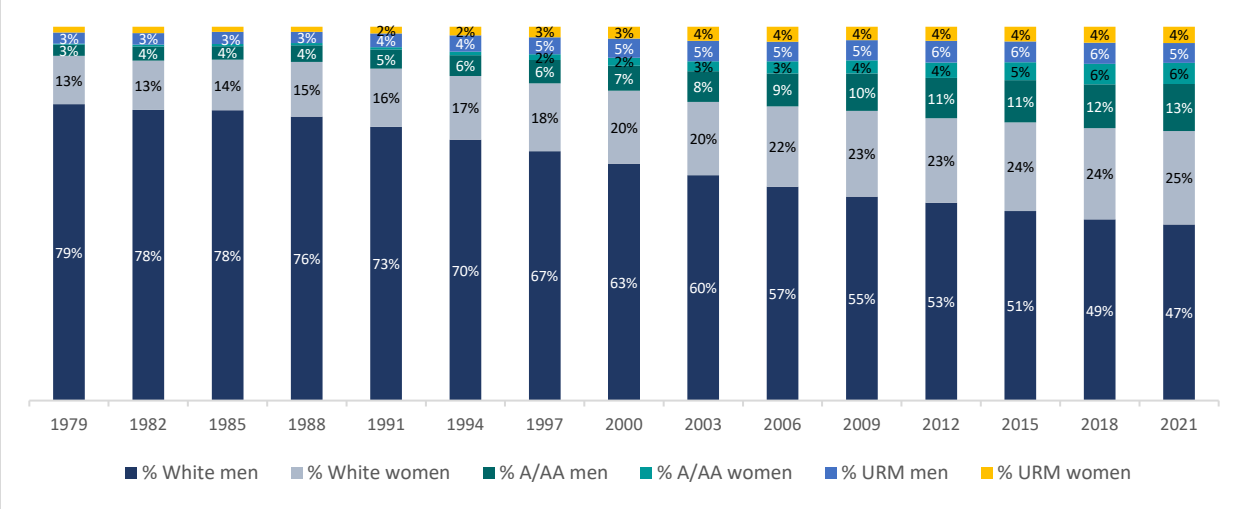
[7] The processing for extracting, cleaning, and counting faculty data changed with AI 2021. Additional data elements from the data warehouse were added, and our data processing migrated to SPSS. Departments are included in groups to align with their reporting groups within the schools and colleges.

TENURE-TRACK FACULTY COMPOSITION

This section provides an overview of the composition of tenure-track faculty and presents changes in the population of these faculty from AY1979 through AY2021 in three-year intervals. Assessment of whether faculty diversity has improved requires examining not only racial composition, but faculty representation at the intersection of gender and race. We do so according to a combination of gender and race-ethnicity that make up six demographic sub-groups.[8]

Figure 1a presents the percentage changes in composition of tenure-track faculty overall. The most noticeable trend is the decline across time in the percentage of White men faculty and the corollary increase in the percentage of White women faculty. The percentage of White men faculty as a proportion of the overall faculty composition decreased by about a third, from 79% to 46%, while the percentage of White women faculty almost doubled, from 13% to 25%. Another growth trend is the change in the proportion of Asian/Asian American men faculty, with a gain of 10 percentage points, from 3% to 13%. Asian/Asian American women faculty do not compose the U-M faculty in a discernible percentage until AY1985, when they make up just 1% of the faculty, and steadily grow to 6% by AY2021. In contrast, stagnation characterizes the percentages of Underrepresented Minority[9] (URM) faculty for the last twenty years. The percentage of URM men faculty hovers between 4% and 6% at any given time from AY1991 to AY2021, following a period of slight increase over the late 1990s/early 2000s. Moreover, the percentage of URM women faculty has remained static at 4% for the last two decades.

Figure 1a: Tenure-track Faculty Composition by Gender and Race-Ethnicity (All Ranks)

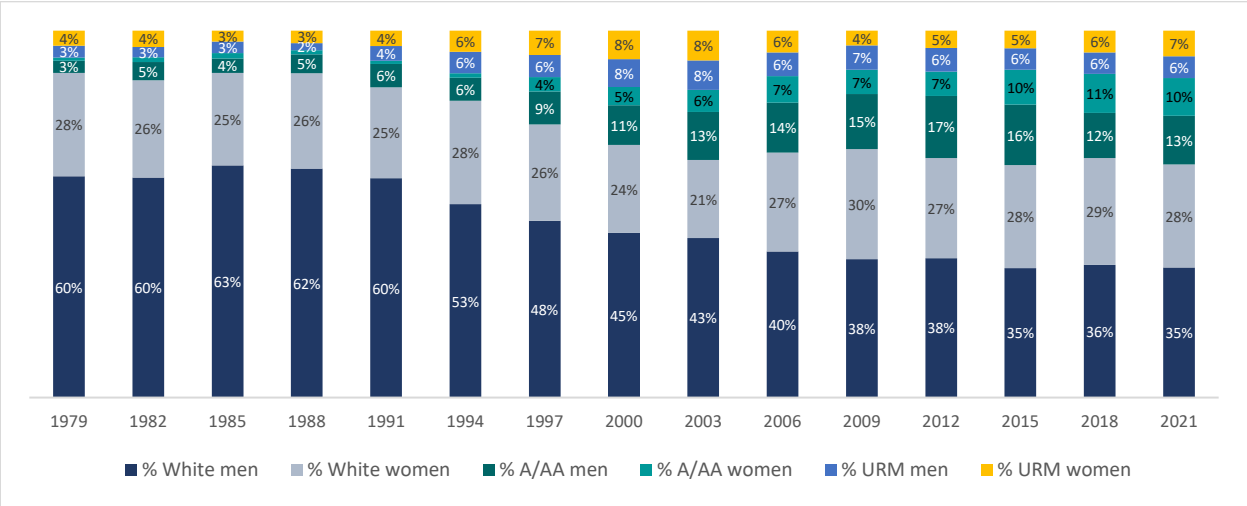


[8] Six demographic sub-groups by gender and race-ethnicity: White men, White women, Asian/Asian American men, Asian/Asian American women, Underrepresented Minority men, and Underrepresented Minority women.

[9] URM includes individuals who self-identify as African-American/Black, Native American/Alaskan Native, Latinx/Hispanic, and Native Hawaiian/Pacific Islander. For individuals who self-identify with two or more races, where further detail is available, URM also includes those individuals who self-identify with at least one of the categories considered URM.

Notable differences emerge when the tenure-track faculty composition data are disaggregated by position rank. As depicted in Figure 1b, the composition of assistant professors is more diverse compared to the overall tenure-track faculty population at U-M, as this rank reflects a pronounced change in the proportions of women and Black, Indigenous and People of Color (BIPOC)[10] faculty among those newly hired on the tenure track faculty over time. Overall, the proportion of White women remained fairly stable at just over a quarter of assistant professors over the last two decades, with a slight decrease in the early 2000s. In contrast, both Asian/Asian American men and women faculty had the largest percentage increase of any sub-group among those in the rank of assistant professor, with growth starting in the mid-1990s, from 6% to 13% and 1% to 10%, respectively. Meanwhile, after a preceding period of slight increase in the early 2000s, the percentage of URM men assistant professors decreased and then remained flat at 6% since then. The percentage of URM women faculty followed a similar pattern of increase, dipping and stagnation until the current AY2021 data, which shows a slight uptick to 7% of assistant professors.

Figure 1b: Tenure-track Faculty Composition by Gender and Race-Ethnicity (Assistant Professors)

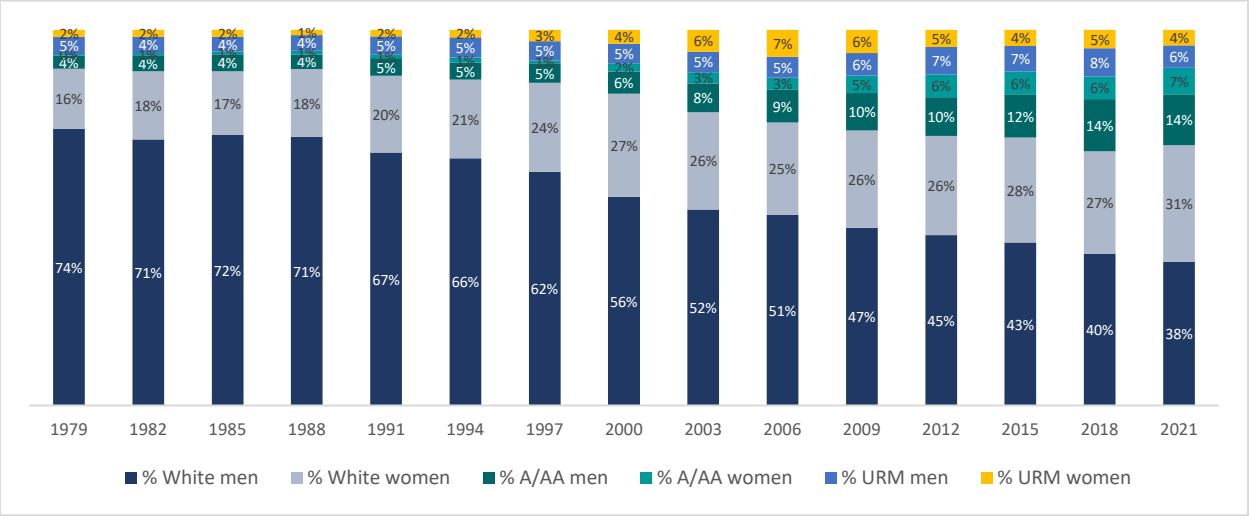


The higher the rank, the less diverse are faculty in terms of gender and race-ethnicity at both the associate professor and full professor ranks. On the whole, women remain underrepresented compared to men among tenured faculty at the associate level, comprising 42% versus 58% in AY2021, respectively (Figure 1c). For White women faculty, however, the gap in representation in relation to White men associate professors is moving toward parity, with a difference of just 7% (31% versus 38%, respectively). The gap by race-ethnicity is much wider, with 31% BIPOC tenured faculty at the associate level compared to 69% White faculty. Disaggregation of BIPOC faculty by gender and race-ethnicity reveals notable nuances. We see that the percentage of URM men faculty at the associate level has dwindled in recent years after reaching a high of 8% in AY2018, and then dropping to 6% by AY2021. Similarly, URM women faculty at the associate professor level show a declining trend, from a high of 7% in AY2006, to a flattening at 4 or 5% for the last fifteen years. On the other hand, over that same period of time (AY2006 to AY2021), there has been a steady increase in the percentage of faculty at the

[10] BIPOC refers to all faculty of color, including African-American/Black, Native American/Alaskan Native, Latinx/Hispanic, Hawaiian Native/Pacific Islander, Asian/Asian American, and Multi-race faculty.

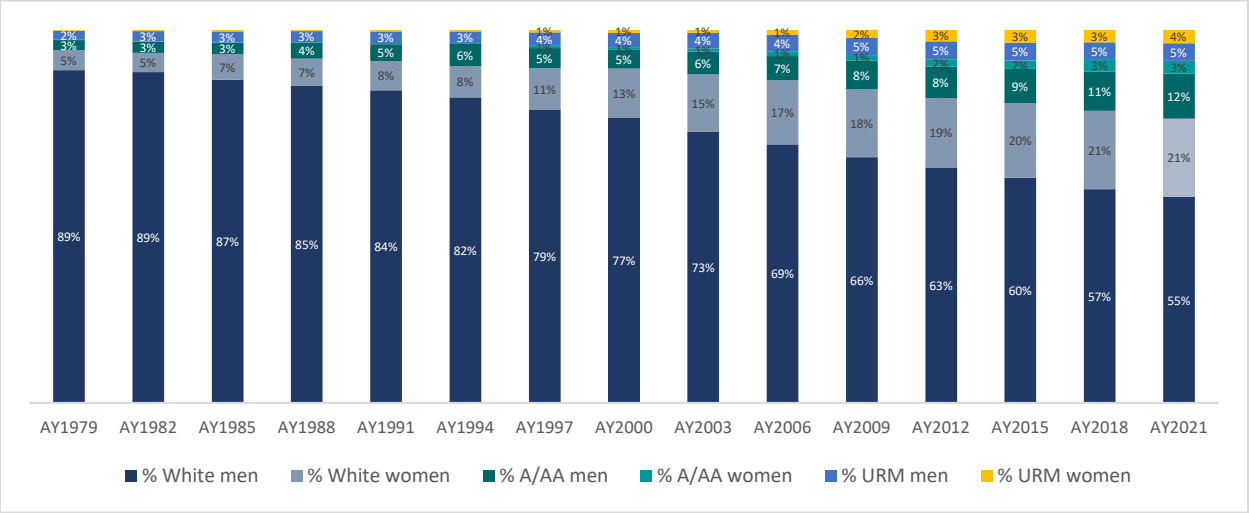
associate level among Asian/Asian American men and Asian/Asian American women, from 9% to 14% and 3% to 7%, respectively.

Figure 1c: Tenure-track Faculty Composition by Gender and Race-Ethnicity (Associate Professors)



As Figure 1d shows, the growth in diversity among full professors has been consistent, but rather slow until the pace picked up in AY2006. Yet women remain underrepresented compared to men among full professors, comprising 28% versus 72% in AY2021, respectively. Moreover, the percentage of White women full professors stands out in being unchanged at 21% for the last two reporting periods. Lack of growth in composition is also reflected in the underrepresentation of BIPOC tenured faculty at the full professor level compared to White faculty, comprising 24% versus 76% in AY2021, respectively. Again, disaggregation of BIPOC full professors highlights uneven growth in the composition of these faculty by gender and race-ethnicity. Asian/Asian American men full professors are the only group who show consistent growth in percentage of faculty composition for the last two reporting periods, amounting to 12% in AY2021. Otherwise, there is a flatline at 5% for the percentage of URM men full professors going back fifteen years. It is striking that both URM women and Asian/Asian American women remained static at 1% of faculty at the full professor rank until AY2009 and AY2012, respectively. The percentage of URM women full professors reached 2%, then hovered at 3% for the better part of a decade until an uptick to 4% for AY2021. The percentage of Asian/Asian American women full professors also reached 2% and has held static at 3% for the last two reporting periods.

Figure 1d: Tenure-track Faculty Composition by Gender and Race-Ethnicity (Full Professors)



A qualifying fact to consider regarding the results for tenure-track faculty composition is that the total number of faculty has increased, so the numerical size of a faculty group may not be conveyed in the percentages presented above. In fact, the campus population of tenure-track faculty at U-M grew by 46% from AY1979 to AY2021 (N=2,100 and N=3,065, respectively).[11] The total headcount[12] of tenure-track White men faculty decreased by about 14% during this time period, from 1,671 to 1,444, while the growth in the total number of tenure-track White women faculty more than doubled, from 271 to 765. Tenure-track Asian/Asian American men faculty had a fivefold growth in numbers, from 63 to 387, while tenure-track Asian/Asian American women faculty increased dramatically, from 7 to 173. Tenure-track URM faculty also showed pronounced growth from relatively sparse numbers. The total number of tenure-track URM men more than doubled over the period, from 64 to 173, while tenure-track URM women faculty outpaced that growth with a more than fourfold increase in total numbers, from 31 to 134. Thus, it is the case that the size of a particular faculty group may be increasing even if the percentage is not. At the same time, the percentage change in composition over time for a particular faculty group may misconstrue the processes at hand - which is the case for White men faculty, for whom the decrease in percent composition over the last forty years (32%) does not equate to a similar loss of population (just 14%).

Overall, the faculty composition data suggest there has been a modest increase in the diversity of the faculty over the last two decades, but the change is uneven among groups, varies by rank, and has waxed and waned at different times. Many factors contribute to the general pattern of increase in faculty diversity, including the relatively higher rate at which White men are retiring from the University. In addition, it appears that ADVANCE Program-related activities and initiatives directed at increasing the representation and success of women and underrepresented minority faculty have positively influenced

[11] Changes in U-M headcount and percentages of tenure-track faculty can be explored in detail online with the ADVANCE Program interactive dashboard.

[12] Headcounts come from data that represents portions of the U-M Human Resource Data Warehouse according to Appointing Department Group filters, in combination with other data elements as needed, for an unduplicated count of individuals.

the increase in diversity since 2002. In particular, we note increasing representation of women faculty which coincides with the inaugural ADVANCE NSF grant and the implementation of the STRIDE workshop, which focused on recruiting.[13] Yet, the diversification of the tenure-track faculty has occurred unevenly by rank, with far more progress being made at the pre-tenure faculty level. ADVANCE data indicate that BIPOC faculty, and especially URM faculty, are choosing to leave the university at a greater rate than White faculty in recent years and that there are a number of challenges to be addressed institutionally.[14] As a result, women and URM faculty remain underrepresented at the tenured faculty levels, which has important implications for their representation in the leadership pipeline and prestigious institutional awards. With the faculty composition context in mind, the remainder of this report will address the focal themes of this report: faculty leadership and recognition.

[13] The AY2014 Annual Indicator Report provides a more comprehensive analysis of changes in faculty composition during the pre- and post-ADVANCE period.

[14] Black, Indigenous and People Of Color (BIPOC) Faculty Retention at the University of Michigan: Interviews with Michigan Faculty, University of Michigan ADVANCE Program 2021.

FACULTY LEADERSHIP

In this section we consider opportunities for leadership and the extent to which these opportunities differ by gender and race-ethnicity. It is important to examine leadership opportunities for faculty since previous research conducted by the ADVANCE Program has demonstrated an important relationship between leadership opportunities and faculty satisfaction and retention.[15] For example, our 2020 exit interview study of tenure-track faculty who voluntarily left U-M found that a lack of leadership pipeline entry points and leadership prospects was cited by many faculty as a contributing factor in their decision to leave the University. Across exit interviews of the tenured faculty, half of the associate and full professors interviewed identified opportunities for leadership as a factor influencing their decision to leave U-M for a new position. Across all ranks, 24% of interviewees named a lack of leadership opportunities as one of the top factors in their decision to leave U-M.

Our previous work has also illuminated systematic differences in leadership opportunities and experiences as a function of gender and race-ethnicity. In a study of senior faculty in the College of Engineering, many of the women faculty noted critical impediments to their taking on leadership positions, including sexist attitudes about women and a perceived lack of support for carrying out leadership roles.[16] The AY2015 Annual Indicator report[17] shared that URM faculty were less likely than non-URM faculty to indicate having a voice in departmental decision-making and having the opportunity to serve on influential departmental committees. Furthermore, the report showed that Asian/Asian American faculty served as department/unit chairs, high-level academic administrators, and executive committee members at lower rates than White faculty between AY2009 and AY2012. Additionally, results from the most recent campus-wide faculty climate survey (2017) indicate that crucial differences in experiences between groups persist.[18] Women and BIPOC faculty reported significantly lower levels of influence and voice in their department matters compared to men and White faculty, respectively.

These findings raise important questions about inclusion and equity with regard to the pipeline of leadership opportunities at U-M and indicate the importance of continued monitoring of these issues. We begin by analyzing the demographic makeup of faculty in leadership positions across campus, including academic department chairs, high-level administrative positions, and department and school/college-level executive committee memberships. Figure 2a presents the composition of department chairs campus-wide by gender across four points in time: AY2012, AY2015, AY2018, and AY2021. Although the proportion of department chair positions held by men faculty decreased from

[15] Exit Interview Study of Tenured/Tenure-Track Faculty: Exploring Factors Related to Job Satisfaction and Departure,

University of Michigan ADVANCE Program 2020.

[16] College of Engineering Dean's Advisory Committee on Female Faculty: Report of Interviews with Senior Female Faculty, University of Michigan ADVANCE Program 2014.

[17] University of Michigan Tenure Track Faculty AY2015 Indicator Report, University of Michigan ADVANCE Program 2015.

[18] Assessing the Academic Work Environment for Tenured/Tenure-track Faculty at the University of Michigan in 2012 and 2017: Gender, Race, & Discipline in Department- and University-related Climate, University of Michigan ADVANCE Program 2018.

72% in AY2012 to 62% in AY2021, men in this type of role are almost on par relative to the percent composition of these faculty at the university today (65% [Figure 1a]). The proportion of chairs held by women increased from 28% in AY2012 to 38% in AY2021, i.e., their representation as department chairs is slightly above the proportion of women faculty at the university today (35% [Figure 1a]).

Figure 2b presents the composition of department chairs campus-wide by race-ethnicity across four points in time: AY2012, AY2015, AY2018, and AY2021. The proportion of chairs held by White faculty decreased from 81% in AY2012 to 74% in AY2021, indicating that their representation as department chairs is slightly above the proportion of White faculty at the university today (72% [Figure 1a]). In contrast, fluctuation in the percentage of chair positions held by Asian/Asian American faculty, 12% in AY2012, 9% in AY2015, and 10% in AY2018, means that despite the most recent increase to 16% in AY2021, there remains a slight under-representation of Asian/Asian American faculty in this type of role relative to the percent composition at the university today (19% [Figure 1a]). Finally, there was growth in the proportion of department chairs held by URM faculty, from 7% in AY2012 to 10% in AY2021, i.e., representation of URM faculty in this type of leadership role is slightly above the composition at the university today (9% [Figure 1a]).

Figure 2a: Composition of Department Chairs by Gender AY2012-2021

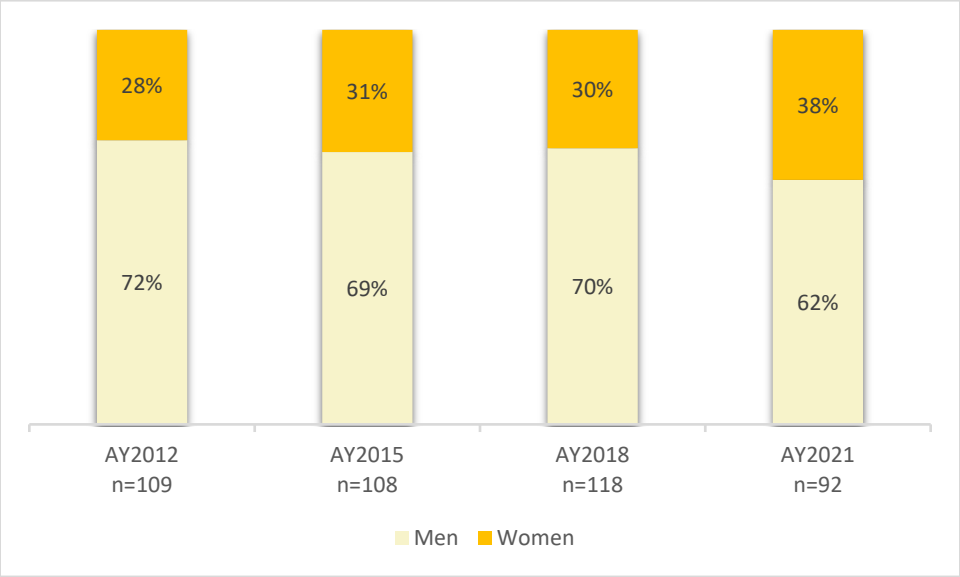
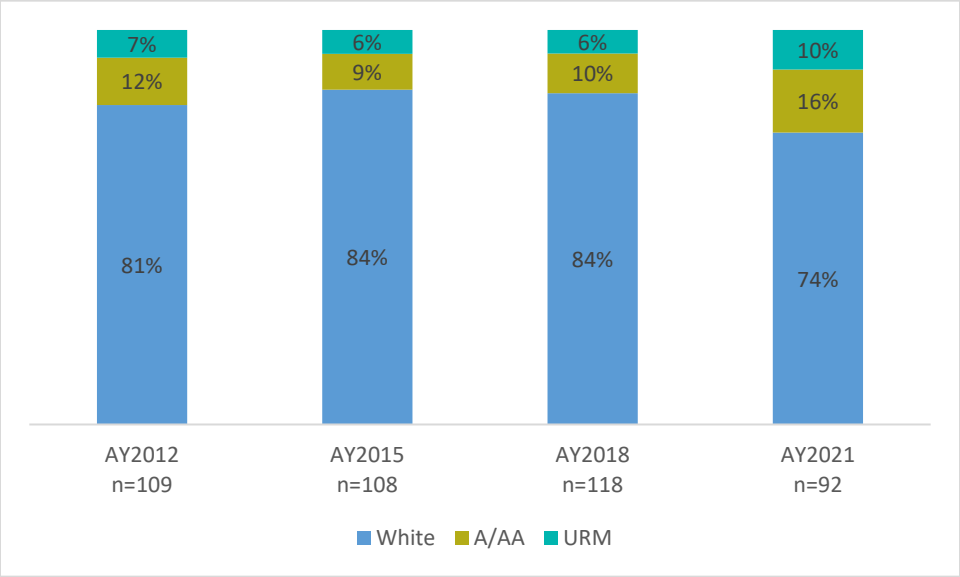


Figure 2b: Composition of Department Chairs by Race-Ethnicity AY2012-2021



We conducted a similar comparison for high-level academic administrative positions[19,20] held by full professors across the University. 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: AY2012, AY2015, AY2018, and AY2021.[21] Figure 3a presents the proportion of high-level administrative positions by gender. The proportion of high-level administrative positions held by men faculty decreased from 63% in AY2012 to 55% in AY2021, indicating their under-representation in this type of leadership role relative to the percent composition of these men full professors at the university today (72% [Figure 1d]). In tandem, after remaining relatively flat from AY2012 to AY2015 (37-38%), the proportion of high-level administrative positions held by women increased to 45% in AY2021, indicating their over-representation in this type of leadership role relative to the percent composition of women full professors at the university today (28% [Figure 1d]).

As shown in Figure 3b, results for the same analysis by race-ethnicity reflect a more variable pattern. Although the proportion of high-level academic administrator positions held by White faculty decreased from 83% in AY2012 to 77% in AY2021, their representation in this type of role remains slightly above the proportion of White full professors at the university today (76% [Figure 1d]). The proportion of high-level academic administrator positions held by Asian/Asian American faculty has risen at each time point, such that there was a more than tripling in the proportion of Asian/Asian American faculty in these roles from 3% in AY2012 to 10% by AY2021. Yet these faculty remain underrepresented in this type of role relative to the percent composition of Asian/Asian American full professors at the university

[19] High-level academic administrative positions include role such as president, provost, executive vice president, associate vice president, vice provost/interim vice provost, senior vice provost of academic affairs, dean/interim dean, senior associate dean, associate dean, executive vice dean, assistant dean, medical officers, clinical officers, and university librarian.

[20] Data for AY2021 administrative positions come from portions of the U-M Human Resource Data Warehouse as of February, 2022.

[21] Due to missing institutional data for gender and race-ethnicity, the size of the subpopulation of reference (total n) may vary from group to group within a given year for the same measure of faculty leadership.

today (15% [Figure 1d]). On the other hand, the proportion of high-level academic administrator positions held by URM faculty has varied from 14% in AY2012, to 19% in AY2015, and back down to 14% in AY2021. Nonetheless, the proportion of URM faculty in this type of role exceeds the percent composition of URM full professors at the university today (9% [Figure 1d]).

Figure 3a: Composition of High-level Academic Administrators by Gender AY2012-2021

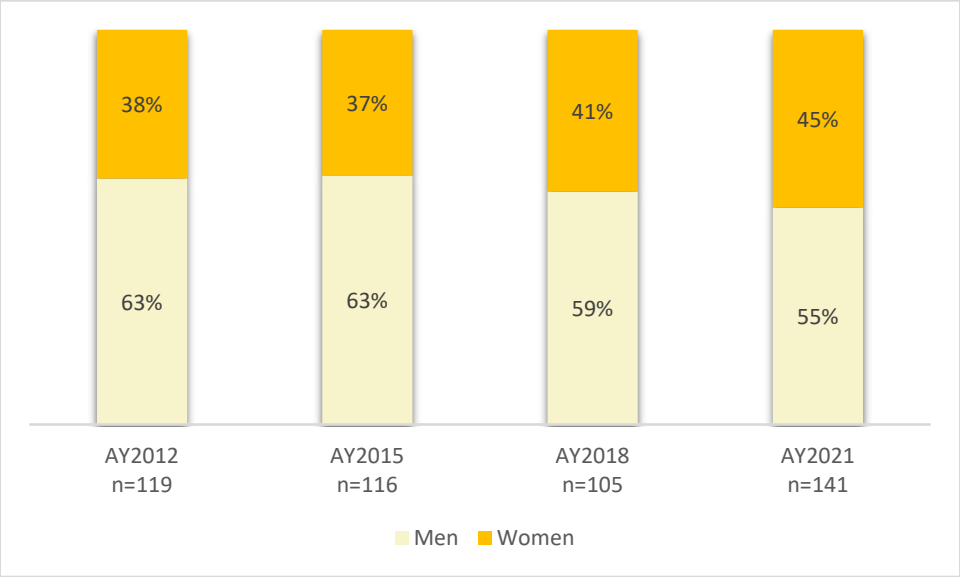
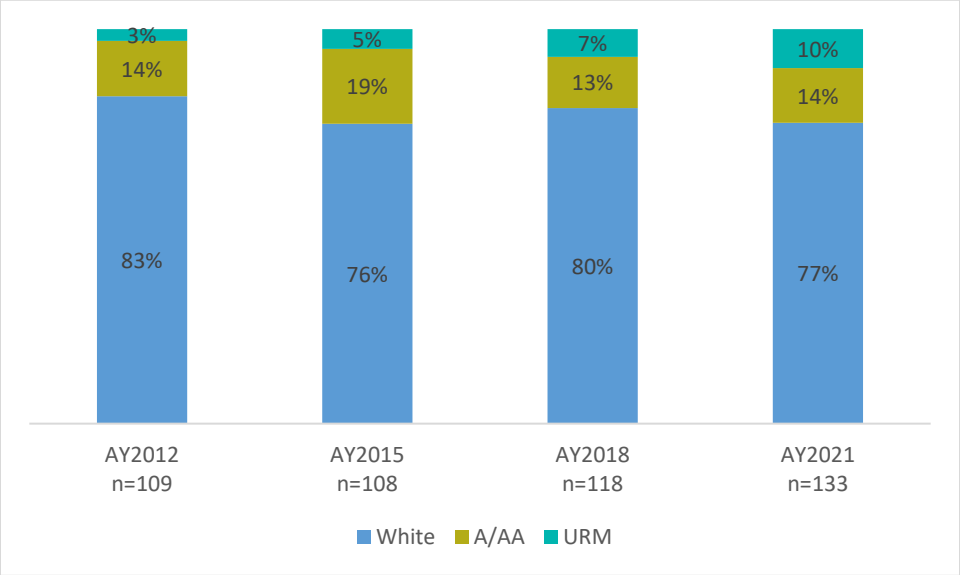


Figure 3b: Composition of High-Level Academic Administrators by Race-Ethnicity AY2012-2021



Faculty participation in school/college- or department-level[22] executive committees may be considered pipeline opportunities that serve as a prelude to future campus leadership. We examined the

[22] Data for faculty service on executive committees is provided by those schools/colleges or departments that have executive committees as part of their governance and thus is not representative of the entirety of U-M academic units.

composition of faculty who served on executive committees at the unit-level by gender and race-ethnicity to assess changes in representation and participation in pipeline leadership across four points in time: AY2012, AY2015, AY2018, and AY2021. Figure 4a shows that the proportion of men faculty on executive committees decreased from 70% in AY2012 to 55% in AY2021, indicating that they are now underrepresented in this type of leadership role relative to the percent composition of men faculty at the university today (65% [Figure 1a]). The proportion of women faculty on executive committees has steadily increased over this period of time, from 30% in AY2012 to 45% in AY2021, indicating that they are now overrepresented in this type of leadership role relative to the proportion of women faculty at the university today (35% [Figure 1a]).

Figure 4a: Composition of College & Department Executive Committees by Gender AY2012-2021

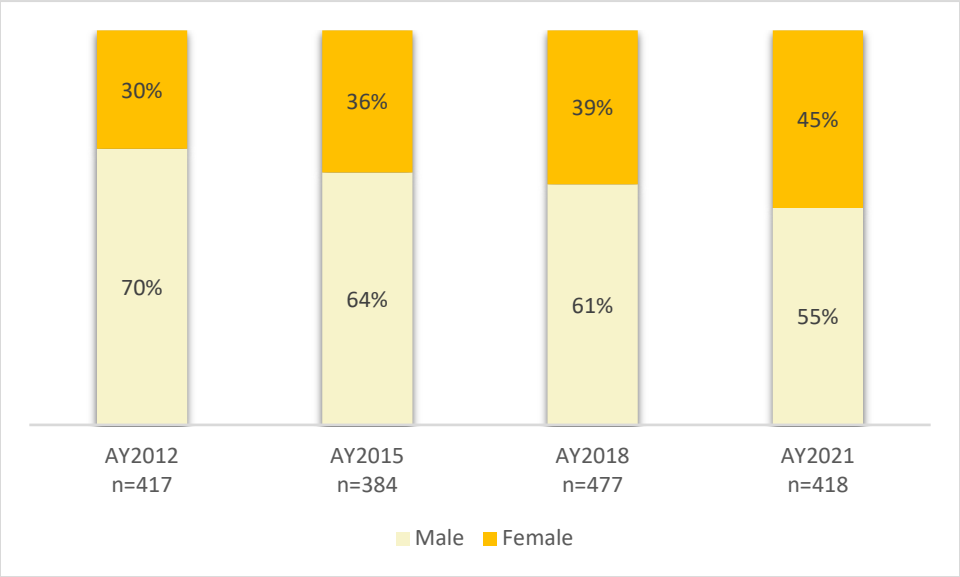


Figure 4b: Composition of College & Department Executive Committees by Race-Ethnicity AY2012-2021

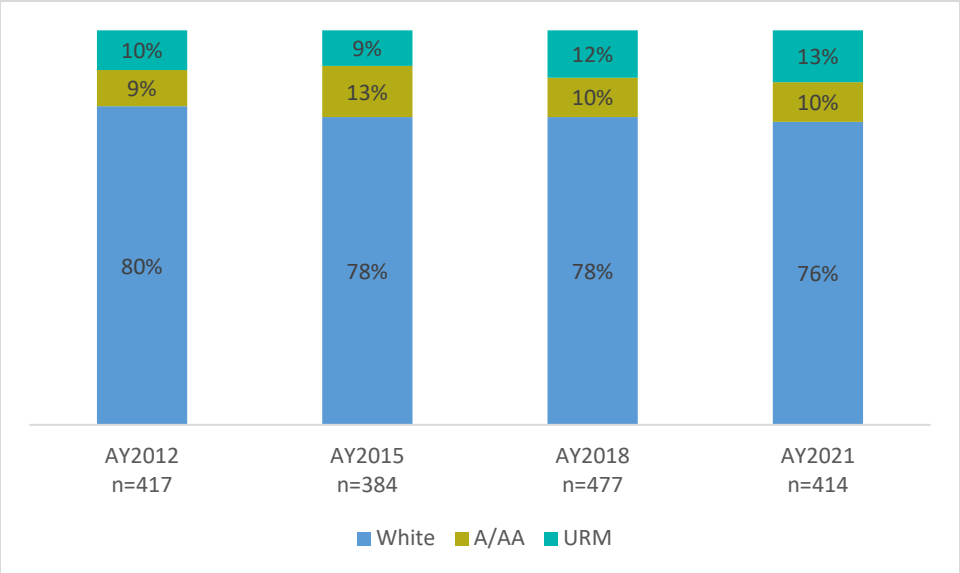


Figure 4b presents a similar assessment of faculty participation in school/college- or department-level executive committees by race-ethnicity and reveals a more complex pattern. First, the proportion of White faculty on executive committees declined slightly from 80% in AY2012 to 76% in AY2021, but their representation on executive committees is still slightly above the proportion of White professors at the university today (72% [Figure 1a]). The proportion of Asian/Asian American faculty on executive committees has fluctuated over the four time points and remains stagnant at 10% in AY2021, which indicates remarkable under-representation of Asian/Asian American faculty in this type of leadership role relative to percent composition of Asian/Asian American professors at the university today (19% [Figure 1a]). Fluctuation also characterizes the proportion of URM faculty on executive committees over the four time points. However, with a highpoint of 13% in AY2021, the representation of URM faculty on executive committees exceeds the relative proportion of URM professors at the university today (10% [Figure 1a]).

FACULTY RECOGNITION

Research conducted by the ADVANCE Program has found that valuing faculty members' contributions and recognizing their achievements is important for faculty retention, especially for those at the assistant professor rank.[23] Recent scholarship on the subject of faculty diversity and excellence argues that formal recognition of faculty accomplishments has both institutional and personal intellectual benefits.[24] Data from our unit-level climate assessments and exit interview study demonstrate the importance of recognizing and respecting faculty members' contributions. Our exit interview study found that more than one-third of the tenured faculty identified a lack of recognition by colleagues regarding their scholarly contributions as a factor in their decision to leave U-M. Additionally, one-half of the assistant professors we talked to reported the same.[25] In fact, more than one-quarter of pre-tenure faculty identified a lack of recognition as the most important factor they considered when making their decision to leave and were more likely to report this than tenured faculty.

Given that recognition is a key contributing factor to the institutional commitment of faculty, we examine two means of formal recognition available to faculty at U-M, named professorships and diversity awards. In this analysis, we look across four award categories that honor faculty scholarship, research, teaching, and creative practice: Distinguished University Professorship,[26] Collegiate Professorship,[27] Endowed Collegiate Professorship, and Thurnau Professorship.[28] Since these appointments are generally limited to full professors, we include only faculty at this rank for this analysis across four points in time: AY2012, AY2015, AY2018, and AY2021.[29]

Figure 5a presents the proportion of named professorships by gender. The proportion of men faculty who held named professorships decreased from 79% in AY2012 to 71% in AY2021, which is similar to the percent composition of these men full professors at the university today (72% [Figure 1d]). In complementary fashion, the proportion of women faculty who held named professorships consistently increased during this same period from 21% in AY2012 to 29% in AY2021, indicating that the representation of women faculty receiving formal recognition through named professorships just above the proportion of women full professors at the university today (28% [Figure 1d]).

Figure 5b presents a similar analysis of composition of faculty awards by race-ethnicity. Results show that the proportion of White faculty who held named professorships decreased from 83% in AY2012 to

[23] Exit Interview Study of Tenured/Tenure-Track Faculty: Exploring Factors Related to Job Satisfaction and Departure, University of Michigan ADVANCE Program 2020.

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

[25] Why Do Tenure Track Faculty Leave U-M?, University of Michigan ADVANCE Program 2020.

[26] Distinguished University Professorships recognize exceptional scholarly achievement, national and international reputation, and superior teaching skills.

[27] Collegiate Professorships and Endowed Collegiate Professorships recognize outstanding scholarship, teaching, and service.

[28] Thurnau Professorships recognize and reward faculty for outstanding contributions to undergraduate education.

[29] Due to missing institutional data for gender and race-ethnicity, the size of the subpopulation of reference (total n) may vary from group to group within a given year for the same measure of faculty recognition.

76% in AY2021, which is equal to the percent composition of White full professors at the university today (76% [Figure 1d]). The proportion of Asian/Asian American faculty who held named professorships steadily increased from 10% in AY2012 to 16% in AY2021, just above the percent composition of Asian/Asian American full professors at the university today (15% [Figure 1d]). During this same time period, the proportion of URM faculty awarded named professorships fluctuated from 7% in AY2012 to 9% in AY2015, and then fell to 8%, which is just below the percent composition of URM full professors at the university today (9% [Figure 1d]).

Figure 5a: Composition of Named Professorships by Gender AY2012-2021

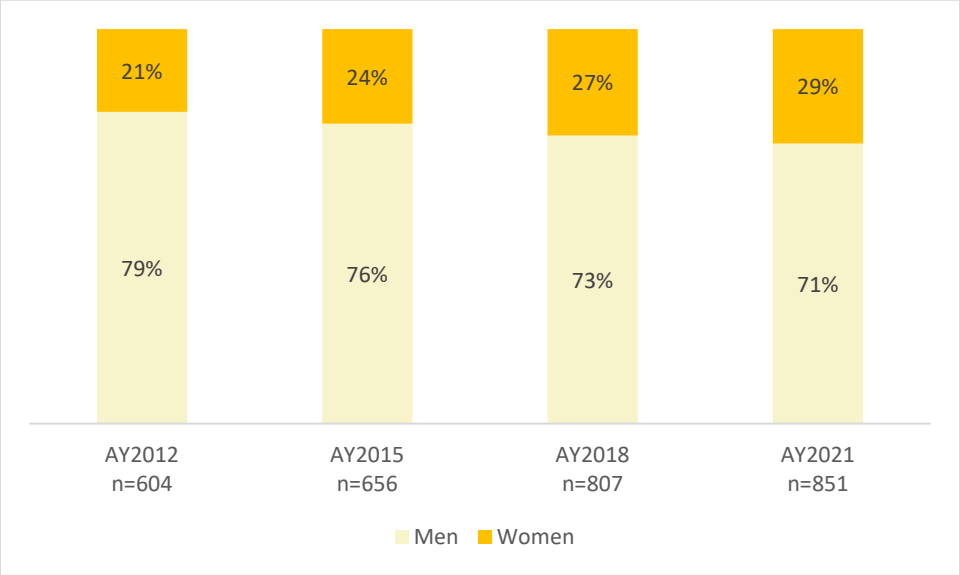
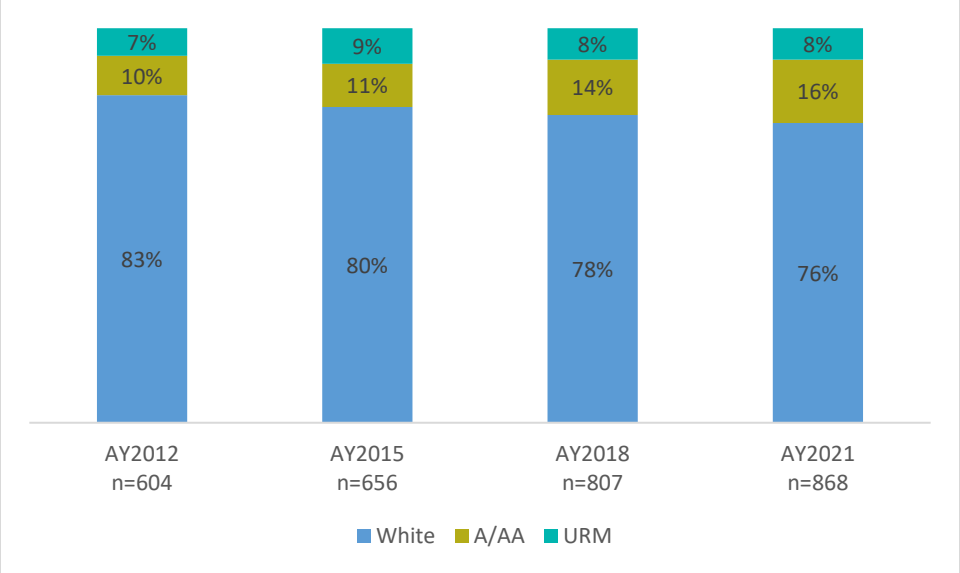


Figure 5b: Composition of Named Professorships by Race-Ethnicity AY2012-21



A second analysis of formal recognition available to faculty at U-M looks across the body of diversity awards[30] that honors faculty contributions and demonstrated commitments to diversity and equal opportunity in higher education through research/scholarship, teaching and mentoring, creative practice, and/or service activities. These appointments are generally limited to full professors and currently are tracked by the ADVANCE Program, since the institutional data does not capture any record of the Diversity Awards. Thus, the data is available for three time periods and the most current year only: 2005-2009, 2010-2014, 2015-2018, and 2021. Figure 6a presents the proportion of diversity awards by gender. There is a steep decline in the proportion of men faculty who receive a diversity award, from 51% in 2005-2009 to 22% in 2021, which indicates an under-representation in receipt of this kind of formal recognition relative to percent composition of men full professors at the university today (72% [Figure 1d]). A corresponding increase in the proportion of women faculty who receive a diversity award, from 49% in 2005-2009 to 78% in 2021, which indicates a remarkable over-representation in receipt of this kind of formal recognition relative to percent composition of women full professors at the university today (28% [Figure 1d]).

Figure 6b presents a similar analysis of composition of Diversity Awards to faculty by race-ethnicity. Results show that the proportion of White faculty who received a diversity award fluctuated over time, with a low of 33% in 2015-2018 and a high of 53% in 2021, which still indicates under-representation in receipt of this kind of formal recognition relative to percent composition of White full professors at the university today (76% [Figure 1d]). A striking result is the disparity in the proportion of Asian/Asian American faculty who received a diversity award during this period (2-5%), not only relative to percent composition of Asian/Asian American full professors at the university today (15% [Figure 1d]) but also compared to the other faculty groups. In stark contrast, the proportion of URM faculty who received a diversity award at any given point during this period, ranging from 43% to 63%, shows a vast over-representation in receipt of this kind of formal recognition relative to percent composition of URM full professors at the university today (9% [Figure 1d]).

[30] The faculty Diversity Awards include formal recognition across a number of named professorships, including the James S. Jackson Distinguished Career Award for Diversity Scholarship, Ida Gray Award, Carol Hollenshead Award, Harold R. Johnson Diversity Service Award, James T. Neubacher Award, Sarah Goddard Power Award, Shirley Verrett Award, Circle Award, and Cornerstone Award.

Figure 6a: Composition of Diversity Award Recipients by Gender AY2012-2021

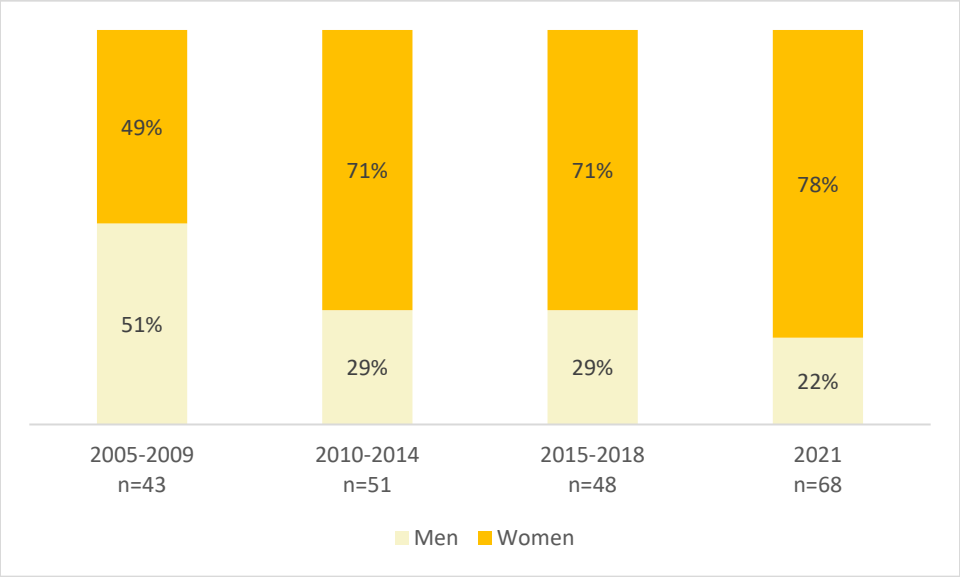
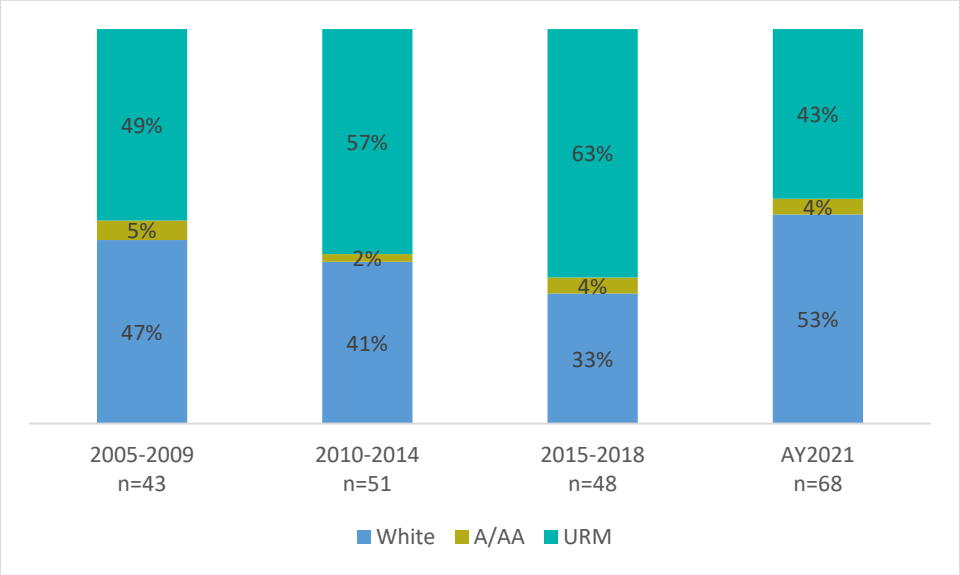


Figure 6b: Composition of Diversity Award Recipients by Race-Ethnicity AY2012-2021



CONCLUSIONS

This report profiles the composition of tenure-track faculty at U-M over time and examines issues related to opportunities for leadership and receipt of formal recognition, as well as the extent to which these results differ by gender and race-ethnicity. In terms of faculty composition, we find that the higher the rank, the less diverse the faculty in terms of gender and race-ethnicity. The results show growth in the diversity of assistant professors who reflect a pronounced change in the representation of women and BIPOC faculty among newly hired tenure track-faculty over time. However, on the whole, stagnation characterizes the percentages of URM faculty over the last twenty years, especially for tenured faculty. Additionally, although the percent composition of Asian/Asian American faculty shows a steady trend of continued increase, the growth is uneven across gender and the gain in percent of Asian/Asian American women faculty lags that for men, especially in the rank of full professor. A focus on full professors is crucial as they compose the pool of candidates for administrative leaders who shape campus discourses and policies. The points of stagnation and uneven progress along the faculty diversity pipeline direct us to address the institutional factors that hinder progress in the representation of BIPOC faculty in the academy and shape their progression/retention through the tenure ranks.

It is worth highlighting that the total number of faculty has increased, so nuanced change in numerical size of faculty groups is not conveyed in the long view on percent composition. An exploration of faculty population change as ratios of sub-groups is helpful for reflecting on the current composition of the tenure-track faculty. In sum, despite a noticeable decrease in percentage composition over time of White men faculty, they remain an overwhelming majority of the faculty population, outnumbering White women almost 2 to 1, Asian/Asian American men about 4 to 1, Asian/Asian American women by more than 8 to 1, URM men by more than 8 to 1, and URM women by more than 10 to 1. Overall, the U-M remains a predominantly white institution and a minor gain or loss of faculty among relatively sparse faculty sub-groups (e.g., Asian/Asian American women and URM men and URM women) can mean a major change in progress toward equitable representation and gains toward critical mass.[31] It is the relative scale of these tenure-track faculty sub-groups that lend context to these data and serve as a backdrop for the results presented in the report sections on leadership and recognition.

There is a vital relationship between leadership opportunities and faculty satisfaction and retention, as mentioned above. We sought to assess inclusion and equity of faculty in leadership by examining pipeline opportunities in the form of roles as executive committee member, department chair, and academic administrator. Women faculty are overrepresented compared to men faculty in roles as an executive committee member, which mirrors a longstanding pattern of gender inequity in academic service such that women generally perform more service work than men. Otherwise women faculty are represented on par in leadership positions along the pipeline. White faculty are well-represented throughout the leadership pipeline, regardless of role. Likewise, URM faculty have representation that exceeds percent composition across the leadership roles. However, a standout pattern for these results concerns Asian/Asian American faculty who are underrepresented in leadership pipeline roles relative to

[31] Critical mass is not a fixed percentage or number, rather a concept that emphasizes the importance of ensuring adequate representation of minoritized populations to mitigate the marginalization of these group members. Additionally, it may be defined as the point at which those in underrepresented minority groups no longer feel isolated or like spokespeople for their race(s).

percent composition at each stage of the pipeline, with the largest gap for executive committee roles, followed by academic administrator roles and department chair roles. These results suggest a leadership pipeline experience that is a shoofly for some and a side bend or bottle neck for others. Given that engagement in and prospects for leadership has been cited as a contributing factor in the decision to leave the University, the U-M will want to take note of and address these disparities lest we face a trend in loss of our valued faculty.

Recognition is also important to faculty job satisfaction and lack of recognition can have negative implications for retention. We maintain that representation and recognition are interconnected and may be considered an expression of institutional values, since the recipients of faculty recognition awards draw attention to the immense talents within the university community. For these reasons, we examined the distribution of awards to assess patterns and trends in the faculty accomplishments and contributions that are recognized. The awarding of named professorships is shown to be inclusive and equitable by gender and race-ethnicity relative to percent composition at this point in time. In contrast, the results for diversity awards suggest challenges for equity and inclusion. Women were overrepresented in their receipt of diversity awards compared to men. There was also a notable uptick in awards to White faculty, suggesting a growth regarding engagement in scholarship, teaching, research, and creative practice in the interest of diversity. In contrast, Asian/Asian American faculty received far fewer diversity awards relative to White and URM faculty. This raises questions about whether faculty excellence in diversity awards may reflect systemic biases, including those based on academic discipline, curriculum and pedagogy, and assessment, suggesting that the institutional lens on scholarly contributions to diversity that are eligible for and deemed worthy of recognition aligns with prevailing stereotypes about affinity between social identities and topic selection. It may be that despite significant gains, Asian/Asian American tenure-track faculty remain heavily underrepresented in multiple aspects of the university, including non-STEM academic programs that are typically considered as areas of scholarship that reflect diversity contributions, and as such are overlooked.

Results included in this report suggest many directions for our continued research. Our work to monitor and explore persistent gaps in faculty retention remains a priority. We will want to assess whether the promising growth in diversity of representation early in the tenure pipeline, such as at the assistant level, will be a strong indicator of faculty diversity at the associate level, as well as promotion to full professor. At the same time, we will want to avoid an overreliance on representation as a gauge for adequacy and/or progress toward strategic institutional goals, since there can still be a paradoxical lack of institutional power, as we see for BIPOC faculty. The distribution of faculty who hold leadership roles and receive recognition draws attention to our need to more carefully probe the unfolding of who is and is not being tapped or recognized in our current leadership and recognition awards system over the faculty lifecycle. This raises questions as to the “how,” “who” and “why” of leadership and recognition, “what” type of leadership and contributions are recognized, and “where” leadership and recognition are located in terms of faculty rank and academic discipline. Pursuing these questions will provide much needed evidence about our values and culture as an institution, provide grounding for continued transformation for the better, and promises to have a positive impact on faculty retention and success.

2021 Indicator Report: Index of Appendices

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)

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

Assistant Professors, Associate Professors, and Full Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Aerospace Engineering	28	14%	86%	14%	11%	75%	4	0%	25%	75%	24	17%	8%	75%
Biomedical Engineering	18	44%	56%	28%	11%	61%	8	25%	12%	63%	10	30%	10%	60%
Chemical Engineering	28	25%	75%	25%	7%	68%	7	57%	14%	29%	21	14%	5%	81%
Civil & Environmental Engineering	34	26%	74%	15%	9%	76%	9	0%	11%	89%	25	20%	8%	72%
Climate and Space Sci. and Engin. (CLaSP)	27	30%	70%	26%	4%	70%	8	13%	0%	87%	19	32%	5%	63%
Computer Science & Engineering	62	19%	81%	37%	5%	58%	12	50%	0%	50%	50	34%	6%	60%
Electrical & Computer Engineering	67	13%	87%	31%	4%	64%	9	22%	0%	78%	58	33%	5%	62%
Industrial & Operations Engineering	30	33%	67%	37%	7%	57%	10	40%	20%	40%	20	35%	0%	65%
Materials Science & Engineering	24	21%	79%	38%	8%	54%	5	40%	0%	60%	19	37%	11%	53%
Mechanical Engineering	72	19%	81%	33%	7%	60%	14	14%	0%	86%	58	38%	9%	53%
Naval Architecture & Marine Engineering	15	20%	80%	27%	7%	67%	3	67%	0%	33%	12	17%	8%	75%
Nuclear Engineering & Radiological Sciences	26	15%	85%	23%	4%	73%	4	0%	0%	100%	22	27%	5%	68%
Overall	431	22%	78%	30%	6%	64%	93	27%	6%	67%	338	30%	6%	64%

Assistant Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Aerospace Engineering	4	0%	100%	0%	0%	100%	0	--	--	--	4	0%	0%	100%
Biomedical Engineering	2	50%	50%	0%	50%	50%	1	0%	0%	100%	1	0%	100%	0%
Chemical Engineering	6	17%	83%	33%	0%	67%	1	100%	0%	0%	5	20%	0%	80%
Civil & Environmental Engineering	3	33%	67%	0%	33%	67%	1	0%	0%	100%	2	0%	50%	50%
Climate and Space Sci. and Engin. (CLaSP)	2	50%	50%	50%	0%	50%	1	0%	0%	100%	1	100%	0%	0%
Computer Science & Engineering	20	20%	80%	40%	5%	55%	4	50%	0%	50%	16	38%	6%	56%
Electrical & Computer Engineering	9	33%	67%	44%	11%	44%	3	33%	0%	67%	6	50%	17%	33%
Industrial & Operations Engineering	7	29%	71%	43%	14%	43%	2	50%	50%	0%	5	40%	0%	60%
Materials Science & Engineering	7	0%	100%	57%	14%	29%	0	--	--	--	7	57%	14%	29%
Mechanical Engineering	19	21%	79%	26%	21%	53%	4	50%	0%	50%	15	20%	27%	53%
Naval Architecture & Marine Engineering	3	33%	67%	33%	0%	67%	1	0%	0%	100%	2	50%	0%	50%
Nuclear Engineering & Radiological Sciences	1	0%	100%	0%	0%	100%	0	--	--	--	1	0%	0%	100%
Overall	83	22%	78%	34%	12%	54%	18	39%	6%	55%	65	32%	14%	54%

Table 1 (continued): College of Engineering -Faculty by Track, Gender, and Race/Ethnicity

Associate Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Aerospace Engineering	8	37%	63%	12%	13%	75%	3	0%	33%	67%	5	20%	0%	80%
Biomedical Engineering	5	60%	40%	40%	20%	40%	3	0%	33%	67%	2	100%	0%	0%
Chemical Engineering	5	60%	40%	60%	0%	40%	3	100%	0%	0%	2	0%	0%	100%
Civil & Environmental Engineering	13	38%	62%	0%	8%	92%	5	0%	0%	100%	8	0%	13%	88%
Climate and Space Sci. and Engin. (CLaSP)	8	50%	50%	25%	0%	75%	4	25%	0%	75%	4	25%	0%	75%
Computer Science & Engineering	12	33%	67%	50%	8%	42%	4	50%	0%	50%	8	50%	13%	38%
Electrical & Computer Engineering	15	27%	73%	33%	7%	60%	4	0%	0%	100%	11	46%	9%	45%
Industrial & Operations Engineering	8	50%	50%	50%	13%	37%	4	50%	25%	25%	4	50%	0%	50%
Materials Science & Engineering	3	33%	67%	67%	0%	33%	1	100%	0%	0%	2	50%	0%	50%
Mechanical Engineering	11	27%	73%	46%	9%	45%	3	0%	0%	100%	8	63%	12%	25%
Naval Architecture & Marine Engineering	5	0%	100%	0%	20%	80%	0	--	--	--	5	0%	20%	80%
Nuclear Engineering & Radiological Sciences	5	20%	80%	0%	0%	100%	1	0%	0%	100%	4	0%	0%	100%
Overall	98	36%	64%	31%	8%	61%	35	25%	9%	66%	63	33%	8%	59%

Full Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Aerospace Engineering	16	6%	94%	19%	13%	68%	1	0%	0%	100%	15	20%	13%	67%
Biomedical Engineering	11	36%	64%	27%	0%	73%	4	50%	0%	50%	7	14%	0%	86%
Chemical Engineering	17	18%	82%	12%	12%	76%	3	0%	33%	67%	14	14%	7%	79%
Civil & Environmental Engineering	18	17%	83%	27%	6%	67%	3	0%	33%	67%	15	33%	0%	67%
Climate and Space Sci. and Engin. (CLaSP)	17	18%	82%	24%	5%	71%	3	0%	0%	100%	14	29%	7%	64%
Computer Science & Engineering	30	13%	87%	30%	3%	67%	4	50%	0%	50%	26	27%	4%	69%
Electrical & Computer Engineering	43	5%	95%	28%	2%	70%	2	50%	0%	50%	41	27%	2%	71%
Industrial & Operations Engineering	15	27%	73%	27%	0%	73%	4	25%	0%	75%	11	27%	0%	73%
Materials Science & Engineering	14	29%	71%	21%	7%	71%	4	25%	0%	75%	10	20%	10%	70%
Mechanical Engineering	42	17%	83%	33%	0%	67%	7	0%	0%	100%	35	40%	0%	60%
Naval Architecture & Marine Engineering	7	29%	71%	43%	0%	57%	2	100%	0%	0%	5	20%	0%	80%
Nuclear Engineering & Radiological Sciences	20	15%	85%	30%	5%	65%	3	0%	0%	100%	17	35%	6%	59%
Overall	250	16%	84%	27%	4%	69%	40	23%	5%	72%	210	28%	4%	68%

Table 2: College of LSA (Humanities) - Faculty by Track, Gender, and Race/Ethnicity

Assistant Professors, Associate Professors, and Full Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
American Culture	24	62%	38%	17%	38%	46%	15	13%	40%	47%	9	22%	34%	44%
Asian Languages & Cultures	19	47%	53%	31%	16%	53%	9	45%	11%	44%	10	20%	20%	60%
Classical Studies	23	52%	48%	4%	5%	91%	12	8%	8%	83%	11	0%	0%	100%
Comparative Literature	9	67%	33%	0%	11%	89%	6	0%	17%	83%	3	0%	0%	100%
DAAS	27	48%	52%	0%	63%	37%	13	0%	69%	31%	14	0%	57%	43%
English Language & Literature	58	55%	45%	14%	14%	72%	32	16%	13%	72%	26	12%	15%	73%
Film, Television, and Media	16	50%	50%	13%	6%	81%	8	25%	13%	63%	8	0%	0%	100%
Germanic Languages & Literatures	13	38%	62%	0%	8%	92%	5	0%	20%	80%	8	0%	0%	100%
History of Art	15	60%	40%	20%	7%	73%	9	22%	11%	67%	6	17%	0%	83%
Judaic Studies	9	56%	44%	0%	11%	89%	5	0%	0%	100%	4	0%	25%	75%
Middle East Studies	20	30%	70%	5%	0%	95%	6	0%	0%	100%	14	7%	0%	93%
Philosophy	20	35%	65%	15%	0%	85%	7	29%	0%	71%	13	8%	0%	92%
Romance Languages & Literatures	28	36%	64%	4%	43%	53%	10	0%	50%	50%	18	6%	39%	55%
Slavic Languages & Literatures	9	33%	67%	0%	0%	100%	3	0%	0%	100%	6	0%	0%	100%
Overall	290	48%	52%	10%	19%	71%	140	13%	21%	66%	150	7%	17%	76%

Assistant Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
American Culture	8	75%	25%	25%	50%	0.25	6	17%	50%	33%	2	50%	50%	0%
Asian Languages & Cultures	8	75%	25%	25%	0%	75%	6	33%	0%	67%	2	0%	0%	100%
Classical Studies	5	40%	60%	0%	20%	80%	2	0%	50%	50%	3	0%	0%	100%
Comparative Literature	1	0%	100%	0%	0%	100%	0	--	--	--	1	0%	0%	100%
DAAS	5	60%	40%	0%	80%	20%	3	0%	100%	0%	2	0%	50%	50%
English Language & Literature	6	67%	33%	17%	33%	50%	4	25%	50%	25%	2	0%	0%	100%
Film, Television, and Media	5	100%	0%	40%	0%	60%	5	40%	0%	60%	0	--	--	--
Germanic Languages & Literatures	2	100%	0%	0%	50%	50%	2	0%	50%	50%	0	--	--	--
History of Art	3	100%	0%	34%	33%	33%	3	33%	34%	33%	0	--	--	--
Judaic Studies	3	67%	33%	0%	33%	67%	2	0%	0%	100%	1	0%	100%	0%
Middle East Studies	3	33%	67%	0%	0%	100%	1	0%	0%	100%	2	0%	0%	100%
Philosophy	2	100%	0%	50%	0%	50%	2	50%	0%	50%	0	--	--	--
Romance Languages & Literatures	5	60%	40%	0%	80%	20%	3	0%	67%	33%	2	0%	100%	0%
Overall	56	70%	30%	16%	32%	52%	39	21%	33%	46%	17	6%	29%	65%

Table 2 (continued): College of LSA (Humanities) - Faculty by Track, Gender, and Race/Ethnicity

Associate Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
American Culture	8	50%	50%	13%	25%	62%	4	0%	25%	75%	4	25%	25%	50%
Asian Languages & Cultures	8	25%	75%	37%	25%	38%	2	50%	50%	0%	6	33%	17%	50%
Classical Studies	3	100%	0%	33%	0%	67%	3	33%	0%	67%	0	--	--	--
Comparative Literature	2	100%	0%	0%	0%	100%	2	0%	0%	100%	0	--	--	--
DAAS	5	0%	100%	0%	100%	0%	0	--	--	--	5	0%	100%	0%
English Language & Literature	20	60%	40%	20%	20%	60%	12	25%	17%	58%	8	13%	25%	63%
Film, Television, and Media	5	20%	80%	0%	0%	100%	1	0%	0%	100%	4	0%	0%	100%
Germanic Languages & Literatures	3	33%	67%	0%	0%	100%	1	0%	0%	100%	2	0%	0%	100%
History of Art	8	38%	62%	25%	0%	75%	3	33%	0%	67%	5	20%	0%	80%
Judaic Studies	3	67%	33%	0%	0%	100%	2	0%	0%	100%	1	0%	0%	100%
Middle East Studies	5	20%	80%	20%	0%	80%	1	0%	0%	100%	4	25%	0%	75%
Philosophy	5	20%	80%	40%	0%	60%	1	100%	0%	0%	4	25%	0%	75%
Romance Languages & Literatures	7	29%	71%	14%	29%	57%	2	0%	50%	50%	5	20%	20%	60%
Slavic Languages & Literatures	6	50%	50%	0%	0%	100%	3	0%	0%	100%	3	0%	0%	100%
Overall	88	42%	58%	17%	17%	66%	37	18%	14%	68%	51	16%	19%	65%

Full Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
American Culture	8	62%	38%	13%	37%	50%	5	20%	40%	40%	3	0%	33%	67%
Asian Languages & Cultures	3	33%	67%	33%	33%	34%	1	100%	0%	0%	2	0%	50%	50%
Classical Studies	15	47%	53%	0%	0%	100%	7	0%	0%	100%	8	0%	0%	100%
Comparative Literature	6	67%	33%	0%	17%	83%	4	0%	25%	75%	2	0%	0%	100%
DAAS	17	59%	41%	0%	47%	53%	10	0%	60%	40%	7	0%	29%	71%
English Language & Literature	32	50%	50%	9%	6%	84%	16	6%	0%	94%	16	12%	13%	75%
Film, Television, and Media	6	33%	67%	0%	17%	83%	2	0%	50%	50%	4	0%	0%	100%
Germanic Languages & Literatures	8	25%	75%	0%	0%	100%	2	0%	0%	100%	6	0%	0%	100%
History of Art	4	75%	25%	0%	0%	100%	3	0%	0%	100%	1	0%	0%	100%
Judaic Studies	3	33%	67%	0%	0%	100%	1	0%	0%	100%	2	0%	0%	100%
Middle East Studies	12	33%	67%	0%	0%	100%	4	0%	0%	100%	8	0%	0%	100%
Philosophy	13	31%	69%	0%	0%	100%	4	0%	0%	100%	9	0%	0%	100%
Romance Languages & Literatures	16	31%	69%	0%	37%	63%	5	0%	40%	60%	11	0%	36%	64%
Slavic Languages & Literatures	3	0%	100%	0%	0%	100%	0	--	--	--	3	0%	0%	100%
Overall	146	44%	56%	3%	15%	82%	64	5%	19%	76%	82	2%	12%	85%

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

Assistant Professors, Associate Professors, and Full Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Astronomy	20	30%	70%	5%	15%	80%	6	17%	33%	50%	14	0%	7%	93%
Biophysics	12	25%	75%	17%	8%	75%	3	33%	0%	67%	9	11%	11%	78%
Chemistry	41	34%	66%	5%	10%	85%	14	7%	0%	93%	27	4%	15%	81%
Complex Systems	6	33%	67%	0%	17%	83%	2	0%	0%	100%	4	0%	25%	75%
Earth & Environmental Sciences	32	37%	63%	9%	3%	88%	12	17%	0%	83%	20	5%	5%	90%
Ecology & Evolutionary Biology	33	39%	61%	9%	12%	79%	13	0%	15%	85%	20	15%	10%	75%
Mathematics	55	22%	78%	18%	5%	76%	12	17%	8%	75%	43	18%	5%	77%
Molecular, Cellular, & Developmental Biology	39	33%	67%	31%	0%	69%	13	8%	0%	92%	26	42%	0%	58%
Physics	46	22%	78%	24%	9%	67%	10	50%	20%	30%	36	17%	5%	78%
Statistics	22	18%	82%	59%	5%	36%	4	75%	0%	25%	18	56%	6%	38%
Overall	306	29%	71%	19%	7%	74%	89	18%	8%	74%	217	19%	7%	74%

Assistant Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Astronomy	4	50%	50%	0%	25%	75%	2	0%	50%	50%	2	0%	0%	100%
Biophysics	5	40%	60%	20%	20%	60%	2	50%	0%	50%	3	0%	33%	67%
Chemistry	9	56%	44%	11%	11%	78%	5	20%	0%	80%	4	0%	25%	75%
Complex Systems	2	50%	50%	0%	50%	50%	1	0%	0%	100%	1	0%	100%	0%
Earth & Environmental Sciences	6	67%	33%	17%	0%	83%	4	25%	0%	75%	2	0%	0%	100%
Ecology & Evolutionary Biology	7	57%	43%	0%	43%	57%	4	0%	50%	50%	3	0%	33%	67%
Mathematics	5	20%	80%	20%	0%	80%	1	0%	0%	100%	4	25%	0%	75%
Molecular, Cellular, & Developmental Biology	10	50%	50%	40%	0%	60%	5	0%	0%	100%	5	80%	0%	20%
Physics	5	60%	40%	20%	40%	40%	3	33%	67%	0%	2	0%	0%	100%
Statistics	8	25%	75%	62%	0%	38%	2	100%	0%	0%	6	50%	0%	50%
Overall	61	48%	52%	23%	15%	62%	29	21%	17%	62%	32	25%	12%	63%

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

Associate Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Astronomy	4	50%	50%	0%	0%	100%	2	0%	0%	100%	2	0%	0%	100%
Biophysics	2	50%	50%	0%	0%	100%	1	0%	0%	100%	1	0%	0%	100%
Chemistry	7	57%	43%	0%	0%	100%	4	0%	0%	100%	3	0%	0%	100%
Complex Systems	1	100%	0%	0%	0%	100%	1	0%	0%	100%	0	--	--	--
Earth & Environmental Sciences	5	40%	60%	0%	0%	100%	2	0%	0%	100%	3	0%	0%	100%
Ecology & Evolutionary Biology	8	25%	75%	13%	13%	75%	2	0%	0%	100%	6	17%	17%	67%
Mathematics	7	57%	43%	29%	0%	71%	4	25%	0%	75%	3	33%	0%	67%
Molecular, Cellular, & Developmental Biology	8	63%	37%	38%	0%	62%	5	20%	0%	80%	3	67%	0%	33%
Physics	5	20%	80%	40%	0%	60%	1	100%	0%	0%	4	25%	0%	75%
Statistics	3	0%	100%	67%	33%	0%	0	--	--	--	3	67%	33%	0%
Overall	50	44%	56%	20%	4%	76%	22	14%	0%	86%	28	25%	7%	68%

Full Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Astronomy	12	17%	83%	8%	17%	75%	2	50%	50%	0%	10	0%	10%	90%
Biophysics	5	0%	100%	20%	0%	80%	0	--	--	--	5	20%	0%	80%
Chemistry	25	20%	80%	4%	12%	84%	5	0%	0%	100%	20	5%	15%	80%
Complex Systems	3	0%	100%	0%	0%	100%	0	--	--	--	3	0%	0%	100%
Earth & Environmental Sciences	21	29%	71%	10%	5%	86%	6	17%	0%	83%	15	7%	6%	87%
Ecology & Evolutionary Biology	18	39%	61%	11%	0%	89%	7	0%	0%	100%	11	18%	0%	82%
Mathematics	43	16%	84%	16%	7%	77%	7	14%	14%	71%	36	17%	6%	78%
Molecular, Cellular, & Developmental Biology	21	14%	86%	24%	0%	76%	3	0%	0%	100%	18	28%	0%	72%
Physics	36	17%	83%	22%	6%	72%	6	50%	0%	50%	30	17%	7%	76%
Statistics	11	18%	82%	55%	0%	45%	2	50%	0%	50%	9	56%	0%	44%
Overall	195	19%	81%	17%	6%	77%	38	18%	5%	77%	157	16%	6%	78%

Table 4: College of LSA (Social Sciences) - Faculty by Track, Gender, and Race/Ethnicity

Assistant Professors, Associate Professors, and Full Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Anthropology	34	44%	56%	3%	12%	85%	15	0%	20%	80%	19	5%	6%	89%
Communication Studies	17	35%	65%	18%	6%	76%	6	0%	17%	83%	11	27%	0%	73%
Economics	40	17%	83%	15%	20%	65%	7	14%	29%	57%	33	15%	18%	67%
History	43	40%	60%	17%	9%	74%	17	29%	18%	53%	26	8%	4%	88%
Linguistics	15	53%	47%	13%	20%	67%	8	13%	25%	62%	7	15%	14%	71%
Organizational Studies	6	33%	67%	17%	0%	83%	2	0%	0%	100%	4	25%	0%	75%
Political Science	46	35%	65%	11%	9%	80%	16	6%	6%	88%	30	13%	10%	77%
Psychology	83	54%	46%	11%	23%	66%	45	9%	27%	64%	38	13%	18%	69%
Sociology	35	63%	37%	9%	11%	80%	22	9%	14%	77%	13	8%	7%	85%
Women's Studies	5	100%	0%	0%	40%	60%	5	0%	40%	60%	0	--	--	--
Overall	324	44%	56%	12%	15%	73%	143	10%	20%	70%	181	13%	11%	76%

Assistant Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Anthropology	6	67%	33%	0%	33%	67%	4	0%	50%	50%	2	0%	0%	100%
Communication Studies	5	40%	60%	40%	20%	40%	2	0%	50%	50%	3	67%	0%	33%
Economics	13	23%	77%	23%	31%	46%	3	0%	33%	67%	10	30%	30%	40%
History	6	50%	50%	0%	33%	67%	3	0%	67%	33%	3	0%	0%	100%
Linguistics	2	100%	0%	50%	0%	50%	2	50%	0%	50%	0	--	--	--
Organizational Studies	4	0%	100%	25%	0%	75%	0	--	--	--	4	25%	0%	75%
Political Science	12	42%	58%	17%	8%	75%	5	0%	20%	80%	7	29%	0%	71%
Psychology	13	54%	46%	7%	31%	62%	7	0%	14%	86%	6	17%	50%	33%
Sociology	13	54%	46%	15%	16%	69%	7	14%	14%	72%	6	16%	17%	67%
Women's Studies	3	100%	0%	0%	67%	33%	3	0%	67%	33%	0	--	--	--
Overall	77	47%	53%	16%	23%	61%	36	6%	30%	64%	41	24%	17%	59%

Table 4 (continued): College of LSA (Social Sciences) - Faculty by Track, Gender, and Race/Ethnicity

Associate Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Anthropology	9	56%	44%	11%	0%	89%	5	0%	0%	100%	4	25%	0%	75%
Communication Studies	4	50%	50%	0%	0%	100%	2	0%	0%	100%	2	0%	0%	100%
Economics	5	20%	80%	20%	20%	60%	1	100%	0%	0%	4	0%	25%	75%
History	14	43%	57%	21%	15%	64%	6	33%	17%	50%	8	13%	12%	75%
Linguistics	4	25%	75%	0%	0%	100%	1	0%	0%	100%	3	0%	0%	100%
Organizational Studies	2	100%	0%	0%	0%	100%	2	0%	0%	100%	0	--	--	--
Political Science	8	25%	75%	38%	0%	62%	2	50%	0%	50%	6	33%	0%	67%
Psychology	12	50%	50%	0%	17%	83%	6	0%	17%	83%	6	0%	17%	83%
Sociology	9	78%	22%	11%	11%	78%	7	15%	14%	71%	2	0%	0%	100%
Overall	67	48%	52%	13%	9%	78%	32	16%	9%	75%	35	11%	9%	80%

Full Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Anthropology	19	32%	68%	0%	11%	89%	6	0%	17%	83%	13	0%	8%	92%
Communication Studies	8	25%	75%	13%	0%	88%	2	0%	0%	100%	6	17%	0%	83%
Economics	22	14%	86%	9%	14%	77%	3	0%	33%	67%	19	11%	11%	79%
History	23	35%	65%	17%	0%	83%	8	38%	0%	62%	15	7%	0%	93%
Linguistics	9	56%	44%	11%	33%	56%	5	0%	40%	60%	4	25%	25%	50%
Political Science	26	35%	65%	0%	12%	88%	9	0%	0%	100%	17	0%	18%	82%
Psychology	58	55%	45%	14%	22%	64%	32	13%	31%	56%	26	15%	12%	73%
Sociology	13	62%	38%	0%	8%	92%	8	0%	13%	88%	5	0%	0%	100%
Women's Studies	2	100%	0%	0%	0%	100%	2	0%	0%	100%	0	--	--	--
Overall	180	42%	58%	9%	14%	78%	75	9%	20%	71%	105	8%	10%	82%

Table 5: Medical School (Basic Sciences) - Faculty by Track, Gender, and Race/Ethnicity

Assistant Professors, Associate Professors, and Full Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Biological Chemistry	21	24%	76%	24%	0%	76%	5	40%	0%	60%	16	19%	0%	81%
Biomedical Engineering	7	0%	100%	29%	0%	71%	0	--	--	--	7	29%	0%	71%
Cell & Developmental Biology	17	29%	71%	35%	0%	65%	5	20%	0%	80%	12	42%	0%	58%
Computational Medicine & Bioinformatics	16	31%	69%	31%	0%	69%	5	20%	0%	80%	11	36%	0%	64%
Human Genetics	19	37%	63%	26%	0%	74%	7	14%	0%	86%	12	33%	0%	67%
Microbiology & Immunology	27	59%	41%	22%	4%	74%	16	25%	6%	69%	11	18%	0%	82%
Molecular & Integrative Physiology	26	27%	73%	23%	8%	69%	7	29%	14%	57%	19	21%	5%	74%
Pharmacology	24	29%	71%	17%	13%	71%	7	15%	14%	71%	17	18%	11%	71%
Overall	157	33%	67%	25%	4%	71%	52	23%	6%	71%	105	26%	3%	71%

Assistant Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Biological Chemistry	4	25%	75%	50%	0%	50%	1	100%	0%	0%	3	33%	0%	67%
Biomedical Engineering	3	0%	100%	33%	0%	67%	0	--	--	--	3	33%	0%	67%
Cell & Developmental Biology	4	50%	50%	50%	0%	50%	2	50%	0%	50%	2	50%	0%	50%
Computational Medicine & Bioinformatics	2	0%	100%	50%	0%	50%	0	--	--	--	2	50%	0%	50%
Human Genetics	5	40%	60%	20%	0%	80%	2	0%	0%	100%	3	33%	0%	67%
Microbiology & Immunology	3	33%	67%	67%	0%	33%	1	100%	0%	0%	2	50%	0%	50%
Molecular & Integrative Physiology	4	0%	100%	0%	0%	100%	0	--	--	--	4	0%	0%	100%
Pharmacology	7	14%	86%	14%	14%	72%	1	100%	0%	0%	6	0%	17%	83%
Overall	32	22%	78%	31%	3%	66%	7	57%	0%	43%	25	24%	4%	72%

Associate Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Biological Chemistry	9	22%	78%	22%	0%	78%	2	0%	0%	100%	7	29%	0%	71%
Biomedical Engineering	2	0%	100%	0%	0%	100%	0	--	--	--	2	0%	0%	100%
Cell & Developmental Biology	7	29%	71%	43%	0%	57%	2	0%	0%	100%	5	60%	0%	40%
Computational Medicine & Bioinformatics	8	50%	50%	25%	0%	75%	4	25%	0%	75%	4	25%	0%	75%
Human Genetics	5	40%	60%	60%	0%	40%	2	50%	0%	50%	3	67%	0%	33%
Microbiology & Immunology	6	83%	17%	0%	17%	83%	5	0%	20%	80%	1	0%	0%	100%
Molecular & Integrative Physiology	4	50%	50%	75%	0%	25%	2	100%	0%	0%	2	50%	0%	50%
Pharmacology	8	37%	63%	25%	25%	50%	3	0%	33%	67%	5	40%	20%	40%
Overall	49	41%	59%	31%	6%	63%	20	20%	10%	70%	29	38%	3%	59%

Table 5 (continued): Medical School (Basic Sciences) - Faculty by Track, Gender, and Race/Ethnicity

Full Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Biological Chemistry	8	25%	75%	12%	0%	88%	2	50%	0%	50%	6	0%	0%	100%
Biomedical Engineering	2	0%	100%	50%	0%	50%	0	--	--	--	2	50%	0%	50%
Cell & Developmental Biology	6	17%	83%	17%	0%	83%	1	0%	0%	100%	5	20%	0%	80%
Computational Medicine & Bioinformatics	6	17%	83%	33%	0%	67%	1	0%	0%	100%	5	40%	0%	60%
Human Genetics	9	33%	67%	11%	0%	89%	3	0%	0%	100%	6	17%	0%	83%
Microbiology & Immunology	18	56%	44%	22%	0%	78%	10	30%	0%	70%	8	13%	0%	87%
Molecular & Integrative Physiology	18	28%	72%	17%	11%	72%	5	0%	20%	80%	13	23%	8%	69%
Pharmacology	9	33%	67%	11%	0%	89%	3	0%	0%	100%	6	17%	0%	83%
Overall	76	33%	67%	18%	3%	79%	25	16%	4%	80%	51	20%	2%	78%

Table 6: Medical School (Clinical Departments) - Faculty by Track, Gender, and Race/Ethnicity

Assistant Professors, Associate Professors, and Full Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Anesthesiology	27	19%	81%	19%	7%	74%	5	40%	20%	40%	22	13%	5%	82%
Dermatology	7	0%	100%	29%	0%	71%	0	--	--	--	7	29%	0%	71%
Emergency Medicine	18	11%	89%	16%	6%	78%	2	50%	0%	50%	16	13%	6%	81%
Family Medicine	15	67%	33%	13%	0%	87%	10	20%	0%	80%	5	0%	0%	100%
Internal Medicine	232	28%	72%	28%	4%	68%	64	29%	5%	66%	168	27%	5%	68%
Neurology	24	25%	75%	17%	4%	79%	6	0%	17%	83%	18	22%	0%	78%
Neurosurgery	14	14%	86%	36%	14%	50%	2	0%	50%	50%	12	42%	8%	50%
Obstetrics/Gynecology	24	71%	29%	13%	12%	75%	17	12%	17%	71%	7	14%	0%	86%
Ophthalmology & Visual Sciences	40	25%	75%	18%	0%	82%	10	0%	0%	100%	30	23%	0%	77%
Otorhinolaryngology	28	18%	82%	3%	4%	93%	5	0%	0%	100%	23	4%	4%	92%
Pathology	36	22%	78%	14%	5%	81%	8	38%	0%	62%	28	7%	7%	86%
Pediatrics & Communicable Diseases	55	45%	55%	15%	9%	76%	25	12%	12%	76%	30	16%	7%	77%
Physical Medicine & Rehabilitation	14	43%	57%	7%	7%	86%	6	0%	17%	83%	8	13%	0%	87%
Psychiatry	51	49%	51%	18%	2%	80%	25	20%	0%	80%	26	15%	4%	81%
Radiation Oncology	49	20%	80%	20%	4%	76%	10	40%	20%	40%	39	15%	0%	85%
Surgery	98	23%	77%	26%	5%	69%	23	17%	9%	74%	75	28%	4%	68%
Urology	17	6%	94%	24%	6%	70%	1	0%	0%	100%	16	25%	6%	69%
Overall	749	29%	71%	21%	5%	74%	219	21%	8%	71%	530	21%	4%	75%

Assistant Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Anesthesiology	11	9%	91%	18%	9%	73%	1	0%	0%	100%	10	20%	10%	70%
Dermatology	1	0%	100%	100%	0%	0%	0	--	--	--	1	100%	0%	0%
Emergency Medicine	5	20%	80%	40%	0%	60%	1	100%	0%	0%	4	25%	0%	75%
Family Medicine	7	86%	14%	29%	0%	71%	6	33%	0%	67%	1	0%	0%	100%
Internal Medicine	58	41%	59%	24%	5%	71%	24	29%	4%	67%	34	21%	6%	73%
Neurology	4	50%	50%	50%	25%	25%	2	0%	50%	50%	2	100%	0%	0%
Neurosurgery	1	0%	100%	0%	0%	100%	0	--	--	--	1	0%	0%	100%
Obstetrics/Gynecology	8	100%	0%	13%	12%	75%	8	12%	13%	75%	0	--	--	--
Ophthalmology & Visual Sciences	12	42%	58%	25%	0%	75%	5	0%	0%	100%	7	43%	0%	57%
Otorhinolaryngology	9	33%	67%	11%	0%	89%	3	0%	0%	100%	6	17%	0%	83%
Pathology	2	0%	100%	0%	0%	100%	0	--	--	--	2	0%	0%	100%
Pediatrics & Communicable Diseases	12	58%	42%	25%	0%	75%	7	0%	0%	100%	5	60%	0%	40%
Physical Medicine & Rehabilitation	1	0%	100%	0%	0%	100%	0	--	--	--	1	0%	0%	100%
Psychiatry	14	71%	29%	21%	0%	79%	10	30%	0%	70%	4	0%	0%	100%
Radiation Oncology	8	0%	100%	25%	0%	75%	0	--	--	--	8	25%	0%	75%
Surgery	26	38%	62%	19%	12%	69%	10	20%	20%	60%	16	19%	6%	75%
Urology	3	33%	67%	33%	33%	34%	1	0%	0%	100%	2	50%	50%	0%
Overall	182	43%	57%	23%	6%	71%	78	21%	6%	73%	104	25%	5%	70%

Table 6 (continued): Medical School (Clinical Departments) - Faculty by Track, Gender, and Race/Ethnicity

Associate Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Anesthesiology	6	33%	67%	17%	0%	83%	2	50%	0%	50%	4	0%	0%	100%
Dermatology	2	0%	100%	50%	0%	50%	0	--	--	--	2	50%	0%	50%
Emergency Medicine	6	17%	83%	0%	17%	83%	1	0%	0%	100%	5	0%	20%	80%
Family Medicine	3	67%	33%	0%	0%	100%	2	0%	0%	100%	1	0%	0%	100%
Internal Medicine	56	37%	63%	41%	4%	55%	21	38%	5%	57%	35	43%	3%	54%
Neurology	7	14%	86%	0%	0%	100%	1	0%	0%	100%	6	0%	0%	100%
Neurosurgery	3	0%	100%	67%	0%	33%	0	--	--	--	3	67%	0%	33%
Obstetrics/Gynecology	6	67%	33%	33%	17%	50%	4	25%	25%	50%	2	50%	0%	50%
Ophthalmology & Visual Sciences	8	25%	75%	13%	0%	88%	2	0%	0%	100%	6	17%	0%	83%
Otorhinolaryngology	5	0%	100%	0%	0%	100%	0	--	--	--	5	0%	0%	100%
Pathology	12	33%	67%	8%	0%	92%	4	25%	0%	75%	8	0%	0%	100%
Pediatrics & Communicable Diseases	13	54%	46%	15%	31%	54%	7	28%	29%	43%	6	0%	33%	67%
Physical Medicine & Rehabilitation	7	57%	43%	14%	0%	86%	4	0%	0%	100%	3	33%	0%	67%
Psychiatry	12	58%	42%	17%	0%	83%	7	14%	0%	86%	5	20%	0%	80%
Radiation Oncology	4	50%	50%	25%	0%	75%	2	0%	0%	100%	2	50%	0%	50%
Surgery	20	40%	60%	35%	0%	65%	8	13%	0%	87%	12	50%	0%	50%
Urology	1	0%	100%	0%	0%	100%	0	--	--	--	1	0%	0%	100%
Overall	171	38%	62%	26%	5%	69%	65	23%	6%	71%	106	27%	4%	69%

Full Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
Anesthesiology	10	20%	80%	20%	10%	70%	2	50%	50%	0%	8	13%	0%	87%
Dermatology	4	0%	100%	0%	0%	100%	0	--	--	--	4	0%	0%	100%
Emergency Medicine	7	0%	100%	14%	0%	86%	0	--	--	--	7	14%	0%	86%
Family Medicine	5	40%	60%	0%	0%	100%	2	0%	0%	100%	3	0%	0%	100%
Internal Medicine	118	16%	84%	24%	4%	72%	19	21%	5%	74%	99	24%	4%	72%
Neurology	13	23%	77%	15%	0%	85%	3	0%	0%	100%	10	20%	0%	80%
Neurosurgery	10	20%	80%	30%	20%	50%	2	0%	50%	50%	8	38%	12%	50%
Obstetrics/Gynecology	10	50%	50%	0%	10%	90%	5	0%	20%	80%	5	0%	0%	100%
Ophthalmology & Visual Sciences	20	15%	85%	15%	0%	85%	3	0%	0%	100%	17	18%	0%	82%
Otorhinolaryngology	14	14%	86%	0%	7%	93%	2	0%	0%	100%	12	0%	8%	92%
Pathology	22	18%	82%	18%	9%	73%	4	50%	0%	50%	18	11%	11%	78%
Pediatrics & Communicable Diseases	30	37%	63%	10%	3%	87%	11	9%	9%	82%	19	11%	0%	89%
Physical Medicine & Rehabilitation	6	33%	67%	0%	17%	83%	2	0%	50%	50%	4	0%	0%	100%
Psychiatry	25	32%	68%	16%	4%	80%	8	12%	0%	88%	17	18%	6%	76%
Radiation Oncology	37	22%	78%	19%	5%	76%	8	50%	25%	25%	29	10%	0%	90%
Surgery	52	10%	90%	25%	4%	71%	5	20%	0%	80%	47	26%	4%	70%
Urology	13	0%	100%	23%	0%	77%	0	--	--	--	13	23%	0%	77%
Overall	396	19%	81%	18%	5%	77%	76	18%	11%	71%	320	19%	3%	78%

Table 7: School of Nursing - Faculty by Track, Gender, and Race/Ethnicity

Assistant Professors, Associate Professors, and Full Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
School of Nursing	43	77%	23%	12%	14%	74%	33	9%	15%	76%	10	20%	10%	70%
Overall	43	77%	23%	12%	14%	74%	33	9%	15%	76%	10	20%	10%	70%

Assistant Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
School of Nursing	18	78%	22%	22%	28%	50%	14	21%	36%	43%	4	25%	0%	75%
Overall	18	78%	22%	22%	28%	50%	14	21%	36%	43%	4	25%	0%	75%

Associate Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
School of Nursing	7	71%	29%	14%	0%	86%	5	0%	0%	100%	2	50%	0%	50%
Overall	7	71%	29%	14%	0%	86%	5	0%	0%	100%	2	50%	0%	50%

Full Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
School of Nursing	18	78%	22%	0%	6%	94%	14	0%	0%	100%	4	0%	25%	75%
Overall	18	78%	22%	0%	6%	94%	14	0%	0%	100%	4	0%	25%	75%

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

Assistant Professors, Associate Professors, and Full Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Architecture & Urban Planning	57	39%	61%	12%	12%	75%	22	14%	13%	73%	35	12%	11%	77%
School of Art & Design	35	54%	46%	20%	9%	71%	19	21%	11%	68%	16	19%	6%	75%
Ross School of Business	115	30%	70%	32%	5%	63%	35	31%	0%	69%	80	31%	8%	61%
School of Education	39	62%	38%	3%	28%	69%	24	4%	25%	71%	15	0%	33%	67%
Law School	50	32%	68%	10%	6%	84%	16	13%	13%	75%	34	9%	3%	88%
School of Music, Theatre & Dance	122	35%	65%	9%	16%	75%	43	14%	12%	74%	79	6%	18%	76%
Ford School of Public Policy	21	62%	38%	14%	24%	62%	13	15%	23%	62%	8	13%	25%	62%
School of Social Work	49	63%	37%	12%	33%	55%	31	13%	32%	55%	18	11%	33%	56%
Overall	488	42%	58%	16%	14%	70%	203	16%	16%	68%	285	15%	14%	71%

Assistant Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Architecture & Urban Planning	10	60%	40%	40%	20%	40%	6	17%	33%	50%	4	75%	0%	25%
School of Art & Design	3	100%	0%	67%	0%	33%	3	67%	0%	33%	0	--	--	--
Ross School of Business	30	50%	50%	33%	7%	60%	15	33%	0%	67%	15	34%	13%	53%
School of Education	5	80%	20%	0%	80%	20%	4	0%	75%	25%	1	0%	100%	0%
Law School	6	67%	33%	33%	0%	67%	4	25%	0%	75%	2	50%	0%	50%
School of Music, Theatre & Dance	24	29%	71%	21%	12%	67%	7	57%	0%	43%	17	6%	18%	76%
Ford School of Public Policy	7	71%	29%	14%	43%	43%	5	0%	40%	60%	2	50%	50%	0%
School of Social Work	14	86%	14%	28%	36%	36%	12	17%	42%	41%	2	100%	0%	0%
Overall	99	57%	43%	28%	19%	53%	56	27%	21%	52%	43	30%	16%	54%

Table 8 (continued): Non-STEM Professional Schools and Colleges - Faculty by Track, Gender, and Race/Ethnicity

Associate Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Architecture & Urban Planning	34	41%	59%	9%	9%	82%	14	14%	7%	79%	20	5%	10%	85%
School of Art & Design	12	42%	58%	17%	0%	83%	5	20%	0%	80%	7	14%	0%	86%
Ross School of Business	22	41%	59%	36%	5%	59%	9	44%	0%	56%	13	30%	8%	62%
School of Education	8	37%	63%	12%	25%	63%	3	33%	0%	67%	5	0%	40%	60%
School of Music, Theatre & Dance	47	45%	55%	6%	22%	72%	21	10%	14%	76%	26	4%	27%	69%
Ford School of Public Policy	7	43%	57%	14%	14%	72%	3	33%	0%	67%	4	0%	25%	75%
School of Social Work	12	75%	25%	0%	33%	67%	9	0%	22%	78%	3	0%	67%	33%
Overall	142	45%	55%	12%	15%	73%	64	17%	10%	73%	78	9%	19%	72%

Full Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Architecture & Urban Planning	13	15%	85%	0%	15%	85%	2	0%	0%	100%	11	0%	18%	82%
School of Art & Design	20	55%	45%	15%	15%	70%	11	9%	18%	73%	9	22%	11%	67%
Ross School of Business	63	17%	83%	29%	4%	67%	11	18%	0%	82%	52	31%	6%	63%
School of Education	26	65%	35%	0%	19%	81%	17	0%	18%	82%	9	0%	22%	78%
Law School	44	27%	73%	7%	7%	86%	12	8%	17%	75%	32	6%	3%	91%
School of Music, Theatre & Dance	51	29%	71%	6%	12%	82%	15	0%	13%	87%	36	8%	11%	81%
Ford School of Public Policy	7	71%	29%	14%	14%	72%	5	20%	20%	60%	2	0%	0%	100%
School of Social Work	23	43%	57%	9%	30%	61%	10	20%	30%	50%	13	0%	31%	69%
Overall	247	34%	66%	12%	12%	76%	83	8%	16%	76%	164	14%	10%	76%

Table 9: STEM Professional Schools and Colleges - Faculty by Track, Gender, and Race/Ethnicity

Assistant Professors, Associate Professors, and Full Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
School of Dentistry	45	31%	69%	29%	18%	53%	14	21%	15%	64%	31	32%	19%	49%
School of Information	51	43%	57%	13%	16%	71%	22	9%	18%	73%	29	17%	14%	69%
School of Kinesiology	30	53%	47%	10%	20%	70%	16	13%	31%	56%	14	7%	7%	86%
College of Pharmacy	32	34%	66%	19%	9%	72%	11	0%	9%	91%	21	28%	10%	62%
School for Environment and Sustainability	41	37%	63%	15%	7%	78%	15	13%	7%	80%	26	15%	8%	77%
School of Public Health	123	45%	55%	22%	11%	67%	55	18%	9%	73%	68	25%	12%	63%
Overall	322	41%	59%	19%	13%	68%	133	14%	14%	72%	189	23%	12%	65%

Assistant Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
School of Dentistry	6	67%	33%	50%	0%	50%	4	25%	0%	75%	2	100%	0%	0%
School of Information	19	53%	47%	11%	21%	68%	10	10%	30%	60%	9	11%	11%	78%
School of Kinesiology	6	50%	50%	16%	17%	67%	3	33%	34%	33%	3	0%	0%	100%
College of Pharmacy	6	33%	67%	0%	0%	100%	2	0%	0%	100%	4	0%	0%	100%
School for Environment and Sustainability	12	33%	67%	25%	8%	67%	4	50%	0%	50%	8	12%	13%	75%
School of Public Health	30	60%	40%	30%	10%	60%	18	28%	11%	61%	12	33%	8%	59%
Overall	79	52%	48%	23%	11%	66%	41	24%	15%	61%	38	21%	8%	71%

Associate Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
School of Dentistry	19	21%	79%	32%	26%	42%	4	25%	25%	50%	15	33%	27%	40%
School of Information	15	40%	60%	13%	20%	67%	6	0%	17%	83%	9	22%	22%	56%
School of Kinesiology	12	83%	17%	16%	17%	67%	10	10%	20%	70%	2	50%	0%	50%
College of Pharmacy	7	43%	57%	43%	0%	57%	3	0%	0%	100%	4	75%	0%	25%
School for Environment and Sustainability	12	50%	50%	8%	0%	92%	6	0%	0%	100%	6	17%	0%	83%
School of Public Health	35	51%	49%	23%	14%	63%	18	11%	11%	78%	17	35%	18%	47%
Overall	100	47%	53%	22%	15%	63%	47	9%	13%	79%	53	34%	17%	49%

Full Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
School of Dentistry	20	30%	70%	20%	15%	65%	6	17%	16%	67%	14	21%	14%	65%
School of Information	17	35%	65%	18%	6%	76%	6	17%	0%	83%	11	18%	9%	73%
School of Kinesiology	12	25%	75%	0%	25%	75%	3	0%	67%	33%	9	0%	11%	89%
College of Pharmacy	19	32%	68%	16%	16%	68%	6	0%	17%	83%	13	23%	15%	62%
School for Environment and Sustainability	17	29%	71%	12%	12%	76%	5	0%	20%	80%	12	17%	8%	75%
School of Public Health	58	33%	67%	17%	9%	74%	19	16%	5%	79%	39	18%	10%	72%
Overall	143	31%	69%	15%	12%	73%	45	11%	13%	76%	98	18%	11%	71%

Table 10: University of Michigan - Ann Arbor - Faculty by Track, Gender, and Race/Ethnicity

Assistant Professors, Associate Professors, and Full Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	431	22%	78%	30%	6%	64%	93	27%	6%	67%	338	30%	7%	64%
LSA, Humanities	290	48%	52%	10%	19%	71%	140	13%	21%	66%	150	7%	17%	76%
LSA, Natural Sciences	306	29%	71%	19%	7%	74%	89	18%	8%	74%	217	19%	7%	74%
LSA, Social Sciences	324	44%	56%	11%	16%	73%	143	10%	20%	70%	181	13%	11%	76%
Michigan Medicine, Basic Sciences	157	33%	67%	25%	4%	71%	52	23%	6%	71%	105	26%	3%	71%
Michigan Medicine, Clincial Sciences	749	29%	71%	21%	5%	74%	219	21%	8%	72%	530	22%	4%	75%
STEM Professional Schools	322	41%	59%	19%	13%	68%	133	14%	14%	72%	189	23%	12%	65%
Non-STEM Professional Schools	488	42%	58%	16%	14%	70%	203	16%	15%	68%	285	15%	14%	71%
School of Nursing	43	77%	23%	12%	14%	74%	33	9%	15%	76%	10	20%	10%	70%
Overall	3110	36%	64%	19%	10%	71%	1105	17%	13%	70%	2005	21%	8%	71%

Assistant Professors														
	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	83	22%	78%	34%	12%	54%	18	38%	6%	56%	65	32%	14%	54%
LSA, Humanities	56	70%	30%	16%	32%	52%	39	21%	33%	46%	17	6%	29%	65%
LSA, Natural Sciences	61	48%	52%	23%	15%	62%	29	21%	17%	62%	32	25%	13%	63%
LSA, Social Sciences	77	47%	53%	16%	23%	61%	36	6%	30%	64%	41	24%	17%	59%
Michigan Medicine, Basic Sciences	32	22%	78%	31%	3%	66%	7	57%	0%	43%	25	24%	4%	72%
Michigan Medicine, Clincial Sciences	182	43%	57%	23%	5%	72%	78	21%	6%	73%	104	25%	5%	70%
STEM Professional Schools	79	52%	48%	23%	11%	66%	41	24%	15%	61%	38	21%	8%	71%
Non-STEM Professional Schools	99	57%	43%	28%	19%	53%	56	27%	21%	52%	43	30%	16%	54%
School of Nursing	18	78%	22%	22%	28%	50%	14	21%	36%	43%	4	25%	0%	75%
Overall	687	46%	54%	24%	14%	62%	318	22%	19%	59%	369	25%	11%	64%

Table 10 (continued): University of Michigan - Ann Arbor - Faculty by Track, Gender, and Race/Ethnicity

Associate Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	98	36%	64%	31%	8%	61%	35	26%	9%	65%	63	33%	8%	59%
LSA, Humanities	88	42%	58%	17%	17%	66%	37	18%	14%	68%	51	16%	20%	65%
LSA, Natural Sciences	50	44%	56%	20%	4%	76%	22	14%	0%	86%	28	25%	7%	68%
LSA, Social Sciences	67	48%	52%	13%	9%	78%	32	16%	9%	75%	35	11%	9%	80%
Michigan Medicine, Basic Sciences	49	41%	59%	31%	6%	63%	20	20%	10%	70%	29	38%	3%	59%
Michigan Medicine, Clincial Sciences	171	38%	62%	25%	5%	70%	65	23%	6%	71%	106	27%	4%	69%
STEM Professional Schools	100	47%	53%	22%	15%	63%	47	9%	13%	79%	53	34%	17%	49%
Non-STEM Professional Schools	142	45%	55%	13%	14%	73%	64	17%	10%	73%	78	9%	19%	72%
School of Nursing	7	71%	29%	14%	0%	86%	5	0%	0%	100%	2	50%	0%	50%
Overall	772	42%	58%	21%	10%	69%	327	18%	9%	73%	445	24%	11%	65%

Full Professors	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	250	16%	84%	27%	4%	69%	40	23%	5%	72%	210	28%	4%	68%
LSA, Humanities	146	44%	56%	3%	15%	82%	64	4%	19%	77%	82	3%	12%	85%
LSA, Natural Sciences	195	19%	81%	17%	6%	77%	38	18%	6%	76%	157	17%	5%	78%
LSA, Social Sciences	180	42%	58%	9%	14%	77%	75	9%	20%	71%	105	9%	10%	81%
Michigan Medicine, Basic Sciences	76	33%	67%	18%	3%	79%	25	16%	4%	80%	51	20%	2%	78%
Michigan Medicine, Clincial Sciences	396	19%	81%	18%	5%	77%	76	18%	11%	71%	320	19%	3%	78%
STEM Professional Schools	143	31%	69%	15%	12%	73%	45	11%	13%	76%	98	17%	12%	71%
Non-STEM Professional Schools	247	34%	66%	12%	12%	76%	83	8%	16%	76%	164	14%	10%	76%
School of Nursing	18	78%	22%	0%	6%	94%	14	0%	0%	100%	4	0%	25%	75%
Overall	1651	28%	72%	16%	8%	76%	460	12%	13%	75%	1191	17%	7%	76%

Table 11: Administrative Positions by Gender and Race/Ethnicity

Total	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	73	33%	67%	25%	4%	71%	24	17%	4%	79%	49	29%	4%	67%
LSA, Humanities	53	51%	49%	6%	19%	75%	27	7%	12%	81%	26	4%	27%	69%
LSA, Natural Sciences	49	29%	71%	4%	2%	94%	14	7%	0%	93%	35	3%	3%	94%
LSA, Social Sciences	56	41%	59%	12%	18%	70%	23	17%	22%	61%	33	9%	15%	76%
Michigan Medicine, Basic Sciences	28	43%	57%	18%	3%	79%	12	17%	0%	83%	16	19%	6%	75%
Michigan Medicine, Clincial Sciences	105	26%	74%	26%	6%	68%	27	22%	7%	71%	78	27%	5%	68%
STEM Professional Schools	40	48%	53%	5%	13%	83%	19	5%	11%	84%	21	5%	14%	81%
Non-STEM Professional Schools	54	39%	61%	9%	24%	67%	21	10%	19%	71%	33	9%	27%	64%
School of Nursing	10	80%	20%	0%	0%	100%	8	0%	0%	100%	2	0%	0%	100%
Overall	468	37%	63%	15%	10%	75%	175	13%	9%	78%	293	16%	11%	73%

Department Chair	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	13	46%	54%	31%	0%	69%	6	33%	0%	67%	7	29%	0%	71%
LSA, Humanities	15	47%	53%	7%	20%	73%	7	0%	29%	71%	8	12%	13%	75%
LSA, Natural Sciences	8	37%	63%	0%	0%	100%	3	0%	0%	100%	5	0%	0%	100%
LSA, Social Sciences	8	38%	62%	12%	25%	63%	3	0%	0%	100%	5	20%	40%	40%
Michigan Medicine, Basic Sciences	7	43%	57%	0%	14%	86%	3	0%	0%	100%	4	0%	25%	75%
Michigan Medicine, Clincial Sciences	23	22%	78%	26%	4%	70%	5	20%	0%	80%	18	28%	6%	66%
STEM Professional Schools	11	55%	45%	18%	9%	73%	6	17%	16%	67%	5	20%	0%	80%
Non-STEM Professional Schools	5	20%	80%	0%	20%	80%	1	0%	0%	100%	4	0%	25%	75%
School of Nursing	0	--	--	--	--	--	0	--	--	--	0	--	--	--
Overall	90	38%	62%	16%	10%	74%	34	12%	9%	79%	56	18%	11%	71%

Table 11 (continued): Administrative Positions by Gender and Race/Ethnicity

High Level	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	8	50%	50%	0%	12%	88%	4	0%	0%	100%	4	0%	25%	75%
LSA, Humanities	4	75%	25%	0%	0%	100%	3	0%	0%	100%	1	0%	0%	100%
LSA, Natural Sciences	5	20%	80%	0%	0%	100%	1	0%	0%	100%	4	0%	0%	100%
LSA, Social Sciences	6	83%	17%	33%	67%	0%	5	40%	60%	0%	1	0%	100%	0%
Michigan Medicine, Basic Sciences	2	50%	50%	50%	0%	50%	1	100%	0%	0%	1	0%	0%	100%
Michigan Medicine, Clincial Sciences	18	33%	67%	22%	6%	72%	6	17%	17%	66%	12	25%	0%	75%
STEM Professional Schools	23	39%	61%	0%	13%	87%	9	0%	0%	100%	14	0%	21%	79%
Non-STEM Professional Schools	31	42%	58%	10%	16%	74%	13	8%	15%	77%	18	11%	17%	72%
School of Nursing	5	100%	0%	0%	0%	100%	5	0%	0%	100%	0	--	--	--
Overall	102	46%	54%	10%	14%	76%	47	11%	13%	76%	55	9%	15%	76%

Other Admin	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	52	27%	73%	27%	4%	69%	14	14%	7%	79%	38	32%	2%	66%
LSA, Humanities	34	50%	50%	5%	21%	74%	17	12%	6%	82%	17	0%	35%	65%
LSA, Natural Sciences	36	28%	72%	6%	2%	92%	10	10%	0%	90%	26	4%	4%	92%
LSA, Social Sciences	42	36%	64%	10%	10%	80%	15	14%	13%	73%	27	7%	7%	86%
Michigan Medicine, Basic Sciences	19	42%	58%	21%	0%	79%	8	13%	0%	88%	11	27%	0%	73%
Michigan Medicine, Clincial Sciences	64	25%	75%	27%	6%	67%	16	25%	6%	69%	48	27%	6%	67%
STEM Professional Schools	6	67%	33%	0%	17%	83%	4	0%	25%	75%	2	0%	0%	100%
Non-STEM Professional Schools	18	39%	61%	11%	39%	50%	7	14%	29%	57%	11	10%	45%	45%
School of Nursing	5	60%	40%	0%	0%	100%	3	0%	0%	100%	2	0%	0%	100%
Overall	276	34%	66%	17%	9%	74%	94	14%	8%	78%	182	18%	10%	72%

Table 12: Executive Committees by Gender and Race/Ethnicity

Executive Committee: Department	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	61	31%	69%	20%	5%	75%	19	21%	0%	79%	42	19%	7%	74%
LSA, Humanities	104	48%	52%	11%	13%	76%	50	14%	18%	68%	54	7%	9%	84%
LSA, Natural Sciences	54	31%	69%	13%	7%	80%	17	6%	6%	88%	37	16%	8%	76%
LSA, Social Sciences	59	63%	37%	4%	20%	76%	37	5%	25%	70%	22	0%	14%	86%
Michigan Medicine, Basic Sciences	5	60%	40%	20%	0%	80%	3	33%	0%	67%	2	0%	0%	100%
Michigan Medicine, Clincial Sciences	11	27%	73%	0%	0%	100%	3	0%	0%	100%	8	0%	0%	100%
Non-STEM Professional Schools	3	100%	0%	0%	0%	100%	3	0%	0%	100%	0	--	--	--
School or Nursing	0	--	--	--	--	--	0	--	--	--	0	--	--	--
Overall	297	44%	56%	11%	11%	78%	132	11%	14%	75%	165	11%	8%	81%

Executive Committee: College	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	8	25%	75%	12%	50%	38%	2	0%	50%	50%	6	17%	50%	33%
LSA, Humanities	3	33%	67%	33%	67%	0%	1	100%	0%	0%	2	0%	100%	0%
LSA, Natural Sciences	3	67%	33%	33%	0%	67%	2	0%	0%	100%	1	100%	0%	0%
LSA, Social Sciences	6	67%	33%	0%	33%	67%	4	0%	50%	50%	2	0%	0%	100%
Michigan Medicine, Basic Sciences	2	0%	100%	50%	0%	50%	0	--	--	--	2	50%	0%	50%
Michigan Medicine, Clincial Sciences	3	33%	67%	33%	0%	67%	1	0%	0%	100%	2	50%	0%	50%
STEM Professional Schools	22	45%	55%	9%	18%	73%	10	0%	30%	70%	12	17%	8%	75%
Non-STEM Professional Schools	40	50%	50%	5%	17%	78%	20	10%	20%	70%	20	0%	15%	85%
School of Nursing	7	71%	29%	0%	14%	86%	5	0%	0%	100%	2	0%	50%	50%
Overall	94	48%	52%	10%	21%	69%	45	7%	22%	71%	49	13%	20%	67%

Table 13: Named Professorships by Gender and Race/Ethnicity

Distinguished University Professorship	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	15	20%	80%	20%	0%	80%	3	0%	0%	100%	12	25%	0%	75%
LSA, Humanities	9	44%	56%	0%	22%	78%	4	0%	0%	100%	5	0%	40%	60%
LSA, Natural Sciences	12	8%	92%	0%	0%	100%	1	0%	0%	100%	11	0%	0%	100%
LSA, Social Sciences	14	36%	64%	0%	0%	100%	5	0%	0%	100%	9	0%	0%	100%
Michigan Medicine, Basic Sciences	5	60%	40%	0%	0%	100%	3	0%	0%	100%	2	0%	0%	100%
Michigan Medicine, Clincial Sciences	6	33%	67%	17%	17%	67%	2	50%	0%	50%	4	0%	25%	75%
STEM Professional Schools	5	0%	100%	0%	0%	100%	0	--	--	--	5	0%	0%	100%
Non-STEM Professional Schools	6	17%	83%	17%	0%	83%	1	0%	0%	100%	5	20%	0%	80%
School of Nursing	0	--	--	--	--	--	0	--	--	--	0	--	--	--
Overall	72	26%	74%	7%	4%	87%	19	5%	0%	95%	53	8%	6%	87%

Collegiate Chair or Professor	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	26	27%	73%	12%	4%	85%	7	14%	0%	86%	19	11%	5%	84%
LSA, Humanities	2	100%	0%	50%	0%	50%	2	50%	0%	50%	0	--	--	--
LSA, Natural Sciences	1	100%	0%	0%	100%	0%	1	0%	100%	0%	0	--	--	--
LSA, Social Sciences	1	100%	0%	0%	100%	0%	1	0%	100%	0%	0	--	--	--
Michigan Medicine, Basic Sciences	23	35%	65%	22%	0%	78%	8	13%	0%	87%	15	27%	0%	73%
Michigan Medicine, Clincial Sciences	63	22%	78%	18%	6%	76%	14	21%	15%	64%	49	16%	4%	80%
STEM Professional Schools	20	40%	60%	20%	20%	60%	8	25%	0%	75%	12	17%	33%	50%
Non-STEM Professional Schools	20	55%	45%	10%	10%	80%	11	9%	18%	73%	9	11%	0%	89%
School of Nursing	1	100%	0%	0%	0%	100%	1	0%	0%	100%	0	--	--	--
Overall	157	34%	66%	17%	8%	75%	53	17%	11%	72%	104	16%	7%	77%

Endowed Chair or Professor	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	51	10%	90%	21%	6%	73%	5	40%	0%	60%	46	20%	7%	74%
LSA, Humanities	14	50%	50%	0%	0%	100%	7	0%	0%	100%	7	0%	0%	100%
LSA, Natural Sciences	17	24%	76%	18%	0%	82%	4	25%	0%	75%	13	15%	0%	85%
LSA, Social Sciences	24	37%	63%	13%	4%	83%	9	22%	0%	78%	15	7%	7%	86%
Michigan Medicine, Basic Sciences	5	40%	60%	20%	0%	80%	2	0%	0%	100%	3	33%	0%	67%
Michigan Medicine, Clincial Sciences	102	20%	80%	25%	3%	72%	20	25%	0%	75%	82	25%	4%	71%
STEM Professional Schools	33	27%	73%	18%	6%	76%	9	0%	11%	89%	24	25%	4%	71%
Non-STEM Professional Schools	72	22%	78%	18%	7%	75%	16	13%	6%	81%	56	20%	7%	73%
School of Nursing	3	67%	33%	0%	0%	100%	2	0%	0%	100%	1	0%	0%	100%
Overall	321	23%	77%	20%	4%	76%	74	16%	3%	81%	247	21%	5%	74%

Table 13 (continued): Named Professorships by Gender and Race/Ethnicity

Thurnau Professor	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	29	24%	76%	10%	7%	83%	7	0%	0%	100%	22	14%	9%	77%
LSA, Humanities	20	50%	50%	5%	25%	70%	10	10%	10%	80%	10	0%	40%	60%
LSA, Natural Sciences	22	32%	68%	0%	5%	95%	7	0%	0%	100%	15	0%	7%	93%
LSA, Social Sciences	18	50%	50%	6%	11%	83%	9	11%	22%	67%	9	0%	0%	100%
Michigan Medicine, Basic Sciences	1	0%	100%	0%	0%	100%	0	--	--	--	1	0%	0%	100%
Michigan Medicine, Clincial Sciences	1	0%	100%	0%	0%	100%	0	--	--	--	1	0%	0%	100%
STEM Professional Schools	6	50%	50%	0%	0%	100%	3	0%	0%	100%	3	0%	0%	100%
Non-STEM Professional Schools	13	54%	46%	0%	8%	92%	7	0%	14%	86%	6	0%	0%	100%
School of Nursing	0	--	--	--	--	--	0	--	--	--	0	--	--	--
Overall	110	39%	61%	5%	10%	85%	43	5%	9%	86%	67	4%	10%	85%

Diversity Award	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	13	85%	15%	0%	23%	77%	11	0%	9%	91%	2	0%	100%	0%
LSA, Humanities	8	88%	13%	0%	62%	38%	7	0%	57%	43%	1	0%	100%	0%
LSA, Natural Sciences	6	67%	33%	0%	0%	100%	4	0%	0%	100%	2	0%	0%	100%
LSA, Social Sciences	8	88%	13%	13%	63%	25%	7	0%	71%	29%	1	100%	0%	0%
Michigan Medicine, Basic Sciences	1	100%	0%	0%	0%	100%	1	0%	0%	100%	0	--	--	--
Michigan Medicine, Clincial Sciences	5	100%	0%	20%	40%	40%	5	20%	40%	40%	0	--	--	--
STEM Professional Schools	10	80%	20%	0%	40%	60%	8	0%	25%	75%	2	0%	100%	0%
Non-STEM Professional Schools	14	50%	50%	8%	71%	21%	7	14%	71%	15%	7	0%	71%	29%
School of Nursing	1	100%	0%	0%	0%	100%	1	0%	0%	100%	0	--	--	--
Overall	66	77%	23%	4%	44%	52%	51	4%	37%	59%	15	7%	67%	27%

University Diversity & Social Transformation Professor	All						Female				Male			
	N	% F	% M	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH	N	% A/AA	% URM	% WH
College of Engineering	2	50%	50%	0%	100%	0%	1	0%	100%	0%	1	0%	100%	0%
LSA, Humanities	0	--	--	--	--	--	0	--	--	--	0	--	--	--
LSA, Natural Sciences	1	100%	0%	0%	100%	0%	1	0%	100%	0%	0	--	--	--
LSA, Social Sciences	6	83%	17%	17%	83%	0%	5	20%	80%	0%	1	0%	100%	0%
Michigan Medicine, Basic Sciences	0	--	--	--	--	--	0	--	--	--	0	--	--	--
Michigan Medicine, Clincial Sciences	0	--	--	--	--	--	0	--	--	--	0	--	--	--
STEM Professional Schools	3	100%	0%	0%	33%	67%	3	0%	33%	67%	0	--	--	--
Non-STEM Professional Schools	6	83%	17%	0%	83%	17%	5	0%	80%	20%	1	0%	100%	0%
School of Nursing	0	--	--	--	--	--	0	--	--	--	0	--	--	--
Overall	18	83%	17%	6%	77%	17%	15	7%	73%	20%	3	0%	100%	0%