



UNIVERSITY OF MICHIGAN TENURE-TRACK FACULTY AY2025 INDICATOR REPORT: FOCUS ON LEADERSHIP AND RECOGNITION

**U-M ADVANCE Program
October 2025**

The ADVANCE Program at the University of Michigan gratefully acknowledges the contributions of the following individuals: Brittany Dernberger, Valerie Johnson, Jordan Hudgins, Stephanie Shaulskiy, and Mary Bautista. If you have any questions or concerns, please feel free to email us directly: advance-research-info@umich.edu.

Suggested Citation: ADVANCE Program. (2025). *University of Michigan Tenure-Track Faculty AY2025 Indicator Report: Leadership and Recognition*. Ann Arbor Campus.

https://advance.umich.edu/wp-content/uploads/2026/01/AY25_Annual-Indicator_ADV-Report_2026.pdf

CONTENTS

List of Figures..... 2

INTRODUCTION.....4

 History of the Indicator Report.....5

 Previous Findings on Faculty Leadership and Recognition.....5

TENURE-TRACK FACULTY COMPOSITION.....7

TENURE-TRACK FACULTY LEADERSHIP.....12

TENURE-TRACK FACULTY RECOGNITION.....19

PERCEPTIONS ABOUT LEADERSHIP AND LEADERSHIP AND COMMITTEE
EXCLUSION.....22

CONCLUSIONS.....23

List of Figures

Figure 1a. Tenure-track Faculty Composition by Gender and Race-Ethnicity (Counts-All Ranks), AY1982-AY2024.....	7
Figure 1b. Tenure-track Faculty Composition by Gender and Race-Ethnicity (Proportions-All Ranks), AY1982-AY2024.....	8
Figure 1c. Tenure-track Faculty Composition by Gender and Race-Ethnicity (Proportions-Assistant Professors), AY1982-AY2024.....	9
Figure 1d. Tenure-track Faculty Composition by Gender and Race-Ethnicity (Proportions-Associate Professors), AY1982-AY2024.....	10
Figure 1e. Tenure-track Faculty Composition by Gender and Race-Ethnicity (Proportions-Assistant Professors), AY1982-AY2024.....	11
Figure 2a. Tenure-track Faculty Composition by Gender of Department Chairs (AY2016-AY2025).....	13
Figure 2b. Tenure-track Faculty Composition by Race-Ethnicity of Department Chairs (AY2016-AY2025).....	13
Figure 3a. Tenure-track Faculty Composition by Gender of High-Level Academic Administrators (AY2016-AY2025).....	14
Figure 3b. Tenure-track Faculty Composition by Gender of High-Level Academic Administrators (AY2016-AY2025).....	15
Figure 4a. Tenure-track Faculty Composition by Gender of Department-Level Executive Committee Membership (AY2016-AY2025).....	16
Figure 4b. Tenure-track Faculty Composition by Gender of Department-Level Executive Committee Membership (AY2016-AY2025).....	16
Figure 5a. Tenure-track Faculty Composition by Gender of School/College-Level Executive Committee Membership (AY2016-AY2025).....	17
Figure 5b. Tenure-track Faculty Composition by Gender of School/College-Level Executive Committee Membership (AY2016-AY2025).....	18
Figure 6a. Tenure-track Faculty Composition by Gender of Named Professorships (AY2016-AY2025).....	19

Figure 6b. Tenure-track Faculty Composition by Gender of Named Professorships (AY2016-AY2025).....	20
Figure 7a. Tenure-track Faculty Composition by Gender of Named Professorships (AY2016-AY2025).....	21
Figure 7b. Tenure-track Faculty Composition of Awards by Race-Ethnicity (AY2016-AY2025)	21

SUMMARY

The 2025 Annual Indicator report considers University of Michigan (U-M) tenure-track faculty leadership and recognition from AY2016-AY2025, including differences by race-ethnicity and gender. Several key conclusions emerge:

- Recognition is an area for attention: there are differences by gender and race-ethnicity in categories of award recipients.
- Aligning with changes in the university composition, women are increasingly represented in leadership positions.
- There has been inconsistent growth in faculty of color leadership.
- Perceptions of leadership exclusion among tenure-track faculty did not vary by gender or race-ethnicity. However, results suggest the need for continued support as nearly 1 in 4 faculty survey respondents reported feeling excluded from leadership opportunities.

INTRODUCTION

The University of Michigan (U-M) ADVANCE Program aims to improve our campus environment for tenure-track faculty in four general areas: recruitment, retention, leadership, and climate. We assess the campus climate through a series of campus-wide faculty surveys (reports from these surveys can be found on the ADVANCE [website](#)) as well as individualized assessments of schools and departments. The program also collects and reports on annual indicator data about the state of the faculty at U-M. These data serve as a resource to track the University's progress on strategic plans in the areas of faculty recruitment, retention, and leadership. We also conduct faculty exit interviews and other data collection efforts focused on questions related to the faculty experience.

In addition to reporting the demographic composition of tenure-track faculty at U-M each year, we have specific areas of focus in each year's report. Last year's (AY2024) indicator report focused on faculty retention. In this year's report we consider issues related to leadership and recognition, including differences by gender and race-ethnicity. In addition, we examine faculty perceptions about the importance of, and feelings of, exclusion from leadership as reported in a 2023 Campus-Wide Climate survey. Similar analyses were included in the AY2018 and AY2021 Annual Indicator reports.

When possible, we examine data separately for six groups of faculty: Asian/Asian American (A/AA) women, Underrepresented Minority (URM)¹ women, White women, A/AA men, URM men, and White men to understand differences in the representation and experiences of each of these groups (consistent with our historical data analysis). When the number of faculty is too small (especially in

¹ URM includes individuals who self-identify as African American/Black, Native American/Alaskan Native, Latino/a/e/x, and Native Hawaiian/Pacific Islander. URM also includes multiethnic individuals who self-identify with at least one of the URM categories.

the case of faculty of color) to allow for such refinement, we examine the data separately by gender and race-ethnicity or by four groups: White women, White men, women of color, and men of color.

The current report includes institutional data that spans more than forty years—from 1980 to 2025—providing the changing profile of the faculty composition.² We utilize this wealth of information 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 faculty retention, and enhance leadership opportunities for faculty at all stages of their careers.

History of the Indicator Report

The ADVANCE Program was initially funded by the National Science Foundation (NSF)³ to focus on increasing women faculty in science, technology, engineering, and mathematics (STEM) fields. NSF required each funded institution to report annually on these indicators for STEM faculty at their individual institutions and compare each current reporting year with the baseline data (AY2001 for U-M) as a way to assess change over time. When the NSF funding concluded at the end of AY2007, the ADVANCE Program continued the practice of collecting and reporting on these indicators annually, comparing the current year with the baseline. In addition, the mission of the ADVANCE Program broadened to all faculty; thus, our data collection efforts broadened. Not only did we begin collecting institutional data on all U-M faculty, we worked to retroactively gather the same data for all non-STEM faculty. We now have tenure-track faculty appointment count data for all U-M colleges and schools from AY1980 to present, as well as all indicators derived from appointment counts (e.g., sex ratios, race-ethnicity ratios, and cohort outcomes). We have similar appointment count data for research- and clinical-track faculty from AY2014 to present.⁴ As a result of these efforts, the ADVANCE Program has amassed a large amount of demographic and descriptive data on the faculty of U-M across many years.

Previous Findings on Faculty Leadership & Recognition

This report builds upon the findings of the Annual Indicator reports from 2018⁵ and 2021.⁶ Key topics in the 2018 report included composition, leadership, and recognition using HR institutional data, data from the 2017 Campus-Wide Climate survey of faculty, and exit interview data. Similarly, key topics in the 2021 report included composition, leadership, and formal recognition using HR institutional data and exit interview data. Findings from these reports elevated opportunities to improve retention of

² The process for extracting, cleaning, and counting faculty from U-M Human Resource Snapshot (HR02) data warehouse which aligns with broader campus reporting practices. HR02 includes sex (female, male) which we report as gender (women, men).

³ The U-M ADVANCE Program was in the first cohort of institutions awarded an institutional transformation grant.

⁴ Counts of research faculty and clinical faculty are available on <https://advance.umich.edu/dashboards>.

⁵ University of Michigan ADVANCE Program (2018). [2018 Indicator Report: Leadership & Recognition](#).

⁶ University of Michigan ADVANCE Program (2021). [2021 Indicator Report: Leadership & Recognition](#).

tenure-track faculty at U-M by addressing challenges with tenure-track faculty leadership and recognition. Both of these reports examined findings by gender, race-ethnicity, and rank.

Across the Annual Indicator reports in 2018 and 2021, patterns of gender differences emerged related to leadership. The 2018 Annual Indicator report found that women faculty were less represented in senior faculty ranks, departmental leadership, and high-level administrative positions. In the 2021 Annual Indicator report, women's representation in leadership was on par with the overall faculty composition at U-M, with the exception of executive committee roles, where women were more represented. Related to patterns by race-ethnicity, while the 2018 Annual Indicator report found that URM faculty were less represented in executive committees compared to White and Asian/Asian American faculty, the same trends did not emerge in the 2021 Annual Indicator report. The 2021 Annual Indicator report found that Asian/Asian American faculty were less represented throughout the leadership pipeline relative to their percent composition, while White faculty were well-represented throughout leadership positions. Findings across both previous Annual Indicator reports on these topics found differences by gender and/or race-ethnicity in recognition, including a greater representation of women receiving diversity awards.

In addition to composition, the 2018 Annual Indicator report incorporated ADVANCE climate surveys and exit interview data focused on leadership and recognition. 2017 Campus-Wide Climate survey data showed that women faculty were more likely to report feeling excluded from important committees compared to men faculty. Exit interviews illustrated that a lack of leadership opportunities was the most important factor in later career faculty's decision to leave U-M. Early career faculty reported that a lack of recognition opportunities was an important factor in their decision to leave their role at U-M. These findings underscore the importance of leadership and recognition for retention, as well as the importance of examining patterns that emerge differentially.

When discussing composition of leadership and named professors in previous Annual Indicator reports, the composition of full professors is often used as a reference point. The current Annual Indicator report expanded roles to include faculty of ranks besides full; thus, the overall tenure-track faculty composition is used as a point of reference when describing composition of leadership and named professors. While this composition is used as a reference, reaching a specific number or proportion of faculty by gender or racial-ethnic group does not ensure adequate representation or feelings of inclusion for all. Recent scholarship describes achieving "critical mass"⁷ as well as the importance of gender parity and institutional change for organizational success.⁸ Of importance,

⁷ 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). For a more detailed discussion, see Iacopini, I. et al. (2022). [Group interactions modulate critical mass dynamics in social convention.](#)

⁸ See de Silva, R. (2023). [From critical mass to critical parity in women's leadership](#); Helitzer, D. L. et al. (2017). [Changing the culture of academic medicine: Critical mass or critical actors?](#); McKinsey Global Institute (2024). [Prioritizing gender parity is crucial for global progress.](#)

although we make comparisons to the larger university composition, gender and racial-ethnic composition of leaders may vary in sub-environments including schools and colleges, departments, and research or lab group settings. The representation level of specific faculty groups at the university is not necessarily the optimal level of their representation in leadership roles and in receiving recognition.

Using both institutional data and 2023 Campus-Wide Climate survey data, this year’s report assesses progress in faculty leadership and recognition since the last Annual Indicator report focusing on this topic in 2021.

TENURE-TRACK FACULTY COMPOSITION

The focus of the current report is tenure-track faculty leadership and recognition at U-M. We begin, however, with a review of the composition of the faculty, specifically the percentage of all tenure-track faculty by six gender and racial-ethnic intersectional groups from AY1980 through AY2025 (see Figures 1a-e).

Figure 1a. Tenure-track Faculty Composition by Gender and Race-Ethnicity (Counts - All Ranks), AY1980-AY2025

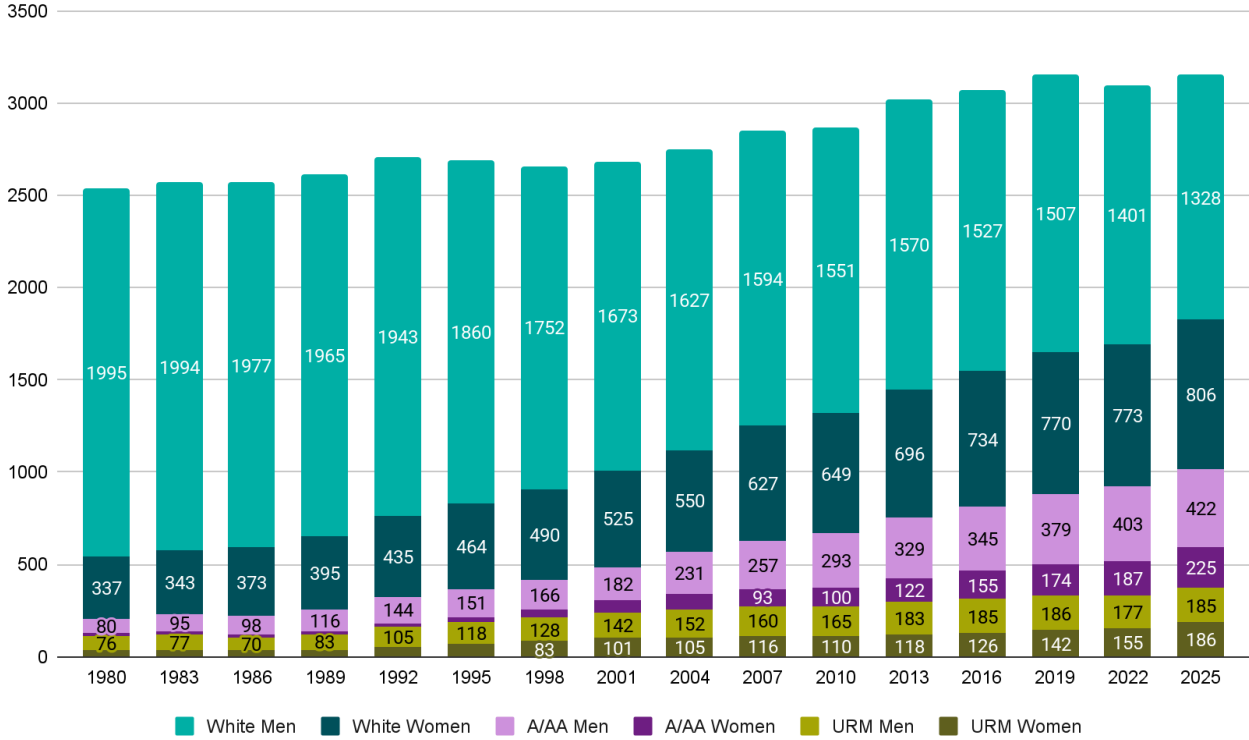


Figure 1a displays the counts of tenure-track faculty by gender and race-ethnicity from AY1980 to AY2025. The total number of tenure-track faculty grew by 24%, from 2,538 in AY1980 to 3,152 in AY2025. We also note that the faculty has become more diverse as it has grown; the number of White men has remained fairly constant since the early 2000s, but it is decreasing in the most recent cohorts. However, the numbers of White women and faculty of color increased incrementally during this time.

Figure 1b. Tenure-track Faculty Composition by Gender and Race-Ethnicity (Percentages - All Ranks), AY1980-AY2025

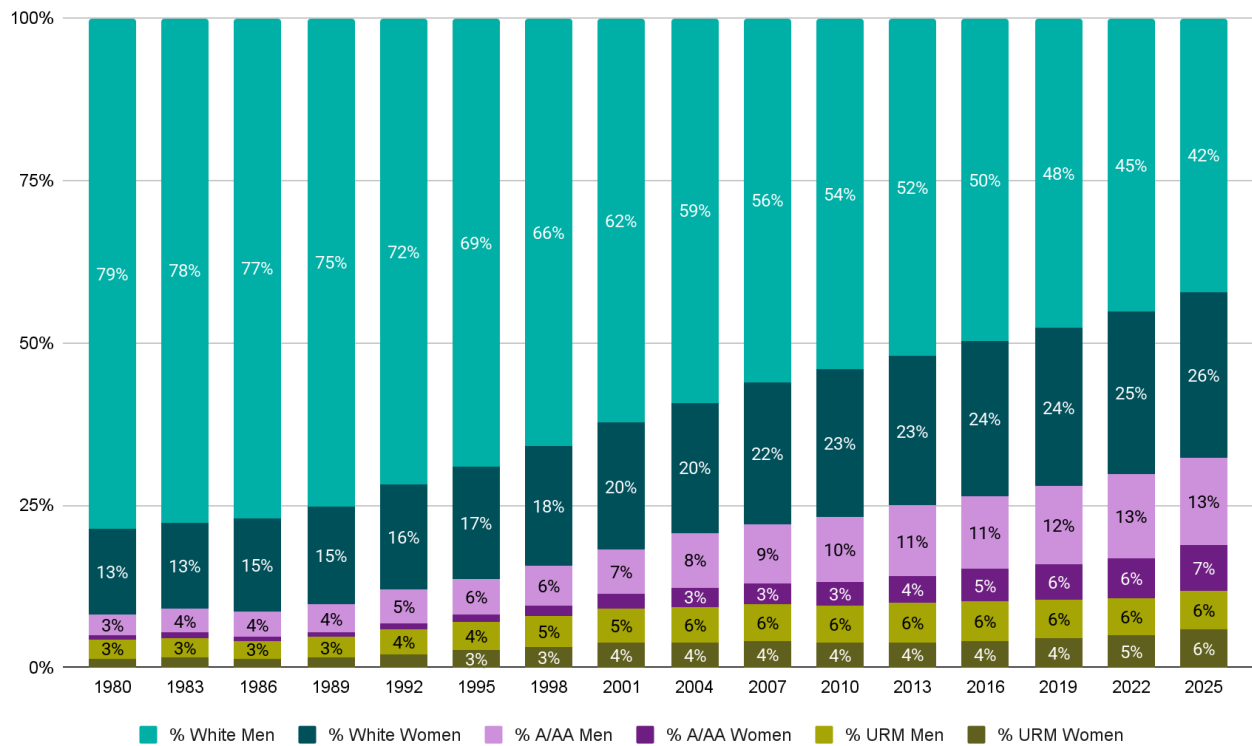


Figure 1b displays the percentages of tenure-track faculty by gender and race-ethnicity over time (AY1980-AY2025). Since 1980, the percentage of White men faculty has decreased, while the percentage of White women faculty has gradually increased. Similarly, the percentage of Asian/Asian American men faculty has increased incrementally over time. Other indicated intersectional faculty groups have experienced small growth since 1980.

Figure 1c. Tenure-track Faculty Composition by Gender and Race-Ethnicity (Percentages - Assistant Professors), AY1980-AY2025

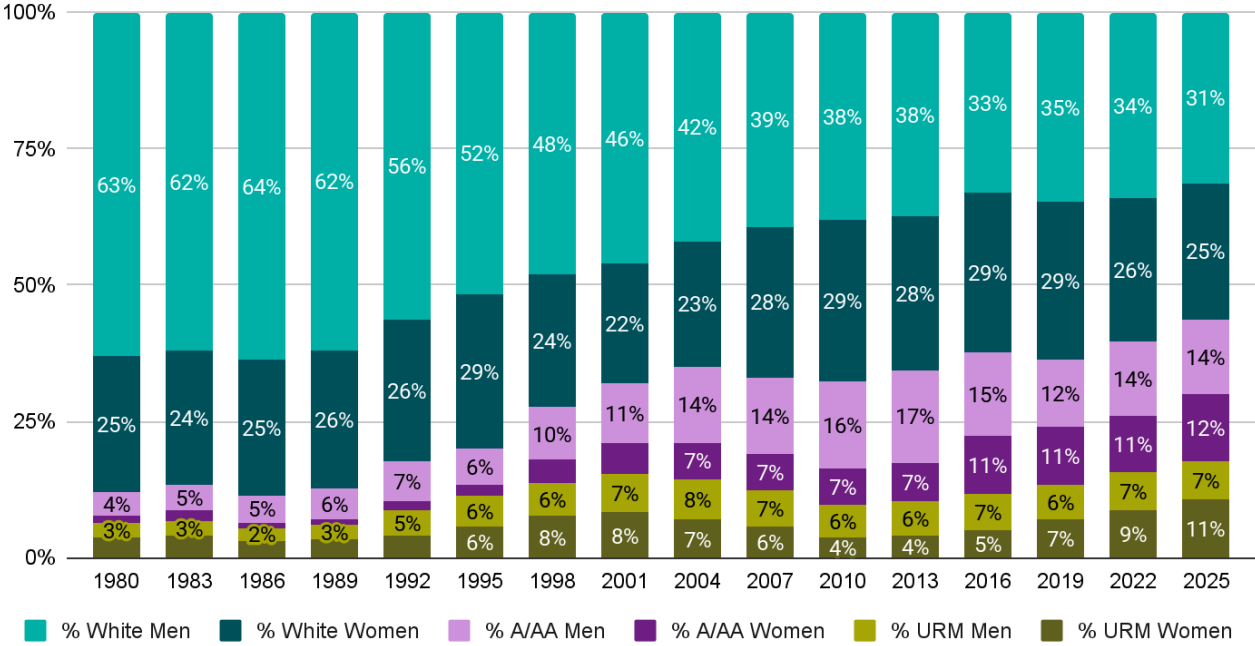
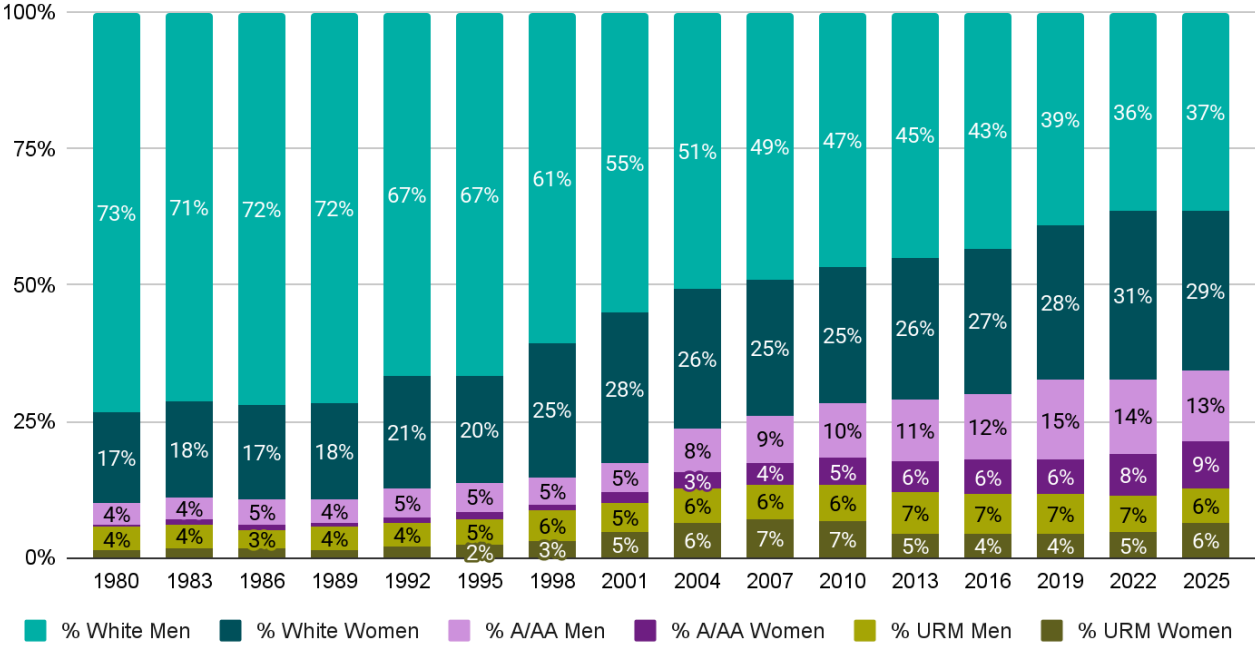


Figure 1c displays the percentages of tenure-track faculty in the assistant professor rank over time (AY1980-AY2025). Faculty at the assistant rank reflect greater gender and racial-ethnic diversity than the overall faculty composition since 1980. In the past ten years, assistant professor composition by gender and race-ethnicity has remained generally stable, with small decreases in the percentage of Asian/Asian American men faculty and small increases in the percentage of URM women faculty.

Figure 1d. Tenure-track Faculty Composition by Gender and Race-Ethnicity (Percentages - Associate Professors), AY1980-AY2025



At the associate rank, faculty composition by gender and race-ethnicity is similar to the overall composition (Figure 1d). Since 2004, percentages of all indicated intersectional groups have remained stable, with a modest decrease in White men associate professors.

Figure 1e. Tenure-track Faculty Composition by Gender and Race-Ethnicity (Percentages - Full Professors), AY1980-AY2025

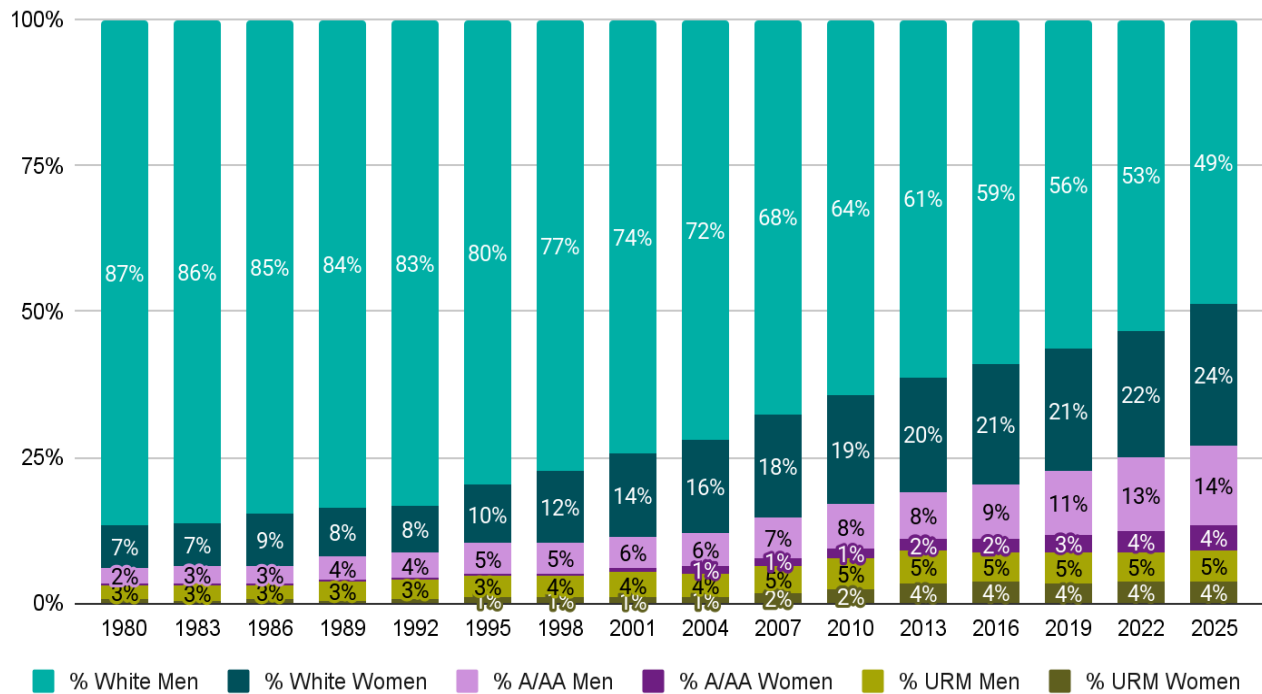


Figure 1e displays percentages of full professors by gender and race-ethnicity. Compared to assistant and associate professors, the full professor rank is less diverse by gender and race-ethnicity. Since 1980, white men are the majority of full professors compared to any other indicated intersectional group. In the past ten years, the percentage of URM men and URM women faculty have remained constant.

The faculty composition data suggest there has been a moderate increase in overall faculty diversity by indicated demographic measures over the last four decades. This increase is likely the result of many factors, including the retirement of senior faculty from the University (indeed, the faculty group that is most represented among those retiring are White men)⁹ and initiatives undertaken at U-M throughout the 1980s and 1990s directed at increasing the recruitment and retention of broadly diverse faculty.

Informed by these trends in the faculty composition, the remainder of this report will address this year’s focal theme: leadership and recognition at U-M.

⁹ [University of Michigan ADVANCE Program \(2024\). 2024 Indicator Report: Faculty Retention and Departures.](#)

TENURE-TRACK FACULTY LEADERSHIP

In this section we discuss data related to tenure-track faculty leadership and recognition. We consider changes in the composition over the last ten years of university leaders and award recipients by gender and race-ethnicity.

Previous ADVANCE research has demonstrated the importance of leadership opportunities for faculty satisfaction and retention.¹⁰ Recent Annual Indicator reports for AY2018 and AY2021 both focused on leadership and recognition, finding disparities based on gender for leadership roles including holding high-level administrative positions and department chair roles in AY2018 but more equal representation in the AY2021 report. Additionally, Annual Indicator reports in both AY2018 and AY2021 found that Asian/Asian American faculty were less represented in leadership positions compared to faculty composition. Consistent with previous reports, we follow similar processes to understand leadership composition by gender and race-ethnicity and patterns across time, noting that attention to other faculty characteristics might yield additional insight.

We begin by analyzing the gender and race-ethnicity demographics of faculty in leadership positions across campus, including department chairs, high-level administrators,¹¹ and executive committee members. Although previous Annual Indicator reports focused on department chairs, the current report includes associate chairs as well across the ten-year time period. Each figure below displays the composition of department chairs and associate chairs at four time points: AY2016, AY2019, AY2022, and AY2025.

¹⁰ University of Michigan ADVANCE Program (2020). [Exit Interview Study of Tenured/Tenure-Track Faculty: Exploring Factors Related to Job Satisfaction and Departure](#).

¹¹ High-level administrators included the 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, directors, directors of academic programs, and the university librarian.

Figure 2a. Tenure-track Faculty Composition by Gender of Department Chairs (AY2016-AY2025)

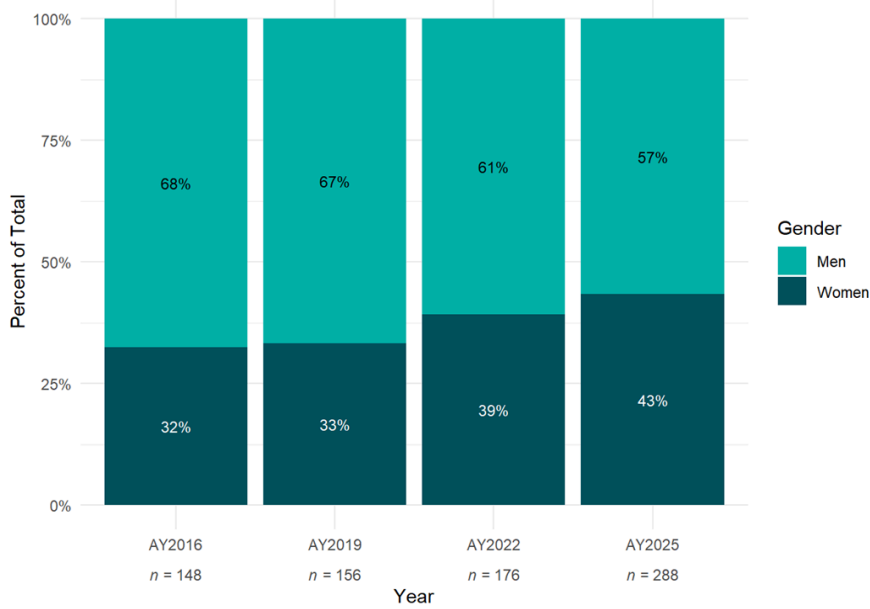


Figure 2b. Tenure-track Faculty Composition by Race-ethnicity of Department Chairs (AY2016-AY2025)

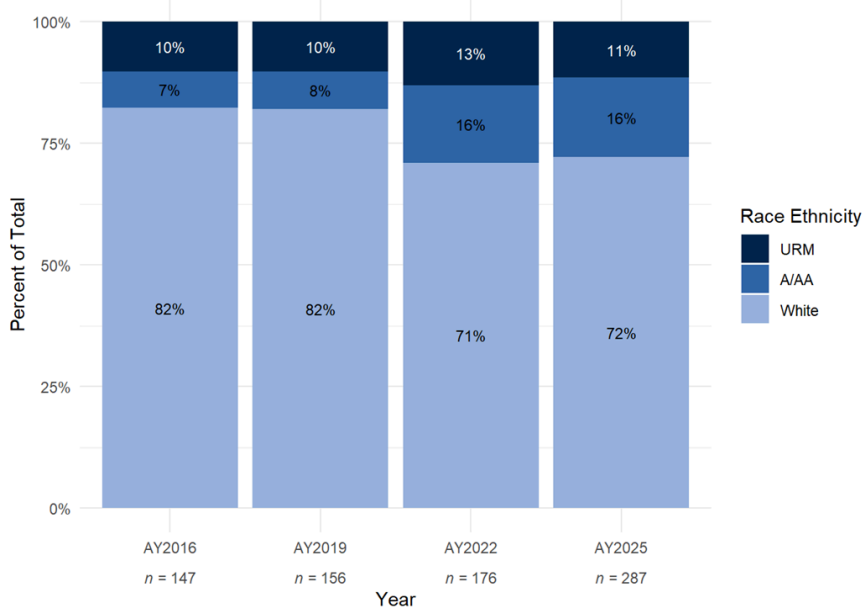


Figure 2a displays the tenure-track faculty composition by gender of department chairs in the last ten years across four different time points. The number of department chairs increased by more than 60%, from 176 in AY2022 to 288 in AY2025.¹² Although the proportion of department chairs held by men faculty decreased from 68% in AY2016 to 57% in AY2025, the representation of men department chairs is close to the composition of men tenure-track faculty at the university today (61% [Figure

¹² This increase in department chairs can be attributed to Michigan Medicine adding 93 associate chairs and the College of Literature, Science, and the Arts adding 15 associate chairs between 2022 and 2025.

1b]). The proportion of women department chairs has increased over time, from 32% in AY2016 to 43% in AY2025. The representation of women in this type of leadership role is slightly above the composition of women tenure-track faculty at the university today (39% [Figure 1b]).

Figure 2b examines the tenure-track faculty composition by race-ethnicity of department chairs at four time points over the last ten years. The proportion of Asian/Asian American department chairs was fairly stable between AY2016 and AY2019, and then doubled from 8% to 16% in AY2022 and stayed constant in AY2025. This proportion is slightly lower than the proportion of Asian/Asian American faculty at the university currently (20% [Figure 1b]). The proportion of URM department chairs has increased by 1% in the last decade, from 10% in AY2016 to 11% in AY2025. This proportion is very close but slightly lower than the proportion of URM faculty at the university currently (12% [Figure 1b]). The proportion of White department chairs was identical between AY2016 and AY2019 at 82%, then declined in AY2022 to 71% and stayed relatively constant at 72% in AY2025. The proportion of White faculty in department chairs in AY2025 is higher than the composition of White faculty at the university currently (68% [Figure 1b]).

Figure 3a. Tenure-track Faculty Composition by Gender of High-Level Academic Administrators (AY2016-AY2025)

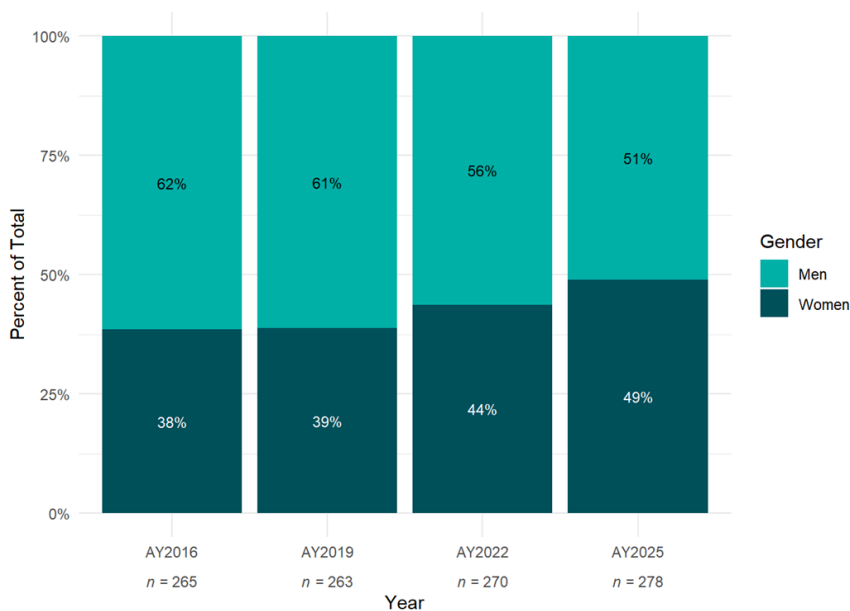


Figure 3b. Tenure-track Faculty Composition by Race-ethnicity of High-Level Academic Administrators (AY2016-AY2025)

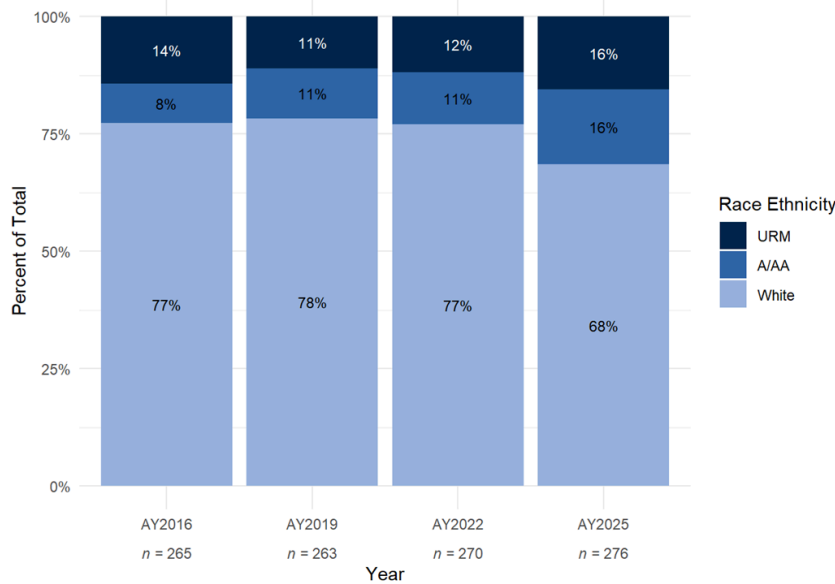


Figure 3a shows the composition of high-level academic administrative positions by gender. After remaining relatively stable between AY2016 (38%) and AY2019 (39%), the proportion of women increased in AY2022 to 44% and again in AY2025 to 49%. In AY2025, men and women hold a similar percentage of high-level academic administrative positions, with women holding 49% and men holding 51%.

Figure 3b illustrates the composition of high-level academic administrative positions by race-ethnicity. The proportion of URM academic administrators increased 2% over the last decade, from 14% in AY2016 to 16% in AY2025. Asian/Asian American high-level academic administrators doubled from 8% in AY2016 to 16% in AY2025. The proportion of White high-level academic administrators was relatively consistent in AY2016, AY2019, and AY2022—hovering between 77% and 78%—and then declined to 68% in AY2025; the percentage in AY2025 matches the proportion of White faculty at the university currently (68% [Figure 1b]).

4a. Tenure-track Faculty Composition by Gender of Department-Level Executive Committee Membership (AY2016-AY2025)

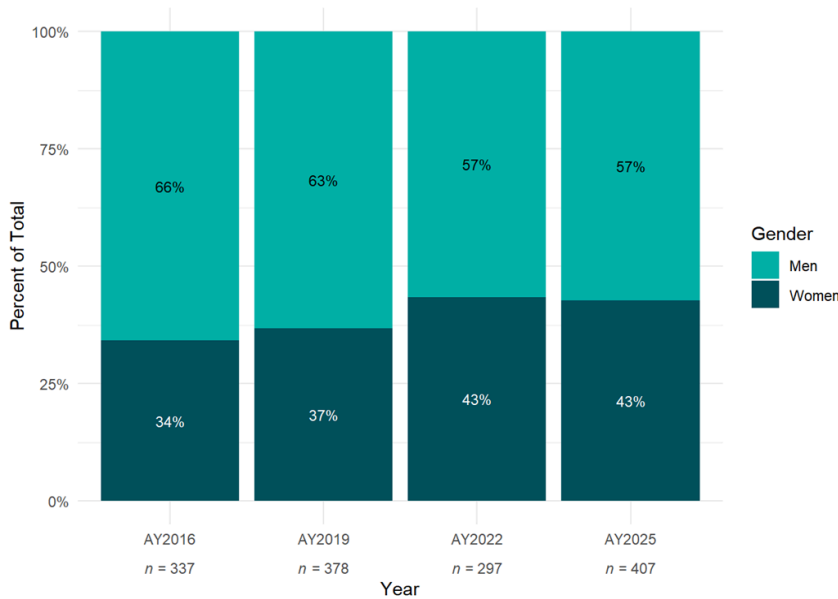


Figure 4b. Tenure-track Faculty Composition by Race-Ethnicity of Department-Level Executive Committee Membership (AY2016-AY2025)

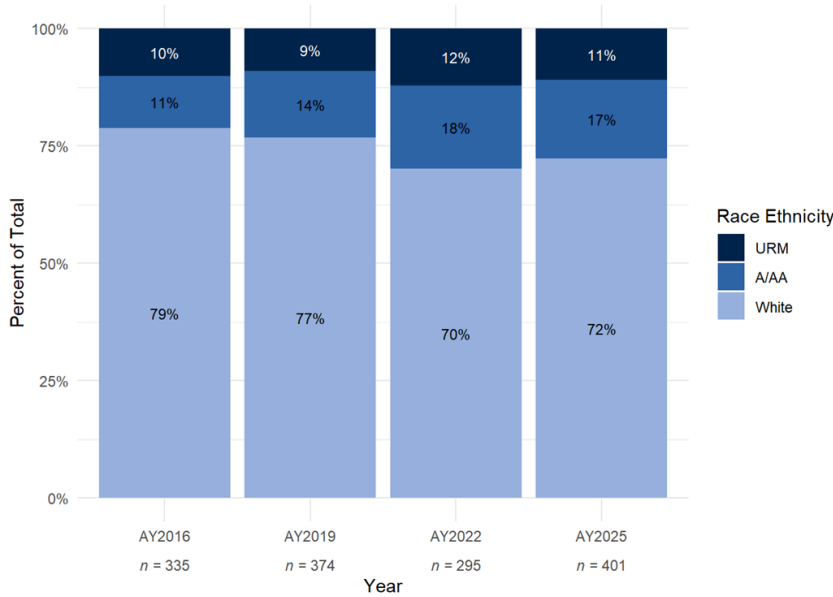


Figure 4a displays the composition of department-level executive committees by gender across four time points. The proportion of women on department-level executive committees has increased from 34% in AY2016 to 43% in AY2022, and remained at 43% in AY2025. This proportion of women is slightly higher than the proportion of women faculty at the university currently (39% [Figure 1b]).

Figure 4b shows the composition of department-level executive committees by race-ethnicity. The percentage of URM department-level executive committee members increased 1% over the last decade, from 10% in AY2016 to 11% in AY2025. The percentage of Asian/Asian American

department-level executive committee members increased 6% over the last decade, from 11% in AY2016 to 17% in AY2025. The proportion of Asian/Asian American school/college-level executive committee members (17%) remains lower than the proportion of Asian/Asian American faculty at the university currently (20% [Figure 1b]). While the proportion of White department-level executive committee members has declined from 79% in AY2016 to 72% in AY2025, this proportion is higher than the proportion of White faculty at the university currently (68% [Figure 1b]).

Figure 5a. Tenure-track Faculty Composition by Gender of School/College-Level Executive Committee Membership (AY2016-AY2025)

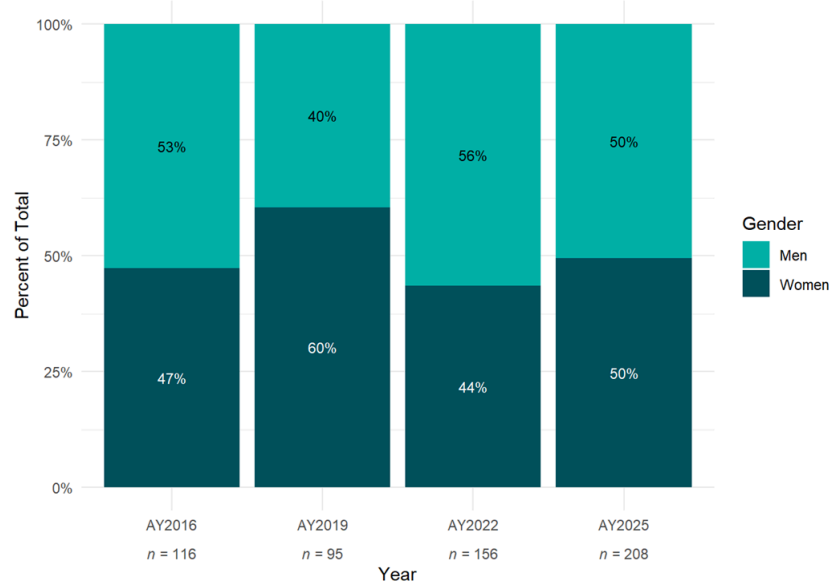


Figure 5b. Tenure-track Faculty Composition by Race-Ethnicity of School/College-Level Executive Committee Membership (AY2016-AY2025)

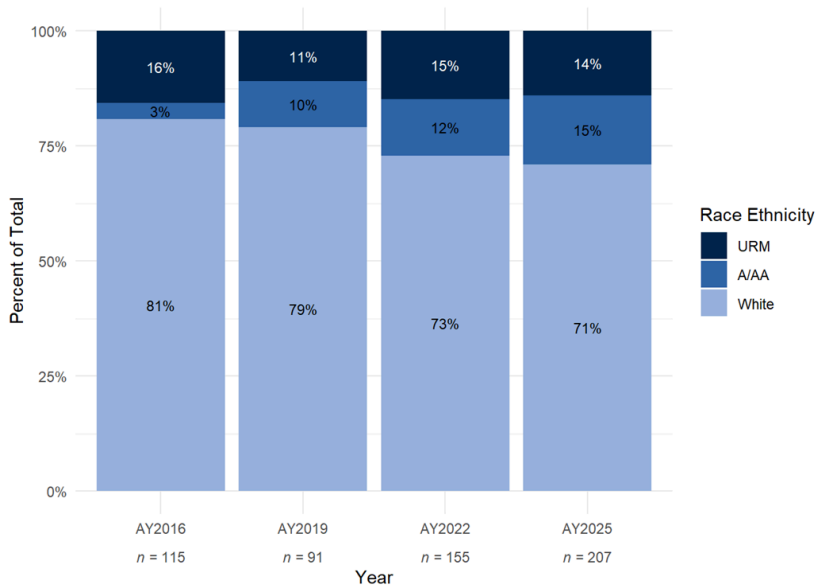


Figure 5a displays the composition of school/college-level executive committees by gender across four time points. The proportion of women on school/college-level executive committees increased 3% over the last decade, from 47% in AY2022 to 50% in AY2025. This proportion of women is higher than the proportion of women faculty at the university currently (39%, [Figure 1b]). In AY2025, school/college-level executive committee membership reflected gender parity (50% women, 50% men).

Figure 5b illustrates the composition of school/college-level executive committees by race-ethnicity. The percentage of URM school/college-level executive committee members decreased 2% over the last decade, from 16% in AY2016 to 14% in AY2025. The percentage of Asian/Asian American school/college-level executive committee members increased 12% over the last decade, from 3% in AY2016 to 15% in AY2025. The proportion of Asian/Asian American school/college-level executive committee members in AY2025 (15%) remains lower than their representation in the university faculty population (20% [Figure 1b]). While the proportion of White school/college-level executive committee members has declined from 81% in AY2016 to 71% in AY2025, this proportion remains higher than their representation in the university faculty population (68% [Figure 1b]). Mechanisms for service on both department (see Figures 4a and 4b) and school/college-level (see Figures 5a and 5b) executive committees vary by academic unit and may include selection by faculty vote, nomination by deans for faculty voting, nomination by faculty for dean selection, rotation across rank-and track-eligible faculty, and other processes.

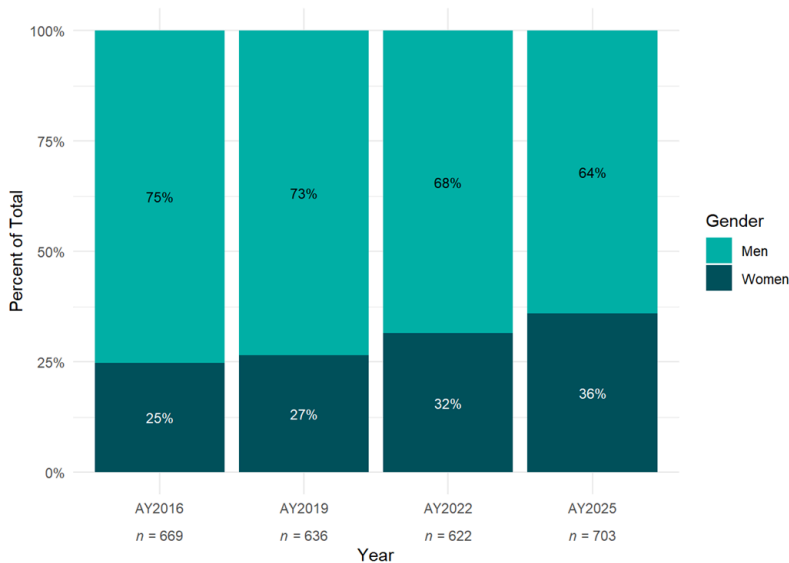
TENURE-TRACK FACULTY RECOGNITION

ADVANCE research has also demonstrated the importance of recognition, including valuing faculty members' contributions and recognizing their achievements, for faculty retention. A recent ADVANCE report on associate professors found that 43% of associate professors and one-third of assistant professors who left U-M reported that recognition was a major factor in their decision to leave.¹³ As faculty recognition is an important component of faculty institutional commitment and retention, we use several different methods to examine named professorships and awards.

Named Professorships

Named professorships included Distinguished University Professors, Collegiate Professors, Endowed Chair, Thurnau Professors, and University Diversity and Social Transformation Professors. While previous Annual Indicator reports examining this topic focused only on named professorships for full professors, we extended the list to all faculty. Each figure below displays four time points across a ten year period, including AY2016, AY2019, AY2022, and AY2025.

Figure 6a. Tenure-track Faculty Composition by Gender of Named Professorships (AY2016-AY2025)



¹³ University of Michigan ADVANCE Program (2020). [Exit Interview Study of Tenured/Tenure-Track Faculty: Exploring Factors Related to Job Satisfaction and Departure.](#)

Figure 6b. Tenure-track Faculty Composition by Race-ethnicity of Named Professorships (AY2016-AY2025)

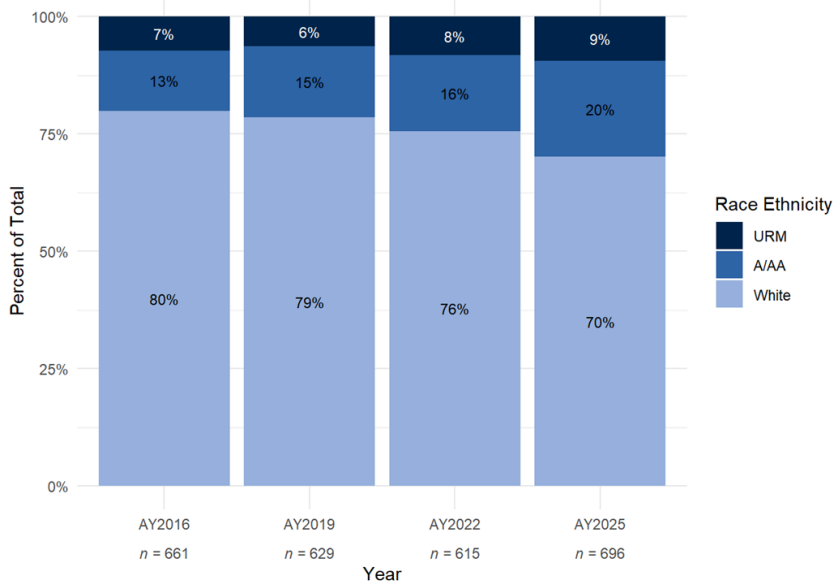


Figure 6a displays the composition of named professorships by gender across four time points. While the proportion of women holding named professorships has increased at each point, fewer women than men held named professorships in AY2025 (36% women, 64% men). This proportion of women is slightly lower than their representation at the university currently (39% [Figure 1b]).

Figure 6b highlights the composition of named professorships by race-ethnicity across four time points. The proportion of Asian/Asian American faculty holding named professorships has increased 7% over the last decade, from 13% in AY2016 to 20% in AY2025. The proportion of URM faculty holding named professorships increased 2% over the last decade, from 7% in AY2016 to 9% in AY2025. While the proportion of White faculty holding named professorships has decreased 10% from AY2016 (80%) to AY2025 (70%), the proportion of White faculty holding named professorships is slightly higher than their representation at the university currently (68% [Figure 1b]).

Awards

Another way that the university recognizes tenure-track faculty is through awards. Reviewing U-M websites that provided internal award information, awards were categorized into seven different groups, including teaching; service and governance; research, scholarship, or creative practice; public engagement; multifaceted;¹⁴ mentorship; and diversity. Awards information was coupled with HR data to examine gender and race-ethnicity of awardees by award category.

¹⁴ Multifaceted included awards that included multiple categories (see [Appendix A](#) for award names and categories).

Figure 7a. Tenure-track Faculty Composition of Awards by Gender

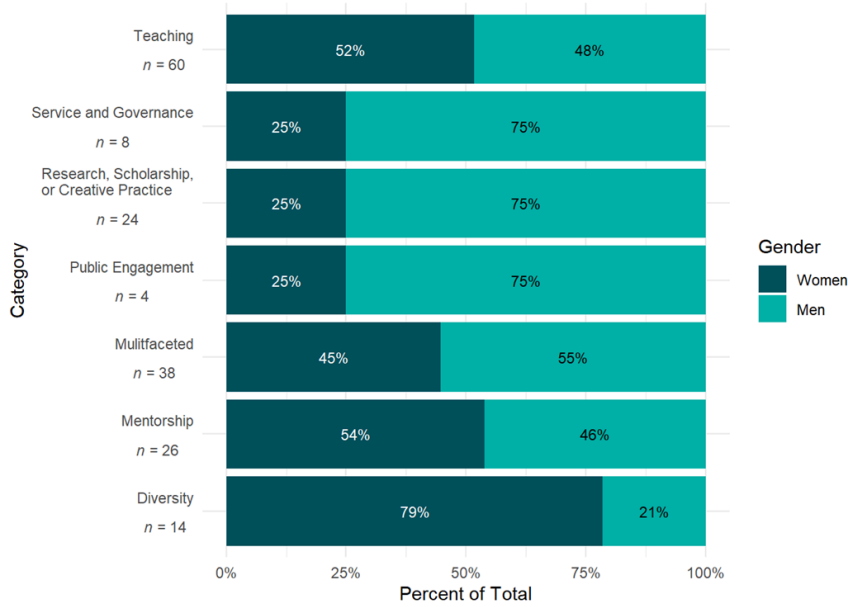


Figure 7b. Tenure-track Faculty Composition of Awards by Race-ethnicity

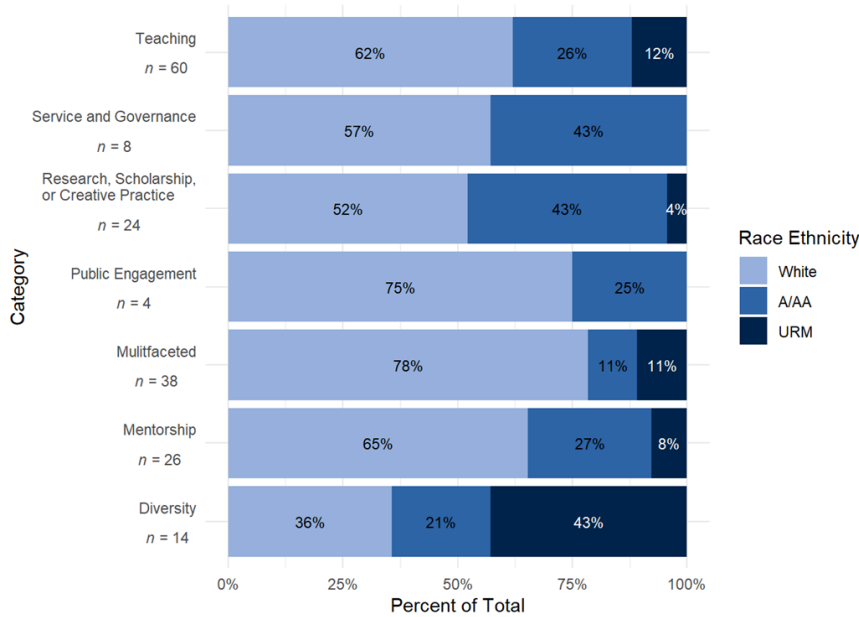


Figure 7a displays the composition of awards for tenure-track faculty by gender. Teaching, multifaceted, and mentorship awards were awarded fairly evenly between men and women faculty. While women received the majority of diversity awards, men faculty received the majority of service and governance; research, scholarship, or creative practice; and public engagement awards.

Figure 7b shows the composition of awards for tenure-track faculty by race-ethnicity. Diversity awards were distributed across racial-ethnic groups, with URM faculty receiving almost half of these awards. Almost half of all service and governance and research, scholarship, or creative practice awards were awarded to Asian/Asian American faculty.

Perceptions about Leadership and Committee Exclusion

In this section, we examine variables related to leadership roles and service on committees collected in the 2023 Campus-Wide Climate survey.¹⁵ The 2023 Campus-Wide Climate survey was the fifth wave of campus climate surveys of faculty since 2001 and was administered in winter 2023 to all tenure-track faculty, clinical-track faculty, research-track faculty, and lecturer faculty on the Ann Arbor campus, including Michigan Medicine. As we focus on the composition and retention of tenure-track faculty, we present results from the 2023 Campus-Wide Climate survey for tenure-track faculty only. Data collected included the importance of having a department/unit college leadership position and feelings of exclusion from leadership opportunities and important committees.

We used factorial ANOVAs and logistic regression to examine differences by gender, race-ethnicity, and the combination of gender and race-ethnicity. We used self-reported demographics for both race-ethnicity and gender as they were reported by respondents in the survey. Due to smaller numbers of URM and A/AA faculty respondents, we identified faculty who self-reported as any other race-ethnicity besides White as a BIPOC (Black, Indigenous, People of Color) faculty group. In the following analyses, BIPOC faculty were compared to monoracial White faculty. In terms of gender, we compared faculty who identified as women to faculty who identified as men. Due to small numbers, faculty who identified as not solely a man or woman were excluded from these analyses. We recognize the need for future research that is inclusive of all gender identities.

Importance of having a department/unit college leadership position

The average level of importance of having a department/unit college leadership position across all tenure-track faculty was 2.6 (closest to *moderately important*) on a scale of 1 (*not at all important*) to 5 (*very important*). A factorial ANOVA showed that there were no significant differences by either gender or race-ethnicity nor a significant interaction of gender and race-ethnicity on the importance of having a department/unit college leadership position. This suggests that all groups reported equal importance of having a department/unit college leadership position.

Feeling excluded from leadership opportunities

Using a yes/no response format, 23% of faculty respondents reported that they felt excluded from leadership opportunities. A logistic regression analysis revealed that there were no significant differences by either gender or race-ethnicity nor a significant interaction of gender and race-ethnicity on feeling excluded from leadership opportunities. This suggests that the percentage of faculty that felt excluded from leadership opportunities did not differ among the faculty groups.

¹⁵ ADVANCE Program (2024). [Assessing the Academic Work Environment for Tenure-Track Faculty at the University of Michigan in 2023: University-related Climate across Gender, Race, and Rank](#).

Feeling excluded from serving on important committees

Using a yes/no response format, 24% of faculty respondents reported that they felt excluded from serving on important department/college-level committees. A logistic regression revealed that there were no significant differences by either gender or race-ethnicity nor a significant interaction of gender and race-ethnicity on feeling excluded from important committees. This suggests that the percentage of faculty that felt excluded from important committees did not differ among the faculty groups.

CONCLUSIONS

- *Recognition is an area for attention.* In terms of recognition, women and URM faculty received a larger proportion of diversity-related awards than other faculty. Men faculty received a larger portion of service and governance and research awards compared to women. Teaching awards were split evenly by gender. Almost half of service and governance and research, scholarship, or creative practice awards were awarded to Asian/Asian American faculty.
- *Aligning with changes in the composition of tenure-track faculty, women are increasingly represented in leadership positions.* Similar to findings in the AY2021 Annual Indicator report, the representation of women has grown within the last ten years. In addition, composition for each leadership position generally aligns with, or is above, their composition in the overall faculty. Within school/college-level executive committees and high-level academic administrators, women represent about half of those in leadership positions.
- *There were inconsistent trends in faculty of color leadership.* Overall, Asian/Asian American faculty are in leadership roles at higher rates than they were a decade ago but are represented less than their overall current makeup on the faculty. URM faculty have had little change in their proportion of leadership roles over time, but are on par with their overall current representation on the faculty.
- *Perceptions of leadership exclusion did not vary by gender or race-ethnicity, and suggest the need for continued support for all as nearly 1 in 4 faculty feels excluded from leadership opportunities.* While there were no significant patterns by gender, race-ethnicity, or the interaction of gender and race-ethnicity related to perceptions of leadership exclusion, close to one-quarter of faculty reported feeling excluded from leadership opportunities and/or serving on important department/college-level committees. Exit interview data highlights the importance of both leadership and recognition for faculty retention. Taken together, these findings suggest the importance of continued leadership and recognition efforts to support positive climate and faculty retention.