

COMMITTEE FOR A MULTICULTURAL UNIVERSITY

2008 Report

Trends in Minority Faculty Participation

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April 22, 2008

Committee Charge/Purpose

Created in 1989 according to Regent's Bylaw 4.06

Charge/Purpose:

- To communicate regularly with and provide input from a faculty perspective to the Senior Vice Provost for Academic Affairs and other relevant administrative groups
- To advise and develop agendas, position papers and proposals to all elements of faculty governance (including Senate Assembly and all of its committees) with a strong regular liaison to SACUA
- To develop plans for involving faculty throughout the University in the implementation of initiatives concerned with reducing racism and promoting a more multicultural University
- To advocate for faculty perspectives and involvement in the implementation of the recruitment and retention of minority faculty and underrepresented students
- To provide leadership for the faculty on issues and tasks related to the above goals

*“Diversity matters at Michigan,
today more than any day in our
history.”*

*It matters today, and it will matter
tomorrow. It will always matter
because it is what makes us the
great university we are.”*

**Mary Sue Coleman
November 8, 2006**

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Executive Summary

Overall in 2008, Asians make up 14.2% of the full-time, tenure-track teaching faculty; Blacks make up 5.3% of this group and Hispanics 3.0%.

Since the 1994 Report, progress in increasing minority participation in the faculty has been very different for the different minority groups and for minority groups in the different faculty ranks. Since the 1994 Report, the percentage of Black, full-time, tenure-track teaching faculty has decreased in 8 Schools and Colleges; the percentage Hispanic faculty has decreased in 3 Schools and Colleges and the percentage of Asian faculty has decreased in two Schools and Colleges.

In contrast to the positive trends since 1994 in the number of new hires, overall, for males and females, and, overall, for minority males and females, there has been no significant change in the hiring rates for Blacks and Hispanics,

Since 1994, the trend in the participation levels of Black and Hispanic Assistant Professors has exhibited negative tendencies.

In 1994, the percentage of full-time, tenure-track teaching faculty who were U.S. citizens was 81% for Black faculty, 77% for Hispanic faculty and 44% for Asian faculty. In 2008, the percentage of full-time, tenure-track teaching faculty who were U.S. citizens was 86% for Black faculty, 69% for Hispanic faculty and 43% for Asian faculty.

Overall, Black faculty hires tend to leave the University at a higher rate than all other faculty groups. For assistant professors hired in 1994, 60% of Blacks, 55% of Hispanics, 54% of Asians and 57% of Whites are no longer at the University.

Recommendations

- That the University commit itself to a special effort to increase the participation levels of American Indians and Native Alaskans. The fact that their limited numbers did not allow for their inclusion in this study is an indication of their minimal participation.
- That in view of the long period over which we have worked for their full inclusion and the very minimal progress that has been made, the University commit itself to a special study of the factors limiting the participation of African-Americans within the faculty.

University Human Resources

- That UHR revise the race/ethnicity category for faculty. Options should be less broad, focusing more on distinct ethnic groups. Multiracial faculty should also be able to indicate at least a second race.
- That UHR work with the CMU and the Provost's office to identify more appropriate measurable indicators of an individual's cultural background.

Office of the Provost

- That the Provost appoint an *ad hoc* task force to assess the climate faced by minority faculty and determine the role of climate in any departures. This task force will develop plans for improving the climate for diversity.
- That the office of the Provost collect and share with this committee a complete and detailed record of the hiring pools for all current and future tenure track positions.
- That the office of the Provost annually report to the faculty, either through the CMU or SACUA, on the state of diversity at the university, any action plans or implementation steps, the successes and failures of previously implemented plans and any corrective steps taken or planning to be taken.

Units and Departments

- That each unit or department assess and report on the climate faced by minority faculty. The subsequent report also detail the local demographics of students, faculty and of the discipline globally.
- That each unit or department provide a diversity plan to remedy any deficiencies and cultivate a favorable climate to diversity.
- That each unit or department release an annual diversity report.
- That a faculty body oversee the above steps and regularly report to the CMU and the Dean.

Introduction

This document marks the third such report from the Committee for a Multicultural University since its creation as a committee of the Senate Assembly in 1989. This period of almost twenty years encompasses but a small slice of the time during which the faculty has been concerned with the issues of increasing the participation levels of minority faculty and underrepresented students. Indeed, the faculty's collective interests and actions regarding these issues crystallized in the late 1960's and reached a peak of activism in the early 1970's during the Black Action Movement. While the faculty's involvement did not remain at that level, the creation of this committee is evidence that those goals have not been forgotten and that continued vigilance, discussion and progressive action are a necessity.

There have been remarkable changes in the language with which we have considered questions of inclusion and social justice in the academy. As we have gone from integration to affirmative action to multiculturalism and currently to diversity, the central concerns and focus of our thought and efforts have not changed – creating access and opportunity in higher education for those elements of our population for whom those avenues have traditionally and systematically been denied, e.g. African-Americans, Native Americans, Hispanic-Americans and Asian-Americans.

University actions toward this goal of increased access and inclusion have not been limited to the faculty. Professor Thomas M. Dunn noted that the "Michigan Mandate," whose broad scope included bringing access and opportunity to African-Americans, Asian-Americans and Native Americans through various initiatives and monitoring activities, was not a faculty-led effort. Claims of increasing diversity have, in recent years, actually camouflaged its true picture. While minority participation has indeed expanded, that overall growth has masked stagnation or significant declines in the participation of African-American, Native Americans and Hispanic-Americans.

As Professor Dunn also stated, the compelling feature for aggressive faculty involvement in the recruitment and retention of so-called underrepresented minorities "is the length of time we have had to secure their full inclusion and how much still remains to be accomplished."

Summary of Earlier Published Reports

“The Quality of Climate for Minority Faculty....” December 12, 1994

- Recent efforts by the University of Michigan to recruit underrepresented minority faculty should be acknowledged and complimented. During the last decade the number and proportion of such individuals have increased in some units. However, the success in recruitment has not been matched by an equivalent success in retention and promotion.
- The University of Michigan should recommit itself to its established policy of advancing diversity and integration in academic life, and it should look for ways to strengthen this policy.
- To advance beyond the national trend, Colleges and Schools of the University of Michigan should research, deliberate and draft written policies and long-range plans for the recruitment and retention---which pointedly includes attention to climate of life at this university---of faculty of color. National studies analyze hindrances against reaching the goals of such efforts; but it appears that the efforts of the university’s Schools and Colleges are not informed by those studies.

“1995 Annual Report,” May 15, 1995

Since the 1994 Report of the Committee for Multicultural University, the proportion of full-time, tenure-track teaching faculty at any rank for any ethnic group has changed very little. Overall Asians still make up 8% and Blacks 4.3% of this group, whereas the proportion of Hispanics has risen from 1.9% to 2.1% and that of native Americans from 0.25% to 0.26%.

It is noteworthy that the major concerns of these reports are still present in the findings of this study. The loss of focus as indicated in the second item of the 1994 report still exists. There appears to have been slippage in the recruitment success without any compensatory success in retention and promotion. Involvement of faculty at the unit and departmental levels are necessary for increasing the minority participation in the faculty. This was the thrust of the third point in the findings of the 1994 report. There is little or no evidence of systematic efforts to implement this recommendation.

Methodology

Data have been provided through University Human Resources (UHR) to SACUA on an annual basis since the late 1980's. Each data set reflects a snapshot of the university community on November 1 of the academic year. Year numbers in this report indicate the end of the academic year. Therefore the 2007-08 academic year will be found on the tables and graphs as 2008, and the data used to derive those tables and graphs come from the November 1, 2007 snapshot.

For each year a number of variables were extracted from the information provided including race, sex, date of birth, date of hire, job, unit, appointment fraction (both per job and overall), date of tenure and primary country of citizenship. For 2007-08, the data file provided by UHR contained 10,471 records representing 8,252 instructional faculty members. This study was limited to individuals who held a non-zero tenured or tenure-track appointment and whose total appointment was greater than or equal to 80%, leaving 2,986 people. Inasmuch as the major component of this study is the racial/ethnic component of multiculturalism, 10 individuals, who either opted not to select a race or chose "Not Included" were excluded from this study. Also excluded were two

Limitations

All race and ethnic descriptors used in this study are self-identified. It is unknown to us whether the basis this self-identification is biological or cultural.

The data list five categories for race/ethnicity: "White, not of Hispanic origin", "Black/African-American", "Asian/ Pacific Islander", "Hispanic/Latino" and "American Indian/Alaskan Native." Individuals can also choose "None" or "Not Included." Three major limitations with these categories hinder

subsets due to their limited size: Instructors (4) and "American Indian/Alaskan Native" (14). Lastly, one individual was excluded because the professorial appointment was not in a unit, but in the Provost's office. This left a study population of 2,957 for the 2007-08 academic year.

To determine a faculty member's primary unit, the 2001 and 2008 data included an indicator for the primary appointment. In 1994, the following selection criteria were used for individuals with multiple appointments: (1) appointment fraction and (2) date of tenure.

The 1994 CMU study used visa status as the citizenship indicator; however, this metric was not available for all of the years of this study. In its place, the reported country of primary citizenship was used.

Four self-identified racial/ethnic categories are used in this report. Their designation in the data files and the shortened version used in this report are as follows:

- White, Not of Hispanic Origin – White
- Black/African-American – Black
- Asian/Pacific Islander – Asian
- Hispanic/Latino – Hispanic

any investigation of the multicultural nature of this university.

First, the categories are far too broad. Culturally, "Black" and "African-American" are not synonymous. "Asian" is more of a geographical than a cultural dimension. Potentially included in the Asian category are individuals with ties to the Far East (Japan, China, Korea), Southeast Asia (Indonesia, the Philippines, Malaysia) and Southern Asia (India, Pakistan) with "Pacific Islanders" also

included in this category. The variations in culture, world view and history across this one category probably exceed those across the other three broad categories.

Second, the categories do not permit faculty to indicate more than one race/ethnicity.

Finally, in assessing the multicultural status of the university, an understanding of the cultural background of the faculty is needed. While

race and ethnicity are strongly indicative of cultural background, the CMU recognizes the existence of other factors. Unfortunately, measures of such factors are not a part of the UHR database. Thus, the following findings are presented as the best assessment of the multicultural nature of the University of Michigan at this time and this committee will continue to seek new methods of executing its charge.

FINDINGS

Current Participation Levels

Over the past 14 years, minority participation has increased across all racial/ethnic categories. This growth, however, is almost completely centered in the Asian faculty. In 1994, minorities comprised 13.5% of the faculty. By 2008, Asian faculty members alone made up more than 14% of the faculty with the total minority participation reaching almost 23%. As Fig. 1 illustrates, the growth in the Black and Hispanic faculty has been minimal in comparison to that of their Asian colleagues.

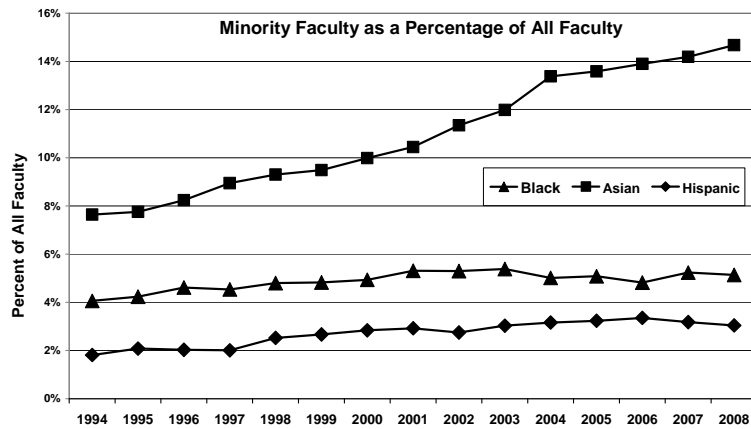


Figure 1. Minority faculty as a percentage of all faculty. Shown are data from 1994 to 2008.

When looking at the increase in minority participation in terms of rank, regular growth again appears at all ranks (Fig. 2). The increases in participation at the associate and full professor levels indicate that long term policies of encouraging diversity in hiring and promotion are changing the composition of the upper echelons of the faculty. When disaggregated by race and rank, that trend becomes less clear as shown in Fig. 3.

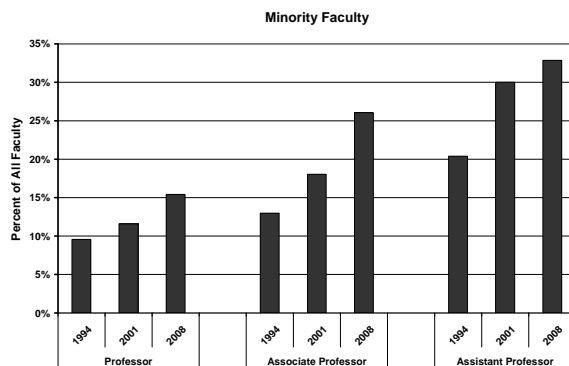


Fig. 2. Aggregate distribution of minorities across faculty ranks in 1994, 2001 and 2008.

Figure 3 shows disaggregation of the data shown in Fig. 2 (note differences in vertical scales for the three graphs). Again, Asian faculty have made significant growth. Over the past 14 years, the percentage of Asians has nearly doubled in the associate and assistant professors ranks. The change at the full professor level has been less dramatic, but significant, with an increase from 6.9% to 9.9%.

The Black and Hispanic faculty have not experienced similar steady growth over the same period. In both cases, increasing participation is evident in the upper ranks. The percentage of Hispanic associate professors more than doubled from 1994 to 2001 with a slight increase from 2001 to 2008. The percentage of Hispanic full professors has doubled for each of the periods, 1994-2001 and 2001-2008. At the full professor level, the growth in the percentage of Black faculty was more modest, increasing from 2.1% in 1994 to 3.4% in 2001. For the period 2001 to 2008 Black faculty experienced a miniscule increase of 0.1% at the full professor level.

What is most striking about figures 3B and 3C is the decline in Black and Hispanic assistant professors from 2001 to 2008. In both cases, the drop-off is significant. For Hispanic faculty, the percentage of assistant professors falls back to the 1994 level. For Black faculty, that change is even greater, *dropping by a third and ending up a full percentage point below the 1994 level.*

It is possible that the adoption of the so-called Michigan Civil Rights Initiative in 2006 has impacted the candidate pool for 2007. It would seem unlikely, however, that such a large shift could be attributed to a single hiring class or academic year. In fact, as shown in Figure 9, the decline in the participation of Blacks and Hispanics in the assistant professorial rank began much earlier.

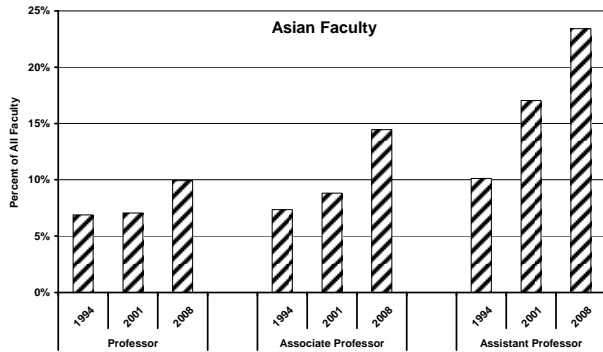


Fig. 3A. Percentage of Asian faculty in 1994, 2001 and 2008.

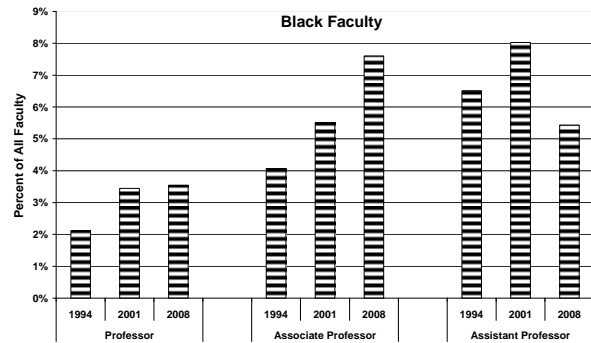


Fig. 3B. Percentage of Black faculty in 1994, 2001 and 2008.

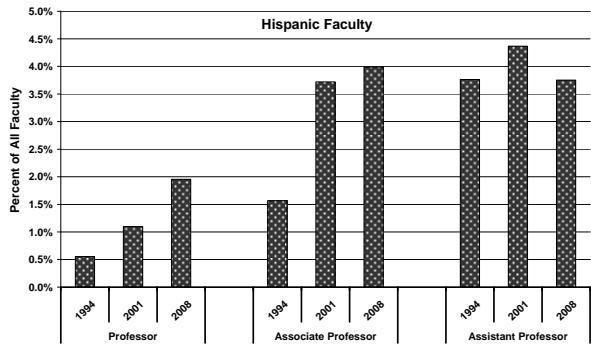


Fig. 3C. Percentage of Hispanic faculty in 1994, 2001, and 2008

The percentage of Black assistant professors peaked in 1999 at 8.6%, rebounded slightly in 2001 to 8.4% after which it steadily declined to its current level of 5.4%. Hispanic assistant professor levels peaked in 2003 at 5.1%. It has since declined to 4%. Both groups witnessed a drop in their participation in the assistant professorial rank by more than 10% over the last year.

Disaggregating Participation

While minority participation has increased at the university as a whole, it cannot be assumed either that those increases have occurred uniformly for all units or that those increases have resulted in an even distribution across the various schools. In fact they have not.

Minority participation at the unit level ranges from a low of 10.2% in the Law School to a high of 36.5% in the School of Business. Figure 4 illustrates the unit distribution of minority faculty for each category. By disaggregating the distribution additional conspicuous anomalies appear. The School of

Education has the highest percentage of Black faculty but yet no Asian faculty. The School of Public Policy has the largest percentage of Hispanic faculty and one of the largest contingents of minority faculty yet has no Black faculty. Business and Engineering have two of the highest percentages of Asian faculty, but have below average levels of Black and Hispanic Faculty.

The challenges of the *uneven distribution* of minorities across units are compounded by the issue of *decreasing participation levels* in various units.

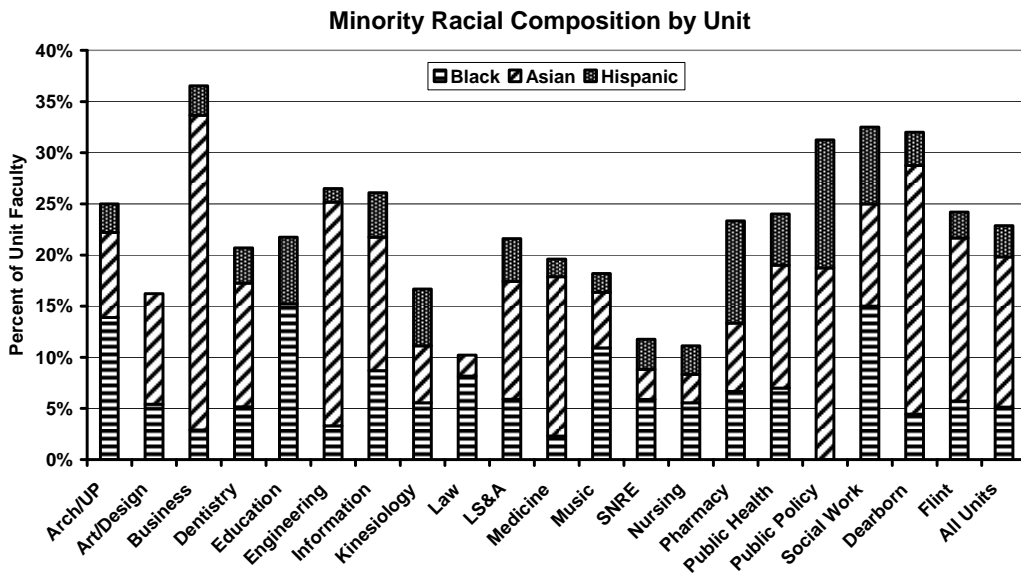


Figure 4. Minority participation at the unit level.

All Minority Faculty

Overall, minority faculty members comprise 22.9% of the faculty, an increase from 13.7% in 1994. In the School of Public Policy, which had no full-time faculty in 1994, minority faculty now constitute 31.3% of the faculty. Minority participation declined in only three units, Art and Design, Nursing and Natural

Resources, dropping from 23.1% to 16.2%, 13.3% to 11.1% and 12.9% to 11.8% respectively. These four “pictures” of the changes in the distribution of minorities across units indicate clearly the value of disaggregation.

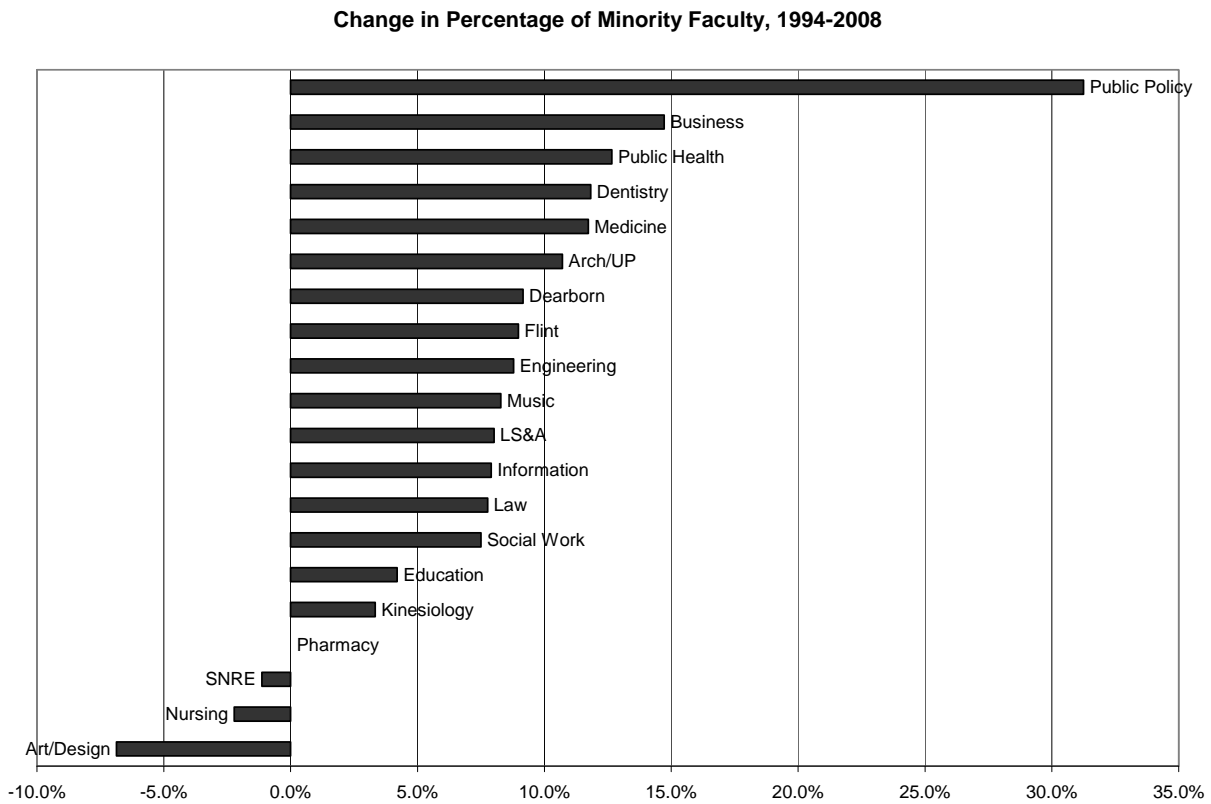


Figure 5. Percent change in minority faculty participation by unit, 1994-2008.

Asian Faculty

Asian faculty comprise 14.7% of the faculty, an increase from 7.6% in 1994. In the School of Public Policy, which had no full-time faculty in 1994, Asians now constitute 18.75% of the faculty. The School of Education has no full-time tenure-track Asian faculty. It, along with Art and Design, are the only two

units which suffered declines in Asian faculty participation, dropping from 3.5% to 0% and 11.6% to 10.8% respectively. Outside of Public Policy, two other units, Business and Medicine, had increases greater than 10%, rising from 19.1% to 30.8% and 5.4% to 15.6% respectively.

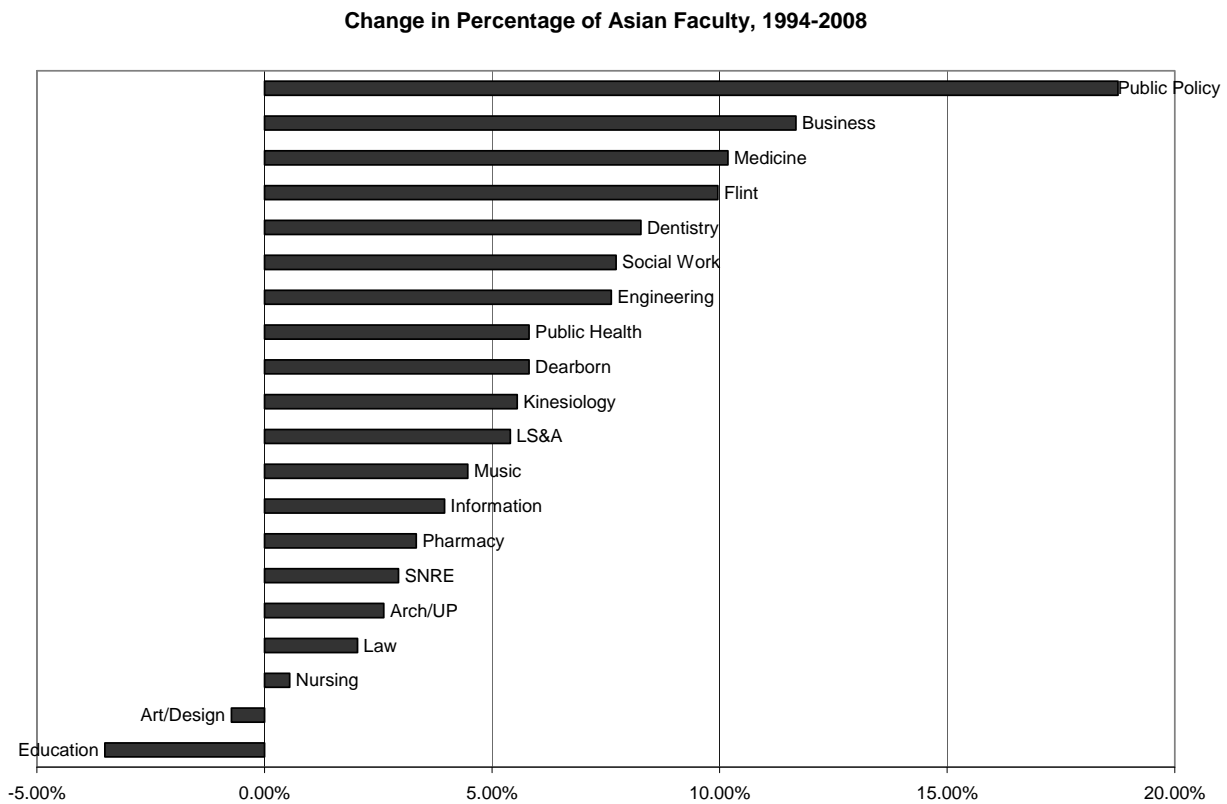


Figure 6. Percent change in Asian faculty participation by unit, 1994-2008.

Hispanic Faculty

Hispanic faculty comprise 3% of the faculty, a 66% increase from 1.8% in 1994. The Law School had no full-time tenure-track Hispanic faculty in 1994 and continues to have none in 2008. The College of Pharmacy also saw no growth in the participation level of Hispanic faculty, remaining at 10%. The School of Art

and Design no longer has any full-time tenure-track Hispanic faculty. However only it, along with Natural Resources and the Flint Campus, suffered declines in Hispanic faculty participation dropping from 3.8% to 0%, 3.2% to 2.9% and 2.6% to 2.5% respectively.

Change in Percentage of Hispanic Faculty, 1994-2008

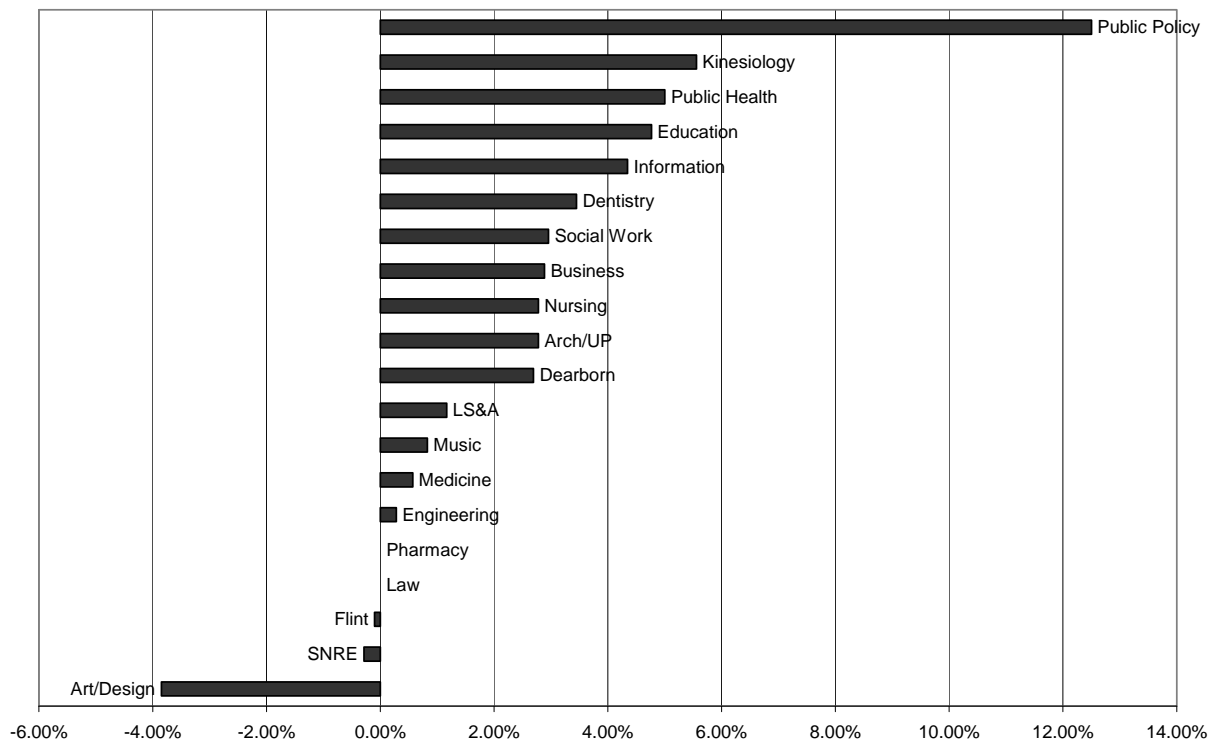


Figure 7. Percent change in Hispanic faculty participation by unit, 1994-2008.

Black Faculty

Black faculty comprise 5.1% of the faculty, an increase from 4.1% in 1994. While having one of the largest rates of minority participation, the School of Public Policy has no full-time tenure-track Black faculty. Kinesiology and Nursing have suffered the largest declines in Black faculty participation

dropping from 13.3% to 5.6% and 11.1% to 5.6%, respectively. The largest increases were seen in Architecture and Law rising from 8.6% to 13.9% and 2.4% to 8.2% respectively. Overall, however, the increases in unit participation levels were not nearly as robust as those of the Hispanic and Asian faculty.

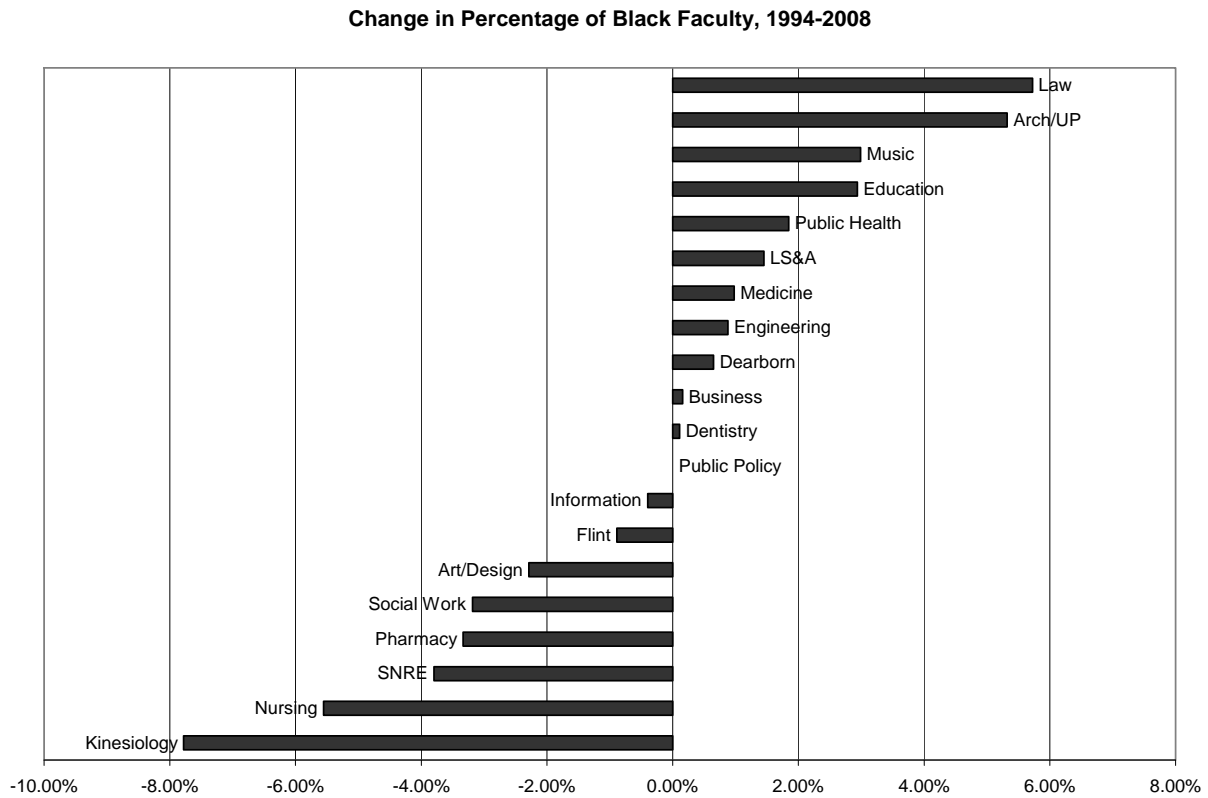


Figure 8. Percent change in Black faculty participation by unit, 1994-2008.

Reinvesting in Diversity

The 1994 CMU report recommended that “The University of Michigan should recommit itself to its policy of advancing diversity and integration in academic life, and it should look for ways to strengthen this policy.” While the previous sections of this report demonstrate

that progress has been made, they also show that progress has been uneven. In promoting a diverse and multicultural faculty, the university has two principal tools – retention and hiring.

Retention and Promotion

While retention can be empirically measured, the validity of any interpretation of those measures is generally dubious. Efforts to achieve tenure or promotion usually take years to mature. Over that time, any number of factors can impact a faculty member’s desire and ability to remain at the university, from the climate for diversity to a new dean or chair (and the accompanying change in focus and priorities) to family obligations to outside opportunities. Circumstances evolve as do a person’s career goals. While some records exist as to why faculty members have left, they are both incomplete and unreliable. For example, an assistant professor who is notified after his three year review that he will not be able to meet the standards to achieve tenure would most likely either list no reason or something such as “pursuing other

professional opportunities.” Consequently, it is very difficult to categorize, and therefore, summarize the reasons underlying faculty departures. The data upon which this study is based can, however, indicate if the different minority groups are retained and promoted at similar rates.

Table 1 charts the 2008 rank or status of full-time assistant professors in 1994. Across all groups, the percent of faculty still remaining at the university is very similar. While minor variations exist in the distribution among faculty ranks, the higher percentage in the advancement of White and Asian assistant professors to full professor is noteworthy. A Black or Hispanic assistant professor in 1994 is *almost 50% less likely* to reach full professor in 2008 than an Asian colleague.

			2008 Position					Total
			Assistant Professor	Associate Professor	Professor	Other Position at U-M	No longer at U-M	
1994 Assistant Professors	White	# %	7 1.2%	81 13.6%	139 23.4%	30 5.1%	337 56.7%	594 100.0%
	Black	# %	1 1.8%	11 20.0%	9 16.4%	1 1.8%	33 60.0%	55 100.0%
	Asian	# %	0 0.0%	10 14.1%	21 29.6%	2 2.8%	38 53.5%	71 100.0%
	Hispanic	# %	1 3.4%	5 17.2%	5 17.2%	2 6.9%	16 55.2%	29 100.0%
	Total	# %	9 1.2%	107 14.3%	174 23.2%	35 4.7%	424 56.6%	749 100.0%

Table 1. 2008 rank or status of the 1994 full-time assistant professors

Hiring

As illustrated in Figure 9, the growth of the different minorities in the assistant professorial rank has been uneven and disparate. For Blacks and Hispanics, the level of participation has fluctuated with little discernable gains over the 14 years of this study (Fig. 9). Meanwhile, the percentage of Asian assistant professors has grown dramatically. Tenure-track hires from 1994 to 2008 echo the trend in the assistant professor population (Fig.10). Looking at numbers of hires, the number of Black faculty hired per year averaged about 8 with no overall increase between 1994 and 2008. The same can be said for Hispanic faculty except that statistically, the number of Hispanic faculty hired each year is declining significantly. Consistent with all previous findings, the hiring class for Asian faculty has grown strikingly, quadrupling between 1994 and 2008.

The disproportionate increases in the hiring of Asian faculty are not mirrored by the numbers of earned PhD's across the country. According to data released by the National Science Foundation as part of the Earned

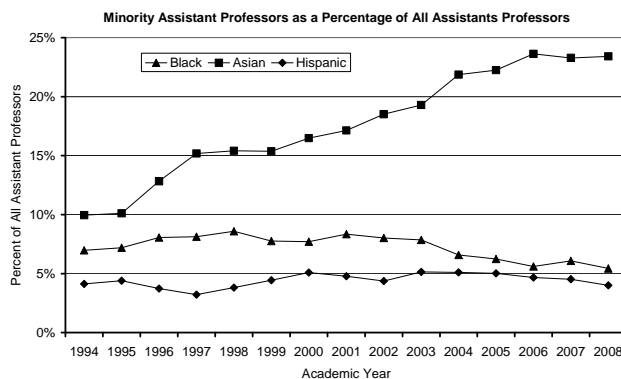


Figure 9. Percent change in minority assistant professors as a percentage of all assistant professors, 1994-2008.

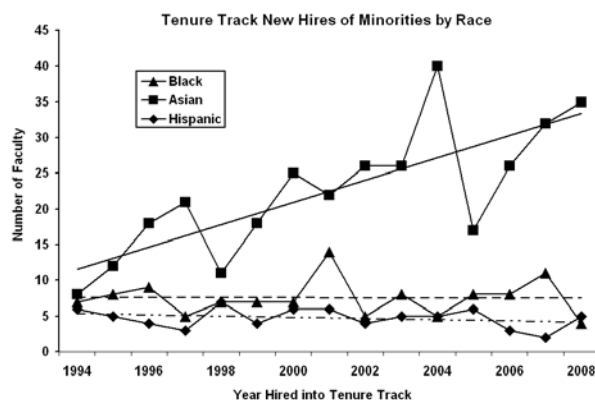


Figure 10. Tenure-track new hires, 1994-2008.

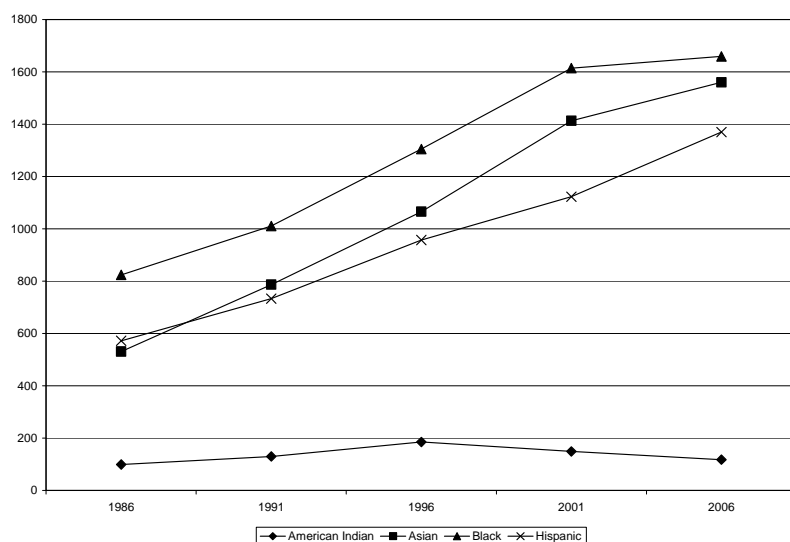


Figure 11. Number of doctorates awarded to U.S. citizens by race, 1986-2006. Data from Survey of Earned Doctorates, 2006.

Doctorate Survey, as late as 2006, the numbers of Blacks, Hispanics and Asians being awarded doctorate degrees were growing at similar rates. In fact, more Black students garnered doctorates in 2006 than did Asians or Hispanics. However, the NSF survey pool is different from the University's potential hiring pool in one very important aspect – when classified by race, survey respondents are restricted to U.S. citizens.

Citizenship

The CMU believes that in the discussion of diversity, U.S. citizenship should be viewed in addition to race and ethnicity. The NSF makes that distinction in its reports. More importantly, as the University seeks to increase diversity and multiculturalism, it seeks not to simply increase numbers, but to expand the breadth of experience, a dimension to which our race and ethnicity categories fail to speak.

Most importantly, for American students especially, the University should strive to present them with an educational environment that can speak of the struggles, the triumphs and tragedies, and the perceptions and realities of growing up against a backdrop of discrimination, oppression and social neglect. In one sense, the addition of such individuals to the faculty is an act of social justice; but more significantly, their experiences allow us to create a foundation based on social history upon which we may grow as a society and through which the University can serve the common good. As observed by Professor Richard A. Tapia in his article, "True Diversity Does Not Come From Abroad", published in the September 28, 2007 issue of *The Chronicle of Higher Education*, "...foreign students and faculty members have not experienced anything like the hardships that members of domestic-minority groups have faced year after year. They were not

viewed as racially or ethnically different in their countries of origin and, from their formative years on, made to feel that they were second-class citizens who did not belong in higher education or in leadership positions. People from places like Africa, Spain, or Latin America cannot be effective role models or mentors for African-Americans and Latinos who grew up in the United States."

While it is not clear why citizenship was studied in previous CMU reports, this committee felt it was certainly necessary to investigate it here. An important difference between the present and 1994 report, though, is that the present report uses "country of primary residency" to define citizenship whereas in the 1994 report citizenship was based upon "visa status." Thus, the absolute numbers are somewhat different between the two reports.

The current report shows that since 1994 there has been a relatively constant

decrease in the percentage of White, Asian and Hispanic faculty who are citizens. In contrast, the percentage of Blacks who are U.S. citizens has increased during this period. For Asian and Hispanic faculty, the decline in citizenship has been particularly sharp.

It is noteworthy that at the present time, there are more non-citizens than citizen among Asian faculty. This raises the question of whether Asian-Americans are adequately

"...foreign students and faculty members have not experienced anything like the hardships that members of domestic-minority groups have faced year after year. They were not viewed as racially or ethnically different in their countries of origin and, from their formative years on, made to feel that they were second-class citizens who did not belong in higher education or in leadership positions."

Richard A. Tapia

represented within the faculty. In a 2007 report entitled “A National Analyses of Minorities in Science and Engineering Faculties at Research Universities,” Professor Donna J. Nelson, comparing the citizenship of faculty in chemical engineering, suggested that Asian-Americans might be underrepresented in a field in which Asians are overrepresented. As she states in that report, “Our own surveys of national origin at the top 50 department faculties in chemistry (FY2003) and in chemical engineering (FY2002), which included data disaggregation by national origin, revealed that 63% and 72%, respectively, of Asian faculty received their B.S. degrees overseas. When only Asian-Americans who obtained their B.S. degrees in the U.S. were considered, their representations among all faculty were much closer to that in the general U.S. population. When their representations among assistant professors were compared to those of Asian Americans

among Ph.D. recipients in chemistry and in chemical engineering, Asian Americans were underrepresented slightly in both disciplines.”¹

Similar situations might also occur in many other disciplines, but the detailed data necessary for such an analysis are not yet available.

As mentioned earlier, the CMU seeks to discover a better indicator for a faculty member’s cultural background. Combining citizenship and race was one possibility under discussion. It was realized, though, that this too is an imperfect, and potentially misleading, indicator of cultural diversity. While the CMU believes information on one’s country(s) of birth and adolescence could have an impact on the impact a faculty member has on the diversity of this campus, the data currently available to the committee are not adequate for this purpose.

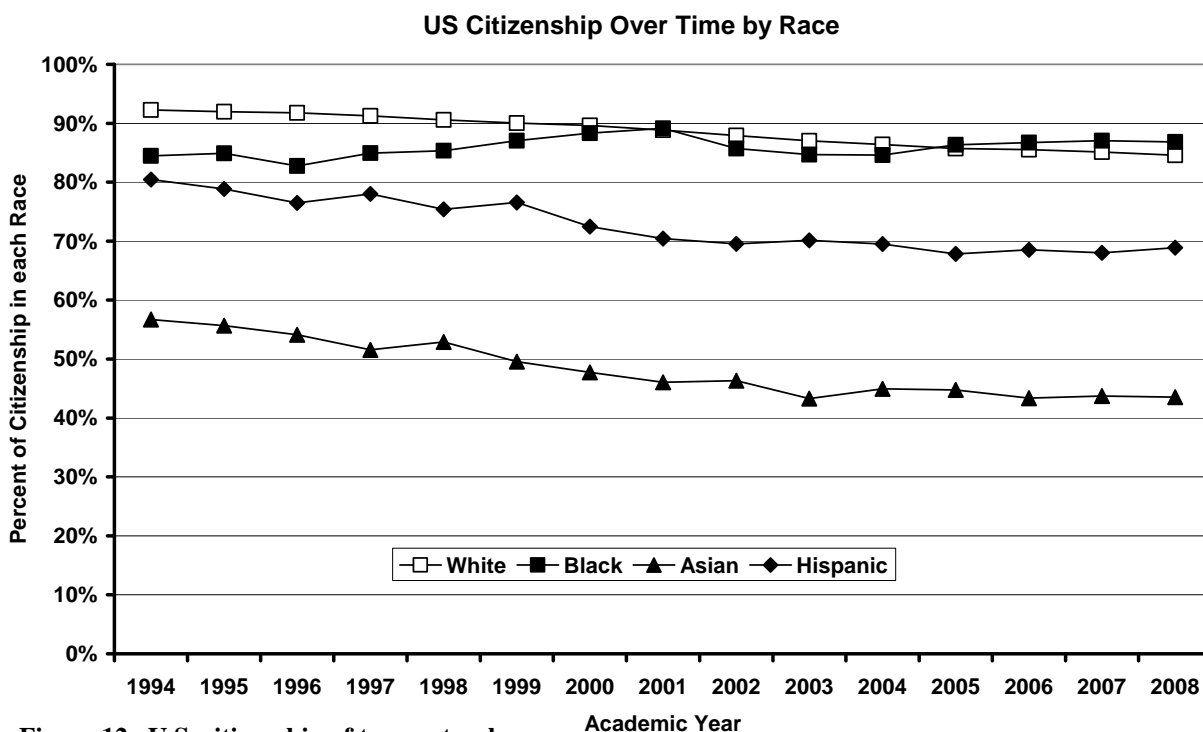


Figure 12. U.S. citizenship of tenure-track faculty by ethnic/racial category -1994-2008

¹ DJ Nelson, CN Brammer and H Rhoads. “A National Analysis of Minorities in Science and Engineering Faculties at Research Universities.” Diversity in Science Association, University of Oklahoma, Norman, OK, October 31, 2007. Pg. 13.

Recommendations

The Committee for a Multicultural University recognizes that the University of Michigan has improved the diversity of its full-time, tenure-track faculty since our last report in 1994-95. It is also noteworthy, though, that this growth has been uneven across both races and academic units. One conspicuous example of under-representation is the small number of American Indian faculty. With only 14 individuals holding a full-time, tenure-track position in 2008, this group could not be included in this study while still providing a semblance of anonymity. In comparison to the state of Michigan as a whole, American Indian/Alaskan Native faculty are vastly under-represented, comprising only .5% of the study-relevant faculty, while according to the 2000 census, encompassing upwards of 1.25% of the state's population.

To increase the diversity of the faculty and enrich the multicultural environment of the university, the Committee for a Multicultural University proposes the following action plan:

- That the University commit itself to a special effort to increase the participation levels of American Indians and Native Alaskans. The fact that their limited numbers did not allow for their inclusion in this study is an indication of their minimal participation.
- That in view of the long period over which we have worked for their full inclusion and the very minimal progress that has been made, the University commit itself to a special study of the factors limiting the participation of African-Americans within the faculty.

University Human Resources

- That UHR revise the race/ethnicity category for faculty. Options should be less broad, focusing more on distinct ethnic groups. Multiracial faculty should also be able to indicate at least a second race.
- That UHR work with the CMU and the Provost's office to identify more appropriate measurable indicators of an individual's cultural background.

Office of the Provost

- That the Provost appoint an *ad hoc* task force to assess the climate faced by minority faculty and determine the role of climate in any departures. This task force will develop plans for improving the climate for diversity.
- That the office of the Provost collect and share with this committee a complete and detailed record of the hiring pools for all current and future tenure track positions.
- That the office of the Provost annually report to the faculty, either through the CMU or SACUA, on the state of diversity at the university, any action plans or implementation steps, the successes and failures of previously implemented plans and any corrective steps taken or planning to be taken.

Units and Departments

- That each unit or department assess and report on the climate faced by minority faculty. The report should also detail the local demographics of students, faculty and of the discipline globally.
- That each unit or department provide a diversity plan to remedy any deficiencies and cultivate a favorable climate to diversity.
- That each unit or department release an annual diversity report.
- That a faculty body oversee the above steps and regularly report to the CMU and the Dean.

Average Age

Overall, the age of the faculty has increased since 1994. This holds true across all ranks and for every race except Hispanics. The mean age of White Male professors has significantly increased across all ranks. At the Assistant Professor level, the mean age of Asians, both men and women, increased significantly, the only subgroup at the level to show such a change besides White males.

Table 1. Mean Age of the Faculty by Rank, Race and Sex in 2004

		Assistant Professor		Associate Professor		Professor		Group Total
		Men	Women	Men	Women	Men	Women	
White	Mean	38.32	40.27	48.42	48.89	57.89	56.69	51.08
	Std Dev	6.50	7.36	8.08	7.95	8.09	7.09	10.76
	N	294	225	385	208	927	243	2,282
Black	Mean	41.42	39.92	52.82	47.17	56.20	58.10	49.46
	Std Dev	5.93	5.76	9.04	8.34	9.64	8.35	10.35
	N	23	19	27	34	37	12	152
Asian	Mean	37.26	37.56	45.49	44.61	54.34	52.28	44.71
	Std Dev	5.25	5.09	7.63	5.86	8.08	6.58	9.70
	N	124	57	80	36	114	23	434
Hispanic	Mean	38.36	38.33	49.23	45.33	55.54	53.04	46.57
	Std Dev	6.07	4.45	9.22	5.14	8.04	4.68	9.50
	N	23	8	21	11	15	12	90
Total Across Races	Mean	38.19	39.70	48.23	48.02	57.43	56.25	49.93
	Std Dev	6.19	6.90	8.23	7.80	8.21	7.13	10.80
	N	464	309	513	289	1,093	290	2,957
Rank Total	Mean	38.80		48.15		57.18		
	Std Dev	6.52		8.08		8.01		
	N	773		802		1,383		
Overall	Mean	49.93						
	Std Dev	10.80						
	N	2,957						

Bolded figures indicate an increase from 1994 to 2008 at $p > 0.05$

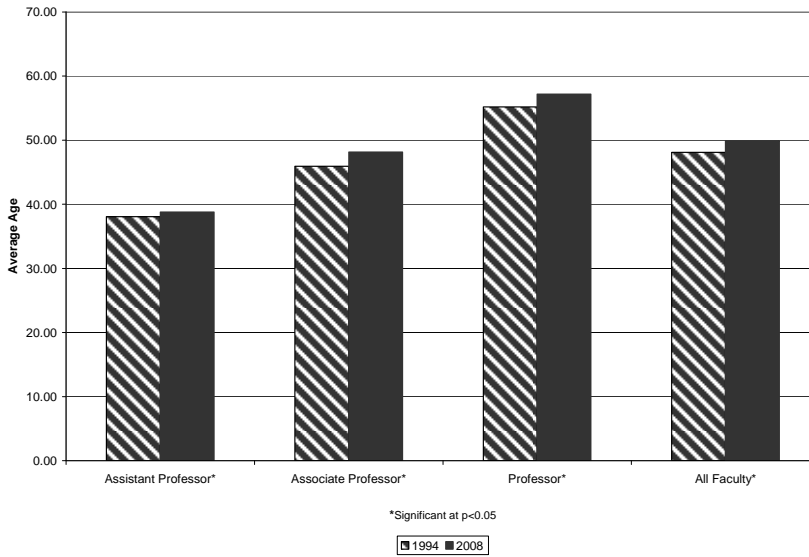


Figure 1. Mean Age of the Faculty by Rank, 1994 - 2008.

Since 1994, the mean age of the faculty has increased at all ranks. The rising average age of Assistant Professors seems to indicate that the University is hiring faculty into the tenure track later in life.

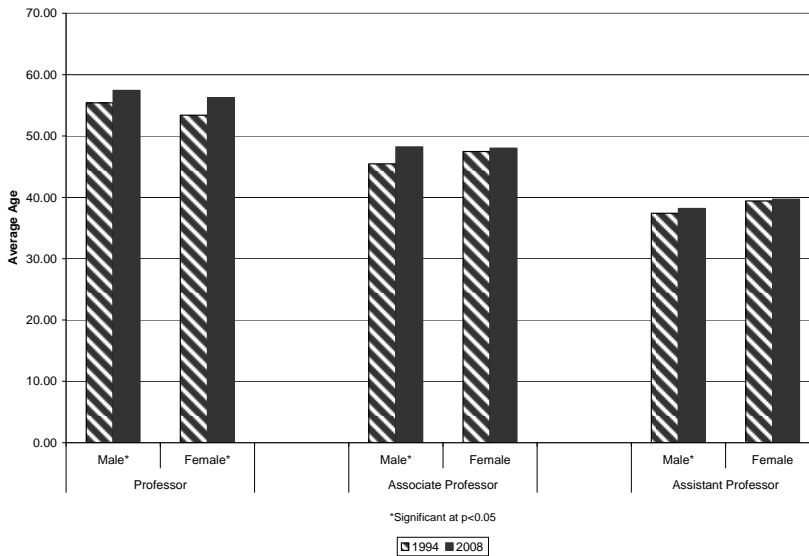


Figure 2. Mean Age of the Faculty by Rank and Sex, 1994 - 2008.

Since 1994, the mean age of the faculty has increased for men across all ranks. In addition, female Full Professors have also seen a significant increase in their mean age.

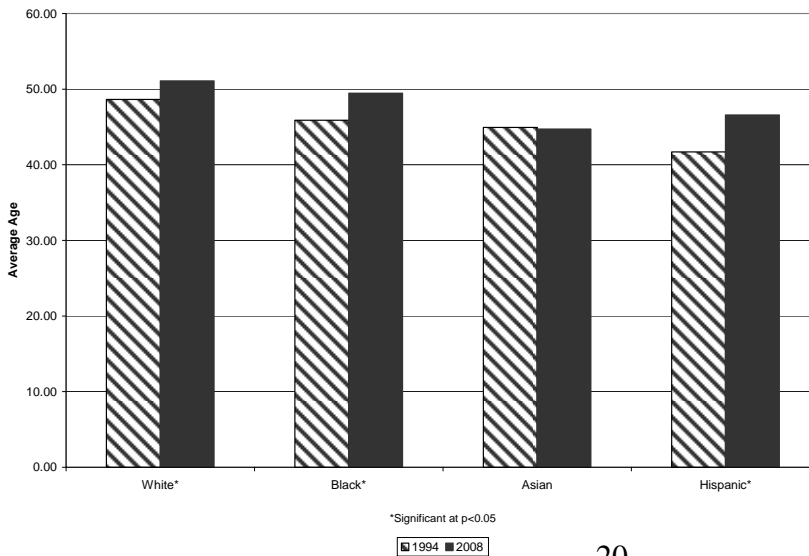


Figure 3. Mean Age of the Faculty by Race, 1994 - 2008.

Since 1994, the mean age of the faculty has increased in all races except for the Asian faculty. In fact, their average age has decreased slightly over this period of time.

Average University Experience

Overall, the experience of the faculty at the University of Michigan has remained approximately the same since 1994. The means for both Assistant and Full Professors have decreased slightly while the mean for Associate Professors has increased slightly. Hispanics at both the Assistant and Associate Professor levels have, on average, been at the University significantly longer in 2008 than in 1994.

Table 2. Mean University Experience of the Faculty by Rank, Race and Sex in 2004

		Assistant Professor		Associate Professor		Professor		Group Total
		Men	Women	Men	Women	Men	Women	
White	Mean	4.20	4.85	13.08	12.48	21.57	18.49	15.09
	Std Dev	4.87	5.30	8.81	8.01	11.15	9.60	11.41
	N	294	225	385	208	926	243	2,281
Black	Mean	4.04	3.79	12.33	10.03	17.76	16.63	11.15
	Std Dev	2.24	2.27	8.10	5.08	10.52	8.55	8.84
	N	23	19	27	34	37	12	152
Asian	Mean	3.37	3.79	9.99	8.12	18.17	12.95	9.43
	Std Dev	3.18	2.74	7.17	4.05	9.44	6.75	8.70
	N	124	57	80	36	114	23	434
Hispanic	Mean	4.58	4.46	13.02	9.31	18.07	14.96	10.75
	Std Dev	4.28	2.14	5.62	4.09	9.74	7.57	7.88
	N	23	8	21	11	15	12	90
Total Across Ranks	Mean	3.99	4.58	12.56	11.52	21.04	17.83	13.93
	Std Dev	4.36	4.73	8.49	7.36	11.00	9.40	11.05
	N	464	309	513	289	1,092	290	2,957
Rank Total	Mean	4.22		12.19		20.36		
	Std Dev	4.52		8.11		10.76		
	N	773		802		1,383		
Overall	Mean	13.93						
	Std Dev	11.05						
	N	2,957						

Bolded figures indicate an increase from 1994 to 2008 at $p > 0.05$

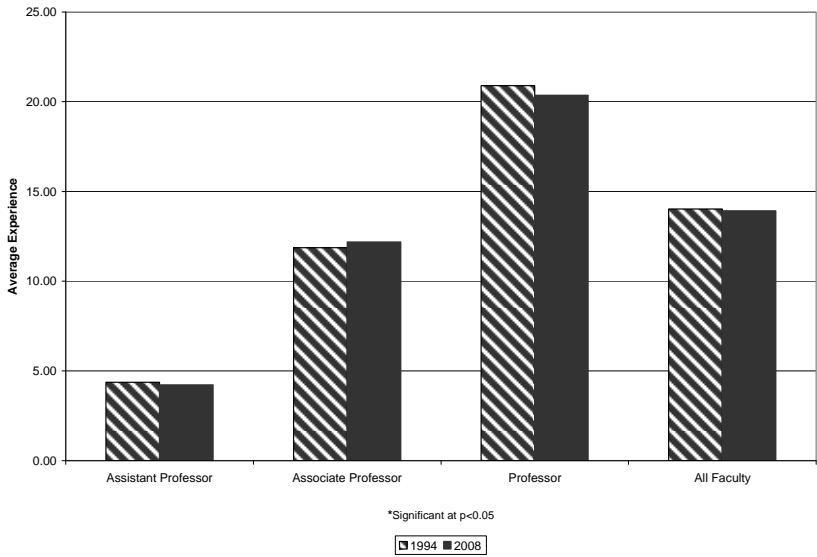


Figure 4. Mean Experience of the Faculty by Rank, 1994 - 2008.

Since 1994, the mean university experience of the faculty has increased as a whole. Most interesting is the increase for Associate Professors coupled with the decrease in Full Professors.

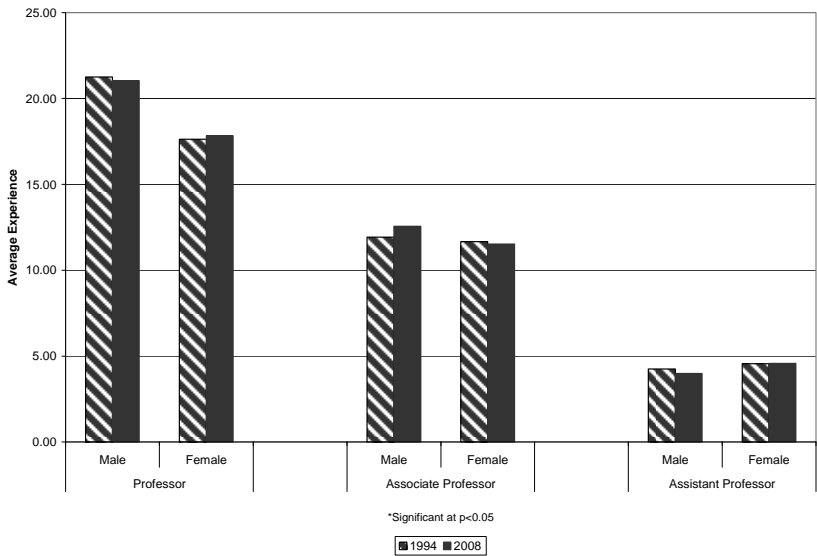


Figure 5. Mean Experience of the Faculty by Rank and Sex, 1994 - 2008.

When looking at rank and sex, the average university experience has changed very little since 1994. The largest change was for male Associate Professors with an increase of .63 years.

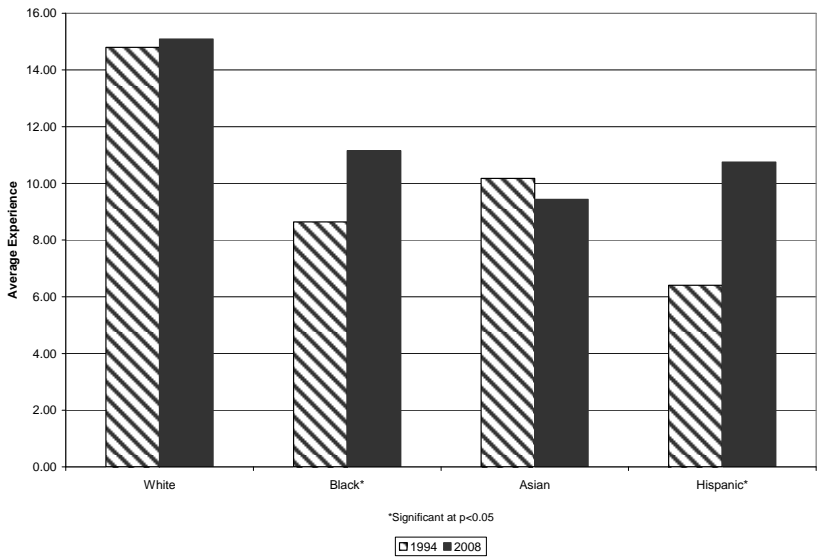


Figure 6. Mean Experience of the Faculty by Race, 1994 - 2008.

Since 1994, the mean experience of the faculty has increased in all races except for the Asian faculty. For both the Black and Hispanic faculty, those increases are statistically significant.

Composition of the Faculty

Since the completion of the 1994 CMU study, the composition of the full-time, tenure track faculty has changed decidedly. White faculty, as a percent of all faculty has decreased across all ranks, with the majority of that change being taken up by surge in the percentage of Asian faculty. Looking at that growth by rank, Asian show marked growth over all ranks, while Black and Hispanic faculty experience minor growth at the Full Professor level and negative growth at the Assistant Professor level.

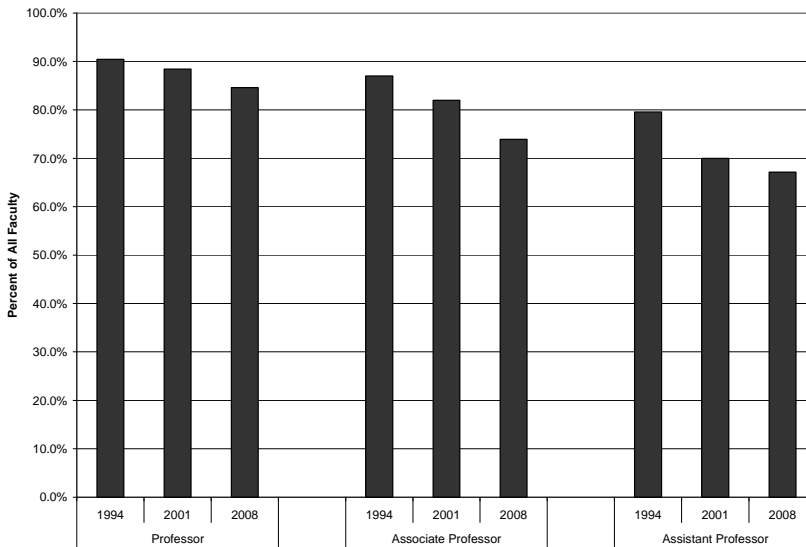


Figure 7. White faculty as a percentage of all faculty by rank, 1994, 2001, 2008.

White faculty have declined across all ranks when viewed as a percentage of all faculty. At the Assistant level, most of that increase occurred between 1994 and 2001. For Associate Professors, the drop occurred between 2001 and 2008.

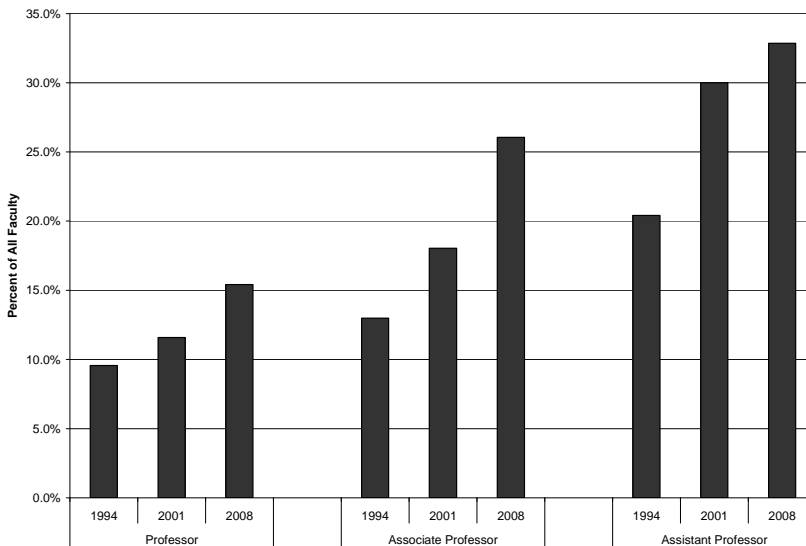


Figure 8. Minority faculty as a percentage of all faculty by rank, 1994, 2001, 2008.

Figure 8 is the invert of Figure 7, showing the growth in the percentage of faculty of a racial or ethnic minority.

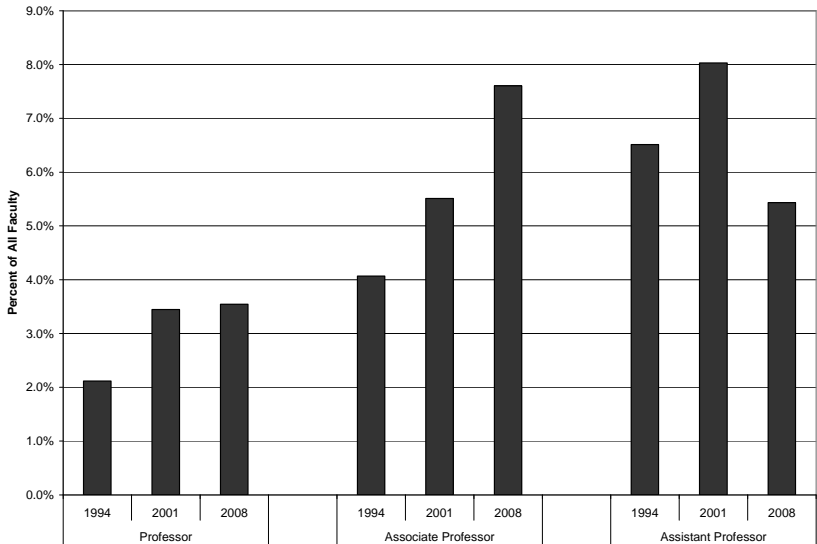


Figure 9. Black faculty as a percentage of all faculty by Rank, 1994, 2001, 2008.

While Black faculty experienced consistent and significant growth at the Associate Professor level, growth was minimal at the Full Professor level and by 2008, the Assistant Professor level had dropped a full percentage point below the 1994 level.

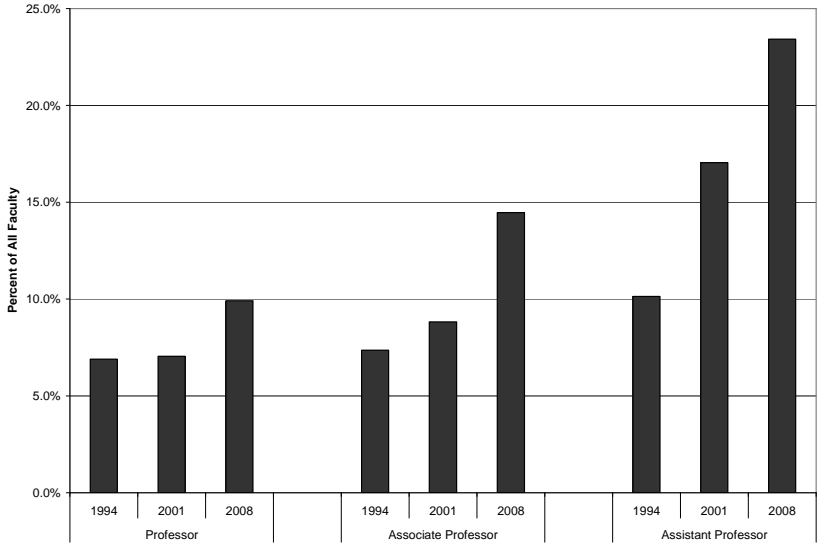


Figure 10. Asian faculty as a percentage of all faculty by Rank, 1994, 2001, 2008.

Asian faculty have experienced the most growth of any minority across ranks. At the Full Professor level, most of that growth occurred after 2001.

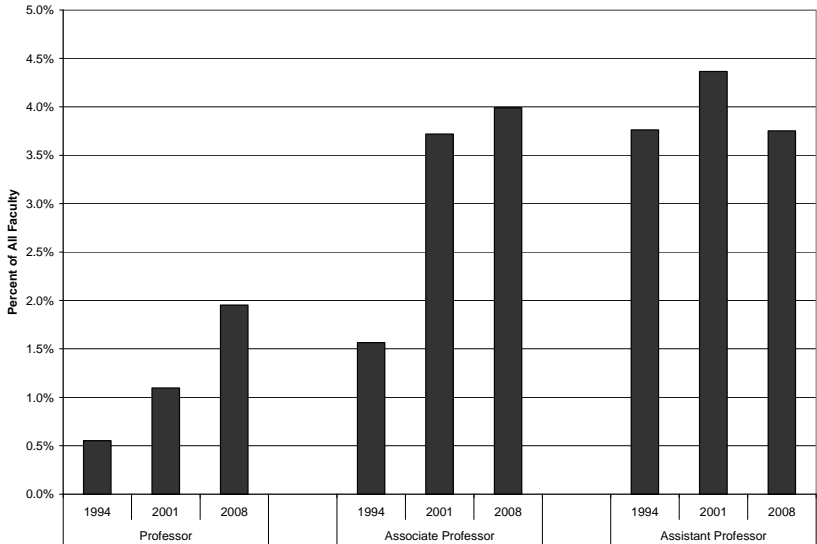


Figure 11. Hispanic faculty as a percentage of all faculty by Rank, 1994, 2001, 2008.

Hispanic faculty experienced significant and constant growth at the Full Professor level almost quadrupling since 1994. For Associate and Assistant Professors, early growth either leveled off or reversed.

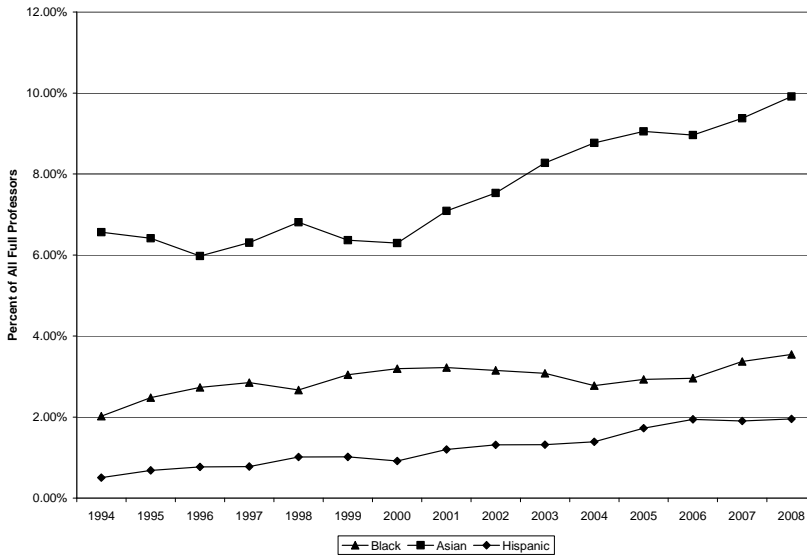


Figure 12. Percentage of minority Full Professors by race, 1994-2008.

At the Full Professor level, increases in the percentage of Asian faculty outpaced both Black and Hispanic faculty who experienced more modest gains.

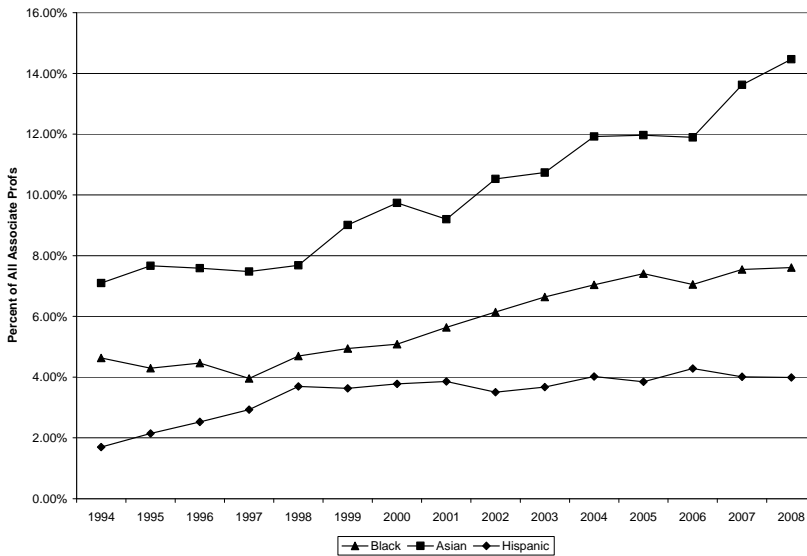


Figure 13. Percentage of minority Associate Professors by race, 1994-2008.

At the Associate Professor level, both Black and Asian faculty experienced steady growth as a percentage of all faculty. While Hispanic faculty saw early growth, their growth has leveled off since 1998.

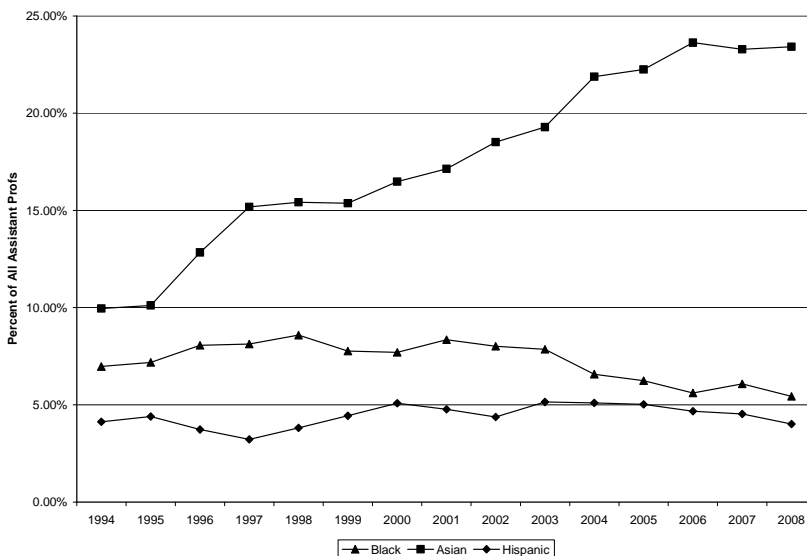


Figure 14. Percentage of minority Assistant Professors by race, 1994-2008.

While Asian faculty saw their percentages of all faculty at the Assistant Professor level increase by 135%, both Black and Hispanic faculty saw their percentages decline since 1994.

Table 3. Composition of the Faculty in 1994, 2001 and 2008 by Race, Rank and Sex

		Professor						Associate Professor					
		Men		Women		Total		Men		Women		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
1994	White	1038	81.5%	112	8.8%	1150	90.3%	457	65.5%	146	20.9%	603	86.4%
	Black	25	2.0%	6	0.5%	31	2.4%	27	3.9%	8	1.1%	35	5.0%
	Asian	80	6.3%	6	0.5%	86	6.8%	41	5.9%	8	1.1%	49	7.0%
	Hispanic	6	0.5%	1	0.1%	7	0.5%	8	1.1%	3	0.4%	11	1.6%
	Total	1149	90.2%	125	9.8%	1274	100.0%	533	76.4%	165	23.6%	698	100.0%
2001	White	957	74.9%	172	13.5%	1129	88.4%	399	55.0%	196	27.0%	595	82.0%
	Black	36	2.8%	8	0.6%	44	3.4%	22	3.0%	18	2.5%	40	5.5%
	Asian	83	6.5%	7	0.5%	90	7.0%	44	6.1%	20	2.8%	64	8.8%
	Hispanic	12	0.9%	2	0.2%	14	1.1%	16	2.2%	11	1.5%	27	3.7%
	Total	1088	85.2%	189	14.8%	1277	100.0%	481	66.3%	245	33.7%	726	100.0%
2008	White	926	67.0%	243	17.6%	1169	84.6%	385	48.0%	208	25.9%	593	73.9%
	Black	37	2.7%	12	0.9%	49	3.5%	27	3.4%	34	4.2%	61	7.6%
	Asian	114	8.2%	23	1.7%	137	9.9%	80	10.0%	36	4.5%	116	14.5%
	Hispanic	15	1.1%	12	0.9%	27	2.0%	21	2.6%	11	1.4%	32	4.0%
	Total	1092	79.0%	290	21.0%	1382	100.0%	513	64.0%	289	36.0%	802	100.0%

		Assistant Professor						Total					
		Men		Women		Total		Men		Women		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
1994	White	394	52.6%	200	26.7%	594	79.3%	1889	69.4%	458	16.8%	2347	86.3%
	Black	25	3.3%	30	4.0%	55	7.3%	77	2.8%	44	1.6%	121	4.4%
	Asian	59	7.9%	12	1.6%	71	9.5%	180	6.6%	26	1.0%	206	7.6%
	Hispanic	21	2.8%	8	1.1%	29	3.9%	35	1.3%	12	0.4%	47	1.7%
	Total	499	66.6%	250	33.4%	749	100.0%	2181	80.2%	540	19.8%	2721	100.0%
2001	White	331	46.6%	166	23.4%	497	70.0%	1687	62.2%	534	19.7%	2221	81.9%
	Black	23	3.2%	34	4.8%	57	8.0%	81	3.0%	60	2.2%	141	5.2%
	Asian	80	11.3%	41	5.8%	121	17.0%	207	7.6%	68	2.5%	275	10.1%
	Hispanic	21	3.0%	14	2.0%	35	4.9%	49	1.8%	27	1.0%	76	2.8%
	Total	455	64.1%	255	35.9%	710	100.0%	2024	74.6%	689	25.4%	2713	100.0%
2008	White	294	38.0%	225	29.1%	519	67.1%	1605	54.3%	676	22.9%	2281	77.1%
	Black	23	3.0%	19	2.5%	42	5.4%	87	2.9%	65	2.2%	152	5.1%
	Asian	124	16.0%	57	7.4%	181	23.4%	318	10.8%	116	3.9%	434	14.7%
	Hispanic	23	3.0%	8	1.0%	31	4.0%	59	2.0%	31	1.0%	90	3.0%
	Total	464	60.0%	309	40.0%	773	100.0%	2069	70.0%	888	30.0%	2957	100.0%

Appointment Distribution of the Faculty

In 1994, the CMU reported on the appointment distribution of the faculty. Table 4 lists the distribution of total appointment size for tenured or tenure track faculty. The zero appointment column does not include individuals that hold a non-zero appointment as an administrator or in as a non-tenure track faculty position.

Table 4. Appointment Distribution of the Tenured/Tenure Track Faculty by Race and Sex

		0.80 and up		0.50 - 0.79		0.01 - 0.49		0		Total
		#	%	#	%	#	%	#	%	#
White	Men	1,606	92.3%	44	2.5%	80	4.6%	10	0.6%	1,740
	Women	676	91.7%	17	2.3%	40	5.4%	4	0.5%	737
	Total	2,282	92.1%	61	2.5%	120	4.8%	14	0.6%	2,477
Black	Men	87	100.0%	0	0.0%	0	0.0%	0	0.0%	87
	Women	65	98.5%	0	0.0%	1	1.5%	0	0.0%	66
	Total	152	99.3%	0	0.0%	1	0.7%	0	0.0%	153
Asian	Men	318	95.8%	5	1.5%	6	1.8%	3	0.9%	332
	Women	116	95.1%	0	0.0%	4	3.3%	2	1.6%	122
	Total	434	95.6%	5	1.1%	10	2.2%	5	1.1%	454
Hispanic	Men	59	95.2%	1	1.6%	2	3.2%	0	0.0%	62
	Women	31	86.1%	3	8.3%	2	5.6%	0	0.0%	36
	Total	90	91.8%	4	4.1%	4	4.1%	0	0.0%	98
Total	Men	2,070	92.4%	50	2.2%	88	3.9%	13	0.6%	2,240
	Women	888	91.6%	20	2.1%	47	4.9%	6	0.6%	969
	Total	2,958	93.0%	70	2.2%	135	4.2%	19	0.6%	3,182

Composition of the Faculty by Unit

The CMU believes that diversity should exist not only at the university-wide level, but also at the smaller unit level. The distribution of minorities is anything but even. In the Business School and the School of Social Work, minority faculty comprise approximately 1/3 of all full-time tenure track faculty. In the Law School, that figure is closer to 10%. When viewed per race, the disparities become even greater. For example, the School of Public Policy has one of the largest minority faculty bodies and a recently appointed Dean who is Black, but has no Black faculty.

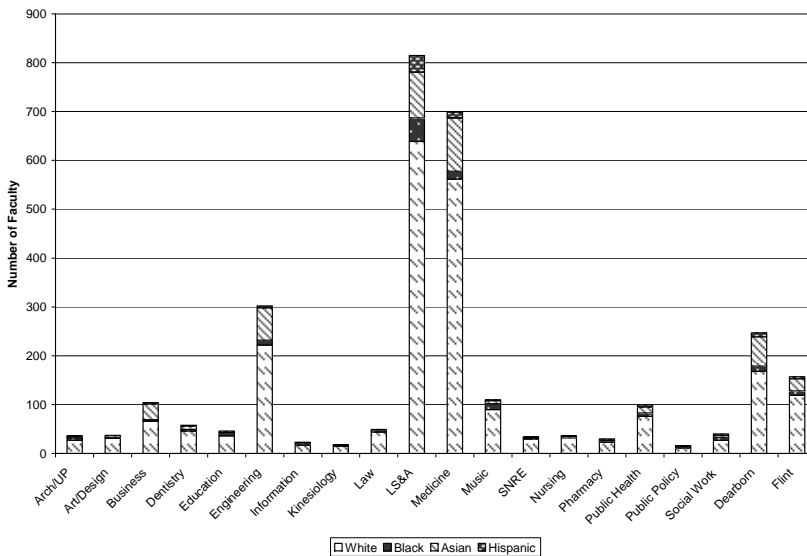


Figure 15. White faculty as a percentage of all faculty by rank, 1994, 2001, 2008.

This figure illustrates the size of the faculty and how it is distributed across units. As subsequent graphs will depict percentages of faculty, it needs to be understood that when comparing percentages changes in units such as LSA and Kinesiology, the denominators are vastly different.

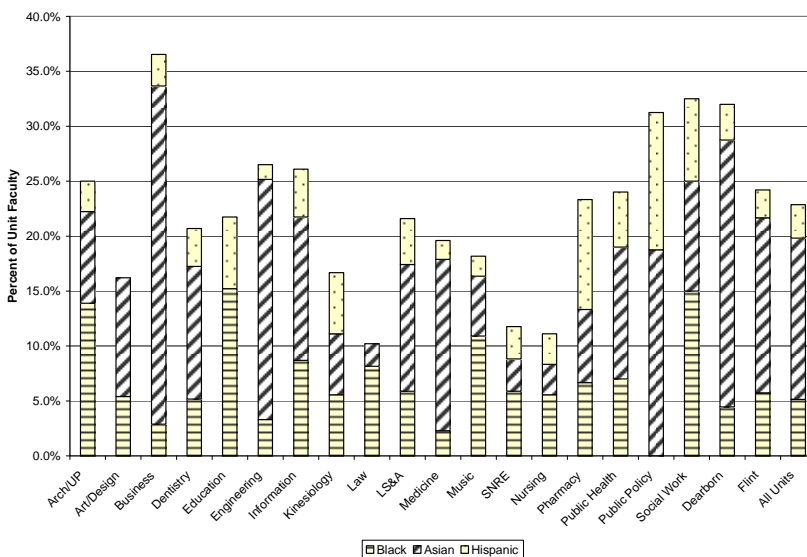


Figure 16. Minority faculty as a percentage of all faculty by unit

Not only does the distribution of minorities vary greatly by unit, but the distribution of each race varies greatly. For example, Asians comprise most of the Business Schools minorities, while the School of Education has no Asian faculty.

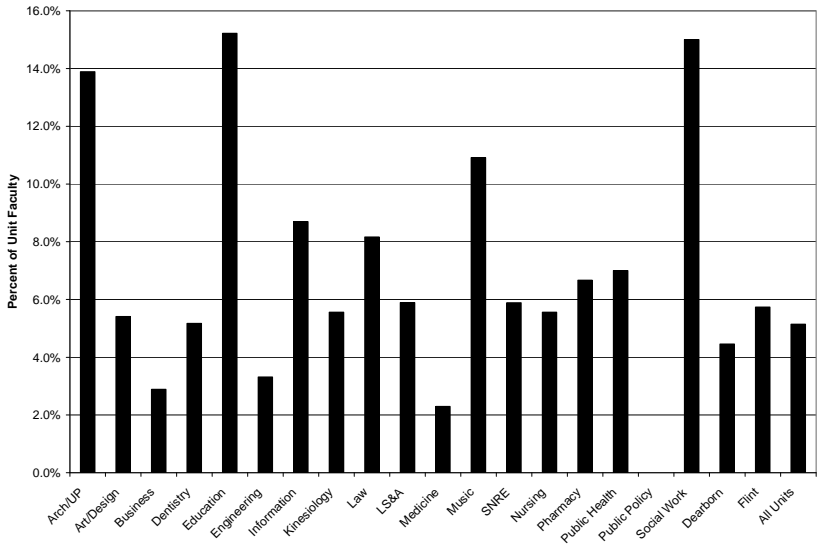


Figure 17. Black faculty as a percentage of all faculty by unit

While units such as Architecture, Education and Social Work have very high percentages of Black faculty, the second largest unit, Medicine has the second lowest percentage.

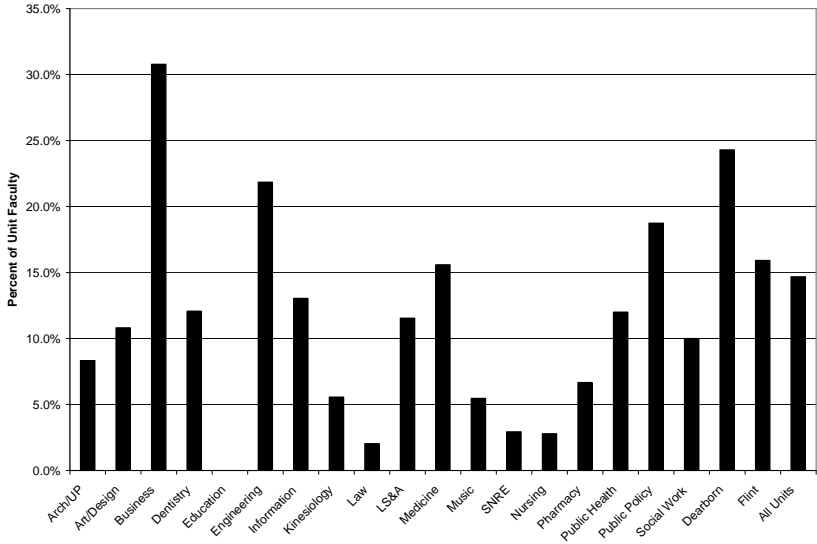


Figure 18. Asian faculty as a percentage of all faculty by unit

Asian faculty comprise very sizable portions of the faculty in the Business School, College of Engineering and on the Dearborn campus. Unfortunately, while they make up almost 15% of all faculty, four units have less than 4% Asian faculty.

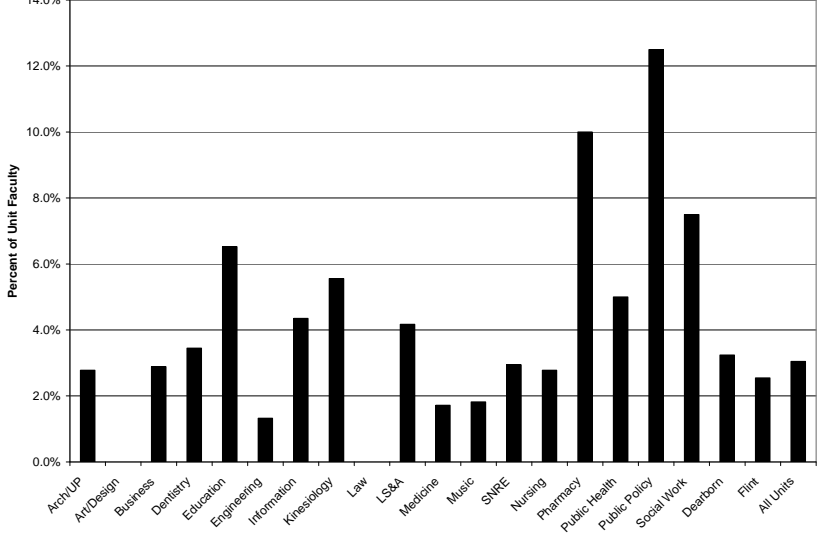


Figure 19. Hispanic faculty as a percentage of all faculty by unit

Two units, the School of Art and Design and the Law School, have no Hispanic faculty. In the Medical School, the participation level of Hispanic faculty is well below their overall level across all units.

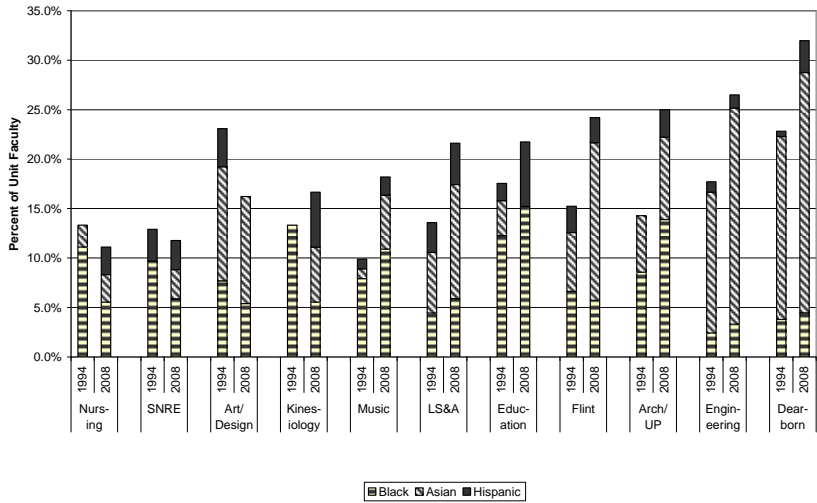


Figure 20. Distribution of minority faculty by undergraduate unit, 1994-2008.

While seven of the undergraduate units saw their minority faculty increase by an average of 7.7%, in three units, Nursing, SNRE and Art and Design, minority participation has declined since 1994.

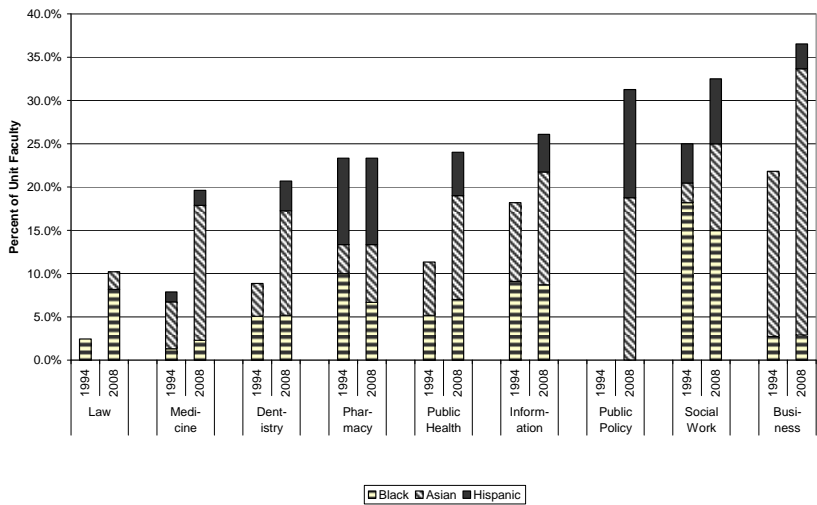


Figure 21. Distribution of minority faculty in graduate and professional units, 1994-2008.

All graduate and professional units saw an increase from 1994 to 2008. In 1994, the then Institute of Public Policy did not have any full time faculty, instead utilizing faculty from other units on a part time basis.

Retention and Promotion

In an attempt to ascertain whether minorities were being promoted and remaining with the University at a similar rate as non-minorities, the CMU charted the 2001 and 2008 status of the 1994 full-time tenure track faculty. The 1994 report did a similar study of faculty from 1983. Here, it appears that while retention rates are similar, promotion rates vary, especially going from Associate to Full Professor. In both 2001 and 2008, Black and Hispanic faculty have advanced to the Full Professor level at a much lower rate than their White and Asian colleagues. Black and Hispanic faculty at the Associate Professor level in 1994 left the University at a much higher rate. In the attainment of tenure, in 1994, disparities did exist across races in the average of time from hire to the granting of tenure. By 2001, those averages were very similar for all races as they continue to be in 2008.

Table 5. Mean Years from Hire to Granting of Tenure by Race and Sex, 1994, 2001 and 2008

		1994			2001			2008		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
White	Mean Years	4.6	5.5	4.7	4.7	5.4	4.9	4.8	5.5	5.0
	Std. Dev.	3.83	4.05	3.88	3.92	4.33	4.03	4.21	4.71	4.35
	N	1,437	252	1,689	1,311	357	1,668	1,280	438	1,718
Black	Mean Years	3.5	4.0	3.6	4.3	5.0	4.5	4.8	5.6	5.1
	Std. Dev.	4.01	3.29	3.84	3.94	3.31	3.75	3.91	3.46	3.73
	N	45	13	58	57	25	82	63	45	108
Asian	Mean Years	3.7	4.7	3.8	4.6	4.2	4.5	4.6	4.9	4.7
	Std. Dev.	3.00	4.19	3.15	3.07	3.60	3.15	3.01	4.16	3.30
	N	113	14	127	123	25	148	187	56	243
Hispanic	Mean Years	2.6	2.4	2.6	4.4	5.6	4.8	5.5	4.9	5.3
	Std. Dev.	3.06	2.87	2.93	3.31	5.12	3.96	3.60	4.73	4.05
	N	14	4	18	27	13	40	36	23	59
Total	Mean Years	4.5	5.3	4.6	4.7	5.3	4.8	4.8	5.4	5.0
	Std. Dev.	3.79	4.03	3.84	3.85	4.26	3.95	4.06	4.56	4.21
	N	1,609	283	1,892	1,518	420	1,938	1,566	562	2,128

In 1994, all minorities needed less time, on average, than their White colleagues to attain tenure. By 2001, those differences had evened out although Asian and Black faculty still took slightly less time. By 2008, Asian faculty still needed less time than the overall average, while Black faculty now needed slightly more. Although it is important to note that there now exists equity in time to tenure across all groups, this has also meant that minorities now need longer to achieve tenure than their 1994 counterparts. Since 1994, it now takes the average faculty member almost an additional half year to get tenure, but it takes an extra 18 months for a Black faculty member and more than double the time, over 2½ years for Hispanic faculty.

Table 6. 2001 Rank or Status of 1994 Full-Time Tenure Track Faculty by Rank and Race

				2001 Position					Total
				Assistant Professor	Associate Professor	Professor	Other Position at U-M	No longer at U-M	
1994 Positions	Assistant Professor	White	# %	32 5.4%	240 40.4%	29 4.9%	43 7.2%	250 42.1%	594 100.0%
		Black	# %	5 9.1%	23 41.8%	2 3.6%	3 5.5%	22 40.0%	55 100.0%
		Asian	# %	1 1.4%	26 36.6%	8 11.3%	2 2.8%	34 47.9%	71 100.0%
		Hispanic	# %	2 6.9%	16 55.2%	0 0.0%	1 3.4%	10 34.5%	29 100.0%
	Total	# %	40 5.3%	305 40.7%	39 5.2%	49 6.5%	316 42.2%	749 100.0%	
	Associate Professor	White	# %	0 0.0%	205 34.0%	258 42.8%	6 1.0%	134 22.2%	603 100.0%
		Black	# %	0 0.0%	9 25.7%	13 37.1%	1 2.9%	12 34.3%	35 100.0%
		Asian	# %	0 0.0%	16 32.7%	22 44.9%	0 0.0%	11 22.4%	49 100.0%
		Hispanic	# %	0 0.0%	2 18.2%	3 27.3%	0 0.0%	6 54.5%	11 100.0%
	Total	# %	0 0.0%	232 33.2%	296 42.4%	7 1.0%	163 23.4%	698 100.0%	
	Professor	White	# %	0 0.0%	0 0.0%	731 63.6%	6 0.5%	413 35.9%	1,150 100.0%
		Black	# %	0 0.0%	0 0.0%	22 71.0%	0 0.0%	9 29.0%	31 100.0%
Asian		# %	0 0.0%	0 0.0%	58 67.4%	1 1.2%	27 31.4%	86 100.0%	
Hispanic		# %	0 0.0%	0 0.0%	4 57.1%	0 0.0%	3 42.9%	7 100.0%	
Total	# %	0 0.0%	0 0.0%	815 64.0%	7 0.5%	452 35.5%	1,274 100.0%		
Total		# %	40 1.5%	537 19.7%	1150 42.3%	63 2.3%	931 34.2%	2721 100.0%	

Table 7. 2008 Rank or Status of 1994 Full-Time Tenure Track Faculty by Rank and Race

				2008 Position					Total	
				Assistant Professor	Associate Professor	Professor	Other Position at U-M	No longer at U-M		
1994 Positions	Assistant Professor	White	#	7	81	139	30	337	594	
			%	1.2%	13.6%	23.4%	5.1%	56.7%	100.0%	
		Black	#	1	11	9	1	33	55	
			%	1.8%	20.0%	16.4%	1.8%	60.0%	100.0%	
		Asian	#	0	10	21	2	38	71	
			%	0.0%	14.1%	29.6%	2.8%	53.5%	100.0%	
	Hispanic	#	1	5	5	2	16	29		
		%	3.4%	17.2%	17.2%	6.9%	55.2%	100.0%		
	Total	#	9	107	174	35	424	749		
		%	1.2%	14.3%	23.2%	4.7%	56.6%	100.0%		
		Associate Professor	White	#	0	72	229	8	294	603
			%	0.0%	11.9%	38.0%	1.3%	48.8%	100.0%	
	Black		#	0	2	10	0	23	35	
			%	0.0%	5.7%	28.6%	0.0%	65.7%	100.0%	
Asian	#		0	8	23	0	18	49		
	%		0.0%	16.3%	46.9%	0.0%	36.7%	100.0%		
Hispanic	#	0	1	4	0	6	11			
	%	0.0%	9.1%	36.4%	0.0%	54.5%	100.0%			
Total	#	0	83	266	8	341	698			
	%	0.0%	11.9%	38.1%	1.1%	48.9%	100.0%			
	Professor	White	#	0	0	390	5	755	1,150	
		%	0.0%	0.0%	33.9%	0.4%	65.7%	100.0%		
Black		#	0	0	11	0	20	31		
		%	0.0%	0.0%	35.5%	0.0%	64.5%	100.0%		
Asian		#	0	0	40	0	46	86		
		%	0.0%	0.0%	46.5%	0.0%	53.5%	100.0%		
Hispanic	#	0	0	4	0	3	7			
	%	0.0%	0.0%	57.1%	0.0%	42.9%	100.0%			
Total	#	0	0	445	5	824	1,274			
	%	0.0%	0.0%	34.9%	0.4%	64.7%	100.0%			
Total	#	9	190	885	48	1589	2721			
	%	0.3%	7.0%	32.5%	1.8%	58.4%	100.0%			

Hiring

As the University seeks to become more diverse, a primary method of achieving that end is the hiring of new faculty. Analyzing the tenure track hires since 1994, the CMU did not find that increased diversity was being accomplished through new hires. Instead, the *number* of Black and Hispanic hires has been decreasing over time while the number of White and Asian hires were increasing.

Table 8. Mean Tenure Track Hires per Year and Coefficient of Increase of Those Hires by Race and Sex, 1994-2008

		Male	Female	Total
White	Mean	60.7	28.5	88.5
	Coefficient	-0.032	0.671	0.639
Black	Mean	4.2	3.3	7.5
	Coefficient	0.014	-0.021	-0.007
Asian	Mean	15.6	6.9	22.5
	Coefficient	1.12	0.439	1.56
Hispanic	Mean	3.0	1.7	4.7
	Coefficient	-0.021	-0.064	-0.086
Total	Mean	83.9	40.4	123.3
	Coefficient	1.082	1.025	2.107

Mean - Average Tenure Track New Hires per Year

Coefficient - Linear Regression Coefficient of New Hires per Year, i.e. average change in number of faculty hired per year

Bolded Coefficients indicate mean change is significant at $p < 0.05$

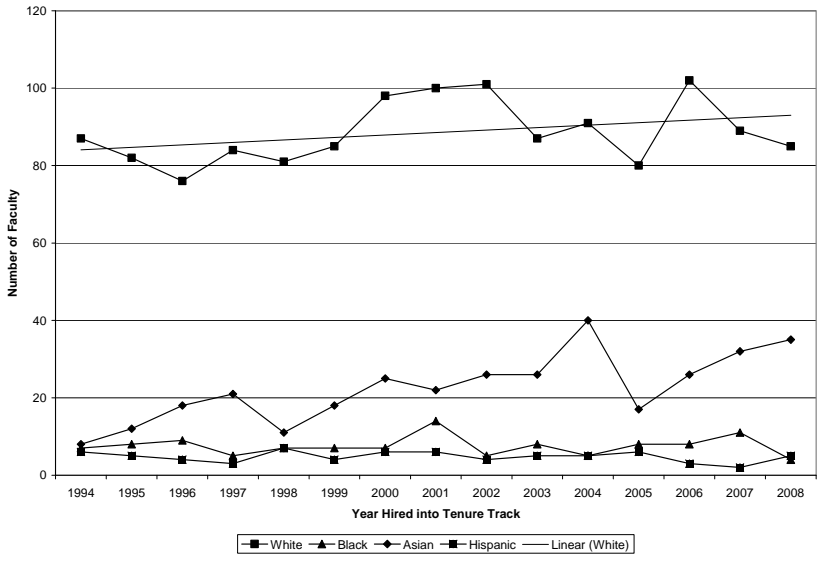


Figure 22. Tenure Track Hires per Year by Race, 1994 - 2008.

The hiring of White faculty (top line) still greatly outnumbers the hiring of any other race. From 1994 to 2008, the hiring of White faculty was, on average, increasing.

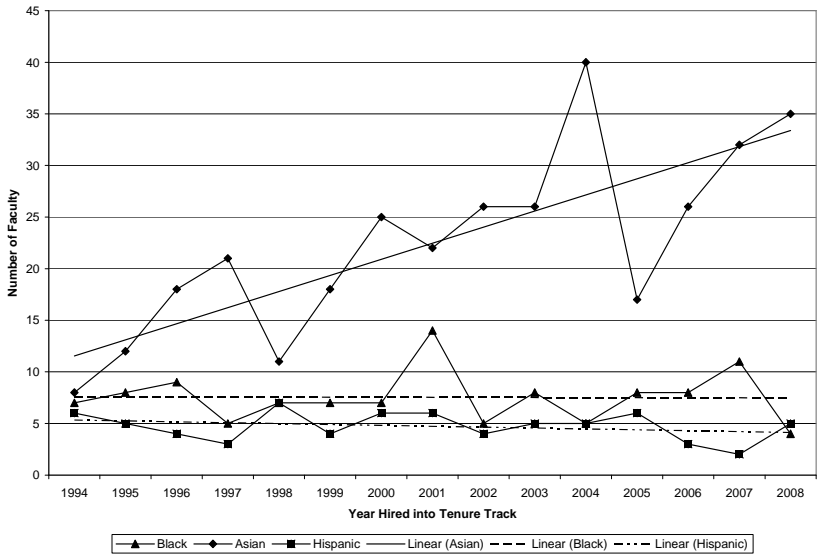


Figure 23. Minority Tenure Track Hires per Year by Race, 1994 - 2008.

By removing the White faculty from Figure 22, the trends in minority hiring become clearer. From 1994 to 2008, the hiring of Asian has increased at an annual rate of about 8% while Black and Hispanic faculty have seen a long-term decrease.

Citizenship of the Faculty

Citizenship presents a number of problems as it relates to diversity. Given the increasing trends toward globalization, it is certainly important that the University bring in top scholars from around the world. Such action not only upgrades the academic status of the University, but exposes its students to cultures which they will increasingly deal with professionally after graduation. It does concern the committee that the increases in non-U.S. citizen faculty may be at the expense of traditionally underrepresented American minorities. Since 1994, the percentage of faculty who are U.S. citizens has in fact decreased, both globally and for every group except Black faculty.

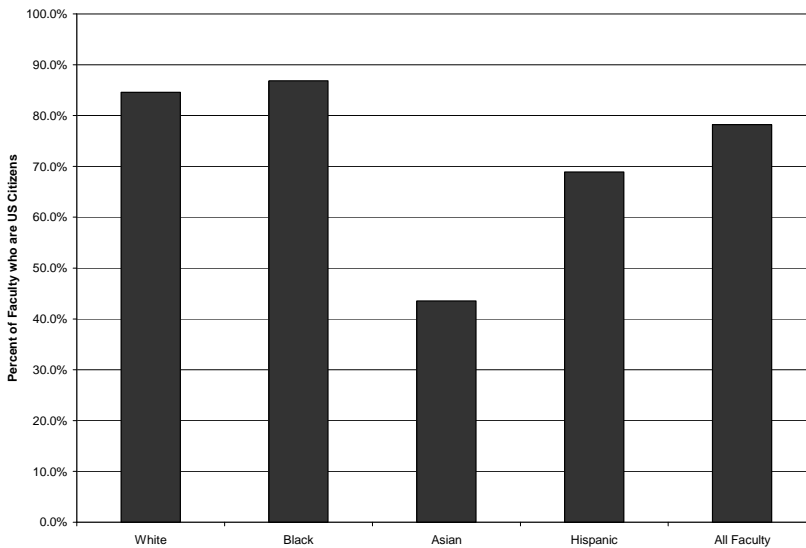


Figure 24. Percentage of U.S. citizens by race.

For both White and Black faculty, the citizenship rate is well above 80% with the University mean just below that level. Hispanic faculty are slightly less likely to be U.S. citizens. At a citizenship rate of less than 44%, Asian faculty are more likely to not be an American citizens.

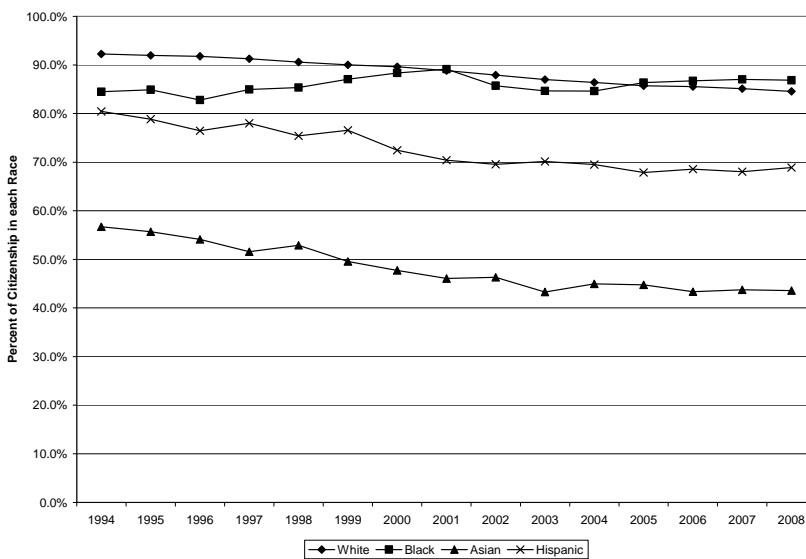


Figure 25. Citizenship over time by race, 1994-2008.

Since 1994, citizenship for White and Black faculty has been fairly consistent with White citizenship decreasing slightly and Black citizenship increasing slightly. Both Asian and Hispanic faculty experienced significant decreases in U.S. citizenship.