

COMMITTEE FOR A MULTICULTURAL UNIVERSITY

2008 Report

Trends in Minority Faculty Participation

Committee Membership

Barbara Brush, Associate Professor of Nursing
Bret Chaness, Undergraduate Student Representative
Patricia Coleman-Burns, Assistant Professor of Nursing
B. J. Evans, Emeritus Professor of Chemistry, Chair
Katy Downs, Research Scientist in Otolaryngology
Rex Holland, Professor of Dentistry
Amid Ismail, Professor of Dentistry
Jeffrey R. Lee, SACUA Consultant
Wei Lu, Assistant Professor of Mechanical Engineering
Robert M. Ortega, Associate Professor of Social Work
Charles B. Smith, Professor of Pharmacology, SACUA Liaison
John Matlock, Associate Vice-Provost
Lester Monts, Senior Vice-Provost for Academic Affairs

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

Table of Contents

Executive Summary	4
Report on Minority Participation	6
Introduction	7
Summary of Earlier Reports	
Methodology	
Limitations	
Findings	9
Overall Participation Levels of Minority Faculty	
Participation Levels Disaggregated by Units	
Reinvesting in Diversity	
Retention and Promotion	
Hiring	
Citizenship, Diversity and Social Justice	
Recommendations	20
Appendix	22
Mean Age of the Faculty	
Mean University Experience of the Faculty	
Composition of the Faculty	
Appointment Distribution of the Faculty	
Composition of the Faculty by Unit	
Retention and Promotion	
Hiring	
Citizenship	

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.

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.

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 indicator 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.

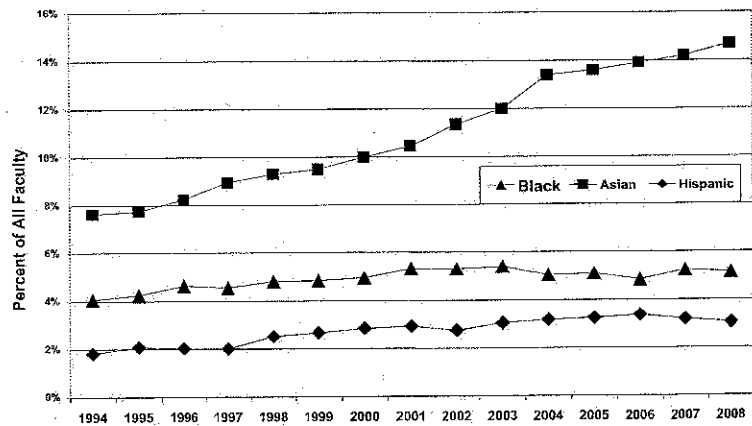


Figure 1. Minority faculty as a percentage of all faculty. Shown are data from 1994 to 2008.

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.

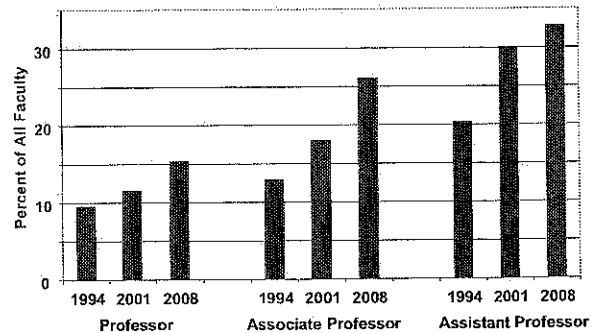


Fig. 2. Aggregate distribution of minorities across faculty ranks in 1994, 2001 and 2008.

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.

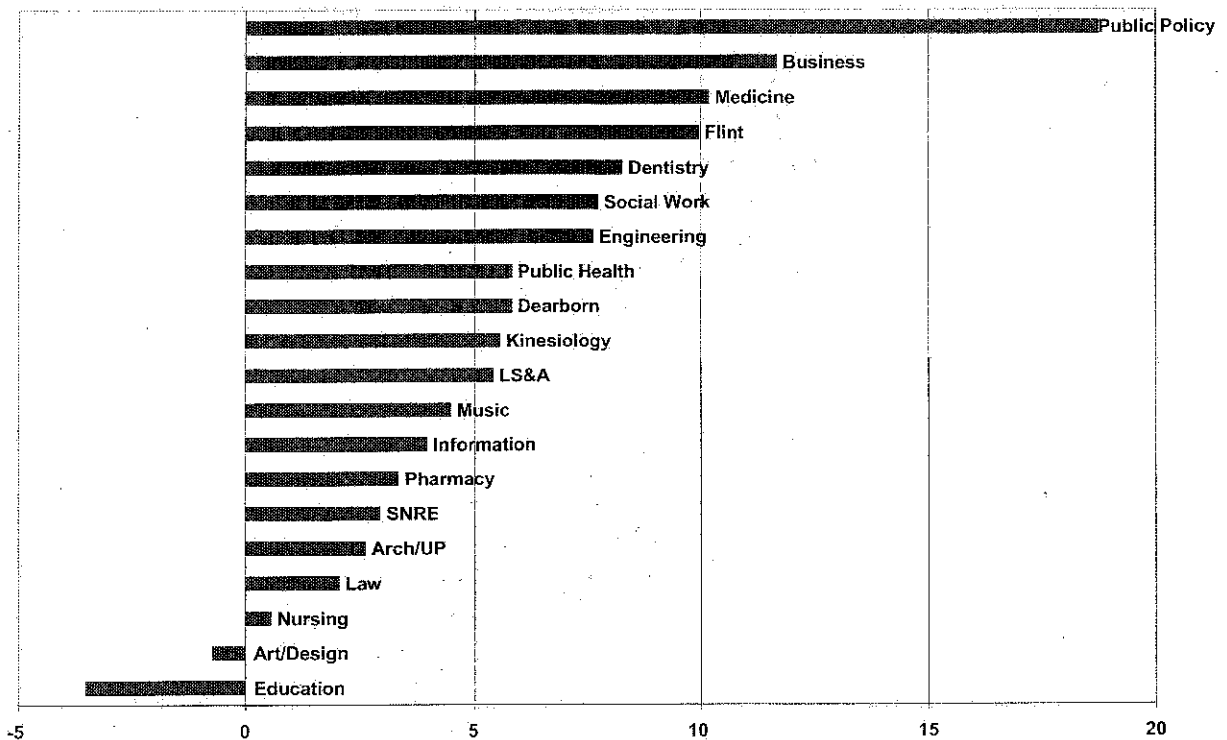


Figure 6. Percent change in Asian faculty participation by unit, 1994-2008.

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.

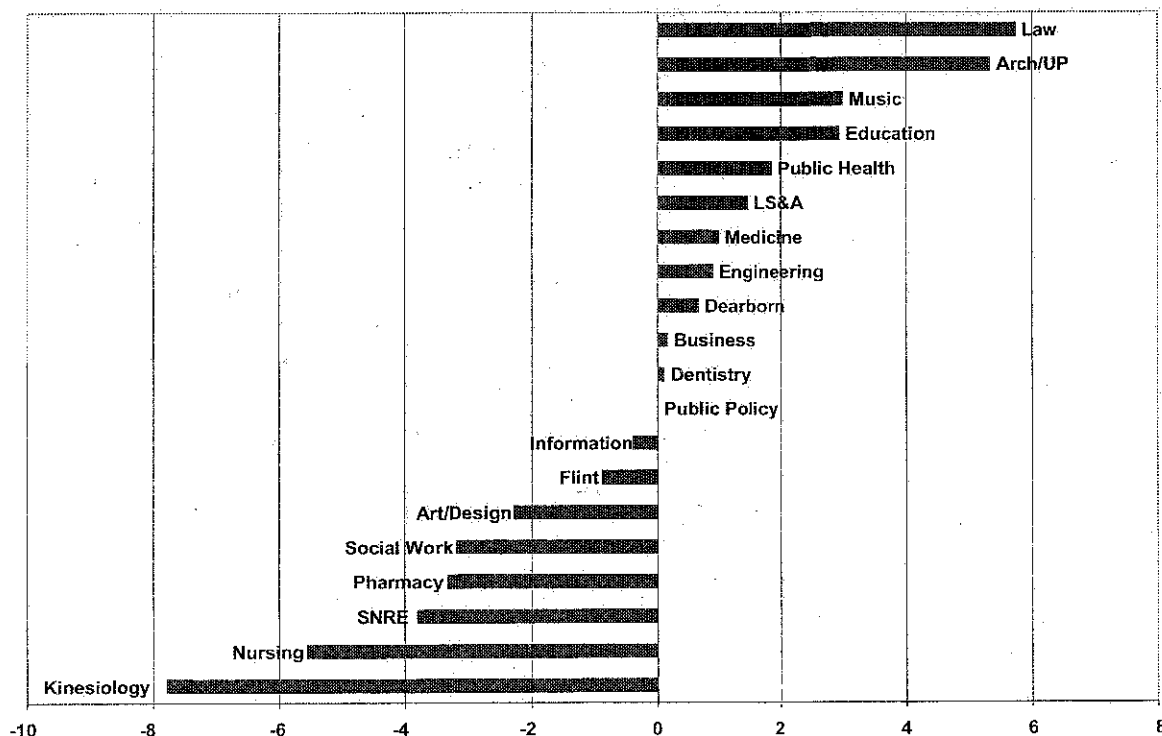


Figure 8. Percent change in Black faculty participation by unit, 1994-2008.

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

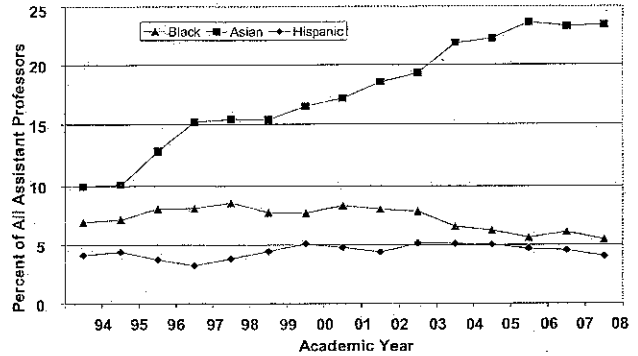


Figure 9. Percent change in minority assistant professors as a percentage of all assistant professors, 1994-2008.

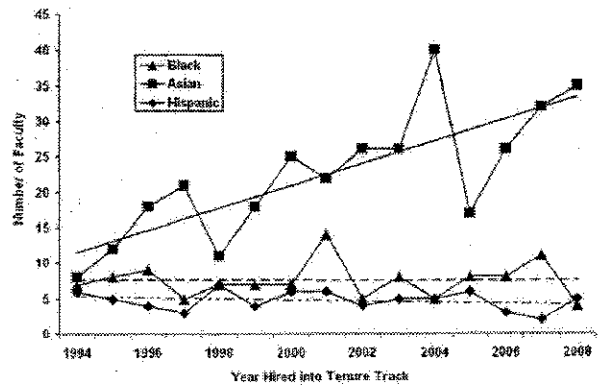


Figure 10. Tenure-track new hires, 1994-2008.

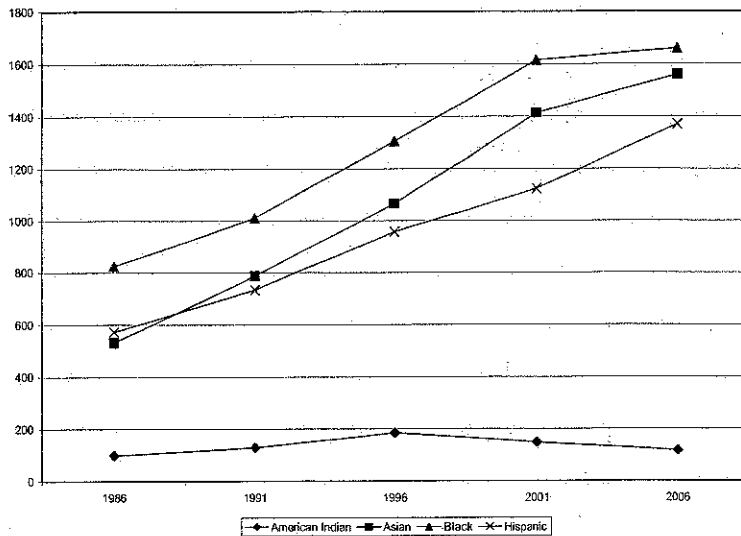


Figure 11. Number of doctorates awarded to U.S. citizens by race, 1986-2006. Data from Survey of Earned Doctorates, 2006.

Science Foundation as part of the S, 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.

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."²

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.

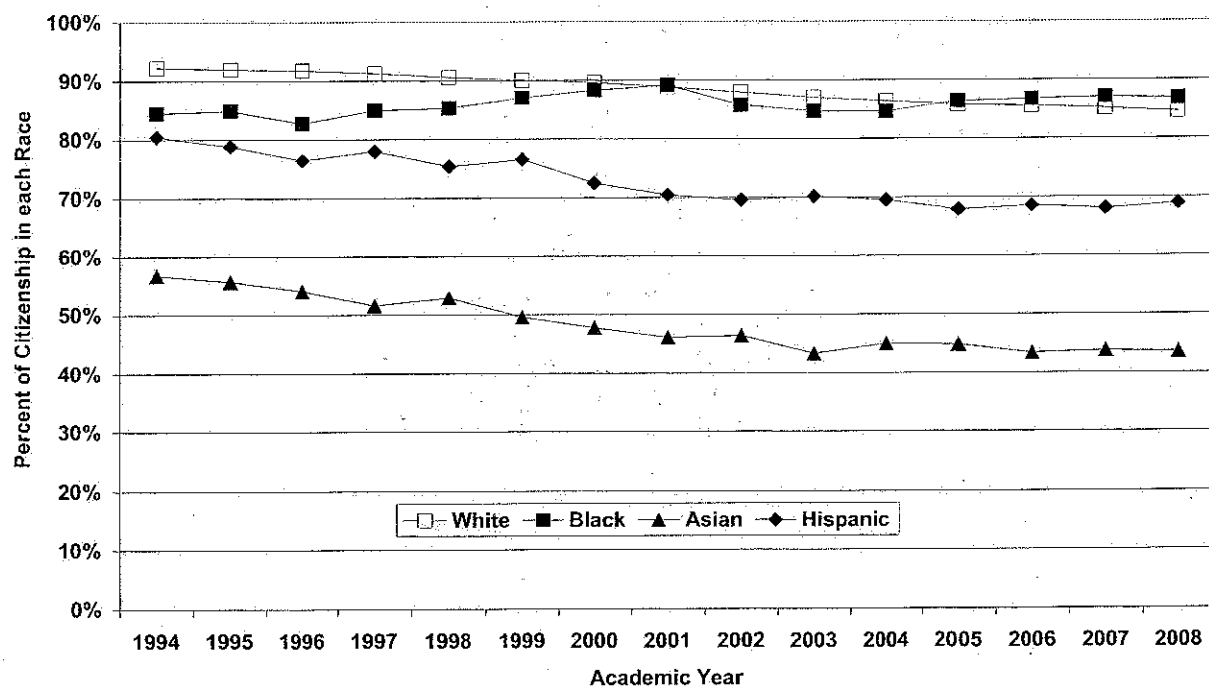


Figure 12. U.S. citizenship of tenure-track faculty by ethnic/racial category -1994-2008

² 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.

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		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	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
Total	Mean	38.80		48.15		57.18		
	Std Dev	6.52		8.08		8.01		
	N	773		802		1,383		
Total	Mean	49.93						
	Std Dev	10.80						
	N	2,957						

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

Average University Experience

Overall, the experience of the faculty at the University of Michigan has remained approximately the same since 1994. The mean for both Assistant and Full Professors has decreased slightly while the mean for Associates has increased slightly. While significant change is rare, 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		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	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
Total	Mean	4.22		12.19		20.36		
	Std Dev	4.52		8.11		10.76		
	N	773		802		1,383		
Total	Mean	13.93						
	Std Dev	11.05						
	N	2,957						

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

