

**New York University
Faculty of Arts and Science Equity Committee
Report on 2016 Data Cycle
Detailed Comments, Interpretation, and Recommendations**

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This is the seventh study undertaken since 2000¹, examining data on both Tenure Track (TTF) and Continuing (CF) Faculty with full-time appointments in the Faculty of Arts and Science. These studies build on data collected, to examine trends and to recommend action items for the FAS Dean to implement. Most of the suggestions that were made in the six previous reports have resulted in remediation. Comments on the progress of implementing the 2014 recommendations are included, below.

Demographics: In the last 16 years, the number of undergraduate students seeking College of Arts and Science (CAS) or Liberal Studies (LS) degrees and Graduate School of Arts and Science (GSAS) students rose 60.3% (Table 1). The TTF grew by 41.5% (Figure 1 and Table 4). The CF grew more than 10-fold (Table 7). As of the start of the 2016-17 academic year, FAS has a total of 1199 full-time faculty members.

	2000	2016	% growth
Students [CAS,LS,GSAS]	9,356	14,998	60.3%
Faculty TT	513	726	41.5%
Faculty Continuing	37	394	1065%

We note that a concerted effort has been made to recruit and retain women faculty. In 2016, 227 (31.2%) of the TTF are women, compared to 123 (24.0%) in 2000 (Figure 2 and Table 4). This recruitment effort has been largely successful, especially in the Humanities where 43.6% of the TTF are women. In the Social Sciences, 32.1% are women, but in the Sciences women represent just 16.2% (Table 5). *Women TTF are under-represented in the Sciences.*

Table 4 presents the numbers of TTF at four ranks and includes gender and minority status. Among the Full and Named Professors², women have increased from 56

¹ Previous studies can be found [here](#).

² A list of the Named (Endowed) Chairs at NYU can be found [here](#).

(17.6%) in 2000 to 105 (25.4%) in 2016 (Table 4). However, *women are under-represented at the Full and Named Professor (NP) TTF ranks.*

The CF are 51% female (Table 7). Humanities, which include the Language Lecturers and Expository Writing faculty currently have 56% female CF (Tables 7 and 8). The smallest fraction of female CF is found in the Social Sciences (5%), while the Sciences have 37% female CF. *Women are under-represented at the CAP and CP ranks and are over-represented at the LL rank (Table 9).*

Only 64 TTF self-report as Under-Represented Minority (URM, Black, Native American or Hispanic US citizens or permanent residents, Table 4); these 64 individuals make up only 8.815% of the total FAS TTF [or 10.27% of the TTF who are US citizens or permanent residents]. With only 5.83% URM, the Sciences are the least diverse of the Divisions (Table 5); the Humanities are the most diverse with 12% URM. Data are also included about Minority faculty; this group includes both the URM and self-reported Asian/Pacific Islander. *URM are under-represented at the Full and Named Professor ranks.*

In 2000, only 2 URM (6%) were among the 37 CF (Tables 7 and 8); in 2016, merely 7% URM are in CF. LS (12%) is the most diverse CF unit with respect to URM faculty. The Sciences (2%) are the least diverse Division with respect to URM CF (Table 8). *URM CF are under-represented at the CaP rank.*

We note that there are both [University-wide](#) and [FAS Diversity](#) Initiatives to recruit and retain URM faculty as well as women in some fields. It will be important to monitor and evaluate the effectiveness of these Initiatives by assessing whether they have specifically increased the numbers of minority and URM faculty as well as their representation at the different academic ranks.

Hiring: In searches³ from 2004-2016, 419 TTF were hired, including 144 women (34%). From 2010-2016 115 offers were made; 50 (43%) were extended to women (Table 3). The acceptance rate of offers was essentially the same for both men and women (Table 3), but most successful for Humanities positions. *There is no longer an association between gender or URM status and starting rank for TTF.*

Considering that there are a total of 384 CF in 2016 (Table 7), it is striking that in the 5-year period 2011-16, 279 CF were hired (Table 2). This large number of CF hires suggests a very high turnover rate and bears scrutiny, especially among the Language Lecturers (LL), that comprise 202⁴ of the 279 hires (Tables 2 and 9). *Of the cohort hired, women are underrepresented at higher ranks and over-represented at the LL rank.*

³ The composition of current search committees can be found [here](#).

⁴ 96 in the Humanities Division and 126 in "Other" that includes the CAS Core, Liberal Studies and Expository Writing.

Salaries: Overall there is a gender difference in compensation for TTF (Table 10); but when these data are stratified by faculty rank, department, and year of hire, no significant differences remain for TTF (Table 11). *There is a trend toward significance when gender and compensation at the Named Professor rank is examined (Table 10), but this is smaller than previously noted. There is no difference in compensation for URM TTF. Of concern, there is a trend toward significance in salary differences for newly hired faculty at the aP rank (Tables 12 and 13).* This is troubling, since we had previously noted this trend in the earlier studies; with Decanal remediation, the difference had vanished, to return in this study.

Compensation for CF remains a concern in several areas. *First, there is a gender bias with men more highly compensated at CAP, women more highly compensated at SLL and at Master teacher ranks (Tables 14 and 15). Second there is a \$20k difference between starting salary for CaP and LL (Tables 16 and 17). It is possible that this low salary may contribute to the high turnover in this group of CF⁵.*

Promotion and Retention: Promotion of TTF from aP to AP showed a change from the earlier studies in which men were more likely than their female peers to leave before the decision. In the cohort of faculty hired between 2005-2010, 32% of the women left before the tenure decision (Figure 4) compared to 21% of men who left prior to the tenure decision (Fig 5) – *it should be determined from exit interviews if this departure was due to an outside offer, to concern that tenure would be denied, or other reasons including family-related.* FAS does not routinely conduct and archive exit interviews with faculty, although these data may be available in departments. More men were denied tenure.

Examining the progress of faculty hired as AP from 2005-2010, 53% of men (Figure 7) and only 24% of the women (Figure 6) were promoted from AP to P; that is similar to our observation in the 2014 study⁶. *That is, it is twice as likely that a tenured man will be promoted than a tenured woman.*

When the advancement of faculty hired at the aP rank, promoted to AP between 2005-2010 were examined for promotion to P, of the women, 3 (13%) left NYU, 12 (52%) continued as AP, and 8 (35%) were promoted to P (Figure 8). For the men, 12 (22%)

⁵ We note that following the 2014 Equity study, there was a salary increase introduced for Language Lecturers, but this was relatively modest; the data in Table 16 reflect the 5 year average, so some of this increase was “diluted” by 3 years of a lower starting base salary.

⁶ In the 2014 study, where data on promotion from AP to P were first examined, we observed that 59% of the men hired between 2003 and 2008 were promoted, but only 24% of the women. The concern that there might be a bottleneck leading to delays in promotion of women to P was raised to the Deans. It may be too early to see a positive impact of the recommendation that Department Chairs should be notified that their faculty members might be considered for promotion.

left NYU, 16 (29%) remained as AP, and 27 (49%) were promoted (Figure 9). *More men (49% vs. 35%) were promoted from AP to P in the group hired as aP faculty members.*

Appointment to Endowed or NP has been studied now for two study cycles. In the period from 2009 to 2015, 46 faculty members with the rank of Professor (total = 399) received a named position (Table 18). The 2016 numbers indicate an increase of 19 men and 8 women as well as 2 URM from the 2014 data (Table 4). *Analysis indicates that there was no gender bias, but URM were underrepresented in the 6-year period.*

Female CF are underrepresented at the higher ranks (Table 7). The new guidelines for hiring and promotion of CF include recommendations for consideration of advancement after 6 years of service⁷. It will be valuable to determine if the new recommended procedures lead to the promotion of CF women.

Outstanding TTF members are often recruited by external universities (and in some cases companies). In the 15/16 AY, there was an increase (of 3 female faculty) from 13 to 16 (6 women and 10 men) faculty who had external offers and all received counteroffers (Table 25). The URM faculty member who had the opportunity to leave NYU was also retained. The results of negotiations were pending in 3 cases, but as of 12/1/16, two men and one woman left NYU. *There is no gender or URM disparity in counter-offers for FAS faculty with external offers.*

Internal Research Support: Internal research funding was successfully received by more women and URM than men in both the TTF (Tables 19 and 20) and CF (Tables 21 and 22).

Teaching: Women TTF teach a larger number of courses that are taken by fewer students than the male TTF (Table 23). For the CF, men teach larger classes and more classes on the average (Table 24). The standard deviations are especially large in class size, and may reflect the very large introductory courses contrasted with small graduate seminar classes or writing/language sections. When instruction was assessed by Division, or by faculty rank, no significant results were found.

A third of the Golden Dozen teaching awards were made to CF during the 7 years monitored (AY 09/10-15/16; Table 26). Only 6 Named Professors are included in the list. Three URM have won the awards during the 7 years. Thirty-nine (46%) of the recipients have been women⁸, which is remarkable considering that female faculty are just a third of the total faculty. *Women are overrepresented, and both Named Professors and URM are underrepresented in the Golden Dozen teaching awards.*

⁷ Guidelines can be found [here](#).

⁸ This is counter the [national trend](#) of male-biased course evaluations.

Teaching as the Instructor of Record at non-NYC portal campuses during the 15/16 AY (Table 27) was roughly proportional to the gender of total TTF and CF, although TTF were more likely to enjoy this opportunity than Washington Square-based CF (49 vs. 5 courses). This specific table was requested because of a concern that female faculty might not be offered or accept International assignment for family reasons. *There was no gender bias in appointment as Instructor of Record for Portal courses.*

Climate Survey 2016:

The demographics of the TTF surveyed reflect the TTF (Table 28); no CF were sent the survey since they were not included in the 2012 survey. The questions were identical to a subset of those of the earlier survey. There was no association by academic division or URM status in perceptions of teaching, service, and research. There was an influence of rank on teaching, service and tenure, with AP expressing more negative views, possibly because more was expected of AP than aP TTF. *Female faculty were significantly more concerned about service (3.05 women vs. 3.38 men), as was seen in 2012, possibly reflecting the more demanding home responsibilities often faced by mothers (“second shift”⁹). Fewer aP (3.12) and AP (3.02) faculty stated concerns about service demands compared to P (3.40) (Table 30).* In Appendix 2, the data are more striking than the aggregate in Table 30; in questions 10 (department values faculty efforts), 11 (committee assignments), 12 (workload) and 13 (obligations) female response averages were 3.31, 2.86, 2.82, and 3.12, respectively while men were a robust 3.72, 3.50, 3.46, and 3.65, respectively. *Female faculty reported feeling burdened and under-appreciated.*

Many of the comments (in section V.4) by individual faculty were interesting and point to local and FAS-wide concerns.

Impact of Recommendations from 2014 Equity Report:

- 1) Recruit and promote more women to Full Professor and Named Chairs
In 2016, 79 P and 26 Named are held by female faculty; in 2014 the data were 83 and 18 respectively, an increase of 4 individuals as P and NP, but substantial increase of 8 with NP chairs.
- 2) Assess whether there is a bottleneck for promotion of women from Associate Professor to Full Professor
There remains a bottleneck at the promotion of women faculty from AP to P, whether hired as aP or as AP, although it may be too short a time period for the remediation begun two years ago to have an impact.

⁹ Hochschild, Arlie and Anne Machung, *The Second Shift: Working families and the Revolution at Home*, Penguin Books, 2003, revised paperback edition, 2012, ISBN 9780143120339.

- 3) Recruit more women in the Sciences in both TTF and CF
This has not yet been successful.
- 4) Recruit and retain more URM in both TTF and CF lines across all divisions
This has not yet been successful.
- 5) Promote more women in CF lines
This has not yet been successful.
- 6) Substantially increase the compensation of contract faculty, especially for LL
Only modest increases in starting salary and continuing salary have been introduced. This may be a major reason for the incredibly high turnover of CF at this rank.
- 7) Develop a policy and criteria for periodic review of all CF for promotion.
[Successfully accomplished.](#)

Recommendations from the 2016 data:

1. Women are still underrepresented at the P and NP ranks. Promote and recruit more women to P and NP positions.
2. Open the bottleneck at the promotion of women faculty from AP to P. Encourage chairs to mentor and propose AP women for promotion.
3. We observed that one third of women faculty left before tenure. We request that FAS departments begin to collect data on the reason(s) for the departures from exit interviews.
4. All TTF and CF faculty should have mentoring throughout their time at NYU. FAS is developing guidelines.
5. Recruit and retain more women to the Sciences in both TTF and CF.
6. Recruit and retain more URM faculty in both TTF and CF at all ranks.
7. Promote more women in CF lines.
8. Compensate LL at or near the level of CaP to retain these valued members of our faculty.
9. We request that FAS departments begin to collect data on the fraction of contracts not renewed and the reasons (academic programmatic changes, performance, or other) and report these data for future analysis.

10. We request that FAS departments begin to collect data on the reasons for voluntary separation (exit interviews) of the CF to determine if financial reasons, other academic professional opportunities, or family relocation contributed to resignation. There is a cost to hiring and training CF; retention is desirable, when possible.
11. The climate survey has shown a strong correlation of stress among female faculty in Service areas. It is important to address the perceptions of under-appreciation and burden by excessive demands.



NEW YORK UNIVERSITY

**Arts and Science
Faculty Equity Study, 2016**

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Arts and Science Faculty Equity Study, 2016

Overview of the 2016 Faculty Equity Study

This document is the seventh in a series of studies released by this office exploring equity issues among our full time faculty relating to both gender and minority status. The prior studies found and followed a number of significant relationships between gender/ethnicity groups, and various aspects of the career paths experienced by our faculty. This update continues to monitor these issues along with areas previously found to be equitable.

Prior findings included significant correlations of both gender and minority status with rank, and in particular continued under-representation of women and minorities in higher ranks. **Part I** of this study reviews this distribution and the impact of recent hiring practices.

Prior studies found that, when rank, experience, and department were taken into account, gender and minority status did not appear to be contributing factors to salary (or starting salary) for tenured/tenure eligible faculty, but remained significantly related for continuing contract faculty (referred to as “full time renewable contract faculty” in prior studies). **Part II** of this study repeats these analyses.

Part III repeats analyses of progression into tenure of tenure eligible faculty and the appointment of full professors to “named” (endowed) professorships to confirm no negative systemic biases have emerged.

Various tests have been performed on other aspects of faculty experience, to determine if they correlate with gender or minority status. **Part IV** of this study contains these varied inquiries.

In October 2016, a segment of the 2012 Worklife Climate Survey was repeated for tenure and tenure eligible faculty who had been included in the quantitative analysis of Parts I to IV above and still held active appointments in Arts & Science. The 2016 survey focused on 4 of the original survey’s 14 climate dimensions: Teaching and advising, Service and committees, Research and scholarship, and Tenure and promotion. **Part V** presents an analysis of these survey results.

Description of the data used in this study

To study the current state of our faculty, a cross-sectional dataset was constructed for all full time faculty who were in payroll records with primary appointments in the Faculty of Arts & Science, the Courant Institute, the Institute of Fine Arts, and now the Institute for the Study of the Ancient World for any part of Fiscal Year 2015-2016. In addition to unit,

rank, gender, ethnicity, and salary, the cross section included data elements such as A&S internal research support, A&S teaching assignments, and A&S retention and nominations data. A subset of these faculty identified as having tenure or tenure track appointments that remained active in October 2016 were invited to participate in the Worklife Climate Survey.

To study offers of appointment, a dataset from the A&S Deans' files of all written offers to hire faculty with start dates between 6/1/2010 and 8/31/2016 was assembled. Information on associated short lists was collected where available for tenure and tenure track offers with start dates from 6/1/2004 through 5/31/2014. These records exclude all hires to the three Institutes (Mathematical Sciences, Fine Arts, and the Study of the Ancient World).

To study hiring, we assembled a dataset of all full time faculty hires between 6/1/1999 and 5/31/2016. These data were each subdivided into two six year periods for closer study: individuals hired between 6/1/2004 and 5/30/2010, and those hired between 6/1/2010 and 8/31/2016.

To study career progression in the tenure track from full professor to named/endowed professor, a multiyear dataset of all full professors with tenure was collected beginning with 2009 and ending 2015. A record was retained for each individual for each year where they continued at the rank of full or named professor into the following year.

Records used in this study are subdivided into tenured/tenure eligible faculty and continuing contract faculty. **Tenured/tenure eligible faculty** are divided by rank into assistant professors, associate professors, full professors and named professors. Named professors are faculty holding endowed chair positions regardless of their actual salary funding sources during the academic year. (This category is dominated by the Julius Silver, Roslyn S. Silver, and Enid Silver Winslow Professors.¹) **Full time continuing contract faculty** are divided by rank into clinical faculty (4 ranks), language lecturers (2 ranks) and master teachers (a singular title now being phased out). Faculty who were hired at the rank of full professor but were considered not tenure eligible are included with continuing contract faculty in studies of rank distribution, but remain excluded from salary, hiring, and career progression studies due to high variability in the duration and structure of these appointments. As per previous studies, **noncontinuing full time faculty** appointments with titles such as post-doctoral faculty fellow, post-doctoral lecturer, and instructor were not included. Finally, visiting and adjunct faculty continue to be excluded.

We have aggregated individuals into overlapping categories based on reported ethnicities, where available. As in prior studies, we retain ethnicity information for individuals for whom ethnicity is no longer reported in current university records. Nonresident aliens (those lacking citizenship or permanent resident status in the nation of the campus to which they were hired) remain excluded from all ethnicity categories.

¹ See <http://silverdialogues.fas.nyu.edu/page/appointed> for a full listing of these named professors.

- “Minority” includes citizens or permanent residents who self-identify entirely or partially as Asian/Pacific Islander, Black, Native American, or Hispanic.
- “Not Minority” includes citizens or permanent residents who reported exclusively as Caucasian.
- “Underrepresented Minority” (URM) includes citizens or permanent residents who self-reported entirely or partially as Black, Native American, or Hispanic.
- “Not Underrepresented Minority” (Not URM) includes citizens or permanent residents who reported exclusively as Caucasian or Asian or both.

All analyses involving any of these four ethnicity categories throughout this report exclude both nonresident aliens and unreported ethnicities entirely.

References to 2000, 2005, and 2007 data refer to the data sets and results for those fiscal years in the Arts & Science Faculty Equity Study from 2007². References to 2010, 2012 or 2014 data refer to the data sets assembled for each of those respective years³. Throughout this report, any reference to a year refers to the time period ending on August 31 of that year. (e.g. “2016” in the title of this study implies 9/1/2015 through 8/31/2016)

Description of the methods used in this study

Statistical analyses were performed on the full population of faculty in the various data sets described above. The use of statistical tools on full populations like these essentially answers the question that, if some detail of the population was stripped away and redistributed randomly in the same proportions, what are the chances we would end up with a bias equal to or greater than what is currently observed. We make use here of the language *significant difference* to imply that the chance of a random distribution revealing the same bias is 10% or less. We also point out when these chances further drop below 5% and 1%.

Given the relatively small size of our population of faculty, it is worth noting that the 10% significance test is hard to fail. For example, if we had four faculty, two males as full professors and two females as assistant professors, and we randomly redistributed the ranks, there would be a one in six (17%) chance of having this exact distribution. Even if the true distribution in this hypothetical were motivated by bias, it would be unprovable under this method.

Given the large number of tests contained in this study, it is also worth noting that there are contained here a good number of false positives, where *significance* is claimed but a distribution did occur by chance. Indeed, if all ranks, salaries, and other supports were randomly and blindly distributed among our faculty, there is a one in ten chance (10%) *each of them* would show significant difference by gender, and, taken together, a 27% chance that *at least one of the them* would signal bias. If ten independent tests are done, there is a 65% chance of one false positive, a 26% chance of two, and a 7% chance of

² Currently available online at http://as.nyu.edu/docs/IO/13742/FAS_IR_EquityStudy07.pdf

³ These three studies have been published online at <http://as.nyu.edu/object/as.ir.facultyequity>

three. At times in this study where a number of tests are done simultaneously, we have inserted footnotes cautioning the reader to remember the probability of false positives.

The methods used most frequently are

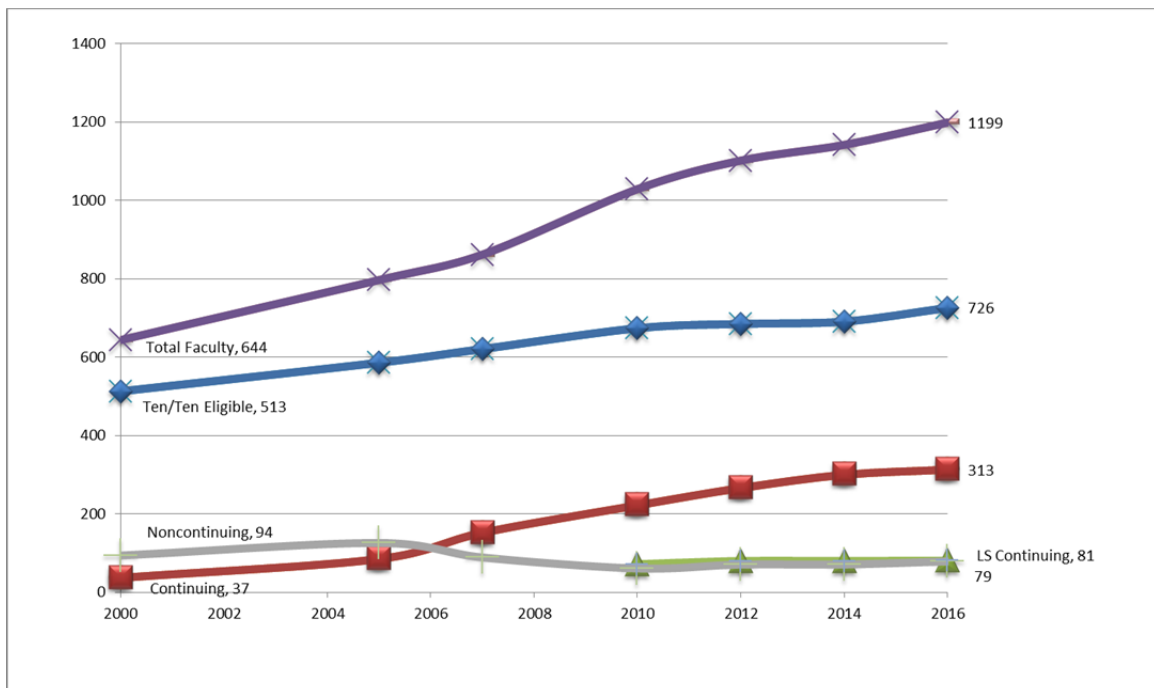
- Fisher’s Exact Tests for distributions among categories like gender and rank, or when groups are large enough, the chi square test.
- Two-tailed t-tests for differences between population averages, like average salaries by gender
- Log-linear regressions for distributions of financial data among individuals, like starting salaries or research support

All analyses were conducted using SAS analytical software.

Descriptive statistics of the 2016 full time faculty cross-section

The Arts & Science tenured/tenure eligible faculty total has grown by 41.5% over the past sixteen years, with the 2016 cohort numbering 726 individuals. The Arts & Science continuing contract faculty has grown dramatically from 37 to 394 individuals. A portion of the growth is from the addition of the Liberal Studies Program to the scope of the 2010 study and the recent founding of the Institute of the Study for the Ancient World, which is included for the first time in the current report. The noncontinuing contract faculty, who are excluded from this study, include both full time predoctoral teaching positions (which have been phased out alongside recent financial aid reforms) and full time one to three year term postdoctoral teaching positions, consisting of Faculty Fellows (which currently number 39), Courant Instructors (20), and Postdoctoral Lecturers (20). Figure 1 shows growth in all faculty groups against the total over the course of these studies.

Figure 1: Total faculty growth, and by category, 2000 - 2016



Over this same period, student populations have grown, as shown in Table 1. In Academic Year 1999-2000, Arts and Science had 9,356 distinct individuals registered in its degree programs and had 17,596 distinct individuals enrolled in its courses.⁴ By Academic Year 2015-2016, these numbers grew to 14,998 registered degree candidates (a growth of 60.3%) and 27,158 individuals in its courses (a growth of 54.3%).⁵

Table 1: Student population served over the course of these faculty studies

	Academic Year 1999-2000		Academic Year 2015-2016	
	Individuals in Programs	Individuals in Courses	Individuals in Programs	Individuals in Courses
CAS	6,311	14,220	7,822 (+23.9%)	22,279 (+56.7%)
LS	0	0	2,542	3,116
GSAS	3,046	3,377	4,758 (+56.2%)	4,990 (+47.8%)
TOTAL UNIQUE	9,356	17,596	14,998 (+60.3%)	27,158 (+54.3%)

⁴ These 1999-00 counts were drawn from the NYU Student Records Dashboard in March 2013 to capture all students registered in programs GARTS, UARTS, and UACER or enrolled in courses in the G, V, or A series.

⁵ These 2015-16 counts were drawn from the NYU Student Records Dashboard in October 2014 to capture all students registered in programs GARTS, UARTS, UFGLS, and UFLSP or enrolled in courses in the GA, UA, or UF series.

Figure 2 visually depicts the proportion of female, minority, and underrepresented minority faculty over this period. The proportion of female faculty has increased at a steady rate from 24.0% to 31.2%. The proportion of minority faculty has also increased from 13.7% to 18.2% of domestic faculty with reported ethnicity information. The proportion of faculty in underrepresented minorities has grown to 9.6% of domestic faculty. To place these proportions in context, Figure 2 includes statistics for NYU as a whole and for other “Very High Research Activity” educational institutions.⁶ As of Fall 2011, 31% of all faculty at similar institutions were female.⁷ As of Fall 2013, 22% of faculty at similar institutions were minority, and 9% of faculty at similar institutions were underrepresented minorities⁸.

Figure 2: Proportion female, minority, underrepresented minority (tenured/tenure eligible faculty)⁹

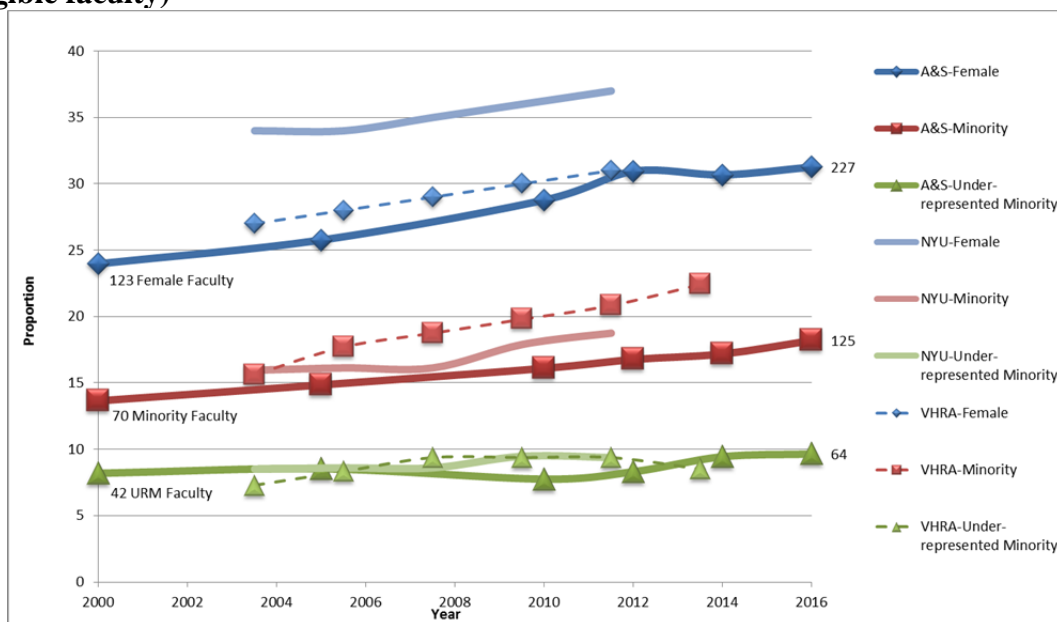


Figure 3 visually depicts the proportion of female, minority, and underrepresented minority faculty over this period. The proportion of female faculty has remained flat around 50%. The proportion of minority faculty, initially high, has dropped to 18.2% in 2016. The proportion of faculty in underrepresented minorities has been declining and is now 7.3%. To place these proportions in context, Figure 6 includes statistics for NYU as a whole and for other “Very High Research Activity” educational institutions.¹⁰ As of

⁶ [New York University Faculty and Student Peer Diversity Trends Report](#), April 2014, Office of Institutional Research and Data Integrity, and Almanac of Higher education, 8/19/16, Vol LXXII, Number 43, p15

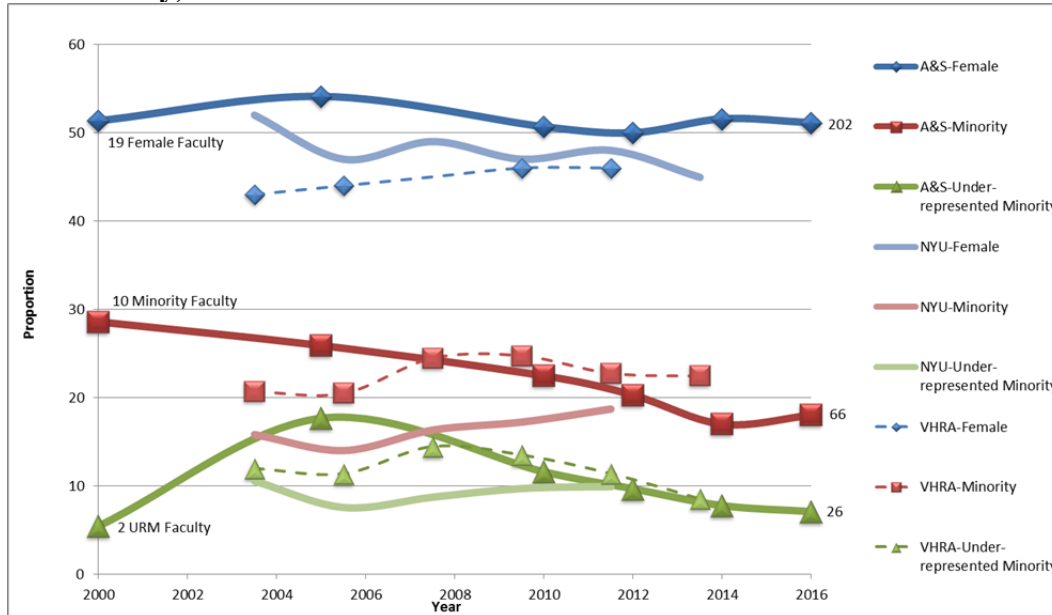
⁷ [New York University Faculty and Student Peer Diversity Trends Report](#), April 2014, Office of Institutional Research and Data Integrity, p21

⁸ Fall 2013 Race and Ethnicity Data from Almanac of Higher education, 8/19/16, Vol LXXII, Number 43, p15

⁹ The denominators for minority and underrepresented minority calculations exclude nonresident aliens and unreported ethnicities.

Fall 2013, 48% of all faculty at similar institutions were female¹¹, 22% of faculty at similar institutions were minority, and 9% of faculty at similar institutions were underrepresented minorities¹².

Figure 3: Proportion female, minority, underrepresented minority (continuing contract faculty)¹³



The proportion of female, minority, and underrepresented minority contract faculty by division is available below in Table 8.

Descriptive statistics of faculty offers and hires

Over the past twelve years ending in 2016, Arts and Science (including the Institutes) has hired 419 tenured/tenure eligible faculty members, 211 of these hires had short list (finalist) data available. Of the 419 hires, 144 have been female (34%) and 275 have been male. Of the 375 domestic hires with reported minority status, 86 (23%) have been minorities and 44 (12%) have been underrepresented minorities. Counts of new hires by cohort are presented in Table 5. From 2005 to 2010, 34% of new hires were female, while from 2011 to 2018, 35% were female. From 2005 to 2010, 21% of new nonresident alien hires were minorities, while from 2011 to 2016, 26% were minorities. From 2005 to 2010, 9% of new nonresident alien hires were underrepresented minorities, while from 2011 to 2016, 16% were underrepresented minorities.

¹⁰ [New York University Faculty and Student Peer Diversity Trends Report](#), April 2014, Office of Institutional Research and Data Integrity

¹¹ Ibid. p21

¹² Ibid. p23

¹³ The denominators for minority and underrepresented minority calculations exclude nonresident aliens and unreported ethnicities.

Over the past six years ending in 2016, Arts and Science (excluding the Institutes of Mathematical Science, Fine Arts, and the Study of the Ancient World) has recorded 115 offers to potential tenured/tenure eligible faculty members. Of these, 50 (43%) were made to females and 65 were made to males. These recorded offers led to 87 acceptances, some of which were for start dates beyond the study period, 40 of these (46%) were females and 47 were males. Relative acceptance rates are discussed in Section I.2. Given the missing data on self-reported ethnicities of faculty who declined offers, analysis of this data set by ethnicity is not possible.

Over the past twelve years, Arts and Science (including the Institutes) has hired 522 contract faculty members. Of these, 269 (52%) have been female and 253 have been male. Of the 446 nonresident aliens with reported minority status, 95 (21%) have been minorities and 44 (10%) have been underrepresented minorities. Counts of new hires by cohort are presented in Table 7. From 2005 to 2010, 49% of new hires were female, while from 2011 to 2016, 53% were female. From 2005 to 2010, 21% of new nonresident alien hires were minorities, while from 2011 to 2016, 22% were minorities. From 2005 to 2010, 11% of new nonresident alien hires were underrepresented minorities, while from 2011 to 2016, 8% were underrepresented minorities.

Part I: Gender and minority status versus current and starting rank

I.1. Recruitments to tenured/tenure eligible vs contract faculty

Table 2 depicts the number and of faculty recruited per division with respect to their tenure eligibility status (tenure track and tenure eligible versus continuing contract faculty).

Table 2: Gender and minority status by career track and division of hire

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
<u>2011 to 2016</u>	<u>(N=457)</u>		<u>(N=385, 13 missing)</u>		<u>(N=385, 13 missing)</u>	
Humanities TT/TE	34 (52%)	32 (48%)	18 (30%)	42 (70%)	13 (22%)	47 (78%)
Humanities CF	58 (60%)	38 (40%)	25 (38%)	41 (62%)	9 (14%)	57 (86%)
Social Science TT/TE	17 (34%)	33 (66%)	6 (15%)	33 (85%)	2 (5%)	37 (95%)
Social Science CF	6 (43%)	8 (57%)	1 (8%)	12 (92%)	0 (0%)	13 (100%)
Science TT/TE	12 (19%)	50 (81%)	16 (31%)	36 (69%)	9 (17%)	43 (83%)
Science CF	18 (42%)	25 (58%)	9 (25%)	27 (75%)	1 (3%)	35 (97%)
Other CF ¹⁴	67 (53%)	59 (47%)	14 (13%)	98 (88%)	9 (8%)	103 (92%)
<u>2005 to 2010</u>	<u>(N=484)</u>		<u>(N=443, 0 missing)</u>		<u>(N=443, 0 missing)</u>	
Humanities TT/TE	48 (41%)	68 (59%)	22 (20%)	87 (80%)	13 (12%)	96 (88%)
Humanities CF	43 (52%)	40 (48%)	23 (34%)	45 (66%)	13 (19%)	55 (81%)
Social Science TT/TE	22 (36%)	39 (64%)	14 (25%)	42 (75%)	7 (13%)	49 (88%)
Social Science CF	5 (36%)	9 (64%)	5 (38%)	8 (62%)	3 (23%)	10 (77%)
Science TT/TE	11 (17%)	53 (83%)	10 (17%)	49 (83%)	0 (0%)	59 (100%)
Science CF	4 (21%)	15 (79%)	3 (17%)	15 (83%)	2 (11%)	16 (89%)
Other CF	68 (54%)	59 (46%)	15 (13%)	105 (88%)	7 (6%)	113 (94%)

Assuming nothing about causality, and examining within the main divisions of Arts & Science (Humanities, Science, and Social Science) in the 2011 to 2016 hiring cohort, the null hypothesis that tenure eligibility at recruitment and gender are independent was not rejected with the chi-square statistic for humanities ($\chi^2=1.26$, $p=0.26$), or social science ($\chi^2=0.37$, $p=0.54$). Gender and tenure eligibility at recruitment are independent for these divisions. The hypothesis was rejected for science ($\chi^2=6.30$, $p=0.01$), implying that gender and tenure status of offer are related in this division, with women underrepresented among tenure track science hires.

¹⁴ In Table 2, “Other CF” includes faculty in Liberal Studies and undergraduate faculty unrelated to the divisions (Core, Expository Writing.)

Examining within the main divisions of Arts & Science (Humanities, Science, and Social Science) in the 2011 to 2016 hiring cohort, the null hypothesis that tenure eligibility at recruitment and minority status are independent was not rejected with the chi-square statistic for humanities ($\chi^2=0.87$, $p=0.35$), social science ($\chi^2=0.49$, $p=0.48$), and science ($\chi^2=0.35$, $p=0.56$). Minority status and tenure eligibility of offer are independent.

Examining within the main divisions of Arts & Science (Humanities, Science, and Social Science) in the 2009 to 2014 hiring cohort, the null hypothesis that tenure eligibility at recruitment and underrepresented minority status are independent was not rejected with the chi-square statistic for humanities ($\chi^2=1.41$, $p=0.24$), nor with Fisher's Exact Test¹⁵ for social science ($p=1.00$). Underrepresented minority status and tenure eligibility at recruitment are independent for these divisions. The hypothesis was rejected for science with Fisher's Exact Test ($p=0.04$). Underrepresented minority status and tenure eligibility of offer are related in this division, with underrepresented minorities more likely to be hired in tenure track lines.

Assuming these were 9 independent tests, it should be noted that there is a 37% chance of reporting at least one false positive with significance at a level of $p \leq .05$, and a 7% chance of reporting two false positives.

I.2. Offers of appointment to tenured/tenure eligible candidates

There were 211 short lists available for open academic positions that led to a new tenured/tenure eligible hire during a twelve year window from 2004 to 2016, representing 50% of 419 hires. (None of the short lists for hires to the Institutes of Mathematical Science, Fine Arts, and the Study of the Ancient World were available at the time of this study.) 73 female new hires and 138 male new hires were associated with these short lists. Females accounted for more than half of the finalists in 54 cases (26%), males accounted for more than half of the finalists in 134 cases (64%), and the remaining cases were evenly distributed between genders (10%). Further, 33 (16%) of these short lists had no reported female finalists while 26 (12%) of these short lists had no male finalists. Given the missing data on self-reported ethnicities of faculty not selected or who declined offers, analysis of this data set by ethnicity is not possible at this time.

¹⁵ Fisher's Exact Test is used in lieu of the chi-square statistic for analyses where population counts in individual categories are too small for the chi-square statistic to be reliable.

Table 3 displays offers of employment, made and accepted, for a six year hiring cohort window starting in 2010-11, with detail of gender, division, and starting rank (again excluding the Institutes of Mathematical Science, Fine Arts, and the Study of the Ancient World).

Table 3: Offers of tenure/tenure eligible employment by A&S, 2010-2016

	Made	Accepted	Yield
<u>Gender</u>			
Female	50	40	80%
Male	65	47	85%
<u>Division</u>			
Humanities	48	43	90%
Social Sciences	41	28	68%
Science	26	16	62%
<u>Starting Rank</u>			
Assistant Professor	83	65	78%
Associate Professor	16	12	75%
Professor	16	10	63%

The null hypothesis that gender and offer acceptance are independent was again not rejected with the chi-square statistic ($\chi^2=0.90$, $p=0.34$). Gender and offer acceptance are independent.

I.3. Current tenured/tenure eligible faculty rank distribution

Table 4 depicts the number and percentage of faculty per rank in 2016, and prior years.

Table 4: Gender and minority status by rank (tenured/tenure eligible faculty)

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented</u>	
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Minority</u>	<u>No</u>
<u>2016</u>	<u>(N=726)</u>		<u>(N=701, 14 missing)</u>		<u>(N=701, 14 missing)</u>	
Assistant	46 (38%)	75 (62%)	27 (27%)	72 (73%)	13 (12%)	86 (88%)
Associate	76 (39%)	115 (61%)	39 (21%)	149 (79%)	20 (13%)	168 (88%)
Full	79 (26%)	221 (74%)	49 (17%)	241 (83%)	27 (9%)	263 (91%)
Named	26 (23%)	88 (77%)	10 (9%)	100 (91%)	4 (2%)	106 (98%)
<u>2014</u>	<u>(N=691)</u>		<u>(N=647, 1 missing)</u>		<u>(N=647, 1 missing)</u>	
Assistant	33 (32%)	71 (68%)	17 (22%)	59 (78%)	9 (12%)	67 (88%)
Associate	78 (43%)	104 (57%)	40 (23%)	137 (77%)	22 (13%)	155 (88%)
Full	83 (26%)	235 (74%)	48 (16%)	260 (84%)	28 (9%)	280 (91%)
Named	18 (21%)	69 (79%)	6 (7%)	79 (93%)	2 (2%)	83 (98%)
<u>2012</u>	<u>(N=685)</u>		<u>(N=662, 8 missing)</u>		<u>(N=662, 8 missing)</u>	
Assistant	45 (38%)	73 (62%)	24 (21%)	93 (79%)	7 (6%)	110 (94%)
Associate	69 (41%)	99 (59%)	40 (24%)	124 (76%)	20 (12%)	144 (88%)
Full	78 (25%)	235 (75%)	40 (13%)	269 (87%)	25 (8%)	284 (92%)
Named	20 (23%)	66 (77%)	7 (8%)	79 (92%)	3 (3%)	83 (97%)
<u>2010</u>	<u>(N=673)</u>		<u>(N=654)</u>		<u>(N=654)</u>	
Assistant	41 (37%)	69 (63%)	24 (24%)	78 (76%)	6 (6%)	96 (94%)
Associate	62 (37%)	107 (63%)	42 (25%)	124 (75%)	20 (12%)	146 (88%)
Full	70 (23%)	234 (77%)	32 (11%)	266 (89%)	22 (7%)	276 (93%)
Named	21 (23%)	69 (77%)	8 (9%)	80 (91%)	4 (4%)	84 (96%)
<u>2005</u>	<u>(N=586)</u>		<u>(N=563)</u>		<u>(N=563)</u>	
Assistant	27 (27%)	73 (73%)	21 (24%)	67 (76%)	8 (9%)	80 (91%)
Associate	53 (38%)	88 (62%)	31 (22%)	107 (78%)	19 (14%)	119 (86%)
Full+Named	71 (21%)	274 (79%)	35 (10%)	302 (90%)	23 (7%)	314 (93%)
<u>2000</u>	<u>(N=513)</u>		<u>(N=503)</u>		<u>(N=503)</u>	
Assistant	33 (41%)	47 (59%)	22 (29%)	53 (71%)	9 (12%)	66 (88%)
Associate	34 (30%)	80 (70%)	17 (15%)	95 (85%)	12 (85%)	100 (89%)
Full+Named	56 (18%)	263 (82%)	31 (10%)	285 (90%)	21 (7%)	295 (93%)

Tests against prior year cross sections have established that there are statistically significant relationships for gender and minority status, (but not underrepresented minority status) with rank, and that all three categories are underrepresented at the full professor rank. These relationships persist in the 2016 cross section.

The null hypothesis that gender and rank are independent was again rejected with the chi-square statistic ($\chi^2=16.21$, $p<0.01$). Gender and rank are associated, for instance, females are underrepresented in the named professor rank (26 females are observed to be named professors compared to the 36 expected under independence).

The null hypothesis that minority status and rank are independent was again rejected with the chi-square statistic ($\chi^2=12.76$, $p<0.01$). Minority status and rank are associated, for instance, minority faculty are underrepresented in the named professor rank (10 are observed to be named professors compared to the 20 expected under independence).

The null hypothesis that underrepresented minority status and rank are independent was again not rejected with the chi-square statistic ($\chi^2=6.30$, $p<0.10$). However, since the

number of cases are so small, these results may show a trend towards significance, and the relationship should continue to be monitored in the future.

The study of processes that affect the persistence of these relationships – namely hiring and career progression – will be further examined in the following pages and in Part III.

Table 5: Gender and minority status by division (tenured/tenure eligible faculty)

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
<u>2016</u>	<u>(N=726)</u>		<u>(N=701, 14 missing)</u>		<u>(N=701, 14 missing)</u>	
Humanities	125 (44%)	162 (56%)	51 (19%)	216 (81%)	32 (12%)	235 (88%)
Social Science	62 (32%)	131 (68%)	33 (18%)	151 (82%)	19 (10%)	165 (90%)
Science	40 (16%)	206 (84%)	41 (17%)	195 (83%)	13 (6%)	223 (94%)
<u>2014</u>	<u>(N=691)</u>		<u>(N=647, 1 missing)</u>		<u>(N=647, 1 missing)</u>	
Humanities	117 (44%)	151 (56%)	47 (18%)	208 (82%)	32 (13%)	223 (87%)
Social Science	56 (30%)	133 (70%)	30 (17%)	143 (83%)	18 (10%)	155 (90%)
Science	39 (17%)	195 (83%)	34 (16%)	184 (84%)	11 (5%)	207 (95%)
<u>2012</u>	<u>(N=685)</u>		<u>(N=662, 8 missing)</u>		<u>(N=662, 8 missing)</u>	
Humanities	118 (43%)	159 (57%)	44 (17%)	219 (83%)	27 (10%)	236 (90%)
Social Science	58 (32%)	125 (68%)	33 (19%)	142 (81%)	19 (11%)	156 (89%)
Science	36 (16%)	189 (84%)	32 (15%)	183 (85%)	8 (4%)	207 (96%)
<u>2010</u>	<u>(N=673)</u>		<u>(N=654)</u>		<u>(N=654)</u>	
Humanities	111 (40%)	165 (60%)	46 (17%)	223 (83%)	28 (10%)	241 (90%)
Social Science	53 (29%)	127 (71%)	32 (18%)	141 (82%)	19 (11%)	154 (89%)
Science	30 (14%)	188 (86%)	28 (13%)	184 (87%)	5 (2%)	207 (98%)
<u>2005</u>	<u>(N=586)</u>		<u>(N=563)</u>		<u>(N=563)</u>	
Humanities	84 (38%)	140 (62%)	39 (18%)	179 (82%)	28 (13%)	190 (87%)
Social Science	38 (25%)	114 (75%)	24 (17%)	121 (83%)	15 (10%)	130 (90%)
Science	29 (14%)	180 (86%)	24 (12%)	176 (88%)	7 (4%)	193 (96%)
<u>2000</u>	<u>(N=513)</u>		<u>(N=503)</u>		<u>(N=503)</u>	
Humanities	68 (33%)	137 (67%)	33 (16%)	168 (84%)	25 (13%)	176 (87%)
Social Science	29 (24%)	94 (76%)	13 (11%)	106 (89%)	10 (8%)	109 (92%)
Science	26 (14%)	159 (86%)	24 (13%)	159 (87%)	7 (4%)	176 (96%)

I.4. Tenured/tenure eligible faculty hiring cohorts

Table 6 reports starting ranks with gender, minority status, and underrepresented minority status for the two six-year hiring cohorts.

Table 6: Starting rank by hiring cohort, by gender and minority status (tenured/tenure eligible faculty)

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
<u>2011 to 2016</u>	<u>(N=178)</u>		<u>(N=151, 6 missing)</u>		<u>(N=151, 6 missing)</u>	
Assistant	43 (37%)	73 (63%)	29 (31%)	64 (69%)	18 (19%)	75 (81%)
Associate without tenure	1 (33%)	2 (67%)	0 (0%)	3 (100%)	0 (0%)	3 (100%)
Associate with tenure	11 (42%)	15 (58%)	4 (15%)	22 (85%)	2 (8%)	24 (92%)
Full	8 (25%)	24 (75%)	7 (25%)	21 (75%)	4 (14%)	24 (86%)
Named	0 (0%)	1(100%)	0 (0%)	1(100%)	0 (0%)	1 (100%)
<u>2005 to 2010</u>	<u>(N=241)</u>		<u>(N=224)</u>		<u>(N=224)</u>	
Assistant	45 (38%)	74 (62%)	26 (24%)	84 (76%)	9 (8%)	101 (92%)
Associate without tenure	2 (67%)	1 (33%)	1 (33%)	2 (67%)	0 (0%)	3 (100%)
Associate with tenure	23 (44%)	29 (56%)	16 (33%)	32 (67%)	9 (19%)	39 (81%)
Full	8 (15%)	44 (85%)	2 (4%)	46 (96%)	2 (4%)	46 (96%)
Named	3 (20%)	12 (80%)	1 (7%)	14 (93%)	0 (0%)	15 (100%)

The null hypothesis that gender and starting rank are independent for the 2011-2016 hiring cohort was not rejected using Fisher's Exact Test (p=0.61). Gender and starting rank are no longer associated.

The null hypothesis that minority status and starting rank are independent for the 2011-2016 hiring cohort was not rejected using Fisher's Exact Test (p=0.66). Minority status and starting rank are not associated.

The null hypothesis that URM status and starting rank are independent for the 2011-2016 hiring cohort was not rejected using Fisher's Exact Test (p=0.83). URM status and starting rank are not associated.

Table 6a: Starting rank by division in recent hiring cohort, by gender and minority status (tenured/tenure eligible faculty)

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
<u>Humanities</u>	(N=66)		(N=60, 3 missing)		(N=60, 3 missing)	
Assistant	20 (57%)	15 (43%)	11 (37%)	19 (63%)	6 (20%)	24 (80%)
Associate without tenure	1 (50%)	1 (50%)	0 (0%)	2 (100%)	0 (0%)	2 (100%)
Associate with tenure	9 (64%)	5 (36%)	2 (14%)	12 (86%)	2 (14%)	12 (86%)
Full	4 (29%)	10 (71%)	2 (20%)	8 (80%)	2 (20%)	8 (80%)
Named	0 (0%)	1 (100%)	0 (0%)	1 (100%)	0 (0%)	1 (100%)
<u>Social Science</u>	(N=50)		(N=39)		(N=39)	
Assistant	14 (37%)	24 (63%)	5 (19%)	22 (81%)	2 (7%)	25 (93%)
Associate with tenure	2 (33%)	4 (67%)	0 (0%)	6 (100%)	0 (0%)	6 (100%)
Full	1 (17%)	5 (83%)	1 (17%)	5 (83%)	0 (0%)	6 (100%)
<u>Science</u>	(N=62)		(N=52, 3 missing)		(N=52, 3 missing)	
Assistant	9 (21%)	34 (79%)	8 (26%)	23 (74%)	5 (16%)	26 (84%)
Associate without tenure	0 (0%)	1 (100%)	0 (0%)	1 (100%)	0 (0%)	1 (100%)
Associate with tenure	0 (0%)	6 (100%)	2 (33%)	4 (67%)	0 (8%)	6 (100%)
Full	3 (25%)	9 (75%)	3 (27%)	8 (73%)	1 (9%)	10 (91%)

The null hypothesis that gender, minority, and underrepresented minority status are independent of starting rank for the 2011-2016 hiring cohort was tested using Fisher's Exact Test for each division. One of the nine tests resulted in the null hypothesis being rejected: gender in the humanities, where there were 4 female professors and 8 were expected.

I.5. Continuing contract faculty rank distribution

Table 7 depicts the number and percentage of continuing contract faculty by rank.

Table 7: Gender and minority status by rank (continuing contract faculty)

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
2016	(N=394)		(N=367, 1 missing)		(N=367, 1 missing)	
Contract Total	202 (51%)	192 (49%)	66 (18%)	300 (82%)	26 (7%)	340 (93%)
Clin. Assistant	62 (48%)	66 (52%)	20 (17%)	100 (83%)	9 (8%)	111 (92%)
Clin. Associate	14 (33%)	29 (67%)	8 (19%)	34 (81%)	4 (10%)	38 (90%)
Clin. Professor	11 (35%)	20 (65%)	4 (14%)	25 (86%)	2 (7%)	27 (93%)
Prof. w/o Ten.	2 (22%)	7 (78%)	0 (0%)	8 (100%)	0 (0%)	8 (100%)
Lang. Lectr.	58 (60%)	39 (40%)	13 (16%)	70 (84%)	2 (2%)	81 (98%)
Sr. Lang. Lectr.	50 (63%)	29 (37%)	19 (25%)	58 (75%)	8 (12%)	69 (82%)
Master Teacher ¹⁶	5 (71%)	2 (29%)	2 (29%)	5 (71%)	1 (14%)	6 (86%)
2014	(N=381)		(N=338, 1 missing)		(N=338, 1 missing)	
Contract Total	196 (51%)	185 (49%)	57 (17%)	280 (83%)	26 (8%)	311 (92%)
Clin. Assistant	20 (43%)	27 (57%)	5 (13%)	33 (87%)	2 (5%)	36 (95%)
Clin. Associate	14 (29%)	35 (71%)	9 (20%)	36 (80%)	3 (7%)	42 (93%)
Clin. Professor	11 (46%)	13 (54%)	3 (13%)	20 (87%)	2 (9%)	21 (91%)
Prof. w/o Ten.	3 (19%)	13 (81%)	2 (14%)	10 (86%)	2 (14%)	12 (86%)
Lang. Lectr.	54 (63%)	32 (37%)	8 (13%)	55 (87%)	1 (2%)	62 (98%)
Sr. Lang. Lectr.	50 (63%)	29 (37%)	18 (24%)	57 (76%)	8 (11%)	68 (89%)
Master Teacher	44 (55%)	36 (45%)	12 (15%)	66 (85%)	8 (10%)	70 (90%)
2012	(N=341)		(N=319, 6 missing)		(N=319, 6 missing)	
Contract Total	173 (50%)	173 (50%)	65 (21%)	248 (79%)	32 (10%)	281 (90%)
Clin. Assistant	18 (50%)	18 (50%)	6 (20%)	24 (80%)	2 (7%)	28 (93%)
Clin. Associate	12 (27%)	32 (73%)	11 (26%)	33 (74%)	5 (12%)	37 (88%)
Clin. Professor	7 (47%)	8 (53%)	1 (7%)	14 (93%)	0 (0%)	15 (100%)
Prof. w/o Ten.	2 (12%)	14 (88%)	4 (27%)	11 (73%)	4 (27%)	11 (73%)
Lang. Lectr.	64 (57%)	49 (43%)	22 (24%)	71 (76%)	9 (10%)	84 (90%)
Sr. Lang. Lectr.	29 (69%)	13 (31%)	8 (20%)	33 (80%)	3 (7%)	38 (93%)
Master Teacher	41 (51%)	39 (49%)	13 (20%)	64 (80%)	9 (12%)	68 (88%)
2010	(N=294)		(N=275)		(N=275)	
Contract Total	149 (51%)	145 (49%)	61 (22%)	214 (78%)	32 (12%)	243 (88%)
Clin. Assistant	15 (54%)	13 (46%)	8 (29%)	20 (71%)	4 (14%)	24 (86%)
Clin. Associate	13 (33%)	27 (67%)	9 (24%)	29 (76%)	5 (13%)	33 (87%)
Clin. Professor	5 (22%)	18 (78%)	4 (19%)	17 (81%)	3 (14%)	18 (86%)
Lang. Lectr.	66 (59%)	46 (41%)	22 (22%)	78 (78%)	9 (9%)	91 (91%)
Sr. Lang. Lectr.	13 (68%)	6 (32%)	6 (33%)	12 (67%)	3 (17%)	15 (83%)
Master Teacher	37 (51%)	35 (49%)	12 (17%)	58 (83%)	8 (11%)	62 (89%)
2005	(N=85)		(N=77)		(N=77)	
Contract Total	46 (54%)	39 (46%)	19 (25%)	58 (75%)	8 (10%)	69 (90%)
2000	(N=37)		(N=34)		(N=34)	
Contract Total	19 (52%)	18 (48%)	10 (29%)	24 (71%)	2 (6%)	32 (94%)

The null hypothesis that gender and rank are independent was rejected with the chi-square statistic ($\chi^2=20.51$, $p<0.01$). Gender and rank are associated, for instance, females are underrepresented in the clinical professor rank (11 females are observed compared to the 16 expected under independence).

The null hypothesis that minority status and rank are independent was not rejected with the chi-square statistic ($\chi^2=5.50$, $p=0.48$). Minority status and rank are not associated.

¹⁶ In 2016, there was an optional recategorization of faculty from the Master Teacher rank to the Clinical ranks. Remaining faculty in the Master Teacher rank are those who opted out of the title conversion.

The null hypothesis that underrepresented minority status and rank are independent was not rejected by Fisher's Exact Test ($p=0.32$). Underrepresented minority status and rank are not associated.

Table 8: Gender and minority status by division (continuing contract faculty)

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
<u>2016</u>	<u>(N=394)</u>		<u>(N=367, 1 missing)</u>		<u>(N=367, 1 missing)</u>	
Humanities	128 (56%)	100 (44%)	37 (18%)	171 (82%)	14 (7%)	194 (93%)
Social Science	9 (41%)	13 (59%)	4 (18%)	18 (82%)	2 (9%)	20 (91%)
Science	23 (37%)	40 (63%)	12 (21%)	46 (79%)	1 (2%)	57 (98%)
Liberal Studies	42 (52%)	39 (48%)	13 (17%)	65 (83%)	9 (12%)	69 (88%)
<u>2014</u>	<u>(N=381)</u>		<u>(N=338, 1 missing)</u>		<u>(N=338, 1 missing)</u>	
Humanities	125 (57%)	95 (43%)	32 (17%)	154 (83%)	13 (7%)	173 (93%)
Social Science	10 (42%)	58 (57%)	6 (26%)	17 (74%)	3 (13%)	20 (87%)
Science	17 (30%)	39 (70%)	7 (14%)	42 (86%)	2 (4%)	47 (96%)
Liberal Studies	44 (55%)	36 (45%)	12 (15%)	66 (85%)	8 (10%)	70 (90%)
<u>2012</u>	<u>(N=341)</u>		<u>(N=319, 6 missing)</u>		<u>(N=319, 6 missing)</u>	
Humanities	114 (56%)	91 (64%)	40 (22%)	140 (78%)	18 (10%)	162 (90%)
Social Science	7 (37%)	12 (63%)	5 (26%)	14 (74%)	3 (16%)	16 (84%)
Science	11 (26%)	31 (74%)	7 (19%)	30 (81%)	2 (5%)	35 (95%)
Liberal Studies	41 (51%)	39 (49%)	13 (17%)	64 (83%)	9 (12%)	68 (88%)
<u>2010</u>	<u>(N=294)</u>		<u>(N=275)</u>		<u>(N=275)</u>	
Humanities	99 (57%)	75 (43%)	38 (24%)	119 (76%)	18 (11%)	139 (89%)
Social Science	6 (35%)	11 (65%)	5 (29%)	12 (71%)	3 (18%)	14 (82%)
Science	7 (23%)	24 (77%)	6 (19%)	25 (81%)	3 (10%)	28 (90%)
Liberal Studies	37 (51%)	35 (49%)	12 (17%)	58 (83%)	8 (11%)	62 (89%)
<u>2005</u>	<u>(N=85)</u>		<u>(N=77)</u>		<u>(N=77)</u>	
Humanities	42 (67%)	21 (33%)	16 (29%)	40 (71%)	7 (13%)	49 (87%)
Social Science	0 (0%)	5 (100%)	0 (0%)	5 (100%)	0 (0%)	5 (100%)
Science	4 (24%)	13 (76%)	3 (19%)	13 (81%)	1 (6%)	15 (94%)
<u>2000</u>	<u>(N=37)</u>		<u>(N=34)</u>		<u>(N=34)</u>	
Humanities	19 (76%)	6 (24%)	8 (36%)	14 (64%)	1 (5%)	21 (95%)
Social Science	0 (0%)	5 (100%)	0 (0%)	5 (100%)	0 (0%)	5 (100%)
Science	0 (0%)	7 (100%)	2 (29%)	5 (71%)	1 (14%)	6 (86%)

I.6. Continuing contract faculty hiring cohorts

Faculty who were hired at the rank of clinical assistant, clinical associate, clinical full professor, language lecturer, senior language lecturer, or master teacher between 2005 and 2016 were selected for the starting rank and starting salary analyses.

Table 9: Starting rank by hiring cohort, gender and minority status (continuing contract faculty)

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
<u>2011 to 2016</u>	<u>(N=279)</u>		<u>(N=234, 7 missing)</u>		<u>(N=234, 7 missing)</u>	
Clin. Assistant	24 (44%)	30 (56%)	10 (24%)	32 (76%)	2 (5%)	40 (95%)
Clin. Associate	6 (35%)	11 (65%)	2 (12%)	15 (88%)	1 (6%)	16 (94%)
Clin. Professor	2 (50%)	2 (50%)	0 (0%)	4 (100%)	0 (0%)	4 (100%)
Professor Without Tenure	0 (0%)	5 (100%)	2 (50%)	2 (50%)	2 (50%)	2 (50%)
Lang. Lectr.	107 (59%)	73 (41%)	32 (23%)	110 (77%)	11 (8%)	131 (92%)
Sr. Lang. Lectr.	2 (50%)	2 (50%)	0 (0%)	4 (100%)	0 (0%)	4 (100%)
Master Teacher	8 (53%)	7 (47%)	3 (21%)	11 (79%)	3 (21%)	11 (79%)
<u>2005 to 2010</u>	<u>(N=243)</u>		<u>(N=219)</u>		<u>(N=219)</u>	
Clin. Assistant	10 (43%)	13 (57%)	3 (16%)	16 (84%)	1 (5%)	18 (95%)
Clin. Associate	5 (20%)	20 (80%)	7 (29%)	17 (71%)	4 (17%)	20 (83%)
Clin. Professor	0 (0%)	2 (100%)	0 (0%)	2 (100%)	0 (0%)	2 (100%)
Professor Without Tenure	3 (30%)	7 (70%)	2 (22%)	7 (78%)	2 (22%)	7 (78%)
Lang. Lectr.	84 (56%)	67 (44%)	27 (20%)	107 (80%)	13 (10%)	121 (90%)
Sr. Lang. Lectr.	0 (0%)	0 (100%)	0 (0%)	0 (100%)	0 (0%)	0 (100%)
Master Teacher	18 (56%)	14 (44%)	7 (23%)	24 (77%)	5 (16%)	26 (84%)

Note: self-reported ethnicity data was missing for 7 faculty in the 2011-16 cohort.

The null hypothesis that gender and starting rank were independent for the 2011-2016 hiring cohort was rejected using Fisher's Exact Test ($p=0.04$). Gender and starting rank are associated. For instance, females were underrepresented in the professor without tenure rank (0 observed versus 3 expected under independence) and overrepresented in the language lecturer rank (107 observed versus 96 expected under independence).

The null hypothesis that minority status and starting rank were independent for the 2011-2016 hiring cohort was not rejected using Fisher's Exact Test ($p=0.62$). Minority status and starting rank were not associated during this period.

The null hypothesis that underrepresented minority status and starting rank were independent for the 2011-2016 hiring cohort was rejected using Fisher's Exact Test ($p=0.09$). Underrepresented minority status and starting rank were associated during this period. For instance, underrepresented minorities were underrepresented in the clinical assistant professor rank (2 observed versus 4 expected under independence) and overrepresented in the professor without tenure rank (2 observed versus 0 expected under independence).

Table 9a: Starting rank by division in recent hiring cohort, by gender and minority status (continuing contract faculty)

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
<u>Humanities</u>	<u>(N=95)</u>		<u>(N=68, 3 missing)</u>		<u>(N=68, 3 missing)</u>	
Clin. Assistant	3 (38%)	5 (62%)	0 (0%)	5 (100%)	0 (0%)	5 (100%)
Clin. Associate	1 (50%)	1 (50%)	1 (50%)	1 (50%)	1 (50%)	1 (50%)
Clin. Professor	1 (100%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1 (100%)
Professor Without Tenure	0 (0%)	3 (100%)	1 (33%)	2 (67%)	1 (33%)	2 (67%)
Lang. Lectr.	53 (65%)	28 (35%)	23 (43%)	31 (57%)	7 (13%)	47 (87%)
<u>Social Science</u>	<u>(N=14)</u>		<u>(N=13)</u>		<u>(N=13)</u>	
Clin. Assistant	4 (80%)	1 (20%)	1 (25%)	3 (75%)	0 (0%)	4 (100%)
Clin. Associate	2 (33%)	4 (67%)	0 (0%)	6 (100%)	0 (0%)	6 (100%)
Clin. Professor	0 (0%)	1 (100%)	0 (0%)	1 (100%)	0 (0%)	1 (100%)
Lang. Lectr.	0 (0%)	2 (100%)	0 (0%)	2 (100%)	0 (0%)	2 (100%)
<u>Science</u>	<u>(N=43)</u>		<u>(N=36)</u>		<u>(N=36)</u>	
Clin. Assistant	16 (43%)	21 (57%)	8 (27%)	22 (73%)	1 (3%)	29 (97%)
Clin. Associate	2 (33%)	4 (67%)	1 (17%)	5 (83%)	0 (0%)	6 (100%)
<u>Liberal Studies</u>	<u>(N=17)</u>		<u>(N=16)</u>		<u>(N=16)</u>	
Clin. Assistant	1 (50%)	1 (50%)	1 (50%)	1 (50%)	1 (50%)	1 (50%)
Master Teacher	8 (53%)	7 (47%)	3 (21%)	11 (79%)	3 (21%)	11 (79%)
<u>Other</u>	<u>(N=110)</u>		<u>(N=101, 4 missing)</u>		<u>(N=101, 4 missing)</u>	
Clin. Assistant	0 (0%)	2 (100%)	0 (0%)	1 (100%)	0 (0%)	1 (100%)
Clin. Associate	1 (33%)	2 (67%)	0 (0%)	3 (100%)	0 (0%)	3 (100%)
Clin. Professor	1 (50%)	1 (50%)	0 (0%)	2 (100%)	0 (0%)	2 (100%)
Professor Without Tenure	0 (0%)	2 (100%)	1 (100%)	0 (50%)	1 (100%)	0 (50%)
Lang. Lectr.	54 (56%)	43 (44%)	9 (10%)	77 (90%)	9 (10%)	77 (90%)
Sr. Lang. Lectr.	2 (50%)	2 (50%)	0 (0%)	4 (100%)	0 (0%)	4 (100%)

Note: self-reported ethnicity data was missing for 7 faculty in the 2011-16 cohort.

The null hypothesis that gender, minority, and underrepresented minority status are independent of starting rank for the 2011-2016 hiring cohort was tested using Fisher's Exact Test for each division. Only one of the 14 tests resulted in the null hypothesis being rejected: gender in the humanities, where there were no female professors without tenure and 2 were expected.

Part II: Gender and minority status versus current and starting salary

II.1. Tenured/tenure eligible faculty current salary distribution

Table 10 depicts average salary at each rank in 2016.

Table 10: Mean salary by gender, minority status, and salary (tenured/tenure eligible faculty)

	<u>Gender</u>			<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>		<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
Assistant	92,262 (16,865)	108,554 (26,640)	***	99,084 (30,195)	102,666 (23,040)	107,334 (39,427)	100,836 (22,365)
Associate	120,784 (26,509)	122,163 (32,423)		122,321 (24,643)	120,768 (31,348)	119,146 (23,857)	121,322 (30,729)
Full	172,024 (41,174)	192,245 (65,367)	***	193,800 (62,580)	183,842 (60,453)	194,757 (56,257)	184,577 (61,293)
Named	220,748 (53,232)	243,150 (59,056)	*	238,498 (45,614)	239,301 (59,880)	†	†

†Categories with <=5 faculty are not reportable due to confidentiality concerns.

***p<.01 **p<.05 *p<.10

Two-sample t-tests were run to compare the average salaries of faculty within each rank and category, making 12 tests in total. There is again an apparent trend towards significance¹⁷ upon comparing male and female assistant professor salary (p<0.001) and male and female full professor's salary (p<0.01), and a new trend toward significance upon comparing male and female named professor salaries (p<0.10).

There is no longer an apparent trend towards significance between minority and nonminority salaries at the assistant professor rank. There remains no significant difference between underrepresented minority status and salaries at any rank.

¹⁷ Assuming these are 12 independent tests, it should be noted that there is a 71% chance of reporting at least one false positive with significance at a level of p≤.10, and a 34% chance of reporting two false positives.

Prior studies have established that, when taken in isolation, gender appears to be a significant predictor of log salary. However, it was also found that after controlling for department, rank, and year of hire, gender is no longer a significant predictor of log salary. We repeated this regression to verify the continuation of this trend in Table 11 (model 2016b). We also expanded the regression model to test for a significant interaction between gender and ethnicity with salary for faculty not flagged as nonresident aliens (model 2016a), and confirmed that gender and ethnicity together are not significant predictors of salary.

Table 11: Regression of log salary by gender, rank, department, and year of hire (tenured/tenure eligible faculty)

	<u>2016a</u>	<u>2016b</u>	<u>2014a</u>	<u>2014b</u>	<u>2012</u>	<u>2010</u>	<u>2000</u>
Intercept	12.00 (0.06)***	12.01 (0.06)***	11.98 (0.06)***	11.99 (0.06)***	11.90 (0.06)***	11.84 (0.06)***	11.55 (0.06)***
Female		-0.01 (0.02)		0.01 (0.02)	-0.00 (0.02)	-0.01 (0.02)	-0.02 (0.03)
<u>vs. Male NonMin</u>							
Female NonMin	-0.00 (0.02)		0.02 (0.02)				
Female Min.	0.00 (0.04)		0.01 (0.03)				
Male Min.	0.02 (0.03)		0.03 (0.03)				
<u>Rank vs. Professor</u>							
Assistant	-0.70 (0.03)***	-0.70 (0.03)***	-0.75 (0.03)***	-0.74 (0.03)***	-0.74 (0.03)***	-0.73 (0.03)***	-0.76 (0.03)***
Associate	-0.43 (0.02)***	-0.43 (0.02)***	-0.44 (0.02)***	-0.44 (0.02)***	-0.45 (0.02)***	-0.43 (0.02)***	-0.47 (0.02)***
Named	0.26 (0.03)***	0.25 (0.03)***	0.30 (0.03)***	0.29 (0.03)***	0.25 (0.03)***	0.27 (0.03)***	N.S.
Department†	***	***	***	***	***	***	***
Year of Hire	0.01 (0.00)***	0.01 (0.00)***	0.01 (0.00)***	0.01 (0.00)***	0.01 (0.00)***	0.01 (0.00)***	0.01 (0.00)***
R ²	0.69	0.70	0.72	0.73	0.74	0.73	0.70
N	687	726	640	684	672	663	513

Notes: Standard errors are in parentheses.

†Due to the number of variables, only the overall significance of the variable department is shown.

***p<.01 **p<.05 *p<.10

II.2. Tenured/tenure eligible faculty starting salary distribution

Table 12 displays mean starting salaries by rank and gender for the time periods considered, uncorrected for inflation.

Table 12: Mean starting salary by gender, minority status, and underrepresented minority status (tenured/tenure eligible faculty)

	<u>Gender</u>			<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>		<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
<u>2011 to 2016</u>							
Assistant	87,659 (22,958)	99,658 (27,788)	**	98,540 (35,277)	91,078 (23,765)	110,038 (43,366)	90,179 (22,731)
Associate without tenure	†	†		n.a.	†	n.a.	†
Associate with tenure	121,173 (34,797)	144,926 (38,051)		†	†	†	†
Full	185,625 (51,991)	242,919 (80,285)	*	256,675 (116,565)	230,238 (71,580)	†	†
Named	n.a.	†		n.a.	†	n.a.	†
<u>2005 to 2010</u>							
Assistant	77,361 (15,024)	81,534 (15,572)		77,163 (14,514)	77,785 (14,069)	74,489 (9,437)	79,225 (14,689)
Associate without tenure	†	†		†	†	n.a.	†
Associate with tenure	98,772 (14,717)	109,715 (22,707)	*	105,690 (16,441)	103,183 (22,763)	105,670 (19,948)	103,650 (21,087)
Full	168,060 (20,081)	166,854 (48,719)		†	†	†	†
Named	†	†		†	†	n.a.	†

†Categories with <=5 faculty are not reportable due to confidentiality concerns.

***p<.01 **p<.05 *p<.10.

Where hires existed in both demographic categories, two-sample t-tests were run to compare the average salaries of faculty within each cohort and starting rank, making 21 tests in total. There was an apparent trend towards significance¹⁸ upon comparing male and female starting salary in three of the tests: at multiple ranks in the recent cohort (assistant professor (p=0.02) and full professor (p=0.07)) and at the associate with tenure rank in the prior cohort (p=0.04).

There were no apparent trends toward significance in minority or underrepresented minority status and starting salaries at any rank.

¹⁸ Assuming these are 21 independent tests, it should be noted that there is a 89% chance of reporting at least one false positive with significance at a level of p≤0.1, a 64% chance of reporting two false positives, and a 35% chance of reporting three.

A linear regression model on log starting salary was constructed to test the relationship between log starting salary and gender for new hires (Table 13). After controlling for starting rank, department, and year of hire, gender continues to not be a significant predictor of log starting salary. Instead, rank, department, and year of hire appear to explain the majority of the variance in log salary.

Table 13: Linear regression of log starting salary (tenured/tenure eligible faculty)

	<u>2016a</u>	<u>2016b</u>	<u>2014a</u>	<u>2014b</u>
Intercept	12.08 (0.09)***	12.07 (0.09)***	11.78 (0.17)***	11.78 (0.17)***
Female		-0.03 (0.02)		-0.01 (0.02)
<u>vs. Male NonMin</u>				
Female NonMin	-0.04 (0.03)		-0.01 (0.02)	
Female Min.	0.00 (0.04)		-0.01 (0.03)	
Male Min.	0.01 (0.04)		0.00 (0.02)	
<u>Starting Rank vs. Professor</u>				
Assistant	-0.80 (0.03)***	-0.78 (0.03)***	-0.77 (0.02)***	-0.75 (0.02)***
Associate without tenure	-0.58 (0.10)***	-0.56 (0.09)***	-0.56 (0.07)***	-0.52 (0.07)***
Associate with tenure	-0.42 (0.04)***	-0.41 (0.03)***	-0.41 (0.03)***	-0.38 (0.03)***
Named Professor	0.06 (0.08)	0.05 (0.07)	0.07 (0.06)	0.06 (0.06)
Department	†***	†***	†***	†***
Year of hire	0.03 (0.00)***	0.03 (0.00)***	0.03 (0.00)***	0.03 (0.00)***
R ²	0.78	0.78	0.84	0.84
N	371	417	373	425

Notes: Standard errors are in parentheses.

†Due to the number of variables, only the overall significance of the variable department is shown.

***p<.01 **p<.05 *p<.10

II.3. Contract faculty current salary distribution

Table 14 displays mean salaries by rank and gender and minority status for contract faculty.

Table 14: Mean salary by gender, minority status, and underrepresented minority status (contract faculty)

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented Minority</u>		
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	
Clin. Assistant	73,720 (10,464)	75,468 (15,735)	71,992 (6,006)	75,013 (14,629)	70,376 (5,475)	74,845 (14,019)	*
Clin. Associate	87,685 (13,289)	97,510 (23,618)	86,491 (11,762)	96,278 (22,842)	†	†	
Clin. Professor	108,825 (25,165)	106,822 (24,972)	†	†	†	†	**
Lang. Lectr.	52,566 (2,584)	53,157 (3,644)	53,013 (3,828)	52,552 (2,235)	†	†	***
Sr. Lang. Lectr.	60,279 (4,974)	58,747 (2,122)	59,307 (2,379)	59,888 (4,702)	58,821 (2,890)	59,851 (4,374)	
Master Teacher	†	†	†	†	†	†	***

Note: Nonresident aliens and unreported ethnicity excluded from minority analyses.

†Categories with <=5 faculty are not reportable due to confidentiality concerns.

***p<.01 **p<.05 *p<.10

Within each rank and category, salaries were tested with a two-sample t-test, making 18 tests in all. In 6 of the tests, there are apparent trends towards significant differences¹⁹: between genders in three ranks (p=0.09 for clinical associates favoring men, p=0.06 for senior language lecturers favoring women, and p<0.01 for master teachers favoring women), and between underrepresented minority statuses in three ranks (p=0.06 for clinical assistants, p=0.04 for clinical professors, and p<0.01 for language lecturers all favoring non-URMs).

¹⁹ Assuming these are 18 independent tests, it should be noted that there is an 85% chance of reporting at least one false positive with significance at a level of $p \leq .10$, a 55% chance of reporting two false positives, and a 27% chance of three false positives.

Prior studies have established that, when taken in isolation, gender appears to be a significant predictor of log salary. In 2010 through 2014, it was also found that after controlling for department, rank, and year of hire, gender remained a significant predictor of log salary, although the indication was decreasing over this time. We repeated this regression to verify the continuation of this trend. In 2016, it appears that the relationship between gender and log salary after controlling for rank, department, and year of hire is no longer significant.

Table 15: Regression of log salary by gender, minority status, rank, department, and year of hire (contract faculty)

	<u>2016a</u>	<u>2016b</u>	<u>2014a</u>	<u>2014b</u>	<u>2012</u>	<u>2010</u>	<u>2005</u>	<u>2000</u>
Intercept	10.97 (0.03)***	10.97 (0.03)***	10.97 (0.03)***	10.95 (0.03)***	10.87 (0.12)***	10.83 (0.15)***	10.45 (0.06)***	10.65 (0.32)***
Female		-0.01 (0.01)		-0.03 (0.01)*	-0.03 (0.01)**	-0.04 (0.02)**	0.00 (0.03)	-0.00 (0.08)
<u>vs. Male NonMin</u>								
Female NonMin	-0.01 (0.02)		-0.02 (0.01)					
Female Min.	-0.04 (0.03)		-0.04 (0.03)					
Male Min.	-0.02 (0.03)		-0.01 (0.03)					
Contract							0.18 (0.05)	-0.01 (0.25)
<u>vs. Sr Lang Lectr</u>								
Clin. Assistant	0.29 (0.04)***	0.28 (0.04)***	0.22 (0.04)***	0.21 (0.04)***	0.25 (0.04)***	0.27 (0.05)***		
Clin. Associate	0.41 (0.04)***	0.39 (0.03)***	0.32 (0.04)***	0.33 (0.03)***	0.34 (0.03)***	0.37 (0.05)***		
Clin. Professor	0.48 (0.04)***	0.46 (0.04)***	0.44 (0.04)***	0.43 (0.04)***	0.50 (0.04)***	0.62 (0.06)***		
Lang. Lectr.	-0.08 (0.02)***	-0.08 (0.02)***	-0.06 (0.02)***	-0.07 (0.02)***	-0.07 (0.02)***	-0.09 (0.04)**		
Master Teacher	0.33 (0.04)***	0.31 (0.06)***	0.18 (0.04)***	0.19 (0.03)***	0.27 (0.12)**	0.26 (0.15)*		
Department†	***	***	***	***	***	***	***	N.S.
Year of hire	-0.00 (0.00)***	-0.01 (0.00)***	-0.01 (0.00)***	-0.01 (0.00)***	-0.01 (0.00)***	-0.01 (0.00)***	-0.02 (0.00)***	-0.04 (0.12)***
R ²	0.81	0.81	0.79	0.80	0.84	0.81	0.77	0.69
N	358	385	323	365	330	293	124	46

Note: Standard errors are in parentheses.

†Due to the number of variables, only the overall significance of the variable department is shown.

***p<.01 **p<.05 *p<.10

II.4. Continuing contract faculty starting salary distribution

Table 16 displays mean starting salaries by rank and gender for the time periods considered, uncorrected for inflation.

Table 16: Mean starting salary by gender, minority status, and underrepresented minority status (continuing contract faculty)

	<u>Gender</u>			<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>		<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
<u>2011 to 2016</u>							
Clin. Assistant	67,092 (6,435)	71,621 (9,875)	*	68,798 (5,955)	70,258 (8,052)	†	†
Clin. Associate	81,968 (14,334)	92,427 (20,225)		†	†	†	†
Clin. Professor	†	†		n.a.	†	n.a.	†
Lang. Lectr.	46,538 (7,377)	44,883 (6,934)		47,191 (9,094)	45,959 (6,286)	43,133 (8,255)	46,497 (6,857)
Master Teacher	61,910 (7,847)	56,929 (6,617)		†	†	†	†
<u>2005 to 2010</u>							
Clin. Assistant	63,700 (12,658)	63,269 (15,597)		†	†	†	†
Clin. Associate	†	†		75,642 (11,933)	77,453 (18,451)	†	†
Clin. Professor	n.a.	†		n.a.	†	n.a.	†
Lang. Lectr.	43,328 (4,444)	44,691 (3,459)	**	43,937 (2,740)	43,967 (3,956)	42,441 (2,733)	44,124 (3,798)
Master Teacher	54,411 (3,343)	54,895 (2,367)		54,953 (3,115)	54,592 (2,973)	†	†

Note: Citizenship/Ethnicity data was missing for 7 hires from the 2011 to 2016 cohort

†Categories with <=5 faculty are not reportable due to confidentiality concerns. Means are compared with a two sample t-test

***p<.01 **p<.05 *p<.10

Where hires existed in both demographic categories, two-sample t-tests were run to compare the average salaries of faculty within each cohort and starting rank, making 25 distinct tests. There was again an apparent trend towards significance²⁰ upon comparing male and female recent clinical assistant starting salary (p=0.05), and the language lecturer starting salary for faculty in the early cohort (p=0.04). There was no longer an apparent significant difference between salaries by rank in either cohort based on ethnicity.

²⁰ Assuming these are 25 independent tests, it should be noted that there is a 72% chance of reporting at least one false positive with significance at a level of p≤0.05, and a 35% chance of reporting two false positives.

A linear regression model on log starting salary was constructed to test the relationship between log starting salary and gender for new contract faculty hires (Table 17). After controlling for starting rank, department, and year of hire, gender no longer remains a significant predictor of log starting salary.

Table 17: Linear regression of log starting salary (contract faculty, 12 year window)

	2016a	2016b	2014a	2014b
Intercept	10.86 (0.11)***	10.81 (0.13)***	10.82 (0.13)***	10.82 (0.13)***
Female		-0.01 (0.01)		-0.01 (0.01)
<u>vs. Male NonMin</u>				
Female	-0.02 (0.02)		-0.00 (0.02)	
Female Min.	0.01 (0.03)		0.00 (0.01)	
Male Min.	-0.03 (0.03)		-0.01 (0.02)	
<u>Starting Rank vs. Sen.</u>				
<u>Lang. Lectr.</u>				
Clin. Assistant	0.24 (0.09)***	0.30 (0.09)***	0.31 (0.10)***	0.36 (0.10)***
Clin. Associate	0.44 (0.09)***	0.46 (0.08)***	0.54 (0.10)***	0.56 (0.10)***
Clin. Professor	0.80 (0.11)***	0.83 (0.11)***	0.94 (0.12)***	0.96 (0.12)***
Lang. Lectr.	-0.18 (0.07)**	-0.17 (0.07)**	-0.12 (0.09)	-0.12 (0.09)
Master Teacher	0.10 (0.11)	0.16 (0.11)	0.11 (0.12)	0.12 (0.13)
Department†	**	**	***	***
Year of hire	0.00 (0.00)***	0.00 (0.00)	0.02 (0.00)***	0.02 (0.00)***
R ²	0.75	0.73	0.82	0.81
N	487	558	416	483

Notes: Standard errors are in parentheses.

†Due to the number of dummy variables, only the overall significance of the variable department is shown.

***p<.01 **p<.05 *p<.10

Part III: Tenured/tenure eligible career progression

III.1. Progression of tenure-eligible hires to tenure

Out of the 122 tenure-eligible hires from 2005 to 2010, none are currently tenure-eligible: all have been denied tenure, granted tenure, or have departed as of September 2016. (Departures here and elsewhere in Part III include faculty who left employment in Arts & Science for any reason, including resignation, transfer to another NYU school, and death.) The null hypothesis that gender and tenure outcome are independent was not rejected using Fisher's Exact Test ($p=0.36$). Gender and tenure outcome are not significantly associated. The distributions of outcomes for male and female tenure-eligible faculty in this cohort are visually depicted in Figures 4 and 5.

Figure 4: 2016 Status of female tenure eligible new hires (2005 to 2010)

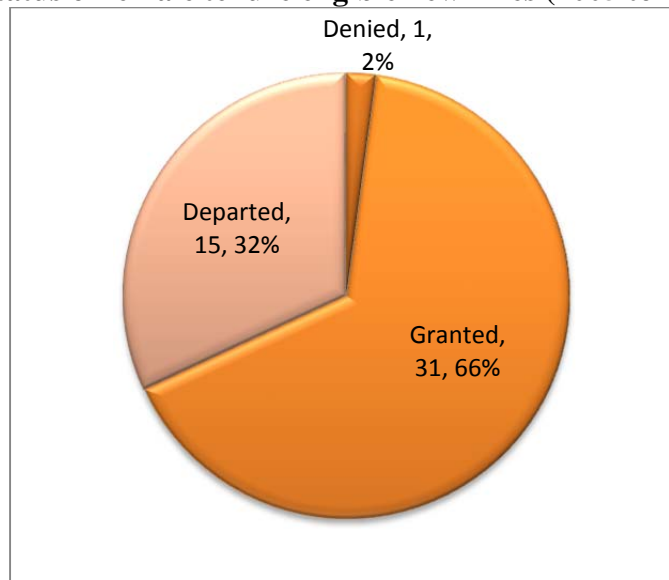
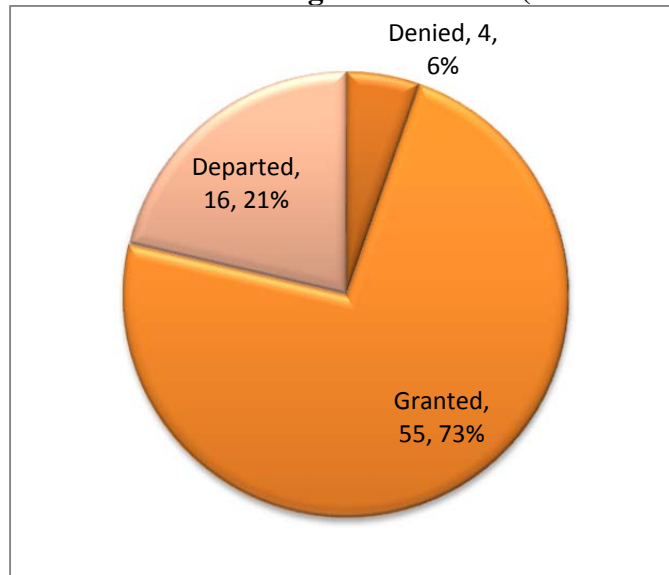


Figure 5: 2016 Status of male tenure eligible new hires (2005 to 2010)



III.2. Progression of associate professor hires to full professor

There were 55 associate professor hires from 2004-2005 to 2009-2010. Of these, 22 have been promoted and 9 have departed prior to promotion. The distributions of outcomes for male and female faculty in this cohort are visually depicted in Figures 6 and 7.

The null hypothesis that gender and promotion are independent for this cohort was rejected using Fisher's Exact Test ($p=0.05$). Gender and promotion from associate to full professor rank are associated when no other variables are considered. Controlling for division, the null hypothesis was not rejected using Fisher's Exact Test for humanities ($p=0.71$), science ($p=0.63$), or the Institute for Fine Arts ($p=1.00$). Within these divisions, gender and promotion of hires from associate to full professor are not associated. The null hypothesis was rejected for the social sciences ($p=0.09$).

Figure 6: 2016 Status of female associate professor new hires (2005 to 2010)

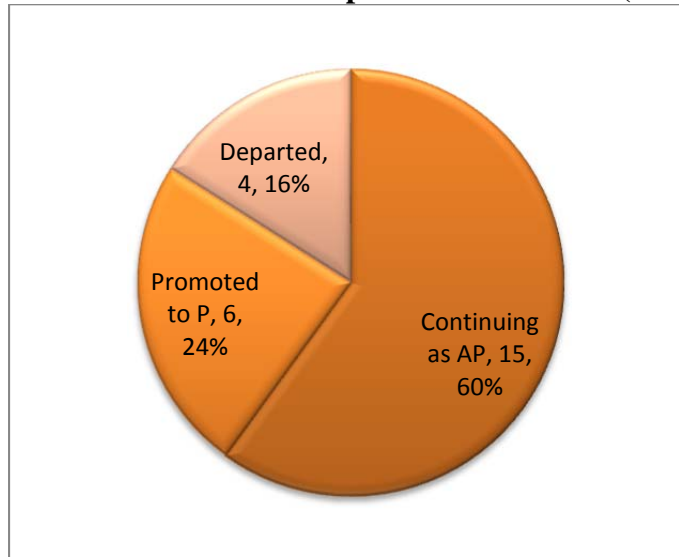
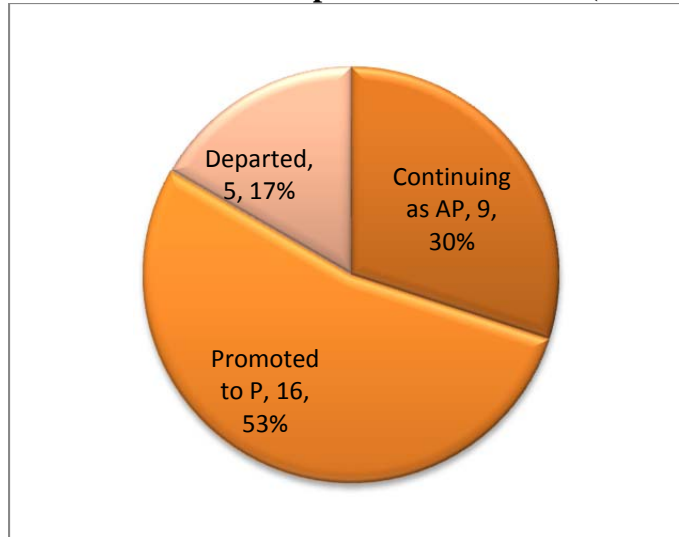


Figure 7: 2016 Status of male associate professor new hires (2005 to 2010)



III.3. Progression of associate professor promotions to full professor

There were 78 assistant professors promoted to associate professor hires in the span from 2004-2005 to 2009-2010. Of these, 35 have been promoted again and 15 have departed without having been promoted to full professor. The distributions of outcomes for male and female faculty in this cohort are visually depicted in Figures 8 and 9.

The null hypothesis that gender and promotion are independent for this cohort was not rejected using Fisher's Exact Test ($p=0.17$). Gender and promotion from associate to full professor rank are not statistically associated for this cohort.

Figure 8: 2016 Status of female associate professors promoted within (2005 to 2010)

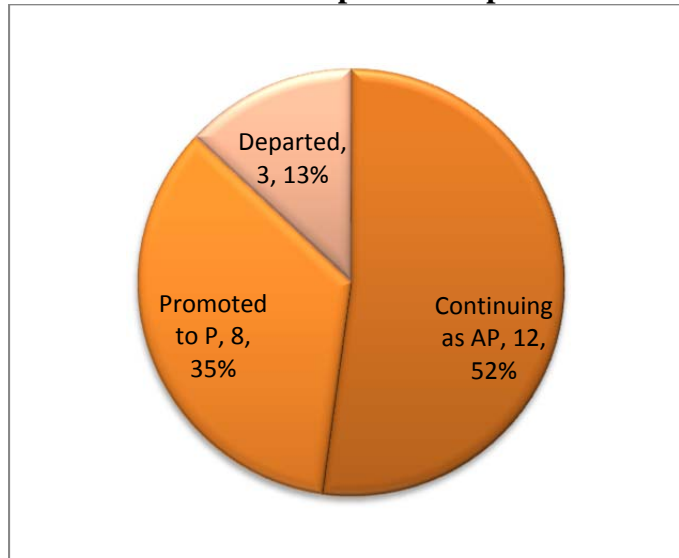
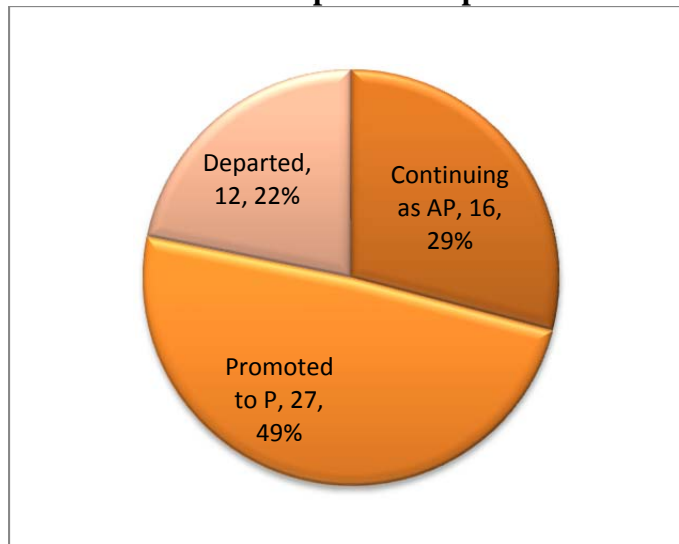


Figure 9: 2016 Status of male associate professors promoted within (2005 to 2010)



III.4. Progression from full to named professor

From 2009 through 2015, there were 429 unique individuals who held the rank of full professor with tenure. Of these, 36 appeared in the A&S record for only a single year and 399 continued into a next year. Of these, 46 were appointed to a named professorship in a next year. These 46 appointments can be compared against the number of individuals (46 is 12.1% of 399 individuals), and they can also be compared against the total number of years each of these individuals appeared in the seven years studied (46 is 2.1% of 2169 opportunities for the 399 individuals to have been appointed as named chairs.) These appointments to named professorships are summarized in Table 18.

Table 18: Appointments from full professor to named professor (2009-2015)

	Number of Individuals Appointed for more than one Year	Total Study Years Appointed as Professor	Number of Appointments To Named Professor	Percent of Individuals Appointed	Percent of Named Appointments vs. Years Appointed
<u>Gender</u>					
Female	98	538	12	12.2%	2.2%
Male	301	1631	34	11.3%	2.1%
<u>Minority</u>					
Yes	55	292	3	5.5%	1.0%
No	339	1866	43	12.7%	2.3%
<u>Underrepresented</u>					
<u>Minority</u>					
Yes	37	208	2	5.4%	1.0%
No	357	1950	44	12.3%	2.3%

The null hypothesis that gender and appointment from full to named professor were independent for professors with tenure employed during the years 2009-2015 was not rejected with the chi-square statistic ($\chi^2=0.065$, $p=0.80$). It was also not rejected when individuals' number of years appointed was considered, with the chi-square statistic ($\chi^2=0.042$, $p=0.84$). Gender and appointment to named professorship are not associated.

The null hypothesis that minority status and appointment from full to named professor were independent for professors with tenure appointed during the years 2009-2015 was not rejected using Fisher's Exact Test ($p=0.17$). It was also not rejected when individuals' number of years appointed was considered, using Fisher's Exact Test ($p=0.19$). Minority status and appointment to named professorship are not associated.

The null hypothesis that underrepresented minority status and appointment from full to named professor were independent for professors with tenure appointed during the years 2007-2013 was not rejected using Fisher's Exact Test ($p=0.20$). It was also not rejected when individuals' number of years appointed was considered, using Fisher's Exact Test ($p=0.31$). Underrepresented minority and appointment to named professorship are not associated.

Part IV: Gender and minority status versus non-salary variables

IV.1. Internal research support (tenured/tenure eligible faculty)

The proportion of tenured/tenure eligible faculty receiving internal research support is shown in Table 19, and analysis of the amount of support in Table 20. Support is defined as a transfer from an internal operating budget into an internal Arts & Science fund managed by or for the faculty member. By definition, these exclude external grants.

Table 19: Received internal research support by gender and minority status (tenured/tenure eligible faculty)

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
2016	178 (75%)	281 (55%)	81 (63%)	356 (63%)	50 (75%)	387 (62%)
2014	164 (77%)	274 (57%)	72 (65%)	340 (64%)	45 (74%)	367 (63%)
2012	160 (75%)	265 (56%)	70 (64%)	339 (63%)	40 (74%)	369 (62%)
2010	149 (77%)	256 (53%)	71 (66%)	332 (59%)	42 (81%)	361 (58%)
2005	107 (70%)	213 (49%)	57 (65%)	263 (52%)	38 (76%)	282 (52%)
2000	72 (59%)	143 (37%)	36 (51%)	179 (40%)	27 (64%)	188 (40%)

Gender and underrepresented minority status are both associated with whether or not a tenured/tenure eligible faculty member receives support, with female faculty being more likely to receive support ($\chi^2=26.76$, $p<.0001$) and underrepresented minority faculty being more likely to receive support ($\chi^2=4.39$, $p=.04$). Minority status is not associated with receiving research support ($\chi^2=0.001$ $p=0.98$).

Table 20: Linear regression on log internal research support (tenured/tenure eligible faculty)

	<u>2016</u>	<u>2014</u>	<u>2012</u>	<u>2010</u>	<u>2005</u>	<u>2000</u>
Intercept	9.02 (0.15)***	9.21 (0.15)***	9.02 (0.18)***	9.18 (0.15)***	8.64 (0.16)***	8.62 (0.21)***
Female	0.03 (0.06)	0.05 (0.06)	-0.03 (0.06)	-0.01 (0.06)	0.00 (0.06)	0.06 (0.09)
<u>Rank vs. Professor</u>						
Assistant	-0.53 (0.09)***	-0.81 (0.09)***	-0.69 (0.10)***	-0.72 (0.09)***	-0.99 (0.09)***	-0.87 (0.13)***
Associate	-0.37 (0.07)***	-0.41 (0.07)***	-0.33 (0.08)***	-0.32 (0.07)***	-0.49 (0.08)	-0.61 (0.13)***
Named	0.33 (0.08)***	0.34 (0.09)***	0.57 (0.10)***	0.73 (0.09)***		
Department†	***	***	***	***	***	*
Year of hire	0.02 (0.00)***	0.02 (0.00)***	0.02 (0.00)***	0.02 (0.00)***	0.03 (0.00)***	0.02 (0.01)***
R ²	0.40	0.44	0.47	0.49	0.45	0.42
N	454	436	420	405	320	215

Notes: Standard errors are in parentheses. Two faculty with missing year of hire data were excluded.

†Due the number of dummy variables, only the overall significance of the variable department is shown.

*** $p<.01$ ** $p<.05$ * $p<.10$.

Gender is again not a significant predictor of the amount of log internal research support after considering rank, department, and year of hire.

IV.2. Internal research support (continuing contract faculty)

The proportion of tenured/tenure eligible faculty receiving internal research support is shown in Table 21, and analysis of the amount of support in Table 22. Support is defined as a transfer from an internal operating budget into an internal Arts & Science fund managed by or for the faculty member.

Table 21: Received internal research support by gender and minority status (continuing contract faculty)

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
2016	174 (87%)	147 (79%)	55 (83%)	244 (83%)	25 (96%)	274 (82%)
2014	169 (88%)	131 (76%)	47 (85%)	219 (82%)	22 (92%)	244 (82%)
2012	149 (86%)	136 (79%)	52 (83%)	208 (84%)	26 (87%)	234 (83%)
2010	129 (87%)	112 (77%)	56 (84%)	184 (81%)	28 (82%)	212 (82%)
2005	46 (74%)	29 (47%)	20 (69%)	55 (58%)	7 (77%)	68 (59%)
2000	4 (17%)	5 (22%)	3 (20%)	6 (19%)	1 (50%)	8 (18%)

In 2016, gender is again associated with whether or not a contract faculty member receives support, with female faculty being more likely to receive support ($\chi^2=4.37$, $p=0.04$). Minority status is not significantly associated with receiving research support ($\chi^2=0.0001$ $p=0.99$). Underrepresented minority status is significantly associated with receiving research support for the first time ($\chi^2=3.33$ $p=0.07$).

Table 22: Linear regression on log internal research support (contract faculty)

	<u>2016</u>	<u>2014</u>	<u>2012</u>	<u>2010</u>	<u>2005</u>
Intercept	7.58 (0.05)***	7.56 (0.04)***	7.67 (0.33)***	7.68 (0.37)***	7.06 (0.08)***
Female	-0.03 (0.02)	-0.02 (0.02)	-0.03 (0.04)	-0.03 (0.05)	0.00 (0.06)
<u>Rank vs. Sen. Lang. Lectr.</u>					
Clin. Assistant	0.15 (0.07)**	0.10 (0.07)			
Clin. Associate	0.12 (0.06)**	0.07 (0.06)			
Clin. Professor	0.26 (0.07)***	0.39 (0.06)***			
Lang. Lectr.	-0.63 (0.03)***	-0.64 (0.03)***			
Master Teacher	0.13 (0.11)	0.30 (0.04)***			
Department†	***	***	***	***	***
Year of hire	-0.00 (0.00)	-0.00 (0.00)	-0.02 (0.00)***	-0.02 (0.00)***	-0.05 (0.01)***
R ²	0.82	0.86	0.54	0.55	0.76
N	321	300	274	241	75

Notes: Standard errors are in parentheses.

†Due to the number of dummy variables, only the overall significance of the variable department is shown.

*** $p < .01$ ** $p < .05$ * $p < .10$

In 2016 gender is again not a significant predictor of the amount of log internal research support after considering rank, department, and year of hire.

IV.3. Instructional load (tenured/tenure eligible faculty)

Table 23 shows that there is no significant difference between the number of academic year scheduled courses assigned to male and female faculty, nor between groups of faculty based on minority status. As has been reported in past studies, the average number of students taught by each female tenured/tenure eligible faculty is significantly lower than the average for men. The committee’s concern that students may be deprived of exposure to female tenure track faculty due to this trend is noted. Attempts at building regression models from available data again failed to further illuminate this difference in the absence of an informed hypothesis regarding its cause or causes.

Table 23: Courses assigned with enrollments by gender, minority status (tenured/tenure eligible faculty)

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
Number of Courses	1.88 (1.35)	1.72 (1.23)	1.86 (1.29)	1.80 (1.28)	1.96 (1.38)	1.79 (1.27)
Number of Students	45.45 (50.13)**	60.95 (102.6)**	53.84 (57.23)	58.40 (98.55)	50.77 (50.10)	58.27 (95.55)

Note: Standard deviations are in parentheses.
 ***p<.01 **p<.05 *p<.10

IV.4. Instructional load (continuing contract faculty)

Table 24 shows that there is no significant difference between the number of academic year scheduled courses assigned to male and female contract faculty. Female contract faculty teach significantly fewer students, on average, in the 2016 academic year. There is a significant difference in the number of courses taught when faculty are grouped by underrepresented minority status.

Table 24: Courses assigned with enrollments by gender, minority status (continuing contract faculty)

	<u>Gender</u>		<u>Minority</u>		<u>Underrepresented Minority</u>	
	<u>Female</u>	<u>Male</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
Number of Courses	3.88 (1.79)	4.01 (1.84)	4.61 (1.86)***	3.79 (1.75)***	4.88 (1.18)***	3.87 (1.82)***
Number of Students	77.43 (90.74)**	111.60 (180.6)**	105.30 (136.20)	92.36 (148.60)	79.96 (46.39)	95.89 (151.30)

Note: Standard deviations are in parentheses.
 ***p<.01 **p<.05 *p<.10

IV.5. Faculty retention

16 faculty members received outside offers in the 2015-2016 academic year. All 16 of these outside offers were followed up by a counter offer from NYU, 11 of these were retained, 4 departed, and 1 is still pending. Table 25 displays counts by gender, minority status, and rank.

Table 25: Outside offers & counter offers

	2016			2014			2012			2010		
	Recorded	Issued	Accepted	Recorded	Issued	Accepted	Recorded	Issued	Accepted	Recorded	Issued	Accepted
<u>Gender</u>												
Female	6	6	4-5	3	2	1	6	6	6	6	4	3
Male	10	10	7	10	10	9	11	11	11	10	7	5
<u>Minority</u>												
Yes	3	3	3	3	2	2	5	5	5	7	6	4
No	12	12	7-8	10	9	8	11	11	11	9	5	4
<u>URM</u>												
Yes	1	1	1	3	2	2	3	3	3	0	0	0
No	14	14	9-10	10	9	8	13	13	13	16	11	8
<u>Rank</u>												
Assistant Professor	2	2	2	2	2	2	3	3	3	4	2	1
Associate Professor	3	3	2-3	3	2	1	5	5	5	7	6	4
Professor	7	7	5	6	6	6	9	9	9	3	1	1
Named Professor	4	4	2	2	2	1	0	0	0	2	2	2

IV.7. Teaching awards

A breakdown of the Golden Dozen Teaching Awards made since 2009-10, as reported on the College of Arts & Science website²¹ is in Table 26.

Table 26: Golden Dozen nominations

	2015- 16	2014- 15	2013- 14	2012- 13	2011- 12	2010- 11	2009- 10	Total	Percent	Percent of all 2016 faculty, excluding LS
<u>Gender</u>										
Female	4	4	9	6	7	4	5	39	46%	37%
Male	8	8	3	6	5	8	7	45	54%	73%
<u>Minority</u>										
Yes	1	0	3	0	1	0	1	6	7%	18%
No	10	11	7	12	10	12	10	72	72%	82%
<u>Underrepresented Minority</u>										
Yes	1	0	1	0	1	0	0	3	4%	8%
No	10	11	9	12	10	12	11	75	96%	92%
<u>Rank</u>										
Assistant Professor	1	1	3	0	2	2	0	9	11%	12%
Associate Professor	3	1	2	4	2	2	4	18	21%	18%
Professor	2	4	3	3	4	4	4	24	29%	29%
Named Professor	2	2	1	1	0	0	0	6	7%	11%
Clinical Instructor	0	0	0	1	0	0	0	1	1%	0%
Clinical Assistant Professor	3	0	1	0	0	1	0	5	6%	5%
Clinical Associate Professor	1	0	1	0	0	1	2	5	6%	4%
Clinical Professor	0	3	0	2	0	1	0	6	7%	3%
Language Lecturer	0	1	0	1	1	1	2	6	7%	9%
Senior Language Lecturer	0	0	1	0	3	0	0	4	5%	8%

Fisher's exact tests comparing 2016 recipients against the 2016 faculty show no association between gender and receiving a Golden Dozen award ($p=1.00$ between minority status and receiving an award ($p=0.70$), nor URM status and receiving an award ($p=0.61$).

²¹ <http://cas.nyu.edu/page/teaching.awards>

IV.8. Opportunities to teach at portal campuses

Table 27 reports the number of faculty teaching courses in 2016 outside of the Washington Square portal campus structure.

Table 27: Instructors of courses in global portals, 2016

	Total Number	Number Leading Portal Courses	Percentage Leading Portal Courses
<u>Tenured/tenure eligible</u>			
Female	227	13	5.7%
Male	499	36	7.2%
<u>Contract</u>			
Female	180	3	1.7%
Male	187	2	1.1%

The null hypothesis that gender and opportunity to teach abroad for tenured/tenure eligible faculty was not rejected with the chi-square statistic ($\chi^2=0.55$, $p=0.46$). The null hypothesis that gender and opportunity to teach abroad for contract faculty was not rejected with Fisher's Exact Test ($p=0.68$). There is no relationship between gender and opportunities to teach at NYU's portal campuses.

Part V: Worklife Climate Survey results

V.1 Summary of the Findings

In October of 2016, a survey was circulated to the faculty included in the 2016 cross section to measure the quality of institutional and professional worklife (climate) of the Faculty of Arts and Science at New York University. The instrument was adapted from a 2012 climate survey conducted in FAS to allow for comparison over time. For the purpose of this study all full-time FAS tenure and tenure track faculty members present in the prior academic year's financial records and also in the October 2016 record were included (N=706). Four separate emails were disseminated to potential respondents as reminders to complete the survey. The survey collection yielded 241 responses for a 34% return rate. One response was unusable and excluded from the analyses, leaving a final total of 240 surveys.

The following narrative serves to explain the attached tables and appendices in answer to the study's questions. Tables provide the results of the survey by academic division (Humanities, Social Sciences, Science) and faculty demographics (gender, race/ethnicity, academic rank). The appendices provide more detail of the worklife climate survey, including the original survey instrument (**Appendix 1**). Additional appendices display the means and standard deviations for each item.

V.2 Faculty Demographics

Table 28 provides demographic data on the respondents. Males (63%) outnumber females (36%). The respondents' race/ethnicity (self-identified) shows Caucasians (69%) comprise the largest group followed by: Hispanics (8%), Asians (4%), Mixed/Other (3%) and Black/African Americans (2%). For academic rank, professors are the majority (49%) followed by associate professors (22%), assistant professors (19%), and chairs/directors (10%). Overall, FAS work at NYU for an average of 15.6 years (SD=12.1). Divisional representation is as follows: Humanities (38%), Sciences (33%), and Social Sciences (29%).

Table 28: Respondent Demographics²²

Respondent Demographics	2016 Survey Response Demographics		2016 Payroll Demographics		2012 Survey Response Demographics		2012 Payroll Demographics	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Gender								
Female	87	36	224	32	113	37	191	30
Male	152	63	482	68	169	55	446	70
Other/NA	1 (Other)	0	N/A	N/A	25 (N/A)	8	N/A	N/A
Race/Ethnicity (Self-Identified)								
Asian	10	4	59	8	13	4	55	9
Black or African American	4	2	23	3	9	3	21	3
Caucasian	165	69	566	80	228	74	527	83
Hispanic	8	3	39	6	12	4	22	3
Mixed/ Other	6	3	5	1	6	2	9	1
Unreported	47	20	14	2	39	13	N/A	N/A
Academic Rank								
Assistant Professor	45	19	117	17	37	12	109	17
Associate Professor	52	22	187	26	86	28	161	25
Professor	118	49	402 ⁺	57	137	45	367 ⁺	58
Chair/Director	24	10	N/A	N/A	22	7	N/A	N/A
Unreported	1	0	N/A	N/A	25	8	N/A	N/A
Division								
Humanities	90	38	279 ⁺⁺	40	110	36	234	37
Social Sciences	70	29	242	34	79	26	177	28
Sciences	79	33	185 ⁺⁺⁺	26	93	30	258 ⁺⁺⁺	35
Unreported	1	0	N/A	N/A	25	8	N/A	N/A
Years Working at NYU								
0-7 years	69	29	163	23	84	27	206	32
8-14 years	58	24	188	27	85	28	150	21
15 + years	103	43	355	50	102	33	281	37
Unreported	10	4	N/A	N/A	36	12	N/A	N/A

²² Survey and actual FAS demographics are self-determined by the respondent and may not correspond, + Includes NP, ++ Includes ISAW and IFA, +++ Includes CIMS

The overall rank order of the 4 dimensions examined in the survey from **most positive to most negative** is provided below (means in parentheses). The range is measured on a scale of 1 to 5, with “1” indicating the most negative response, “3” indicating neutrality, and “5” indicating the most positive response. All of these indicate a slight shift toward positivity compared to the overall means in 2012, with the exception of the Service and committee dimension, which held steady.

Table 29: Climate Dimensions (Mean and Standard Deviations)

Climate Dimensions	Overall Mean	Previous Mean	Questions
Teaching and advising	3.6 (0.6)	3.5 (0.5)	1-9
Service and committee	3.3 (0.6)	3.3 (0.8)	10-13
Research and scholarship	3.5 (0.8)	3.3 (0.8)	14-18
Tenure and promotion	3.5 (0.9)	3.4 (0.7)	24-29

V.3 Differences in Responses by Demographic Groups

Table 30 provides the means and standard deviations on each of the 4 worklife dimensions by gender, minority status, academic rank, division, and years in service at NYU. Individuals with unreported ethnicity were excluded from the minority status analysis. The individual who selected gender nonconforming was excluded from the gender analysis.

Table 30: Professional Worklife Dimensions by Gender, Minority Status, Rank, Division, and Years of Service

Demographics	Teaching (T)	Service (S)	Research (R)	Tenure (TE)
	\bar{x} (SD)	\bar{x} (SD)	\bar{x} (SD)	\bar{x} (SD)
Gender	T	S***	R	TE***
Female	3.53 (0.67)	3.05 (0.61)	3.33 (0.95)	3.19 (1.01)
Male	3.64 (0.57)	3.38 (0.48)	3.54 (0.71)	3.59 (0.84)
Minority Status	T	S	R	TE
Minority	3.61 (0.67)	3.25 (0.55)	3.40 (0.94)	3.44 (0.91)
Not Minority	3.06 (0.57)	3.29 (0.47)	3.49 (0.80)	3.53 (0.91)
Rank	T**	S***	R	TE***
Assistant Professor	3.53 (0.55)	3.12 (0.62)	3.34 (0.71)	3.24 (0.79)
Associate Professor	3.40 (0.70)	3.02 (0.55)	3.46 (0.91)	3.00 (1.01)
Professor	3.69 (0.59)	3.40 (0.50)	3.51 (0.78)	3.77 (0.86)
Chair/ Director	3.70 (0.54)	3.37 (0.40)	3.55 (0.87)	3.73 (0.77)
Division	T	S	R	TE
Humanities	3.65 (0.58)	3.21 (0.62)	3.42 (0.97)	3.38 (1.00)
Social Sciences	3.52 (0.52)	3.33 (0.81)	3.18 (0.93)	3.52 (0.65)
Sciences	3.62 (0.57)	3.35 (0.47)	3.57 (0.65)	3.60 (0.86)
Years of Service	T	S	R	TE*
0-7 Years	3.62 (0.57)	3.22 (0.60)	3.42 (0.82)	3.31 (0.83)
8-14 Years	3.58 (0.60)	3.28 (0.53)	3.57 (0.80)	3.51 (0.96)
15 plus Years	3.64 (0.63)	3.31 (0.53)	3.45 (0.81)	3.64 (0.97)

***p<.01 **p<.05 *p<.10

The null hypothesis that responses were independent of each demographic category was tested separately for each of the four dimensions, using analysis of variance (ANOVA), making 20 tests in all.

There are again no differences found in the perceptions of teaching, service, research, and tenure by academic division, in the perceptions of teaching, service, and research by years of service, in the perceptions of research by rank, or in the perceptions of teaching or research by gender.

Differences in perception of service by minority status, found to be significant in 2012, was not found in this study ($p=0.69$). Minority status and perception of service are no longer related. Perceptions of teaching, research, and tenure were again found to have no differences by minority status.

The relationships between rank and perceptions in teaching, service, and tenure found in 2012 were reaffirmed, with $p=0.02$ for rank, and $p<0.01$ for service and tenure. Again, associate professors have on average the least positive perceptions of teaching, service, and tenure than other ranks.

The relationships between gender and perceptions in service and tenure found in 2012 were reaffirmed, with $p<0.01$ for both service and tenure. Again, female faculty have on average the fewer positive perceptions of service and tenure than men. The response of the individual who reported as gender nonconforming did not resemble either gender average.

Given the relationship noted elsewhere in this report that gender and current rank are associated, the results shown here for differences in perception by rank and gender cannot be disassociated.

V.4 Open-ended comments regarding FAS professional work-life issues

This section presents a brief overview and representation of the open-ended comments regarding FAS professional work-life issues, gathered at the conclusion of the survey. Responses are grouped around emerging themes and are briefly presented.

At its close, the survey posed to the following prompt to respondents: *If you have any additional comments that you would like to offer regarding professional work-life issues, we invite you to add them now.* Of the 240 individuals who completed the survey, 68 or 28% chose to respond to the prompt, and nine overlapping themes emerged.

a. Teaching loads (13 responses):

- It is absolutely right to do what we can to recruit the best faculty with dealmaking, but FAS has given in too much in places: every faculty member should be expected to teach a fair and equitable load.
- I have to teach double what I would at other institutions for less pay.
- Frankly, the teaching load (particularly graduate) ... takes away significantly from time I could dedicate to research. During the semester, I have little to no time to work on my research and have to tell research groups I am associated with that I won't be able to get to tasks until the semester is over, which is both embarrassing for me and disappointing for them.
- My teaching load is too high in the sense that our faculty/student ratio is very high at both the graduate and undergraduate levels, and we often teach courses that are awkwardly small.
- I am dismayed about the degree to which undergraduate teaching is undervalued and low quality tolerated. Many faculty use (unjustifiably) old slides, have no interaction in their lectures, or have never attended any teaching workshop.

b. Department climate (11 responses):

- My department is great.
- I think my department is doing the best they can to support me and my work
- I have been discouraged from establishing a course on my specialization. As nobody else in my department teaches on my specialization, our graduate students cannot learn about it easily. As a result, I find it difficult to train graduate students to work with me.
- Lack of intellectual diversity in approaches and methods and the exclusion of under-represented minorities has contributed to a hostile work environment and eroded collegiality among the faculty. A small club makes all the decisions on who to recruit, distribution of resources, and committee assignments. Junior faculty never speak at department meetings.

c. *Family related benefits and support (10 responses):*

- NYU needs to do more to support professors with children. Making more childcare provisions available, or offering subsidies for childcare would allow faculty with children to more fully participate in teaching, research, service, and after-hours events.
- Parental tenure clock extensions are subpar compared to other top universities.
- Parental leave policies should be revised so that it is not merely construed as "workload relief." In particular, faculty (particularly women following childbirth) should not be asked to offer a proposed schedule for research and student advising during this leave; the reason for the extension of the tenure clock is that research productivity for a true primary caregiver is likely to slow, if not halt, in the months immediately following the birth of a child. To my knowledge, peer institutions do not make such requests.
- NYU is lagging behind other institutions with respect to helping mid career scientists with families. We have lost a few faculty lately specifically over this issue (cost of raising children in NYC). More assistance with child care and more respect for the time that having a family demands (e.g., scheduling academic events during 9-5pm when faculty with children are available instead of 5-8pm when childcare demands are high) is necessary to remain competitive.

d. *Tenure review issues (10 responses):*

- Has the administration instructed the Promotion and Tenure Committee to reexamine its approach to its work to accommodate this diverse workforce?
- Teaching doesn't count for much in tenure and promotion decisions.
- I think we communicate ambiguously to junior faculty about their classroom and research performance, and that's extremely dangerous for them--especially if they lack the cultural capital to figure things out for themselves.
- I would like a serious university-wide conversation about the value of the tenure system.

e. *Service loads (9 responses):*

- It is very difficult, despite the fact that my two department chairs are empathetic, to manage administrative work and meetings in two departments.
- In my experience, NYU does not value faculty service; one could do a lousy job, or a great job, in offices or on tasks that are supposed to be a high priority for the department or for FAS or for the University, and it seems to make no difference whatsoever to anyone. I regret undertaking it, but cannot recover the time I lost from my scholarship.
- There seem to be very few people in my department who value service work; male full professors do the very least of it and are, of course, the most prolific and esteemed in terms of their academic careers. Women of color do double duty in that we are already doing a lot of the service work for the department, *and* we end up doing unofficial advising to many undergraduate and graduate students who come to us because we are more "human" than some of our male counterparts.

f. *Critique of the survey (9 responses):*

- The demographic data is probably enough to identify individuals. So be careful how this is published.
- None of these questions come close to the heart of the matter.
- This is a bogus survey ...it has nothing to do with the way most of us experience work/life issues in real time in the institution and our departments; it is slanted in so many ways to produce certain outcomes. Very deceptive and very stupid exercise.

g. *Inequity between divisions and departments (7 responses):*

- Until FAS addresses the startling inequities across its own departments (special housing starts and teaching loads for Philosophy, as a keen example), we will have only window dressing.
- As a humanist I have had to scarp for outside money far more than those in sciences or Economics and even social sciences; this certainly impacts our scholarly and teaching strengths unfairly.

h. Dissatisfaction with salary (7 responses):

- Salary. Salaries are not transparent, are unequally distributed, and, given that the annual raises are less than inflation, this is a major source of tension. If we could be assured of a living-wage COLA, or at least some sort of merit raise that **improves** our quality of life incrementally rather than having the **decline** in earning power slightly less than it would be otherwise... well, the future doesn't look happy. In short: we need to get back to super-inflationary pay raises at least on occasion.
- I suppose that one must be resigned to salary discrepancies, esp. for women, or for all those hired long ago at starting salaries far lower than those offered now. We are not likely to catch up, esp. if we are in humanities departments. It does cause some resentment now and then, although we don't take it out on colleagues or students. It's just that market forces make us feel undervalued if value is expressed in money, which in fact, it is.

i. Issues around gender (7 responses):

- In my department a small cabal of men make all decisions. Faculty, particularly the women, are either told what decisions have been made or are part of a patently false process in which they are led to believe that they are actually making decisions.
- I think we have a situation in which male faculty both espouse and perform 'work/life balance,' with the result that female faculty spend much more time with students because **someone** has to teach them. Again, the situation is more dangerous for junior than for senior faculty.

Additional responses not quoted above touched on topics commending or criticizing particular administrative offices or systems, discussing student advising, questioning housing distribution and rents, critiquing research and teaching facilities, and describing the administrative impact felt by faculty of NYU's growing global student body.

Appendix 1: Item Means and Standard Deviations

Range 1 to 5, one=strongly disagree and five=strongly agree, reverse coded for items marked with ‡.

Professional Work-life Issues	Total	Gender²³		Race/Ethnicity		
Teaching and Advising Activities	Total FAS	Female	Male	Minority	Caucasian	Unreported
1. Teaching loads are fairly distributed in my department.	3.66 (1.22)	3.36 (1.27)	3.84 (1.15)	3.30 (1.52)	3.70 (1.14)	3.71 (1.29)
2. I am able to teach the courses I want.	4.28 (0.84)	4.26 (0.91)	4.30 (0.79)	4.44 (0.75)	4.28 (0.82)	4.17 (0.96)
3. I perceive that there are “special deals” being made regarding teaching assignments. ‡	2.98 (1.35)	2.64 (1.33)	3.19 (1.31)	2.87 (1.66)	2.97 (1.29)	3.07 (1.39)
4. My undergraduate teaching load is adequate.	4.19 (0.71)	4.13 (0.73)	4.21 (0.71)	4.11 (0.79)	4.23 (0.72)	4.08 (0.63)
5. Undergraduate classes are too large. ‡	3.23 (1.12)	3.30 (1.11)	3.19 (1.12)	3.56 (1.01)	3.19 (1.12)	3.18 (1.22)
6. My graduate teaching load is adequate.	4.08 (0.87)	4.00 (0.99)	4.12 (0.80)	4.22 (0.75)	4.04 (0.91)	4.13 (0.81)
7. I have a sufficient number of course assistants for my courses.	3.57 (1.12)	3.62 (1.21)	3.55 (1.07)	3.43 (1.08)	3.58 (1.12)	3.59 (1.15)
8. NYU provides enough pedagogical development.	3.15 (1.05)	3.18 (1.05)	3.12 (1.06)	2.92 (1.12)	3.18 (0.99)	3.18 (1.22)
9. Teaching is undervalued in my department. ‡	3.10 (1.28)	3.14 (1.33)	3.07 (1.28)	3.29 (1.49)	3.06 (1.25)	3.11 (1.32)
Service and Committee Activities	Total FAS	Female	Male	Minority	Caucasian	Unreported
10. My department values my efforts on NYU committees.	3.58 (1.12)	3.31 (1.16)	3.72 (1.08)	3.82 (0.94)	3.56 (1.20)	3.50 (1.23)
11. Committee assignments are not rotated fairly to allow for participation of all faculty members. ‡	3.28 (1.19)	2.86 (1.26)	3.50 (1.09)	3.12 (1.24)	3.30 (1.13)	3.31 (1.37)
12. Workload is distributed equitably across all members of the department, and adjusted by rank.	3.22 (1.16)	2.82 (1.19)	3.46 (1.08)	3.15 (1.26)	3.24 (1.07)	3.20 (1.41)
13. I feel compelled to attend events or agree to administrative duties that take time away from my scholarship because I fear that it will affect my future academic promotion. ‡	3.45 (1.24)	3.12 (1.37)	3.65 (1.13)	3.14 (1.46)	3.57 (1.12)	3.26 (1.44)

²³ The responses of one individual who indicated “Gender Nonconforming” have been omitted from this table.

Research and Scholarship Activities	Total FAS	Female	Male	Minority	Caucasian	Unreported
14. Institutional research funds are adequate for my work.	3.10 (1.24)	3.03 (1.32)	3.15 (1.19)	3.07 (1.39)	3.12 (1.23)	3.04 (1.20)
15. There are a sufficient number of student research assistants to assist me in my work.	2.75 (1.21)	2.61 (1.23)	2.81 (1.20)	2.54 (1.24)	2.78 (1.20)	2.80 (1.24)
16. I have sufficient office space in terms of quantity and quality.	3.85 (1.14)	3.71 (1.21)	3.95 (1.08)	3.93 (1.27)	3.87 (1.16)	3.77 (0.98)
17. I have sufficient laboratory space in terms of quantity and quality.	3.63 (1.19)	3.35 (1.20)	3.72 (1.19)	3.63 (1.20)	3.61 (1.23)	3.69 (1.08)
18. I have the equipment and supplies needed to adequately conduct my research.	3.94 (0.95)	3.71 (1.08)	4.05 (0.87)	3.74 (1.14)	3.99 (0.92)	3.88 (0.97)
19. My research is progressing more swiftly than that of faculty of my rank and field at other institutions.	3.04 (0.97)	2.78 (0.91)	3.18 (0.98)	2.73 (1.08)	3.05 (0.89)	3.16 (1.15)
Tenure and Promotion	Total FAS	Female	Male	Minority	Caucasian	Unreported
20. My department mentors me.	2.88 (1.24)	2.81 (1.31)	2.95 (1.18)	2.95 (1.19)	2.91 (1.24)	2.75 (1.29)
21. I know what is necessary to achieve tenure.	3.89 (1.02)	3.73 (1.10)	3.98 (0.97)	3.84 (1.18)	3.95 (0.90)	3.69 (1.31)
22. The tenure process is fair at NYU.	3.89 (0.90)	3.64 (0.97)	4.02 (0.84)	3.92 (0.93)	3.91 (0.87)	3.82 (1.01)
23. I am provided constructive performance feedback on a regular basis.	2.75 (1.12)	2.61 (1.09)	2.83 (1.15)	2.76 (1.04)	2.72 (1.12)	2.84 (1.21)
24. I am confident I will be academically promoted.	3.40 (1.16)	3.13 (1.24)	3.58 (1.07)	3.58 (1.07)	3.41 (1.17)	3.20 (1.22)
25. I know what is necessary to be promoted to full professor.	3.36 (1.34)	2.98 (1.38)	3.59 (1.26)	2.78 (1.52)	3.49 (1.26)	3.29 (1.40)

Appendix 2: Dimensional Means and Standard Deviations

Professional Work-life Issues*
Teaching and Advising Activities (Alpha 0.73, \bar{x} =3.60 sd = 0.61)
1. Teaching loads are fairly distributed in my department.
2. I am able to teach the courses I want.
3. I perceive that there are “special deals” being made regarding teaching assignments.
4. My undergraduate teaching load is adequate.
5. Undergraduate classes are too large.
6. My graduate teaching load is adequate.
7. I have a sufficient number of course assistants for my courses.
8. NYU provides enough pedagogical development.
9. Teaching is undervalued in my department.
Service and Committee Activities (Alpha 0.64, \bar{x} =3.26, sd=0.55)
10. My department values my efforts on NYU committees.
11. Committee assignments are not rotated fairly to allow for participation of all faculty members.
12. Workload is distributed equitably across all members of the department, and adjusted by rank.
13. I feel compelled to attend events or agree to administrative duties that take time away from my scholarship because I fear that it will affect my future academic promotion.
Research and Scholarship Activities (Alpha 0.69, \bar{x} =3.46, sd=0.81)
14. Institutional research funds are adequate for my work.
15. There are a sufficient number of student research assistants to assist me in my work.
16. I have sufficient office space in terms of quantity and quality.
17. I have sufficient laboratory space in terms of quantity and quality.
18. I have the equipment and supplies needed to adequately conduct my research.
19. My research is progressing more swiftly than that of faculty of my rank and field at other institutions. ²⁴
Tenure and Promotion (Alpha 0.81, \bar{x} =3.48, sd=0.93)
20. My department mentors me.
21. I know what is necessary to achieve tenure.
22. The tenure process is fair at NYU.
23. I am provided constructive performance feedback on a regular basis.
24. I am confident I will be academically promoted.
25. I know what is necessary to be promoted to full professor.

²⁴ Item 19 was eliminated from the Research and Scholarship dimension. Its inclusion would have reduced the Cronbach alpha to 0.66.