Faculty of Arts and Science Equity Committee Executive Summary of Data to end of 17/18 Academic Year and Recommendations

<u>Membership</u>:
Co-Chairs: Carol Shoshkes Reiss (Biology, Policy & Planning and Women's Faculty Caucus) and André Fenton (Neural Science, Faculty of Color Caucus)

Susan Antón (Anthropology, WFC, FAS Diversity), Delia Baldassarri (Sociology, P&P), Christopher Edling (Expository Writing Program, Continuing Faculty), Mona El-Ghobashy (Liberal Studies, Continuing Faculty), Paula England (Sociology, WFC), Malgorzata Mandziuk (Chemistry, Continuing Faculty), Eugenia Naro-Maciel (Liberal Studies, Continuing Faculty).

Ex Officio: Thomas Poudyal and Dan Thilman (Office of Institutional Research)

This is the eighth study undertaken since 2000[1], examining data on both Tenure Track[2] (TTF) and Continuing[3] (CF) Faculty with full-time appointments in the Faculty of Arts and Science. These studies build on data to examine trends and to recommend action items for the FAS Dean to implement. Many, but not all of the suggestions that were made in the seven previous reports have resulted in remediation. Comments on the progress of implementing the 2016 recommendations are included below.

Demographics: In the last 18 years, the number of undergraduate students seeking College of Arts and Science (CAS) or Liberal Studies (LS) degrees and students seeking Graduate School of Arts and Science (GSAS) degrees rose 64.5% (Table 1[4]). The Tenure Track Faculty grew by 42.9% (Figure 1 and Table 4). The Continuing Faculty grew more than tenfold (Table 7). As of the start of the 2018-2019 academic year, FAS has a total of 1136 full-time faculty members.

We note that a concerted effort has been made to recruit and retain women faculty. In 2018, overall, 246 (31.8%) of the TTF are women, compared to 123 (24.0%) in 2000 (Figure 2 and Tables 4 & 5).

This recruitment effort has been largely successful, especially in the Humanities where 46.8% of the TTF are women. In the Social Sciences, 36.0% are women, but in the Sciences women represent just 17.6% (Table 5). There are no comparable datasets available to compare the relative proportion of faculty in the three divisions among the Very High Research-Active (VHRA)

---

[1] Previous studies can be found here: http://as.nyu.edu/content/nyu-as/as/administrative-resources/office/institutional-research/reports-of-the-analysis-of-equity-for-as-faculty.html.
[2] **TT faculty ranks** are Assistant Professor (aP), Associate Professor (AP), Professor (P) and Named Professor (NP, individuals holding endowed chairs).
[3] **CF faculty ranks** are Language Lecturer (LL), Senior Language Lecturer (SLL), Master Teacher (MT), Clinical Assistant Professor (CaP), Clinical Associate Professor (CAP), and Clinical Professor (CP). LL positions are exclusively in the Humanities departments.
[4] Numbers of Tables and Figures refer to the accompanying detailed report.

institutions. *Although these data are not broken down by department, Physics, Computer Science, and Mathematics have the smallest fraction of female faculty compared to Biology, Chemistry, Neural Science and Psychology departments; part of this is attributable to the paucity of women who elect to major in these fields, but, also, the pipeline is leaky[5].*

Figure 2 includes data comparing FAS tenure track and tenured faculty data with that of NYU as a whole (solid lines) and with our comparable VHRA institutions (dashed lines). FAS is virtually identical to VHRA institutions in the percentage of women faculty, but is consistently below the fraction of NYU faculty overall for female tenured/tenure track faculty members. With respect to URM faculty, the FAS, university and VHRA lines are coincident. By contrast, since 2012, FAS has lagged behind NYU as a whole and VHRA schools for Minority faculty in the tenure track.

Table 4 presents the numbers of TTF at four ranks and includes gender and minority status. Among the Full and Named Professors[6], women have increased from 56 (17.6%) in 2000 to 104 (24.5%) in 2018 (Table 4)[7]. We also note that there are 10 fewer Named Professors in the FAS faculty in 2018 than 2016. The number of Women with Named Chairs dropped by five individuals in just two years; currently only 20% of the Named Chairs are held by women [below, there is discussion about new appointments to Named Professor positions and the data in Table 21; several datapoints in Table 21 are different than Table 4]. *Women continue to be under-represented at the Full and Named Professor (NP) TTF ranks relative to their representation as full professors in FAS. The difference in rank and gender at the Full and NP ranks was found in Chi square analysis to be highly significant, p<0.0001.*

The composition of CF is 52.1% female (Figure 3, Tables 2 & 7). The Humanities departments[8], which include the Language Lecturers and Expository Writing Program faculty, currently have 59.7% female CF (Tables 7 and 8). The fraction of female CF in the Social Sciences[9] and the Sciences are both 38%. In the Social Sciences and Sciences, male CF are more likely to be at higher ranks than their female colleagues. *Women are under-represented at the CAP and CP ranks and are over-represented at the LL rank compared to their male colleagues* (Table 7).

Figure 3 includes data comparing FAS Continuing faculty with NYU as a whole and VHRA institutions. The lines for women in the three groups are identical, as are the fraction of URM Continuing faculty. As seen for Minority TT

---

[5] Link https://www.tandfonline.com/doi/pdf/10.1080/0194262X.2017.1371658?needAccess=true

[6] A list of the Named (Endowed) Chairs at NYU can be found here: http://www.nyu.edu/giving/donor-recognition/endowed-chairs/.

[7] One fewer woman was either a Full Professor or held a Named Chair in 2018 than 2016 (men decreased by 11 in the two-year period as well), where 25.4% of the Full and Named professors were women. These losses may be due to death, retirement, or assumption of positions at other institutions.

[8] A list of the departments within each division is found in the appendix of the data document.

[9] There was a substantial increase (from 5%) in the Social Sciences since 2016.

faculty above, the fraction of CF who self-indicate Minority status is smaller in FAS than NYU or VHRA.

Only 147 TTF self-report as a Minority (20.0%); of these, 76 TTF self-report as Under-Represented Minority (URM, Black, Native American or Hispanic US citizens or permanent residents, Tables 4&5). These 76 URM individuals make up only 10.4% of the total FAS TTF. With only 7.3% URM, the Sciences are the least diverse of the Divisions (Table 5); the Humanities are the most diverse division with 13.2% 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 Associate, Full and Named Professor ranks compared to non-URM faculty members (Table 4).*

In 2000, only 2 URM (6%) were among the 37 CF (Tables 7 & 8); in 2018, 42 individuals (10.0%) are self-reported URM are among CF[10]. The Humanities departments (17.7%) and LS (15.0%) are the most diverse CF units with respect to URM faculty. The Sciences departments (4.7%) are the least diverse Division with respect to URM CF (Table 8). *URM CF are under-represented at the CaP and SLL ranks (Table 7).*

We note that there are both University-wide[11] and FAS Diversity[12] Initiatives to recruit and retain URM faculty, as well as women, in some fields. Ongoing monitoring of the representation of URMs or women is one part of evaluating the need for or success of such efforts.

Hiring: In searches[13] from 2007-2018, 404 TTF were hired, including 144 women (35.6%); in the 2013-2018 period, 70 women (38.4%) started TTF positions (Table 6).

New Hires	TTF	CF
2013-2018	182	217
2007-2012	222	278

From 2013-2018, 205 TT offers were made; of these, 91 (44.4%) were extended to women (Table 3). The acceptance rate of offers was higher for women (85%) compared to men (75%) (Table 3), and hiring of women faculty was most successful for Humanities TTF positions. *Women and URM[14] are a higher proportion of the hires made at the aP rank (44.3% and 12.4% of the hires at aP for women and URM TT faculty respectively) than they are at higher ranks. Men*

---

[10] This is an increase from 7% in 2016.

[11] https://www.nyu.edu/life/diversity-nyu.html

[12] http://as.nyu.edu/content/nyu-as/as/administrative-resources/office/dean/diversity-initiative.html

[13] The composition of current search committees can be found here: http://as.nyu.edu/content/nyu-as/as/administrative-resources/administrative-resources-page-items/faculty-search-committees.html .

[14] Of 20 URM hires, 15 were hired as aP and 5 as P.

are more likely to be hired at the AP, Full, and Named Chair ranks than newly recruited women faculty members in all three Divisions (78.1%) (Tables 6 & 6a), see below data extracted from Table 6.

Years	Rank	Female	Male
2013-2018	Full	7	24
	Named	0	1
2007-2012	Full	10	35
	Named	1	4

Considering that there are a total of 403 CF in 2018 (Tables 7&8), it is striking that 217 of CF were hired in the five-year period 2013-18, (Table 2 and above). This large number of CF hires suggests a very high turnover rate and bears scrutiny, especially among the Language Lecturers (LL), who comprise 144[15] of the 217 hires (66.4%) (Tables 2 and 9). *Of the cohort hired, women are underrepresented at higher ranks and over-represented at the LL rank compared to their male colleagues. The very high turnover of LLs is a concern that was first identified in the 2016 Equity study.*

For the hiring process, it is essential to interview a diverse pool to hire a diverse faculty. Incomplete data are available for the short lists[16] of candidates considered for TT faculty hires (page 10, section I.2): data are available for only 379 of 405 hires. The Courant Institute did not provide data for their recruitment, despite repeated requests. From 2007-2018, 130 women and 184 men were hired in searches for which the short lists are available for analysis. For 61 hires, the departments interviewed only women (37 searches, 17%) or only men (24, 11%). The data are not available for assessment of minority or URM status on candidates interviewed, but are for those individuals who were ultimately hired.

Salaries: Overall, as has been true seen since these studies were initiated in 2000, there is a gender difference in compensation for TTF at all ranks but AP (Table 10). *Men are better compensated overall than are women faculty. There is a trend toward significance when gender and compensation at the AP, P, and Named Professor ranks* (Table 10), but this male-biased salary is smaller than previously noted in reports by this committee (see footnote 1). The difference in salary for aP men is most concerning, as this is not accounted for by department or year of hire. However, when these data are analyzed with a regression analysis that controls for faculty rank, department, and year of hire, no significant differences by gender or gender intersected with minority status remain for TTF

---

[15] 96 in the Humanities Division and 126 in "Other" that includes the CAS Core, Liberal Studies and Expository Writing.
[16] Short lists are the small group of candidates selected from the large pool of applicants that are invited to interviews.

(Table 11). *There is no significant difference in compensation between URM and non-URM TTF at any rank.*

Of concern, there are significant gender differences in starting salary for newly hired faculty at the aP rank (Table 12) which persist under controls for department, rank and year of hire (Table 13)*.* This mean $11,780 difference for starting aPs (p=.005) 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.

Salary compression for TT faculty is real. Starting salaries are shown in Table 12. Average remuneration of TT faculty is found in Table 10. Starting AP earn more than the average AP men and women. The same is true for faculty at the P rank.

Compensation for CF remains a concern in several areas[17]. *First, there is a gender pay bias, with men more likely to be CAP and more highly compensated at the rank of CAP* (Tables 14 and 15). Second, the average starting salary of male CaP is $5k greater than for female CaP (p<.01) and for CAP, there is a >$20k difference in starting salaries; there should be no difference in starting salary for these ranks which are dominated by hires in the Sciences (Table 9a). Third, there remains 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 the LL faculty.*

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; that gender disparity was not seen in the cohort examined here. In the cohort of faculty hired between 2007-2012, 32% of the eligible women (N=53) left before the tenure decision (Figure 4) compared to 25% of the men (N=76) who left prior to the tenure decision. One man and one woman were denied tenure. In this study, faculty who left for other positions following the awarding of tenure are included in the analysis; 4 women and 2 men left upon promotion to AP. Among both men and women, ~10% remain eligible for promotion, having delayed the tenure clock. Exit interview data are found in Table 18. *The attrition of the women faculty is a concern: only 49% females continue at NYU as tenured AP while 62% of their male colleagues were promoted and remain.*

In previous studies, we had identified a potential bottleneck to promotion of female faculty from AP to P and suggested that Deans notify Chairs when faculty had been at the AP rank for at least five years to consider them for promotion. Results from this study suggest that this intervention may have been successful.

---

[17] We note with pride that in response to our recommendations in the 2016 Equity Report, increases in the compensation for CF were enacted university-wide, creating a minimum salary level.

Examining the progress of faculty hired as AP from 2007-2012, 36% of the 22 men (Figure 5) and 33% of the 24 women were promoted from AP to P. Of those continuing at AP, 32% are men and 46% are women. A third of men and a fifth of the women AP hires in this cohort have left NYU; exit interview data are found in Table 19. We hope that in the next survey, more complete data will be available on the reason(s) why faculty members leave within five years of being recruited at the AP rank.

When the advancement of faculty hired at the aP rank and promoted to AP between 2007-2012 were examined for promotion to P, of the 19 women, 2 (11%) left NYU, 9 (47%) continued as AP, and 8 (42%) were promoted to P (Figure 6). Of the 45 men, 6 (13%) left NYU, 16 (36%) remained as AP, and 23 (51%) were promoted.   More men (51% vs. 42%) were promoted from AP to P in the group hired as aP faculty members. It is possible that this will improve as more chairs encourage their female faculty to develop promotion packets. We acknowledge that not all APs will be promoted. Exit interview data are presented in Table 20. Although incomplete, 5 AP men including one URM were recruited by other institutions. We may have to consider seriously the departures of junior TTF in the last six-year period. The table below combines data from three figures (4e, 5e, and 6e) in the data report.

2012-2018	Female departures (total cohort)	Male departures (total cohort)
Assistant to Associate	21 (53)	22 (76)
Associate to Full	7 (43)	13 (67)

Appointment to Endowed or Named Professorships has been studied now for three study cycles. In the interval from 2011-2018, 53 new Named Positions were awarded, only 14 of which went to women (18.6%) while 35 new NP were awarded to men (Table 21). Of the newly appointed Named Professors, 71.7% of these were in the category of Silver Professor (38) with the remaining 15 in all the other categories listed[18]. For the 14 women who received Named Professorships, 13 were awarded Silver Professorships, only one (7%) received a different Named Chair. For the 39 men, 14 (36%) were Named Chairs (64% were Silver). URM faculty members were awarded seven Named Professorships during this period, two (28.6%) of which were not Silver Professorships.

It is unclear why there are ten fewer Named Professors in 2018 than in 2016 (Table 4). It is possible that the recipients retired, died, or left NYU for other positions. In the two-year period 2017-18, only six of eighteen NPs went to a woman (Table 21), although women are 19.8% of the P-level faculty (Table 4). In the two-year period prior (2016-15) only 2 of the nine new Chairs were awarded to women. In the eight-year period (2011-2018), the number of Named Professorships held by women faculty increased from 23 to 29, while the number

---

[18] link https://www.nyu.edu/about/giving/donor-recognition/endowed-chairs.html .

held by their male colleagues has increased from 69 to 87, an increase of 121%. *There were significant gender disparities, especially in the most recent set of awards, but URM were not underrepresented.*

Female CF are underrepresented at CAP and CP, the higher ranks, compared to male CF (Table 7). The new guidelines for hiring and promotion of CF include recommendations for consideration of advancement after 6 years of service.[19] It will be valuable to track whether the new recommended procedures and increased base salary lead to the promotion and retention of CF women.

Outstanding TTF members are often recruited by external universities (and in some cases by companies). In the 16/17 & 17/18 AYs, 34 faculty at all ranks who had received external offers were issued counter-offers by FAS; we do not know how many faculty received external offers where efforts to retain them were not extended. The 34 receiving retention offers included 15 women and 19 men among them, 11 URM faculty members. Of these retention offers, there was success for all the men, 12 of the 15 women, and all of the URM (Table 26). In the wider interval 2011-2018, 139 counteroffers were made for 51 women, 88 men and 26 URM. *There is no gender or URM disparity in counter-offers for FAS faculty with external offers.*

Teaching: Women TTF teach a larger number of courses that are taken by fewer students than the male TTF (Table 22). These data were further analyzed by the Division of faculty in Table 27; it is striking that Humanities department women TT faculty teach smaller classes (average 55 students) than do male TT faculty in the sciences, who average 82 students, probably reflecting the larger service courses for premedical students. URM TT faculty in the Humanities and Social Science departments are more likely to have smaller class size than the average male TT in their divisions, but teach the largest average classes in the Sciences.
        For the CF, men teach larger classes and more classes on the average than the CF women faculty (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 disparities by gender were found (Table 25). There has been no significant change in this portion of the analysis since we began the study.

Two-thirds of the Golden Dozen teaching awards were made to TTF during the seven years monitored (AY 09/10-17/18; Table 27). Only seven Named Professors are included in the list. Eight URM have won the awards during the

---

[19] Guidelines can be found here https://as.nyu.edu/administrative-resources/office/associate-dean/policies-and-procedures/recruitment-of-new-faculty.html .

10 years. Fifty-three (49%) of the recipients have been women[20], which is remarkable considering that female faculty are just a third of the total faculty. CF have received 31% of the awards, roughly reflecting their share of the FAS faculty body. *Women are overrepresented, and both Named Professors and URM are underrepresented in the Golden Dozen teaching awards.*

Teaching as the Instructor of Record at non-NYC portal campuses (NYUAD and NYUSH) during the 17/18 AY (Table 28) 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 (62 vs. 25 courses). This specific table was originally requested because of a concern that female faculty might not accept or be offered International assignment for family reasons. *There was no gender disparity in appointment as Instructor of Record for Portal courses.*

---

[20] This selection of female faculty for recognition of teaching excellence is counter the national trend of male-biased course evaluations http://link.springer.com/article/10.1007/s10755-014-9313-4.

Comments Relevant to Recommendations from the 2016 report

1. Women are still underrepresented at the P and NP ranks. Promote and recruit more women to P and NP positions.
   a. *This remains a problem, and the appointment of 12 men and only one woman to NP was especially concerning.*

2. Open the bottleneck at the promotion of women faculty from AP to P. Encourage chairs to mentor and propose AP women for promotion.
   a. *The data are encouraging.*

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.
   a. *Exit interview data are incomplete, and attrition remains for both men and women TTF.*

4. All TTF and CF faculty should have mentoring throughout their time at NYU. FAS is developing guidelines.
   a. *Guidelines were developed and distributed. It is unclear how widely they are implemented or effective.*

5. Recruit and retain more women to the Sciences in both TTF and CF.
   a. *This remains a deficiency.*

6. Recruit and retain more URM faculty in both TTF and CF at all ranks.
   a. *This remains a deficiency.*

7. Promote more women in CF lines.
   a. *This remains a deficiency*

8. Compensate LL at or near the level of CaP to retain these valued members of our faculty.
   a. *This remains a deficiency*

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.
   a. *We did not see these data and request they be developed for future Equity analyses.*

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.

Recommendations from the 2018 Survey:

Recruitment:
1. Women and URM faculty were disproportionately recruited to the most junior positions in TTF and women to the most junior positions in CF. Diversity considerations are especially important for hires at senior ranks.

2. For CF, there is a very high level of recruitment per faculty line compared to the TTF, especially in Humanities departments. This is consistent with a high turnover of CF. The reason(s) for departures will soon be informed by exit surveys. It will be important to assess what steps can be taken to retain CF hires.

3. Recruit and retain more women faculty in the Sciences and the Social Sciences.

4. Recruit and retain more URM faculty at every rank in all three divisions in both CF and TTF

5. Assure that the candidates interviewed are diverse. We recommend that Divisional Deans assess the departmental short list requests for diversity.

Compensation:
1. Starting salary for aP TTF shows a bias towards increased salary for male hires. Since starting salary is critical for future merit increases and contributions to retirement accounts, this must be equitable at the start.

2. Men are better compensated when starting at the AP rank. There may be many reasons for this disparity. We ask the Divisional deans to scrutinize this observation for equitable and data-driven base salary and possibly remediation where systematic differences are found.

3. The average starting salary for CaP men is $5k greater than for CaP women and >$11k at the CAP rank. This should be remediated.

Promotion and Retention:
1. As the titles and guidelines for CF have recently undergone re-examination, appointments of many faculty members have been adjusted, with some promotions and the elimination of the Master Teacher category.

Trends for compensation and promotion will need to be closely examined in the next survey.

2. Consideration should be given to renaming/consolidating the CF titles in the Humanities and EWP to be consistent with other CF titles, and salaries increased commensurately since LL and SLL are paid significantly less per year.

3. Systematic exit interviews of departing CF are needed to gain insight into the exceptionally high turnover of these members of the faculty. Survey questions were circulated to the program directors. It is desirable to retain valued faculty members.

4. TT faculty members are leaving NYU at all stages of their career. Exit interviews are incomplete and we recommend systematic collection of these data. In this survey, more female faculty members have left than in the prior years. We suspect that many talented faculty members are being cherry-picked by other universities or leaving for industry, but it will be valuable to assess the reason(s) for departure.

5. The attrition of aP faculty is especially troubling. It is widely felt that faculty needs are not being met; that to secure apartments that accommodate increases in family size, increased salaries (above the merit increase pool), or other potentially negotiable considerations, outside offers must be obtained.

6. Women continue to be promoted from AP tp P more slowly than their male colleagues. It is hoped that the recommendations made in 2016 for review of all APs after 5 years will soon be reflected in the promotion of more women from AP to P.

7. We would like to draw attention to salary compression for TT faculty at both the AP and P ranks. Starting faculty receive more than the average of pre-existing faculty of both genders at both ranks.

Mentoring
1. Mentoring is critical for faculty at every level and throughout the course of their professional lives. In 2017, the Dean's Advisory committee on Policy and Planning (P&P) made formal recommendations for faculty mentoring. These guidelines should be strongly encouraged by the Deans to Chairs for implementation for all TT and CF faculty, from recruitment to retirement. Mentors should have clear understanding of their responsibilities. It would be useful for departments to annually share their programs and plans with Divisional Deans.

Leadership development:

1. We recommend the development of formal opportunities for leadership and network developing in FAS. These may take many forms, including workshops or enrollment in formal programs offered by other institutions. Such opportunities should provide options with provision of childcare offsets and telecommuting, when feasible.

Honors:
1. The selection of Named Professorships remains a serious problem, with underrepresentation of women for these positions. Consideration should be made of eligible women for each available Named Professor position before the appointment is finalized.

Teaching Evaluations:
1. As an important contributor to reappointment and tenure dockets, we recommend that FAS (in conjunction with CAS and GSAS) examine how teaching evaluations are used in reappointment and tenure considerations. It is well documented that students' evaluations of teaching are skewed against female and URM faculty members. As part of the assessment of voluntary separations prior to tenure or reappointment of CF, it would be useful for exit interviews/evaluations to include questions regarding teaching.
2. A more robust mentoring of teaching is needed, and should start with the recruitment of new faculty and continue throughout one's appointment. As teaching approaches vary in different disciplines and for large service courses compared to small seminars, appropriate pedagogy is needed and should be targeted.

3/7/19

NEW YORK UNIVERSITY

Arts and Science
Faculty Equity Study, 2018

Prepared by:
Dan Thilman and Thomas Poudyal
Arts and Science

Last Updated February 2019

Table of Contents

Arts and Science
Faculty Equity Study, 2018

Overview of the 2018 Faculty Equity Study

This document is the eighth 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 recognition of "named" (endowed) professors (chairs).

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.

Description of the data used in this study

Datasets were assembled for faculty with primary appointments in the Faculty of Arts and Science (FAS), the Courant Institute of Mathematical Sciences (CIMS), and the Institute of Fine Arts (IFA). Comparable HR/payroll data for the Institute for the Study of the Ancient World (ISAW) were not available at the time of the study, so ISAW is excluded throughout the study. Unless explicitly stated otherwise, all references in the study to 'Arts and Science' or 'FAS' are reported accordingly. Appendix I details the division in which each unit is reported in the study.

To study the current state of our faculty, a cross-sectional dataset was constructed for all full time faculty with primary appointments in Arts and Science HR/payroll records for any part of Fiscal Year 2017-2018. In addition to unit, rank, gender, ethnicity, and salary,

the cross section included data elements such as Arts and Science teaching assignments and Arts and Science retention and nominations data.

To study tenured/tenure eligible faculty recruitment, a dataset was assembled using job search data entered in ASIS (Arts and Science Information System) by FAS Faculty Advancement for jobs with start dates between 6/1/2006 and 8/31/2018. These data were subdivided into two six-year cohorts for closer study: individuals hired between 6/1/2006 and 5/30/2012 ('2007 to 2012' cohort), and those hired between 6/1/2012 and 8/31/2018 ('2013 to 2018' cohort). NYU and thus Arts and Science faculty recruitment processes and systems changed within and between these hiring cohorts. The 2016 version of this study used data from the NYU Office of Equal Opportunity (OEO) that are now tracked differently and thus not reportable in the same way. This study uses ASIS (Arts and Science Information System) data entered by FAS Faculty Advancement for short list and offer analyses (which use perceived gender) and HR/payroll data for new hire analyses (which use self-reported gender). Arts and Science recruits tenured/tenure eligible faculty via development/incremental and replacement job searches. The search committee narrows down the applicant pool to a "short list" of individuals to be interviewed. For completed searches, at least one offer is made for every line planned to be filled. An individual who accepts an offer and is onboarded is henceforth considered a "new hire".

To study recognitions as named/endowed professor/chair (III.4), a dataset was assembled by FAS administrative offices.

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 (aP or @P), associate professors (AP), full professors (P) and named professors/endowed chairs (NP). 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). **Full time continuing contract faculty** are divided by rank into clinical faculty (3 ranks: Clinical Assistant Professor [CaP or C@P], Clinical Associate Professor [CAP], Clinical Professor [CP]), language lecturers (2 ranks: Language Lecturer [LL], Senior Language Lecturer [SLL]) and master teachers (MT, a singular title no longer being used for new hires). 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 self-reported ethnicities, where available. If an individual had discrepant ethnicity data in HR systems across academic years, the latest available ethnicity is reported.

- "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 individuals with unreported ethnicities entirely.

The release date for school-specific, aggregated results of the 2017-2018 Being@NYU survey has not been announced.

References to 2000, 2005, and 2007 data refer to the datasets and results for those fiscal years in the Arts and Science Faculty Equity Study from 2007[1]. References to 2010, 2012, 2014, or 2016 data refer to the datasets assembled for each of those respective years[2]. Throughout this report, any reference to a year refers to the time period ending on August 31 of that year (e.g. "2018" in the title of this study implies 9/1/2017 through 8/31/2018).

Description of the methods used in this study

Statistical analyses were performed on the full population of faculty in the various datasets 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 gender difference 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 gender difference is 5% or less. We also point out when these chances further drop below 1%.

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,

---

[1] Currently available online at http://as.nyu.edu/content/dam/nyu-as/as/documents/FAS_IR_EquityStudy07.pdf
[2] These studies have been published online at http://as.nyu.edu/administrative-resources/office/institutional-research/reports-of-the-analysis-of-equity-for-as-faculty.html

there is a 65% chance of one false positive, a 26% chance of two, and a 7% chance of 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 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. All significance tests are two-tailed.
- Log-linear regressions for distributions of financial data among individuals, like starting salaries.

All analyses were conducted using SAS analytical software.

Descriptive statistics of the 2018 full time faculty cross-section

The Arts and Science tenured/tenure eligible faculty total has grown by 43% over the past eighteen years, with the 2018 cohort numbering 733 individuals. The Arts and Science continuing contract faculty has grown from 37 to 403 individuals. A portion of the growth is from the addition of Liberal Studies, the College Core Curriculum, and Expository Writing. 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 - 2018
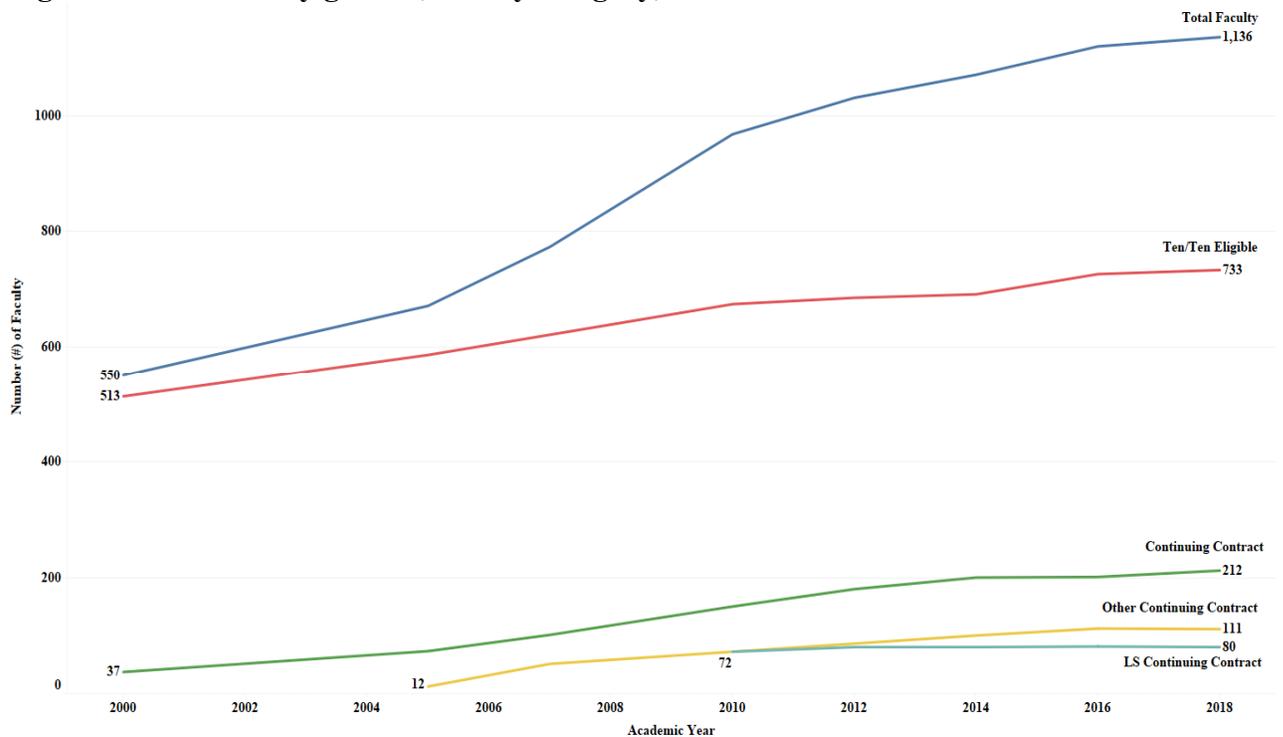
The noncontinuing contract faculty, who are excluded from this study, include both full time predoctoral teaching positions (which have been phased out alongside recent financial aid reforms) and full-time one- to three-year term postdoctoral teaching positions, consisting of Faculty Fellows (which currently number 38), Courant Instructors (24), and Postdoctoral Lecturers (21). Beginning with this study, Figure 1 no longer includes a line for these faculty, and the Total Faculty line was retroactively adjusted accordingly.

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.[3] By Academic Year 2017-2018, these numbers grew to 15,394 registered degree candidates (a growth of 64.5%) and 31,699 individuals in its courses (a growth of 80.1%).[4]

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

	Academic Year 1999-2000		Academic Year 2017-2018	
	Individuals in Programs	Individuals in Courses	Individuals in Programs	Individuals in Courses
CAS	6,311	14,220	7.843 (+24.3%)	23,010 (+61.8%)
LS	0	0	2,699	3,396
GSAS	3,046	3,377	4,852 (+59.3%)	5,293 (+56.7%)
TOTAL UNIQUE	**9,356**	**17,596**	**15,394 (+64.5%)**	**31,699 (+80.1%)**

---

[3] 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.

[4] These 2017-18 counts were drawn from the NYU UDW+ Student Records Dashboard in May 2018 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 depicts the proportion of female, minority, and underrepresented minority tenured/tenure eligible faculty over this period. The proportion of female faculty has increased at a steady rate from 24.0% to 33.5%. The proportion of minority faculty has also increased from 13.7% to 20.1% of faculty with reported ethnicity information. The proportion of faculty in underrepresented minorities has grown to 10.3% of faculty. To place these proportions in context, Figure 2 also includes statistics for NYU as a whole and for other "Very High Research Activity" educational institutions.[5] As of Fall 2016 (the latest data available), 33% of tenured/tenure eligible faculty at similar institutions were female,[6] 28% of faculty at similar institutions were minorities, and 9% of faculty at similar institutions were underrepresented minorities[7].

Figure 2: Proportion female, minority, underrepresented minority (tenured/tenure eligible faculty)[8]
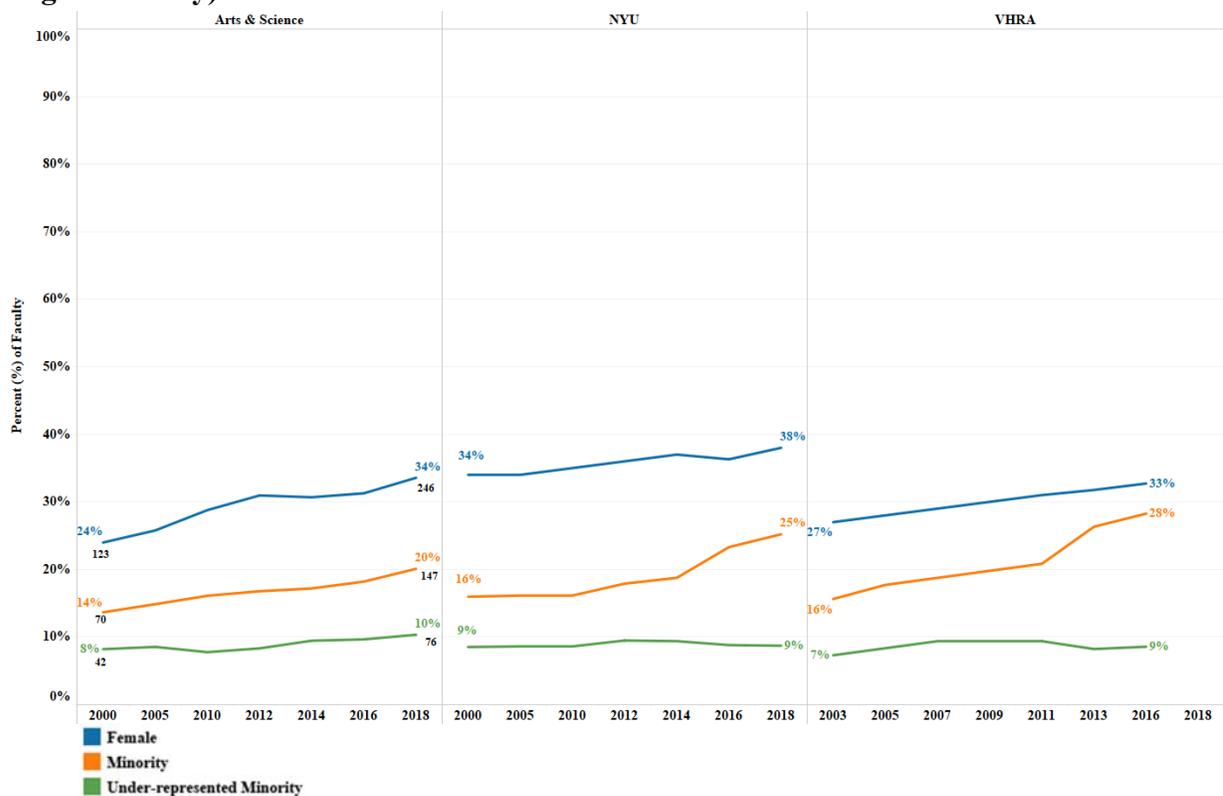
The proportion of female, minority, and underrepresented minority tenured/tenure eligible faculty by division is available below in Table 5.

---

[5] 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

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

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

[8] The denominators for minority and underrepresented minority calculations exclude unreported ethnicities.

Figure 3 depicts the proportion of female, minority, and underrepresented minority continuing contract faculty over this period. The proportion of female faculty has remained relatively flat around 52%. The proportion of minority faculty, still low compared to the numbers from early 2000s, has increased to 21% in 2018. The proportion of faculty in underrepresented minorities had been declining, but has increased to 10% in 2018. To place these proportions in context, Figure 3 includes statistics for NYU as a whole and for other "Very High Research Activity" educational institutions.[9] As of Fall 2016 (the latest data available), 49% of continuing contract faculty at similar institutions were female[10], 30% of faculty at similar institutions were minorities, and 9% of faculty at similar institutions were underrepresented minorities[11].

Figure 3: Proportion female, minority, underrepresented minority (continuing contract faculty)[12]
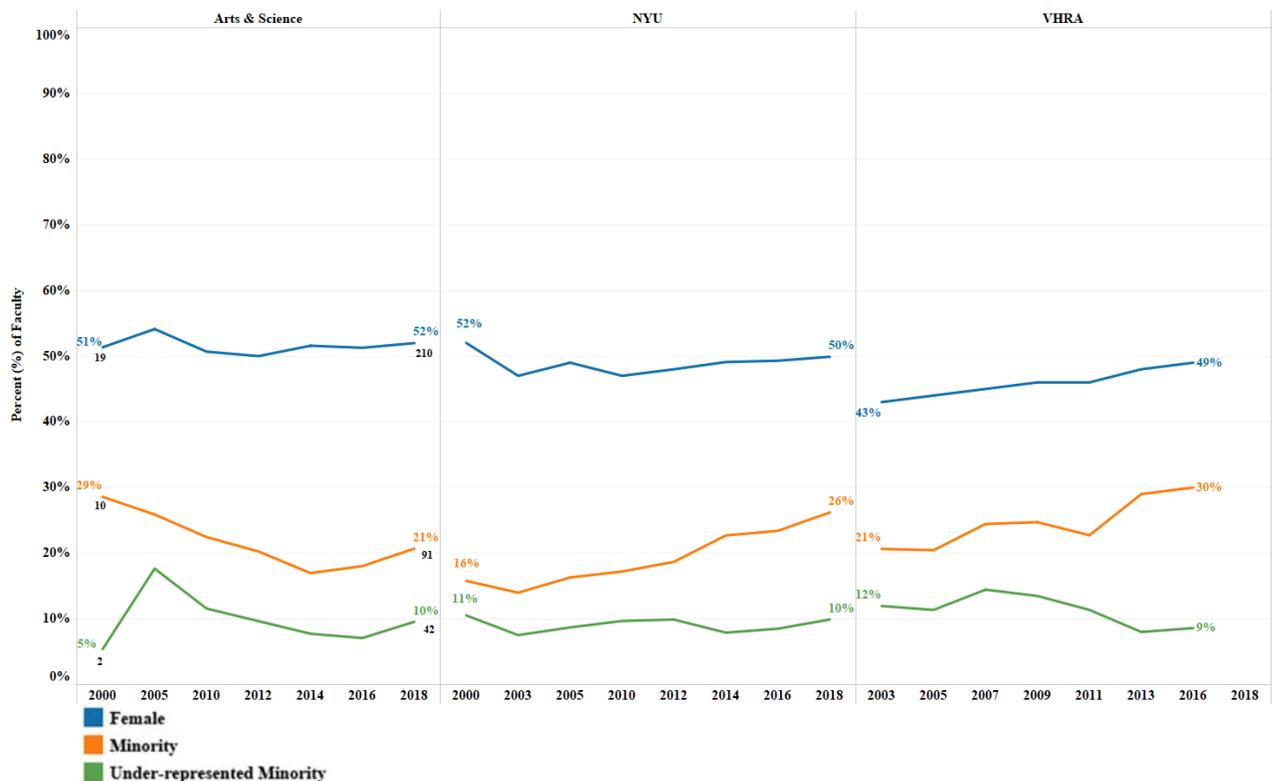
The proportion of female, minority, and underrepresented minority contract faculty by division is available below in Table 8.

---

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

[10] Ibid. p21

[11] Ibid. p23

[12] The denominators for minority and underrepresented minority calculations exclude unreported ethnicities.

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

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

Table 2 depicts the number 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

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
2013 to 2018	(N=397)		(N=394, 3 missing)		(N=394, 3 missing)	
Humanities TT/TE	35 (55%)	29 (45%)	22 (35%)	40 (65%)	11 (18%)	51 (82%)
Humanities CF	43 (62%)	27 (38%)	33 (47%)	37 (53%)	13 (19%)	57 (81%)
Social Science TT/TE	22 (44%)	28 (56%)	8 (16%)	42 (84%)	3 (6%)	47 (94%)
Social Science CF	4 (40%)	6 (60%)	1 (10%)	9 (90%)	0 (0%)	10 (100%)
Science TT/TE	12 (18%)	54 (82%)	21 (32%)	45 (68%)	6 (9%)	60 (91%)
Science CF	18 (46%)	21 (54%)	12 (32%)	26 (68%)	2 (3%)	36 (97%)
Liberal Studies CF	8 (67%)	4 (33%)	4 (33%)	8 (67%)	3 (25%)	9 (75%)
Other CF[13]	47 (44%)	39 (56%)	13 (15%)	73 (85%)	5 (7%)	81 (93%)
2007 to 2012	(N=492)		(N=491, 1 missing)		(N=491, 1 missing)	
Humanities TT/TE	44 (50%)	44 (50%)	23 (27%)	65 (73%)	15 (17%)	73 (83%)
Humanities CF	48 (52%)	44 (48%)	37 (40%)	55 (60%)	17 (18%)	75 (82%)
Social Science TT/TE	21 (36%)	37 (64%)	13 (25%)	45 (75%)	6 (10%)	52 (90%)
Social Science CF	5 (33%)	10 (67%)	5 (33%)	10 (67%)	4 (27%)	11 (73%)
Science TT/TE	17 (25%)	51 (75%)	13 (20%)	55 (80%)	2 (3%)	66 (97%)
Science CF	8 (28%)	21 (72%)	7 (24%)	22 (76%)	3 (10%)	26 (90%)
Liberal Studies CF	18 (56%)	14 (44%)	7 (22%)	25 (78%)	6 (19%)	26 (81%)
Other CF	59 (54%)	51 (46%)	15 (14%)	94 (86%)	5 (5%)	104 (95%)

Assuming nothing about causality, and examining within the main divisions of Arts and Science (Humanities, Science, and Social Science) in the 2013 to 2018 hiring cohort, the null hypothesis that tenure eligibility at recruitment and gender are independent was not rejected with the chi-square statistic for humanities ($\chi2=0.62$, $p=0.43$), or social science ($\chi2=0.05$, $p=0.82$). Gender and tenure eligibility at recruitment are independent for these divisions. The hypothesis was rejected for science ($\chi2=9.40$, $p=0.02$), implying that gender and tenure status of offer are related in this division, with women underrepresented among tenure track science hires.

---

[13] In Table 2, "Other CF" includes faculty in College Core Curriculum and Expository Writing Program.

Examining within the main divisions of Arts and Science (Humanities, Science, and Social Science) in the 2013 to 2018 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 ($\chi2=1.84$, $p=0.18$), social science ($\chi2=0.24$, $p=0.63$), and science ($\chi2=0.0006$, $p=0.98$). Minority status and tenure eligibility of offer are independent.

Examining within the main divisions of Arts and Science (Humanities, Science, and Social Science) in the 2013 to 2018 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 ($\chi2=0.02$, $p=0.90$), nor with Fisher's Exact Test[14] for social science ($p=1.00$) and for science ($p=0.71$). Underrepresented minority status and tenure eligibility of offer are independent.

Assuming these were 9 independent tests, it should be noted that there as 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.

---

[14] 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.

I.2. Recruitment for and hiring of tenured/tenure eligible candidates

Table 3 displays data for two six-year hiring cohort windows starting in 2007, with detail of gender, division, and starting rank. Data for short list finalists (individuals interviewed), offers made, and offers accepted were recorded in ASIS by FAS Faculty Advancement; gender is perceived at the application stage. New hires data are from HR/payroll data; gender is self-reported at or after onboarding. Given the missing data in ASIS on perceived ethnicity of applicants during the recruitment process, analysis of this dataset by ethnicity is not possible.

Table 3: Tenured/tenure eligible faculty recruitment and hiring by Arts and Science

	Short list finalists	Offers made	Offers accepted	Yield	New hires
2013-2018	*168 short lists*				
Gender	(N=644)	(N=266)	(N=209)		(N=183)
Female	175 (28%)	81 (30%)	66 (32%)	81%	70 (38%)
Male	234 (36%)	97 (36%)	72 (34%)	74%	113 (62%)
Left blank	235 (36%)	88 (34%)	71 (34%)	81%	
Division	(N=644)	(N=266)	(N=209)		(N=183)
Humanities	247	108	96	89%	66 (36%)
Social Sciences	208	83	55	66%	50 (27%)
Science	189	75	58	77%	67 (37%)
Starting Rank	(N=542, 102 open rank)	(N=221, 45 open rank)	(N=178, 31 open rank)		(N=183)
Assistant Professor	444	169	131	78%	123 (67%)
Associate Professor	44	18	18	100%	28 (15%)
Professor	54	34	29	85%	32 (18%)
2007-2012	*211 short lists*				
Gender	(N=639)	(N=271)	(N=208)		(N=222)
Female	157 (25%)	82 (30%)	64 (31%)	78%	86 (39%)
Male	280 (44%)	147 (54%)	112 (54%)	76%	136 (61%)
Left blank	202 (31%)	42 (16%)	32 (15%)	76%	
Division	(N=639)	(N=271)	(N=208)		(N=222)
Humanities	231	96	85	90%	96 (43%)
Social Sciences	161	82	52	63%	58 (26%)
Science	247	93	71	76%	68 (31%)
Starting Rank	(N= 592, 47 missing	(N=248, 23 open rank)	(N=193, 15 open rank)		(N=222)
Assistant Professor	408	159	125	79%	125 (56%)
Associate Professor	97	44	34	77%	47 (21%)
Professor	87	45	34	76%	50 (23%)

Proportion percentages are not displayed for Division and Rank because the datasets within each section are separate. Because some offers are part of open rank searches, Starting Rank is not always known at this stage, and not retroactively populated after hire. Gender data were not retroactively populated at the application stage for new hires who self-reported their gender with NYU HR at or after onboarding.
Yield is calculated as offers accepted (numerator) divided by offers made (denominator).
Offers can exceed number of short lists because one job search can have more than one line planned to be filled. Offers made exceed offers accepted due to declined or withdrawn offers. The total number of offers accepted differs from the total number of new hires due to data entry/process changes and ASIS underreporting within particular units. Data for recruitment within the Courant Institute of Mathematical Sciences (CIMS) seem underreported in ASIS; complete short list data were requested from CIMS but not provided.

As in the 2016 study, the null hypothesis that gender and offer acceptance are independent was not rejected with the chi-square statistic (χ^2=0.17, p=0.68). 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 2018, and prior years.

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

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
2018	(N= 733)		(N=731, 2 missing)		(N=731 2 missing)	
Assistant	57 (46%)	68 (54%)	39 (31%)	85 (69%)	19 (15%)	105 (85%)
Associate	73 (40%)	109 (60%)	43 (24%)	139 (76%)	22 (12%)	160 (88%)
Full	95 (30%)	227 (70%)	55 (17%)	266 (83%)	30 (9%)	291 (91%)
Named	21 (20%)	83 (80%)	10 (10%)	94 (90%)	5 (5%)	99 (95%)
2016	(N=726)		(N=701, 14 missing)		(N=701, 14 missing)	
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%)
2014	(N=691)		(N=647, 1 missing)		(N=647, 1 missing)	
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%)
2012	(N=685)		(N=662, 8 missing)		(N=662, 8 missing)	
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%)
2010	(N=673)		(N=654)		(N=654)	
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%)
2005	(N=586)		(N=563)		(N=563)	
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%)
2000	(N=513)		(N=503)		(N=503)	
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 2018 cross section.

The null hypothesis that gender and rank are independent was again rejected with the chi-square statistic (χ^2=22.76, p<0.01). Gender and rank are associated, for instance, females are underrepresented in the named professor rank (21 females are observed to be named professors compared to the 35 expected under independence).

The null hypothesis that minority status and rank are independent was again rejected with the chi-square statistic (χ^2=20.20, 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 (χ^2=7.32, p=0.05). However, since the number of cases is so small, 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)

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
2018	(N=733)		(N=731, 2 missing)		(N=731, 2 missing)	
Humanities	132 (47%)	150 (53%)	60 (21%)	221 (79%)	37 (13%)	244 (87%)
Social Science	68 (36%)	121 (64%)	33 (17%)	156 (83%)	19 (10%)	170 (90%)
Science	46 (18%)	215 (82%)	53 (20%)	207 (80%)	19 (7%)	241 (93%)
2016	(N=726)		(N=701, 14 missing)		(N=701, 14 missing)	
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%)
2014	(N=691)		(N=647, 1 missing)		(N=647, 1 missing)	
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%)
2012	(N=685)		(N=662, 8 missing)		(N=662, 8 missing)	
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%)
2010	(N=673)		(N=654)		(N=654)	
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%)
2005	(N=586)		(N=563)		(N=563)	
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%)
2000	(N=513)		(N=503)		(N=503)	
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)

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
2013 to 2018	(N=183)		(N=182, 1 missing)		(N=182, 1 missing)	
Assistant	54	69	38	85	16	107
Associate without tenure	1	3	0	4	0	4
Associate with tenure	8	16	3	20	0	23
Full	7	24	11	20	5	26
Named	0	1	0	1	0	1
2007 to 2012	(N=222)		(N=222)		(N=222)	
Assistant	50	75	28	97	11	114
Associate without tenure	2	1	1	2	0	3
Associate with tenure	23	21	17	27	10	34
Full	10	35	4	41	3	42
Named	1	4	1	4	0	5

The null hypothesis that gender and starting rank are independent for the 2013-2018 hiring cohort was not rejected using Fisher's Exact Test (p=0.15). Gender and starting rank are no longer associated.

The null hypothesis that minority status and starting rank are independent for the 2013-2018 hiring cohort was not rejected using Fisher's Exact Test (p=0.22). Minority status and starting rank are not associated.

The null hypothesis that URM status and starting rank are independent for the 2013-2018 hiring cohort was not rejected using Fisher's Exact Test (p=0.32). URM status and starting rank are not associated.

Table 6a: Starting rank by division in 2013-2018 hiring cohort, by gender and minority status (tenured/tenure eligible faculty)

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
Humanities	(N=66)		(N=65 , 1 missing)		(N=65, 1 missing)	
Assistant	23 (62%)	14 (38%)	16 (44%)	21 (56%)	7 (18%)	30 (82%)
Associate with tenure	8 (57%)	6 (43%)	1 (8%)	12 (92%)	0 (0%)	13 (100%)
Full	5 (33%)	10 (67%)	5 (33%)	10 (67%)	5 (33%)	10 (67%)
Social Science	(N=50)		(N=50)		(N=50)	
Assistant	21 (51%)	20 (49%)	7 (17%)	34 (83%)	1 (3%)	33 (97%)
Associate with tenure	1 (20%)	4 (80%)	0 (0%)	5 (100%)	0 (0%)	5 (100%)
Full	0 (0%)	4 (100%)	1 (25%)	3 (75%)	0 (0%)	4 (100%)
Science	(N=67)		(N=67)		(N=67)	
Assistant	10 (22%)	35 (78%)	15 (32%)	30 (68%)	6 (15%)	39 (85%)
Associate with tenure	0 (0%)	9 (100%)	2 (22%)	7 (78%)	0 (0%)	9 (100%)
Full	2 (15%)	11 (85%)	5 (38%)	8 (62%)	0 (0%)	13 (100%)

The null hypothesis that gender, minority, and underrepresented minority status are independent of starting rank for the 2013-2018 hiring cohort was tested using Fisher's Exact Test for each division. One of the nine tests resulted in the null hypothesis being rejected: underrepresented minority status in Humanities, where there were zero underrepresented Associate Professors and two 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
2018	(N=403)		(N=403)		(N=403)	
Contract Total	210 (52%)	193 (48%)	91 (21%)	312 (79%)	42 (10%)	361 (90%)
Clin. Assistant	35 (49%)	36 (51%)	19 (25%)	52 (75%)	9 (12%)	62 (88%)
Clin. Associate	31 (46%)	36 (54%)	15 (23%)	52 (77%)	8 (12%)	59 (88%)
Clin. Professor	27 (39%)	43 (61%)	9 (13%)	61 (87%)	5 (7%)	65 (93%)
Prof. w/o Ten.	9 (75%)	3 (25%)	0 (0%)	12 (100%)	0 (0%)	12 (100%)
Lang. Lectr.	51 (65%)	28 (35%)	24 (24%)	55 (76%)	11 (11%)	68 (89%)
Sr. Lang. Lectr.	61 (60%)	41 (40%)	23 (21%)	79 (79%)	9 (8%)	93 (92%)
Master Teacher[15]	2 (100%)	0 (0%)	1 (50%)	1 (50%)	0 (0%)	2 (100%)
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	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 (χ^2=19.1, p<0.01). Gender and rank are associated, for instance, females are underrepresented in the clinical professor rank (27 females are observed compared to the 36 expected under independence).

The null hypothesis that minority status and rank are independent was not rejected with the chi-square statistic (χ^2=11.6, p=0.07). Minority status and rank are not associated.

The null hypothesis that underrepresented minority status and rank are independent was not rejected by Fisher's Exact Test (p=0.69). Underrepresented minority status and rank are not associated.

---

[15] 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.

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

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
2018	(N=403)		(N=403)		(N=403)	
Humanities	74 (60%)	50 (40%)	45 (36%)	79 (64%)	22 (18%)	102 (82%)
Social Science	9 (38%)	15 (62%)	4 (17%)	20 (83%)	2 (8%)	22 (92%)
Science	25 (38%)	39 (62%)	18 (28%)	46 (72%)	3 (5%)	61 (95%)
Liberal Studies	43 (54%)	37 (46%)	16 (20%)	64 (80%)	12 (15%)	68 (85%)
Other CF[16]	59 (53%)	52 (47%)	8 (7%)	103 (93%)	3 (3%)	108 (97%)
2016	(N=394)		(N=367)		(N=367)	
Humanities	72 (61%)	47 (39%)	31 (31%)	68 (69%)	12 (9%)	125 (91%)
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%)
Other CF	56 (51%)	53 (49%)	6 (6%)	103 (94%)	2 (2%)	107 (98%)
2014	(N=381)		(N=338)		(N=338)	
Humanities	66 (59%)	45 (41%)	22 (29%)	55 (71%)	11 (14%)	66 (86%)
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%)
Other CF	59 (54%)	50 (46%)	10 (9%)	99 (91%)	2 (2%)	107 (98%)
2012	(N=341)		(N=319)		(N=319)	
Humanities	63 (57%)	47 (43%)	32 (37%)	54 (63%)	15 (17%)	71 (83%)
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%)
Other CF	51 (54%)	44 (46%)	8 (9%)	86 (91%)	3 (3%)	91 (97%)
2010	(N=294)		(N=275)		(N=275)	
Humanities	60 (59%)	41 (41%)	30 (36%)	54 (64%)	15 (19%)	66 (81%)
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%)
Other CF	39 (53%)	34 (47%)	8 (11%)	65 (89%)	3 (4%)	73 (96%)
2005	(N=85)		(N=77)		(N=77)	
Humanities	35 (69%)	16 (31%)	16 (36%)	28 (64%)	7 (16%)	37 (84%)
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%)
Other CF	7 (58%)	5 (42%)	0 (0%)	12 (100%)	0 (0%)	12 (100%)
2000	(N=37)		(N=34)		(N=34)	
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%)

---

[16] In Table 8, "Other CF" includes faculty in College Core Curriculum and Expository Writing Program.

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 2007 and 2018 were selected for the starting rank and starting salary analyses.

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

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
2013 to 2018	(N=217)		(N=216, 1 Missing)		(N=216, 1 Missing)	
Clin. Assistant	25	24	15	34	4	45
Clin. Associate	8	8	3	13	1	15
Clin. Professor	1	2	0	3	0	3
Professor Without Tenure	1	5	2	3	4	1
Lang. Lectr.	81	53	42	92	15	119
Sr. Lang. Lectr.	2	2	0	4	0	4
Master Teacher	2	3	1	4	1	4
2007 to 2012	(N=278)		(N=277, 1 Missing)		(N=277, 1 Missing)	
Clin. Assistant	17	18	7	28	3	32
Clin. Associate	2	19	6	15	3	18
Clin. Professor	1	3	0	4	0	4
Professor Without Tenure	4	8	3	9	3	9
Lang. Lectr.	97	78	48	126	20	155
Sr. Lang. Lectr.						
Master Teacher	17	14	7	24	6	25

The null hypothesis that gender and starting rank were independent for the 2013-2018 hiring cohort was not rejected using the Fisher's Exact Test (p=0.33). Gender and starting rank were not associated during this period.

The null hypothesis that minority status and starting rank were independent for the 2013-2018 hiring cohort was not rejected using Fisher's Exact Test (p=0.76). Minority status and starting rank were not associated during this period.

The null hypothesis that underrepresented minority and starting rank were independent for the 2013-2018 hiring cohort was not rejected using the Fisher's Exact Test (p=0.49). Underrepresented and starting rank were not associated during this period.

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

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
Humanities	(N=70)		(N=70)		(N=70)	
Clin. Assistant	3	4	1	6	0	5
Clin. Associate	2	1	1	2	1	2
Professor Without Tenure	0	1	0	1	0	1
Lang. Lectr.	38	21	31	28	6	37
Social Science	(N=10)		(N=10)		(N=10)	
Clin. Assistant	2	2	1	3	0	4
Clin. Associate	2	3	0	5	0	5
Clin. Professor	0	1	0	1	0	1
Science	(N=40)		(N=38)		(N=38)	
Clin. Assistant	15	17	10	21	2	29
Clin. Associate	3	3	2	4	0	6
Clin. Professor	0	1	0	1	0	1
Professor Without Tenure	0	1				
Liberal Studies	(N=12)		(N=11)		(N=11)	
Clin. Assistant	5	1	3	3	2	1
Master Teacher	2	3	1	4	1	4
Professor Without Tenure	1	0	0	1	0	1
Other CF[17]	(N=86)		(N=86)		(N=86)	
Clin. Assistant	0	1	0	1	0	1
Clin. Associate	1	1	0	2	0	2
Clin. Professor	1	0	0	1	0	1
Professor Without Tenure	0	3	2	1	2	1
Lang. Lectr.	43	32	11	64	3	72
Sr. Lang. Lectr.	2	2	0	4	0	4

The null hypothesis that gender, minority, and underrepresented minority status are independent of starting rank for the 2013-2018 hiring cohort was tested using Fisher's Exact Test for each division. None of the 14 tests resulted in the null hypothesis being rejected.

---

[17] In Table 9a, "Other CF" includes faculty in College Core Curriculum and Expository Writing Program.

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

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

Table 10 depicts average (mean) salary at each rank in 2018.

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

	Gender			Minority		Underrepresented Minority	
	Female	Male		Yes	No	Yes	No
Assistant	95,141	110,249	***	100,647	104,178	106,975	102,319
	(17,799)	(24,107)		(20,106)	(23,590)	(29,096)	(22,765)
Associate	120,872	126,681		126,114	123,772	124,931	124,233
	(21,629)	(25,968)		(24,224)	(24,663)	(27,598)	(24,150)
Full	181,784	202,221	**	202,980	193,221	199,650	194,416
	(47,792)	(67,405)		(71,392)	(60,469)	(65,620)	(62,239)
Named	235,251	259,012	*	251,983	255,455	†	†
	(64,621)	(55,644)		(41,238)	(59,371)		

Notes: Standard deviation are in parentheses.
†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 remains significance [18] upon comparing male and female assistant professor salary ($p<0.01$) and no significance upon comparing male and female named professor salaries ($p<0.10$).

There is no significant difference between minority and nonminority salaries at the assistant professor rank. There remains no significant difference between underrepresented minority status and salaries at any rank.

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 (regression model 2018b). We also expanded the regression model to test for a significant interaction between gender and ethnicity with salary for faculty (regression model 2018a), and confirmed that gender and ethnicity together are not significant predictors of salary.

---

[18] Assuming these are 12 independent tests, it should be noted that there as a 71% chance of reporting at least one false positive with significance at a level of $p \leq .10$, and a 34% chance of reporting two false positives.

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

	2018a	2018b	2016a	2016b	2014a	2014b	2012
Intercept	12.18	12.19	12.00	12.01	11.98	11.99	11.90
	(0.04)***	(0.06)***	(0.06)***	(0.06)***	(0.06)***	(0.06)***	(0.06)***
Female		-0.01		-0.01		0.01	0.00
		(0.02)		(0.02)		(0.02)	(0.02)
vs. Male NonMin							
Female NonMin	-0.01		0.00		0.02		
	(0.01)		(0.02)		(0.02)		
Female Min.	0.01		0.00		0.01		
	(0.04)		(0.04)		(0.03)		
Male Min.	0.03		0.02		0.03		
	(0.02)		(0.03)		(0.03)		
Rank vs. Professor							
Assistant	-0.72	-0.71	-0.70	-0.70	-0.75	-0.74	-0.74
	(0.03)***	(0.03)***	(0.03)***	(0.03)***	(0.03)***	(0.03)***	(0.03)***
Associate	-0.43	-0.43	-0.43	-0.43	-0.44	-0.44	-0.45
	(0.03)***	(0.02)***	(0.02)***	(0.02)***	(0.02)***	(0.02)***	(0.02)***
Named	0.23	0.30	0.26	0.25	0.30	0.29	0.25
	(0.02)***	(0.03)***	(0.03)***	(0.03)***	(0.03)***	(0.03)***	(0.03)***
Department†	***	***	***	***	***	***	***
Year of Hire	0.01	0.01	0.01	0.01	0.01	0.01	0.01
	(0.00)***	(0.00)***	(0.00)***	(0.00)***	(0.00)***	(0.00)***	(0.00)***
R^2	0.74	0.74	0.69	0.70	0.72	0.73	0.74
N	706	706	687	726	640	684	672

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 average (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)

	Gender			Minority		Underrepresented Minority	
	Female	Male		Yes	No	Yes	No
2013 to 2018							
Assistant	92,159	103,940	***	93,491	100,111	97,063	98,112
	(22,069)	(23,193)		(17,769)	(24,852)	(18,533)	(23,550)
Associate without tenure	†	†		n.a.	†	n.a	†
Associate with tenure	125,683	144,806		†	†	n.a.	†
	(26,625)	(36,464)					
Full	199,312	225,962		232,626	216,910	†	†
	(52,235)	(88,537)		(97,846)	(75,819)		
Named	n.a.	†		n.a.	†	n.a.	†
2007 to 2012							
Assistant	80,906	85,376		82,970	81,594	83,490	81,754
	(17,679)	(16,137)		(20,342)	(14,525)	(27,180)	(14,526)
Associate without tenure	†	†		†	†	n.a.	†
Associate with tenure	106,689	112,477		110,887	107,399	†	†
	(22,012)	(26,150)		(21,218)	(27,695)		
Full	176,730	192,433		†	†	†	†
	(15,378)	(61,625)					
Named	†	†		†	†	n.a.	†

Notes: Standard deviations are in parentheses.
†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 significance[19] upon comparing male and female starting salary in only one of the tests: at the assistant professor (p<0.01) rank in the recent cohort. There was no significance in minority or underrepresented minority status and starting salaries at any rank. 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

---

[19] Assuming these are 21 independent tests, it should be noted that there is an 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.

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)

	2018a	2018b	2016a	2016b	2014a	2014b
Intercept	12.13 (0.09)***	12.14 (0.10)***	12.08 (0.09)***	12.07 (0.09)***	11.78 (0.17)***	11.78 (0.17)***
Female		-0.01 (0.02)		-0.03 (0.02)		-0.01 (0.02)
vs. Male NonMin						
Female NonMin	-0.03 (0.02)		-0.04 (0.03)		-0.01 (0.02)	
Female Min.	0.01 (0.03)		0.00 (0.04)		-0.01 (0.03)	
Male Min.	0.02 (0.02)		0.01 (0.04)		0.00 (0.02)	
Starting Rank vs. Professor						
Assistant	-0.75 (0.03)***	-0.76 (0.03)***	-0.80 (0.03)***	-0.78 (0.03)***	-0.77 (0.02)***	-0.75 (0.02)***
Associate without tenure	-0.69 (0.09)***	-0.70 (0.10)***	-0.58 (0.10)***	-0.56 (0.09)***	-0.56 (0.07)***	-0.52 (0.07)***
Associate with tenure	-0.38 (0.04)***	-0.39 (0.04)***	-0.42 (0.04)***	-0.41 (0.03)***	-0.41 (0.03)***	-0.38 (0.03)***
Named Professor	0.11 (0.04)	0.13 (0.10)	0.06 (0.08)	0.05 (0.07)	0.07 (0.06)	0.06 (0.06)
Department	†***	†***	†***	†***	†***	†***
Year of hire	0.02 (0.00) ***	0.02 (0.00)***	0.03 (0.00)***	0.03 (0.00)***	0.03 (0.00)***	0.03 (0.00)***
R^2	0.74	0.73	0.78	0.78	0.84	0.84
N	402	363	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 average (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)

	Gender			Minority			Underrepresented Minority		
2018	Female	Male		Yes	No		Yes	No	
Clin. Assistant	73,218 (14,139)	75,753 (10,045)		72,802 (6,599))	74,555 (13,447)		69,692 (6,346)	74,712 (12,536)	
Clin. Associate	85,337 (13,152)	93,889 (24,447)	*	81,316 (10,850)	96,260 (22,166)	*	78,401 (7,930)	91,641 (21,351))	*
Clin. Professor	97,149 (22,763)	102,428 (29,484)		79,034 (26,677)	103,771 (26,597)	**	†	†	
Lang. Lectr.	61,185 (1,620)	61,454 (2,146)		62,069 (3,785)	61,061 (499)	*	63,312 (5,390)	61,047 (504)	***
Sr. Lang. Lectr.	67,777 (2,754)	67,379 (579)		66,921 (1,394)	67,824 (2,345)		67,328 (142)	67,664 (2,303)	
Master Teacher	†	†		†	†		†	†	
2016									
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	†	†		†	†		†	†	
2014									
Clin. Assistant	69,458 (8,065)	73,826 (7,728)	*	†	†		†	†	
Clin. Associate	81,429 (12,755)	91,212 (19,750)	*	82,690 (11,682)	89,721 (19,407)		†	†	
Clin. Professor	103,158 (23,427)	109,771 (26,991)		†	†	*	†	†	**
Lang. Lectr.	51,165 (2,265)	51,356 (1,632)		51,408 (2,892)	51,364 (1,657)		†	†	
Sr. Lang. Lectr.	58,355 (5,681)	57,599 (6,591)		57,084 (2,333)	57,798 (5,843)		56,305 (2,776)	57,785 (5,431)	
Master Teacher	67,282 (9,605)	71,860 (19,773)		66,449 (5,696)	69,920 (16,428)		66,208 (3,877)	69,749 (16,073)	
2012									
Clin. Assistant	65,523 (9,162)	68,963 (8,300)		71,185 (6,156)	65,656 (8,597)		†	†	
Clin. Associate	76,179 (11,801)	86,641 (17,119)	**	74,959 (12,647)	86,717 (17,091)	**	†	†	*
Clin. Professor	104,721 (20,087)	110,134 (23,291)		†	†		†	†	
Lang. Lectr.	48,647 (2,644)	47,947 (2,773)		47,657 (3,164)	49,037 (2,210)	*	45,798 (2,631)	48,978 (2,341)	**
Sr. Lang. Lectr.	55,184 (5,530)	57,006 (10,000)		55,299 (3,316)	55,667 (7,842)		†	†	
Master Teacher	63,838 (9,103)	68,037 (19,252)		61,794 (4,785)	66,939 (16,463)	**	61,294 (3,240)	66,703 (16,078)	**

Notes: Standard deviations are in parentheses.   Unreported ethnicities excluded from minority analyses.
†Categories with <=5 faculty are not reportable due to confidentiality concerns.
***p<.01 **p<.05 *p<.10

In 2018, 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 no significant differences[20] between genders in the Clinical Associate rank (p=0.08 favoring men) and between underrepresented minority statuses in two ranks (p=0.08 for Clinical Associate Professors). There was a significant difference for Language Lecturers all favoring non-underrepresented minorities (p<0.01).

For minority statuses in three ranks, there was significance for Clinical Professors (p=0.02), but not for (p=0.06) Clinical Associates nor (p=0.06) for Language Lecturers.

---

[20] 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≤ .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. In 2018, it appeared that the relationship between gender and log salary after controlling for rank, department, and year of hire was no longer significant.

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

	2018a	2018b	2016a	2016b	2014a	2014b	2012	2010
Intercept	11.14	11.20	10.97	10.97	10.97	10.95	10.87	10.83
	(0.03)***	(0.04)***	(0.03)***	(0.03)***	(0.03)***	(0.03)***	(0.12)***	(0.15)***
Female		-0.00		-0.01		-0.03	-0.03	-0.04
		(0.02)		(0.01)		(0.01)*	(0.01)**	(0.02)**
vs. Male NonMin								
Female NonMin	-0.01		-0.01		-0.02			
	(0.02)		(0.02)		(0.01)			
Female Min.	-0.03		-0.04		-0.04			
	(0.04)		(0.03)		(0.03)			
Male Min.	-0.02		-0.02		-0.01			
	(0.03)		(0.03)		(0.03)			
vs. Sr Lang Lectr								
Clin. Assistant	0.01	0.01	0.29	0.28	0.22	0.21	0.25	0.27
	(0.04)	(0.04)	(0.04)***	(0.04)***	(0.04)***	(0.04)***	(0.04)***	(0.05)***
Clin. Associate	0.15	0.15	0.41	0.39	0.32	0.33	0.34	0.37
	(0.04)	(0.04)***	(0.04)***	(0.03)***	(0.04)***	(0.03)***	(0.03)***	(0.05)***
Clin. Professor	0.26	0.24	0.48	0.46	0.44	0.43	0.50	0.62
	(0.04)***	(0.04)***	(0.04)***	(0.04)***	(0.04)***	(0.04)***	(0.04)***	(0.06)***
Lang. Lectr.	-0.07	-0,06	-0.08	-0.08	-0.06	-0.07	-0.07	-0.09
	(0.02)**	(0.03)*	(0.02)***	(0.02)***	(0.02)***	(0.02)***	(0.02)***	(0.04)**
Master Teacher	0.07	0.08	0.33	0.31	0.18	0.19	0.27	0.26
	(0.11)	(0.11)	(0.04)***	(0.06)***	(0.04)***	(0.03)***	(0.12)**	(0.15)*
Department†	***	***	***	***	***	***	***	***
Year of hire	-0.00	-0.00	-0.00	-0.01	-0.01	-0.01	-0.01	-0.01
	(0.00)***	(0.00)***	(0.00)***	(0.00)***	(0.00)***	(0.00)***	(0.00)***	(0.00)***
R^2	0.65	0.65	0.81	0.81	0.79	0.80	0.84	0.81
N	390	365	358	385	323	365	330	293

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 average (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)

	Gender			Minority		Underrepresented Minority	
	Female	Male		Yes	No	Yes	No
2013 to 2018							
Clin. Assistant	69,982	74,693	**	68,883	72,867	†	†
	(5,212)	(9,801)		(5,104)	(1,431)		
Clin. Associate	79,348	101,588	*	†	†	†	†
	(16,377)	(25,460)					
Clin. Professor	†	†		n.a.	†	n.a.	†
Lang. Lectr.	49,658	49,657		52,028	48,504	56,556	48,827
	(8,860)	(8,286)		(11,486)	(6,874)	(13,201)	(7,693)
Master Teacher	†	†		†	†	†	†
2007 to 2012							
Clin. Assistant	62,425	67,588		†	†	†	†
	(10,265)	(9,625					
Clin. Associate	†	†		76,417	83,643	†	†
				(12,878)	(20,600)		
Clin. Professor	n.a.	†		n.a.	†	n.a.	†
Lang. Lectr.	44,475	45,097		44,006	45,027	42,438	45,037
	(5,159)	(4,600)		(4,262)	(4,709)	(3,827)	(4,651)
Master Teacher	56,381	56,071		56,918	56,043	57,280	55,992
	(3,383)	(2,093)		(2,512)	(2939)	(2,545)	(3,889)

Note: standard deviations are in parentheses.
†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 significance[21] upon comparing male and female recent clinical assistant starting salary (p=0.04) but not at the clinical associate (p=0.06) rank.

There was no significance upon comparing the language lecturer starting salary for faculty in the early cohort.

There remains no apparent significant difference between salaries by rank in either cohort based on ethnicity.

---

[21] Assuming these are 25 independent tests, it should be noted that there as 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 is not a significant predictor of log starting salary.

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

	2018a	2018b	2016a	2016b	2014a	2014b
Intercept	10.82 (0.10)***	10.82 (0.10)	10.86 (0.11)***	10.81 (0.13)***	10.82 (0.13)***	10.82 (0.13)***
Female		-0.02 (0.01)		-0.01 (0.01)		-0.01 (0.01)
vs. Male NonMin						
Female	-0.02 (0.01)		-0.02 (0.02)		-0.00 (0.02)	
Female Min.	0.01 (0.02)		0.01 (0.03)		0.00 (0.01)	
Male Min.	-0.02 (0.02)		-0.03 (0.03)		-0.01 (0.02)	
Starting Rank vs. Sen. Lang. Lectr.						
Clin. Assistant	0.29 (0.09)**	0.33 (0.09)**	0.24 (0.09)***	0.30 (0.09)***	0.31 (0.10)***	0.36 (0.10)***
Clin. Associate	0.47(0.09)***	0.49(0.09)***	0.44 (0.09)***	0.46 (0.08)***	0.54 (0.10)***	0.56 (0.10)***
Clin. Professor	0.85(0.12)***	0.88(0.11)***	0.80 (0.11)***	0.83 (0.11)***	0.94 (0.12)***	0.96 (0.12)***
Lang. Lectr.	-0.14 (0.08)	-0.14 (0.08)**	-0.18 (0.07)**	-0.17 (0.07)**	-0.12 (0.09)	-0.12 (0.09)
Master Teacher	0.18 (0.11)	0.19 (0.10)	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)	0.00 (0.00)***	0.00 (0.00)	0.02 (0.00)***	0.02 (0.00)***
R^2	0.71	0.70	0.75	0.73	0.82	0.81
N	520	593	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 129 tenure eligible hires from 2007 to 2012, 13 are currently tenure eligible: the rest have been denied tenure, granted tenure, or have departed as of September 2018. (Departures here and elsewhere in Part III include faculty who left employment in Arts and 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=0.63). Gender and tenure outcome are not associated.

The null hypothesis that minority status and tenure outcome are independent was not rejected using Fisher's Exact Test (p=0.29). Minority status and tenure outcome are not associated.

The null hypothesis that underrepresented minority status and tenure outcome are independent was not rejected using Fisher's Exact Test (p=0.91). Underrepresented minority status and tenure outcome are not associated.

The distributions of outcomes for tenure eligible faculty in this cohort are depicted in Figure 4; percentages may not sum to 100 due to rounding.
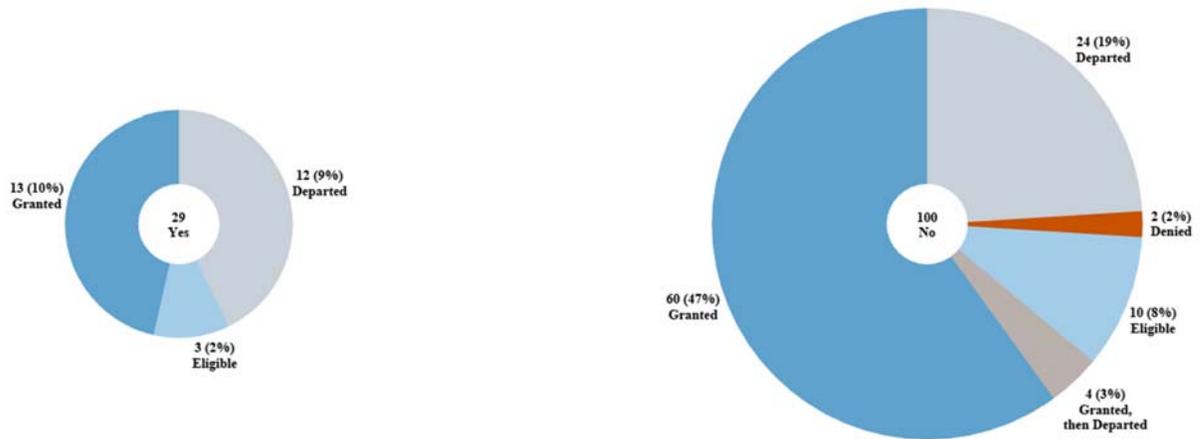
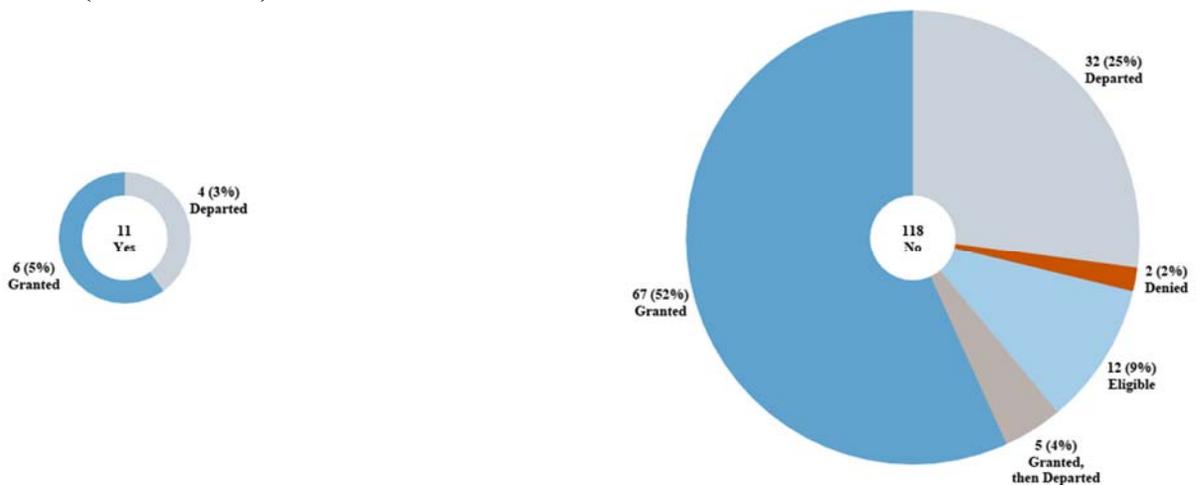Figure 4a: **201**8 Status of tenure eligible new hires (2007 to 2012)
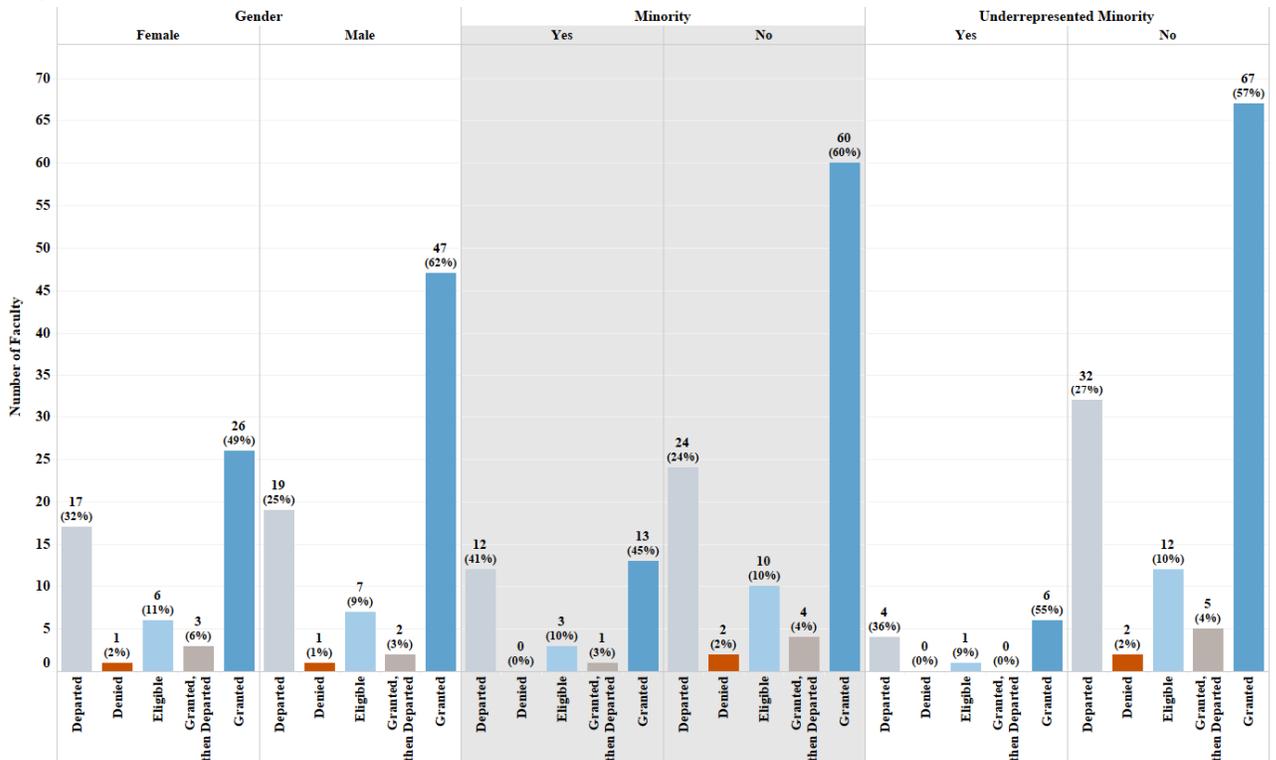
Figure 4b: 2018 Status of tenure eligible new hires by gender (2007 to 2012)
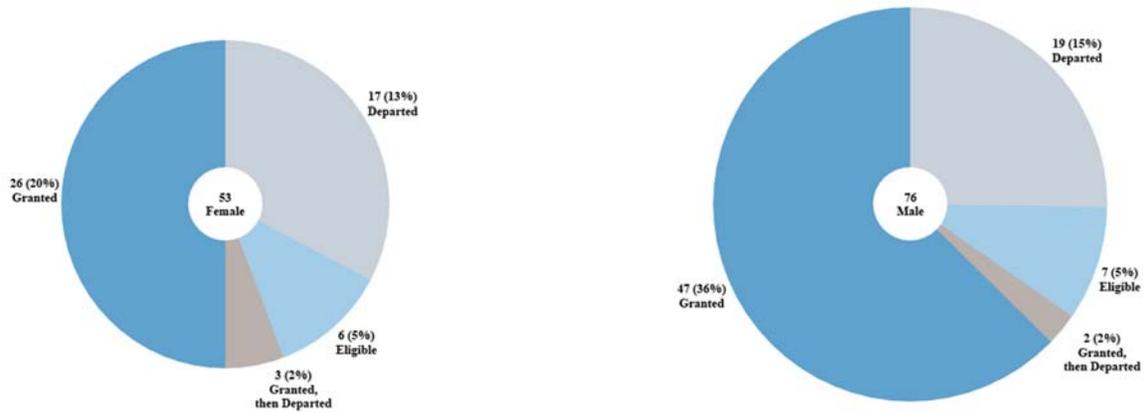
Figure 4c: 2018 Status of tenure eligible new hires by minority status (2007 to 2012)

Figure 4d: 2018 Status of tenure eligible new hires by underrepresented minority status (2007 to 2012)

Figure 4e: 2018 Status of tenure eligible new hires (2007 to 2012)

	Gender		Minority		Under-represented Minority	
	Female	Male	Yes	No	Yes	No
Departed	17 (32%)	19 (25%)	12 (41%)	24 (24%)	4 (36%)	32 (27%)
Denied	1 (2%)	1 (1%)	0 (0%)	2 (2%)	0 (0%)	2 (2%)
Eligible	6 (11%)	7 (9%)	3 (10%)	10 (10%)	1 (9%)	12 (10%)
Granted, then Departed	3 (6%)	2 (3%)	1 (3%)	4 (4%)	0 (0%)	5 (4%)
Granted	26 (49%)	47 (62%)	13 (45%)	60 (60%)	6 (55%)	67 (57%)

Table 18: Reasons for faculty departures for tenure eligible new hires (2007 to 2012)

Table 18 further analyzes the "Departed" row of Figure 4e. FAS Faculty Advancement collects narratives behind each individual's departure.

	Gender		Minority		Under-represented Minority	
	Female	Male	Yes	No	Yes	No
Potential Negative Review	5	4	2	7	1	8
Tenure Denied	1	3	2	2	1	3
Other Job	3	6	3	6	1	8
Personal Reason(s)	1	1	1	1	0	2
Unknown	7	5	4	8	1	11

Many individuals who expected to receive negative reviews or were denied tenure ultimately accepted positions. These individuals are counted once, either in Potential Negative Review or in Tenure Denied (but not in 'Other Job').

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

There were 47 new associate professors from 2006-2007 to 2011-2012. Of these, 16 (34%) have been promoted, 12 (26%) have departed prior to promotion, and 18 (38%) continue in 2017-2018 as associate professors. One individual (2%) continues in Arts and Science in 2017-2018 as a continuing contract faculty member, and is thus excluded from Figure 5.

The null hypothesis that gender and promotion are independent for this cohort was not rejected using Fisher's Exact Test (p=0.65). Gender and promotion of hires from associate to full professor are not associated.

The null hypothesis that minority status and promotion are independent was not rejected using Fisher's Exact Test (p=0.08). Minority status and promotion of hires from associate professor to full professor are not associated for this cohort.

The null hypothesis that underrepresented minority status and promotion are independent was not rejected using Fisher's Exact Test (p=0.28). Underrepresented minority status and promotion of hires from associate professor to full professor are not associated for this cohort.
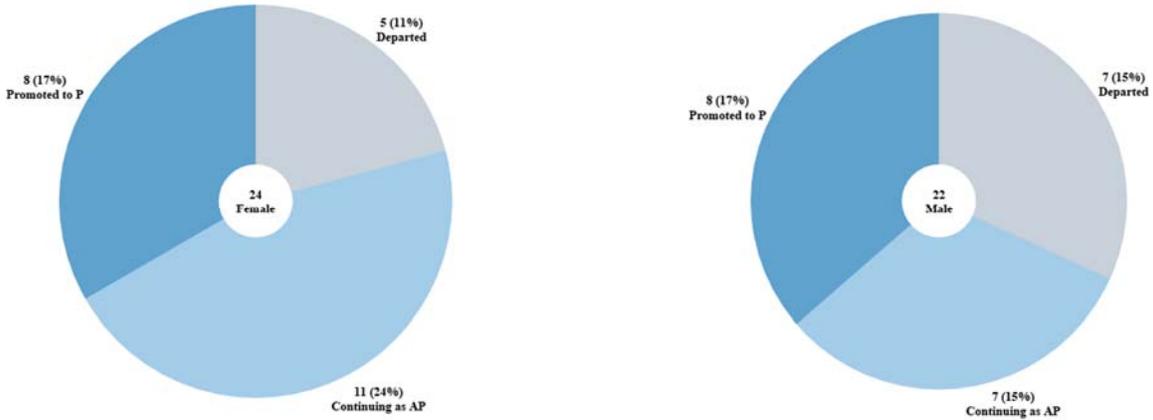
The distributions of outcomes for faculty in this cohort are depicted in Figure 5; percentages may not sum to 100 due to rounding.

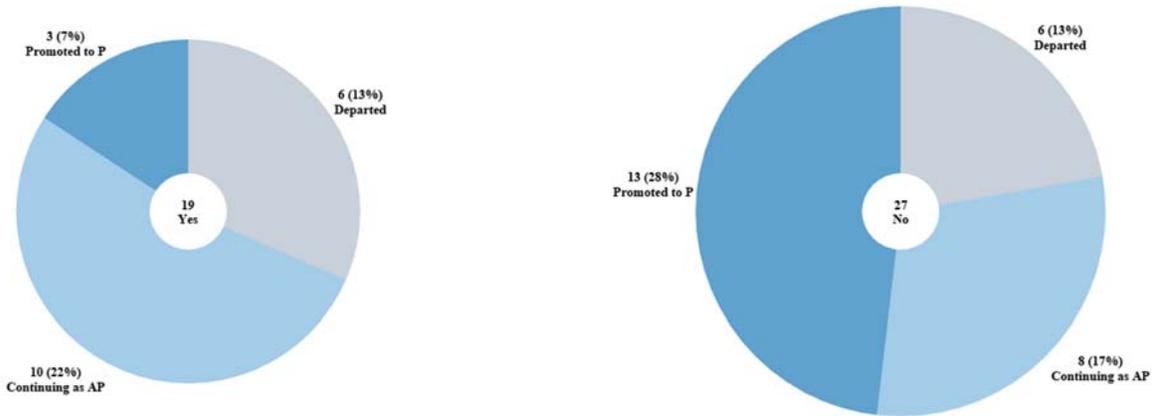**Figure 5a: 2018 Status of faculty who were new associate professors from 2007-2012**
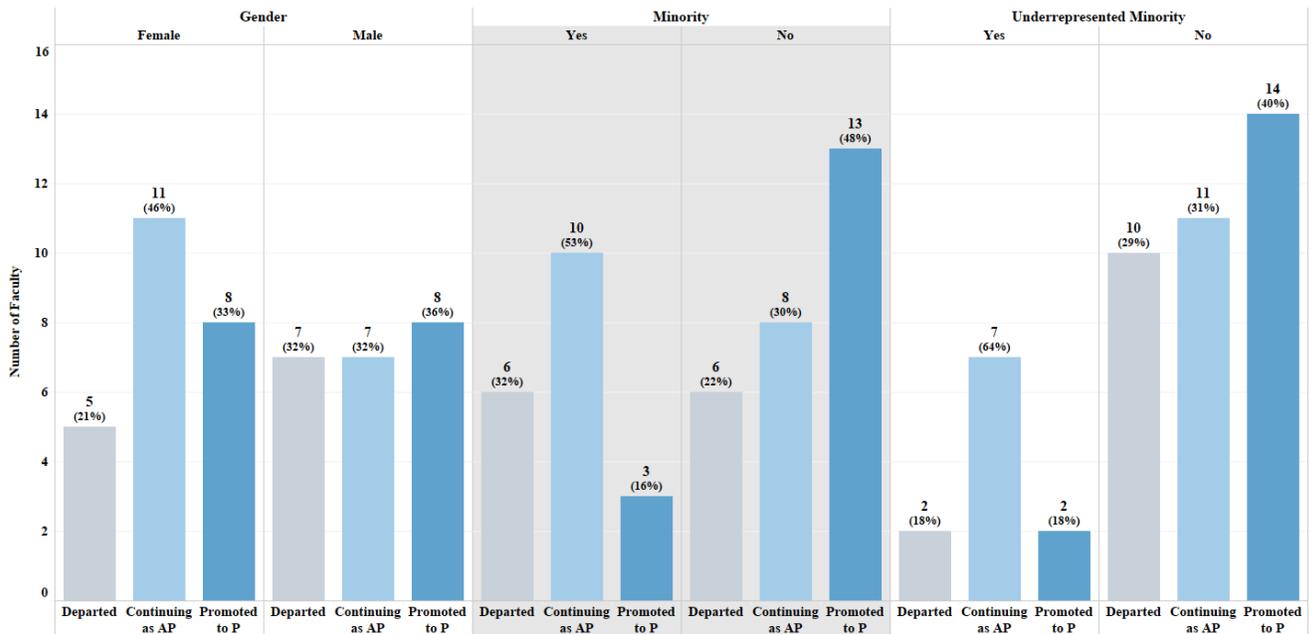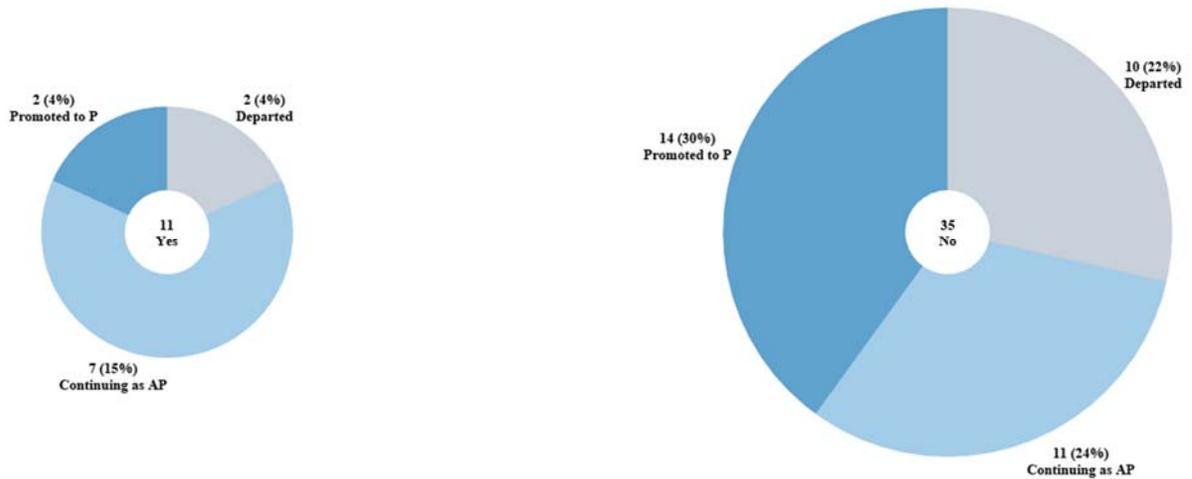
Figure 5b: 2018 Status of faculty who were new associate professor from 2007-2012, by gender

Figure 5b: 2018 Status of faculty who were new associate professor from 2007-2012, by minority status

Figure 5b: 2018 Status of faculty who were new associate professor from 2007-2012, by underrepresented minority status

Figure 5e: 2018 Status of faculty who were new associate professors from 2007-2012

	Gender		Minority		Under-represented Minority	
	Female	Male	Yes	No	Yes	No
Departed	5 (21%)	7 (32%)	6 (32%)	6 (22%)	2 (18%)	10 (29%)
Continuing as AP	11 (46%)	7 (32%)	10 (53%)	8 (30%)	7 (64%)	11 (31%)
Promoted to P	8 (33%)	8 (36%)	3 (16%)	13 (48%)	2 (18%)	14 (40%)

Table 19: Reasons for departure for faculty who were new associate professors from 2007-2012

Table 19 further analyzes the "Departed" row of Figure 5e. FAS Faculty Advancement collects narratives behind each individual's departure.

	Gender		Minority		Under-represented Minority	
	Female	Male	Yes	No	Yes	No
Potential Negative Review	0	0	0	0	0	0
Promotion Denied	0	1	1	0	0	1
Other Job	2	0	1	1	1	1
Personal Reason(s)	0	0	0	0	0	0
Unknown	3	6	4	5	1	8

Many individuals who expected to receive negative reviews or were denied tenure ultimately accepted positions. These individuals are counted once, either in Potential Negative Review or in Promotion Denied (but not in 'Other Job').

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

There were 87 assistant professors in the 2001-2006 hiring cohort; 64 were promoted to associate professor and 23 departed without having been promoted to associate professor. Of the 64 promoted, 31 have been promoted again and 8 have departed without having been promoted to full professor.

The null hypothesis that gender and promotion are independent for this cohort was not rejected using Fisher's Exact Test (p=0.74). Gender and promotion from associate to full professor are not associated for this cohort.

The null hypothesis that minority status and promotion are independent was not rejected using Fisher's Exact Test (p=0.67). Minority status and promotion from associate to full professor are not associated for this cohort.

The null hypothesis that underrepresented minority status and promotion are independent was not rejected using Fisher's Exact Test (p=0.53). Underrepresented minority status and promotion from associate to full professor are not associated for this cohort.

The distributions of outcomes for faculty in this cohort are depicted in Figures 6; percentages may not sum to 100 due to rounding.

Figure 6a: 2018 Status of associate professors promoted within (2007 to 2012)
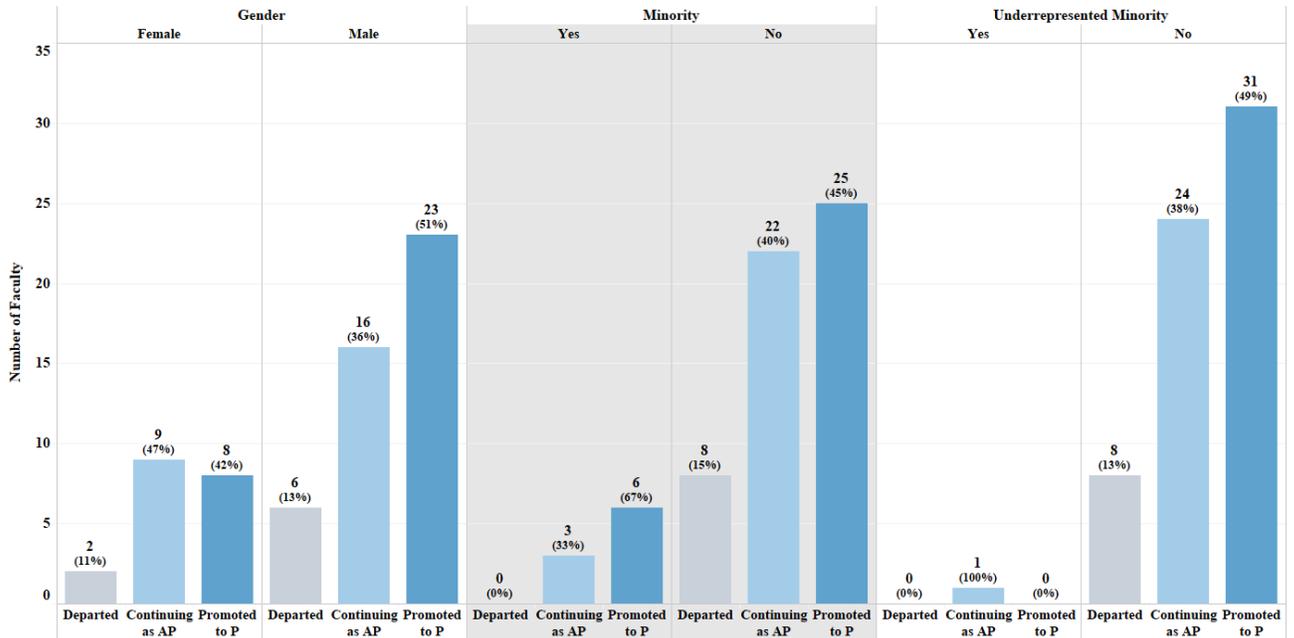
Figure 6b: 2018 Status of associate professors promoted within by gender (2007 to 2012)
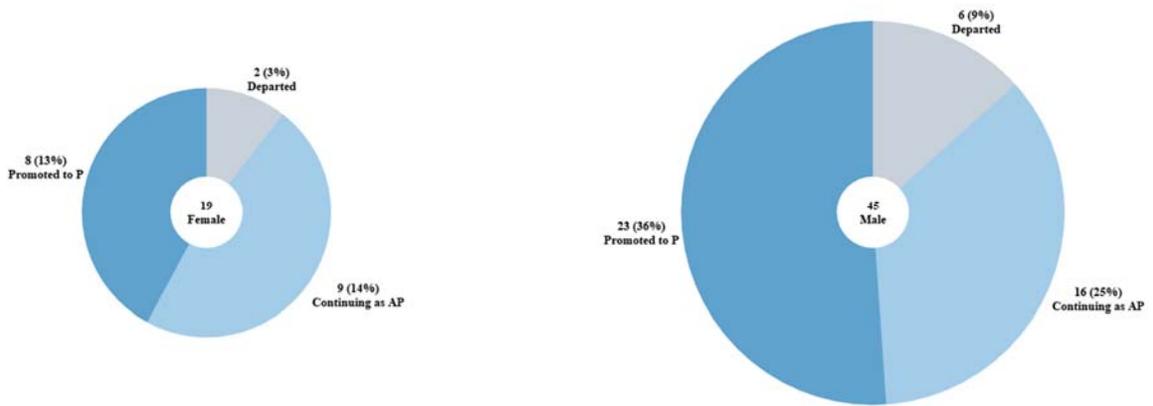
Figure 6c: 2018 Status of associate professors promoted within by minority status (2007 to 2012)

Figure 6d: 2018 Status of associate professor promoted within by underrepresented minority status (2007 to 2012)
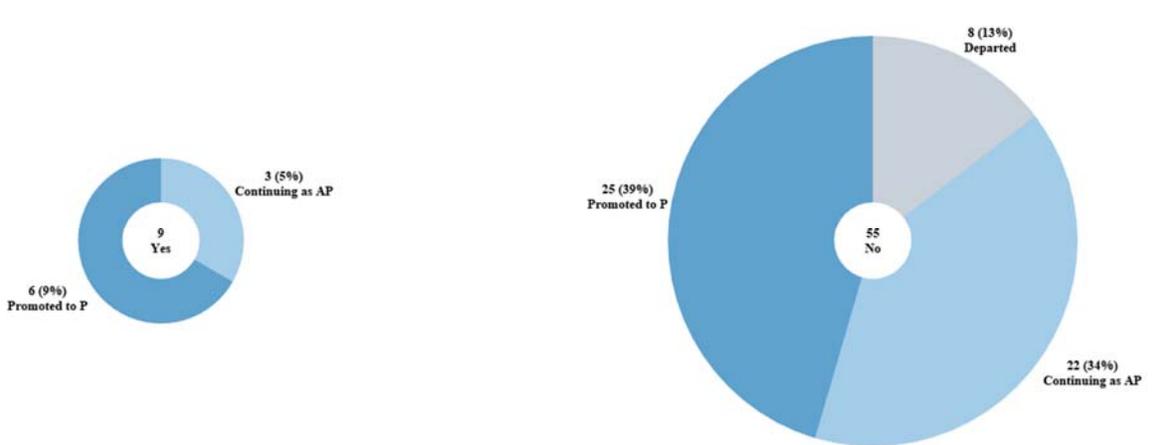
Figure 6e: 2018 Status of associate professor promoted within (2007 to 2012)

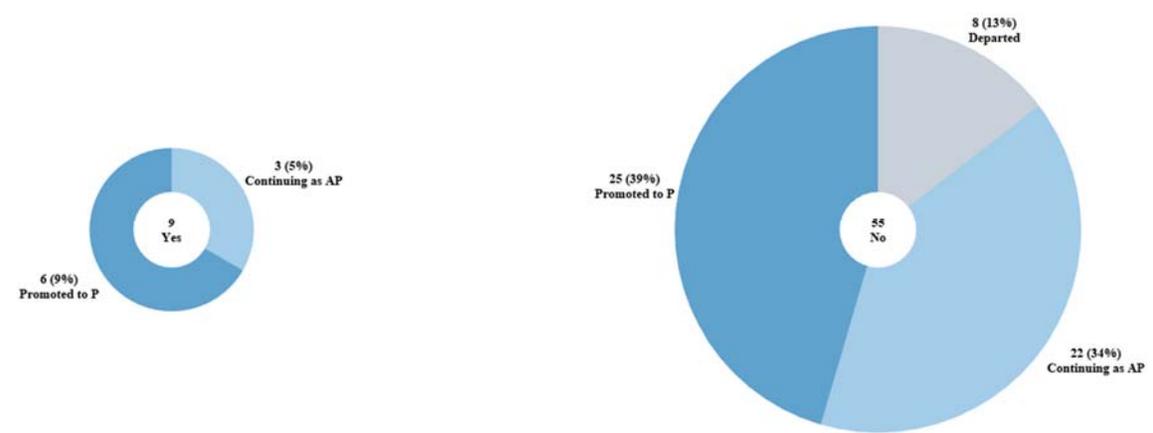|	Gender		Minority		Under- represented Minority	
	Female	Male	Yes	No	Yes	No
Departed	2 (11%)	6 (13%)	0 (0%)	8 (15%)	0 (0%)	8 (13%)
Continuing as AP	9 (47%)	16 (36%)	3 (33%)	22 (40%)	1 (100%)	24 (38%)
Promoted to P	8 (42%)	23 (51%)	6 (67%)	25 (45%)	0 (0%)	31 (49%)

Table 20: Reasons for faculty departures for associate professor promoted within (2007 to 2012)

Table 20 further analyzes the "Departed" row of Figure 6e. FAS Faculty Advancement collects narratives behind each individual's departure.

	Gender		Minority		Under- represented Minority	
	Female	Male	Yes	No	Yes	No
Other Job	0	5	0	5	0	5
Unknown	1	1	0	2	0	2

One departure was due to death.

III.4. Named professorships

An official list of FAS Named Professorships is maintained internally by FAS administrative offices. This list was used to build Table 21, which counts named professorships held for at least one year from 2011 through 2018. "New" Named Professors are those who were recognized with a particular named professorship for the first time during the two-year window. Some individuals concurrently hold two named professorships; in Table 21, they are counted once per named professorship held, rather than once per individual (as they are in Table 4).

Table 21: Named professorships held (2011-2018)

	2018, 2017		2016, 2015		2014, 2013		2012, 2011	
	Total (Silver) (N=116)	New (Silver) (N=18)	Total (Silver) (N=106)	New (Silver) (N=9)	Total (Silver) (N=101)	New (Silver) (N=15)	Total (Silver) (N=92)	New (Silver) (N=11)
Gender								
Female	29 (17)	6 (6)	26 (13)	2 (2)	25 (12)	4 (3)	23 (10)	2 (2)
Male	87 (48)	12 (6)	80 (42)	7 (5)	76 (38)	11 (9)	69 (30)	9 (5)
Minority	(N=116)	(N=18)	(N=106)	(N=9)	(N=101)	(N=15)	(N=92)	(N=11)
Yes	12 (7)	3 (2)	10 (5)	3 (3)	8 (3)	1 (0)	8 (4)	0 (0)
No	104 (58)	15 (10)	96 (50)	6 (4)	93 (47)	14 (12)	84 (36)	11 (7)
URM	(N=116)	(N=18)	(N=106)	(N=9)	(N=101)	(N=15)	(N=92)	(N=11)
Yes	7 (4)	3 (2)	4 (2)	1 (1)	4 (2)	1 (0)	4 (3)	0 (0)
No	109 (61)	15 (10)	102 (53)	8 (6)	97 (48)	14 (12)	88 (37)	11 (7)

Counts above include -- in the year(s) in which they held a named professorship -- faculty no longer in FAS, unlike some public lists. Counts above are of individuals recognized (endowed or honorific in name only) as such during those years, not the total number of named professorships in existence at the time (i.e., no demographic data if a named professorship is vacant).

Counts above exclude -- IFA and ISAW named professorships; rotating FAS or CIMS non-Silver named professorships; faculty with FAS or CIMS named professorships whose primary appointment is outside FAS or CIMS.

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

IV.1. Instructional load (tenured/tenure eligible faculty)

Table 22 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(s).

Table 22: Courses assigned with enrollments by gender, minority status (tenured/tenure eligible faculty)

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
Number of Courses	1.96 (1.27)	1.80 (1.21)	1.83 (1.22)	1.86 (1.25)	2.01 (1.26)	1.84 (1.24)
Number of Students	58.16 (55.15)**	74.29 (93.22)**	54.94 (61.42)	59.38 (85.68)	64.63 (48.02)	57.75 (82.50)

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

Table 23: Courses assigned with enrollments by division (tenured/tenure eligible faculty)

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
Humanities						
Number of Courses	1.98 (1.37)	2.23 (1.44)	2.03 (1.32)	2.14 (1.45)	2.03 (1.40)	2.13 (1.42)
Number of Students	55.18 (37.12)	64.17 (50.38)	44.88 (44.88)	49.61 (47.39)	50.69 (51.29)	48.65 (46.11)
Social Science						
Number of Courses	2.18 (1.24)	1.97 (1.11)	2.18 (1.28)	2.02 (1.14)	2.34 (1.20)	2.02 (1.15)
Number of Students	58.87 (52.85)	72.48 (60.19)	62.27 (55.15)	60.11 (59.44)	54.53 (35.25)	61.15 (60.67)
Science						
Number of Courses	1.52 (0.95)	1.44 (0.98)	1.35 (0.95)	1.49 (0.98)	1.53 (1.07)	1.46 (0.06)
Number of Students	63.88 (86.37)	81.95 (125.5)	57.39 (78.41)	67.81 (120.1)	95.74 (109.8)	63.32 (112.9)

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

IV.2. Instructional load (continuing contract faculty)

Table 24 shows that there is no significant difference between the numbers of academic year-scheduled courses assigned to male and female contract faculty. Female contract faculty taught significantly fewer students, on average, in the 2018 academic year. Faculty with minority status and underrepresented minority status taught more classes, on average. There remains 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)

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
Number of Courses	4.07 (1.84)	4.00 (1.86)	4.52 (1.77)***	3.88 (1.82)***	4.47 (1.32)**	3.96 (1.87)**
Number of Students	80.81 (91.40)***	116.80 (164.6)***	101.9 (105.02)	96.51 (139.00)	79.21 (58.7)	99.99 (132.8)

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

Table 25: Courses assigned with enrollments by division (continuing contract faculty)

	Gender		Minority		Underrepresented Minority	
	Female	Male	Yes	No	Yes	No
Humanities						
Number of Courses	4.79 (1.49)	4.31 (1.74)	5.05 (1.47)	4.33 (1.63)	4.68 (1.05)	4.6 (1.71)
Number of Students	58.17 (27.85)	61.92 (38.15)	57 (35.98)	63.47 (24.30)	60.91 (25.61)	59.23 (33.67)
Social Science						
Number of Courses	3.72 (1.48)	3.93 (0.92)	4.25 (0.96)	3.76 (1.18)	3.5 (0.71)	3.89 (1.18)
Number of Students	145.6 (201.6)	284.2 (349.7)	270.8 (264.4)	221.4 (316.5)	46.5 (10.61)	247.4 (312)
Science						
Number of Courses	2.45 (2.32)	2.77 (1.99)	2.31 (2.35)	2.79 (2.01)	4.5 (0.71)	2.53 (2.11)
Number of Students	145.2 (191.4)	200 (265)	97.18 (92.19)	214.6 (271.5)	226.5 (31.82)	176 (243.4)
Liberal Studies						
Number of Courses	4.45 (1.93)	4.38 (1.99)	4.88 (1.62)	4.30 (2.01)	4.75 (1.82)	4.36 (1.98)
Number of Students	85 (44.12)	80.23 (44.59)	85.62 (38.65)	82.05 (45.66)	80.83 (38.68)	83.11 (45.28)
Other CF						
Number of Courses	3.27 (1.56)	3.77 (1.81)	4.37 (1.19)	3.44 (1.72)	3.67 (0.58)	3.50 (1.72)
Number of Students	46.27 (21.79)	60.26 (38.39)	52.29 (32.24)	60.75 (17.27)	52 (7.21)	52.92 (31.85)

IV.3. Faculty retention

Based on records maintained by FAS Faculty Advancement, at least 34 faculty members received outside offers in the 2016-2017 and 2017-2018 academic years ("Recorded"). All 34 of these outside offers were followed up by a counter offer from NYU ("Issued"); 30 of these were retained ("Accepted"), 3 departed, and 1 is still pending. Table 26 displays counts by gender, minority status, and rank.

Table 26: Outside offers & counter offers by academic year

	2018, 2017			2016, 2015			2014, 2013			2012, 2011		
	Recorded	Issued	Accepted	Recorded	Issued	Accepted	Recorded	Issued	Accepted	Recorded	Issued	Accepted
Gender	(N=34)			(N=36)			(N=33)			(N=36)		
Female	15	15	12	13	13	10	12	10	9	11	11	9
Male	19	19	18-19	23	23	17	21	20	19	25	23	16
Minority	(N=34)			(N=36)			(N=32, 1 missing)			(N=36)		
Yes	13	13	12-13	7	7	6	7	6	6	8	8	6
No	21	21	18	29	29	21	25	23	20	28	26	19
URM	(N=34)			(N=36)			(N=32, 1 missing)			(N=36)		
Yes	11	11	10-11	4	4	3	5	4	4	6	6	4
No	23	23	20	32	32	24	27	25	24	30	28	21
Rank	(N=34)			(N=36)			(N=33)			(N=36)		
Asst. Prof.	7	7	7	3	3	2	9	8	7	7	6	3
Assoc. Prof.	10	10	7-8	15	15	13	7	5	5	11	11	7
Prof.	14	14	13	14	14	9	15	15	15	16	15	13
Named Prof.	3	3	3	4	4	3	2	2	1	2	2	2

IV.4. Teaching awards

A breakdown of the Golden Dozen Teaching Awards made since 2009-10, as reported on the College of Arts and Science website[22], is in Table 27.

Table 27: Golden Dozen nominations

	17-18	16-17	15-16	14-15	13-14	12-13	11-12	10-11	09-10	Total	Percent of Golden Dozen	% of all 17-18 faculty, excl. LS
Gender												
Female	6	8	4	4	9	6	7	4	5	53	49%	39%
Male	6	4	8	8	3	6	5	8	7	55	51%	61%
Minority												
Yes	3	4	1	0	3	0	1	0	1	13	13%	21%
No	9	7	10	11	7	12	10	12	10	88	87%	79%
Underrepresented Minority												
Yes	2	3	1	0	1	0	1	0	0	8	8%	10%
No	10	8	10	11	9	12	10	12	11	93	92%	90%
Rank												
Assistant Professor	3	2	1	1	3	0	2	2	0	14	13%	12%
Associate Professor	2	3	3	1	2	4	2	2	4	23	21%	17%
Professor	4	2	2	4	3	3	4	4	4	30	28%	30%
Named Professor		1	2	2	1	1	0	0	0	7	6%	10%
Clinical Instructor			0	0	0	1	0	0	0	1	1%	0%
Clinical Assistant Professor	2		3	0	1	0	0	1	0	7	6%	4%
Clinical Associate Professor		2	1	0	1	0	0	1	2	7	6%	5%
Clinical Professor			0	3	0	2	0	1	0	6	6%	4%
Language Lecturer		1	0	1	0	1	1	1	2	7	6%	7%
Senior Language Lecturer	1	1	0	0	1	0	3	0	0	6	6%	10%

Fisher's exact tests comparing 2018 recipients against the 2018 faculty show no association between gender and receiving a Golden Dozen award (p=1.00), between minority status and receiving an award (p=0.54), nor URM status and receiving an award (p=0.34).

---

[22] http://cas.nyu.edu/content/nyu-as/cas/teaching-awards.html

IV.5. Opportunities to teach at portal campuses

Table 28 reports the number of faculty teaching courses in 2018 outside of the Washington Square portal campus structure.

Table 28: Instructors of courses in global portals, 2018

	Total Number	Number Leading Portal Courses	Percentage Leading Portal Courses
Tenured/tenure eligible			
Female	246	18	7.3%
Male	486	44	9.1%
Contract			
Female	210	13	6.2%
Male	193	12	6.2%

The null hypothesis that gender and opportunity to teach abroad for tenured/tenure eligible faculty was again not rejected with the chi-square statistic (χ^2=0.64, p=0.43). The null hypothesis that gender and opportunity to teach abroad for contract faculty was again not rejected with the chi-square statistic (χ^2 = 0.26, p=0.61). There remains no relationship between gender and opportunities to teach at NYU's portal campuses.

Appendix I. Division to Department Mappings

Tenure Track Faculty
Humanities
Art History
Classics
Comparative Literature
Creative Writing Program
East Asian Studies
English
European & Mediterranean Studies
French Literature, Thought and Culture
German
Hebrew & Judaic Studies
History
Institute of Fine Arts (IFA)
Italian Studies
Middle Eastern & Islamic Studies
Music
Philosophy
Russian & Slavic Studies
Social & Cultural Analysis
Spanish & Portuguese
Social Science
Anthropology
Economics
Environmental Studies
Journalism
Linguistics
Politics
Sociology
Science
Biology
Chemistry
Computer Science (CIMS)
Data Science (CDS)
Mathematics (CIMS)
Neural Science
Physics
Psychology

Continuing Contract Faculty
Humanities
Art History
Center for Experimental Humanities
Classics
College of Arts and Science
Creative Writing Program
East Asian Studies
English
French Literature, Thought and Culture
German
Hebrew & Judaic Studies
Hellenic Studies
History
Institute of Fine Arts (IFA)
Institute of French Studies
Irish Studies
Italian Studies
Latin American & Caribbean Studies
Middle Eastern & Islamic Studies
Museum Studies
Music
Russian & Slavic Studies
Spanish & Portuguese
Social Science
Economics
Environmental Studies
International Relations
Journalism
Linguistics
Politics
Sociology
Science
Biology
Chemistry
Computer Science (CIMS)
Mathematics (CIMS)
Physics
Psychology
Liberal Studies
Liberal Studies
Other CF
College Core Curriculum
Expository Writing Program