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**REPORT OF THE COMMITTEE
ON DIVERSITY AND EQUITY
IN FACULTY LIFE**

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III. SUMMARY AND RECOMMENDATIONS

I. INTRODUCTION

Beginning in 2013, the Committee on the Status of Women in the Division of the Social Sciences began the project of considering gender representation in the Division, and whether and how the experiences of faculty in the Division may differ as a function of gender. The committee report, submitted in the autumn of 2014, articulated concerns about the lack of access to clear and reliable data on gender disparities in the Division, identified gender differences in several aspects of qualitative faculty experience, and called for further sustained work in supporting diversity and equity in the Division more broadly. At the same time, a new wave of University-wide initiatives focusing on diversity, equity, and inclusion were begun, including the formation of the Diversity Advisory Council and the 2016 Campus Climate survey.

In the Spring of 2016, Dean David Nirenberg constituted our committee, a faculty working group charged with considering the variations in faculty experience that may be associated with gender, race and ethnicity, with the goal of recommending changes in practice and policy that will support the recruitment, retention, and scholarly success of a diverse divisional faculty. We were asked to evaluate whether faculty success across several dimensions—including the likelihood of being hired, retention, professional advancement, teaching, advising, and compensation—varies in significant ways as a function of gender, race, and ethnicity. Anticipating that the results of the Campus Climate Survey would be available within the year, Dean Nirenberg also asked that we review and discuss its findings and recommend steps that the Division and its departments could take in response to them. Although the group's main focus was faculty life, Dean Nirenberg asked that we offer recommendations about issues of diversity in Social Sciences graduate programs to the extent possible. Finally, he asked that we deliberate about what the Division's goals for diversity as a community of scholars in the social sciences should be, and to articulate our sense as a committee of why those goals are important.

The working group met monthly during the academic year 2016–2017. We collected and evaluated several kinds of data on equity and diversity in the Division, and the bulk of this report describes the patterns we found. In addition, we considered the results of the Campus Climate Survey, which became available November of 2016, informed by the guidance of Professor Micere Keels, a member of this committee and a member of the committee that constructed the Climate Survey and then analyzed and interpreted its findings. We considered the Diversity Advisory Council's Report, which became available in January of 2017, and our thinking was enriched by discussion with Professor Adam Green, the chair of the Diversity Advisory Council. We also met with Patrick Hall, Dean of Students in the Social Sciences, for a discussion of diversity among Social Sciences doctoral students.

II. QUANTITATIVE DATA

This report summarizes data on equity and diversity in the Social Sciences. We acknowledge that there are significant issues for which quantitative data may not be fully enlightening or even useful. Nevertheless, until now, there has not been a detailed look at quantitative patterns with regard to diversity and equity in the Division, and we believe there is value in grounding discussions in the quantitative patterns that we are able to uncover. The Provost's office provided us with several kinds of data, including faculty sex, race, and ethnicity; appointment, tenure, promotion, and departure dates; information on faculty searches and their outcomes; and data from the University's quintile analysis of faculty salaries. We also analyzed divisional data on faculty research leaves and teaching and mentoring service.

These descriptive analyses have several limitations that should be acknowledged at the start. We are limited to the racial and ethnic categories that the university has tracked: Asian, Black, Hispanic, Native American, and White. We lack data on other dimensions of diversity that may be of value to consider, including other aspects of family background and life experience that would, in various ways, contribute to intellectual and social diversity. Further, the data we received on faculty from the Provost's office are in a small number of cases incomplete. We have analyzed the data as provided to us rather than attempting to correct or complete data entry. In addition, because the number of faculty in some categories is small, in most analyses we group together faculty who fall within categories that are underrepresented in the academy (underrepresented minorities, URM: Black, Hispanic, Native American, and Pacific Islander). This follows a practice adopted by a number of other universities, but is just one possible approach. There may well be reasons to disaggregate this group in finer-grained evaluations going forward. Although understanding intersectionalities (for example, patterns that vary by sex and race jointly) is important, the numbers on hand are too small to consider these issues quantitatively. For this reason, in most of the analyses herein, we report separate divisions based on sex (male and female) and by URM/non-URM status. Further, although patterns across departments may vary, and this variation is important to consider, in many cases the numbers of faculty are too small to permit an informative and confidential analysis for individual departments.

1. Composition of the Division's Faculty

In the 2015–2016 academic year, there were 139 male and 56 female tenure-track faculty members in the Division (29% women overall). Figure 1 shows the proportions of women faculty over the past 10 years. The pattern is relatively stable over this time period. At a longer timescale, of course, there has been a change in the proportion of women on the Social Sciences faculty. The 2014 Report on the Status of Women in the Social Sciences lists the proportion of women faculty as having grown significantly beginning in the 1970's, from 6% in 1973, to 10% in 1983, to 15% in 1993, and, with the biggest jump, to 26% in 2003. Since 2003, this growth has clearly leveled off. There is significant variation across units in the representation of women and of underrepresented minorities. (See Table 1.)

SSD Faculty by Gender

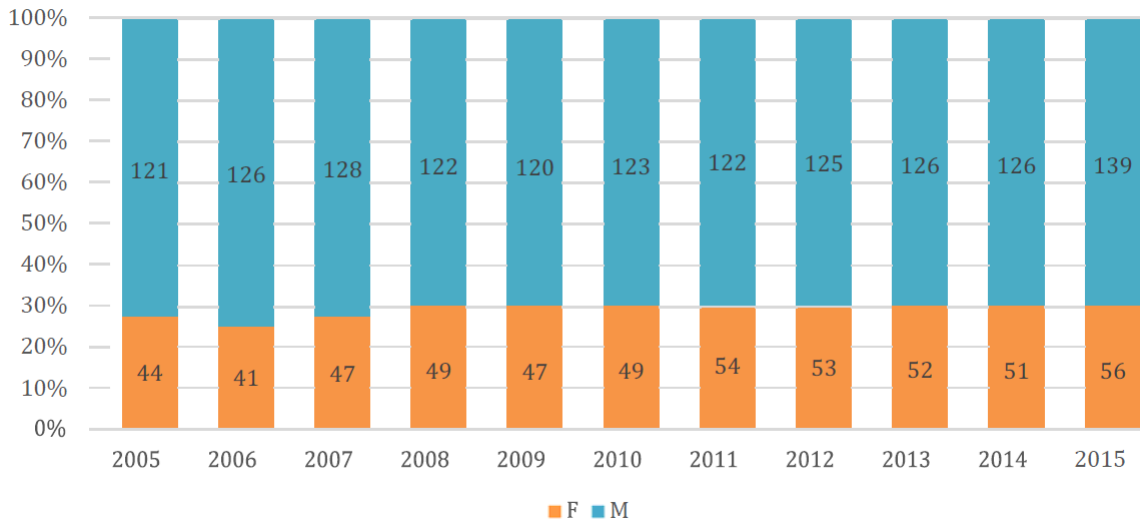


Figure 1. Proportion women faculty in Social Sciences, 2005-2015

	# of Faculty	% Women	% URM
Anthropology	20	25.0%	10.0%
Comparative Human Development	11	63.6%	18.2%
Economics	29	6.9%	3.5%
History	43	39.5%	16.3%
Political Science	34	23.5%	5.9%
Psychology	23	34.8%	4.4%
Sociology	23	34.8%	17.4%
Social Thought	8	12.5%	12.5%

Table 1. Women and underrepresented minority faculty within Social Sciences units (2015-2016)

In the 2015-16 academic year 150 faculty members in Social Sciences were identified as White, 14 were identified as Asian, 10 were identified as Black, 10 were identified as Hispanic, 2 were identified as fitting in two or more categories, 4 were identified as International, and 5 had no listed racial or ethnic information. Figure 2 summarizes the proportions of faculty within these categories over time, and Table 1 shows the current proportions of underrepresented minority faculty for each unit in the Division.

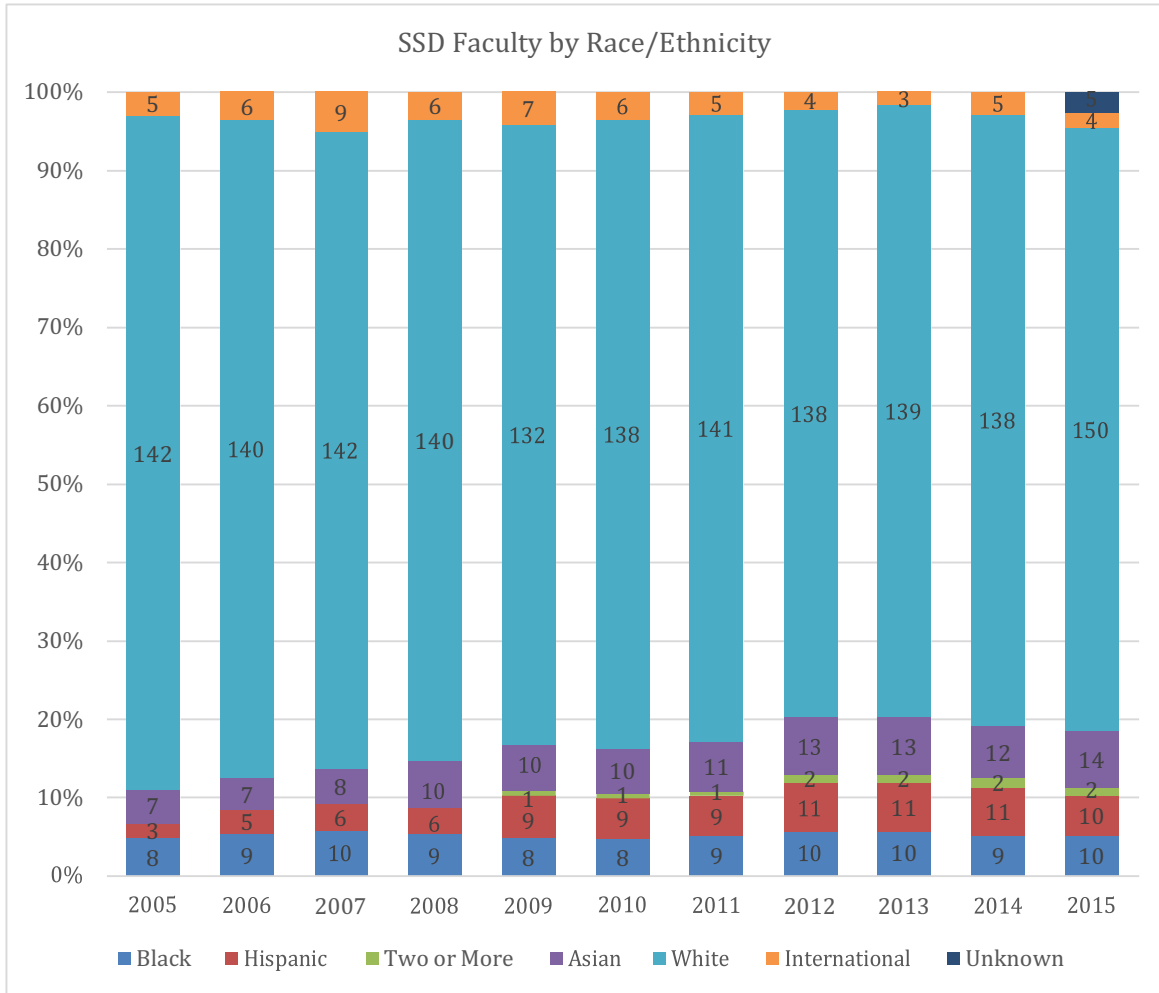


Figure 2. Proportion of faculty identified as Black, Hispanic, "Two or more," Asian, White, International, and Unknown in Social Sciences, 2005-2015

As points of comparison, we provide summaries of faculty characteristics at the University of Chicago as a whole and at peer institutions (collected from data available on their websites), as well as national data on faculty within the social sciences from the National Science Foundation. We also include, as an important benchmark, data on the current doctoral students in Social Sciences and students in the College. As can be seen in Table 2, the Division has a similar profile to the University as a whole and to our peer institutions. Notably, the characteristics of our faculty are not similar to those of the doctoral and undergraduate students whom we teach and advise.

	% Women	% URM
Social Sciences Faculty 2015¹	29%	10%
University of Chicago, all faculty ¹	26%	6%
Social Sciences doctoral students 2015 ²	43%	20%
University of Chicago undergraduates, entering class ³	49%	23%
University of Michigan, tenure-track faculty, 2015 ⁴	32%	8%
Princeton, tenure-track faculty, 2015 ⁵	28%	6%
Harvard, tenure-track faculty, 2015 ⁶	34%	7%
MIT, tenure-track faculty, 2010 ⁷	20%	6%
Yale, tenure-track faculty, 2016 ⁸	30%	7%
NSF, “Employed doctoral scientists and engineers at 4-year educational institutions,” tenure-track faculty in the social sciences, 2013 ⁹	38%	11%

Table 2. Women and underrepresented minorities at the University of Chicago and peer institutions

Going down a level of granularity, we summarize, below, the intersection of sex and race in the current faculty, and the distribution of women and URM faculty across academic rank. (See Tables 3 and 4.) As noted earlier, the small number of URM faculty makes it difficult to evaluate the intersection of minority status and sex. Even so, it looks as though the proportion of women and men is roughly similar for URM and non-URM faculty. Table 4 raises two points of potential concern. First, women and URM faculty are overrepresented at the rank of Associate professor, raising the possibility that promotions to Professor may not be occurring uniformly across different categories of faculty. (See below for further consideration of this issue.) Second, the proportions of women and URM faculty are not significantly higher among Assistant Professors than they are for the faculty as a whole, suggesting that the current patterns are unlikely to change in the near future.

¹ Provost’s Office data

² Registrar’s data, counting as URM US citizens who are Black, Hispanic, Native American, or multi-racial, (of all doctoral students, including international students).

³ <https://collegeadmissions.uchicago.edu/page/profile-class-2019>

⁴ <http://advance.umich.edu/resources/AY2015-IndicatorReport-Michigan.pdf>

⁵ <http://www.princeton.edu/provost/institutional-research/diversity-data/>

⁶ http://oir.harvard.edu/fact-book/faculty_and_staff

⁷ <http://web.mit.edu/provost/raceinitiative/>

⁸ http://oir.yale.edu/sites/default/files/w106_fac_racegen_hc.pdf

⁹ National Science Foundation, National Center for Science and Engineering Statistics, Survey of Doctorate Recipients, 2013.

	URM	Non-URM	Unknown	Total
Men	15	119	5	139
Women	5	51	0	56
Total	20	170	5	195

Table 3. Social Sciences faculty divided by sex and race, 2015-2016

	% Women	% URM
Assistant (n=46)	33%	11%
Associate (n=44)	41%	16%
Full (n=105)	22%	8%

Table 4. 2015-2016 Social Sciences faculty by rank, proportions of women and URM

2. Hiring and Retention

In addition to faculty composition, we considered hiring and retention rates for faculty in different demographic categories. The relative lack of change in faculty composition over time suggests complementary effects of hiring and loss, and this is indeed evident in the figures below which show, over the course of three successive decades, the number of faculty added and the number of faculty leaving as a function of gender and race/ethnicity.

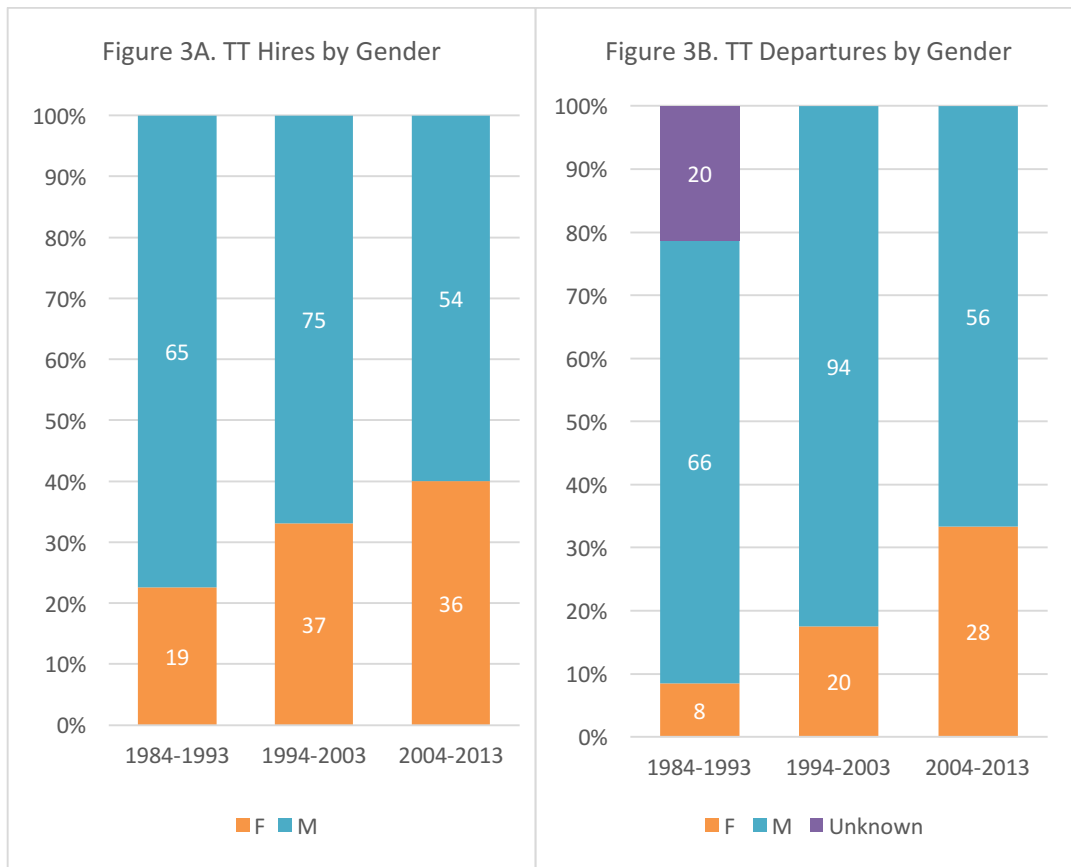


Figure 3. Numbers of faculty added and faculty who left the Division (for any reason, including retirement) in three consecutive decades, by gender

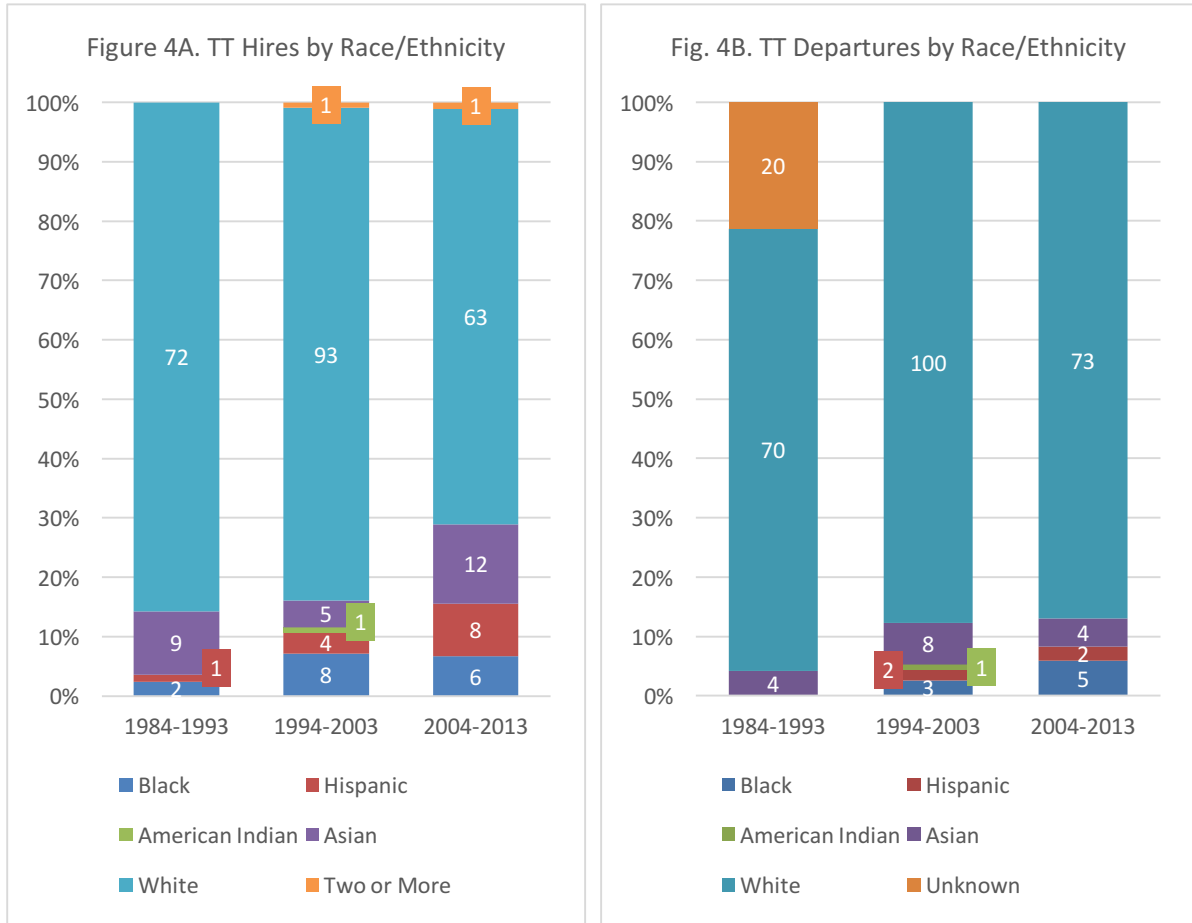


Figure 4. Number of faculty added and faculty who left the Division (for any reason, including retirement) in three consecutive decades, by race/ethnicity

Another way to consider patterns of attrition is to track the likelihood of retaining faculty members over time. Below is shown, for faculty who joined the Division between 1984 and 2005, the proportion who remained at the University from the first to the tenth year after their arrival, with attrition rates tracked separately for faculty who joined the University as assistant professors and those who did so as associate or full professors. As shown in Figure 5, there were not evident sex differences in the patterns of attrition for male and female assistant professors, though there is a suggestion that women full professors are less likely to leave in the early post-hire years than are men. These patterns are somewhat different than those reported by the Committee on the Status of Women in Social Sciences, perhaps because of a difference in the time intervals considered.

The data shown in Figure 6 suggest that URM assistant professors may leave at a greater rate in the first several years after arrival than do their non-minority peers, a point of potential concern, although at the 10-year mark, the same proportion of URM and non-URM hired as assistants remained. For associate and full professors, URM faculty were less likely to have left within the first 10 years than were non-minority faculty.

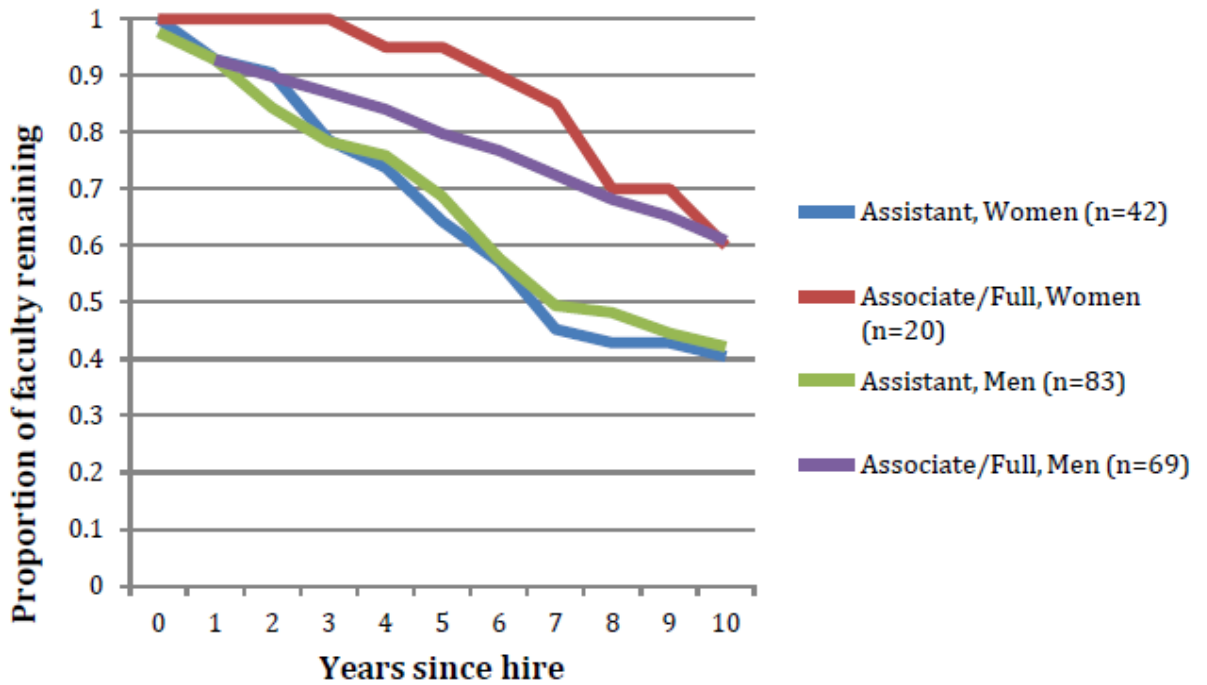


Figure 5. Attrition over the first 10 years post-hire for women and men hired in Social Sciences between 1984 and 2005

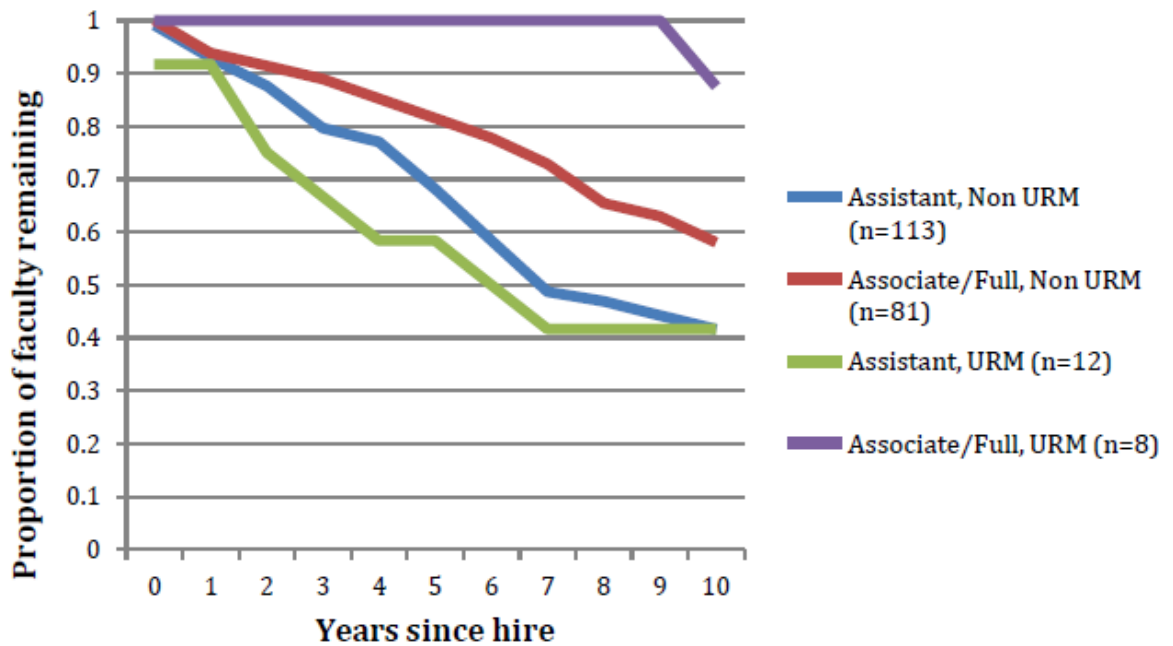


Figure 6. Attrition over the first 10 years post-hire for URM and non-URM faculty hired in Social Sciences between 1984 and 2005

To further investigate the patterns of pre-tenure departures, we reviewed the appointment histories and subsequent employment trajectories for the 54 faculty members who left the Division prior to attaining tenure between 1995 and 2016. Fourteen of these faculty members were identified in provostial records as underrepresented minorities, and 40 were not so identified. The goal was to evaluate whether URM and non-URM junior faculty differed in the likelihood of departure due to a failure in progress toward tenure versus being recruited away by a strong outside offer. Records of formal tenure decisions are an imperfect source of evidence on this question because faculty may decide to leave before the review if they perceive a difficult tenure process lies ahead. For this reason, we used the time of departure and the nature of the subsequent position as evidence, reasoning that earlier departures and departures to highly ranked peer institutions are most likely to reflect outside offers, whereas later departures for lower ranked departments are likely to reflect a weak trajectory toward tenure.

Tables 5 and 6 provide a summary of the findings. We categorized each case based on the point at which the faculty member left (early: 1 to 4 years after hire as assistant professor; late: 5 or more years) and the position that they took immediately after departure. Most took academic positions, and for those cases we assessed whether the appointment was at a peer institution or a lower ranked institution using national and international rankings to identify departmental peers.

	Left Academics	Lower Ranked Department	Peer Department	Total
Left early	.00	.14	.43	.57
Left later	.07	.21	.14	.43
Total	.07	.36	.57	1.00

Table 5. Departure timing and subsequent positions of URM junior faculty who left prior to tenure, 1995-2016 (n = 14)

	Left Academics	Lower Ranked Department	Peer Department	Total
Left early	.08	.13	.28	.48
Left later	.08	.33	.13	.53
Total	.15	.45	.40	1.00

Table 6. Departure timing and subsequent positions of non-URM junior faculty who left prior to tenure, 1995-2016 (n = 40)

As can be seen, for both URM and non-URM faculty, most cases fit either the “early departure to a peer institution” or “late departure to a lower ranked institution” patterns. The findings suggest that URM faculty are, on the whole, not more likely to leave due to a failed tenure trajectory, with 21% of URM faculty, as compared to 33% of non-URM faculty leaving late for a lower ranking institution. Further, considering only the subsequent position, 43% of departing URM faculty either leave academics or take a lower ranked position, as compared to 60% of departing non-URM faculty. Indeed, the findings indicate that URM faculty are more likely than non-URM faculty to be recruited away by a strong outside offer, with 57% URM as compared to 40% non-URM leaving for a faculty position in a peer department.

These data are a first step in understanding the conditions under which faculty leave the Division, but the analysis leaves open many questions. When a member of the faculty decides to take the offer of a peer department, for example, what are the concerns that lead him or her to do so? Are counter offers sufficiently aggressive? To what extent do

family or quality of life concerns come into play? To what extent does the campus social and intellectual climate work for or against our interests in retaining excellent faculty? On the other side, what are the conditions associated with junior faculty members failing to make strong progress in their early years, and what can be done to improve their career trajectories? Answers to these questions depend on data the Division does not currently have, namely, systematic qualitative descriptions of the experiences of the young faculty who are leaving, both from their own viewpoints and from the viewpoints of their senior colleagues.

3. Tenure and Promotion

The next figures provide a vantage on the career trajectories of Social Sciences faculty, with a focus on tenure and promotion from associate to full professor during the three 10-year bins used in the earlier analyses. We used a data set (from the Provost's office) that provided information about rank at hire, whether tenure was awarded, and current rank or rank at departure. Thus, the analysis captures whether faculty hired as assistants are at some point awarded tenure, and whether faculty who were tenured or hired as associate progress to full professor. The data do not distinguish between cases in which a tenure or promotion case was considered and denied and cases in which the person left prior to tenure or promotion review.

The data summarized in Figure 7 suggest that there are not differences in tenure rates for men and women, and that the proportion of URM faculty attaining tenure is somewhat lower than for non-URM faculty. As in all of the descriptive analyses presented here, the number of faculty members involved is small, and this analysis does not differentiate among the reasons for not attaining tenure (leaving the university vs. a failed case). Indeed, our analysis of junior faculty departures, reported above, suggests that URM assistant professors are more likely than non-URM assistant professors to be attracted away by strong outside offers.

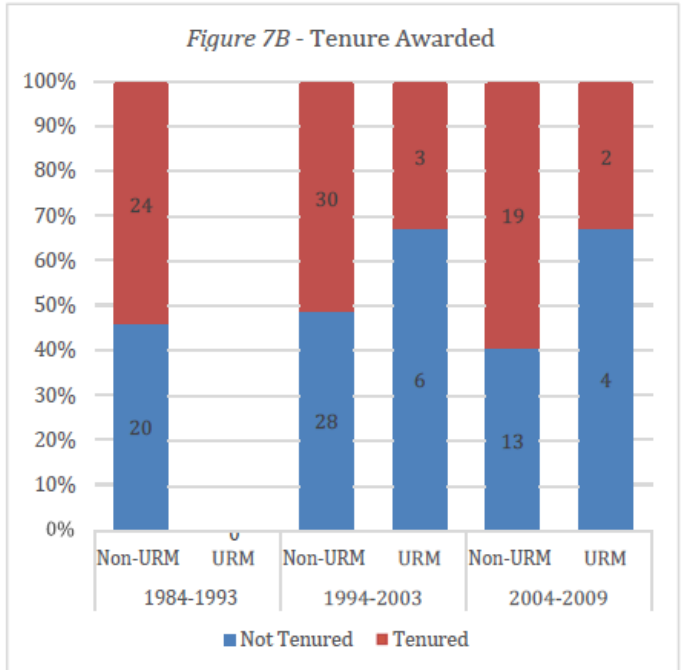
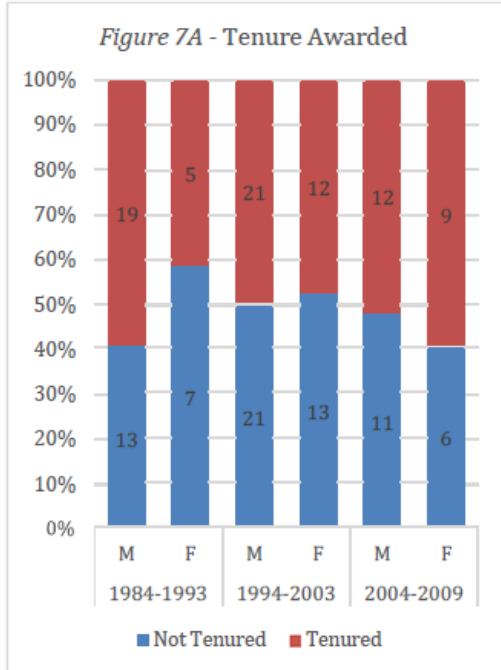


Figure 7. Number and proportion of faculty hired as assistant professors in each of three decades who were eventually awarded tenure, divided by sex (A) and URM vs. non-URM status (B)

The patterns with respect to promotion to full professor are less clear, here again due to the small numbers of women and URM faculty who were or became associate professors in the focal cohorts. (See Figure 8.)

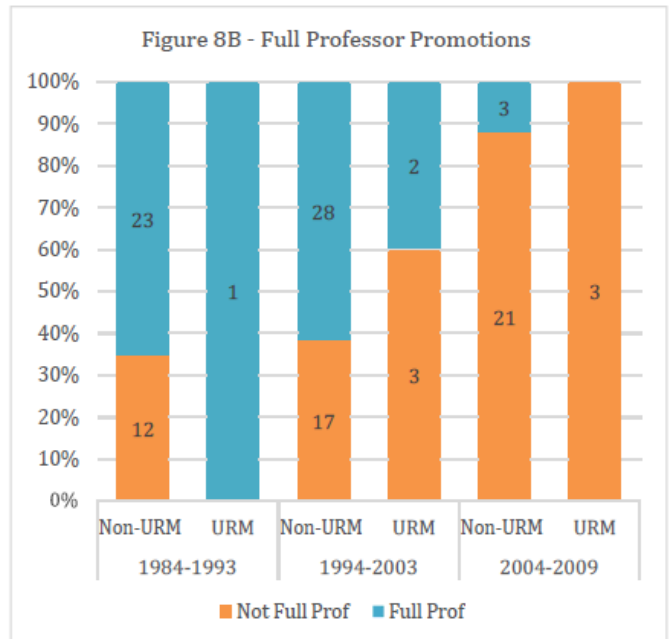
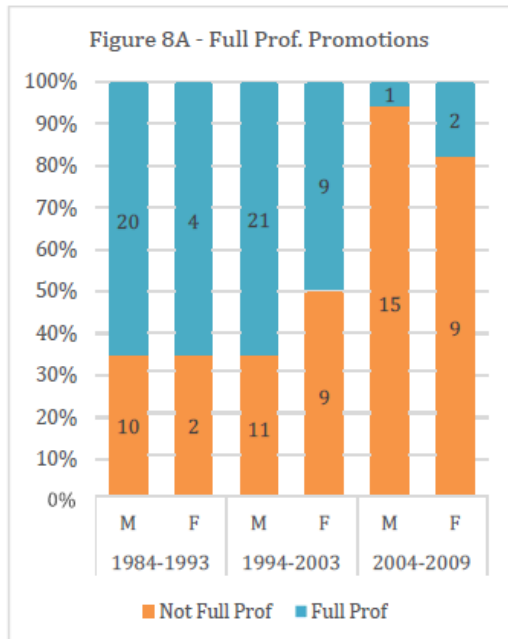


Figure 8. Number and proportion of faculty who were hired in each of three decades who were hired as or attained the rank of associate professor and were ultimately promoted to full professor, divided by sex (A) and URM vs. non-URM status (B)

As a second approach to considering progress in promotion, we evaluated the average time spent in rank as assistant professor and as associate professor, using data provided by the Provost's Office. Examining time in any one rank alone does not allow us to account for the reason that rank was left, whether it be promotion, failure of a tenure case, or departure to take an outside offer. For these reasons we include the average time in rank for only those Assistant Professors who were promoted, and we divide the analysis of time in rank at Associate into two groups, those who were promoted to Full and those who never (or have not yet) attained the rank of Full Professor. These averages are seen in Tables 7 and 8.

The data suggest that URM assistant professors attain tenure a bit earlier than do other groups, though the numbers are small and unpacking the reasons for the pattern will require further exploration. There is a further suggestion that women and URM spend more time in the rank of Associate without attaining promotion to full. A smaller sex difference is evident in years as Associate prior to promotion, and no indication of a race/ethnicity difference in this case.

	Men		Women	
Average Time as Assistant (prior to Promotion)	5.61	n=51	5.91	n=23
	Non-URM		URM	
Average Time as Assistant (prior to Promotion)	5.76	n=69	4.95	n=5

Table 7. Social Sciences faculty time in rank (for faculty hired from 1984 to 2009)

	Men		Women	
Average Time as Associate (without Promotion)	4.99	n=35	6.64	n=17
	Non-URM		URM	
Average Time as Associate (without Promotion)	5.23	n=46	7.84	n=6
	Men		Women	
Average Time as Associate (prior to Promotion)	4.97	n=42	5.39	n=15
	Non-URM		URM	
Average Time as Associate (prior to Promotion)	5.08	n=54	5.06	n=3

Table 8. Social Sciences faculty time in rank by promotion outcome (for faculty hired from 1984 to 2009)

Finally, we considered the representation of women and URM among named chairs and distinguished service professors. (See Table 9.)

	# of Faculty	% Women	% URM
University Professors	1	0%	0%
Distinguished Service Professors	32	22%	9%
Named Chairs	27	41%	15%

Table 9. Social Sciences faculty titles (2015-16)

4. Women and Underrepresented Minorities in the Search Process

To evaluate the representation of women and minority applicants in the search process, we used data from the University's Academic Career Opportunities job search website on searches in Social Sciences between 2009 and 2015. During that period, there were 9,017 applicants to tenure-track faculty positions in Social Sciences. The Division made 110 offers, and of those, 53 resulted in hires. Of the candidates hired, 23 were women and 7 were underrepresented minorities. Because of the relatively small number of hires, and the small number of these that involved women and URM candidates, we analyzed the hiring data across all searches and all departments (though, as reported below, we are able to describe characteristics of the pool for each department).

Some uncertainty in the data derives from uneven practice across units in updating the search status files. We considered all applicant records, regardless of whether the materials were marked as complete, because a number of those marked incomplete had also been marked as "accepted offer" or "declined offer" and were therefore apparently taken seriously as applicants. To compute the number of offers, we summed "accepted offer" and "declined offer." We did not use other process fields, e.g. "short list" or "interviewed," because of apparent unevenness in the use of these fields.

	Applications	Offers	Hires	Yield
Women	3656 (41%)	38 (35%)	23 (43%)	60%
Men	5049 (56%)	68 (62%)	30 (57%)	44%
Unknown	312 (3%)	4 (4%)	0	—

Table 10. Social Sciences Applications, offers and hires by gender (2009-2015)

	Applications	Offers	Hires	Yield
URM	1079 (12%)	16 (15%)	7 (13%)	44%
Non-URM	6960 (77%)	81 (74%)	42 (79%)	52%
Unknown	978 (11%)	13 (12%)	4 (8%)	31%

Table 11. Social Sciences applications, offers and hires by URM vs. non-URM (2009-2015)

The trends suggest that both women and URM candidates are hired at the same rate that they are represented in the applicant pool. For both women and URM candidates, the rate at which faculty were hired during this time period was higher than the current proportion of women and URM on the faculty (29% and 10% respectively), with this being true to a larger extent for women than for URM.

We next considered the opportunities to recruit candidates who are women or URM by describing the applicant pools for each unit. The total number of applicants to each unit is listed, but in calculating proportions, we considered only applicants who had data entered for sex or for race/ethnicity (leaving out the “unknowns”).

Unit	# of applicants	% Women	% URM
Anthropology	933	48%	21%
Committee on Social Thought	103	21%	16%
Comparative Human Development	897	63%	13%
Economics	1356	25%	13%
History	1325	43%	9%
Political Science	1673	34%	14%
Psychology	1628	46%	6%
Social Sciences Administration (multi-unit search)	189	48%	30%
Sociology	913	47%	18%

Table 12. Applicants to faculty searches in Social Sciences units, 2009–2015

Each unit had a sufficiently large number of applicants (summed across searches and ranks) between 2009 and 2015 to enable a reasonable estimate of the proportion of women and URM candidates in the applicant pools. The findings suggest that some units may face a particularly difficult challenge in recruiting women (Committee on Social Thought, Economics) and underrepresented minorities (Psychology) given the small proportion of applicants in these categories in the applicant pools.

5. Salary

Evaluating equity in academic salaries is complicated by the fact that average salaries vary not only as a function of field and rank, but also as a function of other structural factors including longevity (years since PhD, years in rank, years since hire), rank at the time of hire, and history of administrative service. Starting in 2013, the University designed an analytic approach, often referred to as the quintile analysis, that takes these factors into account. This analysis puts faculty salaries in a common metric by equating for structural factors to enable “apples to apples” comparisons. Typically, the data are considered in terms of the quintile distribution of standardized salaries, with the 20% with the highest relative salaries in the first quintile and so on. This information is given to department chairs for consideration in the context of annual merit raises. A first approach, then, is to consider the distribution of women, men, URM, and non-URM faculty across the quintiles. (See Tables 13 and 14.) An even distribution would have 20% of faculty in each category within each quintile. The distributions deviate from this in some regards, but there is not a clear indication that women or URM faculty fall behind in salary. Indeed, there is larger representation of URM faculty in the highest quintile as compared to Non-URM faculty.

	5th quintile (Bottom)	4th quintile	3rd quintile	2nd quintile	1st quintile (Top)	N
Women	11%	26%	22%	26%	15%	54
Men	24%	18%	19%	17%	22%	135

Table 13. Proportion of women and men faculty in each quintile, Social Sciences, 2015–2016

	5th quintile (Bottom)	4th quintile	3rd quintile	2nd quintile	1st quintile (Top)	N
URM	5%	26%	11%	21%	37%	19
Non-URM	22%	19%	21%	19%	18%	165

Table 14. Proportion of URM and non-URM faculty in each quintile, Social Sciences, 2015–2016

Because the salary values within each quintile vary unevenly, with greater variance in the 1st and 5th than in the middle quintiles, looking at quintiles alone may mask underlying differences. As a second view, we considered the residual scores from the model for each faculty member. These scores represent the relative difference between the actual salary and the conditional mean salary calculated by the model. In Figure 9 we summarize these scores in box plots for women and men, and for URM and non-URM faculty. The plots suggest a greater range of variation in the scores of men compared to women, and non-URM compared to URM faculty, but they do not suggest that women and URM faculty fall behind in salary, and, if anything, suggest somewhat higher salaries, on average, for URM faculty.

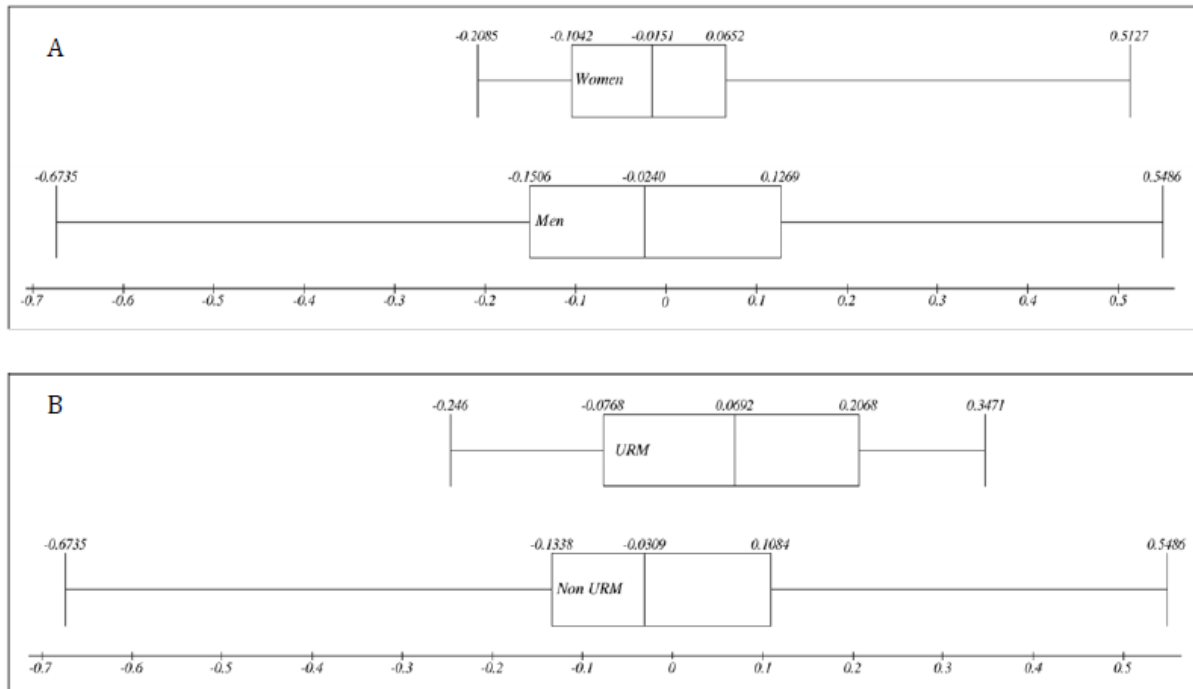


Figure 9. Residuals from the quintile model, Social Sciences faculty 2015–16, by sex (A) and URM/non-URM (B)

6. Research Leave

The Division's research leave policy allows faculty to apply for 2Q research leaves at regular intervals, with the possibility of extending the leave to the third quarter if there is fellowship support to offset salary at an appropriate level. Prior the start of this policy (in 2008-09), research leaves for the most part depended on faculty obtaining outside funding or negotiating based on other factors (e.g., a competing offer). We considered divisional data on faculty research leaves for two periods, 2003-2004 to 2007-2008 and 2008-09 to 2014-2015. Table 15 provides the proportion of research leaves that women and URM faculty obtained over those intervals, as well as the average length of leave. As can be seen, the new leave policy has resulted in an increase in the number of faculty taking leave each year on average. The summary suggests that the leave policy has led to increases in the proportion of faculty leaves that women and URM faculty members obtain, and that the proportions of leaves is roughly parallel to the proportions of women and URM on the faculty. There were not clear differences in the lengths of leaves across these time periods for women vs. men or for URM vs. non-URM faculty, with average leave lengths ranging between 2.3 and 2.9 quarters.

	Average number of faculty on leave (1, 2, or 3 quarters) per year	% held by women	% held by URM
2003-2004 to 2007-2008	29	26%	8%
2008-2009 to 2014-2015	36	33%	11%

Table 15. Faculty research leaves in total, and those held by women and URM faculty, before and after the start of the Social Sciences leave policy

7. Family Leave

Faculty are eligible for parental leave under the University's FMLA policy, which was instituted in 2008. Since that time, 31 Social Sciences faculty members have taken family leave, with 42% being women, and 6% being underrepresented minorities. The newness of the policy prevents exploration of whether parental leave is associated with differential career trajectories following the leave for women and men (as has been suggested in a recent study using data from other institutions).

8. Teaching and Advising

In a final analysis, we considered the distribution of teaching and advising, using data from the Registrar on the number enrollments per faculty member (2014-2015 through 2016-2017), and data from faculty annual reports on the number of PhD and MA students advised (in 2014-2015 and 2015-2016). We considered enrollments rather than the number of classes because we expected that the Divisional teaching load would largely determine the number of classes taught, whereas differences in enrollments could emerge for faculty

who teach more or fewer service classes. To count enrollments, in each year, we included Social Sciences faculty members who had taught at least one class that year, including those who were on leave part of the year and those who had reductions in teaching (due to administrative service, for example). We excluded faculty who were on leave for the full year in a given year and classes that had fewer than 4 students enrolled. Tables 16 and 17 summarize the enrollments of women and men, and URM and non-URM faculty, and, as can be seen, there are not obvious differences in teaching across these groups.

	Undergraduate enrollments	Graduate enrollments
Women (n=55)	36	20
Men (n=126)	44	18

Table 16. Median number of enrollments taught by female and male faculty in Social Sciences, 2014-2015 to 2016-2017

	Undergraduate enrollments	Graduate enrollments
URM faculty (n=15)	41	16
Non-URM faculty (n=153)	45	19

Table 17. Median number of enrollments taught by URM and non-URM faculty in Social Sciences, 2014-2015 to 2016-2017 (Records for 13 faculty members were excluded because their URM/non-URM status was not recorded.)

Tables 18 and 19 summarize the average number of MA and PhD theses advised per faculty member, based on the self-reported information provided in faculty annual reports. In this case, as well, there are not differences in advising loads across these groups.

	MA students	Doctoral students
Women (n=55)	1.0	9.3
Men (n=120)	1.2	8.9

Table 18. Average number of MA and PhD students advised per year for female and male faculty in Social Sciences, 2014-2015 to 2015-2016

	MA students	Doctoral students
URM (n=16)	1.3	8.2
Non-URM (n=146)	1.2	9.5

Table 19. Average number of PhD and MA students advised per year for URM and non-URM faculty in Social Sciences, 2014-2015 to 2015-2016

III. Summary and Recommendations

Below we review our conclusions and recommendations concerning equity, diversity, and climate. Our recommendations in many cases involve new work for the Division, including data tracking, reporting, and organizing search activities, as well as the continued need for the Division to engage in discussion on these topics. For these reasons, our first recommendations are that new roles be identified for faculty leadership in the Dean's office and for a faculty committee.

- *Diversity, Equity, and Inclusion Leader.* We recommend that a faculty member in the dean's office, for example, a deputy dean charged with the role as part of his or her work, or a faculty member appointed to this role, serve as the Division's Diversity, Equity, and Inclusion Leader. Duties associated with this role would include: chairing the Social Sciences Diversity Advisory Board; maintaining and reporting divisional data on equity and diversity; organizing faculty search initiatives aimed at increasing faculty diversity; working closely with the Dean of Students to address issues of diversity, equity, and inclusion among doctoral students; and serving as point of contact with the Provost's office, the Vice Provost for Academic Leadership, Advancement, and Diversity, and the University's Title IX Officer.
- *Diversity Advisory Board.* In line with the Diversity Advisory Council's recommendations, we recommend that the Division periodically convene an advisory board of faculty (and perhaps doctoral students) from across the Division to advise the Dean on continuing equity, diversity, and inclusion work, to undertake periodic data review and reporting (see below) and to address specific issues that arise.

Equity and Investment in Faculty Success

Equity in access to the resources that support scholarly and professional growth and unbiased evaluation of merit and allocation of merit-based rewards are, of course, core values for the University. At the same time, our culture of confidentiality, decentralization, and independence can make it difficult to evaluate where inequities do and do not exist. The information summarized in this report, though not exhaustive, provides an initial view on equity in the Division. In several respects, the findings are encouraging. We found no indication of disadvantages for URM and women faculty as compared to non-URM and male faculty in terms of salary, representation among named chairs, research leaves, teaching, and advising. Further, women and URM faculty candidates have been hired at the rates they are represented in the applicant pools, and there were not sex differences in attrition over the first ten years after hire. Other aspects of the data provided reason for concern. Both women and URM faculty appear to advance less often from Associate Professor to Professor than do majority and male faculty. Further, URM assistant professors leave the University at a greater rate during their early years than do non-URM assistant professors. Although this pattern seems not to reflect higher rates of stalled progress toward tenure, it does indicate a need to understand better why junior faculty choose to leave the University.

- *Open and periodic reporting.* This review is, to our knowledge, the first broad and quantitative analysis of equity and diversity in the Division of the Social Sciences. We recommend that (1) this report and its conclusions be shared with the faculty in the Division, and (2) going forward there are periodic (e.g., every 5 years) reviews along the lines of the data reported here with results provided to the faculty in the Division. This will provide a means for monitoring progress, identifying problems, and

maintaining an open discussion of issues of diversity, equity, and inclusion in the Division. We further recommend that the Division continue to develop record-keeping systems, both to make these kinds of analyses more straightforward, and also to enable examination of other aspects of faculty life, including retention offers, and forms of compensation or incentive beyond salary, including research funds and housing support.

- ***Associate Professor mentoring and review for promotion.*** The distribution of women and URM faculty across ranks, as well as the data on likelihoods of promotion, raise serious concern about the processes for mentoring, review, and promotion for Associate Professors. It is in the Division's interest to address this issue, not only out of concern for equity but also in the more general interest of fostering productive careers in mid-career faculty. We recommend that (1) each department reflect on and make explicit the criteria for promotion from Associate Professor to Professor; (2) division-wide procedures be put in place that ensure the regular, periodic departmental review of all faculty at the rank of Associate Professor, with the goal of assessing whether the record is ready for promotion review; (3) that departments develop the practice of regular communication between the Chair and/or senior faculty with Associate Professors about the trajectory toward promotion; and (4) Department Chairs include a discussion of these processes in the annual department report.
- ***Junior faculty mentoring.*** Each department in Social Sciences has a system in place for mentoring assistant professors. Nevertheless, the patterns of early career faculty departures as well as the results of the campus Climate Survey (see below), indicate a need to be attentive to this issue, particularly for URM faculty. We recommend that mentoring procedures be carefully reviewed by departments, and that Chairs provide to the Dean, as part of the annual report, an account of mentoring activities and the trajectories of all junior faculty.
- ***Exit interviews.*** To enhance understanding of why faculty choose to leave, we recommend instituting exit interviews for departing faculty at all ranks.
- ***Confidential salary review.*** Our review of salaries showed no disadvantage in salary, on average, for women and URM faculty. Even so, particularly given the small numbers of women and URM faculty, it is important to continue to monitor salary equity on a case-by-case basis. We recommend that, as part of the confidential annual salary discussions between the Dean and Department Chair, explicit attention be paid to issues of equity within departments, particularly among senior faculty, for whom there is the greatest variation in salary levels. How are salaries ordered at the most senior ranks within a department, and does the ordering reflect the faculty member's scholarly and professional contributions? Further, we urge that the University resume its program for correcting significant imbalances that may be detected during salary reviews.

Diversity of the Faculty

The clearest conclusions from the quantitative data are that the Division's faculty body is not particularly diverse, nor is it gender balanced, and neither of these facts is likely to change without significant attention and effort. The proportions of women and URM faculty have been constant over the past decade (29% and 10% respectively), representation of women and URM is not stronger among assistant professors than it is among tenured faculty, and gains in hiring women and URM faculty have been offset by losses. The fact that the representation of women and URM in the Division's faculty is comparable to peer institutions raises the question of whether the current diversity of Social Sciences faculty is

“good enough.” This committee answers this question with an unequivocal “no.” Like the authors of the Diversity Advisory Council report, we believe that diversity is integral to the University’s intellectual and pedagogical missions, and perhaps nowhere is this more the case than in the social sciences. The differences between the faculty composition and the undergraduate and graduate student bodies that we teach and advise is worrisome, particularly in view of there being no indication that the patterns among faculty are changing over time. The comparative data indicate that the barriers to increasing faculty diversity are not likely to be unique to the University of Chicago, but we have never been a university content simply to match our peers. Indeed, the Diversity Advisory Council’s bold recommendation that the number of URM faculty on campus should be doubled in the next decade signals the University’s clear commitment to increasing diversity, and Social Sciences should be in a strong position to contribute to progress toward this goal.

We recommend concerted attention to and investment in the hiring of URM and women faculty in the Division within the framework of scholarly excellence that has always been at the core of the University’s decision-making. Succeeding at this goal will require a substantial investment of time and resources, above and beyond the regular measures for sustaining faculty size in the Division. For example, if we were to aim high, and seek to double the number of URM Social Sciences faculty in the next 8-10 years (following the Diversity Advisory Council’s goal), this would require adding 3 to 4 URM faculty to the Division per year, taking into account a loss, based on historical patterns, of 1 to 2 URM faculty per year. Over the past two decades, we have hired on average one URM faculty member per year. Increasing the number of URM faculty in the Division will require searching more often, searching in fields that attract excellent URM scholars, and working to ensure that applicant pools for all searches are as diverse as possible. In our committee, we considered whether diversity initiatives are best focused in areas with stronger representations of URM and women scholars or in fields in which these populations are scarce. While some of us leaned more heavily in favor of one side or the other, the case was also made that these two strategies are not in conflict and that both can be pursued in parallel.

We recognize that the scale of the challenge will require investment beyond the Division’s resources, and so we advocate for a continued, ambitious University program to support diversity hiring. Addressing this challenge will also require that the Division and Departments strategically engage these programs, and that Social Sciences faculty invest their time and thoughtful engagement in the effort. Indeed, particularly given the variability that exists in diversity across Social Sciences units and fields, there is an essential need for sustained departmental discussions about the nature and value of diversity in academic life and the possible routes toward evaluating and increasing faculty diversity.

- ***Strategic hiring.*** We recommend that the Dean’s Office play a facilitating role in ensuring that departments engage strategically with University diversity hiring opportunities (e.g. the PCEPS program), and in developing Divisional initiatives designed to identify and attract excellent URM candidates.
- ***Diversity in applicant pools.*** Past patterns suggest that lack of diversity in applicant pools places a strong limit on diversity in hiring. URM and women candidates are hired at the rate they are represented in the applicant pools, but these rates are quite low in some cases. We therefore recommend that the Dean’s Office provide support for increasing diversity in the applicant pools for all departmental searches, for example, by providing assistance to departments in advertising positions broadly and assisting with other forms of outreach. Applicant pools for faculty positions could also be diversified by helping departments with low diversity in graduate student populations to improve that situation. Faculty positions will be more attractive to women and URM if the students they will be teaching are diverse.

- *Minimize bias.* Because implicit bias is known to be a potential problem in the deliberations of search committees, we recommend that search committee members receive information about implicit bias and procedures that can minimize bias in decision making.
- *Women in the Division.* Because representation of women in the Division has shown no improvement over the past decade and is quite low in some units, we recommend that the Division and the University consider whether initiatives are warranted to increase the number of women faculty in those units.
- *Broadening our conceptualizations of diversity.* In this report, we have worked with the categories of diversity about which we have data—status as an underrepresented minority as historically tracked by the University (i.e., Black or Hispanic), and sex. These dimensions, though significant, leave out many aspects of racial, ethnic, and social diversity that are likely to have implications for the intellectual breadth and pedagogical work of the University. Going forward, we recommend that the Division and the University work to broaden institutional conceptualizations of diversity and the approaches taken to recognize and foster diversity in our community.

Climate

Our committee considered the Campus Climate Survey results, which became available in November of 2016. The full survey results are available on the University’s website. Here we note several trends that illustrate general patterns: Many respondents indicated experiencing a non-inclusive campus climate and reported high levels of alienating experiences. Academic employees (a group that includes tenure-track faculty and non-tenure-track academic appointees) expressed a high level of concern regarding the transparency and equality of evaluation and promotion standards, and their access to supportive opportunities that would advance their careers. These concerns were even higher among respondents who identified as belonging to one of the minority groups examined in the survey. For example, about 35% of White respondents indicated that (1) they believe they have to work harder than colleagues to receive same recognition, and (2) they don’t believe they receive adequate mentoring support on tenure promotion. About 50% of Hispanic and Asian respondents endorsed these two statements, and endorsement levels were even higher among Black respondents, 76% and 62%, respectively.

Similar levels and kinds of concerns were expressed by students and staff, with particularly high levels among minority students and staff. Approximately 42% of students, 20% of academics, and 14% of staff who identify as belonging to one of the minority groups examined in the survey reported having experienced at least one incident of discrimination and/or harassment; these experiences are associated with an increased likelihood of considering leaving the University and a decreased likelihood of recommending the University to others. Respondents who identify as transgender, gender queer, non-binary, and/or agender were, in the aggregate, the most likely to report experiencing a non-inclusive campus climate, and the most likely to report having experienced discrimination and/or harassment.

We regard this as an urgent set of conditions that bear on the central missions of the University in several regards. Within our scope in considering faculty life, the most concerning aspects of the survey are the reports that minority faculty do not feel valued for their intellectual work at rates that far exceed those reported by non-minority faculty. The findings indicate that our community is not achieving the goal of providing an equally supportive and sustaining environment for the scholars who work here. How to effectively address this serious problem is not an easy matter. Attending to equity and increasing

faculty diversity may help to some extent, but we believe that more than this is needed. In particular, we see the need for the Division consider ways to enable frank and constructive discussions about the scholarly climate among faculty and students. One part of this approach should be providing administrative leaders (e.g., department chairs) and faculty members who are charged with making decisions (e.g., chairs of search committees and admissions committees), with access to training and advice on equity, diversity, and inclusion. At the same time, we recognize that required training and canned presentations are unlikely to be effective general mechanisms. These approaches may be appropriate in some contexts, but they are unlikely to engage the academic community effectively on this campus.

- We recommend that the Dean's office work with the Vice Provost for Academic Leadership, Advancement, and Diversity to identify high-quality resources and learning opportunities to support faculty in leadership and decision-making roles as they engage with questions of diversity, equity, and inclusion.
- We recommend that the Dean convene a Diversity Board in the coming year, comprised of faculty and graduate students from across departments, to consider formats for productive discussions in the Division, and, if possible, to begin a set of events in the coming year. The events would focus on increasing awareness of questions of diversity, equity, and inclusion, and seeding thoughtful discussions about the nature of and challenges to diversity in academia. These events could potentially include: A speaker series that involves eminent scholars of diversity (many of whom are social scientists), including those who have also worked institutionally on issues related to diversity; open forums that bring together faculty and students from across units for facilitated topical discussions; and reading groups or workshops for groups of faculty and students who wish to consider issues of diversity in academic life.

Concluding Remarks

We close by recognizing the work yet to be done in considering diversity, equity, and inclusion across the other parts of our divisional community. This year, the Dean's Advisory Council, a group of doctoral students representing each unit in the Division, spent several meetings discussing diversity, equity, and inclusion, and as a result, the Council is drafting recommendations for the Dean and Dean of Students with respect to these issues. Further, in discussions with our Dean of Students, our faculty committee realized that a fully engaged analysis of Social Sciences graduate programs will require sustained attention beyond this year's effort, and so we recommend continuing consideration of diversity, equity, and inclusion with regard to the Division's doctoral and MA programs. In addition, the Climate Survey highlighted the particular ways in which diversity, equity, and inclusion questions arise for staff members at the University, and we see a need for engaging staff in discussions of these issues going forward, both at the Divisional level and in the wider context of the University. Finally, future considerations of diversity, equity, and inclusion should extend to the Division's lecturers, senior lecturers, and postdoctoral fellows, both as members of their respective units, and as focal communities within the Division.