

FACULTY PROGRESS REPORT FOR EQUAL OPPORTUNITY AND DIVERSITY PROGRAMS FOR THE 2002-03 ACADEMIC YEAR

Overall, 2002-03 was a year of “holding steady” for the University in regard to our ability to attract and retain women and minorities, however, many exciting initiatives for diversity were launched during 2002-04, holding promise for the future. Although there has been some progress in a few specific areas in the recruitment and promotion of women and underrepresented minority faculty, this year’s numbers indicate a continued lack of change in recruitment, retention and progress of women, African-American and Hispanic faculty and a lack of significant progress at senior levels. This report addresses both the strengths and weaknesses of current equal opportunity and diversity initiatives.

This year’s report will not be all-inclusive, as a reporting inaccuracy was discovered in the School of Medicine’s data collection system. Steps are being taken to correct this error, but until accurate reporting of Affirmative Action data from the School of Medicine is confirmed, some inaccuracies will remain in their data. Because of these inaccuracies, no conclusions can be made concerning the demography of or the total numbers of faculty for this report. Consequently, the 2003-04 report will be used as a new benchmark for further comparison of data for the School of Medicine and university totals.

Hiring Procedures

The Faculty Diversity Officer in the Case Office of Equal Opportunity and Diversity monitors all faculty searches. Each faculty position must be nationally advertised to ensure as broad an applicant pool as possible. The equal opportunity and diversity hiring procedures also stress the importance of making special efforts at the beginning of the search process to convene a diverse search committee, identify women and candidates of color, interview women and candidates of color, and document the reasons for the rejection of all applicants. All offers received prior approval from the Office of Equal Opportunity and Diversity to ensure compliance with affirmative action procedures. However, in 2002-03 the university had no systemic education and oversight of search committees to ensure that appropriate measures were taken to include women and People of Color in candidate pools, nor was there systemic oversight of the candidate pools before candidates were brought in to campus to interview, or before departments chose their top candidates. There were also few incentives and/or rewards for search committees to follow diversity initiatives while conducting a search. In 2003-04 a new staff member was hired in the Office of Equal Opportunity to advise search committees and create new faculty search guidelines and a “faculty search toolkit;” in addition to the creation of a new policy requiring Deans to approve applicant pools before candidates are brought in for interview. There is optimism that these measures will increase the representation of women and People of Color in faculty hiring pools in the future.

Diversity Application goals are set for individual departments biennially. The goals are determined by comparing current faculty composition in each department or school with the proportion of available women and minorities in the respective professional area nationwide. For those departments who are underutilizing women and People of Color, recommendations are made for that department or school. The University’s overall objective is that the faculty composition in each department will

reflect the composition of the national pool of individuals in that discipline. For those departments which are underutilizing women and People of Color and which have recommended increases as a goal, the Faculty Diversity Officer and the ACES Diversity Specialist serve as a resource to the chairs of search committees about special measures that should be taken to identify women and candidates of Color, and to broaden the search in ways that will include a larger number of underrepresented candidates.

Faculty Composition and New Faculty Recruitment

Due to a data collection error on the part of the School of Medicine, this portion of the report will include only Case-paid faculty in the SOM in its findings.

During the past year, the University made some progress in the recruitment of women and Faculty of Color. Including only Case-paid faculty in the School of Medicine, 32% of all Case faculty members are female, a 1% increase from 2002-03. 38% of all new faculty hires were female. While 3% of all Case-paid faculty members are African-American, consistent with numbers from 2001-02, but encouragingly, 7% of new faculty hires were African-American (7). 1% of all Case-paid faculty members are Hispanic-American, a number constant with numbers from 2001-02; 1% of our new hires were Hispanic-American (1). Asian-Americans are not currently under-represented minorities at Case, as 8% of all faculty members are Asian-American (a number down 1% from 2001-02 adjusted numbers). 19% of all new Case-paid faculty hires were Asian-American. These numbers are discouraging in regard to the recruitment of women, Hispanic-Americans and Native-Americans, indicating a need to continue strong initiatives, incentives, and rewards for recruitment strategies.

The total number of full-time faculty paid through Case as of August 13, 2004 was 1420. School of Medicine (SOM) faculty paid outside of the Case database cannot be counted at this time, therefore totals of faculty must exclude the SOM in this year's report. The total number of Case paid female faculty outside of the SOM increased by 20 and the total number of minority faculty (excluding the SOM) increased by 6. Minority faculty members (including Asian-American faculty) constitute 15% of the faculty outside of the SOM. The percent of women faculty outside of the SOM increased 2% from last year.

Hiring activity during the 2003-2004 fiscal year reflects the following hires (**July 1, 2003 to June 30, 2004**): the Dental School (1 new faculty member), the Weatherhead School of Management (4 new faculty members), the Francis Payne Bolton School of Nursing (4 new faculty members) and the College of Arts and Sciences (15 new faculty members). The Case School of Engineering (3 new faculty members), the Law School (3 new faculty members), and MSASS (1 new faculty member). The School of Medicine, of faculty paid through the Case payroll, hired 65 new faculty members.

From a pool of Case-paid faculty, Case hired 7 new African-American faculty members, 1 Hispanic-American faculty member and 18 Asian-American faculty members. The Case School of Engineering hired 2 Asian-American faculty members and the Weatherhead School of Management hired no minority faculty members. The College of Arts and Sciences hired two African-Americans, one Hispanic-American, and no Asian-American faculty members. The Dental School hired no minority faculty

members and the Law School hired two African-American and one Asian-American faculty members.

Based on faculty paid through the Case payroll, Case has 42 African-American faculty members, 21 Hispanic-American faculty members, and one Native American faculty member.

Nine of the 15 new faculty members in the College of Arts and Sciences were women (60%). The Frances Payne Bolton School of Nursing hired four women out of four new faculty members, the School of Dentistry hired one woman out of one new faculty members, the Weatherhead School of Management hired one woman out of four new faculty members, MSASS hired one women out of one new faculty member, the Law School hired one new female faculty member out of three new faculty members, and the School of Medicine hired 19 women out of 65 new faculty members paid through the Case payroll.

It is encouraging that in the College of Arts and Sciences, the Francis Payne Bolton School of Nursing, the School of Dentistry, and MSASS, the percent of new female hires was 50% or greater. 25% of new hires in the Weatherhead School of Management were female (1) and 29% of new Case-paid hires in the School of Medicine were female.

A total of 137 faculty members paid through Case resigned, were terminated, or retired from 7/1/03 to 6/30/04. Of that total, 27% were women. Of minorities, 13% were Asian-American, 2% were Hispanic-American, and 2% were African-American.

For a national perspective on these numbers, according to the National Science Foundation, of the total number of doctoral degrees awarded in science and engineering in 1997, 37.8% were awarded to women, 3.4% were awarded to African-Americans, 3.6% were awarded to Hispanic-Americans, and 0.4% were awarded to Native Americans.¹ At Case, 7% of the Engineering faculty are women, 1% are African-American, and 1% are Hispanic-American, numbers constant with the 2001-2002 report. In the College of Arts and Sciences, in the NSF labeled “sciences” (Astronomy, Biology, Chemistry, Geological Sciences, Mathematics, Physics, Statistics- total of 93 faculty) 18% are women, 1% are African-American (one faculty member), and 2% are Hispanic American (two faculty members). In 1997, African-Americans represented only about 5% of all full-time faculty in higher education.² The American Council on Education’s Statistics indicate that Hispanic-Americans represented only 2.7%³ and Native Americans represented only 0.4 % of all full-time faculty.⁴ Case-paid faculty are 3% African-American, 1% Hispanic-American and one faculty member is Native American. In research of Faculty of Color at prestigious universities done by Daryl Smith and Caroline Sotello Viuernes Turner, they concluded that of the scientists in the study (a sample of

¹ National Science Foundation/Division of Science Resources Studies, Survey of Earned Doctorates. Women, Minorities and Persons with Disabilities in Science and Engineering, 2000, [<http://www.nsf.gov/sbe/srs/nsf00327/c4/tt04-04.htm>] October 12, 2002.

² Ibid., 42.

³ Ibid., 44.

⁴ Ibid., 45.

approximately 300), half applied for but did not receive employment in the academic sector, and instead chose to work in the private sector. Only 11% of those employed in academia experienced elevated salaries or a “bidding war” for their employment, even though a large percentage of them had degrees from Ivy League universities.⁵

According to the National Research Council, “among doctoral scientists and engineers, women’s participation has grown much closer to parity in the life and social sciences, but lags far behind in engineering and the physical sciences.”⁶ The study also showed that between 1975 and 1995, 10% of the potential professional workforce of female science and engineering doctorates have been under-employed in their professions.⁷ It also concluded that at any professional age, men are more likely than women to hold tenure. It found that both Research I and other institutions have increased numbers of women faculty, but the gains have been greater in non-Research I institutions, “where women are less well represented than men in all academic ranks and measures of status.”⁸ Women with Ph.D.s and in academic positions increased in the life sciences and social/behavioral sciences.⁹

Of faculty at our 10 peer institutions (Carnegie Mellon University, Dartmouth College, Duke University, Johns Hopkins University, MIT, Northwestern University, University of Rochester, Vanderbilt University, Washington University); Case, Carnegie Mellon, MIT, and Vanderbilt are 3% African-American. Duke and Johns Hopkins are 4% African-American, and Dartmouth, Northwestern, and Washington are 2% African-American. Of Hispanic-American faculty, Case, Carnegie Mellon, Dartmouth, Duke, Johns Hopkins, Vanderbilt, and Washington are 2%, Northwestern is 3%, and MIT and Rochester number 1%. Of Native American Faculty, all 10 universities number less than 1%, although Dartmouth stands well above the others with .58%. Case is .14% American Indian/Alaskan native.¹⁰ (See table “Full-Time Faculty by Tenure Status and Ethnicity”)

Smith and Turner’s research concludes that currently, 70% of minority hires are completed through “special hiring” policies of creating new departments, new positions, or “cluster hiring.”¹¹ Because of the small numbers of minorities achieving PhD’s, most minority hires are recruited from other universities through aggressive recruitment techniques, rather than established from an “open applicant” pools from advertising. Currently, Case does not have funding or staffing to compete nationally in the aggressive

⁵ Daryl Smith, “Hiring Faculty of Color: Research on the Search Committee Process and Implications for Practice,” Plenary Session, Keeping Our Faculties Symposium, April 22, 2002, Minneapolis, Minnesota.

[http://diversityweb.org/diversity_innovations/faculty_staff_development/recruitment_tenure_promotion/keeping_our_faculties.cfm] November 13, 2002.

⁶ National Research Council, From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientist and Engineers (Washington, D.C.: National Academy Press, 2001), 3.

⁷ Ibid., 4.

⁸ Ibid., 9.

⁹ Ibid., 7.

¹⁰ Source: IPEDS Fall Staff Survey 2003, U.S. Department of Education

¹¹ Daryl Smith, “Hiring Faculty of Color: Research on the Search Committee Process and Implications for Practice”

recruitment of minority faculty. At Case, an aggressive recruitment campaign would include funding for the creation of new positions, additional funding and staffing to the Office of Equal Opportunity and Diversity to facilitate search committee strategies for every search within the university, a staff member hired to nationally recruit women and minorities, and a concerted effort to make the Case campus climate welcoming to women and People of Color. Other strategies might include incentives for raising the numbers of minority students achieving PhD's by reaching out to area high schools with large minority populations in order to prepare minority students for college, and aggressive recruitment and competitive stipends for minority students in our graduate programs.

In the past year, the NSF ADVANCE ACES award has offered many opportunities for change for women and minorities in the NSF sciences at Case. As part of ACES, a Diversity Specialist has been hired within the Office of Equal Opportunity, to assist search committees in diversification of their applicant pools, create search "tool kits" and web tools for candidate pool diversification, and to catalyze the creation of a partner-hiring network. In the future, the Diversity Specialist will supervise the execution of an exit interview to departing faculty, and supervise the execution of an Affirmative Action survey of all faculty applicants, in order to allow the Office of Equal Opportunity to collect data on available applicant pools and campus climate. The Case Provost's Opportunity Fund and the new affiliation with Fisk University have been positive steps towards increasing our minority faculty population. Plans for faculty exchanges and dual degrees between Fisk and Case are underway and provide hope for an increase in our African-American visiting faculty population—an opportunity for positive change in our campus climate for People of Color. Case's efforts might extend toward allocating substantial resources to the Case-Fisk partnership and asking Fisk to help us in recruiting full-time Faculty of Color from other institutions, including Historically Black and Hispanic Colleges and Universities. A positive move has been made within the College of Arts and Sciences to create an Ethnic Studies Program, which became official in the autumn of 2004-05. Dean Turner has also designated Associate Dean Haynesworth to assist each department hosting a search with candidate pool diversification. In partnership with Provost John Anderson and Dean Mark Turner, Dean Haynesworth has also launched an aggressive advertising campaign geared towards encouraging women and minorities to apply for open Arts and Sciences positions. Other positive initiatives have been taken in the last year, as well. The Case Center for Women has provided a vigorous program of activities for women and men on campus. The Faculty Senate passed a Partner Hiring Policy for faculty and nationally-searched staff positions in spring, 2004. A Resource Equity Study of Case Women Faculty is near completion, and a Self-Study Report of the University Community and Climate Survey was completed in 2004. Deputy Provost Lynn Singer added diversity hiring as an imperative for all Case Deans, and they have all agreed to review search applicant pools for diversity before allowing departments to bring candidates to Case for interviews. President Hundert's Vision for the University also includes Diversity as one of its core values.

Please see Tables A and B for number and percentages of faculty composition by school, based on faculty on the Case payroll. The Schools of Dentistry, Management, and Engineering are strongest in their minority percentages (percentages include Asian-Americans), and Nursing, and MSASS are strongest in their percentages of female faculty members.

Promotion and Tenure for the Period July 1, 2002 to June 30, 2003

A total of 98 faculty were candidates for promotion and/or tenure; the majority of the candidates were from the School of Medicine (81). Fifty-two faculty were candidates for promotion to associate professor; 13 of the 52 (25%) were female faculty. Forty-nine, or 94%, of all candidates were promoted to associate professor; 87% of the female candidates were promoted. 16 faculty, including 5 female faculty (31%) were candidates for the award of tenure. 15 faculty (94%) were awarded tenure; all 5 female candidates were awarded tenure. Thirty faculty members were candidates for promotion to professor; 21 of these candidates (70%) were female. 30 members were promoted to professor (100%) including all 21 female candidates.

Table H provides a detailed breakdown of these activities by school. The distribution of senior faculty (excluding the School of Medicine) by gender and by academic year is summarized in Graphs V-A and V-B. The distribution of tenured faculty (excluding the School of Medicine) by gender and by academic year is summarized in Graph V-C. The same information for the School of Medicine is provided in Graphs VI-A to VI-C.

Endowed Chairs

Among Endowed Chairs in the University, 31 (23%) are held by women. Of the Endowed Chairs in the School of Medicine, 5 (11%) are held by women.

New Tenured Appointments

New tenured appointments made at the Associate Professor or Professor level in the University from February 2003 to January 2004 include 6 (33%) held by women. In the School of Medicine there were 5 (62%). These data are displayed in Table E-2.

Resignations, Terminations, and Retirements

137 faculty left Case between July 1, 2003 and June 30, 2004. Most of the activity was in the School of Medicine (numbers pertain only to Case-paid faculty), which lost 87 faculty. A detailed breakdown of faculty who left Case in 2003-04 can be found in Table J.

Candidates for the Tenure Track and New Tenure Track Appointments in the School of Medicine

The School of Medicine appointed 90 assistant professors from January 1, 2003 through June 2004; 27 (30%) were women and 60 were men. 12 women (13% new female assistants) and 18 men (20% of new male assistants) were appointed to the tenure track. 15 women (17% of new female assistants) and 42 men (47% of new male assistants) were appointed to the non-tenure track. These data are displayed in Table G-2.

Salary Equity

As in previous years, the Deputy Provost and Faculty Diversity Officer have reviewed each recommended salary increase for faculty members with the appropriate Dean. A review for equity occurs for each faculty member's proposed salary. For example, each female faculty member is compared with males in her department. Factors of rank, time-in-rank, and academic performance are considered. Equity adjustments have been made and will continue to be made for women and minorities, but all salaries are reviewed for equity.

The Salary Equity Committee, established by the President in the fall of 1992, carried out a salary analysis and reviewed the salary distribution of all faculty, excluding those in the School of Medicine. The conclusions of the committee, shared with the entire University community in 1993, were "that there were no systematic University-wide differences in average salaries between men and women and between minority and non-minority racial groups when summarized for each rank and division/school. Moreover, University-wide estimates of average salaries from multi-variate analyses demonstrate that there are small but statistically not significant differences in average salaries in favor of men and in favor of non-minority groups within the University when important variables are taken into consideration." However, the committee noted that in a few division/schools deficiencies in salary that were statistically significant existed for a few cases in some ranks. Among the recommendations of that committee was a salary equity study of faculty within the Medical School. A study of salary equity for faculty in the basic science departments was coordinated by the Vice Provost working with faculty committee members. This study did not show statistically significant salary inequities. A study of salary equity for all faculty who are paid through Case is in process, under the direction of Professors Patricia Higgins and Cyrus Taylor, through the University Advisory Commission on Women. This study is focused on resource equity; salary equity and retention studies are part of its charge as well. The report for this study will be shared with the University when it is completed.

However, it must be noted that among Case faculty who participated in the first part of the 01-02 Case Resource Equity Study, it was a common perception that women faculty did not receive the same professional benefits as male faculty in respect to issues such as office space, assignment of graduate students, assignment of committee duties and advising, and non-salaried opportunities.

Mechanisms for Support of Women and Faculty of Color

- The University Committee on Minority Affairs and The University Committee on Women are active standing committees of the Faculty Senate. These committees have been very helpful in bringing visibility to the issues, in monitoring progress, and in making recommendations.
- New Faculty Orientation. The Provost's Office, the Office of the Faculty Senate, and UCITE present a full-day program designed to introduce new faculty to the University, to University Circle, and to UCITE. This program, presented in the week before the start of the fall semester, is designed to complement orientation programs in the College and Schools.

- Faculty Development. Each dean, with the encouragement of the Provost's Office, has established a faculty development program specific to their school. The Deans are asked to update these plans periodically. Complementary programs directed toward ongoing development of faculty as educators are available through UCITE, directed by Professor Mano Singham.
- The Provost and the Deputy Provost review the annual and mid-tenure evaluations of non-tenured faculty. Our current faculty review process is intended to be carefully monitored by the deans so that each faculty member receives a clear and written evaluation periodically as well as adequate career guidance. As part of the involvement of the Provost's Office, the office provides feedback to the deans about the process.
- A policy was put into effect in 1989-1990, initiated by the Provost's Office, that in instances of mandatory tenure or of promotion from Associate Professor to Professor, cases with negative recommendations from the department would proceed through the University promotion and tenure process. The purpose of this procedure is to ensure a full review of faculty who have been denied especially critical promotions in their department or School.
- The Employee Assistance Program (EASE) initiated by Human Resources, is a voluntary private and confidential program provided through the Center for Families and Children (CFC). This service provides counseling and community resources for benefits-eligible employees and family members to help identify problems and develop plans for resolution.
- A faculty member who is the primary care-giving parent, may request from the Provost a one-year extension of the pre-tenure period after each live birth or after each adoption (for specific details see I.G.6 of the Faculty Handbook). This policy has been utilized by a number of faculty and has been well received.
- Although often under-utilized by departments conducting searches, a portion of the Provost's Opportunity Fund has been set aside for use in strategic hiring of women and under-represented faculty of color.
- The University Advisory Council on Women evaluates many of the issues key for women faculty, staff, and students, making strong recommendations to the Office of the Provost and the President.

- In 2003-04, the NSF Advance Award created many initiatives through its Case ACES program, including distinguished lectureships, executive coaching towards diversity initiatives in four pilot departments, a Diversity Specialist within the Office of Equal Opportunity and Diversity to educate search committees about diversity initiatives, and summer research opportunities for undergraduate women scientists and engineers. It is currently offering assistance to NSF Science departments in the mentoring of and retention of women faculty. As part of ACES initiatives for students of color, five African-American female students from Fisk University were conducting research on campus in the summer of 2004 as part of the Case SPUR Program.
- As part of the ADVANCE initiative, President Hundert has announced future appointments of five endowed chairs for women in Science and Engineering
- In 2003, The Case Center for Women officially opened with a mission “to promote well-being and advancement of women through education and advocacy,” and a charge “to stimulate and coordinate women-centered activities, education, and research, services, and resources for Case students, faculty, staff, alumnae, and related community organizations and individuals.” The Center is directed by Dr. Dorothy Miller, and staffed by Dana Blocker, MA, as the Women’s Health Advocate.
- In 2003 a Case-Fisk Task Force was created under the direction of Interim Associate Provost Kathryn Karipides to plan for 2004-05 exchanges of faculty and students. In spring, 2004, a class on multi-cultural diversity team-taught by Professor Tom Csordas of the Department of Anthropology and Dr. Sheila Peters, Fisk Department of Psychology was taught on both campuses using video technology. Plans are underway for student and faculty exchanges, artistic group exchanges, and seminar exchanges in 2004-05.
- In May 2004, the Faculty Senate Passed a Partner Hiring Policy, which was endorsed by President Hundert and Provost Anderson.
- In autumn, 2004 Human Resources unveiled a Relocation Services Guide to aid faculty in moving to Cleveland. Included is aid in finding housing, moving and storage, and temporary housing.
- In autumn, 2004, the Employer-Assisted Housing Program (EHP), an innovative partnership between Case, the City of Cleveland, University Circle, and other local Community Development Corporations, and in consultation with Fannie Mae, has designed a program to assist employees with home ownership and revitalizing neighborhoods in the University Circle Area.

Areas of Concern for 2004-05

- 1) There continues to be a need for women faculty throughout the University. Although among our peer institutions, only Vanderbilt and Johns Hopkins have a higher percentage of women faculty, we must strive to recruit and retain women at the same level as national averages.¹²
- 2) The low percentage of women who are full professors and who are tenured continues to be a concern. Of our peer institutions, only MIT, Rochester, and Washington University have lower percentages of female full professors than Case.¹³
- 3) The low percentage of African-American and Hispanic-American faculty in all areas of the faculty is a major concern.
- 4) The low percentage of women faculty with endowed chairs throughout the University, but especially within the School of Medicine, is a major concern. The absence of women faculty in leadership positions (Deans and Chairs) throughout the University is a major concern.
- 5) Retention of junior faculty, particularly in the School of Medicine, is an area of concern.
- 6) Retention of African American and Hispanic faculty is a major concern.
- 7) Retention of Senior women faculty is a concern.
- 8) Continued funding of the Women's Studies Program and the Ethnic Studies Program in the College of Arts and Sciences is a major concern

¹² Source: IPEDS Fall Staff Survey 2003, U.S. Department of Education

¹³ Ibid.

Recommendations

- 1) Substantial resources must be committed to strategic recruitment of senior women and under-represented minority faculty. Resources need to be allocated to the Office of Equal Opportunity and Diversity to support the development of programmatic efforts to address current problems.
- 2) Increased efforts to recruit women and under-represented minority faculty at all ranks to senior positions, and to mentor their professional development. Diversification of search committees, education of every search committee on diversifying strategies, and oversight of the search process for diverse candidate pools could further this goal.
- 3) Substantial resources must be allocated to support the Case-Fisk Partnership and its initiatives to create programs and student-faculty exchanges.
- 4) Give full consideration to all faculty for appointment to leadership positions within departments and schools. Mentor women and minorities for administrative and leadership positions.
- 5) Rewards and incentives must be created to help the faculty change the “campus climate” at Case for women and People of Color. Every member of the Case community must make every attempt to create a welcoming and enriching environment for all members of the community.
- 6) Resources for the Ethnic Studies Program and the Women’s Studies in the College of Arts and Sciences must be identified and allocated.
- 7) A university-wide re-appraisal of curricula, in order to create courses and studies in nationally respected areas of culture, ethnicity, and diversity.
- 8) Improve the mentoring of junior faculty, especially women and People of Color, and investigate new ways to help them be successful.
- 9) Creation of family friendly initiatives such as childcare and lactation centers to increase Case’s desirability for the recruitment and retention of women and People of Color

Full-Time Faculty by Tenure Status and Ethnicity
Ten Universities Group / Fall 2003

Grand Total	<i>Case</i>	<i>Carnegie Mellon</i>	<i>Dartmouth</i>	<i>Duke</i>	<i>Johns Hopkins</i>	<i>MIT</i>	<i>N'western</i>	<i>Rochester</i>	<i>Vanderbilt</i>	<i>Washington University</i>
Nonresident alien	34	49	52	79	128	64	49	35	22	61
Black, non-Hispanic	46	20	16	60	86	25	42	21	61	40
American Indian / Alaskan Native	2	0	4	2	1	0	1	0	6	1
Asian / Pacific Islander	151	51	34	124	244	83	178	69	239	216
Hispanic	24	12	12	25	39	12	43	10	35	35
White, non-Hispanic	1,128	524	571	1,337	1,741	733	1,348	1,048	1,740	1,631
Race / ethnicity unknown	18	0	0	0	4	14	48	13	0	0
Total Full-Time Faculty	1,403	656	689	1,627	2,243	931	1,709	1,196	2,103	1,984
Percent Minority	16%	13%	10%	13%	16%	13%	15%	8%	16%	15%

Grand Totals of Women/Minorities	<i>Case</i>	<i>Carnegie Mellon</i>	<i>Dartmouth</i>	<i>Duke</i>	<i>Johns Hopkins</i>	<i>MIT</i>	<i>N'western</i>	<i>Rochester</i>	<i>Vanderbilt</i>	<i>Washington University</i>
Grand total of Women	872	306	412	818	1540	332	1012	624	1316	1014
Grand total of Minority	446	166	132	422	740	240	528	200	682	584
Grand Percentage of Women	62.15%	46.65%	59.80%	50.28%	68.66%	35.66%	59.22%	52.17%	62.58%	51.11%
Grand Percentage of Minority	31.79%	25.30%	19.16%	25.94%	32.99%	25.78%	30.90%	16.72%	32.43%	29.44%