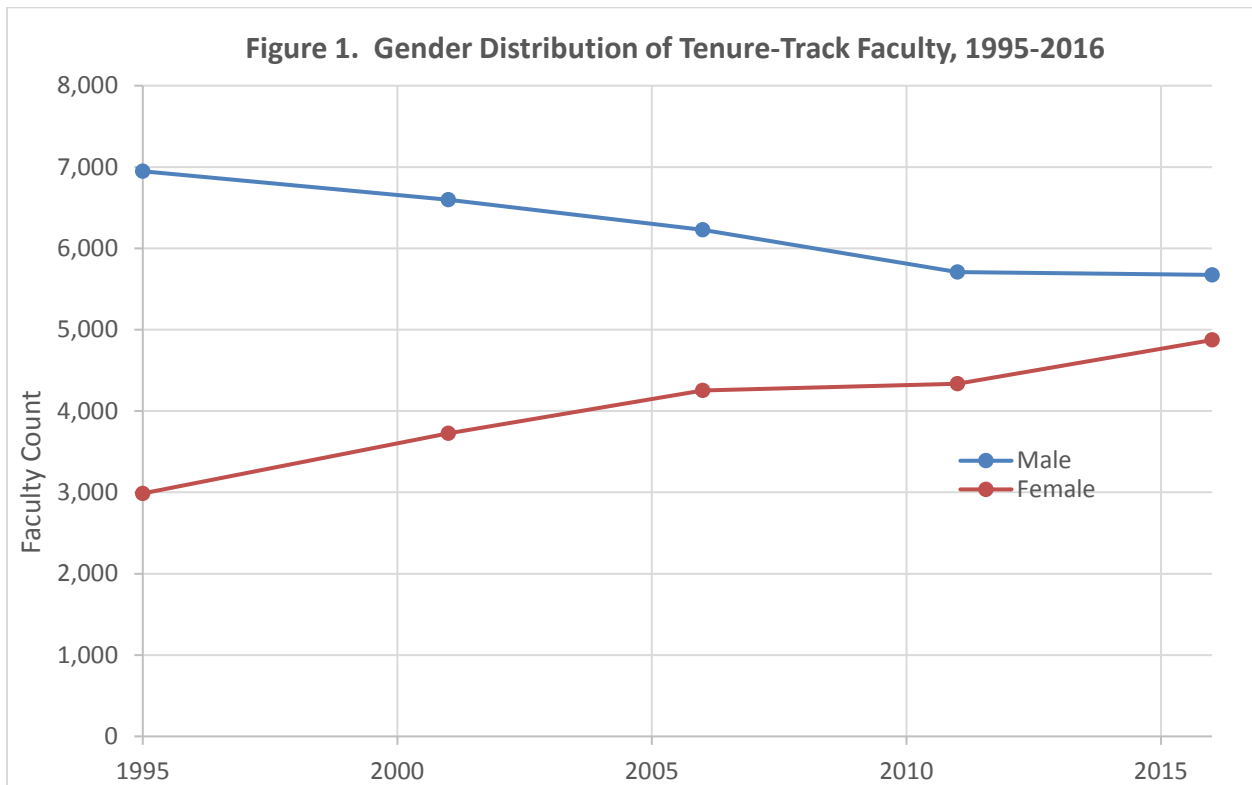


**REPORT TO THE LEGISLATURE: FACULTY EMPLOYMENT  
DECEMBER 1, 2016**

The Budget Act of 2016 included an allocation of \$2,000,000 on a one-time basis for “a program to support best practices in equal employment opportunity.” It also established the following reporting requirement: “No later than December 1, 2016, the Trustees shall submit to the Director of Finance and the Legislature, in conformity with Section 9795 of the Government Code, a report that includes the number of ladder-rank faculty, disaggregated by race, ethnicity, and gender, and a description of the specific uses of these funds to support equal employment opportunity in faculty employment, including any systemwide training, monitoring and compliance.” This report is in response to that reporting requirement.

The report provides a summary of the most current data and trends in the composition of CSU faculty, including recent recruitment outcomes. The CSU is strongly committed to recruiting and retaining diverse, talented, well-qualified faculty who support the success of a diverse student population. This report provides information on activities already underway in support of this commitment as well as a detailed description of how the additional \$2 million will be used to move this effort forward.

Over the past twenty years, the proportion of female faculty has steadily increased, and now stands at 46 percent. Figure 1 shows this trend.



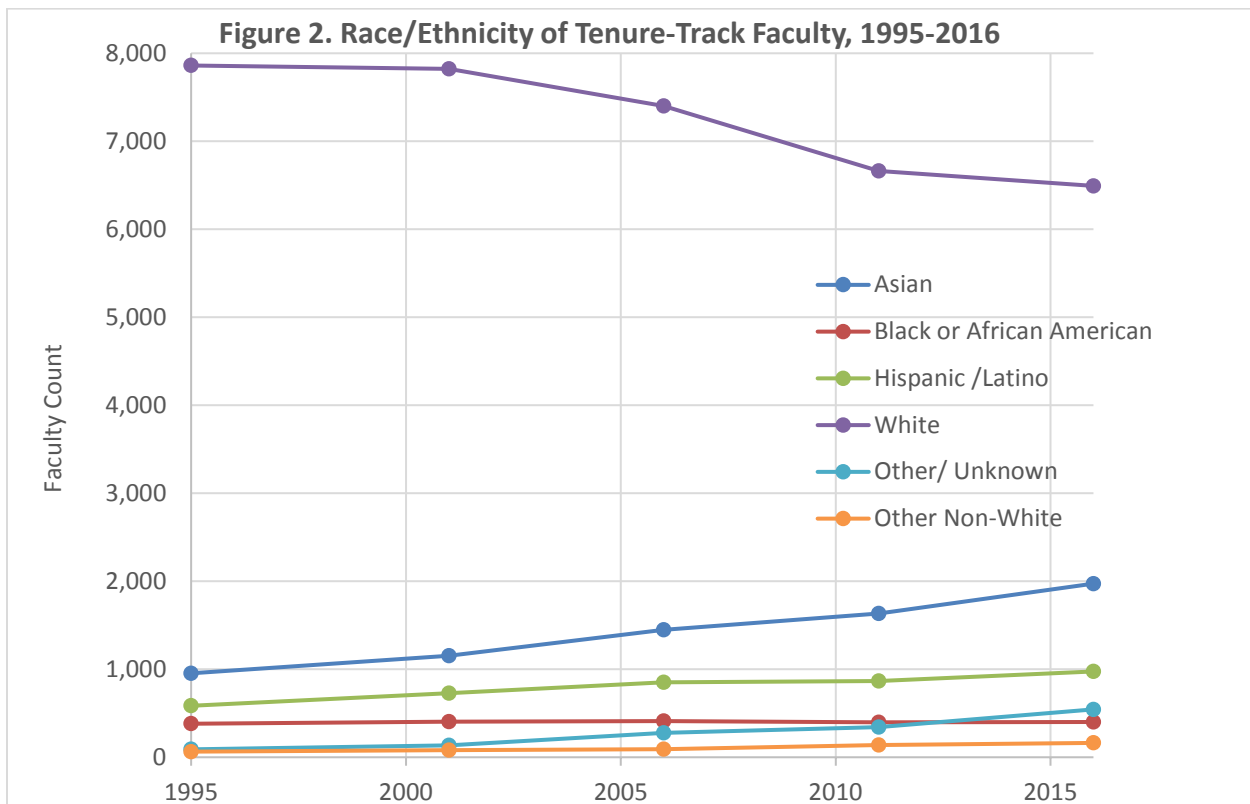
Source: Annual fall “snapshot” reports from the Campus Information Retrieval System (CIRS); all data as of October 31 each year.

In recent years, half or more of newly hired assistant professors have been female. The gender distribution of CSU faculty in fall 2016 is shown in Table 1. As junior faculty move through the ranks, the CSU can expect the percentage of female faculty to continue to approach or even exceed 50 percent.

**Table 1. Gender Distribution of Tenure-track Faculty, Fall 2016, by Rank**

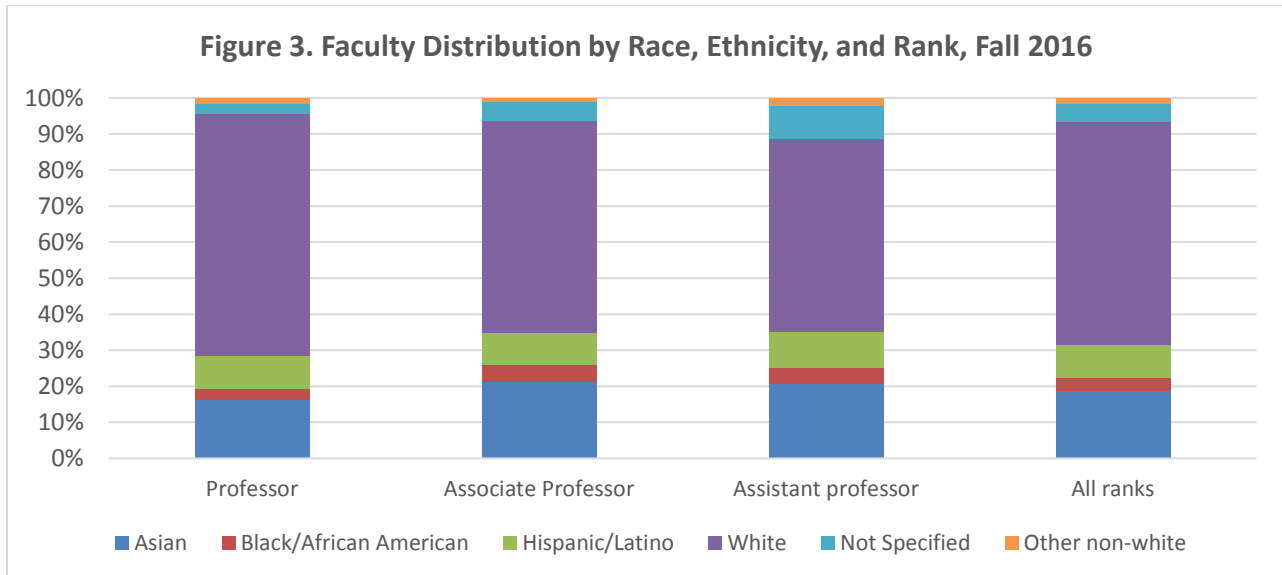
Rank	Male	Female	% Female
Professor	3,111	2,088	40.2
Associate Professor	1,220	1,210	49.8
Assistant Professor	1,343	1,575	54.0

The racial and ethnic diversity of CSU faculty has also increased over the past two decades. The number and percentage of Hispanic/Latino faculty has grown, but the percentage of African-American faculty has been stagnant. However, the number of new hires of African American faculty has increased each year since 2012. The largest growth has been in Asian and Asian-American faculty. (Note these numbers do not distinguish between non-residents and permanent residents or US citizens.) The percentage of individuals who choose not to provide their race or ethnicity has also been growing. In addition, since 2010, it has been possible for individuals to report more than one race. The number of individuals identifying as belonging to more than one race, while still less than 1 percent of the total, has also been increasing.



Source: Annual fall “snapshot” reports from the Campus Information Retrieval System (CIRS); all data as of October 31 each year. “Other Non-White” includes American Indian and Alaska Natives, Native Hawaiian and other Pacific Islanders, and Two or More Races.

Figure 3 indicates the distribution of faculty in fall 2016 by rank, race, and ethnicity. Assistant professors were less likely to identify themselves as white and were more likely to not specify their race or ethnicity than associate or full professors.



Tables 2 and 3 provides a more detailed breakdown of race, gender, and ethnicity of CSU faculty as of the fall 2016 “snapshot”. Table 2 shows the number of tenure-track faculty, broken out by gender as well as race or ethnicity. Table 3 provides the percentage distribution by race and ethnicity for men, women, and all faculty in each rank. The Appendix provides similar data by individual campus.

**Table 2. Race, Ethnicity and Gender of CSU Faculty in Fall 2016, by Rank**

Race/Ethnicity	Professor		Associate Professor		Assistant Professor	
	Female	Male	Female	Male	Female	Male
American Indian	13	20	6	6	13	11
Asian	326	524	270	246	342	265
African American	73	86	55	59	76	50
Hispanic	203	267	100	118	164	123
Native Hawaiian/Pacific Islander	1	6	0	1	2	2
Two or more races	15	21	5	6	18	17
White	1,410	2,084	715	713	821	750
Unknown	47	103	59	71	139	125

**Table 3. Percentage Distribution of Race and Ethnicity of CSU Faculty, by Rank and Gender, Fall 2016**

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female	0.6%	15.6%	3.5%	9.7%	0.0%	67.5%	0.7%	2.3%
	Male	0.6%	16.8%	2.8%	8.6%	0.2%	67.0%	0.7%	3.3%
	<b>Total</b>	<b>0.6%</b>	<b>16.3%</b>	<b>3.1%</b>	<b>9.0%</b>	<b>0.1%</b>	<b>67.2%</b>	<b>0.7%</b>	<b>2.9%</b>
Associate Professor	Female	0.5%	22.3%	4.5%	8.3%	0.0%	59.1%	0.4%	4.9%
	Male	0.5%	20.2%	4.8%	9.7%	0.1%	58.4%	0.5%	5.8%
	<b>Total</b>	<b>0.5%</b>	<b>21.2%</b>	<b>4.7%</b>	<b>9.0%</b>	<b>0.0%</b>	<b>58.8%</b>	<b>0.5%</b>	<b>5.3%</b>
Assistant Professor	Female	0.8%	21.7%	4.8%	10.4%	0.1%	52.1%	1.1%	8.8%
	Male	0.8%	19.7%	3.7%	9.2%	0.1%	55.8%	1.3%	9.3%
	<b>Total</b>	<b>0.8%</b>	<b>20.8%</b>	<b>4.3%</b>	<b>9.8%</b>	<b>0.1%</b>	<b>53.8%</b>	<b>1.2%</b>	<b>9.0%</b>
All Ranks	Female	0.7%	19.2%	4.2%	9.6%	0.1%	60.5%	0.8%	5.0%
	Male	0.7%	18.2%	3.4%	9.0%	0.2%	62.5%	0.8%	5.3%
	<b>Total</b>	<b>0.7%</b>	<b>18.7%</b>	<b>3.8%</b>	<b>9.2%</b>	<b>0.1%</b>	<b>61.6%</b>	<b>0.8%</b>	<b>5.2%</b>

During the recession, tenure-track faculty numbers dropped to their lowest level since prior to 1990. This was a consequence of very low levels of hiring across the system plus a spike in retirements in 2009/10. Campuses have engaged in a major hiring effort over the last three years, leading to three consecutive years of increases in the total number of tenure-track faculty. The 10,547 tenure-track faculty in fall 2016 represent the largest number since 2009.

This concerted effort to rebuild the faculty presents a major opportunity to recruit talented, diverse faculty who are committed to serving the CSU’s diverse student population and to using their knowledge and skills to continue to improve graduation rates and reduce achievement gaps. The importance of this effort has been recognized in campuses’ plans for Graduation Initiative 2025; more than half of those plans include recruiting more tenure-track faculty as one of the components. However, it is likely that the number of new faculty hired in 2017/18 will be somewhat lower than the past two years (closer to 700-750), as many faculty delayed their retirement in 2016 to take advantage of the recent faculty salary increases.

The CSU conducts an annual survey of campus tenure-track recruitment activities, including the number of searches conducted, numbers of applicants, search outcomes, as well as demographic information on new hires. Evidence from the survey suggests that campuses are prioritizing recruiting diverse faculty. The system brought aboard 56 new African American faculty in fall

2016, the most in at least ten years. Table 4 displays the race and ethnicity of new hires for the period from 2009/10 through 2016/17. It should be pointed out that the substantial number of individuals for whom race or ethnicity is unknown could ultimately be lower, as some of the individuals being counted in 2016/17 will not start their employment until the spring of 2017 and may not have provided information on their race and ethnicity yet for that reason.

**Table 4. Detailed Race and Ethnicity of New Tenure-track Hires, 2009/10 through 2016/17**

Year	Amer. Indian/ Alaska Native	Asian	African American	Hispanic	Native Amer./ Pacific Islander	White	Two or More Races	Other/ Unknown	Total
2016	8 (0.9%)	184 (21.5%)	56 (6.6%)	91 (10.7%)	7 (0.8%)	422 (49.4%)	13 (1.5%)	73 (8.5%)	854
2015	6 (0.7%)	174 (20.5%)	36 (4.2%)	94 (11.1%)	1 (0.1%)	478 (56.3%)	16 (1.9%)	44 (5.2%)	849
2014	9 (1.2%)	137 (18.5%)	34 (4.6%)	63 (8.5%)	3 (0.4%)	419 (56.5%)	11 (1.5%)	66 (8.9%)	742
2013	6 (1.3%)	104 (22.1%)	23 (4.9%)	40 (8.5%)		272 (57.9%)	9 (1.9%)	16 (3.4%)	470
2012	5 (1.3%)	72 (18.8%)	15 (3.9%)	26 (6.8%)	1 (0.3%)	234 (61.3%)	3 (0.8%)	26 (6.8%)	382
2011	6 (1.3%)	96 (21.2%)	17 (3.8%)	44 (9.7%)	3 (0.7%)	248 (54.7%)	12 (2.6%)	27 (6%)	453
2010	3 (2.8%)	23 (21.3%)	6 (5.6%)	7 (6.5%)		54 (50%)		15 (13.9%)	108
2009	2 (0.6%)	86 (24.0%)	12 (3.4%)	32 (8.9%)		191 (53.2%)	4 (1.1%)	32 (8.9%)	359
<b>Total</b>	45 (1.1%)	876 (20.8%)	199 (4.7%)	397 (9.4%)	15 (0.4%)	2,318 (55.0%)	68 (1.6%)	299 (7.1%)	4,217 (100%)

Source: Annual CSU Faculty Recruitment and Retention Survey.

Table 5 provides data on new hires disaggregated by gender as well as race and ethnicity. CSU staff have not broken this information down by rank because the vast majority of new hires come in as assistant professors.

**Table 5. Race, Gender, and Ethnicity of New Tenure-Track Faculty in 2016/17.**

Race/Ethnicity	Female	Male	Total
American Indian	6	2	8
Asian	100	84	184
African American	28	28	56
Hispanic	55	36	91
Native Hawaiian/Pacific Islander	5	2	7
Two or more races	6	7	13
White	228	194	422
Unknown	37	36	73
<b>Total</b>	465	389	854

Source: Annual CSU Faculty Recruitment and Retention Survey.

## **The CSU's Ongoing Commitment to Diversity in Hiring and Equal Employment Opportunity**

The CSU expresses its commitment to diversity in a number of ways, including support for programs that build the pipeline of well-qualified faculty by supporting doctoral study, emphasizing training for everyone involved in faculty recruitments, and implementing best practices in recruiting. Nonetheless, progress has been slow, and CSU hopes to be able to use this infusion of funding not just to make short-term gains but to continue tackling persistent cultural challenges and, ideally, promote long-term positive change.

### **Building the pipeline**

Two Chancellor's Office programs have a long track record of building the pipeline of minority candidates for faculty positions. **The California Pre-Doctoral Program** (<http://www.calstate.edu/predoc/>) is intended to increase the pool of potential faculty by supporting the doctoral aspirations of CSU students who have experienced economic or educational disadvantages. Participants receive one-on-one guidance from a CSU faculty member as well as opportunities for summer research experiences at doctoral-granting universities, travel to professional conferences, and other benefits. A significant number of participants go on to apply to the Chancellor's Doctoral Incentive Program

The **Chancellor's Doctoral Incentive Program** (<http://www.calstate.edu/hr/cdip/>) supports promising graduate students with the skills and motivation to work with CSU's highly diverse students by providing loans for doctoral study that are forgiven if the recipient obtains a CSU faculty position. Participants work closely with a CSU faculty mentor and also are eligible for small grants supporting their professional activities during doctoral study. Thus, the program is designed to foster strong connections to the CSU as well as to support participants' doctoral goals and professional growth. Program graduates have been successful at obtaining CSU faculty positions; over its 29-year history, almost 60 percent (735) of those who obtained doctorates have gone on to CSU faculty positions. Program graduates now in faculty roles are 50 percent more likely to be female and more than twice as likely to be faculty of color as the CSU faculty as a whole.

For many years, the CSU has invested in outreach to underserved and underrepresented communities to encourage students from these communities to attend and graduate from college. In addition, many CSU campuses have programs designed to increase the pipeline of students from underrepresented minority groups who go on to graduate study. A number of these students have come back to the CSU as faculty.

### **Systemwide and campus training**

The CSU has offered free, online training targeted to search committees and other individuals involved in faculty recruitment, including department chairs, deans, and senior administrators, since 2010. The training, which includes extensive content on best practices for recruiting, was revised in 2015 to strengthen unconscious bias content. In addition, most, if not all, CSU

campuses offer face-to-face training for individuals involved in faculty recruitments. These trainings are typically provided on an annual basis in recognition of the continuous rotation of individuals who serve on search committees. Increasingly, campuses have expanded these trainings to include topics such as implicit bias and the benefits of diversity. However, the level and extent of training varies from campus to campus, as do resources available to support training, and some campuses report difficulty in getting faculty participation.

### **Best practices in recruiting and retaining diverse faculty**

CSU campuses are very much aware of the importance of diversifying the faculty and employ a variety of strategies to realize their goals. In spring 2016, the Office of the Chancellor collected examples of best practices from around the system and distributed the information to campus leadership. Some of the practices that were highlighted included:

- Mandatory training for search committees, deans, and chairs, that focus on more effective and active outreach to women and underrepresented groups, as well as the presentation of data with a focus on student success.
- More visible and definitive statements from top campus administrators regarding the importance of recruiting underrepresented faculty to serve students.
- Searches “launched” by deans with expectations that reinforce campus goals.
- Introducing assigned articles on diversifying the faculty as resource material during training.
- Addition of diversity advocates or equal employment opportunity designees on committees who provide oversight and guidance on ways to expand pools, create criteria that are more favorable to efforts of inclusion, and report irregularities to campus officials.
- Providing search committees with information on the University’s Affirmative Action Plan for Recruiting Women and Minorities, and on the importance of attracting large, diverse, and highly qualified applicant pools.
- Requiring use of the updated online recruitment training modules provided by the Chancellor’s Office.
- Increasing use of unconscious bias workshops, sometimes required for all search committee members and hiring authorities.
- Stronger presence of diversity statements on vacancy announcements.
- Inclusion of wording in position announcements stating that faculty may have the opportunity to establish affiliate status with other academic programs, including ethnic studies.
- Requiring recruitment plans and summaries which serve as gatekeepers for various stages of approval within the search process. Some reports require logs of all contacts.
- Requiring “student success statements” indicating how the candidate will teach in a diverse classroom.
- Requiring search committees to identify how a candidate will enhance diversity and inclusivity on campus prior to receiving approval for on-campus interviews.
- Requiring review of screening documents to ensure equal and fair treatment of candidates.
- Requiring interview questions that explore candidates’ willingness, skill and enthusiasm for working with diverse and multicultural communities, and multiethnic student populations.



- Mandatory advertising in pre-determined and required resources designed to increase the broad outreach potential for each search.
- Formation of campus Diversity Team consisting of underrepresented faculty to advise Faculty Affairs on training, recruitment, campus climate, and retention efforts.
- Encouragement of more proactive and personalized outreach to build institutional relationships within the discipline and to reach a broad and diverse pool of candidates, including direct emails and phone calls, as opposed to mass emails and blanket advertising.
- Intentional outreach to Minority Serving Institutions, including Hispanic Serving Institutions, Historically Black Colleges and Universities, and Asian American and Native American Pacific Islander Serving Institutions.
- Requiring and enforcing recruitment timelines to reduce the loss of top candidates.
- Extending (with more required outreach) or cancelling searches when committees are unable to demonstrate and document a sincere effort to deploy the above recruiting strategies.
- Launching a campus-wide taskforce to inventory diversity efforts.
- Providing search committees with information on which programs across the country produce high numbers of ethnically and racially diverse doctoral students, so that these programs may be sent information on faculty employment opportunities (see <http://diverseeducation.com/top100/GraduateDegreeProducers2014.php>).

While the campus presidents have made this a priority and commissioned the compilation of best practices, Executive Vice Chancellor Loren Blanchard and the provosts have also taken the issues up in their regular meetings, as have the campus faculty affairs offices. The data indicate that progress has been incremental, and much work remains to be done. Moreover, far less attention has been given to strategies for *retaining* talented and diverse faculty once they are on board. The evidence suggests that around 30 percent of all new CSU faculty leave within the first six years (the period leading to tenure). While this rate of turnover is not necessarily unusual, given the substantial investment campuses make in every new recruit, and the fact that the CSU risks losing the best faculty if a supportive climate is not provided, it is in the CSU's interest to do everything to minimize unnecessary turnover. Increased faculty diversity can only be realized if the CSU is successful in retaining the diverse faculty recruited by our campuses.

### **Description of Use of Funds**

In order to use these one-time resources most effectively, the CSU is focusing on immediate outreach and recruitment efforts as well as creating sustainable, long-term improvements in campus practices. The funds will be used to significantly augment efforts already underway and will also enable CSU to pilot new, promising strategies for recruiting and retaining diverse faculty.

The CSU is investing the one-time funds in the following areas:

1. Outreach and faculty recruitment (\$1,000,000)
2. Best practices in recruiting and retaining diverse faculty (\$800,000)
3. Reporting and assessment (\$200,000).



### **Outreach and faculty recruitment (\$1,000,000)**

This component will include the following specific activities.

- Grants to campuses to implement pilot programs to recruit and retain diverse faculty; preference given to efforts targeted to disciplines with lower levels of gender, racial, or ethnic diversity and campuses where student diversity is not reflected in faculty composition. (**\$500,000**)
- Pipeline Program Recruitment Incentives (**\$200,000**). Provide funds to campuses to defray the costs associated with providing “start-up” funding, including first-year course releases, for new hires who were participants in the California Predoctoral Program or the Chancellor’s Doctoral Incentive Program.

Campuses invest significant resources to support the success of new tenure-track hires. These resources include course releases in the first year to allow new faculty to establish their scholarly programs and develop the courses they will be teaching, as well as “start-up” costs that might include funds for professional travel, supplies, equipment, student assistant support, etc. A pool would be created to defray these costs for faculty hires who were participants in either the California Predoctoral Program or the Chancellor’s Doctoral Incentive Program. Participants in these programs have strong connections to the CSU and a demonstrated commitment to working with diverse students. Campuses would be able to request \$11,000 (to cover the cost of up to two course releases in the faculty member’s first year), plus funds for “start-up” packages, up to a maximum of \$25,000 per hire.

- Support for CSU participation in professional organizations and conferences that reach underrepresented minorities in higher education; systemwide advertising spotlighting employment opportunities in the CSU and its commitment to diversity. (**\$300,000**)

As an example of the types of activities that will be supported, the CSU showcased faculty employment and research opportunities as a sponsor of the 2016 conference of the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), which was held in Long Beach October 13-15, 2016. The 2016 conference drew about 2,800 highly diverse attendees (students, post-doctoral fellows, and faculty). At the conference, CSU representatives met directly with graduate student and post-doctoral fellows entering the job market, sharing open positions in STEM disciplines. In addition, CSU staff reached out to faculty and graduate directors at many universities who were there as exhibitors. The graduate directors were surprised and impressed to learn of the scope and magnitude of job opportunities for faculty in the CSU, and in many cases distributed the list of openings (about 130 positions in STEM alone) to their graduate student listservs or posted them online.

The CSU is identifying other conferences and events over the course of the year where CSU’s presence and participation will directly reach out to candidates for faculty positions from underrepresented communities, as well as to forge connections with faculty and administrators who can make their students aware of employment opportunities in the CSU.

Other activities that will be supported in this area include participation in consortia and professional organizations where participation provides access to résumés of job seekers from underrepresented groups; advertising in publications with a focus on diversity to spotlight the CSU mission; and direct outreach to minority-serving institutions.

### **Best practices in recruiting and retaining diverse faculty (estimated \$800,000)**

- **Faculty 2025 (\$620,000)** The CSU has described the ways that administrators are focusing on recruiting diverse faculty. However, it is vital to also engage the faculty of the CSU in these conversations, and to support campuses in their efforts to change the culture and climate over the long term. Likewise, the CSU cannot focus just on recruitment; attention to retaining and supporting the faculty brought onboard is important. This component, called “Faculty 2025” in alignment with the Graduation Initiative 2025, includes the following activities.
  - a. Convening focus groups of faculty from all 23 campuses who will work with an expert facilitator to discuss challenges, issues, and potential strategies associated with recruiting and retaining faculty of color, with the skills and abilities necessary to support the success of CSU’s diverse student population. Campuses would be asked to nominate two faculty members for participation. The anticipated outcomes would be a set of recommendations for discussion and potential adoption at campuses. Estimated cost of this activity is **\$50,000**, to support travel for participants and meeting and facilitation costs.
  - o Campus development of action plans, with the goal of creating sustainable changes to campus culture (**\$530,000**). Campuses would receive grants of approximately \$22,000 that could be used to support course releases for faculty in spring or fall 2017 and related expenses to carry the campus conversation forward and develop action plans. These action plans would include a focus on how the campus efforts to recruit and retain diverse faculty can be sustained and made part of the institutional culture. This segment would conclude with a summit for campus teams (faculty and administrators) in summer or fall 2017 to share findings, disseminate strategies, and make recommendations for the future, including policy direction as appropriate.
  - o Creation of a dedicated web site as an ongoing resource. The Chancellor’s Office would commit to collecting and publishing the recommendations from the focus groups, information on campus projects, resources developed, existing successful campus approaches, relevant literature, etc., on a dedicated web site to ensure that campus constituents with a stake in these efforts have easy access to the best available information (**\$40,000**).
- **Systemwide training (\$180,000)**. Revise/improve existing on-line training for search committees. Develop and deploy face-to-face training on all campuses, including

unconscious bias in recruitment processes, benefits of diversity, and other topics as appropriate.

This component has two parts:

- Revision of existing on-line training for search committees to improve delivery and strengthen content on unconscious bias in the recruitment process. This effort is now underway; the CSU expects to be able to absorb its cost from the current operating budget.
- Development of systemwide face-to-face training on unconscious bias, value of diversity, and related topics. An ever-increasing body of literature points to the significance of unconscious or implicit bias in processes such as recruiting. Some faculty are resistant to the idea that such bias exists, or that it could influence processes such as recruitment and hiring. However, research also supports the idea that calling attention to implicit bias can reduce its impact. Several campuses have begun requiring participants in searches to participate in workshops or training focused on reducing implicit bias. The CSU plans to expand this training so that it is available on all campuses. In the spring of 2017, using experts from within the CSU who will develop appropriate content, the Chancellor's Office will sponsor a "train the trainers" workshop. The cohort of trainers would then offer workshops on each campus over the summer and fall of 2017. The target audience would be department chairs, deans, search committee chairs, and search committee members. A budget of **\$180,000** will be used to support training the trainers and providing workshops for an average of 100 individuals at each campus.

### **Reporting and assessment (estimated \$200,000)**

Evaluate effectiveness of efforts. Recognizing that effecting major change is not an overnight process, it will be important to evaluate the effectiveness of the programs being created. The CSU anticipates a need to engage an evaluator to determine whether these changes are having the desired impact, especially in the area of retention. The CSU may also employ an instrument, such as the Faculty Retention and Exit Survey developed by the Collaborative on Academic Careers in Higher Education (COACHE) to better understand factors associated with faculty attrition, especially for faculty of color. Finally, the evaluation component will include identifying potential sources of ongoing support for successful activities.

### **Measures of Success**

The CSU will measure the success of these efforts in a number of ways. For many years, the CSU has tracked faculty recruitment and retention through a survey administered at all campuses. Current reports are available at <http://www.calstate.edu/hr/faculty-resources/research-analysis/faculty-recruitment-reports.shtml>. The annual Employee Profile (<http://www.calstate.edu/hr/employee-profile/>) also provides information on faculty and staff

diversity, as do a variety of internal reports. The CSU has also periodically engaged in studies of faculty retention. CSU staff will be able to compare recruitment outcomes for searches from year to year as well as overall changes to faculty composition.

In addition to continuing to monitor the racial, ethnic, and gender make-up of CSU faculty (both new and continuing) for evidence of increasing diversity, the CSU will also look at the extent to which new and revised training is being utilized as well as the extent to which campuses have incorporated and institutionalized best practices into their recruitment processes. The CSU will closely monitor turnover data as well. Over the long term, success will mean an ongoing commitment to effective recruiting practices, as well as positive campus climates that value and support a diverse faculty. The CSU appreciates the opportunity provided by this one-time allocation to move this important initiative forward.

**Appendix. Faculty gender, race, and ethnicity, disaggregated by rank and campus.**

CSU System Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female	13	326	73	203	1	1,410	15	47
	Male	20	524	86	267	6	2,084	21	103
	<b>Total</b>	<b>33</b>	<b>850</b>	<b>159</b>	<b>470</b>	<b>7</b>	<b>3,494</b>	<b>36</b>	<b>150</b>
Associate Professor	Female	6	270	55	100		715	5	59
	Male	6	246	59	118	1	713	6	71
	<b>Total</b>	<b>12</b>	<b>516</b>	<b>114</b>	<b>218</b>	<b>1</b>	<b>1,428</b>	<b>11</b>	<b>130</b>
Assistant Professor	Female	13	342	76	164	2	821	18	139
	Male	11	265	50	123	2	750	17	125
	<b>Total</b>	<b>24</b>	<b>607</b>	<b>126</b>	<b>287</b>	<b>4</b>	<b>1,571</b>	<b>35</b>	<b>264</b>
All Ranks	Female	32	938	204	467	3	2,946	38	245
	Male	37	1,035	195	508	9	3,547	44	299
	<b>Total</b>	<b>69</b>	<b>1,973</b>	<b>399</b>	<b>975</b>	<b>12</b>	<b>6,493</b>	<b>82</b>	<b>544</b>

Bakersfield Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		3	2	3		19	1	1
	Male		14	2	6		33		
	<b>Total</b>		<b>17</b>	<b>4</b>	<b>9</b>		<b>52</b>	<b>1</b>	<b>1</b>
Associate Professor	Female		3	2	3		17		
	Male		2	1	6		13		2
	<b>Total</b>		<b>5</b>	<b>3</b>	<b>9</b>		<b>30</b>		<b>2</b>
Assistant Professor	Female		5	1	6		18		2
	Male		12	2	5		17		3
	<b>Total</b>		<b>17</b>	<b>3</b>	<b>11</b>		<b>35</b>		<b>5</b>
All Ranks	<b>Total</b>	<b>0</b>	<b>39</b>	<b>10</b>	<b>29</b>	<b>0</b>	<b>117</b>	<b>1</b>	<b>8</b>

Channel Islands Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		1		7		14		
	Male		2	1	6		17	1	4
	<b>Total</b>		<b>3</b>	<b>1</b>	<b>13</b>		<b>31</b>	<b>1</b>	<b>4</b>
Associate Professor	Female		3				7		1
	Male				1		3		1
	<b>Total</b>		<b>3</b>		<b>1</b>		<b>10</b>		<b>2</b>
Assistant Professor	Female		3	2	8		16	1	3
	Male		1		4	1	15		2
	<b>Total</b>		<b>4</b>	<b>2</b>	<b>12</b>	<b>1</b>	<b>31</b>	<b>1</b>	<b>5</b>
<b>All Ranks</b>	<b>Total</b>		<b>10</b>	<b>3</b>	<b>26</b>	<b>1</b>	<b>72</b>	<b>2</b>	<b>11</b>

Chico Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		8	3	4		74	1	1
	Male	1	12	1	7		114	2	2
	<b>Total</b>	<b>1</b>	<b>20</b>	<b>4</b>	<b>11</b>		<b>188</b>	<b>3</b>	<b>3</b>
Associate Professor	Female		5	1	1		39		2
	Male		6		1		39		4
	<b>Total</b>		<b>11</b>	<b>1</b>	<b>2</b>		<b>78</b>		<b>6</b>
Assistant Professor	Female	1	13	1	3		53	2	10
	Male		11	1	2		41		9
	<b>Total</b>	<b>1</b>	<b>24</b>	<b>2</b>	<b>5</b>		<b>94</b>	<b>2</b>	<b>19</b>
<b>All Ranks</b>	<b>Total</b>	<b>2</b>	<b>55</b>	<b>7</b>	<b>18</b>	<b>0</b>	<b>360</b>	<b>5</b>	<b>28</b>

**Dominguez Hills Fall 2016**

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female	1	8	6	6		26		1
	Male		10	5	7		31	1	2
	<b>Total</b>	<b>1</b>	<b>18</b>	<b>11</b>	<b>13</b>		<b>57</b>	<b>1</b>	<b>3</b>
Associate Professor	Female	1	7	2	3		18		1
	Male		4	3	3		9	1	1
	<b>Total</b>	<b>1</b>	<b>11</b>	<b>5</b>	<b>6</b>		<b>27</b>	<b>1</b>	<b>2</b>
Assistant Professor	Female		12	4	6		18		3
	Male	1	4	2	3		10	1	7
	<b>Total</b>	<b>1</b>	<b>16</b>	<b>6</b>	<b>9</b>		<b>28</b>	<b>1</b>	<b>10</b>
<b>All Ranks</b>	<b>Total</b>	<b>3</b>	<b>45</b>	<b>22</b>	<b>28</b>	<b>0</b>	<b>112</b>	<b>3</b>	<b>15</b>

**East Bay Fall 2016**

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		13	3	10		43		2
	Male		11	6	7	1	47		2
	<b>Total</b>		<b>24</b>	<b>9</b>	<b>17</b>	<b>1</b>	<b>90</b>		<b>4</b>
Associate Professor	Female		13	3	3		21		4
	Male		14	1	4		23		6
	<b>Total</b>		<b>27</b>	<b>4</b>	<b>7</b>		<b>44</b>		<b>10</b>
Assistant Professor	Female		13	2	2		24		7
	Male		11	2	5		29	1	4
	<b>Total</b>		<b>24</b>	<b>4</b>	<b>7</b>		<b>53</b>	<b>1</b>	<b>11</b>
<b>All Ranks</b>	<b>Total</b>	<b>0</b>	<b>75</b>	<b>17</b>	<b>31</b>	<b>1</b>	<b>187</b>	<b>1</b>	<b>25</b>



Fresno Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		3	4	6		58	1	3
	Male		25	4	16		112	3	3
	<b>Total</b>		<b>28</b>	<b>8</b>	<b>22</b>		<b>170</b>	<b>4</b>	<b>6</b>
Associate Professor	Female		13	3	6		43		2
	Male		24	3	10		32		
	<b>Total</b>		<b>37</b>	<b>6</b>	<b>16</b>		<b>75</b>		<b>2</b>
Assistant Professor	Female	1	13	5	17		59	1	5
	Male		21	5	13		47	2	4
	<b>Total</b>	<b>1</b>	<b>34</b>	<b>10</b>	<b>30</b>		<b>106</b>	<b>3</b>	<b>9</b>
<b>All Ranks</b>	<b>Total</b>	<b>1</b>	<b>99</b>	<b>24</b>	<b>68</b>	<b>0</b>	<b>351</b>	<b>7</b>	<b>17</b>

Fullerton Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		28	4	15		106		
	Male	2	44	2	9	2	142		1
	<b>Total</b>	<b>2</b>	<b>72</b>	<b>6</b>	<b>24</b>	<b>2</b>	<b>248</b>		<b>1</b>
Associate Professor	Female		26	3	6		79		
	Male		24	3	13		78		2
	<b>Total</b>		<b>50</b>	<b>6</b>	<b>19</b>		<b>157</b>		<b>2</b>
Assistant Professor	Female	1	38	9	20		50		5
	Male	1	31	5	8		66		3
	<b>Total</b>	<b>2</b>	<b>69</b>	<b>14</b>	<b>28</b>		<b>116</b>		<b>8</b>
<b>All Ranks</b>	<b>Total</b>	<b>4</b>	<b>191</b>	<b>26</b>	<b>71</b>	<b>2</b>	<b>521</b>	<b>0</b>	<b>11</b>

Humboldt Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female				2		37	1	2
	Male	1	7		2		64		1
	<b>Total</b>	<b>1</b>	<b>7</b>		<b>4</b>		<b>101</b>	<b>1</b>	<b>3</b>
Associate Professor	Female	1			1		18		
	Male		1	1	1		17		4
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>		<b>35</b>		<b>4</b>
Assistant Professor	Female	1	5	1	3		25		9
	Male		3	1	2		20		6
	<b>Total</b>	<b>1</b>	<b>8</b>	<b>2</b>	<b>5</b>		<b>45</b>		<b>15</b>
<b>All Ranks</b>	<b>Total</b>	<b>3</b>	<b>16</b>	<b>3</b>	<b>11</b>	<b>0</b>	<b>181</b>	<b>1</b>	<b>22</b>

Long Beach Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female	1	38	1	14		108		2
	Male	3	46	9	22		151	1	6
	<b>Total</b>	<b>4</b>	<b>84</b>	<b>10</b>	<b>36</b>		<b>259</b>	<b>1</b>	<b>8</b>
Associate Professor	Female	1	31	4	11		52		1
	Male		17	4	11		55	1	6
	<b>Total</b>	<b>1</b>	<b>48</b>	<b>8</b>	<b>22</b>		<b>107</b>	<b>1</b>	<b>7</b>
Assistant Professor	Female	2	36	6	12		57	2	10
	Male	1	22	4	9	1	53	1	5
	<b>Total</b>	<b>3</b>	<b>58</b>	<b>10</b>	<b>21</b>	<b>1</b>	<b>110</b>	<b>3</b>	<b>15</b>
<b>All Ranks</b>	<b>Total</b>	<b>8</b>	<b>190</b>	<b>28</b>	<b>79</b>	<b>1</b>	<b>476</b>	<b>5</b>	<b>30</b>

Los Angeles Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		32	5	15		71	2	2
	Male		41	7	26	1	82		6
	<b>Total</b>		<b>73</b>	<b>12</b>	<b>41</b>	<b>1</b>	<b>153</b>	<b>2</b>	<b>8</b>
Associate Professor	Female		13	2	4		24		2
	Male		16	2	8		18		2
	<b>Total</b>		<b>29</b>	<b>4</b>	<b>12</b>		<b>42</b>		<b>4</b>
Assistant Professor	Female	1	27	7	15		20	3	7
	Male		13	5	6		22		1
	<b>Total</b>	<b>1</b>	<b>40</b>	<b>12</b>	<b>21</b>		<b>42</b>	<b>3</b>	<b>8</b>
<b>All Ranks</b>	<b>Total</b>	<b>1</b>	<b>142</b>	<b>28</b>	<b>74</b>	<b>1</b>	<b>237</b>	<b>5</b>	<b>20</b>

Maritime Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		2				3		
	Male						12		1
	<b>Total</b>		<b>2</b>				<b>15</b>		<b>1</b>
Associate Professor	Female				1		1		
	Male		1				7		
	<b>Total</b>		<b>1</b>		<b>1</b>		<b>8</b>		
Assistant Professor	Female		1				6		
	Male		3	1	1		11		1
	<b>Total</b>		<b>4</b>	<b>1</b>	<b>1</b>		<b>17</b>		<b>1</b>
<b>All Ranks</b>	<b>Total</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>40</b>	<b>0</b>	<b>2</b>

Monterey Bay Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		6	1	3	1	10		1
	Male	1	7	2	6		19		
	<b>Total</b>	<b>1</b>	<b>13</b>	<b>3</b>	<b>9</b>	<b>1</b>	<b>29</b>		<b>1</b>
Associate Professor	Female		5		5		7		2
	Male		2	2	4		7		3
	<b>Total</b>		<b>7</b>	<b>2</b>	<b>9</b>		<b>14</b>		<b>5</b>
Assistant Professor	Female	1	6	1	3		23		
	Male	1	4	1	2		13	1	4
	<b>Total</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>5</b>		<b>36</b>	<b>1</b>	<b>4</b>
<b>All Ranks</b>	<b>Total</b>	<b>3</b>	<b>30</b>	<b>7</b>	<b>23</b>	<b>1</b>	<b>79</b>	<b>1</b>	<b>10</b>

Northridge Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female	2	25	11	33		132	2	2
	Male	1	39	7	23		153	3	2
	<b>Total</b>	<b>3</b>	<b>64</b>	<b>18</b>	<b>56</b>		<b>285</b>	<b>5</b>	<b>4</b>
Associate Professor	Female		16	7	6		44		3
	Male	2	18	6	8		51		6
	<b>Total</b>	<b>2</b>	<b>34</b>	<b>13</b>	<b>14</b>		<b>95</b>		<b>9</b>
Assistant Professor	Female	1	33	8	7		57	2	7
	Male		16	3	13		48		11
	<b>Total</b>	<b>1</b>	<b>49</b>	<b>11</b>	<b>20</b>		<b>105</b>	<b>2</b>	<b>18</b>
<b>All Ranks</b>	<b>Total</b>	<b>6</b>	<b>147</b>	<b>42</b>	<b>90</b>	<b>0</b>	<b>485</b>	<b>7</b>	<b>31</b>

Pomona Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		16	3	9		68		7
	Male	1	49	7	17	1	103		7
	<b>Total</b>	<b>1</b>	<b>65</b>	<b>10</b>	<b>26</b>	<b>1</b>	<b>171</b>		<b>14</b>
Associate Professor	Female	1	18	2	2		17		3
	Male		10	2	3		20		4
	<b>Total</b>	<b>1</b>	<b>28</b>	<b>4</b>	<b>5</b>		<b>37</b>		<b>7</b>
Assistant Professor	Female		25	2	10		40		4
	Male	1	23	2	11		51	2	9
	<b>Total</b>	<b>1</b>	<b>48</b>	<b>4</b>	<b>21</b>		<b>91</b>	<b>2</b>	<b>13</b>
<b>All Ranks</b>	<b>Total</b>	<b>3</b>	<b>141</b>	<b>18</b>	<b>52</b>	<b>1</b>	<b>299</b>	<b>2</b>	<b>34</b>

Sacramento Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female	3	23	12	12		104	1	2
	Male	2	23	6	20		144	1	6
	<b>Total</b>	<b>5</b>	<b>46</b>	<b>18</b>	<b>32</b>		<b>248</b>	<b>2</b>	<b>8</b>
Associate Professor	Female		16	3	6		36		2
	Male		25	4	5		30		3
	<b>Total</b>		<b>41</b>	<b>7</b>	<b>11</b>		<b>66</b>		<b>5</b>
Assistant Professor	Female		5	4	3		49	1	13
	Male	1	8	1	2		40	1	15
	<b>Total</b>	<b>1</b>	<b>13</b>	<b>5</b>	<b>5</b>		<b>89</b>	<b>2</b>	<b>28</b>
<b>All Ranks</b>	<b>Total</b>	<b>6</b>	<b>100</b>	<b>30</b>	<b>48</b>	<b>0</b>	<b>403</b>	<b>4</b>	<b>41</b>

San Bernardino

Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		11	4	10		59		2
	Male	1	21	3	15		97	1	6
	<b>Total</b>	<b>1</b>	<b>32</b>	<b>7</b>	<b>25</b>		<b>156</b>	<b>1</b>	<b>8</b>
Associate Professor	Female		11	6	4		18		4
	Male	1	3	2	3		13		1
	<b>Total</b>	<b>1</b>	<b>14</b>	<b>8</b>	<b>7</b>		<b>31</b>		<b>5</b>
Assistant Professor	Female		11	3	12		27		4
	Male		14	3	6		29		7
	<b>Total</b>		<b>25</b>	<b>6</b>	<b>18</b>		<b>56</b>		<b>11</b>
<b>All Ranks</b>	<b>Total</b>	<b>2</b>	<b>71</b>	<b>21</b>	<b>50</b>	<b>0</b>	<b>243</b>	<b>1</b>	<b>24</b>

San Diego

Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		21	1	12		90		
	Male	2	31	4	16		171		8
	<b>Total</b>	<b>2</b>	<b>52</b>	<b>5</b>	<b>28</b>		<b>261</b>		<b>8</b>
Associate Professor	Female		11	6	9		67	1	4
	Male		17	7	9		81		1
	<b>Total</b>		<b>28</b>	<b>13</b>	<b>18</b>		<b>148</b>	<b>1</b>	<b>5</b>
Assistant Professor	Female	1	17	3	7		45	2	7
	Male	1	18	2	13		41	4	5
	<b>Total</b>	<b>2</b>	<b>35</b>	<b>5</b>	<b>20</b>		<b>86</b>	<b>6</b>	<b>12</b>
<b>All Ranks</b>	<b>Total</b>	<b>4</b>	<b>115</b>	<b>23</b>	<b>66</b>	<b>0</b>	<b>495</b>	<b>7</b>	<b>25</b>

San Francisco Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female	2	32	5	11		87	1	5
	Male	2	45	8	15		131	1	10
	<b>Total</b>	<b>4</b>	<b>77</b>	<b>13</b>	<b>26</b>		<b>218</b>	<b>2</b>	<b>15</b>
Associate Professor	Female	2	39	6	11		61	3	10
	Male	2	22	6	6		50	2	7
	<b>Total</b>	<b>4</b>	<b>61</b>	<b>12</b>	<b>17</b>		<b>111</b>	<b>5</b>	<b>17</b>
Assistant Professor	Female	1	31	6	6		48		15
	Male	2	9	5	1		34		1
	<b>Total</b>	<b>3</b>	<b>40</b>	<b>11</b>	<b>7</b>		<b>82</b>		<b>16</b>
<b>All Ranks</b>	<b>Total</b>	<b>11</b>	<b>178</b>	<b>36</b>	<b>50</b>	<b>0</b>	<b>411</b>	<b>7</b>	<b>48</b>

San Jose Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female	2	27	3	7		104	2	8
	Male	2	53	4	14		126	1	9
	<b>Total</b>	<b>4</b>	<b>80</b>	<b>7</b>	<b>21</b>		<b>230</b>	<b>3</b>	<b>17</b>
Associate Professor	Female		21	2	8		46	1	9
	Male		14	4	1		34		6
	<b>Total</b>		<b>35</b>	<b>6</b>	<b>9</b>		<b>80</b>	<b>1</b>	<b>15</b>
Assistant Professor	Female		27	5	3	1	61	1	11
	Male	1	11	1	5		43	2	15
	<b>Total</b>	<b>1</b>	<b>38</b>	<b>6</b>	<b>8</b>	<b>1</b>	<b>104</b>	<b>3</b>	<b>26</b>
<b>All Ranks</b>	<b>Total</b>	<b>5</b>	<b>153</b>	<b>19</b>	<b>38</b>	<b>1</b>	<b>414</b>	<b>7</b>	<b>58</b>



San Luis Obispo

Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		9	1	7		59	1	3
	Male	1	21	4	13	1	185	5	16
	<b>Total</b>	<b>1</b>	<b>30</b>	<b>5</b>	<b>20</b>	<b>1</b>	<b>244</b>	<b>6</b>	<b>19</b>
Associate Professor	Female		9	2	2		51		4
	Male		11	1	10		79	1	4
	<b>Total</b>		<b>20</b>	<b>3</b>	<b>12</b>		<b>130</b>	<b>1</b>	<b>8</b>
Assistant Professor	Female	1	6	2	5		61	1	7
	Male	1	11	3	2		71		8
	<b>Total</b>	<b>2</b>	<b>17</b>	<b>5</b>	<b>7</b>		<b>132</b>	<b>1</b>	<b>15</b>
<b>All Ranks</b>	<b>Total</b>	<b>3</b>	<b>67</b>	<b>13</b>	<b>39</b>	<b>1</b>	<b>506</b>	<b>8</b>	<b>42</b>

San Marcos

Fall 2016

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female	1	4	1	7		45	1	
	Male		11	1	10		31		8
	<b>Total</b>	<b>1</b>	<b>15</b>	<b>2</b>	<b>17</b>		<b>76</b>	<b>1</b>	<b>8</b>
Associate Professor	Female		4		7		20		4
	Male	1	7	3	5	1	18		1
	<b>Total</b>	<b>1</b>	<b>11</b>	<b>3</b>	<b>12</b>	<b>1</b>	<b>38</b>		<b>5</b>
Assistant Professor	Female	1	8	2	7		24	1	7
	Male		6		6		13	1	5
	<b>Total</b>	<b>1</b>	<b>14</b>	<b>2</b>	<b>13</b>		<b>37</b>	<b>2</b>	<b>12</b>
<b>All Ranks</b>	<b>Total</b>	<b>3</b>	<b>40</b>	<b>7</b>	<b>42</b>	<b>1</b>	<b>151</b>	<b>3</b>	<b>25</b>

**Sonoma Fall 2016**

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female		3	2	6		56	1	
	Male		7	1	4		58	1	3
	<b>Total</b>		<b>10</b>	<b>3</b>	<b>10</b>		<b>114</b>	<b>2</b>	<b>3</b>
Associate Professor	Female		2	1			15		1
	Male		3		3		21	1	1
	<b>Total</b>		<b>5</b>	<b>1</b>	<b>3</b>		<b>36</b>	<b>1</b>	<b>2</b>
Assistant Professor	Female		2		2	1	16	1	4
	Male		3				14		5
	<b>Total</b>		<b>5</b>		<b>2</b>	<b>1</b>	<b>30</b>	<b>1</b>	<b>9</b>
<b>All Ranks</b>	<b>Total</b>	<b>0</b>	<b>20</b>	<b>4</b>	<b>15</b>	<b>1</b>	<b>180</b>	<b>4</b>	<b>14</b>

**Stanislaus Fall 2016**

Rank	Gender	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic /Latino	Native Hawaiian/ Other Pacific Islander	White	Two or More Races	Not Specified
Professor	Female	1	13	1	4		37		1
	Male		5	2	6		61		6
	<b>Total</b>	<b>1</b>	<b>18</b>	<b>3</b>	<b>10</b>		<b>98</b>		<b>7</b>
Associate Professor	Female		4		1		14		1
	Male		5	4	3		15		1
	<b>Total</b>		<b>9</b>	<b>4</b>	<b>4</b>		<b>29</b>		<b>2</b>
Assistant Professor	Female		5	2	7		24		4
	Male		10	1	4		22	1	
	<b>Total</b>		<b>15</b>	<b>3</b>	<b>11</b>		<b>46</b>	<b>1</b>	<b>4</b>
<b>All Ranks</b>	<b>Total</b>	<b>1</b>	<b>42</b>	<b>10</b>	<b>25</b>	<b>0</b>	<b>173</b>	<b>1</b>	<b>13</b>