FACULTY DIVERSITY AND STUDENT SUCCESS GO HAND IN HAND,

SO WHY ARE UNIVERSITY FACULTIES SO WHITE?

THE EDUCATION TRUST

#FacultyDiversity

The Education Trust

TABLE OF CONTENTS

FACULTY DIVERSITY AND STUDENT SUCCESS GO HAND IN HAND,

SO WHY ARE UNIVERSITY FACULTIES SO WHITE?

BY: **JINANN BITAR,** DIRECTOR OF HIGHER EDUCATION RESEARCH AND DATA ANALYTICS, THE EDUCATION TRUST
GABRIEL MONTAGUE, HIGHER EDUCATION RESEARCH ANALYST, THE EDUCATION TRUST
LAUREN ILANO, PH.D., SENIOR RESEARCH ANALYST, OFFICE OF THE CHANCELLOR, CALIFORNIA STATE UNIVERSITY

FACULTY DIVERSITY PLAYS A KEY ROLE IN COLLEGE STUDENT COMPLETION[1] and can have a major impact on students' sense of belonging, retention rates, and persistence. All students benefit from faculty diversity. Engaging with diverse faculty [2] and different perspectives[3] builds empathy, a respect for others, and creativity, and improves problem-solving skills — and Black and Latino students, who are pursuing college degrees in greater numbers, are more likely to graduate when they have diverse faculty members who look like them and can serve as positive mentors and role models. That is why we produced this report, which examines faculty diversity relative to student diversity, as well as hiring equity, tenure equity, and changes in faculty representation over time for Black and Latino faculty at public, four-year institutions, and highlights colleges and universities that are making progress on diversifying their faculties and those that have more work to do.

Institutions received a score ranging from 0-100 on three metrics: faculty diversity, hiring equity, and tenure equity. Letter grades were then applied using a 10-point grading scale: Scores of 90 or higher received A's. Scores in the 80s, 70s, and 60s received B's, C's, and D's, while scores below 60 got failing grades or F's. Additionally, for Black and Latino faculty, we took a look at change over time.

The results weren't great. Our findings show that Black and Latino faculty are severely underrepresented at most public, four-year colleges and universities. When we compared Black and Latino faculty against student enrollment in 2020, we found that more than half (57%) the institutions had failing grades for Black faculty diversity, while nearly four out of five (80%) had F grades for Latino faculty diversity. (See Appendix tables for a comprehensive list of institutional access grades, scores, and enrollment data.)

The institutions we examined didn't fare much better on our other metrics:

Hiring Equity

Education Trust researchers noted that Black and Latino faculty are disproportionately hired **off** the tenure track and are underrepresented among tenured and tenure track faculty.

- For Black faculty hires, nearly 1 in 4 institutions received an F grade; at 35 institutions, all new Black faculty members were hired sans tenure or off the tenure track; 50 institutions didn't hire any new Black faculty at all.

- A quarter of the institutions we examined received an F for their dearth of new Latino faculty hires; 48 of those institutions (9%) hired no new Latino faculty onto the tenure track; 76 institutions (15%) had no new Latino faculty hires at all.

Tenure Equity

We also looked at how many Black and Latino faculty have tenure and compared those shares across institutions.

- When we looked at the total percentages of tenured Black and Latino faculty on each campus, and not just at those who were newly hired with tenure, we found that 45% of institutions had an A grade for Black faculty tenure equity, and 15.9% of institutions had an F grade.

- Twenty-three institutions (4%) had no Black faculty and thus received no grade.

- By the same token, 54.6% of institutions received an A grade for Latino faculty tenure equity, while 13.5% received an F grade. It's worth noting that 24 of the institutions (or 4%) had no Latino faculty and received no grade.

Change Over Time

When we looked at faculty demographic changes over time, we found that little progress has been made on faculty diversity at public colleges and universities.

- The greatest improvement in Black and Latino faculty diversity was at institutions that had no (zero) Black or Latino faculty in 2005, so any increase amounted to a large percentage point increase.

The Role of MSIs

Not surprisingly, many of the institutions with the largest increases in Black and Latino faculty over the last 15 years are minority-serving institutions (MSIs).

- Five of the top 10 institutions with the highest change in the percentage of Black faculty are HBCUs or PBIs.

- Likewise, 8 of the top 10 institutions with the highest change in the percentage of Latino faculty are HSIs.

If institutions are going to increase faculty diversity, they will need to examine their hiring and retention practices, improve campus racial climates, and make resources available to faculty members of color, so they can build and hone their skills and find community. Leaders should ensure that their actions align with their stated missions and strategic goals for faculty diversity. But that's just for starters. In this report, we offer a variety of other recommendations for institutional leaders, advocates, and federal and state policymakers on building faculty diversity via funding and strategic planning and campus climate initiatives.

INTRODUCTION

Research[4] shows that **faculty diversity supports student success. It's an important piece of the college completion**[5] **puzzle** and can have a significant impact on students' sense of belonging, retention rates, and persistence. When Black and Latino college students learn from Black and Latino faculty,[6] they are more likely to complete college,[7] in no small part because Black and Latino faculty members can serve as strong mentors and role models to students of color, promote persistence toward a degree, and help create a more inclusive campus climate. But the benefits of faculty diversity aren't limited to students of color. Engaging with racially and culturally diverse faculty[8] fosters greater understanding and respect for others, inspires creativity, enhances problem-solving skills, and ultimately prepares students from all backgrounds to become good global citizens and successful workers in the increasingly diverse and multicultural world in which we live.

Unfortunately, while the U.S. population has steadily become more diverse in recent years, college and university faculty — particularly tenured and tenure-track faculty — are still overwhelmingly White.[9] According to the American Community Survey,[10] Black people represented around 12% of the overall U.S. population in 2020; and Latino people made up approximately 19%. Yet, data from the 2020 Integrated Postsecondary Education Data System (IPEDS) shows that Black and Latino tenure and tenure-track faculty make up only 5% of the professoriate.[11]

In fact, little if any progress[12] has been made toward increasing faculty diversity in American higher education, even as essential debates take place about who has access[13] to a postsecondary education and how to address pandemic learning loss, which has disproportionately impacted[14] Black and Latino students, and students from low-income backgrounds. And this dearth of Black and Latino faculty members is undermining the success of Black and Latino students.

While the most recently reported public four-year completion rates from The National Student Clearinghouse rose across the board and reached a record high of 69% in 2022, student completion rates for students of color still trail the national average and lag behind those of White students (74.3%). The completion rate for Latino students at public four-year institutions was 60.3%; for public four-year Black students, who had the largest increase of 1.3 percentage points, the rate was 51.3%.[15]

These disparities have spurred new conversations about the need for federal support for college completion and student success, as degree attainment is viewed by many as key to increasing social mobility. More recently, the Biden administration proposed[16] $110 million for retention and completion grants, and advocates are urging the administration to more than double the funding for evidence-based programs that improve persistence, retention, and completion rates for students from populations who have been historically underserved in higher education.

We must do more to ensure that students see themselves adequately reflected among the faculty at their institutions. Colleges and universities also need to provide ongoing support to diverse faculty members, and ensure that they have pathways to university leadership and opportunities to advance. In this report we dig into the data on faculty diversity, hiring, and tenure equity, and look at changes over time at U.S. colleges and universities. Spoiler alert: In 2020, Black and Latino faculty were severely underrepresented at most public four-year colleges and universities. And in the last decade and a half, little progress has been made on increasing faculty diversity at public colleges and universities.

WHY FACULTY DIVERSITY MATTERS FOR STUDENT SUCCESS — AND VICE VERSA

It's no secret that educational diversity enhances educational quality. Research has repeatedly highlighted its various benefits. We know that campus racial and ethnic diversity enriches the educational experience of *all* campus community members by exposing them to different perspectives. Given falling enrollment and employers' desire for more skilled workers, colleges should be trying to make campuses more inclusive and welcoming.

Boosting faculty diversity is one way to do that. Research shows that faculty diversity and a sense of belonging are key components of student success, and recent studies demonstrate that overall graduation rates for students of color are positively affected[17] by faculty diversity. A recent study[18] noted that Black students who enroll in STEM courses taught by Black instructors are more likely to persist in a STEM field after their first year.

It's easy to understand why. Many students of color, especially at predominantly White universities, see Black and Latino faculty as mentors and role models and look to them for guidance and support. Unfortunately, while the student body at some of those colleges and universities is gradually becoming more diverse, their faculty ranks[19] are still overwhelmingly White. What's more, faculty of color remain vastly underrepresented on the tenure track and are often tasked with additional service work — such as sitting on university committees, advising students of color, and taking on the work of improving their university's campus racial climate[20] — that doesn't fall on their White peers or count toward tenure and promotion. As a result, many faculty of color feel caught between the competing and contradictory desires to support the students of color on campus and in academic spaces that weren't originally designed to meet their needs, and not be overburdened[21] by extra work demands that amount to an "invisible tax" that might hinder their career. Ultimately, increasing Black and Latino faculty will be dependent on colleges and universities increasing access and completion for Black and Latino students, so some will go on to pursue faculty jobs. That will require institutions to intentionally create a climate in which Black and Latino students and faculty feel welcome and supported.

FACULTY, LEADERSHIP, AND INSTITUTIONAL DIVERSITY ARE INEXTRICABLY LINKED

Many institutions have expressed a strong commitment to diversity and equity goals in their mission, but progress has been minimal. Greater faculty diversity would show progress toward those strategic goals.

Figure 1: College Presidents by Race/Ethnicity, 2001-2016
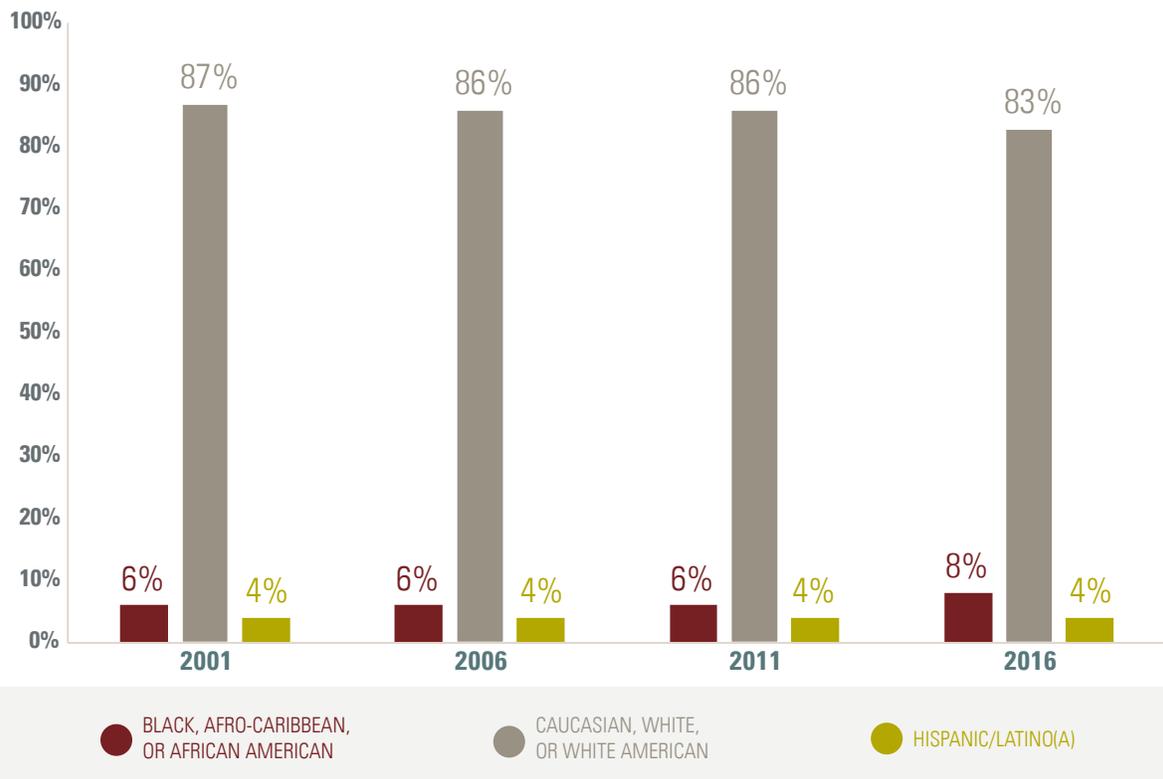
Source: American Council on Education, "College Presidents, by Race/Ethnicity" and "The Importance of College President's Ensuring Positive Campus Climate for Minorities." American College President Study (ACPS) 2017.

Change often starts at the top — when institutional leaders are willing to prioritize diversity in key budget and hiring decisions. Yet the unfortunate and perverse reality is that few people of color lead U.S. colleges and universities. According to a study by the American Council on Education (ACE), for example, only 8% of presidents in 2016 were Black, and the share of Latino presidents has hovered around 4% since 2001 (see Figure 1). People of color are also vastly underrepresented in the senior administrative posts[22] that are typically stepping-stones to the college presidency (86% of higher-education administrators are White), since candidates tend to come up through the faculty pipeline (see Figure 2).[23] Over the past two decades, nearly half of all college presidents came from the academic ranks, the same study notes. So, if we are going to boost inclusion and equity on college campuses and diversify university leadership, we must first diversify the faculty.

Figure 2: Pathways to the College Presidency
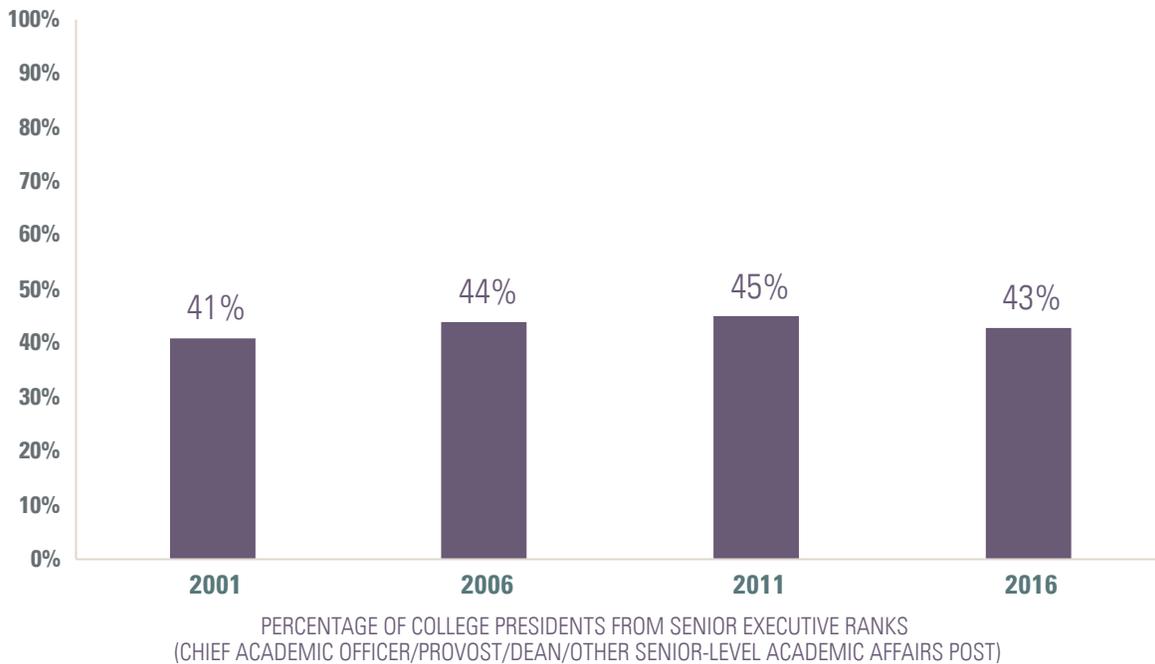
PERCENTAGE OF COLLEGE PRESIDENTS FROM SENIOR EXECUTIVE RANKS
(CHIEF ACADEMIC OFFICER/PROVOST/DEAN/OTHER SENIOR-LEVEL ACADEMIC AFFAIRS POST)

Source: American Council on Education, "College Presidents, by Immediate Prior Position." American College President Study (ACPS) 2017.

Many college presidents say[24] that improving campus climate and hiring more people of color are high priorities (see Figure 3), but the shares of Latino faculty and Black college presidents have barely budged in 16 years. Changing campus culture to diversify the faculty ranks and institutional leadership will necessitate embedding faculty diversity in strategic plans and initiatives.
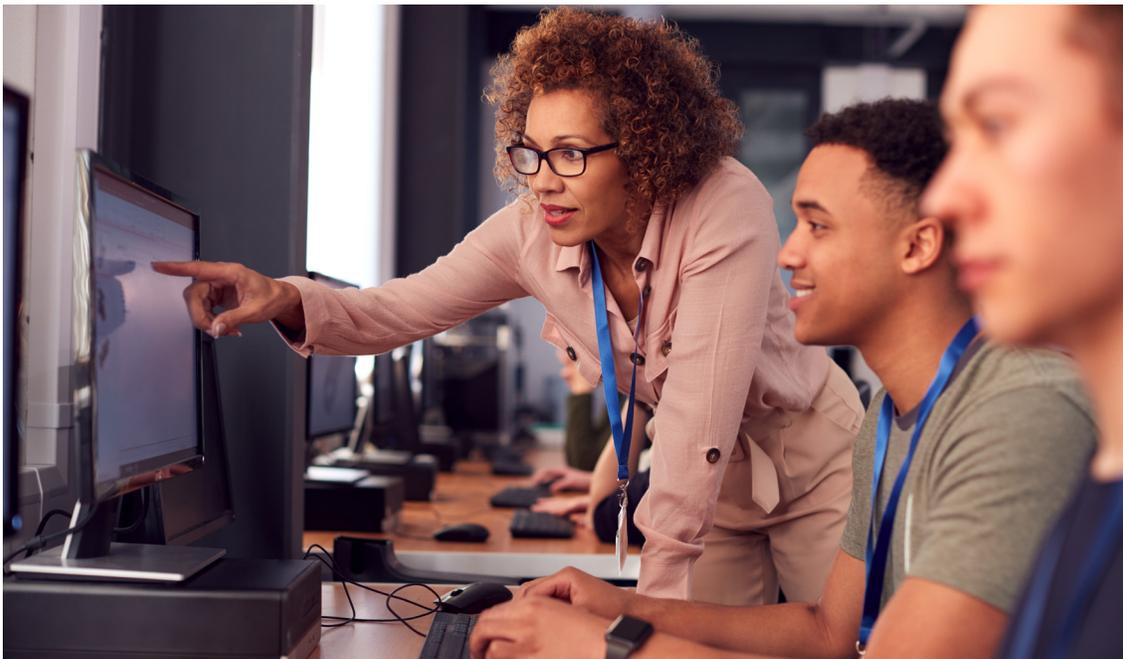
Figure 3: College Presidents' Views on the Importance of Hiring Diverse Candidates

PERCENTAGE OF COLLEGE PRESIDENTS WHO SAY THESE ARE VERY IMPORTANT
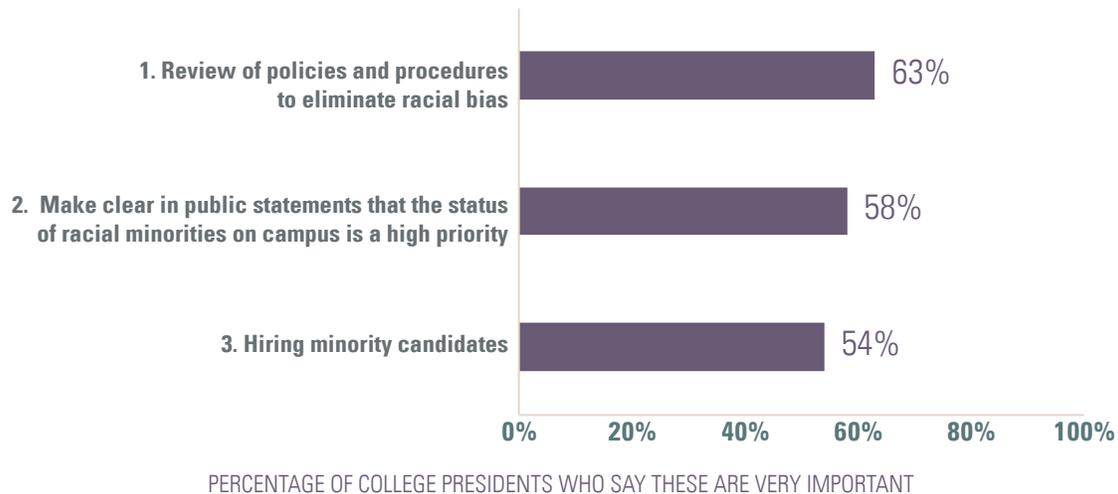
Responses for Statement 1 were collected using a Likert Scale ranging from Unimportant - Very Important. The distribution of responses is: 1% Unimportant, 5% Slightly Important, 32% Important, and 63% Important

Responses for Statement 2 were collected using a Likert Scale ranging from Unimportant - Very Important. The distribution of responses is: 2% Unimportant, 7% Slightly Important, 34% Important, 58% Very Important

Responses for Statement 3 were collected using a Likert Scale ranging from Unimportant - Very Important. The distribution of responses is: 2% Unimportant, 8% Slightly Important, 36% Important, 54% Very Important

Source: American Council on Education, "The Importance of College Presidents Encouraging the Hiring of Diverse Candidates." American College President Study (ACPS) 2017.

FACULTY DIVERSITY AND A SENSE OF BELONGING ARE KEY COMPONENTS OF STUDENT SUCCESS, AND STUDIES DEMONSTRATE THAT OVERALL GRADUATION RATES FOR STUDENTS OF COLOR ARE POSITIVELY AFFECTED BY IT.

HOW COLLEGES & UNIVERSITIES WERE GRADED

Each of the 543 institutions in this report was given a set of faculty diversity scores and grades. These scores measure the extent to which the race and ethnicity of an institution's faculty mirrors the student body and assess how diverse the faculty ranks are across several hiring metrics. We also examined faculty diversification over time.

For our first three equity metrics, faculty diversity scores range from 0 to 100, with 0 being the worst score and 100 being the best score an institution can receive. We then used these scores to assign a letter grade to each institution using a traditional grading scale. Scores of 90 or higher received A's. Scores in the 80s, 70s, and 60s received B's, C's, and D's, respectively. Scores below 60 received F grades.

Finally, we calculated a faculty diversity metric over time. This metric is not assigned a traditional letter grade but is represented by the percentage point change between 2005 and 2020.

The scores clearly show that more action is needed to increase the shares of Black and Latino faculty in higher education institutions; they also highlight the need for higher education institutions to ensure that the diverse pool of people already in the academic pipeline are hired and promoted equitably. We hope advocates will use these metrics and findings to see what's happening at institutions and push for change.

Metric 1: Faculty Diversity Score (Relative to Student Diversity)

The faculty diversity score indicates the relative diversity of each institution's faculty and student body. For example, at Bluefield State College, 9.6% of the students enrolled are Black. If the percentage of Black faculty at Bluefield State were 9.6% or higher, the institution would receive a perfect Black faculty diversity score of 100 or higher. However, since only 9.5% of the faculty are Black, the institution received a Black faculty diversity score of 99 and an A grade (see below).

2020
BLACK FACULTY DIVERSITY SCORE:
BLUEFIELD STATE COLLEGE (HBCU)
$$\left(\frac{9.5\% \text{ of faculty are Black}}{9.6\% \text{ of students are Black}} \right) \times 100 = 99 \text{ (A grade)}$$

This metric is a useful, but imperfect measure of faculty diversity on a given college campus; it provides a total count of faculty members from a particular group, but does not take their appointment status — i.e., whether they are contingent or tenure track — into account. We created a different metric for that, but more on that later.

Previous reports by The Education Trust — including "Segregation Forever," which examined Black and Latino student enrollment at top public colleges in the U.S. — show that colleges have a lot of work to do when it comes to diversifying their student bodies and ensuring that students of color have equitable

access to a higher education, particularly at selective institutions. Only 9%[25] of the nation's 101 most selective public institutions enroll representative numbers of Black students; just 14% of them enroll representative numbers of Latino students. Together, these institutions would have to add about 200,000 Black students and nearly 200,000 Latino students to reflect the racial makeup of their states. Given how skewed things still are, we opted to use student diversity instead of state or national diversity in calculating this metric because we thought it might provide institutions with a more achievable benchmark. Institutions should aspire to build student bodies that are representative of our nation's diversity, but at a minimum, each institution's faculty should be as diverse as its student body.

Metric 2: Equity in Faculty Hiring

This metric looks beyond the racial composition of new hires — which can obscure inequities in hiring, promotion, pay, and retention and give an inaccurate picture of faculty diversity at an institution and/ or inflate progress over time (metrics 1 and 4) — at equity in faculty hiring at each institution, with a focus on whether faculty of color are disproportionately hired for contingent rather than full-time, tenure-track faculty positions. It should be noted that faculty of color are, in fact, disproportionately hired for contingent rather than full-time, tenure-track faculty positions, and this matters because tenure-track and tenured faculty have greater academic freedom, a greater say in institutional decision-making and shared governance, and may be more readily available to help students outside of class.

The faculty hiring score indicates the relative equity of each institution's tenure or tenure-track hiring for Black and Latino faculty. For each racial/ethnic group, we divided the percentage of new tenure-track (or tenured) hires by the percentage of new faculty *not* on the tenure track. Since institutions don't typically hire large numbers of faculty every year, we looked at combined hiring data over a five-year period (2016-2020).

For example, at Ball State University, more Latino faculty were hired with tenure or on the tenure track (4.4%) than without (4.2%), so the institution received a Latino faculty hiring score of 105 and an A grade (see below).

2020
**LATINO FACULTY
HIRING EQUITY SCORE:**
BALL STATE UNIVERSITY
$$\left(\frac{\text{4.4\% of new faculty hired with tenure / on tenure track are Latino}}{\text{4.2\% of new faculty hired without tenure / off tenure track are Latino}} \right) \times 100 = 105 \textbf{ (A grade)}$$

Metric 3: Equity in Faculty Tenure

The tenure equity metric looks at how many faculty of color from each racial/ethnic group at an institution have tenure, which can be compared across institutions.

For each IPEDS racial/ethnic group (i.e., Black and Latino) and tenure group (i.e., tenure, tenure-track, non-tenure-track), the percentage of full-time faculty members is divided by an institution's total percentage of tenured faculty and multiplied by 100 (see example below). Scores can exceed 100, which occurs when a larger percentage of Black or Latino faculty have tenure compared to the overall percentage of faculty with tenure. Scores are converted to letter grades using a traditional grading scale. For example, at Alabama A&M University, 37.7% of faculty have tenure, while 39.7% of Black faculty there have tenure.

$$\text{2020 BLACK FACULTY TENURE EQUITY SCORE: ALABAMA A\&M UNIVERSITY (HBCU)} \left(\frac{\text{39.7\% of Black faculty have tenure}}{\text{37.7\% of full-time faculty have tenure}} \right) \times 100 = 105 \textbf{ (A grade)}$$

Metric 4: Faculty Diversification Over Time

We measured faculty diversification over time by looking at the increase in the percentage of faculty members from each racial and ethnic group between 2005 and 2020. For example, 1.2% of the faculty members at Medgar Evers College — The City University of New York (CUNY) were Latino in 2005, and 7.5% were Latino in 2020; that means that Latino faculty diversification over time grew by 6.3% percentage points. We can then see how the growth in faculty diversity at that institution compares with the average growth across all institutions in our sample, and how it compares to peer institutions.

$$\text{2020 LATINO FACULTY CHANGE OVER TIME CUNY MEDGAR EVERS COLLEGE (PBI)} \quad \text{7.5\% of Latino faculty in 2020 - 1.2\% of Latino faculty in 2005} = \textbf{6.3\%}$$

HOW DIVERSE WERE FACULTY ON COLLEGE CAMPUSES RELATIVE TO THE STUDENT BODY IN 2020? (METRIC 1)

More than half (57.3%) of institutions earned failing grades for Black faculty diversity, and another 13.3% received a D grade. Only 13.4% earned an A grade, 7% earned a B grade, and the other 9% of public colleges in our sample received a C grade. Institutions fared even worse on Latino faculty diversity. More than three-quarters of the institutions in our sample got an F grade, while 6% got a D grade. Only 7% of the institutions in our sample earned an A, and just 4% received a B.

Figure 4: Percentage Distribution of Faculty Diversity Grades and Scores at Public Colleges and Universities in 2020
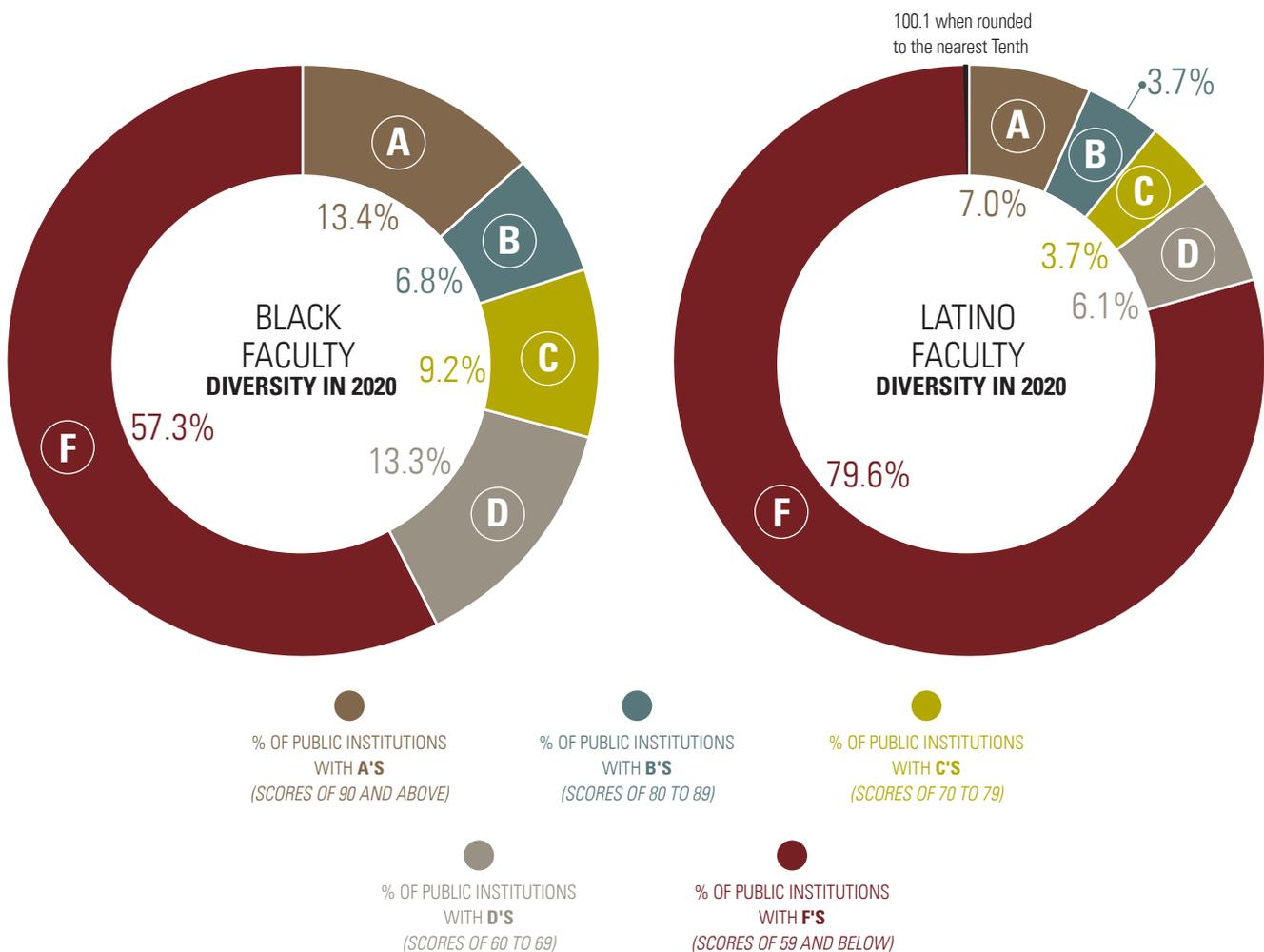
100.1 when rounded to the nearest Tenth

BLACK FACULTY **DIVERSITY IN 2020**

A 13.4%
B 6.8%
C 9.2%
D 13.3%
F 57.3%

LATINO FACULTY **DIVERSITY IN 2020**

A 7.0%
B 3.7%
C 3.7%
D 6.1%
F 79.6%

% OF PUBLIC INSTITUTIONS WITH **A'S** *(SCORES OF 90 AND ABOVE)*

% OF PUBLIC INSTITUTIONS WITH **B'S** *(SCORES OF 80 TO 89)*

% OF PUBLIC INSTITUTIONS WITH **C'S** *(SCORES OF 70 TO 79)*

% OF PUBLIC INSTITUTIONS WITH **D'S** *(SCORES OF 60 TO 69)*

% OF PUBLIC INSTITUTIONS WITH **F'S** *(SCORES OF 59 AND BELOW)*

Source: Ed Trust analysis of the Integrated Postsecondary Education Data System (IPEDS), Fall 2005 through Spring 2020; selected years, Fall staff tables. 543 institutions were included in the analysis of metric 1.

ARE INSTITUTIONS HIRING BLACK AND LATINO FACULTY ONTO THE TENURE TRACK? (METRIC 2)

The hiring equity metric assesses whether there is equity in hiring between racial/ethnic groups for full-time, tenure-track positions at a given institution. Unfortunately, when we looked closely, we found that Black and Latino faculty are disproportionately hired for non-tenure-track roles and are vastly underrepresented among tenured and tenure-track faculty.

Slightly more than one-third of institutions received an A grade for equitable hiring of Black faculty members. Of these, 67, or 13%, had hired all new Black faculty **with** tenure or on the tenure track. Nearly 1 in 4 institutions received an F grade, and 35 of them hired all new Black faculty **without** tenure or on the tenure track, and 50 institutions did not hire any new Black faculty from 2016 to 2020.

Similarly, 46% of institutions received an A grade for their Latino faculty hiring equity score. Of these schools, 80, or 15% had hired all new Latino faculty **with** tenure or on the tenure track. While 25% of the institutions in our sample received an F, based on the number of new Latino faculty hires, 48 of them (9%) received an F because none of their new Latino faculty hires were hired onto the tenure track. Seventy-six (76) institutions, or 15%, did not have any new Latino faculty hires.

Figure 5: Percentage Distribution of Faculty Hiring Grades and Scores
at Public Colleges and Universities in 2020

12.9%
This portion represents
the schools where all **Black**
new hires are on tenure track

15.4%
This portion represents
the schools where all **Latino**
new hires are on tenure track

N/A

9.6%

F
24.4%

BLACK
FACULTY
**HIRING EQUITY
IN 2020**

49.5%
A

4.4%
D

6.7%
C

5.4%
B

6.7%
This portion represents
the schools where no **Black**
Hires are on tenure track

N/A

14.6%

F
25.1%

LATINO
FACULTY
**HIRING EQUITY
IN 2020**

45.7%
A

6.1%
D

5.2%
C

3.3%
B

9.2%
This portion represents
the schools where no **Latino**
Hires are on tenure track

% OF PUBLIC INSTITUTIONS
WITH **A'S**
(SCORES OF 90 AND ABOVE)

% OF PUBLIC INSTITUTIONS
WITH **B'S**
(SCORES OF 80 TO 89)

% OF PUBLIC INSTITUTIONS
WITH **C'S**
(SCORES OF 70 TO 79)

% OF PUBLIC INSTITUTIONS
WITH **D'S**
(SCORES OF 60 TO 69)

% OF PUBLIC INSTITUTIONS
WITH **F'S**
(SCORES OF 59 AND BELOW)

NO **BLACK**
OR **LATINO**
NEW HIRES

Source: Ed Trust analysis of the Integrated Postsecondary Education Data System (IPEDS), Fall 2005 through Spring 2020; selected years,
Fall staff tables. Note: 521 institutions were included in the analysis of metric 2.

IS THERE TENURE EQUITY FOR BLACK AND LATINO FACULTY AT U.S. COLLEGES AND UNIVERSITIES? (METRIC 3)

Looking within racial and ethnic groups across campuses helps us paint a fuller picture of tenure equity (or the lack thereof) in the higher education landscape. When we looked at the percentages of tenured faculty by race and ethnicity, we found that 44.5% of institutions had an A grade for their equitable hiring of Black faculty, and 15.9% of institutions had an F grade for tenure equity for Black faculty. Notably, 23 of the institutions (4.2%) in our sample had no Black faculty and received no grade.

By the same token, 54.6% of institutions received an A grade for tenure equity for Latino faculty, while 13.5% of institutions received an F grade for tenure equity for Latino faculty. Overall, 24 of the institutions (4.4%) had no Latino faculty, so they did not receive a grade.

Figure 6: Percentage Distribution of Faculty Tenure Grades and Scores
at Public Colleges and Universities in 2020
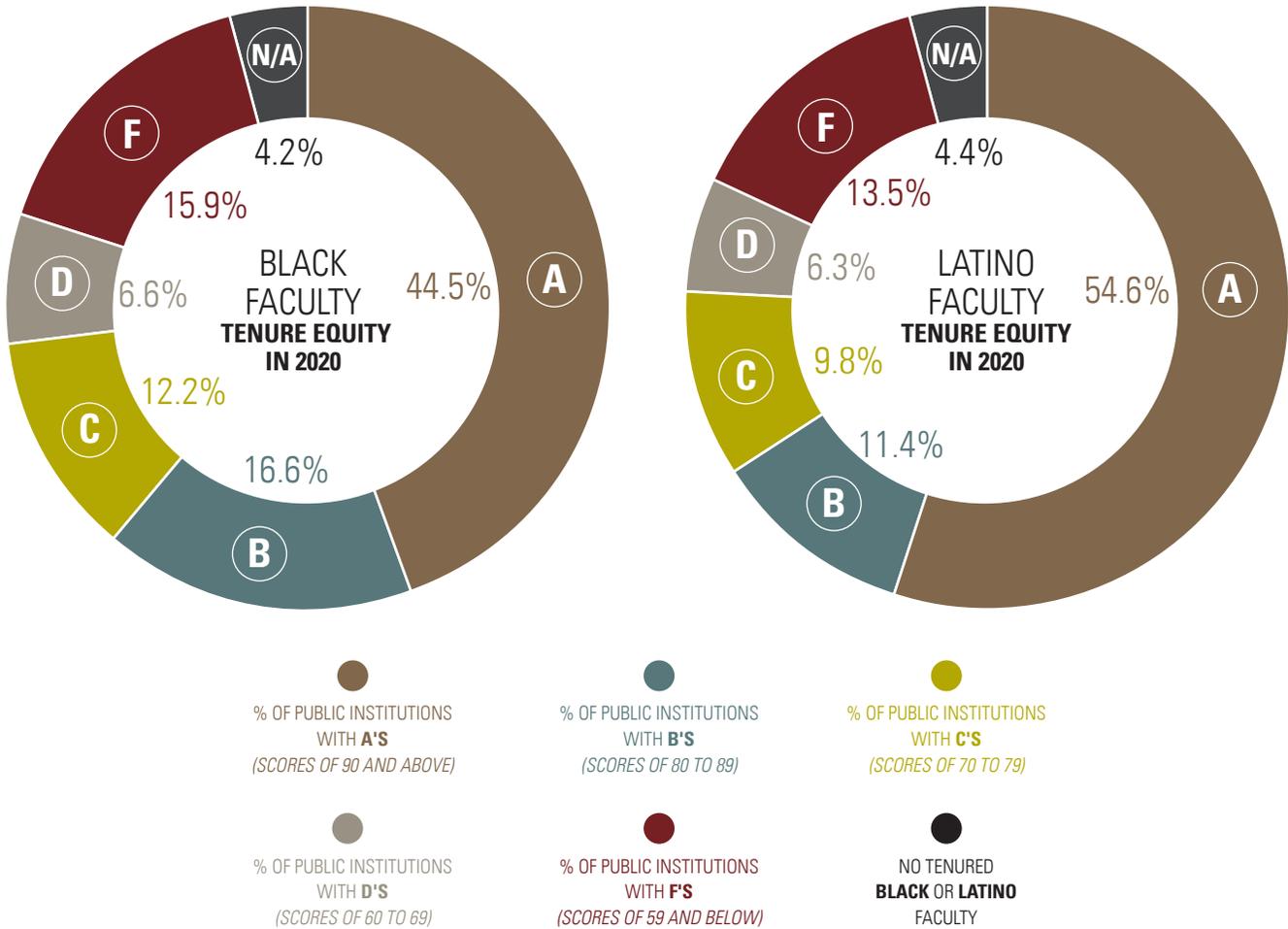
BLACK FACULTY
TENURE EQUITY IN 2020

N/A 4.2%
F 15.9%
D 6.6%
C 12.2%
B 16.6%
A 44.5%

LATINO FACULTY
TENURE EQUITY IN 2020

N/A 4.4%
F 13.5%
D 6.3%
C 9.8%
B 11.4%
A 54.6%

% OF PUBLIC INSTITUTIONS WITH **A'S**
(SCORES OF 90 AND ABOVE)

% OF PUBLIC INSTITUTIONS WITH **B'S**
(SCORES OF 80 TO 89)

% OF PUBLIC INSTITUTIONS WITH **C'S**
(SCORES OF 70 TO 79)

% OF PUBLIC INSTITUTIONS WITH **D'S**
(SCORES OF 60 TO 69)

% OF PUBLIC INSTITUTIONS WITH **F'S**
(SCORES OF 59 AND BELOW)

NO TENURED **BLACK** OR **LATINO** FACULTY

Source: Ed Trust analysis of the Integrated Postsecondary Education Data System (IPEDS), Fall 2005 through Spring 2020; selected years, Fall staff tables. Note: Five years of data (2016-2020) were aggregated to calculate the hiring equity score and ensure that the sample size was large enough to produce accurate estimates. 542 institutions were included in the analysis of metric 3.

ARE THERE ENOUGH PATHWAYS FOR BLACK AND LATINO FACULTY? (METRIC 4)

Our review of faculty demographics over time reveals that many of the highest percentage increases in Black and Latino faculty were at institutions that had **no** (that is, zero) Black or Latino faculty in 2005, so any increase amounted to a large percentage point increase. In 2020, those institutions that had made the most progress on hiring Black faculty had increases of anywhere from 5.6% to 13.8%.

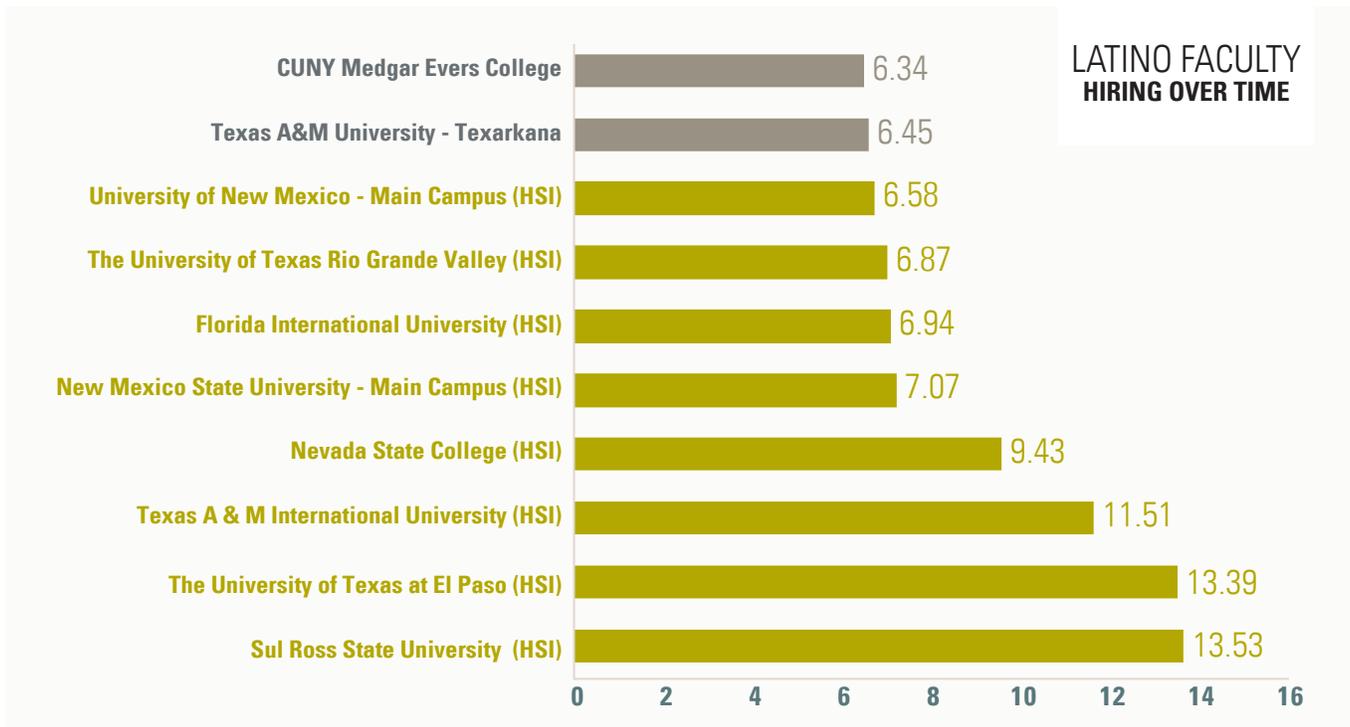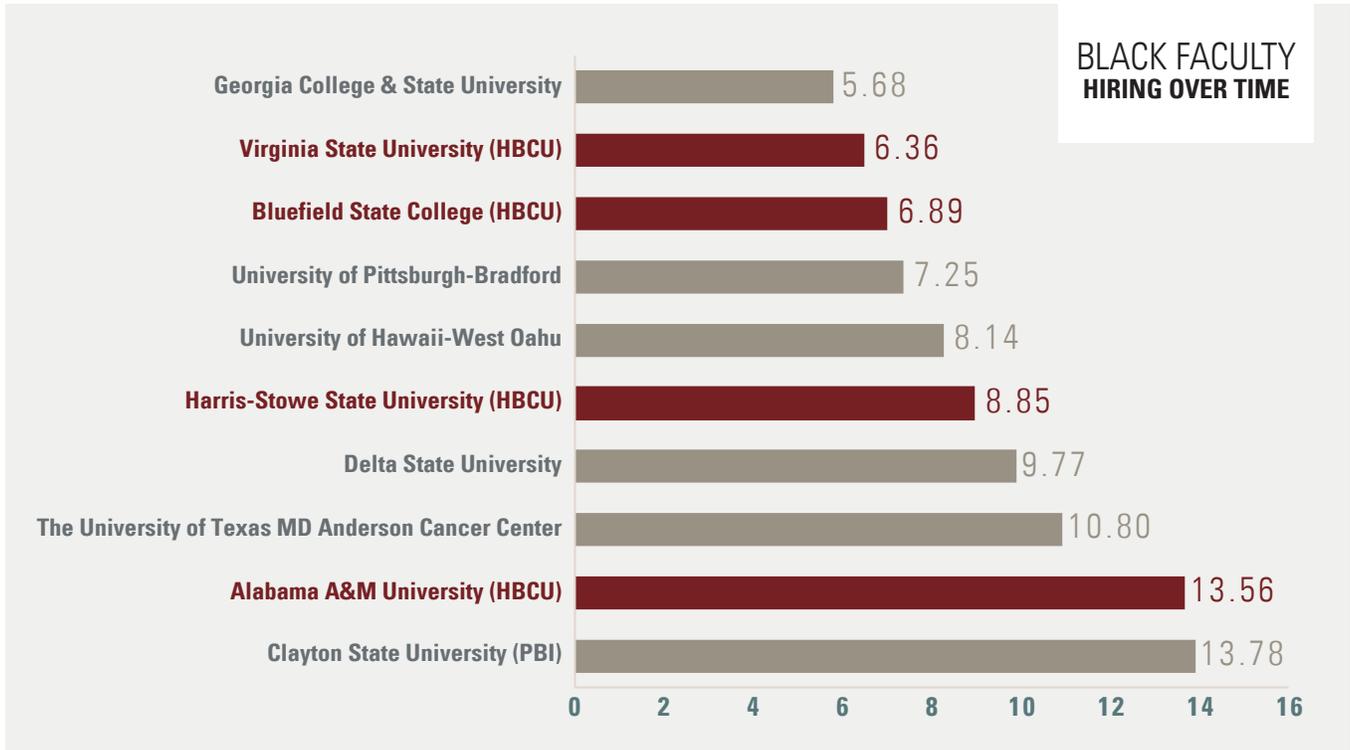Clayton State, a predominantly Black institution (PBI), had the highest percentage point change in Black faculty between 2005 and 2020, growing by 13.8%.

Similarly, the largest prcentage point increases of Latino faculty at institutions ranged from 6.3% to 13.5%.

Sul Ross State University, a Hispanic-serving institution (HSI), had the highest percentage point change in Latino faculty over the same 15-year period, growing by 13.5%.

Figure 7: Top 10 Institutions With the Largest Percentage Point Change in Faculty Diversity Over Time, 2005-2020

BLACK FACULTY HIRING OVER TIME

Institution	Value
Georgia College & State University	5.68
Virginia State University (HBCU)	6.36
Bluefield State College (HBCU)	6.89
University of Pittsburgh-Bradford	7.25
University of Hawaii-West Oahu	8.14
Harris-Stowe State University (HBCU)	8.85
Delta State University	9.77
The University of Texas MD Anderson Cancer Center	10.80
Alabama A&M University (HBCU)	13.56
Clayton State University (PBI)	13.78

LATINO FACULTY HIRING OVER TIME

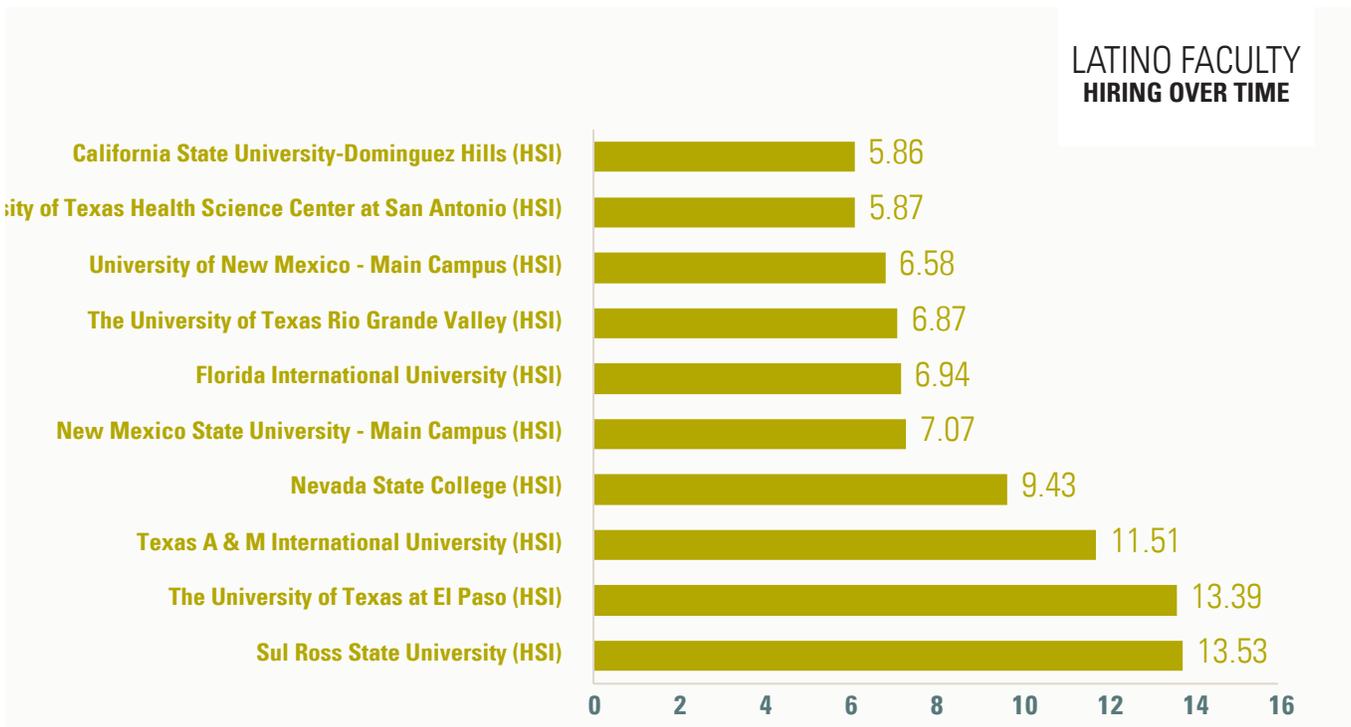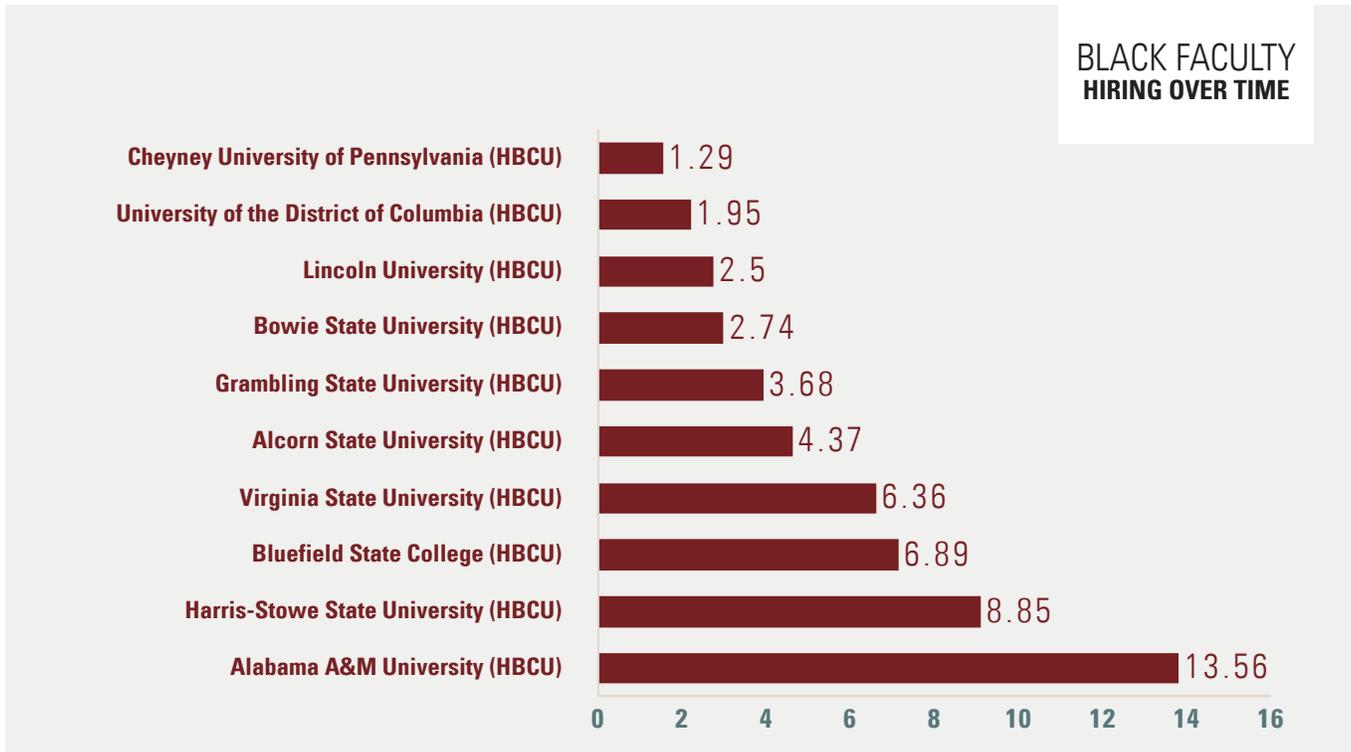| Institution	Value
CUNY Medgar Evers College	6.34
Texas A&M University - Texarkana	6.45
University of New Mexico - Main Campus (HSI)	6.58
The University of Texas Rio Grande Valley (HSI)	6.87
Florida International University (HSI)	6.94
New Mexico State University - Main Campus (HSI)	7.07
Nevada State College (HSI)	9.43
Texas A & M International University (HSI)	11.51
The University of Texas at El Paso (HSI)	13.39
Sul Ross State University (HSI)	13.53

Source: Ed Trust analysis of the Integrated Postsecondary Education Data System (IPEDS), Fall 2005 through Spring 2020; selected years, Fall staff tables.

HOW MINORITY-SERVING INSTITUTIONS FEED THE FACULTY PIPELINE

It is no secret that minority-serving institutions (MSIs) play a [critical role][26] in enrolling and graduating students of color. They also play a critical role in diversifying the professoriate. Our data analysis shows that many of the institutions with the largest increases in Black and Latino faculty over the last 15 years were MSIs. In fact, 5 of the top 10 institutions with the highest proportional growth in Black faculty were Historically Black Colleges and Universities (HBCUs) or predominantly Black institutions (PBIs) and 8 of the top 10 institutions with the highest proportional growth in Latino faculty were Hispanic-serving institutions (HSIs).

Figure 8: Top 10 HBCUs and Top 10 HSI's With the Largest Percentage Point Changes in Faculty Diversity Over Time, 2005-2020

BLACK FACULTY
HIRING OVER TIME

Institution	Value
Cheyney University of Pennsylvania (HBCU)	1.29
University of the District of Columbia (HBCU)	1.95
Lincoln University (HBCU)	2.5
Bowie State University (HBCU)	2.74
Grambling State University (HBCU)	3.68
Alcorn State University (HBCU)	4.37
Virginia State University (HBCU)	6.36
Bluefield State College (HBCU)	6.89
Harris-Stowe State University (HBCU)	8.85
Alabama A&M University (HBCU)	13.56

LATINO FACULTY
HIRING OVER TIME

Institution	Value
California State University-Dominguez Hills (HSI)	5.86
sity of Texas Health Science Center at San Antonio (HSI)	5.87
University of New Mexico - Main Campus (HSI)	6.58
The University of Texas Rio Grande Valley (HSI)	6.87
Florida International University (HSI)	6.94
New Mexico State University - Main Campus (HSI)	7.07
Nevada State College (HSI)	9.43
Texas A & M International University (HSI)	11.51
The University of Texas at El Paso (HSI)	13.39
Sul Ross State University (HSI)	13.53

Source: Ed Trust analysis of the Integrated Postsecondary Education Data System (IPEDS), Fall 2005 through Spring 2020; selected years, Fall staff tables.

INITIATIVES TO INCREASE FACULTY DIVERSITY

When reviewing the available research, it is important to note there are some promising practices[27] being implemented by institutions and systems to address faculty diversity issues. For example, the Southern Regional Education Board's State Doctoral Scholars Program has helped more than 1,100 students from underrepresented populations earn a Ph.D. by providing them tailored faculty mentoring, networking, and financial support throughout their doctoral journey.

Many of these programs provide undergraduate and graduate research opportunities, funds to underserved students to help offset the financial barriers to completing a terminal degree, and facilitate meaningful relationships between students and faculty who look like them.

Institutional Interventions That Have Improved Faculty Diversity

Program	Organization	Strategies/Goals	Outputs
State Doctoral Scholars Program	Southern Regional Education Board	Provides faculty recruitment and networking through the Institute on Teaching and Mentoring. Provides financial, academic, and personal support for students through mentorship, funding, and faculty recruitment.	Has helped more than 1,100 students from underrepresented populations earn a Ph.D. over the last 27 years. 80% of program graduates are currently faculty, administrators, or postdoctoral researchers in the U.S. Has a participant graduation rate of 83%. Participants finish their Ph.D.'s 2-5 years ahead of the national average.
Strategies and Tactics for Recruitment to Increase Diversity and Excellence (STRIDE) Professional Development Workshop	Florida International University	Funding from a National Science Foundation ADVANCE Grant.	Offers mandatory workshops focused on actionable best practices for all members from faculty hiring committees, tenure and promotion boards, and committees for hiring deans and other institutional leaders. Since 2016, FIU has seen a 6% increase in Hispanic faculty.
California Pre-Doctoral Program	California State University System	Provides funding to about 76 juniors, seniors, and graduate students who are experiencing economic or educational disadvantages and are interested in pursuing a career in teaching and research at an academic institution.	Students receive funding to visit U.S. doctoral-granting institutions for professional and academic development opportunities. Students receive funding for GRE preparation, graduate school applications, test fees, and miscellaneous research materials. Students are assigned a faculty mentor.

HOW CAMPUS LEADERS AND POLICYMAKERS CAN IMPROVE FACULTY DIVERSITY

Staff and non-tenure track professionals play a significant role in producing positive student outcomes, but institutional, state, and federal leaders can increase student success by ensuring that people of color are adequately represented among faculty.

While few policies at the state and federal levels directly address faculty diversity, there are several ways that higher education leaders can not only boost faculty diversity but use it to improve college completion.

FOR INSTITUTIONAL LEADERS AND ADVOCATES

Adopt Goals to Increase Access, Persistence, and Retention. Colleges and universities must develop specific targets for increasing Black and Latino faculty on their campuses. Institutions should increase the funds available for recruiting and retaining underrepresented students and faculty members, create opportunities for students to connect with faculty members who have a shared sense of identity, and ensure that faculty receive the cultural and professional support they need to effectively balance their responsibilities and grow in their roles.

Increase funding for research opportunities. Institutions can invest more in recruiting underrepresented students for doctoral/terminal degree programs and prioritize grant applications for federal funding of undergraduate and graduate research opportunities (such as TRIO; the Upward Bound/McNair Scholars Program, the National Science Foundation Graduate Fellowship Program, and campus specific programs, etc.) by considering grant eligibility in the assessment of programs and strategic plans.

Ensure that campus priorities are aligned with faculty diversity initiatives. Institutional leaders should ensure that the mission, goals, and implementation of policies are helping,[28] not hampering, faculty diversity initiatives. University departments should examine existing hiring and retention policies and consider new ways to reduce bias and racism in the hiring process through training and continuing education.

Improve campus racial climates. Campus leaders should focus on improving campus racial climates,[29] as this would yield positive outcomes for students and faculty. Students and faculty of color face a unique set of challenges and bring a wide range of perspectives. Campus leaders can work with state higher education leaders to develop funding specifically aimed at building more inclusive and diverse campus climates (i.e., a college climate fund) — which could help faculty and students feel safer and increase faculty members' capacity to develop impactful connections[30] with students.

FOR STATE POLICYMAKERS AND ADVOCATES

State higher education executive officers should include faculty diversity in the strategic planning process, by prioritizing funding for faculty diversity initiatives, setting goals and benchmarks, collaborating with institutional leaders, and creating incentive programs such as the California Pre-Doctoral Program. States can institutionalize these efforts through state authorizing documents; strategic plans; state appropriations, and other legislative efforts.

Rescind state bans on affirmative action. The use of affirmative action in admissions is banned in nine states. Yet evidence shows[31] that many public colleges and universities in those states have seen declines in Black and Latino student representation on their campuses. Reducing the number of Black and Latino students who are admitted as undergraduates has a direct impact on the number of Black and Latino students in graduate school and in terminal degree programs that lead to faculty positions.

Prioritize funding for institutions that serve the most Black and Latino students. HBCUs, HSIs,[32] and other minority-serving institutions with a designated mission, often lead the way in enrolling and graduating Black and Latino students who go on to graduate school and faculty positions. States should, therefore, prioritize relief funds, campus-based Title IV aid, Title III – B grant opportunities, and other federal funds for institutions and programs that serve the most Black and Latino students.

FOR FEDERAL POLICYMAKERS AND ADVOCATES

Increase funding for federal programs that support undergraduate and graduate research and the Institute of Education Sciences (IES). Campus-specific programs like TRIO, Upward Bound/the McNair Scholars Program, Graduate Research Fellowship Programs, and Title III – B grant opportunities support both college completion and provide the necessary academic rigor to help aspiring academics and researchers transition into faculty careers. Additionally, IES has recognized the need to increase the diversity of IES-funded education researchers[33] on the tenure track, as well as the importance of fostering research on faculty diversity.

Increase federal funding for institutions that serve the most Black and Latino students and provide technical assistance — including information about institutional grant eligibility, guidance on grant writing, and alignment on programmatic goals — to institutions that serve large numbers of students of color and low-income students, so they can apply for competitive federal grants. Many institutions that were designed to serve historically underserved students have shown[34] an aptitude for enrolling and graduating Black and Latino students who pursue faculty careers.

Use executive action to support diversity and inclusion efforts. While the federal government has no formal role in promoting faculty diversity in higher education, many executive orders relating to affirmative action in higher education have supported diversity and inclusion efforts.[35]

APPENDIX

To view these tables, please click on this [link](#).

Table A: Metric 1; Black and Latino Faculty Diversity, Compared to Student Diversity

Table B: Metric 2; Faculty Hiring Equity, Hired With or Without Tenure

Table C: Metric 3; Faculty Tenure Equity, Distribution of Tenure

Table D: Metric 4; Change in Faculty Diversification Over Time, 2005-20

ABOUT THE DATA

All data used in this analysis comes directly from the Integrated Postsecondary Education Data System (IPEDS), years 2005 and 2020. This was the latest year of available data. While small changes at an individual institution can mean large percentage changes in faculty, faculty hiring across the aggregate does not change rapidly. The 543 public colleges and universities included were identified based on several criteria: public control, four-year, Title IV, degree-granting, primarily baccalaureate or above institutions in the United States that completed the IPEDS faculty survey, have a tenure system, and reported enrollment and staff data at the institutional level.

While there are many questions to be answered for other faculty of color, data in IPEDS is limited in its capacity for analyses. Since this report is follow-up to "[Segregation Forever?,](#)"[36] which detailed enrollment trends for Black and Latino students at public flagships, we opted to focus specifically on Black and Latino faculty diversity. It's worth noting that IPEDS also includes data on Asian, Native American, Alaska Native, Hawaiian and Pacific Islander groups.

Student enrollment data and instructional staff counts and demographics were pulled from the 2020 Fall Enrollment and 2020 Fall Staff tables. Five years of data (2016-2020) were aggregated to calculate the hiring equity (Metric 2) score and ensure that the sample size was large enough to produce accurate estimates. For the purposes of this analysis, institutional data (e.g., UNITID, State, Control, and other institutional characteristics) was pulled from the Institutional Characteristics table.

Endnotes

1. McDaniel, Anne, Jura, Van Matthew, "High-Impact Practices: Evaluating Their Effect on College Completion" (Journal of College Student Retention: Research, Theory & Practice, August 3, 2020). https://journals.sagepub.com/doi/abs/10.1177/1521025120947357.

2. Contreras, Frances, Contreras J. Gilbert, "Raising the Bar for Hispanic Serving Institutions: An Analysis of College Completion and Success Rates" (Journal of Hispanic Higher Education, March 11, 2015). https://journals.sagepub.com/doi/abs/10.1177/1538192715572892.

3. Milem, F. Jeffrey, "The Educational Benefits of Diversity: Evidence from Multiple Sectors" (Stanford University | Compelling Interest, 2003). https://web.stanford.edu/~hakuta/www/policy/racial_dynamics/Chapter5.pdf.

4. Curtis, W. John, "Faculty Diversity and Minoritized Student Outcomes: An Analysis of Institutional Factors" (Center for the Study of Academic Labor, November 2021). https://mountainscholar.org/bitstream/handle/10217/234349/FACFCSAL_Curtis-4_202111.pdf?sequence=1&isAllowed=y.

5. McDaniel, Anne, Jura, Van Matthew, "High-Impact Practices: Evaluating Their Effect on College Completion" (*Journal of College Student Retention: Research, Theory & Practice,* August 3, 2020). https://journals.sagepub.com/doi/abs/10.1177/1521025120947357?casa_token=E8OO1Y0u-cd8AAAAA%3AC4LmFeOB19g1Vg6dzUT8x243GDGh7Bu-Jc9TjHyCbi5ic3HcQpnjMzNxxj1kzZtqh0cIWKlz2XOjDSjk&journalCode=csra.

6. Contreras, Frances, Contreras J. Gilbert, "Raising the Bar for Hispanic Serving Institutions: An Analysis of College Completion and Success Rates" (*Journal of Hispanic Higher Education,* March 11, 2015). https://journals.sagepub.com/doi/abs/10.1177/1538192715572892?casa_token=-JKe02At6i3AAAAAA%3Aw81yZbtxYOvKZXp686TjDxrtRgNx-5jzrN_XPTkpTKYA_muFfEbF99KyVfXZAQ-iYjm1FUINfGMr4y-Jc&journalCode=jhha.

7. Stout, Rebecca, et al., "The relationship between faculty diversity and graduation rates in higher education" (*Intercultural Education,* November 7, 2017). https://www.tandfonline.com/doi/full/10.1080/14675986.2018.1437997?casa_token=2Qc6SwMpHyQAAAAA%3AxiYH1m5-IZkTpEkOaFneEG1xfqj61iZq9nVp_9Aj1kNi-l68b0FbO8PWHOQnzct62H4PF_BfEqi9iY0.

8. Milem, F. Jeffrey, "The Educational Benefits of Diversity: Evidence from Multiple Sectors" (Stanford University | *Compelling Interest,* 2003). https://web.stanford.edu/~hakuta/www/policy/racial_dynamics/Chapter5.pdf.

9. Washington, Micah, et al., "Lack of Diversity in Higher Learning Can be a Problem for Diverse Student Bodies" (ABC News, July 26, 2021). https://abcnews.go.com/US/lack-diversity-higher-learning-problem-diverse-student-bodies/story?id=79019176.

10. U.S. Census Bureau (2020). "*Decennial Census.*" https://data.census.gov/cedsci/table?q=United%20States&g=0100000US&tid=DECENNIALPL2020.P1.

11. Ed Trust analysis of the Integrated Postsecondary Educational Data System (IPEDS) 2019-20.

12. College and University Professional Association for Human Resources. 2021. The Promotion of women and People of Color in Higher Ed Faculty. https://www.cupahr.org/surveys/research-briefs/the-promotion-of-women-and-people-of-color-in-higher-ed-faculty/.

13. Rosenboom, Victoria & Kristin Blagg, "Three million Americans are disconnected from higher education" (Urban Institute, February 2, 2018). https://www.urban.org/urban-wire/three-million-americans-are-disconnected-higher-education.

14. Carrasco, Maria, "COVID Disproportionately Impacted Black and Latino Students" (Inside Higher Ed, March 18, 2022). https://www.insidehighered.com/quicktakes/2022/03/18/covid-disproportionately-impacted-black-and-latino-students.

15. Causey, J. et. al. (Feb 2022), Completing College: National and State Report on Six Year Completion Rates for Fall 2015 Beginning Cohort (Signature Report 20), Herndon, VA: National Student Clearinghouse Research Center. https://nscresearchcenter.org/wp-content/uploads/Completions_Report_2021.pdf.

16. The Department of Education. "FY 2023 President's Budget" (U.S. Department of Education, March 28, 2022). https://www2.ed.gov/about/overview/budget/budget23/budget-highlights.pdf.

17. Stout, Rebecca, et al., "The relationship between faculty diversity and graduation rates in higher education" (*Intercultural Education,* November 7, 2017). https://www.tandfonline.com/doi/full/10.1080/14675986.2018.1437997?casa_token=2Qc6SwMpHyQAAAAA%3AxiYH1m5-IZkTpEkOaFneEG1xfqj61iZq9nVp_9Aj1kNi-l68b0FbO8PWHOQnzct62H4PF_BfEqi9iY0.

18. Abraham, Ansley & Bartlebaugh, Hannah, "Now Is the Time to Focus on Faculty Diversity" (Southern Regional Education Board, January 2021). https://diversity.oregonstate.edu/sites/diversity.oregonstate.edu/files/2021_now_is_the_time_to_focus_on_fac_diversity_updated_1-25-2021.pdf.

19. Abraham, Ansley & Bartlebaugh, Hannah, "Now Is the Time to Focus on Faculty Diversity" (Southern Regional Education Board, January 2021). https://diversity.oregonstate.edu/sites/diversity.oregonstate.edu/files/2021_now_is_the_time_to_focus_on_fac_diversity_updated_1-25-2021.pdf.

20. Hurtado, S. & Ponjuan, L., "Latino Educational Outcomes and the Campus Climate" (Computing Alliance of Hispanic-Serving Institutions, July 1, 2005). https://cahsi.utep.edu/resource/latino-educational-outcomes-and-the-campus-climate/.

21. Turner, Caroline. et al., "Faculty of Color in Academe: What 20 Years of Literature Tells Us" (*Journal of Diversity in Higher Education* | National Association of Diversity Offices in Higher Education, 2008). https://faculty.usc.edu/wp-content/uploads/sites/13/2019/03/Turner-Gonzalez-Wood-2008.pdf.

22. Bichsel, Jacqueline, McChesney, Jasper (2017). Pay and Represenation of Ethnic Minorities in Higher Eudcation Administrative Positions. College and University Professional Association for Human Resources. https://www.cupahr.org/surveys/research-briefs/2017-pay-and-representation-of-ethnic-minorities-in-higher-education-administrative-positions/.

23. American Council on Education "College Presidents, by Immediate Prior Position" (American Council on Education, 2017). https://www.aceacps.org/summary-profile-dashboard/.

24. American Council on Education "The Importance of College Presidents Ensuring Positive Campus Climate for Minorities" (American Council on Education, 2017). https://www.aceacps.org/diversity-inclusion-dashboard/.

25. Nichols, A. H. (2020). 'Segregation Forever'?: The Continued Underrepresentation of Black and Latino Undergraduates at the Nation's 101 Most Selective Public Colleges and Universities. Education Trust. https://edtrust.org/resource/segregation-forever/.

26. Espinosa, L. Lorelle, Taylor, Morgan, Turk, M. Jonathan, "Pulling Back the Curtain" (American Council on Education | Center for Policy Research and Strategy, 2017). https://www.acenet.edu/Documents/Pulling-Back-the-Curtain-Enrollment-and-Outcomes-at-MSIs.pdf.

27. Salvador, Christianne, "Diversity in the Classroom: How CSU Faculty Are Connecting With Students" (The California State University, January, 9, 2020). https://www.calstate.edu/csu-system/news/Pages/Diversity-in-the-Classroom-How-CSU-Faculty-Are-Connecting-With-Students.aspx.

28. Martinez-Acosta, Veronica G, & B. Favero, Carlita, "A Discussion of Diversity and Inclusivity at the Institutional Level: The Need for a Strategic Plan" (National Library of Medicine – National Institutes of Health, 2018).https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6153014/.

29. Margolis, Hayley, "Improving On-Campus Racial Climate" (The Education Trust, January 22, 2020). https://edtrust.org/the-equity-line/improving-on-campus-racial-climate/.

30. Piercy, Fred, et al. (2005). "Improving Campus Climate to Support Faculty Diversity and Retention: A Pilot Program for New Faculty" (*Innovative Higher Education,* 2005). https://www.geol.umd.edu/idea/wp-content/uploads/simple-file-list/Improving-Campus-Climate-to-support-faculty-diversity-and-retention-a-pilot-program-for-new-faculty.pdf.

31. Peele, Thomas & Willis, J. Daniel, "Dropping affirmative action had huge impact on California's public universities" (Ed Source, October 29, 2020). https://edsource.org/2020/dropping-affirmative-action-had-huge-impact-on-californias-public-universities/642437.

32. Espinosa, Lorelle L. (2018). Minority Serving Institutions as Engines of Upward Mobility. American Council on Education. Center for Policy Research and Strategy. https://www.acenet.edu/Documents/MSIs-as-Engines-of-Upward-Mobility.pdf.

33. Institute of Education Sciences (Dec 2, 2020). Increasing Diversity and Representation of IES-funded Education Researchers. National Center for Education Research. U.S. Department of Education. https://ies.ed.gov/ncer/whatsnew/techworkinggroup/pdf/DiversityTWG.pdf.

34. National Academies of Sciences, Engineering, and Medicine (U.S.). Committee on Closing the Equity Gap. (2019). "MSI Investment and Returns on Investment." In L. L. Espinosa, K. McGuire, & L. M. Jackson, Eds. *Minority Serving Institutions: America's Underutilized Resource for Strengthening the STEM Workforce.* https://nap.nationalacademies.org/read/25257/chapter/6

35. Heilig, Julian Vasquez; Flores, Isabell Wong; Souza, Alicia Eileen Barros; Barry, Joseph Carlton; Monroy, Selene Barceló, Considering the Ethnoracial and Gender Diversity of Faculty in United States College and University Intellectual Communities" (*Hispanic Journal of Law and Policy,* 2019) https://www.dropbox.com/s/9ijhhx37niz8jf5/2019%20ISSUE%20Heilig%201-31.pdf?dl=0.

36. Nichols, A. H. (2020). 'Segregation Forever?': The Continued Underrepresentation of Black and Latino Undergraduates at the Nation's 101 Most Selective Public Colleges and Universities. Education Trust. https://edtrust.org/resource/segregation-forever/.

ABOUT THE EDUCATION TRUST

The Education Trust is committed to advancing policies and practices to dismantle the racial and economic barriers embedded in the American education system. Through our research and advocacy, Ed Trust improves equity in education from preschool through college, engages diverse communities dedicated to education equity and justice, and increases political and public will to build an education system where students will thrive.

ACKNOWLEDGMENTS

The Education Trust

/EdTrust /EdTrust /EdTrust @EdTrust

www.EdTrust.org ©2022