

Race and Ethnicity in Higher Education: A Status Report

CHAPTER 10



Postsecondary Faculty and Staff



Race and Ethnicity in Higher Education: A Status Report

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This chapter is part of a larger report by the American Council on Education (ACE) titled *Race and Ethnicity in Higher Education: A Status Report*. The report and its accompanying microsite provide a data-informed foundation for those working to close persistent equity gaps by providing a comprehensive review of the educational pathways of today's college students and the educators who serve them.

Race and Ethnicity in Higher Education: A Status Report and the microsite were made possible through the generous support of The Andrew W. Mellon Foundation.

Visit www.equityinhighered.org to learn more about the project and to download the full report containing more than 200 indicators on race and ethnicity. Also available on the site are downloadable figures, detailed data, and other resources on race and ethnicity in higher education.

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INTRODUCTION

Conversations on diversity in higher education often focus solely on student diversity, overlooking the importance of diversity among faculty, staff, and leadership. This diversity is critical, both for the effective management of the institutions, given research that has shown that diverse companies and teams are more productive and innovative (Lorenzo and Reeves 2018; Hewlett, Marshall, and Sherbin 2013), and for their ability to educate a diverse student body. Diverse boards, presidential cabinets, research teams, and admissions offices, to name a few examples, are imperative for the twenty-first-century campus.

In academe in particular, diverse faculty attract and mentor diverse students—one argument among many for the need to diversify higher education’s faculty body. Furthermore, a diverse pool of faculty has the potential to offer a wider array of methods for inquiry, instruction, and research available within an institution (Antonio 2002). As of 2016, almost three-quarters of full-time faculty¹ at colleges and universities were White. The undergraduate student body was just 52.0 percent White. This imbalance appeared among all full-time faculty, from instructor to full professor, to a different extent at different types of institutions. College administrative, professional, and staff diversity varied greatly as well, depending on the area of work. There was greater racial and ethnic diversity among student affairs and academic affairs staff than in other areas. But the largest shares of employees from underrepresented groups were in service and maintenance staff positions. In the most visible positions at the top of the higher education employment hierarchy, 83.2 percent of college presidents were White in 2016.

KEY FINDINGS

- Nearly three-quarters of all full-time faculty in 2016 were White, one in five were faculty of color,² and about 3 percent each were international faculty³ or faculty of unknown racial and ethnic backgrounds.⁴
- Among full-time faculty across all types of institutions, larger shares of White and Asian faculty than of other groups were full professors. A larger share of American Indian or Alaska Native faculty, Hispanic faculty, Black faculty, and faculty of more than one race were instructors, lecturers, and faculty with no academic rank⁵ than other groups.
- Among full-time faculty at public two-year institutions,⁶ larger shares of White and Native Hawaiian or other Pacific Islander faculty were full professors than any other group. About seven in 10 American Indian or Alaska Native and Hispanic faculty were instructors, lecturers, and faculty with no academic rank—the highest percentage of any other group.
- Full-time faculty of color at public four-year institutions were more likely to hold assistant professor positions than White faculty. Approximately one-third of all Native Hawaiian or other Pacific Islander, Black, and full-time faculty of more than one race held the rank of assistant professor, compared with nearly one-quarter of White faculty.

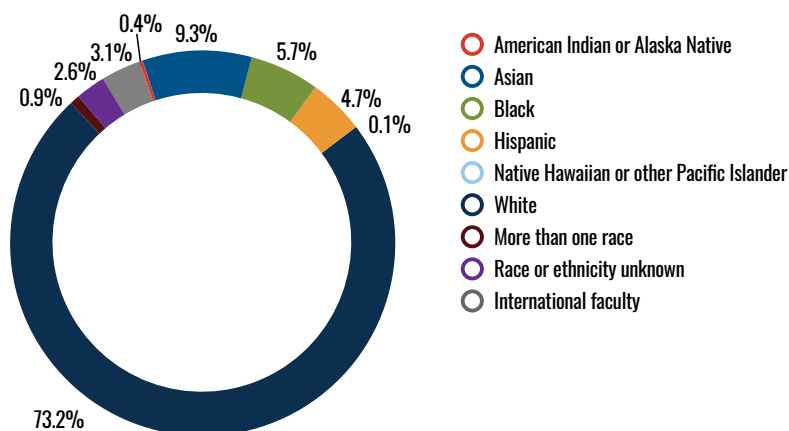
- 1 Full-time faculty are those individuals reported to the Integrated Postsecondary Education Data System (IPEDS) as full-time instructional staff with faculty status.
- 2 The group faculty of color includes American Indians or Alaska Natives, Asians, Blacks, Hispanics, Native Hawaiians or other Pacific Islanders, and faculty of more than one race.
- 3 The National Center for Education Statistics (NCES) defines a nonresident alien as “a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.” In this chapter, nonresident aliens are labeled as international faculty.
- 4 Race and ethnicity unknown is included among the racial and ethnic categories within IPEDS data, which are used in this chapter of the report. As a result, tables and figures include this group alongside other racial and ethnic categories.
- 5 IPEDS instructs institutions to report full-time instructional staff with faculty status as having no academic rank if their institution operates without standard academic ranks (e.g., full professor, associate professor, assistant professor).
- 6 Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. For more information, please refer to the report’s methods section.

- Overall, a larger share of White full-time faculty at private nonprofit four-year institutions had tenure compared with Hispanic and Black full-time faculty.
- Full-time faculty of color were more likely than White full-time faculty to hold assistant professor positions at private nonprofit four-year institutions. Over one-third of full-time faculty of more than one race, and of Asian, Black, and Hispanic full-time faculty were assistant professors, compared with about one-quarter of White full-time faculty. A larger share of White full-time faculty than of any other group were full professors.
- Almost three-quarters of full-time faculty at for-profit institutions were instructors, lecturers, and faculty with no academic rank. The shares in this category ranged from 73.7 percent of White faculty to 82.8 percent of Hispanic faculty and 84.6 percent of American Indian or Alaska Native faculty.
- A little more than one-quarter of all chief student affairs and student life officers identified as a racial or ethnic group other than White—the largest percentage across all college and university administrative positions.
- Among college and university professional staff, more than one in four student affairs professionals and slightly more than one in five academic affairs professionals identified as people of color.
- Whites represented the majority of all staff positions. However, there was greater racial and ethnic variation across staff positions than administrative or professional positions on campus.
- The percentage of college and university presidents who identified as a race or ethnicity other than White more than doubled between 1986 and 2016; however, fewer than one in five presidents identified as a person of color in 2016. Blacks represented the second largest racial or ethnic group and the largest share of non-White presidents at nearly every institution type.
- Across all Carnegie classifications, associate institutions were more likely to be led by presidents of color than any other institution type.

HIGHER EDUCATION FACULTY

As shown in Chapter 3 of this report, “Enrollment in Undergraduate Education,” White students represented just over half of all undergraduate students in 2016. While the student body has increasingly become more diverse, the college and university faculty body remains largely White. Among the over 700,000 full-time faculty employed by higher education institutions in fall 2016, 73.2 percent were White, 21.1 percent were faculty of color, 3.1 percent were international, and 2.6 percent were of unknown racial and ethnic backgrounds.

Figure 10.1: Total Full-Time Faculty, by Race and Ethnicity: Fall 2016



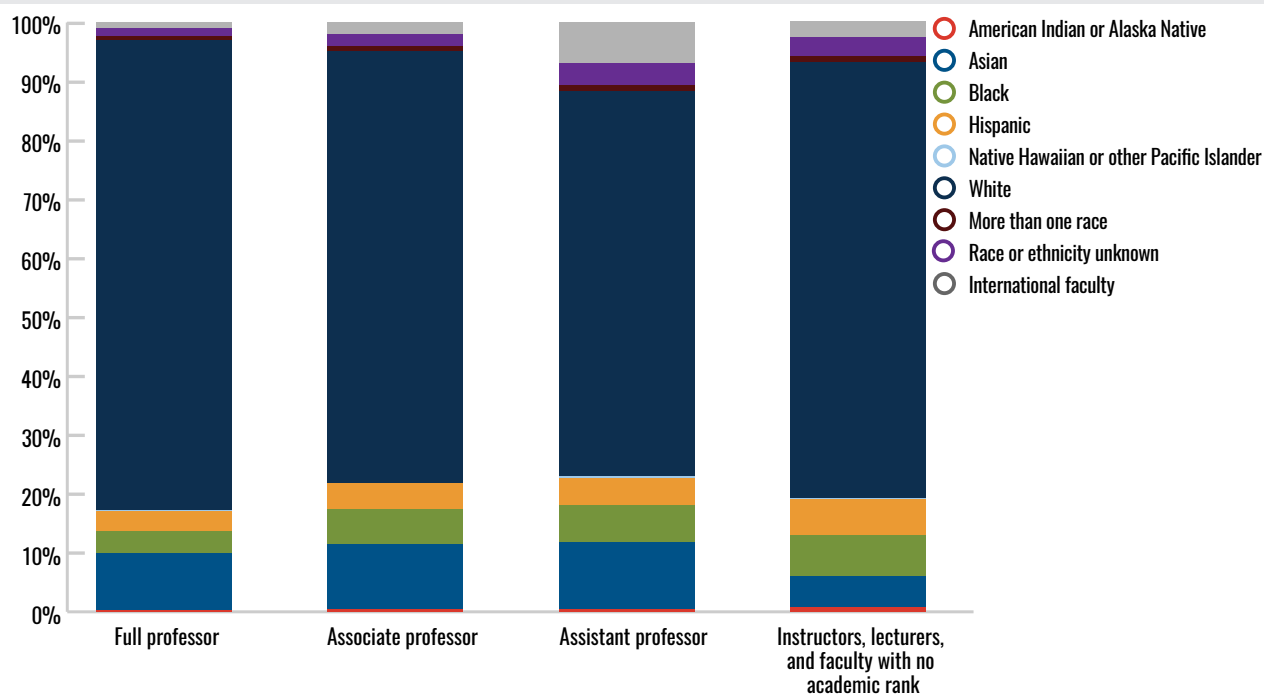
Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Data reflect full-time faculty at public four-year, private nonprofit four-year, public two-year, and for-profit institutions. Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

Full-Time Faculty by Rank

When considering diversity of faculty, it is important to also look at faculty rank, a hierarchical structure that often represents a promotion and increase in salary with each upward step (Tien and Blackburn 1996). Across all faculty ranks, the majority of all full-time faculty were White. The total share of Whites was highest among full professors (79.8 percent), followed by instructors, lecturers, and faculty with no academic rank (73.9 percent), associate professors (73.3 percent), and assistant professors (65.4 percent).

Figure 10.2: Full-Time Faculty, by Rank and Race and Ethnicity: Fall 2016

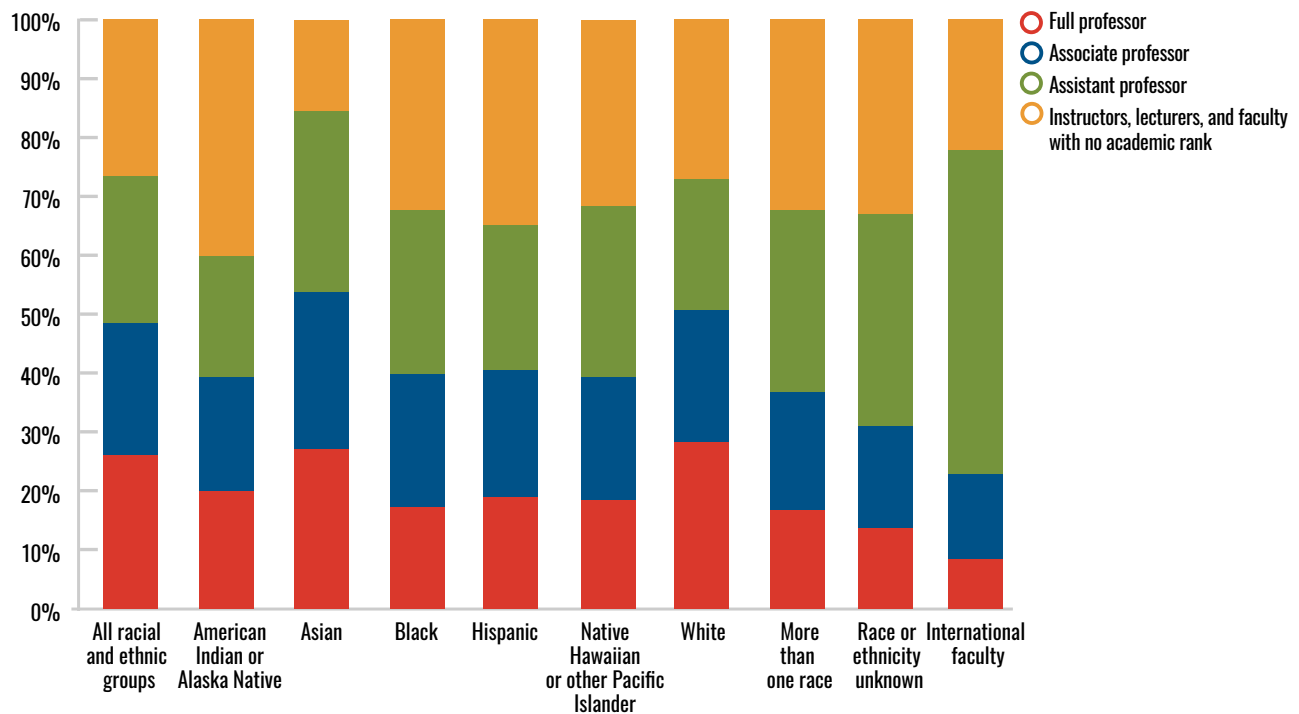


Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Data reflect full-time faculty at public four-year, private nonprofit four-year, public two-year, and for-profit institutions. Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

By rank, 26.0 percent of all full-time faculty were full professors, 22.4 percent were associate professors, 25.0 percent were assistant professors, and 26.7 percent were instructors, lecturers, and faculty who had no academic rank. Large differences emerged by race and ethnicity and international status, where American Indian or Alaska Native, Black, Hispanic, Native Hawaiian or other Pacific Islander full-time faculty and full-time faculty of more than one race were more likely to be in non-professorial ranks than White, Asian, and international full-time faculty.

Figure 10.3: Full-Time Faculty Across Faculty Rank, by Race and Ethnicity: Fall 2016



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Data reflect full-time faculty at public four-year, private nonprofit four-year, public two-year, and for-profit institutions. Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Among full-time faculty, a larger share of White and Asian faculty were full professors (28.3 percent and 27.0 percent, respectively) than any other group, and were roughly 10 percentage points above the proportion of Black and Hispanic faculty in these positions (17.2 percent and 18.9 percent, respectively). International faculty were the least likely to hold full professor positions (8.4 percent).
- A larger share of Asian faculty held associate professor positions than other groups (26.8 percent). American Indian or Alaska Native (19.5 percent) and international (14.5 percent) faculty were the least likely to be associate professors.
- Over half of all international full-time faculty were assistant professors (55.0 percent)—the highest of any group.
- About four in 10 American Indian or Alaska Native full-time faculty were instructors, lecturers, and in faculty positions with no academic rank (40.3 percent)—the highest of any group. Roughly one-third of all Hispanic faculty (34.9 percent), faculty of more than one race (32.5 percent), and Black faculty (32.3 percent) held these positions.

Faculty Rank and Tenure, by Higher Education Sector

Tenure plays an important role in higher education as a means to protect the academic freedom of faculty who teach and conduct research in colleges and universities across the country. Tenure allows for the free exchange of ideas, inquiry, and expression, while also protecting open dissent, elements which are necessary for teaching and learning (AAUP, n.d.). Faculty without tenure, therefore, do not have protections for academic freedom, making them susceptible to dismissal for ideas they express (AAUP 2018). The National Center for Education Statistics (2018) uses the following categories to describe faculty tenure status:⁷

Tenure: Status of a personnel position with respect to permanence of position

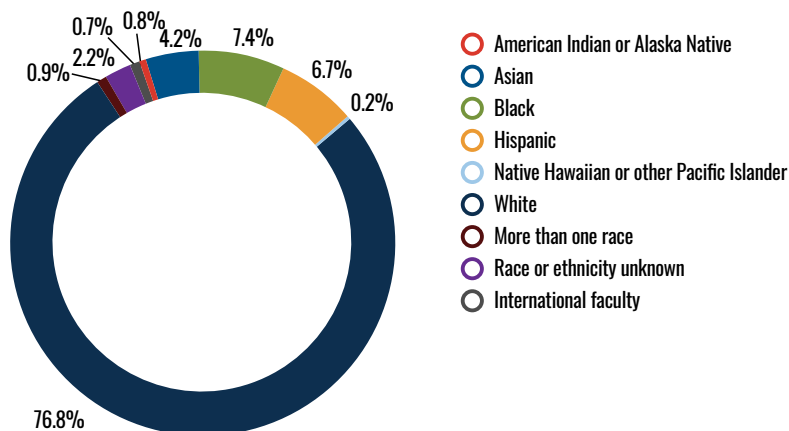
Tenure track: Personnel positions that lead to consideration for tenure

Not on tenure track: Personnel positions that are considered non-tenure earning positions

Public Two-Year Institutions

In 2016, there were over 122,000 full-time faculty at public two-year institutions. Of these, over three-quarters were White (76.8 percent), 20.4 percent were faculty of color, 0.7 percent were international, and 2.2 percent were of unknown racial and ethnic backgrounds.

Figure 10.4: Full-Time Faculty at Public Two-Year Institutions, by Race and Ethnicity: Fall 2016



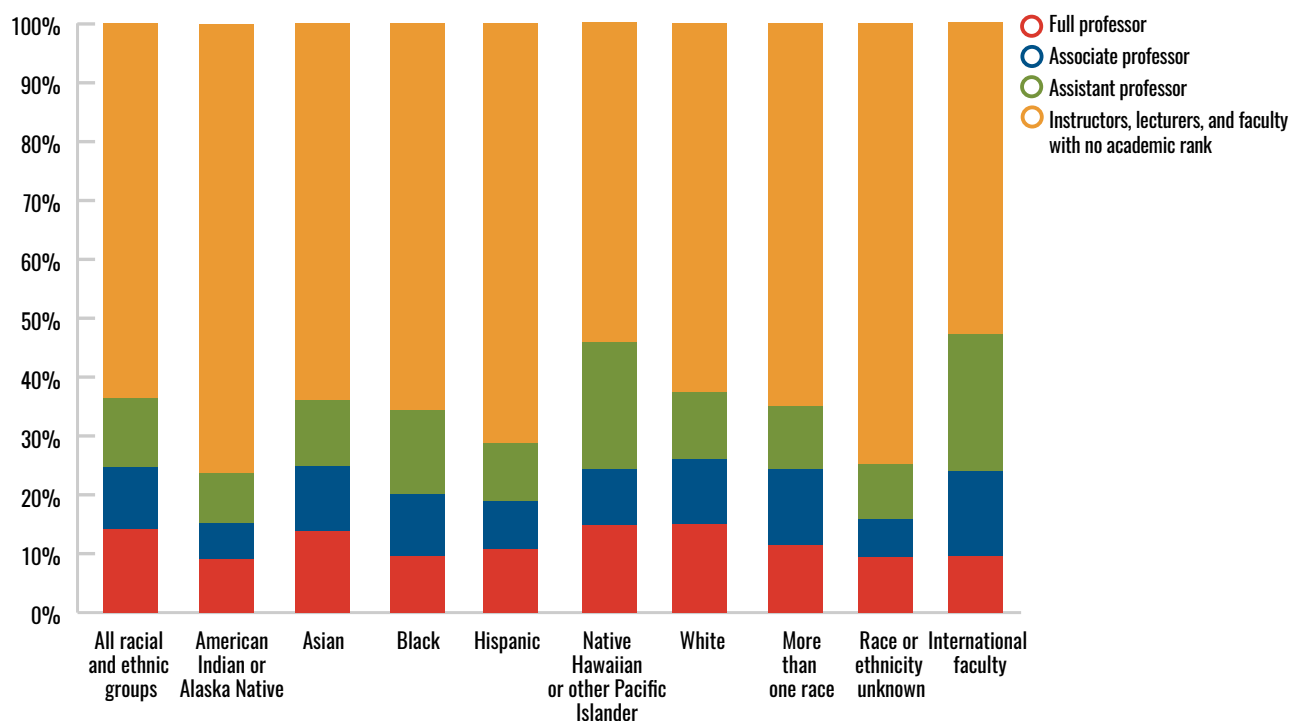
Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

⁷ IPEDS allows institutions to categorize faculty into the categories outlined as most appropriately fits their institutional structure. As a result, there may be variance in how faculty are categorized into these three groups across institutions.

Among all full-time faculty at public two-year institutions in fall 2016, 63.8 percent were instructors, lecturers, and faculty with no academic rank, 14.1 percent were full professors, 11.6 percent were assistant professors, and 10.6 percent were associate professors. Differences in academic rank emerged by race and ethnicity and international status.

Figure 10.5: Full-Time Faculty at Public Two-Year Institutions, by Faculty Rank and Race and Ethnicity: Fall 2016



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- A larger share of White (15.1 percent) and Native Hawaiian or other Pacific Islander (14.9 percent) full-time faculty at public two-year institutions were full professors than any other group.
- Over three-quarters of all American Indian or Alaska Native full-time faculty were instructors, lecturers, and faculty with no academic rank (76.3 percent)—the highest percentage of any group. Comparatively, just over half of all Native Hawaiian or other Pacific Islander full-time faculty (54.2 percent) and international full-time faculty (52.8 percent) held these positions.

Among all full-time faculty at public two-year institutions, roughly four in 10 faculty held tenure (40.1 percent), 14.9 percent were on the tenure track, and 45.0 percent were not on the tenure track or were at an institution with no tenure system. Differences are apparent when examining these data by race and ethnicity.

Table 10.1: Full-Time Faculty at Public Two-Year Institutions, by Faculty Rank, Tenure Status, and Race and Ethnicity: Fall 2016

	Full Professors			Associate Professors			Assistant Professors			Instructors, Lecturers, and Faculty with No Academic Rank		
	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System
All racial and ethnic groups	9.5%	0.3%	4.3%	6.3%	0.8%	3.4%	3.7%	3.8%	4.1%	20.6%	10.0%	33.1%
American Indian or Alaska Native	5.3%	0.8%	2.9%	3.5%	0.5%	2.2%	1.6%	2.7%	4.2%	18.8%	5.9%	51.7%
Asian	10.8%	0.2%	2.9%	7.2%	0.9%	2.9%	4.1%	4.4%	2.6%	29.4%	15.4%	19.3%
Black	6.2%	0.2%	3.1%	5.9%	1.0%	3.6%	4.6%	4.7%	4.9%	17.1%	9.3%	39.3%
Hispanic	7.9%	0.2%	2.6%	5.7%	0.5%	2.0%	3.7%	4.2%	2.0%	28.9%	16.5%	25.8%
Native Hawaiian or other Pacific Islander	6.2%	0.0%	8.7%	7.6%	0.7%	1.1%	14.2%	2.9%	4.4%	25.5%	11.6%	17.1%
White	10.0%	0.3%	4.7%	6.4%	0.9%	3.6%	3.6%	3.6%	4.3%	19.5%	8.8%	34.3%
More than one race	8.0%	0.1%	3.3%	9.4%	0.8%	2.8%	3.3%	2.9%	4.4%	28.1%	13.3%	23.7%
Race or ethnicity unknown	7.5%	0.3%	1.6%	4.6%	0.6%	1.3%	4.0%	3.4%	2.1%	27.6%	24.3%	22.8%
International faculty	4.7%	0.2%	4.7%	7.7%	1.8%	4.8%	2.2%	14.6%	6.6%	22.3%	13.7%	16.9%

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

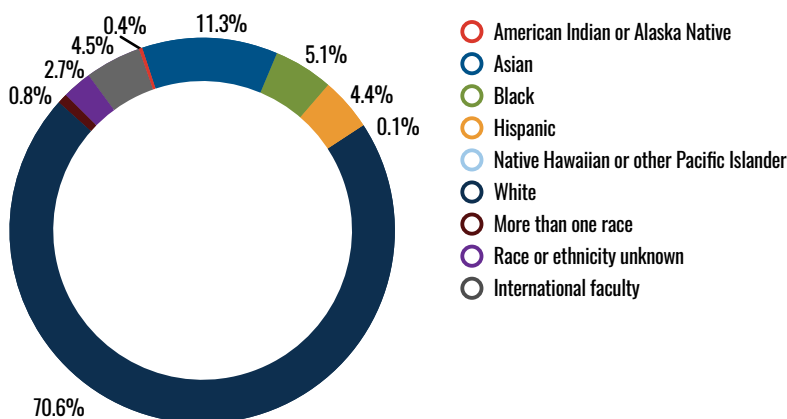
Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Across rank, of the three largest groups among public two-year college full-time faculty—White, Hispanic, and Black—a larger share of Hispanics had tenure (46.1 percent), compared with 39.5 percent of Whites and 33.8 percent of Blacks.
- Over half of all American Indian or Alaska Native full-time faculty at public two-year institutions were instructors, lecturers, and faculty with no academic rank who were not on the tenure track or were at an institution without a tenure system (51.7 percent)—the highest percentage of any group. Over one-third of all Black (39.3 percent) and White (34.3 percent) full-time faculty were also in these positions.
- Among full-time faculty, over one-quarter of all Asians (29.4 percent), Hispanics (28.9 percent), faculty of more than one race (28.1 percent), and Native Hawaiians or other Pacific Islanders (25.5 percent) were instructors, lecturers, and faculty with no academic rank who had tenure.

Public Four-Year Institutions

In 2016, there were over 345,000 full-time faculty at public four-year institutions. Of these, the majority were White (70.6 percent), 22.2 percent were faculty of color, 4.5 percent were international, and 2.7 percent were of unknown racial and ethnic backgrounds.

Figure 10.6: Full-Time Faculty at Public Four-Year Institutions, by Race and Ethnicity: Fall 2016

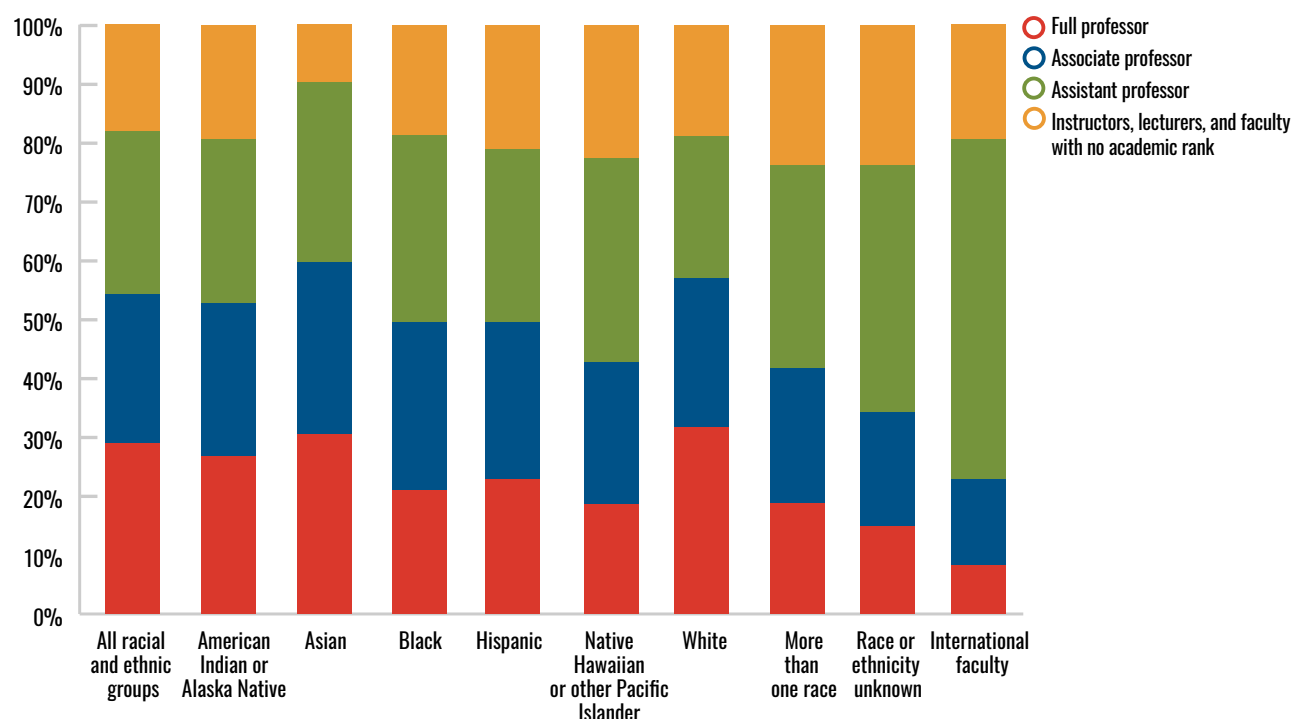


Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

Among all full-time faculty at public four-year institutions, 29.0 percent were full professors, followed by assistant professors (27.5 percent), associate professors (25.3 percent), and instructors, lecturers, and faculty with no academic rank (18.2 percent). Large differences emerged by race and ethnicity and international status.

Figure 10.7: Full-Time Faculty at Public Four-Year Institutions, by Faculty Rank and Race and Ethnicity: Fall 2016



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- A larger share of White (31.7 percent) and Asian (30.4 percent) full-time faculty at public four-year institutions were full professors than any other group. International full-time faculty were the least likely to hold full professor positions (8.2 percent).
- A larger share of full-time faculty of color were assistant professors than White faculty. Around one-third of all Native Hawaiians or other Pacific Islanders (34.6 percent), faculty of more than one race (34.5 percent), and Blacks (31.8 percent) were assistant professors, compared with 24.0 percent of White full-time faculty.
- Over half of all international full-time faculty were assistant professors (57.7 percent)—the highest percentage of any group.
- A smaller share of Asian full-time faculty were instructors, lecturers, and faculty with no academic rank (9.9 percent) than all other groups, who were twice as likely to hold these positions.

Overall, the majority of all full-time faculty at public four-year institutions had tenure (47.6 percent) or were in tenure track positions in 2016 (19.5 percent). A little more than one-quarter of all full-time faculty at public four-year institutions were tenured full professors (26.4 percent), followed by tenured associate professors (20.0 percent), and instructors, lecturers, and faculty with no academic rank who were not on the tenure track or were at an institution without a tenure system (17.6 percent). Large differences emerged by race and ethnicity and international status, with some groups more heavily concentrated in tenure track positions.

Table 10.2: Full-Time Faculty at Public Four-Year Institutions, by Faculty Rank, Tenure Status, and Race and Ethnicity: Fall 2016

	Full Professors			Associate Professors			Assistant Professors			Instructors, Lecturers, and Faculty with No Academic Rank		
	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System
All racial and ethnic groups	26.4%	0.4%	2.2%	20.0%	1.7%	3.6%	0.9%	17.1%	9.5%	0.2%	0.4%	17.6%
American Indian or Alaska Native	25.2%	0.4%	1.1%	21.5%	1.7%	2.8%	1.8%	18.3%	7.8%	0.0%	0.2%	19.1%
Asian	27.7%	0.4%	2.4%	22.4%	2.3%	4.6%	0.5%	18.0%	12.0%	0.1%	0.1%	9.6%
Black	19.4%	0.3%	1.2%	23.1%	2.5%	3.0%	2.3%	19.0%	10.5%	0.5%	0.6%	17.6%
Hispanic	21.2%	0.2%	1.5%	21.9%	1.5%	3.3%	0.7%	18.9%	9.8%	0.3%	0.3%	20.4%
Native Hawaiian or other Pacific Islander	16.3%	0.5%	1.8%	16.7%	2.3%	5.0%	0.0%	17.2%	17.4%	0.2%	0.9%	21.6%
White	28.9%	0.4%	2.5%	20.1%	1.5%	3.7%	0.9%	14.4%	8.7%	0.3%	0.4%	18.3%
More than one race	17.3%	0.4%	1.0%	18.8%	1.9%	2.3%	0.6%	23.6%	10.3%	0.0%	0.2%	23.4%
Race or ethnicity unknown	12.7%	0.6%	1.5%	14.1%	2.7%	2.7%	0.3%	29.5%	12.0%	0.1%	0.3%	23.5%
International faculty	7.1%	0.2%	0.8%	11.6%	1.5%	1.5%	0.3%	43.3%	14.0%	0.1%	0.5%	19.0%

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

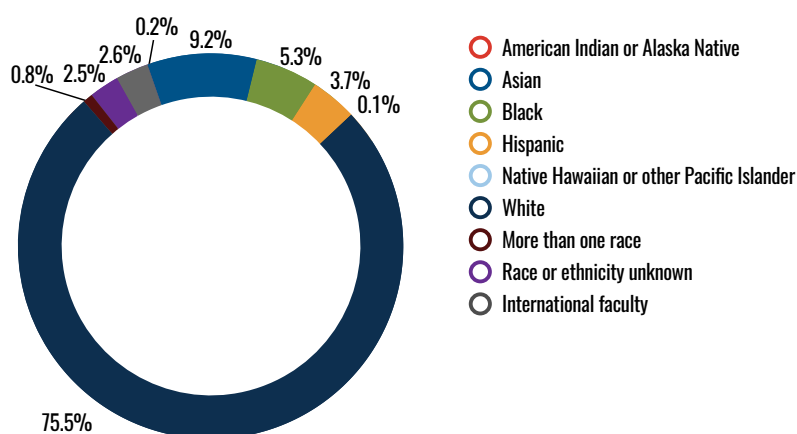
- Overall, of the three largest groups among full-time faculty at public four-year institutions—White, Asian, and Black—half of all Asian (50.6 percent) and White (50.2 percent) faculty and 45.3 percent of Black faculty had tenure.
- Over one-quarter of White (28.9 percent), Asian (27.7 percent), and American Indian or Alaska Native (25.2 percent) faculty were tenured full professors. Comparatively, only 7.1 percent of all international faculty were tenured full professors.

- A larger share of international faculty were assistant professors on the tenure track (43.3 percent)—the highest percentage of any group.
- About one in five Native Hawaiian or other Pacific Islander (21.6 percent), Hispanic (20.4 percent), American Indian or Alaska Native (19.1 percent), and international (19.0 percent) faculty were instructors, lecturers, and faculty with no academic rank who were not on the tenure track or were at an institution without a tenure system.

Private Nonprofit Four-Year Institutions

Among the nearly 219,000 full-time faculty at private nonprofit institutions in 2016, three-quarters were White (75.5 percent), 19.4 percent were faculty of color, 2.6 percent were international, and 2.5 percent were of unknown racial and ethnic backgrounds.

Figure 10.8: Full-Time Faculty at Private Nonprofit Four-Year Institutions, by Race and Ethnicity: Fall 2016

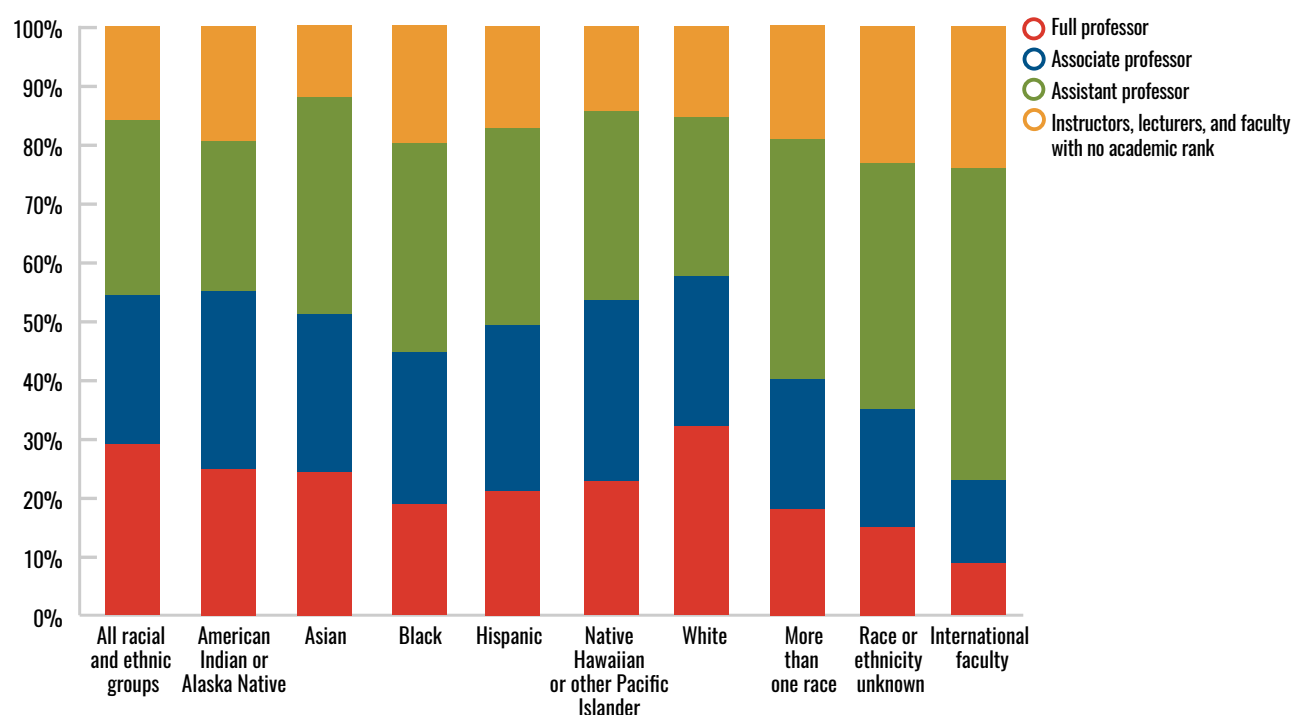


Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

Among all full-time faculty at private nonprofit four-year institutions in 2016, 29.7 percent were assistant professors, followed by full professors (29.0 percent), associate professors (25.3 percent), and instructors, lecturers, and faculty with no academic rank (15.9 percent). Large differences in academic rank emerged by race and ethnicity and international status.

Figure 10.9: Full-Time Faculty at Private Nonprofit Four-Year Institutions, by Faculty Rank and Race and Ethnicity: Fall 2016



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Nearly one-third of White full-time faculty at private nonprofit four-year institutions were full professors (32.0 percent)—the highest percentage of any group. In contrast, 18.8 percent of all Black full-time faculty, 18.0 percent of all faculty of more than one race, and 8.8 percent of all international faculty held full professor positions.
- Over half of all international faculty were assistant professors (52.8 percent)—the highest percentage of any group. A larger share of international faculty were instructors, lecturers, and faculty with no academic rank (24.2 percent) than any other group.
- Full-time faculty of color were more likely than White full-time faculty to hold assistant professor positions at these institutions. Over one-third of faculty of more than one race (40.8 percent), Asian (36.7 percent), Black (35.5 percent), and Hispanic (33.5 percent) faculty were assistant professors, compared with 26.9 percent of White faculty.

Similar to public four-year institutions, in 2016, the majority of full-time faculty at private nonprofit four-year institutions had tenure (39.8 percent) or were in tenure track positions (19.7 percent). Slightly less than one-quarter of all full-time faculty at private nonprofit four-year institutions were tenured full professors (23.2 percent), followed by tenured associate professors (15.8 percent), and assistant professors who were on the tenure track (15.4 percent). Large differences emerged by race and ethnicity and international status, with some groups more heavily concentrated in tenure track positions.

Table 10.3: Full-Time Faculty at Private Nonprofit Four-Year Institutions, by Faculty Rank, Tenure Status, and Race and Ethnicity: Fall 2016

	Full Professors			Associate Professors			Assistant Professors			Instructors, Lecturers, and Faculty with No Academic Rank		
	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System
All racial and ethnic groups	23.2%	0.7%	5.2%	15.8%	3.1%	6.4%	0.7%	15.4%	13.6%	0.1%	0.5%	15.3%
American Indian or Alaska Native	18.1%	0.6%	6.1%	19.6%	2.4%	8.1%	0.4%	13.4%	11.8%	0.0%	1.0%	18.7%
Asian	19.7%	0.7%	3.8%	15.8%	4.7%	6.3%	0.3%	21.5%	14.9%	0.1%	0.9%	11.3%
Black	13.8%	0.5%	4.5%	15.8%	3.6%	6.3%	0.9%	17.2%	17.3%	0.1%	1.0%	18.9%
Hispanic	16.8%	0.6%	3.7%	18.0%	3.5%	6.5%	0.5%	17.9%	15.1%	0.1%	0.7%	16.6%
Native Hawaiian or other Pacific Islander	14.8%	0.4%	7.6%	16.3%	3.8%	10.6%	0.4%	17.4%	14.4%	0.0%	0.8%	13.6%
White	25.7%	0.7%	5.6%	16.1%	2.9%	6.5%	0.7%	13.3%	12.8%	0.1%	0.4%	14.9%
More than one race	14.2%	0.7%	3.1%	14.1%	2.5%	5.4%	0.8%	23.5%	16.5%	0.2%	0.4%	18.5%
Race or ethnicity unknown	11.1%	0.5%	3.5%	10.7%	2.8%	6.4%	0.4%	21.2%	20.2%	0.0%	0.7%	22.5%
International faculty	5.9%	0.3%	2.6%	9.1%	2.6%	2.5%	0.3%	37.9%	14.5%	0.0%	0.4%	23.8%

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

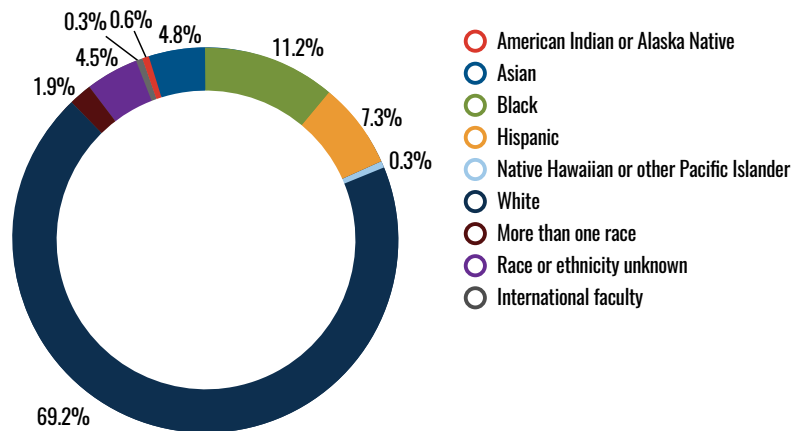
Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Overall, of the three largest groups among private nonprofit four-year institutions—Whites, Blacks, and Hispanics—a larger share of Whites had tenure (about 43 percent), compared with 35.4 percent of Hispanics and 30.7 percent of Blacks.
- About one-quarter of all White full-time faculty were tenured full professors (25.7 percent)—6 percentage points higher than Asians, the next highest group.
- Over one-third of all international faculty were assistant professors on the tenure track (37.9 percent)—the highest percentage of any group.
- A larger share of American Indian or Alaska Native full-time faculty than of any other group were tenured associate professors (19.6 percent), while all other full-time faculty of color were most likely to be assistant professors on the tenure track.

For-Profit Institutions

Among the nearly 16,000 full-time faculty at for-profit institutions in 2016, the majority were White (69.2 percent), 26.0 percent were faculty of color, 0.3 percent were international, and 4.5 percent were of unknown racial and ethnic backgrounds.

Figure 10.10: Full-Time Faculty at For-Profit Institutions, by Race and Ethnicity: Fall 2016

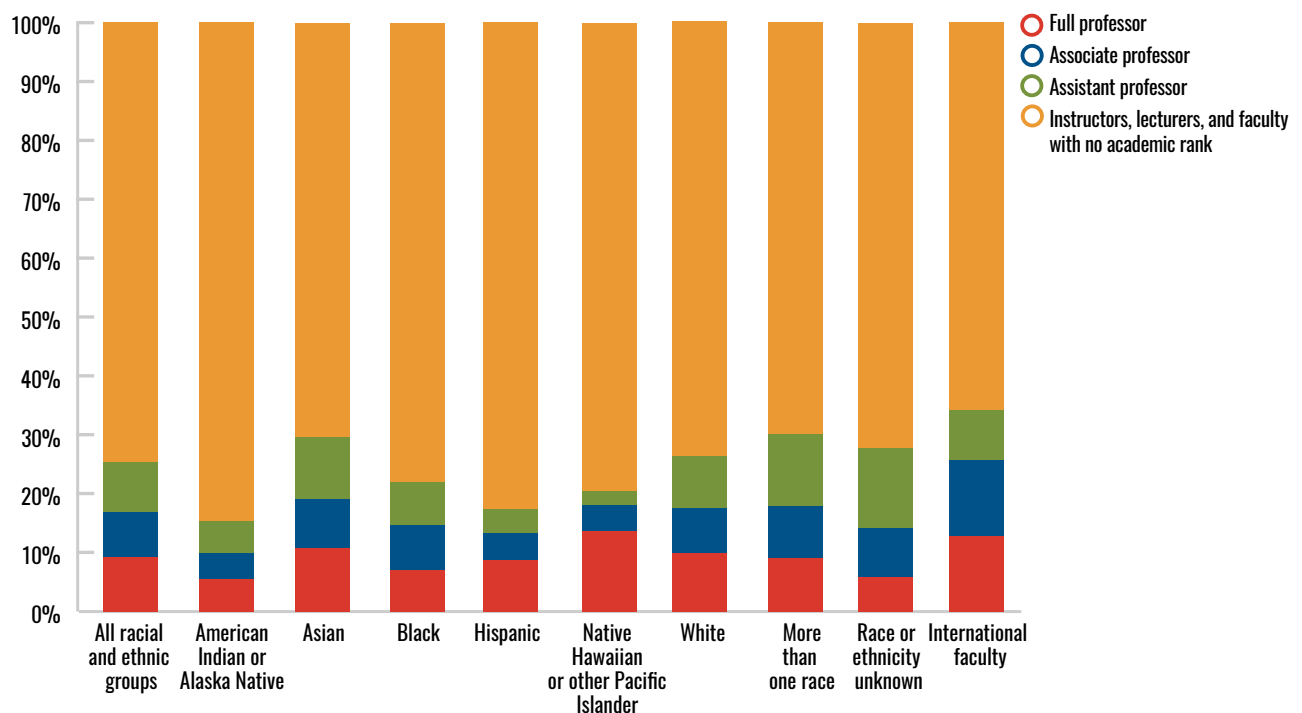


Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

Nearly three-quarters of all full-time faculty at for-profit institutions in 2016 were instructors, lecturers, and faculty with no academic rank (74.6 percent), followed by full professors (9.3 percent), assistant professors (8.6 percent), and associate professors (7.5 percent). Slight differences in academic rank emerged by race and ethnicity and international status.

Figure 10.11: Full-Time Faculty at For-Profit Institutions, by Faculty Rank and Race and Ethnicity: Fall 2016



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Across all groups, the majority of all full-time faculty at for-profit institutions were instructors, lecturers, and faculty with no academic rank. However, a larger share of American Indian or Alaska Native (84.6 percent) and Hispanic (82.8 percent) faculty held these positions than other groups.
- International faculty were more likely than any other group to hold associate professor positions at for-profit institutions (12.8 percent).

The majority of all full-time faculty at for-profit institutions were instructors, lecturers, and faculty with no academic rank who were not on the tenure track or were at an institution without a tenure system (74.5 percent). Although slight differences emerged by race and ethnicity and international status, full-time faculty at for-profit institutions were more likely than other sectors to work at institutions without tenure systems or not be on the tenure track.

Table 10.4: Full-Time Faculty at For-Profit Institutions, by Faculty Rank, Tenure Status, and Race and Ethnicity: Fall 2016

	Full Professors			Associate Professors			Assistant Professors			Instructors, Lecturers, and Faculty with No Academic Rank		
	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System
All racial and ethnic groups	0.3%	0.0%	9.0%	0.2%	0.1%	7.2%	0.0%	0.1%	8.5%	0.1%	0.0%	74.5%
American Indian or Alaska Native	1.1%	0.0%	4.4%	0.0%	0.0%	4.4%	0.0%	0.0%	5.5%	0.0%	0.0%	84.6%
Asian	0.3%	0.1%	10.4%	0.0%	0.1%	8.2%	0.0%	0.0%	10.4%	0.0%	0.0%	70.4%
Black	0.2%	0.0%	6.9%	0.2%	0.3%	7.1%	0.0%	0.0%	7.3%	0.0%	0.0%	78.0%
Hispanic	0.0%	0.0%	8.8%	0.1%	0.0%	4.4%	0.0%	0.0%	4.0%	0.0%	0.0%	82.8%
Native Hawaiian or other Pacific Islander	0.0%	0.0%	13.6%	2.3%	0.0%	2.3%	0.0%	0.0%	2.3%	0.0%	2.3%	77.3%
White	0.4%	0.0%	9.5%	0.2%	0.1%	7.3%	0.0%	0.1%	8.6%	0.1%	0.0%	73.6%
More than one race	0.7%	0.0%	8.5%	0.3%	0.0%	8.5%	0.0%	0.0%	12.1%	0.0%	0.0%	70.0%
Race or ethnicity unknown	0.0%	0.0%	5.8%	0.0%	0.1%	8.2%	0.0%	0.0%	13.6%	0.0%	0.0%	72.2%
International faculty	0.0%	0.0%	12.8%	0.0%	0.0%	12.8%	0.0%	0.0%	8.5%	0.0%	0.0%	66.0%

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

HIGHER EDUCATION STAFF AND ADMINISTRATION

The College and University Professional Association for Human Resources (CUPA-HR) conducts an annual survey of individuals employed at institutions of higher education across the country. Data presented in this report come from CUPA-HR's 2017–18 academic year surveys of administrators, professionals, and staff in higher education. The *Administrators in Higher Education Annual Report* reflects responses of nearly 50,000 individuals in approximately 200 senior-level administrator positions at more than 1,100 institutions. The *Professionals in Higher Education Annual Report* includes responses from nearly 200,000 individuals in about 350 mid-level professional positions from more than 1,100 institutions. The *Staff in Higher Education Annual Report* reflects responses from nearly 175,000 individuals in 150 staff positions at more than 800 institutions. CUPA-HR uses the following definitions in its surveys:

Administrative positions include top executive officers; senior institutional officers; academic deans; institutional administrators; heads of divisions, departments, and centers; and academic associate and assistant deans (Bichsel, Pritchard, Li, and McChesney 2018a). The administrative positions highlighted in this report include 11 of the most common administrators found in colleges and universities and are typically considered top executive officers.

Professional positions include institutional affairs, student affairs, fiscal affairs, external affairs, facilities, information technology, research professionals, athletic affairs, and safety professionals, among others (Bichsel, Li, Pritchard, and McChesney 2018). Positions covered in this category include those with supervisory responsibilities that do not represent the majority of their time and effort. Additionally, all positions require at least a baccalaureate degree or equivalent in the field, and may require a terminal degree and/or professional licensure in the field (CUPA-HR 2018).

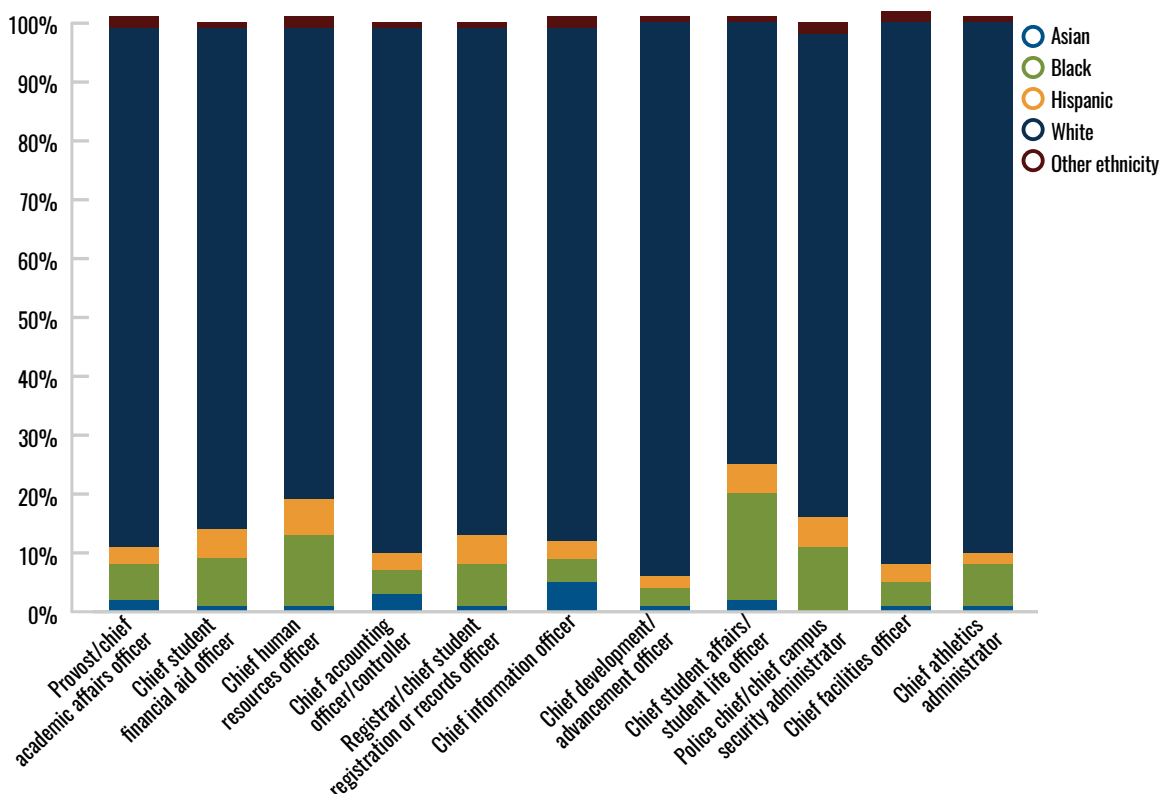
Staff positions include office and clerical staff, service and maintenance staff, technical and paraprofessional staff, and skilled craft staff. These positions usually receive an hourly wage and are generally eligible for overtime pay and do not require a college degree (Bichsel, Pritchard, Li, and McChesney 2018b).

Administrative, Professional, and Staff Positions

Administrative⁸

According to the CUPA-HR data, in 2017, Whites represented the majority of all administrative positions, although some positions had a larger percentage of people of color⁹ than others.

Figure 10.12: College and University Administrators, by Position and Race and Ethnicity: 2017



Source: Bichsel, Jacqueline, Adam Pritchard, Jingyun Li, and Jasper McChesney. 2018. *Administrators in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for 2017–18 Academic Year*. Research Report. Knoxville, TN: CUPA-HR.

Note: Some totals may not add to 100% due to rounding.

- A smaller share of chief student affairs and student life officers than of other types of administrators were White (75.0 percent). About one-quarter of individuals in these positions identified as people of color (26.0 percent).
- Nearly one in five chief human resources officers identified as people of color, the group with the second largest share of people of color among all administrative roles.
- Police chiefs or chief campus security administrators made up the group with the third most racial and ethnic variation, with 18.0 percent of individuals in these roles identifying as people of color.
- Whites represented the vast majority of chief development officers (94.0 percent White), chief facilities officers (92.0 percent White), and chief athletics administrators (90.0 percent White).

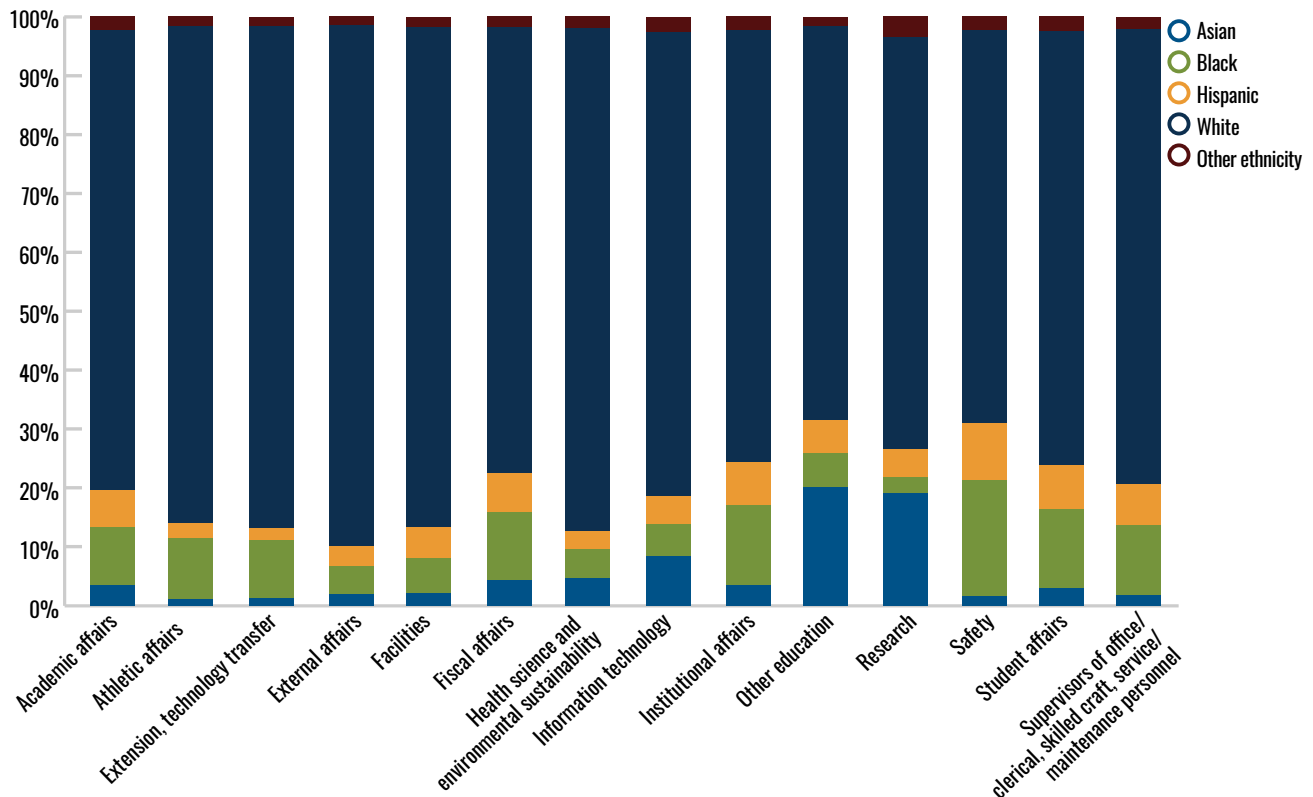
⁸ Totals may not add to 100 percent due to rounding.

⁹ People of color include individuals who identified as Asian, Black, Hispanic, or an ethnicity other than White.

Professional

Whites also represented the majority of all professional positions, although there was great variation in the shares of people of color across different professional areas.

Figure 10.13: College and University Professionals, by Position and Race and Ethnicity: 2017



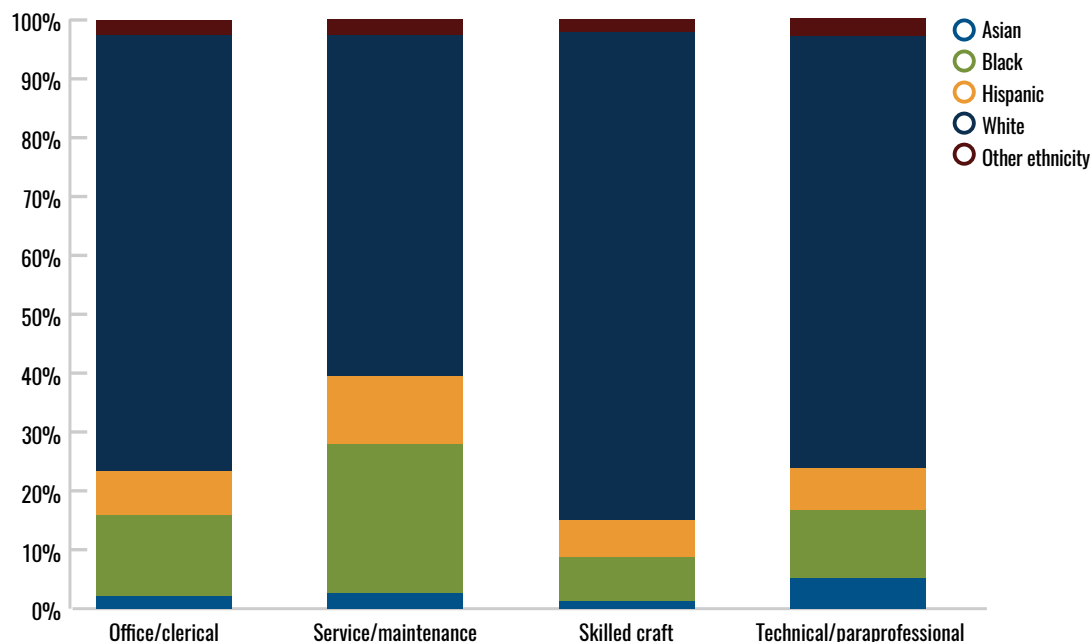
Source: Bichsel, Jacqueline, Jingyun Li, Adam Pritchard, and Jasper McChesney. 2018. *Professionals in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for 2017–18 Academic Year*. Knoxville, TN: CUPA-HR.

- People of color represented more than 30 percent of positions in the professional areas of safety (33.4 percent), other education (e.g., statistician and data analyst) (33.2 percent), and research (30.1 percent). However, safety and other education positions represented less than 1 percent of all professional positions in higher education.
- Student affairs (e.g., student programming and housing) and academic affairs (e.g., advisors and librarians) professionals made up the largest share of the professional workforce (19.2 percent and 16.2 percent, respectively). Over one in five academic affairs professionals identified as a race or ethnicity other than White (22.1 percent), and slightly more than one in four student affairs professionals identified as people of color (26.5 percent).
- External affairs professionals (e.g., advancement services and alumni relations) were the least racially and ethnically diverse, with Whites representing 88.3 percent of all individuals in this role.

Staff

Whites represented the majority of all staff positions. However, there was more racial and ethnic variation among staff than other positions on campus, with the percentage of people of color ranging from 17 percent to over 42 percent.

Figure 10.14: College and University Staff, by Position and Race and Ethnicity: 2017



Source: Bichsel, Jacqueline, Jingyun Li, Adam Pritchard, and Jasper McChesney. 2018. *Professionals in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for 2017–18 Academic Year*. Knoxville, TN: CUPA-HR.

- The largest group of staff on campus were office and clerical staff (e.g., administrative assistants and records clerks). Roughly one-quarter of all office and clerical staff identified as people of color (25.9 percent), with 13.7 percent identifying as Black, 7.4 percent as Hispanic, 2.5 percent as another racial or ethnic group, and 2.2 percent as Asian.
- About 42 percent of service and maintenance staff (e.g., construction and facilities) identified as people of color, with 25.2 percent identifying as Black, 11.6 percent as Hispanic, 2.7 percent as Asian, and 2.7 percent as another race or ethnicity.
- More than one-quarter of all technical and paraprofessional staff (e.g., paralegals and IT systems specialists) identified as a race or ethnicity other than White, with 11.7 percent identifying as Black, 7.1 percent as Hispanic, 5.1 percent as Asian, and 2.9 percent as another race or ethnicity.
- Skilled crafts (e.g., electricians and carpenters) had the largest share of staff that identified as White (82.8 percent).

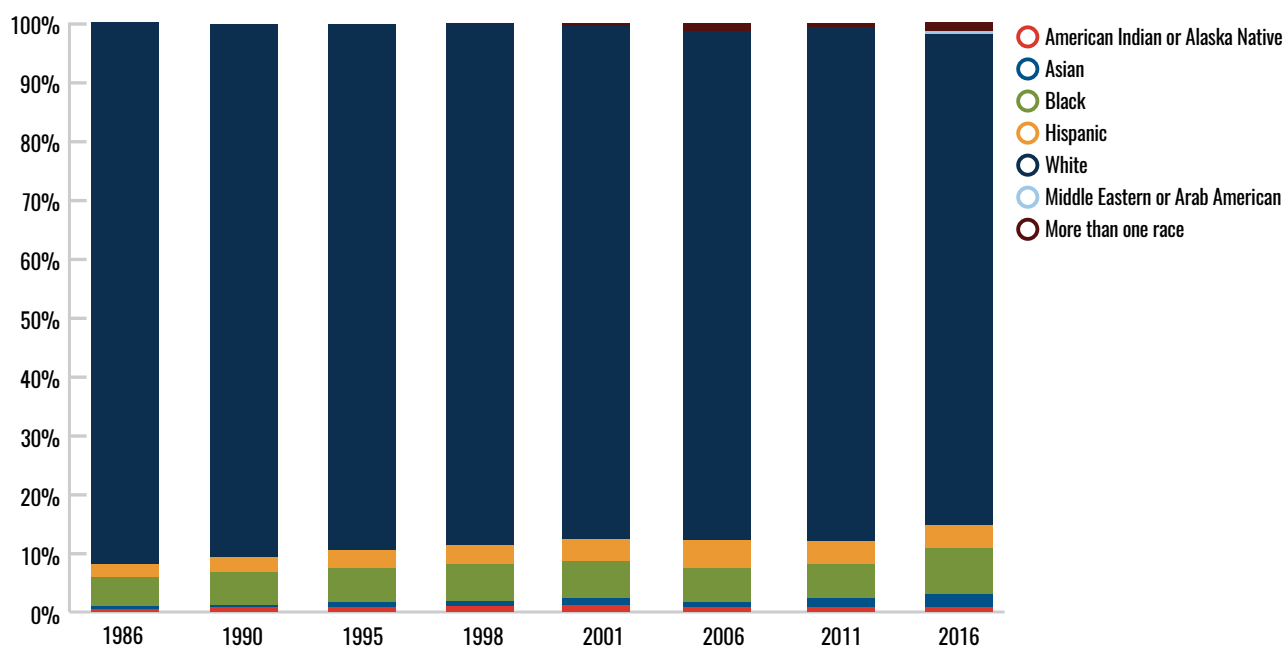
COLLEGE AND UNIVERSITY PRESIDENTS

The American College President Study (ACPS), administered by the American Council on Education (ACE), is the longest-running and most comprehensive survey of college and university presidents across the United States. ACE first conducted the survey in 1986, and subsequently published the ACPS in 1988, 1993, 1998, 2000, 2002, 2007, 2012, and 2017. The data featured here were published in the *American College President Study 2017*, and represent responses from more than 1,500 presidents and chancellors. For more information, see www.aceacps.org.

College and University Presidents: 1986 to 2016

In 1986, Whites represented 91.9 percent of all college and university presidents. While Whites remained the majority in 2016, their representation declined as the presidency became more racially and ethnically diverse. In 2016, 83.2 percent of all presidents identified as White, and 16.8 percent identified as people of color.

Figure 10.15: College and University Presidents, by Race and Ethnicity, Select Years: 1986 to 2016



Source: American Council on Education, *American College President Study 2017*

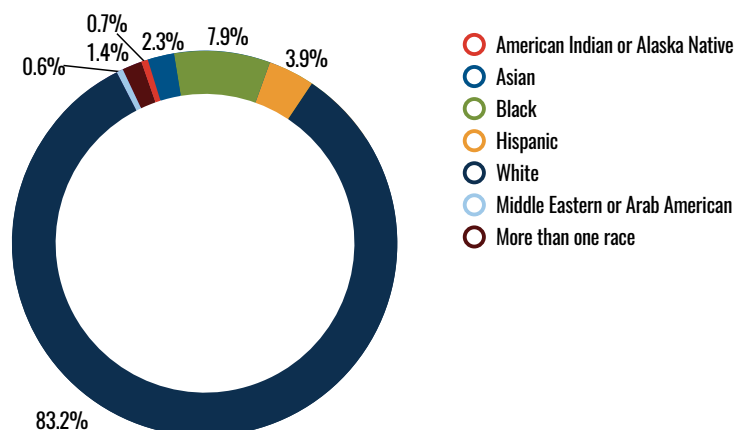
Notes: Data on individuals of more than one race were not collected prior to 2001. | In 2016, ACE introduced a new racial and ethnic category to allow presidents to identify as Middle Eastern or Arab American.

College and University Presidents: 2016

Whites represented the majority of presidents in 2016, followed by Blacks (7.9 percent), Hispanics (3.9 percent), Asians (2.3 percent), and individuals of more than one race (1.4 percent). American Indians or Alaska Natives (0.7 percent) and Middle Eastern or Arab Americans¹⁰ (0.6 percent) made up the smallest fraction of all college and university presidents.

¹⁰ The *American College President Study 2017* included a broader set of racial and ethnic categories to allow respondents the ability to select the group with which they most closely identify.

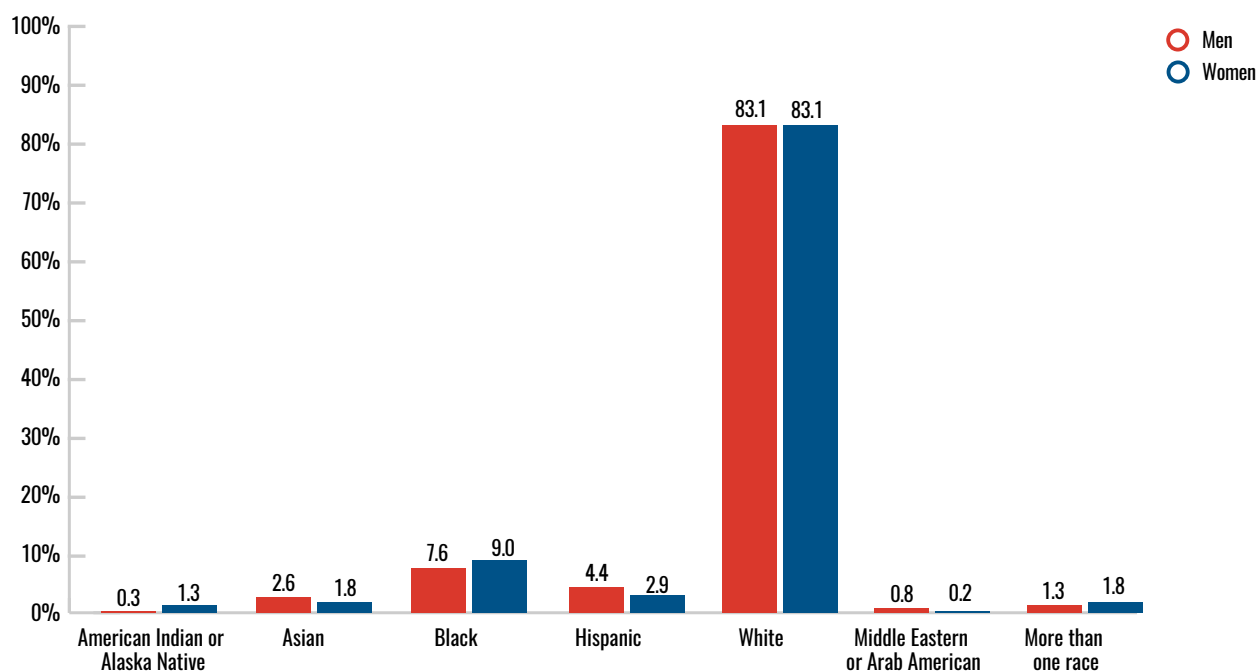
Figure 10.16: College and University Presidents, by Race and Ethnicity: 2016



Source: American Council on Education, *American College President Study 2017*

In 2016, women represented only 30.1 percent of all college and university presidents, while men represented 69.9 percent. Women of color represented only 5 percent of all college and university presidents, while men of color represented just 12 percent (Gagliardi et al. 2017). Approximately 83 percent of men and 83 percent of women presidents were White. A larger share of men presidents identified as either Asian or Hispanic (2.6 percent and 4.4 percent, respectively) than did women presidents (1.8 percent and 2.9 percent, respectively). A slightly larger share of women presidents identified as Black (9.0 percent), compared with men (7.6 percent).

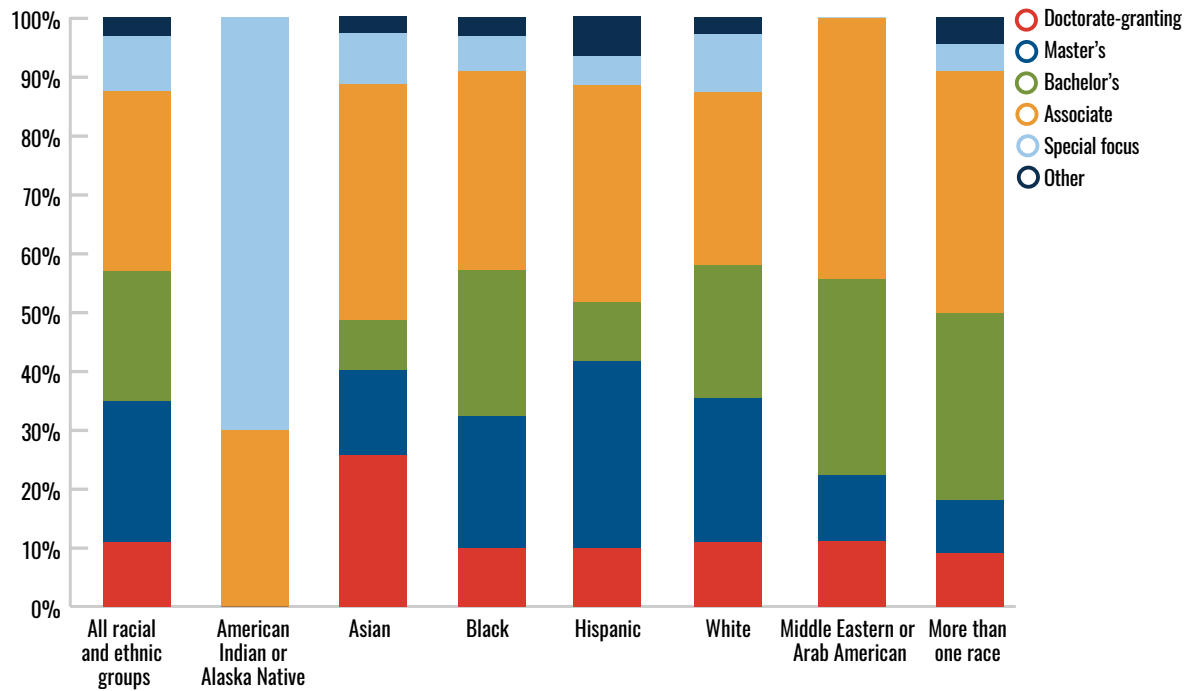
Figure 10.17: College and University Presidents, by Gender and Race and Ethnicity: 2016



Source: American Council on Education, *American College President Study 2017*

About three in 10 presidents led associate institutions (30.5 percent), followed by master's (23.9 percent), bachelor's (22.0 percent), doctorate-granting (11.0 percent), special focus (9.4 percent), and "other"¹¹ (3.2 percent) institutions.

Figure 10.18: College and University Presidents Across Carnegie Classification, by Race and Ethnicity: 2016



Source: American Council on Education, *American College President Study 2017*

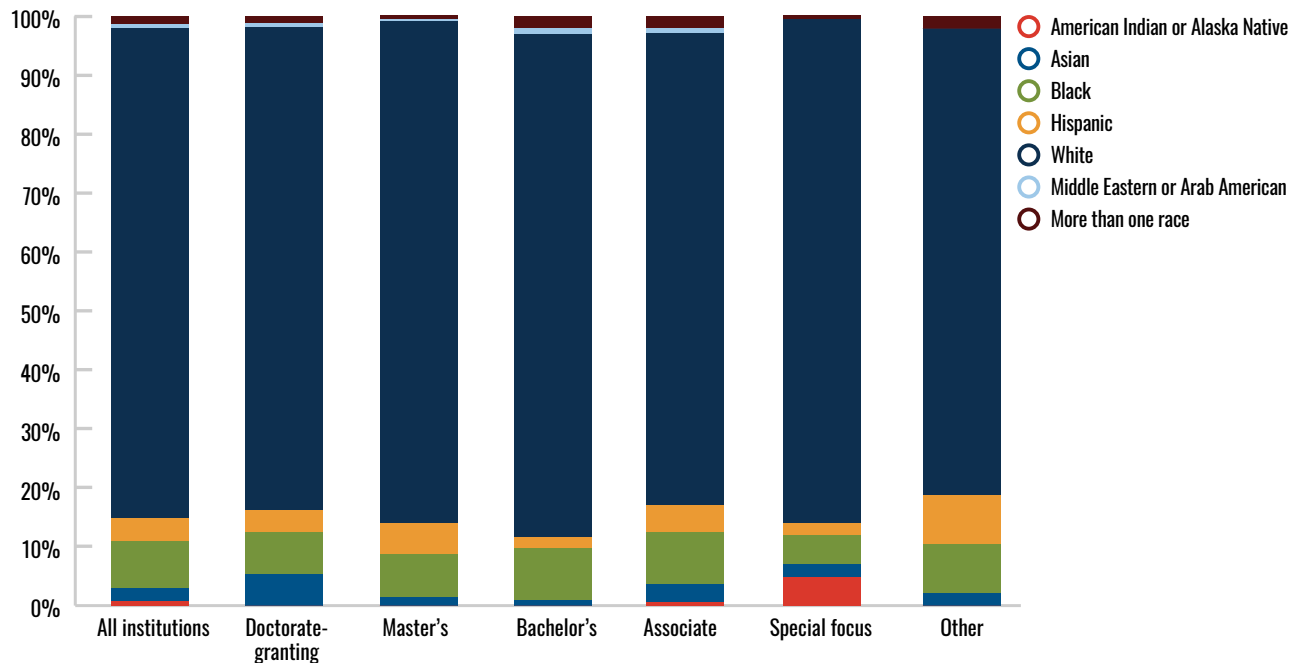
Note: "Other" includes institutions and systems not included in Carnegie Classification, including some state higher education systems.

- A larger share of Middle Eastern or Arab American presidents (44.4 percent), Asian presidents (40.0 percent), presidents of more than one race (40.9 percent), Hispanic presidents (36.7 percent), and Black presidents (33.9 percent) led associate institutions than American Indian or Alaska Native (30.0 percent) and White (29.4 percent) presidents.
- American Indian or Alaska Native presidents were by far most likely to lead special focus institutions (70.0 percent), with the share of other groups leading these institutions in the single digits. Of note is that the classification of special focus includes Tribal Colleges and Universities.
- Nearly one-third of all Hispanic presidents led master's institutions (31.7 percent), compared with 9.0 percent of presidents of more than one race.
- Nearly 26 percent of Asian presidents led doctorate-granting institutions, more than double any other group.

¹¹ Includes institutions and systems not included in the Carnegie Classification, including some state higher education systems.

Making up 83.2 percent of presidents nationally, Whites represented the majority in all Carnegie Classification types; however, some institutions had more racial and ethnic diversity in the presidency than others.

Figure 10.19: College and University Presidents, by Carnegie Classification and Race and Ethnicity: 2016



Source: American Council on Education, *American College President Study 2017*

Note: "Other" includes institutions and systems not included in Carnegie Classification, including some state higher education systems.

- Associate institutions and institutions classified as "other" were the most diverse, where about one out of five presidents were non-White (19.9 percent and 20.8 percent, respectively).
- Blacks represented the second largest racial or ethnic group and the largest share of non-White presidents at every institution type, with the exception of institutions classified as "other," where Blacks and Hispanics held the same share (8.3 percent each).
- American Indians or Alaska Natives represented 4.9 percent of all presidents at special focus institutions—the highest share of any institution type.
- Asians were most represented at doctorate-granting institutions, at 5.4 percent of all presidents.

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