Race and Ethnicity in Higher Education: 2020 Supplement

CHAPTER 6

Postsecondary Faculty and Staff

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Race and Ethnicity in Higher Education: 2020 Supplement
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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: 2020 Supplement*, which follows ACE's 2019 release of *Race and Ethnicity in Higher Education: A Status Report*. These reports, along with their 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: 2020 Supplement 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, figures, detailed data tables, and other resources on race and ethnicity in higher education.

About the American Council on Education

ACE is a membership organization that mobilizes the higher education community to shape effective public policy and foster innovative, high-quality practice. As the major coordinating body for the nation's colleges and universities, our strength lies in our diverse membership of more than 1,700 colleges and universities, related associations, and other organizations in America and abroad. ACE is the only major higher education association to represent all types of U.S. accredited, degree-granting institutions: two-year and four-year, public and private. For more information, please visit **www.acenet.edu**.

INTRODUCTION

The racial and ethnic diversity of college and university administrators, faculty, and staff has not grown at a pace comparable to that of the student body. In 2015–16, approximately 45 percent of all undergraduate and 32 percent of all graduate students were people of color[1] (Espinosa et al. 2019). However, as the data presented in this chapter show, faculty and key staff remain largely White. In fall 2017, 71.0 percent of part-time faculty and 72.6 percent of full-time faculty were White. This pattern continued across senior administrators, mid-level professionals, and nearly all full-time and part-time staff positions. The largest shares of people of color occupied service and maintenance, and office and administrative support occupations. This means that college students of color are much more likely to encounter staff who look like them outside of the classroom and boardroom.

Race and Ethnicity in Higher Education: A Status Report (2019) included an overview of full-time faculty by academic rank and tenure. This chapter builds upon data presented in the 2019 report and provides a comprehensive overview of higher education professionals, including full-time and part-time faculty, academic department heads, senior administrators, professional staff, and support staff.

KEY FINDINGS

- About one-fifth of all graduate assistants, full-time faculty,[2] and part-time faculty[3] identified as people of color in fall 2017.

- Among full-time faculty, American Indian or Alaska Native, Black or African American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander faculty were more likely than White faculty to be instructors, lecturers, and faculty with no academic rank.[4]

- Black or African American part-time faculty were nearly twice as likely as all part-time faculty to be at for-profit colleges.

- Within each postsecondary sector,[5] the majority of full-time faculty were White. Over one-quarter of all full-time faculty at for-profit institutions were people of color, the largest share of any sector. By race and ethnicity, the share of Black or African American full-time faculty at for-profit institutions was double that at public and private nonprofit four-year institutions. A similar pattern emerged among part-time faculty.

- The largest proportion of people of color by discipline was in area, ethnic, cultural, gender, and group studies. In this discipline, people of color represented nearly 56 percent of all full-time faculty, but 49.1 percent of academic department heads.

- Nearly all academic department heads in natural resources and conservation were White (98.3 percent); this was much higher than their share among all full-time faculty in this discipline (84.1 percent). In fact, this was the largest difference across all disciplines (14.2 percentage points).

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1   The term people of color includes the following groups: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and individuals of more than one race.

2   Full-time faculty are those individuals reported to the Integrated Postsecondary Education Data System (IPEDS) as full-time instructional staff with faculty status.

3   Part-time faculty are those individuals reported to IPEDS as part-time instructional staff.

4   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).

5   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.

- The share of Black or African American and Hispanic or Latino full-time and part-time staff was higher among service positions than other groups, while the share of Asian and international[6] staff was higher in computer, engineering, and science occupations.

- Overall, nearly 30 percent of all full-time staff were people of color in 2017. The proportion of people of color among full-time staff new hires was slightly higher, at 32.7 percent.

- People of color accounted for 22.9 percent of all professional roles and 14.7 percent of all administrative positions. In comparison, more than 30 percent of clerical, technical, and service staff identified as people of color.

GRADUATE ASSISTANTS

Of the over 350,000 graduate assistants in fall 2017, 47.9 percent were White, 32.2 percent were international students, 7.2 percent were Asian, 5.8 percent were Hispanic or Latino, 4.4 percent were Black or African American, 2.0 percent were of more than one race, 0.3 percent were American Indian or Alaska Native, and 0.2 percent were Native Hawaiian or other Pacific Islander. While international students were 32.2 percent of all graduate assistants in 2017, they accounted for 12.0 percent of graduate students in 2015–16. This was the largest gap between all groups, at 20.2 percentage points.

Figure 6.1: Graduate Students and Graduate Assistants, by Race and Ethnicity
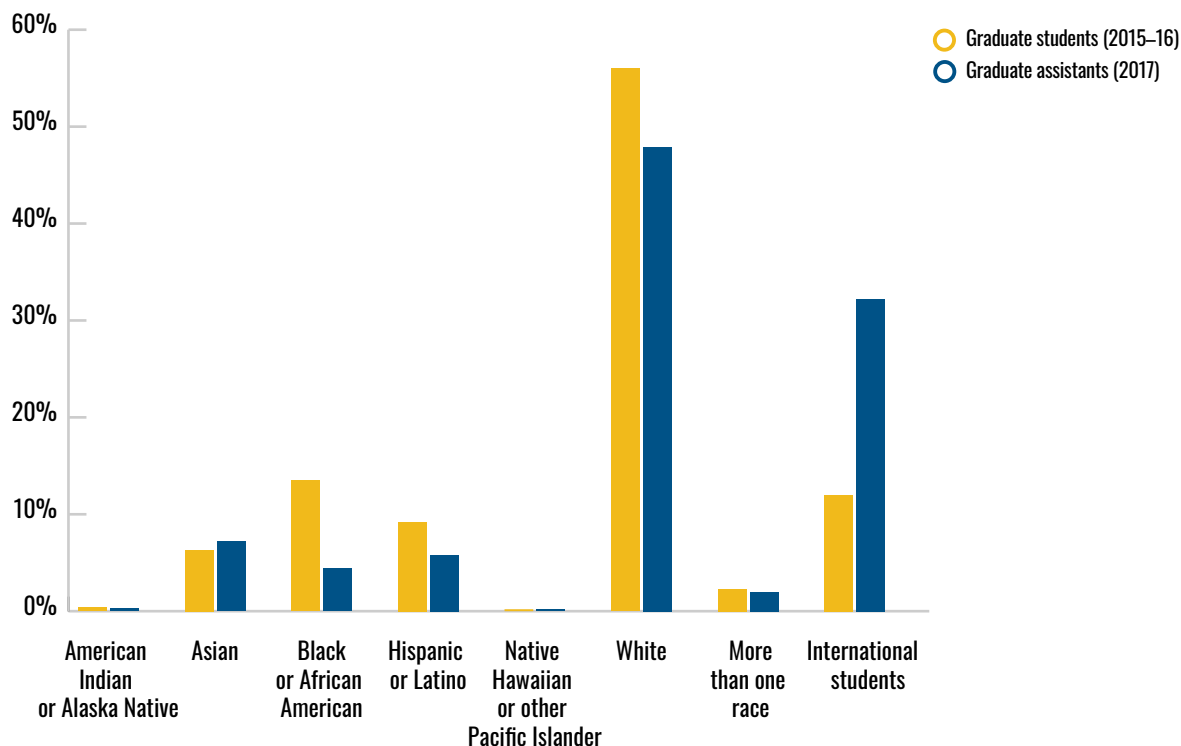
Sources: U.S. Department of Education, National Postsecondary Student Aid Study, 2016 | U.S. Department of Education, Integrated Postsecondary Education Data System, 2017

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6 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 and staff.

Graduate Assistants, by Classification

Nearly half of all graduate assistants were in teaching roles (48.0 percent), followed by research (37.7 percent). An additional 14.3 percent had a role other than teaching and research. A similar pattern emerged across all groups, with teaching roles being the most prominent for graduate assistants across all groups.

Figure 6.2: Graduate Assistants, by Classification and Race and Ethnicity: Fall 2017
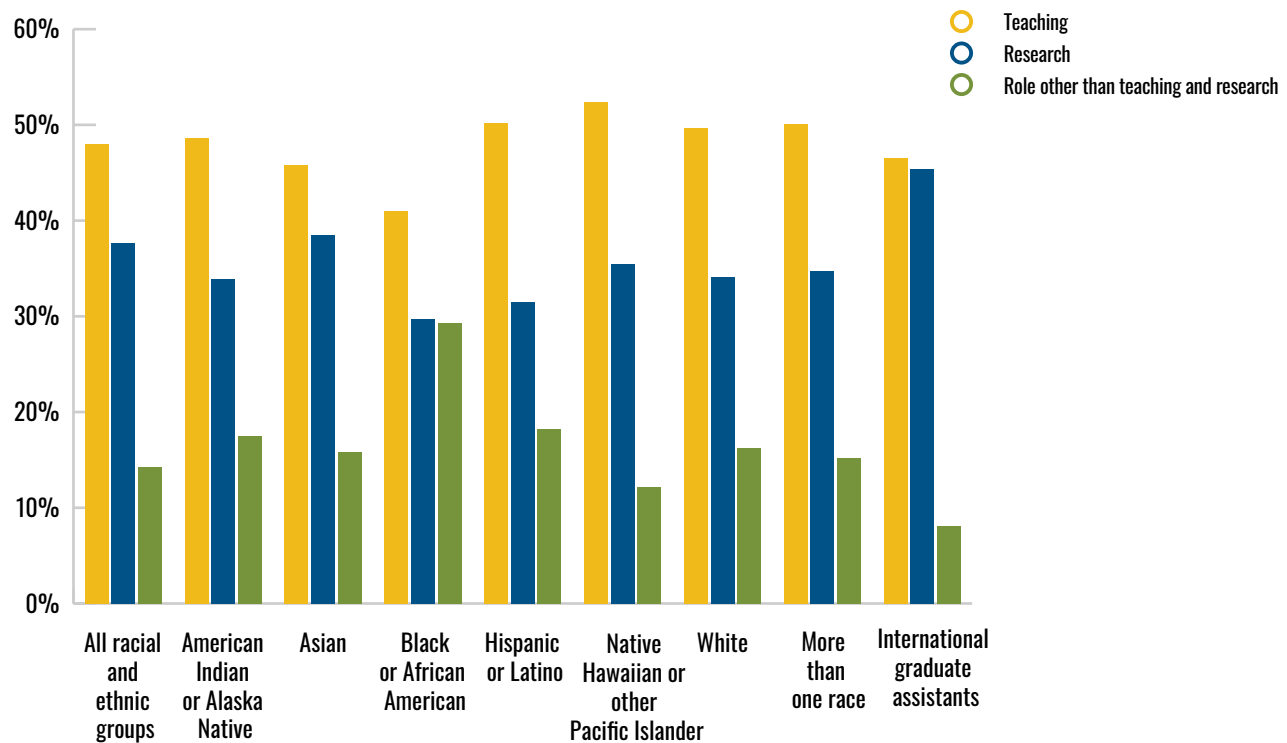
Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017

- Over half of all graduate assistants who were Native Hawaiian or other Pacific Islander (52.4 percent), Hispanic or Latino (50.2 percent), and of more than one race (50.1 percent) held teaching graduate assistantships. Comparatively, 41.0 percent of Black or African American graduate assistants held teaching roles, the lowest share of any group.
- Nearly three in 10 Black or African American graduate assistants had assistantships with a role other than teaching and research[7] (29.3 percent), much higher than that of any other group.
- A higher share of international graduate assistants held research assistantships than any other group (45.4 percent). They were also the least likely to hold an assistantship in a role other than teaching and research (8.1 percent).

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7   Assistantships with a role other than teaching and research include those that assist faculty with academic tasks, such as an administrative assistantship.

FULL-TIME FACULTY

In fall 2017, the majority of the nearly 711,000 full-time faculty were White (72.6 percent), 21.5 percent were faculty of color, 3.2 percent were international, and 2.7 percent were of unknown racial and ethnic backgrounds.[8]

Figure 6.3: Full-Time Faculty, by Race and Ethnicity: Fall 2017
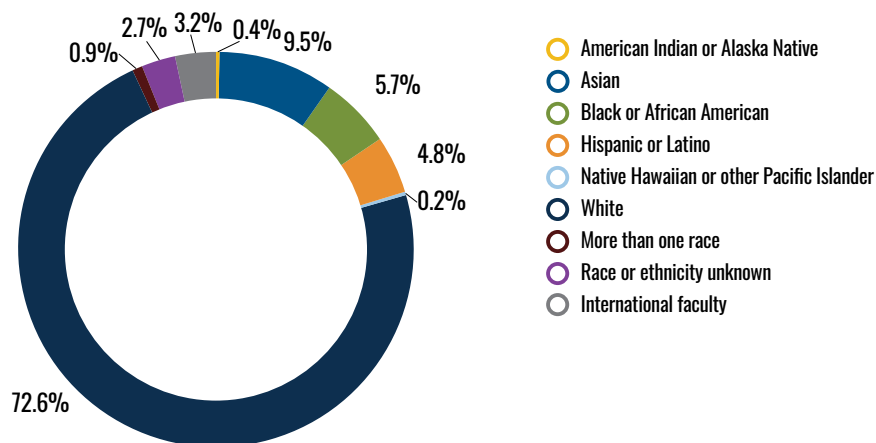
Legend:
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- More than one race
- Race or ethnicity unknown
- International faculty

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Note: Data reflect full-time instructional staff with faculty status at all Title IV eligible, degree-granting institutions.

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8 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.

Full-Time Faculty, by Academic Rank

Academic rank is a status designation given to full-time faculty by their institution. The Integrated Postsecondary Education Data System Human Resources survey allows institutions to report their full-time faculty according to five ranks: professor, associate professor, assistant professor, instructor, and lecturer. Among those with professor titles, generally, each upward step in rank represents a promotion and an increase in salary (Tien and Blackburn 1996). Of all full-time faculty in the fall of 2017, 25.8 percent were full professors, 22.2 percent were associate professors, 25.1 percent were assistant professors, 19.9 percent were instructors and lecturers, and 7.0 percent held no academic rank.

Figure 6.4: Full-Time Faculty Across Faculty Rank, by Race and Ethnicity: Fall 2017
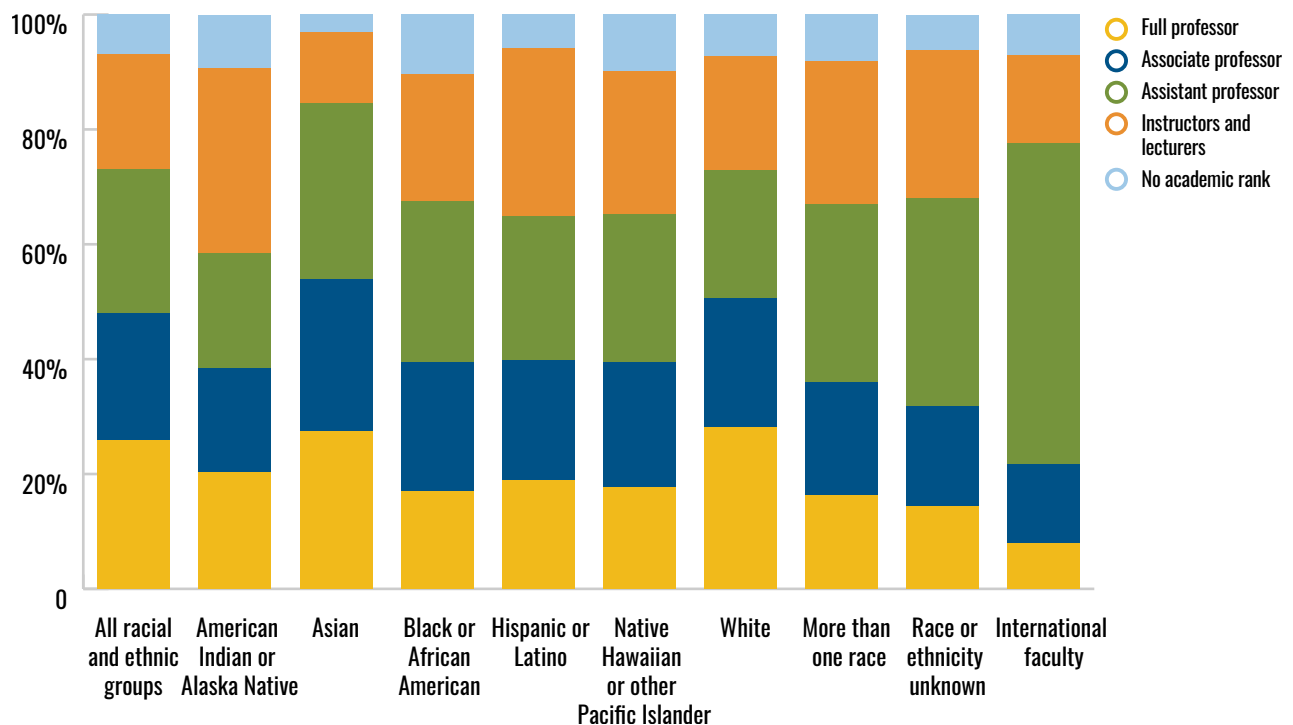

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Note: Data reflect full-time instructional staff with faculty status at all Title IV eligible, degree-granting institutions.

- Nearly 30 percent of all White (28.2 percent) and Asian (27.4 percent) full-time faculty held the rank of full professor, the most of any group.

- American Indian or Alaska Native full-time faculty were most concentrated at the rank of instructor and lecturer (32.1 percent), more so than any other group.

- Black or African American (10.4 percent), Native Hawaiian or other Pacific Islander (9.9 percent), and American Indian or Alaska Native (9.4 percent) full-time faculty were more likely than all other groups to hold no academic rank.

- Over one-third of all American Indian or Alaska Native faculty (41.5 percent), Hispanic or Latino faculty (35.2 percent), Native Hawaiian or other Pacific Islander faculty (34.8 percent), faculty of more than one race (33.0 percent), and Black or African American faculty (32.5 percent) were instructors, lecturers, and faculty with no academic rank. In contrast, 27.2 percent of White and 15.5 percent of Asian full-time faculty held these positions.

The total share of full-time faculty who were White was highest among full professors (79.1 percent). The total share of full-time faculty who were people of color was highest among assistant professors (24.4 percent).

Legend:
○ American Indian or Alaska Native
○ Asian
○ Black or African American
○ Hispanic or Latino
○ Native Hawaiian or other Pacific Islander
○ White
○ More than one race
○ Race or ethnicity unknown
○ International faculty

X-axis categories: Full professor, Associate professor, Assistant professor, Instructors and lecturers, No academic rank
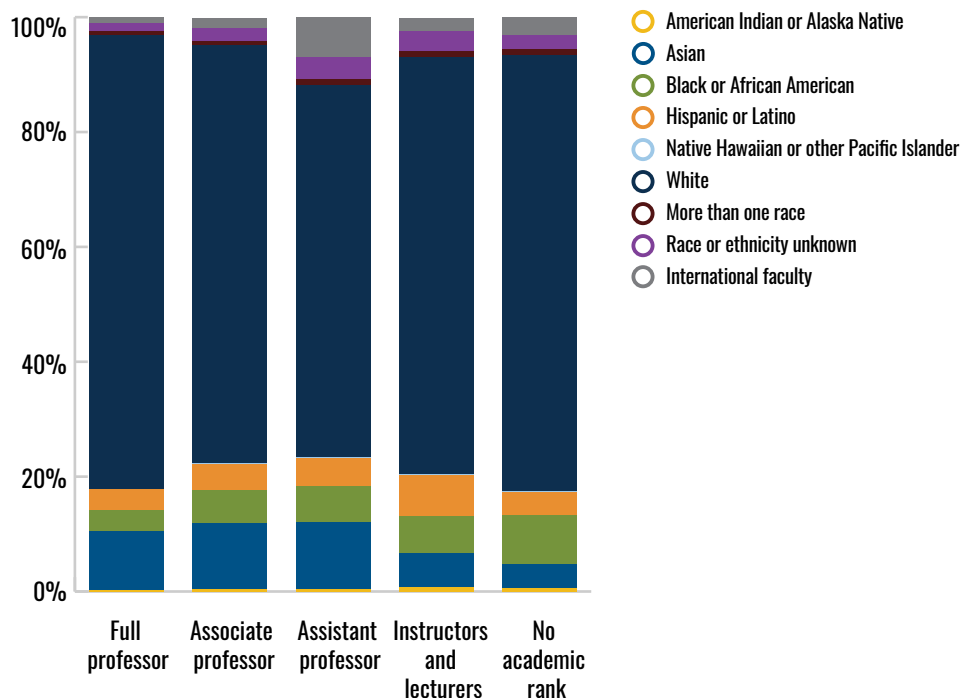
Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Note: Data reflect full-time instructional staff with faculty status at all Title IV eligible, degree-granting institutions.

○ Asian full-time faculty held between 10.1 and 11.6 percent of all full, associate, and assistant professor positions, but held only 6.0 percent of all instructor and lecturer positions.

○ Black or African American faculty held 8.6 percent of all full-time positions without academic rank, but only 3.8 percent of all full-time full professor positions.

○ Hispanic or Latino faculty held 7.1 percent of all full-time instructor and lecturer positions, but less than 5 percent of all assistant (4.8 percent), associate (4.6 percent), and full professor (3.5 percent) positions.

○ International full-time faculty held 7.0 percent of all assistant professor positions, but only 1.9 percent of associate professors and 1.0 percent of full professor positions.

Full-Time Faculty, by Sector

Nearly 50 percent of all full-time faculty in fall 2017 were employed at public four-year institutions. Private nonprofit four-year institutions employed 31.4 percent of full-time faculty, public two-year institutions employed 17.3 percent, and for-profit institutions employed just 2.0 percent.

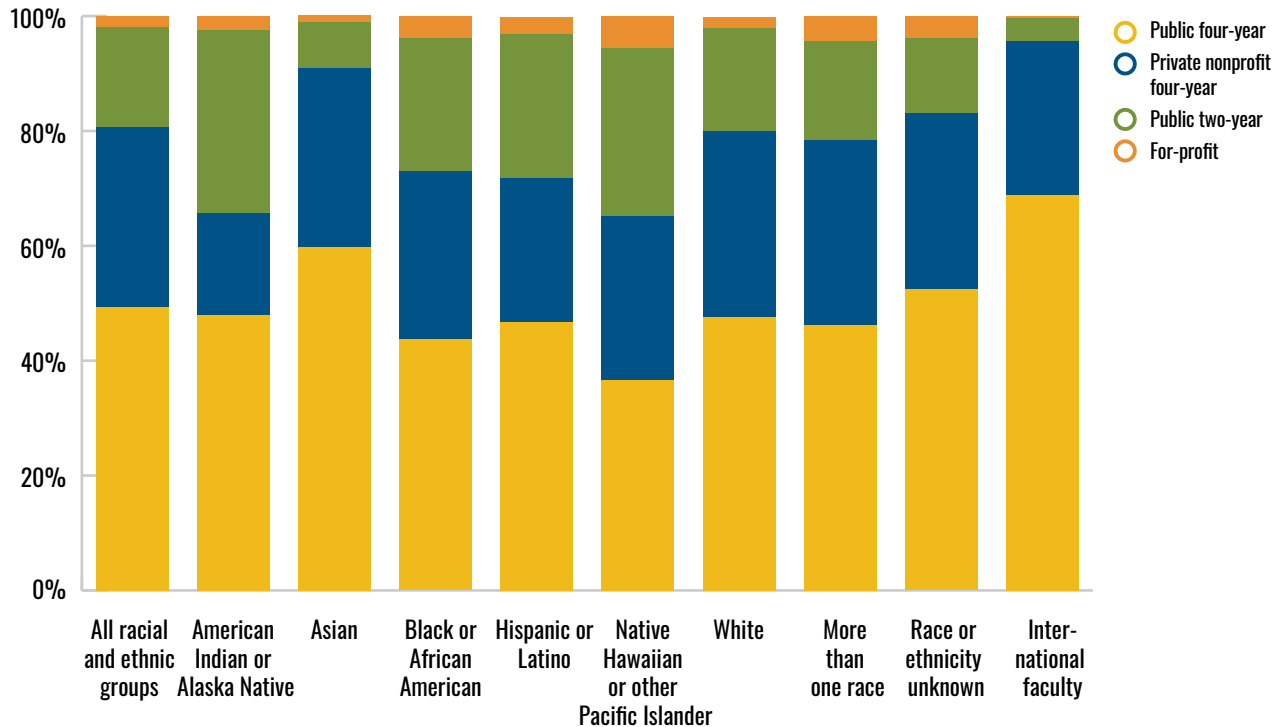**Figure 6.6:** Full-Time Faculty Across Sectors, by Race and Ethnicity: 2017

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Notes: Data reflect full-time instructional staff with faculty status at public four-year institutions, private nonprofit four-year institutions, public two-year institutions, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Over half of all international faculty (68.9 percent) and Asian faculty (59.8 percent) were at public four-year institutions. In contrast, Native Hawaiian or other Pacific Islander (36.7 percent) and Black or African American (43.7 percent) full-time faculty were the least likely to be employed at public four-year institutions.

- While nearly one-third of all full-time faculty were employed at private nonprofit four-year institutions, only 17.6 percent of American Indian or Alaska Native and 25.1 percent of Hispanic or Latino full-time faculty were at these institutions—the lowest percentages of any group.

- American Indian or Alaska Native full-time faculty were nearly four times as likely to be at public two-year institutions as Asian full-time faculty (32.0 percent and 8.1 percent, respectively). Roughly one-quarter of Native Hawaiian or other Pacific Islander (29.1 percent), Hispanic or Latino (25.0 percent), and Black or African American (23.1 percent) full-time faculty were also employed at public two-year institutions.

- A larger share of Native Hawaiian or other Pacific Islander full-time faculty were at for-profit institutions (5.7 percent) than any other group. Black or African American (3.9 percent) and Hispanic or Latino (3.1 percent) full-time faculty were both more likely to be employed in the for-profit sector than either White (1.9 percent) or Asian (1.1 percent) full-time faculty.

Within each sector, the majority of full-time faculty were White, with public two-year (76.1 percent) and private nonprofit four-year institutions (74.7 percent) having the most White full-time faculty. A larger share of full-time faculty at for-profit institutions were people of color (26.0 percent) than in any other sector.

Figure 6.7: Full-Time Faculty Within Sectors, by Race and Ethnicity: Fall 2017

Legend:
- ○ American Indian or Alaska Native
- ○ Asian
- ○ Black or African American
- ○ Hispanic or Latino
- ○ Native Hawaiian or other Pacific Islander
- ○ White
- ○ More than one race
- ○ Race or ethnicity unknown
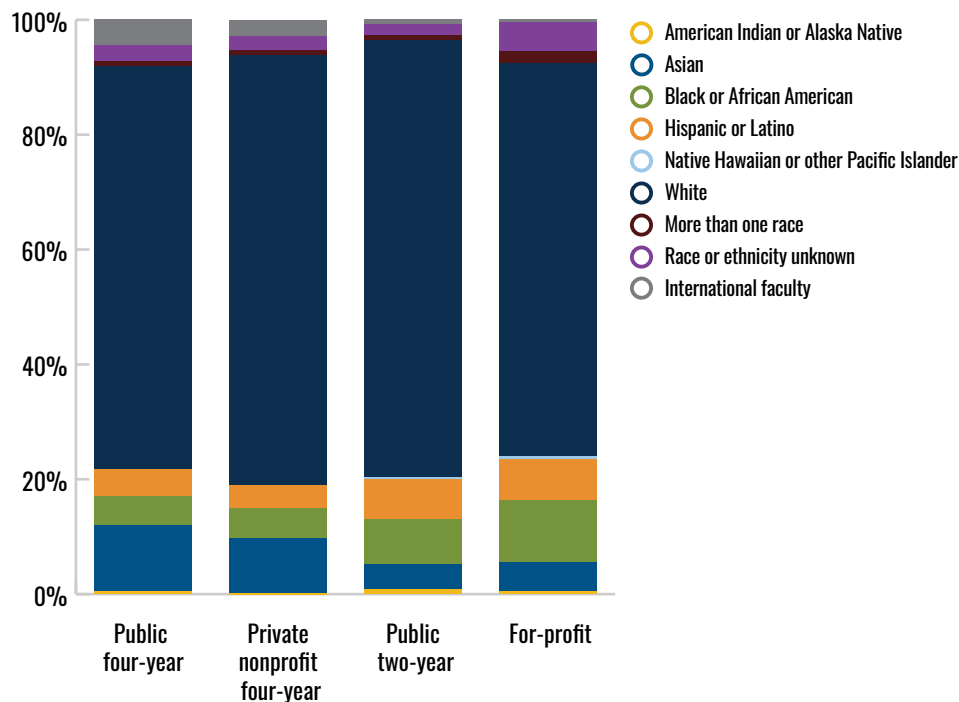- ○ International faculty

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Notes: Data reflect full-time instructional staff with faculty status at public four-year institutions, private nonprofit four-year institutions, public two-year institutions, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Black or African American faculty held 10.8 percent of all full-time faculty positions at for-profit institutions, more than double the share of full-time faculty positions they held at either public four-year (5.1 percent) or private nonprofit four-year (5.3 percent) institutions.

- Asians held 11.6 percent of all full-time faculty positions at public four-year institutions, but only 4.5 percent of full-time faculty positions at public two-year institutions.

- Hispanic or Latino faculty held 7.0 percent of all full-time faculty positions at public two-year institutions and 7.3 percent of all full-time faculty positions at for-profit institutions, but only 3.9 percent of those same positions at private nonprofit four-year institutions and 4.6 percent at public four-year institutions.

- American Indians or Alaska Natives held 0.8 percent of all full-time faculty positions at public two-year institutions—twice the share of full-time faculty positions they held at public four-year institutions (0.4 percent) and quadruple the share they held at private nonprofit four-year institutions (0.2 percent).

Full-Time Faculty, by Rank and Sector

At public four-year institutions in fall 2017, full professors made up 29.0 percent of all full-time faculty, while associate professors made up 25.0 percent, assistant professors made up 27.6 percent, instructors and lecturers made up 16.2 percent, and those with no rank made up 2.3 percent.

Figure 6.8: Full-Time Faculty at Public Four-Year Institutions, by Faculty Rank and Race and Ethnicity: Fall 2017

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
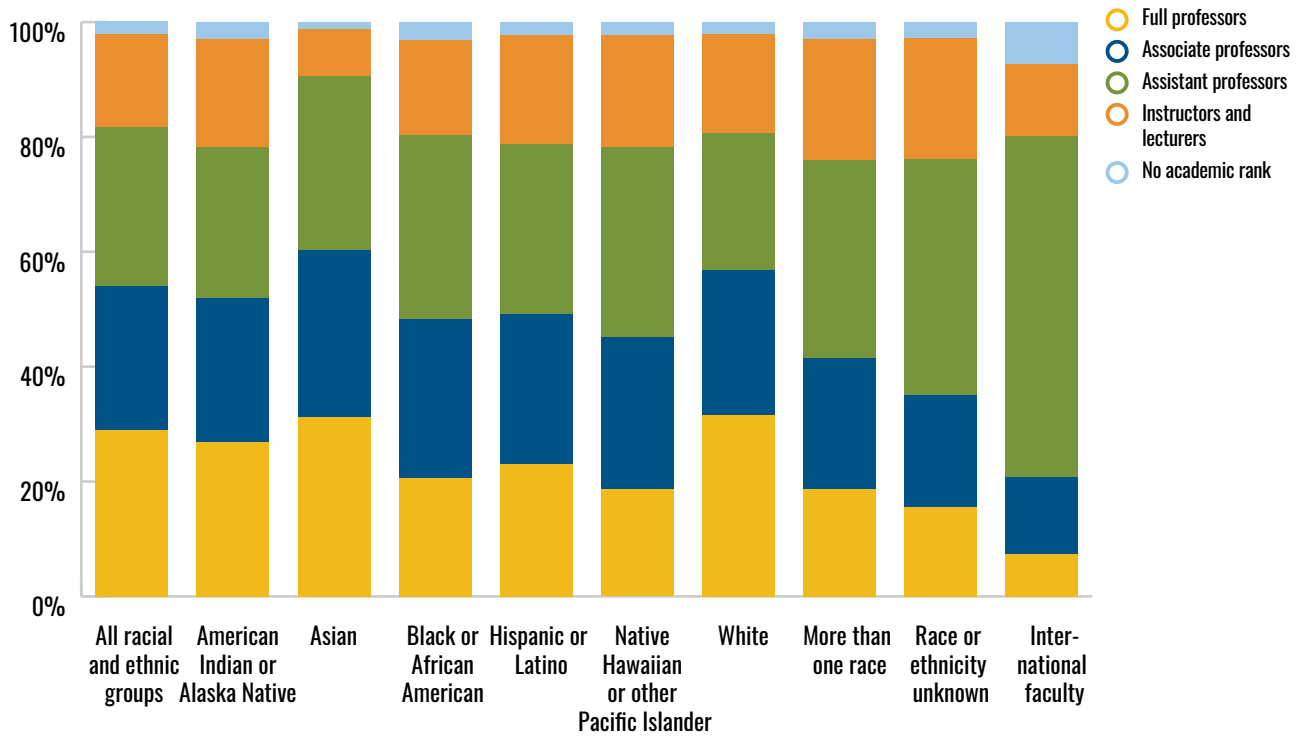Notes: Data reflect full-time instructional staff with faculty status. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- At public four-year institutions, 31.6 percent of White full-time faculty and 31.2 percent of Asian full-time faculty were full professors, the most of any group. Only 20.6 percent of Black or African American and 18.6 percent of Native Hawaiian or other Pacific Islander full-time faculty were full professors.

- Among Whites, Asians, and American Indians or Alaska Natives the share of full-time faculty that were full professors was larger than the share of full-time faculty that were assistant professors. Across all other groups, the share of full-time faculty that were assistant professors was larger than the share that were full professors.

- Asians were the least likely to be instructors and lecturers (8.1 percent). In contrast, approximately 19 percent of Native Hawaiian or other Pacific Islander, Hispanic or Latino, and American Indian or Alaska Native full-time faculty were instructors and lecturers.

- Rank for international full-time faculty was greatly different than that of domestic full-time faculty. Over half of all international full-time faculty were assistant professors (59.3 percent), and only 7.4 percent were full professors.

Among full-time faculty at private nonprofit four-year institutions in fall 2017, 28.8 percent were full professors, 25.2 percent were associate professors, 30.0 percent were assistant professors, 11.7 percent were instructors and lecturers, and 4.3 percent held no academic rank.

Figure 6.9: Full-Time Faculty at Private Nonprofit Four-Year Institutions, by Faculty Rank and Race and Ethnicity: Fall 2017
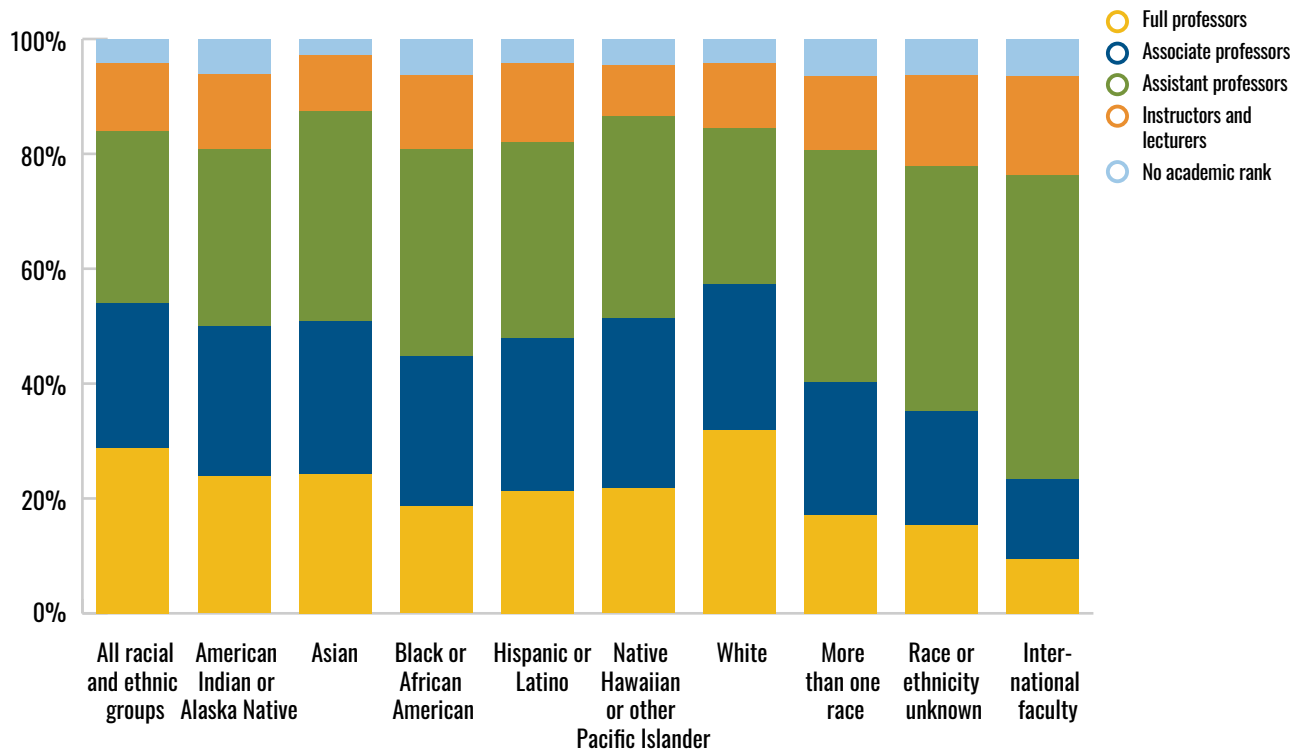

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Notes: Data reflect full-time instructional staff with faculty status. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

○ Across all groups other than Whites, the share of full-time faculty that were assistant professors was larger than the share that were full professors.

○ Slightly less than one-third of White faculty at private nonprofit four-year institutions were full professors (31.9 percent), compared with 18.6 percent of all Black or African American faculty.

○ International faculty were the most likely to be assistant professors (53.0 percent), followed by faculty of more than one race (40.4 percent). White faculty were the least likely to be assistant professors (27.1 percent).

○ Native Hawaiians or other Pacific Islanders (8.9 percent) and Asians (9.6 percent) were the least likely to be instructors and lecturers. In contrast, 17.1 percent of international full-time faculty and 13.8 percent of Hispanic or Latino full-time faculty were instructors and lecturers.

Among full-time faculty at public two-year institutions in fall 2017, only 14.2 percent were full professors, 10.8 percent were associate professors, 11.4 percent were assistant professors, 39.6 percent were instructors and lecturers, and 23.9 percent held no academic rank.

Figure 6.10: Full-Time Faculty at Public Two-Year Institutions, by Faculty Rank and Race and Ethnicity: Fall 2017
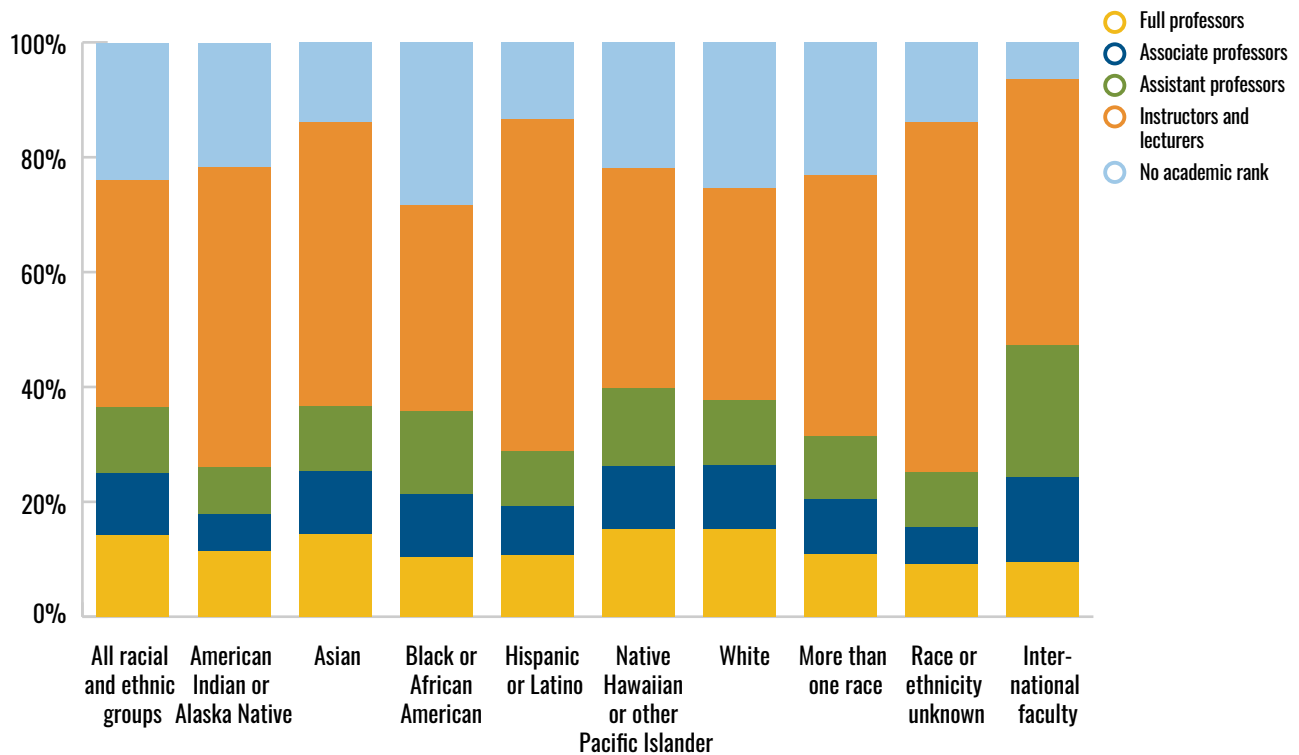

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Notes: Data reflect full-time instructional staff with faculty status. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Among full-time faculty at public two-year institutions, Native Hawaiians or other Pacific Islanders and Whites were more likely to be full professors (15.2 percent each) than any other group.
- International faculty were the most likely to be assistant professors (23.1 percent), followed by Black or African American faculty (14.3 percent). Around 8 percent of American Indians or Alaska Natives were assistant professors, the lowest share of any group.
- At public two-year institutions, Black or African American faculty were the most likely to hold full-time faculty positions without rank (28.4 percent).
- More than half of Hispanic or Latino (57.9 percent) and American Indian or Alaska Native (52.2 percent) full-time faculty were instructors and lecturers.
- American Indian or Alaska Native (73.9 percent) and Hispanic or Latino (71.2 percent) faculty were the most likely to be instructors, lecturers, and faculty with no academic rank.

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Similar to public two-year institutions, the majority of full-time faculty at for-profit institutions in fall 2017 were instructors, lecturers, and faculty with no academic rank (73.7 percent). Only 9.3 percent were full professors, 7.3 percent were associate professors, and 9.6 percent were assistant professors.

Figure 6.11: Full-Time Faculty at For-Profit Institutions, by Faculty Rank and Race and Ethnicity: Fall 2017
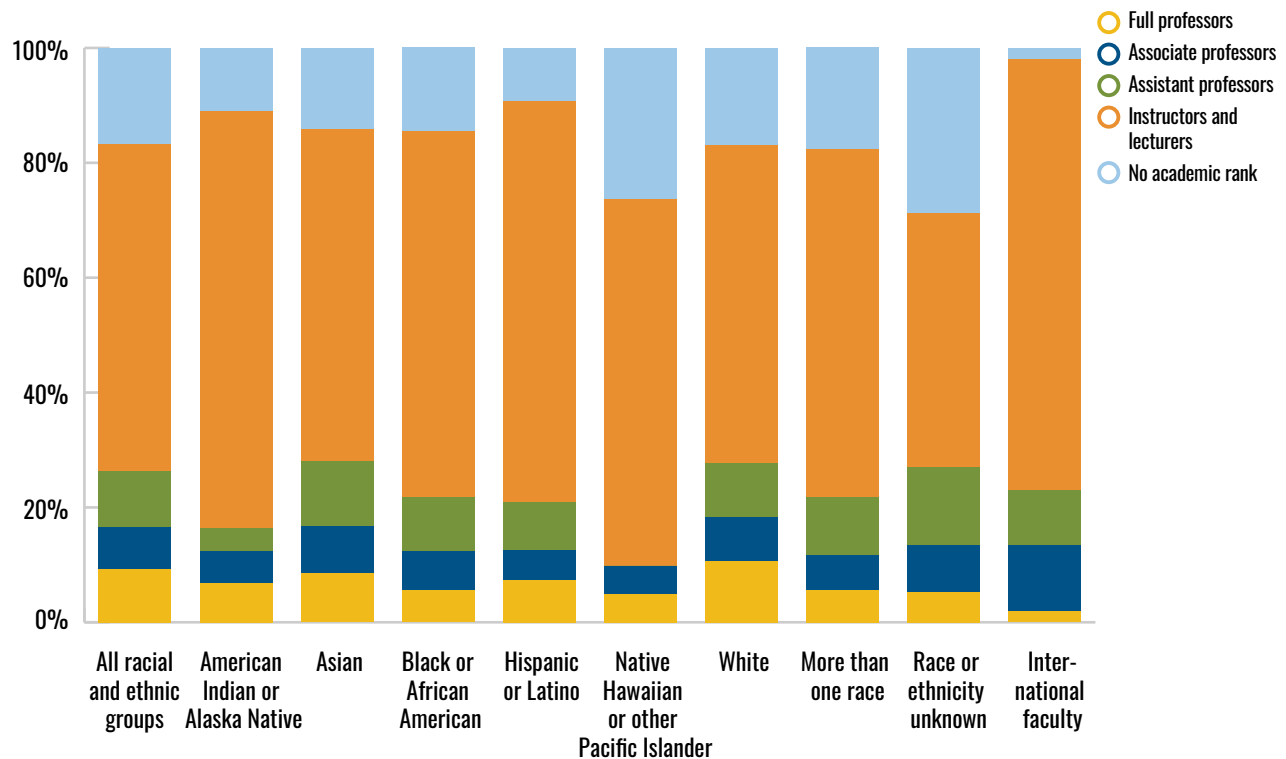

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Notes: Data reflect full-time instructional staff with faculty status. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- White faculty were the most likely of any group to be full professors (10.7 percent). In comparison, only 5.5 percent of Black or African American and 4.9 percent of Native Hawaiian or other Pacific Islander faculty were full professors.

- International faculty were more likely than domestic faculty to be associate professors, with 11.5 percent of international faculty holding these positions.

- Nine in 10 Native Hawaiians or other Pacific Islanders were instructors, lecturers, and faculty with no academic rank (90.2 percent). This was the highest of any group, followed by American Indians or Alaska Natives (83.6 percent). In contrast, 72.3 percent of White and 72.0 percent of Asian full-time faculty were instructors, lecturers, and faculty with no academic rank.

New Hires of Full-Time Faculty, by Sector

Among the more than 51,000 new hires[9] with full-time faculty status in 2017, 60.7 percent were White, 24.5 percent were people of color, 8.7 percent were international, and 6.0 percent had unknown racial and ethnic backgrounds. For-profit institutions had a much higher share of new hires who were people of color (34.1 percent) than any other sector.

Figure 6.12: New Hires of Full-Time Faculty Within Sectors, by Race and Ethnicity: Fall 2017

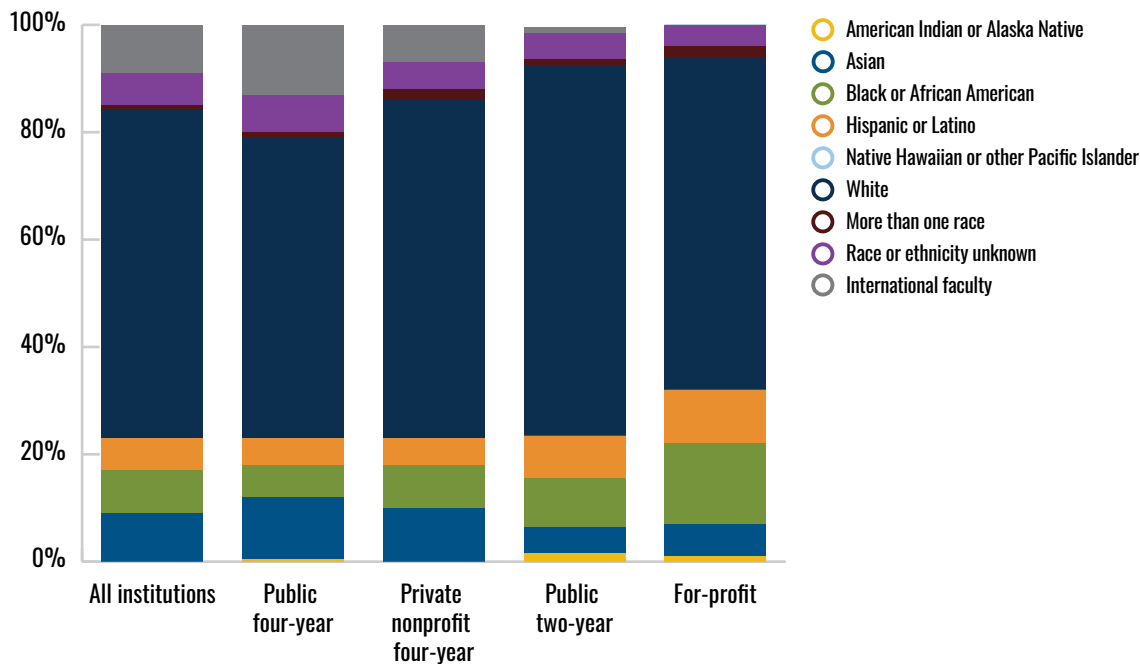Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Notes: Data for All Institutions reflect new hires with faculty status at all Title IV eligible, degree-granting institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- The proportion of Black or African American full-time faculty new hires at for-profit institutions was more than double that of public four-year institutions (15.3 percent and 6.3 percent, respectively).
- The same pattern held for Hispanic or Latino faculty, who constituted 10.0 percent of full-time faculty new hires at for-profit institutions, but only about 5 percent of all new hires at public and private nonprofit four-year institutions.
- The share of Asian new hires was higher at public and private nonprofit four-year institutions (10.4 percent each) than among public two-year (4.9 percent) and for-profit institutions (5.8 percent).
- The representation of international faculty among new hires was highest at public four-year institutions (12.8 percent). In contrast, only 1.0 percent of full-time faculty new hires at public two-year institutions and 0.5 percent at for-profit institutions were international.

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9   New hires are individuals who were hired in full-time, permanent positions, including those who were first-time hires and those who returned after a break in employment at their institution between November 1, 2016 and October 31, 2017. New hires do not include individuals returning from sabbatical or those who work on a contract less than nine months (NCES, n.d.).

Full-Time Faculty, by Select Discipline

This chapter utilizes data from the College and University Professional Association for Human Resources (CUPA-HR), which conducts several annual surveys of individuals employed at institutions of higher education across the country. Data presented on faculty across select disciplines[10] come from CUPA-HR's 2018–19 academic year survey of faculty. The *Faculty in Higher Education Annual Report* includes data for over 258,700 full-time faculty at more than 700 institutions. It also includes additional information on the over 9,900 of those faculty identified as department heads (Bichsel et al. 2019).

Although roughly one-fifth of all full-time faculty were people of color,[11] within disciplines the shares ranged from 11.3 percent in philosophy and religious studies to 55.6 percent in area, ethnic, cultural, gender, and group studies in 2018–19.

Table 6.1: Full-Time Faculty, by Select Discipline and Race and Ethnicity: 2018–19

	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Agriculture, Agriculture Operations, and Related Sciences	10.3%	2.7%	3.4%	81.3%	2.4%
Architecture and Related Services	8.4%	4.1%	5.9%	79.0%	2.7%
Area, Ethnic, Cultural, Gender, and Group Studies	10.2%	23.6%	12.2%	44.3%	9.6%
Biological and Biomedical Sciences	12.7%	2.7%	3.9%	79.5%	1.2%
Business, Management, Marketing, and Related Support Services	15.7%	5.2%	3.0%	74.6%	1.4%
Communication, Journalism, and Related Programs	6.1%	5.9%	3.8%	82.4%	1.8%
Communications Technologies/Technicians and Support Services	5.9%	8.7%	1.4%	81.9%	2.1%
Computer and Information Sciences and Support Services	23.0%	4.0%	3.2%	67.8%	2.1%
Education	5.2%	8.9%	5.2%	78.8%	1.9%
Engineering	28.8%	3.2%	4.0%	62.6%	1.3%
Engineering Technologies and Engineering-Related Fields	11.9%	5.0%	3.9%	77.8%	1.3%
English Language and Literature/Letters	3.4%	5.2%	3.4%	86.1%	1.8%
Family and Consumer Sciences/Human Sciences	10.9%	7.8%	3.7%	75.8%	1.9%
Foreign Languages, Literatures, and Linguistics	7.7%	2.5%	20.2%	67.9%	1.7%
Health Professions and Related Clinical Sciences	9.6%	5.3%	4.0%	79.6%	1.4%
History	4.2%	5.4%	4.3%	84.6%	1.5%
Homeland Security, Law Enforcement, Firefighting, and Related Protective Services	4.4%	7.3%	4.0%	82.4%	2.0%
Legal Professions and Studies	4.4%	8.3%	3.7%	81.9%	1.8%
Liberal Arts and Sciences, General Studies, and Humanities	3.9%	6.3%	4.6%	83.1%	2.2%
Library Science	7.6%	4.4%	2.8%	83.4%	1.8%
Mathematics and Statistics	15.5%	3.7%	3.3%	76.4%	1.1%

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10 The CUPA-HR faculty survey utilizes two-digit classification of instructional programs (CIP) codes from IPEDS to classify faculty into discipline. The 2018–19 survey provided institutions a list of 34 CIP codes. Institutions were instructed to not report on faculty from disciplines outside of the provided CIP codes.

11 People of color include individuals who identified as Asian, Black or African American, Hispanic or Latino, or an ethnicity other than White.

	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Multi/Interdisciplinary Studies	9.3%	6.9%	4.0%	78.3%	1.5%
Natural Resources and Conservation	7.9%	1.9%	4.0%	84.1%	2.1%
Parks, Recreation, Leisure, and Fitness Studies	5.0%	3.9%	2.8%	87.0%	1.2%
Personal and Culinary Services	3.2%	6.3%	3.2%	84.9%	2.4%
Philosophy and Religious Studies	3.7%	3.0%	2.9%	88.7%	1.7%
Physical Sciences	14.5%	3.0%	3.5%	77.7%	1.2%
Psychology	5.3%	4.9%	4.4%	83.4%	1.9%
Public Administration and Social Service Professions	7.1%	12.7%	5.2%	72.5%	2.5%
Science Technologies/Technicians	16.0%	8.0%	4.0%	70.0%	2.0%
Social Sciences	8.4%	5.6%	4.6%	79.6%	1.8%
Theology and Religious Vocations	2.5%	4.7%	3.4%	87.7%	1.6%
Transport/Materials Moving	6.0%	3.7%	4.8%	84.6%	0.9%
Visual and Performing Arts	4.7%	3.5%	3.9%	86.0%	1.8%

Source: Bichsel, Jacqueline, Jingyun Li, Jasper McChesney, and Adam Pritchard. 2019. *Faculty in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018–19 Academic Year.* Knoxville, TN: CUPA-HR.

Notes: Totals may not add up to 100 percent due to rounding. | The CUPA-HR faculty survey utilizes two-digit classification of instructional programs (CIP) codes from IPEDS to classify faculty into discipline. The 2018–19 survey provided institutions a list of 34 CIP codes. Institutions were instructed to not report on faculty from disciplines outside of the provided CIP codes.

○ The disciplines with the highest share of Asian faculty in 2018–19 were engineering (28.8 percent) and computer and information sciences and support services (23.0 percent).

○ Across all disciplines, the proportion of Black or African American faculty was highest in area, ethnic, cultural, gender, and group studies (23.6 percent) and public administration and social service professions (12.7 percent).

○ Foreign languages, literatures, and linguistics (20.2 percent) and area, ethnic, cultural, gender, and group studies (12.2 percent) had the highest shares of Hispanic or Latino faculty across all disciplines.

○ Philosophy and religious studies was the least diverse discipline, with 88.7 percent of all faculty in this field identifying as White.

In 2018–19, the proportion of women of color faculty was highest in area, ethnic, cultural, gender, and group studies (32.7 percent) and lowest in theology and religious vocations (2.4 percent) and transport/materials moving (1.1 percent). The share of men of color was highest in engineering (30.7 percent); computer and information sciences and support services (23.6 percent); and area, cultural, gender, and group studies (23.4 percent). The share of men of color was lowest in personal and culinary services (5.6 percent); family and consumer sciences/human sciences (5.4 percent); and English language and literature/letters (5.2 percent).

Table 6.2: Full-Time Faculty, by Select Discipline, Gender, and Race and Ethnicity: 2018–19

	Women					Men				
	Asian	Black or African American	Hispanic or Latina	White	Other Race or Ethnicity	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Agriculture, Agriculture Operations, and Related Sciences	2.8%	0.6%	1.4%	27.7%	0.9%	7.5%	2.1%	2.0%	53.5%	1.5%
Architecture and Related Services	3.5%	1.0%	1.6%	27.6%	1.4%	5.0%	2.8%	4.3%	51.6%	1.2%
Area, Ethnic, Cultural, Gender, and Group Studies	7.3%	12.3%	7.2%	30.4%	5.9%	3.0%	11.5%	5.1%	13.5%	3.8%
Biological and Biomedical Sciences	4.9%	1.3%	1.9%	34.5%	0.6%	7.8%	1.2%	2.0%	45.2%	0.6%
Business, Management, Marketing, and Related Support Services	5.4%	2.4%	1.1%	27.5%	0.6%	10.2%	2.8%	2.0%	47.1%	0.8%
Communication, Journalism, and Related Programs	3.3%	3.7%	2.2%	41.3%	1.0%	2.8%	2.2%	1.5%	41.1%	0.8%
Communications Technologies/Technicians and Support Services	0.7%	4.5%	0.3%	24.0%	0.7%	5.2%	4.2%	1.0%	57.8%	1.4%
Computer and Information Sciences and Support Services	5.8%	1.4%	0.8%	17.5%	0.6%	17.2%	2.4%	2.4%	50.4%	1.6%
Education	3.7%	6.0%	3.4%	53.2%	1.4%	1.6%	2.7%	1.7%	25.8%	0.5%
Engineering	4.7%	0.7%	1.0%	11.6%	0.3%	24.1%	2.5%	3.0%	51.0%	1.0%
Engineering Technologies and Engineering-Related Fields	2.8%	1.0%	0.7%	11.3%	0.2%	8.9%	3.5%	3.3%	67.3%	1.2%
English Language and Literature/Letters	2.4%	3.4%	1.9%	48.4%	0.9%	1.1%	1.8%	1.5%	37.7%	0.8%
Family and Consumer Sciences/Human Sciences	8.4%	6.7%	2.3%	56.7%	1.4%	2.5%	1.1%	1.4%	19.1%	0.5%
Foreign Languages, Literatures, and Linguistics	5.6%	1.1%	12.6%	40.9%	0.9%	2.1%	1.4%	7.6%	26.9%	0.8%
Health Professions and Related Clinical Sciences	4.4%	4.2%	2.5%	54.8%	1.0%	5.3%	1.2%	1.5%	24.8%	0.4%
History	2.1%	2.1%	1.9%	31.8%	0.6%	2.2%	3.3%	2.4%	52.8%	0.9%
Homeland Security, Law Enforcement, Firefighting, and Related Protective Services	2.0%	3.3%	1.2%	34.0%	1.0%	2.4%	3.8%	2.8%	48.5%	1.0%
Legal Professions and Studies	2.0%	5.3%	1.7%	36.8%	1.1%	2.3%	2.9%	2.0%	45.1%	0.7%
Liberal Arts and Sciences, General Studies, and Humanities	2.2%	3.5%	2.6%	42.1%	1.5%	1.8%	2.7%	2.0%	40.9%	0.6%

	Women					Men				
	Asian	Black or African American	Hispanic or Latina	White	Other Race or Ethnicity	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Library Science	4.0%	3.0%	1.8%	58.4%	1.2%	3.6%	1.4%	1.0%	25.0%	0.6%
Mathematics and Statistics	5.1%	1.3%	1.2%	28.8%	0.5%	10.4%	2.4%	2.2%	47.4%	0.7%
Multi/Interdisciplinary Studies	4.0%	4.2%	1.9%	38.3%	0.6%	5.3%	2.7%	2.1%	40.0%	0.9%
Natural Resources and Conservation	2.0%	0.8%	1.7%	29.2%	1.0%	5.9%	1.1%	2.3%	54.9%	1.0%
Parks, Recreation, Leisure, and Fitness Studies	1.8%	2.0%	1.4%	40.1%	0.6%	3.2%	1.9%	1.5%	46.9%	0.6%
Personal and Culinary Services	1.6%	4.0%	2.4%	39.7%	1.6%	1.6%	2.4%	0.8%	45.2%	0.8%
Philosophy and Religious Studies	1.2%	0.9%	0.7%	24.9%	0.5%	2.5%	2.0%	2.2%	63.8%	1.2%
Physical Sciences	4.2%	0.8%	1.1%	22.8%	0.5%	10.4%	2.0%	2.4%	55.0%	0.8%
Psychology	3.4%	3.3%	2.4%	45.9%	1.1%	1.9%	1.6%	2.0%	37.6%	0.8%
Public Administration and Social Service Professions	4.1%	8.7%	3.4%	47.0%	1.9%	3.0%	4.0%	1.8%	25.5%	0.6%
Science Technologies/Technicians	*	*	*	*	*	*	*	*	*	*
Social Sciences	3.8%	2.7%	2.1%	32.8%	0.9%	4.6%	2.9%	2.4%	46.9%	0.8%
Theology and Religious Vocations	0.9%	0.9%	0.4%	18.5%	0.3%	1.6%	3.8%	3.0%	69.2%	1.4%
Transport/Materials Moving	0.3%	0.3%	0.6%	13.7%	0.0%	5.7%	3.4%	4.3%	70.9%	0.9%
Visual and Performing Arts	2.8%	1.4%	1.5%	36.5%	0.8%	1.8%	2.2%	2.4%	49.6%	1.0%

- The proportion of Black or African American women (12.3 percent) and Black or African American men (11.5 percent) full-time faculty was highest in area, ethnic, cultural, gender, and group studies. The largest gender gap among Black or African American full-time faculty occurred in family and consumer sciences/human sciences, where women represented 6.7 percent of all full-time faculty and men represented only 1.1 percent in this discipline (a difference of 5.6 percentage points).

- Asian men represented 24.1 percent of all full-time faculty in engineering and 17.2 percent of computer and information sciences and support service faculty; in contrast, Asian women represented only 4.7 percent and 5.8 percent of faculty in these fields, respectively.

- The proportion of Hispanic or Latina women (12.6 percent) and Hispanic or Latino men (7.6 percent) was higher in foreign languages, literatures, and linguistics than other disciplines. The largest gender gap among Hispanic or Latino full-time faculty was also in this discipline: 5.0 percentage points.

- White women represented the majority of faculty in library science (58.4 percent); family and consumer sciences/human sciences (56.7 percent); health professions and related clinical sciences (54.8 percent); and education (53.2 percent).

Academic Department Heads, by Select Discipline

The majority of all academic department heads were White (84.9 percent), 6.5 percent were Asian, 4.0 percent were Black or African American, 3.4 percent were Hispanic or Latino, and 1.3 percent were from some other racial or ethnic background.

Figure 6.13: Academic Department Heads, by Race and Ethnicity: 2018–19

- Asian
- Black or African American
- Hispanic or Latino
- White
- Other race or ethnicity

1.3% 6.5% 4.0% 3.4% 84.9%

Source: Bichsel, Jacqueline, Jingyun Li, Jasper McChesney, and Adam Pritchard. 2019. *Faculty in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018–19 Academic Year.* Knoxville, TN: CUPA-HR.
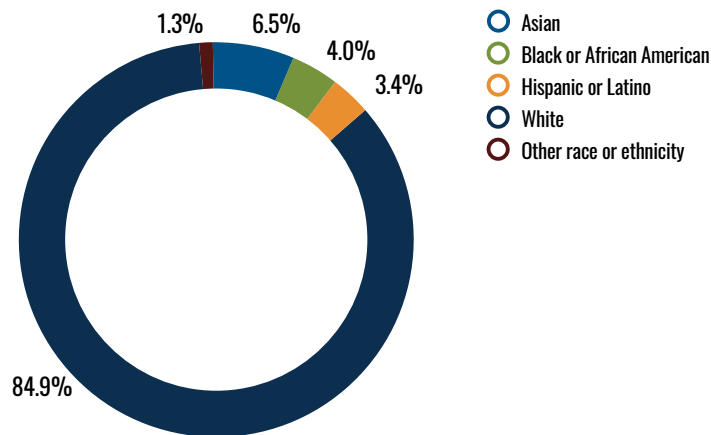Notes: Totals may not add up to 100 percent due to rounding. | The CUPA-HR faculty survey utilizes two-digit classification of instructional programs (CIP) codes from IPEDS to classify faculty into discipline. The 2018–19 survey provided institutions a list of 34 CIP codes. Institutions were instructed to not report on faculty from disciplines outside of the provided CIP codes.

In nine disciplines, over 90 percent of all academic department heads were White in 2018–19. People of color represented nearly half of all academic department heads in area, ethnic, cultural, gender, and group studies (49.1 percent). This was the highest representation across all disciplines.

Table 6.3: Academic Department Heads, by Select Discipline and Race and Ethnicity: 2018–19

	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Agriculture, Agriculture Operations, and Related Sciences	8.8%	2.5%	1.3%	86.3%	1.3%
Architecture and Related Services	*	*	*	*	*
Area, Ethnic, Cultural, Gender, and Group Studies	1.8%	25.5%	10.9%	50.9%	10.9%
Biological and Biomedical Sciences	4.7%	1.9%	2.1%	90.6%	0.7%
Business, Management, Marketing, and Related Support Services	15.4%	3.7%	2.6%	77.7%	0.6%
Communication, Journalism, and Related Programs	1.7%	4.7%	2.0%	90.0%	1.7%
Communications Technologies/Technicians and Support Services	*	*	*	*	*
Computer and Information Sciences and Support Services	20.8%	4.5%	4.0%	68.8%	2.0%
Education	3.9%	7.6%	4.8%	82.8%	1.0%

	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Engineering	20.7%	4.6%	2.3%	71.3%	1.1%
Engineering Technologies and Engineering-Related Fields	3.4%	5.6%	0.0%	89.9%	1.1%
English Language and Literature/Letters	2.6%	2.6%	2.3%	91.6%	1.0%
Family and Consumer Sciences/Human Sciences	1.8%	3.5%	5.3%	89.5%	0.0%
Foreign Languages, Literatures, and Linguistics	5.2%	1.7%	15.9%	76.5%	0.7%
Health Professions and Related Clinical Sciences	4.8%	4.9%	2.9%	85.6%	1.8%
History	2.8%	2.1%	2.8%	90.8%	1.4%
Homeland Security, Law Enforcement, Firefighting, and Related Protective Services	2.5%	5.9%	1.7%	88.1%	1.7%
Legal Professions and Studies	*	*	*	*	*
Liberal Arts and Sciences, General Studies, and Humanities	5.7%	5.7%	1.9%	84.9%	1.9%
Library Science	*	*	*	*	*
Mathematics and Statistics	10.9%	3.8%	3.8%	80.3%	1.3%
Multi/Interdisciplinary Studies	4.7%	4.7%	4.7%	82.8%	3.1%
Natural Resources and Conservation	0.0%	0.0%	1.7%	98.3%	0.0%
Parks, Recreation, Leisure, and Fitness Studies	3.5%	1.7%	1.7%	90.8%	2.3%
Personal and Culinary Services	*	*	*	*	*
Philosophy and Religious Studies	1.8%	1.8%	2.9%	92.4%	1.1%
Physical Sciences	6.9%	1.6%	3.4%	86.6%	1.4%
Psychology	4.1%	3.6%	2.0%	88.1%	2.3%
Public Administration and Social Service Professions	4.7%	13.4%	2.0%	79.9%	0.0%
Science Technologies/Technicians	*	*	*	*	*
Social Sciences	6.6%	4.1%	2.7%	85.5%	1.1%
Theology and Religious Vocations	2.7%	5.3%	0.0%	90.7%	1.3%
Transport/Materials Moving	*	*	*	*	*
Visual and Performing Arts	2.1%	2.2%	4.3%	90.6%	0.8%

Source: Bichsel, Jacqueline, Jingyun Li, Jasper McChesney, and Adam Pritchard. 2019. *Faculty in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018–19 Academic Year.* Knoxville, TN: CUPA-HR.
Notes: * Values omitted for rows where the total N of department heads is less than 50. | Totals may not add up to 100 percent due to rounding. | The CUPA-HR faculty survey utilizes two-digit classification of instructional programs (CIP) codes from IPEDS to classify faculty into discipline. The 2018–19 survey provided institutions a list of 34 CIP codes. Institutions were instructed to not report on faculty from disciplines outside of the provided CIP codes.

- About one-fifth of all academic department heads in computer and information sciences and support services (20.8 percent) and engineering (20.7 percent) were Asian.
- More than one-quarter of academic department heads in area, ethnic, cultural, gender, and group studies (25.5 percent) were Black or African American, as were 13.4 percent in public administration and social service professions. The share of Black or African American academic department heads in other disciplines was much lower.
- The proportion of Hispanic or Latino academic department heads was highest among foreign languages, literatures, and linguistics (15.9 percent) and area, ethnic, cultural, gender, and group studies (10.9 percent).
- Whites represented nearly all academic department heads in natural resources and conservation (98.3 percent), the least diverse of any field.

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The representation of men of color academic department heads ranged from 3.3 percent in English language and literature/letters to 25.9 percent in engineering. The share of women of color academic department heads was higher in area, ethnic, cultural, gender, and group studies (25.5 percent) than in any other disciplines. Women of color held no department head positions in agriculture, agriculture operations, and related sciences; natural resources and conservation; and theology and religious vocations.

Table 6.4: Academic Department Heads, by Select Discipline, Gender, and Race and Ethnicity: 2018–19

	Women					Men				
	Asian	Black or African American	Hispanic or Latina	White	Other Race or Ethnicity	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Agriculture, Agriculture Operations, and Related Sciences	0.0%	0.0%	0.0%	23.8%	0.0%	8.8%	2.5%	1.3%	62.5%	1.3%
Architecture and Related Services	*	*	*	*	*	*	*	*	*	*
Area, Ethnic, Cultural, Gender, and Group Studies	1.8%	10.9%	7.3%	36.4%	5.5%	0.0%	14.5%	3.6%	14.5%	5.5%
Biological and Biomedical Sciences	2.1%	0.9%	0.2%	32.9%	0.5%	2.6%	0.9%	1.9%	57.6%	0.2%
Business, Management, Marketing, and Related Support Services	3.2%	1.5%	1.1%	27.5%	0.4%	12.1%	2.2%	1.5%	50.2%	0.2%
Communication, Journalism, and Related Programs	0.7%	2.3%	0.7%	35.8%	1.3%	1.0%	2.3%	1.3%	54.2%	0.3%
Communications Technologies/Technicians and Support Services	*	*	*	*	*	*	*	*	*	*
Computer and Information Sciences and Support Services	3.5%	1.5%	1.0%	17.3%	0.5%	17.3%	3.0%	3.0%	51.5%	1.5%
Education	2.5%	5.6%	2.7%	50.1%	0.6%	1.3%	1.9%	2.1%	32.7%	0.4%
Engineering	1.4%	0.6%	0.6%	8.6%	0.3%	19.3%	4.0%	1.7%	62.6%	0.9%
Engineering Technologies and Engineering-Related Fields	0.0%	1.1%	0.0%	13.5%	0.0%	3.4%	4.5%	0.0%	76.4%	1.1%
English Language and Literature/Letters	1.5%	1.3%	1.3%	46.7%	1.0%	1.0%	1.3%	1.0%	44.9%	0.0%
Family and Consumer Sciences/Human Sciences	0.0%	0.0%	3.5%	64.9%	0.0%	1.8%	3.5%	1.8%	24.6%	0.0%
Foreign Languages, Literatures, and Linguistics	3.1%	0.3%	6.6%	41.9%	0.3%	2.1%	1.4%	9.3%	34.6%	0.3%
Health Professions and Related Clinical Sciences	2.3%	4.0%	1.7%	58.1%	1.4%	2.5%	0.9%	1.1%	27.5%	0.5%
History	2.1%	1.1%	0.7%	29.4%	0.4%	0.7%	1.1%	2.1%	61.3%	1.1%
Homeland Security, Law Enforcement, Firefighting, and Related Protective Services	0.8%	1.7%	0.8%	31.4%	0.8%	1.7%	4.2%	0.8%	56.8%	0.8%
Legal Professions and Studies	*	*	*	*	*	*	*	*	*	*
Liberal Arts and Sciences, General Studies, and Humanities	1.9%	1.9%	0.0%	35.8%	1.9%	3.8%	3.8%	1.9%	49.1%	0.0%
Library Science	*	*	*	*	*	*	*	*	*	*

	Women					Men				
	Asian	Black or African American	Hispanic or Latina	White	Other Race or Ethnicity	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Mathematics and Statistics	2.2%	0.3%	1.3%	25.3%	0.3%	8.8%	3.4%	2.5%	55.0%	0.9%
Multi/Interdisciplinary Studies	0.0%	3.1%	4.7%	42.2%	0.0%	4.7%	1.6%	0.0%	40.6%	3.1%
Natural Resources and Conservation	0.0%	0.0%	0.0%	22.4%	0.0%	0.0%	0.0%	1.7%	75.9%	0.0%
Parks, Recreation, Leisure, and Fitness Studies	1.7%	0.6%	1.7%	33.5%	0.6%	1.7%	1.2%	0.0%	57.2%	1.7%
Personal and Culinary Services	*	*	*	*	*	*	*	*	*	*
Philosophy and Religious Studies	1.1%	0.4%	0.7%	23.2%	0.0%	0.7%	1.4%	2.2%	69.2%	1.1%
Physical Sciences	2.2%	0.5%	1.3%	20.8%	0.2%	4.7%	1.1%	2.2%	65.8%	1.3%
Psychology	1.5%	3.0%	0.5%	39.8%	1.3%	2.5%	0.5%	1.5%	48.2%	1.0%
Public Administration and Social Service Professions	1.3%	7.4%	0.7%	51.0%	0.0%	3.4%	6.0%	1.3%	28.9%	0.0%
Science Technologies/Technicians	*	*	*	*	*	*	*	*	*	*
Social Sciences	2.6%	2.1%	1.1%	34.6%	0.5%	4.1%	2.0%	1.7%	50.9%	0.6%
Theology and Religious Vocations	0.0%	0.0%	0.0%	14.7%	0.0%	2.7%	5.3%	0.0%	76.0%	1.3%
Transport/Materials Moving	*	*	*	*	*	*	*	*	*	*
Visual and Performing Arts	1.3%	0.5%	2.5%	37.4%	0.3%	0.8%	1.7%	1.8%	53.2%	0.5%

Source: Bichsel, Jacqueline, Jingyun Li, Jasper McChesney, and Adam Pritchard. 2019. *Faculty in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018–19 Academic Year*. Knoxville, TN: CUPA-HR.
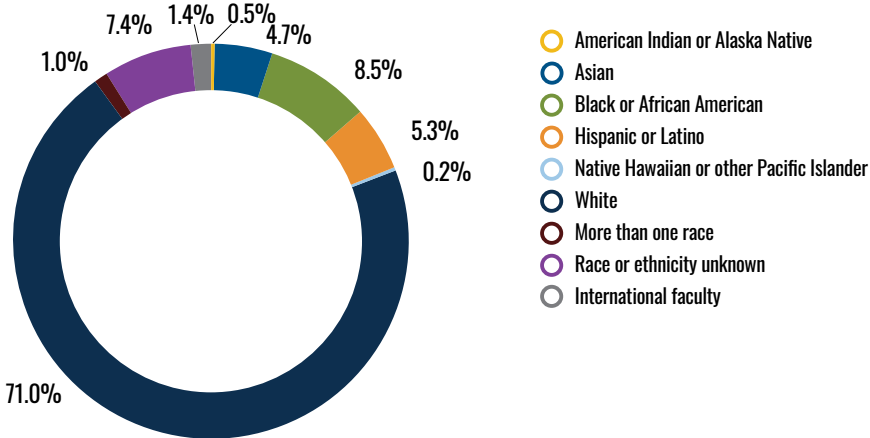
Notes: * Values omitted for rows where the total N of department heads is less than 50. | Totals may not add up to 100 percent due to rounding. | The CUPA-HR faculty survey utilizes two-digit classification of instructional programs (CIP) codes from IPEDS to classify faculty into discipline. The 2018–19 survey provided institutions a list of 34 CIP codes. Institutions were instructed to not report on faculty from disciplines outside of the provided CIP codes.

- The proportion of Black or African American women (10.9 percent) and Black or African American men (14.5 percent) academic department heads was highest in area, ethnic, cultural, gender, and group studies. Their representation in other disciplines was much lower.

- Asian men represented 19.3 percent of all academic department heads in engineering and 17.3 percent of computer and information sciences and support services faculty; in contrast, Asian women represented 1.4 percent and 3.5 percent of faculty in these fields, respectively.

- Hispanic or Latino men represented 9.3 percent of all academic department heads in foreign languages, literatures, and linguistics. This was the highest proportion of Hispanic or Latino men across all disciplines.

- Hispanic or Latina women represented 7.3 percent of all academic department heads in area, ethnic, cultural, gender, and group studies and 6.6 percent in foreign languages, literatures, and linguistics. The proportion of Hispanic or Latina women was lower in other disciplines.

- White women represented the majority of academic department heads in family and consumer sciences (64.9 percent); health professions and related clinical sciences (58.1 percent); public administration and social service professions (51.0 percent); and education (50.1 percent).

PART-TIME FACULTY

In fall 2017, the majority of the over 720,000 part-time faculty were White (71.0 percent), 20.2 percent were faculty of color, 7.4 percent were of unknown racial and ethnic backgrounds, and 1.4 percent were international.

Figure 6.14: Part-Time Faculty, by Race and Ethnicity: Fall 2017

Legend:
- ○ American Indian or Alaska Native
- ○ Asian
- ○ Black or African American
- ○ Hispanic or Latino
- ○ Native Hawaiian or other Pacific Islander
- ○ White
- ○ More than one race
- ○ Race or ethnicity unknown
- ○ International faculty

Chart values: 7.4%, 1.4%, 0.5%, 4.7%, 1.0%, 8.5%, 5.3%, 0.2%, 71.0%

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Note: Data reflect part-time instructional staff at all Title IV eligible, degree-granting institutions.

Part-Time Faculty, by Sector

Over one-third of all part-time faculty were at public two-year institutions (35.7 percent), followed by private nonprofit four-year (29.2 percent), public four-year (25.5 percent), and for-profit (9.6 percent) institutions. Asian, White, and international part-time faculty were less likely than all other groups to be at for-profit institutions.

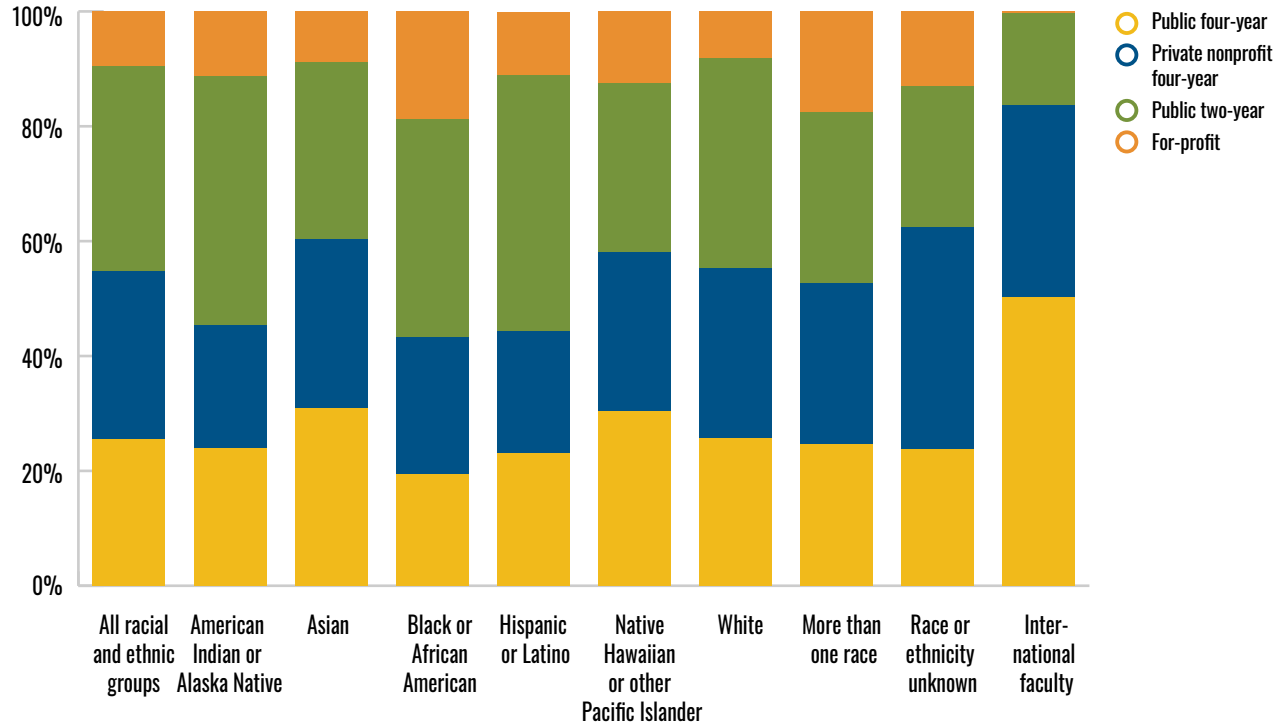**Figure 6.15:** Part-Time Faculty Across Sectors, by Race and Ethnicity: Fall 2017

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Notes: Data reflect part-time instructional staff at public four-year institutions, private nonprofit four-year institutions, public two-year institutions, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Half of all international part-time faculty were at public four-year institutions, compared with 19.4 percent of Black or African American part-time faculty. These were the highest and lowest shares across all groups.

- American Indian or Alaska Native (21.3 percent) and Hispanic or Latino (21.2 percent) part-time faculty were the least likely of all groups to be at private nonprofit four-year institutions. These groups were the most likely to be at public two-year institutions, with 44.6 percent of Hispanic or Latino and 43.4 percent of American Indian or Alaska Native part-time faculty at these institutions.

- Nearly one in five Black or African American part-time faculty were at for-profit institutions (18.7 percent), which was almost double that of all part-time faculty (9.6 percent). Individuals of more than one race were also much more likely to be at for-profit institutions (17.6 percent).

Within each sector, the majority of part-time faculty were White, with public two-year (72.9 percent) and public and private nonprofit four-year institutions (71.5 percent each) having the most White part-time faculty. For-profit institutions had a larger share of part-time faculty of color (29.6 percent).

Figure 6.16: Part-Time Faculty Within Sectors, by Race and Ethnicity: Fall 2017

Legend:
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- More than one race
- Race or ethnicity unknown
- International faculty

X-axis categories: Public four-year, Private nonprofit four-year, Public two-year, For-profit
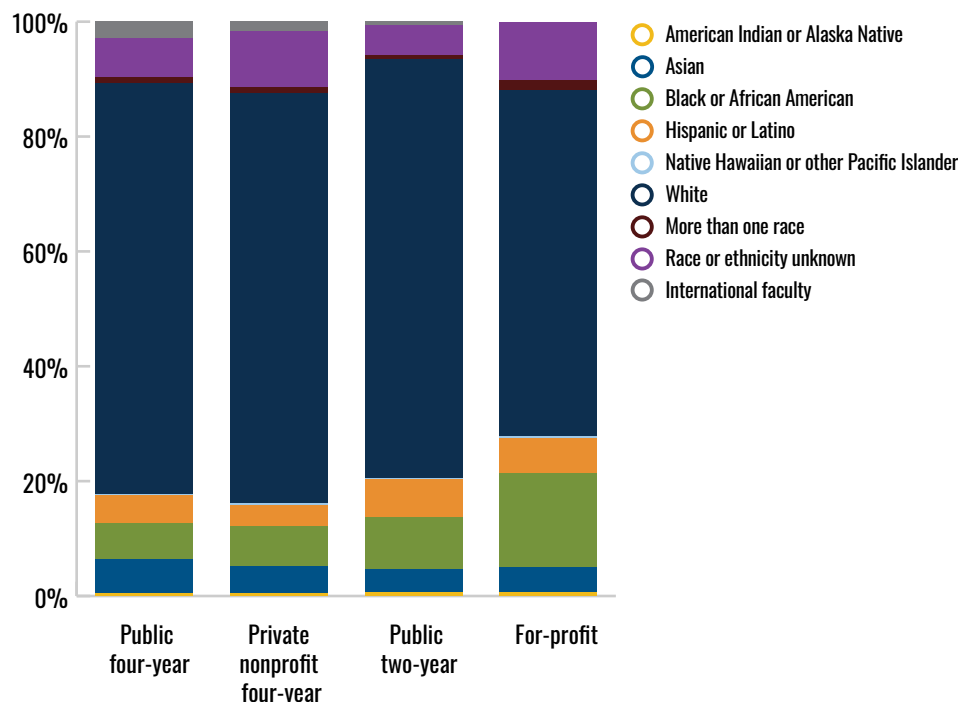
Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Notes: Data reflect part-time instructional staff at public four-year institutions, private nonprofit four-year institutions, public two-year institutions, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Black or African American faculty held 16.4 percent of all part-time faculty positions at for-profit institutions, more than double the share of part-time faculty positions they held at either public four-year (6.4 percent) or private nonprofit four-year (6.9 percent) institutions.

- Hispanic or Latino faculty held 6.6 percent of all part-time faculty positions at public two-year institutions and 6.1 percent of all part-time faculty positions at for-profit institutions, but only 3.8 percent of those same positions at private nonprofit four-year institutions and 4.8 percent at public four-year institutions.

- International faculty held 2.9 percent of all part-time faculty positions at public four-year institutions, more than quadruple the share of part-time faculty positions they held at public two-year institutions (0.7 percent).

HIGHER EDUCATION STAFF AND ADMINISTRATION

The Integrated Postsecondary Education Data System (IPEDS) allows for the examination of full-time and part-time staff by detailed occupation classifications. This section utilizes data from fall 2017 to provide an in-depth analysis of staff on college and university campuses.

Full-Time Staff Within Occupations

Of the over 1.7 million full-time staff[12] in fall 2017, the majority were White. The total share of people of color among full-time staff ranged from 19.8 percent of librarians, curators, and archivists and 22.1 percent of management staff to 37.9 percent of sales and related positions and 44.1 percent of service staff.

Table 6.5: Full-Time Staff Within Occupation Classifications, by Race and Ethnicity: Fall 2017

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or other Pacific Islander	White	More Than One Race	Race or Ethnicity Unknown	International Staff
All Full-Time Staff	0.6%	5.3%	12.7%	9.5%	0.2%	66.0%	1.3%	3.0%	1.3%
Librarians, Curators, and Archivists	0.6%	5.1%	7.2%	5.5%	0.1%	76.9%	1.3%	2.5%	0.7%
Student and Academic Affairs and Other Education Services	0.9%	4.2%	13.4%	9.3%	0.4%	66.2%	1.7%	3.1%	1.0%
Management	0.5%	4.0%	10.3%	6.1%	0.2%	75.1%	1.1%	2.4%	0.5%
Business and Financial Operations	0.5%	6.8%	11.3%	8.9%	0.2%	67.0%	1.4%	3.1%	0.7%
Computer, Engineering, and Science	0.4%	11.0%	6.3%	6.6%	0.2%	65.5%	1.3%	3.1%	5.5%
Community Service, Legal, Arts, and Media	0.6%	3.3%	11.8%	8.2%	0.3%	70.3%	1.6%	3.3%	0.7%
Healthcare Practitioners and Technical	0.4%	10.0%	10.8%	7.5%	0.1%	62.2%	1.1%	5.3%	2.5%
Service	0.8%	3.7%	22.5%	15.9%	0.3%	51.8%	1.0%	3.3%	0.8%
Sales and Related Occupations	0.7%	3.2%	19.1%	12.7%	0.4%	58.6%	1.8%	3.3%	0.2%
Office and Administrative Support	0.7%	3.7%	15.3%	11.8%	0.2%	63.8%	1.4%	2.7%	0.4%
Natural Resources, Construction, and Maintenance	0.9%	1.9%	10.3%	9.6%	0.2%	73.2%	0.8%	2.8%	0.3%
Production, Transportation, and Material Moving	0.9%	3.0%	15.8%	12.0%	0.2%	64.1%	0.9%	2.8%	0.4%

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Notes: Data reflect full-time staff at all Title IV eligible, degree-granting institutions. | Table does not include instructional, research, and public service staff.

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12 Full-time staff does not include instructional, research, and public service staff.

- The share of Black or African American and Hispanic or Latino full-time staff was higher in service (22.5 and 15.9 percent, respectively) and sales and related positions (19.1 and 12.7 percent, respectively) than other occupations.
- The share of Asian full-time staff was highest in computer, engineering, and science occupations (11.0 percent) and lowest in natural resources, construction, and maintenance positions (1.9 percent).
- The range in the share of White staff was 51.8 percent of service occupations to more than 75 percent of all librarians, curators, and archivists, and management positions.

Part-Time Staff Within Occupations

Of the more than 288,000 part-time staff[13] in fall 2017, the majority across all occupation classifications were White. The share of part-time staff who identified as people of color was highest in service occupations (35.9 percent) and office and administrative support positions (35.4 percent). It was lowest among librarians, curators, and archivists (19.4 percent) and management (18.8 percent) part-time staff.

Table 6.6: Part-Time Staff Within Occupation Classifications, by Race and Ethnicity: Fall 2017

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	More Than One Race	Race or Ethnicity Unknown	International Staff
All Part-Time Staff	0.6%	4.9%	12.2%	10.1%	0.2%	63.5%	1.4%	5.0%	2.1%
Librarians, Curators, and Archivists	0.8%	4.3%	7.9%	5.2%	0.3%	75.0%	1.0%	4.8%	0.8%
Student and Academic Affairs and Other Education Services	0.7%	4.4%	11.7%	10.0%	0.3%	64.8%	1.3%	5.2%	1.7%
Management	0.4%	4.6%	8.0%	4.7%	0.2%	76.3%	0.9%	4.2%	0.7%
Business and Financial Operations	0.4%	5.8%	6.9%	7.1%	0.2%	72.3%	1.2%	4.9%	1.2%
Computer, Engineering, and Science	0.5%	9.8%	7.0%	8.6%	0.2%	61.9%	1.4%	4.6%	6.0%
Community Service, Legal, Arts, and Media	0.5%	2.6%	9.9%	6.8%	0.3%	70.7%	1.4%	6.9%	0.8%
Healthcare Practitioners and Technical	0.3%	10.6%	7.9%	5.5%	0.1%	66.2%	0.9%	4.1%	4.3%
Service Occupations	0.8%	2.9%	18.3%	12.4%	0.3%	57.1%	1.3%	5.9%	1.1%
Sales and Related Occupations	0.7%	4.7%	11.3%	8.2%	0.2%	66.2%	2.2%	5.7%	0.7%
Office and Administrative Support	0.6%	5.1%	14.1%	13.7%	0.2%	58.7%	1.7%	3.7%	2.3%
Natural Resources, Construction, and Maintenance	1.4%	2.4%	10.7%	7.2%	0.4%	63.0%	1.7%	10.3%	3.0%
Production, Transportation, and Material Moving	1.0%	2.0%	17.4%	6.0%	0.3%	63.7%	1.4%	7.9%	0.2%

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Notes: Data reflect part-time staff at all Title IV eligible, degree-granting institutions. | Table does not include instructional, research, and public service staff.

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13   Part-time staff do not include instructional, research, and public service staff.

- The share of Black or African American part-time staff was higher in service occupations (18.3 percent) and production, transportation, and material moving (17.4 percent) than other occupations.
- Hispanics or Latinos represented 13.7 percent of all part-time staff in office and administrative support positions and 12.4 percent of all part-time staff in service positions. These were the highest shares across all occupations.
- The share of White part-time staff was highest among management positions (76.3 percent) and librarians, curators, and archivists (75.0 percent), and lowest among service occupations (57.1 percent).

New Hires of Full-Time Staff Within Occupations

Among the over 193,000 new staff hires[14] of full-time staff, 58.2 percent were White. The share of new staff hires who identified as people of color ranged from 24.5 percent in natural resources, construction, and maintenance positions to almost half in sales and related occupations (49.8 percent).

Table 6.7: New Full-Time Staff Hires Within Occupation Classifications, by Race and Ethnicity: Fall 2017

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	More Than One Race	Race or Ethnicity Unknown	International Staff
All Full-Time New Hires	0.6%	5.6%	14.0%	10.3%	0.2%	58.2%	1.9%	6.4%	2.7%
Librarians, Curators, and Archivists and Student and Academic Affairs and Other Education Services	0.8%	3.9%	15.2%	9.7%	0.3%	60.5%	2.3%	5.6%	1.5%
Management Occupations	0.5%	4.3%	13.8%	6.6%	0.2%	66.5%	1.6%	5.7%	0.8%
Business and Financial Operations	0.5%	6.7%	12.8%	9.2%	0.2%	60.2%	2.0%	7.0%	1.4%
Computer, Engineering, and Science	0.4%	11.1%	6.5%	7.4%	0.1%	54.1%	1.8%	6.5%	12.0%
Community Service, Legal, Arts, and Media	0.4%	3.3%	13.5%	9.1%	0.3%	64.8%	2.1%	5.6%	1.0%
Healthcare Practitioners and Technical	0.3%	11.6%	9.1%	8.6%	0.2%	53.3%	1.6%	10.8%	4.4%
Service	0.8%	3.0%	22.5%	15.1%	0.3%	49.1%	1.7%	6.5%	1.0%
Sales and Related Occupations	0.8%	2.8%	29.6%	14.2%	0.2%	44.5%	2.1%	5.5%	0.2%
Office and Administrative Support	0.7%	4.5%	15.2%	13.0%	0.2%	57.5%	2.3%	5.7%	0.8%
Natural Resources, Construction, and Maintenance	1.1%	1.7%	9.8%	10.4%	0.3%	68.4%	1.1%	6.3%	0.8%
Production, Transportation and Material Moving	1.2%	2.2%	17.4%	14.9%	0.2%	56.1%	1.6%	6.2%	0.3%

Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017
Notes: Data reflect new full-time staff hires at all Title IV eligible, degree-granting institutions. | Table does not include instructional, research, and public service staff. | Librarians, curators, and archivists and student and academic affairs and other education services are combined as one category in IPEDS data for new hires.

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14 New staff hires do not include instructional, research, and public service staff.

- The share of Black or African American new staff hires was highest in sales and related occupations (29.6 percent) and lowest in computer, engineering, and science occupations (6.5 percent).
- Asians represented more than one in 10 new full-time staff hires in computer, engineering, and science (11.1 percent) and healthcare practitioners and technical occupations (11.6 percent).
- The representation of international new staff hires was higher in computer, engineering, and science (12.0 percent) and healthcare practitioners and technical occupations (4.4 percent) than in other occupations.
- The share of White new staff hires was lowest in sales and related occupations (44.5 percent), where Black or African American and Hispanic or Latino full-time staff together accounted for 43.8 percent of all new hires.

Senior Administrators

CUPA-HR conducts an annual survey of administrators in higher education. The data presented in this section come from CUPA-HR's 2018–19 *Administrators in Higher Education Annual Report*. The report reflects responses of nearly 51,000 individuals in approximately 200 senior-level administrator positions at more than 1,100 institutions. CUPA-HR defines administrative positions as top executive officers; senior institutional officers; academic deans; academic associate and assistant deans; institutional administrators; and heads of divisions, departments, and centers (Pritchard et al. 2019).

In 2018–19, the majority of all college and university administrators were White. The share of people of color among these positions ranged from 6.6 percent among chief development and advancement officers to 26.4 percent among chief student affairs and student life officers.

Table 6.8: Senior Administrators, by Race and Ethnicity: 2018–19

	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Chief Accounting Officer/Controller	3.2%	3.8%	4.2%	87.9%	0.9%
Chief Athletics Administrator	0.0%	7.2%	1.4%	90.8%	0.6%
Chief Development/Advancement Officer	0.7%	3.5%	2.0%	93.4%	0.4%
Chief Facilities Officer	1.4%	3.3%	3.6%	90.3%	1.4%
Chief Human Resources Officer	1.2%	12.0%	5.5%	79.7%	1.6%
Chief Information Officer	3.9%	4.4%	2.6%	87.7%	1.4%
Chief Student Affairs/Student Life Officer	1.8%	19.1%	4.3%	73.6%	1.2%
Chief Student Financial Aid Officer	1.4%	7.8%	5.9%	84.2%	0.6%
Police Chief/Chief Campus Security Administrator	0.7%	13.7%	5.0%	78.4%	2.1%
Provost/Chief Academic Affairs Officer	2.9%	5.2%	3.1%	87.7%	1.1%
Registrar/Chief Student Registration or Records Officer	1.7%	7.2%	4.9%	85.5%	0.7%

Source: Pritchard, Adam, Jingyun Li, Jasper McChesney, and Jacqueline Bichsel. 2019. *Administrators in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for the 2018–19 Academic Year.* Knoxville, TN: CUPA-HR.
Note: Totals may not add to 100 percent due to rounding.

- Nearly one-fifth of all chief student affairs and student life officers were Black or African American (19.1 percent). The proportion of senior administrators across all other roles who identified as Black or African American was much smaller.
- The proportion of Asians was highest among chief information officers (3.9 percent) and lowest among chief athletics administrators, where they held none of these positions.
- A higher share of chief student financial aid officers (5.9 percent) were Hispanic or Latino than any other senior administrative position.
- More than nine in 10 chief development and advancement officers (93.4 percent), chief athletics administrators (90.8 percent), and chief facilities officers (90.3 percent) identified as White.

The share of women of color among all senior administrators ranged from 1.2 percent of all chief athletics administrators and 1.3 percent of all chief facilities officers to 16.2 percent of all chief human resources officers. Among men of color, the range was 2.9 percent of all chief accounting officers and controllers and 3.1 percent of all chief development and advancement officers to 18.6 percent of all police chiefs and chief of campus security administrators. The largest percentage point gap between men of color and women of color was among police chiefs and chief of campus security administrators (15.6 percentage points).

Table 6.9: Senior Administrators, by Gender and Race and Ethnicity: 2018–19

	Women					Men				
	Asian	Black or African American	Hispanic or Latina	White	Other Race or Ethnicity	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Chief Accounting Officer/Controller	2.5%	2.9%	3.1%	56.1%	0.7%	0.7%	0.9%	1.2%	31.8%	0.1%
Chief Athletics Administrator	0.0%	0.6%	0.6%	18.2%	0.0%	0.0%	6.6%	0.8%	72.6%	0.6%
Chief Development/Advancement Officer	0.3%	1.9%	1.2%	41.5%	0.1%	0.4%	1.6%	0.8%	51.9%	0.3%
Chief Facilities Officer	0.3%	0.6%	0.1%	7.8%	0.3%	1.1%	2.8%	3.5%	82.5%	1.1%
Chief Human Resources Officer	1.1%	9.7%	4.3%	58.2%	1.1%	0.1%	2.3%	1.2%	21.5%	0.5%
Chief Information Officer	1.0%	0.6%	0.5%	17.4%	0.3%	2.8%	3.8%	2.1%	70.3%	1.2%
Chief Student Affairs/Student Life Officer	0.9%	8.2%	2.2%	41.2%	0.7%	0.8%	10.8%	2.2%	32.4%	0.5%
Chief Student Financial Aid Officer	0.8%	5.2%	3.7%	56.2%	0.5%	0.6%	2.6%	2.3%	28.0%	0.1%
Police Chief/Chief Campus Security Administrator	0.1%	2.0%	0.1%	6.6%	0.7%	0.6%	11.7%	4.9%	71.9%	1.4%
Provost/Chief Academic Affairs Officer	1.1%	2.7%	1.3%	38.1%	0.3%	1.8%	2.5%	1.8%	49.6%	0.8%
Registrar/Chief Student Registration or Records Officer	1.1%	4.7%	3.9%	58.0%	0.6%	0.6%	2.4%	1.0%	27.6%	0.1%

Note: Totals may not add to 100 percent due to rounding.

- The share of Asian women was highest among chief accounting officers and controllers (2.5 percent). The share of Asian men was highest among chief information officers (2.8 percent).

- Black or African American women represented 9.7 percent of all chief human resource officers and 8.2 percent of all chief student affairs and student life officers, but only 0.6 percent each of all chief athletics administrators, chief facilities officers, and chief information officers. Nearly 12 percent of police chiefs and chief campus security administrators and 10.8 percent of chief student affairs and student life officers were Black or African American men; the shares of Black or African American men among other senior administrative positions were much lower.

- Hispanic or Latina women represented 4.3 percent of all human resource officers and 3.9 percent of all registrars and chief student registration or records officers; these were the highest proportions across all positions. Nearly 5 percent of all police chiefs and chief campus security administrators were Hispanic or Latino men; this was the highest share across all positions.

- Over half of all chief human resource officers (58.2 percent), registrars or chief student registration or records officers (58.0 percent), chief student financial aid officers (56.2 percent), and chief accounting officer or controllers (56.1 percent) identified as White women.

- The great majority of chief facilities officers (82.5 percent), chief athletics officers (72.6 percent), police chiefs or chief campus security administrators (71.9 percent), and chief information officers (70.3 percent) identified as White men.

Mid-Level Professionals

CUPA-HR conducts an annual survey of professionals in higher education. The data presented in this section come from CUPA-HR's 2018–19 *Professionals in Higher Education Annual Report*. The report reflects responses of over 240,000 professionals in more than 380 mid-level professional positions at more than 1,100 institutions. CUPA-HR defines professional positions as institutional affairs, student affairs, fiscal affairs, external affairs, facilities, information technology, research professionals, athletic affairs, and safety professionals, among others (Bichsel, Pritchard, and McChesney 2019).

White professionals also represented the majority of individuals in mid-level positions on college and university campuses in 2018–19. The representation of people of color ranged from 13.7 percent of all external affairs positions to 31.2 percent of research professionals, among whom 19.6 percent identified as Asian, 4.6 percent as Hispanic or Latino, 4.1 percent as Black or African American, and 2.9 percent as another racial and ethnic group.

Table 6.10: Mid-Level Professionals, by Race and Ethnicity: 2018–19

	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Academic Affairs	3.5%	9.9%	6.1%	78.0%	2.5%
Athletic Affairs	1.1%	10.1%	2.7%	84.2%	1.9%
External Affairs	2.5%	5.0%	4.1%	86.3%	2.1%
Facilities	2.6%	5.7%	5.0%	84.4%	2.2%
Fiscal Affairs	5.5%	11.3%	6.5%	74.3%	2.4%
Health Science and Environmental Sustainability	11.6%	4.9%	3.8%	77.8%	1.9%
Information Technology	9.5%	6.0%	4.8%	77.4%	2.5%
Institutional Affairs	4.4%	13.0%	6.9%	73.2%	2.5%
Other	4.8%	10.2%	5.4%	77.0%	2.6%
Research	19.6%	4.1%	4.6%	68.7%	2.9%
Safety and Supervisors	1.8%	14.2%	6.7%	74.5%	2.7%
Student Affairs	3.2%	13.1%	7.8%	73.0%	2.9%

Source: Bichsel, Jacqueline, Adam Pritchard, and Jasper McChesney. 2019. *Professionals in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for the 2018–19 Academic Year.* Knoxville, TN: CUPA-HR.
Note: Totals may not add to 100 percent due to rounding.

- Asians represented 19.6 percent of research positions and 11.6 percent of health science and environmental sustainability positions, but only 1.1 percent of those in athletic affairs.
- Black or African American mid-level professionals were more than three times more represented in safety and supervisor positions (14.2 percent) than in research positions (4.1 percent).
- Hispanics or Latinos were nearly three times as likely to be in student affairs (7.8 percent) than in athletic affairs (2.7 percent) positions.
- More than eight in 10 professionals in external affairs (86.3 percent), facilities (84.4 percent), and athletic affairs (84.2 percent) identified as White.

The share of women of color in mid-level professional roles ranged from 4.3 percent of athletic affairs professionals to 21.5 percent of all institutional affairs professionals. Among men of color in mid-level professional roles, the range was 4.1 percent of all health science and environmental sustainability professionals to 15.1 percent of information technology and 15.3 percent of all safety and supervisor professionals. The largest percentage point gap between men of color and women of color was among institutional affairs professionals (16.2 percentage points), with women of color much more likely to be in these positions than men of color.

Table 6.11: Mid-Level Professionals, by Gender and Race and Ethnicity: 2018–19

	Women					Men				
	Asian	Black or African American	Hispanic or Latina	White	Other Race or Ethnicity	Asian	Black or African American	Hispanic or Latino	White	Other Race or Ethnicity
Academic Affairs	2.5%	7.1%	4.3%	55.5%	1.7%	1.0%	2.8%	1.8%	22.5%	0.7%
Athletic Affairs	0.4%	2.4%	0.8%	24.8%	0.7%	0.7%	7.6%	1.9%	59.3%	1.2%
External Affairs	1.7%	3.2%	2.7%	57.2%	1.3%	0.8%	1.8%	1.4%	29.1%	0.7%
Facilities	1.1%	2.6%	1.8%	29.5%	0.9%	1.5%	3.1%	3.2%	54.9%	1.3%
Fiscal Affairs	4.3%	9.1%	4.9%	55.0%	1.8%	1.2%	2.3%	1.6%	19.3%	0.6%
Health Science and Environmental Sustainability	9.1%	4.4%	3.1%	66.6%	1.5%	2.6%	0.5%	0.7%	11.2%	0.4%
Information Technology	3.6%	2.1%	1.2%	20.5%	0.6%	5.8%	3.8%	3.6%	56.9%	1.9%
Institutional Affairs	3.5%	10.7%	5.4%	55.4%	1.8%	0.9%	2.3%	1.5%	17.9%	0.6%
Other	3.4%	8.3%	4.5%	61.1%	2.0%	1.4%	1.9%	0.9%	15.9%	0.6%
Research	11.7%	2.8%	3.0%	39.8%	1.8%	8.0%	1.3%	1.6%	28.9%	1.1%
Safety and Supervisors	1.0%	5.7%	2.5%	33.1%	1.0%	0.9%	8.5%	4.2%	41.4%	1.8%
Student Affairs	2.1%	8.7%	5.3%	50.6%	2.0%	1.0%	4.3%	2.5%	22.4%	0.9%

Source: Bichsel, Jacqueline, Adam Pritchard, and Jasper McChesney. 2019. *Professionals in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for the 2018–19 Academic Year.* Knoxville, TN: CUPA-HR.
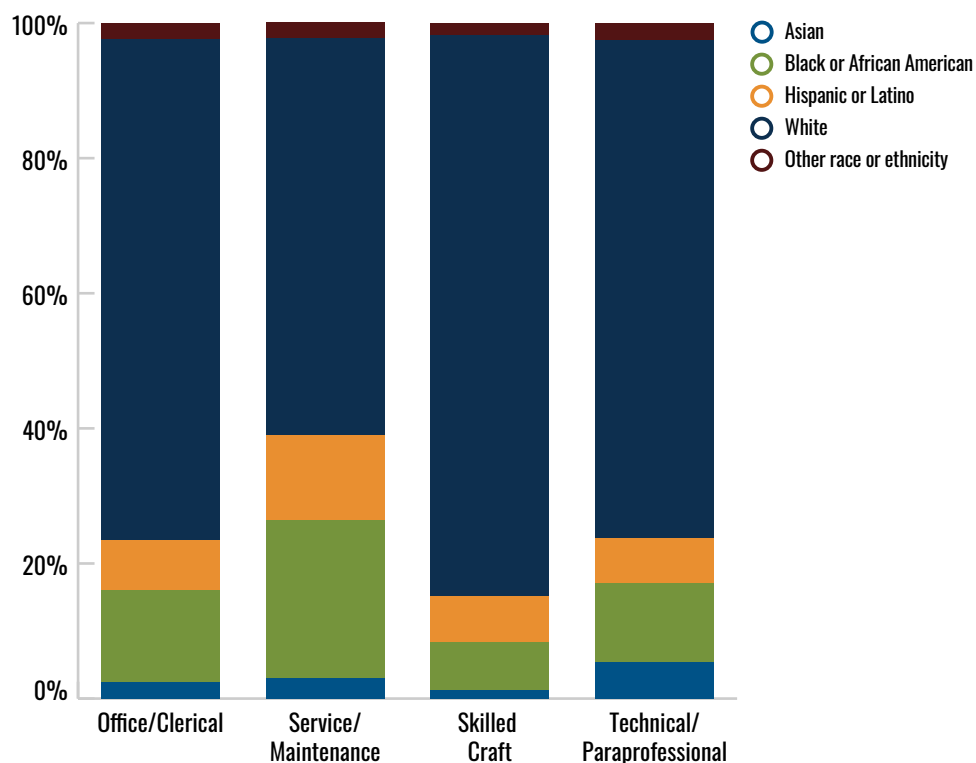Note: Totals may not add to 100 percent due to rounding.

- Nearly 12 percent of all professionals in research positions were Asian women, the highest share across all mid-level professions. These positions also had the highest share of Asian men, at 8.0 percent.
- Black or African American women held 10.7 percent of all positions in institutional affairs, but only 2.1 percent of all information technology positions. Black or African American men constituted 8.5 percent of all safety and supervisor positions, the highest proportion across all mid-level professional positions.
- The highest share of individuals who identified as Hispanic or Latina women was in institutional affairs (5.4 percent), followed by student affairs (5.3 percent). Hispanic or Latino men represented less than 5 percent of all mid-level professionals.

Clerical, Technical, and Service Staff

CUPA-HR conducts an annual survey of staff in higher education. The data presented in this section come from CUPA-HR's 2018–19 *Staff in Higher Education Annual Report*. The report reflects responses of over 205,000 professionals in roughly 150 staff positions at more than 850 institutions. Staff positions in the CUPA-HR survey 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 (Pritchard, McChesney, and Bichsel 2019).

Although Whites represented the majority of staff at colleges and universities in 2018–19, these positions were much more diverse than administrator or professional positions. People of color represented 17.1 percent of all skilled craft staff (e.g., electricians and carpenters), 25.8 percent of office and clerical staff (e.g., administrative assistants and records clerks), 26.4 percent of technical and paraprofessional staff (e.g., paralegals and IT systems specialists), and 41.3 percent of service and maintenance staff (e.g., construction and facilities).

Figure 6.17: Clerical, Technical, and Service Staff, by Race and Ethnicity: 2018–19

Source: Pritchard, Adam, Jasper McChesney, and Jacqueline Bichsel. 2019. *Staff in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for the 2018–19 Academic Year.* Knoxville, TN: CUPA-HR.
Note: Totals may not add to 100 percent due to rounding.

- Over half of all service and maintenance staff identified as White (58.8 percent), followed by Black or African American (23.4 percent) and Hispanic or Latino (12.6 percent). In contrast, 3.0 percent identified as Asian and 2.3 percent identified as some other race or ethnicity.
- The share of technical and paraprofessional staff who identified as Black or African American was twice the share who identified as Asian (11.6 percent and 5.4 percent, respectively).
- Skilled craft had the largest share of all staff who identified as White (82.9 percent).

The share of staff who identified as women of color ranged from 0.8 percent among skilled craft staff to 22.1 percent of office and clerical staff. The share of staff who identified as men of color ranged from 3.7 percent of office and clerical staff to 22.8 percent of service and maintenance staff.

Table 6.12: Clerical, Technical, and Service Staff, by Gender and Race and Ethnicity: 2018–19

		Office/Clerical	Service/Maintenance	Skilled Craft	Technical/Paraprofessional
Women	Asian	2.1%	1.5%	0.1%	3.3%
	Black or African American	11.8%	10.0%	0.5%	7.7%
	Hispanic or Latina	6.2%	5.9%	0.1%	4.1%
	White	66.3%	20.0%	2.7%	44.2%
	Other Race or Ethnicity	2.0%	0.9%	0.1%	1.7%
Men	Asian	0.4%	1.5%	1.1%	2.1%
	Black or African American	1.7%	13.1%	6.6%	3.7%
	Hispanic or Latino	1.1%	6.8%	6.7%	2.7%
	White	7.9%	39.0%	80.2%	29.5%
	Other Race or Ethnicity	0.4%	1.4%	1.8%	0.9%

Source: Pritchard, Adam, Jasper McChesney, and Jacqueline Bichsel. 2019. *Staff in Higher Education Annual Report: Key Findings, Trends, and Comprehensive Tables for the 2018–19 Academic Year.* Knoxville, TN: CUPA-HR.
Note: Totals may not add to 100 percent due to rounding.

- The share of individuals who identified as Black or African American women was highest among office and clerical staff (11.8 percent). The share who identified as Black or African American men was highest among service and maintenance staff (13.1 percent).
- The share who identified as Hispanic or Latina women ranged from 0.1 percent of all skilled craft staff to 6.2 percent of all office and clerical staff. The share who identified as Hispanic or Latino men ranged from 1.1 percent of office and clerical staff to 6.8 percent of all service and maintenance staff.
- The share who identified as Asian women ranged from 0.1 percent of all skilled craft staff to 3.3 percent of all technical and paraprofessional staff. The share who identified as Asian men ranged from 0.4 percent of office and clerical staff to 2.1 percent of all technical and paraprofessional staff.
- The share who identified as White women was highest among office and clerical staff (66.3 percent). The share who identified as White men was highest among skilled craft staff (80.2 percent).

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