



RACE AND ETHNICITY IN HIGHER EDUCATION

2020 Supplement
Executive Summary



Race and Ethnicity in Higher Education: 2020 Supplement

By Morgan Taylor, Jonathan M. Turk, Hollie M. Chessman, and Lorelle L. Espinosa

This is the executive summary 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.

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RACE AND ETHNICITY IN HIGHER EDUCATION

Welcome! Race and Ethnicity in Higher Education provides a data-informed foundation for those working to close persistent equity gaps by providing a glimpse into the educational pathways of today's college students and the educators who serve them.

[EXPLORE THE FINDINGS](#) [DOWNLOAD THE REPORT](#)

Featured Findings:

- 40.1%** of Associate Degrees were Earned by Students of Color
- 31.5%** of Bachelor's Degrees were Earned by Students of Color

Explore the Findings

This project examines data that provide a foundation from which the higher education community and its many stakeholders can draw insights, raise new questions, and make the case for why race and ethnicity still matter in American higher education. See the 2019 report *Race and Ethnicity in Higher Education: A Status Report* and the new 2020 Supplement. [Download Reports >](#)

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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.

EXECUTIVE SUMMARY

Higher education in the United States is more diverse now than at any time in its history. Over the last 20 years alone, the share of undergraduate students who identify as a race other than White has increased from approximately 30 percent to about 45 percent (Espinosa et al. 2019). Despite the growth in access to higher education, the opportunities and experiences of students, faculty, and staff in higher education continue to vary along racial and ethnic lines. Understanding these variations is vital to ensuring that higher education fulfills its role in promoting social and economic mobility.

In 2019, the American Council on Education (ACE), with the generous support of The Andrew W. Mellon Foundation and in partnership with Research Triangle Institute International, launched the Race and Ethnicity in Higher Education project. The project aims to provide a data-informed foundation from which the higher education community and its many stakeholders can examine racial disparities in educational opportunities and outcomes, draw insights, raise new questions, and make the case for why we must talk about racial equity gaps present in American higher education. The 2019 report, *Race and Ethnicity in Higher Education: A Status Report*, examined over 200 indicators, looking at who gains access to a host of educational environments and experiences, and how students' trajectories differ by race and ethnicity.

The data presented in this supplement delve deeper into specific topic areas based on feedback from key stakeholders about the areas that deserve more attention. Such analysis includes new indicators on the different experiences of students prior to arriving on college campuses, graduate and professional education, student loan debt and repayment, and postsecondary faculty and staff. It also seeks to address the dearth of data available for Native populations by highlighting the role that Tribal Colleges and Universities play in serving Native students and communities.

These data could not be timelier, given our country's renewed reckoning with its racist past and with a growing acknowledgment of the systemic racism and other forms of discrimination that persist today. The data in this supplement, like the 2019 report, shine a light on the stark differences in outcomes between White students and students of color,¹ particularly Black or African American² students. The extent of the inequalities documented here indicates that higher education has a critical role to play in diminishing inequities and providing meaningful opportunities for students from all backgrounds.

Weaving together the data presented in this report, we offer four key findings.



1 The term students of color includes American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander students, as well as students of more than one race.

2 The terms Black or African American and Black are used interchangeably.



Our K–12 and postsecondary educational institutions disproportionately fail Black or African American students. Inequities in K–12 education restrict postsecondary opportunities for many Black students and often create an uneven playing field for those who do matriculate.

Enrollment in high schools with lower financial resources and limited access to a rigorous K–12 education impede the progress of many Black students, generating unequal outcomes across racial lines. By the end of high school, Black students were less prepared than White students for college-level work. Once in postsecondary education, Black students in career and technical education were less likely to complete their credentials in potentially higher-paying fields. Finally, the representation of Black students enrolled in graduate education remained well below their total share among undergraduate students.

All of the educational indicators presented in this report—from high school to graduate school—reflect pervasive systemic barriers the Black community faces in our country, indicating that race remains a prevailing factor in many educational outcomes.

- Among the fall 2009 high school cohort, roughly one in three students overall took a college-level Advanced Placement (AP) course while in high school, compared with about one in five Black students. Similarly, about one-third of all students took a college course for credit in high school, compared with a little over one-quarter of Black students. This is critical, as both AP courses and dual enrollment can provide students with an opportunity to earn college credit while in high school.
- In 2015, 64.2 percent of all Black 12th graders were in the lowest achievement level for math and 47.6 percent were in the lowest achievement level for reading. This pattern remained even when considering income and parental education levels.

Table 1: Math and Reading Achievement Levels of 12th Graders, by Race and Ethnicity: 2015

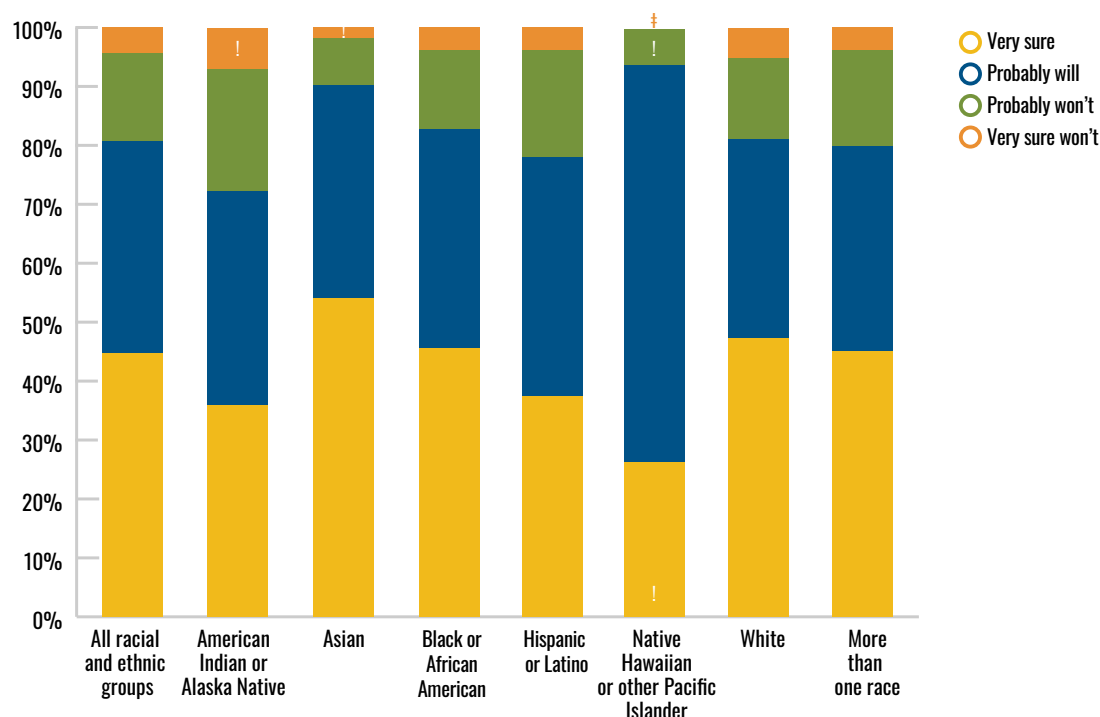
	Math				Reading			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All racial and ethnic groups	38.0%	37.4%	21.8%	2.7%	28.0%	34.5%	31.2%	6.3%
American Indian or Alaska Native	54.2%	35.8%	9.8%	#	35.3%	36.4%	25.2%	3.0%
Asian	20.8%	32.2%	37.5%	9.5%	19.8%	31.5%	38.7%	10.0%
Black or African American	64.2%	28.7%	6.8%	#	47.6%	35.6%	15.5%	1.4%
Hispanic or Latino	52.8%	35.3%	11.2%	0.6%	37.1%	37.8%	22.7%	2.4%
Native Hawaiian or other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
White	27.2%	41.1%	28.2%	3.5%	20.6%	33.4%	37.5%	8.5%
More than one race	33.2%	36.1%	26.8%	3.8%	21.4%	33.3%	36.1%	9.2%

Sources: U.S. Department of Education, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment | U.S. Department of Education, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment

Notes: Some apparent differences between estimates may not be statistically significant. | # Rounds to zero. | ‡ Estimate suppressed. Reporting standards not met.

- Over half (53 percent) of all Black students who took the SAT in 2019 met none of the college and career readiness benchmarks, compared with 30 percent of all test takers. Only 6 percent of all Black students who took the ACT in 2019 met all four college and career readiness benchmarks, compared with 26 percent of all test takers.
- Despite facing these barriers, nearly half of all Black high school students reported they were very sure they would pursue a bachelor's degree (45.5 percent). Among those in the lowest income quintile, Black students were among the most likely to report they were very sure they would pursue a bachelor's degree (35.7 percent).

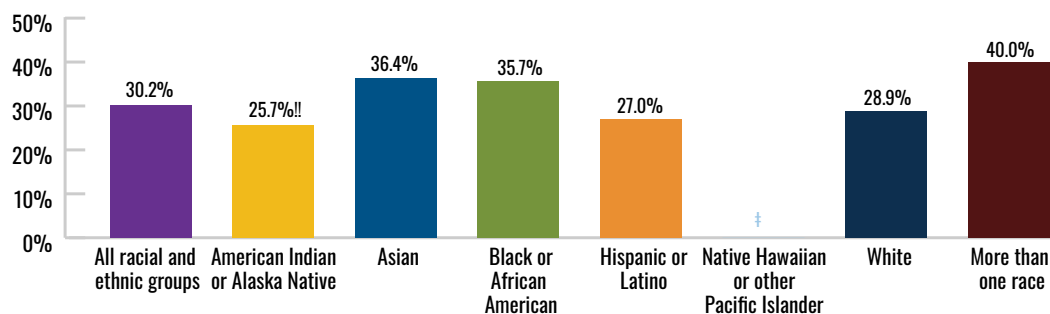
Figure 1: Percentage of the Fall 2009 High School Cohort by Level of Certainty They Will Pursue a Bachelor's Degree, by Race and Ethnicity



Source: U.S. Department of Education, High School Longitudinal Study of 2009

Notes: Depicts level of certainty students in the fall 2009 high school cohort indicated they would pursue a bachelor's degree when asked during 2011–12. | † Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

Figure 2: Lowest Income Quintile Students Who Were Very Sure They Would Pursue a Bachelor's Degree, by Race and Ethnicity



Source: U.S. Department of Education, High School Longitudinal Study of 2009

Notes: Depicts level of certainty students in the fall 2009 high school cohort indicated they would pursue a bachelor's degree when asked during 2011–12. | Income reflects the High School Longitudinal Study of 2009 composite variable for socioeconomic status, which is calculated using parental education, parental occupation, and family income. | † Estimate suppressed. Reporting standards not met. | !! Interpret with caution. Ratio of standard error is > 50%.

- In 2016, 21.1 percent of all adults had a work certification³ or license.⁴ Black adults were the second most likely group to report having a work certification or license (20.0 percent), behind White adults (23.8 percent). However, Black adults (17.7 percent) were less likely than adults of more than one race (27.4 percent), Asian adults (24.2 percent), and White adults (23.8 percent), to have completed a work experience program, such as internships and apprenticeships.
- Black students represented just 10.4 percent of master's degree recipients and 7.0 percent of all doctoral and professional degree recipients between 2015 and 2017. Black students also represented just a small proportion of all students enrolled in dental (5.3 percent), medical (7.3 percent), and law (8.1 percent) school.

Black or African American, Native,⁵ and Hispanic or Latino students were much more likely than their Asian and White peers to enroll in and complete degrees at for-profit institutions. This is particularly problematic, as students who enrolled in these institutions tended to have higher borrowing rates and faced larger debt burdens than students enrolled in other sectors.

Students of all races and ethnicities borrowed more at for-profit institutions when compared with other institution types. Even then, Black students borrowed considerably more. This is an urgent finding given the lack of wealth in the Black community, making a heavy loan burden an almost certain impediment to much-needed intergenerational mobility.

- Among associate degree completers in 2015–16, 20.4 percent of Black or African American, 15.9 percent of Native Hawaiian or other Pacific Islander, 14.0 percent of American Indian or Alaska Native, and 10.9 percent of Hispanic or Latino students completed their degrees at a for-profit institution, compared with 9.3 percent of White students and 8.2 percent of Asian students.
- Of those that went to graduate school between 2015 and 2017, 28.4 percent of Native Hawaiian or other Pacific Islander and 23.2 percent of Black students completed their master's degrees at a for-profit institution, compared with 8.9 percent of master's degree recipients overall. Among doctoral and professional degree recipients, 14.4 percent of Black and Native Hawaiian or other Pacific Islander students each completed their degrees at for-profit institutions, compared with just 4.5 percent of all graduates.



3 Work certifications include any occupational credential awarded by a certification body based on an individual demonstrating through an examination process the acquisition of specialized knowledge, skills, and abilities to perform a specific job (e.g., project management certificate, Cisco certified network associate).

4 A license is an occupational credential awarded by a government agency that constitutes legal authority to do a specific job (e.g., medical license, electrician's license).

5 Native students include those who are American Indian or Alaska Native and Native Hawaiian or other Pacific Islander.

- Overall, 86.1 percent of bachelor's degree recipients at for-profit institutions borrowed an average of \$40,583 to complete their degrees, compared with 68.7 percent of students at private nonprofit four-year institutions who borrowed an average of \$31,435 and 66.6 percent students at public four-year institutions who borrowed an average of \$27,079. More than nine in 10 Black and Native Hawaiian or other Pacific Islander students at for-profit institutions borrowed to complete their degrees. Across all degree levels, Black students were much more likely to borrow and borrowed more, on average, than any other group.

Table 2: Total Borrowing upon Completion of a Bachelor's Degree, by Sector and Race and Ethnicity: 2015–16

		% Who Borrowed	Average Amount Borrowed per Borrower
Public Four-Year	All racial and ethnic groups	66.6%	\$27,079
	American Indian or Alaska Native	79.4%	\$24,367
	Asian	56.5%	\$20,658
	Black or African American	83.7%	\$30,613
	Hispanic or Latino	63.4%	\$22,322
	Native Hawaiian or other Pacific Islander	84.8%	‡
	White	68.6%	\$28,079
	More than one race	74.6%	\$28,680
Private Nonprofit Four-Year	All racial and ethnic groups	68.7%	\$31,435
	American Indian or Alaska Native	72.9%	‡
	Asian	57.0%	\$29,145
	Black or African American	88.6%	\$36,093
	Hispanic or Latino	74.5%	\$25,612
	Native Hawaiian or other Pacific Islander	‡	‡
	White	70.6%	\$31,925
	More than one race	67.0%	\$29,995
For-Profit	All racial and ethnic groups	86.1%	\$40,583
	American Indian or Alaska Native	87.2%	\$40,010
	Asian	88.9%	\$43,186
	Black or African American	90.9%	\$42,046
	Hispanic or Latino	84.6%	\$37,962
	Native Hawaiian or other Pacific Islander	95.9%	\$27,039!
	White	85.1%	\$41,134
	More than one race	89.5%	\$38,560

Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

- One-third of students who completed their bachelor's degrees at for-profit institutions were in an income-driven repayment (IDR) plan, a much higher share than students who graduated from private nonprofit four-year (22.4 percent) and public four-year (18.0 percent) institutions.
- The average monthly federal loan payment was higher among bachelor's degree recipients at for-profit institutions than students from any other sector. This was true for all students, but especially true for Black students, whose average monthly payments at for-profit institutions were \$277 per month, compared with \$200 per month among Black students at public four-year institutions and \$230 per month among Black students at private nonprofit four-year institutions.



- One in five students from the fall 2012 cohort who completed an associate degree at a for-profit institution defaulted within six years of first enrolling, compared with just 6.2 percent of students who completed their associate degrees at public two-year institutions. One-quarter of Hispanic or Latino and one-fifth of both Black and White students at for-profit institutions defaulted.

Table 3: Six-Year Default Rates of Associate Degree Recipients, by Sector and Race and Ethnicity

Public Two-Year	All racial and ethnic groups	6.2%
	Black or African American	13.1%!
	Hispanic or Latino	4.4%!!
	White	5.0%!
For-Profit	All racial and ethnic groups	20.1%
	Black or African American	21.1%
	Hispanic or Latino	25.8%!
	White	19.5%

Sources: U.S. Department of Education, Beginning Postsecondary Students, BPS:12/17

Notes: Data for the 2012 cohort reflect students who first entered college in 2011-12 and whose highest degree earned by 2017 was an associate degree. Data reflect all federal student loans taken within the six-year time frame. As a result, loan outcomes may reflect loans taken for additional enrollment beyond the highest degree attained by 2017. | Sector reflects the sector of the last institution attended, which is likely, but not necessarily, where the associate degree was earned. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%. | Estimates for groups not separately shown were suppressed due to small sample size.

- Students from the 2012 fall cohort who completed a bachelor's or associate degree at a for-profit institution were much more likely than students in any other sector to have a forbearance or delinquency within six years of enrolling. For instance, nearly three-quarters of Black students (74.0 percent) who completed a bachelor's degree at for-profit institutions had a forbearance within six years, as did 58.7 percent of Hispanic or Latino students and 49.4 percent of White students. This was much higher than the share of students at public and private nonprofit four-year institutions. A similar pattern emerged for delinquencies.

The majority of undergraduate students took out loans to help pay for college. However, borrowing patterns, amount borrowed, and experiences with loan repayment differ significantly by race and ethnicity. In particular, Native and Black or African American students were more likely to borrow and more likely to face difficulty repaying their loans than other groups, potentially hindering intergenerational upward mobility even for those who complete a college credential.

In 2015–16, nearly seven in 10 bachelor’s degree recipients (68.9 percent) borrowed to complete their degrees, as did 48.0 percent of associate degree recipients. Across all degree types and sectors, Black students were more likely to borrow and borrowed more on average than nearly every other group, while Asian and Hispanic or Latino students were the least likely to borrow.

Table 4: Total Borrowing: Associate Degree and Bachelor’s Degree Recipients, by Race and Ethnicity: 2015–16

		% Who Borrowed	Average Amount Borrowed per Borrower	Average Amount Borrowed per Student
Associate Degree Recipients	All racial and ethnic groups	48.0%	\$18,501	\$8,889
	American Indian or Alaska Native	67.2%	\$18,225	\$12,254
	Asian	29.6%	\$17,459	\$5,170
	Black or African American	67.2%	\$22,303	\$14,986
	Hispanic or Latino	36.3%	\$15,778	\$5,719
	Native Hawaiian or other Pacific Islander	47.3%	‡	‡
	White	50.9%	\$17,794	\$9,063
	More than one race	51.0%	\$21,795	\$11,113
	International students	7.9%!	‡	‡
Bachelor’s Degree Recipients	All racial and ethnic groups	68.9%	\$29,669	\$20,432
	American Indian or Alaska Native	76.2%	\$26,380	\$20,103
	Asian	58.7%	\$25,510	\$14,968
	Black or African American	86.4%	\$34,010	\$29,390
	Hispanic or Latino	67.3%	\$25,524	\$17,183
	Native Hawaiian or other Pacific Islander	89.6%	\$26,515	\$23,756
	White	70.3%	\$30,119	\$21,184
	More than one race	73.7%	\$29,906	\$22,053
	International students	‡	‡	‡

Source: U.S. Department of Education, National Postsecondary Student Aid Study, 2016

Notes: ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

- More than eight in 10 Native Hawaiian or other Pacific Islander (89.6 percent) and Black (86.4 percent) bachelor’s degree recipients borrowed. In contrast, 67.3 percent of Hispanic or Latino and 58.7 percent of Asian graduates borrowed, the lowest shares across all groups. A similar pattern emerged among associate degree recipients, with 67.2 percent of Black graduates borrowing, compared with 36.3 percent of Hispanic or Latino and 29.6 percent of Asian graduates.
- Black students borrowed more, on average, than any other group across all degree levels. Among bachelor’s degree recipients, Black students borrowed roughly \$4,300 more than all bachelor’s degree recipients (\$34,010 and \$29,669, respectively). Among associate degree recipients, Black students borrowed, on average, \$22,303, compared with an average of \$18,501 among all associate degree recipients, a difference of roughly \$3,800.

- Across nearly every racial and ethnic group, bachelor's degree recipients were more likely than associate degree recipients to be enrolled in an income-driven repayment (IDR) plan. Black students were more likely than any other group to participate in an IDR plan; one-third of all Black bachelor's degree recipients and 26.6 percent of all Black associate degree recipients were enrolled in an IDR plan.
- Among the cohort of students who first enrolled in postsecondary education in 2011–12, well over half of all American Indian or Alaska Native (70.7 percent), Black (63.7 percent), and Hispanic or Latino (59.6 percent) students who completed a college credential had a forbearance by 2017. The picture is more extreme for those who did not complete a college credential. By 2017, 94.1 percent of American Indian or Alaska Native, 96.3 percent of Black, and 94.0 percent of Hispanic or Latino students who did not complete a college credential had a forbearance. A similar pattern emerged among students facing delinquency on a loan.

Table 5: Six-Year Forbearance and Delinquency Rates Among College Completers and Non-completers, by Race and Ethnicity

	Completed Any Credential		Did Not Complete College Credential	
	% Ever Had Forbearance	% Ever Had Delinquency	% Ever Had Forbearance	% Ever Had Delinquency
All racial and ethnic groups	49.1%	41.6%	91.1%	72.6%
American Indian or Alaska Native	70.7%	60.9%	94.1%	86.4%
Asian	29.3%	21.4%	73.5%	47.2%
Black or African American	63.7%	61.9%	96.3%	75.4%
Hispanic or Latino	59.6%	51.7%	94.0%	80.3%
Native Hawaiian or other Pacific Islander	38.2% [†]	27.5% [†]	‡	‡
White	44.0%	35.3%	88.0%	69.7%
More than one race	49.0%	42.4%	91.7%	71.0%

Source: U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS:12/17

Notes: Data reflect students who first entered college in 2011–12 and whether or not they completed a credential by 2017. Data reflect all federal student loans taken within the six-year time frame. | ‡ Estimate suppressed. Reporting standards not met. | † Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

- Among the cohort who first enrolled in postsecondary education in 2003–04, associate degree recipients were almost three times more likely than bachelor's degree recipients to default on a loan within 12 years of enrolling (21.9 percent and 7.9 percent, respectively). Nearly one-third of all Black (33.2 percent) and Asian (32.1 percent) associate degree recipients defaulted. Among bachelor's degree recipients, Black students (22.6 percent) were nearly twice as likely as any other group to have defaulted on a loan. Default was much higher among those who did not complete a credential. Black students (63.5 percent) and students of more than one race (55.2 percent) were much more likely than Hispanic or Latino (45.4 percent), White (37.3 percent), and Asian (28.5 percent) non-completers to have defaulted on a loan.
- Across nearly all racial and ethnic groups, the majority of associate and bachelor's degree recipients who started college in 2003–04 had paid back less than half of their loans 12 years after first enrolling. Asian students were the only group who had paid back more than half of what they first borrowed. The most disturbing picture of repayment emerges for Black students, the only group who, across each degree level, owed more than what they originally borrowed, with bachelor's degree recipients owing 105.5 percent and associate degree recipients owing 117.3 percent of their total undergraduate debt.

Table 6: Ratio of Amount Still Owed to Amount Borrowed 12 Years After First Beginning Postsecondary Education, by Award Level and Race and Ethnicity

Bachelor's Degree Recipients	All racial and ethnic groups	60.3%
	American Indian or Alaska Native	‡
	Asian	45.6%
	Black or African American	105.5%
	Hispanic or Latino	69.7%
	Native Hawaiian or other Pacific Islander	‡
	White	53.5%
	More than one race	71.2%
Associate Degree Recipients	All racial and ethnic groups	78.5%
	American Indian or Alaska Native	‡
	Asian	40.1%!
	Black or African American	117.3%
	Hispanic or Latino	91.4%
	Native Hawaiian or other Pacific Islander	‡
	White	68.8%
	More than one race	80.1%

Source: U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS:04/09, and 2015 Federal Student Aid Supplement

Notes: Data for the 2004 cohort reflect students who first entered college in 2003–04 and their highest credential earned by 2009. Data reflect all federal student loans taken through 2015, a 12-year time frame. As a result, loan outcomes may reflect loans taken for additional enrollment beyond the highest degree attained by 2009. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

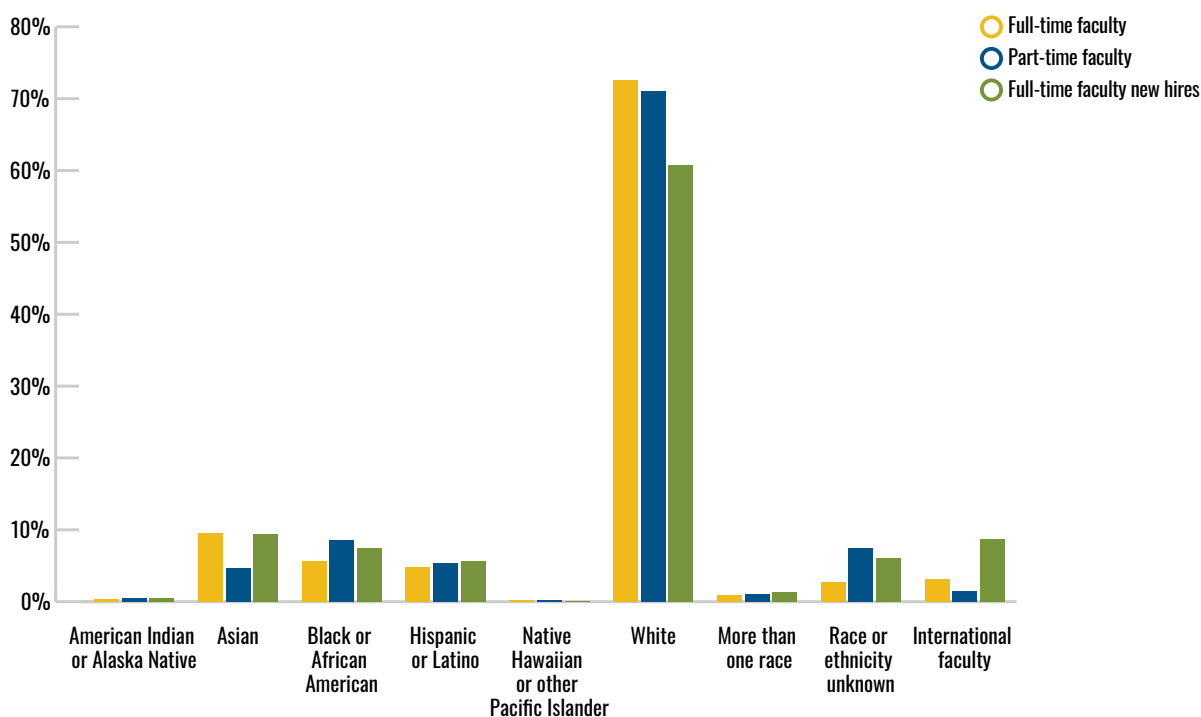


Across all positions and seniority levels, faculty, staff, and administrators remain less diverse than the student body. What's more, the most diverse positions tend to be those outside of the classroom and leadership, meaning students of color are more likely to see people from similar backgrounds in clerical, technical, and service staff positions.

Our 2019 report found that students of color make up a larger share of postsecondary education than ever before. Between 1996 and 2016, the non-White share of undergraduates grew from 29.6 percent to 45.2 percent, while the non-White share of graduate students grew from 20.8 percent to 32.0 percent. However, the racial and ethnic backgrounds of college faculty, staff, and administrators remain much less diverse than that of the student body.

- In fall 2017, people of color held roughly one-fifth of all full-time (21.5 percent) and part-time (20.2 percent) faculty positions. On an encouraging note, the racial and ethnic diversity of full-time faculty new hires was greater than that of the current faculty body. In 2017, 24.5 percent of all full-time faculty new hires were people of color.

Figure 3: Full-Time and Part-Time Faculty, by Race and Ethnicity: Fall 2017

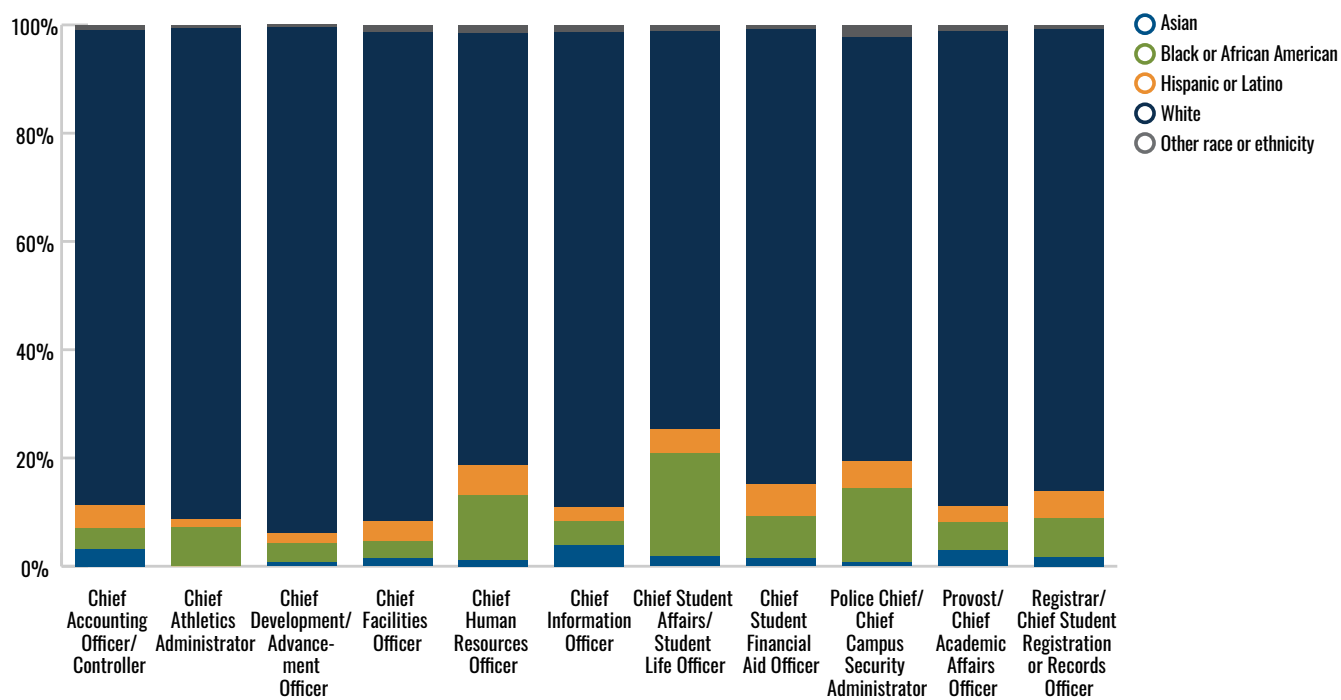


Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2017

Notes: Full-time faculty data reflect full-time instructional staff with faculty status at all Title IV eligible, degree-granting institutions. | Part-time faculty reflect part-time instructional staff at all Title IV eligible, degree-granting institutions. | Full-time faculty new hires data reflect new hires with faculty status at all Title IV eligible, degree-granting institutions.

- Among full-time faculty, American Indian or Alaska Native, Black, Hispanic or Latino, and Native Hawaiian or other Pacific Islander faculty, as well as individuals of more than one race, were less likely than Asian or White faculty to hold full professorships.
- In 2018–19, only 15.2 percent of all academic department heads identified as a race or ethnicity other than White. Almost half (49.1 percent) of all academic department heads in area, ethnic, cultural, gender, and group studies identified as people of color; in nine disciplines, less than 10 percent of all academic department heads identified as people of color.
- The most diverse position among senior administrators in 2018–19 was chief student affairs and student life officers, among whom 26.4 percent identified as non-White. The least diverse positions were chief athletics administrators, chief development and advancement officers, and chief facilities officers, of whom more than nine in 10 identified as White.

Figure 4: Senior Administrators, by Race and Ethnicity: 2018–19



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.

- The most diverse positions among mid-level professionals in 2018–19 were research positions, among whom 31.2 percent identified as non-White, followed by student affairs (27.0 percent) and institutional affairs (26.8 percent). The least diverse mid-level professional positions were athletic affairs, external affairs, and facilities, among whom more than eight in 10 identified as White.
- Students of color were much more likely to encounter people from similar backgrounds in clerical, technical, and service staff positions than among faculty, department head, administrative, or mid-level professional positions. In 2018–19, 41.3 percent of all service and maintenance staff, 26.4 percent of all technical and paraprofessional staff, 25.8 percent of all office and clerical staff, and 17.1 percent of all skilled craft staff identified as people of color.



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