

Race and Ethnicity in Higher Education: 2024 Status Report

CHAPTER 8

POSTSECONDARY FACULTY AND STAFF



Race and Ethnicity in Higher Education: 2024 Status Report

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ABOUT THE PROJECT

Race and Ethnicity in Higher Education: 2024 Status Report follows *Race and Ethnicity in Higher Education: A Status Report* (2019) and *Race and Ethnicity in Higher Education: 2020 Supplement*. These reports and the accompanying website provide a data-informed foundation for those who are working to close persistent equity gaps and also offer a glimpse into the educational pathways of today’s college students and the educators who serve them. For more information, including downloadable figures and detailed data tables behind the figures presented in this report, please visit equityinhighered.org.

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INTRODUCTION

On college and university campuses, faculty and staff are less diverse than the student bodies. The racial and ethnic composition of the professoriate is significant to the student experience; greater diversity facilitates supportive pathways through college for undergraduate and graduate students of color and research and career mentorship for students (Harris and Lee 2019). Diversity has also been linked to greater engagement and retention, enhanced classroom discussion, and better preparation to engage in the global workforce (Maruyama et al. 2000; Bitar, Montague, and Ilando 2022). Moreover, diversity helps create an environment of cultural validation in and outside of the classroom (Rendon 1994) and encourages students of color to contribute to their respective communities (Reyes, Carales, and Sansone 2021). In research production, greater diversity and breadth of knowledge contribute to a higher quality of scientific contributions and knowledge production (Freeman and Huang 2015).

The data in this chapter provide a snapshot of the diversity of faculty and staff across race and ethnicity, faculty rank, and institution type as of fall 2021. This chapter also reports the racial and ethnic makeup of the American college presidency, which has become considerably more diverse in recent years. This chapter also highlights the need for senior administrators and other higher education stakeholders to develop better structures for the recruitment, hiring, onboarding, professional development, and advancement of faculty and staff of color while also working on other practices to enhance diversity across institutions.

KEY FINDINGS

- The shares of full-time faculty who were White were highest among full professors (75.7 percent) and lowest among assistant professors (60.5 percent). Seventy-four percent of those with no academic rank were White faculty. This pattern was reversed among Black or African American faculty, who accounted for 4.0 percent of full professors and 7.2 percent of assistant professors, and Hispanic or Latino faculty, who composed 4.0 percent of full professors and 5.5 percent of assistant professors. Higher shares of faculty at lower ranks can either mean that members of the group are less likely to be promoted or that recent hires are more diverse than those hired earlier, as the flow of new doctorates has itself changed in demographic composition (see figure 8.3).
- The shares of full-time faculty who were White ranged from 63.9 percent at for-profit institutions to 74.1 percent at public two-year institutions. For-profit institutions had larger shares of Black or African American (12.0 percent) and Hispanic or Latino (10.4 percent) full-time faculty than other sectors. The racial and ethnic distribution of full-time faculty was similar at public and private nonprofit four-year institutions; however, public institutions had a larger share of Asian faculty and private institutions had a larger proportion of faculty who were White. More specifically, a greater number of White faculty worked at public four-year institutions, but the proportion of White faculty was larger at private nonprofit four-year institutions (see figure 8.5).¹
- Across all Carnegie Classifications, Tribal Colleges and Universities had the smallest shares of full-time faculty from all racial and ethnic groups except for American Indian or Alaska Native faculty. At other institution types, the shares of all full-time faculty who were White ranged from 63.5 percent at special focus institutions to 74.2 percent at associate institutions. The shares of full-time faculty who were Black or African American ranged from 4.0 percent at R1 doctoral institutions to 8.0 percent at associate institutions. The shares of full-time faculty who were Hispanic or Latino ranged from 4.6 percent at master's institutions to 7.9 percent at associate institutions. The shares of Asian full-time faculty ranged from 4.9 percent at associate institutions to 16.3 percent at special focus institutions (see figures 8.7 through 8.12).²
- Larger shares of Asian (47.1 percent) and international (52.0 percent) full-time faculty than those of other groups worked at R1 doctoral institutions. Only 20.3 percent of Native Hawaiian or other Pacific Islander faculty worked at these institutions. The shares at associate institutions ranged from 3.4 percent of international and 7.1 percent of Asian faculty to 22.1 percent of Hispanic or Latino and 28.7 percent of Native Hawaiian or other Pacific Islander faculty (see figures 8.7 through 8.12).
- There was a larger share of Asian full-time faculty at public four-year (69.4 percent), private nonprofit four-year (61.0 percent), and public two-year (70.7 percent) institutions than those of other racial and ethnic groups. Black or African American faculty made up the smallest share of tenured or tenure-track faculty at private nonprofit four-year (51.5 percent) and public two-year (47.6 percent) institutions. However, a larger share of Black or African American (64.4 percent) than of Hispanic or Latino (61 percent), White (63 percent), multiracial (61 percent), and international faculty (63 percent) were either tenured or on the tenure track at public four-year institutions (see tables 8.8, 8.10, and 8.12).
- In 2021, 69.4 percent of all full-time faculty and 56.2 percent of newly hired full-time faculty were White, whereas 6.1 percent of all full-time faculty and 9.3 percent of new full-time faculty were Black or African American. International faculty accounted for 3.3 percent of all full-time faculty and 8.9 percent of new full-time faculty (see figures 8.1 and 8.17).

1 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 methodology.

2 Institutions were categorized into Carnegie Classification based upon the 2018 Basic Carnegie Classification, an update of the framework that was developed by the Carnegie Commission on Higher Education in the early 1970s. It is important to note that classifications are time-specific descriptions of institutional attributes and behavior; thus, an individual institution's classification may change over time. For more information, please refer to the report's methodology.

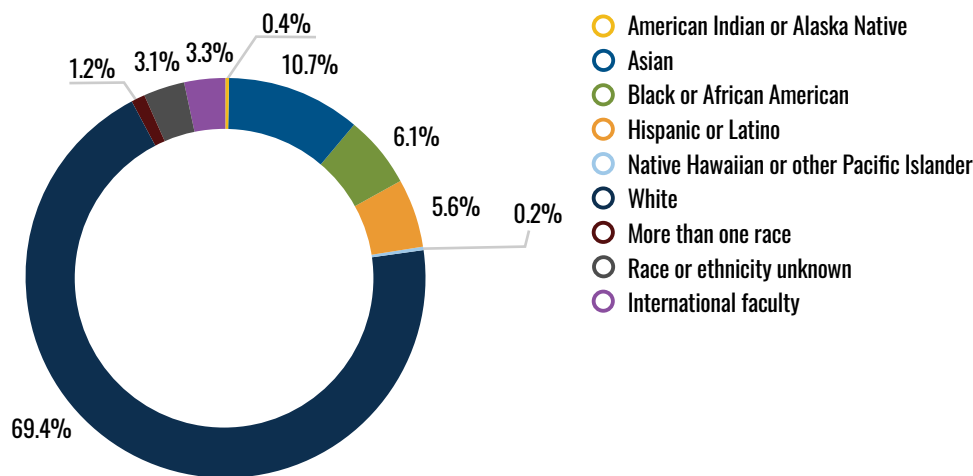
- In 2021, the share of part-time faculty who were White (68.9 percent) was similar to the share of full-time faculty who were White (69.4 percent). In contrast, 9.3 percent of part-time faculty were Black or African American, compared with 6.1 percent of full-time faculty. More Native Hawaiian or other Pacific Islander and American Indian or Alaska Native faculty worked part time than full time. Only 0.9 percent of international faculty worked part time and 3.3 percent worked full time, and 5.3 percent of part-time faculty and 10.7 percent of full-time faculty were Asian (see figures 8.1 and 8.19).
- The shares of full-time staff members in 2021 who were White ranged from 48.4 percent in service occupations to 75.4 percent of librarians, curators, and archivists. The shares who were Black or African American ranged from 6.4 percent in computer, engineering, and science positions to 22.0 percent in service occupations. The shares who were Hispanic or Latino ranged from 6.7 percent of librarians, curators, and archivists to 18.2 percent of those in service occupations (see table 8.4).
- The share of college and university presidents who were White fell from 91.9 percent in 1986 to 83.2 percent in 2016 and 72.7 percent in 2022. The share of presidents who were Black or African American rose from 5.0 percent to 7.9 percent to 13.6 percent over those respective years (see figure 8.22).
- The shares of White presidents ranged from 67.7 percent at bachelor's institutions to 82.3 percent at doctoral institutions. The shares of presidents who were Black or African American ranged from 5.0 percent at special focus and 6.3 percent at doctoral institutions to 21.6 percent at bachelor's institutions (see figure 8.26).

FULL-TIME FACULTY

Faculty rank is a status designation given to full-time faculty by their institution. The share of assistant professors from a demographic group may be higher or lower than the share of full professors because assistant professors were hired more recently and hiring patterns have changed over time, as the flow of new doctorates has changed in demographic composition, or because assistant professors from different groups are not equally likely to be promoted. The Integrated Postsecondary Education Data System (IPEDS) human resources survey allows institutions to report their full-time faculty according to five ranks: professor, associate professor, assistant professor, instructor, and lecturer.³ Overall, institution types have varying concentrations of faculty in different categories, with public two-year institutions having a higher share of faculty in instructor or lecturer positions. Institutions also differ in the extent to which faculty are likely to be employed full time.

In fall 2021, there were 712,180 full-time faculty. Of that number, 69.4 percent were White, 10.7 percent were Asian, 13.4 percent were from all other racial and ethnic groups, and 3.1 percent were of unknown racial and ethnic backgrounds.⁴ International faculty accounted for 3.3 percent.

Figure 8.1: Full-Time Faculty Across Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect full-time instructional staff with faculty status at all Title IV-eligible, degree-granting institutions.

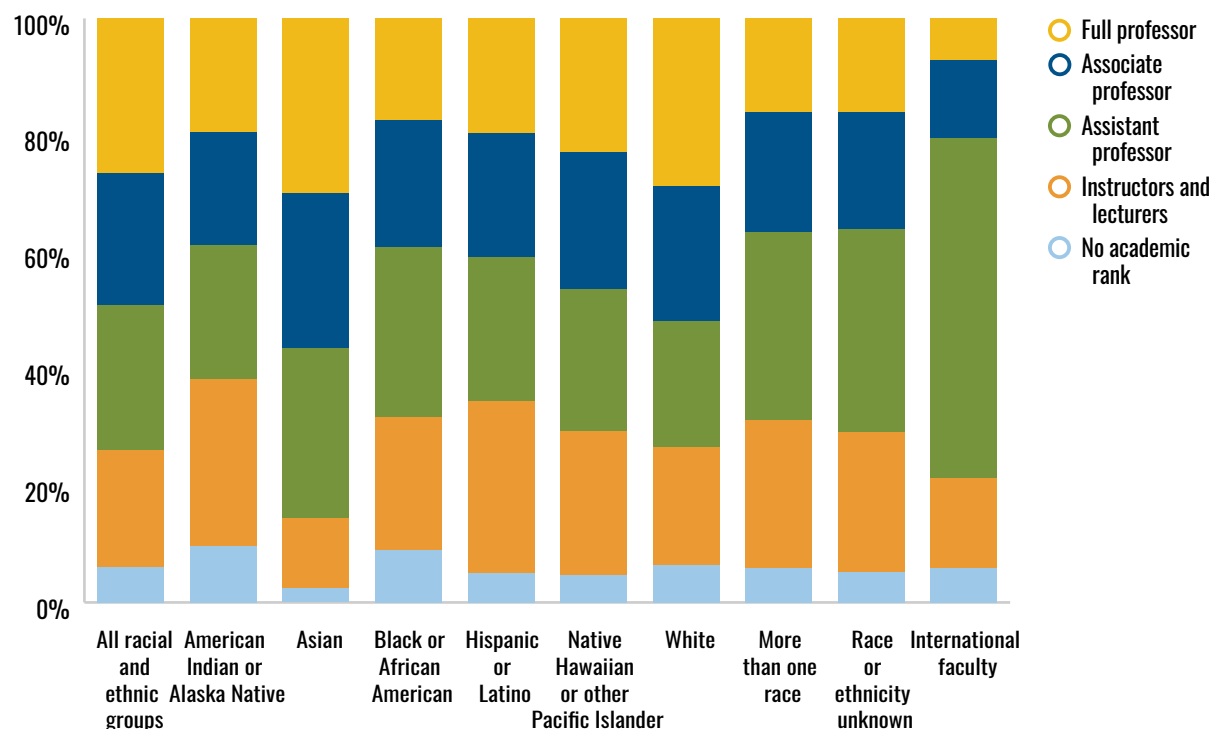
³ Instructors and lecturers were grouped together in the data analysis.

⁴ *Race and ethnicity unknown* is included among the racial and ethnic categories within IPEDS data, which were 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 Faculty Rank

Of all full-time faculty in the fall of 2021, 26.4 percent were full professors, 22.7 percent were associate professors, 24.8 percent were assistant professors, 20.0 percent were either instructors or lecturers, and 6.0 percent held no faculty rank.⁵

Figure 8.2: Full-Time Faculty Across Faculty Ranks, by Race and Ethnicity: Fall 2021



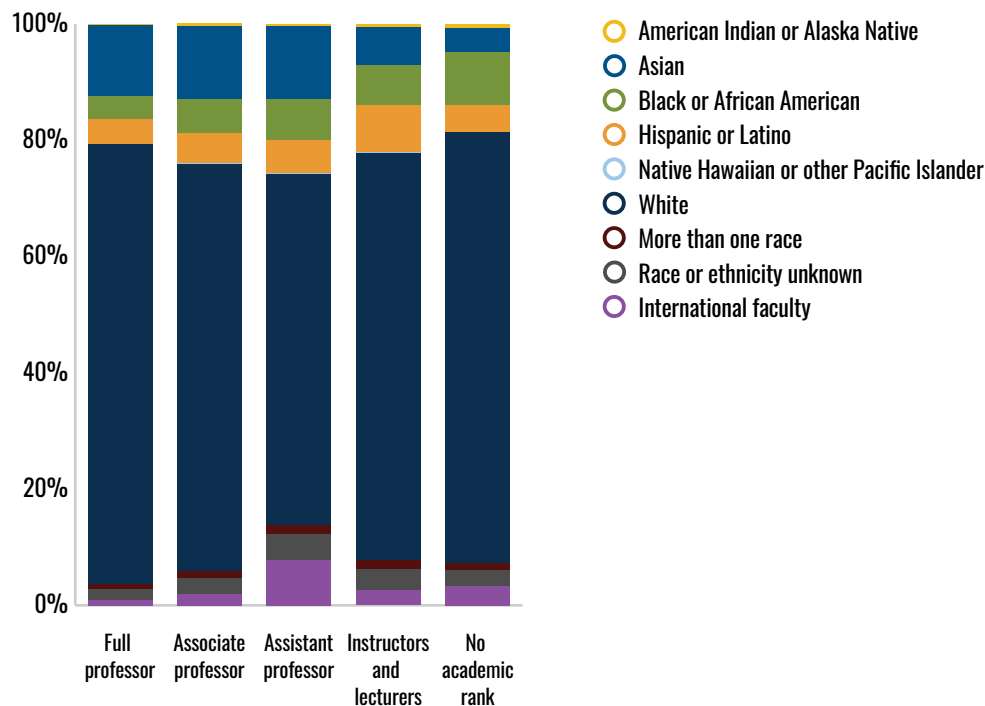
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect full-time instructional staff with faculty status at all Title IV-eligible, degree-granting institutions.

- Nearly 30 percent of all White (28.8 percent) and Asian (29.9 percent) full-time faculty held the rank of full professor—higher shares than any other groups.
- American Indian or Alaska Native full-time faculty were most concentrated at the rank of instructor or lecturer (28.5 percent) and assistant professor (23.0 percent).
- The share of Asian faculty who were lecturers or instructors (12.1 percent) was lower than the shares of other groups.
- Black or African American full-time faculty were concentrated among assistant professor (29.2 percent) and instructors or lecturers (22.8 percent).
- The shares of American Indian or Alaska Native (9.6 percent) and Black or African American (8.9 percent) full-time faculty who held no faculty rank were the highest across all racial and ethnic groups.
- Approximately one third of all American Indian or Alaska Native (38.1 percent), Hispanic or Latino (34.4 percent), Black or African American (31.7 percent), and multiracial (31.2 percent) faculty were instructors, lecturers, or faculty with no academic rank. In contrast, 26.6 percent of White and 14.5 percent of Asian full-time faculty held these positions.

⁵ A shortcoming of IPEDS is that it does not capture field or discipline.

Among the tenure track ranks, the share who were White was highest for full professors (75.7 percent). The shares who were Black or African American (7.2 percent), Hispanic or Latino (5.5 percent), multiracial (1.6 percent), or international (7.8 percent) was highest among assistant professors.

Figure 8.3: Full-Time Faculty Across Race and Ethnicity, by Faculty Rank: Fall 2021



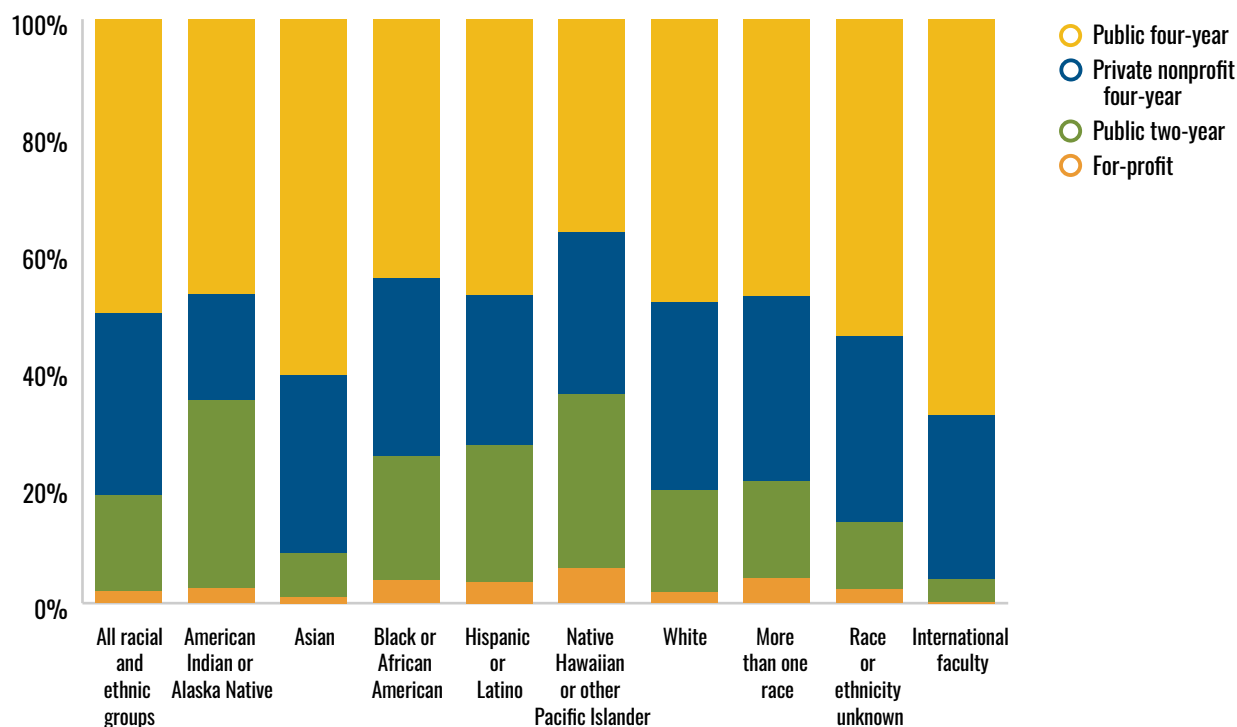
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect full-time instructional staff with faculty status at all Title IV-eligible, degree-granting institutions.

- Asian full-time faculty held approximately 12 percent of all full (12.1 percent), associate (12.6 percent), and assistant professor (12.5 percent) positions but only 6.5 percent of all instructor or lecturer positions.
- Black or African American faculty held 9.0 percent of all full-time positions with no academic rank but only 4.0 percent of all full-time, full professor positions.
- Hispanic or Latino faculty held 8.2 percent of all full-time instructor or lecturer positions but between 4 to 6 percent of all assistant (5.5 percent), associate (5.2 percent), and full (4.2 percent) professor positions.
- International full-time faculty held 7.8 percent of all assistant professor positions but only 1.9 percent of associate professors and 0.9 percent of full professor positions.

Full-Time Faculty, by Sector

Half of all full-time faculty in fall 2021 were employed at public four-year institutions (50.3 percent). Private nonprofit four-year institutions employed 31.3 percent of full-time faculty, public two-year institutions employed 16.5 percent, and for-profit institutions employed just 2.0 percent.

Figure 8.4: Full-Time Faculty Across Sectors, by Race and Ethnicity: Fall 2021

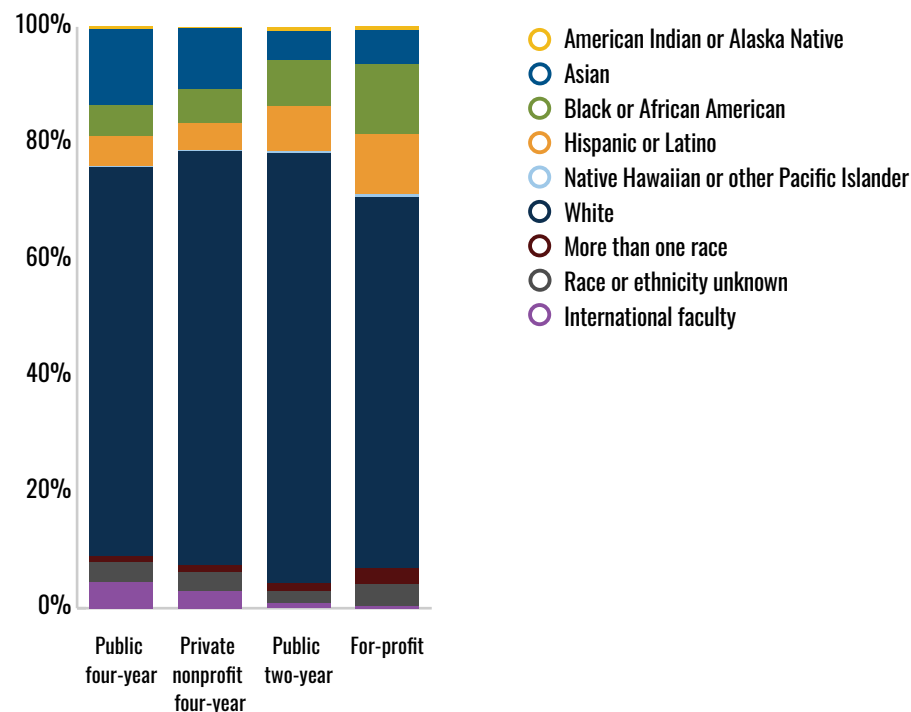


Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Over half of all international faculty (67.9 percent) and Asian faculty (61 percent) were employed at public four-year institutions. In contrast, Black or African American (44.3 percent) and Native Hawaiian or other Pacific Islander (36.5 percent) full-time faculty held the lowest percentages employed within public four-year institutions.
- While almost one-third of all full-time faculty (31.3 percent) were employed at private nonprofit four-year institutions, only 18.2 percent of American Indian or Alaska Native and 25.7 percent of Hispanic full-time faculty were at these institutions—the lowest percentages of any group.
- American Indian or Alaska Native (32.2 percent) and Native Hawaiian or other Pacific Islander (29.8 percent) full-time faculty had their second-highest concentrations of employees at two-year public institutions, while the second-highest concentrations of Asian (30.5 percent), Black or African American (30.5 percent), and Hispanic or Latino (25.7 percent) full-time faculty were at private nonprofit four-year institutions.
- A larger share of Native Hawaiian or other Pacific Islander faculty (6.0 percent) than those of other groups were in the for-profit sector. International and Asian faculty made up the smallest shares in that sector.

Figure 8.5: Full-Time Faculty Across Race and Ethnicity, by Sector: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Within each sector, most full-time faculty were White; public two-year (74.1 percent) and private nonprofit four-year institutions (71.3 percent) had the largest concentrations of faculty in this group.
- Black or African American and Hispanic or Latino faculty held 12.0 percent and 10.4 percent, respectively, of all full-time faculty positions at for-profit institutions. Furthermore, Hispanic or Latino and Black or African American faculty each held 7.9 percent of all full-time faculty positions at public two-year institutions.
- Asian faculty held 13.1 percent of all full-time faculty positions at public four-year institutions but only 4.9 percent of full-time faculty positions at public two-year institutions.
- American Indian or Alaska Native faculty held 0.8 percent of all full-time faculty positions at public two-year institutions—twice the share of full-time faculty positions that they held at public four-year institutions (0.4 percent) and quadruple the share that they held at private nonprofit four-year institutions (0.2 percent).

Full-Time Faculty, by Faculty Rank and Carnegie Classification

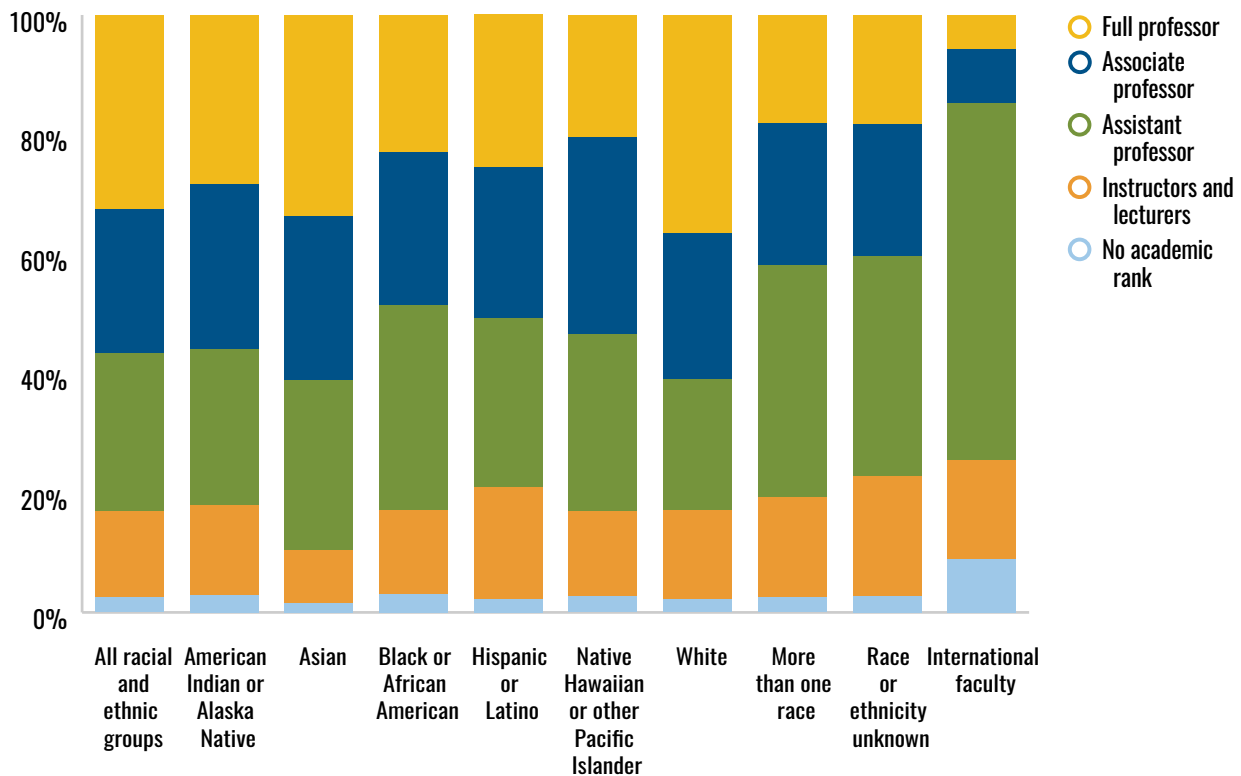
Out of all Carnegie Classifications, R1 doctoral institutions employed the largest number of full-time faculty (248,566 people) while Tribal Colleges and Universities (TCUs) employed the smallest number (799 people).⁶ The data show differences by race and ethnicity among full-time faculty.

- White faculty were the largest percentage of full-time faculty employed across Carnegie Classifications, particularly at associate institutions where they made up 74.1 percent of full-time faculty. The only exception to this was at TCUs, where faculty of color held 51.6 percent of positions in contrast to 45.1 percent held by White faculty.
- Out of all full-time faculty across institutions, 43.0 percent of all full professors, 37.1 percent of all assistant professors, and 37.0 percent of associate professors were concentrated at R1 doctoral institutions. Lecturers or instructors (32.9 percent) and those who held no academic rank (57.7 percent) had the largest percentages of faculty positions at associate institutions.
- R1 doctoral institutions had a larger share of Asian (47.1 percent) and international (52.0 percent) full-time faculty than those of other groups. Only 20.3 percent of Native Hawaiian or other Pacific Islander faculty were at these institutions. The shares at associate institutions ranged from 3.4 percent of international and 7.1 percent of Asian faculty to 22.1 percent of Hispanic or Latino and 28.7 percent of Native Hawaiian or other Pacific Islander faculty.

R1 Doctoral Institutions

At R1 doctoral institutions, a total of 248,566 full-time faculty held positions, of which 32.6 percent were full professors, 24.1 percent were associate professors, 26.3 percent were assistant professors, 14.5 percent were instructors or lecturers, and 2.5 percent held no academic rank.

Figure 8.6: Full-Time Faculty at R1 Doctoral Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as R1 doctoral institutions in this report.

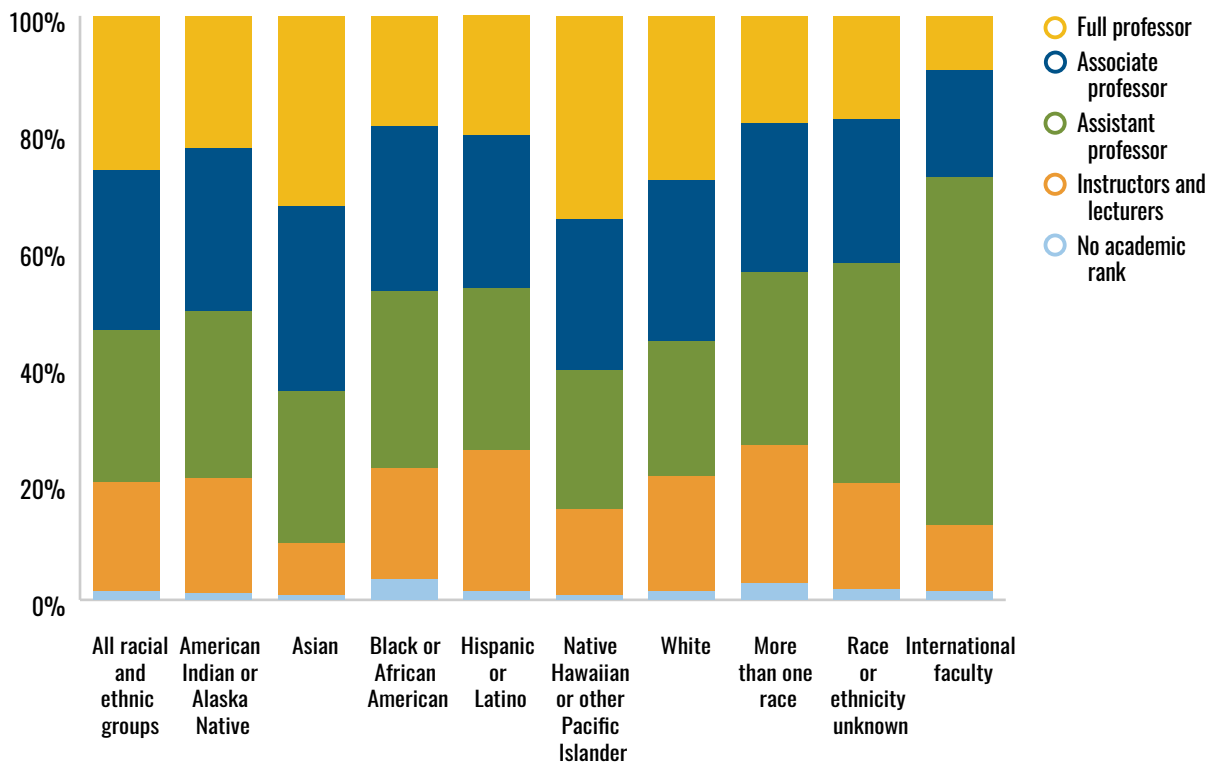
6 For context, the data used in this analysis included 131 R1 doctoral institutions, 268 other doctoral institutions, 635 master's institutions, 571 bachelor's institutions, 1,012 associate institutions, 1,031 special focus institutions, and 34 TCUs.

- Over half of all White full-time faculty held positions as either full professors (36.5 percent) or associate professors (24.4 percent). Additionally, 39.1 percent held positions as assistant professors (21.9 percent), instructors or lecturers (15.0 percent), or no academic rank (2.2 percent).
- Among international faculty, almost 60 percent held assistant professor positions (59.6 percent), the largest percentage of any group across that rank designation.
- Hispanic or Latino full-time faculty were concentrated among full professor (25.4 percent), associate professor (25.3 percent), and assistant professor (28.3 percent) positions. Only 2.2 percent of Hispanic or Latino full-time faculty held no academic rank.
- Among Asian full-time faculty, only 1.6 percent held no academic rank.

Other Doctoral Institutions

Over 124,000 faculty worked at other doctoral institutions with 26.3 percent serving as full professors, 27.6 percent as associate professors, 26.1 percent as assistant professors, 18.5 percent as instructors or lecturers, and 1.5 percent with no academic rank.

Figure 8.7: Full-Time Faculty at Other Doctoral Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

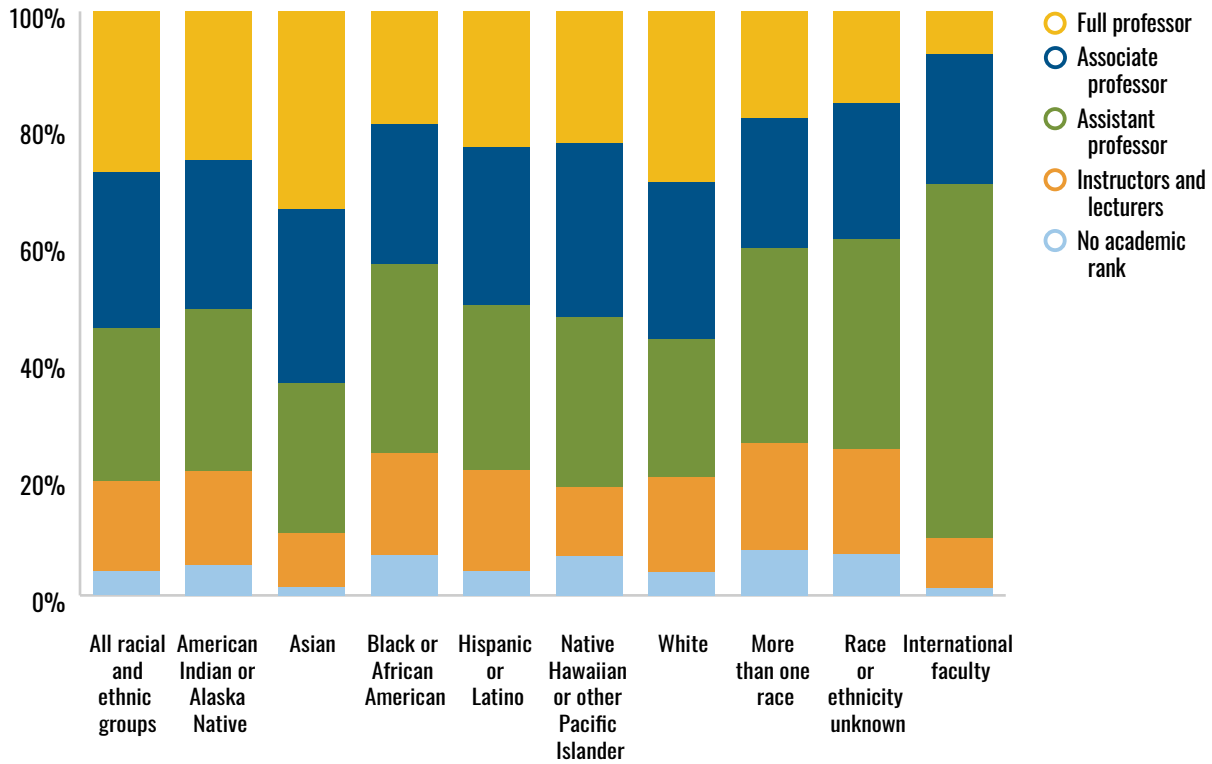
Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as other doctoral institutions in this report.

- Across Carnegie Classifications, other doctoral institutions had the smallest group of employed faculty with no academic rank (1.5 percent). In contrast, these institutions also had the highest share of associate professors (27.6 percent).
- International faculty at other doctoral institutions were concentrated among assistant professor roles (59.5 percent).
- Black or African American and Hispanic or Latino faculty were most concentrated at the assistant professor (30.2 and 27.7 percent, respectively) and associate professor (28.2 and 26.3 percent, respectively) levels.
- The percentage of Asian (32.6 percent) and Native Hawaiian or other Pacific Islander (34.8 percent) faculty was highest among full professors.

Master's Institutions

Master's institutions employed more than 118,000 faculty. Of this faculty, 27.6 percent were full professors, 26.6 percent were associate professors, 26.1 percent were assistant professors, 15.6 percent were instructors or lecturers, and 4.1 percent held no academic rank.

Figure 8.8: Full-Time Faculty at Master's Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

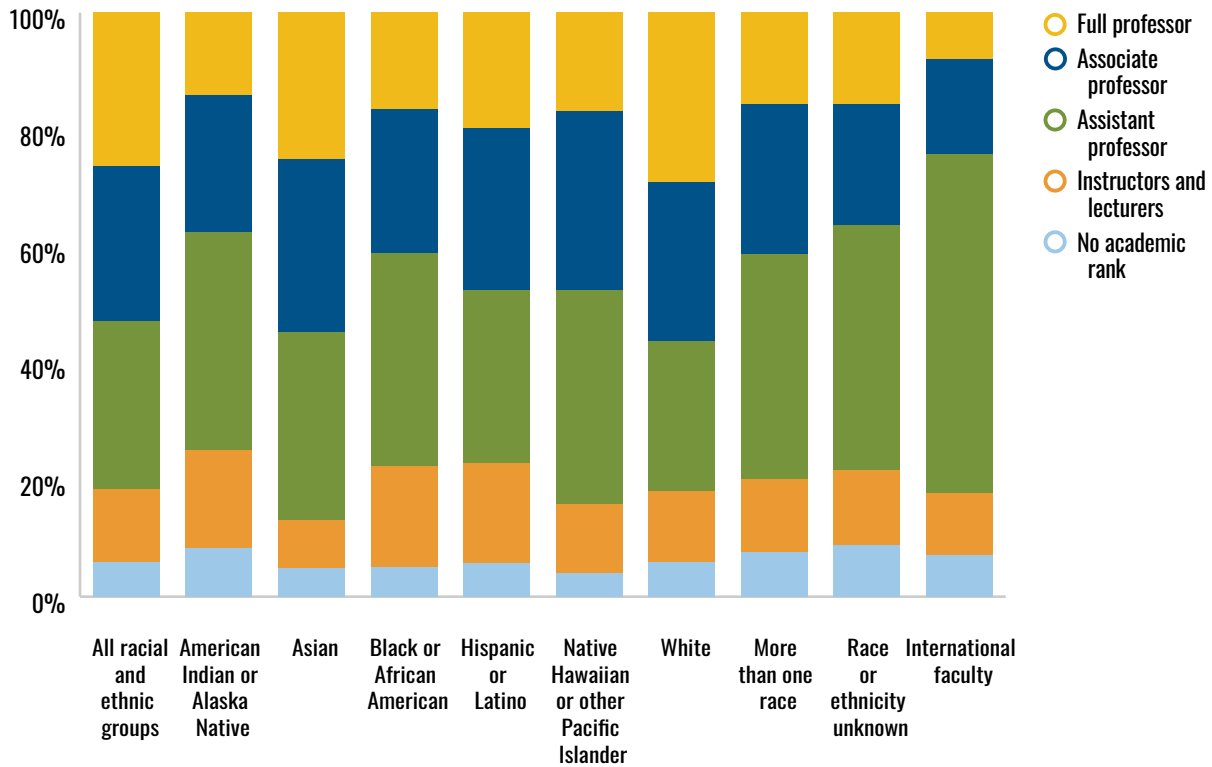
Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as master's institutions in this report.

- Approximately three-quarters of American Indian or Alaska Native faculty held positions as full professors (25.6 percent), associate professors (25.4 percent), or assistant professors (27.7 percent).
- Similar to shares at other doctoral institutions, Asian faculty held a greater share of roles as full and associate professors (33.8 and 29.9 percent, respectively), compared with White faculty (29.3 and 26.8 percent, respectively).
- Over half of international faculty (60.5 percent) served as assistant professors.
- Over half of all Native Hawaiian or other Pacific Islander faculty served in associate professor (29.9 percent) or assistant professor (29 percent) roles.

Bachelor's Institutions

Of the over 50,000 faculty at bachelor's institutions, 26.2 percent were full professors, 26.7 percent were associate professors, 28.7 percent were assistant professors, 12.4 percent were instructors or lecturers, and 5.9 percent held no academic rank.

Figure 8.9: Full-Time Faculty at Bachelor's Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

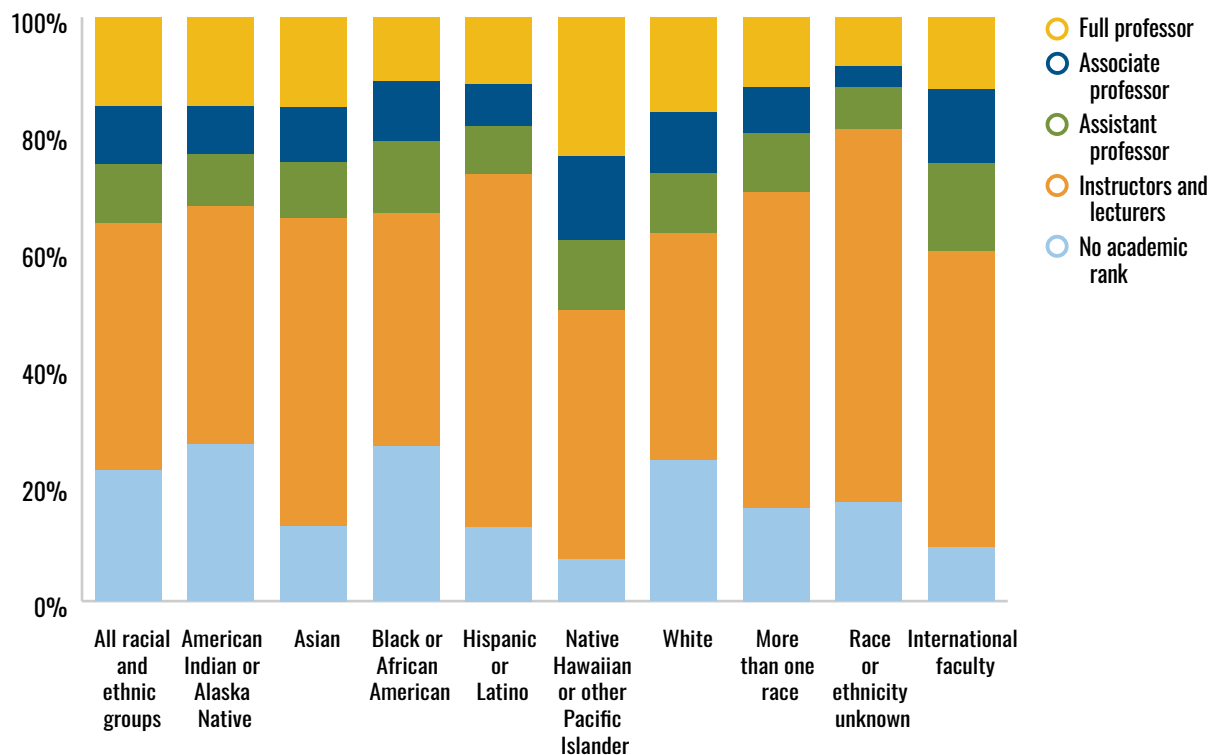
Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as bachelor's institutions in this report.

- Over a third of all American Indian or Alaskan Native (37.5 percent), Black or African American (36.6 percent), Native Hawaiian or other Pacific Islander (36.6 percent), and multiracial (38.4 percent) faculty were assistant professors. Additionally, 32.2 percent of Asian and 29.7 percent of Hispanic or Latino faculty were assistant professors.
- Of international faculty, 58.0 percent were assistant professors.
- The shares of all White (29.0 percent) and Asian (25.0 percent) faculty who were full professors were larger than the shares of other groups at this rank.
- More than a quarter of Asian (29.7 percent), Hispanic or Latino (27.6 percent), and Native Hawaiian or other Pacific Islander (30.7 percent) faculty were associate professors.

Associate Institutions

More than 100,000 people were employed as faculty at associate institutions in fall 2021. Among them, 15.2 percent were full professors, 10.1 percent were associate professors, 10.1 percent were assistant professors, 42.2 percent were instructors or lecturers, and 22.4 percent held no academic rank. In contrast to other Carnegie Classifications, associate institutions had the largest share of instructors or lecturers, regardless of race or ethnicity.

Figure 8.10: Full-Time Faculty at Associate Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

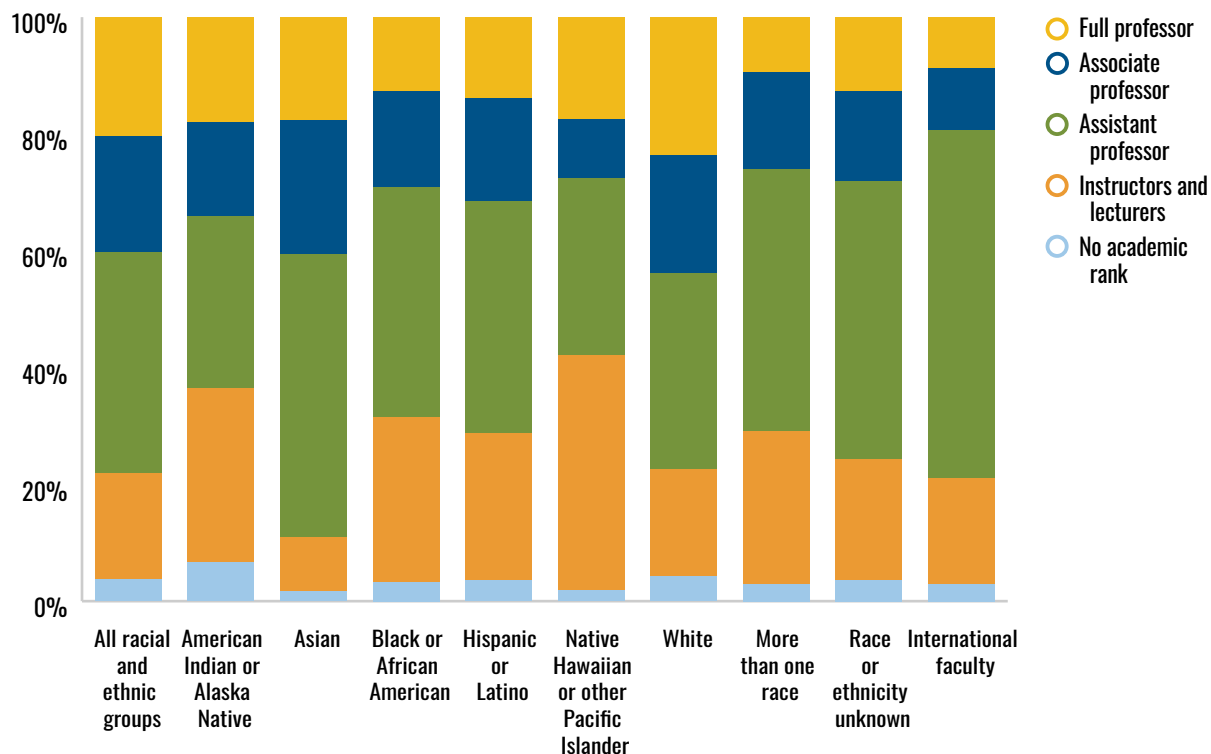
Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as associate institutions in this report.

- Among full-time faculty at associate institutions, more than half of Hispanic or Latino (60.3 percent), multiracial (54.0 percent), Asian (52.6 percent), and international (50.8 percent) faculty were instructors or lecturers.
- Over a third of all Native Hawaiian or other Pacific Islander (42.6 percent), American Indian or Alaska Native (40.7 percent), Black or African American (40.0 percent), and White (39.0 percent) faculty held roles as instructors or lecturers.
- Among Hispanic or Latino faculty at associate institutions, 11.5 percent were full professors and 7.1 percent were associate professors, while 60.3 percent were instructors or lecturers. Similarly, 11.0 percent of all Black or African American faculty were full professors and 10.4 percent were associate professors, while 40.0 percent were instructors or lecturers.
- Around a quarter of all Black or African American (26.5 percent) and White (24.1 percent) faculty held no academic rank.

Special Focus Institutions

There were over 56,000 faculty members serving at special focus institutions across the country in fall 2021. Of this number, 20.4 percent were full professors, 19.8 percent were associate professors, 37.9 percent were assistant professors, 18.2 percent were instructors or lecturers, and 3.7 percent held no academic rank.

Figure 8.11: Full-Time Faculty at Special Focus Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

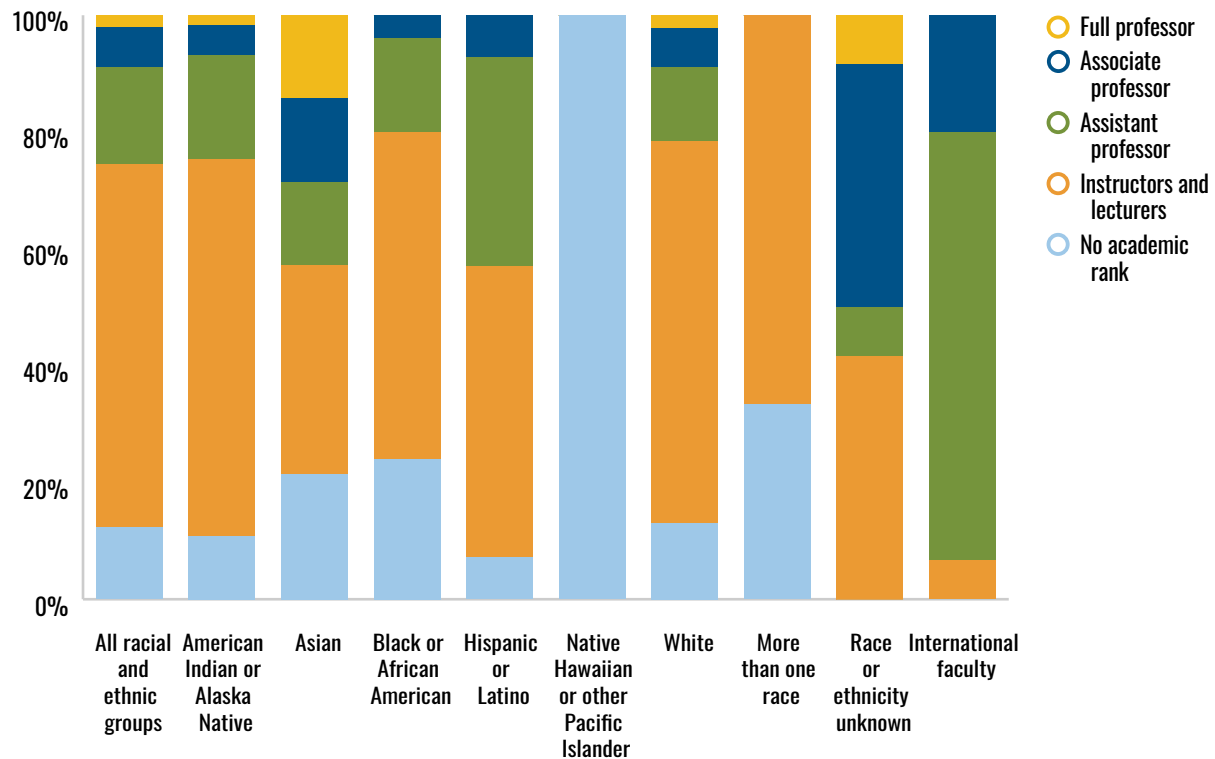
Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as special focus institutions in this report.

- Over half of all international faculty held roles as assistant professors (59.6 percent). Only 8.7 percent held roles as full professors. Asian faculty were more likely than other groups to hold roles as associate (22.9 percent) and assistant (48.4 percent) professors.
- Nearly 40 percent of Black or African American (39.4 percent) and Hispanic or Latino (39.6 percent) faculty were assistant professors; these were the highest concentrations for these groups.
- Over two-thirds of all Native Hawaiian or other Pacific Islander faculty served as assistant professors (30.3 percent) or instructors or lecturers (40.4 percent). Similarly, 39.4 percent of all Black or African American faculty served as assistant professors and 28.1 percent as instructors or lecturers.

Tribal Colleges and Universities

TCUs employed nearly 800 faculty members during fall 2021. Only one quarter were full, associate, or assistant professors. Most of the faculty held instructor or lecturer roles (62.3 percent), followed by assistant professors (16.5 percent), no academic rank (12.3 percent), associate professors (6.8 percent), and full professors (2.1 percent).

Figure 8.12: Full-Time Faculty at Tribal Colleges and Universities Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Note: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting institutions that were classified as Tribal Colleges and Universities in this report.

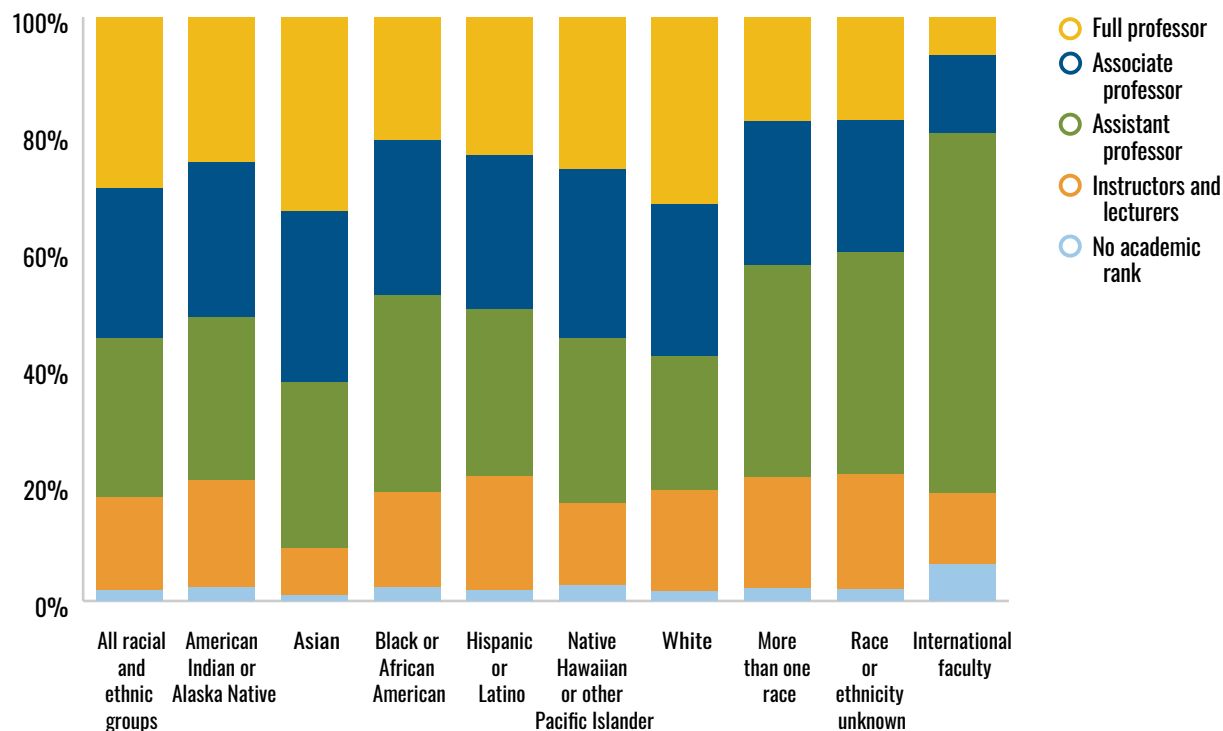
- Out of all American Indian or Alaska Native faculty, the majority held roles as instructors or lecturers (64.5 percent). In contrast, only 1.7 percent were full professors and 5.1 percent were associate professors.
- Over two-thirds of international faculty held assistant professor roles (73.3 percent).
- Half of Hispanic or Latino and Black or African American faculty (50.0 and 56.0 percent, respectively) held roles as instructors or lecturers, while neither group held roles as full professors.

Full-Time Faculty, by Faculty Rank and Sector

Public Four-Year Institutions

At public four-year institutions in fall 2021, full professors made up 29.3 percent of all full-time faculty, followed by associate professors (25.8 percent), assistant professors (27.1 percent), instructors or lecturers (16.1 percent), and those with no rank (1.8 percent).

Figure 8.13: Full-Time Faculty at Public Four-Year Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

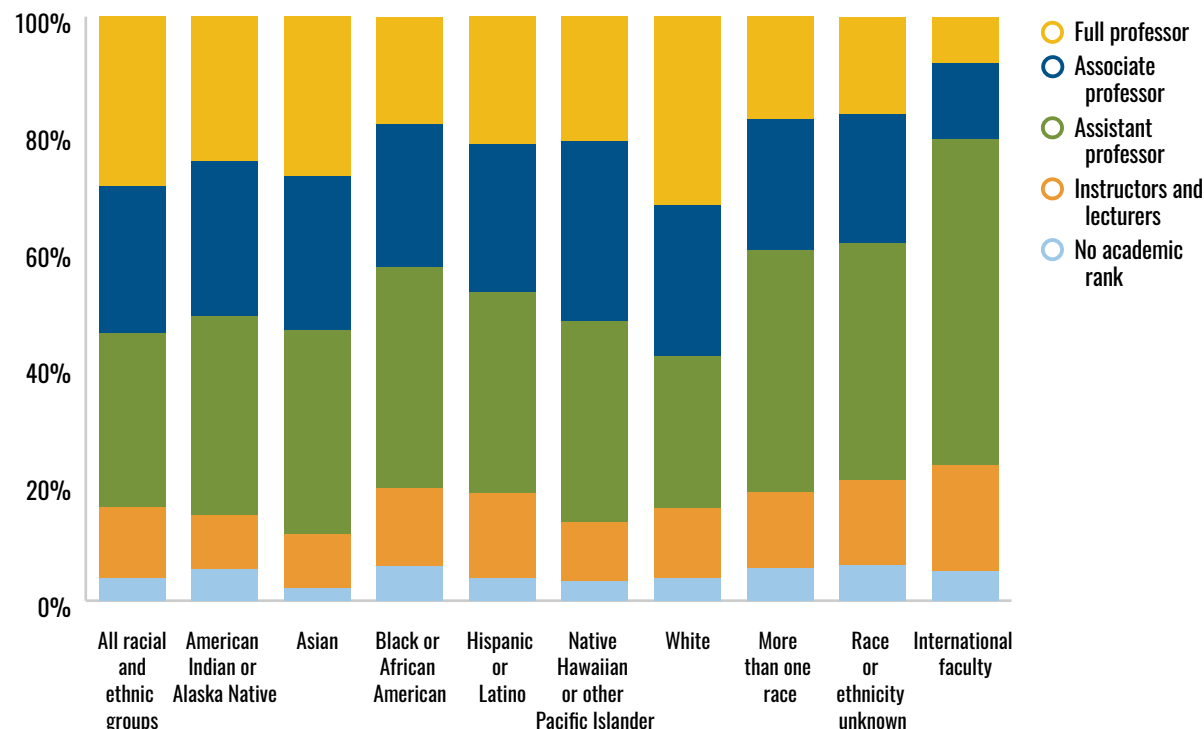
Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting public four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- At public four-year institutions, international faculty had the lowest share among full professors (6.5 percent), while Asian faculty had the highest share (33.3 percent).
- The shares of White (32.0 percent) and Asian (33.3 percent) full-time faculty who were full professors were larger than the shares who were assistant professors (23.1 percent and 28.5 percent, respectively). Across all other groups, however, the combined share of full-time faculty who were associate and assistant professors was larger than the shares of full professors for American Indian or Alaska Native, Black or African American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander).
- Asian faculty were the least likely to be instructors or lecturers (8.0 percent). In contrast, 19.6 percent of Hispanic or Latino full-time faculty were instructors or lecturers.
- International full-time faculty ranged between 61.6 percent who were assistant professors and 6.5 percent who were full professors.

Private Nonprofit Four-Year Institutions

Among full-time faculty at private nonprofit four-year institutions in fall 2021, 29.0 percent were full professors—approximately the same share as at public four-year institutions. 25.3 percent were associate professors, 29.7 percent were assistant professors, 12.2 percent were instructors or lecturers, and 3.9 percent held no academic rank.

Figure 8.14: Full-Time Faculty at Private Nonprofit Four-Year Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

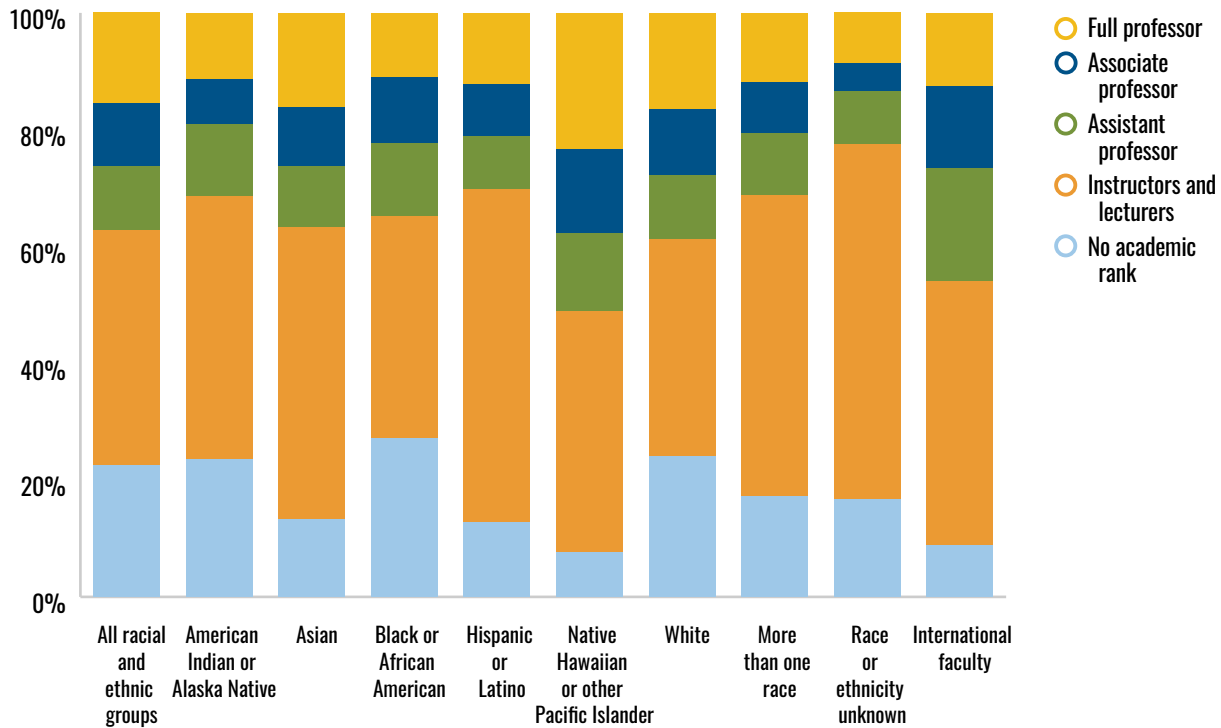
Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting private nonprofit four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Across all groups other than White faculty, the share of full-time faculty who were assistant professors was larger than the share who were full professors.
- Almost one-third of White full-time faculty at private nonprofit four-year institutions were full professors (32.3 percent), followed by a fourth of Asian (27.3 percent) and American Indian or Alaska Native (24.9 percent) full-time faculty.
- International faculty were the most likely to be assistant professors (55.8 percent), followed by multiracial faculty (41.4 percent) and faculty whose race or ethnicity was unknown (40.5 percent). White faculty were the least likely to be assistant professors (26.1 percent). American Indian or Alaska Native (9.4 percent) and Asian (9.1 percent) faculty composed the lowest shares of those employed as instructors or lecturers.
- The distribution of faculty ranks at four-year private nonprofit institutions was similar to that at public four-year institutions; however, there were slightly fewer instructors or lecturers and more assistant professors and faculty with no academic rank.

Public Two-Year Institutions

In fall 2021, 15.4 percent of full-time faculty at public two-year institutions were full professors, 10.9 percent were associate professors, 10.9 percent were assistant professors, 40.3 percent were instructors or lecturers, and 22.5 percent held no academic rank.

Figure 8.15: Full-Time Faculty at Public Two-Year Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

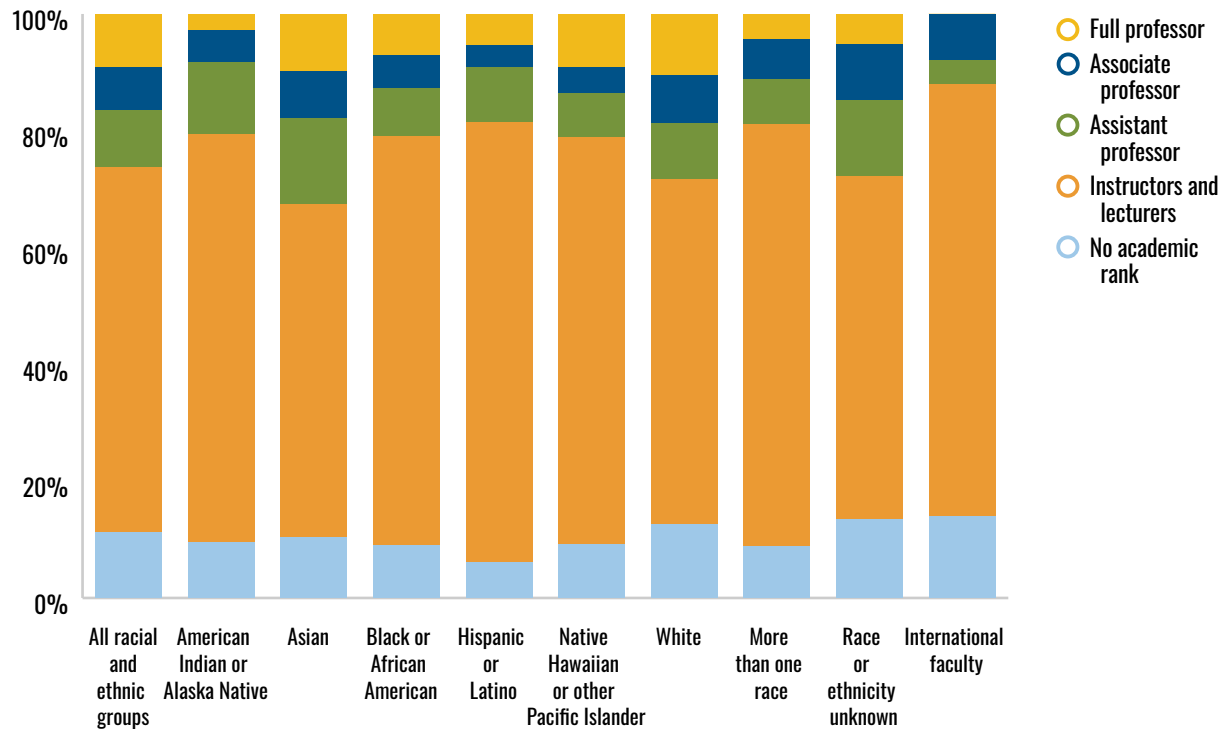
Notes: Data reflect full-time instructional staff with faculty status at Title IV-eligible, degree-granting public two-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Among full-time faculty at public two-year institutions, Native Hawaiian or other Pacific Islander (23.4 percent), White (16.5 percent), and Asian (16.1 percent) faculty were more likely than other groups to be full professors.
- Approximately half of Asian (50.0 percent), multiracial (51.7 percent), Hispanic or Latino (57.0 percent), and American Indian or Alaska Native (45.0 percent) full-time faculty at public two-year institutions held instructor or lecturer positions.
- Nearly 8 percent of American Indian or Alaska Native full-time faculty at public two-year institutions were associate professors.
- Over half of Black or African American faculty held full-time positions as instructors or lecturers (38.0 percent) or held no academic rank (27.1 percent).
- American Indian or Alaska Native and Hispanic or Latino faculty were mostly concentrated among instructors or lecturers (45.0 percent and 57.0 percent, respectively), and faculty with no academic rank (23.5 percent and 12.8 percent, respectively).

For-Profit Institutions

Similar to shares at public two-year institutions, almost three-quarters of full-time faculty at for-profit institutions in fall 2021 (73.7 percent) were instructors or lecturers (62.5 percent), and faculty with no academic rank (11.2 percent). Only 9.1 percent were full professors, 7.4 percent were associate professors, and 9.7 percent were assistant professors.

Figure 8.16: Full-Time Faculty at For-Profit Institutions Across Faculty Ranks, by Race and Ethnicity: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- White faculty had the highest share of any group employed as full professors (10.5 percent). In comparison, only 5.4 percent of Hispanic or Latino faculty and 2.7 percent of American Indian or Alaska Native faculty were full professors.
- The majority of full-time faculty at for-profit institutions across each racial and ethnic group were instructors or lecturers: 75.4 percent of Hispanic or Latino, 74.0 percent of international faculty, and 72.4 percent of multiracial faculty.

FULL-TIME FACULTY, BY TENURE STATUS AND SECTOR

According to the American Association of University Professors (AAUP), tenure plays an important role in higher education. Its purpose is to protect the faculty's academic freedom as well as to maintain the integrity of their research and teaching in colleges and universities (AAUP 2022). Tenure serves the public interest by allowing free inquiry, free expression, and open dissent, all of which are critical for student learning and the advancement of knowledge (AAUP, n.d.). By promoting stability, tenure also facilitates long-term research agendas that are aligned with the mission and production function of some higher education institutions.

AAUP (2022) explains that the tenure process is done through rigorous evaluations of a faculty member's teaching, research, and service. Tenure allows for the free exchange of ideas while protecting open dissent—elements that are necessary for the teaching, learning, and development of critical thinking skills. Those who get tenure have an “indefinite appointment that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation” (AAUP, n.d.). Faculty without tenure do not have a guaranteed permanent position and do not have protections for academic freedom, which makes them susceptible to dismissal for ideas they express (AAUP 2022). On average, it takes up to 5.7 years to achieve tenure status in the United States (AAUP 2022).

The National Center for Education Statistics (2024) uses the following categories to describe faculty tenure status:⁷

- **Tenure:** Personnel who hold an indefinite position, with some exceptions in unusual circumstances
- **Tenure track:** Personnel positions that can be considered for tenure
- **Not on tenure track:** Personnel positions that are not eligible for tenure

Public Four-Year Institutions

Overall, 46.1 percent of all full-time faculty at public four-year institutions had tenure in 2021 and another 17.6 percent were on the tenure track. More than one-quarter of all full-time faculty at public four-year institutions were tenured full professors (26.0 percent), followed by tenured associate professors (19.3 percent); 17.3 percent were instructors, lecturers, or faculty with no academic rank who were not on the tenure track or who worked at an institution without a tenure system.

⁷ IPEDS allowed institutions to classify faculty into the outlined categories as it most appropriately fit their institutional structure. As a result, there may be variance across institutions as to how faculty were categorized into these three groups.

Table 8.1: Full-Time Faculty at Public Four-Year Institutions Across Faculty Ranks and Tenure Status, by Race and Ethnicity: Fall 2021

	Full Professors			Associate Professors			Assistant Professors			Instructors, Lecturers, and Faculty with No Academic Rank			Total
	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	
All racial and ethnic groups	26.0%	0.3%	3.0%	19.3%	1.5%	4.9%	0.5%	15.5%	11.0%	0.2%	0.3%	17.3%	100%
American Indian or Alaska Native	22.8%	0.2%	1.8%	21.3%	1.7%	3.7%	0.7%	18.5%	8.7%	0.1%	0.2%	20.4%	100%
Asian	29.5%	0.3%	3.5%	21.5%	1.8%	5.9%	0.3%	15.8%	12.5%	0.1%	0.1%	8.8%	100%
Black or African American	18.9%	0.3%	1.9%	20.4%	2.1%	4.1%	1.4%	20.4%	12.0%	0.5%	0.5%	17.6%	100%
Hispanic or Latino	21.1%	0.2%	2.4%	20.0%	1.5%	4.8%	0.3%	17.7%	10.7%	0.3%	0.3%	20.7%	100%
Native Hawaiian or other Pacific Islander	22.3%	0.7%	3.0%	22.6%	1.7%	4.7%	0.5%	18.4%	9.4%	0.5%	0.5%	15.6%	100%
White	28.4%	0.3%	3.3%	19.5%	1.4%	5.1%	0.6%	12.4%	10.1%	0.3%	0.3%	18.4%	100%
More than one race	16.0%	0.3%	1.5%	19.0%	1.2%	4.5%	0.3%	22.9%	13.0%	0.2%	0.6%	20.4%	100%
Race or ethnicity unknown	14.8%	0.7%	2.2%	16.1%	2.0%	4.5%	0.2%	23.0%	14.7%	0.1%	0.2%	21.4%	100%
International faculty	5.4%	0.2%	0.9%	9.8%	1.6%	2.1%	0.2%	45.2%	16.1%	0.1%	0.4%	18.0%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting public four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- More than half of all Asian (51.4 percent) faculty had tenure, followed by 48.8 percent of White and 45.9 percent of Native Hawaiian or other Pacific Islander faculty—the largest shares of tenured faculty.
- Similar shares of Asian (29.5 percent), White (28.4 percent), and American Indian or Alaska Native (22.8 percent) faculty were tenured full professors. In contrast, only 5.4 percent of all international faculty were tenured full professors. A large share of international faculty were assistant professors on the tenure track (45.2 percent)—the highest percentage of any group.
- American Indian or Alaska Native (20.4 percent), multiracial (20.4 percent), Hispanic or Latino (20.7 percent), and 17.6 percent of Black or African American faculty held positions as instructors, lecturers, or faculty with no academic rank who were not on the tenure track or who worked at an institution without a tenure system.

Private Nonprofit Four-Year Institutions

In 2021, a smaller share of faculty at private nonprofit four-year institutions (38.2 percent) than at public four-year institutions (46.1 percent) had tenure. About 18 percent in each sector were on the tenure track. The share of full-time faculty at private nonprofit four-year institutions who were tenured full professors was 22.6 percent. They were followed by instructors, lecturers, or faculty with no academic rank who were not on the tenure track or who worked at an institution without a tenure system (15.6 percent), tenured associate professors (15.1 percent), and tenure-track assistant professors (14.4 percent).

Table 8.2: Full-Time Faculty at Private Nonprofit Four-Year Institutions Across Faculty Ranks and Tenure Status, by Race and Ethnicity: Fall 2021

	Full Professors			Associate Professors			Assistant Professors			Instructors, Lecturers, and Faculty with No Academic Rank			Total
	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	
All racial and ethnic groups	22.6%	0.7%	5.8%	15.1%	3.0%	7.2%	0.5%	14.4%	14.8%	0.1%	0.3%	15.6%	100%
American Indian or Alaska Native	18.9%	0.6%	5.4%	14.0%	3.3%	9.2%	0.4%	16.6%	17.0%	0.0%	0.4%	14.3%	100%
Asian	21.5%	0.8%	4.9%	15.4%	4.2%	6.8%	0.2%	18.6%	16.3%	0.04%	0.3%	11.0%	100%
Black or African American	13.5%	0.5%	4.4%	13.9%	3.6%	7.1%	0.6%	18.6%	18.5%	0.1%	0.7%	18.5%	100%
Hispanic or Latino	17.0%	0.6%	4.2%	16.4%	2.6%	6.5%	0.3%	18.1%	15.9%	0.1%	0.3%	18.0%	100%
Native Hawaiian or other Pacific Islander	14.8%	0.0%	6.6%	14.1%	6.6%	10.2%	0.3%	13.1%	21.0%	0.0%	0.3%	13.1%	100%
White	25.2%	0.7%	6.4%	15.6%	2.7%	7.5%	0.5%	11.7%	13.9%	0.1%	0.3%	15.4%	100%
More than one race	12.7%	0.5%	4.3%	12.6%	3.5%	6.3%	0.2%	22.2%	19.0%	0.1%	0.4%	18.1%	100%
Race or ethnicity unknown	12.1%	0.6%	4.1%	11.3%	3.3%	7.5%	0.4%	19.5%	20.6%	0.0%	0.2%	20.5%	100%
International faculty	5.9%	0.3%	1.9%	8.0%	2.4%	2.5%	0.2%	41.7%	13.8%	0.02%	0.5%	22.8%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting private nonprofit four-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- The three largest groups among private nonprofit four-year institutions were White, Asian, and Black or African American faculty. White (56.8 percent), Asian (61.0 percent), and Black or African American (51.5 percent) faculty made up a larger share of tenured or tenure-track faculty.
- Forty percent of White faculty had tenure (full and associate professors combined), compared with 13.6 percent of international faculty. However, 44.9 percent of international faculty were on the tenure track—the highest of any group. In contrast, only 15.4 percent of White faculty were on the tenure track.
- About one-quarter of all White full-time faculty were tenured full professors (25.2 percent)—almost 4 percentage points higher than Asian faculty at the same level (21.5 percent), the next highest group.
- Over one-third of all international faculty were assistant professors on the tenure track (41.7 percent)—the highest percentage of any group.
- Shares of full-time faculty of color who were assistant professors on the tenure track were larger than share of those who were not. This was not true among American Indian or Alaska Native and Native Hawaiian or other Pacific Islander full-time assistant professors, among whom 17.0 percent and 21.0 percent, respectively, were not on tenure track.

Public Two-Year Institutions

Among all full-time faculty at public two-year institutions, roughly four in 10 faculty held tenure (40.6 percent), 13.7 percent were on the tenure track, and 45.6 percent were not on the tenure track or were at an institution with no tenure system.

Table 8.3: Full-Time Faculty at Public Two-Year Institutions Across Faculty Ranks and Tenure Status, by Race and Ethnicity: Fall 2021

	Full Professors			Associate Professors			Assistant Professors			Instructors, Lecturers, and Faculty with No Academic Rank			Total
	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	Tenured	On Tenure Track	Not on Tenure Track or No Tenure System	
All racial and ethnic groups	10.2%	0.3%	4.9%	6.6%	0.9%	3.4%	3.3%	3.5%	4.1%	20.5%	9.0%	33.3%	100%
American Indian or Alaska Native	6.9%	0.6%	3.9%	4.2%	0.1%	3.2%	1.4%	2.7%	8.4%	15.1%	7.2%	46.2%	100%
Asian	11.4%	0.3%	4.3%	6.7%	1.2%	2.3%	3.6%	4.2%	2.7%	29.7%	13.6%	19.9%	100%
Black or African American	6.6%	0.4%	4.1%	6.3%	1.4%	3.5%	3.9%	3.8%	4.8%	16.0%	9.2%	39.9%	100%
Hispanic or Latino	8.9%	0.3%	3.1%	6.1%	0.7%	2.0%	2.8%	3.9%	2.4%	28.9%	14.8%	26.1%	100%
Native Hawaiian or other Pacific Islander	5.8%	0.3%	17.3%	6.4%	0.3%	7.6%	6.1%	2.7%	4.6%	21.6%	11.9%	15.5%	100%
White	10.9%	0.3%	5.3%	6.7%	0.9%	3.6%	3.4%	3.3%	4.2%	19.1%	7.6%	34.6%	100%
More than one race	6.9%	0.4%	4.5%	5.8%	0.4%	2.7%	2.5%	2.8%	5.1%	31.0%	12.9%	24.9%	100%
Race or ethnicity unknown	6.4%	0.4%	1.8%	3.1%	0.7%	1.2%	2.0%	4.8%	2.3%	29.3%	19.7%	28.5%	100%
International faculty	8.3%	0.1%	4.1%	10.0%	1.3%	2.7%	2.7%	11.1%	5.7%	24.5%	9.6%	20.0%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time instructional staff with faculty status at Title IV–eligible, degree-granting public two-year institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Of the three largest groups among public two-year college full-time faculty, a larger share of Hispanic or Latino faculty had tenure (46.7 percent) across rank, compared with 40.1 percent of White and 32.7 percent of Black or African American faculty.
- Close to half of all American Indian or Alaska Native full-time faculty at public two-year institutions were instructors, lecturers, or faculty with no academic rank who were not on the tenure track or who worked at an institution without a tenure system (46.2 percent)—the highest percentage of any group. Over one-third of all Black or African American (39.9 percent) and White (34.6 percent) full-time faculty were also in these positions.
- Among full-time faculty, over one-quarter of all Asian (29.7 percent), Hispanic or Latino (28.9 percent), multiracial (31 percent) faculty and those whose race and ethnicity was unknown (29.3 percent) were instructors, lecturers, or faculty with no academic rank who had tenure.
- The largest concentration of Native Hawaiian or other Pacific Islander (21.6 percent) full-time faculty at public two-year institutions were tenured instructors, lecturers, or faculty who held no academic rank.

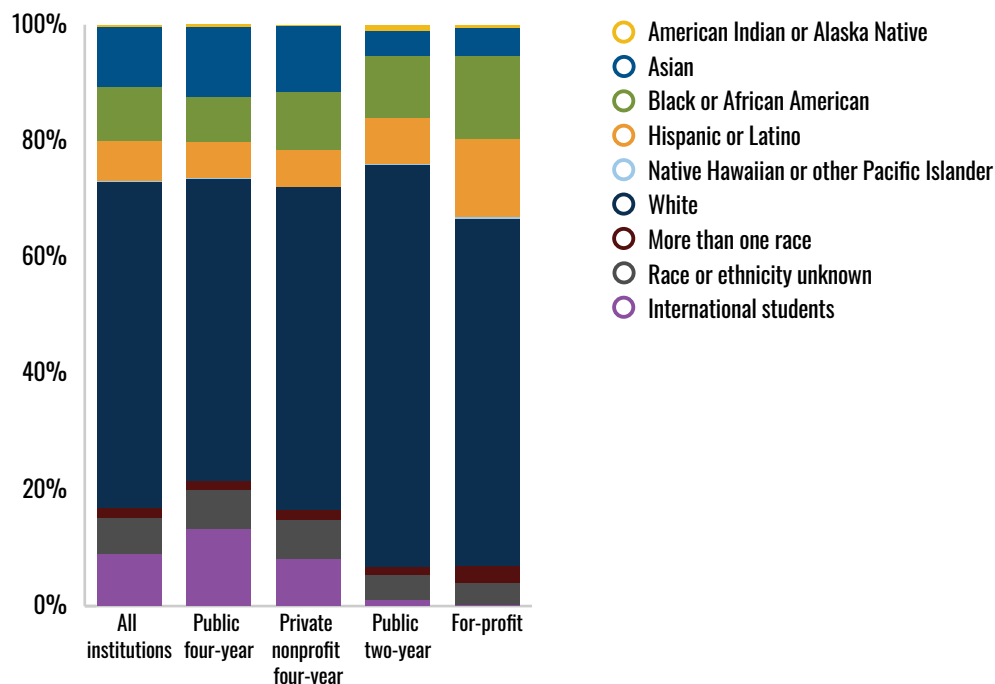
NEW HIRES OF FULL-TIME FACULTY

More than 45,000 full-time faculty were hired during 2021, 12 percent fewer than in 2017. Among the newly hired full-time faculty, 56.2 percent were White, compared with 69.4 percent of all full-time faculty who were White in 2021.⁸ The share of new hires who were Black or African American was significantly higher than the share of all faculty—9.5 percent versus 6.1 percent. The share of new hires who were international was 8.9 percent, compared with 3.3 percent of all faculty.

Institutional Sector

Of the more than 45,000 newly hired full-time faculty in 2021, the majority (about 80 percent) were hired by four-year institutions—public four-year institutions hired 20,640 new full-time faculty, and private nonprofit four-year institutions hired 15,293. Public two-year institutions hired 6,726 full-time faculty, and for-profit institutions hired 2,229 faculty.

Figure 8.17: New Hires of Full-Time Faculty Across Race and Ethnicity, by Sector: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect new hires with faculty status at Title IV-eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

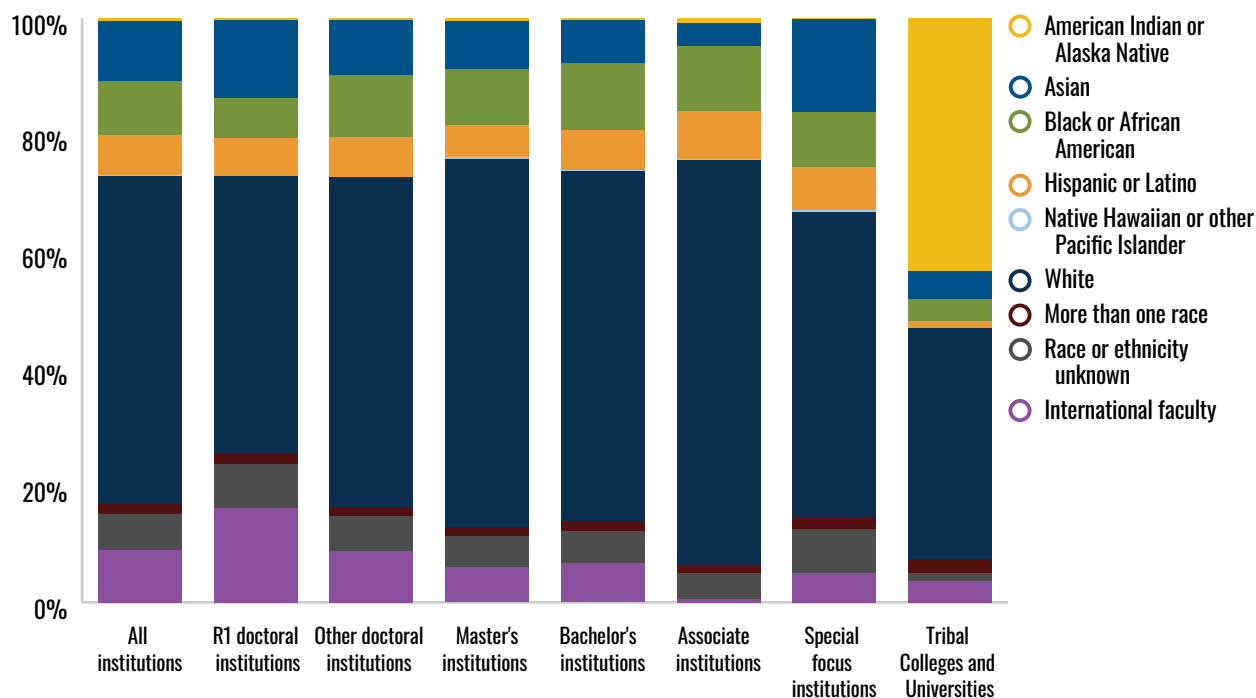
- While for-profit institutions had higher shares of new hires who were Black or African American (14.2 percent) and Hispanic or Latino (7.9 percent) when compared with those of other institutions, the share of Asian faculty new hires was lower (4.2 percent).
- The proportion of Black or African American full-time faculty new hires at for-profit institutions was almost double that of public four-year institutions (14.2 percent and 7.6 percent, respectively).
- The same pattern held for Hispanic or Latino faculty, who constituted 13.4 percent of full-time faculty new hires at for-profit institutions but only about 6.3 percent of all new hires at public and private nonprofit four-year institutions.
- In contrast, Asian faculty new hires were higher at public and private nonprofit four-year institutions (12.2 and 11.3 percent each) than at public two-year (4.2 percent) and for-profit institutions (4.8 percent).
- The representation of international faculty among new hires was highest at public four-year institutions (13.2 percent) but lowest at public two-year institutions (0.9 percent) and for-profit institutions (0.04 percent).

⁸ New hires were 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, 2020, and October 31, 2021. New hires did not include individuals who returned from sabbatical or those who worked on a contract for fewer than nine months (NCES 2024b).

Carnegie Classification

Of the over 45,000 newly hired full-time faculty in fall 2021, larger shares were hired at R1 doctoral (32.3 percent) and other doctoral (16.8 percent) institutions. Relatively small shares were hired at bachelor's institutions (8.4 percent) and TCUs (0.2 percent).

Figure 8.18: New Hires of Full-Time Faculty Across Race and Ethnicity, by Carnegie Classification: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data for All Institutions reflect new hires with faculty status at all Title IV-eligible, degree-granting institutions. | Institutions were categorized based on the 2018 Carnegie Basic Classification.

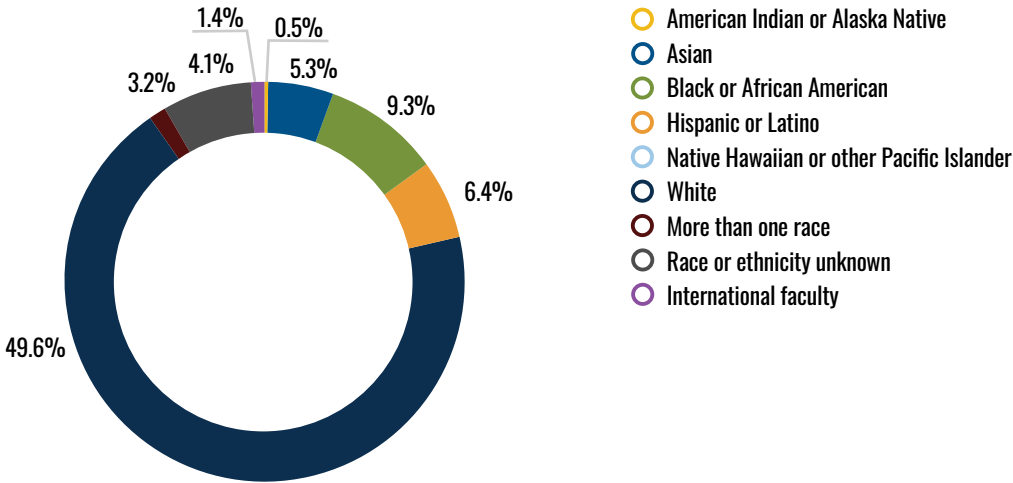
- Across all Carnegie Classifications, White faculty were 56.2 percent of those who were full-time and newly hired. The range of White new hires was from 39.5 percent at TCUs to 69.4 percent at associate institutions.
- American Indian or Alaska Native faculty were 43.2 percent of new hires at TCUs, compared with 0.5 percent overall.
- International faculty made up 16.2 percent of all new, full-time hires at R1 doctoral institutions which was the largest share among classes of institutions.
- Following White faculty, Asian and Black or African American faculty were the largest groups of new hires across all institutions. At R1 doctoral institutions, however, the share of new hires who were Asian (13.3 percent) exceeded the share who were Black or African American (9.3 percent).
- Across all Carnegie Classifications, Tribal Colleges and Universities had the smallest shares of full-time faculty from all racial and ethnic groups except for American Indian or Alaska Native faculty. At other institution types, the shares of all full-time faculty who were White ranged from 63.5 percent at special focus institutions to 74.2 percent at associate institutions. The shares of full-time faculty who were Black or African American ranged from 4.0 percent at R1 doctoral institutions to 8.0 percent at associate institutions. The shares of full-time faculty who were Hispanic or Latino ranged from 4.6 percent at master's institutions to 7.9 percent at associate institutions. The shares of full-time faculty who were Asian full-time faculty ranged from 4.9 percent at associate institutions to 16.3 percent at special focus institutions.⁹

⁹ These percentages were calculated using figures 8.7 through 8.12.

PART-TIME FACULTY

In fall 2021, the majority of the over 645,000 part-time faculty were White (68.9 percent), similar to the share of full-time faculty who were White (69.4 percent). However, a larger share of part-time faculty (9.3 percent) than that of full-time faculty (6.1 percent) were Black or African American. In contrast, smaller shares of part-time faculty (5.3 percent) than that of full-time faculty (10.7 percent) were Asian; the same was true of international faculty (0.9 percent part time versus 3.3 percent full time).

Figure 8.19: Part-Time Faculty Across Race and Ethnicity: Fall 2021



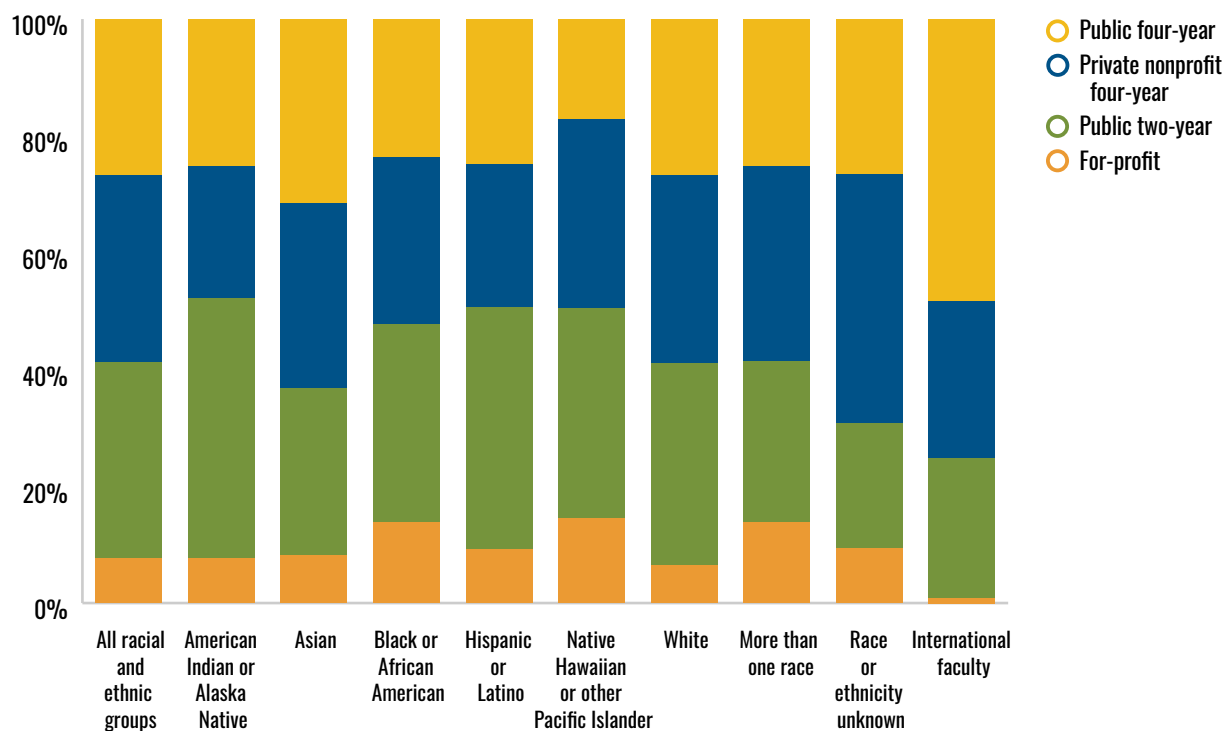
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Note: Data reflect part-time instructional staff at all Title IV-eligible, degree-granting institutions.

Part-Time Faculty, by Sector

Approximately one-third of all part-time faculty were at public two-year institutions (33.6 percent), followed by private nonprofit four-year (31.9 percent), public four-year (26.8 percent), and for-profit (7.7 percent) institutions. The shares of faculty who worked part time ranged from 32.5 percent at public four-year institutions to 78.1 percent at for-profit institutions.

When calculating the shares of part-time faculty among all faculty using data from figures 8.4 and 8.20, the majority from all demographic groups worked part time at both public two-year and for-profit institutions. At public four-year institutions, only 15.1 percent of international and 18.7 percent of Asian faculty worked part time, compared with 32.5 percent of all faculty. At private nonprofit four-year institutions, 19.2 percent of international and 31.6 percent of Asian faculty worked part time, compared with 48.0 percent overall.

Figure 8.20: Part-Time Faculty Across Sectors, by Race and Ethnicity: Fall 2021



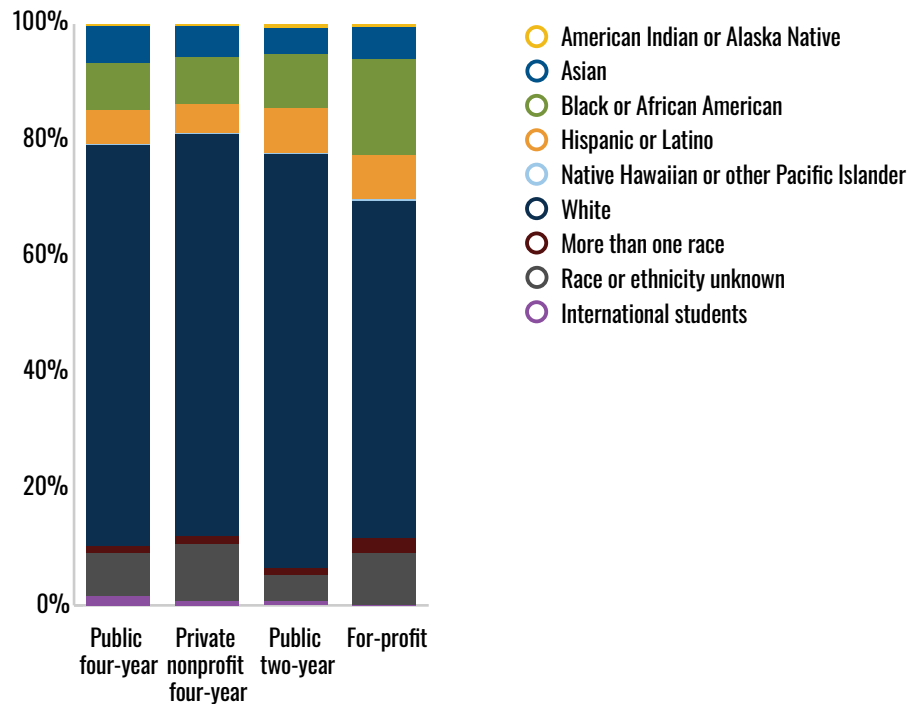
Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect part-time instructional staff at Title IV–eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Almost half of all international part-time faculty (48.4 percent) were at public four-year institutions, compared with 17.1 percent of Native Hawaiian or other Pacific Islander part-time faculty in the same type of institution.
- Fewer than a quarter of American Indian or Alaska Native (22.4 percent) and Hispanic or Latino (24.6 percent) part-time faculty worked at private nonprofit four-year institutions. In contrast, those groups were largely concentrated at public two-year institutions (44.7 percent of American Indian or Alaska Native faculty and 41.4 percent of Hispanic or Latino faculty).
- Among Black or African American part-time faculty, 13.7 percent were employed by for-profit institutions and 33.9 percent were employed at public two-year institutions.
- Multiracial part-time faculty were largely concentrated among private nonprofit four-year institutions (33.2 percent), public two-year institutions (27.7 percent), and public four-year institutions (25.3 percent).

Within each sector, most part-time faculty were White, with public two-year (71.1 percent) and public and private nonprofit four-year institutions (69.0 percent and 69.1 percent, respectively) having the largest share of White part-time faculty.

Figure 8.21: Part-Time Faculty Across Race and Ethnicity, by Sector: Fall 2021



Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.
 Notes: Data reflect part-time instructional staff at Title IV-eligible, degree-granting public four-year, private nonprofit four-year, public two-year, and for-profit institutions. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Black or African American faculty represented larger shares of part-time faculty than those who worked full time in all sectors: 8.1 percent versus 5.3 percent at public four-year institutions, 8.2 percent versus 5.9 percent at private nonprofit institutions, 9.3 percent versus 7.9 percent at public two-year institutions, and 16.4 percent versus 12 percent at for-profit institutions. The pattern was similar for Hispanic or Latino faculty at public four-year and public two-year institutions.
- American Indian and Alaska Native and Native Hawaiian and other Pacific Islander faculty made up less than 1 percent of part-time faculty at each institutional sector.
- The highest concentration of Hispanic or Latino part-time faculty was 7.8 percent at public two-year institutions, followed by 7.6 percent at for-profit institutions, 5.9 at public four-year institutions, and 4.9 percent at private nonprofit four-year institutions.
- International faculty held 1.7 percent of all part-time faculty positions at public four-year institutions. The lowest share of part-time faculty positions held by this group was at for-profit institutions (0.1 percent).

HIGHER EDUCATION ADMINISTRATION AND STAFF

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 2021 to provide an in-depth analysis of staff on college and university campuses.

Full-Time Staff, by Occupation

Of the over 1.6 million full-time staff at colleges and universities in fall 2021, the majority were White (63.0 percent), while 32.2 percent were people of color and 1.5 percent were international.¹⁰ The total share of people of color among full-time staff ranged from 21.2 percent of librarians, curators, and archivists and 25.1 percent of natural resources, construction, and maintenance to 39.9 percent of sales and related positions and 46.9 percent of service staff.

Table 8.4: Full-Time Staff Across Race and Ethnicity, by Occupation Classification: Fall 2021

	All Full-Time Staff	Librarians, Curators, and Archivists	Student and Academic Affairs and Other Education Services	Management Occupations	Business and Financial Operations	Computer, Engineering, and Science	Community Service, Legal, Arts, and Media	Health Care Practitioners and Technical Occupations	Service Occupations	Sales and Related Occupations	Office and Administrative Support	Natural Resources, Construction, and Maintenance	Production, Transportation, and Material Moving
American Indian or Alaska Native	0.6%	0.6%	0.8%	0.5%	0.5%	0.4%	0.6%	0.3%	0.8%	0.8%	0.7%	0.9%	0.9%
Asian	6.0%	5.4%	4.7%	4.5%	7.1%	11.9%	3.5%	11.0%	4.2%	3.3%	4.3%	2.1%	3.3%
Black or African American	12.7%	6.8%	13.6%	11.2%	11.3%	6.4%	12.1%	10.4%	22.0%	18.8%	15.2%	9.7%	15.8%
Hispanic or Latino	11.1%	6.7%	11.1%	7.5%	10.4%	8.1%	9.4%	9.4%	18.2%	13.6%	14.1%	11.1%	12.6%
Native Hawaiian or other Pacific Islander	0.2%	0.2%	0.4%	0.2%	0.2%	0.2%	0.3%	0.1%	0.3%	0.3%	0.2%	0.2%	0.3%
White	63.0%	75.4%	63.2%	71.7%	64.5%	62.0%	67.9%	59.0%	48.4%	56.5%	60.3%	71.1%	61.9%
More than one race	1.7%	1.6%	2.2%	1.5%	1.9%	1.8%	2.0%	1.7%	1.3%	3.1%	1.9%	1.1%	1.4%
Race or ethnicity unknown	3.3%	2.7%	3.0%	2.5%	3.2%	3.5%	3.5%	5.2%	3.8%	3.5%	2.8%	3.5%	3.5%
International faculty	1.5%	0.7%	1.1%	0.5%	0.9%	5.8%	0.7%	3.0%	0.9%	0.1%	0.5%	0.4%	0.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect full-time staff at all Title IV-eligible, degree-granting institutions. | Table does not include instructional, research, and public service staff.

- The shares of Black or African American and Hispanic or Latino staff were higher in service (22.0 and 18.2 percent, respectively) than in other occupations.
- The shares of Asian full-time staff were highest in computer, engineering, and science occupations (11.9 percent) and lowest in natural resources, construction, and maintenance positions (2.1 percent).
- The shares of White staff ranged from 48.4 percent of service occupations to 75.4 percent of all librarians, curators, and archivists and 71.4 percent of management positions.

¹⁰ Full-time staff did not include instructional, research, or public service staff. While some international faculty and staff are people of color, IPEDS does not provide further information that allows us to quantify this group.

Part-Time Staff, by Occupation

The racial and ethnic distribution of part-time staff was similar to that of full-time staff. Of the nearly 232,000 part-time staff in 2021, most were White across all occupation classifications. The shares of part-time staff who identified as people of color were highest in service occupations (36.7 percent) and office and administrative support positions (36.0 percent). The share was the lowest among management occupations (20.2 percent).

Table 8.5: Part-Time Staff Across Race and Ethnicity, by Occupation Classification: Fall 2021

	All Part-Time Staff	Librarians, Curators, and Archivists	Student and Academic Affairs and Other Education Services	Management Occupations	Business and Financial Operations	Computer, Engineering, and Science	Community Service, Legal, Arts, and Media	Health Care Practitioners and Technical Occupations	Service Occupations	Sales and Related Occupations	Office and Administrative Support	Natural Resources, Construction, and Maintenance	Production, Transportation, and Material Moving
American Indian or Alaska Native	0.6%	0.5%	0.6%	0.4%	0.5%	0.5%	0.5%	0.3%	0.7%	0.6%	0.6%	0.9%	0.6%
Asian	5.2%	4.6%	4.4%	4.9%	5.3%	10.0%	2.6%	10.7%	3.0%	4.5%	5.9%	2.3%	2.0%
Black or African American	11.8%	10.5%	11.3%	9.1%	7.6%	7.4%	10.4%	8.2%	18.5%	9.3%	13.0%	11.5%	15.1%
Hispanic or Latino	10.3%	6.7%	10.2%	4.7%	7.1%	9.0%	7.5%	6.1%	12.5%	7.9%	14.1%	6.3%	6.0%
Native Hawaiian or other Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.3%	0.1%	0.4%	0.3%	0.2%	0.4%	0.5%
White	63.1%	70.7%	64.8%	74.9%	71.7%	60.8%	69.6%	63.9%	56.8%	64.2%	57.9%	67.6%	67.9%
More than one race	1.8%	1.6%	1.7%	0.9%	1.5%	1.9%	1.8%	1.4%	1.5%	2.3%	2.1%	2.1%	1.4%
Race or ethnicity unknown	5.2%	4.5%	5.5%	4.0%	5.0%	4.6%	6.6%	4.7%	5.7%	9.0%	4.2%	7.6%	5.4%
International faculty	1.8%	0.7%	1.3%	0.9%	1.2%	5.6%	0.7%	4.5%	0.9%	1.9%	1.9%	1.4%	1.0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

Notes: Data reflect part-time staff at all Title IV-eligible, degree-granting institutions. | Table does not include instructional, research, and public service staff.

- The shares of Black or African American part-time staff were higher in service occupations (18.5 percent) and production, transportation, and material moving (15.1 percent) than in other occupations.
- Hispanic or Latino staff represented 14.1 percent of all part-time staff in office and administrative support positions and 12.5 percent of all part-time staff in service positions—the highest across all part-time roles.
- The shares of White part-time staff were highest among management positions (74.9 percent) and business and financial operations (71.7 percent) and lowest among service occupations (56.8 percent).
- Among international part-time faculty, 5.6 percent were in computer, engineering, and science positions, followed by 4.5 percent in health care practitioners and technical occupations.

New Hires of Full-Time Staff, by Occupation

Of the more than 207,000 new hires of full-time staff, 54.3 percent were White (compared with 63.0 percent of all full-time staff), 36.8 percent identified as people of color, 6.0 percent were of unknown race or ethnicity, and 2.9 percent were international.¹¹ People of color who were newly hired full-time staff ranged from 25.5 percent in natural resources, construction, and maintenance positions to almost half in sales and related occupations (47.6 percent).

Table 8.6: New Full-Time Staff Hires Across Race and Ethnicity, by Occupation Classification: Fall 2021

	All Full-Time New Hires	Librarians, Curators, and Archivists and Student and Academic Affairs and Other Education Services	Management Occupations	Business and Financial Operations	Computer, Engineering, and Science	Community Service, Legal, Arts, and Media	Health Care Practitioners and Technical Occupations	Service Occupations	Sales and Related Occupations	Office and Administrative Support	Natural Resources, Construction, and Maintenance	Production, Transportation, and Material Moving
American Indian or Alaska Native	0.6%	0.8%	0.5%	0.5%	0.3%	0.6%	0.3%	1.0%	1.1%	0.7%	0.9%	1.4%
Asian	6.3%	4.5%	4.7%	7.0%	12.6%	3.2%	11.5%	3.4%	2.0%	4.9%	2.0%	2.8%
Black or African American	14.8%	15.9%	18.4%	13.5%	7.2%	16.1%	10.8%	21.6%	22.8%	15.7%	9.0%	13.7%
Hispanic or Latino	12.4%	12.3%	9.2%	11.3%	9.7%	10.2%	10.1%	17.4%	17.6%	15.9%	11.3%	10.6%
Native Hawaiian or other Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.1%	0.3%	0.1%	0.3%	0.3%	0.3%	0.3%	0.5%
White	54.3%	51.1%	58.6%	57.2%	50.0%	60.4%	51.3%	46.1%	46.7%	53.6%	66.9%	61.5%
More than one race	2.5%	2.7%	2.4%	2.6%	2.6%	2.6%	2.3%	2.1%	3.7%	2.8%	2.0%	2.2%
Race or ethnicity unknown	6.0%	4.9%	5.2%	5.7%	6.5%	5.7%	8.8%	6.8%	5.7%	5.1%	6.7%	6.7%
International faculty	2.9%	1.5%	0.7%	1.8%	11.1%	1.0%	4.9%	1.2%	0.1%	0.9%	0.8%	0.6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Data from U.S. Department of Education, Integrated Postsecondary Education Data System, 2021.

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.

- The share of Black or African American new staff hires was highest in sales and related occupations (22.8 percent) and lowest in computer, engineering, and science occupations (7.2 percent).
- Asian new hires represented more than one in 10 newly hired full-time staff in computer, engineering, and science (12.6 percent) and health care practitioners and technical occupations (11.5 percent).
- The representation of international new staff hires was higher in computer, engineering, and science (11.1 percent) and health care practitioners and technical occupations (4.9 percent) than in other occupations.
- The share of White new staff hires was lowest in service occupations (46.1 percent), for which Black or African American and Hispanic or Latino new hires together accounted for 39.1 percent of all new hires.

¹¹ New staff hires did not include instructional, research, and public service staff.

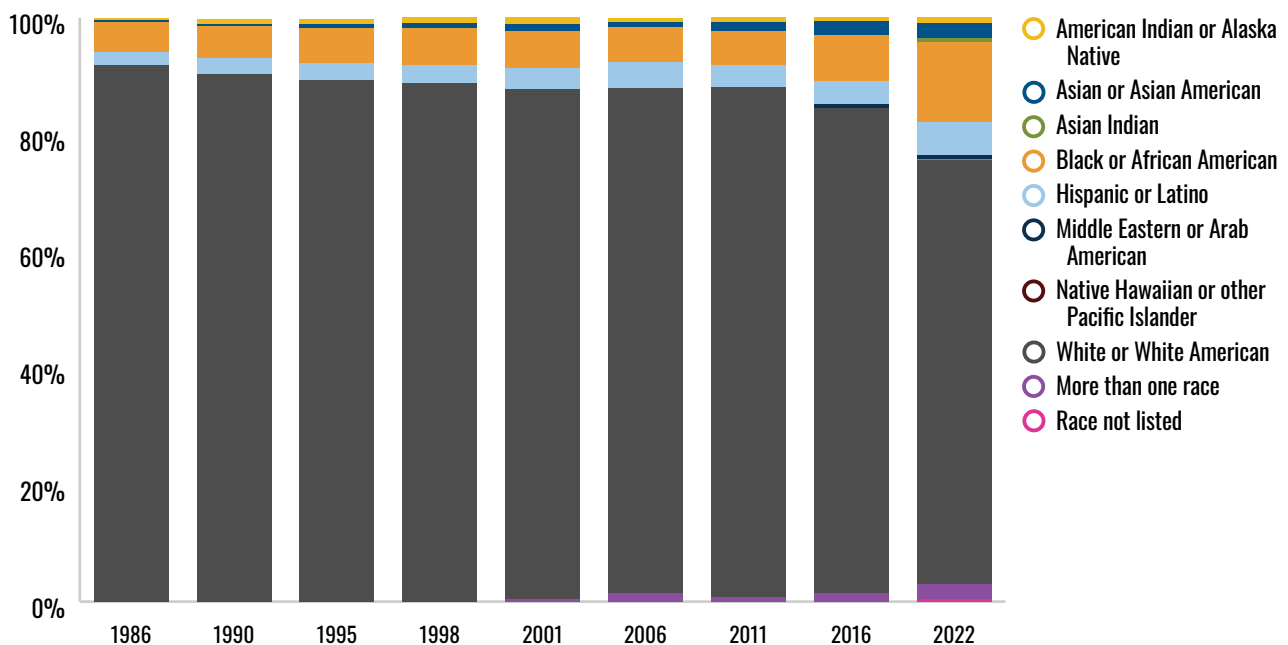
COLLEGE AND UNIVERSITY PRESIDENTS

The American College President Study (ACPS) is the longest-running and most comprehensive survey of college and university presidents across the United States. ACE first conducted the survey in 1986 and analyzed the survey data in an accompanying report, *The American College President: A Contemporary Profile* (1988). Subsequent editions were published in 1993, 1998, 2000, 2002, 2007, 2012, 2017, and 2023. The data featured here were published in *The American College President Study: 2023 Edition* and represent responses from more than 1,000 presidents and chancellors.¹²

College and University Presidents: 1986 to 2022

In 1986, White presidents represented 91.9 percent of all college and university presidents. While White presidents remained the majority in 2022, their representation declined as the presidency became more racially and ethnically diverse. In 2016, 83.2 percent of all presidents identified as White, and 16.8 percent identified as people of color. By 2022, 72.7 percent of all presidents identified as White (a 12.6 percent decrease since 2016), and 26.8 percent identified as people of color (an increase of 59.5 percent). The share of Black or African American presidents increased from 5.0 percent in 1986 to 7.9 percent in 2016 and to 13.6 percent in 2022.

Figure 8.22: College and University Presidents Across Race and Ethnicity, Select Years: 1986 to 2022



Source: Data from American Council on Education, American College President Study, 2022.

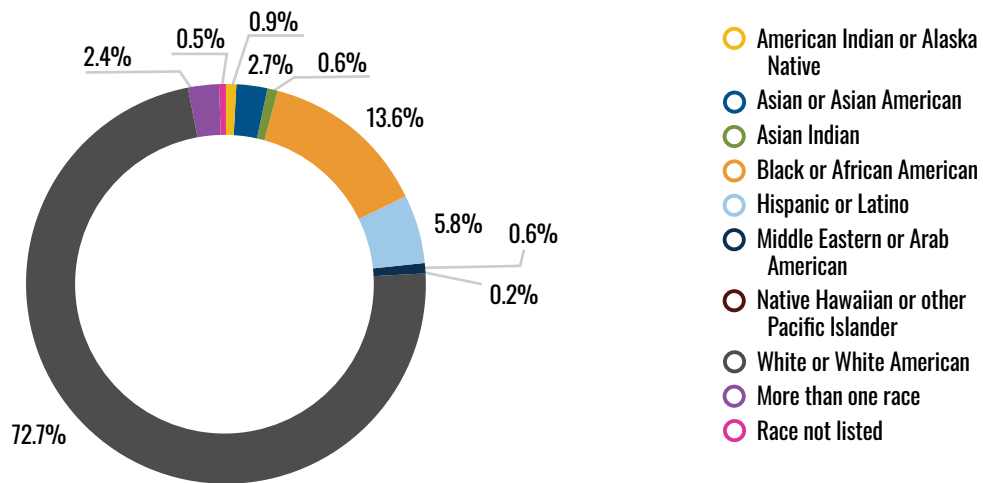
Notes: Data on individuals of more than one race were not collected prior to 2001. | In 2016, ACPS introduced a new racial and ethnic category to allow presidents to identify as Middle Eastern or Arab American. | ACPS introduced two new racial and ethnic categories in 2022 to allow presidents to identify as Asian Indian and Native Hawaiian or other Pacific Islander. | In 2022, presidents were able to report that they identified with a racial or ethnic group not listed in the survey. | Totals may not add to 100 percent due to rounding.

12 Note that the racial and ethnic groups in this section are different from those in the previous sections. In 2022, ACPS allowed presidents to select from a wide array of racial and ethnic identities and categorized them into 10 groups, including American Indian or Alaska Native; Asian or Asian American; Asian Indian; Black or African American; Hispanic or Latino; Middle Eastern or Arab American; Native Hawaiian or other Pacific Islander; White or White American; more than one race; and race not listed (Melidona et al. 2023).

College and University Presidents: 2022

In 2022, 72.7 percent of presidents were White. Black or African American presidents were the second largest group (13.6 percent), followed by Hispanic or Latino (5.8 percent), Asian (2.7 percent), and multiracial (2.4 percent) presidents. American Indian or Alaska Native (0.9 percent) and Middle Eastern or Arab American (0.6 percent) presidents made up the smallest fraction of all college and university presidents.

Figure 8.23: College and University Presidents Across Race and Ethnicity: 2022



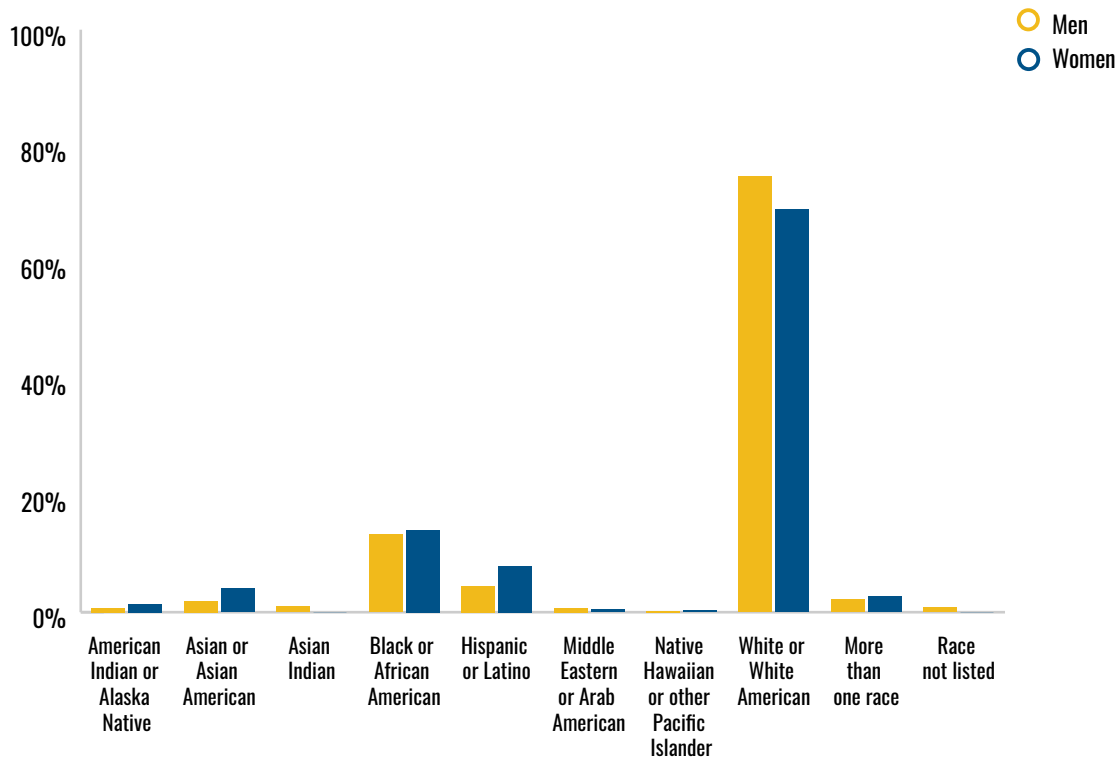
Source: Data from American Council on Education, American College President Study, 2022.

College and University Presidents, by Gender

In 2022, women represented only 38.3 percent of all college and university presidents, while men represented 61.7 percent. Women of color represented 30.9 percent of female presidents and men of color represented 24.5 percent of male presidents. Approximately 74.8 percent of men and 69.1 percent of women presidents were White. A larger share of women presidents identified as either Black or African American or Hispanic or Latina (14.1 percent and 7.9 percent, respectively) in comparison to their men president counterparts (13.3 percent and 4.5 percent).

Women accounted for 50 percent or more of American Indian or Alaska Native, Asian or Asian American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander presidents, but only 36.4 percent of White presidents.

Figure 8.24: College and University Presidents Across Race and Ethnicity, by Gender: 2022

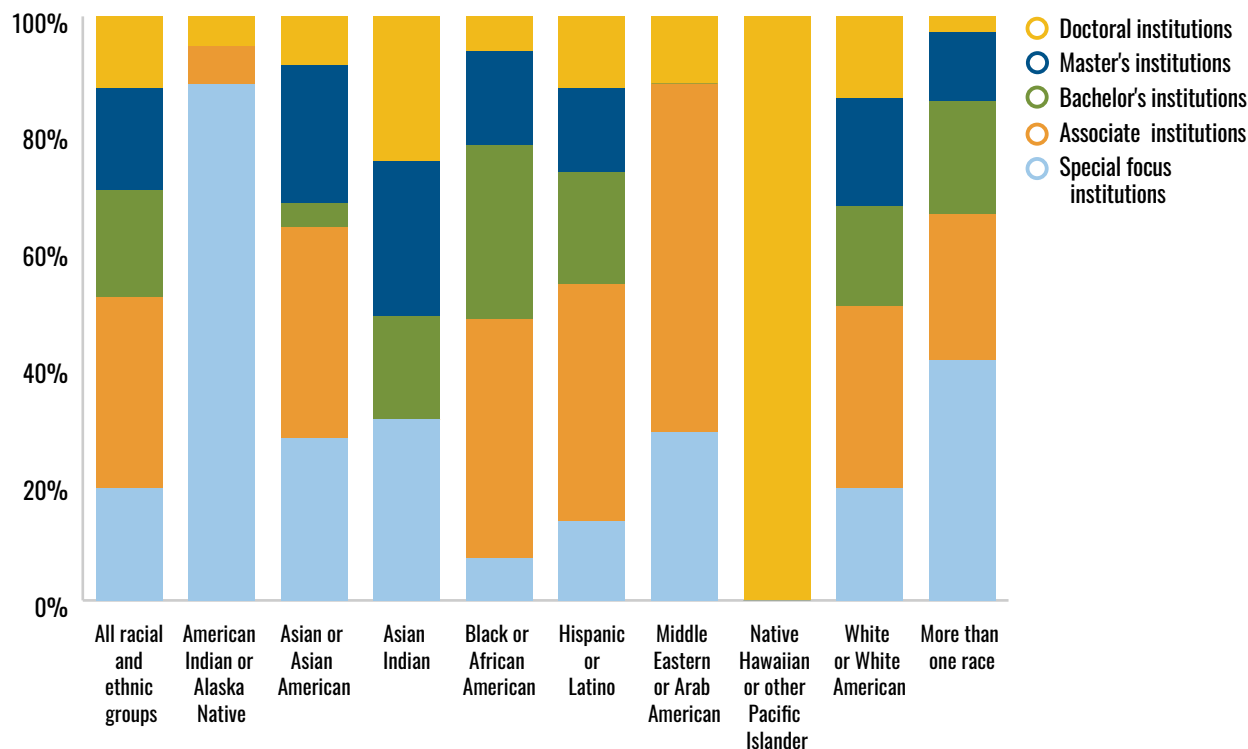


Source: Data from American Council on Education, American College President Study, 2022.

College and University Presidents, by Carnegie Classification¹³

Of the total college and university presidents in 2021, 32.7 percent led associate institutions, 18.2 percent led bachelor's institutions, 17.6 percent led master's institutions, 12.2 percent led doctoral institutions, and 19.3 percent led special focus institutions.

Figure 8.25: College and University Presidents Across Carnegie Classifications, by Race and Ethnicity: 2022



Source: Data from American Council on Education, American College President Study, 2022.

Notes: In 2022, ACPS categorized institutions into five groups—doctoral, master's, bachelor's, associate, and special focus institutions—based on the 2021 Carnegie Basic Classification. Institutions not listed in the 2021 Carnegie Basic Classification were classified into one of the five institutional groups based on the level of the degrees they predominantly offer. | Totals may not add to 100 percent due to rounding.

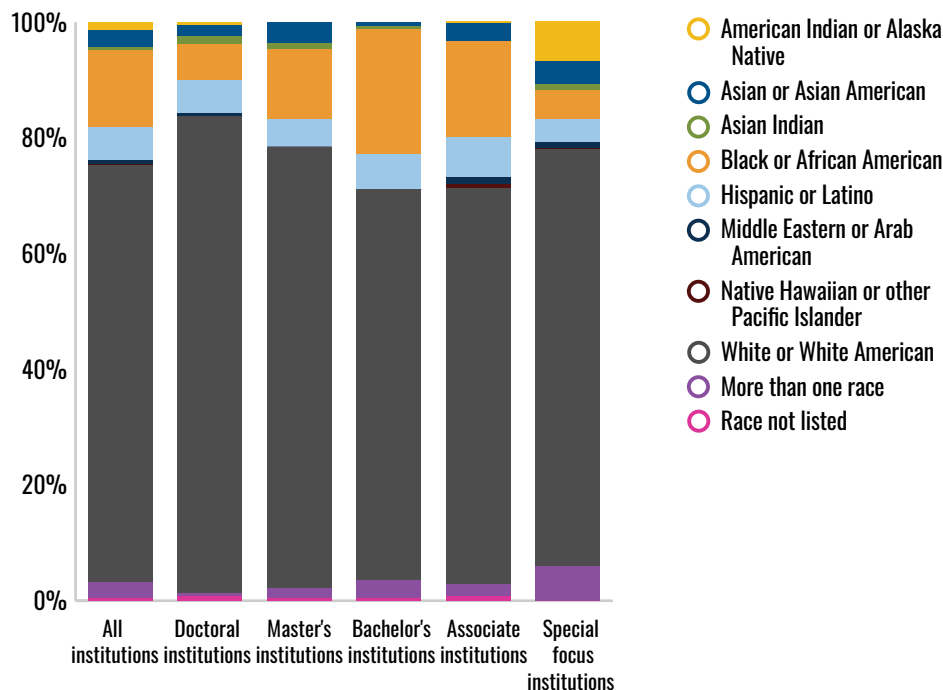
- Associate institutions were led by 40.9 percent of Black or African American presidents and 40.5 percent of Hispanic or Latino presidents, compared with 31.1 percent of White presidents. The small numbers of Middle Eastern or Arab American presidents were overrepresented in this institution type (59.7 percent).
- Special focus institutions were by far most likely to be led by American Indian or Alaska Native presidents (88.4 percent), the highest of any group across institutional classification, followed by multiracial presidents (41.2 percent).¹⁴
- Master's institutions were led by 16.2 percent of Black or African American presidents, and only 5.9 percent led doctoral institutions, compared with 12.2 percent of all presidents.

13 In 2022, ACPS categorized institutions into five groups—doctoral, master's, bachelor's, associate, and special focus institutions—based on the 2021 Carnegie Basic Classification. Institutions not listed in the 2021 Carnegie Basic Classification were classified into one of the five institutional groups based on the level of the degrees they predominantly offered. *Doctoral institutions* included institutions that were classified as doctoral universities and doctoral/professional universities. *Master's institutions* included institutions that were classified as master's colleges and universities. *Bachelor's institutions* included institutions that were classified as baccalaureate colleges and baccalaureate/associate's colleges: mixed baccalaureate/associate's. *Associate institutions* included institutions that were classified as associate colleges, special focus two-year, and baccalaureate/associate's colleges: associate's dominant. *Special focus institutions* included institutions that were classified as special focus four-year and tribal colleges.

14 ACPS grouped Tribal Colleges and Universities within the category of special focus institutions.

White presidents remained the majority in all Carnegie Classification types. However, some racial and ethnic groups had strong representation at particular institution types.

Figure 8.26: College and University Presidents Across Race and Ethnicity, by Carnegie Classification: 2022



Source: Data from American Council on Education, American College President Study, 2022.
 Notes: In 2022, ACPS categorized institutions into five groups—doctoral, master’s, bachelor’s, associate, and special focus institutions—based on the 2021 Carnegie Basic Classification. Institutions not listed in the 2021 Carnegie Basic Classification were classified into one of the five institutional groups based on the level of the degrees they predominantly offer. | Totals may not add to 100 percent due to rounding.

- Bachelor’s institutions held the largest share of Black or African American presidents (21.6 percent). Associate institutions had the largest share of Hispanic or Latino presidents (7.0 percent), and doctoral institutions had the largest share of White presidents (82.3 percent). American Indian or Alaska Native presidents represented 7.0 percent of all presidents at special focus institutions—their highest share at any institution type.
- Hispanic or Latino presidents were represented across all institution types with percentages that varied from 4.0 percent at special focus institutions to 7.0 percent at associate institutions.

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