

POSTSECONDARY
VALUE COMMISSION

ENSURING A MORE EQUITABLE FUTURE: COLLEGES AS MODELS FOR EQUITABLE EMPLOYMENT

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INTRODUCTION

As employers of more than 3.9 million individuals across the country, postsecondary institutions are a significant part of the labor market and have an important role to play in creating a society in which a student's background does not determine their post-college outcomes.¹ At present, the students they serve go on to face inequitable policies and systems that stifle progress toward a more just society. For example, American women earn more postsecondary credentials than men.² However, they earn less than men at every education level, and these gender gaps are wider for Black and Latinx women.³ Beyond earnings, people of color⁴ and women,⁵ and especially women of color,⁶ face major challenges, including labor market discrimination, healthcare disparities, housing discrimination, and inequitable treatment in the criminal justice system.

Many of the gender and racial wage gaps found in the broader society are also seen within higher education, with less diversity among college administrators, faculty, and staff than the United States population as a whole.⁷ Postsecondary institutions alone cannot correct the systemic inequities that limit socioeconomic mobility and racial justice, but they can address these issues on their own campuses. Institutions must take responsibility for their own policies and practices, some of which perpetuate labor market discrimination. Indeed, as major employers in their communities, institutions can and should be leaders on equitable employment practices to build a fairer labor market for their students to enter.

Postsecondary institutions alone cannot correct the systemic inequities that limit socioeconomic mobility and racial justice, but they can address these issues on their own campuses.

This paper first highlights racial and gender inequities in institutional hiring and compensation trends. It then points to ways in which postsecondary institutions can use data to identify and address their own hiring, payment, and promotion inequities that depress the value that many students of color and women receive from postsecondary education. Following this approach, institutions of higher education can transform themselves and “walk the walk,”⁸ rather than perpetuate the racial/ethnic, gender, and income injustices seen throughout our society.

CURRENT STATE OF (IN)EQUITABLE EMPLOYMENT PRACTICES IN HIGHER EDUCATION

Today, there are substantial gender and racial gaps within postsecondary education. For example, both women and men of color are underrepresented among higher education employees compared with their general representation within the U.S. population.⁹ Similar to senior-level executives in private industry, the majority of higher education leadership—including department chairs, deans, provosts, chief academic officers, and presidents—are men and White.¹⁰ Women comprise less than one third of college or university presidents. While the overall number of women who have moved into these positions has tripled since the late 1980s, the majority of these women have been White.¹¹

The majority of full-time staff at postsecondary institutions are also White.¹² Women comprise less than a quarter of top earners at elite universities, with women of color being extremely underrepresented in these positions at fewer than three percent.¹³ Full-time Black and Latinx staff are typically concentrated in office and administrative support, sales and related occupations, and service occupations,¹⁴ which are vital to keeping colleges and universities running, yet are often undervalued. In the midst of the COVID-19 pandemic and ensuing economic crisis, it is these lowest-paid workers in higher education who are bearing the brunt of university lay-offs and furloughs.¹⁵

Institutions need to examine how their own policies and practices contribute to inequitable post-college outcomes.ⁱ The discussion below focuses on trends in hiring, employment, and pay for faculty (see Sidebox 1) and draws heavily on research by Gina Johnson, Senior Associate at the National Center for Higher Education Management Systems (NCHEMS).

Sidebox 1. About the Data

Johnson's national analyses of faculty diversity and employment primarily used the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS) Fall Staff Survey (Academic Year 2018-2019).¹⁶ This paper incorporates national analyses of:

- Faculty salary gaps by gender; and
- Faculty/instructor diversity (race/ethnicity and gender):
 - by full-time status
 - by academic rank and tenure status
 - as compared with the student body (race/ethnicity by undergraduate and graduate student level data available in IPEDS) and U.S. population overall*

The following data are not available in IPEDS: salary gaps by race/ethnicity, part-time instructional staff by race/ethnicity and gender, and program-level data for faculty by race/ethnicity and gender. The College and University Professional Association for Human Resources (CUPA-HR) collects these data through several annual surveys of individuals employed at postsecondary education institutions across the country, but these data are not publicly available.

**Note: These data are from the U.S. Census Bureau.*

i Institutions can use the Postsecondary Value Framework to gauge how they and their programs create value for students and ensure equitable completion and post-college outcomes for students of color, students from low-income backgrounds, and women. For additional information, see: Postsecondary Value Commission. (2021a). Equitable value: Promoting economic mobility and social justice through postsecondary education. Retrieved from: <https://www.postsecondaryvalue.org/wp-content/uploads/2021/05/PVC-Final-Report-FINAL.pdf>

Faculty of Color are Underrepresented in Postsecondary Institutions

Over the last 20 years, the racial and ethnic makeup of both the United States overall and the postsecondary student population has become increasingly diverse.¹⁷ The racial and ethnic diversity of faculty at postsecondary institutions has not kept pace. White and Asian faculty are overrepresented and Black, Latinx, and American Indian or Alaska Native faculty are underrepresented compared with their U.S. age groups (Table 1).^{ii, iii, 18}

Similarly, Black and Latinx faculty at all ranks (professor, associate professor, assistant professor, instructor, lecturer, and no rank) across 3,674 institutions are underrepresented compared with the aggregate student body, and this is particularly true for Black and Latinx female professors (Table A1).

Table 1. Faculty Diversity Compared to Comparable Age Groups of the U.S. Population at all 2-Year and 4-Year or Above Degree-Granting Institutions (3,674 Institutions)

	White		Asian		Black		Latinx		American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and 2 or More Races	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Full-Time Instructional Staff	40%	36%	6%	4%	3%	4%	3%	3%	1%	1%
U.S. Ages 26-75	33%	34%	2%	3%	5%	6%	7%	7%	1%	1%
Difference	7%	1%	4%	2%	-3%	-3%	-4%	-4%	0%	0%

Notes: We have combined American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and 2 or More Races to increase the sample size. Numbers may not add up to 100 percent due to rounding.

Sources: National Center for Higher Education Management Systems analysis of Instructional Staff—NCES IPEDS Fall Staff Survey, Fall 2018; U.S. population—U.S. Census Bureau Annual Estimates of the Resident Population by Sex, Single Year of Age, Race, and Hispanic Origin for the United States: April 1, 2010 to July 1, 2018.

ii IPEDS aggregates Asian American and Pacific Islander communities under the umbrella categories of “Asian” or “Native Hawaiian or Other Pacific Islander” which does not enable researchers to unpack pay and representation gaps within these communities.

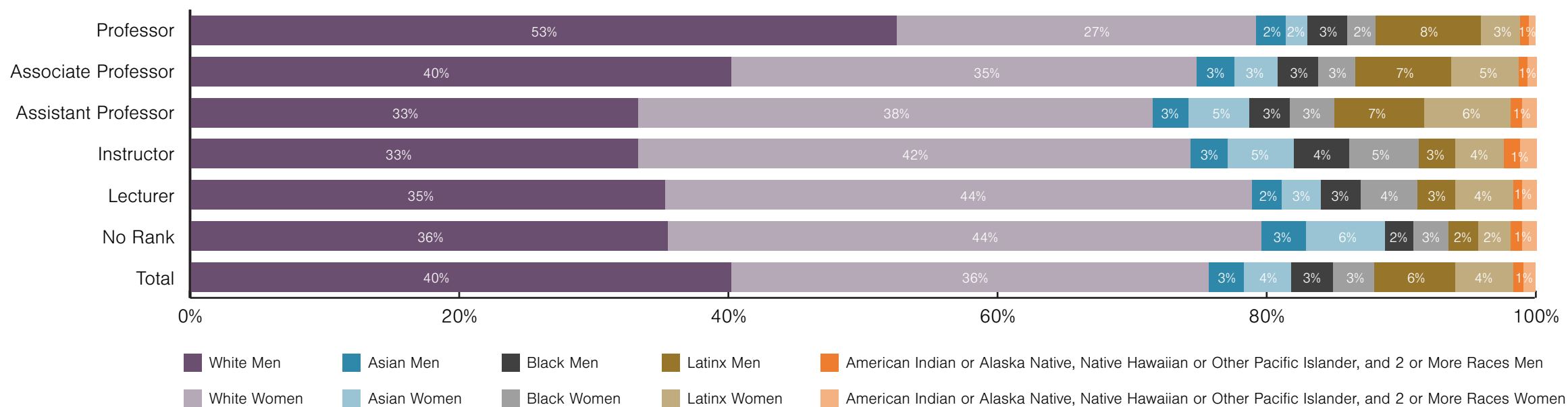
iii The term “American Indian or Alaska Native” is used rather than the term “Indigenous” to accurately represent the data source. While the terms “Latinx,” “Latino/a,” and “Hispanic” and “Black” and “African American” are often used interchangeably in data sources, this paper uses the terms “Latinx” and “Black” to be inclusive of gender, cultural, and race identities.

Representation of Faculty of Color and Women Decreases with Progression in Academic Rank

Given the hierarchy of faculty positions, understanding faculty/instructor diversity requires disaggregating by rank.¹⁹ Approximately three-quarters of all faculty, regardless of rank, are White, seven percent are Black, and six percent are Latinx (Figure 1). The representation of Black and Latinx individuals—especially women—decreases with progression in academic rank from no rank up to full professor. This means that full professor is least diverse, with more than half identifying as White men, followed by White women (27 percent) and Asian men (2 percent). All other race/ethnicity and gender combined identities each make up 3 percent or less of the professor rank. Faculty of color are primarily concentrated in the lowest ranks of the academic hierarchy with instructor and assistant professor being the most diverse.²⁰

Representation varies across sector and institution type. For example, four-year public and private not-for-profit institutions are the least likely to hire or promote faculty of color and women to the professor rank (Tables A2 and A3). And Minority-Serving Institutions (MSIs) tend to have a more diverse faculty than non-MSIs (see Sidebox 2).

Figure 1. Racial and Gender Breakdown of the Postsecondary Faculty Population by Academic Rank



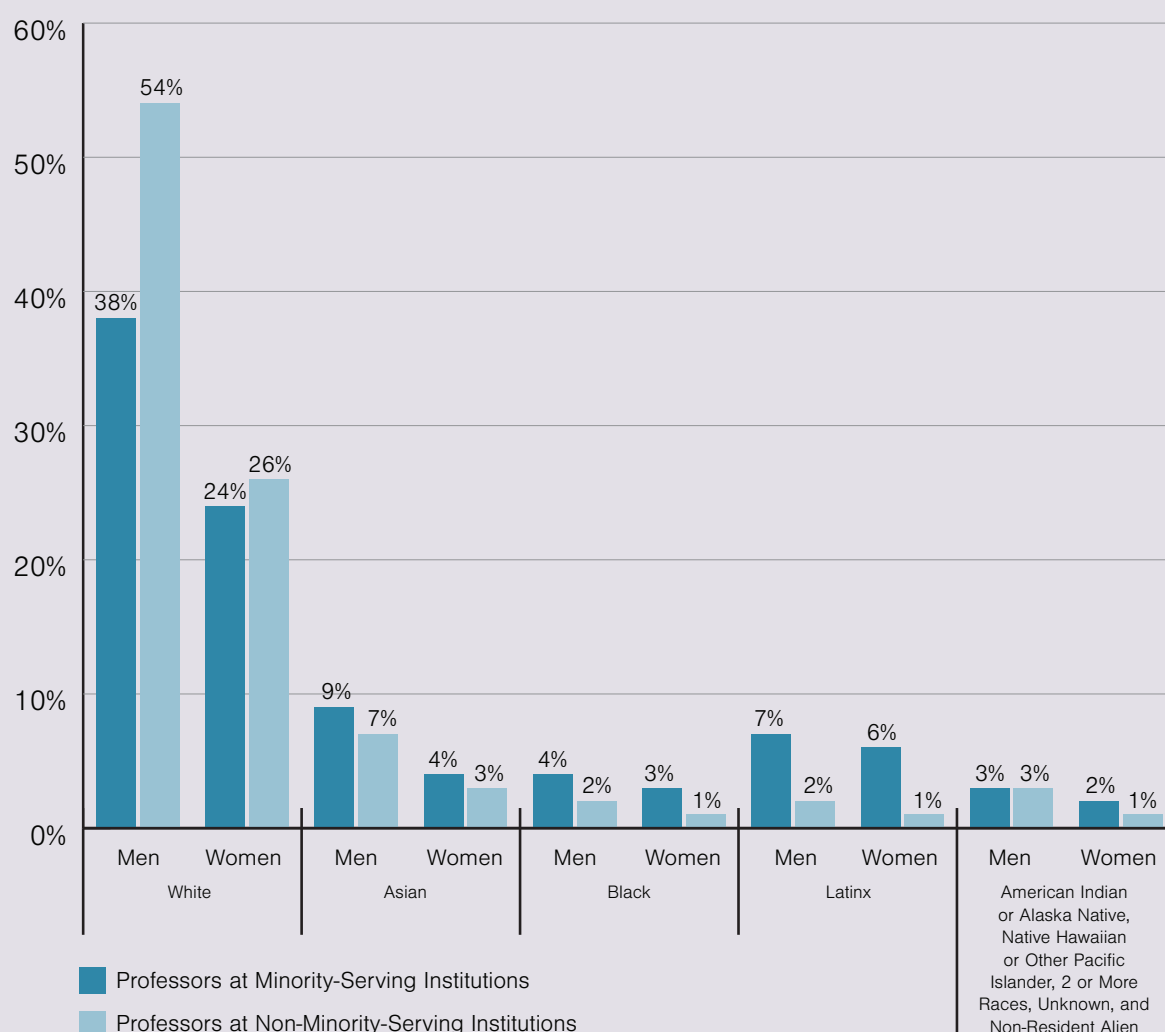
Notes: Racial and gender breakdown does not include postsecondary faculty who identified as Unknown or Non-Resident Alien. For NCES IPEDS data, “No Academic Rank” includes those instructional staff without any of the other rank labels and all instructional staff at institutions without standard academic ranks. We have combined American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and 2 or More Races to increase the sample size.

Source: National Center for Higher Education Management Systems analysis of data from NCES IPEDS Fall Staff Survey, Fall 2018.

Sidebox 2. Faculty Diversity by Academic Rank at Minority-Serving Institutions

Minority-Serving Institutions (MSIs) are critical engines of social and economic mobility for students of color, many of whom are first-generation students and are from low-income backgrounds, but often operate with fewer resources than institutions that serve predominantly White students.²¹ While the diversity of full-time faculty at MSIs lags behind that of their student bodies (Table A4), MSIs do generally employ more faculty of color and women in the professor rank than non-MSIs (see figure below). Even so, Black and Latinx faculty at MSIs are still more concentrated in lower academic ranks compared with their White and Asian men counterparts (Table A5).

Comparison of Faculty Diversity in the Professoriate Rank at Minority-Serving Institutions and Non-Minority-Serving Institutions.



Notes: MSI flag information based on College Scorecard. There were 737 Minority-Serving Institutions and 2,937 Non-Minority-Serving Institutions in the sample. We have combined American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, 2 or More Races, Unknown, and Non-Resident Alien to increase the sample size.

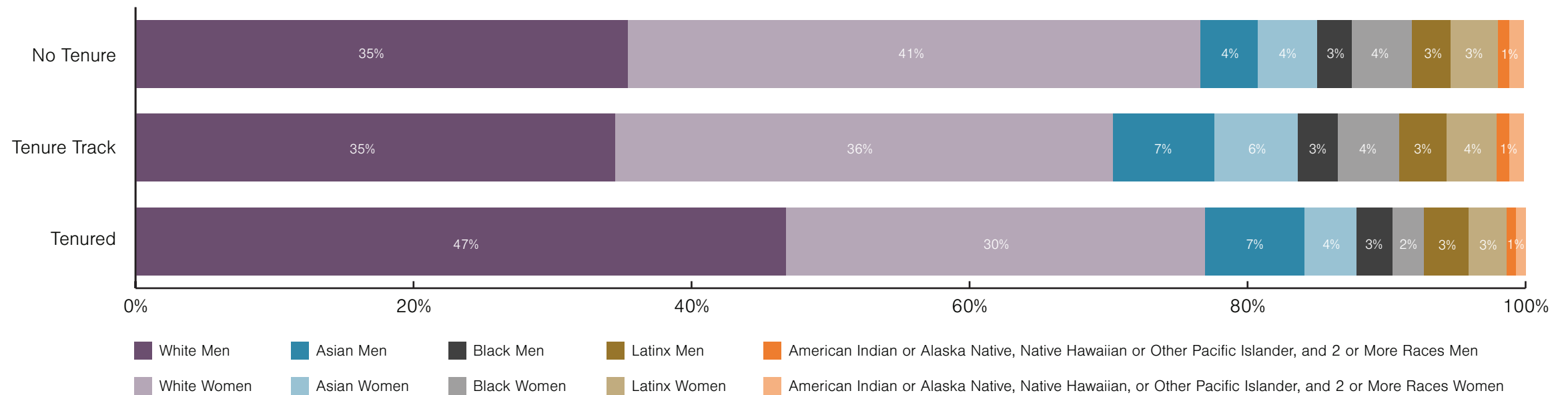
Source: National Center for Higher Education Management Systems analysis of NCES IPEDS Fall Staff Survey, Fall 2018.

Few Faculty of Color are in Tenured Positions

Similar racial/ethnic disparities exist among tenured faculty. Tenure status is designed to safeguard faculty members' academic freedom, freedom of speech, and job security from the preferences, influences, and biases of donors, legislators, and administrators.²² Faculty without tenure do not enjoy these same protections and are more susceptible to dismissal.²³ Further, non-tenure track jobs often do not have the same level of institutional support as tenure track and tenured positions,²⁴ and generally have a lower salary and fewer benefits.²⁵

Scholars of color are underrepresented among tenured faculty.^{iv} More than 75 percent of tenured faculty are White, and nearly half are White men (Figure 2). Men and women who identify as Black, Latinx, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races each make up three percent or less of all tenured faculty.

Figure 2. Faculty Diversity by Tenure Status



Notes: Calculations excluding faculty who identified as Unknown or Non-Resident Alien. We have combined American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and 2 or More Races to increase the sample size.

Source: National Center for Higher Education Management Systems analysis of NCES IPEDS Fall Staff Survey, Fall 2018.

iv The National Center for Education Statistics (2019-2020) uses the following categories to describe faculty tenure status: tenure (status of a personnel position with respect to permanence of position), tenure track (personnel positions that lead to consideration for tenure), and not on tenure track (personnel positions that are considered non-tenure earning positions). For additional information, see: https://surveys.nces.ed.gov/IPEDS_PY/VisFaqView.aspx?mode=reg&id=2&show=all#857 and <https://surveys.nces.ed.gov/ipeds/public/glossary>.

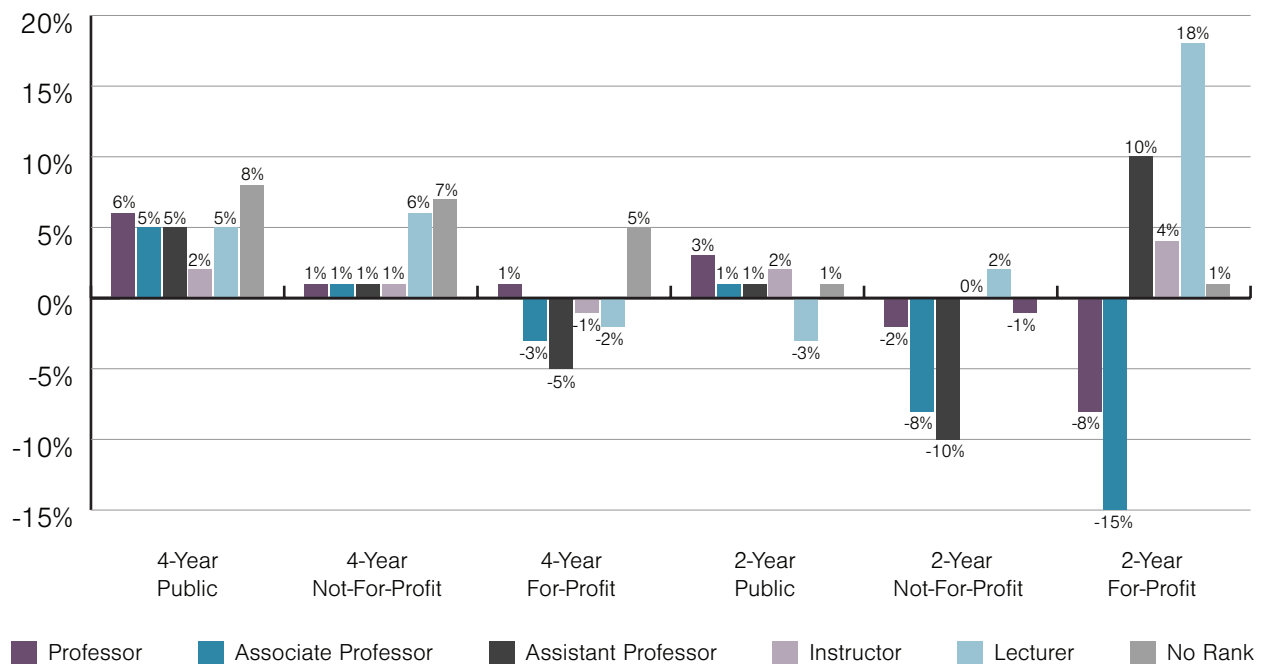
Faculty of Color and Women Face Substantial and Persistent Wage Gaps

The relatively few women and people of color whom institutions do employ as faculty face substantial and persistent wage gaps²⁶ that roughly mirror wage inequities across all professions.²⁷ A recent report by the American Association of University Professors found that, on average, female faculty earn just 81 cents for every dollar male faculty earn, and these gaps have barely budged over the past decade.²⁸ A study of 40 selective public universities found that the gender gap in faculty wages exceeds \$23,000, while wages for Black and Latinx faculty are \$10,000-\$15,000 lower than wages for White faculty.²⁹

Furthermore, these wage gaps do not factor in time and energy spent on mentoring and service roles that detract from time available for activities that are central to compensation and promotion decisions, including field experience and research. Studies show that faculty of color are more likely to take on these less-valued responsibilities than their White colleagues.³⁰ While these roles are critical to the success of both students and the institution overall, they do not typically count toward gaining tenure, further exacerbating persistent inequities within higher education.³¹

Wage gaps vary by institution, with greater gaps across all ranks at high-STEM institutions compared with low-STEM institutions (Table A6). Smaller gaps are seen at institutions with larger percentages of female faculty or where overall average salaries are lower, such as community colleges and for-profits³² (Figure 3).

Figure 3. Percent Difference in Average Salaries for Men Compared to Average Salaries for Women at Same Rank by Institutional Sector



Source: National Center for Higher Education Management Systems analysis of NCES IPEDS Fall Staff Survey, Academic Year 2018-19.

EQUITABLY EMPLOYING, PROMOTING, AND PAYING FACULTY OF COLOR AND WOMEN MATTERS TO STUDENT SUCCESS

The data demonstrate that as a field, postsecondary education is not doing enough to equitably hire, promote, and pay faculty of color and female faculty. Were all postsecondary institutions to eliminate wage and gender discrimination within their own walls, they would better serve their students—and future graduates—in two critical ways: as employers and in creating richer learning environments.

As employers, postsecondary institutions are not hiring and promoting faculty in such a way that reflects the diversity of their student bodies or the general population. While it is true that the racial diversity of faculty has steadily but slowly increased since the 1990s—from 4 percent to 6 percent for Black faculty and 3 percent to 6 percent for Latinx faculty—their representation still falls far below that of Black and Latinx students and in the overall population.³³ While gender diversity has improved among higher education faculty and nearly reached parity, the infusion of women into academic roles has largely been in part-time and non-tenure track appointments.³⁴

To determine return on investment in postsecondary education, the Postsecondary Value Framework measures earnings and wealth outcomes across racial, socioeconomic, and gender lines. By definition, systemic wage discrimination based on race/ethnicity and gender impacts students of color and women.^v While institutions alone cannot rid the labor market of this discrimination, they can endeavor to disrupt labor market inequities for college graduates who go on to become faculty and staff.

As learning environments, institutions with diverse faculty promote the collegiate and post-collegiate success of students—especially Black, Latinx, Indigenous, underrepresented Asian American and Pacific Islander (AAPI) students, students from low-income backgrounds, and women. Research shows that women and non-White faculty are more likely than their counterparts to implement pedagogical methods that are student centered and known to improve student learning outcomes.³⁵ Additionally, faculty of color and women tend to interact more frequently with students than their White and male colleagues.³⁶ By infusing instruction and assignments with their own experiences, faculty of color are more likely to provide a set of learning experiences that promote students' development of intercultural competence³⁷—a critical skill in today's diverse workplace and global economy.³⁸

Same-race and same-gender faculty also are well-positioned to support student success by serving as role models and mentors.³⁹ Students of color and women often feel that they receive more help and support from faculty of the same race/ethnicity and same gender,⁴⁰ which also serves the institution given that students who have supportive relationships with faculty members and other mentors are more likely to believe their education was worth the cost.⁴¹ Students report that faculty members who share their background and experiences provide comfort when facing prejudice and help them visualize themselves in similar roles in the future.⁴² In contrast, students interpret not finding same-race and gender faculty role models to mean that people from their backgrounds do not belong in that particular field of study.⁴³

v For additional information on the Postsecondary Value Framework, see: Postsecondary Value Commission. (2021a). Equitable value: Promoting economic mobility and social justice through postsecondary education. Retrieved from: <https://www.postsecondaryvalue.org/wp-content/uploads/2021/05/PVC-Final-Report-FINAL.pdf>

Further, research shows that White faculty members believe they engage with students from a “colorblind perspective,” which signals an inability to see—and act against—racism.⁴⁴ Furthermore, White faculty often still assert that minority students are academically underprepared and less interested in pursuing research and graduate studies.⁴⁵ This impression presents a serious risk to equitable postsecondary value as White faculty may be closing doors to well-paying careers for students from diverse backgrounds.⁴⁶

By prioritizing a diverse faculty, institutions can promote student completion and post-college success, while also building equitable career pathways for students pursuing careers within higher education.

MOVING TOWARD COLLEGES AS MODELS FOR EQUITABLE EMPLOYMENT

In the midst of the COVID-19 pandemic, it is more important than ever that institutional leaders implement policies and practices to equitably hire, promote, and pay faculty—especially faculty of color and women. Women have borne the burden of the pandemic more than men in taking on additional childcare, household labor, and eldercare responsibilities that make full-time work challenging—and female faculty have not been insulated from these shifts.⁴⁷ The pandemic’s disproportionate health and financial toll on minoritized communities means that faculty of color—especially Black faculty and Black female faculty—are more likely to be coping with family illnesses and death as well as family job losses, all while needing to provide greater support to students.⁴⁸ These disruptions put faculty of color and women at an even greater disadvantage than they were pre-pandemic—when they already faced disparities in access to research resources, professional networks, and mentoring, carried disproportionately higher teaching and service loads, and faced slower promotion processes.⁴⁹

To provide equitable postsecondary value, institutions should use their own staffing and salary data to understand how they contribute to labor market inequities—and become part of the solution. Leveraging these data, institutions should implement strategies to address racial and gender disparities on their campuses and continuously use data to measure progress. Potential strategies include:

- **Create policies and procedures** to promote equitable hiring and compensation of diverse faculty and staff. This can include:
 - holding hiring committees accountable for ensuring that the demographics of faculty and staff appointments are proportionate to the finalist pools;⁵⁰
 - setting salaries based on job requirements and prohibiting questions about applicants’ salary histories in the interview process;⁵¹ and
 - regularly conducting pay equity audits.⁵²
- **Adopt alternative evaluation systems** based on specific skills rather than experience or subjective criteria. Since women and minorities are the targets of subjective bias at higher rates than White men, designing more objective, data-centric approaches can make the evaluation process more equitable.⁵³

- **Make faculty/staff salary and diversity data more transparent** by releasing annual reports that include salary data by race/ethnicity and gender and percentages of each demographic group in various faculty and staff positions. Given the lack of federal data, these institution-level data will provide a more complete picture on how colleges and universities are performing as equitable employers (Sidebox 3).
- **Create a climate where diversity and inclusion are valued** through open lines of communication, transparent decision-making, and opportunities for faculty to provide constructive feedback.⁵⁴
- **Develop or reevaluate mentoring programs for new faculty and staff** to ensure campus climates are supportive and welcoming, not hostile. If mentoring programs already exist, they should be evaluated to ensure that the mentors of new faculty are fulfilling their responsibilities, rather than simply checking a box.⁵⁵
- **Implement anti-bias training** to help faculty and staff, particularly White faculty and staff, learn how to develop an inclusive culture both in their courses, and as mentors to students and other faculty and staff. This training should also help faculty and staff to understand a wide breadth and depth of academic scholarship and reinforce the value of research and teaching that focuses on race-related topics to reduce biases in the hiring and promotion process.

Postsecondary institutions have proven histories of tackling societal challenges head-on, such as working to combat climate change, develop vaccines, and create disease-resistant and drought-tolerant crops to counter global hunger, to name but a few. Institutions should view racial and gender inequities in the labor market in the same vein and endeavor to lead the way in addressing these systemic challenges. While these inequities are entrenched in American society, colleges and universities have the potential to serve as catalysts for societal transformation both as employers and as learning environments. By ensuring that their employment practices promote equity, they benefit all of their students, including those graduates who later enter the academy themselves.

Sidebox 3. Holding Institutions Accountable as Equitable Employers at the Federal-Level

As noted earlier, IPEDS does not collect faculty and staff salary data by race or faculty diversity by program. To provide a more complete picture of how institutions are performing as equitable employers, the U.S. Department of Education should require institutions to report these data and make them publicly available.

ACKNOWLEDGEMENTS

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APPENDIX

Table A1. Comparison of Racial and Gender Breakdown of the Postsecondary Faculty Population and Student Population (3,674 Institutions)

	White		Black		Latinx		Asian		American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and 2 or More Races	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Faculty										
Professor	53%	27%	2%	2%	3%	2%	8%	3%	1%	1%
Associate Professor	40%	35%	3%	3%	3%	3%	7%	5%	1%	1%
Assistant Professor	33%	38%	3%	5%	3%	3%	7%	6%	1%	1%
Instructor	33%	42%	3%	5%	4%	5%	3%	4%	1%	1%
Lecturer	35%	44%	2%	3%	3%	4%	3%	4%	1%	1%
No Rank	36%	44%	3%	6%	2%	3%	2%	2%	1%	1%
Total	40%	36%	3%	4%	3%	3%	6%	4%	1%	1%
Postsecondary Students										
Undergraduate	24%	29%	5%	9%	9%	12%	3%	4%	2%	3%
Graduate	24%	39%	4%	10%	4%	7%	3%	4%	1%	2%
Total	24%	31%	5%	9%	8%	12%	3%	4%	2%	3%
Difference between all faculty and postsecondary students	16%	5%	-3%	-5%	-5%	-9%	3%	1%	-1%	-2%

Notes: We have combined American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and 2 or More Races to increase the sample size. Numbers may not add up to 100 percent due to rounding.

Sources: National Center for Higher Education Management Systems analysis of NCES IPEDS 12-Month Enrollment, 2017-18; NCES IPEDS Fall Staff Survey, Fall 2018.

Table A2. Faculty Diversity by Academic Rank

	White		Asian		Black		Latinx		American Indian or Alaska Native		Native Hawaiian or Other Pacific Islander		2 or More Races		Unknown		Non-Resident Alien	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Public 4-Year or Above Degree-Granting Institutions (756 institutions)																		
Professor	51%	24%	10%	3%	2%	1%	3%	2%	0.2%	0.2%	<.01%	<.01%	0.3%	0.3%	1%	1%	1%	0%
Associate Professor	38%	31%	8%	5%	3%	3%	3%	3%	0.2%	0.2%	0.1%	0.1%	0.4%	0.4%	1%	1%	2%	1%
Assistant Professor	29%	31%	7%	6%	2%	4%	3%	3%	0.2%	0.2%	<.01%	0.1%	1%	1%	2%	2%	6%	4%
Instructor	29%	43%	2%	3%	2%	4%	3%	4%	0.3%	0.3%	0.2%	0.2%	0.4%	1%	2%	2%	2%	1%
Lecturer	33%	41%	2%	4%	2%	3%	3%	4%	0.2%	0.3%	<.01%	0.1%	1%	1%	2%	2%	2%	2%
No Rank	30%	37%	3%	3%	3%	4%	2%	3%	0.3%	0.5%	<.01%	<.01%	1%	1%	1%	2%	6%	3%
Total	38%	31%	7%	5%	2%	3%	3%	3%	0.2%	0.2%	0.1%	0.1%	0.4%	1%	2%	1%	3%	2%
Private Not-For-Profit 4-Year or Above Degree-Granting Institutions (1,441 Institutions)																		
Professor	55%	26%	6%	2%	2%	1%	2%	2%	0.1%	0.1%	0.1%	<.01%	0.4%	0.2%	1%	1%	1%	0%
Associate Professor	40%	34%	6%	4%	3%	3%	3%	2%	0.1%	0.1%	0.1%	0.1%	0.4%	0.4%	1%	1%	1%	1%
Assistant Professor	30%	36%	5%	6%	2%	4%	3%	3%	0.1%	0.1%	0.1%	0.1%	1%	1%	2%	2%	3%	2%
Instructor	31%	40%	3%	4%	2%	5%	3%	5%	0.3%	0.3%	0.1%	0.1%	1%	1%	1%	2%	2%	1%
Lecturer	33%	39%	3%	4%	2%	3%	2%	3%	<.01%	0.1%	<.01%	<.01%	0.4%	1%	2%	2%	3%	3%
No Rank	30%	40%	3%	4%	3%	6%	2%	3%	0.1%	0.2%	0.2%	<.01%	1%	1%	2%	2%	3%	2%
Total	40%	33%	5%	4%	2%	3%	3%	3%	0.1%	0.1%	0.1%	0.1%	0.4%	0.5%	2%	1%	2%	1%
Private For-Profit 4-Year or Above Degree-Granting Institutions (260 Institutions)																		
Professor	47%	27%	2%	2%	3%	2%	6%	6%	0.2%	0.2%	0.2%	0%	1%	1%	3%	1%	0.2%	0.1%
Associate Professor	31%	33%	3%	2%	4%	5%	5%	8%	0.3%	0.1%	0%	0.1%	1%	1%	3%	3%	0.4%	0.1%
Assistant Professor	25%	43%	2%	3%	2%	6%	4%	5%	0.3%	0.2%	0%	0.2%	1%	2%	2%	4%	0.3%	0.2%
Instructor	25%	36%	2%	4%	3%	8%	5%	7%	1%	0.3%	0.2%	0.4%	1%	2%	2%	3%	0%	<.01%

	White		Asian		Black		Latinx		American Indian or Alaska Native		Native Hawaiian or Other Pacific Islander		2 or More Races		Unknown		Non-Resident Alien	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Lecturer	21%	14%	39%	4%	1%	0%	0%	1%	0%	0%	0%	0%	1%	1%	17%	1%	0%	0%
No Rank	33%	37%	3%	2%	4%	5%	4%	3%	0.2%	0.2%	0.1%	0.2%	1%	1%	3%	4%	0.4%	0.1%
Total	30%	36%	3%	3%	3%	6%	5%	6%	0.3%	0.2%	0.1%	0.3%	1%	1%	3%	3%	0.2%	0.1%
Public 2-Year Degree-Granting Institutions (876 Institutions)																		
Professor	37%	43%	2%	2%	2%	3%	3%	3%	0.3%	0.3%	0.2%	0.2%	0.4%	1%	1%	1%	0.3%	0.2%
Associate Professor	34%	46%	2%	2%	3%	5%	2%	3%	0.2%	0.3%	0.2%	0.3%	0.4%	1%	0.3%	0.3%	0.4%	0.4%
Assistant Professor	32%	44%	2%	3%	3%	6%	3%	3%	0.2%	0.4%	0.3%	0.3%	0.3%	1%	1%	1%	1%	1%
Instructor	33%	37%	2%	3%	3%	4%	5%	5%	0.4%	1%	0.3%	0.2%	1%	1%	2%	1%	0.4%	0.4%
Lecturer	29%	34%	3%	3%	7%	6%	7%	8%	0.1%	1%	0.2%	0.2%	0.3%	0.2%	0.2%	1%	1%	0.3%
No Rank	37%	45%	1%	1%	3%	6%	2%	2%	0.3%	0.3%	0.1%	0.1%	0.4%	0.4%	1%	1%	0.1%	0.1%
Total	34%	42%	2%	3%	3%	5%	3%	4%	0.3%	0.4%	0.2%	0.2%	0.4%	1%	1%	1%	0.4%	0.3%
Private Not-For-Profit 2-Year Degree-Granting Institutions (62 Institutions)																		
Professor	27%	38%	3%	2%	2%	3%	5%	19%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%
Associate Professor	21%	70%	1%	1%	2%	1%	0%	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	1%
Assistant Professor	26%	59%	2%	1%	3%	3%	1%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%
Instructor	31%	42%	1%	1%	4%	4%	3%	3%	3%	4%	0%	0%	0.2%	2%	2%	1%	0%	0%
Lecturer	28%	39%	6%	6%	0%	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	6%	6%
No Rank	30%	51%	1%	2%	5%	9%	1%	3%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Total	29%	48%	1%	2%	3%	5%	2%	4%	2%	2%	0%	0%	0.1%	1%	1%	0.4%	0.4%	0.4%

Note: Numbers may not add up to 100 percent due to rounding.

Source: National Center for Higher Education Management Systems analysis of data from Instructional Staff—NCES IPEDS Fall Staff Survey, Fall 2018.

Table A3. Percentage of Faculty of Color by Academic Rank

Public 4-Year or Above Degree-Granting Institutions (756 institutions)		Private Not-For-Profit 4-Year or Above Degree-Granting Institutions (1,441 Institutions)		Private For-Profit 4-Year or Above Degree-Granting Institutions (260 Institutions)	
Professor	13%	Professor	11%	Professor	22%
Associate Professor	18%	Associate Professor	16%	Associate Professor	31%
Assistant Professor	27%	Assistant Professor	23%	Assistant Professor	27%
Instructor	22%	Instructor	22%	Instructor	33%
Lecturer	20%	Lecturer	21%	Lecturer	22%
No Rank	27%	No Rank	24%	No Rank	25%
Total	20%	Total	18%	Total	29%
Private Not-For-Profit 2-Year Degree-Granting Institutions (62 Institutions)		Public 2-Year Degree-Granting Institutions (876 Institutions)			
Professor	30%	Professor	15%		
Associate Professor	7%	Associate Professor	16%		
Assistant Professor	11%	Assistant Professor	19%		
Instructor	26%	Instructor	24%		
Lecturer	22%	Lecturer	31%		
No Rank	18%	No Rank	16%		
Total	21%	Total	20%		

Note: White and Asian faculty and staff are excluded from these calculations.

Source: National Center for Higher Education Management Systems analysis of data from Instructional Staff—NCES IPEDS Fall Staff Survey, Fall 2018.

Table A4. Faculty Diversity by Academic Rank Compared to Total Students at Minority-Serving Institutions (737)

	White		Asian		Black		Latinx		American Indian or Alaska Native		Native Hawaiian or Other Pacific Islander		2 or More Races		Unknown		Non-Resident Alien	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Faculty Rank																		
Professor	38%	24%	9%	4%	4%	3%	7%	6%	0.3%	0.2%	0.1%	0.1%	0.3%	0.3%	1%	1%	1%	0.3%
<i>Difference</i>	26%	8%	5%	-1%	-1%	-6%	-8%	-16%	-0.1%	-0.4%	0.0%	-0.1%	-1%	-2%	-1%	-1%	-1%	-1%
Associate Professor	29%	27%	7%	6%	6%	7%	6%	6%	0.2%	0.4%	0.2%	0.2%	0.4%	1%	1%	1%	1%	1%
<i>Difference</i>	16%	12%	3%	1%	0.1%	-3%	-9%	-15%	-0.2%	-0.3%	0.0%	0.0%	-1%	-2%	-0.3%	-1%	-0.4%	-1%
Assistant Professor	22%	26%	6%	6%	5%	8%	6%	7%	0.3%	0.4%	0.2%	0.2%	1%	1%	2%	2%	5%	3%
<i>Difference</i>	10%	11%	2%	1%	-1%	-1%	-9%	-15%	-0.1%	-0.2%	0.0%	0.0%	-1%	-1%	0.3%	0.3%	3%	1%
Instructor	26%	31%	3%	4%	4%	6%	7%	9%	1%	1%	0.4%	0.4%	1%	1%	2%	2%	1%	1%
<i>Difference</i>	14%	16%	-1%	-1%	-1%	-3%	-8%	-12%	0.3%	0.2%	0.2%	0.2%	-1%	-1%	0%	0%	-1%	-1%
Lecturer	27%	34%	3%	5%	4%	5%	6%	8%	0.2%	0.3%	0.0%	0.1%	1%	1%	2%	2%	2%	1%
<i>Difference</i>	15%	18%	-1%	-0.3%	-2%	-4%	-9%	-13%	-0.2%	-0.3%	-0.1%	-0.1%	-1%	-1%	0.1%	0%	-0.3%	-0.4%
No Rank	30%	35%	3%	3%	6%	10%	4%	5%	1%	1%	0.1%	0.1%	1%	1%	1%	1%	1%	0.4%
<i>Difference</i>	17%	19%	-2%	-2%	0.2%	1%	-11%	-16%	0.1%	0.1%	-0.1%	-0.2%	-1%	-1%	-1%	-1%	-1%	-1%
Total	29%	28%	6%	5%	5%	6%	6%	7%	0.4%	1%	0.2%	0.2%	1%	1%	1%	1%	2%	1%
<i>Difference</i>	16%	13%	2%	-0.1%	-1%	-3%	-9%	-14%	0.0%	-0.1%	0.0%	0.0%	-1%	-1%	-0.2%	-0.4%	-0.1%	-1%
Student																		
Undergraduate	12%	15%	4%	5%	6%	9%	16%	22%	0.4%	1%	0.2%	0.2%	2%	2%	2%	2%	2%	1%
Graduate	13%	23%	3%	5%	4%	10%	7%	15%	0.2%	0.4%	0.1%	0.2%	1%	2%	2%	4%	6%	5%
Total	13%	16%	4%	5%	6%	9%	15%	21%	0.4%	1%	0.2%	0.2%	2%	2%	2%	2%	2%	2%

Notes: MSI flag information based on College Scorecard. Numbers may not add up to 100 percent due to rounding.

Sources: National Center for Higher Education Management Systems analysis of data from Instructional Staff—NCES IPEDS Fall Staff Survey, Fall 2018; Students—NCES IPEDS 12-Month Enrollment, 2017-18.

Table A5. Faculty Diversity by Academic Rank at Minority-Serving Institutions (737) and Non-Minority-Serving Institutions (2,937)

	White		Asian		Black		Latinx		American Indian or Alaska Native		Native Hawaiian or Other Pacific Islander		2 or More Races		Unknown		Non-Resident Alien	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Minority-Serving Institutions																		
Professor	38%	24%	9%	4%	4%	3%	7%	6%	0.3%	0.2%	0.1%	0.1%	0.3%	0.3%	1%	1%	1%	0.3%
Associate Professor	29%	27%	7%	6%	6%	7%	6%	6%	0.2%	0.4%	0.2%	0.2%	0.4%	1%	1%	1%	1%	1%
Assistant Professor	22%	26%	6%	6%	5%	8%	6%	7%	0.3%	0.4%	0.2%	0.2%	1%	1%	2%	2%	5%	3%
Instructor	26%	31%	3%	4%	4%	6%	7%	9%	1%	1%	0.4%	0.4%	1%	1%	2%	2%	1%	1%
Lecturer	27%	34%	3%	5%	4%	5%	6%	8%	0.2%	0.3%	0.0%	0.1%	1%	1%	2%	2%	2%	1%
No Rank	30%	35%	3%	3%	6%	10%	4%	5%	1%	1%	0.1%	0.1%	1%	1%	1%	1%	1%	0.4%
Total	29%	28%	6%	5%	5%	6%	6%	7%	0.4%	1%	0.2%	0.2%	1%	1%	1%	1%	2%	1%
Non-Minority Serving Institutions																		
Professor	54%	26%	7%	3%	2%	1%	2%	1%	0.2%	0.1%	0.1%	0.0%	0.4%	0.3%	1%	1%	1%	0.2%
Associate Professor	41%	34%	7%	5%	2%	2%	2%	2%	0.2%	0.1%	0.1%	0.1%	0.4%	0.4%	1%	1%	1%	1%
Assistant Professor	31%	35%	6%	6%	2%	3%	2%	2%	0.1%	0.2%	0.1%	0.1%	1%	1%	2%	2%	5%	3%
Instructor	33%	44%	2%	3%	2%	4%	2%	3%	0.2%	0.2%	0.1%	0.1%	1%	1%	2%	2%	1%	1%
Lecturer	34%	42%	2%	4%	1%	2%	2%	3%	0.1%	0.2%	0.0%	0.0%	0.4%	1%	2%	2%	2%	2%
No Rank	34%	43%	2%	2%	2%	5%	2%	2%	0.2%	0.2%	0.1%	0.1%	0.4%	1%	1%	1%	3%	1%
Total	40%	35%	6%	4%	2%	3%	2%	2%	0.2%	0.2%	0.1%	0.1%	0.4%	1%	2%	1%	2%	1%

Notes: MSI flag information based on College Scorecard. Numbers may not add up to 100 percent due to rounding.

Source: National Center for Higher Education Management Systems analysis of NCES IPEDS Fall Staff Survey, Fall 2018.

Table A6. Faculty Salary Gaps by Gender at Low-STEM (918) vs. High-STEM (843) Institutions

Aggregate Average of Full-Time Non-Medical Instructional Staff Salaries (Equated to a 9-month Contract) by Academic Rank and Gender – Low STEM												
	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer		No Rank	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Share of Faculty	62%	38%	51%	49%	44%	56%	39%	61%	42%	58%	37%	63%
Salary	\$81,739	\$79,167	\$67,627	\$66,038	\$59,806	\$57,890	\$49,038	\$48,615	\$50,649	\$50,288	\$56,503	\$52,358
Percent Difference Between Salaries	3%		2%		3%		1%		1%		7%	

Notes: Degree of STEM was calculated using the College Results Online definition of Low- and High-STEM. Low STEM includes those with 0.1%-14.9% bachelor's degrees awarded in STEM majors. No Academic Rank includes those instructional staff without any of the other rank labels and all instructional staff at institutions without standard academic ranks.

Source: National Center for Higher Education Management Systems analysis of NCES IPEDS Fall Staff Survey, Academic Year 2018-19.

Aggregate Average of Full-Time Non-Medical Instructional Staff Salaries (Equated to a 9-month Contract) by Academic Rank and Gender – High STEM												
	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer		No Rank	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Share of Faculty	71%	29%	57%	43%	51%	49%	43%	57%	45%	55%	50%	50%
Salary	\$104,118	\$98,412	\$80,351	\$77,323	\$69,829	\$66,701	\$53,341	\$51,547	\$60,906	\$56,223	\$58,698	\$54,011
Percent Difference Between Salaries	6%		4%		5%		3%		8%		8%	

Notes: Degree of STEM was calculated using the College Results Online definition of Low- and High-STEM. High STEM includes those with 15%-100% bachelor's degrees awarded in STEM majors. No Academic Rank includes those instructional staff without any of the other rank labels and all instructional staff at institutions without standard academic ranks.

Source: National Center for Higher Education Management Systems analysis of NCES IPEDS Fall Staff Survey, Academic Year 2018-19.

ENDNOTES

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