

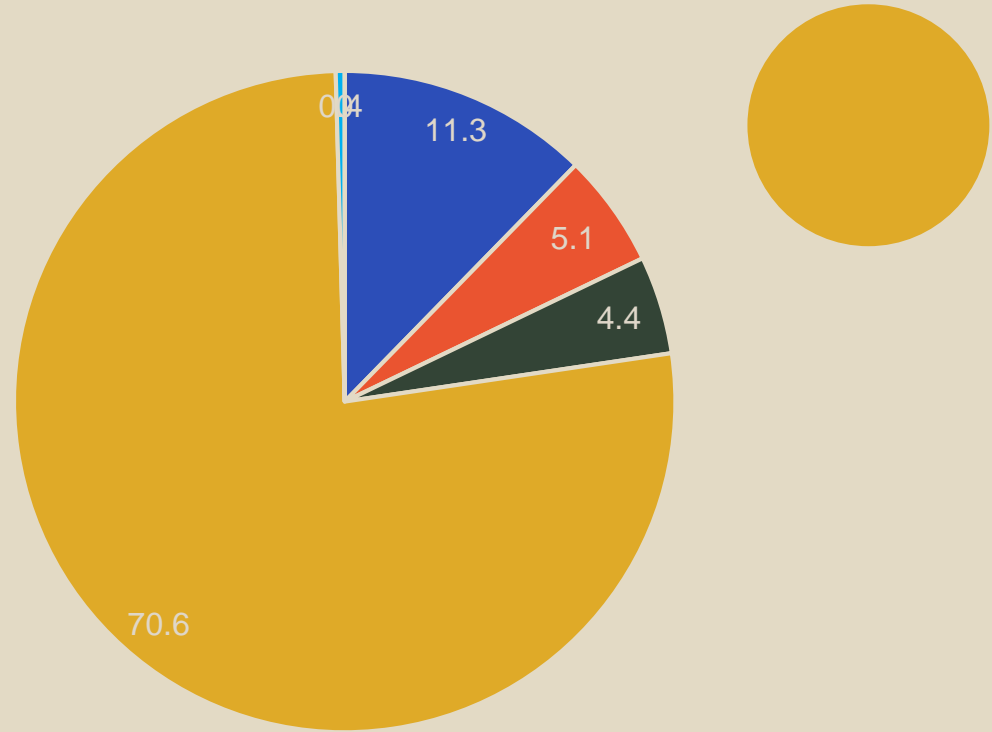


“Institutions often espouse to valuing diversity and believing in the importance of recruiting and retaining racially diverse faculty; yet, diversity is not reflected in equitable proportions, particularly within the most prestigious positions within the academy.”

**(Kelly et al., 2017).**

# Percentage of full-time faculty at public, four-year institutions (2016)

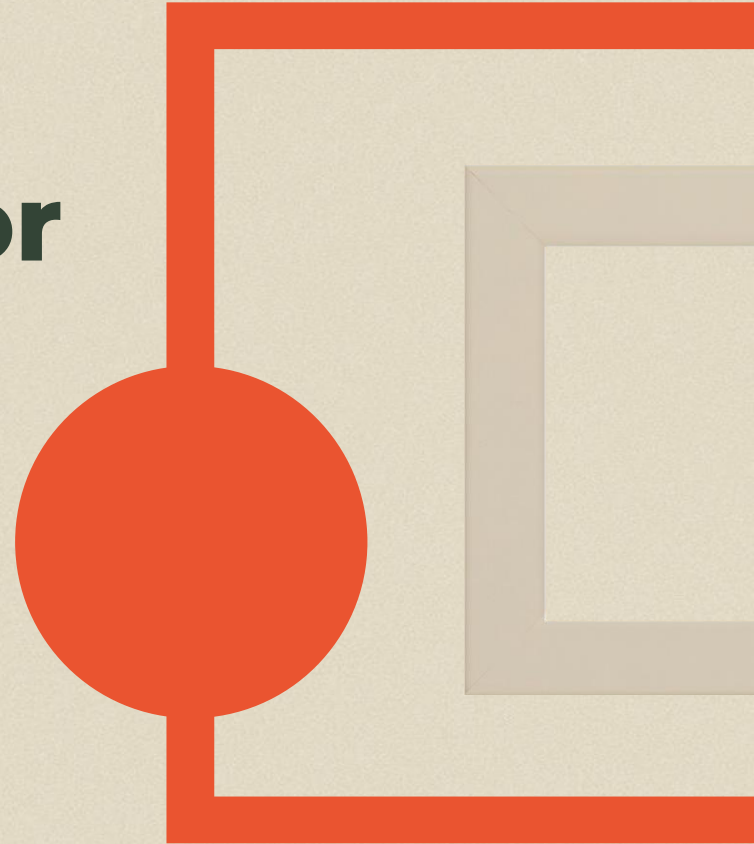
Source: American Council on Education (ACE)



- Asian
- Black
- Hispanic/Latino
- White
- American Indian or Alaska Native
- Native Hawaiian or Pacific Islander

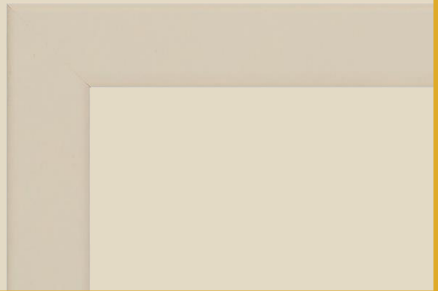
# Racial Representation for Faculty in Higher Education

June Lim  
She/Her/Hers  
Western Michigan University



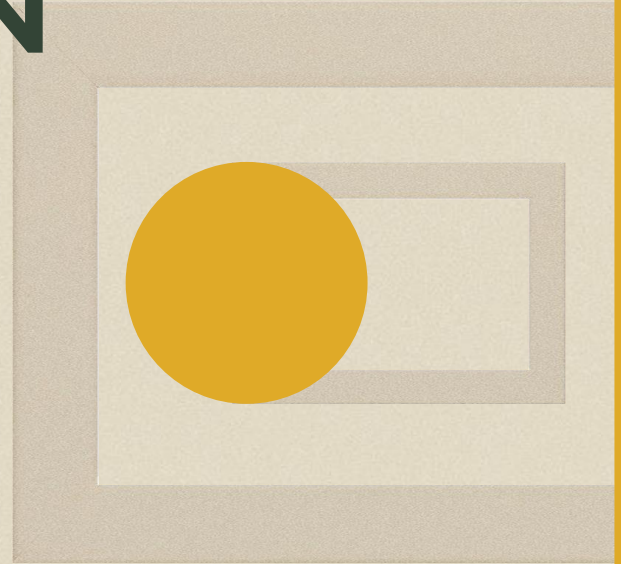
**01**

# INTRODUCTION



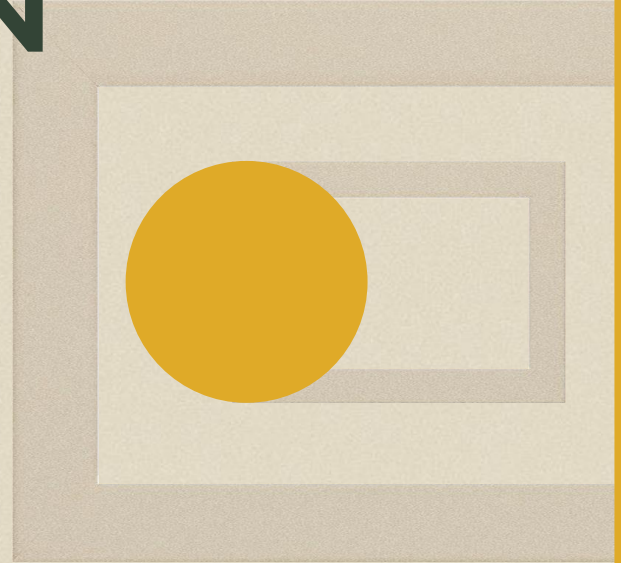
# TOPIC INTRODUCTION

- Recognizing the value and benefits of diverse learning environments.
- Who does this begin with?
- **The lack of faculty representation is a real issue with real consequences.**
- Faculty to student ratio is disproportionate and faculty diversity often does not reflect diversity in student populations. (Pew Research Center).
- Deeper dive into what true representation and diversity looks like for institutions.



# TOPIC INTRODUCTION

- Faculty recruitment and retention
- Focus is on factors surrounding faculty retention and welfare.
- Recruitment without retention brings devastating consequences.
- Purpose is to explore and analyze barriers that underrepresented minority faculty face in terms of retention.
- Use of terminology and language.




# RESEARCH QUESTIONS

- ❑ What is the overall current state of faculty representation in higher education institutions?
- ❑ What are some patterns of racial representation for faculty within conveniently sampled public Midwestern universities?
- ❑ What are the retention rates for faculty members when looking at disaggregated data: race, ethnicity, and gender?







**02**

**LITERATURE  
REVIEW**

# WHAT DOES THE LITERATURE REVEAL?

- Black faculty and Hispanic/Latino faculty members are least represented among tenured faculty and full-time professors.
- Disparities by race, ethnicity, gender, and other factors are present in areas like tenure positions, salary, leadership positions, and more.
- Underrepresented faculty of color face various barriers in retention and promotion.



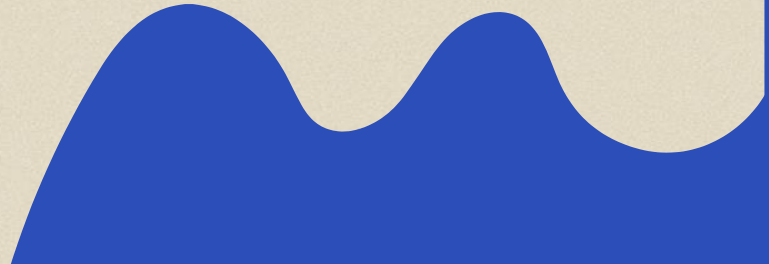
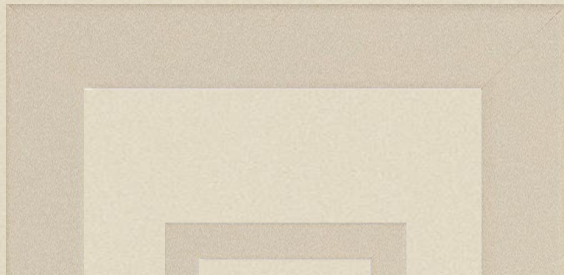
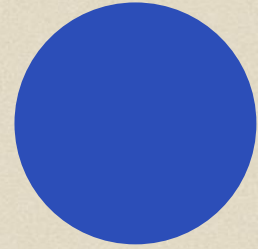


## GAPS IN RESEARCH

- Few bodies of research have focused on faculty retention and welfare in different types of higher education institutions.
- There is a lack of focus on retention policies and factors surrounding the welfare of underrepresented minority faculty.
- Need for more research on tenure and promotion policies and procedures to identify barriers.

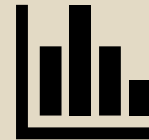
**03**

**METHODOLOGY**



# METHODS

- Five large, public research four-year Midwestern institutions
- Comparable in terms of student and faculty composition
- **Secondary data analysis**
- National Center for Education Statistics (NCES), American Council on Education (ACE)
- Integrated Postsecondary Education Data System (IPEDS)



# METHODS

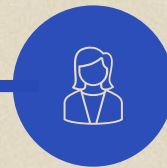
- Tenure status of faculty by rank, gender, race, and ethnicity.
- To observe trends in retention rates by institution:
  - overall retention rates
  - male and female instructional faculty
  - minority faculty retention rates.
- Formula used:  $\left(\frac{\text{Number of employees in 2019} - \text{new hires}}{\text{Number of employees in 2016}}\right) \times 100$
- This study used recent data from 2016-2019. (Data after 2020 would be skewed due to COVID-19 impacts).

# METHODOLOGY



## INTERSECTIONAL FRAMEWORK

The study applies an intersectional framework by analyzing the overlapping of identities related to systems of inequities.

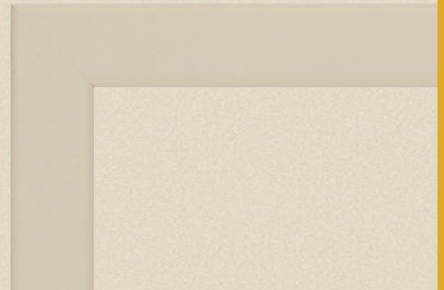


## RETENTION VS. RECRUITMENT

Recruitment efforts must be tied to retention and looking at retention rates will provide a deeper understanding on faculty representation over the years.

**04**

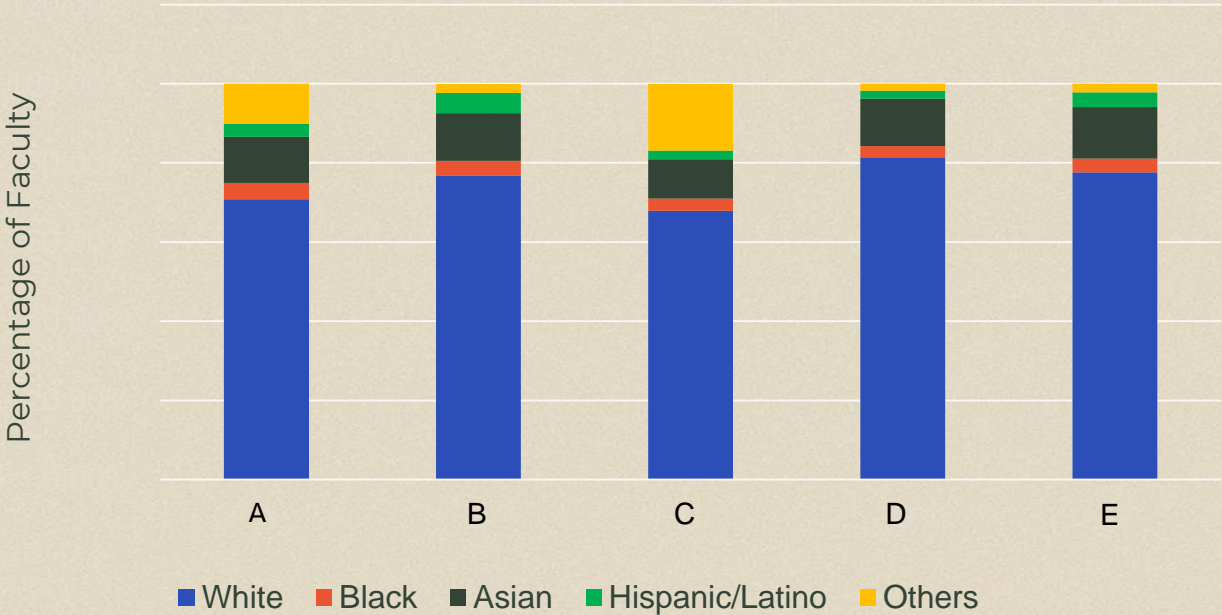
**RESULTS ANALYSIS/  
DISCUSSION**



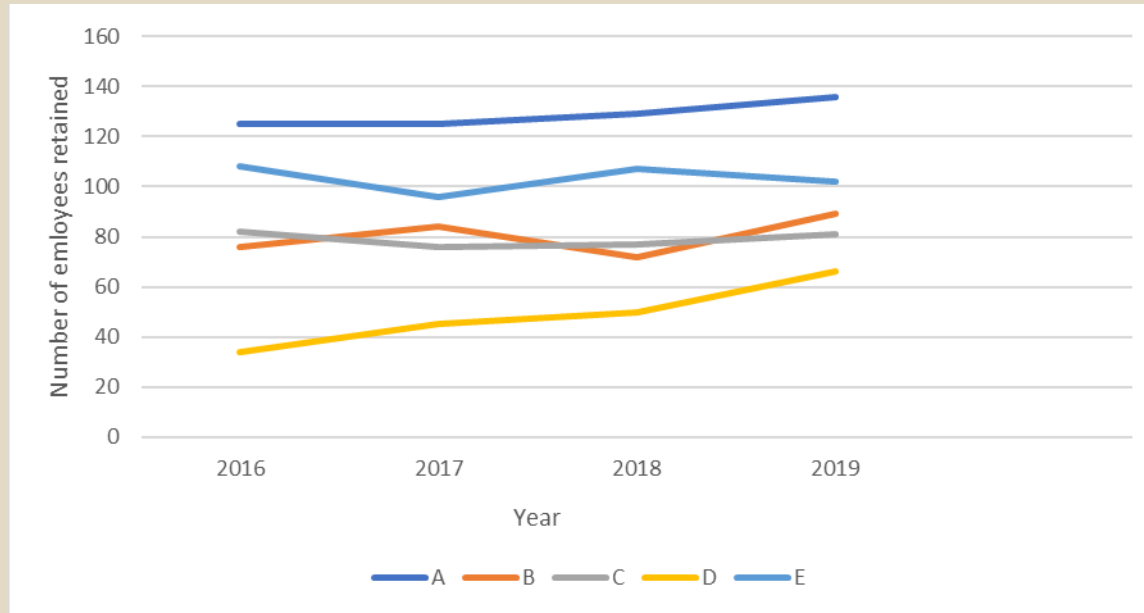


# RESULTS

## Tenured Faculty by Race/Ethnicity

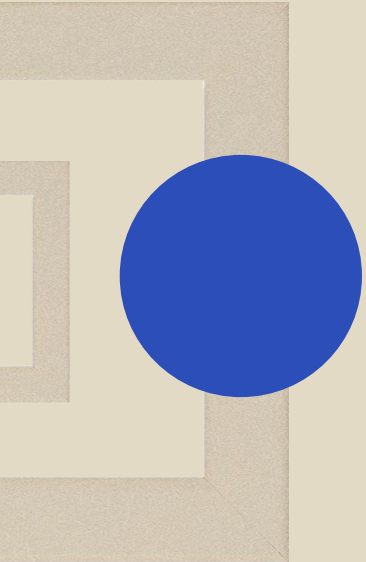


# Overall retention of minority instructional faculty (2016-2019)



# DISCUSSION

- Trends in faculty composition by rank reflect national trends in faculty diversity
- Within the five selected institutions, Black and Hispanic/Latino faculty members remain the least represented at all levels of tenure.
- Retention rates faced an overall decrease in majority of the institutions, but retention rates for women faculty members tend to be higher compared to male faculty members.
- Retention rates and the number of faculty members point towards improvements in efforts for recruitment and retention of faculty within underrepresented minority groups.



**05**

**IMPLICATIONS**

# IMPLICATIONS

1

The ability of diverse faculty to serve, mentor, and cater to the needs of a diverse student body will benefit institutions in every aspect.

2

Underrepresented minority faculty members face significant barriers to retention and promotion in the field of academia.

3

Retention rates demonstrate that improvements have been made, but institutions have a long way to go in promoting faculty representation.

# LIMITATIONS

- Common data sets do not present enough detail to account for distinctions and disparities within minority groups and racial categories.
- A quantitative approach and empirical data presents challenges in analyzing the unique experiences of underrepresented faculty within these institutions.
- The study did not include groups of other overlapping identities like sexuality, religion, age, biracial groups, and international faculty.
- Differences in institutional approach and reporting methods might cause the data to be slightly skewed and present inaccuracies.
- Retention rates are only the tip of the iceberg when tackling the issue of underrepresentation.

# PRACTICAL SOLUTIONS

## LEADERSHIP

- Nominating and supporting underrepresented faculty for leadership development opportunities
- Setting DEI efforts as an essential criteria for performance evaluations of department chairs

## INITIATIVE

- Allocating financial support and mentorship for faculty pursuit of social justice learning and teaching
- Making sure the voices of underrepresented faculty members are heard and that their interests are accounted for in the policymaking process.

## TRANSPARENCY

- Having reliable reporting systems to track faculty diversity and faculty welfare.
- Actively addressing and confronting discriminatory policies and other factors that might lead to hostile environments for underrepresented minority groups.



# THANK YOU!

Any Questions?

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, infographics & images by Freepik and illustrations by Storyset



# REFERENCES

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**<https://1xfsu31b52d33idlp13twtos-wpengine.netdna-ssl.com/wp-content/uploads/2019/02/Race-and-Ethnicity-in-Higher-Education.pdf>**

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