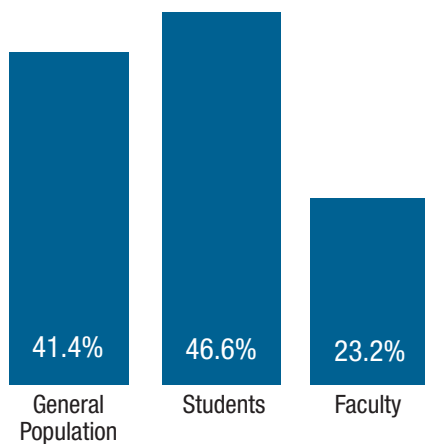


# Student and Faculty Diversity

## Florida

### Current College Faculty Do Not Reflect the Diversity of Their Students

Faculty diversity is not a new issue, but it is an important one. While the college student population has become increasingly diverse over the past decade, there are still far too few Black, Hispanic and American Indian or Alaskan Native faculty members.



**General Population:** 41.4% of Florida's general population are Black, Hispanic, or American Indian or Alaskan Native

**College Students:** 46.6% of students at Florida 2-year and technical colleges, public 4-year institutions, and private not-for-profit institutions are Black, Hispanic, or American Indian or Alaskan Native

**Faculty:** 23.2% of full and part-time faculty at Florida 2-year and technical colleges, public 4-year institutions, and private not-for-profit institutions are Black, Hispanic, or American Indian or Alaskan Native

Source: SREB analysis of *Fact Book of Higher Education* data for Title-IV participating, degree-granting postsecondary institutions. Data for faculty and doctoral degree demographics is for 2017-18; data for undergraduate students is for fall 2017.

Research shows that racial and ethnic diversity has positive effects on the educational experiences and outcomes of students. A recent study found that Black students who enroll in STEM courses taught by Black instructors are more likely to persist in a STEM field after their first year. In addition, some scholars posit that minority faculty members can help recruit underrepresented students, helping to diversify institutions. When the diversity of the student body is reflected in the faculty, underrepresented students can feel more connected to their institutions and students from majority groups have increased opportunities to benefit from a broader representation of perspectives.

*Prepared by Hannah Bartlebaugh, program specialist. Please feel free to contact her at [hannah.bartlebaugh@sreb.org](mailto:hannah.bartlebaugh@sreb.org) or (404) 879-5540 with any questions.*

## Representation in Florida

At the 2-year and technical college, public 4-year and private 4-year levels in Florida there is a representation gap between faculty and undergraduate students. Black, Hispanic, and American Indian or Alaskan Native scholars remain largely underrepresented at the faculty level. Asian student and faculty demographics are not disaggregated here because they are not historically underrepresented in the faculty context, particularly in the STEM fields.

2-Year and Technical Colleges	Florida				SREB Region			
	Black	Hispanic	American Indian or Alaskan Native	White	Black	Hispanic	American Indian or Alaskan Native	White
Faculty (full & part time)	13.3%	13.7%	0.4%	68.7%	14.1%	7.4%	0.7%	74.1%
Undergraduate students	18.1%	31.1%	0.3%	44.3%	20.2%	23.6%	0.8%	48.5%
Representation gap between faculty and students	-4.8%	-17.4%	+0.1%	+24.4%	-6.1%	-16.2%	-0.1%	+25.6%

Public 4-Year Institutions	Florida				SREB Region			
	Black	Hispanic	American Indian or Alaskan Native	White	Black	Hispanic	American Indian or Alaskan Native	White
Doctoral degrees granted	11.3%	9.6%	0.5%	71.3%	12.3%	7.2%	0.5%	71.7%
Faculty (full & part time)	7.5%	10.0%	0.2%	68.9%	9.2%	5.1%	0.4%	74.9%
Undergraduate students	13.5%	30.2%	0.2%	47.3%	17.9%	16.1%	0.6%	55.9%
Representation gap between faculty and students	-6.0%	-20.2%	0.0%	+21.6%	-8.7%	-11.0%	-0.2%	+19.0%

Private Not-for-Profit 4-Year Institutions	Florida				SREB Region			
	Black	Hispanic	American Indian or Alaskan Native	White	Black	Hispanic	American Indian or Alaskan Native	White
Doctoral degrees granted	30.1%	23.6%	0.5%	41.0%	20.8%	9.9%	0.6%	60.7%
Faculty (full & part time)	10.4%	12.8%	0.3%	69.6%	10.4%	5.0%	0.4%	76.2%
Undergraduate students	20.9%	20.9%	0.5%	50.7%	22.0%	12.0%	0.6%	58.2%
Representation gap between faculty and students	-10.5%	-8.1%	-0.2%	+18.9%	-11.6%	-7.0%	-0.2%	+18.0%

Source: SREB analysis of *Fact Book of Higher Education* data for Title-IV participating, degree-granting postsecondary institutions. Data for faculty and doctoral degree demographics is for 2017-18; data for undergraduate students is for fall 2017.

## Sources

Alger, J., & Carrasco, G. P. (1997). *The Role of Faculty in Achieving and Retaining a Diverse Student Population*. American Association of University Professors. <https://www.aaup.org/issues/diversity-affirmative-action/resources-diversity-and-affirmative-action/role-faculty-achieving-and-retaining-diverse-student-population>

American Federation of Teachers. (2010). *Promoting Racial and Ethnic Diversity in the Faculty: What Higher Education Unions Can Do* (pp. 1–42). <https://www.aft.org/sites/default/files/facultydiversity0310.pdf>

Price, J. (2010). The effect of instructor race and gender on student persistence in STEM fields. *Economics of Education Review*, 29(6), 901–910. <https://doi.org/10.1016/j.econedurev.2010.07.009>

## Explore Solutions

*Now is the Time to Focus on Faculty Diversity* includes recommendations based on SREB's 30 years of work in this area. Visit [SREB.org/FocusonFacultyDiversity](https://www.sreb.org/FocusonFacultyDiversity)