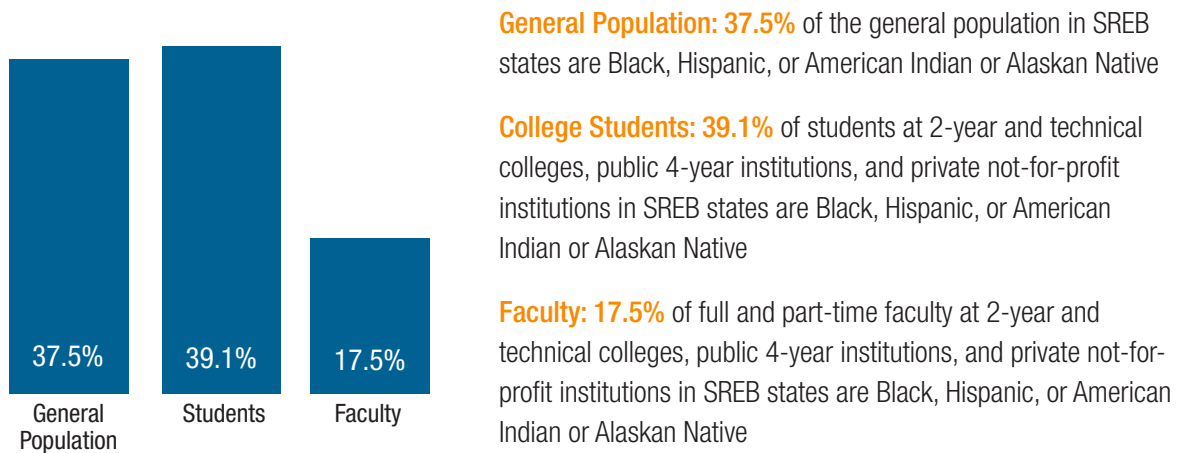# Student and Faculty Diversity
SREB Region

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.

37.5%	39.1%	17.5%
General Population	Students	Faculty

General Population: 37.5% of the general population in SREB states are Black, Hispanic, or American Indian or Alaskan Native

College Students: 39.1% of students at 2-year and technical colleges, public 4-year institutions, and private not-for-profit institutions in SREB states are Black, Hispanic, or American Indian or Alaskan Native

Faculty: 17.5% of full and part-time faculty at 2-year and technical colleges, public 4-year institutions, and private not-for-profit institutions in SREB states 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 or (404) 879-5540 with any questions.

SREB | Southern Regional Education Board

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Representation in the SREB Region

At the 2-year and technical college, public 4-year and private 4-year levels in the SREB region there is a representation gap between faculty and undergraduate students. Black and Hispanic scholars remain largely underrepresented at the faculty level in SREB states. 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	SREB Region			
	Black	Hispanic	American Indian or Alaskan Native	White
Faculty (full & part time)	14.1%	7.4%	0.7%	74.1%
Undergraduate students	20.2%	23.6%	0.8%	48.5%
Representation gap between faculty and students	-6.1%	-16.2%	-0.1%	+25.6%

Public 4-Year Institutions	SREB Region			
	Black	Hispanic	American Indian or Alaskan Native	White
Doctoral degrees granted	12.3%	7.2%	0.5%	71.7%
Faculty (full & part time)	9.2%	5.1%	0.4%	74.9%
Undergraduate students	17.9%	16.1%	0.6%	55.9%
Representation gap between faculty and students	-8.7%	-11.0%	-0.2%	+19.0%

Private Not-for-Profit 4-Year Institutions	SREB Region			
	Black	Hispanic	American Indian or Alaskan Native	White
Doctoral degrees granted	20.8%	9.9%	0.6%	60.7%
Faculty (full & part time)	10.4%	5.0%	0.4%	76.2%
Undergraduate students	22.0%	12.0%	0.6%	58.2%
Representation gap between faculty and students	-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

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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