



THE UNIVERSITY
OF ARIZONA

FACULTY 2019-2020 DEMOGRAPHICS AND 9 YEAR EQUITY GAP ANALYSIS BETWEEN FACULTY AND STUDENTS



Office of the Provost

Assessment and Research Team

Faculty Affairs

Hispanic Serving Institution Team



Faculty Affairs Equity Statement

One of the University of Arizona's distinctive strengths is advancing Inclusive Excellence via equal opportunity, diversity, and inclusion as outlined in the University of Arizona's Purpose and Values. It is a time for action on equity and diverse representation. Faculty Affairs honors that commitment by recognizing the Indigenous lands on which we are privileged to teach and learn, those of the Tohono O'odham and the Pascua Yaqui. We honor the responsibility of being both a Land Grant Institution and a Hispanic Serving Institution.

Innovation, critical thinking, and problem-solving are greatly enhanced in a diverse and inclusive academic community. In Faculty Affairs we create, develop, and support institutional structures that lead to programs, resources, and services to cultivate faculty promotion and success in their scholarship, teaching, and service. *We are actively engaged in partnership with leaders across campus to build affirming and inclusive systems for faculty advancement.* (see McNair, Benismon, & Malcolm-Piqueux, 2020).

FACULTY DEMOGRAPHICS AND EQUITY REPRESENTATION GAP ANALYSIS

This report describes faculty composition trends from 2019-2020 and includes a nine-year equity gap representation analysis for sex (male/female) and race/ethnicity. The purpose of this report is to understand the current demographics of faculty by identified equity features within higher education. In addition, we hope that this report will be used to inform and guide future hiring practices to increase diverse representation among faculty.

This report summarizes institutional data on full-time faculty at the University of Arizona to better understand faculty composition trends over time and in relation to student demographics. Faculty demographics are self-reported in UAccess Employee and collected during the annual fall workforce snapshot each academic year¹. Faculty can go into their personal information on UAccess Employee at any time to check or change their self-reported sex or race/ethnicity. Additional questions on this report can be sent to Faculty Affairs at facultyaffairs@email.arizona.edu.

There are four primary tracks for faculty careers at the University of Arizona; these include tenure-track, continuing status track, career-track, and adjunct. All data will be provided based on these categories of faculty tracks. Moreover, in order to investigate the equitable representation of faculty by sex and race/ethnicity we provide comparisons among these categories. Furthermore, in an effort to understand the degree to which faculty diverse representation mirrors the student population, we provide faculty-student comparisons by sex and race/ethnicity. Please note that demographic and equity representation varies widely between colleges.

¹ Faculty data come from the Faculty Affairs Dashboard in UAnalytics based on the workforce census snapshot taken in early October. Human Resources currently only includes male/female designation for sex; however, there are efforts underway to offer more inclusive categories to represent sex/gender identification. These counts may be larger than UAIR Interactive Fact Book figures which exclude continuing status faculty. Department heads are included in these counts, while faculty in primarily administrative roles are excluded.

All Faculty Demographic Snapshot: Fall 2019

- There were 3,607 faculty employed at UA during the fall snapshot for the academic year 2019-20.
- Nearly half of Arizona faculty (46%) were tenure track, including both tenure & tenure eligible faculty.
- Of the other 54% of faculty, they were comprised of the following tracks: 23% career track, 21% adjunct, 6% continuing & continuing eligible and 4% were in 'other' track statuses².

Table 1. All Faculty Demographics by Track: AY 2019-2020

| % of All Faculty | | All Faculty (3,607) | Tenure & Tenure Eligible (1,664) | Career Track ³ (838) | Adjunct ⁴ (772) | Continuing & Continuing Eligible (205) |
|---------------------------|-------------------|------------------------|---|---------------------------------------|-------------------------------|--|
| Sex | Female | 45% | 36% | 56% | 51% | 54% |
| | Male | 55% | 64% | 44% | 49% | 46% |
| Race Ethnicity | African American | 2% | 2% | 2% | 2% | 1% |
| | Asian American | 8% | 11% | 8% | 4% | 2% |
| | Latinx | 15% | 10% | 14% | 26% | 17% |
| | Native American | <1% | <1% | <1% | <1% | 2% |
| | Native Hwi or PI | <1% | <1% | 0% | 0% | 0% |
| | Two or More Races | 1% | <1% | 1% | 1% | 2% |
| | White | 64% | 65% | 63% | 59% | 70% |
| | International | 4% | 3% | 6% | 2% | 2% |
| | Unreported | 7% | 8% | 6% | 5% | 4% |
| Age | 25-34 | 9% | 6% | 10% | 12% | 7% |
| | 35-44 | 25% | 26% | 30% | 22% | 16% |
| | 45-54 | 25% | 25% | 27% | 20% | 28% |
| | 55-59 | 12% | 12% | 14% | 10% | 13% |
| | 60-64 | 11% | 12% | 9% | 11% | 16% |
| | 65+ | 18% | 20% | 11% | 25% | 20% |

Note: IPEDS categories were used due to the available longitudinal data and to compare race/ethnicity and gender between faculty and students. Native American includes American Indian and Alaska Native identities. Native Hwi or PI represents Native Hawaiian or other Pacific Islander identities which consists of fewer than 5 faculty. IPEDS gender is limited to "women" and "men" which does not reflect all of UA's student and faculty gender identities.

² The 'other' classifications were multi-year (n=122), year-to-year (n=5), and unknown (n=1) included in All Faculty counts.

³ Career track began in 2018-19.

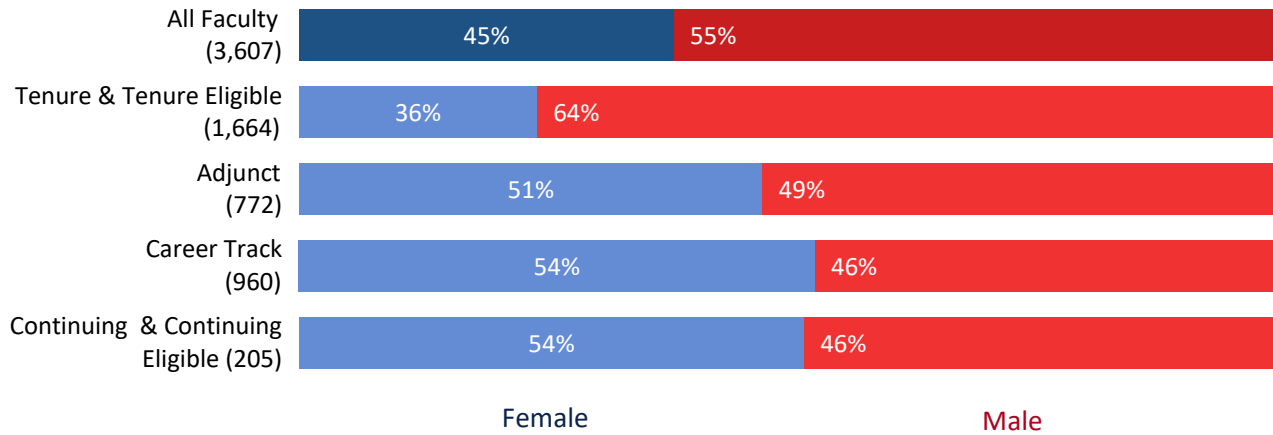
⁴ Of this group, 65% were in adjunct instructional roles; others were clinical faculty, visiting/research professors, or emeritus professors.

Female/Male Representation of Faculty

There is closer to equal representation among female/male faculty in the career (54%), adjunct (51%), and continuing (54%) tracks.

Key Finding: The equity gap between self-identified males or females is widest among tenure and tenure eligible faculty (T/TE), where females comprised 36% of faculty on the tenure-track.

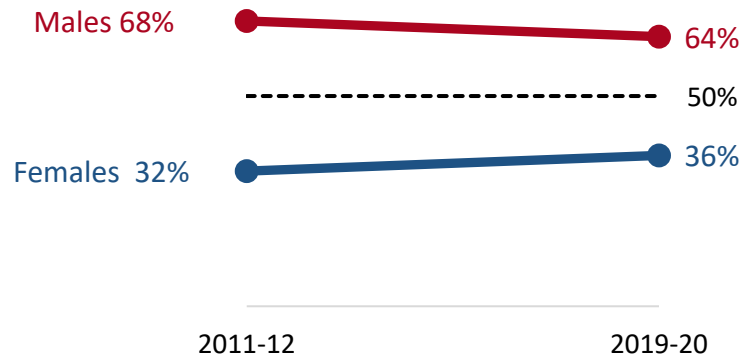
Female/Male Representation by Track: 2019-2020



Tenure & Tenure Eligible: Equity Gap Over 9 Years

In 2011-12, males comprised 68% of T/TE faculty which decreased to 64% in 2019-20. Representation of females among T/TE faculty increased from 32% to 36%. The gap over the last nine years shown is the calculated distance between female representation (36%) and parity (50%).

Tenure and Tenure Eligible Faculty: Nine-Year Trend by Sex



Key Finding: An equity gap between males and females remains among T/TE faculty despite modest gains over the last eight years.

| AY | 2011-12 | 2012-13 | 2013-14 | 2014-14 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| % Equity Gap | 17.9 | 17.5 | 17.0 | 16.7 | 16.1 | 15.5 | 15.3 | 14.5 | 14.1 |

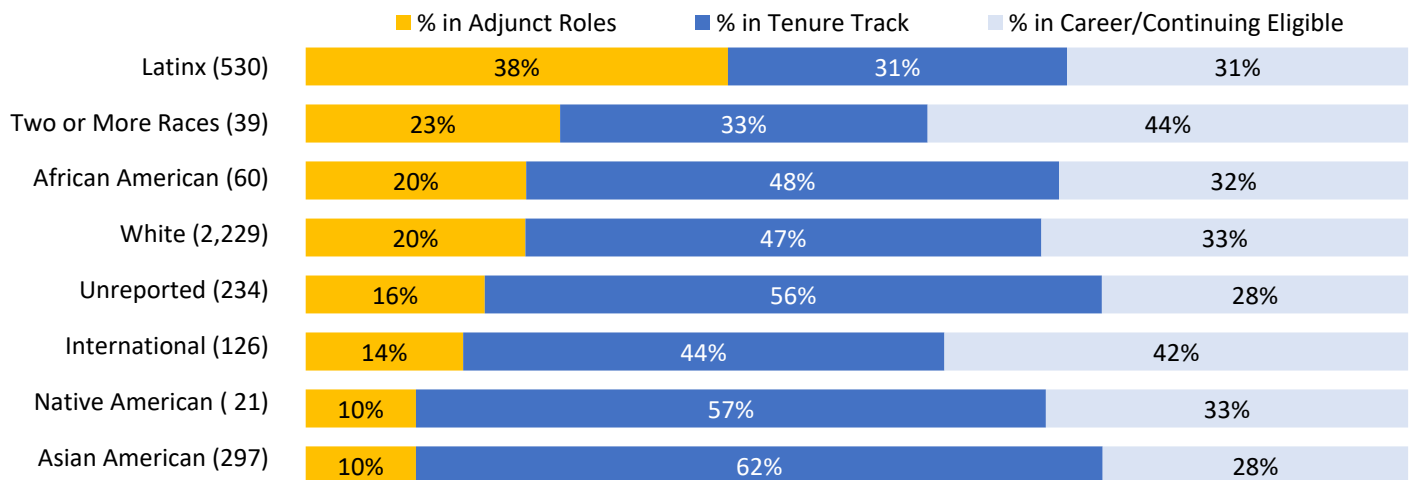
Table 2. The equity gap between males and females among T/TE faculty has decreased from 17.9% to 14.1% over the past nine years; however, it remains at close to 14% for the past two years.

Race/Ethnic Representation of Faculty

Of the 530 Latinx faculty at the University of Arizona in 2019-20, 38% were in adjunct roles compared to 31% in tenure track and 31% in career track/continuing. Asian American faculty had the highest T/TE representation of any group with 3 out of 5 (62%) in tenure track faculty roles and just 10% in adjunct roles.

Key Finding: Latinx is the only ethnic group with more faculty in Adjunct positions than Tenure and Tenure Eligible positions.

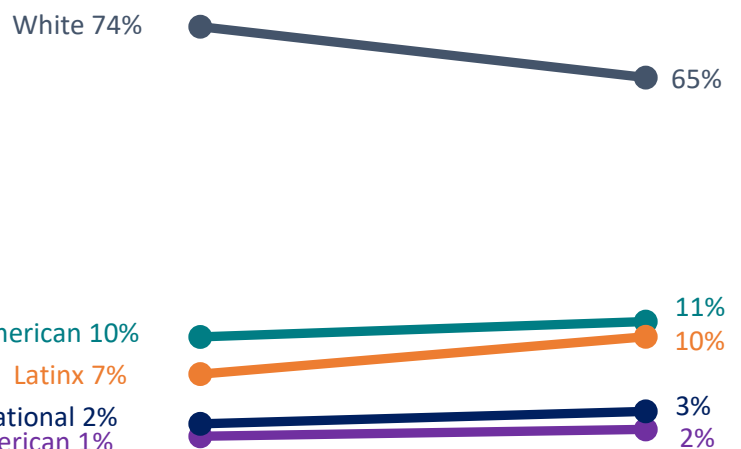
Race/Ethnic Group Comparison by Track for 2019-2020



Tenure and Tenure Eligible Faculty: Nine-Year Trend by Race/Ethnicity

A 3% increase of Latinx T/TE faculty was the largest gain of any ethnic group between 2011-12 and 2019-20. The proportion of white T/TE faculty decreased from 74% to 65% while Black, Indigenous, and People of Color tenure track faculty increased 6 percentage points from 18% to 24% over the nine years. Changes in Native American, Native Hawaiian or Pacific Islander, and Two or more races faculty were less than 1%.

Tenure and Tenure Eligible Faculty: Nine-Year Trend by Race/Ethnicity



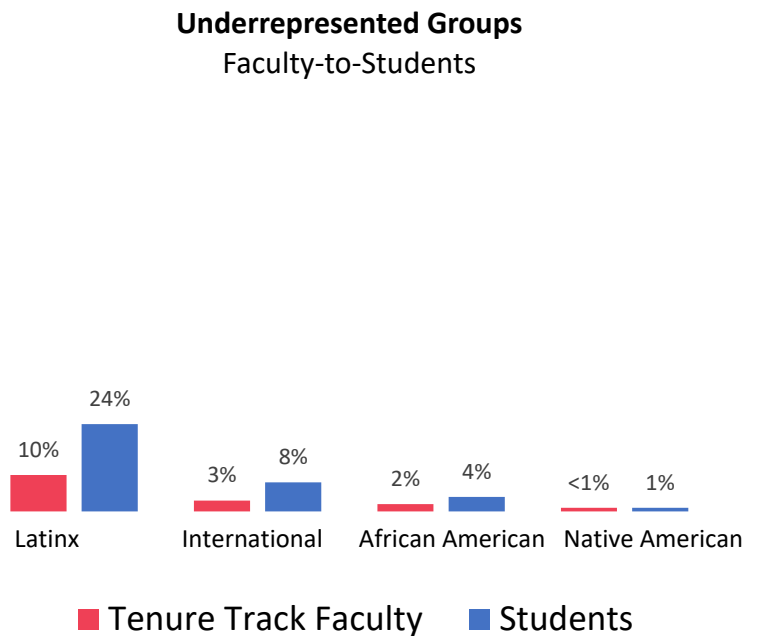
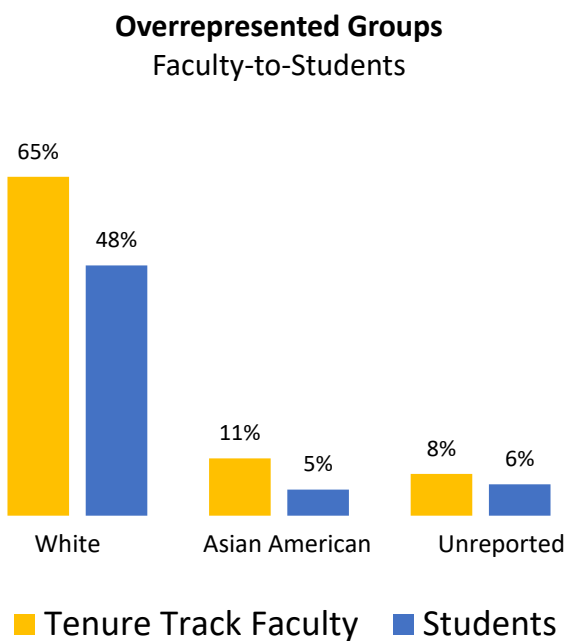
Key Finding: African American, Asian American, International, Latinx, Native American, Native Hawaiian or Pacific Islander, and Two or more Races representation among T/TE faculty has remained flat or made modest gains.

Faculty-Student Equity Representation Gap

A faculty-student equity representation gap⁵ is calculated by subtracting the proportion of enrolled students by the proportion of faculty represented by each group. Projections in 2022-23 are based on the average rate of change. Faculty equity gap charts for Native Hawaiian or Pacific Islander, International, and Two or more races groups were not included at this time due to limitations in data availability. Importantly, closing the existing gap between faculty and students is one aspect of equity. Aligning the campus demographics to reflect the demographics of the state of Arizona is another.

Breakouts by in the following charts show trends over time for Latinx, African American, Native American, and female students and tenure or tenure eligible faculty informed by existing data for the:

- Percent each group represents of all enrolled students
- Percent each group represents of tenure-track faculty
- Calculated equity gap between student and tenure-track faculty representation

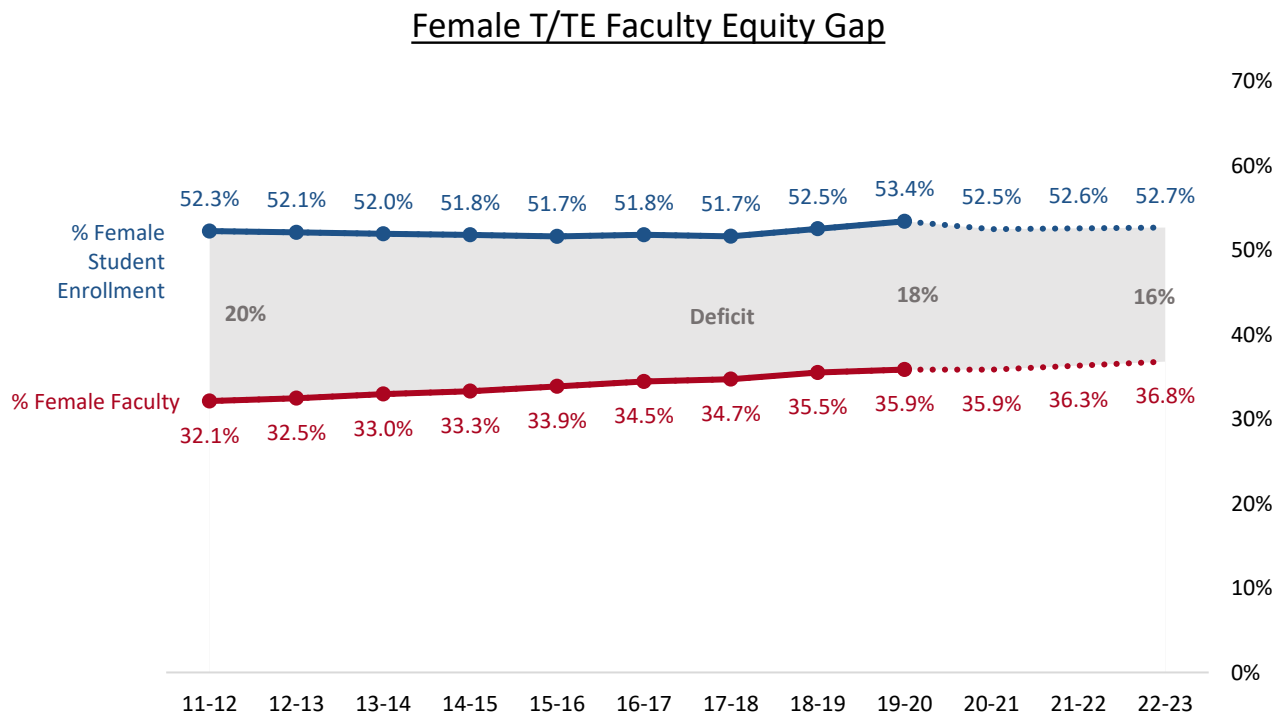


⁵ Faculty-student equity gap presented by USC Center for Urban Education and Excelencia in Education

Female Faculty-Student Equity Representation Gap

An 18% gap still remains between the proportion of female T/TE faculty (36%) and students (54%), representing an institutional deficit of 292 female T/TT faculty. At the current rate of change among student enrollment and T/TE faculty, it is projected that the equity gap will slightly decrease to 16% in 2022-23.

Key Finding: There has been little change in the female equity gap which has closed by two-percentage points in eight years.

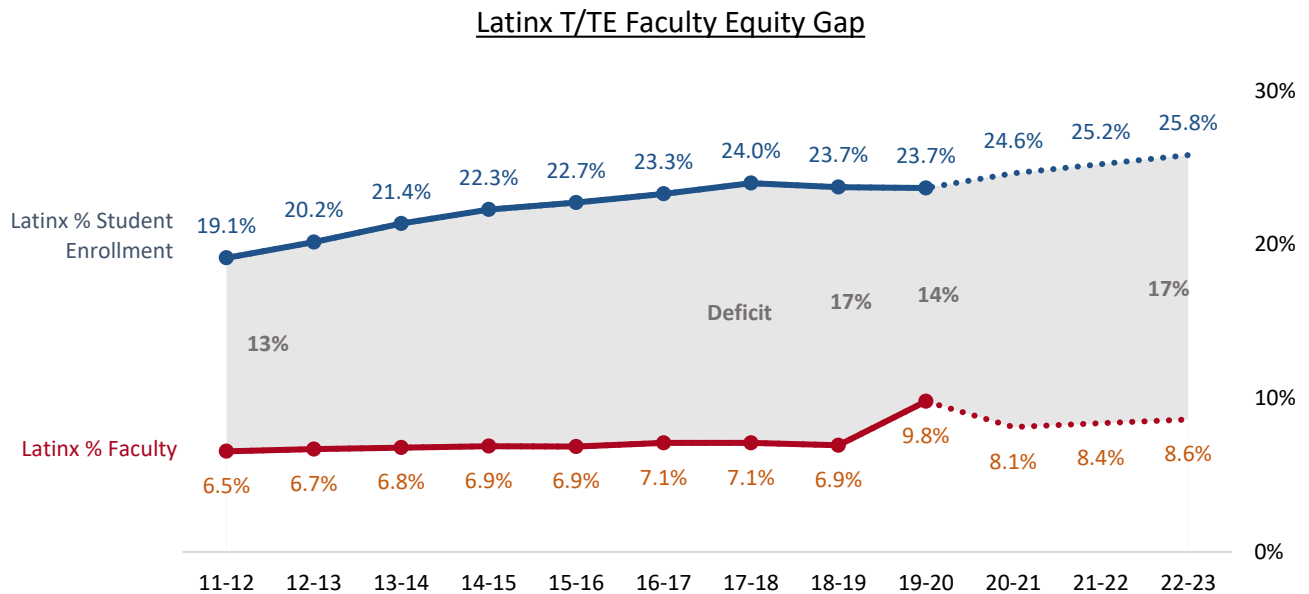


Latinx Faculty-Student Equity Representation Gap

A 14% gap remains between the proportion of Latinx T/TE faculty (10%) and students (24%), representing an institutional deficit of 231 Latinx T/TT faculty. At the current rate of change among student enrollment and T/TE faculty, it is projected that the equity gap will increase to 17% in 2022-23.

Improving Latinx student and faculty advancement is a commitment of the University of Arizona's Strategic Plan (3.1B) and initiatives as a Hispanic Serving Institution. To align with state demographics, with 31% of Arizona residents identified as Latinx, substantial growth in Latinx tenured faculty is required.

Key Finding: Latinx students have the largest equity gap in representation compared to other race/ethnic groups. It is projected that this equity gap will increase by 2022-23.

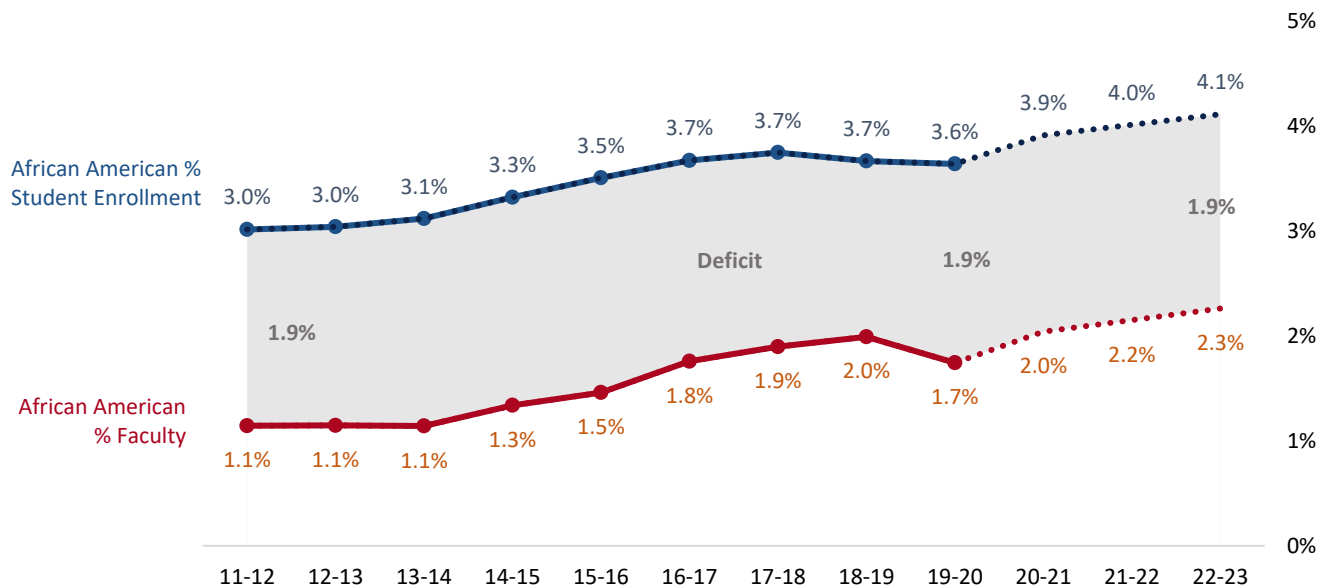


African American Faculty-Student Equity Representation Gap

The equity gap represents an institutional deficit of 32 African American faculty before we can reach parity. Representation among students and faculty increased slightly over eight years at about the same rate, with a modest decrease in faculty representation between 2018-19 and 2019-20. Without modifications, the equity gap is projected to remain around 2% into 2022-23 if enrollment and faculty hiring and retention trends are consistent with prior years. Additional efforts to recruit and retain African American faculty and students are necessary to reflect the 5.6% African American population of Arizona.

Key Finding: The equity gap for African American students to T/TE faculty (1.9%) has remained unchanged since 2011-12.

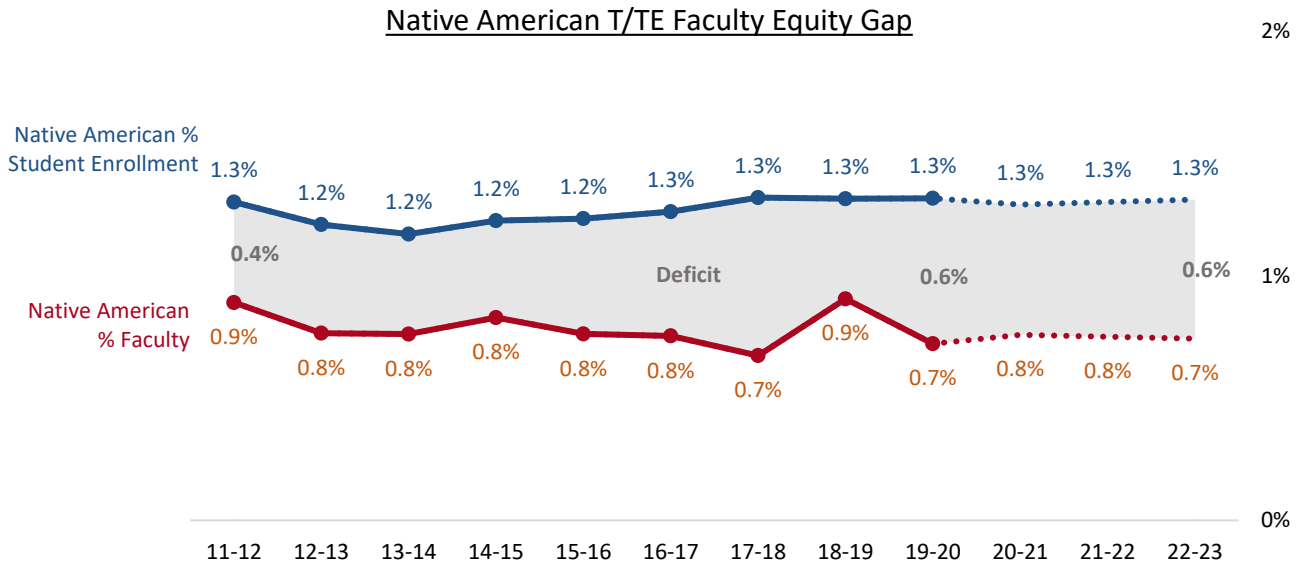
African American T/TE Faculty Equity Gap



Native American Faculty-Student Equity Representation Gap

An equity gap (<1%) between Native American faculty and student representation remains relatively unchanged since 2011-12. However, for representation of students and faculty to reflect the current 5.6% of Arizona Native American population, we would require 1,967 Native American students and 81 faculty. The University of Arizona is committed to increasing Native American student enrollment and supporting their success within the Strategic Plan (3.1C).

Key Finding: Overall, Native American student and T/TE faculty representation remain considerably low at around 1%, representing an institutional deficit of 10 Native American faculty to reach parity with the current student population.



Summary

Faculty demographic representation that reflects the demographic representation of students is important for success among students from underrepresented groups⁶.

There has been little change in the female equity gap which has closed by two-percentage points in eight years. The equity gap between self-identified males or females is widest among tenure and tenure eligible faculty (T/TE), where females comprised 36% of faculty on the tenure-track.

The ethnic diversity of tenure-track faculty is not at parity with the Latinx student population or state demographics. While nearly 1 in 4 (24%) University of Arizona students identified as Latinx in fall 2019, just 10% of T/TE faculty were Latinx. Both represent a gap compared to 31% of the Arizona population overall⁶.

Asian American faculty had the highest representation among Black, Indigenous, and People of Color tenure track faculty. Asian American faculty comprised 11% of the tenure track faculty, compared to 8% of students.

There are opportunities for growth in the representation of both students and faculty who identify as Native American and African American. While about 6% of Arizona residents are Native American, less than 1% of tenure-track faculty and just over 1% of students were Native American. Similarly, just 4% of students and 2% of T/TE faculty identify as African American, compared to 6% of Arizona residents⁷.

White faculty were overrepresented relative to the student body demographics. Nearly two-thirds (65%) of tenure track faculty identified as white compared to half (48%) of students with an overrepresentation of 17 percentage points. Asian American faculty are also overrepresented by 6 percentage points (11% vs. 5%).

Latinx tenure track faculty are underrepresented by 12 percentage points (10% vs. 24%); whereas the overall rates were low for both faculty and students among International (3% vs. 8%), African American (2% vs. 4%), and Native American (<1% vs 1%).

⁶ Castellanos, Jeanette and Lee Jones (2003). *The Majority in the Minority: Expanding the Representation of Latina/o Faculty, Administrators and Students in Higher Education*. Stylus Publishing, LLC.

Stout, Rebecca, Cephas Archie, David Cross, and Carol A. Carman. 2018. "The Relationship between Faculty Diversity and Graduation Rates in Higher Education." *Intercultural Education* 29(3): 399-417.

⁷ U.S. Census American Community Survey 2018 5-YR Estimates, Table DP05



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