

Faculty Equity 5-Year Trend Report



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Governors State University Mission Statement

Governors State University is committed to offering an exceptional and accessible education that prepares students with the knowledge, skills, and confidence to succeed in a global society.



Diversity, Equity, and Inclusion Mission Statement

We advance the University's mission to foster a welcoming, richly diverse campus where all students, faculty, and staff can thrive, feel valued, have a sense of belonging, and feel connected. We uphold our motto, "You Belong," by committing to continuous improvement and a dedicated focus on diversity, equity, inclusion, accessibility, and belonging (DEIAB).

Governors State University Student Population

Governors States University (GSU) draws students from the local Chicago Southlands, regionally, nationally, and internationally. The U.S. Department of Education has recognized GSU as both a minority-serving institution, an accredited academic institution whose enrollment of a single minority or a combination of minorities exceeds 50 percent of the total enrollment, and an emerging Hispanic-serving institution, meaning full-time Hispanic student enrollment is between 15 and 24 percent. Race is only one element of GSU's diversity, where Black students are 40 percent of the student body and Hispanic students are 19 percent. The average age of GSU's undergraduate student body was 27.5 in 2022. Students from all walks of life are welcomed and empowered to succeed.

Faculty Five-Year Trend Report Through an Equity Lens

Hiring and retaining the best faculty to serve our students is one of the highest priorities for GSU. As students begin their college journey, faculty are best positioned to build trusting and consistent relationships for students to engage in their studies, persist to graduation, and learn more intensely. We firmly believe that faculty diversity plays a crucial role in college student completion and can significantly impact students' sense of belonging, retention rates, and persistence. We believe that all students benefit from faculty diversity.

Understanding faculty trends can provide important insights to help attract and retain faculty and enlighten us on how GSU is fulfilling its mission to educate and prepare students for a global society. This report presents a five-year summary (2018 – 2022) of faculty demographics, hiring, departure, and retention data. An equity lens is used to examine data to understand better how trends may vary among faculty track, rank, and demographics. The request for this report comes from the Office of the Provost to inform future practices and initiatives to continuously improve equity in faculty recruitment, retention, and advancement. For more information and best practices on diversity, equity, and inclusion, please visit <https://www.govst.edu/dei/>.

2018-2022 Five-year Trend Highlights:

- Data results are comparable to other universities in GSU's Carnegie classification.
- The reported "unknown" race / ethnicity designation is the 3rd largest reported population.
- There is a slow, but continuous growth of faculty headcount.
- There is a slow, but continuous growth in faculty diversity.
- Women make up the majority of faculty by 26 percentage points over men.
- Faculty demographics are significantly different than the student demographics.
- Whites make up nearly half the faculty population.
- Approximately 16% of all faculty are tenured.
- Asians attain tenure at a significant higher rate than all other ethnic groups.
- The number of tenured faculty has remained steady over the five-years.
- Hispanic faculty make up 1% (n=4) tenured faculty.
- Female tenure rate is comparable to men.
- The College of Business has made the greatest increase in faculty diversity.

Recommendations:

Prioritizing faculty recruitment and retention efforts should be a comprehensive process from the beginning of the faculty career lifespan at the university, college, and department levels.

Recommendations based on data include:

- Expand the employment search areas and promotion of GSU's diversity to attract more diversity, specifically faculty of Hispanic descent.
- Ensure that candidate pools for hiring within field are diverse.
- Review and update current policies and practices to specifically fit GSU's needs.
- Ensure that search committees are diverse in race, ethnicities, sexual orientation, departments, rank, roles, and perspectives.
- Expand study to include hiring, retention, and departure trends at the programmatic level to inform and shape plans for continuous improvement.
- Establish high quality mentoring and retention initiatives at college and programmatic levels with particular emphasis on creating inclusive environments.
- Enhanced best practices and recommendations for further research.
- Expand study to include salary information by gender and ethnicity.
- Expand study to measure the experiences and working conditions of diverse faculty.
- Ensure deliberate efforts to increase Hispanic faculty.

Review

Governors State University (GSU) faculty data trend is typical for like universities, however, GSU's student population is uniquely diverse compared to many universities in its Carnegie classification and within the state of Illinois. GSU is federally designated as a minority serving institution and is recognized as an Emerging Hispanic Serving Institution. GSU is making advancement towards becoming a federally designated Predominately Black Institution.

Faculty diversity plays a key role in college student completion and can have a major impact on students' sense of belonging, retention rates, and persistence. All students benefit from faculty diversity. Engaging with diverse faculty and different perspectives builds empathy, a respect for others, and creativity, and improves problem-solving skills — and Black and Latino students, who are pursuing college degrees in greater numbers, are more likely to graduate when they have diverse faculty members who look like them and can serve as positive mentors and role models ([Bitar, Montague, Ilano; 2022](#)).

The results of this Review must take into consideration the large percent of "unknown" demographics. Demographic data may provide valuable information about participants needs and may identify important disparities and inequities. Approximately 16% of faculty participated selected "unknown" for race / ethnicity, which may skew some of the data and recommendations.

It is important to note that the COVID 19 global pandemic (2019 – 2022) may have impacted the data trend both on a national and local level.

Data Analysis

Faculty Headcount and Demographics

Faculty Headcount

There has been slow and steady faculty growth within this five-year review. Graph 1 shows a faculty count of 519 in 2018; 521 in 2019; 555 in 2020; 525 in 2021; and 556 in 2022, where there was the most significant increase. This report is presented using faculty headcount. It is important to note the difference between headcount vs. full-time employees. The headcount is actual number of faculty currently employed, while the FTE is how many full-time hours are being collectively work. FTE can be calculated by taking the credit hours and dividing by 12. For example, 4 adjuncts teaching one course each may be equivalent to 1 FTE.

Faculty Demographics

According to [Insider Higher Education](#) 2022, most colleges, and universities, faculty is less diverse than the students. National data is lacking or inconsistent about the growth of diverse faculty. According to [College Professor Demographics and Statistics in Higher Education](#), in 2022 49.8% of all college faculty are women, while 50.2% are men. The average college faculty age is 46 years old. The most common ethnicity is White (66.36%), followed by Asian (11.3%), Hispanic / Latinx (10.1%), and Black / African American (7.1%).

Inconsistent with the national data, Tables 1-5 show that females made up 58% of GSU's faculty in 2018. Female faculty grew by five (5) percentage points (63%) in 2022 and was higher than the national rate of 49.8%. The GSU female faculty population is 26 percentage points greater than the male faculty population.

Graph 1: Faculty Headcount and Gender

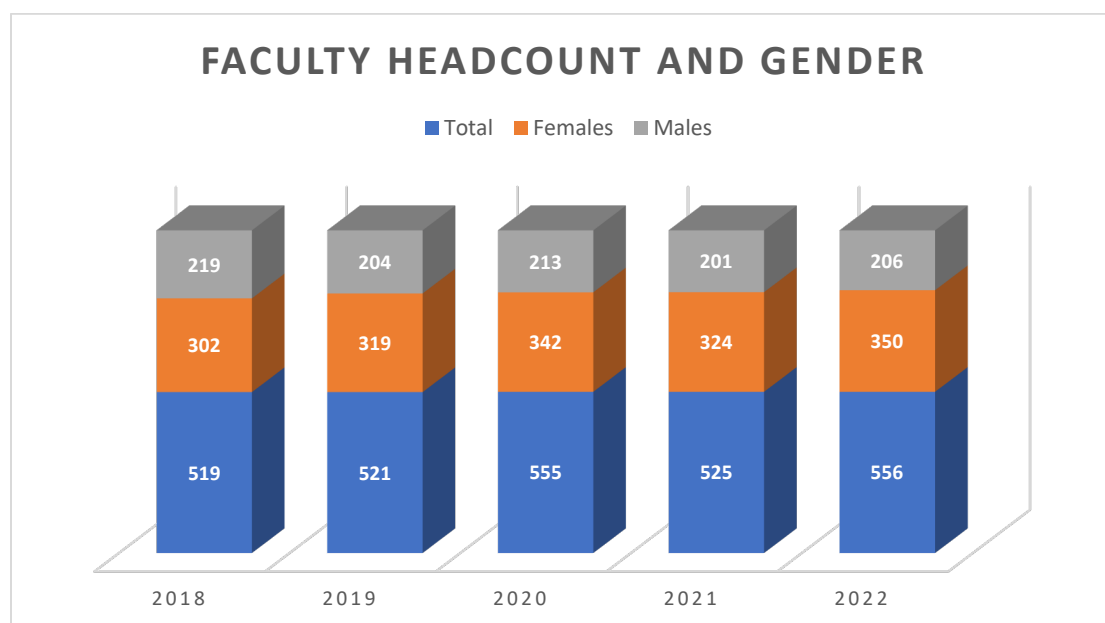


Table Color Key	Increase	Slight Increase	Decrease
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Tables 1-5 show a slow continuous growth of minority faculty from 2018 (51%) to 2022 (55%). The greatest increase in minority faculty occurred in 2022 by 4 percentage points.

Table 1: 2018 Race / Ethnicity and Gender

Race / Ethnicity	Total		Female		Male	
	N	%	N	%	N	%
American Indian	4	1%	3	1%	3	1%
Asian	34	7%	18	6%	16	3%
Black or African American	100	19%	63	21%	37	7%
Hispanic	12	2%	8	3%	4	1%
International	3	1%	1	0%	2	0%
Two or More Races	9	2%	8	3%	1	0%
Unknown	103	20%	56	19%	47	9%
White	254	49%	145	48%	109	21%
Total	519	100%	302	58%	219	42%

Table 2: 2019 Race / Ethnicity and Gender

Race / Ethnicity	Total		Female		Male	
	N	%	N	%	N	%
American Indian	4	1%	3	1%	3	1%
Asian	42	8%	22	7%	20	4%
Black or African American	116	22%	79	25%	37	7%
Hispanic	12	2%	7	2%	5	1%
International	2	0%	1	0%	1	0%
Two or More Races	9	2%	8	3%	1	0%
Unknown	73	14%	39	12%	34	7%
White	263	50%	160	50%	103	20%
Total	521	100%	319	61%	204	39%

Table 3: 2020 Race / Ethnicity and Gender

Race / Ethnicity	Total		Female		Male	
	N	%	N	%	N	%
American Indian	5	1%	3	1%	2	0%
Asian	46	9%	23	7%	23	4%
Black or African American	116	22%	80	23%	36	7%
Hispanic	19	4%	11	3%	8	2%
International	2	0%	1	0%	1	0%
Two or More Races	9	2%	8	2%	1	0%
Unknown	72	14%	40	12%	32	6%
White	286	49%	176	51%	110	21%
Total	555	100%	342	65%	213	41%

Table 4: 2021 Race / Ethnicity and Gender

Race / Ethnicity	Total		Female		Male	
	N	%	N	%	N	%
American Indian	7	1%	5	1%	2	0%
Asian	49	9%	24	7%	25	5%
Black or African American	108	21%	76	23%	32	6%
Hispanic	22	4%	14	4%	8	2%
International	2	0%	1	0%	1	0%
Two or More Races	7	1%	6	2%	1	0%
Unknown	65	12%	38	12%	27	5%
White	265	50%	160	49%	105	20%
Total	525	100%	324	62%	201	38%

Table 5: 2022 Race / Ethnicity and Gender

Race / Ethnicity	Total		Female		Male	
	N	%	N	%	N	%
American Indian	7	1%	5	1%	2	0%
Asian	51	9%	26	7%	25	4%
Black or African American	123	22%	89	25%	34	6%
Hispanic	22	4%	12	3%	10	2%
International	5	1%	2	1%	3	1%
Two or More Races	8	1%	7	2%	1	0%
Unknown	89	16%	50	14%	39	7%
White	251	45%	159	45%	92	17%
Total	556	100%	350	63%	206	37%

Tenure Type and Demographics

For the purpose of this report, faculty are classified into three broad designations: non-tenure track (adjuncts, full-time instructors (unit B), part-time, and visiting), tenure track (assistant professors / (unit A), tenured associate professors / unit A and tenured full professors). Research shows that there are many benefits to student learning from all faculty types.

Non-tenured track faculty are appointed annually and typically work and earn less than tenure track faculty. Non-tenure track faculty can focus on their passion for teaching without the pressure to publish.

Tenure-track and tenured faculty are full-time faculty responsible for teaching, service, and scholarly activities such as research and publication. Tenure-track faculty must progress towards and achieve tenure to retain their position.

Courses are primarily taught by non-tenure track faculty. According to the [American Association of University Professors \(aaup\)](#), 71% of non-tenure track faculty of universities within GSU's Carnegie classification. Tables 6-10 shows GSU's comparable comparison of 70% in 2018 and 71% in 2022 respectively.

Tables 6-10 show that the overall number of faculty with tenure remained consistent with 16% in 2018 and 16% in 2022. Over the same period, the number of faculty on tenure-track also remained consistent at 13%.

Overall, whites and the combined reported minorities (unknown not included) achieve tenure at a 16% rate. When the minority groups are separated, 2018 Table 6 show that Asians achieve tenure at the highest rate at 47% (16/34), followed by Blacks at a 13% rate (13/100), Hispanics at a 1% rate (1/12), and American Indian and International at 0%. Table 10 shows that the number of minority faculty increased in 2022, with Asians achieving tenure at a 32% rate (16/50), followed by American Indians at a 25% rate (1/4), Blacks at 13% and Hispanics at 2%.

Table 6: 2018 Tenure Type by Race / Ethnicity

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	4	1%	3	1%	1	0%	0	0%
Asian	34	7%	15	3%	3	1%	16	3%
Black or African American	100	19%	74	14%	13	3%	13	3%
Hispanic	12	2%	8	2%	3	1%	1	0%
International	3	1%	1	0%	2	0%	0	0%
Two or More Races	9	2%	6	1%	1	0%	2	0%
Unknown	103	20%	78	15%	12	2%	13	3%
White	254	49%	178	34%	34	7%	42	8%
Total	519	100%	363	70%	69	13%	87	16%

Table 7: 2019 Tenure Type by Race / Ethnicity

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	4	1%	2	1%	2	0%	0	0%
Asian	42	8%	17	3%	10	2%	15	3%
Black or African American	116	22%	89	17%	14	3%	13	2%
Hispanic	12	2%	9	2%	3	1%	0	0%
International	2	0%	0	0%	2	0%	0	0%
Two or More Races	9	2%	6	1%	1	0%	2	0%
Unknown	73	14%	56	11%	6	1%	11	2%
White	263	50%	183	35%	41	8%	39	7%
Total	521	100%	362	70%	79	15%	80	15%

Table 8: 2020 Tenure Type by Race / Ethnicity

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	5	1%	3	1%	2	0%	0	0%
Asian	46	9%	20	4%	11	2%	15	3%
Black or African American	116	22%	86	16%	17	3%	13	2%
Hispanic	19	4%	15	3%	4	1%	0	0%
International	2	0%	0	0%	2	0%	0	0%
Two or More Races	9	2%	6	1%	1	0%	2	0%
Unknown	72	14%	54	10%	5	1%	13	2%
White	286	49%	205	39%	45	9%	36	7%
Total	555	100%	391	75%	85	16%	79	15%

Table 9: 2021 Tenure Type by Race / Ethnicity

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	7	1%	4	1%	3	1%	0	0%
Asian	49	9%	23	4%	12	2%	14	3%
Black or African American	108	21%	77	15%	20	4%	11	2%
Hispanic	22	4%	17	3%	4	1%	1	0%
International	2	0%	0	0%	2	0%	0	0%
Two or More Races	7	1%	6	1%	0	0%	1	0%
Unknown	65	12%	51	10%	5	1%	9	2%
White	265	50%	174	33%	54	10%	37	7%
Total	525	100%	352	68%	100	19%	73	14%

Table 10: 2022 Tenure Type by Race / Ethnicity

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	7	1%	4	1%	3	1%	0	0%
Asian	51	9%	21	4%	13	2%	17	3%
Black or African American	123	22%	95	17%	12	2%	16	3%
Hispanic	22	4%	17	3%	1	0%	4	1%
International	5	1%	2	0%	2	0%	1	0%
Two or More Races	8	1%	6	1%	1	0%	1	0%
Unknown	89	16%	76	14%	6	1%	7	1%
White	251	45%	173	31%	35	6%	43	8%
Total	556	100%	394	71%	73	13%	89	16%

Tenure Type by Gender

According to the [American Association of University Women](#), women make up the majority of nontenure-track lecturers and instructors across institutions, but only 44% of tenure-track faculty and 36% of full professors. Women of color are especially underrepresented in college faculty and staff — contributing to a lack of diversity, equity, and inclusion in teaching practices and curriculum as well as role models and support systems for students.

Unlike most universities, GSU promotes females and males at approximately the same rate. Tables 11 and 12 show that, on average, 30% of females are on a tenure-track or tenured, likewise during the same period, an approximate average of 30% of men are on a tenure-track or tenured.

Table 11: 2018 Gender and Tenure Type

Gender	Total		Non-Tenure Track		Tenured / Tenure Track	
	N	%	N	%	N	%
Female	302	58%	208	69%	94	31%
Men	217	42%	155	71%	62	29%
Total	519	100%	363	70%	156	30%

Table 12: 2022 Gender and Tenure Type

Gender	Total		Non-Tenure Track		Tenured / Tenure Track	
	N	%	N	%	N	%
Female	350	63%	257	73%	93	27%
Men	206	37%	137	67%	69	33%
Total	556	100%	394	71%	162	29%

Years of Service and Separation Status

According to By Adam Pritchard and Anthony Schmidt the turn-over for higher education faculty is 8.3%, compared to GSU’s 5% turn-over rate in 2022 as shown in Table 14. More than 25% of GSU faculty have at least 10 years of service, with 34 years being the highest years of faculty service.

Within this 5-year trend report, Table 13 shows 88% of faculty current (C) are retained compared to Table 14 which shows an increase of 95% retention rate. Of the 12% in 2018 and the 5% in 2022 that departed due to resignation (Q = quitting), retirement or deceased (R), or Termination (T). Of the faculty who leave GSU most leave via quitting (n=6% in 2018, n= 5% in 2022), followed by a close second of retiring/dying (6% and 1% respectively). When compared within their respective ethnic groups, Asians quit at a much higher rate at 9%, however; in 2022, only 1 Asian quit, as indicated in Table 15. This number may insignificant due to the low N.

Key

C	Q	R	T
Currently Employed	Resignation	Retirement/ Deceased	Termination

Table 13: 2018 Years of Service and Separation Status

Race Ethnicity	Total		Years of Service								Employment Status within group							
			1-3		4-7		8-10		+10		C		Q		R		T	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	4	1%	4	1%	4	1%	0	0%	0	0%	4	100%	0	0	0	0	0	0
Asian	34	7%	6	1%	12	2%	5	1%	10	2%	28	82%	4	12%	1	3%	1	3%
Black or African American	100	19%	41	8%	29	6%	8	2%	22	4%	84	84%	9	9%	4	4%	3	3%
Hispanic	12	2%	5	1%	4	1%	0	0%	3	1%	11	92%	0	0%	1	8%	0	0%
International	3	1%	3	1%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%
Two or More Races	9	2%	3	1%	3	1%	1	0%	2	0%	7	78%	1	11%	1	11%	0	0%
Unknown	103	20%	24	5%	12	2%	21	4%	46	9%	85	83%	6	6%	9	9%	3	3%
White	254	49%	80	15%	100	19%	24	5%	49	9%	213	84%	16	6%	19	7%	6	2%
Total	519	100%	166	32%	164	32%	59	11%	132	25%	435	88%	36	6%	35	6%	13	2%

Table 14: 2022 Years of Service and Separation Status

Race Ethnicity	Total		Years of Service								Employment Status							
			1-3		4-7		8-10		+10		C		Q		R		T	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	7	1%	4	1%	3	1%	0	0%	0	0%	7	100%	0		0		0	
Asian	51	9%	22	4%	6	1%	9	2%	14	3%	50	98%	1	2%	0	0%	0	0%
Black or African American	123	22%	45	8%	26	5%	22	4%	30	5%	113	92%	8	7%	2	2%	3	2%
Hispanic	22	4%	7	1%	7	1%	3	1%	5	1%	22	100%	0	0%	0	0%	0	0%
International	5	1%	2	0%	2	0%	0	0%	1	0%	4	80%	1	20%	0	0%	0	0%
Two or More Races	8	1%	1	0%	2	0%	3	1%	2	0%	8	100%	0	0%	0	0%	0	0%
Unknown	89	16%	39	7%	10	2%	3	1%	37	7%	84	94%	2	2%	2	2%	1	1%
White	251	45%	86	15%	50	9%	51	9%	64	12%	241	96%	4	2%	3	1%	3	1%
Total	556	100%	206	37%	106	19%	91	16%	153	28%	529	95%	16	5%	7	1%	7	1%

5-Year Faculty Trend Report by College

At the time of this review Governors State University (GSU) is divided into four colleges: College of Arts and Sciences (CAS), College of Business (COB), College of Education and Human Development (CEHD) (formerly College of Education), and College of Health and Human Services (CHHS). The library and continuing education faculty were included throughout this review; but were not separated out due to a low N, which may compromise the identify of the individuals.

The CAS is consistently the largest college making up 39% (n=219) of the total faculty population in 2022. This finding is consistent with other universities where the general education curriculum is housed in CAS. Like the national findings, Table 17 shows that the COB has more male representation at 48% in 2022, whereas CEHD Table 20 and CHHS Table 22 have a much great female representative at 63% and 86% respectively.

In 2018 Tables 15-22 shows the minority average representation was 32%, with the lowest being the CEHD (23% minority) and the highest being the COB (42% minority). In 2022, more faculty reported race which may account for the increased of minority faculty representation by 8 percentage points. The CEHD reported the most significant growth of minority representation from 47% in 2018 to 56% in 2022.

Table 15 2018 CAS Faculty Demographics

	Total				Female				Male			
	GSU		CAS		GSU		CAS		GSU		CAS	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	4	1%	3	1%	3	1%	2	0%	3	1%	1	0%
Asian	34	7%	11	5%	18	6%	4	4%	16	5%	7	1%
Black or African American	100	19%	35	16%	63	21%	19	18%	37	12%	16	3%
Hispanic	12	2%	5	2%	8	3%	2	2%	4	1%	3	1%
International	3	1%	1	0%	1	0%	1	1%	2	1%	0	0%
Two or More Races	9	2%	3	1%	8	3%	3	3%	1	0%	0	0%
Unknown	103	20%	42	20%	56	19%	19	18%	47	16%	23	4%
White	254	49%	115	53%	145	48%	53	51%	109	36%	62	12%
Total	519	100%	215	41%	302	58%	103	48%	219	42%	112	52%

Table 16: 2022 CAS Faculty Demographics

	Total				Female				Male			
	GSU		CAS		GSU		CAS		GSU		CAS	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	7	1%	3	1%	3	1%	1	0%	3	1%	2	0%
Asian	51	9%	22	10%	18	6%	9	8%	16	5%	13	2%
Black or African American	123	22%	41	19%	63	21%	27	24%	37	12%	14	3%
Hispanic	22	4%	9	4%	8	3%	3	3%	4	1%	6	1%
International	5	1%	3	1%	1	0%	2	2%	2	1%	1	0%
Two or More Races	8	1%	1	0%	8	3%	1	1%	1	0%	0	0%
Unknown	89	16%	31	14%	56	19%	13	11%	47	16%	18	3%
White	251	45%	109	50%	145	48%	58	51%	109	36%	51	9%
Total	556	100%	219	39%	302	54%	114	52%	219	39%	105	48%

Table 17: 2018 COB Faculty Demographics

	Total				Female				Male			
	GSU		COB		GSU		COB		GSU		COB	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	4	1%	0	0%	3	5%	0	0%	3	1%	0	0%
Asian	34	7%	13	22%	18	6%	6	32%	16	5%	7	1%
Black or African American	100	19%	12	20%	63	21%	5	26%	37	12%	7	1%
Hispanic	12	2%	0	0%	8	3%	0	0%	4	1%	0	0%
International	3	1%	1	2%	1	0%	0	0%	2	1%	1	0%
Two or More Races	9	2%	0	0%	8	3%	0	0%	1	0%	0	0%
Unknown	103	20%	9	15%	56	19%	1	5%	47	16%	8	2%
White	254	49%	24	41%	145	48%	7	37%	109	36%	17	3%
Total	519	100%	59	11%	302	58%	19	32%	219	42%	40	68%

Table 18: 2022 COB Faculty Demographics

	Total				Female				Male			
	GSU		COB		GSU		COB		GSU		COB	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	7	1%	2	3%	3	5%	2	0%	3	1%	0	0%
Asian	51	9%	12	20%	18	6%	5	21%	16	5%	7	1%
Black or African American	123	22%	12	20%	63	21%	6	25%	37	12%	6	1%
Hispanic	22	4%	2	3%	8	3%	0	0%	4	1%	2	0%
International	5	1%	1	2%	1	0%	0	0%	2	1%	1	0%
Two or More Races	8	1%	0	0%	8	3%	0	0%	1	0%	0	0%
Unknown	89	16%	8	13%	56	19%	1	4%	47	16%	7	1%
White	251	45%	23	38%	145	48%	10	42%	109	36%	13	2%
Total	556	100%	60	11%	302	54%	24	40%	219	39%	36	60%

Table 19: 2018 CEHD Faculty Demographics

	Total				Female				Male			
	GSU		CEHD		GSU		CEHD		GSU		CEHD	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	4	1%	0	0%	3	3%	0	0%	3	1%	0	0%
Asian	34	7%	4	4%	18	6%	2	3%	16	5%	2	0%
Black or African American	100	19%	11	11%	63	21%	7	10%	37	12%	4	1%
Hispanic	12	2%	5	5%	8	3%	3	4%	4	1%	2	0%
International	3	1%	0	0%	1	0%	0	0%	2	1%	0	0%
Two or More Races	9	2%	3	3%	8	3%	3	4%	1	0%	0	0%
Unknown	103	20%	24	24%	56	19%	17	25%	47	16%	7	1%
White	254	49%	53	53%	145	48%	35	52%	109	36%	18	3%
Total	519	100%	100	19%	302	58%	67	67%	219	42%	33	33%

Table 20: 2022 CEHD Faculty Demographics

	Total				Female				Male			
	GSU		CEHD		GSU		CEHD		GSU		CEHD	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	7	1%	0	0%	5	4%	0	0%	2	1%	0	0%
Asian	51	9%	8	7%	26	7%	6	7%	25	7%	2	0%
Black or African American	123	22%	28	23%	89	25%	22	25%	34	10%	6	1%
Hispanic	22	4%	6	5%	12	3%	5	6%	10	3%	1	0%
International	5	1%	0	0%	2	1%	0	0%	3	1%	0	0%
Two or More Races	8	1%	4	3%	7	2%	3	3%	1	0%	1	0%
Unknown	89	16%	23	19%	50	14%	14	16%	39	11%	9	2%
White	251	45%	54	44%	159	45%	39	44%	92	26%	15	3%
Total	556	100%	123	22%	350	63%	89	72%	206	37%	34	28%

Table 21: 2018 CHHS Faculty Demographics

	Total				Female				Male			
	GSU		CHHS		GSU		CHHS		GSU		CHHS	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	4	1%	1	1%	3	2%	1	0%	3	1%	0	0%
Asian	34	7%	6	4%	18	6%	4	4%	16	5%	2	0%
Black or African American	100	19%	41	29%	63	21%	33	30%	37	12%	8	2%
Hispanic	12	2%	2	1%	8	3%	2	2%	4	1%	0	0%
International	3	1%	1	1%	1	0%	0	0%	2	1%	1	0%
Two or More Races	9	2%	3	2%	8	3%	3	3%	1	0%	0	0%
Unknown	103	20%	28	20%	56	19%	19	17%	47	16%	9	2%
White	254	49%	59	42%	145	48%	47	43%	109	36%	12	2%
Total	519	100%	141	27%	302	58%	109	77%	219	42%	32	23%

Table 22: 2018 CHHS Faculty Demographics

	Total				Female				Male			
	GSU		CHHS		GSU		CHHS		GSU		CHHS	
	N	%	N	%	N	%	N	%	N	%	N	%
American Indian	7	1%	2	1%	3	2%	2	0%	3	1%	0	0%
Asian	51	9%	8	6%	18	6%	5	4%	16	5%	3	1%
Black or African American	123	22%	40	29%	63	21%	36	30%	37	12%	4	1%
Hispanic	22	4%	4	3%	8	3%	4	3%	4	1%	0	0%
International	5	1%	1	1%	1	0%	1	1%	2	1%	0	0%
Two or More Races	8	1%	3	2%	8	3%	3	3%	1	0%	0	0%
Unknown	89	16%	24	17%	56	19%	20	17%	47	16%	4	1%
White	251	45%	56	41%	145	48%	48	40%	109	36%	8	1%
Total	556	100%	138	25%	302	54%	119	86%	219	39%	19	14%

Tenure Type by College

It is important to note that this data is reported headcount and not FTE. One-third of GSU's program include field and clinical experiences. In the cases for programs with field and clinical experiences, programs typically rely heavily on non-tenure part-time faculty for supervision, which may bring the non-tenure track faculty status above the national average of 71% and GSU's 71% average according to Table 10.

The COB has the greatest number of tenure-track / tenured faculty according to Table 22 at 35% (11/31) in 2022. The CAS has the lowest number of tenure-track / tenured faculty as shown in Table 20 at 14% (14/54) in 2022 compared to 27% in 2018. This data correlates to the number of faculty who retired between 2018 and 2022. The COB has the most diverse tenure / tenure track faculty.

Table 19: 2018 CAS Tenure Type

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	3	1%	2	1%	1	0%	0	0%
Asian	11	5%	4	2%	1	0%	6	3%
Black or African American	35	16%	25	12%	3	1%	7	3%
Hispanic	5	2%	4	2%	1	0%	0	0%
International	1	0%	0	0%	1	0%	0	0%
Two or More Races	3	1%	2	1%	0	0%	1	0%
Unknown	42	20%	37	17%	1	0%	4	2%
White	115	53%	82	38%	11	5%	22	10%
Total	215	100%	156	73%	19	9%	40	18%

Table 20: 2022 CAS Tenure Type

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	3	1%	2	1%	1	0%	0	0%
Asian	22	10%	8	4%	6	3%	7	3%
Black or African American	41	19%	33	15%	1	0%	7	3%
Hispanic	9	4%	7	3%	0	0%	2	1%
International	3	1%	1	0%	1	0%	1	0%
Two or More Races	1	0%	1	0%	0	0%	0	0%
Unknown	31	14%	26	12%	2	1%	3	1%
White	109	50%	73	33%	13	6%	23	11%
Total	219	100%	151	69%	24	11%	43	20%

Table 21: 2018 COB Tenure Type

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	0	0%	0	0%	0	0%	0	0%
Asian	13	22%	5	8%	2	3%	6	10%
Black or African American	12	20%	10	17%	1	2%	1	2%
Hispanic	0	0%	0	0%	0	0%	0	0%
International	1	2%	0	0%	1	2%	0	0%
Two or More Races	0	0%	0	0%	0	0%	0	0%
Unknown	9	15%	7	12%	1	2%	1	2%
White	24	41%	15	25%	4	7%	5	8%
Total	59	100%	37	63%	9	15%	13	22%

Table 22: 2022 COB Tenure Type

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	2	3%	1	3%	1	1%	0	0%
Asian	12	18%	4	6%	2	3%	6	9%
Black or African American	12	18%	10	15%	1	1%	1	1%
Hispanic	2	3%	1	1%	0	0%	1	1%
International	1	1%	0	0%	1	1%	0	0%
Two or More Races	0	0%	0	0%	0	0%	0	0%
Unknown	8	12%	8	12%	0	0%	0	0%
White	31	46%	12	18%	3	4%	8	12%
Total	68	100%	36	54%	8	12%	16	24%

Table 23 2018 CEHD Tenure Type

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	0	0%	0	0%	0	0%	0	0%
Asian	4	4%	3	3%	0	0%	1	1%
Black or African American	11	11%	8	8%	3	3%	0	0%
Hispanic	5	5%	3	3%	1	1%	1	1%
International	0	0%	0	0%	0	0%	0	0%
Two or More Races	3	3%	1	1%	1	0%	1	0%
Unknown	24	24%	12	12%	7	7%	5	5%
White	53	53%	36	36%	12	12%	4	4%
Total	100	100%	63	63%	24	23%	12	11%

Table 24 2022 CEHD Tenure Type

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	0	0%	0	0%	0	0%	0	0%
Asian	8	7%	3	2%	3	2%	2	2%
Black or African American	28	23%	22	18%	5	4%	1	1%
Hispanic	6	5%	4	3%	1	1%	1	1%
International	0	0%	0	0%	0	0%	0	0%
Two or More Races	4	3%	2	2%	1	0%	1	0%
Unknown	23	19%	17	14%	3	2%	3	2%
White	54	44%	40	33%	9	7%	5	4%
Total	123	100%	88	72%	22	17%	13	10%

Table 25: 2018 CHHS Tenure Type

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	1	1%	1	1%	0	0%	0	0%
Asian	6	4%	3	2%	0	0%	3	2%
Black or African American	41	29%	31	22%	6	4%	4	3%
Hispanic	2	1%	1	1%	1	1%	0	0%
International	1	1%	1	1%	0	0%	0	0%
Two or More Races	3	2%	3	2%	0	0%	0	0%
Unknown	28	20%	22	16%	3	2%	3	2%
White	59	42%	45	32%	6	4%	8	6%
Total	141	100%	107	76%	16	11%	18	13%

Table 26: 2022 CHHS Tenure Type

Race / Ethnicity	Total		Non-Tenure Track		Tenured Track		Tenured	
	N	%	N	%	N	%	N	%
American Indian	2	1%	1	1%	1	1%	0	0%
Asian	8	6%	4	3%	2	1%	2	1%
Black or African American	40	29%	29	21%	5	4%	6	4%
Hispanic	4	3%	4	3%	0	0%	0	0%
International	1	1%	1	1%	0	0%	0	0%
Two or More Races	3	2%	3	2%	0	0%	0	0%
Unknown	24	17%	22	16%	1	1%	1	1%
White	56	41%	42	30%	9	7%	5	4%
Total	138	100%	106	78%	18	13%	14	10%

Special Thanks,

I want to thank the Office of Institutional Research for providing the necessary data to create this report. I would also like to thank my colleagues for giving feedback. I look forward to engaging with faculty for additional recommendations. Through this data, we will know fully what impact we're having and how to maximize our impact. Through our conversations, we can strategize for the effect that we hope to create for those we serve.

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Chief Diversity Officer

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