

# ANNUAL REPORT ON FACULTY DIVERSITY: RACE AND GENDER INDICATORS

## Academic Affairs

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March 5, 2025

Special thanks to Jasmine Ahmad and Kate Gorveatte for their assistance in preparing this report.



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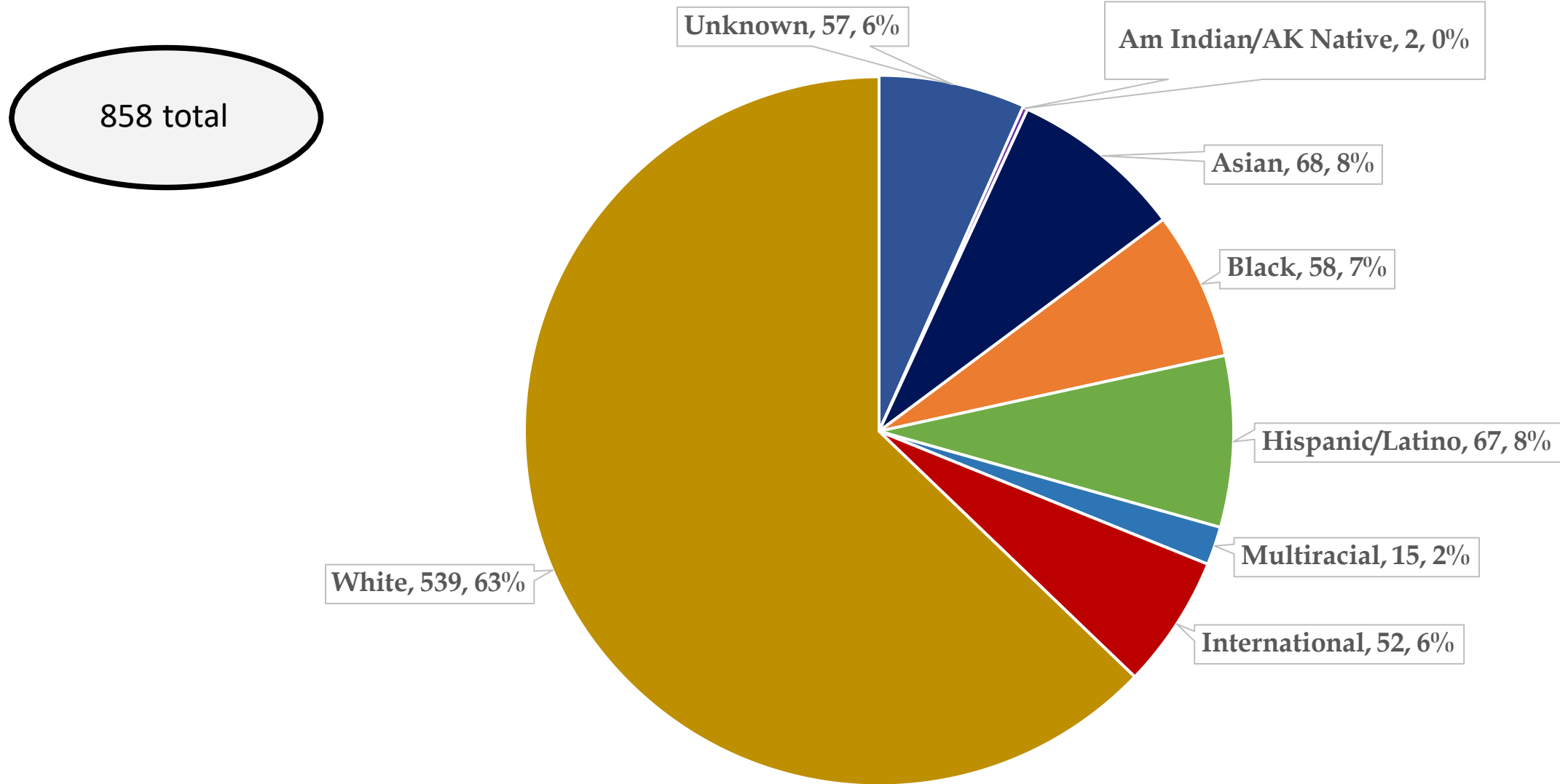
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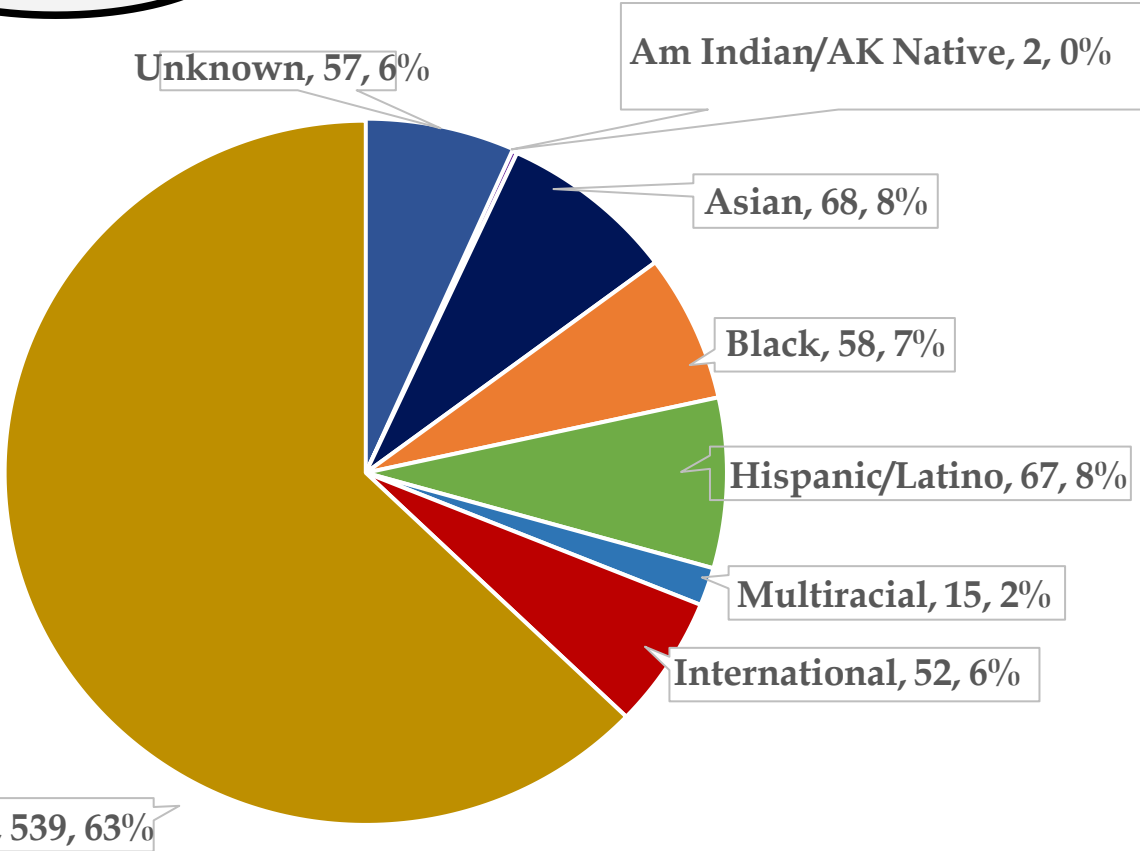
# FULL-TIME FACULTY

# Full-Time Faculty by Race and Ethnicity, Count and Percentage, Fall 2024\*

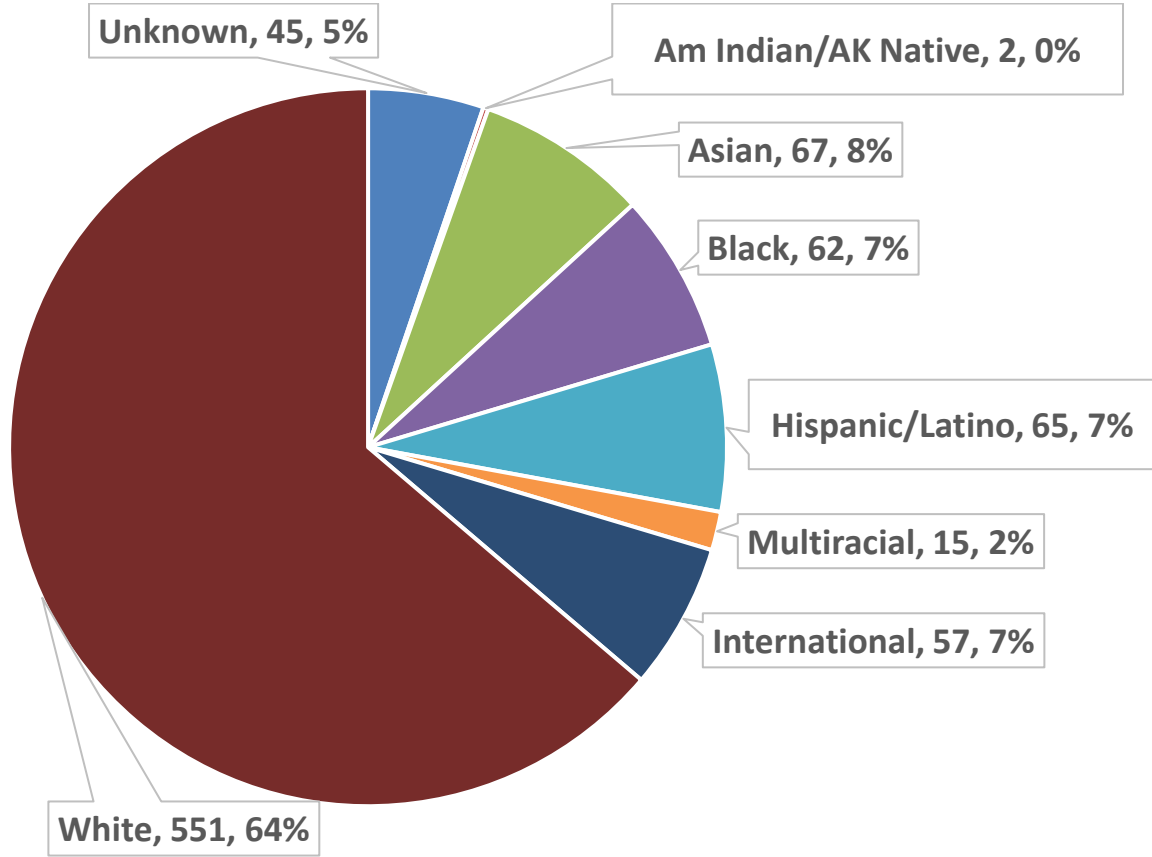


# Full-Time Faculty by Race and Ethnicity, # and %, Fall 2024 and Fall 2023

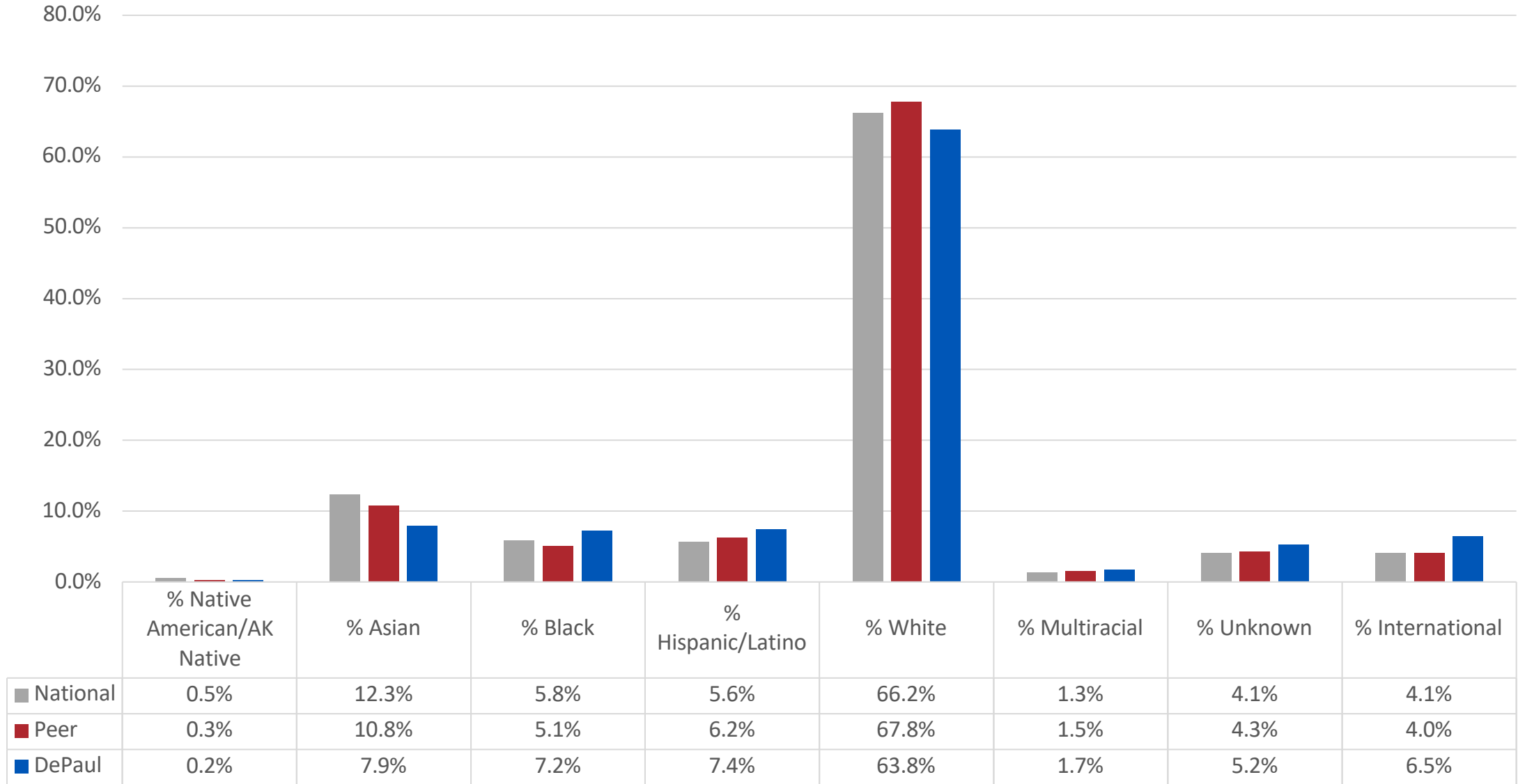
2024 --858 total



2023--864 total



# National and Peer Comparison, Full-Time Faculty by Race/Ethnicity, Fall 2023\*



# Full-Time Faculty by Rank and Race/Ethnicity, Fall 2020 - Fall 2024

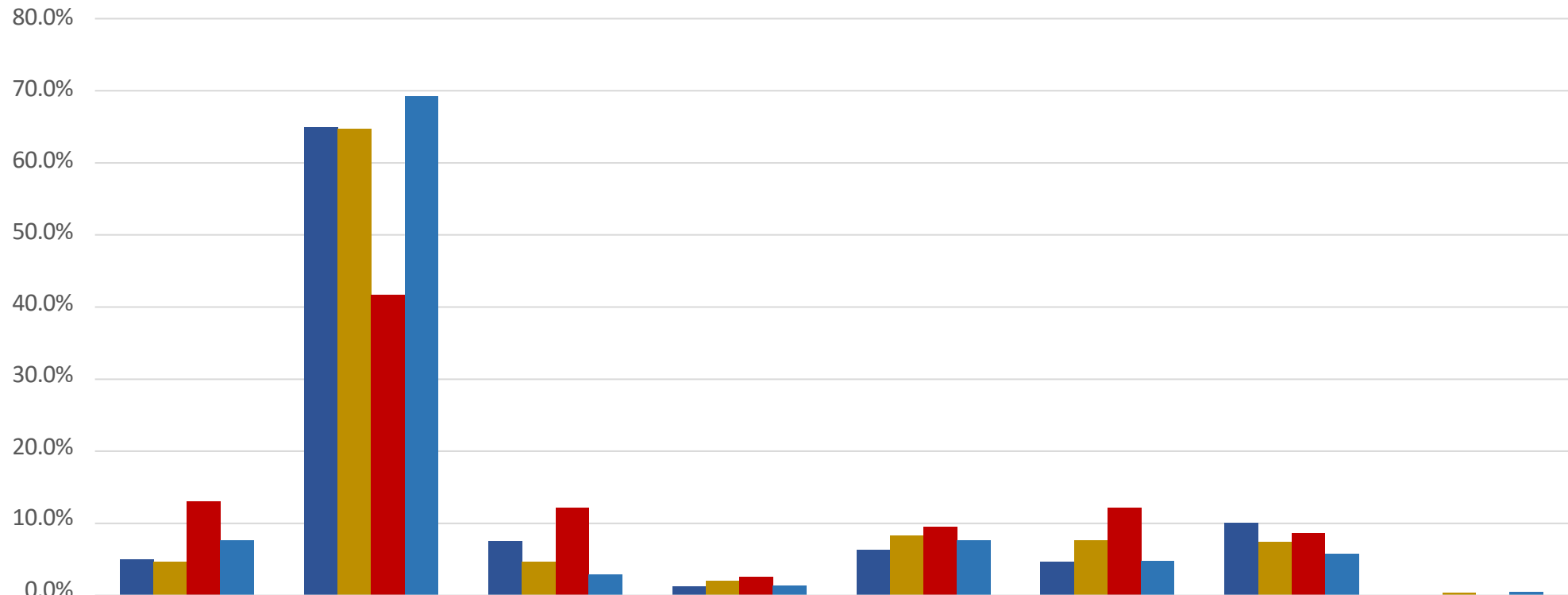
	2020	2021	2022	2023	2024
<b>All Races/Ethnicities</b>					
Professor	196	209	216	228	237
Associate Professor	339	331	326	315	298
Assistant Professor	125	103	103	116	115
Instructor	214	219	215	205	208
<b>Total</b>	<b>874</b>	<b>862</b>	<b>860</b>	<b>864</b>	<b>858</b>
<b>African American</b>					
Professor	8	11	11	11	11
Associate Professor	29	28	24	24	23
Assistant Professor	12	10	14	14	14
Instructor	11	13	14	13	10
<b>Subtotal</b>	<b>60</b>	<b>62</b>	<b>63</b>	<b>62</b>	<b>58</b>
<b>AM Indian/AK Native</b>					
Professor	0	0	0	0	0
Associate Professor	2	1	1	1	1
Assistant Professor	0	0	0	0	0
Instructor	1	1	1	1	1
<b>Subtotal</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

# Full-Time Faculty by Rank and Race/Ethnicity, Fall 2020 - Fall 2024

	2020	2021	2022	2023	2024
<b>Asian</b>					
Professor	12	15	16	21	24
Associate Professor	26	27	29	25	22
Assistant Professor	10	9	11	10	10
Instructor	11	11	10	11	12
<b>Subtotal</b>	<b>59</b>	<b>62</b>	<b>66</b>	<b>67</b>	<b>68</b>
<b>Hispanic</b>					
Professor	11	13	14	16	15
Associate Professor	25	25	23	23	25
Assistant Professor	9	8	10	12	11
Instructor	14	16	17	14	16
<b>Subtotal</b>	<b>59</b>	<b>62</b>	<b>64</b>	<b>65</b>	<b>67</b>
<b>U.S. Nonresident</b>					
Professor	12	14	15	18	18
Associate Professor	37	21	20	17	14
Assistant Professor	21	18	17	15	14
Instructor	8	8	6	7	6
<b>Subtotal</b>	<b>78</b>	<b>61</b>	<b>58</b>	<b>57</b>	<b>52</b>
<b>White</b>					
Professor	140	140	144	148	154
Associate Professor	193	202	203	205	193
Assistant Professor	66	51	43	49	48
Instructor	159	161	157	149	144
<b>Subtotal</b>	<b>558</b>	<b>554</b>	<b>547</b>	<b>551</b>	<b>539</b>

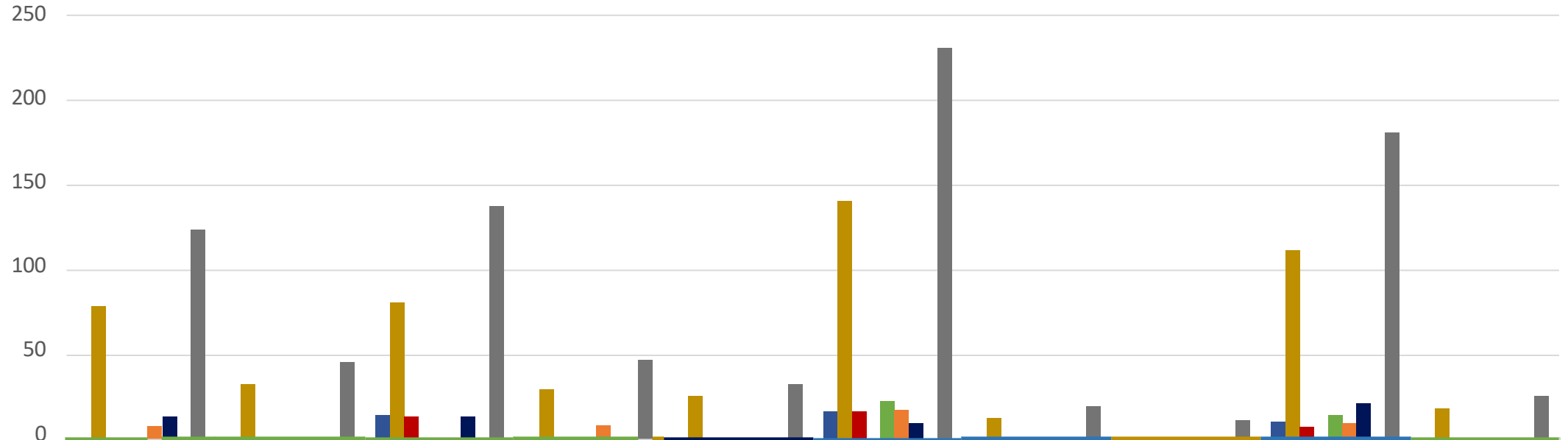


# Full-Time Faculty Percentage By Race/Ethnicity and Rank, Fall 2024



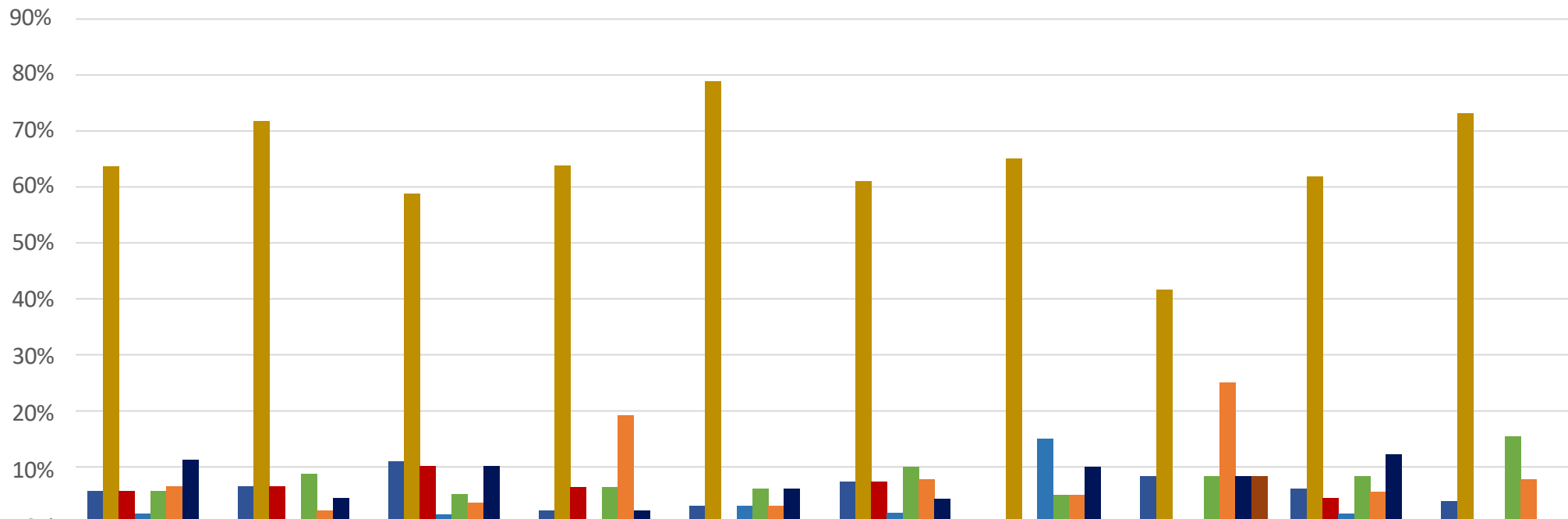
	Unknown	White	International	Multiracial	Hispanic/Latino	Black	Asian	Am Indian/AK Native
■ Professor	5.1%	65.0%	7.6%	1.3%	6.3%	4.6%	10.1%	0.0%
■ Associate Professor	4.7%	64.8%	4.7%	2.0%	8.4%	7.7%	7.4%	0.3%
■ Assistant Professor	13.0%	41.7%	12.2%	2.6%	9.6%	12.2%	8.7%	0.0%
■ Instructor	7.7%	69.2%	2.9%	1.4%	7.7%	4.8%	5.8%	0.5%

# Full-Time Faculty Count by Race/Ethnicity and College, Fall 2024



	Business	Comm	CDM	Education	Law	LAS	Music	SCPS	Science & Health	Theatre
Unknown	7	3	15	1	1	17	0	1	11	1
White	79	33	81	30	26	141	13	5	112	19
International	7	3	14	3	0	17	0	0	8	0
Multiracial	2	0	2	0	1	4	3	0	3	0
Hispanic/Latino	7	4	7	3	2	23	1	1	15	4
Black	8	1	5	9	1	18	1	3	10	2
Asian	14	2	14	1	2	10	2	1	22	0
Am Indian/AK Native	0	0	0	0	0	1	0	1	0	0
Total	124	46	138	47	33	231	20	12	181	26

# Full-Time Faculty Percentage by Race/Ethnicity and College, Fall 2024



	Business	Comm	CDM	Education	Law	LAS	Music	SCPS	Science & Health	Theatre
Unknown	6%	7%	11%	2%	3%	7%	0%	8%	6%	4%
White	64%	72%	59%	64%	79%	61%	65%	42%	62%	73%
International	6%	7%	10%	6%	0%	7%	0%	0%	4%	0%
Multiracial	2%	0%	1%	0%	3%	2%	15%	0%	2%	0%
Hispanic/Latino	6%	9%	5%	6%	6%	10%	5%	8%	8%	15%
Black	6%	2%	4%	19%	3%	8%	5%	25%	6%	8%
Asian	11%	4%	10%	2%	6%	4%	10%	8%	12%	0%
Am Indian/AK Native	0%	0%	0%	0%	0%	0%	0%	8%	0%	0%



# TENURED AND TENURE TRACK FACULTY BY RACE AND GENDER

# Tenured Faculty by Race and Gender, Fall 2024 (535)

	# Men Tenured	% Men Tenured	# Women Tenured	% Women Tenured	# Non-Binary	% Non-Binary	# Tenured	% Tenured
African-American	20	3.7%	14	2.6%	0	0%	34	6.3%
American Indian	0	0%	1	0.18%	0	0%	1	0.18%
Asian	18	3.7%	28	5.2%	0	0%	46	8.6%
Hispanic	19	3.5%	21	3.9%	0	0%	40	7.5%
Multi-Racial	5	0.93%	4	0.74%	0	0%	9	1.7%
Native HI/Pac Is	0	0%	0	0%	0	0%	0	0%
Non-Res.	24	4.5%	8	1.5%	0	0%	32	6.0%
White	193	36.1%	153	28.6%	1	0.18%	347	65%
Under Rep.	57	10.6%	64	12%	0	0%	121	22.6%
Unknown	16	3.0%	9	1.7%	1	0.18%	26	4.9%
Total	295	55.1%	238	44.6%	2	0.4%	535	100%

Source: IRMA, DePaul, Fall 2024

# Tenured/Tenure Track Faculty by Race and Gender, Fall 2024 (650)

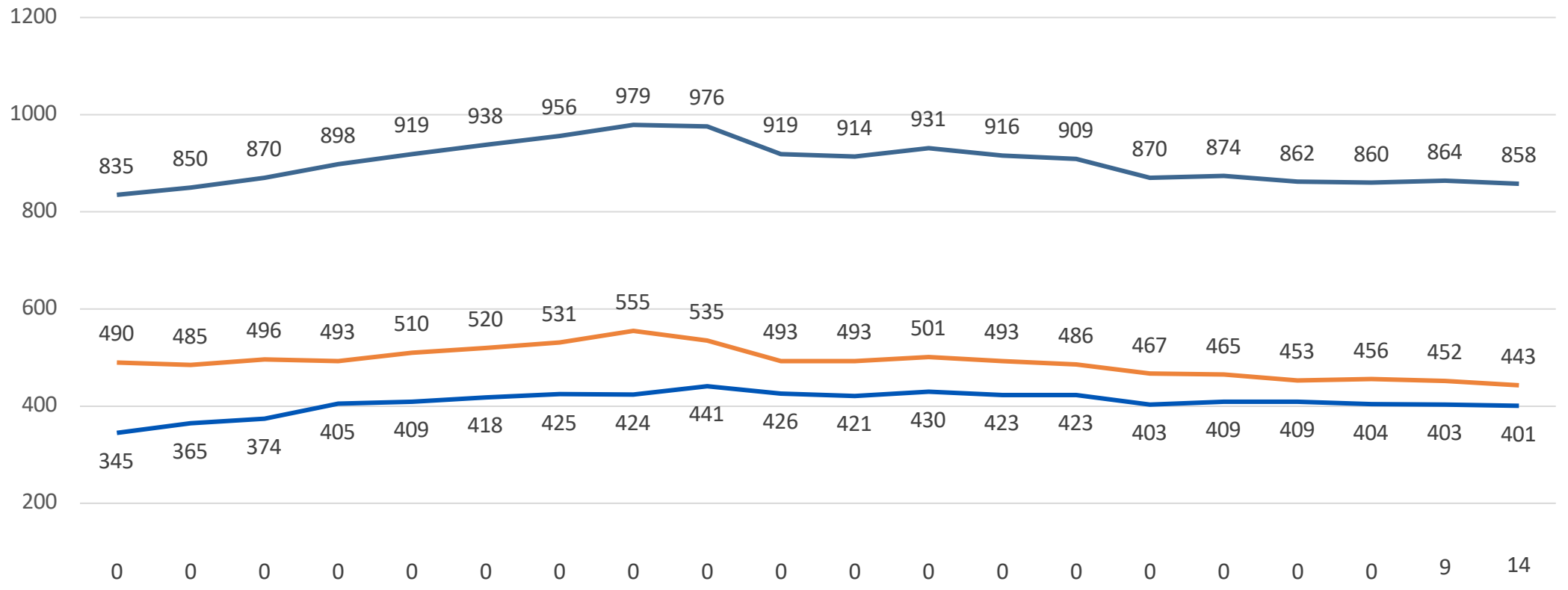
	# Men T/T-Tr	% Men T/T-TR	# Women T/T-TR	% Women T/T-Tr	# Non- Binary	% Non- Binary	# T/T-Tr	%T/T-Tr
African-American	23	3.5%	25	3.8%	0	0%	48	7.4%
American Indian	0	0%	1	0.15%	0	0%	1	0.15%
Asian	23	3.5%	33	5.1%	0	0%	56	8.6%
Hispanic	26	4.0%	24	3.7%	1	0.15%	51	7.8%
Multi-Racial	8	1.2%	4	0.6%	0	0%	12	1.8%
Native HI/Pac Is	0	0%	0	0%	0	0%	0	0%
Non-Res.	34	5.2%	12	1.8 %	0	0%	46	7.1%
White	211	32.5%	182	28%	2	0.3%	395	61%
Under Rep.	72	11.1%	82	12.6%	1	0.15%	155	24%
Unknown	21	3.2%	12	1.8%	8	1.2%	41	6.3%
Total	346	53.2	293	45.1%	11	1.7%	650	100%

Source: IRMA, DePaul, Fall 2024



# FULL-TIME FACULTY BY GENDER

# Full-Time Faculty Count by Gender, Fall 2005-2024

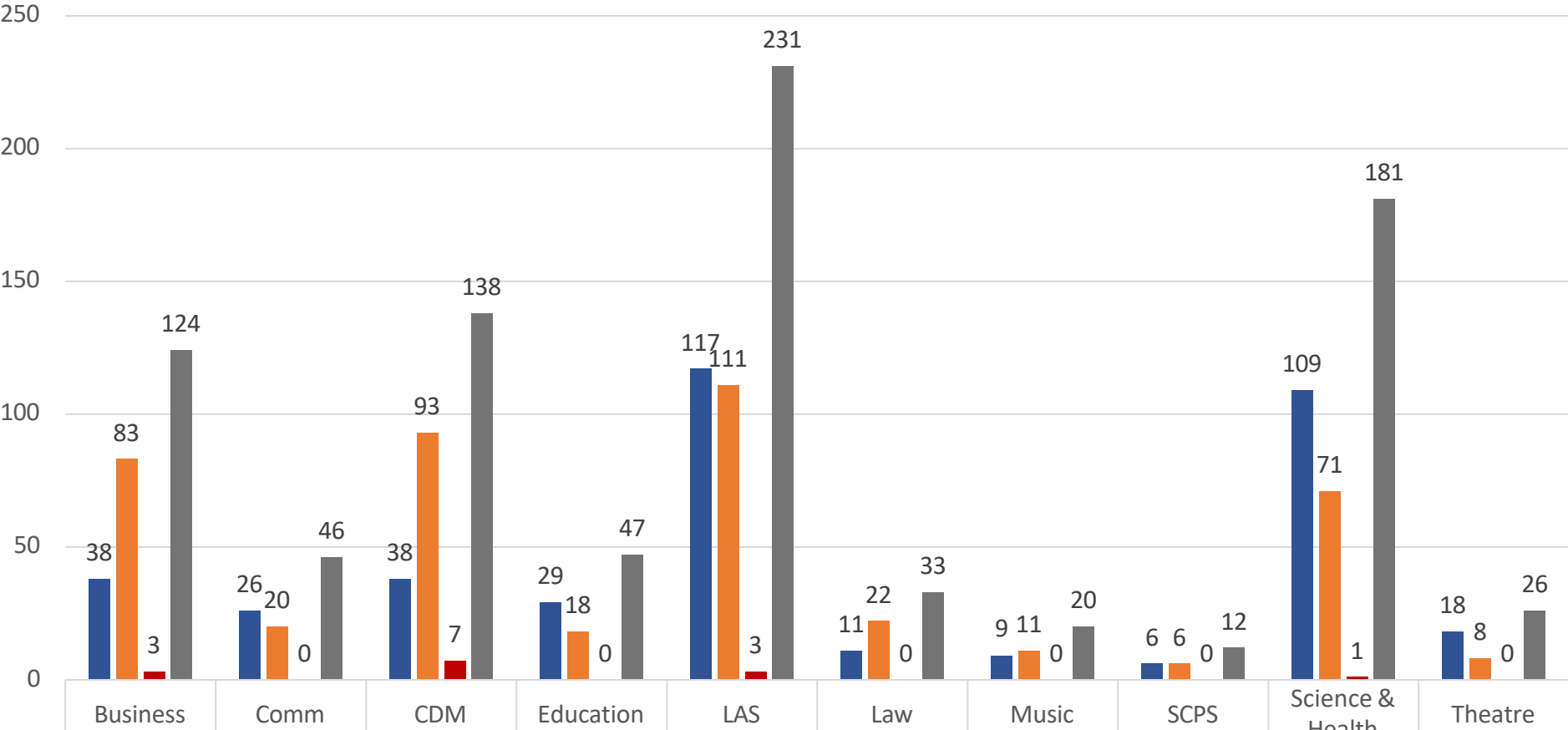


	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Female	345	365	374	405	409	418	425	424	441	426	421	430	423	423	403	409	409	404	403	401
Male	490	485	496	493	510	520	531	555	535	493	493	501	493	486	467	465	453	456	452	443
Unknown or nonbinary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	14
Total	835	850	870	898	919	938	956	979	976	919	914	931	916	909	870	874	862	860	864	858

Female Male Unknown or nonbinary Total

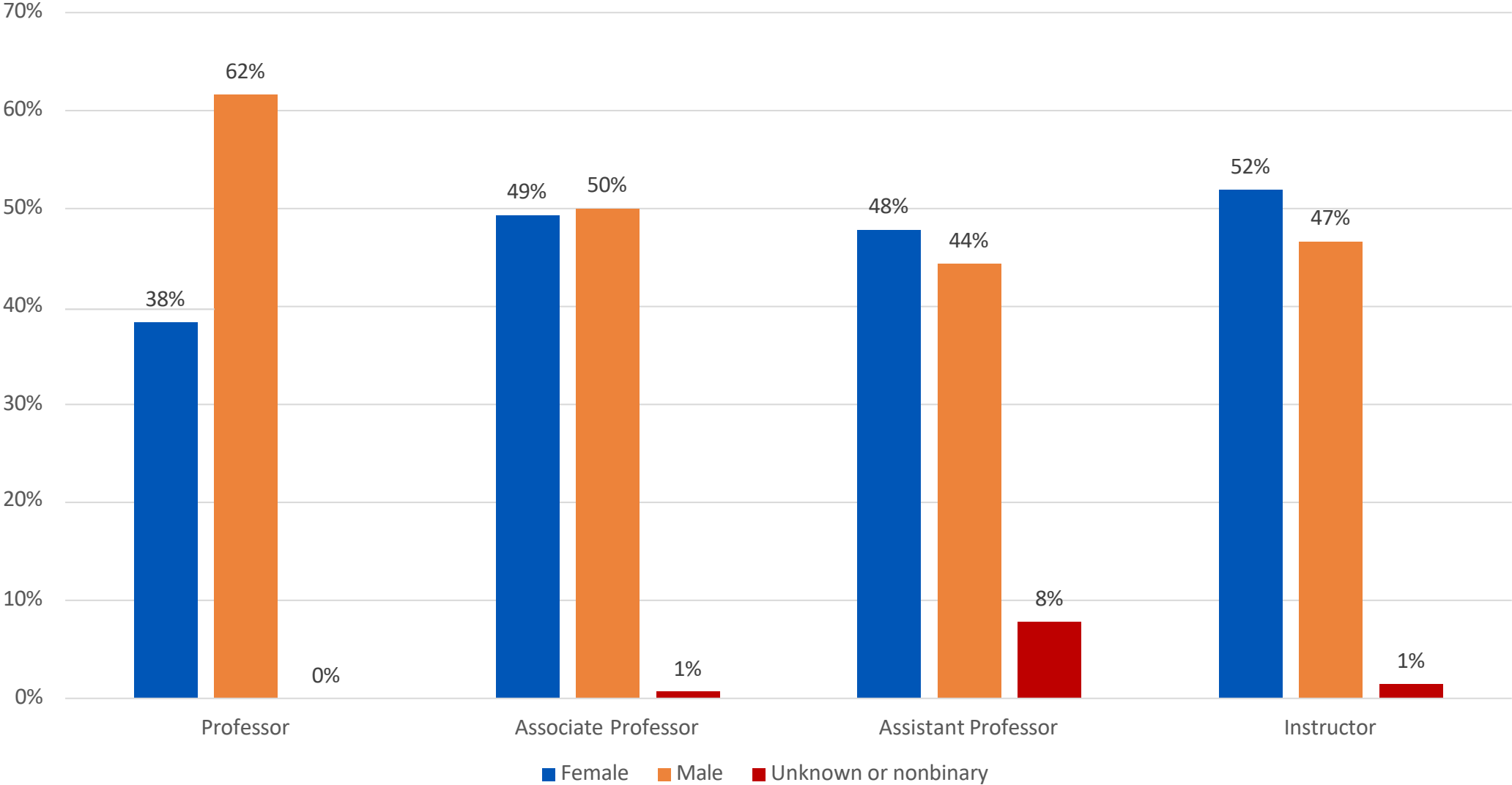


# Full-Time Faculty Count by Gender and College, Fall 2024



■ Female	38	26	38	29	117	11	9	6	109	18
■ Male	83	20	93	18	111	22	11	6	71	8
■ Unknown or nonbinary	3	0	7	0	3	0	0	0	1	0
■ Total	124	46	138	47	231	33	20	12	181	26

# Faculty Percentages by Gender and Rank, Fall 2024



**Full-Time Faculty by Rank and Gender in Headcount  
Fall 2020/21 - Fall 2024/25**

Select Academic Year:

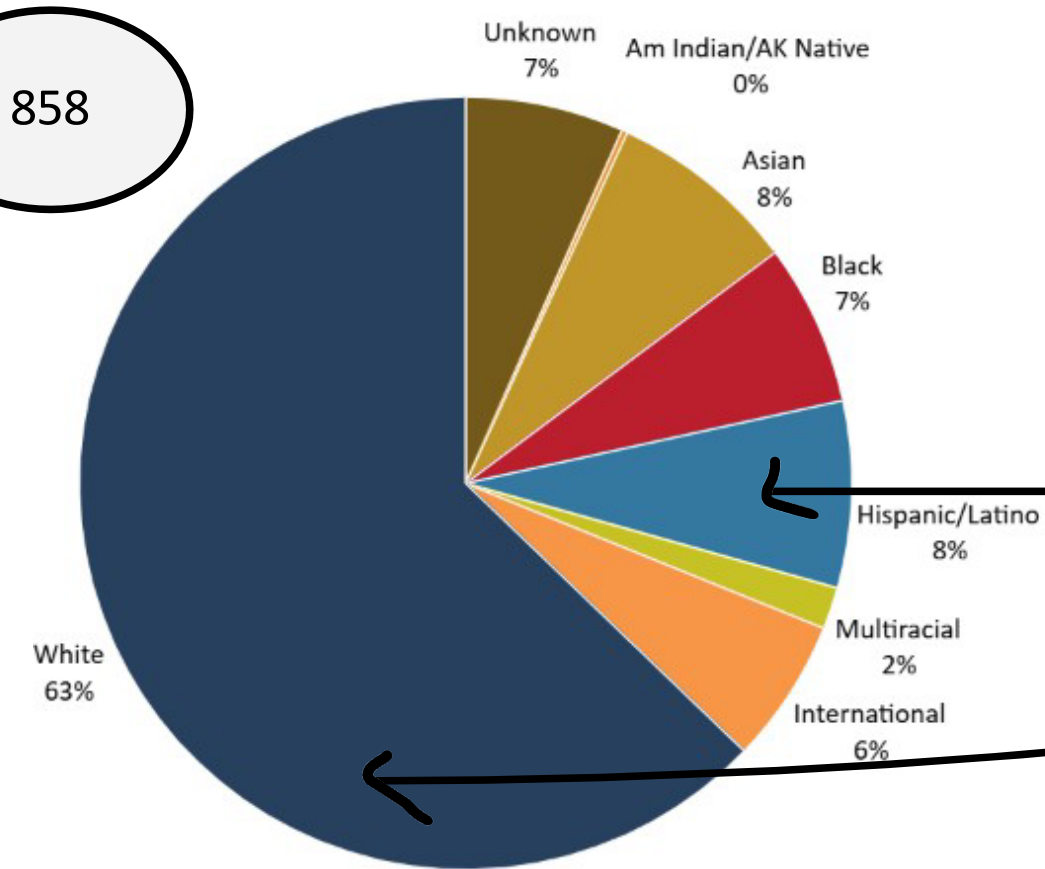
	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%
<b>Male</b>										
Professor	122	26.2	125	27.6	130	28.5	140	31.0	146	33.0
Associate Professor	174	37.4	171	37.7	168	36.8	162	35.8	149	33.6
Assistant Professor	61	13.1	50	11.0	52	11.4	56	12.4	51	11.5
Instructor	108	23.2	107	23.6	106	23.2	94	20.8	97	21.9
<b>Subtotal</b>	<b>465</b>		<b>453</b>		<b>456</b>		<b>452</b>		<b>443</b>	
<b>Female</b>										
Professor	74	18.1	84	20.5	86	21.3	88	21.8	91	22.7
Associate Professor	165	40.3	160	39.1	158	39.1	151	37.5	147	36.7
Assistant Professor	64	15.6	53	13.0	51	12.6	55	13.6	55	13.7
Instructor	106	25.9	112	27.4	109	27.0	109	27.0	108	26.9
<b>Subtotal</b>	<b>409</b>		<b>409</b>		<b>404</b>		<b>403</b>		<b>401</b>	
<b>Unknown</b>										
Professor										
Associate Professor							2	22.2	2	14.3
Assistant Professor							5	55.6	9	64.3
Instructor							2	22.2	3	21.4
<b>Subtotal</b>		<b>0</b>		<b>0</b>		<b>0</b>	<b>9</b>		<b>14</b>	



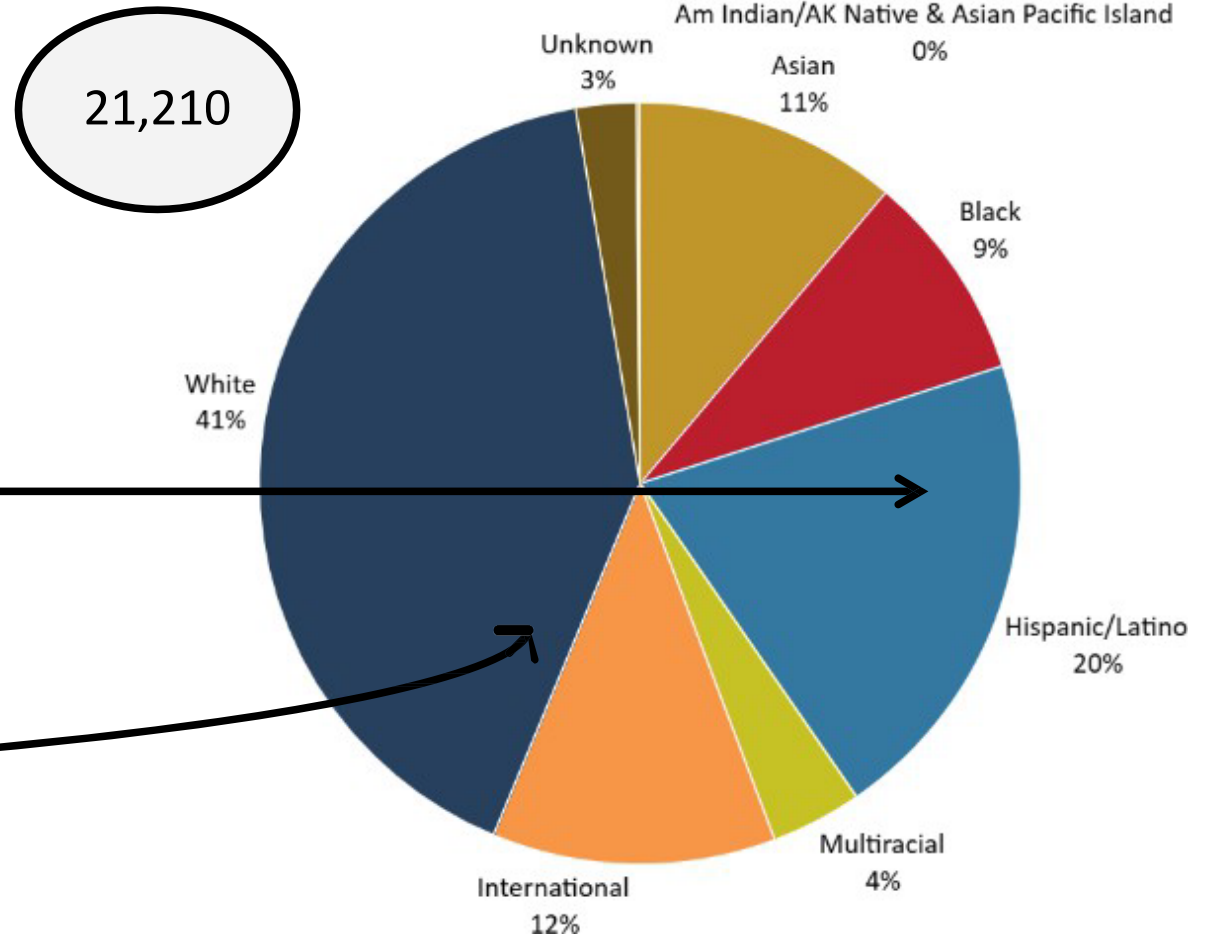
# FULL-TIME FACULTY AND STUDENTS

# Full-Time Faculty and Total Students by Race and Ethnicity, Fall 2024

Full-Time Faculty Percentages by Race/Ethnicity



Student Percentages by Race/Ethnicity



Two significant points of asymmetry.

## PUBLIC SCHOOL ENROLLMENTS, 2012-2022

Between fall 2012 and fall 2022, the percentage of public school students who were Hispanic increased from 24 to 29 percent. The percentage of public school students who were White decreased from 51 to 44 percent, and the percentage of students who were Black decreased from 16 to 15 percent.

Source: National Center for Education Statistics. (2024). Racial/Ethnic Enrollment in Public Schools. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved 3/2/25, from <https://nces.ed.gov/programs/coe/indicator/cge> ; <https://nces.ed.gov/programs/coe/indicator/cge/racial-ethnic-enrollment>

# PUBLIC SCHOOL ENROLLMENTS, 2022

Of the 49.6 million students enrolled in public elementary and secondary schools in fall 2022

- 22.1 million were White; 44%
- 14.4 million were Hispanic; 29%
- 7.4 million were Black; 15%
- 2.7 million were Asian; 5.4%
- 2.5 million were of Two or more races; 5.0%
- 449,000 million were American Indian/Alaska Native; and 0.9%
- 182,000 were Pacific Islander. 0.4%

Source: National Center for Education Statistics. (2024). Racial/Ethnic Enrollment in Public Schools. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved 3/2/25, from <https://nces.ed.gov/programs/coe/indicator/cge> ; <https://nces.ed.gov/programs/coe/indicator/cge/racial-ethnic-enrollment>

## Recent Studies on the Relationship between Faculty Diversity and the Retention and Graduation Rates of Underrepresented Students

- “The Relationship Between Faculty Diversity and Graduation Rates in Higher Education” – by Rebecca Stout, Cephas Archie, David Cross & Carol A. Carman (2018)
- “The Case for Greater Faculty Diversity: Examining the Educational Impacts of Student-Faculty Racial/Ethnic Match” – by Jasmín D. Llamas, Khoa Nguyen, & Alisia G.T.T. Tran (2021)
- “Institutional Racial Representation and Equity Gaps in College Graduation” – by Nicholas A. Bowman & Nida Denson (2022)
- “The Relationship Between Faculty Diversity and Student Success in Public Community Colleges” – by James David Cross & Carol A. Carman (2022)
- “Faculty Diversity and Student Success Go Hand In Hand, So Why Are University Faculties So White?” – by Jinann Bitar, Gabriel Montague, Lauren Ilano, Ph.D., *The Education Trust*, December 2022.



## **Culturally Competent Professors:**

1. Create a more inclusive learning environment by fostering mutual respect, improving communication, and enhancing student engagement.
2. Understand and appreciate diverse cultural backgrounds and perspectives within the classroom.
3. Promote better learning outcomes for all students;
4. Promote critical thinking, innovation, and a broader understanding of social issues.

Source: Eden, Chima & Onyebuchi, Nneamaka & Adeniyi, Idowu. (2024). CULTURAL COMPETENCE IN EDUCATION: STRATEGIES FOR FOSTERING INCLUSIVITY AND DIVERSITY AWARENESS. International Journal of Applied Research in Social Sciences. 6. 383-392. 10.51594/ijarss.v6i3.895.

[https://www.researchgate.net/publication/379042636\\_CULTURAL\\_COMPETENCE\\_IN\\_EDUCATION\\_STRATEGIES\\_FOR\\_FOSTERING\\_INCLUSIVITY\\_AND\\_DIVERSITY\\_AWARENESS](https://www.researchgate.net/publication/379042636_CULTURAL_COMPETENCE_IN_EDUCATION_STRATEGIES_FOR_FOSTERING_INCLUSIVITY_AND_DIVERSITY_AWARENESS)

## Faculty/Student Ratios by Race and Ethnicity, Fall 2024

<b>Race/Ethnicity</b>	<b>Faculty Count</b>	<b>Student Count</b>	<b>Ratio</b>
Asian	68	2,366	1:35
African American	58	1,879	1:32
Hispanic/Latino	67	4,321	1:64
White	539	8,695	1:16

# Student Percentage and Count by Race/Ethnicity, Fall 2024

Race/Ethnicity	Percentage	Total
African American	9%	1,879
Am Indian / AK Native & Asian PI	0.1%	30
Asian	11%	2,366
Hispanic/Latino	20%	4,321
Multiracial	4%	819
U.S. Nonresident	12%	2,554
White	41%	8,695
Unknown	3%	546
Total	100%	21,210

## Students by Race/Ethnicity and Level, Count and Percentage, Fall 2024

<b>Race/Ethnicity</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Professional</b>	<b>Total</b>
African American	1,104 (8%)	713 (11%)	62 (10%)	1,879 (9%)
Am Indian / AK Native & Asia PI	19 (0.1%)	11 (0.2%)	0 (0%)	30 (0.1%)
Asian	1,766 (12%)	558 (9%)	42 (7%)	2,366 (11%)
Hispanic	3,519 (25%)	721 (11%)	81 (14%)	4,321 (20%)
Multiracial	641 (5%)	159 (3%)	19 (3%)	819 (4%)
U.S. Nonresident	567 (4%)	1,970 (31%)	17 (3%)	2,554 (12%)
White	6,313 (45%)	2,034 (32%)	348 (58%)	8,695 (41%)
Unknown	259 (2%)	261 (4%)	26 (4%)	546 (3%)
<b>Total</b>	<b>14,188 (67%)</b>	<b>6,427 (30%)</b>	<b>595 (3%)</b>	<b>21,210</b>

# Students by Gender and Level, Fall 2024

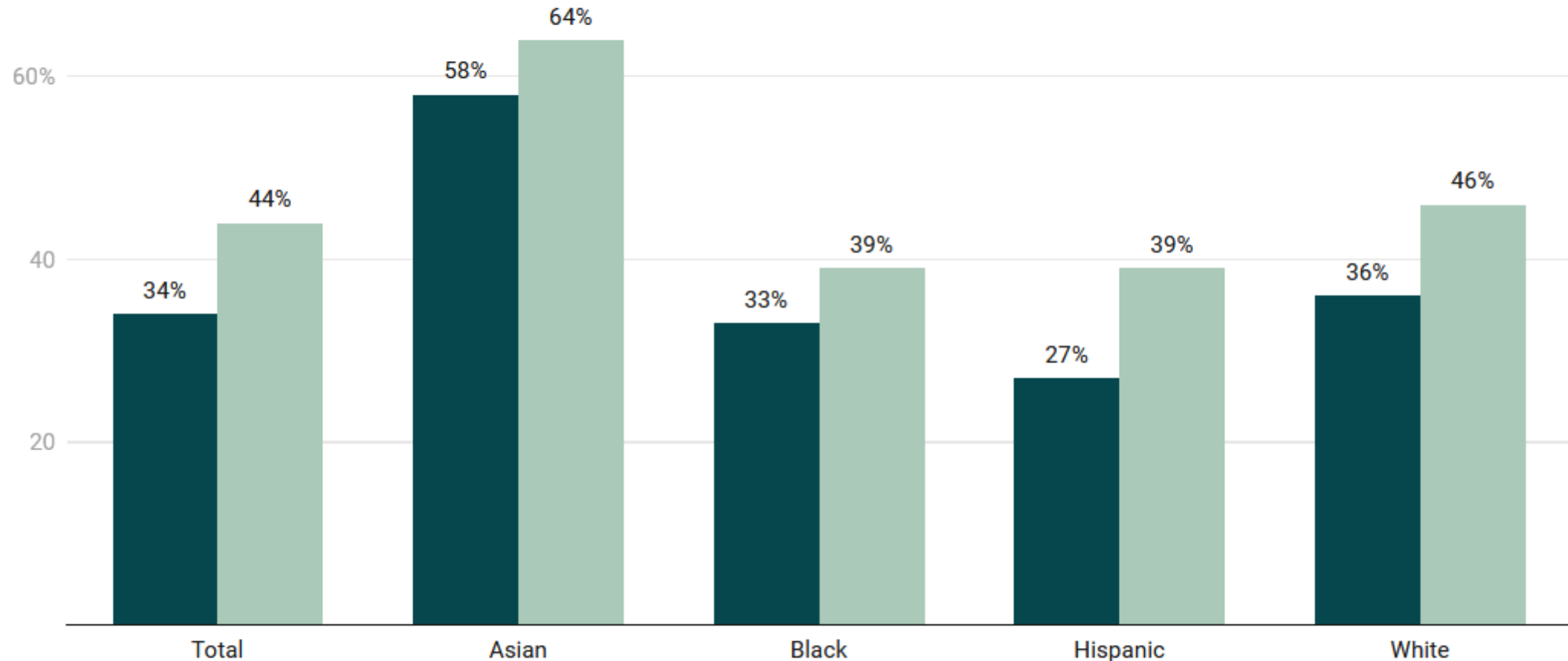
Gender	Undergrad	Graduate	Professional	Total
Male	6,304 (44%)	2,869 (45%)	198 (33%)	9,371 (44%)
Female	7,718 (54%)	3,483 (54%)	382 (64%)	11,583 (55%)
Non-Binary	42 (0.3%)	8 (0.1%)	1 (0.2%)	51 (0.2%)
Unidentified	124 (0.9%)	67 (1%)	14 (2%)	205 (1%)
Total	14,188 (67%)	6,427 (30%)	595 (3%)	21,210



# Higher education enrollment rates lower for men of all races

Share of 18-24 year olds enrolled in higher education by sex and race, 2022

Male Female



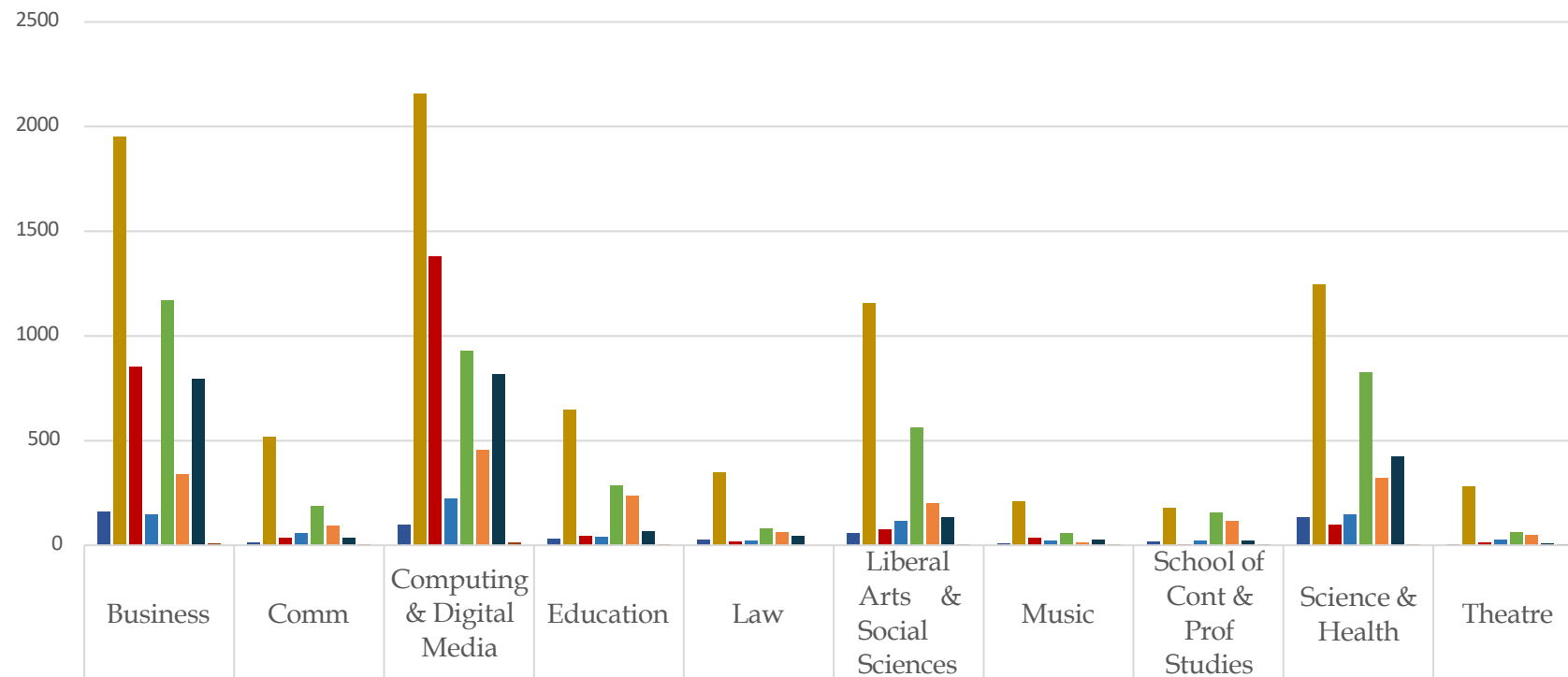
Higher education enrollees include those in college or graduate school.

Source: NCES Table 302.60 • Created with Datawrapper

“Fewer men are going to college due to a complex mix of factors including societal expectations of masculinity, a perception that college isn't necessary for certain careers, lower academic performance in high school compared to women, anxieties around college culture, and sometimes economic pressures that push men towards immediate employment after high school instead of pursuing higher education.”

Source: <https://celestemdavis.substack.com/p/why-boys-dont-go-to-college>

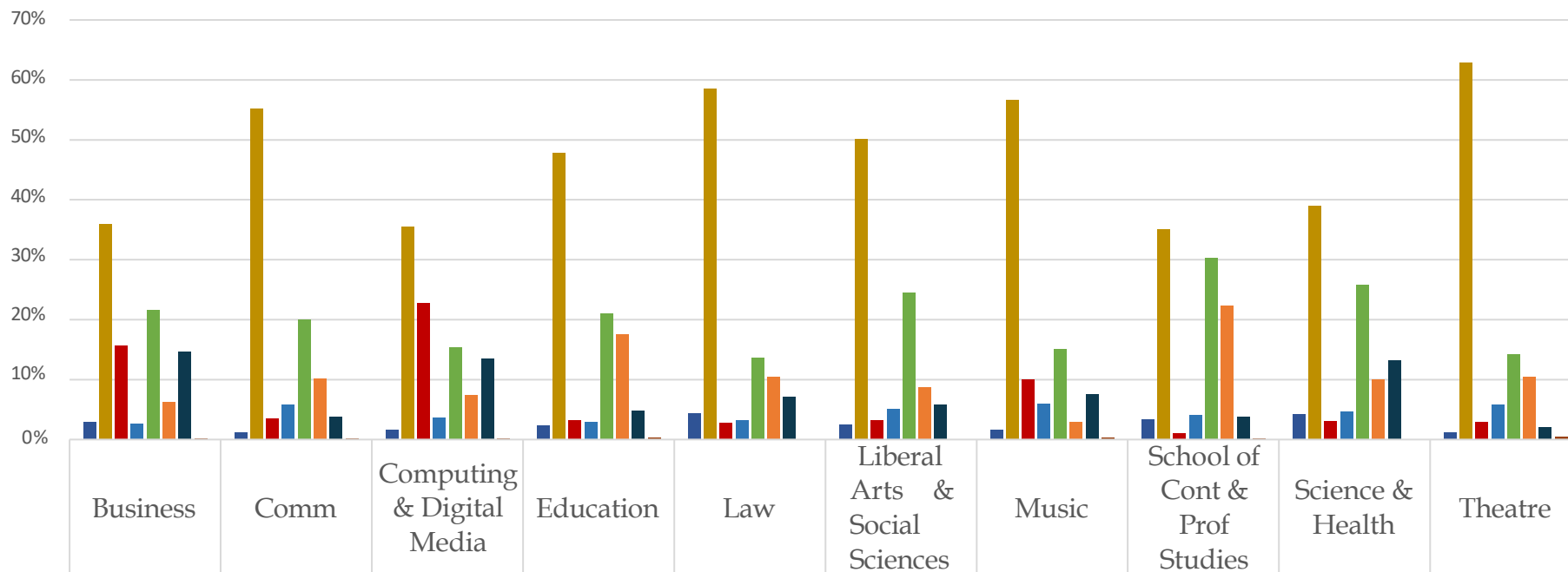
# Number of Students by College by Race and Ethnicity, Fall 2024



	Business	Comm	Computing & Digital Media	Education	Law	Liberal Arts & Social Sciences	Music	School of Cont & Prof Studies	Science & Health	Theatre
Unknown	159	11	99	32	26	56	6	17	135	5
White	1,953	517	2,156	647	348	1155	210	180	1247	282
International	852	33	1,380	44	17	74	37	5	99	13
Multiracial	147	55	224	40	19	117	22	21	148	26
Hispanic/Latino	1,172	188	930	284	81	564	56	155	827	64
Black	338	95	454	237	62	200	11	114	321	47
Asian	796	36	816	65	42	133	28	19	422	9
Am Indian/AK Native & Asian Pacific Island	7	2	10	4	0	1	1	1	2	2



# Proportion of Students by College by Race and Ethnicity, Fall 2024

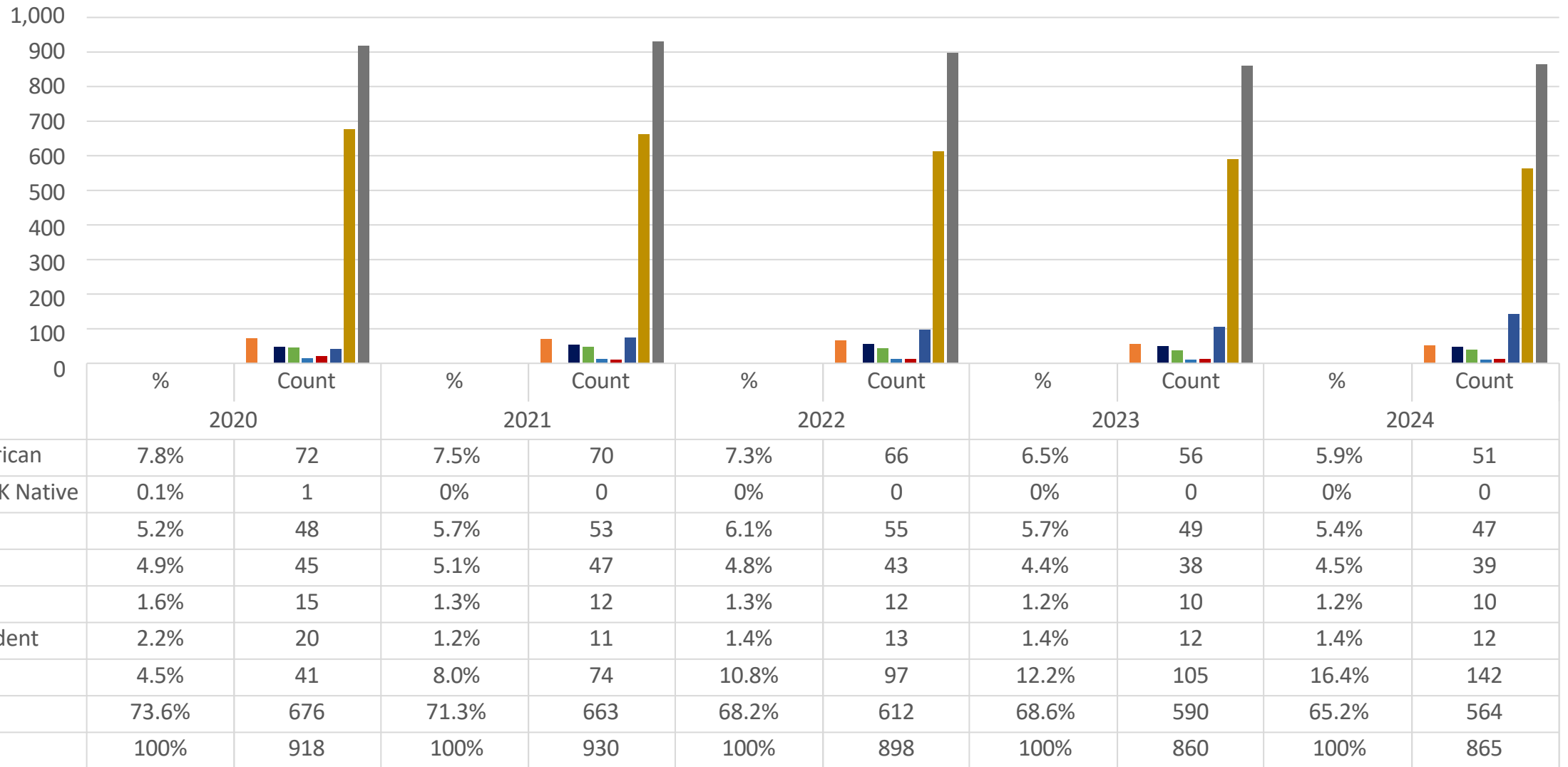


	Business	Comm	Computing & Digital Media	Education	Law	Liberal Arts & Social Sciences	Music	School of Cont & Prof Studies	Science & Health	Theatre
■ Unknown	3%	1%	2%	2%	4%	2%	2%	3%	4%	1%
■ White	36%	55%	36%	48%	58%	50%	57%	35%	39%	63%
■ International	16%	4%	23%	3%	3%	3%	10%	1%	3%	3%
■ Multiracial	3%	6%	4%	3%	3%	5%	6%	4%	5%	6%
■ Hispanic/Latino	22%	20%	15%	21%	14%	25%	15%	30%	26%	14%
■ Black	6%	10%	7%	18%	10%	9%	3%	22%	10%	10%
■ Asian	15%	4%	13%	5%	7%	6%	8%	4%	13%	2%
■ Am Indian/ AK Native & Asian Pacific Island	0%	0%	0%	0%		0%	0%	0%	0%	0%



## PART-TIME FACULTY BY RACE/ETHNICITY

# Part-Time Faculty by Race/Ethnicity, Fall 2020-Fall 2024



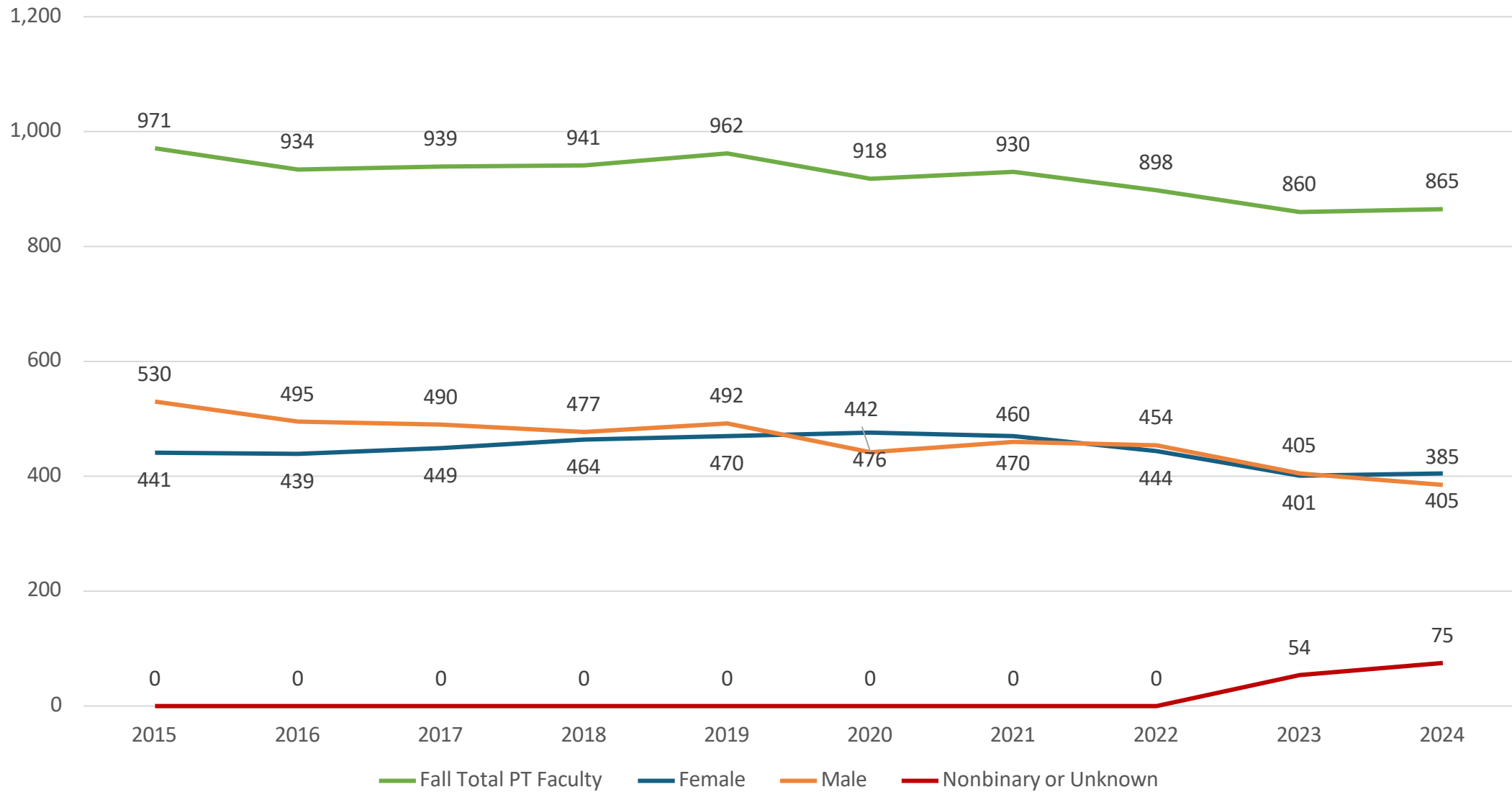
# Part-Time Faculty by Race & Ethnicity, Fall 2020 – Fall 2024

		2020	2021	2022	2023	2024
African American	%	7.8%	7.5%	7.3%	6.5%	5.9%
	Count	72	70	66	56	50
Am Indian/ AK Native	%	0.1%	0.0%	0.0%	0.0%	0.0%
	Count	1	0	0	0	0
Asian	%	5.2%	5.7%	6.1%	5.7%	5.4%
	Count	48	53	55	49	47
Hispanic	%	4.9%	5.1%	4.8%	4.4%	4.5%
	Count	45	47	43	38	29
Multiracial	%	1.6%	1.3%	1.3%	1.2%	1.2%
	Count	15	12	12	10	10
U.S. Nonresident	%	2.2%	1.2%	1.4%	1.4%	1.4%
	Count	20	11	13	12	12
Unknown	%	4.9%	4.5%	8.0%	10.8%	12.2%
	Count	47	41	74	97	105
White	%	73.6%	71.3%	68.2%	68.6%	65.2%
	Count	676	663	612	590	564
Grand Total	%	100.0%	100.0%	100.0%	100.0%	100.0%
	Count	918	930	898	860	865



## PART-TIME FACULTY BY GENDER

# Part-Time Faculty by Gender, Fall 2015-2024



## Part-Time Faculty by Gender, Fall 2015- Fall 2024

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Fall Total PT Faculty	971	934	939	941	962	918	930	898	860	865
Female	441	439	449	464	470	476	470	444	401	405
Male	530	495	490	477	492	442	460	454	405	385
Nonbinary or Unknown	0	0	0	0	0	0	0	0	54	75

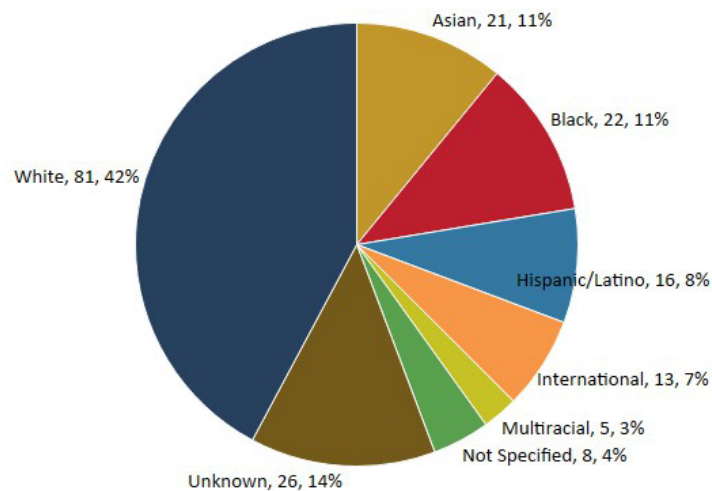


# FULL-TIME FACULTY HIRES

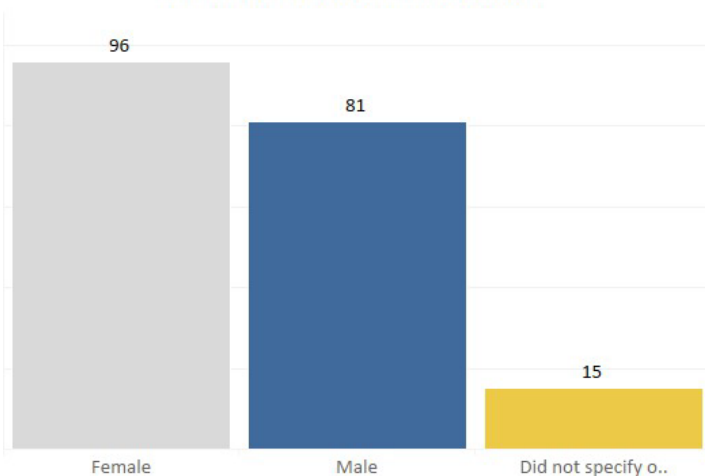


# Full-Time Faculty Hires by Race/Ethnicity and Gender, Fall 2020 – Winter 2025

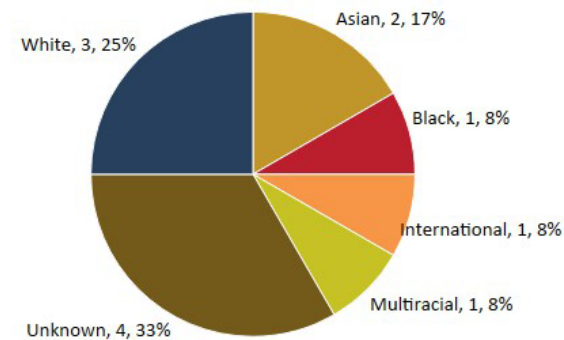
Full-Time Faculty Hires by Race/Ethnicity



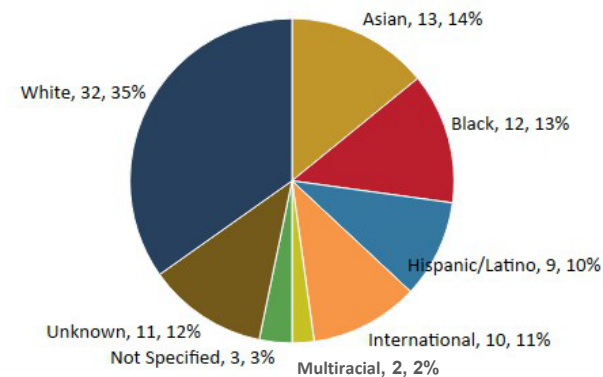
Full-Time Faculty Hires by Gender



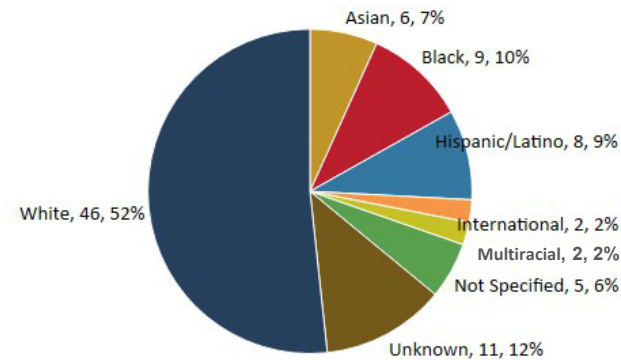
Tenured



Tenure-track/Untenured

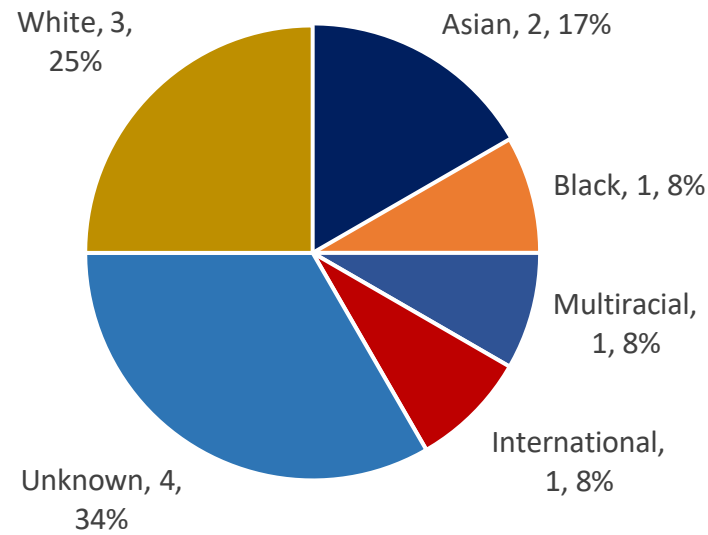


Term (NTT)

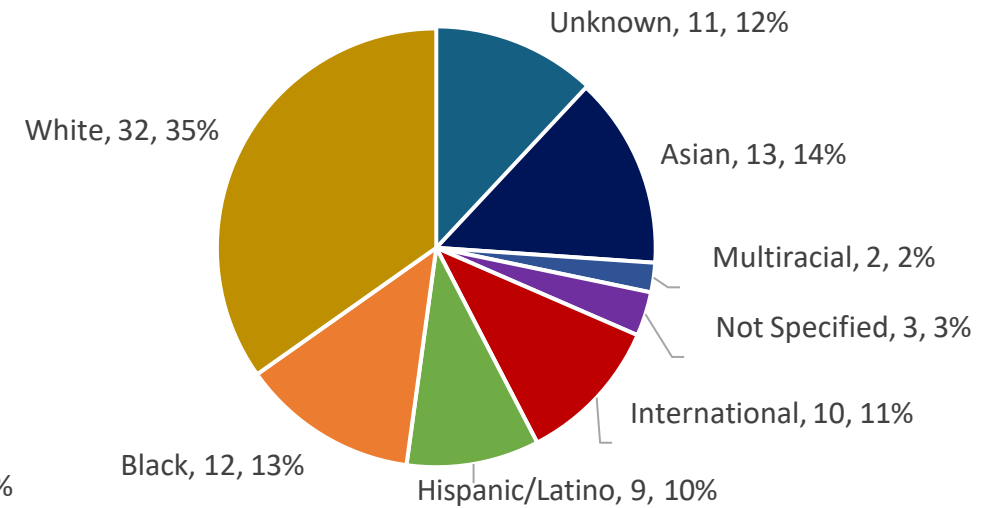


# Full-Time Faculty Hires by Race/Ethnicity, Rank, Fall 2020 – Winter 2025

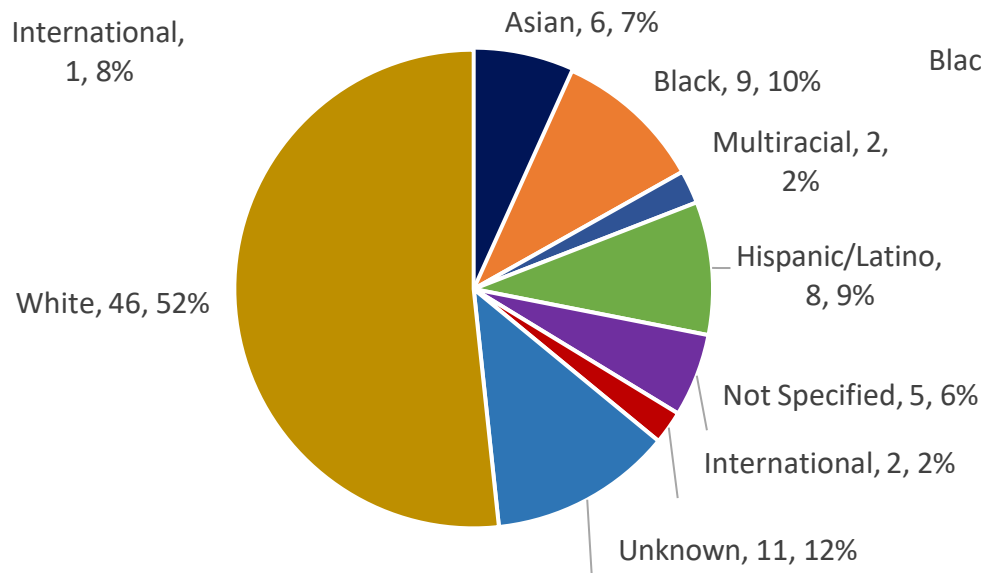
## Tenured



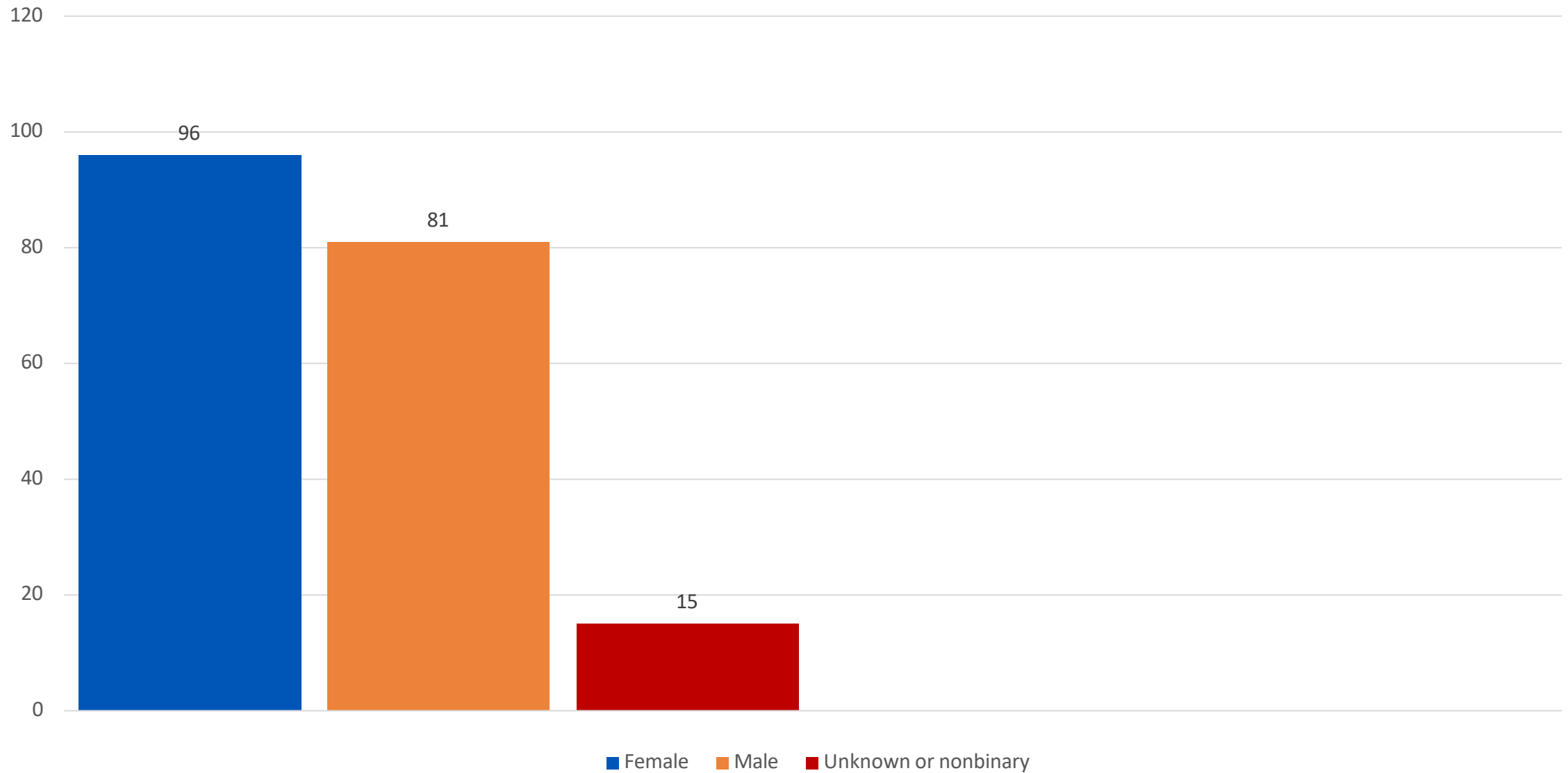
## Tenure-Track/Untenured



## Term (NTT)



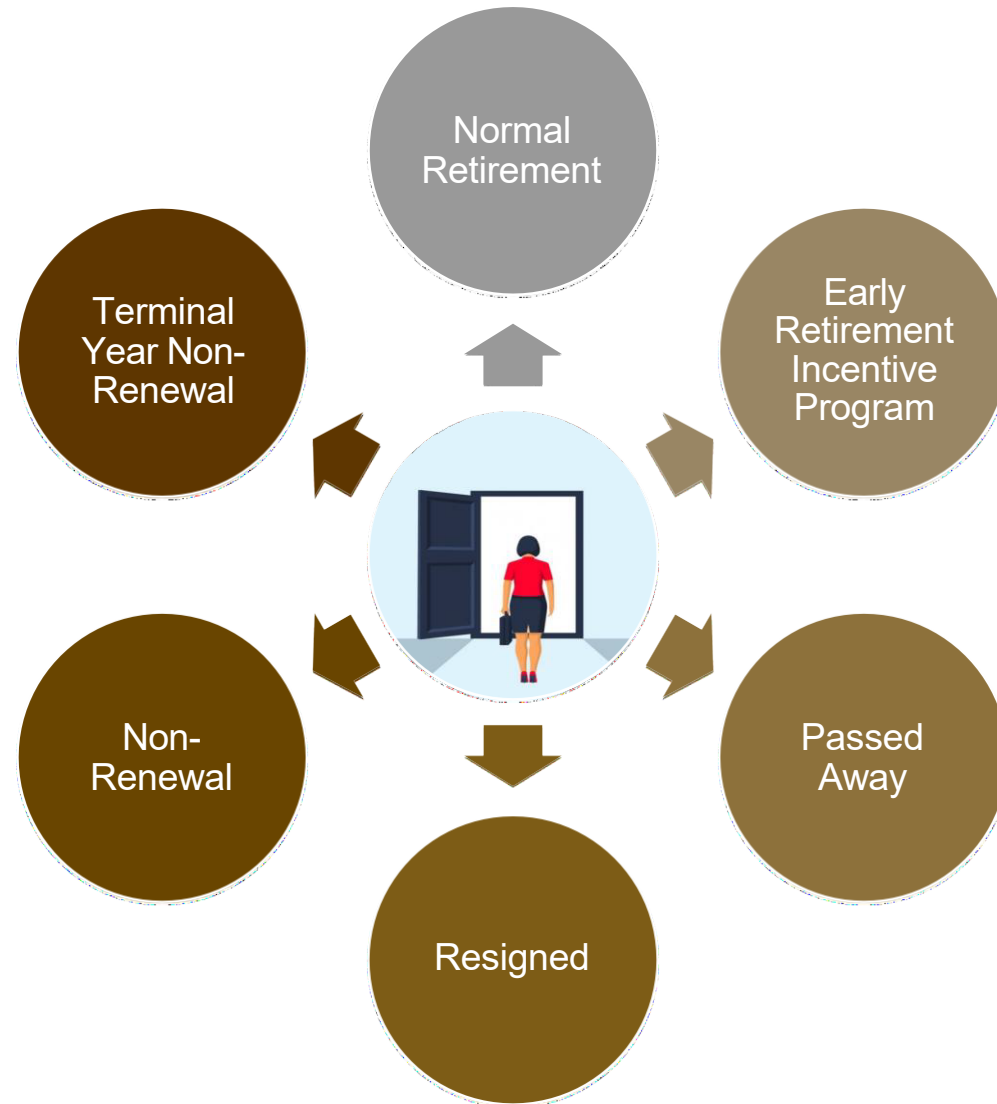
# Full-Time Faculty Hires by Gender, Fall 2020 through Winter 2025



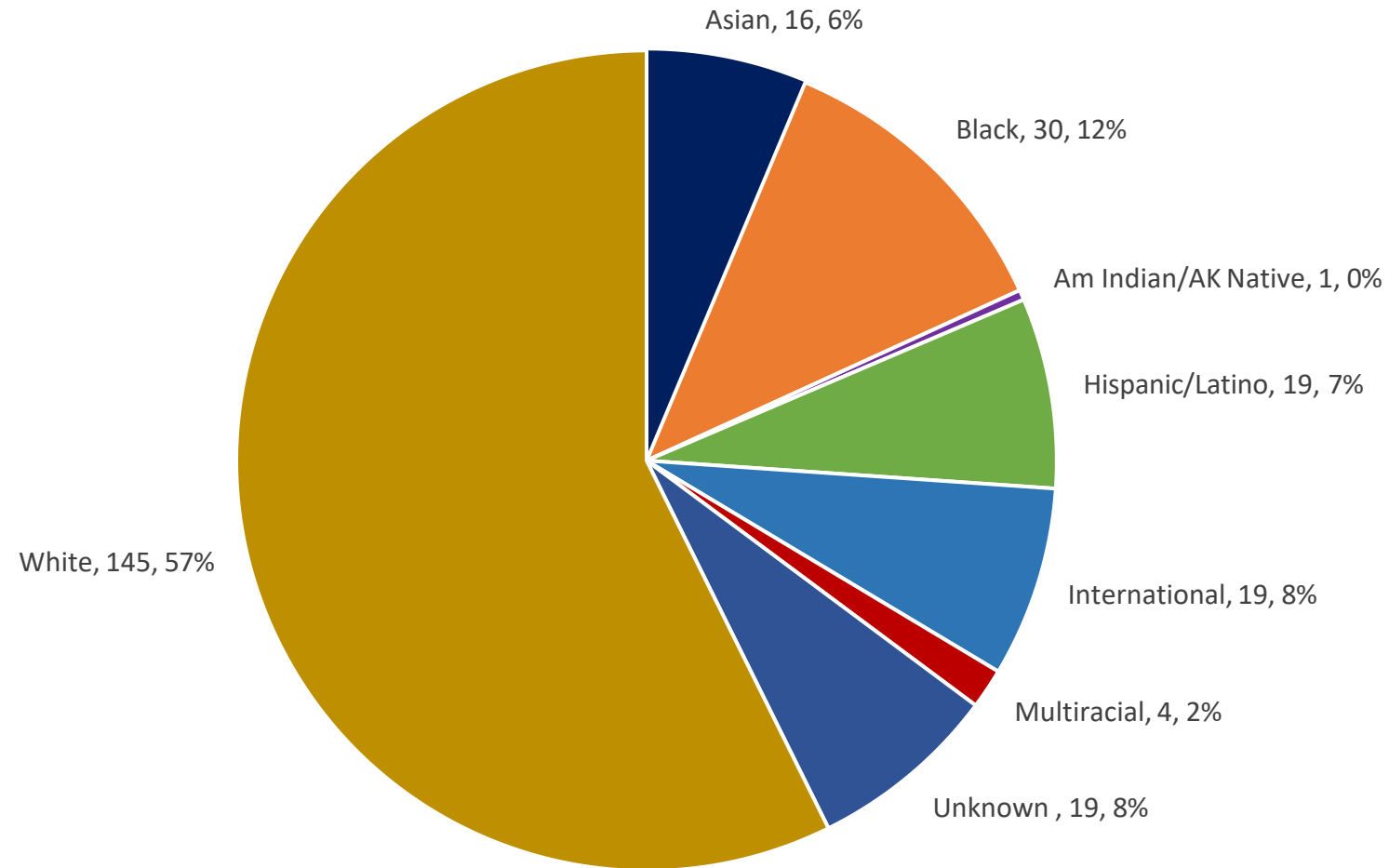


# FULL-TIME FACULTY DEPARTURES

# DEPARTURE REASONS

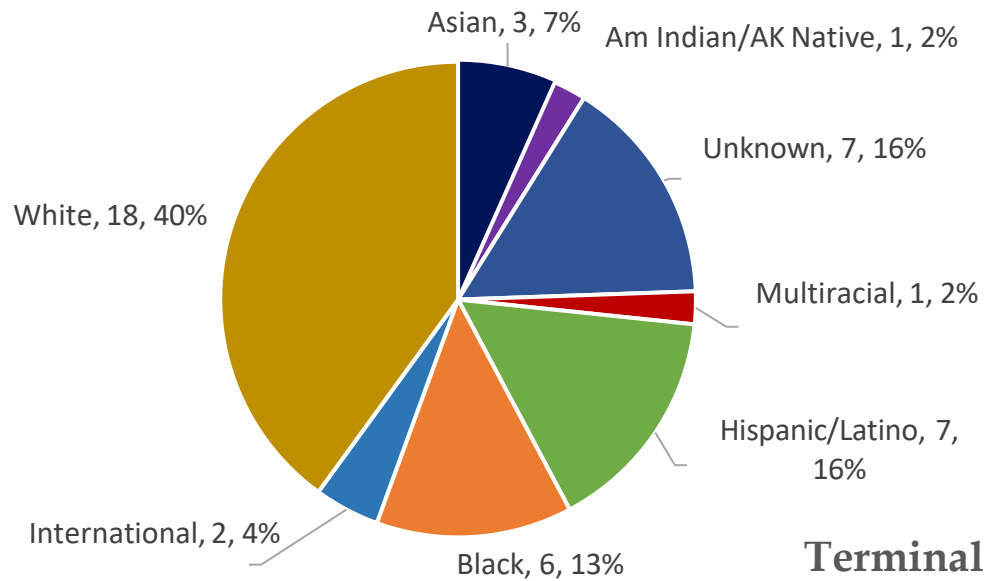


# Full-Time Faculty Departures all reasons by Race and Ethnicity, FY 2020-2025

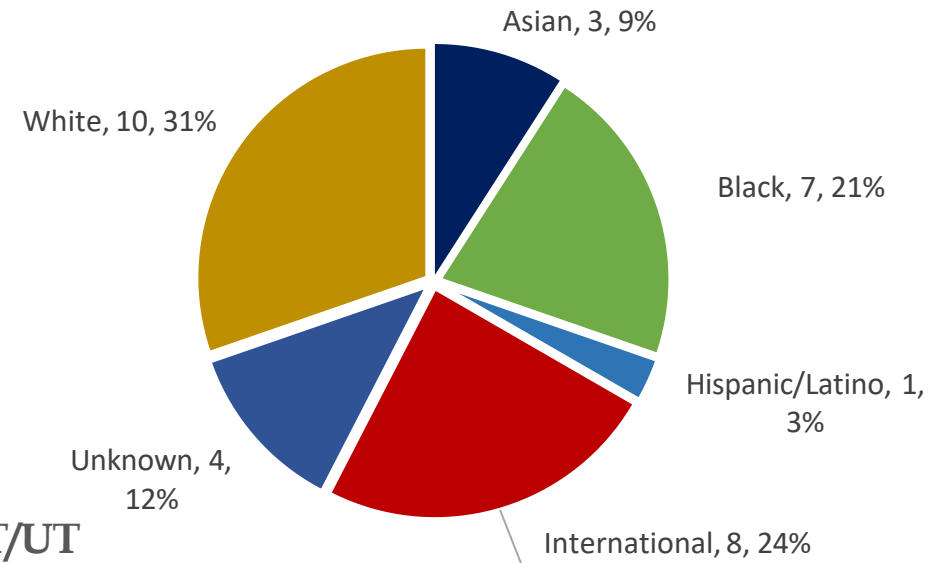


# Full-Time Faculty Departures Tenure- Line, Race and Ethnicity, FY 2020-2025

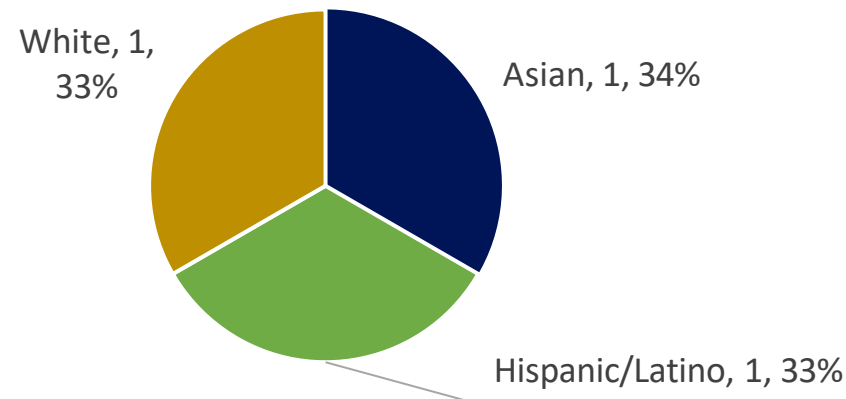
## Resignation - T



## Resignation - TT/UT

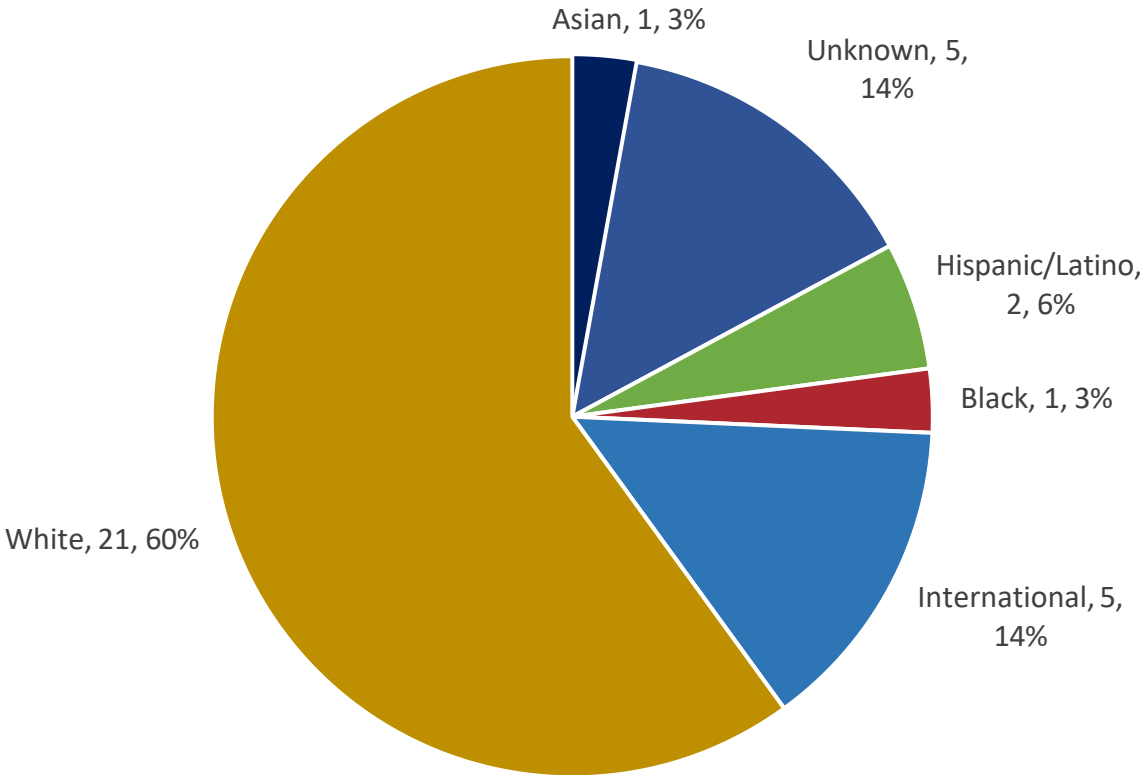


## Terminal Yr. Resignation - TT/UT

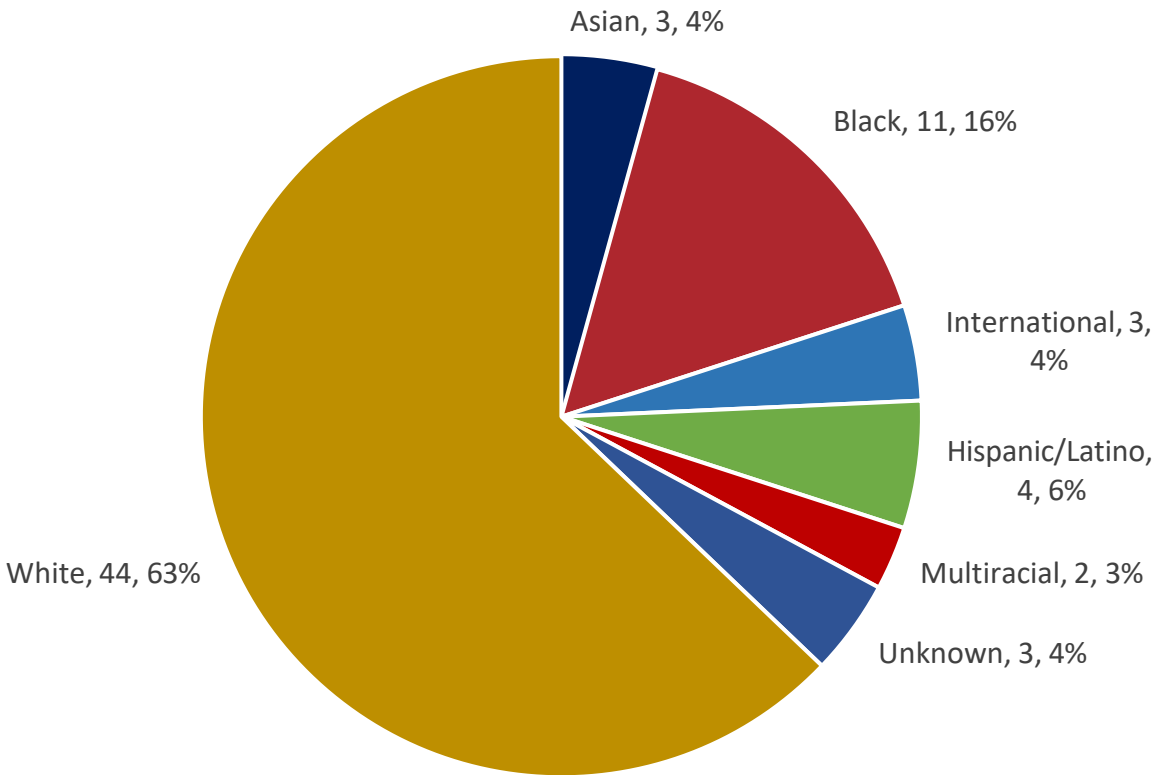


# Full-Time Non-Tenure Line Faculty Departures by Race and Ethnicity, FY 2020-2025

Non-renewal - NTT

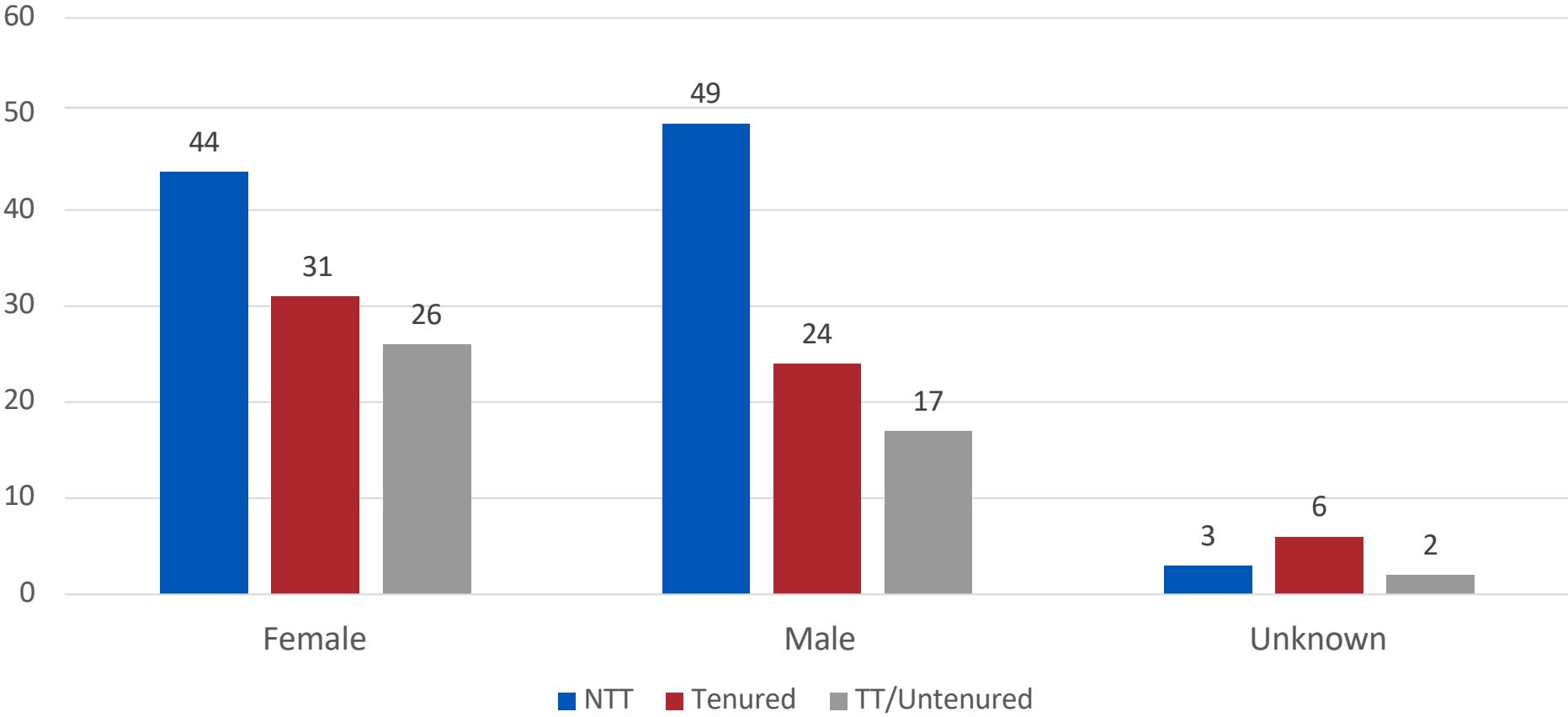


Resignation - NTT

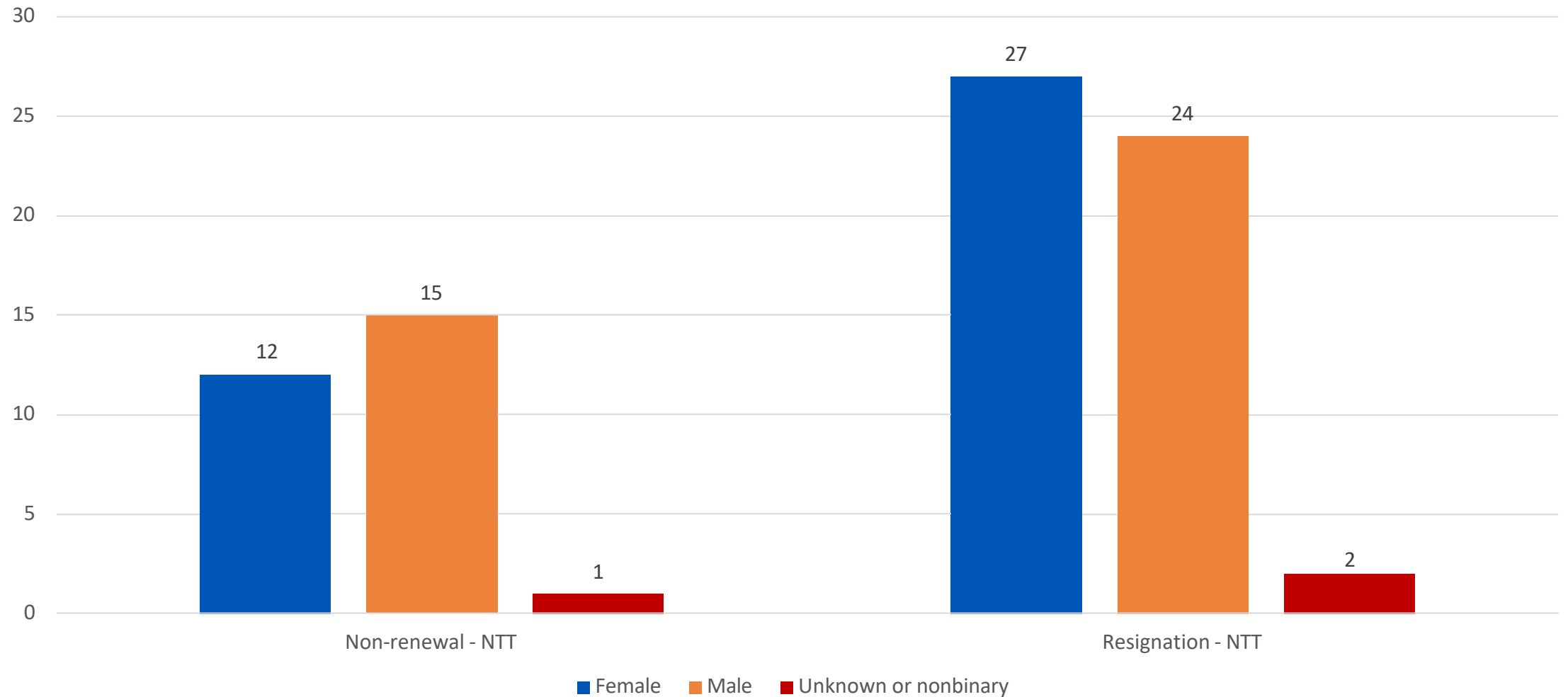




# Full-time Faculty Departures, Rank by Gender in FY 2021-2025



# Full-Time Non-Tenure Line Faculty Departures by Rank and Gender, FY 2021-2025





# FULL-TIME STAFF

**Full-Time Staff by Race and Gender**  
**Count and Percentage of Total (1,332), Fall 2024**

	<b>Male</b>	<b>Female</b>	<b>Unknown</b>	<b>Total</b>
<b>African American</b>	70 (13%)	86 (12%)	2 (4%)	158 (12%)
<b>American Indian/AK Native</b>	0 (0%)	1 (.01%)	0 (0%)	1 (.07%)
<b>Asian</b>	23 (4.0%)	40 (5%)	2 (4%)	65 (5%)
<b>Hispanic</b>	88 (16%)	124 (17%)	2 (4%)	214 (16%)
<b>Multiracial</b>	19 (4%)	14 (2%)	0 (0%)	33 (3%)
<b>Native HI/Pac Island</b>	1 (.02%)	0 (0%)	0 (0%)	1 (.07%)
<b>U.S. Nonresident</b>	19 (4%)	19 (3%)	0 (0%)	38 (3%)
<b>White</b>	302 (56%)	418 (57%)	15 (27%)	735 (55%)
<b>Unknown</b>	21(4%)	32 (4%)	34 (62%)	87 (7%)
<b>Total</b>	543 (41%)	734 (55%)	55 (4%)	1,332



# OBSERVATIONS AND RECOMMENDATIONS

## OBSERVATIONS

1. DePaul's faculty diversity metrics align with peer institutions and national data but do not reflect the diversity of the DePaul student body.
2. The racial and ethnic asymmetry between faculty and students is notably higher for Whites and Hispanics than for other racial and ethnic groups.
3. The number of faculty increased, albeit nominally, in all faculty groups except for whites, African Americans, and U.S. nonresidents.
4. Female students outnumber male students at all levels (undergraduate, graduate, and professional).
5. The resignation rates for African American faculty are proportionately higher in the "all departures," "TT/UT," and NTT categories than for other groups and for both African Americans and Hispanics/Latinos in the "Tenured" category.

## OBSERVATIONS

6. While experiencing a modest increase, the number (195) and percentage (23%) of underrepresented full-time faculty of color (Black, Native American, Asian, and Latinx), have been stagnant over time, and their proportion of the total has not changed in the last year.
7. Among full-time faculty, the gender gap has gotten smaller over time. However, notable gaps persist among full professors and in specific colleges.
8. Diversity has increased nominally among NTT and part-time faculty in the past year but remains less than the diversity of full-time faculty.

# RECOMMENDATIONS

- Promote cultural competency training for all faculty and staff in conjunction with OIDE, the Center for Teaching and Learning, and the Teaching and Learning Commons.
  - Utilize captive audiences presented by college-wide and department meetings.
  - Create a culture of expectation around attendance at cultural events.
- Improve faculty recruitment efforts by developing discipline-specific sourcing plans and adhering to the mid-search demographic check-in.
- Ensure effective mentorship for faculty, i.e., reporting on faculty mentoring in the annual evaluation and chair/director check-ins with mentors and mentees.
- Promote greater college and unit-level focus on inclusive culture, e.g., CSH's Conversations in Color or College of Music, DEI booth and DEI suggestion box, and college-wide forums.





# APPENDIX

# NATIONAL COMPARATORS: 20 SIMILAR PRIVATE INSTITUTIONS

<u>Institutions</u>
Adelphi University
Chapman University
Duquesne University
Hofstra University
Loyola Marymount University
Loyola University Chicago
Marquette University
Mercer University
Pace University-New York
Saint Louis University
Seattle University
Seton Hall University
St John's University-New York
Suffolk University
Syracuse University
University of Denver
University of La Verne
University of San Diego
University of San Francisco
University of St Thomas

About this set:

- Listed alphabetically, these private institutions are both secular and nonsecular.
- DePaul is the larger institution.
- Methodology:
  - A 2018 nearest-neighbor analysis was used to develop a scoring metric to compare institutions across a number of variables. These are the private institutions found to be most like DePaul.

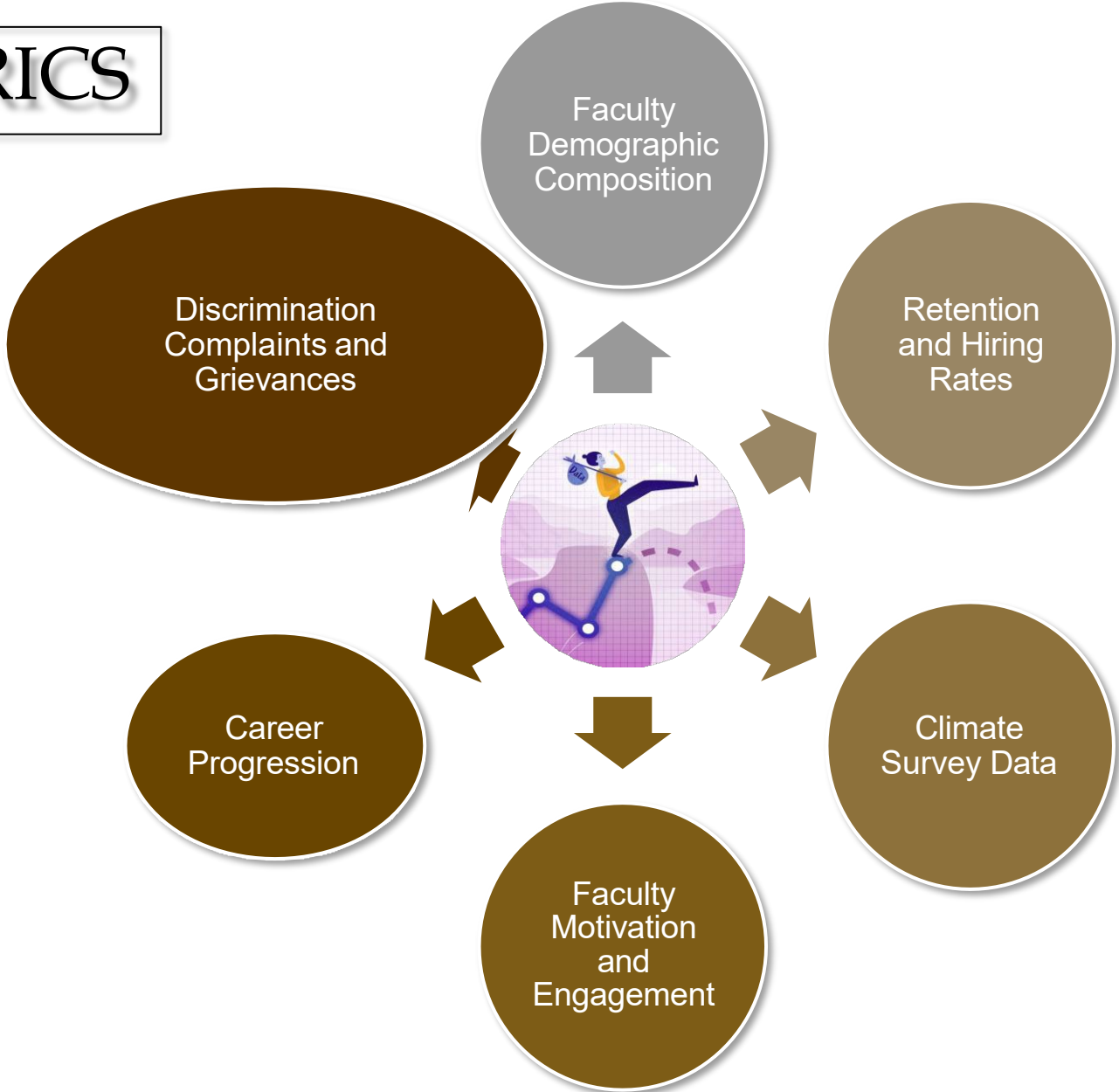
# DEFINITIONS

- DePaul University follows the definitions provided by the Integrated Postsecondary Education Data System (IPEDS).
  - Hispanic or Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture of origin, regardless of race.
  - American Indian or Alaskan Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
  - Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
  - Black or African American - A person having origins in any of the Black racial groups of Africa
  - White - A person originating from any of the original peoples of Europe, the Middle East, or North Africa.
  - International - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
  - Race/ethnicity unknown - The category used to report students or employees whose race and ethnicity are unknown.

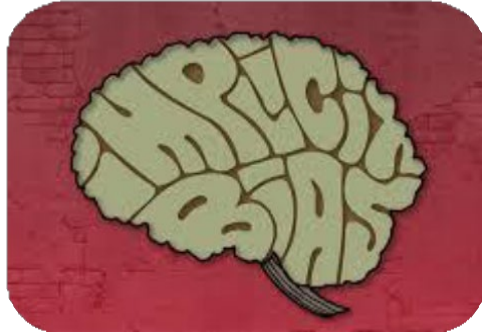
# REPORT SOURCES/NOTES

- DePaul Data Sources: Institutional Research & Market Analytics (IRMA) & Tableau
  - Fall 2024 data was captured at the end of October 2024.
  - ‘International’ includes all faculty who are not current citizens of the US based on PeopleSoft data or are present in the HR I-9 database. If employees are identified as “International,” they will not be included in any other category.
  - ‘Multiracial’ includes all employees who have identified more than one race, and none are Hispanic.
- HR has done a remarkable job of reducing the “unknown” category. However, this has shifted (corrected) data from previous years, which means that previous reports cannot be compared.
- Binary and prefer not to disclose are options in Blue Sky. However, for Federal reports, we are required to classify faculty as either male or female. We do allow this option for internal reports like the PT faculty report.

# PROGRESS METRICS



# STRATEGIES FOR RECRUITING FACULTY



Faculty Search and Implicit Bias  
Training



Faculty Recruitment Incentive  
Program (FRIP)

# STRATEGIES FOR RETAINING FACULTY



NCFDD Institutional Membership



NCFDD Faculty Success Program Fellowships



Exit Interview Process



College Diversity Advocates



Bias Awareness in Promotion and Tenure Workshop



Faculty Mentoring

# FACULTY DEVELOPMENT



Inclusive and Anti-Racist  
Teaching Certificate  
Program



BUILD Diversity Certificate  
Program\*

\* Provided by the Office of Institutional Diversity and Equity and the Teaching Commons.



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