

ANNUAL REPORT ON FACULTY DIVERSITY: RACE AND GENDER INDICATORS

Academic Affairs

Valerie C. Johnson, Ph.D.
Associate Provost for DEI
February 4, 2026

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



Table of Contents

1. Full-Time Faculty by Race/Ethnicity (pg. 3-11)
2. Full-Time Tenured/Tenure Track Faculty by Race and Gender (pg. 12-14)
3. Full-Time Faculty by Gender (pg. 15-19)
4. Full-Time Faculty and Students (pg. 20-34)
5. Part-Time Faculty by Race/Ethnicity (pg. 35-37)
6. Part-Time Faculty by Gender (pg. 38-40)
7. Full-Time Faculty Hires (pg. 41-44)
8. Full-Time Faculty Departures (pg. 45-51)
9. Full-Time Staff (52-53)
10. Observations and Recommendations (pg. 54-57)
11. Appendix (pg. 58-65)

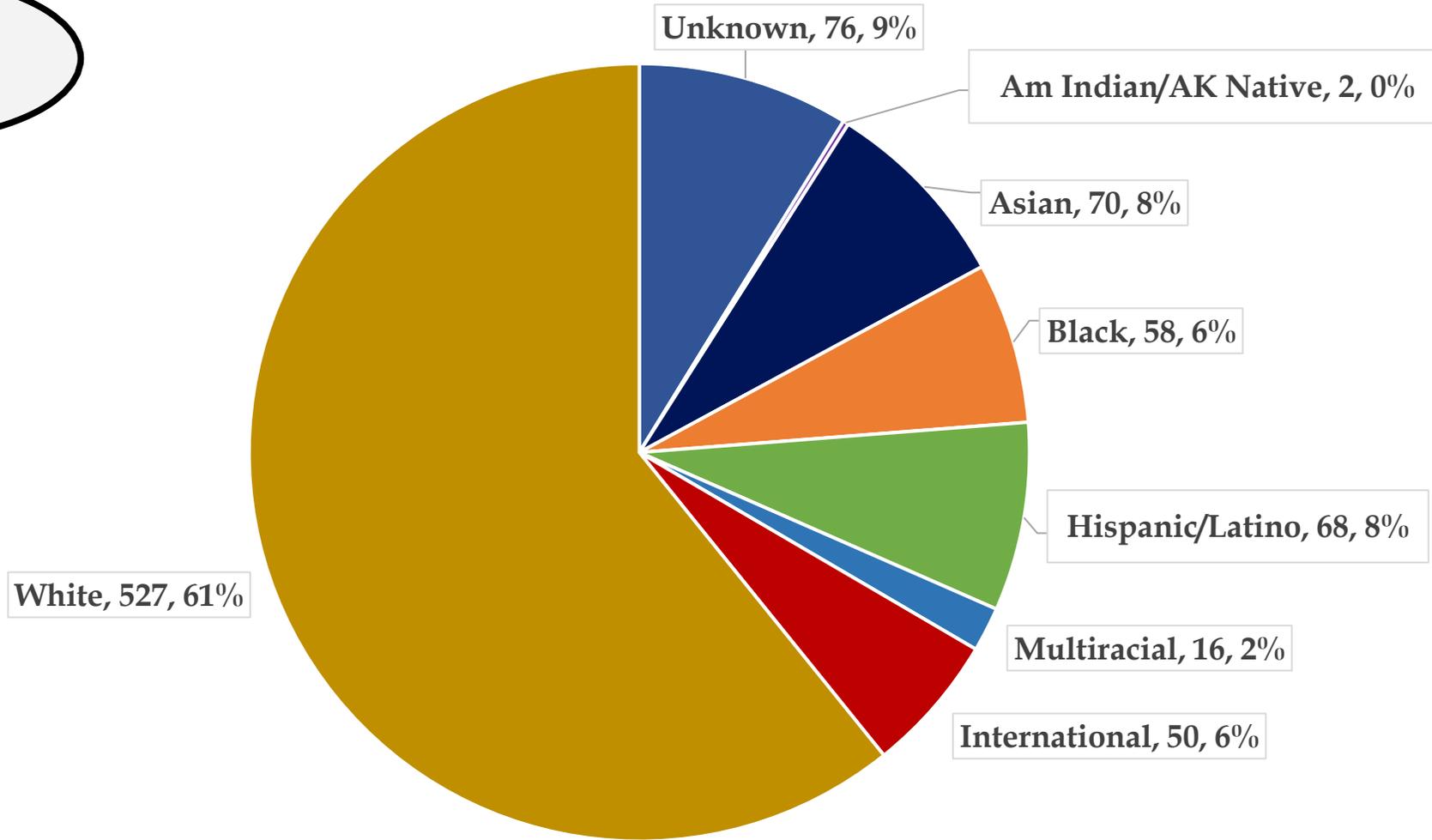




FULL-TIME FACULTY

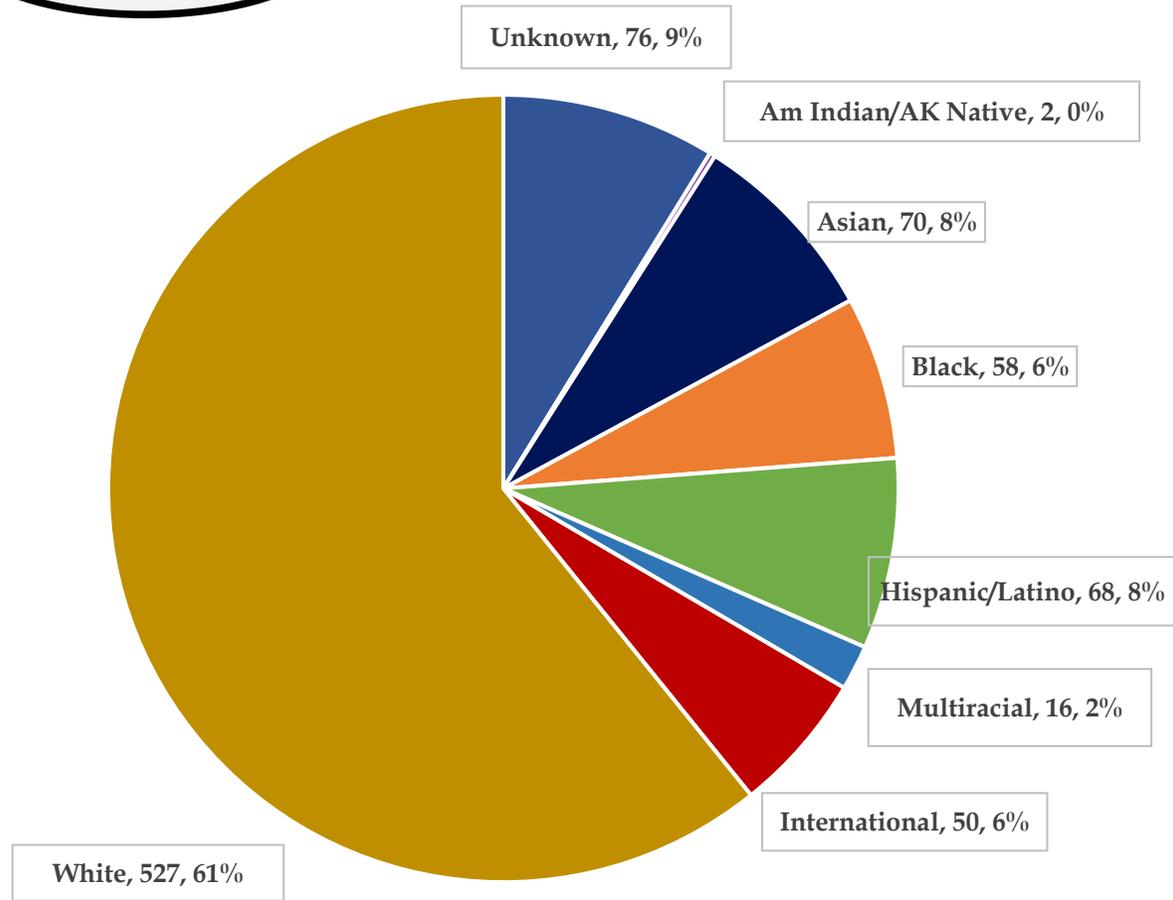
Full-Time Faculty by Race and Ethnicity, Count and Percentage, Fall 2025*

867 total

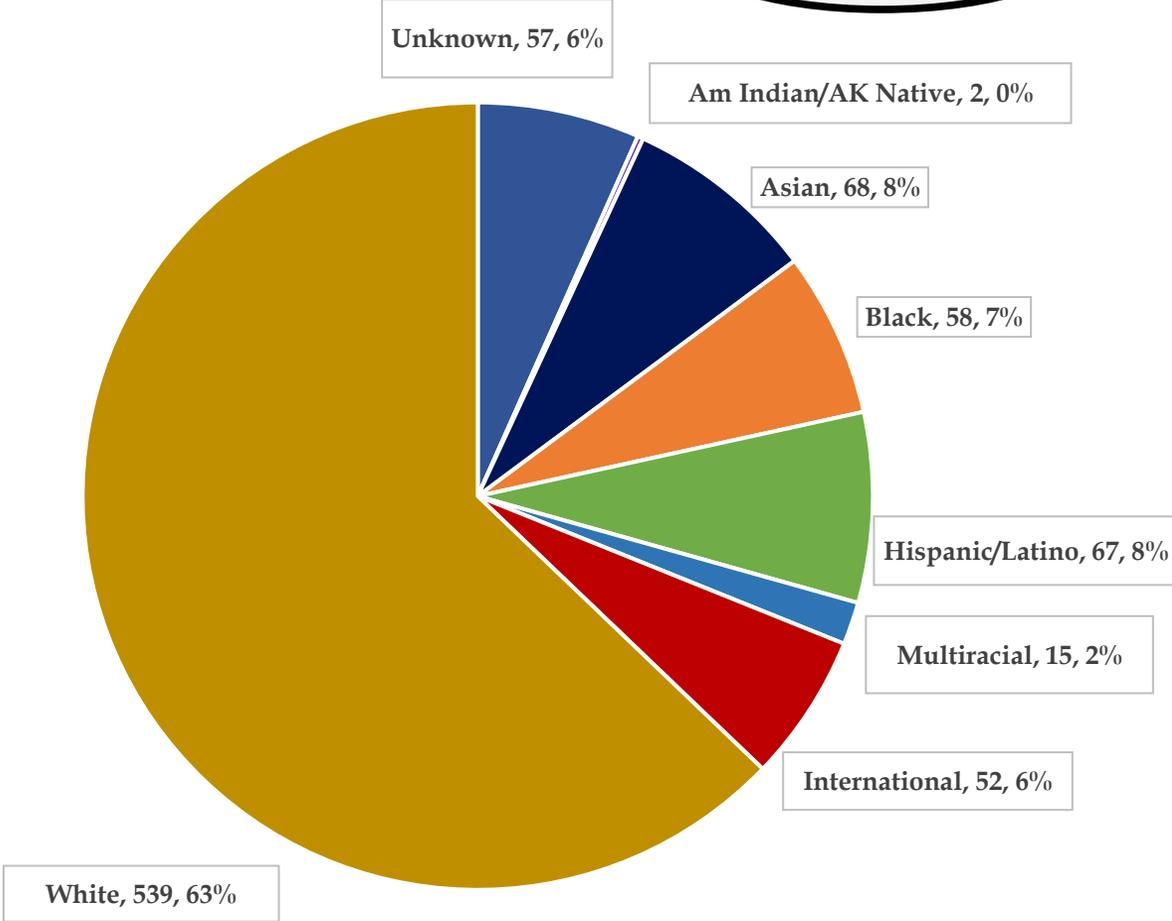


Full-Time Faculty by Race and Ethnicity, # and %, Fall 2025 and Fall 2024

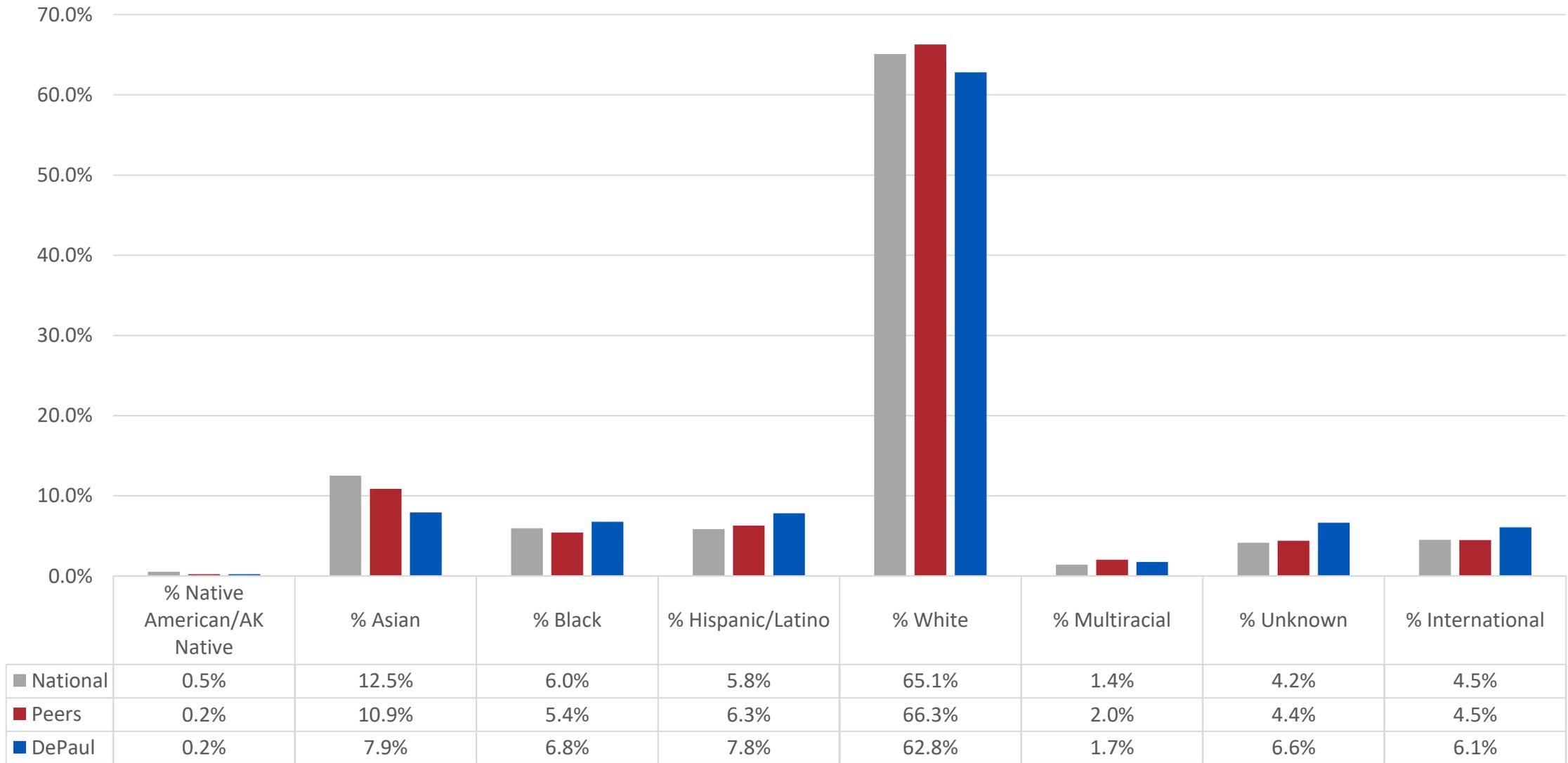
2025 – 867 total



2024 – 858 total



National and Peer Comparison, Full-Time Faculty by Race/Ethnicity, Fall 2024*



*Latest data available. See the appendix for a list of comparator institutions.

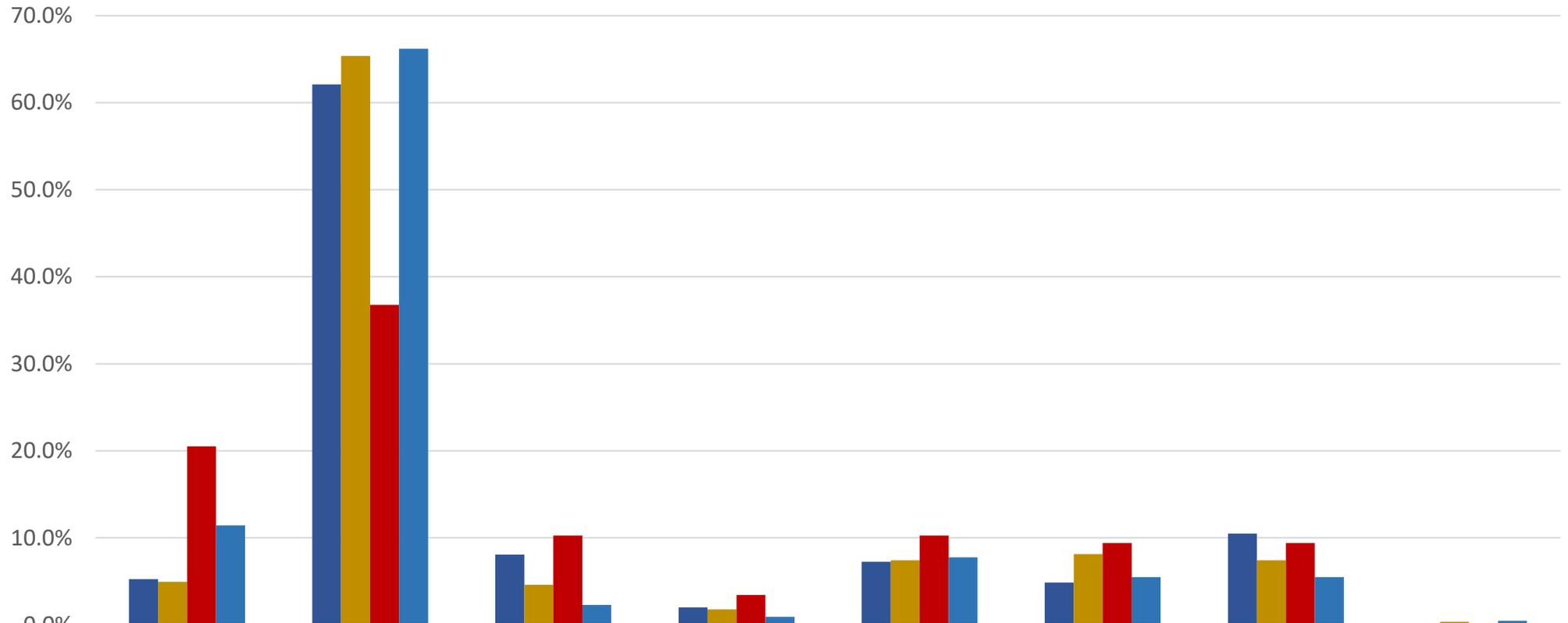
Full-Time Faculty by Rank and Race/Ethnicity, Fall 2021 - Fall 2025

	2021	2022	2023	2024	2025
All Races/Ethnicities					
Professor	209	216	228	237	248
Associate Professor	331	326	315	298	283
Assistant Professor	103	103	116	115	117
Instructor	219	215	205	208	219
Total	862	860	864	858	867
African American					
Professor	11	11	11	11	12
Associate Professor	28	24	24	23	23
Assistant Professor	10	14	14	14	11
Instructor	13	14	13	10	12
Subtotal	62	63	62	58	58
AM Indian/AK Native					
Professor	0	0	0	0	0
Associate Professor	1	1	1	1	1
Assistant Professor	0	0	0	0	0
Instructor	1	1	1	1	1
Subtotal	2	2	2	2	2

Full-Time Faculty by Rank and Race/Ethnicity, Fall 2021 - Fall 2025

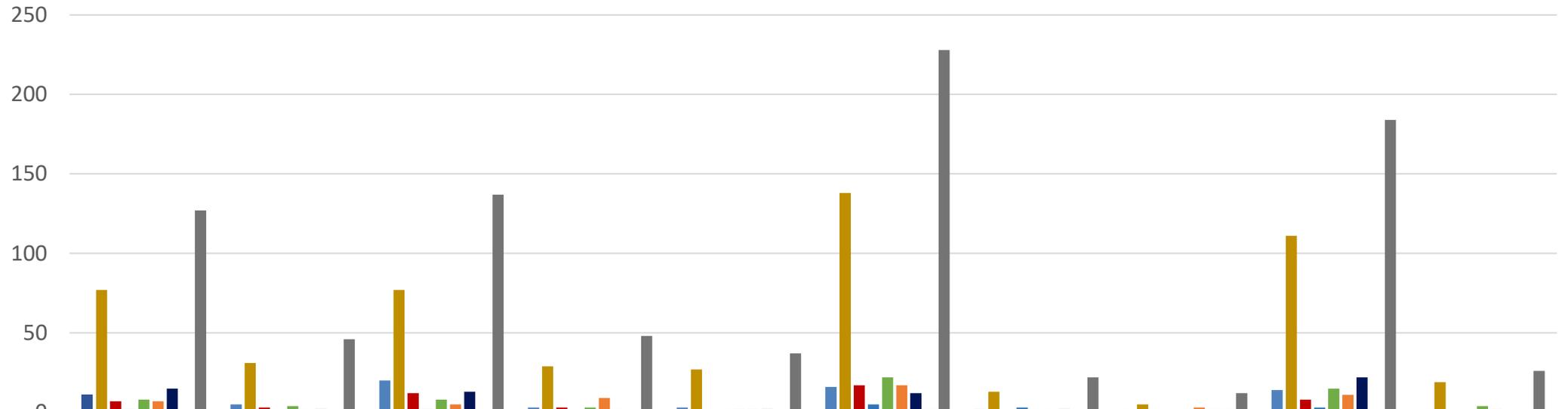
	2021	2022	2023	2024	2025
Asian					
Professor	15	16	21	24	26
Associate Professor	27	29	25	22	21
Assistant Professor	9	11	10	10	11
Instructor	11	10	11	12	12
Subtotal	62	66	67	68	70
Hispanic					
Professor	13	14	16	15	18
Associate Professor	25	23	23	25	21
Assistant Professor	8	10	12	11	12
Instructor	16	17	14	16	17
Subtotal	62	64	65	67	68
U.S. Nonresident					
Professor	14	15	18	18	20
Associate Professor	21	20	17	14	13
Assistant Professor	18	17	15	14	12
Instructor	8	6	7	6	5
Subtotal	61	58	57	52	50
White					
Professor	140	144	148	154	154
Associate Professor	202	203	205	193	185
Assistant Professor	51	43	49	48	43
Instructor	161	157	149	144	145
Subtotal	554	547	551	539	527

Full-Time Faculty Percentage By Race/Ethnicity and Rank, Fall 2025



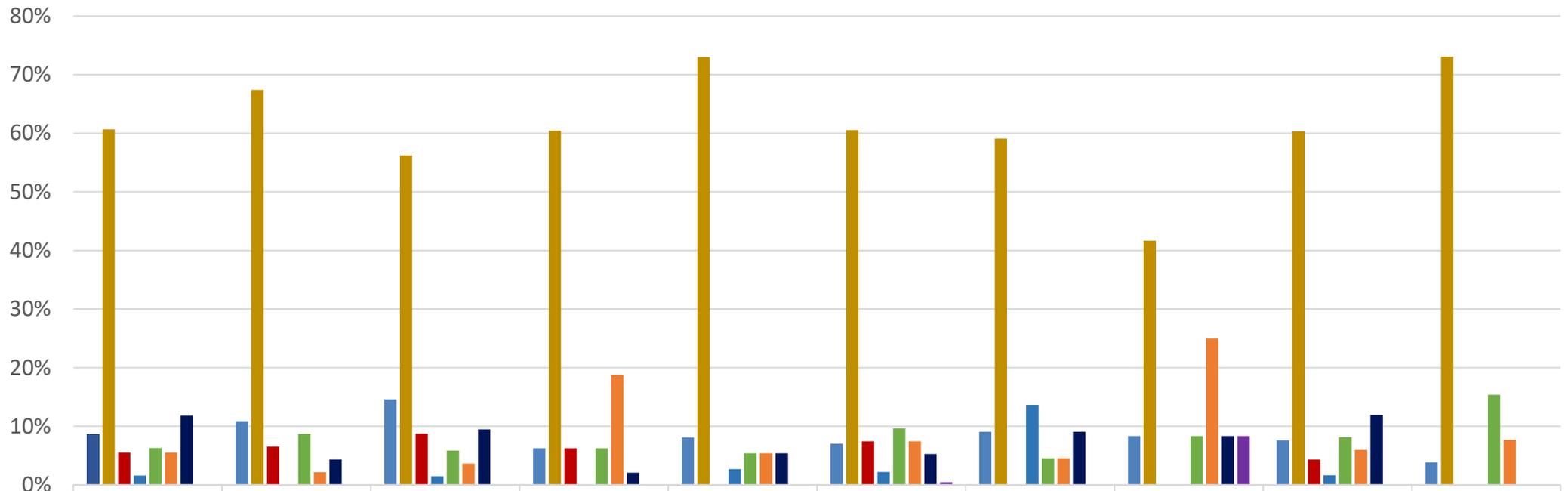
	Unknown	White	International	Multiracial	Hispanic/Latino	Black	Asian	Am Indian/AK Native
■ Professor	5.2%	62.1%	8.1%	2.0%	7.3%	4.8%	10.5%	0.0%
■ Associate Professor	4.9%	65.4%	4.6%	1.8%	7.4%	8.1%	7.4%	0.4%
■ Assistant Professor	20.5%	36.8%	10.3%	3.4%	10.3%	9.4%	9.4%	0.0%
■ Instructor	11.4%	66.2%	2.3%	0.9%	7.8%	5.5%	5.5%	0.5%

Full-Time Faculty Count by Race/Ethnicity and College, Fall 2025



	Business	Comm	CDM	Education	Law	LAS	Music	SCPS	Science & Health	Theatre
Unknown	11	5	20	3	3	16	2	1	14	1
White	77	31	77	29	27	138	13	5	111	19
International	7	3	12	3	0	17	0	0	8	0
Multiracial	2	0	2	0	1	5	3	0	3	0
Hispanic/Latino	8	4	8	3	2	22	1	1	15	4
Black	7	1	5	9	2	17	1	3	11	2
Asian	15	2	13	1	2	12	2	1	22	0
Am Indian/AK Native	0	0	0	0	0	1	0	1	0	0
Total	127	46	137	48	37	228	22	12	184	26

Full-Time Faculty Percentage by Race/Ethnicity and College, Fall 2025



	Business	Comm	CDM	Education	Law	LAS	Music	SCPS	Science & Health	Theatre
Unknown	9%	11%	15%	6%	8%	7%	9%	8%	8%	4%
White	61%	67%	56%	60%	73%	61%	59%	42%	60%	73%
International	6%	7%	9%	6%	0%	7%	0%	0%	4%	0%
Multiracial	2%	0%	1%	0%	3%	2%	14%	0%	2%	0%
Hispanic/Latino	6%	9%	6%	6%	5%	10%	5%	8%	8%	15%
Black	6%	2%	4%	19%	5%	7%	5%	25%	6%	8%
Asian	12%	4%	9%	2%	5%	5%	9%	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 2025 (531)

	# Men Tenured	% of Tenured	# Women Tenured	% of Tenured	# Non- Binary	% of Tenured	# Tenured	%Tenured
African- American	19	3.6%	16	3.0%	0	0%	35	6.6%
American Indian	0	0%	1	0.2%	0	0%	1	0.2%
Asian	20	3.8%	27	5.2%	0	0%	47	8.6%
Hispanic	19	3.6%	20	3.8%	0	0%	39	7.3%
Multi-Racial	5	0.94%	4	0.75%	1	0.2%	10	1.8%
Native HI/Pac Is	0	0%	0	0%	0	0%	0	0%
Non-Res.	25	4.7%	8	1.5%	0	0%	33	6.2%
White	187	35.2%	150	28.2%	2	0.37%	339	64%
Unknown	16	3.0%	8	1.5%	3	0.56%	27	5.1%
Total	291	55.0%	234	44.6%	6	1.1%	531	100%
Under Rep.	38	7.2%	37	6.9%	0	0%	75	14.2%

Source: IRMA, DePaul, Fall 2025

Under Rep = African Americans, Native Americans, Native HI Pac Is.

Tenured/Tenure Track Faculty by Race and Gender, Fall 2025 (648)

	# Men T/T-Tr	% of T/T-TR	# Women T/T-TR	% of T/T-Tr	# Non- Binary	% of Non- Binary	# T/T-Tr	% of T/T-Tr
African- American	22	3.4%	24	3.7%	0	0%	46	7.1%
American Indian	0	0%	1	0.15%	0	0%	1	0.15%
Asian	24	3.7%	32	5.0%	2	0.3%	58	8.9%
Hispanic	26	4.0%	23	3.5%	2	0.3%	51	7.8%
Multi- Racial	8	1.2%	5	0.77%	1	0.15%	14	2.2%
Native HI/Pac Is	0	0%	0	0%	0	0%	0	0%
Non-Res.	33	5.1%	12	1.9%	0	0%	45	6.9%
White	204	31.5%	175	27%	3	0.46%	382	59%
Unknown	26	4.0%	15	2.3%	10	1.5%	51	7.9%
Total	343	53.0%	287	44.3%	18	2.7%	648	100%
Under Rep.	48	7.4%	48	7.4%	2	0.3%	98	15%

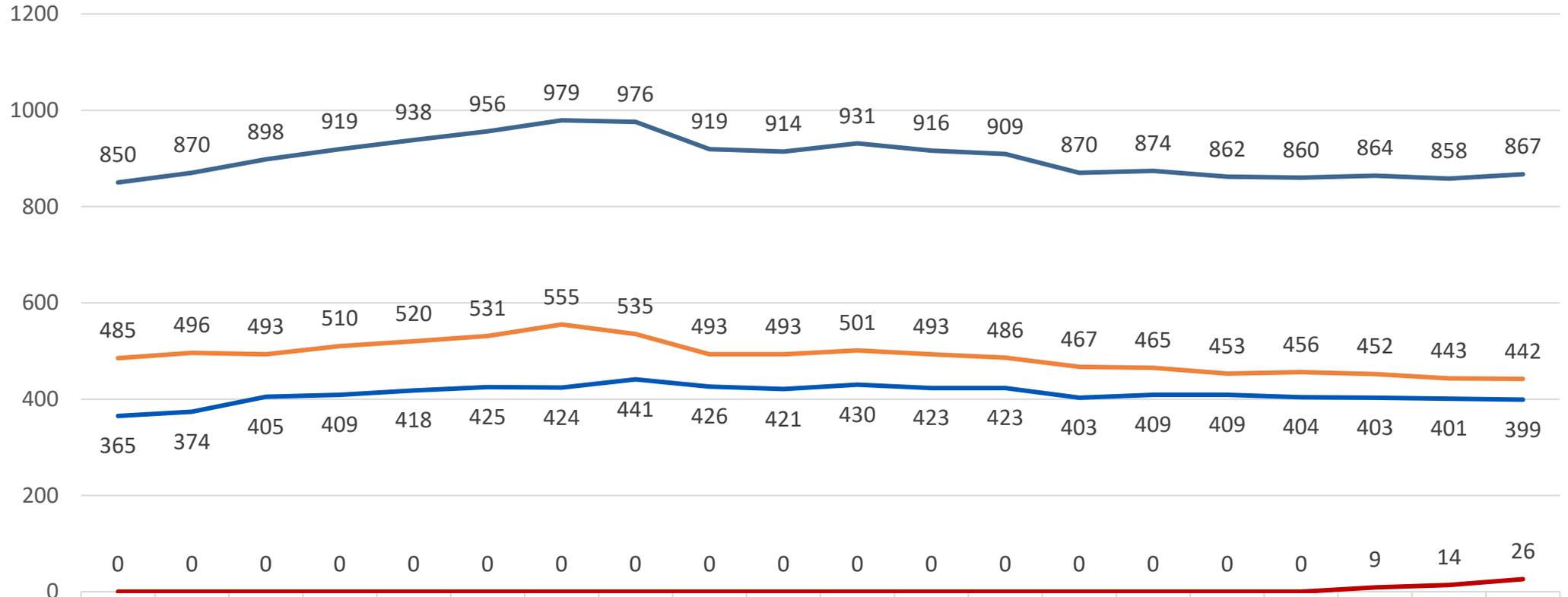
Source: IRMA, DePaul, Fall 2025

Under Rep = African Americans, Native Americans, Native HI Pac Is.



FULL-TIME FACULTY BY GENDER

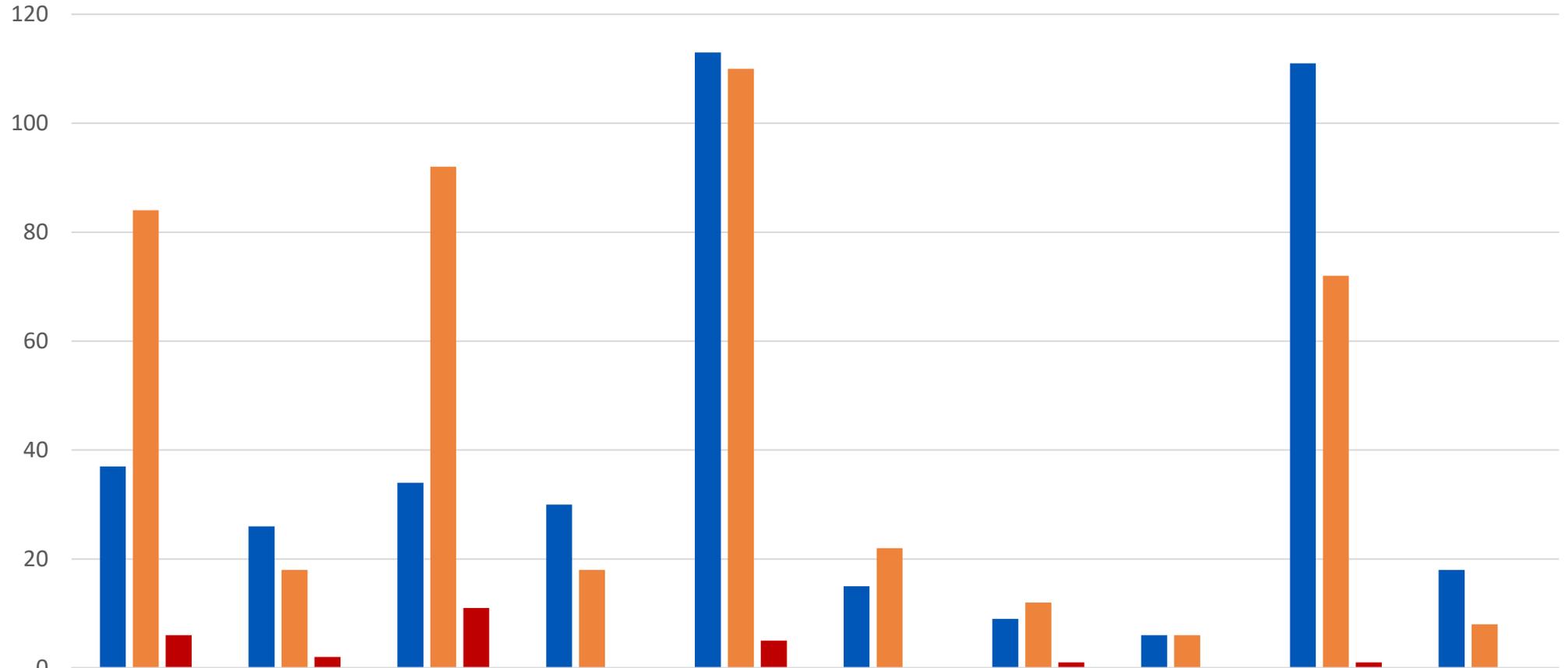
Full-Time Faculty Count by Gender, Fall 2006-2025



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Female	365	374	405	409	418	425	424	441	426	421	430	423	423	403	409	409	404	403	401	399
Male	485	496	493	510	520	531	555	535	493	493	501	493	486	467	465	453	456	452	443	442
Unknown or nonbinary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	14	26
Total	850	870	898	919	938	956	979	976	919	914	931	916	909	870	874	862	860	864	858	867

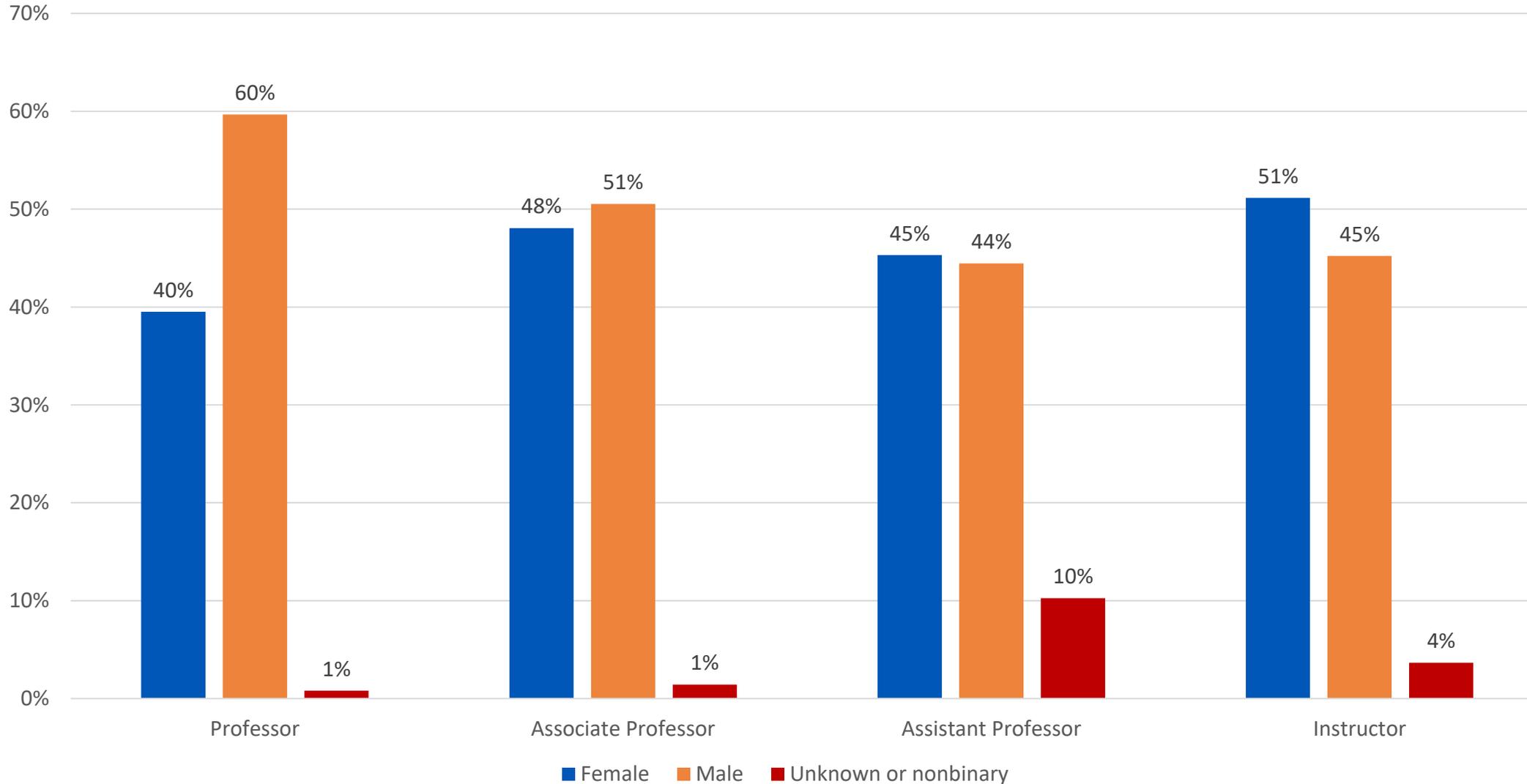
Female Male Unknown or nonbinary Total

Full-Time Faculty Count by Gender and College, Fall 2025



	Business	Comm	CDM	Education	LAS	Law	Music	SCPS	Science & Health	Theatre
Female	37	26	34	30	113	15	9	6	111	18
Male	84	18	92	18	110	22	12	6	72	8
Unknown or nonbinary	6	2	11	0	5	0	1	0	1	0

Faculty Percentages by Gender and Rank, Fall 2025



**Full-Time Faculty by Rank and Gender in Headcount
Fall 2021/22 - Fall 2025/26**

Select Academic Year: 2025 ▼

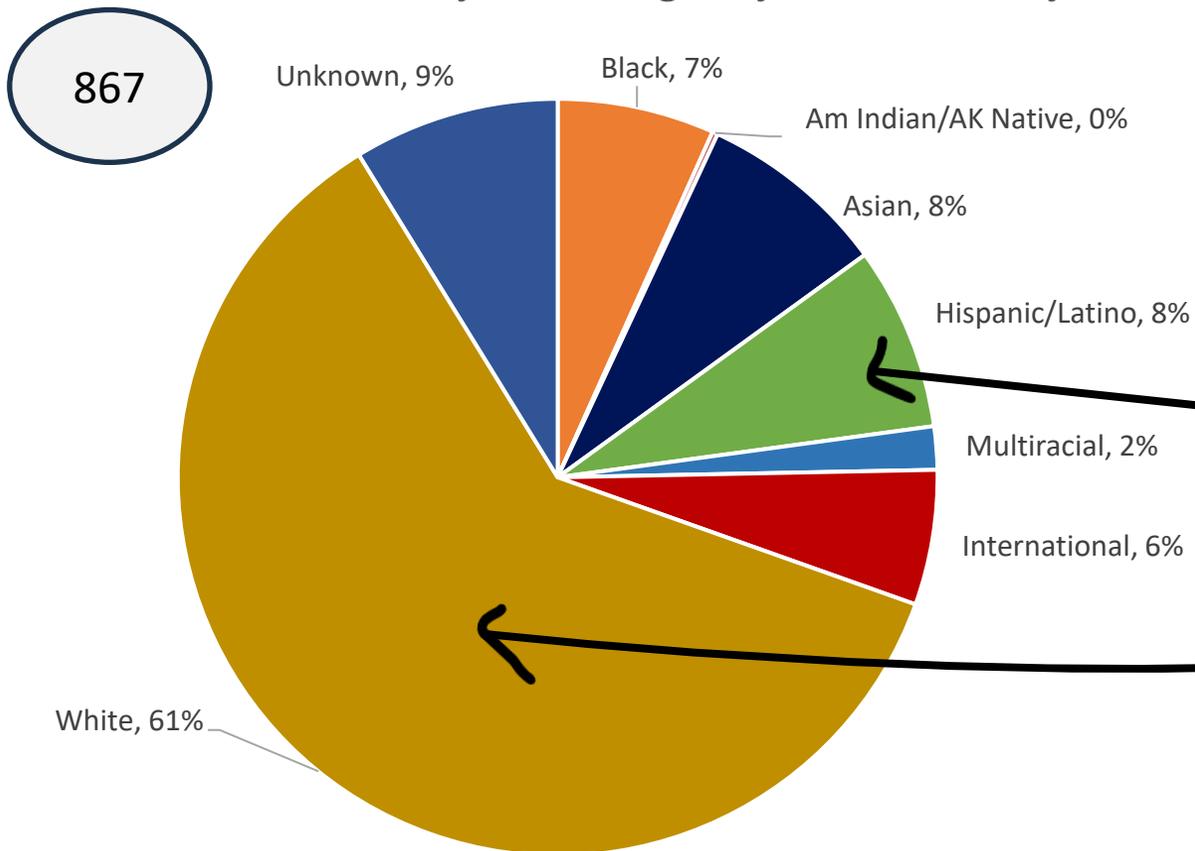
	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%
Male										
Professor	125	27.6	130	28.5	140	31.0	146	33.0	148	33.5
Associate Professor	171	37.7	168	36.8	162	35.8	149	33.6	143	32.4
Assistant Professor	49	10.8	52	11.4	56	12.4	51	11.5	52	11.8
Instructor	108	23.8	106	23.2	94	20.8	97	21.9	99	22.4
Subtotal	453		456		452		443		442	
Female										
Professor	84	20.5	86	21.3	88	21.8	91	22.7	98	24.6
Associate Professor	159	38.9	158	39.1	151	37.5	147	36.7	136	34.1
Assistant Professor	52	12.7	51	12.6	55	13.6	55	13.7	53	13.3
Instructor	114	27.9	109	27.0	109	27.0	108	26.9	112	28.1
Subtotal	409		404		403		401		399	
Unknown										
Professor									2	7.7
Associate Professor					2	22.2	2	14.3	4	15.4
Assistant Professor					5	55.6	9	64.3	12	46.2
Instructor					2	22.2	3	21.4	8	30.8
Subtotal		0		0	9		14		26	



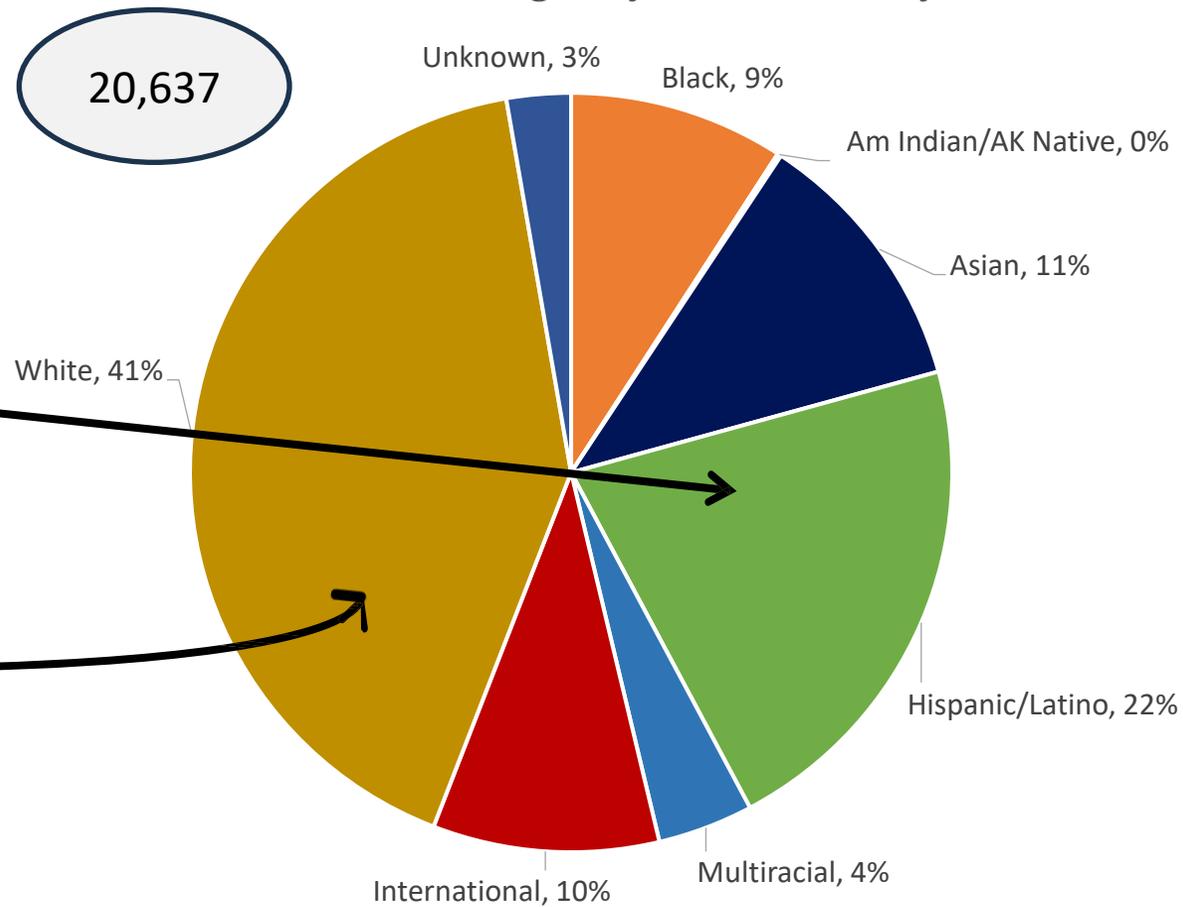
FULL-TIME FACULTY AND STUDENTS

DePaul Full-Time Faculty and Total Students by Race and Ethnicity, Fall 2025

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>

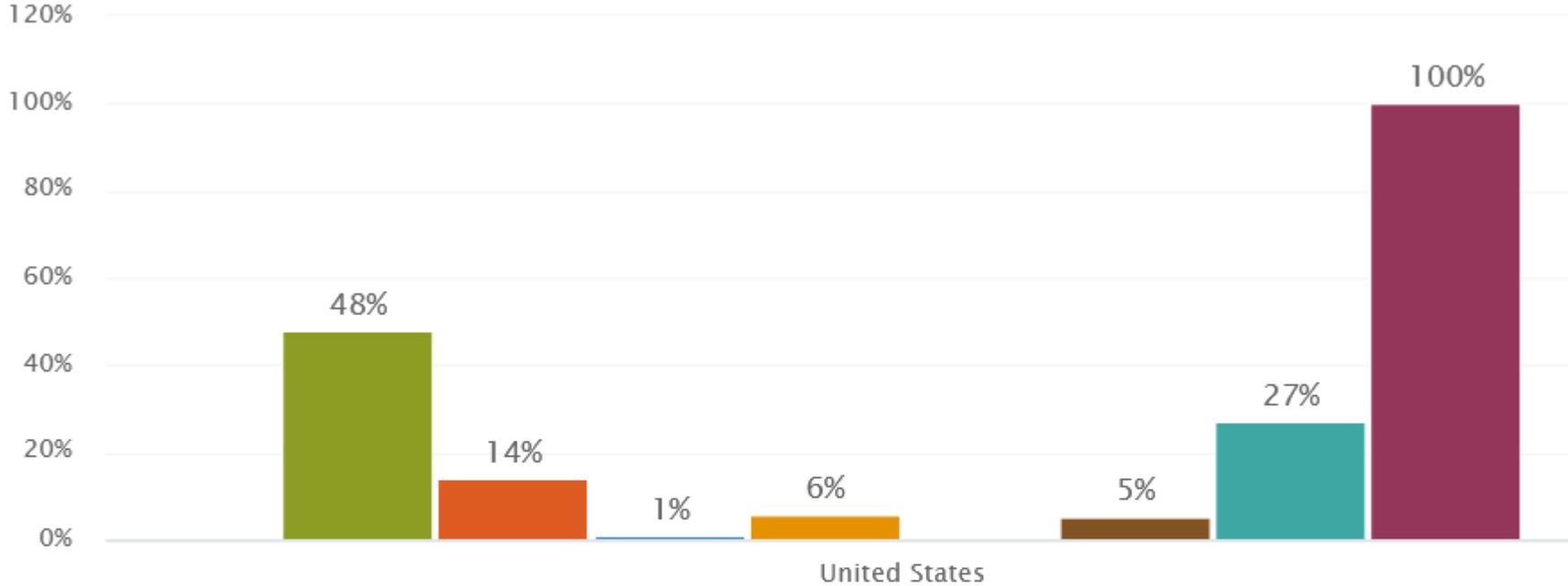
PUBLIC SCHOOL ENROLLMENTS, 2022

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>

Child population by race and ethnicity in the United States, 2024



- NON-HISPANIC WHITE ALONE
- NON-HISPANIC BLACK ALONE
- NON-HISPANIC AMERICAN INDIAN OR ALASKA NATIVE ALONE
- NON-HISPANIC ASIAN ALONE
- NON-HISPANIC NATIVE HAWAIIAN AND OTHER PACIFIC ISLANDER ALONE
- NON-HISPANIC TWO OR MORE RACE GROUPS
- HISPANIC OR LATINO
- TOTAL LESS THAN 18

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

DePaul Faculty/Student Ratios by Race and Ethnicity, Fall 2025

Race/Ethnicity	Faculty Count	Student Count	Ratio
Asian	70	2,359	1:34
African American	58	1,884	1:32
Hispanic/Latino	68	4,438	1:65
White	527	8,542	1:16

DePaul Student Percentage and Count by Race/Ethnicity, Fall 2025

Race/Ethnicity	Percentage	Total
African American	9%	1,884
Am Indian / AK Native & Asian PI	0.2%	32
Asian	11%	2,359
Hispanic/Latino	22%	4,438
Multiracial	4%	837
U.S. Nonresident	10%	1,982
White	41%	8,542
Unknown	3%	563
Total	100%	20,637

DePaul Students by Race/Ethnicity and Level, Count and Percentage, Fall 2025

Race/Ethnicity	Undergraduate	Graduate	Professional	Total
African American	1,131 (8%)	689 (12%)	64 (10%)	1,884 (9%)
Am Indian / AK Native & Asia PI	24 (0.2%)	8 (0.2%)	0	32 (0.2%)
Asian	1,806 (13%)	516 (9%)	37 (6%)	2,359 (11%)
Hispanic	3,659 (26%)	681 (12%)	98 (16%)	4,438 (22%)
Multiracial	648 (5%)	172 (3%)	17 (3%)	837 (4%)
U.S. Nonresident	615 (4%)	1,353 (24%)	14 (2%)	1,982 (10%)
White	6,167 (43%)	2,019 (36%)	356 (58%)	8,542 (41%)
Unknown	288 (2%)	248 (4%)	27 (4%)	563 (3%)
Total	14,338 (69%)	5,686 (28%)	613 (3%)	20,637

DePaul Students by Gender and Level, Fall 2025

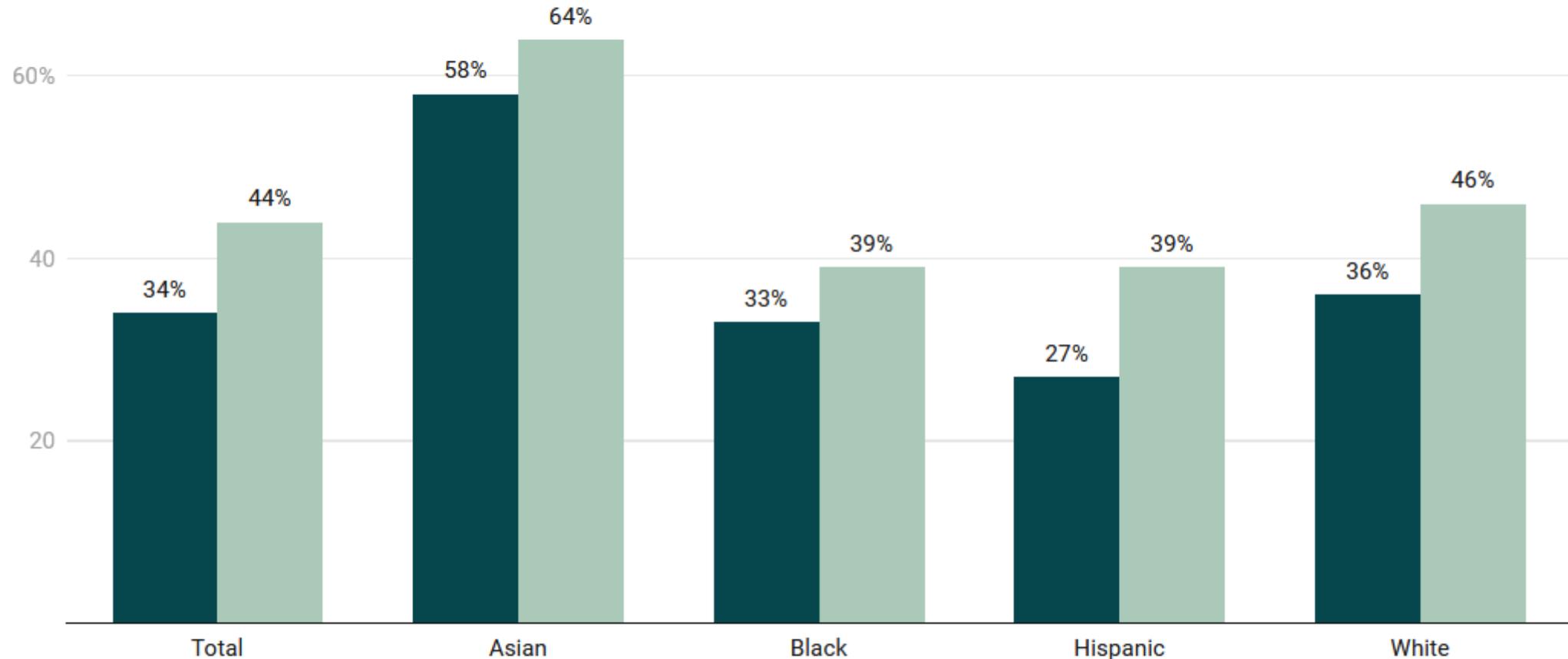
Gender	Undergrad	Graduate	Professional	Total
Male	6,351 (44%)	2,400 (42%)	222 (36%)	8,973 (44%)
Female	7,836 (55%)	3,184 (56%)	371 (61%)	11,391 (55%)
Non-Binary	40 (0.3%)	8 (0.1%)	1 (0.2%)	49 (0.2%)
Unidentified	111 (0.8%)	94 (2%)	19 (3%)	224 (1%)
Total	14,338 (69%)	5,686 (28%)	613 (3%)	20,637



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



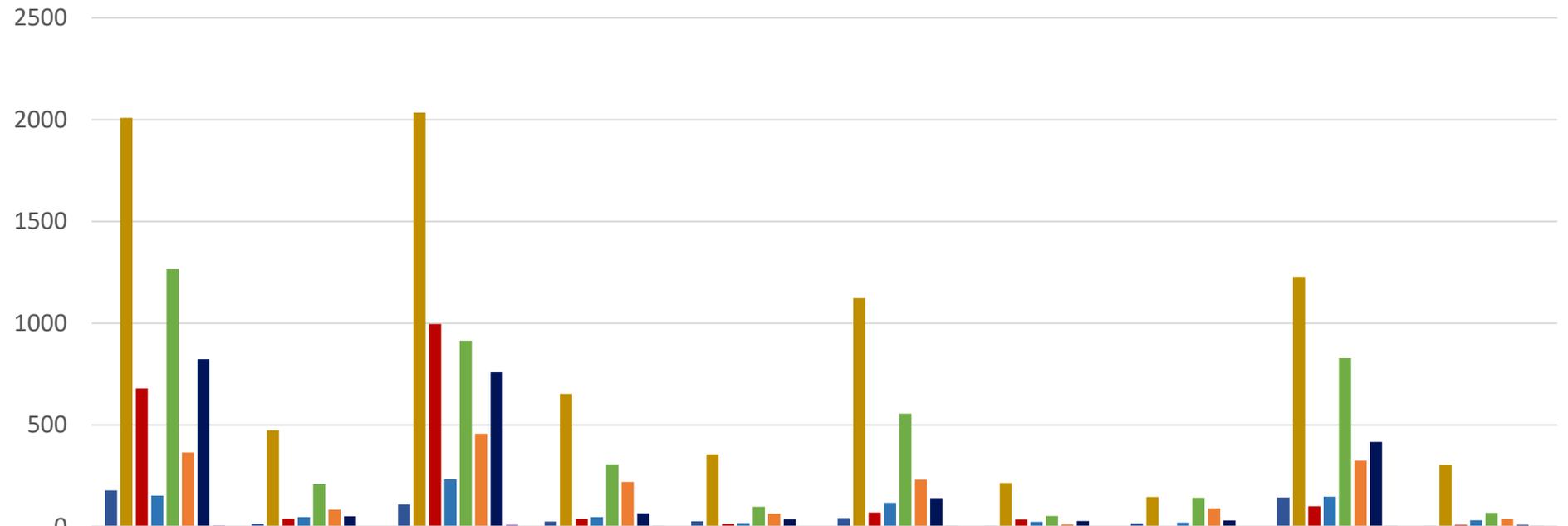
Higher education enrollees include those in college or graduate school.

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.”

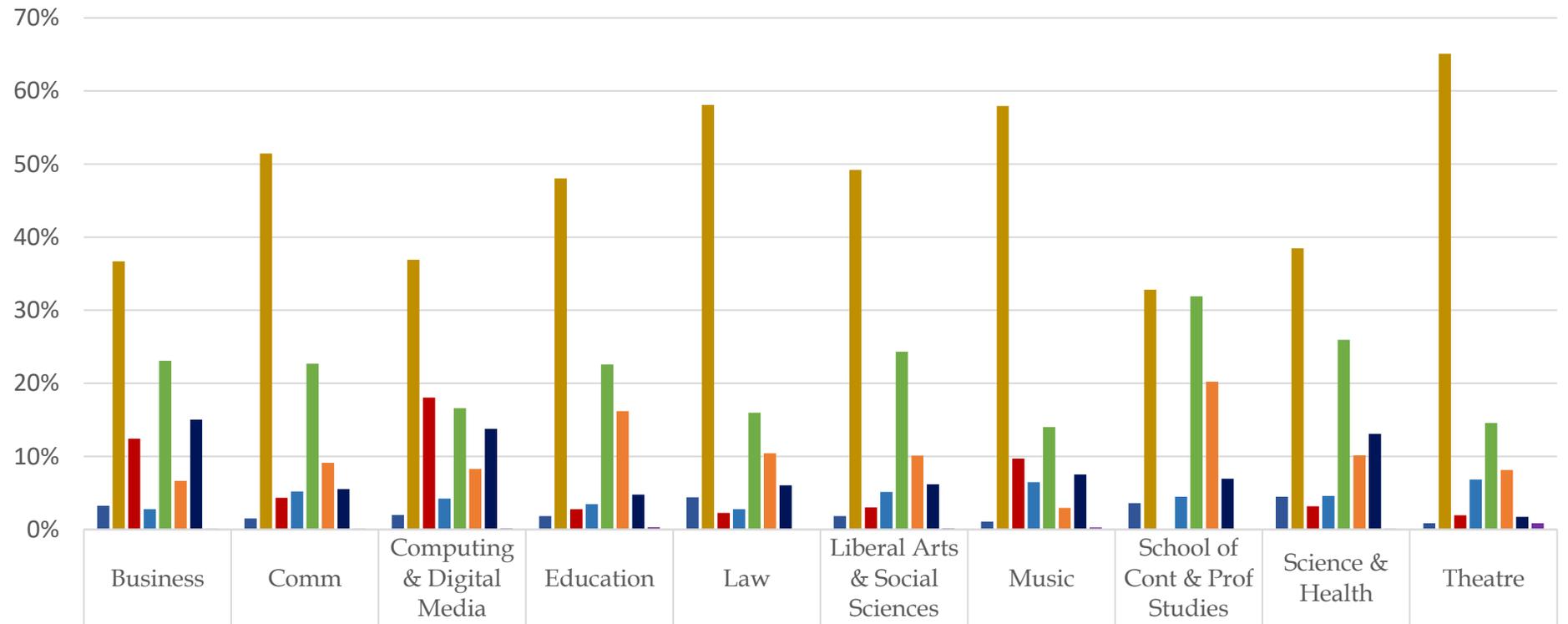
Source: <https://celestemdavis.substack.com/p/why-boys-dont-go-to-college>

Number of Students by College by Race and Ethnicity, Fall 2025



	Business	Comm	Computing & Digital Media	Education	Law	Liberal Arts & Social Sciences	Music	School of Cont & Prof Studies	Science & Health	Theatre
■ Unknown	178	14	110	25	27	42	4	16	143	4
■ White	2009	474	2035	653	356	1123	215	146	1227	304
■ International	680	40	995	38	14	69	36	0	101	9
■ Multiracial	152	48	233	47	17	117	24	20	147	32
■ Hispanic/Latino	1265	209	914	307	98	555	52	142	828	68
■ Black	365	84	457	220	64	231	11	90	324	38
■ Asian	823	51	758	65	37	141	28	31	417	8
■ Am Indian/AK Native & Asian Pacific Island	6	1	9	4	0	4	1	0	3	4

Proportion of Students by College by Race and Ethnicity, Fall 2025

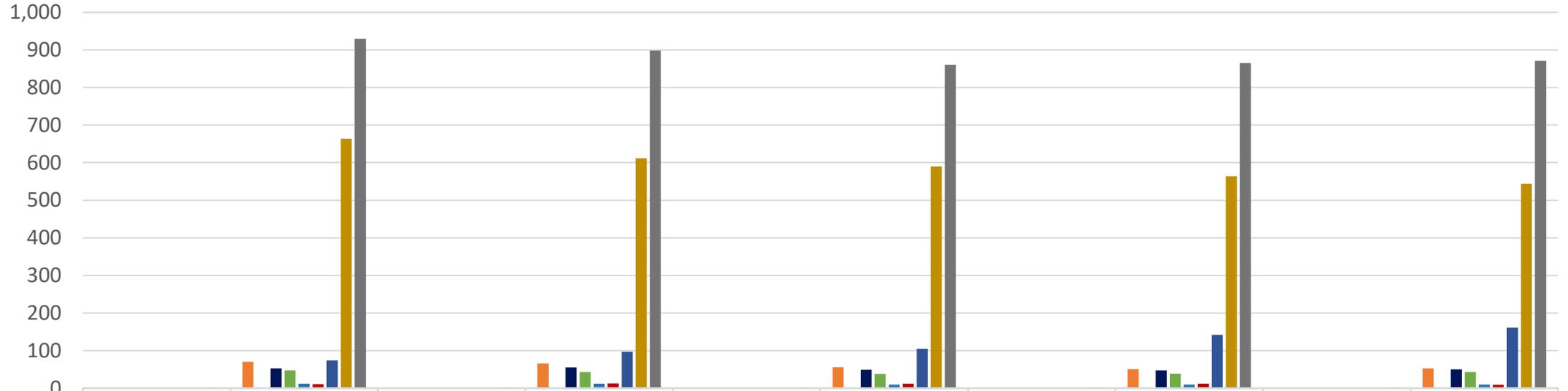


	Business	Comm	Computing & Digital Media	Education	Law	Liberal Arts & Social Sciences	Music	School of Cont & Prof Studies	Science & Health	Theatre
■ Unknown	3%	2%	2%	2%	4%	2%	1%	4%	4%	1%
■ White	37%	51%	37%	48%	58%	49%	58%	33%	38%	65%
■ International	12%	4%	18%	3%	2%	3%	10%	0%	3%	2%
■ Multiracial	3%	5%	4%	3%	3%	5%	6%	4%	5%	7%
■ Hispanic/Latino	23%	23%	17%	23%	16%	24%	14%	32%	26%	15%
■ Black	7%	9%	8%	16%	10%	10%	3%	20%	10%	8%
■ Asian	15%	6%	14%	5%	6%	6%	8%	7%	13%	2%
■ Am Indian/AK Native & Asian Pacific Island	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%



PART-TIME FACULTY BY RACE/ETHNICITY

Part-Time Faculty by Race/Ethnicity, Fall 2021-Fall 2025



	2021		2022		2023		2024		2025	
	%	Count								
African American	7.5%	70	7.3%	66	6.5%	56	5.9%	51	6.1%	53
Am Indian/AK Native	0%	0	0%	0	0%	0	0%	0	0.1%	1
Asian	5.7%	53	6.1%	55	5.7%	49	5.4%	47	5.7%	50
Hispanic	5.1%	47	4.8%	43	4.4%	38	4.5%	39	4.9%	43
Multiracial	1.3%	12	1.3%	12	1.2%	10	1.2%	10	1.1%	10
U.S. Nonresident	1.2%	11	1.4%	13	1.4%	12	1.4%	12	1.0%	9
Unknown	8.0%	74	10.8%	97	12.2%	105	16.4%	142	18.5%	161
White	71.3%	663	68.2%	612	68.6%	590	65.2%	564	62.5%	544
Grand Total	100%	930	100%	898	100%	860	100%	865	100%	871

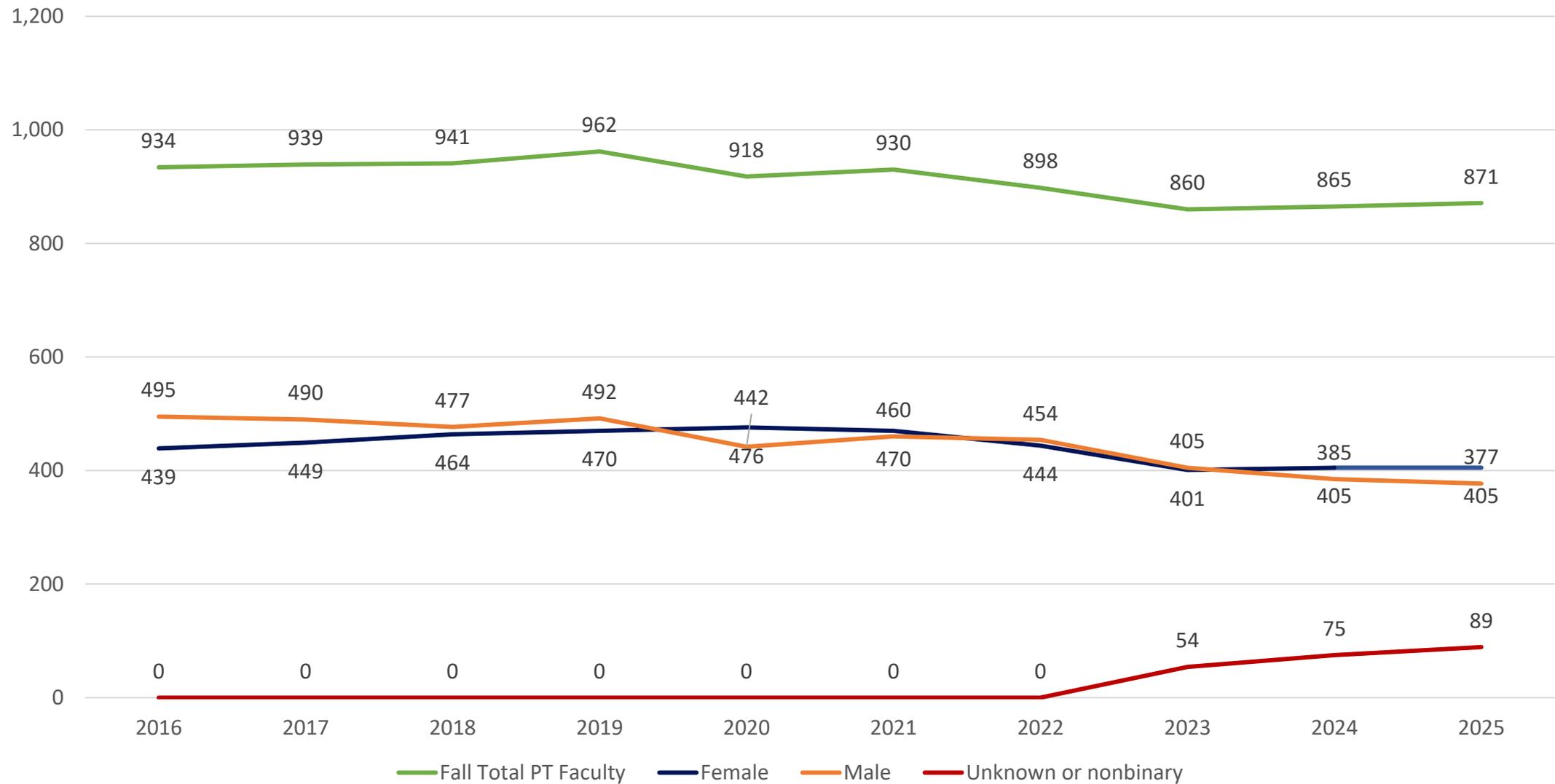
Part-Time Faculty by Race & Ethnicity, Fall 2021 – Fall 2025

		2021	2022	2023	2024	2025
African American	%	7.5%	7.3%	6.5%	5.9%	6.1%
	Count	70	66	56	51	53
Am Indian/ AK Native	%	0.0%	0.0%	0.0%	0.0%	0.1%
	Count	0	0	0	0	1
Asian	%	5.7%	6.1%	5.7%	5.4%	5.7%
	Count	53	55	49	47	50
Hispanic	%	5.1%	4.8%	4.4%	4.5%	4.9%
	Count	47	43	38	39	43
Multiracial	%	1.3%	1.3%	1.2%	1.2%	1.1%
	Count	12	12	10	10	10
U.S. Nonresident	%	1.2%	1.4%	1.4%	1.4%	1.0%
	Count	11	13	12	12	9
Unknown	%	8.0%	10.8%	12.2%	16.4%	18.5%
	Count	74	97	105	142	161
White	%	71.3%	68.2%	68.6%	65.2%	62.5%
	Count	663	612	590	564	544
Grand Total	%	100.0%	100.0%	100.0%	100.0%	100.0%
	Count	930	898	860	865	871



PART-TIME FACULTY BY GENDER

Part-Time Faculty by Gender, Fall 2016-2025



Part-Time Faculty by Gender, Fall 2016- Fall 2025

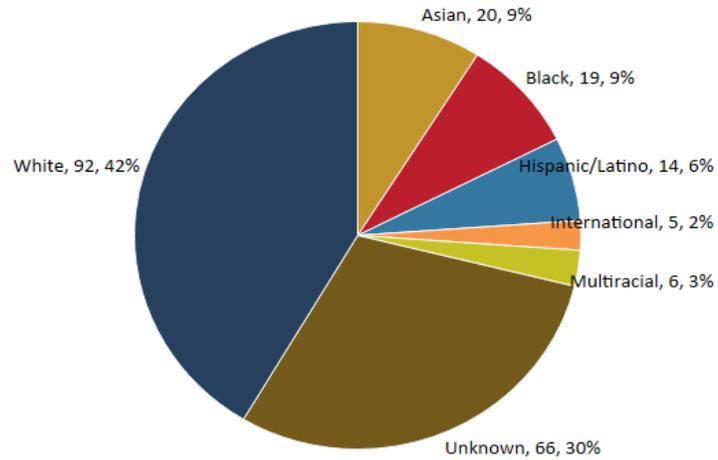
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Fall Total PT Faculty	934	939	941	962	918	930	898	860	865	871
Female	439	449	464	470	476	470	444	401	405	405
Male	495	490	477	492	442	460	454	405	385	377
Nonbinary or Unknown	0	0	0	0	0	0	0	54	75	89



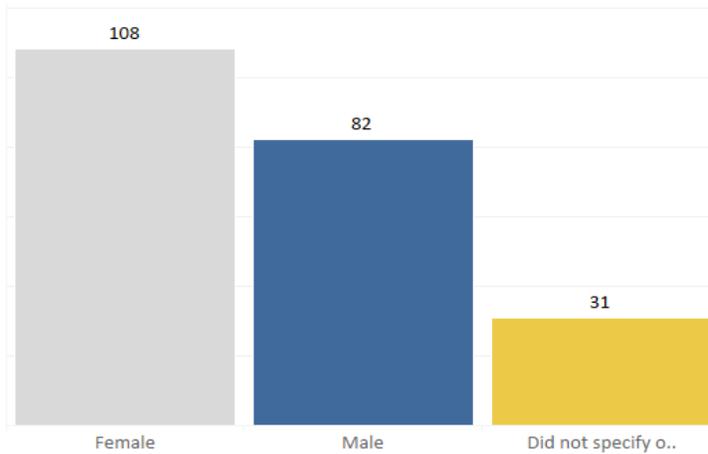
FULL-TIME FACULTY HIRES

Full-Time Faculty Hires by Race/Ethnicity and Gender, Fall 2021 – Winter 2026

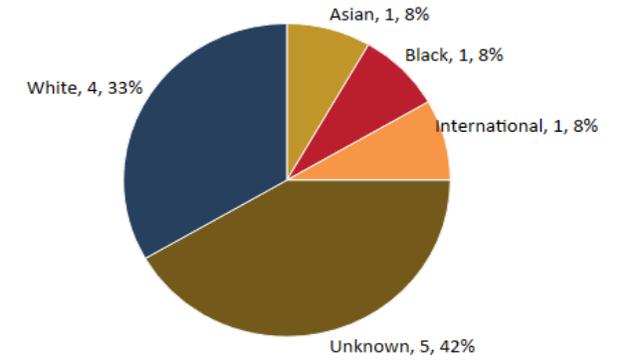
Full-Time Faculty Hires by Race/Ethnicity



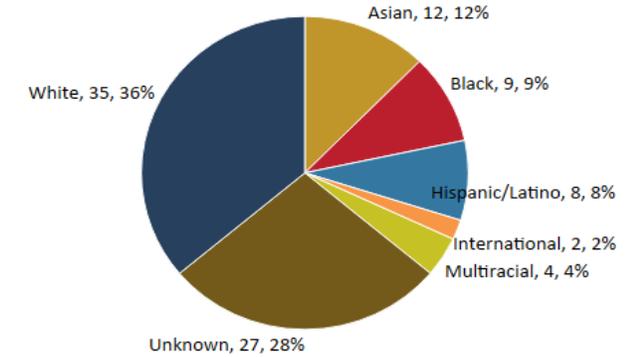
Full-Time Faculty Hires by Gender



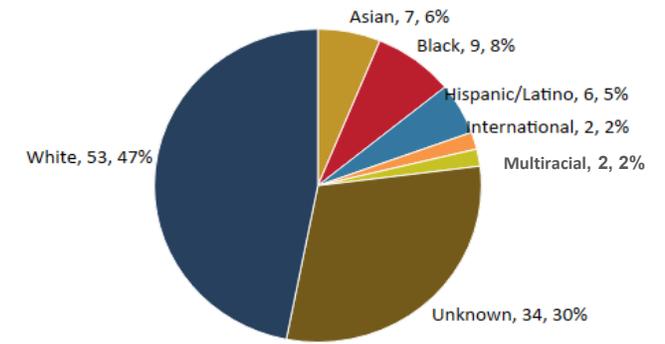
Tenured



Tenure-track/Untenured

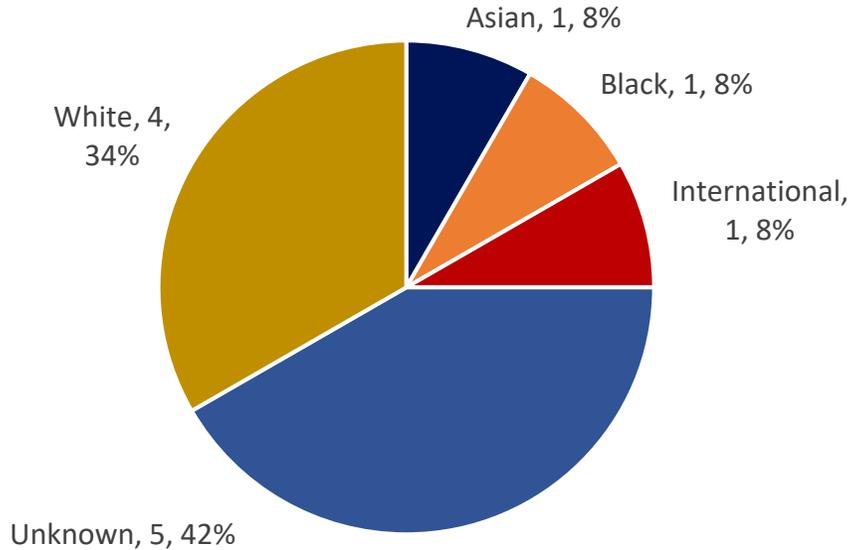


Term (NTT)

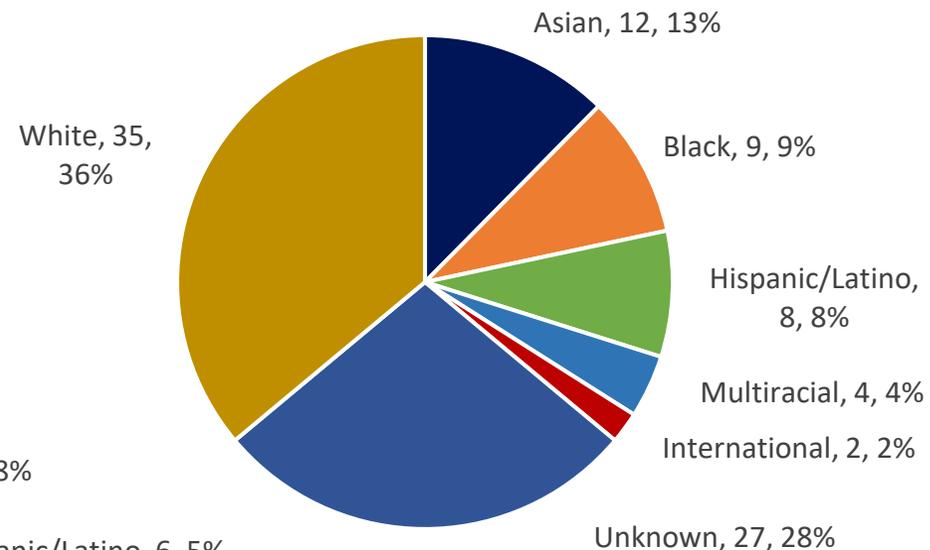


Full-Time Faculty Hires by Race/Ethnicity, Rank, Fall 2021 – Winter 2026

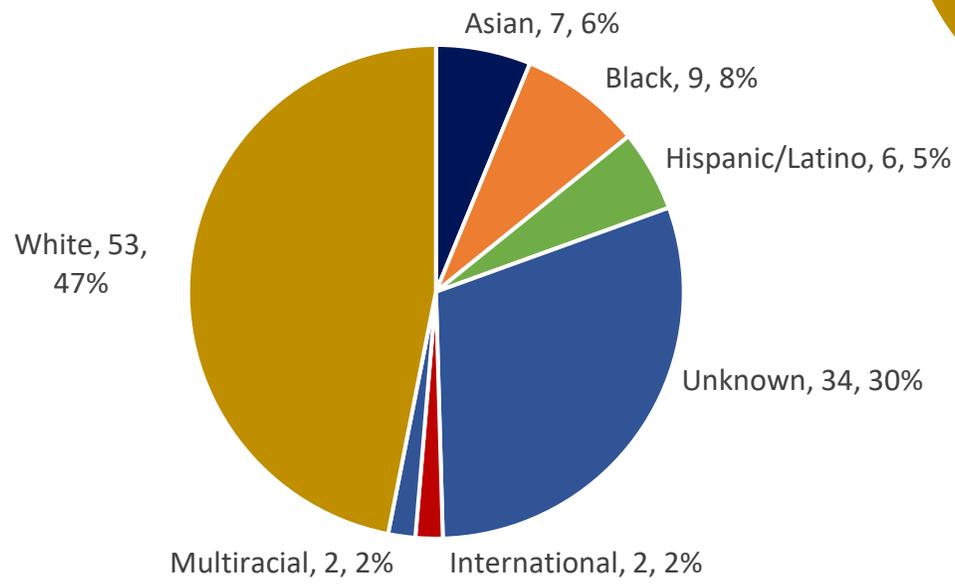
Tenured



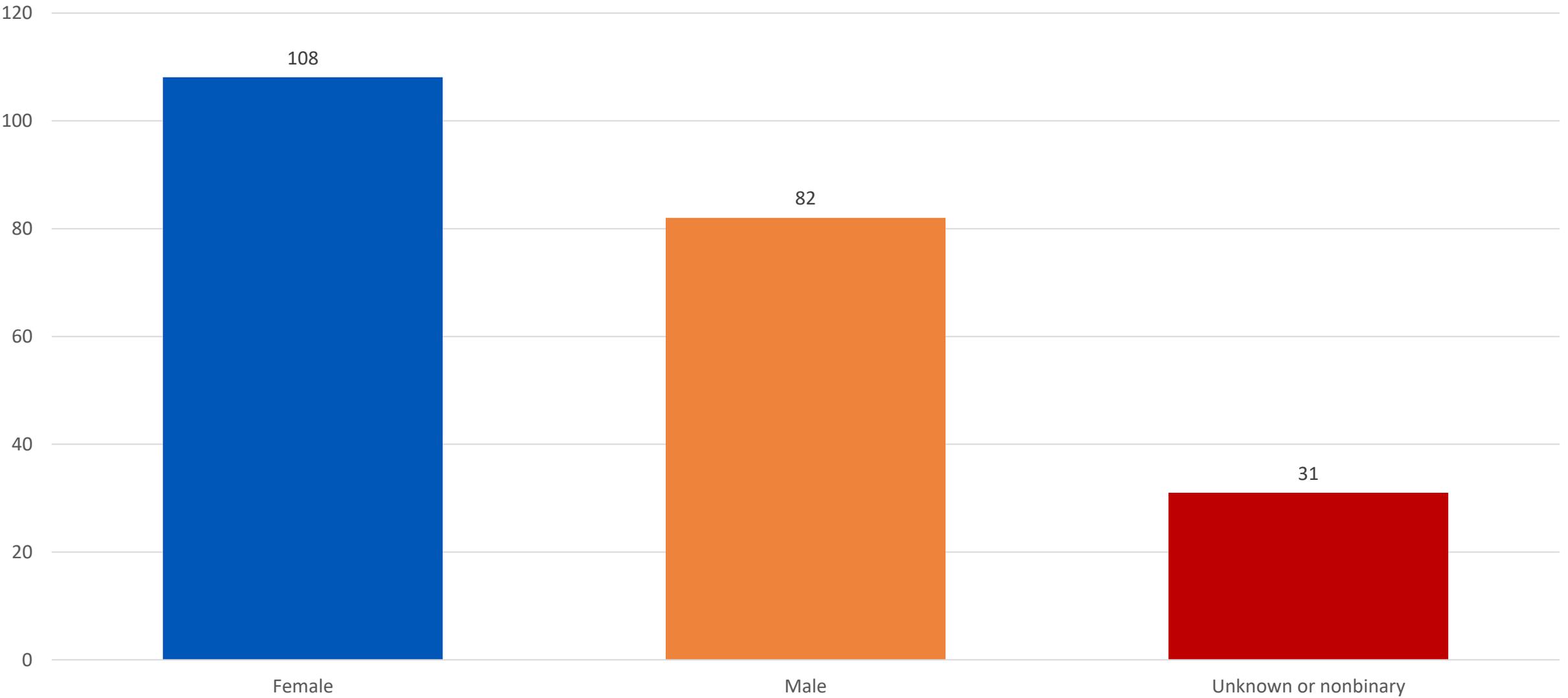
Tenure-Track/Untenured



Term (NTT)



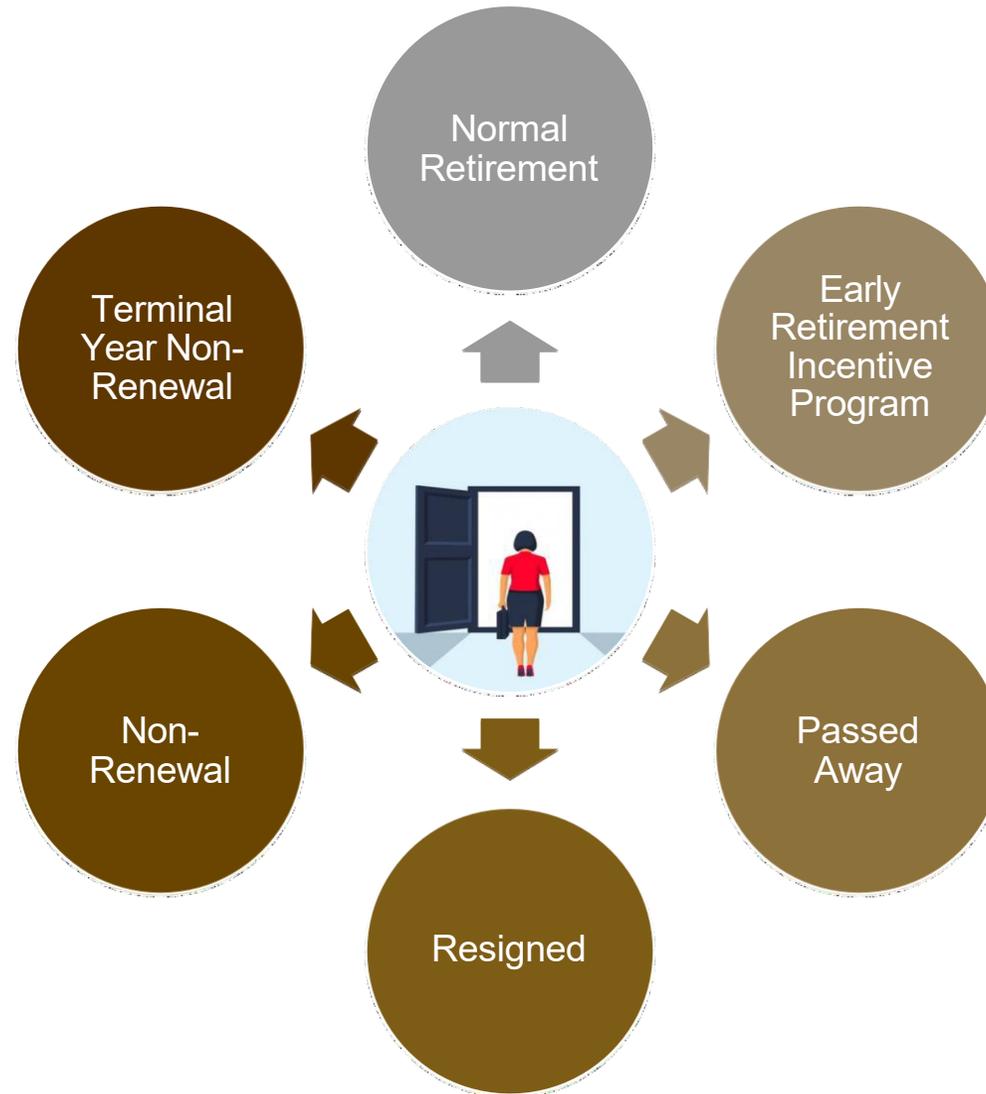
Full-Time Faculty Hires by Gender, Fall 2021 through Winter 2026



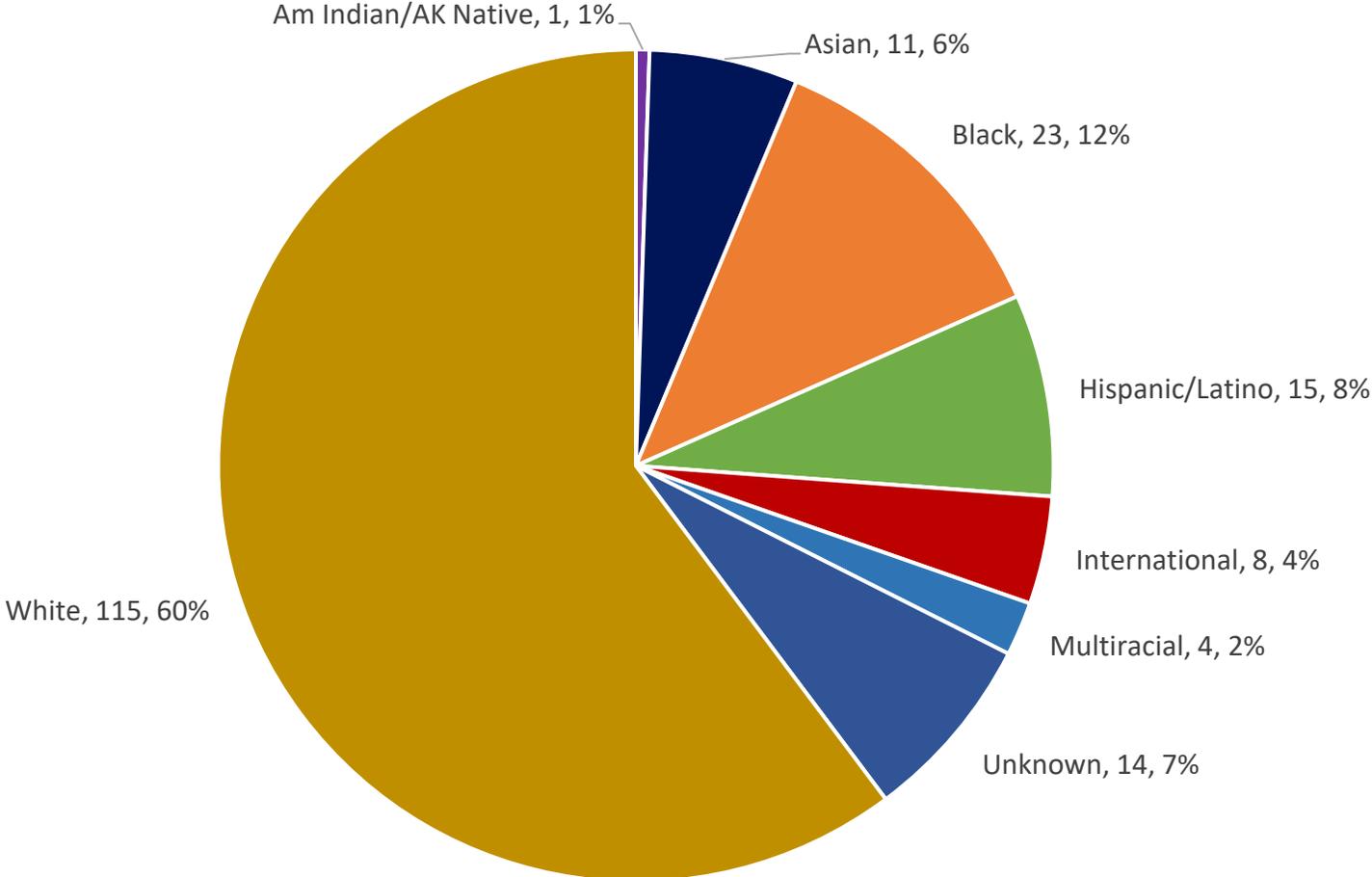


FULL-TIME FACULTY DEPARTURES

DEPARTURE REASONS

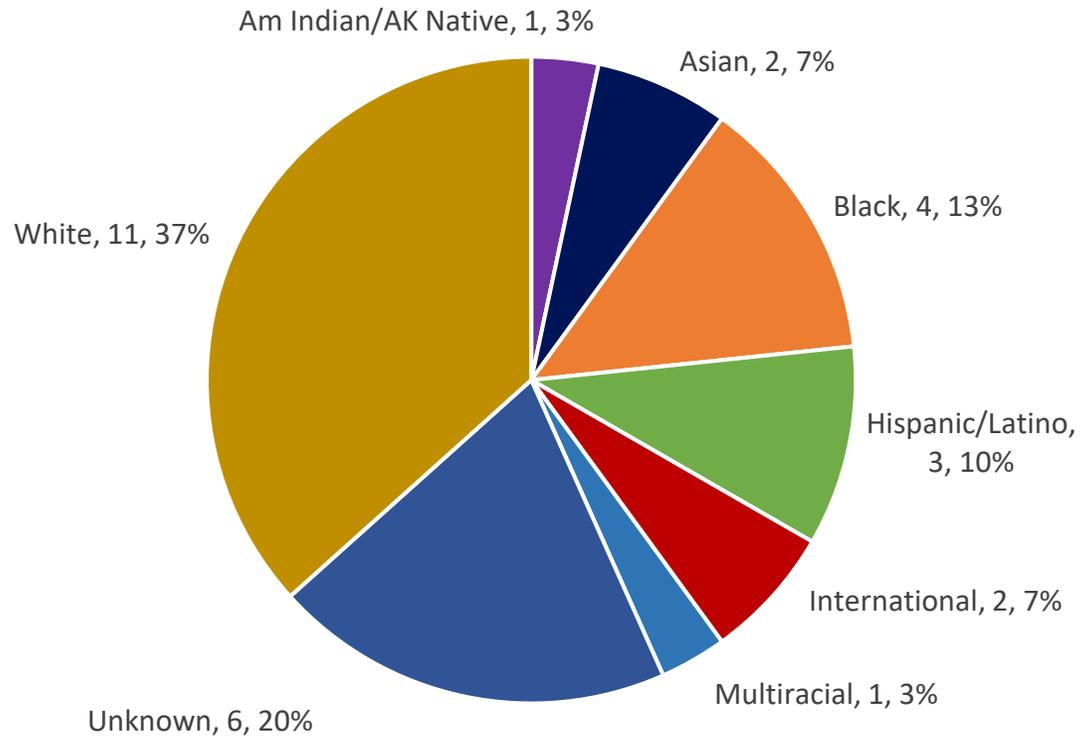


Full-Time Faculty Departures all reasons by Race and Ethnicity, FY 2022-2026

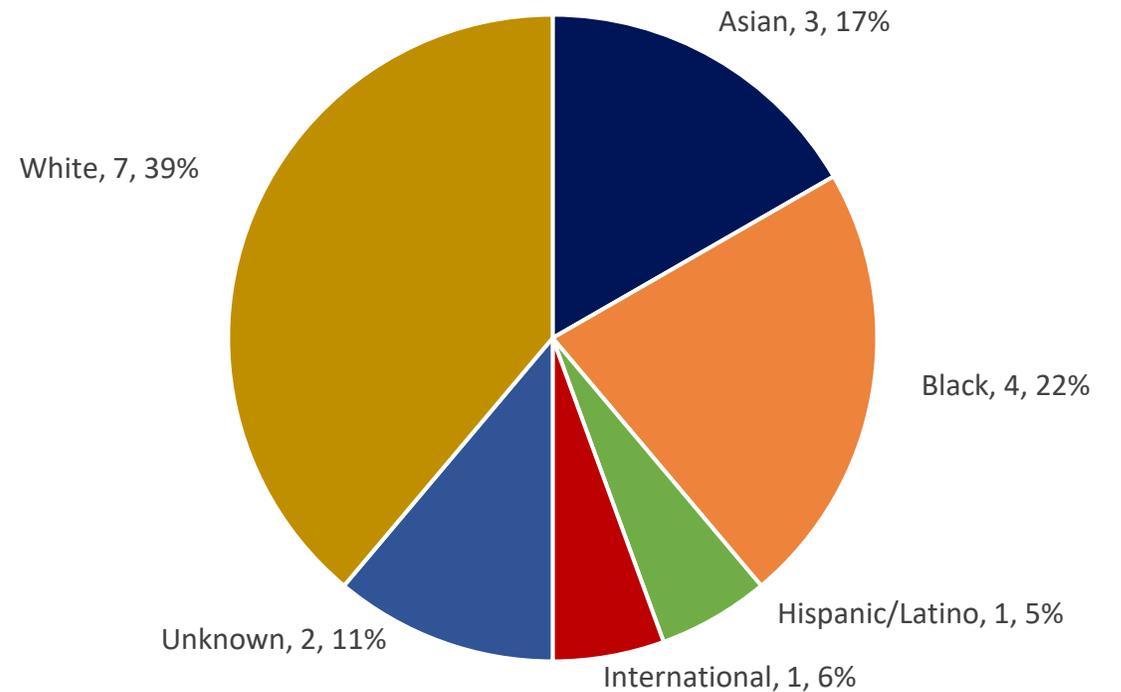


Full-Time Faculty Departures Tenure- Line, Race and Ethnicity, FY 2022-2026

Resignation - T

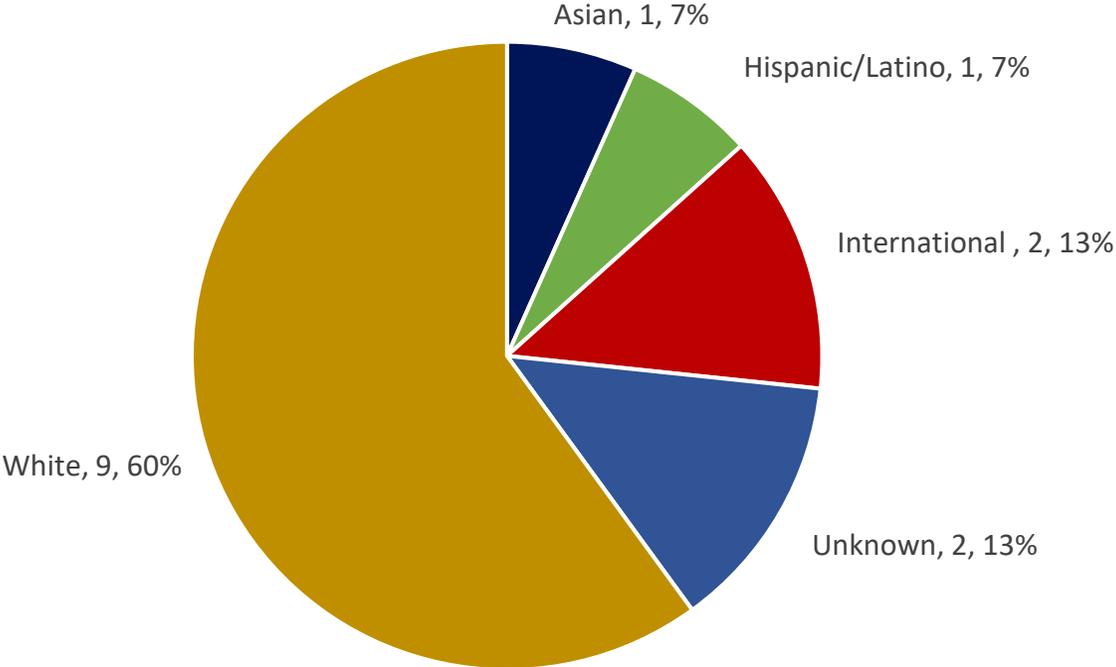


Resignation - TT/UT

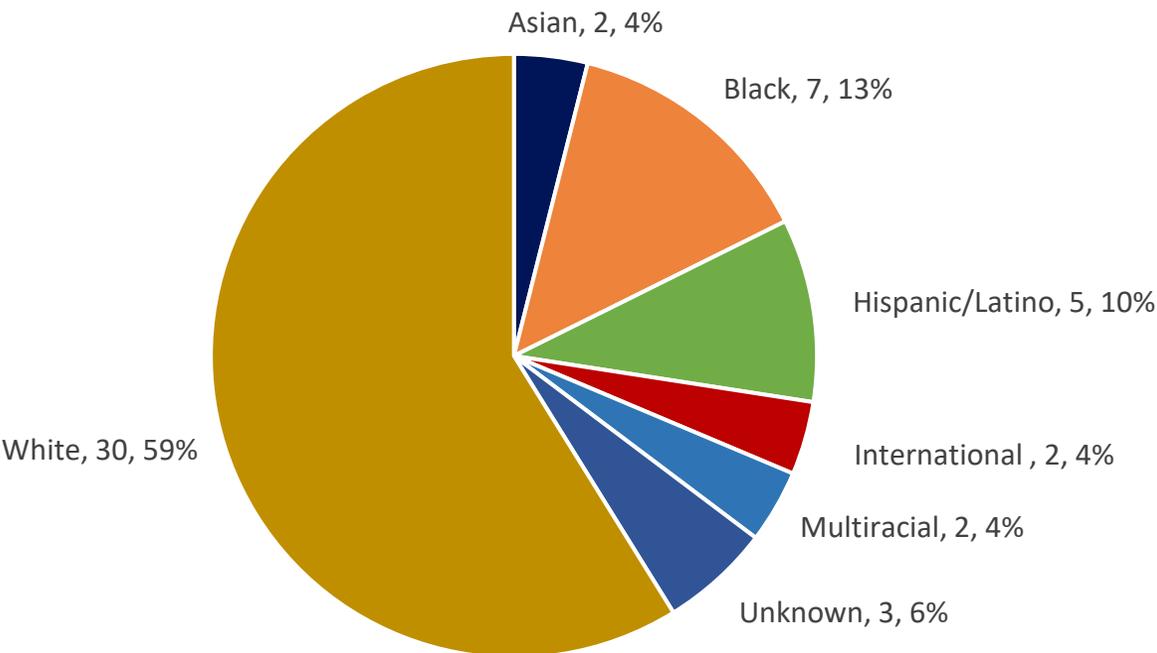


Full-Time Non-Tenure Line Faculty Departures by Race and Ethnicity, FY 2022-2026

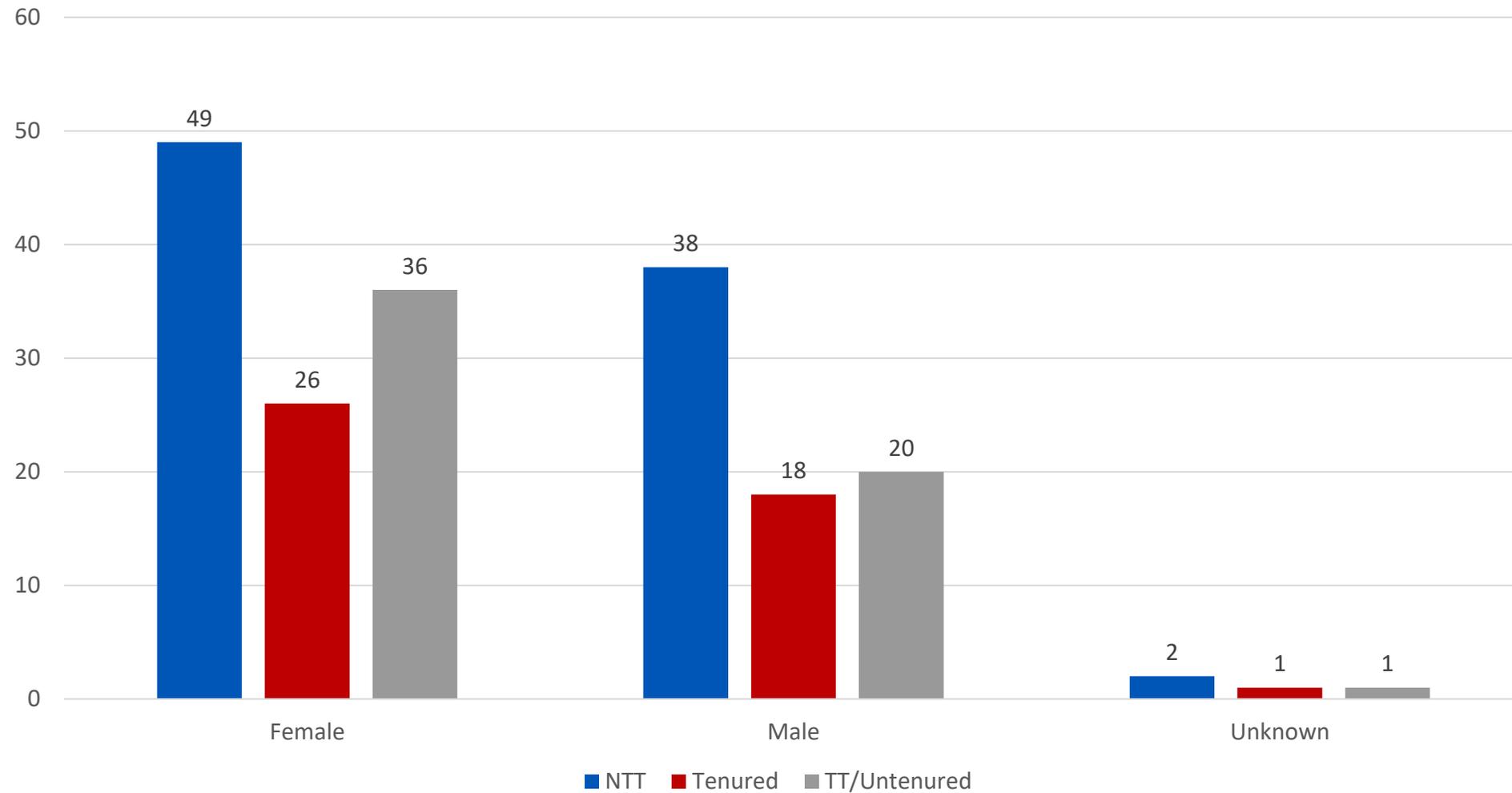
Non-Renewal - NTT



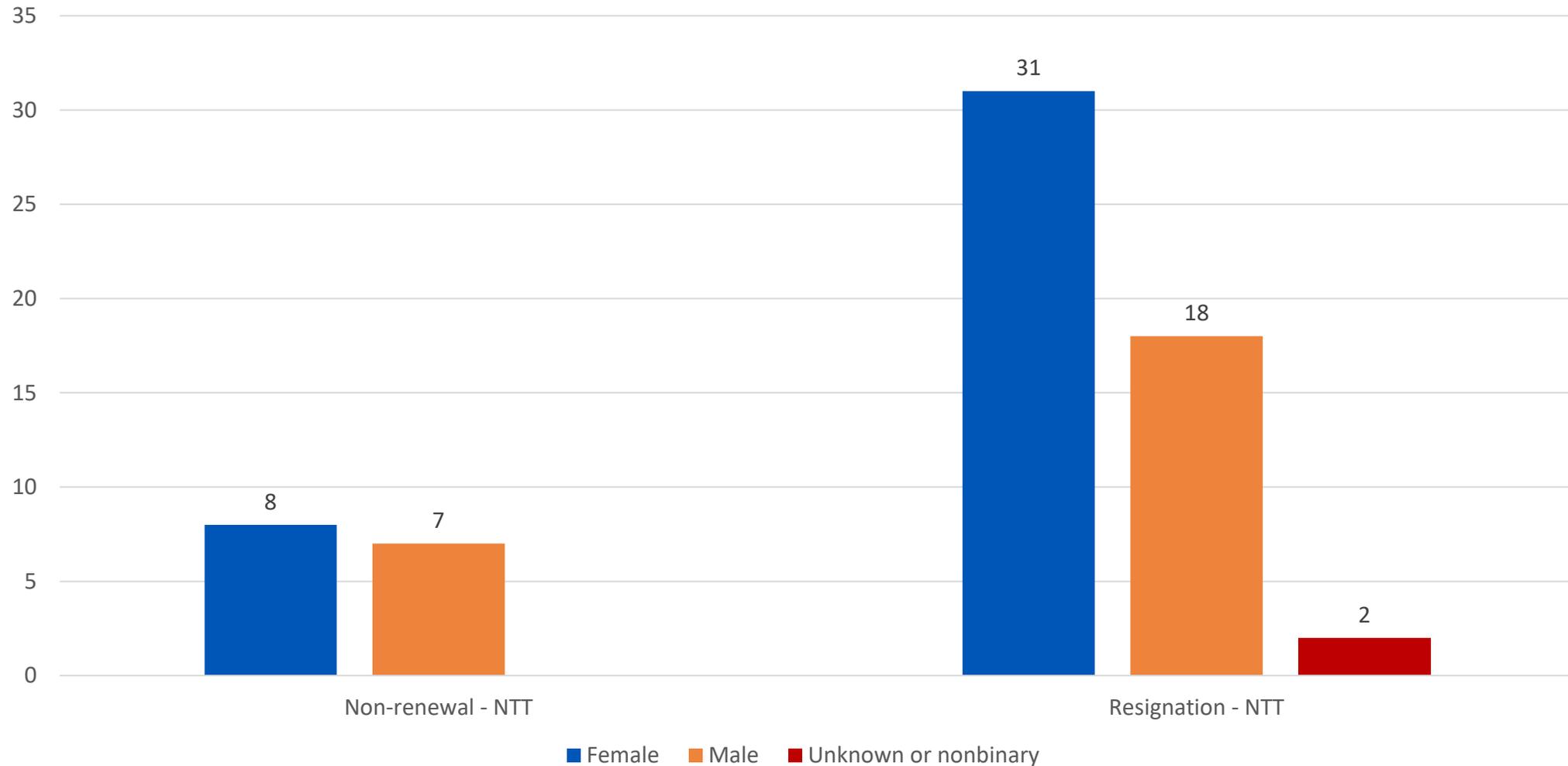
Resignation - NTT



Full-time Faculty Departures, Rank by Gender in FY 2022-2026



Full-Time Non-Tenure Line Faculty Departures by Rank and Gender, FY 2022-2026





FULL-TIME STAFF

Full-Time Staff by Race and Gender Count and Percentage of Total (1,368), Fall 2025

	Male	Female	Unknown	Total
African American	65 (12%)	86 (11%)	3 (4%)	154 (11%)
American Indian/AK Native	0 (0%)	1 (.01%)	0 (0%)	1 (.01%)
Asian	25 (5%)	40 (5%)	5 (7%)	70 (5%)
Hispanic	83 (15%)	126 (17%)	4 (5%)	213 (16%)
Multiracial	18 (3%)	20 (3%)	1 (1%)	39 (3%)
Native HI/Pac Island	1 (.02%)	0 (0%)	0 (0%)	1 (.01%)
U.S. Nonresident	23 (4%)	21 (3%)	0 (0%)	44 (3%)
White	296 (55%)	423 (56%)	22 (29%)	741 (54%)
Unknown	29 (5%)	36 (5%)	40 (53%)	105 (8%)
Total	540 (39%)	753 (55%)	55 (4%)	1,368



OBSERVATIONS AND RECOMMENDATIONS

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 full-time faculty increased, albeit nominally, for Asian, Hispanic, Multi-Race, and Unknown faculty.
4. Female students outnumber male students at all levels (undergraduate, graduate, and professional).
5. The resignation rates for African American faculty are disproportionately higher than their numbers in the population in the "all departures," "TT/UT," and NTT categories, and for both African Americans and Hispanics/Latinos in the "Tenured" category.





OBSERVATIONS

6. While experiencing a modest increase (one person), the number (128) and percentage (14%) of underrepresented full-time faculty of color (Black, Native American, Alaska Native, and Pacific Islander, and Latinx) have been stagnant over time, and their proportion of the total is one percentage point less 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 among NTT and part-time faculty since last year but remains lower 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.
- Continue to improve faculty recruitment efforts by developing discipline-specific sourcing plans and holding search committees accountable 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 and data collection for Diversity, Equity, and Inclusion-related initiatives, i.e., retention and persistence.



APPENDIX

NATIONAL COMPARATORS: 20 SIMILAR PRIVATE INSTITUTIONS

Adelphi University
Baylor University
Chapman University
Drexel University
Duquesne University
Fordham University
Hofstra University
Loyola Marymount University
Loyola University Chicago
Marquette University
Mercer University
Pace University
Seattle University
Seton Hall University
St. John's University-New York
Suffolk University
University of Denver
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 2024 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.

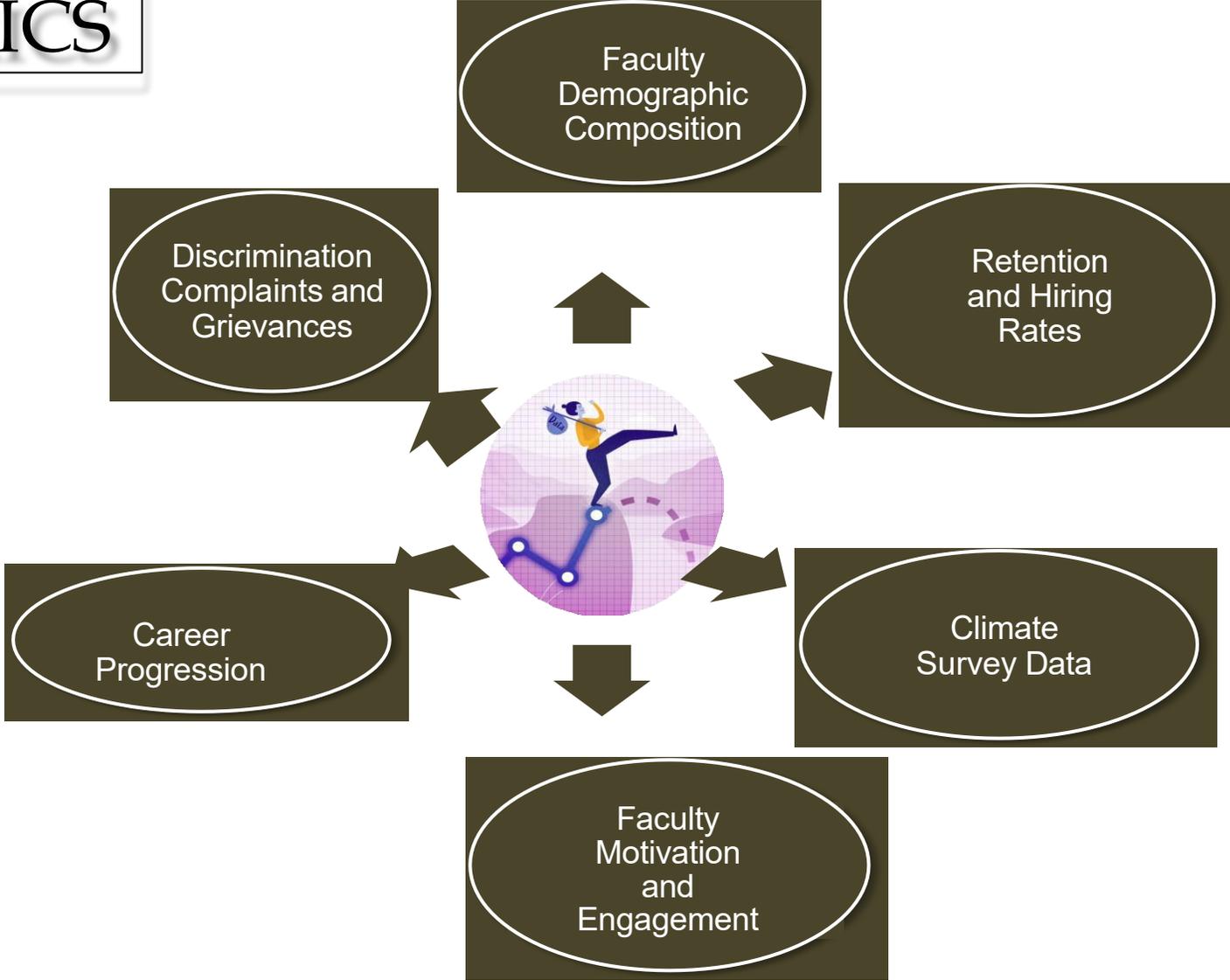
DEFINITIONS

- 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.
 - Underrepresented = African Americans, Latinos, Native Americans, and Native Hawaiian/Pacific Islander.

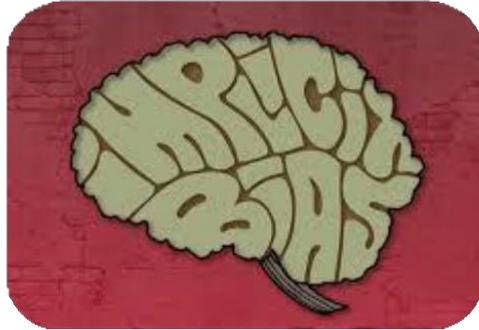
REPORT SOURCES/NOTES

- DePaul Data Sources: Institutional Research & Market Analytics (IRMA) & Tableau
 - Fall 2025 data was captured at the end of October 2025.
 - ‘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.
- 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

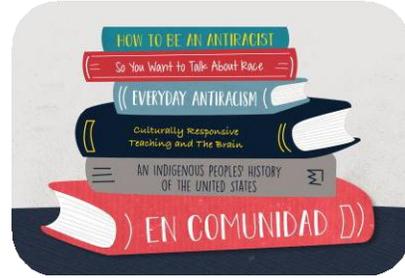


Bias Awareness in Promotion and Tenure Workshop



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.