

Faculty Diversity by Rank

Oklahoma

College Faculty Are Less Diverse at Higher Ranks

While faculty diversity has seen small improvements over the past few decades, there is still a considerable gap in demographic representation between faculty members and students they serve. Additionally, there are differences in faculty diversity based upon faculty rank.

Typically, only professors who progress to higher ranks — associate professor and full professor — are awarded tenure by their institution. Higher education faculty often work toward tenure, which allows for the free exchange of ideas, promotes career stability and strengthens the pursuit of research.

Black and Hispanic scholars remain largely underrepresented at the faculty level. Asian faculty demographics are not listed below because they are not historically underrepresented in the faculty context.

Faculty Types in Oklahoma, by Race/Ethnicity

At Oklahoma’s higher education institutions, Black faculty are more likely than their white peers to have more junior roles, such as assistant professor, instructor or lecturer. When looking at the race and ethnicity of tenured faculty, typically associate or full, a disproportionate number of white faculty have received tenured status compared to their Black and Hispanic peers. Across all institution types listed below, as the academic rank goes up, the representation of white faculty disproportionately rises compared to their Black and Hispanic counterparts.

Public 2-Year and Technical Colleges	SREB Region			Oklahoma		
	Black	Hispanic	White	Black	Hispanic	White
Full Professor	319 8.12%	254 6.46%	2,994 76.2%	14 4.61%	9 2.96%	243 79.93%
Associate Professor	414 11.3%	168 4.59%	2,836 77.42%	7 6.42%	2 1.83%	89 81.65%
Assistant Professor	419 11.75%	264 7.4%	2,626 73.66%	15 8.43%	7 3.93%	129 72.47%
Instructors, Lecturers and Faculty with No Academic Rank	3129 13.84%	1,075 4.76%	17,227 76.2%	9 2.61%	8 2.32%	243 70.43%

(IPEDS, 2021)

Prepared by Andrea Kiely, program specialist. Please contact andrea.kiely@sreb.org with any questions.

Public 4-Year Institutions	SREB Region			Oklahoma		
	Black	Hispanic	White	Black	Hispanic	White
Full Professor	2,352 5.85%	1,881 4.68%	29,070 72.29%	33 2.29%	27 1.88%	1,070 74.31%
Associate Professor	3,022 8.17%	2,174 5.88%	24,670 66.72%	49 4.01%	35 2.87%	862 70.6%
Assistant Professor	3,777 9.64%	2,361 6.03%	22,438 57.28%	64 4.3%	46 3.09%	903 60.6%
Instructors, Lecturers and Faculty with No Academic Rank	3,392 9.38%	3,055 8.45%	18,004 69.49%	59 4.11%	51 3.55%	994 69.17%

(IPEDS, 2021)

Private Not-for-Profit 4-Year Institutions	SREB Region			Oklahoma		
	Black	Hispanic	White	Black	Hispanic	White
Full Professor	822 5.28%	578 3.71%	12,357 79.38%	9 2.8%	3 0.93%	266 82.87%
Associate Professor	1,281 8.86%	719 4.97%	10,356 71.59%	7 2.67%	7 2.67%	205 78.24%
Assistant Professor	2,143 11.42%	1,011 5.39%	11,829 63.04%	15 4.57%	6 1.83%	241 73.48%
Instructors, Lecturers and Faculty with No Academic Rank	1,094 11.5%	739 7.77%	6,428 67.59%	4 4.12%	7 7.22%	74 76.29%

(IPEDS, 2021)

Sources

American Council on Education. (2019). (rep.). *Race and Ethnicity in Higher Education: A Status Report*.

Retrieved from <https://www.equityinhighered.org/wp-content/uploads/2019/02/REHE-Chapter-10-SA.pdf>

Leveling the playing field: Improved tenure and promotion practices lead to a more diverse faculty. Neuronline. (2015).

<https://neuronline.sfn.org/diversity/leveling-the-playing-field-improved-tenure-and-promotion-practices-lead-to-a-more-diverse-faculty>

Redoubling our efforts: How institutions can affect faculty diversity. *Race and Ethnicity in Higher Education*. (2023).

<https://www.equityinhighered.org/resources/ideas-and-insights/redoubling-our-efforts-how-institutions-can-affect-faculty-diversity/>

Taking the measure of faculty diversity. TIAA Institute. (2017). <https://www.tiaa.org/content/dam/tiaa/institute/pdf/full-report/2017-02/taking-the-measure-of-faculty-diversity.pdf>

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), [2021], [Trend Generator]. <https://nces.ed.gov/ipeds/TrendGenerator/app/build-table/5/51?f=6%3D54%3B1%3D2&rid=164&cid=162>