

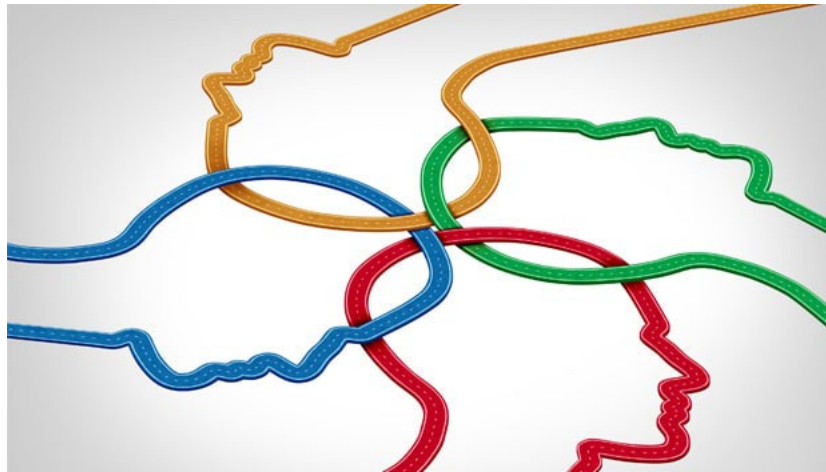
Data: The foundation for improving the excellence and diversity of our nation's college and university faculty

Laura W. Perna, GSE Centennial Presidential Professor of Education
Vice Provost for Faculty, University of Pennsylvania

Paper presented at Federal Committee on Statistical Methodology
(FCSM) Research & Policy Conference

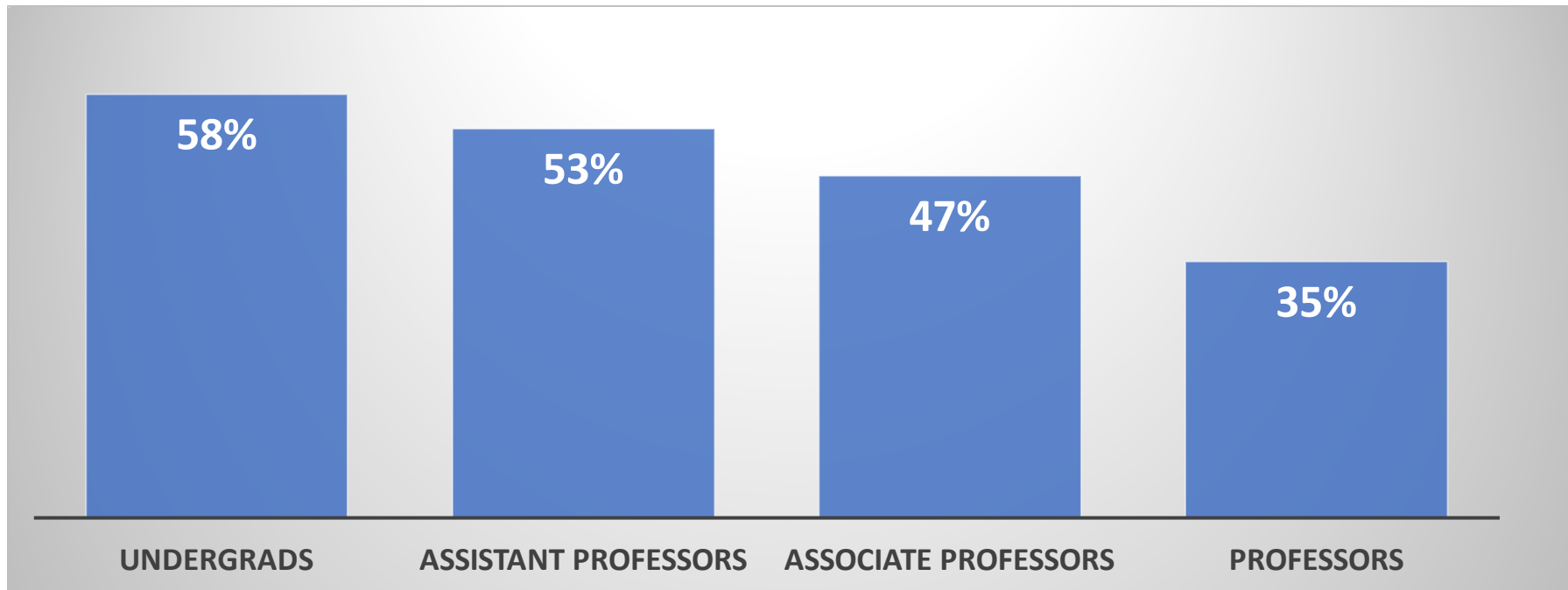
October 26, 2022

**An excellent and diversity
faculty is important to
our colleges and universities,
and our world**

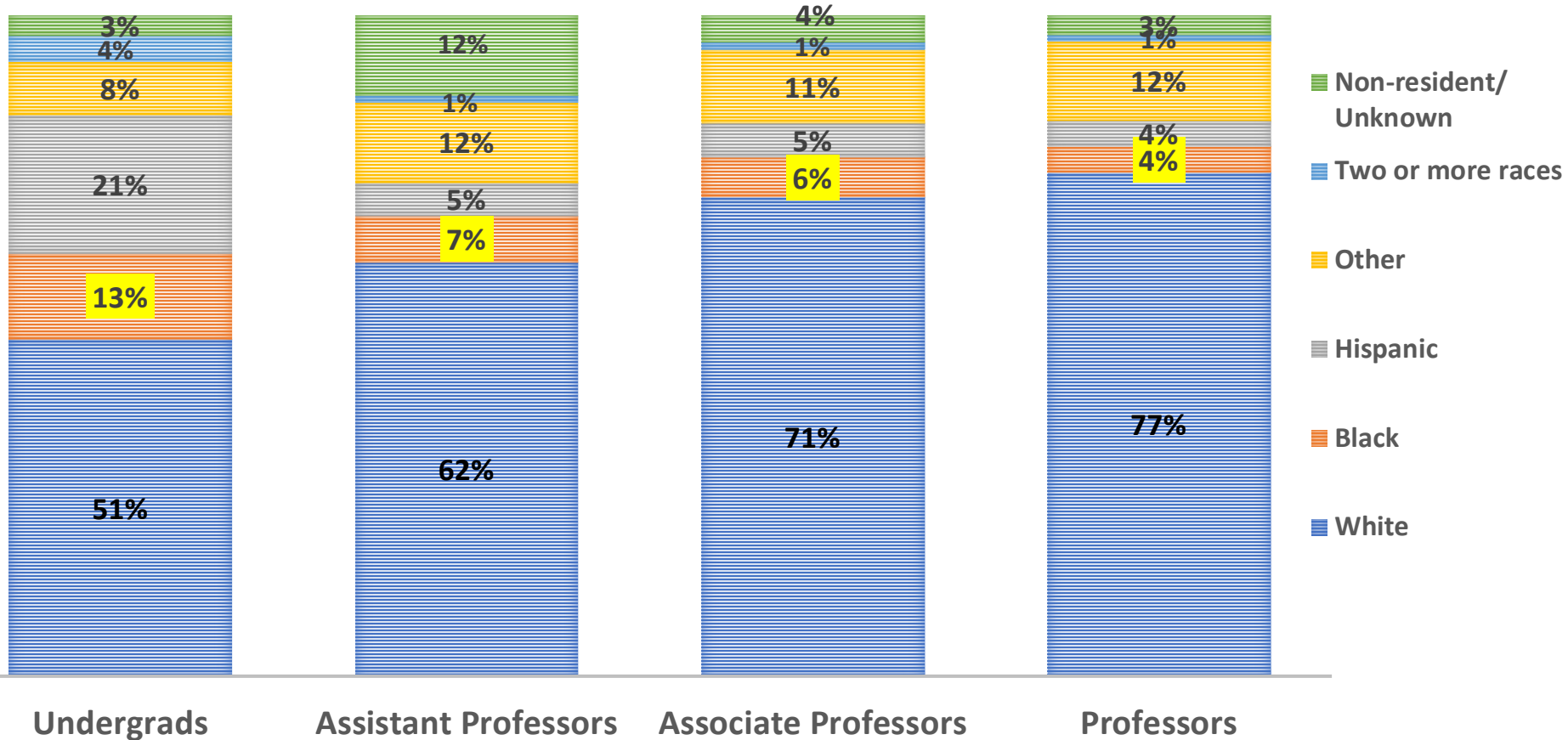


[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

Females are underrepresented among the nation's faculty relative to their representation among students



Blacks and Hispanics are also underrepresented



**To improve faculty diversity, and
maximize the benefits of diversity,
leaders need data**

Using Quantitative Data to Advance Social Justice and Improve Equity

- Differences across groups should be probed
 - How do racism and other bias influence observed patterns?
- Categories are socially constructed
 - There is nothing inherently inferior about members of any group

We Lack Current, Nationally Representative Individual-Level Data

Institutional Data

- Demographic data
- Periodic surveys

National Data

- COACHE
- IPEDS
- NSOPF
(1987, 1992,
1998, 2003)

State Data

- ??

Questions College and University Leaders Need Data to Address

What is the diversity of our faculty?

Is there equity among faculty?

What are the experiences and working conditions of diverse faculty?

What is the diversity of the nation's faculty?

Sexual
orientation

Gender
identity

Race/
ethnicity

US
citizenship

Language
Fluency

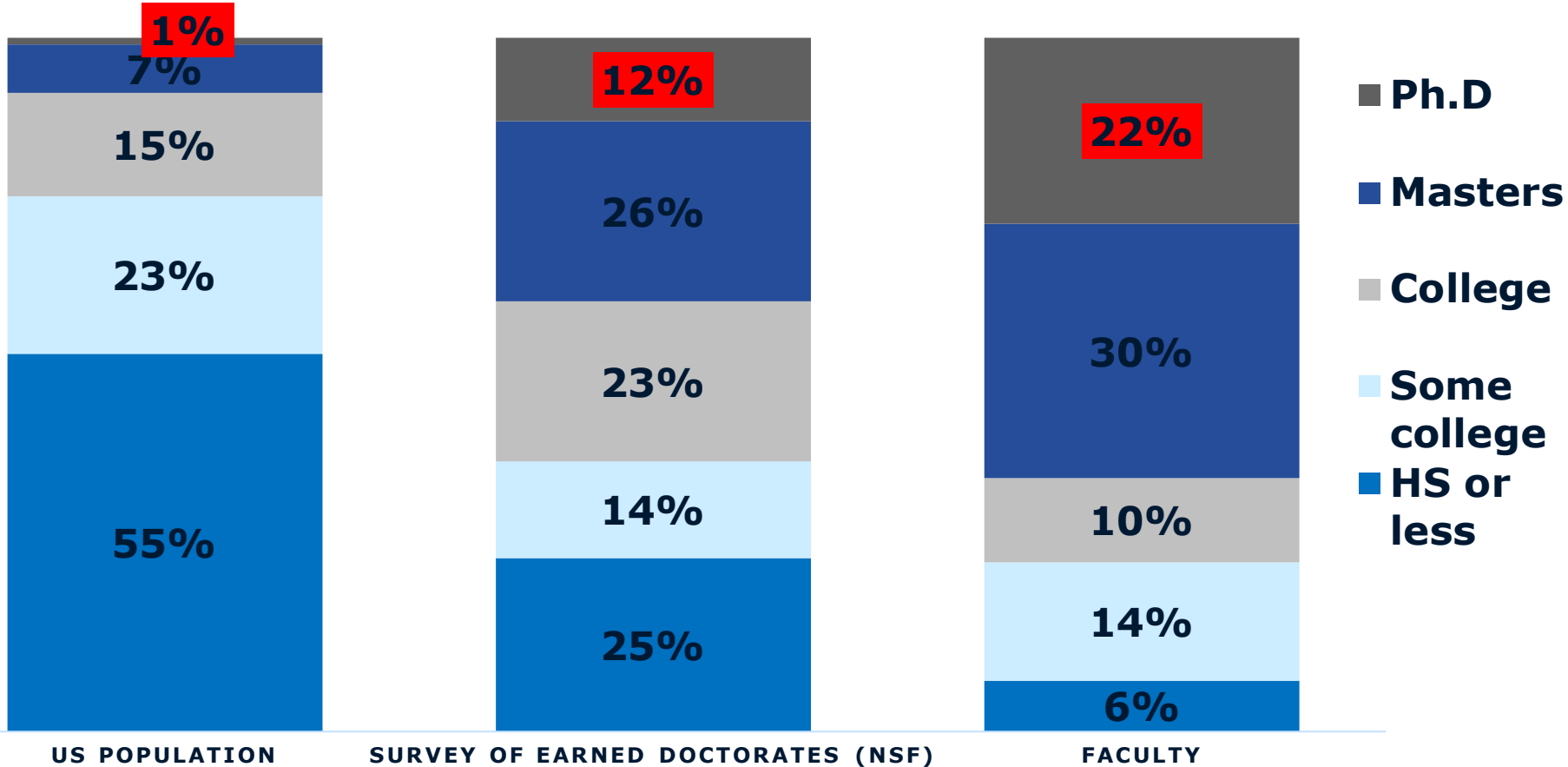
Age

Marital and
parental
status

Disability
status

Parents'
education

Percent of People With At Least One Parent with A PhD



Is there equity in faculty outcomes and measures of success?

NSOPF was used to examine equity in:

- Employment characteristics
- Salaries, rank, and tenure
- Time on teaching and research
- Satisfaction
- Intention to leave the institution
- Academic leadership roles

What are the experiences and working conditions of diverse faculty?

- Time allocations and engagement in “invisible labor”
- Culture and climate of departments, institutions, academic disciplines
- Availability and use of institutional practices and supports (e.g., dual career, wellness, inclusion of DEI measures in tenure)

Nationally-representative, individual-level data are needed to identify:

- Multiple and intersecting identities and background characteristics of faculty;
 - How characteristics, experiences, and measures of success vary across groups;
 - How variation may reflect environments in which faculty work (e.g., discipline) and characteristics of employment (e.g., track);
 - How racism, sexism, and other bias contributes to observed differences;
 - Supports and resources that can help diverse faculty thrive.
-