BRANDOLYN E. JONES & JOHN R. SLATE

DIFFERENCES IN BLACK FACULTY RANK IN 4-YEAR TEXAS PUBLIC UNIVERSITIES: A MULTI-YEAR ANALYSIS

The academy "had very few Negro teachers only one Negro trustee. The policy of the school was determined altogether by others without giving the Negro credit for having a thought on Education."— Carter G. Woodson, 1933, p. 88

Eighty decades have passed since Dr. Carter Godwin Woodson—father of Black History and founder of the *Journal of Negro History* in 1916 (Durden, 1998), pinned his above concerns regarding the glaring absence of Black faculty and administrators working in American institutions of higher education (Woodson, 1933). Similarly to the activism of Dr. Woodson during the 19th century, several scholars of the 21st century (Bible, Joyner, & Slate, 2011; Cartwright, Washington, & McConnell, 2009; Frazier, 2011; Hooker & Johnson, 2011; Stewart, 2012) are persistent in their call for equality among the ranks of the professoriate for faculty of color and their White counterparts in the academy.

Despite the espoused efforts of many universities to increase student and faculty diversity, these efforts range from sluggish to nonexistent (Bible et al., 2011; Cartwright et al., 2009; Flowers & Jones, 2003; Fraizer, 2011; Stewart, 2012; West, 1993). For example, in Texas, postsecondary enrollment of Hispanic and Black students has increased by 50% since 2000 (Texas Higher Education Coordinating Board, 2013b). Unfortunately, for faculty of color, particularly Black faculty members, the rate of ethnic diversification in many Texas universities does not resemble the rate of Black college student enrollment (Bible et al., 2011; THECB, 2013a).

In the United States, membership among the faculty ranks of higher education continues to be a White male dominated market (Edwards, Beverly, & Alexander-Snow, 2011; National Center for Education Statistics, 2011; THECB, 2013a). For many Americans working in and outside of American universities and specifically for Black Americans, the Civil Rights Act of 1964 might have been perceived as the remedy for racial segregation, and discrimination in the workplace (Cartwright et al., 2009). However, with the passing of each academic year, racial apartheid among faculty of color and their White counterparts remains (Bible et al., 2011; Flowers & Jones 2003).

Statement of the Problem

Ethnic parity among faculty ranks in the professoriate at predominantly White institutions has not been reached (Bible et al., 2011; Perna, Gerald, Baum, & Milem, 2007; Stewart, 2012). Black faculty members as well other underrepresented groups do not successfully enter or advance through the professoriate at a rate comparable to that of White faculty members (Frazier, 2011; Herbert, 2012; National Center for Education Statistics, 2011; Stewart, 2012; THECB, 2013a). Additionally, the rate of Black faculty recruitment and retention on campus and universities is significantly disproportionate to that of Black student enrollment (Massachusetts Institute of Technology, 2013; Smith, 2004; THEB, 2013). Proclaimed faculty diversity efforts and initiatives of predominantly White institutions of higher do not mirror their faculty ethnic and racial membership (Smith, 2004; Trenerry & Paradies, 2012).

Significance of the Study

Several scholars (Bible et al., 2011; Ellis, 2001; Fraizer, 2011) have noted the importance of the need for Black professors in the academy to serve as mentors and role models to students of color who pursue postsecondary studies. Knowing that Black faculty can positively influence the college experiences for Black students as well as other students of color signifies the need for an examination of the current presence of Black faculty in the academy. In light of the benefits of having a multiethnic faculty, educational leaders, endowed with the legitimate power and responsibility (Hodgkinson, 2008) to ensure all students receive an appropriate education in a democratic system (Jenlink, 2009), must approach the issue of faculty diversification purposefully and expeditiously.

Purpose of the Study

Although numerous higher education institutions in the United States have expressed their commitment or desire to achieve a more diversified faculty base, equitable representation for faculty of color—particularly for Black faculty remain a cause for concern (Bible et al., 2011; Kaiser et al., 2013; Smith, 2004). For example, of the 15,247 faculty members (i.e., Assistant, Associate, and Full Professors) employed by Texas public 4-year universities in 2011, only 5.30% (n = 809) were Black (THECB, 2013a). To determine, if over time, faculty diversification goals in the academy are effectively targeting the need for ethnic parity among faculty ranks a multi-year statistical analysis was warranted. Therefore, the purpose of this study was to determine the extent to which Black faculty members employed at public 4-year universities in Texas had changed from 2005 through the 2011 academic year.

Definition of Terms

For the purposes of this research investigation, the following definitions are used as defined by THECB (2012): (a) *faculty*, "people hired to teach classes at institutions of higher education or whose specific assignments are for the purpose of conducting instruction, research, or public service as a principal activity (or activities) and who may hold academic rank titles of professor, associate professor, assistant professor, instructor, other faculty or the equivalent of any of these academic ranks" (p. 30); (b) "*Assistant Professor,* "a faculty member of an institution of higher education who ranks above an instructor and below an associate professor and who is tenured or is on a tenure track" (p. 5); (c) *Associate Professor*, "a faculty member of an institution of higher education who ranks above an assistant professor and below a professor and who is tenured or is on a tenure track" (p. 5); (d) *[Full] Professor*, "a faculty member of an institution of higher education who has the highest academic rank and who is tenured or is on-tenure track" (p. 49); (d) *Black,* "the race of a person having origins in any of the black racial groups of Africa" (p. 8); and (e) White is "a race of a person having origins in any of the original peoples of Europe, the Middle East or North Africa" (p. 68).

Research Questions

The following research questions were addressed in this investigation: (a) What are the numbers and percentages of Black Assistant Professor faculty members at Texas 4-year public universities from the 2005 through the 2011 academic year?; (b) What is the difference in the percentages of Black Assistant Professor faculty members at Texas 4-year public universities between the 2005 and the 2011 academic year?; (c) What are the numbers and percentages of Black Associate Professor faculty members at Texas 4-year public universities from 2005 through the 2011 academic year?; (d) What is the difference in the percentages of Black Associate Professor faculty members at Texas 4-year public universities between the 2005 and the 2011 academic year?; (e) What are the numbers and percentages of Black Full Professor faculty members at Texas 4-year public universities from the 2005 through the 2011 academic year?; and (f) What is the difference in the percentages of Black Full Professor faculty members at Texas 4-year public universities between 2005 and the 2011 academic year?

Method

A nonexperimental quantitative research design was employed for this study. Study participants included 38 4-year public universities for which archival data were accessible at the THECB accountability system website (http:www.txhighereddata.org/Interactive/Accountability/). To verify the accuracy of the numbers reported by each university audits are conducted by THECB.

Instrumentation and Procedures

First, from the THECB website, the number of Black Assistant Professors, Black Associate Professors, and Black Full Professors at each 4-year public university in Texas for the 2005 through the 2011 academic years were downloaded. Next, the total number of Assistant Professors, the total number of Associate Professors, and the total number of Full Professors at each 4-year public university in Texas for the 2005 through the 2011 academic years were downloaded. These files were downloaded as *Excel* files and then converted into *Statistical Package for the Social Sciences* (SPSS) datafiles where the percentages of Black faculty at each rank over the course of six academic years were then calculated.

Results

With respect to research question one, descriptive statistics were calculated for the Texas Universities in this study and are depicted in Table 1 and Table 2. Prior to calculating inferential statistics to determine whether differences were present between the two variables delineated in research questions two, checks were conducted to determine the extent to which the data were normally distributed. Regarding research question two, of the standardized skewness coefficients (i.e., the skewness value divided by its standard error), and the standardized kurtosis coefficients (i.e., the kurtosis value divided by its standard error), serious departures from the normal range, +/-3 (Onwuegbuzie & Daniel, 2002) were revealed. Accordingly, a nonparametric Wilcoxon's dependent samples *t*-test (Huck, 2007) was conducted on the data due to the data being outside of the range of normality.

Table 1. *Descriptive Statistics for Numbers of Black Assistant Professor Faculty Members From the 2005 Through the 2011 Academic Year*

Academic Year	*n* of universities	*Mdn*	*M*	*SD*
2005	35	4.00	6.20	8.34
2006	35	4.00	6.91	8.94
2007	35	4.00	7.60	11.99
2008	35	3.00	8.11	11.86
2009	38	4.00	7.13	10.38
2010	38	4.00	7.95	11.71
2011	38	4.00	7.66	12.18

Table 2 . *Descriptive Statistics for Percentages of Black Assistant Professor Faculty Members From the 2005 Through the 2011 Academic Year*

Academic Year	*n* of universities	*Mdn*	*M*	*SD*
2005	35	3.13	5.89	12.07
2006	35	3.66	6.30	11.86
2007	35	3.11	6.17	11.59
2008	35	3.33	6.87	11.89
2009	37	3.56	6.25	11.13
2010	38	4.09	7.00	13.27
2011	38	4.06	7.20	13.64

A statistically significant difference was revealed between the percent of Black Assistant Professors in 2005 and their percent in 2011 at Texas 4-year universities, $z = 2.79$, $p = .005$. The effect size, Cohen's *d*, of 0.15 was trivial (Cohen, 1988). A higher percentage of Black Assistant Professors was employed at Texas public 4-year universities in 2011 (7.82%) than in 2005 (5.89%).

With respect to research question three, descriptive statistics were calculated for the Texas universities in this study and are depicted in Table 3 and Table 4. In terms of research question four, of the four standardized coefficient values, all were outside of the normal distribution range of, +/-3 (Onwuegbuzie & Daniel, 2002). Accordingly, a nonparametric Wilcoxon's dependent samples *t*-test (Huck, 2007) was calculated. A statistically significant difference was not revealed between the percent of Black Associate Professors in 2005 and their percent in 2011 at Texas 4-year universities, $z = 0.29$, $p = .769$.

Table 3
Descriptive Statistics for Numbers of Black Associate Professor Faculty Members from the 2005 through the 2011 Academic Year

Academic Year	*n* of universities	*Mdn*	*M*	*SD*
2005	35	3.00	6.49	11.77
2006	35	2.00	6.77	11.94
2007	35	3.00	7.23	12.66
2008	35	3.00	7.37	12.33
2009	38	2.00	7.03	12.21
2010	38	2.00	7.21	13.11
2011	38	3.00	7.68	14.22

Table 4. *Descriptive Statistics for Percentages of Black Associate Professor Faculty Members from the 2005 through the 2011 Academic Year*

Academic Year	*n* of universities	*Mdn*	*M*	*SD*
2005	35	2.31	6.30	15.79
2006	35	2.50	6.43	15.77
2007	35	2.70	6.17	14.89
2008	35	3.39	6.10	13.79
2009	38	2.41	5.71	13.62
2010	38	3.33	5.90	12.66
2011	38	2.88	6.76	13.86

Descriptive statistics for question five are depicted in Table 5 and Table 6. For question six, of the four standardized coefficient values, all were outside of the normal distribution range of, +/-3 (Onwuegbuzie & Daniel, 2002). Accordingly, a nonparametric Wilcoxon's dependent samples *t*-test (Huck, 2007) was conducted. A statistically significant difference was not yielded between the percent of Black Full Professors in 2005 and their percent in 2011 at Texas 4-year universities, $z = 1.71$, $p = .088$.

Table 5. *Descriptive Statistics for Numbers of Black Full Professor Faculty Members from the 2005 Through the 2011 Academic Year*

Academic Year	*n* of universities	*Mdn*	*M*	*SD*
2005	35	1.00	4.77	10.93
2006	35	1.00	5.00	11.01
2007	35	1.00	5.00	10.30
2008	35	1.00	5.31	10.73
2009	38	1.00	5.03	10.72
2010	38	1.50	5.89	13.78
2011	38	1.50	5.95	14.17

Table 6. *Descriptive Statistics for Percentages of Black Full Professor Faculty Members from the 2005 Through the 2011 Academic Year*

Academic Year	*n* of universities	*Mdn*	*M*	*SD*
2005	35	1.12	5.18	15.09
2006	35	1.06	5.30	15.39
2007	35	1.49	5.21	14.70
2008	35	1.71	5.38	15.26
2009	38	1.41	4.97	14.92
2010	38	1.38	5.31	14.81
2011	38	1.12	5.21	14.27

Discussion

Postsecondary educational attainment is often referred to as the great equalizer between a historically subjugated citizenry (e.g., Black Americans) and a ruling class (e.g., White Americans). Lin (2001) ascribed education to be individuals' major source of investment "because it is individuals' major asset in the labor market, resulting in their entering better firms [or institutions] and receiving higher wages" thereby increasing their level of social capital (p. 14). Of the 120,708 degrees awarded in the state of Texas in 2011, 9.53% (*n* = 11,510) were awarded to Black students and 51.14% (*n* =61,733) were awarded to White students (THECB, 2013). For the Black community, such a deficit in educational attainment perpetuates an imbalance of power and capital in the academic pipeline.

In this particular study a statistically significant increase was revealed in the percentage of Black faculty at the Assistant Professor rank between the 2005 and 2011 academic years. This increase, however, was trivial with a Cohen's *d* of 0.15. Of interest, however, is that statistically significant differences were not yielded at the rank of Associate Professor or at Full Professor between the 2005 and 2011 academic years. These results therefore demand the attention of all higher educational decision-makers and policymakers leading and representing 4-year public universities in Texas. Although, colleges and universities around the world deny the interplay of racism and discrimination contributing to a disproportionate representation of Black faculty and their White counterpart, Samuel (2005) revealed that "racism is strongly present and manifests itself through racist social interactions, discriminatory faculty-student relationships, a Eurocentric curriculum, and power differentials between majority and minority groups" (p. 6).

Given the societal benefits of an educated citizenry and research documenting the benefits of having faculty of color to enrich the educational experiences of students of color, educational policymakers in America must supplant passive faculty diversity initiatives with more proactive results-oriented platforms (Ellis, 2001; Gardner, 2008; Hayne, 2009; Kaiser et al., 2012). Particularly for Black students who pursue postsecondary education, scholars have suggested that a gross disparity existing between Black students and their White counterparts might be minimized with the purposeful recruitment of Black faculty members to not only help serve as mentors and role models for students of color but to also add to the body of scholarly works (bell hooks, 1989; Ellis, 2001; Griffin, 2012; Hooker & Johnson, 2011; West,

1993). Readers are directed to Table 7 for a summary of practices and policy implications for increased levels of faculty diversification in postsecondary institutions in the United States.

Table 7. *Summary of Practice and Policy Implications for Increased Faculty Diversity in Postsecondary Institutions in the United States*

Author (s)	Year of Publication	Summary of Implications
Thompson & Dey	1989	University officials must develop and enforce policies that promote fairness for all employees especially for underrepresented groups who are often marginalized in a culture that his heavily influenced by White male ideology.
Flowers & Jones	2003	The number of Black male faculty members show slow progress compared to their White counterparts; post-secondary institutions need to purposively design programs to support Black faculty members achieve tenure and promotion, thereby adding to the number of role models for Black male and female students.
Smith	2004	Black faculty working in predominately White institutions experience negative socialization experiences due to racial battle fatigue Campus administrators must be cognizant of extraneous stressors of faculty of color and strongly encourage collegial and procedural practices that are inclusive of these faculty members.
Cartwright et al.	2009	Leaders in the higher education community should be aware of racial microaggression behavior inflicted upon faculty of color. Trainings and workshops geared to identify racial microaggressive behaviors and how they add to the imbalance of institutional power structure would be proactive measure taken by university officials.
Bible et al.	2011	Colleges and universities must stay abreast of their growing diverse student population and design faculty recruitment and retention policies that are reflective of the needs of their current and potential students.
Edwards et al.	2011	As departmental heads and senior faculty establish tenure and promotion policies, careful attention should be paid to the amount of service given in the form of mentoring students of color provided by their Black female faculty
Fraizer	2011	Black male and female faculty members tend to experience academic workplace bullying in the form isolation, lack of mentorship, and devaluation of their scholarly contributions. Postsecondary polices should reflect a zero tolerance for academic workplace bullying.
Hooker & Johnson	2011	Diversity initiatives and policies should reflect the degree of "institutional fit" or compatibility it could offer Black faculty members as well as other faculty of color.
Kaiser et al.	2012	Structures created in the name of diversity can create the illusion of a fair and inclusiveness work environment when in actuality employment inequities are unrestrained. Organizational leaders cannot become complacent in their efforts to create equity and diversity in the workplace.
Trenerry & Paradies	2012	Organizational leadership teams must verify the validity of instruments used to assess levels of diversity and fairness in the workplace.
Brosch, Bar-David, & Phelps,	2013	Depending on the level of one's implicit negative attitudes towards race, racial bias—stemming from brain impulses, can begin as soon as a facial image of another race has been viewed. Leaders should participate in and provide training focused on how internal biases towards diverse ethnic groups can be overcome in the workplace.

Consistent with the body of research, many predominantly White institutions in America reflect a hegemonic organizational climate that is dominated by the presence of Whiteness and White ideologies (bell hooks, 1989; Haynes, 2009; Stewart, 2012; West, 1993). Espoused diversity has become commonplace in many of American higher educational institutions (Fullan, 2001). Haynes (2009), reflecting on her experiences in predominantly White institutions as a Black student and faculty member, asked a quintessential question, "how is it possible to have inclusion when racialized women [and men] continue to be absent from discussions?" (p. 109). In any case, statements of desired equity and diversity are meaningless without evidence of proactive strategies and viable policies specifically designed to expedite the physical existence of a diverse faculty in the academy (i.e., Table 7) (Bustamante & Nelson, 2007; Smith, 2004; Trenerry & Paradies 2012).

Implications for Future Research

Based on the findings in this study, more progress is needed to attain equity for Blacks among the faculty ranks at 4-year public universities in Texas. This study was delimited to Black faculty members who were employed by public 4-year universities in Texas from the 2005 academic year to 2011academic year. For these reasons, future research is needed to evaluate faculty equity in other types of institutions such as— community colleges, private institutions, and technical colleges across other states or regions in the United States and among other underrepresented groups to obtain a comprehensive homeland status of postsecondary institutional efforts to diversify faculty membership.

Second, several scholars (bell hooks, 1989; Collins, 2002; Edwards et al., 2011; Herbert, 2012; Stewart, 2012) have suggested that Black faculty members report feelings of alienation, tokenism, and other forms of negative socialization experiences in predominately White institutions; however, few scholars identify coping strategies utilized by Black faculty members to succeed in predominantly White institutions. Therefore, a qualitative study should be conducted to obtain a holistic view of the experiences of Black faculty in the academy whereby coping strategies and sources of persistence for Black faculty might be uncovered and practiced by other faculty of color.

Because Black women and Black men vary considerably in their experiences of academe (bell hooks, 1989; Collins, 2002; Davis, Reynolds, & Jones, 2011; Edwards et al., 2011; Flowers & Jones, 2003; Griffin, 2012; Herbert, 2012), especially in terms of salary inequities and sexual harassment, further investigation of gender specific issues is crucial. Moreover, the construct of equity is immensely broad, which would allow for future scholars to examine the extent of salary differences as a function faculty ethnicity and ranks. Scholars could also target nonfaculty Black employees such as administrators and support staff who are working in the academy. In essence, current gaps in racial parity among faculty members in predominantly White institutions cannot be begin to narrow without the strategic design, implementation, and monitoring of research-driven diversity plans that are germane to faculty membership and faculty rank.

Moreover, future research warranted to ascertatin the extent of procedural discrimination within institutions of higher education. In 2011, Cheng, Fielding, and Terry conducted two experiments to investigate the responses to procedural discrimination between peripheral group members and prototypical group members. Peripheral members are "those who do not match the norms of the group, do not represent and symbolize the group, and threaten the positive distinctiveness and the homogeneity of the group" (p. 3). After a series of experimental tests, they concluded that:

> peripheral group members react more strongly to procedural discrimination than their prototypical counterparts. In particular, peripheral members react most negatively when they are treated unfairly and learn that a prototypical counterpart is treated fairly. Our speculation is that peripheral members are highly sensitive to whether the authority favors a prototypical member over them, because the authority's behavior sends a signal that some group members—

> prototypical members—are included whereas others—peripheral members—are excluded…. when peripheral members are discriminated against in favor of a prototypical member, they report the lowest levels of procedural fairness and relational treatment evaluation and the highest level of negative affect, corroborating the notion that peripheral members are highly sensitive to how they are procedurally treated. (Cheng, Fielding, and Terry, 2011, pp. 12-13)

In the final analysis, inclusive rhetoric continues to trump inclusive actions and policy development in institutions of higher education (Ahmed, 2004; Dua, 2009). This type of slight at establishing real diversity in the workplace is evident when an organization's mission of incorporating diverse perspectives and promoting an inclusive environment is only reflected in a wooden frame, placed perfectly above the office water fountain. Because of this apparent complacency in racial equity among faculty members at 4-year Texas public universities, as evidenced by the results of this study, a more in depth investigation of institutions' perfomance of equity audits, development of diversity policies, and programs is needed to move beyond what Ahmed (2004) referred to as "non-performativity of anti-racism" toward visible actions of inclusive change (p. 421).

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AFFILIATIONS

Brandolyn Jones is a doctoral fellow in the Educational Leadership program at Sam Houston State University. Her research interests include social justice topics in higher education and P-12 education particularly, culturally responsive classroom instruction and faculty diversification.

John R. Slate, Ph.D. is a Full Professor in the Department of Educational Leadership and Counseling at Sam Houston State University where he teaches the basic and advanced statistics courses, academic and professional writing courses, and the dissertation proposal course. His research interests are in the use of state and national education databases for education reform purposes.