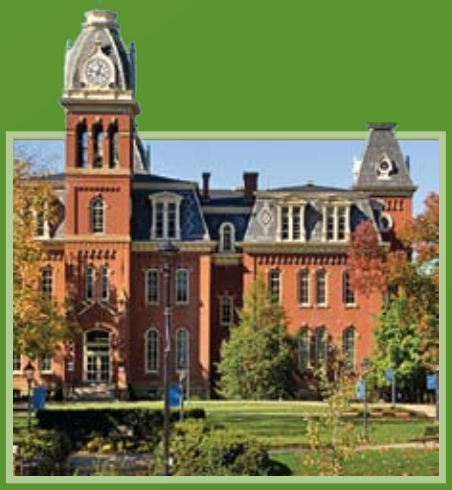
American Academic

THE STATE OF THE HIGHER EDUCATION WORKFORCE 1997-2007





A Union of Professionals

AFT Higher Education

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A Division of the American Federation of Teachers

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The American Academic Series

This is the first of a planned series of reports issued by the American Federation of Teachers on the state of academic staffing in colleges and universities. Each issue of the series, American Academic, will explore different aspects of trends in hiring, compensation and working conditions among the increasingly diverse higher education workforce.

Staffing is a critical issue because it shapes virtually every activity in higher education, from teaching to research to institutional governance. In recent years, the most notable—and potentially the most destructive—trend in higher education has been a significant shift away from employing tenured and tenure-track faculty members in favor of employing full-time nontenure-track faculty members, part-time/adjunct faculty members and graduate employees. This trend has been coupled with significant gaps in compensation and professional supports among different elements of the instructional force. Another significant higher education staffing trend has been the expanded employment of what federal databases call "noninstructional" staff, which covers employees from administrators to professional staff to classified employees.

This first annual report reviews overall instructional and noninstructional staffing trends from a 10-year perspective, 1997-2007. The report reviews trends and where we are today, and describes what the future may hold if higher education continues its current hiring patterns. Additionally, the report touches on the differences in contingent faculty trends by gender and race/ethnicity. The report also examines trends in the mix of noninstructional staff in higher education, which will provide the basis for a detailed analysis of this subject in the future.

AFT's Higher Education Data Center

The National Center for Education Statistics (NCES) within the U.S. Department of Education provided the data used in this report. Colleges and universities each year complete a series of surveys, the Integrated Postsecondary Education Data System (IPEDS). These surveys include information on institutions' financial, staffing, enrollment and completions status. This report uses data from the biennial IPEDS Fall Staff component, which reports the employment of instructional and noninstructional staff as of Oct. 15 of the reported year.[1]

[1] NCES publishes an early release version of the database; the 2007 early release version was used for this report. The early release version of the dataset does not include imputations for nonresponding institutions (NCES imputes the number of staff for nonresponding institutions based on the prior year's data). On the early release version of the 2007 Fall Staff data file, an estimated 13 percent of public and private not-for-profit institutions did not contain data; however, for the majority of cases, these institutions did not include data on the final 2005 file either, or their numbers of staff members were very small. These institutions comprised 0.3 percent of staff members reported on the final 2005 Fall Staff data file. All other years use the final release versions of the Fall Staff component.

While the NCES data is valuable, it is not always accessible in a format that is user-friendly. Consequently, AFT developed the Higher Education Data Center, which is available for public use at **http://highereddata.aft.org**.

The AFT Higher Education Data Center provides data that allows users to analyze topics important to higher education, organizing IPEDS data in a form that allows users to generate easy-to-use reports for an individual college or university. Data are available on a range of employment and institutional topics, from faculty salaries, to instructional staff levels and tenure rates, to institutional revenues and expenditures. Users can create reports for an individual college or university and compare its profile with a peer group of institutions.

The AFT data center is quick and easy to use. Some data are limited to the most recent year, but the majority of the reports include 10 years of data that track institutional trends. Reports related to the topics in this report can be replicated from the AFT data center.

AFT's Faculty and College Excellence (FACE) Campaign

The AFT is committed to not only tracking staffing trends as part of our American Academic series but also to changing those trends and working to build a stronger higher education system for faculty, students and our communities. For example, another recent AFT report, *Reversing Course: The Troubling State of Academic Staffing and a Path Forward*, extended research on the instructional workforce to examine the use of contingent faculty across academic disciplines as well as the number of courses and students being taught by contingent faculty and instructors. That report goes on to provide a new quantitative model that institutions and states can use to determine the cost of paying contingent faculty an equitable wage and creating more stable full-time faculty positions.

We will continue to raise awareness of this critical issue in higher education through this new series and other publications and work to change it through our activism at the national, state and local level. All of these efforts are part of our Faculty and College Excellence (FACE) campaign, a national effort to reverse the trends in academic staffing, documented in this report, through political action, collective bargaining, public outreach, research and organizing.

TO DOWNLOAD COPIES of these reports and learn more about AFT's FACE campaign, go to **www.aftface.org**.

The State of the Higher Education Workforce 1997-2007
Executive Summary

Relying on the most recent data provided by institutions of higher education to the U.S. Department of Education, this report examines the state of the higher education workforce with a focus on the growing reliance on contingent faculty rather than full-time tenure-track and tenured faculty. The report examines trends over the last 10 years and where we are today, and provides a glimpse into what the future may look like if such trends continue. The report also includes a brief examination of trends in noninstructional staffing in higher education.

Key findings:

The number of full-time tenured and tenure-track faculty members declined from approximately one-third of the instructional staff in 1997 to just over one-quarter in 2007.

While the overall number of faculty and instructors grew over the 10 years, nearly two-thirds of that growth was in contingent labor, which increased from two-thirds to nearly three-quarters of all instructional staff.

The increased reliance on contingent faculty and instructors is manifested in all sectors of higher education, although the mix varies by institutional type.

Community colleges rely the most heavily on contingent faculty, with more than 80 percent of their instructional workforce outside the tenure track and the vast majority—nearly 70 percent—teaching on a part-time basis. Public comprehensive institutions experienced the biggest shift away from full-time tenured and tenure-track faculty toward contingent faculty as the proportion of faculty teaching part-time increased from 34 percent to 44 percent, and full-time nontenured faculty increased from 9 percent to 11 percent. Public research institutions also experienced increases in contingent labor, with an increase in the use of graduate employees, a group that grew from 37 percent to 41 percent of their instructional staff.

Even if we focus just on full-time faculty positions, the trend toward hiring off the tenure track prevails.

Community colleges experienced the greatest loss in their proportion of faculty hired into tenured and tenure-track positions, declining from 54 percent in

1997 to 43 percent in 2007. Institutions in the private sector also experienced large losses—especially private research institutions, where the proportion of tenured and tenure-track full-time newly hired faculty positions declined 9 percentage points.

The number of noninstructional staff grew by 24 percent from 1997-2007, with the most significant growth in the category of professional staff, which increased by 50 percent.

The overwhelming percentage of these jobs were full time. While the number of all noninstructional staff grew by 24 percent, from 1.2 million to 1.5 million, the number of "other professionals"—employees often referred to as professional staff—grew by nearly 50 percent, from 380,000 to 590,000 over the past 10 years. Full-time professional staff grew by 54 percent, compared with 24 percent growth in the number of part-time professional staff.

The number of administrators, the majority of whom were full time, also increased by a substantial percentage.

This group grew by 41 percent, to a total of about 59,000, between 1997 and 2007. This growth was concentrated in full-time positions, with the number of full-time administrators growing by 43 percent and accounting for 99 percent of all administrators.

This report provides a national picture of the status of the profession. For more detailed information on any U.S. college or university, AFT's Higher Education Data Center (**http://highereddata.aft.org**).

The State of the Higher Education Workforce 1997-2007

For the last several decades, the predominant shift in the higher education workforce has been the dramatic growth of contingent faculty and instructors—those faculty who are hired part time or full time outside the tenure track, as well as graduate employees[2]—and the decrease of full-time tenured and tenure-track faculty. At the same time there has been significant growth among full-time professional staff and administrators, while other noninstructional staff categories have remained relatively flat.

The Instructional Workforce

The instructional workforce grew during the last 10 years. This should not be surprising since college enrollments have increased by more than 3 million students over the last 10 years. However, to meet the needs of a growing student population, colleges and universities have overwhelmingly relied on hiring part-time faculty and graduate employees. Only 42 percent of the instructional workforce was employed full time in 2007—down from 47 percent 10 years ago. And, only just over one-quarter of the instructional staff was employed in full-time tenured and tenure-track positions—down from one-third (See Table 1 on next page).

[2] Graduate assistants here are included as instructional staff, as it is assumed that the majority of these positions have instructional duties; however, these positions may also carry other duties. The IPEDS definition of graduate assistants is: Graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. Graduate students, who have titles such as graduate assistant, teaching assistant, teaching associate, teaching fellow, or research assistant, typically hold these positions.

Table 1. Total number of instructional staff by institutional sector and percentage distribution by sector and instructional staff type: 1997 to 2007

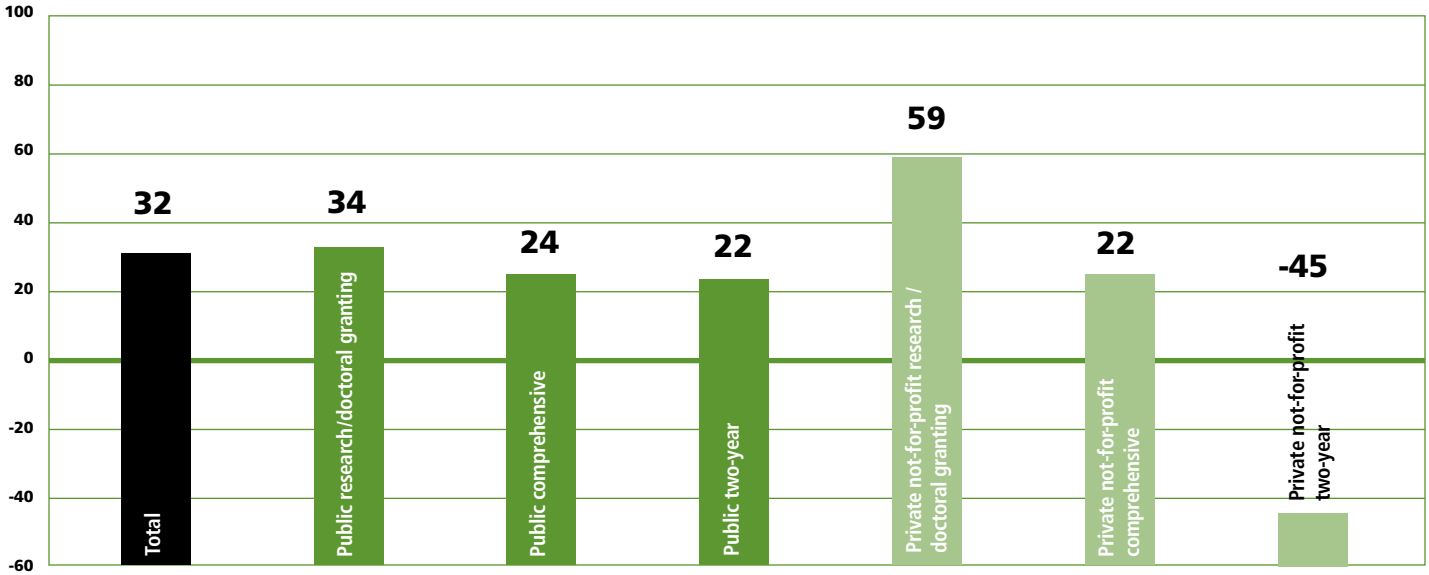
	1997	1999	2001	2003	2005	2007	Percent change / Change in share
All institutions	**1,194,706**	**1,229,965**	**1,345,395**	**1,428,199**	**1,507,233**	**1,574,685**	**31.8**
Percentage distribution by staff type	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	33.1	32.0	30.3	29.2	27.9	27.3	-5.8
Full-time nontenure-track faculty	14.2	15.0	15.1	14.6	14.5	14.9	0.7
Part-time faculty	34.1	33.7	35.3	35.7	36.5	36.9	2.8
Graduate assistants	18.6	19.3	19.3	20.5	21.1	20.9	2.4
Public research/doctoral-granting	**470,678**	**485,537**	**533,936**	**561,687**	**593,274**	**629,288**	**33.7**
Percentage distribution by staff type	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	34.1	32.5	30.8	30.5	29.2	28.9	-5.2
Full-time nontenure-track faculty	14.1	14.4	15.3	13.6	13.9	14.4	0.3
Part-time faculty	14.3	14.2	14.4	14.7	15.0	15.8	1.4
Graduate assistants	37.5	38.9	39.5	41.2	41.9	41.0	3.5
Public comprehensive	**120,275**	**126,932**	**126,715**	**135,251**	**144,562**	**149,359**	**24.2**
Percentage distribution by staff type	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	51.7	48.3	46.8	43.5	40.9	39.0	-12.7
Full-time nontenure-track faculty	9.0	10.1	10.7	10.1	11.2	10.9	1.9
Part-time faculty	33.6	35.5	36.5	39.4	41.2	43.9	10.3
Graduate assistants	5.7	6.1	5.9	7.0	6.8	6.3	0.5
Public two-year	**294,073**	**296,627**	**334,387**	**343,315**	**355,806**	**357,943**	**21.7**
Percentage distribution by staff type	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	20.6	20.8	20.1	18.9	18.1	17.5	-3.1
Full-time nontenure-track faculty	13.4	14.2	13.2	13.5	13.5	13.8	0.4
Part-time faculty	64.7	63.7	66.4	67.4	68.3	68.6	3.9
Graduate assistants	1.2	1.4	0.4	0.2	0.1	0.0	-1.2
Private not-for-profit research/ doctoral-granting	**175,309**	**183,536**	**206,190**	**235,983**	**258,503**	**278,174**	**58.7**
Percentage distribution by staff type	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	34.9	34.1	33.0	30.9	29.9	29.2	-5.8
Full-time nontenure-track faculty	17.3	19.1	18.2	18.7	17.5	17.9	0.6
Part-time faculty	29.9	28.0	30.2	29.4	30.9	31.3	1.5
Graduate assistants	17.9	18.9	18.6	21.0	21.8	21.6	3.7
Private not-for-profit comprehensive	**128,599**	**132,004**	**140,180**	**148,153**	**151,060**	**156,753**	**21.9**
Percentage distribution by staff type	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	39.3	37.1	35.0	32.9	30.5	29.0	-10.2
Full-time nontenure-track faculty	15.6	17.1	17.5	17.3	17.0	17.2	1.6
Part-time faculty	42.3	44.0	46.4	48.4	50.7	52.2	9.9
Graduate assistants	2.9	1.7	1.2	1.3	1.8	1.6	-1.3
Private not-for-profit two-year	**5,772**	**5,329**	**3,987**	**3,810**	**4,028**	**3,168**	**-45.1**
Percentage distribution by staff type	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	7.4	15.6	8.4	8.6	7.4	8.3	0.9
Full-time nontenure-track faculty	45.4	38.4	44.2	42.4	38.5	39.2	-6.2
Part-time faculty	45.8	43.3	47.2	48.7	53.9	52.5	6.7
Graduate assistants	1.4	2.8	0.3	0.3	0.2	0.0	-1.4

NOTE: Detail may not add up to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

Between 1997 and 2007, the total number of faculty and instructors employed by U.S. higher education institutions increased by 32 percent, from about 1.2 million to nearly 1.6 million (Figure 1). With the exception of the relatively very small private not-for-profit two-year sector[3], each sector experienced an increase in the instructional staff employed over the 10-year period.[4]

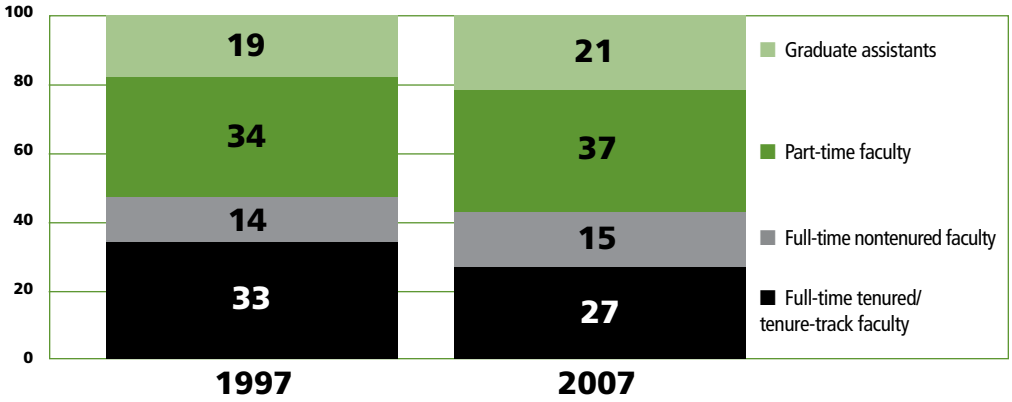
Figure 1. Percentage change in the number of instructional staff by institutional sector: 1997 to 2007



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

While the overall number of faculty and instructors grew, nearly two-thirds—63 percent—of that growth was in contingent labor. As a result, the proportion of full-time tenured and tenure-track faculty declined from one-third of all faculty to just over one-quarter between 1997 and 2007—33 percent to 27 percent (Figure 2). This decline was offset by an increase in the proportion of contingent faculty and instructors, which increased from two-thirds to nearly three-quarters of the instructional staff between 1997 and 2007.

Figure 2. Percentage distribution of instructional staff by type: 1997 and 2007



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

[3] The private not-for-profit two-year sector, which employs less than 1 percent of all instructional staff members, declined by 45 percent to about 3,200 instructional staff members over the 10 years.

[4] For a definition of institutional type, see Appendix A.

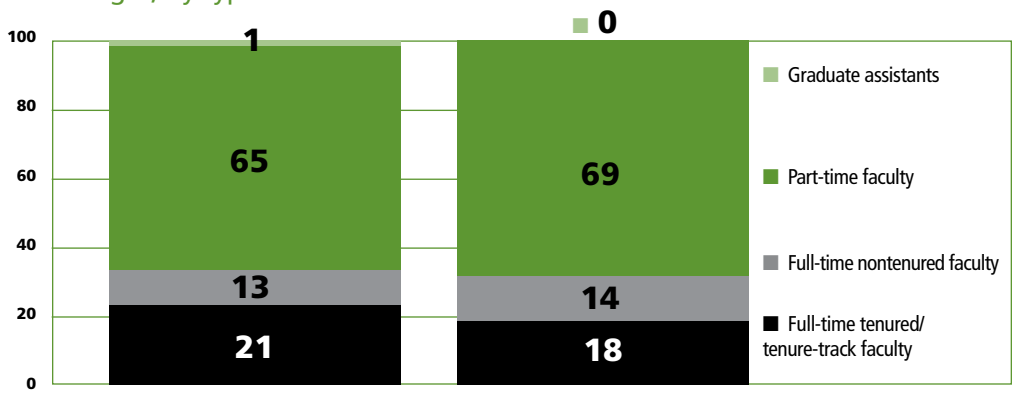
Reliance on contingent faculty and instructors was evident across all sectors, with the exception of the very small private not-for-profit two-year sector, although the level of dependence on contingent labor and the type of contingent labor used varied by sector. The following are employment profiles and general trends, by sector, over the 10 years from 1997 to 2007.

Community Colleges

Community colleges rely the most heavily on contingent faculty, with more than 80 percent of this sector's instructional workforce outside the tenure track and the vast majority holding part-time positions.

Community colleges experienced a 22 percent growth in the number of instructional staff between 1997 and 2007. In 1997, 21 percent of community college faculty were full-time tenured and tenure-track faculty, compared with 79 percent contingent faculty (Figure 3). Over the 10-year period, the proportion of full-time tenured and tenure-track faculty in community colleges declined to 18 percent, while the contingent faculty proportion grew to 82 percent[5]. Community colleges historically have employed a smaller proportion of full-time tenured and tenure-track faculty than other sectors and have relied heavily on contingent faculty, mostly those teaching part time; the proportion of faculty teaching part time increased between 1997 and 2007 from 65 percent to 69 percent.

Figure 3. Percentage distribution of instructional staff in community colleges, by type: 1997 and 2007



NOTE: Detail may not add up to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

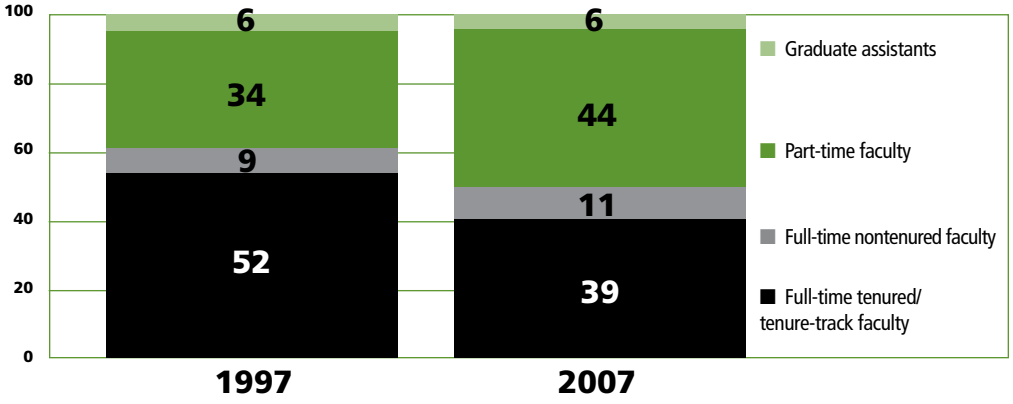
[5] Detail does not sum to total due to rounding.

Public Comprehensive Institutions

Public comprehensives showed the biggest shift away from full-time tenured and tenure-track faculty and toward contingent labor, as the proportion of part-time faculty increased significantly, from 34 percent to 44 percent, and full-time nontenured faculty increased from 9 percent to 11 percent.

The number of instructional staff in public comprehensive institutions increased 24 percent between 1997 and 2007. In 1997, 52 percent of faculty and instructors were in full-time tenured and tenure-track positions, declining to 39 percent in 2007 (Figure 4). Over the same period, the proportion of the instructional staff that was contingent increased from 48 percent[6] to 61 percent. This increase was, in large part, due to the increase in the proportion of faculty teaching on a part-time basis—34 percent of faculty members were part time in 1997, increasing to 44 percent in 2007.

Figure 4. Percentage distribution of instructional staff in public comprehensive institutions, by type: 1997 and 2007



NOTE: Detail may not add up to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

A partial explanation for this change is that between 1997 and 2007, 43 community colleges began offering and awarding four-year degrees. As such, they were reclassified from two-year to four-year institutions and were counted in the public comprehensive category rather than the community college category. Although a small group, these 43 institutions had a relatively large influence on the structure of the instructional workforce in public comprehensive institutions.[7] These transitional institutions amplified the shift toward part-time faculty in the comprehensive sector as the comprehensives' staffing pattern approached that of community colleges—heavy reliance on part-time faculty and a smaller proportion of full-time tenured and tenure-track faculty.

[6] Detail does not sum to total due to rounding.

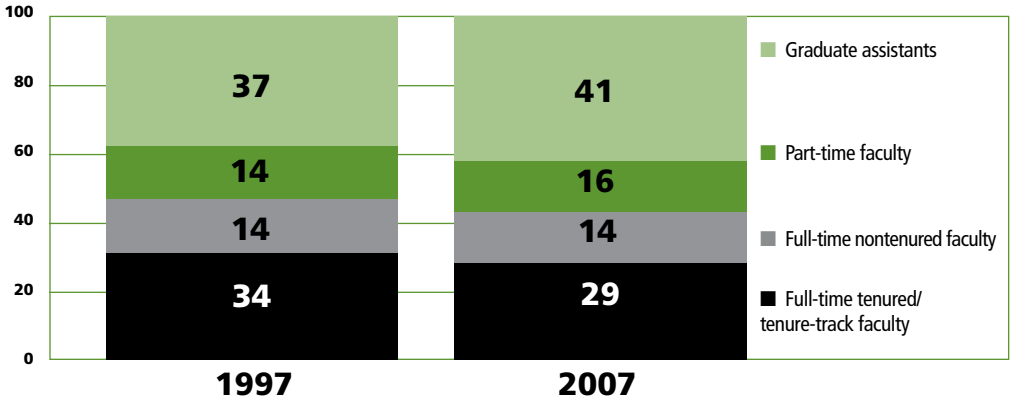
[7] Public comprehensive institutions employed about 150,000 instructional staff in 2007, compared with about 360,000 in community colleges and 630,000 in public research institutions. The movement of these 43 institutions from two-year to the comprehensive level accounted for 58 percent of the increase in the number of part-time faculty in the public comprehensives and 36 percent of the increase in the number of full-time nontenured faculty over the decade. If these 43 institutions were eliminated from the analysis, the comprehensive sector would still have experienced an increase in the share of instructional workforce teaching on a part-time basis, albeit a much smaller one (approximately 5 percentage points rather than 10). Further, the portion of the instructional workforce teaching without tenure would have remained relatively stable over the 10 years.

Public Research Institutions

The percentage of contingent faculty and instructors increased at public research institutions, with the largest growth coming in the area of graduate employees.

The number of instructional staff at public research universities increased 34 percent. From 1997 to 2007, the proportion of full-time tenured and tenure-track faculty in public research universities decreased from 34 percent of faculty to 29 percent, with contingent faculty and instructors increasing from 66 percent[8] to 71 percent (Figure 5).

Figure 5. Percentage distribution of instructional staff in public research/ doctoral institutions, by type: 1997 and 2007



NOTE: Detail may not add up to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

The majority of the increase in the proportion of contingent faculty can be accounted for by the increased reliance on graduate employees—from 37 percent to 41 percent. This increased reliance on graduate employees was greater in public research institutions than in other sectors, including private research institutions.

Just as some community colleges "migrated" to the four-year sector, some comprehensive institutions migrated to research universities; between 1997 and 2007, 50 public comprehensive institutions were redefined as research universities. These 50 institutions brought in a large enough group of full-time tenured and tenure-track faculty[9] to offset the existing research institutions' move toward greater reliance on contingent labor in the form of graduate employees. Without the reclassification of these 50 comprehensive institutions, public research universities would have experienced greater erosion in the proportion of full-time tenured and tenure-track faculty.

[8] Detail does not sum to total due to rounding.

[9] Seventy-two percent of the increase in the full-time tenured and tenure-track faculty, or 15,245 of the 21,204, was due to these 50 migrating institutions.

At the same time, the 50 new institutions in this category brought with them a sizeable group of contingent faculty, mostly part-time faculty[10]—enough to cause the increase in their proportion. However, these new institutions did not appreciably affect the graduate employee percentages; the increase in the proportion of graduate employees in public research universities, which nearly doubled from 22 percent to 41 percent over the last 10 years, was due mostly to actual increases in the reliance on graduate employees in the existing research university group.

Private Not-For-Profit Institutions

This sector's continued shift toward contingent labor was marked by an increase in the number of graduate employees at private research institutions and a 10 percent growth in part-time faculty at private comprehensives.

Private not-for-profit colleges and universities employ a different mix of faculty and instructors than public institutions. However, the relative increase of the various faculty types followed the same trajectories seen in the comparable public sectors, with the exception of the two-year institutions.

Private research universities experienced the fastest-growing instructional workforce compared with other sectors, increasing 59 percent, from about 175,000 to 278,000. Although the number of faculty and instructors grew quickly in private research universities, the proportion of full-time tenured and tenure-track faculty declined by 6 percentage points between 1997 to 2007, from 35 percent to 29 percent, and the proportion of contingent faculty grew from 65 percent to 71 percent. The proportion of full-time nontenured faculty remained relatively stable over the 10 years, with an increase of less than 1 percentage point, comprising 18 percent in 2007, while faculty teaching part-time increased by 1.5 percentage points to make up 31 percent of faculty in 2007. The largest increase in the instructional staff at private research universities was seen in the graduate employee ranks, which grew by 4 percentage points, from 18 percent to 22 percent.

The number of faculty and instructors in private comprehensive institutions grew by 22 percent between 1997 and 2007, from about 129,000 to 157,000. Full-time tenured and tenure-track faculty accounted for 29 percent of the instructional staff in private comprehensive institutions in 2007, a 10 percentage point decline from 39 percent in 1997. This resulted in an increase in the proportion of contingent faculty and instructors in the private comprehensive sector from 61 percent to 71 percent. The proportion of faculty that were part-time increased by approximately 10 percentage points so that 52 percent of faculty in private comprehensive institutions was part time in 2007. The proportion of faculty employed on a full-time nontenured basis increased by slightly less than 2 percent, accounting for 17 percent of faculty in 2007. Finally, private comprehensive institutions have minimal reliance on graduate assistants—their proportion declined from 3 percent to about 2 percent of faculty over the 10 years.

[10] Forty-four percent of the increase in part-time faculty was due to the 50 migrating institutions.

The smallest higher education sector—the private not-for-profit two-year sector—made up 0.2 percent of all faculty in 2007, and shrank by 45 percent over the 10-year period. This sector saw a slight increase in the proportion of full-time tenured and tenure-track faculty—slightly less than 1 percent. However, the proportion of part-time faculty increased 7 percentage points, and the proportion of full-time nontenured faculty decreased 6 percentage points between 1997 and 2007.

Trends in New Hiring

Over the last decade, larger proportions of full-time faculty were hired outside the tenure track. Community colleges and private sector institutions accounted for the majority of the decline in the proportion of full-time tenure-track new hires, while the proportion in public four-year institutions remained relatively stable or experienced increases. At the same time, public research institutions have seen a small increase in the proportion of full-time faculty hired on the tenure track.

In addition to the number of faculty teaching in higher education, the U.S. Department of Education collects data on newly hired full-time faculty by tenure status;[11] this collection does not include newly hired graduate employees and part-time faculty. Despite only having data on full-time faculty, the data is a good indicator of the future mix of full-time tenured/tenure-track faculty and nontenured faculty, as well as the composition of instructional staff overall.

The number of all full-time faculty new hires in U.S. higher education institutions grew by 28 percent between 1997 and 2007, from about 36,000 to about 46,000 (Table 2). However, the balance by tenure status changed.

[11] This data is also collected through the Integrated Postsecondary Education Data System (IPEDS).

Table 2. Number of newly hired full-time faculty by institutional sector and percentage distribution by tenure status: 1997 to 2007

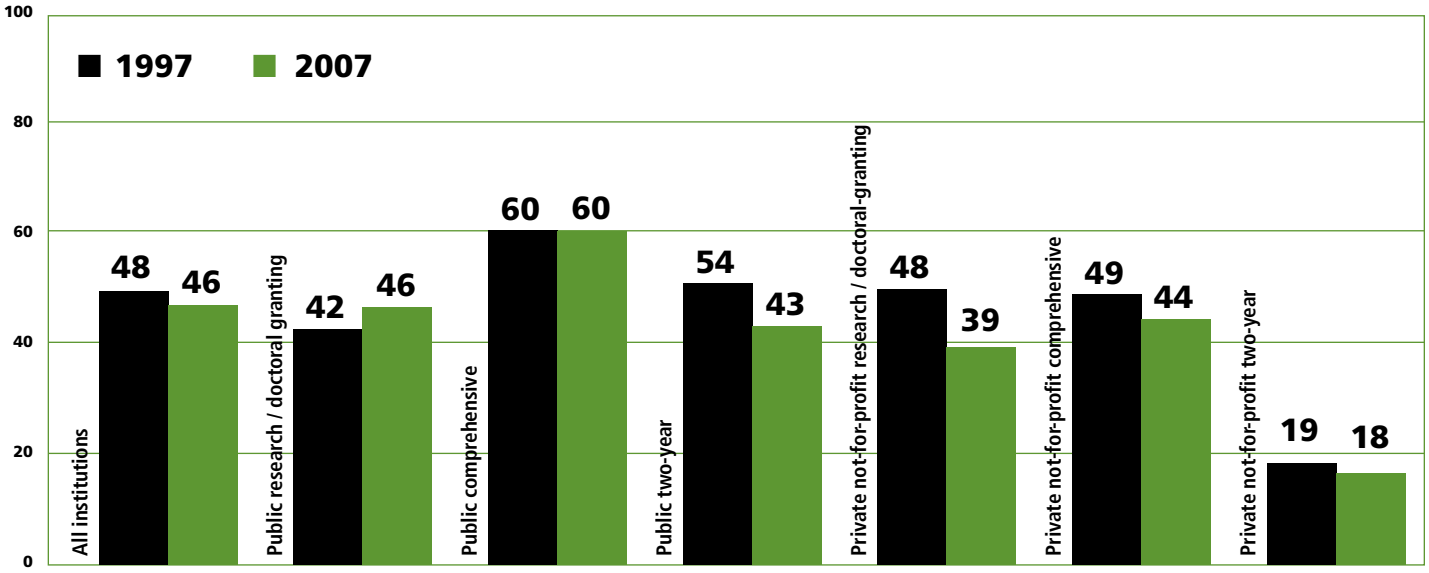
	1997	1999	2001	2003	2005	2007	Percent change / Change in share
All institutions	35,914	42,645	50,151	44,050	44,649	45,847	27.7
Percentage distribution by tenure status	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	48.3	45.0	45.7	42.4	46.7	45.8	-2.6
Full-time nontenure-track faculty	51.7	55.0	54.3	57.6	53.3	54.2	2.6
Public research/doctoral-granting	12,995	17,119	19,701	16,164	16,306	16,536	27.2
Percentage distribution by tenure status	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	41.8	39.1	45.6	42.9	48.3	45.7	3.9
Full-time nontenure-track faculty	58.2	60.9	54.4	57.1	51.7	54.3	-3.9
Public comprehensive	5,190	6,038	6,902	6,445	6,484	6,935	33.6
Percentage distribution by tenure status	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	59.6	56.0	55.3	52.4	60.8	59.9	0.3
Full-time nontenure-track faculty	40.4	44.0	44.7	47.6	39.2	40.1	-0.3
Public two-year	5,263	5,803	8,516	6,434	6,766	6,874	30.6
Percentage distribution by tenure status	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	54.1	49.4	42.6	39.2	43.1	42.6	-11.6
Full-time nontenure-track faculty	45.9	50.6	57.4	60.8	56.9	57.4	11.6
Private not-for-profit research/ doctoral-granting	6,142	7,300	7,547	8,452	8,361	8,354	36.0
Percentage distribution by tenure status	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	47.8	43.8	42.7	35.9	37.4	39.1	-8.6
Full-time nontenure-track faculty	52.2	56.2	57.3	64.1	62.6	60.9	8.6
Private not-for-profit comprehensive	6,055	6,098	7,290	6,290	6,443	6,879	13.6
Percentage distribution by tenure status	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	49.3	49.2	44.3	44.1	45.3	43.9	-5.4
Full-time nontenure-track faculty	50.7	50.8	55.7	55.9	54.7	56.1	5.4
Private not-for-profit two-year	269	287	195	265	289	269	0.0
Percentage distribution by tenure status	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	19.0	20.2	21.0	20.8	21.8	18.2	-0.7
Full-time nontenure-track faculty	81.0	79.8	79.0	79.2	78.2	81.8	0.7

NOTE: Detail may not add up to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System,Fall Staff Survey data file, various years.

In 1997, 48 percent of full-time new hires were placed in tenured and tenure-track positions, with 52 percent in nontenured positions, a differential of 4 percent (Figure 6, next page). By 2007, the differential had grown to 8 percentage points: 46 percent of the full-time faculty new hires were in tenured or tenure-track positions, compared with 54 percent in nontenured positions. Because new hires represent a relatively small proportion of all instructional staff, the impact of these trends has yet to be realized to the same extent in the overall makeup of the instructional staff.

Figure 6. Percentage of full-time faculty hired into tenured positions, by institutional sector: 1997 and 2007



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

Although the trend for new hires was away from tenured and tenure-track positions and toward contingent positions in most sectors, the rate at which this occurred varied across the sectors.

Community colleges experienced the greatest loss in the proportion of full-time faculty hired into tenured and tenure-track positions—a decline of more than 11 percentage points, from 54 percent of new full-time faculty hires in 1997 to 43 percent in 2007. Continuation of this trend will quickly erode the already small proportion of tenured and tenure-track community college faculty.

Public comprehensive institutions reported that the mix between full-time nontenured and full-time tenured/tenure-track newly hired faculty was relatively stable over the 10-year period, with 60 percent of full-time faculty hired in tenured and tenure-track track positions and 40 percent in nontenured positions.

Public research universities actually experienced growth in the proportion of full-time faculty hired into tenured and tenure-track positions. The proportion of full-time faculty members hired into tenured and tenure-track positions grew from 42 percent in 1997 to 46 percent in 2007, while the proportion of nontenured newly hired faculty declined from 58 percent to 54 percent between 1997 and 2007.

The private sector institutions experienced comparable changes in the mix of tenured/tenure-track and nontenured newly hired faculty; large increases in the proportion of full-time faculty hired in nontenured positions were evident, with a concurrent decline in the proportion of new faculty hired into tenured/tenure-track positions. Again, these hiring patterns suggest the continued future erosion of tenured and tenured-track faculty positions.

Instructional Staff and Gender

Historically, men have represented the majority of higher education's instructional workforce. However, the number of women in the instructional workforce grew at a faster rate than men between 1997 and 2007; the number of women grew 48 percent compared with 21 percent for men (Table 3). By 2007, women accounted for nearly one-half—46 percent—of faculty and instructor positions. However, the growth was disproportionately in the area of contingent faculty positions, as both men and women saw an erosion of full-time tenured and tenure-track positions.

Table 3. Number of instructional staff by gender and percentage distribution by sector and instructional staff type: 1997 to 2007

Gender and instructional staff category	1997	1999	2001	2003	2005	2007	Percent change / Change in share
All institutions	**1,194,706**	**1,229,965**	**1,345,395**	**1,428,199**	**1,507,233**	**1,574,685**	**31.8**
Total, percentage	100.0	100.0	100.0	100.0	100.0	100.0	
Full-time tenured/on-track faculty	33.1	32.0	30.3	29.2	27.9	27.3	(5.8)
Full-time nontenure-track faculty	14.2	15.0	15.1	14.6	14.5	14.9	0.7
Part-time faculty	34.1	33.7	35.3	35.7	36.5	36.9	2.8
Graduate assistants	18.6	19.3	19.3	20.5	21.1	20.9	2.4
Men	**702,013**	**712,264**	**767,335**	**796,462**	**822,490**	**845,668**	**20.5**
Men, total percentage	58.8	57.9	57.0	55.8	54.6	53.7	(5.1)
Full-time tenured/on-track faculty	22.4	21.3	19.8	18.8	17.7	17.0	(5.5)
Full-time nontenure-track faculty	7.8	8.2	8.1	7.7	7.5	7.5	(0.3)
Part-time faculty	18.1	17.8	18.6	18.3	18.3	18.2	0.1
Graduate assistants	10.5	10.7	10.5	11.0	11.1	11.0	0.5
Women	**492,693**	**517,701**	**578,060**	**631,737**	**684,743**	**729,017**	**48.0**
Women, total percentage	41.2	42.1	43.0	44.2	45.4	46.3	5.1
Full-time tenured/on-track faculty	10.7	10.7	10.6	10.4	10.2	10.3	(0.4)
Full-time nontenure-track faculty	6.4	6.8	7.0	6.9	7.0	7.3	0.9
Part-time faculty	16.1	15.9	16.6	17.4	18.3	18.7	2.7
Graduate assistants	8.1	8.7	8.8	9.5	9.9	9.9	1.8

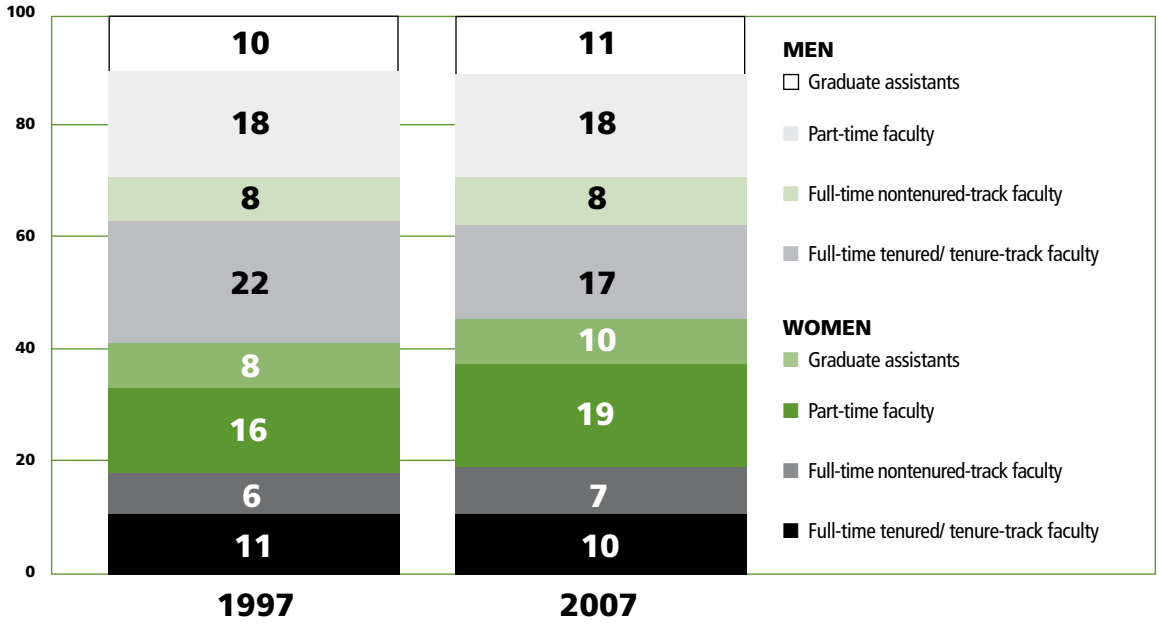
NOTE: Detail may not add up to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

For men, the proportion of faculty in full-time tenured and tenure-track positions declined by 5 percent—from 22 percent to 17 percent—while the proportion of contingent faculty remained relatively constant, increasing only 1 percent, from 36 percent to 37 percent (Figure 7).

For women, although the proportion of all instructional workers that were full time, tenured and tenure-track remained relatively stable, declining by 1 percentage point, from 11 percent to 10 percent, the proportion of female contingent faculty grew at a faster rate than men, from 31 percent to 36 percent.

Figure 7. Percentage distribution of instructional faculty by instructional staff type and gender: 1997 and 2007



NOTE: Detail may not add up to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

Instructional Staff and Race/Ethnicity

For the most part, changes in the proportion of faculty and instructors by race/ethnicity did not change significantly over time, as the majority of changes in the distributions by race/ethnicity were equal to or less than 1 percentage point (Table 4). Most notable is the decline in the number of white, non-Hispanics in full-time tenured and tenure-track positions. Also notable is the increase in nonresident aliens working as contingent faculty and instructors.

- The proportion of the instructional workforce that is white, non-Hispanic declined 7 percentage points, from 78 percent to 71 percent over the 10 years, with the majority of this decline in the proportion of full-time tenured and tenure-track, white, non-Hispanic faculty, which decreased from 28 percent to 21 percent.

- The proportion of instructional staff classified as nonresident aliens grew from 8 percent to 13 percent. This increase was mostly due to larger increases in the numbers of nonresident aliens working on a contingent basis as part-time faculty and graduate assistants.

In addition, Asian/Pacific Islanders and Hispanics experienced small increases, 1 percent for each group, in their proportions of the instructional workforce.

Table 4. Number of instructional staff by race/ethnicity and percentage distribution by sector and instructional staff type: 1997 to 2007

	1997	1999	2001	2003	2005	2007	Percent change / Change in share
Total, number	**1,194,706**	**1,229,965**	**1,345,395**	**1,428,199**	**1,507,233**	**1,574,685**	**31.8**
Total, percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	
Full-time tenured/on-track faculty	33.1	32.0	30.3	29.2	27.9	27.3	-5.8
Full-time nontenure-track faculty	14.2	15.0	15.1	14.6	14.5	14.9	0.7
Part-time/adjunct faculty	34.1	33.7	35.3	35.7	36.5	36.9	2.8
Graduate assistants	18.6	19.3	19.3	20.5	21.1	20.9	2.4
Black, non-Hispanic	**57,363**	**58,408**	**67,691**	**71,652**	**78,161**	**84,611**	**47.5**
Black, non-Hispanic, total percent	**4.8**	**4.7**	**5.0**	**5.0**	**5.2**	**5.4**	**0.6**
Full-time tenured/on-track faculty	1.6	1.5	1.5	1.4	1.4	1.4	-0.2
Full-time nontenure-track faculty	0.7	0.7	0.8	0.8	0.8	0.8	0.1
Part-time/adjunct faculty	1.8	1.8	2.1	2.1	2.2	2.3	0.5
Graduate assistants	0.7	0.7	0.7	0.7	0.8	0.8	0.1
American Indian/Alaskan Native	**5,109**	**5,579**	**6,287**	**6,642**	**7,074**	**7,563**	**48.0**
American Indian/Alaskan Native	**0.4**	**0.5**	**0.5**	**0.5**	**0.5**	**0.5**	**0.1**
Full-time tenured/on-track faculty	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Full-time nontenure-track faculty	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Part-time/adjunct faculty	0.2	0.2	0.2	0.2	0.2	0.2	0.0
Graduate assistants	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Asian/Pacific Islander	**59,702**	**65,336**	**73,288**	**77,707**	**87,083**	**95,131**	**59.3**
Asian/Pacific Islander, total percent	**5.0**	**5.3**	**5.4**	**5.4**	**5.8**	**6.0**	**1.0**
Full-time tenured/on-track faculty	1.8	1.8	1.8	2.0	2.0	2.1	0.3
Full-time nontenure-track faculty	0.8	0.9	0.9	0.9	0.9	1.0	0.2
Part-time/adjunct faculty	1.1	1.1	1.2	1.2	1.3	1.3	0.2
Graduate assistants	1.3	1.5	1.5	1.4	1.6	1.6	0.2
Hispanic	**44,241**	**46,378**	**52,917**	**58,388**	**65,880**	**70,249**	**58.8**
Hispanic, total percent	**3.7**	**3.8**	**3.9**	**4.1**	**4.4**	**4.5**	**0.8**
Full-time tenured/on-track faculty	1.2	1.2	1.2	1.3	1.3	1.3	0.1
Full-time nontenure-track faculty	0.5	0.5	0.5	0.5	0.6	0.6	0.1
Part-time/adjunct faculty	1.4	1.4	1.6	1.7	1.8	1.8	0.4
Graduate assistants	0.6	0.7	0.6	0.6	0.8	0.8	0.2
White, non-Hispanic	**928,338**	**937,623**	**986,096**	**1,032,871**	**1,070,618**	**1,113,512**	**19.9**
White, non-Hispanic, total percent	**77.7**	**76.2**	**73.3**	**72.3**	**71.0**	**70.7**	**-7.0**
Full-time tenured/on-track faculty	27.9	26.6	24.7	23.4	22.0	21.2	-6.7
Full-time nontenure-track faculty	11.4	11.9	11.6	11.2	11.1	11.2	-0.1
Part-time/adjunct faculty	27.3	26.8	27.0	27.1	27.1	27.5	0.2
Graduate assistants	11.1	10.9	9.9	10.5	10.8	10.7	-0.4
Non-resident alien/Unknown	**99,953**	**116,641**	**159,116**	**180,939**	**198,417**	**203,619**	**103.7**
Non-resident alien/Unknown, total percent	**8.4**	**9.5**	**11.8**	**12.7**	**13.2**	**12.9**	**4.6**
Full-time tenured/on-track faculty	0.5	0.6	0.9	1.0	1.1	1.1	0.6
Full-time nontenure-track faculty	0.7	0.9	1.2	1.0	1.0	1.1	0.4
Part-time/adjunct faculty	2.4	2.4	3.3	3.5	4.0	3.7	1.3
Graduate assistants	4.7	5.5	6.5	7.1	7.0	7.0	2.3

NOTE: Detail may not add up to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

Noninstructional Staff

The number of noninstructional staff employed by U.S. higher education institutions grew 20 percent between 1997 and 2007, from 1.5 million to 1.8 million (Table 5). An examination of the changes in noninstructional staff and how they relate to faculty trends over the same time period revealed intriguing findings. During a time when the proportion of the instructional workforce employed on a contingent basis, especially part time, increased, the opposite was true for noninstructional staff. The proportion of noninstructional part-time staff declined over the decade from 18 percent to 15 percent, and the proportion employed full-time increased from 82 percent to 85 percent.

The U.S. Department of Education collects data on six different subgroups of noninstructional staff:

- Executive/administrative and managerial, called "administrators"
- Other professionals
- Technical and paraprofessionals
- Clerical and secretarial
- Skilled crafts
- Service/maintenance

Due to large growth in the instructional workforce, primarily in the contingent ranks over the decade (32 percent), the overall ratio of noninstructional staff to instructional staff declined from 1.3[12] to 1.1. However, given that the number of full-time positions in the noninstructional staff increased quickly, the full-time noninstructional to full-time instructional staff ratio increased from 3.1 to 3.6. With the large growth in contingent faculty and instructors, the reverse was true for part-time staff, where the ratio of part-time noninstructional staff to part-time instructional staff declined from 0.7 to 0.5 over the decade.

[12] This ratio indicates there was 1.3 non-instructional staff member for every 1 instructional staff member.

Table 5. Number of faculty and noninstructional staff by institutional type and control, staff category and employment status: 1997 to 2007

	Number				Ratio of non-instructional to instructional workforce*	
	1997	2007	Change	Percent change	1997	2007
All faculty	**1,194,706**	**1,574,685**	**379,979**	**31.8**	†	†
Full-time tenured/on-track faculty	395,559	429,668	34,109	8.6	†	†
Full-time nontenure-track faculty	169,576	234,309	64,733	38.2	†	†
Part-time faculty	407,656	581,185	173,529	42.6	†	†
Graduate assistants	221,915	329,523	107,608	48.5	†	†
All noninstructional staff	**1,508,505**	**1,805,997**	**297,492**	**19.7**	**1.3**	**1.1**
Full-time	1,236,059	1,528,534	292,475	23.7	3.1	3.6
Part-time	272,446	277,463	5,017	1.8	0.7	0.5
Executive/administrative and managerial	**145,784**	**205,178**	**59,394**	**40.7**	**0.1**	**0.1**
Full-time	139,177	198,254	59,077	42.4	0.4	0.5
Part-time	6,607	6,924	317	4.8	0.0	0.0
Other professionals	**460,010**	**684,513**	**224,503**	**48.8**	**0.4**	**0.4**
Full-time	381,472	587,444	205,972	54.0	1.0	1.4
Part-time	78,538	97,069	18,531	23.6	0.2	0.2
Technical and paraprofessionals	**185,239**	**190,816**	**5,577**	**3.0**	**0.2**	**0.1**
Full-time	139,971	151,310	11,339	8.1	0.4	0.4
Part-time	45,268	39,506	(5,762)	(12.7)	0.1	0.1
Clerical and secretarial	**433,090**	**430,690**	**(2,400)**	**(0.6)**	**0.4**	**0.3**
Full-time	336,387	337,281	894	0.3	0.9	0.8
Part-time	96,703	93,409	(3,294)	(3.4)	0.2	0.2
Skilled crafts	**64,490**	**62,536**	**(1,954)**	**(3.0)**	**0.1**	**0.0**
Full-time	60,937	59,940	(997)	(1.6)	0.2	0.1
Part-time	3,553	2,596	(957)	(26.9)	0.0	0.0
Service/maintenance	**219,892**	**232,264**	**12,372**	**5.6**	**0.2**	**0.1**
Full-time	178,115	194,305	16,190	9.1	0.5	0.5
Part-time	41,777	37,959	(3,818)	(9.1)	0.1	0.1

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Staff Survey data file, various years.

"Other professionals,"[13] or professional staff, is the largest and fastest-growing group of noninstructional staff. While the overall proportion of noninstructional staff increased from 31 percent to 38 percent, the number of professional staff grew nearly 50 percent, from about 460,000 to 685,000.

The number of full-time professional staff grew 54 percent—about 206,000 positions—and the proportion of all noninstructional staff grew from one-quarter to about one-third over the 10 years.

While growth in the number of full-time professional staff was larger than full-time faculty and instructors, the reverse was true for part-timers: the number of part-time faculty and instructors grew 43 percent, compared with 24 percent for part-time other professionals. However, because the number of part-time professional staff is so small compared to that of part-time faculty and instructors, the ratio of 0.2 was unchanged over the 10 years.[14]

The number of administrators, increasing 41 percent, from approximately 146,000 to 205,000, were the only other occupational group among the six categories to experience increases in their numbers and their proportion of higher education noninstructional staff over the decade. The number of full-time administrators grew at a faster rate than instructional staff, and nearly twice that of full-time tenured or tenure-track faculty; there were about 60,000 new full-time administrator positions created over the decade, compared to 34,000 new full-time tenured and tenure-track positions. However, the number of administrators did not increase as much—in numbers or percentage—as "other professionals." The number of part-time administrators was relatively small—6,924 in 2007, a 5 percent increase since 1997.

Changes in the other employment categories were minimal; technical and paraprofessionals and service/maintenance workers experienced slight increases in their numbers, and clerical/secretarial and skilled crafts employees experienced declines. Automation and computerization, coupled with outsourcing as an option for certain types of work, may have caused a decline in the number of clerical/secretarial and skilled crafts positions. Clerical/secretarial and skilled crafts employees experienced decreases not only in their numbers but also in their proportion of all noninstructional staff over the decade. Clerical/secretarial staff experienced a minimal decline in their numbers—slightly less than 1 percent—while the number of skilled crafts staff declined by 3 percent.

As tenure for faculty erodes and the use of contingent faculty increases, the reverse scenario was apparent for these four noninstructional employment categories, as they experienced declines both in their numbers and proportions of part-time staff and, except skilled crafts, increases in the number and proportion of full-time staff.

Like the instructional workforce, shifts in the noninstructional workforce are varied and deserve further attention. In future reports, we hope to examine that aspect of the workforce looking at noninstructional staff by sector, employment category and status, as well as comparisons with instructional staff.

[13] The IPEDS definition of "other professional" is: A primary function or occupational activity category used to classify persons employed for the primary purpose of performing academic support, student service and institutional support, whose assignments would require either a baccalaureate degree or higher or experience of such kind and amount as to provide a comparable background. Included in this category are all employees holding titles such as business operations specialists; buyers and purchasing agents; human resources, training, and labor relations specialists; management analysts; meeting and convention planners; miscellaneous business operations specialists; financial specialists; accountants and auditors; budget analysts; financial analysts and advisors; financial examiners; loan counselors and officers; computer specialists; computer and information scientists, research; computer programmers; computer software engineers; computer support specialists; computer systems analysts; database administrators; network and computer systems administrators; network systems and data communication analysts; counselors, social workers, and other community and social service specialists; counselors; social workers; health educators; clergy; directors, religious activities and education; lawyers; librarians, curators, and archivists; museum technicians and conservators; librarians; artists and related workers; designers; athletes, coaches, umpires; dancers and choreographers; music directors and composers; chiropractors; dentists; dietitians and nutritionists; optometrists; pharmacists; physicians and surgeons; podiatrists; registered nurses; therapists; and veterinarians.

[14] Although other professionals' primary function is to provide academic support and student and institutional services, the data do not allow analysis of trends for more detailed subgroups, such as counselors or computer systems engineers.

Conclusion

While the higher education workforce is growing overall—including some expansion of full-time positions—the data presented here clearly demonstrate that American higher education is steadily moving toward an overwhelming reliance on contingent instructional labor. Full-time tenured and tenure-track faculty, once the core of our colleges and universities, are becoming a smaller and smaller minority of the instructional workforce. The trend is systemwide rather than isolated to one type of institution, and given the current state of the U.S. economy, we can assume that, without intervention, this trend will continue rather than abate. The Faculty and College Excellence (FACE) campaign, described in the introduction to this report, provides a variety of avenues to effect change in these trends.

Appendix A

Institutional Definitions

This report discusses six general categories of higher education institutions based on definitions used by the U.S. Department of Education for the Integrated Postsecondary Education Data System reports.

For the public sector, which includes institutions whose programs and activities are operated by publicly elected or appointed school officials and supported primarily by public funds, the categories are as follows:

Community Colleges

This term refers to two-year colleges that offer associate degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

Comprehensive Institutions

This term refers to comprehensive institutions that are undergraduate colleges with a major emphasis on baccalaureate programs, or offer a wide range of baccalaureate programs and are committed to education through the master's degree.

Research Institutions

This term refers to research/doctoral-granting institutions that offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate.

For private, not-for-profit institutions, which are controlled by private individuals or by nongovernmental agencies, supported primarily by other than public funds, and operated by other than publicly elected or appointed officials, the categories are as follows:

Private, Two-Year Colleges

This term refers to two-year colleges that offer associate degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

Private Comprehensive Institutions

This term refers to comprehensive institutions that are undergraduate colleges with a major emphasis on baccalaureate programs, or offer a wide range of baccalaureate programs and are committed to education through the master's degree.

Private Research Institutions

This term refers to research/doctoral-granting institutions that offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate.

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