

The State of the Higher Education Workforce: 1997-2007



**SUE CLERY
JBL ASSOCIATES, INC.**

**PRESENTATION TO THE
AMERICAN FEDERATION OF TEACHERS**

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American Academic Series

***NEW** series of reports on the state of academic staffing in colleges and universities.*

Issues will explore trends in hiring, compensation, and working conditions among the higher education workforce.

- **First report reviews instructional and non-instructional staffing trends over 10 years: 1997-2007.**
 - Trends and where we are today
 - Newly-hired faculty
 - Trends by gender and race/ethnicity
 - Brief discussion of non-instructional staff
- **Source: US Department of Education, IPEDS**



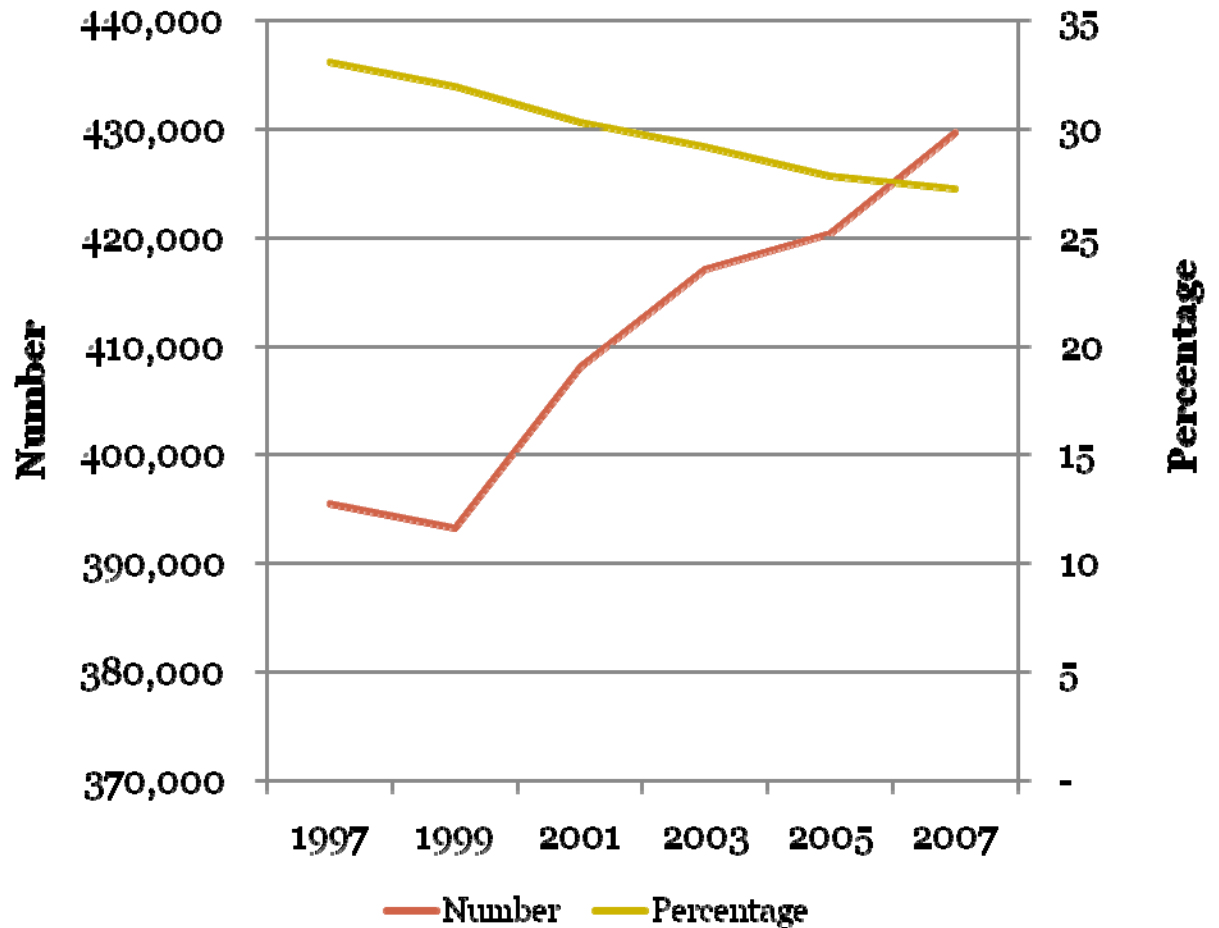
The News:

- **Growing Reliance on Contingent Faculty**
- **Erosion of Tenure**



Full-time tenured/on track faculty declined from about 1/3 to just over 1/4 of instructional staff during the past decade.

Number and percentage of instructional staff that are full-time, tenured/on track faculty: 1997-2007



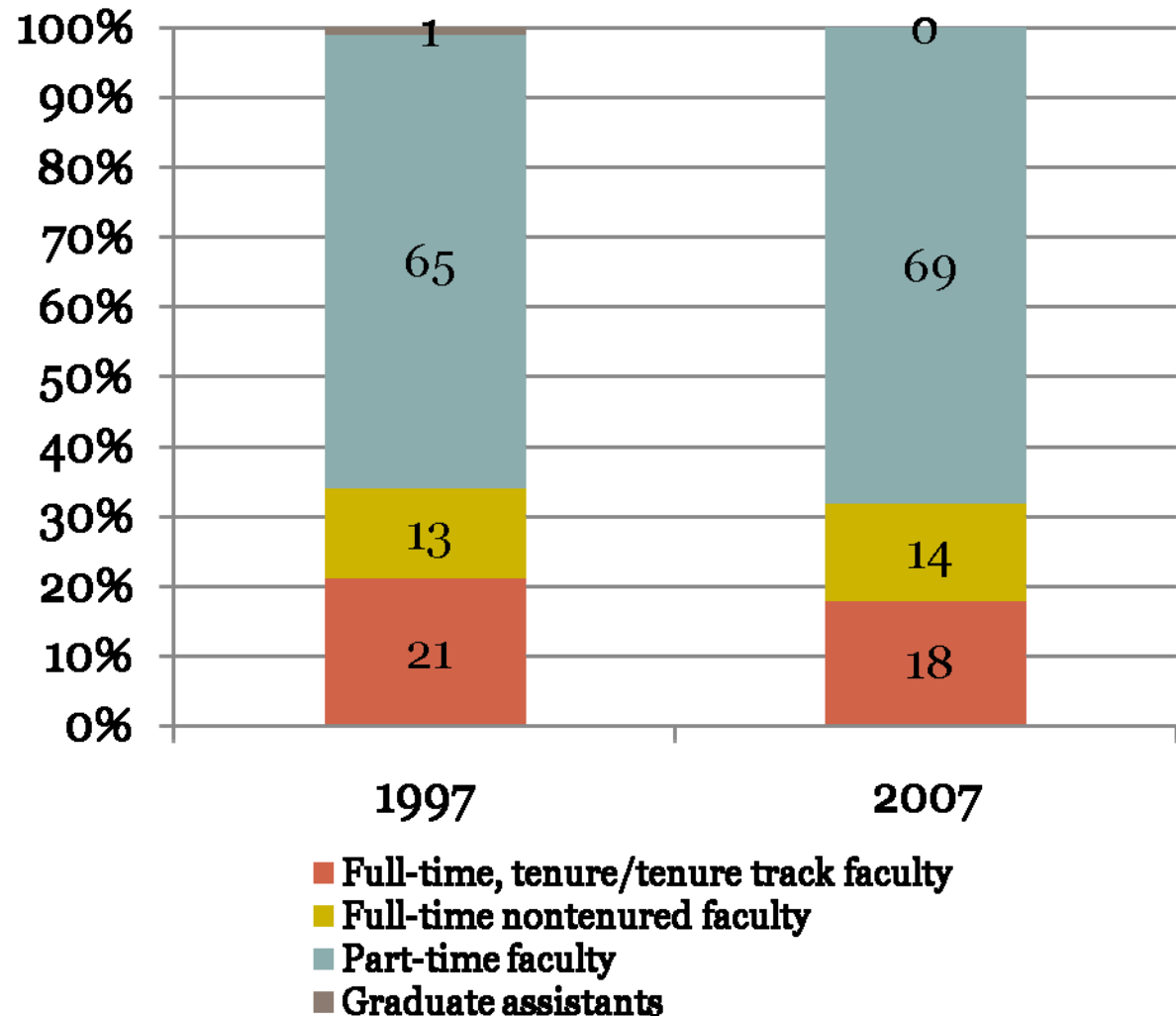


Community Colleges

**Increasing share of instructional staff that is part-time.*

**Decline in share that is full-time, tenure/tenure track faculty.*

Distribution of instructional staff





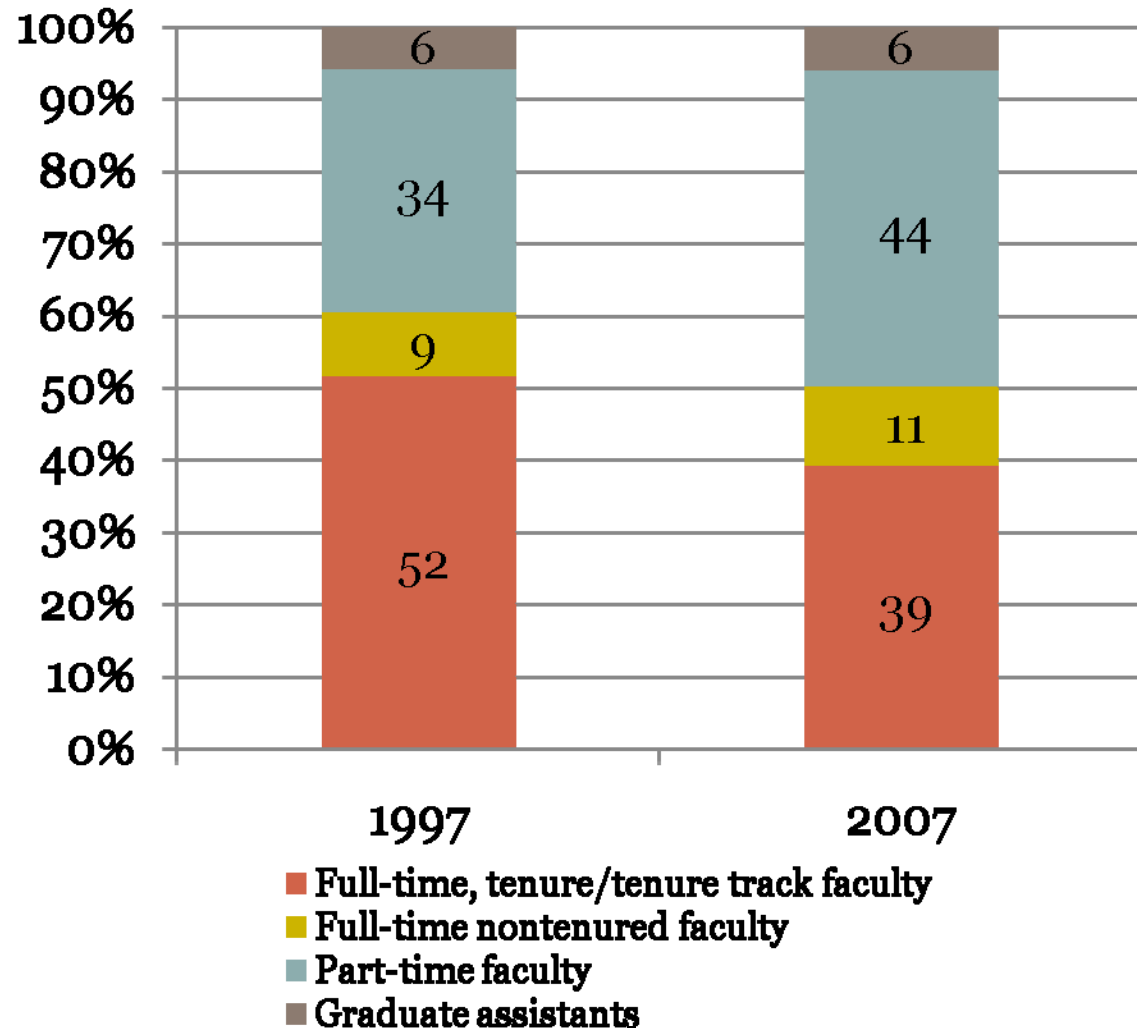
Public Comprehensive Institutions

Public comprehensives showed the biggest shift away from full-time tenured and tenure-track faculty and toward contingent labor.

**Part-time faculty increased from 34 percent to 44 percent.*

**Full-time nontenured faculty increased from 9 percent to 11 percent.*

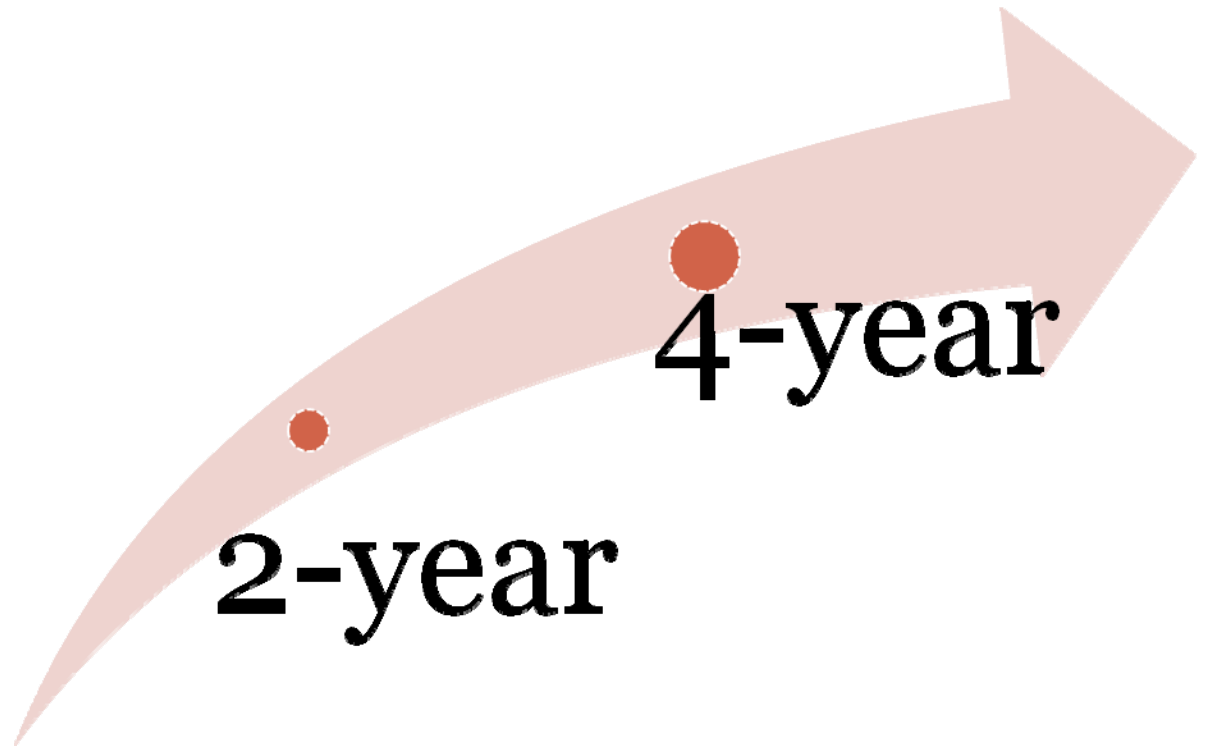
Distribution of instructional staff





Transitional Institutions

Between 1997 and 2007, 43 community colleges began offering and awarding 4-year degrees.





Transitional Institutions

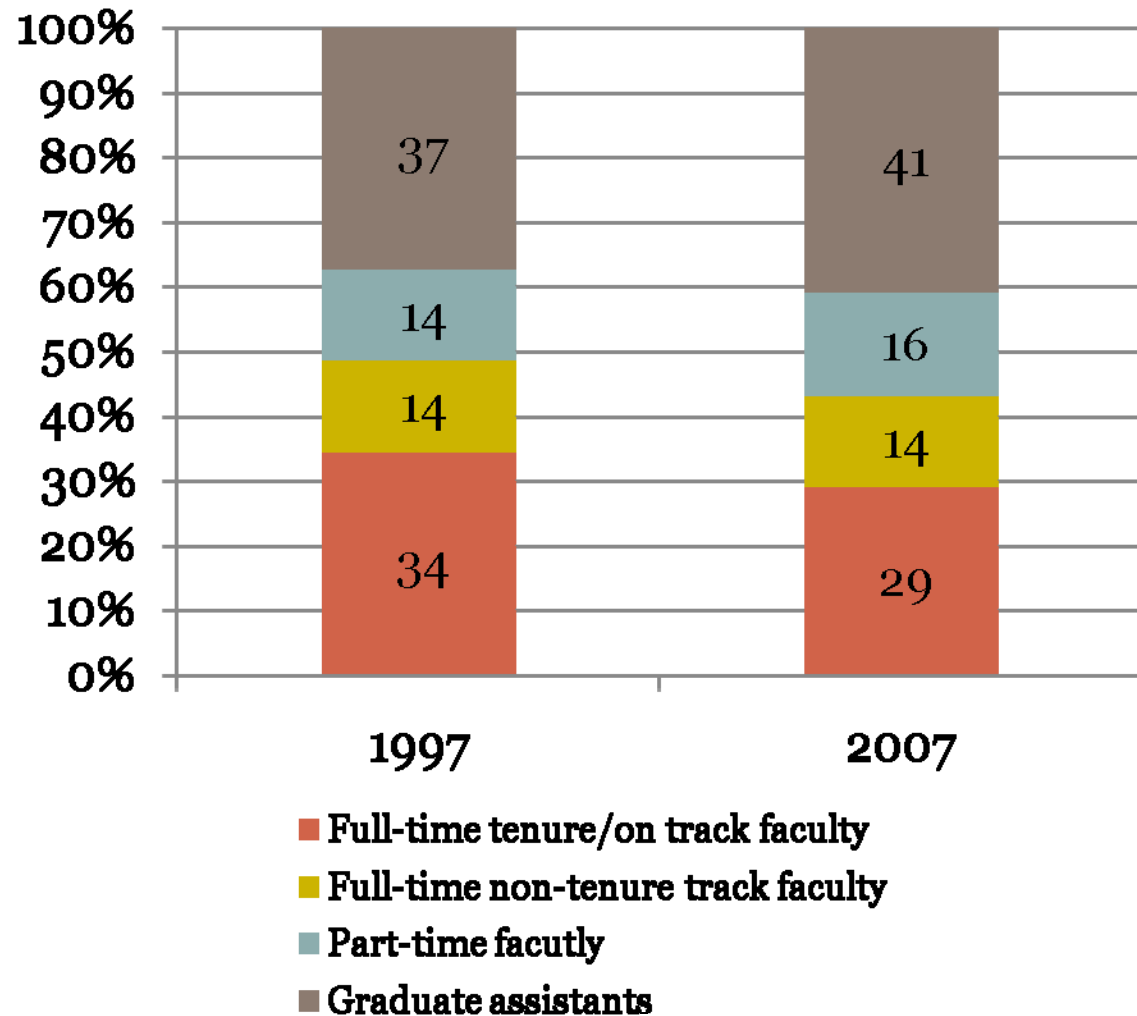
- **These 43 transitional institutions accounted for:**
 - 58 percent of the increase in the number of part-time faculty
 - 36 percent of the increase in the number of full-time nontenured faculty
- **Without these 43 institutions, the increase in part-time faculty at public comprehensives would have been 5% rather than 10%**



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.

Distribution of instructional staff





More Effects of Transitional Institutions

*50 public
comprehensive
institutions were
reclassified as
research
universities.*

- Without these 50 institutions, public research universities would have experienced further erosion in tenure:
 - Brought full-time tenured/tenure-track faculty, offsetting greater reliance graduate employees.
 - Nearly $\frac{3}{4}$ of the increase in the full-time tenured and tenure-track faculty was due to these institutions.



Private Institutions

**Employ a different mix of faculty and instructors than public institutions.*

**Relative changes followed the same trajectories seen in the comparable public sectors.*

- 6 percentage point increase in the proportion of graduate employees at private research institutions
- 10 percentage point growth in part-time faculty at private comprehensives, offset by a 10 percentage point decline in full-time tenured/tenure-track faculty.



New Hires

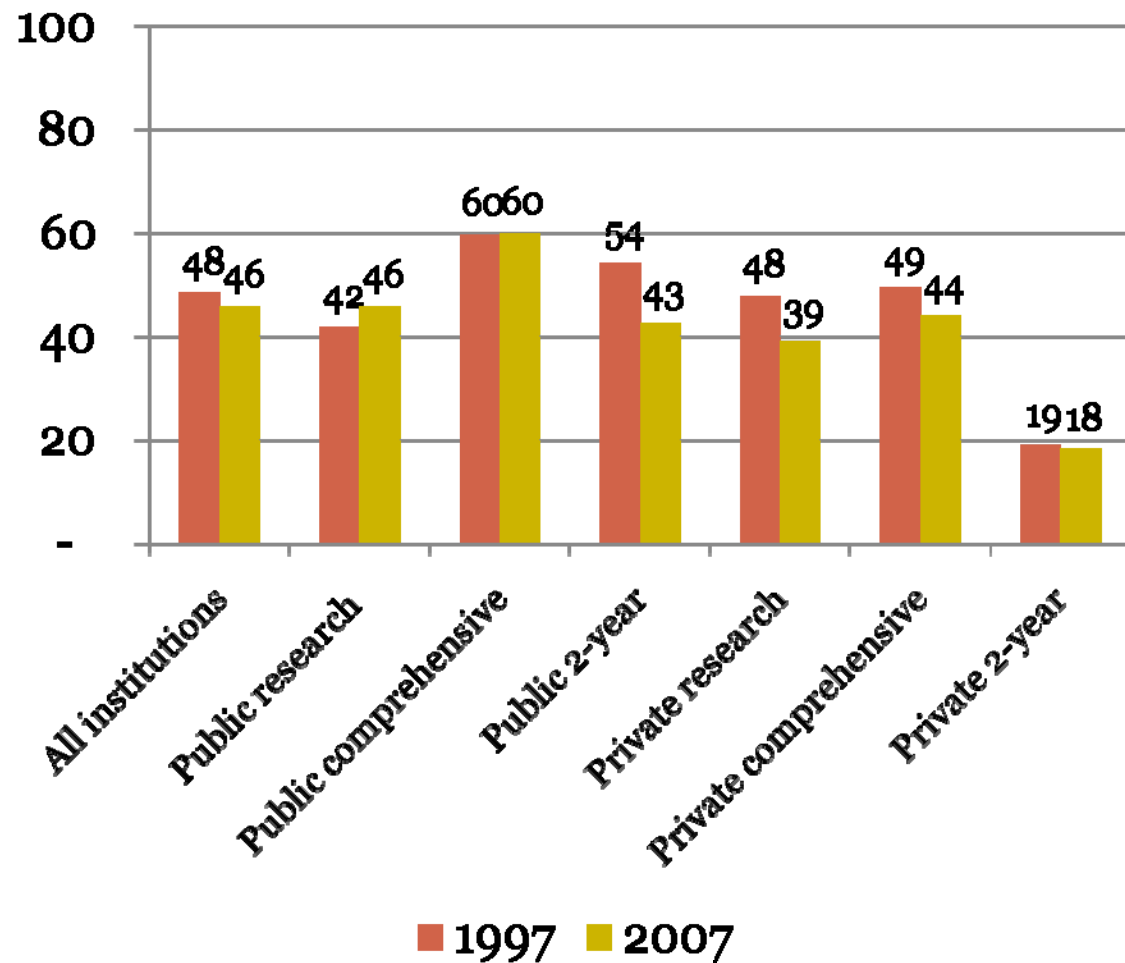
**Larger proportions of full-time faculty hired outside the tenure track.*

**Community colleges and the private sector accounted for the majority of the decline in the proportion of full-time tenure-track new hires.*

** Public comprehensive institutions remained relatively stable or experienced increases.*

**Public research institutions had a small increase in the proportion of full-time faculty hired on the tenure track.*

Percentage of faculty hired into tenured positions



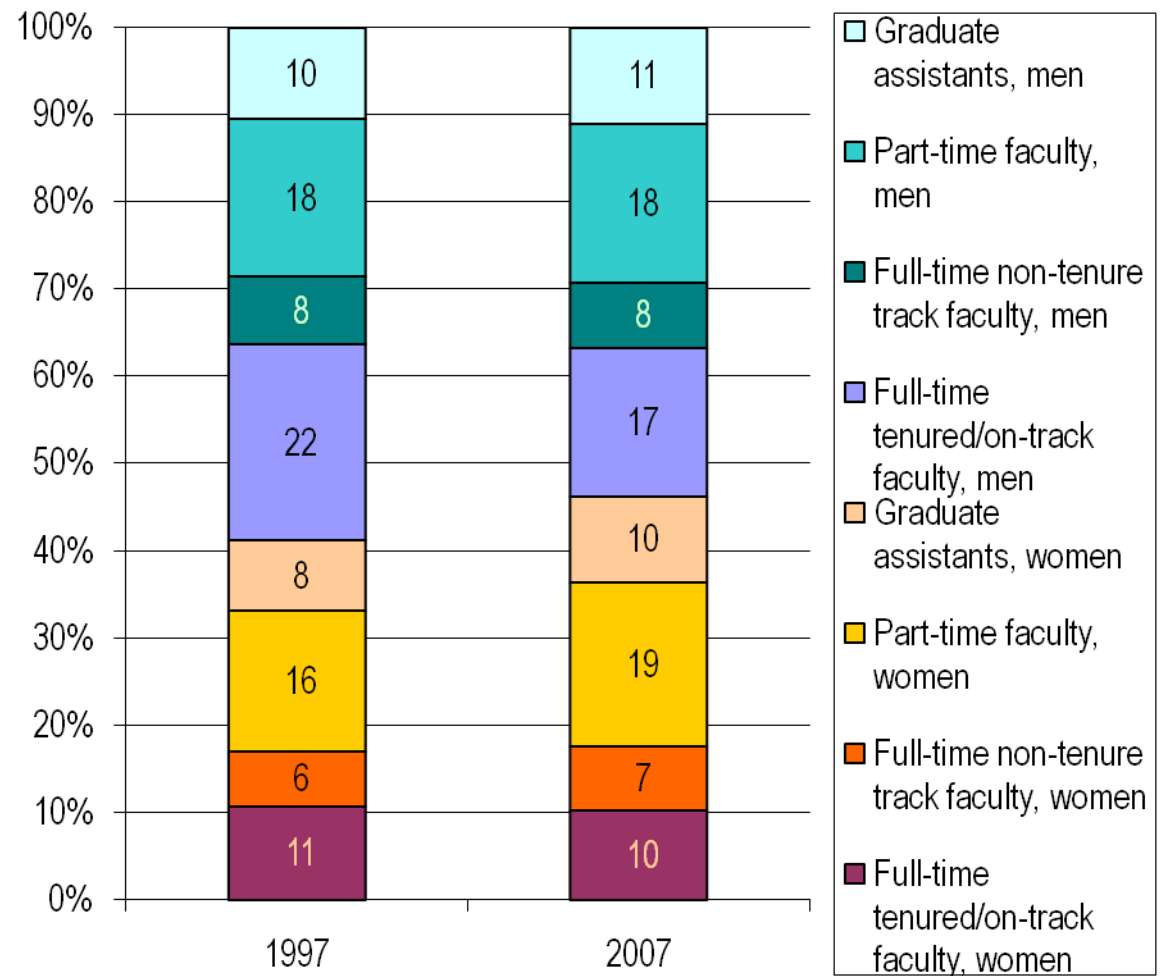


Shifts by Gender

**The number of women grew 48 percent, compared with 21 percent for men.*

** By 2007, women accounted for nearly one-half—46 percent—of faculty and instructor positions, up from 41 percent in 1997.*

Distribution of instructional faculty by instructional staff type and gender





Race/Ethnicity

- Generally, changes in the proportion of faculty and instructors by race/ethnicity did not change significantly over time
- Most notable:
 - Decline in the number of white, non-Hispanics, 78 to 71 percent; mostly in full-time tenured/tenure-track positions—28 to 21 percent.
 - Increase in non-resident aliens, 8 to 13 percent; mostly in contingent faculty.



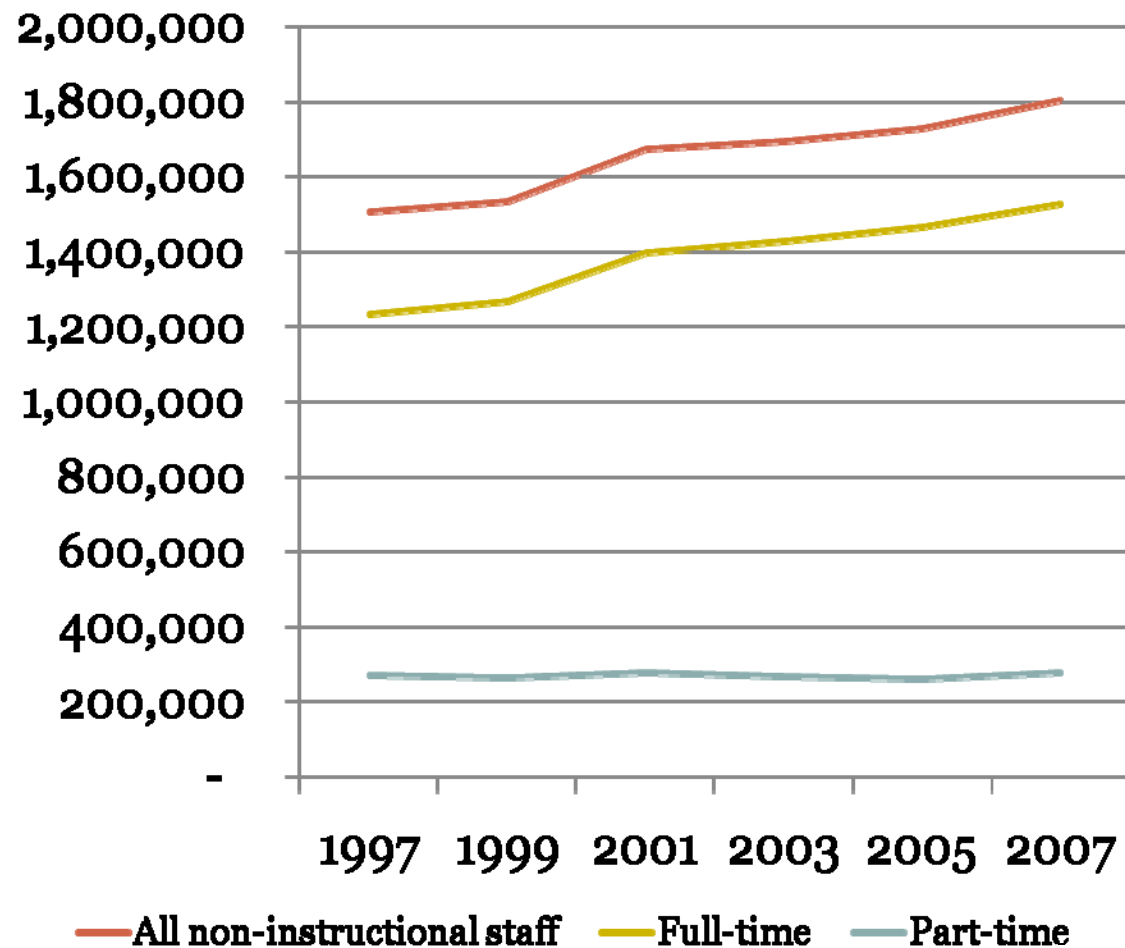
Non-Instructional Staff

**20 percent growth from 1.5 million to 1.8 million.*

**During a time when the proportion of the instructional staff employed on a contingent basis, especially part-time, increased, the opposite was true for non-instructional staff.*

**Non-instructional part-time staff declined from 18 percent to 15 percent; full-time increased from 82 percent to 85 percent.*

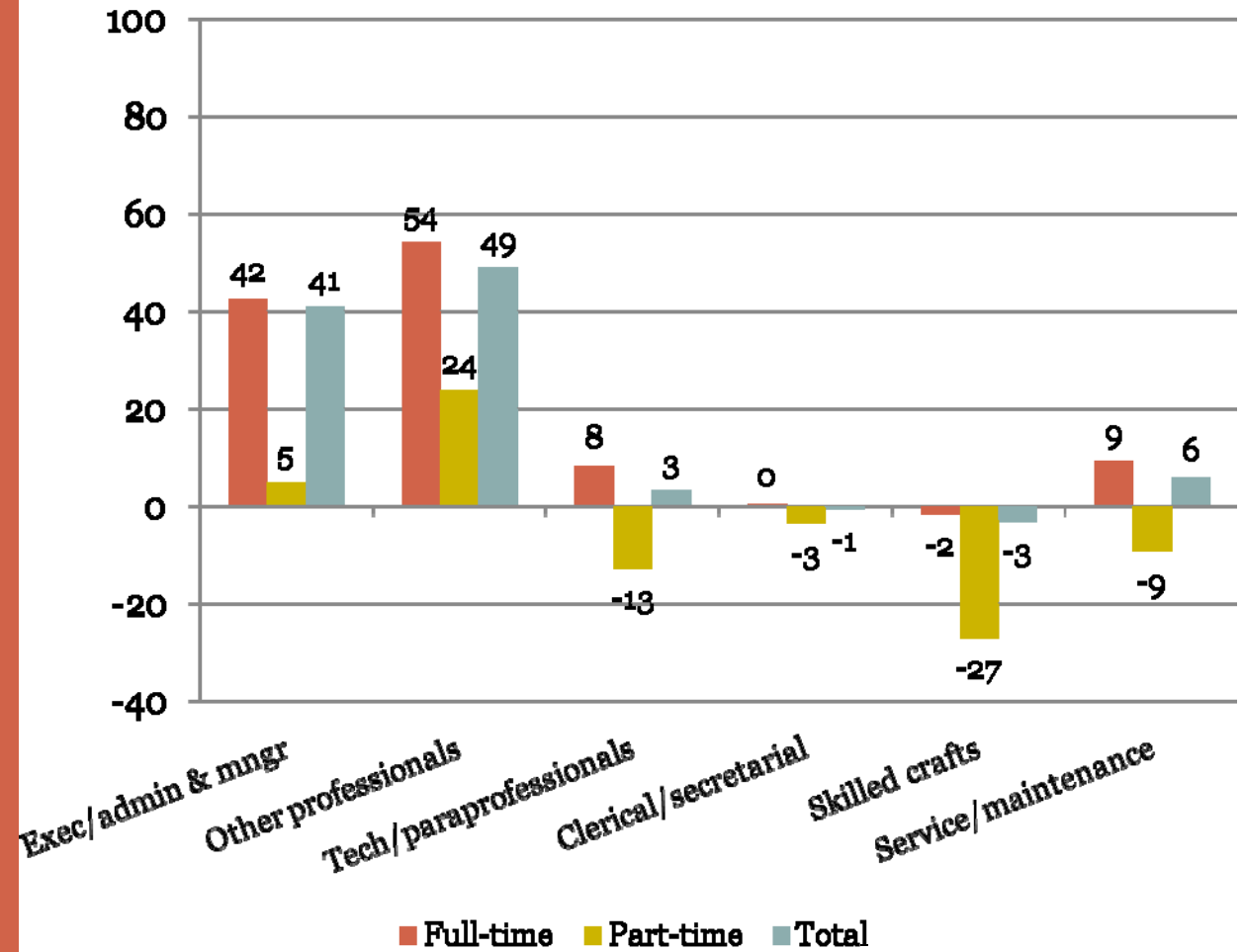
Non-Instructional Staff by Employment Status





Growth by Employment Category

Growth in the Number of Non-Instructional Staff by Employment Category, 1997 to 2007





Conclusions

- **Overwhelming reliance on contingent instructional labor**
- **The share of full-time tenured and tenure-track faculty, once the core of our colleges and universities, is shrinking**
- **The trend is system-wide**
- **The trend will likely continue**



FACE

Faculty and College Excellence campaign

GOAL: To ensure that contingent faculty members receive the financial and professional support they need to do their best work and to establish a better balance between the number of full-time tenured faculty and contingent faculty.

- AFT is committed not only to tracking staffing trends, also to changing those trends.
- The FACE campaign provides a variety of avenues to effect change in these trends.
 - Report on the use of contingent faculty across academic disciplines, and on the numbers of courses and students taught by contingent faculty and instructors.
 - Provides a quantitative model that institutions/states can use to determine the cost of paying contingent faculty an equitable wage and creating more stable full-time faculty positions.



AFT's Higher Education Data Center

- ED's IPEDS data: institutions' financial, staffing, enrollment, and completions status.
- Organizes IPEDS data in a form that allows users to generate easy-to-use reports for an individual college or university.
- Available at:
<http://highereddata.aft.org>.
- Questions/Further information:
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