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Recent Trends in Faculty Demographics and
Employment Patterns

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EXECUTIVE SUMMARY

This report examines some recent trends in faculty demographics and employment patterns at U.S. degree-granting institutions, drawing data from the National Center for Education Statistics.

Highlights of this report include:

- In Fall 2001, nearly 3.1 million individuals were employed at U.S. degree-granting institutions. Of them, roughly 1.1 million were faculty members.
- During the 14-year period between 1987 and 1991, the total number of employees at U.S. degree-granting institutions rose by 31.9 percent and the total number of faculty rose by 40.4 percent. These growth rates are higher than that of the overall U.S. employment.
- The proportion of full-time faculty dropped from 66.0 percent in 1987 to 55.5 percent in 2001. During the same period, the proportion of full-time employees dropped from 72.3 percent to 66.3 percent.
- The proportion of full-time faculty who were tenured dropped from 58.4 percent in 1987 to 54.2 percent in 1992, further down to 53.1 percent in 1998; the proportion of full-time faculty who were not on tenure track rose from 7.9 percent in 1987 to 11.2 percent in 1992, and rose further to 18.1 percent in 1998.
- The average age of full-time instructional faculty went up from 47 in 1987 to 48 in 1992 and to 49.2 in 1998. During this period, the proportion of faculty under 45 has dropped from 41.8 percent to 32.6 percent while the proportion of faculty 55 or older went up from 24.1 percent to 31.4 percent.
- The proportion of women full-time instructional faculty went up from 31.8 percent in 1991 to 38.4 percent in 2001. The increase has been concentrated in the ranks of professors, associate professors, and assistant professors.
- Across all degree-granting institutions, the proportion of full-time minority instructional faculty increased slightly from 12.3 percent in 1991 to 14.9 percent in 2001.
- In 2001, 3.4 percent of the full-time instructional faculty were non-resident aliens, compared with 2.0 percent in 1991.

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INTRODUCTION

The purpose of this report is to examine some recent trends in faculty demographics and employment patterns, paying particular attention to issues such as tenure-track versus non-tenure-track employment, the distribution of faculty by age, gender, and race/ethnicity. Data for this report are drawn from mainly two sources: the Integrated Postsecondary Education Data System (IPEDS) and the National Study of Postsecondary Faculty (NSOPF), both conducted by the National Center for Education Statistics.

The remainder of the report is structured as follows. Section 2 looks at the trends in employment and enrollment in higher education for the period between 1987 and 2001. Section 3 examines the trends in faculty employment by age and gender and Section 4 discusses the trends by race/ethnicity and citizenship status. Section 5 provides some concluding remarks.

OVERVIEW OF EMPLOYMENT IN HIGHER EDUCATION

Table 1 shows that in the fall of 2001, there were nearly 3.1 million faculty and staff employed by degree-granting (2-year-and-above) postsecondary institutions, representing 2.25 percent of the total civilian employment in the United States. Of them, roughly 1.1 million (or 36.1 percent) were faculty members.

During the 14-year period between 1987 and 2001, the total number of employees in degree-granting institutions rose by 31.9 percent and the total number of faculty rose by 40.4 percent. These growth rates are much higher than the 21.8 percent growth rate experienced by the total U.S. civilian employment and slightly higher than the 27.5 percent growth rate for the total full-time-equivalent student enrollment.

During the same time period, the total number of full-time employees and faculty went up by 21.0 percent and 18.0 percent, respectively. These numbers imply that much of the growth in higher education employment has been in part-time positions. Table 1 shows the proportions of total full-time employees and faculty as a share of total employees and faculty, respectively. In 1987, the total full-time employees in higher education accounted for 72.3 percent of all employment. By 2001, this proportion has declined to 66.3 percent. The decline in the proportion of full-time faculty in this period is even greater, from 66.0 percent in 1987 to 55.5 percent in 2001.

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Table 1. Employment and Enrollment at U.S. Degree-Granting Institutions

Year	Total Employees	Total Full-Time Employees	Total Full-time Employees as a % of Total	Total Faculty	Total Full-Time Faculty	Total Full-time Faculty as a % of Total Faculty	Total Full-Time Equivalent Enrollment	U.S. Total Civilian Employment
1987	2,337,534	1,689,069	72.3	793,070	523,420	66.0	9,229,736	112,439,333
1989	2,473,116	1,779,044	71.9	824,220	524,426	63.6	9,780,881	117,327,000
1991	2,545,235	1,812,912	71.2	826,252	535,623	64.8	10,360,606	117,712,583
1993	2,602,612	1,783,510	68.5	915,474	545,706	59.6	10,351,415	120,258,667
1995	2,662,075	1,801,731	67.7	931,706	550,822	59.1	10,334,956	124,908,250
1997	2,752,504	1,828,507	66.4	989,813	568,719	57.5	10,615,028	129,572,333
1999	2,883,175	1,918,676	66.5	1,027,830	590,937	57.5	10,943,609	133,500,917
2001	3,083,353	2,043,208	66.3	1,113,183	617,868	55.5	11,765,945	136,943,500
% Change for the period between 1987 and 2001								
	31.9	21.0		40.4	18.0		27.5	21.8

Source: Data on higher education are from various years' *Digest of Education Statistics*, U.S. Department of Education. Data on the total U.S. employment are from the U.S. Bureau of Labor Statistics.

Table 2 breaks down the total instructional faculty and staff by employment status and institution type for Fall 1987, Fall 1992, and Fall 1998. It indicates that most instructional faculty and staff were employed by four-year institutions (635,496 out of 976,417, or 65.1 percent of total). Specifically, public four-year institutions employed a total of 388,329 instructional faculty and staff with 173,294 in public research, 83,593 in public doctoral, and 131,442 in public comprehensive institutions. Private four-year institutions employed a total of 247,167 instructional faculty and staff with 53,722 in private research, 38,672 in private doctoral, 74,217 in private comprehensive, and 80,556 in private liberal arts institutions.

Table 2 also shows that the proportion of full-time faculty varies widely across institution types. In Fall 1998, public research institutions had the highest proportion of full-time instructional faculty or staff

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(79.7 percent), followed by private research (70.6 percent), public doctoral (68.3 percent), public comprehensive (63.5 percent), private liberal arts (59.7 percent), private doctoral (55.2 percent), private comprehensive (51.8 percent), and other (51.4 percent). Public two-year institutions had the lowest proportion of full-time instructional faculty and staff (36.1 percent).

Table 2. Number and Percentage of Higher Education Instructional Faculty and Staff, by Employment Status and Type and Control of Institution, Fall 1987, Fall 1992, and Fall 1998

Type and Control of Institution	Instructional Faculty and Staff	Employment Status	
		Full-Time	Part-time
1998 All Institutions ^{1,2}	976,417	57.4	42.6
Public research	173,294	79.7	20.3
Private research	53,722	70.6	29.5
Public doctoral ³	83,593	68.3	31.7
Private doctoral ³	38,672	55.2	44.8
Public comprehensive	131,442	63.5	36.5
Private comprehensive	74,217	51.8	48.2
Private liberal arts	80,556	59.7	40.3
Public 2-year	272,555	36.1	63.9
Other ⁴	68,366	51.4	48.6
1993 All Institutions ²	904,935	58.4	41.6
Public research	132,717	80.9	19.1
Private research	49,423	65.1	34.9
Public doctoral ³	73,570	71.8	28.2
Private doctoral ³	46,699	61.4	38.6
Public comprehensive	141,533	66.8	33.3
Private comprehensive	75,085	51.4	48.6
Private liberal arts	58,961	64.5	35.5
Public 2-year	276,292	39.8	60.2
Other ⁴	50,654	51.7	48.3

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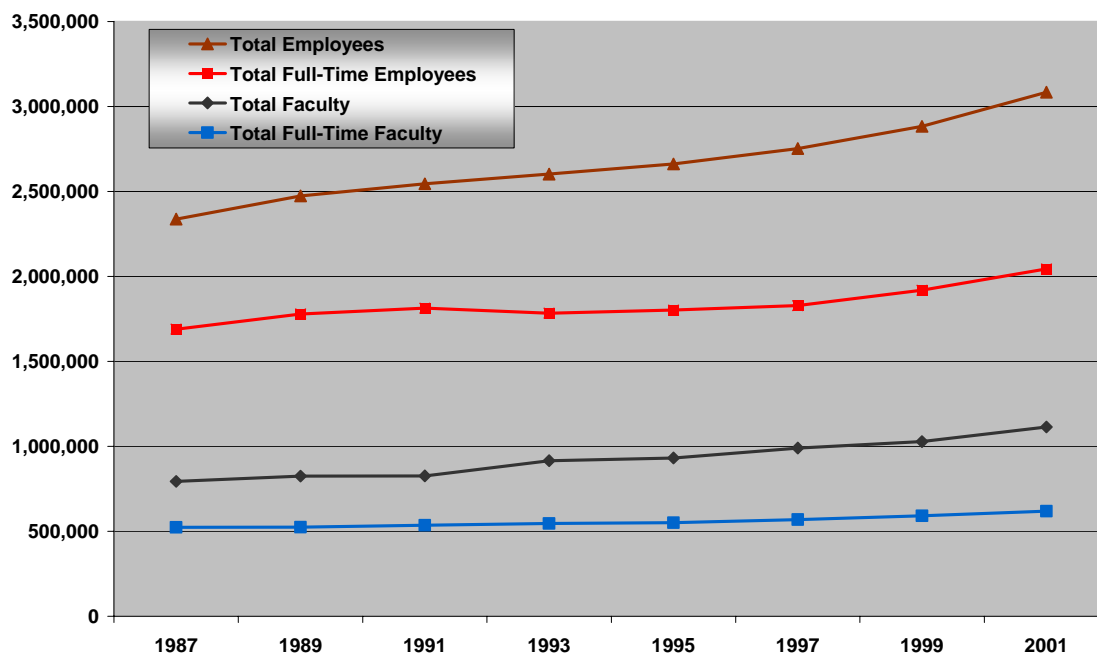
1987 All Institutions ²	769,825	66.9	33.1
Public research	119,334	85.6	14.4
Private research	53,120	78.3	21.7
Public doctoral ³	67,678	83.2	16.8
Private doctoral ³	39,793	63.0	37.0
Public comprehensive	130,341	74.5	25.5
Private comprehensive	60,457	60.9	39.1
Private liberal arts	55,391	69.4	30.6
Public 2-year	200,663	47.9	52.1
Other ⁴	43,047	50.0	50.0

Note:

1. The employment status data for 1998 are based on all faculty and instructional staff.
2. All accredited, nonproprietary U.S. postsecondary institutions that grant a 2-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.
3. Includes institutions classified by the Carnegie Foundation as specialized medical schools.
4. Public liberal arts, private 2-year, and religious and other specialized institutions, except medical.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, "Faculty Survey," from 1988, 1993, 1998 survey years.

Figure 1. Employees in Higher Education, 1987-2001



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Figure 1 plots the proportion of full-time instructional faculty and staff by type and control of institutions for Fall 1987, Fall 1992, and Fall 1998. It shows that all types of institutions experienced a decline in the proportion of full-time instructional faculty and staff during this period. For example, the proportion of full-time instructional faculty and staff in public two-year institutions dropped from 47.9 percent in 1987 to 36.1 percent in 1998.

Table 3 shows the employment of full-time instructional faculty and staff by tenure status and institution type for Fall 1987, Fall 1992, and Fall 1998. It shows that the proportion of tenured faculty dropped from 58.4 percent in 1987 to 54.2 percent in 1992, and further to 53.1 percent in 1998. During the same period, the proportion of non-tenure-track faculty went up significantly from 7.9 percent in 1987 to 11.2 percent in 1992, and to 18.8 percent in 1998.

Many argue that the increased use of full-time non-tenure-track faculty is an outcome of tight budgetary conditions and increased student enrollments. For example, Ehrenberg and Zhang (forthcoming) examine the demands for full-time faculty and for full-time faculty new hires. They find that, as the salaries of full-time non-tenure-track faculty decline relative to the salaries of full-time tenure and tenure-track faculty, the relative usage of full-time non-tenure-track faculty will increase. On the supply side, there

Table 3. Number and Percentage of Full-time Instructional Faculty and Staff, by Tenure Status and Type and Control of Institution, Fall 1987, Fall 1992, and Fall 1998

Type and Control of Institution and Year	Full-Time Instructional Faculty and Staff	Tenure Status			
		Tenured	On Tenure Track	Not on Tenure Track	No Tenure System at Institution or for Faculty Status
1998 All Institutions ¹	560,393	53.1	18.8	18.1	10.0
Public research	137,532	59.6	17.7	22.2	0.5
Private research	38,953	54.9	16.4	26.3	2.5
Public doctoral	58,054	53.4	21.1	24.8	0.8
Private doctoral	20,655	41.7	25.5	21.4	11.5
Public comprehensive	83,041	61.5	21.6	16.1	0.9
Private comprehensive	37,508	49.3	18.3	18.7	13.7
Private liberal arts	47,586	39.2	23.4	20.3	17.1
Public 2-year	102,463	51.0	15.4	7.2	26.4
Other	34,601	41.1	16.2	13.2	29.4

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1993 All Institutions ¹	528,260	54.2	21.5	11.2	13.1
Public research	107,358	63.4	19.7	12.1	4.8
Private research	32,164	49.8	22.8	17.6	9.9
Public doctoral ²	52,808	53.6	26.7	15.7	4.0
Private doctoral ²	28,684	45.6	27.1	13.9	13.4
Public comprehensive	94,477	60.7	24.5	11.1	3.7
Private comprehensive	38,561	52.9	26.1	12.3	8.8
Private liberal arts	38,052	46.0	25.4	12.6	16.0
Public 2-year	109,957	52.7	15.2	6.0	26.1
Other ³	26,200	28.6	14.2	7.3	49.9
1987 All Institutions ¹	515,138	58.4	21.0	7.9	12.7
Public research	102,115	66.9	19.2	8.5	5.3
Private research	41,574	52.4	29.7	13.1	4.9
Public doctoral ²	56,294	58.1	27.1	11.6	3.2
Private doctoral ²	25,065	43.7	28.1	2.1	26.2
Public comprehensive	97,131	65.2	22.1	8.7	4.0
Private comprehensive	36,842	54.9	29.4	8.7	7.0
Private liberal arts	38,446	49.4	24.5	8.2	18.0
Public 2-year	96,144	59.6	9.1	4.0	27.3
Other ³	21,528	34.6	16.1	4.3	45.1

Note:

1. All accredited, nonproprietary U.S. postsecondary institutions that grant a 2-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.
2. Includes institutions classified by the Carnegie Foundation as specialized medical schools.
3. Public liberal arts, private 2-year, and religious and other specialized institutions, except medical.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, "Faculty Survey," from 1988, 1993, 1998 survey years.

has been a large number of Ph.D.s available to fill these non-tenure-track positions. Similarly, Ma and Stephan (forthcoming) find that adverse academic labor market conditions are related to the increased proportion of new Ph.D.s taking a first postdoctoral position as well as to the lengthened duration of individuals' postdoctoral experience.

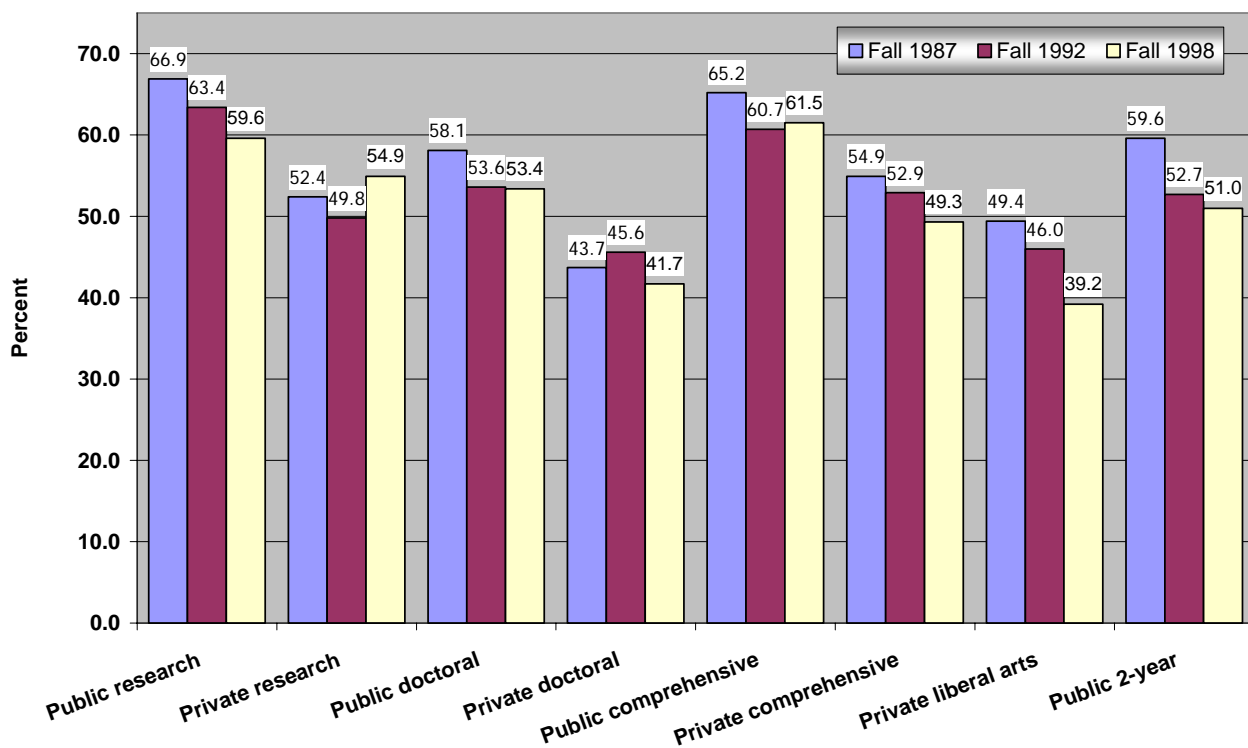
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Table 3 also shows that the proportion of tenured faculty varies widely across institution types. In 1998, public comprehensive institutions had the highest proportion of tenured faculty (61.5 percent) while private liberal arts institutions had the lowest proportion (39.2 percent). It also shows that in general, public institutions have higher proportions of tenured faculty than their private counterparts.

Figure 2 and Figure 3 plot the proportion of full-time faculty who are tenured and who are not on tenure track, respectively. Figure 2 shows that between 1987 and 1998, there has been a decline in the proportion of full-time faculty with tenure for all public institution types and for some private institution types as well. Figure 3 shows that between 1987 and 1998, the proportion of full-time faculty who were not on tenure track went up dramatically across the various institution types and the increase is most pronounced for four-year institutions.

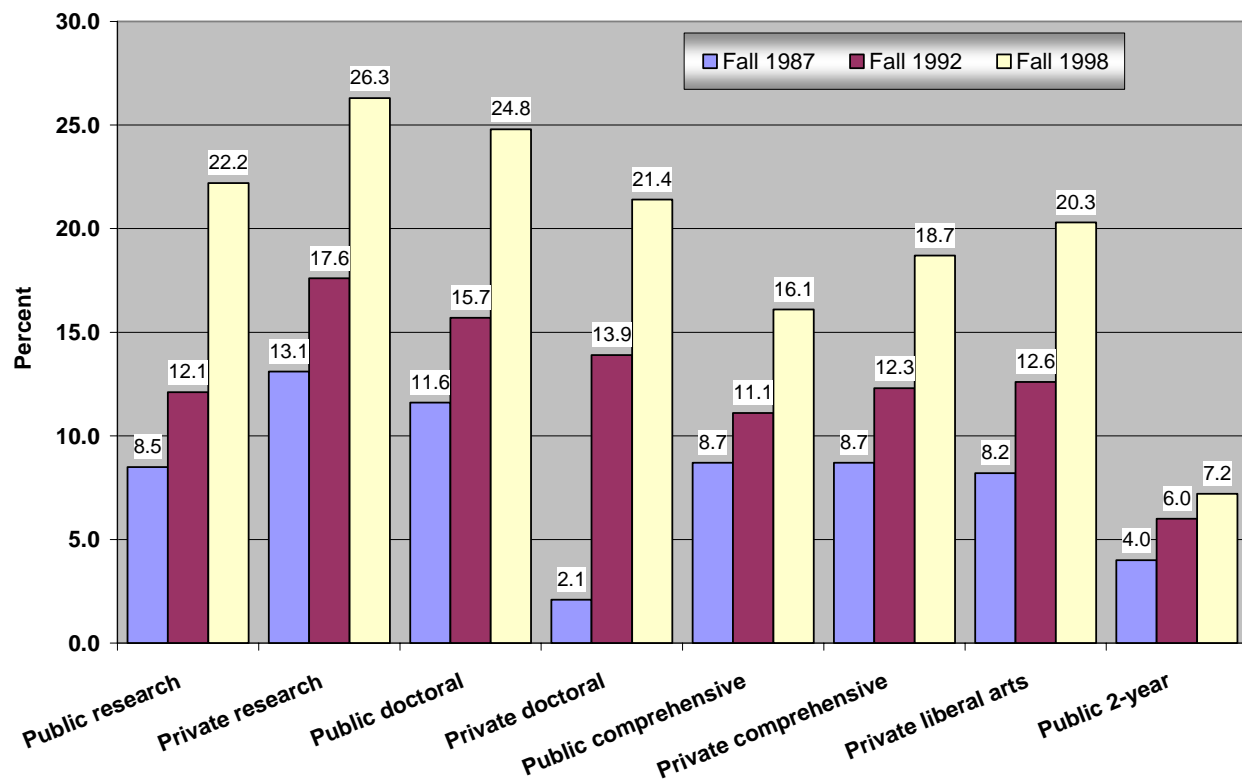
Figure 2. Proportion of Tenured Full-Time Faculty, by Type and Control of Institution, Fall 1987, Fall 1992, and Fall 1998



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Figure 3. Proportion of Full-Time Faculty Not on Tenure Track, by Type and Control of Institution, Fall 1987, Fall 1992, and Fall 1998



FACULTY EMPLOYMENT BY AGE AND GENDER

In addition to changes that have occurred in the employment patterns for faculty, there have been significant changes in faculty demographics such as age, gender, race/ethnicity, and citizenship status.

Table 4 shows that faculty are getting older. In 1987, the average age of full-time instructional faculty was 47; it went up to 48 in 1992 and to 49.2 in 1998. In terms of the age distribution, there has been a significant shift. In 1987, the proportion of full-time instructional faculty and staff under 35 was 10.2 percent. By 1998, this proportion has declined to 7.3 percent. Similarly, the proportion of full-time instructional faculty and staff between 35 and 44 declined from 31.6 percent in 1987 to 29.7 percent in 1992 and to 25.3 percent in 1998.

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The proportion of faculty 55 or older has increased considerably during this period. In 1987, 20.4 percent of all full-time instructional faculty and staff were between the age of 55 and 64. By 1998, this proportion has gone up to 25.9 percent. Of particular interest is the age group 71 or older, which consisted of only 0.2 percent of all full-time instructional faculty and staff in 1987. The proportion rose fivefold to 1.0 percent in 1998. One explanation for this large jump is the end of mandatory retirement in higher education in 1994, which allowed faculty to work beyond age 70 (before 1994, faculty were not allowed to work beyond age 70).

Table 4. Average Age and Percentage Distribution of Full-time Instructional Faculty and Staff by Type and Control of Institution, Fall 1987, Fall 1992, and Fall 1998

Type and Control of Institution and Year	Average Age	Percentage Distribution					
		Under 35	35-44	45-54	55-64	65-70	71 or older
1998 All Institutions ¹	49.2	7.3	25.3	36.0	25.9	4.5	1.0
Public research	48.8	7.6	27.4	34.6	24.2	5.3	0.8
Private research	48.8	8.1	28.3	32.3	24.0	5.8	1.7
Public doctoral2	49.0	7.0	28.4	33.9	24.2	5.6	0.8
Private doctoral2	47.8	8.8	29.6	36.4	21.0	3.2	1.0
Public comprehensive	50.6	6.2	21.7	34.0	31.3	5.7	1.1
Private comprehensive	49.5	8.0	21.9	37.4	28.6	3.5	0.6
Private liberal arts	48.3	8.7	29.6	33.0	24.1	3.7	1.0
Public 2-year	49.3	6.5	21.9	41.2	27.1	2.3	0.9
Other3	49.3	7.2	22.9	40.3	23.6	4.0	2.0
1993 All Institutions ¹	48.0	8.2	29.7	36.5	21.2	3.7	0.8
Public research	47.8	8.2	32.4	32.9	21.7	4.1	0.7
Private research	46.4	9.6	40.3	26.7	17.5	4.8	1.1
Public doctoral2	47.4	9.6	31.8	34.2	19.9	3.6	0.9
Private doctoral2	47.3	9.8	33.3	32.4	18.0	5.0	1.5
Public comprehensive	48.6	7.5	25.6	40.3	22.7	3.6	0.4
Private comprehensive	48.6	8.5	26.8	35.6	24.1	4.4	0.7
Private liberal arts	47.5	9.1	31.4	34.4	20.4	4.0	0.9
Public 2-year	48.2	7.0	26.6	42.7	20.6	2.5	0.7
Other3	48.9	7.0	27.3	36.0	23.9	4.2	1.6

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1987 All Institutions ¹	47.0	10.2	31.6	34.1	20.4	3.5	0.2
Public research	47.2	8.8	32.1	33.4	22.6	3.0	0.1
Private research	45.4	13.9	38.1	27.4	17.2	3.3	0.0
Public doctoral ²	46.8	12.6	29.2	33.2	21.2	3.8	0.0
Private doctoral ²	46.5	17.4	29.2	28.4	13.7	10.7	0.6
Public comprehensive	47.6	10.0	28.2	36.0	22.9	2.8	0.2
Private comprehensive	47.0	8.7	34.4	34.8	16.9	3.8	1.4
Private liberal arts	46.8	11.3	33.2	29.3	21.9	3.9	0.4
Public 2-year	47.4	7.8	30.5	39.5	19.6	2.7	0.0
Other ³	46.8	8.4	37.8	32.4	17.4	3.3	0.7

Note:

1. All accredited, nonproprietary U.S. postsecondary institutions that grant a 2-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.
2. Includes institutions classified by the Carnegie Foundation as specialized medical schools.
3. Public liberal arts, private 2-year, and religious and other specialized institutions, except medical.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, "Faculty Survey," from 1988, 1993, 1998 survey years.

Others have documented a similar aging pattern for individual institutions. Clark (forthcoming) describes the changing age structure of faculties at the 15 campuses of the University of North Carolina (UNC) system. He finds that the UNC faculty aged considerably from 1982 to 2000. During this period, the proportion of faculty under age 40 declined from 35.4 percent in 1982 to 16.1 percent in 2000, while the proportion of faculty 55 or older increased from 17.6 percent to 30.9 percent. Evidence on individual campuses indicates there are not significant differences across individual campuses. This is consistent with the national trend shown in Table 4, which indicates that there are not large differences in the age distribution across institution types.

The aging faculty is partially due to the fact that many faculty members were hired in the 1960s and 1970s to educate the baby boomers and many were hired to fill full-time tenure-track positions. Because of the low turnover nature associated with the tenure system, most of these faculty members are still employed in higher education. As these faculty approach retirement age, it is important that institutions design retirement programs that are aimed to smooth these faculty members' transition into retirement. In addition, institutions need to design a hiring strategy to recruit new faculty to replace these retiring faculty.

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Table 5 illustrates the distribution of faculty by gender and academic rank for the period between 1991 and 2001. When all ranks are considered, 31.8 percent of full-time instructional faculty were women in 1991. By 2001, this proportion has gone up to 38.4 percent. The increase in the proportion of women faculty has been fairly concentrated in the ranks of professor, associate professor, and assistant professor. For example, the proportion of women who were professors rose from 14.7 percent in 1991 to 22.7 percent in 2001; the proportion of women who were associate professors rose from 27.7 percent in 1991 to 36.8 percent in 2001; and the proportion of women who were assistant professors rose from 39.7 percent to 44.8 percent during this ten-year period. To the contrary, the proportions of full-time women instructors, lecturers, and other type have been fairly stable during this period.

Across the academic ranks, there appears to be an inverse relationship between the proportion of women faculty and the rank, even though the proportion of women professors, associate professors, and assistant professors have gone up significantly. For example, women professors accounted for only 22.7 percent of all professors in 2001. In other words, while roughly two out of five full-time instructional faculty were women in 2001, only one out of five full professors were women. Contrarily, roughly half of the instructors and lecturers were women in 2001.

Table 5. Number and Percentage of Higher Education Instructional Faculty, by Gender and Academic Rank, 1991-2001

Year	Total Instructional Faculty	Men	Women	Men as a % of Total	Women as a % of Total
All Ranks					
1991	520,324	355,111	165,213	68.2	31.8
1993	545,706	363,430	182,276	66.6	33.4
1995	550,822	360,150	190,672	65.4	34.6
1997	568,719	363,925	204,794	64.0	36.0
1999	590,937	371,039	219,898	62.8	37.2
2001	617,868	380,485	237,383	61.6	38.4
Professors					
1991	144,341	123,173	21,168	85.3	14.7
1993	157,253	130,574	26,679	83.0	17.0
1995	159,333	130,940	28,393	82.2	17.8
1997	163,632	131,279	32,353	80.2	19.8
1999	161,309	127,684	33,625	79.2	20.8
2001	163,466	126,415	37,051	77.3	22.7

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Associate Professors					
1991	116,631	84,311	32,320	72.3	27.7
1993	120,696	84,506	36,190	70.0	30.0
1995	125,082	85,313	39,769	68.2	31.8
1997	128,262	84,740	43,522	66.1	33.9
1999	128,826	83,359	45,467	64.7	35.3
2001	129,698	81,924	47,774	63.2	36.8
Assistant Professors					
1991	126,344	76,129	50,215	60.3	39.7
1993	129,159	74,822	54,337	57.9	42.1
1995	129,682	73,141	56,541	56.4	43.6
1997	128,329	70,975	57,354	55.3	44.7
1999	134,791	74,127	60,664	55.0	45.0
2001	145,478	80,320	65,158	55.2	44.8
Instructors					
1991	78,082	41,124	36,958	52.7	47.3
1993	67,700	34,343	33,357	50.7	49.3
1995	66,708	33,067	33,641	49.6	50.4
1997	68,329	33,595	34,734	49.2	50.8
1999	80,089	39,599	40,490	49.4	50.6
2001	92,781	45,812	46,969	49.4	50.6
Lecturers					
1991	11,275	5,362	5,913	47.6	52.4
1993	13,714	6,689	7,025	48.8	51.2
1995	12,874	5,889	6,985	45.7	54.3
1997	14,342	6,733	7,609	46.9	53.1
1999	16,057	7,465	8,592	46.5	53.5
2001	18,965	8,859	10,106	46.7	53.3

Source: *Digest of Education Statistics*, various years.

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FACULTY EMPLOYMENT BY RACE/ETHNICITY AND CITIZENSHIP STATUS

This section presents some evidence on trends in faculty distribution by race/ethnicity and citizenship status.

Table 6 shows the distribution of full-time instructional faculty in degree-granting institutions by race/ethnicity, academic rank, gender, and citizenship status, for the period between 1991 and 2001. Across all degree-granting higher education institutions, the vast majority (85.1 percent) of full-time instructional faculty were white, non-Hispanic in Fall 2001. This represents a slight decline from ten years before (87.7 percent).

Table 6 also shows that the proportion of non-resident alien faculty has increased significantly from 2.0 percent in 1993 to 3.4 percent in 2001 and much of the increase is at the assistant professor level. One explanation for this is that there has been a considerable increase in the number of foreign graduate students at U.S. higher education institutions and consequently, the proportion of U.S.-trained non-resident Ph.D.s increased significantly in the last two decades. Many of these Ph.D.s stayed in the U.S. after graduation and some pursued an academic career.

The proportion of full-time minority instructional faculty has increased across the academic ranks, for both men and women. For the ten-year period, the proportions of women minority faculty have been consistently higher than the proportions of men minority faculty. This holds true for the black and Hispanic groups. For the Asian or Pacific Islander group, however, the opposite seems to hold true.

Table 6 shows that the proportion of black, Hispanic, and Asian or Pacific Islander faculty rose during the ten-year period. For example, the proportion of full-time Hispanic instructional faculty went up from 2.2 percent in 1991 to 3.0 percent in 2001, the proportion of Asian rose from 5.1 percent to 6.2 percent, and the proportion of black rose from 4.7 percent to 5.1 percent. The proportion of American Indian/Alaskan Native has been fairly stable during this ten-year period.

Table 7 shows that the proportion of minority faculty by academic rank for the time period between 1991 and 2001. Data suggest that the proportions of minority faculty are much higher at the assistant professor level than the associate or full professor level, no doubt an indication of changes in institutional hiring patterns.

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Table 6. Full-Time Instructional Faculty in Degree-Granting Institutions, by Race/Ethnicity, Citizenship Status, and Gender: 1991-2001

Year	Total	Percentage Distribution							
		White, non-Hispanic	Minority	Black	Hispanic	Asian or Pacific Islander	American Indian/Alaskan Native	Non-resident Alien	Race/Ethnicity unknown
Men and women, all ranks									
1991	520,324	87.7	12.3	4.7	2.2	5.1	0.3		
1993	545,706	85.9	11.9	4.7	2.2	4.6	0.4	2.0	0.2
1995	550,822	85.1	12.9	4.9	2.3	5.0	0.4	2.0	0.4
1997	568,719	83.9	13.7	4.9	2.6	5.5	0.4	2.3	0.5
1999	590,937	82.8	14.4	4.9	2.8	5.8	0.4	1.2	2.1
2001	617,868	80.9	14.9	5.1	3.0	6.2	0.4	3.4	1.1
Men, all ranks									
1991	355,111	88.2	11.8	3.7	2.1	5.8	0.3		
1993	363,430	86.2	11.3	3.7	2.1	5.2	0.3	2.3	0.2
1995	360,150	85.4	12.3	3.8	2.2	5.6	0.4	2.3	0.3
1997	363,925	84.2	13.2	3.9	2.4	6.1	0.4	2.6	0.4
1999	371,039	83.0	13.9	4.0	2.6	6.5	0.4	1.2	2.4
2001	380,485	80.9	14.4	4.2	2.8	6.8	0.4	3.9	1.0
Women, all ranks									
1991	165,213	86.6	13.4	6.9	2.5	3.6	0.4		
1993	182,276	85.3	13.2	6.7	2.5	3.5	0.4	1.4	0.2
1995	190,672	84.4	14.0	6.8	2.7	3.8	0.5	1.4	0.4
1997	204,794	83.4	14.7	6.7	2.9	4.4	0.5	1.7	0.5
1999	219,898	82.5	15.3	6.6	3.1	4.6	0.5	1.2	1.4
2001	237,383	80.8	15.7	6.7	3.3	5.1	0.5	2.5	1.2

Source: Digest of Education Statistics, various years. Percent minority numbers are based on the number of faculty members who were U.S. citizens and who were reported by race/ethnicity. Data exclude faculty employed by system offices.

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Table 7. Full-Time Instructional Faculty in Degree-Granting Institutions, by Race/Ethnicity and Academic Rank: 1991-2001

Year	Total	Percentage Distribution							
		White, non-Hispanic	Minority	Black	Hispanic	Asian or Pacific Islander	American Indian/Alaskan Native	Non-resident Alien	Race/Ethnicity unknown
Professors									
1991	144,341	91.5	8.5	2.5	1.4	4.4	0.2		
1993	157,253	90.2	9.1	2.9	1.5	4.5	0.2	0.6	0.1
1995	159,333	89.6	9.6	3.0	1.6	4.8	0.2	0.6	0.2
1997	163,632	88.6	10.5	3.2	1.8	5.2	0.3	0.7	0.3
1999	161,309	88.6	10.6	3.0	1.8	5.4	0.3	0.5	0.5
2001	163,466	87.2	11.1	3.1	1.9	5.7	0.3	0.8	0.9
Associate Professors									
1991	116,631	89.1	10.9	4.2	1.8	4.6	0.2		
1993	120,696	87.8	11.1	4.4	1.9	4.5	0.2	0.9	0.1
1995	125,082	87.1	11.9	4.5	2.1	4.9	0.3	0.9	0.2
1997	128,262	85.8	13.0	4.7	2.3	5.5	0.3	1.1	0.3
1999	128,826	84.6	14.0	5.0	2.5	6.0	0.3	0.9	0.7
2001	129,698	83.1	14.9	5.3	2.7	6.5	0.4	1.4	0.6
Assistant Professors									
1991	126,344	84.3	15.7	6.0	2.6	6.8	0.3		
1993	129,159	81.4	14.8	6.0	2.6	5.9	0.3	3.6	0.3
1995	129,682	80.2	16.6	6.2	2.9	6.5	0.4	3.3	0.5
1997	128,329	79.2	17.4	6.3	3.1	6.9	0.4	3.5	0.6
1999	134,791	77.7	18.0	6.3	3.1	7.2	0.5	2.4	2.9
2001	145,478	75.5	17.8	6.2	3.3	7.7	0.4	5.7	1.1

Source: Digest of Education Statistics, various years. Percent minority numbers are based on the number of faculty members who were U.S. citizens and who were reported by race/ethnicity. Data exclude faculty employed by system offices.

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CONCLUDING REMARKS

This report examines some recent trends in faculty demographics and employment patterns at U.S. degree-granting institutions, drawing data from the National Center for Education Statistics. Results show that between late 1980s and early 2000s, there have been significant changes to the composition of faculty, both in terms of employment status, tenure status, and demographics. Specifically, the proportion of full-time faculty has been declining and so has the proportion of faculty who are tenured or on tenure track. To the contrary, the proportion of full-time non-tenure-track faculty have gone up dramatically.

The American professoriate has been aging. The proportion of faculty 55 or older has gone up significantly. As these faculty members approach retirement age, it has important implications for institutional planning in terms of recruiting younger faculty to replace these retiring faculty members.

Faculty has also become more diverse in terms of gender, race, and citizenship status. Much of this increase in diversity is concentrated at the assistant professor level, a reflection of recent hiring patterns.

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