Faculty Status in Research Intensive, Extensive and Doctoral/Research Institutions in the U.S.

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This short study provides a glimpse on faculty status in higher education. Faculty data for this study was collected through the Integrated Postsecondary Education Data System for 2011 academic year at [http://nces.ed.gov/ipeds/](http://nces.ed.gov/ipeds/). There were a total of 297 research intensive, extensive and doctoral/research institutions. The institutions were selected using Carnegie Classification. The data was organized to provide vital information on faculty status, and faculty status by gender and race.

In the 2011 academic year, there was a total of 359,184 faculty in research intensive, extensive, and doctoral/research institutions. Broken further by gender, there were 138,926 (38.68%) female faculty and 220,258 (61.32%) male faculty. Despite the increase in women in doctoral programs (Thurgood, Golladay, and Hill 2006), male faculty outnumber female faculty by as much as 22.64% (81,332) at these institutions. Women faculty have increased in numbers but not to the level needed to close the gender gap in higher education. Although more women are obtaining Ph.D.’s, they do not achieve faculty status at the same rate. More work is needed in closing this gap at research intensive, extensive, doctoral/research institutions.

Chart 1 shows the distribution of faculty status for 2011 academic year. Fewer people reach faculty status due to past economic challenges (2008 recession); reduction in endowments and research grants; increase in part-time faculty; increase in for-profit institutions; increase in online education, and state and federal budget cuts in higher education. Chart 1 shows that 41% of faculty in this study is tenured, 33% is not tenured and not on tenure track, 16% is not tenured but on tenure track and 10% is without faculty status. More and more, we are seeing a decrease in tenured faculty numbers and an increase in not tenured and non-tenure track faculty positions. Over the past 5 to 10 years, we have seen increases in post-doctorate positions and visiting professor positions at research intensive, extensive, doctoral/research institutions. This means
that it is more than likely that institutions are hiring fewer tenure track faculty positions or that the numbers of Ph.D. recipients are increasing.

![Faculty Status – 2011 Academic Year](chart1.png)

Chart 2 illustrates faculty status by gender. As mentioned earlier, there are far more male than female faculty in research intensive, extensive and doctoral/research institutions in the U.S. What is surprising is the wide gap between male (70.9%) and female (29.1%) tenured faculty. This means that decisions pertaining to the professorship (i.e. curriculum, tenure, promotions, etc.) are more likely made by male tenured faculty. There is a wider gender difference in tenure track positions than on the other three faculty categories. Chart 2 further shows there is a higher number of white male faculty in these institutions than the total number of women faculty combined. In the 2011 academic year, 43% of faculty was white male and 27% was white female.
Charts 3, 4, 5, 6 and 7 show differences in faculty status by race.

- **Chart 3** shows the pie-chart with tenured faculty by race – White (70%), Asian (10%), Non-Resident (2%), Hispanic/Latino (4%), Black or African American (4%), Race/Ethnicity unknown (1.41%), Two or more Races (0.38%) and American Indian or Alaskan Native (0.33%). In this category, only 19% of the faculty is minority faculty and 2% is Non-Resident faculty.

- **Chart 4** displays the pie-chart pertaining to not tenured but on tenure track faculty – White (62%), Asian (13%), Non-Resident (10%), Hispanic/Latino (5%), Black or African American (5%), Race/Ethnicity unknown (4%), Two or more Races (0.63%) and American Indian or Alaskan Native (0.43%). In this category, Asian and Non-
Resident faculty show a difference of 3% and 8% respectively compared to tenure track faculty. And when pertaining to White faculty, there is a difference of 17% less non-tenured but on tenure track than in tenured track positions.

- **Chart 5** displays the pie-chart pertaining to non-tenured but on tenure track faculty – White (70%), Asian (11%), Non-Resident (8%), Hispanic/Latino (4%), Black or African American (4%), Race/Ethnicity unknown (3%), Two or more Races (0.47%) and American Indian or Alaskan Native (0.34%). This category has similar distribution to tenure track faculty by race, with the exception of Non-Resident faculty having a higher representation in non-tenured and not on tenure track category.

- **Chart 6** shows the distribution of faculty without status according to race – White (48%), Asian (14%), Non-Resident (26%), Hispanic/Latino (4%), Black or African American (2%), Race/Ethnicity unknown (5%), Two or more Races (0.34%) and American Indian or Alaskan Native (0.38%). What is striking is the higher percentage of Non-Resident and Asian faculty in this category. Thus there is more representation of these two ethnic groups compared to the other categories. But Hispanic/Latino and Black/African American faculty representation remain similar throughout the categories. This category is the only category where 52% of the faculty is Non-White.
Tenure Track Faculty - 2011

Non-Tenured but On Tenure Track - 2011

Non-Tenured and Not on Tenure Track - 2011

Without Faculty Status 2011
In the 2011 academic year, 22.51% of the total faculty in research intensive, extensive, doctoral/research institutions are minority faculty and 7.44% are Non-Resident Faculty (see Chart 7). Further breaking down each ethnic group with respect to gender is alarming. There are a small number of minority or underrepresented women at these institutions.

![Faculty Status in Research Intensive, Extensive, Doctoral/Research Institutions](chart7.png)

Chart 7

A little more than 40% more men than women are in tenure track faculty positions, and there are more white male faculty than the total number of women faculty in these institutions. To compound this issue, there are far less minority faculty and far less minority and underrepresented women faculty. These numbers show the importance of hiring, supporting, and mentoring women, and minority faculty in research intensive, extensive, doctoral/research institutions.