

CSU Faculty Profile: Proportion of Tenure-Track/Tenured Faculty and Demographic Trends, 2001-2009

2011-12 Faculty Affairs Committee of the Academic Senate, California State University

In May 2008, the Board of Trustees of the California State University (CSU) adopted the long-term strategic plan entitled [Access to Excellence](#). The plan includes eight commitments or operational goals from the CSU, the second of which is to “Plan for faculty turnover and invest in faculty excellence.” The strategic plan also includes metrics to assess success in achieving each goal, and the metrics for Commitment 2 are listed in Figure 1. Herein, progress to date in achieving these metrics is assessed. Additional data relating to faculty turnover planning are also presented, including faculty rank and faculty age. Recommendations for faculty planning are presented.

Metric 1: Increase the Proportion of Tenured and Probationary Faculty

The first metric related to Commitment 2 is to increase the proportion of tenured and probationary (T/P) faculty at the institution and system levels. Although *Access to Excellence* does not specify a goal for the percentage of T/P faculty, [ACR 73 \(Strom-Martin\)](#) passed by the California State Legislature in 2001 set a minimum goal of 75%. The Academic Senate of the CSU (ASCSU), Chancellor’s Office, and California Faculty Association jointly developed a [plan](#) to achieve the minimum ratio of 75% tenured/probationary faculty by 2010-11, as was urged by the California State Legislature in ACR 73.

System Level. Table 1 displays two estimates of tenure density in the CSU (2001-09), one calculated by the ASCSU Faculty Affairs Committee (FAC) using data published in the *CSU Statistical Abstract* and a second from the website of Human Resources, Office of the Chancellor. Both estimates are similar and demonstrate limited progress in achieving the goal of 75% T/P faculty established in ACR 73, as displayed in Figure 2.

Table 1. Full-Time Equivalent Students (FTES), Tenured/Probationary (T/P) Faculty, Student-Faculty Ratio (SFR), Full-Time Equivalent Faculty (FTEF), and Two Estimates of the Percentage of T/P Faculty Systemwide, 2001-2009

Year (Fall)	FTES (AY) ^a	#T/P Faculty Fall Term ^b	Student Faculty Ratio (SFR) ^c	# Total FTEF ^d	% T/P Faculty ^e ASCSU-FAC	% T/P Faculty ^f CSU-HR
2001	299,690	9,679	19.26	15,560	62%	64%
2002	312,557	10,012	19.89	15,714	64%	64%
2003	312,679	10,074	20.33	15,380	66%	66%
2004	311,359	9,588	20.74	15,012	64%	66%
2005	318,022	9,598	20.21	15,736	61%	63%
2006	335,536	9,757	20.58	16,304	60%	62%
2007	349,240	9,996	20.64	16,921	59%	61%
2008	354,224	10,085	21.69	16,331	62%	62%
2009	340,286	10,051	22.76	14,951	67%	66%

^aData from *CSU Statistical Abstract*, 2009, Table 2.

^bData from *CSU Statistical Abstract*, 2009, Table 167.

^cData from *CSU Statistical Abstract*, 2009, Table 162.

^dFTES divided by SFR.

^e#T/P Faculty divided by #Total FTEF.

^fFaculty Historical Employment Data. Human Resources, Office of the Chancellor.

Figure 1

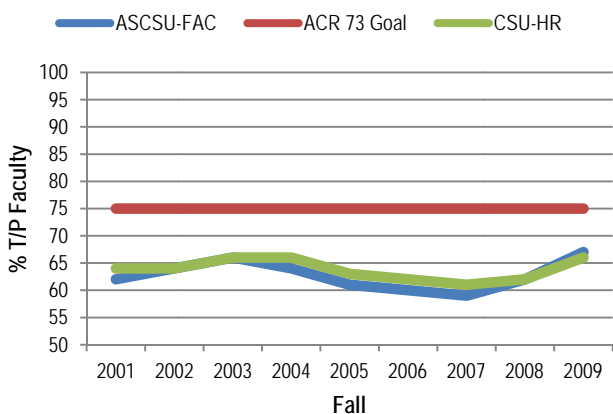
Access to Excellence Metrics for System- and Institution-Level Indicators for Commitment 2, Plan for Faculty Turnover and Invest in Faculty

- Increase in the proportion of tenured and probationary faculty
 - Number of total FTEF (institution, system)
 - Number of tenured/probationary FTEF and their % of total FTEF (institution, system)
- Increase in the diversity of employees
 - % of full-time faculty by gender and ethnicity (institution, system)

As shown in the second column of Table 1, the number of Full-Time Equivalent Students (FTES) in the CSU ranged from 299,690 (2001-02) to 354,224 (2008-09) since 2001 (AY). Column 3 shows the number of full-time tenured and probationary faculty each year, ranging from 9,588 (2004-05) to 10,085 (2008-09), respectively. The fourth column in Table 1 shows the systemwide reported Student Faculty Ratio (SFR). Dividing the FTES by the SFR yields an estimate of the number of total Full-Time Equivalent Faculty (FTEF) positions, which is listed for each year in column 5. The final two columns display the aforementioned estimates of the percentage of T/P in the CSU. The estimate by the ASCSU FAC was calculated by dividing the number of T/P faculty (column 3) by the number of Total FTEF (column 5). The estimate from Human Resources, Office of the Chancellor (CSU HR) is based on fall census payroll data.

Paradoxically, the T/P ratio increase from 2008—when *Access to Excellence* was adopted—to 2009 was due to the significant decline in the number of students (and therefore Total FTEF positions required for instruction) from 2008 to 2009 rather than to an increase in the number of T/P faculty. The number of T/P faculty dropped from 2008 to 2009, as reported in the *CSU Statistical Abstract* (Table 1) as well as CSU HR *Faculty Historical Employment Data* (16,803 to 15,712).

Figure 2
Percentage of Tenured/Probationary (T/P) Faculty in Comparison to ACR 73 Goal



Number of Additional Faculty Needed to Reach the ACR 73 Goal. CSU would have needed 1,400 more T/P faculty in 2009, according to data provided by CSU HR. Using CSU Faculty Historical Employment Data, in 2009 there were 15,712 FTEF positions; 75% of this value yields a goal of 11,784 faculty. Subtracting the number of T/P in 2009 (10,384) from this value results in an estimate of 1,400 additional T/P faculty members to reach the ACR 73 goal.

Worsening Quality is a Concern. An important consideration with respect to the percentage of T/P is that the Student-Faculty Ratio (SFR)—a traditional indicator of instructional quality—has increased since the passage of ACR 73, particularly of late. FTEF is equal to the ratio of FTES to SFR. As shown in Table 1, the SFR in 2001-02 when ACR 73 passed was 19.26, but it had increased to 22.76 in 2009. If the SFR held constant at 19.26 (the value when ACR 73 was passed), the CSU would have needed 17,668 Total FTEF (340,286/19.26) in 2009-10. The ASCSU FAC estimates that the %T/P faculty would have been 57% (10,051/17,668), which is significantly lower than when ACR 73 was passed in 2001 and the goal of 75%. If the SFR held constant at the 2001 level, the CSU would have needed 3,200 additional T/P faculty to reach the 75% T/P goal, rather than the 1,162 to 1,400 estimated above.

In 2009-10 compared to 2001-02, the CSU had 40,596 more FTES (+13.5%) being taught by 372 more T/P faculty (+3.8%).

Institution Level. Turning to the institution level, Table 2 displays the number of T/P faculty, total FTEF, and percentage of T/P faculty for 2009 based on data provided by CSU HR. Based on these data, ASCSU computed the number of faculty each institution would need to hire to reach the 75% goal urged in ACR 73.

Table 2. Percentage Tenured/Probationary (T/P) Faculty by Institution and Systemwide and Faculty Needed to Reach ACR 75 Goal, 2009

Institution	#T/P Faculty ^a	#Total FTEF ^a	% T/P Faculty	# Faculty Needed
Bakersfield	198	296	67%	23
Channel Islands	81	186	43%	59
Chico	486	689	71%	31
Dominguez Hills	244	415	59%	67
East Bay	336	520	65%	55
Fresno	553	832	66%	71
Fullerton	728	1157	63%	140
Humboldt	248	357	69%	20
Long Beach	831	1361	61%	190
Los Angeles	533	760	70%	37
Maritime Academy	45	65	70%	3
Monterey Bay	111	204	55%	42
Northridge	719	1200	60%	181
Pomona	519	775	67%	62
Sacramento	707	1013	70%	53
San Bernardino	391	603	65%	61
San Diego	783	1140	69%	72
San Francisco	783	1055	74%	8
San Jose	690	1141	60%	166
San Luis Obispo	669	908	74%	12
San Marcos	215	349	62%	47
Sonoma	260	359	72%	10
Stanislaus	255	328	78%	-9
Systemwide	10,385	15,713	66%	1,400

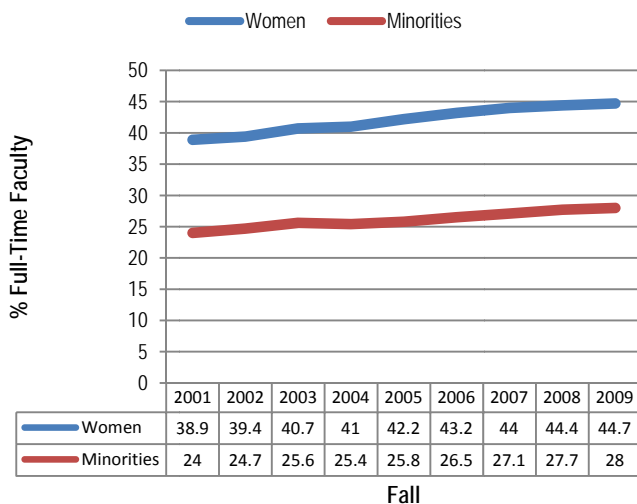
^aData provided by CSU HR, rounded to nearest whole.

Among the lowest rates of T/P faculty are eight institutions with less than 65% T/P faculty (Channel Islands, Dominguez Hills, Fullerton, Long Beach, Monterey Bay, Northridge, San Jose, San Marcos), and seven campuses with values between 65 and 69% (Bakersfield, East Bay, Fresno, Humboldt, Pomona, San Bernardino, San Diego). Eight campuses are near to or exceed the 75% goal, with 70% or more T/P faculty in 2009 (Chico, Los Angeles, Maritime Academy, Sacramento, San Francisco, San Luis Obispo, Sonoma, Stanislaus).

Metric 2: Increase the Diversity of Employees

System Level. The second metric for Commitment 2 in the *Access to Excellence* plan is to increase the gender and ethnic diversity of the faculty at the institution/system level. Improving faculty diversity was also urged by the California State Legislature in ACR 73. Figure 3 displays the percentage of full-time faculty by gender and ethnicity for the CSU system from 2001 to 2009. The percentage of female faculty has grown from 38.9% to 44.7%, which reflects a 15% increase. The increase in minority faculty is 17%; the percentage of faculty who are minorities increased from 24.0% to 28.0% over this period.

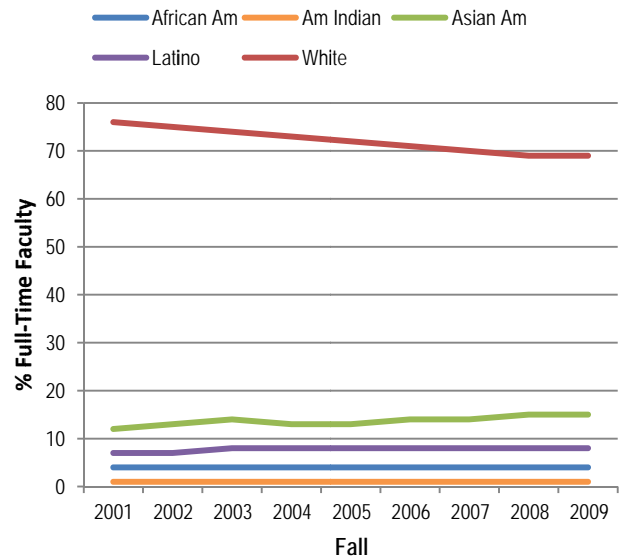
Figure 3
Percentage of Full-Time Faculty Who Are Women/Minorities, 2000-2009



Data from *CSU Statistical Abstract*, 2009, Table 171.

Figure 4 displays the percentage of full-time faculty by ethnicity from 2001-09. Although the decline in the percentage of full-time faculty who are White is evident, the increase in the percentage of diverse faculty is less evident. However, as shown in Table 4, the percent change in full-time faculty who are African American, Asian American, and Latino increased across the period from 2001 to 2009, although the percentage who are American Indian declined by 2.9%.

Figure 4
Percentage of Full-Time Faculty by Ethnicity, 2001-2009



Data from *CSU Statistical Abstract*, 2009, Table 175.

Table 4. Percent Change in Full-Time Faculty by Ethnicity (2001-09)

Ethnicity	2001	2009	% Change
African American	437	463	+ 5.9
American Indian	70	68	-2.9
Asian American	1406	1786	+ 27.0
Latino	823	958	+16.4
White	8643	8036	-7.0

Data from *CSU Statistical Abstract*, 2009, Table 175.

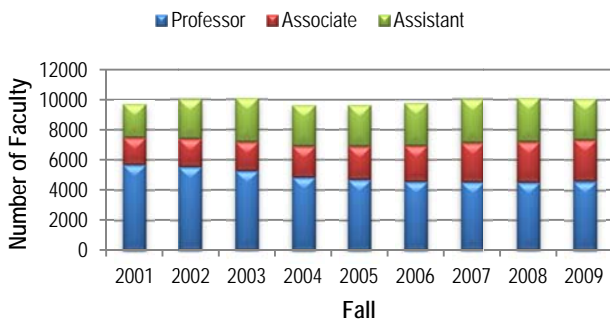
Institution Level. *CSU Statistical Abstract* does not provide institution-level data on faculty gender and ethnicity.

Additional Faculty Demographics

Faculty Rank. Figure 5 displays the number of faculty at each of the three T/P faculty ranks from 2009 through 2009. Over this period, the number of professors at full rank has declined by 24%, whereas the numbers of associate (+35%) and assistant professors (+19%) have increased.

As shown in Figure 6, the distribution of faculty ranks varies considerably across institutions. For example, the proportion of faculty at full rank is lowest at the most recently established CSU institution of Channel Islands (25%) and highest at San Bernardino (57%). The distribution of faculty ranks has significant implications; department/program service responsibilities (e.g., student advisement, recruitment, mentoring, personnel, curricular development, department leadership) are often carried out by senior professors as younger faculty are in the process developing their course materials and establishing their research/scholarly agendas.

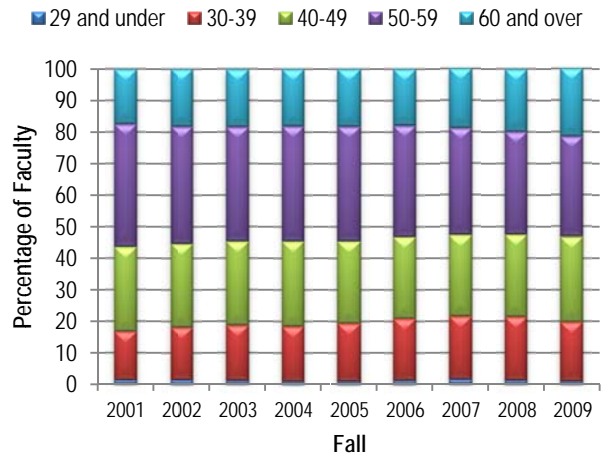
Figure 5
Number of Tenured/Probationary Faculty by Rank, Systemwide, 2001-2009



Data from *CSU Statistical Abstract*, 2009, Table 167.

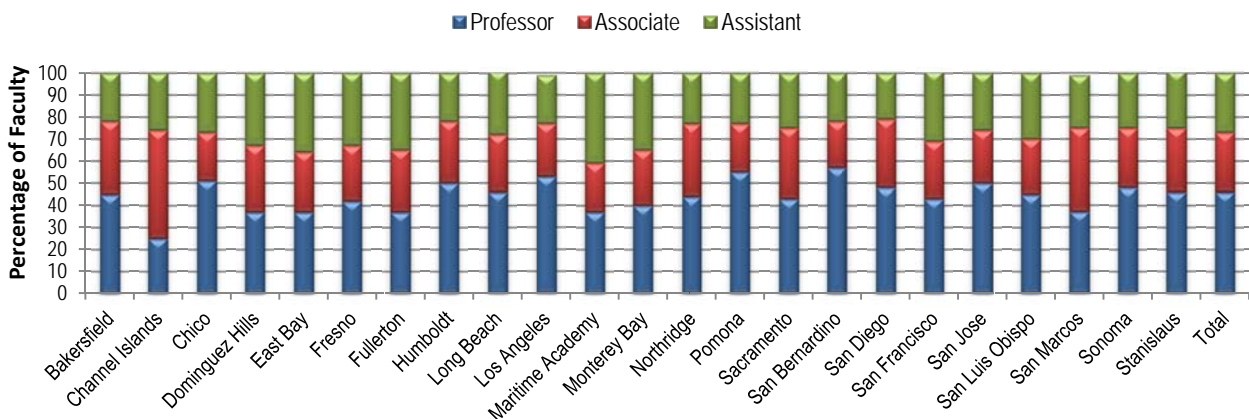
Age of Faculty. Faculty age trends are shown in Figure 7. In 2009, faculty aged 60 and over make up a larger proportion of the faculty corps (17% vs. 22%) compared to 2001. Alternatively, the proportion of faculty between 50 and 59 has declined by 19% (39% vs. 32%, respectively). The largest change in faculty is in the 30-39 age group, which increased 22% over the past decade, from 14% to 19%. Less than 2% of full-time faculty are 29 years and under.

Figure 7
Distribution of Full-Time Faculty by Age Group, 2001-2009



Data from *CSU Statistical Abstract*, 2009, Table 171.

Figure 6
Percentage of Tenured/Probationary Faculty at Each Rank by Institution, 2009



Data from *CSU Statistical Abstract*, 2009, Table 172.

Summary

The *Access to Excellence* strategic plan of the CSU set two metrics with respect to faculty turnover and investment at the system and institution levels: increasing the (1) number and percentage of tenured/probationary faculty and (2) percentage of women and minorities.

Data from 2009 show that since 2008 when *Access to Excellence* was adopted:

- The number of T/P faculty systemwide declined.
- The percentage of T/P faculty systemwide increased from 62% to 66% (CSU HR) or 67% (ASCSU FAC) due primarily to a decline in students rather than an increase in faculty.
- CSU institutions vary considerably in the percentage of T/P faculty employed, ranging from 43% to 78%.
- The percentages of full-time faculty who are women and minorities have remained constant at 45% and 28%, respectively.

Similar goals for faculty recruitment were encouraged by the California State Legislature in 2001 when ACR 73 was adopted. Taking a longer perspective from 2001 to 2009, data show the following trends:

- The number of T/P faculty increased by approximately 4%, although the number of FTE students increased approximately 14%.
- The percentage of T/P increased from 62% to 67% (ASCSU FAC) or 64% to 66% (CSU HR). These values are significantly below the 75% goal set in ACR 73. A steadily increasing student faculty ratio plays a significant role in the increase in the percentage of T/P, which would be 57% if student faculty ratio remained constant since ACR 73 was adopted.
- In 2009, CSU required 1,400 additional faculty to achieve the 75% goal set in ACR 73. However, CSU would need 3,200 more faculty if the student faculty ratio was the same as that in place when ACR 73 was approved by the Legislature. In 2001 terms, the % T/P faculty in 2009 declined to 57%.
- The percentages of full-time faculty who are women increased from 39 to 45%; minorities increased from 24% to 28%.

Recommendations

Both the California State Legislature and the CSU Board of Trustees are commended for recognizing the importance of building and maintaining a significant proportion of tenure and tenure-track faculty who reflect the increasing diversity of the student body. A strong faculty is central to providing high quality education in the CSU. The ASCSU has repeatedly endorsed these goals and the processes by which they were developed. A sample of ASCSU resolutions supporting and encouraging progress toward these goals is provided at the conclusion of this report.

Achieving the faculty recruitment goals of ACR 73 requires commitment of resources from the California State Legislature. The costs were estimated in the ACR 73 plan, but costs have risen significantly. In recent years, state funding has failed to meet basic workload needs in the CSU. Stable and predictable funding is essential for the CSU to plan for student enrollment and faculty recruitment, and, in turn, to achieve its mission.

The commitment to plan for faculty turnover and invest in faculty excellence also requires commitment of resources from the Board of Trustees. Many of the goals of *Cornerstones*, the prior CSU strategic plan adopted in 1998, pertaining to faculty were not achieved. In the [summative evaluation](#) of *Cornerstones*, it was concluded that there was "...only a modest increase in the infrastructure to support all of the crucial duties of a faculty member" (p. 2) pertaining to *Cornerstones* Principle 4 (Rewards and development in faculty teaching, scholarship, research, and creative activity). The *Cornerstones* evaluation also stated, "It must be admitted, however, that Principle 4a, with its intention to close the faculty salary gap, has not been achieved" (p. 28).

Ongoing assessment of progress toward achieving Commitment 2 is particularly critical given the lack of progress noted in the *Cornerstones* evaluation. We recommend that the metrics specified in *Access to Excellence* be assessed and reported on an annual basis and included in progress reports that are posted to the *Access to Excellence* website. Likewise, annual progress implementing the six system-level actions necessary to achieve *Access to Excellence* goals listed in Figure 7 should be reported to the Board of Trustees.

Benchmarks for success should be adopted for the twin metrics set in *Access to Excellence* pertaining to building a quality faculty. What percentages of women, minorities, and T/P faculty denote success? The California State Legislature urged a benchmark of 75% T/P faculty in ACR 73, but did not specify a benchmark for faculty diversity.

The student faculty ratio must be reduced to prevent further erosion of instructional quality. Its role in the %T/P faculty benchmark is critical to acknowledge.

Institution-level data to track progress in achieving diversity goals should be included in the *CSU Statistical Abstract* or another

accessible source. Currently, only system-level data on faculty ethnicity and gender are available.

Moving to the institution level, campus presidents should be held accountable for achieving *Access to Excellence* faculty recruitment goals by including these metrics as part of their performance evaluations.

Planning for faculty turnover is particularly crucial given the increased proportion of faculty aged 60 and over and the decreased proportion of faculty in the 50-59 age groups. Retirements of these faculty will require enhanced recruitment in the coming years and may necessitate hiring at associate or full professor rank to provide the leadership and service required to maintain quality.

High-quality faculty are critical to providing students access to excellence in the CSU. The ASCSU has endorsed the goals of ACR 73 and *Access to Excellence*. Through numerous resolutions, ASCSU has supported prioritizing the building and maintaining a talented and diverse faculty. We strongly recommend ongoing assessment of progress toward achieving these goals.

Figure 7

Access to Excellence - Commitments from the CSU

Commitment 2: Plan for faculty turnover and invest in faculty excellence. The CSU will develop a comprehensive plan for reinvestment in its faculty to meet its goals of reducing compensation gaps and increasing the number of tenure-track faculty. In addition, the CSU commits to a comprehensive faculty planning effort, to include turnover planning, attention to recruitment and retention practices, and consideration of faculty development and evaluation strategies to support excellence in both pedagogy and scholarship. This work on faculty development will include investments in applied institutional research about effective pedagogy, effective practices in student engagement, and ways to improve educational outcomes. It is recognized that individual CSU universities have developed innovative programs with regard to workload reallocation for exceptionally productive faculty. The CSU will undertake a study to identify best practices in this regard and will disseminate information about such practices throughout the system.

System-Level Actions Necessary to Achieve Access to Excellence Goals

- Support CSU institutions by means of analytical work to identify compensation gaps, monitor retention and turnover among faculty, monitor progress toward increasing the proportion of tenure-track faculty, and monitor demographic trends among faculty
- Develop a faculty database to support recruitment and retention, including information about growth areas, anticipated retirements, and net need for faculty at the system and institution levels
- Develop and disseminate consistent guidelines for faculty hiring processes
- Work collaboratively with the California Faculty Association to ensure that bargaining agreements support the recruitment and retention of a talented and diverse faculty in support of CSU mission
- Sponsor system-wide opportunities for professional development and dissemination of research, such as the annual community engagement research conference
- Undertake a study to identify best practices in workload reallocation

ASCSU Resolutions Pertaining to ACR 73 and/or Access to Excellence

- AS-2991-10/ FA (Rev) [\[pdf\]](#)
Investing in Faculty Resources to Ensure Quality Education in the California State University
- AS-2887-09/FA (Rev) [\[pdf\]](#)
CSU Faculty Professional Development Strategic Planning
- AS-2872-08/FA/FGA (Rev) [\[pdf\]](#)
Protecting Instruction During Times of Budget Crisis
- AS-2869-08/AA (Rev) [\[pdf\]](#)
Acknowledgement of Faculty Involvement in the Access to Excellence Accountability Plan
- AS-2840-08/EX (Rev) [\[Link\]](#)
Response to *Access to Excellence*
- AS-2812-07/FGA (Rev) [\[pdf\]](#)
CSU 2008-2009 Budget Priorities
- AS-2796-07/FGA (Rev) [\[pdf\]](#)
CSU Budget Principles for Academic Year 2008-09
- AS-2780-06/FA [\[pdf\]](#)
Monitoring and Supporting Progress in the Implementation of ACR 73
- AS-2771-06/AA/FGA [\[pdf\]](#)
Fulfilling the Principles of Cornerstones in the New Strategic Plan
- AS-2749-06/FGA [\[pdf\]](#)
CSU Budget Priorities for Academic Year 2007-08
- AS-2694-05/FGA [\[pdf\]](#)
CSU Budget Priorities for Academic Year 2006-07
- AS-2608-03/FA [\[pdf\]](#) [\[Faculty Flow Report\]](#)
The Report of the Faculty Flow Committee
- AS-2595-03/FA [\[pdf\]](#)
Opposition to a Decrease in CSU Funding Tied to an Increase in Student-Faculty Ratio
- AS-2588-02/FA/FGA [\[pdf\]](#)
Call for Reconsideration of Trustees' Proposed Budget

ASCSU Faculty Affairs Committee, 2011-2012

Diana Wright Guerin (<i>Chair</i>)	Fullerton
Glen Brodowsky (<i>Vice Chair</i>)	San Marcos
Manzar Foroohar	San Luis Obispo
Susan Gubernat	East Bay
Eileen Klink	Long Beach
Judith Lessow-Hurley	San José
Saeed Monemi	Pomona
Catherine Nelson	Sonoma
Romey Sabalius	San José
Marshelle Thobaben	Humboldt