

Report on the Gender and Ethnic Composition of
State University of New York Faculty
1995-2015

State University of New York University Faculty Senate
Operations Committee

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List of Abbreviations

AS	Asian
BL	Black/African
F	Female
HAW	Hawaiian or Pacific Islander
HISP	Hispanic
M	Male
MLTRC	Multi-Racial
NATAM	Native American or Eskimo
SUNY	State University of New York
UNK	Unknown
WH	White

INTRODUCTION

This report addresses a SUNY Faculty Senate need to gain an understanding of how faculty at the system's schools have changed in composition over time. Periodically, the Operations Committee of the SUNY Faculty Senate has been charged with the responsibility of conducting a longitudinal profile of faculty. The most recent edition was completed in 2010 and is available on-line.¹ The following report expands on the 2010 study, which tracked the number of faculty in academic ranks by gender from 1980-2008.

Although SUNY has had affirmative action policies that comply with Title VII of the Civil Rights Act, Chancellor Zimpher redoubled the system's commitment in its strategic plan, "The Power of SUNY in 2010". In May, 2013 the University Faculty Senate adopted a position paper called "Making Diversity Count"². The report noted that, "to establish a compelling interest in educational diversity, then, a college must demonstrate clear, consistent internal policies and practices designed to facilitate such changes". A prerequisite for facilitating interactions among diverse members of a community is structural diversity that:

"Refers to the numerical and proportional representation of students and faculty from different racial/ethnic/gender groups at each institution; this type of definition does not mean 'quotas', but actually strives to create campus representation of all segments of the population. Diversity will assure that, across the board, the students will be afforded an expanded range of contacts and experiences – the contacts and experiences that will be needed in a marketplace that has become increasingly global and which can only be developed through exposure to widely diverse people, cultures, ideas, and viewpoints."

This report addresses the question, with respect to structural diversity among its faculty, "how is SUNY doing?". Using data provided by the SUNY Department of Human Resources, we broadened the analysis of previous longitudinal studies by the Operations Committee to include underrepresented groups as defined by the federal government in 41 CFR Part 60-2 Affirmative Action Programs, namely Blacks, Hispanics, Asian/Pacific Islanders, and American Indians/Alaskan Natives. By limiting the analysis to these groups, we do not mean to suggest that other identity groups are less important. Unfortunately, we did not have data on faculty members' LGBTQ identity, veterans' status, or religious beliefs. These, and several other groups clearly contribute to a diverse, supportive and stimulating intellectual environment that our campuses strive for, but the report had to be limited to the available data.

In addition to diversity, the rise of different types of contingent faculty – part-time adjuncts and lecturers, who fall outside the traditional realm of tenured and tenure-track appointments have arguably changed the profile of SUNY faculty significantly. These "road warriors" who lack the protections that tenure provides, and in some cases constitute, a transient and temporary workforce have not been included in previous studies. This study will give a better picture of how much our different campuses utilize these groups of faculty.

With respect to contingent faculty, this report is only descriptive. Many advocates for contingent faculty argue that there are significant benefits for students and institutions with this new faculty mix. For example, many professional accrediting bodies require a significant number of clinical placements in which students are overseen by professionals in the field. Aside from clinicians, many other professional degrees draw benefits from the presence of experienced practitioners with real world credibility as instructors. In addition, many adjunct faculty may find that teaching at a SUNY school provides a rewarding part-time experience that augments their regular work responsibilities. On the other hand, part-time faculty necessarily make fewer contributions to the research

¹ http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/operations/Longitudinal_Profile_Mar10.pdf

² <http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/UFS-CDCC-Position-Paper---May-2013.pdf>

and service missions of academic departments. Furthermore, ensuring that these faculty are prepared for the classroom requires more intensive attention to training and development than may be the case for full-time faculty. Certainly, the need to populate teaching schedules with adjuncts adds to the burden of departmental administration as almost any chair can relate.

One must also exercise caution in interpreting these numbers. Departments with many adjuncts teaching one or two courses a year may still have most of their total number of courses or credits taught by full-time faculty. Furthermore, without knowing which courses contingent faculty teach, it is difficult to draw conclusions about the true impact adjuncts will have on a unit's teaching responsibilities. For example, if an adjunct teaches large introductory courses, while faculty with academic rank teach small seminars in their specialized areas, the teaching load borne by the contingent faculty will be disproportionately heavy.

Many of these questions and issues are beyond the scope of this report. The data provided by the SUNY Human Resources department is aggregated at the level of individual campuses and it is not possible to drill down to individual units. One may suspect that just as there are significant differences among campuses, those differences may extend to departments and programs as well. We recommend that University Faculty Senators and campus governance leaders may want to use these data as a starting point for their own inquiries about how their institutions are using their faculty resources.

Among the most significant findings of the report:

- Total Black faculty in tenured and tenure-track ranks increased from 304 in 1995-96 to 323 in 2015-16, a gain of 19 positions and a 6.2 percent increase. The percentage of Black faculty in the academic ranks rose from 3.8 to 3.9 percent in this time. That is less than one Black faculty member per campus.
- The percentage of tenured and tenure-track faculty system-wide declined from 60.3 percent in 1995-96 to 38.7 percent in 2015-16.

These findings raise important questions for faculty governance. With respect to diversity, at many campuses, women are near, or at, parity in numbers with their male colleagues. However, despite strong efforts by the SUNY system, the number and percentage of tenured and tenure-track faculty from under-represented groups, especially Blacks and Hispanics, remain stubbornly, frustratingly, and unconscionably low. At the level of individual campuses or for the SUNY system, there is no evidence to suggest that twenty years of affirmative action policies have made much of an impact. In addition, as shown by Table A, percentages of white tenured and tenure-track White faculty in SUNY schools and nationally are similar. However, SUNY's population of Black faculty lags behind the national numbers. Moreover, the tenured and tenure-track faculty at SUNY are much less diverse than the population of the State of New York. As faculty members are the gatekeepers for recruitment and hiring their colleagues, this failure is on us.

Table A: Structural Diversity - Racial Composition of Groups (Percentages)

Category	US Population ¹	Full-time Faculty (US) ²	NY State Population ¹	SUNY Tenured and Tenure-Track ³
WH	73.6	78	64.6	77.9
BL	12.6	6	15.6	3.9
HISP	17.1	4	18.4	3.1
AS/HAW	5.7	10	8.0	14.0
MLTRC	3.0	>1.0	2.9	>1.0
NATAM	>1.0	>1.0	>1.0	>1.0

Sources: ¹American Fact Finder, United States Census. American Community Survey 5-Year Estimates (2011-2015).

²U.S. Department of Education, National Center for Education Statistics. (2016). *The Condition of Education 2016* (NCES 2016-144), *Characteristics of Postsecondary Faculty*.

³State University of New York, 2015. Compiled by authors.

The dramatic shift in faculty from tenured and tenure-track positions to one in which adjuncts, lecturers and clinical faculty dominate poses fundamental questions for the future of our profession. There is an urgent need to evaluate whether the de facto stratification of the faculty workforce is causing harm to the talented and committed people who work in contingent faculty. We also do not know whether and how these instructors are affecting students' learning experiences and outcomes. While some campuses have integrated adjunct and other non-tenure track faculty into their governance institutions, others have not done so. For representativeness and institutional accountability reasons, finding ways to include these faculty, and their interests, into governance should be a priority. At the same time, moving from a normative position that these faculty should be included to addressing more operational questions about how they should be represented also poses important questions for governance. How should contingent faculty be counted? What mechanisms will serve to engage these faculty who may have difficulty attending meetings and may be marginalized from campus and/or governance life?

SUNY-WIDE

The state operated campuses of the SUNY system enrolled 219,942 students in 2015-16 (SUNY, 2016). In 1995-96, the first year of this report, SUNY awarded 29,507 bachelor’s degrees, 8,046 master’s degrees, 1,103 doctoral degrees and 1,138 first professional degrees. By 2015-16 those numbers had increased to 41,335 bachelor’s, 10,873 master’s 1,460 doctoral and 1,293 first professional degrees (data.ny.gov, 2016)

Over the past twenty years, SUNY system faculty have undergone significant changes. Among the noteworthy trends:

- Overall growth in faculty numbers are the product of growing numbers of part-time and non-tenure-track faculty, with faculty with academic rank declining from 60.3 percent in 1995-96 to 38.7 percent in 2015-16.
- Among all types of faculty, the numbers of women have grown, passing men among adjuncts and lecturers. However, women still lag behind men among those with academic rank and research titles. Women increased from 26.9 percent of tenure and tenure-track faculty (2,178 of 8,100) to 39.5 percent (3,237 of 8,200) between 1995-96 and 2015-16.
- Total Black faculty with academic rank changed very little, increasing from 304 in 1995-96 to 323 in 2015-16, a gain of 19 positions. The percentage of all faculty with academic rank who are Black in the SUNY system rose a scant 0.1 percent from 3.7 to 3.8 over two decades.

Trends in Full-Time and Part-Time Faculty

For the SUNY system, both full-time and part-time faculty expanded between 1995-96 and 2015-16. In 1995-96 there were 8,924 full-time faculty (both tenure track and all other), and by 2015-16 that number had increased to 12,328, an increase of 38 percent. During the same period, part-time faculty increased from 3,794 to 8,036, an increase of 112 percent.

Figure 1.1 illustrates just how dramatically the mix of faculty has changed in the SUNY system over the past two decades. Only a small portion of the increase in full-time faculty is attributed to tenured and tenure-track lines, where a loss of 455 positions between 1995-96 and 2000-01 was offset by an increase of 410 in other categories of full-time faculty. The tenure and tenure-track figures returned to their 1995-96 levels in 2010-2011 and climbed to 7,889 positions in 2015-16.

In contrast, the numbers of other full-time faculty jumped to 4,439 positions in 2015-16, an increase of 355 percent over two decades. Consequently, as shown in Figure

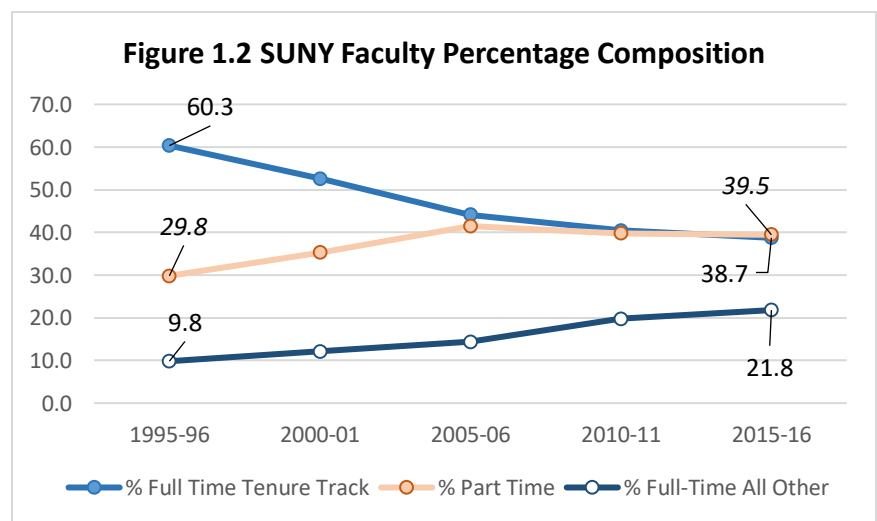
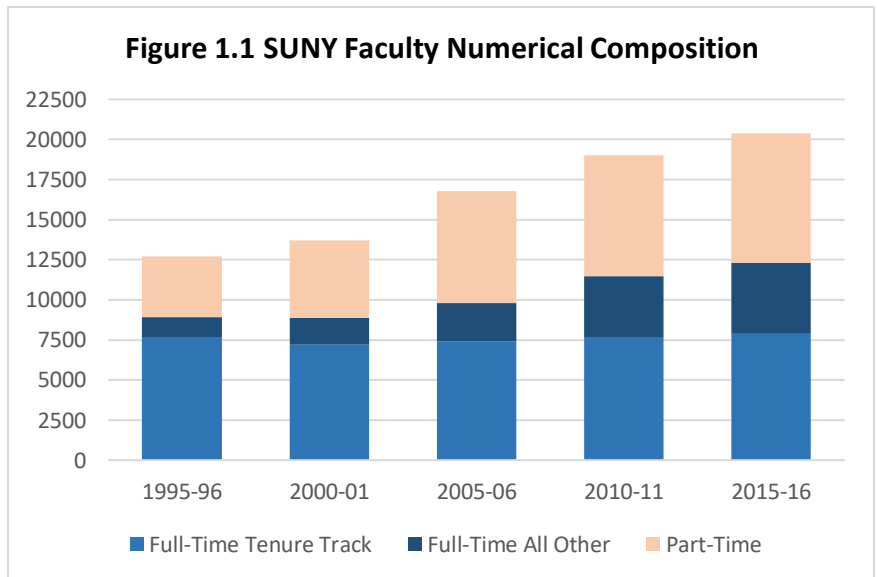
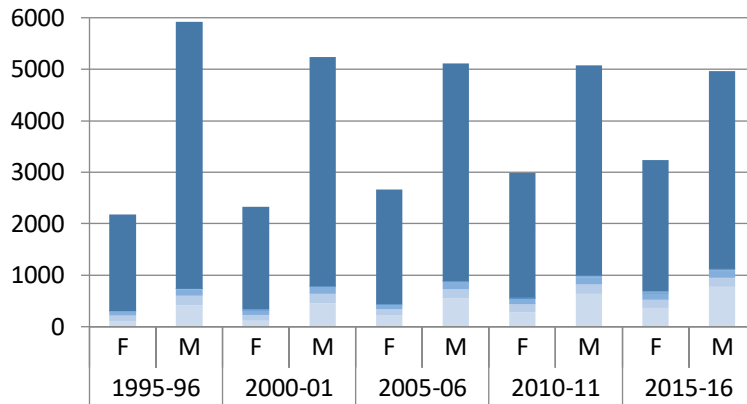
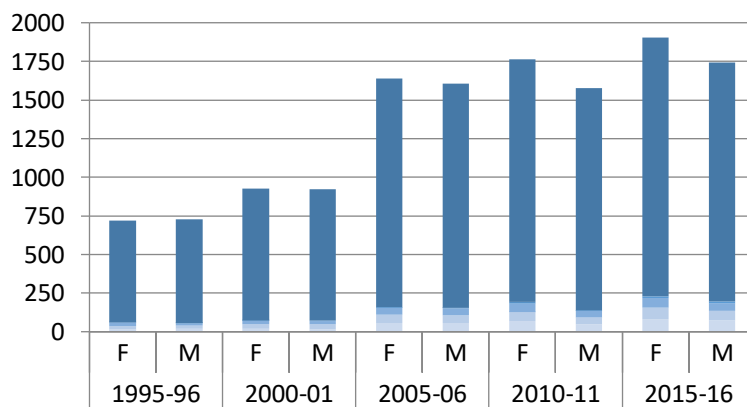


Figure 1.3T All Schools Tenure Track (Academic Rank) by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	2178	5922	2326	5242	2665	5108	2992	5079	3237	4963
■ WH	1873	5178	1988	4450	2219	4222	2426	4078	2554	3834
■ UNK	0	1	7	10	0	1	7	14	0	0
■ NATAM	7	11	13	10	16	11	17	14	21	9
■ MLTRC	1	1	1	1	1	1	8	9	27	24
■ HISP	76	125	83	136	86	143	88	143	102	151
■ HAW	0	0	0	0	0	0	2	2	2	3
■ BL	114	190	116	177	130	177	166	180	162	161
■ AS	107	416	118	458	213	553	278	639	369	781

Figure 1.3A All Schools Faculty Adjunct by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	720	727	926	921	1637	1606	1763	1577	1905	1743
■ WH	658	671	851	847	1478	1451	1571	1439	1673	1546
■ UNK	0	1	0	0	0	1	0	0	0	0
■ NATAM	2	1	1	4	4	4	5	1	5	4
■ MLTRC	0	0	1	0	1	0	6	1	10	9
■ HISP	23	12	23	21	45	42	54	44	59	48
■ HAW	0	0	0	0	0	0	1	2	0	0
■ BL	23	21	31	32	52	53	58	43	75	63
■ AS	14	21	19	17	57	55	68	47	83	73

1.2, the percentage of all SUNY faculty that held tenured or tenure-track positions declined from 60.3 percent in 1995-96 to 38.7 percent in 2015-16. During the same period the part-time faculty share increased from 29.8 to 39.5 percent, and other full-time faculty rose from 9.8 to 21.8 percent.

Trends in Race and Gender

As shown in Figure 1.3T, female tenure- and tenure-track faculty increased from 2,178 in 1995-96 to 3,237 in 2015-16, while the number of males declined from 5,922 to 4,963. There has been a steady movement towards gender balance among the total SUNY tenured- and tenure-track faculty numbers, although there are still 1,774 more males than females. Among tenured and tenure-track faculty in the SUNY system, the numbers among under-represented groups show few changes over the past two decades. White faculty numbers have contributed to most of the increase in women and decrease in men. The percentage of White tenure- and tenure-track faculty has decreased from 87 percent in 1995-95 to 77.9 percent in 2015-16. The number of Black tenured and tenure-track faculty have increased with females (from 114 to 162) and declined with males (from 190 to 161). Asian faculty numbers have had the largest numerical increase among all ethnicities, from 523 to 1,150 (a 119 percent increase), while Multiracial faculty have had the largest proportional increase from 2 to 51. Hispanic faculty also increased from 201 to 253. From 1995-96 to 2015-16, the number of White males declined by 26 percent, non-White males increased by 51.7 percent, White females increased by 36.4 percent, and non-White females increased by 124 percent.

As shown in Figure 1.3A, White adjunct faculty has slightly declined from 91.8 percent in 1995-96 to 88.2 percent in 2015-

16. The number of Asian adjunct faculty has significantly increased from 35 to 156 in the same period. All other ethnicities have maintained a similar proportion of total adjunct faculty over the past two decades, but have also gained in total numbers. Female adjunct faculty passed male adjunct faculty in numbers by 2000-01 and the proportion of women to men has increased ever since. Between 1995-96 and 2015-16, the number of females and males changed from 720 and 727, to 1,905 and 1,743, respectively. Since 1995-96, White males increased by 130.4 percent, non-White males by 251.8 percent, White females by 154.3 percent, and non-White females by 274.2 percent.

As shown by Figure 1.3C, White clinical faculty has declined from 80.9 percent in 1995-96 to 74.4 percent in 2015-16. The number of Asian clinical faculty has significantly increased, from 127 to 364 in the same period. Black, Hispanic, Native American, and Multiracial clinical faculty have also experienced an increase in numbers, but maintained similar proportions of total clinical faculty over the past two decades. The number of female clinical faculty has increased faster than male faculty and is slowly closing the gender gap. Between 1995-96 and 2015-16, the number of females and males changed from 478 and 804, to 1,035 and 1,110, respectively. From 1995-96 to 2015-16, White males increased by 25.9 percent, non-White males 9.7 percent, White females 104.3 percent, and non-White females 158.3 percent.

As shown by Figure 1.3L, White lecturer faculty varied between a high of 89.1 percent in 2005-06 to 85.4 percent in 2015-16. Asian lecturer faculty have increased from 59 to 212 (259.3 percent) in the past two decades. Black, Hispanic, Native American, and Multiracial lecturer faculty

Figure 1.3C All Schools Faculty Clinical by Gender and Ethnicity

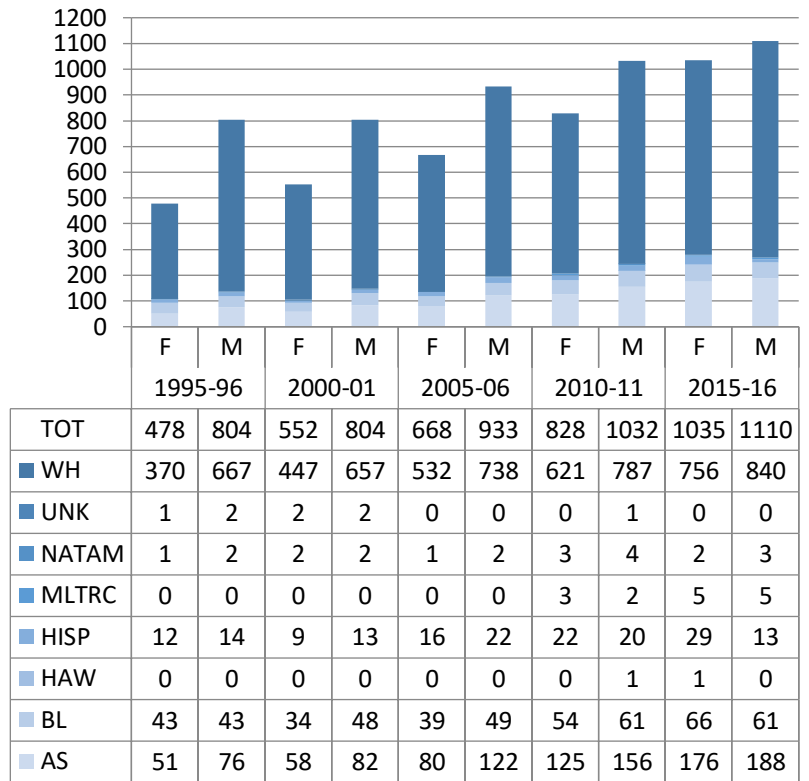


Figure 1.3L All Schools Faculty Lecturer by Gender and Ethnicity

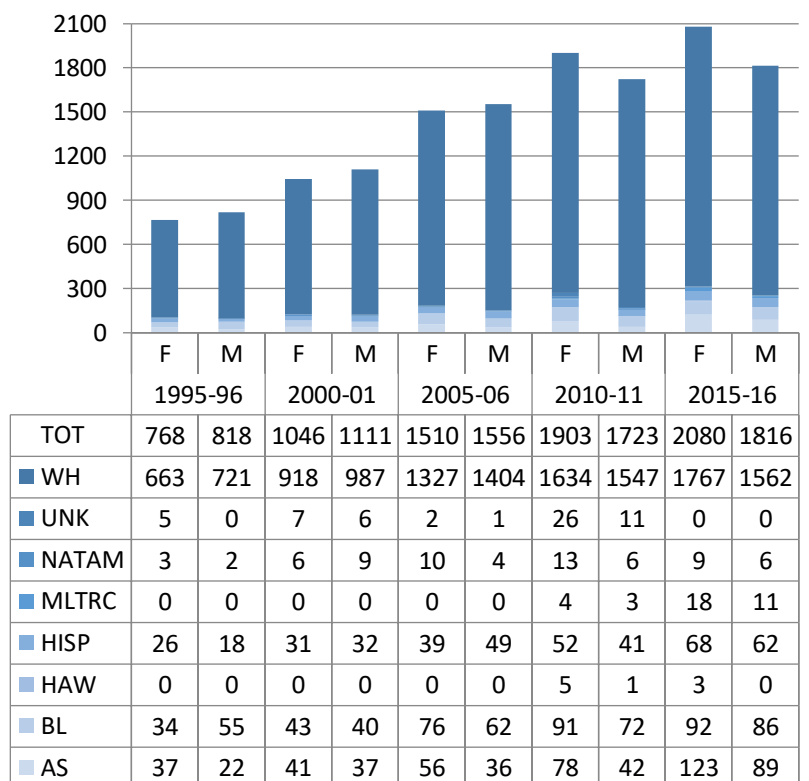
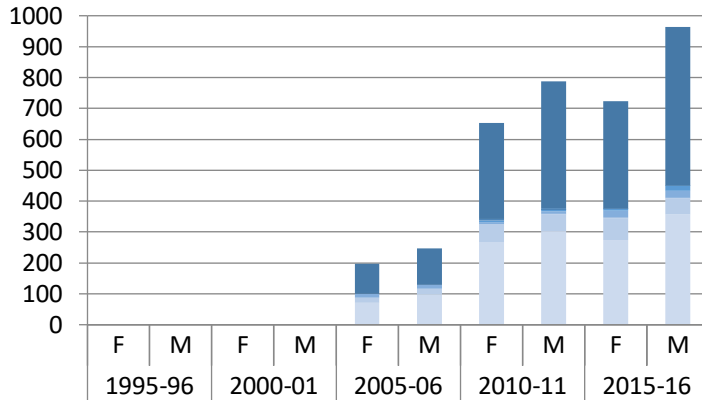


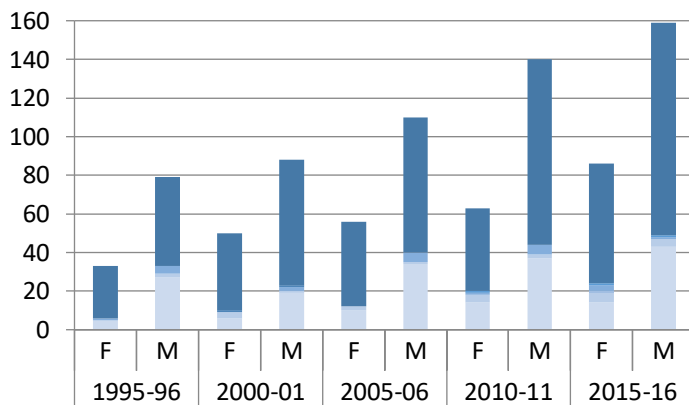
Figure 1.3M All Schools Medical Intern & Resident by Gender and Ethnicity



have also experienced an increase in numbers, but maintained similar proportions of total lecturer faculty since 1995-96. The number of female lecturer faculty exceeded the number of male faculty by 2010-11, and the female count continues to increase faster than male counts. The contrasting numbers between females and males changed from 768 and 818 in 1995-96, to 2,080 and 1,816 in 2015-16, respectively. From 1995-96 to 2015-16, White males increased by 116.6 percent, non-White males 161.9 percent, White females 166.5 percent, and non-White females 198.1 percent.

As shown by Figure 1.3M, data for medical faculty is not available before 2005-06. The percentage of White medical faculty has stayed constant between 48.7 in 2005-06 and 51.0 in 2015-16. White medical faculty had the biggest increase with 337.6 percent, while Asian medical faculty had a 271.1 percent increase and Black faculty with a 261.8 percent increase. Male medical faculty increased faster than female faculty, expanding the gender imbalance. The contrast between females and males changed from 197 and 248 in 2005-06, to 723 and 964 in 2015-16, respectively. From 1995-96 to 2015-16, White males increased by 327.5 percent, non-White males 252.3 percent, White females 257.5 percent, and non-White females 276 percent.

Figure 1.3R All Schools Faculty Research by Gender and Ethnicity

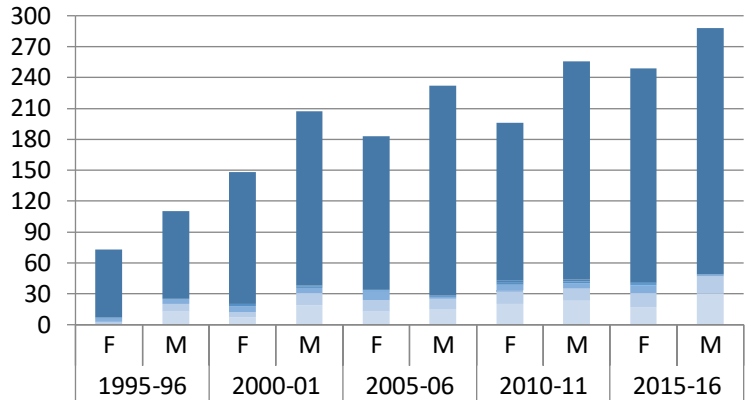


As shown in Figure 1.3R, White research faculty varied between a high of 76.1 in 2000-01 and a low of 65.2 in 1995-96. Black research faculty increased from 2 to 9 positions, and Asian research faculty increased from 32 to 57. Other ethnicities had little to no increase in numbers, which reduced their ethnic proportions of all research faculty; for example, Hispanic research faculty decreased from 4.4 percent to 1.7 percent of all research faculty. The number of female research faculty has been about half of the number of male research faculty in each year. Between 1995-96 and 2015-16, the number females and males changed from 33 and 79, to 86 and 159,

respectively. From 1995-96 to 2015-16, White males increased by 139.1 percent, non-White males 48.5 percent, White females 129.6 percent, and non-White females 300 percent.

As shown in Figure 1.3V, White visiting faculty varied between a high of 85.1 percent in 2005-06 and a low of 80.8 percent in 2010-11 of all visiting faculty. Black visiting faculty increased from 10 to 31 since 1995-96, while Asian visiting faculty increased from 13 to 47 positions. All other ethnicities have had little to no increases, which has reduced their ethnic proportions of all visiting faculty since 1995-96. The proportional difference between female and male visiting faculty has slowly decreased. The contrast between females and males changed from 73 and 110 in 1995-96 to 249 and 288 in 2015-16, respectively. White males have increased by 116.6 percent, non-White males 161.9 percent, White females 166.5 percent, and non-White females 198.1 percent.

Figure 1.3V All Schools Faculty Visiting by Gender and Ethnicity

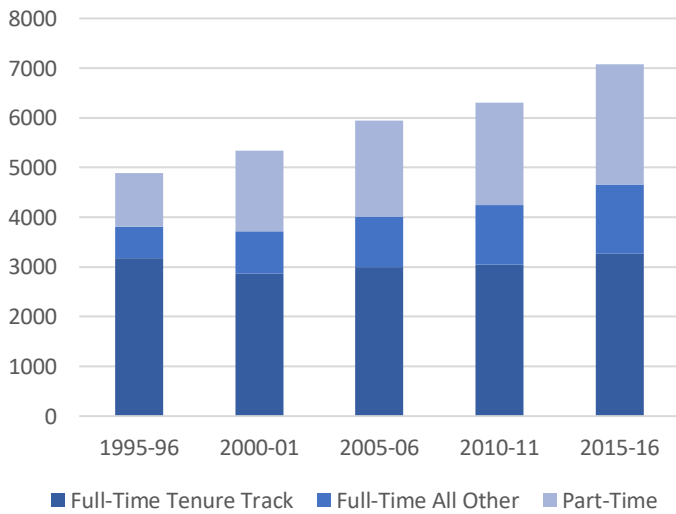


	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	73	110	148	207	183	232	196	256	249	288
■ WH	66	85	128	169	149	204	153	212	208	239
■ UNK	0	0	0	1	0	0	2	2	0	0
■ NATAM	1	0	2	1	1	1	2	2	0	0
■ MLTRC	0	0	0	0	1	0	0	0	3	0
■ HISP	3	5	6	5	8	2	6	5	7	2
■ HAW	0	0	0	0	0	0	1	0	0	0
■ BL	3	7	5	12	11	10	12	12	14	17
■ AS	0	13	7	19	13	15	20	23	17	30

SUNY UNIVERSITY CENTERS

Total enrollment at the four SUNY University Centers has increased from 70,132 in 1995-96 to 88,570 in 2015-16 (a 26.3 percent increase). Binghamton, U-Buffalo, and Stony Brook have each experienced a growth of between 4,717 and 6,942 students over the course of the study period, but Albany experienced lower than that range with an increase of just 1,277. Among the SUNY University Centers, there has been relative stability in the composition of faculty. Part-time faculty since 1995-96 have steadily increased from 1,083 to 2,420 positions in 2015-16, a 123.5% increase. Meanwhile, full-time tenured and tenure-track faculty numbers have stagnated, increasing from 3,179 to 3,268, an increase of just 2.8% over the 20 year period. The large increase in part-time positions, mostly with adjunct, clinical, and lecturing faculty among all University Centers, resulted in an increase in the percentage of part-time faculty from 22.1% to 34.2%. In addition to that, full-time clinical faculty have increased significantly in Stony Brook, which brings up non-tenured faculty percentages from 12.9% to 19.6%. The large increases in both of these categories forces the percent of faculty that are full-time tenured and tenure-track to decline from a strong 65% to a plurality of 46.2%, a sign of the increased reliance even in the University Centers on a movement away from full-time tenured faculty and towards more part-time faculty.

**Figure 2.1 SUNY University Centers
Composition of Faculty**



University Centers still have progress to be made in regards to equity. The total tenure-track faculty numbers indicate a very slow trend towards gender equality, as women have increased by 382 positions and increased their percentage from 22.5% in 1995-96 to 33% of the 3,407 positions in 2015-16. In 1995-96, White tenured and tenure-track faculty comprised 2,814, or 85.3%, of the 3,298 positions, in contrast with 124 Blacks, 264 Asians and 85 Hispanics. By 2015-16, Whites declined to 2,497 of 3,407 positions, or 73.3%, while there were 117 Blacks, 651 Asians and 114 Hispanics.

Trends in Full-Time and Part-Time Faculty

Figure 2.1 illustrates how, for the SUNY University Centers, full-time tenure-track faculty maintained similar numbers since 1995-96, yet other full-time faculty and part-time faculty steadily grew in numbers. Full-time tenure-track faculty held a high of 3,268 in 2015-16 and a low of 2,868 in 2000-01. Other full-time faculty increased from 632 to 1,391 (a 120.1 percent increase), and part-time jumped from 1,083 to 2,420 (a 123.5% increase).

**Figure 2.2 SUNY University Centers
Faculty Composition**

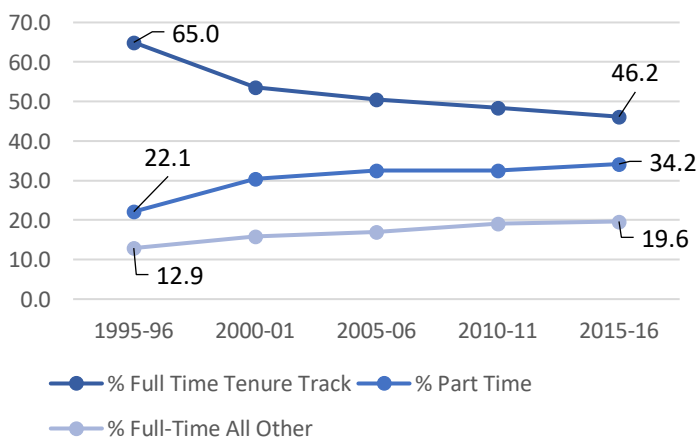


Figure 2.2 illustrates the steady numbers of full-time tenure track and the increase in other full-time and part-time faculty in terms of percentages. The lack of overall growth in numbers for full-time tenure track positions since 1995-96, in comparison to the other two categories, has decreased the share of all faculty being full-time tenure track from 65 percent to 46.2 percent. Consequently, the percentage of all other full-time and

all part time have both steadily increased in their overall faculty percentages since 1995-96, with part-time faculty increasing from 22.1 percent to 34.2 percent, and other full-time faculty from 12.9 percent to 19.6 percent.

Trends in Race and Gender

As shown in Figure 2.3T, Female tenure- and tenure-track faculty increased from 742 in 1995-96 to 1,124 in 2015-16, while the number of males declined from 2,556 to 2,283. There has been a steady movement towards a more gender-balanced ratio among the University Center tenure- and tenure-track faculty numbers although there are still 1,159 more male than female tenure-track faculty among the SUNY Centers. The numbers among under-represented groups show few changes among some groups, and significant changes among other groups, over the past two decades. Interestingly, White males and Black males have both declined significantly, while all other groups and gender subdivisions have increased. The percentage of White tenure- and tenure-track faculty has decreased from 85.3 percent in 1995-95 to 73.3 percent in 2015-16. The number of Black tenure and tenure-track faculty have increased with females (from 51 to 62) and declined with males (from 73 to 55). Asian faculty numbers have had the largest numerical and proportional increase among all ethnicities, from 264 to 651 (a 146.6 percent increase), while Hispanic faculty have also increase significantly from 85 to 114 (a 34.1 percent increase). Of note, Black faculty decreased from 124 to 117 (a 5.7 percent decrease), but Black female tenure-track faculty have increased from 51 to 62 (a 21.6 percent increase). From 1995-96 to 2015-16, the number of White males declined by 23.2 percent, non-White males increased by 68.3 percent, White females increased by 32.1 percent, and non-White females increased by 139.6 percent.

As shown in Figure 2.3A, there was a significant increase in the total number of University Center adjunct faculty between 2000-01 and 2005-06 (from 144 to 719, a 399.3 percent increase). Since 1995-96, White adjunct faculty have increased from 79 to 742 (an 839.2 percent increase). As a percent of all SUNY Center adjunct faculty, White adjuncts have decreased from 85.9 percent in 1995-96 to 83.8 percent in 2015-

Figure 2.3T University Center Schools Tenure Track (Academic Rank) by Gender and Ethnicity

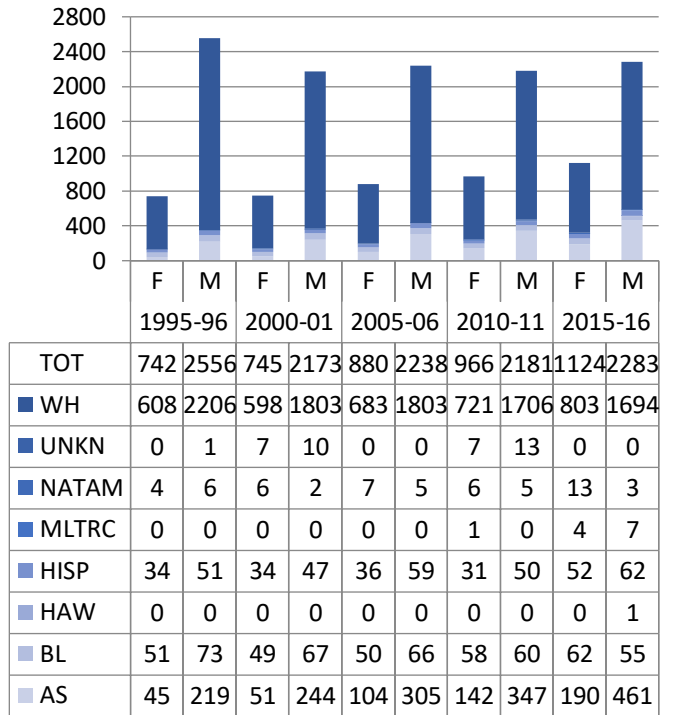


Figure 2.3A University Center Schools Faculty Adjunct By Gender and Ethnicity

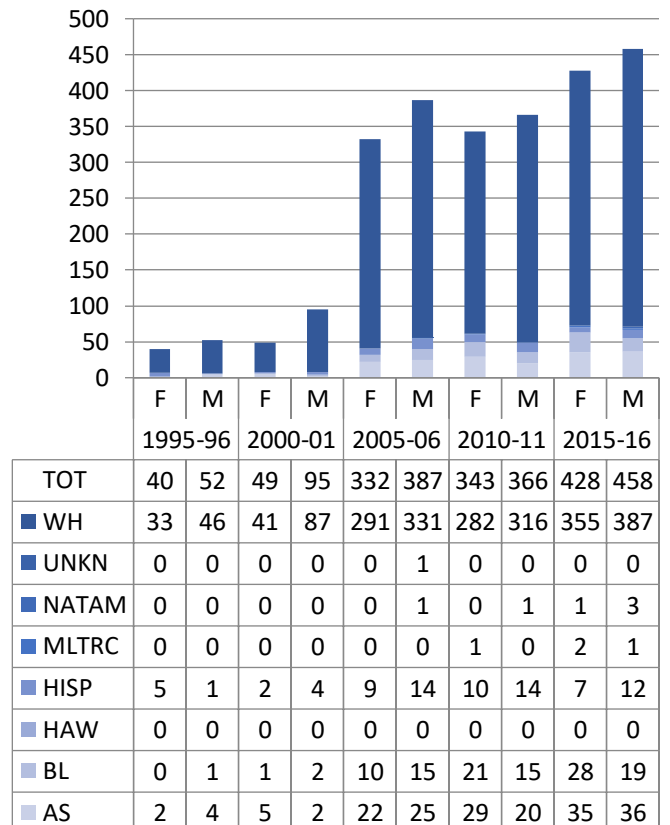
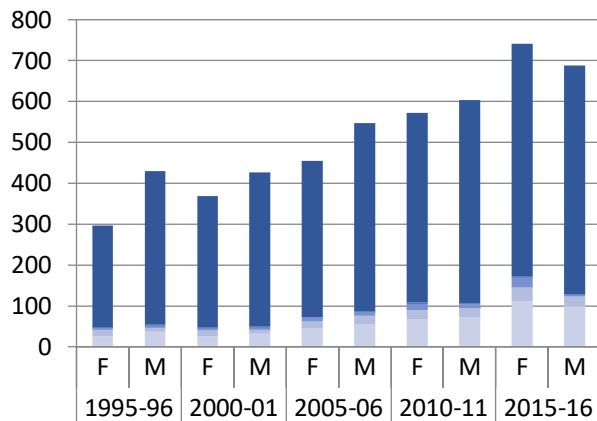


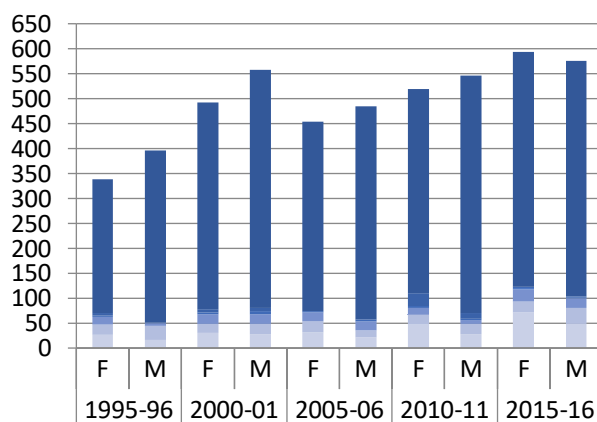
Figure 2.3C University Center Schools Faculty Clinical By Gender and Ethnicity



	F	M	F	M	F	M	F	M	F	M
	1995-96		2000-01		2005-06		2010-11		2015-16	
TOT	296	429	368	426	455	547	572	603	742	688
WH	248	375	321	377	382	461	463	497	570	561
UNKN	1	2	2	1	0	0	0	0	0	0
NATAM	1	2	2	2	1	2	3	2	2	0
MLTRC	0	0	0	0	0	0	1	0	2	0
HISP	4	4	4	4	10	9	15	9	24	5
HAW	0	0	0	0	0	0	0	1	0	0
BL	16	10	14	10	18	19	24	21	32	23
AS	26	36	25	32	44	56	66	73	112	99

16. Due to the sharp increase between 2000-01 and 2005-06, the number of minority ethnicities among SUNY Center adjuncts has also risen significantly. Asian adjunct faculty increased from 6 to 71 (a 1,067 percent increase), Black adjuncts increased from 1 to 47 (a 4,600% increase), Hispanic adjuncts increased from 6 to 19 (a 216.7 percent increase), and both Native American/Eskimo and Multiracial adjunct faculty were employed in 2005-06 and 2010-11, respectively, for the first time. Since the jump in 2005-06, however, Black and Asian adjunct faculty were the only underrepresented ethnicities with significant increases (Hispanic faculty actually decreased from 23 to 19). The number of male adjunct faculty has always exceeded the number of female faculty; however, the female-to-male ratio has become more balanced, increasing from 0.76 females to males in 1995-96 to 0.93 in 2015-16. Since 1995-96, White males increased by 780.8 percent, non-White males by 1,083.3 percent. White females by 975.8 percent, and non-White females by 942.9 percent.

Figure 2.3L University Center Schools Faculty Lecturer By Gender and Ethnicity



	F	M	F	M	F	M	F	M	F	M
	1995-96		2000-01		2005-06		2010-11		2015-16	
TOT	338	396	492	558	454	484	519	546	593	575
WH	268	345	414	478	380	427	409	476	470	472
UNKN	5	0	7	6	0	0	26	11	0	0
NATAM	3	1	4	6	3	4	3	3	3	2
MLTRC	0	0	0	0	0	0	0	0	2	1
HISP	15	5	18	20	18	17	14	7	25	20
HAW	0	0	0	0	0	0	1	0	0	0
BL	21	29	19	20	21	14	19	21	21	32
AS	26	16	30	28	32	22	47	28	72	48

As shown by Figure 2.3C, White clinical faculty has declined from 85.9 percent of all clinical faculty in 1995-96 to 79.1 percent in 2015-16. The number of Asian clinical faculty has significantly increased, from 62 to 211 (a 240.3 percent increase), in the same period. Hispanic and Black clinical faculty also increased significantly. Hispanics increased from 8 to 29 positions, and Blacks increased from 26 to 55 positions. All other ethnic groups had very few positions represented since 1995-96. The number of male clinical faculty had exceeded the number of female faculty (a male-female ratio of 1.45:1 in 1995-96) until 2015-16, when females exceeded males (a male-female ratio of 0.93:1). Since 1995-96, Females have increased at a faster rate than males (150.7 percent increase in females and 60.4 percent increase in males). In addition, White males increased by 49.6 percent, non-White males 135.2 percent, White females 129.9 percent, and non-White females 258.3 percent.

As shown by Figure 2.3L, White lecturer faculty changed from 83.5 percent in 1995-96 to 80.7 percent in 2015-16, but peaked in 2005-06 with a high of 86.0 percent of all lecturing faculty. There was a decrease

in 2005-06 in which a larger percentage of minority faculty were reduced compared to the percentage of White faculty (17.1 percent decrease in minority faculty to 9.5 percent decrease in White faculty), though there was more of a numerical decrease in White faculty (27 minority faculty to 85 White faculty). Asian lecturer faculty have increased from 42 to 112 (166.7 percent) in the past two decades. Hispanic faculty have also increased significantly, from 20 to 45 (a 125 percent increase). The number of Unknown ethnicity faculty contains an outlier in the year 2010-11, with a reported 37 positions, compared to having 0 positions reported in 2005-06 and in 2015-16. Black and Native American faculty have had very low increases, with the number of Black positions increasing by 2 (a 4 percent increase) since 1995-96 and Native Americans increasing by 1 (a 25 percent increase) over the same period. Following a similar pattern to University Center’s clinical faculty, the number of females only exceeded the number of males in 2015-16. The male-female ratio changed from 1.17:1 in 1995-96 to 0.97:1 in 2015-16. From 1995-96 to 2015-16, White males increased by 36.8 percent, non-White males 102.0 percent, White females 75.4 percent, and non-White females 75.7 percent.

As shown by Figure 2.3M, data for medical faculty is not available before 2005-06. The total number of SUNY Center medical faculty has increased significantly since 2005-06, from 175 to 626 total positions (a 257.7 percent increase). The percentage of White medical faculty has increased from 50.3 in 2005-06 to 57.5 percent in 2015-16. Mostly White and Asian faculty have dominated University Center medical faculty; there has been very little representation of other minority ethnicities. As a percentage of all medical faculty, Asians have decreased from 40.6 percent in 2005-06 to 33.6 percent in 2015-16. Black faculty have increased from 2.3 percent to 5.8 percent over the same period. Hispanics increased from 12 to 20, though there were reportedly no Hispanic medical faculty in 2010-11. Male medical faculty have consistently exceeded women medical faculty, with a consistent male-female ratio of approximately 1.2:1. Female faculty, however, have increased at a faster rate than male faculty (272.7 percent increase in females and 245.9 percent increase

Figure 2.3M University Center Schools Medical Intern and Resident By Gender and Ethnicity

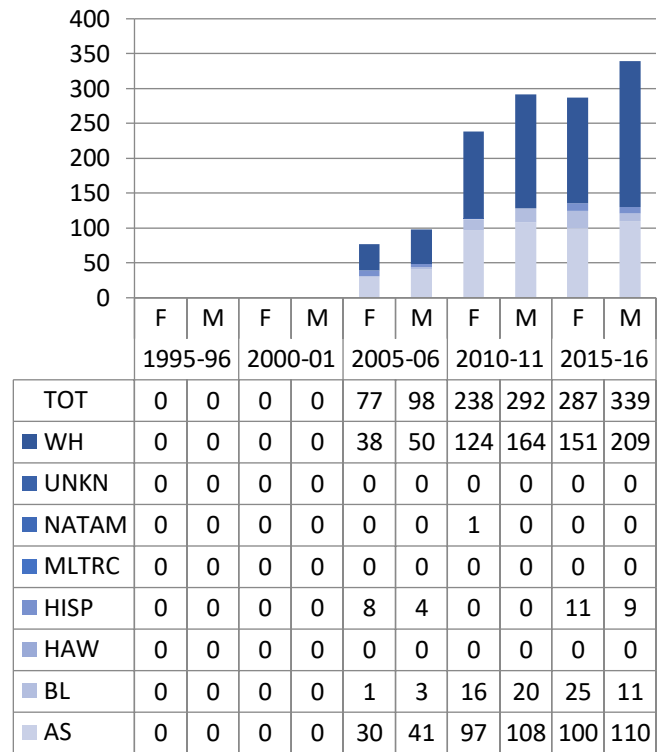


Figure 2.3R University Center Schools Faculty Research By Gender and Ethnicity

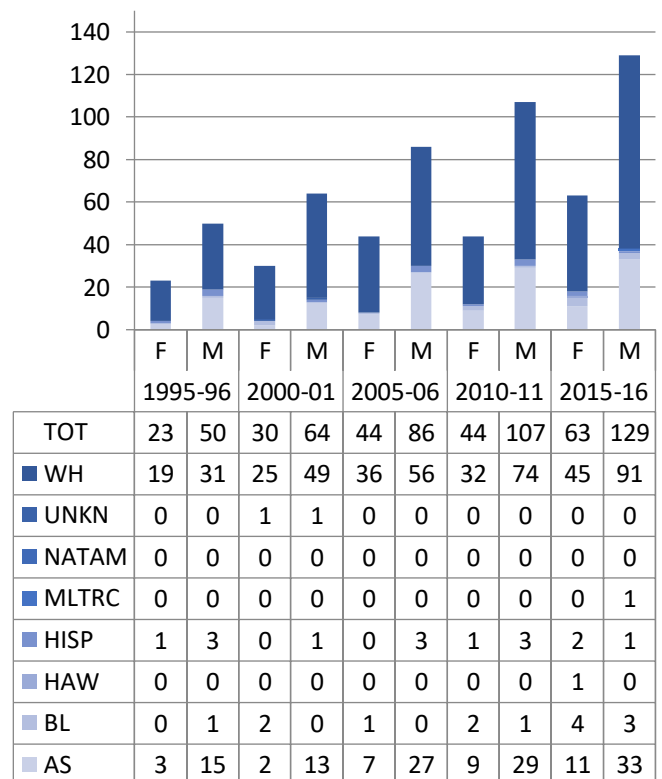
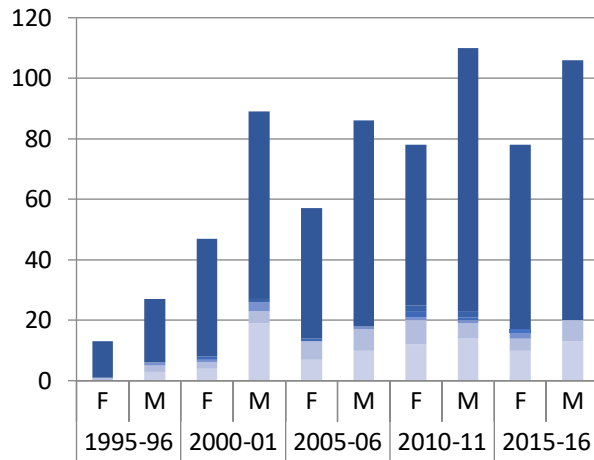


Figure 2.3V University Center Schools Faculty Visiting By Gender and Ethnicity



	F	M	F	M	F	M	F	M	F	M
	1995-96		2000-01		2005-06		2010-11		2015-16	
TOT	13	27	47	89	57	86	78	110	78	106
■ WH	12	21	39	62	43	68	53	87	61	86
■ UNKN	0	0	0	1	0	0	2	2	0	0
■ NATAM	0	0	1	0	1	0	2	1	0	0
■ MLTRC	0	0	0	0	0	0	0	0	1	0
■ HISP	0	1	1	3	0	1	1	1	2	0
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	1	2	2	4	6	7	8	5	4	7
■ AS	0	3	4	19	7	10	12	14	10	13

in males) From 2005-06 to 2015-16, White males increased by 218 percent, non-White males 170.8 percent, White females 297.3 percent, and non-White females 248.7 percent.

As shown in Figure 2.3R, White research faculty has remained at about 70 percent of all research faculty each year, with an outlier of 78.7 percent in 2000-01. Asian research faculty increased from 18 to 44 positions (an increase of 144.4 percent). Other groups had very little representation. The number of female research faculty has been about half of the number of male research faculty in each year; the male-female ratio in 1995-96 was 2.17:1, and in 2015-16 was 2.05:1. From 1995-96 to 2015-16, White males increased by 193.6 percent, non-White males 100 percent, White females 136.8 percent, and non-White females 350 percent.

As shown in Figure 2.3V, White visiting faculty varied between a high of 82.5 percent in 1995-96 and a low of 74.3 percent in 2000-01 of all visiting faculty. Black visiting faculty increased from 3 to 11 since 1995-96, while Asian visiting faculty increased from 3 to 23 positions. All other ethnicities have had little to no increases. The number of male visiting faculty has

always exceeded the number of females. The male-female ratio, however, has decreased from 2.08:1 in 1995-96 to 1.36:1 in 2015-16. White males have increased by 309.5 percent, non-White males 233.3 percent, White females 408.3 percent, and non-White females 1,600 percent (from 1 position to 17 positions).

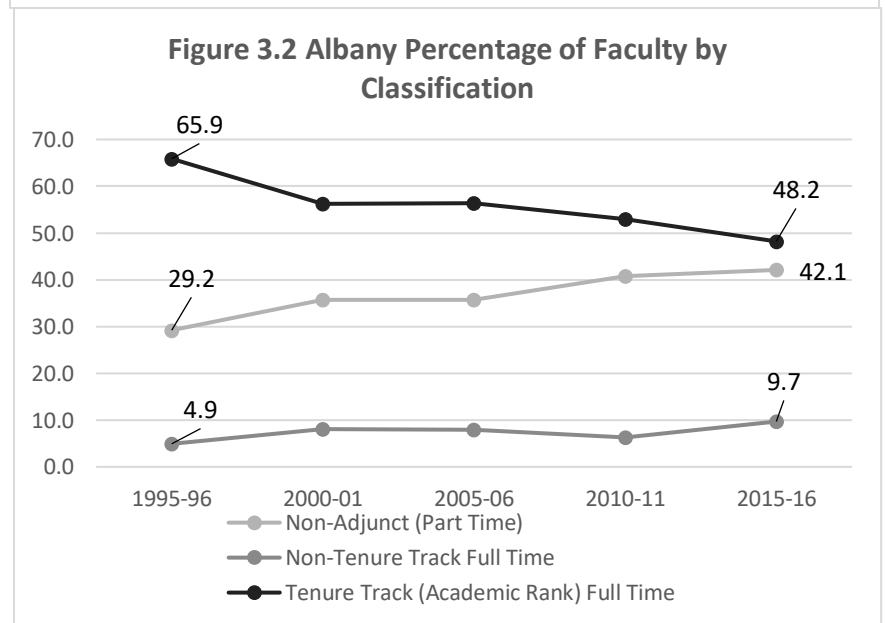
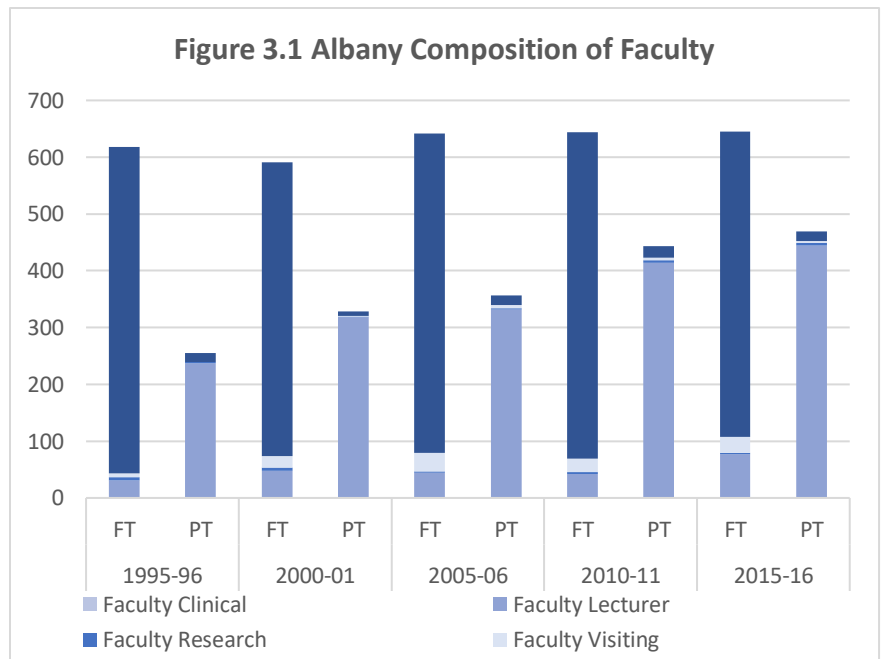
SUNY ALBANY

SUNY Albany’s changes in faculty composition numbers are similar to University Centers’ generally. The tenure and tenure-track workforces have fallen from 575 to 537 positions while the numbers of part-time lecturers have nearly doubled from 255 to 469 positions.³ Within academic ranks, women have increased from 153 to 205 positions while men declined from 437 to 349 positions. Nevertheless, men still comprise 63 percent of all tenured and tenure-track positions at Albany. Meanwhile Black faculty comprise 4.3 percent of tenured and tenure-track faculty and Hispanics were 4.0 percent in 2015-16, changing little in absolute numbers or percentage terms in the past 20 years.

Trends in Full-Time and Part-Time Faculty

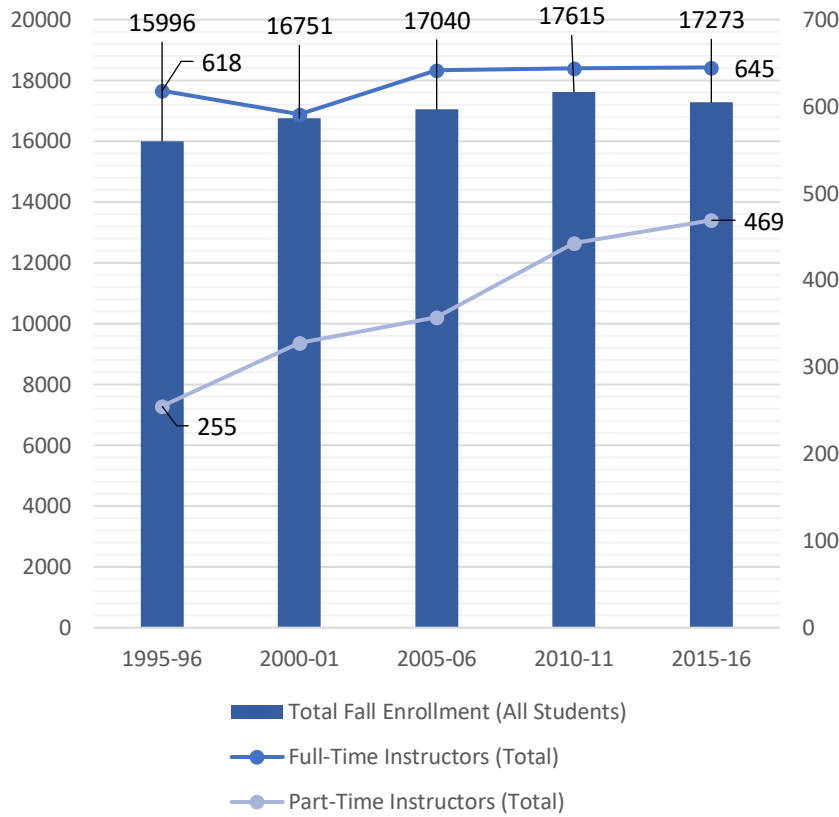
SUNY Albany’s faculty composition shows little increase in full-time positions but significant expansion in part-time positions. As shown by Figure 3.1, part-time lecturing faculty have contributed the most increases in faculty at SUNY Albany, expanding from 237 positions in 1995-96 to 443 positions in 2015-16 (an 86.9 percent increase). Full-time lecturing faculty also increased quickly, from 31 to 75 positions over the same period (a 141.9 percent increase). As shown by Figure 3.2, full-time tenure-track positions constituted the majority of faculty (65.9 percent) at SUNY Albany in 1995-96, and as of 2015-16 was reduced to the plurality (48.2 percent) of faculty. This was because of a reduction in full-time tenure-track positions from 575 positions to 537 positions (a 6.6 percent reduction), in addition to a large increase in part-time lecturers. Among the other positions, there was a significant increase in full-time visiting faculty from 7 positions in 1995-96 to 21 positions in 2000-01, and as of 2015-16 full-time visiting faculty held 29 positions while part-time visiting faculty held 3 positions. Part-time tenure-track positions had little change since 1995-96, adding 1 position from 16 to 17. Research faculty had a reduction in positions from 5 full-time and 2 part-time to 2 full-time and 4 part-time positions. Clinical faculty were reported at Albany starting in 2015-16 with 2 full-time and 2 part-time positions. In addition, the part-time faculty increased from 29.2 percent to 42.1 percent of all faculty at SUNY Albany. Finally, the percentage of faculty that is non-tenure-

track positions constituted the majority of faculty (65.9 percent) at SUNY Albany in 1995-96, and as of 2015-16 was reduced to the plurality (48.2 percent) of faculty. This was because of a reduction in full-time tenure-track positions from 575 positions to 537 positions (a 6.6 percent reduction), in addition to a large increase in part-time lecturers. Among the other positions, there was a significant increase in full-time visiting faculty from 7 positions in 1995-96 to 21 positions in 2000-01, and as of 2015-16 full-time visiting faculty held 29 positions while part-time visiting faculty held 3 positions. Part-time tenure-track positions had little change since 1995-96, adding 1 position from 16 to 17. Research faculty had a reduction in positions from 5 full-time and 2 part-time to 2 full-time and 4 part-time positions. Clinical faculty were reported at Albany starting in 2015-16 with 2 full-time and 2 part-time positions. In addition, the part-time faculty increased from 29.2 percent to 42.1 percent of all faculty at SUNY Albany. Finally, the percentage of faculty that is non-tenure-



³ SUNY Albany does not use adjunct categories.

Figure 3.3A Albany Enrollment and Total Faculty

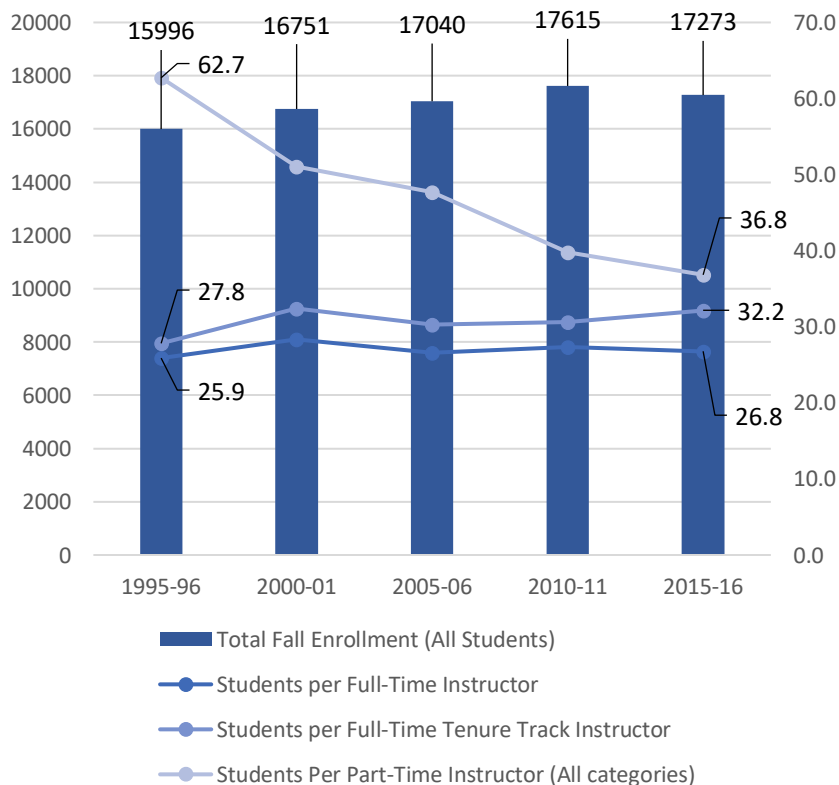


track full-time doubled since 1995-96 from 4.9 percent to 9.7 percent.

Due to the large increase in part-time lecturing faculty, part-time faculty increased by 83.9 percent, while full-time faculty increased by just 4.4 percent. As shown by Figure 3.3A, Albany has experienced an increase in total fall student enrollment, full-time instructors, and part-time instructors. Since 1995-96, student enrollment increased from 15,996 students to 17,273 students (an 8 percent increase).

As illustrated by Figure 3.3B, the significant increase in part-time instructors causes a significant decrease in the student-faculty ratio for part-time instructors from 62.7 to 36.8. Because of the low increases in other categories, and the loss of positions among full-time tenure-track instructors, the student-faculty ratios among full-time (and specifically full-time tenure-track) instructors does not have much change from 1995-96 to 2015-16.

Figure 3.3B Albany Enrollment and Student Faculty Ratios



Trends in Race and Gender

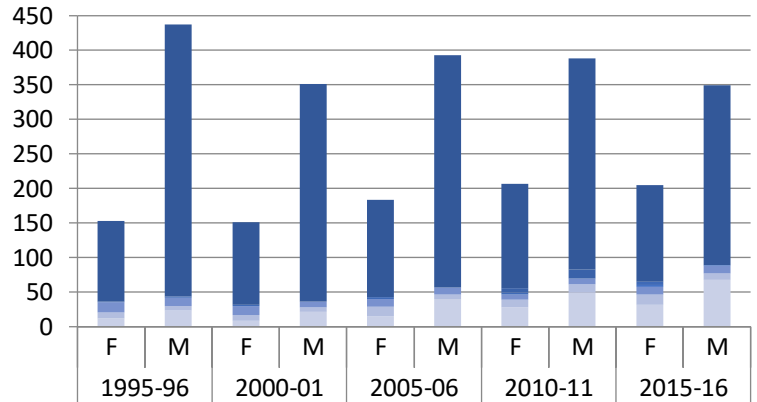
According to Figure 3.3T, the percentage of White tenure-track faculty has declined from 86.4 percent in 1995-96 to 72.2 percent in 2015-16. In addition, the number of White tenure-track faculty actually has declined, from 510 to 400 positions (a 21.6 percent decrease). Asian faculty have increased from 35 to 100 (a 185.7 percent increase), and as a share of Albany’s tenure-track faculty from 5.9 percent to 18.1 percent over the same period. Other underrepresented groups have not changed significantly, although the number of Black tenure-track faculty increased by 50 percent since 1995-96. Hispanics, meanwhile, lost four positions (a decrease of 15.4 percent).

The gender proportions reflect the SUNY-wide trend of increasing female numbers and decreasing male numbers. At SUNY

Albany, the male-female ratio has declined from 2.86:1 in 1995-96 to 1.7:1 in 2015-16, showing that there is still significant gender imbalance with slow progress towards a more balanced ratio. Female tenure and tenure-track have grown by 52 positions (a 34.0 percent increase), while males have declined by 88 positions (a 20.1 percent decrease), over the same period. Since 1995, White males fell by 33.8 percent, non-White males increased by 102.3 percent, White females increased by 19.7 percent, and non-White females increased by 80.6 percent.

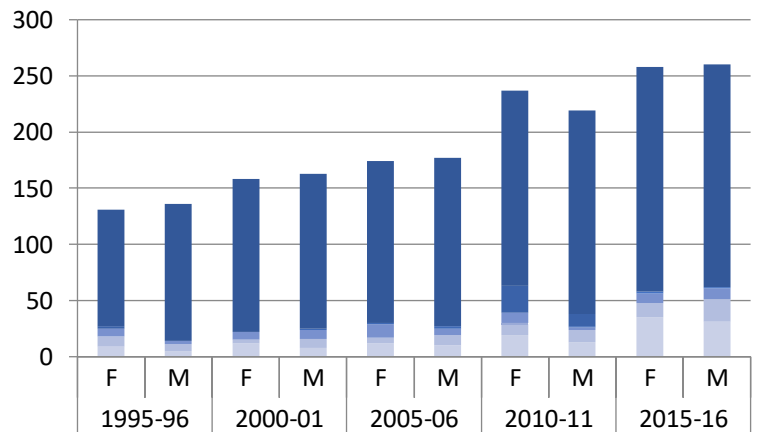
As shown by Figure 3.4L, the percentage of White lecturer faculty at SUNY Albany has declined from 84.6 percent in 1995-96 to 76.8 percent in 2015-16. Black, Asian, and Hispanic lecturing faculty have the largest increases; Black lecturing faculty have increased by 18 (a 120 percent increase), Asian faculty by 52 (a 371.4 percent increase), and Hispanic faculty by 8 (an 80 percent increase). The gender balance among Albany's lecturing faculty has consistently remained close to a male-female ratio of 1:1, with the only outlier being in 2010-11 (0.92:1 male-female ratio in that year). From 1995-96 to 2015-16, White males increased by 62.3 percent, non-White males 342.9 percent, White females 92.3 percent, and non-White females 114.8 percent.

Figure 3.4T Albany Tenure Track (Academic Rank) by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	153	437	151	351	184	393	207	388	205	349
■ WH	117	393	119	315	141	336	151	305	140	260
■ UNK	0	0	0	0	0	0	7	13	0	0
■ NATAM	1	2	2	0	3	0	2	0	5	0
■ MLTRC	0	0	0	0	0	0	0	0	2	1
■ HISP	14	12	13	8	11	10	8	9	11	11
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	9	7	8	6	14	7	11	12	15	9
■ AS	12	23	9	22	15	40	28	49	32	68

Figure 3.4L Albany Faculty Lecturer by Gender and Ethnicity

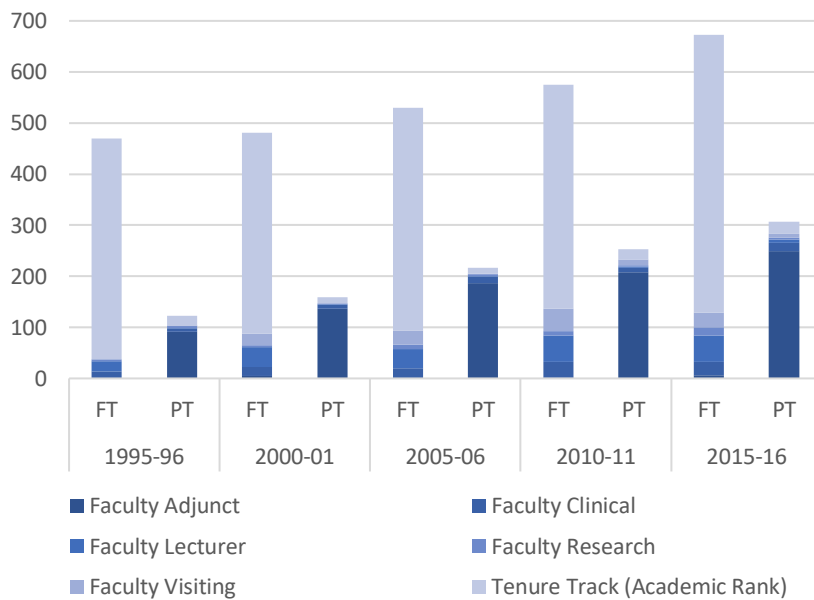


	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	131	136	158	163	174	177	237	219	258	260
■ WH	104	122	136	138	144	150	174	181	200	198
■ UNK	2	0	0	0	0	0	24	11	0	0
■ NATAM	0	0	0	1	1	2	0	1	0	0
■ MLTRC	0	0	0	0	0	0	0	0	2	1
■ HISP	7	3	7	8	12	6	9	2	8	10
■ HAW	0	0	0	0	0	0	1	0	0	0
■ BL	9	6	3	8	5	9	10	11	13	20
■ AS	9	5	12	8	12	10	19	13	35	31

SUNY BINGHAMTON

As Binghamton’s total student enrollment grew from 11,978 in 1995-96 to 16,695 in 2015-16, the University responded by adding significant numbers of faculty of many types. Full-time tenured and tenure-track positions rose from 433 to 544, while part-time adjuncts increased from 91 to 249 positions. While the trend is a downward one, Binghamton still has a faculty in which a majority hold tenured and tenure-track positions. While the number of women in these positions have nearly doubled from 101 to 200 between 1995-96 and 2015-16, men still comprise 65 percent of all faculty in these roles. Mirroring the SUNY-wide and University Center trend since 1995-96, the decline in the percentage of White faculty is largely attributed to a growth in Asian faculty (40 to 126 positions), not among Blacks (12 to 23 positions) or Hispanics (17 to 21 positions).

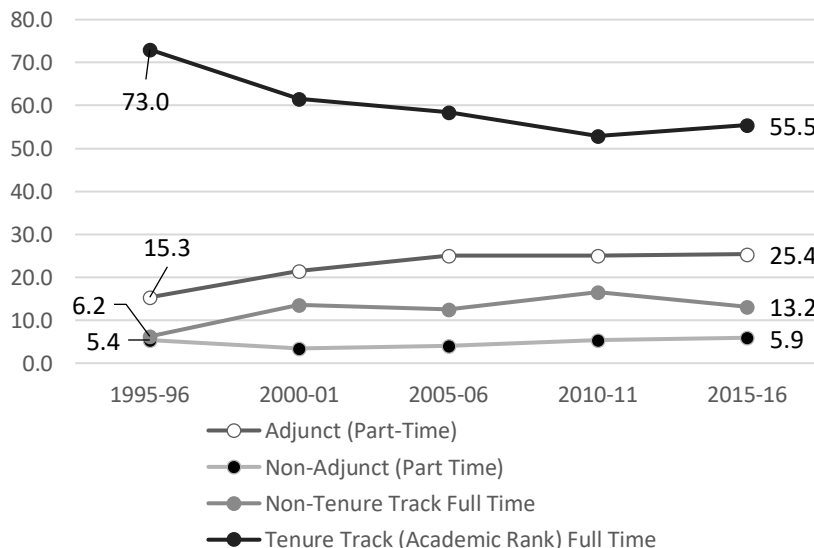
Figure 4.1 Binghamton Composition of Faculty



Trends in Full-Time and Part-Time Faculty

SUNY Binghamton’s faculty composition shows increases in every full-time and part-time faculty category. As shown in Figure 4.1, full-time tenure-track positions increased from 433 positions to 544 positions (a 25.6 percent increase), while part-time adjunct faculty increased from 91 to 249 positions (a 173.6 percent increase). Full-time lecturing faculty increased from 20 to 51 positions (155 percent). The faculty categories with fewer positions also increased. For example, research faculty increased by 13 full-time and 1 part-time position, and clinical faculty increased by 13 full-time and 11 part-time positions. In total, non-adjunct part-time positions increased by 26 positions (or 81.3 percent) and non-tenure-track full-time positions increased by 92 positions (or 248.6 percent).

Figure 4.2 Binghamton Faculty Percentage by Classification



As shown in Figure 4.2, the percentages of faculty classifications among all Binghamton faculty are affected by the rate at which each category increased (as opposed to both increases and decreases in each category as is seen in other SUNY institutions). For example, full-time tenure track faculty decreased from 73 percent of Binghamton’s faculty to 55.5 percent as of 2015-16, and this is due to having the lowest growth rate of 43.2 percent. Meanwhile, non-tenure-track full-time

positions, which had the highest growth rate of 248.6 percent, increased in its share from 6.2 percent to 13.2 percent.

As shown by Figure 4.3A, student enrollment has increased by 39.4 percent since 1995-96 (or by 4,717 students). Meanwhile, the number of full-time instructors increased by 43.2 percent, and part-time instructors by 149.6 percent. This explains the student-faculty ratio trends in Figure 4.3B.

Because the number of students and the number of full-time instructors have similar growth rates (39.4 percent and 43.2 percent, respectively), the student-faculty ratio for full-time instructors has very minimal change (from 25.5 in 1995-96 to 24.8 in 2015-16). Over the same period, because part-time instructors have had a significantly higher growth rate (149.6 percent) than the increase in students, the student-faculty ratio for full-time instructors had declined significantly from 97.4 to 54.4. In addition, full-time tenure-track instructors also experienced little change in student-faculty ratios, but did increase from 27.7 to 30.7 due to the lower growth rate (25.6 percent) compared to the growth rate in student enrollment.

Trends in Race and Gender

The percentage of White tenure-track faculty has decreased from 84.6 percent in 1995-96 to 68.3 percent in 2015-16. Asian tenure-track faculty increased significantly, from 40 to 126 in the past two decades (a 215 percent increase), while Black tenure-track faculty numbers increased from 12 to 23 (a 91.7 percent increase) over the same period. Hispanic tenure-track faculty have also increased, though not as dramatically, from 17 to 21 positions (a 23.3 percent increase).

Between 1995-96 and 2010-11, SUNY Binghamton’s tenure-track faculty reflect

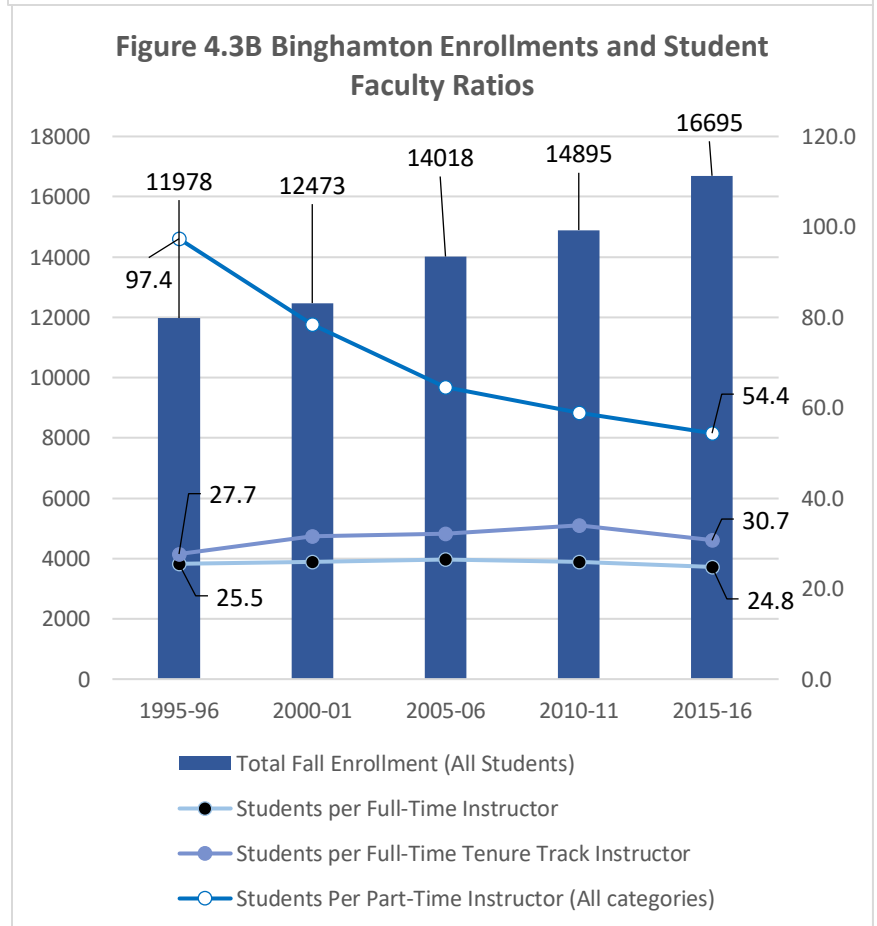
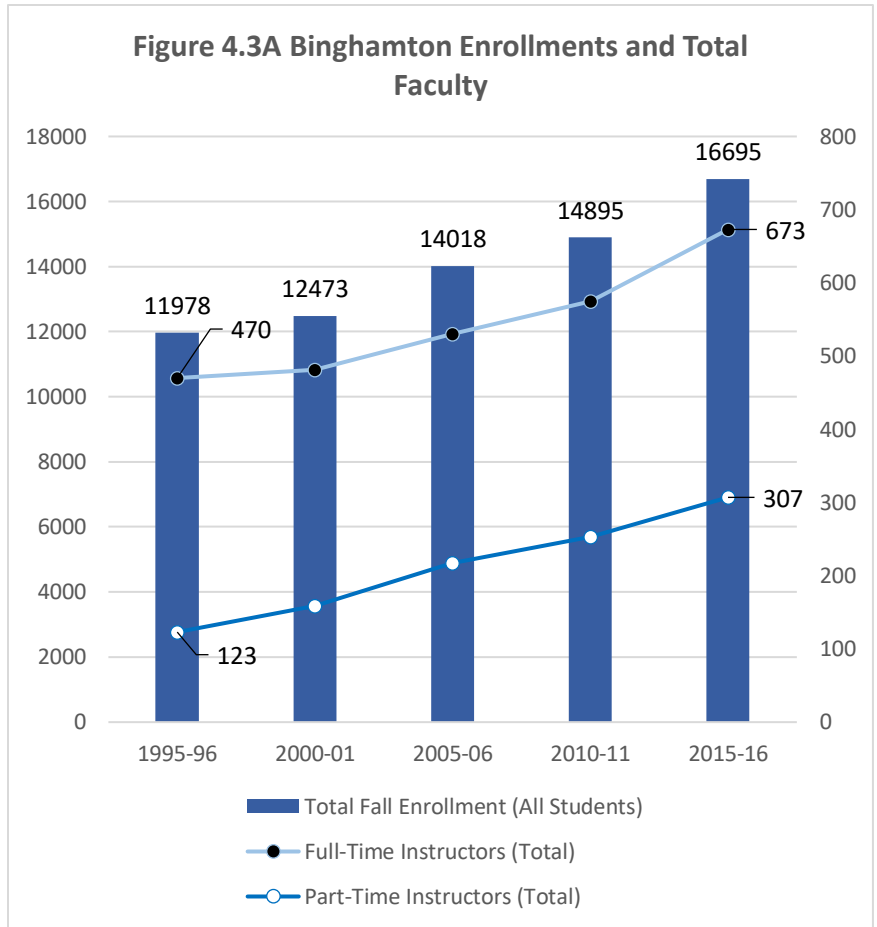
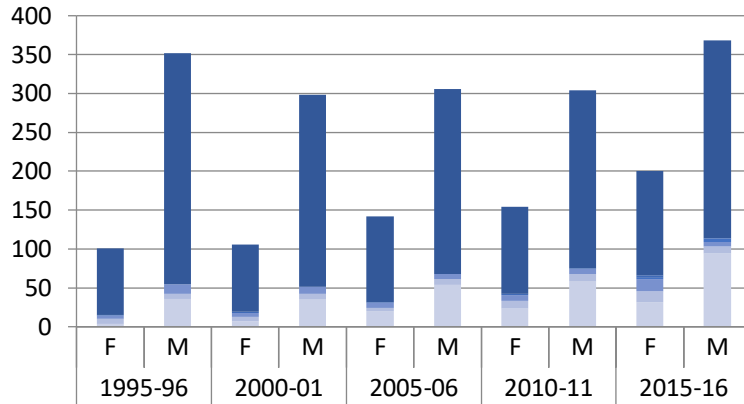
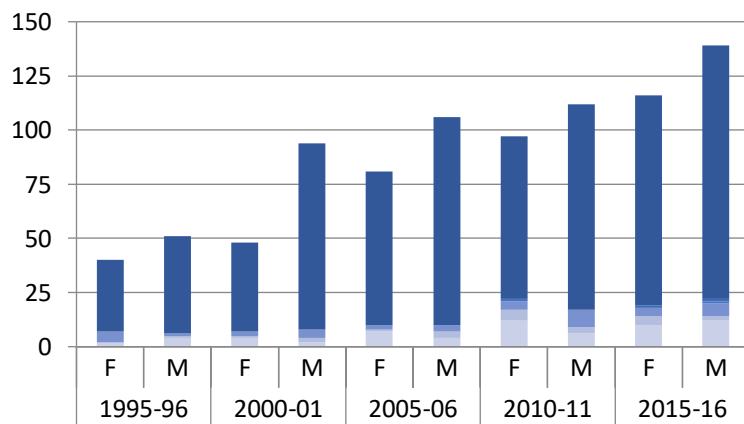


Figure 4.4T Binghamton Tenure Track (Academic Rank) by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	101	352	106	298	142	306	154	304	200	368
WH	86	297	87	247	110	238	112	229	134	254
UNK	0	0	0	0	0	0	0	0	0	0
NATAM	1	0	1	0	1	0	1	1	3	1
MLTRC	0	0	0	0	0	0	0	0	2	4
HISP	4	13	5	9	7	7	8	6	15	6
HAW	0	0	0	0	0	0	0	0	0	0
BL	6	6	6	7	4	7	10	9	14	9
AS	4	36	7	35	20	54	23	59	32	94

Figure 4.4A Binghamton Faculty Adjunct by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	40	51	48	94	81	106	97	112	116	139
WH	33	45	41	86	71	96	75	95	97	117
UNK	0	0	0	0	0	0	0	0	0	0
NATAM	0	0	0	0	0	0	0	0	1	1
MLTRC	0	0	0	0	0	0	1	0	0	1
HISP	5	1	2	4	2	3	4	8	4	6
HAW	0	0	0	0	0	0	0	0	0	0
BL	0	1	1	2	1	3	5	3	4	2
AS	2	4	4	2	7	4	12	6	10	12

the SUNY-wide trend of a closing gender-gap, with a decrease in the number of males and an increase in females. However, in 2015-16, males exceeded the number of males in 1995-96. Between 1995-96 and 2010-11, the number of males declined by 13.6 percent, but the increase in 2015-16 increases the overall number of males by 4.6 percent since 1995-96. Meanwhile, the number of tenure-track females at Binghamton increased by 98.0 percent. Since 1995, White males decreased by 14.5 percent, non-White males increased by 107.3 percent, White females increased by 55.8 percent, and non-White females increased by 340 percent.

As shown in Figure 4.4A, White adjunct faculty varied as a percentage of all adjunct faculty at Binghamton from a low of 81.3 percent in 2010-11 to a high of 89.4 percent in 2000-01. The only minority groups with significant numbers and trends are Asian, Black, and Hispanic faculty. Asian faculty increased by 16 positions (a 266.7 percent increase), Black by 5 positions (from 1 to 6 positions), and Hispanics by 4 positions (a 66.7 percent increase). The number of male adjunct faculty has always outnumbered female faculty, but the male-female ratio has varied (the most dramatic being 1.96:1 in 2000-01, and the most recent ratio being 1.2:1 in 2015-16). From 1995-96 to 2015-16, White males increased by 160 percent, non-White males 266.7 percent, White females 194.0 percent, and non-White females 171.4 percent

As shown by Figure 4.4C, Binghamton's White clinical faculty has declined from 95 percent in 1995-96 to 86.4 percent in 2015-16. Nearly all of Binghamton's clinical faculty since 1995-96 have been White and female. Between 1995-96 and 2015-16, the number of females increased by 115.8

percent, while the number of males increased by 200 percent (from 1 to 3 positions). From 1995-96 to 2015-16, White males increased by 200 percent, White females 94.4 percent, and non-White females 500 percent (from 1 to 56 positions). There have not been any minority Male clinical faculty at Binghamton.

As shown by Figure 4.4L, the percentage of White lecturer faculty has had an overall increase from 77.3 percent in 1995-96 to 82.5 percent in 2015-16, with a peak of 89.5 percent in 2005-06. Because lecturing faculty are almost all White in each year, there are no significant trends in other faculty ethnicities with the exception of Asian lecturing faculty, which has increased from 4 to 8 since 1995-96. The male-female ratio has varied between the years, though the last time males outnumbered females was in 1995-96. From 1995-96 to 2015-16, White males increased by 110 percent, non-White males 66.7 percent, White females 271.4 percent and non-White females 150 percent.

Figure 4.4C Binghamton Faculty Clinical by Gender and Ethnicity

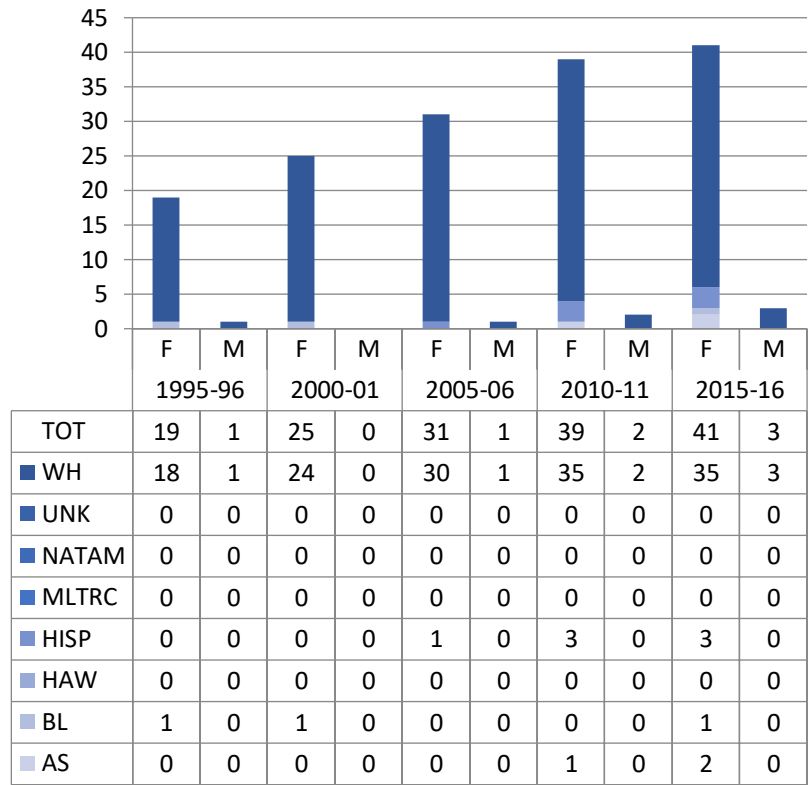
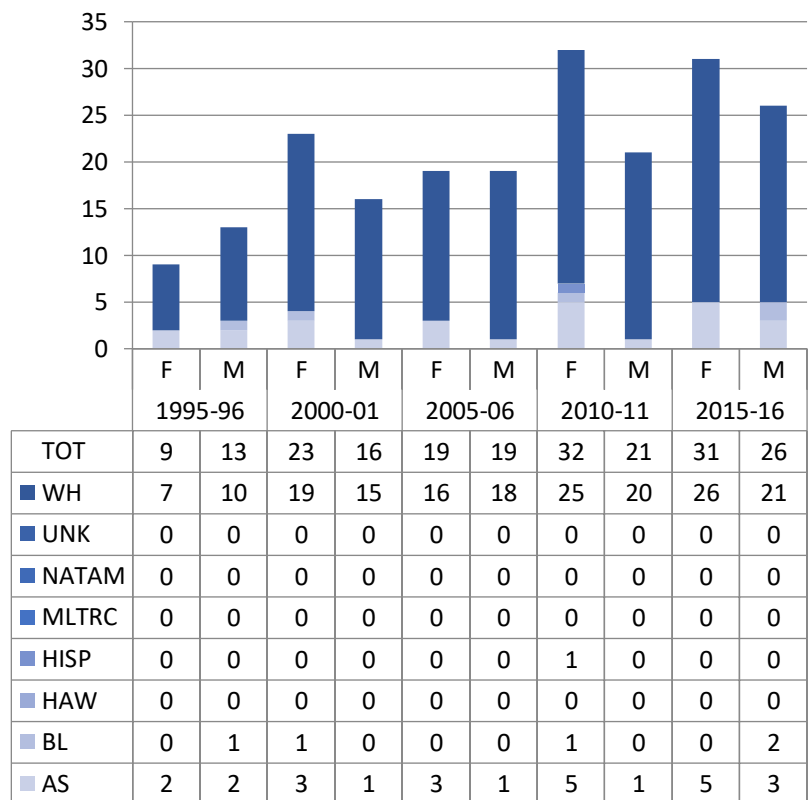


Figure 4.4L Binghamton Faculty Lecturer by Gender and Ethnicity



SUNY BUFFALO

U-Buffero’s student enrollment increased 22.5 percent in the period studied. Like the other University Centers, U-Buffero’s faculty composition is characterized by a reduction of full-time tenured and tenure-track positions from 63.8 to 46 percent, as the number of faculty with those titles declined and the numbers of faculty with other ranks increased. Women holding academic ranks at U-Buffero increased from 287 to 382 positions and women now comprise 32.2 percent of these faculty. While Asian faculty in academic ranks have more than doubled from 113 to 240 positions, the number of Blacks actually declined from 67 to 41 tenured and tenure-track faculty and Hispanics rose from 22 to 25 positions.

Trends in Full-Time and Part-Time Faculty

SUNY Buffalo’s faculty composition shows a variety of changes among all positions. As shown in Figure 5.1, full-time positions increased by 149 positions (9.9 percent) while part-time positions increased by 483 positions (124.5 percent). It is important to examine part-time adjunct faculty in SUNY Buffalo, which jumped significantly from no positions in 1995-96 and 2 positions in 2000-01 to 530 positions in 2005-06, and further increasing to 631 positions as of 2015-16. During the same period between 2000-01 and 2005-06, there was a shift from part-time faculty comprised by a mix of faculty classifications to becoming largely adjunct faculty, while other part-time faculty classifications fall significantly. In other words, between 2000-01 and 2005-06, part-time adjunct faculty increased by 528 positions (to becoming 67.1 percent of all part-time faculty) while other part-time faculty categories decreased by 422 positions (a 61.9 percent reduction). Tenure-track full-time faculty, on the other hand, experienced a reduction since 1995-96 by 47 positions (3.9 percent). Full-time clinical faculty also experienced a significant increase by 117 positions (50.4 percent). Non-tenure-track full-time faculty increased by 196 positions (or 65.3 percent), while non-adjunct part-time faculty actually decreased by 148 positions (or 61.4 percent).

As shown by Figure 5.2, the various changes in several faculty categories produces dramatic shifts in classification percentages of all faculty. The decrease in tenure-track faculty numbers brings the percent of faculty in that category down from 63.8 percent to 46 percent. As shown from Figure 5.1, with the dramatic

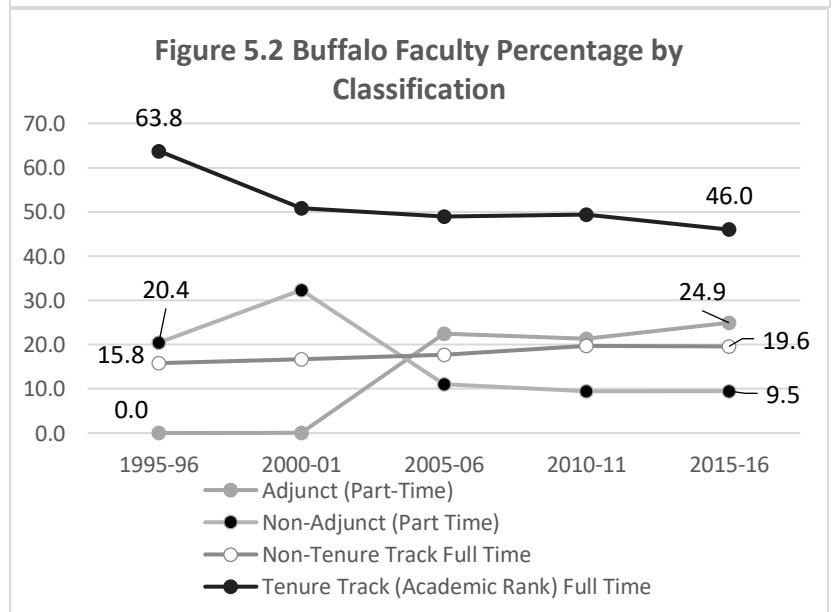
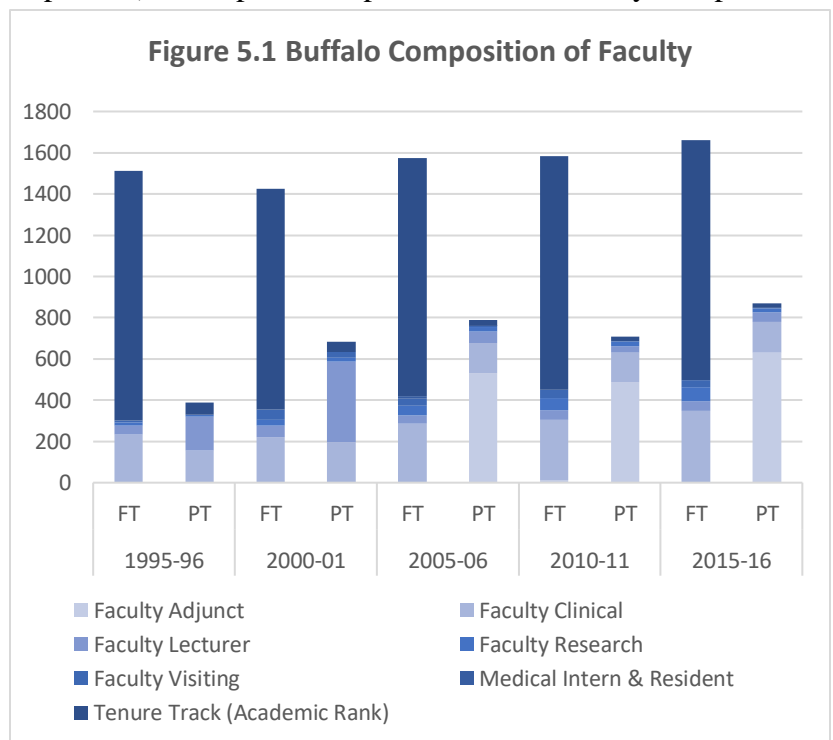
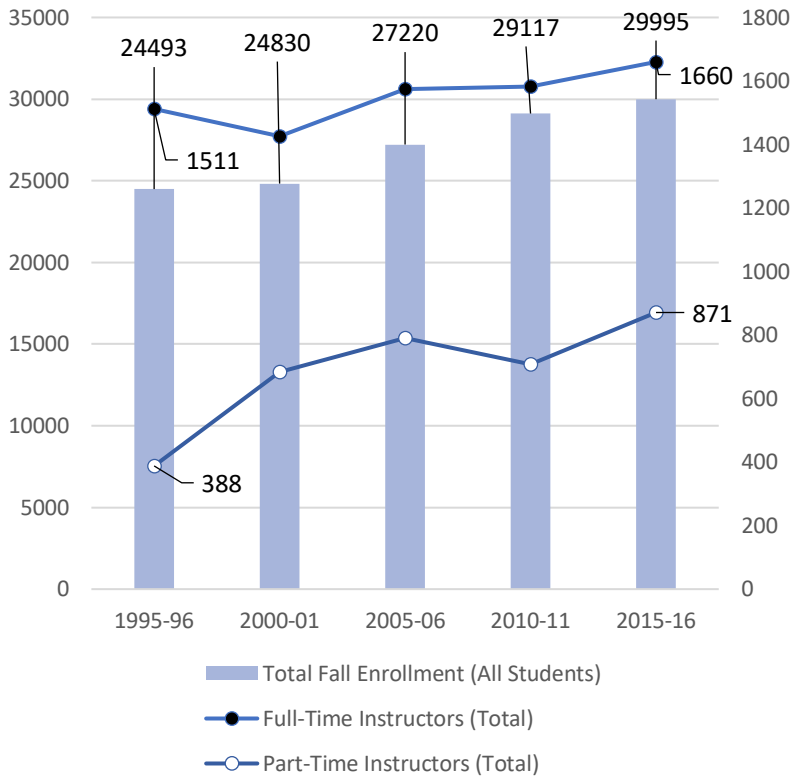


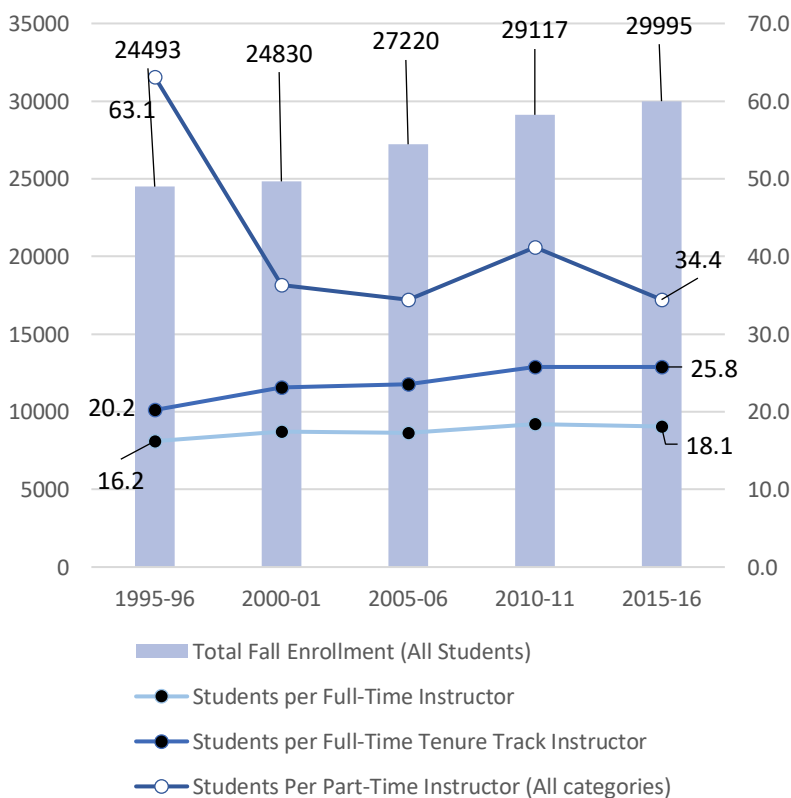
Figure 5.3A Buffalo Enrollment and Total Faculty



shift in part-time faculty in 2005-06, there becomes an inverse relationship between part-time adjunct faculty (increasing from 0.1 percent to 22.4 percent) and non-adjunct part-time faculty (from 32.3 percent to 11 percent) between 2000-01 and 2005-06.

Figure 5.3A shows how student enrollment increases (by 22.5 percent) have also occurred as both full-time and part-time instructors have increased (9.9 percent and 124.5 percent, respectively). However, as Figure 5.3B shows, the different growth rates between full-time and part-time instructors have affected the student-faculty ratios. Because part-time instructors have increased in total numbers by 124.5 percent (with an increase of 76.3 percent just between 1995-96 and 2000-01), there is a significant drop in the student-faculty ratio of part-time instructors from 63.1 to 34.4. Meanwhile, because full-time instructors have only increased by 9.9 percent, their student-faculty ratio has increased from 16.2 to 18.1. Because full-time tenure-track positions have decreased (from 1,211 to 1,164), their student-faculty ratio has increased from 20.5 to 25.8.

Figure 5.3B Buffalo Enrollment and Student Faculty Ratios



Trends in Race and Gender

The percentage of White tenure-track faculty has decreased as a proportion of all tenure-track faculty at SUNY Buffalo since 1995-96, from 83.6 percent to 73.4 percent. Asian tenure-track faculty experienced the biggest increase, from 113 to 240, in the past two decades (an increase of 114.3 percent), while Black tenure-track faculty numbers declined from 67 to 41 over the same period (a decrease of 38.8 percent). Other ethnicities have not experienced any significant change in numbers since 1995-96. The gender proportions reflect the SUNY-wide trend of increasing female numbers and decreasing male numbers. Since 1995-96, females have increased by 33.1 percent, while males have decreased by 17.9 percent. The male-female ratio has become more balanced, from 3.41:1 in 1995-96 to 2.1:1 in 2015-16. Since 1995, White males fell by 28.24 percent,

non-White males increased by 37.7 percent, White females increased by 19.7 percent, and non-White females increased by 90.7 percent.

SUNY Buffalo’s adjunct faculty reflects similar trends to adjunct faculty in other SUNY Center schools. As shown in Figure 5.4A, there was one adjunct faculty in 1995-96 and 2 adjunct faculty in 2000-01, but then a dramatic jump in 2005-06 (an increase of 530 positions in five years). Since 2005-06, White adjunct faculty decreased as a percentage of all adjunct faculty from 85.5 percent to 83.7 percent. Asian and Black adjunct faculty have maintained similar proportions of total adjunct faculty at Buffalo since 2005-06 (Asian adjunct faculty have maintained about 7 percent of all adjunct faculty, and Black adjunct faculty have increased from 4.0 percent to 6.5 percent). The male-female ratio has maintained consistent proportions, between 1.12:1 in 2005-06 to 1.02:1 in 2015-16. From 2005-06 to 2015-16, White males increased by 14.9 percent, non-White males by 6.5 percent, White females 17.3 percent, and non-White females 74.2 percent.

As shown by Figure 5.4C, White clinical faculty has declined from 85.4 percent of all clinical faculty at Buffalo in 1995-96, to 82.9 percent in 2015-16. The number of Asian clinical faculty has significantly increased, from 38 to 67 positions in the same period, comprising 13.5 percent of all clinical faculty as of 2015-16. All other underrepresented ethnicities have had little change in their numbers. The male-female ratio among Buffalo’s clinical faculty is similar to the trend displayed in tenure-track positions in many SUNY institutions; the male-female ratio has become more balanced as the number of females has increased faster than any increases in the number of males. Since 1995-96, the number of male clinical faculty has increased by 8.7 percent, while the number of females has increased by 63.7 percent. The male-female ratio has changed from 1.88:1 in 1995-

Figure 5.4T Buffalo Tenure Track (Academic Rank) by Gender and Ethnicity

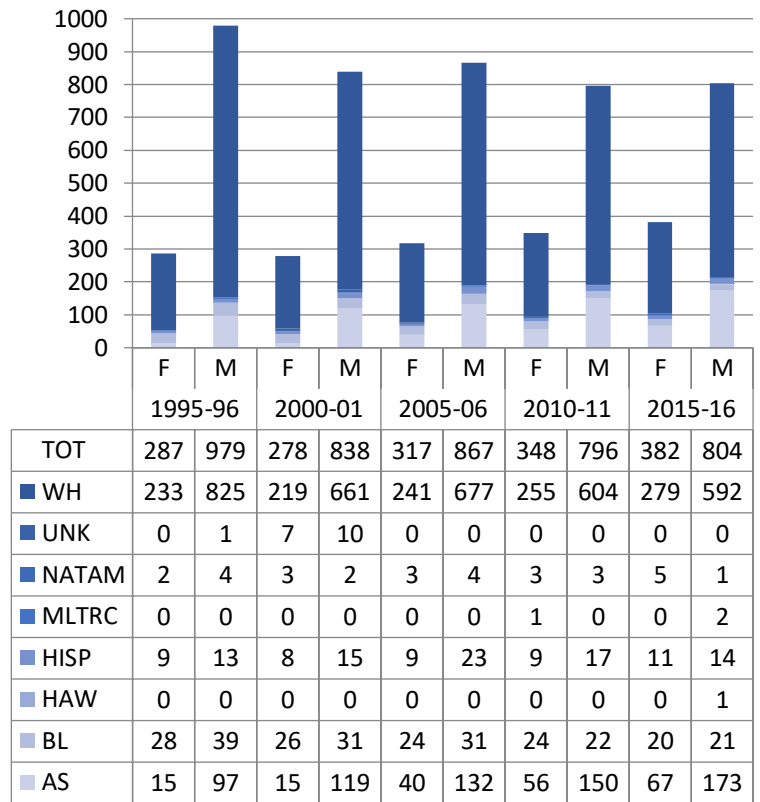


Figure 5.4A Buffalo Faculty Adjunct by Gender and Ethnicity

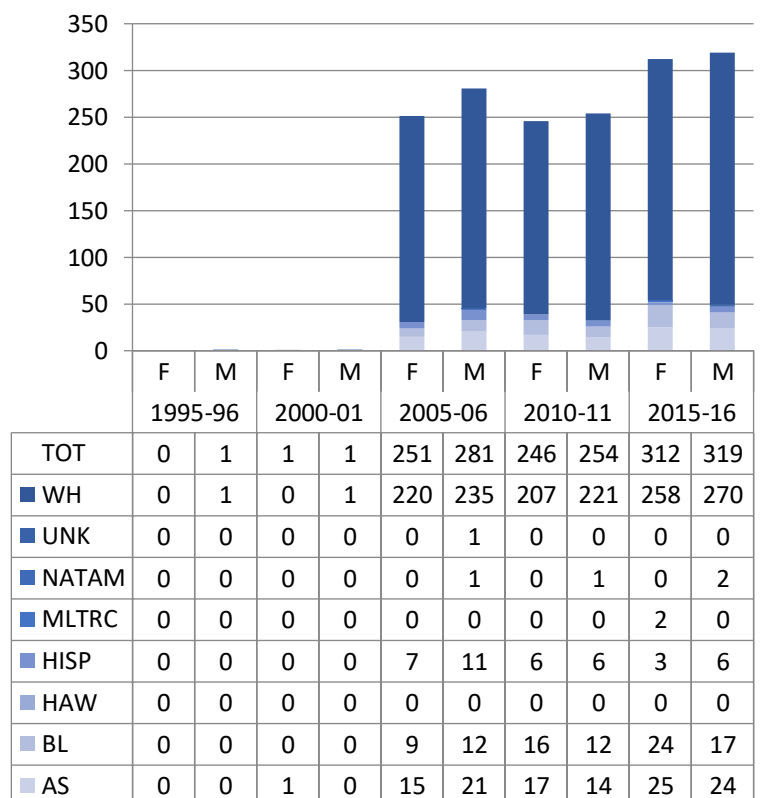
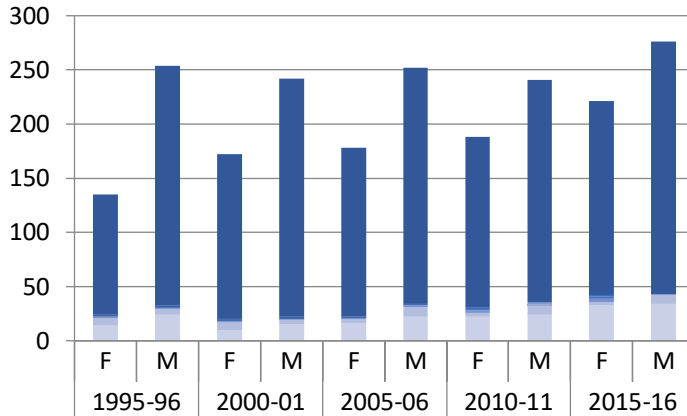
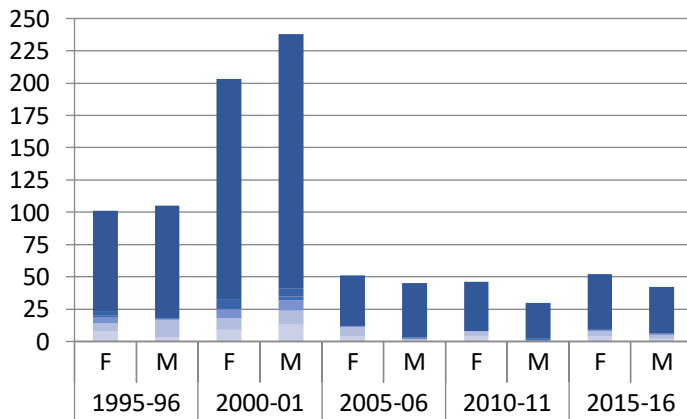


Figure 5.4C Buffalo Faculty Clinical by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	135	254	172	242	178	252	188	241	221	276
WH	111	221	151	220	156	218	157	205	179	233
UNK	1	2	2	1	0	0	0	0	0	0
NATAM	1	1	1	1	1	1	2	1	1	0
MLTRC	0	0	0	0	0	0	1	0	2	0
HISP	1	1	1	1	1	2	2	1	3	1
HAW	0	0	0	0	0	0	0	1	0	0
BL	7	5	7	4	4	0	4	0	2	8

Figure 5.4L Buffalo Faculty Lecturer by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	101	105	203	238	51	45	46	30	52	42
WH	78	87	170	197	39	42	38	28	43	36
UNK	3	0	7	6	0	0	0	0	0	0
NATAM	1	1	1	3	0	1	0	1	0	0
MLTRC	0	0	0	0	0	0	0	0	0	0
HISP	5	0	7	8	1	0	0	1	1	1
HAW	0	0	0	0	0	0	0	0	0	0
BL	6	14	9	11	7	1	4	0	4	3
AS	8	3	9	13	4	1	4	0	4	2

96 to 1.25:1 in 2015-16. From 1995-96 to 2015-16, White males increased by 5.4 percent, non-White males 30.3 percent, White females 61.23 percent, and non-White females 75.0 percent.

As shown by Figure 5.4L, the number of lecturing faculty at SUNY Buffalo took a dramatic drop between 2000-01 and 2005-06 (a 78.2 percent decrease over a five-year period). The total number of lecturing faculty has remained at less than 100 positions since 2005-06. The percentage of White lecturing faculty has remained steady from a low of 80.1 percent in 1995-96 to a high of 86.8 percent in 2010-11. Since the drop in 2005-06, the number of Asian, Black, and Hispanic lecturing faculty has not changed significantly. White faculty have also had little change since 2005-06. Since the drop in the number of lecturing faculty, females have outnumbered males. The most recent male-female ratio, in 2015-16, was 0.81:1. From 1995-96 to 2015-16, White males declined by 58.6 percent, non-White males 66.7 percent, White females 44.9 percent, and non-White females 60.9 percent.

As shown in Figure 5.4R, White research faculty at SUNY Buffalo had consisted of 48.2 percent of all research faculty at Buffalo in 1995-96, but then comprised about 74 percent since 2000-01. Asian research faculty increased from 12 to 19 positions (a 58.3 percent increase), comprising 21.8 percent of Buffalo’s research faculty as of 2015-16. Other ethnicities had little to no presence in numbers. The number of female research faculty has been about half of the number of male research faculty in each year. Between 1995-96 and 2015-16, male-female ratio changed from 2.38:1 to 2.48:1, respectively. From 1995-96 to 2015-16, White males increased by 528.6 percent, non-White males 50 percent, White females 233.3 percent, and non-White females 150 percent.

As shown in Figure 5.4V, White visiting faculty has declined as a percentage of all visiting faculty at Buffalo, from 85.7 percent in 1995-96 to 72.2 percent in 2015-16. All minority ethnicities have not had much of a presence among Buffalo’s visiting faculty, with the exception of Asian (19.4 percent of all visiting faculty in 2015-16) and Black (8.3 percent of all visiting faculty in 2015-16). Between 2000-01 and 2010-11, the number of male visiting faculty outnumbered female visiting faculty, but became an even number in 2015-16 (18 positions for each gender). There is an outlier in the trends of visiting faculty in that there were only 7 total positions in 1995-96 and 77 positions in 2000-01, but then a drop to 36 positions in 2005-06, an increase to 44 positions in 2010-11, and a return to 36 positions in 2015-16. As of 2015-16, White males and White females each held 36.1 percent of positions, and minority males and minority females each have 13.9 percent of all of Buffalo’s visiting faculty.

Figure 5.4R Buffalo Faculty Research by Gender and Ethnicity

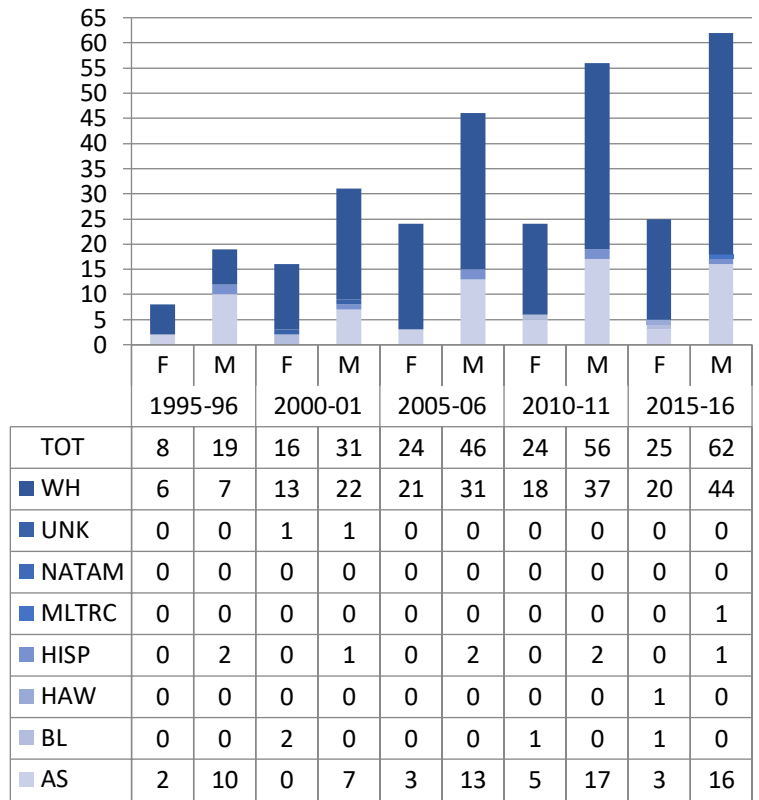
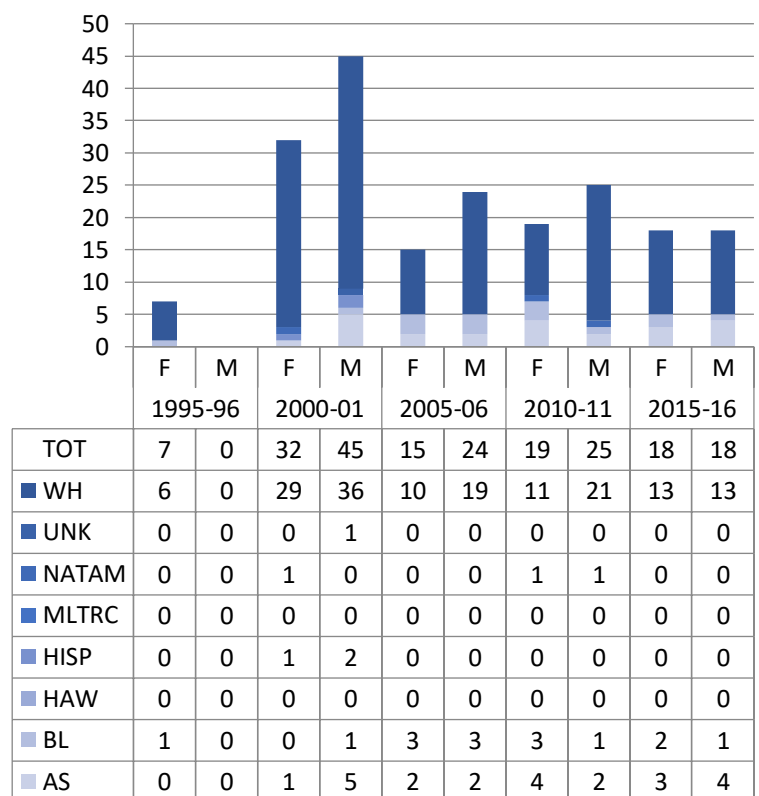


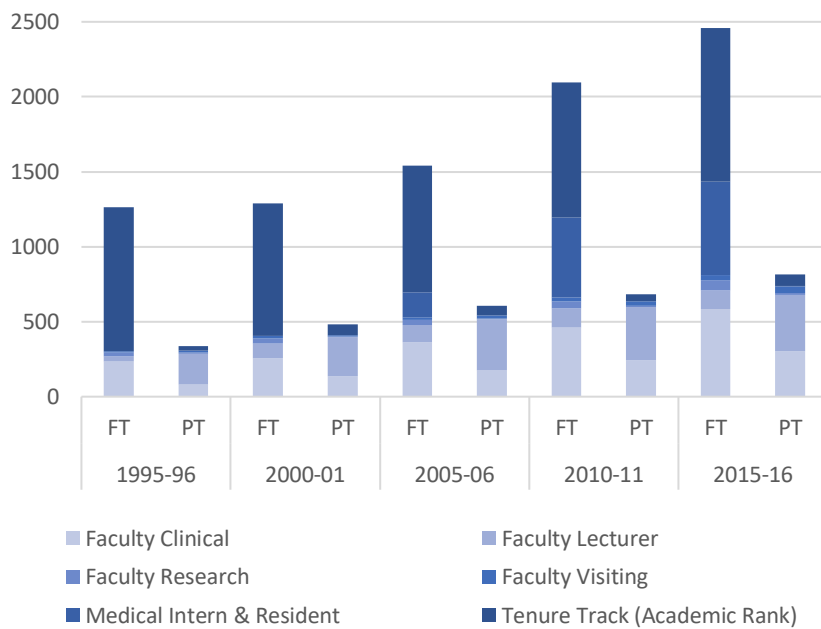
Figure 5.4V Buffalo Faculty Visiting by Gender and Ethnicity



SUNY STONY BROOK

Stony Brook’s student enrollments rose from 17,665 to 24,607, a 39.3 percent increase over the past 20 years. During that time, faculty with tenured and tenure-track positions increased from 989 to 1,099, most due to the increase in the number of women which increased by 10 percentage points to 30.7 percent. The increasing number of minority faculty is due to increases in Asian and Hispanic faculty, while Black faculty numbers have remained at 29 positions. While part-time faculty rose from 338 to 812 positions, the addition of medical faculty between 2000 and 2005 and the growth of clinical and research faculty is reflects in Stony Brook’s current faculty composition.

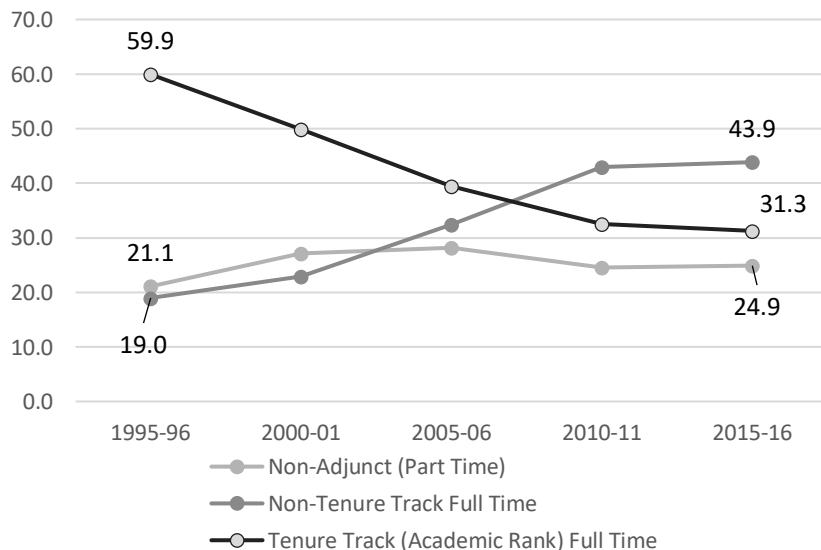
Figure 6.1 Stony Brook Composition of Faculty



Trends in Full-Time and Part-Time Faculty

SUNY Stony Brook’s faculty composition shows the various increases that occur in each faculty category. As shown in Figure 6.1, full-time faculty increased by 1,194 positions (a 94.5 percent increase), while part-time faculty increased by 474 positions (a 140.2 percent increase). Full-time tenure-track faculty have not had significant increases since 1995-96, only adding 63 positions (a 6.6 percent increase). The largest increases in full-time faculty occurred in medical faculty (624 positions, with 0 previously) and clinical faculty (350 positions added, or a 148.9 percent increase). By taking out full-time tenure-track faculty, the non-tenure-track full-time faculty total provides the majority of full-time faculty increases (by 1,131 positions, or 372 percent).

Figure 6.2 Stony Brook Faculty Percentage by Classification



As Figure 6.2 shows, non-tenure-track full-time faculty have increased dramatically in their share of Stony Brook’s faculty (from 19 percent to 43.9 percent). At the same time, because of the 6.6 percent growth in full-time tenure-track faculty (the lowest growth rate of any full-time or part-time category), their percentage of total faculty decreases from 59.9 percent to 31.3 percent. Due to the large increases in full-time faculty, part-time faculty do not have significant growth in their percentage of faculty (from 21.1 percent to 24.9 percent).

As shown by Figure 6.3A, student enrollment has increased each year as both

full-time and part-time have had increases. Student enrollment increased by 39.3 percent, full-time instructors have increased by 94.5 percent, and part-time instructors have increased by 140.8 percent.

As shown by Figure 6.3B, because both full-time and part-time instructor increases are at faster rates than the increase in student enrollment, the student-faculty ratios for both have decreased from 1995-96 to 2015-16. Students per full-time instructor have declined from 14 to 10, while students per part-time instructor have declined from 52.3 to 30.2. Because full-time tenure-track faculty have only increased by 6.6 percent over the same period, their student-faculty ratio has increased from 18.4 to 24.1.

Trends in Race and Gender

As shown in Figure 6.4T, the percentage of White tenure-track faculty, compared to all tenure-track faculty at SUNY Stony Brook, has declined from 87.3 percent in 1995-96 to 76.3 percent in 2015-16. White tenure-track faculty have also declined in numbers by 2.9 percent since 1995-96. Asian tenure-track faculty increased significantly from 77 to 185 in the past two decades (a 140.3 percent increase), and Hispanic tenure-track faculty increased by 26 positions (a 130 percent increase). Meanwhile, Black tenure-track faculty numbers have remained at 29 positions over the same period. The gender proportions reflect the SUNY-wide trend of increasing female numbers and decreasing male numbers. The number of females has increased by 67.7 percent, while the number of males has declined by 3.3 percent. The male-female ratio has become more balanced, from 3.92:1 in 1995-96 to 2.26:1 in 2015-16. Since 1995, White males fell by 14.9 percent, non-

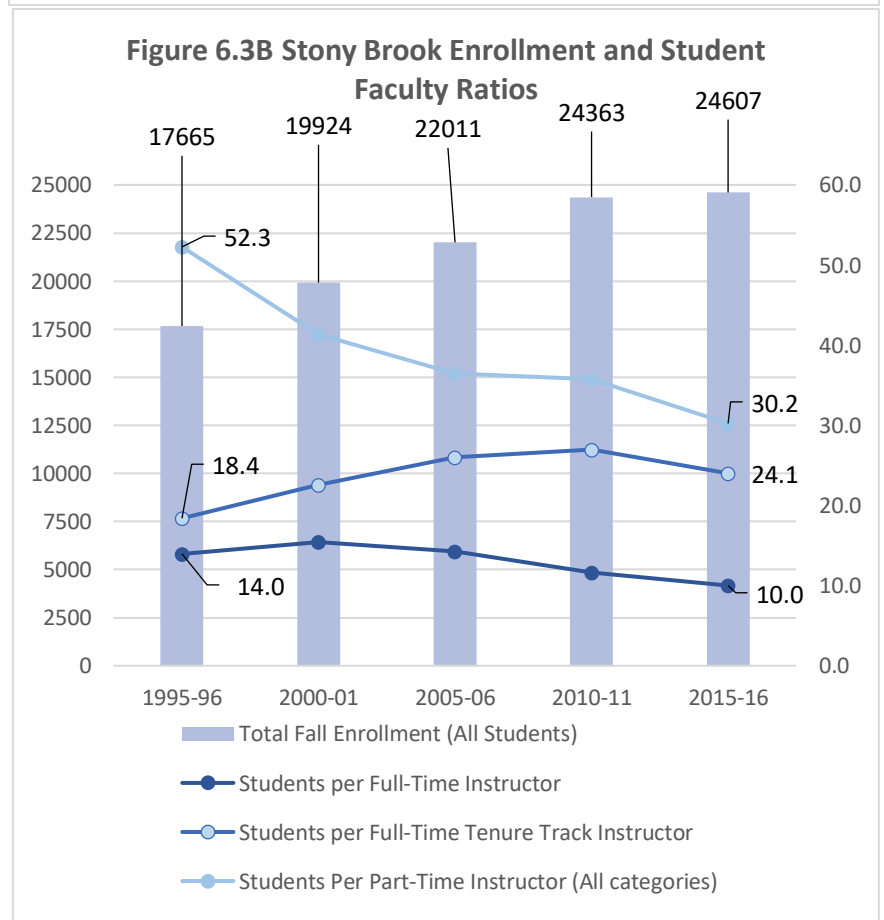
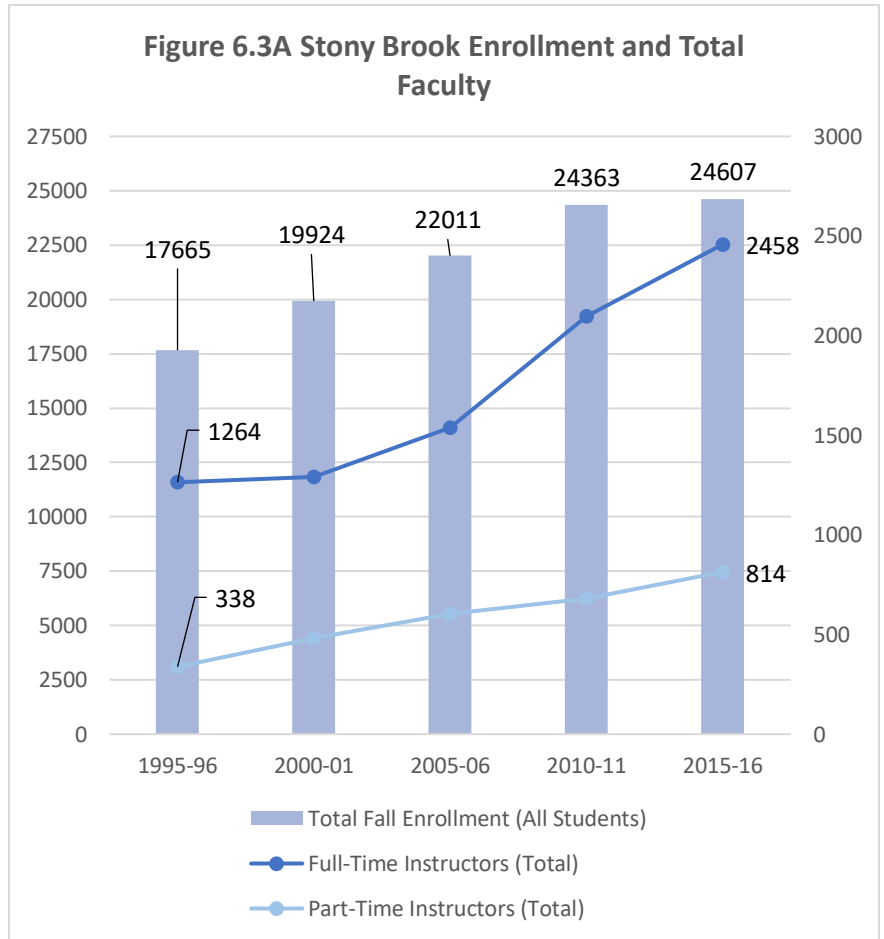
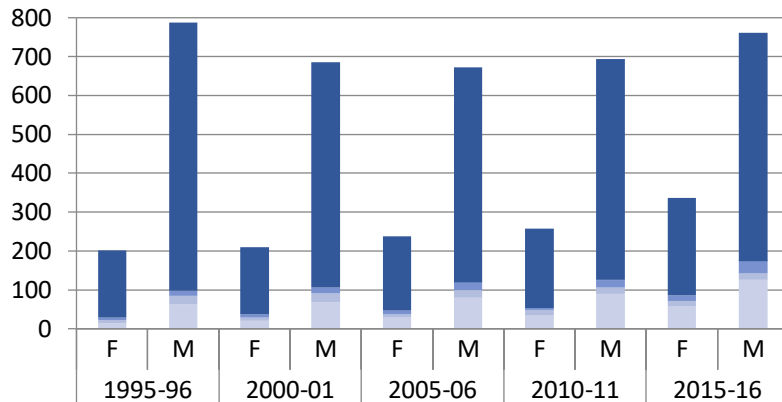
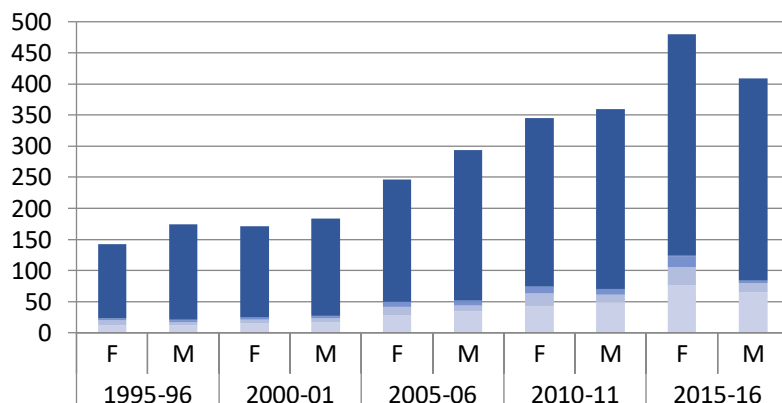


Figure 6.4T Stony Brook Tenure Track (Academic Rank) by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	201	788	210	686	237	672	257	693	337	762
■ WH	172	691	173	580	191	552	203	568	250	588
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	0	1	0	1	0	1
■ MLTRC	0	0	0	0	0	0	0	0	0	0
■ HISP	7	13	8	15	9	19	6	18	15	31
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	8	21	9	23	8	21	13	17	13	16
■ AS	14	63	20	68	29	79	35	89	59	126

Figure 6.4C Stony Brook Faculty Clinical by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	142	174	171	184	246	294	345	360	480	409
■ WH	119	153	146	157	196	242	271	290	356	325
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	1	1	1	0	1	1	1	1	0
■ MLTRC	0	0	0	0	0	0	0	0	0	0
■ HISP	3	3	3	3	8	7	10	8	18	4
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	8	5	6	6	14	10	20	12	28	15
■ AS	12	12	15	17	28	34	43	49	77	65

White males increased by 79.4 percent, White females increased by 45.3 percent, and non-White females increased by 200 percent.

As shown by Figure 6.4C, White clinical faculty has declined from 86.1 percent in 1995-96 to 76.6 percent in 2015-16. The number of Asian clinical faculty has significantly increased, from 24 to 142 in the same period (a 491.7 percent increase). Black clinical faculty at Stony Brook also increased, from 13 to 43 (a 230.8 percent increase), and Hispanic clinical faculty increased by 16 (a 266.7 percent increase). The number of female clinical faculty has increased faster than male faculty (238 percent increase and 135.1 percent increase, respectively), and females exceeded males in 2015-16. The male-female ratio has flipped since 1995-96, from 1.23:1 to 0.85:1. Since 1995-96, White males increased by 112.4 percent, non-White males 300 percent, White females 199.2 percent, and non-White females 439.1 percent.

As shown by Figure 6.4L, the percentage of White lecturing faculty compared to all lecturing faculty at SUNY Stony Brook has remained at approximately 87 percent each year since 1995-96. Because lecturer faculty are almost all White in each year, there are no significant trends in other faculty ethnicities, with the exception of Asian lecturers increasing from 13 to 40 positions (a 207.7 percent increase) and Hispanic lecturers from 5 to 25 positions (a 400 percent increase). The number of female lecturer faculty has increased faster than male lecturers (159.8 percent increase and 73.9 percent increase, respectively), and females exceeded the number of males in 2015-16. The male-female ratio has changed

from 1.46:1 in 1995-96 to 0.98:1 in 2015-16. Since 1995-96, White males increased by 72.2 percent, non-White males 87.5 percent, White females 154.4 percent, and non-White females 183.3 percent.

As shown by Figure 6.4M, data for medical faculty is not available before 2005-06. The percentage of White medical faculty has increased from 51.5 percent in 2005-06 to 57.5 percent in 2015-16. White medical faculty have increased by 328.6 percent, while Asian medical faculty had a 228.1 percent increase and Black faculty with an 800 percent increase. Female medical faculty have increased at a faster rate (310 percent increase) than male medical faculty (264.5 percent). The male-female ratio has declined from 1.32:1 in 2005-06 to 1.18:1 in 2015-16. Since 2005-06, White males increased by 326.5 percent, non-White males 195.5 percent, White females 331.4 percent, and non-White females 288.6 percent.

As shown in Figure 6.4R, White research faculty declined from 78.8 percent in 1995-96 to 69.6 percent in 2015-16. Asian research faculty increased from 5 to 21 positions. Other research faculty have not experienced any significant change in numbers since 1995-96. The number of females has increased at a faster rate (166.7 percent) compared to the number of males (129.2 percent increase). Since 1995-96, the male-female ratio has not changed significantly, from 2.67:1 in 1995-96 to 2.29:1 in 2015-16. From 1995-96 to 2015-16, White males increased by 116.7 percent, non-White males 166.7 percent, White females 100 percent, and non-White females 700 percent.

Figure 6.4L Stony Brook Faculty Lecturer by Gender and Ethnicity

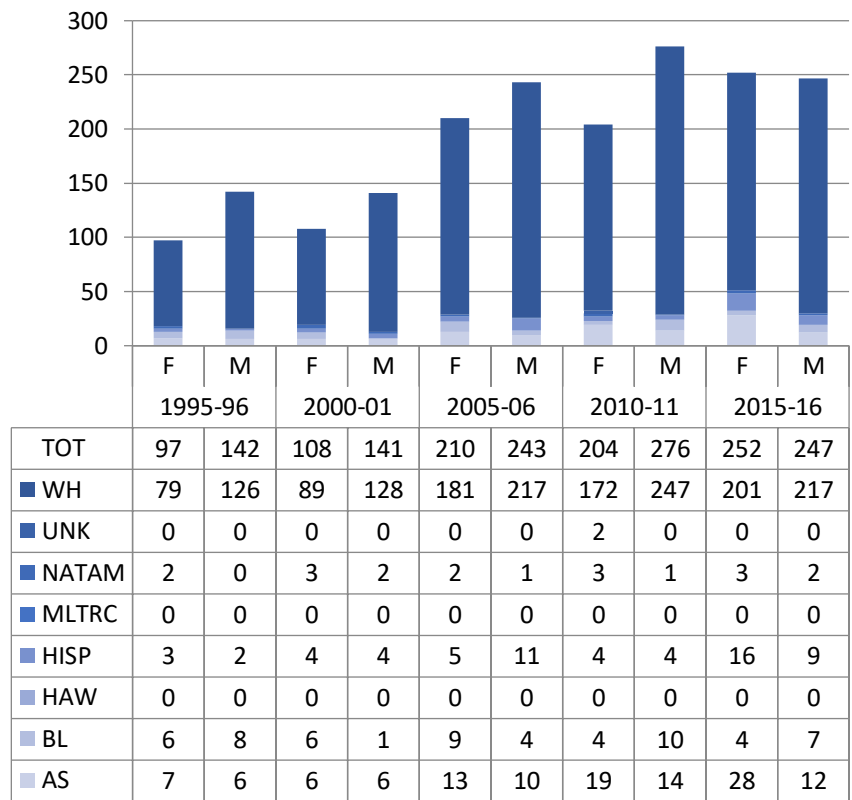


Figure 6.4M Stony Brook Medical Intern & Resident by Gender and Ethnicity

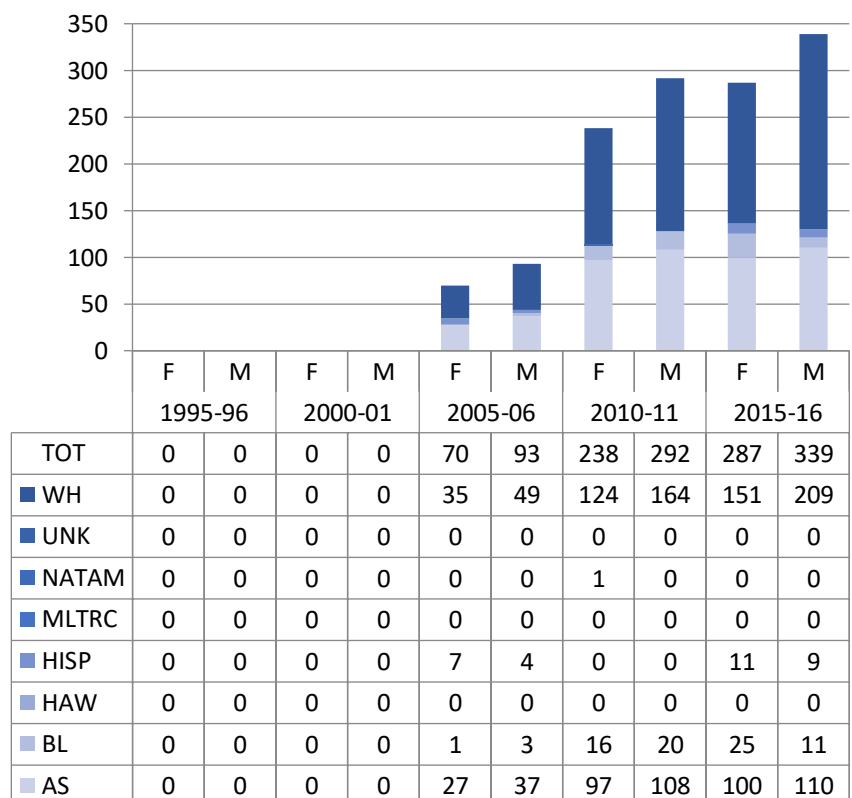
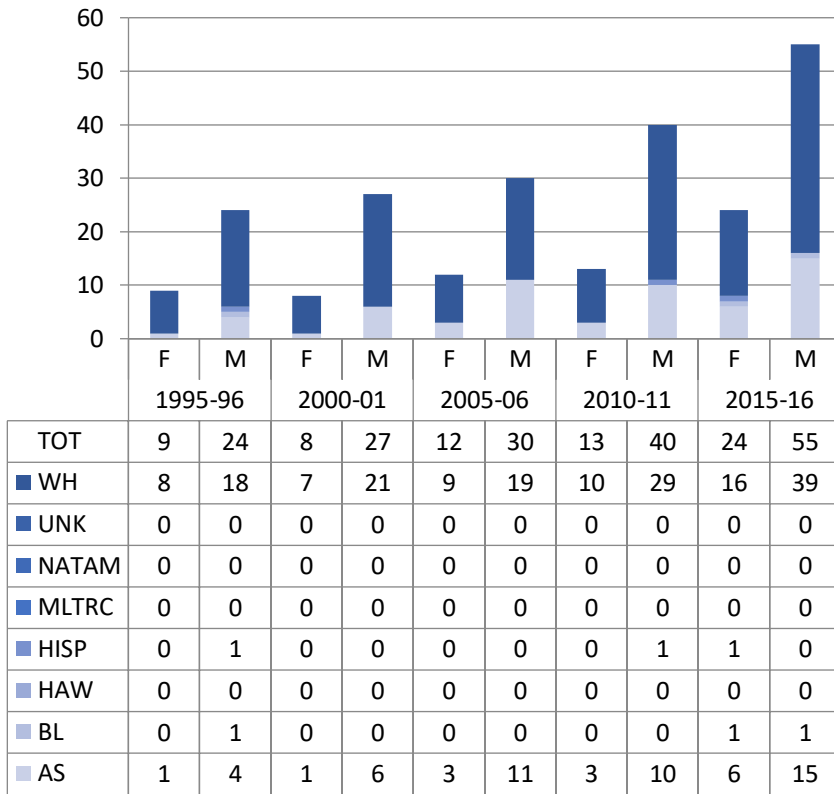
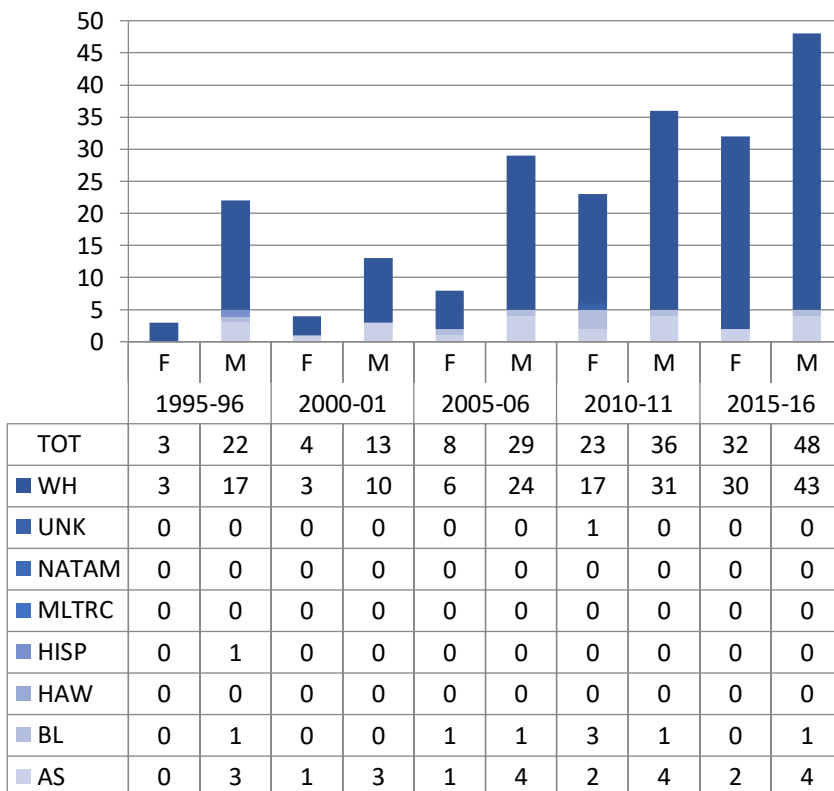


Figure 6.4R Stony Brook Faculty Research by Gender and Ethnicity



As shown in Figure 6.4V, White visiting faculty remained at about 80 percent of all visiting faculty between 1995-96 and 2010-11, but increased to 91.3 percent of all visiting faculty in 2015-16. Asian faculty have increased from 3 to 6 positions since 1995-96, and all other ethnicities have had no change in numbers over the same period, which has resulted in a decrease in the proportion of minority-held faculty since 1995-96 (a decrease from 20 percent in 1995-96 to 9.6 percent in 2015-16). Even though the number of males has always exceeded the number of females, there has been a significant growth in the number of females (966.7 percent since 1995-96) compared to males (118.2 percent since 1995-96). The male-female ratio has changed since 1995-96 from 7.33:1 to 1.5:1. White males have increased by 152.9 percent, non-White males have remained at 5 positions since 1995-96, White females have increased by 900 percent (from 3 to 30 positions), and non-White females held 2 positions in 2015-16 compared to 0 in 1995-96.

Figure 6.4V Stony Brook Faculty Visiting by Gender and Ethnicity



COMPREHENSIVE SCHOOLS

The fourteen schools included in the comprehensive schools group have seen total enrollment increase from 86,699 to 92,215 students since 1995. However, 86 percent of that increase is due to increases at Empire State College, which added 4,739 students. In contrast, five institutions (Brockport, Buffalo State, Geneseo, Oswego and Potsdam) experienced declines in enrollment.

Comprehensive Schools were more reliant on part-time faculty than University Centers in 1995-96, when only 57 percent of Comprehensive faculty held tenured or tenure-track positions. Part-time faculty comprised a majority of faculty ranks as early as 2005-06, while the plurality of faculty at University Centers still held academic ranks. A closer look at individual campuses shows how influential Empire State College is in this data set as 841 of the 2,120 new positions (39.7 percent) occurred there.

Comprehensive schools closed the gender gap significantly. In 1995-96 women held 980 of 3077 tenured and tenure-track positions (full and part-time) or 31.8 percent. By 2015-16, their numbers swelled to 1516 of 3210 positions (47.2 percent). In 1995-96 Black faculty comprised 3.9 percent of faculty in these ranks (121 positions) and Hispanics 2.6 percent (79 positions). Over 20 years, Black faculty increased to 142 positions (4.4 percent) while Hispanics rose to 111 faculty (3.5 percent). In aggregate, this was a greater increase than the University Centers, but structural diversity is still largely attributed to the rise of Asian tenured and tenure-track faculty, which grew by 159 positions over the study period.

Trends in Full-Time and Part-Time Faculty

As shown in Figure 7.1 for SUNY’s Comprehensive schools, the number of full-time tenure-track positions has barely increased (from 2,918 to 3,117 positions since 1995-96, a 6.8 percent increase). This is in comparison to significant increases in other full-time positions (377 more positions, or a 152 percent increase) and part-time positions (2,119 positions, or a 109.5 percent increase). In 1995-96 there were 3,166 full-time faculty (both Tenure Track and All Other) and by 2015-16 that number had increased to 3,742, an increase of 18.2 percent.

As displayed by Figure 7.2, the increase in part-time positions also increases their percentage (from 37.9 percent to 52 percent) and decreases the share of full-time tenure-track positions (from 57.2 percent to 40 percent). Other full-time positions also have an increase from 4.9 percent to 8.0 percent since 1995-96.

Trends in Race and Gender

As shown in Figure 7.3T, White tenure-track faculty, as a percentage of all tenure-track faculty

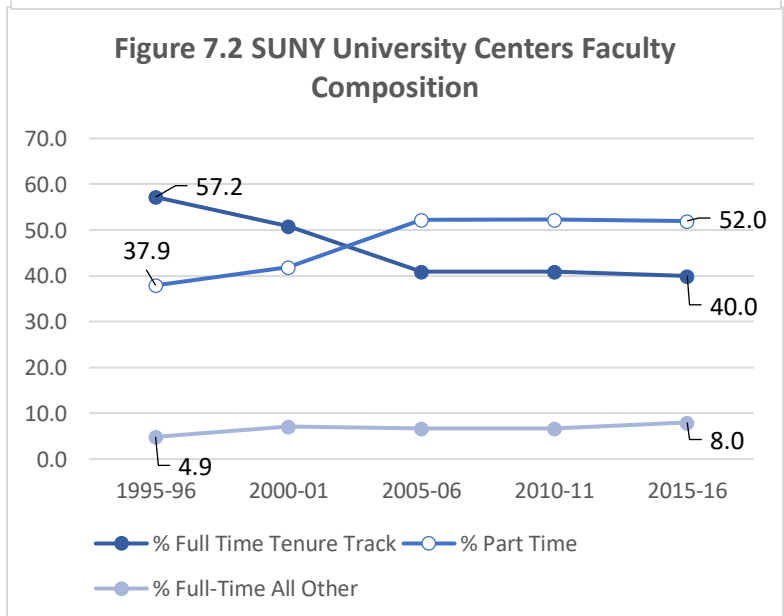
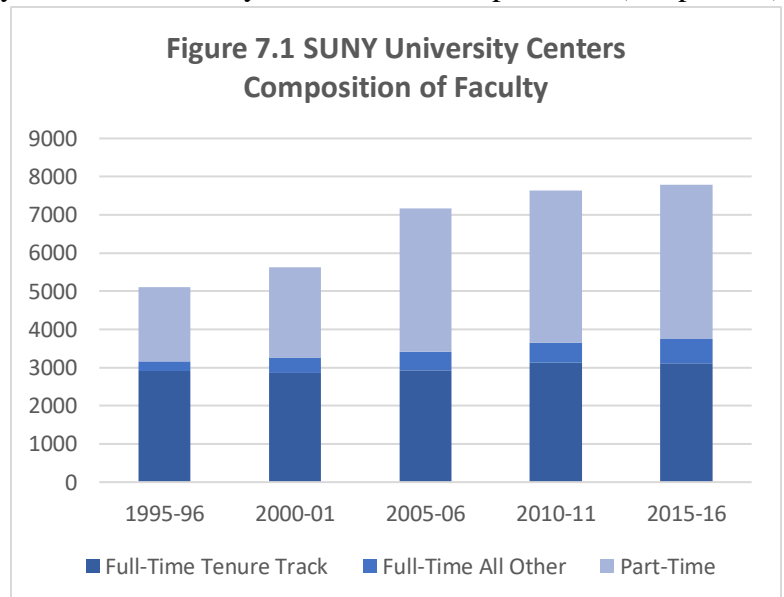
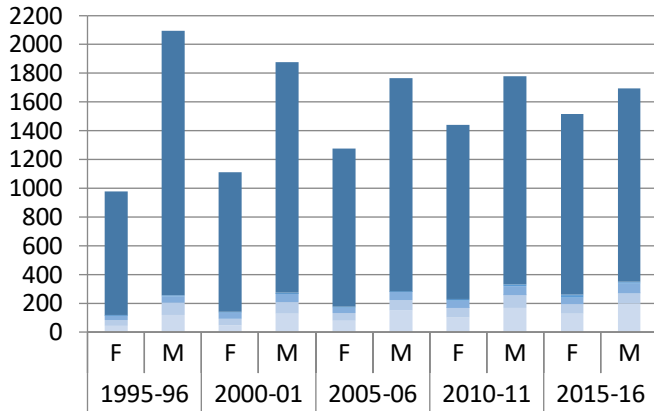
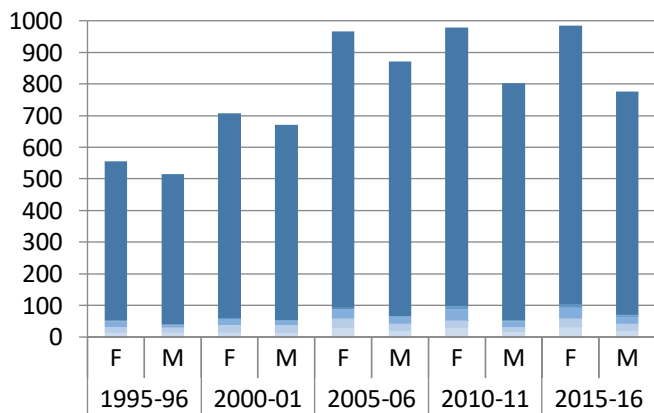


Figure 7.3T Comprehensive Tenure Track (Academic Rank) by Gender and Ethnicity



	F	M	F	M	F	M	F	M	F	M
	1995-96		2000-01		2005-06		2010-11		2015-16	
TOT	980	2097	1113	1879	1277	1767	1442	1778	1516	1694
■ WH	862	1841	973	1606	1098	1483	1210	1445	1255	1343
■ UNKN	0	0	0	0	0	0	0	0	0	0
■ NATAM	2	5	5	8	8	6	10	7	6	4
■ MLTRC	1	1	1	1	1	1	6	7	15	8
■ HISP	32	47	41	56	38	55	47	62	44	67
■ HAW	0	0	0	0	0	0	1	1	1	1
■ BL	39	82	44	80	51	74	69	89	68	74
■ AS	44	121	49	128	81	148	99	167	127	197

Figure 7.3A Comprehensive Faculty Adjunct by Gender and Ethnicity



	F	M	F	M	F	M	F	M	F	M
	1995-96		2000-01		2005-06		2010-11		2015-16	
TOT	555	516	707	671	966	872	978	802	984	777
■ WH	503	477	648	617	874	807	882	751	881	708
■ UNKN	0	0	0	0	0	0	0	0	0	0
■ NATAM	2	1	1	3	4	2	3	0	3	1
■ MLTRC	0	0	1	0	1	0	5	1	8	6
■ HISP	18	9	19	14	29	22	35	18	34	21
■ HAW	0	0	0	0	0	0	1	0	0	0
■ BL	20	16	24	26	31	24	25	17	29	23
■ AS	12	13	14	11	27	17	27	15	29	18

at Comprehensive Schools, has decreased from 87.9 percent in 1995-96 to 80.9 percent in 2015-16. In addition, the total number of White tenure-track faculty has decreased by 3.9 percent over the same period. Asian faculty have increased by 159 positions (96.4 percent), Hispanic faculty by 32 positions (a 40.5 percent increase), and Black faculty by 21 positions (a 17.4 percent increase). Native Americans/ Eskimos increased by 3 positions (a 42.9 percent increase), Multiracial faculty by 21 positions (1,050 percent increase), and since 2010-11 there have been 2 Hawaiian/Pacific Islander faculty. As reflected by the SUNY-wide trend in tenure and tenure-track faculty, the gender gap among tenure-track faculty in Comprehensive Schools has declined since 1995-96; the male-female ratio has become more balanced, from 2.14:1 in 1995-96 to 1.12:1 in 2015-16. The number of males has declined by 19.2 percent, while the number of females has increased by 54.7 percent. Since 1995-96, the number of White males declined by 27.1 percent, non-White males increased by 37.1 percent, White females increased by 45.6 percent, and non-White females increased by 121.2 percent.

As shown in Figure 7.3A, White adjunct faculty in Comprehensive Schools has remained at about 91 percent of all Comprehensive Schools adjunct faculty each year since 1995-96. Asian faculty have increased by 22 positions (88 percent increase), Black adjunct faculty by 16 positions (44.4 percent increase), and Hispanic adjunct faculty have increased by 28 positions (103.7 percent increase). Multiracial adjunct faculty have also gained 14 positions as of 2015-16, compared to 0 positions in 1995-96, and Native American/Eskimo faculty have increased from 3 to 4 positions over the same period. Female adjunct faculty have consistently exceeded the number of male adjunct faculty. Females have also increased at a faster rate than males (77.3 percent increase and 50.6 percent increase, respectively). The faster increase in females compared to males has changed the male-female ratio from 0.93:1 in 1995-96 to 0.79:1 in 2015-16. Since 1995-96, White males increased by

48.4 percent, non-White males by 76.9 percent, White females by 75.2 percent, and non-White females by 98.1 percent.

As shown by Figure 7.3L, White lecturing faculty have declined as a percent of all lecturing faculty at Comprehensive Schools, from 90.5 percent in 1995-96 to 87.6 percent in 2015-16. Asian lecturing faculty have increased by 71 positions (417.7 percent increase), Black lecturers have increased by 79 positions (a 207.9 percent increase), Hispanic faculty have increased by 54 positions (a 225 percent increase), and Native American/Eskimo lecturing faculty have increased from 1 position to 9 positions, all within the same period. The number of female lecturer faculty has consistently exceeded the number of male faculty each year since 1995-96, and the female count continues to increase faster than male counts (236.9 percent increase and 176.3 percent increase, respectively). The male-female ratio has widened from 0.96:1 to 0.79:1 over the same period. From 1995-96 to 2015-16, White males increased by 174.4 percent, non-White males by 191.3 percent, White females by 218.8 percent, and non-White females by 447.1 percent.

As shown in Figure 7.3V, White visiting faculty varied, as a percent of all visiting faculty at Comprehensive Schools, between a high of 88.6 percent in 2005-06 and a low of 79.3 percent in 1995-96. Black visiting faculty increased by 10 positions (a 142.9 percent increase) since 1995-96, while Asian visiting faculty increased by 5 positions (a 62.5 percent increase). All other ethnicities have had little to no changes. In 2005-06, the number of males and females were equal (101 positions), and marked the point at which females outnumbered males. The male-female ratio has shifted from 1.22:1 to 0.87:1 since 1995-96. White males have increased by 102.3 percent, non-White males 5.88 percent, White females 134.1 percent, and non-White females 233.33 percent.

Figure 7.3L Comprehensive Faculty Lecturer by Gender and Ethnicity

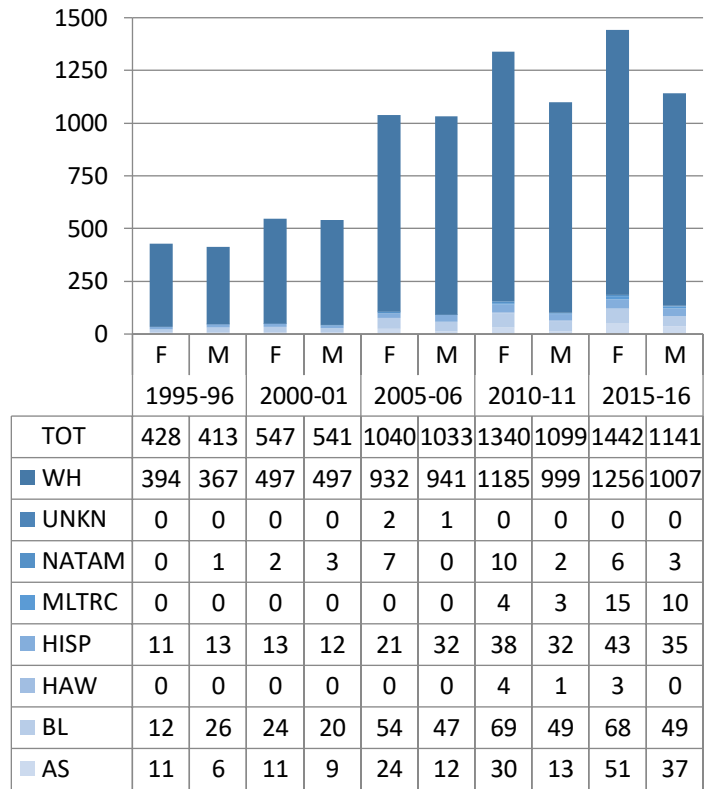
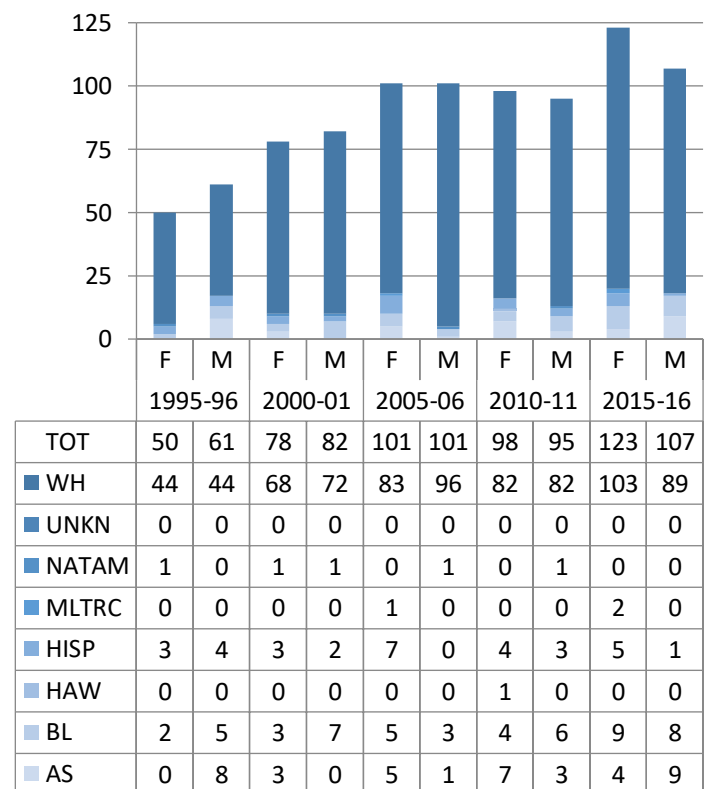


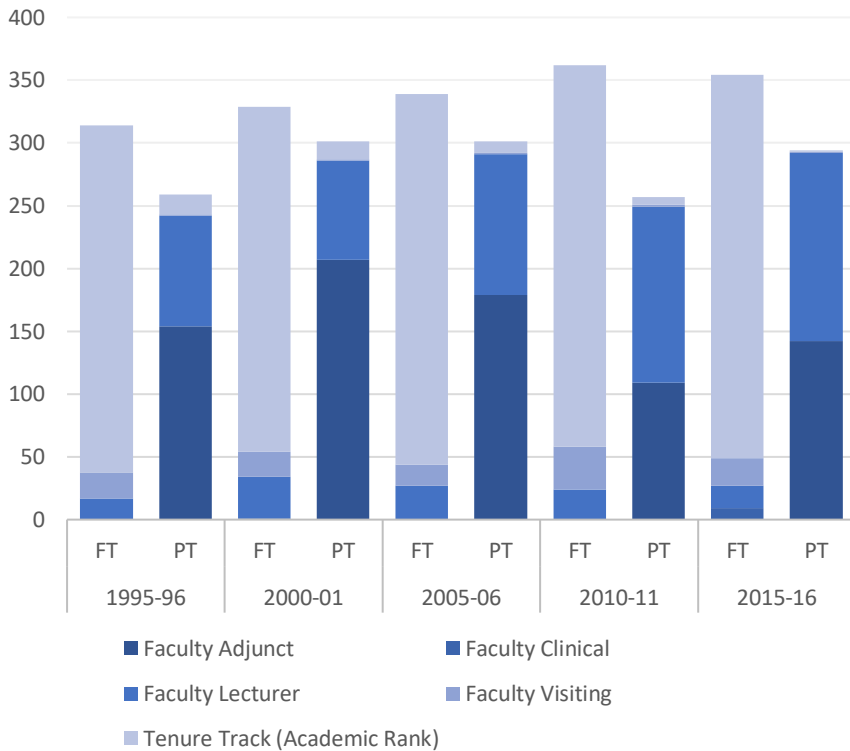
Figure 7.3V Comprehensive Faculty Visiting by Gender and Ethnicity



SUNY BROCKPORT

As Brockport’s enrollment declined from 9,047 to 8,106 students, its total full-time faculty rose from 314 to 354 while part-time faculty rose 35 positions. Full-time tenured and tenure-track positions rose 10.1 percent from 277 to 305 and remained the predominant cohort of faculty at 47.1 percent, down only one percent from 48.3 percent of the 1995-96 faculty numbers. By 2015-16, Brockport’s women faculty in academic ranks surpassed men (157 to 149 positions). In contrast, Blacks declined from 23 to 10 positions, and Hispanics rose from only 5 to 9 faculty. Whites are still over 80 percent of the tenured and tenure-track faculty in 2015-16.

Figure 8.1 Brockport Total Faculty Composition

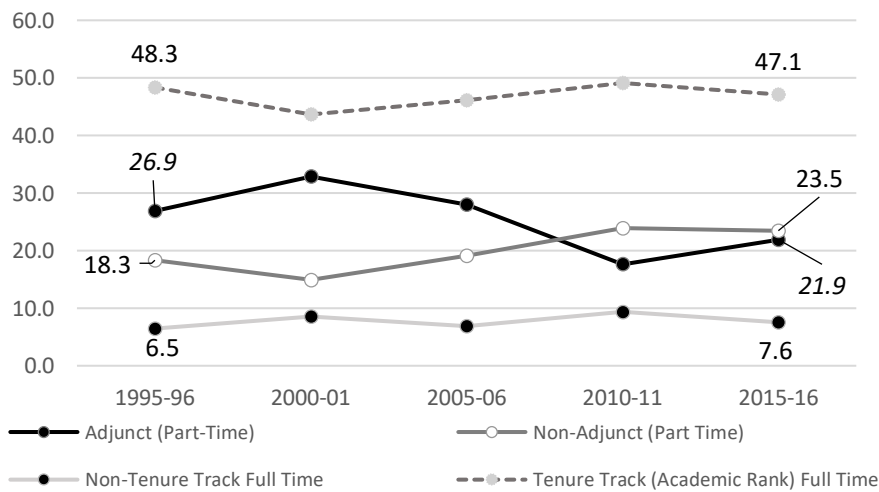


Trends in Full-Time and Part-Time Faculty

SUNY Brockport’s faculty composition presents a picture of relative stability between 1995-96 and 2015-16. As shown in Figure 8.1, the 277 full-time tenure and tenure track faculty in 1995-96 increased to 305 positions in 2015-16, a 10.1 percent increase. During this period, the percentage of full-time tenure and tenure track faculty has ranged from a low of 43.7 percent in 2000-01 to a high of 49.1 percent of all positions in 2010-11. Overall, the number of faculty at SUNY Brockport increased from 314 full-time and 259 part-time positions in 1995-96 to 354 full-time and 294 part-time positions in 2015-16.

The stable composition of faculty is not limited to full-time numbers. The largest percentage increase among faculty occurred among part-time lecturers where the number of positions increased from 88 in 1995-96 to 150 in 2015-16 (64 positions, a 70.4 percent increase). Meanwhile, the number of part-time adjuncts varied widely from a low of 109 in 2010-11 to a high of 207 in 2000-01. Overall the percentage of part-time faculty has not changed a great deal over the period studied.

Figure 8.2 Brockport Faculty Percentage Composition



Figures 8.3A and 8.3B further illustrate how stability has affected faculty student ratios. As Figure 8.3A shows, the fall student enrollment has steadily been

declining from 9,047 students in Fall 1995 to 8,106 in the Fall of 2015 (a 10.4 percent decline).

Meanwhile, there has been a 12.7 percent increase in full-time instructors from 314 to 354, and between 257 and 301 part-time instructors, over the same period. Thus, as shown by Figure 8.3B, the numbers of students per full time instructor, full-time tenure track instructor, and part-time instructor have all fallen steadily since 1995 due to increases in the total number of faculty and the decline in Fall student enrollment. Students per full-time instructor has dropped from 28.8 to 22.9 (decrease of 5.9), students per full-time tenure track instructor has fallen from 32.7 to 26.6 (decrease of 6.1), and students per part-time instructor has decreased from 34.9 to 27.6 (decrease of 7.3).

Trends in Race and Gender

At SUNY Brockport, female tenure- and tenure-track faculty increased from 96 in 1995-96 to 148 in 2015-16, while the number of males in these positions declined from 178 to 122. At Brockport, for the first time by 2015-16 the total number of women in academic rank positions exceeded those of men.

Among tenure and tenure-track faculty at SUNY Brockport, the numbers among under-represented groups show few changes over the past two decades. White faculty numbers have remained constant (246 to 248). The number of Black tenure and tenure-track faculty have actually declined from 23 to 10 during this period. Asian faculty numbers increased from 19 to 36 and Hispanic faculty had a net gain in 4 positions (from 5 to 9).

The percentage of White tenure-track faculty has varied between a high of 84.4 in 2000-01 and a low of 80 in 2010-11. Asian tenure-track faculty increased from 19 to 36 in the past two decades, while

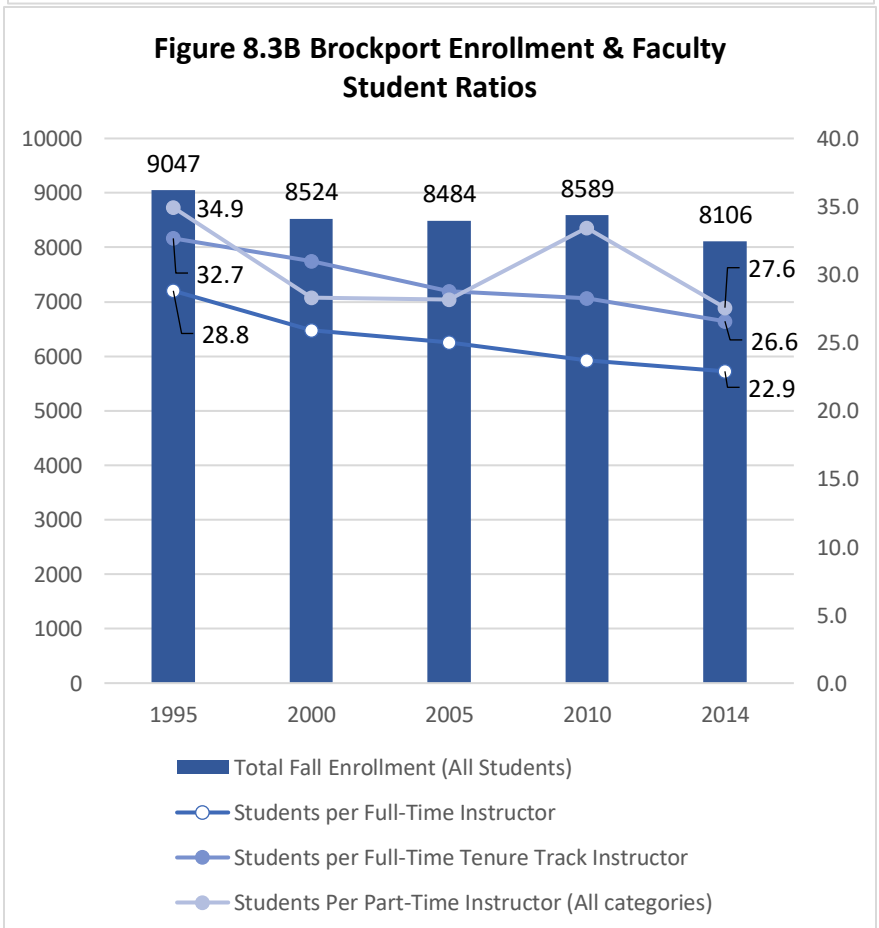
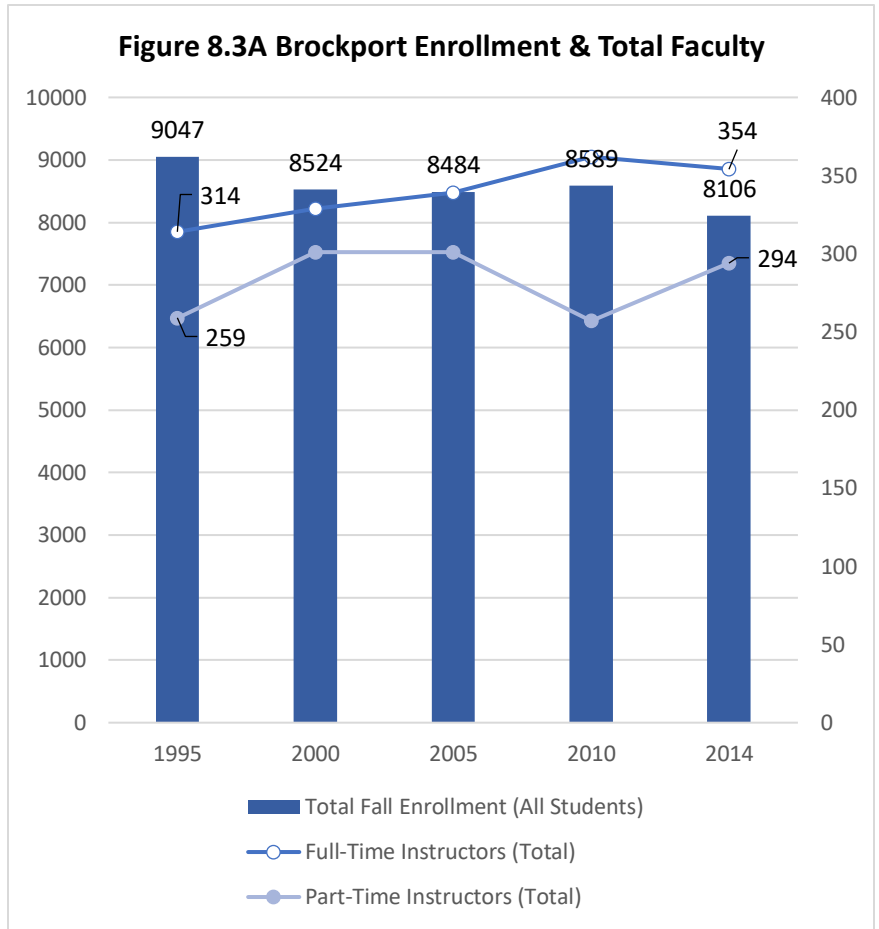
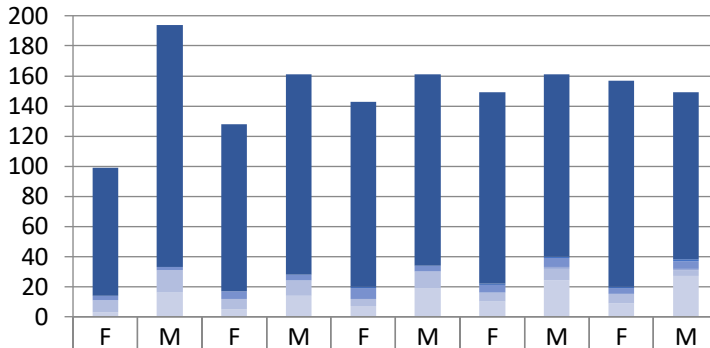


Figure 8.4T Brockport Tenure Track (Academic Rank) by Gender and Ethnicity

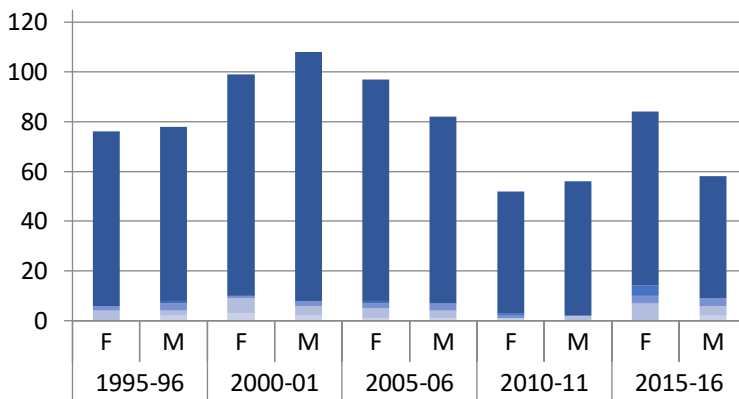


	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	99	194	128	161	143	161	149	161	157	149
■ WH	85	161	111	133	123	127	127	121	137	111
■ Unknown	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	1	0	1	0	1	0
■ MLTRC	0	0	0	0	0	0	0	1	0	1
■ HISP	3	2	5	4	7	4	5	6	4	5
■ HAW	0	0	0	0	0	0	0	1	0	1
■ BL	8	15	7	10	5	11	6	8	6	4
■ AS	3	16	5	14	7	19	10	24	9	27

Black tenure-track faculty numbers declined from 23 to 10 over the same period. Hispanic, Native American, Hawaiian, and Multiracial tenure-track faculty have experienced little to no increase. The gender proportions reflect the SUNY-wide trend of increasing female numbers and decreasing male numbers, with SUNY Brockport’s female tenure and tenure-track faculty having already exceeded the male number in 2015-16. Between 1995-96 and 2015-16, the number of females and males changed from 99 and 194, to 157 and 149, respectively, from 1995 to 2015. Since 1995, White males fell by 31.1 percent, non-White males increased by 15.6 percent, White females increased by 61.2 percent, and non-White females increased by 42.9 percent.

SUNY Brockport’s adjunct faculty have varied with dramatic increases and decreases since 1995, both in numbers and percentages of different genders and ethnicities. As shown in Figure 8.4A, White adjunct faculty rose from 90.9 percent in 1995-96 to 95.4 percent in 2010-11 of all adjunct faculty, but then sharply declined to 83.8 percent in 2015-16. Because adjunct faculty are almost all White in each year, there are no significant trends in other faculty ethnicities. Between 1995-96 and 2015-16, the number of male and female adjunct faculty has varied since 1995-96, with more males in 1995-95, 2000-01, and 2010-11, but more females in 2005-06 and 2015-16. Between 1995-96 and 2015-16, the number of females and males changed from 76 and 78, to 84 and 58, respectively. From 1995-96 to 2015-16, White males fell by 30 percent, non-White males increased 12.5 percent, White females had no change, and non-White females increased by 133.3 percent.

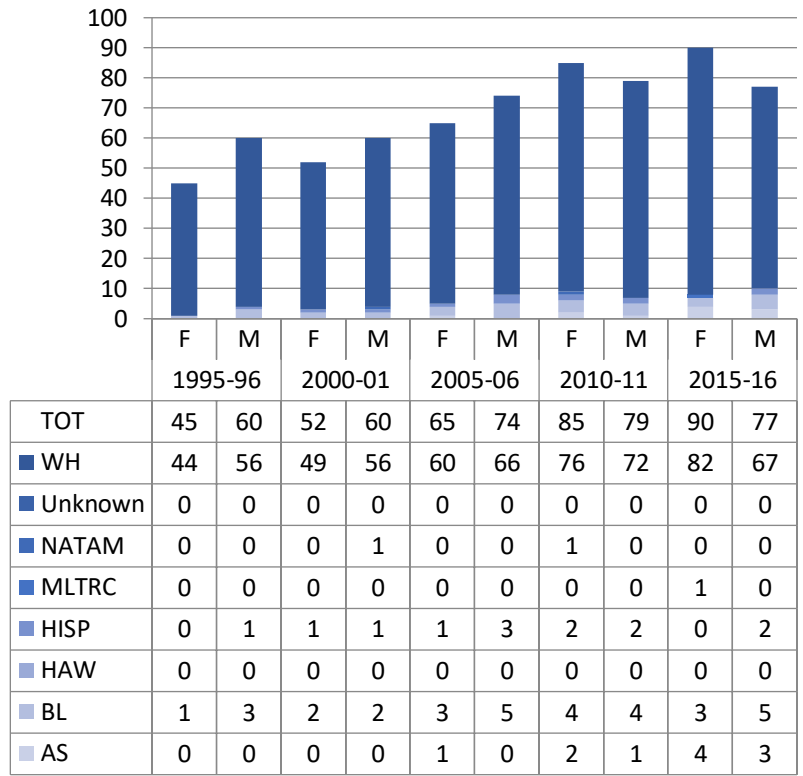
Figure 8.4A Brockport Faculty Adjunct by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	76	78	99	108	97	82	52	56	84	58
■ WH	70	70	89	100	89	75	49	54	70	49
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	1	0	0	1	0	0	0	0	0
■ MLTRC	0	0	0	0	0	0	1	0	4	0
■ HISP	2	3	1	2	2	3	1	0	3	3
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	4	2	6	4	4	3	0	2	7	4
■ AS	0	2	3	2	1	1	1	0	0	2

As shown by Figure 8.4L, the percentage of White lecturer faculty has declined from 95.2 percent in 1995-96 to 89.2 in 2015-16. Because lecturer faculty are almost all White in each year, there are no significant trends in other faculty ethnicities with the exception of a doubling of Black lecturers from 4 to 8 since 1995-96. The number of female lecturer faculty has increased faster than male lecturers, and exceeded the number of males in 2010-11. Between 1995-96 and 2015-16, the number females and males changed from 45 and 60, to 90 and 77, respectively. From 1995-96 to 2015-16, White males increased by 19.6 percent, non-White males 150 percent, White females 86.4 percent, and non-White females 700 percent (from 1 to 8 positions).

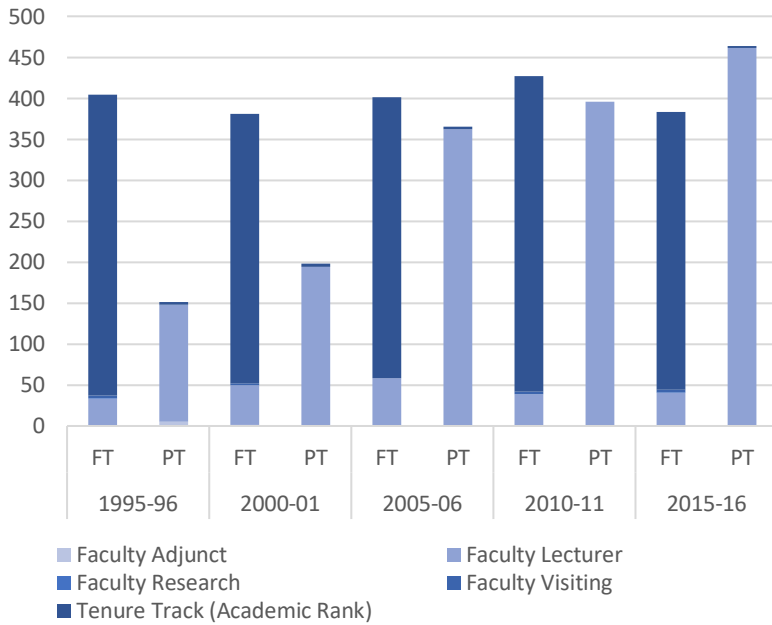
Figure 8.4L Brockport Faculty Lecturer by Gender and Ethnicity



SUNY BUFFALO STATE

Buffalo State experienced a small dip in enrollment between 1995-96 and 2015-16 from 11,350 to 11,083 students. Buffalo State saw a decline of tenured and tenure-track positions (both full- and part-time) from 370 to 342, a 7.6 percent decline. In contrast, non-adjunct part-time faculty, who were primarily lecturers, climbed from 26.3 to 54.8 percent of the faculty by 2015-16. With respect to structural diversity, the percentage of women in tenured and tenure-track positions rose from 28.6 to 45.6 percent. By contrast, changes in Black and Hispanic faculty numbers have been negligible. Blacks rose from 14 to 18 tenured and tenure-track positions, and Hispanics from seven to 16 positions. Asian faculty rose from 17 to 37 positions.

Figure 9.1 Buffalo State Total Faculty Composition



Trends in Full-Time and Part-Time Faculty

SUNY Buffalo State’s faculty composition shows the complete dominance of tenure-track and lecturing faculty. From 1995-96 to 2015-16, tenure-track and lecturing faculty comprised a low of 98.2 percent (in 1995-96) and a high of 100 percent (in 2005-06). Adjunct faculty only appear in 1995-96 (with 5 part-time positions) and in 2000-01 (with 1 full-time position). In addition, total part-time positions have increased since 1995-96 (from 151 to 464, a 207.3 percent increase), while total full-time positions have decreased (from 404 to 383, a 5.2 percent decrease). Among tenure-track positions, full-time faculty have declined from 367 to 339 (a 7.6 percent decrease), and part-time faculty have maintained 3 positions. Among lecturing faculty, full-time faculty increased from 33 to 40 (a 21.2 percent increase), while part-time faculty increased from 142 to 461 (a 224.6 percent increase). Among other faculty reported, research faculty have maintained 1 full-time position (though there are no research faculty between 2000-01 and 2010-11), and visiting faculty had no change from 3 full-time positions between 1995-96 and 2015-16, but they also lost the one part-time visiting faculty from 1995-96.

Figure 9.2 Buffalo State Percentage of Faculty by Classification

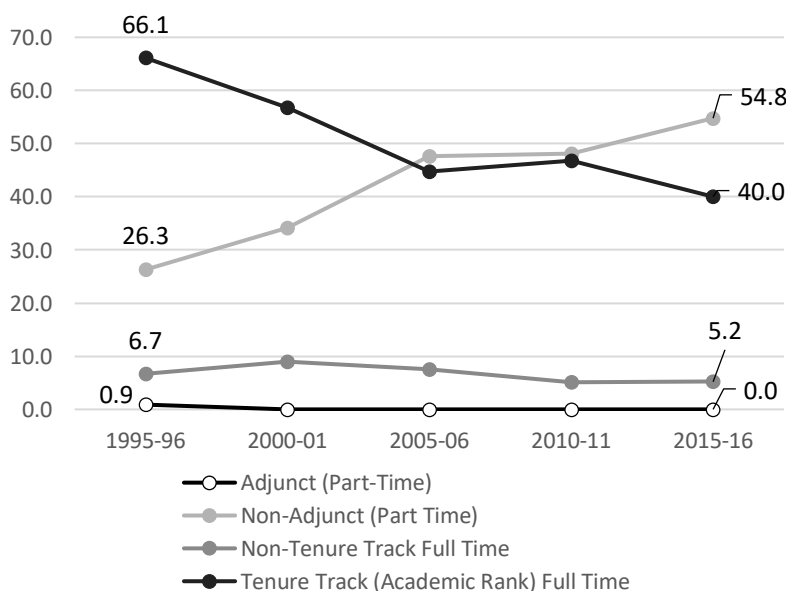


Figure 9.2 shows how non-adjunct part-time faculty (which is almost entirely comprised of part-time lecturing faculty) and full-time tenure-track faculty have an inverse relationship in their percentages of all faculty. Tenure-track full-time faculty reduced from 66.1 percent in 1995-96 to 44.8 percent in 2005-06, followed by an increase to 46.8

percent in 2010-11 and another reduction to 40 percent in 2015-16. Over the same period, non-adjunct part-time faculty increased from 26.3 percent in 1995-96 to 47.7 percent in 2005-06, then remaining at 48.1 percent in 2010-11, and finally increasing to 54.8 percent as of 2015-16. The non-adjunct part-time faculty and the non-tenure-track full-time faculty percentages of all faculty make up small shares of the remaining faculty.

As Figure 9.3A shows, the student enrollment at Buffalo State has varied since 1995-96 from a low of 11,006 students in 2005-06 to a high of 12,419 students in 2010-11. This affects the student-faculty ratios shown in Figure 9.3B. The increases in part-time instructors resulted in decreases in students per part-time instructors each year (the decrease in students per part-time instructor in 2015-16 was due to a faster rate of decline in student enrollment at the same time). Students per full-time instructor remained between 27.4 (in 2005-06) and 29.9 (in 2000-01), and full-time tenure-track faculty have held a student-faculty ratio between 30.9 (in 1995-96) and 34.6 (in 2000-01).

Trends in Race and Gender

As shown by Figure 9.4T, the percentage of White tenure-track faculty has declined since 1995-96 from 89.8 percent in 1995-96 to 78.7 percent in 2015-16. Since 1995-96, there have been increases among Asian (by 20 positions, or 117.7 percent), Black (by 4 positions, or 28.6 percent), and Hispanic (by 9 positions, or 128.6 percent) tenure-track faculty at Buffalo State. As reflected in SUNY-wide trends, the male-female ratio has become more balanced (from 2.49:1 in 1995-96 to 1.19:1 in 2015-16). While the number of males has declined by 29.5 percent, the number of females has increased by 47.3 percent. Since 1995-96, White males have decreased by 36.6 percent, non-White males have increased by 34.6 percent, White females increased by 25.5

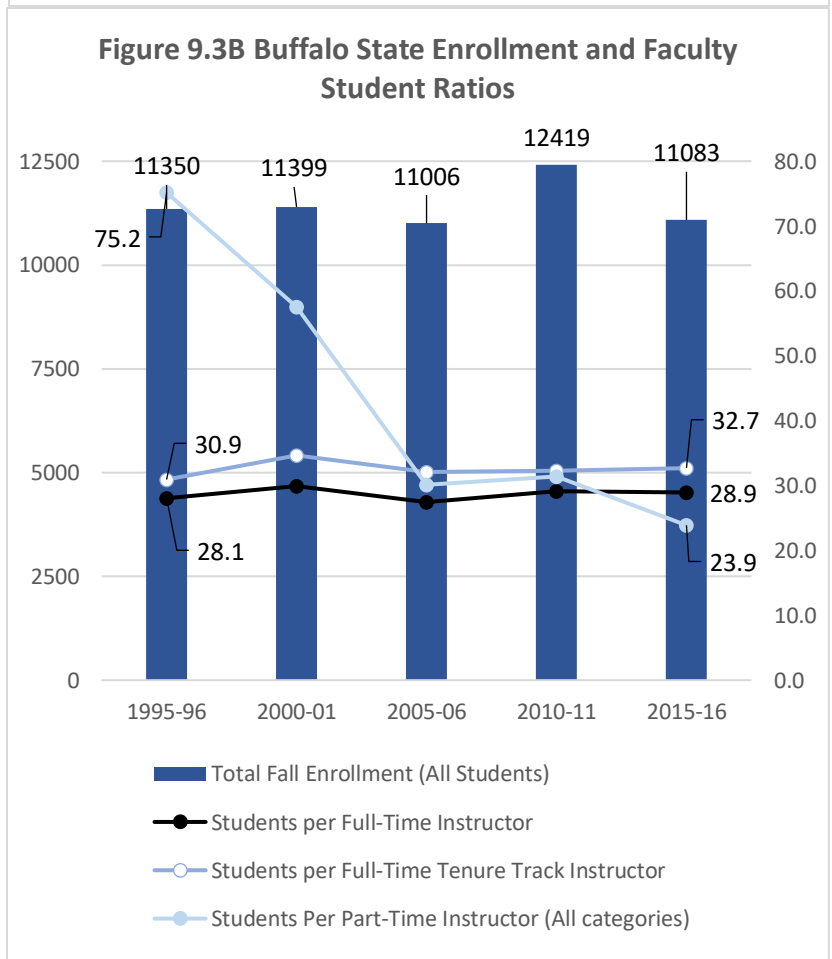
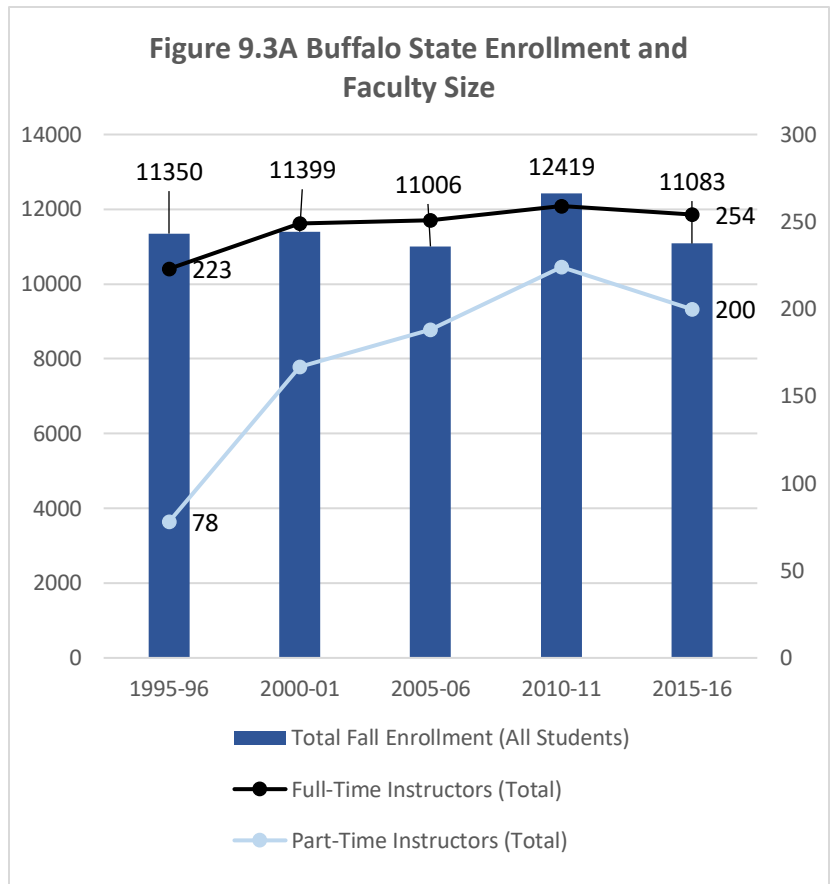
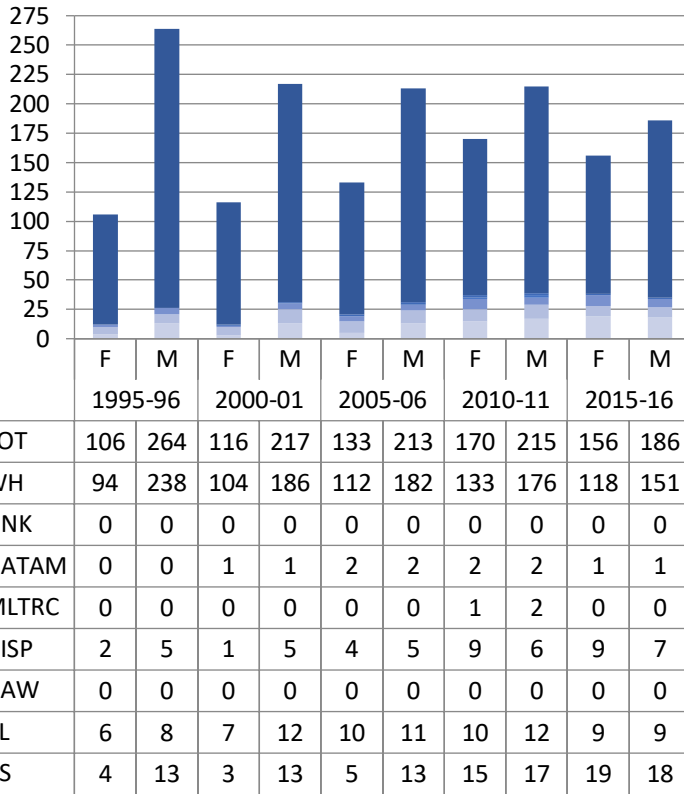


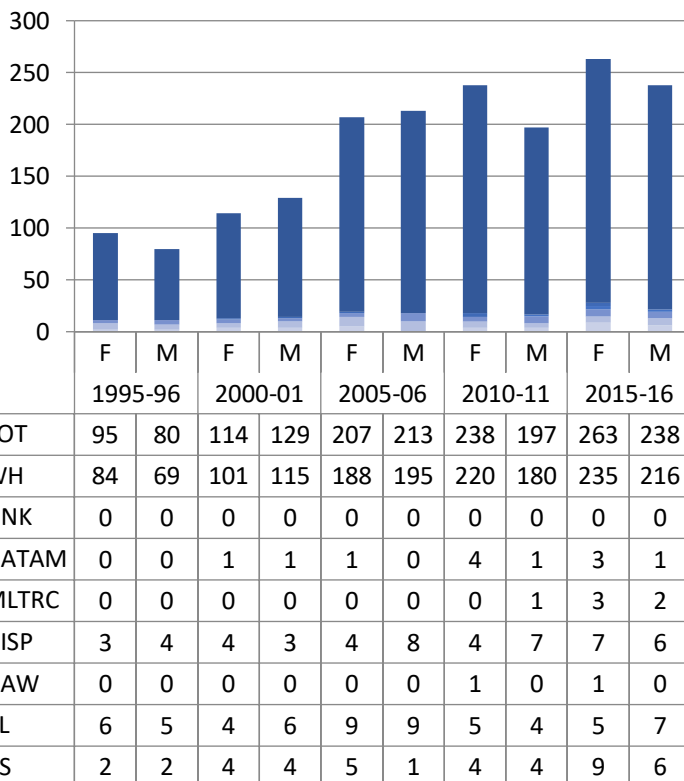
Figure 9.4T Buffalo State Tenure Track (Academic Rank) by Gender and Ethnicity



percent, and non-White females increased by 216.7 percent.

As shown by Figure 9.4L, there has been a steady increase in the total number of lecturing faculty at Buffalo State (a 186.3 percent increase). The percentage of lecturing faculty that is White at Buffalo State has slowly increased from 87.4 percent in 1995-96 to 90 percent in 2015-16. The number of White lecturing faculty has increased by 194.8 percent since 1995-96. While there appears to be the presence of every other minority ethnicity (except for Hawaiian/Pacific Islanders), the underrepresented groups are individually a very small portion of all lecturing faculty at Buffalo State, as well as having very few numbers. As of 2015-16, there are more females than males, as was the case in 1995-96. The male-female ratio in 2015-16 (0.90:1) is similar to the 1995-96 ratio (0.84:1), though the ratio has varied at some points. Males have increased at a faster rate than females (197.5 percent increase and 176.8 percent increase, respectively). Since 1995, White males have increased by 213 percent, non-White males by 100 percent, White females by 179.8 percent, and non-White females by 154.5 percent.

Figure 9.4L Buffalo State Faculty Lecturer by Gender and Ethnicity



SUNY CORTLAND

SUNY Cortland’s faculty composition has changed significantly since 1995-96 when 57.3 percent held tenured and tenure-track positions. By 2015-16, part-time faculty adjuncts and lectures comprised 48.2 percent of the faculty, and full-time tenure-track positions had fallen to 40.1 percent. The declining percentages were not because of cuts in faculty with academic ranks, as they actually increased by 10 positions to 246 but by greater increases in other categories. Cortland has experienced a growth in women faculty to near parity in 2015-16. Women comprised only 69 of 236 tenured and tenure-track positions in 1995-96 (29.6 percent) but 121 of 146 positions twenty years later (49.2 percent). Cortland remains an overwhelmingly White faculty (212 of 246 positions, 86.1 percent) with Blacks and Hispanics filling seven positions each, while there were 18 Asian faculty in 2015-16.

Trends in Full-Time and Part-Time Faculty

SUNY Cortland’s faculty composition, as shown in Figure 10.1, displays a variety of trends between different categories and over different years. Part-time faculty had increased from 157 positions in 1995-96 to a peak of 318 positions in 2010-11, and then settling at 294 positions in 2015-16. Full-time positions at Cortland have steadily increased since 1995-96 from 232 positions to 299 positions, with a slight decrease in 2010-11 to 275 positions. Overall, part-time positions increased by 87.3 percent and full-time positions increased by 28.9 percent. In particular, part-time adjunct faculty increased from 18 to 43 (138.9 percent increase), part-time lecturing positions increased from 125 to 243 (a 94.4 percent increase), full-time lecturing faculty increased from 9 to 56 (522.2 percent increase), and full-time tenure-track faculty increased from 223 to 238 (a 6.7 percent increase).

As shown by Figure 10.2, SUNY Cortland’s faculty categories have varied trends based on their increase or decrease. Interestingly, the four different faculty categories represented in Figure 10.2 seem to converge into two ranges. Full-time tenure-track faculty (decreasing from 57.3 percent to 40.1 percent) and non-adjunct part-time faculty (from 35.7 percent to 42.3) ended at around 40 percent in 2015-

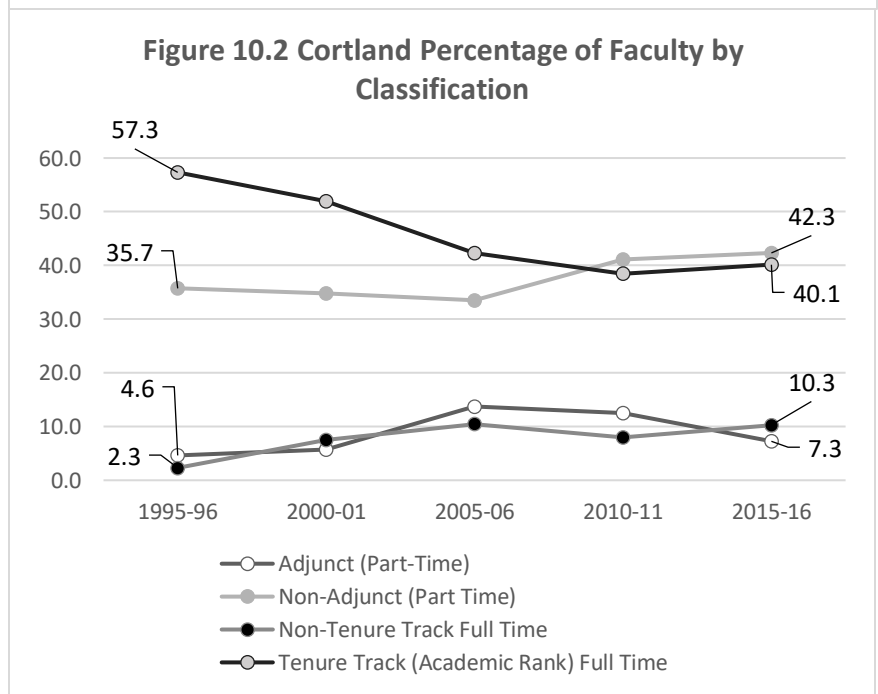
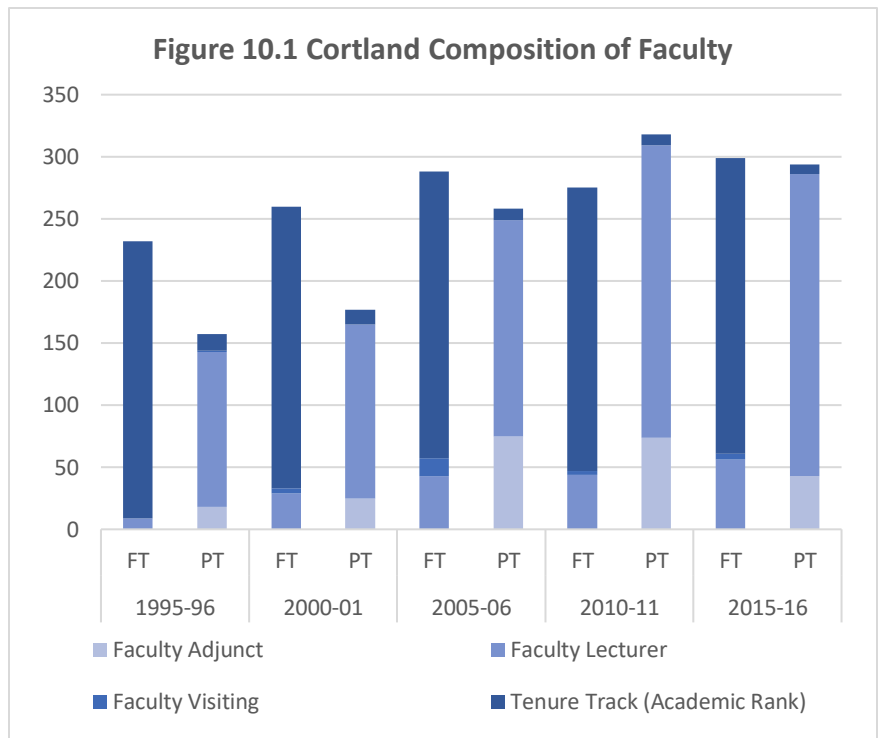
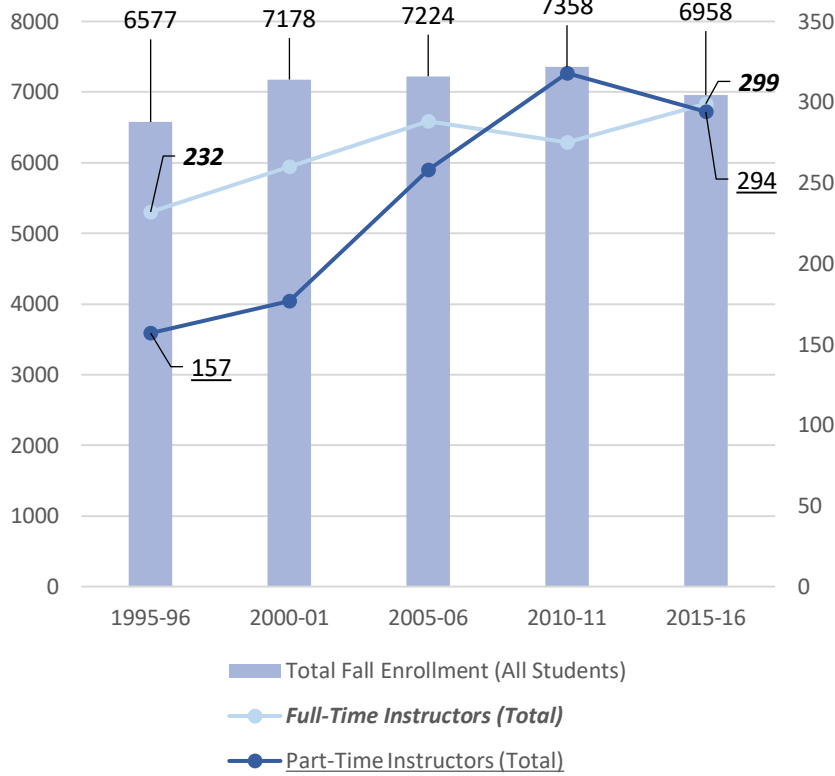


Figure 11.3A Cortland Enrollment and Total Faculty

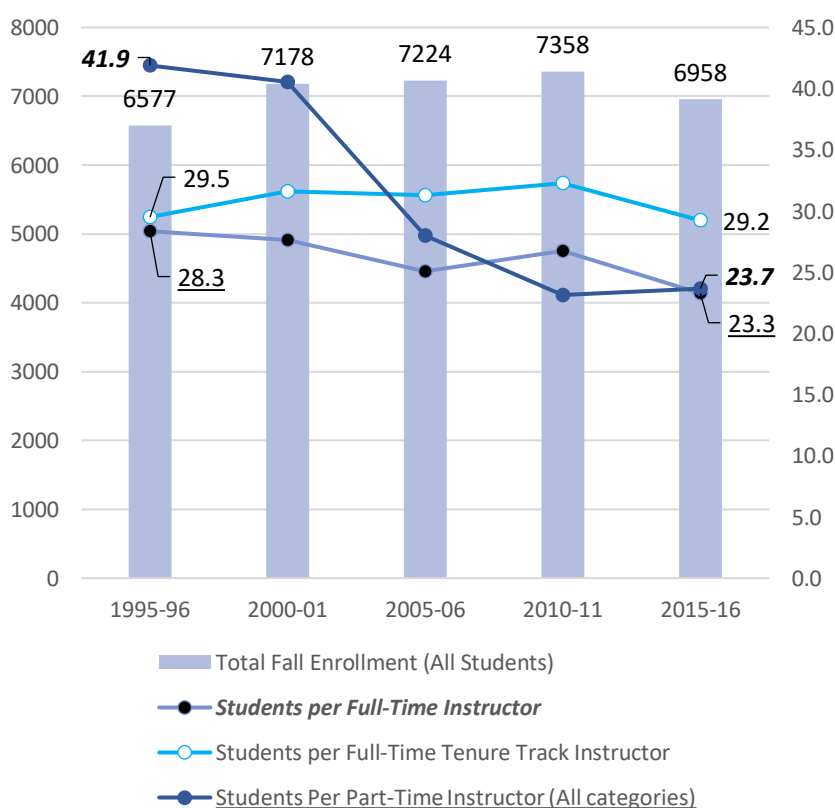


16, while part-time adjunct (from 4.6 percent to 7.3 percent) and non-tenure-track full-time faculty (from 2.3 percent to 10.3 percent) ended at around 10 percent as of 2015-16.

As shown by Figure 10.3A, student enrollment had increased from 6,577 students in 1995-96 to 7,358 students in 2010-11, and then decreased to 6,958 students as of 2015-16 (an overall 5.8 percent increase). Following a similar pattern, to student enrollment, part-time instructors have increased from 157 in 1995-96 to 294 in 2015-16, with a peak in 2010-11 to 318 (an overall increase of 87.3 percent). Full-time faculty had a dip, rather than a peak, in 2010-11: full-time faculty have increased from 232 in 1995-96 to 299 in 2015-16, with a dip to 275 positions in 2010-11.

Because of the low overall increase in student enrollment since 1995-96 (5.8 percent increase), student-faculty ratios have gone down over the same time. Students per part-time instructor reduced from 41.9 to 23.3 students. Meanwhile, students per full-time instructor has decreased from 28.3 students to 23.3 students. Finally, students per full-time tenure-track instructor has decreased slightly overall from 29.5 to 29.2. With each ratio, the trends follow the increases and decreases in instructor numbers from Figure 10.3A.

Figure 11.3B Cortland Enrollment and Faculty Ratios



Trends in Race and Gender

The percentage of White tenure-track faculty has declined from 89.8 percent in 1995-96 to 86.2 percent in 2015-16. Asian tenure-track faculty have had the only significant increase (by 8 positions, an 80 percent increase) increased from 19 to 36 in the past two decades, while Black and Hispanic tenure-track faculty have had minimal changes. As shown by Figure

10.4T, tenure-track faculty at SUNY Cortland have experienced similar trends to the SUNY-wide tenure-track faculty trends. Females have increased (by 75.4 percent) and males have decreased (by 25.1 percent), though males still outnumber females just slightly as of 2015-16. The male-female ratio has become significantly more balanced since 1995-96 (changing from 2.42:1 to 1.03:1). Since 1995, White males declined by 28.8 percent, White females have increased by 63.6 percent, and non-White females increased by 333.3 percent. Non-White males have had no change in numbers.

As shown in Figure 10.4A, SUNY Cortland’s adjunct faculty have varied from a high of 100 percent of all faculty in 1995-96 to a low of 92 percent in 2005-06. Because adjunct faculty are almost all White in each year, there are no significant trends in other faculty ethnicities. The male-female ratio has shifted dramatically over time, ranging from 1.57:1 in 1995-96 to 0.54:1 in 2010-11, and settling at 0.65:1 in 2015-16. This is due to the sharp increase in the number of females compared to males since 1995-96 (271.4 percent increase to 54.5 percent increase, respectively). From 1995-96 to 2015-16, White males increased by 45.5 percent and White females increased by 257.1 percent. Since 2000-01, the first year in which minority adjunct faculty were reported at SUNY Cortland, non-White males have remained at one position, and non-White females totaled one position from previously 0 positions.

As shown by Figure 10.4L, the percentage of White lecturing faculty has remained at an approximate average of 94 percent in each year. Because lecturing faculty are almost all White in each year, there are no significant trends in other faculty ethnicities, with the exception Black

Figure 10.4T Cortland Tenure Track (Academic Rank) by Gender and Ethnicity

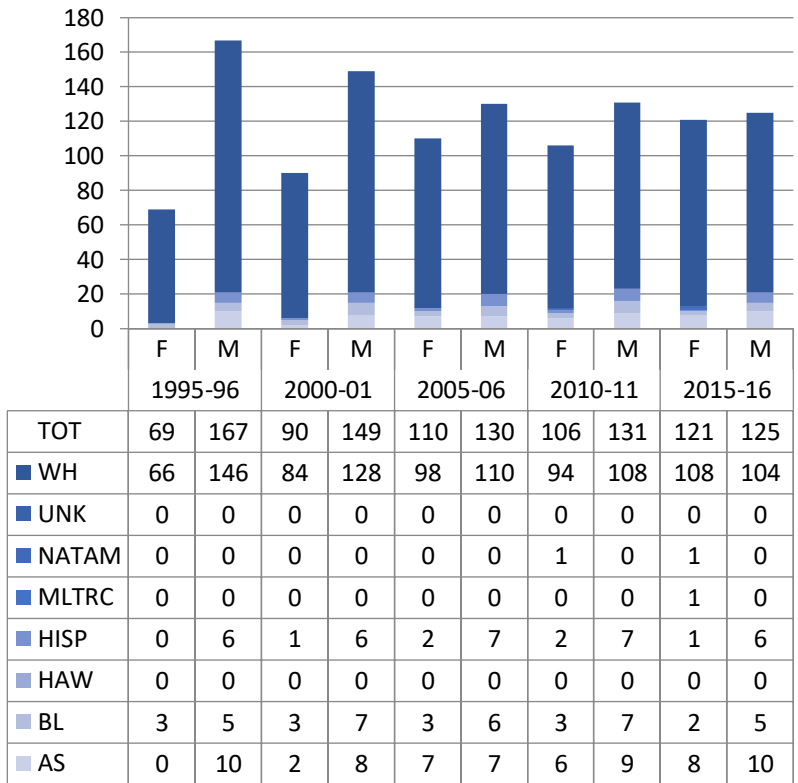


Figure 10.4A Cortland Faculty Adjunct by Gender and Ethnicity

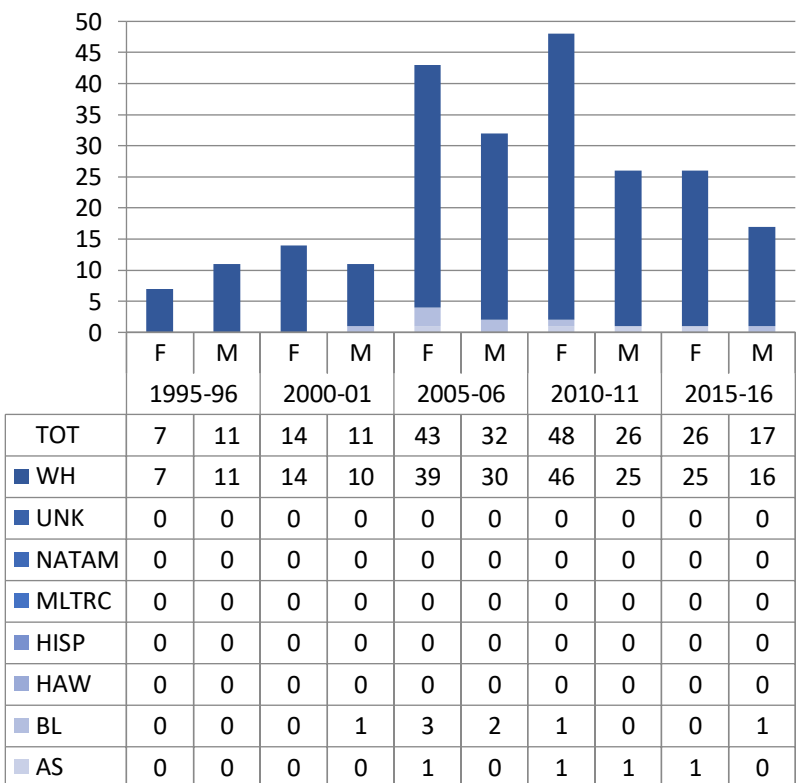
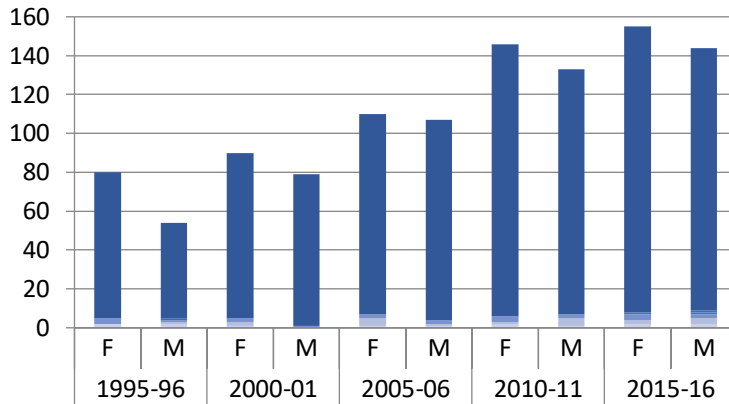


Figure 10.4L Cortland Faculty Lecturer by Gender and Ethnicity



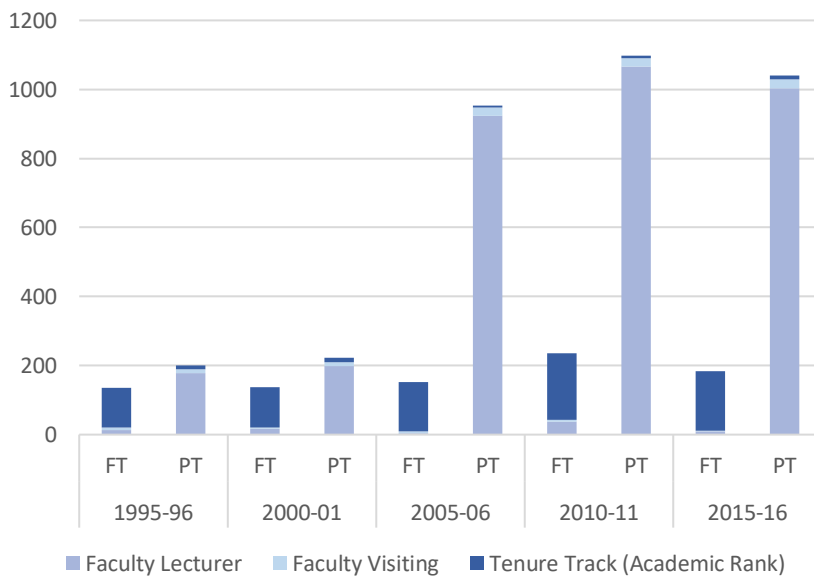
	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	80	54	90	79	110	107	146	133	155	144
■ WH	75	49	85	78	103	103	140	126	147	135
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	1	0	0	0	0	0	0	0	1
■ MLTRC	0	0	0	0	0	0	0	0	1	1
■ HISP	3	1	2	1	2	2	3	2	3	2
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	0	1	2	0	4	1	1	4	2	3
■ AS	2	2	1	0	1	1	2	1	2	2

lecturing faculty, which increased from 1 to 5 positions since 1995-96. The number of male lecturing faculty has increased faster than female lecturing faculty (166.7 percent increase and 93.8 percent increase, respectively), and the male-female ratio has slowly become more balanced (from 0.68:1 in 1995-96 to 0.92:1 in 2015-16). From 1995-96 to 2015-16, White males increased by 175.5 percent, non-White males 80 percent, White females 96 percent, and non-White females 60 percent.

SUNY EMPIRE STATE COLLEGE

Empire State College is SUNY’s leader in on-line education. Enrollments increased from 7,213 to 11,952 in 2015-16, a 65.7 percent growth. While Empire State added 57 tenured and tenure-track positions in that period, the overwhelming growth in faculty occurred among part-timers who numbered 1,041 in 2015-16 compared to 200 in 1995-96. The significant increases in part-time faculty has reduced the proportion of full-time tenured and tenure-track faculty at Empire State to 14 percent, the lowest of any SUNY campus. At Empire State, women have exceeded men in the tenured and tenure-track ranks since at least 2005-06, and by 2015-16 women held 121 of 184 of these positions (65.8 percent). In 2015-16, there were 16 Blacks in these ranks (up from eight at the beginning of the study period), one Hispanic (down from two) and eight Asians (up from two). When Empire State’s lecturer ranks exploded between 2000-01 and 2005-06, women had also comprised a majority of these positions (See Table 11.4L).

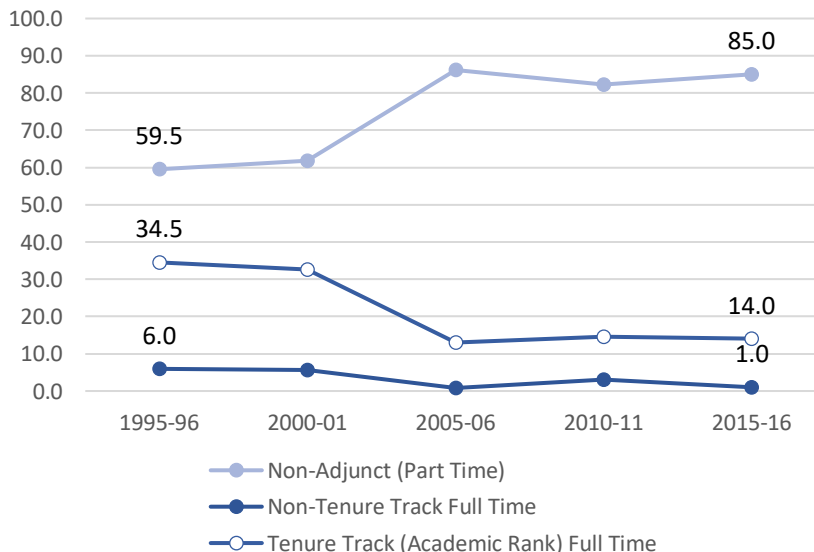
Figure 11.1 Empire State Composition of Faculty



Trends in Full-Time and Part-Time Faculty

SUNY Empire State’s faculty composition shows a dramatic addition of part-time lecturing faculty in 2005-06 as shown by Figure 11.1. From 2000-01 to 2005-06, part-time lecturing faculty increase from 199 positions to 923 positions (a 363.8 percent increase). Total full-time faculty increased from 136 positions in 1995-96 to 236 positions in 2010-11, and then settled at 184 positions as of 2015-16 (an overall increase of 35.3 percent). Due to the dramatic increase in part-time lecturing faculty, total part-time faculty have increased from 200 in 1995-96 to 1,041 in 2015-16 (a 420.5 percent increase). Full-time tenure-track faculty increased from 116 positions in 1995-96 to 194 positions in 2010-11, and then settled to 184 positions in 2015-16 (an overall increase of 48.3 percent). Other full-time faculty increased from 20 positions in 1995-96 to 42 positions in 2010-11, but then decreased significantly to 12 positions as of 2015-16 (an overall decrease of 40 percent).

Figure 11.2 Empire State Percentage of Faculty by Classification



As shown by Figure 11.2, the dramatic increase in non-adjunct part-time faculty (which includes part-time lecturing faculty), results in an increase in the percentage of total faculty under that classification from 59.5 percent in 1995-96 to 86.2 percent in 2005-06, and then

settling at 85 percent in 2015-16. Over the same period, full-time tenure-track faculty decreased from 34.5 percent to 14 percent, and other full-time faculty decreased from 6 percent to 1 percent.

Figure 11.3A shows the trends in student enrollment in comparison to trends in total full-time and part-time instructors. Student enrollment increased at a similar pattern to both full-time and part-time instructors. From 1995-96 to 2010-11, student enrollment increased from 7,213 to 11,985 students (a 66.2 percent increase), and then settling down to 11,952 as of 2015-16 (an overall increase of 65.7 percent).

Figure 11.3B shows the effects of the trends in faculty and student enrollment on the student-faculty ratio at SUNY Empire State. The increase in part-time faculty in 2005-06 resulted in a significant decline in students per part-time faculty (from 36.1 in 1995-96 and 2000-01 to 10.5 in 2005-06, and settling at 11.5 in 2015-16. Since 1995-96, because student enrollment increased at a faster rate (65.7 percent increase) compared to full-time faculty (35.3 percent), students per full-time faculty increased from 53 to 65. Because tenure-track full-time faculty comprise most of the full-time faculty at SUNY Empire State, the student faculty ratio for that classification follows the same pattern as students per full-time instructor.

Trends in Race and Gender

As shown by Figure 11.4T, SUNY Empire State’s tenure-track faculty trends also reflect the trends in SUNY-wide tenure-track faculty. Analyzing the overall trends between 1995-96 and 2015-16, female faculty have increased (by 124.1 percent) while male faculty have decreased (by 13.7 percent), and female faculty began to outnumber male faculty as of 2005-06. The male-female ratio has changed from 1.35:1

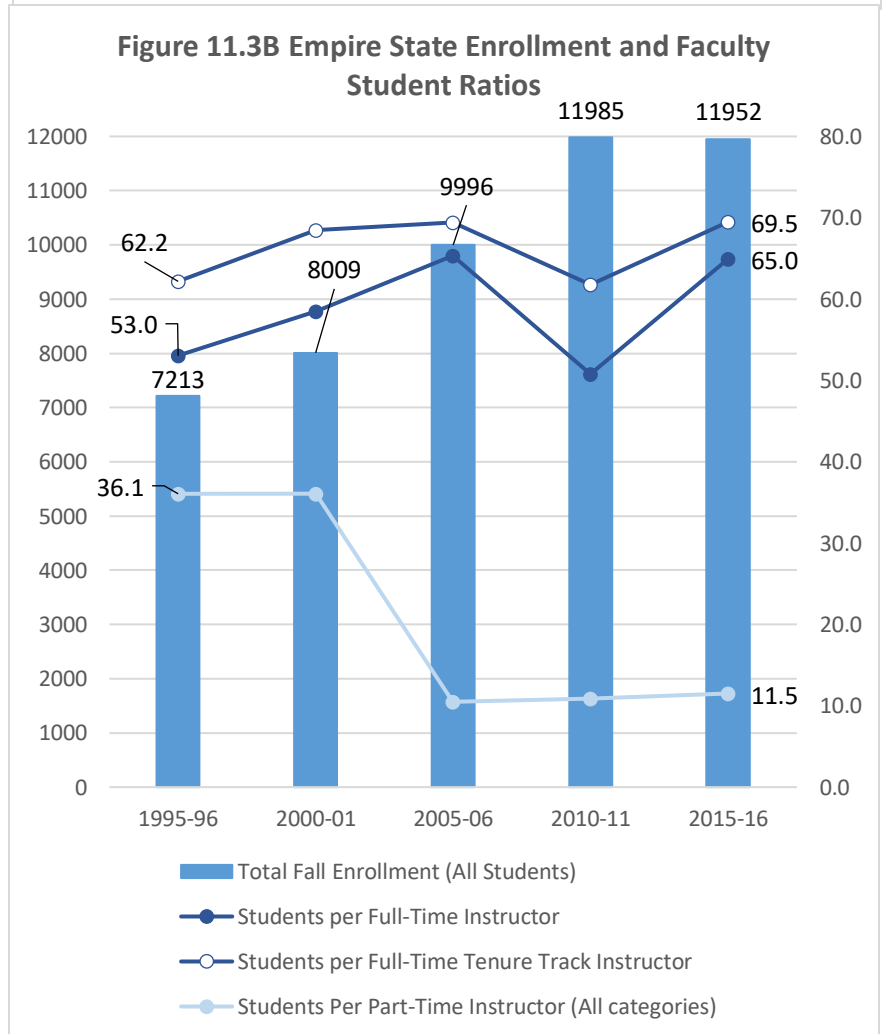
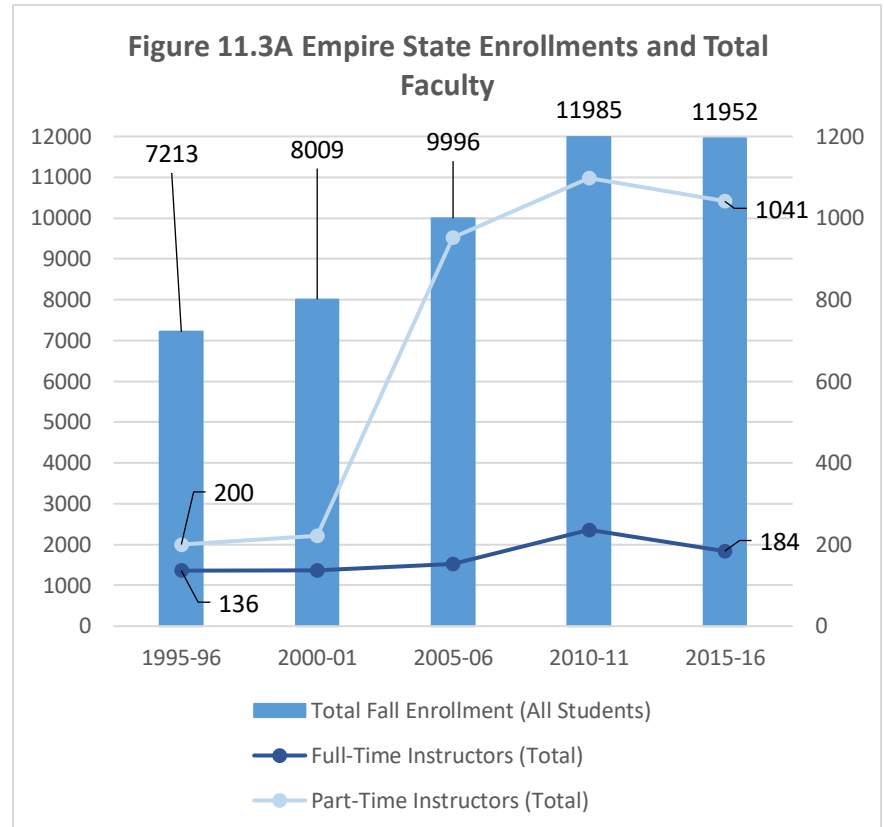
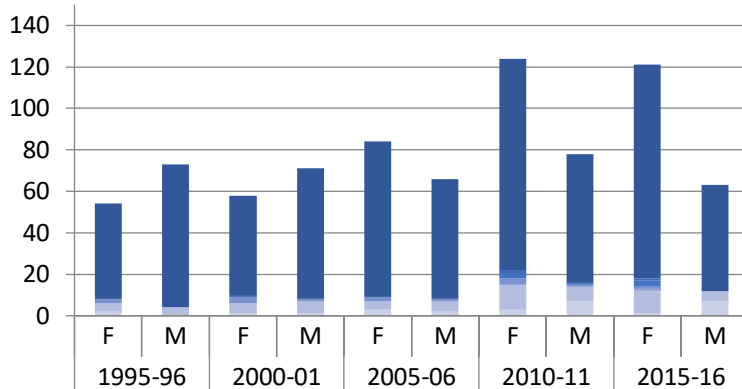


Figure 11.4T Empire State Tenure Track (Academic Rank) by Gender and Ethnicity

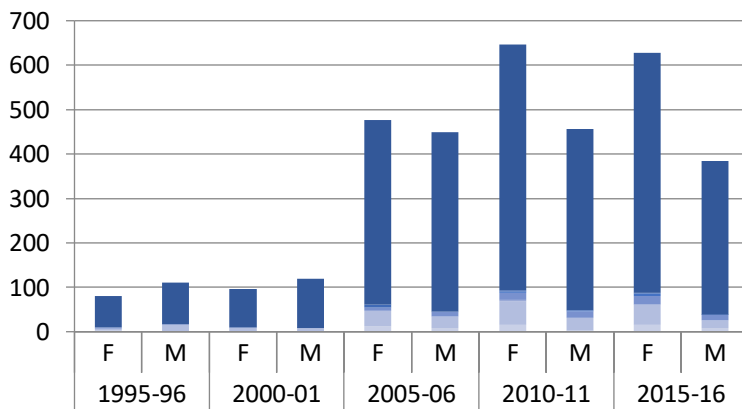


	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	54	73	58	71	84	66	124	78	121	63
■ WH	46	69	48	63	75	58	102	62	103	51
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	1	0	0	0	2	0	1	0
■ MLTRC	0	0	0	0	0	0	2	1	3	0
■ HISP	2	0	3	1	2	1	3	1	1	0
■ HAW	0	0	0	0	0	0	0	0	1	0
■ BL	4	4	5	6	4	5	12	7	11	5
■ AS	2	0	1	1	3	2	3	7	1	7

in 1995-96 to 0.52:1 in 2015-16. White tenure-track faculty at Empire State College have declined as a percent of all tenure-track faculty at the College, from 90.6 percent in 1995-96 to 83.7 percent in 2015-16. The only significant trends in minority ethnicities since 1995-96 are with Asian faculty (an increase of 6 positions, or 300 percent) and Black faculty (an increase of 8 positions, or 100 percent). Since 1995, White males fell by 26.1 percent, non-White males increased by 200 percent, White females increased by 123.9 percent, and non-White females increased by 125 percent.

As shown by Figure 11.4L, the percentage of White lecturer faculty has varied between a low of 85.9 percent in 1995-96 and a high of 91.2 percent in 2000-01. There have been increases in every ethnic group between 1995-96 and 2015-16. The increases appear with Asian (20 positions, or 500 percent), Black (43 positions, or 238.9 percent), Hispanic (27 positions, or 540 percent), Hawaiian/ Pacific Islander (2 positions included starting in 2010-11), Multiracial (starting in 2010-11 and currently at 6 positions), and Native American/Eskimo (starting in 2005-06 and currently at 2 positions) lecturing faculty. Starting with a large jump in lecturing faculty between 2005-06, females have outnumbered males. The male-female ratio changed from 1.37:1 in 1995-96 to 0.61:1 in 2015-16. From 1995-96 to 2015-16, White males increased by 267 percent, non-White males 129.4 percent, White females 660.6 percent, and non-White females 780 percent.

Figure 11.4L Empire State Faculty Lecturer by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	81	111	96	119	477	449	647	456	628	384
■ WH	71	94	86	110	415	403	554	408	540	345
■ UNK	0	0	0	0	2	1	0	0	0	0
■ NATAM	0	0	0	0	6	0	3	1	2	0
■ MLTRC	0	0	0	0	0	0	2	1	5	1
■ HISP	3	2	2	1	7	11	17	14	19	13
■ HAW	0	0	0	0	0	0	2	0	2	0
■ BL	4	14	7	7	35	26	53	30	44	17
■ AS	3	1	1	1	12	8	16	2	16	8

SUNY FREDONIA

Fredonia’s student enrollments fluctuated throughout the study period. While the 5,215 students in 2015-16 is up over the 4,721 mark in 1995-96, it is a drop of 557 since 2010-11. Like many SUNY schools, Fredonia increased its full-time faculty between 1995-96 and 2015-16. However, with the rise of adjuncts, the percentage of full-time tenured and tenure-track faculty declined sharply from 72.4 to 48 percent of the workforce by 2015-16. With respect to structural diversity among tenured and tenure-track faculty, women increased from 55 of 219 positions to 100 of 220 positions (45.5 percent) in 2015-16. However, in 2015-16, structural diversity with respect to race and ethnicity is a different story. Fully 88.2 percent of the faculty with academic ranks are White. In 2015-16 there were six Hispanics, four Blacks and 15 Asians in those ranks.

Trends in Full-Time and Part-Time Faculty

SUNY Fredonia’s faculty composition shows relative stability with full-time faculty and an increase in part-time faculty. As shown by Figure 12.1, since 1995-96, full-time faculty increased by 13.9 percent from 223 positions to 254 positions. Over the same period, part-time faculty increased by 156.4 percent from 78 to 200 positions. Full-time tenure-track faculty had the same number in 2015-16 as in 1995-96 (218), though there were increases in 2000-01 and 2010-11 that had since declined. Other full-time faculty increased significantly from 5 positions to 36 positions (a 620 percent increase). Part-time adjunct faculty increased from 67 in 1995-96 to 197 in 2015-16 (a 194 percent increase), though there was a peak in 2010-11 with 223 positions. Finally, other part-time positions decreased from 11 to 3.

Figure 12.2 shows the trends in each faculty classification. The 194 percent increase in adjunct part-time faculty increases their percentage of all faculty from 22.3 percent to 43.4 percent since 1995-96. Tenure-track full-time faculty decreased from 72.4 percent to 48 percent due to having no change from the 1995-96 total to the 2015-16 total (218 positions). Other part-time faculty comprised a small percentage of all faculty at SUNY Fredonia since 1995-96, decreasing from 3.7 percent to 0.7 percent.

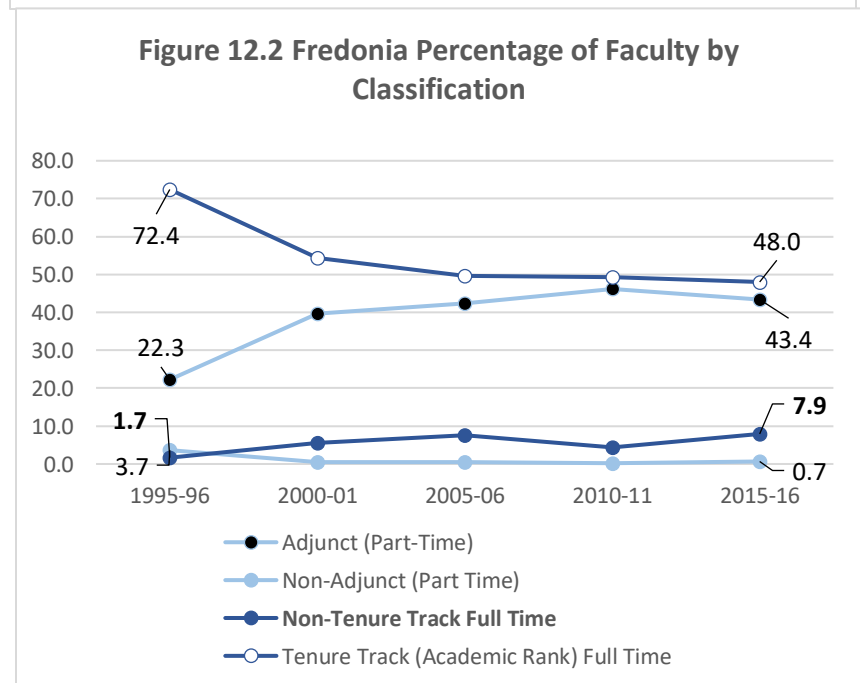
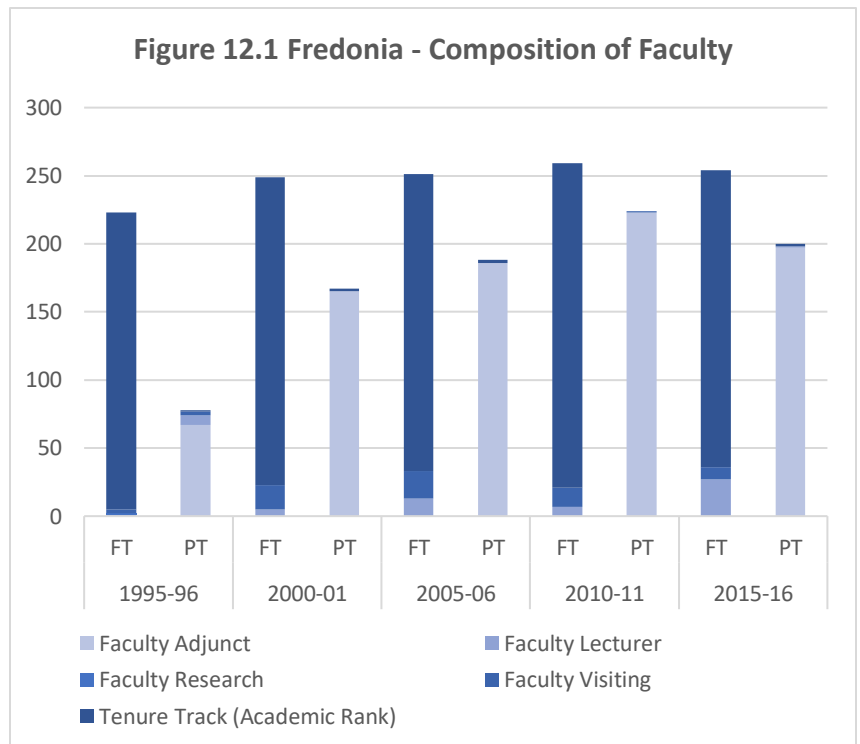
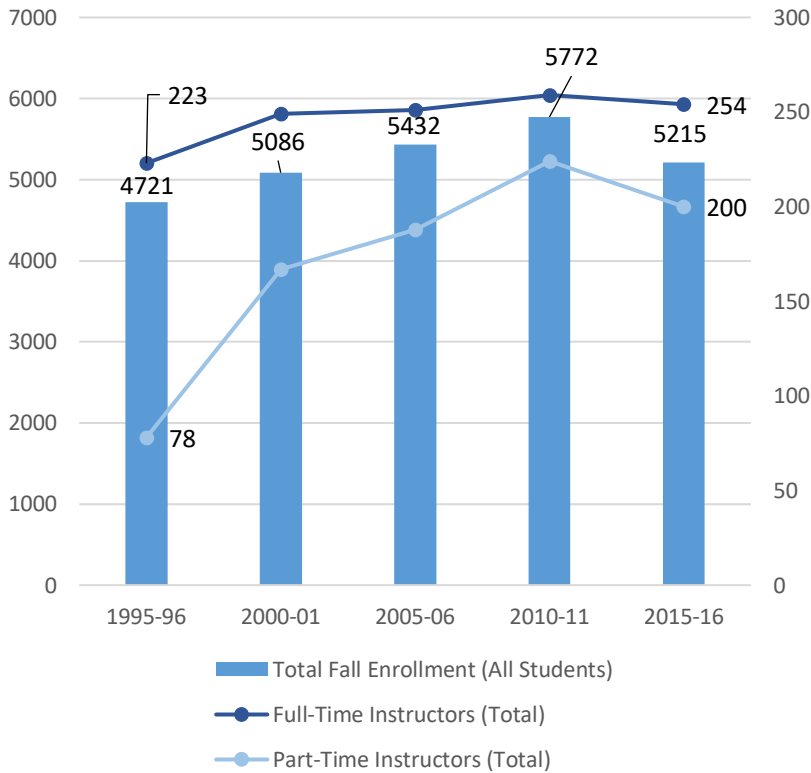


Figure 12.3A Fredonia Enrollment and Faculty Size

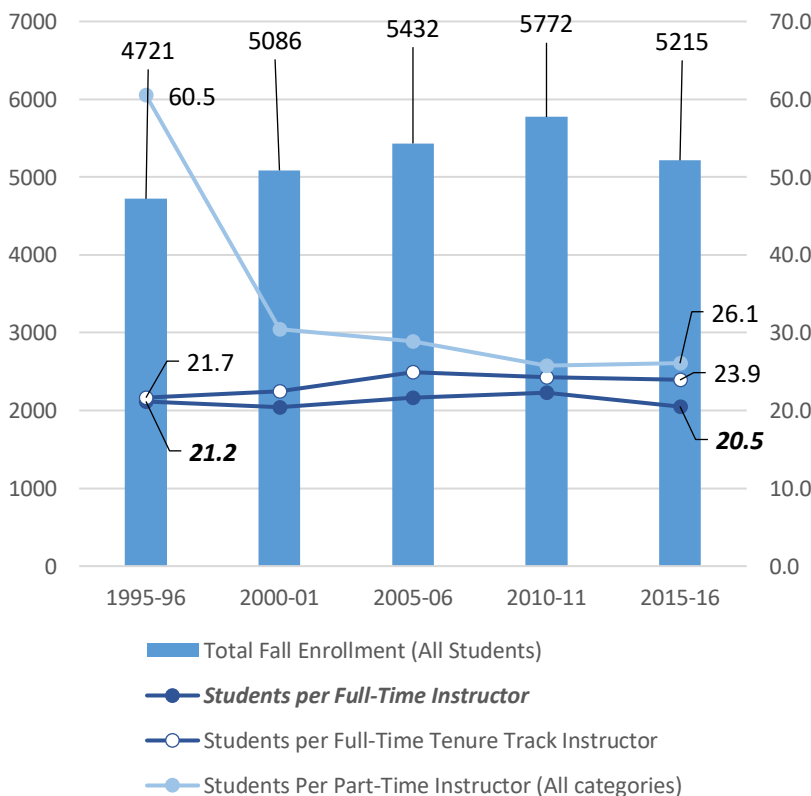


Finally, other full-time faculty also held a small percentage of all faculty, though it has increased from 1.7 percent in 1995-96 to 7.9 percent in 2015-16.

Figure 12.3A displays the student enrollment trends at SUNY Fredonia in comparison to trends in full-time and part-time instructors. Interestingly, all three measurements have the same trend of increasing to a peak in 2010-11 and slightly decreasing in 2015-16. Student enrollment increased from 4,721 students in 1995-96 to 5,772 students in 2010-11 (a 22.3 percent increase), and then settled at 5,215 students in 2015-16 (an overall increase of 10.5 percent).

Figure 12.3B shows the effects of the trends in those three measurements on student faculty ratios. The dramatic increase in part-time instructors from 1995-96 to 2000-01 (by 114.1 percent) is much faster than the increase in student enrollment in the same period (7.7 percent), and this results in the significant drop in students per part-time faculty from 60.5 to 30.5. Students per part-time instructor continues to drop at a slow rate to 26.1 in 2015-16. As for full-time instructors, the student faculty ratio barely changes due to the similar increase rate (13.9 percent) to student enrollment (10.5 percent); this results in a consistent student faculty ratio from 21.2 in 1995-96 to 20.5 in 2015-16. Students per tenure-track full-time instructor increased slightly from 21.7 to 23.9 over the same period.

Figure 12.3B Fredonia Enrollment and Faculty Size



Trends in Race and Gender

As shown by Figure 12.4T, SUNY Fredonia’s tenure-track faculty reflect tenure-track faculty trends SUNY-wide. Female faculty have increased (by 81.8 percent), male faculty have decreased (by 26.8 percent). The male-female ratio has become more balanced since 1995-96 (from 2.98:1 to 1.2:1), though male faculty still outnumber female faculty.

White tenure-track faculty at SUNY Fredonia have varied as a percent of all tenure-track faculty, between a high of 90.9 percent in 1995-96 to 86.4 percent in 2000-01. Asian faculty have increased by 5 positions (50 percent), Black faculty have increased by 2 positions (100 percent), Hispanic faculty have lost 1 position (20 percent) and Native American/Eskimo faculty have remained at 1 position. Since 1995, White males fell by 29.9 percent, non-White males had no change in numbers, White females increased by 75 percent, and non-White females increased by 200 percent.

As shown by Figure 12.4A, SUNY Fredonia's White adjunct faculty have decreased as a percent of all adjunct faculty from 100 percent in 1995-96 to 92.9 percent in 2015-16. Because of the few numbers for underrepresented minorities, there are no significant trends in minority adjunct faculty at Fredonia. However, by 2015-16, Hispanic adjunct faculty held 5 positions (2.5 percent) and Asian faculty held 7 positions (3.6 percent). Between 1995-96 and 2015-16, the male-female ratio has become more balanced (from 0.72:1 to 0.93:1), though there has not been a consistent trend in the ratio between each year. Males have increased at a faster rate (239.3 percent) compared to females (161.5 percent). From 1995-96 to 2015-16, White males increased by 221.4 percent and White females by 138.5 percent. Since 2000-01, the first year that minority faculty are reported, non-White males increased by 25 percent and non-White females increased by 200 percent.

Figure 12.4T Fredonia Tenure Track (Academic Rank) by Gender and Ethnicity

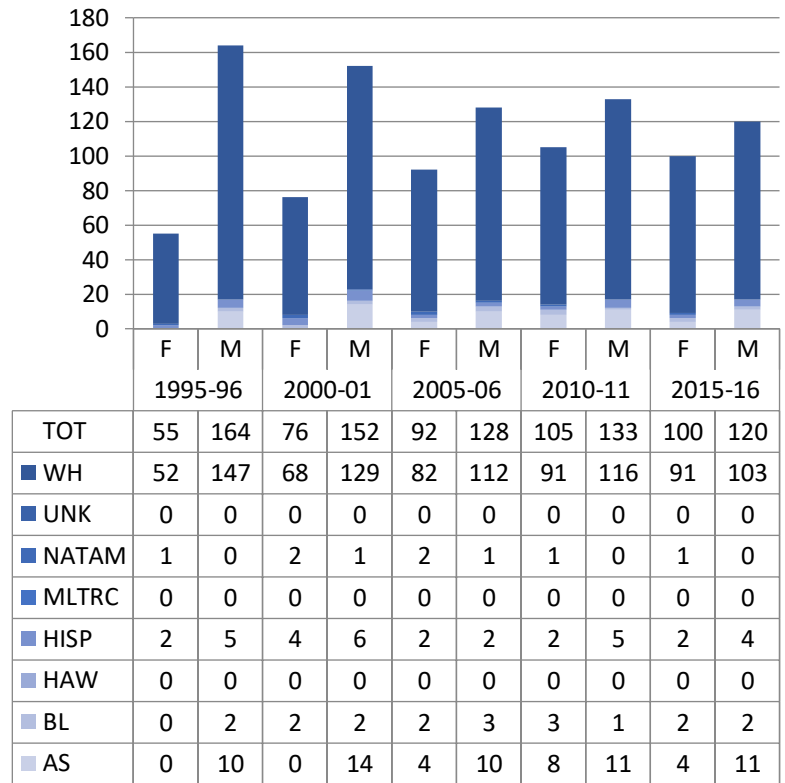
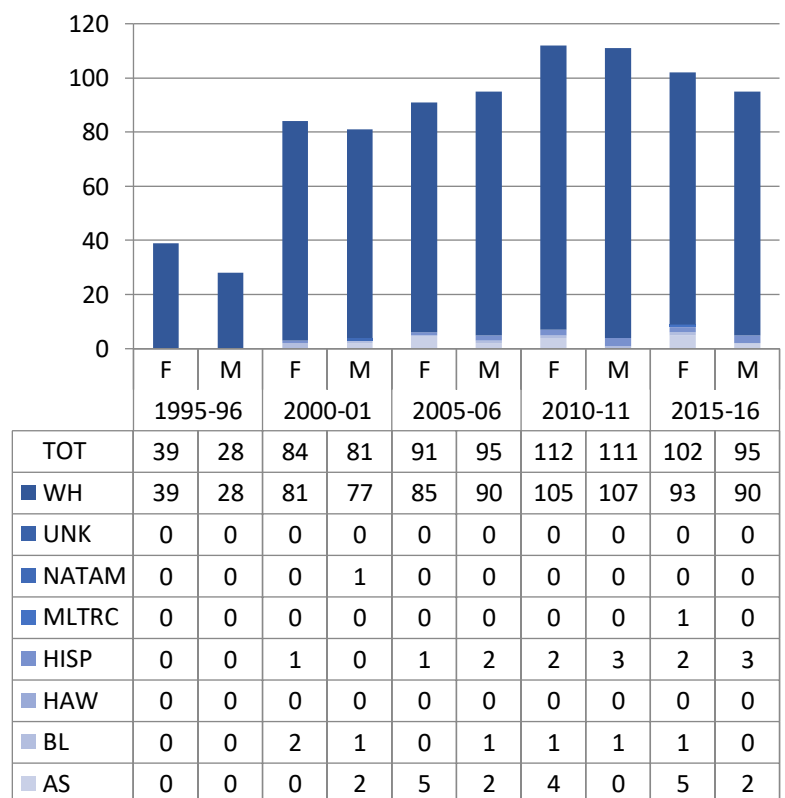
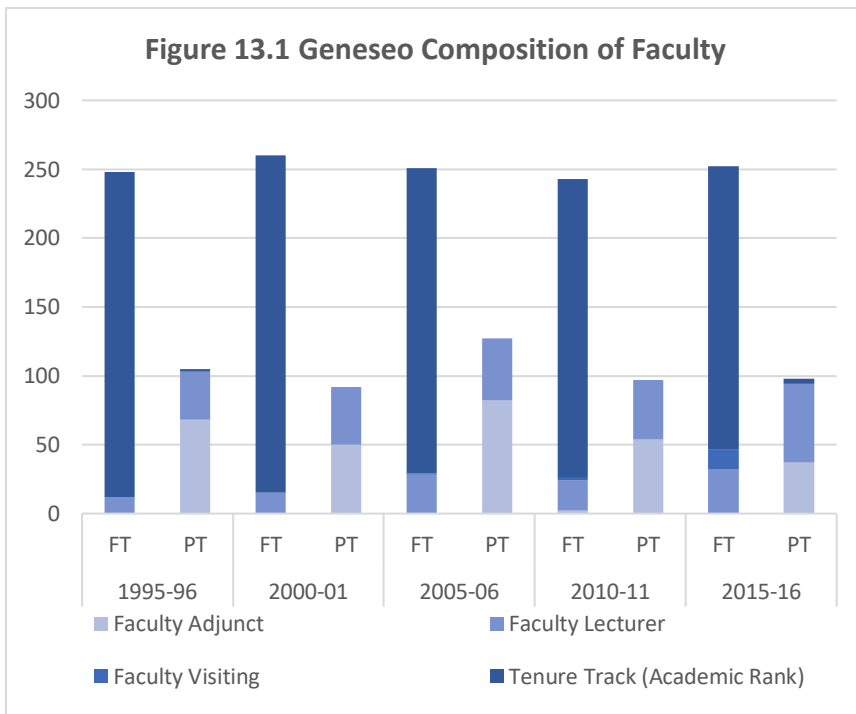


Figure 12.4A Fredonia Faculty Adjunct by Gender and Ethnicity



SUNY GENESEO

Geneseo’s enrollment has hovered between 5,477 and 5,720 students in each of the data years. Along with this stability in student numbers, Geneseo’s full-time tenured and tenure-track faculty has only fallen from 66.9 to 58.6 percent between 1995-96 and 2015-16. It is a notable exception to what are more familiar trends in faculty composition. However, full-time tenure-track positions have declined at Geneseo from 236 to 205 positions. When we look at structural diversity among tenured and tenure-track faculty, the familiar patterns re-emerge. Women have made advances from 81 of 238 tenured and tenure track faculty to 87 of 209 positions (41.6 percent), and the number of males has fallen. Ninety one percent of the tenure-track faculty were White in 1995-96, and that number declined to 84.2 percent in 2015-16 when that campus had six Hispanic, six Black, and 20 Asian faculty.



Trends in Full-Time and Part-Time Faculty

As shown in Figure 13.1, SUNY Geneseo’s faculty composition has had relative stability between 1995-96 and 2015-16. There have been reductions in full-time tenure-track faculty (which declined from 236 to 205 positions, or 13.1 percent) and part-time adjunct faculty (which declined from 68 to 37 positions, or 83.8 percent). There have been increases in other full-time and other part-time positions. For example, lecturing faculty have added 22 part-time positions (from 35 to 57 and 20 positions to full-time faculty (from 12 to 32). Full-time visiting faculty have increased from 0 to 15 positions, and part-time tenure-track positions have doubled (from 2 to 4 positions).

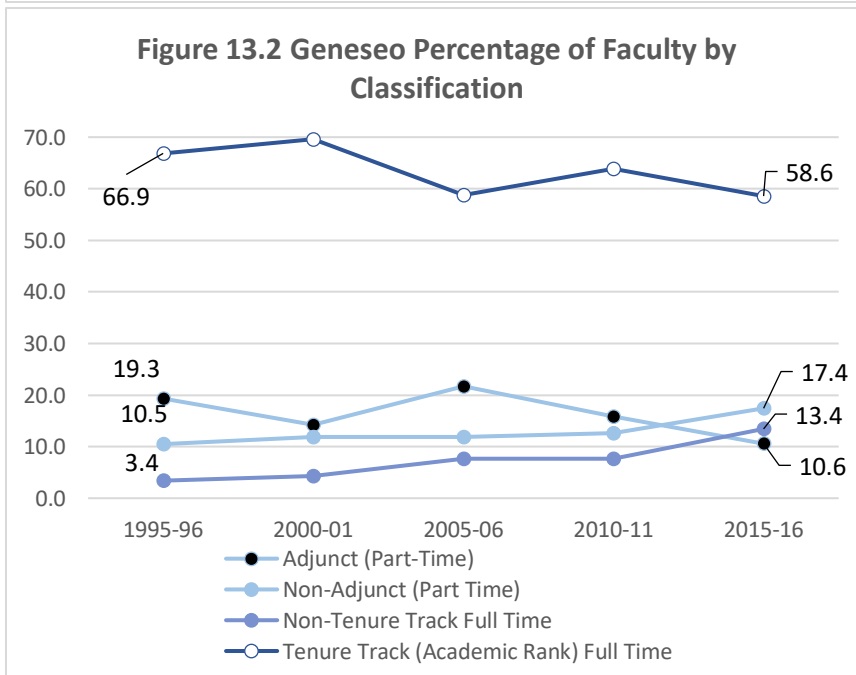


Figure 13.2 further details the stability within Geneseo’s faculty. Tenure-track full-time faculty decrease from 66.9 percent to 58.6, and part-time adjunct faculty declined from 19.3 percent to 10.6 percent. In both full-time tenure-track and part-time adjunct faculty, there are instances of dramatic change in percentages, such as tenure-track faculty declining from 69.6 percent in 2000-01 to 58.7 percent in 2005-06, and with part-time adjunct faculty increasing from 14.2 percent to 21.7 percent over the same years (showing an inverse relationship between

the two biggest categories increasing or decreasing).

Figure 13.3A shows a decrease in student enrollment from 5,719 in 1995-96 to 5,477 in 2000-01. By 2015-16 enrollments had partially recovered to 5,658 students. There is one interesting trend in full-time and part-time instructors compared to student enrollment. In 2000-01, there is a decrease in student enrollment from 1995-96 (from 5,719 to 5,477) that keeps the number of students below 5,500 into 2005-06 (5,484). At around the same time, there is a peak with part-time faculty from 92 in 2000-01 to 127 in 2005-06. Among full-time instructors, there has not been any significant change since 1995-96 (from 248 to 252).

Figure 13.3B reveals the effect of the relationship between part-time instructors and student enrollment. The peak of part-time faculty in 2005-06, as well as the reduced number of students, results in a sharp decrease of the student-faculty ratio in 2005-06 from 59.5 to 43.2, and then a bounce back to 58.4 in 2010-11. Overall, students per part-time faculty increases from 54.5 in 1995-96 to 57.7 in 2015-16. As for full-time instructors, the student faculty ratio remained constant each year, only slightly decreasing from 23.1 in 1995-96 to 22.5 in 2015-16. Tenure-track full-time instructors had a slight increase from 24.2 to 27.6 due to the decline in positions by 13.1 percent.

Trends in Race and Gender

As shown in Figure 13.4T, the percentage of White tenure-track faculty has declined since 1995-96 (from 91.2 percent to 84.2 percent). Interestingly, the number of White tenure-track faculty at SUNY Geneseo has declined by 29 positions (or 18.9 percent). Hispanic faculty have not changed, remaining at 6 positions between 1995-96 and 2015-16. Over the same

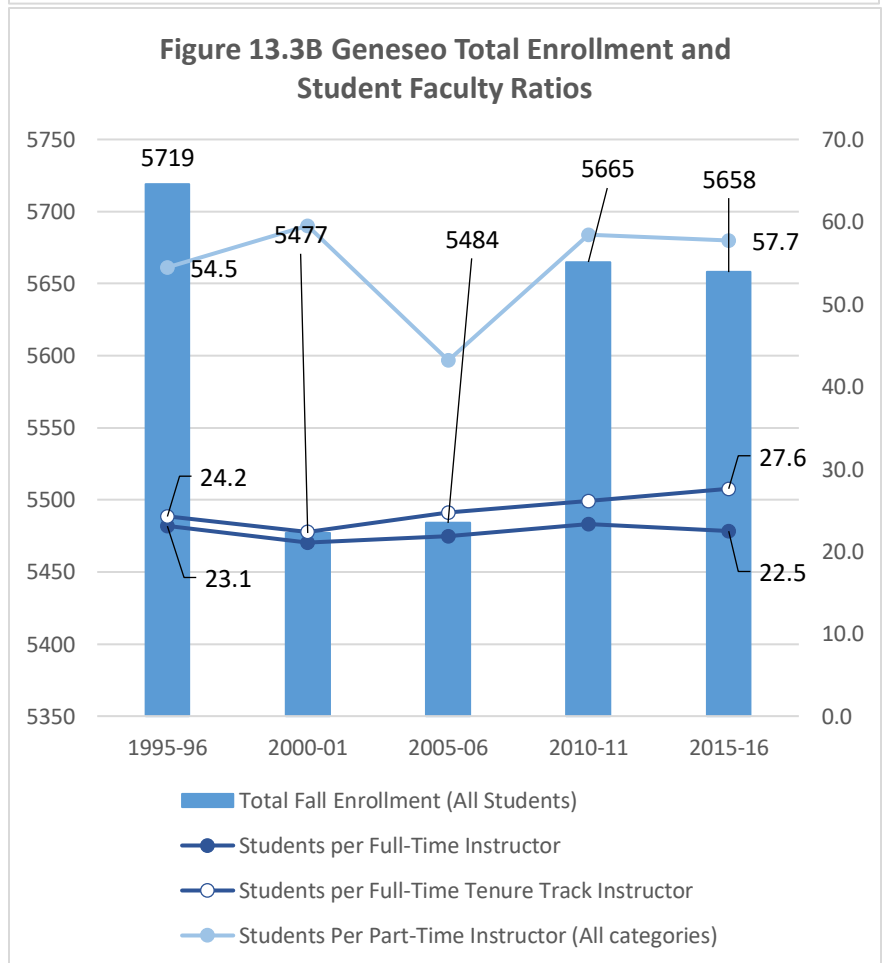
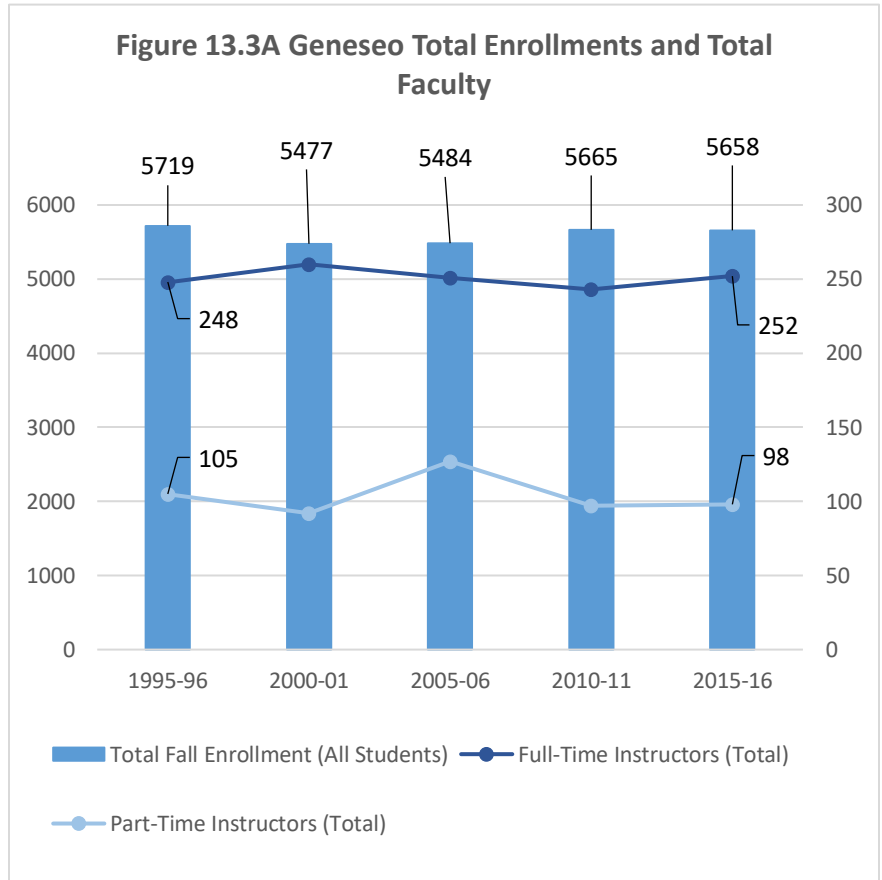
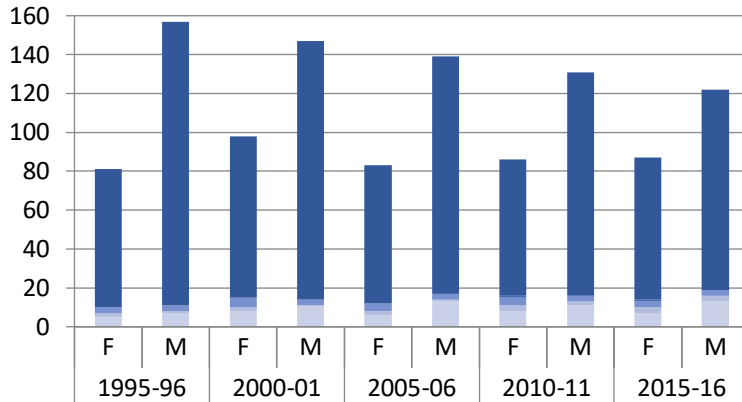
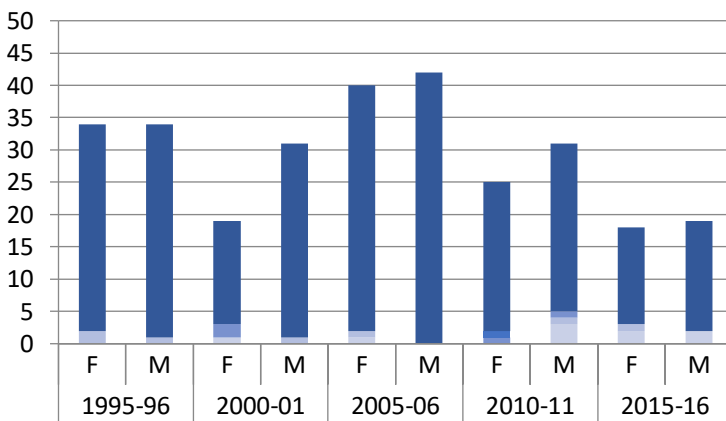


Figure 13.4T Geneseo Tenure Track (Academic Rank) by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	81	157	98	147	83	139	86	131	87	122
■ WH	71	146	83	133	71	122	70	115	73	103
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	0	0	1	0	1	0
■ MLTRC	0	0	0	0	0	0	0	0	0	0
■ HISP	3	3	5	3	4	3	4	3	3	3
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	2	1	2	0	2	1	3	2	3	3
■ AS	5	7	8	11	6	13	8	11	7	13

Figure 13.4A Geneseo Faculty Adjunct by Gender and Ethnicity

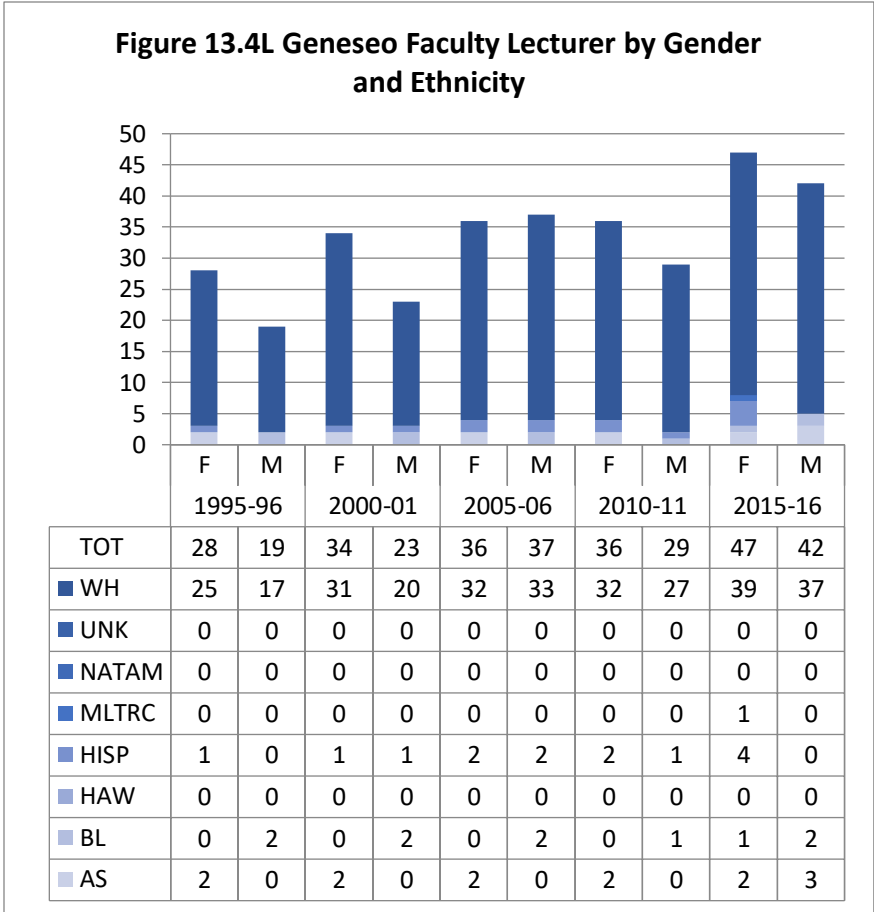


	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	34	34	19	31	40	42	25	31	18	19
■ WH	32	33	16	30	38	42	23	26	15	17
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	0	0	0	0	0	0
■ MLTRC	0	0	0	0	0	0	1	0	0	0
■ HISP	0	0	2	0	0	0	1	1	0	0
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	2	1	0	1	1	0	0	1	1	0
■ AS	0	0	1	0	1	0	0	3	2	2

period, Black faculty have increased by 3 positions (a 100 percent increase), and Asian faculty have increased by 8 positions (an increase of 66.7 percent). One Native American/Eskimo tenure-track faculty position was added as of 2010-11. As reflected by SUNY-wide tenure-track trends, female faculty have increased (by 7.4 percent), male faculty have declined (by 22.3 percent), and the male-female ratio has become more balanced since 1995-96 (from 1.94:1 to 1.4:1). Since 1995, White males fell by 29.5 percent, non-White males increased by 72.7 percent, White females increased by 2.8 percent, and non-White females increased by 40 percent.

SUNY Geneseo’s adjunct faculty, as shown in Figure 13.4A, has varied significantly in total numbers between 1995-96 and 2015-16. White faculty have decreased as a percent of all adjunct faculty at Geneseo since 1995-96 (from 95.6 percent to 86.5 percent). The significant majority of White adjunct faculty and the low numbers for minority faculty do not produce any significant trends for underrepresented groups, although Black faculty have reduced from 3 positions to 1, and there are 4 Asian adjunct faculty as of 2015-16. Both male and female faculty have decreased since 1995-96 (decreases of 44.1 percent and 47.1 percent, respectively). Although the male-female ratio has not changed from 1995-96 to 2015-16 (from 1:1 to 1.06:1), male faculty have outnumbered female faculty in the period in between (with the most drastic imbalance being in 2000-01 with 1.63:1). From 1995-96 to 2015-16, White males fell by 48.5 percent, non-White males increased 100 percent, White females decreased by 53.1 percent, and non-White females increased by 50 percent.

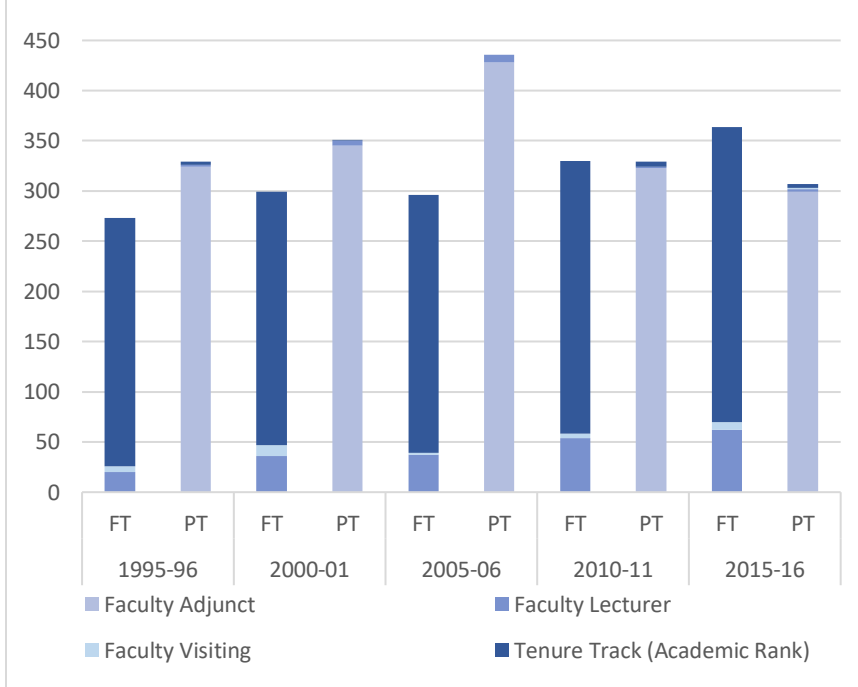
As shown by Figure 13.4L, the percentage of White lecturing faculty has remained at about 89 percent of lecturing faculty at Geneseo through each year. As seen with Geneseo’s adjunct faculty trends, there are very few minority lecturing faculty, meaning there are no significant trends. However, as of 2015-16, there are 5 Asian, 4 Hispanic, 3 Black, and 1 Multiracial lecturing faculty. The male-female ratio has become more balanced since 1995-96, shifting from 0.68:1 to 0.89:1. Males have increased at a faster rate (a 121.1 percent increase) than females (a 67.9 percent increase). From 1995-96 to 2015-16, White males increased by 117.6 percent, non-White males 150 percent, White females 56 percent, and non-White females 166.7 percent.



SUNY NEW PALTZ

Like Geneseo, New Paltz’ student enrollments have remained relatively flat, ranging from a low of 7,557 in 1995-96 to a high of 7,822 in 2005-06. What is striking about New Paltz is that the school seems to be reducing its reliance upon part-time and adjunct faculty. The percentage of part-time adjuncts has declined from 53.8 to 44.6 percent, while full-time tenured and tenure-track faculty were at 43.8 percent in 2015-16 with the addition of 47 positions during the study period. Trends among the tenured and tenure-track faculty show steady increases for female faculty from 82 of 250 positions in 1995-96 to 147 of 298 (49.3 percent) positions in 2015-16. With respect to minority faculty, Hispanics doubled from eight to 16, Blacks increased from 10 to 13 and Asians from 14 to 34.

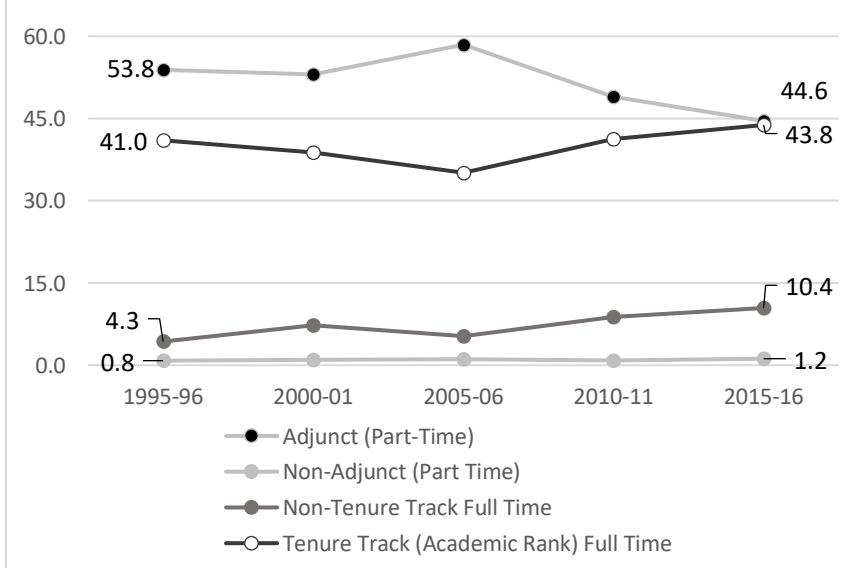
Figure 14.1 New Paltz Composition of Faculty



Trends in Full-Time and Part-Time Faculty

Figure 14.1 illustrates how SUNY New Paltz’s faculty composition experienced a stable increase in full-time faculty and varied changed in part-time faculty. From 1995-96 to 2015-16, full-time faculty increased from 273 positions to 364 positions (a 33.3 percent increase). Over the same period, part-time instructors increased from 329 in 1995-96 to 436 2005-06 (a 32.5 percent increase), and then decreased to 307 (or 29.6 percent). Overall, part-time faculty has decreased since 1995-96 by 22 positions (or 6.7 percent). Full-time tenure-track faculty have increased by 47 positions (a 19 percent increase), while part-time adjunct faculty declined from 324 positions to 299 positions (a 7.7 percent decrease) with a peak at 428 positions in 2005-06. Other part-time faculty increased from 5 to 8 positions, while other full-time faculty increased from 26 to 70 positions.

Figure 14.2 New Paltz Percentage of Faculty by Classification



As shown in Figure 14.2, each of the faculty classifications has experienced some changes in percentages of total faculty. Tenure-track full-time faculty, which experienced a 19 percent increase in positions, also increased in percentage of total faculty from 41 percent to 43.8 percent. Other full-time faculty experienced a similar trend, increasing steadily from 4.3 percent to 10.4 percent. The peak in part-time adjunct faculty in 2005-06 causes the other classifications to

have a slight dip in the same year. Part-time adjunct faculty slowly decreased from 53.8 percent in 1995-96 to 44.6 percent in 2015-16. Finally, other part-time faculty comprised a very small fraction of faculty at SUNY New Paltz, increasing from 0.8 percent to 1.2 percent.

As shown in Figure 14.3A, student enrollment at SUNY New Paltz has followed a similar, but less dramatic, pattern as part-time instructors. Student enrollment increased overall from 7,557 in 1995-96 to 7,692 in 2015-16 (an increase of 1.8 percent), but peaked at 7,822 in 2005-06.

Based on the trends in Figure 14.3A, the effects on student faculty ratios can be seen in Figure 14.3B. Due to the steady increases in full-time faculty, students per full-time instructor steadily declines from 27.7 in 1995-96 to 21.1 in 2015-16. The same can be seen with tenure-track full-time instructors, declining from 30.6 students per full-time tenure-track instructor to 26.2 as of 2015-16. The peak that occurs in part-time instructors in 2005-06 appears as the lowest number of students per part-time instructor in 2005-06 with 17.9. Overall, the student faculty ratio for part-time instructors increases from 23 in 1995-96 to 25.1 in 2015-16.

Trends in Race and Gender

As shown in Figure 14.4T, SUNY New Paltz’s tenure-track faculty have similar trends to SUNY-wide trends for tenure-track faculty regarding the male-female ratio and changes in gender. While male tenure-track faculty still outnumber female tenure-track faculty, the male-female ratio has become more balanced from 2.05:1 in 1995-96 to 1.03:1 in 2015-16. From 1995-96 to 2015-16, the number of males has decreased by 17 positions (or 10.1

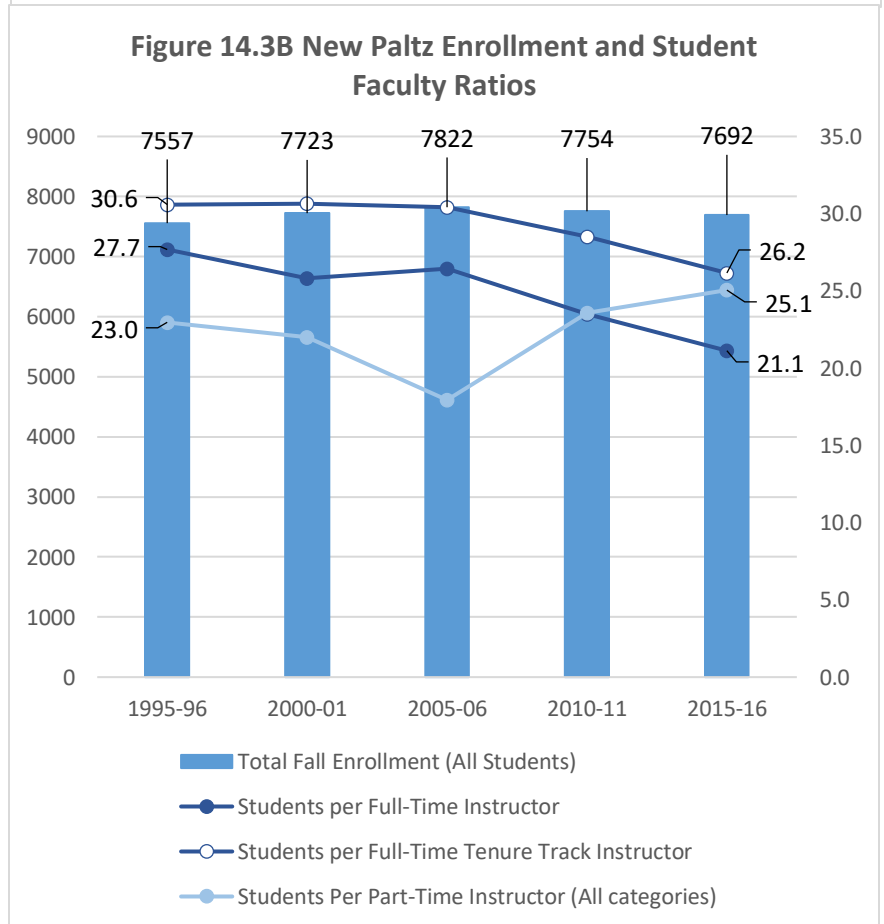
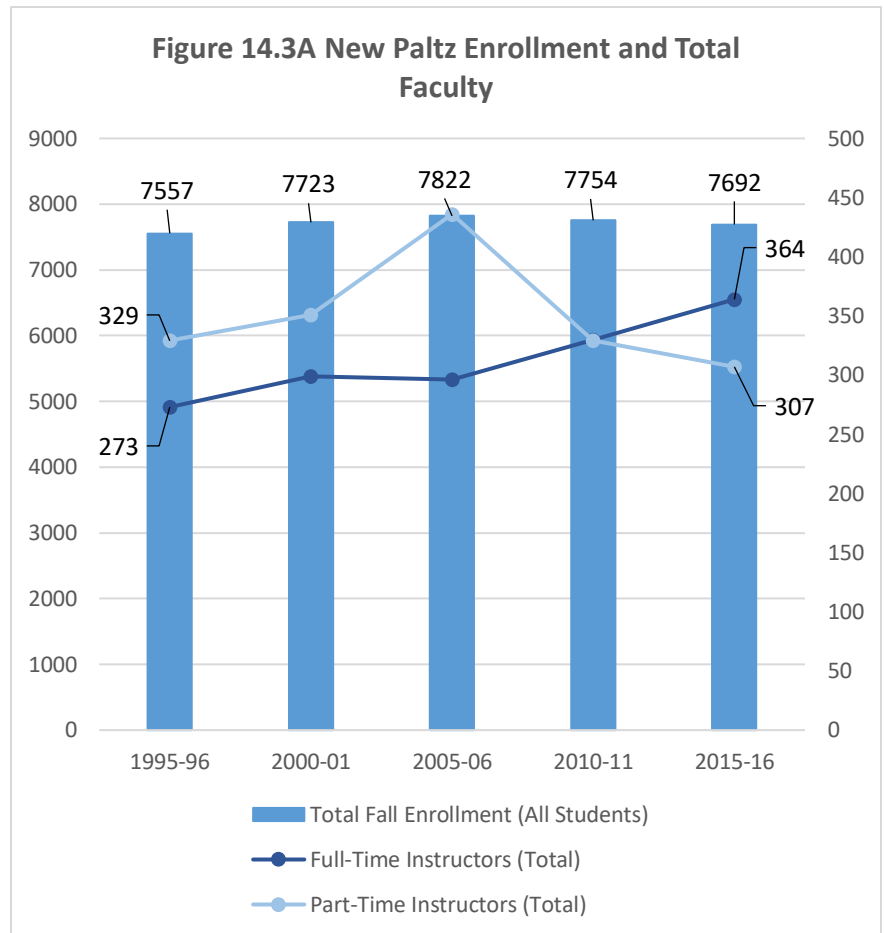
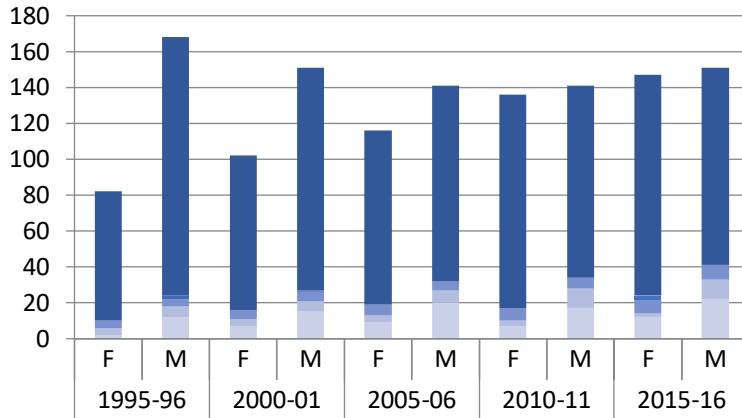


Figure 14.4T New Paltz Tenure Track (Academic Rank) by Gender and Ethnicity



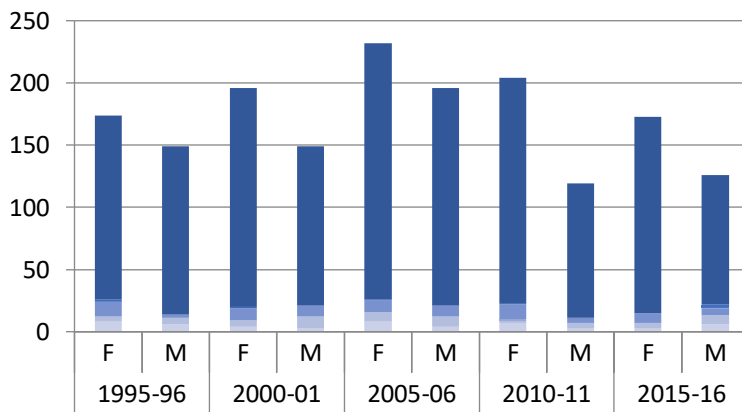
	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	82	168	102	151	116	141	136	141	147	151
■ WH	72	144	86	124	97	109	119	107	123	110
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	2	0	1	0	0	0	0	0	0
■ MLTRC	0	0	0	0	0	0	0	0	2	0
■ HISP	4	4	5	5	6	5	7	6	8	8
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	4	6	4	6	4	7	3	11	2	11
■ AS	2	12	7	15	9	20	7	17	12	22

percent), while the number of females has increased by 65 positions (or 79.3 percent).

The percentage of White tenure-track faculty has declined from 86.4 percent in 1995-96 to 78.2 percent in 2015-16. The number of White tenure-track faculty has increased by 17 positions (an increase of 7.8 percent). Hispanic faculty have increased by 8 positions (a 100 percent increase). Black faculty have increased by 3 positions (a 30 percent increase). Asian faculty have increased by 20 positions (an increase of 142.86 percent). Since 1995, White males fell by 23.6 percent, non-White males increased by 70.8 percent, White females increased by 70.8 percent, and non-White females increased by 140 percent.

SUNY New Paltz’s adjunct faculty have varied widely 1995, both in numbers and percentages of genders and ethnicities. As shown in Figure 14.4A, White adjunct have maintained an 87.6 percent majority of all adjunct faculty, with a peak at 89.5 percent in 2010-11. Because adjunct faculty are almost all White in each year, there are no significant trends in other faculty ethnicities. Females have consistently outnumbered males among New Paltz’s adjunct faculty, and the male-female ratio has not changed significantly since 1995-96 (shifting from 0.86:1 to 0.73:1). From 1995-96 to 2015-16, White males fell by 23 percent, non-White males increased 57.1 percent, White females increased by 6.8 percent, and non-White females decreased by 42.3 percent.

Figure 14.4A New Paltz Faculty Adjunct by Gender and Ethnicity

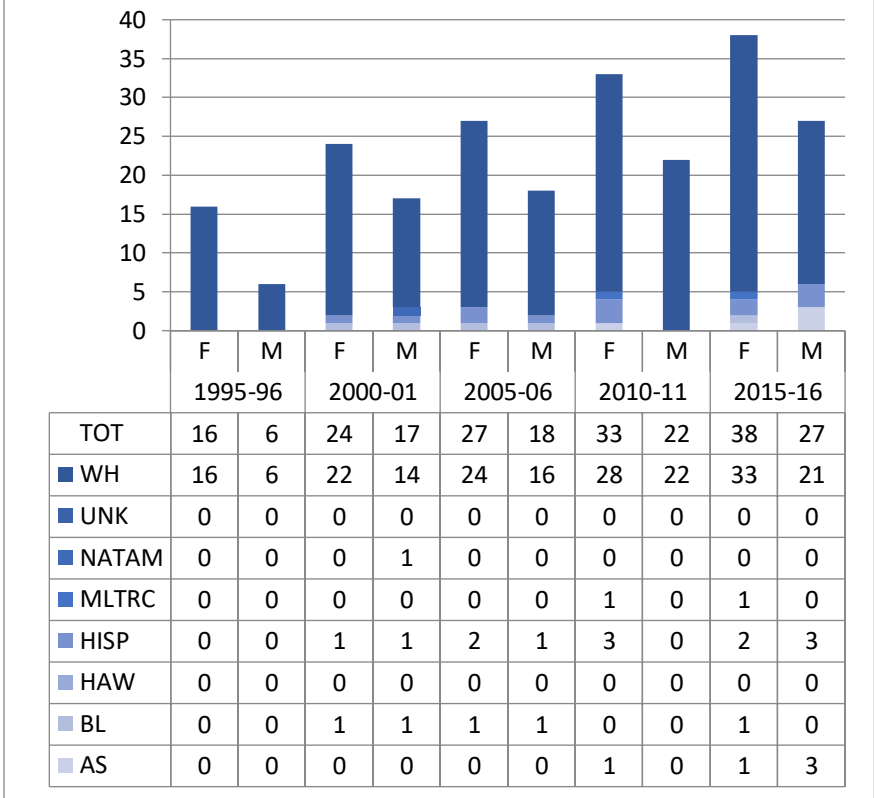


	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	174	149	196	149	232	196	204	119	173	126
■ WH	148	135	176	128	206	175	181	108	158	104
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	2	0	1	0	1	0	1	0	0	1
■ MLTRC	0	0	0	0	0	0	0	0	0	2
■ HISP	12	3	10	9	9	9	12	4	8	6
■ HAW	0	0	0	0	0	0	1	0	0	0
■ BL	4	5	5	9	8	8	2	4	4	7
■ AS	8	6	4	3	8	4	7	3	3	6

As shown by Figure 14.4L, the percentage of White lecturer faculty has declined from 100 percent in 1995-96 to 83.1 percent in 2015-16. Because lecturer faculty are almost all White in each year, and because there are very few positions filled by minority faculty, there are no significant

trends in other faculty ethnicity positions. Interestingly, females have outnumbered males among New Paltz’s lecturing faculty by between 9 and 11 positions. Male faculty have increased at a faster rate (350 percent increase) than female faculty (137.5 percent increase). The male-female ratio has also become more balanced since 1995-96 (from 0.38:1 to 0.71:1). From 1995-96 to 2015-16, White males increased by 250 percent and White females 106.3 percent. Since 2000-01, the first year in which minority faculty are reported, non-White males have increased by 3 positions (100 percent) and non-White females increased by 3 positions (150 percent).

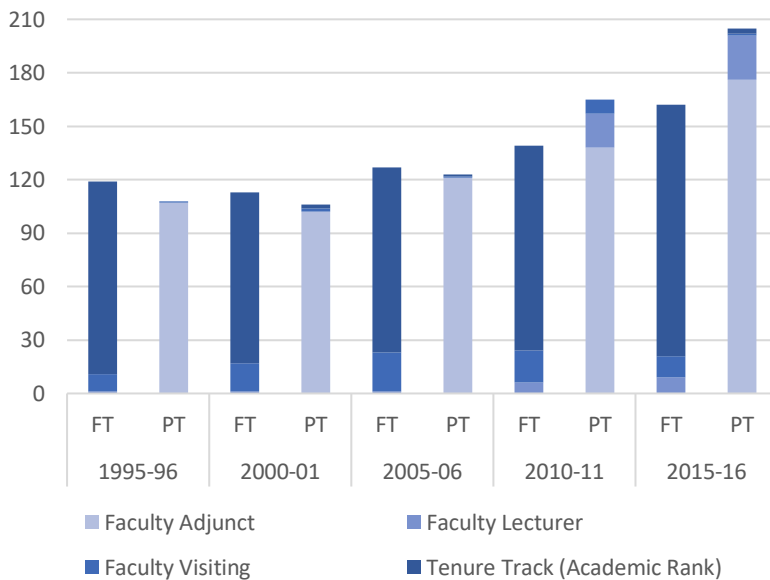
Figure 14.4L New Paltz Faculty Lecturer by Gender and Ethnicity



SUNY OLD WESTBURY

Old Westbury has recovered from an enrollment dip to 2,995 students in 2000-01 to its 2015-16 high of 4,504. This period was also marked by a decline in full-time tenured and tenure-track faculty from 47.6 percent of the workforce to 38.4 percent. While the percentage of adjuncts has stayed consistently in the 47 to 48 percent range, part-time lecturers have increased from near zero to 7.9 percent. Among tenured and tenure-track faculty at Old Westbury, women have always been more strongly represented than at most SUNY campuses (at least during the study period). In 1995-96, 52 of 108 faculty with tenured and tenure-track appointments were women. By 2015-16, women were 77 of 144 faculty (53.5 percent). With the exception of Asians who increased from 11 to 27 faculty, most minority groups did not change significantly. Hispanic faculty of academic rank rose from 12 to 13 members, while Blacks rose from 17 to 19 positions. With 58.3 percent White tenure-track faculty in 2015-16, Old Westbury has the most ethnically diverse tenure-track faculty in the SUNY system.

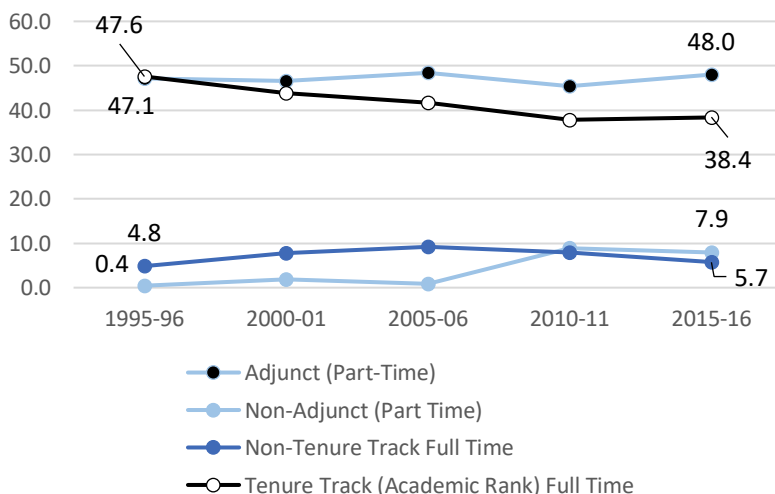
Figure 15.1 Old Westbury Composition of Faculty



Trends in Full-Time and Part-Time Faculty

SUNY Old Westbury’s faculty composition shows steady increases in both full-time and part-time faculty. Full-time faculty have increased from 119 positions in 1995-96 to 162 positions in 2015-16 (a 36.1 percent increase). Over the same period, part-time positions increased from 108 to 205 (an 89.8 percent). Full-time tenure-track faculty have increased by 33 positions (or 30.6 percent), with other full-time positions increased from 11 to 21 (a 47.6 percent increase). Part-time adjunct faculty increased from 107 positions to 176 positions (a 64.5 percent increase), while other part-time positions increased from 1 to 29.

Figure 15.2 Old Westbury Percentage of Faculty by Classification



As shown in Figure 15.2, tenure-track full-time faculty at Old Westbury decreased in their percentage of all faculty from 47.6 percent to 38.4 percent due to a slower rate of increase (30.6 percent) than other faculty classifications. Other full-time faculty’s percentage increased from 4.8 percent to 5.7 percent, but peaked at 9.2 percent in 2005-06 before the large increases in part-time faculty. Part-time adjunct faculty increased from 47.1 percent to 48 percent, showing how increases in part-time faculty (from 107 positions to 176 positions) were proportional to increases in all faculty (from 227 to 367). Other part-time faculty comprised 0.4 percent in 1995-96, but had a significant increase in 2010-11 to 8.9 percent, and then settled at 7.9 percent in 2015-16.

An interesting trend appears in Figure 15.3A. Among full-time faculty, part-time faculty, and student enrollment trends, all three measurements decrease in 2000-01, and then increase from there to 2015-16. From 1995-96 to 2000-01, student enrollment declined by 26.9 percent, full-time instructors declined by 5 percent, and part-time instructors declined by 1.9 percent. From 2000-01 to 2015-16, student enrollment increased by 50.4 percent, full-time faculty increased by 43.4 percent, and part-time instructors increased by 93.4 percent. Overall, student enrollment increased since 1995-96 by 405 students (or 9.9 percent).

Figure 15.3B reflects the changes in the measurements from Figure 15.3A. Students per part-time instructor consistently decrease (from 38 to 22) due to the lower rate of decline compared to student enrollment from 1995-96 to 2000-01 (1.9 percent vs. 26.9 percent), and then from the higher rate of increase compared to student enrollment from 2000-01 to 2015-16 (93.4 percent vs. 50.4 percent). Students per full-time instructor falls from 34.4 to 27.8, changes each year based on the differences in rates of increases and decreases compared to student enrollment. Finally, students per tenure-track full-time instructors follow the trend of students per full-time instructors.

Trends in Race and Gender

At SUNY Old Westbury, tenure-track faculty numbers have had slow growth since 1995-96 (33 percent increase in total numbers). Similarly, to SUNY-wide trends, the male-female ratio has shifted over time in the direction of an increase in females; however, unlike SUNY-wide trends, the number of males has also increased.

White tenure-track faculty have declined as a percent of all tenure-track faculty at SUNY Old Westbury. According to Figure 15.4T, since 2000-01 White tenure-track faculty have declined from 69.4 percent to 58.3 percent. This is one of the lowest percentages for White

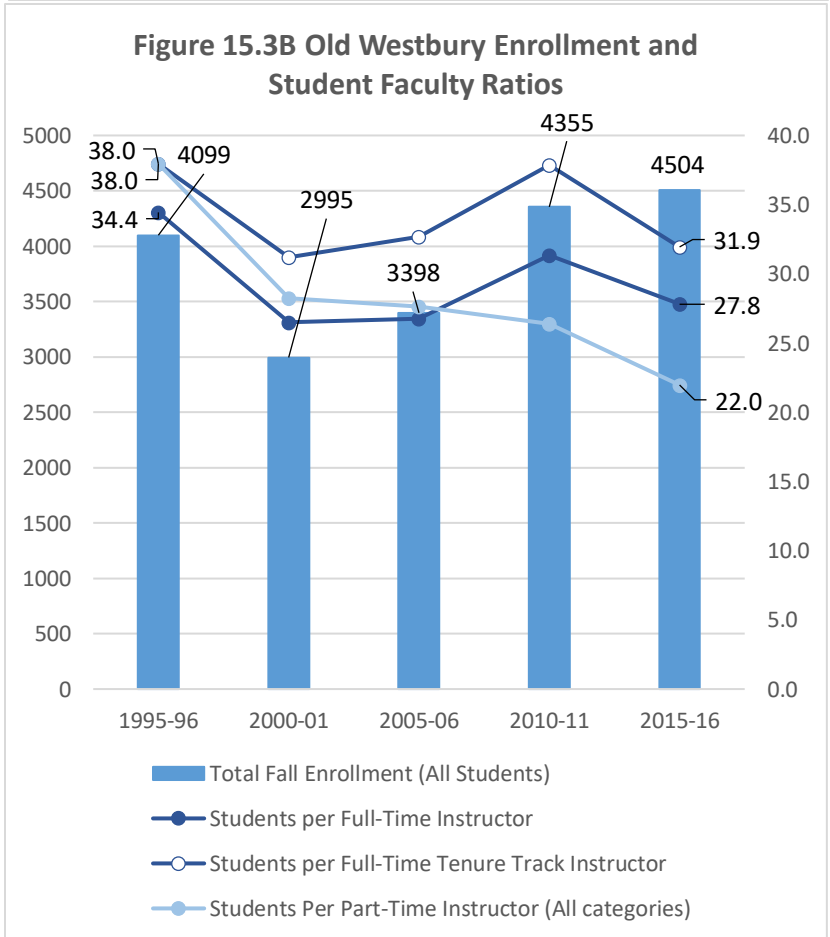
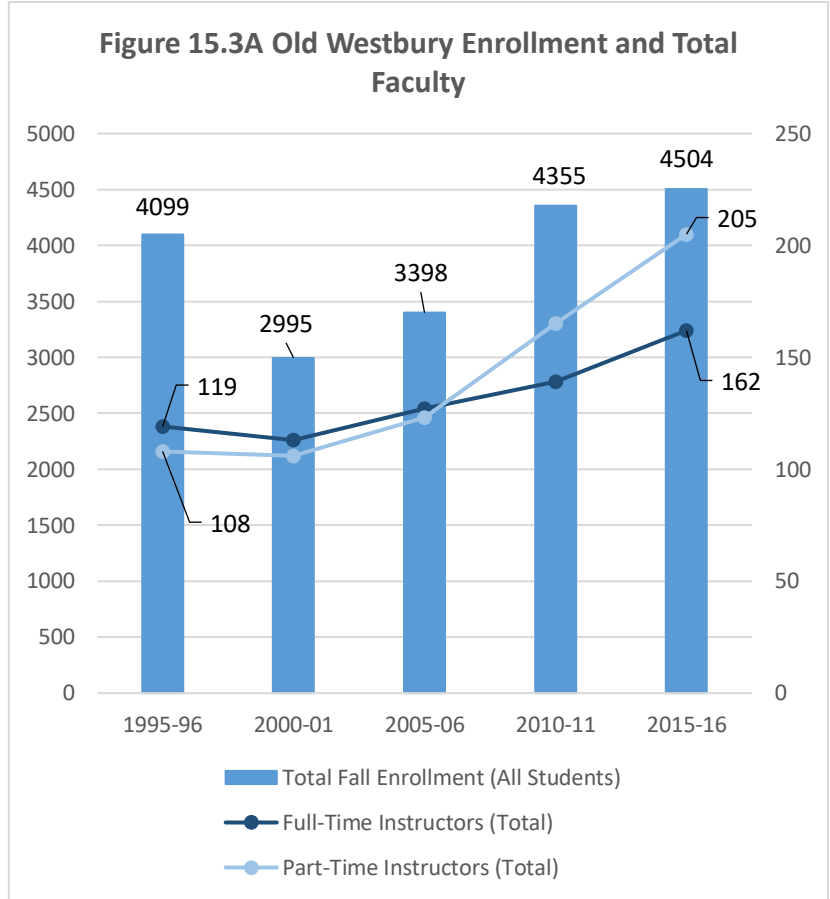
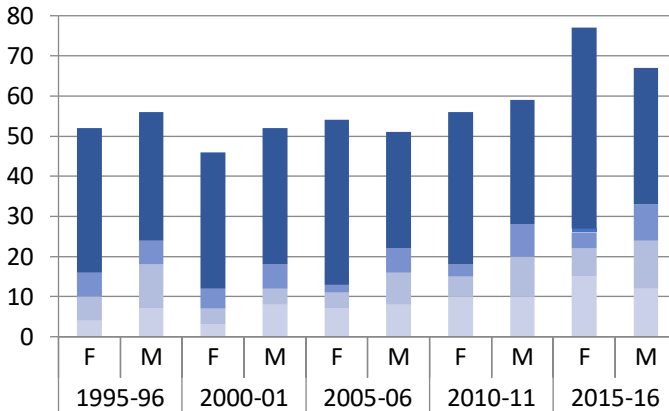
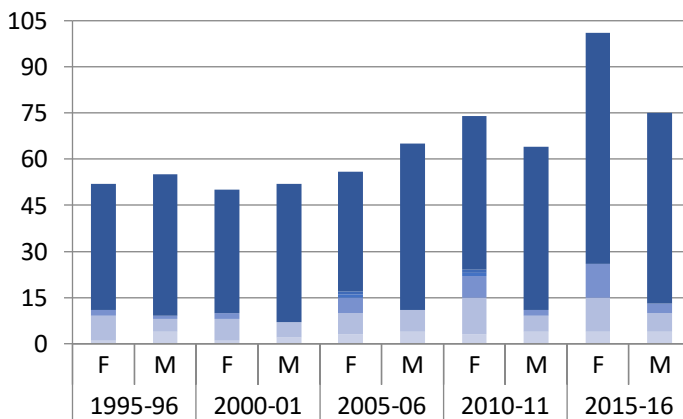


Figure 15.4T Old Westbury Tenure Track (Academic Rank) by Gender and Ethnicity



	F	M	F	M	F	M	F	M	F	M
	1995-96		2000-01		2005-06		2010-11		2015-16	
TOT	52	56	46	52	54	51	56	59	77	67
■ WH	36	32	34	34	41	29	38	31	50	34
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	0	0	0	0	0	0
■ MLTRC	0	0	0	0	0	0	0	0	1	0
■ HISP	6	6	5	6	2	6	3	8	4	9
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	6	11	4	4	4	8	5	10	7	12
■ AS	4	7	3	8	7	8	10	10	15	12

Figure 15.4A Old Westbury Faculty Adjunct by Gender and Ethnicity



	F	M	F	M	F	M	F	M	F	M
	1995-96		2000-01		2005-06		2010-11		2015-16	
TOT	52	55	50	52	56	65	74	64	101	75
■ WH	41	46	40	45	39	54	50	53	75	62
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	1	0	1	0	0	0
■ MLTRC	0	0	0	0	1	0	1	0	0	0
■ HISP	2	1	2	0	5	0	7	2	11	3
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	8	4	7	5	7	7	12	5	11	6
■ AS	1	4	1	2	3	4	3	4	4	4

tenure-track faculty among any of SUNY system’s tenure-track faculty. Asian faculty have increased by 16 positions (145.5 percent increase). Black and Hispanic faculty have also increased slightly (11.8 percent and 8.3 percent, respectively). Females have increased at a faster rate (48.1 percent increase) than males (19.6 percent increase) since 1995-96. The male-female ratio has shifted from a majority male tenure-track faculty in 1995-96 (1.08:1) to a majority female faculty in 2015-16 (0.87:1). Since 1995, White males increased by 6.3 percent, non-White males by 37.5 percent, White females increased 38.9 percent, and non-White females 68.8 percent.

SUNY Old Westbury’s adjunct faculty has had steady and minimal growth from 1995-96 to 2010-11, but then had a variation in 2015-16. In fact, SUNY Old Westbury’s adjunct faculty have had near identical trends in total adjunct faculty as tenure-track faculty in SUNY Old Westbury. As shown in Figure 15.4A, White adjunct faculty has varied as a percent of all adjunct faculty with a low of 74.6 percent in 2010-11 and a high of 83.3 percent in 2000-01. Because adjunct faculty are almost all White in each year, there are no significant trends in other faculty ethnicities, with the exception of Hispanic faculty increasing by 11 positions (366.7 percent increase) since 1995-96. The male-female ratio has steadily moved from majority male to majority female (from 1.06:1 to 0.74:1) since 1995-96. The number of males has increased by 36.4 percent, while the number of females has increased by 94.2 percent. From 1995-96 to 2015-16, White males have increased by 34.8 percent, non-White males 44.4 percent, White females 82.9 percent, and non-White females 136.4 percent.

SUNY ONEONTA

Accompanying increasing enrollments (from 5,568 in 1995-96 to 6,101 in 2015-16), Oneonta has expanded faculty among all ranks. Oneonta’s full-time tenured and tenure-track faculty increased by two positions in the study period, although the percentage of faculty in these positions declined from 64 to 45.7 percent. At the same time, adjunct faculty have more than doubled from 97 to 199 positions, and lecturer positions have also grown. Women comprised 32 percent of the tenured and tenure-track faculty in 1995-96 (72 of 225 members) which increased to 44.9 percent by 2015-16. In contrast, Hispanic faculty increased from five to six members, the number of Blacks were unchanged at nine, and Asian faculty rose from 10 to 36 in the tenured and tenure-track ranks.

Trends in Full-Time and Part-Time Faculty

As shown by Figure 16.1, SUNY Oneonta’s faculty composition shows trends of relative increases among most faculty classifications. Since 1995-96, full-time faculty increase from 235 positions to 282 positions (an increase of 20 percent), while part-time positions increased from 109 positions to 204 positions (an increase of 87.2 percent). Full-time tenure-track positions increased marginally by 2 positions (from 220 to 222, a 0.9 percent increase), while other full-time positions increased significantly by 45 (from 15 to 60, an increase of 300 percent). Part-time adjunct faculty increased from 97 to 198 (an increase of 104.1 percent), while other part-time positions declined from 12 to 6 positions (a 50 percent decrease).

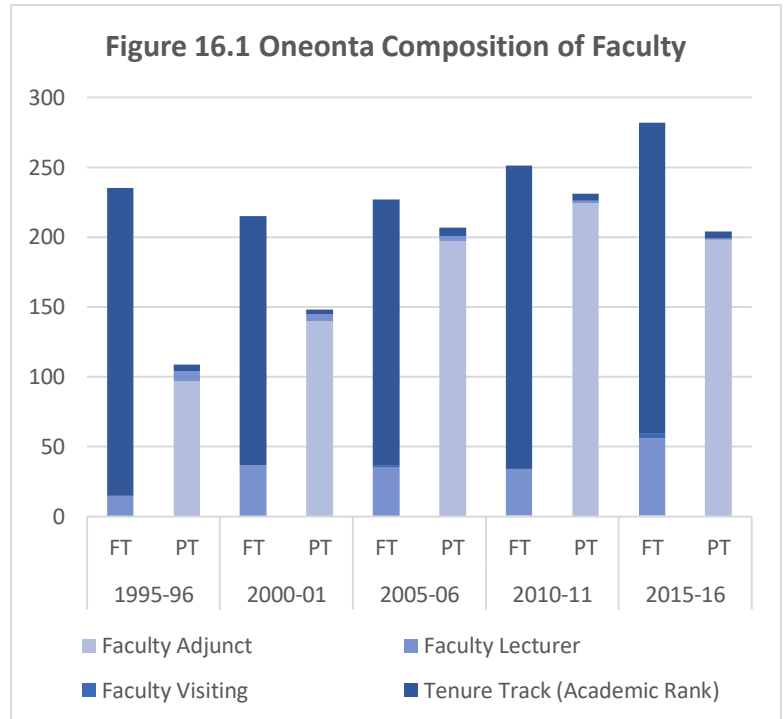


Figure 16.2 shows changes in SUNY Oneonta’s faculty percentages. Part-time adjunct faculty have increased from 28.7 percent in 1995-96 to 40.7 percent in 2015-16, with a peak of 46.5 percent in 2010-11. Other part-time faculty decline in their percentage from 3.5 percent to 1.2 percent. Full-time tenure-track positions declined significantly from 64 percent to 45.7 percent due to the higher rates of increase in part-time faculty, while other full-time faculty increase from 4.4 percent to 12.3 percent.

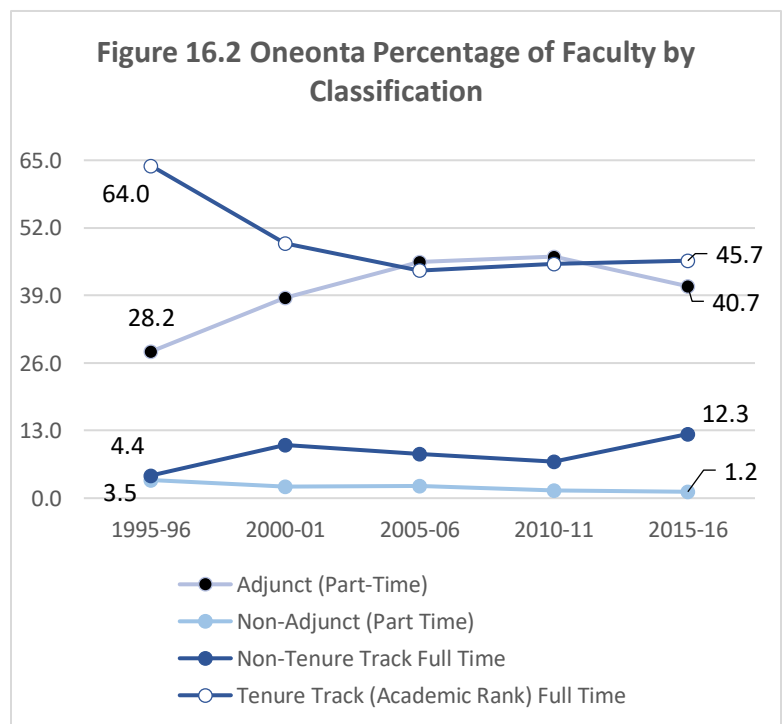
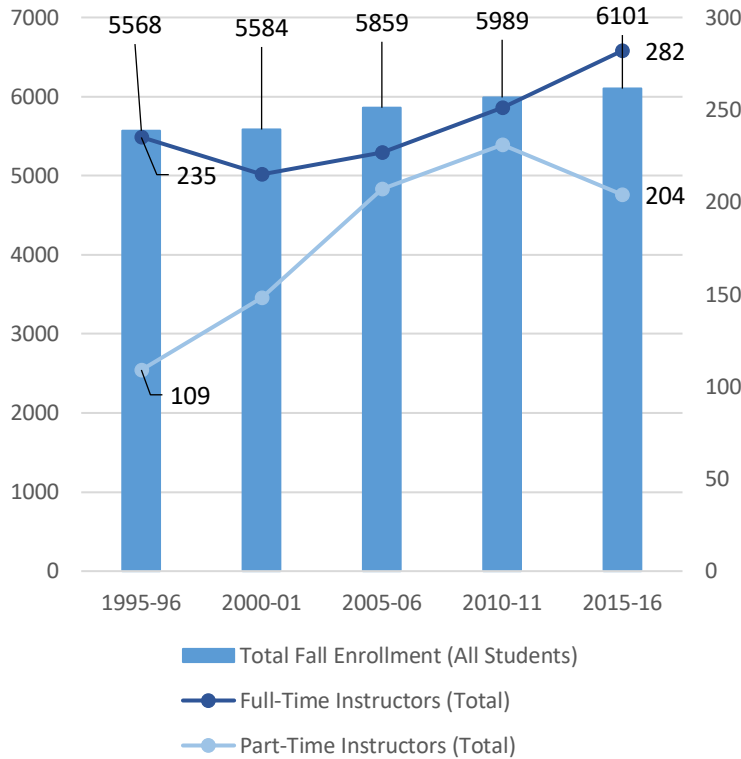


Figure 16.3A shows trends in student enrollment alongside full-time and part-time instructors. From 1995-96 to 2015-16, student enrollment consistently increased each year from 5,568 students to 6,101 students (an increase of 9.6 percent overall). From 1995-96 to 2010-11, the number of part-time faculty increased (from 109 to

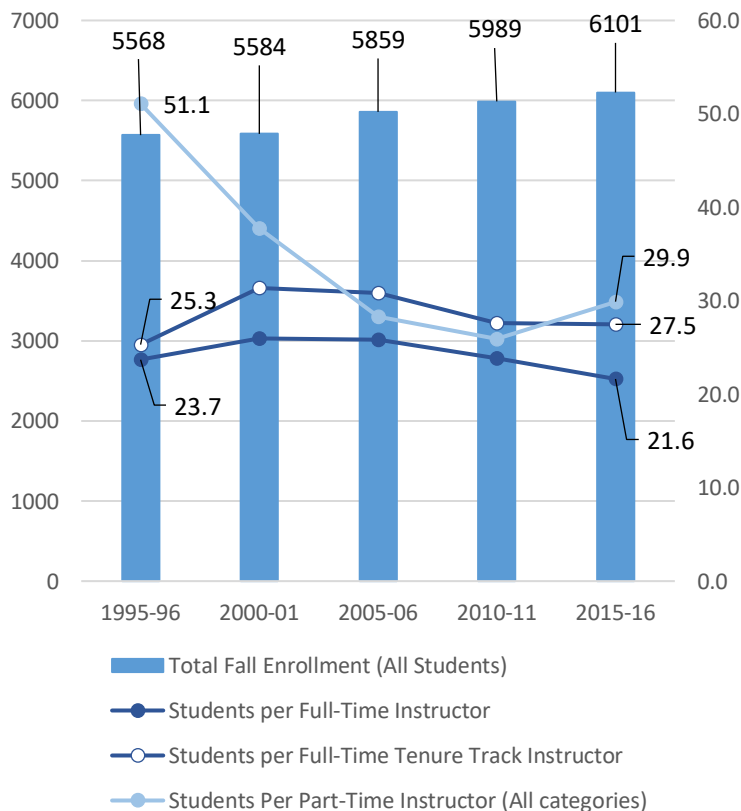
Figure 16.3A Oneonta Enrollment and Total Faculty



231, an increase of 111.9 percent), and then decreased in 2015-16 (to 204, a decrease of 11.7 percent from 2010-11). As for full-time faculty, there is a decrease from 1995-96 to 2000-01 (from 235 to 215, a decrease of 8.5 percent), followed by increases up to 2015-16 (to 282, an increase of 31.2 percent from 2000-01).

Figure 16.3B shows the effects of student enrollment and full-time and part-time instructors on student faculty ratios. Because of the relatively stable and slow increase in student enrollment, the student faculty ratios for full-time and part-time instructors appear mirrored to the instructor totals trends from Figure 16.3A. As part-time instructors increase in numbers and peak at 2010-11, the student faculty ratio for part-time instructors decreases from 51.1 in 1995-96 to a low of 25.9 in 2010-11, ending at 29.9 in 2015-16. As full-time instructors decrease in 2000-01 and then steadily increase up to 2015-16, their student faculty ratio increases from 23.7 in 1995-96 to 26 in 2000-01, followed by a decline to 21.6 in 2015-16. The full-time tenure-track student faculty ratio follows the full-time faculty ratio trends from 25.3 in 1995-96, a high of 31.4 in 2000-01, and then declining to 27.5 in 2015-16.

Figure 16.3B Oneonta Enrollment and Student Faculty Ratios



Trends in Race and Gender

As shown in Figure 16.4T, SUNY Oneonta’s tenure-track faculty have similar trends to SUNY-wide trends for tenure-track faculty regarding the male-female ratio and changes in gender. While male tenure-track faculty still outnumber female tenure-track faculty, the male-female ratio has become more balanced from 2.13:1 in 1995-96 to 1.23:1 in 2015-16. From 1995-96 to 2015-16, the number of males has decreased by 28 positions (or 18.3 percent), while the number of females has increased by 30 positions (or 41.7 percent).

The percentage of White tenure-track faculty has declined from 89.33 percent in 1995-96 to 77.5 percent in 2015-16. The number of White tenure-track faculty has decreased by 25 positions (a 12.4 percent decrease). Black tenure-track faculty have remained at 9 positions over the same period, while

Hispanic faculty have only added 1 position compared to 1995-96 (a 20 percent increase). Asian tenure-track faculty have significantly increased from 10 positions to 36 positions (a 260 percent increase).

Since 1995, White males fell by 28.1 percent, non-White males increased by 78.6 percent, White females increased by 22.6 percent, and non-White females increased by 160 percent.

As shown by Figure 16.4A, adjunct faculty at SUNY Oneonta has steadily increased since 1995-96, with a peak in 2010-11. Adjunct faculty have increased by 102 positions (an increase of 105.2 percent). White adjunct faculty have averaged about 95 percent of all adjunct faculty at SUNY Oneonta each year. Minority ethnicities make up about 5 percent of adjunct faculty each year, and total a high of 11 positions as of 2015-16; however, this is an increase from 3 minority-held positions in 1995-96. As of 2015-16, Asian faculty hold 2 positions, Black faculty hold 4 positions, Hispanic faculty hold 3 positions, and Multiracial faculty hold 2 positions.

Since 2000-01, the number of female adjunct faculty has exceeded the number of male adjunct faculty at SUNY Oneonta. The male-female ratio has shifted from 1.02:1 in 1995-96 to 0.81:1 in 2015-16. While there have been increases among both males and females since 1995-96, females have increased at a faster rate (129.2 percent) than males (81.6 percent).

From 1995-96 to 2015-16, White males increased by 74.5 percent, non-White males by 250 percent, White females by 125.5, and non-White females by 300 percent.

As shown by Figure 16.4L, the percentage of White lecturing faculty has declined from 90.9 percent in 1995-96 to 78.6 percent in 2015-16. White lecturing faculty maintained a majority of at least 90 percent until the peak at 97.4 percent in 2005-06. In 2010-11, White lecturing faculty declined to 71.4 percent of Oneonta's lecturing faculty. The decline of the White majority

Figure 16.4T Oneonta Tenure Track (Academic Rank) by Gender and Ethnicity

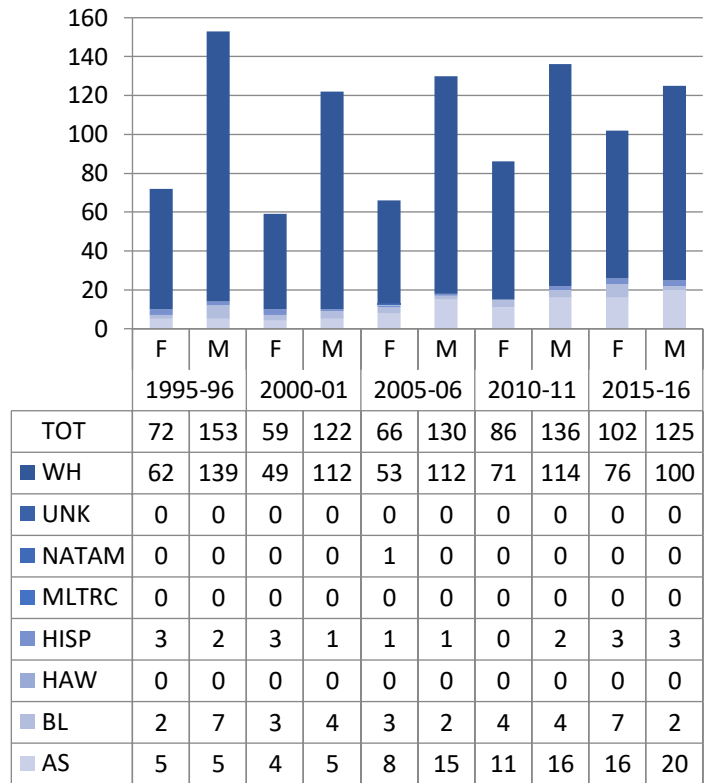


Figure 16.4A Oneonta Faculty Adjunct by Gender and Ethnicity

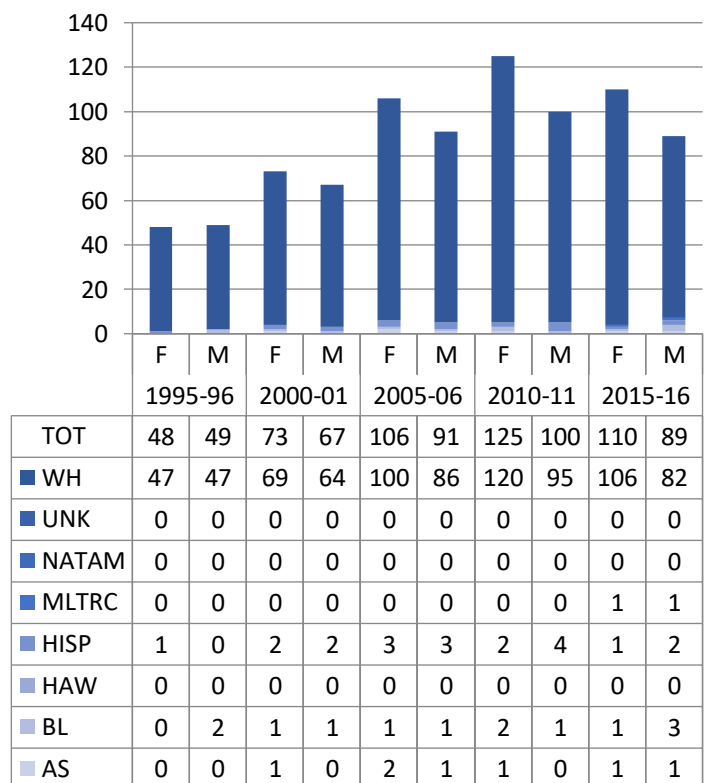
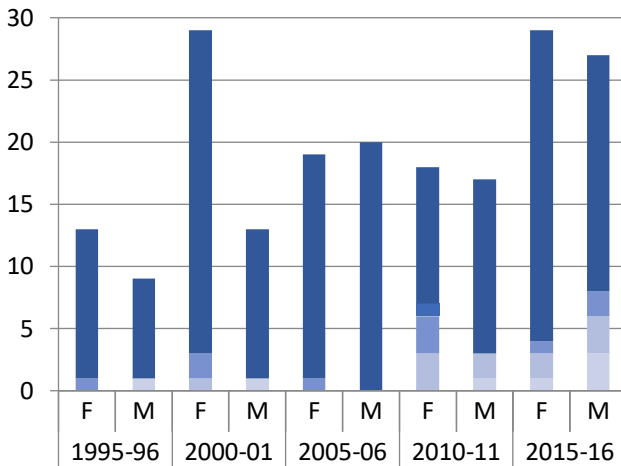


Figure 16.4L Oneonta Faculty Lecturer by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	13	9	29	13	19	20	18	17	29	27
WH	12	8	26	12	18	20	11	14	25	19
UNK	0	0	0	0	0	0	0	0	0	0
NATAM	0	0	0	0	0	0	1	0	0	0
MLTRC	0	0	0	0	0	0	0	0	0	0
HISP	1	0	2	0	1	0	3	0	1	2
HAW	0	0	0	0	0	0	0	0	0	0
BL	0	0	1	0	0	0	3	2	2	3
AS	0	1	0	1	0	0	0	1	1	3

percentage in 2010-11 is due to both a decrease in the total number of lecturing faculty (with the biggest decline in White lecturing faculty) and an increase of non-White lecturing faculty from 1 position in 2005-06 to 10 positions in 2010-11. As of 2015-16, Asian faculty hold 4 positions, Black faculty hold 5 positions, and Hispanic faculty hold 3 positions.

Female lecturing faculty have outnumbered male lecturing faculty in every year except for 2005-06. The male-female ratio has become more balance, shifting from 0.69:1 in 1995-96 to 0.93:1 in 2015-16. Males have increased at a fast rate (a 200 percent increase) than females (increased at 123.1 percent). Since 1995-96, White males increased by 137.5 percent, non-White males 700 percent, White females 108.3 percent, and non-White females 300 percent.

SUNY OSWEGO

Oswego’s enrollments have been in a general decline from 8,616 students in 1995-96 to 8,034 in 2015-16. In that time, the percentage of full-time tenured and tenure-track faculty declined from 71.7 to 44.6 percent, while part-time adjuncts rose from 15.1 percent to 40.5 percent of the workforce. There has been a net reduction of six tenured and tenure-track positions from 283 to 277. As is the case nearly everywhere in SUNY, women have closed the gap but have not reached structural parity with men in the tenured and tenure-track ranks. Women were 30 percent of these faculty in 1995-96, which increased to 46.6 percent by 2015-16. Whites still comprise 80 percent of the faculty with academic ranks, down from 89 percent in 1995-96. Like most schools, increases in racial and ethnic diversity were primarily due to expansion of the number of Asians in these positions (from 11 to 29) while Blacks increased by one person to 14 and Hispanics rose from four to nine faculty in tenured and tenure-track positions.

Trends in Full-Time and Part-Time Faculty

SUNY Oswego’s faculty composition show differences in rates between full-time and part-time faculty. Full-time faculty have increased from 316 positions in 1995-96 to 363 positions in 2015-16 (a 14.9 percent increase). Over the same period, part-time faculty increased significantly from 69 to 256 (an increase of 271 percent). Full-time tenure-track faculty had no change from 1995-96 to 2015-16 (with slight increases and decreases), remaining at 276 positions. Other full-time faculty have increased from 40 positions to 87 positions over the same period. Part-time adjunct faculty have increased dramatically from 58 positions to 251 positions (an increase of 332.8 percent), while other part-time faculty have declined from 11 positions to 5 positions (a 54.5 percent decline).

Figure 17.2 percent shows how the significant increase in part-time adjunct faculty from 2000-01 to 2005-06 affects the percentage of SUNY Oswego’s faculty classification percentages. There was a significant jump in 2005-06 in part-time adjunct faculty from 58 positions to 188 positions (by 224.1 percent). This results in an increase in part-time adjunct faculty percentages of all faculty from 15.6 percent to 36.2 percent in the same period.

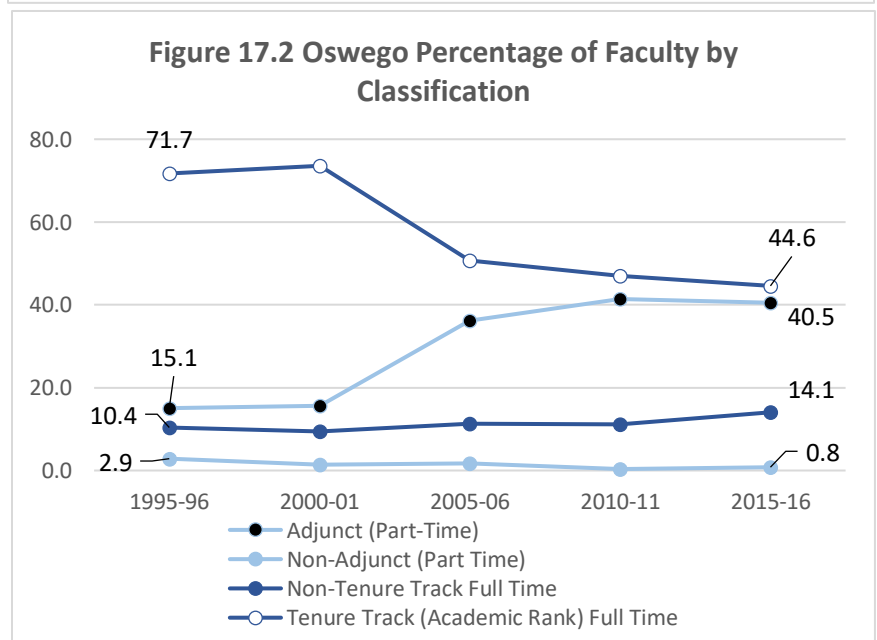
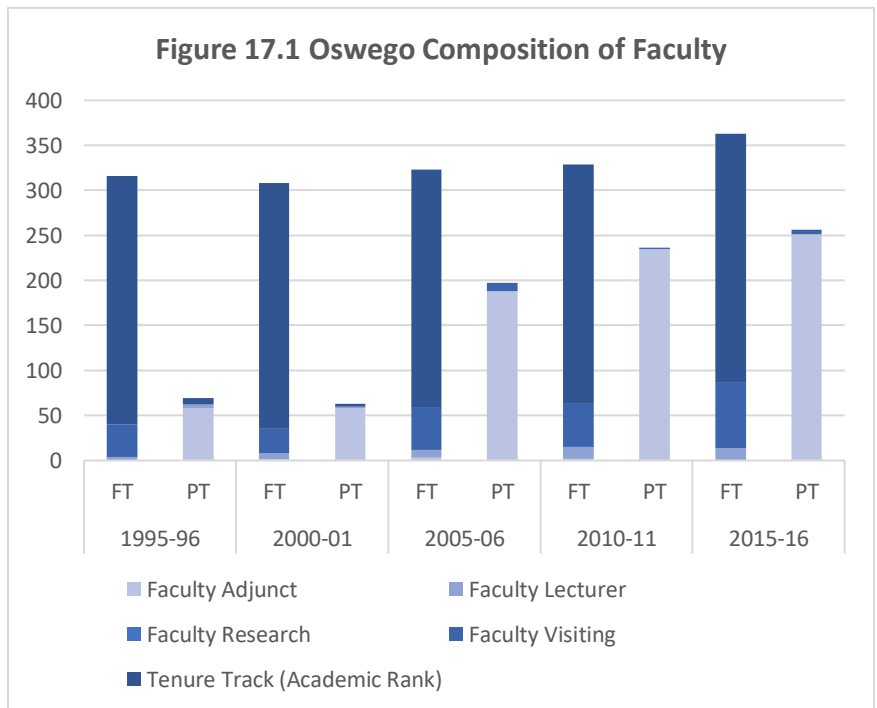
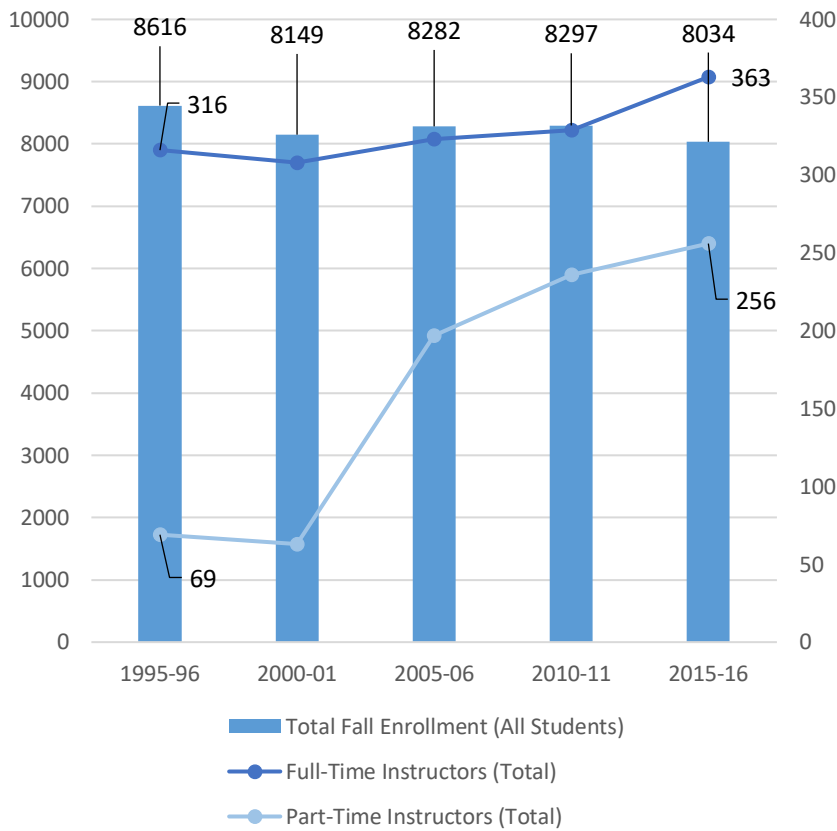


Figure 17.3A Oswego Enrollment and Total Faculty

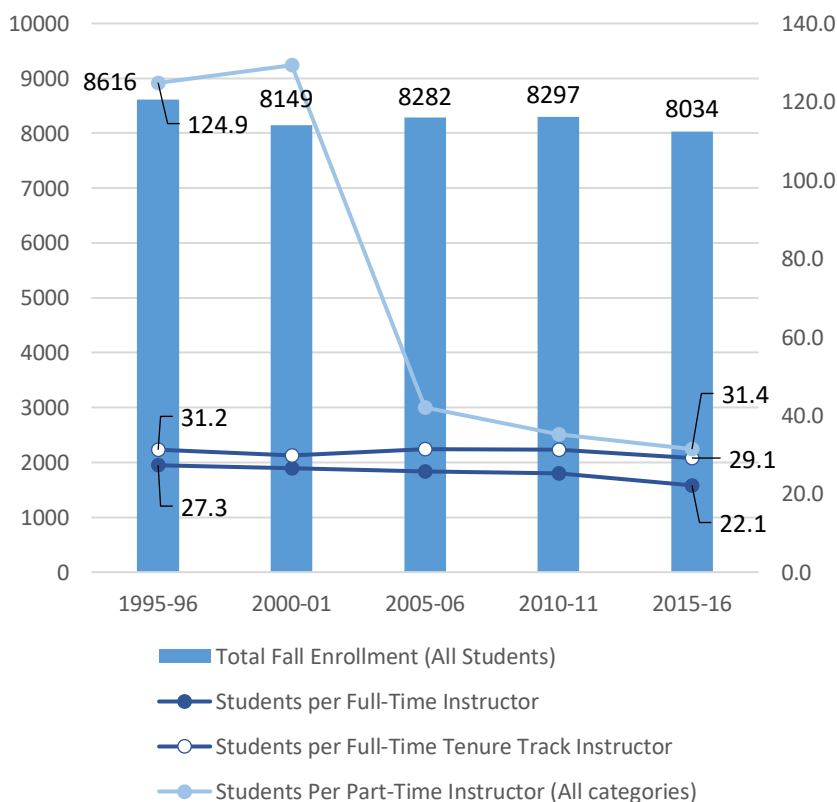


Consequently, in addition to full-time tenure-track faculty decreasing in that period from 273 positions to 264 positions, the share of tenure-track full-time faculty declined from 73.6 percent to 50.8 percent. Overall trends since 1995-96 show a decline in full-time tenure-track faculty from 71.7 percent to 44.6 percent, other full-time faculty increasing from 10.4 percent to 14.1 percent, part-time adjunct faculty increasing from 15.1 percent to 40.5 percent, and other part-time faculty decreasing from 2.9 percent to 0.8 percent.

Figure 17.3A shows full-time and part-time instructor trends compared to trends in student enrollment. Student enrollment has steadily declined from 8,616 students in 1995-96 to 8,034 students in 2015-16 (a decrease of 6.8 percent).

As shown in Figure 17.3B, the trends in instructor and student enrollment trends are displayed in terms of student faculty ratios. Students per part-time instructor started at 124.9 in 1995-96, peaked at 129.3 in 2000-01, and then significantly dropped to 42 in 2005-06 due to the sharp increase in the number of part-time instructors. Overall, students per part-time instructor declined from 124.9 to 31.4. Students per full-time instructor slowly decreased from 27.3 to 22.1 since 1995-96, which was caused by the slow decline in student enrollment (by 6.8 percent) and the slow increase in full-time faculty (by 14.9 percent). Students per full-time instructor slowly decreased as well, from 31.2 to 29.1.

Figure 17.3B Oswego Enrollment and Student Faculty Ratio



Trends in Race and Gender

At SUNY Oswego, tenure-track faculty trends reflect those of SUNY-wide trends in tenure-track faculty. As shown by Figure 17.4T, female tenure-track faculty have increased by 53.6 percent, while male tenure-track faculty decreased by 25.6 percent. The male-female ratio has also

become more balanced because of this, shifting from 2.37:1 in 1995-96 to 1.15:1 in 2015-16. The percentage of tenure-track faculty that was White declined from 89.1 percent in 1995-96 to 80.1 percent in 2015-16. The number of White faculty also declined from 252 positions to 222 positions (an 11.9 percent decrease). Positions increased with Asian faculty (from 11 to 29, or 163.6 percent), Hispanic faculty (from 4 to 9, or 125 percent), Black faculty (from 13 to 14, or 7.7 percent), and from Multiracial faculty (which added 2 positions as of 2010-11). Native American/Eskimo faculty declined from 3 to 1 position. Since 1995-96, White males have decreased by 32.6 percent, non-White males increased by 25 percent, White females increased by 35.1 percent, and non-White females increased by 257.1 percent.

SUNY Oswego’s adjunct faculty experienced a dramatic increase in 2005-06 from 59 positions to 191 positions. Overall, adjunct faculty totals increased from 58 in 1995-96 to 251 in 2015-16. As shown in Figure 17.4A, the percentage of Oswego’s adjunct faculty that is White has declined slightly from 94.8 percent in 1995-96 to 93.6 percent in 2015-16, but had a dip to 88.1 percent in 2000-01. Nearly all of the increases in adjunct faculty in 2005-06 were from White faculty (White positions increased from 52 to 176 while minority positions increased from 7 to 15). Among minority faculty since 1995-96, there were increases in positions for Asian faculty (from 1 to 4), Black faculty (from 2 to 3), Multiracial faculty (which added 2 in 2000-01 and are at 6 as of 2015-16), Native American faculty (from 0 to 1), and Hispanic faculty (from 0 to 6). Since 1995-96, males have increased by 395.8 percent while females have increased by 288.2 percent. As a result of a faster rate of increase for males, the male-female ratio became more balanced from 0.71:1 to 0.9:1. From 1995-96 to 2015-16, White males increased by 400 percent, non-White males by 300 percent White females by 275 percent, and non-White females by 500 percent.

Figure 17.4T Oswego Tenure Track (Academic Rank) by Gender and Ethnicity

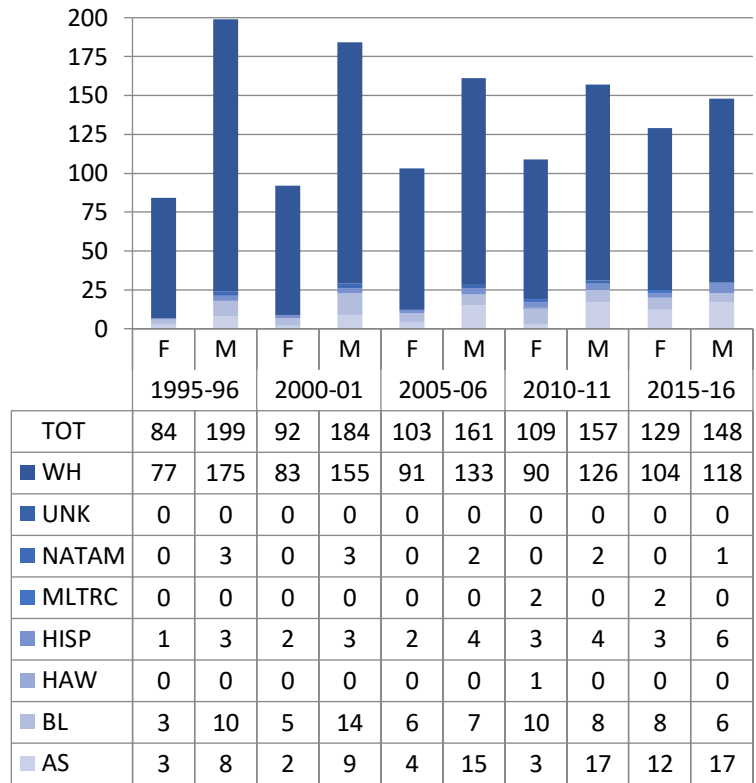


Figure 17.4A Oswego Faculty Adjunct by Gender and Ethnicity

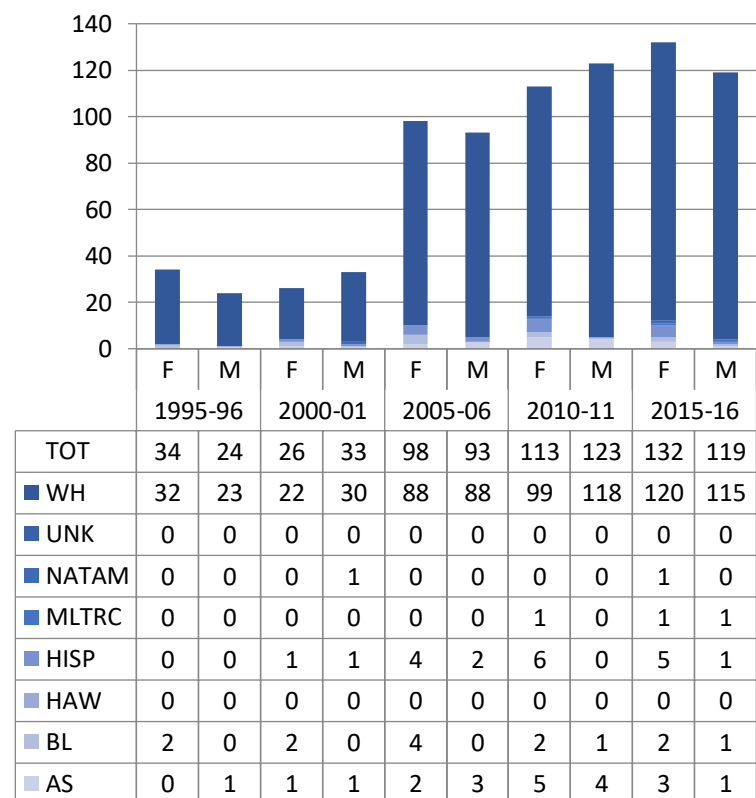
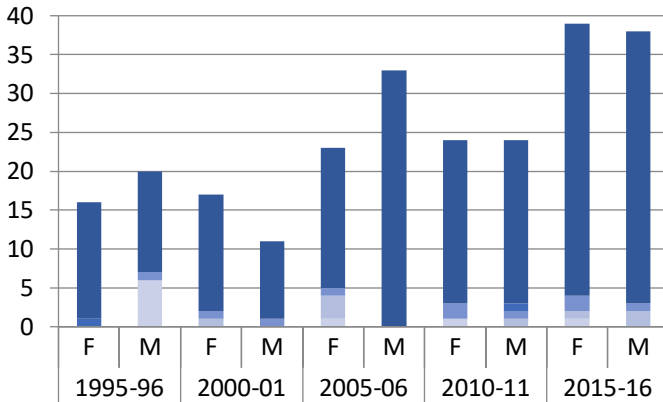


Figure 17.4V Oswego Faculty Visiting by Gender and Ethnicity



	F	M	F	M	F	M	F	M	F	M
	1995-96		2000-01		2005-06		2010-11		2015-16	
TOT	16	20	17	11	23	33	24	24	39	38
■ WH	15	13	15	10	18	33	21	21	35	35
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	1	0	0	0	0	0	0	1	0	0
■ MLTRC	0	0	0	0	0	0	0	0	0	0
■ HISP	0	1	1	1	1	0	2	1	2	1
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	0	0	1	0	3	0	0	1	1	2
■ AS	0	6	0	0	1	0	1	0	1	0

As shown by Figure 17.4V, the percentage of White visiting faculty has increased from 77.8 percent to 90.9 percent since 1995-96. As for minority visiting faculty, there were very few numbers in all underrepresented groups. Since 1995-96, Asian faculty declined from 6 to 1, and Native American/Eskimo faculty lost their 1 position from 1995-96. However, there were increases in positions of Black faculty (from 0 to 3) and Hispanic faculty (from 1 to 3). White faculty also increased by 150 percent (from 28 to 70 positions). Females increased at a faster rate (by 143.8 percent) than males (by 90 percent). The male-female ratio shifted from 1.25:1 in 1995-96 to 0.97:1 in 2015-16. From 1995-96 to 2015-16, White males increased by 169.2 percent, non-White males declined by 57.1 percent, White females increased by 133.3 percent, and non-White females by 300 percent.

SUNY PLATTSBURGH

Plattsburgh’s student enrollments show an 11 student increase between 1995-96 and 2015-16, but declined 473 student from its 2010-11 peak of 6,441 students. Plattsburgh’s full-time tenured and tenure-track faculty declined from 65 percent in 1995-96 to 47.1 percent by 2010-11, followed by a rise to 52.1 percent in 2015-16. By contrast, part-time adjuncts made up only 36.6 percent of Plattsburgh’s workforce in 2015-16. While Plattsburgh has increased its women faculty in tenured and tenure-track positions from 69 of 239 (28.9 percent) to 95 of 235 (40.4 percent), it lags behind many campuses in terms of gender balance. The picture is worse with respect to under-represented groups. While Hispanics increased from two to nine positions, Blacks only increased from two to five faculty and Asians remained unchanged at 15.

Trends in Full-Time and Part-Time Faculty

SUNY Plattsburgh’s faculty composition, as shown in Figure 18.1, reflect overall increases in both full-time and part-time faculty, but both with a peak in 2010-11. Overall, full-time faculty increased from 257 positions to 283 positions (an increase of 10.1 percent), but peaked in 2010-11 with 288 positions). Part-time faculty increased from 109 positions in 1995-96 to 168 positions in 2015-16 (an increase of 54.1 percent), with a peak of 213 positions in 2010-11. Full-time tenure-track positions declined by 3 positions (or 1.3 percent), while other full-time positions increased from 19 to 48 (or 152.6 percent). Part-time adjunct faculty increased overall from 101 to 165 (a 63.4 percent increase), while other part-time faculty decreased from 8 to 3 (a 62.5 percent decline).

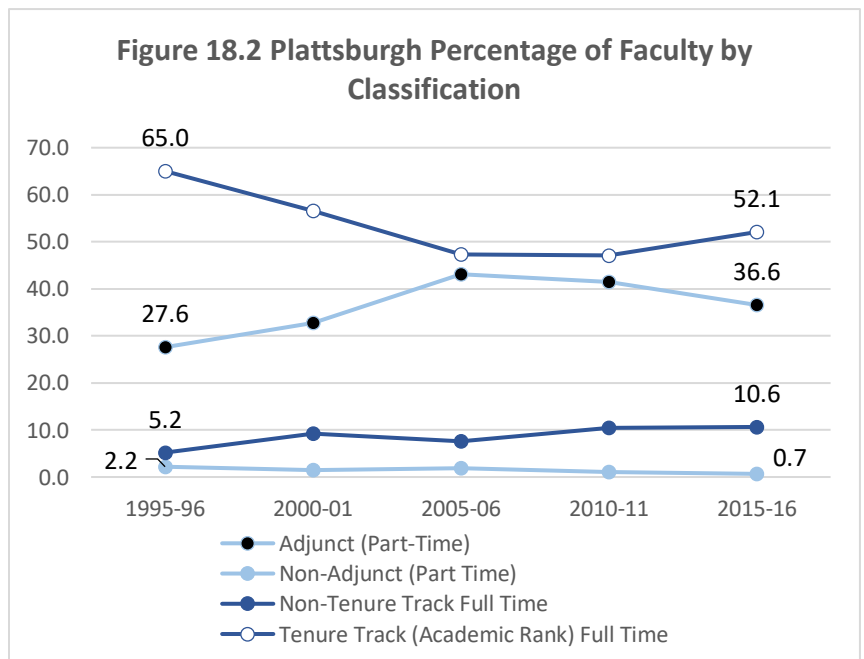
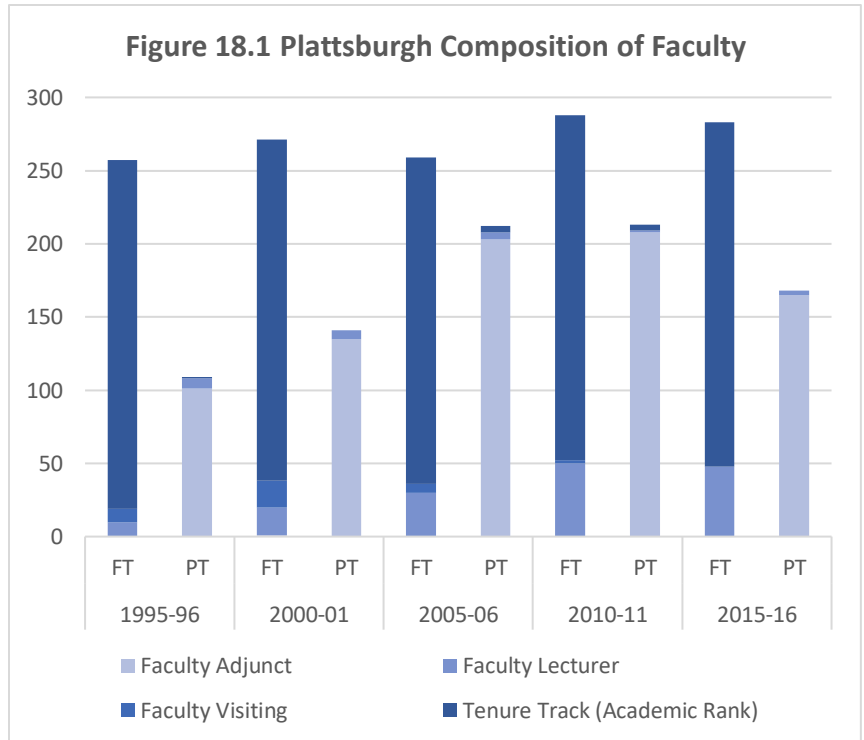
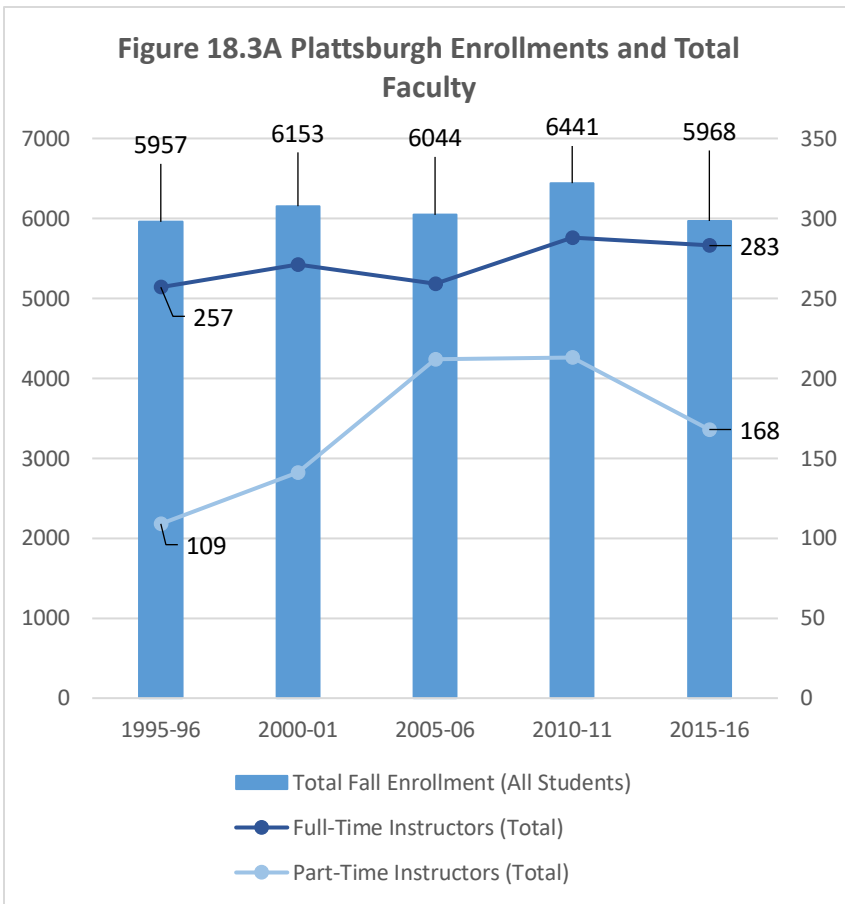


Figure 18.2 shows the percentage of faculty by classification at SUNY Plattsburgh. The trends show steady increases and decreases among each faculty classification. Tenure-track full-time faculty declined from 65 percent in 1995-96 to 52.1 percent in 2015-16, with a low of 47.1 percent in 2010-11. Other full-time faculty has steadily increased from 5.2 percent in 1995-96 to 10.6 percent in 2015-16. Part-time adjunct faculty increased from 27.6 percent in 1995-96 to a peak of 43.1 percent in 2005-06, followed by a decline to 36.6 percent in 2015-16. Finally, other part-time faculty



have remained a small portion of faculty at SUNY Plattsburgh from 2.2 percent in 1995-96 to 0.7 percent in 2015-16. The peak among part-time adjunct faculty occurred due to a slight decrease among full-time faculty combined with a significant increase in part-time adjunct faculty in 2005-06 (from 135 positions to 203 positions) that led to the peak in 2010-11.

Figure 18.3A shows trends in total student enrollment at SUNY Plattsburgh in relation to total full-time and part-time instructors. Student enrollment increased overall from 5,957 in 1995-96 to 5,968 in 2015-16 (a 0.2 percent increase). Student enrollment peaked in 2010-11 at 6,441 students (an increase of 8.1 percent from 1995-96, followed by a decline of 7.3 percent to the 2015-16 figure).

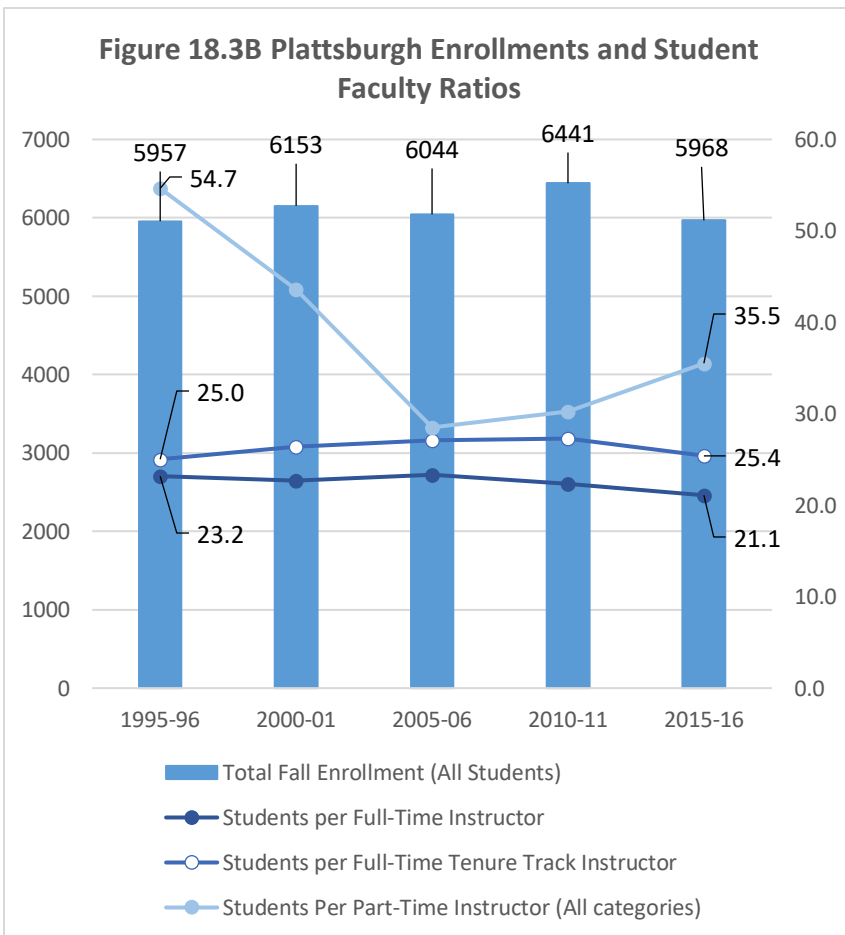


Figure 18.3B shows the effects on student faculty ratios. The increase in part-time instructors from 1995-96 to 2005-06 from 109 positions to 212 positions (a 94.5 percent increase) produces a sharp decline from 54.7 students per part-time instructor in 1995-96 to 28.5 in 2005-06. This is followed by an increase to 35.5 students per part-time instructor in 2015-16, as reflected from the decrease in part-time instructors from 2005-06 to 2015-16 from 212 to 168 (a 20.8 percent decline). As can be seen in Figure 18.3A, full-time instructor trends are very similar to trends in student enrollment. Because of this, students per full-time instructor remains constant since 1995-96, but ends up declining slightly from 23.2 to 21.1 due to slightly faster increase rates in full-time faculty than in student enrollment. Finally, students per full-time tenure-track instructor has followed closely to the trend of students per full-time instructor, increasing from 25 in 1995-96 to 27.3 in 2010-11, followed by a decrease to 25.4 in 2015-16.

Trends in Race and Gender

At SUNY Plattsburgh, tenure-track faculty trends reflect the SUNY-wide trends. As shown by Figure 18.4T, the male-female faculty ratio has become more balanced from 2.46:1 to 1.47:1, due to a decrease in male faculty from 170 to 140 (a 17.6 percent decline) and an increase in female faculty from 62 to 81 (from 37.7 percent). In terms of race, the percentage of tenure-track faculty at SUNY Plattsburgh that is White declined from 92.1 percent to 85.5 percent. From 1995-96 to 2015-16, Asian faculty have remained the same at 15 positions, Black faculty increased from 2 to 5 positions, Hispanic faculty increased from 2 to 9 positions, Multiracial faculty reported for the first time in 2015-16 with 3 positions, and Native American/Eskimo faculty increased from 0 to 2 positions.

Figure 18.4A shows the trends in adjunct faculty at SUNY Plattsburgh. Among tenure and tenure-track faculty at SUNY Plattsburgh, the numbers among under-represented groups show few changes over the past two decades due to the few numbers at SUNY Plattsburgh. However, the total number of minority positions has increased from 2 in 1995-96 to 9 in 2015-16, but with a high of 14 positions in 2005-06 and in 2010-11. The percentage of adjunct faculty that is White has decreased from 98 percent in 1995-96 to 94.5 percent in 2015-16. In terms of gender, male faculty increased by 59.5 percent (from 42 to 67), while female faculty have increased by 66.1 percent (from 59 to 98). Because of this, the male-female ratio has shifted to a slightly less balanced figure from 0.71:1 to 0.68:1. From 1995-96 to 2015-16, White males increased by 58.5 percent, non-White males 100 percent, White females 56.9 percent, and non-White females 600 percent.

Figure 18.4T Plattsburgh Tenure Track (Academic Rank) by Gender and Ethnicity

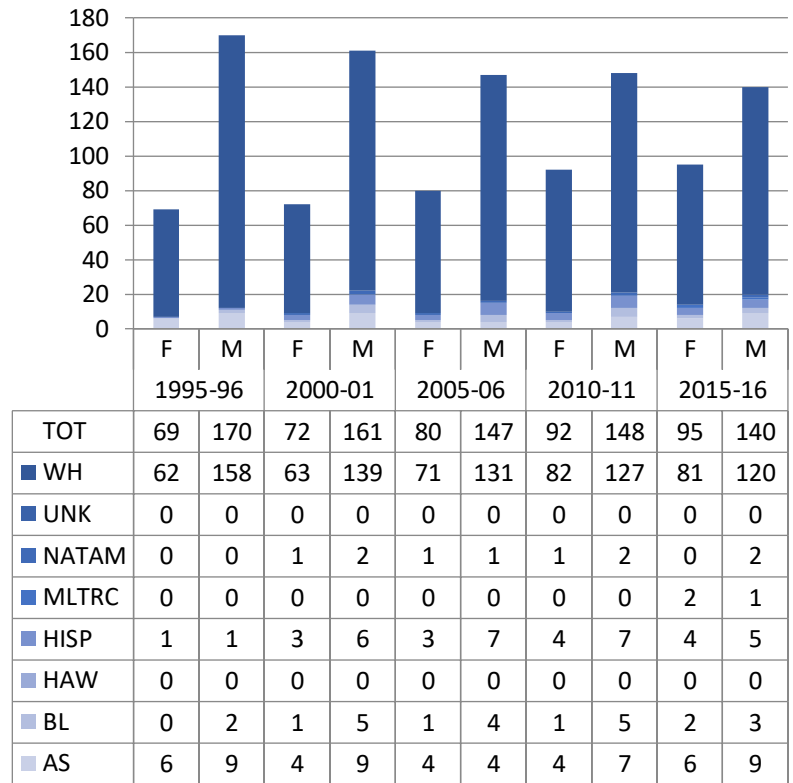


Figure 18.4A Plattsburgh Faculty Adjunct by Gender and Ethnicity

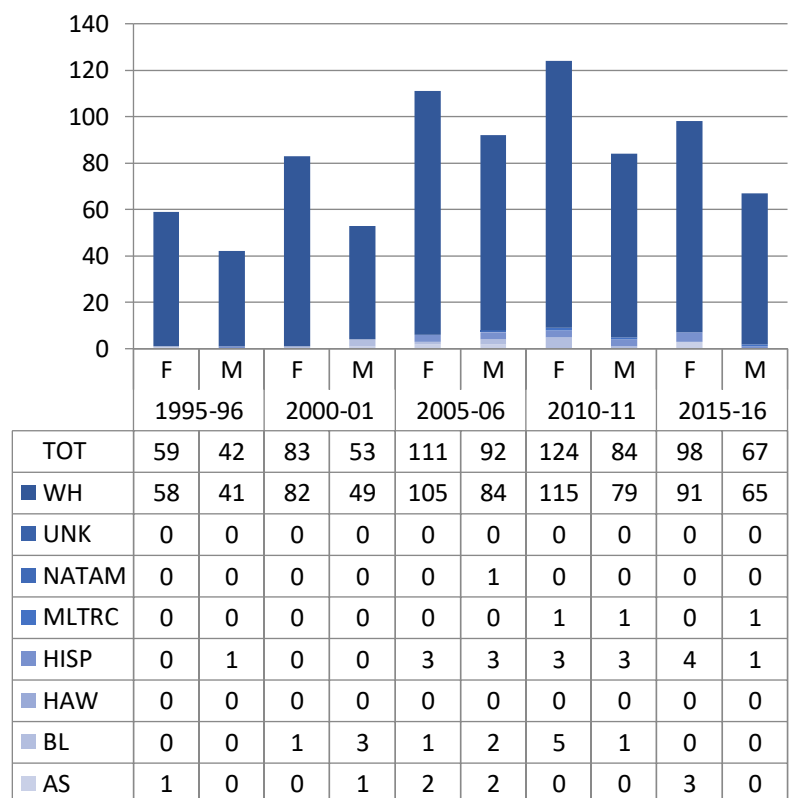
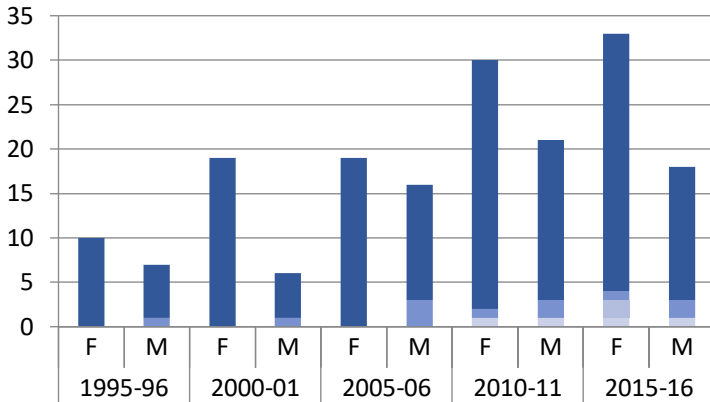


Figure 18.4L Plattsburgh Faculty Lecturer by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	10	7	19	6	19	16	30	21	33	18
■ WH	10	6	19	5	19	13	28	18	29	15
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	0	0	0	0	0	0
■ MLTRC	0	0	0	0	0	0	0	0	0	0
■ HISP	0	1	0	1	0	3	1	2	1	2
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	0	0	0	0	0	0	0	0	2	0
■ AS	0	0	0	0	0	0	1	1	1	1

As shown by Figure 18.4L, the percentage of White lecturer faculty has declined from 94.1 percent in 1995-96 to 86.3 in 2015-16. Minority faculty have only held a handful of positions each year, with as few as 1 position in 1995-96 to 2000-01, and as high as 7 positions in 2015-16. The minority group with the most presence has been Hispanic faculty, which held the only minority position in 1995-96 and 2000-01, the only 3 minority positions in 2005-06, and 3 positions in 2010-11 and 2015-16. From 1995-96 to 2015-16, White males increased by 150 percent, non-White males 200 percent, White females 190 percent, and non-White females have 4 positions in 2015-16 compared to 0 in 1995-96.

SUNY POTSDAM

Starting with 4,102 students in 1995-96, Potsdam’s enrollments fell to 3,979 in 2015-16, just five years after an enrollment of 4,413. The enrollment decline was matched with a reduction in full-time faculty. Total tenured and tenure-track faculty decreased from 248 to 219 positions in the study period. Although adjuncts increased from two to 107 positions, a majority (58.3 percent) of Potsdam’s faculty still had academic rank by 2015-16. The trend is in decline though as 75.2 percent of faculty held those ranks in 1995-96. The percentage of women with tenured or tenure track appointments has increased from 32.7 to 42.5 percent, but the number of female faculty has only grown by 12 positions over that period, while men have lost 41 positions. Potsdam remains a predominantly White faculty with only 10 Asian, eight Black and five Hispanic faculty members in tenured and tenure-track positions in 2015-16.

Trends in Full-Time and Part-Time Faculty

SUNY Potsdam’s faculty composition shows variability across different faculty classifications. Overall, full-time faculty increased since 1995-96 from 209 to 247 (an 18.2 percent increase), and part-time faculty increased from 53 to 113 positions (an increase of 113.2 percent). Full-time tenure track positions increased slightly from 197 to 210 (a 6.6 percent increase), while other full-time positions increased from 12 to 37 (a 2.08 percent increase). Part-time adjunct faculty increased significantly from 2 to 66 positions from 1995-96 to 2000-01 (a 3,200 percent increase), and continued from there to increase to 102 positions (an overall increase of 5,000 percent). Other part-time positions decreased from 51 to 11 since 1995-96.

Interestingly, it appears that adjunct faculty replaced part-time tenure-track positions, as is shown by Figure 19.2. From 1995-96 to 2000-01, non-adjunct part-time faculty (which includes part-time tenure-track faculty) declined from 19.5 percent to 5.3 percent of all faculty, while part-time adjunct faculty increased from 0.8 percent to 21.8 percent. Overall from 1995-96 to 2015-16, part-time adjunct faculty increased from 0.8 percent to 28.3 percent, other part-time faculty decreased from 19.5 percent to 3.1 percent, full-time tenure-track faculty decreased from 75.2 percent to 58.3 percent, and other full-time faculty increased from 4.6 percent to 10.3 percent.

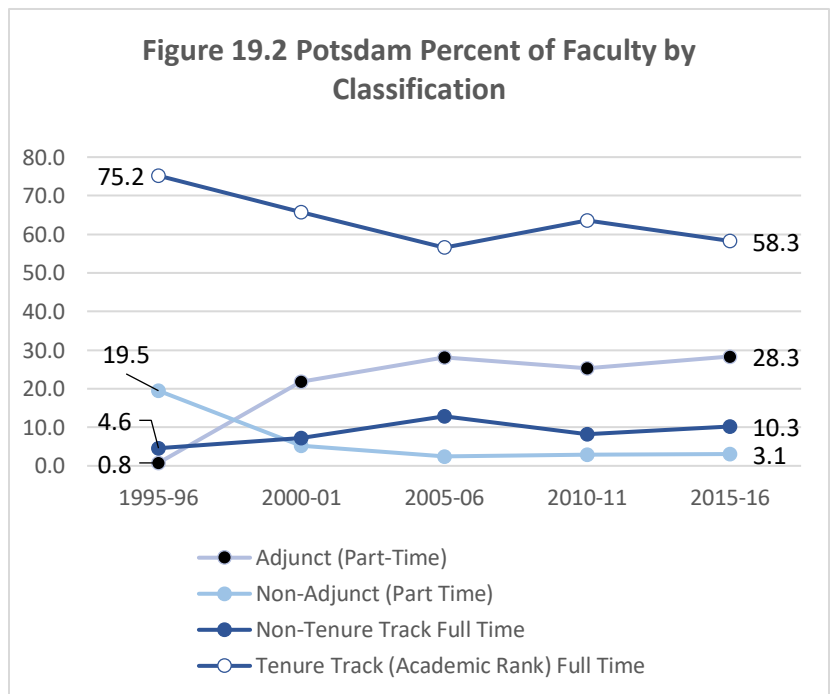
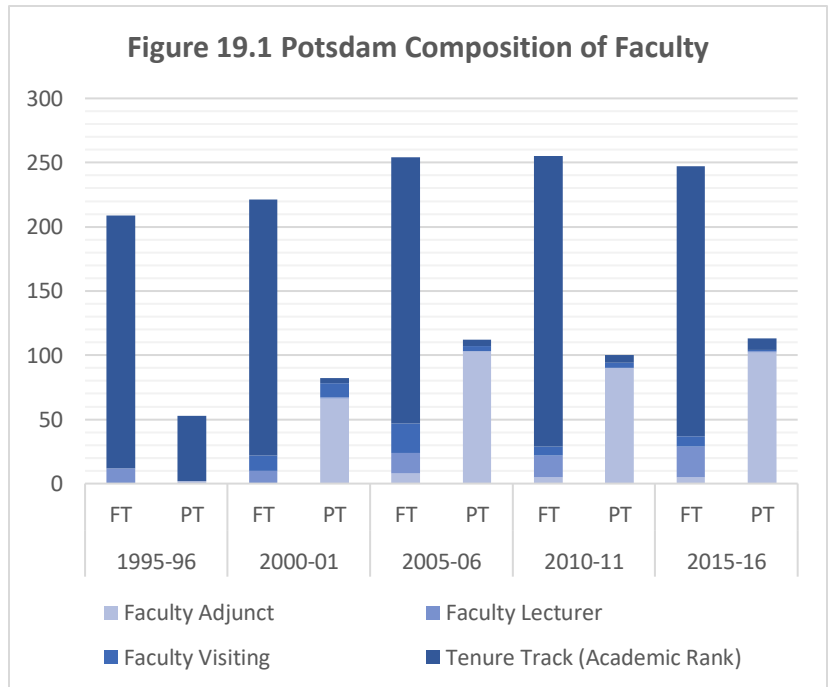


Figure 19.3A Potsdam Enrollments and Total Faculty

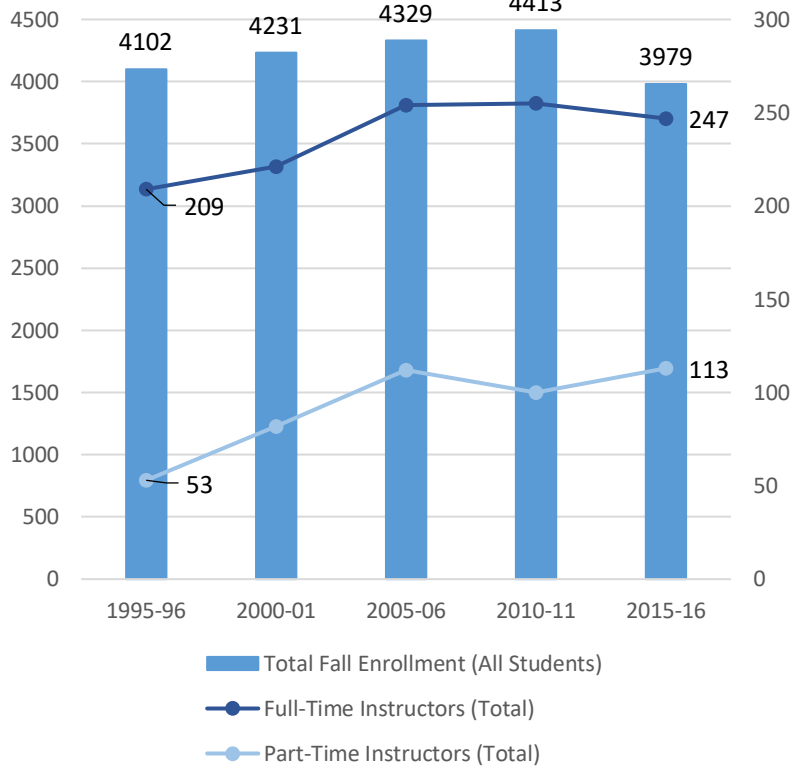
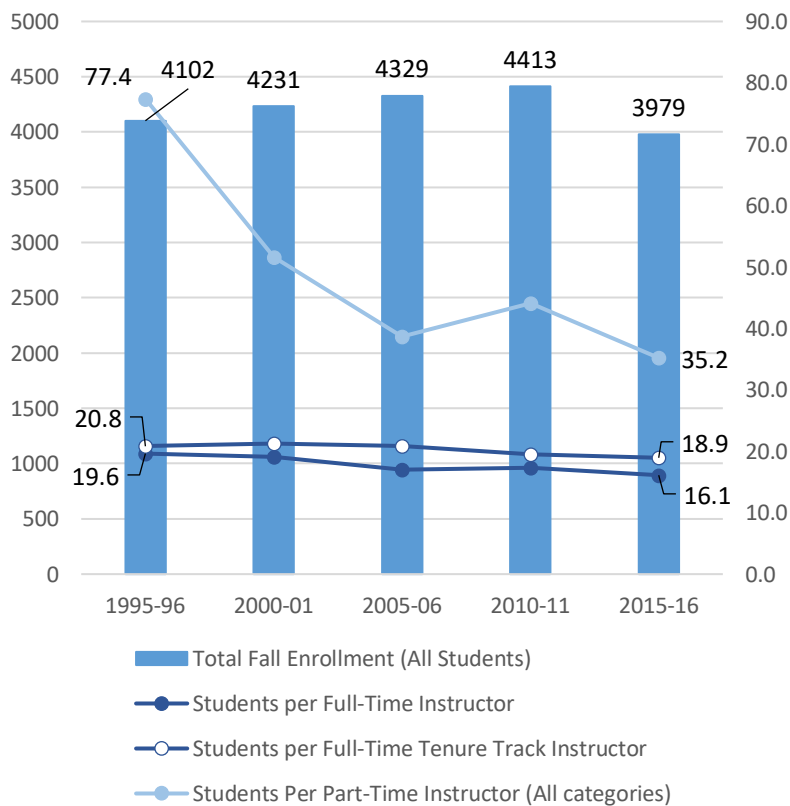


Figure 19.3A shows that student enrollment had steady increases from 4,102 in 1995-96 to 4,413 in 2010-11 (an increase of 7.6 percent), followed by a significant decline to 3,979 students in 2015-16 (a decrease of 9.8 percent from 2010-11).

As shown by Figure 19.3B, the trends in student enrollment and total instructors affect student faculty ratios. Part-time instructors increased at a faster rate (88.7 percent) from 1995-96 to 2010-11 than the increase rate in student enrollment (7.6 percent) over the same period. This results in a decline in students per part-time instructor from 77.4 in 1995-96 to 44.1 in 2010-11. The student faculty ratio for part-time faculty decreased to 35.2 by 2015-16. As for full-time instructors, the student faculty ratio has decreased from 19.6 to 16.1 for the same reason as the decrease in students per part-time instructor. Tenure-track full-time instructors decreased in their student faculty ratio from 20.8 to 18.9 since 1995-96.

Figure 19.3B Potsdam Enrollments and Student Faculty Ratios



Trends in Race and Gender

At SUNY Potsdam, the total tenure-track faculty numbers have declined since 1995-96, from 248 to 219 (an 11.7 percent reduction). As shown by Figure 19.4T, the overall trends for tenure-track faculty follow the trends of SUNY-wide tenure-track faculty. Since 1995-96, male tenure-track faculty have declined by 24.6 percent, while female tenure-track faculty have increased by 14.8 percent. In addition, the male-female ratio has become more balanced from 2.06:1 to 1.35:1 over the same period. The percentage of tenure-track faculty at SUNY Potsdam that is White has slightly decreased from 89.1 percent in 1995-96 to 87.7 percent in 2015-16; however, the number of White faculty has reduced by 13.1 percent (from 221 positions to 192 positions).

Underrepresented minority groups have had mixed experienced since 1995-96. There have

been reductions in Asian faculty (from 14 to 10 positions, a decrease of 28.57 percent) and Hispanic faculty (from 7 to 5 positions, a decrease of 28.6 percent). Over the same period, there were increases for Multiracial faculty (from 1 to 3 positions) and Black faculty (from 3 to 8 positions). From 1995-96 to 2015-16, there was a decline in White males by 25.3 percent and in non-White males by 17.3 percent. There was also an increase in White females by 12.7 percent and in non-White females by 30 percent.

SUNY Potsdam’s adjunct faculty have had varied experiences with both increases and decreases in faculty. As shown in Figure 19.4A, adjunct faculty increased dramatically from 2 positions in 1995-96 to 66 positions in 2000-01, and then another dramatic increase to 111 positions in 2005-06. Adjunct faculty have settled at 107 positions as of 2015-16. White faculty have comprised nearly all of the positions in each studied year at SUNY Potsdam. Excluding 1995-96, where 1 of the 2 adjunct faculty was White, adjunct faculty have been an average of 97 percent White each year. Because of the very few numbers of minority adjunct faculty, there are no significant trends with underrepresented faculty. Comparing 1995-96 to 2015-16, SUNY Potsdam has gained from 1 to 3 minority adjunct faculty. The 3 minority adjunct faculty in 2015-16 also is the highest number of minority adjunct faculty over the past 20 years. In addition, female adjunct faculty have outnumbered male adjunct faculty since 2005-06. While in 2000-01 the male-female ratio was 1.06:1, that has dramatically shifted to 0.55:1 as of 2015-16. Since 2000-01, male faculty have increased by 11.8 percent while female faculty increased by 115.6 percent.

Figure 19.4T Potsdam Tenure Track (Academic Rank) by Gender and Ethnicity

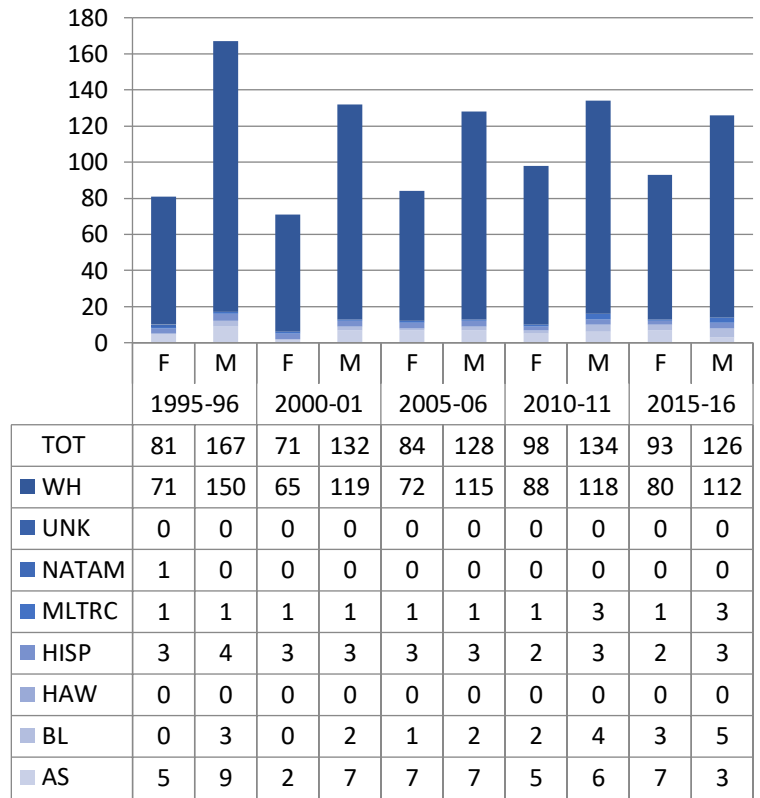
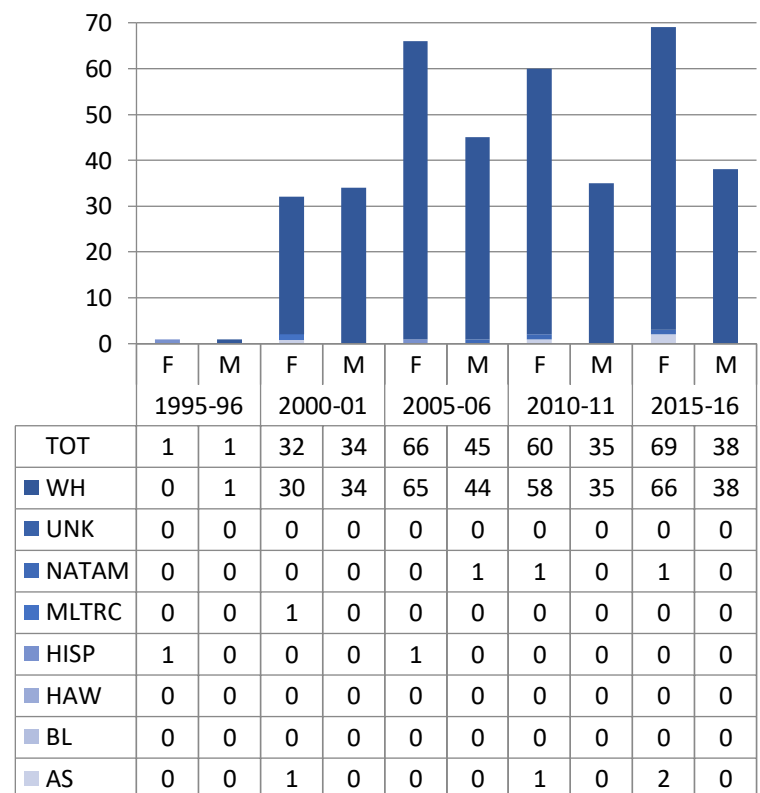


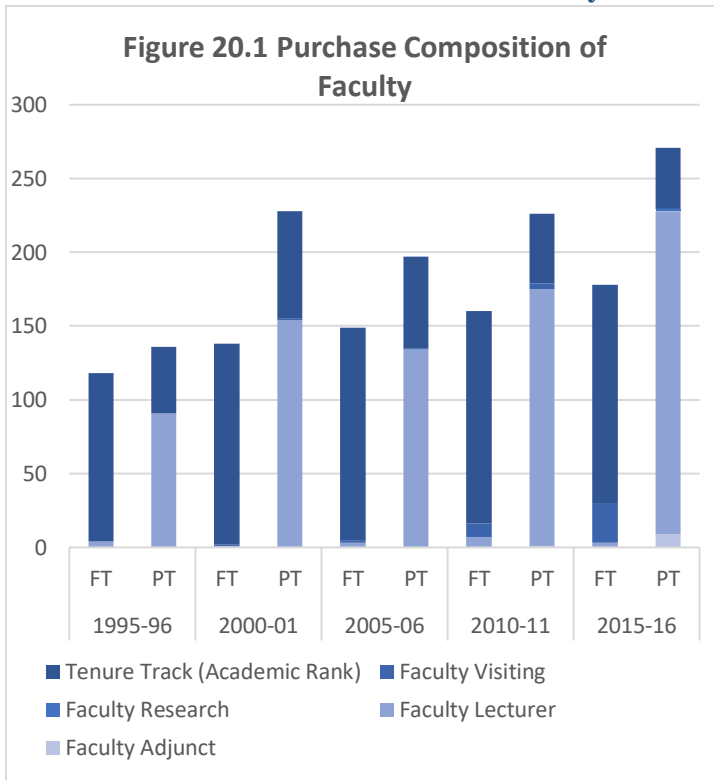
Figure 19.4A Potsdam Faculty Adjunct by Gender and Ethnicity



SUNY PURCHASE

With steady enrollment growth between 1995-96 and 2015-16, Purchase has also expanded its faculty. Full-time instructors increased from 118 to 178, while part-time faculty increased from 136 to 271. However, the overall percentage of tenured and tenure-track faculty has fallen from 44.9 to 33.0 percent. Notably, Purchase never had a majority of its faculty in tenured and tenure-track positions. Women in these academic ranks increased from 60 of 159 positions in 1995-96 to 96 of 189 positions (50.8 percent) in 2015-16. Faculty from underrepresented groups have not seen large gains. Blacks rose from seven to nine faculty, while Hispanics declined from five to four positions. White faculty still comprise over 80 percent of the tenured and tenure-track ranks in 2015-16.

Trends in Full-Time and Part-Time Faculty



SUNY Purchase’s faculty composition shows that nearly all positions are either lecturing faculty or tenure-track faculty. Full-time tenure-track faculty increased by 34 positions (or 29.8 percent), while other full-time faculty increased by 26 positions (or 650 percent). Part-time lecturing faculty increased from 91 positions to 219 positions (a 140.7 percent increase). Part-time adjunct faculty were first reported in 2010-11 with 1 position, and hold 9 positions as of 2015-16. Other part-time faculty increased from 136 positions to 230 positions (an increase of 92.6 percent), of which part-time lecturing faculty contributed from 91 positions in 1995-96 to 219 positions in 2015-16 (an increase of 140.7 percent). In total, part-time positions increased by 135 (a 99.3 percent increase), and full-time positions increased by 60 (a 50.8 percent increase).

As shown by Figure 20.2, there has been stability among faculty classifications at SUNY Purchase. Part-time adjunct faculty has contributed from 0 percent in 1995-96 to 2 percent in 2015-16. Other part-time faculty (which includes lecturing faculty) contributed from 53.5 percent to 58.4 percent over the same period. Tenure-track full-time faculty declined from 44.9 percent to 33 percent, while other full-time faculty have increased from 1.6 percent to 6.7 percent.

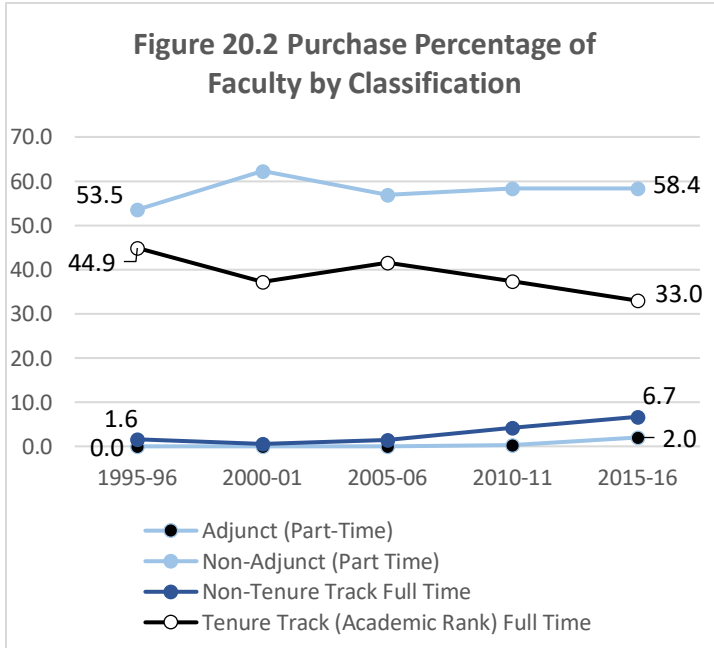


Figure 20.3A compares trends in full-time and part-time faculty to student enrollment. Interestingly, part-time faculty trends are similar in increases and decreases to student enrollment. From 1995-96 to 2000-01, student enrollment increased by 13.8 percent while part-time positions increased by 67.6 percent. From 2000-01 to 2005-06, student enrollment decreased by 6.5 percent while part-time positions decreased by 8 percent. Finally, from 2005-06 to 2015-

16, student enrollment increased by 10.9 percent while part-time positions 37.6 percent. From 1995-96, student enrollment increased by 18 percent (from 3,582 to 4,225).

Figure 20.3B shows the trends in student faculty ratios at SUNY Purchase. Interestingly, the student faculty ratios for part-time, full-time, and full-time tenure-track faculty all follow the same pattern. All three student faculty ratio trends experience a decrease, followed by a temporary bounce of an increase, and settle with a decreased student faculty ratio. Students per part-time instructors declined from 26.3 to 17.9 in 2000-01, increased to 19.3 by 2005-06, and settled at 15.6 in 2015-16. Students per full-time instructor declined from 30.4 in 1995-96 to 25.6 in 2005-06, slightly increased to 26 in 2010-11, and settled at 23.7 in 2015-16. As for full-time tenure track instructors, their student faculty ratio began at 31.4 in 1995-96, declined to 26.5 in 2005-06, increasing to 28.9 in 2010-11, and settling at 28.5 in 2015-16.

Trends in Race and Gender

As shown by Figure 20.4T, since 1995-96, tenure-track faculty at SUNY Purchase have increased in total numbers from 159 positions to 189 positions (an increase of 18.9 percent). The percentage of tenure-track faculty that is White has declined from 87.4 in 1995-96 to 83.6 percent in 2015-16. Minority faculty have increased from 20 to 31 over the same period. Increases have occurred in positions of Asian faculty (by 4, or 50 percent), Black faculty (by 2, or 28.7 percent), and Multiracial faculty (from 0 to 6). Hispanic faculty have decreased from 5 to 4 positions.

Overall, SUNY Purchase’s tenure-track faculty reflect SUNY-wide trends with an increase in female faculty (by 60 percent) and a decrease in male faculty (by 6.1 percent), as well as a more balanced male-female ratio (from 1.65:1 to 0.97:1). However, both male and female faculty have had peaks in the middle of the twenty-year period. Male faculty peaked in 2000-01 with 124 positions (an increase of 25.3 percent from 99 in 1995-96), and then declined to 93 positions as of 2015-16 (a decrease of 25 percent). Female faculty peaked in 2005-06 with 98 positions (an increase of 63.3 percent from 60 in 1995-96), and then declined to

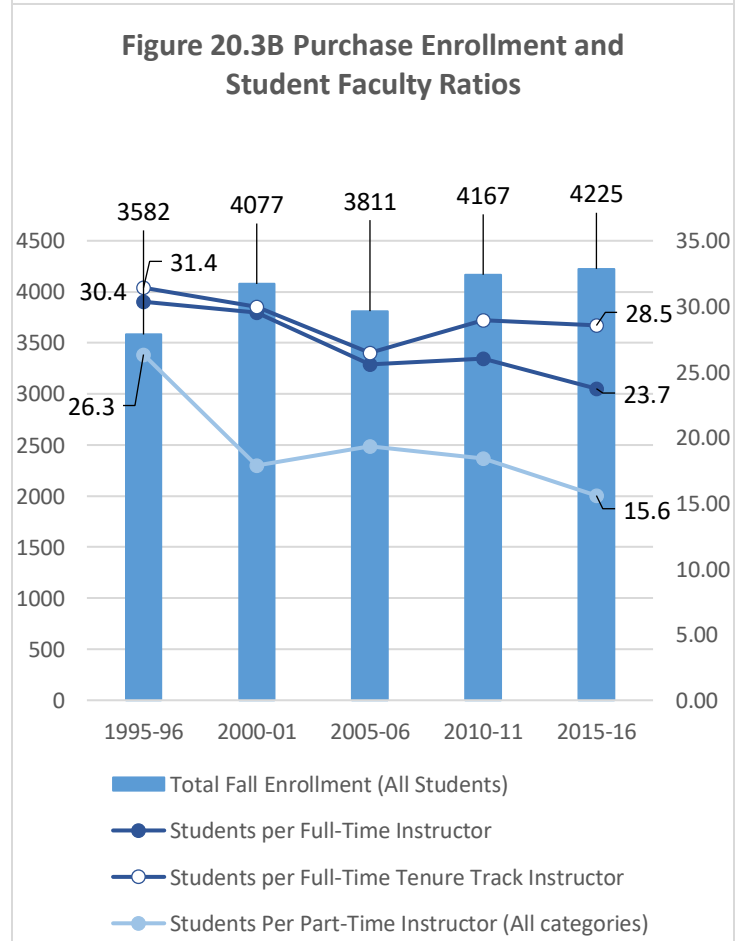
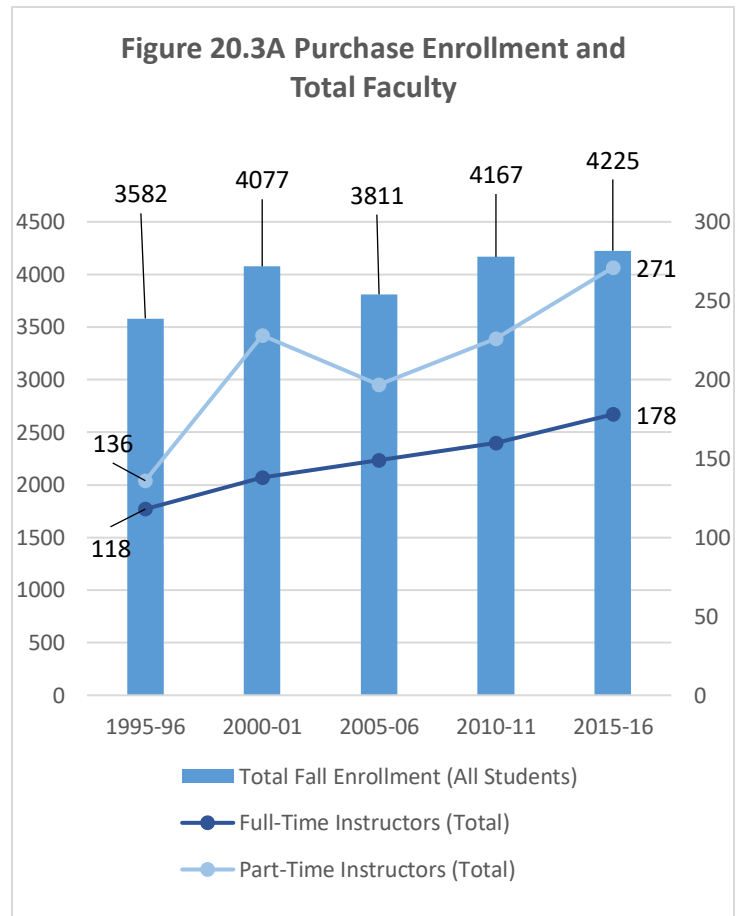
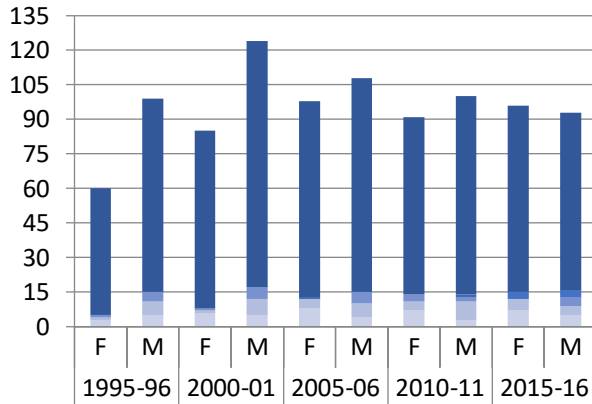


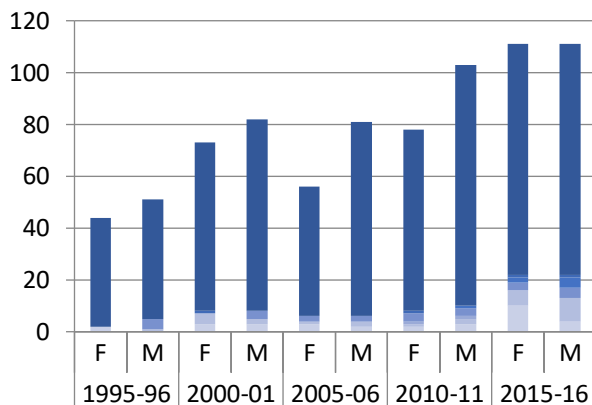
Figure 20.4T Purchase Tenure Track (Academic Rank) by Gender and Ethnicity



96 positions as of 2015-16 (a decrease of 2 percent). Since 1995-96, White males declined by 8.3 percent, non-White males increased by 6.7 percent, White females increased by 47.3 percent and non-White females increased by 200 percent.

As Figure 20.4L illustrates, SUNY Purchase’s lecturers have increased overall since 1995-96 in total numbers and in minority representation, in addition to the female-male ratio achieving a balance as of 2015-16. Total lecturing faculty have increased from 95 in 1995-96 to 222 in 2015-16 (a 133.7 percent increase). As for minority representation, the number of minority faculty has increased from 7 positions (and 7.4 percent of lecturing faculty) in 1995-96 to 44 positions (and 19.8 percent of lecturing faculty) in 2015-16. That is an increase of 528.6 percent. Among minority groups, Asian faculty have increased from 2 to 14, Black faculty from 1 to 15, and Hispanic faculty from 4 to 7. Multiracial faculty were reported with 1 positions in 2010-11, and are at 6 positions as of 2015-16. Native American/Eskimo faculty have 2 positions as of 2015-16, which is the most positions in any year among SUNY Purchase lecturing faculty. Finally, Hawaiian/Pacific Islander faculty had 2 reported positions in 2010-11, but have had 0 positions reported in every other year. The male-female ratio has remained relatively balanced in 1995-96 (1.16:1), 2000-01 (1.12:1), and 2015-16 when the male-female ratio was exactly 1:1 and both genders held 111 positions. From 1995-96 to 2015-16, White males increased by 93.5 percent, non-White males 340 percent, White females 111.9 percent, and non-White females 1000 percent (from 2 to 22 positions).

Figure 20.4L Purchase Faculty Lecturer by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	44	51	73	82	56	81	78	103	111	111
WH	42	46	65	74	50	75	70	93	89	89
UNK	0	0	0	0	0	0	0	0	0	0
NATAM	0	0	1	0	0	0	1	0	1	1
MLTRC	0	0	0	0	0	0	0	1	2	4
HISP	0	4	0	3	2	2	3	3	3	4
HAW	0	0	0	0	0	0	1	1	0	0
BL	0	1	4	2	1	2	1	2	6	9
AS	2	0	3	3	3	2	2	3	10	4

SUNY POLY

SUNY Polytechnic Institute formed from a merger of SUNY-Institute of Technology and the SUNY College of Nanoscale Science and Engineering in 2015. These data summed the two schools for the period prior to the 2015-16 reporting date. Enrollments at SUNY Poly have ranged from 2,590 to 2,820, with 2,740 students in 2015-16. Full-time tenured and tenure-track faculty fell to 41 percent of the faculty workforce in 2015-16 while part-time adjuncts held 48.2 percent of the faculty. Between 1995-96 and 2015-16, SUNY Poly was dominated by male faculty. In the first year of this data set in 1995-96, 66 of the 82 (80.5 percent) tenured and tenure-track faculty were men. By 2015-16, women had increased from 16 to 35 positions, but the increase in male tenured faculty kept women at comprising just 30.7 percent of faculty with these titles. While Asian faculty grew from 12 to 27 positions, Blacks increased from two to four and Hispanics gained one position to a total of four.

Trends in Full-Time and Part-Time Faculty

SUNY Poly’s faculty composition shows increases from 1995-96 to 2015-16. As shown by Figure 21.2, full-time faculty have increased by 54 positions (or 64.3 percent) while part-time faculty have increased by 68 positions (or 94.4 percent). Full-time tenure-track faculty increased from 81 to 114 positions (an increase of 40.7 percent). Other full-time faculty increased from 3 positions to 24 positions (a 700 percent increase). Adjunct part-time faculty have increased from 71 positions to 134 positions (an 88.7 percent increase). Other part-time faculty have increased from 1 to 6 positions.

As shown by Figure 21.2, part-time adjunct faculty have increased slightly from 45.5 percent to 48.2 percent, with a low of 39.2 percent in 2005-06. Other part-time faculty have increased from 0.6 percent to 2.2 percent, with a high of 5.7 percent in 2010-11. Full-time tenure-track faculty have declined from 51.9 percent to 41 percent, with a high of 55.4 percent in 2005-06. Finally, other full-time faculty have increased from 1.9 percent to 8.6 percent.

As shown by Figure 21.3, student enrollment has increased overall from 2,591 to 2,740 (an increase of 5.8 percent), but with a mixture of increases and decreases in between. Over the same

Figure 21.1 SUNY Poly Composition of Faculty

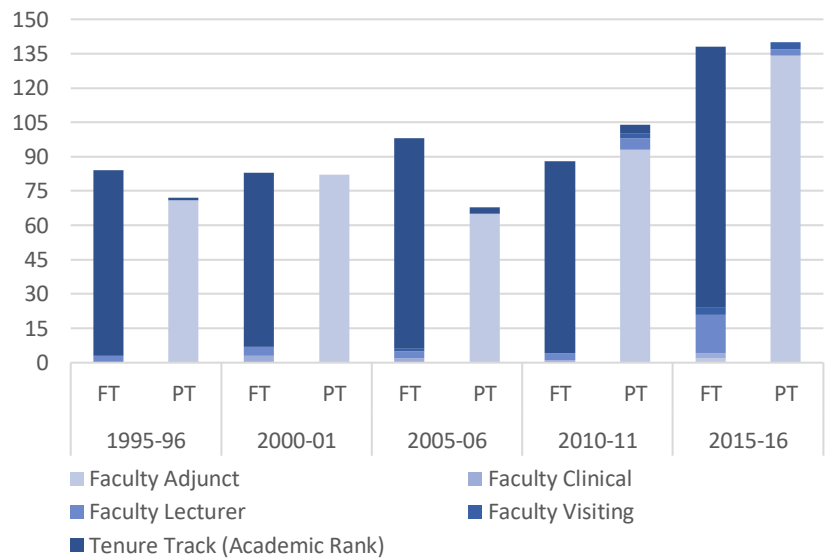


Figure 21.2 SUNY Poly Percentage of Faculty by Classification

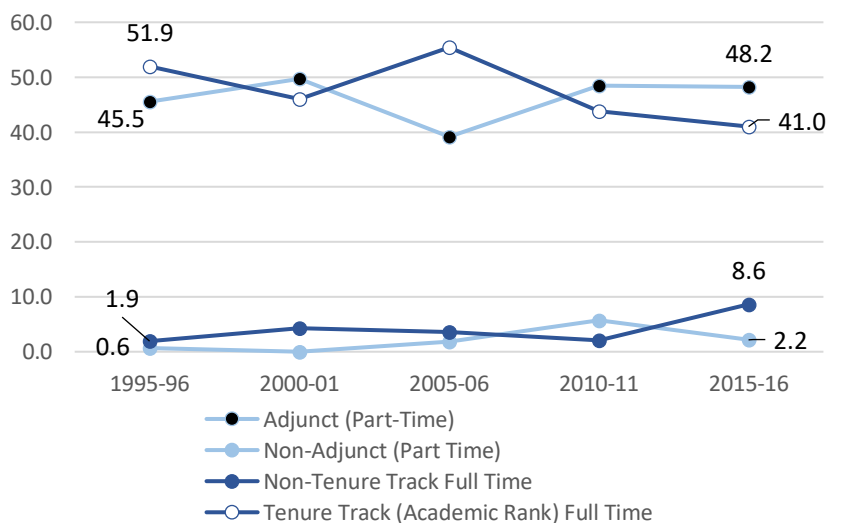
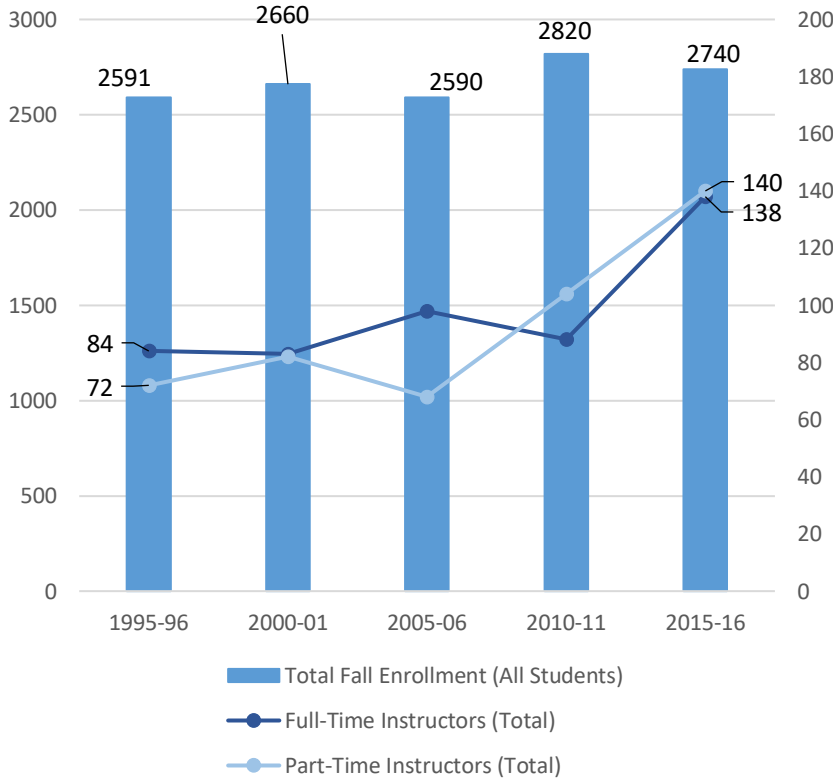


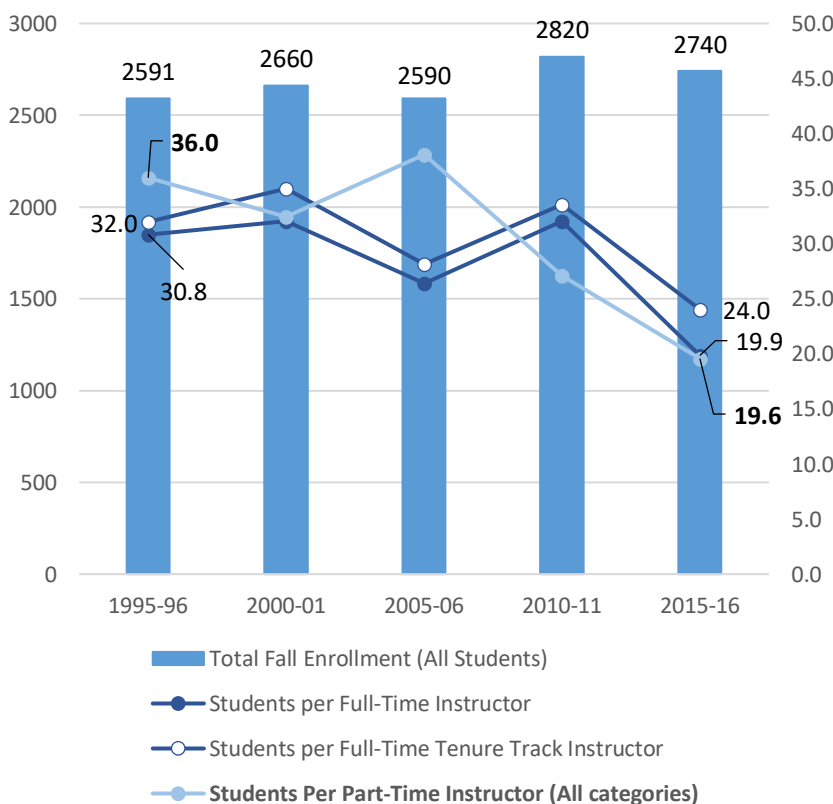
Figure 21.3A SUNY Poly Enrollment and Total Faculty



period, full-time instructors have increased by 64.3 percent and part-time instructors have increased by 94.4 percent.

Figure 21.3B displays the effects on student faculty ratios at SUNY Poly. Because student enrollment has barely increased from 1995-96 to 2015-16, student faculty ratios have declined among all positions. Students per part-time instructors have declined from 36 to 19.6, with a high of 38.1 in 2005-06 (at the same time as a low in part-time faculty at 68 in the same year). Students per full-time faculty have declined from 30.8 to 19.9, with a high of 32 in 2010-11 due to a sharp increase in student enrollment combined with a slight decrease in full-time faculty from 2005-06. The student faculty ratio for full-time tenure-track faculty has followed the trend of full-time faculty, starting at 32 in 1995-96, and declining to 24 by 2015-16 (with a high of 35 in 2000-01).

Figure 21.3B SUNY Poly Enrollment and Student Faculty Ratios



Trends in Race and Gender

At SUNY Poly, as shown by Figure 21.4T, besides the increase in male tenure-track faculty, the tenure-track faculty at SUNY Poly reflects the trends of tenure-track faculty SUNY-wide. Male faculty declined from 66 positions in 1995-96 to 54 positions in 2010-11, but then increases to a high of 79 positions in 2015-16. Female tenure-track faculty have increased by 118.8 percent from 16 positions in 1995-96 to 35 positions in 2015-16. The male-female ratio has shifted from 4.13:1 to 2.26:1. The percentage of tenure-track faculty that is White decreased from 79.3 percent in 1995-96 to 69.3 percent in 2015-16, with a high of 81.6 percent in 2000-01. In regards to minority tenure-track faculty, Asian faculty increased significantly from 12 to 27 positions (a 125 percent increase), Black faculty increased from 2 to 4 positions (a 100 percent increase), and Hispanic faculty increased from 3 to 4 positions (a 33.3

percent increase). Since 1995, White males fell by 5.8 percent, non-White males increased by 114.3 percent, White females increased by 130.8 percent, and non-White females increased by 66.7 percent.

SUNY Poly’s adjunct faculty have increased overall from 1995-96 to 2015-16, but not before a decline in 2005-06. As shown in Figure 21.4A, adjunct faculty have increased from 71 in 1995-96 to 82 in 2000-01, declined to 65 in 2005-06, and then increased to 136 in 2015-16. In terms of gender, the male-female ratio has become more balanced from 1.29:1 in 1995-96 to 1.06:1 in 2015-16. Females have increased at a faster rate (by 112.9 percent) than males (by 75 percent). As a percentage of adjunct faculty at SUNY Poly, White faculty have decreased over time from 94.4 percent in 1995-96 to 91.9 percent in 2015-16. There were very few numbers of minority faculty since 1995-96, making the only significant trend being that SUNY Poly’s adjunct faculty have been almost all White since 1995-96. The largest increases in minority numbers occurred with female faculty, from 2 in 1995-96 to 8 in 2015-16, while minority male faculty increased from 2 to 3 positions. The minority ethnicities with the largest increase occurred with Black and Asian faculty, both adding 2 positions since 1995-96. Since 1995-96, White male faculty have increased by 76.3 percent, non-White males faculty by 50 percent, White female faculty by 100 percent, and non-White female faculty by 300 percent.

Figure 21.4T SUNY Poly Tenure Track (Academic Rank) by Gender and Ethnicity

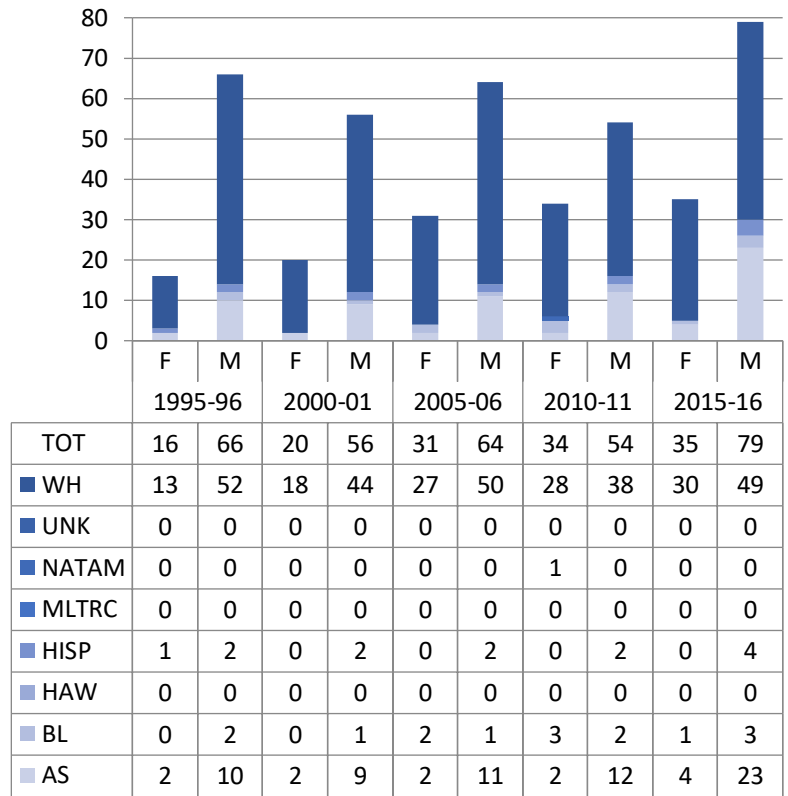
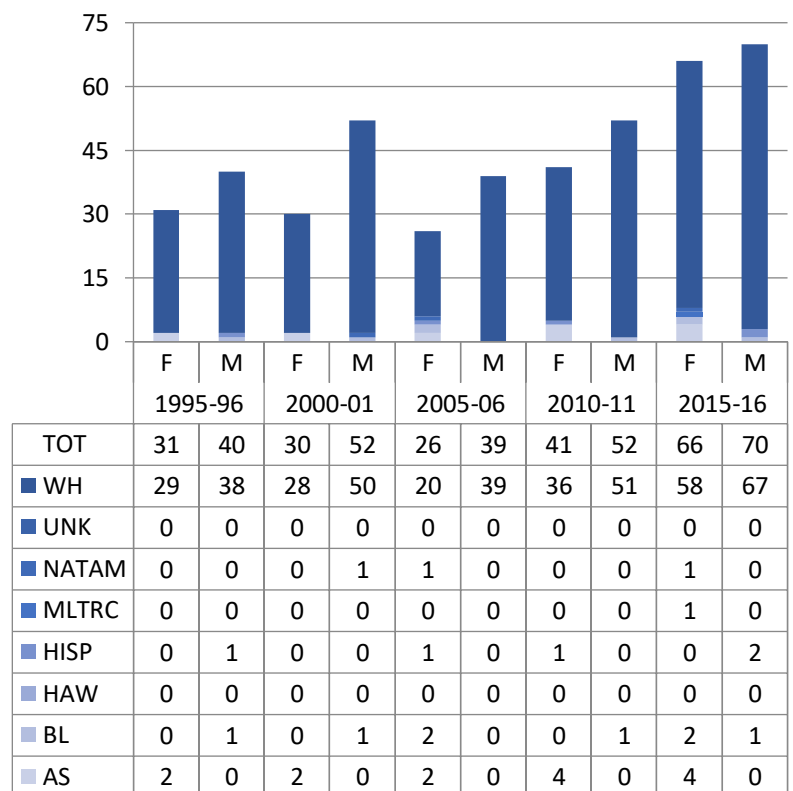


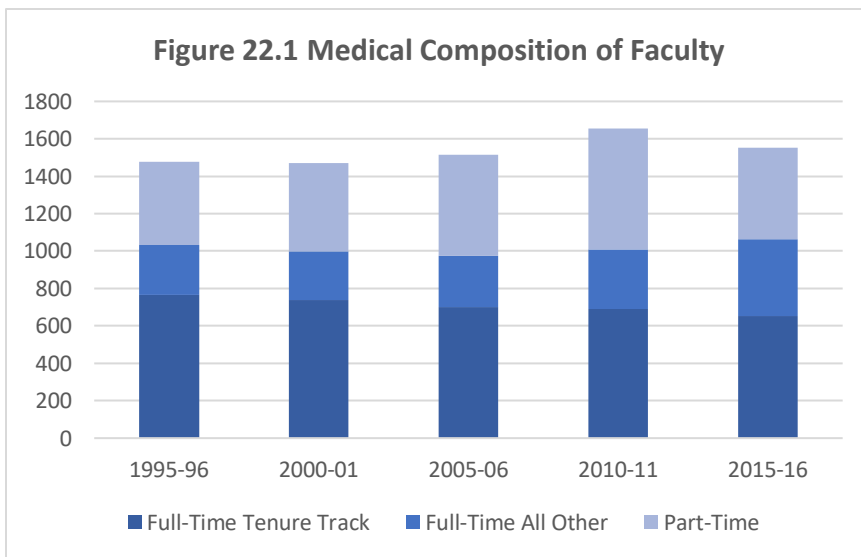
Figure 21.4A SUNY Poly Faculty Adjunct by Gender and Ethnicity



MEDICAL SCHOOLS

The SUNY system has three units that are exclusively devoted to research and teaching in medical fields; SUNY Upstate Medical, SUNY Downstate Medical, and the School of Optometry. Two other campuses with significant medical schools, Stony Brook and the University at Buffalo are in the University Centers section of this report. Total fall enrollments at these institutions rose from 3,079 to 3,744, a 21.6 percent increase over two decades. The sector responded by significantly altering its faculty profile. In 1995, 767 of the 1,478 faculty were employed full-time in tenured and tenure-track positions (51.9 percent). By 2015, these faculty had declined to 652 positions or 42 percent of the total faculty in the sector.

Among all tenured and tenure-track faculty (including part-time appointments) women filled 237 positions in 2015, up from 192 in the first year of the study, and their percentage rose from 21.7 to 32.6 percent. In contrast, the number of male faculty declined from 692 to 490, a drop of 29.2 percent. The number of Black and Hispanic faculty also fell during this period. Blacks comprised a steady 4.5 percent of the faculty with academic appointments in both 1995-96 and 2015-16, though their actual number fell from 40 to 33 positions. Hispanics' percentages fell from 2.0 to 1.4 percent as their numbers in academic ranks dropped from 18 to 10. Thus, the percentage decline of White faculty in academic ranks from 85.4 to 75.4 percent is due solely to the rise of Asian faculty (70 to 117 positions).



Trends in Full-Time and Part-Time Faculty

For SUNY's Medical schools, there have been marginal changes between full-time and part-time faculty. As illustrated by Figure 22.1, full-time tenure-track faculty have declined from 767 positions in 1995-96 to 652 positions in 2015-16 (a decrease of 15 percent). Other full-time faculty have increased from 267 positions to 410 positions over the same period (an increase of 53.6 percent), and part-time faculty have also increased from 444 positions to 492 positions (an increase of 10.8 percent).

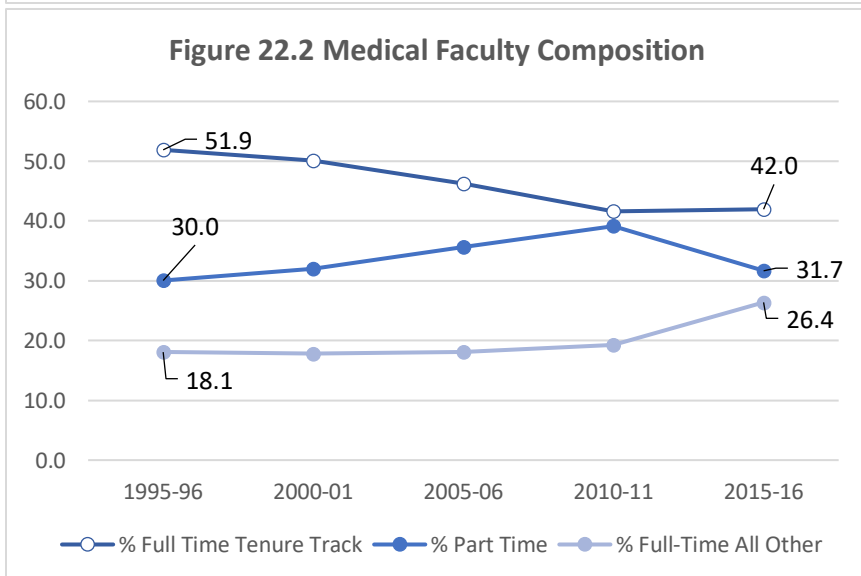


Figure 22.2 further illustrates the changes in greater detail. Part-time faculty in Medical schools have increased since 1995-96 from 30 percent to 31.7 percent; however, there was a steady increase between 1995-96 and 2010-11, at part-time faculty peaked at 39.1 percent in 2010-11 before declining in 2015-16 and eliminating nearly all of its increases. Over the same period, full-time tenure-track faculty have declined from 51.9 percent of Doctoral faculty to 41.6 percent in 2010-11, and then increasing slightly to 42 percent in

2015-16. Other full-time faculty remained stagnant from 18.1 percent 1995-96 to 19.3 percent 2010-11, but then significantly increases to 26.4 percent in 2015-16.

Trends in Race and Gender

As shown in Figure 22.3T, tenure-track faculty among Medical schools have followed the trends of SUNY-wide tenure-track faculty. Since 1995-96, the number of female tenure-track faculty has increased by 23.4 percent, while the number of male tenure-track faculty has declined by 29.2 percent. The male-female ratio has become more balanced, shifting from 3.6:1 in 1995-96 to 2.07:1 in 2015-16. Male tenure-track faculty still outnumber female tenure-track faculty by 253 positions.

The percent of tenure-track faculty that is White has decreased from 85.4 percent in 1995-96 to 75.4 percent in 2015-16. The number of White tenure-track faculty has been reduced by 207 positions (a decrease of 27.4 percent). Asian tenure-track faculty have increased by 47 positions (a 67.1 percent increase). On the other hand, Black and Hispanic faculty have both decreased in numbers: Hispanic faculty have lost 11 positions (a 44.4 percent decrease) while Black faculty have lost 7 positions (a 17.5 percent decrease).

As shown by Figure 22.3C, White clinical faculty has declined from 74.3 percent of all clinical faculty in 1995-96 to 64.6 percent in 2015-16. White faculty have only increased by 9.9 percent (from 414 to 455). Asian faculty have increased from 65 to 153 (an increase of 135.4 percent). Black faculty have increased slightly by 11 positions (an 18.3 percent increase). Hispanic faculty have actually decreased from 18 to 13 positions. Since 2010-11, Native American/Eskimo and Multiracial faculty have appeared (with 2 and 4 positions, respectively). The male-female ratio has

Figure 22.3T Medical Tenure Track (Academic Rank) By Gender and Ethnicity

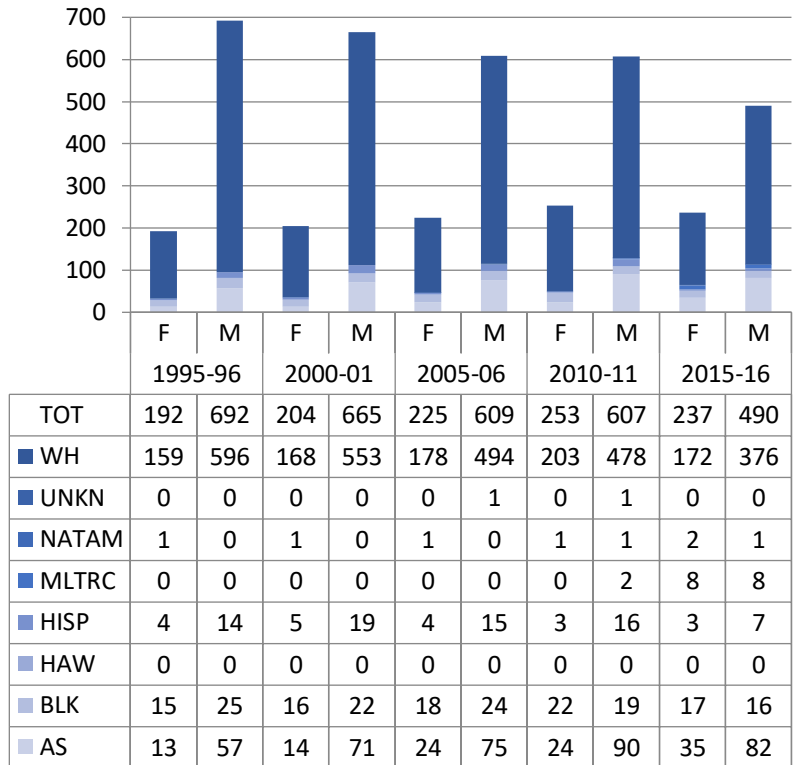


Figure 22.3C Medical Faculty Clinical by Gender and Ethnicity

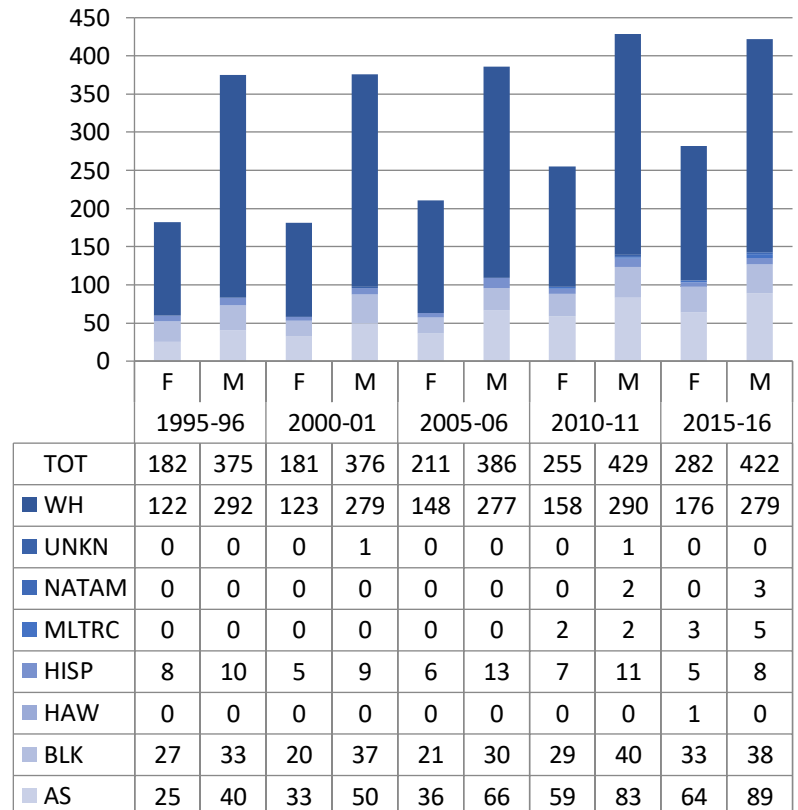
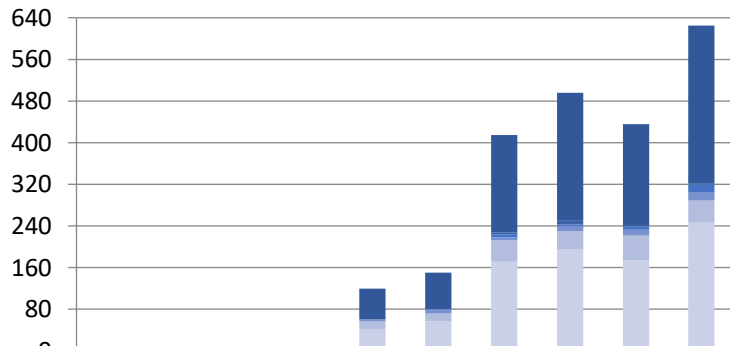


Figure 22.3M Medical Intern & Resident By Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	0	0	0	0	120	150	415	496	436	625
WH	0	0	0	0	59	70	187	246	196	304
UNKN	0	0	0	0	0	0	4	6	0	0
NATAM	0	0	0	0	0	0	0	1	1	1
MLTRC	0	0	0	0	0	0	6	3	6	16
HISP	0	0	0	0	4	8	5	10	10	15
HAW	0	0	0	0	0	0	0	1	3	1
BLK	0	0	0	0	15	15	42	34	46	41
AS	0	0	0	0	42	57	171	195	174	247

become more balanced from 2.06:1 to 1.5:1. This is due to males only increasing by 12.5 percent while females increased by 55 percent. From 1995-96 to 2015-16, White males decreased by 4.5 percent, non-White males increased by 72.3 percent, White females increased by 44.3 percent, and non-White females increased by 76.7 percent.

As shown by Figure 22.3M, data for medical faculty is not available before 2005-06. The percentage of White medical faculty has decreased marginally between 47.8 percent in 2005-06 and 47.1 in 2015-16. In terms of underrepresented groups, Asian faculty comprise 36.7 percent of all medical faculty in 2005-06, and that increased and settled at 39.7 percent in 2015-16. Asian faculty increased from 99 to 321 positions (an increase of 325.3 percent), Black faculty increased from 30 to 87 positions (a 190 percent increase), and Hispanic faculty increased from 12 to 25 positions (a 108.3 percent increase). White faculty also increased by 287.6 percent

(from 129 to 500). Since 2005-06, male faculty have increased by 316.7 percent, and female faculty have increased by 263.3 percent. From 2005-06 to 2015-16, White males increased by 334.3 percent, non-White males 301.3 percent, White females 232.2 percent, and non-White females 293.4 percent.

SUNY DOWNSTATE MEDICAL

SUNY Downstate Medical Center’s enrollments increased by 15.2 percent from 1995 to 2015, a growth of 246 students. Full-time faculty increased dramatically between 1995 and 2015, although academic ranks fell from 327 to 301 positions. The addition of over 500 medical faculty by the 2010-11 data period represents the biggest change in the faculty profile.

Changes in the structural diversity of tenured and tenure-track faculty at SUNY Downstate were the result of increases in Asian faculty from 43 to 65 positions and the decline in the number of White men from 246 to 151 positions. The percentage of women faculty rose from 25.1 to 38.6 although they only added 32 positions in total. Black tenured and tenure-track faculty declined from 34 to 30 positions while Hispanics fell from 13 to 1 over the last two decades.

Trends in Full-Time and Part-Time Faculty

SUNY Downstate Medical Center’s faculty composition has had large increases in full-time faculty and marginal decreases in part-time faculty. Since 1995-96, full-time faculty have increased by 480 positions (or 88.9 percent). The biggest full-time increase occurred because of the introduction of medical faculty in 2005-06, which quickly increased and contributed 505 of 1,020 full-time positions in 2015-16. Full-time tenure-track positions have decreased from 327 to 301 positions (or 8 percent). Over the same period, part-time faculty have increased from 191 positions in 1995-96 to 296 positions in 2010-11 (an increase of 55 percent), but then declined significantly to 164 positions (a 44.6 percent decrease) in 2015-16. Clinical faculty have remained at 280 positions between 1995-96 and 2015-16, though 4 positions were reduced from full-time and gained by part-time. Over this period, 2 part-time adjunct faculty were reported in 2005-06 and 2010-11.

As shown by Figure 23.2, the changes in faculty composition have produced interesting trends since 1995-96. Full-time tenure-track positions have declined from 44.7 percent of all faculty to 25.4 percent. Non-adjunct part-time faculty have decreased from 26.1 percent to 13.9 percent. Non-tenure-track full-time positions (which include the full-time medical faculty) have increased significantly from 29.1 percent to 60.7 percent.

Figure 23.3A shows a comparison of student enrollment at Downstate Medical to total full-time

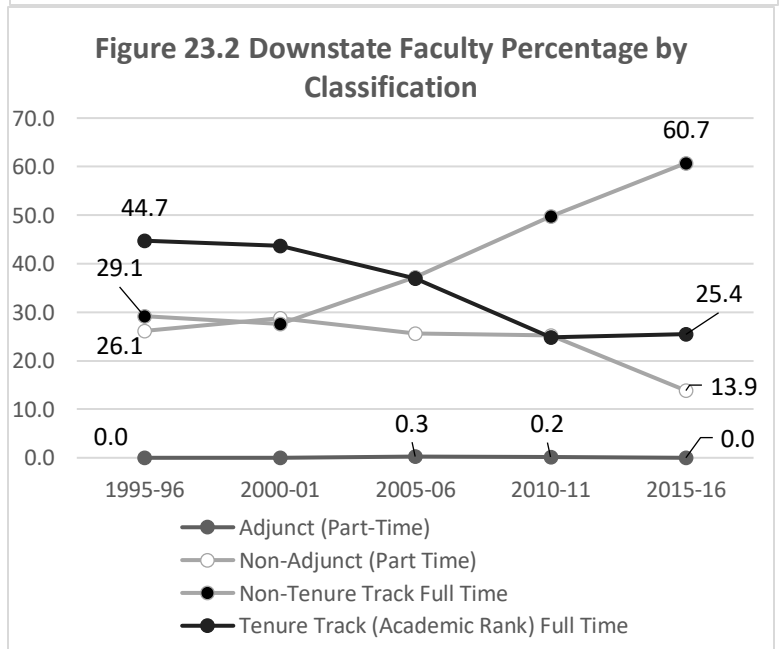
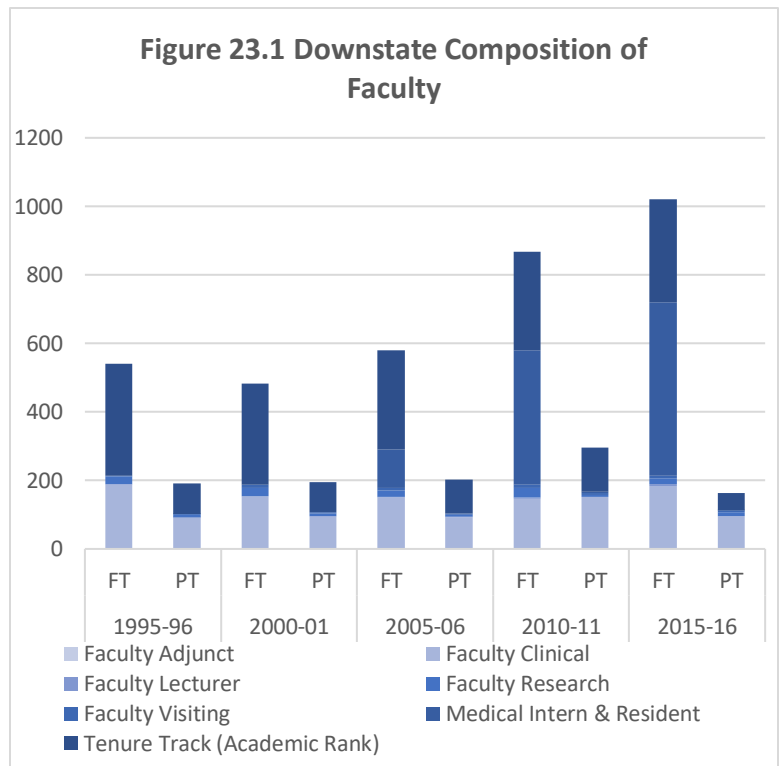
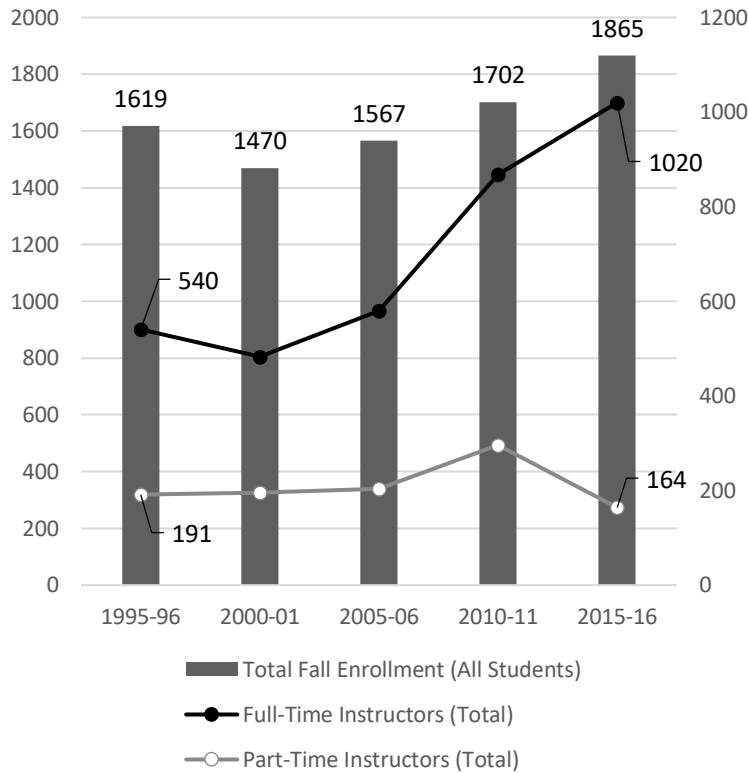
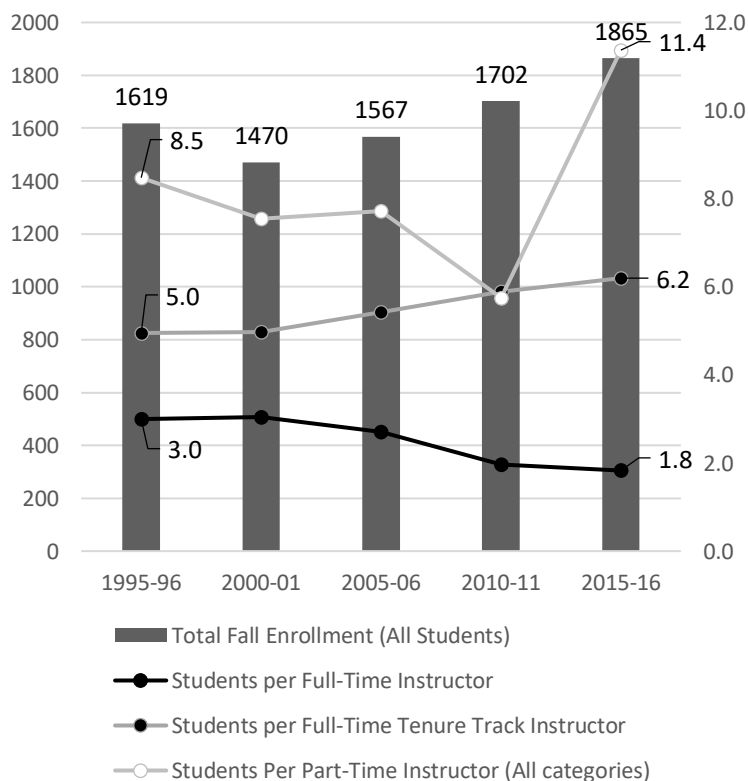


Figure 23.3A Downstate Enrollment and Total Faculty



and total part-time instructors. Interestingly, both student enrollment and full-time instructors have the same pattern of increases and decreases each year. Student enrollment declined from 1995-96 to 2000-01 by 149 students (a 9.2 percent decrease), and then increased by 395 students as of 2015-16 (a 26.9 percent increase). Full-time instructors followed a similar pattern, with a decrease from 540 to 483 (a 10.6 percent decrease), and then a significant increase to 1,020 as of 2015-16 (a 111.2 percent increase). Over the same period, part-time instructors increased slowly from 191 in 1995-96 to 203 in 2005-06, peaked to 296 in 2010-11 (an increase of 45.8 percent from 2005-06), and then declined to 164 in 2015-16 (a decrease of 44.6 percent).

Figure 23.3B Downstate Enrollment and Student Faculty Ratios



The trends from full-time and part-time instructors affect the student-faculty ratio trends as shown in Figure 23.3B. As explained, full-time instructors and student enrollment have had similar trends, which means that students per full-time instructor have remained stable without any dramatic changes. Because student enrollment increased since 1995-96 by just 15.2 percent, and full-time instructors increased by 88.9 percent, students per full-time instructor has decreased from 3 to 1.8. Part-time instructors have had more dramatic changes. The peak that occurred in 2010-11 (as described from Figure 23.3A) resulted in a drop in students per part-time instructor from 7.7 in 2005-06 to 5.8 in 2010-11; in addition, the decrease in part-time faculty in 2015-16 caused an increase in students per part-time faculty to 11.4. Because full-time tenure-track faculty have decreased by 8 percent, their student-faculty ratio has increased from 5 in 1995-96 to 6.2 in 2015-16.

Trends in Race and Gender

As shown in Figure 23.4T, the percentage of tenure-track faculty at SUNY Downstate Medical Center has declined from 78.3 percent in 1995-96 to 67.6 percent in 2015-16. The number of White tenure-track faculty has declined by 26.8 percent). Minority faculty have increased from 90 to 114 positions (an increase of 26.7 percent) over the same period. Asian faculty experienced the largest

increase in positions, from 43 to 65 (a 51.2 percent increase). Native American/Eskimo and Multiracial faculty have also added positions as of 2010-11, and are currently at 2 and 10 positions, respectively. The number of positions decreased for White faculty (from 325 to 238, or 26.8 percent), Black faculty (from 34 to 30, or 11.7 percent), and Hispanic faculty (from 13 to 1, a 92.3 percent decrease).

Reflecting the trends in SUNY-wide tenure-track faculty, SUNY Downstate’s tenure-track faculty have had an increase in females (by 30.8 percent), a decrease in males (by 30.5 percent), and a more balanced male-female ratio (from 2.99:1 to 1.59:1). Since 1995-6, White males declined by 38.6 percent, non-White males had no change and remain at 65 positions over the period, White females increased by 10.1 percent, and non-White females increased by 96 percent.

As shown by Figure 23.4C, clinical faculty at SUNY Downstate Medical Center have had various changes in numbers since 1995-96. Total clinical faculty have increased marginally, from 279 positions in 1995-96 to 280 positions in 2015-16 (*note: Figure 23.1 shows 280 positions in 1995-96, but 1 position was reported as an “Unknown” gender and was not included in the gender-ethnicity analysis). White clinical faculty have declined as a percent of all clinical faculty from 62 percent in 1995-96 to 47.5 percent in 2015-16. White faculty have also declined in numbers from 173 positions to 113 positions (60 positions, or a 34.7 percent decline). There have been increases among positions in Asian faculty (from 40 to 80, or 100 percent), Black faculty (from 51 to 55, or 7.8 percent), Multiracial faculty (which started being reported with 4 positions in 2010-11 and holding 8 positions in 2015-16), and Hawaiian/Pacific Islander faculty (which started with 1 position as of 2015-16). There has been a decrease in Hispanic faculty from 15 positions to 3 positions (an 80 percent decrease).

Similar to tenure-track faculty trends, Downstate Medical’s clinical faculty have had a decrease in

Figure 23.4T Downstate Tenure Track (Academic Rank) by Gender and Ethnicity

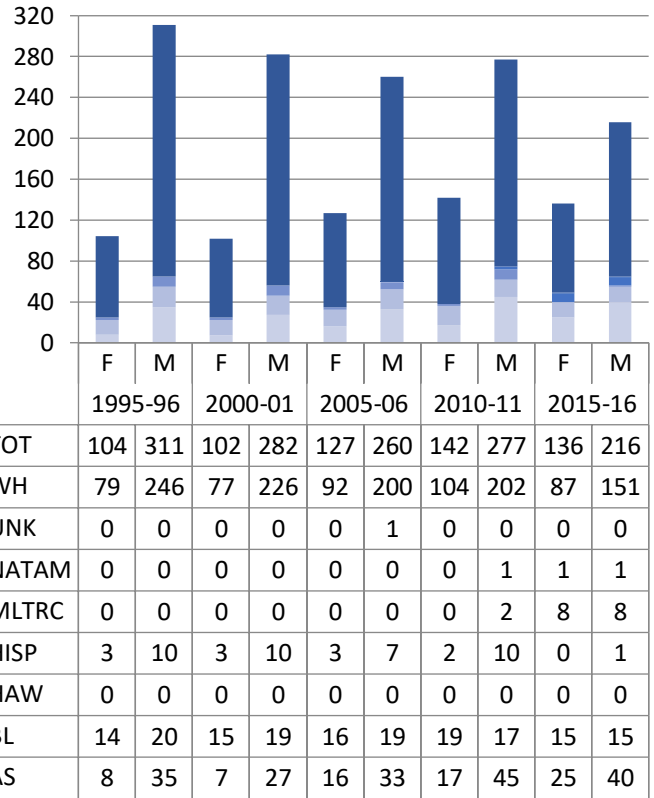


Figure 23.4C Downstate Faculty Clinical by Gender and Ethnicity

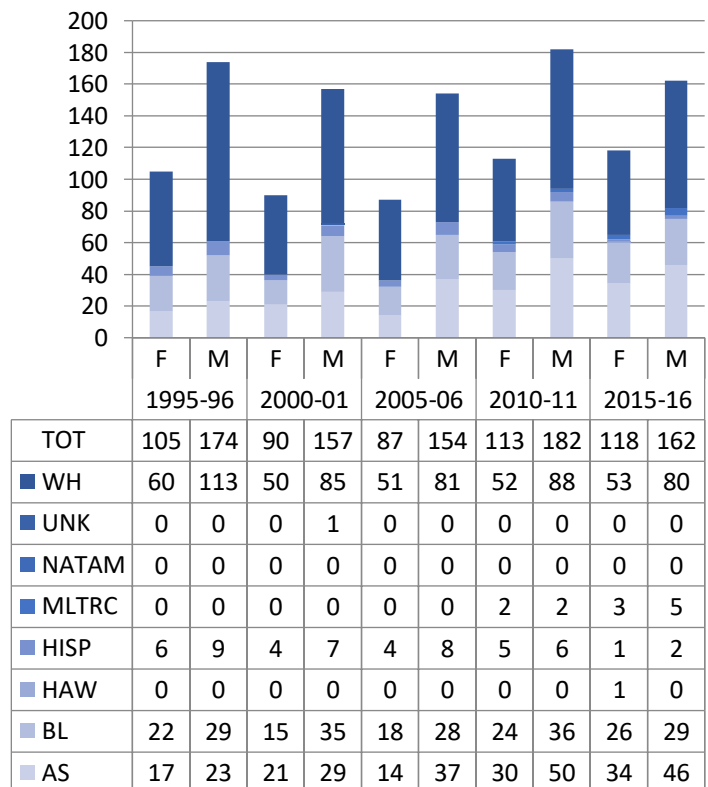
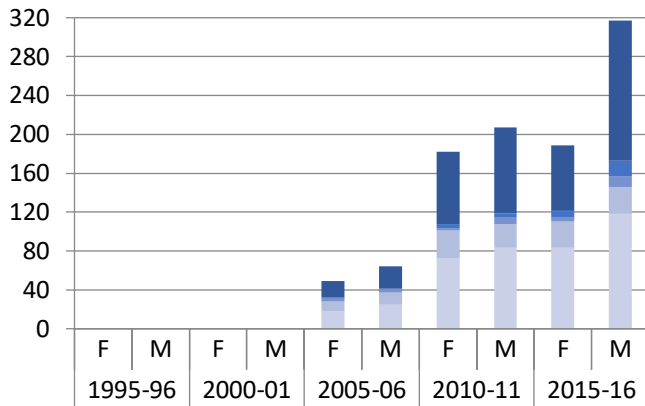


Figure 23.4M Downstate Medical Intern & Resident by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	0	0	0	0	49	64	182	207	189	317
■ WH	0	0	0	0	17	23	74	88	67	144
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	0	0	0	1	1	0
■ MLTRC	0	0	0	0	0	0	5	3	6	16
■ HISP	0	0	0	0	4	4	2	7	5	11
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	0	0	0	0	10	12	29	25	27	28
■ AS	0	0	0	0	18	25	72	83	83	118

male faculty (by 6.9 percent), an increase in female faculty (by 12.4 percent), and a movement towards a more balanced male-female ratio (from 1.66:1 to 1.37:1). From 1995-96 to 2015-16, White males have declined by 29.2 percent, non-White males increased by 34.4 percent, White females declined by 11.7 percent, and non-White females increased by 44.4 percent.

As shown by Figure 23.4M, there have been significant increases since medical faculty were first reported in 2005-06, from 113 positions to 506 positions as of 2015-16 (a 347.8 percent increase). The percentage of White medical faculty has increased from 35.4 percent in 2005-06 (with 40 out of 113 positions) to 41.7 percent in 2015-16 (with 211 out of 506 positions). Asian faculty have also increased in their share of medical faculty, from 38.1 percent in 2005-06 (with 43 out of 113 positions) to 39.7 percent in 2015-16 (with 201 out of 506 positions). Among other groups since 2005-06, Black faculty increased from 22 to 55 positions, Hispanic faculty from 8 to 16 positions, and Multiracial faculty from 0 to 22 positions. In

regards to the male-female ratio, male faculty numbers have always exceeded female faculty numbers, and the ratio has become more unbalanced (from 1.31:1 in 2005-06 to 1.68:1 in 2015-16).

OPTOMETRY

Although much smaller than the other medical schools, Optometry’s student enrollments grew dramatically from 268 in 1995-96 to 363 in 2015-16, an increase of 35.4 percent. Full-time tenured and tenure-track appointments have never been a large part of the faculty at Optometry, and the numbers for these professors fell from 30 to 23 positions during the study period. Meanwhile, other full-time faculty rose from 32 to 52 positions. In this 20 year period, the percentage of faculty who were non-adjunct part-timers fell from 58.6 to 39.2 percent.

The tenured and tenure-track faculty at Optometry continue to be heavily represented by White males. In 1995-96, 73.5 percent (25 of 34) of these faculty members were white men, while in 2015-16, they were 64 percent (16 of 25). White women declined from 7 to 5 members of the faculty while three Asian and one Hispanic man rounded out the ethnic profile in 2015-16.

Figure 24.1 Optometry Composition of Faculty

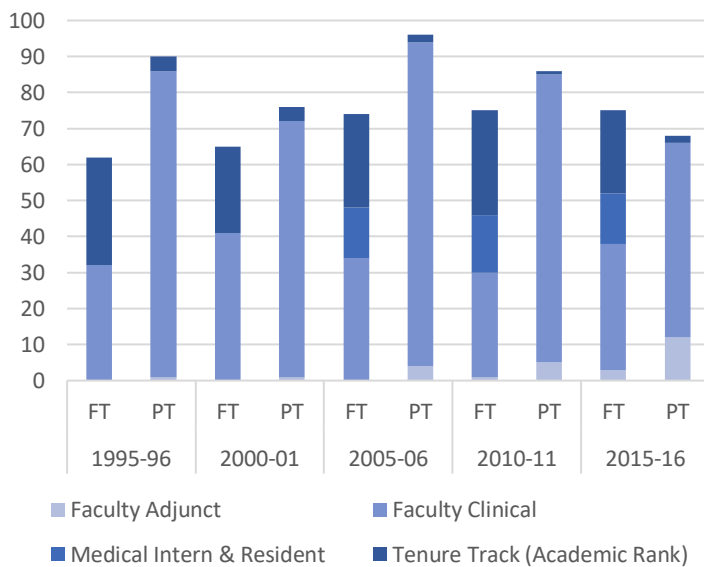
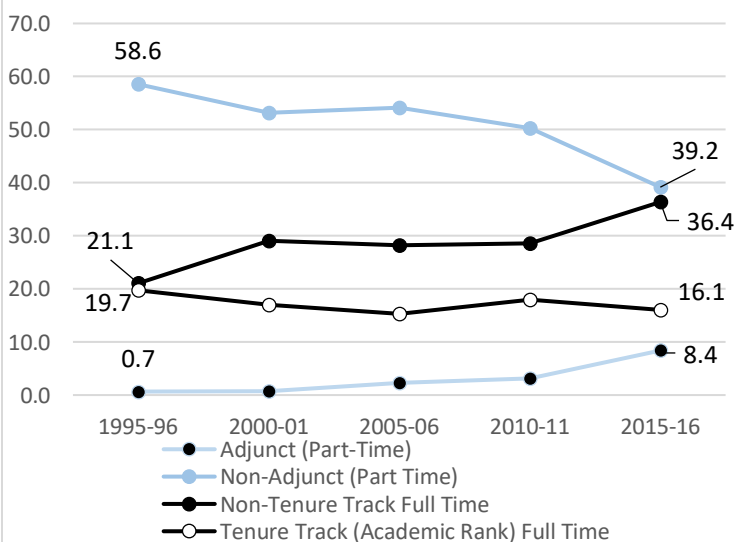


Figure 24.2 Optometry Percentage of Faculty by Classification



Trends in Full-Time and Part-Time Faculty

As shown by Figure 24.1, SUNY Optometry’s faculty composition varies across the study period, ending in a significant decrease in 2015-16. From 1995-96 to 2015-16, full-time faculty steadily increased from 62 to 75 (a 21 percent increase), while part-time faculty had various shifts (including a temporary dip in 2000-01 to 76) but decreased overall from 90 to 68 (a 24.4 percent decrease). Part-time adjunct faculty increased from 1 position to 12 positions, other part-time positions decreased from 89 to 56 positions (a 37.1 percent decline), which is mostly due to a decline in clinical faculty from 85 part-time positions to 54 part-time positions (a 57.4 percent decrease). Full-time tenure-track positions declined from 30 to 23 (a 23.3 percent decline), while other full-time positions increased from 32 to 52 positions (a 62.5 percent increase). In addition, medical faculty began reporting 14 positions as of 2005-06, and remain at 14 as of 2015-16, and this also contributes to the increase in total full-time positions at SUNY College of Optometry.

Figure 24.2 reflects the changes in each faculty classification’s percentage of total faculty. With part-time adjunct faculty have the only increase among all part-time faculty, their portion increased from 0.7 percent to 8.4 percent. Other part-time positions decreased from 58.6 percent to 39.2 percent, but still represent the largest category of faculty at SUNY Optometry. Full-time tenure-track faculty and non-tenure-track full-time faculty start at about the same percentage (19.7 percent and 21.1 percent, respectively), but diverge from there.

Tenure-track full-time faculty decrease to 16.1 percent, while other full-time faculty increase to 36.6 percent.

Figure 24.3A shows how since 1995-96, despite an increase in student enrollment, part-time faculty have decreased significantly while full-time instructors increased only by 21 percent. Student enrollment increased slowly from 1995-96 to 2010-11 by 35 students (or 13.1 percent), and then dramatically increased in 2015-16 by 60 students (or 19.8 percent). Overall, student enrollment increased by 35.4 percent since 1995-96.

Figure 24.3B shows the effects on student faculty ratios. Students per part-time instructor have increased from 3 to 5.3, but the increase only occurred from 2010-11 when it was at 3.5 because of the sharp increase in student enrollment and the sharp decrease in total part-time faculty occurring at the same time. Full-time faculty have maintained from 4.3 to 4.8 students per instructor due to both full-time faculty and student enrollment increasing at the same rate of 21 percent since 1995-96. Also of note, the two periods of significant increases in student enrollment (1995-96 to 2000-01 and 2010-11 to 2015-16) occur at the same times as significant increases in students per full-time tenure track instructor. During those two periods, full-time tenure-track faculty declined by 6 positions (from 30 to 24) and then again by 6 positions (from 29 to 23). The overall increase in students per full-time tenure-track instructor is from 8.9 in 1995-96 to 15.8 in 2015-16.

Trends in Race and Gender

As shown by Figure 24.4T, SUNY College of Optometry’s tenure-track faculty actually has some opposite trends compared to SUNY-wide tenure-track faculty. Unlike SUNY-wide trends, tenure-track faculty at College of Optometry have actually had a decline in the number of females (by 3 positions, or 37.5 percent), and the male-female ratio has widened from 3.25:1 in 1995-96 to 4:1 in 2015-16. Over the same period, however, the number of male tenure-track faculty has decreased by 6

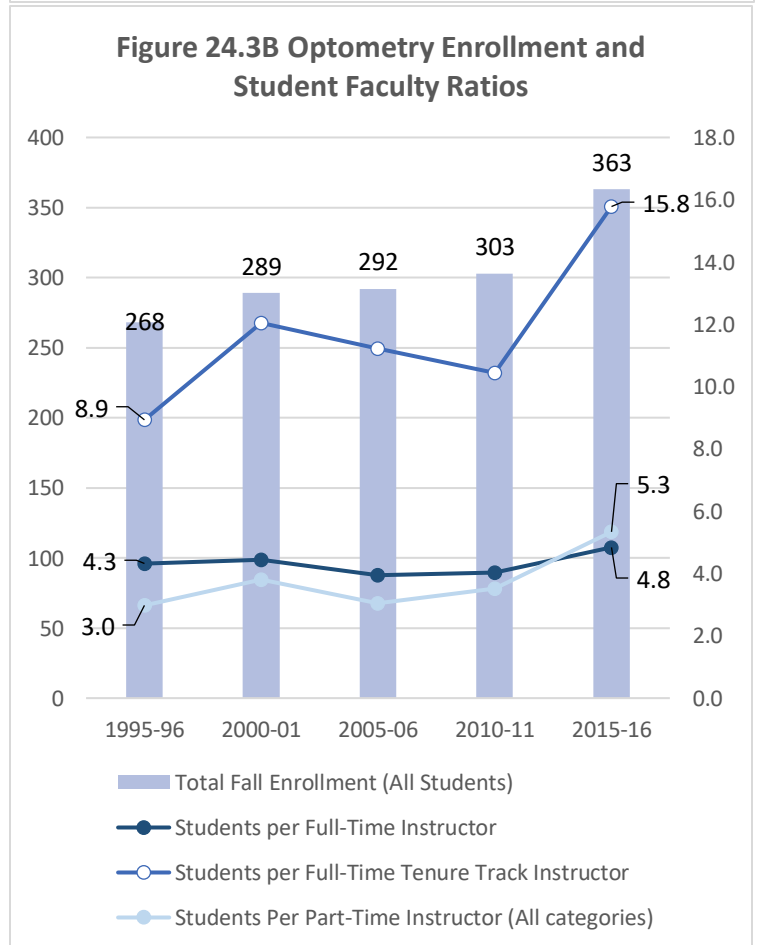
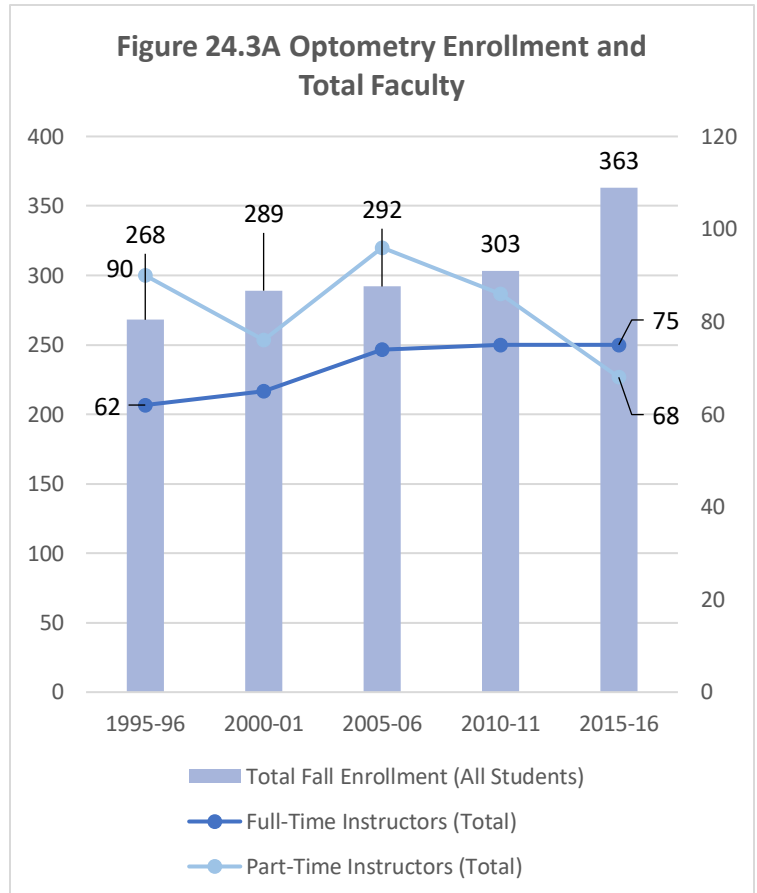
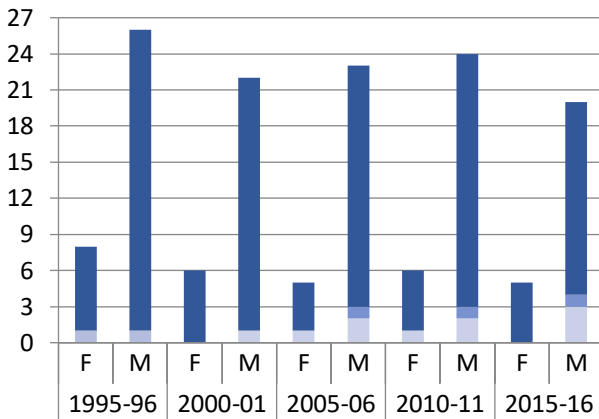


Figure 24.4T Optometry Tenure Track (Academic Rank) by Gender and Ethnicity

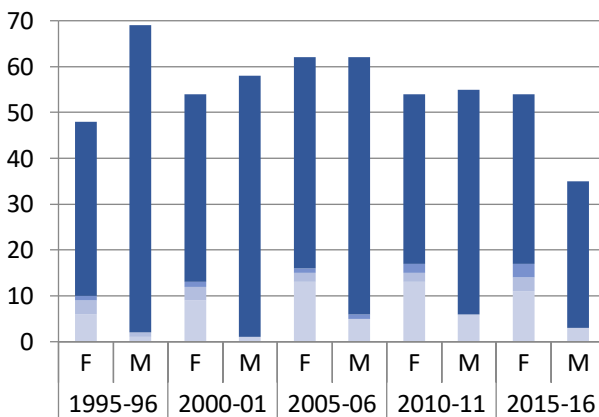


positions (or 23.1 percent). However, since 1995-96, the number of females have also decreased.

The percentage of tenure-track faculty that is White has declined since 1995-96 (from 94.1 percent and 84 percent). White faculty have also decreased by 11 positions (or 34.4 percent). Asian faculty have been reported since 2000-01 and have held 3 positions as of 2015-16. Black tenure-track faculty lost their 2 positions from 1995-96 and have had no presence since 2000-01, and Hispanic faculty have had 1 position since 2005-06. Since 1995, White males declined by 36 percent, non-White males increased by 300 percent, White females increased by 28.6 percent, and non-White females have lost the one position they held and are at 0 positions as of 2015-16.

As shown in Figure 24.4C, total clinical faculty at SUNY College of Optometry has steadily declined from 117 in 1995-96 to 89 positions in 2015-16. The percent of clinical faculty at SUNY Optometry that is White has declined from 89.7 percent in 1995-96 to 77.5 percent in 2015-16. Asian faculty have had the largest increase (from 7 to 14 positions, a 100 percent increase). Black faculty have reduced from 4 to 3 positions, and Hispanic faculty have increased from 1 to 3 positions. The male-female ratio has shifted dramatically from 1.44:1 in 1995-96 to 0.65:1 in 2015-16. The number of males has declined by 49.3 percent (from 69 to 35 positions), as the number of females has increased by 12.5 percent (from 48 to 54 positions). Since 1995-96, White males decreased by 52.2 percent, non-White males increased by 50 percent, White females declined by 2.6 percent, and non-White females by 70 percent.

Figure 24.4C Optometry Faculty Clinical by Gender and Ethnicity



WH	38	67	41	57	46	56	37	49	37	32
UNK	0	0	0	0	0	0	0	0	0	0
NATAM	0	0	0	0	0	0	0	0	0	0
MLTRC	0	0	0	0	0	0	0	0	0	0
HISP	1	0	1	0	1	1	2	0	3	0
HAW	0	0	0	0	0	0	0	0	0	0
BL	3	1	3	0	2	0	2	0	3	0
AS	6	1	9	1	13	5	13	6	11	3

SUNY UPSTATE MEDICAL

Over the past two decades, SUNY Upstate Medical has dramatically reconfigured its faculty profile. In 1995-96, over 60 percent of its faculty had full-time positions with academic ranks. By 2015-16, that had declined to 18 percent. Much of the change was due to the introduction of medical faculty by 2005-06. Medical faculty rose to 541 by 2015-16. By contrast, tenured and tenure-track faculty declined from a total of 331 full- and part-time positions to 237, a drop of nearly 30 percent.

The declining Upstate tenured and tenure-track faculty is becoming more diverse as the numbers of White men have declined the most from 237 to 138 positions. By contrast, women, who lost 5 positions, increased their percentage of faculty in academic ranks from 21.1 to 27.4. In 2015-16, SUNY Upstate had one Black faculty member with an academic appointment, down from a high of six in the 2005-06 report. Similarly, while the faculty had 10 Hispanics in 2000-01, that number had fallen to five in 2015-16.

Trends in Full-Time and Part-Time Faculty

SUNY Upstate Medical University’s faculty composition shows increases in both full-time and part-time faculty, as shown by Figure 25.1. Full-time faculty increased significantly from 351 positions in 1995-96 to 923 positions in 2015-16 (a 163 percent increase). Part-time faculty increased from 155 positions to 249 positions (a 60.6 percent increase) over the same period. Most of the full-time faculty increases are due to the introduction of medical faculty in 2005-06, which contributed 523 out of 923 full-time positions as of 2015-16. Full-time tenure-track positions have decreased from 306 to 216 (a decrease of 29.4 percent). Part-time adjunct faculty have increased from 8 to 38 positions (or 375 percent) over the same period. Clinical faculty have had increases in both full-time positions (by 128, or 328.2 percent) and part-time positions (by 46, or 37.7 percent).

As shown by Figure 25.2, the percentages of all faculty for each faculty classification shift dramatically among nearly all levels. Adjunct faculty, while increasing significantly from 8 to 38 positions, still only comprise from 1.6 percent of all faculty in 1995-96 to 3.2 percent in 2015-16. Other part-time positions have declined in their share of all faculty from 29.1

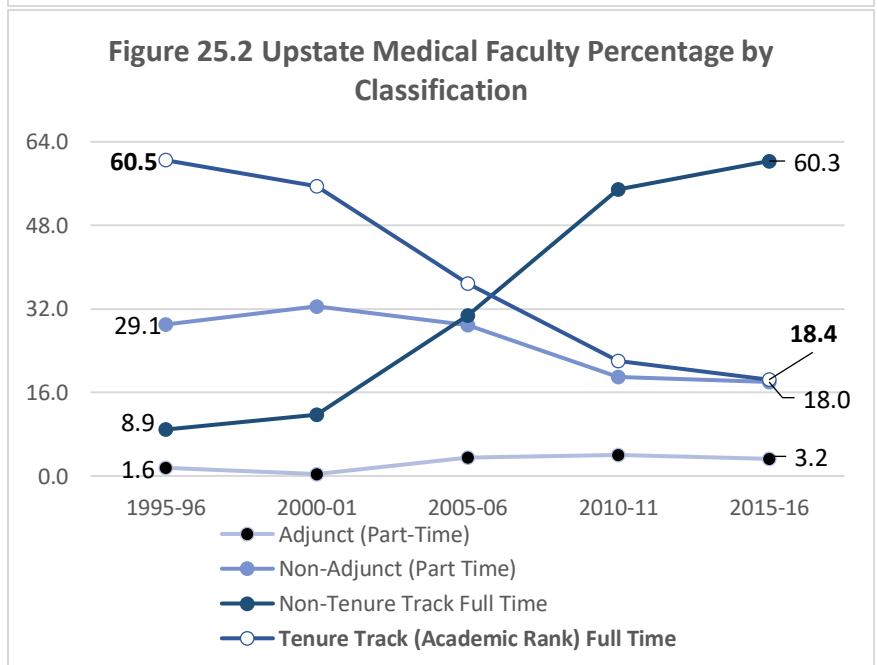
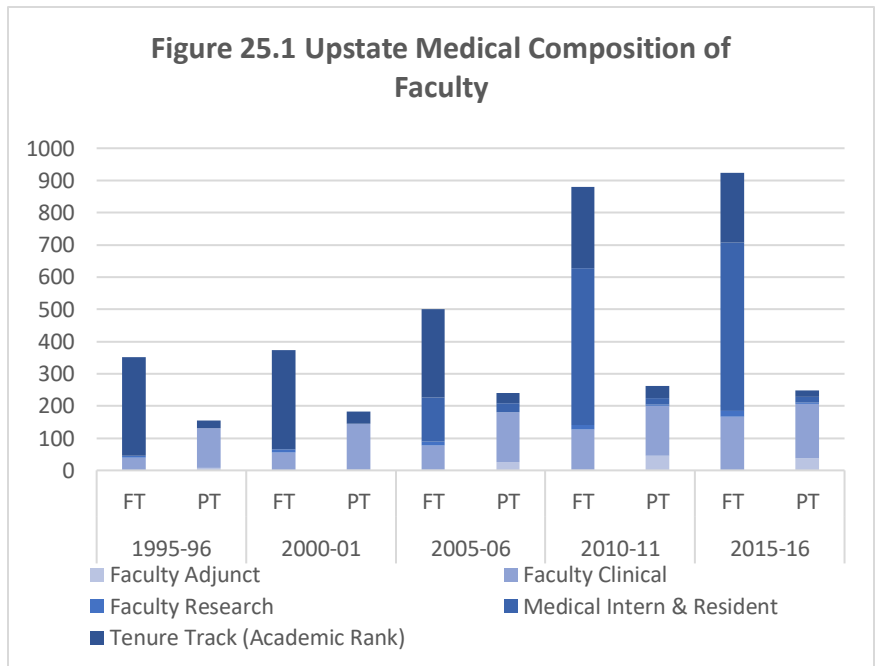
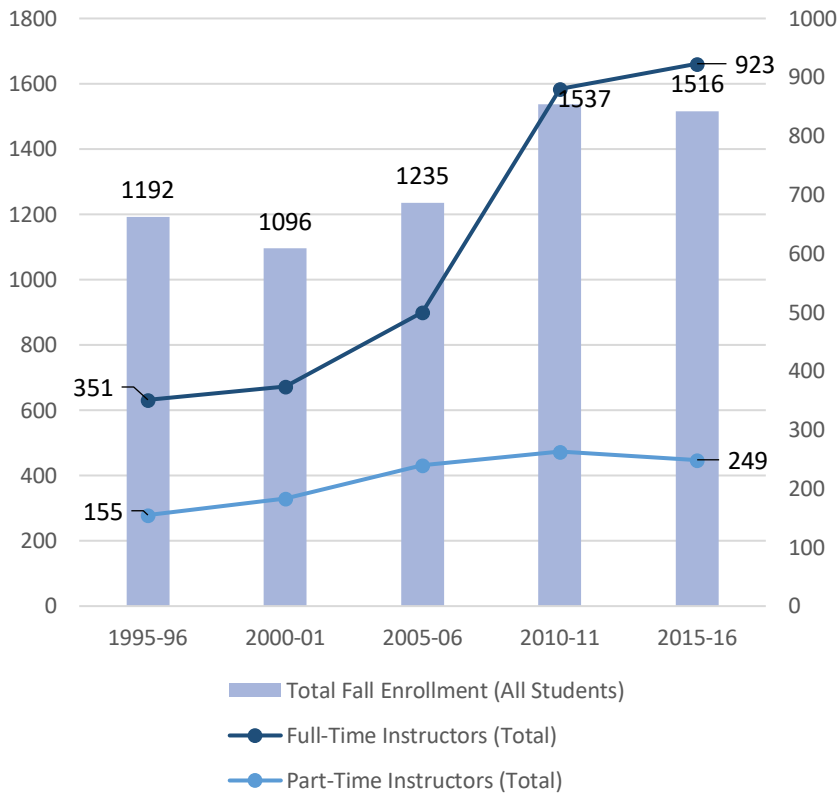


Figure 25.3A Upstate Medical Enrollment and Total Faculty

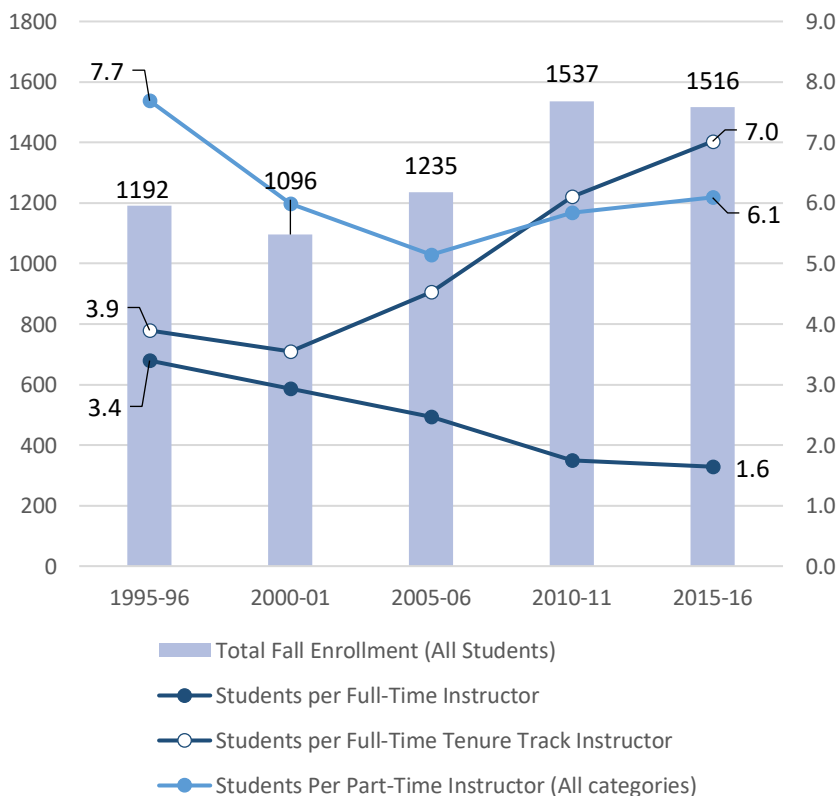


percent to 18 percent. Tenure-track full-time faculty decreased significantly from 60.5 percent to 18.4 percent. Finally, other full-time faculty increased from 8.9 percent to 60.3 percent (due primarily to the introduction of the large number of full-time medical faculty).

As shown by Figure 25.3A, student enrollment has increased overall by 324 students since 1995-96 (or 27.2 percent). However, student enrollment had a low of 1,096 students in 2000-01 and a high of 1,537 in 2010-11.

The varied numbers in student enrollment affect student-faculty ratios, as shown by Figure 25.3B. The increase in part-time instructors produces an overall decrease in students per part-time instructor from 7.7 to 6.1; however, there was a low of 5.1 in 2005-06 followed by an increase due to the increases in student enrollment and the stagnation in part-time instructors. As for full-time instructors, there was a steady decline in the student faculty ratio from 3.4 to 1.6. This steady decline is due to the consistent increases in full-time faculty, as well as the largest increase in full-time faculty occurring at the same time (between 2005-06 and 2010-11) as the largest increase in student enrollment. The decrease in full-time tenure-track faculty by 29.4 percent produces a quick rise in students per full-time tenure-track instructor from 3.9 to 7, especially because of the overall increase in student enrollment over the same period.

Figure 25.3B Upstate Medical Enrollment and Student Faculty Ratios



Trends in Race and Gender

As shown by Figure 25.4T, the percentage of White tenure-track faculty has declined from 91.5 percent to 81.4 percent. Asian tenure-track faculty increased from 21 to 38 positions in the past two decades, while Black tenure-track faculty numbers declined from 3 to 1 position over the same

period. Hispanic tenure-track faculty have increased from 4 to 5 positions; however, Hispanic faculty had a peak of 10 positions 2000-01.

Similar to SUNY-wide, tenure-track faculty at Upstate Medical University have had a shrinking gender gap (the male-female ratio has shifted from 3.73:1 to 2.65:1) and a decrease in male tenure-track faculty (by 34.1 percent). However, since 1995-96, the number of females have also decreased from 70 to 65 positions (a 7.1 percent decrease). Since 1995, White males declined by 41.8 percent, non-White males increased by 41.7 percent, White females decreased by 16.7 percent, and non-White females increased by 150 percent.

As shown by Figure 25.4C, White clinical faculty has declined from 84.5 percent in 1995-96 to 75.5 percent in 2015-16. Asian clinical faculty have significantly increased, from 18 to 59 positions in the same period. Black faculty have increased by 8 positions (160 percent), Hispanic faculty by 5 positions (250 percent), and Native American/Eskimo faculty have 3 positions as of 2015-16.

Male medical faculty grew at a slower rate (70.5 percent increase) than female faculty (279.3 percent), but male faculty had more numerical growth (93 positions) compared to female faculty (81 positions). An interesting trend among SUNY Upstate’s clinical faculty is that there are constantly between 103 and 115 more males than females, with the only outlier in 2000-01 with 124 more males than females. From 1995-96 to 2015-16, White males increased by 49.1 percent, non-White males 190 percent, White females 258.3 percent, and non-White females 380 percent.

As shown by Figure 25.4M, the percentage of White medical faculty has decreased from 56.6 percent in 2005-06 to 52.1

Figure 25.4T Upstate Tenure Track (Academic Rank) by Gender and Ethnicity

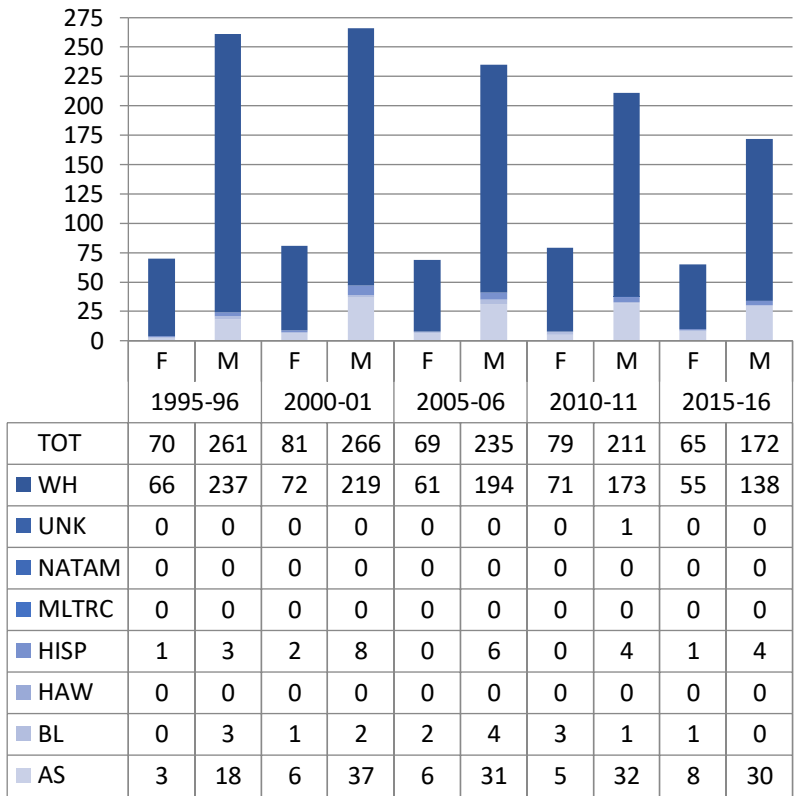


Figure 25.4C Upstate Faculty Clinical by Gender and Ethnicity

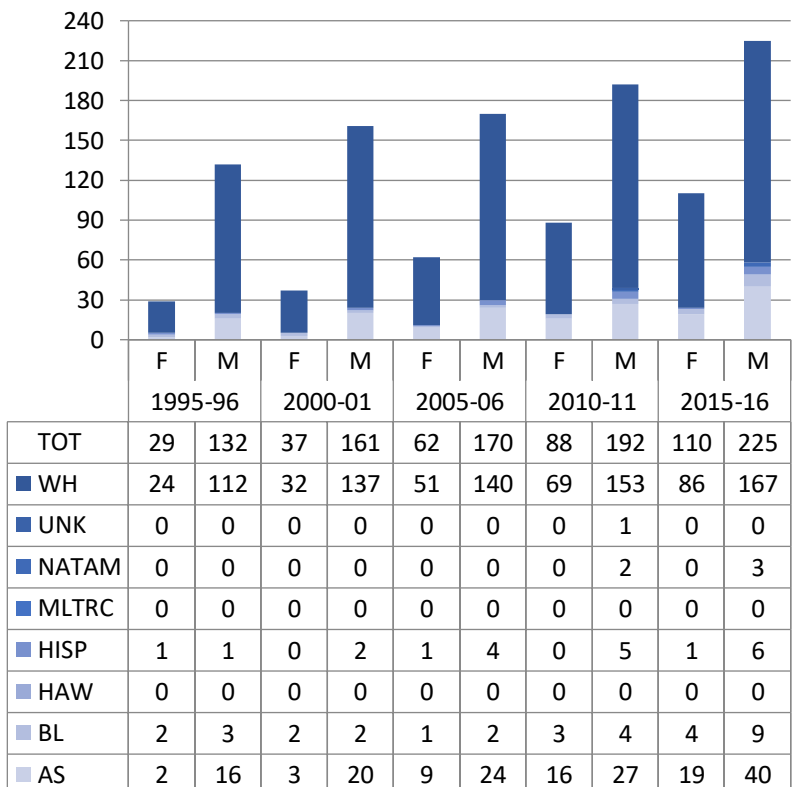
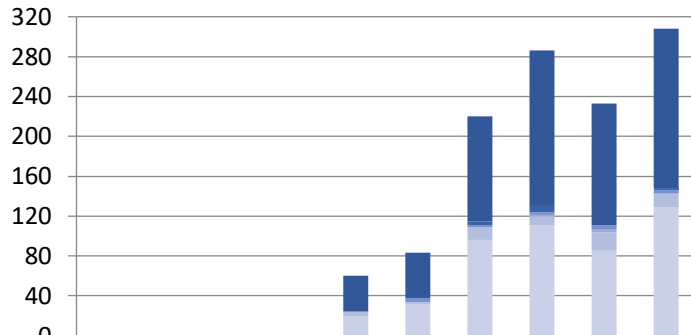


Figure 25.4M Upstate Medical Intern & Resident by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	0	0	0	0	60	83	220	286	233	308
■ WH	0	0	0	0	36	45	105	156	122	160
■ UNK	0	0	0	0	0	0	4	6	0	0
■ NATAM	0	0	0	0	0	0	0	0	0	1
■ MLTRC	0	0	0	0	0	0	0	0	0	0
■ HISP	0	0	0	0	0	4	2	3	4	4
■ HAW	0	0	0	0	0	0	0	1	3	1
■ BL	0	0	0	0	4	3	13	9	19	13
■ AS	0	0	0	0	20	31	96	111	85	129

percent in 2015-16. Over the same period, Asian medical faculty has increased from 51 to 214 positions, and Black medical faculty from 7 to 32 positions. Hispanic, Hawaiian/Pacific Islander, and Native American/Eskimo faculty have all seen few changes in numbers. Of note, Upstate Medical University is the only SUNY institution that reported medical faculty of Unknown race.

Since 2005-06, the male-female ratio has had almost no change (from 1.38:1 to 1.32:1 as of 2015-16). In addition, both males and females have increased at similar rates (271.1 percent and 288.3 percent, respectively). From 1995-96 to 2015-16, White males increased by 255.6 percent, non-White males increased by 289.5 percent, White females increased by 239 percent, and non-White females declined by 3.5 percent.

TECHNICAL SCHOOLS

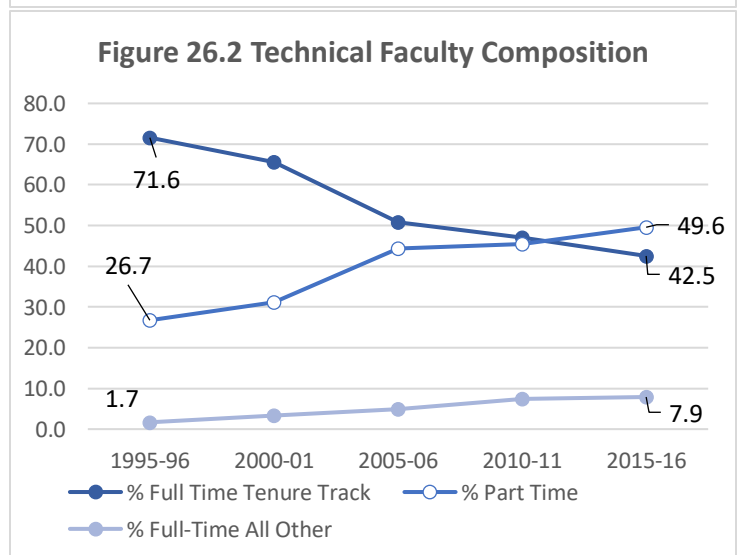
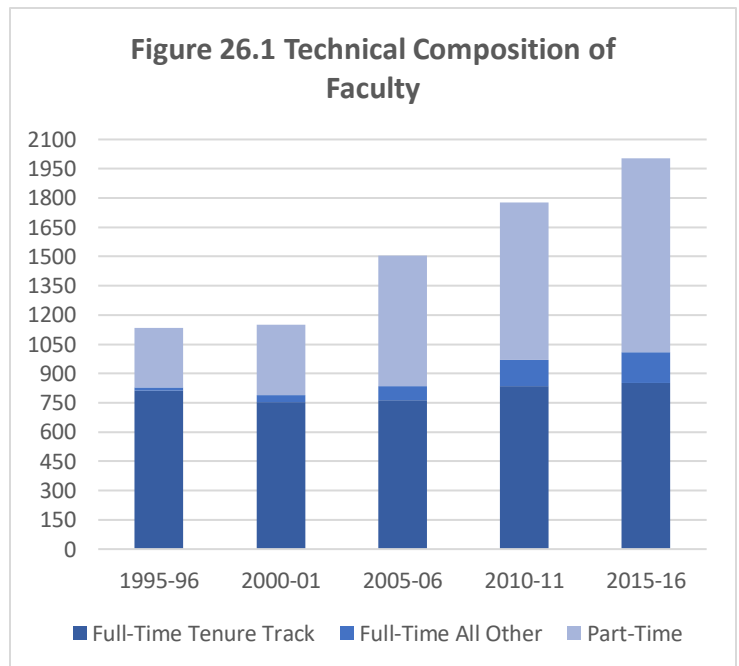
SUNY’s technical schools each emphasize a particular specialization such as agriculture, ceramics, shipping, etc. Although some individual schools have experienced significant enrollment volatility over the past 20 years, the trend has been one of growth from 21,506 students in 1995 to 28,375 students in 2015, a 31.9 percent increase. Sector-wide, despite the enrollment growth, the full-time tenured and tenure-track faculty have only expanded from 811 to 852 positions (5.1 percent)⁴. With the growth of other categories of faculty, these positions have declined from 71.6 percent of the faculty workforce in 1995-96 to 42.5 percent in 2015-16. Over the same period, part-time faculty lines rose 303 to 993 and these faculty now comprise nearly half of the total faculty at these campuses.

The percentage of women in tenured and tenure-track positions rose from 31.4 (264 of 841) to 42 percent in 2015-16, 360 of 856 positions. However, other groups that contribute to structural diversity have not fared as well. Hispanics have varied from 17 to 22 positions over the past 20 years and now make up 2.1 percent of the faculty with academic ranks. While Blacks have increased from 19 to 31 positions, they still only comprise 3.6 percent of the faculty in these ranks. In contrast, faculty with Asian ethnicities increased from 24 to 61 and they now represent 7.1 percent of the faculty. Nevertheless, in 2015-16 Whites still comprised 87 percent of the faculty with academic titles in 2015-16.

Trends in Full-Time and Part-Time Faculty

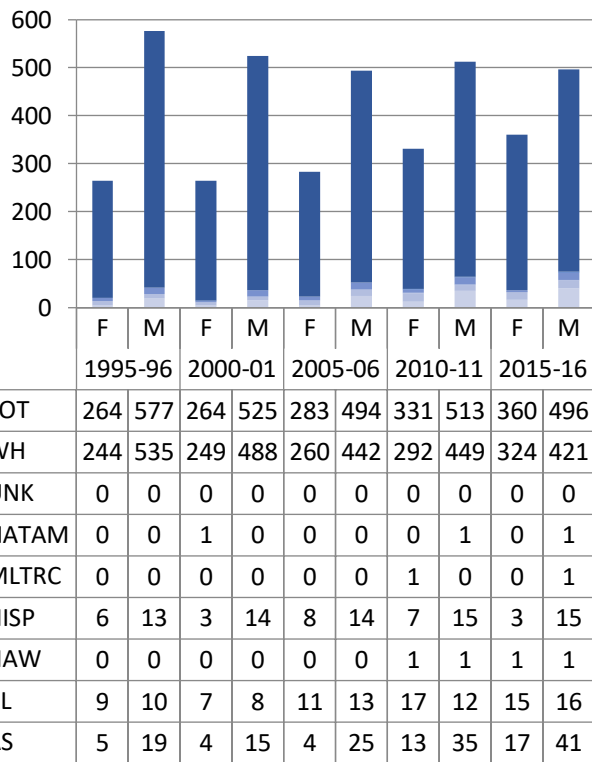
As shown by Figure 26.1, among SUNY Technical schools, full-time tenure-track faculty have experienced very little increases since 1995-96 (from 811 to 852, a 5.1 percent increase), especially in comparison to the increases experienced by the number of other full-time positions (from 19 to 158, a 731.6 percent increase) and part-time positions (from 303 to 993, a 227.7 percent increase). Since 1995-96, the total number of full-time positions increased from 830 to 1,010 (a 21.7 percent increase).

Figure 26.2 illustrates how the significant increases in part-time and non-tenure-track full-time faculty among Technical schools over the past two decades. Part-time faculty have increased, as a percentage of all Technical school faculty, from 26.7 percent to 49.6 percent, and other full-time faculty increased from 1.7 percent to 7.9 percent. Consequently, full-time tenure-track faculty decreased from 71.6 percent to 42.5 percent. All of the changes in percentages have been at steady rates of increases and decreases.



⁴ The data acquired from SUNY did not include the Fashion Institute of Technology.

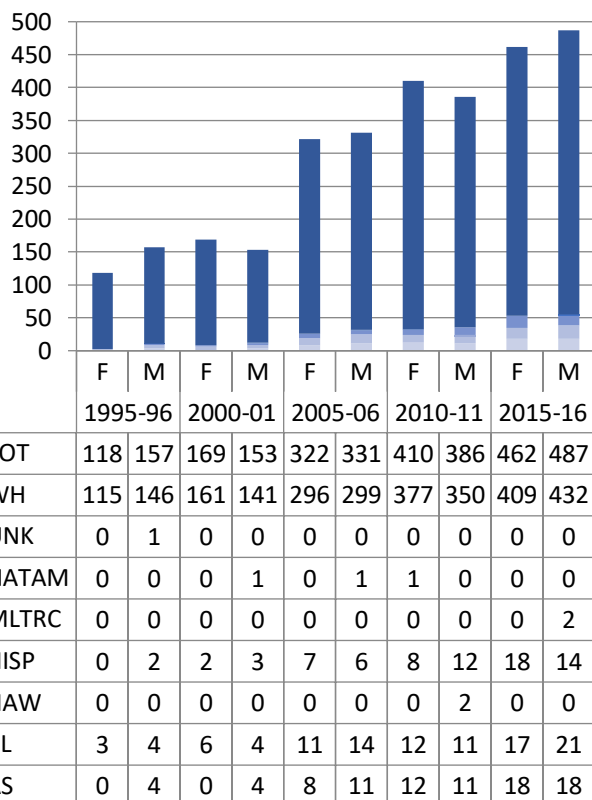
Figure 26.3T Technical Schools Tenure Track (Academic Rank) By Gender and Ethnicity



Trends in Race and Gender

As shown in Figure 26.3T, among tenure and tenure-track faculty in SUNY Technical schools, the numbers among under-represented groups show significant changes in some groups but no changes among others over the past two decades. The number of Black tenure and tenure-track faculty have increased by 12 positions (from 19 to 31, an increase of 63.2 percent). Asian faculty numbers have had the largest increase among all ethnicities, from 24 to 58 (a 141.7 percent increase). Hispanic faculty have lost one position (from 19 to 18 positions as of 2015-16), and Hawaiian, Multiracial, and Native American/Eskimo faculty all hold one tenure-track position in the Technical schools total, compared to 0 positions in 1995-96. The growth in Black and Asian faculty, combined with a decline in the number of White tenure-track faculty (from 779 to 745) have led to an increase in the non-White percentage of tenure-track faculty (from 7.4 percent to 13 percent as of 2015-16). Reflecting SUNY-wide trends, there has been an increase in the number of females (by 96 positions, or 36.4 percent) and a decrease in the number of males (by 81 positions, or 14 percent). The male-female ratio has become more balanced, shifting from 2.19:1 in 1995-96 to 1.38:1 in 2015-16. From 1995-96 to 2015-16, the number of White males declined by 21.3 percent, non-White males increased by 78.6 percent, White females increased by 32.8 percent, and non-White females increased by 80 percent.

Figure 26.3A Technical Schools Faculty Adjunct By Gender and Ethnicity



As shown in Figure 26.3A, the total number of adjunct faculty of all Technical schools has significantly increased since 1995-96 (from 275 to 949). White adjunct faculty has declined from 94.9 percent of all Technical school adjunct faculty to 88.6 percent as of 2015-16. The number of Asian adjunct faculty has significantly increased (from 4 to 36 positions) in the same period. Black adjunct faculty have also increased significantly from 7 to 38 positions, as have Hispanic faculty from 2 to 32 positions. The male-female ratio has varied each year, but has remained near a 1:1 balance. The male-female ratio has varied between 1.33:1 in 1995-96 and 0.91:1 in 2000-01, and was at 1.05:1 as of 2015-16. Since 1995-96, White males increased by 195.9 percent, non-White males by 400

percent, White females by 255.6 percent, and non-White females by 1666.7 percent (from 3 to 53 positions).

As shown by Figure 26.3L, the percentage of White lecturer faculty has declined from 100 percent in 1995-96 to 87 percent in 2015-16. Because lecturer faculty are almost all White in each year, there are no significant trends in individual ethnicities, but the total number of minority faculty has increased from 3 in 2005-06 to 17 in 2015-16. The number of male lecturing faculty has consistently exceeded the number of female lecturing faculty. The male-female ratio since 2000-01 (the first year with female faculty reported) has shifted towards an unbalanced direction, from 1.67:1 to 2.64:1. The number of males in 2005-06 is nearly identical to the number of females in 2010-11, but the number of females nearly tripled (from 13 to 38) over those five years while the number of males doubled (from 37 to 75). In addition, from 2010-11 to 2015-16, males increased by 20 positions, while females actually decreased by 2 positions. Since 1995-96, White males increased by 1,216.7 percent (from 6 to 79 positions). White male lecturing faculty have been reported since 1995-96, White female faculty since 2000-01 with 6 positions (and is now at 35), non-White male faculty since 2005-06 with 3 positions (and is now at 16), and non-White female faculty since 2010-11 with 1 position (and is still at 1 position).

As shown in Figure 26.3V, White visiting faculty varied between a high of 90.9 percent in 1995-96 and a low of 78.3 percent in 2010-11 of all visiting faculty. The total number of minority faculty has increased since 1995-96 from 1 to 8. The largest minority visiting faculty increase was with Asian faculty (from 1 to 5 positions). The male-female ratio has balanced significantly since 1995-96 (from 2.67:1 to 1.23:1). There were never more than 7 more visiting males than visiting females, though 2010-11 is an outlier with 13 more males than females. White males have increased by 342.9 percent, non-White males 500 percent, White females 833.3 percent. Since 2000-01, non-White females remained at 2 positions.

Figure 26.3L Technical Schools Faculty Lecturer By Gender and Ethnicity

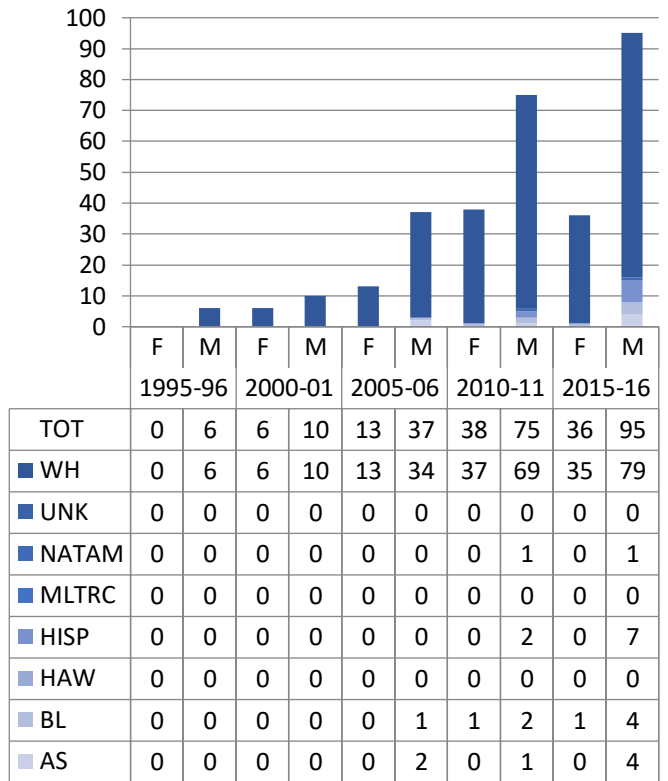
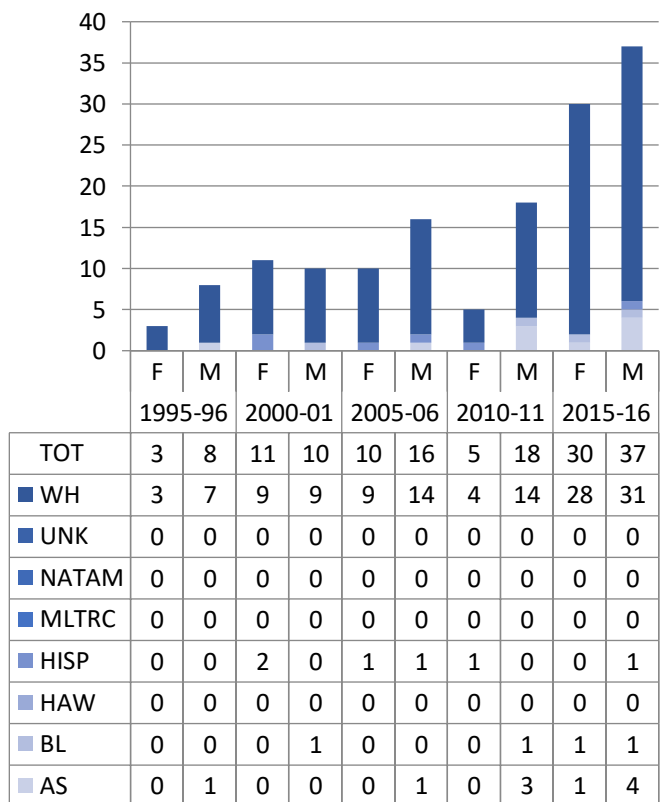


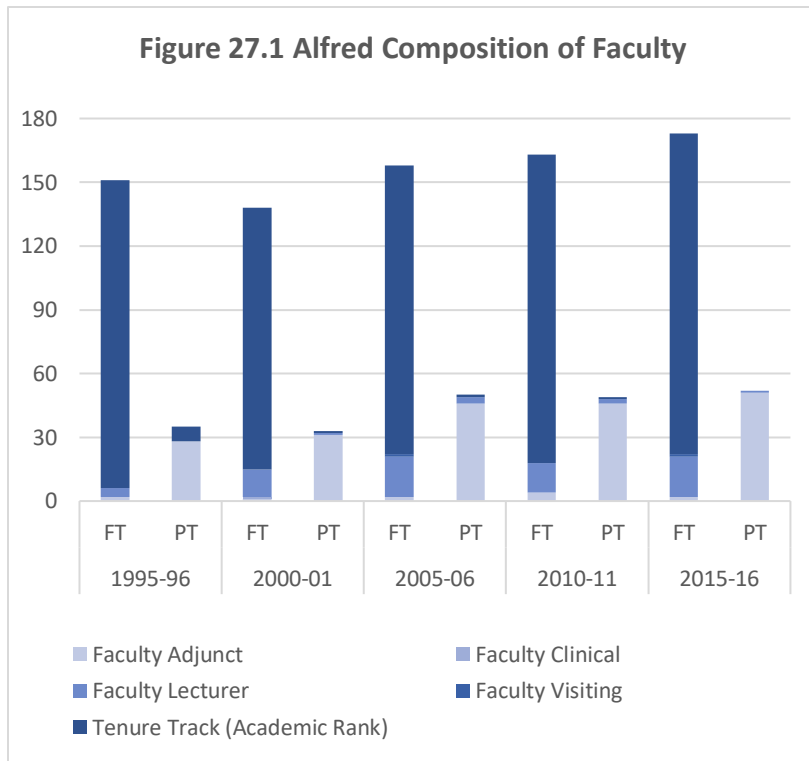
Figure 26.3V Technical Schools Faculty Visiting By Gender and Ethnicity



SUNY ALFRED

Unlike most of the schools in the SUNY system, Alfred’s faculty are still dominated by tenured and tenure-track appointees, increasing from 145 to 151 among full-time ranking positions since 1995-96. Meanwhile, part-time adjunct faculty have increased from 28 to 51 positions. Although lecturers have also increased, 67.1 percent of Alfred’s faculty still hold full-time tenured or tenure-track positions.

However, with respect to structural diversity among faculty with academic titles, Alfred lags far behind many of SUNY’s campuses. In 2015-16, women held 28.5 percent of these faculty lines, an increase from 21.7 percent in 1995-96. In 2015-16, Alfred had two Black and one Hispanic faculty members with these appointments, up from zero two decades earlier.



Trends in Full-Time and Part-Time Faculty

SUNY Alfred’s faculty composition show a steady increase in both full-time faculty (by 22 positions, or 14.6 percent) and part-time faculty (by 17 positions, or 48.6 percent). As shown by Figure 27.1, part-time adjunct faculty increased from 28 to 51 (an 82.1 percent increase), and full-time tenure-track positions increased from 145 to 151 (a 4.1 percent increase). Other part-time faculty increase from 6 to 22, while other full-time faculty decreased from 7 to 1.

As shown in Figure 27.2, although there were fluctuations, faculty composition has remained approximately the same for each classification since 1995-96. During this period, the percentage of full-time tenure and tenure track faculty has declined from 78 percent to 67.1 percent; even though there was an increase by 4.1 percent in the number of positions, the increase rate was slower than the increase rate of the other classifications. Other full-time faculty increased from 3.2 percent to 9.8 percent. Part-time adjunct faculty increased from 15.1 percent to 22.7 percent, and other part-time faculty decreased from 3.8 percent to 0.4 percent.

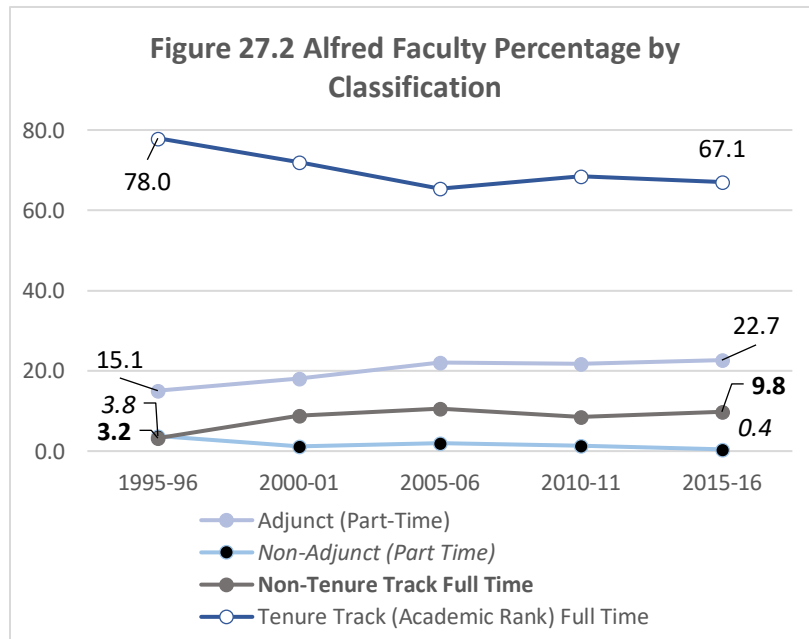


Figure 27.3A shows an interesting trend: student enrollment increases and decreases align with increases and decreases in both full-time and part-time instructor totals. From 1995-96 to 2000-01, student enrollment decreased by 17.6 percent, full-time instructors decreased by 8.6 percent, and part-time instructors decreased by 5.7 percent. From

2000-01 to 2015-16, student enrollment increased by 33.9 percent, full-time instructors increased by 25.4 percent, and part-time instructors increased by 57.6 percent. In 2010-11, student enrollment peaked at 3,709 students, and from 2005-06 to 2015-16 part-time instructors maintained between 49 and 52 positions.

As shown by Figure 27.3B, the student faculty ratio for full-time faculty has almost not changed from 22 students per full-time instructor in 1995-96 to 21.2 students per full-time instructor in 2015-16. Because tenure-track faculty comprise between 96 percent and 87.3 percent of full-time faculty, their student faculty ratio also does not change (going from 22.9 to 24.2) and is just slightly above full-time faculty. Interestingly, part-time instructors have a declining student faculty ratio from 94.8 to 70.4: between 1995-96 and 2000-01, student enrollment declined (by 17.6 percent) as part-time instructors barely changed (from 35 to 33); from 2000-01 to 2005-06, part-time instructors increased at a slower rate (14.5 percent) than student enrollment (20.8 percent). Finally, from 2005-06 and 2015-16, part-time instructors had little change (between 49 and 52) while student enrollment peaked and declined.

Trends in Race and Gender

At SUNY Alfred, there appears to be two significant trends in faculty. Among tenure-track faculty, the gender balance is very disproportionate, more so than most other SUNY institutions. In addition, there is a disproportionate White percentage of faculty compared to the non-White percentage of faculty (an average of 0.6 positions held by non-White faculty members each year, despite overall increases in adjunct faculty).

As shown by Figure 27.4T, the percentage of White tenure-track faculty at SUNY Alfred has remained between a high of 96.1 percent in 1995-96 and a low of 90.5 percent in 2005-06. Asian tenure-track faculty has not increased

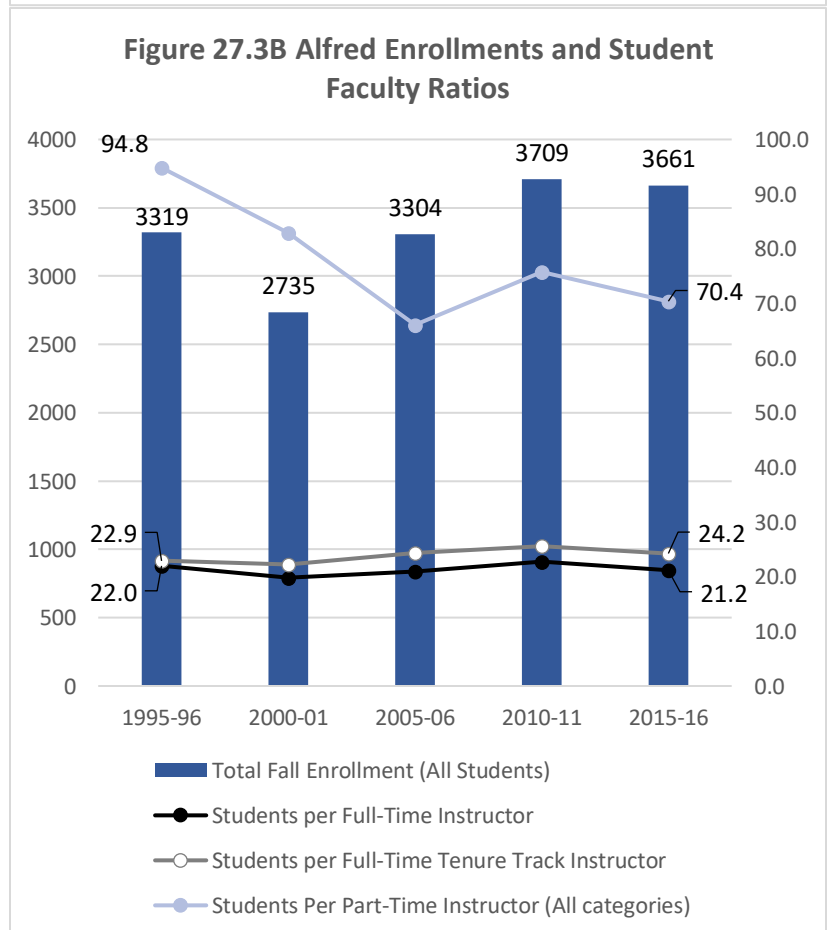
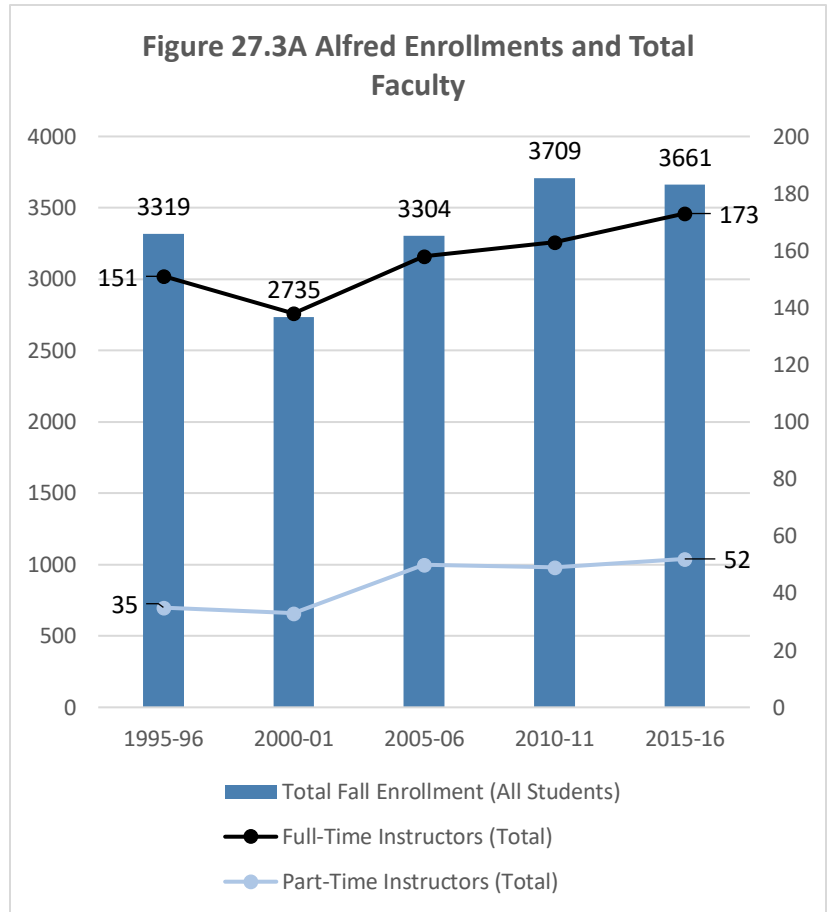
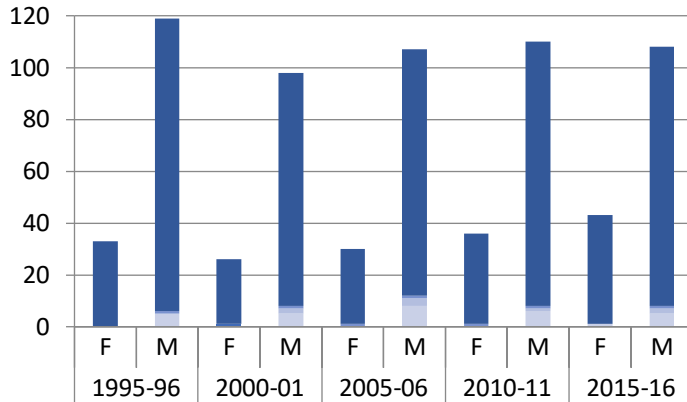
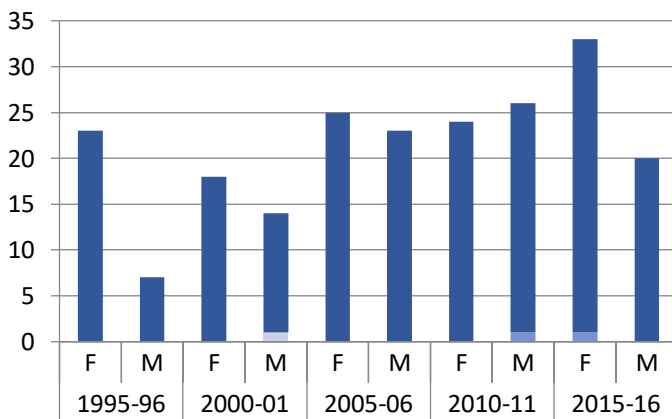


Figure 27.4T Alfred Tenure Track (Academic Rank) by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	33	119	26	98	30	107	36	110	43	108
■ WH	33	113	25	90	29	95	35	102	42	100
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	1	0	0	0	0	0	0	0
■ MLTRC	0	0	0	0	0	0	0	0	0	0
■ HISP	0	1	0	1	1	1	1	1	0	1
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	0	0	0	2	0	3	0	1	0	2
■ AS	0	5	0	5	0	8	0	6	1	5

Figure 27.4A Alfred Faculty Adjunct by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	23	7	18	14	25	23	24	26	33	20
■ WH	23	7	18	13	25	23	24	25	32	20
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	0	0	0	0	0	0
■ MLTRC	0	0	0	0	0	0	0	0	0	0
■ HISP	0	0	0	0	0	0	0	1	1	0
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	0	0	0	0	0	0	0	0	0	0
■ AS	0	0	0	1	0	0	0	0	0	0

significantly (from 5 positions in 1995-96 to 6 positions in 2015-16, with a peak of 8 positions in 2005-06). A similar pattern can be found with Black (remaining an average of 2 positions since 2000-01) and Hispanic tenure-track faculty (remaining at either 1 or 2 positions each year). There remains a wide gender gap compared to most other SUNY schools, with the male-female ratio shifting from 3.61:1 to 2.51:1. Since 1995, White males declined by 11.5 percent, non-White males increased by 33.3 percent, White females increased by 27.3 percent, and non-White females have held only one position since 2000-01.

As shown by Figure 27.4A, SUNY Alfred’s adjunct faculty has slowly increased from 30 positions in 1995-96 to 53 positions in 2015-16. Adjunct faculty appear to be all White in 1995-96 and 2005-06, and only one position is held by a minority faculty in 2000-01, 2010-11, and 2015-16. The number of female adjunct faculty exceeds the number of male faculty each year except for 2010-11. The overall male-female ratio since 1995-96 has shifted from 0.3:1 to 0.61:1 in 2015-16. From 1995-96 to 2015-16, White males declined by 185.7 percent, and White females increased by 39.1 percent. There was only 1 reported non-White male faculty member in 2000-01, and again in 2010-11. It should be noted that there are no non-White female adjunct faculty at SUNY Alfred until 2015-16, with 1 position held by a Hispanic female.

SUNY CANTON

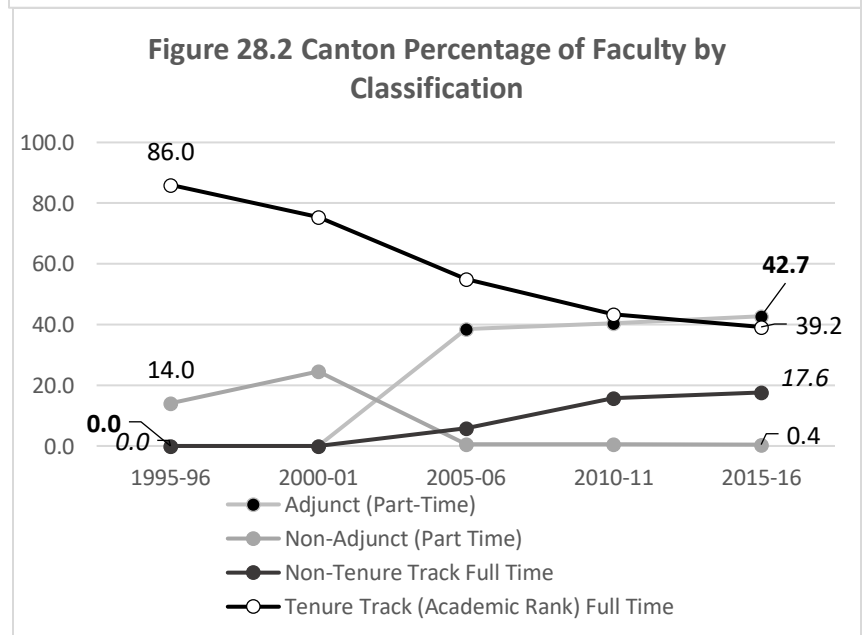
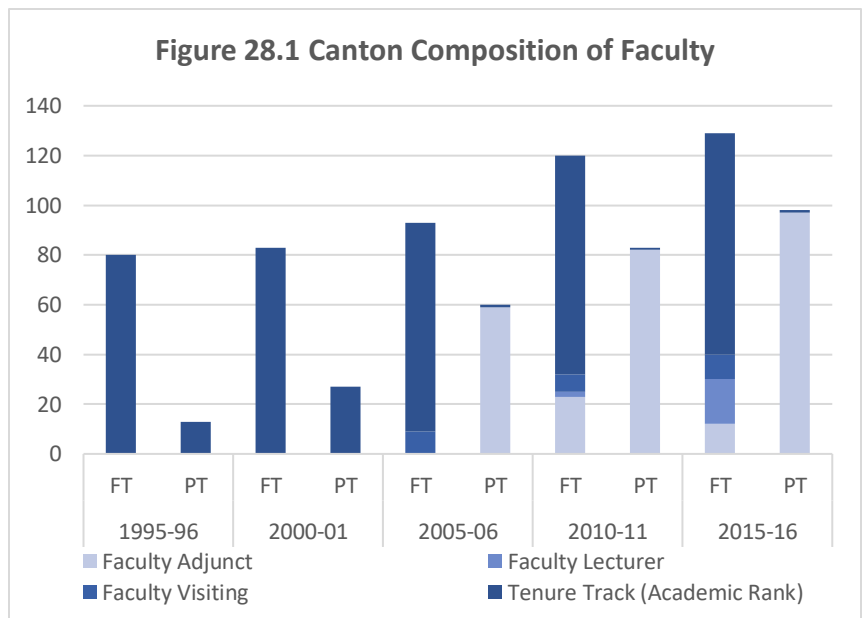
SUNY Canton’s enrollments grew by 63 percent between 1995-6 and 2015 from 2,013 to 3,278 students. That number was actually down from 2010-11 when 3,655 students were enrolled. While all full-time faculty also rose by 61.3 percent in this period, the bulk of the increase was from the addition of lecturers and full-time adjuncts as faculty with academic appointments only rose from 80 to 89 positions. In the five years between 2000-01 and 2005-06, Canton went from having no adjunct faculty to 59 and by 2015-16, there were more part-time adjuncts than full-time tenure-track appointees on the faculty. As a result, Canton experienced the largest decline in proportional composition of full-time tenure-track faculty of any SUNY campus, from 86 to 39.2 percent.

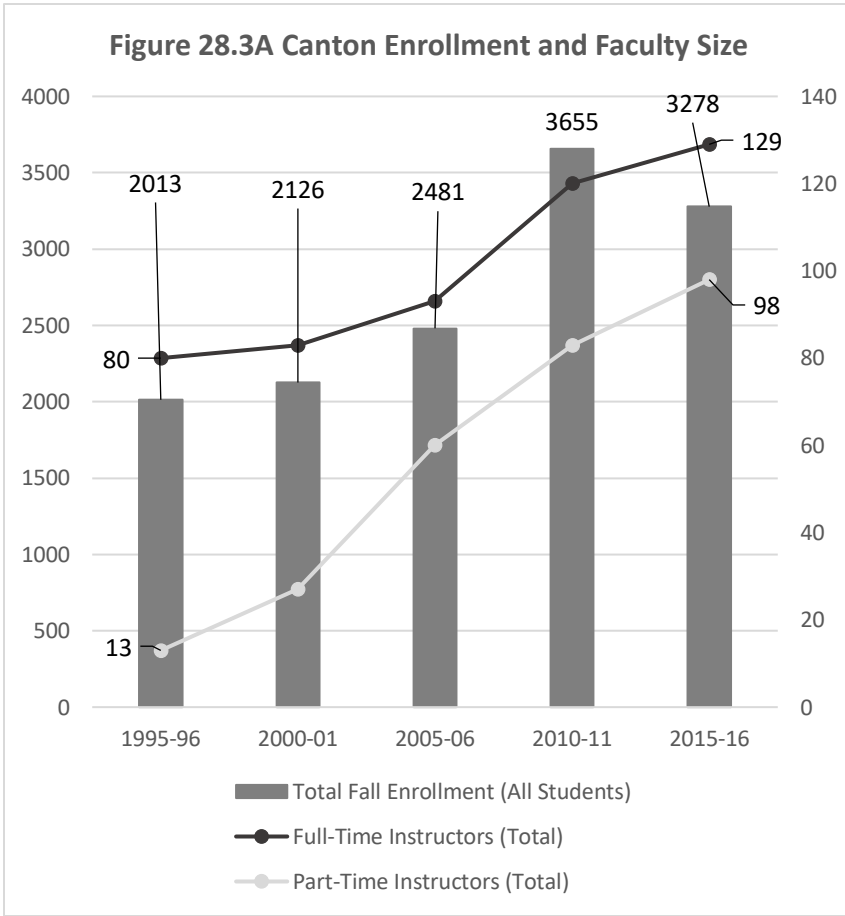
Among all tenured and tenure-track appointments in 1995-96 (including part-timers) women held 28 of 93 positions (30.1 percent) and by 2015-16 that number climbed to 40 of 90 positions (44.4 percent). Canton was also modestly more ethnically diverse, increasing from one Asian and one Hispanic in the first data point to nine Asians, four Blacks, and one Hispanic, one Native American, and one Pacific Islander. But in 2015-16, Canton’s faculty was still 82.2 percent White.

Trends in Full-Time and Part-Time Faculty

SUNY Canton’s faculty composition shows steady increases in both full-time faculty (from 80 positions to 129 positions, or 62.3 percent) and part-time faculty (from 13 to 98 positions, or 653.8 percent). Full-time tenure-track positions have increased from 80 to 89 (an 11.3 percent increase), and part-time tenure-track positions decreased from 13 to 1. Adjunct faculty reported zero positions until 2005-06. Since 2005-06, part-time adjunct faculty increased from 59 to 97 (or 64.4 percent), and full-time adjunct faculty started to be reported in 2010-11 with 23 positions, and have 12 positions as of 2015-16. Full-time lecturing faculty began reporting 2 positions in 2010-11 and are at 18 as of 2015-16. Finally, full-time visiting faculty began to be reported with 9 positions in 2005-06, and are at 10 as of 2015-16. Interestingly, there was a shift in part-time positions between 2000-01, when there were 27 tenure-track positions, and 2005-06, when there were 1 tenure-track and 59 adjunct positions. This shift marks the end of a period with only tenure-track part-time faculty, and the beginning of a period with almost all adjunct part-time faculty.

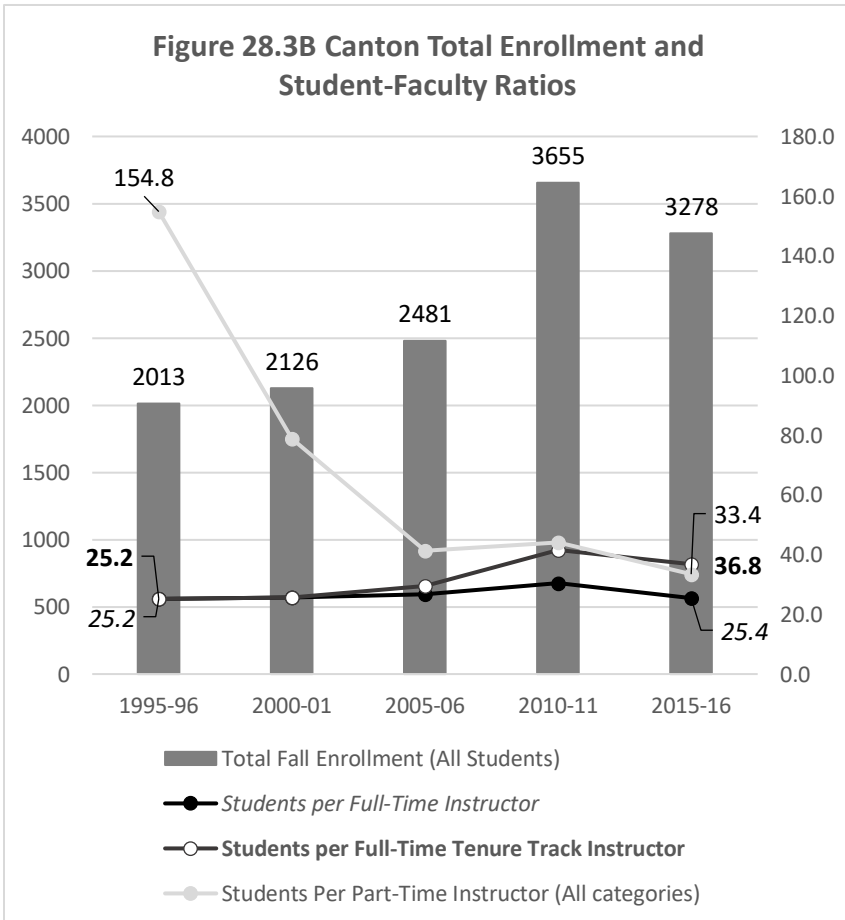
As shown by Figure 28.2, the marginal increase in full-time tenure-track faculty (by





11.3 percent) results in a decrease in the share of full-time tenure-track faculty of total faculty at SUNY Canton from 86 percent to 39.2 percent due to the faster rates of increase in other faculty categories. Specifically, part-time adjunct faculty increased because of their inclusion within faculty in 2005-06 to 59 positions, and from 2005-06 increased in its share from 38.6 percent to 42.7 percent. During this period, the decline of other part-time faculty (from 24.5 percent to 0.7 percent) gives room to the rise of adjunct part-time faculty. Since 1995-96, other full-time tenure-track faculty have increased from 0 percent in 1995-96 to 17.6 percent in 2015-16.

As shown in Figure 28.3A, there are increases in student enrollment, full-time, and part-time instructors since 1995-96. Student enrollment increased overall by 62.8 percent (from 2,013 to 3,278), full-time instructors increased by 61.3 percent (from 90 to 129), and part-time instructors increased by 653.8 percent (from 13 to 98).



As a result of the faster rate of increase with part-time instructors compared to student enrollment, students per part-time instructor declined dramatically from 154.8 in 1995-96 to 33.4 in 2015-16. Meanwhile, because the rate of increase in student enrollment and full-time instructors (62.8 percent and 61.3 percent, respectively) are similar, the student faculty ratio has no change (from 25.2 to 25.4) over the same period. The slight increase in full-time tenure-track faculty from 80 to 89 positions since 1995-96, in addition to faster increases in student enrollment, has resulted in a slight increase in their student faculty ratio from 25.2 to 36.8.

Trends in Race and Gender

As shown in Figure 28.4T, the percentage of White tenure-track faculty at SUNY Canton has declined significantly, from 97.9 percent

in 1995-96 to 82.2 percent in 2015-16. Asian tenure-track faculty increased from 1 to 9 positions in the past two decades, while Black tenure-track faculty numbers have gained 4 positions compared to 0 in 1995-96. Hispanic, Hawaiian/Pacific Islander, and Native American faculty each hold 1 tenure-track position as of 2015-16. Besides Asian and Black faculty, there are no significant trends in other minority faculty. The overall pattern of Canton's tenure-track faculty reflects that of SUNY-wide tenure-track faculty. The male-female ratio has shifted from 2.32:1 in 1995-96 to 1.25 in 2015-16. Males have decreased by 23.1 percent while females have increased by 42.9 percent. Since 1995, White males declined by 43.8 percent, non-White males increased by 1,300 percent (from 1 position to 14 positions), White females increased by 40.7 percent, and non-White females increased by 100 percent (from 1 to 2 positions).

As shown by Figure 28.4A, SUNY Canton's adjunct faculty are not reported until 2005-06, and have grown from a total of 59 positions to 109 positions in 2015-16 (an 84.7 percent increase). Because adjunct faculty are almost all White in each year, there are no significant trends in other faculty ethnicities. As of 2015-16, there were 6 positions held by minorities (10.2 percent of Canton's adjunct faculty). The male-female ratio has not changed dramatically, shifting from 0.78:1 in 2005-06 to 0.85:1 in 2015-16. Since 2005-06, White males increased by 127.3 percent, non-White males lost all of their positions (a total of 4), White females increased by 65.6 percent, and non-White females increased by 500 percent (from 1 to 6 positions).

Figure 28.4T Canton Tenure Track (Academic Rank) by Gender and Ethnicity

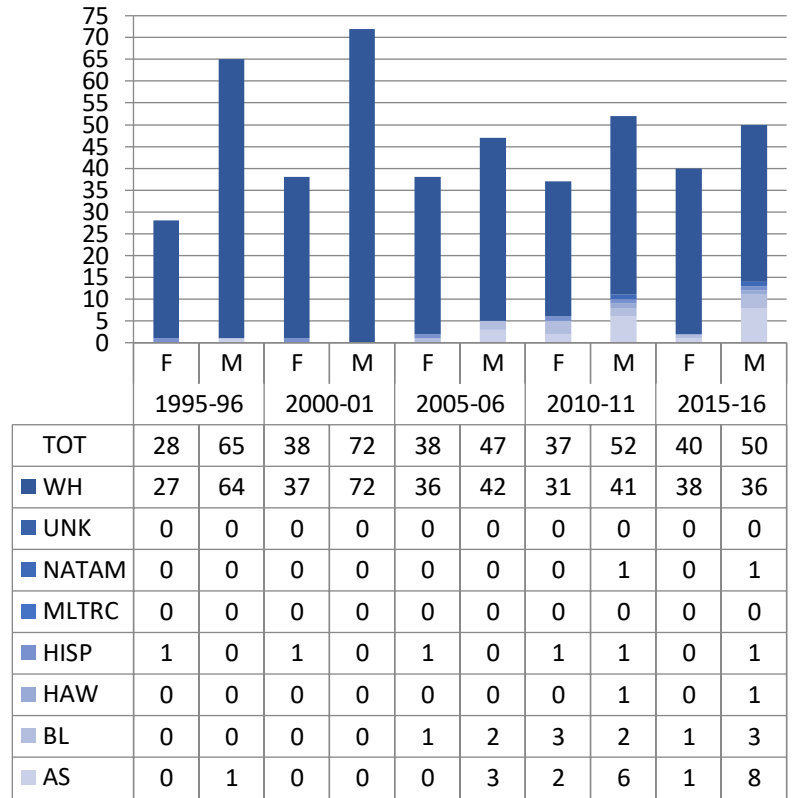
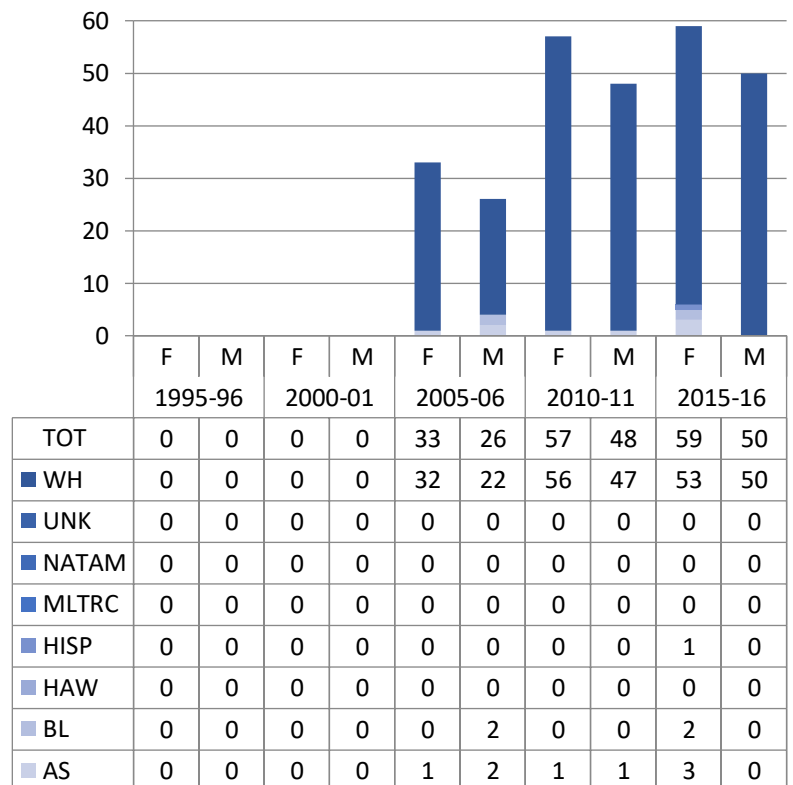


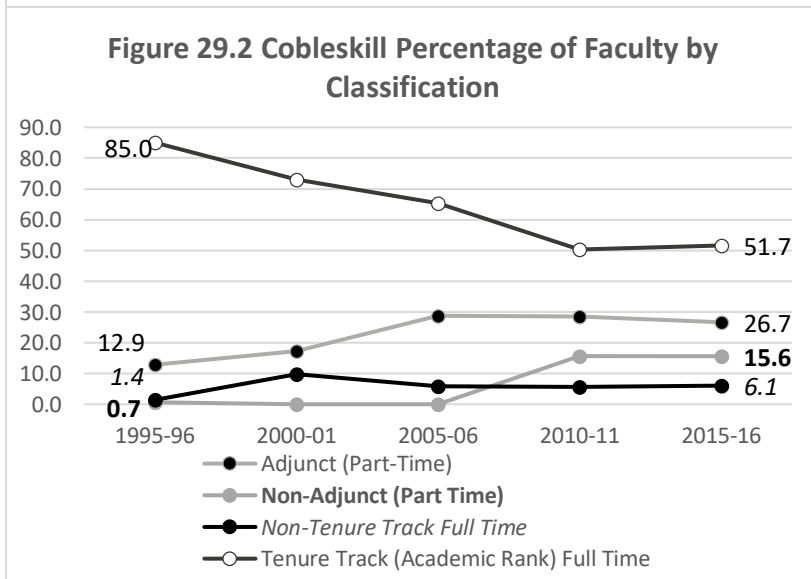
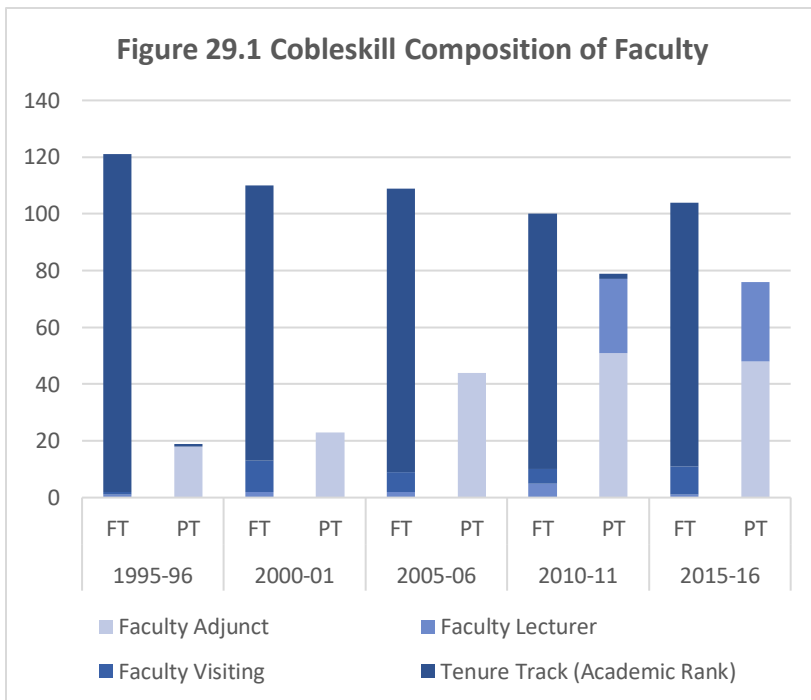
Figure 28.4A Canton Faculty Adjunct by Gender and Ethnicity



SUNY COBLESKILL

With enrollments ranging from a low of 2,303 and a high of 2,566, SUNY Cobleskill has apparently not experienced the kind of enrollment volatility that has occurred at many other campuses. It is one of the few schools where a majority of its faculty held tenured or tenure-track appointments in 2015-16 (51.7 percent) but it is also trending toward a more part-time oriented faculty. In 1995-96 there were only 18 adjunct appointees at Cobleskill. In 2010-11 the campus had 48 part-time adjuncts and 28 part-time lecturers, numbers that changed little by 2015-16. At the same time, the number of full-time faculty with academic ranks declined from 119 to 93 positions, a 21.9 percent decrease.

With respect to structural diversity, women faculty are holding a bigger share of the shrinking number of tenured and tenure-track appointments. In 1995-96, women represented 32.5 percent of these lines (39 of 120). In 2015-16, while their numbers had fallen to 36 appointments, women were 38.7 percent of these faculty. In contrast Cobleskill’s faculty is essentially as White as it was in 1995-96, when 110 of 120 of the positions were held by Whites. The percentage change in White faculty of two decades was 0.4 from 91.7 to 91.3 percent White.



Trends in Full-Time and Part-Time Faculty

SUNY Cobleskill’s faculty composition shows an interesting trend not seen in most SUNY institutions. While part-time faculty have increased by 300 percent (from 19 to 76 positions), full-time faculty have declined by 14 percent (from 121 to 104 positions). Full-time tenure-track positions have declined from 119 to 93 (a 21.8 percent decline), but other full-time positions have increased from 2 to 11 positions (450 percent). Meanwhile, part-time adjunct faculty have increased from 18 positions to 48 positions (a 166.7 percent increase), and other part-time faculty have increased from 1 to 28 positions. Specifically, part-time lecturing faculty had 0 positions until 2010-11, when 26 positions were reported, and as of 2015-16 held 28 positions.

As shown by Figure 29.2, the decrease in full-time tenure-track positions have resulted in a significant decline from 85 percent of all faculty in 1995-96 to 51.7 percent in 2015-16. Other full-time faculty increased from 1.4 percent to 9.8 percent from 1995-96 to 2000-01, and then slowly settled down to 6.1 percent as of 2015-16. Part-time adjunct faculty have increased from 12.9 percent to 26.7 percent, while other part-time faculty increased dramatically from 0.7 percent to 15.6 percent.

As shown by Figure 29.3A, student enrollment has increased overall since 1995-96 from 2,410 to 2,535 (an increase of 5.2 percent). Part-time instructors increased by 57 (300 percent), while full-time instructors declined by 17 (14 percent).

Based on the trends from Figure 29.3A, Figure 29.3B shows the effects on student faculty ratios. The dramatic increase in part-time faculty from 1995-96 to 2010-11 results in a decline in students per part-time faculty from 126.8 to 32.5; the following slight decrease in part-time faculty from 2010-11 to 2015-16 by 3 positions results in an increase to 33.4 students per part-time instructor. Meanwhile, among full-time instructors, the student faculty ratio has increased slightly from 19.9 to 24.4, and tenure-track full-time faculty from 20.3 to 27.3.

Trends in Race and Gender

One of the unique characteristics of tenure-track faculty at SUNY Cobleskill is that the total number of tenure-track faculty has declined since 1995-96. Tenure-track faculty have decreased from 120 positions to 93 positions as of 2015-16. As shown by Figure 29.4T, besides the overall decrease among all ethnicities and both male and female faculty, the trends reflect SUNY-wide tenure-track faculty trends, while in other institutions there is usually an increase in female tenure-track faculty. Males have declined faster (with a 29.6 percent decrease) than females (with a 7.7 percent decrease). However, similar to SUNY-wide trends, the male-female ratio has become more balanced from 2.08:1 in 1995-96 to 1.58:1 in 2015-16. Among tenure and tenure-track faculty at SUNY Cobleskill, the numbers among under-represented groups show few changes over the past two decades and there are few minority ethnicities in numbers. White faculty numbers have maintained a similar

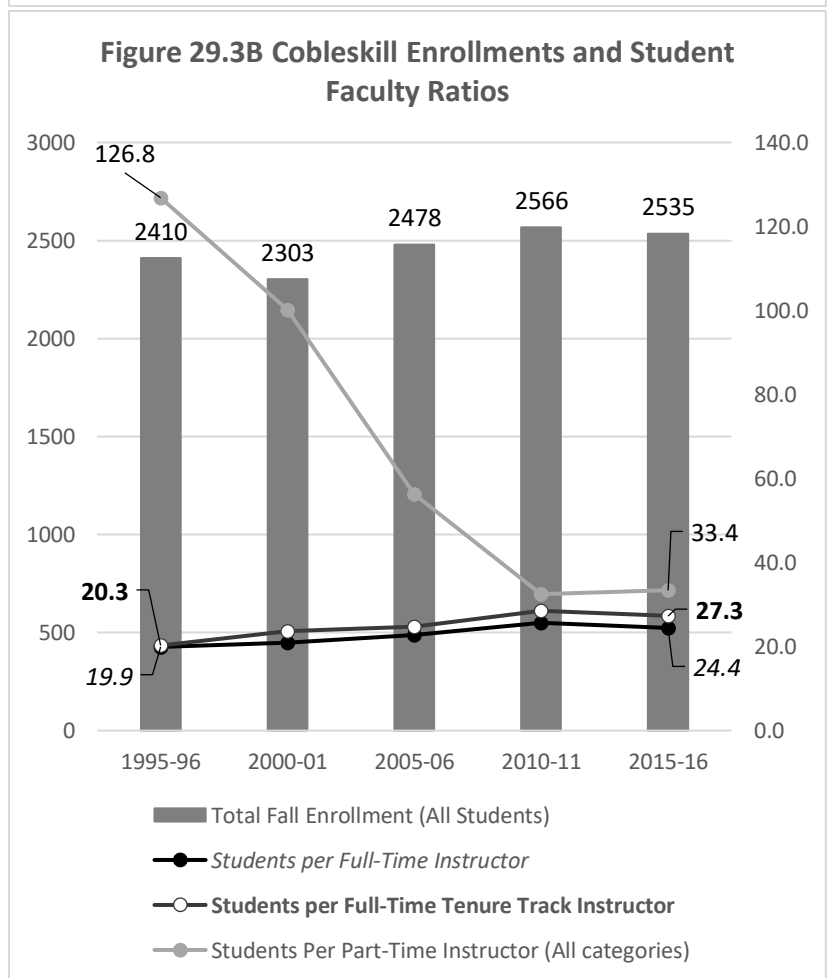
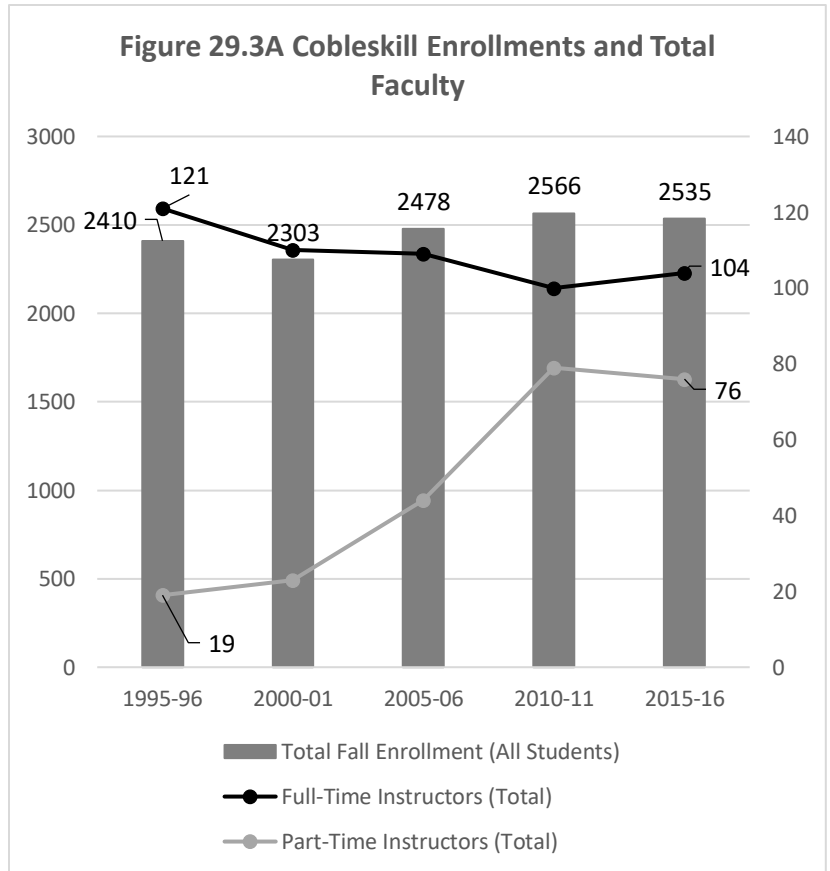
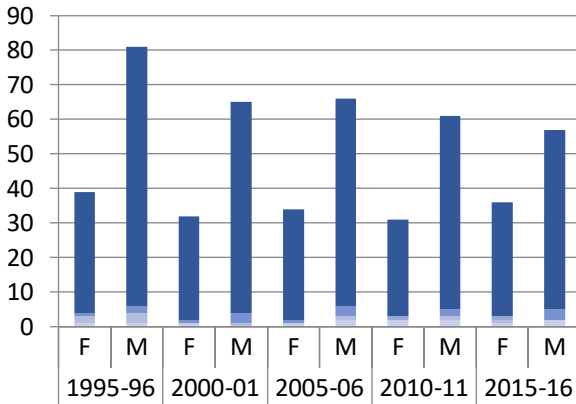
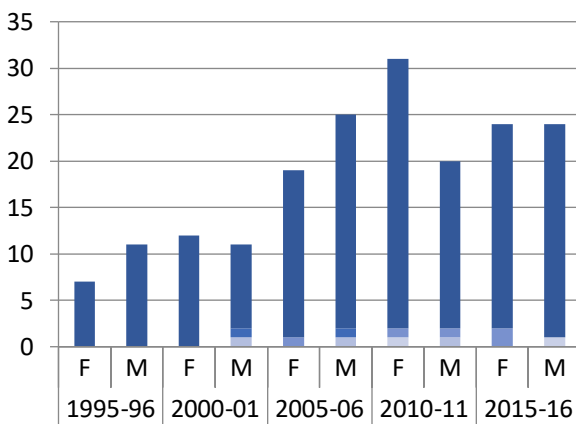


Figure 29.4T Cobleskill Tenure Track (Academic Rank) by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	39	81	32	65	34	66	31	61	36	57
■ WH	35	75	30	61	32	60	28	56	33	52
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	0	0	0	0	0	0
■ MLTRC	0	0	0	0	0	0	0	0	0	0
■ HISP	1	2	1	3	1	3	0	2	0	3
■ HAW	0	0	0	0	0	0	1	0	1	0
■ BL	2	3	0	1	0	1	0	1	1	0
■ AS	1	1	1	0	1	2	2	2	1	2

Figure 29.4A Cobleskill Faculty Adjunct by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	7	11	12	11	19	25	31	20	24	24
■ WH	7	11	12	9	18	23	29	18	22	23
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	1	0	1	0	0	0	0
■ MLTRC	0	0	0	0	0	0	0	0	0	0
■ HISP	0	0	0	0	1	0	1	1	2	0
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	0	0	0	1	0	1	0	1	0	0
■ AS	0	0	0	0	0	0	1	0	0	1

percentage of all tenure-track faculty at Cobleskill since 1995-96, decreasing only slightly from 91.7 percent to 91.4 percent in 2015-16. As of 2015-16, there are 8 minority-held positions compared to 85 White-held positions. Asian and Hispanic tenure-track faculty each hold 3 positions, and Black and Hawaiian/Pacific Islander faculty hold 1 position each. Since 1995, White tenure-track males declined by 30.7 percent, non-White males by 16.7 percent, White females increased by 5.7 percent, and non-White females increased by 25 percent.

As shown by Figure 29.4A, adjunct faculty at SUNY Cobleskill has steadily increased since 1995-96, with a peak in 2010-11. Adjunct faculty have increased by 30 positions (an increase of 166.7 percent) from 1995-96 to 2015-16. White adjunct faculty comprised 100 percent of adjunct faculty at Cobleskill in 1995-96, but an average of 92 percent between 2000-01 and 2015-16. Minority ethnicities make up about 8 percent of adjunct faculty each year, and total a high of 4 positions as of 2010-11. As of 2015-16, the only minority ethnicities holding adjunct faculty at Cobleskill are Asian faculty (with 1 position) and Hispanic faculty (with 2 positions). Since 2000-01, the number of female adjunct faculty has exceeded the number of male adjunct faculty at SUNY Oneonta. The male-female ratio has shifted from 1.02:1 in 1995-96 to 0.81:1 in 2015-16. While there have been increases among both males and females since 1995-96, females have increased at a faster rate (129.2 percent) than males (81.6 percent). From 1995-96 to 2015-16, White males increased by 109.1 percent and White females by 214.3 percent. As of 2000-01, the first year in which minority faculty are reported, non-White male faculty have decreased by 1 position (50 percent). Non-White female faculty are reported only starting in 2005-06 with 1 position, and have held 2 positions since 2010-11.

SUNY DELHI

SUNY Delhi is another campus that has experienced significant enrollment growth, 71.8 percent from 2,094 students in 1995-96 to 3,598 in 2015-16. Delhi has expanded its faculty to accommodate that growth. In 1995-96, Delhi’s 98 full-time tenured and tenure-track faculty comprised 68.5 percent of all faculty. By 2015-16 those numbers rose to 130 positions, a 32.7 percent increase. Although the number of part-time adjuncts rose from 36 to 94 positions, faculty with academic ranks still comprised 53.7 percent of all faculty appointments.

Like so many SUNY campuses, Delhi has moved toward gender parity of the past 20 years, while ethnic diversity has lagged. The percentage of women in tenured and tenure-track positions rose to 48.1 percent from 28 percent as their numbers more than doubled from 30 to 63 positions. While the number of Blacks also doubled (from two to four positions) and Asian faculty expanded from zero to four, the academic ranks are still overwhelmingly White (92.4 percent) in 2015-16.

Trends in Full-Time and Part-Time Faculty

SUNY Delhi had no significant change in total faculty between 1995-96 and 2005-06, but then increased significantly in 2010-11. As shown in Figure 30.1, the large increase is due to mostly to an increase in full-time faculty, as well as the appearance of 24 full-time adjunct positions in 2010-11 (where previous adjunct positions have been part-time only). Full-time faculty increased from 98 positions in 1995-96 to 149 positions in 2015-16 (a 52 percent increase), and part-time faculty increased from 45 to 95 positions over the same period (a 111 percent increase).

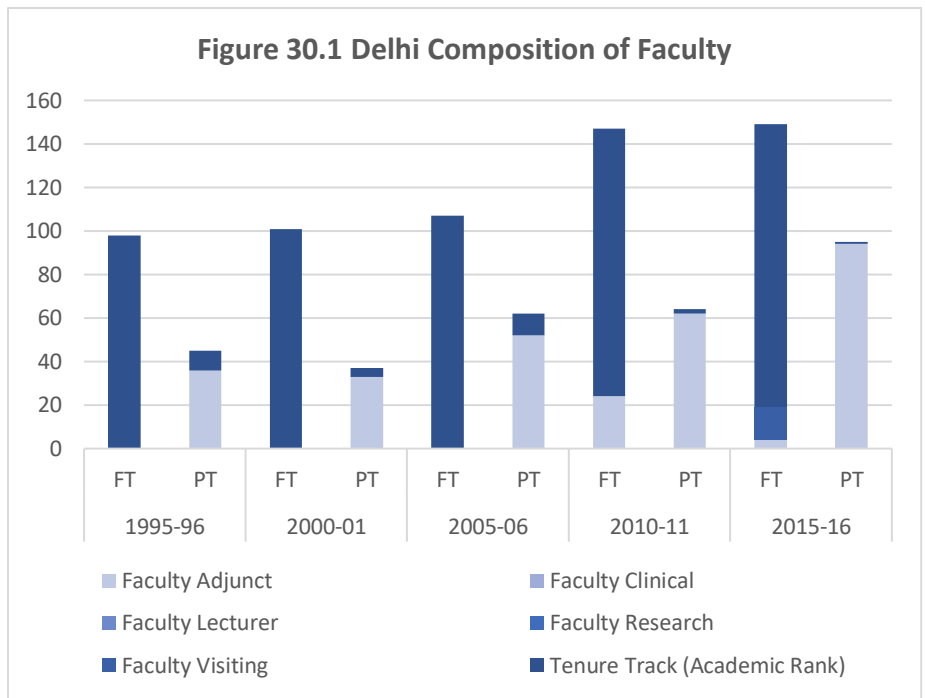
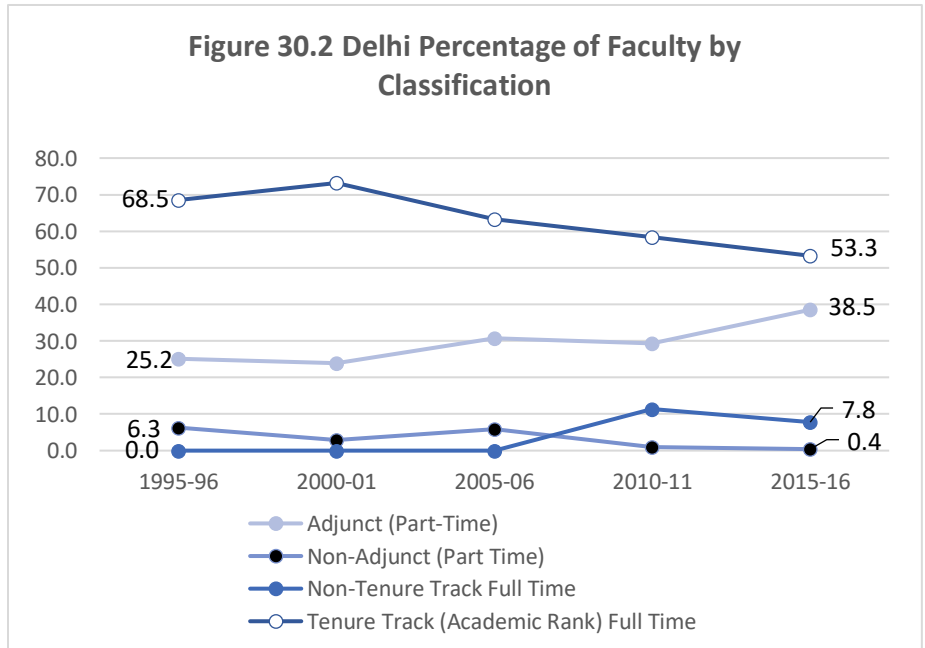
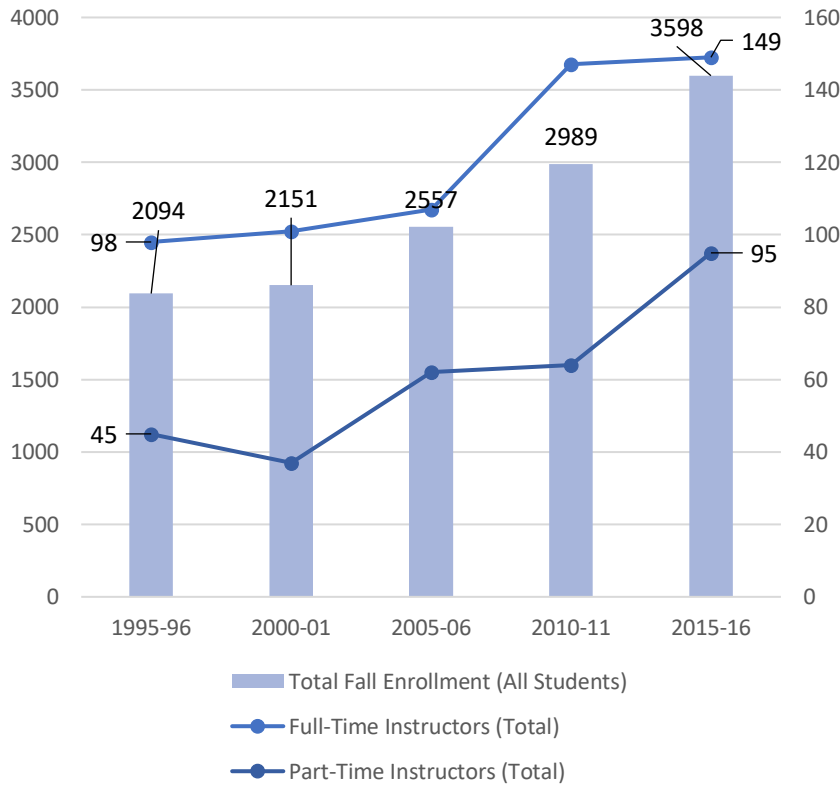


Figure 30.2 shows a different picture of the composition of faculty in SUNY Delhi. There were decreases in the shares of full-time tenure track (68.5 percent to 53.3 percent) and non-adjunct part-time faculty (6.3 percent to 0.4 percent) between 1995-96 and 2015-16; and there was an increase in the shares of part-time adjunct faculty (25.2 percent to 38.5 percent) and non-tenure track full-time faculty (0 percent to 7.8 percent) over the same period



As Figure 30.3A illustrates, student enrollment at SUNY Delhi has steadily

Figure 30.3A Delhi Total Enrollments and Total Faculty

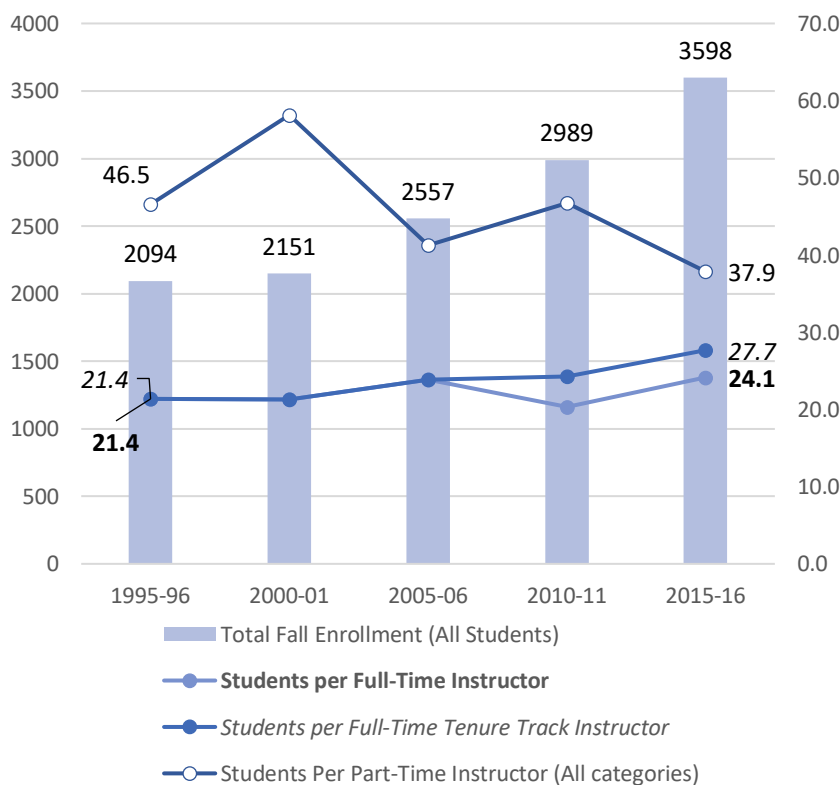


increased since 1995-96, from 2,094 to 3,598 (a 71.8 percent increase). The increase in student enrollment appears to increase in conjunction with total full-time and total part-time faculty numbers. This results in an overall consistent student-faculty ratio since 1995-96 as shown by Figure 30.3B. Though part-time faculty appears to have some variation, the student-faculty ratio has not decreased significantly (from 46.5 students per part-time faculty to 37.9 students per faculty since 1995-96). Full-time faculty have had more stability in the student-faculty trends, increasing marginally over time (21.4 students to 24.1 students over the same period).

Trends in Race and Gender

As with most other institutions, tenure-track faculty reflect the SUNY-wide trends of a closing gender gap between 1995-96 and 2015-16. White tenure-track faculty have decreased in the percentage of all tenure-track faculty at SUNY Delhi, from 96.3 percent in 1995-96 to 92.4 percent 2015-16. Minority faculty have increased from 4 total positions to 10 total positions since 1995-96. As of 2015-16 there are 4 positions each of Asian and Black faculty, and 2 positions held by Hispanic tenure-track faculty. There are no other significant trends due to the small number of minority faculty and the low percentage of tenure-track positions held by minority faculty. The male-female ratio has become more balanced, shifting from 2.57:1 in 1995-96 to becoming nearly balanced at 1.07:1 in 2015-16. The number of males has decreased since 1995-96 by 11.7 percent, while the number of females has increased by 110 percent. Since 1995, White males fell by 16.2 percent, non-White males increased by 100 percent, White females increased by 103.4 percent, and non-White females increased by 300 percent.

Figure 30.3B Delhi Total Enrollment and Student Faculty Ratios



ENVIRONMENTAL SCIENCE AND FORESTRY

Student enrollments at Environmental Science and Forestry, while down in 2015-16 from a reported high of 2,682 in 2010-11, were up 28.1 percent from 1995-96 when fall enrollment was 1,718. Full-time tenured and tenure track faculty have gained eight positions to 112, a 7.7 percent increase. Although part-time appointments have been rising, these appointments still comprise 67.1 percent of all faculty at ESF. Here too, the trend is downward as 82.5 percent in 1995-96 of the faculty had tenured and tenure track appointments in 1995-96.

ESF has lagged on measures of structural diversity. While the number of women faculty rose from 10 to 31 members with tenured and tenure-track appointments, by 2015-16, men still occupied 72.6 percent of these positions. During the study period, Asian faculty rose from six to 11 positions, and Blacks (two) and Hispanics (three) have not gained a significant numerical presence on the faculty, which remains 85 percent White in 2015-16, compared to 91.4 percent in 1995-96.

Trends in Full-Time and Part-Time Faculty

SUNY College of Environmental Science and Forestry (ESF) faculty composition shows slow increases in all faculty categories since 1995-96. As shown in Figure 31.1, full-time faculty have increased by 11 positions (10 percent) and part-time faculty increased by 30 positions (187.5 percent). Only three classifications of faculty (lecturer, visiting, and tenure-track) are reported for ESF. Full-time tenure-track faculty have increased from 104 to 112 positions (a 7.7 percent increase), while other full-time positions increased from 6 to 9 positions (50 percent). Among part-time faculty, tenure-track positions increased from 0 to 1 position, and visiting faculty increased from 16 to 41 positions (a 156.3 percent).

As shown in Figure 31.2, the increases and decreases in each faculty classification's percentage of all faculty are due to the differing rates of increases. For example, even though full-time tenure-track faculty increased by 7.7 percent in numbers, they declined in their percentage of all faculty from 82.5 percent to 67.1 percent because part-time faculty and other full-time faculty increased at faster rates (187.5 percent and 50 percent, respectively). Most of the decrease in full-time tenure-track faculty is gained by part-time faculty, which increased from 12.7 percent to 27.5 percent. Other full-time faculty increased from 4.8 to 5.4 percent.

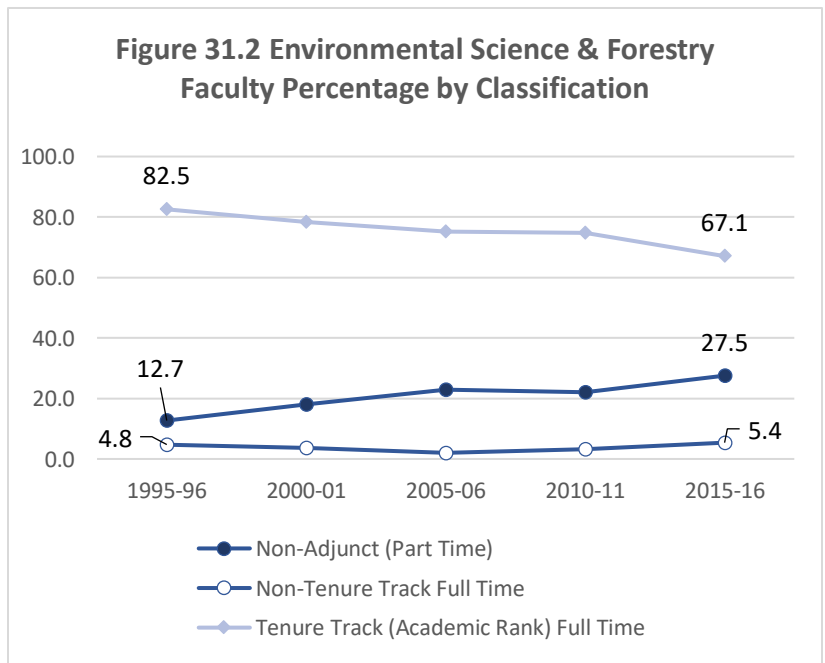
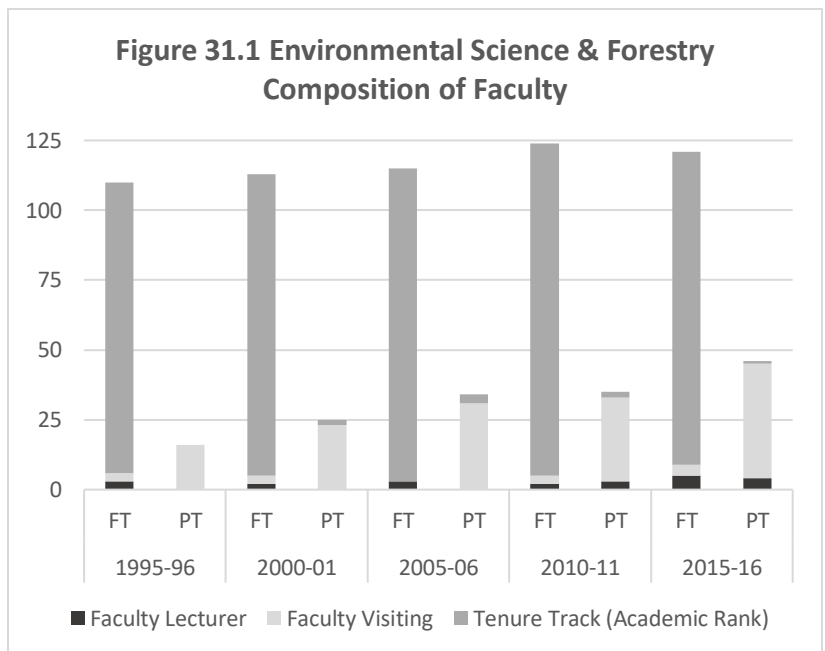


Figure 31.3A Environmental Science & Forestry Enrollment and Faculty Size

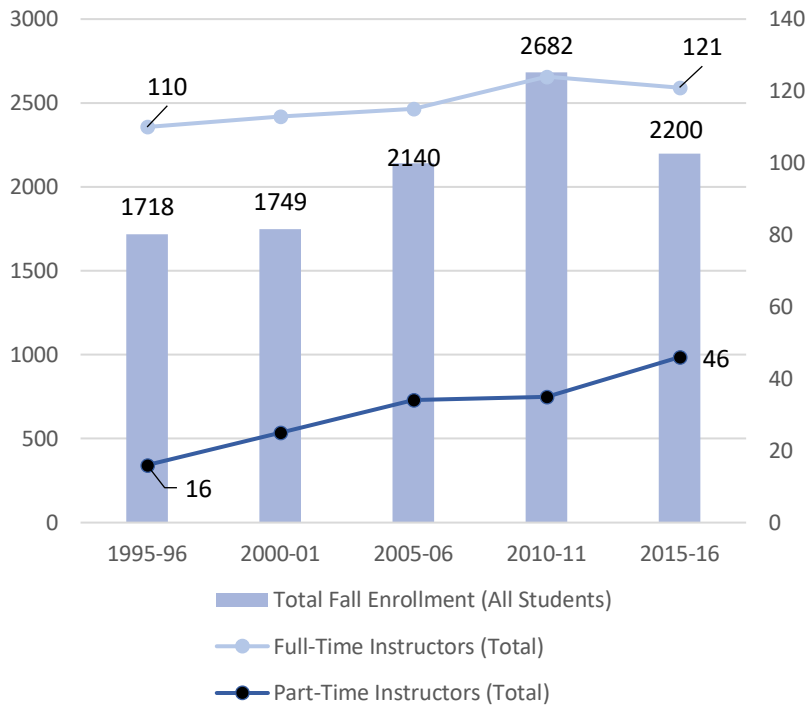
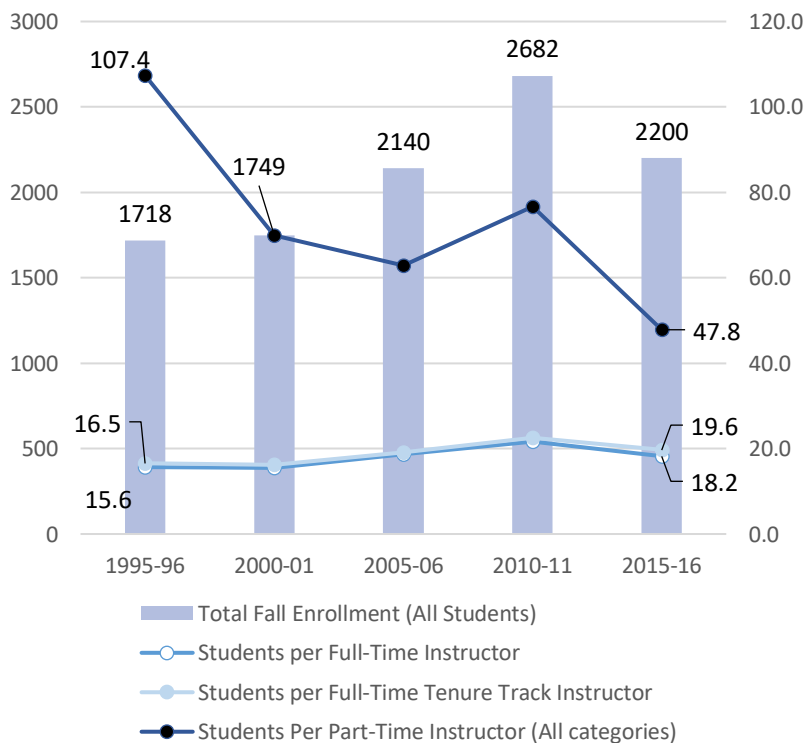


Figure 31.3A compared student enrollment to full-time and part-time instructor totals. From 1995-96 to 2010-11, student enrollment increased by 56.1 percent (from 1,718 to 2,682), and then declined by 18 percent in 2015-16 to 2,200. Full-time instructors followed a similar pattern, increasing from 110 to 124 (a 12.7 percent increase) from 1995-96 to 2010-11, and then declining to 121 positions (a 2.4 percent decrease) in 2015-16. Finally, part-time instructors have steadily increased from 16 to 46 (187.5 percent).

Based on the trends in Figure 31.3A, the student-faculty ratios have varied between full-time and part-time instructors in Figure 31.3B. Because full-time tenure-track faculty comprise over 90 percent of full-time faculty each year, their trend between full-time and full-time tenure-track faculty are identical. Part-time instructors have increased at a faster rate (187.5 percent) than student enrollment (56.1 percent), which is why students per part-time instructor declines significantly from 107.4 to 47.8. The slight increase in 2010-11 occurs because of the peak in part-time instructors (which increased from 2005-06 at a slower rate than the increase in student enrollment during the same period), and then the decline in 2015-16 (in which part-time instructors decreased at a slower rate than the decrease in student enrollment during the same period). In addition, because full-time instructors follow similar increasing and decreasing patterns as student enrollment (as shown in Figure 31.3A), the student-faculty ratio for full-time instructors only increases slightly from 15.6 in 1995-96 to 18.2 in 2015-16.

Figure 31.3B Environmental Science & Forestry Enrollment and Student Faculty Ratios



Trends in Race and Gender

As shown in Figure 31.4T, reflecting the SUNY-wide trends in tenure-track faculty, since 1995-96 female tenure-track faculty at ESF has increased by 210 percent, while male faculty have decreased by 12.8 percent. In addition, the male-female ratio has

dramatically shifted from 9.4:1 in 1995-96 to 2.65:1 in 2015-16, the largest shift in the male-female ratio of any SUNY institution.

Since 1995-96, the percentage of tenure-track faculty at SUNY ESF that is White has declined from 91.35 percent to 85 percent. However, the number of White faculty has remained from 95 to 96 positions over the same twenty-year period. Asian tenure-track faculty at ESF have increased from 6 to 11 positions (an 83.3 percent increase). There has been little change in the number of Hispanic, Black, and Native American/Eskimo faculty, which all have had between 1 and 3 positions each year. Since 1995, White males declined by 19.3 percent, non-White males increased by 83.3 percent, White females increased by 257.1 percent, and non-White females increased by 100 percent.

As shown in Figure 31.4V, the percentage of ESF visiting faculty that is White has varied from a low of 94.7 percent in 1995-96 to a high of 100 percent in 2000-01. The only minority faculty to be reported was Asian faculty, which increased from 1 position in 1995-96 to 2 positions in 2015-16. The male-female ratio has become slightly more balanced (from 2.17:1 to 2:1). Since 1995-96, males have increased by 130.8 percent and females have increased by 150 percent. White males have increased by 133.3 percent, non-White males 100 percent, and White females 150 percent. There have not been any reported non-White females in the studied years.

Figure 31.4T Environmental Science & Forestry Tenure Track (Academic Rank) by Gender and Ethnicity

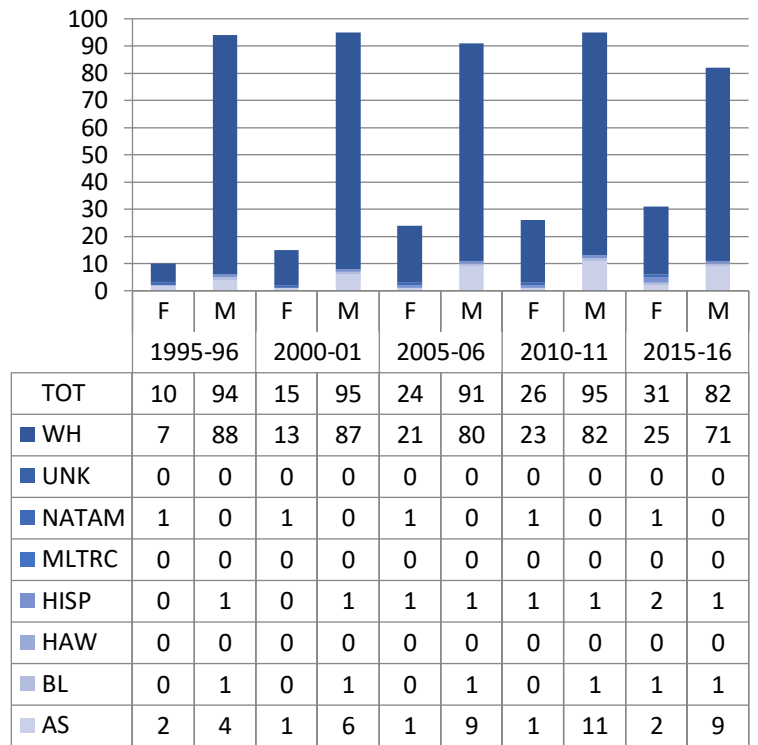
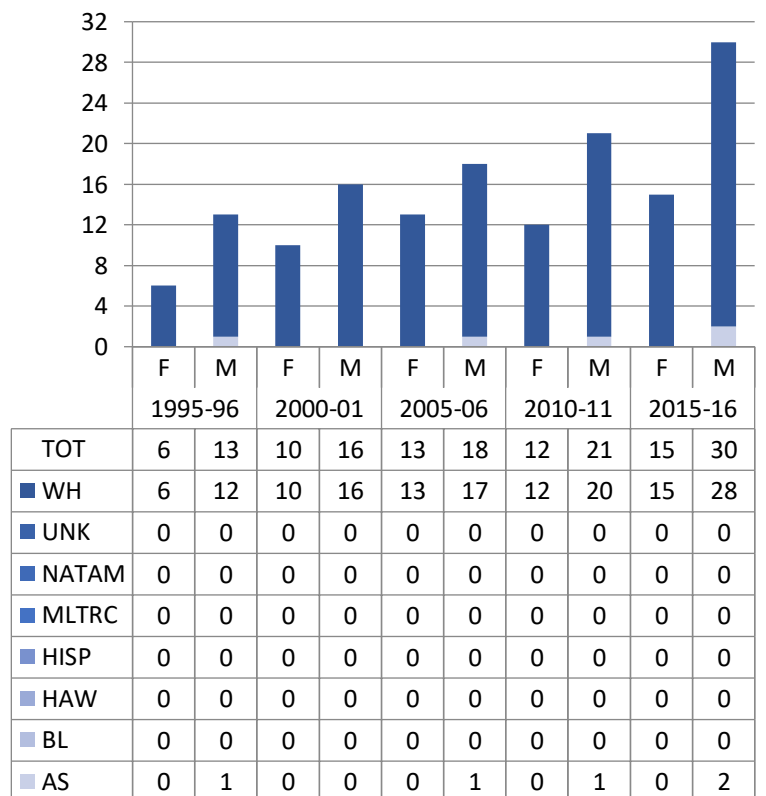
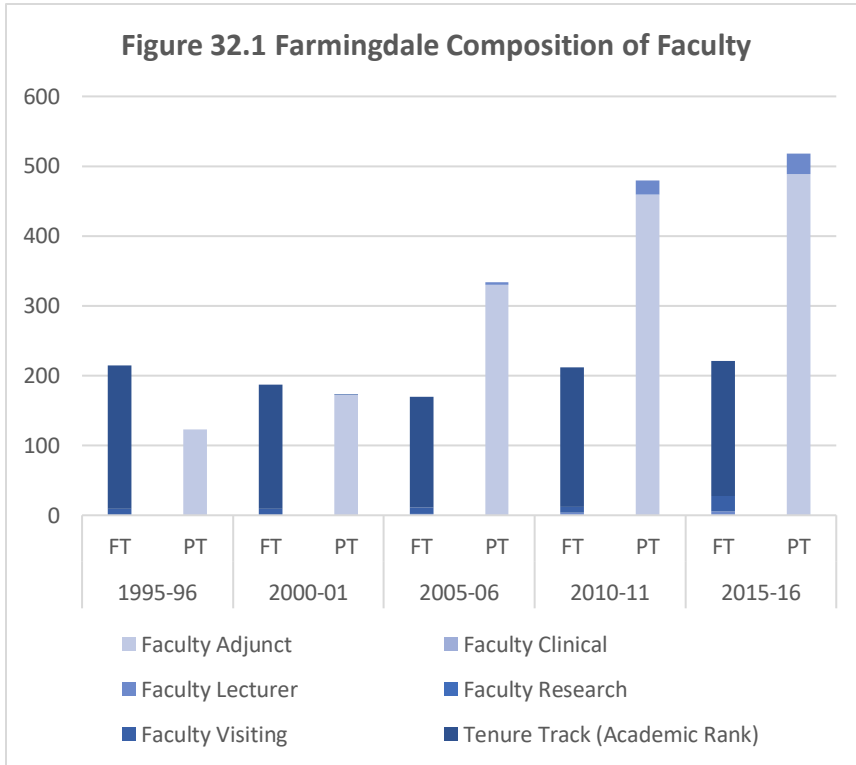


Figure 31.4V Environmental Science & Forestry Faculty Visiting by Gender and Ethnicity



SUNY FARMINGDALE

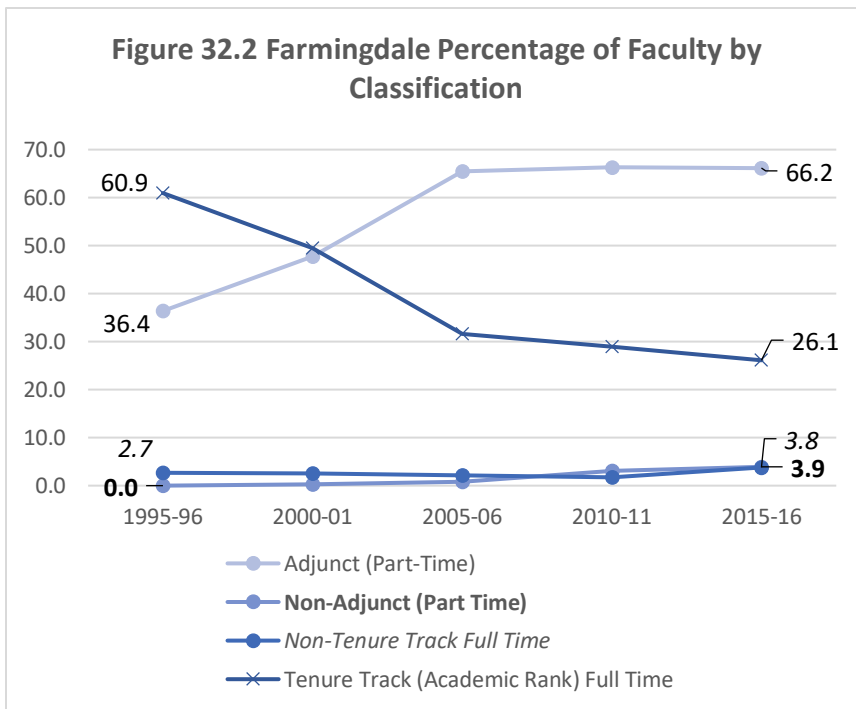
SUNY Farmingdale has changed dramatically over the past twenty years. From an enrollment low of 5,045 in 2000-01, the campus has grown explosively to 8,394 in the most recent period, a 66.4 percent increase. However, that growth has not been matched by an increase in faculty with tenured or tenure-track positions. In 2015-16, the 193 faculty in these positions has recovered from a low of 159 in 2005-06, but it is still lower than the 206 reported in first period reported. In contrast, part-time adjunct faculty comprised 66.2 percent of all positions in 2015-16 as their numbers swelled from 123 to 489 positions.



Among the tenured and tenure-track faculty, women have increased from 82 to 93 positions and their percentages increased from 39.8 to 48.2 percent. Farmingdale has made modest gains in ethnic diversity. The faculty was 87.4 percent White in 1995-96. With the addition of 17 Asian faculty members four Blacks and four Hispanics, the overall minority representation had increased to 26.9 percent of the academic ranks in 2015-16.

Trends in Full-Time and Part-Time Faculty

SUNY Farmingdale total faculty numbers have varied between full-time and part-time positions. As shown by figure 32.1, full-time faculty maintained consistent numbers, with a low of 170 full-time positions in 2005-06 and a high of 221 positions in 2015-16. Part-time positions have maintained increases since 1995-96 from 123 positions to 518 positions in 2015-16 (a 321.1 percent increase). SUNY Farmingdale is the only Technical School to have part-time faculty numbers exceed full-time faculty numbers.



As shown in Figure 32.2, in a reflection of the difference in growth between full-time and part-time positions, the share of part-time adjunct faculty (making up nearly all part-time faculty) increased from 36.4 percent of all faculty in 1995-96 to 66.2 percent in 2015-16. Meanwhile, full-time tenure track faculty, (making up nearly all full-time faculty in SUNY Farmingdale) decreased as a share of total faculty due to the lack of growth compared to part-time

faculty. Full-time tenure-track faculty decreased from 60.9 percent in 1995-96 to 26.1 percent in 2015-16. Non-adjunct part-time faculty and non-tenure track full-time faculty make up less than 4 percent each of total faculty each year.

Figure 32.3A shows the large increase in part-time faculty and the steady maintenance of full-time faculty numbers in comparison to the number of students enrolled at SUNY Farmingdale. Student enrollment increased from 6,209 students in 1995-96 to 8,394 students in 2015-16 (a 35.2 percent increase).

As a result of the changes in student enrollment and part-time instructors, as well as the lack of changes in full-time faculty, figure 32.3B shows the effects on student-faculty ratios. The large increases in part-time faculty result in a significant decline in student-faculty ratios for part-time faculty, from 50.5 students per faculty in 1995-96 to 16.2 students per faculty in 2015-16 (a 67.9 percent decrease). Student-faculty ratios for full-time faculty shows staggered growth from 28.9 students per full-time faculty in 1995-96 to 38 students per full-time faculty in 2015-16 (a 31.5 percent increase).

Trends in Race and Gender

Figure 32.4T illustrates the lack of change in total tenure-track faculty at SUNY Farmingdale in greater detail. Total tenure-track faculty declined from 208 positions in 1995-96 to 159 positions in 2005-06 (a 23.6 percent decline) but then quickly jumped up to 200 positions by 2010-11 and 193 positions in 2015-16 (an overall increase of 21.4 percent between 2005-06 and 2015-16). In terms of gender, male tenure track faculty have consistently outnumbered female faculty, but the gender imbalance decreased significantly from a 0.66 female-

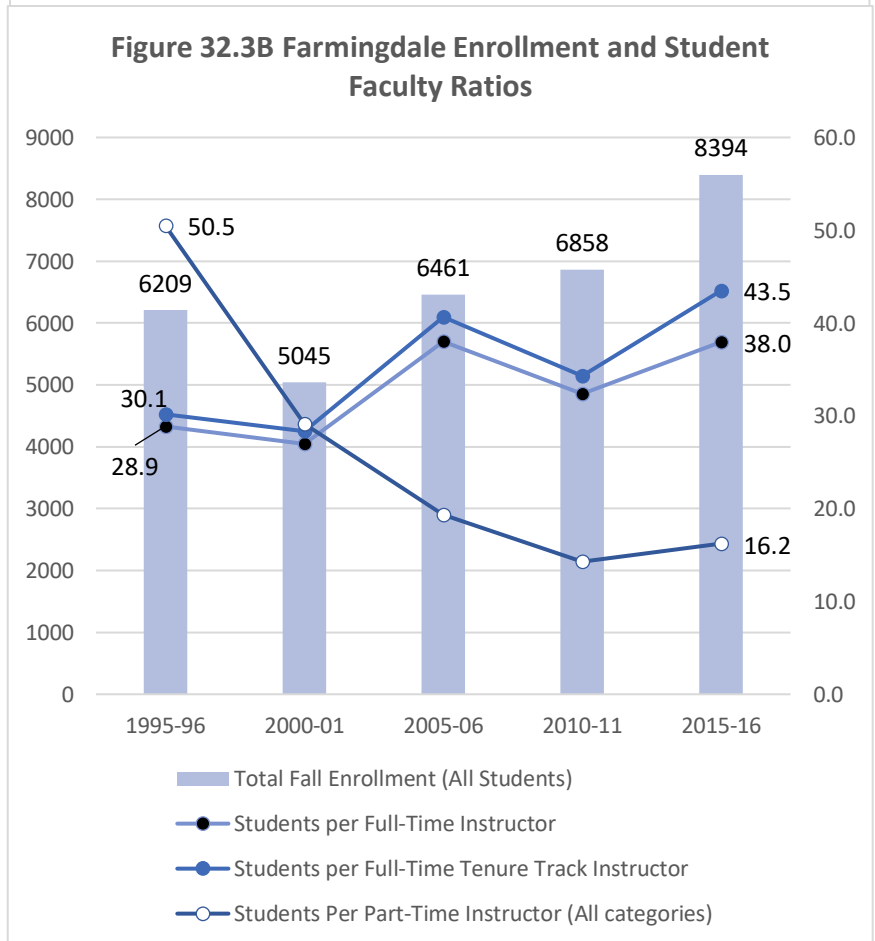
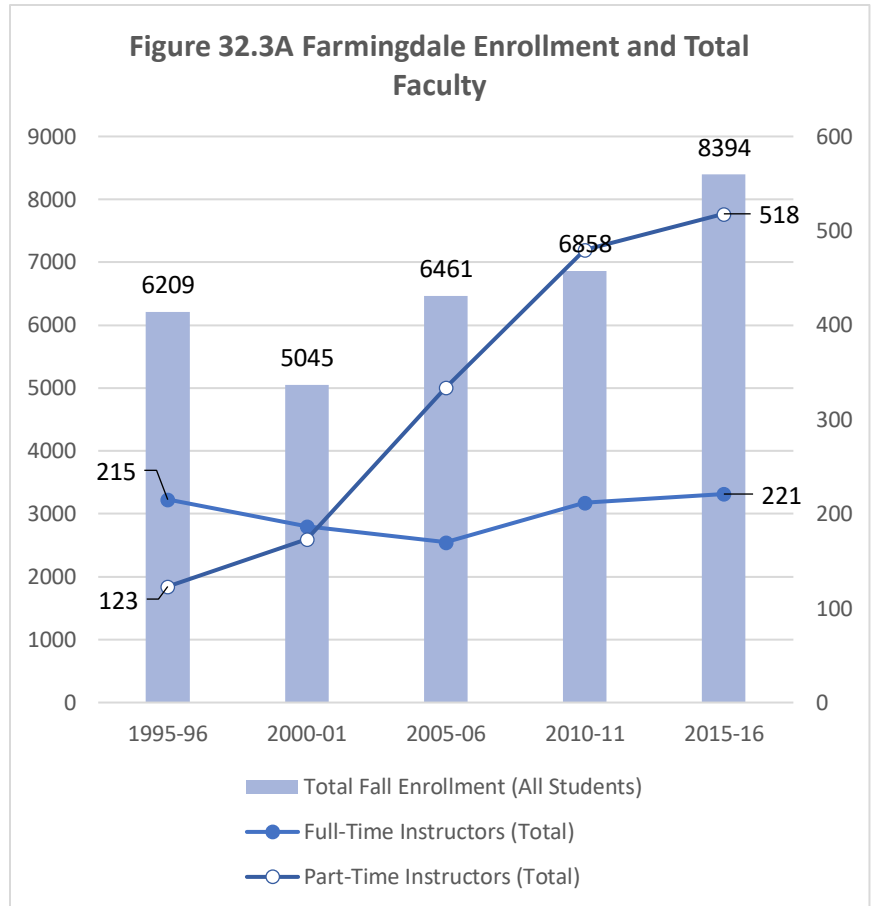
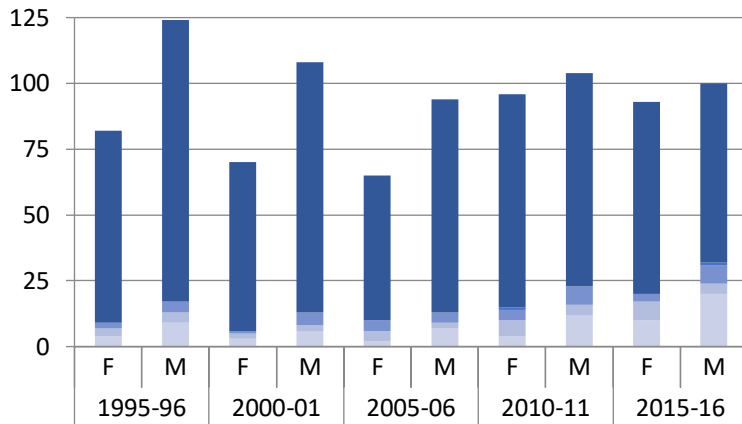


Figure 32.4T Farmingdale Tenure Track (Academic Rank) by Gender and Ethnicity



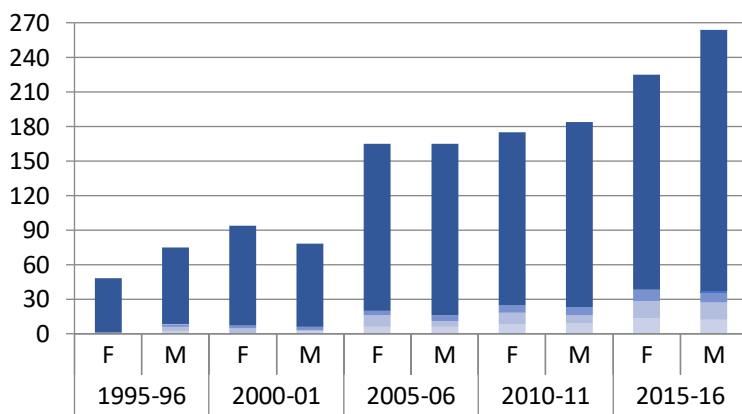
	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	82	124	70	108	65	94	96	104	93	100
■ WH	73	107	64	95	55	81	81	81	73	68
■ UNK	0	0	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	0	0	0	0	0	0
■ MLTRC	0	0	0	0	0	0	1	0	0	1
■ HISP	2	4	1	5	4	4	4	7	3	7
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	3	4	2	2	4	2	6	4	7	4
■ AS	4	9	3	6	2	7	4	12	10	20

male ratio in 1995-96 to a 0.93 female-male ratio in 2015-16.

White tenure track faculty decreased in percentage of all tenure track positions from 87.4 percent in 1995-96 to 73.1 percent of tenure track position in 2015-16. Asian tenure track faculty had the highest increase in SUNY Farmington from 13 positions in 1995-96 to 30 positions in 2015-16 (a 130.8 percent increase). Black faculty increased from 7 to 11 positions, and Hispanic faculty have increased from 6 to 10 positions.

As shown in figure 32.4, the increase in part-time faculty in SUNY Farmingdale can be further examined by gender and ethnic composition. Total adjunct faculty increased from 123 positions in 1995-96 to 489 positions in 2015-16 (a 297.6 percent increase). Broken down by gender, male adjunct faculty have increased from 75 to 264 (a 252 percent increase), and female faculty have increased from 48 to 225 (a 368.8 percent increase). Male adjunct faculty have outnumbered female adjunct faculty in 1995-96, 2010-11, and 2015-16, while females outnumbered males in 2000-01, and males and females held the same number of adjunct faculty in 2005-06.

Figure 32.4A Farmingdale Faculty Adjunct by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	48	75	94	78	165	165	175	184	225	264
■ WH	47	66	87	72	145	149	150	161	187	227
■ UNK	0	1	0	0	0	0	0	0	0	0
■ NATAM	0	0	0	0	0	0	0	0	0	0
■ MLTRC	0	0	0	0	0	0	0	0	0	1
■ HISP	0	2	2	3	4	5	7	7	10	9
■ HAW	0	0	0	0	0	0	0	0	0	0
■ BL	1	4	5	1	10	5	10	7	15	15
■ AS	0	2	0	2	6	6	8	9	13	12

White adjunct faculty have decreased as a share of all adjunct faculty, from 91.9 percent in 1995-96 to 84.7 percent in 2015-16. From 1995-96 to 2015-16, the three largest minority faculty ethnicities all experienced significant increases: Hispanic adjunct faculty from 2 to 19 positions (850% increase), Black faculty from 5 to 30 positions, and Asian faculty from 2 to 25 positions.

SUNY MARITIME COLLEGE

SUNY Maritime’s enrollment increased 112.9 percent over the past two decades from 845 in 1995-96 to 1,799 in 2015. Over that time, full-time tenure-track faculty increased from 45 to 54 positions, an increase of 20 percent. The 2005-06 reporting period shows that Maritime had started to add full-time lecturers to its faculty profile, and since 2000-01 the college has been steadily adding adjunct faculty which numbered 59 in 2015-16. These changes have resulted in the percentage of full-time tenured and tenure-track faculty declining from 73.2 percent of all faculty in 2000-01 to 36.5 percent just 15 years later.

Women have increased their share of tenured and tenure-track appointments at Maritime from 11.1 percent (5 of 45) to 32.1 percent (18 of 56) in 2015-16. Maritime has shown no improvement in minority representation since 1995-96, when there were three faculty members from underrepresented groups (two Asians and one Hispanic). In the most recent reporting period, there were still three minority faculty members, and Whites made up 94.6 percent of the faculty with academic titles.

Trends in Full-Time and Part-Time Faculty

Maritime College’s faculty composition shows steady growth since 1995-96 in total faculty. However, the numbers within each faculty type have varied significantly in terms of numbers and percentages of total faculty.

As shown in figure 33.1, full-time tenure track faculty varied significantly between a high of 54 positions in 2015-16 and a low of 42 positions in 2005-06. Part-time adjunct faculty decreased from 28 positions in 1995-96 to 16 positions in 2000-01 (a decrease of 42.9 percent), but then rapidly climbed to 59 positions in 2015-16 (an increase of 268.8 percent). Total full-time faculty steadily increased from 45 positions to 87 positions since 1995-96 (a 93.3 percent increase), while total part-time positions have increased overall from 29 to 61 positions in the same period (a 110.3 percent increase).

Figure 33.2 further illustrates the variation in faculty composition. Full-time tenure track positions comprised 60.8 percent of all faculty at Maritime College in 1995-96, rising to a peak of 73.2 percent in 2000-01.

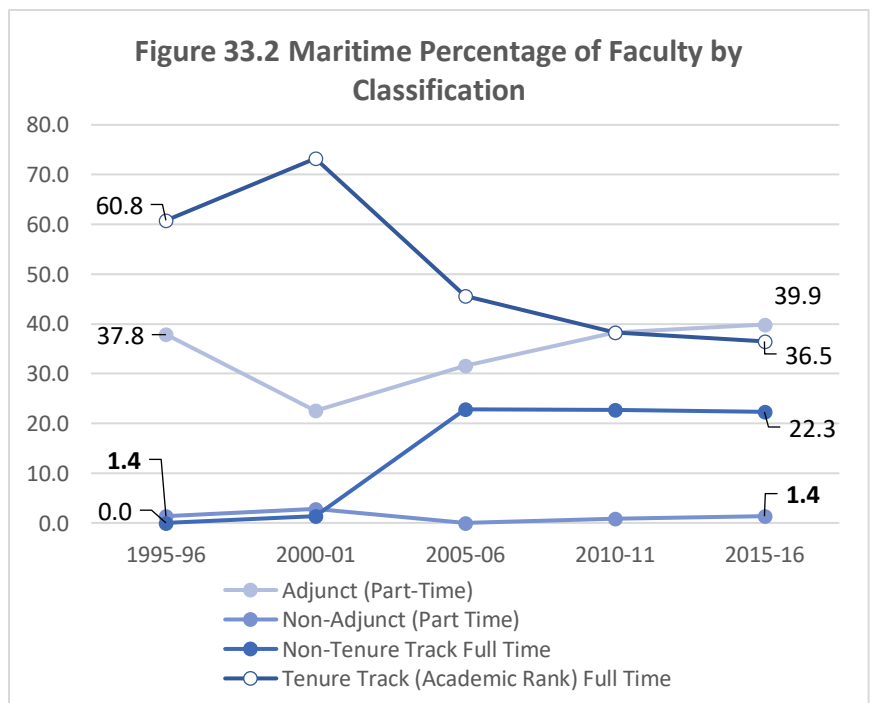
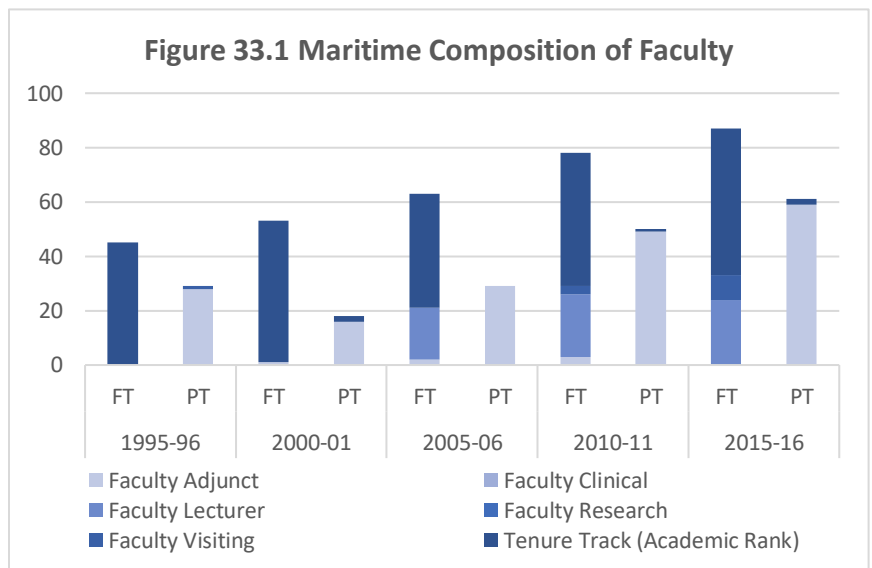
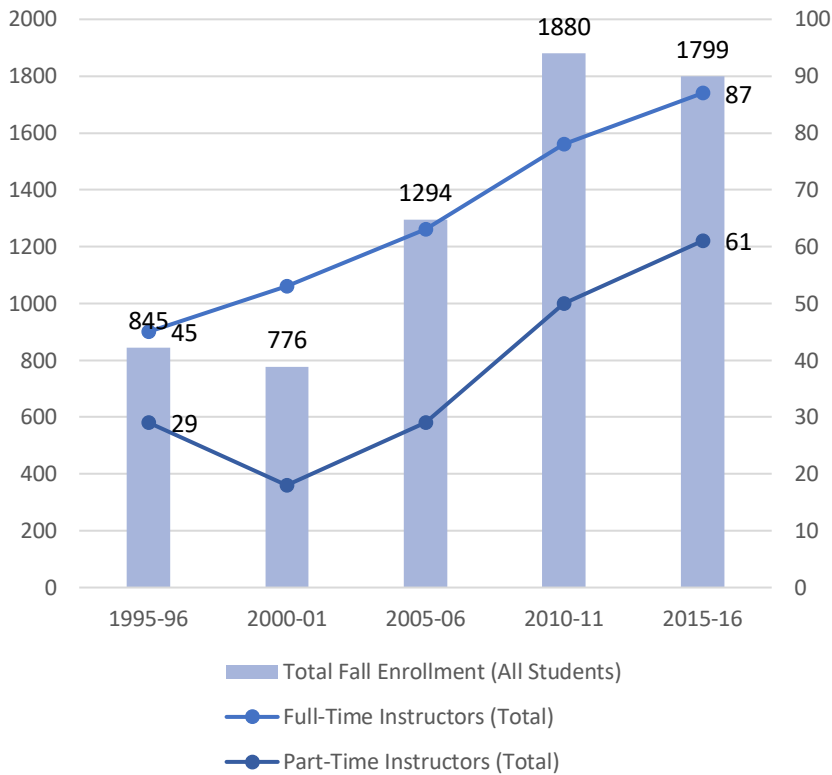
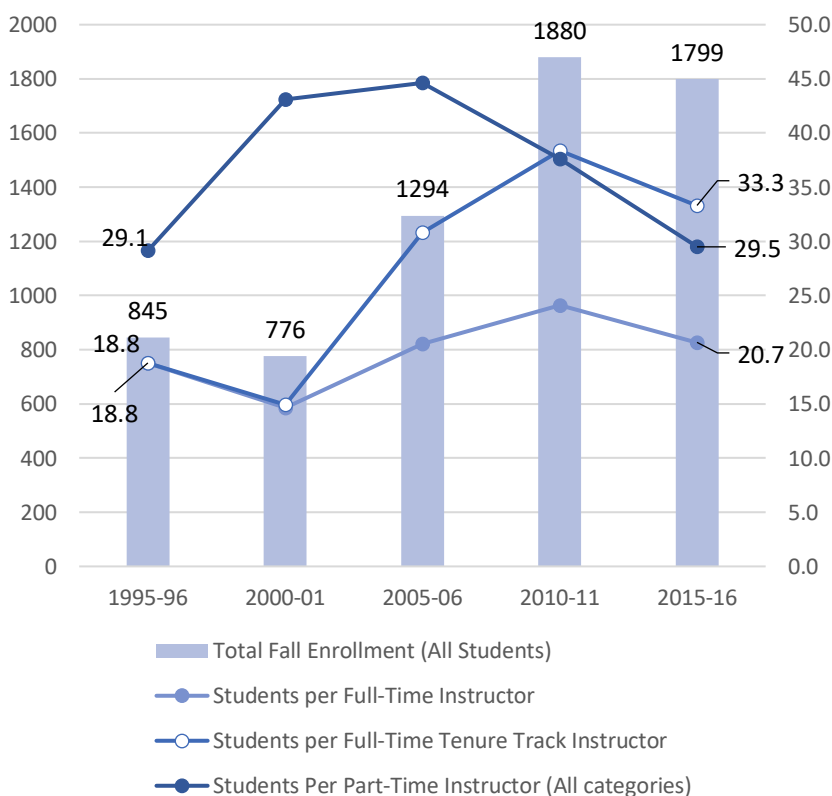


Figure 33.3A Maritime Total Enrollments and Total Faculty



However, the sharp drop in 2005-06 (from 52 to 42 full-time tenure track faculty since 2000-01) reflects also in the share of total faculty with a drop from 73.2 percent in 2000-01 to 45.7 percent in 2005-06. The percentage of full-time tenure track faculty has since continued to decrease (though not as rapidly) in 36.5 percent in 2015-16. The decline in full-time tenure track faculty has provided for increases in the shares of part-time adjunct faculty and non-tenure track full-time faculty. Part-time adjunct faculty have increased since 2000-01 from 22.5 percent to 39.9 percent and non-tenure track full-time faculty have increased over the same period from 1.4 percent to 22.3 percent.

Figure 33.3B Maritime Total Enrollment and Student Faculty Ratios



Figures 33.3A and 33.3B illustrate the changes in faculty composition in relation to student enrollment. Student enrollment has significantly increased since 1995-96, from 845 to 1799 (a 112.9 percent increase). As figure 33.3A displays, this happens to correspond to the steady increases in both total full-time and total part-time faculty for Maritime College in terms of student-faculty ratios.

As figure 33.3B displays, part-time faculty ratios increased from 29.1 students per faculty in 1995-96 to a high of 44.6 in 2005-06, and then show a decrease to 29.5 students per faculty in 2015-16. Students per full-time instructor has maintained similar ratios since 1995-96, between a low of 14.6 students per full-time faculty in 2000-01 and 24.1 students per full-time faculty in 2010-11. In particular, full-time tenure track instructors have had an increase from 18.8 students per faculty in 1995-96 to 33.3 students per faculty in 2015-16.

Trends in Race and Gender

At Maritime College, there is significant imbalance between male and female

faculty. This exists with both tenure track faculty and adjunct faculty. Male tenure track faculty have varied between a high of 48 positions in 2000-01 and a low of 34 positions in 2005-06. Meanwhile, there has been a steady increase in female tenure track faculty from 5 positions in 1995-96 to 19 positions in 2015-16 (a 280 percent increase). The male-female ratio has shifted from 8:1 in 1995-96 to 2.11:1 in 2015-16, the second largest shift of any SUNY institution behind SUNY ESF.

White tenure-track faculty varied between a low of 90 percent of all tenure-track faculty in 2010-11 and a high of 94.6 percent in 2015-16. Since 1995-96, there have been very few minority faculty numbers each year, with most years having 3 tenure-track positions being held by minority ethnicities.

As shown in figure 33.4A, Maritime College’s total adjunct faculty have significantly increased since 1995-96 from 28 positions to 59 positions. White adjunct faculty comprise nearly all adjunct faculty in 1995-96 (96.4 percent), but there was an increase in minority representation in following years (with a low of 11.8 percent minority representation in 2000-01 and a high of 29 percent in 2005-06). Increases in the number of adjunct faculty in Maritime College can be attributed to large increases in male faculty, while female faculty have seen moderate increases for very low numbers. Male adjunct faculty have increased from 25 positions in 1995-96 to 52 positions in 2015-16 (an increase of 108 percent) while female positions increased from 3 in 1995-96 to 7 positions in 2015-16 (a 133.3 percent increase), though there was a spike to 16 female positions in 2010-11.

Figure 33.4T Maritime Tenure Track (Academic Rank) by Gender and Ethnicity

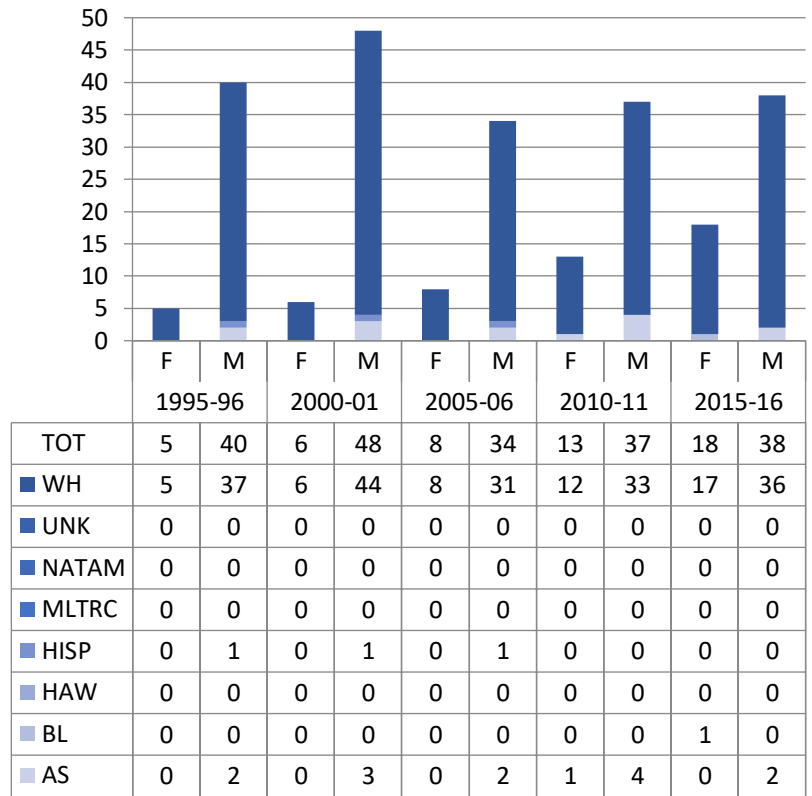
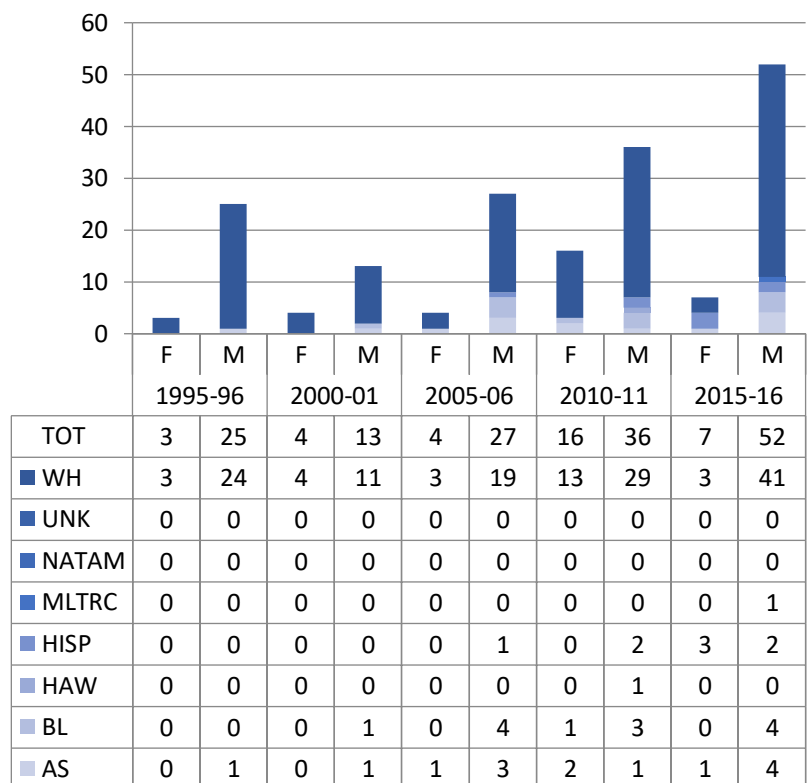


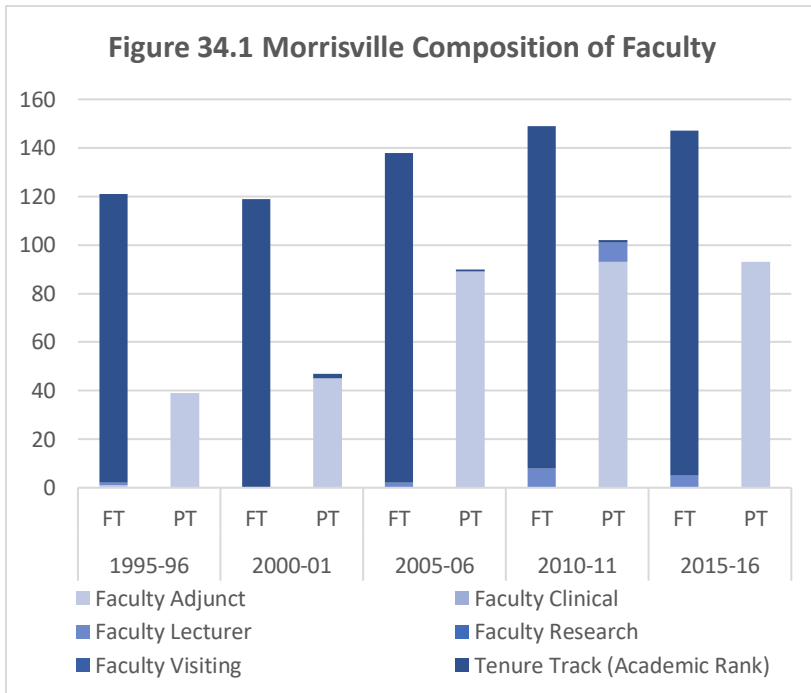
Figure 33.4A Maritime Faculty Adjunct by Gender and Ethnicity



MORRISVILLE STATE COLLEGE (SUNY MORRISVILLE)

After fifteen years of growth peaked at 3,454 in the 2010-11 report, enrollments fell back to 2,910 in 2015-16. It is, therefore, difficult to assess whether there is a trend in student enrollments at Morrisville using these data. Over the 20 year period, full-time faculty with academic appointments have steadily increased at Morrisville from 119 in 1995-96 to 142 in 2015-16, a 19.3 percent growth. Part-time adjuncts have also increased from 39 to 93 positions in that same period but full-time tenured and tenure-track faculty still dominate with 59.2 percent of all positions in 2015-16.

In 1995-96, women held 39.8 percent of the tenured and tenure-track positions (47 of 118), and that number rose to 47.2 percent by 2015-16 (67 of 142 positions). However, there was virtually no change in the percentage of minority faculty with tenured or tenure-track appointments which was 9.3 percent nonwhite in 1995-96 and 9.2 percent nonwhite in 2015-16. Like most SUNY campuses, structural diversity is a long way from being realized at Morrisville.



Trends in Full-Time and Part-Time Faculty

SUNY Morrisville’s faculty trends has seen some increases for full-time faculty and significant increases in part-time faculty since 1995-96. The large increases in all faculty trends are noted in 2005-06 figures. As shown in Figure 34.1, full-time tenure and tenure-track positions increased from 119 positions in 1995-96 and 2000-01 to 136 positions in 2005-06, settling at 142 positions in 2015-16 (an overall increase of 19.3 percent). The number of part-time faculty jumped from 39 in 1995-96 and 45 in 2000-01 to 89 positions in 2005-06, and maintaining 93 positions since 2010-11 (an overall increase of 138.5 percent). As shown in both figures 34.1 and 34.2, part-time adjunct faculty make up most of the part-time faculty in SUNY Morrisville. Overall, the number of faculty at SUNY Morrisville increased from 121 full-time faculty and 39 part-time faculty in 1995-96 to 147 full-time and 93 part-time faculty in 2015-16 (a 21.5 percent increase in full-time faculty and a 138.5 percent increase in part-time faculty). However, it is important to note that part-time faculty reached a high of 102 positions in 2010-11.

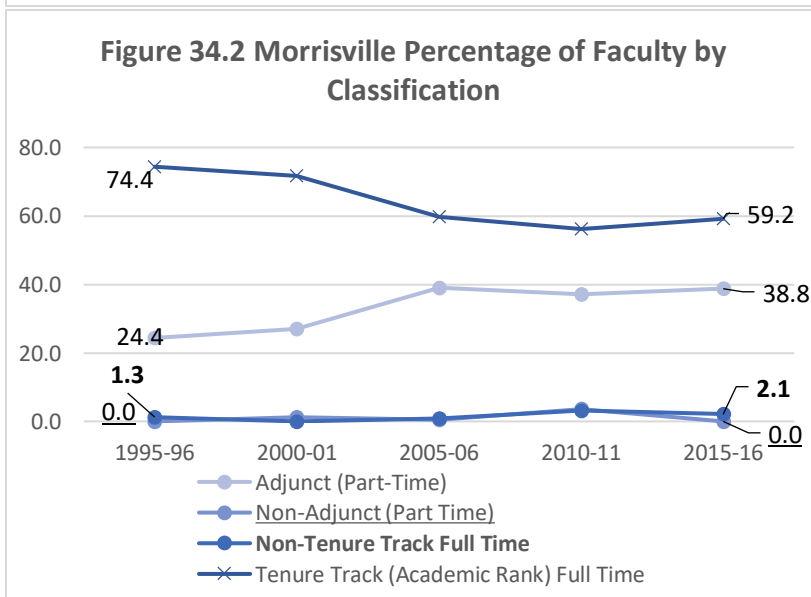


Figure 34.2 displays the effect of the dramatic jump in 2005-06 part-time faculty. Part-time adjunct faculty increased from 24.4% of all SUNY Morrisville faculty in 1995-96 to a high

of 39% in 2005-06. As a result, full-time tenure track positions declined in their share of all faculty from 74.4 percent in 1995-96 to 59.2 percent in 2015-16. All other full-time and part-time faculty comprised the highest combined total in 2010-11 with 6.8 percent, and all other years less than 3 percent of all faculty.

Figure 34.3A integrates total student enrollment in relation to total faculty, while figure 34.3B shows the effect on faculty-student ratios. From 1995-96 to 2010-11, there were significant increases in student enrollment at SUNY Morrisville in each period. Student enrollment increased from 2,898 students in 1995-96 to 3,454 in 2010-11, a 19.2 percent overall increase. From 2010-11 to 2015-16, however, student enrollment dropped to 2,910 students, a decrease of 15.7 percent.

As shown by Figure 34.3B, the jump in part-time faculty in 2005-06 correlates to a sharp decrease in the faculty-student ratio in the same year, from 64.5 students per part-time faculty in 2000-01 to 36.2 in 2005-06. The marginal growth in all full-time positions creates a slight decrease since 1995-96 in full-time faculty-student ratios from 24 students per full-time instructor in 1995-96 to 19.8 students per full-time instructor in 2015-16.

Trends in Race and Gender

As shown in figure 34.4T, at SUNY Morrisville, female tenure- and tenure-track faculty have had moderate and steady increases since 1995-96, while male tenure track faculty have maintained between 70 and 75 positions in the same period. Female tenure track positions increased from 47 in 1995-96 to 67 in 2015-16. This illustrates a decrease in the numerical imbalance between male and female tenure track positions.

Among tenure and tenure-track faculty at SUNY Morrisville, the numbers among under-represented groups show few changes over the

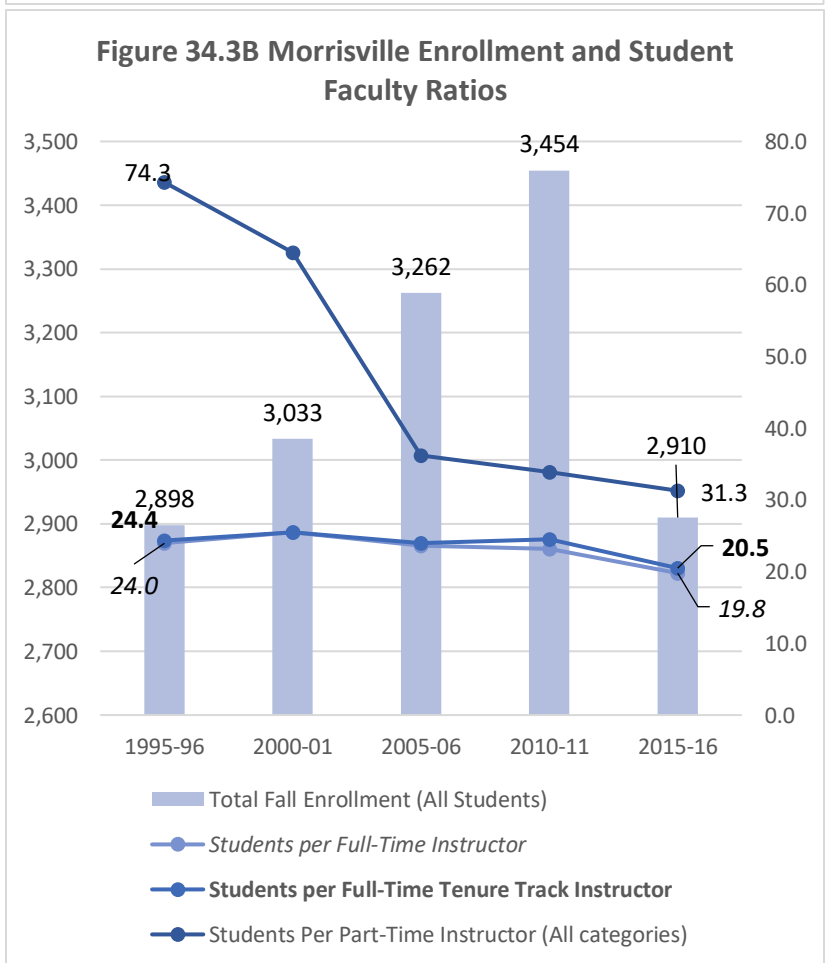
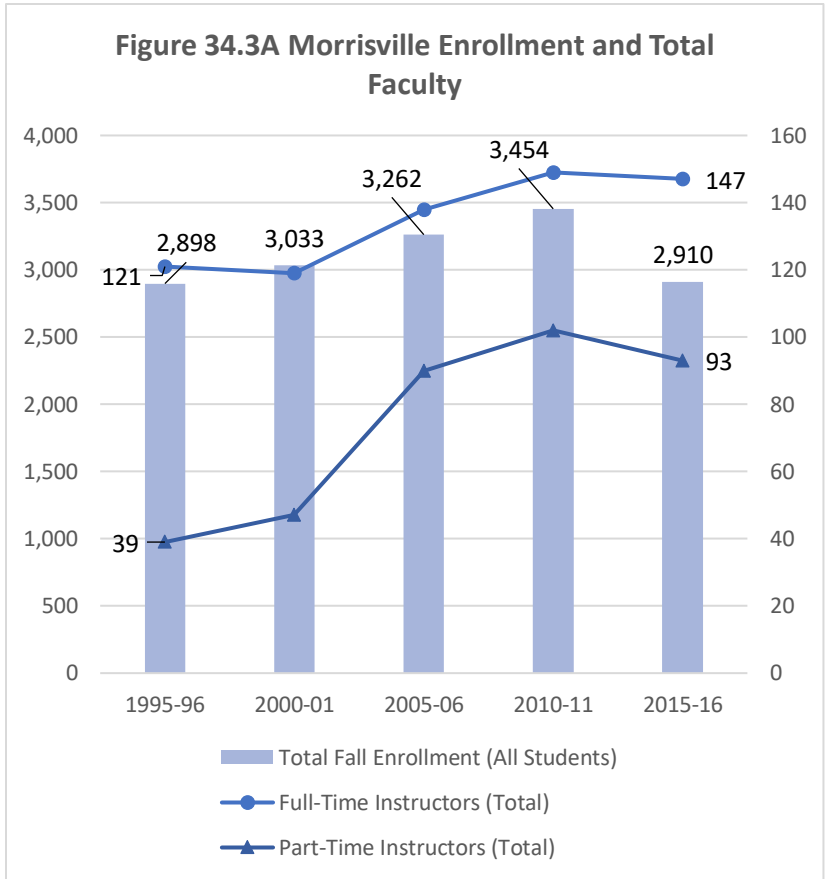
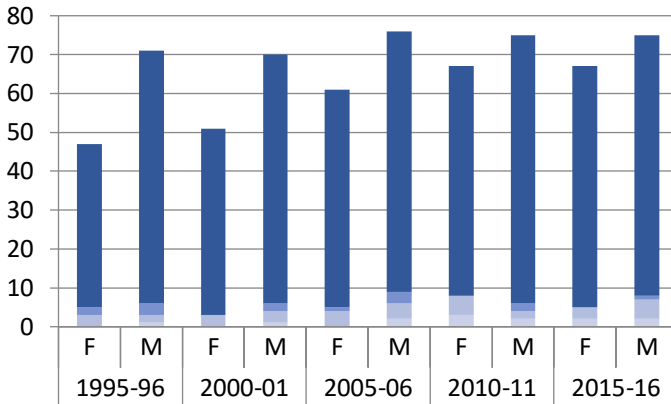
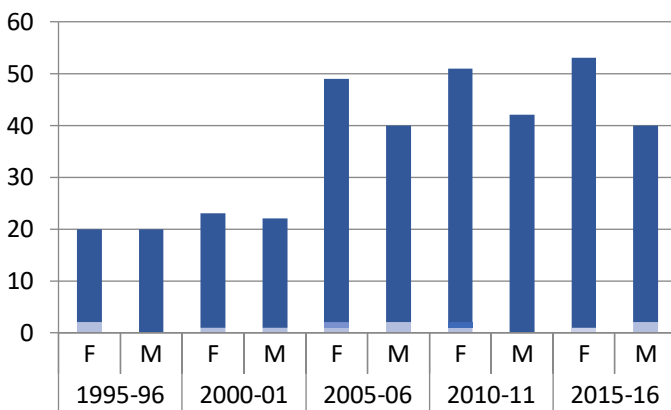


Figure 34.4T Morrisville Tenure Track (Academic Rank) by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	47	71	51	70	61	76	67	75	67	75
WH	42	65	48	64	56	67	59	69	62	67
UNK	0	0	0	0	0	0	0	0	0	0
NATAM	0	0	0	0	0	0	0	0	0	0
MLTRC	0	0	0	0	0	0	0	0	0	0
HISP	2	3	0	2	1	3	0	2	0	1
HAW	0	0	0	0	0	0	0	0	0	0
BL	3	2	3	3	4	4	5	2	3	5
AS	0	1	0	1	0	2	3	2	2	2

Figure 34.4A Morrisville Faculty Adjunct by Gender and Ethnicity



	1995-96		2000-01		2005-06		2010-11		2015-16	
	F	M	F	M	F	M	F	M	F	M
TOT	20	20	23	22	49	40	51	42	53	40
WH	18	20	22	21	47	38	49	42	52	38
UNK	0	0	0	0	0	0	0	0	0	0
NATAM	0	0	0	0	0	0	1	0	0	0
MLTRC	0	0	0	0	0	0	0	0	0	0
HISP	0	0	0	0	1	0	0	0	0	0
HAW	0	0	0	0	0	0	0	0	0	0
BL	2	0	1	1	1	2	1	0	0	2
AS	0	0	0	0	0	0	0	0	1	0

past two decades. Black tenure track faculty have increased from 5 to 8 since 1995-96. Other minority ethnicities with even smaller numbers include Hispanic faculty (who have actually declined from 5 positions to 1 position), and Asian faculty (who have increased from 1 position to 4 positions). White faculty numbers have increased from 105 to 129 positions, with significant growth in white female tenure track faculty.

Among tenure track faculty since 1995-96, White males increased by 3.1 percent (from 65 to 67 positions), non-White males increased by 33.3 percent (from 6 to 8 positions), White females increased by 47.6 percent (but the largest numerical increase from 42 to 62 positions), and non-White females maintained 5 positions from 1995-96 to 2015-16.

Figure 34.4A provides more detail to the jump that occurs in SUNY Morrisville’s part-time adjunct faculty. SUNY Morrisville’s adjunct faculty a dramatic jump with both genders in 2005-06, but maintained no numerical growth either before or after that increase. As shown in Figure 34.4A, almost all adjunct faculty in each period are White, with other ethnicities (Black, Hispanic, and Native American) appearing with only 1 or 2 faculty for each gender in each year. Females and males maintained similar numbers in 1995-96 and 2000-01. After the jump in 2005-06, the male-female ratio each year averaged 0.8:1. Because adjunct faculty are almost all White in each year, there are no significant trends in faculty of minority ethnicities.