

NATIONAL TRENDS IN THE USE OF CONTINGENT FACULTY AND STAFFING DISTRIBUTIONS IN OHIO

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Summit on Academic Staff in Higher Education in Ohio

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Research that Matters

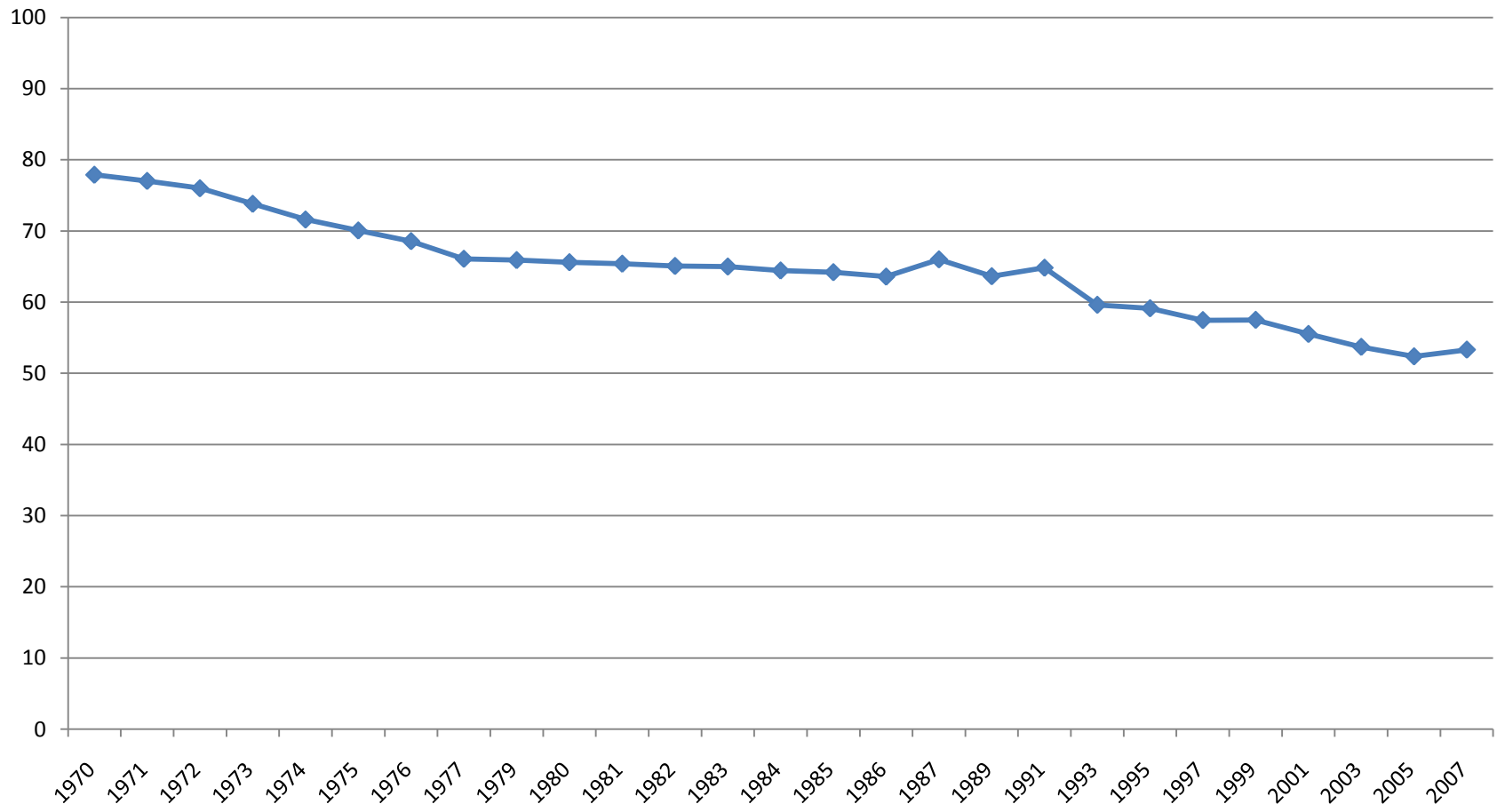
Increasing Use of Contingent Faculty

- Includes part-time faculty
- Full-time contingent faculty
 - Some are hired as temporary replacements
 - Some are post-doctoral teaching fellows
 - Some are permanent, but outside the traditional faculty promotion process
- Graduate students
 - Some do not teach or are not the faculty member of record

Trends

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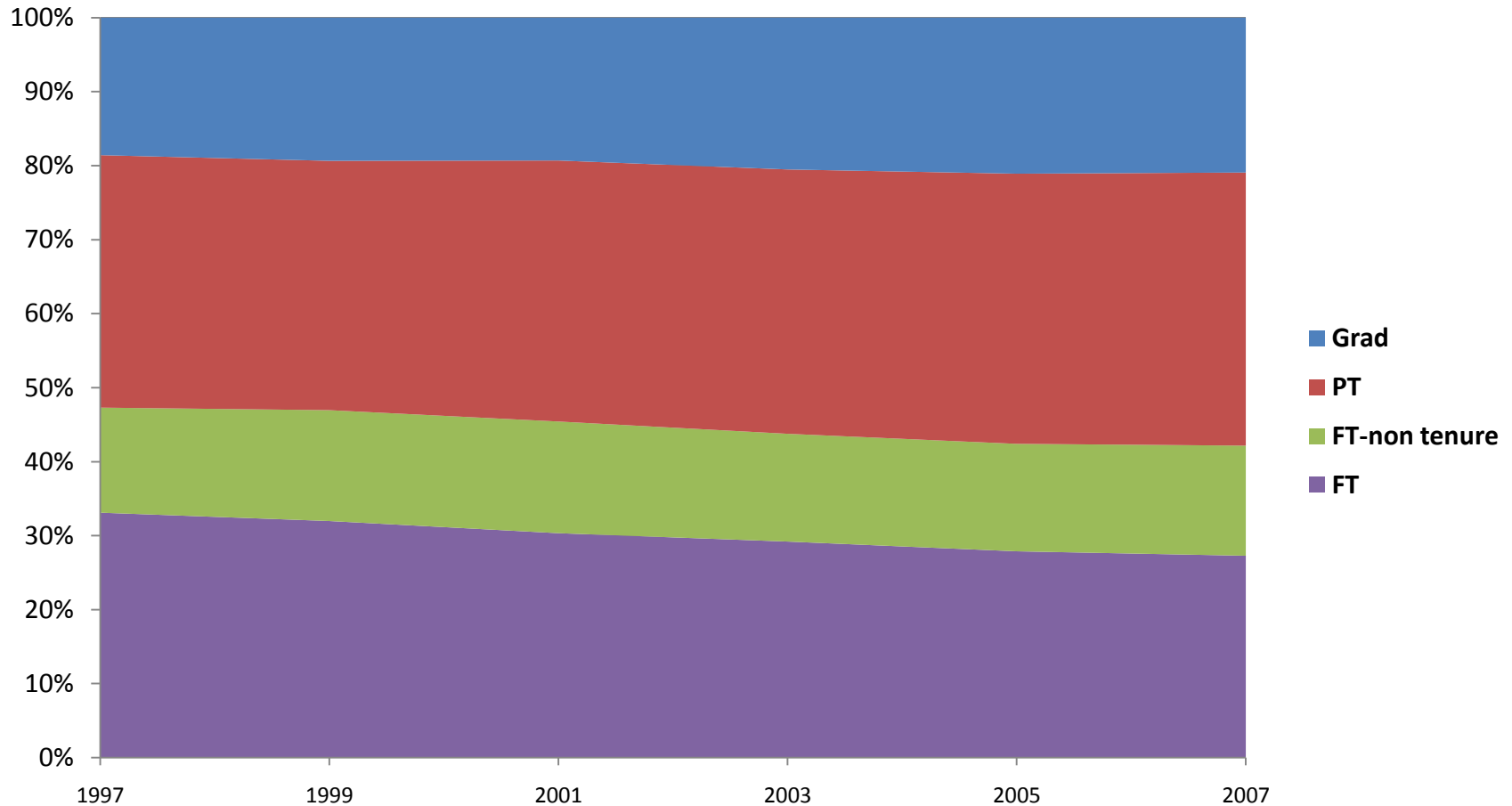
Percent Full-Time Faculty, 1970 to 2007



Source: IPEDS

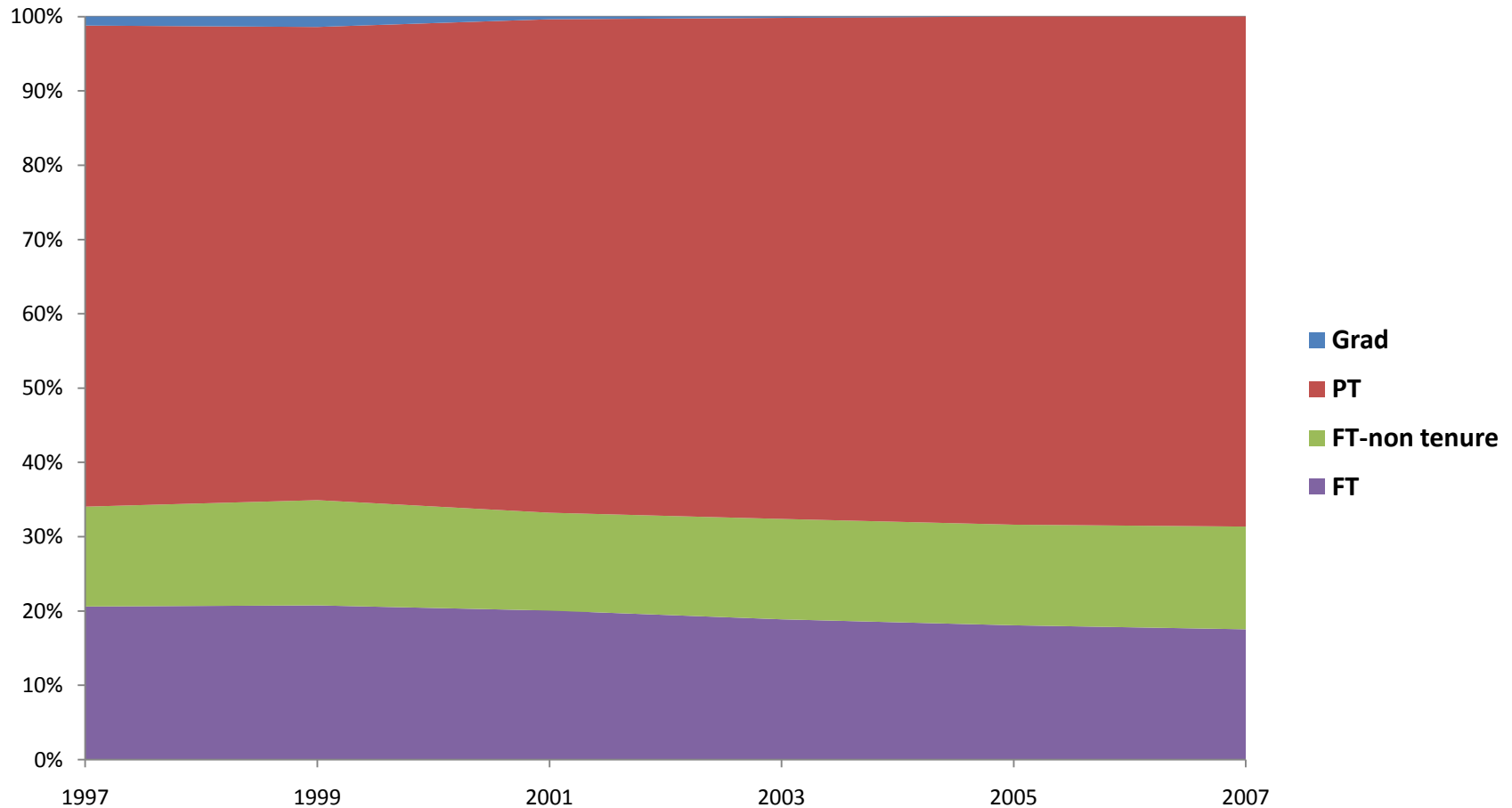
NOTE: Does not include graduate assistants

Changing Mix of Faculty Over the Decade - All Institutions



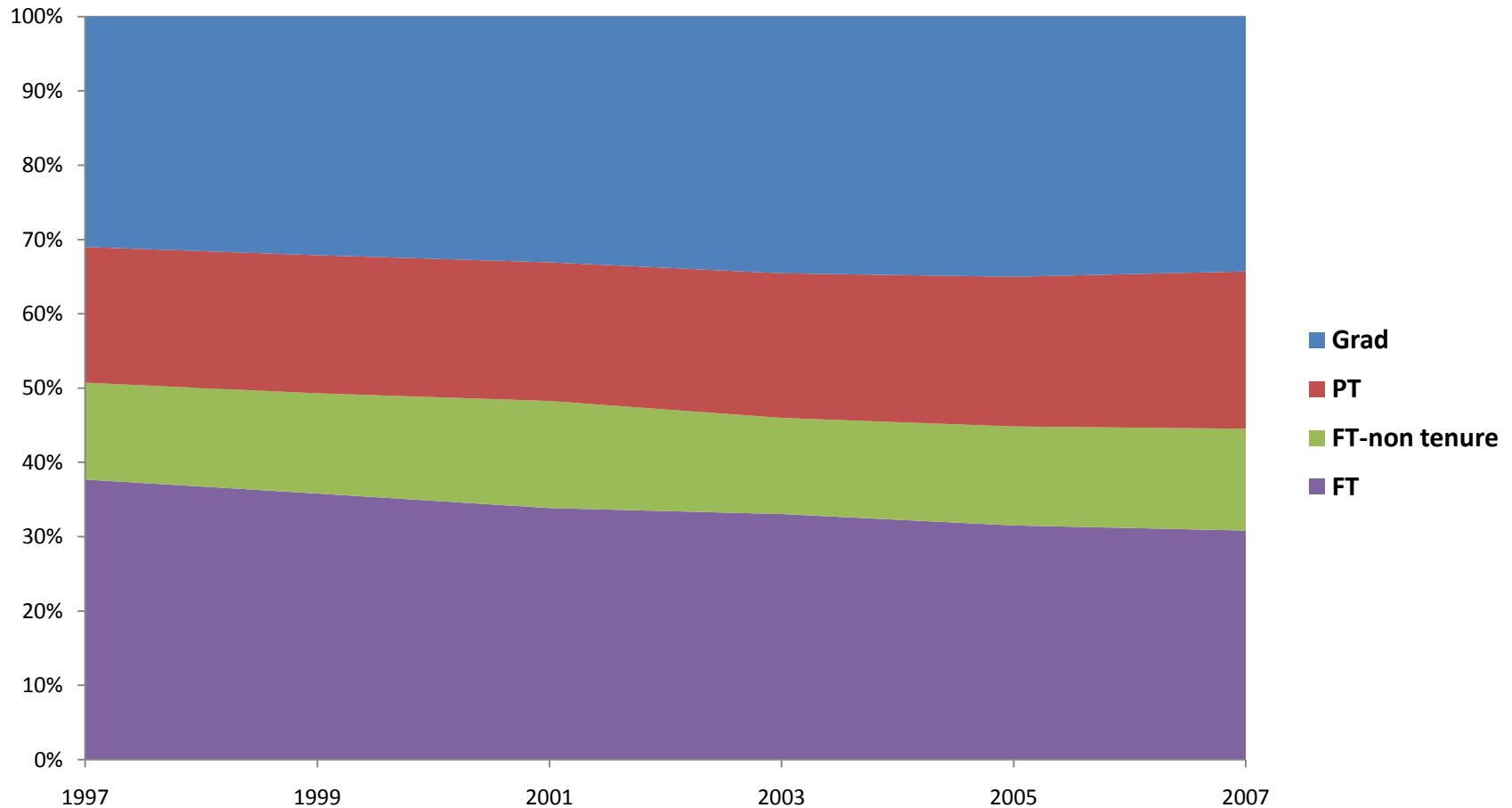
Source: IPEDS

Changing Mix of Faculty Over the Decade - 2-year public



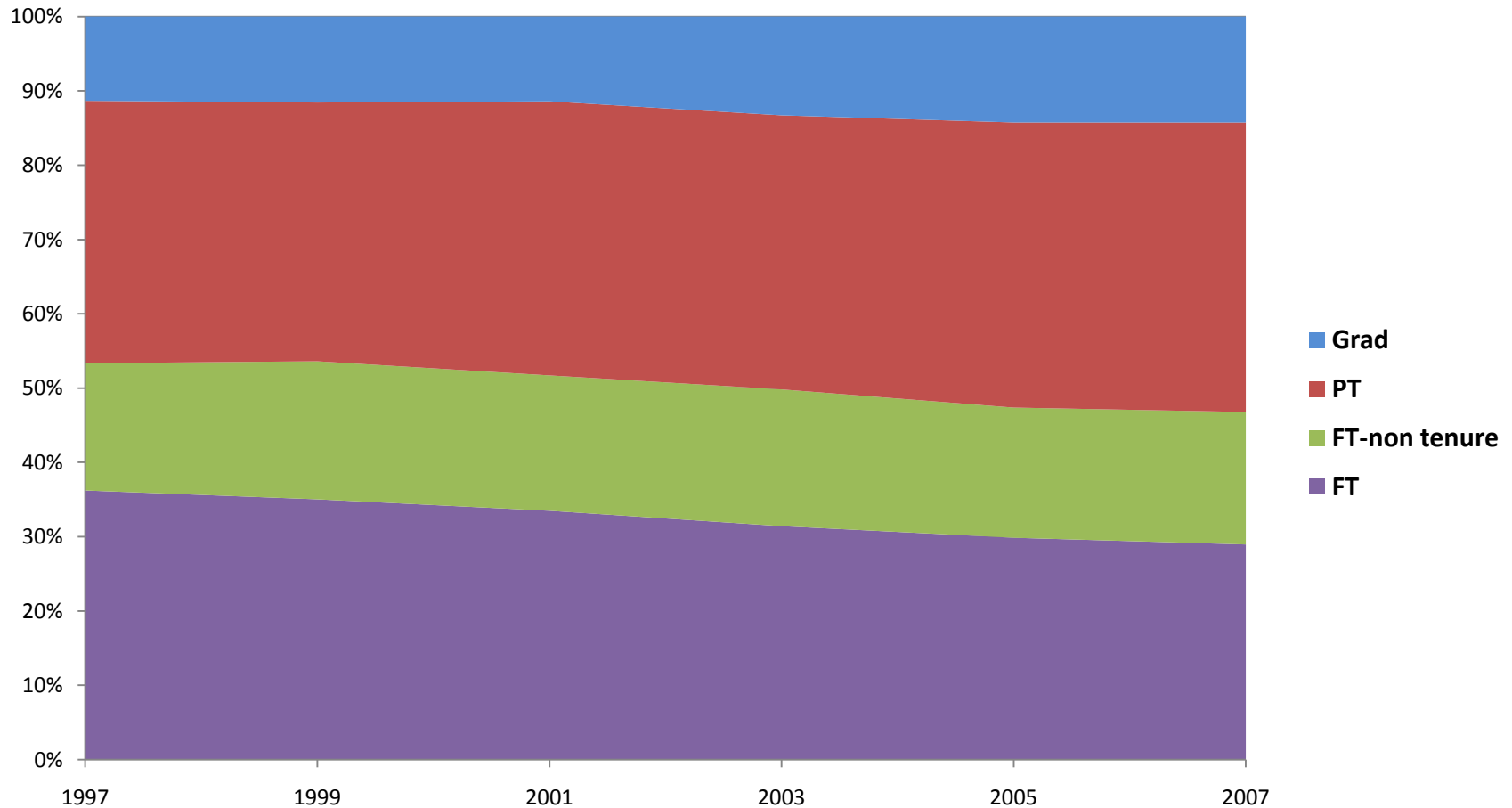
Source: IPEDS

Changing Mix of Faculty Over the Decade - 4-year public



Source: IPEDS

Changing Mix of Faculty Over the Decade - Private, NFP

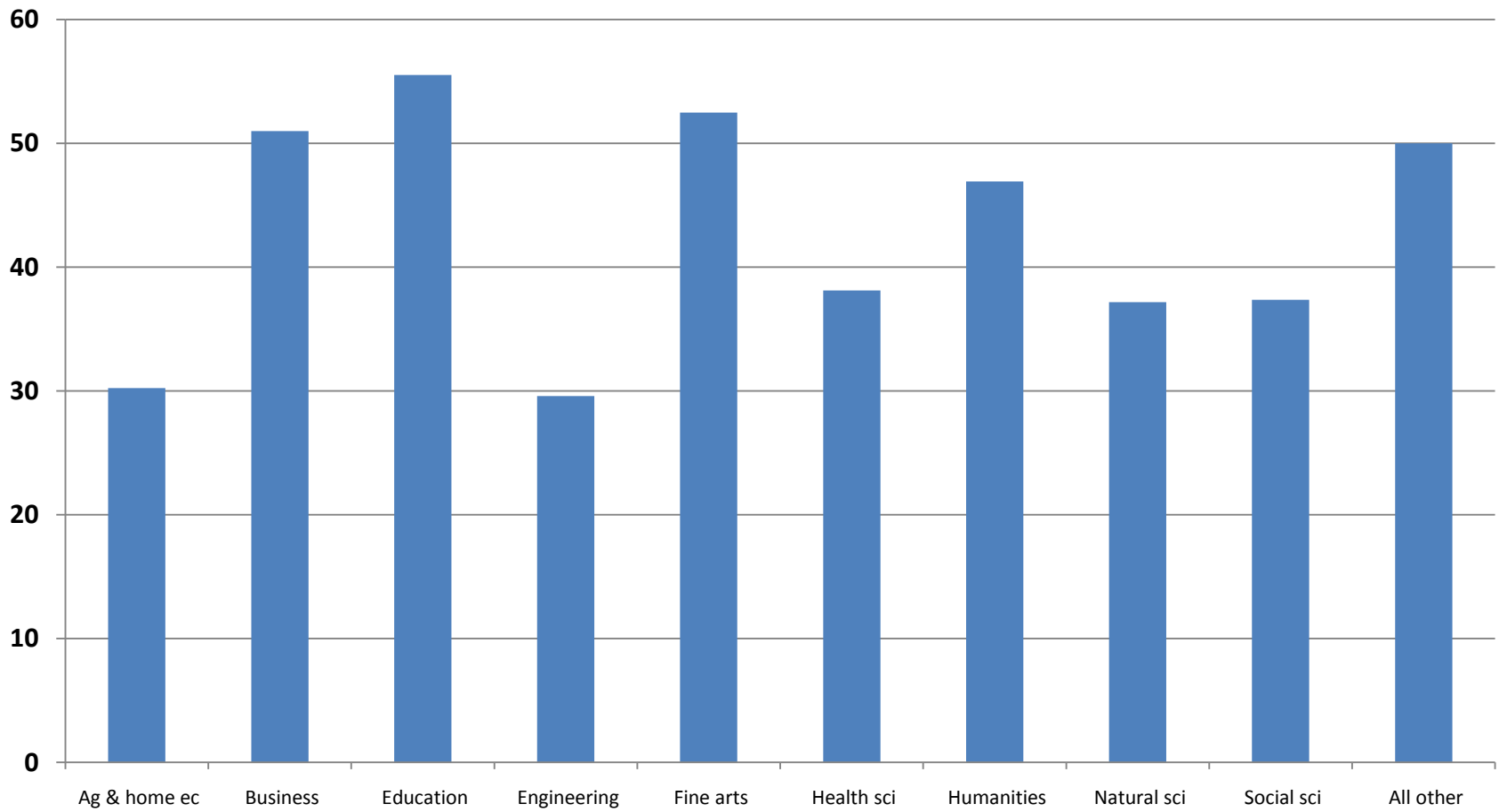


Source: IPEDS

Characteristics of Part-time Faculty

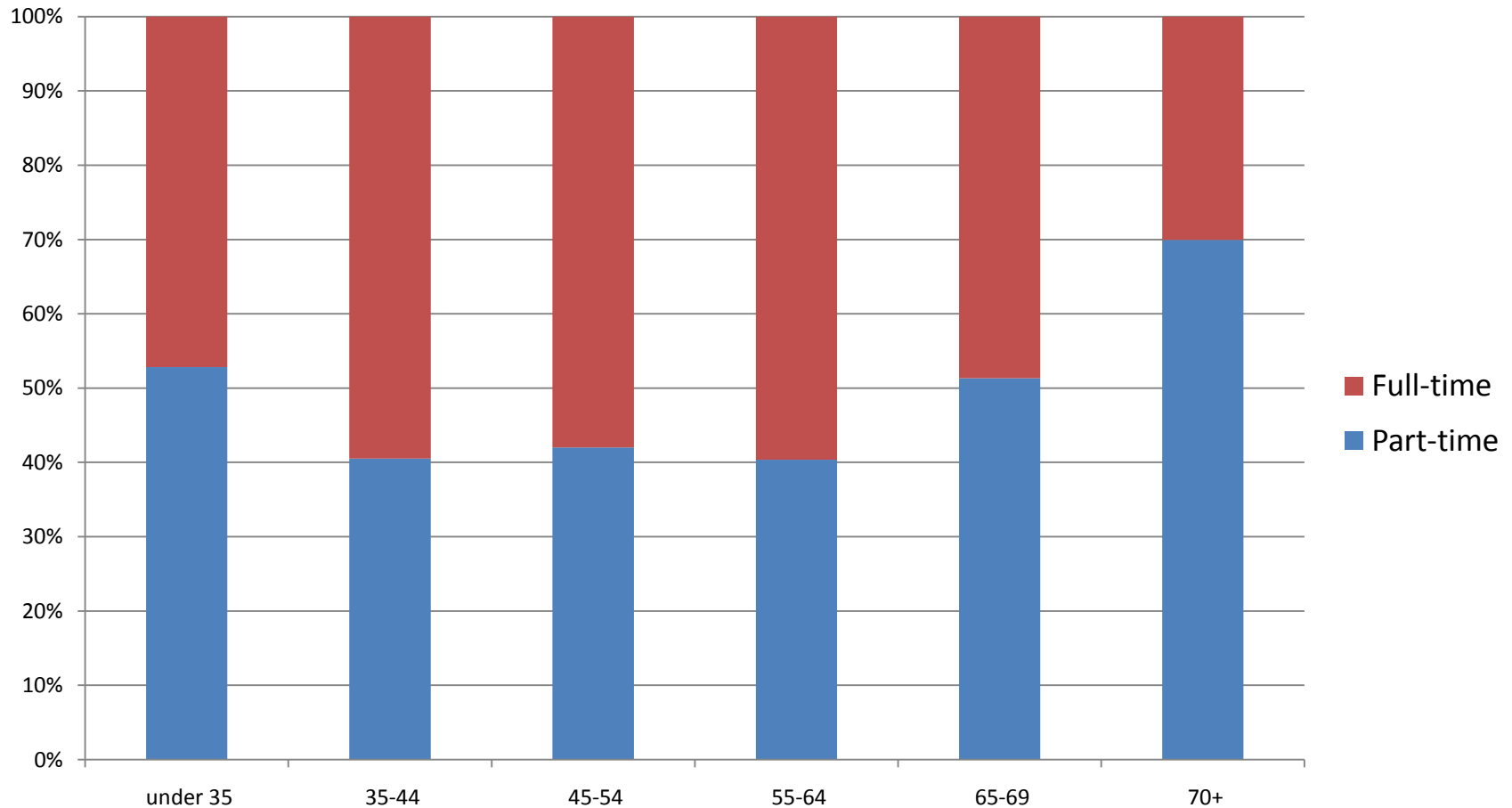
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Percent PT by Field, 2003



Source: NSOPF, 2003-04

Age Distribution of Full- and Part-time Faculty



Source: NSOPF, 2003-04

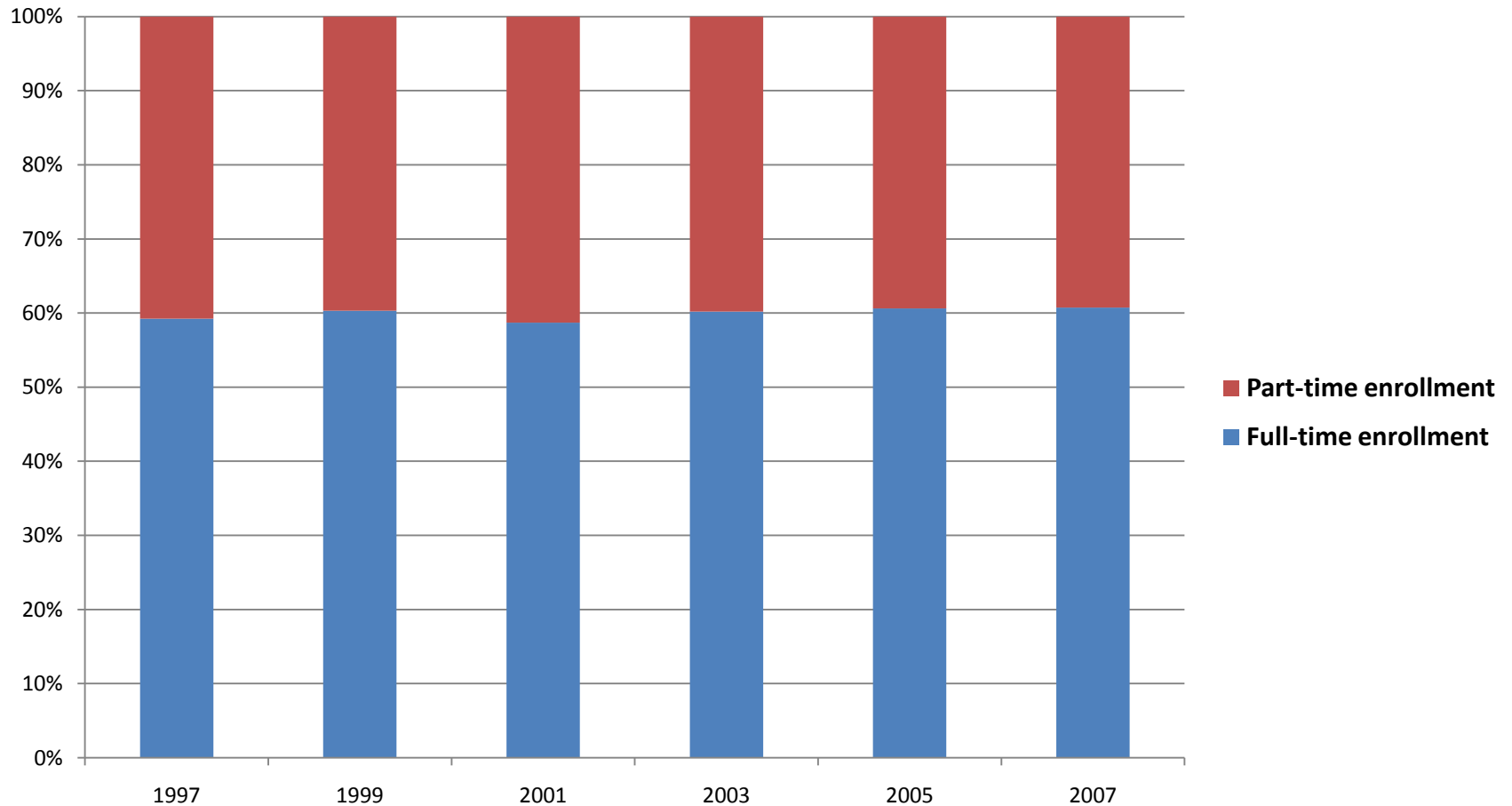
Other Characteristics

- Women are more likely to teach part-time than are men
- The average part-time faculty member has taught at the college for seven years
- Part-timers are less likely to have terminal degrees than are full-timers
- 35% of part-timers want a full-time job

Reasons for Increasing Use of Contingent Faculty

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Are we Hiring More PT Faculty Because of Changes in PT Enrollment?

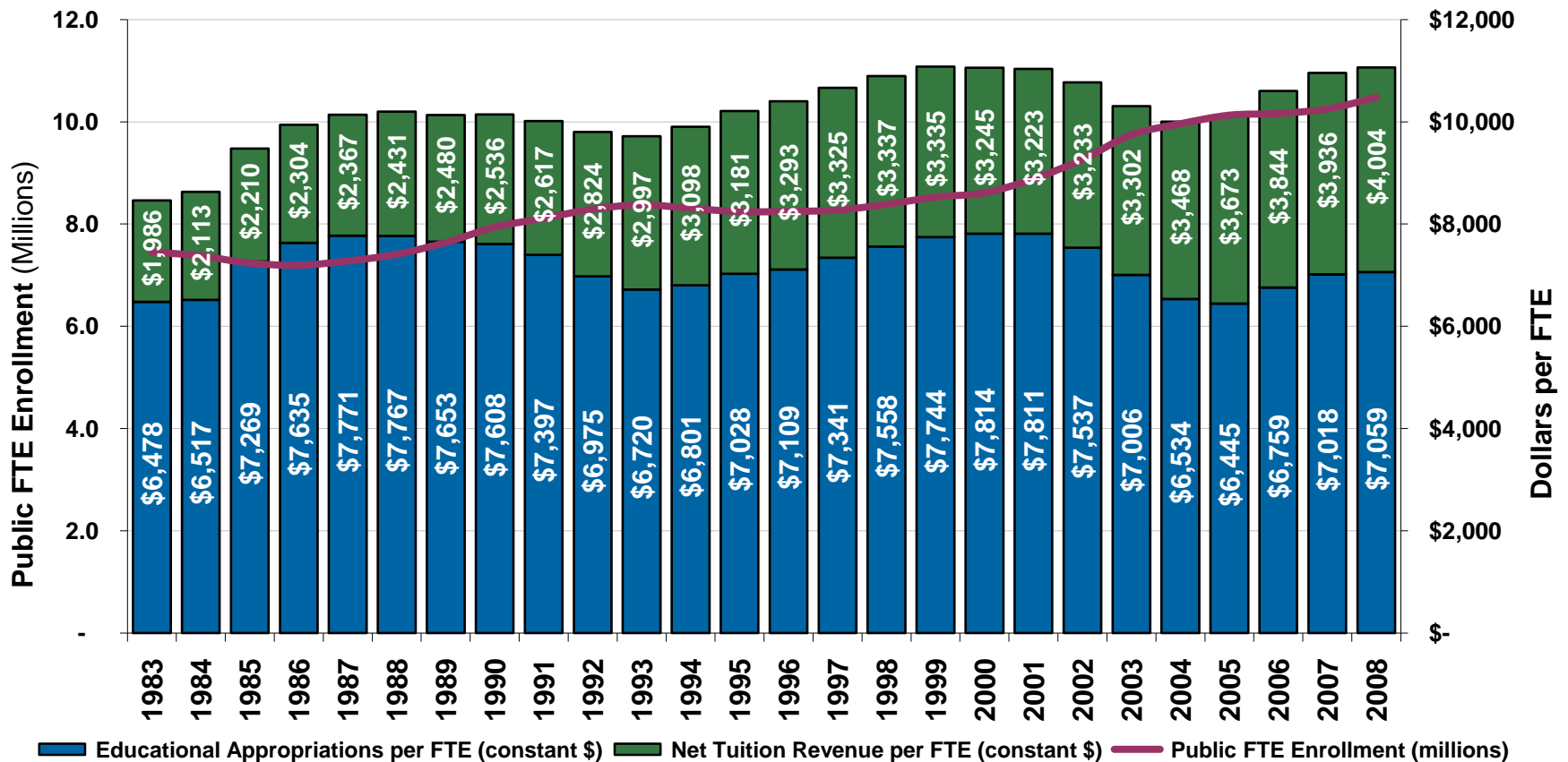


Source: IPEDS

Are We Hiring More Contingent Faculty Because of Money?

- Over a ten-year period, total taxable resources per capita increased 57.2 percent, while the effective tax rate declined 0.4 percent
- On average, the nation's taxpayers have become wealthier, and are paying a smaller share of their wealth in state and local taxes
- The proportion of state and local tax revenue allocated to higher education declined from 6.8 percent in 1996 to 6.5 percent in 2006

Public FTE Enrollment and Support per FTE, 1983-2008



Constant 2008 dollars adjusted by SHEEO Higher Education Cost Adjustment (HECA).

Source: SHEF

Average Amount Paid to PT Faculty Per Class (2003-04)

Source:
AFT

	PT	FT
□ Total	\$1,855	n/a
□ Public research	\$3,155	\$20,252
□ Public comp	\$2,066	\$10,731
□ Public 2-year	\$1,265	\$ 7,722
□ Private research	\$3,974	n/a
□ Private other 4-year	\$1,832	n/a

Instructional Costs are Declining as a Percent of Total Costs (1995-2006)

- Public research -1.4%
- Public comprehensive -3.1%
- Public CC -2.6%
- Private research -4.4%
- Private comprehensive -2.0%
- Private BA -1.8%

Strengths and Weaknesses

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Contributions of Contingent Faculty

- Bring real-world expertise
- Want to teach
- May have expertise to teach classes that otherwise would not be available
- Provide institutional flexibility
- Save money

Why Should We Be Concerned?

- Changes the nature of the institution from a community of scholars to a group of contingent workers at the margin of the institution
- Forces some young faculty members into low-paid teaching assignments, often with no benefits and limited options for a permanent position
- Vulnerable to dismissal
- Erosion of academic freedom

Why Should We Be Concerned?

- Inadequate time to prepare because of last-minute hiring
- Often teaching lower-division students with the most need for extra time and assistance
- Limited administrative and technical support
- Lack of paid time for working with students outside of class
- Less likely to be oriented to institutional policies and programs

Support for Faculty is Correlated With Student Success

- Institutions with high ratios of PT faculty have lower graduation rates
- In gatekeeper courses taught by part-time adjuncts, lecturers, or postdoctoral fellows, the students are significantly less likely to return for their sophomore year

Conclusions and Recommendations

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Policies to Consider

- Contingent faculty teach the majority of undergraduate courses and should be accorded the same support as permanent faculty
- Expect contingent faculty to work with students outside of class, and pay them for it
- Hire and evaluate contingent faculty with the expectation that they will be the next full-time hires
- Include contingent faculty members in relevant educational decisions

Policies to Consider

- All faculty should be provided opportunities to participate in professional development programs
- Include contingent faculty in developing institutional and departmental policies and procedures

Next, Ohio

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Changes in Staff Distribution in Ohio

	1993	2003	Percent Change
Total Employees	99,193	119,844	20.8
Full-time	67,058	78,546	17.1
Part-time	32,135	41,298	28.5

Source: Changes in Staff Distribution and Salaries of Full-time Employees
In Postsecondary Institutions: Fall 1993-2003. NCES 2006-152

- Between 1993 and 2003, Ohio experienced an increase of 21% in its postsecondary workforce. Similar to the rest of the nation, much of the growth was in part-time employees (28%).

Changes in Staff Distribution in Ohio

Public Institutions	1993	2003	Percent Change
Total Employees	75,693	88,213	16.5
Full-time	50,127	56,145	12.0
Part-time	25,566	32,068	25.4

Source: Changes in Staff Distribution and Salaries of Full-time Employees
In Postsecondary Institutions: Fall 1993-2003. NCES 2006-152

- In public institutions, the gain was 16% with an increase of 25% in part-time employees.

Changes in Staff Distribution in Ohio

Part-time employees (as percent of total)

<u>All institutions</u>		<u>Public Institutions</u>	
1993	32.4	1993	33.8
2003	34.5	2003	36.4

Source: Changes in Staff Distribution and Salaries of Full-time Employees
In Postsecondary Institutions: Fall 1993-2003. NCES 2006-152

- Similar to national trends, the total number of part-time employees in Ohio increased between 1993 and 2003 at a rate that outpaced that of full-time employees overall (34 vs. 32 percent) and in public institutions (36 vs. 34 percent).

Changes in Staff Distribution in Ohio

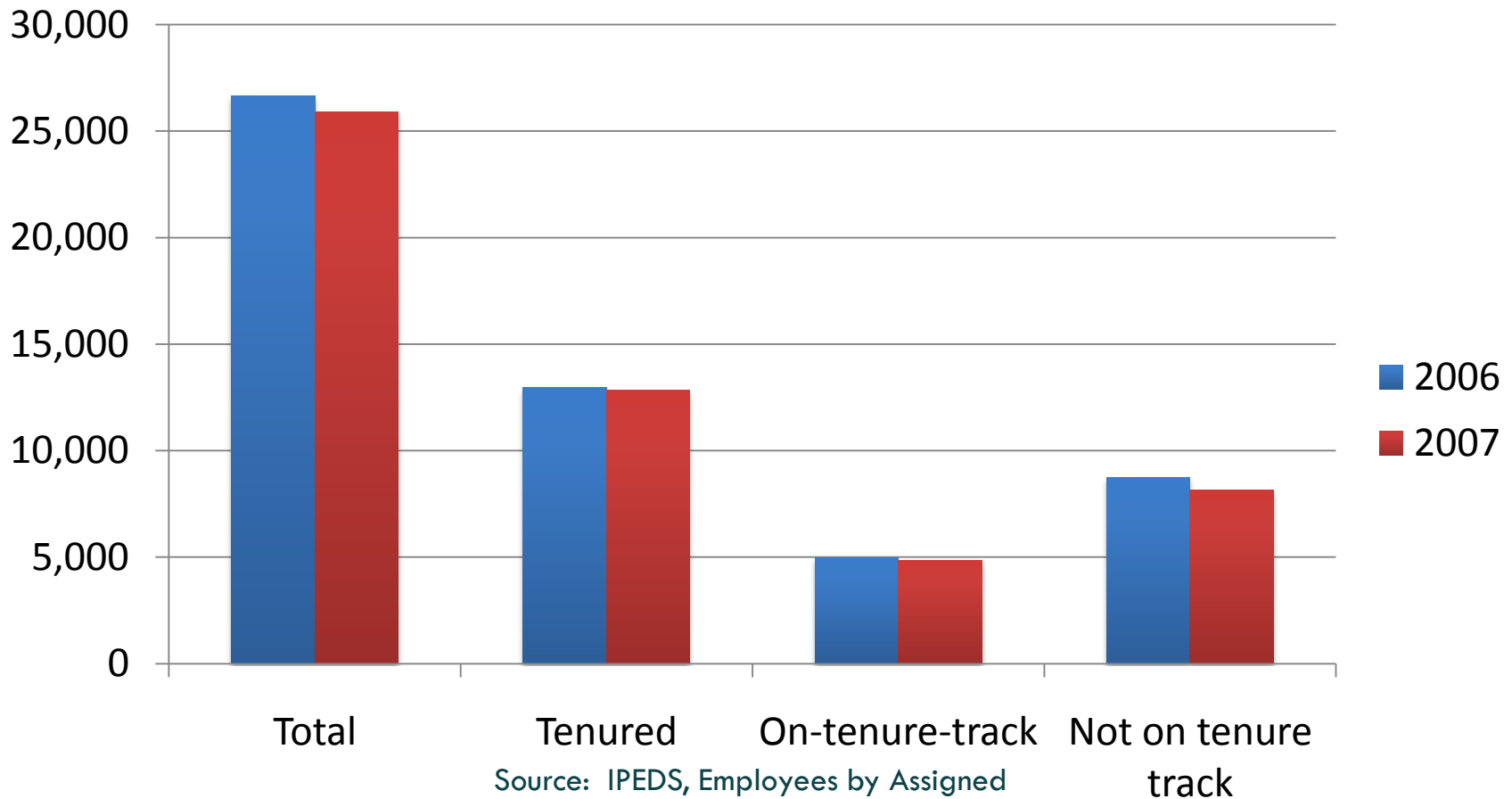
Total (as percent of all employees in the 50 states and DC)

<u>All institutions</u>		<u>Public Institutions</u>	
1993	3.9	1993	4.2
2003	3.9	2003	4.1

Source: Changes in Staff Distribution and Salaries of Full-time Employees
In Postsecondary Institutions: Fall 1993-2003. NCES 2006-152

- Ohio remained constant at around 4% in its share of all postsecondary employees in the 50 states and DC.

Changes in Staff Distribution in Ohio



Source: IPEDS, Employees by Assigned Position section. Table 5a. Number of faculty in Title IV institutions and administrative offices, with full-time status, by tenure status: Fall 2006 and 2007

Changes in Staff Distribution in Ohio

- The IPEDS data show the number of part-time faculty in Ohio has also declined from ~22,500 to ~21,500.

Source: IPEDS, Employees by Assigned Position section. Table 5a. Number of faculty in Title IV institutions and administrative offices, with part-time status: Fall 2006 and 2007

Changes in Staff Distribution in Ohio

Academic year 2006-07					
	Total	Professor	Associate professor	Assistant professor	Instructor/Lecturer/No academic rank
All institutions	21,345	5,983	5,949	5,777	3,636
Public 4-Yr	11,003	3,342	3,449	2,991	1,221
Private nfp 4-yr	6,577	1,945	1,811	1,964	857
Public 2-yr	3,035	630	673	811	921

Source: IPEDS, Human Resources component, Salaries section, Winter 2006-07. Table 9a. Number of full-time instructional faculty on 9 or 10 month or 11 or 12 month contracts in Degree-granting Title IV institutions, by academic rank.

Changes in Staff Distribution in Ohio

Academic year 2007-08					
	Total	Professor	Associate professor	Assistant professor	Instructor/Lecturer/No academic rank
All institutions	21,643	5,974	6,019	5,780	3,870
Public 4-Yr	11,186	3,337	3,508	2,950	1,391
Private nfp 4-yr	6,645	1,980	1,836	1,973	856
Public 2-yr	2,997	608	662	826	901

Source: IPEDS, Human Resources component, Salaries section, Winter 2007-08. Table 9a, b, c, & e. Number of full-time instructional faculty on 9 or 10 month or 11 or 12 month contracts in degree-granting Title IV institutions, by academic rank.

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