

Data on Faculty: What Are We Missing?

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Higher Education Faculty: The Issues

- Employment Status
- Compensation
- Work and Workload
- Relationship to Student Outcomes
 - Data available on each issue
 - National perspective; institutions and systems have more
 - This presentation more about data availability and less about the interpretation

Employment Status

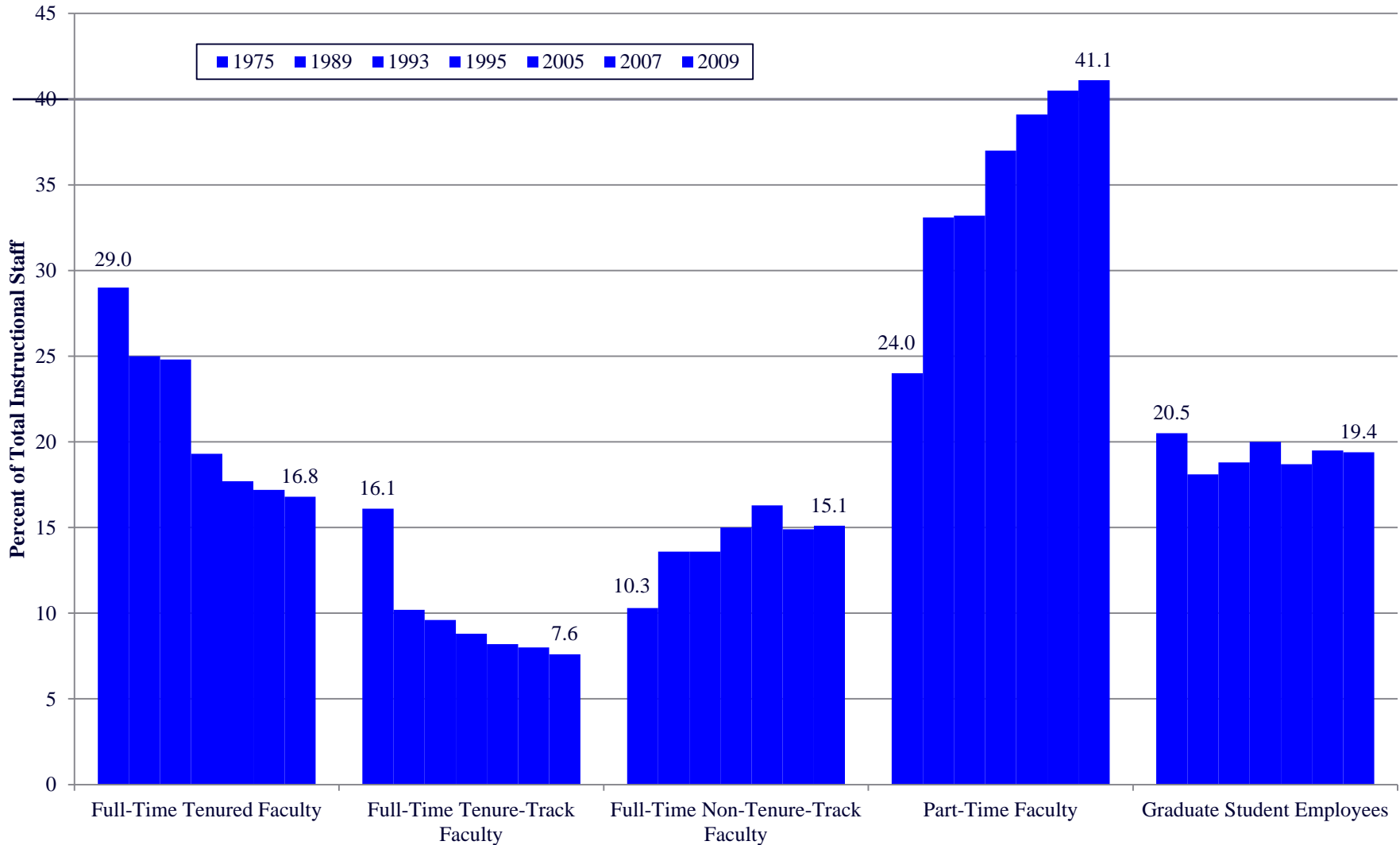
- Faculty member's relationship to the institution: employment status (full- or part-time) and tenure status (due process)
- All of the terminology is contested! (The “F-word” = “flexibility”)
- Definitions are usually established by institutions themselves:
 - Faculty status
 - Employee versus contractor

Employment Status

- Growing use of contingent employment:
 - Part-time (“adjunct”?)
 - Full-time non-tenure-track (“lecturers”?)
 - Graduate student employees
 - Postdoctoral fellows (postdocs)
 - “Soft money” researchers

Trends in Instructional Staff Employment Status, 1975-2009

All Institutions, National Totals



Note: Figures for 2005-09 may not be exactly comparable with previous years due to a change in the type of institutions included in totals. Graduate student figure in 1975 column is for 1976. Percentages may not add to 100 due to rounding.

Employment Status: Data Resources

- US Dept of Education
 - National Study of Postsecondary Faculty (NSOPF)
 - Integrated Postsecondary Education Data System (IPEDS)
- AAUP Faculty Compensation Survey
- Coalition on the Academic Workforce
survey of contingent academic work (fall 2010)

Employment Status: Data Resources

- National Study of Postsecondary Faculty (NSOPF), US Dept of Education [[Website](#)]
 - Sample survey: 1987-88, 1992-93, 1998-99, 2003-04 [final iteration]
 - Individual faculty; institutional practices
 - Faculty status, workload, income, career, attitudes; fewer items for 2003-04
 - Best source for national estimates on faculty working conditions and characteristics, but now defunct

Employment Status: Data Resources

- Integrated Postsecondary Education Data System (IPEDS) [[Website](#)]
 - Annual census
 - Multiple components: Enrollment, employees, awards (degrees), finance, more
 - Not all components every year
 - Dates to the late 1980s; predecessor was HEGIS

Employment Status: Data Resources

- IPEDS faculty counts (2 types):
 - Fall Staff; EAP
 - Institutional headcounts aggregated by category
 - Fall Staff: required in odd years; faculty status by rank, race/ethnicity, gender; does not include GAs
 - Employees by Assigned Position: every year since 2002-03; all employees, no salary intervals; counts of faculty FT/PT by rank; includes GAs; no gender
 - Have used Fall Staff for long-term trends; re-evaluating differences (e.g., how medical school staff are counted)

Employment Status: Data Resources

- AAUP Faculty Compensation Survey ([Website](#))
 - Annual since 1958-59
(limited biennial began in 1930s)
 - Survey of all accredited institutions in US; data supplied by institutional administrations
 - Full-time faculty counts by gender, rank, and tenure status, but compensation is the primary focus

Employment Status: Data Resources

- Coalition on the Academic Workforce ([Website](#))
 - Disciplinary societies; faculty associations; AAC&U
 - Survey of contingent academic work, fall 2010
 - Online survey with individual respondents (29,000 responses)
 - Workload, compensation, career, demographics
 - PT faculty respondents provided information per course
 - Initial report on PT faculty coming soon

Compensation

- Institutional comparisons:
 - competition to recruit and retain faculty
 - equity concerns
 - aggregate priorities in institutional spending
- Individual faculty member comparisons, both within and between institutions
- The faculty profession: Attracting and retaining the most qualified individuals



Compensation

- ❑ Institutional Salary Data
- ❑ Discipline Salary Data
- ❑ Benefits Data
- ❑ Contingent Academic Wage Data

Compensation: Data Resources

- Institutional Salary Data
 - AAUP Faculty Compensation Survey
 - Integrated Postsecondary Education Data System (IPEDS), Salaries component
 - Similarities
 - Full-time primarily instructional faculty
 - Attempt to survey all institutions; collected annually
 - Data collected from administrations or systems
 - Reporting format similar

Compensation: Data Resources

- AAUP/IPEDS: Differences
 - AAUP published within same year (Mar/Apr *Academe*)
 - AAUP validity checks are more detailed
 - Conversion of 12-month to 9-month equivalents handled differently (but this is changing in 2012-13)
 - Quality of data reported (publication as quality check)
 - Response rate (IPEDS much higher because required for participation in federal Title IV aid programs)

Compensation: Data Resources

- Discipline Salary Data
 - Full-time faculty members
 - Finding: Gap between disciplinary salaries is growing
 - Equity issues:
 - Compression (new faculty salary close to senior faculty)
 - Inversion (new faculty salary higher than senior faculty)
 - Disciplines not evenly distributed by gender

Compensation: Data Resources

- Discipline Salary Data
 - College and University Professional Association for Human Resources (CUPA-HR or just CUPA)
 - Oklahoma State University
 - Similarities
 - Annual survey
 - Reported by CIP code (US Dept of Ed disciplines)
 - Published within same academic year (Feb/Mar)
 - Average salary by rank, minimum/maximum
 - Peer comparisons available (fee)

Compensation: Data Resources

- Discipline Data: Differences
 - OSU approx. 120 major public universities (APLU, formerly NASULGC)
 - CUPA 4-year public/private; (and since 2002-03 community colleges)
 - OSU response rate high; CUPA varies
 - CUPA combines institutional types in its published averages
 - AAUP used OSU data in 2010-11 report and previously

Compensation: Data Resources

- Benefits Data
 - AAUP Faculty Compensation Survey (currently re-evaluating data elements)
 - IPEDS Salaries component (benefits eliminated beginning 2011-12)
 - CUPA Compensation Survey
 - IPEDS Finance component?? (aggregate institutional expenditure)

Compensation: Data Resources

- Benefits Data
 - Data collected are the institutional contribution to benefits (institutional cost measure vs. faculty benefit received)
 - Some data on “institutional practices”
 - Would be useful to have comparative data on benefits provided, as a recruitment/retention benchmark
 - Data elements:
 - Healthcare
 - Retirement
 - Tuition
 - Other? (dependent care, housing, relocation)

Compensation: Data Resources

- Current issues on campus
 - Benefits vs. salary
 - Employee/employer share: retirement contribution and/or healthcare deductible
 - Choice of retirement (defined benefit vs. defined contribution) and healthcare plans
 - Tuition remission/waiver for dependents

Compensation: Data Resources

- What data on benefits are or would be useful?
 - Institutional expenditures (currently)
 - Employee share (new data collection)
 - Plan availability (new data collection)
 - Link to recruitment/retention

Compensation: Data Resources

- Contingent Academic Wage Data
 - NSOPF included full-time non-tenure-track and part-time faculty, but did not include graduate employees, postdoctoral fellows (per se), or non-teaching researchers
 - NSOPF enabled analysis by demographic and career variables; limited institutional factors
 - CUPA has reported some part-time faculty “pay practices” in the past
 - CUPA 2012 Contingent Faculty Salary Survey (new) is being held as proprietary

Compensation: Data Resources

- Contingent Academic Wage Data
 - Coalition on the Academic Workforce (CAW) fall 2010 survey of contingent academic work
 - PT faculty pay per course by institutional and individual factors
 - FT NTT pay (by term or annual) by institutional and individual factors
 - Initial report on PT faculty coming soon
 - Data will be available to academic researchers



Work and Workload

- Work: “Who does what?”
- Workload: Measuring “how much” work

Faculty work

- Teaching, research, service
- “Unbundling”; “Differentiated staffing”
 - Curriculum design (content)
 - Instruction (delivery)
 - Research/scholarship
 - Student advising
 - Participation in governance
 - Community service

Faculty work: Data sources

- IPEDS EAP Classification of faculty:
 - Instruction
 - Research
 - Public service (extension)
 - Instruction combined w/research or service
- Required since 2002-03; previous Fall Staff reports did not differentiate the functions.

Faculty work: Issues

- Are aspects of faculty work being “unbundled”?
 - FT “Teaching only”?
 - FT “Research only”?
 - Clinical or “practitioner” faculty?
 - Participation in governance
 - Student advising
- Link to contingency
 - Contingent faculty are less likely to be involved in all aspects of faculty work

Faculty workload

- Concept of “standard workload” or “typical” teaching load
 - Variations by type of institution
 - Variations by discipline
 - Individual assignment
 - Policy or practice?
 - Trends: How has workload changed in the last 5/10/20 years?
- Tendency is to reduce faculty work to teaching

Faculty workload

- The P-word... “Productivity”
 - Importance of looking at all aspects of faculty work
 - How is research or scholarship measured?
 - How is service measured?
 - “Productivity” in Texas: UT, A&M, Tech data releases; Texas Public Policy Foundation
 - “Texas model” in Florida

Faculty workload

- Making the case for a holistic definition of faculty workload
 - Working with students, both in and out of the classroom
 - Research, scholarship, consulting (practice)
 - Service: department, institution, discipline, community
- AAUP “What Do Faculty Do?”
[<http://www.aaup.org/AAUP/issues/facwork/facultydolist.htm>]

Workload: National data

- NSOPF (2003 the most recent available):
 - National averages, piecing together workload from a number of specific items
 - FT instructional faculty work 53.4 hours per week
 - Teaching: 32.9 (61.7%)
 - Research: 9.7 (18.2%)
 - Administrative and other: 10.7 (20.1%)
- National averages obscure a lot of variation

Workload: Data Sources

- Consultancy Data Sources:
 - Institutions purchase a service for benchmarking and quality assessment
 - Self-selection: not a nationally representative sample
 - Data availability?
- Delaware study (four-year institutions)
 - Original phase (instruction only)
 - Expanded (“out of classroom activity”) (“on sabbatical”)
 - <http://www.udel.edu/IR/cost/index.html>
 - <http://www.udel.edu/IR/focs/>

Workload: Data Sources

- Kansas Study (community colleges)
 - “The first national study of community college instructional costs and productivity.”
 - <http://www.kansasstudy.org/>
- Faculty Survey of Student Engagement (FSSE)
 - Designed to complement the National Survey of Student Engagement (NSSE)
 - Includes “How faculty members organize their time, both in and out of the classroom.”
 - <http://fsse.iub.edu/>

Relation to student outcomes

- IPEDS aggregate comparisons at institution level (e.g., employment status, compensation, institutional expenditures, and graduation rate)
- NSSE/FSSE: Paul Umbach, NCSU
- Institution/system analysis (e.g., Audrey Jaeger et al.)
- “Catch 22”: Data on faculty only “significant” in demonstrating impact on student outcomes; but if we don’t collect data on faculty, how can we demonstrate impact on student outcomes?

Other Data Sources

- Survey of Doctorate Recipients (NSF, NIH, by NORC)
 - Longitudinal survey includes career elements, but is much broader than just faculty careers
 - Does not include Master's recipients, who are the majority among CC and PT faculty
- Institutional data exchanges (proprietary)
 - AAU
 - HEDS

Conclusion: What Are We Missing?

- Who is doing the teaching and research?
 - IPEDS aggregate data not detailed enough for multivariate analysis:
 - Employment status
 - Demographics
 - Career trajectory
 - Pedagogical practices



Conclusion: What Are We Missing?

- ❑ Compensation data, including more comprehensive data on benefits, that include the link to recruitment and retention
- ❑ Work and workload: At a time of increasing calls for accountability and productivity, we do not have national data
- ❑ Link between faculty working conditions and student outcomes



Conclusion: What Are We Missing?

The national higher education policy debate focuses on getting students into college (access) and getting them out (completion) ...

... but there is virtually no discussion of what happens to students while they are in college ...

... and faculty usually are not mentioned at all.

We need to open up the “black box” of what happens in college in order to understand how to reach national policy goals.



Conclusion: What Are We Missing?

And that requires data.

On the faculty.

The whole faculty.

Thanks for your attention!

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