Changes in Faculty Composition at Independent Colleges

Christopher Morphew, Kelly Ward, and Lisa Wolf-Wendel

A REPORT FOR

THE COUNCIL OF INDEPENDENT COLLEGES

About the Project on the Future of Independent Higher Education

This report was prepared as a component of the Council of Independent Colleges' Project on the Future of Independent Higher Education, a multi-year initiative to identify and examine the forces that are most likely to affect the future of independent colleges and universities and to help member institutions prepare for both new challenges and new opportunities. With the guidance of a steering committee of experienced and innovative college and university presidents (see page 56), the project considers potentially disruptive changes to American society and education and explores fresh approaches to higher education and new college business models. The project also examines innovation in the context of the distinctive characteristics and missions of independent colleges that have enabled them to offer a high-quality education for so many years. The project is supported by the Lumina Foundation for Education.

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The Council of Independent Colleges (CIC) is an association of 765 nonprofit independent colleges and universities and higher education affiliates and organizations that has worked since 1956 to support college and university leadership, advance institutional excellence, and enhance public understanding of private higher education's contributions to society. CIC is the major national organization that focuses on providing services to leaders of independent colleges and universities as well as conferences, seminars, and other programs that help institutions improve educational quality, administrative and financial performance, and institutional visibility. CIC conducts the largest annual conferences of college and university presidents and of chief academic officers. CIC also provides support to state consortia that organize programs and generate contributions for their member colleges and universities. The Council is headquartered at One Dupont Circle in Washington, DC. For more information, visit *www.cic.edu.*

About the Authors

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Preface

This report by three of the nation's leading education researchers offers empirical evidence and critical analysis of a much-noted trend in higher education: the expanding role of contingent faculty members in educating America's college students. While highlighting the distinctive impact of this general trend on independent colleges and universities, the authors describe how faculty composition and responsibilities vary by institutional type, program type, and academic discipline. Their work suggests that a flexible academic workforce can help small and mid-sized independent colleges adapt to changing needs without sacrificing high-quality undergraduate instruction or the tradition of shared governance, while recognizing and supporting the contributions of all faculty members to student success.

Between 2000 and 2012, the average percentage of full-time faculty instructors at CIC member institutions declined by roughly 13 percent, which is comparable to other private and public four-year institutions. Indeed, the majority of new instructors across higher education today are hired as contingent faculty members, often part time and neither tenured, on the tenure track, nor hired on multi-year contracts. But at CIC member colleges and universities, the majority of undergraduate teaching, especially in traditional on-campus programs, is still provided by full-time faculty members on the tenure line or committed to long-term contracts. Instead, contingent faculty members at these institutions are more likely to be found teaching in adult, online, and graduate programs, or in expanding professional fields.

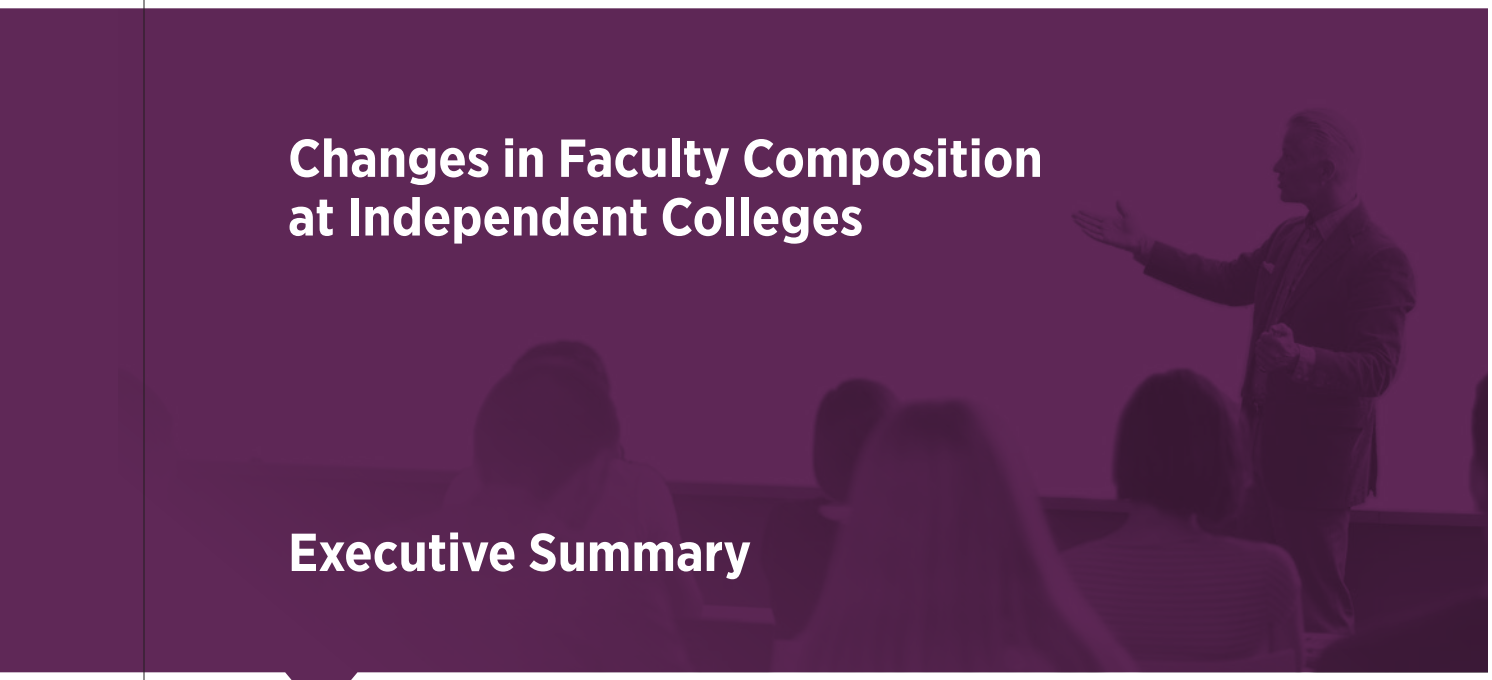
The authors confound the popular stereotype of exploited adjunct instructors working on the margins of institutions—at least at smaller independent colleges and universities. Yet they also provide evidence of many ways that contingent faculty members are treated differently and face different expectations from their full-time colleagues at independent institutions. This should be noted by leaders of institutions that value shared governance and the educational role of intense interactions between students and faculty members. The authors conclude with valuable recommendations for maintaining the quality of contingent faculty members, making sure they have access to appropriate professional resources, and assuring that contingent faculty members appreciate each institution's unique mission.

Changes in Faculty Composition at Independent Colleges was commissioned as part of CIC's Project on the Future of Independent Higher Education. The project was launched in 2014 to provide CIC member institutions with new resources to help them prepare for the future more effectively—in particular, to support a timely reconsideration of institutional missions, strategic plans, and financial models that retain the student-centered nature of independent colleges and universities. This report helps answer the central question that has animated the entire project: How can independent higher education respond to potentially disruptive changes in society and the academy without compromising the core characteristics of independent colleges that have enabled them to offer a high-quality education for so many years?

Richard Ekman
President
Council of Independent Colleges

June 2016

Changes in Faculty Composition at Independent Colleges



Executive Summary

The composition of college and university faculties has changed dramatically since the turn of the 21st century. Today, the majority of new faculty members in higher education are hired as contingent faculty members, defined in this report as full- or part-time faculty members who are not tenured, on the tenure track, or in multi-term contracts. Smaller private colleges and universities have been part of the trend toward hiring an increasing percentage of contingent faculty members, yet the use of part-time contingent faculty is less pronounced in the private college sector than elsewhere. Indeed, a focus on general trends related to contingent faculty—even within the independent college sector—can mask important differences by institutional type, academic discipline, program type, and whether an institution emphasizes undergraduate or graduate instruction.

This report provides empirical evidence about specific trends in faculty staffing, roles, and responsibilities at smaller private liberal arts institutions in the United States, with a focus on the more than 600 four-year colleges and universities that are members of the Council of Independent Colleges. It also addresses how the changing composition of the faculty at such institutions may affect institutional missions, shared governance, strategic planning, institutional decision making, and teaching and learning both inside and outside of the classroom. The analysis draws upon three data sources: comparative data from the U.S. Department of Education, a survey of CIC institutional research (IR) officers, and a survey of CIC chief academic officers (CAOs) about faculty roles and composition.

In 2000, nearly two-thirds (64.8 percent) of faculty members at CIC member institutions had full-time appointments, a slightly higher percentage on average than public or other private institutions (62.9 percent and 63.3 percent, respectively). By 2012, however, the average percentage of full-time faculty members at CIC member institutions had declined to 51.6 percent, with a similar decline at other types of four-year institutions.

These trends reflect the common challenges faced by American higher education to manage growth and address fiscal constraints.

The use of contingent faculty members varies significantly by institutional mission and academic profile, even among independent colleges and universities. CIC member institutions that offer more adult, professional, and graduate degree programs are more likely to utilize contingent faculty members than institutions that serve a larger proportion of traditional undergraduate students. The use of contingent faculty also varies by field, even within the core liberal arts disciplines. Survey respondents reported significant increases in full-time faculty numbers in a wide variety of fields over the past decade, including nursing, biology, psychology, business, chemistry, the arts, and mathematics. Patterns in growth or decline in the number of full-time faculty members were more prevalent in the humanities and social sciences—such as English, foreign languages, history, and religion—than in the sciences or in professional fields such as nursing. Education is a field that experienced relatively similar levels of growth (42.5 percent of institutions) and decline (38.1 percent) in full-time faculty members.

Whatever the independent institution's academic profile, contingent faculty members are more likely to be hired to teach in adult, online, and graduate programs, and especially to teach in growth areas such as the health sciences. But most traditional on-campus undergraduate programs remain staffed by full-time, tenure-line, or long-term contract faculty members. As a result, the classroom learning experience for the traditional on-campus student may not have changed very much despite contingent faculty trends.

The survey of CIC chief academic officers details the responsibilities and kinds of work that various types of faculty members engage in related to teaching and learning, shared governance, and aspects of student development. The most important finding is that tenure-track and long-term contract faculty members face different expectations than contingent faculty members from the moment they are interviewed for their positions:

- Tenure-track and long-term contract faculty are far more likely to be hired using a faculty search committee. Although nearly all institutions in the survey (94 percent) explicitly consider mission fit when hiring tenure-track/long-term faculty members, fewer than half consider mission fit when hiring part-time or course-contract faculty. In part, this is because contingent faculty members are more likely to teach in programs, such as online offerings or in satellite locations, that CAOs consider less central to institutional mission.

A focus on general trends related to contingent faculty—even within the independent college sector—can mask important differences by institutional type, academic discipline, and program type.

- Tenure-track and long-term contract faculty members are far more likely to receive a formal orientation to the institution than contingent faculty members, with orientations for tenure-track faculty at 93 percent of CIC member institutions and for course-contract faculty at 60 percent of institutions.
- Workloads are not evenly distributed across types of faculty appointments. The average faculty workload for full-time tenure-track/long-term contract faculty members at CIC institutions is 60–70 percent teaching, 10–20 percent research, and 10–20 percent service. The average workload for full-time annual contract faculty is 80 percent teaching, and for part-time and course-contract faculty members it is 90–100 percent teaching.

- Because contingent faculty members are more likely to teach nontraditional students, they often are hired with reduced expectations for advising students, supervising student research, engaging in student learning activities outside of the classroom, or integrating service learning.
- Contingent faculty members typically receive less institutional support for teaching-oriented responsibilities than tenure-track and long-term contract faculty members, including less access to office space, support staff, institutional email accounts, computers, teaching workshops, detailed course evaluations, merit pay, or travel funds for professional development. One result is that students who may need the most support, such as nontraditional students enrolled in evening or online programs, may be taught by faculty members with the least support and narrowest expectations.
- Nearly all CAOs expect full-time and long-term contract faculty members to participate in faculty governance, departmental service, and institutional service. Meanwhile, fewer than one-quarter of CAOs expect part-time and course-contract faculty to participate in these activities.

The study findings do not support the stereotype of contingent faculty members who work on the margins of institutions—at least at many smaller independent colleges and universities. But the findings do suggest there are ways that contingent faculty members are treated differently from faculty members with longer-term commitments to the institution, with the result that, at some CIC institutions, contingent faculty members are less likely to be engaged with their colleagues or to participate in student learning experiences outside the classroom. To meet this challenge, the authors offer several recommendations, including:

- **Clarify all faculty roles.** Faculty handbooks, for example, should define different types of faculty appointments and expectations associated with those faculty positions.
- **Review faculty work periodically.** Such review can help ensure an equitable distribution of responsibilities among faculty and that faculty members are meeting the expectations associated with different appointment types.
- **Update hiring and orientation practices.** Attentive hiring and orientation can ensure that contingent faculty members are carefully vetted and understand the institution's mission.
- **Be aware of equity concerns.** Colleges and universities should examine whether they are staffing all of their programs to ensure broad student success and equity and should be aware of which student groups are more likely than others to enroll in courses taught by full-time or contingent faculty members.
- **Maintain focus on mission centrality and fiscal necessity.** Gaps between centrality and necessity can be a challenge when institutions prioritize next steps in curriculum development.
- **Examine the impact of using contingent faculty members on both students and long-term faculty members.** Such examination can help maintain close interactions between students and professors, collegial decision making, and shared governance.
- **Provide sufficient support for contingent faculty members.** All faculty members, including those with contingent appointments, need support to thrive and meet the mandate of institutional missions.

These recommendations are offered to help institutions clarify the roles of different types of faculty appointments and to help contingent faculty members be more committed to the institution and better able to serve students. All faculty members play a vital role in the teaching and learning process and in the fulfillment of campus missions. Faculty members, especially the increasing number of contingent faculty, need to be integrated into the fabric of institutional life.

Introduction

Previous Research: What We Already Know

The composition of college and university faculty has changed dramatically over the last several decades, and the majority of new faculty members in higher education are in part-time and non-tenure-track appointments. Since 1970, the faculty composition of American colleges and universities has undergone what has been termed a "seismic shift," with estimates of new faculty hires in non-tenure-track appointments approaching 75 percent of all newly hired faculty (AAUP 2010). This proportion has increased steadily over the past 30 years. Institutions have become progressively reliant on full- or part-time non-tenure-track appointments. In this same period, the percentage of full-time tenured and tenure-track faculty positions declined among all colleges and universities from approximately 45 percent to 24 percent (Thornton and Curtis 2011; U.S. Department of Education 2002). This report is intended to provide empirical information about trends in faculty staffing and responsibilities at member colleges and universities of the Council of Independent Colleges.

Faculty composition is an area of increasing concern for most higher education institutions. As budgets have been constrained, tuition often has increased and program priorities have changed. Campuses have looked to temporary and part-time faculty to fill gaps in teaching and increasingly in other areas of campus life. The trend is clear: More contingent faculty members are working in key roles in higher education, even in smaller independent colleges and universities. What is less clear for the independent college sector is how faculty distribution varies by discipline, what roles different kinds of faculty play in light of shifting distributions, how

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different types of faculty members carry out the college's mission, and the role of different types of faculty members in the teaching and learning process.

The study was guided by the following research questions:

1. How are faculty members distributed by discipline/field, tenure-track status, multi-term/contingent appointment, and part-time/full-time appointment?
2. How do faculty roles differ by tenure-track status, multi-term/contingent appointment, and part-time/full-time appointment?
3. How does the composition of the faculty influence institutional mission, shared governance, strategic planning, and institutional decision making?
4. How does the composition of the faculty affect teaching and learning inside and outside the classroom?

Understanding Contingent Faculty

An important component of studying contingent faculty is to provide a clear sense of the types of faculty members who work in non-tenure-track positions. The nomenclature related to contingent faculty is broad and labels are used differently across institutions. Contingent faculty consist of an array of faculty types including those referred to as part-timers, instructors, lecturers, adjuncts, affiliates, temporary faculty, and staff faculty (AAUP 2012). What these different groups have in common is that they all work in non-tenure-track positions. Building on the work of Kezar and Sam (2010), throughout this report we rely on the term "contingent" as the label to include the different groups of faculty members who are not on a tenure track and who do not hold long-term contracts. As appropriate, throughout this report we further delineate among types of contingent faculty.

Contingent faculty members are not a monolithic group. For example, women are overrepresented in this group and are 43 percent more likely than men to have non-tenure-track appointments. In addition, faculty members from historically underrepresented minority groups are underrepresented among contingent faculty, who are more likely to be white. Graduates with master's and/or terminal degrees from the least selective and moderately selective institutions are also more likely to work as part of the contingent faculty labor force. Other characteristics of contingent faculty members include taking longer than five years to earn a terminal degree and having held a postdoctoral position. Individuals who leave the academic labor force at early- or mid-career also are more likely to become members of the contingent faculty population (Kezar and Sam 2010; McMahon and Green 2008; Wolfinger, Mason, and Goulden 2009).

The use of contingent faculty members differs by institutional type and discipline. For example, community colleges and for-profit institutions rely on contingent faculty for most of their teaching workforce (U.S. Department of Education 2002; Jolley, Cross, and Bryant 2014). According to McMahon and Green (2008), particular disciplines, such as English, tend to employ higher proportions of contingent faculty due to greater demands for faculty to teach introductory-level courses. In addition, the courses that are more likely to be taught by contingent faculty members are those that require a certain level of disciplinary or professional specialization, courses that tend to have a greater tendency toward enrollment variation, or courses that are closely tied to clinical, industrial, or professional environments (McMahon and Green 2008). The academic labor market for fields such as psychology, English, and history—which suffer from an oversupply of doctoral recipients—also tend to include a disproportionate number of contingent faculty positions (Kezar and Sam 2010).

Contingent faculty types can be characterized in many ways. For instance, one broadly used typology characterizes contingent faculty as either voluntary or involuntary (Maynard and Joseph 2008; Kezar and Sam 2011). Voluntary contingent faculty members choose not to pursue tenure-track or full-time positions. Some voluntary contingent faculty members seek part-time or non-tenured roles based on age, career stage, or because they simply enjoy teaching and experience a

desire to "give back" and contribute their knowledge to younger generations. Typically, voluntary faculty members are not relying on their faculty positions as their primary source of income and receive financial support from a working partner or retirement funds, or they use teaching to supplement another position (Conley and Leslie 2002; Levin, Kater, and Wagoner 2006).

In contrast, involuntary contingent faculty members are those in non-tenure-track or part-time positions who aspire to hold a tenure-track or a full-time position (Kezar and Sam 2011). For involuntary contingent faculty, taking a part-time or non-tenure-track position is a hopeful stepping-stone to a permanent position. In these cases, being an involuntary contingent faculty member is intended to be a temporary arrangement while waiting for a permanent opportunity. The challenge many involuntary faculty members face is that if full-time work does not become available, contingent work can hinder longer-term prospects of being hired full time or onto the tenure track (Schuster and Finkelstein 2006).

Contingent faculty members may be categorized by career stage, level of specialization, or career goals. Gappa and Leslie (1993), for example, created a functional typology that drew on Tuckman's (1978) framework but simplified it by dividing contingent faculty into four categories: (1) career enders; (2) specialists, experts, and professionals; (3) aspiring academics; and (4) freelancers. Career enders include retired or semi-retired individuals, while specialists, experts, and professionals include individuals with full-time careers who are hired for their specialized knowledge in particular fields. Aspiring academics include individuals looking for a full-time or tenure-track position who view adjunct or temporary assignments as a means to obtaining a permanent position. Finally, freelancers include individuals who supplement other part-time positions with teaching or who may be caregivers at home. The notion of holding a non-tenure-track position either voluntarily or involuntarily subsumes Gappa and Leslie's (1993) framework, as individuals within each of the four categories may vary by their voluntary or involuntary status.

Puzziferro (2004) also created a model to look at the motives of contingent faculty who teach online and derived six categories: (1) philosophers, (2) moonlighters, (3) full-time part-timers, (4) seekers, (5) graduates, and (6) retirees. In all of these categories, the focus is on what online teaching can do for the credentials, careers, incomes, or personal goals of the different groups of faculty members. For instance, philosophers view online teaching as a way to use their advanced degrees, moonlighters view online teaching as a way to gain supplemental income, and full-time part-timers view online teaching as a way to build their curricula vitae. Seekers and graduates view online teaching as a stepping stone to a full-time position, and retirees perceive teaching as a personally fulfilling activity or a way to "stay active in the field" once retired. The distinction between voluntary and involuntary is helpful to examine personal motivations. The various typologies are useful to identify the different kinds of contingent faculty and to clarify that not all non-tenure-track faculty members are the same.

Popular accounts of working conditions for contingent faculty tend toward the negative.

The working conditions for contingent faculty have been a focus at many institutions and have captured media attention. Given the various types and motivations of contingent faculty members, it is hard to provide a more general description of their working conditions. Popular accounts of working conditions for contingent faculty tend toward the negative. The tendency toward high turnover allows institutions (either intentionally or unintentionally) to neglect the needs of contingent faculty members (Kezar and Gehrke 2012). Working conditions, salary, and other benefits also can differ between contingent faculty and those with more permanent positions (AAUP 2012). Although support varies across types of contingent faculty, technical,

professional, social, and financial support is inadequate for the relatively high teaching expectations in comparison to what is offered to tenure-track faculty members (Jolley, Cross, and Bryant 2014; Kezar 2013a, 2013b; Kezar and Maxey 2012).

A major focus in any discussion of employment conditions is workload. Contingent faculty members are more likely to be hired exclusively for teaching and take on larger teaching loads in comparison with their more permanent full-time peers. In a 2010 survey of over 9,000 non-tenure-track faculty, the Coalition on the Academic Workforce (2012) reported that 70 percent of part-time faculty members taught at a single institution with teaching loads ranging from one to six courses per semester. More than 20 percent reported teaching multiple courses at multiple institutions. Contingent faculty members are often under financial constraints due to low compensation per course. They often teach at multiple institutions due to a lack of consistent employment at a single institution. The term "freeway flier" captures this idea of a contingent faculty member. Although this group of faculty members gets a fair amount of media attention, research from the Coalition of Academic Workforce (2012) indicates that 78 percent of contingent faculty members teach at only one college or university. Approximately 18 percent teach at two colleges, and only 4 percent teach at three or more institutions.

Reasonable compensation for contingent faculty is an ongoing issue. Despite large teaching loads and increasing expectations to participate in other aspects of faculty work with students, contingent faculty members tend to receive lower compensation than full-time faculty members who teach similar courses (Thorton and Curtis 2012; Kezar and Gehrke 2012). Using self-reported numbers, the Coalition on the Academic Workforce (2012) reported the average pay per course as $2,700, with variations based on degree level and type of institution. Doctorate holders and those who work at four-year institutions typically earn more than contingent faculty members at two-year institutions and those who do not hold terminal degrees.

Prior research suggests that contingent faculty members often lack access to basic resources such as computers, institutional email, photocopying, printing, a mailbox, office space, and even parking (Jolley, Cross, and Bryant 2014). A formal orientation program is often lacking as well, which affects the ability of contingent faculty members to learn about their institutions, departments, and the institutional mission (Kezar and Maxey 2012). Access to training and professional development also tends to be absent; contingent faculty members often are not invited to workshops and professional training and are provided with limited access to funding to attend conferences and pursue professional development (Center for Community College Student Engagement 2014; Jolley, Cross, and Bryant 2014; Kezar 2013a; Kezar and Maxey 2012). As temporary employees, contingent faculty members are often ineligible to receive benefits. Faculty members on longer-term contracts usually receive better benefits and experience better working conditions than those hired on course contracts. The lack of technical support in place for contingent faculty can affect the quality of their teaching. Contingent faculty also tend to be on the margins of campus committees and faculty governance (AAUP 2012).

Research about contingent faculty paints a picture of a segment of the academic workforce that is generally not well paid, even when shouldering heavy workloads. One goal of this study is to provide an in-depth picture of faculty composition and thereby gain an empirical understanding of the distribution and workload of the contingent faculty workforce of independent colleges.

Methodology of This Study

We use three different research approaches to address the issues under consideration: (1) an analysis of data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) to examine trends over time and across institutional types related to faculty composition; (2) a survey of CIC institutional research officers designed to delve more deeply into faculty composition by discipline and area of study; and (3) a survey of CIC chief academic officers about faculty roles and composition.

The IPEDS data were used to provide comparative analysis of institutional information for the universe of four-year postsecondary institutions and the subset of CIC colleges and universities. Institutional characteristics and instructional staff datasets from 2000 and 2012 were examined. These datasets were used because they included comparable data on full/part-time faculty and were the most recent final IPEDS dataset available. The IPEDS sample included 608 CIC member colleges and universities in 2000 and 623 in 2012. It also included 1,524 non-CIC four-year institutions, both public and private, in 2000 and 1,900 in 2012. It is important to note that this analysis focuses on full and part-time faculty groupings, not on broader definitions of contingent faculty by terms of appointment or tenure status.

The chief academic officer survey, distributed in April 2015, provided a further examination of different types of faculty members at CIC institutions and their participation in teaching, advising, various types of pedagogy, curricular/co-curricular activities, and other work with students inside and outside the classroom. The survey also examined CAOs' expectations regarding faculty members' participation in shared governance and professional development, as well as hiring and evaluation practices. The response rate for the survey was 32 percent and represents the array of institutions in the population. Descriptive data on the CAO survey respondents are available in Appendix A. This survey looked specifically at different types of contingent faculty, separating the faculty workforce into four categories: (1) full-time tenure-track and multi-term faculty members, (2) full-time annual contract faculty members, (3) part-time faculty members, and (4) course-contract faculty members. We consider the last three groups to represent contingent faculty members. Full-time faculty members with either multi-term or tenure-track appointments are considered together as representing permanent faculty members. This distinction is important because some researchers would count any non-tenure-track faculty members in the contingent category.

The institutional researcher survey, fielded in May 2015, provided further definition and specificity about faculty appointments, including the disciplinary areas in which different kinds of faculty members work. The survey asked IR staff members to identify faculty members in different faculty categories (for example, part-time non-tenure-track or full-time tenure-track) by discipline and identify changes in faculty composition over time. The response rate for this survey was 25 percent. The IR survey used the same definitions of faculty types as the CAO survey. Copies of both survey instruments are available from CIC upon request.

HIGHLIGHTS: Introduction

- The composition of college and university faculty has changed dramatically over the last several decades, and the majority of new faculty members in higher education are in part-time and non-tenure-track appointments. All sectors of higher education have increased their reliance on contingent faculty members, defined in this report as full- or part-time faculty members who are not tenured, on the tenure track, or in multi-term contracts.
- The existing research analyzes "contingent faculty members" in many ways, including by terminal degree, economic motivation, career stage and goals, workload, compensation, and access to resources. This literature has not specified how faculty distribution varies by institutional type or what roles different kinds of faculty members play in supporting the teaching and learning process or other aspects of institutional missions.
- The goal of this study is to provide an in-depth picture of faculty composition and an empirical understanding of the distribution and workload of contingent faculty members at independent colleges and universities. This study draws upon three data sources: (1) comparative staffing data from the U.S. Department of Education, (2) a survey of institutional research officers at CIC member institutions, and (3) a survey of CIC chief academic officers.

Trends in Faculty Composition across Sectors

Using IPEDS data allows for a comprehensive picture of how four-year institutions, including CIC member colleges and universities, utilize full-time faculty compared with part-time faculty. Although these data do not allow for a broader definition of contingent faculty, because IPEDS does not distinguish between tenure-track and non-tenure-track faculty members, the data do offer an important cross-institutional comparison. Using these data, we see a number of trends among four-year institutions, including CIC member institutions and other private and public four-year institutions, in two bookend years, 2000 and 2012. Two key findings from these data should be highlighted:

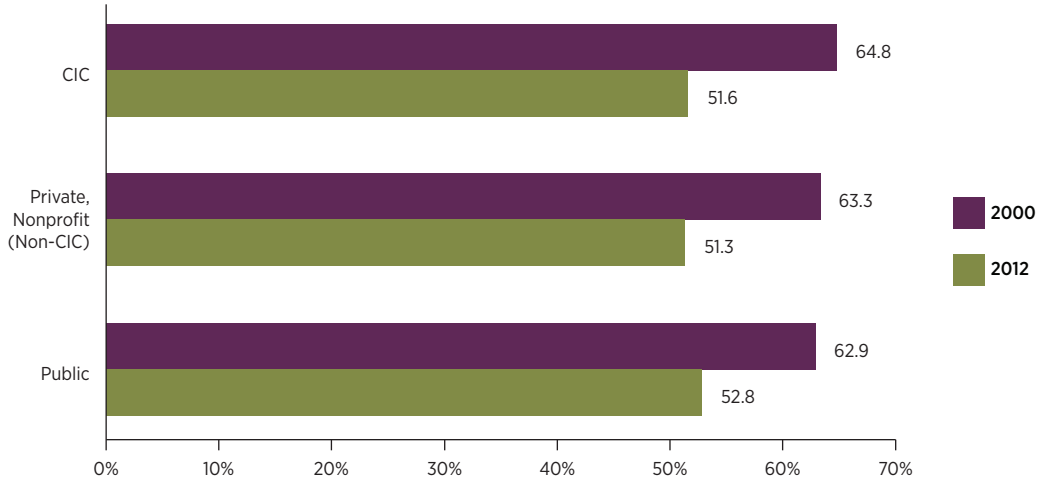
- Four-year colleges and universities in the United States employed a greater share of faculty in full-time, rather than part-time, positions in 2000 than they did in 2012 (see Figure 1). This trend was true for CIC member and other four-year institutions.
- CIC member institutions employed, on average, nearly two-thirds (64.8 percent) of their faculty on a full-time basis in 2000. By 2012, the share of full-time faculty had dropped to just over half (51.6 percent), a decrease of approximately 13 percent. Non-CIC private colleges and universities experienced a similar 12 percent decrease, while public institutions fell from 62.9 percent in 2000 to 52.8 percent in 2012.

The analysis demonstrates, in two ways, how CIC member institutions used full-time faculty between 2000 and 2012. First, we divide all four-year institutions into five equal-sized groups, based on the proportion of full-time faculty employed. This method allows for a comparison of CIC and non-CIC colleges and universities that utilize similar proportions of full-time faculty and provides a means of assessing, for example, whether there are similar patterns across the two groups. Selected findings from this analysis (see Figure 2) follow:

- CIC institutions in the bottom of this distribution were more likely than their non-CIC private peers to use full-time faculty (and, as a result, less likely to use part-time faculty). This difference existed in 2000 and remained in 2012.

FIGURE 1

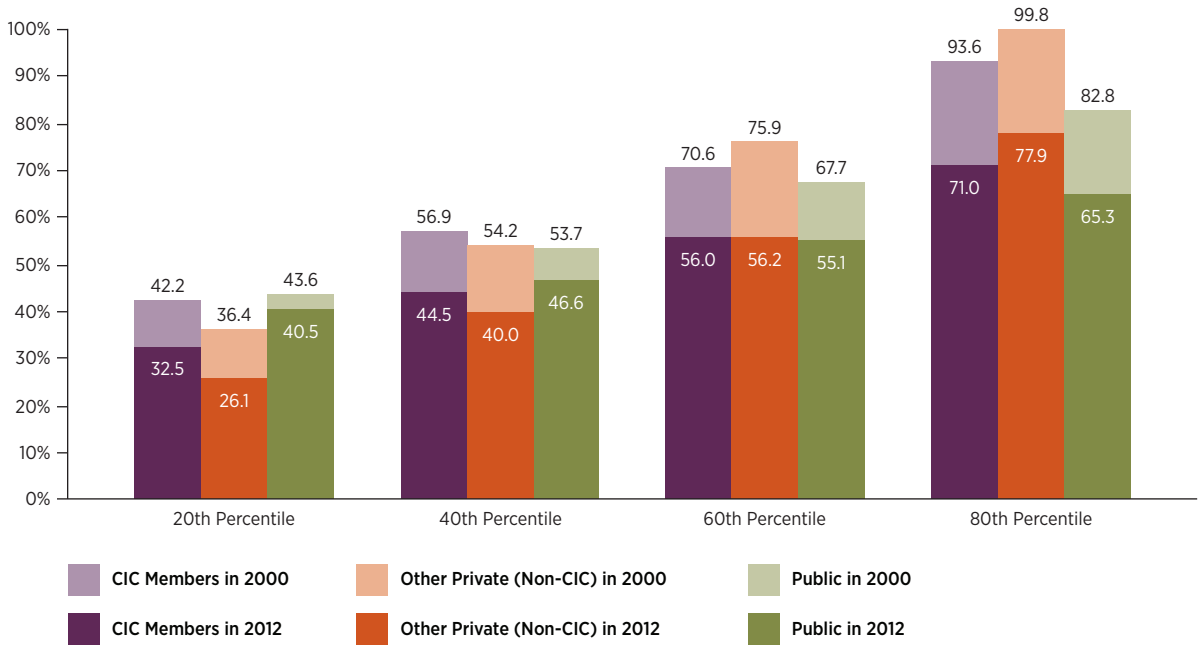
Mean Percentage of Full-Time Faculty at CIC and Non-CIC Four-Year Colleges and Universities, 2000 and 2012



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Instructional Staff 2000 and 2012. Analysis by authors.

FIGURE 2

Percentage of Faculty Members Employed Full Time at CIC and Non-CIC Four-Year Colleges and Universities, 2000 and 2012 (by Quintile)



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Instructional Staff 2000 and Fall Instructional Staff 2012. Analysis by authors. See Appendix Tables B1 and B2 for detailed data.

The trend among both CIC and other four-year colleges and universities was an increase in the awarding of professional and graduate degrees.

- In 2000, CIC institutions at each quintile employed similar or greater proportions of full-time faculty than did four-year public colleges and universities. By 2012, this was not true at the 20th percentile.
- Other private (non-CIC) institutions exhibited the biggest range in full-time faculty employment percentages in both 2000 and 2012, meaning that this group showed the most variation. Public colleges and universities exhibited the smallest range in both years.

The next step was to determine how CIC member colleges and universities utilize full-time faculty versus part-time faculty by comparing institutions with similar academic profiles over time. While the first comparison (Figure 2) compares CIC member colleges and universities with all other four-year nonprofit institutions, we assumed that further examination would reveal that the usage of full-time faculty members looks very different by mission and academic profile. To examine this, we used data from the Carnegie Classification for Institutions of Higher Education, which is maintained by Indiana University (*http://carnegieclassifications.iu.edu*). The Carnegie Classification provides additional ways of categorizing colleges and universities, including by Undergraduate Instructional Program (UIP).[1]

The UIP sorts four-year institutions along two dimensions. The first dimension is the type of academic degrees conferred. Degrees are classified as either "arts and sciences" or "professions." The second dimension is the level of academic degrees conferred. Colleges and universities are classified on a continuum from "no graduate coexistence" to "high graduate coexistence." So, for example, a college or university that conferred an equal number of degrees in arts and sciences and the professions, as well as a small number of graduate degrees, might be classified as a "balanced arts and sciences/professions, some graduate coexistence."[2] As with the other IPEDS analysis,

TABLE 1

Distribution of CIC Colleges and Universities, 2000 and 2012, by Carnegie Undergraduate Instructional Program (*n* = 563 for 2000; *n* = 594 for 2012)

Carnegie Undergraduate Instructional Program	2000 (%)	2012 (%)	Change (%)
1. Professions plus arts and sciences, some graduate coexistence	21.8	26.9	+5.1
2. Balanced arts and sciences/professions, some graduate coexistence	20.6	19.0	-1.6
3. Balanced arts and sciences/professions, no graduate coexistence	11.5	10.1	-1.4
4. Professions plus arts and sciences, no graduate coexistence	8.0	8.2	+0.2
5. Arts and sciences focus, no graduate coexistence	9.2	8.2	-1.0
6. Professions focus, some graduate coexistence	7.1	8.1	+1.0
7. Arts and sciences plus professions, no graduate coexistence	9.1	7.9	-1.2
8. Arts and sciences plus professions, some graduate coexistence	6.9	6.2	-0.7
9. Professions focus, no graduate coexistence	2.7	2.7	0.0
10. Arts and sciences focus, some graduate coexistence	3.0	2.5	-0.5

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System, 2000 and 2012 Institutional Characteristics; Carnegie Classification data housed at Indiana University. Only classifications populated by at least 15 institutions are shown. Sorted by 2012 frequency (descending). Analysis by authors.

this one focuses on comparing part- and full-time faculty members, rather than using a broader definition of contingent faculty. Table 1 documents the distribution of CIC member colleges and universities in 2000 and 2012 by their 2005 and 2010 Carnegie UIP. The table is sorted (in descending order) by the most frequent classification in 2012. Using these data we are able to draw several conclusions about changes in institutional categorization among CIC institutions.

- Among CIC institutions in 2000, the two most frequent UIPs were "balanced arts and sciences/professions, some graduate coexistence" (n = 116) and "professions plus arts and sciences, some graduate coexistence" (n = 123). These also were the most prevalent categories among other four-year colleges and universities.
- The same two categories remained the most common UIPs in 2012 as well, although the "professions plus arts and sciences, some graduate coexistence" category rose to 160 CIC colleges and universities, including 35 institutions that migrated from "balanced arts and sciences/professions, some graduate coexistence."
- There is significant stability in classification across the two snapshot years and classifications, particularly among the least common classifications.
- In general, the trend among both CIC and other four-year colleges and universities was an increase in the awarding of professional and graduate degrees. The greatest changes by percentage occurred in the two most common UIP classifications (the first two numbered rows in Table 1). Notably, the classification that rose the most in percentage terms reflected the trend toward professional degrees and graduate-level program offerings.
- The three classifications that experienced the greatest proportionate decline in frequency (rows numbered 3, 5, and 7) included "no graduate coexistence."

Key findings related to the use of full-time faculty members across the ten UIP classifications (populated by at least 15 CIC colleges and universities) are highlighted below and in Table 2, which lists the average percentage of full-time faculty members at CIC colleges and universities for both 2000 and 2012, by Carnegie UIP.

TABLE 2

Average Percentage of Full-Time Faculty Members at CIC Colleges and Universities, 2000 and 2012, by Carnegie Undergraduate Instructional Program (n = 563 for 2000; n = 594 for 2012)

	Carnegie Undergraduate Instructional Program	2000 (%)	2012 (%)	Change (%)
1.	Professions plus arts and sciences, some graduate coexistence	60.4	43.4	-17.0
2.	Balanced arts and sciences/professions, some graduate coexistence	62.9	48.4	-14.5
3.	Balanced arts and sciences/professions, no graduate coexistence	68.7	61.6	-7.1
4.	Professions plus arts and sciences, no graduate coexistence	66.4	54.0	-12.4
5.	Arts and sciences focus, no graduate coexistence	75.6	74.6	-1.0
6.	Professions focus, some graduate coexistence	57.3	37.1	-20.2
7.	Arts and sciences plus professions, no graduate coexistence	70.6	66.6	-4.0
8.	Arts and sciences plus professions, some graduate coexistence	64.2	57.2	-7.0
9.	Professions focus, no graduate coexistence	61.0	48.0	-13.0
10.	Arts and sciences focus, some graduate coexistence	80.3	57.6	-22.7

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, 2000 and 2012 Institutional Characteristics; Carnegie Classification data housed at Indiana University. Only classifications populated with at least 15 institutions are shown. Sorted by 2012 frequency (descending). Analysis by authors.

- The average utilization of full-time faculty in 2000 ranged from a high of 80 percent among institutions classified as "arts and sciences focus, some graduate coexistence" to a low of 57 percent among institutions classified as "professions focus, some graduate coexistence."
- By 2012, the proportion of full-time faculty by institutional program changed dramatically, from a high of 75 percent to a low of 37 percent.

Together, Tables 1 and 2 illustrate the relationship between shifts in the use of full-time faculty and shifts in institutional classifications over time:

- Between 2000 and 2012, the classification that experienced the greatest growth as a share of CIC member institutions, "professions plus arts and sciences, some graduate coexistence," also experienced one of the steepest declines in the percentage of full-time faculty (60 percent in 2000 to 43 percent in 2012).
- Less significant perhaps, given the smaller share of CIC institutions, are the large declines in the percentage of full-time faculty in colleges and universities classified as "professions focus, some graduate coexistence" (minus 20 points) and "professions focus, no graduate coexistence" (minus 13 points).

Our conclusion is that within CIC institutions, there is a link between the types of programs and degrees offered and the use of full-time faculty. Institutions that offer more adult, professional, and graduate degree programs are more likely to utilize part-time faculty than institutions that serve a majority of traditional undergraduate students.

HIGHLIGHTS: Trends in Faculty Composition across Sectors

- According to staffing data collected by the federal government, the average percentage of full-time faculty members at CIC member institutions declined by roughly 13 percent during 2000–2012 (from 64.8 percent to 51.6 percent). This was comparable to other private and public institutions.
- Institutions with the highest percentage of full-time faculty members in 2000 typically experienced the sharpest decline by 2012, especially among private institutions.
- The use of full-time faculty members varies a great deal by institutional mission and academic profile. CIC member institutions classified as "professions plus arts and sciences, some graduate coexistence"—the fastest-growing group between 2000 and 2012—also experienced some of the steepest declines in the percentage of full-time faculty.
- CIC member institutions that offer more adult, professional, and graduate degree programs are more likely to use part-time faculty than institutions that serve a majority of traditional undergraduate students.

Changes in Faculty Composition at Independent Colleges and Universities

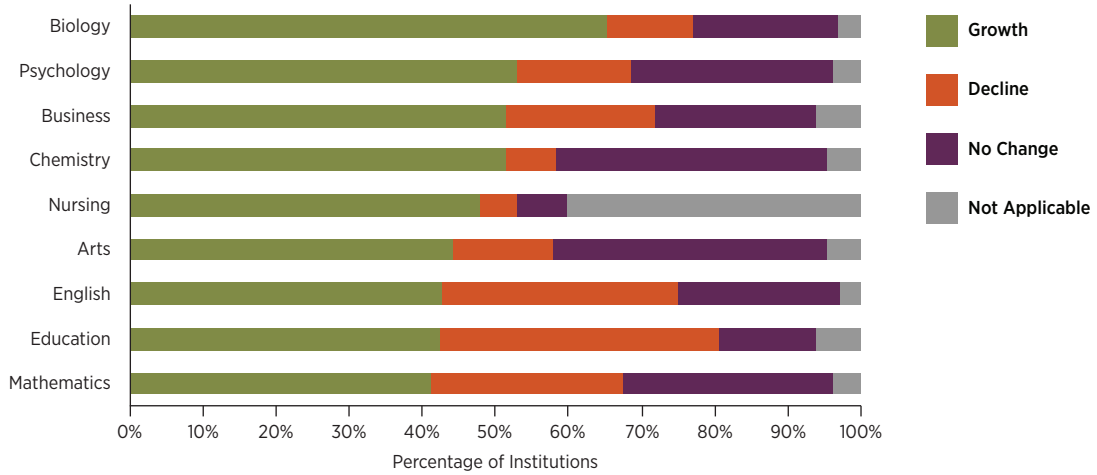
With assistance from CIC, we asked institutional researchers on all member campuses to respond to a survey in spring 2015. A total of 147 institutional researchers completed the CIC faculty composition survey. These staff members provided specific information on the composition of the faculty by discipline, including information that describes how the composition of faculty had changed over the previous ten years. Respondents were asked to list the number of faculty members in each discipline area by appointment in one of four categories: full-time tenure-track/long-term contract, full-time annual contract, part-time, or course contract. Respondents also were asked whether the number of full-time faculty members had changed in each discipline during the past ten years. Note that for this analysis, the definition of contingent focuses on individuals with shorter-term appointments: full-time faculty members with annual contracts, part-time faculty members, and course-contract faculty members. Permanent faculty members are considered those who are either full-time and on the tenure track or full-time and hold multi-year contracts.

Results from this part of the study indicate a significant amount of variation in the changes in faculty composition during the last decade. Overall findings include the following:

- The survey revealed significant increases in the number of full-time faculty members in a wide variety of fields, including nursing, biology, psychology, business, chemistry, the arts, and mathematics. The greatest increase in full-time faculty members was in professional fields, mathematics, and science (see Figure 3).
- Survey respondents were equally likely to report increases or decreases in the number of full-time faculty members in diverse disciplines, including history, English, religion, foreign languages, computer science, and education (see Figure 4). Uneven growth or decline in the number of full-time faculty members was more prevalent in the humanities and social sciences, although physics was the field with the greatest incidence of no change (see Figure 5).

FIGURE 3

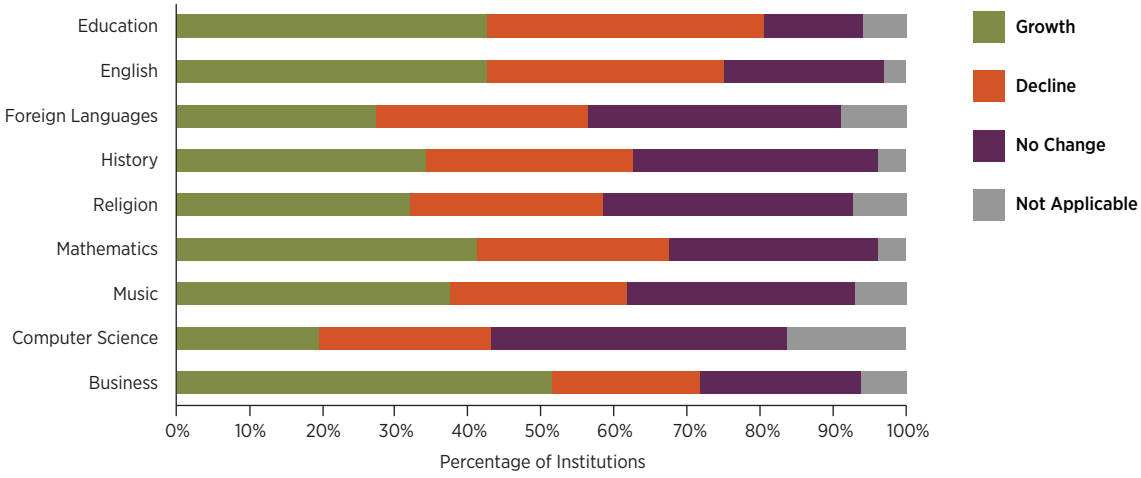
Disciplinary Fields in Which at Least 40 Percent of Institutions Reported an Increase in the Number of Full-Time Faculty Members Over Past Ten Years



Source: CIC survey of institutional researchers (2015). Analysis by authors. "Arts" includes several fields, including fine arts, theater, performing arts, and art. It does not include music, which is treated as a separate field in this and all other analyses in this report. See Appendix Table B3 for detailed data.

FIGURE 4

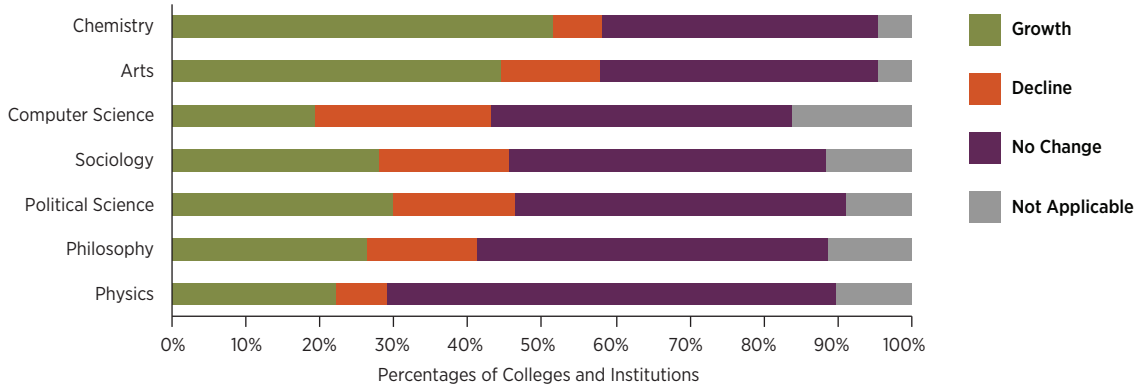
Disciplinary Fields in Which at Least 20 Percent of Institutions Reported a Decrease in the Number of Full-Time Faculty Members Over Past Ten Years



Source: CIC survey of institutional researchers (2015). Analysis by authors. See Appendix Table B3 for detailed data.

FIGURE 5

Disciplinary Fields in Which at Least 35 Percent of Respondents Reported No Change in the Number of Full-Time Faculty Members Over Past Ten Years



Source: CIC survey of institutional researchers (2015). Analysis by authors. See Appendix Table B3 for detailed data.

Figure 3 shows the nine disciplinary fields for which at least 40 percent of survey respondents reported full-time faculty growth over the ten-year period. More than half of the CIC institutions reported an increase in full-time faculty members in the fields of nursing, biology, psychology, business, and chemistry. In two fields—education and English—the percentage of respondents who reported growth and decline were similar.

Figure 4 includes the nine fields for which at least 20 percent of CIC institutions reported a decline in full-time faculty members during the ten prior years. Notably, each of these disciplinary fields also experienced growth during the same period. In fact, with the exception of foreign languages and computer science, a larger share of respondents reported an increase rather than a decrease. Four fields (mathematics, education, English, and business) are repeated from Figure 3.

Figure 5 displays the most stable disciplinary fields among CIC member institutions. At least 35 percent of the survey respondents reported no change in the number of full-time faculty members for seven disciplines. Unsurprisingly, these fields include core areas such as chemistry, arts, sociology, and political science. Even more notable is the inclusion of fields such as computer science, philosophy, and physics. Media reports documenting the demise of the latter two fields are common, as are reports of the growth of computer science and the employability of graduates in this field.

Differences by CIC Institutional Type in the Growth, Decline, and Stability of Disciplines

CIC membership includes a diverse set of colleges and universities. To ensure that the analyses of changes in faculty composition were not confounded by important institutional differences, we divided the CIC member institutions into four categories that represent different academic offerings and instructional formats (or venues). These categories were constructed in accordance with results from the CAO survey, as reported below. CAOs reported important differences in faculty assignments depending on the degree level offered as well as whether degree programs were offered online or at a satellite campus. The four categories include institutions that are solely focused on traditional-aged undergraduates (undergraduate), institutions that offer undergraduate programs that are either on multiple

campuses or offered online (undergraduate plus), institutions that offer traditional undergraduate programs and graduate programs (graduate), and institutions that offer undergraduate and graduate programs at multiple campuses and online (graduate plus).

We examined the responses provided by the IR respondents to determine how they viewed the patterns of growth, decline, or stability in the number of full-time faculty members and observed how these patterns varied across institutional categories. The key findings are highlighted below:

- Across institutional categories, numbers of full-time faculty members in the fields of biology, chemistry, psychology, and the arts (fine arts, theater, and dance) showed uniform growth. Biology, for example, was the field for which most institutions reported increases in full-time faculty members and the fewest reported decreases. This held true across all four institutional categories.
- A significant percentage of IR staff in all institutional categories reported that the number of full-time faculty members in the arts rose at their institutions. We found this a surprise as we assumed the arts might be an area that would show a drop in full-time faculty given budget cuts, career trends, and the likelihood that the available labor market would make possible the hiring of qualified part-time faculty.

A significant percentage of IR staff in all institutional categories reported that the number of full-time faculty members in the arts rose at their institutions. We found this a surprise.

- Graduate plus institutions were more likely than the other institutional types to report the field of business as a growth area in full-time faculty.
- Nursing faculty numbers followed a pattern similar to business. Across institutional categories, there was an increase in the number of full-time nursing faculty and virtually no institution reported a decrease in full-time nursing faculty members. Graduate plus institutions were more likely than the other institutional types to report growth in full-time nursing program faculty numbers.
- Significant numbers of institutions experienced increases or decreases in full-time faculty members in education. Very few institutions reported no change in their number of full-time education faculty members. The growth was fairly uniform across institutional categories. Declines were least likely to be reported at undergraduate institutions.
- English as a field was fairly unstable. Approximately one-third of all institutions reported increases, one-third reported decreases, and one-third reported no change in full-time English faculty members. This was true across institutional types.
- Numbers of full-time faculty members in mathematics were more likely to increase at undergraduate institutions than at other types of institutions. For example, more than twice as many undergraduate colleges reported increases rather than decreases or no change in the number of full-time mathematics faculty.
- The number of full-time faculty members in core social sciences (sociology, political science, economics, and anthropology) increased or remained stable at undergraduate institutions.
- Respondents at CIC graduate and graduate plus institutions were 3.5 times more likely to report increases than decreases in the number of full-time faculty members in communications. Respondents at undergraduate institutions reported the same rate of increase, decrease, and no change for full-time faculty members in communications.

Ratios of Contingent Faculty to Tenure-Track/Long-Term Contract Faculty

To examine further how CIC institutions make use of contingent faculty who work part time or are on short-term contracts, we used data from the survey of IR staff at CIC institutions to construct a ratio of contingent faculty per full-time tenure-track/long-term faculty member:

$$\frac{\text{(Full-Time Annual Contract + Part-Time + Course Contract)}}{\text{Tenure-Track and Long-Term Contract}} = \text{Contingent Ratio}$$

We were able to construct this ratio by discipline. Because some respondents reported having zero tenure-track/multi-year faculty members (the denominator in our ratio) or zero full-time annual contract, part-time, or course-contract faculty (the numerator in our ratio), we are unable to compare these ratio values. But we could compare the median contingent faculty ratio by institutional type and discipline.

The ratio can be read simply as the number of contingent faculty per tenure-track/long-term contract faculty member. In Figure 6, for undergraduate institutional types, the median respondent reported one-half a contingent English faculty member per tenure-track/long-term contract faculty member. Conversely, the same ratio could be read as two tenure-track/long-term contract faculty members per one contingent faculty member. Figures 6–9 show the ratios of contingent faculty per tenure-track/long-term contract faculty member across the four institutional types by selected disciplines in the humanities, social sciences, sciences, and professional fields.

Faculty Composition by Discipline:

- Across the humanities and social sciences, undergraduate and undergraduate plus institutions (those that serve primarily undergraduates) exhibited lower contingent faculty ratios than CIC institutions that offer graduate programs (graduate and graduate plus institutional types).
- Almost every discipline reveals significant differences by institutional category. In all cases, graduate plus institutions have higher ratios of contingent faculty members to full-time faculty members than undergraduate institutions have.
- Across institutional types, the fields with the highest ratios of contingent faculty members to full-time faculty members are business, education, foreign languages, music, and the arts.
- Across institutional types, most traditional liberal arts fields typically have a lower ratio of contingent faculty members to full-time faculty members.

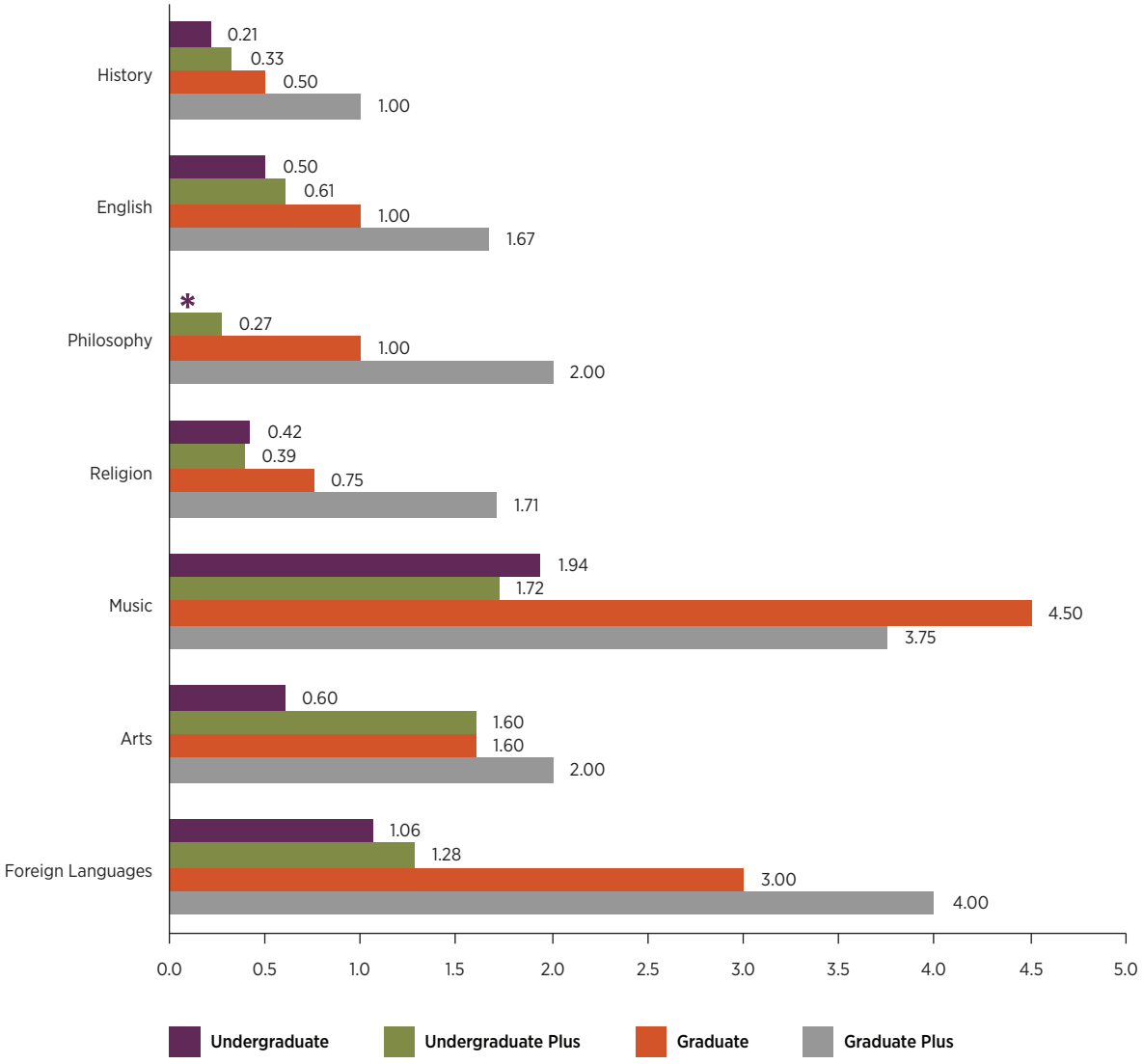
Almost every discipline reveals significant differences by institutional category. In all cases, graduate plus institutions have higher ratios of contingent faculty members to full-time faculty members than undergraduate institutions have.

Faculty Composition at Undergraduate Institutions:

- Looking at undergraduate institutions, there are twice as many contingent faculty members as full-time faculty members in the fields of computer science, education, business, communications, foreign languages, and music.
- At undergraduate institutions, the fields with the lowest proportion of contingent faculty to full-time faculty are history, English, religion, economics, psychology, sociology, political science, mathematics, biology, chemistry, and physics.
- At undergraduate institutions, history (0.21) and economics (0.29) are the fields with the lowest ratio of contingent to full-time faculty.

FIGURE 6

Ratio of Contingent Faculty per Tenure-Track/Long-Term Contract Faculty at Median CIC Respondent Institution, Humanities by Selected Discipline and by Institutional Category

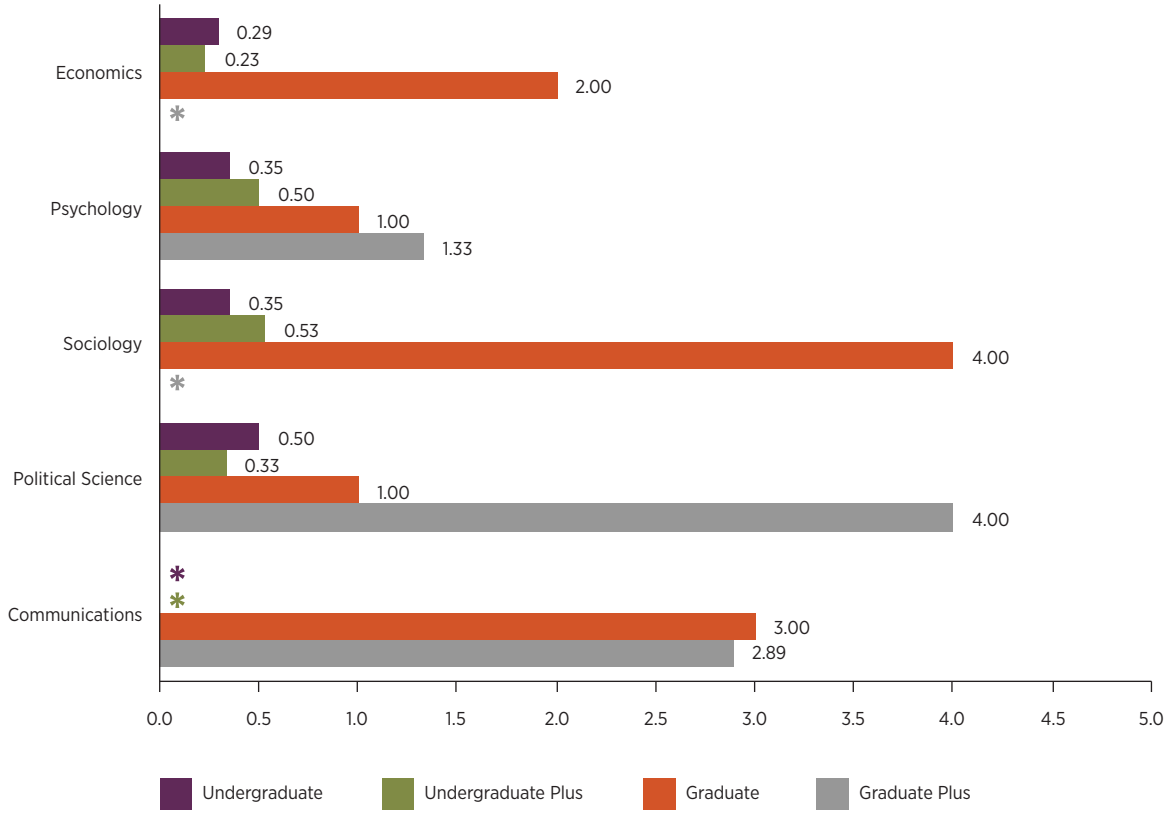


Source: CIC survey of institutional researchers (2015). Analysis by authors. See Appendix Table B4 for detailed data.

*Because some respondents reported having zero tenure-track/multi-year faculty members (the denominator in our ratio) or zero full-time annual contract, part-time, or course-contract faculty (the numerator in our ratio), we are unable to compare these ratio values.

FIGURE 7

Ratio of Contingent Faculty per Tenure-Track/Long-Term Contract Faculty at Median CIC Respondent Institution, Social Sciences by Selected Discipline and by Institutional Category

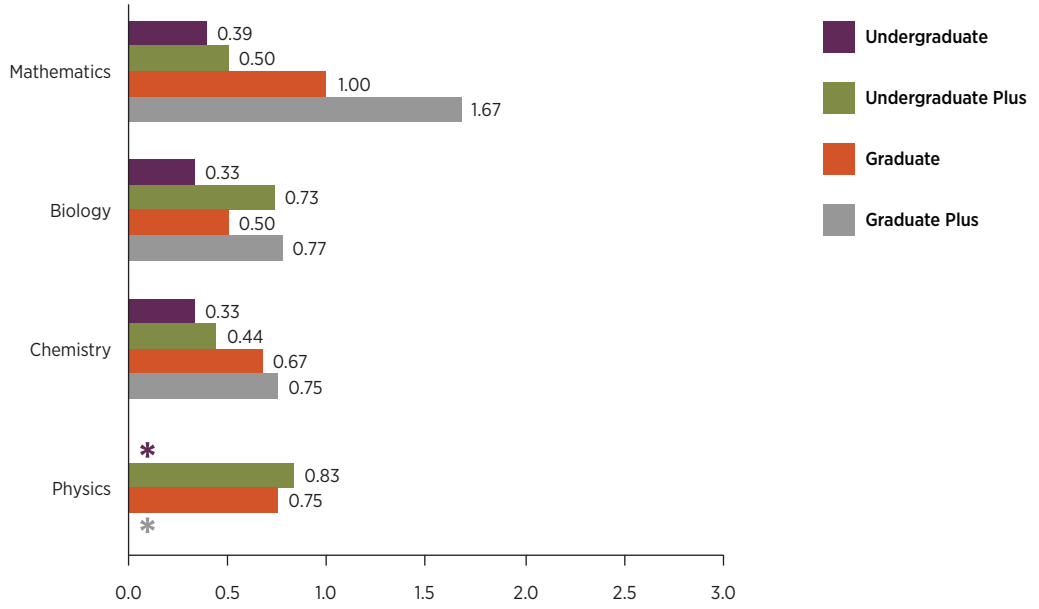


Source: CIC survey of institutional researchers (2015). Analysis by authors. See Appendix Table B4 for detailed data.

*Because some respondents reported having zero tenure-track/multi-year faculty members (the denominator in our ratio) or zero full-time annual contract, part-time, or course-contract faculty (the numerator in our ratio), we are unable to compare these ratio values.

FIGURE 8

Ratio of Contingent Faculty per Tenure-Track/Long-Term Contract Faculty at Median CIC Respondent Institution, Sciences by Selected Discipline and by Institutional Category

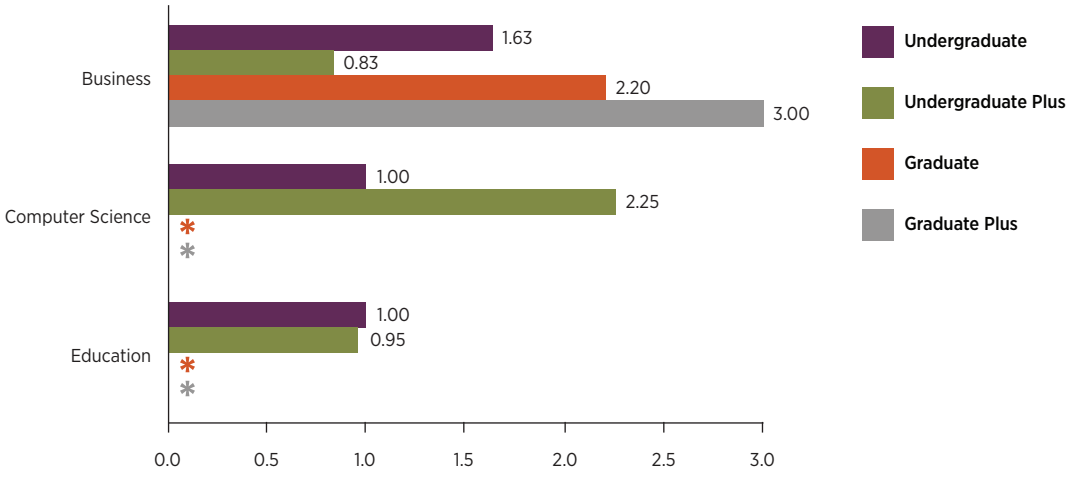


Source: CIC survey of institutional researchers (2015). Analysis by authors. See Appendix Table B4 for detailed data.

*Because some respondents reported having zero tenure-track/multi-year faculty members (the denominator in our ratio) or zero full-time annual contract, part-time, or course-contract faculty (the numerator in our ratio), we are unable to compare these ratio values.

FIGURE 9

Ratio of Contingent Faculty per Tenure-Track/Long-Term Contract Faculty at Median CIC Respondent Institution, Selected Professional Fields by Institutional Category



Source: CIC survey of institutional researchers (2015). Analysis by authors. See Appendix Table B4 for detailed data.

*Because some respondents reported having zero tenure-track/multi-year faculty members (the denominator in our ratio) or zero full-time annual contract, part-time, or course-contract faculty (the numerator in our ratio), we are unable to compare these ratio values.

Faculty Composition at Undergraduate Plus Institutions:

- At undergraduate plus institutions, the fields with the highest ratio of contingent faculty to full-time faculty include music, the arts, foreign languages, and computer science. In all of these fields the ratio of contingent faculty to full-time faculty is greater than 2:1.
- At undergraduate plus institutions, the fields with the lowest ratio of contingent faculty to full-time faculty are history, philosophy, economics, and political science.

Faculty Composition at Graduate Institutions:

- The pattern for graduate institutions is different from the patterns for the other institutional types. In particular, there are more than double the number of contingent faculty to full-time faculty in the fields of English, philosophy, music, the arts, foreign languages, economics, psychology, sociology, political science, communications, mathematics, education, and business.
- Graduate institutions have very few fields with lower ratios of contingent faculty to full-time faculty; exceptions to this pattern occur in history, religion, biology, chemistry, and physics.

Faculty Composition at Graduate Plus Institutions:

- Graduate plus institutions have the highest ratios of contingent to full-time faculty members.
- At graduate plus institutions, the fields of philosophy, music, arts, foreign languages, political science, communications, and business have more than double the proportion of contingent to full-time faculty.
- At graduate plus institutions, the only fields with fewer contingent faculty than full-time faculty are biology and chemistry.

HIGHLIGHTS: Changes in Faculty Composition at Independent Colleges and Universities

- CIC member institutions provided detailed information about the composition of their faculty by discipline, including changes in the composition over the past ten years.
- There was a great deal of variation in changes to faculty composition. Over the past decade, some fields—especially in the professions, mathematics, and sciences—routinely experienced an increasing number of full-time faculty members. Other fields, including core areas such as chemistry, arts, sociology, political science, philosophy, and computer science, remained relatively stable in the number of full-time faculty members. A few unstable fields, including education and English, experienced growing and declining numbers of full-time faculty members at roughly equal numbers of institutions.
- The ratio of contingent faculty to full-time tenure-track/long-term, contract faculty also varies significantly by field and institutional focus. The fields with the highest ratios of contingent to full-time faculty members are business, education, foreign languages, music, and the arts. Most traditional liberal arts fields typically have a lower ratio of contingent faculty members.
- In all fields, independent institutions with a greater emphasis on graduate education have higher ratios of contingent faculty members.

Chief Academic Officers' Perspectives on Faculty Roles and Composition

In a separate survey of chief academic officers at CIC colleges and universities, we sought empirical understanding of the responsibilities and kinds of work all types of faculty engage in related to teaching and learning, shared governance, and aspects of student development. In this survey, we examined four faculty categories: (1) full-time tenure-track/multi-year contract, (2) full-time annual contract, (3) part-time, and (4) course contract. This categorization of faculty provided data on the differences between faculty who have long-term arrangements with the institution and faculty members who are hired annually, part-time, or to meet particular course needs. The survey also included CAOs' perspectives on faculty hiring practices, professional development, and other aspects of workload. For all questions, we looked at tenure-track/long-term contract faculty and other faculty appointments to examine differences across faculty types and to provide baseline data for CIC campuses. The survey asked general questions about institutional mission and fiscal health and included open-ended questions.

While we include a full summary of the findings from this survey, we offer first a few key findings. These data can be found in Figures 10 and 11 below.

- Across reporting CIC campuses, it is a common hiring practice to try to ensure that full-time tenure-track and long-term faculty fit with the mission of the institution (94 percent). It is less likely to occur when hiring full-time annual contract faculty (79 percent) and even less common when hiring part-time or course-contract faculty (approximately 43 percent).
- Newly hired full-time and tenure-track faculty are provided with orientation programs at more than 93 percent of the CIC institutions surveyed. This practice is less common for full-time annual contract faculty (89 percent) and even less common for part-time and course-contract faculty members (approximately 60 percent).
- Nearly all CAOs (95 percent) reported a common expectation that full-time tenure-track and long-term contract faculty members participate in

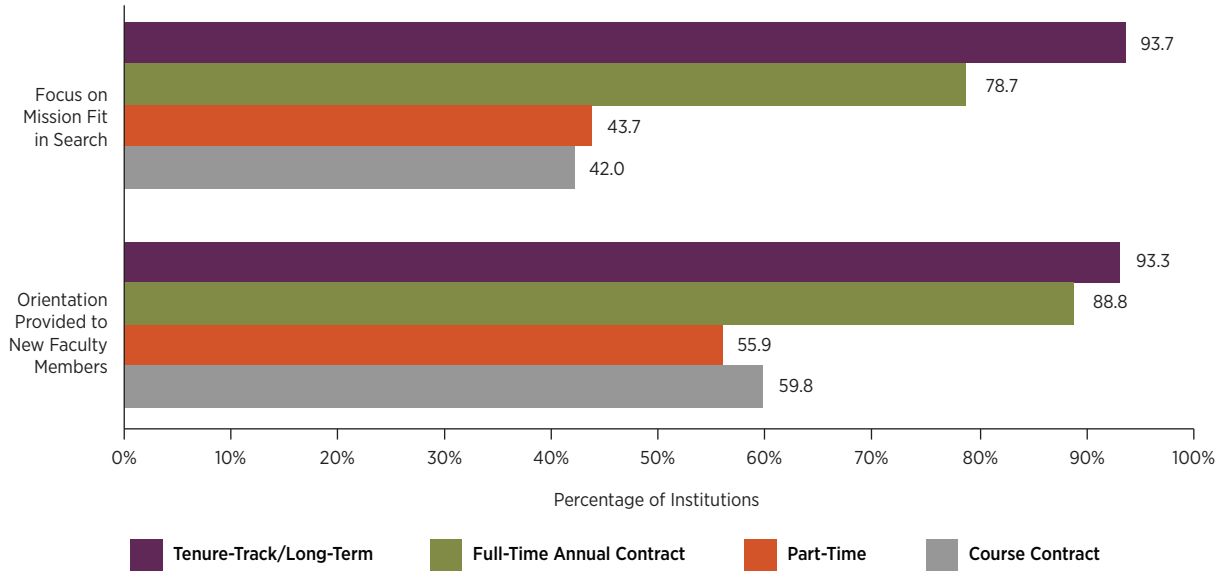
department meetings and departmental-level service. A similar expectation (86 percent) was reported for full-time annual contract faculty, but significantly fewer CAOs (approximately 30 percent for part-time and 3 percent for course-contract) expect other faculty to be involved in their departments in these ways.

- Expectations to participate in college-level service mirror those for departmental-level service.
- Tenure-track and full-time long-term contract faculty are expected to engage in shared governance at 96 percent of reporting CIC campuses. Nearly two-thirds of campuses expect that full-time annual contract faculty members will participate in shared governance. Fewer than 13 percent of campuses expect part-time and course-contract faculty to participate in shared governance.
- Participating in professional development to stay current in a field is expected of full-time tenure-track and long-term contract faculty at nearly all reporting CIC institutions (94 percent). Full-time annual-contract faculty members are expected to stay current at only 74 percent of campuses. This is an expectation at about 27 percent of institutions for part-time faculty and by 21 percent of campuses for course-contract faculty members.
- The patterns cited above remain consistent across institutional types within CIC. We did not see any significant differences across undergraduate, undergraduate plus, graduate, or graduate plus campuses.

Nearly two-thirds of campuses expect that full-time annual contract faculty members will participate in shared governance.

FIGURE 10

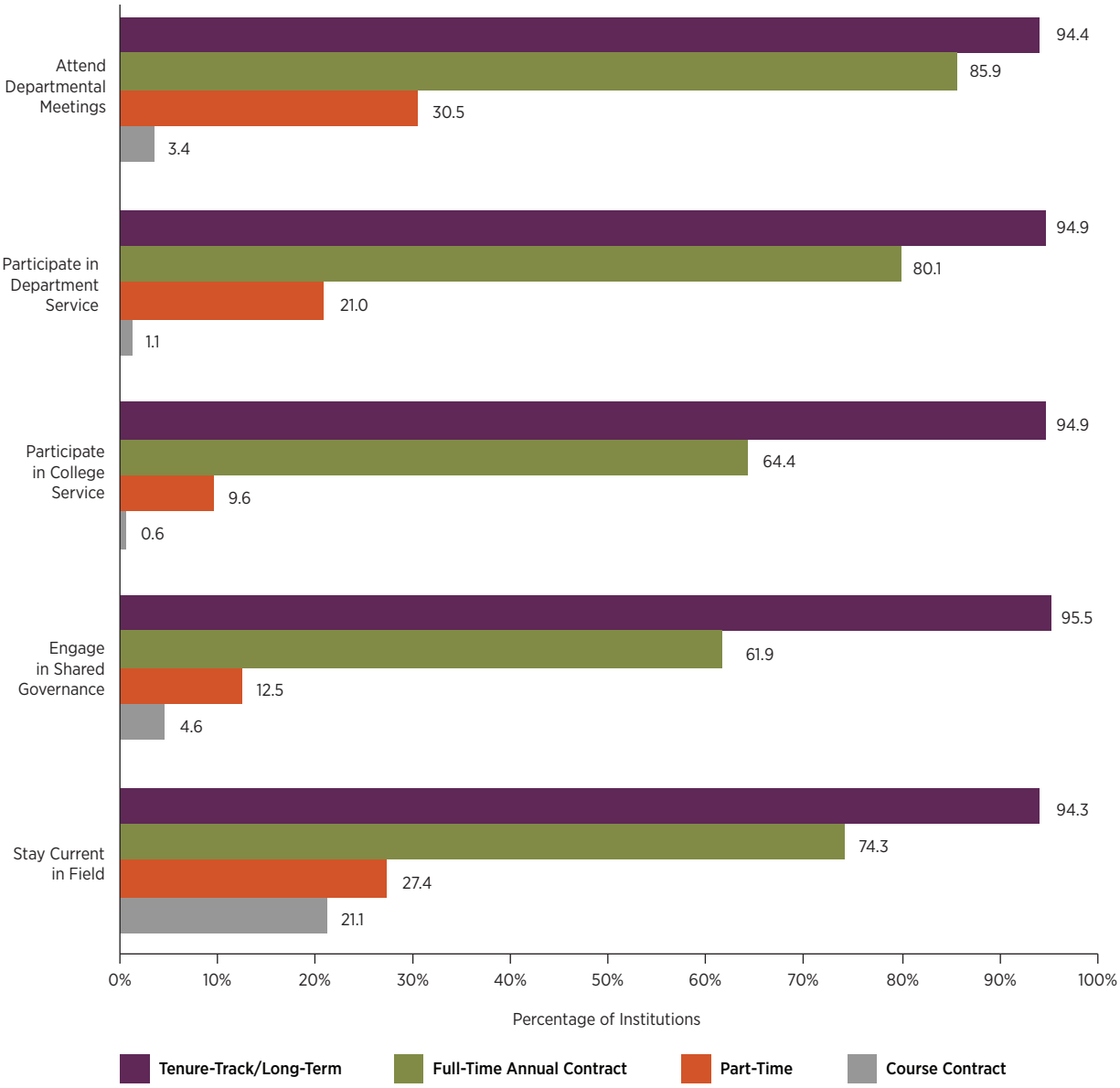
Mission Fit Included in Search and Orientation Provided to New Faculty Members, by Faculty Appointment



Source: CIC survey of chief academic officers (2015). Analysis by authors.

FIGURE 11

Typical Expectations of Faculty Members, by Faculty Appointment



Source: CIC survey of chief academic officers (2015). Analysis by authors. See Appendix Table B5 for detailed data.

Institutional Focus

As shown in Tables 3 and 4, the CAO survey included questions about fiscal health, campus programs, and institutional mission. In presenting the findings below, we note that it may be important to look at the difference between offering a program and the perceived importance of that program to the fiscal health and mission of the institution. In some cases, the difference is noteworthy. For example, 90 percent of the sample institutions offer adult undergraduate programs, but only 52 percent of the CAOs at these same campuses consider these programs as very important or essential to fiscal health and just 26 percent see these programs as essential to their mission. Similarly, 80 percent of the sample institutions offer online programs, but only 47 percent of the CAOs at these campuses consider them essential or very important to fiscal health and just 16 percent consider them essential to mission.

Table 3 highlights the importance of academic programs to fiscal health. The findings reveal the following:

- On-campus programs for traditional-aged students are offered at all CIC member campuses and are seen as essential to the fiscal health of the institution (92 percent).
- Graduate programs are offered by more than 75 percent of the institutions and are seen as very important or essential to fiscal health by almost 70 percent of CAOs.
- Adult undergraduate programs are offered by nearly 90 percent of CIC universities and are seen as either very important or essential to the fiscal health by more than 50 percent of CAOs.
- Online programs are offered by more than 80 percent of the institutions and are seen as very important or essential to fiscal health by almost 47 percent of CAOs.
- Satellite programs are offered by nearly 69 percent of CIC institutions and are seen as very important or essential to fiscal health by almost 29 percent of CAOs.
- International programs are available at 57 percent of the CIC institutions and are seen as very important or essential for fiscal health by 13 percent of CAOs.

In addition to asking questions about particular programs and their importance to fiscal health, the survey also included questions related to these same programs and their importance to institutional mission as presented in Table 4. The findings reveal the following:

TABLE 3

Importance of Specific Academic Programs to Fiscal Health

	Does Not Offer (%)	Not Essential (%)	Somewhat Important (%)	Very Important (%)	Essential (%)
Traditional Undergraduate Programs	0.0	1.0	0.5	6.2	92.2
On-Campus Programs	1.0	1.6	0.5	11.4	85.4
Adult Undergraduate Programs	10.4	18.7	18.1	27.4	25.4
Graduate Programs	13.0	7.3	9.9	27.1	42.7
Online Programs	18.7	13.5	21.2	26.9	19.7
Satellite Programs	31.1	18.1	21.8	16.0	13.0
International Programs	43.0	29.5	14.5	10.4	2.6

Source: CIC survey of chief academic officers (2015). Analysis by authors.

- Programs for traditional-aged students are offered by all CIC colleges in the sample and are seen as essential to the mission of the institution by more than 96 percent of CAOs.
- On-campus programs are offered at more than 98 percent of CIC institutions and are seen as essential or very important by over 95 percent of CAOs.
- Adult undergraduate programs are seen as either very important or essential to the mission for almost 60 percent of CIC CAOs.
- Graduate programs are seen as very important or essential to the mission by nearly 70 percent of CIC CAOs.
- Online programs are offered by more than 80 percent of the sample and are seen as important or essential to the mission by 41 percent of the sample.
- International programs are seen as very important or essential to the mission by 20 percent of the sample.

Online programs are offered by more than 80 percent of the sample and are seen as important or essential to the mission by 41 percent of the sample.

Written comments offered by the CAOs in the survey mirrored the quantitative results and provided further elaboration. As one respondent said, "In the last ten years we have moved from a university that was predominantly residential undergraduate to one that is now 50 percent residential undergraduate and 50 percent graduate/professional." Another noted fluctuations in enrollments and faculty hiring: "We have reduced faculty size over the last couple of years in response to decline in student enrollment and deletion of majors. We have also added several faculty positions for new majors." Interestingly, many of the solely undergraduate focused institutions expressed a desire to add graduate degree programs and/or to begin reaching out to new populations ("markets") of students. One CAO, for example, elaborated on how hiring trends reflected larger changes at the institution:

> We have recently downsized our full-time faculty as a result of decreased student enrollment. We also have reallocated faculty positions as a result of changing enrollment patterns. We see the need to rely more on contingent faculty as one way of holding expenses in check. We have

TABLE 4

Importance of Specific Academic Programs to Mission

	Does Not Offer (%)	Not Essential (%)	Somewhat Important (%)	Very Important (%)	Essential (%)
Traditional Undergraduate Programs	0.0	0.5	0.5	2.6	96.4
On-Campus Programs	1.6	2.0	1.0	10.4	85.0
Adult Undergraduate Programs	8.3	15.0	17.1	33.7	25.9
Graduate Programs	12.4	7.3	10.4	33.7	36.3
Online Programs	17.1	15.0	26.4	25.9	15.5
Satellite Programs	29.9	23.2	22.2	13.9	10.8
International Programs	38.2	23.0	18.3	14.7	5.8

Source: CIC survey of chief academic officers (2015). Analysis by authors.

> moved to very small tuition increases, which means that we have to either find new revenue through "profitable" programs or reduce expenses. We find that we are doing both.

Another comment highlighted the connections between change in direction and mission: "While finances have driven us to expand our offerings, we are proud of all our programs and see them as very consistent with our educational mission."

The written comments and survey findings reinforce connections between fiscal health and expanded educational offerings. But a theme among the written comments not captured in the survey is growth in particular fields, especially in STEM and health sciences, and how programs in these fields relate to fiscal health and mission. For example, one CAO noted: "We have strong health care degree programs on the bachelor's, master's, and doctoral level: BS, BSN, MSN, DNP, and DPT. In order to initiate and sustain excellent programs, we have hired many new faculty members in our PT, PA, and nursing programs." Another respondent shared that the health sciences programs have "altered the composition of faculty" and "all health science faculty are clinical and short-term." There also was reference to growth in interdisciplinary areas. One CAO summarized the changes on his campus:

> [We have had] a greater number of interdisciplinary faculty connected to new interdisciplinary majors and minors such as Global Health, Journalism in the Public Interest, Community and Justice Studies; more diversity connected to the strategic goal of becoming more reflective of societal demographics; [and] increases in the numbers of faculty connected to an increase in the student body.

Another recurrent theme involved using contingent faculty to "be more nimble in responding to enrollment changes" and to respond to "dips and rises in enrollments," with many of these enrollment changes tied to offering new program areas and moving into online teaching platforms. Overall the findings related to institutional focus reveal that fiscal health and mission of campuses are tied to how contingent faculty are hired and integrated by the institutions in the study.

The typical faculty workload for part-time faculty is 90–100 percent teaching.

Faculty Work Expectations

The CAO survey included a series of questions related to faculty distribution and workloads for different types of faculty. The key findings related to responsibilities for each type of faculty member can be found in Figure 12 and are highlighted below.

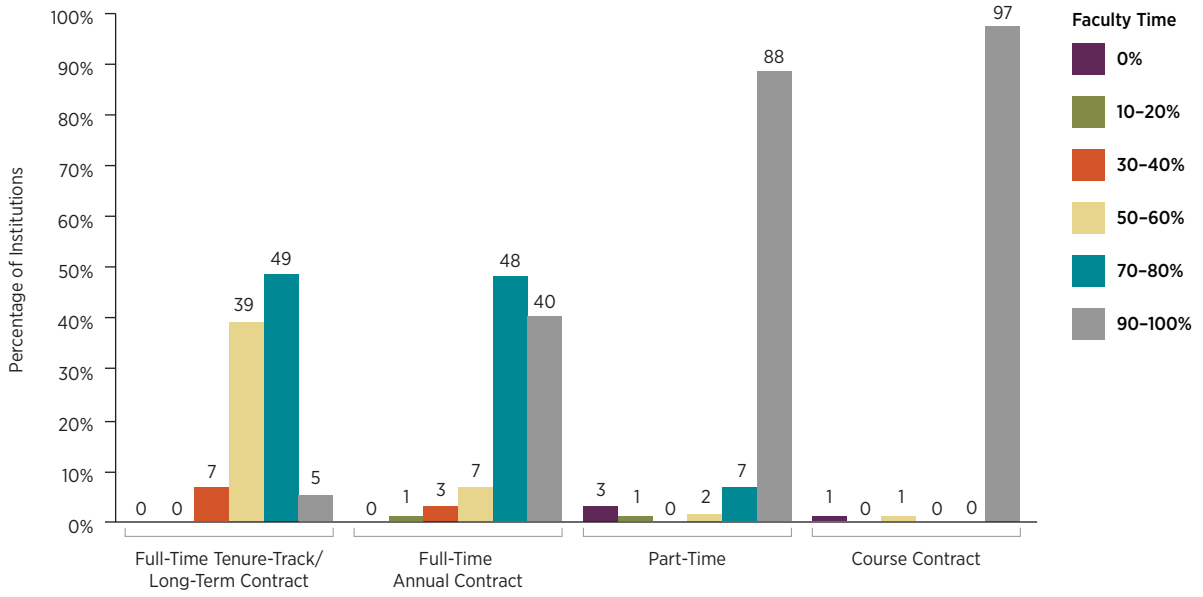
- The average faculty workload for full-time tenure-track/long-term contract faculty members at CIC institutions is 60–70 percent teaching, 10–20 percent research, and 10–20 percent service.
- The average faculty workload for full-time annual contract faculty is 80 percent teaching, 0–10 percent research, and 10–20 percent service.
- The typical faculty workload for part-time faculty is 90–100 percent teaching.
- The typical faculty workload for course-contract faculty is 90–100 percent teaching.

We also asked the CAOs about typical teaching loads for different types of faculty members on their campuses. The key findings related to annual teaching loads are found in Appendix Table B7 and in the bullets below.

- The most common teaching load per year for full-time tenure-track faculty at CIC institutions is eight courses.
- Full-time contract faculty members carry a similar teaching load as their tenure-track/long-term contract faculty colleagues, with eight being the modal response.

FIGURE 12

Typical Percentage of Time Devoted to Teaching, by Faculty Appointment



Source: CIC survey of chief academic officers (2015). Analysis by authors. See Appendix Table B6 for detailed data.

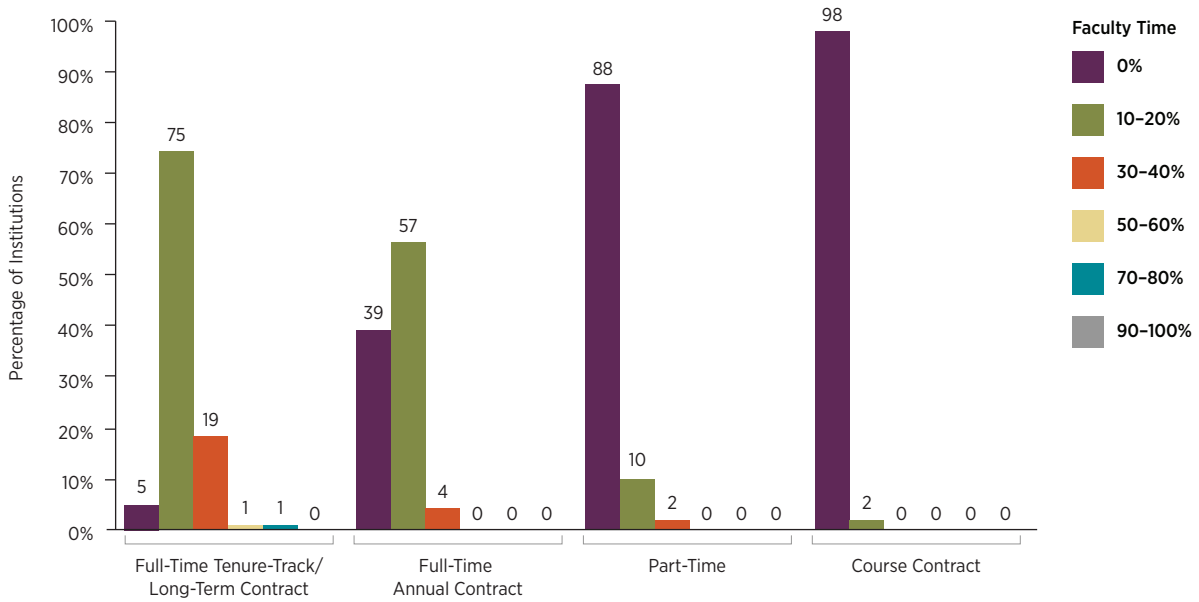
- The most common teaching load for part-time faculty is four courses per year.
- Course-contract faculty members typically teach one or two classes per year (or one per term).

Although the focus of CIC institutions is teaching, according to the CAO survey there is an increasing emphasis on research for tenure-track and long-term contract faculty members. This is reflected in the quantitative findings as well as the open-ended comments by the CAOs about research expectations. As one respondent shared, "our new faculty are increasingly geared toward research," and another mentioned, "we encourage all faculty members to apply for grants and publish in a variety of popular venues but do not expect nor require them to do so." Another added, "not all tenure-track faculty apply for grants, but it is a growing number." In addition, some CAOs held different research expectations for faculty based on level of program and types of students served. "Graduate faculty are expected to maintain an active research agenda and to publish," one respondent said. Put another way, institutions "have different criteria for undergraduate and graduate faculty. The bar [for research] is set higher for graduate faculty." Key quantitative findings related to research expectations are found in Figure 13 and in the bullets below.

- A large majority of CAOs (75 percent) indicate that full-time tenure-track and multi-year contract faculty spend about 10–20 percent of their time engaging in research.
- Slightly fewer than 60 percent of CAOs indicate that full-time annual contract faculty members spend 10–20 percent of their time on research activities, while almost 40 percent of CAOs say this group of faculty members spend no time on research.
- The majority of CAOs report that neither part-time (88 percent) nor course-contract (98 percent) faculty members spend any time on research.

FIGURE 13

Typical Percentage of Time Devoted to Research, by Faculty Appointment



Source: CIC survey of chief academic officers (2015). Analysis by authors. See Appendix Table B8 for detailed data.

The key quantitative findings related to service expectations are found in Figure 14 and in the bullets below. In general, service expectations are higher for full-time faculty members than for contingent faculty members. The open-ended comments by CAOs mirror the quantitative findings. For example, one CAO said, "The full-time faculty are having to cover more and more service and governance duties due to a drop in tenure-track faculty and an increase in term appointments." Another talked about the expanded involvement in service for contingent faculty: "Non-tenure eligible faculty are permitted to participate much more than they are required to."

Service expectations vary widely by the type of faculty appointment:

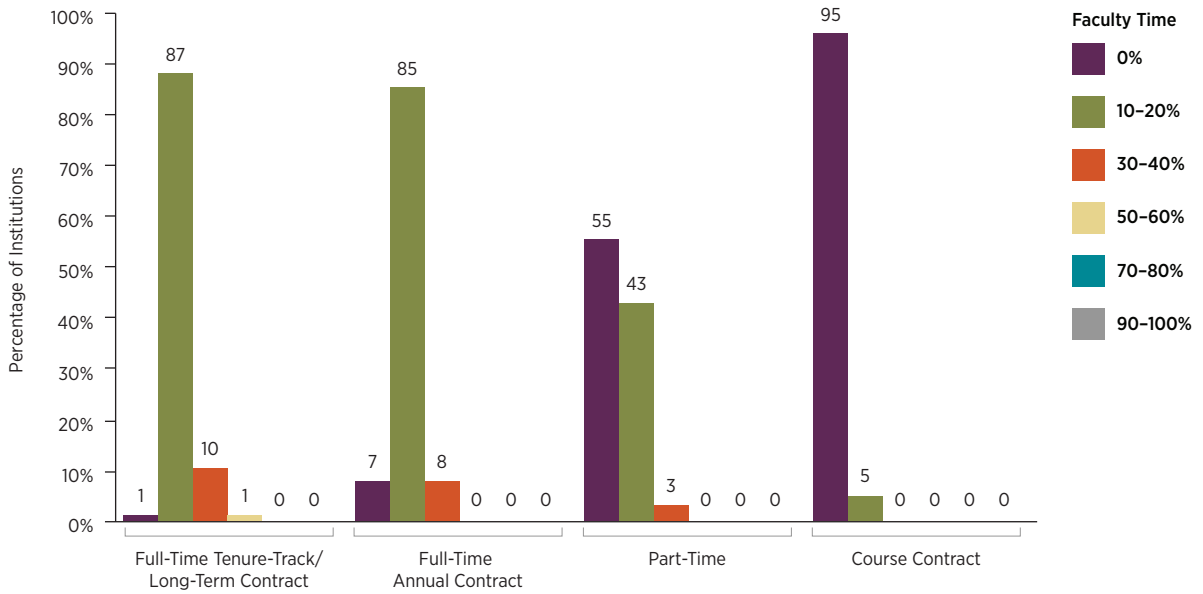
- More than 86 percent of CAOs report that full-time tenure-track and multi-term faculty members spend 10–20 percent of their time on service-related activities.
- The majority of campuses (85 percent) also report that full-time annual contract faculty members engage in service 10–20 percent of their time.
- More than half (55 percent) of campuses do not expect part-time faculty members to engage in any service. Yet almost 43 percent of campuses expect that part-time faculty members will spend 10–20 percent of their time engaged in service activities.
- More than 95 percent of campuses have no service expectations for course-contract faculty.

We asked the responding CAOs which types of faculty members teach in the different kinds of programs that are offered on their campuses. Below are the key findings related to distribution of faculty for particular programs:

- The majority of full-time tenure-track/long-term contract faculty members spend their time teaching traditional-aged students in the on-campus programs (Figure 15). They have contact with other

FIGURE 14

Typical Percentage of Time Devoted to Service, by Faculty Appointment



Source: CIC survey of chief academic officers (2015). Analysis by authors. See Appendix Table B9 for detailed data.

student populations as well. A small number (about 20 percent) spend a small portion (10 percent) of their time teaching adult undergraduates. At about 20 percent of CIC campuses, tenure-track/long-term contract faculty spend 50 percent of their time teaching online and in graduate programs.

- Full-time annual contract faculty members are less likely than their tenure-track colleagues to teach the traditional-aged students on-campus. They are more likely to teach nontraditional-aged students, adult students, graduate students, and in online programs and at satellite campuses.
- Part-time faculty members also are less likely than their tenure-track/long-term contract colleagues to teach in the on-campus traditional-aged undergraduate programs. Instead, they teach in adult programs, graduate programs, and online programs.
- Course-contract faculty teach traditional-aged undergraduate programs, on-campus courses, and graduate courses.

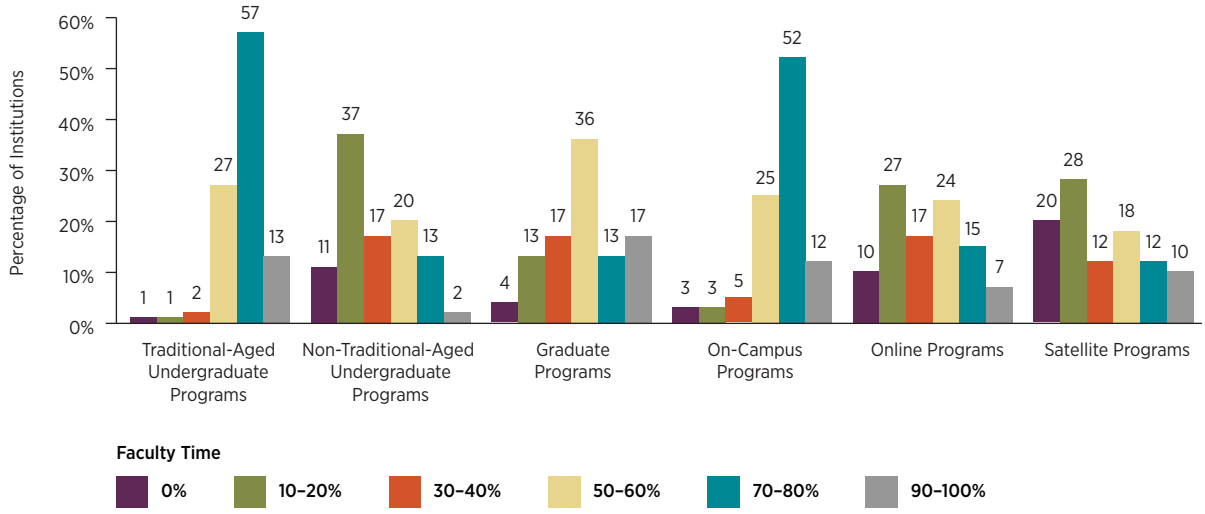
In addition to the quantitative findings, the survey also included open-ended questions to describe what is happening on CIC campuses with regard to their faculty composition and expectations. As one respondent indicated, "The establishment of graduate programs has added more adjunct faculty to our mix, but a high majority of undergraduate courses are still taught by full-time faculty at the college." Another respondent stated:

> With a decline in enrollment numbers of traditional-aged students, we have increased our reliance on adjunct faculty and have decreased the number of tenure-track appointments we make. When more of our students are in adult education (graduate and undergraduate) programs, we need to be more responsive to the demands of the market.

Although there are variations across the data, the trend is that traditional on-campus programs are taught by tenure-track faculty members, and programs for new populations of students (or new markets) are taught by contingent faculty.

FIGURE 15

Typical Distribution of Responsibilities by Program Type, Full-Time Tenure-Track/Long-Term Contract Faculty Only



Source: CIC survey of chief academic officers (2015). Analysis by authors. See Appendix Table B10 for detailed data.

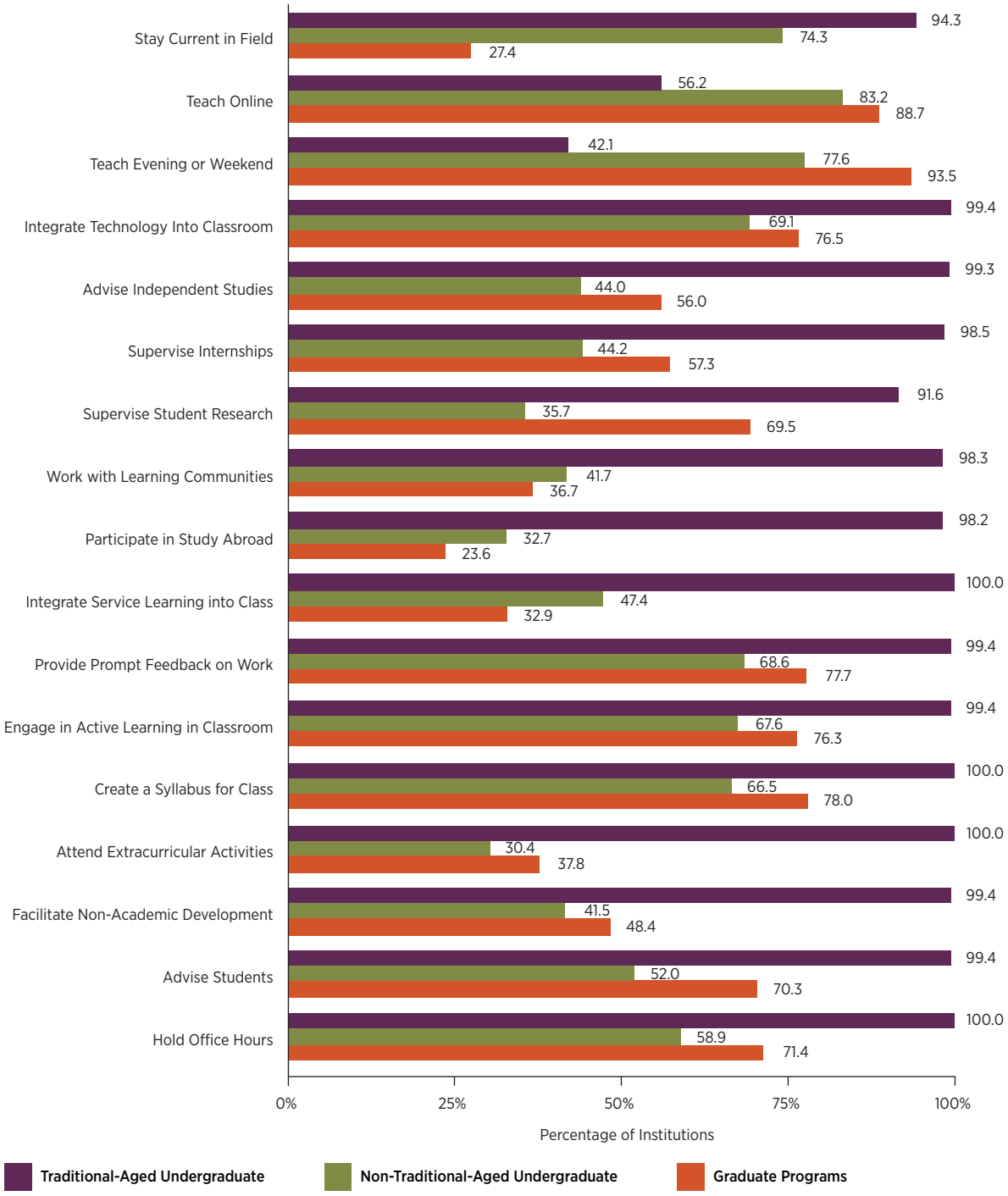
The written comments also expand upon how things have changed on campuses. As one CAO stated, "faculty loads have stayed the same, but expectations for research and service have increased." There was a recurring theme about "doing more with less."

The CAO survey included questions about how faculty expectations vary with the type of students who are taught. The results are presented in Figure 16 and in the bullets below.

- Virtually all faculty members who teach in traditional undergraduate programs are expected to hold office hours, advise students, facilitate non-academic growth, attend extracurricular events, create syllabi, engage in active learning, provide prompt feedback, integrate service learning into courses, participate in study abroad, work with learning communities, supervise internships, advise independent studies, and integrate technology in the classroom. Slightly more than 90 percent of campuses expect faculty members who teach traditional-aged undergraduates to supervise student research.
- Faculty members who teach traditional-aged undergraduates also are expected to teach online at 56 percent of institutions and to teach evening or weekend classes at 42 percent of campuses.
- Faculty members who teach nontraditional-aged students are more likely to be expected to teach online (83 percent) and evening or weekend classes (78 percent). Nearly 70 percent of CAOs expect faculty members who work with this population to integrate technology into the classroom, to provide prompt feedback to students, to engage in active learning strategies, and to create a syllabus. About half of this group is expected to hold office hours and advise students. Fewer than 45 percent are expected to engage in other student-related activities.
- Faculty members who teach in graduate programs are frequently asked to teach evening or weekend

FIGURE 16

Teaching Expectations by Student Population, All Faculty Appointment Types



Source: CIC survey of chief academic officers (2015). Analysis by authors. See Appendix Table B11 for detailed data.

classes (93 percent) and to teach online (89 percent). Nearly 80 percent are expected to integrate technology in the classroom, provide prompt feedback to students, engage in active learning in the classroom, create a syllabus for the class, advise students, and hold office hours. Around 57 percent of campuses expect faculty members who teach in graduate programs to supervise internships and advise independent studies. Fewer than half of the campuses expect that faculty members who teach in graduate programs will facilitate non-academic growth, attend extracurricular activities, integrate service learning in the classroom, participate in study abroad, or work with learning communities.

The written comments by the CAOs include additional insights into staffing patterns. One CAO commented that "new programs are generally staffed by new hires." Another respondent highlighted a change in the institution to recognize the different types of contingent faculty: "We have recently added part-time faculty as a distinct category from adjunct. This is to honor longer-term folks who have been a part of the community and engaged in the life of the university and students beyond teaching." At another institution, the faculty senate was reviewing the different faculty categories and how people are hired based on recent changes in hiring patterns.

Another theme that emerged from the open-ended responses is the effect of teaching practices on students and the learning process. As one CAO commented, "We are seeing new PhDs better prepared to teach and assess students." Another CAO remarked, "With new faculty hires we are currently focusing on those who can teach community engagement/service-learning courses and serve as leaders in living and learning because these are institutional priorities." Another CAO mentioned that the resources on their campus for teaching have "improved faculty morale and reignited interest in continuous improvement in teaching and student-learning outcomes." Written comments also indicated a focus on engagement with students and that new hires "are better able to weave engagement into their courses sooner."

Additional concerns about student retention and faculty involvement with students were reflected throughout the written comments. One CAO wrote, "the increased numbers of adjunct faculty have decreased student engagement and therefore retention." The connection between faculty engagement and student retention was a recurring theme in the comments, with respondents noting both how well new faculty members are prepared to work with students and, by contrast, how contingent faculty, especially those on limited contracts, are not very engaged with students. Several CAOs suggested that the lack of engagement by contingent faculty members might contribute to attrition.

"We have recently added part-time faculty as a distinct category from adjunct. This is to honor longer-term folks who have been a part of the community and engaged in the life of the university and students beyond teaching."

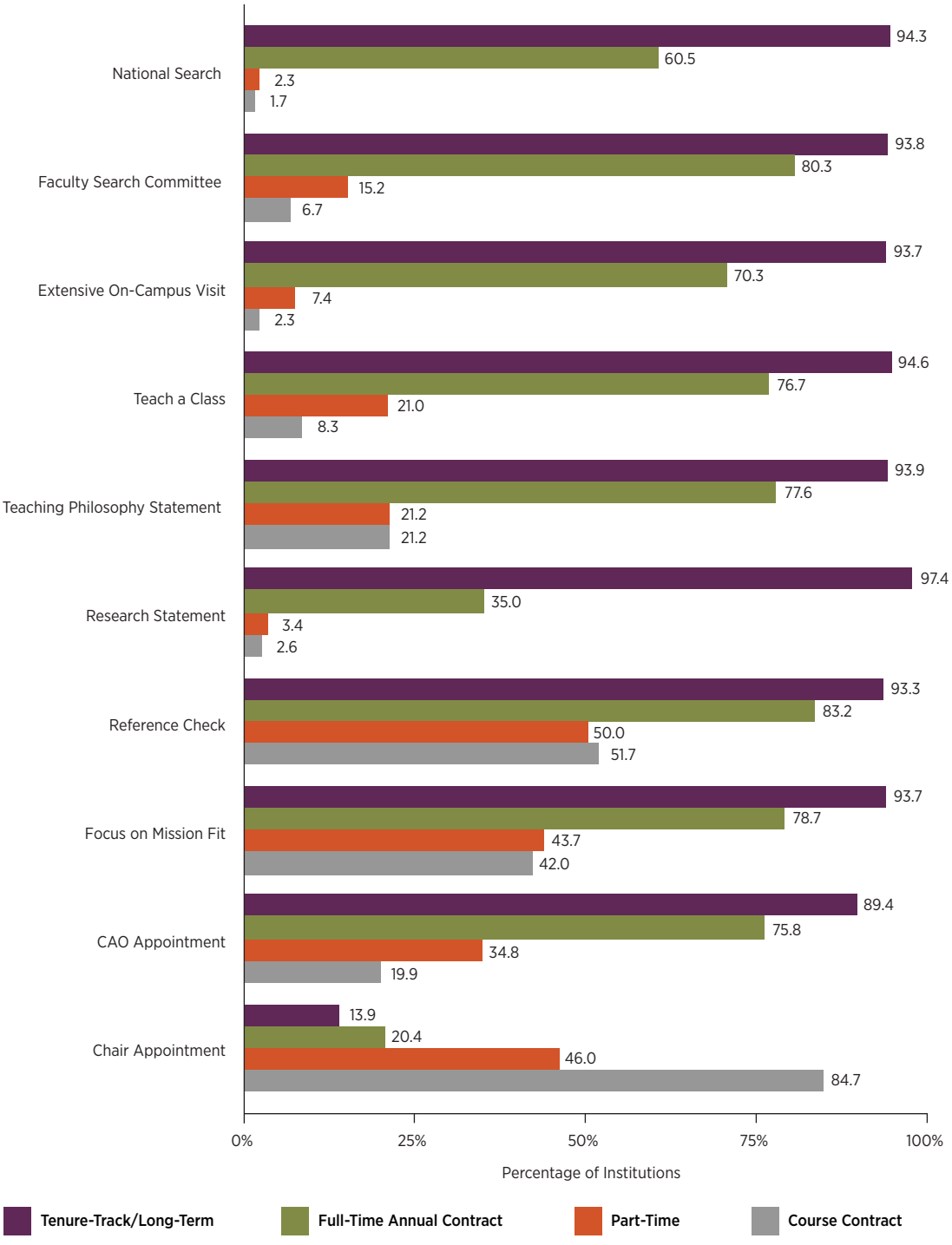
Faculty Hiring Practices

The CAO survey also included a series of questions related to how faculty members are hired and integrated into campus life. We found the following evidence regarding searches for new faculty, displayed in Figure 17 and described in the bullet points below.

- At 94 percent of campuses, full-time/long-term faculty members are hired using a faculty search committee, whereas only 80 percent of campuses use faculty search committees to hire faculty members on annual contracts, 15 percent for part-time faculty members, and 7 percent for course-contract faculty members.
- A large majority of course-contract faculty members are appointed by the chair rather than by the dean or CAO (at 85 percent of campuses).

FIGURE 17

Methods Used for Faculty Search and Appointment, by Faculty Appointment



Source: CIC survey of chief academic officers (2015). Analysis by authors. See Appendix Table B12 for detailed data.

- Ninety-four percent of CAOs reported a consideration of mission fit when hiring full-time/long-term contract faculty members. Fewer than half of campuses take mission fit into account when hiring part-time faculty members (44 percent) and course-contract faculty members (42 percent).
- The likelihood of following typical hiring practices decreases dramatically for the hiring of part-time and course-contract faculty members. In these cases, searches are more likely local, often not vetted by a faculty search committee, and do not involve an on-campus interview or a teaching sample or statement. In about 50 percent of the institutions, references are not contacted for part-time and course-contract hires.
- There is considerable variation among faculty appointments with regard to on-campus interviews as part of the hiring process: Full-time/long-term faculty job candidates visit the campus at 94 percent of the CIC institutions that responded to our survey. On-campus visits for full-time/annual contract faculty occurred at 70 percent of campuses, 7 percent of campuses for part-time job candidates, and 2 percent of campuses for course-contract hires.

Professional Development

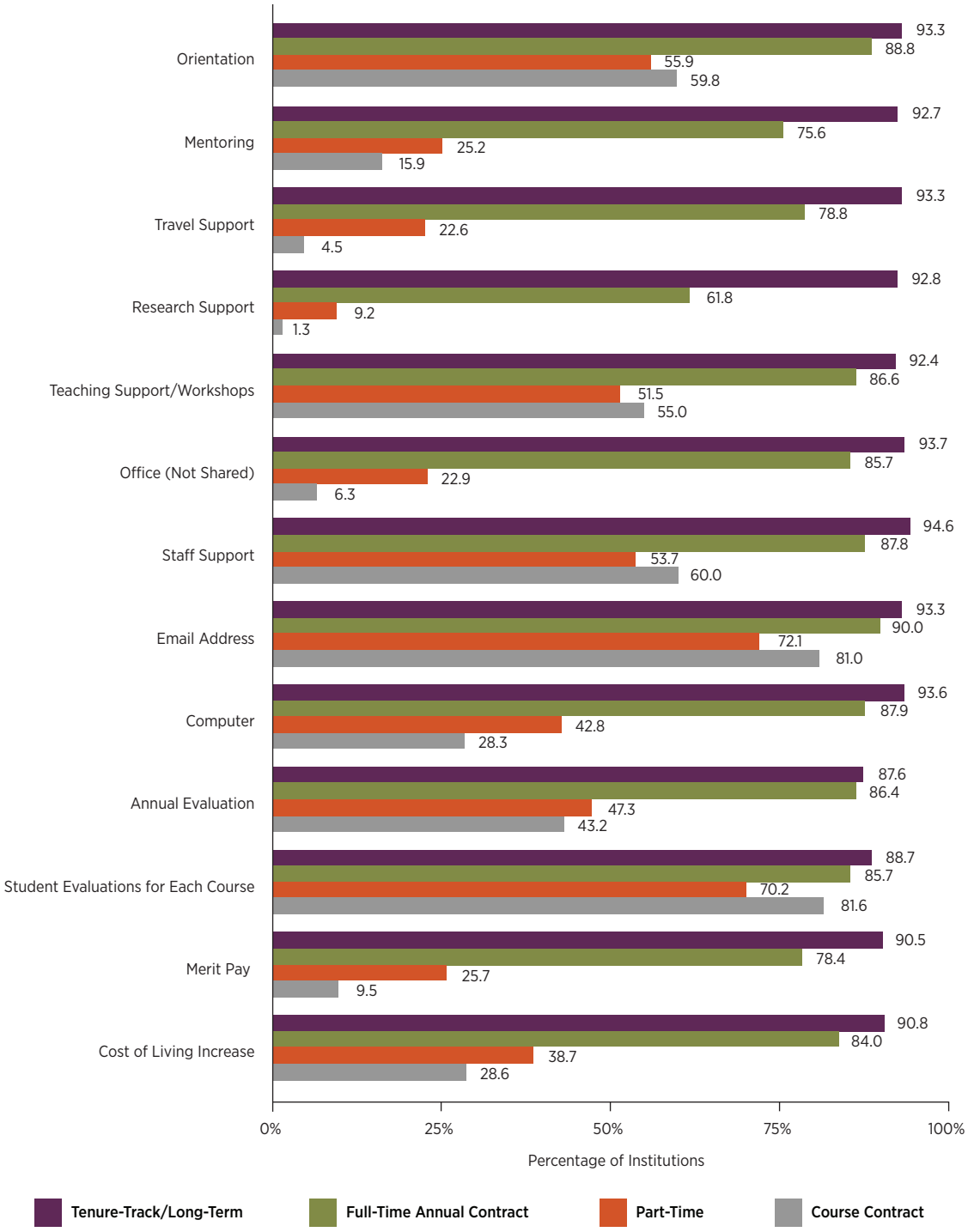
The survey also included questions about professional development experiences and other resources available to different types of faculty members. The general conclusion to be drawn from these data is that full-time tenure-track and multi-term contract faculty members have the widest access to professional development resources and support. Contingent faculty members have much less access to these resources. Figure 18 and the bullets below highlight some key findings.

- Approximately 93 percent of all chief academic officers report providing a broad array of professional development activities and services for their full-time tenure-track and long-term contract faculty members. These include orientation, mentoring, travel support, research support, teaching support, an office, staff support, email, and a computer. Approximately 90 percent report providing full-time faculty members with cost-of-living increases and merit pay increases. About 87 percent evaluate these faculty members and collect student evaluations of teaching on an annual basis.
- Professional development activities are provided less frequently for full-time annual contract faculty members. Approximately 87 percent of CAOs report that this group of faculty members is provided with an orientation, support for teaching, an office, support staff, an institutional email address, and computer. They are equally likely as their tenure-track counterparts to be evaluated annually and to have student evaluations of their teaching (about 86 percent). Nearly 80 percent of institutions provide mentoring, support for travel, and merit pay increases for these faculty members. Research support is the one area in which institutions are dramatically less likely to provide support for annual contract faculty members compared with tenure-track colleagues (62 percent).
- Approximately half of institutions provide part-time faculty members with an orientation, teaching support workshops, or staff support. Further, part-time faculty are provided with a computer at 43 percent of the respondent campuses, and they are evaluated annually at 47 percent of the institutions. Seventy percent of institutions collect student evaluations for courses taught by part-time faculty. Fewer than 30 percent of institutions provide mentoring, support for travel, or offices for this category of faculty

Tenure-track and multi-term contract faculty members have the widest access to professional development resources and support. Contingent faculty members have much less access to these resources.

FIGURE 18

Professional Development and Support Provided to Faculty Members, by Faculty Appointment



Source: CIC survey of chief academic officers (2015). Analysis by authors. See Appendix Table B13 for detailed data.

members. Only 25 percent of institutions provide merit pay increases for these faculty members, and fewer than 10 percent provide research support.

- For course-contract faculty members, 81 percent of institutions provide an email address and collect student evaluations of teaching. Fewer than 60 percent offer an orientation, teaching workshops, or staff support for this type of faculty member. Forty-three percent annually evaluate their performance, approximately 30 percent provide cost of living increases, and around 16 percent provide mentoring. Fewer than 10 percent of institutions provide travel support, research support, an office, or merit pay increases.

HIGHLIGHTS: Chief Academic Officers' Perspectives on Faculty Roles and Composition

- Chief academic officers reported on the roles, responsibilities, and expectations for faculty members in four categories: (1) full-time tenure-track/multi-year contract, (2) full-time annual contract, (3) part-time, and (4) course-contract.
- The perceived importance of specific academic programs to fiscal health and institutional mission has an impact on how contingent faculty members are hired and integrated by independent colleges and universities. Programs considered essential to both fiscal health and mission, such as traditional undergraduate programs, tend to be staffed more heavily by full-time tenure-track/multi-year contract faculty members. Fewer than half of the surveyed colleges consider mission fit when hiring part-time or course-contract faculty members.
- The average faculty workload for full-time tenure-track/long-term contract faculty members at CIC institutions is 60–70 percent teaching, 10–20 percent research, and 10–20 percent service; the expectation for part-time and course-contract faculty members is 90–100 percent teaching.
- The majority of full-time tenure-track/long-term contract faculty members spend most of their time teaching traditional-aged students in on-campus programs. Contingent faculty members are more likely to teach adult students, graduate students, and in online programs and at satellite campuses.
- Typically, independent institutions expect much less from contingent faculty members than from full-time faculty members in the areas of service, shared governance, and student engagement (especially outside of the classroom).
- Despite common stereotypes, contingent faculty members are not marginalized at most independent colleges and universities. They are, however, significantly less likely to have access to professional development resources than their full-time, long-term peers, including formal campus orientations, mentoring, travel support, research support, teaching support, an office, staff support, email access, or a computer.

Conclusion

Summary of Findings

The realities of a changing academic workforce are clearly present at independent colleges and universities. CIC member institutions have not been immune to the trend of hiring contingent faculty members as a way to manage growth and address fiscal realities. On CIC campuses, contingent faculty members have been hired mainly to work in adult, online, and graduate programs. They also are likely to teach in growth areas such as health sciences. The majority of traditional on-campus undergraduate programs remain staffed by traditional, full-time, tenure-line, or long-term contract faculty members, with course-contract faculty members teaching this group as needed.

There are some important distinctions within this overall picture. The use of contingent faculty members is more extensive in certain disciplines, especially professional areas, but other areas have increased the use of contingent faculty members as well. Even in disciplines that are considered the core of a liberal arts education, such as English and history, the use of contingent faculty members is expanding.

Existing research about contingent faculty members tends to paint a picture of an increasing subset of contingent faculty members who work on the margins of institutions. The findings from this study suggest there are ways that contingent faculty members are treated differently from faculty members with longer-term commitments to the institution. The findings also indicate limited access by contingent faculty members to institutional resources ranging from office space and computers to involvement in shared governance. These practices suggest that, at some CIC institutions, contingent faculty members on shorter term and course contracts may be less likely to be engaged with their colleagues or to participate in student learning experiences outside the classroom.

The findings of the study indicate that the use of contingent faculty members has increased at respondent CIC campuses over the past ten years. The study results provide useful information about the roles and responsibilities of different types of faculty at CIC respondent campuses and how these faculty members participate in different aspects of institutional life.

Recommendations

Given the increasing use of contingent faculty members at CIC member institutions, we offer the following recommendations for consideration and action.

Clarify all faculty roles. Existing research, as well as the findings from this study, makes clear that not all contingent faculty are the same. The hiring, workload, and integration of an instructor who teaches one class one time is significantly different from a course-contract faculty member who is hired repeatedly or someone who has taught part-time on a long-term basis. There also are differences in contingent faculty members who are in long-term arrangements with an institution regardless of whether they are working full time or part time. Given the prevalence of contingent faculty members at CIC institutions, a recommendation that emerges from this study is to provide in faculty handbooks clear definitions of different types of faculty and the expectations associated with those faculty positions.

Review faculty work. The increase in the numbers of contingent faculty and their integration into the campus means that contingent faculty members and tenure-line faculty members often work in similar ways with similar populations of students. Campuses would do well to review periodically the types of work being done by different types of faculty members. Such review helps ensure that there is an equitable distribution of responsibilities among faculty members.

Update hiring and orientation practices. The findings from the study suggest that contingent faculty members are not hired using the same processes by which full-time/multi-year faculty members are hired. It is to be expected that a person being hired for one class will not be hired with the same intentionality as a person making a long-term commitment to an institution. Given the prevalence of contingent faculty members across institutions in the survey, processes need to be created to ensure that all faculty members hired are offered professional development opportunities consistent with institutional mission. In growth areas, such as graduate and online education, and in new academic program areas, such as health sciences, contingent faculty members will often be instrumental in assuring the future success of the institution. Sound hiring and orientation practices are necessary.

The findings from this study suggest there are ways that contingent faculty members are treated differently from faculty members with longer-term commitments to the institution.

Maintain quality of faculty. There is mixed evidence in the literature as to whether contingent faculty members are of the same quality in terms of teaching ability as their full-time counterparts (Umbach 2007). Some studies indicate no difference, some show that contingent faculty members might care more about teaching and therefore be better at it, and still other studies suggest that contingent faculty members offer a lower-quality learning experience to students than their full-time faculty colleagues. The data in this study do not resolve this issue. Some of the findings, however, suggest that the quality of the contingent faculty workforce at CIC institutions may be worth further investigation. In particular, if institutions do not vet contingent faculty properly by checking references, watching a teaching demonstration, and reviewing classes regularly—and institutions do not expect contingent faculty to "stay current in the field"

(as the findings suggest)—it may raise concerns about the quality of education being offered by these faculty members. Campus leaders need to remain cognizant of the hiring and development of faculty members to maintain a focus on quality.

Be aware of equity concerns. Although this study did not collect data on student enrollments, the different expectations attached to traditional and nontraditional programs suggest a need to consider which student groups are more likely than others to enroll in courses taught by full-time faculty (who have been through an orientation and understand the institution's mission). If, for example, an institution's part-time students and nontraditional students are more likely to be from racial and ethnic minorities, lower socioeconomic status, or underrepresented in other ways, these findings raise questions about whether these students are getting the same access to a high-quality educational experience as their more traditional peers in more traditional programs. Colleges and universities should examine whether they are staffing all of their programs to ensure broad student success and equity.

In growth areas, such as graduate and online education, and in new academic program areas, such as health sciences, contingent faculty members will often be instrumental in assuring the future success of the institution.

Maintain focus on mission centrality and fiscal necessity. The differences that CAOs cited between the fiscal necessity of certain programs and those same programs' centrality to mission were striking. This "centrality versus necessity" gap may cause problems as institutions try to prioritize next steps in curriculum development, including determining how to staff new programs that, on the one hand, will generate important revenues and, on the other, may result in a shift in student enrollment or academic focus. As campuses evolve, the study findings suggest the importance for campus leaders to remain aware of fiscal realities and how they shape campus missions.

Examine the student experience. Part of what independent institutions market to their students is an experience that provides a level of connection between faculty and students that is more intense and closer than one would find at a large public or private institution. In most independent colleges, there is an emphasis on out-of-class learning, on developing the whole student, and on interactions between students and professors. If the contingent faculty members are not oriented toward these goals, are not supported in providing high levels of engagement, or sometimes are not expected to have a high level of connection with students, then these tasks may be left to a shrinking number of full-time tenure-track faculty members. This could have a serious effect on not only the quality of the undergraduate experience but also the institution's ability to recruit future students. The student experience needs to be at the fore as institutional leaders plan and hire for the future.

Examine impact on long-term faculty members. The variance in the ratio of contingent to long-term faculty members has clear implications for students, but it also has implications for the remaining full-time faculty members who carry out the lion's share of institutional service and work with students outside of the classroom. Independent colleges historically have relied on collegial decision making and shared governance. If there are fewer faculty members on campus who are expected and supported to engage in governance and service, what are the implications for the institution? How might it change the institution when the full-time faculty members are in the minority and the contingent faculty members are not given a voice or say in what happens at the institution? We do not have the answers to these questions, but the data collected in this study suggest that these are important questions for campus leaders to consider.

Provide sufficient support. While everyone in higher education today seems to be asked to "do more with less," institutions should provide the resources needed by contingent faculty members to match the work expectations placed upon them. The provision of office space and parking, professional development, orientation, mentoring, technology support, staff support, evaluation, access to colleagues, job security, some human resource benefits, recognition, and adequate compensation are likely to lead contingent faculty members to be more committed to the institution and better able to serve students.

On most campuses in the United States, contingent faculty members are now the majority in certain fields of study. Contingent faculty members also are a significant part of the workforce at CIC member institutions, although at proportions lower than those at other types of institutions. Faculty members need to understand the expectations placed upon them and must have the resources and support to fulfill expectations.

The findings from the study point to a rapidly changing faculty workforce as well as rapid changes in academic programs. In a fairly short period of time, many of the institutions in the study have gone from being small colleges focused on traditional-aged college students in pursuit of undergraduate degrees to complex institutions with professional and graduate programs. With these changes have come significant shifts in faculty work. All faculty members play a vital role in the teaching and learning process and in the expansion of campus missions; thus, all faculty members need to be integrated into the fabric of institutional life.

All faculty members play a vital role in the teaching and learning process and in the expansion of campus missions; thus, all faculty members need to be integrated into the fabric of institutional life.

HIGHLIGHTS: Conclusion

- CIC member institutions have not been immune to the trend of hiring contingent faculty members as a way to manage growth and address fiscal realities. But the use of contingent faculty members is more extensive in certain disciplines, especially professional areas, and in certain types of academic programs.
- Relatively limited access to professional resources and different expectations for teaching and service can mean that contingent faculty members are less likely to be engaged with their colleagues or to participate in student learning experiences outside the classroom. This can be a challenge for independent colleges that emphasize student engagement and shared governance as central to their mission.
- A number of recommended actions can help independent colleges ensure that contingent faculty members are more committed to the institution and better able to serve students. These include clarifying faculty roles; updating hiring, orientation, and evaluation procedures; providing resources; and reviewing the impact of contingent faculty on both students and long-term faculty members.

Endnotes

1 Information on Undergraduate Instructional Program (UIP) methodology is available at *http://carnegieclassifications.iu.edu/methodology/ugrad_program.php*. Our comparison used Carnegie UIP snapshots for 2005 and 2010. The data for the 2005 classification come from the IPEDS completion survey for degree conferrals from July 1, 2003, through June 20, 2004. The data for the 2010 classification come from the IPEDS completions survey for degree conferrals from July 1, 2008, through June 30, 2009.

2 Missing UIP classification data resulted in a dataset that includes 592 CIC member institutions and 775 non-CIC institutions in 2000 and 609 CIC member institutions and 892 non-CIC institutions in 2012.

Appendix A: Descriptive Statistics

TABLE A1

Percentage of Respondents by CIC Members

2010 Carnegie Classification	CIC Members (%) *n* = 623	CAO Survey Sample (%) *n* = 193	IR Survey Sample (%) *n* = 156
Research Universities (High Research Activity)	0.6	1.0	0.7
Doctorate-Granting Universities	4.2	2.6	2.1
Master's (Larger Programs)	22.2	25.1	20.4
Master's (Medium Programs)	12.1	9.4	12.2
Master's (Smaller Programs)	6.6	6.3	6.1
Baccalaureate—Arts and Sciences	26.2	29.8	38.8
Baccalaureate—Diverse Fields	26.0	24.6	19.0
Baccalaureate/Associate	0.8	0.6	0.0
Special-Focus Institutions	1.3	0.6	0.7
Total	100.0	100.0	100.0

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System and author calculations.

TABLE A2

Descriptive Statistics, by CIC Member Institutions and Respondents

	CIC Members *n* = 623	CAO Survey Sample *n* = 193	IR Survey Sample *n* = 156
Fall 2012 FTE Student Enrollment			
Mean	2,323.6	2,350.6	2,097.4
Median	1,838.0	1,853.0	1,892.0
Fall 2012 SAT			
Math 25th Percentile Mean	468.1	469.9	474.6
Math 25th Percentile Median	460.0	460.0	475.0
Math 75th Percentile Mean	576.5	578.5	588.0
Math 75th Percentile Median	580.0	580.0	590.0
Faculty-to-Student Ratios			
FT Faculty Per 100 FTE Students Mean	5.7	5.8	6.0
FT Faculty Per 100 FTE Students Median	5.6	5.7	5.9
PT Faculty Per 100 FTE Students Mean	6.4	6.1	5.8
PT Faculty Per 100 FTE Students Median	5.5	5.4	5.2

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System and author calculations.

Appendix B: Additional Data Tables

TABLE B1

Proportion of Faculty Members Employed Full Time at CIC and Non-CIC Four-Year Colleges and Universities in 2000 (by Quintile)

	CIC Members (%)	Other Private, Nonprofit (Non-CIC) (%)	Public (%)
20th Percentile	42.2	36.4	43.6
40th Percentile	56.9	54.2	53.7
60th Percentile	70.6	75.9	67.7
80th Percentile	93.6	99.8	82.8

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Instructional Staff 2000. Analysis by authors.

TABLE B2

Proportion of Faculty Members Employed Full Time at CIC and Non-CIC Four-Year Colleges and Universities in 2012 (by Quintile)

	CIC Members (%)	Other Private, Nonprofit (Non-CIC) (%)	Public (%)
20th Percentile	32.5	26.1	40.5
40th Percentile	44.5	40.0	46.6
60th Percentile	56.0	56.2	55.1
80th Percentile	71.0	77.9	65.3

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Instructional Staff 2012. Analysis by authors.

TABLE B3

Reported Change in Number of Full-Time Faculty Members over Past Ten Years by Disciplinary Field

	Decline (%)	Growth (%)	No Change (%)	Not Applicable (%)
Education	38.1	42.5	13.4	6.0
English	32.4	42.7	22.1	2.9
Foreign Languages	28.9	27.4	34.8	8.9
History	28.5	34.3	33.6	3.7
Religion	26.9	32.3	34.3	7.5
Mathematics	26.4	41.2	28.7	3.7
Music	24.4	37.4	31.3	6.9
Computer Science	23.6	19.5	40.7	16.3
Business	20.5	51.5	22.0	6.1
Sociology	17.0	27.3	41.7	11.4
Economics	16.9	27.4	33.7	21.8
Political Science	16.4	29.9	44.8	9.0
Psychology	15.7	53.0	27.6	3.7
Philosophy	15.0	26.3	47.4	11.3
Arts	13.5	44.4	37.6	4.5
Biology	12.0	65.4	20.0	3.0
Communications	11.4	39.8	31.7	17.1
Physics	7.1	22.0	60.6	10.2
Chemistry	6.8	51.5	37.1	4.6
Nursing	5.2	47.8	7.0	40.0
Earth Sciences	4.6	18.4	31.2	45.9
Anthropology	4.5	9.9	30.6	55.0
Health Sciences	3.6	36.9	17.1	42.3
Engineering	1.0	17.5	9.7	71.8
Area Studies	0.0	14.3	16.3	69.4

Source: CIC survey of institutional researchers (2015). Analysis by authors. “Arts” includes fine arts, theater, and performing arts. It does not include music, which is treated as a separate field.

TABLE B4

Ratio of Contingent Faculty per Tenure-Track/Long-Term Contract Faculty at Median CIC Respondent Institutions, by Selected Disciplines and Institutional Category

	Undergraduate (*n* = 24)	Undergraduate Plus (*n* = 14)	Graduate (*n* = 43)	Graduate Plus (*n* = 91)
Humanities				
History	0.21	0.33	0.50	1.00
English	0.50	0.61	1.00	1.67
Philosophy	0.00	0.27	1.00	2.00
Religion	0.42	0.39	0.75	1.71
Music	1.94	1.72	4.50	3.75
Arts	0.60	1.60	1.60	2.00
Foreign Languages	1.06	1.28	3.00	4.00
Social Sciences				
Economics	0.29	0.23	2.00	*
Psychology	0.35	0.50	1.00	1.33
Sociology	0.35	0.53	4.00	*
Political Science	0.50	0.33	1.00	4.00
Communications	*	*	3.00	2.89
Sciences				
Mathematics	0.39	0.50	1.00	1.67
Biology	0.33	0.73	0.50	0.77
Chemistry	0.33	0.44	0.67	0.75
Physics	0.00	0.83	0.75	*
Professional Fields				
Business	1.63	0.83	2.20	3.00
Computer Science	1.00	2.25	*	*
Education	1.00	0.95	*	*

Source: CIC survey of institutional researchers (2015). Analysis by authors.

*The median respondent institution employed zero tenure-track/long-term contract faculty. Disciplines are only listed when the median institution employed at least one tenure-track/multi-year faculty member and at least one full-time annual contract, part-time, or course-contract faculty in the discipline.

TABLE B5

Typical Expectations of Faculty Members, by Faculty Appointment

	Tenure-Track/ Long-Term (%)	Full-Time Annual Contract (%)	Part-Time (%)	Course Contract (%)
Attend Departmental Meetings	94.4	85.9	30.5	3.4
Participate in Departmental Service	94.9	80.1	21.0	1.1
Participate in College Service	94.9	64.4	9.6	0.6
Engage in Shared Governance	95.5	61.9	12.5	4.6
Stay Current in Their Field	94.3	74.3	27.4	21.1

Source: CIC survey of chief academic officers (2015). Analysis by authors.

TABLE B6

Typical Percentage of Time Devoted to Teaching, by Faculty Appointment

	0%	10–20%	30–40%	50–60%	70–80%	90–100%
Full-Time Tenure-Track/Long-Term Contract	0.0	0.0	6.5	39.4	48.8	5.3
Full-Time Annual Contract	0.0	1.2	3.0	6.7	47.9	40.1
Part-Time	2.9	0.7	0.0	1.5	6.6	88.3
Course Contract	1.3	0.0	1.3	0.0	0.0	97.3

Source: CIC survey of chief academic officers (2015). Analysis by authors.

TABLE B7

Typical Teaching Load (Number of Courses) per Year, by Faculty Appointment

	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	7 (%)	8 (%)	9+ (%)
Full-Time Tenure-Track/Long-Term Contract	0.0	0.0	0.6	1.7	5.0	27.1	12.2	48.6	0.6
Full-Time Annual Contract	0.0	0.0	0.0	2.2	2.2	17.9	14.0	54.8	2.8
Part-Time	1.1	10.6	12.3	30.7	1.7	12.9	0.0	2.8	0.0
Course Contract	21.2	24.6	12.3	17.3	1.7	5.0	0.0	1.1	0.6

Source: CIC survey of chief academic officers (2015). Analysis by authors.

TABLE B8

Typical Percentage of Time Devoted to Research, by Faculty Appointment

	0%	10–20%	30–40%	50–60%	70–80%	90–100%
Full-Time Tenure-Track/Long-Term Contract	4.9	74.7	18.5	1.2	0.6	0.0
Full-Time Annual Contract	39.1	57.0	3.9	0.0	0.0	0.0
Part-Time	88.1	10.4	1.5	0.0	0.0	0.0
Course Contract	98.4	1.6	0.0	0.0	0.0	0.0

Source: CIC survey of chief academic officers (2015). Analysis by authors.

TABLE B9

Typical Percentage of Time Devoted to Service, by Faculty Appointment

	0%	10–20%	30–40%	50–60%	70–80%	90–100%
Full-Time Tenure-Track/Long-Term Contract	1.2	87.4	10.2	1.2	0.0	0.0
Full-Time Annual Contract	6.9	84.7	7.6	0.0	0.0	0.0
Part-Time	55.0	42.5	2.5	0.0	0.0	0.0
Course Contract	95.2	4.8	0.0	0.0	0.0	0.0

Source: CIC survey of chief academic officers (2015). Analysis by authors.

TABLE B10

Typical Distribution of Full-Time Tenure-Track/Long-Term Contract Faculty Responsibilities by Program Type

	0%	10–20%	30–40%	50–60%	70–80%	90–100%
Traditional-Aged Undergraduate Programs	0.6	0.6	2.0	26.5	57.0	13.2
Nontraditional-Aged Undergraduate Programs	11.0	36.7	17.3	20.2	12.8	1.8
Graduate Programs	3.9	12.6	17.3	35.6	13.2	17.3
On-Campus Programs	3.1	3.1	5.4	25.3	51.5	11.5
Online Programs	10.2	26.5	17.3	23.5	15.3	7.1
Satellite Programs	20.3	28.4	12.2	17.6	12.2	9.5

Source: CIC survey of chief academic officers (2015). Analysis by authors.

TABLE B11

Teaching Expectations by Student Population, All Faculty Appointment Types

	Traditional-Aged Undergraduate (%)	Non-Traditional-Aged Undergraduate (%)	Graduate (%)
Hold Office Hours	100.0	58.9	71.4
Advise Students	99.4	52.0	70.3
Facilitate Non-Academic Development	99.4	41.5	48.4
Attend Extracurricular Activities	100.0	30.4	37.8
Create a Syllabus for Class	100.0	66.5	78.0
Engage in Active Learning in Classroom	99.4	67.6	76.3
Provide Prompt Feedback on Work	99.4	68.6	77.7
Integrate Service Learning into Class	100.0	47.4	32.9
Participate in Study Abroad	98.2	32.7	23.6
Work with Learning Communities	98.3	41.7	36.7
Supervise Student Research	91.6	35.7	69.5
Supervise Internships	98.5	44.2	57.3
Advise Independent Studies	99.3	44.0	56.0
Integrate Technology into Classroom	99.4	69.1	76.5
Teach Evening or Weekend	42.1	77.6	93.5
Teach Online	56.2	83.2	88.7

Source: CIC survey of chief academic officers (2015). Analysis by authors.

TABLE B12

Methods Used for Faculty Search and Appointment, by Faculty Appointment

	Tenure-Track/ Long-Term Contract (%)	Full-Time Annual Contract (%)	Part-Time (%)	Course Contract (%)
National Search	94.3	60.5	2.3	1.7
Faculty Search Committee	93.8	80.3	15.2	6.7
Extensive On-Campus Visit	93.7	70.3	7.4	2.3
Teach a Class	94.6	76.7	21.0	8.3
Teaching Philosophy Statement	93.9	77.6	21.2	21.2
Research Statement	97.4	35.0	3.4	2.6
Reference Check	93.3	83.2	50.0	51.7
Focus on Mission Fit	93.7	78.7	43.7	42.0
CAO Appointment	89.4	75.8	34.8	19.9
Chair Appointment	13.9	20.4	46.0	84.7

Source: CIC survey of chief academic officers (2015). Analysis by authors.

TABLE B13

Professional Development and Support Provided to Faculty Members, by Faculty Appointment

	Tenure-Track/ Long-Term Contract (%)	Full-Time Annual Contract (%)	Part-Time (%)	Course Contract (%)
Orientation	93.3	88.8	55.9	59.8
Mentoring	92.7	75.6	25.2	15.9
Travel Support	93.3	78.8	22.6	4.5
Research Support	92.8	61.8	9.2	1.3
Teaching Support/Workshops	92.4	86.6	51.5	55.0
Office (not shared)	93.7	85.7	22.9	6.3
Staff Support	94.6	87.8	53.7	60.0
Email Address	93.3	90.0	72.1	81.0
Computer	93.6	87.9	42.8	28.3
Annual Evaluation	87.6	86.4	47.3	43.2
Student Evaluations for Each Course	88.7	85.7	70.2	81.6
Merit Pay	90.5	78.4	25.7	9.5
Cost of Living Increase	90.8	84.0	38.7	28.6

Source: CIC survey of chief academic officers (2015). Analysis by authors.

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