

ACADEMIC DEPARTMENT SURVEY
RESEARCH BRIEF SERIES

3

*Academic Transformations:
A Decade of Change in Department
Structures and Teaching Loads*

**WHAT'S HAPPENING IN YOUR DEPARTMENT?
THE AY 2011-2012 DEPARTMENT SURVEY**

**NICOLE VAN VOOREN
ROBERTA SPALTER- ROTH**

**DEPARTMENT OF RESEARCH ON THE DISCIPLINE AND PROFESSION
AMERICAN SOCIOLOGICAL ASSOCIATION**

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Major Findings

This brief examines changes in the structure of sociology departments from AY 2001-2002 through AY 2011-2012 within the context of some major transformations in the academy.

- Fewer departments graduated at least one major in AY 2011-2012 than 10 years before.
- There was a small decrease in the average number of tenure-track faculty in reporting departments at research and doctoral institutions, but increases in departments at baccalaureate-only institutions.
- Overall, there were more full, associate, and assistant professors on average with the highest average among full professors in reporting departments.
- Over 60% of reporting departments at doctoral, master's, and baccalaureate-only institutions did not experience declines or increases in faculty since the previous year.
- The average number of adjunct faculty increased at reporting departments at baccalaureate and master's institutions, but not at research and doctoral institutions.
- The mean course loads increased on average at all types of reporting departments.
- On average, there were more majors per faculty member in AY 2011-2012 than 10 years previously across all reporting departments. There were large standard deviations, however.
- By AY 2011-2012 there was an average of more than 130 students who took at least one sociology course per faculty member, with the largest ratio in departments at reporting doctoral institutions. Here again, there were large standard deviations.

OVERVIEW

A series of interrelated transformations took place at academic institutions across the country during the first decade of the 21st century. These transformations included, but were not limited to, the increasing importance of specialized or vocationally-oriented programs; hiring freezes and the lack of faculty replacements; the increasing share of adjunct faculty; new evaluation models based on costs and benefits; monetized measures of the value of majors; and greater emphasis on workplace preparation. In this research brief we use data from two waves of the American Sociological Association's (ASA) Department Survey to examine the changes in the structure and teaching loads of sociology departments over the course of 10 years at four types of institutions—research, doctoral, master's, and baccalaureate-only—between academic year (AY) 2001-2002 and AY 2011-2012 in the milieu of these transformations.

- ***Specialized and Vocationally-Oriented Programs.*** The web publication *Inside Higher Ed* presents lists of new programs that are being offered at colleges and universities across the nation. Sociology and other traditional humanities and social science disciplines are never mentioned as a new major or graduate program. These disciplines must compete for majors with fields such as nonprofit management (the majority of sociology majors go to work for nonprofits after they graduate), public health, environmental studies, network science, hospitality management, and criminal justice administration. The changes in student demand for these new majors are associated with their institutionalization within colleges and universities (Brint et al. 2012).
- ***Hiring Freezes and Lack of Replacements.*** The recession and the limited recovery cut the number of job openings for faculty members, as colleges and universities changed priorities and became more accepting of business models in order to cope with cuts in state aid or declining investment portfolios. The humanities and social sciences, where underrepresented minorities tend to cluster, were struck the hardest by the jobs crunch (Cooper 2010). Many senior professors stayed put while they waited for

retirement accounts to recover lost value or because they were still engaged in their profession and were not required to retire. When they did retire, not all were replaced by another tenure-track or tenured professor. One result of this trend was the “graying of the faculty.” This change did not necessarily mean that there is an overabundance of older, unproductive faculty members (Fishman 2012).

- **Contingent Faculty.** According to Curtis (quoted in Roach 2012), the growing use of contingent faculty is the “biggest issue in higher education... right now in terms of the faculty and the people who are involved in higher education and the education quality that we deliver to students.” An American Association of University Professors (AAUP 2009) report by the committee on Tenure and Teaching-Intensive Appointments found that the percentage of part-time or contingent, non-graduate student faculty made up 24% of all faculty members in 1975, and increased to 41% by 2009. The AAUP concluded that heavy reliance on contingent faculty hurt students for several reasons. First, contingent faculty are typically paid only for the hours they spend in the classroom and they do not have the time or resources to mentor students. Second, they are often hired on the spur of the moment with little evaluation. Third, the high turnover among contingent faculty members means that some students may never have the same teacher twice, or may be unable to find an instructor who knows them well enough to write a letter of recommendation. Not all research on the topic corroborates that, however. The results of a recent study that was limited to cohorts at one university suggested that students may learn more and be more likely to take a next course in a discipline when taught by an adjunct instructor (Figlio, Schapiro, and Soter 2012).
- **Prioritizing Academic Programs and the Costs and Benefits of Majors.** In a previous research brief based on the Department Survey, we saw that program evaluation became an almost universal activity (Spalter-Roth et al. 2013) over the past decade. The administrations of more and more institutions of higher education, perhaps prompted by state governments, demanded that departments participate in what is known as program prioritization (Dickeson and Ikenberry 2010). This “super” evaluation method required departments to measure the external demand for the major and the cost/benefit ratio of producing majors in an input/output model. Perhaps spurred by the increasing debt burden students are taking on and possibly part of program prioritization, recent studies have begun to examine the immediate and long-term earnings for different types of majors. According to one report, “The bottom line is that getting a degree matters, but what you take matters more” (Carnevale et al. 2013; Carnevale et al. 2010). This earnings model does not examine why students major even if they gain lower lifetime earnings. As we have reported, sociology majors are taken with the discipline because of its conceptual framework—including the effect of social forces for groups of individuals (Spalter-Roth et al. 2013).
- **Preparation for the Workplace.** A new norm of workforce preparation for students appeared to have emerged. This effort might result from competition with vocationally-oriented majors, and efforts to gain legitimacy for the arts and sciences as prioritized disciplines. Faculty members were cautioned that unless recent graduates plan to go directly to graduate school, they needed more exposure to the real world of work, short-term opportunities to exercise their knowledge and talent, and explore their interests before going on the job market. Some departments have instituted required internships as part of the formal curriculum in order to increase job preparation. Others suggest completing minors. For example, Dominus (2013) in a recent *New York Times* article suggested that philosophy majors be encouraged to “add a minor in entrepreneurship.” According to a

recent article by Selingo (2013), “more colleges need to create additional pathways to the workplace.” Responses to this article suggested some pushback on the part of faculty members who indicate that it is not their role to guarantee jobs.

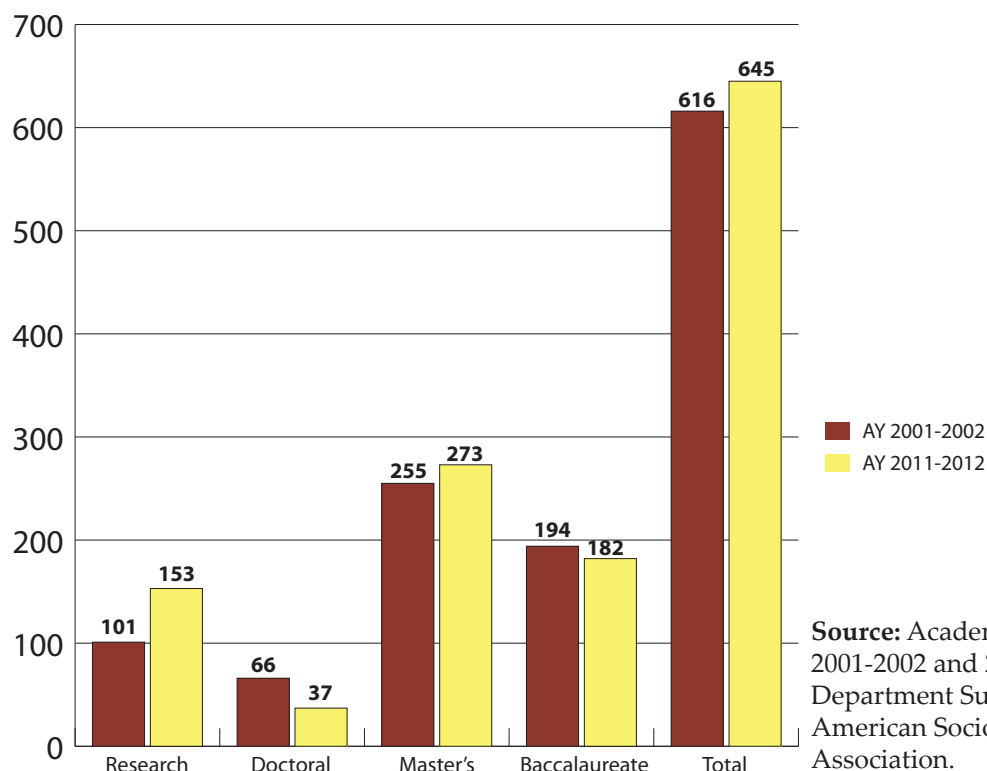
These and other issues were the context in which sociology departments operated during the past decade. By comparing the results from the ASA’s Department Surveys from Academic Years (AY) 2001-2002 and AY 2011-2012, we saw whether the experiences reported by sociology department chairs appear to reflect this academic transformation, although we have no proof of cause and effect.

Addressing These Issues: The Department Survey

What’s Happening in Your Department? is an ASA study based on a survey administered

to chairs from the universe of standalone and joint academic sociology departments or divisions that awarded at least one bachelor’s degree in sociology during the previous academic year, according to the National Center for Educational Statistics’ Integrated Postsecondary Education Data System. The ASA Research Department conducts the Department Survey every five years.¹ Appendix 1 describes the research design for the AY 2011-2012 survey. It should be noted that in doing the 10-year comparison, survey questions were not always asked in precisely the same form. Even more important, the percentages of departments in the four types of institutions varied between the survey years. This is partly because of different response rates by department type and partly because the number of sociology or joint departments that graduated at least one senior major declined between AY 2001-2002 and AY 2011-2012 from 1,084 freestanding or joint sociology departments to 1,025 departments for a loss of 59 departments, although the

Figure 1. Number of Responding Departments by Institution Type: AY 2001-2002 and AY 2011-2012.



¹The findings from the AY 2001-2002 survey and the AY 2007-2008 surveys can be found at www.asanet.org/research/current_research_projects.cfm#department, including the study methodologies.

overall number of responding departments was higher in the latter year. As a result, we did not compare totals, but rather limited comparisons to type of institution.² The response rate in AY 2001-2002 was 57% and the response rate 10 years later was 63%. Figure 1 shows the number of responding departments by each type of institution in both years. We saw an increase in the number of research and master's departments that reported, while there were decreases in baccalaureate-only departments, and especially in doctoral programs over the 10-year period.

FINDINGS

Changes in Department Structure: The Maintenance of an Inverted Pyramid?

Academic departments across disciplines tend to have hierarchical structures. There were several types of pyramids or hierarchies that described the structure of most departments, including sociology. Did the academic transformations described in the Overview affect the size and shape of these structures? The first structure we examined was the average number of faculty members in departments at different types of institutions (see Figure 2). These institutions were categorized by 2010 Carnegie codes and were collapsed into four categories for the purpose of the research brief.³ These are departments at research institutions (including those with very high and high research activity), departments at doctoral institutions, departments at master's universities (including large, medium, and small programs), and departments at baccalaureate-only colleges (including arts and sciences and diverse fields). Research institutions have typically been perceived as the most prestigious, and tended to have the most resources including faculty members, although some well-known liberal arts colleges did not fit this description. The

second type of structure we examined is faculty rank. And the third type of structure examined is the number of full-time faculty compared to the number of adjunct or contingent faculty.

Institutional Differences in the Average Number of Faculty Members

Did the number of faculty decrease over the decade? The average number of faculty members varies by department type, with departments of research schools reporting the most faculty members and baccalaureate schools reporting the fewest. According to survey respondents, this pattern appeared to have remained stable over the 10-year period. When we compared the two sets of numbers in Figure 2, there were relatively small decreases in the average number of faculty at research and doctoral schools and no change at master's universities. We did see some growth in the average number of faculty in the small departments at baccalaureate-only schools. As a result of the changes reported, the ratio of the number of faculty members at research departments to the number at baccalaureate-only institutions shrunk from about 5:1 faculty members in AY 2001-2002 to about 4:1 in AY 2011-2012, primarily as a result of the growth of reported baccalaureate-only departments that are represented in the AY 2011-2012 survey. These changes could be a result of cutbacks in state budgets for public research and doctoral schools, the closing of smaller, privately-funded baccalaureate and doctoral schools that were no longer economically viable, or the closing or merging of standalone sociology departments that were not considered to be priority programs.

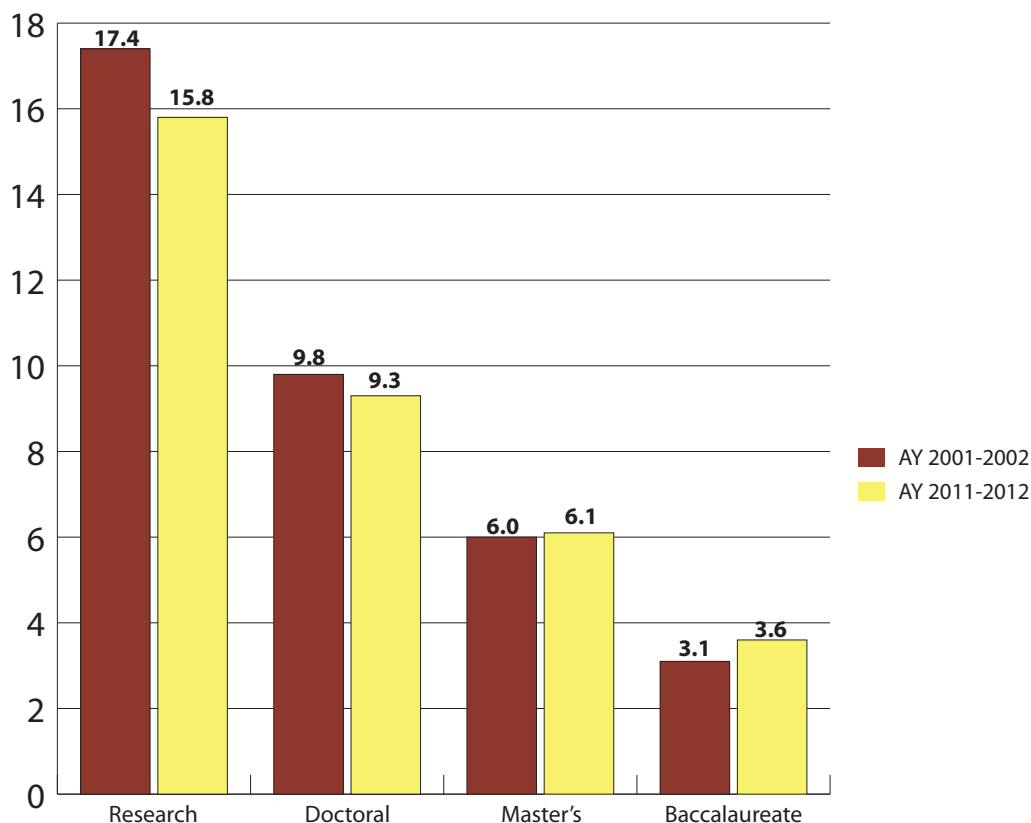
Growth, Decline, and Stasis

During the one-year period between AY 2000-2001 and AY 2001-2002, the average

²Due to the variation in questions between each survey instrument—and the variability in the percentages of academic departments that responded by type of institution—the data did not lend themselves to tests of statistical significance such as Chi-Square goodness of fit reporting or the reporting of p-values for comparisons of bivariate data.

³Departments in AY 2001-2002 were categorized using the 1994 Carnegie codes.

Figure 2. Average Number of Tenured and Tenure-track Faculty Members by Institution Type: AY 2001-2002 and AY 2011-2012.



Source: Academic Year 2001-2002 and 2011-2012 Department Surveys, American Sociological Association.

number of full-time faculty members in sociology departments was more likely to grow than to decline. This was not the case during the post-recession period from AY 2010-2011 to AY 2011-2012. As we saw in Figure 2, the average number of faculty had declined from the previous year in departments at research, doctoral, and master’s institutions, with the only increase at baccalaureate-only institutions. Despite the generally limited growth, the majority of departments neither gained nor lost faculty members over the decade, although the stasis was greater in different types of departments between AY 2000-2001 and AY 2001-2002 than between AY 2010-2011 and

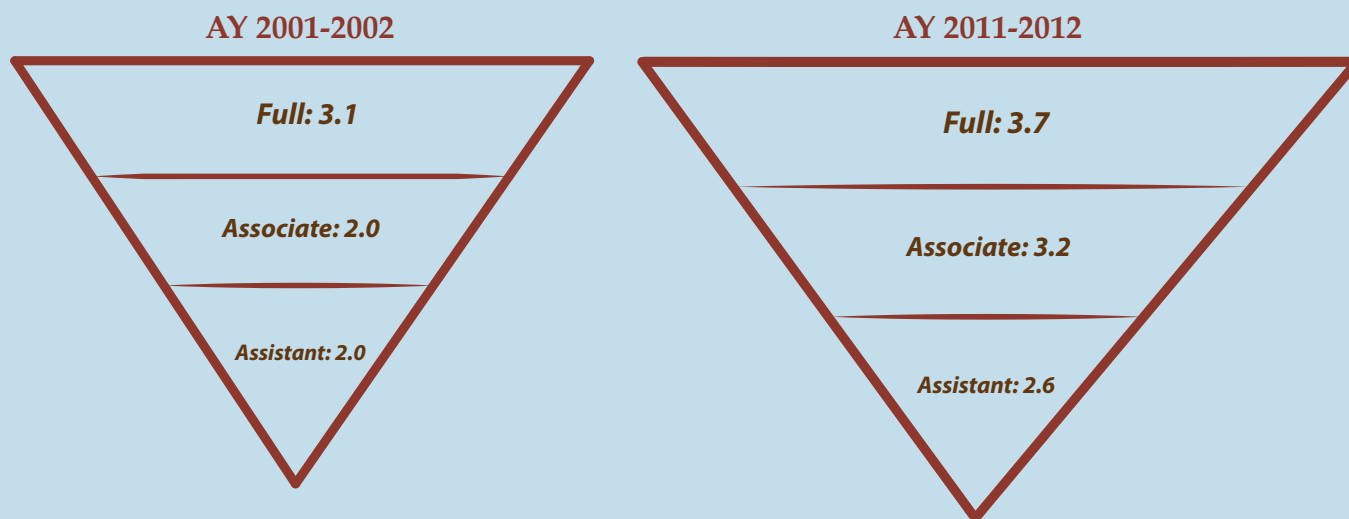
AY 2011-2012 (see Table 1). The single exception was at research institutions, with fewer than half of departments reporting that they stayed the same size as the previous year, on average. The decline in growth rates could be attributed to hiring freezes, lack of full-time faculty replace-

Table 1. Departments Reporting Faculty Growth, Decline, and Stasis from the Previous Year: AY 2000-2001 and AY 2010-2011.

Type of Institution	AY 2000-2001			AY 2010-2011		
	Growth	Decline	Stasis	Growth	Decline	Stasis
Research	32.3	25.8	41.9	18.7	36.6	44.8
Doctoral	19.6	21.4	58.9	11.5	26.9	61.5
Master's	17.2	10.7	72.1	11.1	18.3	70.6
Baccalaureate	11.6	5.2	83.1	7.8	12.7	79.4

Source: Academic Year 2001-2002 and 2011-2012 Department Surveys, American Sociological Association.

**Figure 3. Faculty Structure Pyramids (Average Number of Faculty):
AY 2001-2002 and AY 2011-2012.**



Source: Academic Year 2001-2002 and 2011-2012 Department Surveys, American Sociological Association.

ments, or prioritization of some departments but not others. We were unclear whether sociology departments at research institutions were most affected by these factors.

Overall, we found that one-year growth appeared to have declined between the two survey years. Departments were asked specifically whether they hired new faculty or lost any since the previous academic year. In AY 2001-2002, 43.7% of departments reported hiring new faculty since the previous year compared to 38% of departments in AY 2011-2012, both at the average rate of 1.4 faculty members. When asked whether they lost faculty for any reason, 30.2% of departments in AY 2001-2002 reported losing faculty members, at an average rate of 1.3 faculty members. In contrast, 41.5% of departments in AY 2011-2012 reported losing faculty at an average of 1.5 faculty members (data not shown). Even though there seemed to be less hiring and more faculty leaving than in AY 2001-2002, the majority of departments stayed about the same size between AY 2010-2011 and AY 2011-2012, with the exception of research departments (which had the smallest percentage of departments in which the number of faculty members stayed the same).

Comparison of Faculty Ranks

A second measure of changes in faculty structure was the difference in growth rates by faculty ranks. Over the 10-year period, however, the average number of faculty in sociology and joint departments and divisions increased. In both academic years surveyed, full professors were the largest group of faculty members, and their average growth over the decade did suggest a “graying” of the faculty. Perhaps, as a result, the structure of sociology departments, on average, looked as much like an inverted pyramid in AY 2011-2012 as it did in AY 2001-2002. Figure 3 suggests that during this period, assistant professors were promoted to associate professors, the rank that saw the largest average growth.

Adjunct or Contingent Faculty

The AAUP reports suggest that the percentage of contingent faculty members has grown substantially over the decade. This finding, however, did not appear to extend to sociology departments, if reports by departments were reliable. Since AY 2001-2002, the average number of adjunct faculty members that were not graduate students appeared to decline at some types of

Table 2. Comparison of Average Number of Adjuncts by Institution Type: AY 2001-2002 and AY 2011-2012.

Type of Institution	AY 2001-2002	AY 2011-2012
Research	5.6	4.4
Doctoral	5.4	4.2
Master's	4.1	4.6
Baccalaureate	2.2	3.7

Source: Academic Year 2001-2002 and 2011-2012 Department Survey, American Sociological Association.

institutions while they decreased at others.⁴ The average number of adjuncts in departments at research and doctoral institutions declined (see Table 2). It may be that in these departments, graduate students took on the role of adjuncts and began to teach their own courses. In contrast, the average number of adjuncts in departments at master's and baccalaureate-only institutions increased (from 4.1 to 4.6 and from 2.2 to 3.7, respectively). Since the average number of full-time faculty members increased at baccalaureate-only institutions, those departments that survived the decade appeared to increase in average size not only in terms of faculty members but in terms of adjuncts as well. In general, the average number of adjuncts used in sociology departments still suggested dependence on adjunct faculty, especially in departments at baccalaureate institutions.

Teaching Loads and Ratio of Students to Faculty

Course Loads

Since AY 2001-2002, there have been mixed reports about the average number of courses taught by full-time faculty members in departments at different types of institutions. In AY 2011-2012, departments at research universities had the lowest teaching loads, about 4.5 courses per year, a slight increase from AY 2001-2002.

This finding suggested that the division between institutions that demand publications in top-tier journals and grants, and those that might emphasize the former but also emphasize teaching, still existed during this time period. The small number of doctoral institutions saw the greatest increase in teaching loads, from 5.2 courses per faculty member to 6.1 courses (see Table 3). Departments at master's institutions experienced a slight decline in the average course load, from an average of 6.9 courses to an average of 6.5 courses per faculty member, while baccalaureate-only institutions saw a decrease at about the same rate. The decrease in teaching loads at baccalaureate-only schools might be explained by the increase in faculty members. It is unclear how the various academic transformations, discussed above, differentially affected the four types of institutions. Perhaps baccalaureate-only departments compared favorably to more vocationally-oriented departments in terms of launching students into careers and, as a result, were successful in lowering their regular course loads. Alternatively, perhaps more of them were considered to be priority departments.

Ratio of Undergraduate Majors to Faculty

Between AY 2001-2002 and AY 2011-2012, the mean number of sociology majors per full-time faculty members reported by departments increased from 11.3 to 12.1 majors. The reporting

Table 3. Mean Course Loads per Faculty Member by Institution Type: AY 2001-2002 and AY 2011-2012.

Type of Institution	AY 2001-2002	AY 2011-2012
Research	4.2	4.4
Doctoral	5.2	6.1
Master's	6.9	6.5
Baccalaureate	7.0	6.5

Source: Academic Year 2001-2002 and 2011-2012 Department Survey, American Sociological Association.

⁴The comparison may not be fully reliable since in AY 2001-2002 we asked for number of adjuncts in a full academic year and in AY 2011-2012 we asked for the number in Spring semester. We are assuming that the same number of adjuncts was used in each semester and might well be the same people, so that chairs might in fact be giving a year count.

Table 4. Number of Majors per Full-Time Faculty by Institution Type: AY 2001-2002 and AY 2011-2012.

Type of Institution	AY 2001-2002		AY 2011-2012	
	Mean	Standard Deviation	Mean	Standard Deviation
Research	14.5	20.3	17.5	13.2
Doctoral	13.6	9.6	18.5	12.9
Master's	14.8	9.6	16.5	14.6
Baccalaureate	13.5	11.0	14.2	11.1

Source: Academic Year 2001-2002 and 2011-2012 Department Survey, American Sociological Association.

sociology departments at doctoral institutions had the highest average number of majors per faculty member in AY 2011-2012—18.5 to 1 compared to sociology departments at research institutions, with an average 17.5 to 1 ratio. Ratios for masters' and baccalaureate-only schools were lower than at research and doctoral institutions. However, it should be noted that the standard deviations were extremely large—almost as large as the mean numbers themselves; therefore, it appeared as if there was more variation within categories than between them. Nonetheless, the AY 2011-2012 ratio of majors to faculty did suggest increased ratios since the AY 2001-2002 Department Survey. From our other research on undergraduate majors, we have found that faculty members were a positive factor in helping majors search for and obtain career-level positions after graduation. Higher ratios of majors can make this preparation more time consuming, although there are still ways to do this without contributing significantly to faculty workloads (Spalter-Roth, Senter, and Van Vooren 2010).

Number of Students Who Have Taken at Least One Sociology Course to Full-time Faculty Members

Compared to the reported ratio of sociology majors per faculty member, the number of students who took at least one sociology course in AY 2011-2012 was more than eight times as large—an average of about 131 students per

⁵These data were not available for AY 2001-2002.

each faculty member (see Table 5).⁵ The findings from departments at doctoral institutions indicated that they had the highest number of students per faculty. Faculty at research institutions reported teaching fewer students, on average, than did faculty at doctoral universities but more than sociology faculty at master's and baccalaureate-only institutions. Faculty in the latter type of departments reported teaching the fewest students, on average, suggesting smaller class sizes and,

perhaps, more personal attention to students. Indeed, previous ASA research suggests that students at baccalaureate schools are the most satisfied (Senter, Van Vooren, and Spalter-Roth 2013). However, here again, the standard devia-

Table 5. Average Number of Students per Full-Time Faculty Who Took at Least One Sociology Course: AY 2011-2012.

Type of Institution	Mean	Standard Deviation
Research	133.2	93.7
Doctoral	154.8	108.5
Master's	137.1	99.7
Baccalaureate	111.2	95.7
Total	130.7	97.8

Source: Academic Year 2011-2012 Department Survey, American Sociological Association.

tions were almost as large as the mean number of students per faculty member, and the differences are not significant. Based on these numbers, it was obvious that there was more variation within categories than between categories.

CONCLUSIONS

The decade between AY 2001-2002 and AY 2011-2012 presented difficulties for sociology departments faced with hiring freezes and lack

of replacements, more competition from vocationally-oriented majors, the coming of strategic prioritization, and a greater emphasis on career outcomes. These transformations likely made the life of faculty members more difficult. In addition, there were fewer departments that graduated at least one major, according to IPEDS data. Over the course of the 10-year period, data from responding sociology departments suggest increases in course loads, majors per faculty member, and in some types of departments, especially doctoral universities, decreases in the number of adjunct faculty. The small number of reporting departments at doctoral institutions appeared to be hardest hit by the decade's changes. In contrast, the situation for reporting baccalaureate-only departments appeared to improve (perhaps because those that had the most severe problems were closed or the institution's doors were closed). Departments at master's institutions seemed the most stable. All in all, the changes experienced by reporting sociology departments were mixed, and based on the measures used here, the majority of reporting sociology departments (with the exception of departments at doctoral institutions) did not appear to have lost faculty. Thus, it appeared that, on average, departments did not experience the depth of losses that might be expected, given the major transformations in the academy over the past decade.

Several factors are important to keep in mind when reading these results. First, only about three out of five departments in the survey universe reported, and many did not answer all of the questions. Therefore, the findings might not be generalizable to the universe of sociology departments. Second, the share of departments from each type of institutions was not stable between survey years. Third, the averages used throughout this report did not reveal the cause of the changes; rather they suggested possible contextual milieus in which changes may have taken place. Further, they did not reveal anything about how processes of change worked in departments. Individual departmental analysis and explanations would do a better job, or, per-

haps, more qualitative interviews with a sample of faculty members in departments.

In order to better understand changes at the departmental level, the ASA Research Department indicated when departments agreed to answer the survey that we would provide departments with their own data, and, for those departments that provided complete responses to the survey, we would provide information on a group of peer departments that the chair can choose. Using such data might be helpful to departments, although the data presented in this brief could be used as a baseline.

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APPENDIX I

SURVEY DESIGN AND METHODS

Locating the Universe and Survey Design

What's Happening in Your Department? is an ASA study based on a survey of the universe of chairs of stand-alone academic sociology departments and joint departments or divisions that awarded at least one bachelor's degree in sociology during the 2010-2011 academic year. The master list of academic departments was developed using the National Center for Educational Statistics 2010-2011 *Integrated Postsecondary Education Data System (IPEDS) Completions Survey*. To maintain quality control and to ensure that all relevant departments were included in the master database, the IPEDS data were cross-checked with ASA's internal database of academic sociology departments, and non-matching records were examined to determine whether they were to be included in the survey database. Sociology departments whose points of contact were missing or incomplete were searched for online to obtain the email and mailing address of the appropriate individual(s). This resulted in a total of 1,037 valid records.¹ During the survey administration, it was determined that 12 departments were invalid because they either no longer were stand-alone departments or were improperly recorded as such in the IPEDS database, or were duplicated in the original master list. This resulted in an adjusted master list of 1,025 records.

The survey instrument was designed in early

2012 by the ASA Department of Research on the Discipline and Profession in collaboration with the Center for Survey Research (CSR) at Indiana University. Many of the survey questions were comparable to the 2002 and 2007 ASA Department Surveys, along with new questions on use of new technology, new courses, and changes in department resources. These new questions were responses to concerns expressed by academic department chairs' attending events for them at regional and national sociology meetings. The resulting survey consisted of six sections and 30 primary questions with skip patterns and sub-questions where appropriate. The six sections included questions about changes in department resources, assessment of student learning and career preparation, department structure for undergraduate degrees, subfields offered for undergraduate degrees, graduate programs, and faculty characteristics. Qualitative responses were permitted where applicable or necessary. The online survey was set up so that more than one member of the department could respond to the section about which he/she knew the most.

To ensure quality control and to obtain critical feedback for finalizing the instrument, the survey—which was administered entirely online—was pilot tested by ASA senior staff with experience in academic sociology departments, and adjustments to the instrument were made accordingly.

Survey Administration and Response Rates

The survey was exclusively web based, and was administered by the CSR. To increase response rates, all department chair contacts in our master database were sent a hardcopy pre-notification letter signed by ASA Execu-

¹In several instances during administration of the survey, contacts who were identified in our database as department chairs replied to inform us that they no longer held their position as chair (e.g., due to recent retirement). For those persons, we either conducted a search for the new chair/appropriate contact and distributed an email invitation to that person, or the former chair provided us with information that allowed us to send a survey invitation to the appropriate contact.

tive Officer Sally T. Hillsman on June 5, 2012, alerting them that they would be receiving an email invitation to participate in the survey. The survey was launched on June 28, 2012 through an email invitation also sent on behalf of Sally Hillsman. Email recipients were provided with a unique survey login identification number to access the online survey. All email invitations and follow-up reminders included an opt-out link for those who did not wish to receive further communications about the survey, and potential respondents were notified that participation was voluntary. Six follow-up email reminders were sent to non-respondents during the course of the survey (including one on behalf of then ASA President Erik Olin Wright), in addition to a postcard reminder that was sent to them early in September 2012. The survey was closed on December 28, 2012.

Altogether, 645 valid responses out of a potential 1,025 were received, for a final response rate of approximately 63%—a 3% increase compared to the 2007 survey. The majority of responding de-

partments consisted of master's degree-granting institutions—based on 2010 institutional classifications (“Carnegie Codes”) from the Carnegie Foundation for the Advancement of Teaching—at 42.3%, followed by baccalaureate-only institutions at 28.2%, research institutions at 23.7%, and doctoral institutions at 5.7%. The largest increase in responses was among research institutions (23.7% in 2012 compared to 17.3% in 2007). The largest decrease was among doctoral institutions (5.7% in 2012 compared to 10.2% in 2007). Although unlikely, the small changes in Carnegie institutional classifications over the five-year period might explain the differences in the number of responses by research and doctoral institutions. We did not weight these data because the response rate by type of institution (as categorized by Carnegie Codes) generally corresponded with the percentage of each type of institution in the universe.²

²There was a small under-representation of Research institutions of about 5%.



The following are selected research briefs and reports produced by the ASA's Department of Research on the Discipline and Profession for dissemination in a variety of venues and concerning topics of interest to the discipline and profession. These and all research briefs are located at www.asanet.org/research/briefs_and_articles.cfm. You will need Adobe Reader to view our PDFs.

Title	Format	Year
Strong Ties, Weak Ties, or No Ties: What Helped Sociology Majors Find Career-Level Jobs?	PDF	2013
Some Sociology Faculty Salaries Edge Up: 2012-2013 Faculty Salary Brief for Sociology and Other Social Science Disciplines	PDF	2013
Social Capital for Sociology Majors: Applied Activities and Peer Networks	PDF	2013
Postdocs: Another Stage in the Sociology Pipeline?	PDF	2013
Sociology Majors: Before Graduation in 2012	PDF	2013
Recruiting Sociology Majors: What Are the Effects of the Great Recession?: Concepts, Change, and Careers	PDF	2012
What Leads to Student Satisfaction with Sociology Programs?	PDF	2012
On the Upswing: Findings from the ASA 2011-2012 Job Bank Survey	PDF	2012
What Do We Know About the Dissemination of Information on Pedagogy?: 2008, 2010, and 2011	PDF	2012
Mothers in Pursuit of Ideal Academic Careers	PDF	2012
Research about Minorities in Sociology: Surveys, Datasets, and Measurement	PPT	2012
The Effects of New Technology on the Growth of a Teaching and Learning Network	PDF	2011
The Future of Sociology: Minorities, Programs, and Jobs	PPT	2011
The Impact of Cross Race Mentoring for "Ideal" and "Alternative" PhD Careers in Sociology	PDF	2011
Sociology Master's Graduates Join the Workforce	PDF	2011
Are Masters Programs Closing? What Makes for Success in Staying Open?	PDF	2011
Falling Behind: Sociology and Other Social Science Faculty Salaries, AY 2010-2011	PDF	2011
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American Sociological Association
Department of Research on the Discipline and Profession
www.asanet.org
research@asanet.org

