

What's Happening in Your Department:

# Who's Teaching and How Much?

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Higher education organizations, coalitions, and professional and disciplinary associations have decried the increasing use of adjunct faculty and the negative impact of this form of employment on the quality of student learning. Adjunct, contingent, or supplementary faculty includes part-time, temporary, and contract faculty paid on a per-course basis. Education is seen to suffer because adjunct faculty members are not given the pay nor the resources to serve on committees, act as mentors, develop curriculum, teach capstone courses, guide dissertations, or write letters of recommendation. They seldom teach a sequence of courses, so students who like that instructor's teaching style are unable follow him or her to the next step of a course sequence.

The other side of the growth in course loads taught by adjunct faculty, critics suggest, is that the burden for regular full-time faculty increases as they mentor more majors, write more letters of recommendation, develop more course sequences, and devote more time to service activities than if their department lines were filled by full-time faculty (Spalter-Roth and Erskine 2004). According to the Coalition on the Academic Workforce (CAW), a coalition of disciplinary and scholarly associations:

The dramatic rise in contingent appointments poses a grave threat to the quality and stability of higher education. The immediate cost savings that institutions realize from their use are often offset by the lack of program coherence and reduced faculty involvement with students and student learning. Permanent faculty members must be present in sufficient numbers to develop courses, research new trends, set requirements, and design general education courses, majors, minors, and graduate programs. <<http://www.academicworkforce.org/>>.

It is generally assumed that the heavy use of adjunct faculty is limited to the humanities, and indeed it is highest in the fine arts, but two recent reports suggest that the use of this type of employment relation is widespread across disciplines. The first report issued by the American Federation of Teachers (2008), based on data gathered for the National Center for Educational Statistics' (NCES) National Survey of Postsecondary Faculty (NSOPF) and the NCES Fall Staff Survey, finds that 38.4 percent of all courses at four-year colleges and 41.8 percent of all courses taught at public research universities are taught by adjunct faculty. A slightly smaller share of courses is taught by adjunct faculty in the social sciences than in other disciplines (34.7 percent of the courses at four-year colleges and 38.5 percent of courses at research universities). A second report by the Modern Languages Association (2008), based on data from the NCES Fall Staff Survey and the NSOPF, finds that the percentage of full-time tenured and tenure-track faculty decreased from 1995 to 2005, while the percentage of part-time faculty increased from 40.8 percent of all faculty in 1995 to 47.6 percent in 2005. The percentage of part-time faculty in sociology in 2005 was reported at 41.0 percent. These studies show an increase in the numbers of courses taught by adjunct faculty members and the numbers of adjunct faculty members.

How does the percentage of adjunct faculty in sociology departments and programs and the share of courses that they teach compare to the data presented in the two reports cited above? This research brief answers this question by examining teaching patterns in sociology departments between Academic Years (AY) 2001/2001 (2001) and 2006/2007 (2007). First, we examine changes in faculty composition, including the percentage of

faculty that are permanent rather than adjunct, and the percentage of adjunct faculty that are graduate students in different types of institutions of higher education. We then examine the teaching responsibilities of permanent and adjunct faculty in different types of institutions, including the average

number of courses taught and the number of majors mentored by full-time faculty member. These data are based on the American Sociological Association's (ASA's) survey of department chairs and is second in a series of research briefs based on these data.

## RESEARCH DESIGN

In March 2008, the universe of chairs in stand-alone sociology departments and joint departments or divisions that awarded at least one sociology undergraduate degree received an online ASA Department Survey. It requested AY 2006–2007 information about department size and structure, numbers of undergraduate majors and graduates, graduate enrollments, faculty hires, student evaluations, and other relevant information. The ASA Department Survey is important to the discipline because it is the only survey in which the sociology department is the unit of analysis. The survey focuses on questions that specifically address chairs' need for information on topics of concern to them for departmental research, policymaking, and planning. Many questions in the AY 2006–2007 survey were similar to those asked in the AY 2000–2001 survey in order to provide trend data.

In spite of the questionnaire length, 60 percent of chairs and their staff members took the time to answer, higher than the 55 percent response rate for the previous ASA department survey. Although the response rate was higher, fewer departments filled out the complete survey, resulting in some lack of consistency in the results.

To control for uneven response rates by type of school, responses are weighted to reflect their proportion in the total universe. Tables 1 and 2 in Appendix I provide the distribution of responses by type of department both weighted and unweighted. Appendix II contains a list of the responding schools grouped by Carnegies Code. Appendix III contains additional information on the survey methods.

## FINDINGS

Between 2001 and 2007, the number of full-time faculty members remained relatively stable, as we saw in the first research brief in this series (see <http://www.asanet.org/galleries/default-file/07ASADeptSurveyBrief1.pdf>), and so did the number of adjunct faculty. The actual reported numbers of full-time faculty was 5,295 in 2001 and 5,242 in 2007 and the number of reported

supplementary faculty was 2,879 in 2001 and 2,941 in 2007. In 2001, reporting sociology departments taught a total of 29,283 courses, by 2007 there was an increase of 16 percent to 34,045 courses. The outcome of a greater number of courses and a stable number of permanent and adjunct faculty members could result in either full-time faculty teaching heavier course loads or adjunct faculty teaching more courses. We find that

the answer is heavier course loads for permanent faculty rather than more courses for adjuncts, if the data presented here are valid and reliable.

### FACULTY COMPOSITION

Do the changes reported in the Department Survey match the changes found in the MLA report? Between 2001 and 2007, the percentage of permanent sociology faculty (tenured, tenure track, and some permanent faculty for whom tenure lines are not available) in sociology departments stayed stable at about 64 percent of teaching faculty, on average, although there was significant variation among types of departments (see Figure 1). The highest percentage of permanent sociology faculty, with about three-quarters of all teaching faculty having this status, and the lowest share of adjunct faculty was found at Baccalaureate I schools in both years. The percentage of permanent faculty ranged from 60–70 percent at most of the remaining types of schools, with two exceptions—departments at Master's II schools and departments at Baccalaureate II schools.<sup>1</sup> There was a significant drop in the share of permanent faculty, especially at the small number of departments from Master's II schools that answered the survey (a decline from 54.9 percent to 37.0 percent).

Simultaneously, the percentage of supplementary faculty (including adjunct and visiting faculty) remained at about 35 percent of teaching faculty, overall, with variations among departments at different types of institutions of higher education. The percentage of adjunct faculty reported is lower in the ASA survey compared with the MLA results (35 percent compared with 41 percent). These differences can be explained by

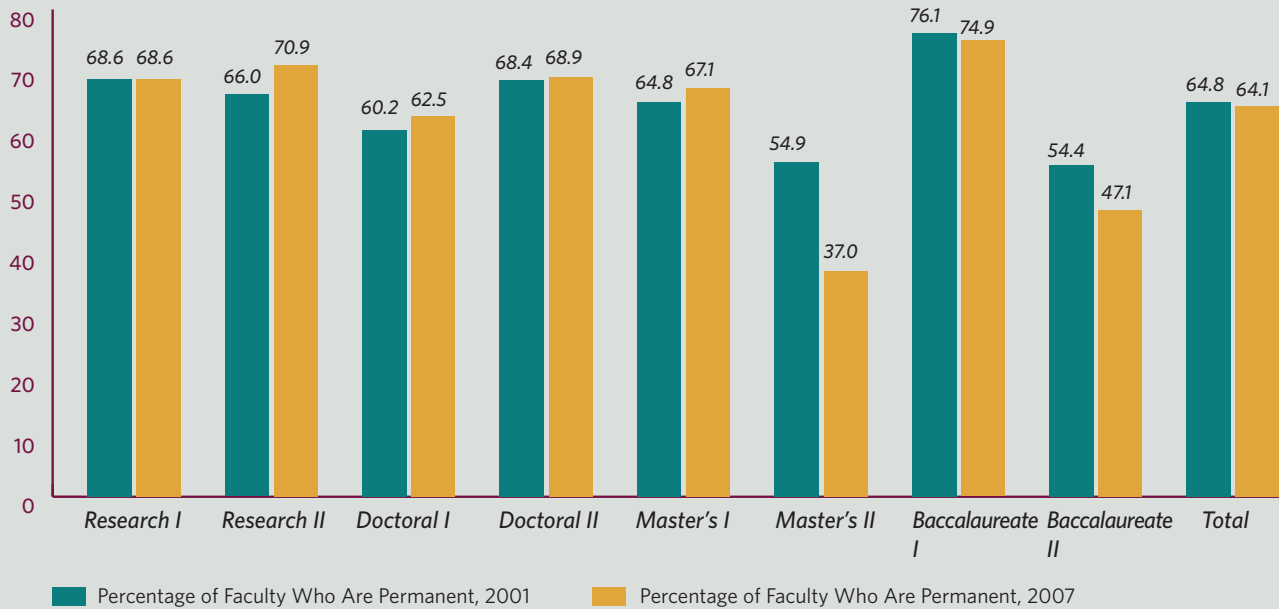
the different sampling techniques used (the unit of analysis for ASA is the department and the unit of analysis for the NSOPF is the individual), different definitions of permanent versus adjunct faculty, or by mistaken reporting by respondents.

Two types of teachers comprise the supplementary, contingent, or adjunct faculty ranks. The first are faculty who are not permanent members of departments and teach on a course-by-course basis or as visiting faculty members. These individuals often have PhD degrees. The second type of contingent faculty member is a graduate student who is teaching his or her own course rather than acting as a teaching assistant to a full-time faculty member. Table 1 shows both the total number of supplementary faculty and the number of these that are graduate students by type of institution of higher education. Between 2001 and 2007, the average (both mean and median) number of adjunct faculty stayed stable—although means were higher than medians (4.7 supplementary faculty per department in both years compared with 3.0, respectively). There were significant variations by type of department. Regardless of whether we examine means or medians, the number of supplementary faculty at Research I and II and Doctoral I universities fell during the 6 years between surveys. At Doctoral II and Master's I schools the mean number of adjuncts fell but the median number stayed stable. The mean and the median number of supplementary faculty stayed stable at Baccalaureate I schools (a mean of 1.6 adjunct faculty per department and a median of 1.0). Unlike the previous numbers that either declined or stayed stable, there was a major increase in the mean number of adjunct faculty at Master's II institutions, although not the median.<sup>2</sup> Between 2001 and 2007

<sup>1</sup> The percentage of supplementary faculty at Master's II schools is being raised by an outlier: Park University runs a large sociology program for the Department of Defense with courses taught by 120 supplementary faculty.

<sup>2</sup> The decline in the mean number of permanent faculty and the increase in the number of adjunct faculty at Master's II schools may be the result of one school with a sociology department composed of three permanent faculty members and 120 adjuncts that teach distance learning courses.

**FIGURE 1: Percentage of Permanent Faculty in Sociology Departments, 2001 and 2007**



Source: ASA Department Survey, 2001 and 2007

**TABLE 1: AVERAGE NUMBER OF ADJUNCT FACULTY, 2001 AND 2007**

	ALL ADJUNCT FACULTY				GRADUATE STUDENTS			
	Means		Medians		Means		Medians	
	2001	2007	2001	2007	2001	2007	2001	2007
Research I	10.5	9.9	8.0	7.0	6.4	6.5	3.5	3.5
Research II	8.0	7.2	7.0	6.5	4.2	5.6	3.5	4.5
Doctoral I	10.1	8.9	9.0	6.0	5.4	5.9	3.0	4.9
Doctoral II	5.2	4.4	3.0	3.0	1.5	1.4	0.0	0.0
Master's I	4.5	4.0	3.0	3.0	1.2	1.0	0.0	0.0
Master's II	3.9	7.5	2.0	2.0	0.1	0.5	0.0	0.0
Baccalaureate I	1.6	1.6	1.0	1.0	0.5	0.6	0.0	0.0
Baccalaureate II	3.0	3.6	2.0	2.0	0.4	0.4	0.0	0.0
All Programs	4.7	4.7	3.0	3.0	2.0	2.0	0.0	0.0

Source: ASA Department Survey, 2001 and 2007

**TABLE 2. CALCULATED COURSE LOADS FOR PERMANENT FACULTY IN SOCIOLOGY PROGRAMS, 2001 AND 2007**

	MEANS		MEDIAN	
	2001	2007	2001	2007
Research I	3.31	3.80	3.00	3.20
Research II	3.40	4.47	3.15	4.12
Doctoral I	3.24	4.82	3.04	4.98
Doctoral II	5.14	6.25	5.00	5.94
Masters I	5.76	7.41	5.16	7.27
Masters II	8.26	7.72	6.33	6.22
Baccalaureate I	4.64	5.84	4.44	5.17
Baccalaureate II	7.26	8.10	5.96	7.82
ALL PROGRAMS	5.72	6.38	5.00	6.33

Source: ASA Department Survey, 2001 and 2007

**TABLE 3. PERCENTAGE OF COURSES TAUGHT BY PERMANENT AND SUPPLEMENTARY FACULTY IN SOCIOLOGY DEPARTMENTS, 2001 AND 2007**

	<i>Percentage of Courses Taught by Permanent Faculty, 2001</i>	<i>Percentage of Courses Taught by Permanent Faculty, 2007</i>	<i>Percentage of Courses Taught by Supplementary Faculty, 2001</i>	<i>Percentage of Courses Taught by Supplementary Faculty, 2007</i>
Research I	77.3	83.3	22.7	16.7
Research II	73.8	87.4	26.2	12.6
Doctoral I	71.4	80.1	28.6	19.9
Doctoral II	79.9	92.2	20.1	7.8
Masters I	78.0	84.7	22.0	15.3
Masters II	78.4	72.4	21.6	27.6
Baccalaureate I	84.8	86.8	15.2	13.2
Baccalaureate II	70.2	79.6	29.8	20.4
TOTAL	76.7	83.8	23.3	16.2

Source: ASA Department Survey, 2001 and 2007

the number of courses being taught by graduate students remained stable overall, with an increase of about one additional graduate student teaching and Research II and Doctoral I schools. The mean number of graduate students teaching their own courses was highest at Research I schools, although by 2007 the median number was highest at Doctoral I schools. Overall, the number of adjunct faculty at the remaining types of institutions of higher education remained stable, in spite of the increase in course loads.

### FACULTY COURSE LOADS

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As we have seen, the number of sociology courses being taught increased by about 16 percent, according to the reports of chairs and their staffs. Have the course loads of permanent faculty members increased or are a greater share of courses being taught by adjunct faculty or both? The yearly course loads reported by chairs and their staffs suggest that full-time faculty members are doing more teaching. Table 2 shows that, if reports are reliable, median course loads for full-time faculty increased, and mean course loads increased even more. (Course loads are calculated by dividing the total number of courses taught by permanent faculty by the number of permanent faculty.)

The median increase was more than one course per faculty member with the largest increases in departments or programs at Master's I schools (about two courses per faculty member). There are variations in loads by type of school, with the fewest courses being taught by faculty in sociology departments at Research I schools, but even here there was an increase. The only exception to this increase in course loads was in departments at Master's II schools, where there was a drop in the course load for permanent faculty. As we noted, the only increase in the percentage of courses being taught by supplementary faculty was at Master's II institutions, largely as the result of one outlier university.

We have seen that between 2001 and 2007 the median number of courses taught by full-time faculty increased, according to the responses to the Department Survey. At the same time as reported course loads increased for permanent faculty, the percentage of courses taught by adjuncts declined (see Table 3). In 2001, 23.3 percent of all courses and programs were taught by supplementary faculty. By 2007, this percentage had decreased to 16.2 percent. There were declines in the percentage of courses taught at departments and programs at all types of schools except Master II Schools. Departments at Baccalaureate I schools had the smallest percentage of courses taught by supplementary faculty in 2001 and experienced the smallest increase (2.0 percent). Research I schools experienced the next smallest decline from about 22.7 percent of all courses to 16.7 percent of all courses. The largest declines in courses taught by supplementary faculty were at Research II and Doctoral II universities. Departments at Doctoral I universities and at Baccalaureate II schools had the highest percentage of courses taught by adjuncts in 2001, but, like departments in other types of institutions of higher education, they experienced declines in the six years between surveys. As noted, the exception to these rule of a declining percentage of courses taught by adjunct faculty was in departments at Master's II universities.

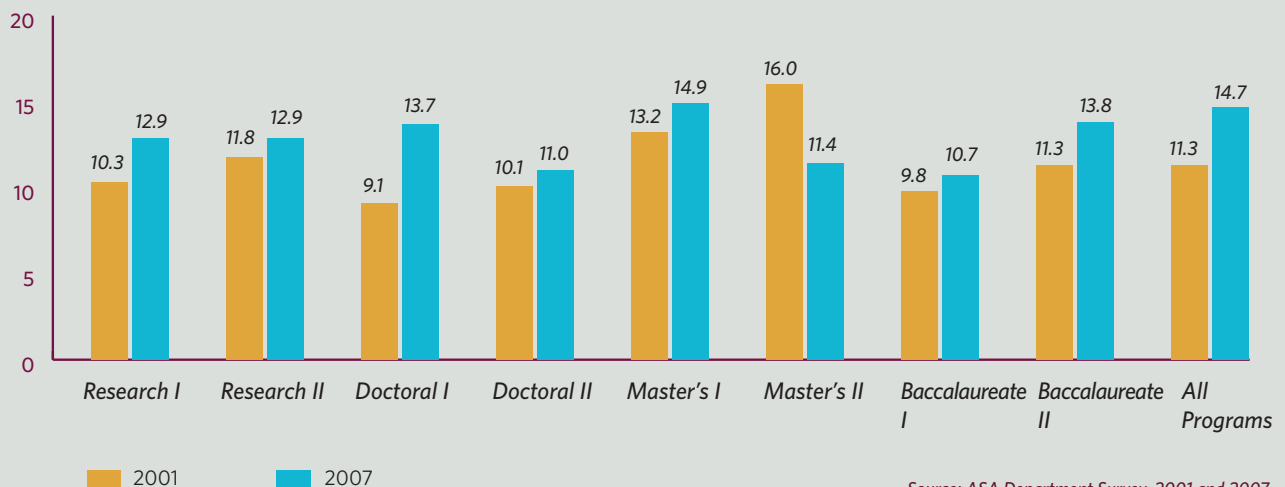
The overall findings from the Department Survey are contrary to those reported by the MLA (2008), which showed an increase in the percentage of courses taught by adjunct faculty. It is not clear why sociology departments are experiencing this kind of decrease when other departments appear to be experiencing increases in the share of courses taught by adjunct faculty. These contradictory findings may be based on differential coding of supplementary faculty or on respondent misunderstanding of the survey questions.

### MAJORS PER FACULTY MEMBER

We have seen an increase in teaching loads of one to two courses per full-time faculty member between 2001 and 2007. The number of majors per full-time faculty is another indicator of an increased teaching load in sociology. As we saw in the first research brief in this series, the average number of majors increased between 2001 and 2007 (see <http://www.asanet.org/galleries/default-file/07ASADeptSurveyBrief1.pdf>). When we divide the number of majors by the number of full-time faculty (see Figure 2) there is an overall increase of more than three additional majors per full-time faculty member between 2001 and 2007 (from 11.3 majors to 14.7 majors, respectively). Majors require mentoring, curriculum planning, capstone courses, and recommendation writing. These are the tasks of full-time faculty members and cannot (or should not, if exploitation is to be avoided) be allocated to adjunct faculty members. Faculty at Doctoral I schools experienced the largest growth in

the number of majors over the six-year period, from 9.1 majors per full-time faculty in 2001 to 13.7 majors in 2007. This increase in majors is coupled with the increase of almost two courses per year. The only decline in majors per full-time faculty was in departments or programs at Master's II schools, where, as we have seen, there is a decrease in teaching loads for full-time faculty between the two survey periods. It may be the case that numbers of these departments are losing their sociology major. Aside from this decrease in one type of department, full-time faculty members are mentoring more student majors, on average. The combination of increased course loads and increased number of majors suggest that the workloads of faculty have increased over the six-year periods. As we have seen in previous research briefs, sociology faculty salaries have not increased in constant dollars (<http://www.asanet.org/galleries/default-file/Salaries%200708%20Brief%20Revised%200608.pdf>) in spite of the increase in workloads.

**FIGURE 2: Median Number of Majors per Full-Time Faculty, 2001 and 2007**





## CHAIR'S VIEWS

If these findings are valid, adjunct faculty members are now teaching a smaller portion of the course load than they were six years ago. Permanent sociology faculty members have experienced an increase in the teaching, and mentoring activities associated with teaching sociology majors in the years between the AY 2000/2001 and the AY 2006/2007 Department Surveys.

To clarify the experiences of departments with changing course loads and staffing patterns, we examined the open-ended responses of chairs to the survey in order to see if staffing is a major problem for their departments. Comments by chairs suggest that, as a result of stagnant resources but increased numbers of students, permanent faculty are experiencing heavier loads and this is a problem for the quality of education as well as faculty morale. However, the comments did not suggest any indication of a decline in the use of adjunct faculty. Here are some examples of the responses to the question of the most important issues with which chairs must deal:

*One full-time professor retired about 4 years ago; we were not able to replace him. Our classrooms are filled to capacity, and we need more help. I have had to get a PhD student for next semester to teach the required stats course.*

*Getting new faculty hires so that the practice of hiring adjuncts can end.*

*Faculty teaching load too burdensome.*

*This university has almost doubled in size in the past dozen years or so: zero additional faculty lines, and we had lost one during budget cuts in 1995-96. Of course, the administration prefers we exploit part-timers, but in this medium-sized town we*

*cannot find qualified people to teach part-time even if we were enthusiastic about the idea.*

*More full-time faculty needed.*

*We face an increasing demand to offer more courses with fewer faculty. Workload issues are at the top of everyone's mind and we are continually under threat of moving to a 4-4 teaching load.*

A few chairs faced similar problems to those cited above, but had a more optimistic view of the current situation, one suggesting a bottom-up approach the other a top-down approach.

*We have a strong faculty union ... and sociologists are activists and leaders. Our goal is to improve faculty salaries to a national average (state regionals) and reduce teaching loads (12 credit hours per quarter). Also we hope to augment funding of our university-wide Faculty Development Fund, which is administered by faculty elected by their respective divisions. As a department, we plan to increase our political activism and a community activism (service learning, practicums, mentoring in local schools, etc.). Our enrollments are strong but we would like to recruit more minority students, particularly Hispanic students from the area (mostly Mexican American).*

*Limited new faculty lines and over-reliance on contingent faculty are serious problems facing the corporate university. However, I must say that my university is very supportive of the professors we have: good budget for faculty development, strong support for academic freedom, and the right to create new courses regularly keep morale up.*

The data presented in this research brief suggest two trends—increasing course loads for permanent faculty and decreasing use of supplementary faculty. These findings disagree with the findings of the AFT and MLA studies. Comments by chairs emphasize the former, but the comments do not suggest that there is less reliance on adjunct faculty, although chairs appear to wish to decrease the numbers of adjuncts teaching in their departments or programs.

### **What Do You Think?**

Given the disagreement between ASA findings and those of the other surveys, the ASA Research Department would like to hear if the findings reported here match your department's experiences. Please visit our new blog at <http://asaresearch.wordpress.com/> to comment on this and future research briefs.

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APPENDIX I

**APPENDIX TABLE 1. Unweighted Institutional Characteristics of Programs Offering Baccalaureate Degrees in Sociology.**

Institution Type	2000-01		2006-07	
	Number of Programs	%	Number of Programs	%
Research I	70	11.3%	62	12.6%
Research II	31	5.0%	23	4.7%
Doctoral I	26	4.2%	27	5.5%
Doctoral II	41	6.6%	23	4.7%
Masters I	213	34.5%	183	37.0%
Masters II	42	6.8%	31	6.3%
Baccalaureate I	88	14.3%	71	14.4%
Baccalaureate II	106	17.2%	74	15.0%
ALL PROGRAMS	617	100.0%	494	100.0%

Source: ASA Department Survey, 2001 and 2007

**APPENDIX TABLE 2. Weighted Institutional Characteristics of Programs Offering Baccalaureate Degrees in Sociology.**

Institution Type	2000-01		2006-07	
	Number of Programs	%	Number of Programs	%
Research I	70	8.6%	79	9.7%
Research II	31	3.8%	29	3.6%
Doctoral I	31	3.8%	39	4.8%
Doctoral II	41	5.0%	37	4.5%
Masters I	288	35.3%	307	37.6%
Masters II	51	6.3%	57	7.0%
Baccalaureate I	103	12.6%	121	14.8%
Baccalaureate II	201	24.6%	147	18.0%
ALL PROGRAMS	816	100.0%	816	100.0%

Source: ASA Department Survey, 2001 and 2007

## APPENDIX II

### LIST OF DEPARTMENTS THAT PARTICIPATED IN THE SURVEY BY CARNEGIE CODE

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#### RESEARCH I

Arizona State University  
Brown University  
Columbia University  
Cornell University  
Emory University  
Florida State University  
Georgetown University  
Harvard University  
Howard University  
Indiana University-Bloomington  
Iowa State University  
Johns Hopkins University  
Louisiana State University  
New York University  
North Carolina State University  
Northwestern University  
Ohio State University  
Oregon State University  
Pennsylvania State University  
Princeton University  
Purdue University  
Stanford University  
Temple University  
Tufts University  
University at Buffalo - SUNY  
University of Alabama-Birmingham  
University of Arizona  
University of California-Berkeley  
University of California-Irvine  
University of California-Los Angeles  
University of California-San Diego  
University of California-Santa Barbara  
University of Cincinnati  
University of Colorado at Boulder  
University of Connecticut  
University of Florida-Gainesville  
University of Georgia  
University of Hawaii-Manoa

University of Illinois at Chicago  
University of Iowa-Iowa City  
University of Kansas  
University of Kentucky  
University of Maryland-College Park  
University of Massachusetts Amherst  
University of Miami  
University of Michigan  
University of Minnesota  
University of Nebraska-Lincoln  
University of New Mexico-Albuquerque  
University of North Carolina at Chapel Hill  
University of Southern California  
University of Tennessee  
University of Texas at Austin  
University of Utah-Salt Lake  
University of Wisconsin-Madison  
Utah State University  
Vanderbilt University  
Virginia Commonwealth University  
Virginia Polytechnic Institute & State University  
West Virginia University  
Yale University  
Yeshiva University-Yeshiva College

#### RESEARCH II

Brigham Young University  
Clemson University  
Kansas State University-Manhattan  
Kent State University-Kent  
Mississippi State University  
Northeastern University  
Ohio University  
Oklahoma State University  
Rice University  
Southern Illinois University-Carbondale  
Syracuse University  
University at Albany-SUNY

University of Arkansas  
University of California-Riverside  
University of California-Santa Cruz  
University of Notre Dame  
University of Oklahoma  
University of Oregon  
University of Rhode Island  
University of South Florida  
University of Vermont  
University of Wisconsin-Milwaukee  
University of Wyoming

#### **DOCTORAL I**

Boston College  
Bowling Green State University  
Catholic University of America  
City University of New York-Graduate School  
Clark Atlanta University  
College of William and Mary  
Georgia State University  
Indiana University of Pennsylvania  
Loyola University of Chicago  
Marquette University  
Miami University  
Northern Illinois University  
Old Dominion University  
Saint John's University  
Southern Methodist University  
Texas Woman's University  
University of Akron  
University of Denver  
University of Louisville  
University of Memphis  
University of Missouri-Kansas City  
University of North Carolina at Greensboro  
University of North Texas  
University of Northern Colorado  
University of Texas at Dallas  
University of Toledo  
Western Michigan University

#### **DOCTORAL II**

Baylor University  
Cleveland State University  
Dartmouth College  
DePaul University  
Florida International University  
Idaho State University-Pocatello  
Montana State University  
San Diego State University  
Seton Hall University  
Texas Christian University  
Texas Southern University  
University of Alabama-Huntsville  
University of Central Florida  
University of Colorado-Denver  
University of Maine  
University of Maryland-Baltimore County  
University of Massachusetts Lowell  
University of Missouri-St Louis  
University of Montana  
University of Nevada-Reno  
University of New Hampshire  
University of North Dakota-Grand Forks  
Wichita State University

#### **MASTERS I**

Adams State College  
Appalachian State University  
Arcadia University  
Arkansas Tech University  
Auburn University at Montgomery  
Augusta State University  
Austin Peay State University  
Azusa Pacific University  
Baldwin-Wallace College  
Barry University  
Bellarmine University  
Bloomsburg University  
Boise State University  
Bridgewater State College  
California Lutheran University

California State University-Bakerfield  
California State University-Chico  
California State University-Dominguez Hills  
California State University-Fresno  
California State University-Fullerton  
California State University-Hayward  
California State University-Los Angeles  
California State University-Northridge  
California State University-Sacramento  
California State University-San Bernardino  
California State University-Stanislaus  
California University of Pennsylvania  
Canisius College  
Central Connecticut State University  
Central Michigan University  
Cheyney University of Pennsylvania  
Chicago State University  
City University of New York-Baruch College  
City University of New York-Hunter College  
College of Mount St Joseph  
College of New Rochelle  
Columbus State University  
Concordia University  
Creighton University  
Dominican University  
Dowling College  
Drake University  
East Tennessee State University  
Eastern Connecticut State University  
Eastern Illinois University  
Eastern Kentucky University  
Emporia State University  
Fayetteville State University  
Fitchburg State College  
Fontbonne University  
Fort Hays State University  
Framingham State College  
Francis Marion University  
Frostburg State University  
Gallaudet University  
Gardner-Webb College  
Georgia College & State University  
Georgia Southern University  
Georgia Southwestern State University  
Gonzaga University  
Hampton University  
Hardin-Simmons University  
Hawaii Pacific University  
Hood College  
Houston Baptist University  
Humboldt State University  
Indiana University-South Bend  
Indiana University-Southeast  
Ithaca College  
Jacksonville University  
James Madison University  
John Carroll University  
Kean University of New Jersey  
Kutztown University of Pennsylvania  
La Roche College  
Lamar University  
Lindenwood University  
Loyola College  
Loyola Marymount University  
Loyola University of New Orleans  
Mansfield University of Pennsylvania  
Marshall University  
Maryville University St Louis  
McNeese State University  
Midwestern State University  
Minnesota State University-Mankato  
Missouri State University  
Murray State University  
Niagara University  
North Carolina A&T State University  
North Carolina Central University  
North Georgia College & State University  
Northeastern Illinois University  
Northeastern State University  
Northern Michigan University  
Northwestern Oklahoma State University  
Northwestern State University of Louisiana  
Oklahoma City University  
Pacific Lutheran University

Pennsylvania State University-Harrisburg  
Pittsburgh State University  
Radford University  
Rhode Island College  
Roosevelt University  
Rowan University  
Russell Sage College  
Saginaw Valley State University  
Saint Cloud State University  
Saint Mary's University  
Saint Peter's College  
Saint Xavier University  
Salem State College  
Salisbury State University  
Sam Houston State University  
Samford University  
San Francisco State University  
Seattle Pacific University  
Simmons College  
Sonoma State University  
South Dakota State University  
Southeastern Louisiana University  
Southern Illinois University-Edwardsville  
Southern Nazarene University  
Southern Oregon University  
Stephen F Austin State University  
Suffolk University  
SUNY at Potsdam  
SUNY Brockport  
SUNY College at Geneseo  
SUNY College at Oneonta  
Tarleton State University  
Tennessee Technological University  
Texas A&M University-Corpus Christi  
Texas A&M University-Kingsville  
Texas State University-San Marcos  
Texas Wesleyan College  
Trinity College  
Trinity University  
Truman State University  
University of Alaska-Anchorage  
University of Arkansas-Little Rock  
University of Central Arkansas  
University of Central Oklahoma  
University of Colorado at Colorado Springs  
University of Dayton  
University of Indianapolis  
University of Louisiana at Monroe  
University of Massachusetts Boston  
University of Michigan-Dearborn  
University of Montevallo  
University of Nebraska at Omaha  
University of Nevada-Las Vegas  
University of North Alabama  
University of North Carolina at Wilmington  
University of North Florida  
University of Portland  
University of Redlands  
University of Scranton  
University of South Alabama  
University of Tennessee-Chattanooga  
University of Tennessee at Martin  
University of the Incarnate Word  
University of Wisconsin-Eau Claire  
University of Wisconsin-La Crosse  
University of Wisconsin-Superior  
University of Wisconsin-Whitewater  
Villanova University  
Wagner College  
Webster University  
West Chester University  
West Texas A&M University  
Western Connecticut State University  
Western Illinois University  
Western Kentucky University  
Western Oregon University  
Western Washington University  
Whitworth College  
Widener University  
Wilkes University  
Winthrop University  
Worcester State College  
Xavier University of Louisiana  
Youngstown State University



**MASTERS II**

Baker University  
Bellevue University  
Belmont University  
Calvin College  
Capital University  
Carthage College  
Chestnut Hill College  
College of Saint Catherine  
Curry College  
Eastern University  
Lander University  
Lincoln University  
Linfield College  
Mid America Nazarene University  
Mount Saint Mary's University  
North Central College  
Park College  
Pfeiffer University  
Point Loma Nazarene University  
Saint Ambrose University  
Saint Edward's University  
Saint John Fisher College  
Southwest Baptist University  
SUNY Institute of Technology  
Union College  
University of Mary Washington  
University of Maryland Eastern Shore  
University of Southern Indiana  
Walla Walla College  
Walsh University  
West Virginia Wesleyan College

**BACCALAUREATE I**

Agnes Scott College  
Albion College  
Alma College  
Augustana College  
Bard College  
Barnard College-Columbia University  
Bates College

Bryn Mawr College  
Bucknell University  
Carleton College  
Coe College  
Colby College  
Colgate University  
College of Saint Benedict-St John's University  
College of the Holy Cross  
College of Wooster  
Colorado College  
Cornell College  
Davidson College  
DePauw University  
Dickinson College  
Drew University  
Eckerd College  
Furman University  
Gettysburg College  
Gordon College  
Goshen College  
Goucher College  
Grinnell College  
Hamilton College  
Hamline University  
Hanover College  
Hartwick College  
Hastings College  
Hiram College  
Hobart & William Smith Colleges  
Hope College  
Houghton College  
Juniata College  
Kenyon College  
Knox College  
Macalester College  
McDaniel College  
Mills College  
Monmouth College  
Morehouse College  
Mount Holyoke College  
Muhlenberg College  
Oberlin College

Occidental College  
Pomona College  
Reed College  
Ripon College  
Saint Mary's College of Maryland  
Shepherd College  
Siena College  
Skidmore College  
Smith College  
Southwestern University  
Swarthmore College  
University of North Carolina at Asheville  
Vassar College  
Virginia Wesleyan College  
Washington & Jefferson College  
Washington & Lee University  
Washington College  
Wesleyan University  
Westminster College  
Westmont College  
Wheaton College

**BACCALAUREATE II**

Anderson University  
Augsburg College  
Berry College  
Bethel College  
Bethel University  
Black Hills State University  
Brewton-Parker College  
Caldwell College  
Campbellsville College  
Central Methodist College  
Christopher Newport University  
City University of New York-York College  
Covenant College  
Dillard University  
Eastern Mennonite University  
Eastern Oregon University  
Elizabethtown College  
Elmhurst College

Emory & Henry College  
Florida Southern College  
Graceland College  
Grand Canyon University  
Grove City College  
High Point University  
Huntington College  
Kansas Wesleyan University  
Kentucky Wesleyan College  
Le Moyne College  
Lebanon Valley College  
Lee University  
LeMoyne-Owen College  
Manchester College  
Marian College  
Marymount Manhattan College  
Maryville College  
McKendree College  
McMurry University  
Mercy College  
Mesa State College  
Messiah College  
Methodist College  
Metropolitan State College of Denver  
Mississippi Valley State University  
Missouri Southern State University  
Missouri Valley College  
Molloy College  
Mount Mercy College  
Mount Union College  
Newberry College  
Ohio Dominican University  
Oklahoma Baptist University  
Otterbein College  
Philander Smith College  
Saint Anselm College  
Saint Augustine's College  
Saint Joseph's College  
Saint Mary's College  
Saint Norbert College  
Seton Hill University  
Shaw University

SUNY Purchase College  
Thiel College  
Thomas More College  
Trinity Christian College  
University of Montana-Western  
University of Sioux Falls  
University of South Carolina Aiken  
University of South Carolina Upstate

West Virginia State University  
Wiley College  
William Penn University  
Wilson College  
Wingate University  
York College of Pennsylvania

*Source: ASA Department Survey, 2001 and 2007*

## APPENDIX III METHODOLOGICAL APPENDIX

### THE SURVEY UNIVERSE

To implement a survey that responded to chairs' and other users' data needs, we used a continuously updated list of the universe of sociology programs and departments that award a Baccalaureate degree in sociology. This list was originally created from the National Center for Educational Statistics 1997–98 Integrated Postsecondary Education Data System (IPEDS) Completions Survey. The universe selected from IPEDS consisted of all institutions that had granted at least one BA degree in sociology during AY 1997–1998. This data file was merged with the ASA department file and then all the mismatches were verified and either included or excluded. This method produced a universe of 1,010 programs that granted a minimum of a Bachelors-level degree in sociology. This compared to the 1,093 programs in AY 2000–2001. Of these 1010 programs we could not find any contact information for 95 departments, despite a series of efforts. As a result, the survey universe contained 915 departments or programs that offered a Baccalaureate degree in sociology.

### THE SURVEY

The Survey was designed by the ASA Research and Development Department to be comparable to the earlier department survey and to reflect chairs' and committees' concerns. Indiana University's Center for Survey Research (CSR) designed the on-line survey and conducted much of the fieldwork. The final survey was mailed in March 2008 to department chairs. The data requested were for the previous completed academic year (AY 2006–2007), and for fall semester 2008, when a full year's data was not appropriate.

### RESPONSE RATES

As with most on-line surveys, initial respondents

answered quickly, and we received the bulk of responses during the first week. After that, responses came slowly, and between April 2008 and June 2008, Arne Kalleberg, the 2007–2008 President of the ASA, and Sally T. Hillsman, Executive Officer of the ASA, sent three reminder letters. The final response rate of nearly 60 percent (549 departments or programs), overall, was higher than department surveys sent by other disciplinary societies and was higher than the response rate for the AY 2000–2001 survey (with a response rate of 56 percent). The response rate varied by type of institution, with the lowest rate among Baccalaureate II and Master's II schools. As a result, responses were weighted.

### REPORTED DATA

Despite weighting, the results do not represent the full universe of sociology departments and programs. Therefore, the total counts of students and faculty are undercounts and cannot be used to answer questions, such as the total number of sociology faculty or the total number of sociology majors. Rather we present the median number per department by type of department (peer departments).

### PEER DEPARTMENTS.

The 1994 version of the Carnegie Classification of Institutions of Higher Education was used to group departments into peer groups, while insuring the promised confidentiality to individual departments. This classification method was selected over others, such as department size, because a convenience sample of chairs preferred this approach. Thus, in this report, all departments in a particular type of institution are considered "peer departments." These department types were then grouped into a broader set of categories, Research, Doctoral, Master's, and Baccalaureate, to avoid small cell sizes.

### **AMERICAN SOCIOLOGICAL ASSOCIATION**

As the national organization for sociologists, the American Sociological Association, through its Executive Office, is well positioned to provide a unique set of services to its members and to promote the vitality, visibility, and diversity of the discipline. Working at the national and international levels, the Association aims to articulate policy and implement programs likely to have the broadest possible impact for sociology now and in the future.

### **ASA RESEARCH AND DEVELOPMENT DEPARTMENT**

The ASA Research and Development Department is responsible for developing and disseminating knowledge on sociology both as a discipline and a profession by collecting primary and secondary data, by building and maintaining databases, and disseminating findings in a variety of formats so that members of the profession to benefit can use them for research, policy, and planning purposes.

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