

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.¹ 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

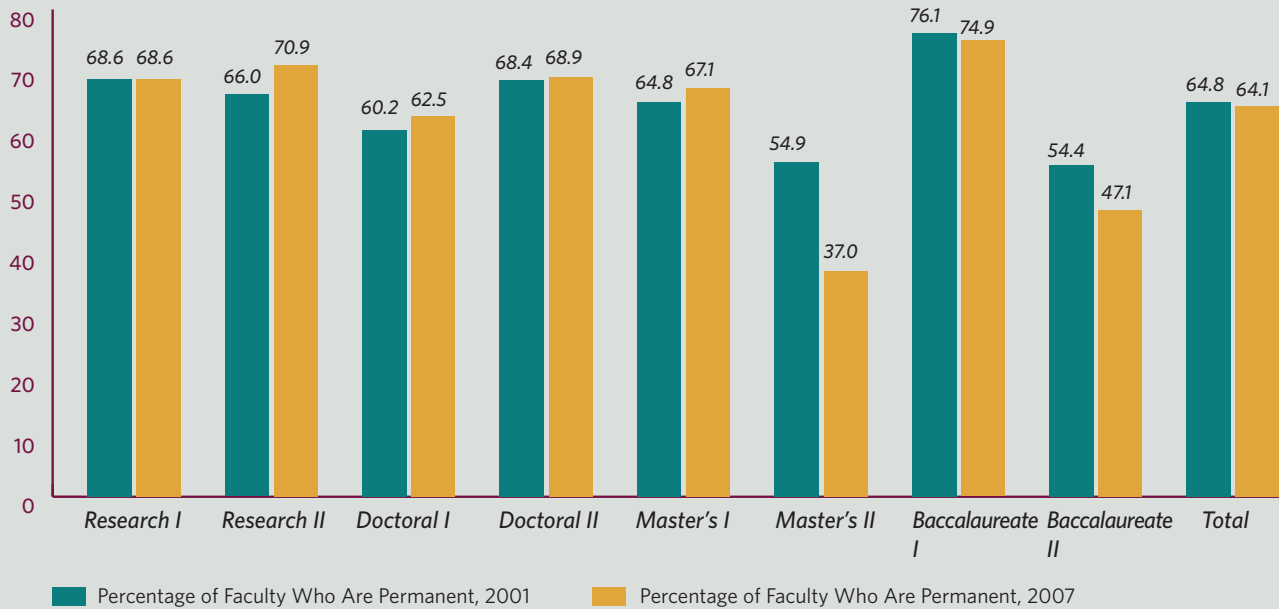
the different sampling techniques used (the unit of analysis for ASA is the department and the unit of analysis for the NSOPF is the individual), different definitions of permanent versus adjunct faculty, or by mistaken reporting by respondents.

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.² Between 2001 and 2007

¹ 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.

² 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

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.

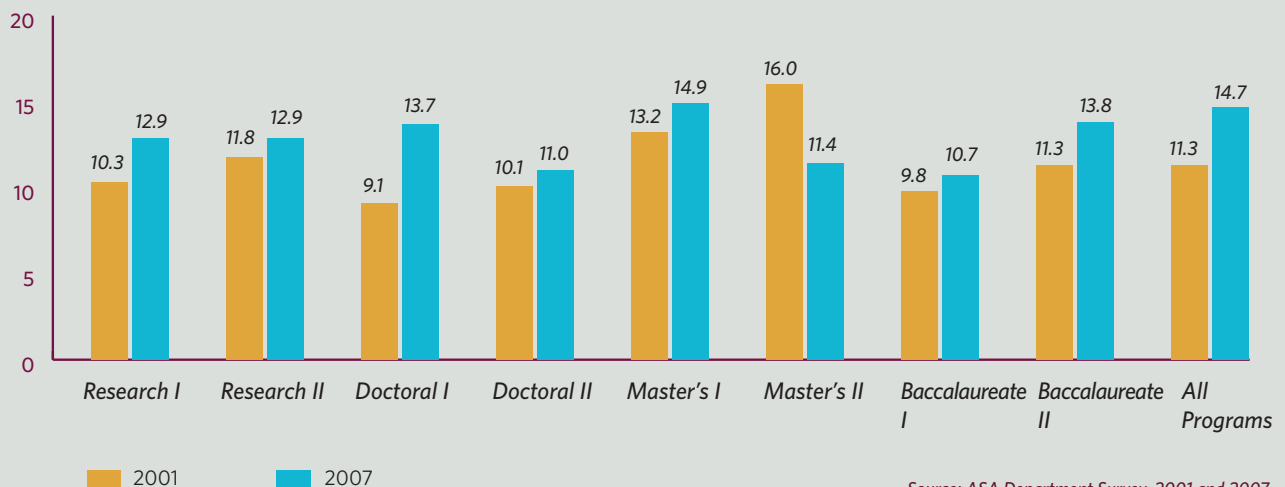
The overall findings from the Department Survey are contrary to those reported by the MLA (2008), which showed an increase in the percentage of courses taught by adjunct faculty. It is not clear why sociology departments are experiencing this kind of decrease when other departments appear to be experiencing 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

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.



ASA Research Briefs

The following are links to research briefs and reports produced by the ASA's Department of Research and Development for dissemination in a variety of venues and concerning topics of interest to the discipline and profession. These briefs can be located at http://www.asanet.org/cs/root/leftnav/research_and_stats/briefs_and_articles/briefs_and_articles

You will need the Adobe Reader to view our PDF versions.

TITLE	YEAR	FORMAT
Sociology Faculty Salaries AY 2008/09: Better Than Other Social Sciences, But Not Above Inflation	2009	PDF
Idealists v. Careerists: Graduate School Choices of Sociology Majors	2009	PDF
What's Happening in Your Department: Who's Teaching and How Much?	2009	PDF
Decreasing the Leak from the Sociology Pipeline: Social and Cultural Capital to Enhance the Post-Baccalaureate Sociology Career	2009	PDF
What's Happening in Your Department? A Comparison of Findings From the 2001 and 2007 Department Surveys	2008	PDF
PhD's at Mid-Career: Satisfaction with Work and Family	2008	PDF
Too Many or Too Few PhDs? Employment Opportunities in Academic Sociology	2008	PDF
Pathways to Job Satisfaction: What happened to the Class of 2005	2008	PDF
Sociology Faculty Salaries, AY 2007-08	2008	PDF
How Does Our Membership Grow? Indicators of Change by Gender, Race and Ethnicity by Degree Type, 2001-2007	2008	PDF
What are they Doing With a Bachelor's Degree in Sociology?	2008	PDF
The Health of Sociology: Statistical Fact Sheets, 2007	2007	PDF
Sociology and Other Social Science Salary Increases: Past, Present, and Future	2007	PDF
Race and Ethnicity in the Sociology Pipeline	2007	PDF
Beyond the Ivory Tower: Professionalism, Skills Match, and Job Satisfaction in Sociology [Power Point slide show]	2007	PPT
What Sociologists Know About the Acceptance and Diffusion of Innovation: The Case of Engineering Education	2007	PDF
Resources or Rewards? The Distribution of Work-Family Policies	2006	PDF
Profile of 2005 ASA Membership	2006	PDF
"What Can I Do with a Bachelor's Degree in Sociology?" A National Survey of Seniors Majoring in Sociology—First Glances: What Do They Know and Where Are They Going?	2006	PDF
Race, Ethnicity & American Labor Market	2005	PDF
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The Best Time to Have a Baby: Institutional Resources and Family Strategies Among Early Career Sociologists	2004	PDF
Academic Relations: The Use of Supplementary Faculty	2004	PDF
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Sociology Salary Trends	2002	PDF
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The Pipeline for Faculty of Color in Sociology	2001	PDF
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Use of Adjunct and Part-time Faculty in Sociology	2001	PDF
Gender in the Early Stages of the Sociological Career	2000	PDF
New Doctorates in Sociology: Professions Inside and Outside the Academy	2000	PDF
After the Fall: The Growth Rate of Sociology BAs Outstrips Other Disciplines Indicating an Improved Market for Sociologists	1998	PDF
Update 1: After the Fall: Growth Trends Continue		PDF
Update 2: BA Growth Trend: Sociology Overtakes Economics		PDF

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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