

Summary Results
IBHE Faculty Responsibilities and Satisfaction Surveys

January 16, 2002

Prepared by Center for Governmental Studies, Northern Illinois University

Background

House Joint Resolution 19, a product of the 91st Illinois General Assembly, asked the Illinois Board of Higher Education to “review the growing dependence on part-time and nontenure-track faculty in Illinois colleges and universities....” The IBHE contracted with the Center for Governmental Studies at Northern Illinois University for assistance in compiling information related to the use, compensation, and satisfaction of tenure-track and nontenure-track faculty at Illinois public universities and community colleges.

This summary reports the results of surveys conducted in fall 2001 to investigate the job responsibilities and job satisfaction of faculty at Illinois public universities, as well as institutional policies regarding faculty hiring, retention, evaluation, and compensation. The data reported in the first part of this summary are all from university faculty members and university administrators; results for community college faculty members and administrators are reported in the second section of the summary.

Survey and Research Methodology

The research methodology for the survey portion of the project was developed through the collaboration of IBHE staff, Center for Governmental Studies staff, an IBHE project advisory group that includes ICCB staff, IBHE staff, human resources professionals from universities, institutional research professionals from colleges and universities, faculty members from colleges and universities, union representatives, and academic administrators from colleges and universities. CGS project staff also met with an advisory group from the community colleges prior to producing final drafts of survey instruments. In all cases, the general consensus was that it was necessary to separate out as many faculty groups as possible for separate study through the surveys. After balancing cost, analytical, and time considerations, it was agreed that the university faculty should be split into three groups: tenured and tenure-track faculty, part-time nontenure-track faculty, and full-time nontenure-track faculty. Community college representatives indicated that the corresponding split for community college faculty would be between tenured/tenure-track and part-time nontenure-track faculty (i.e., full-time nontenure-track faculty are not a significantly utilized group for community colleges). Due to the relative numbers of faculty in each of the groups, universities were instructed to provide a complete list of faculty in each of the two nontenure-track faculty groups and a random sample of tenured and tenure track faculty (following a protocol provided by the researchers). The community college faculty lists were provided through the ICCB in cooperation with the community colleges. These lists were based on

a random sample drawn by ICCB staff of community college faculty in the two groups and contact information provided by each of the community colleges. Random samples were then drawn from all of these faculty lists in order to produce case files for the various surveys.

Thus, a random sample of university and community college faculty in each of the aforementioned groups were surveyed. Both telephone surveys and Internet surveys were used for the university faculty to conform with differences in the ability to get appropriate contact information for faculty. All community college faculty were surveyed via telephone. The Internet and telephone surveys were identical in content, and no discernable differences between the responses or respondents to the surveys were identified.

While faculty members were expected to provide much of the important information regarding the responsibilities, compensation, and satisfaction of faculty at public universities, information from representatives of university administration also needed to be gathered. Administrators were expected to provide more global information about institutional definitions of faculty categories, faculty responsibilities, faculty compensation, hiring processes and criteria related to each of the faculty groups, reappointment and promotion criteria for the various faculty groups, and principal factors that account for the hiring of nontenure-track faculty members. Consensus was that chief academic officers, as well as a sample of deans and department chairs, would be the best combined sources for the information we were interested in.

UNIVERSITY SURVEYS

Faculty Surveys

Faculty Respondents: Numbers and Employment Status

- A total of 1273 responses to the surveys were received. Of these responses, 471 were to the survey of tenured and tenure-track faculty, 450 were to the survey of full-time nontenure-track faculty, and 352 were to the survey of part-time nontenure-track faculty. Responses from faculty at all twelve of the public universities were received in all three of the surveys. Chicago State University is noticeably underrepresented in the part-time nontenure-track faculty survey, with only one faculty member from CSU ultimately completing that survey.

- For the tenured and tenure-track faculty respondents, the median number of years they have been teaching at a higher education institution was reported as 17 years. For the part-time nontenure-track respondents, the median years taught was 6 years, with about 30% of these respondents reporting having taught 3 or fewer years. Finally, for the full-time nontenure-track respondents, the median number of years they had been teaching in higher education was 8 years. About 25% have been teaching 3 or fewer years. Thus, tenured and tenure-track respondents generally had several years more teaching experience than did respondents in the other groups. Full-time nontenure-track faculty respondents had slightly more teaching experience than those who were part-time nontenure-track faculty members. See Figure 1.

- Of the part-time nontenure-track respondents, 38.4% reported that they have taught as a full-time faculty member at some time during their career, and 16.5% of the full-time nontenure-track faculty respondents reported that they have taught as a full-time tenure-track faculty member at some time during their career. One interesting finding among university faculty, inferred from various answers to the survey, is that a significant proportion of part-time nontenure-track faculty appear to be retired persons, including a number of retired, previously tenured university faculty members.

- About 7% of tenured and tenure track faculty respondents, 25% of full-time nontenure-track respondents, and 51% of part-time nontenure-track faculty respondents reported that they had paid employment (not including consulting) other than their teaching job at the institution of interest in fall 2000. About 65% of nontenure-track respondents indicating they had other employment also indicated that they had a non-teaching job related to the academic area in which they were teaching during that term. About 44% of tenured or tenure track faculty who reported having other employment said that they had a non-teaching job related to their teaching area.

- About three-fourths of the part-time nontenure-track faculty respondents did not teach at more than one institution during fall 2000. Of those who taught at more than one institution, about 80% taught at two institutions. Thus, about 5% of part-time nontenure-track faculty respondents reported that they taught at three or more institutions during fall 2000. However, it should still be noted that about 50% of the part-time nontenure-track respondents, including those who taught at other institutions, reported that they had paid employment in addition to their teaching job during fall 2000. Thus, the issue of a highly mobile “freeway flying” set of part-time nontenure-track faculty does not appear to be supported by the survey results. See Figure 2.
- Less than 10% of the full-time nontenure-track faculty respondents reported that they taught at more than one institution in fall 2000. Only about 1.5% of the respondents reported that they taught at as many as 2 other institutions.

Figure 1

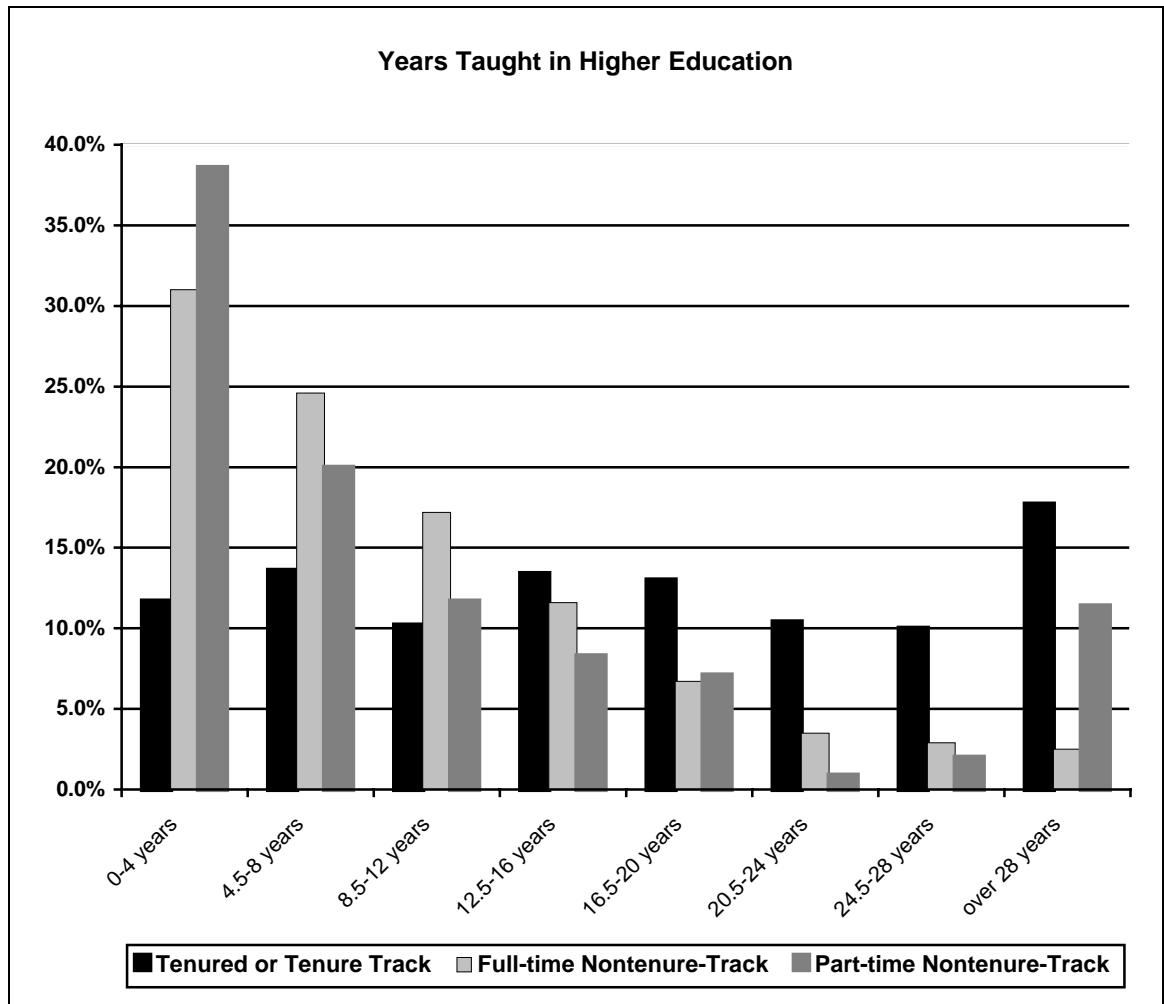
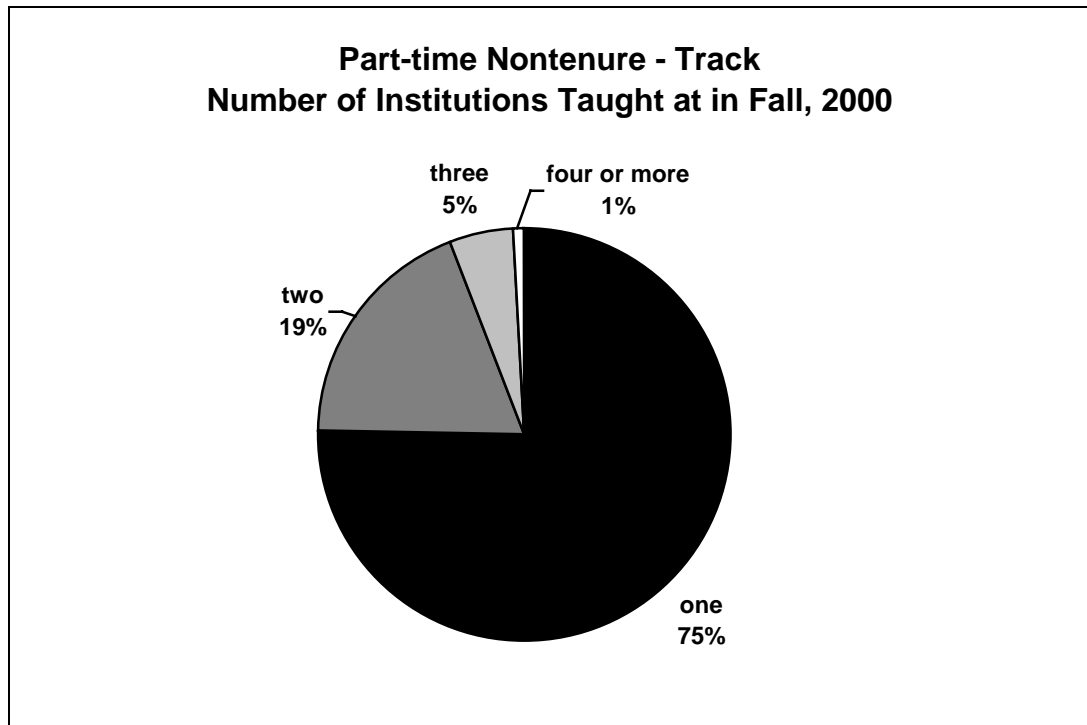


Figure 2



Students, courses, and sections taught

- The median number of students taught in fall 2000 at the institution of interest was 35 for part-time nontenure-track faculty, 60 for tenure track and tenured faculty, and 75 for full-time nontenure-track faculty. It should be noted, however, that these data do not differentiate between undergraduate and graduate students, nor do they differentiate between underclassmen and upperclassmen.
- The median number of courses taught in fall 2000 was two for the tenured and tenure track respondents, one for the part-time nontenure-track respondents, and two for the full-time nontenure-track respondents. If one looks at course sections instead of courses, the medians were two for tenured and tenure track faculty, two for part-time nontenure-track faculty, and three for full-time nontenure-track faculty. Nearly 50% of the part-time faculty reported teaching one section during fall 2000. About 14% of full-time nontenure-track faculty respondents reported teaching five or more course sections during fall 2000. Again, it should be noted that these data do not differentiate among different types or levels of courses.

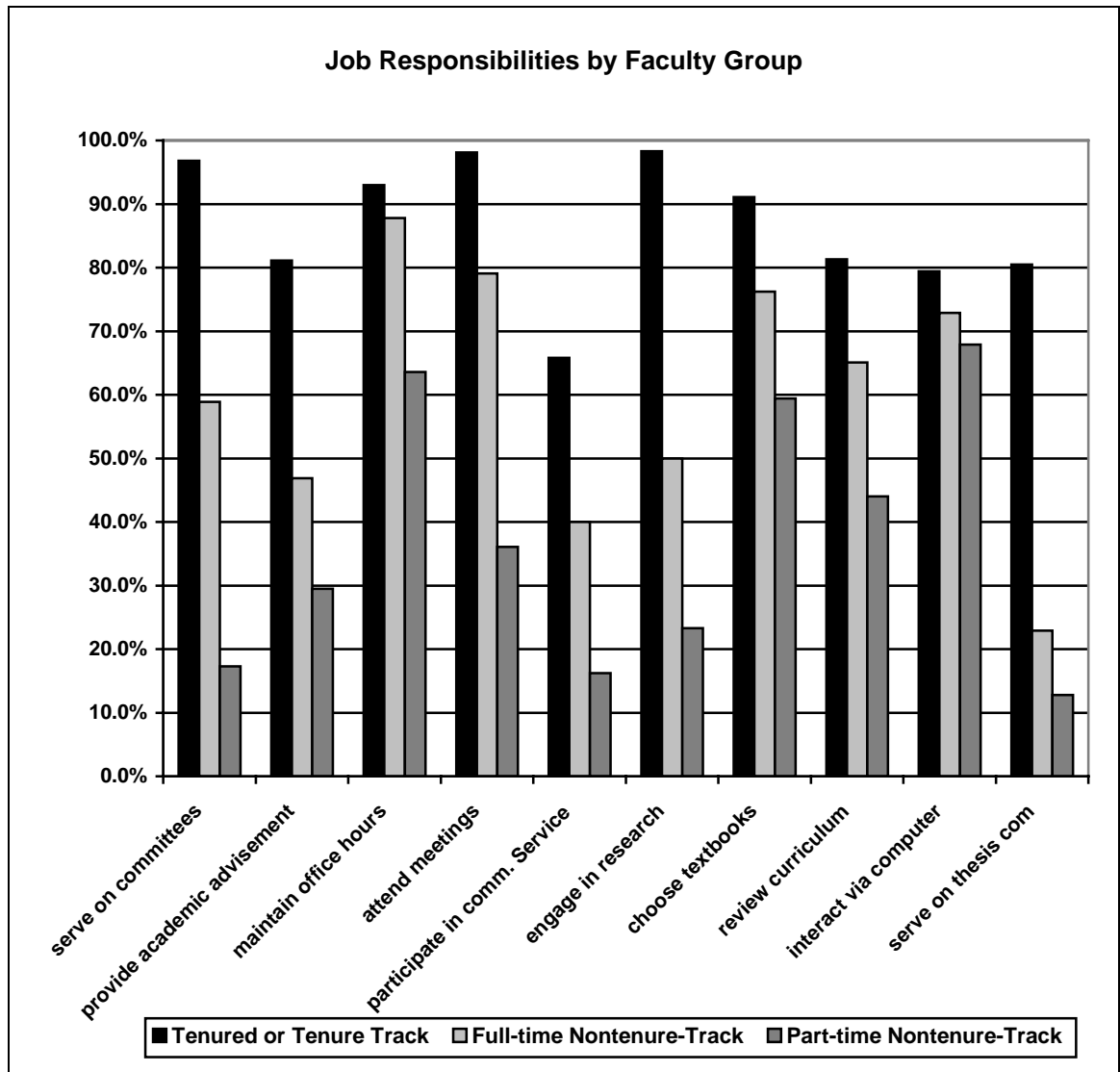
Job responsibilities

- As a whole, tenured and tenure track faculty reported the widest variety of job responsibilities, and part-time nontenure-track faculty reported the narrowest variety of job responsibilities.

- ❑ About 97% of tenured or tenure track faculty, 59% of full-time nontenure-track faculty, and 17% of part-time nontenure-track faculty were expected to *serve on committees at their institution* as part of their job responsibilities.
- ❑ About 81% of tenured or tenure track faculty, 47% of full-time nontenure-track faculty, and 29.5% of part-time nontenure-track faculty were expected to *provide academic advisement to students* as part of their job responsibilities.
- ❑ About 93% of tenured or tenure track faculty, 88% of full-time nontenure-track faculty, and 64% of part-time nontenure-track faculty were expected to *maintain scheduled office hours* as part of their job responsibilities.
- ❑ About 98% of tenured or tenure track faculty, 79% of full-time nontenure-track faculty, and 36% of part-time nontenure-track faculty were expected to *attend departmental or division faculty meetings* as part of their job responsibilities.
- ❑ About 66% of tenured or tenure track faculty, 40% of full-time nontenure-track faculty, and 16% of part-time nontenure-track faculty were expected to *participate in community service* as part of their job responsibilities.
- ❑ About 98% of tenured or tenure track faculty, 50% of full-time nontenure-track faculty, and 23% of part-time nontenure-track faculty were expected to *engage in research or other professional creative activity* as part of their job responsibilities.
- ❑ About 91% of tenured or tenure track faculty, 76% of full-time nontenure-track faculty, and 59% of part-time nontenure-track faculty were expected to *choose textbooks for your courses* as part of their job responsibilities.
- ❑ About 81% of tenured or tenure track faculty, 65% of full-time nontenure-track faculty, and 44% of part-time nontenure-track faculty were expected to *participate in curriculum review* as part of their job responsibilities.
- ❑ About 79% of tenured or tenure track faculty, 73% of full-time nontenure-track faculty, and 68% of part-time nontenure-track faculty were expected to *interact via computer with students outside of class hours* as part of their job responsibilities.
- ❑ About 80.5% of tenured or tenure track faculty, 23% of full-time nontenure-track faculty, and 13% of part-time nontenure-track faculty were expected to *serve on thesis, dissertation, or program committees for students* as part of their job responsibilities.

As seen in Figure 3, job responsibilities appear to be a factor that differentiates the three university faculty groups.

Figure 3



Looking at the survey results, it seems appropriate to divide the responsibilities into several categories according to the degree to which each is performed by the various groups of faculty:

Category 1: Responsibilities performed by most faculty in all three groups and by similar proportions across the groups:

- Interacting via computer with students outside of class hours

Category 2: Responsibilities performed by nearly all tenured/tenure-track faculty, and by a lesser, but still majority, proportion of each of the other groups:

- ❑ *Maintain scheduled office hours*
- ❑ *Choose textbooks for your courses*

Category 3: Responsibilities performed by nearly all tenured/tenure-track faculty, a majority of full-time nontenure-track faculty, and a minority of part-time nontenure-track faculty:

- ❑ *Serve on committees at their institution*
- ❑ *Attend departmental or division faculty meetings*
- ❑ *Participate in curriculum review*

Category 4: Responsibilities performed by most tenured/tenure-track faculty, a substantial minority of full-time nontenure-track faculty, and a small minority of part-time nontenure-track faculty:

- ❑ *Engage in research or other professional creative activity*
- ❑ *Participate in community service*
- ❑ *Provide academic advisement to students*

Category 5: Responsibility performed by most tenured/tenure-track faculty, but only a small minority of nontenure-track faculty:

- ❑ *Serve on thesis, dissertation, or program committees for students*

When looking at the distribution of responsibilities across faculty groups, one question that is begged is the extent to which faculty want to be more involved in activities that are not currently within their current responsibilities, or whether there are activities for which they are currently responsible that they would prefer not to do.

- ❑ As to whether they would like to have been more involved in any of the activities that were not part of their expected responsibilities, 17% of tenured/tenure track faculty, about 31% of full-time nontenure-track faculty, and about 28% of part-time nontenure-track faculty reported that they would have liked to have been involved in one or more of those activities. Academic advisement of students, attending departmental or division faculty meetings, reviewing curriculum, serving on student committees, and (especially) engaging in research or other professional creative activity were activities that faculty members not currently participating in the activity expressed strongest interest.
- ❑ On the other hand, about 21% of tenured and tenure-track faculty, 17% of full-time nontenure-track faculty, and 12% of part-time nontenure-track faculty would have preferred *not* to have had to perform one or more of the listed responsibilities as part of their job in fall 2000. Activities that the most number of faculty respondents indicated that they would prefer not to perform were

serving on committees, providing academic advisement, and attending division or department meetings. Even with these activities, the numbers of faculty seeking to eliminate the responsibility were very small.

Distribution of faculty efforts among different teaching related activities

- Respondents were asked to indicate the number of hours per week they spent in various teaching related activities during the fall 2000 academic term. It should be noted that the list of activities presented to respondents is not exhaustive of the activities or responsibilities of any faculty group, and that the list of activities only accounts for a subset of teaching-related activities. This means that many important activities to which faculty are expected to allocate time and effort, including many of those outlined in the previous subsection of the report, are not included in the time allocation reported in this section. It should also be noted that allocation of time to activities is not neatly distributed throughout an academic term. Thus, one would expect that the allocation of a faculty member's time in a given week is likely to substantially differ from the reported average weekly allocation of time reported for a given *semester*.
- The median number of hours spent instructing students in class or laboratory sections was 7 for tenured/tenure track faculty, 5 for part-time nontenure-track faculty, and 10 for full-time nontenure-track faculty.
- When asked about the average number of hours they spent per week in preparation for class or lab, tenured and tenure-track faculty responses had a median of 10 hours per week, full-time nontenure-track faculty responses also had a median of 10 hours per week, and part-time nontenure-track faculty responses had a median of 5 hours per week.
- With respect to the hours spent grading and record keeping, tenured and tenure-track faculty reported a median weekly average number of hours of 3, full-time nontenure-track faculty reported a median weekly average of 5 hours, and the median for part-time nontenure-track faculty responses was 2 hours per week.
- Respondents were also asked to indicate the average weekly number of hours they spent in scheduled office hours during fall 2000. The tenured and tenure track group reported that they spent a median average of 4 hours per week in scheduled office hours. The corresponding figures were 4 hours per week for full-time nontenure-track faculty and 2 hours per week for part-time nontenure-track faculty.
- Tenured and tenure track faculty respondents indicated that they spent a median average of 2 hours per week advising and counseling students outside of office hour time. Full-time nontenure-track faculty respondents also spent an average of 2 hours per week on this activity, while part-time nontenure-track faculty reported spending 1 hour per week.

- Tenured and tenure track faculty spent a median average of two hours a week, full-time nontenure-track faculty spent a median average of one hour per week, and part-time nontenure-track faculty spent a median average of no time a week on college administrative duties like attending committee meetings, performing curriculum review, and choosing textbooks.
- When asked about the time they spent in fall 2000 interacting with students via computer, tenure and tenure track faculty reported a median average of one hour per week, as did both part-time nontenure-track and full-time nontenure-track faculty respondents.
- Serving on dissertation/thesis/program/project committees for students accounted for a median average of one hour per week for tenured and tenure track faculty and a median of no time for either of the other faculty groups.

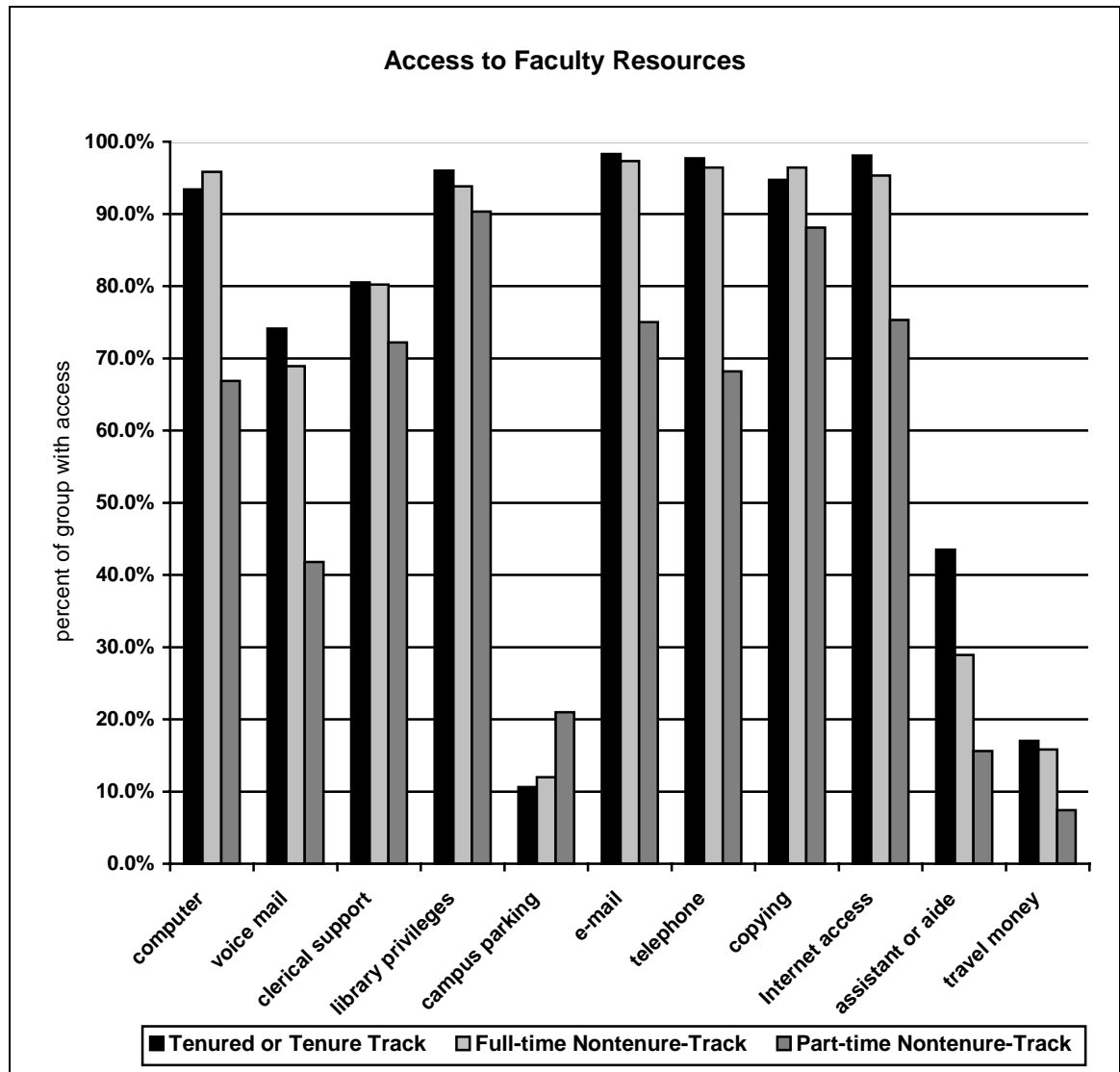
The results in this section appear reflective of the differing responsibilities among the various faculty groups. Addition of other responsibilities, like research and creative activity or professional development, would likely further differentiate the faculty groups.

Access to faculty resources

- Part-time nontenure-track faculty lagged behind the other groups in access to resources. See Figure 4 for a summary of faculty access to resources. Notable exceptions to this were access to clerical support, library privileges, copying and duplicating, and free or subsidized campus parking. Indeed, 21% of the part-time nontenure-track faculty reported receiving free or subsidized campus parking, while only about 11-12% of the respondents in the other faculty groups reported having this resource.
- Full-time, nontenure-track faculty lagged behind tenure track faculty in terms of having access to a teaching assistant or aide (but only about 44% of tenured and tenure track faculty had access to such assistance). Full-time nontenure-track faculty also lagged slightly behind their tenure-track counterparts in having voice mail on campus.

Given the lower proportion of part-time nontenure-track faculty who have office hour responsibilities, and the lower proportion of this group with access to voice mail, Internet, office, and computer resources, it seems appropriate to further explore the issue of whether student access to these faculty members is being compromised by this combination of factors.

Figure 4



Attitudes/Faculty Satisfaction

- About 30.5% of part-time nontenure-track faculty, and 44.2% of full-time nontenure-track faculty reported that it was their goal to become a full-time faculty member on a tenure track. Thus, the majority of nontenure-track faculty do not wish to become full-time tenure-track faculty members.
- About 70% of tenured or tenure track, 72% of part-time nontenure-track, and 63% of full-time nontenure-track faculty agreed at some level that they were treated fairly relative to their compensation for teaching at the fall 2000 institution. See Figures 5, 6, and 7.

Figure 5

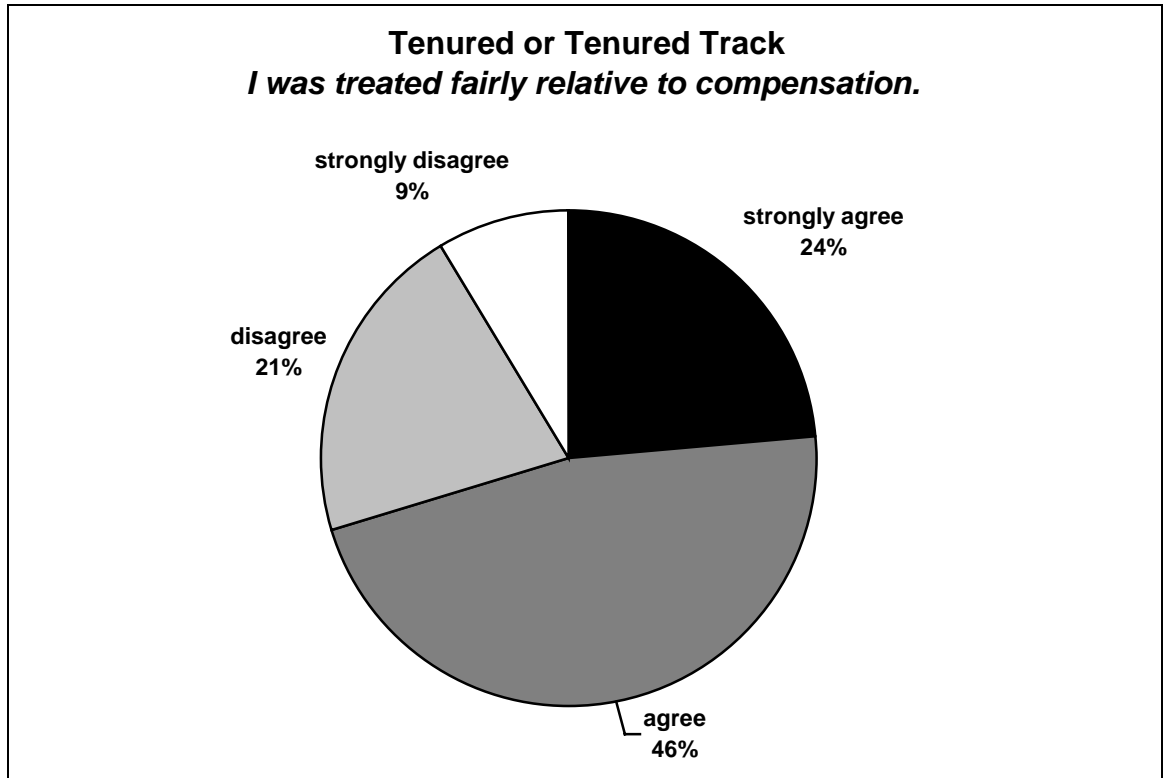


Figure 6

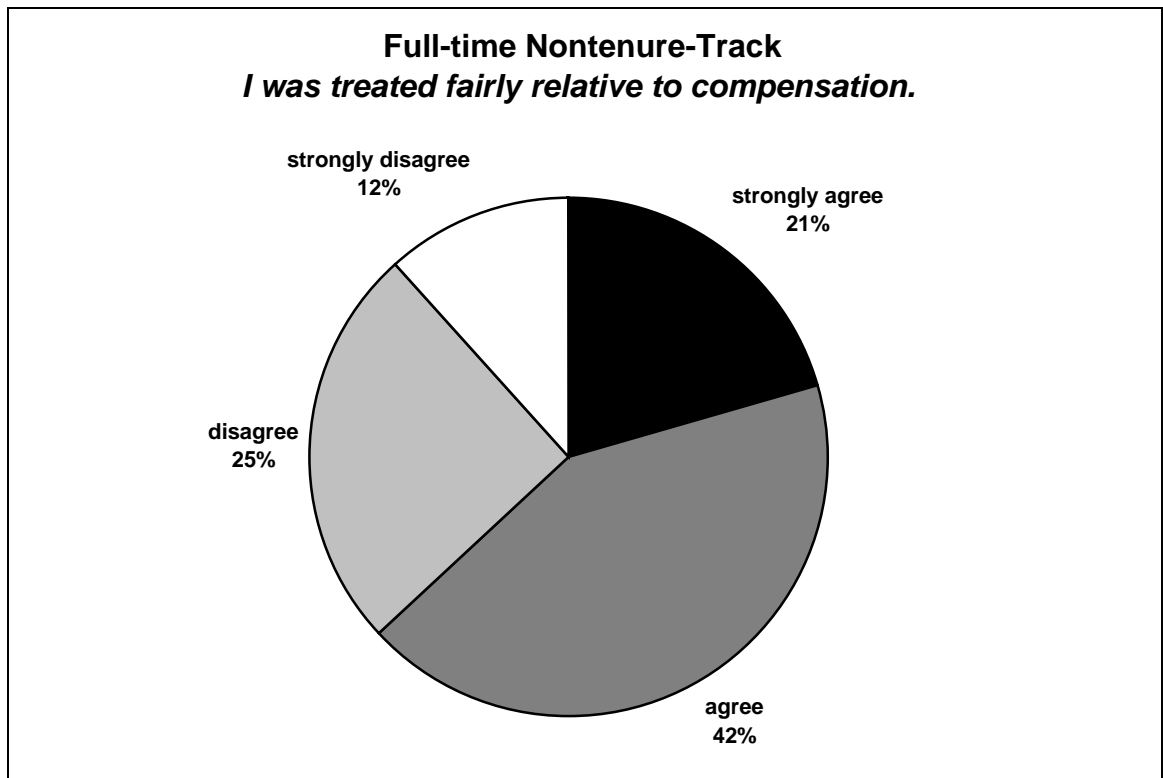
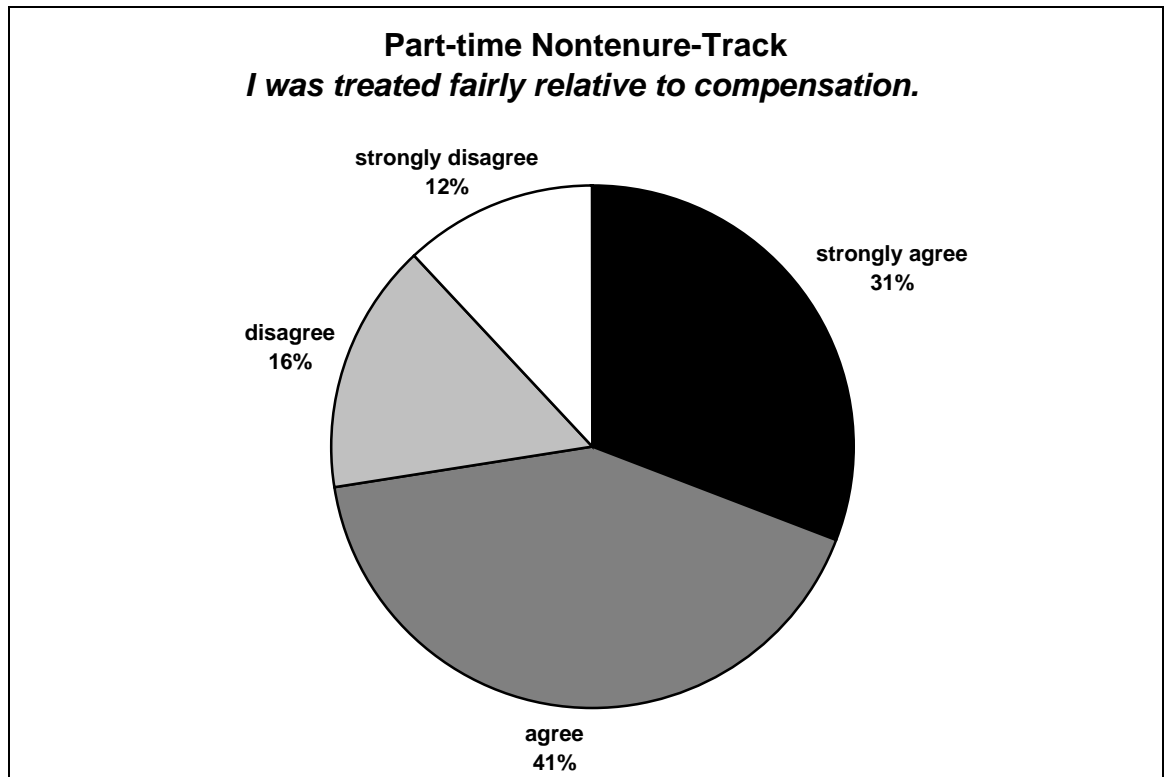


Figure 7



- About 18% of tenured and tenure track, 28% of part-time nontenure-track, and 43% of full-time nontenure-track faculty agreed at some level that they felt like they were treated as a second class citizen as a part-time faculty member or as a nontenure-track faculty member or as a faculty member (only the part-time nontenure-track were asked “as a part-time faculty member”) at their fall 2000 institution. It should be noted, however, that the high level of overall satisfaction reported by these faculty groups later in the survey would indicate that feelings of being treated as a second class citizen were not a major deterrent to overall job satisfaction.
- All faculty groups overwhelmingly felt that the expectations placed on them as faculty members in fall 2000 were reasonable. Part-time nontenure-track faculty were most intense in this belief, with 34% strongly agreeing and 55% agreeing that the expectations placed on them were reasonable. See Figures 8, 9, and 10.

Figure 8

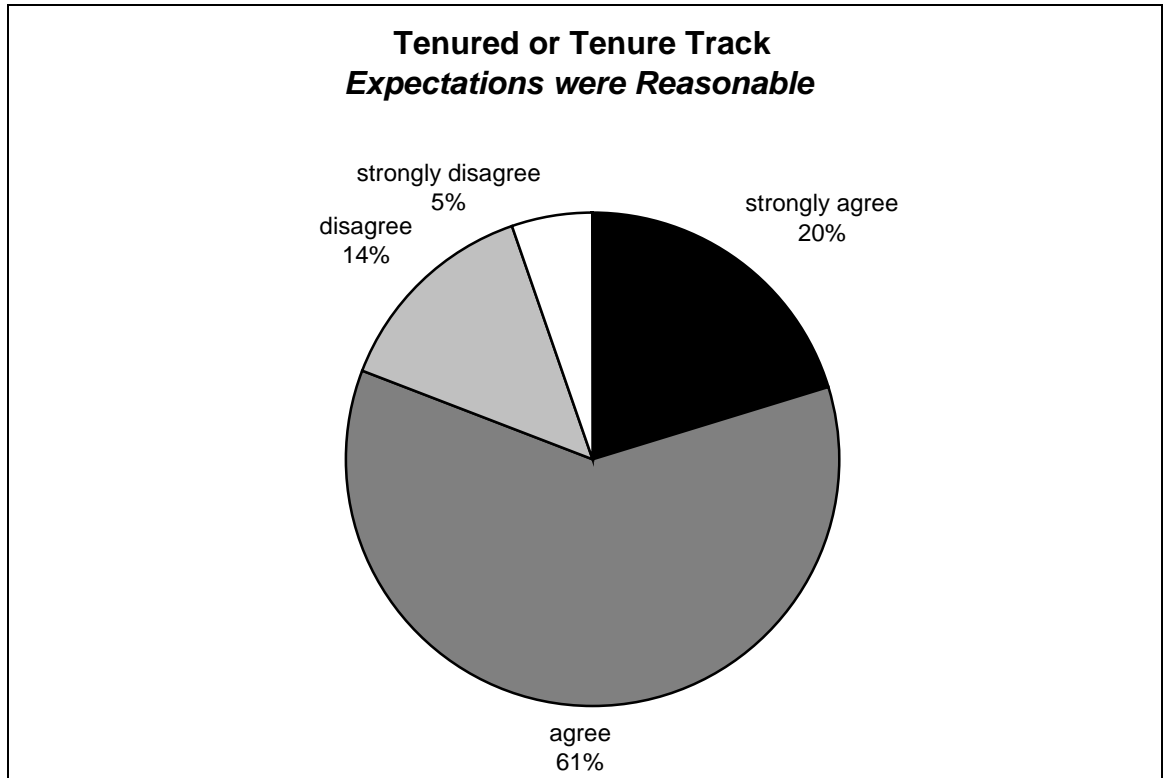


Figure 9

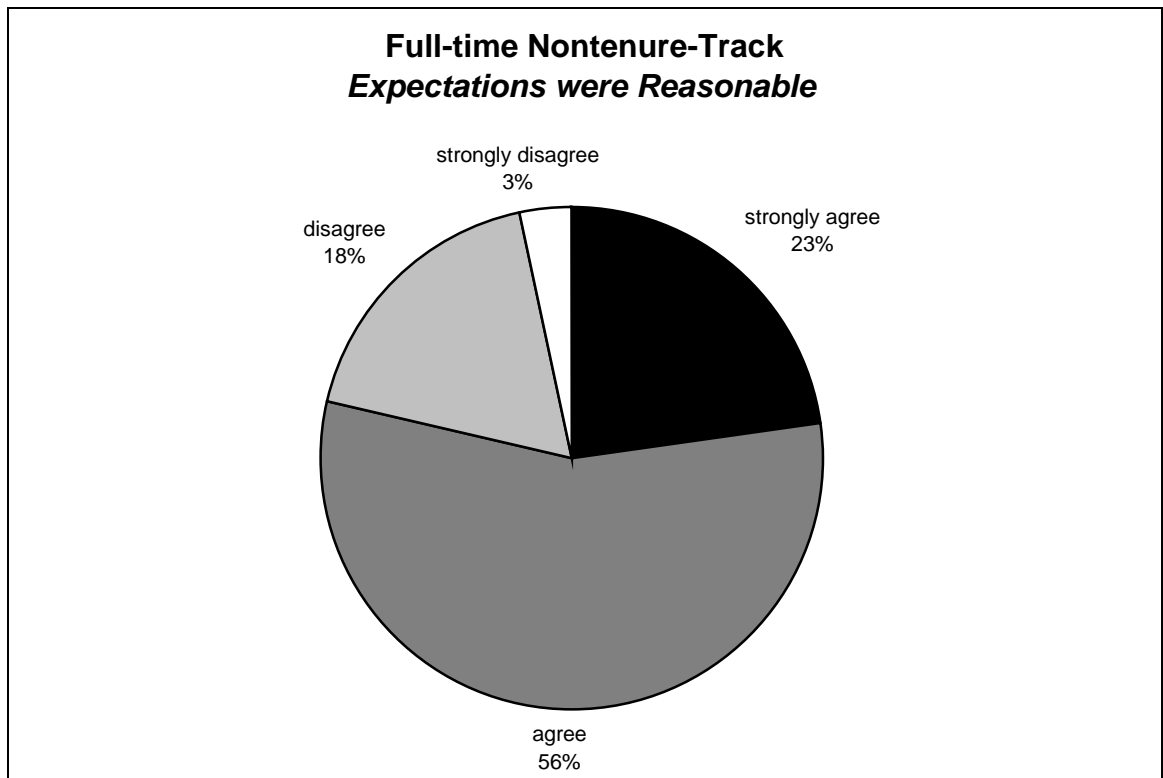
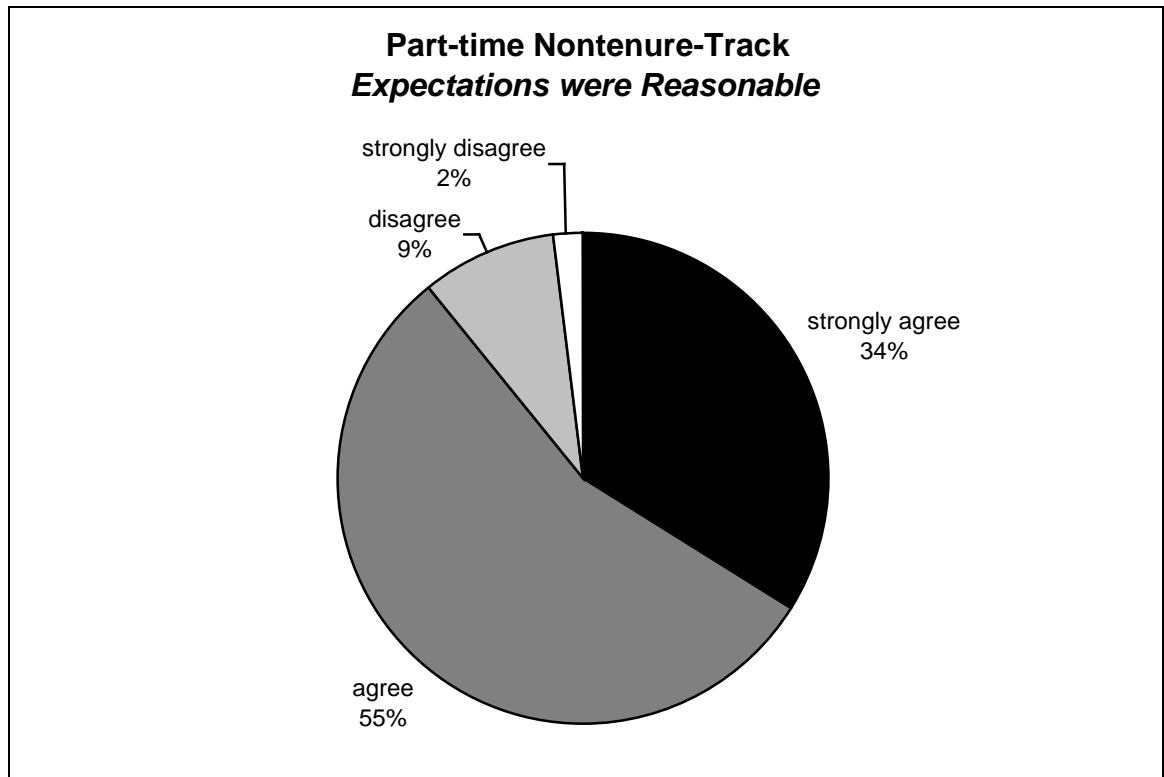


Figure 10



Attitudes toward continuation of current faculty status

- Overwhelmingly, faculty members in all categories desired to keep teaching at their fall 2000 institution (as a part-time faculty member for those in the PTNTT survey, and as a full-time faculty member for those in the other surveys). Thus, most are happy to continue doing what they are currently doing.

- However, when given the choice of staying at their current institution with a change in faculty status, about 11% of tenured and tenure track faculty respondents, and 15% of full-time nontenure-track faculty respondents would prefer to teach part-time at the institution rather than full-time. About 44% of part-time nontenure-track faculty would prefer to teach full-time at their institution.

Thus, a substantial minority of part-time nontenure-track faculty would prefer to teach full time rather than part time.

Best reason for why faculty members teach (open-ended question)

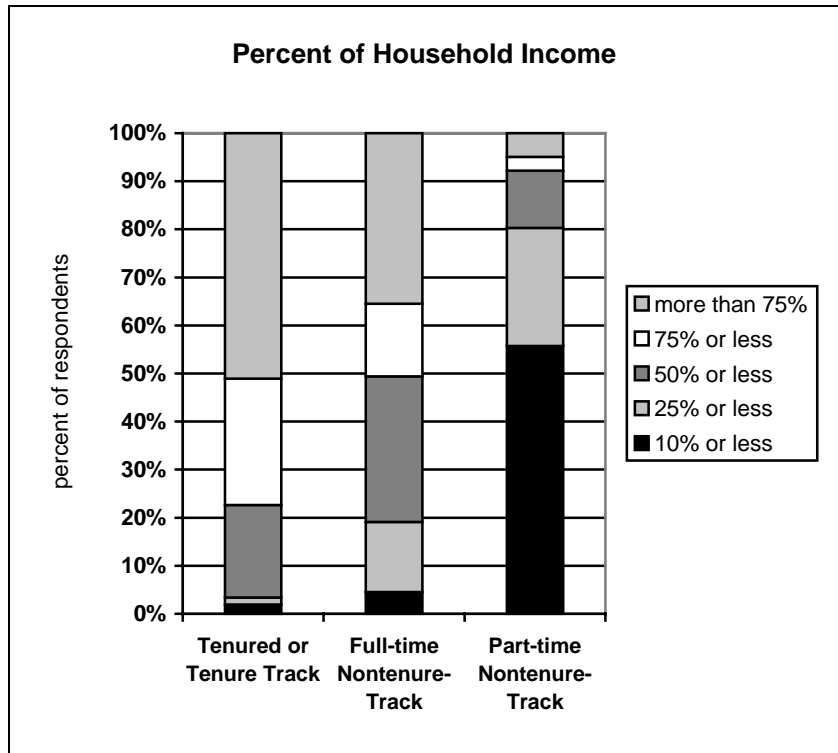
- There was no difference among the three faculty groups in the most cited “best reason” why the respondent taught full-time or part-time at the institution of interest. Universally, the best reason why faculty members taught was reported to be their love of teaching and interacting with students.

- There were some differences among the groups in the other best reasons that were prominently cited by the respondents. The second most commonly cited “best reason” given by tenured and tenure-track faculty was the ability to combine their interest in teaching and research (a factor mentioned by almost no faculty in any other group), followed by their ability to teach in the area of their expertise. The fourth most cited reason was a virtual tie between the salary and benefits they received from the teaching positions and professional/personal development.
- Full-time nontenure-track faculty respondents cited teaching in the area of their expertise, convenience of the location and/or time of their teaching responsibilities, and professional/personal development as the second, third, and fourth most frequently mentioned best reasons why they taught at the institution of interest.
- Part-time nontenure-track faculty cited convenience of location or time as the second most frequently mentioned reason why they taught part-time at the institution of interest. The third and fourth most frequently mentioned reasons were professional/personal development and as a retirement income supplement, respectively.

Compensation and the family or household

- About 80% of part-time nontenure-track faculty said that their income from the teaching at the fall 2000 institution of interest accounted for 25% or less of their family or household income. See Figure 11.

Figure 11

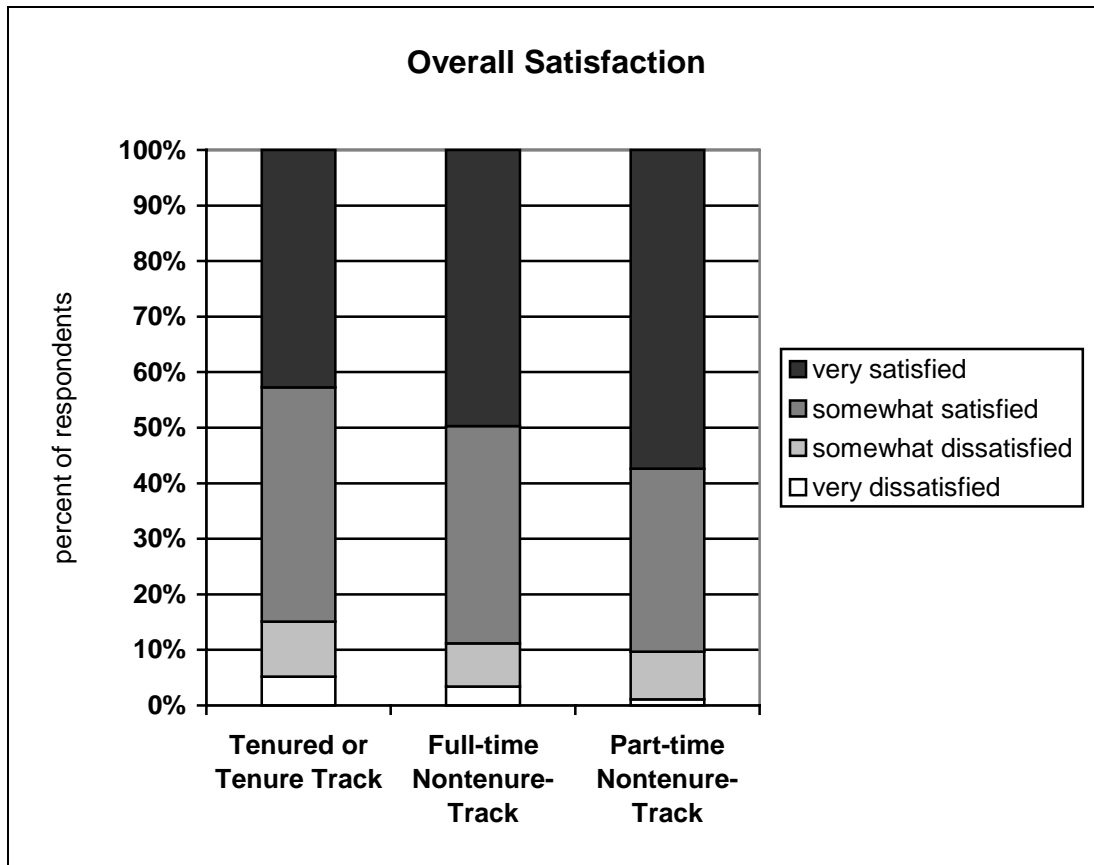


- About 51% of tenured and tenure track faculty respondents and 36% of full-time nontenure-track faculty respondents said that their income from teaching at the fall 2000 institution of interest accounted for more than 75% of their family's or household's income.
- About 75-80% of each of the faculty groups had a spouse or other domestic partner, ranging from 73.5% of full-time nontenure-track faculty to 82.6% of part-time nontenure-track faculty.
- Nearly 66% of part-time nontenure-track faculty received health insurance coverage from another job or from a spouse's/domestic partner's employer. Similarly, about 55% received dental insurance coverage, 51% were covered by a retirement or pension plan, 42% received life insurance coverage, and 31% had sick leave coverage.
- About 34% of part-time nontenure-track faculty were paid based on the number of courses taught, 20% on the basis of number of credit hours taught, and 11% on the basis of the number of sections taught (the remaining third were paid on some other basis). In contrast, 63% of full-time nontenure-track and 83% of tenured/tenure track faculty were paid "on some other basis", most commonly a fixed, negotiated salary for a normal faculty load for a given academic term.

Overall Satisfaction

- Satisfaction with their overall experience teaching at their fall 2000 college or university ranged from the 90% of part-time nontenure-track faculty who were satisfied at some level (57% very satisfied) to the 85% of tenured and tenure track faculty who expressed satisfaction at some level (42.8% very satisfied). See Figure 12.

Figure 12



Our faculty respondents as a whole were very satisfied with their overall experience. However, it should be noted that there remains a large and vocal number (though a relatively small proportion, it appears) of faculty who are deeply unhappy with their situation and their plight. Their frustrations and dissatisfaction were evident in the interviewer debriefings that took place as part of the project, interviewer comments at the end of each survey, and a limited number of email comments made to the public opinion laboratory, project staff, and the IBHE by faculty participants in the survey.

Administrator Surveys

Surveys were sent to the chief academic officer of each public university in Illinois, as well as to a sample of approximately fifty college deans and fifty department chairs. Due to variance in expected patterns in the use of nontenure-track faculty across colleges and departments, deans from colleges of liberal arts and sciences were oversampled, as were department chairs from key departments including English, foreign languages, and mathematics. However, the surveys randomly covered the universe of colleges and departments at the universities including medical, dental, and veterinary colleges.

The amount of information gathered from these surveys is immense and surveys continue to be returned in significant numbers as this report is being compiled. However, certain patterns are discernable in the responses and provide some key results that can be highlighted.

Primary factors influencing decision to hire nontenure-track faculty

- For our respondents, the most commonly mentioned important factor in hiring part-time nontenure-track faculty is the *desirability of having a current practitioner teach courses*. Just as commonly mentioned, but in a somewhat less intense fashion, was *greater ability to respond to fluctuations in demand for courses*. These were the only factors rated by at least half of the respondents as being toward the “extremely important” pole of a five point scale with “not at all important” on the other pole. The only two other factors that were rated fairly strong in importance were “lack of adequate resources to hire full-time faculty” and “lack of availability of qualified full-time faculty.”

- Every factor was rated as less important when it came to hiring full-time nontenure-track faculty, and no factor was mentioned as important by even 50% of the respondents. Nevertheless, the same four factors as mentioned in the previous bullet also rose to the top for the hiring of full-time nontenure-track faculty. However, *greater ability to respond to fluctuations in demand for courses* was notably a much less important factor in hiring full-time nontenure-track faculty, mentioned by less than one-third of the respondents as important at some level (as compared with over 50% of respondents in the case of part-time nontenure-track faculty).

Faculty responsibilities

- Responses by the administrators were consistent with those of our faculty respondents. Tenure track faculty generally had all of the responsibilities we asked about, full-time nontenure-track faculty had a significantly smaller subset of the responsibilities, and part-time

nontenure-track faculty had a very limited subset of the responsibilities beyond those normally associated with teaching courses.

Faculty pay

- ❑ Part-time nontenure-track faculty are commonly paid a fixed amount based on the number of courses or course sections they teach, while almost all full-time nontenure-track faculty and tenure/tenure track faculty are paid a fixed amount for each academic term or academic year (though that amount may vary from faculty member to faculty member based on discipline, merit, and other factors).
- ❑ Faculty wages for teaching a course or courses are rarely dependent on the level of course being taught.
- ❑ A large minority of administrator respondents reported that faculty in all categories receive higher pay based on years of teaching service at their institution.
- ❑ According to our respondents, the rate of pay does not generally vary (as a matter of policy) by the amount of nonacademic professional experience related to the area of teaching responsibility for any faculty group.

Required faculty qualifications

- ❑ There appears to be some variance by program area in the minimum qualifications for hiring faculty and in faculty pay. For example, computer scientists are currently commanding a salary premium well above that of other faculty.
- ❑ In general, tenure track faculty must have a terminal degree, while nontenure-track faculty do not (unless they are teaching graduate students). Typically, nontenure-track faculty teaching undergraduates have a master's degree.
- ❑ Though there appears to be much variance among institutions and program areas, most administrators report that their academic unit or institution does not have as rigorous of earned minimum degree requirements for nontenure-track faculty who are expected to teach the same courses as tenured or tenure-track faculty.
- ❑ Generally, experience does not substitute for a degree for any faculty group, though there are notable exceptions to this policy that were cited by many administrators as outside of normal practice but not unheard of. One of the common exceptions cited by a number of administrators is that of a master performer or artist who has less than the normal minimum degree for teaching a particular group of students.
- ❑ Retired faculty are used as teaching resources by most institutions and academic units on a regular, but unpredictable basis. All chief academic officers reported that their university hired retired faculty to teach during fall 2000, ranging from as few as two to as many as twenty-four during that academic term.

Hiring difficulties

- Difficulty hiring computer science teachers was mentioned by nearly all chief academic officers, as well as affected deans and chairs. Other notable program areas mentioned as experiencing hiring difficulties included nursing (especially clinical faculty), dentistry, business faculty with terminal degrees, mathematics and math education, certain foreign languages, special education, teacher education, information technology, professional journalism, clinical veterinary, and graphic communication faculty,

Faculty support services

- Administrator responses corroborated the results from the faculty surveys in terms of differences in availability of support services and infrastructure across the faculty groups.

Community College Surveys

This summary reports the results of two surveys conducted in fall 2001 to investigate the job responsibilities and job satisfaction of faculty at Illinois public colleges and universities. The data reported in this summary are all from community college faculty members.

Faculty Surveys

Faculty Respondents: Numbers and Employment Status

- A total of 810 responses to the surveys were received. Of these responses, 402 were to the survey of tenured and tenure-track faculty, and 408 were to the survey of part-time nontenure-track faculty.
- For the tenured and tenure-track faculty respondents, the median number of years they have been teaching at a higher education institution was reported as 16 years. For the part-time nontenure-track respondents, the median years taught was 6 years, with about 30% of these respondents reporting having taught 3 or fewer years. Thus, our tenured and tenure-track respondents generally were much more experienced college teachers than were the nontenure-track respondents. See Figure 13.
- Of the part-time nontenure-track respondents, 23% reported that they have taught as a full-time faculty member at some time during their career.
- About 15% of tenured and tenure track faculty respondents, and about 53% of part-time nontenure-track faculty respondents (about the same proportion as the same university faculty group) reported that they had paid employment (not including consulting) other than their teaching job at the institution of interest in fall 2000. About 62% of nontenure-track respondents indicating they had other employment also indicated that they had a non-teaching job related to the academic area in which they were teaching during that term, or about the same proportion as part-time nontenure-track university faculty. About 58% of tenured or tenure track faculty who reported having other employment said that they had a non-teaching job related to their teaching area.
- About three-fourths of the part-time nontenure-track faculty respondents did not teach at more than one institution during fall 2000. See Figure 14. Of those who taught at more than one institution, about 80% taught at two institutions. Thus, only about 5% of part-time nontenure-track faculty respondents reported that they taught at three or more institutions during fall 2000. However, it should still be noted that more than 50% of the part-time nontenure-track respondents, including those who taught at other institutions, reported that they had paid employment in addition to their teaching job during fall 2000.

Figure 13

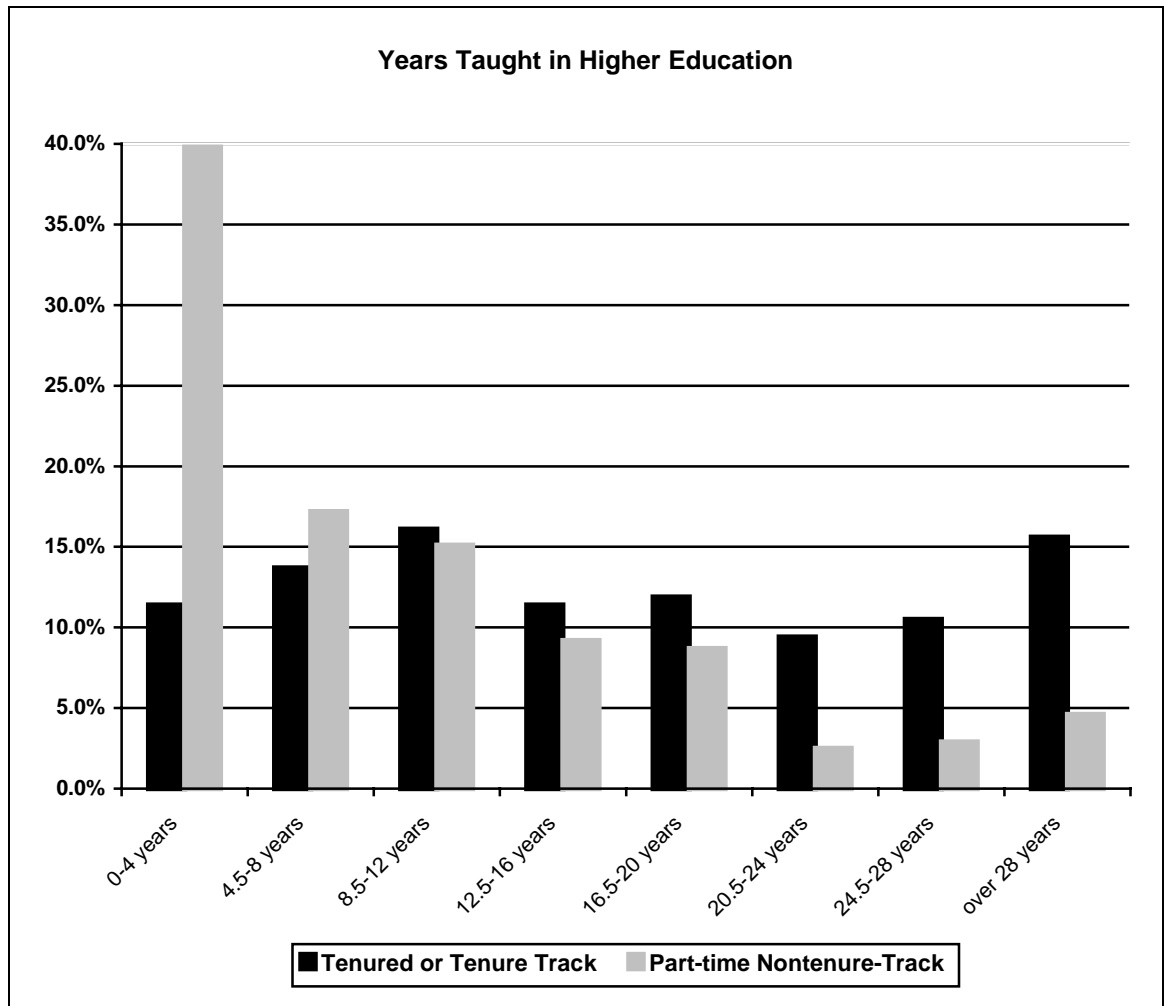
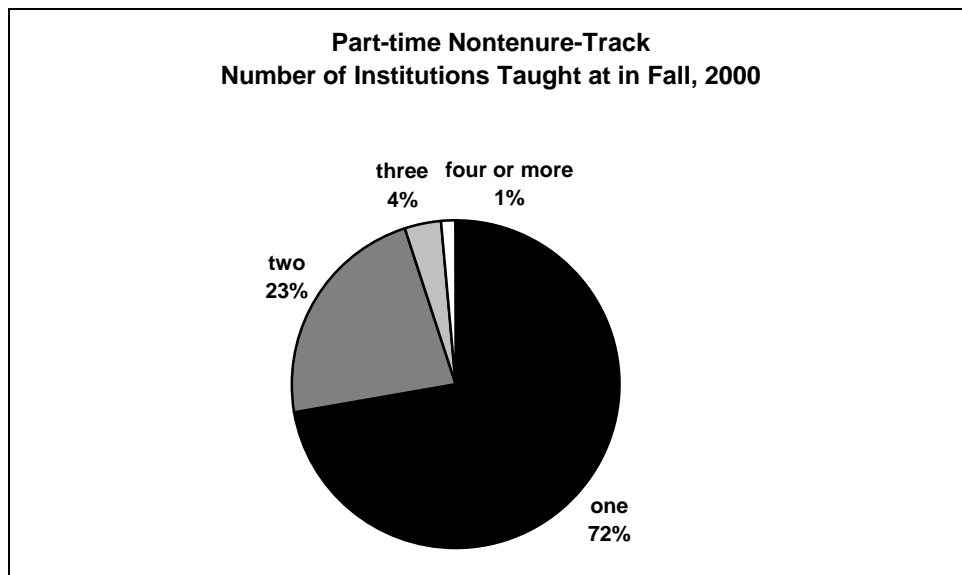


Figure 14



Students, courses, and sections taught

- The median number of students taught in fall 2000 at the institution of interest was 32 for part-time nontenure-track faculty, and 100 tenure track and tenured community college faculty.

- The median number of courses taught in fall 2000 was three for the tenured and tenure track respondents, and two for the part-time nontenure-track respondents. If one looks at course sections instead of courses, the medians were four for tenured and tenure track faculty, and two for part-time nontenure-track faculty. Nearly 45% of the part-time faculty reported teaching one section during fall 2000. About 24% of tenured and tenure track faculty respondents reported teaching six or more course sections during fall 2000.

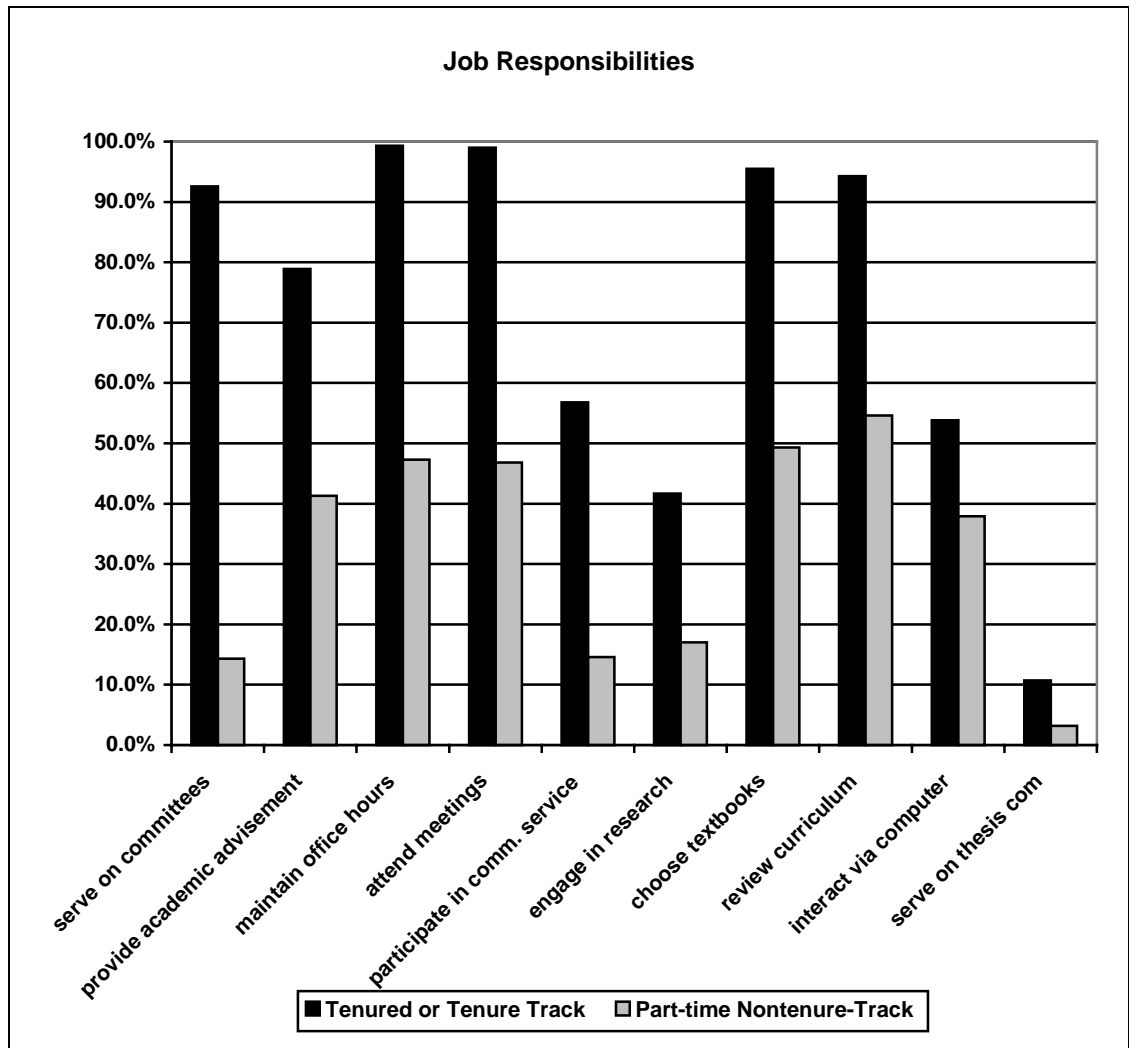
Job responsibilities

- As a whole, tenured and tenure track faculty reported the widest variety of job responsibilities, and part-time nontenure-track faculty reported a much narrower range of job responsibilities.
 - About 93% of tenured or tenure track faculty, and 14% of part-time nontenure-track faculty were expected to *serve on committees at their institution* as part of their job responsibilities.
 - About 79% of tenured or tenure track faculty, 41% of part-time nontenure-track faculty were expected to *provide academic advisement to students* as part of their job responsibilities.
 - About 99% of tenured or tenure track faculty, and 47% of part-time nontenure-track faculty were expected to *maintain scheduled office hours* as part of their job responsibilities.
 - About 99% of tenured or tenure track faculty, and 47% of part-time nontenure-track faculty were expected to *attend departmental or division faculty meetings* as part of their job responsibilities.
 - About 57% of tenured or tenure track faculty, and 15% of part-time nontenure-track faculty were expected to *participate in community service* as part of their job responsibilities.
 - About 42% of tenured or tenure track faculty, and 17% of part-time nontenure-track faculty were expected to *engage in research or other professional creative activity* as part of their job responsibilities.
 - About 96% of tenured or tenure track faculty, and 49% of part-time nontenure-track faculty were expected to *choose textbooks for your courses* as part of their job responsibilities.

- About 94% of tenured or tenure track faculty, and 54% of part-time nontenure-track faculty were expected to *participate in curriculum review* as part of their job responsibilities.
- About 54% of tenured or tenure track faculty, and 38% of part-time nontenure-track faculty were expected to *interact via computer with students outside of class hours* as part of their job responsibilities.
- About 11% of tenured or tenure track faculty, and 3% of part-time nontenure-track faculty were expected to *serve on thesis, dissertation, or program committees for students* as part of their job responsibilities.

Job responsibilities appear to be a factor that differentiates the two community college faculty groups. See Figure 15.

Figure 15



Looking at the survey results, it seems appropriate to divide the responsibilities into several categories according to the degree to which each is performed by the two groups of faculty:

Category 1: Responsibilities performed by substantial proportions of faculty in both groups and by similar proportions across the groups:

- *Interacting via computer with students outside of class hours*

Category 2: Responsibilities performed by nearly all tenured/tenure-track faculty, and by a lesser, but still majority, proportion of nontenure-track faculty:

- *Participate in curriculum review*

Category 3: Responsibilities performed by nearly all tenured/tenure-track faculty, and about one-half of part-time nontenure-track faculty:

- *Maintain scheduled office hours*
- *Attend departmental or division faculty meetings*
- *Choose textbooks for courses*

Category 4: Responsibilities performed by almost all tenured/tenure-track faculty, and only a small minority of part-time nontenure-track faculty:

- *Serve on committees at institution*

Category 5: Responsibilities performed by most tenured/tenure-track faculty, but only a small minority of nontenure-track faculty:

- *Provide academic advisement to students*
- *Participate in community service*

Category 6: Responsibility performed by a substantial proportion of tenured/tenure-track faculty, but only a small proportion of nontenure-track faculty:

- *Engage in research or other professional creative activity*

Category 7: Responsibility performed by only a small proportion of each faculty group:

- *Serve on thesis, dissertation, or program committees for students*

Once again, job responsibilities seem to differentiate well the faculty groups.

- As to whether they would like to have been more involved in any of the activities that were not part of their expected responsibilities, 16% of

tenured/tenure track faculty, and about 28% of part-time nontenure-track faculty reported that they would have liked to have been involved in one or more of those activities. Attending departmental or division faculty meetings, reviewing curriculum, choosing textbooks (for part-timers), participating in community service (for full-timers) and engaging in research or other professional creative activity were activities that faculty members not currently participating in the activity expressed strongest interest.

- On the other hand, about 18% of tenured and tenure-track faculty, and 7% of part-time nontenure-track faculty would have preferred not to have had to perform one or more of the listed responsibilities as part of their job in fall 2000. Activities that the most number of faculty respondents indicated that they would prefer not to perform were serving on committees, and serving on student committees (for part-timers). Even with these activities, the numbers of faculty seeking to eliminate the responsibility were very small.

Distribution of faculty efforts among different activities

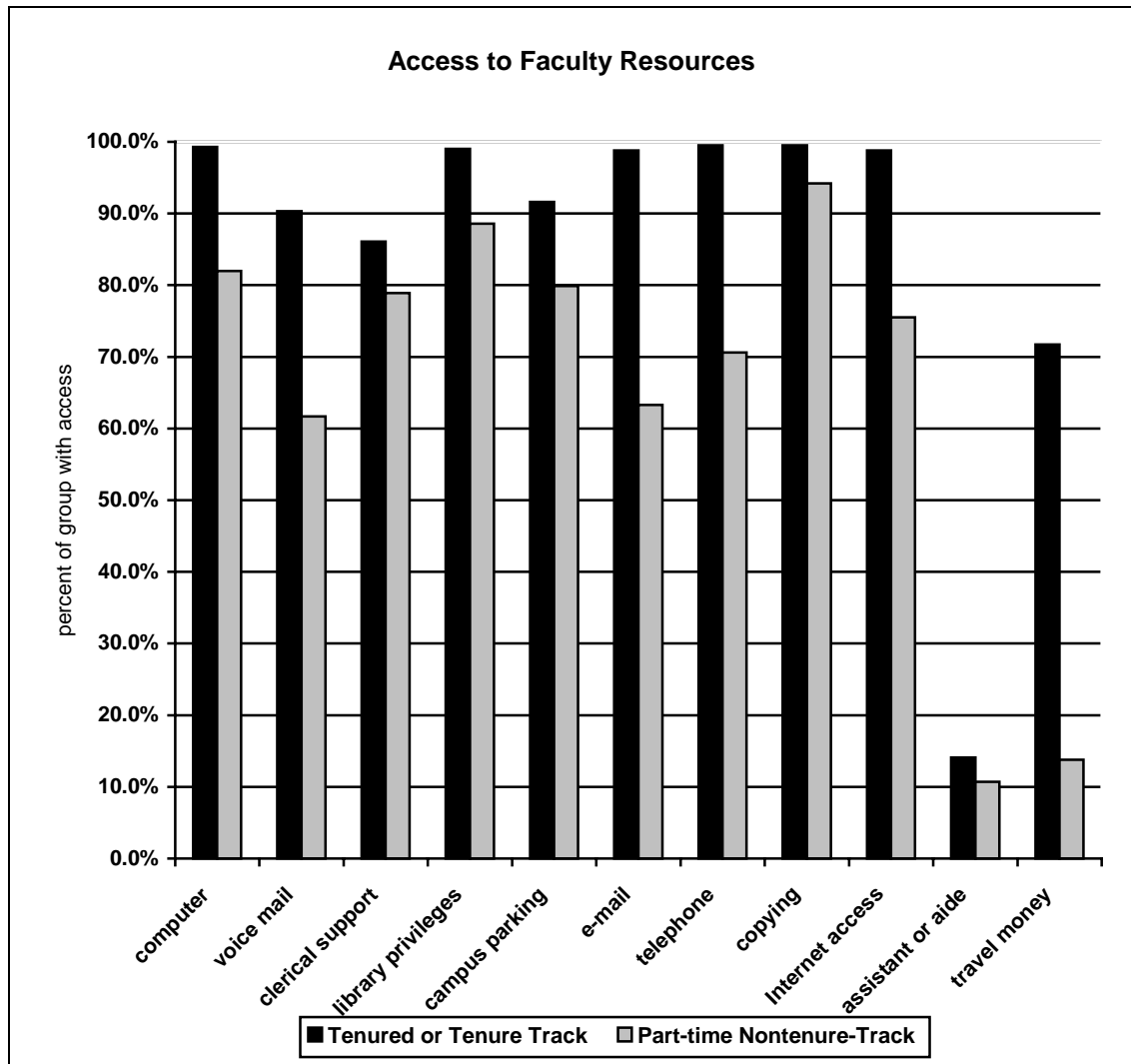
- Respondents were asked to indicate the number of hours per week they spent in various activities during the fall 2000 academic term. It should be noted that the list of activities presented to respondents is not exhaustive of the activities or responsibilities of any faculty group, and that the list of activities only accounts for a subset of teaching-related activities. This means that many important activities to which faculty are expected to allocate time and effort, including many of those outlined in the previous subsection of the report, are not included in the time allocation reported in this section. It should also be noted that allocation of time to activities is not neatly distributed throughout an academic term. Thus, one would expect that the allocation of a faculty member's time in a given week is likely to substantially differ from the reported average weekly allocation of time reported for a given *semester*.
- The median number of hours spent instructing students in class or laboratory sections was 16 for tenured/tenure track faculty, and 6 for part-time nontenure-track faculty.
- When asked about the average number of hours they spent per week in preparation for class or lab, tenured and tenure-track faculty responses had a median of 10 hours per week, and part-time nontenure-track faculty responses had a median of 4 hours per week.
- With respect to the hours spent grading and record keeping, tenured and tenure-track faculty reported a median weekly average number of hours of 5, and the median for part-time nontenure-track faculty responses was 2 hours per week.

- Respondents were also asked to indicate the average weekly number of hours they spent in scheduled office hours during fall 2000. The tenured and tenure track group reported that they spent a median average of 7 hours per week in scheduled office hours. The corresponding figure 1 hour per week for part-time nontenure-track faculty.
- Tenured and tenure track faculty respondents indicated that they spent a median average of 2 hours per week advising and counseling students outside of office hour time, while part-time nontenure-track faculty reported spending 1 hour per week.
- Tenured and tenure track faculty spent a median average of two hours a week, and part-time nontenure-track faculty spent a median average of no time a week on college administrative duties like attending committee meetings, performing curriculum review, and choosing textbooks.
- When asked about the time they spent in fall 2000 on interacting with students via computer, tenure and tenure track faculty reported a median average of one hour per week, and part-time nontenure-track respondents reported a median of zero hours per week.
- Serving on dissertation/thesis/program/project committees for students accounted for a median average of no time per week for tenured and tenure track faculty and for the part-time nontenure-track community college faculty. This reflects one difference in the typical job responsibilities of many university faculty and those of their community college counterparts.

Access to faculty resources

- Part-time nontenure-track faculty lagged well behind tenure-track faculty in access to campus resources. Notable exceptions to this were access to clerical support, library privileges, and copying and duplicating, as well as teaching aides or assistants (a resource not widely available to either group). See Figure 16.

Figure 16



Attitudes and faculty satisfaction

- About 42% of part-time nontenure-track faculty reported that it was their goal to become a full-time faculty member on a tenure track.
- About 89% of tenured or tenure track, and 76% of part-time nontenure-track faculty agreed at some level that they were treated fairly relative to their compensation for teaching at the fall 2000 institution. See Figures 17 and 18.

Figure 17

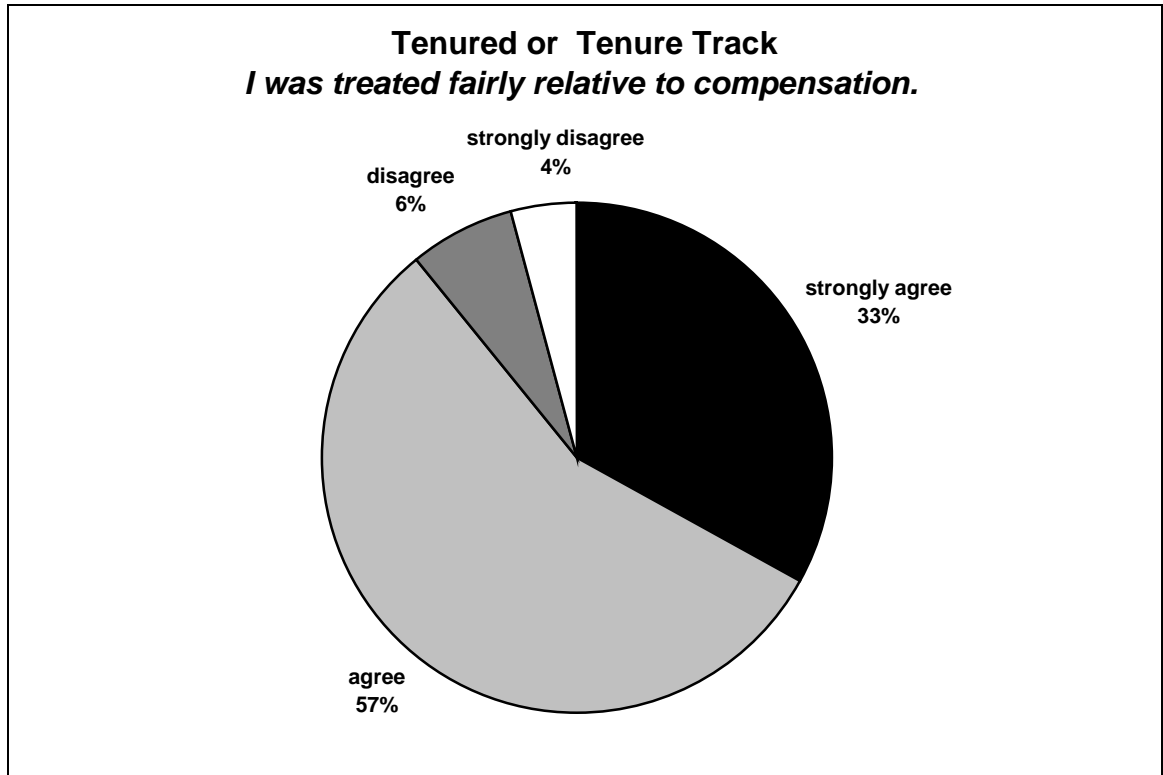
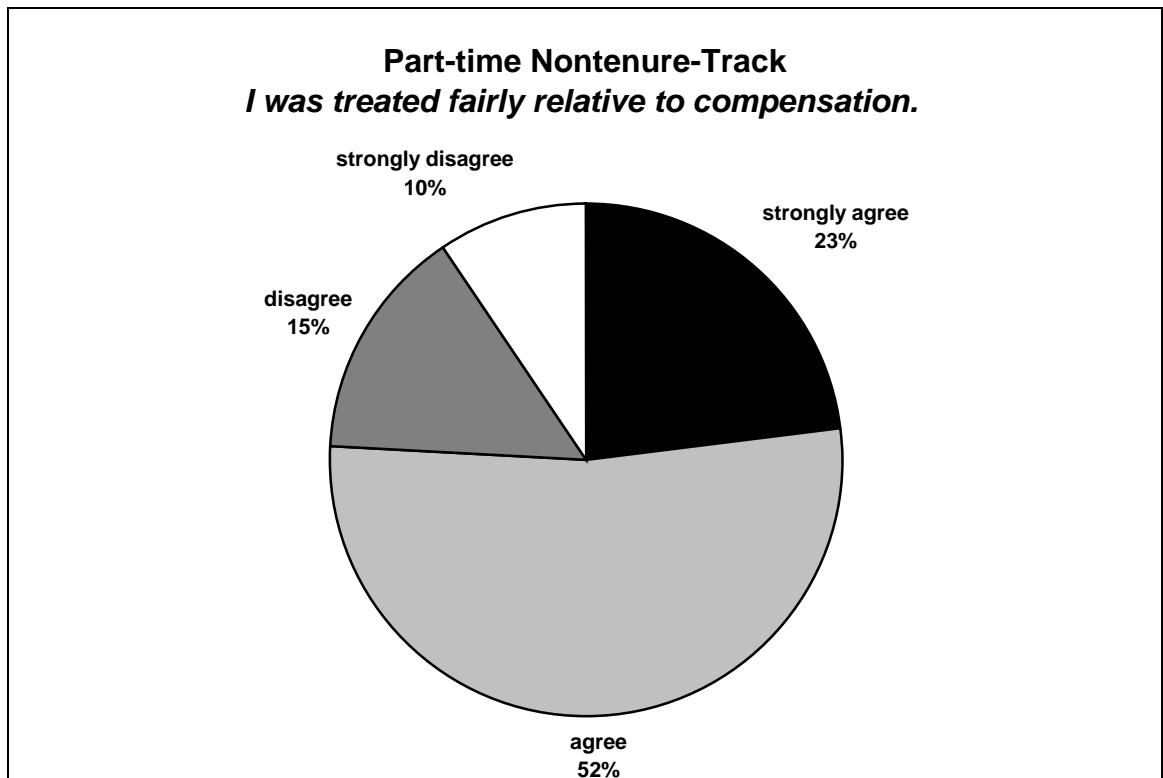


Figure 18



- All faculty groups overwhelmingly felt that the expectations placed on them as faculty members in fall 2000 were reasonable. Part-time nontenure-track faculty were slightly more intense in this belief. See Figures 19 and 20.

Figure 19

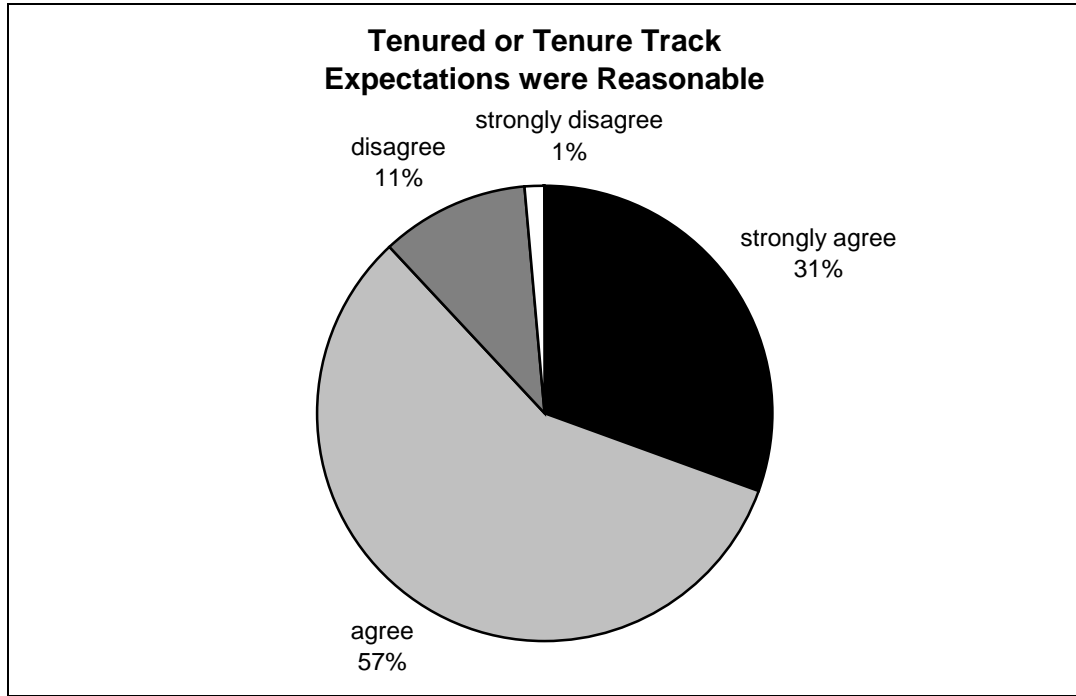
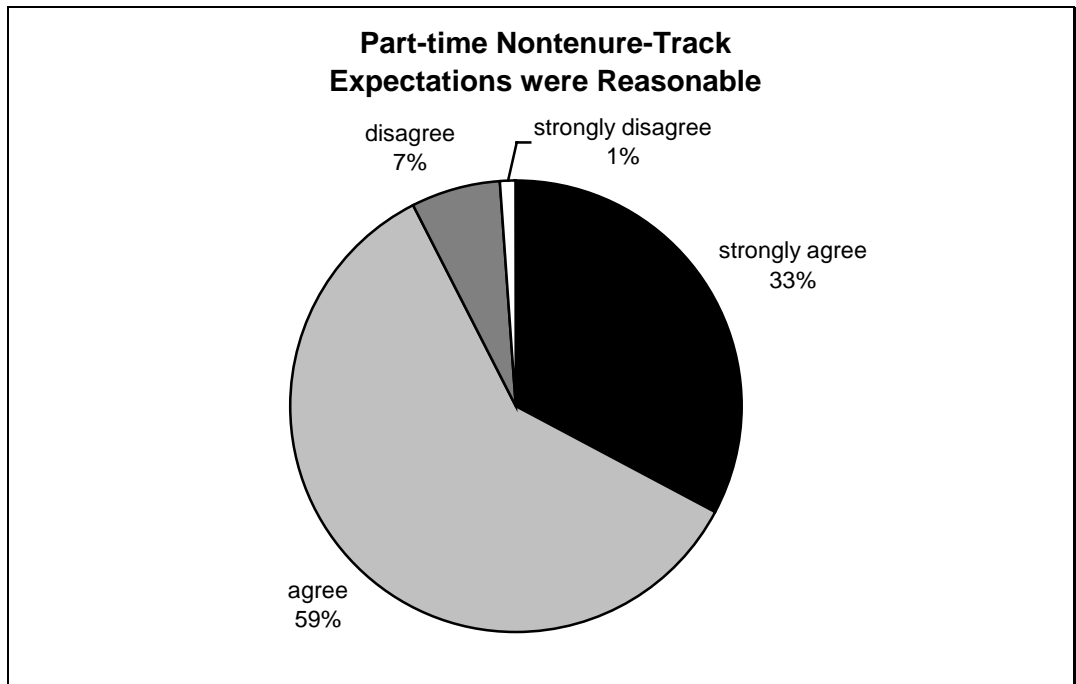


Figure 20



Attitudes toward continuation of current faculty status

- Overwhelmingly, faculty members in all categories desired to keep teaching at their fall 2000 institution (as a part-time faculty member for those in the PTNTT survey, and as a full-time faculty member for those in the other surveys).
- About 7% of tenured and tenure track faculty respondents would prefer to teach part-time at the institution rather than full-time. About 46% of part-time nontenure-track faculty would prefer to teach full-time at their institution.

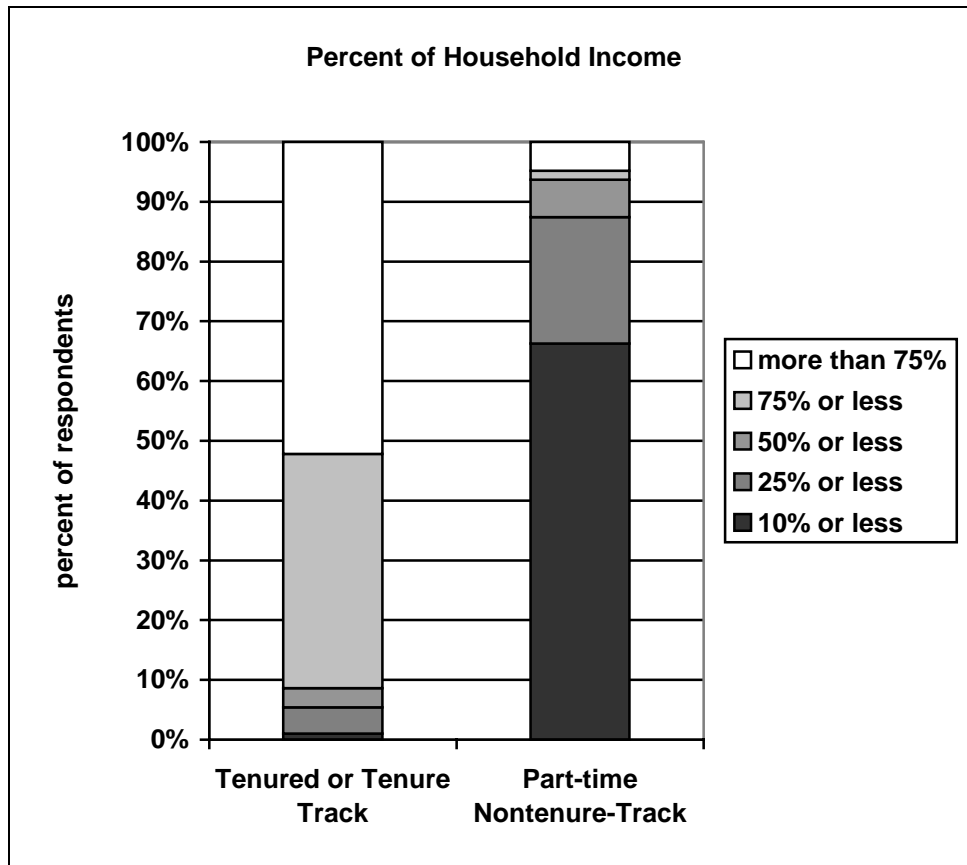
Best reason for why faculty members teach (open-ended question)

- There was no difference among the two faculty groups in the most cited “best reason” why the respondent taught full-time or part-time at the institution of interest. Universally, the best reason why faculty members taught was reported to be their love of teaching and interacting with students. However, community college faculty diverged slightly from university faculty with respect to some of the other “best reasons” cited in their responses to this question. The second most commonly cited “best reason” given by tenured and tenure-track as well as by part-time nontenure-track community college faculty was that they taught for the salary and benefits they received from the job.
- There were some differences among the groups in the other best reasons that were prominently cited by the respondents. For tenured and tenure-track faculty, their third most cited best reason was the ability to teach in the area of their expertise. The fourth most cited reason was that they liked the particular institution at which they chose to teach.
- Part-time nontenure-track faculty cited convenience of location or time as the third most frequently mentioned reason why they taught part-time at the institution of interest. The fourth most frequently mentioned reason was to get one’s foot in the door and acquire experience that would allow them to move on to another teaching position or to move into the tenure-track ranks. It is notable that this was the only faculty group for which the “foot in the door” reason was prominently mentioned.

Compensation and the family or household

- About 88% of part-time nontenure-track faculty said that their income from the teaching at the fall 2000 institution of interest accounted for 25% or less of their family or household income. See Figure 21.

Figure 21

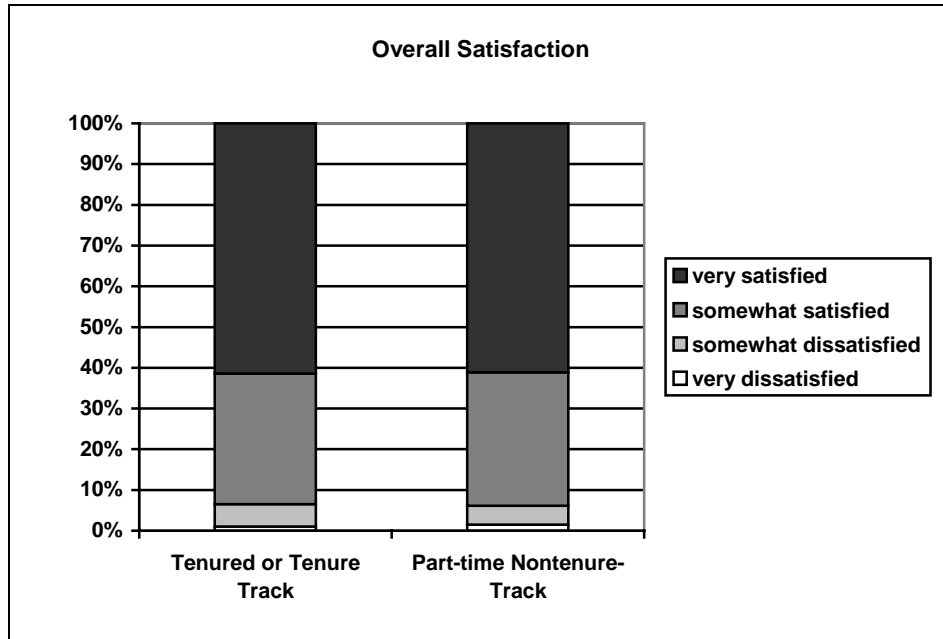


- About 40% of tenured and tenure track faculty respondents said that their income from teaching at the fall 2000 institution of interest accounted for more than 75% of their family's or household's income.
- About 75-80% of each of the faculty groups had a spouse or other domestic partner.
- Nearly 78% of part-time nontenure-track faculty received health insurance coverage from another job or from a spouse's/domestic partner's employer. Similarly, about 66% received dental insurance coverage, 66% were covered by a retirement or pension plan, 60% received life insurance coverage, and 45% had sick leave coverage.
- About 62% of part-time faculty were paid based on the number of credit hours they taught. Another about 14% were paid based on the number of courses they taught. In contrast, about 41% of tenure track faculty were paid on the basis of credit hours taught, with nearly half of tenure track faculty being paid on "some other basis" (most commonly a negotiated salary schedule).

Overall Satisfaction

- Satisfaction with their overall experience teaching at their fall 2000 college ranged from the 93.8% of part-time nontenure-track faculty who were satisfied at some level (61% very satisfied) to the 93.5% of tenured and tenure track faculty who expressed satisfaction at some level (61% very satisfied). Thus satisfaction appears to have been nearly identical between the two faculty groups. See Figure 22.

Figure 22



A Demographic Profile of Illinois Public College and University Faculty

Based on the random samples of tenured and tenure-track university and community college faculty, the random sample of nontenure-track community college faculty, and the population data for university nontenure-track faculty provided by the institutions, CGS project staff developed a demographic profile of Illinois Public College and University Faculty. This summary profile is provided in Table A.

Table A					
Demographic Profile of Teaching Faculty, By Type Illinois Public Universities and Community Colleges					
	Public Universities			Community Colleges	
Demographic Characteristics	Tenured/ tenure Track	Nontenure Track		Full-Time (Tenured/tenure Track)	Part-Time (Nontenure Track)
		Full-Time	Part-Time		
Female	32.2%	51.0%	44.8%	39.3%	46.2%
Male	67.8%	49.0%	55.2%	60.7%	53.8%
Median Age	50	47	45	50	47
Ethnicity					
White	82.3%	83.8%	82.5%	83.1%	79.9%
Black	5.6%	4.9%	7.9%	8.1%	9.9%
Hispanic	2.5%	3.0%	2.4%	1.0%	2.3%
Asian American	8.3%	6.1%	5.0%	6.7%	4.6%

As one can see, there are gender differences between the faculty groups. Nontenure-track faculty are more likely to be women and are somewhat younger than tenure-track faculty. There is little difference in the ethnic distribution across the faculty groups, but a somewhat higher proportion of part-time faculty are self-reported to be Black, and a somewhat higher proportion of tenured/tenure-track faculty are self-reported to be Asian as compared with other faculty groups.

Overall Conclusions and Recommendations

Faculty members at public colleges and universities appear to be a very satisfied group. While there are some differences among the different groups of faculty in terms of job responsibilities and distribution of work activities, as a whole all faculty groups indicate a high level of satisfaction with their particular employment situation and the compensation they receive for doing their job.

One point of concern raised in the process of gathering data for this report is the degree to which our colleges and universities are generally not well situated to provide answers to key questions about the make-up, job responsibilities, and compensation of particular faculty groups. This is despite a keen interest on the part of the institutions in understanding these very issues. In speaking with institutional representatives, a key recommendation that might be in order is for institutions to attempt to better integrate their institutional research, human resources, and student records systems so as to enable more sophisticated and integrated queries to be conducted.

We were very pleased with the support and cooperation of the faculty, administrators, and the Illinois Board of Higher Education and Illinois Community College Board staffs as we struggled to gather information for this report and to summarize it in a useful and meaningful form. Nevertheless, the possibility of disciplinary idiosyncrasies and influences must still be explored. The immensity of this task did not allow significant progress to be made in this report, but future research should attempt to explore further any disciplinary differences in faculty status and job experiences.