

CFHE

**Campaign
for the Future of
Higher Education**

Back to School in Higher Ed

Who Needs Faculty?

A CFHE WORKING PAPER • SEPTEMBER 2015

About the Campaign for the Future of Higher Education

The Campaign for the Future of Higher Education was launched to guarantee that affordable quality higher education is accessible to all sectors of our society in the coming decades; and to include the voices of the faculty, staff, students and our communities—not only administrators, politicians, foundations and think tanks—in the process of making change. The campaign seeks to ensure that the emphasis, curriculum, pricing, and structure of our nation’s higher education systems are good for our students and the quality of education they receive.

FutureofHigherEd.org

Executive Summary

Although 50 years of research has shown that faculty/student interaction is crucial to student success, recent trends and newly-adopted practices in higher education actually **decrease** the possibilities for faculty to interact with students in the amounts and the ways that matter most.

This paper examines the price students pay for several trends in higher education that have gained acceptance without a balanced critical analysis.

If research were driving higher education policy, investing in faculty would be a top priority at every college and university. But what is happening in our country, instead, is a growing **disinvestment** in faculty.

This paper details how serious and how pervasive this disinvestment in faculty has become, and it discusses the ways in which current policies and practices around faculty hiring and salary are hurting students.

As the research on student success suggests, the churning of the faculty workforce along with reduced opportunities for interaction caused by low salaries and over-reliance on part-time appointments are especially hard on students of color, low-income students, and first-generation students.

If the United States is going to have an educated citizenry for its economy and its democracy, our colleges and universities must do more to provide optimal learning conditions for our increasingly diverse student body.

Given the importance of college degrees for social mobility, especially for low-income people and people of color, our nation's legislators, university trustees, and campus administrators must make sure that faculty have the time and energy to do all they can and all they want to do for students.

Providing **all** students with real opportunities for success in college will require a shift in institutional priorities, particularly as reflected in their budgets, to better align our colleges and universities with the core mission of higher education and the role faculty play in carrying it out successfully.

Back to School in Higher Ed: Who Needs Faculty?

In higher education, the phrase “back to school” used to have a simple, literal meaning—students returned to their campuses, to familiar classroom settings, and to professors they would work with throughout their college careers. Differences existed certainly between the experiences of students in the ivy-walled settings at some exclusive universities and the more modest buildings of community colleges and state universities.

But in the past, the phrase “back to school” conjured up a more or less generic image of college.

Today, it is different.

While some return to a rich variety of learning experiences with full-time faculty members, the nearly-universal drive to cut costs means that for other students “back to school” involves returning to classes staffed by part-time, “itinerant” faculty, large numbers of whom work multiple jobs and may not be there next term. Some students are simply “returning” to their computer screens for learning experiences that may involve minimal interaction with a professor—or none at all.

The purpose of this paper is not to ignore the budget challenges and the push for innovation that has produced this change, but to emphasize the importance of evaluating policies and practices more thoroughly and more critically than is currently the case. Too often practices promoted as ways to broaden access, lower costs, and foster “scalability” are not scrutinized for their potential downsides or long-term consequences—especially for particular groups of students.

Too often, practices promoted as “innovations” have at their core the goal of minimizing or eliminating direct interaction and the development of relationships between individual faculty and students. Whether it is MOOCs (Massive Open Online Courses) for thousands of students or so-called competency-based education, many of the new practices achieve cost-savings and popularity with university administrations by reducing faculty-student engagement.

Hiring patterns and stagnant salaries also have conspired to reduce the amount of time and energy faculty can commit to engaging with their students.

Students pay a price for these trends in higher education that have grown and gained acceptance without full analysis of the trade-offs they bring.

Our purpose in this paper is to not to turn back the clock. Rather, it is to foster a more empirically grounded discussion and responsible evaluation of these policies, practices, and “innovations.”

It is important to know how innovations work as well as where—and for whom—they do not work at all.

What's Missing In Higher Education Policy and Practice?

In the current rush to reduce costs, improve scalability, and increase access to higher education, one crucial factor rarely taken into account when evaluating the pros and cons of a particular policy or practice is the role that faculty play in the quality of a student's educational experience.

While it "takes a village" of staff and others to give students a quality higher education, a substantial and growing body of research underscores the unique and critical role that college and university faculty play in student educational success.¹

In fact, 50 years worth of studies make it clear that what faculty offer students goes far beyond their expertise or the information they may share in class or online. More than anything, it is the interaction between faculty and students that, for most students, really makes a difference in their college success and often in their future lives.

Those who remember an inspiring professor's influence on their college careers or even their later life know from personal experience how valuable quality interaction with faculty can be. The research on faculty and student success provides a rich and extensive list of ways in which faculty-student interaction matters. This research should be at the heart of higher education and drive decisions more consistently.

The Pivotal Role of Faculty in Higher Education

As Adrianna Kezar and Dan Maxey detail in a recent overview of hundreds of research studies on the topic, more interaction with faculty is associated with many important positive student outcomes, including "increased persistence and completion rates, better grades and standardized test scores, and the development of leadership, critical thinking, sense of worth, career and graduate school aspiration, and self-confidence."² Interacting with faculty also increases student motivation; it improves communication skills; it promotes student engagement and inspires a love of learning.³ As the authors emphasize, the list of ways faculty interaction helps students covers not only "academic" areas but also broader cognitive and affective ones. More interaction with faculty improves concrete measures of student success such as graduation rates, but it also positively affects less quantifiable areas such as the breadth and depth of a student's learning.⁴

In sum, the vast body of research on faculty and student success leads to a simple, but very important conclusion: "In general, for most students most of the time, the more interaction with faculty the better."⁵

Interaction with faculty is especially important for students of color and first-generation college students: "Indeed, no other factor plays as strong a role for students of color—making this a particularly important finding for our increasingly diverse institutions."⁶

High levels of faculty-student interaction, however, don't just happen automatically. Administrative policies and practices profoundly affect the frequency and quality of faculty-

student interactions.⁷ National trends and fads can as well. While promoters of “innovation” and “cost savings” in higher education rarely examine the full effect of the practices they promote, a responsible assessment would include examination of how factors such as staffing practices and faculty working conditions affect this key driver of student success.

Unfortunately for students, many national trends in these areas actually *decrease* the possibilities for faculty to interact with students in the amounts and ways that matter most. It is certainly an irony that many “innovative” practices touted as ways to expand access and meet the needs of an increasingly diverse student body can be predicted to have profoundly negative effects on exactly those students.

College Spending Priorities: The Tilt Toward Administration

Administrators invariably emphasize their commitment to providing students with a high-quality education and with learning conditions that promote student success. But have they really prioritized that commitment?

Vice President Joe Biden offered one test of institutional priorities: “Don’t tell me what you value. Show me your budget, and I’ll tell you what you value.”⁸

Changes in spending patterns in colleges and universities over the last several decades tell a troubling story about what is really valued in American higher education. While one might expect instruction—higher education’s core mission, after all—to stand out in spending priorities, that is increasingly not the case. As a study by the Delta Cost Project shows, the relative weight of investments in colleges and universities has shifted with instruction and related spending actually declining in recent years.⁹

What has risen as a priority is spending on administration and related activities. This priority is reflected in increases in the numbers of administrative positions, increases in those salaries, and increases in the percentage of college budgets going to these functions.

Between 1987 and 2012, for instance, while the numbers of temporary faculty mushroomed and the percentage of permanent faculty plummeted, the numbers of administrative staff more than doubled—increasing at a rate more than twice that of the increase in students during the same time period.¹⁰

Consider these facts about the relative growth in administrative positions compared to faculty positions since 1990:

- In 1990, colleges and universities (both public and private) had, on average, more full-time faculty positions than administrative positions.
- In 1990, public colleges and universities (non-research) had, on average, about twice as many full-time faculty as administrators. Twenty years later, those numbers were roughly equal.

- In 1990, faculty and staff outnumbered administrators by a ratio of 3:1. By 2012 that ratio declined by about 40 percent.¹¹

At the same time that faculty salaries have stagnated or dropped in terms of purchasing power and student fees and student debt have skyrocketed, those individuals at the top of college and university hierarchies have done very well financially.

Campus presidents have been reconceived as equivalent to corporate CEOs who require salaries commensurate with their new status.¹² The resulting “arms race” that drives their salaries ever upward now means that administrators—even at public institutions—are making salaries higher than governors, justices of the U.S. Supreme Court, and the President of the United States.¹³

And the trend is pervasive. As Howard Bunsis, a professor of accounting at Eastern Michigan University who has conducted extensive analysis of university budgets and spending, concludes, “You see it on every campus—an increase in administration and a decrease in full-time faculty, and an increase in the use of part-time faculty...It’s not what it should be. What’s broken in higher ed is the priorities, and it’s been broken for a long time.”¹⁴

As Bunsis and others have pointed out, these administrative trends have not occurred in a vacuum, but rather are one piece of a larger pattern of policy decisions that do not prioritize what drives student success. As a study by the Institute for Policy Studies titled *The One Percent at State U: How Public University Presidents Profit from Rising Student Debt and Low-Wage Faculty Labor* demonstrated, the increases in presidents’ salaries are associated with increases in student debt, disproportionate increases in administrative spending overall, large increases in contingent (so-called “temporary”) faculty, and large declines in tenure line, “permanent” faculty.¹⁵

If, as a nation, we really care about meaningful access to higher education for an increasingly diverse America and improved graduation rates for all students regardless of background, leaders at American colleges and universities need to “shift the balance” of priorities away from administration and back toward expenditures that directly affect the quality of a student’s educational experience and their success. While it may indeed be “unclear when a tipping point may be near,” as a Delta Cost Project study concludes, a reversal of current trends is long overdue.¹⁶

The Price Students Pay for the Failure to Invest in Faculty

The National Scene

Given what the research tells us about faculty-student interaction as the prime driver of student success, investing in faculty should be a no-brainer.

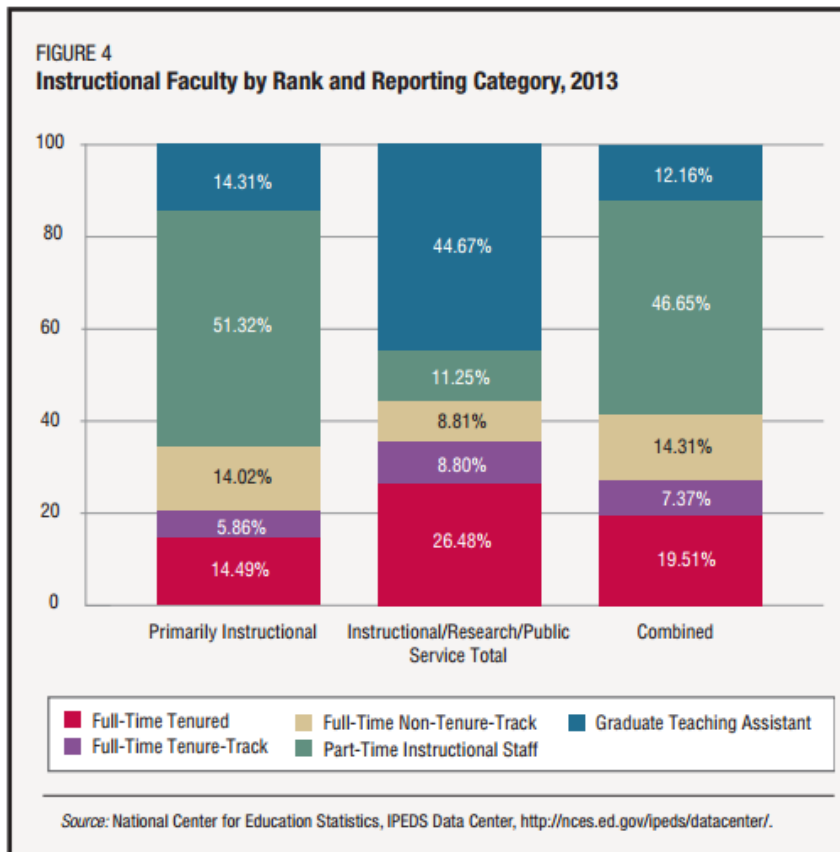
What is happening in American higher education, instead, is a long-term and growing **disinvestment** in faculty at most types of institutions. In part to cut costs, administrators for decades have been replacing full-time, permanent (tenure-track) faculty with part-time faculty on temporary contracts.

This change in the *type* of appointment most faculty hold makes an enormous difference in students’ opportunities for extensive interaction with their instructors. In most colleges and universities, instructional faculty are generally appointed either on so-called “temporary” or “contingent” (usually part-time) appointments or on “permanent” (tenure-track or tenured) appointments.

Contingent faculty (or “adjuncts” as they are often called) are nearly always paid less than permanent faculty, are usually appointed on a part-time basis, and are nearly always paid only to teach classes. Permanent faculty are paid to do many other activities that are critical for students. They are the faculty, for instance, tasked with the program development, oversight, and assessment necessary for the implementation of high-impact practices especially valuable for students. Advising students outside of class is part of their paid duties as well. Almost by definition as “permanent, full-time” faculty, they are more likely to be employed over the course of a student’s college career and are more able to spend time on activities with students outside of class.

To a stunning degree, most colleges and universities have failed to hire enough permanent, full-time faculty over the last several decades.

In 1969, for instance, permanent (tenured and tenure-track) positions made up more than three out of four faculty appointments. The chart below from the American Association of University Professors’ most recent annual report on faculty shows how different the professoriate looks today:



As the chart shows, in 2013 only 1 in 5 instructional faculty were permanent (tenured and tenure-line) while nearly 80% were teaching in “temporary” positions. The majority of instructional faculty (51.32%) were teaching part-time.¹⁷ And the trends show no signs of reversal—today, the majority of new faculty hiring is in the contingent, “temporary” ranks.¹⁸

The situation is worst at institutions serving large numbers of first-generation students, students of color, and low-income students:

- At public non-research 4-year institutions, part-time faculty (and graduate assistant) positions are not simply additional hires to deal with increased enrollments. They have replaced full-time positions.
- Community colleges are faring even worse. They employ fewer full- **and** part-time faculty per student than they did a decade ago.¹⁹
- At for-profit colleges, nearly all faculty positions are contingent, so-called “temporary” faculty. By 2007, only a miniscule 0.2% of faculty in 4-year for-profits were permanent (tenured and tenure-track).
- At 2-year for-profits, that number was 0.4% (American Association of University Professors, 2010).²⁰

Case Study: The California State University System

The case of the California State University (CSU), while worse in degree than the situation at many other institutions, illustrates several patterns that are consistent across many of the nation’s colleges and universities. Often dubbed “The People’s University,” the expansive public system of 23 campuses spread across the state serves a very diverse student population with high percentages of first-generation students, students of color, and low-income students.²¹ As a result of changes in staffing over roughly the last decade, however, these students now have less access to faculty and fewer opportunities for interaction with them than their counterparts did even a decade ago.

While the numbers of students (full-time equivalent) increased by 20% between 2004 and 2013, the number of faculty (full-time equivalent) only went up 8%.²² In fact, only two campuses increased faculty at a rate equal to increases in student enrollment on that campus. One of those campuses only achieved an over-all faculty increase consistent with student growth by increasing temporary (mostly part-time) faculty by 33%. The other achieved its faculty growth by increasing its number of temporary faculty a whopping 225%.

While the numbers of managers in the CSU grew by 19.2% during this same time, the numbers of permanent (tenure-track and tenured) faculty actually **fell** by 3%. This failure to hire enough permanent faculty occurred across all campuses—not a single CSU campus had an increase in permanent, tenure-line faculty that kept up with the rate of student population growth over the last decade.

Instead of investing in permanent faculty, CSU administrators—like so many others around the country—have adopted a fast-food model of faculty staffing. The only reason the faculty ranks grew at all over the last decade in the CSU was because the numbers of faculty hired on temporary appointments exploded, increasing by 46%.

Effects of Faculty Hiring Practices

While most administrators in the CSU and elsewhere would probably argue that they are developing these hiring policies to cut costs, research shows differently. The trend toward increased use of contingent, part-time faculty is often not a conscious, thought-out policy at all but an ad hoc practice instituted without regard to data, institutional planning, or accountability.²³ Moreover, it is not at all clear that such practices even enhance institutional “flexibility,” as is so often claimed.²⁴

What we have, then, is not a coherent set of hiring policies but an unexamined, “out of control trend” that, as Sean Gehrke has pointed out, endangers students and the very essence of what it is to be a college or university:

“When we do not carefully consider hiring processes, we do not realize that they may be problematic—may even threaten the mission and goals of the institution. Moreover, the lack of consideration leads to a lack of accountability. Who is, or should be, accountable for composing a robust faculty that is supported in its work and can meet the needs of the institution? At present, the answer often is that no one is accountable. And that is the crux of the problem. Intentional hiring and support for faculty are essential to fostering an academy that has integrity.”²⁵

The current system hurts institutional integrity and degrades the student experience. As Kazar and Maxey have emphasized, increased use of “temporary,” part-time appointments for faculty makes student-faculty interaction much harder to foster, for “the very nature of part-time employment means that these faculty will have fewer opportunities to engage with students in the meaningful and substantive ways that are integral to ensuring the positive outcomes associated with faculty-student interaction.”²⁶

Faculty who are “contingent” rather than “permanent,” who have temporary appointments that are less than full-time, and who thus have to work at more than one institution to make ends meet, find it difficult to be on campus outside of class time for interaction with students. While their credentials, skills, passion, and commitment to students are exemplary, the very nature of their appointment does not provide working conditions conducive to the kinds of interactions so crucial for student success.

While many part-time, “temporary” faculty do struggle to work with students in a variety of ways outside of class, they are not paid to do so. When they squeeze their schedules to make the time necessary for meaningful interactions outside of class—working with students on joint research projects, mentoring students in class-related internships, or sponsoring student clubs—that work is nearly always uncompensated, “free” labor.

Although it might be argued that some students may still experience strong classroom instruction even with high faculty turnover, it is absolutely clear that when faculty come and go

students experience fewer of the long-term, mentoring relationships the research shows are so important. Faculty who remain on a campus only for a short period of time are simply not there to work with students, for instance, on long-term research projects, to provide continuity of advising and substantive letters of recommendation, or to shepherd students through career choices before graduation and career challenges afterwards.²⁷

Simply put, the degraded working conditions for faculty that result from current hiring practices in most American colleges and universities mean degraded learning conditions for students and less opportunities for faculty-student interaction.

The Price Students Pay When Faculty Can't Afford to Teach

The job of college professor used to be a solidly middle-class profession. No one expected to get rich from teaching, but professors could count on a life not so different from other middle-class, college-educated people. They could pay their bills, care for and educate their children, buy a home, and someday retire.

That basic economic security was what most faculty expected, and that's what most college professors experienced. As a result, they were able to do their best work as professors because they were reasonably secure in their ability to support themselves and their families adequately.

But for many faculty in our colleges and universities today, things have changed. Because of low salaries and the common practice of hiring faculty on part-time contracts, even a modicum of economic security has become shaky for many, and for others, impossible. This change in economic status has had major ramifications for faculty members themselves, but students are also paying a price.

National Data

The common assumption that most college faculty are paid handsomely is simply wrong.

Part of the reason for this misconception is the manner in which data on faculty salaries are collected and reported. For instance, the most complete data on faculty salary and the faculty salary figures most often referred to in the media include only full-time faculty. A cursory glance at this data, with no awareness of its limitations, can lead to false conclusions about the state of faculty salaries in the United States.

Recent data from the National Center for Education Statistics shows that "professors" made, on average, \$109,905 in 2013/14.²⁸ While this six-figure number may sound impressive, a recent study by the American Association of University Professors shows that even full professors are underpaid in comparison to non-academic positions in similar fields.²⁹

Furthermore, while the average full professor salary is hardly an exorbitant one compared to that paid for other work requiring years of post-graduate study and more than a decade of service in a profession, the fact is that a very small percentage of students actually are being taught by faculty making that amount of money.

Average salaries at lower ranks are considerably less than “professor” salaries; full-time lecturers, for instance, make on average about half what full Professors do.³⁰

Moreover, only a fraction of faculty in the U.S. are full-time faculty and included in this data at all. The majority (51.32%) of faculty, those who teach part-time, are not included in national salary reports.³¹

While the format of most faculty salary charts suggests an equal distribution of individuals across ranks, the fact is that the American professoriate is heavily skewed toward the lowest faculty salary ranges. The number is not collected nationally, but extrapolating from various existing data sources reveals that a full professor salary is actually only received by around 1 in 10 faculty across the country—and that number is declining.³²

The economic reality for the “new majority” of contingent, mostly part-time, faculty who are teaching the vast majority of students is grim. Most are paid by the course at a shockingly low rate—a median pay per course of only \$2,700 in 2010 across all types of institutions.³³

As a recent study, “Professors in Poverty,” details, these numbers mean that 22% of part-time faculty in the U.S. live in poverty—compared to 14.5% of Americans overall.³⁴ Not surprisingly, high numbers of part-time faculty families—1 in 4—are enrolled in at least one public assistance program.³⁵

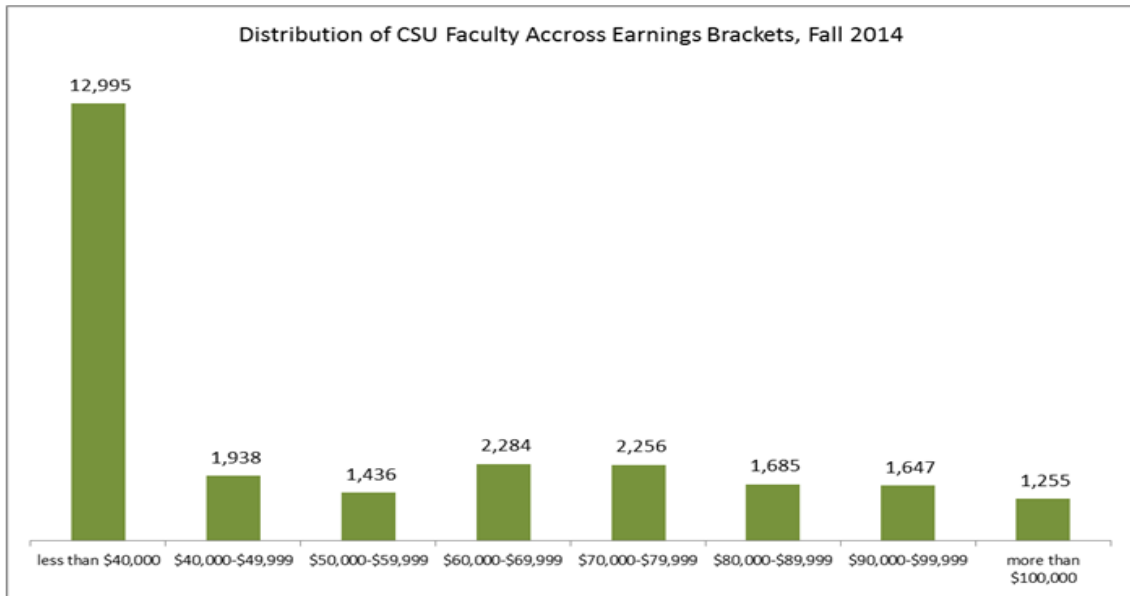
Case Study: Faculty Salaries at the “People’s University”

The failure of administrators at the California State University to provide faculty with adequate salaries and the impact this practice has on students are alarming. Yet, salary trends in that system reflect the general patterns and resulting problems seen at campuses across the country.

In the CSU, as elsewhere, faculty pay is surprisingly low for professional work requiring a high level of post-secondary schooling.

For instance, as a report recently released by the California Faculty Association shows, on average, CSU faculty are taking home \$45,000 per year in pay before taxes and other deductions. More than 50 percent of CSU faculty make less than \$38,000 in gross earnings per year.³⁶

The histogram on the next page shows the distribution of actual CSU faculty earnings and provides a graphic image that flies in the face of common assumptions about what college professors earn—more than half of faculty teaching in the CSU in Fall 2014 were earning less than \$40,000 per year.



While this number can be accounted for in part by the high percentage of part-time faculty members in the CSU, average salaries for CSU faculty are generally low. Even if all faculty were working on full-time contracts, the average salary for CSU faculty would only have been \$63,000 in the Fall of 2014. Half of all CSU faculty would have still had a salary of \$55,000 per year or less to survive in a state with one of the highest costs of living in the country.

Compare these numbers to the average salaries for other jobs in California:

Firefighter	\$125,000
Police Officer	\$97,500
Nurse	\$87,480
Car sales Rep	\$79,000
Accountant	\$75,870
Truck Driver	\$55,000 ³⁷

The CSU's failure to adequately fund the faculty who are vital to its core mission comes across crystal clear when you look at changes in CSU faculty salaries over the last decade. While faculty salaries across the country have declined in real dollars since the Great Recession, the average CSU faculty salary in 2013 was less in real dollars than it was in 2004 on every single CSU campus. This loss in purchasing power on individual campuses ranged from \$7,114 to a loss of more than \$13,796—the equivalent of a 15.5% pay cut over the last 10 years.³⁸

Even Full Professors, the most senior and generally highest paid faculty have seen their salaries slip significantly in real dollars over the last decade at every one of the 23 campuses in the system. In contrast, as happened at many other campuses across the country, the salaries of campus presidents in the CSU continued to increase. In fact, the gap between the average faculty salary and the average campus President's salary on CSU campuses widened by over \$30,000 in real dollars between 2004 and 2014.³⁹

A survey of CSU faculty conducted by the California Faculty Association in 2014/15 showed the harsh impact of these economic realities on faculty and their students.⁴⁰

Overwhelmingly (80% of respondents), faculty reported that low salaries and lack of raises have had significant, negative effects on their lives with many reporting serious difficulties meeting even basic needs like food and housing.⁴¹

Seventy-two percent (72%) of all respondents reported taking on additional work to make ends meet. Of those who had done so, 77% reported working off campus in employment ranging from extra teaching and consulting to jobs totally unrelated to academic credentials.

Living further from campus than they would like was another frequently reported strategy to make ends meet. Sixty percent (60%) of those responding reported not being able to afford to live in their own campus community. The move further from campus cut housing costs; but, as respondents reported, this “solution” adds to stress, eats away at their personal time, and reduces the time they are available for students.

Sometimes, however, even the most inventive strategies are not enough; and the numbers just don’t add up.

A shockingly high number of faculty respondents (13% overall and 1 in 5 contingent faculty in the CSU) report having received income-based government assistance while working in the CSU.

Implications

As this CSU survey, the national data, and countless news reports indicate, significant numbers of faculty teaching in our colleges and universities today are among our nation’s “working poor.”

Many others are hanging on by a thread financially through a variety of means, from living far from campus to save money on housing to postponing having children and borrowing from friends and relatives. In short, it is clear that many, possibly even most recently-hired faculty, are currently locked out of the middle-class or live in fear of becoming so.

Across the country, the price paid by faculty for low salaries and the economic scrambling they require is enormous in terms of family life, personal physical and mental health. These harsh economic realities have meant that the financial security which once made it possible faculty to focus on their students and their teaching has, for many, been replaced by a stressful scramble for economic survival accompanied by feelings of sadness, frustration, demoralization, and anger.

But the effects of these trends go beyond the increasingly harsh toll on faculty.⁴²

Faculty who are stressed and worried about economic survival are, at best, distracted. Those who are suffering from depression, also reported with disturbing frequency, and other health problems because of financial strain will clearly struggle to give their best to students.

Faculty who are dealing with an inability to pay bills, unmanageable credit card and student loan debt, unaffordable second mortgages, foreclosures, and bankruptcies, needless to say, have divided attention.

Even outside help for faculty comes with a price for students. The significant numbers of faculty who struggle through with the help of low-income government assistance are obviously spending significant time dealing with those bureaucracies that could be devoted to students instead.⁴³

In short, current salary and hiring practices in our nation's colleges and universities simply do not foster the stable faculty workforce students need.

In the California State University system, for instance, attrition among faculty on temporary appointments (who are 58% of CSU faculty) is extremely high—a loss of 20% each and every year. What that means for students is this: by the time a student graduates, it is likely that a high percentage of the professors they have worked with will no longer be on campus.⁴⁴

This churning of the faculty workforce in our colleges and universities that results from low salaries, over-reliance on part-time appointments, and other adverse conditions works against student/faculty interaction and student success. As the research we reviewed at the beginning of the paper shows, this instability is especially hard on students of color, low-income students and first generation students.

Without quality interaction with faculty, low-income students face the harsh probability of significantly lower graduation rates than students from wealthier backgrounds.⁴⁵ Without it, students of color and first generation students miss the boost that interaction provides them in developing the breadth and depth of their learning, their communication and critical thinking skills, their motivation and aspirations, and their self-confidence.

Creating a system of higher education in this country with salary and working conditions that make possible and actively nurture faculty interaction with students matters not just for individual students, but for our nation as a whole.

If the United States is going to have an educated citizenry for its economy and its democracy, colleges and universities must provide optimal learning conditions for an increasingly diverse student body. Given the importance of college degrees for social mobility, especially for low-income people and people of color, legislators and campus administrations must make sure that faculty have the time and energy to do all they can and all they want to do for their students.⁴⁶

It's time to shift priorities to better align with higher education's core mission and the role faculty play in carrying it out successfully. Attracting and retaining a stable faculty workforce who can fulfill their roles as professionals without spending untold hours simply trying to keep their families afloat is the best investment in student success a university can make.

ENDNOTES

¹ As one recent study concluded, “Our observation is that the potential impact of one group--faculty--on student success far outweighs all others.” Stevenson, Joseph M., Buchanan, Debra A., and Sharpe, Abby, “Commentary: The Pivotal Role of the Faculty in Propelling Student Persistence and Progress toward Degree Completion,” *Journal of College Student Retention: Research, Theory and Practice*, Volume 8, Number 2, 2006-2007, 141-148.

A recent study commissioned by the Gates Foundation, titled “U.S. Postsecondary Faculty in 2015 Diversity In People, Goals And Methods, But Focused On Students,” reviews the literature on the role of faculty and confirms the consistent and long-standing general finding that “faculty-student interaction drives outcomes” (p. 12). In addition to interactions between faculty and students inside the classroom, those interactions beyond instruction “anchor students to the school and motivate them to succeed” (p. 12) The full report is available on the Gates Foundation website at <http://postsecondary.gatesfoundation.org/wp-content/uploads/2015/02/US-Postsecondary-Faculty-in-2015.pdf>.

For a sampling of the many other articles about the key role played by faculty, see Ullah, Hafeez and Wilson, Mardell A. “Students' Academic Success and Its Association to Student Involvement with Learning and Relationships with Faculty and Peers,” *College Student Journal*, Vol. 41, No. 4, December 2007; Komarraju, Meera, Musulkin, Sergey, and Bhattacharya, Gargi, “Role of Student-Faculty Interactions in Developing College Students' Academic Self-Concept, Motivation, and Achievement,” *Journal of College Student Development*, Volume 51, Number 3, May/June 2010, 332-342.

² Adrianna Kezar and Dan Maxey, “Faculty Matter: So Why Doesn’t Everyone Think So”? *Thought and Action*, Fall 2014, p. 30. Viewed at <http://www.nea.org/assets/docs/HE/e-Kezar.pdf>.

³ Adrianna Kezar and Dan Maxey, “Faculty Matter: So Why Doesn’t Everyone Think So”? *Thought and Action*, Fall 2014, p. 32.

⁴ Adrianna Kezar and Dan Maxey, “Faculty Matter: So Why Doesn’t Everyone Think So”? *Thought and Action*, Fall 2014, p. 31.

⁵ Adrianna Kezar and Dan Maxey, “Faculty Matter: So Why Doesn’t Everyone Think So”? *Thought and Action*, Fall 2014, p. 31.

⁶ Adrianna Kezar and Dan Maxey, “Faculty Matter: So Why Doesn’t Everyone Think So”? *Thought and Action*, Fall 2014, pp. 31-32.

⁷ Adrianna Kezar and Dan Maxey, “Faculty Matter: So Why Doesn’t Everyone Think So”? *Thought and Action*, Fall 2014, p. 33.

⁸ For video of this quote, see <http://lybio.net/joe-biden-show-me-your-budget-and-i-will-tell-you-what-you-value/news-politics/>.

⁹ Donna M. Desrochers and Rita J. Kirshstein, *College Spending in a Turbulent Decade: Findings from the Delta Cost Project* (Washington, DC: American Institutes for Research, 2012), 5.

¹⁰ Jon Marcus, “New Analysis Shows Problematic Boom in Higher Ed Administrators,” *New England Center for Investigative Reporting*, February 6, 2014. Viewed at <http://necir.org/2014/02/06/new-analysis-shows-problematic-boom-in-higher-ed-administrators/>.

¹¹ Donna M. Desrochers and Rita Kirshstein, “Labor Intensive or Labor Expensive? Changing Staffing and Compensation Patterns in Higher Education,” Delta Cost Project at American Institutes for Research, February 2014, pp. 13-14. Viewed at http://www.deltacostproject.org/sites/default/files/products/DeltaCostAIR_Staffing_Brief_2_3_14.pdf.

A chart that displays changes in administrative by campus can be viewed at http://college-table.wgbh.org/college_local.

¹² This comparison between corporate CEOs and campus presidents has often been criticized as an inappropriate one. As Constantine Curris, President Emeritus of the American Association of State Colleges and Universities, has argued, “Governing boards have also often...equate[ed] the compensation levels of college executives with salaries in the corporate world. That rationale stretches the public's credulity. It could be argued that, if comparisons outside higher education are to be made, why not compare presidential salaries to those of executives in the nonprofit world, or possibly to elected officials like mayors or governors? The strongest argument, it should be noted, is that there is no true analogue for the academic presidency.”

“How to Stop the Arms Race in Presidential Pay,” *The Chronicle of Higher Education*, December 6, 2009. Viewed at <http://chronicle.com/article/How-to-Stop-the-Arms-Race-i/49328/>.

¹³ The intensity of this focus on administration is perhaps clearest during hard times. In the wake of the economic collapse of 2008 and the pervasive budget cuts that most colleges and universities experienced, for instance, institutional leaders regularly protected administrative positions and sought “savings” from faculty and staff. For examples, see Benjamin Ginsberg, “Administrators Ate My Tuition,” *Washington Monthly*, September/October 2011. Viewed at http://www.washingtonmonthly.com/magazine/septemberoctober_2011/features/administrators_ate_my_tuition031641.php?page=all.

¹⁴ Carlson, Scott, “Administrator Hiring Drove 28% Boom in Higher-Ed Work Force, Report Says,” *Chronicle of Higher Education*, February 5, 2014. For another discussion of this trend, see J.P. Greene, B. Kisida, & J Mills. J, “Administrative Bloat at American Universities: The Real Reason for High Costs in Higher Education,” Goldwater Institute Policy Report No. 239, August 17, 2010.

¹⁵ Erwin, Andrew and Wood, Marjorie. “The One Percent at State U: How Public University Presidents Profit from Rising Student Debt and Low-Wage Faculty Labor.” Institute for Policy Studies, May 21, 2014.

¹⁶ Donna M. Desrochers and Rita Kirshstein, “Labor Intensive or Labor Expensive? Changing Staffing and Compensation Patterns in Higher Education,” Delta Cost Project at American Institutes for Research, February 2014, p. 16. Viewed at http://www.deltacostproject.org/sites/default/files/products/DeltaCostAIR_Staffing_Brief_2_3_14.pdf.

¹⁷ John Barnshaw and Samuel Dunietz, “Busting the Myths: The Annual Report on the Economic Status of the Profession, 2014-15,” *Academe*, March/April 2015, p. 13. Viewed at <http://www.aaup.org/sites/default/files/files/2015salarysurvey/zreport.pdf>.

¹⁸ Jack H. Schuster and Martin J. Finkelstein, *The American Faculty: The Restructuring of Academic Work and Careers*(Baltimore: Johns Hopkins University Press, 2006), 324. For more data on the composition of faculty in the U.S. see “The Changing Faculty and Student Success National Trends for Faculty Composition Over Time,” USC Rossier Pullias Center for Higher Education. Viewed at http://www.uscrossier.org/pullias/wp-content/uploads/2012/05/Delphi-NTTF_National-Trends-for-Faculty-Composition_WebPDF.pdf.

Even the Bureau of Labor Statistics is warning job seekers that many, if not most of the new faculty jobs in all fields will be non-tenure-track, “temporary” positions. See the table at <http://www.bls.gov/ooh/education-training-and-library/mobile/postsecondary-teachers.htm>.

¹⁹ Donna M. Desrochers and Rita Kirshstein, “Labor Intensive or Labor Expensive? Changing Staffing and Compensation Patterns in Higher Education,” Delta Cost Project at American Institutes for Research, February 2014, p. 16. Viewed at http://www.deltacostproject.org/sites/default/files/products/DeltaCostAIR_Staffing_Brief_2_3_14.pdf.

²⁰ “The Changing Faculty and Student Success National Trends for Faculty Composition Over Time.” USC Rossier: Pullias Center for Higher Education. Viewed at http://www.uscrossier.org/pullias/wp-content/uploads/2012/05/Delphi-NTTF_National-Trends-for-Faculty-Composition_WebPDF.pdf.

²¹ CSU campuses are ethnically very diverse.

- Of the top 20 most diverse colleges in the western region of the United States, 10 are CSU campuses.
- 40% of CSU students came from households where English is not the first language.
- In 2013 only 29% of CSU students identified themselves as white.
- Overall, more than one-third of CSU students are the first in their family to attend college.
- Many CSU students come from low-income households. (Nearly half are Pell Grant recipients.)

For more detailed data and sources, see “Race to the Bottom: The Price Students Pay,” California Faculty Association. Viewed at http://www.calfac.org/sites/main/files/file-attachments/race_to_the_bottom--the_price_students_pay_final.pdf.

²² For a more extensive discussion of changes in the faculty hiring patterns in the California State University as well as all sources for data in this paper, see “Race to the Bottom: Salary, Staffing Priorities and the CSU’s 1%,” California Faculty Association. Viewed at http://www.calfac.org/sites/main/files/file-attachments/race_to_the_bottom-salary_staffing_and_the_csus_1_final.pdf.

²³ KerryAnn O'Meara, Regina R. Kaufman and Aaron M. Kuntz, "Faculty Work in Challenging Times: Trends, Consequences & Implications," *Liberal Education*," Fall 2003. Viewed at <http://www.aacu.org/publications-research/periodicals/faculty-work-challenging-times-trends-consequences-implications>.

²⁴ W. Mallon, *Abolishing and Instituting Tenure: Four Case Studies of Change in Faculty Employment Policies*. Harvard Graduate School of Education: Unpublished doctoral dissertation, 2002.

²⁵ Sean Gehrke, "Why Are We Hiring So Many Non-Tenure-Track Faculty?" *Liberal Education*, Winter 2014. Viewed at <https://www.aacu.org/liberaleducation/2014/winter/kezar>.

²⁶ Adrianna Kezar and Dan Maxey, "Faculty Matter: So Why Doesn't Everyone Think So?" *Thought and Action*, Fall 2014, p. 34.

²⁷ For more research on the effect of temporary and part-time faculty appointments on students, see: "The Effects of Contingency on Student Success and the Professoriate," *Peer Review*, Summer 2013; Adrianna Kezar and Daniel Maxey, "The Changing Academic Workforce," *Trusteeship Magazine*, May/June 2013; and American Association of University Professors, "Tenure and Teaching-Intensive Appointments," 2010.

²⁸ Chart with data provided by the National Center for Education Statistics and be viewed at <http://nces.ed.gov/pubs2012/2012276.pdf>.

²⁹ John Barnshaw and Samuel Dunietz, "Busting the Myths: The Annual Report on the Economic Status of the Profession, 2014-15," *Academe*, March/April 2015, p. 13. Viewed at <http://www.aaup.org/sites/default/files/files/2015salarysurvey/zreport.pdf>.

³⁰ Chart created from data provided by the National Center for Education Statistics can be viewed at <http://nces.ed.gov/pubs2012/2012276.pdf>.

³¹ Despite the myth that faculty salaries are somehow responsible for increases in tuition, full-time faculty salaries have actually decreased in real dollars since the economic collapse of 2008. As the most recent faculty salary report from the American Association of University professors reports, this overall decline is despite a modest increase in average salary of 1.4 percent in the past year. John Barnshaw and Samuel Dunietz, "Busting the Myths: The Annual Report on the Economic Status of the Profession, 2014-15," *Academe*, March/April 2015

This pattern of loss in purchasing power is significant in many states. In New York state, for instance, according to data from the National Education Association, average faculty salaries in public universities between 2011-12 and 2012-13 declined by \$5,214. As a result, salaries that were less in 2013 than they were in 2014. See "State Faculty Salary Surveys," available at <http://www.nea.org/home/35310.htm>

Perhaps not surprisingly, college presidents' salaries fared much better during the tough times of the recession. Last year, while the rate of inflation was below 1 percent, pay for public university presidents rose by almost 7 percent—from \$401,000 in 2013 to \$428,000 in 2014. Nanette Asimov, "Public University Leaders' Pay Soars as Inflation Rate Slips," *San Francisco Chronicle*. See also "Executive Compensation at Public and Private Colleges," *The Chronicle of Higher Education*," June 8, 2015. Viewed at http://chronicle.com/factfile/ec-2015/#id=table_public_2014.

³² Based on data from the American Association of University Professors' most recent salary survey, 31.3% of all full-time faculty are full professors (<http://www.aaup.org/sites/default/files/files/2015salarysurvey/2015tab12.pdf>). According to that report, full-time faculty comprise 41.2% of all faculty (<http://www.aaup.org/sites/default/files/files/2015salarysurvey/Fig4.pdf>). Based on these numbers, at most 13% of all faculty are full professors.

³³ Coalition on the Academic Workforce, "A Portrait of Part-Time Faculty Members," June 2012. Viewed at http://www.academicworkforce.org/CAW_portrait_2012.pdf.

³⁴ "Professors in Poverty," *Adjunct Action*, April 8, 2015. Viewed at <http://adjunctaction.org/blog/2015/04/08/professors-in-poverty-new-report/>.

³⁵ "Professors in Poverty," *Faculty Forward*. Viewed at <http://seiufacultyforward.org/professors-in-poverty/>.

³⁶ “Race to the Bottom: CSU’s 10-year Failure to Fund its Core Mission.” California Faculty Association. Viewed at <http://www.calfac.org/race-to-the-bottom>. All data on CSU faculty salaries is drawn from this paper and based on CSU payroll data.

³⁷ Data on these salaries can be found on the following websites:

Firefighters and police: <http://www.sacbee.com/site-services/databases/article2573210.html>,

Nurses: <http://www.nursegroups.com/Salary/RN/California>,

Car Sale Rep: <http://work.chron.com/average-salary-car-sales-consultant-21648.html>

Accountant: <http://www.accountingedu.org/california-accountant-salary.html>

Truck Driver: <http://www.indeed.com/salary/q-Truck-Driver-l-California.html>.

³⁸ “Race to the Bottom: CSU’s 10-year Failure to Fund its Core Mission.” California Faculty Association. Viewed at <http://www.calfac.org/race-to-the-bottom>.

³⁹ “Race to the Bottom: Salary, Staffing Priorities and the CSU’s 1%,” California faculty Association. Viewed at http://www.calfac.org/sites/main/files/file-attachments/race_to_the_bottom_salary_staffing_and_the_csus_1_final.pdf.

⁴⁰ For a fuller discussion of this survey, see “Race to the Bottom: Losing Ground and Losing Faith,” California faculty Association. Viewed at http://www.calfac.org/sites/main/files/file-attachments/race_to_the_bottom_salary_staffing_and_the_csus_1_final.pdf.

The CFA survey is not the first set of findings to demonstrate the financial struggles of CSU faculty and their effects on students. See, for instance, these studies from the UCLA Civil Rights Project’s series, *The CSU Crisis and California’s Future*: Gary Orfield, “Faculty under Siege: Demoralization and Educational Decline in CSU”; and Helen H. Hyun, Rafael M. Diaz & Sahar Khoury, “The Worst of Times: Faculty Productivity and Job Satisfaction During the CSU Budget Crisis.” All can be viewed at <http://civilrightsproject.ucla.edu/research/college-access/diversity/the-csu-crisis-and-californias-future-authors-and-abstracts/crp-csu-crisis-ca-future-2011.pdf>.

⁴¹ For two recent news reports about the economic hardship of CSU part-time faculty see Ana Beatriz Cholo, “Are Adjunct Professors the New Fast-Food Workers?” February 11, 2015. Viewed at <http://capitalandmain.com/inequality/capitalandmain.com/inequality/adjunct-professors-new-fast-food-workers/> and <http://capitalandmain.com/inequality/teaching-today-leleua-loupes-journey-freeway-flyer/>.

The financial struggles of part-time “adjunct” faculty at colleges and universities around the country has received considerable attention in recent years. For instance, see “The Just-in-Time Professor: A Staff Report Summarizing eForum Responses on the Working Conditions of Contingent Faculty in Higher Education,” House Committee on Education and the Workforce Democratic Staff, January 2014. Viewed at <http://democrats.edworkforce.house.gov/sites/democrats.edworkforce.house.gov/files/documents/1.24.14-AdjunctEforumReport.pdf>. For a recent first-person account of these struggles, see Tanya Paperny, “I was a Professor at Four Universities. I Still Couldn’t Make Ends Meet.” *The Washington Post*, March 6, 2015. Viewed at <http://www.washingtonpost.com/posteverything/wp/2015/03/06/i-was-a-professor-at-four-universities-i-still-couldnt-make-ends-meet/>.

⁴² For a discussion of these trends on students in the California State University, see “Race to the Bottom: The Price Students Pay,” California Faculty Association. Viewed at http://www.calfac.org/sites/main/files/file-attachments/race_to_the_bottom--the_price_students_pay_final.pdf.

⁴³ For one faculty member’s account of how dealing with public assistance bureaucracies impacts time with students, see <http://www.nbcnews.com/feature/in-plain-sight/poverty-u-many-adjunct-professors-food-stamps-n336596>.

⁴⁴ “Race to the Bottom: The Price Students Pay,” California Faculty Association. Viewed at http://www.calfac.org/sites/main/files/file-attachments/race_to_the_bottom--the_price_students_pay_final.pdf.

⁴⁵ For detailed information on how family income affects graduation rates, see the graphic titled “100 Students Start College. Who Graduates?” produced by the National Center for Education Statistics and reprinted in an article by Jim Tankersley, “The College Trap that Keeps People Poor,” *The Washington Post*, December 15, 2014. Viewed at <http://www.washingtonpost.com/sf/business/2014/12/15/the-college-trap-that-keeps-people-poor/>.)

⁴⁶ For discussion and data on challenges to social mobility in the U. S., see the study published by the Pew Charitable Trust, “Pursuing the American Dream: Social Mobility Across the Generations,” July 2012. Viewed at http://www.pewtrusts.org/~media/legacy/uploadedfiles/pcs_assets/2012/PursuingAmericanDreampdf.pdf. For recent discussions of higher education’s role in social mobility, see “The Trap that Keeps People Poor,” published in *The Washington Post* and viewable at <http://www.washingtonpost.com/sf/business/2014/12/15/the-college-trap-that-keeps-people-poor/>.