

What's Happening in Your Department
Department Resources and
the Demand Side of Hiring

ROBERTA SPALTER-ROTH, OLGA MAYOROVA, AND JANENE SCENZA



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by Roberta Spalter-Roth, Olga Mayorova, and Janene Scelza¹

Research and Development Department, American Sociological Association

Recently, the American Sociological Association's Research Department received the following query from a faculty member at a baccalaureate-only school to whom we will refer as Professor X.

I think my department faces a dilemma common to non-research universities and colleges: hiring and retaining faculty with strong quantitative skills. Our experience seems to indicate that such colleges find it difficult to provide the resources necessary for quantitative researchers, and we seem to compete with research universities and for-profit and non-profit research organizations to hire and retain them. We can see the obvious that we are less able to provide grants and aid in grant-writing and to provide research assistants since we have no graduate students. But what resources might we offer a candidate as an attractive package?

This research brief examines the distribution of resources and the relation to hiring. The first reason to do so is because the availability of resources is thought to be a key factor for hiring, this research brief examines the type of resources accessible to faculty in research, doctoral, master's, and baccalaureate departments. These resources include availability of computers and information technology (IT), travel money, work/family policies, and course loads. Second, because hiring new faculty is the goal, this brief examines which resources are significantly related to

hiring. Third, because of the specific interest in hiring at baccalaureate-only schools, this brief examines whether the departments with more resources are significantly more likely to hire than those without these resources.

The data come from the American Sociological Association's (ASA) 2008 Survey of Sociology Departments. As suspected, the results of the data analysis show that, in general, departments at research universities are significantly more likely than baccalaureate-only or other departments to provide resources to faculty. They are also more likely to have hired at least one new faculty member during the academic year. Baccalaureate-only departments with more resources are generally more likely to hire. The ability to offer particular work/family policies, laptops, lighter teaching loads, and travel grant requirements is related to hiring. The results of the data analysis are presented after a review of previous surveys on resources and the impact of resources on publications.

THE AVAILABILITY OF RESOURCES: BACKGROUND STUDIES

Previous ASA research briefs have dealt with the supply side of the hiring process, for example, whether or not jobs are available (see Spalter-Roth, Jacobs, and Scelza 2009 and Jacobs and Spalter-Roth

¹ Thank you to Nicole Van Vooren for additional editing.

2008) or the effects of resource use for productivity (Spalter-Roth and Erskine 2006). This brief examines the availability of resources as a demand-side measure in the hiring process.

In a previous study of early career PhDs, the Research Department examined resources available from departments. Among these resources included were travel money (with 73 percent reporting that this resource was available in their department), lap-tops (41 percent), and course reductions (26 percent). About two-thirds of respondents agreed that they had at least one type of family leave policy (Spalter-Roth and Erskine 2006). Who gets these resources? Fathers are more likely to get them than mothers, although mothers are significantly more likely to use work/family policies. Those who work more hours and publish more articles are more likely to gain access to these resources, suggesting resources may be distributed on a merit basis. However, the reverse interpretation, that access to resources results in higher productivity, may also be true. Further, the majority of respondents agreed that there was a lack of faculty support (55 percent either strongly disagreeing or disagreeing that senior faculty were helpful in publishing). As one respondent noted, *"I am expected to publish, but with virtually no support or encouragement or substantive resources or collegial support."* This comment suggests that faculty support may be as important as substantive resources.

In addition to the survey, the Research Department conducted a series of focus groups with graduate students and faculty at regional sociological meetings to find out what strategies and resources parents used to combine academic and family responsibilities. Statements from the focus group discussions suggested that parents who attended felt a strong sense of guilt about working the long hours that academic careers required. A later survey of PhDs, 10 years after they were awarded their degrees, found that 57 percent of respondents wanted more time with their families

(Spalter-Roth and Van Vooren 2008). For these respondents, being a "good" mother or father is as important a value as being a good scholar. In general, respondents agreed that academic institutions did not have formal policies (such as flexible work schedules, courses off, and especially quality onsite daycare) that allowed them to meet both sets of obligations. The lack of affordable and consistent childcare was a major source of dissatisfaction (Spalter-Roth and Van Vooren 2008).

Previous research by others suggests that publications are among the key indicators of scholarly productivity. Publications are directly related to the likelihood of climbing the academic ladder from a tenure-track new assistant professor, to a tenured associate professor, to a full-professor with rewards and resources such as course reductions, travel, and research assistants (Calhoun 1999; Frank-Fox 2005). Mothers who use at least one work/family policy are more likely to publish more peer-reviewed articles than mothers who do not (Spalter-Roth and Erskine 2006).

RESEARCH DESIGN FOR 2008 DEPARTMENT SURVEY

The findings for the current research are from the 2008 Department Survey. In March 2008, the universe of chairs of stand-alone sociology departments and joint departments or divisions that awarded at least one sociology undergraduate degree received an online ASA Department Survey. This survey asked for AY 2006/2007 information about the department size and structure, numbers of undergraduate majors and graduates, graduate enrollments, faculty hires, student evaluations, and a wealth of additional information. Despite the length of the questionnaire, 60 percent of chairs and their staff took the time to answer, which is slightly higher than the 55 percent response rate for the previous department survey completed in 2002 for AY

2000/2001. However, fewer chairs filled out the entire survey.

The department survey is the only ASA survey in which the department is the unit of analysis. The survey questions reflect topics of most concern to department chairs for their research, policy, and planning purposes. Most questions in the 2008 survey were similar to those asked in the previous survey, although questions that received a low number of responses in 2002 were dropped and new questions were added.

In order to control for uneven response rates by type of school, the responses were weighted to reflect their proportion in the total universe. Appendix Tables I and II show the distribution of responses by type of department when weighted and unweighted.

In order to determine if resources were evenly distributed, we divided institutions into four types. These include research intensive universities, doctoral universities, master's comprehensive universities, and baccalaureate-only schools (see Appendix Table III for the names of the participating schools that fall into each category). Before weighting, there were a total of 85 research departments, 50 doctoral departments, 214 master's departments and 145 baccalaureate departments that responded to the 2008 survey.

In this brief we use cross-tabulations, optimal scaling, and logistic regression in order to answer our research questions.

FINDINGS ABOUT RESOURCES FROM THE SURVEY

The 2008 Department Survey asks about four types of resources. These include computers and information technology, travel grants, work/family policies, and course loads. Computer and IT resources are necessary

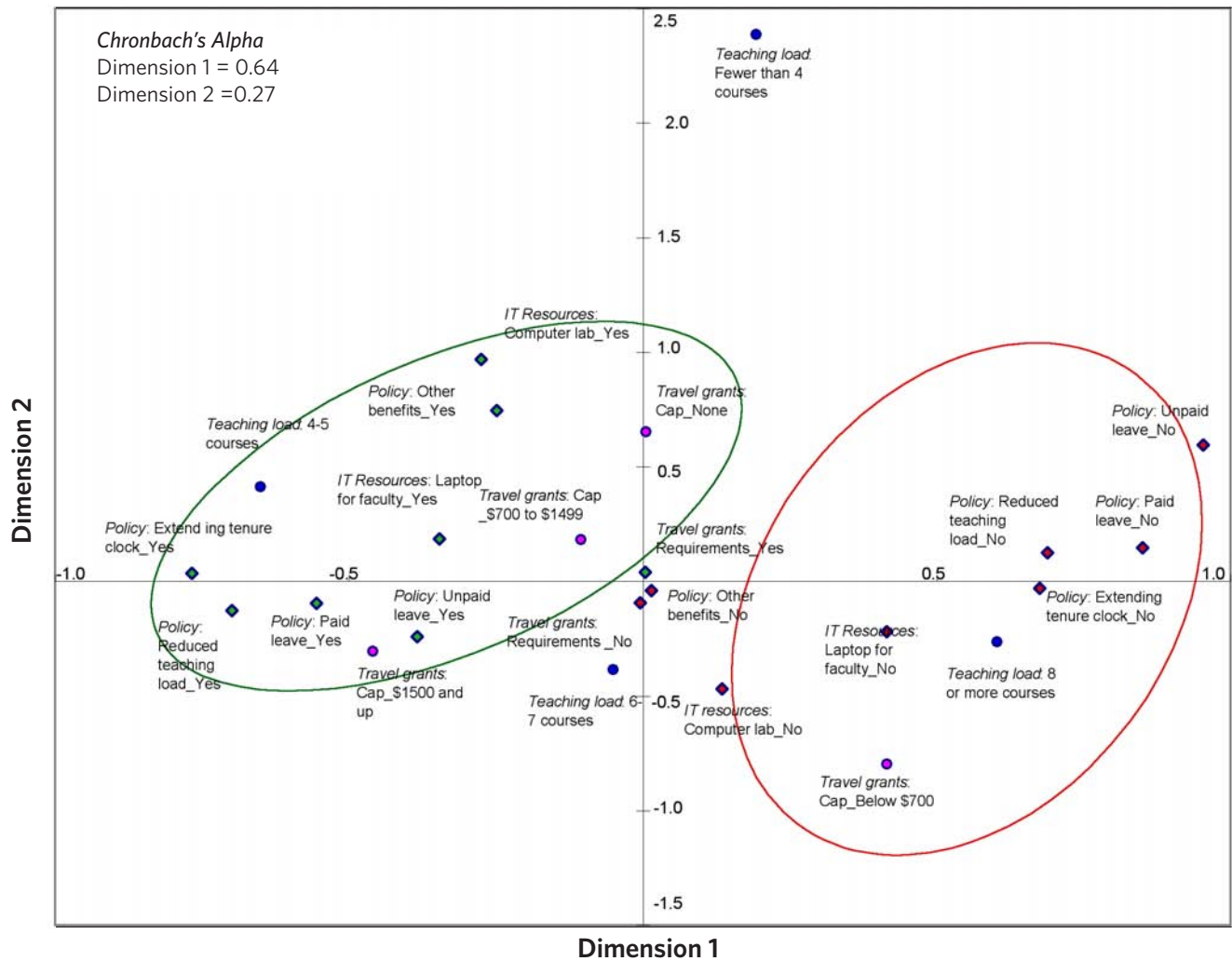
for research, statistical analysis and networking. These resources include departmental computer labs, university sponsored IT labs, and take-home laptops for faculty. The next set of resources is for travel, primarily to professional association meetings. This category includes whether or not there is a dollar cap on annual amounts that faculty can spend on travel and whether there are minimum requirements to obtain travel grants such as reading a paper, chairing a task force or committee, or organizing a session at professional meetings. The third category is work/family policies designed to mitigate conflicts between workplace and family responsibilities. They include unpaid family leave, paid family leave, reduced teaching loads, and extending the tenure clock. And finally, fourth is the course loads that faculty members teach. Lower course loads are considered more desirable, especially if research requirements are high (Spalter-Roth and Scelza 2009).

In what follows we use the responses to our questions about the availability of these resources to learn, first, if they are evenly divided among departments at the four types of institutions of higher education. Second, we examine whether the hiring of at least one new faculty member in the previous year varies among different types of departments. Third, because we are particularly interested in the ability of baccalaureate-only schools to hire, we ask whether the availability of resources is correlated with hiring. As noted, this analysis assumes that hiring is influenced by the demands of new PhDs on the market rather than focusing entirely on the supply of jobs available to them.

Resources

The first step in the analysis is to determine whether the four types of department resources tend to cluster together and to identify dimensions along which departments can be classified as being high or low on resources. We used the optimal scaling procedure to plot the kinds of resources that departments have or do not have in a two dimensional map. Figure 1 shows

Figure 1: DO RESOURCES CLUSTER: OPTIMAL SCALING FOR DEPARTMENTS' RESOURCES



Source: ASA Department Survey 2008
Data is weighted.

that the departments offering a variety of resources, including work/family benefits, travel grants, relatively low course load (4-5 courses per annum), and IT resources such as a departmental computer lab and take-home laptops for faculty, are found on the left side of first dimension. Departments that do not provide work/family benefits and laptops, have high teaching loads of 8 or more course per year, and have a cap on travel grants for faculty below \$700 are found

on the right side of the first dimension. Thus, the diagram shows that departments that have one type of resource tend to have all types of resources.

In the next step, we analyze the differences among the four different types of schools. As Professor X suggests, resources are unevenly distributed. This brief shows that this suggestion is generally correct. Departments at research universities are more likely than doctoral,

master's comprehensive, or baccalaureate schools to have the resources that faculty may desire. Likewise departments at doctoral and master's schools tend to have more resources for faculty than departments at baccalaureate-only schools.

Table 1A shows this pattern, which is based on the percentage of departments with computer and IT resources at each of the four types of schools. In each case there is a significant difference between departments at research universities, which are the most likely to have IT resources, and departments at other types of schools. In all cases, baccalaureate-only schools are the least likely to have IT resources, especially department computer labs. Departments at research universities are almost 3.5 times as likely to have department computer labs compared to departments at baccalaureate schools (67.5 percent compared to 19.8 percent).

Departments at baccalaureate-only schools seem to fare better in terms of travel resources. Research departments are the least likely to have caps on the annual dollar amount of travel grants (although 62.7 percent do have such caps). Departments at baccalaureate-only schools are less likely to have caps than doctoral universities

(80.5 percent compared to 84.4 percent), although the differences among schools are not significant. In addition, baccalaureate-only departments are the least likely to have requirements to obtain travel grants. This means that if travel money is available, it can be used to attend professional meetings without the requirement of paper presentations, session organizing, or committee participation. In contrast, departments at research universities are the most likely to have such requirements for obtaining travel grants (81.3 percent). This could mean that faculty at research schools are required to not only attend meetings but must also participate in a form of scholarly productivity or engagement in the discipline in order to receive travel funds (see Table 1B).

Departments at baccalaureate-only schools do even better in terms of work and family policies. Although they are the least likely to provide unpaid leave for the purposes of child birth, adoption, or the serious illness of the faculty member or a close relative (63.2 percent do), the differences among schools are not significant. Departments at research schools are the most likely to provide paid leave, and these differences are significant, but departments at baccalaureate schools are as likely to provide paid leave as departments at doctorate and master's schools. Although departments at research

Table 1A. TECHNOLOGY RESOURCES OFFERED BY TYPE OF DEPARTMENT (in Percents)¹

Type of Institution	Department has Computer Lab [*]	University Provides IT Facilities [*]	Faculty Can Take Home Laptops [*]
Research	67.5	93.1	73.5
Doctorate	45.2	75.9	67.7
Masters	29.5	91.5	50.9
Baccalaureate	19.8	54.8	49.6
All Departments	32.4	91.6	54.9

Source: ASA Department Survey, 2008
Data is weighted.

¹ Percent within type of department responding "Yes".
^{*}Chi-square is statistically significant at .05 level.

Table 1B. TRAVEL GRANT POLICIES OFFERED BY TYPE OF DEPARTMENT (in Percents)¹

Type of Institution	Caps on Annual Travel Grants*	Minimum Requirements to Obtain Travel Grants*
Research	62.7	81.3
Doctorate	84.4	73.3
Masters	74.2	67.0
Baccalaureate	80.5	66.5
All Departments	75.9	69.2

Source: ASA Department Survey, 2008
Data is weighted.

¹ Percent within type of department responding "Yes".
*Chi-square is not statistically significant at .05 level.

Table 1C. WORK AND FAMILY POLICIES OFFERED BY TYPE OF DEPARTMENT (in Percents)¹

Type of Institution	Unpaid Leave	Paid Leave*	Reduced Teaching Load*	Extending the Tenure Clock*	Other ²
Research	78.2	76.7	64.4	78.2	5.7
Doctorate	82.3	53.2	32.8	56.5	0.0
Masters	67.1	53.9	43.1	34.2	6.3
Baccalaureate	63.2	56.7	52.2	41.1	3.0
All Departments	68.6	57.8	48.1	44.4	4.5

Source: ASA Department Survey, 2008
Data is weighted.

¹ Percent within type of department responding "Yes".

² The category "Other" includes family leave, maternity and adoption leave, flexible teaching schedules, tuition benefits, joint appointments for spouses, and subsidized child care.

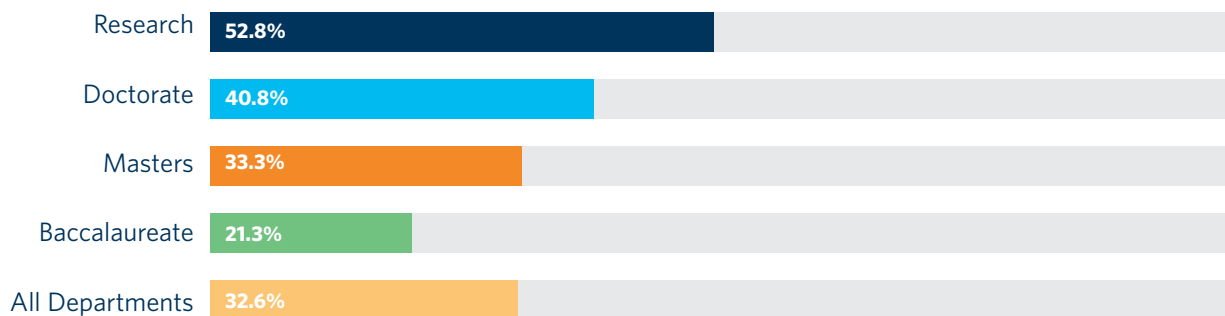
*Chi-square is statistically significant at .05 level.

Table 1D. ANNUAL COURSELOAD FOR PERMANENT FACULTY BY TYPE OF DEPARTMENT¹

Type of Institution	Average Courseload*
Research	4.0
Doctorate	4.8
Masters	7.0
Baccalaureate	6.5
All Departments	6.3

Source: ASA Department Survey, 2008
Data is weighted.

*Chi-square is statistically significant at .05 level.

Figure 2: DEPARTMENTS THAT HIRED AT LEAST ONE PERMANENT FACULTY MEMBER¹

Source: ASA Department Survey 2008

Data is weighted.

¹ Values are statistically significant at .05-level.

schools are the most likely to offer new parents a reduced teaching load (and the differences are significant), baccalaureate schools are more likely than either doctoral or master's schools to do so. Finally, departments at research universities are most likely to extend the tenure clock, but baccalaureate departments are more likely to do so than departments at master's comprehensive schools (see Table 1C).

Finally, departments at baccalaureate-only schools have significantly higher teaching loads than research universities (6.5 courses per academic year compared to 4.0 courses), but have a lower course load than do master's schools (see Table 1D).

Hiring

A significantly higher percentage of departments at research universities report hiring at least one new faculty member in AY 2007 than departments at other types of institutions (See Figure 2). More than half did so in the year before recession affected the job market and hiring freezes became common (see Spalter-Roth, Jacobs, and Scelza (2009) for information about the first year of the recession). Departments at research schools may be more likely to hire because they have more resources for faculty, because they have bigger departments with more full-time faculty lines, or because there is more turnover at these schools. Departments at baccalaureate schools are the least

likely to hire (21.3 percent). These departments are typically smaller and may experience fewer turnovers.

The Relation between Resources and Hiring for Baccalaureate Schools

Next, we examine whether baccalaureate-only departments are significantly more likely to hire new faculty if they have more resources for faculty members. Except for work/family policies and courseloads, it does not appear that resources are strongly related to hiring in these types of departments. There are no statistically significant differences in the availability of IT and computer resources among departments that hire and those that do not. Compared to the small percentage of departments that hired (21.3 percent) those that did not hire are equally likely to have computer labs (and about 19 percent have this resource). Substantially fewer have university-provided IT facilities. Perhaps these are not the resources desired by new faculty, but are resources geared towards students. Take-home laptops may be more desirable for new faculty members, although there are no significant differences between departments that hired in the previous year and those that did not (see Table 2A).

About 8 out of 10 departments at baccalaureate-only schools have caps on travel grants regardless of whether or not they hire (see Table 2B). However, there is a

Table 2A. TECHNOLOGY RESOURCES OFFERED AT BACCALAUREATE INSTITUTIONS BY HIRING STATUS (in Percents)¹

Hiring Status	Department has Computer Lab*	University Provides IT Facilities*	Faculty Can Take Home Laptops*
Hired in AY06/07	19.2	22.2	52.8
Did not hire	19.8	77.8	49.4
All Baccalaureate Institutions	19.7	54.8	50.2

Source: ASA Department Survey 2008
Data is weighted.

1 Percent within type of department responding "Yes".
*Chi-square is not statistically significant at .05 level.

Table 2B. TRAVEL GRANT POLICIES OFFERED AT BACCALAUREATE INSTITUTIONS BY HIRING STATUS, (in Percents)¹

Hiring Status	Caps on Annual Travel Grants	Minimum Requirement to Obtain Travel Grants*
Hired in AY06/07	83.7	79.2
Did not hire	79.4	62.9
All Baccalaureate Institutions	80.5	66.5

Source: ASA Department Survey 2008
Data is weighted.

1 Percent within type of department responding "Yes".
*Chi-square is statistically significant at .05 level.

Table 2C. WORK AND FAMILY POLICIES OFFERED AT BACCALAUREATE INSTITUTIONS BY HIRING STATUS (in Percents)¹

Hiring Status	Unpaid Leave	Paid Leave	Reduced Teaching Load	Extending the Tenure Clock*	Other ²
Hired in AY06/07	66.1	62.3	51.9	64.2	3.8
Did not hire	61.9	55.7	51.7	34.7	2.8
All Baccalaureate Institutions	62.9	57.2	51.8	41.5	3.1

Source: ASA Department Survey 2008
Data is weighted.

1 Percent within type of department responding "Yes".

2 The category "Other" includes family leave, maternity and adoption leave, flexible teaching schedules, tuition benefits, joint appointments for spouses, and subsidized child care.

*Chi-square is statistically significant at .05 level.

Table 2D. ANNUAL COURSELOAD FOR PERMANENT FACULTY AT BACCALAUREATE INSTITUTIONS BY HIRING STATUS

Hiring Status	Average Courseload*
Hired in AY06/07	5.9
Did not hire	6.6
All Baccalaureate Institutions	6.5

Source: *ASA Department Survey 2008*

*Chi-square is statistically significant at .05 level.

Data is weighted.

significant difference between departments that hired and those that did not in terms of having minimum requirements to obtain travel grants. Departments that hired were more likely to have requirements for receiving funding than those that did not hire. This finding suggests that requirements may be associated with standards for productivity or for engagement in the discipline. Requiring participation in these activities may encourage new faculty members to present work for comments and critiques that improve the likelihood of publishing.

Schools that offer unpaid or paid leave are more likely to hire (although these differences are not significant). However, there is a significant difference in hiring between those departments that have a policy that extends the tenure clock for new parents and those that do not. Baccalaureate-only departments with this resource were almost twice as likely to hire (see Table 2C). In addition to work/family policy, Table 2D shows that departments with lower course loads were significantly more likely to hire than schools with higher course loads (5.9 courses per year versus 6.6 courses).

Findings from logistic regression

Professor X asked, “What resources might we offer a candidate as an attractive package?” Above, we examined cross-tabulations to discover if there were significant differences between baccalaureate-only

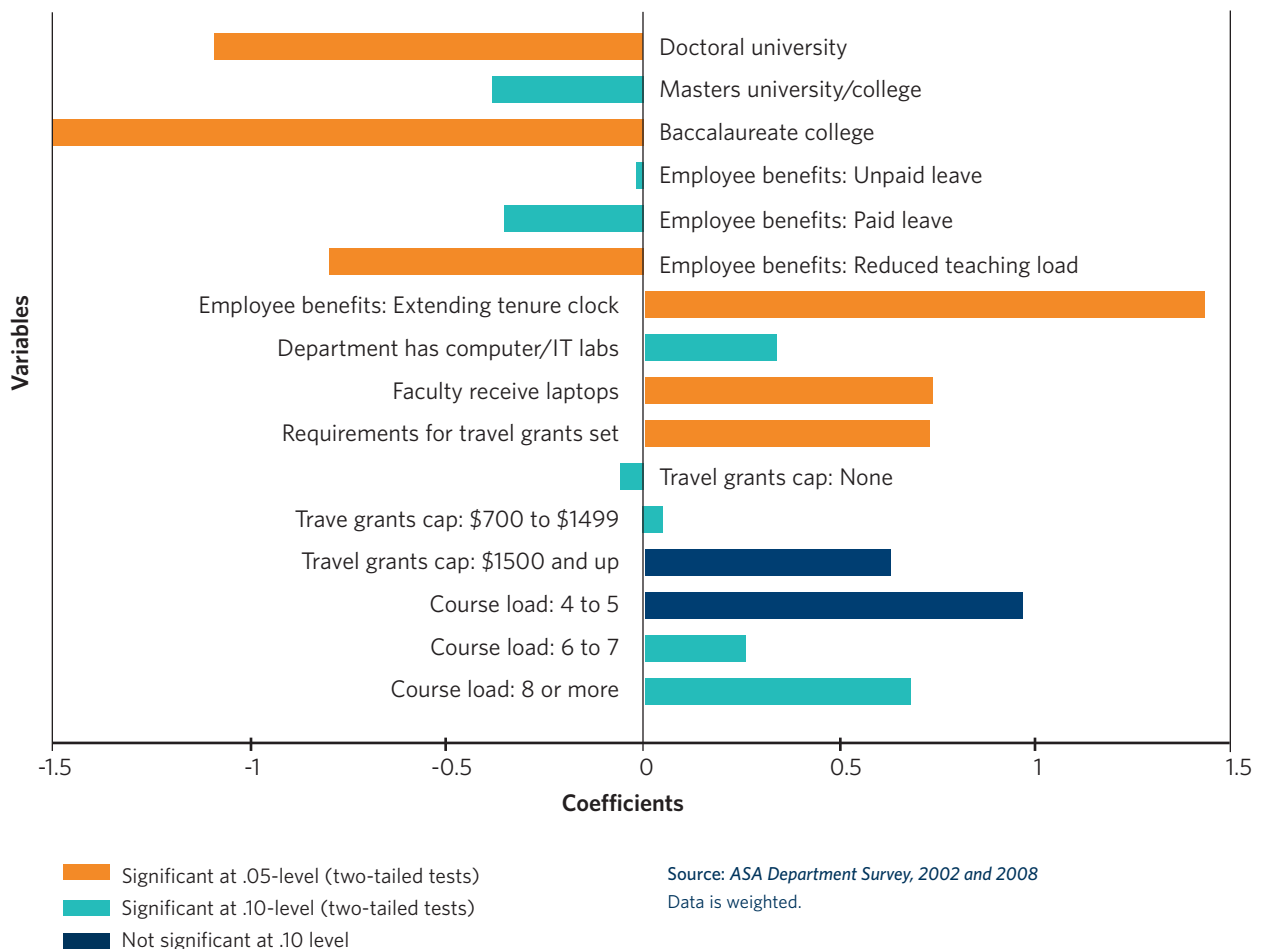
departments that hire and those that do not. Here we investigate if these findings still hold in a multivariate analysis. We used logistic regression analysis to examine the relationship between type of institution and hiring practices while controlling for a variety of departmental resources (the models are found in Appendix IV). The dependent variable in this analysis is whether or not a department hired a new faculty member in the previous year (all departments with non-missing data were included in this analysis).

Confirming the results of the cross tabulations results, the regression shows that departments at all types of institutions have a lower probability of hiring new faculty than departments at research universities. The receipt of laptops, requirements for travel grants, teaching 4-5 courses per year, and the option to extend the tenure clock are associated with higher probability of hiring. Controlling for resources does not dramatically change the difference between doctoral and research universities, meaning that the differentiation in hiring at these types of institutions cannot be attributed entirely to the departmental resources offered. In contrast, the difference in hiring practices between research universities and master’s institutions diminishes to the point of becoming statistically non-significant, suggesting that master’s institutions offering these resources are more likely to hire. Most importantly, we found that holding resources constant somewhat

diminishes the difference in hiring practices between research and baccalaureate institutions, but a negative difference still remains. Thus, resources appear to account for some of this disparity, but not all of it. Departments at baccalaureate schools may improve their ability to hire by offering more resources, though they would still lag behind research universities. Laptops for faculty members may be desirable in contrast to other forms of IT and computer resources. These latter resources may be useful for students rather than faculty members. Requirements such as paper presentations in order to receive funds to travel to professional meetings may be perceived as desirable

because they compel new faculty to continue their scholarly work and to become involved in the discipline. A teaching load of four to five courses is significantly more desirable than a heavier course load. Finally, extending the tenure clock may be a more attractive to new faculty who wish to have or who already have children than taking leave or courses off, because this policy signifies fulfilling teaching duties and therefore may be less stigmatized than other work/family policies (see Drago and Coleback (2003) for research that discusses the fear that faculty have in taking advantage of work/family policies).

Figure 3: COEFFICIENTS FOR LOGISTIC REGRESSION ON HIRING FACULTY



DISCUSSION

What do these findings suggest for baccalaureate-only departments that want to hire new faculty, especially those faculty that can teach quantitative research methodology? Professor X is correct that these departments tend to have fewer resources to offer potential hires compared to departments at research universities, perhaps especially for quantitative methodologists. They are also the least likely departments to hire, although this is probably explained by other factors, such as hiring freezes and lack of replacement of full-time tenured lines. For many of the resources we have analyzed, there are significant differences between those baccalaureate-only departments that hired and those that did not. However, there are significant differences between departments that hired and did not hire in what might be perceived as expectations for productivity and connection to the discipline. Departments that hired also had lower teaching loads and greater availability of work/family policies, especially extending the tenure track.

Based on these findings as well as our previous research, we encourage baccalaureate-only departments to emphasize their family-friendly environment and discuss how this environment can smooth the path to tenure. As noted, our previous research suggests that encouraging new parents, especially mothers to take advantage of work family policies can increase productivity, which is often the key to tenure. The importance of work/family policies for new faculty was stated many times in a previous Research Department telephone survey (Spalter-Roth and Van Vooren 2008). Respondents to the Research Department's PhD tracking survey referred to a "chilly climate" that sometimes discouraged them from taking advantage of work-family policies. Twenty-four percent of the respondents cited fear of possible career repercussions

as the reason that policies were not used as often as they might be. Others referenced a culture created by "workaholic" peers, who characterize family leave as demonstrating a lack of professionalism or a willingness to shift burdens onto one's colleagues. This workaholic culture may be less severe at baccalaureate-only schools, although teaching loads are higher than at research schools and other resources are fewer. Here are the views of three respondents that suggest that research departments may not be the ideal choice for parents.

Being in a tenure-track position at a research university right out of doctoral program was great, but it significantly influenced my decisions about childbearing. I did not feel that it was in my best interest to get pregnant or go on maternity leave before tenure. Thus, I chose to wait until the tenure process was underway before starting trying to get pregnant. My daughter was born approximately 6 months after I received tenure. My decision to have only one child (now 2 and 1/2) is influenced by both the fact that I am now 40 and feel that window of opportunity for additional childbearing has passed me by and awful maternity policy in my college/university. In addition, I feel that if I chose to have another child, I would be giving up any hope of every becoming[a] full [professor].

When I was on the market I wanted a tenure-track job at a research institution. But I also feared, given that I had three children, and given the demands on research and teaching, that I might not be able to function effectively.

I'm speaking as someone who has tried to make it at a research university where the expectations are rather intense. The extent to which the structures are just not set up in ways that allow us to be really involved as caregivers, I am troubled by that.

We emphasize work/family policies as an important demand-side resource for hiring new faculty by baccalaureate-only departments. The need for scholarly productivity and the need for family time will grow sharper as more women and men who desire to play major roles in their children's lives attempt to climb the academic ladder. For early career faculty fighting for tenure, the long work hours, and the pressure to publish occur at a time of family formation and childbirth (Jacobs and Winslow 2004). The academy, with its emphasis on quick publications and six-year tenure decisions, is not an institution in which new parents necessarily thrive (Grant, Kennelly, and Ward 2000). Long hours and a demand for high productivity, rather than the overt gender discrimination, may be the reason for many parents, especially women's difficulty in climbing the academic ladder and their loss to the academic profession

(Hargens and Long 2002; Mason and Goulden 2004). Many women (and men) who desire work/family policies and a family-friendly atmosphere may be able to teach quantitative analysis.

By encouraging the development of particular work/family policies, providing support for new parents, and making sure that faculty members are aware of them can result in greater competitiveness in hiring of quantitative methodologists by baccalaureate-only departments. Providing take-home laptops, lowering course load for entering faculty, and developing fair and transparent guidelines for receiving travel money, as well as tenure, may improve chances of hiring, as well. Finally, as noted earlier, support by established faculty members in publishing and navigating departments and institutions also can make for a more desirable department. •

APPENDIX I

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

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

Source: ASA Department Survey, 2002 and 2008

APPENDIX II

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

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

Source: ASA Department Survey, 2002 and 2008

APPENDIX III

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

RESEARCH I

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

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

RESEARCH II

Brigham Young University
 Clemson University
 Kansas State University-Manhattan

Kent State University-Kent
 Mississippi State University
 Northeastern University
 Ohio University
 Oklahoma State University
 Rice University
 Southern Illinois University-Carbondale
 Syracuse University
 University at Albany-SUNY
 University of Arkansas
 University of California-Riverside
 University of California-Santa Cruz
 University of Notre Dame
 University of Oklahoma
 University of Oregon
 University of Rhode Island
 University of South Florida
 University of Vermont
 University of Wisconsin-Milwaukee
 University of Wyoming

DOCTORAL I

Boston College
 Bowling Green State University
 Catholic University of America
 City University of New York-Graduate School
 Clark Atlanta University
 College of William and Mary
 Georgia State University
 Indiana University of Pennsylvania
 Loyola University of Chicago
 Marquette University
 Miami University

Northern Illinois University
 Old Dominion University
 Saint John's University
 Southern Methodist University
 Texas Woman's University
 University of Akron
 University of Denver
 University of Louisville
 University of Memphis
 University of Missouri-Kansas City
 University of North Carolina at Greensboro
 University of North Texas
 University of Northern Colorado
 University of Texas at Dallas
 University of Toledo
 Western Michigan University

DOCTORAL II

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

University of North Dakota-Grand Forks
 Wichita State University

MASTERS I

Adams State College
 Appalachian State University
 Arcadia University
 Arkansas Tech University
 Auburn University at Montgomery
 Augusta State University
 Austin Peay State University
 Azusa Pacific University
 Baldwin-Wallace College
 Barry University
 Bellarmine University
 Bloomsburg University
 Boise State University
 Bridgewater State College
 California Lutheran University
 California State University-Bakerfield
 California State University-Chico
 California State University-Dominguez Hills
 California State University-Fresno
 California State University-Fullerton
 California State University-Hayward
 California State University-Los Angeles
 California State University-Northridge
 California State University-Sacramento
 California State University-San Bernardino
 California State University-Stanislaus
 California University of Pennsylvania
 Canisius College
 Central Connecticut State University
 Central Michigan University
 Cheyney University of Pennsylvania
 Chicago State University
 City University of New York-Baruch College

City University of New York-Hunter College
 College of Mount St Joseph
 College of New Rochelle
 Columbus State University
 Concordia University
 Creighton University
 Dominican University
 Dowling College
 Drake University
 East Tennessee State University
 Eastern Connecticut State University
 Eastern Illinois University
 Eastern Kentucky University
 Emporia State University
 Fayetteville State University
 Fitchburg State College
 Fontbonne University
 Fort Hays State University
 Framingham State College
 Francis Marion University
 Frostburg State University
 Gallaudet University
 Gardner-Webb College
 Georgia College & State University
 Georgia Southern University
 Georgia Southwestern State University
 Gonzaga University
 Hampton University
 Hardin-Simmons University
 Hawaii Pacific University
 Hood College
 Houston Baptist University
 Humboldt State University
 Indiana University-South Bend
 Indiana University-Southeast
 Ithaca College
 Jacksonville University
 James Madison University
 John Carroll University
 Kean University of New Jersey
 Kutztown University of Pennsylvania

La Roche College
 Lamar University
 Lindenwood University
 Loyola College
 Loyola Marymount University
 Loyola University of New Orleans
 Mansfield University of Pennsylvania
 Marshall University
 Maryville University St Louis
 McNeese State University
 Midwestern State University
 Minnesota State University-Mankato
 Missouri State University
 Murray State University
 Niagara University
 North Carolina A&T State University
 North Carolina Central University
 North Georgia College &
 State University
 Northeastern Illinois University
 Northeastern State University
 Northern Michigan University
 Northwestern Oklahoma State
 University
 Northwestern State University
 of Louisiana
 Oklahoma City University
 Pacific Lutheran University
 Pennsylvania State University-
 Harrisburg
 Pittsburgh State University
 Radford University
 Rhode Island College
 Roosevelt University
 Rowan University
 Russell Sage College
 Saginaw Valley State University
 Saint Cloud State University
 Saint Mary's University
 Saint Peter's College
 Saint Xavier University
 Salem State College
 Salisbury State University
 Sam Houston State University
 Samford University
 San Francisco State University
 Seattle Pacific University
 Simmons College
 Sonoma State University
 South Dakota State University
 Southeastern Louisiana University
 Southern Illinois University-
 Edwardsville
 Southern Nazarene University
 Southern Oregon University
 Stephen F Austin State University
 Suffolk University
 SUNY at Potsdam
 SUNY Brockport
 SUNY College at Geneseo
 SUNY College at Oneonta
 Tarleton State University
 Tennessee Technological University
 Texas A&M University-Corpus Christi
 Texas A&M University-Kingsville
 Texas State University-San Marcos
 Texas Wesleyan College
 Trinity College
 Trinity University
 Truman State University
 University of Alaska-Anchorage
 University of Arkansas-Little Rock
 University of Central Arkansas
 University of Central Oklahoma
 University of Colorado at
 Colorado Springs
 University of Dayton
 University of Indianapolis
 University of Louisiana at Monroe
 University of Massachusetts Boston
 University of Michigan-Dearborn
 University of Montevallo
 University of Nebraska at Omaha
 University of Nevada-Las Vegas
 University of North Alabama
 University of North Carolina
 at Wilmington
 University of North Florida
 University of Portland
 University of Redlands
 University of Scranton
 University of South Alabama
 University of Tennessee-Chattanooga
 University of Tennessee at Martin
 University of the Incarnate Word
 University of Wisconsin-Eau Claire
 University of Wisconsin-La Crosse
 University of Wisconsin-Superior
 University of Wisconsin-Whitewater
 Villanova University
 Wagner College
 Webster University
 West Chester University
 West Texas A&M University
 Western Connecticut State University
 Western Illinois University
 Western Kentucky University
 Western Oregon University
 Western Washington University
 Whitworth College
 Widener University
 Wilkes University
 Winthrop University
 Worcester State College
 Xavier University of Louisiana
 Youngstown State University

MASTERS II

Baker University
 Bellevue University
 Belmont University
 Calvin College
 Capital University
 Carthage College
 Chestnut Hill College

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

BACCALAUREATE I

Agnes Scott College
 Albion College
 Alma College
 Augustana College
 Bard College
 Barnard College-Columbia University
 Bates College
 Bryn Mawr College
 Bucknell University
 Carleton College
 Coe College
 Colby College
 Colgate University
 College of Saint Benedict-
 St John's University
 College of the Holy Cross

College of Wooster
 Colorado College
 Cornell College
 Davidson College
 DePauw University
 Dickinson College
 Drew University
 Eckerd College
 Furman University
 Gettysburg College
 Gordon College
 Goshen College
 Goucher College
 Grinnell College
 Hamilton College
 Hamline University
 Hanover College
 Hartwick College
 Hastings College
 Hiram College
 Hobart & William Smith Colleges
 Hope College
 Houghton College
 Juniata College
 Kenyon College
 Knox College
 Macalester College
 McDaniel College
 Mills College
 Monmouth College
 Morehouse College
 Mount Holyoke College
 Muhlenberg College
 Oberlin College
 Occidental College
 Pomona College
 Reed College
 Ripon College
 Saint Mary's College of Maryland
 Shepherd College
 Siena College
 Skidmore College

Smith College
 Southwestern University
 Swarthmore College
 University of North Carolina
 at Asheville
 Vassar College
 Virginia Wesleyan College
 Washington & Jefferson College
 Washington & Lee University
 Washington College
 Wesleyan University
 Westminster College
 Westmont College
 Wheaton College

BACCALAUREATE II

Anderson University
 Augsburg College
 Berry College
 Bethel College
 Bethel University
 Black Hills State University
 Brewton-Parker College
 Caldwell College
 Campbellsville College
 Central Methodist College
 Christopher Newport University
 City University of New York-
 York College
 Covenant College
 Dillard University
 Eastern Mennonite University
 Eastern Oregon University
 Elizabethtown College
 Elmhurst College
 Emory & Henry College
 Florida Southern College
 Graceland College
 Grand Canyon University
 Grove City College
 High Point University

Huntington College	Oklahoma Baptist University
Kansas Wesleyan University	Otterbein College
Kentucky Wesleyan College	Philander Smith College
Le Moyne College	Saint Anselm College
Lebanon Valley College	Saint Augustine's College
Lee University	Saint Joseph's College
LeMoyne-Owen College	Saint Mary's College
Manchester College	Saint Norbert College
Marian College	Seton Hill University
Marymount Manhattan College	Shaw University
Maryville College	SUNY Purchase College
McKendree College	Thiel College
McMurry University	Thomas More College
Mercy College	Trinity Christian College
Mesa State College	University of Montana-Western
Messiah College	University of Sioux Falls
Methodist College	University of South Carolina Aiken
Metropolitan State College of Denver	University of South Carolina Upstate
Mississippi Valley State University	West Virginia State University
Missouri Southern State University	Wiley College
Missouri Valley College	William Penn University
Molloy College	Wilson College
Mount Mercy College	Wingate University
Mount Union College	York College of Pennsylvania
Newberry College	
Ohio Dominican University	

Source: ASA Department Survey, 2002 to 2008.

APPENDIX IV

APPENDIX TABLE IV. Coefficients for Logistic Regression on Hiring Faculty¹

Variables	MODEL 1		MODEL 2	
	B.	S.E.	B.	S.E.
TYPE OF INSTITUTION				
Research university	(base category)		(base category)	
Doctoral university	-0.959*	0.385	-1.089*	0.442
Masters university/college	-1.234**	0.302	-0.378	0.429
Baccalaureate college	-2.602***	0.354	-2.132***	0.419
DEPARTMENT'S RESOURCES				
Work and family policies:				
Unpaid leave	-	-	-0.02	0.287
Paid leave	-	-	-0.353	0.264
Reduced teaching load	-	-	-0.801**	0.266
Extended tenure clock	-	-	1.430***	0.269
IT resources:				
Department has computer/IT laboratory	-	-	0.333	0.237
Faculty members receive lap tops	-	-	0.732**	0.234
Travel grants:				
Minimum requirements to obtain travel grants exist	-	-	0.729**	0.25
Annual cap in dollars on faculty's travel expenditures	-	-	-0.111	0.328
No cap	-	-	(base category)	
Less than \$700	-	-	0.046	0.304
\$700 to \$1499	-	-	0.622#	0.364
\$1500 and up	-	-	-	-
Typical annual course load for full-time faculty:				
Fewer than 4	-	-	(base category)	
4 to 5 courses	-	-	0.960#	0.564
6 to 7 courses	-	-	0.256	0.602
8 or more courses	-	-	0.681	0.609
Constant	0.724**	0.27	-1.751*	0.69
-2 Log Likelihood	587.145		521.121	

Source: ASA Department Survey, 2008

¹ Weighted Data, N=311.

p<.10 * p<.05 ** p<.01 *** p<.001 (two-tailed tests).

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American Sociological Association
1430 K Street, NW
Suite 600
Washington, DC 20005

Phone: (202) 383-9005
FAX: (202) 638-0882
TDD: (202) 638-0981

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