

The University of Michigan-Flint

**The Committee on the Economic Status of the Faculty (CESF)**

**Annual Report to the Regents**

**July 2009**



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The University of Michigan-Flint  
Committee on the Economic Status of the Faculty  
Regents Communication

**Executive Summary**

The Committee has focused attention on the following issues:

- a. Comparisons of UM-Flint faculty salaries to those of peer institutions.
- b. The decline of tenured and tenure-track “core” faculty coinciding with the growth of:  
i) full and part-time lecturers, ii) full-time professional and administrator positions, iii) student enrollment, and iv) academic programs.

The Committee is appreciative of action that has been taken to move faculty salaries in-line with UM-Flint’s peer institutions. But, the Committee is concerned that salaries at the Associate and Full professor level continue to be lower than those at peer institutions.

The Committee is deeply concerned that new student and program growth is being met with an increase in full and part-time instructors and lecturers, rather than with an increase in tenure and tenure-track faculty. In particular, between 2001 and 2008:

- a. The number of tenured and tenure-track “core faculty” at the rank of Assistant, Associate, and Full Professor decreased by 4, from 171 positions in 2001 to 167 in 2008.
- b. The number of full-time Instructors increased by 9, from 1 to 10; the number of full-time Lecturers increased by 24, from 44 to 68; and the number of part-time Lecturers increased by 35, from 189 to 224.
- c. The number of full-time professional and administrative positions increased by 107, from 160 positions in 2001 to 267 positions in 2008.
- d. The number of new programs increased by 41 (19 new undergraduate programs, 19 new master’s programs, and 3 new doctoral programs). These new programs do not count the pending First Year Experience and Capstone courses that will soon be introduced to the UM-Flint curriculum as part of General Education reform.
- e. Student enrollment increased by 13.5%, from 6,397 students in 2001 to 7,260 students in 2008

**Immediate Recommendations for Action:**

1. An increase the number of Assistant, Associate, and Full Professors in a manner consistent with program and enrollment growth.
2. Continued salary adjustments so that UM-Flint salaries are comparable to those at peer institutions.

## I. UM-Flint Faculty Salaries In Comparison to Peer Institutions

Following last year's CESF report, the Committee reviewed 2008-2009 faculty salary information available from both the American Association of University Professors (AAUP) and the College and University Professional Association for Human Resources (CUPA-HR).

### A. AAUP Comparisons

For AAUP comparisons, the Committee considered two peer sets. Table 1 below compares UM-Flint salaries with a set of schools identified as Michigan peers. Table 2 on the next page compares UM-Flint salaries with a nationwide and regional list of North Central East Category IIA institutions. AAUP North Central East Category IIA institutions are characterized as having diverse post-baccalaureate programs, but they do not engage in significant doctoral-level education. This category specifically includes institutions not considered as specialized schools, in which the number of doctoral-level degrees granted is fewer than thirty or in which fewer than three unrelated disciplines are offered. Furthermore, these institutions must grant a minimum of thirty post-baccalaureate degrees and either grant degrees in three or more post-baccalaureate programs or, alternatively, have an interdisciplinary program at the post-baccalaureate level. The Michigan peers list contains most, but not all, Michigan Category IIA institutions, since some of them do not participate in the annual AAUP survey (e.g. Eastern Michigan University) on an annual basis. Otherwise, the schools were those identified by the Committee as being most appropriately considered to be peer institutions with UM-Flint.

**Table 1. AAUP Michigan Peer Institution Group Faculty Salaries (in \$1,000s), Fall 2008**

Assistant Professor		Associate Professor		Full Professor	
Institution		Institution		Institution	
UM-Dearborn	\$71.1	UM-Dearborn	\$78.6	UM-Dearborn	\$98.7
Oakland University	\$63.2	Oakland University	\$71.8	Western Michigan Univ.	\$94.7
<b>UM-Flint</b>	<b>\$62.8</b>	Western Michigan Univ.	\$70.7	Oakland University	\$93.4
Ferris State University	\$59.5	Central Michigan Univ.	\$70.9	Central Michigan Univ.	\$92.3
Central Michigan Univ.	\$58.1	Grand Valley State Univ.	\$68.2	Grand Valley State Univ.	\$87.6
Western Michigan Univ.	\$55.7	<b>UM-Flint</b>	<b>\$67.4</b>	<b>UM-Flint</b>	<b>\$86.4</b>
Grand Valley State Univ.	\$54.6	Ferris State University	\$66.8	Ferris State University	\$83.8
Northern Michigan Univ.	\$53.3	Northern Michigan Univ.	\$63.8	Northern Michigan Univ.	\$82.1
<b>AVERAGE:</b>	<b>\$59.8</b>		<b>\$69.8</b>		<b>\$89.9</b>

Table 1 above shows the averages of salaries at all faculty ranks for UM-Flint and its Michigan peer institutions. In comparison to last year's data, UM-Flint's position among its peer institutions has remained relatively low. UM-Flint salaries fall below the average with the exception of faculty at the Assistant Professor level. A noted change at the Associate level is that UM-Flint salaries dropped one level, and are now below Grand Valley State University salaries. Also troubling to the CESF is that only \$4,600 separates UM-Flint average salaries at the Assistant and Associate level, suggesting a significant salary compression between the two ranks. *UM-Flint's Associate and Full Professor compensation levels continue to rank among the lowest compared with Michigan peers.*

**Table 2. AAUP National and Regional Salary Comparisons (in \$1,000s), Fall 2008**

Institution	Assistant Professor		Associate Professor		Full Professor	
		% difference from UM-F*		% difference from UM-F*		% difference from UM-F*
<b>UM-Flint</b>	<b>\$62.8</b>		<b>\$67.4</b>		<b>\$86.4</b>	
National Category IIA Public Universities	\$59.4	-3.4%	\$70.3	+2.9%	\$88.4	+2.0%
North Central East Category IIA	\$56.7	-3.1%	\$66.5	-0.9%	\$83.6	-2.8%

\*Percent differences from UM-Flint average salaries show how national salaries compare to UM-Flint salaries. Negative percent differences indicate that national salaries are below UM-Flint salaries. Positive percent difference indicates that national salaries are above UM-Flint salaries.

Table 2 above compares average UM-Flint salaries with those of: a) national universities in the National Category IIA public universities, and b) regional universities in the North-Central East region, which includes the states of Michigan, Illinois, Indiana, Wisconsin, and Ohio. The table shows that UM-Flint salaries of Full and Associate level Professors are below the national group but are higher than average salaries of the regional group. It is to be noted that the Associate level average salaries are only *slightly* higher at the regional level. These data suggest that UM-Flint salaries are competitive at the regional level, but are below national salaries for our public peer universities. Assistant Professors rank higher at the national and regional levels, suggesting that UM-Flint is offering competitive, market salaries when hiring new faculty.

## **B. CUPA Comparisons**

Salary averages from CUPA-HR for the 2008-2009 academic year were obtained and used to

review various comparison groups, including: All Institutions (national), All Public 4-year (national), and Michigan Public Universities (minus UMAA, MSU and WSU). Comparison salary data are presented below in Table 3.

**Table 3. CUPA National and Regional Salary Comparisons (in \$1,000s), Fall 2008**

<b>Comparison group (4-digit)</b>	<b>Number of Faculty</b>	<b>Overall Average</b>	<b>Full Professor</b>	<b>Associate Professor</b>	<b>Assistant Professor</b>
UM-Flint	<b>181</b>	<b>\$66.8</b>	<b>\$86.1</b>	<b>\$67.4</b>	<b>\$62.8</b>
All Institutions	88,941	\$67.5	\$88.0	\$66.7	\$59.4
All Public 4-year	49,237	\$69.2	\$90.3	\$67.7	\$61.6
Michigan Public Univer. (minus UMAA, MSU and WSU)	1,560	\$68.0	\$86.4	\$66.5	\$61.7

The results show that relative to national averages and Michigan public universities, UM-Flint faculty salary averages remain below the average salary for all comparison groups at the Full Professor level. The Committee acknowledges improvement at the Associate Professor rank since 2005-2006 to bring this level more closely aligned with average salaries, and later in 2007 to improve average salaries at the full professor level. The Assistant Professor level continues to fare well in comparison to all groups, suggesting that new professors are being hired at competitive market salaries. However, this trend will continue to increase salary compression, especially between the ranks of assistant and associate professors.

## **II. UM-Flint Faculty Resource Allocation Issues**

### **A. The Importance of Core Faculty to UM-Flint’s Academic Mission and the Decline in the Number of Core Faculty at UM-Flint**

Table 4 below shows the annual headcounts for both full-time and part-time faculty in fall semesters from 2001 to 2008. Full-time faculty can be classified as a) ranked faculty (full professors, associate professors and assistant professors), b) full-time instructors or c) full-time lecturers. Almost all of the first category can also be classified as “tenured or tenure-track,” although there are several faculty at the rank of full professor, associate professor or assistant who are not tenure-track, and there are several faculty in the “Full-Time Instructor” category who are also on a tenure track.

To at least a certain extent, we consider the faculty in the first group “Full-Time Professors, Associate Professors and Assistant Professors” to be what we will refer to in this report as UM-Flint’s “core faculty.” Certainly for the College of Arts and Sciences (CAS), the School of Management (SOM) and the School for Education and Human Services (SEHS) this would

generally be the case that this group is the “core faculty,” and to a lesser extent for the School of Health Professions (SHPS), which makes greater use of clinical instructor faculty.

<b>Table 4. FULL and PART TIME FACULTY, UM-Flint, 2001-2008</b>						
<b>YEAR</b>	<b>Professor, Assoc. and Asst. Professors</b>	<b>Full-Time Instructors</b>	<b>Full-Time Lecturers</b>	<b>Total Full- Time Faculty</b>	<b>Part- Time Faculty</b>	<b>Total</b>
2001	171	1	44	<b>216</b>	<b>189</b>	<b>405</b>
2002	179	2	47	<b>228</b>	<b>190</b>	<b>418</b>
2003	163	3	48	<b>214</b>	<b>155</b>	<b>369</b>
2004	155	4	57	<b>216</b>	<b>179</b>	<b>395</b>
2005	158	5	58	<b>221</b>	<b>182</b>	<b>403</b>
2006	163	7	61	<b>231</b>	<b>193</b>	<b>424</b>
2007	166	4	59	<b>229</b>	<b>211</b>	<b>440</b>
2008	167	10	68	<b>245</b>	<b>224</b>	<b>469</b>
<i>Change from 2001 to 2008</i>						
Headcount	-4	9	24	29	35	64
Percent	-2.34%	900%	54.55%	13.43%	18.52%	15.80%

What the CESF means by “core faculty” are the faculty who, more than other full-time faculty:

- Have terminal degrees in their field and are expected to allocate 40% of their time at UM-Flint (in most units) engaged in scholarly, academic research
- Represent UM-Flint at regional, national and international academic conferences to present their research
- Automatically participate as members of the Governing Faculty, and typically make up a significant majority of faculty serving on unit and university-wide committees
- Take significant leadership roles in new program development for their departments and/or units
- Develop and teach new courses for new academic programs
- Organize and lead international study abroad trips
- Serve as readers and directors for graduate students who are doing a thesis as part of a master’s or doctoral program
- Serve as faculty advisors for student clubs and organizations
- Will be expected to develop and teach the new First-Year Experience classes for the General Education programs starting in fall 2010
- Develop and teach the new capstone courses for General Education
- Actively participate in program or school accreditation and/or re-accreditation efforts

Although we certainly recognize the contribution of full-time lecturers and full-time instructors for their service in many of these areas, we also recognize that the major burden of most of these activities falls disproportionately on the “core faculty.” We suggest that the “core faculty” of any successful university is the most important academic group in their roles as full-time

researchers with terminal degrees in their fields, scholars, teachers, mentors, governing faculty, etc. The CESF is concerned that this group of UM-Flint “core faculty” in 2008 is now smaller than it was in 2001 by 4 faculty.

Concurrent with the decline in full-time “core faculty” at UM-Flint from 171 professors in 2001 to 167 professors in 2008 has been an increase in: a) full-time instructors from one to 10, b) full-time lecturers from 44 to 68, and c) part-time faculty from 189 to 224.

Therefore, there has been a gradual but persistent shift away from relying on the “core faculty” to fulfill the teaching mission of UM-Flint, as we have moved towards an increase in both full- and part-time lecturers. The committee is concerned about the issue of whether the quality of a “University of Michigan education” has been compromised, or will be compromised in the future, if the trend away from “core faculty” continues.

## B. Faculty Resources and New Academic Programs

The CESF is also concerned that as the “core faculty” has decreased in size from 2001 to 2008, there has been an explosion in new academic programs during the same period. Between 2001 and 2008, there have been 19 new undergraduate programs added (new bachelor’s programs, see Table 5 below), 19 new academic programs added at the master’s level, and three new programs added at the doctoral level (see Table 6 below).

**Table 5. New Undergraduate Programs, 2001 - 2008 (19 Total)**

	Degree Level	School	Program	Semester
1	BA	PHL w/emphasis in Ethics, Social/Political	College of Arts & Sciences	Winter 2001
2	BA	THE: Literature/History Emphasis	College of Arts & Sciences	Fall 2001
3	BA	THE: Design & Technology Emphasis	College of Arts & Sciences	Fall 2001
4	BA	THE: Performance Emphasis	College of Arts & Sciences	Fall 2001
5	BA	THE: Dance Emphasis	College of Arts & Sciences	Fall 2001
6	BA	Human Biology	College of Arts & Sciences	Fall 2002
7	BS	Wildlife Biology	College of Arts & Sciences	Fall 2002
8	BS	Gen Program in Computer Info. System	College of Arts & Sciences	Fall 2002
9	BA	Natural History	College of Arts & Sciences	Fall 2003
10	BS	Environmental Health & Safety	School of Health Professions & Studies	Spring 2003
11	BIS	Bachelor of Interdisciplinary Studies	College of Arts & Sciences	Fall 2004
12	BS	Major in Environ Science & Planning	College of Arts & Sciences	Fall 2004
13	BS	Music (Performance)	College of Arts & Sciences	Fall 2005
14	BFA	Visual Communication	College of Arts & Sciences	Fall 2007
15	BS	Biochemistry	College of Arts & Sciences	Fall 2007
16	BS	Theatre Design and Technology	College of Arts & Sciences	Fall 2007
17	BA	Journalism	College of Arts & Sciences	Fall 2008
18	BS	Mechanical Engineering	College of Arts & Sciences	Fall 2008
19	BS/ MS	Chemistry & Biochemistry	College of Arts & Sciences	Fall 2008

**Table 6. New Graduate Programs, 2001-2008 (22 total)**

	Degree Level	School	Program	Semester
1	MPA	Joint Program in Public Budgeting	College of Arts & Sciences	Fall 2001
2	MA	MA in Ed. (Elem. Ed. W/Teacher Cert.)	School of Education & Human Services	Fall 2002
3	MA in Ed.	Urban/Multicultural Specialization	School of Education & Human Services	Fall 2002
4	MA in Ed.	Specialization in Tech. in Education.	School of Education & Human Services	Fall 2004
5	MS	Computer and Information Systems	College of Arts & Sciences	Fall 2004
6	MA	MA in Social Sciences	College of Arts & Sciences	Fall 2005
7	MA	Specialization in Special Education	School of Education & Human Services	Fall 2005
8	MSN	(APN) Adult Practitioner Track – Nursing	School of Health Professions & Studies	Fall 2005
9	MBA	Accounting Concentration in MBA	School of Management	Fall 2006
10	MBA	Health Care Management Concentration	School of Management	Fall 2006
11	MBA	Lean Manufacturing Concentration	School of Management	Fall 2006
12	MA	English	College of Arts & Sciences	Fall 2007
13	MBA	Organizational Leadership Concentration	School of Management	Fall 2007
14	MBA	Finance Concentration with the MBA	School of Management	Fall 2007
15	MBA	International Business Concentration	School of Management	Fall 2007
16	MLS	Theatre & Community Concentration	College of Arts & Sciences	Fall 2008
17	MBA	Computer Information Systems Concentration with the MBA	School of Management	Fall 2009
18	MBA	Marketing Concentration with the MBA	School of Management	Fall 2009
19	MA	Art Administration	College of Arts & Sciences	Fall 2009
1	DPT	Physical Therapy	School of Health Professions & Studies	Fall 2002
2	DNP	Doctor of Nursing Practice	School of Health Professions & Studies	Fall 2008
3	tDPT & CPTC	Transitional Doctor of Physical Therapy & Clinical Physical Therapy Certificate	School of Health Professions & Studies	Fall 2008

The CESF is concerned that a majority of the teaching responsibilities for the new classes in the new academic programs will fall disproportionately on the “core faculty,” especially at the graduate level. Although new course development is certainly part of the expected responsibility of “core faculty” at any university, our concern is that the growth in new academic programs has not been accompanied with a concomitant increase in “core faculty” to adequately staff and cover all of the new courses and programs.

Further pressure on the “core faculty” will inevitably result as the new General Education (GE) programs are phased in over the next few years, including the First-Year Experience (FYE) courses and the capstone senior-level courses. Although these new GE-related courses might not technically qualify as new academic programs, the resulting pressure and strain on “core faculty” will be equivalent, since the burden of course development and teaching FYE and capstone



courses will fall disproportionately on the “core faculty.” In the discussions about GE at UM-Flint, it has been specifically emphasized that the FYE courses would primarily be expected to be developed and taught by full-time faculty, with limited use of adjuncts for these courses.

To get an idea of the pressure that these FYE courses could put on “core faculty” consider the following: If there are 800 incoming freshmen in a given year, the “core faculty” would be expected to teach 32 sections of FYE courses of 25 students each, meaning there will be pressure to staff the 32 courses currently being taught by the “core faculty” with full- or part-time lecturers. In fact, the net impact of the FYE courses would be the equivalent of adding several new academic programs, and would potentially require an increase of five or six new “core faculty” at UM-Flint (with a 6 course teaching load per year) just to staff the new FYE courses.

Without an increase in full-time faculty, there could be increasing pressure on the use of lecturers in the future to staff the dozens of classes that would no longer be taught by the full-time professors who would be reassigned to teaching FYE courses. The same outcome to a lesser degree would also apply for new capstone courses, since it would generally be the “core faculty” who will be re-assigned to develop and teach these new courses.

### C. Comparison: UM-Flint Faculty Resources vs. Administrative Resources

Table 7 below displays the annual headcounts between 2001 and 2008 for: a) full-time faculty and b) full-time professional and administrative positions at the University of Michigan-Flint. Full-time UM-Flint faculty include three different groups: a) the “core faculty” members at the rank of full, associate or assistant professor, most of whom are either tenured or on tenure track (see explanation above), b) full-time instructors (some of whom are on a tenure track), and c) full-time lecturers.

<b>Table 7. Full-Time Faculty vs. Full-Time Professional/Administrative, UM-Flint, 2001-2008</b>					
<b>YEAR</b>	<b>“Core” Professor, Assoc. and Asst. Professors</b>	<b>Full-Time Instructors</b>	<b>Full-Time Lecturers</b>	<b>Total Full- Time Faculty</b>	<b>Full-Time Professional, Administrative</b>
2001	171	1	44	<b>216</b>	<b>160</b>
2002	179	2	47	<b>228</b>	<b>173</b>
2003	163	3	48	<b>214</b>	<b>186</b>
2004	155	4	57	<b>216</b>	<b>187</b>
2005	158	5	58	<b>221</b>	<b>230</b>
2006	163	7	61	<b>231</b>	<b>235</b>
2007	166	4	59	<b>229</b>	<b>255</b>
2008	167	10	68	<b>245</b>	<b>267</b>
<i>Change from 2001 to 2008</i>					
Headcount	-4	9	24	29	107
Percent	-2.3%	900%	54.5%	<b>13.4%</b>	<b>66.9%</b>

As summarized above in Section 1, the headcounts in Table 7 show that the number of “core faculty” have decreased in headcount by four faculty members between 2001 and 2008 (from

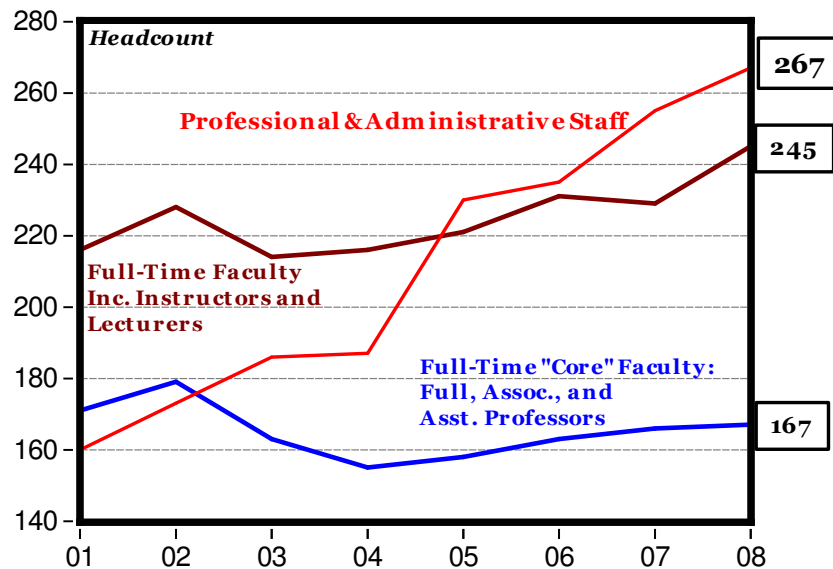
171 to 167), while the number of full-time instructors has increased by 9 (from 1 to 10), and the number of full-time lecturers has increased in headcount by 24, from 44 in 2001 to 68 in 2008. In total, the number of full-time faculty (core, instructors, and lecturers) increased from 216 in 2001 to 245 in 2008, representing an increase of 29 by headcount, or 13.4% in percentage terms. In contrast, during this same time period (2001-2008) the number of full-time professional and administrative positions has increased by more than 100 positions, or about 67%, from 160 positions in 2001 to 267 positions in 2008.

Using data from Table 4 above, Figure 1 below shows graphically the trend in number of full-time faculty versus full time Professional and Administrative positions at UM-Flint from 2001 to 2008. Full-time faculty members are displayed both as: a) all full-time faculty including instructors and lecturers (brown line) and b) “core faculty” (blue line). The professional and administrative staff members are represented by the red line in Figure 1.

In 2001, the number of full-time faculty, measured both by: a) “core faculty” (171 headcount) and b) all full-time faculty (216 headcount) exceeded the number of full-time professional and administrative positions (160 staff). Because the annual growth of administrative positions has exceeded the growth of faculty positions in almost every year since 2001, both in absolute numbers and in percentage terms, the number of full-time administrative positions has been greater than the number of “core faculty” in every year since 2003, and greater than the number of all full-time faculty in every year since 2005. Further, as the graph shows, the administrative-faculty gap has increasingly widened over time, especially for the gap between administrators and “core faculty.”

Figure 1.

### Full-Time Faculty vs. Full-Time Professional/Administrative UM-Flint, 2001 to 2008



**Figure 2.**

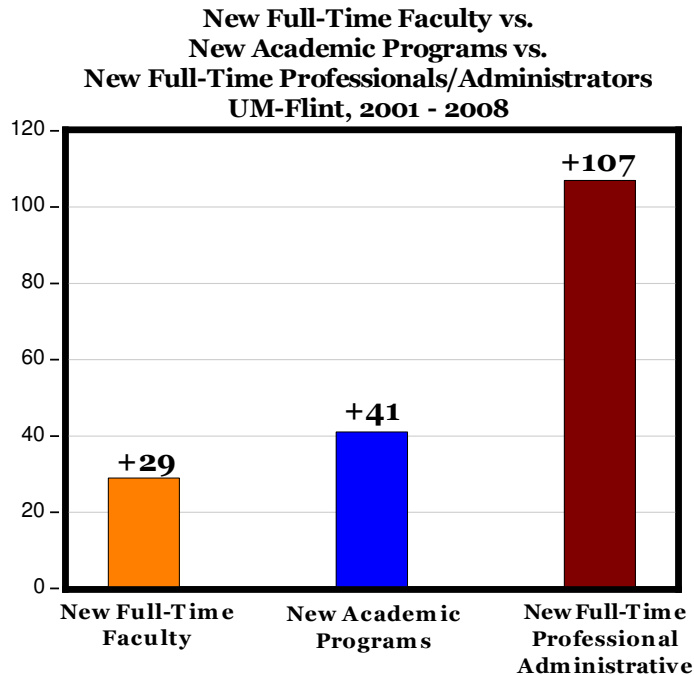


Figure 2 above and Figure 3 below summarize graphically some of the main concerns of the CESF report this year:

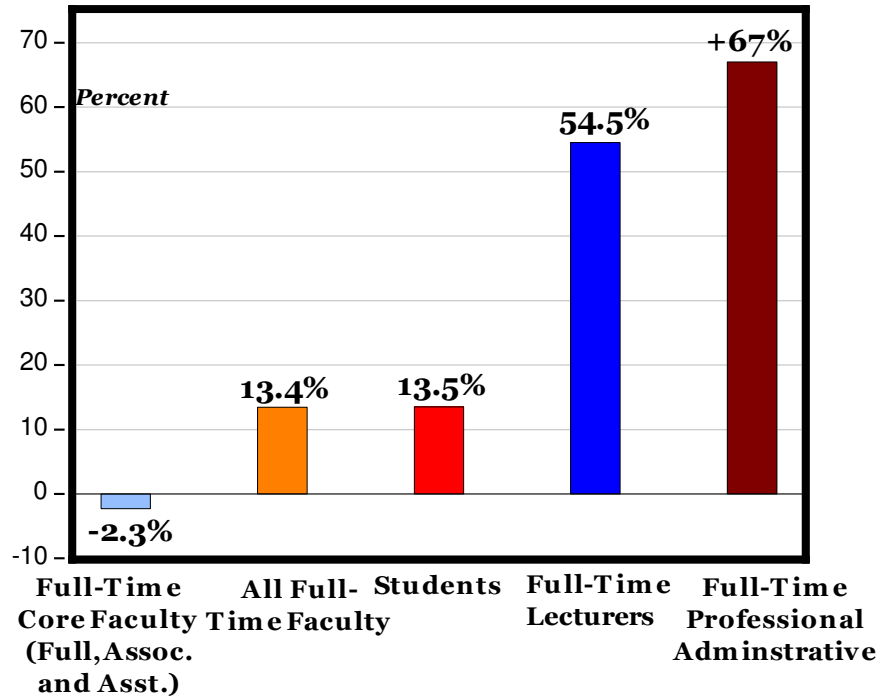
1. There has been significant growth in both the number of new academic programs and the number of full-time professional and administrative positions at UM-Flint, compared to relatively moderate growth in the number of full-time faculty between 2001-2008 (see Figure 2).
2. The “core faculty” at UM-Flint has decreased by 2.3% between 2001 and 2008, during a period when the number of students has grown by 13.5%, the number of full-time lecturers has grown by 54.5% and the number of administrative positions has grown by 67% (see Figure 3 below).

Our concerns are that an increasing amount and share of resources are being devoted to: a) part-time faculty, b) full-time lecturers and c) full-time administrators, possibly at the expense of resources devoted to increasing the number of “core faculty.” As the institution becomes more top-heavy with administration and relies increasingly on part-time faculty and full-time lecturers, rather than “core faculty” we raise the following questions:

- a. Are the academic mission and quality of education being compromised for UM-Flint students?
- b. Can UM-Flint continue to fulfill its mission of academic excellence, student centeredness and engaged citizenship with a decline in “core faculty”?
- c. Can a shrinking “core faculty” be expected to bear the increasing burdens of all of the new academic programs, along with faculty governance, mentorship, etc. and still carry out research and engage in academic excellence?

Figure 3.

**Percent Changes in Faculty, Students and Full-Time Professional/Administrative Staff  
UM-Flint, 2001-2008**



**Recommendations:**

1. The CESF recommends efforts on behalf of the Deans and administration to increase the number of “core faculty” at UM-Flint.
2. The CESF would like to bring awareness to the issue that the number of administrative positions, part-time faculty, full-time lecturers, students and academic programs are all growing, while the number of “core faculty” is decreasing.
3. The CESF recommends that some campus discussions take place to consider whether the academic quality and mission of UM-Flint will be compromised if the trends outlined here continue.
4. The CESF recommends that it continues to receive research support from the Office of Institutional Analysis for future CESF reports.