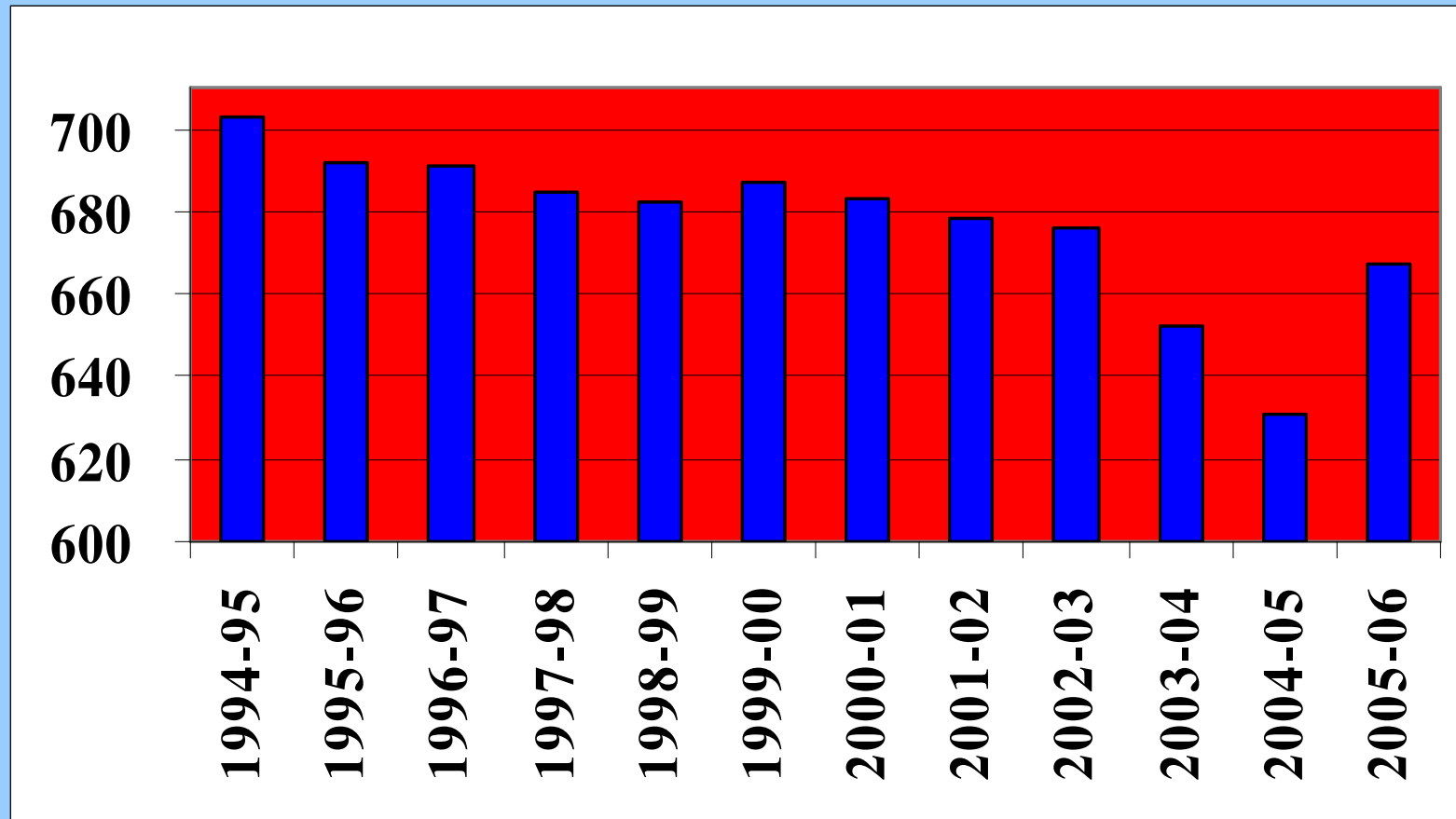


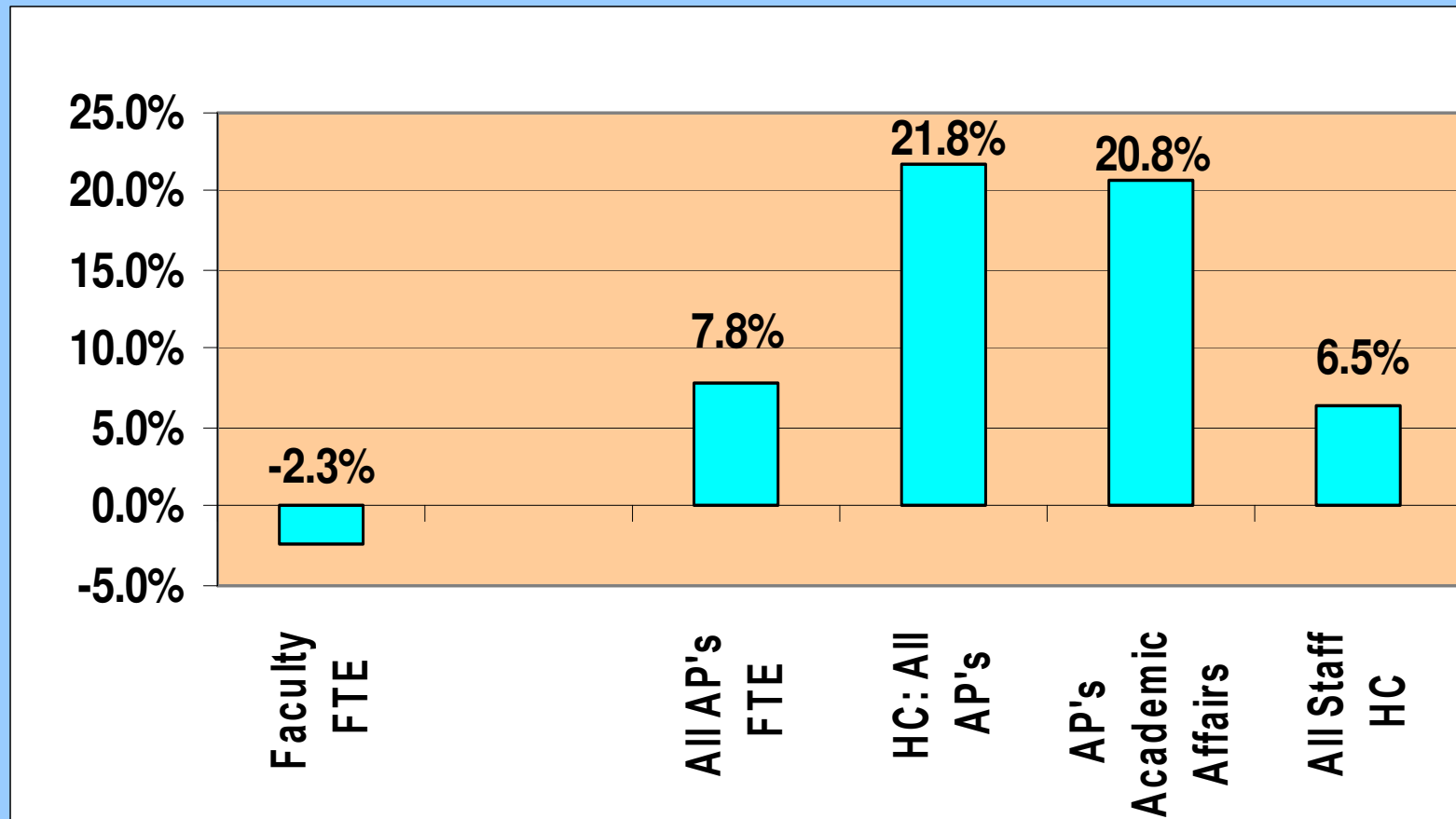
**EMU-AAUP:
Why We Need More Faculty**

Howard Bunsis
August 2006

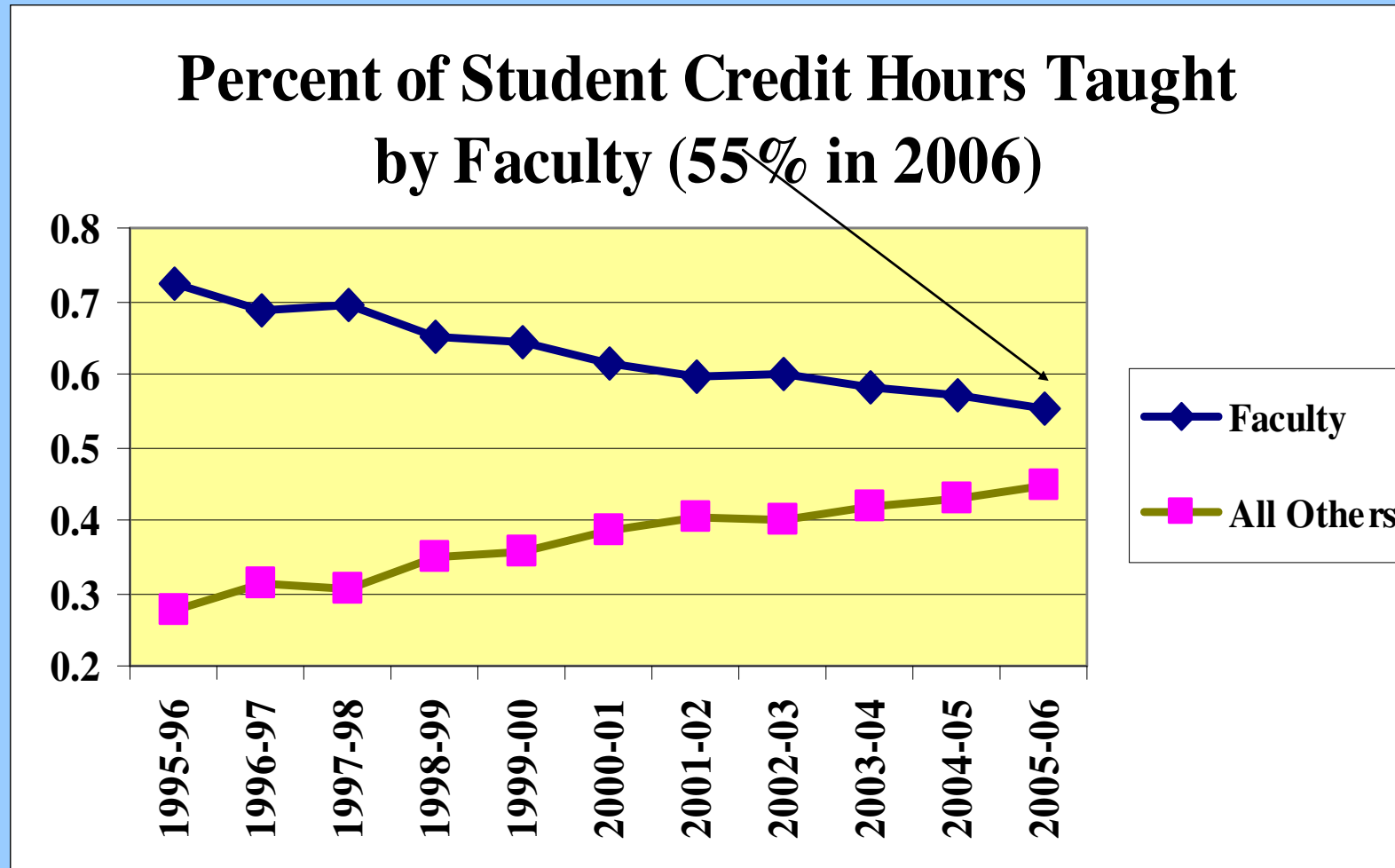
Number of Faculty: 1995 to Present



Change in Faculty and Administrators: 2000 to 2006 (source: EMU Budget)



Percent of SCH Taught by Faculty (source: Faculty course assignments)



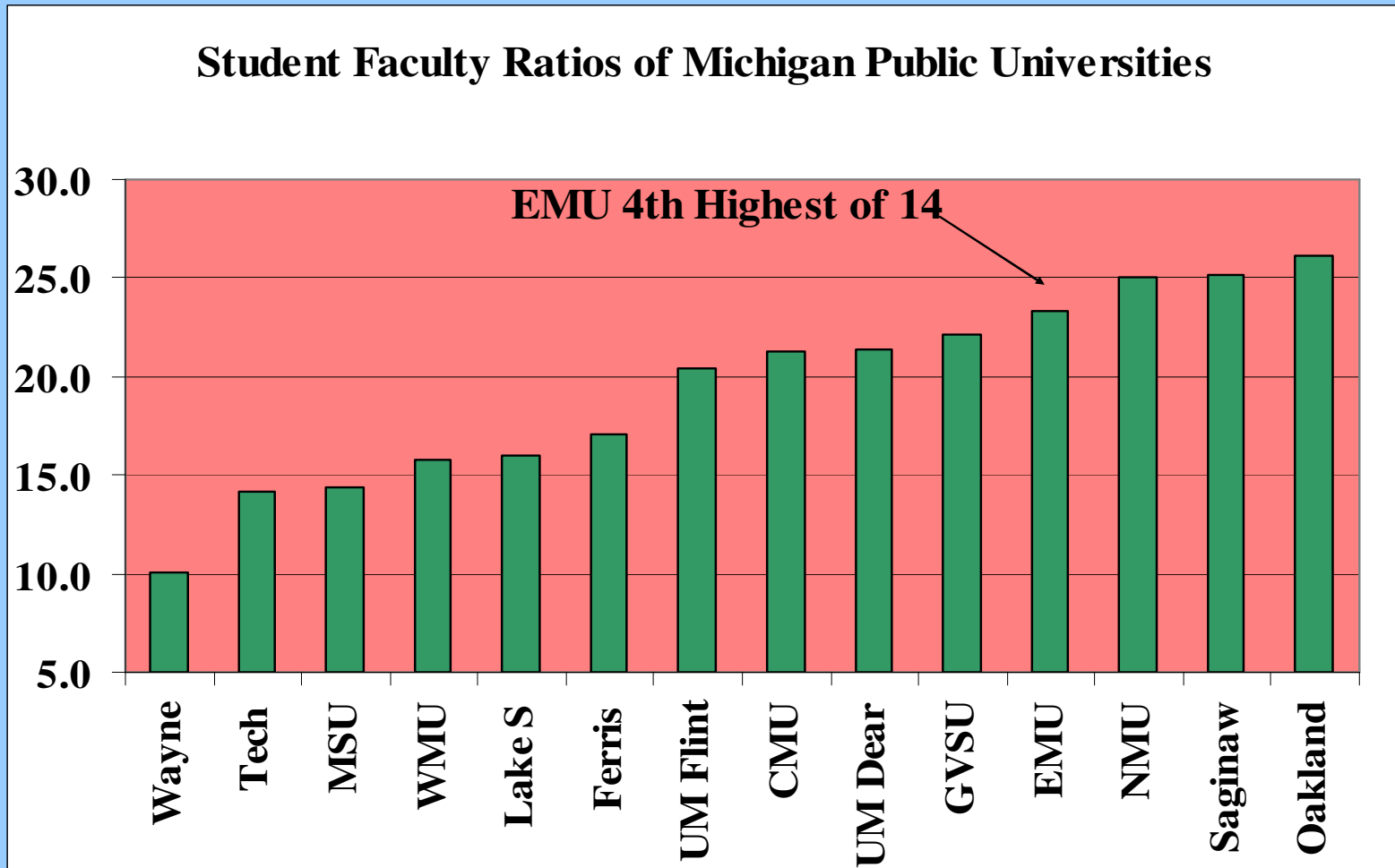
Percent of SCH Taught by Faculty: By Level of Course, Fall 2005

	Number of	Number of	Percent of	Number of	Number of	Percent of
	Total	Faculty	Faculty	Total	Faculty	Faculty
Level	Sections	Sections	Sections	SCH	SCH	SCH
0-099	10	0	0%	1,095	0	0%
100	973	401	41%	87,943	39,288	45%
200	765	360	47%	55,549	26,374	47%
300	835	526	63%	53,018	35,413	67%
400	801	510	64%	25,362	14,808	58%
All UG	3,384	1,797	53%	222,967	115,883	52%
All Grad	1,022	812	79%	23,864	17,945	75%
TOTAL	4,406	2,609	59%	246,831	133,828	54%

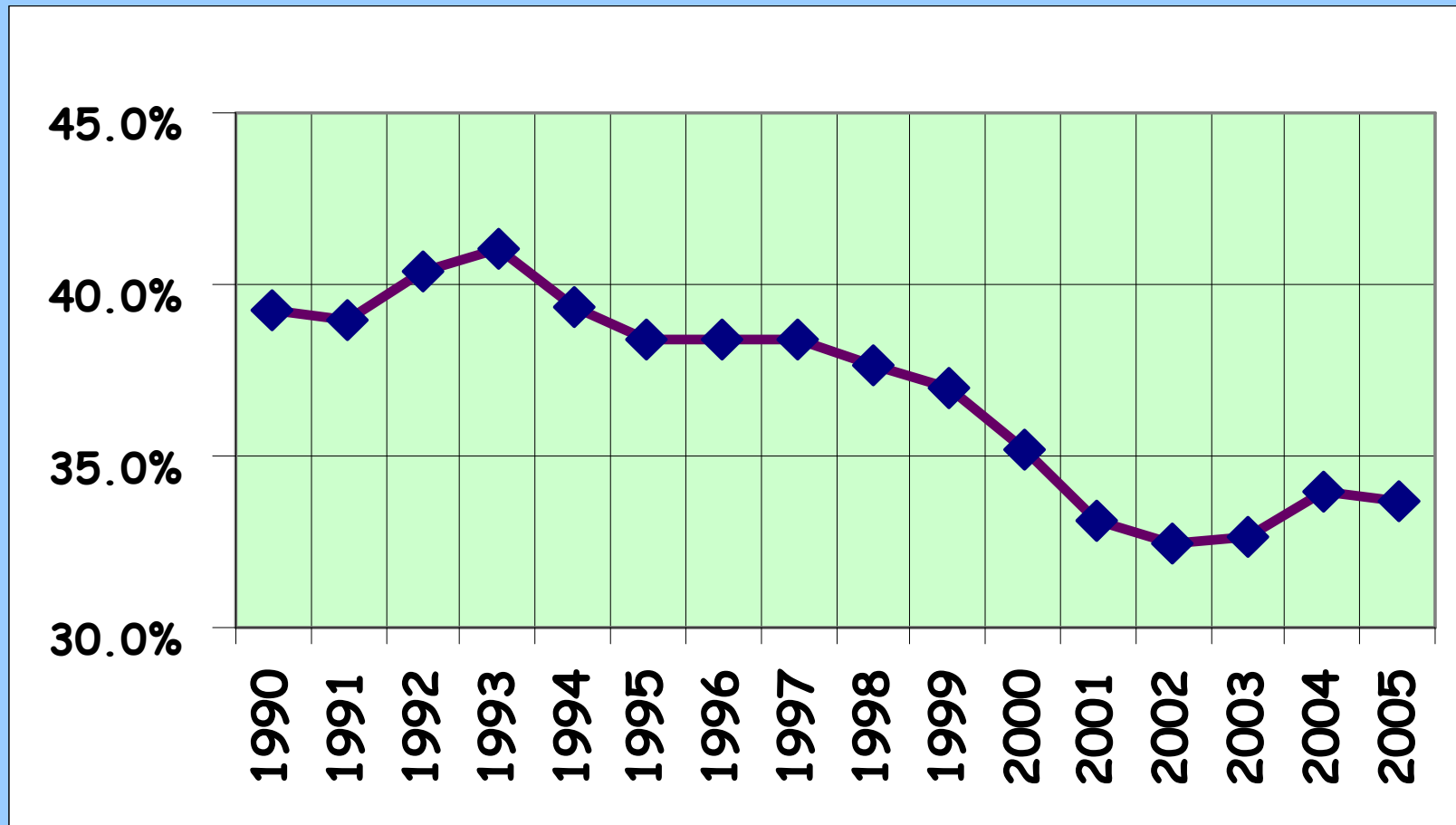
Why Full-Time Faculty?

- Full time faculty are the group that is most involved and engaged with student and university success
- Faculty can mentor, advise, counsel, and direct student research
- Faculty perform significant academic research, which allows us to bring the results of our research to the classroom: Knowledge creation and knowledge dissemination
- With fewer faculty, we are asked to take on functions outside of our main teaching responsibilities, affecting our ability to educate our students.

HEIDI Data



Percent of Total Expenditures Devoted to Instruction



What is this related to? Retention

- According to the Student Retention Taskforce, for every 100 students we lose, the university loses \$1 million in current and future tuition and ancillary revenues
- According to President Fallon, retention is one of the 12 major goals of EMU
- Statistics:
 - From Fall 2003 to Fall 2004, DOWN 330 on returning UG (2.2%)
 - From Fall 2004 to Fall 2005, DOWN 543 on returning UG (3.7%)
 - This costs EMU \$3.3M in 2004, and \$5.4M in 2005, for a total of \$8.7M over 2 years.
 - 2004 was first year since 1998 that there was a decline in returning UG.
- Solution to this retention problem:
 - Hire more faculty
 - Fix the buildings

Historical Perspective

Year	Students	Faculty	Ratio
1976	18,000	782	23
1981	19,000	680	28
Actual Ratio Today	23,500	666	35
Ratio Claimed by Administration *	17,000	910	19
* Based on 910 faculty and 17,000 students			

Future Perspective

- Per vision statement, EMU wants to have 30,000 students by September 2011.
- Who will teach these students?
- In 5 years, this represents a 27% increase in the number of students.
- A corresponding 27% increase in faculty would lead to 845 faculty.
- Will it all be lecturers and part-timers and huge online classes? This will affect workload and working conditions
- Given that this is where the university is headed, we need definitive goals on faculty hiring.
- Faculty are prepared to play a role in enrolling students and retaining them through graduation.

How Many Faculty Should We Have?

At least 704

Year	# of Faculty	SCH	SCH/FAC **
1994-95	703	522,388	743
1995-96	692	519,308	750
1996-97	691	517,583	749
1997-98	685	522,195	762
1998-99	682	521,964	765
1999-00	687	536,805	781
2000-01	683	541,468	793
2001-02	678	558,264	823
2002-03	676	567,995	840
2003-04	652	569,471	873
2004-05	631	550,708	873
2005-06	667		

** This is not a student-faculty ratio; it is the number of credit hours per faculty member

- If we wanted the same ratio of student credit hours to faculty that existed at 1999, then we would need 704 faculty members today, based on 550,000 SCH

$$\underline{(550,000 / 781 = 704)}$$

EMU-AAUP Proposal

- Get to 66% as the percent of SCH taught by faculty. This metric was supported by Provost Loppnow at the March Board of Regents Faculty Affairs Committee meeting.
- Goals:
 - 680 or more by 9/1/2007
 - 690 or more by 9/1/2008
 - 700 or more by 9/1/2009 and thereafter

Administrative Outcomes in Academic Affairs: 2000 to 2006

- Number of faculty have decreased while use of lecturers and adjuncts have increased.
- Classes have been moved online; sometimes to the detriment of students
- Use of off campus sites has increased with negative return on investment in many cases
- Classrooms are in poor repair while non-academic buildings receiving undue attention
- Shuffling of faculty/administrators with little or exaggerated savings
- Budget errors creating the claim of insufficient funds to hire or compensate faculty appropriately
- Eliminating employees for questionable cause resulting in poor morale, financial payouts, and concern among staff