

AUSTIN PEAY STATE UNIVERSITY

FACULTY SENATE

FACULTY WHITE COMMITTEE REPORT

Faculty White Committee, 2025-2026

- John Nicholson (Chair), College of Science, Technology, Engineering, & Mathematics
- Leslie Binford, College of Behavioral and Health Sciences
- Asit Bandyopadhyay, College of Business
- Samantha Robinson, College of Science, Technology, Engineering, & Mathematics
- Justin Oelgoetz, College of Science, Technology, Engineering, & Mathematics

ABSTRACT

This report examines institutional practices for assigning off-contract teaching and managing low-enrolled courses, focusing on equity, transparency, and alignment with curricular needs. The committee reviewed relevant university policies and prior committee work, analyzed historical teaching and enrollment data, and compared procedures with those of peer institutions. Findings show that assignments are shaped primarily by student demand, faculty qualifications, and department-level processes, with considerable variation across units. To promote fairness while preserving necessary flexibility, the committee recommends that departments develop clear written procedures, maintain updated lists of qualified and interested faculty, use rotational or sequential assignment models, review chronically low-enrolled courses, and monitor equity through consistent benchmarks.

COMMITTEE CHARGE

The purpose of this committee is to review, evaluate, and provide recommendations on institutional policies related to academic off-contract assignments and course minimum enrollment requirements. The committee will examine current practices for assigning these duties, their impact on faculty workload, resource allocation, and curriculum sustainability, and propose a transparent and equitable framework for the future. The ultimate goal is to ensure that these valuable opportunities are shared fairly among qualified and interested faculty members, while still meeting the critical needs of the institution.

CONSIDERATIONS

Two policies are relevant to this discussion. Policy 2:046 mandates that department chairs prorate credits downward for any course identified as low-enrolled or utilizing instructional assistance models. For off-contract periods, Policy 2:048 specifies that summer and intersession teaching are separate assignments with no guarantee of availability, emphasizing that while departments should seek faculty equity, student and curricular needs take precedence.

The committee recognizes there are challenges with assigning off-contract classes and deciding which low-enrolled courses should be allowed to run or cancelled. Factors that directly or indirectly affect when courses will be offered off-contract, who will teach them, and when low-enrolled courses may be allowed to run include:

1. Department characteristics
 - a. **Department size:** Departments with fewer faculty members may have more off-contract teaching opportunities per faculty member than in larger departments.
 - b. **Service-course demand:** Departments that teach large numbers of service courses may have more opportunities to assign off-contract classes than departments with fewer or no service courses.
2. Budgets and teaching load

- a. **Teaching load and extra compensation limits:** Off-contract teaching assignments and decisions about running low-enrolled courses are linked to faculty workloads and compensation.
3. Curricular and program requirements
 - a. **Graduation requirements:** Some required courses are offered only once every one or two years. Canceling them due to low enrollment can delay students' graduation.
 - b. **Prerequisite sequencing:** Some programs require courses in a fixed order. Maintaining the course schedule is essential for timely student progression.
 - c. **High-DFW courses:** Courses with high DFW rates may need to be offered more frequently to support student success and degree progression.
 - d. **Accreditation constraints:** Accreditation standards may require students to take specific courses.
 - e. **Faculty qualifications:** Some courses can be taught only by faculty with required credentials, licensure, or expertise aligned with course content, legal requirements, or accreditation standards.
4. Individuals' decisions
 - a. **Faculty interest:** Some faculty may choose not to teach off-contract, opening opportunities for others.
 - b. **Faculty choice:** When a course is designated as low-enrolled, faculty may choose to teach it at a pro-rated rate or may elect to cancel it.

REVIEW OF PREVIOUS WORK COMPLETED BY THE 2022-2023 FACULTY SENATE ACADEMIC RED COMMITTEE

In Fall 2022, the Academic Red Committee was charged with examining summer and intersession teaching loads to ensure that off-contract opportunities are assigned in a fair and equitable manner consistent with faculty expertise. The committee analyzed institutional data from 2019 to 2021 and found that full professors generally received fewer than half as many off-contract course assignments as assistant and associate professors. However, the study was limited by a lack of data on faculty qualifications required for some courses and individual opt-out rates.

The committee solicited feedback from department chairs but felt it did not receive a sufficient number of responses, and many of those responses were incomplete. Despite this limited data set, the committee summarized the insights they received, noting that while some departments use rotation systems, others prioritize student needs, DFW rates, and specific subject-matter expertise when making assignments.

Based on its findings, the committee recommended creating a university-wide policy outlining uniform procedures for assigning off-contract courses while maintaining flexibility for department chairs. They proposed that departments implement rotation systems and ensure that every interested faculty member receives at least one course assignment before any individual is assigned a second course. Additionally, the committee suggested that faculty qualifications should be the primary deciding factor and that chairs should review enrollment statistics and performance metrics when planning schedules. Finally, they advocated for a university-wide faculty survey and a more detailed departmental analysis to further refine these equitable assignment strategies.

DATA ANALYSIS

The committee requested data from Institutional Research covering 10 years of summer teaching assignments and low-enrolled courses in all terms, including those that were either allowed to run or cancelled. The committee's review of APSU's 2015–2025 instructional data shows that summer teaching assignments vary considerably across colleges and have experienced meaningful shifts over time. Several colleges, primarily CoBHS, CoE, CoB, and CoSTEM, show statistically significant changes in faculty ranks and tenure status during the summer, suggesting evolving staffing strategies, workload redistribution, or a changing reliance on non-tenured educators. Summer course offerings also differ sharply by college, with some units maintaining large, stable portfolios, while others fluctuate based on enrollment and program-specific needs. Despite these variations, faculty who teach in the summer consistently average about two courses per year, and participation patterns differ more by rank than by any other attribute.

In contrast, low-enrolled course assignments are far more stable and institutionally consistent. Across most colleges, the distribution of faculty who teach low-enrolled courses—by rank or tenure status—remains steady year to year, with only a few colleges showing measurable shifts. The number of low-enrolled sections offered annually changes gradually, indicating a governance-driven process rather than enrollment volatility. Faculty who teach these courses typically handle multiple low-enrolled sections per year, and this pattern has remained stable across ranks and colleges. Statistical tests confirm that, unlike summer teaching, low-enrolled workloads do not differ significantly across colleges, reflecting stronger institutional standardization and constraints. Overall, summer teaching appears flexible, decentralized, and influenced by local decision-making, while low-enrolled course coverage is more uniform and guided by consistent institutional rules.

The committee examined policies at 25 peer institutions. In general, the summer teaching policies across these institutions are similar to APSU's, but they differ in their authority structures. Similar to APSU's model of workload agreement among the dean, chair, and faculty member, many institutions use a collaborative process in which department chairs recommend assignments for dean or provost approval. However, some institutions deviate by granting primary assignment authority to the department chair alone or to a higher administrator, such as the Provost.

Low-enrolled classes are generally handled the same at most schools. Schools often define clear thresholds for classes to be allowed to run and mandate that sections be canceled when failing to meet these levels, unless extenuating circumstances or compelling student needs, like graduation deficiencies, are present. Many, but not all, schools provide mechanisms to run smaller sections by converting to various formats, such as "Arranged Courses" or "Independent Studies," or by reducing the teaching units assigned to the instructor based on the specific student count.

The majority of the policies do not provide a method for determining who may teach in the summer, although two schools do add additional criteria. The California State University system requires each campus to offer summer appointments to a minimum percentage of probationary and tenured faculty by headcount. Different campuses have different percentages, but tend to be around 50%. At Murray State University, each department has its own established criteria and procedures for determining who will be offered employment for the summer session. Deans review these criteria and procedures for conciseness and fairness before implementation.

None of the policies provides a guaranteed mechanism for an individual faculty member to ensure a low-enrolled class runs. However, several institutions establish formal consultation processes and appeal routes to ensure that such decisions are handled fairly rather than arbitrarily.

Analysis with observations is available in the Appendix.

COMMITTEE RECOMMENDATIONS

The committee has reached the following recommendations. It should be noted they several of these overlap with the previous Academic Red Committee's recommendations.

1. Each department should develop and maintain two written policy documents: one outlining the process for making summer teaching assignments, and one establishing the criteria for determining whether low-enrolled courses will be permitted to run or cancelled. These documents should specify timelines, decision-making criteria, and the role of faculty input in the process. Policies should be reviewed regularly, made accessible to all faculty, and updated whenever leadership changes to ensure continuity and transparency.
2. Departments should maintain an annually updated list of faculty who are interested in and qualified to teach each course during off-contract terms. When making teaching assignments, chairs should rotate through the list each year so that all interested faculty have equitable access to off-contract teaching opportunities over time.
3. Department chairs should use a sequential assignment model by assigning one course to each interested faculty member before offering a second to anyone, to ensure as many faculty as possible have a chance to teach.
4. Departments should identify courses that consistently fail to meet enrollment thresholds and initiate a curriculum review. This review should consider whether changes to course content, scheduling, format, or prerequisites might improve enrollment.

5. Department chairs should calculate the average number of off-contract courses assigned to interested faculty each term and use that figure as a benchmark for equitable distribution. No interested faculty member should receive significantly fewer assignments than the departmental average.
6. Department chairs should meet to share best practices for assigning off-contract teaching assignments fairly and equitably and to ensure that new chairs are made aware of these practices during their onboarding training.

REFERENCES

Austin Peay State University. (2024, May) Policy 2:046: Faculty Workload.

<https://apsu.navexone.com/content/dotNet/documents/?docid=290&app=pt&source=unspecified&public=true>

Austin Peay State University. (2023, February) Policy 2:048: Adjunct Compensation, and Extra Compensation for Services Rendered During Summer Sessions and Intersession Terms.

<https://apsu.navexone.com/content/dotNet/documents/?docid=110&app=pt&source=unspecified&public=true>

Faculty Senate Academic Red Committee. (2023, February). [Unpublished committee report]. Faculty Senate, Austin Peay State University.

APPENDIX

LIST OF PEER INSTITUTIONS POLICIES AND FACULTY HANDBOOKS

- Columbus State University (Georgia). <https://www.columbusstate.edu/academic-affairs/docs/FacultyWorkloadPolicyFinalSigned.pdf>
- Georgia College and State University. <https://gcsu.smartcatalogiq.com/en/policy-manual/policy-manual/academic-affairs/employmentpolicies-procedures-benefits/faculty-rights-and-responsibilities/summer-semester-teaching-policy>
- Jacksonville State University (Alabama). <https://www.jsu.edu/busaffairs/polprocman/index.html?>
- McNeese State University (Louisiana). <https://www.mcneese.edu/policy/responsibilities-of-academic-staff-policy/>
- Northwestern State University of Louisiana. <https://documentproviderviewer.nsula.edu/?id=1823>
- The University of Texas at Tyler. <https://www.uttyler.edu/faculty-staff/faculty-senate/files/workload.pdf?>
- University of Houston - Clear Lake (Texas). <https://www.uhcl.edu/provost/faculty-affairs/documents/faculty-handbook/faculty-responsibilities-and-expectations/summer-workload.pdf>
- University of Houston - Victoria (Texas). <https://www.uh.edu/provost/policies-resources/faculty/document-faculty/2015-faculty-handbook.pdf>
- University of Louisiana at Monroe. <https://ulmapps.ulm.edu/policies/download-policy/591>
- University of North Alabama. <https://www.una.edu/academics/handbook/docs/una-faculty-handbook-2024-25-initial-version.08-01-24.pdf>
- Valdosta State University (Georgia). <https://www.valdosta.edu/academics/academic-affairs/faculty-handbook/?>
- Arkansas Tech University. <https://www.atu.edu/academics/docs/2022-2023%20Faculty%20Handbook%2010.4.22.pdf>
- Auburn University at Montgomery. <https://www.aum.edu/wp-content/uploads/2022/12/AUM-Faculty-Handbook-Final-TOC-fixed-9-29-21-without-track-changes.pdf>
- California State University . <https://www.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Documents/unit3-cfa/article21.pdf>
- Central Connecticut State University. <https://www.centralstate.edu/sites/default/files/2025-07/policy-106-faculty-workload.pdf>
- Central Washington University. <https://www.cwu.edu/academics/computer-science/documents/2021-2023-cwu-ufc-agreement-final.pdf>
- Christopher Newport University. https://cnu.edu/titleixeo/documents/cnu-procedures_for_recruiting_and_initial_appointment_of_full-time_instructional_faculty.pdf
- Clarion University of Pennsylvania. <https://www.pashe.edu/hr/labor-relations/documents/cba/apscuf-cba.pdf>
- Coastal Carolina University. https://www.coastal.edu/media/2024siteassets/contentassets/documents/provost/2025_Summer_Compensation_Procedures_for_Faculty.pdf
- East Tennessee State University. <https://www.etsu.edu/com/dean/workload.php>
- Jacksonville State University. <https://public.powerdms.com/JSUAL/documents/2048196>
- Middle Tennessee State University. <https://provost.mtsu.edu/wp-content/uploads/sites/10/2024/08/wkguide.pdf>
- Murray State University. https://drive.google.com/file/d/1n64Bp-lq96TOi2lj_6jOqTJNk1Hv6Zvf/view
- Southern Utah University. <https://www.suu.edu/policies/06/27.html>
- The University of Tennessee-Martin. <https://www.tnstate.edu/facultysenate/Revised%202020%20Faculty%20Handbook-2023.pdf>

PEER INSTITUTION COMPENSATION AND FACULTY WORKLOAD, AND RESOURCE ALLOCATION

The following summary outlines institutional policies regarding academic off-contract assignments (primarily summer employment), course minimum enrollment requirements, and their interactions with faculty workload and resource allocation.

Auburn University

- Auburn University. (2019, December 16). *Student academic grievance policy*.
- Auburn University. (2024). *Compensation and classification - Impact report 2025*. Office of Human Resources.
- Auburn University. (2025). *Summer pay calculation*. Office of the Provost.

Auburn University at Montgomery (AUM)

- Auburn University at Montgomery. (2017, January). *Personnel policies and procedures manual*.
- Auburn University at Montgomery. (2021, September 29). *Faculty handbook*.
- Auburn University at Montgomery. (2024). *Current university policies*.
- Auburn University at Montgomery. (2024). *Faculty responsibilities*. Center for Disability Services.
- Auburn University at Montgomery. (2024). *Faculty Senate*.
- Auburn University at Montgomery. (2026). *Summer incentive scholarship*.

College of Charleston

- College of Charleston. (2018, August 31). *Faculty/administration manual 2018-2019*. Office of the Provost.

Columbus State University (CSU)

- Columbus State University. (2009, November 19). *Minimum course/class size policy*. College of Education and Health Professions.
- Columbus State University. (2009). *Minimum class size policy*. Turner College of Business and Computer Science.
- Columbus State University. (2017, May 1). *Faculty workload policy*.
- Columbus State University. (2026). *Minimum class size policies*.

Jacksonville State University (JSU)

- Jacksonville State University. (2023, June). *Chapter 8: Salaries and extra compensation*. Manual of Policies and Procedures.

Southern Utah University (SUU)

- Southern Utah University. (2023, November 3). *Policy #6.27: Faculty workload*.

University of Houston-Clear Lake (UHCL)

- University of Houston-Clear Lake. (2019, May 9). *Summer pay policy (Policy 6.10)*.

Valdosta State University (VSU)

- Valdosta State University. (2022, March 24). *Faculty compensation: Summer employment and compensation*.

ACADEMIC OFF-CONTRACT ASSIGNMENTS AND SUMMER COMPENSATION

Institutional policies generally treat off-contract assignments, such as summer teaching, as optional and subject to student demand and university needs.

- Compensation Models:
 - Percentage of Base Salary: Both Auburn University at Montgomery (AUM) and Valdosta State University (VSU) typically compensate faculty at 10% of their base academic year salary for a three-semester-hour course. The University of Houston-Clear Lake (UHCL) uses a similar model, where one 3-credit course equals 1/11 of the nine-month salary.
 - Differential/Credit Hour Formulas: Jacksonville State University (JSU) calculates summer differentials at 1/32 per credit hour of instruction multiplied by the nine-month salary.
- Earnings and Load Limits:

- Maximum Earnings: VSU limits total summer compensation from all sources (including grants) to 33 1/3% of the previous academic year's salary. The College of Charleston limits dual employment earnings to 30% of base salary during the contract period.
- Maximum Teaching Load: AUM limits faculty to 6 hours of summer teaching, allowing more only in an "instructional emergency". UHCL also defines FTE based on course equivalents for a whole summer load. JSU sets varying maximums based on the specific summer term length (e.g., 9 hours for a 12-week term vs. 3 hours for a 4-week term).
- Non-Teaching Duties: Summer assignments may include research or service. At JSU and VSU, scholarly activity can be substituted for teaching with administrative approval.

COURSE MINIMUM ENROLLMENT REQUIREMENTS

Policies regarding minimum enrollment vary by institution and are often used to determine whether a course will be canceled or if compensation will be prorated.

- Established Minimums:
 - UHCL: Requires 10 undergraduate or 5 graduate students.
 - Columbus State University (Education & Health): Sets minimums at 15 for undergraduate courses, 5 for required graduate courses, and 10 for graduate electives.
 - Columbus State University (Business): Higher thresholds are set for lower-level courses (20 students) compared to upper-level electives (15) or graduate courses (10).
- Financial Sustainability: Columbus State's Business College explicitly states that summer courses must break even to cover variable costs because they are funded by tuition revenue.
- Prorated Pay: If a course falls below the minimum enrollment, UHCL grants the Dean or Provost discretion to offer it if it is vital to student success, but it must be paid at the standard 1/11th rate. JSU explicitly allows prorated compensation for low-enrollment courses if the instructor agrees to the reduction.

IMPACT ON FACULTY WORKLOAD AND RESOURCE ALLOCATION

Workload policies emphasize a balance between teaching, research, and service, with the primary mission usually centered on instruction.

- Standard Workload Units:
 - AUM: Standard teaching load is 21 semester hours per year, which may be reduced to 18 for significant research or service.
 - Columbus State: Defines a 1.0 FTE as 15 credit hours equivalent per semester, with 80% (12 hours) typically dedicated to instruction for regular faculty.
 - Southern Utah University (SUU): Uses Instructional Credit Hours (ICH), which include a multiplier based on student enrollment (e.g., classes with over 200 students receive a 1.8 multiplier) to acknowledge the increased workload of larger classes.
- Equitable Frameworks: Policies at Columbus State and SUU require written justification and administrative approval for workload reassignments or reductions to ensure equity across departments.

COMPARISON OF INSTITUTIONAL POLICIES

Policy Feature	Similarities Across Institutions	Key Differences
Summer Pay Rate	Often tied to a percentage of base salary (e.g., AUM, VSU, UHCL).	JSU uses a 1/32 per-credit-hour fraction; VSU uses a 33 1/3% total cap.
Enrollment Minimums	Higher for undergraduate courses than for graduate courses.	Thresholds vary significantly (e.g., 10 undergrad at UHCL vs. 20 at Columbus State Business).
Low-Enrollment Handling	Most allow administrative discretion for "essential" courses.	JSU explicitly offers prorated pay as an alternative to cancellation.

Workload Definition	Based on credit or contact hours.	SUU incorporates an enrollment-based multiplier into ICH calculations.
Transparency/Process	Require written work plans and approval from Department Chairs and Deans.	Some provide specific "breakeven" financial formulas for summer sustainability.

Curriculum sustainability is maintained by ensuring that off-contract assignments do not create a need for additional full-time faculty or excessive sections that the institution cannot fund. Transparent frameworks involve documented Annual Work Plans (as seen at AUM) that clearly state workload percentages and expected deliverables for any reassigned time.

In conclusion, there is significant variability across institutions in policies for off-contract assignments and course minimums.

ANALYSIS OF APSU HISTORICAL DATA

The committee requested data from DSIR regarding summer teaching and lower-enrolled courses. The data covered 2015 to 2025.

In the results, the result of the Chi-square test of homogeneity across years:

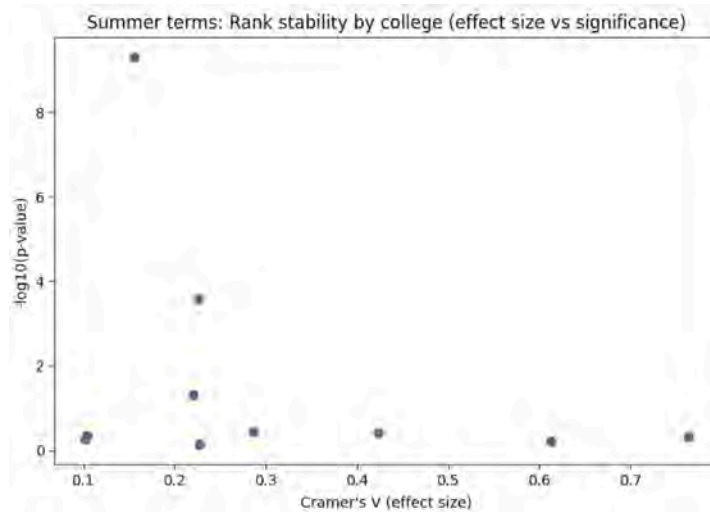
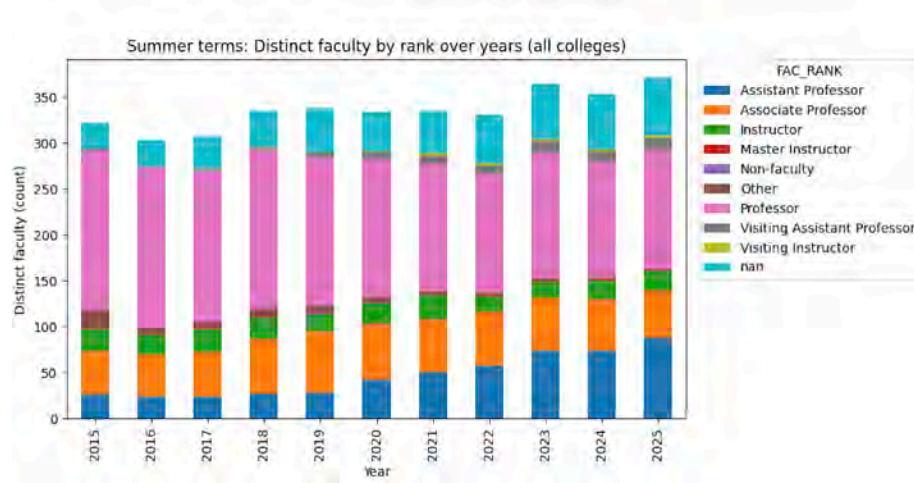
- If $p \geq 0.05$ → distributions are statistically “stable/consistent.”
- If $p < 0.05$ → distributions shift enough over time to be unlikely due to chance.

Cramer’s V (effect size) was also computed, so we can say whether changes are small vs meaningful (Cramer’s V is a statistical measure used to determine the strength of association between two nominal (categorical) variables, ranging from 0 (no association) to 1 (perfect association))

AL	CoAL
BH	CoBHS
BN	CoB
ED	CoED
FA	
FC	Fort Campbell
GR	Graduate Studies
PS	
SM	CoSTEM
UN	University College

Abbreviations used in charts

Q1. FOR EACH COLLEGE, IS THE NUMBER OF FACULTY OF DIFFERENT RANKS (PROFESSOR, ASSOCIATE, ETC.) WHO TAUGHT SUMMER COURSES CONSISTENT OVER THE YEARS?



Answer to Q1: Not always. Across 10 colleges, 3 show statistically significant change in rank distribution over time.

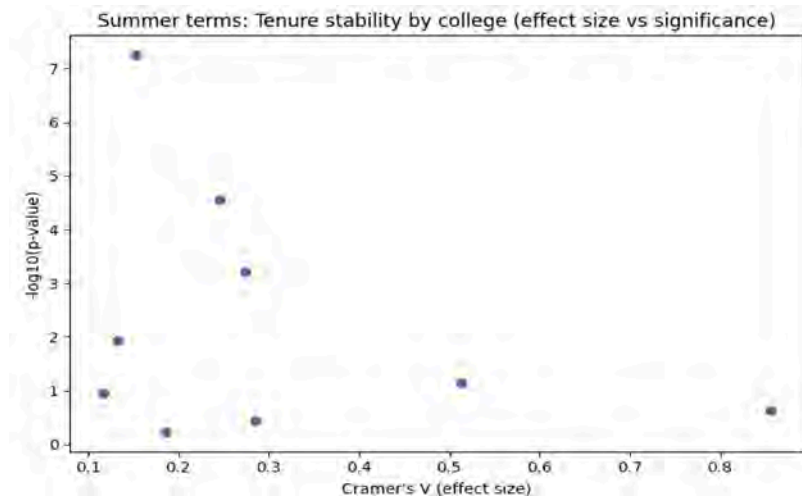
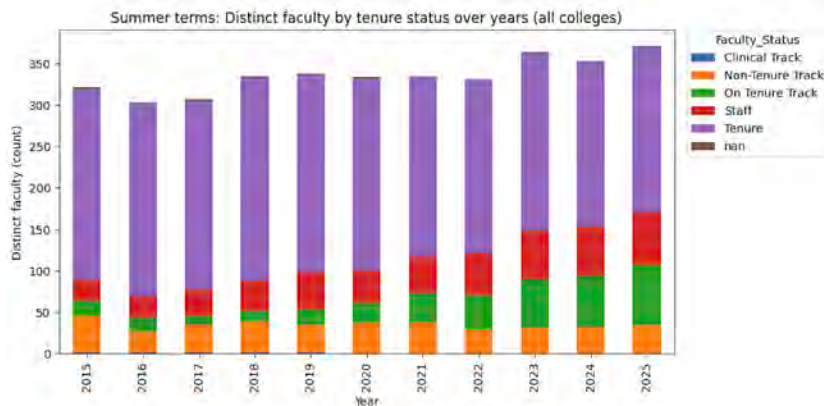
Colleges with changes ($p < 0.05$):

- CoBHS
- CoE
- CoB

All other colleges in the data look consistent (no statistically significant change detected).

In most colleges, the mix of Professors, Associates, Assistants, etc., teaching in the summer stayed roughly the same year after year. But in CoBHS, CoE, and CoB, the mix shifted noticeably, suggesting a change in staffing policy or a redistribution of workloads.

Q2. FOR EACH COLLEGE, IS THE NUMBER OF TENURED AND NON-TENURED WHO TAUGHT SUMMER COURSES CONSISTENT OVER THE YEARS?



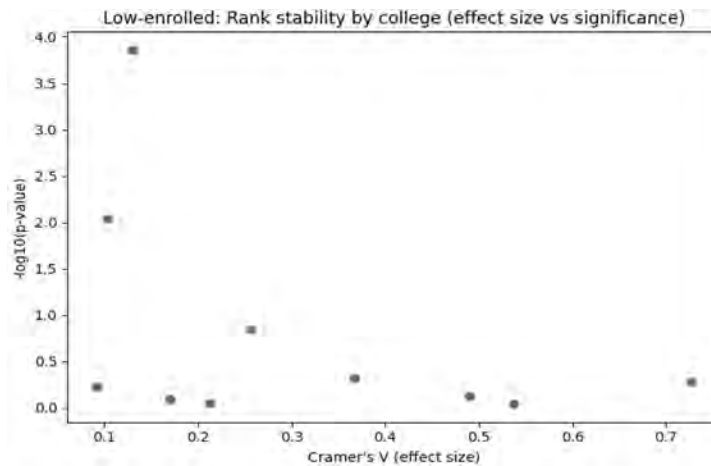
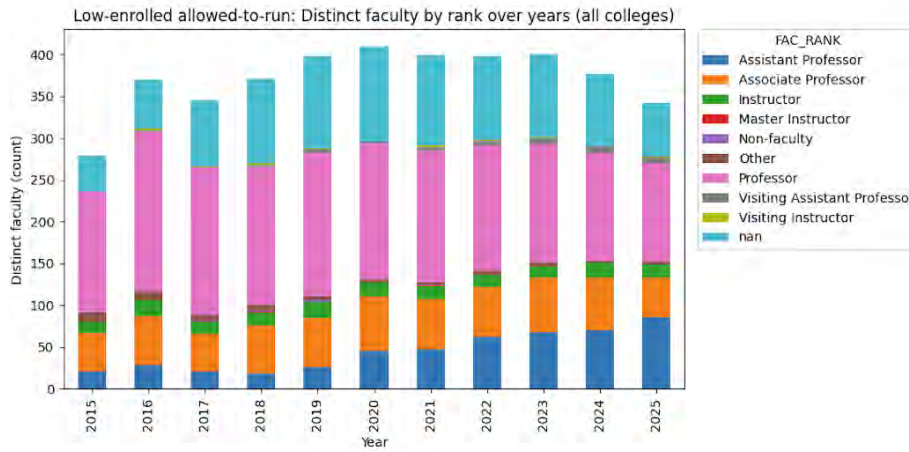
Answer to Q2: More changes show up here. Across 9 colleges, 4 show statistically significant change over time.

Colleges with changes ($p < 0.05$):

- CoBHS
- CoE
- CoB
- CoSTEM

More colleges changed in tenure composition than in rank composition. That suggests that who teaches summer (tenured vs non-tenured) is shifting faster than job titles.

Q3. FOR EACH COLLEGE, IS THE NUMBER OF FACULTY OF DIFFERENT RANKS (PROFESSOR, ASSOCIATE, ETC.) WHO TAUGHT LOW-ENROLLED CLASSES THAT WERE ALLOWED TO CONTINUE CONSISTENT OVER THE YEARS?

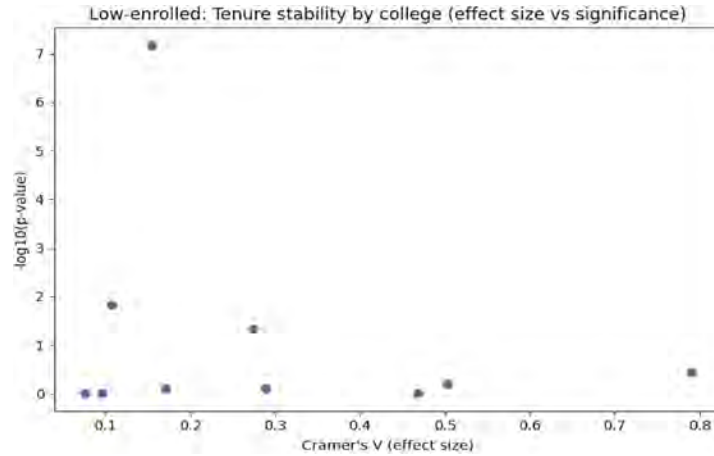
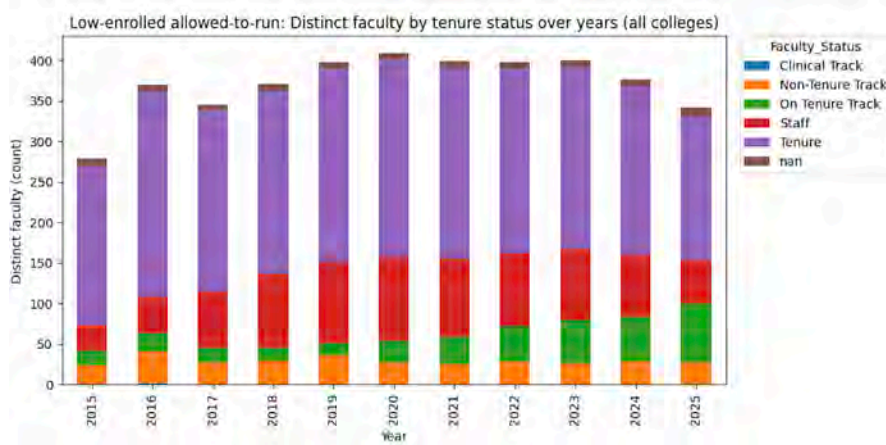


Answer for Q3: Mostly yes. Across 10 colleges, 2 show significant change. Colleges with changes ($p < 0.05$):

- CoBHS
- CoAL

Unlike summer teaching, staffing for low-enrollment courses is mostly stable. Only CoBHS and CoAL are reallocating which ranks teach these small classes.

Q4. FOR EACH COLLEGE, ARE TENURED AND NON-TENURED WHO TAUGHT LOW-ENROLLED SUMMER COURSES CONSISTENT OVER THE YEARS?



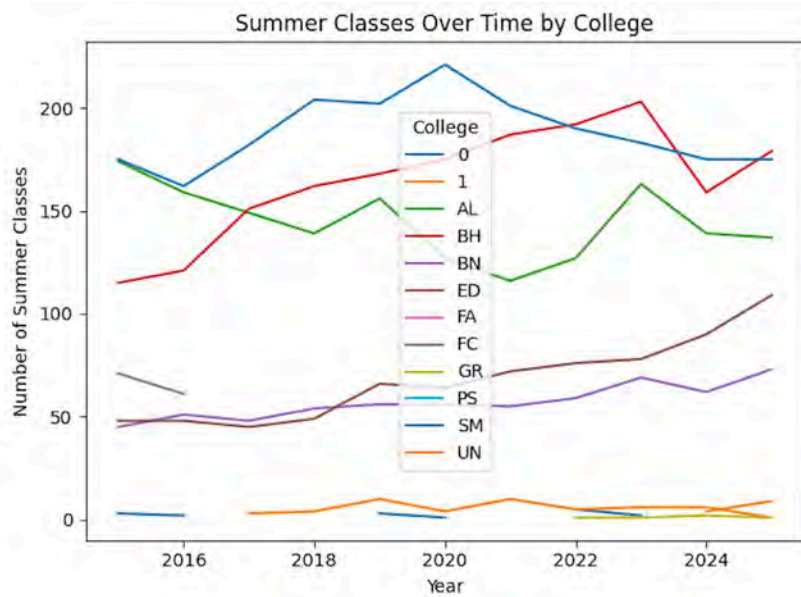
Answer for Q4: Some change. Across 10 colleges, 3 show significant change. Colleges with changes ($p < 0.05$):

- CoBHS
- CoAL
- CoB

Some colleges are shifting responsibility for small classes between tenured and non-tenured faculty. This may be due to:

- budget pressure
- workload policy
- program protection

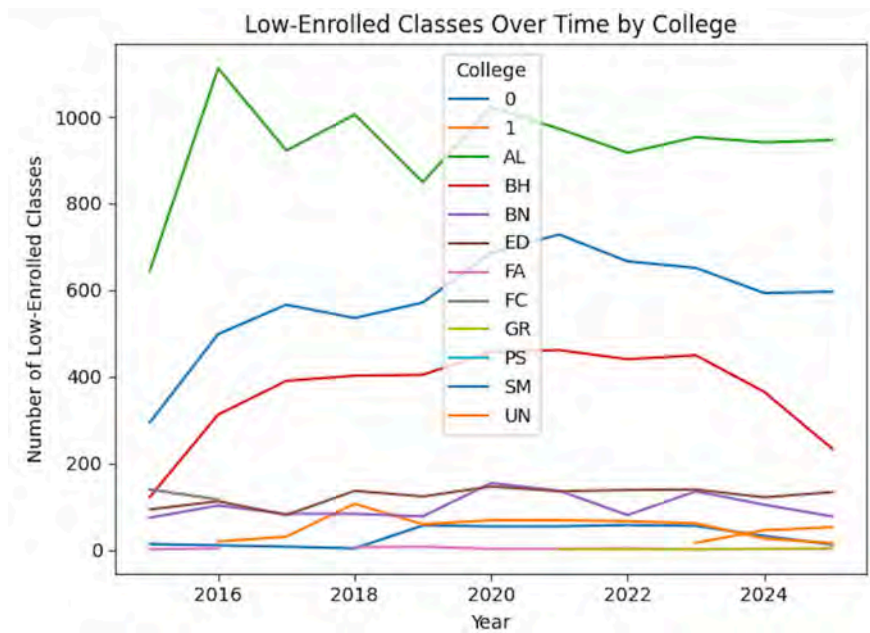
Q5. THE NUMBER OF SUMMER CLASSES TAUGHT EVERY YEAR BY COLLEGE



The above graph suggests:

1. Strong variation across colleges. Some colleges offer:
 - Very few summer classes (single digits)
 - Very large summer portfolios (for example, SM (CoSTEM) with ~175–183 classes per year)This indicates structural differences in reliance on summer teaching across academic units.
2. Relative stability within large colleges. Large-summer colleges (e.g., SM (CoSTEM)):
 - Show high but stable yearly counts
 - Suggest institutionalized summer programming, not ad-hoc offerings.

Q5. THE NUMBER OF LOW-ENROLLED CLASSES TAUGHT EVERY YEAR BY COLLEGE



Key insights from the visuals:

1. Structural stability dominates

Across most colleges, the graph shows consistent color intensity across adjacent years, indicating that low-enrolled course counts change gradually rather than abruptly. This supports a governance-constrained continuity interpretation rather than an enrollment-driven volatility interpretation.

2. Strong college-level heterogeneity

The graph clearly reveals persistent high-volume vs low-volume colleges. This suggests:

- disciplinary structure shapes low-enrollment continuation
- policy effects are localized at the college level, not uniform institution-wide

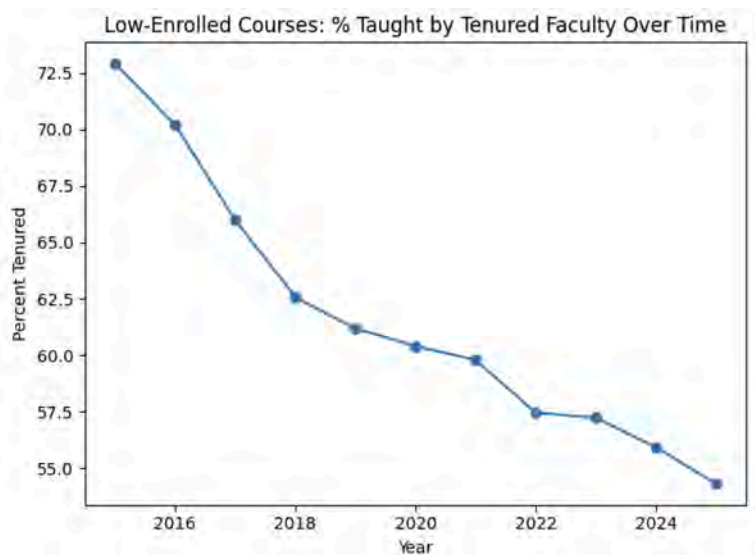
3. Lower volatility than summer instruction. Compared with the earlier summer line graph:

- trajectories here are flatter and smoother
- fewer sharp spikes or drops

Summer tenure trendline: Gradual structural movement in tenure share over time, which indicates policy/workload redistribution, not random fluctuation.



Low-enrolled trendline: trend differs from summer, suggesting different staffing logic for small classes



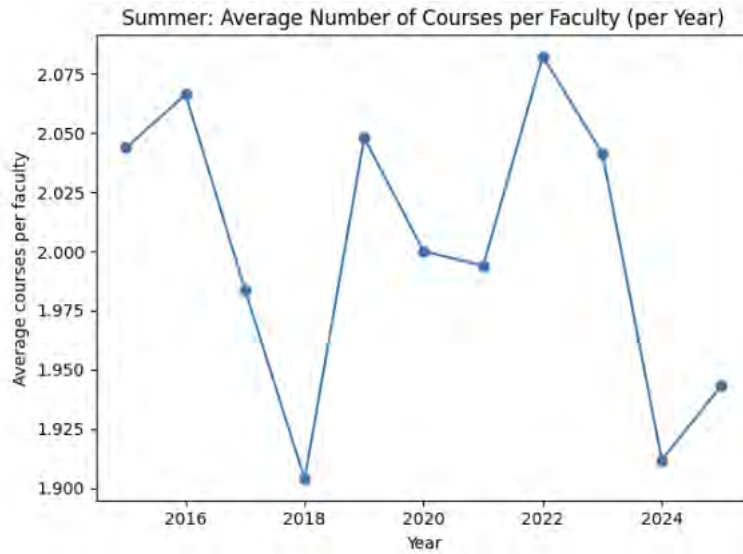
Overall pattern

- Some colleges exhibit real structural change, not random fluctuation.
- Tenure composition shifts more often than rank composition, indicating:
 - a) workload policy changes
 - b) budget or staffing strategy shifts
 - c) evolving reliance on non-tenured faculty

Summer vs Low-enrolled contrast

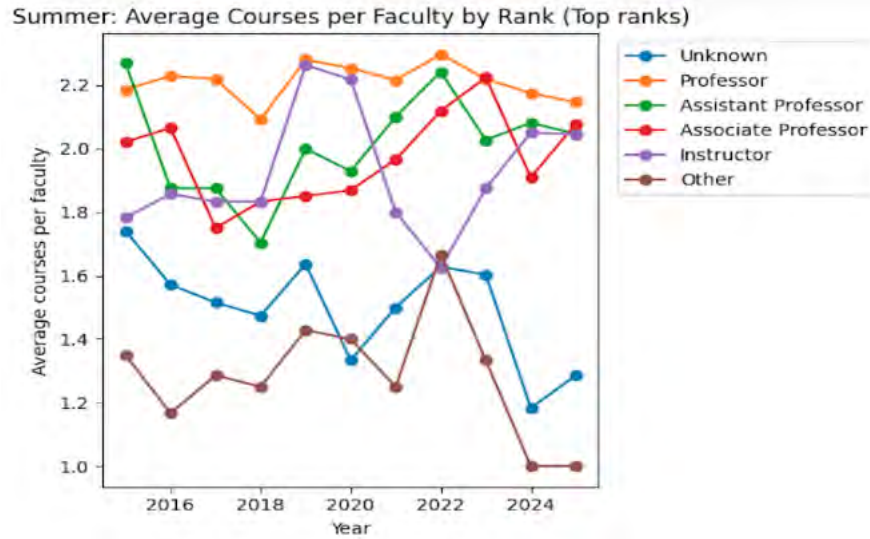
- Summer teaching patterns change more broadly across colleges.
- Low-enrolled staffing is more stable, except in a few colleges.

Q6. FOR THE FACULTY WHO TEACH SUMMER COURSES, WHAT IS THE AVERAGE NUMBER OF COURSES THEY TEACH EACH YEAR?



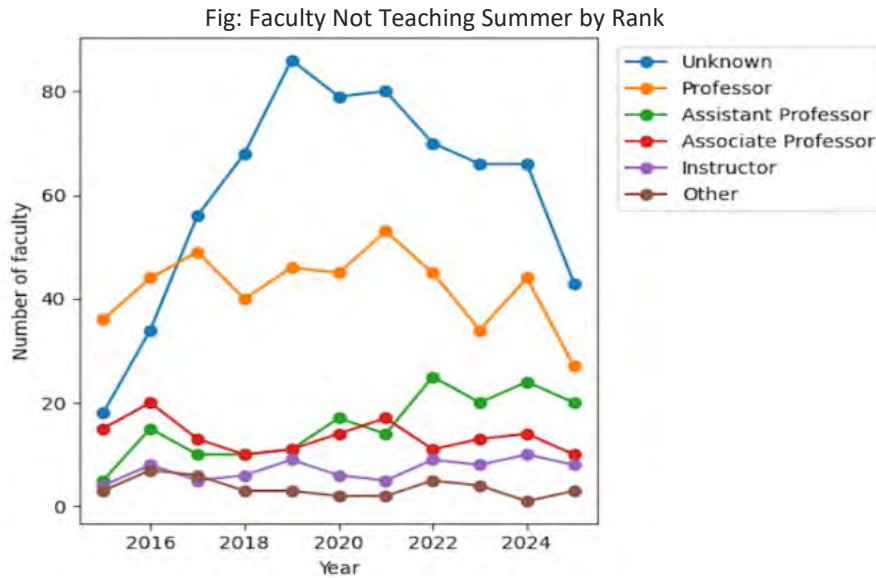
Ans: This is the average of unique CRNs per instructor within each year (summer only). On average, a faculty member who teaches in the summer teaches about 2 courses per summer. The line is relatively flat across years. That means the summer teaching load per participating faculty is very stable over time.

Q7. BY RANK, FOR THE FACULTY WHO TEACH SUMMER COURSES, WHAT IS THE AVERAGE NUMBER OF COURSES THEY TEACH EACH YEAR?



Ans: Computed as unique CRNs per instructor per year, then averaged within year and rank. Different ranks teach slightly different numbers of summer courses. Some ranks consistently teach a bit more. But none of the lines show extreme spikes.

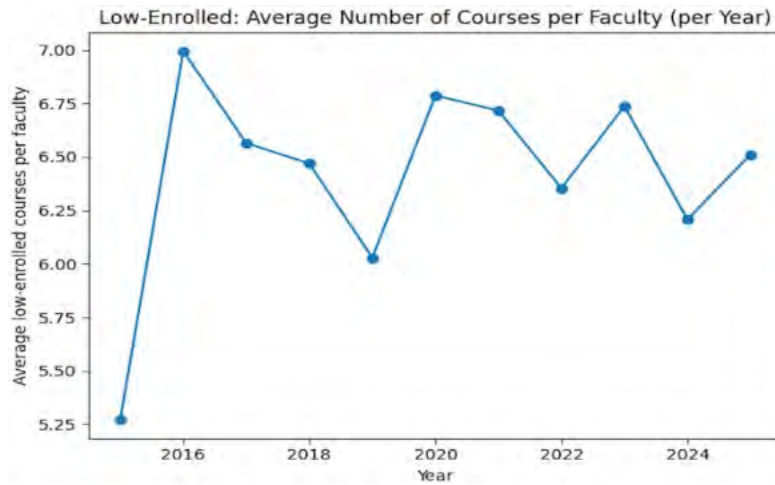
Q8. BY RANK, HOW MANY FACULTY DON'T TEACH SUMMER COURSES EACH YEAR?



Ans: Definition used: faculty present in either dataset in a given year minus those who appear in the summer dataset that year, then counted by rank.

Each line represents how many faculty of that rank did not teach during the summer in that year. If a line rises → more people in that rank skipped summer. If it falls → more of that rank participated in the summer. This graph shows which ranks are opting in or out of summer over time.

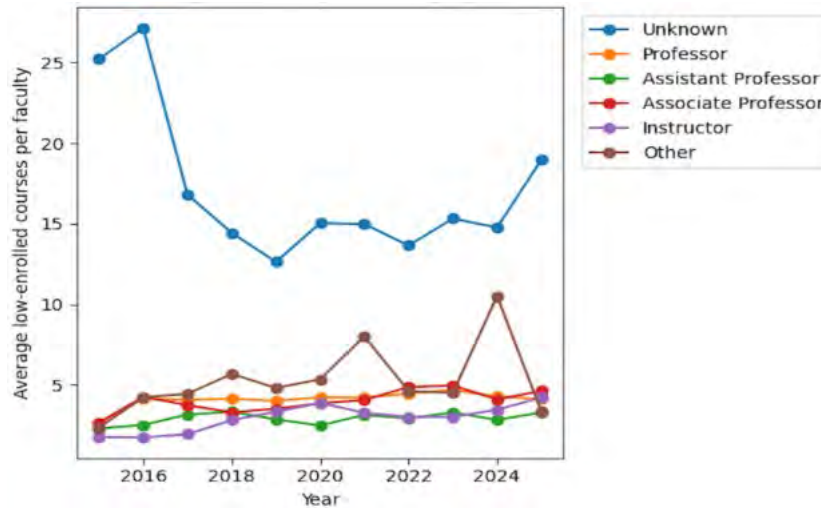
Q9. FOR THE FACULTY WHO TEACH LOW-ENROLLED COURSES, WHAT IS THE AVERAGE NUMBER OF LOW-ENROLLED COURSES THEY TEACH EACH YEAR?



Ans: This is the average of unique CRNs per instructor within each year (low-enrolled only). Key overall value (all years pooled): ~6.45 low-enrolled courses per faculty-year, and it is relatively stable across years. Faculty involved in low-enrolled courses tend to handle several such courses, and this pattern has remained stable.

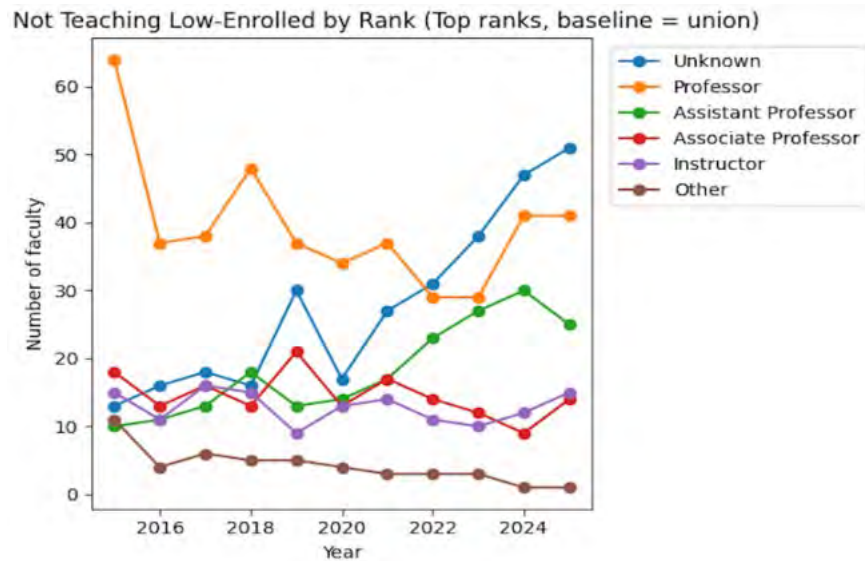
Q10. BY RANK, FOR THE FACULTY WHO TEACH LOW-ENROLLED COURSES, WHAT IS THE AVERAGE NUMBER OF LOW-ENROLLED COURSES THEY TEACH EACH YEAR?

Fig: Low-Enrolled: Average Courses per Faculty by Rank



Ans: Computed as unique CRNs per instructor per year, then averaged within year and rank. Some ranks carry more low-enrolled courses than others. The lines are generally steady—no dramatic structural shift over time. The distribution of low-enrolled course responsibility by rank is stable and predictable.

Q11. BY RANK, HOW MANY FACULTY DON'T TEACH LOW-ENROLLED COURSES EACH YEAR?



Ans: Definition used: faculty present in either dataset in a given year minus those who appear in the low-enrolled dataset that year, then counted by rank. The graph below shows for each rank, how many faculty do not participate in low-enrolled courses. If lines are stable → participation patterns are stable. If lines move → that rank is shifting involvement. Low-enrolled participation appears more consistent across ranks compared to summer participation.

Big-picture interpretation across all six graphs (Q6 – Q11):

Summer:

- About 2 courses per participating faculty.
- College differences are real.
- Participation varies more by rank.
- More flexible, more optional.

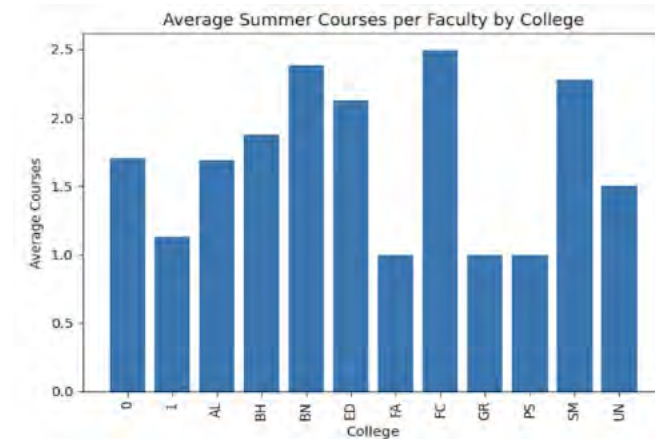
Low-enrolled:

- Higher number per participating faculty (by dataset definition).
- More stable across years.
- Less cross-college variation.
- Looks governance-driven, not market-driven.

In simpler terms,

- Summer looks managerial and flexible.
- Low-enrolled courses look institutional and constrained.

Summer Courses - College-Level Differences

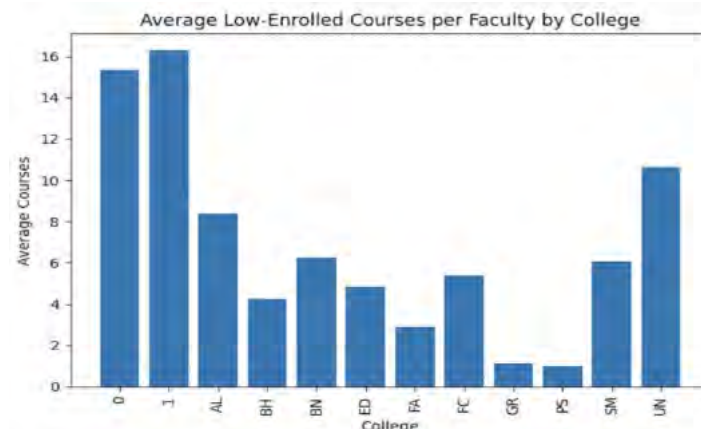


Statistical Test (ANOVA): $F = 20.75$, $p < 0.001$

Interpretation

This is highly statistically significant. There are real structural differences across colleges in the number of summer courses faculty teach on average. This is not noise; rather, it is institutional variation.

Low-Enrolled Courses — College-Level Differences



Statistical Test (ANOVA): $F = 1.56$, $p = 0.103$

Interpretation

Not statistically significant at conventional levels. There is no strong evidence that the average low-enrolled teaching load per faculty differs systematically across colleges, which is really interesting.

It suggests:

- Low-enrollment continuation may be institutionally standardized
- Governance constraints may limit college-level deviation
- Unlike summer teaching, small-class staffing appears more uniform

Summer teaching load exhibits statistically significant cross-college variation, suggesting decentralized managerial allocation. In contrast, low-enrollment teaching load does not vary significantly across colleges, indicating stronger institutional standardization and governance constraint in the allocation of small-class instruction.