

OFFICE OF INSTITUTIONAL RESEARCH

A STUDY OF THE CHANGES IN JAMES MADISON
UNIVERSITY'S FACULTY, STAFF, AND
ADMINISTRATORS SINCE 1989

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In the past year the Office of Institutional Research has been analyzing employment at JMU since the 1980s. In 2001-02 the office completed a study of instructional faculty. For comparison purposes, it was decided to review changes in other staff during the same time period. Due to changes in classifications of faculty in Virginia's classification system and the movement of positions between classified staff and administrative staff, analyses similar to the faculty study could not be made. However, certain data were available that could be used to address some important questions. This document includes statistics that address the following questions:

1. How has the percentage of the total JMU Educational & General expenditures for instruction/academic support and institutional support changed since 1989-90? How does JMU compare with its faculty salary peers and Virginia comprehensive institutions? The question is important because it addresses the perception that JMU's administrative costs (institutional support) have increased over the years so that a decreasing proportion of funds are devoted to instruction.
2. How has the number of full-time instructional faculty changed compared with other full-time staff? This question is important because it addresses the perception that non-instructional staff have increased at a higher rate than instructional personnel.
3. How have the gender and ethnic distributions of full-time instructional faculty and non-instructional faculty and staff changed since 1989-90? This question is important because it addresses the need to understand the changes in diversity of the university. Is JMU more or less diverse than in 1989, and in what ways?

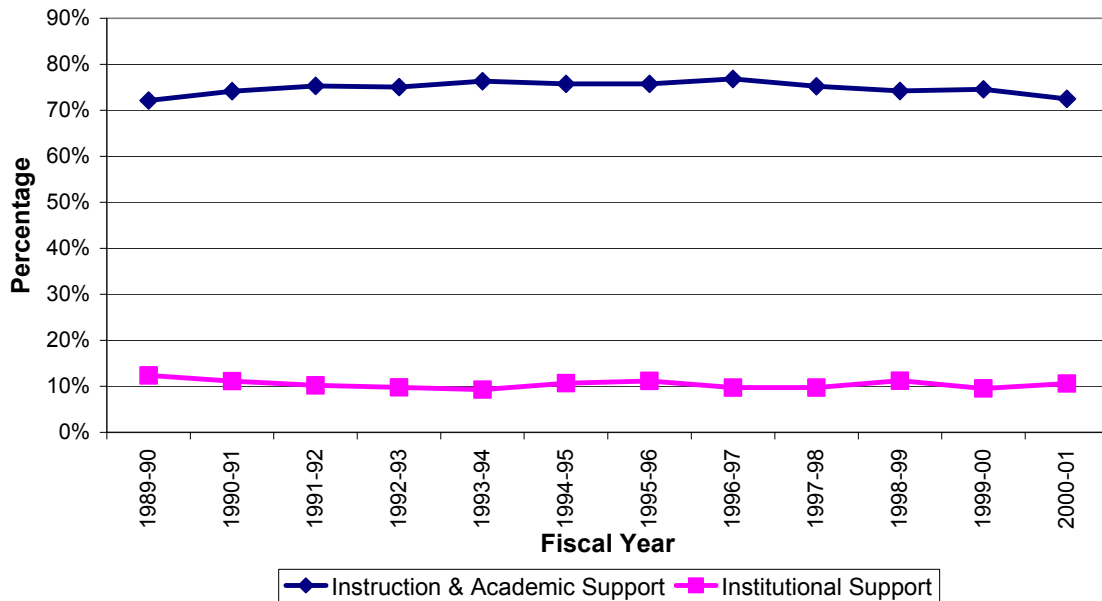
The data were gathered from several sources. The historical faculty and staff data files that contain demographic and salary data from JMU's official databases were used along with the federal Integrated Postsecondary Educational Data Systems (IPEDS) Staff reports submitted either annually or biannually.

Table 1 displays the expenditures for instruction/academic support and institutional support for the university since 1989-90. The percentage of total E&G expenditures devoted to each type of expenditure has varied little since 1989-90. Annually comparisons are made between JMU and its faculty salary peer group and the Virginia comprehensive institutions in these expenditure categories. Each year JMU devotes one of the smallest percentages of its expenditures to institutional support (administration) and one of the highest percentages to instructional/academic support. Overall, JMU could be considered very efficient administratively and devotes the highest proportion of its expenditures to its primary mission of student learning.

Table 1
Instruction/Academic Support And Institutional Support
As A Percentage Of Total Educational & General Expenditures
1989-90 To 2000-01

<i>Fiscal Year</i>	<i>Instruction & Academic Support</i>	<i>Percent Of E&G Total</i>	<i>Institutional Support</i>	<i>Percent Of E&G Total</i>
1989-90	\$33,958,313.00	72.10%	\$6,891,569.00	12.34%
1990-91	\$36,383,753.00	74.17%	\$6,333,823.00	11.11%
1991-92	\$37,445,564.00	75.32%	\$5,998,663.00	10.20%
1992-93	\$38,398,005.00	75.05%	\$5,895,015.00	9.78%
1993-94	\$40,488,653.00	76.30%	\$5,895,490.00	9.26%
1994-95	\$43,454,858.00	75.74%	\$7,382,974.00	10.67%
1995-96	\$45,012,631.00	75.74%	\$8,232,125.00	11.16%
1996-97	\$54,912,114.00	76.79%	\$8,820,431.00	9.72%
1997-98	\$53,702,487.00	75.20%	\$8,720,541.00	9.72%
1998-99	\$61,395,844.00	74.20%	\$11,796,397.00	11.20%
1999-00	\$65,257,965.00	74.56%	\$10,632,426.00	9.55%
2000-01	\$69,548,163.00	72.50%	\$12,825,140.00	10.59%

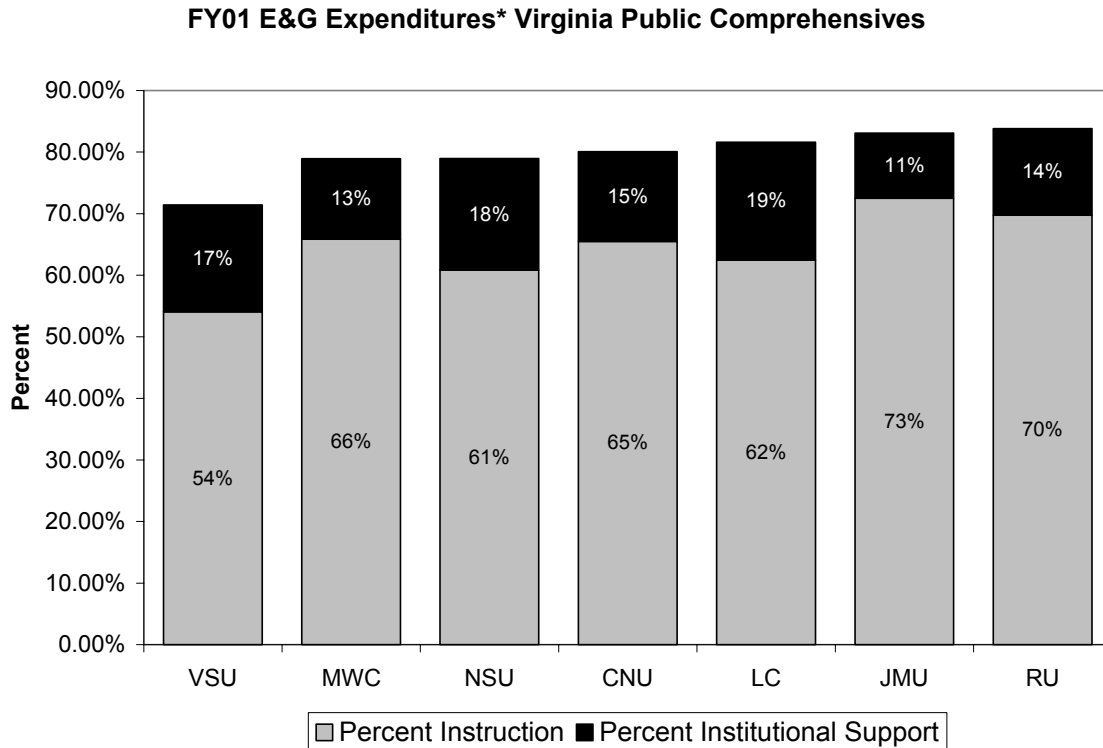
Figure 1
Percent E&G Expenditures* By Type, FY 90 To FY 01



* Excluding Research, Public Service, Scholarships and Fellowships, and Transfers

Figure 2 compares JMU with the Virginia comprehensive institutions on the percentage of expenditures devoted to instruction/academic support and institutional support. JMU devotes the highest percentage of expenditures to instruction/academic support and has the leanest administrative costs (institutional support).

Figure 2



As JMU grew from 10,709 students in Fall 1989 to 15,152 students in Fall 2001, instructional faculty and non-instructional faculty and staff were hired to support the growth. Table 2 and Figure 3 display full-time instructional faculty and other staff employed at JMU since 1989. Full-time instructional faculty grew by 44 percent and full-time non-instructional faculty and staff grew by 46 percent. Total JMU headcount grew by 41 percent.

Table 2
Full-Time Instructional Faculty And Other Full-Time Staff
Fall 1989 To Fall 2001

<i>Category</i>	1989	1991	1993	1994	1995	1996	1997	1998	1999	2000	2001
Instructional Faculty	477	483	512	520	528	559	581	617	640	675	685
Non-Instructional Faculty & Staff	920	910	980	1,001	1,001	1,049	1,162	1,221	1,385	1,342	1,344
Grand Total	1,397	1,393	1,492	1,521	1,529	1,608	1,743	1,838	2,025	2,017	2,029

Figure 3

**Changes In Full-Time Faculty And Staff
Fall 1989 To Fall 2001**

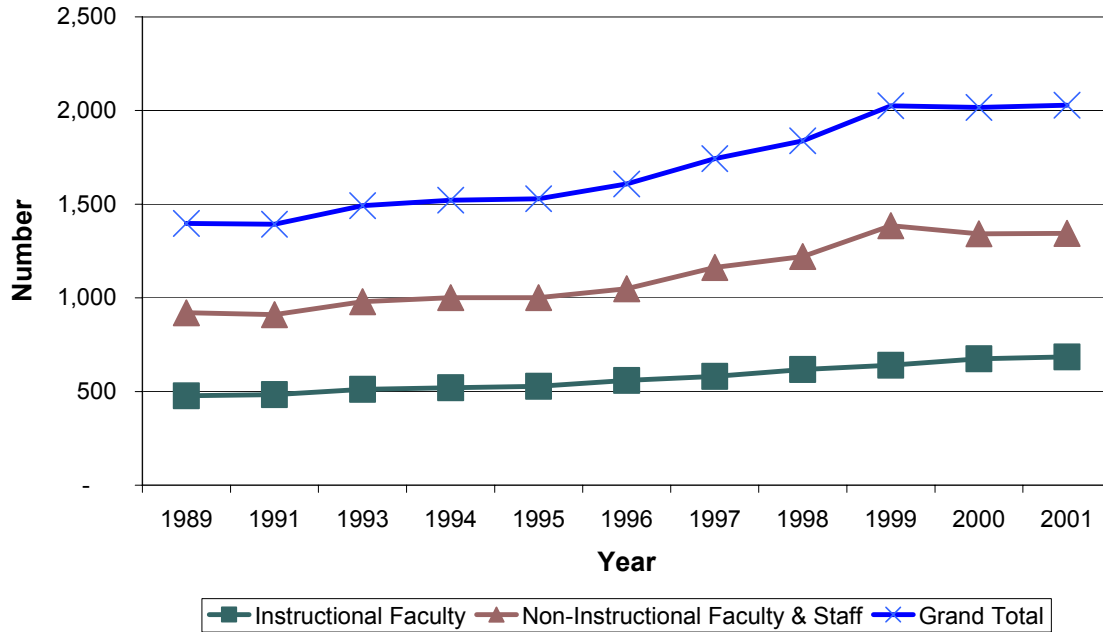


Table 3

**Gender Distributions For Full-Time Instructional And Non-Instructional
Staff, Fall 1989, 1996, and 2001**

	1989	1996	2001	Percent Change
Male Instructional Faculty	336	369	426	26.8%
Female Instructional Faculty	141	190	259	83.7%
Male Non-Instructional Faculty And Staff	337	419	527	56.4%
Female Non-Instructional Faculty And Staff	583	630	817	40.1%
Total Full-Time Staff	1,397	1,608	2,029	45.2%

Figure 4

**Full-Time Instructional Faculty And Staff By Gender
Fall 1989, 1996, And 2001**

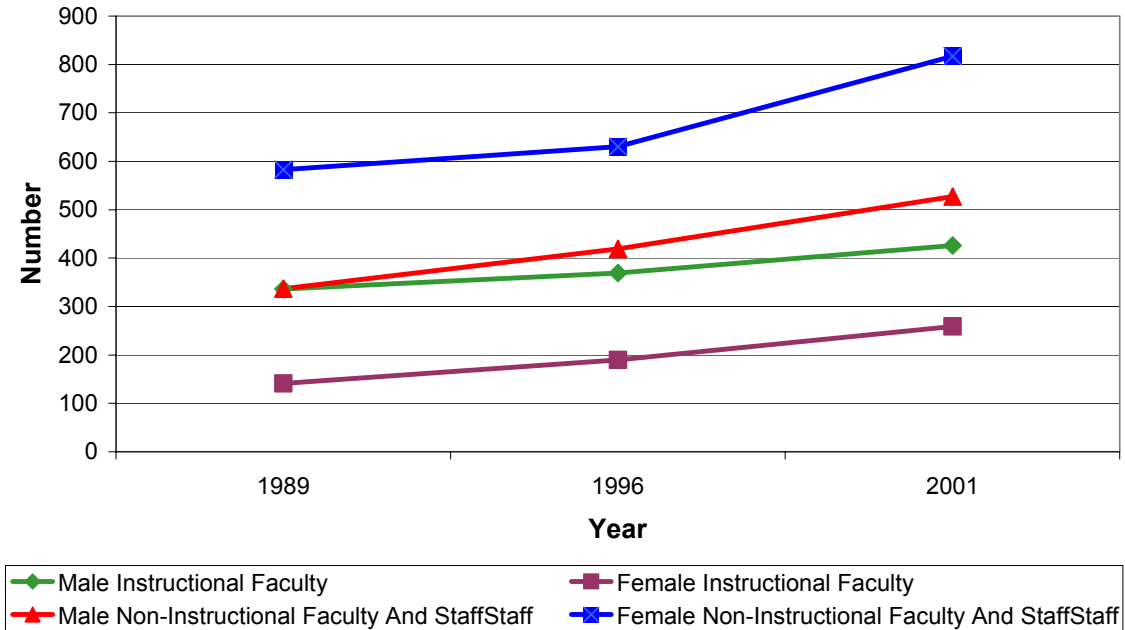


Table 4, Figure 5, and Figure 6 display changes in the ethnic origin of full-time instructional faculty and non-instructional staff since 1989. In 1989 95 percent of full-time instructional faculty were Caucasian. By 2001 this figure had decreased to 90 percent. For non-instructional faculty and staff, the percentage of Caucasian employees remained at 97 percent. In Fall 2001 Caucasian students represented 90 percent of all students.

Table 4
**Ethnic Origin Of Full-Time Instructional
And Non-Instructional Staff
Fall 1989, 1996, And 2001**

<i>Instructional Faculty</i>			
Ethnic Origin	1989	1996	2001
Black	11	20	30
American Indian	0	2	2
Asian or Pacific Islander	9	9	18
Hispanic	3	8	10
Caucasian	454	510	617
Nonresident Alien	NA	10	8
Total	477	559	685

Table 4 Continued

Non-Instructional Faculty And Staff			
Ethnic Origin	1989	1996	2001
Black	27	31	33
American Indian	0	0	1
Asian or Pacific Islander	2	3	6
Hispanic	2	9	4
Caucasian	889	1003	1300
Nonresident Alien	NA	1	0
Total	920	1047	1,344

Figure 5

**Ethnic Origin For Instructional Faculty
Percent Change Between Fall 1989 And 2001**

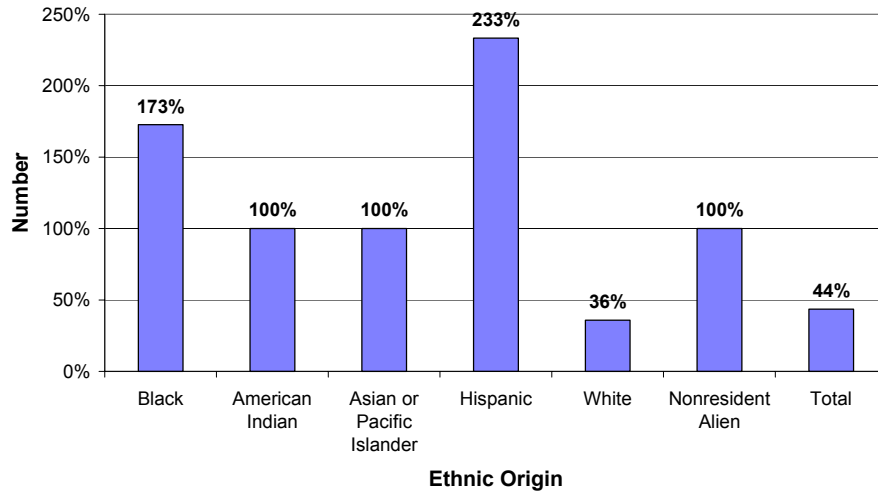
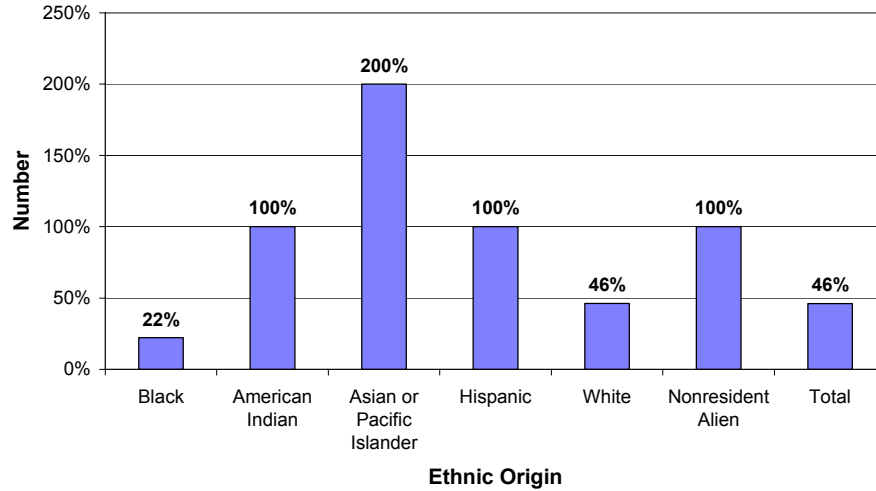


Figure 6

**Ethnic Origin For Non-Instructional Faculty And Staff
Percent Change Between Fall 1989 And 2001**



Summary

This brief historical study of JMU's full-time staff has revealed several important conclusions.

1. JMU is an efficient user of its resources. For the past 12 years JMU has devoted a small proportion of its expenditures to institutional support when compared to instruction/academic support. This is especially evident when this proportion is compared to JMU's peer institutions and the Virginia comprehensive institutions.
2. Full-time faculty (44 percent) and full-time non-instructional faculty and staff (46 percent) have grown at a slightly greater percentage than total students (41 percent).
3. Overall, JMU's full-time staff are more diverse than in 1989. In particular, instructional faculty gender and ethnic diversity have increased more than non-instructional staff. Full-time instructional ethnic diversity now is similar to the student body.