

Non-Tenure-Track Faculty on our Campus

Supplemental Focus Guide for
Institutional Researchers

Supplemental Focus Guide

Thank you for your interest in supporting positive change for non-tenure-track faculty.

This focus guide has been created for institutional researchers on campuses. Institutional researchers might know more about non-tenure-track faculty than leaders on many college campuses, particularly at four-year institutions and research universities. As such, they can play an important role in educating campus leaders about this growing segment of the academic workforce. Your office can also have a role in supporting data collection efforts of non-tenure-track faculty task forces that are considering the effect of existing non-tenure-track practices on campus. This guide will help to determine which data your office is already collecting, as well as types of data that are not maintained, but could help to support efforts to create change.

Although this guide has been created for a specific audience within the larger campus community, additional resources and tool kits are available in the Resources + Tool Kits section of **The Delphi Project on the Changing Faculty and Student Success** website at www.thechangingfaculty.org. We encourage you to make use of these resources and provide feedback to the Delphi Project about your experience.

We also recommend the following article, which was written for an institutional research audience and includes specific recommendations for how offices can help to support changes in non-tenure-track faculty practices:

Kezar, A. & Maxey, D. (2012). Missing from the institutional data picture: Non-tenure-track faculty. *New Directions in Institutional Research*, 155, 47-65.



The Delphi Project on the Changing Faculty and Student Success

The Delphi Project is an initiative of the Earl and Pauline Pullias Center for Higher Education in the University of Southern California's Rossier School of Education, in partnership with the Association of American Colleges and Universities. The project has received generous support from The Spencer Foundation, The Teagle Foundation, and The Carnegie Corporation of New York. For more information, please visit www.thechangingfaculty.org.

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First Edition

March 2013

Photography Attribution:

Cover photography by Jeremy Wilburn.

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Cite as:

Kezar, A. & Maxey, D. (2013). *Non-tenure-track faculty on our campus: Supplemental focus guide for institutional researchers*. Los Angeles: The Delphi Project on the Changing Faculty and Student Success and Pullias Center for Higher Education.

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A note about the terminology used in this guide:

We recognize that terminology sometimes differs from one campus to another; different terms may even be used on the same campus to denote similar types of positions.

Institutional Research Office

There may be multiple offices that collect institutional data on your campus. Wherever you see a reference to the Institutional Research office or staff, please feel free to refer to the office with which you work. When appropriate, take note of other offices on campus that might collect similar information or perform a similar function.

The Campus / The Department

In this guide, we often will use the terms campus and institution interchangeably. We also use the terms **department**, **program**, and **academic unit** to denote the various distinct academic programs or subdivisions of the campus organized around disciplines or areas of inquiry.

Non-Tenure-Track Faculty:

The terms **non-tenure-track faculty** and **contingent** commonly denote both full- and part-time academic staff who are not on the tenure track; they are ineligible to be considered for tenure. It is important to note that this is not a homogeneous group. Individuals may have very different reasons for taking non-tenure-track jobs and the nature of work and working conditions can vary substantially, even on campus.

Full-time non-tenure-track faculty may be referred to as **lecturers**, **instructors**, or **clinical faculty**. Titles and formal classifications may vary by campus and might even differ among the numerous academic units at an institution. They typically work at one institution since they hold full-time appointments. **Part-time faculty** are also commonly referred to as **adjunct** faculty. Depending upon their individual circumstances, some part-time faculty might work only work at one institution. However, they are more likely to have positions at multiple institutions and may aspire to full-time or tenure-track positions.

Although these individuals are not considered for tenure and may not be required or permitted to participate in the full range of teaching, research, and service tasks as tenure-track faculty, they are still faculty. The work they do is tremendously important in the teaching and research missions of the institution. On some campuses, non-tenure-track faculty may teach a large share of the students enrolled in courses, particularly freshmen and sophomores or online students. They are often very committed to their field of study and to ensuring the success of the students they teach.

Before you get started...

Take a moment to consider what you already know about non-tenure-track faculty on your campus. Use this page to jot down any knowledge you have about the proportions of tenure-track and non-tenure-track faculty, current policies and practices, your perceptions of the working conditions of non-tenure-track faculty, or problems you already know you would like to solve. This can help to facilitate completion of the guide and the reflection exercise at the end.

Also, if there are multiple offices responsible for institutional research on your campus, what is the role of your office in maintaining and reporting faculty data? Which other offices maintain and report these data? Can you identify potential opportunities for offices to work together to improve the availability of data or to connect data on faculty with data on student learning outcomes?

Campus Data Sources and Collection

The following are common sources of data on non-tenure-track faculty on campuses. For each, indicate the type of data collected and the how often it is updated. You might also note whether and how information maintained by these offices can be accessed.

Data Source	Type(s) of Data from Source and Frequency Collected
Provost's Office	
Human Resources	
Deans' Offices	
Academic Departments and Programs	
Other:	
Other:	

Types of Non-Tenure-Track Faculty Data Maintained

Number of Faculty Employed by Faculty Type?

- | | | |
|------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Tenure-Track | <input type="checkbox"/> Non-Tenure-Track |
| <input type="checkbox"/> Full-Time | <input type="checkbox"/> Full-Time | <input type="checkbox"/> Full-Time |
| <input type="checkbox"/> Part-Time | <input type="checkbox"/> Part-Time | <input type="checkbox"/> Part-Time |

Which offices maintain these data:

If these data are maintained, how often is this information collected? For which terms or years are these data available?

Are data regarding the number of postdocs employed maintained?

- Yes No

Are data regarding the number of graduate assistants employed maintained?

- Yes No

If data on the number of faculty employed by faculty type are not collected or disaggregated at these levels, what would it take to begin to maintain these data?

Are data for each faculty type further disaggregated by the following to track trends in employment and variations across the campus?

- | | |
|--|--|
| <input type="checkbox"/> Race and Ethnicity | <input type="checkbox"/> Gender |
| <input type="checkbox"/> Length of Contract Term | <input type="checkbox"/> Compensation Levels |
| <input type="checkbox"/> Access to Benefits | |

Number of Courses Taught by Faculty Type?

- | | | |
|------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Tenure-Track | <input type="checkbox"/> Non-Tenure-Track |
| <input type="checkbox"/> Full-Time | <input type="checkbox"/> Full-Time | <input type="checkbox"/> Full-Time |
| <input type="checkbox"/> Part-Time | <input type="checkbox"/> Part-Time | <input type="checkbox"/> Part-Time |

Which offices maintain these data:

If these data are maintained, how often is this information collected? For which terms or years are these data available?

Are data regarding the number of courses taught by graduate student employees maintained?

- Yes No

If data on the number of courses taught by faculty type are not collected or disaggregated, what would it take to begin to maintain these data?

Number of Students Taught by Faculty Type?

- | | | |
|------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Tenure-Track | <input type="checkbox"/> Non-Tenure-Track |
| <input type="checkbox"/> Full-Time | <input type="checkbox"/> Full-Time | <input type="checkbox"/> Full-Time |
| <input type="checkbox"/> Part-Time | <input type="checkbox"/> Part-Time | <input type="checkbox"/> Part-Time |

Which offices maintain these data:

If these data are maintained, how often is this information collected? For which terms or years are these data available?

Are data regarding the number of students taught by graduate students maintained?

- Yes No

If data on the number of courses taught by faculty type are not collected or disaggregated, what would it take to begin to maintain these data?

Number of Student Credit Hours Taught by Faculty Type?

- | | | |
|------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Tenure-Track | <input type="checkbox"/> Non-Tenure-Track |
| <input type="checkbox"/> Full-Time | <input type="checkbox"/> Full-Time | <input type="checkbox"/> Full-Time |
| <input type="checkbox"/> Part-Time | <input type="checkbox"/> Part-Time | <input type="checkbox"/> Part-Time |

Which offices maintain these data:

If data are maintain, how often is this information collected? For which terms or years are these data available?

Are data regarding the number of credit hours taught by graduate students maintained?

- Yes No

If data on the number of courses taught by faculty type are not collected or disaggregated, what would it take to begin to maintain these data?

Titles and Employment Classifications

Are job titles and employment classifications for non-tenure-track faculty uniform across campus or do different titles exist among colleges, schools, or departments?

Full-Time Non-Tenure-Track

- Titles are uniform across campus.
- Titles vary across campus.

What are the titles and/or job classifications that exist on campus? *If they are not uniform, indicate where or when each is used.*

Part-Time

- Titles are uniform across campus.
- Titles vary across campus.

What are the titles and/or job classifications that exist on campus? *If they are not uniform, indicate where or when each is used.*

Data on Policies, Working Conditions, and Experience of Non-Tenure-Track Faculty

Has any office or entity on the campus ever conducted a campus climate survey?

- Yes No

If yes, which office or entity conducted the survey?

When was the last time a campus climate survey was conducted?

Did the most recent campus climate survey include non-tenure-track faculty in the sample?

- Yes No

What were the key findings of the most recent campus climate survey?

Did the campus climate survey include data on the following policies and practices as they relate to non-tenure-track faculty?

- | | |
|---|---|
| <input type="checkbox"/> Recruitment Practices | <input type="checkbox"/> Hiring Practices |
| <input type="checkbox"/> Evaluation Process and Practices | <input type="checkbox"/> Processes for Promotion |
| <input type="checkbox"/> Job Satisfaction | |
| <input type="checkbox"/> New Faculty Orientation Practices | <input type="checkbox"/> Professional Development Opportunities |
| <input type="checkbox"/> Opportunities for Faculty Mentoring | |
| <input type="checkbox"/> Availability of Office Space | <input type="checkbox"/> Access to Instructional Materials |
| <input type="checkbox"/> Access to Support Staff | |
| <input type="checkbox"/> Participation in Campus Faculty Governance | |
| <input type="checkbox"/> Participation in Department/Program Faculty Meetings | |
| <input type="checkbox"/> Academic Freedom | |

Availability of Data to Campus Decision Makers and Stakeholders

Who has access to the data your office maintains on non-tenure-track faculty?

How are data on non-tenure-track faculty on campus shared with decision makers and other members of the campus community?

Are data on non-tenure-track faculty readily available online through dashboards? Are individuals required to submit requests for data they wish to utilize? If these data are not shared, why is this the case?

Role of Institutional Research Office

What can the Institutional Research offices or staff on your campus do to help manage or create a sense of priorities about data collection on non-tenure-track faculty?

What role do you or your office have in discussions and decision making about faculty on campus? Is your role viewed as providing data to decision makers or is your office actively included in discussions and strategy?

What are your views about how your office can better support or facilitate discussions about faculty employment, policies and practices, and strategic planning?

There are a variety of practices that institutional researchers can engage and that will benefit institutions and provide leadership on the issue of making non-tenure-track faculty successful, which can lead to improved student learning. Institutional researchers can contribute to constructing policies and fostering priorities to produce more reliable data across their institutions. Researchers should also be attentive to reports and recommendations issued by national organizations to remain informed about efforts underway elsewhere.

Have any of the following activities been undertaken by your Institutional Research offices and staff?

Consider or Develop A Rubric of Standard Titles

If there is not already a rubric of standard titles for non-tenure track faculty on your campus, what could be done to support the creation of a common set of titles?

Examine Contractual Distinctions Among Faculty Appointment Types

Contract terms and job responsibilities may vary as significantly as titles within a system or campus, subjecting individuals with seemingly similar appointments to different employment terms and job responsibilities. Factors such as reappointment and renewal terms, probationary periods, promotion tracks, salary, and seniority policies often differ and may be influenced by the presence and coverage of collective bargaining agreements on campus. Understanding that differences exist among these factors and ensuring their consideration with other data will bring an added dimension of recognition of non-tenure-track faculty roles to campus discussions and inform policy development.

Collect Information about Policy and Non-Tenure-Track Faculty Experiences

While institutional researchers typically focus on numerical data, campuses would benefit from evaluating qualitative data gathered through occasional campus climate surveys to examine the working conditions and job experiences of non-tenure-track faculty and identify the change over time.

Encourage Disaggregation of Data for More Accurate Reporting and Analysis

Disaggregation will help researchers and policy makers to identify differences in how various types of non-tenure-track faculty operate on campus, how policies unevenly address their needs and concerns, and hopefully will contribute to changes in practice as visibility increases.

Create Mechanisms to Obtain Data Accurately from Departments and Schools

What efforts are taken to ensure that information collected at the department, school, and institutional level is reported regularly and in a manner that makes standardized data about non-tenure-track faculty members available across an assortment of categories?

Create Accountability Systems around Hiring and Policies

Institutional researchers can play a key role in monitoring these efforts by regularly surveying units about implementation of policies as well as conducting climate studies.

Become Familiar With National Reports and Policy Recommendations

Institutional researchers should familiarize themselves with national reports, which often contain detailed analysis of trends and suggest questions to further understand the characteristics of non-tenure-track faculty and their impact on student learning. Following national reports will help researchers spot trends and make contributions to policy development on their campuses. (See Appendix A for a list of selected reports).

Which Data Are Missing?

Considering the various types of data reviewed in this guide, levels of disaggregation, and the types of data that are already maintained, what data are missing that you view as being important to decision making and strategic planning for faculty employment?

If there are multiple offices responsible for institutional research on your campus, can you identify potential opportunities for offices to work together to improve the availability of data or to connect data on faculty with data on student learning outcomes?

What Have You Learned?

Take a moment to consider the questions presented in this focus guide.

What have you learned about the nature of non-tenure-track faculty on your campus? Did you uncover any new information about non-tenure-track faculty?

What data are still missing that could inform decision making about policies and practices for faculty?

What role can you have in facilitating broader knowledge and understanding of non-tenure-track faculty issues and employment on your campus?

How might you also contribute to facilitating broader discussion among your professional associations to spread an understanding of the importance of maintaining data on non-tenure-track faculty among other institutions?

Appendix A: Selected National Reports and Policy Recommendations

The **American Federation of Teachers**, a union of professionals including college and university faculty, published a comprehensive report on the trends for non-tenure-track faculty in American higher education, focusing specifically on the ten-year period between 1997 and 2007.

American Academic: The State of the Higher Education Workforce 1997-2007 (2009)
http://www.aft.org/pdfs/highered/aa_highedworkforce0209.pdf

The **Center for the Education of Women** at the University of Michigan interviewed administrators from a sample of more than 500 four-year institutions to study administrator attitudes about non-tenure-track faculty, NTTF heterogeneity, and makes proposals for professionalization and job security for NTTFs.

Making the Best of Both Worlds: Findings from a National Institution-level Survey of Non-Tenure Track Faculty (2007)
<http://www.cew.umich.edu/sites/default/files/Bestbothworlds.pdf>

The **Coalition on the Academic Workforce** is a partnership among more than 20 higher education professional associations, disciplinary organizations, and faculty groups founded in 1997 to address issues related to faculty working conditions and their effects on student outcomes.

A Portrait of Part-Time Faculty Members: A Summary of Findings on Part-Time Faculty Respondents to the Coalition on the Academic Workforce Survey of Contingent Faculty Members and Instructors (2012)
<http://www.academicworkforce.org/survey.html>

One Faculty Serving All Students: An Issue Brief by the Coalition on the Academic Workforce (2010)
http://www.academicworkforce.org/CAW_Issue_Brief_Feb_2010.pdf

Who Is Teaching In U.S. College Classrooms? A CAW Study of Undergraduate Faculty (1999)
<https://www.historians.org/caw/cawreport.htm>

The **Modern Language Association** has been working to address NTTF issues since the 1980s, collecting data, and engaging in research and internal dialogues; it provides a strong example of a disciplinary society that has sought to facilitate positive change for NTTFs.

Professional Employment Practices for Non-Tenure-Track Faculty Members: Recommendations and Evaluative Questions (2011)
http://www.mla.org/pdf/clip_stmt_final_may11.pdf

Statement on Non-Tenure-Track Faculty Members (2003)
http://www.mla.org/statement_on_nonten

MLA Statement on the Use of Part-Time and Full-Time Adjunct Faculty Members (1994)
http://www.mla.org/statement_faculty

New Faculty Majority, an organization representing NTTFs that promotes professional equity, improved working conditions, and academic freedom for adjunct faculty, and the **Center for the Future of Higher Education**, a think tank in the Campaign for the Future of Higher Education, produced a report on the findings of the NFM Foundation's Fall 2011 Back-to-School Survey.

Who Is Professor 'Staff,' And How Can This Person Teach So Many Classes? (2012)
<http://www.nfmfoundation.org/ProfStaffFinal.pdf>

Notes

Notes

This resource has been prepared by

The Delphi Project on The Changing Faculty and Student Success

For more information please visit <http://www.thechangingfaculty.org>

Project Description

The nature of the American academic workforce has fundamentally shifted over the past several decades. Whereas full-time tenured and tenure-track faculty were once the norm, more than two-thirds of the professoriate in non-profit postsecondary education is now comprised of non-tenure-track faculty. New hires across all institutional types are now largely contingent and this number will continue to grow unless trends change. The purpose of this project is to examine and develop solutions to change the nature of the professoriate, the causes of the rise of non-tenure-track faculty, and the impact of this change on the teaching and learning environment.

Project Team and Partner Organizations

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In partnership with the Association of American College and Universities

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,250 member institutions - including accredited public and private colleges, community colleges, and universities of every type and size.

Project Funding

The research for the Delphi Project on the Changing Faculty and Student Success is funded through generous support from The Spencer Foundation, The Teagle Foundation, and the Carnegie Corporation of New York.