Non-Tenure-Track Faculty in *our* Department

A Guide for Departments and Academic Programs to Better Understand Faculty Working Conditions and the Necessity of Change

The Delphi Project on
The Changing Faculty
and
Student Success

Non-Tenure-Track Faculty on Our Campus: A Guide for Campus Task Forces to Better Understand Faculty Working Conditions and Necessity of Change examines non-tenure-track faculty practices and issues at the campus level. It has been prepared to accompany this guide, but is focused more broadly on the whole campus and can be used as your efforts begin to expand to improve conditions throughout your institution.

The Imperative for Change: Fostering Understanding of the Necessity of Changing Non-Tenure-Track Faculty Policies and Practices is a series of documents explaining the necessity of changes to target audiences among the campus community. Different groups on campus may find some reasons for change to be more compelling than others; these documents present the various reasons and seek to bring together groups around shared interests such as improving conditions for teaching and learning.

The Path to Change: How Campus Communities Worked to Change Non-Tenure-Track Policies and Practices describes how several campuses have already initiated a dialogue about non-tenure-track faculty practices and how different groups on each campus worked together to implement changes. These examples can offer some ideas about how to pursue changes on your own campus.

Example Practices from Campuses and Departments Working to Improve Conditions for Non-Tenure-Track Faculty is a crowd-sourced database of example practices that have been provided by individuals from campuses throughout the country to highlight recent efforts and offer ideas that may be helpful in pursuing changes on your own campus.

Contents

Foreword

Changes in the composition of the American professoriate toward a mostly contingent workforce are raising important questions about poor working conditions for non-tenure-track faculty and connections between these conditions and student learning outcomes. Numerous studies have found the negative working conditions of these faculty to negatively impact student retention, transfer from two- to four-year institutions, and graduation or completion rates. Growing reliance on non-tenure-track faculty who receive little support and whose working conditions place limits on what they can do to support students is impacting student learning and success. The core of our educational missions is at risk if we do not make changes.
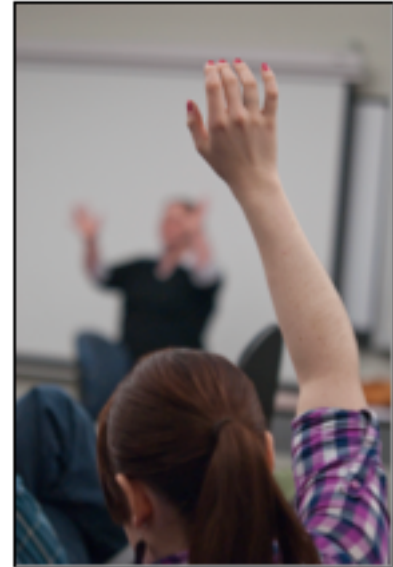
The life of our institutions is also being affected. Morale is lower, a sense of community and collegiality is lost, campus governance and academic freedom are deteriorating, and institutional memory is lost with constant turnover. Perhaps most importantly, institutions are now often engaged in what are exploitative employment arrangements characterized by a growing number of faculty who cannot make enough money to survive, have no benefits, and who lack a career path with opportunities for promotion.

The Delphi Project on the Changing Faculty and Student Success was initiated to support a better understanding of the factors that have led to a majority of faculty being hired off the tenure track and the impact of these current circumstances on teaching and learning. The project is a partnership between the Pullias Center for Higher Education in the University of Southern California's Rossier School of Education and the Association of American Colleges and Universities. The Delphi project is funded through generous support from The Spencer Foundation, The Teagle Foundation, and the Carnegie Foundation for the Advancement of Teaching.

We brought together more than 40 key experts representing a broad array of key groups from across the academy over the past year. Participants – including academic leaders and system 4heads, leaders from higher education professional associations and academic unions, disciplinary associations, and accrediting agencies, as well as education researchers, economists, and organizations representing non-tenure-track faculty – came together to address the current status of the academic workforce, internal and external pressures shaping changes, organizational issues such as faculty morale and preserving academic freedom, and challenges or implications of an overreliance on non-tenure-track faculty for student learning. One of the consistent themes that emerged throughout our discussions was a need for additional data and resources to build awareness and to support organizations' and institutions' efforts.

This Guide and Your Department

To support initiatives on campuses to change practices and policies, we have created a number of resources for your use in making the case for change and to facilitate data collection and dialogue among different groups in your campus community. *(A list of some of our resources is*

on Page 2). We have purposefully created this guide to give context to general knowledge of an overreliance on non-tenure-track faculty and worries about the human costs to teaching and learning. We will ask you here to consider aspects of non-tenure-track faculty work that you might not have thought about before. In the process of working through the sections of this guide, it is likely that you will encounter – and hopefully better understand – some of the challenges that are faced by non-tenure-track faculty on a day-to-day basis in your department. You should also have a better idea of what sorts of changes can be made to improve policies and practices that affect non-tenure-track faculty and create better conditions for student learning. By examining some of the issues we cover here, you can better comprehend the challenges faculty and students face on campuses and the *necessity* of working together to change existing practices.

Our goal in proposing that departments and the institutions of which they are a part to consider these changes is to *move our institutions of higher learning toward a better future wherein non-tenure-track faculty are considered and treated as full partners in the teaching and learning enterprise* in a way that also promotes the attainment of student learning outcomes and institutional goals.

This guide can help you with the first steps of considering the current challenges in your department. Filling out this guide and beginning the process of considering and then implementing changes requires an investment of time and effort. It has been our goal to thoughtfully prepare resources that allow you to draw upon the experience of other campuses and research to initiate a process of change on your own campus. Our resources will also help you to consider why changes are needed, how you might pursue change, and offer some examples to help you to see that better policies and practices are attainable.

> Whenever you see this symbol in this guide, additional resource documents – either best practice summaries, examples of actual practices from campuses, or department-level questionnaires – have been made available on the Delphi Project website. You are free to use all of these resources as you see fit.

> Similarly, whenever you see this computer icon you will find a link to materials from Delphi Project partners and other organizations that are available online.

A number of insightful chapters detailing best practices from several campuses are also available in a recent book edited by Dr. Adrianna Kezar, *Embracing Non-Tenure-Track Faculty: Changing Campuses for the New Faculty Majority*.

Although the questions in this guide may not address all of the challenges facing non-tenure-track faculty, we hope that it will foster greater awareness. It may raise additional questions and can facilitate an important dialogue across multiple groups comprising the campus community about how to best position the institution as **a high quality place to work** and **a high quality place to learn**.

We are glad that we can support your efforts to examine and change non-tenure-track policies and practices to improve conditions for teaching and learning on your campus.

A Note About Terminology

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.

The Campus / The Department

In this guide, we often will use the term **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 within your department or academic unit. 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.

📄 As you begin to organize a group of faculty and staff to complete and discuss this guide, we encourage you to access and review *The Imperative for Change* and *The Path to Change*. These resources are available in the Resources and Tool Kits section of the Delphi Project on the Changing Faculty and Student Success website at http://resources.thechangingfaculty.org

Question Sections

Faculty Data Overview

Numbers of Faculty and their Roles in the Department

This assessment will help in determining how many faculty are employed within the unit and the distribution of teaching responsibilities. A department faculty worksheet and checklist are available in the Appendix to assist with tabulation. On this page, responses should be for the past academic year.

How many tenured faculty are employed in the department? _____

How many tenure-track or tenure-eligible faculty? _____

How many full-time non-tenure-track faculty? _____

How many part-time non-tenure-track faculty? _____

How many postdocs? _____

How many total graduate students? _____
    How many have teaching responsibilities?
    How many have research responsibilities? _____ / _____
                            Teaching   Research

Using the information compiled in the department faculty worksheet and checklist in Appendix A, how are teaching responsibilities divided among the different types of faculty in the department?

Please note: We use 100-400 level courses to designate courses for undergraduates. These may differ by campus.	Tenured	Tenure-Track	Full-Time Non-Tenure	Part-Time Non-Tenure	Grad Students
Number 100-level courses taught					
Number 200-level taught					
Number 300-level taught					
Number 400-level taught					
Number graduate taught					
Total students taught in current term					
Total students taught in last full term					
Total credit hours taught in current term					
Total credit hours taught in last full term					

Numbers of Faculty – Five Years Ago

If records exist, please indicate the number of faculty employed within the department or unit five years ago.

How many tenured faculty were employed in the department? _____

How many tenure-track or tenure-eligible faculty? _____

How many full-time non-tenure-track faculty? _____

How many part-time non-tenure-track faculty? _____

How many postdocs? _____

How many total graduate students? _____
    How many had teaching responsibilities?
    How many had research responsibilities? _____ / _____

                                                         Teaching   Research

If possible, also complete the section below, which mirrors the current information gathered earlier.

Please note: We use 100-400 level courses to designate courses for undergraduates. These may differ by campus.	Tenured	Tenure-Track	Full-Time Non-Tenure	Part-Time Non-Tenure	Grad Students
Number 100-level courses taught					
Number 200-level taught					
Number 300-level taught					
Number 400-level taught					
Number graduate taught					
Total students taught in last full term					
Total credit hours taught in last full term					

Numbers of Faculty – Ten Years Ago

If records exist, please indicate the number of faculty employed within the department or unit ten years ago.

How many tenured faculty were employed in the department?   _____

How many tenure-track or tenure-eligible faculty?   _____

How many full-time non-tenure-track faculty?   _____

How many part-time non-tenure-track faculty?   _____

How many postdocs?   _____

How many total graduate students?   _____
    How many had teaching responsibilities?
    How many had research responsibilities?   _____ / _____
                                                                       Teaching   Research

If possible, also complete the section below, which mirrors the current information gathered earlier.

Please note: We use 100-400 level courses to designate courses for undergraduates. These may differ by campus.	Tenured	Tenure-Track	Full-Time Non-Tenure	Part-Time Non-Tenure	Grad Students
Number 100-level courses taught					
Number 200-level taught					
Number 300-level taught					
Number 400-level taught					
Number graduate taught					
Total students taught in last full term					
Total credit hours taught in last full term					

Titles and Employment Classifications

Are job titles and employment classifications determined at the department level or are they standardized across the campus?

Full-Time Non-Tenure-Track

☐ Department   ☐ Campus/
                  Standardized

What are the titles and/or job classifications used in the department?

Part-Time

☐ Department   ☐ Campus/
                  Standardized

What are the titles and/or job classifications used in the department?

Are the roles of faculty holding each of these titles or classifications clear and unambiguous?

💬 Discussion Questions

Faculty Overview

The following questions have been prepared to facilitate discussion about the implications of your findings in this section for how policies and practices shape teaching and learning in your department. They will also help you to think about the process of changing these policies and practices.

Considering what you have found above, how would you assess the composition of the faculty in the department or academic unit (i.e. the numbers of tenure-track and non-tenure-track faculty)?

Thinking back on completing this section, was it easy to produce answers to the various questions or was information difficult to find?

If it was difficult to answer the questions in this section, what are the reasons for this difficulty?

What departmental or institutional factors have influenced the staffing patterns in recent years?

What does the distribution of teaching across different faculty today and over time tell you about the priorities of the department or the institution?

How would you suggest altering the composition of the faculty in the department? What would be the intended outcomes for faculty teaching and student learning?

Life of the Department

What are the expectations for non-tenure-track faculty to hold office hours that allow them to interact with colleagues and students? Please note if expectations are different for full-time non-tenure-track and part-time faculty.

What other opportunities exist for tenure-track and non-tenure-track faculty to interact?

Describe the character of interaction among tenure-track and non-tenure-track faculty in the department or academic unit. Is there collegiality among these groups?

Are non-tenure-track faculty invited to participate in activities that are intended to give faculty opportunities to interact with students outside the classroom?

💬 Discussion Questions

Life of the Academic Unit

The following questions have been prepared to facilitate discussion about the implications of your findings in this section for how policies and practices shape teaching and learning in your department. They will also help you to think about the process of changing these policies and practices.

How might non-tenure-track faculty in the department be encouraged and invited to have a more complete role in the life of the department?

What are the potential benefits of increasing the amount and quality of interaction they have with faculty colleagues?

What are the potential benefits of increasing the amount and quality of interaction they have with students?

Hiring + Employment

Staffing Plans

Does the campus have a staffing plan in place that that defines what should be the composition of the faculty, as well as standardized policies and practices for faculty hiring?

☐ Yes   ☐ No

If there is not a campus staffing plan, does a staffing plan exist at the department level?

☐ Yes   ☐ No

Which of the following conditions or standards, if any, are adhered to within the academic unit whether or not there is a staffing plan in place?

☐ Proportions of tenure-track and non-tenure-track faculty

   Tenure-track:_____   Full-time non-tenure-track:_____   Part-time:_____

☐ Standardized hiring processes for non-tenure-track faculty

☐ Mandatory search process including an open application period for hiring new faculty

   ☐ Tenure-track   ☐ Full-time non-tenure-track   ☐ Part-time

☐ Right of first refusal for non-tenure-track faculty when a vacancy occurs

   ☐ Full-time non-tenure-track   ☐ Part-time

☐ Length of contract terms non-tenure-track faculty

   Full-time non-tenure-track:_____   Part-time:_____

☐ Minimum time period between selection of new hire and the start of the semester

   Tenure-track:_____   Full-time non-tenure-track:_____   Part-time:_____

☐ Other staffing standards:

How far in advance of the start of the academic term are new faculty typically hired to allow them to plan and prepare materials?

   Tenure-track:_____   Full-time non-tenure-track:_____   Part-time:_____

Qualifications

Does the department or academic unit rely on defined minimum qualifications that are requirements for teaching, including degrees held by non-tenure-track faculty?

☐ Yes   ☐ No

If yes, what are the minimum qualifications?

Are efforts made to ensure that non-tenure-track faculty are hired to teach courses that match their academic or professional experience or expertise? If so, describe these efforts.

Evaluation

How is the job performance of non-tenure-track faculty evaluated? Are multiple measures considered or are student evaluations the only factor that is considered?

Are they evaluated only on those tasks or functions that are part of their job description, such as classroom instruction and the use of effective teaching strategies?

How, if at all, are non-tenure-track faculty provided with information regarding the measures considered in their evaluation in advance of any formal evaluation process taking place? Is this information provided when faculty are hired?

Who conducts the evaluation of non-tenure-track faculty?

When non-tenure-track faculty are evaluated, are they provided with resources and support to help them to improve their teaching or other aspects of their work?

Reappointment

How are non-tenure-track faculty notified of reappointment to teach in upcoming academic terms?

Are there specific policies to determine how and when non-tenure-track faculty are notified that they will be reappointed for upcoming terms?

☐ Yes ☐ No

If yes, what are the policies?

How much time is typically provided for reappointment? Is the time provided adequate for faculty to prepare for teaching?

Promotion

Do full-time non-tenure-track and part-time faculty have opportunities for promotion?

Full-time: ☐ Yes ☐ No Part-time: ☐ Yes ☐ No

If so, are promotion opportunities clearly defined?

Full-time: ☐ Yes ☐ No Part-time: ☐ Yes ☐ No

What are the criteria for non-tenure-track faculty to be eligible for promotion?

🗨 Discussion Questions

Hiring + Employment

The following questions have been prepared to facilitate discussion about the implications of your findings in this section for how policies and practices shape teaching and learning on campus among the members of your task force, committee, or planning group. They will also help you to think about the process of changing these policies and practices.

What, if any, overall improvements could be made to existing policies and practices for hiring non-tenure-track faculty in your department?

Staffing Plan

If a staffing plan does not exist, what are the benefits of creating one?

What would be the process for creating a staffing plan? Who should be involved in determining its priorities?

Which of the following components of a staffing plan would contribute to improving teaching and learning on your campus?
- ☐ Proportions of tenure-track and non-tenure-track faculty
- ☐ Standardized hiring processes for non-tenure-track faculty
- ☐ Mandatory search process including an application period for hiring new faculty
- ☐ Right of first refusal for non-tenure-track faculty when a vacancy occurs
- ☐ Length of contract terms non-tenure-track faculty
- ☐ Minimum time period between selection of new hire and the start of the semester

How would they improve teaching and learning?

Qualifications

If qualifications for positions do not exist or are inconsistent, how could clear and consistent policies regarding the minimum qualifications for teaching improve the likely quality of teaching and learning?

Who determines minimum qualifications and what would be necessary to change them?

Evaluation

When non-tenure-track faculty are evaluated, do they receive a fair assessment of performance for their specific job responsibilities, as well as opportunities for improvement?

How could better evaluation practices improve teaching and learning? What changes would you suggest to improve upon existing evaluation policies and practices for non-tenure-track faculty?

What steps could be taken to ensure all faculty are fairly evaluated?

Reappointment

Are reappointment policies and practices serving your department well?

If current reappointment policies and practices are not serving the department well, what changes would you suggest?

Are current reappointment policies and practices serving non-tenure-track faculty well? For example, are they provided an adequate amount of time and notice to prepare for teaching each term?

If current reappointment policies and practices are not serving non-tenure-track faculty well, what changes would you suggest?

How could the department go about improving reappointment policies and practices?

Promotion

Would you propose any changes to existing policies and practices for promotion?

What are the advantages and disadvantages of providing enhanced opportunities for promotion to non-tenure-track faculty?

What would be the process for changing existing promotion policies and practices or creating and implementing new ones?

Curriculum + Teaching

Curriculum Design

What, if any, opportunities do non-tenure-track faculty have to provide input regarding the curriculum, including control over the content and materials for the courses they teach?

What measures are taken to ensure that non-tenure-track faculty experience and academic interests are considered when assigning them to teach courses?

How are faculty, particularly non-tenure-track faculty, encouraged to make use of high-impact teaching strategies or other classroom pedagogies?

Information about high-impact teaching strategies is available online from the Association of American Colleges and Universities at http://www.aacu.org/leap/hip.cfm

How, if at all, are faculty, particularly non-tenure-track faculty, encouraged to participate in teaching that engage them with learning communities, service learning, or students interested in conducting undergraduate research?

How, if at all, are non-tenure-track faculty encouraged to work collaboratively with other faculty in planning for teaching and engaging their students in educational experiences that improve student learning outcomes? If so, how?

How, if at all, are faculty encouraged to use innovative classroom technology and supported with training and resources to optimize its use?

How, if at all, are faculty prepared and supported to provide online or hybrid instruction?

🗨 Discussion Questions

Curriculum + Teaching

The following questions have been prepared to facilitate discussion about the implications of your findings in this section for how policies and practices shape teaching and learning in your department. They will also help you to think about the process of changing these policies and practices.

How would giving non-tenure-track faculty a greater role in curriculum design enhance teaching and learning for faculty and students in the department?

What are the benefits of ensuring that non-tenure-track faculty are encouraged and supported in utilizing high-impact practices, innovative pedagogies, and classroom technology? What is lost by not ensuring that all faculty can make use of these tools?

How would you suggest altering current practices and policies to encourage all faculty in the department to participate in curriculum design and the use of innovative practices and pedagogies?

🧑‍🏫 Faculty Development

Orientation

When non-tenure-track faculty are initially hired, do they receive a formal orientation to the department?

☐ Yes   ☐ No

Are non-tenure-track faculty paid for time spent attending orientation?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

What is covered during this orientation? For example, does orientation cover general institutional information and human resources material only or are faculty roles and expectations also reviewed?

If orientations are typically only held on campus and during standard business hours, how is orientation provided to faculty such as part-time or online faculty who cannot attend due to other obligations?

Professional Development

What sort of professional development opportunities are available to non-tenure-track faculty in the department?

Do non-tenure-track faculty have any access to funding to travel to off-campus conferences or professional development?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

If yes for either type, how is this funding determined?

Do non-tenure-track faculty receive pay for time spent on professional development?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

How are non-tenure-track faculty made aware of professional development opportunities?

Are professional development opportunities provided during times outside of normal business hours?

☐ Yes   ☐ No

If yes, please list those opportunities and the type of development involved.

Are any professional development opportunities available online?

☐ Yes   ☐ No

If yes, please list those opportunities and the type of development involved.

Mentoring

Are formal mentoring opportunities available to non-tenure-track faculty?

For example, is there a formal program to link interested non-tenure-track faculty with tenure-track faculty with whom they can share ideas about practices and strategies?

☐ Yes   ☐ No

If yes, please describe the opportunities that are available:

Are non-tenure-track faculty paid for time spent participating in mentorship meetings or activities?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

💬 Discussion Questions

Faculty Development

The following questions have been prepared to facilitate discussion about the implications of your findings in this section for how policies and practices shape teaching and learning on campus among the members of your task force, committee, or planning group. They will also help you to think about the process of changing these policies and practices.

Overall, how could faculty development be improved in the department?

What would be the process for going about making changes to improve faculty development?

Orientation
How could the way orientation is provided for new faculty be improved?

Professional Development
Are the professional development opportunities available to non-tenure-track faculty on campus, including funding that is available, adequate for supporting them in improving their teaching?

If current opportunities for non-tenure-track faculty professional development are inadequate, how would creating new opportunities or enhancing existing ones improve teaching and learning? What changes would you recommend?

Mentoring
How would creating new opportunities for non-tenure-track faculty to participate in mentorships with tenure-track faculty or enhancing existing mentorship opportunities improve teaching and learning?

🧍🧍🧍 Leadership + Meetings

Are non-tenure-track faculty able to hold leadership positions in the department or academic unit?

☐ Yes   ☐ No

If yes, please describe who is eligible to serve and the positions for which they are eligible:

Are non-tenure-track faculty invited or encouraged to attend faculty meetings?

☐ Yes   ☐ No

If they are permitted to attend and participate, please describe their roles in these meetings (e.g. do they have the ability to discuss and vote on decisions)?

How are non-tenure-track faculty notified about meetings?

Are efforts made to schedule meetings when non-tenure-track faculty can attend?

☐ Yes   ☐ No

Are non-tenure-track faculty paid for time spent on governance activities?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

Are non-tenure-track faculty included in communications such as emails between department or unit leadership and the faculty?

☐ Yes   ☐ No

💬 Discussion Questions

Leadership + Meetings

The following questions have been prepared to facilitate discussion about the implications of your findings in this section for how policies and practices shape teaching and learning on campus among the members of your task force, committee, or planning group. They will also help you to think about the process of changing these policies and practices.

What would be the benefits of greater involvement of non-tenure-track faculty in leadership positions and department meetings?

What steps can be taken to increase or improve non-tenure-track faculty participation in leadership positions and department meetings?

Compensation + Benefits

Salary

Are compensation levels determined through the use of a pay scale or some similar measure or is pay determined on a case-by-case basis when hiring non-tenure-track faculty?

If compensation for full-time non-tenure-track faculty is not determined through the use of a pay scale or similar measure, how is it determined?

If compensation for part-time faculty is not determined through the use of a pay scale or similar measure, how is it determined?

Do non-tenure-track faculty receive cost of living increases in line with those offered to tenure-track faculty?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

Are non-tenure-track faculty compensated for time spent during any of the following duties, which require a commitment of time outside the classroom?

	Full-time:		Part-time:	
Office hours?	☐ Yes	☐ No	☐ Yes	☐ No
Faculty Senate meetings?	☐ Yes	☐ No	☐ Yes	☐ No
Department meetings?	☐ Yes	☐ No	☐ Yes	☐ No
Professional development?	☐ Yes	☐ No	☐ Yes	☐ No
Mentoring?	☐ Yes	☐ No	☐ Yes	☐ No

Benefits

Do full-time non-tenure-track and part-time faculty receive health care benefits?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

If yes, are the benefits non-tenure-track faculty receive the same as those offered to tenure-track faculty? If no, how do the terms and conditions differ?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

If non-tenure-track faculty do not receive health care benefits, does either group have other options for paying into a group policy?
☐ Yes, full-time non-tenure-track faculty can pay into a group policy
☐ Yes, part-time faculty can pay into a group policy
☐ No, there is no option for either to pay into a group policy

Do full-time non-tenure-track and part-time faculty receive paid vacation days? If yes, how many days per year or term?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

_____ per   _____ per
☐ Year   ☐ Term   ☐ Year   ☐ Term

Do full-time non-tenure-track and part-time faculty receive paid medical leave? If yes, how many days per year or term?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

_____ per   _____ per
☐ Year ☐ Term   ☐ Year ☐ Term

How is benefits eligibility determined for each?

💬 Discussion Questions

Compensation + Benefits

The following questions have been prepared to facilitate discussion about the implications of your findings in this section for how policies and practices shape teaching and learning on campus among the members of your task force, committee, or planning group. They will also help you to think about the process of changing these policies and practices.

What are the compelling reasons for addressing any issues of pay inequity or access to benefits for non-tenure-track faculty? What would be the benefits?

What steps can be taken in the short-term to provide better compensation and benefits to non-tenure-track faculty? In the long-term?

Office Space + Support

Availability of office space, support, and materials may vary across campus, so indicate which is most common among non-tenure-track faculty employed in the department.

Office Space

Are full-time non-tenure-track and part-time faculty provided office space? What sort of space is provided?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No
          ☐ Private office   ☐ Private office
          ☐ Shared office   ☐ Shared office
          ☐ Access to other space   ☐ Access to other space

If space is shared, do faculty have ready access to private spaces nearby where they can meet with students?

☐ Yes, space is typically available   ☐ No, space is typically not available

Instructional Materials and Office Access

Which of the following are typically made available to non-tenure-track faculty?

	Full-time:		Part-time:	
Photocopiers?	☐ Yes	☐ No	☐ Yes	☐ No
Computer?	☐ Yes	☐ No	☐ Yes	☐ No
Phone to place calls?	☐ Yes	☐ No	☐ Yes	☐ No
Phone to receive calls?	☐ Yes	☐ No	☐ Yes	☐ No
Voicemail?	☐ Yes	☐ No	☐ Yes	☐ No
Email?	☐ Yes	☐ No	☐ Yes	☐ No
Paper supplies?	☐ Yes	☐ No	☐ Yes	☐ No
Other office supplies?	☐ Yes	☐ No	☐ Yes	☐ No
Copy of course textbooks?	☐ Yes	☐ No	☐ Yes	☐ No
Sample syllabi	☐ Yes	☐ No	☐ Yes	☐ No
Student worker assistance?	☐ Yes	☐ No	☐ Yes	☐ No
After-hours office access?	☐ Yes	☐ No	☐ Yes	☐ No

Support Services

Are non-tenure-track faculty given the same access to utilize student workers as tenure-track faculty?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

Do non-tenure-track faculty have the same access to classroom technology and academic/instructional support services as tenure-track faculty?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No
       ☐ IT/Classroom tech   ☐ IT/Classroom tech
       ☐ Academic services   ☐ Academic services

Are these support services promoted to all faculty to ensure they are aware of support?

☐ Yes   ☐ No

If yes, how are faculty made aware of these services?

Are the support services above only available during business hours or do extended hours enable faculty who may not be on campus during business hours to make use of them?

☐ During normal business hours only   ☐ Extended hours are typically available

Are any of these services made available online?

☐ Yes   ☐ No

If yes, which services are made available online?

Do non-tenure-track faculty have the same access to library services as tenure-track faculty, including to check out library books and access online journals or e-books?

Full-time: ☐ Yes   ☐ No   Part-time: ☐ Yes   ☐ No

💬 Discussion Questions

Office Space + Support

The following questions have been prepared to facilitate discussion about the implications of your findings in this section for how policies and practices shape teaching and learning on campus among the members of your task force, committee, or planning group. They will also help you to think about the process of changing these policies and practices.

How are teaching and learning impacted when non-tenure-track faculty do not have access to office space, instructional materials, and support from the department?

Specifically, how might students be negatively affected when these resources and support are not provided to faculty?

If there are certain items in this section that are not provided, what has been the rationale for not giving non-tenure-track faculty this support? How can a case be made for ensuring all faculty receive the proper resources for teaching?

What steps can be taken in the short-term to provide non-tenure-track faculty office space, resources, and support? In the long-term?

Final Questions

The following pages contain concluding questions that will allow an opportunity for participants to reflect on the findings of this guide, what they mean for the work of the group moving forward, and what individual participants have learned about non-tenure-track faculty work in the department that was not known before starting this process.

Answer these only after having filling in as much of this guide as possible. These questions will help to start framing discussions about what is needed to provide better support for non-tenure-track faculty. Feel free to make use of resources in the Tool Kits section of the Delphi Project website as you carry out this process.

Once participants have completed these questions, consider setting aside a portion of the next faculty meeting to discuss these questions and individuals' reactions.

We also encourage you to consider whether a climate survey might be necessary to learn more about the day-to-day experiences of non-tenure-track faculty in addition to the information you have collected here.

Final Questions…✎

Is the department thinking differently about non-tenure-track faculty policies and practices as part of a long-term planning effort or staffing plan or merely addressing short-term needs as they arise or become problematic?

What is the overall impact of this approach on the working environment for faculty? On teaching and student learning?

Do the existing policies and practices seem to be uniformly applied?

Thinking about each of the above sections and questions, what are the reasons for existing policies and practice? Is it clear how or why certain policies have come to exist?

Considering what you have learned in the process of completing this assessment, what are the ways that current policies and practices, particularly those related to non-tenure-track faculty, may be creating obstacles for achieving the best teaching and learning environment to support student success?

What data are missing that may be needed to better understand the status of non-tenure-track faculty or to make the case to decision makers that changes need to occur?

How might different groups on the campus work toward making important changes that might improve the working life of non-tenure-track faculty (keeping in mind the different conditions that may be experienced by full- and part-time faculty) and better enable them to serve students?

We encourage you to make use of *The Imperative for Change* and *The Path to Change*. These resources are available in the Resources and Tool Kits section of the Delphi Project on the Changing Faculty and Student Success website at http://resources.thechangingfaculty.org

What are the prevailing values that exist on campus or within the department and how might proponents of changing policies and practices to support non-tenure-track faculty appeal to these values in pushing for changes?

How, if at all, does the institutional or department mission statement encourage the campus community to think about issues of justice, community, and quality in ways that might prompt individuals to consider the treatment of non-tenure-track faculty and the implications of this type of appointment?

If a task force or committee has not already been formed to address some of these issues on your campus, who can you identify as the obvious champions of non-tenure-track faculty and other individuals or groups that might be involved in forming a team to examine these issues?

Consider how you might ensure that a good balance of non-tenure-track faculty perspectives are represented, considering not all faculty have the same experiences or motivations.

> We encourage you to make use of *The Imperative for Change* and *The Path to Change*. These resources are available in the Resources and Tool Kits section of the Delphi Project on the Changing Faculty and Student Success website at http://resources.thechangingfaculty.org

Summary Checklist

What have you learned in completing the sections of this guide and what is it that you would like to accomplish by changing policies and practices on your campus?

☐ **Faculty Data:** What sorts of changes do department faculty data suggest are needed?

☐ **Life of the Department:** How can broader inclusion of NTTF enrich the department?

☐ **Hiring + Employment:** Which changes will you pursue to enhance teaching and learning?

☐ **Curriculum + Teaching:** How will NTTF be supported in teaching and fairly evaluated?

☐ **Faculty Development:** Which improvements will help to enrich NTTF contributions?

☐ **Leadership + Meetings:** How will NTTF be encouraged to participate in decision making?

☐ **Compensation + Benefits:** What constitutes equitable pay and how can it be achieved?

☐ **Office Space + Support:** How will support be provided to improve teaching and learning?

Notes

Notes

Appendix A – Faculty Teaching Worksheet

Print out as many copies as may be needed to record the following information on each faculty member or instructor and tabulate the totals on each sheet and the cumulative total from all sheets at the end.

	Current Full Term			Previous Full Term		
	Total # Courses Taught	Total # Students Taught	Total # Credit Hrs Taught	Total # Courses Taught	Total # Students Taught	Total # Credit Hrs Taught
Name: Title: Faculty Type: Years of Service:_____ ☐ Tenured ☐ Tenure-Track ☐ Full-Time Non-Tenure-Track ☐ Part-Time Non-Tenure-Track ☐ Graduate Student						
Name: Title: Faculty Type: Years of Service:_____ ☐ Tenured ☐ Tenure-Track ☐ Full-Time Non-Tenure-Track ☐ Part-Time Non-Tenure-Track ☐ Graduate Student						
Name: Title: Faculty Type: Years of Service:_____ ☐ Tenured ☐ Tenure-Track ☐ Full-Time Non-Tenure-Track ☐ Part-Time Non-Tenure-Track ☐ Graduate Student						
Name: Title: Faculty Type: Years of Service:_____ ☐ Tenured ☐ Tenure-Track ☐ Full-Time Non-Tenure-Track ☐ Part-Time Non-Tenure-Track ☐ Graduate Student						
TEACHING TOTALS (this page)						
TEACHING TOTALS (cumulative)						

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

Adrianna Kezar, Ph.D.
Director and Principal Investigator
University of Southern California

Daniel Maxey, M.Ed.
Co-Investigator
University of Southern California

Hannah Yang, M.Ed.
Project Associate

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.

The Spencer Foundation was established in 1962 by Lyle M. Spencer. The Foundation is committed to investigating ways in which education, broadly conceived, can be improved around the world. From the first, the Foundation has been dedicated to the belief that research is necessary to the improvement in education. The Foundation is thus committed to supporting high-quality investigation of education through its research programs and to strengthening and renewing the educational research community through its fellowship and training programs and related activities.

The Teagle Foundation intends to be an influential national voice and a catalyst for change in higher education to improve undergraduate student learning in the arts and sciences. The Foundation provides leadership by mobilizing the intellectual and financial resources that are necessary if today's students are to have access to a challenging and transformative liberal education. The benefits of such learning last for a lifetime and are best achieved when colleges set clear goals for liberal learning and systematically evaluate progress toward them. In carrying out its work, the Foundation is committed to disseminating its findings widely, believing that the knowledge generated by our grantees— rather than the funding that enabled their work—is at the heart of our philanthropy.

The Carnegie Corporation of New York, founded by Andrew Carnegie, was envisioned as a foundation that would "promote the advancement and diffusion of knowledge and understanding." In keeping with this mandate, our work incorporates an affirmation of our historic role as an education foundation but also honors Andrew Carnegie's passion for international peace and the health of our democracy. Mr. Carnegie dedicated his foundation to the goal of doing "real and permanent good in this world" and deemed that its efforts should create "ladders on which the aspiring can rise." In our current-day grantmaking we continue to carry out this mission through programs and initiatives that address today's problems by drawing on the best ideas and cutting-edge strategies that draw strength from deep knowledge and scholarship. History guides us and the present informs us, but our work looks always toward the future.

Pullias Center for Higher Education

The Pullias Center for Higher Education is an interdisciplinary research unit led by Director, William G. Tierney, and Associate Director, Adrianna Kezar. The Center was established to engage the postsecondary-education community actively, and to serve as an important intellectual center within the Rossier School of Education; it draws significant support and commitment from the administration.

With a generous bequest from the Pullias Family estate, the newly named Earl and Pauline Pullias Center for Higher Education at the USC Rossier School of Education has been established (the center was previously known as the Center for Higher Education Policy Analysis). The gift allows one of the world's leading research centers on higher education to continue its tradition of focusing on research, policy, and practice to improve the field.

Dr. Earl V. Pullias was one of the founding faculty of USC's department of higher education in 1957. He was the author of more than 100 research articles, primarily focused on philosophical issues in higher education, and the author and co-author of numerous books.

Mission

The mission of the Pullias Center for Higher Education is to bring a multidisciplinary perspective to complex social, political, and economic issues in higher education. The Center is located within the Rossier School of Education at USC. Since 1996 the center has engaged in action-oriented research projects regarding successful college outreach programs, financial aid and access for low- to moderate-income students of color, use of technology to supplement college counseling services, effective postsecondary governance, emerging organizational forms such as for-profit institutions, and the retention of doctoral students of color.

Goal

The goal of the Pullias Center is to provide analysis of significant issues to support efforts to improve postsecondary education. Such issues intersect many boundaries. The Center is currently engaged in research projects regarding effective postsecondary governance, emerging organizational forms such as for-profit institutions, financial aid and access for students of color, successful college outreach programs, the educational trajectories of community college students, and the retention of doctoral students of color.

Association of
American Colleges and Universities

The Association of American Colleges 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.

AAC&U organizes its work around five broad goals:
- A Guiding Vision for Liberal Education
- Inclusive Excellence
- Intentional and Integrative Learning
- Civic, Diversity, and Global Engagement
- Authentic Evidence

Through its publications, meetings, public advocacy, and programs, AAC&U provides a powerful voice for liberal education. AAC&U works to reinforce the commitment to liberal education at both the national and the local level and to help individual colleges and universities keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges. With a nearly one-hundred year history and national stature, AAC&U is an influential catalyst for educational improvement and reform.

Mission

The mission of the Association of American Colleges and Universities is to make the aims of liberal learning a vigorous and constant influence on institutional purpose and educational practice in higher education.
(Approved by the Board of Association of American Colleges and Universities, 1997)