

Selected Research on Connections between Non-Tenure-Track Faculty and Student Learning

It is important to understand existing research on the connections between non-tenure-track faculty and student learning and to continue to research these issues. Although working conditions vary across the academy and even within a single institution, many faculty – particularly part-timers – are not permitted to contribute to curriculum planning and design, are often hired within days of the start of the semester (which impedes planning and preparation), are not provided office space for office hours and other work, and do not receive support from administrative staff or resources to support instruction. These conditions are problematic, but so are inequitable compensation, job insecurity, the denial of healthcare benefits and retirement plans, exclusion from meaningful participation in governance and professional development, and a lack of respect for non-tenure-track faculty from tenured faculty and administrators on many campuses.

The cumulative impact of working conditions impedes individual instructors' ability to interact with students and apply their many talents, creativity, and varied knowledge to maximum effect in the classroom. Many prior studies and reports have been used to justify a positive working environment for tenured and tenure-track faculty. Yet, the same rationale is not always applied to the fastest-growing segment of the faculty on our campuses.

On the next page, you will find a list of five effects on student outcomes that have been tied to overreliance on non-tenure-track faculty. The bibliography that follows on page 3 includes summaries of research on non-tenure-track faculty and student outcomes, followed by a list of citations for other selected publications and reports that detail the growing numbers of non-tenure-faculty and their working conditions more specifically. It is important to acknowledge that findings do not – or should not – implicate non-tenure-track faculty, as individuals, as being responsible for negative outcomes. In fact, research finds that these faculty, whose primary responsibility is to teach undergraduate students, are largely committed to teaching, student learning, and often bring useful professional and real-world experience to their work, enhancing the classroom experience.

The summaries below have been compiled through a combination of our own research and annotations prepared by the American Federation of Teachers Faculty and College Excellence campaign. We focused on peer-reviewed studies with the largest samples and strongest methodologies; these studies suggest a relationship between negative student outcomes and increased coursetaking or numbers of adjuncts. While some studies have reported mixed or no significant findings, many of these are not peer reviewed or have small samples.

Five Example Effects of Overreliance on Non-Tenure-Track Faculty on Student Outcomes

<p>1</p>	<p>Diminished Graduation and Retention Rates</p>	<p>Increased reliance on NTT faculty, particularly part-time, has been found to negatively impact retention and graduation rates. Ehrenberg and Zhang (2004) and Jaeger and Eagan (2009) found that graduation rates declined as proportions of NTT faculty increased. Increases in part-timers have an even greater impact on graduation rates, as well as retention (Jacoby, 2006). Harrington and Schibik (2001) tied lower retention to reliance on these faculty.</p>
<p>2</p>	<p>Decreased Transfer from Two- to Four-Year Institutions</p>	<p>Gross and Goldhaber (2009) found that students at two-year colleges that had more full-time, tenured faculty were more likely to transfer to four-year institutions. They found a 4% increase in transfers to four-year institutions per 10% increase in the proportion of tenured faculty. Eagan and Jaeger (2008) also found increased proportions of part-time faculty were correlated with lower transfer rates. About 80% of two-year faculty are NTT faculty.</p>
<p>3</p>	<p>Negative Effects of Early Exposure to Part-Time Faculty</p>	<p>In a study of college freshmen, Harrington and Schibik (2001) found that increased exposure to part-time faculty was significantly associated with lower second-semester retention rates, lower GPAs, and fewer attempted credit hours. Bettinger and Long (2010) found early exposure had a negative effect on students' major selection.</p>
<p>4</p>	<p>Reduced Faculty-Student Interaction and Inaccessibility of Part-Time Faculty</p>	<p>Most studies highlight the substantial effects of diminished interaction. Contact time and interaction between traditional faculty and students has been shown to foster student success; suggested an inverse relationship with regard to NTT faculty (Benjamin, 2003). Research suggests that the inaccessibility of part-time faculty to students due of time pressures, lack of office space, and holding jobs at multiple locations has an inverse, negative effect on student outcomes (CCSSE, 2009; Eagan & Jaeger, 2008; Jacoby, 2006).</p>
<p>5</p>	<p>Part-Time Faculty Often Have a More Pronounced Negative Effect</p>	<p>Unlike part-time faculty, full-time NTT faculty practices often parallel those of tenured and tenure-track faculty (Baldwin and Wawrzynski, 2011). Most studies focusing on the differences in effects find that more negative outcomes are tied to part-timers' limited time for faculty-student interaction, limited access to instructional resources, staff, and development opportunities, as well as a lack of participation in contributing to the design of courses and curriculum (Eagan & Jaeger, 2008; Harrington and Schibik, 2001; Jacoby, 2006).</p>

Publications on Non-Tenure-Track Faculty and Student Learning and Success

1. **Contingent Faculty as Teachers: What We Know; What We Need to Know**

Roger G. Baldwin and Matthew R. Wawrzynski

Year of Publication: 2011

Baldwin and Wawrzynski utilized data from the 2004 National Study of Postsecondary Faculty (NSOPF-04), as well as Holland's academic environments model, to determine if full- and part-time non-tenure-track and "permanent" tenured and tenure-eligible faculty differ in their use of subject-centered and learning-centered teaching strategies. Holland's academic environments model was also used to examine the subject-centered and learning-centered teaching practices of permanent and contingent faculty within broad academic areas. Findings indicate that the teaching practices of part-time contingent faculty differ in important ways from their other faculty colleagues. In contrast, the teaching practices of full-time contingent faculty more closely parallel those of their tenured and tenure-eligible colleagues. Based on these findings, implications for policy, practice, and additional research on this growing segment of the U.S. professoriate are included.

Baldwin, R. G. & Wawrzynski, M. R. (2011). Contingent faculty as teachers: What we know; What we need to know. *American Behavioral Scientist*, 55(11), 1485-1509.

2. **How Over-Reliance Upon Contingent Appointments Diminishes Faculty Involvement in Student Learning**

Ernst Benjamin

Year of Publication: 2002

Benjamin reviewed several reports on the effects of NTT faculty on student outcomes, addressing issues such as fewer contact hours with students outside of classes, availability for office hours, and their assignment to lower-division courses. He discovered that younger NTT faculty with practical professional experience may provide benefit to students in vocational or more hands-on disciplines, but that NTT faculty in those disciplines had declines. Benjamin drew distinctions between cost-saving and cost-efficiency, arguing that evidence suggests student experience is sacrificed by rising proportions of NTT faculty in the academic workforce.

Benjamin, E. (2002). How over-reliance upon contingent appointments diminishes faculty involvement in student learning. *Peer Review*, 5(1): 4-10.

3. **Exploring the Role of Contingent Instructional Staff in Undergraduate Learning**

Ernst Benjamin

Year of Publication: 2003

This New Directions in Higher Education volume addresses connections between two perspectives on undergraduate instruction in higher education, one that finds institutions have failed to fulfill its primary mission to support undergraduate instruction and another that believes institutions do not support and respect for undergraduate instructors, particularly in terms of hiring, contracts and responsibilities, and working

conditions. Several chapters make assertions that the increasing dependence on non-tenure-track faculty appointments endangers undergraduate student learning, but also has serious implication for the future of the academic workforce.

The various chapters examine different perspectives on the effects of reliance on non-tenure-track faculty, working conditions, and the nature of collegiality among these faculty and the administration and tenure-line faculty. Benjamin closed the volume with a thorough reappraisal of the above issues – generally and as presented by the volume’s contributing authors, calling to question the qualifications of non-tenure-track faculty, as well as other often-contested findings from prior studies. He noted that while there is a general lack of research drawing explicit connections between over-reliance on non-tenure-track faculty and student learning outcomes, there is a substantial body of literature that suggests that student involvement in learning with faculty is a significant factor in determining student outcomes. In concluding, Benjamin found that while there is limited evidence that increased reliance on non-tenure-track appointments is substantially damaging to undergraduate learning, there is sufficient evidence to demonstrate a need for research to examine the effectiveness of these faculty and an explicit examination of the outcomes related to limited student-faculty interaction.

Includes chapters authored by Jack H. Schuster, Robert Townsend, Maureen Murphy Nutting, Karen Thompson, John G. Cross and Edie N. Goldenberg, Gary W. Reichard, and Sandra E. Elman.

Benjamin, Ernst (2003). Exploring the Role of Contingent Instructional Staff in Undergraduate Learning. New Directions for Higher Education (No. 123), San Francisco: Jossey-Bass.

4. Do College Instructors Matter? The Effects of Adjuncts and Graduate Assistants on Students' Interests and Success

Eric P. Bettinger and Bridget Terry Long

Year of Publication: 2004

Bettinger and Long review findings from a study of 25,000 first-time freshmen at 12 public, four-year institutions in Ohio, assessing the effect of instruction provided by NTT faculty and graduate employees on student academic behavior, choice of major, and student success in subsequent courses. Although the authors did not find clear evidence that NTT faculty had a significant adverse effect on students' future success, they conclude that students who took courses taught by traditional full-time tenured faculty were, in fact, more likely to enroll in subsequent classes or choose to major in the corresponding subject area. Bettinger and Long also found that younger NTT faculty produced more distinct negative effects, as did those in the sciences and humanities. In contrast, they found that NTT faculty in technical and professional fields, including business and architecture, had a somewhat positive effect on student outcomes.

Bettinger, E. & Long, B.T. (2004). Do college instructors matter? The effects of adjuncts and graduate assistants on students' interests and success. National Bureau of Economic Research, Working Paper No. 10370.

5. Does Cheaper Mean Better? The Impact of Using Adjunct Instructors on Student Outcomes

Eric P. Bettinger and Bridget Terry Long

Year of Publication: 2010

Bettinger and Long assess the impact of NTT faculty on student interest and course performance as compared to full-time faculty. The analysis largely suggests that the impact of alternative instructors varies by discipline. Taking a class from an adjunct often has a small, but positive effect on the number of subsequent courses that a student takes in a given subject and may increase the likelihood that a student majors in the subject. The analysis suggests that adjunct instructors are especially effective in fields that are more directly tied to a specific profession, like education and engineering, although they also had relative positive effects in the sciences. Early exposure to NTT faculty in more academic fields had a negative effect on choice of major, but overall the authors suggest there is insufficient evidence to support prior claims of distinctly negative effects.

The authors clarify that their findings may not fully account for all of the potential costs and benefits associated with adjunct faculty and recommend further research to identify and determine the impact of other possible effects such as high turnover rates and distribution of departmental tasks.

Bettinger, E. & Long, B. T. (2010). Does cheaper mean better? The impact of using adjunct instructors on student outcomes. *The Review of Economics and Statistics*, 92(3), 598-613.

6. Making Connections: Dimensions of Student Engagement

Community College Survey of Student Engagement

Year of Publication: 2009

The Community College Survey of Student Engagement report discussed the importance of engaging students in campus learning communities, which has been found to improve the likelihood of student success. *Making Connections* documented strategies community colleges are using to ensure connections between students and their peers, teachers, and the broader campus community. They specifically address challenges part-time employment posed for establishing such connections, noting that a majority of faculty at community colleges are often employed part-time. The report found that more than 40% of part-time faculty spent zero hours per week advising students, despite student needs for advising and faculty-student interaction. The report concluded there is a need for professional development for part-time faculty as well as other opportunities for student engagement such as office hours and advising, including that these additional duties should be compensated.

Community College Survey of Student Engagement. (2009). *Making connections: Dimensions of student engagement*. Austin, TX: Community College Survey of Student Engagement.

7. Consequences: An Increasingly Contingent Faculty

John W. Curtis and Monica Jacobe

Year of Publication: 2006

Curtis and Jacobe provide qualitative and quantitative perspectives on the increasing use of contingent faculty. They suggest connections between the structural aspects of non-tenure-track employment and student learning outcomes, primarily as affected by a lack of professional support, impediments to student-faculty interaction, and constraints related to a lack of protections for academic freedom.

Curtis, J. W. & Jacobe, M. (2006). *Consequences: An increasingly contingent faculty*. AAUP Contingent Faculty Index 2006, available at <http://www.aaup.org/AAUP/pubsres/research/conind2006.htm>

8. Effects of Exposure to Part-time Faculty on Community College Transfer

M. Kevin Eagan, Jr. and Audrey J. Jaeger

Year of Publication: 2008

Eagan and Jaeger utilized student transcripts, faculty employment, and institutional data from the California community college system to track student cohorts over a five-year period. They examined the impact of increased reliance on part-time faculty at the community colleges and concluded that there is a strong correlation between students' exposure to part-time faculty through instruction and the likelihood that students would not transfer to four-year institutions. Eagan and Jaeger note the availability of part-time faculty for student interaction and stress the need for community colleges to address this issue, as well as satisfaction among part-time faculty and outreach to part-time students, who comprise 60% of the potential transfer population.

Eagan, M.K. & Jaeger, A.J. (2008). Effects of Exposure to Part-time Faculty on Community College Transfer." *Research in Higher Education*, No. 0361-0365.

9. Do Tenured and Non-Tenure Track Faculty Matter?

Ronald L. Ehrenberg and Liang Zhang

Year of Publication: 2004

Ehrenberg and Zhang utilized time series data for several two- and four-year institutions from 1988 to 1997 to examine the effects of increased proportions of part-time and full-time non-tenure-track faculty on five- and six-year graduation rates. The authors found that as proportions of full-time non-tenured and part-time faculty increased, graduation rates decreased. Slightly greater decreases were found in situations where greater numbers of part-time faculty than full-time non-tenure-track were hired. The authors also found these effects to be greater at public institutions.

Contrary to the notion that non-tenure-track faculty permit tenured faculty to focus on often lucrative research projects, Ehrenberg and Zhang found that higher proportions of NTT faculty are in fact not associated with greater external research volume for full-time tenure-track faculty. They also conclude that while the cost savings related to employing larger proportions of faculty through non-tenure-track positions may be attractive to institutions, data indicate that students do not reap similar benefits.

Ehrenberg, R.L. & Zhang, L. (2004). Do Tenured and Non-Tenure Track Faculty Matter? National Bureau of Economic Research, Working Paper No. 10695.

10. Community College Transfer and Articulation Policies: Looking Beneath the Surface

Betheny Gross and Dan Goldhaber

Year of Publication: 2009

Gross and Goldhaber found a strong correlation between institutions that employ more full-time, tenured faculty and students who transfer from two-year to four-year institutions. The authors' research suggested that for every 10% increase in the proportion of tenured faculty at a two-year college, the likelihood of a student transferring to a four-year college increased by 4%.

Gross, B. & Goldhaber, D. (2009). Community college transfer and articulation policies: Looking beneath the surface. Center on Reinventing Public Education, Working Paper No. 2009_1.

11. Caveat Emptor: Is there a Relationship Between Part-Time Faculty Utilization and Student Learning Retention?

Charles Harrington and Timothy Schibik

Year of Publication: 2001

Harrington and Schibik studied 7,174 first-time, full-time freshmen at a Midwestern comprehensive institution between 1997 and 2001, finding that increased exposure to part-time faculty was significantly associated with lower second-semester retention rates. The authors also found that students who had the most exposure to part-time faculty had the lowest GPAs and attempted fewer credits. Harrington and Schibik urged colleges and universities to exercise caution in their use of part-time faculty, particularly how and where they are used, noting that potential implications for more vulnerable, lower-achieving first-year students.

Harrington, C., & Schibik, T. (2001). "Caveat Emptor: Is there a Relationship Between Part-Time Faculty Utilization and Student Learning Retention?" Association for Institutional Research Files On-Line, 91.

12. The Effects of Part-Time Faculty Employment on Community College Graduation Rates

Daniel Jacoby

Year of Publication: 2006

Jacoby discovered that increases in the proportion of part-time faculty at community colleges had a strong and highly significant negative effect on graduation rates. In his examination of student-to-faculty ratios, he found that while better ratios resulted in better graduation outcomes overall, the success of students who took smaller classes with part-time faculty was comparable to success of students in larger classes taught by full-

time tenure-track faculty. These findings suggest that high student-to-faculty ratios did not compensate for the negative effects of part-time instructors on graduation outcomes.

Jacoby sought to explain that decreased student interactions are a substantial negative outcome related to high proportions of part-time faculty. He connected a lack of resources such as private offices, mailboxes, and telephones to diminished incentives and capacity to support students outside of the classroom, which he hypothesizes are likely causes of the observed decreases in graduation rates.

Jacoby, Daniel. (2006). "The Effects of Part-Time Faculty Employment on Community College Graduation Rates." *Journal of Higher Education*, 77(6), 1081-1103.

13. Unintended Consequences: Examining the Effect of Part-time Faculty Members on Associate's Degree Completion

Audrey J. Jaeger and M. Kevin Eagan, Jr.

Year of Publication: 2009

Eagan and Jaeger utilized student transcripts, faculty employment, and institutional data from the California community college system to identify and examine possible involuntary effects on student drop-out rates as a result of hiring part-time faculty at community colleges. The study suggests that exposure to part-time faculty members had a modest, but negative effect on students' chances of completion. They conclude that high degrees of exposure to part-time instructors in the community colleges, where these faculty teach approximately half of the courses, resulted in at least a 5% decrease in the likelihood that students would graduate with an associate's degree when compared to students who took courses with full-time faculty only. Eagan and Jaeger suggest that administrators and policy makers have the ability to remedy these effects by improving conditions for part-time faculty and improving the accessibility of faculty to students and greater engagement in the classroom.

Jaeger, A.J. & Eagan, M.K. (2009). Unintended Consequences: Examining the Effect of Part-time Faculty Members on Associate's Degree Completion. *Community College Review*.

14. Examining Retention and Contingent Faculty Use in a State System of Public Higher Education

Audrey J. Jaeger and M. Kevin Eagan, Jr.

Year of Publication: 2010

In a study of six public, four-year institutions in a state public higher education system, Eagan and Jaeger discovered that increased exposure to non-tenure-track faculty in students' first year of college negatively affected retention to their second year. They also contributed to existing understanding of the connections between how institutions invest in instructional staff and student success, disaggregating instructional staff data into full-time non-tenure-track and part-time faculty, as well as graduate assistants. They also examined the effects of non-tenure-track faculty on student outcomes different institutions, including doctoral extensive, doctoral intensive, masters, and baccalaureate four-year institutions.

They found that the use of part-time faculty at doctoral intensive institutions generated positive effects with regard to student retention. Jaeger and Eagan uncovered a system of support and development for contingent faculty, which included part-time faculty participation in new faculty orientations and targeted attention to address common challenges that part-time faculty face such as large class sizes, a lack of knowledge of campus academic support services and resources for students. The authors findings suggest that more purposeful integration of contingent faculty into the life and operations of the institution promises to contribute to improving student success.

Jaeger, A. J. & Eagan, M. K. (2010). Examining retention and contingent faculty use in a state system of public higher education." *Educational Policy* 20(10), pp. 1-31.

15. The Effects of Part-time Faculty Appointments on Instructional Techniques and Commitment to Teaching

Paul Umbach

Year of Publication: 2008

Umbach utilized the 2001 HERI Faculty Survey, which has a sample of 20,616 faculty members and is comprised of 16% part-time appointments, to review faculty members' active learning techniques, civic engagement, and the inclusion of diversity in instruction. He also examined the relationship between full- and part-time appointment, instructional practices, and commitment to teaching. Umbach's research on commitment to teaching found that part-time faculty spent much less time preparing for class instruction and advising students than did full-time faculty. The findings varied by institution type. Part-time faculty at private colleges spent less time preparing than part-time faculty at public schools; part time faculty at minority-serving institutions spent more time preparing than did part-time faculty at predominately white institutions. Umbach concludes that administrators should be more reasonable in expectations of part-time faculty and that institutions should provide these faculty with adequate support and evaluation to foster improved faculty effectiveness.

Umbach, P. (2008). *The effects of part-time faculty appointments on instructional techniques and commitment to teaching*. Paper presented at the 33rd Annual Conference of the Association for the Study of Higher Education, Jacksonville, FL.

16. How Effective Are They? Exploring the Impact of Contingent Faculty on Undergraduate Education

Paul Umbach

Year of Publication: 2007

Umbach studied the relationship between the use of non-tenure-track faculty, particularly part-time faculty, and effects on undergraduate education, focusing on three questions. First, to what degree do contingent faculty engage students? Second, what effect does the proportion of contingent faculty on a campus have on the frequency that faculty engage in good practices? And finally, does the effect of having a contingent appointment vary between institutions?

Umbach's findings indicated that non-tenure-track faculty, particularly part-time, do not have the same availability of time and access to resources to support their work as tenured and tenure-track faculty. Non-tenure-track faculty typically have less time to interact with students, fewer opportunities to learn and use active and collaborative learning techniques, and less time to prepare for class instruction. He identified poor compensation and working conditions, as well as the marginalization of part-time faculty, as impediments to maximizing the potential for these faculty to contribute to improved student learning outcomes. Umbach advocated for administrations to provide necessary support to allow non-tenure-track faculty to succeed in the classroom, particularly if institutions will continue to rely on them for undergraduate instruction.

Umbach, P. (2007). How effective are they? Exploring the impact of contingent faculty on undergraduate education. *The Review of Higher Education*, 30(2), 91-123.

17. Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement

Paul D. Umbach and Matthew R. Wawrzynsky

Year of Publication: 2005

Using two national data sets – the National Survey of Student Engagement (NSSE) and a second, similar study on the behaviors and attitudes of faculty – Umbach and Wawrzynsky explored the relationship between faculty practices and student engagement. The authors found that faculty do matter, specifically pointing to the effect of faculty behaviors and attitudes on student learning and engagement and the central role of faculty in student learning. Umbach and Wawrzynsky called for institutions to find ways to support faculty to enable their use of active and collaborative learning techniques for improved student engagement and success. They also noted that the most successful environments for faculty to contribute most effectively to these ends include job security and academic freedom.

Umbach, P. & Wawrzynsky, M. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education*, 46(2).

Other Selected Publications and Reports on Non-Tenure-Track Faculty Hiring and Working Conditions

Many publications – among them reports, books, empirical research and conceptual articles – have examined the rise of non-tenure-track faculty, their proportions in the academy, how they are hired, their working conditions, and their heterogeneity, challenging mischaracterizations of non-tenure-track faculty as a monolithic group with similar characteristics, qualifications, motivations, aspirations, and skills. We have included a selection of publications that are helpful in further understanding non-tenure-track issues below. This is not intended to be an exhaustive list, rather a collection of sources we find to be helpful for better understanding non-tenure-track faculty.

18. American Academic: The State of the Higher Education Workforce 1997-2007

American Federation of Teachers

Year of Publication: 2009

The American Federation of Teachers published this 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. The report includes detailed analysis of overall numbers and trends from the 1997 and 2007 National Center for Education Statistics Integrated Postsecondary Education Data System surveys, as well as analysis by sector and institution type. AFT also highlighted changes in hiring trends, representation of women and racial and ethnic groups among the faculty, and growth in administrative staff. Some similar information has been updated for recent years and made available online through the AFT Higher Education Data Center.

American Federation of Teachers. 2009. *The American academic: The state of higher education workforce 1997-2007*. Washington, D.C.: American Federation of Teachers.

19. Contingent Appointments and the Academic Profession

American Association of University Professors

Year of Publication: 2003

The American Association of University Professors Association's Committee on Contingent Faculty and the Profession and Committee A on Academic Freedom and Tenure authored a report on the status of non-tenure-track faculty in American higher education, which was adopted by the Association's Council in November 2003. The report highlights the nature and rise of non-tenure-track work. It also calls attention to some key causes and effects of increased reliance on contingent academic labor over time. The AAUP report reviews diminishing investments as well as effects for education, such as the costs of increased contingency, including quality of student learning, faculty equity, integrity of faculty work, and academic freedom. The report also included recommendations for the scope of faculty work, academic due process, shared governance, compensation, and suggestions for making the transition to more equitable practices for all faculty. *Contingent Appointments and the Academic Profession* was preceded by a 1993 AAUP report, *The Status of Non-Tenure-Track Faculty*.

American Association of University Professors (2003). *Contingent Appointments and the Academic Profession*. Washington, D.C.: American Association of University Professors.

20. Teaching Without Tenure: Policies and Practices for a New Era

Roger G. Baldwin and Jay L. Chronister

Year of Publication: 2001

Baldwin and Chronister utilized findings from a national study of full-time non-tenure-track faculty, including survey data, policy analysis, and information gathered from site visits with faculty and administrators a variety of institutions nationwide. The authors discussed the factors influencing decisions to hire non-tenure-track faculty and made recommendations for policies and practices to support the work and career development of these faculty. They provided a more focused analysis of the proportions and nature of full-time non-tenure-

track faculty, offering a systematic look at who these faculty are, their role on campuses, and the policies and other factors that shape the conditions of their employment. Baldwin and Chronister helped to further articulate the heterogeneity of this group, establishing typologies to understand different responsibilities of full-time non-tenure-track faculty: teachers, researchers, administrators, and other academic professionals.

Baldwin, R. G. & Chronister, J. L. (2001). *Teaching without tenure*. Baltimore, MD: Johns Hopkins University Press.

21. Off-Track Profs: Non-Tenured Teachers in Higher Education

John G. Cross and Edie N. Goldenberg

Year of Publication: 2009

Cross and Goldenberg examined the increased reliance on non-tenure-track faculty at 10 elite research universities. They reviewed issues such as a general lack of data and knowledge about non-tenure-track faculty, the role of hiring practices, effects of business models on the increased hiring of non-tenure-track faculty, and unionization efforts. Among their findings, Cross and Goldenberg demonstrated that campus leaders are frequently unaware of the role of adjuncts or how they have come to comprise a majority of all faculty (due to a combination of problems including decentralization, unclear policies, lack of uniformity in titles, and insufficient data systems, collection, and reporting from departments); tenured faculty on the campuses they studied were focused largely on graduate teaching; and reliance on non-tenure-track faculty is eroding tenure, or more importantly, the protections guaranteed by tenure. They concluded by addressing various challenges to proposed approaches to reform.

Cross, J. G. and Goldenberg, E. N. (2009). *Off-track profs: Non-tenured teachers in higher education*. Cambridge, MA: MIT Press.

22. The Invisible Faculty

Judith M. Gappa and David W. Leslie

Year of Publication: 1993

Gappa and Leslie captured the complexities of experience among part-time faculty at colleges and universities. Examined part-time faculty perceptions that they are not acknowledged by colleagues. Gappa and Leslie described a bifurcated system wherein these faculty are not compensated equitably for their heavy workloads, have no job security, and have low status among faculty. The authors were the first to characterize part-time faculty as a heterogeneous group with different motivations, aspirations, and reasons for pursuing part-time work. Their typologies of part-time faculty contribute to a better understanding of this growing segment of the faculty in postsecondary education. They identified four broad categories: career enders; specialists, experts, and professionals; aspiring academics; and freelancers.

Gappa, J. M. and Leslie, D. W. (1993). *The invisible faculty: Improving the status of part timers in higher education*. San Francisco: Jossey-Bass.

23. Making the Best of Both Worlds: Findings from a National Institution-level Survey of Non-Tenure Track Faculty

Carol Hollenshead, Jean Waltman, Louise August, Jeanne Miller, Gilia Smith, Allison Bell

Center for the Education of Women, University of Michigan

Year of Publication: 2007

Hollenshead and others utilized interviews with administrators from a diverse sample of more than 500 four-year institutions to study administrator attitudes about non-tenure-track faculty, the heterogeneity of these faculty, and makes specific proposals for professionalization and job security for non-tenure-track faculty. Overall, the report found administrators have high opinions of non-tenure-track faculty and that they are valued for a commitment to teaching, their contributions through enhancing classroom education with relevant professional experiences, and the flexibility afforded the university to schedule appropriate numbers of courses and in allowing tenured and tenure-track faculty greater to pursue research. The authors explore the heterogeneity of non-tenure-track faculty in terms of motivations, but also note the varied differences between full-time and part-time hiring processes, compensation and benefits, and opportunities for professional development. The authors recommended regularizing hiring practices with standard criteria, multi-year appointments, reasonable timeframes for notification of renewal, equitable salary and pay schedules. They also suggested providing office space and instructional support through resources, establishing a career ladder, offering professional development opportunities, involving non-tenure-track faculty in teaching evaluation procedures, encouraging collaboration with tenure-line faculty, and including them in department and institutional shared governance.

Hollenshead, C., and others. (2007). *Making the best of both worlds: Findings from a national institution-level survey on non-tenure-track faculty*. Ann Arbor, MI: Center for the Education of Women.

24. Reorganizing the Faculty Workforce for Flexibility: Part-Time Professional Labor

Gary Rhoades

Year of Publication: 1996

Rhoades conducted a content analysis study of 183 collectively bargained faculty contracts to examine how full- and part-time faculty differed in terms of the extent of managerial discretion and rights, perquisites, and duties as enumerated in the contracts. He discovered that part-time faculty contracts rarely delineated expectations in explicit terms. Rhoades found few constraints on managerial discretion in hiring and firing decisions, the extension of rights, and clarification of job responsibilities for part-time faculty complicating evaluation and negotiation. He also discussed limits on full-time faculty, finding that managers often had discretion to exclude full-time faculty decisions-making and to reassign these faculty to part-time positions.

Rhoades, G. (1996). Reorganizing the Faculty Workforce for Flexibility: Part-Time Professional Labor. *Journal of Higher Education*, 67(6), 626-658.

25. Summary of Data from Surveys by the Coalition on the Academic Workforce

Robert Townsend & Coalition on the Academic Workforce

Year of Publication: 2007

Coalition on the Academic Workforce, a coalition of 25 academic societies, with the opinion survey organization Roper Starch conducted a survey in 1999, which collected responses from faculty in the following disciplines: anthropology, cinema studies, English, film studies, folklore, foreign languages, linguistics, history, philology (classics), philosophy, political science, and freestanding composition programs. Survey responses by humanities and social science disciplines are summarized, providing evidence about the use and treatment of part-time and adjunct faculty. The report highlights the dwindling proportion of full-time tenure-track faculty members teaching in undergraduate classrooms and describes the second-class status of part-time and adjunct employees in the academy.

Townsend, R. (2007). *Summary of Data from Surveys by the Coalition on the Academic Workforce*. Coalition on the Academic Workforce.

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.

Research Team and Partner Organizations

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Co-Investigator

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.

About the 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. The Center's mission is to improve urban higher education, strengthen school-university relationships, and to focus on international higher education, emphasizing Latin America and the Pacific Rim. Working on fulfilling that mission are the Center's faculty, research assistants, and staff.

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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.