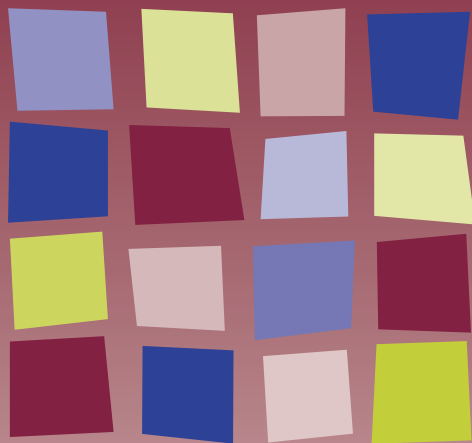# *Making the Best of Both Worlds*

Findings from a National Institution-Level Survey on Non-Tenure Track Faculty

The Center for the Education of Women University of Michigan
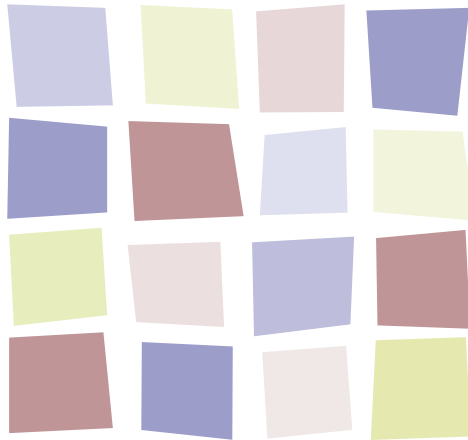
Making the Best of Both Worlds

Findings from a National Institution-Level Survey on Non-Tenure Track Faculty

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PART ONE
MAKING THE BEST OF BOTH WORLDS

INTRODUCTION

Administrators and faculty members are aware that a number of challenges are currently sweeping across the higher education landscape, including

- Pressure from current and future faculty for more career flexibility to accommodate their life needs.

- Federal and state demands to reduce spending and at the same time admit a more varied group of students, many of whom need greater financial and academic support.

- Ever more complex technologies that foster new course delivery and participation methods.

The role of non-tenure track faculty (NTTF) is another issue, entwined with those above, that administrators face. Whether they're called lecturers, instructors, adjuncts, part-timers, contingent faculty, or any other title, this group of professionals is a large part of modern higher education. The purpose of this publication is to explore the ranks of non-tenure track faculty from many institutional-level angles; to learn more about their numbers, qualifications, duties, working conditions, benefits and resources; and to understand more about the impact administrators perceive NTTF have on their campuses. Another important goal is to help administrators find ways to enhance both the career satisfaction of non-tenure track faculty and the contributions they make to their institutions.

The information in this report comes from a nationwide institutional survey of four-year colleges and universities, sponsored by the Alfred P. Sloan Foundation and conducted by researchers at the University of Michigan's Center for the Education of Women (CEW). The study used a stratified random sample of 545 public and private schools, drawn from the Carnegie 2000 list and representative of various institutional types and geographic regions (see inside back cover). In the survey we asked administrators, including human resource officers, provosts and deans, to provide information and offer their perceptions about the non-tenure track faculty on their campuses.

In Part One, we discuss findings, both from our own study and from other research, that

1. highlight the numbers, working conditions, and perceived contributions of NTTF; and

2. demonstrate how institutions can integrate NTTF as vital members of their professional teams.

In Part Two, we present an overview of the research findings in chart and table format, in order to facilitate use of the extensive data gathered from the CEW institutional survey.

Figures referred to in Part One are contained in Part Two.

NON-TENURE TRACK FACULTY THROUGH THE EYES OF ADMINISTRATORS

Discussions about non-tenure track faculty often focus on the challenges they present to higher education and the effects they have on students, departments, and the professoriate. In the eyes of some, "The increase in contingent faculty is another symptom of the sneak attack on academic values and stability of faculty as a whole."[1]

Some recent studies, for example, suggest that non-tenure track faculty are associated with decreases in such desirable student outcomes as integration, retention, and graduation.[2] Others posit that high-turnover NTTF positions contribute to a lack of continuity within departments.[3] In addition, tenure-track faculty may not trust NTTF to be involved in shared governance. The faculty may also believe that, due to the lack of job security and academic freedom, NTTF cannot honestly broach controversial issues.[4]

Ask administrators their perceptions about the non-tenure track faculty at their own institutions, however, and a much more positive picture emerges. When we asked administrators "What do you believe are the most significant contributions that non-tenure track faculty make to your institution?" over 80 percent of our survey respondents answered, giving strikingly positive opinions.

• Over a quarter of the administrators told us that their institutions benefit because non-tenure track instructors tend to be "superb teachers," "committed to nurturing students," "interested in pedagogy," and "creatively engaged as key advisors and mentors." In the words of one respondent, "Our NTTF are young and enthusiastic…. They bring freshness, new and different opinions." These positive impressions are supported by other researchers' findings that, although some may be concerned

about the quality of NTTF teaching,[5] many department chairs actually think that these faculty provide more high-quality instruction than do tenured and tenure-track faculty.[6]

- A third of the administrators said they hire and value non-tenure track faculty for the "specialized expertise and professional perspectives" they bring to the classroom. "Most of our non-tenure track faculty work in the fields related to what they teach," said one administrator. "It brings a more realistic atmosphere to the classroom." They bring, said another, "the latest ideas from business, public service and private practices." Another administrator gave the example of being able to hire a NTTF "specialist in child abuse for our Social Work program or a marketing director for a course in our College of Business."

- Over a quarter of the survey respondents said that their non-tenure track faculty are valuable for the flexibility they provide in scheduling appropriate numbers of course sections. In addition to staffing high demand core courses, NTTF enable departments to "offer more and smaller class sections in high-demand areas," and "fill the need for extra course offerings on short notice." As one administrator explained, "NTTF provide us the flexibility to respond to enrollment increases/decreases, changes in student demand for classes, and budgetary surprises from our legislature."

- Another common response from the administrators we queried is that non-tenure track faculty are especially valuable because they free the tenure-track faculty for other pursuits. They fill in for faculty on sabbaticals and leaves and, in the words of one respondent, "allow us to give our tenure-track faculty appropriate time off to pursue their research."

In other words, in the eyes of many administrators, non-tenure track faculty are very good, dedicated teachers who add value to curricula through their specialized knowledge and skills and whose presence adds security and flexibility to departmental plans. Given the contributions NTTF make to so many aspects of an academic department's smooth and professional functioning, it makes sense to acknowledge and strengthen the partnership between NTTF and traditional tenured and tenure-track faculty.

"Our best new faculty are non-tenure track faculty. They are dynamic and committed, interested in professional development and institutional success."

— Administrator at small liberal arts collage

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THE PREVALENCE OF NON-TENURE TRACK FACULTY IN TODAY'S COLLEGES AND UNIVERSITIES

At least in part because of the valuable roles that non-tenure track faculty play, institutions have been employing NTTF at growing rates. Nearly half of our survey respondents told us they have increased the number of NTTF at their institutions in the past five years, while only 13 percent said that the number of NTTF at their institutions has decreased (Figure 13).

As part of our project, we also learned that in all regions of the country, in both public and private four-year institutions, non-tenure track faculty make up nearly half of the faculty population. The percentage of non-tenure track faculty at a college or university is more variable across Carnegie classifications: the highest percentage of NTTF is at Doctoral-Intensive institutions; the lowest, at Liberal Arts colleges (Figure 8).

The percentage of non-tenure track faculty also varies somewhat by the location of an institution. For example, institutions in midsized or large *cities* employ a higher percentage of NTTF than do those in small or large *towns*. Large cities likely have bigger pools of academics and experienced professionals in specialized fields, thus allowing colleges and universities to call upon them for all the reasons we discussed earlier (Figure 8).

Recent analyses of national datasets also document the prevalence of non-tenure track faculty. Between 1987 and 2003, the number of non-tenure track faculty members (both full- and part-time) has grown annually and shows evidence of continuing to do so. In all types of four-year colleges and universities, between 18 and 33 percent of full-time faculty are in the NTTF ranks, and between 86 and 92 percent of part-time faculty in those institutions are in non-tenure track positions.[7] By 2003, full- and part-time non-tenure track appointments accounted for three out of five (65%) faculty positions in all types of institutions[8] and for three out of four new hires.[9] During the same time, one out of every seven full-time tenure-track positions disappeared[10] likely contributing to the increased use of NTTF.

An interesting finding from our survey is worth noting here. When we asked about the future, only 17 percent of our respondents predicted that the numbers of non-tenure track faculty on their campuses would increase in the next one to two years. Eighty-three percent predicted that the numbers would remain the same or decrease (Figure 13).

In other words, though the growth rate may be leveling off, it is nonetheless true that across all types of four-year institutions non-tenure track faculty have become a sizable proportion of teaching faculty.

THE HETEROGENEITY OF NON-TENURE TRACK FACULTY

Given all the contributions they make, non-tenure track faculty are likely to remain essential instructional partners with their tenure-track colleagues. The important question then becomes "How do colleges and universities create environments that incorporate the talents of NTTF, thereby enhancing the benefits to their students, to their institutions, and to both tenure-track and non-tenure track faculty?"

The challenge is complex, given the fact that non-tenure track faculty are a much more heterogeneous group than their tenure-track colleagues. In order to understand how to make the non-tenure track an attractive option, we need to be aware of the various kinds of people who take on such appointments and for what reasons.

Some beliefs about non-tenure track faculty assume a simplicity that belies the true situation. Institutions of higher education differ in mission, size and procedures; and enormous variation exists among disciplines. NTTF are also a varied group of professionals. According to reports, they work under a myriad of titles, contingencies and conditions. They are part time or full time; they work without contracts, with indefinite contracts, or with limited contracts. Their salaries come from different funding sources. They may maintain consistent workloads, or their terms of employment may vary from term to term, based upon university demand. They may wish to remain in their current employment status, or they may be seeking permanent, tenure-track appointments. They are given very different degrees of financial and resource support. One of the few constants about this group of university employees is that they do not have the same opportunities, privileges and security that tenure provides.[11]

It is important to keep these many variations in mind because they influence both 1) the degree to which non-tenure track faculty are integrated into their institutions, and 2) the amount and kinds of support that NTTF receive and desire from their employers.

The Differences Between Full-time and Part-time Non-tenure Track Faculty

Perhaps the most important distinction is between full- and part-time non-tenure track employees. Discussions about NTTF can become complicated when the terms "non-tenure track" and "part-time" are used interchangeably to refer to that group of faculty employees who hold positions not leading to tenure or "permanence of position." Or when "full-time" is used as a synonym for "tenure-track." Of course, not everyone does so, but the research and anecdotal literature often does not clearly distinguish between these terms. The 2004 NSOPF data point out the error of not distinguishing between the two types of positions, given that 18-33 percent of NTTF are full-time and 86-92 percent of NTTF are part-time faculty.[12] Even more, the findings from our 2006 survey show that, among our responding institutions, the average percentage of NTTF employed on a full-time basis is 43 percent (Figure 11).

Our research also indicates that, while both groups tend to be hired to teach the same types of undergraduate core courses (Figure 37), part-time and full-time non-tenure track faculty positions are different in a number of ways. For one, full-time NTTF resemble tenured and tenure-track faculty more than do part-time NTTF,[13] as others have also noted. The most obvious difference between full- and part-time NTTF, of course, is the percentage of their appointments. Our survey asked respondents to identify the criteria (number of courses taught, number of credit hours taught, or percentage of full time equivalent/FTE) their institutions use to determine part-time vs. full-time status for non-tenure track faculty. More than two thirds of respondents indicated that they used multiple measures. Of those using percentage of FTE, nearly three quarters grant full-time status only to faculty employed at 100% FTE (Figure 10).

Full- and part-time non-tenure track faculty are also treated differently by their institutions in many other respects, beginning with hiring standards and processes and carrying though to terms of employment, compensation, benefits and many other aspects of their professional lives and duties. For example, though our survey respondents told us that prior teaching experience, professional credentials and practical experiences are criteria for both full- and part-time NTTF job candidates, one in four administrators also requires terminal degrees for their full-time NTTF, while only one in ten requires terminal degrees for part-time NTTF candidates (Figure 14).

Other hiring standards also appear to be more rigorous for full-time NTTF. When filling full-time non-tenure track faculty positions, more than half of administrators said that their institutions conduct formal searches similar in scope to those for tenure-track candidates,

and nearly three quarters conduct formal searches that are more local in scope. (These questions were asked independently, so implied portions do not add to one hundred percent.) By contrast, when hiring part-time NTTF, more than half of the responding institutions said they do not conduct any type of search. Instead, they turn primarily to persons already known to them. In addition, administrators are much more likely to request and contact references for full-time than for part-time NTTF (Figures 16, 17 and 18).

It's interesting that, although institutions appear to put considerably more effort into finding and hiring highly qualified full-time non-tenure track faculty, the average duration of employment is not markedly different for full-time (7 years) and part-time (5.5 years) NTTF (Figure 25). This finding is explained in part by the fact that a quarter of our survey respondents' institutions impose limits on the length of time that full-time NTTF can remain in those positions—perhaps because allowing full-time NTTF to remain on departmental teaching staffs for too long implies unintended, de facto tenure. By contrast, only 6 percent of institutions impose such limits on part-time NTTF. The question of why part-time NTTF stay for an even shorter time than their full-time counterparts is likely explained in part by the various reasons people choose to become NTTF in the first place, a finding we discuss later in this report.

Another measure of job conditions for non-tenure track faculty is short-term job security. Eighty-nine percent of our respondents said they notify full-time NTTF at least several months ahead of time about contract renewal decisions. That renewal time line is much shorter for part-time NTTF: Two out of five receive only a month's notice (and often much less) that they will have no teaching assignment for the coming semester (Figure 23).

Compensation rates also differ for full- and part-time non-tenure track faculty. Whether established on a "per credit hour" or "per course" basis, the minimum pay level for both groups is relatively similar. At the maximum end of the pay scale, however, full-time NTTF earn considerably more than do part-time NTTF (Figure 29). A majority of institutions report that they adjust pay rates for a number of factors: years of experience, level of credentials or other qualifications, length of service to the institution, and quality of performance. In each case, a higher percentage of full-time NTTF are rewarded based upon each of these criteria. Notably, 71 percent of institutions give raises to full-time NTTF for good performance, while only half of part-time NTTF receive raises for good performance (Figure 28).

THE INFLUENCE OF UNIONS

Approximately a quarter of the institutions in the CEW study report that their faculties are represented by a union or other association for purposes of collective bargaining. With only a few exceptions, in unionized schools not only are both tenure-track and non-tenure track faculty unionized, but they are also represented by the same bargaining units. In most cases the union had been in existence more than three years.

Unionized schools employ a larger portion of their faculty in non-tenure eligible positions, and also tend to hire more of those NTTF on a part-time basis compared to non-unionized schools.

The presence of a union makes a difference: Unionized NTTF are paid more, are offered a wider array of benefits including health insurance, retirement benefits and sick leave, and have generally better working conditions than their non-union counterparts.

If the presence of a union results in a better life for NTTF, will NTTF continue the move to unionize? The answer is far from clear. The majority of our survey respondents (97%) report no unionizing activities on their campuses at the present (2006) yet the literature suggests that unionization is a rising tide across campuses, for both tenure-track and non-tenure track faculty.[14]

For most U.S. workers, access to employer-sponsored health insurance is a highly sought benefit, and such coverage is almost universal for tenure-track faculty. It is also nearly universal for full-time non-tenure track faculty and their families. In contrast, only 51 percent of institutions in our survey provide health insurance for part-time NTTF. Certain other benefits, such as life insurance, retirement plans, and sick leave, are offered to a large majority of full-time NTTF, though fewer institutions offer various dependent care leaves. Only a few institutions offer benefits other than health insurance to part-time NTTF (Figures 31 and 33).

In other aspects of their professional lives, full-time non-tenure track faculty receive more support than do their part-time colleagues. They are more likely to be expected/allowed by their institutions to be involved in their own research, to advise students, to serve on committees, and to take part in departmental and institutional level governance. At the same time, these full-time NTTF are more likely than the part-time NTTF to receive support in the form of private office space, equipment, money for conferences and research expenses, and so forth (Figures 39-43).

All of these factors suggest that, instead of seeing the academic community as made up of two groups—the tenure- and the non-tenure tracks—we might more accurately recognize three groups of professionals: *tenure-track faculty, full-time non-tenure track faculty, and part-time non-tenure track faculty*. The American Association of University Professors recommends that institutions reduce their numbers of part-time NTTF and increase their numbers of and standards for full-time NTTF.[15] However, administrators have told us that they especially value the scheduling flexibility and the "specialized expertise and professional perspectives" that part-time NTTF uniquely offer. Thus, we suggest that, in order to maximize the assets of non-tenure track faculty, institutions might be better served by retaining both full- and part-time NTTF and working to improve the quality of both types of positions.

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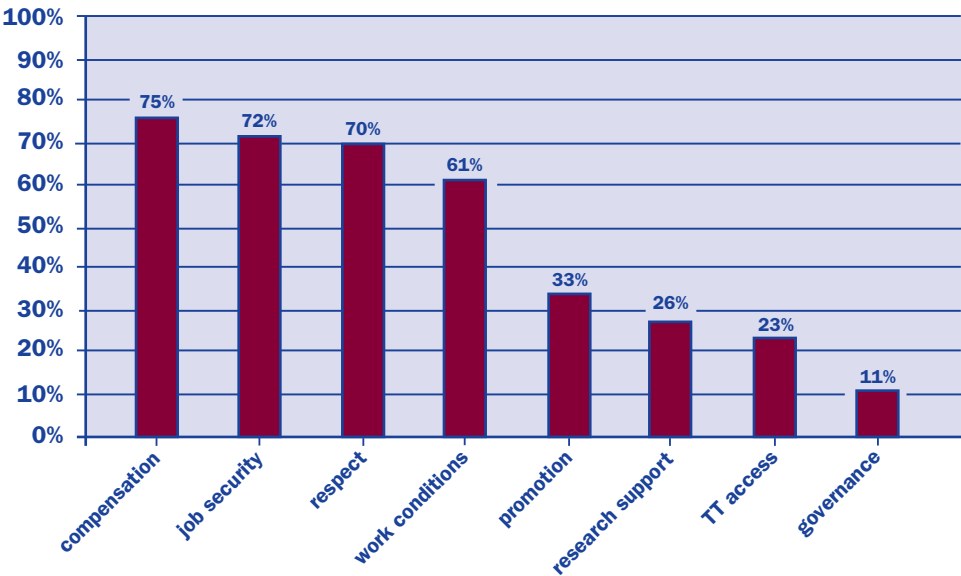
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MAKING NON-TENURE TRACK FACULTY PART OF THE ACADEMIC TEAM

From all accounts, people accept non-tenure track positions for a number of reasons. Gappa and Leslie have identified four general categories of NTTF: Career enders, specialists and experts, aspiring academics, and freelancers.[16] Within these groups may be dual career or spousal hires; graduate students hoping to jumpstart their careers; new PhDs who aspire to tenure-track appointments but have been unable to find them; professionals who seek part-time work, either to maintain better work-life balance or to enhance their regular, full-time careers; academics who simply prefer the role of NTTF; and, to a lesser extent, late career faculty easing into retirement.[17] The administrators who responded to our survey believe their NTTF fit into all of these categories (Figures 51 and 52).

So, given that non-tenure track faculty are a varied group of professionals who take on either full-time or part-time non-tenure track appointments for different reasons, what can colleges and universities do to increase the desirability of the positions and thus to increase the quality and stability of their non-tenure track faculty? The obvious way to figure out what full- and part-time non-tenure track faculty want is to listen to what they tell us. In a wide range of anecdotal narratives, NTTF have recounted their frustrations with different aspects of their jobs and described ways to make them more fulfilling. For example, *The Chronicle of Higher Education* periodically publishes a column for and about the experiences of non-tenure track faculty. Surprisingly, however, the research literature contains relatively few empirical studies about what the NTTF themselves say they want. Our own survey was directed not at non-tenure track faculty but at administrators. While this approach is useful, we and other researchers should also be focusing directly on the faculty members.
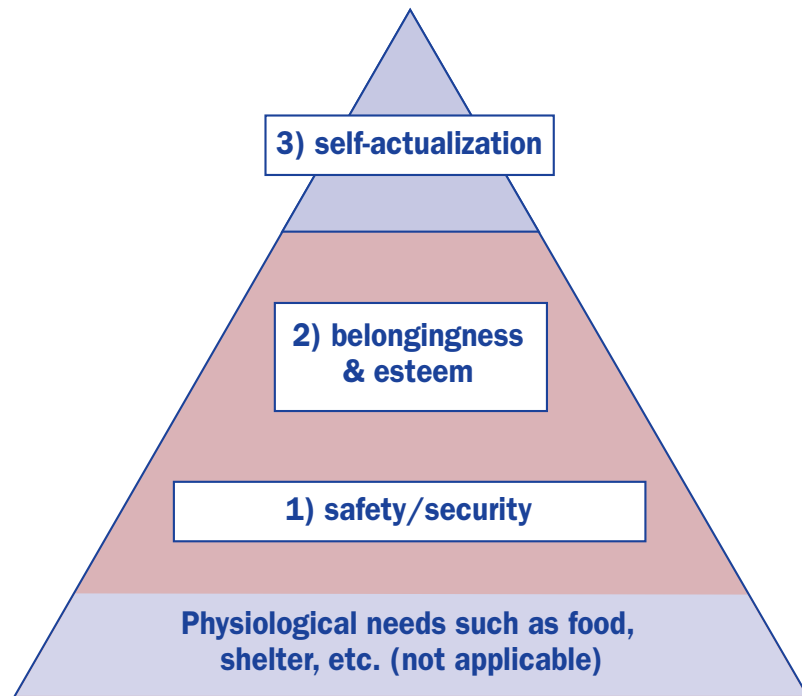
Our institutional-level survey did ask administrators to identify the job issues they perceive to be most important to their non-tenure track faculty. As the following chart illustrates, they most frequently named these four: compensation, job security, respect, and working conditions.

Issues of Importance to NTTF, as Reported by Respondents

[Bar chart showing percentages for issues of importance to NTTF]

- compensation: 75%
- job security: 72%
- respect: 70%
- work conditions: 61%
- promotion: 33%
- research support: 26%
- TT access: 23%
- governance: 11%

A Hierarchy of Non-Tenure Track Faculty Needs

Not surprisingly, the kinds of things that non-tenure track faculty have said they require in their positions—and the things their institutional administrators have identified— fit into a framework similar to Maslow's theory of human motivation. Briefly, psychologist Abraham Maslow created a pyramid to illustrate his belief that people require certain conditions in their lives, and that each lower level of need must be realized before a person is motivated to seek fulfillment of a higher level need.[18] As a way to illustrate the kinds of needs that NTTF have from their positions, we can place those needs into a version of Maslow's pyramid.

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3) self-actualization

2) belongingness
& esteem

1) safety/security

Physiological needs such as food,
shelter, etc. (not applicable)

1. **Safety/security needs.** In Maslow's words, safety needs include "such phenomena as, for instance, the common preference for a job with tenure or protection…a savings account, and…insurance of various kinds (medical, dental, unemployment, disability, old age)."[19] Based upon CEW and other research data and upon anecdotal evidence about non-tenure track faculty, we can place into this category the needs for *adequate monetary remuneration for their work and access to health and other benefits*.

   In describing safety needs, Maslow also discusses the kind of security that comes from having a dependable, undisrupted, and predictable routine, a schedule that "can be counted upon."[20] As applied to the research data and anecdotal evidence about NTTF, we can place into this category such aspects of job security as *long term contracts, where suitable; transparent and equitable contract terms; and reasonable lengths of time for informing NTTF of their continued employment and the courses they'll be teaching.*

2. **Belongingness and Esteem.** For Maslow, belongingness and esteem are two of the basic need levels, encompassed here in the need for self-respect and for the respect and esteem of others, recognition and appreciation. Based upon topics addressed in our own and other research and upon anecdotal evidence, non-tenure track faculty members' perceived desire for respect and positive working conditions may include *raises to reward length and quality of performance; opportunities for professional development, in the form of time and resources for research and conferences; sabbaticals for long-term NTTF employees; opportunity to develop and teach new courses and to collaborate with colleagues in the process; recognition for time spent advising students or serving on committees; adequate, perhaps private, office space; opportunity to participate in departmental and/or institutional level governance; transparent recognition of their valuable contributions to their departments; and the possibility to move to the tenure track.*

3. **Self-Actualization.** According to Maslow, when the basic needs described above are met, people may be ready to work toward "doing what they are fitted for." From these "satisfied" people, says Maslow, "we may expect the fullest (and healthiest) creativeness."[21] Of course, Maslow also believed that attaining true self-actualization is an exception rather than the rule for humans, so we do not mean to suggest that getting there will be easy or automatic for non-tenure track faculty, regardless of how well their institutions support their development. However, by better defining, validating, and rewarding the roles of both full-time and part-time NTTF, and by making them meaningful partners in academia, administrators are likely to optimize NTTF satisfaction and thus the quality of their contributions to the institutional mission.

We can assume that full-time tenure-track faculty are likely to fulfill their work-related needs from their academic institutions and disciplinary connections. Given the more varied life situations of non-tenure track faculty, however, their college or university employers may not be the source of all their basic needs. For example, part-time NTTF who have substantial professional careers outside the academy and teach at nearby colleges primarily to enhance their personal development may not require that the institutions fulfill their basic needs for financial security or safety. They are, however, more likely to find fulfillment in NTTF positions that offer them respect in terms of positive working conditions and meaningful connections with colleagues.

On the other hand, full-time non-tenure track faculty, for whatever reason they take on the position, are more likely to rely upon their university employers for the safety of adequate salaries, benefits, and the security of predictable, reliable work schedules —in addition to a sense of respect and belongingness.

In other words, everyone has basic safety needs, but clearly not all non-tenure track faculty rely upon their institutions to provide them—especially those who have other professional careers outside of teaching, as 63 percent of our respondents said some or most of their NTTF do (Figure 51). What this may mean is that NTTF enter into the needs hierarchy at different levels. Wherever they enter, however, they all will find their careers as NTTF to be more rewarding if they experience a sense of partnership, belongingness and respect from their colleagues and administrators.

WHY SHOULD INSTITUTIONS CARE IF THEIR NTTF FEEL RESPECTED AND COMMITTED TO THEM?

For one thing, institutions, very likely even in their mission statements, profess a commitment to high quality learning that prepares students to contribute to their communities and society. In addition, institutions, especially with today's financial challenges, are often required to move beyond the traditions of the past to create more innovative, flexible, cost efficient ways of maintaining a vibrant, qualified professional faculty.

In many cases, as our data have demonstrated, institutions can achieve those two goals by hiring both tenure-track and non-tenure track faculty and creating conditions wherein both groups can thrive and can work together as partners to achieve the desired student and research objectives. Given administrators' generally high opinions of NTTF, which we discussed earlier—including their talents as teachers, the high quality "specialized expertise and professional perspectives" they bring to the classroom, the increased work-life flexibility and research time they allow their tenure-track colleagues, and the potential for financial savings—institutions have strong incentives to create academic environments wherein non-tenure track faculty can be loyal partners.

The fears of some tenure-track faculty—about unfavorable effects of non-tenure track faculty on student outcomes or the lack of continuity within departments—are likely not inherent to the presence of NTTF themselves. Instead, problems are apt to occur when departments do not establish effective and thorough hiring processes, and when they do not create environments, policies, and practices that allow NTTF to contribute as fully as they are able and willing to do.

The fears of some tenure-track faculty—about unfavorable effects of non-tenure track faculty on student outcomes or the lack of continuity within departments—are likely not inherent to the presence of NTTF themselves. Instead, problems are apt to occur when departments do not establish effective and thorough hiring processes, and when they do not create environments, policies, and practices that allow NTTF to contribute as fully as they are able and willing to do. When, in other words, they are not afforded the kinds of security, inclusiveness, and sense of belongingness we discussed above. As one adjunct professor explained, "Contingency is a threat to quality, not contingent faculty. It's not who we are but how we are treated that undermines the quality of higher education."[22]

RECOMMENDATIONS

This report alludes to many policies and practices to create an environment that improves the role of non-tenure track faculty and thus enhances educational outcomes. We include here a series of specific recommendations.

We recognize that financial resources may be scarce, especially when institutions of higher education face times of economic retrenchment. Though cost may prohibit the full implementation of some of the following suggestions, the fact is that many of the recommendations are nearly cost-free and some are likely to be relatively low cost. While some desirable improvements may be prohibitively costly, others may actually result in savings if they reduce attrition and costly replacement processes.

Of course, institutions vary by size, location, mission, and governing system. Thus, not every suggestion will be appropriate or possible for each institution. We provide these ideas as starting points for conversations about how colleges and universities can improve the full-time and part-time non-tenure track faculty ranks.

Hiring and Continuing Employment

- Regularize hiring procedures

- Maintain high standard criteria for hiring both full- and part-time NTTF

- Offer orientation sessions, both for new NTTF as a group and jointly with new tenure-track faculty

- Make transparent and public all policies and other information about and for NTTF, for example on a special website or in a written handbook

- Keep records about NTTF, to assure institutional level data about their numbers, demographics, and other aspects of their employment

- Offer multi-year appointments, especially for full-time NTTF

- Create an adequate time frame for notifying NTTF of contract renewal or nonrenewal

- Ensure reasonable employment protection processes, to guard against unfair or unsubstantiated complaints about a non-tenure track faculty member's job performance

Salary, Benefits, and Working Conditions

- Establish equitable salary and raise schedules

- Review benefits packages in view of the different types of NTTF and their reliance on the institution for benefits

- Provide appropriate office space, equipment, and other forms of support

- Offer NTTF input for their course selection and scheduling

Career Development and Advancement

- Establish and clearly explain opportunities for advancement and flexibility, both within the NTTF ranks and between non-tenure and tenure-track appointments

- Offer career development opportunities: workshops, mentoring relationships, conference attendance, and an increasing breadth of teaching assignments and other administrative responsibilities; consider sabbaticals for long-term NTTF

- Involve NTTF in teaching evaluation procedures

Integration into Departmental and Institutional Life

- Encourage collaborations among NTTF and between NTTF and their tenure-track colleagues—to develop curricula, for example, or to plan and teach courses

- Include NTTF in departmental and institutional-level governance

- Provide social networking opportunities for NTTF

- Create an environment where everyone—tenure-track and non-tenure track faculty, administrators, and staff—feels engaged and connected to each other and to the work of the department

CONCLUSION

Both full- and part-time non-tenure track faculty members are a fixture of higher education. They are valued by administrators for the many advantages they offer, including their strong teaching abilities, specialized expertise and scheduling flexibility. In other words, this group of professionals helps today's colleges and universities to meet many of the challenges they face. It makes sense, then, to improve the conditions under which non-tenure track faculty work, both to improve their own career satisfaction and, by doing so, to maximize the contributions they make.

The decisions about how best to achieve that goal are complicated by a number of factors, including the heterogeneity of both full- and part-time NTTF; the particular mission, size, and practices of any given institution; financial constraints; the presence of unions; and other aspects of an institution's culture and environment.

As the research from our study indicates, however, colleges and universities that wish to integrate their NTTF and make them partners with their tenure-track colleagues can do so, in many cases, with relative ease and without heavy financial burdens. Of course, as our Maslow-inspired template suggests, both full- and part-time NTTF deserve the basic security represented by equitable salaries and health benefits. In addition, offering NTTF opportunities to perform at their best, to grow in their profession, and to participate in the life of their academic departments will provide them the self-esteem and sense of belongingness that will surely enhance their productivity and success.

PART TWO
FINDINGS FROM A NATIONAL INSTITUTION-LEVEL SURVEY ON NON-TENURE TRACK FACULTY

INTRODUCTION

In Part Two we provide detailed information from our nationwide institutional survey of four-year colleges and universities. The study sampled all institutional types, all geographic regions, and both private and public schools. The responses are about non-tenure track faculty, but they are not the responses of faculty members themselves. Survey respondents were administrators, usually human resource officers, provosts, or deans.

We present the data in graph and table format in order to provide quick and easy access to the findings. The figures are grouped by topic area and are indexed on page 20. Part One is a discussion of the implications of our findings.

Additional analyses of preliminary findings from this survey are available in PDF format at www.cew.umich.edu/Research. The complete report, *Non-Tenure Track Faculty: The Landscape at U.S. Institutions of Higher Education* includes all data analyzed to date.

METHODOLOGY

The study used a stratified random sample of 545 public and private four-year schools, drawn from the Carnegie 2000 list that was representative of institutional type as defined by the Carnegie classification system (see inside back cover) and geographic region. The survey was fielded in academic year 2005-06 via email to an administrator—most often in a provost's office, office of human resources, or division of institutional research—who had been recommended as the official on each campus most likely to have the information we were seeking. Because this was a long, complex survey, we were pleased with an overall response rate of 36% that compared well with our sample.

INDEX TO FIGURES

Making the Best of Both Worlds

DEFINITIONS

To help build a commonality of terms among respondents, we provided the following definitions to survey participants:

- **Instructional Faculty/Staff** are employees with primarily instructional responsibilities, which may include teaching one or more classes, or advising or supervising students' academic activities (e.g., serving on thesis committees, supervising independent studies or one-on-one instruction).

- **Non-Tenure Track Faculty/Staff** are employees who, regardless of their titles, hold positions that do not lead to consideration for tenure ("tenure" referring to "permanence of position.")

  We know that institutions use a variety of often overlapping titles to describe these non-tenure track employees, and those terms often refer to different groups of people within and between institutions.

- **Full-Time Faculty** are those employees who are classified by their institutions as "full-time," regardless of the amount of instructional responsibilities.

- **Part-Time Faculty** are those employees who are classified by their institutions as "part-time," regardless of the amount of instructional responsibilities.

The definition of non-tenure track instructional faculty does NOT include the following categories of employees:

- Graduate or undergraduate teaching or research assistants

- Post-doctoral students

- Visiting scholars

- Research faculty, i.e., those whose primary responsibilities are not instructional in nature

- Clinical faculty, i.e., academic professionals with primarily practice-related responsibilities.

To enhance readability we use the following abbreviations throughout:

Non-tenure track faculty—**NTTF**

Tenured and tenure-track faculty—**TTF**

Full-time—**FT**

Part-time—**PT**

DEMOGRAPHICS

Figure 1
Comparison of Respondents to Sample

Legend: ◆ Sample ■ Respondents

Institution Type

Categories (x-axis): doc-ext, doc-int, master I, master II, bacc-lib art, bacc-gen'l
(y-axis: 0% to 30%)

Locale

Categories (x-axis): rural + sm town, large town, midsize city + fringe, large city + fringe
(y-axis: 0% to 50%)

Geographic Region

Categories (x-axis): northeast, midwest, south, west
(y-axis: 0% to 35%)

Public/Private

Categories (x-axis): public, pvt, non-profit, pvt, for profit
(y-axis: 0% to 60%)

The demographics of our respondent group very closely reflect the sample on several measures. We therefore believe that our data is sufficiently representative to allow for generalization to the population of American institutions of higher education.

In order to provide data useful to the study an institution had to have both a tenure system and NTT Instructional Faculty. Institutions that responded to the survey but did not meet these criteria were removed from the sample, resulting in a group of 144 institutions to be used for further analysis. Due to the small number of Master II-type institutions, for further analysis these are combined with Master I-type institutions.

To limit the length of an already long survey instrument, we used IPEDS (the Integrated Postsecondary Education Data System, National Center for Educational Statistics, U.S. Department of Education, Washington DC (http://nces.ed.gov/ipeds/) for certain demographic data about the institutions in our sample, rather than including direct questions in the survey.

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We have two ways to gauge the size of the institutions in our sample—student enrollment and number of faculty. The range of both enrollments and faculty headcount varies enormously. This is some indication of the variety of institutions included in this study.

Figure 2

Institutions in the Study by Measures of Size

	Student Enrollment	Headcount All faculty
Min	507	34
Max	46,973	9,833
Mean	11,662	936

Figure 3

Institutions in the Study by Geographic Region

Northeast	24%
Midwest	31%
South	28%
West	17%
	100%

Figure 4

Institutions in the Study by Location

The majority (78%) of institutions in our study are located in cities, with nearly half in midsized cities. Approximately one in five are in less populous areas, designated as rural or small town.

Rural + small town	18%
Large town	4%
Midsize city + fringe	49%
Large city + fringe	29%
	100%

Figure 5

Institutions in the Study by Public/Private Status

There are no private, for-profit institutions represented in this research.

Public	61%
Private non-profit	39%
Private, for profit	0%
	100%

Making the Best of Both Worlds

Figure 6

Institutions in the Study by Religious Affiliation

Affiliation	21%
No affiliation	79%
	100%

Figure 7

Presence of Faculty Unions by Institutional Type
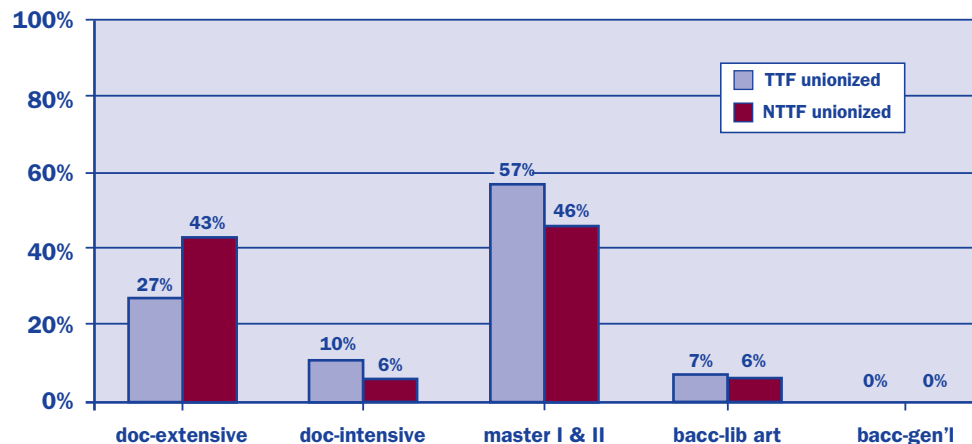
Overall, approximately a quarter of the institutions surveyed report that their faculties are represented by a union or other association for purposes of collective bargaining: 24% have unionized NTTF and 22% have unionized TTF. With only a few exceptions, in schools with unionized faculty, not only are both TT and NTT unionized, they are also represented by the same bargaining unit.

In most cases (91%) the union had been in existence more than three years. For those schools without a faculty union, we asked whether there was "a current, active move to unionize part-time NTTF on your campus?" Nearly all (97%) of the respondents said there was no unionizing activity.

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UTILIZATION OF NTTF

Chart 1 (by institutional type)

Category	Percentage
doc-ext	47%
doc-int	56%
master I & II	50%
bacc-lib art	32%
bacc-gen'l	46%

Chart 2 (by degree of urbanization)

Category	Percentage
rural + small town	37%
large town	32%
midsize city + fringe	47%
large city + fringe	54%

Chart 3 (by geographic region)

Category	Percentage
northeast	52%
midwest	47%
south	45%
west	48%

Chart 4 (by public/private status)

Category	Percentage
public	47%
private	52%

One of the early filter questions asked whether the institution employed NTTF in full-time positions only, part-time positions only, or both. Nearly all (93%) employ both full- and part-time NTTF.

Using a number of measures we see that use of NTTF as a percentage of all faculty are fairly evenly spread across geographic region and public/private status, and somewhat less so across institutional type and degree of urbanization.

Figure 9
Determining PT vs FT Status

Figure 9
Determining PT vs FT Status
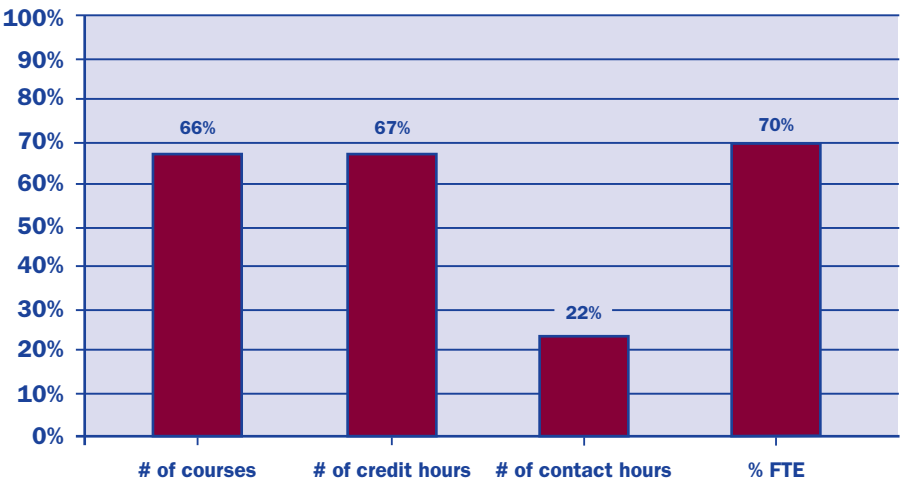
We asked respondents to identify the criteria by which their institutions determined non-tenure track faculty status as to part-time vs. full-time: number of courses taught, number of credit hours taught, or percentage of full time equivalent (FTE). Most institutions indicated that they used more than one method.

Figure 10
Percentage FTE that Qualifies for FT Status
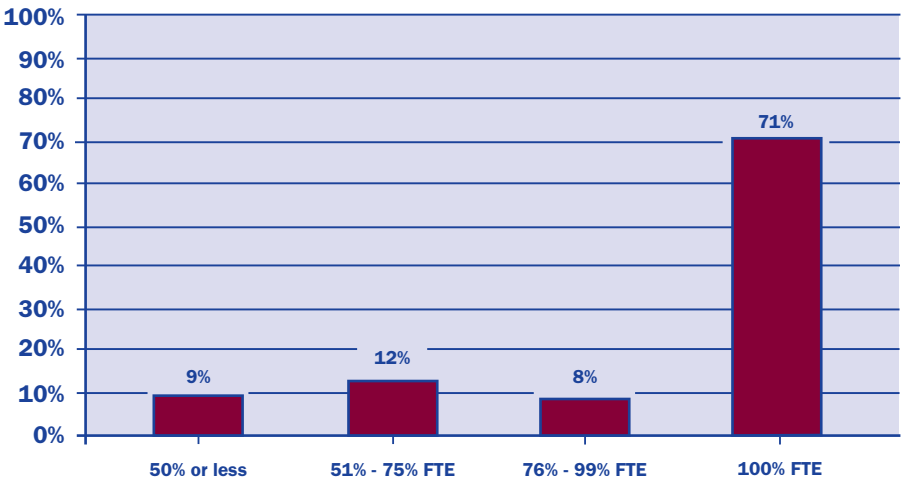
Of those using percentage of FTE, nearly three quarters grant full-time status only to faculty employed at 100% FTE.

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Figure 11
PT vs FT Composition of the Non-tenure Track Faculty

The findings from our survey clearly point out the error in equating NTTF with part-time status—respondents employ a fairly high percentage (43%) of non-tenure track instructional faculty on a full-time basis.

43%

57%

● PT-NTTF
● FT-NTTF

Figure 12
PT vs FT Composition of the Non-tenure Track Faculty by Union Status
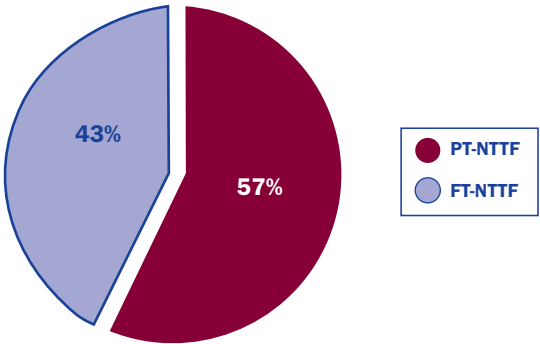
The difference between union and non-union schools is quite pronounced. Institutions without unionized faculty employ a higher percentage of NTTF in full-time positions (53%), while the reverse is true for institutions with faculty unions where part-timers comprise 72% of the NTTF.

NON-UNION

UNION

47%

53%

28%

72%

● PT-NTTF
● FT-NTTF
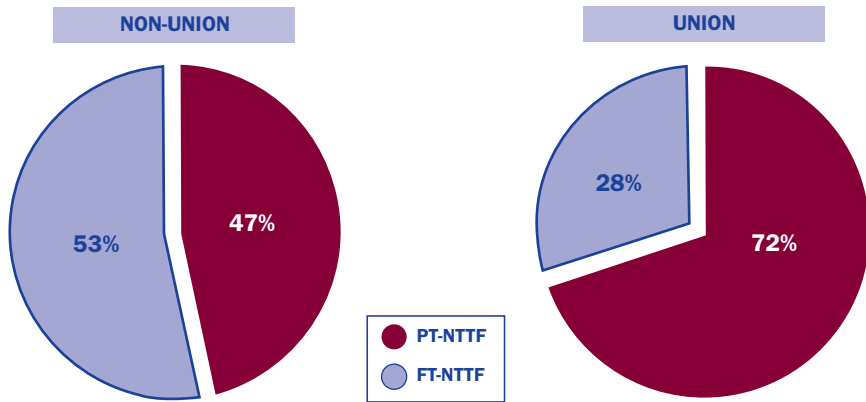
Figure 13
Change in Use of NTTF Past and Future—All Schools

PAST 5 YEARS

- 40% Same
- 47% Increase
- 13% Decrease

Legend:
- Same
- Increase
- Decrease

NEXT 1 - 2 YEARS

- 68% Same
- 17% Increase
- 15% Decrease
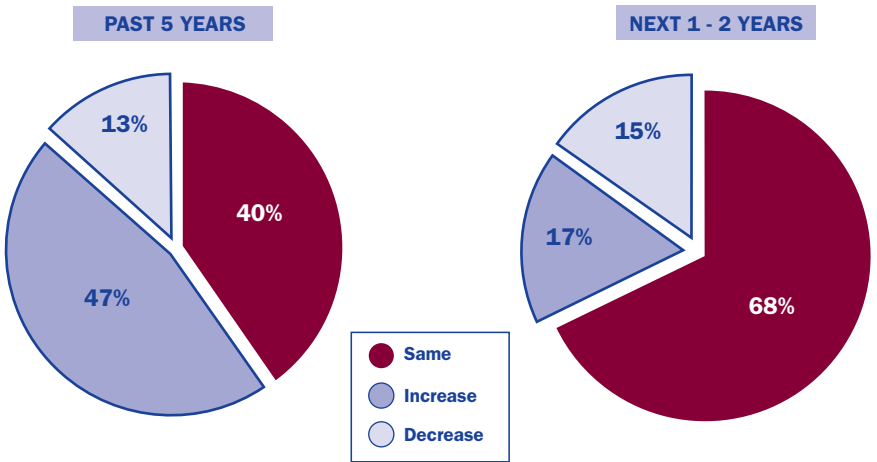
Over the past five years, nearly half (47%) of respondents reported increased usage, only one in eight (13%) reported a decrease. Their expectations for the future were very different from their past experience. The proportion of institutions reporting increases has dropped by two-thirds— from nearly half (47%) to less than a quarter (17%) who antici-pate continued increases. So despite implications from the literature that increased usage will continue, it would seem that anticipated usage is going to flatten.

HIRING NON-TENURE TRACK FACULTY

Figure 14
Institutions Requiring a Terminal Degree

FULL TIME

- 24% Required
- 52% Preferred
- 9% Not required
- 15% Varies

Legend:
- Required
- Preferred
- Not required
- Varies

PART TIME

- 11% Required
- 51% Preferred
- 23% Not required
- 15% Varies
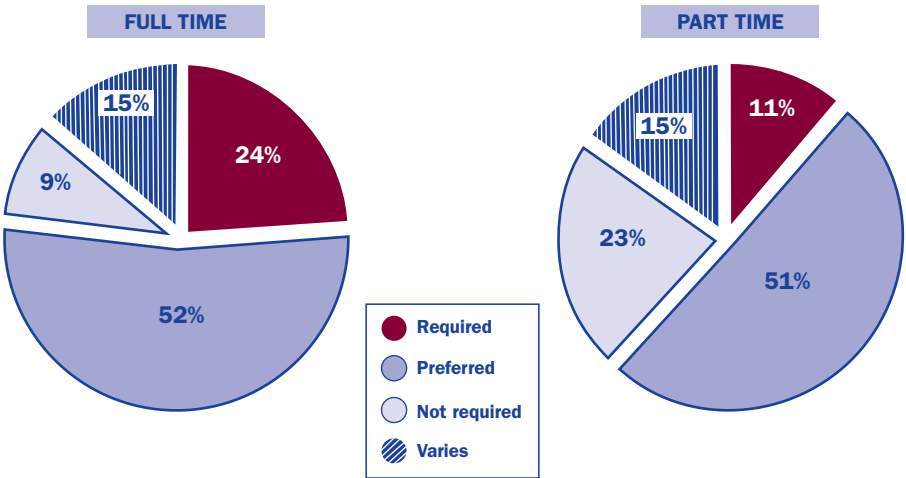
Relatively few of the responding institutions require that the candi-date hold a terminal degree to be eligible for a NTT position.

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Making the Best of Both Worlds

For other required credentials such as prior teaching experience, professional credentialing, and practical experience, there is little difference between FT- and PT-NTTF, so for this analysis the two groups have been combined.

Though NTTF are hired primarily to teach, only one in ten (11%) institutions require prior teaching experience, although three quarters (74%) prefer that candidates have it. Three in ten institutions require professional credentialing —compared to only one in ten requiring teaching experience. We can assume that response to this item was not conflated with a terminal degree since they were both part of the same question.

Figure 15
Other Required Credentials

PRIOR TEACHING EXPERIENCE

- 11%
- 11%
- 4%
- 74%

PROFESSIONAL CREDENTIALING

- 24%
- 30%
- 4%
- 42%

PRACTICAL EXPERIENCE

- 6%
- 33%
- 7%
- 54%

Legend:
- ● Required
- ● Preferred
- ○ Not required
- ▨ Varies
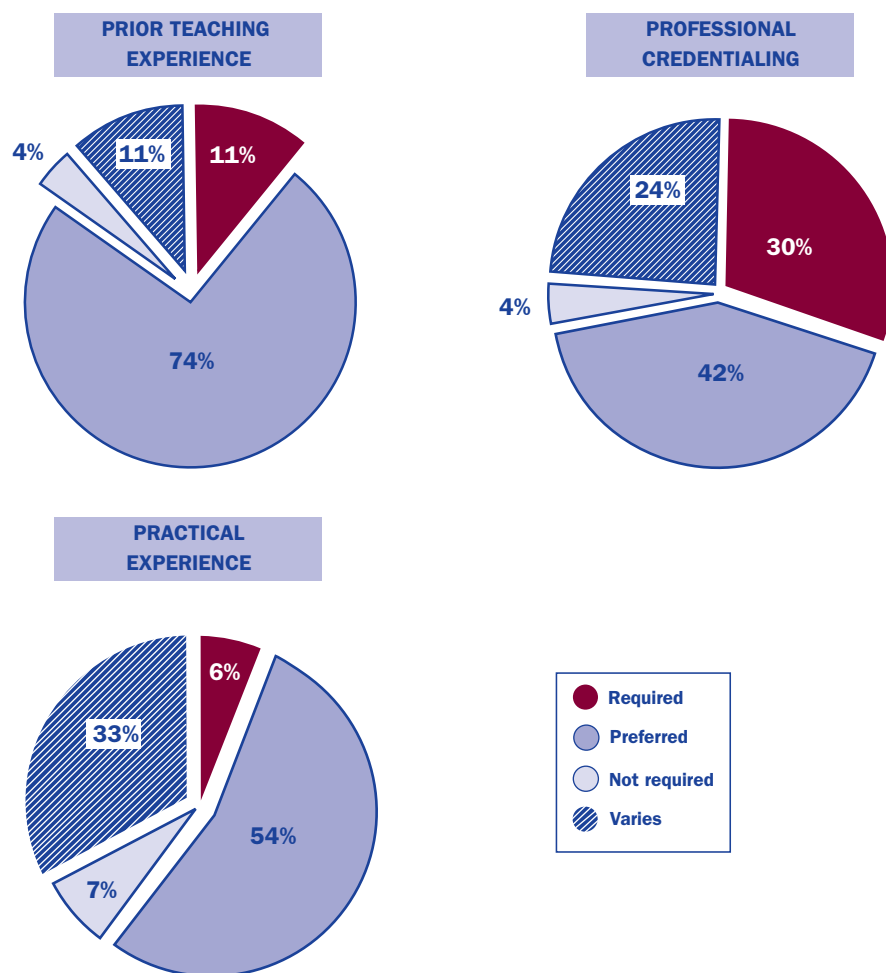
Figure 16

Processes Used to Identify a Qualified Pool of Candidates

FULL TIME	PART TIME
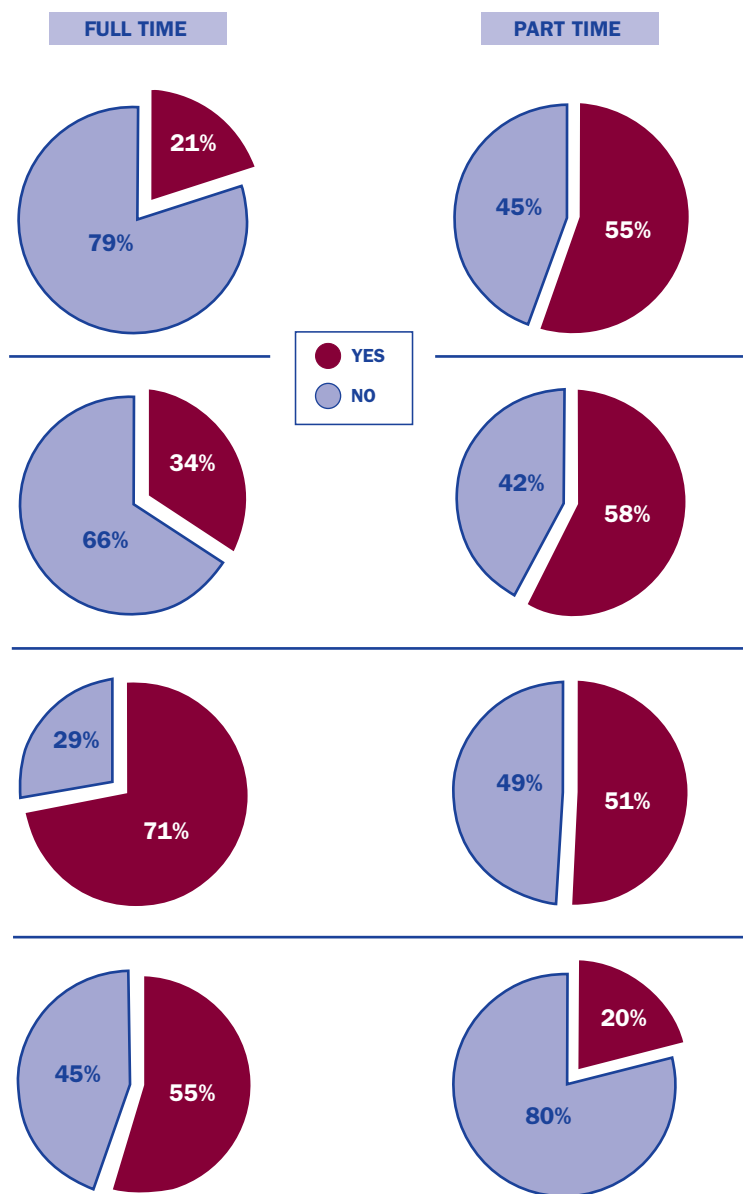
Persons already known

Definition:

"A formalized search process is not performed. Rather the hiring unit relies primarily on persons already known to them"

21%

79%

45%

55%

YES

NO

Intra-institutional recommendations

Definition:

"Knowledgeable persons within the institution are asked to identify or recommend qualified applicants"

34%

66%

42%

58%

Local search

Definition:

"A formalized search is performed that taps a pool of locally available applicants through various forms of advertisement and networking"

29%

71%

49%

51%

Formal search

Definition:

"A formalized search is performed that is similar in scope to that used for TT faculty"

45%

55%

20%

80%

From the original metric, the response options **never** and **rarely** were collapsed into a single category titled 'no' and **generally** and **always** into a single category titled 'yes'.

31

The majority of responding institutions report that they request and check references "always" or "generally". As might be expected, references are requested (and checked) more often for FT than for PT-NTTF. Requesting references does not mean those references are checked. Of the institutions that report "always" requesting references, a substantial portion don't always check those references thoroughly.

Figure 17
Requesting References

	Full Time	Part Time
Request References		
Rarely	1%	7%
Generally or Always	99%	93%

Figure 18
Checking Requested References

	Full Time	Part Time
Check References Thoroughly		
Rarely	4%	15%
Generally or Always	96%	85%

Respondents were asked whether their institution offers long term contracts (as defined by the institution since the survey did not provide a definition) for certain categories of NTT faculty.

Figure 19
Percentage of Institutions Offering Long Term Contracts

Doctoral-Extensive	65%
Doctoral-Intensive	70%
Master I&II	40%
Baccalaureate-Liberal Arts	50%
Baccalaureate-General	38%
For all responding institutions	52%

Figure 20
Long Term Contracts by Union Status
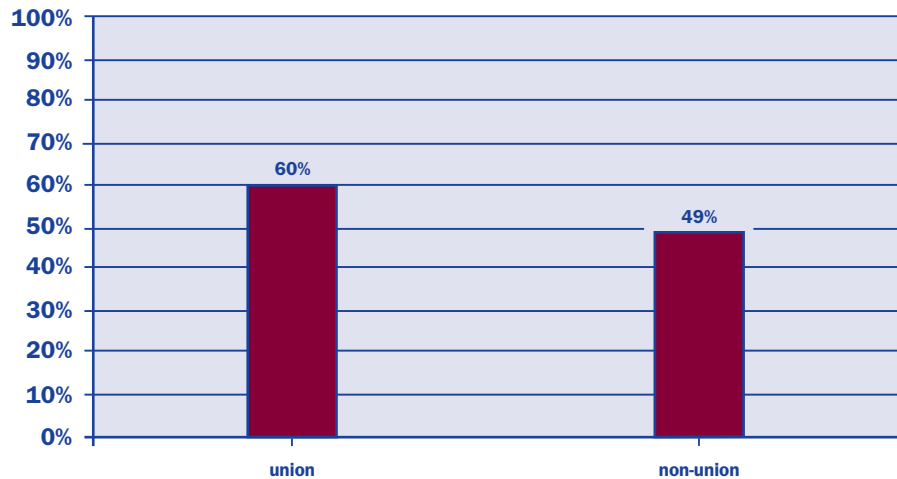
NTTF are more likely to have long term contracts at schools with unions; 60% of schools with unions offer long term contracts compared with just under half (49%) of the schools without a faculty union.

Figure 21
Duration of Long Term Contract, Where Offered
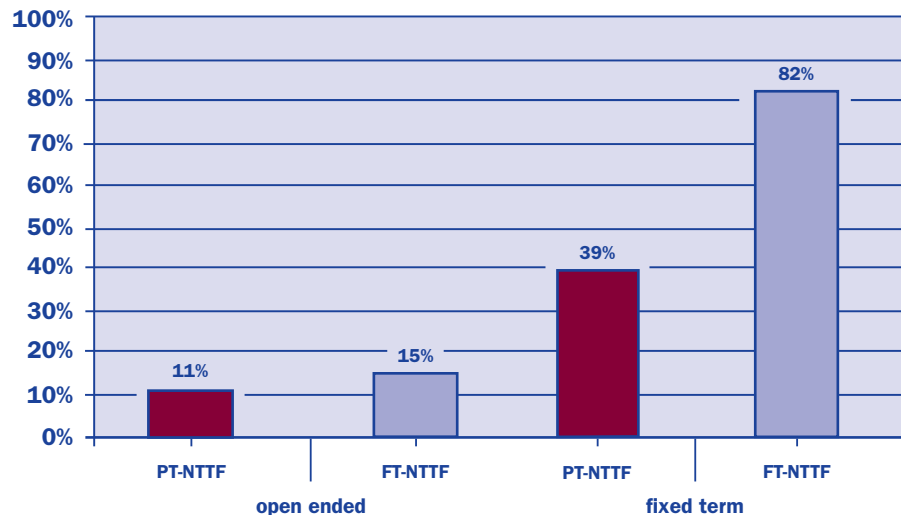
The majority of institutions that offer long term contracts do so for fixed periods. Few indicate that they generally or always offer long term contracts that are open-ended —only one in six (15%) for FT-NTTF and fewer, one in ten (11%) for PT-NTTF. However, while 82% offer fixed-term contracts to FT-NTTF, only 39% do so for PT-NTTF.

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Figure 22
Decision Maker on Contract Renewals

	Full Time	Part Time
Decision maker		
Institution	13%	8%
Department / Unit	37%	58%
Both	50%	34%

Figure 23
Contract Renewals

Most institutions provide a substantial notice period of renewal or non-renewal of contracts for FT-NTTF. On the other hand, 10% of PT-NTTF receive a notice period of a week or two or less.

	Full Time	Part Time
Length of Notice		
Several months	89%	58%
One month	37%	32%
A week or two	1%	8%
A few days or less	0%	2%

Figure 24
Percentage of Institutions that Limit the Number of Long Term Contracts Allowed

Approximately a quarter of institutions impose a limit on the number of terms or contracts an FT-NTTF member is allowed to work for the institution, but only 6% do so for PT-NTTF; surprisingly neither of these percentages is changed by the presence of a faculty union.

34

Figure 25
Duration of Employment
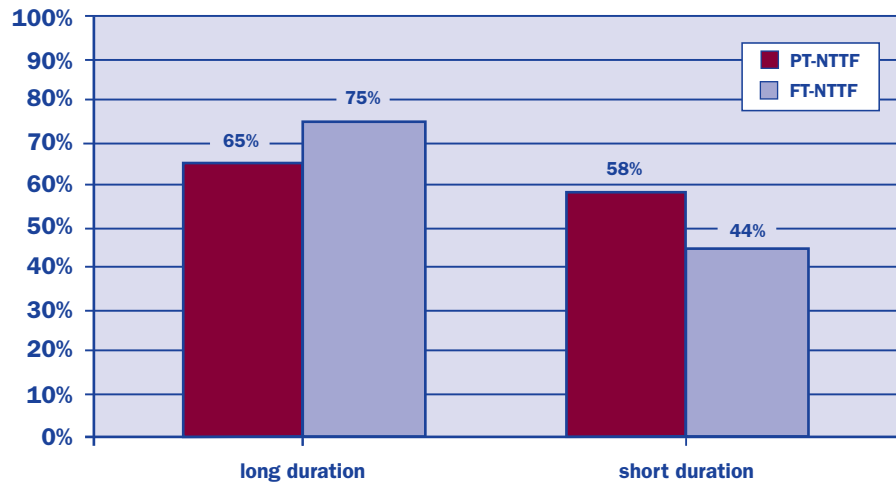
We asked respondents to characterize the employment duration of NTTF as to whether they tend to be:

- long-term, long-service employees who often remain with the institution for several/many years, or

- short-term employees whose length of service is generally of fairly short duration.

These were asked as two separate questions (using the metric: never, rarely, generally, or always) so percentages add to more than 100%.

We then asked them to estimate the average number of years NTTF tended to remain at the institution. Average duration is 7 years for FT-NTTF and 5½ years for PT-NTTF —not so different.

COMPENSATION AND BENEFITS
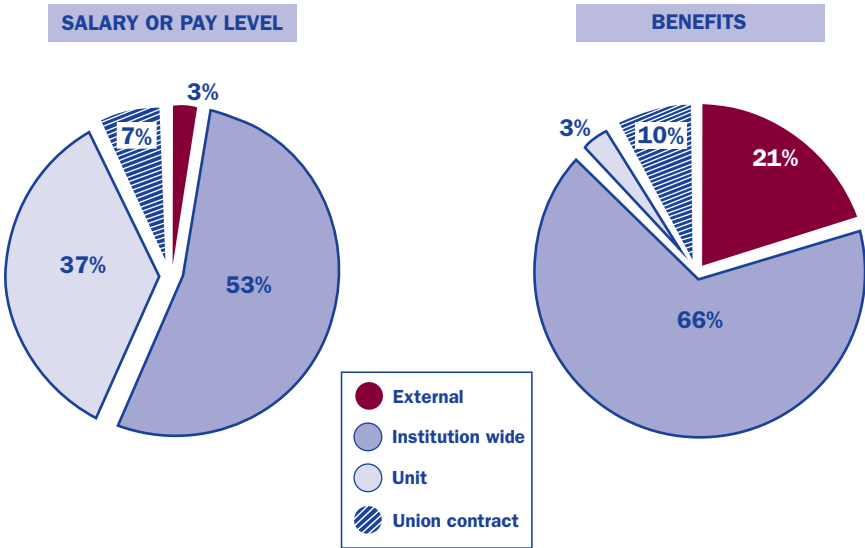
SALARY OR PAY LEVEL

3%

7%

37%

53%

BENEFITS

3%   10%

21%

66%

- ● External
- ● Institution wide
- ○ Unit
- ▨ Union contract

External entities, as well as various constituencies within the institution, may control policies and practices that apply to non-tenure track faculty.

Definitions for response categories:

External—decision makers are state legislature, higher education board or commission, university system

Institution-wide—decision makers are executive level administrators who determine issues for the whole institution

Unit level—internal decision makers determine issues at the college, school, department, or unit level

For more than half of the schools, compensation decisions are made on an institution-wide basis, though nearly two in five schools make these decisions at the unit level. Compare this with decisions about benefits, which at one in five schools are made externally.

Figure 27
Basis of Compensation

FULL TIME

Legend:
- ■ Generally
- ▨ Rarely
- ▨ Never

PART TIME
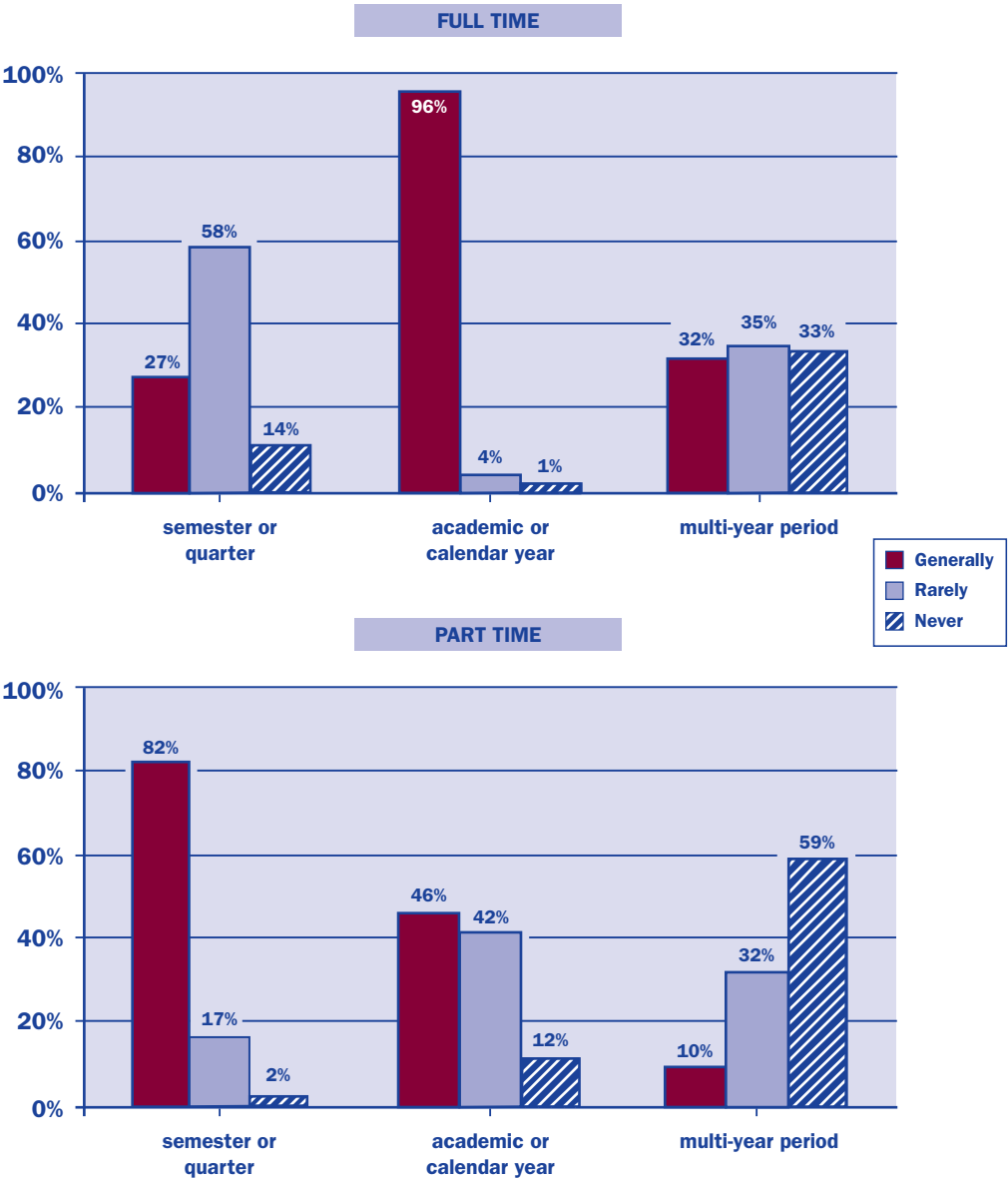
We asked on what basis NTTF are compensated: a single semester, quarter or term; a calendar or academic year; or a multi-year period. Some schools reported using each as a basis for paying both FT- and PT-NTTF.

From the original metric (never, rarely, generally, always) the last two response options were collapsed into a single category titled 'generally'.

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Figure 28
Basis of Adjustment to Compensation
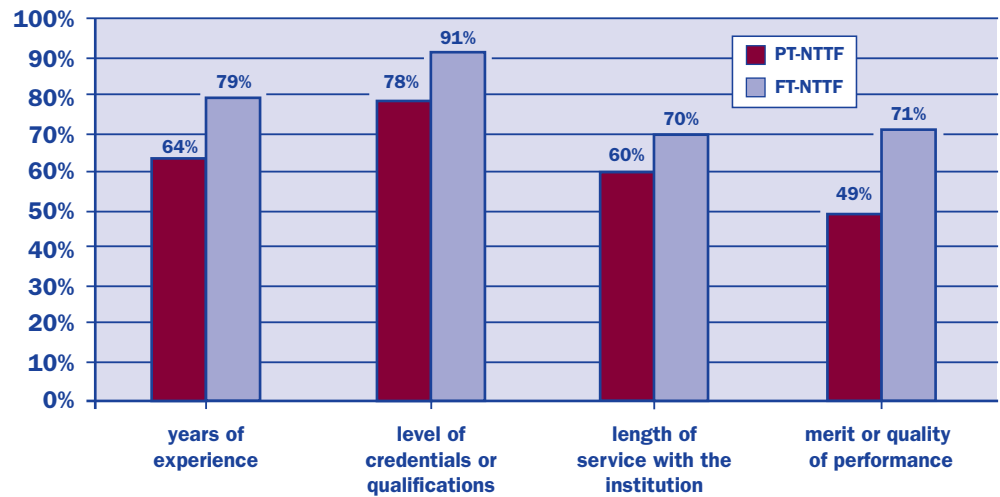
From the original metric, the response options generally and always have been collapsed into the single category shown here.

Fewer than half of the responding institutions report that they recognize quality of performance or merit when adjusting the compensation of PT-NTTF. Given their large numbers, it is surprising that at half of the responding institutions PT-NTTF are not rewarded monetarily for good performance.

Figure 29
Compensation Ranges

◆ FT - fee/course	
▲ PT - fee/course	
▪ FT - fee/credit hour	
● PT - fee/credit hour	

$9,000
$8,000 — $7,978
$7,000
$6,000 — $5,564
$5,000
$4,000
$3,000 — $3,523 / $3,171
$2,000 — $2,238
$1,000 — $1,375 / $1,350
$0 — $869

average minimum   average maximum
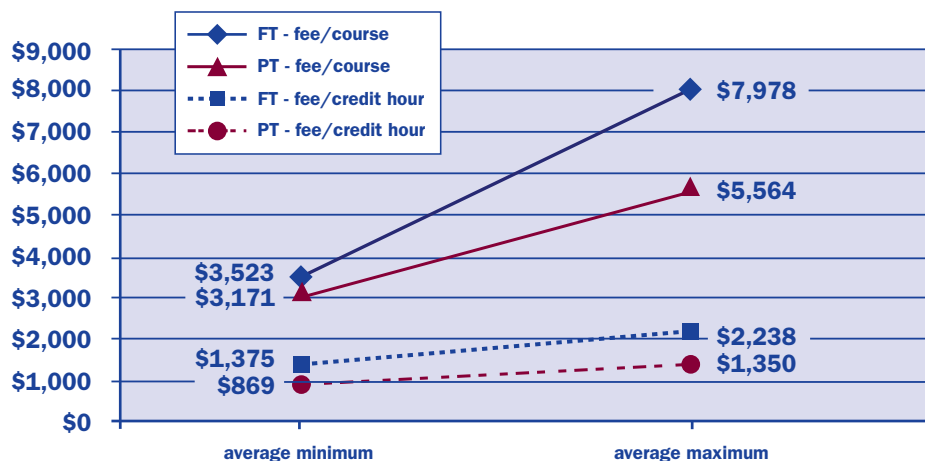
It is worth noting that at the low end the differences in compensation are nearly non-existent, whereas at the maximum end of the ranges the difference between FT and PT are greater when faculty are paid by the course.

Figure 30
Employee (W2) vs. Independent Contractor (1099)

Full Time		Part Time	
W2	100%	W2	98%
1099	0%	1099	6%
either	0%	either	10%

Our findings contradict a common belief that NTTF are treated as independent contractors rather than as employees. All respondents indicated that they employ their FT-NTTF as employees. With only a few exceptions the same is true for PT-NTTF. Employee status confers at least the minimal benefit of employer contributions to Social Security, which would otherwise by fully borne by the individual.

Making the Best of Both Worlds

Figure 31
Percentage of Schools Offering Health Insurance

Health insurance is provided nearly universally to FT-NTTF. Only half of the institutions provide coverage for PT-NTTF.

Figure 31
Percentage of Schools Offering Health Insurance

FT-NTTF	95%
PT-NTTF	51%
neither	3%

Figure 32
Who is Covered by Health Insurance
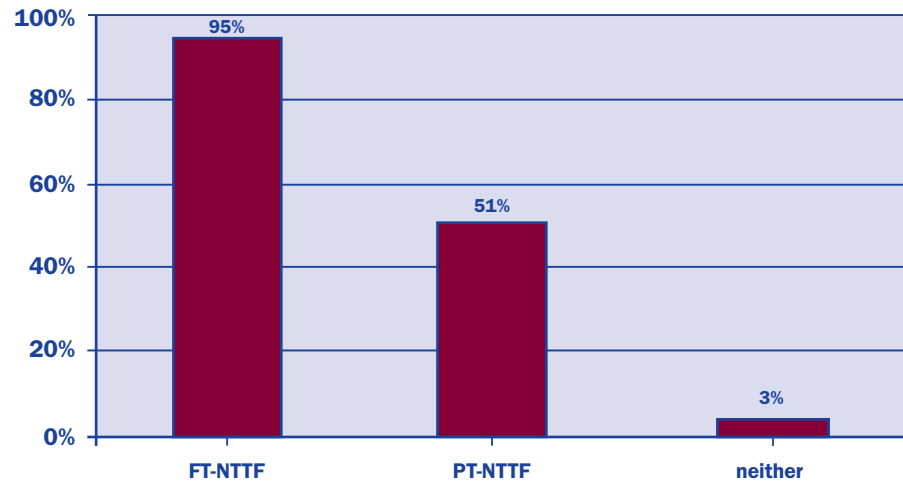
When health care is offered, it is rare that only the employee is covered; generally both spouse and children are covered by health insurance.

Coverage of non-spousal partners is offered much less frequently. Same sex partners are covered more often than opposite sex partners.

employee only	7%
spouse	91%
children	89%
same sex partner	44%
opposite sex partner	30%

40
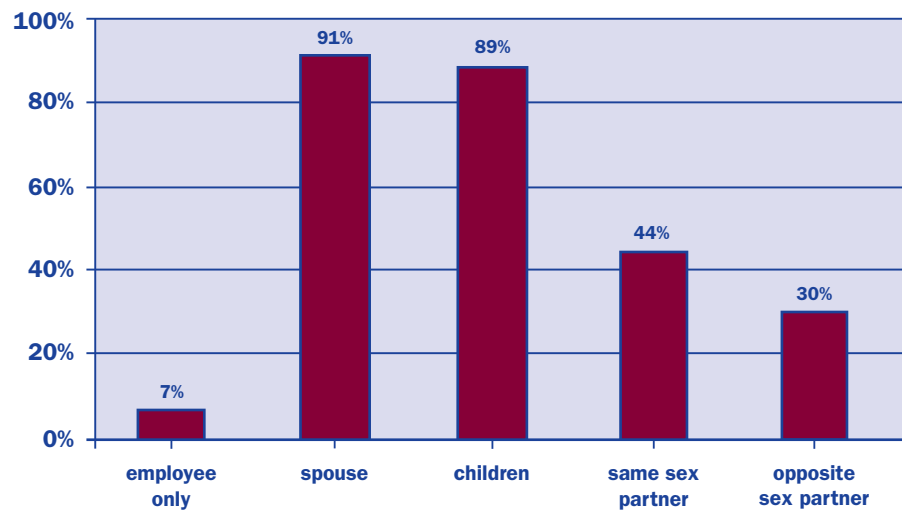
BENEFITS OFFERED TO TENURE TRACK NEARLY UNIVERSALLY

	life ins	health ins	retirement plan(s)	sick leave	sabbatical
PT-NTTF	34%	51%	38%	30%	1%
FT-NTTF	92%	95%	89%	79%	19%
TTF	99%	98%	91%	90%	90%

■ PT-NTTF
▨ FT-NTTF
▨ TTF

BENEFITS OFFERED LESS OFTEN

	tuition reimb	childbearing leave	paid dependent care	employment assistance	vacation
PT-NTTF	23%	13%	10%	10%	8%
FT-NTTF	59%	55%	41%	30%	27%
TTF	73%	66%	51%	42%	36%
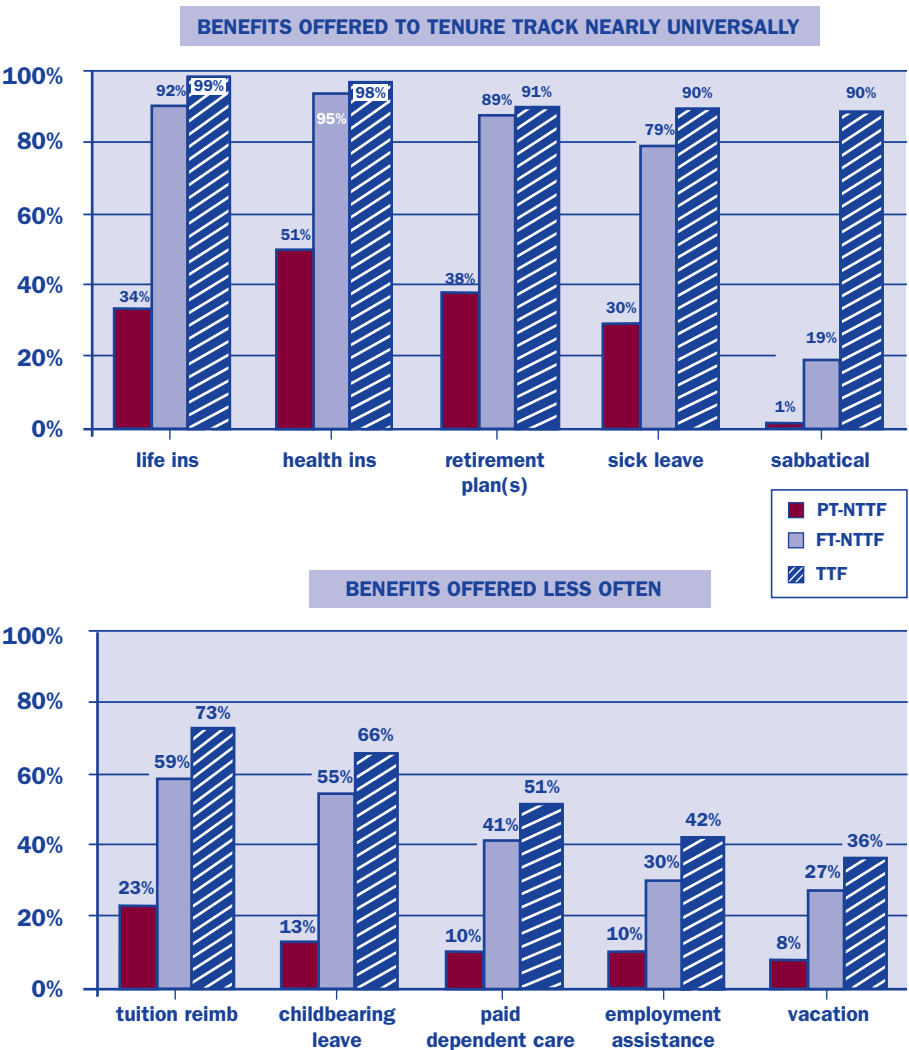
The survey inquired about benefits provided to tenure track faculty (TTF) as a benchmark against which to compare benefits for NTTF.

As expected, more schools provide benefits to TTF than to either FT- or PT-NTTF. The list of benefits rather conveniently broke into two portions—those offered nearly universally, that is by 90% or more of the respondents and shown in the top panel, and those offered less often, shown in the second panel.

41

Figure 34
No Changes Under Consideration in Type of Benefit Offered to NTTF
or in Qualifying Criteria

The survey asked whether the institution was actively pursuing any changes in the number or type of employment benefits, or policies it makes available to NTTF, or in the criteria for eligibility. The majority of respondents indicated that no changes were being considered.

Figure 34

	number or type	criteria
	86%	94%

Figure 35
Sabbatical Leave
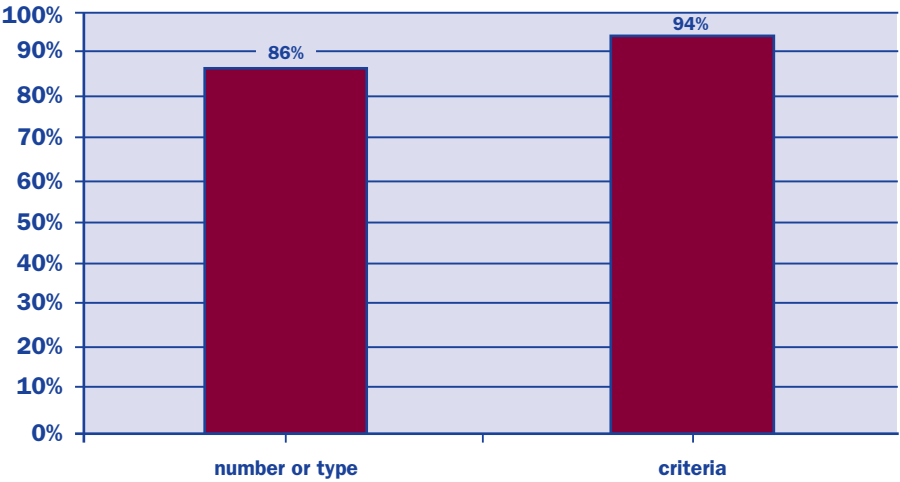
Overall, sabbatical leave is provided to TTF by 90% of respondent institutions. Many fewer offer sabbatical to FT-NTTF.

It is interesting that the high and low ranges are both in the Baccalaureate-liberal arts schools.

Figure 35 — Sabbatical Leave

Legend: TTF, FT-NTTF

	doc-extensive	doc-intensive	master I & II	bacc-liberal arts	bacc-general
TTF	90%	90%	90%	95%	81%
FT-NTTF	16%	20%	23%	5%	38%
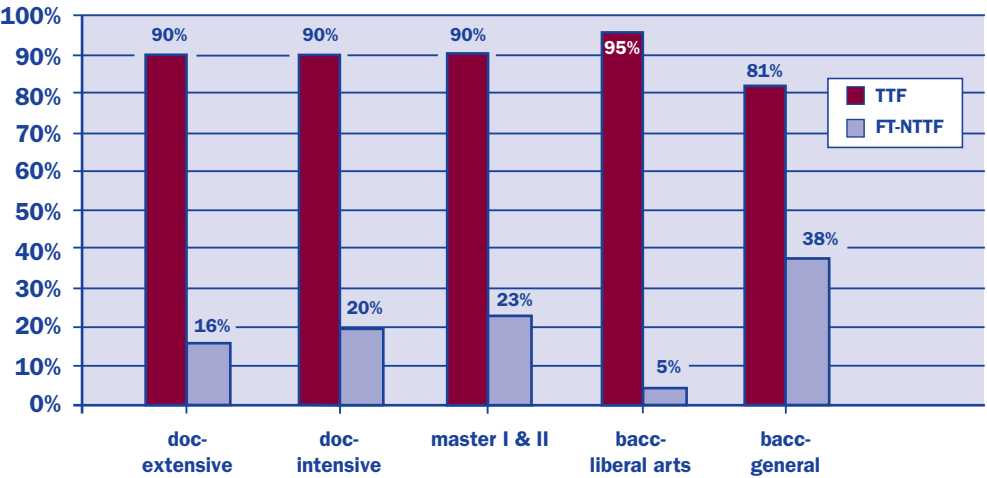
Figure 36
Percentage Difference in the Proportion of Union vs. Non-Union Schools Offering Benefits

	UNION			NON-UNION			DIFFERENCE		
	TTF	FT-NTT	PT-NTT	TTF	FT-NTT	PT-NTT	TTF	FT-NTT	PT-NTT
Life insurance	97%	89%	43%	98%	92%	30%	—	—	13%
Health insurance	97%	94%	63%	97%	94%	46%	—	—	17%
Retirement plan(s)	97%	89%	57%	97%	88%	31%	—	—	26%
Sick leave	91%	86%	49%	89%	76%	24%	—	10%	25%
Sabbatical	91%	23%	0%	88%	18%	2%	—	5%	—
Tuition reimbursement	71%	63%	34%	72%	57%	18%	—	6%	16%
Child bearing leave	80%	60%	20%	61%	52%	10%	19%	8%	10%
Paid dependent care	60%	46%	20%	49%	39%	7%	11%	6%	13%
Employment assistance	40%	29%	14%	42%	30%	9%	—	—	5%
Vacation	34%	26%	11%	37%	28%	7%	—	—	—

(—) A difference < 5% between the percentages of union and non-union schools offering a particular benefit is considered too close to call.

The left-hand and center tables in this figure show the proportion of union and non-union schools offering benefits to the three categories of faculty—TTF, FT-NTTF and PT-NTTF. The right-hand table shows the difference between the proportion of union vs. non-union schools offering benefits.

This figure is complicated and may work better with an example:

> In the two left-hand tables, 43% of union schools offer life insurance to PT-NTTF compared with 30% of non-union schools—the difference, 13%, is what appears in the right-hand table in the chart, indicating that more union schools offer life insurance benefits to PT-NTTF as compared to non-union schools.

A positive number in the right-hand section of the table indicates that more union schools provide a benefit. Notice that there are no negative values, so in no case is a benefit offered by a larger portion of non-union schools. The presence of a faculty union substantially increases the portion of schools offering benefits to NTTF.

A union is particularly beneficial to PT-NTTF (note for how many benefits differences are greater than 5% in the PT column of the right-hand section of the table) and particularly for policies important to career-flexibility and work-life balance—paid dependent care and childbearing leaves. Note the improvement even for TTF.
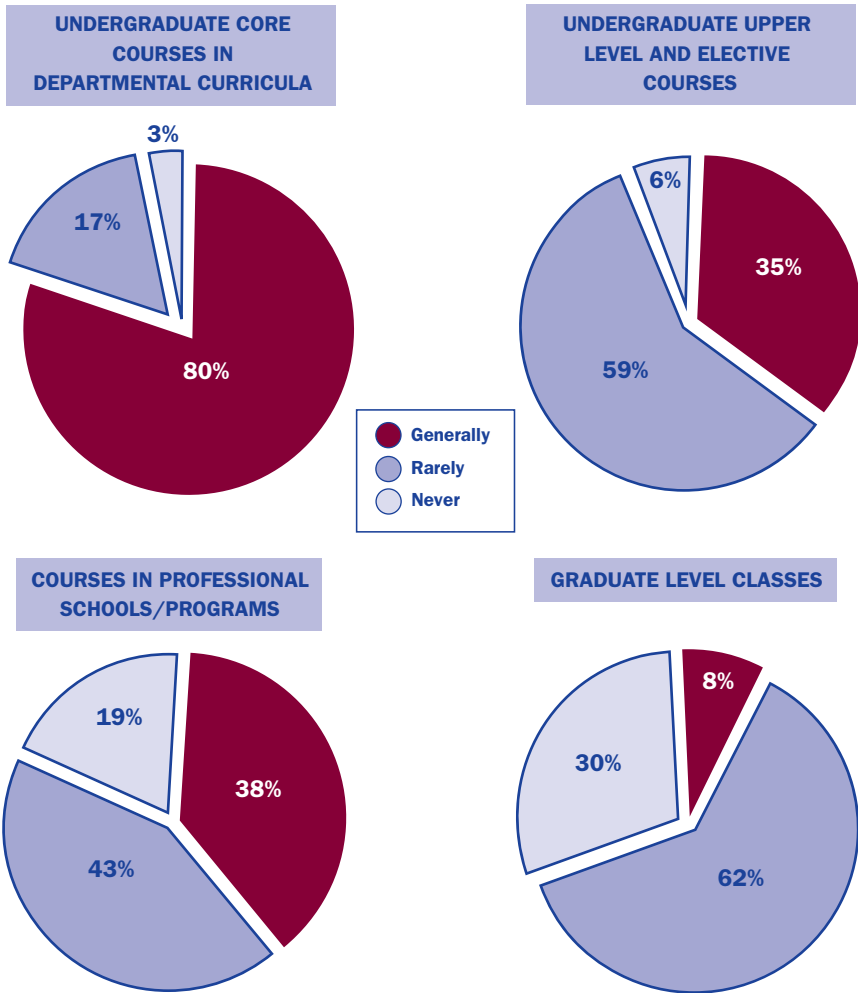
While union schools offer more benefits to FT-NTTF, the most advantage is conferred on PT-NTTF where the presence of a faculty union substantially increases the percentage of schools offering benefits.

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Figure 37
Primary Teaching Assignment

In terms of the type of courses they are hired to teach, there is little difference between FT- and PT-NTTF, so for this analysis the two groups have been combined. From the original metric, generally and always were collapsed into a single category titled 'generally'.

In a related question, respondents indicated that assessment of teaching performance is nearly universal—all indicate that they do so for FT-NTTF and 98% that they evaluate PT-NTTF.

UNDERGRADUATE CORE COURSES IN DEPARTMENTAL CURRICULA

3%
17%
80%

UNDERGRADUATE UPPER LEVEL AND ELECTIVE COURSES

6%
35%
59%

Generally
Rarely
Never

COURSES IN PROFESSIONAL SCHOOLS/PROGRAMS

19%
38%
43%

GRADUATE LEVEL CLASSES

8%
30%
62%

From the original metric, the response options generally and always have been collapsed into the single category "generally" shown here.

Figure 38
Primary Teaching Assignment by Institutional Type
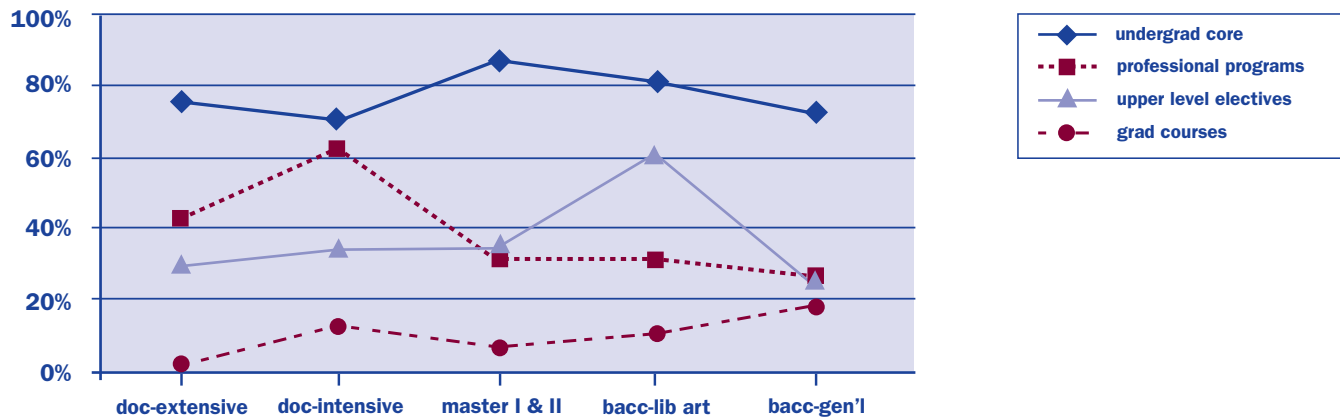
Data points represent the percentage of institutions that responded "generally" or "always".

Again, there is little difference between FT- and PT-NTTF, so for this graph the two groups have been combined. There is relatively little variation when primary teaching assignment is examined by institutional type. With the exception of two data points the lines are relatively flat, indicating minimal differences among institutional types. Two data points depart from the average—nearly two thirds (63%) of Doctoral—Intensives report engaging NTTF to teach courses in professional programs, and 61% of Liberal Arts institutions engage NTTF to teach upper level and elective courses at the under-graduate level. The presence of a faculty union makes relatively little difference to primary teaching assignment.

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Engagement in research, teaching and service are integral to the life of TTF. We know that NTTF are hired to teach, but are they also required to mentor and advise students, engage in research and publications, and provide service to the university and/or the community?

Because not all disciplines do research, we use the broader term, professional product, to encompass the fine and performing arts. From the original metric (required, preferred, not required, varies by field) the first two response options (required and preferred) were collapsed into a single category titled 'yes'.
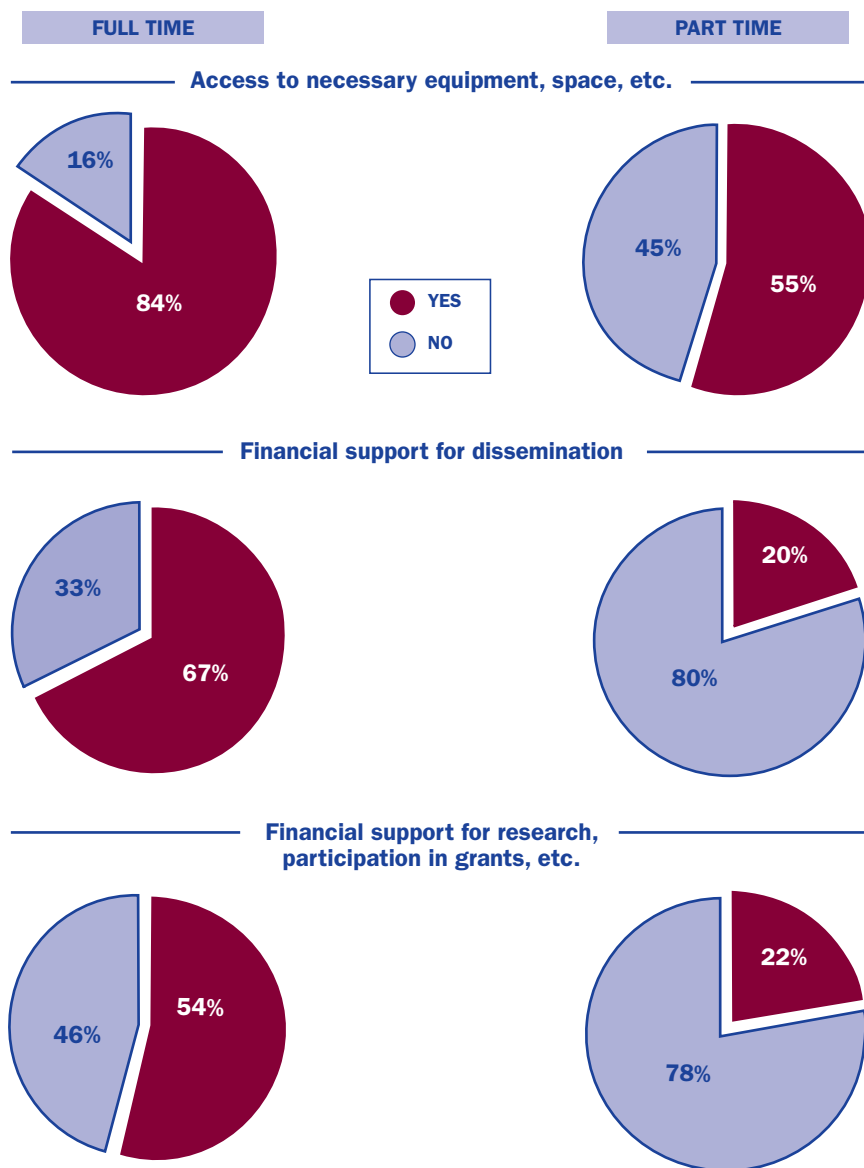
Overall, institutions have higher expectations for FT-NTTF. More institutions expect FT-NTTF to create professional product, advise students and perform service, than PT-NTTF. While relatively few expect the creation of professional product, half expect committee/ service work, and nearly two thirds expect that FT-NTTF will advise and mentor students in addition to teaching.

Figure 39
Expectation of Engagement in Aspects of Professional Academic Life
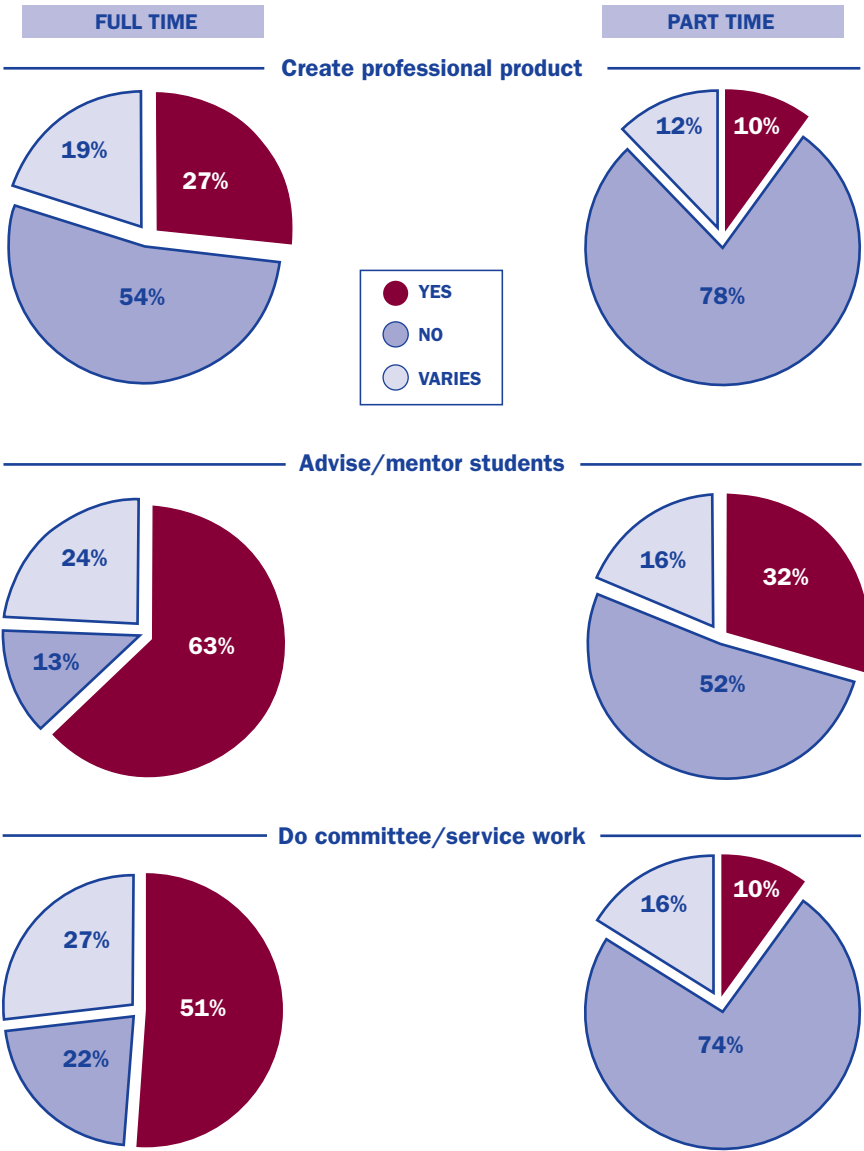
From the original metric (required, preferred, not required, varies by field) the first two response options (required and preferred) were collapsed into a single category titled 'yes.'

Figure 40
Institutional Support for Engagement in Aspects of Professional Academic Life

FULL TIME

PART TIME

Access to necessary equipment, space, etc.

16%
84%

45%
55%

● YES
● NO

Financial support for dissemination

33%
67%

20%
80%

Financial support for research, participation in grants, etc.
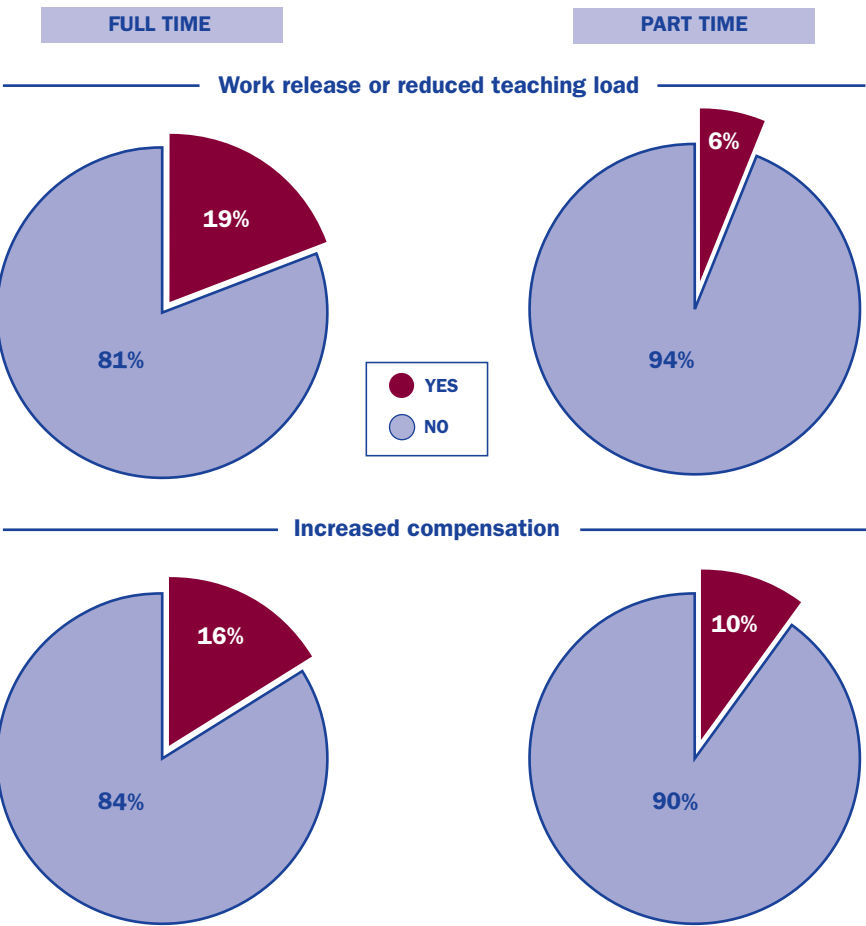
46%
54%

22%
78%

If NTTF are expected to engage in aspects of academic life other than teaching, it is reasonable to expect that the institution will support those efforts. For FT-NTTF more than four of five (84%) institutions provide access to necessary equipment and office, lab or studio space, etc.; two thirds (67%) provide financial support for dissemination of professional product such as travel, conference fees, etc.; and just over half provide financial support for research, participation in grants, etc.

From the original metric never and rarely were collapsed into a single category titled 'no' and generally and always into a single category titled 'yes'.

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Figure 41
**Institutional Reward for Creation of Professional Product**

Few institutions, one in five (19%), allow work release, a reduced teaching load, or other compensated time allowance and only one in six (16%) grant extra compensation for creation of professional product. So although institutions may provide space and reimburse certain costs, they do not, by and large, encourage such activities by providing the time to do so, nor do they provide the incentive of increased compensation. For PT-NTTF the rewards are even fewer.

FULL TIME

PART TIME

Work release or reduced teaching load

19%

81%

6%

94%

YES

NO

Increased compensation

16%

84%

10%

90%

From the original metric never and rarely were collapsed into a single category titled 'no' and generally and always into a single category titled 'yes'.
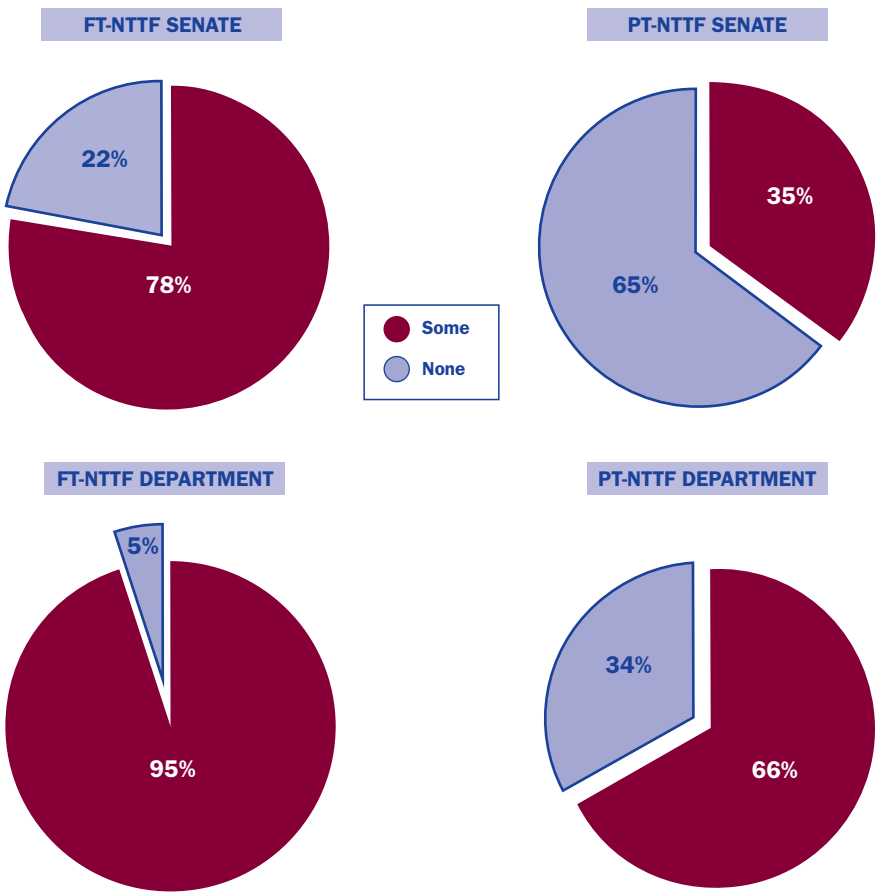
Figure 42
Access to Resources
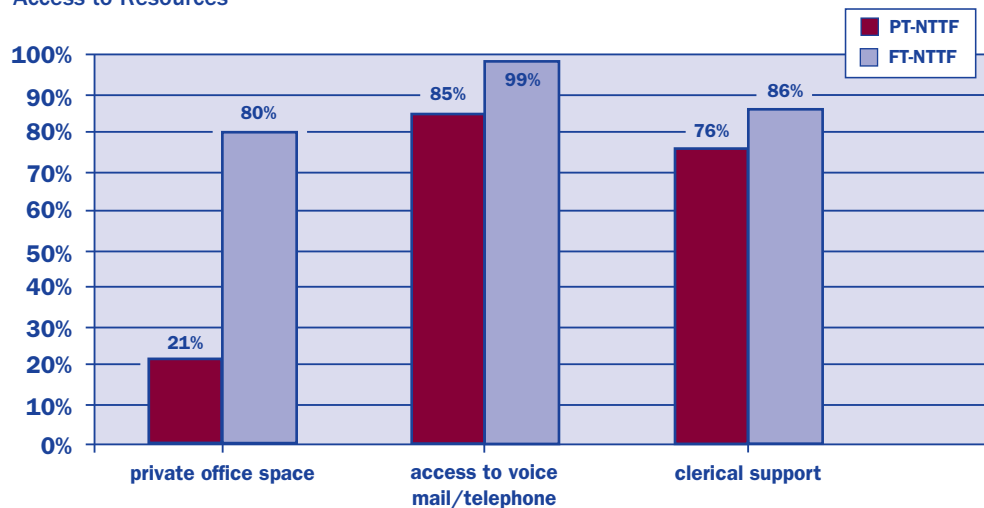
A majority of respondents provide private office space to FT-NTTF (80%) and shared office space to PT-NTTF (82%). For those resources that cost the institution little to provide, such as access to an email account, to the library, and to the computer labs, both FT- and PT-NTTF have almost universal privileges.

However, our respondents report that their full-time NTTF are much more likely to be provided with office space, and somewhat more likely to have telephones and clerical support—more costly resources, but ones that not only enable instructional faculty to get their work done but also contribute to a feeling of connectedness to their institutions.

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Figure 43
Participation in Governance

As might be expected, FT-NTTF are entitled to participate in governance at more institutions than are part-timers and participation is more likely at the department level than at the senate level.

FT-NTTF SENATE

22%

78%

Some
None

PT-NTTF SENATE

35%

65%

**FT-NTTF DEPARTMENT**

5%

95%

PT-NTTF DEPARTMENT

34%

66%

From the original metric, the response options "full" and "partial" have been combined in the pie graphs with the caption "some."

MOBILITY

A number of survey items address the ability of NTTF to move into TT positions. We recognize that not all individuals in NTT positions seek or desire a TT position; however, many scholars do aspire to the traditional model of an academic career.

Figure 44
Decision Maker on Flexibility in Moving Between TT and NTT Status
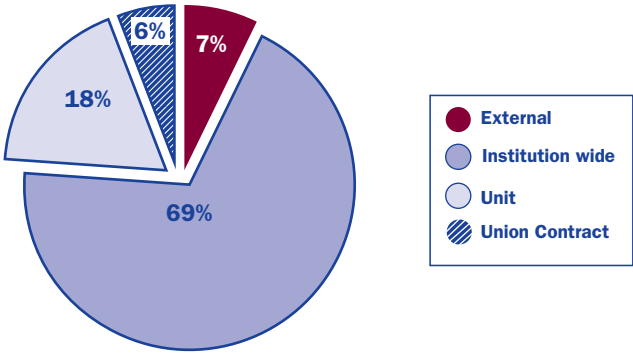
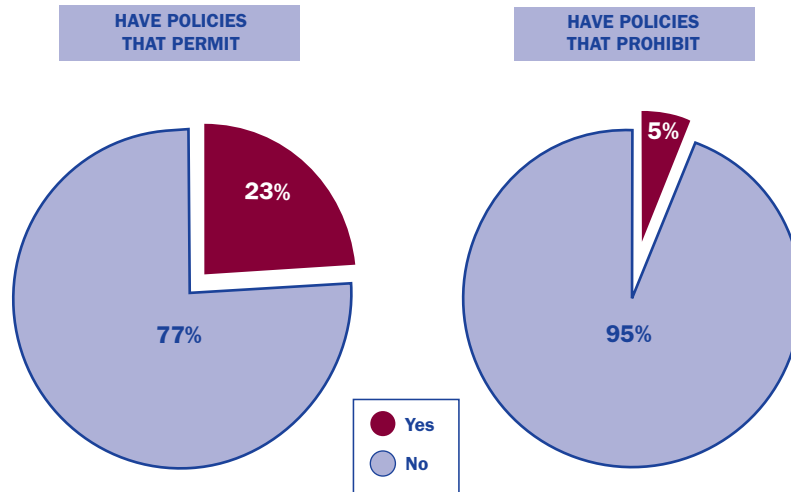|	
6%	
7%	External
18%	Institution wide
69%	Unit
	Union Contract

External entities, as well as various constituencies within the institution, may control policies and practices that apply to NTTF. We asked "At what level is flexibility in moving between TT and NTT status determined at your institution?" For the most part, this decision is made on an institution-wide basis.

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We asked about formal policies that either explicitly permit or prohibit moves from NTT to the tenure track. Only one in twenty have a policy that explicitly prohibits such moves from taking place, while nearly a quarter have a policy permitting such moves.
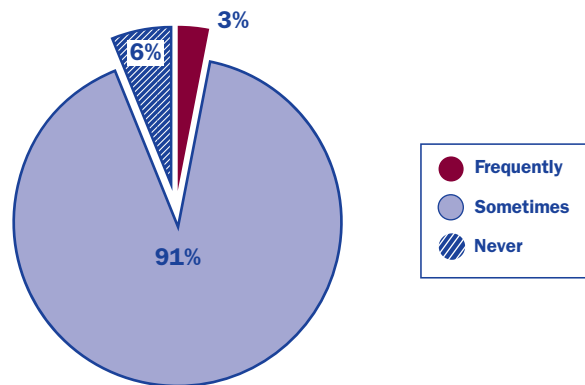
In institutions that permit such moves, about half (47%) allow for negotiation between the individual and the department/unit. The policy provides that such moves would be considered permanent by 72% of the institutions and for a specific length of time by 9%. The remainder allowed for such moves to be considered either.

All respondents, without regard to the presence of formal policies prohibiting moves from NTT to TT positions, were asked how often such moves actually took place.

The vast majority of our respondents indicated that they do sometimes occur. Relatively few indicated that such moves happen either frequently or never.

Figure 45
Institutions with Policies that Prohibit or Permit Moves from NTT to TT

HAVE POLICIES
THAT PERMIT

HAVE POLICIES
THAT PROHIBIT

23%

77%

5%

95%

Yes

No

Figure 46
Frequency of Moves from NTT to TT

3%

6%

91%

Frequently

Sometimes

Never

From the original metric, the response options "rarely" and "occasionally" have been combined in the pie graphs with the caption "sometimes."

Figure 47
Mobility from NTT to TT by Institutional Type

DOCTORAL-EXTENSIVE

4%
96%

Frequently
Sometimes
Never

DOCTORAL-INTENSIVE

10%
90%

MASTER I & II

2%
10%
88%

Frequently
Sometimes
Never

BACC-LIBERAL ARTS

5%
95%

Frequently
Sometimes
Never

BACC-GENERAL

6% 13%
81%
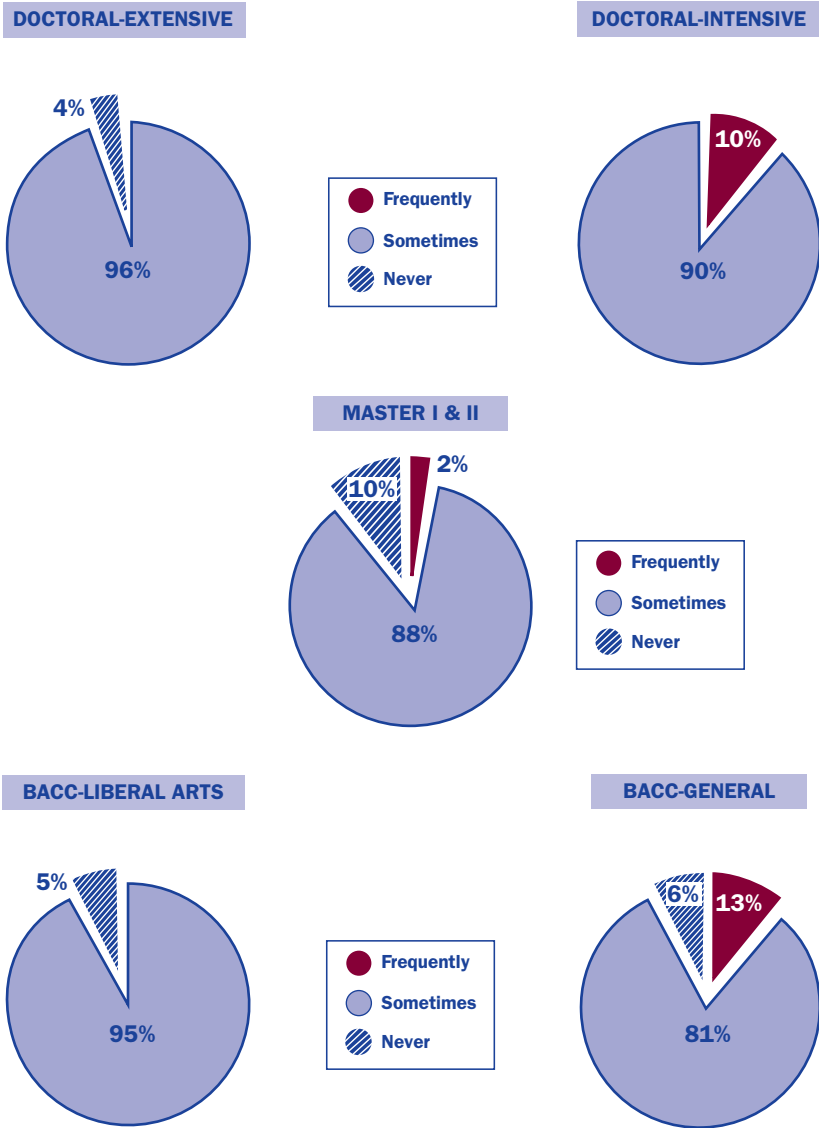
Institutional type appears to be associated with whether or not such movements onto the tenure track occur. As the previous figure demonstrates, movement from NTT to TT does occur "sometimes," in the majority of institutions of all types. However, interesting differences show up at opposite ends of the classification system:

• None of the Doctoral Extensive universities or Liberal Arts Baccalaureate colleges reported that such moves happen "frequently."

• Among Doctoral Intensive universities and General Baccalaureate colleges such moves are more likely to happen: One in ten Doctoral Intensives and one in eight General Baccalaureates reported that such moves occur "frequently."

• Master's colleges and universities are in the middle—such movements taking place not as often as at Doctoral Intensive or General Baccalaureate institutions and more often than at Doctoral Extensive or Liberal Arts Baccalaureate institutions.

The message from these findings seems to be that, if you are a NTTF member aspiring to a tenure-track job, your chances are better at Doctoral Intensive and General Baccalaureate colleges and universities.

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ISSUES AND CONSTITUENCIES

The final section of the survey asked a series of questions concerning the amount and types of interest in issues regarding NTTF and the role of various campus constituents in matters related to NTTF.

Figure 48
Level of Consideration to Institutional Issues Regarding NTTF
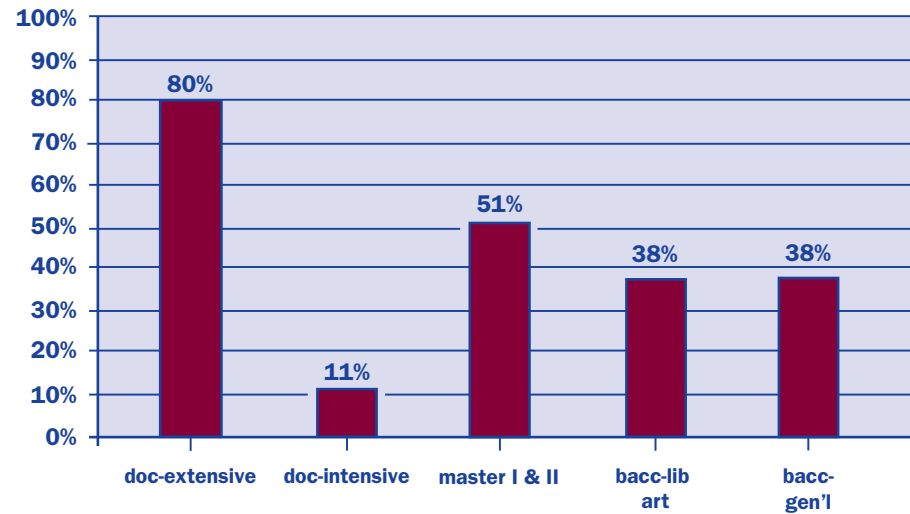
Though this varies considerably by institution type, overall, more than half of the respondents said that the subject of NTTF had been a matter of serious consideration at their institution over the past 1 or 2 years.

	Mean Response
Budget constraints	3.53
Ability to offer a higher number of classes/sections	3.39
Impact on the quality of instruction	3.32
Students' access to full-time tenured/tenure-track professors	3.31
Students' access to faculty outside the classroom	3.10
Reputation of the institution	3.07
Opportunity to expand course offerings	3.00
Stakeholders' concerns about quality of instruction	2.99
Concerns about a disproportionate balance between TT/NTT	2.80
Opportunity to reduce class size	2.68
Ability to respond to market trends	2.62
Terms or conditions of work for NTT	2.60
Increased release time for TT faculty to produce research	2.40
Differing qualifications of TT and NTTF	2.34
The desire to bring in specialists	2.27
Lack of NTT involvement in other faculty activities	2.22
Loss of collegiality	2.13
Spousal/partner employment assistance	1.84
Differences in evaluation processes between TT and NTT	1.83
Impact on academic freedom	1.61

Scale: 1 = very little interest, 5 = a great deal of interest

The survey offered a list of twenty issues often associated with the employment of NTTF and asked, on a scale of one to five, with one being very little interest and five being a great deal of interest, how much consideration the items had received over the last 2 years. Based on the mean response values for each of the twenty items, the highest ranked single item is "Budget Constraints".

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Because a list of twenty items is difficult to evaluate, factor analysis was used to reduce the data and reveal how they cluster into more meaningful and interpretable themes. Figure 50 reflects our decision to remove "budget constraints" from the list of items to be factored. While an important item in and of itself, it didn't seem to fit well within factor groupings. Further, when removed, tests of internal reliability were stronger and the top ranking scores fell much more heavily into Factor 1 rather than into Factor 2 when "budget constraints" was not included. Factor analysis was conducted using principal axis factoring with varimax rotation.

The factors are displayed in descending order of importance to respondents as indicated by the mean response for each factor. The first factor may be interpreted as the importance of institutional quality with a more external focus. The second factor is more internally focused on curricula and course offerings. The third is also internally focused on aspects of faculty work life. Results were similar across institutional types. It is perhaps not surprising that our respondents, who are administrators representing their institutions, rank the first two institutionally focused factors as rather more important than the third which represents issues that may be more important to faculty themselves.

Figure 50

Results of Factor Analysis of Interest to Institutional Issues Related to NTTF

Construct	Item description	Mean response	Alpha Loading
			0.875
Quality and a focus on non-organizational constituencies	Students' access to faculty outside the classroom	3.10	0.846
	Students' access to full-time tenured/tenure-track professors	3.31	0.788
	Stakeholders' concerns about quality of instruction	2.99	0.769
	Reputation of the institution	3.07	0.677
	Impact on the quality of instruction	3.32	0.431
	The desire to bring in specialists	2.27	0.391
	Mean response for factor ——— 3.01		
			0.799
Educational offerings / curriculum	Opportunity to expand course offerings	3.39	0.822
	Ability to offer a higher number of classes/sections	3.00	0.753
	Ability to respond to market trends	2.62	0.611
	Opportunity to reduce class size	2.68	0.516
	Increased release time for TT faculty to produce research	2.40	0.429
	Mean response for factor ——— 2.82		
			0.806
Faculty life and work conditions	Impact on academic freedom	1.61	0.742
	Terms or conditions of work for NTT	2.60	0.609
	Differing qualifications of TT and NTTF	2.34	0.576
	Loss of collegiality	2.13	0.573
	Differences in evaluation processes between TT and NTT	1.83	0.559
	Concerns about a disproportionate balance between TT/NTT	2.80	0.480
	Lack of NTT involvement in other faculty activities	2.22	0.460
	Spousal/partner employment assistance	1.84	0.413
	Mean response for factor ——— 2.17		

Factor analysis was conducted using principal axis factoring with varimax rotation

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Figure 51
Reasons Individuals Accept NTT Positions, as Reported by Respondents

	Early career aspiring to TT	Late career faculty easing into retirement	Careers outside, teach as a sideline	Can't find a TT job	Purposely choose NTT
Few	31%	75%	37%	43%	46%
Some	57%	23%	46%	48%	35%
Most	12%	2%	17%	9%	19%
	100%	100%	100%	100%	100%

Acknowledging that individuals accept non-tenure track positions for many reasons, we asked respondents to identify reasons they thought motivated such choices.

Figure 52
Reasons Individuals Purposely Choose NTT Positions, as Reported by Respondents

	Geographic constraints	Seek work-life balance	Prefer NTT
Few	24%	38%	48%
Some	57%	58%	41%
Most	19%	4%	11%
	100%	100%	100%

Those who indicated a belief that some or most of their NTTF had purposely chosen such positions were then asked to speculate as to why.

Figure 53
Issues of Importance to NTTF, as Reported by Respondents
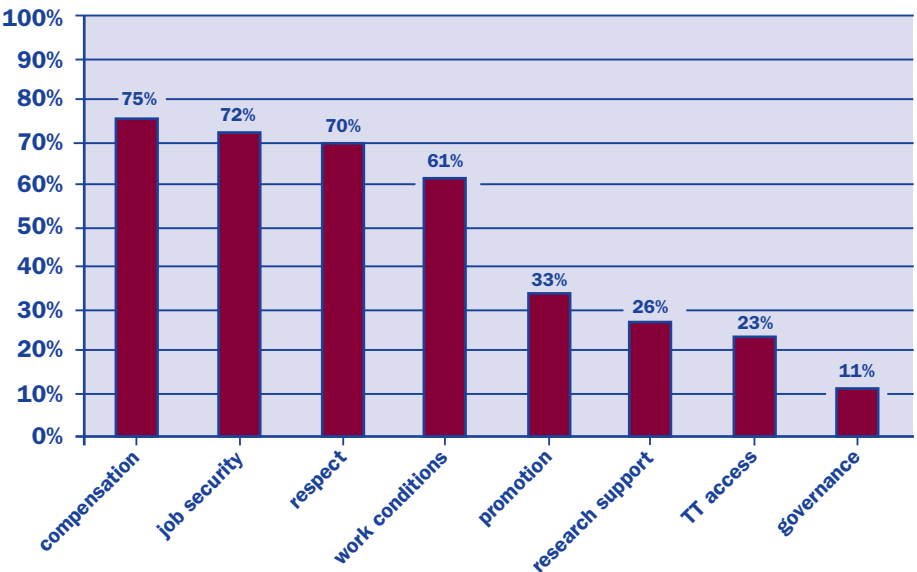
Although respondents were asked to make only four selections, the software did not prevent choosing more or less than four items from the list.

It is important to keep in mind that respondents are administrators acting on behalf of their institutions, therefore providing an institutional viewpoint, and not NTTF members themselves.

From a list of eight issues, all of which are important to non-tenure track faculty, we asked respondents to choose the four issues they believe matter most to NTTF. The software did not prevent choosing more or less than four items from the list. This set of items is different from the previous set which focused on institutional issues rather than items of personal interest to NTTF.

This figure shows the percentage of respondents choosing that item as being important.

The top four choices (those chosen most often) are compensation, job security, respect, and work conditions, in that order. The number of responses drops off after these top four —indicating that the last four are perceived by administrators as less important. Keeping in mind that these are administrators responding on behalf of their institutions, it is surprising that "Respect" is among the top four, and that "Tenure-Track Access" is not.

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Figure 54
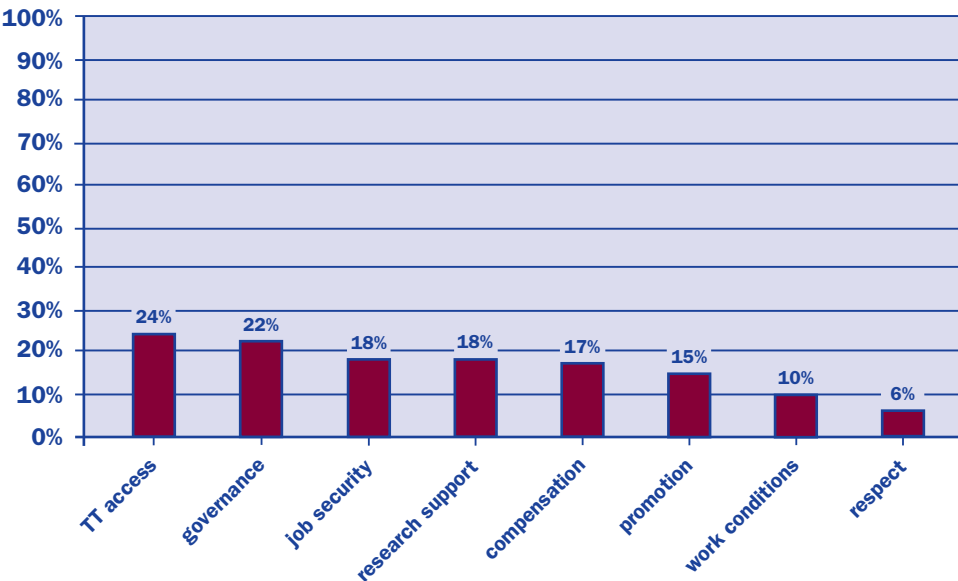**Support for Issues Important to NTTF, as Reported by Respondents**
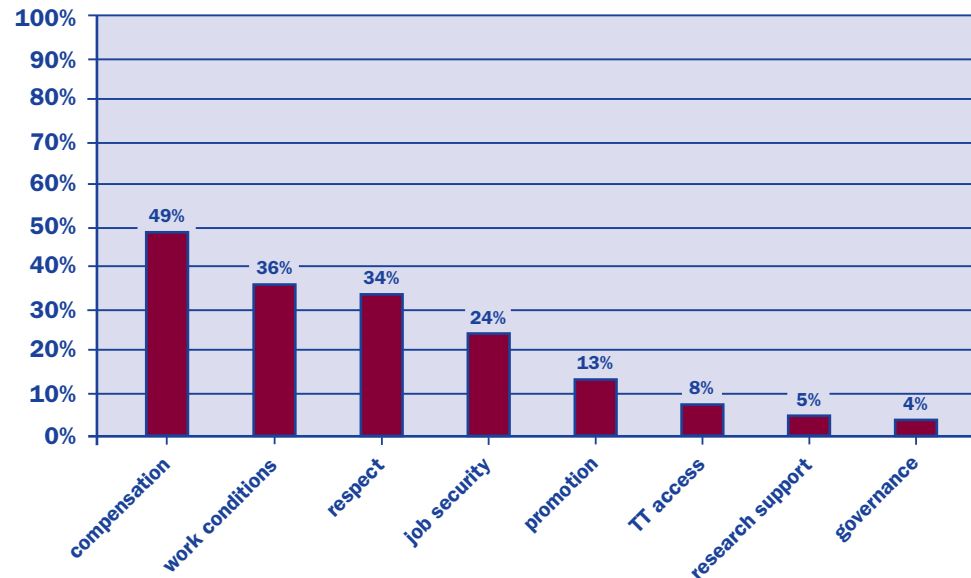
From the same list of eight, respondents were asked to identify the two issues that had garnered the most support, and which had sparked the most opposition. The top two choices (those chosen most often) for support are compensation and work conditions, followed closely by respect, and then job security.

Note that these are the same four chosen as most important to NTTF in the previous section. In fact, the whole list is in the same order for both questions. This suggests that respondents may have been unable to differentiate between importance and support and so conflated the two in their responses.

Here too, it is important to keep in mind that respondents are administrators acting on behalf of their institutions, therefore providing an institutional viewpoint, and not NTTF member themselves.

Figure 55

The 'votes' tally up rather differently for issues that generate opposition. The top items (access to the tenure track, participation in governance, job security and research support) are issues that would change the nature of NTT work, making it more like traditional TT work. It is important to keep in mind that respondents are administrators acting on behalf of their institutions, therefore providing an institutional viewpoint, and not NTTF member themselves.

Although respondents were asked to make only four selections for importance and two in the case of support and opposition questions, the software did not prevent choosing more or less than that many items from the list. What is interesting is that the importance and support questions were fairly well answered, but opposition was not.

Figure 56
**Importance, Support and Opposition Compared**

	Importance	Support	Opposition
Compensation	8	8	4
Job security	7	5	6
Respect	6	6	1
Work conditions	5	7	2
Promotion	4	4	3
Research support	3	2	5
Tenure track access	2	3	8
Governance	1	1	7

It may be helpful to look at importance together with support and opposition. To facilitate comparison, the response set for each item was ranked 1-8, with 8 being the response option chosen most often by administrators responding to our survey. Again, there's a great deal of similarity between issues judged by the respondents to be important and those judged to have garnered the most support. Perhaps as observed above, importance and support are conflated, and perhaps opposition is more difficult to gauge. A similar result will be seen in the next section on advocacy and resistance to change.

Acknowledging that there are many constituencies interested in the evolving role of NTTF, we asked respondents to indicate from the following list which constituencies had been instrumental in advocating for change on behalf of NTTF, and which had been resistant to change.

- NTTF themselves
- Administration (e.g., president, provost, dean)
- Individual schools/departments
- Faculty governing body
- TT faculty themselves

- Faculty union
- Women's commission/council/center
- Board/Regents/Trustees
- External entity (e.g., state legislature, higher education board/commission, university system)
- Students/student organizations

Figure 57
Constituencies Who Advocate for Change on Behalf of NTTF
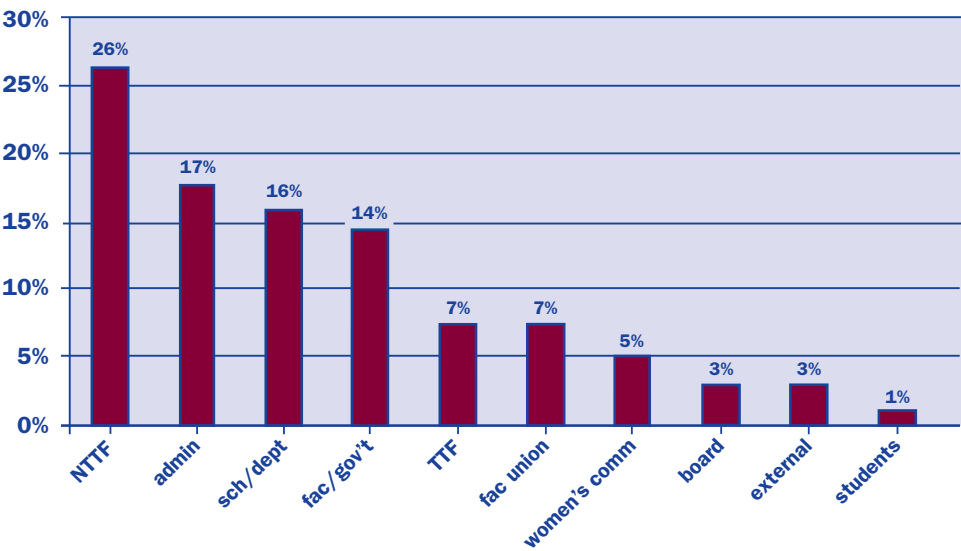
Clearly, the strongest advocate for change regarding NTTF is the NTTF themselves, followed by institutional level administration, individual schools or departments, and faculty governing bodies.

Figure 58
Constituencies Who Resist Change Regarding NTTF
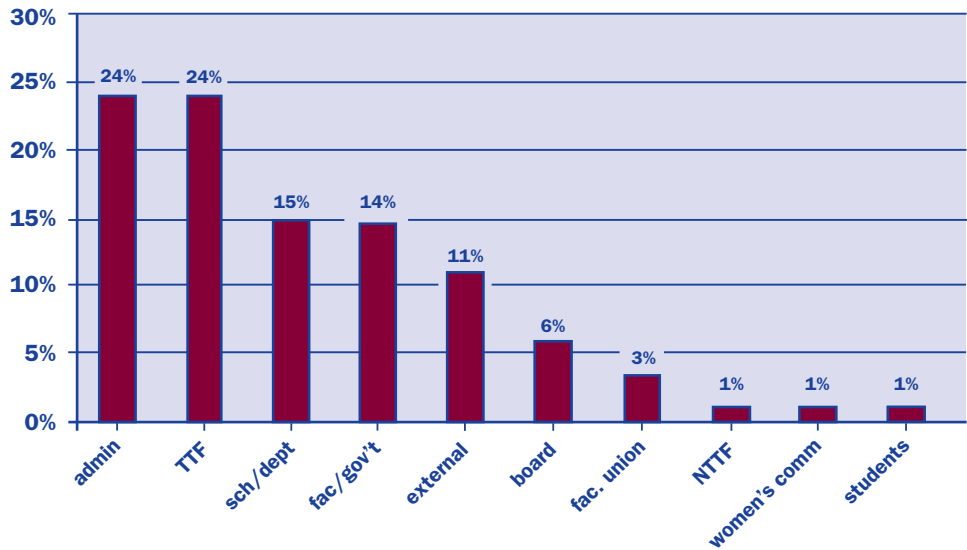
Respondents indicated that the strongest resistance to change is institutional level administration, which may fear the financial impact of improving the lot of NTTF. Interestingly, this group was also the second leading advocate for change. Equally resistant to change is the TTF who may see their power and exclusivity eroded by a newly empowered, entitled group of NTTF.

Figure 59
Comparing Advocates and Resistors Regarding NTTF Change

	Advocates	Resistors
NTT faculty themselves	10	3
Administration	9	10
Individual schools/departments	8	8
Faculty governing body	7	7
TT faculty themselves	6	9
Faculty union	5	4
Women's commission/council/center	4	2
Board/Regents/Trustees	3	5
External entity	2	6
Students/student organizations	1	1

Now comparing the two, we see, not surprisingly, that NTTF are highly ranked as advocates and fairly low as resistors. Showing the choices ranked 1-10 (with 10 being the response option chosen most often) rather than by the number of votes cast for each choice helps to show the two constituent groups (advocates and resistors) with an equal metric which although it facilitates comparison also tends to mask the absolute difference in the number of votes. As with opposition to issues in the previous section, resistance to change was less well answered that advocacy and may have an aspect of social bias—not wishing to name the negative, perhaps.

Constituents in leadership/governance positions (administration, schools/departments, faculty government, and faculty unions) are ranked almost evenly as advocates and resistors—indicating their conflicted roles in the changing and challenging environment for NTTF. Tenure track faculty are seen as net resistors, perhaps supporting the belief that increasing numbers and improving circumstances for NTTF pose a threat to the exclusive and privileged purview of TTF. The other category of net resistors is non-employee administrators such as boards and external entities.

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Making the Best of Both Worlds

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CARNEGIE CLASSIFICATION OF INSTITUTIONS OF HIGHER EDUCATION, 2000

The Carnegie Classification of Institutions of Higher Education is a taxonomy of all U.S. colleges and universities that grant degrees and are accredited by the U.S. Secretary of Education. The categories are based on information about the institutions, such as types of degrees conferred, academic disciplines offered, and specialization. This report uses the 2000 edition of the Carnegie Classification, which has six categories of four-year institutions. Each category is briefly described below:

- **Doctoral/Research Universities—Extensive:**
  These institutions typically offer a wide variety of baccalaureate degrees and award fifty or more doctoral degrees per year across at least fifteen academic disciplines. Doctoral degrees include the Ph.D., Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health, among others.

- **Doctoral/Research Universities—Intensive:**
  These institutions typically offer a wide variety of baccalaureate degrees and award at least ten doctoral degrees per year across at least three academic disciplines or at least twenty doctoral degrees per year overall.

- **Master's Colleges and Universities I:**
  These institutions typically offer a wide variety of baccalaureate degrees and award forty or more master's degrees per year across three or more academic disciplines.

- **Master's Colleges and Universities II:**
  These institutions typically offer a wide variety of baccalaureate degrees and award twenty or more master's degrees per year.

- **Baccalaureate Colleges—Liberal Arts:**
  These institutions award at least half of their baccalaureate degrees in liberal arts fields. Examples of liberal arts fields include English, foreign languages, biological sciences, mathematics, philosophy, religion, physical sciences, social sciences, and humanities.

- **Baccalaureate Colleges—General:**
  These institutions award less than half of their baccalaureate degrees in liberal arts fields.

More information can be found on the Carnegie Foundation's website
http://www.carnegiefoundation.org/classifications/