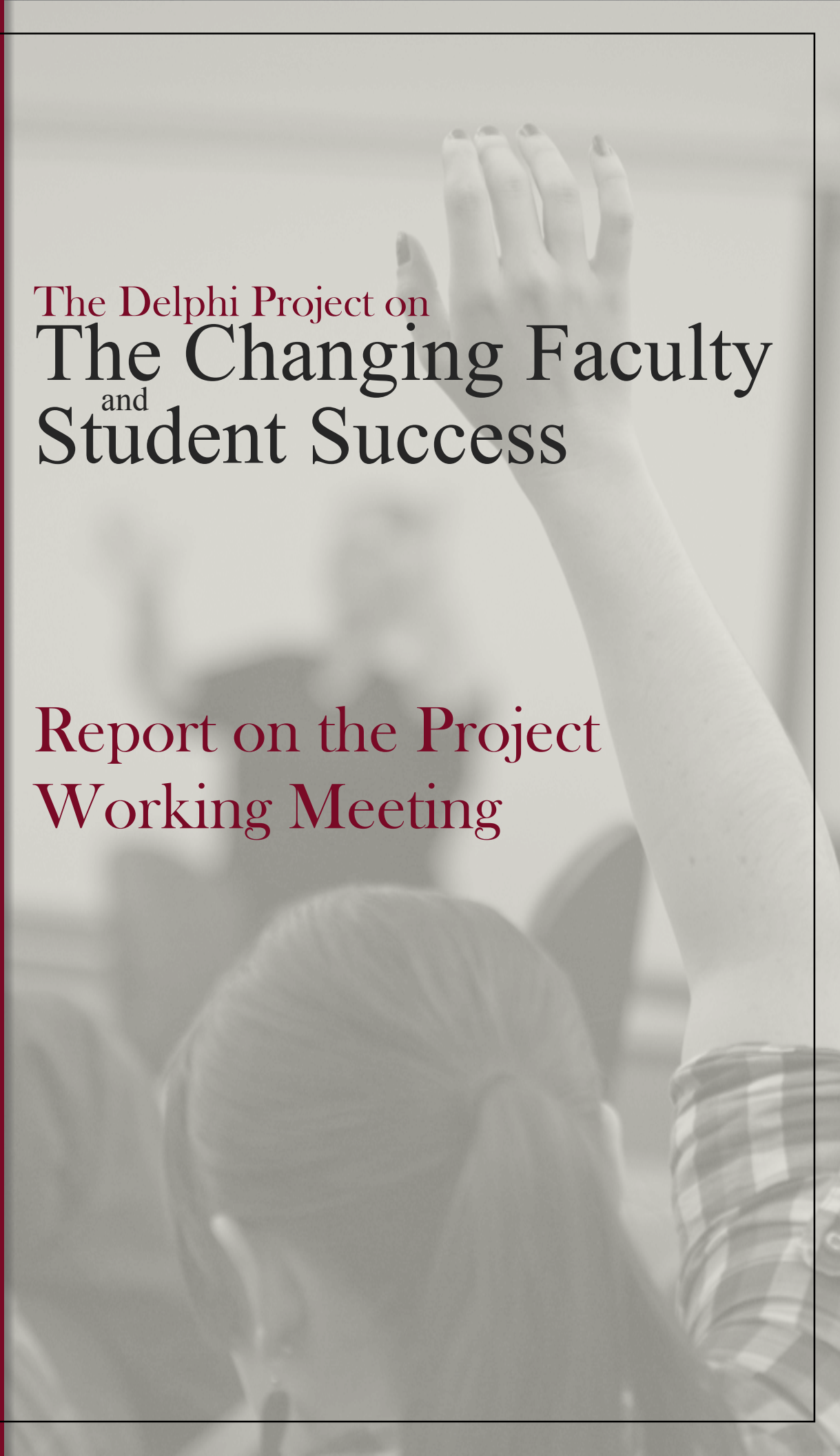


The Delphi Project on

The Changing Faculty and Student Success

Report on the Project Working Meeting

Table of Contents

Photography Attribution:
Cover and section heading background photography by Jeremy Wilburn.

Forward

The Problem

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, the professoriate is now comprised of mostly non-tenure-track faculty. In 1969, tenured and tenure-track positions made up approximately 78.3% of the faculty and non-tenure-track positions comprised about 21.7% (Schuster & Finkelstein, 2006). Forty years later, in 2009 these proportions had nearly flipped; tenured and tenure-track faculty had declined to 33.5% and 66.5% of faculty were ineligible for tenure (AFT Higher Education Data Center, 2009). Full-time non-tenure-track faculty account for 18.8% of the professoriate and part-time or contingent faculty make up nearly half, or 47.7%. Contingent faculty comprise a larger share at some institutions; among community colleges they are often 70-80% of the faculty.

Changes in the composition of the American professoriate toward a mostly contingent workforce are raising important questions about poor working conditions and connections between these conditions and student learning outcomes. Research conducted on this issue suggests that these changes in the academic workforce have not been made strategically, but out of crisis and short-term planning (Baldwin and Chronister, 2001; Gappa and Leslie, 1993; Kezar and Sam, 2010a, 2010b; Schuster and Finkelstein, 2006). It is important for state and system leaders, administrators, faculty, and policy makers to understand and consider how poor practices (e.g. late scheduling of classes) and lack of policies (e.g. no professional development) commonly associated with non-tenure-track faculty roles and working environments may impact student learning. Many policies impede the ability of faculty to provide effective instruction that is aligned with departmental and institutional goals for learning outcomes. On many campuses, current policies and practices create conditions where these non-tenure-track faculty are inaccessible to students outside of scheduled class time and are not permitted to have a role in decision making, including decisions about the courses they teach.

Convening the Delphi Project – Purpose, Process, and Proposed Strategies

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

The project employed a modified Delphi study approach, which calls for convening issue experts, administering surveys, and facilitating working meetings to build consensus around an understanding of a problem and potential solutions. Dr. Adrianna Kezar, the Delphi project's director, brought together more than 40 key experts representing a broad array of key stakeholders from across the academy over the past year. Participants – including academic leaders and system

heads, leaders from higher education professional associations and academic unions, disciplinary associations, and accrediting agencies, as well as education researchers, economists, and organizations representing non-tenure-track faculty – completed surveys addressing the current status of the academic workforce, internal and external pressures shaping changes, organizational issues such as faculty morale and preserving academic freedom, and challenges or implications of an overreliance on non-tenure-track faculty for student learning. Summaries of the survey responses and resources drawing upon existing research were used to highlight areas of consensus and promote convergence around strategies.

On May 18, 2012, more than 30 participants convened outside Washington, D.C. to discuss the issues that were surfaced through the earlier round of surveys and to formulate strategies to respond to these challenges in new ways. The two meta-strategies that emerged from the meeting and are captured in this report are the result of a year of planning and collaboration among the project staff, our partners at AAC&U, and participants representing key stakeholder groups from across higher education. The first set of strategies will engage higher education organizations and stakeholders in re-conceptualizing the professoriate, including redefined faculty roles (beyond existing tenure or non-tenure-track faculty), rewards, and professional standards. A second set of strategies will lead to the creation of data and resource toolkits for use by campus stakeholders including faculty task forces, administrators, and governing boards, as well as accrediting agencies. The toolkits will draw upon existing data and examples of positive practices to support NTTF faculty, but will also provide a blueprint for facilitating greater awareness of non-tenure-track faculty issues and supporting policy implementation among different types of institutions.

Following the meta-strategies is a summary of the May meeting, which captures the various perspectives, concerns, and ideas exchanged among project participants in a convening of the full group, as well as more targeted small group discussions.

Audience

We intend for this document to serve as a guide for project participants as we continue our work together to design and advance the two parallel strategies, but also to inform the activities that many of your organizations have already begun to undertake or may initiate in the future. Please feel free to share this information with partners and constituents in your own organizations as you discuss how you might support efforts to respond to the challenges created by an overreliance on non-tenure-track faculty. This document is not intended for broad public use, however we will gladly work with our participants and partner organizations to make various resources available as the project proceeds.

Meta-Strategies

Emerging from Consensus and Collaboration

A review of participant discussions and themes emerging from the presentations, dialogue about potential levers, and brainstorming in small groups around consensus points and solutions yielded two meta-strategies that bring together ideas shared throughout the working meeting. These meta-strategies frame opportunities for Delphi project participants to continue to work together through this forum, while also moving forward within their own organizations to expand the conversation around NTTF issues and take action to change current circumstances. Resources and data created through this project will be designed to be useful in informing and guiding actions of this group and others on the national level, but will also include tools for different stakeholders to use on their campuses to assess the current status of non-tenure-track faculty and begin to make a case for change. Accordingly, these strategies conceive of the Delphi Project on the Changing Faculty for Student Success as a hub for creating and promoting resources for organizations and institutions to begin implementing strategies while also working to advance new models for a future faculty.

Strategy #1

Creating a Vision for the New Faculty for Student Success

In addition to supporting the current majority of NTTF among the professoriate, we also need to think proactively about the future of the faculty overall. This strategy defines and articulates a new faculty model based on professional standards and promotes favorable conditions for optimizing faculty members' contributions to student success. Groups of stakeholders representing a range of organizations and institution types – faculty groups and unions, administration, higher education organizations, accreditors, and disciplinary societies – will play a central role in promoting the model. For example, the Association of American Colleges and Universities, building on their well-respected past and current work on student learning, preparing future faculty, and high-impact practices, could potentially be a major supporter of this strategy. Other organizations will also be approached to join the Delphi project in advancing a new faculty model, as appropriate.

Various project participants and their organizations are already engaged in thinking about a model of the faculty for the future and will make substantial contributions to this effort. Moving forward, the stakeholders working toward this strategy will seek to achieve the following goals:

A. Create a new forum on faculty roles and rewards through AAC&U or another major higher education organization.
B. Develop a conceptual paper that articulates a new model for the future faculty and the characteristics that connect the functions of faculty work to intended outcomes, including goals for student learning.
C. Collaborate with higher education associations (e.g. American Association for Community Colleges, Association of Public and Land Grant Universities) to cultivate different perspectives around characteristics of a future faculty model and potential modifications necessary to facilitate adoption across different institutional types.
D. Initiate a dialogue with the Association of American Universities (AAU) to discuss key principles associated with the conceptual paper as it relates to graduate education and convene AAU member institutions to reconsider the current model and practice of graduate education.
E. Identify sources of funding for a project engaging AAU and member institutions in formulating strategies around preparing future faculty.
F. Approach CAW and work toward convening a congress of disciplinary societies as a venue for discussing faculty roles, incentives, and the career direction for a future faculty model.

This initiative will likely require the development of a proposal to obtain support for a forum within AAC&U or a similar higher education organization to convene stakeholders to create the conceptual paper. Funding will also be required to facilitate meetings with AAU, other higher education associations, representatives from a broad range of institution types, the Coalition on the

Academic Workforce (CAW), and a congress of disciplinary societies. Some additional preliminary startup funds would also be beneficial for convening an annual forum meeting up to the point that such an effort can begin to pay for itself, much like AAHE forums on faculty rewards that were typically well attended. The idea is that such a forum would eventually become self-sustaining due to expanding interest among stakeholders interested in sharing ideas and rethinking faculty roles. If these forums are to be successful, they will need to convene regularly to discuss these issues, so we need to be prepared to submit a proposal for funding to support this activity.

A task force comprised of Delphi participants will be convened to develop a proposal, participate in the grant project, develop the conceptual papers, and leverage relationships to initiate the various meetings with stakeholder organizations. This task force will provide leadership for this strategy until a national organization has been secured to include the project as part of its broader portfolio.

Strategy #2

Building a Broad Base of Stakeholder Support for the New Faculty for Student Success

One of the consistent themes that emerged throughout the survey feedback and the working meeting was a need for additional data and resources to build awareness and to support organizations' and institutions' efforts. This initiative uses the *Delphi Project on the Changing Faculty and Student Success* as an instrument for producing and showcasing data and resources that can be created and used by participant organizations, but also other stakeholder groups and administrators, faculty, and staff at different types of colleges and universities. Data and resources are intended to support efforts to build awareness and organize consensus for change. The initiative will continue to draw upon the expertise and knowledge of participants and their organizations to refine existing resources and create new ones.

The broad cross section of participants and organizations represented allows the project to make use of different perspectives and work toward creating resources that can be utilized by governing boards, presidents, faculty, and others at the institution level, in the states, or across large higher education systems (e.g., accreditation). The main work of participants and other stakeholders will be to engage in a communications and data dissemination effort to get these resources into the hands of the appropriate change agents.

The Project will support the key levers identified in the meeting: accreditation, promoting efforts among state systems, and supporting change among individual institutions. Participants envisioned accreditation agencies as serving as a conduit for moving model practices to campus decision making and building support among campus leaders for implementing change strategies. State systems, those that have already begun to change policies and practices and others open to change, can serve as models by demonstrating how campuses and systems can go about creating successful reforms. While the accreditation and state systems strategies are able to progress with stakeholder leadership, the Delphi project will obtain funding for a project supporting a set of institutions identified to implement change strategies, which will create an opportunity to produce practical models for other institutions to follow.

The main activities within the strategy are:

A. Leveraging the use of existing documents and data created by the Delphi project and other stakeholder organizations in a campaign to build awareness about the problems and proposed solutions. These resources will support broader awareness, but can also serve stakeholders at individual institutions in understanding the status of non-tenure-track faculty employment on their campuses to begin to build a case for change. New resources and data will also be created and might include:
    - A database or document including summaries of policies and practices used to support faculty and their efficacy;

- Short, two-page case studies drawing upon the experiences of stakeholders at institutions that have undergone change; positive cases can model practices, but also allow change agents on campus to understand how they can go about initiating efforts within their own context; and,
- One-page framing documents that will serve to identify aspects of this problem associated with different perspectives such as inequality, student learning and engagement in high-impact practices, risk management, and moral hazards.

B. Producing practical data tools and toolkits specifically intended for use among various institutional and organizational stakeholders, as well as campus task forces. These toolkits might include:
   - A worksheet outlining key types and sources of data related to NTTF that institutions should collect and monitor;
   - An institutional audit template to guide a review of policies and practices related to NTTF;
   - Samples of campus climate surveys focusing on working conditions and support for NTTF;
   - Instruments to collect information on best practices to include in databases and future publications and resources; and,
   - A database, to be located on the project website, where institutions can download national data and produce data sheets with statistics regarding their campus as compared to sector and national data.
C. Formulating a coordinated communications strategy that will enhance visibility of NTTF issues, as well as to promote and disseminate resources and tools. The Delphi project will work with participants and other stakeholders in developing targeted communication tools and help with distributing communications through stakeholder groups.
D. Producing a policy paper recommending various ways campus might seek to strategically redistribute funds to support changes for NTTF.
E. Developing financial modeling tools for examining the costs, but also the benefits and cost savings long-term (such as money saved through rehiring, retraining, or turnover) associated with providing suggested support for non-tenure-track faculty.
F. Inviting a legal scholar to join the project with the goal of examining federal and state fair employment laws; this effort could create additional support for framing the problem and identifying powerful levers.
G. Encouraging campuses to create task forces and use data tools and resources developed by the project to frame the issues, help teams to understand the particular problems as they exist on their campuses, and guide efforts toward solutions.
H. Developing of a system's head strategy, as described below in the section on strategy working groups.
I. Promoting projects that work at the campus or system level and seek funding to support efforts.
J. Drafting a strategy for effectively utilizing accreditation agencies in the efforts described below in the section on strategy working groups.

In order to support and implement this strategy, a task force will be created including state stakeholders and partners, system heads, governing boards and administrators, faculty organizations and unions, regional accrediting agencies, and others. While participants and organizations might want to mostly pursue these strategies on their own with their constituents, in order to continue to coordinate, share new strategies, and report back on successes, the project will

sponsor periodic conference calls. Funding needs to be obtained in order for the data teams project to move forward; the Gates Foundation was mentioned as a possible funder. Additional funding for meetings of the task force over the next year or two would also be beneficial.

Summaries

Notes from the Project Working Meeting

The summaries that follow provide insight to the discussions among participants in the Delphi Project on the Changing Faculty and Student Success at the May 18, 2012 working meeting outside Washington, D.C. Although the summaries specifically review the substance of the working meeting, this convening of experts from across higher education and the points of consensus detailed here are the product of a year of working together – of sharing ideas and perspectives about the problems associated with an overreliance on non-tenure-track faculty in the academy, challenges for student learning outcomes and other goals, and potential solutions not only for responding to rising contingency, but also for envisioning and working toward a new model for the future professoriate.

Introduction to the Meeting Summaries

Building Consensus Among Stakeholders

There is consensus among the participants – representing key stakeholder groups from across higher education – that the current three-tiered system (tenure track, part-time, and full-time non-tenure track) is divided and broken. A number of factors are seen as exacerbating current circumstances and rising numbers of non-tenure-track faculty (e.g. decline in state funding, concerns about affordability). It seems apparent that these changes in support and the shifting composition of the professoriate will have an effect on all faculty. More importantly, an overreliance on non-tenure-track faculty, particularly part-time and contingent faculty that now make three-quarters of the professoriate among public and private non-profit institutions, has already been found to have an adverse effect on student learning outcomes. Participants recognize that the problem is a systemic one that will require the attention of stakeholders from throughout higher education. Participants also began, as a group, to articulate a vision wherein the community of faculty – indeed, one faculty – could work together toward a future faculty model that values the work of all faculty and reinforces efforts such as AAC&U's High-Impact Practices to support the intellectual curiosity and growth of our students.

Participants discussed a variety of problems related to the current overreliance on non-tenure-track faculty in higher education:

- The impact on student learning;
- Employment inequity, including pay inequity, limited or no participation in decision making related to curriculum and governance, and the overrepresentation of women;
- Potential violations of the spirit of fair employment laws;
- Moral hazards such as a lack of support for faculty tasked with teaching large numbers of undergraduate students.

Most importantly, the current policies and practices for non-tenure-track faculty are obstacles to providing effective instruction and student support that promotes positive student learning outcomes. However, the equity issues that are very much a part of the current problem, including fair compensation and disproportionate growth in the number of women filling contingent faculty positions, are also issues of great concern. It seems a multifaceted logic needs to be engaged to build broader support for changing the current and almost certainly broken system.

Priorities and Strategies for Change

A range of ideas emerged from the full group discussions and small working groups at the meeting; participants engaged in dialogue about characteristics of a future faculty model, professional standards for all faculty, and levers for change. These ideas are the basis for the two meta-strategies that are the core of this report. Broadly, participants suggested strategies for moving forward needed to be attentive to:

- Rethinking graduate education;
- Engaging the disciplinary societies and other higher education organizations discussing issues related to faculty roles and rewards;
- Promoting the collection of data and creation of data tools to build awareness on campuses;
- Framing the discussion and communicating with stakeholders; and,

- Producing documents and resources that can be adapted and used to create the conditions for change throughout the academy.

In conferring about these five essential foci, participants were attentive to challenges and potential solutions at the national or enterprise, state and system, and institution levels. These discussions led the group toward a set of strategies for responding to the problems associated with an overreliance on non-tenure-track faculty. Four strategy groups came together to advance ideas toward producing workable solutions. The strategy groups focused attention on:

- How data and documents could support greater awareness and a rationale for change;
- Plans for engaging state systems and individual campuses in adopting new model policies and practices; and,
- How accreditation can serve as a mechanism to promote change and build support.

Participants and other interested stakeholders will play an important role in the continued work of the project and in changing the current model. These groups remain engaged with the *Delphi Project on the Changing Faculty and Student Success* and are providing important support toward the two meta-strategies, but also by creating forums for broader dialogue to increase awareness of the current challenges and building consensus among the leadership and membership of their own organizations. Following the summaries, we offer a brief postscript to highlight some ways participants are engaging their own organizations and a broader audience.

Small Group Discussions – Compelling Points of Consensus

The first small group discussion followed a framing of the issues and presentation of key points around the following areas: faculty models, contributing factors, and levers for change. Groups were asked to distill three to five compelling points of consensus to guide afternoon discussions around framing NTTF issues and formulating strategies.

Nature of Current Three-Tiered System and Potential New Models

1. The current overreliance on NTTF is a *system-wide problem*. There was tremendous support among the participants for changing the current three-tiered system, which is divided and broken.
2. Many of the working groups concurred that part of the problem is an apparent *ready supply of individuals* who are willing to take NTTF positions, even though they often offer poor working conditions. These circumstances exacerbate the problem and suppress a sense of urgency around the need to change.
3. Current policies and practices often exclude NTTF from *governance and planning*, although faculty are most committed when they can be engaged.
4. Emerging changes such as new *technology and innovations* in online learning will affect faculty roles and employment practices across the professoriate; changes will not only have an impact on NTTF.
5. Several working groups identified *key attributes or professional standards* that should be at the center of a new faculty model. These include due process, continuity of employment, campus grievance, academic freedom, professional development, and a living wage, as well as various forms of support in the workplace ranging from supplies, and office space.
6. Several participants also expressed a need to more aggressively move away from the current tenure model and toward a *new faculty model* (for example, faculty employed mostly on long-term contracts). However, these groups ended up acknowledging the difficulty in moving away from tenure because it is so politically charged. The concern is that it will be difficult to secure the support of tenure-track faculty if strategies for responding to NTTF issues are seen as an assault on tenure; this scenario is unlikely to motivate tenure-track faculty to champion changes for NTTF.
7. *Academic freedom and due process* should be protected through long-term contracts for NTTF. Many participants registered a concern that academic freedom is a particularly important aspect of the faculty role that is not currently available to a large segment of the faculty.
8. If *radical change* is unlikely in the short term, the best strategy for now is to work on supporting NTTF and proposing a new model that might eventually be put in place. This approach will require decision makers to think about the relationship among faculty roles, support, engagement, and quality of instruction.

Important Issues and Compelling Levers in the Academic Workplace

1. In order to build awareness and improve conditions among the faculty, tenure-track and NTTF should be recognized as part of the same *community* – as one faculty. This convening will help to engage all faculty in the life of the campus and community. For NTTF, in particular, there are often fewer opportunities to participate at the campus or department level, even though they constitute a majority of faculty at many institutions. Among TT faculty, there is also often a perception that a sense of community is missing.

2. *Accreditation* is an important tool and, potentially, one of the most powerful levers. First, many institutions have policies related to NTTF that are not actually implemented on campuses; national research demonstrates that institutional policies are often not reflected at the department level. Accrediting agencies can play a role in making sure institutions are following their own policies. Second, the accrediting agencies can encourage institutions to use their self-study to reflect on the composition of the faculty, examine hiring data, and assess the adequacy and adherence to existing policies. Third, changes in higher education typically happen at the institution level; accreditation can work most effectively to influence the system at this level.
3. Providing additional support for NTTF and implementing strategies such as systemic evaluation processes will require *additional funding*. While there is a need to create the will for change, we also need to address the question of where funding to support various efforts will be found.

Framing the Discourse Around Non-Tenure-Track Issues and Potential Solutions

1. Drawing attention to *best practices* that have been found to support quality of instruction and student learning outcomes and research around faculty practices is an effective way to build support among stakeholders. There is a lack of awareness around how NTTF working conditions, in many cases, adversely affect the quality of instruction and outcomes for student learning. However, many are similarly unaware of efforts that have already been taken on campuses to change policies and practices. Building an awareness of the current problem, but also practical solutions utilized throughout higher education can help to advance efforts to reform policies and practices.
2. Various groups described the need for a *multifaceted logic* that goes beyond merely improving student learning, although this is the central objective. One group focused on issues around the over-representation of women among NTTF and demonstrating these inequalities as a significant issue to address.
3. Across groups, there was widespread understanding that *data and information* are absent on campuses; a lack of data has been an obstacle to creating awareness among many campus stakeholders. One of our most important strategies is to bring national and campus-specific data into visibility. Participants noted that in some specific cases, the collection and dissemination of information was an effective tool for informing the discourse and changing the direction of action. Accreditation can be one way to motivate institutions to examine data through self-study.
4. It is important to *differentiate among different types of NTTF* as one way to make sure that we draw attention specifically to those that need the most support. The distinguished attorney who is teaching one class as an adjunct does not reflect the type of faculty or the problem we are discussing, but is the type with which many stakeholders are most familiar. Therefore, we need to make people aware of the true composition of NTTF and disaggregate these groups as we move forward, find ways to make the groups in need of the most support more visible, and propose ways to make it easier for campuses to identify them.

A number of other issues were mentioned in these small group discussions. We have tried to capture and summarize those topics and ideas that were central to discussions within individual small groups, as well as key concepts that emerged across multiple groups.

Presentations on Political Will, Budgets, and High-Impact Practices

David Longanecker and Jane Wellman provided presentations and discussion about the political will for change and data about campus budgets because creating the will for change and identifying the money to support such changes has proven challenging and was noted by all participants as significantly impacting this issue. Susan Albertine and Caryn McTighe Musil describe the way that non-tenure-track faculty working conditions make it difficult for them to engage in high-impact practices critical to quality learning. These presentations were aimed at brainstorming through difficult problems that emerged within the surveys.

Political Will, Budgets, and Circumstances as Obstacles

1. There appears to be a lack of *political will* to change and many important stakeholders have not been attentive to NTTF issues for various reasons.
2. The *myth* is that the current system is working and there is no "great noise" or visible upheaval; these circumstances make it difficult to achieve change.
3. In order to create change, we need to *challenge the myth* that current employment approaches are working. Current practices make it more difficult to serve the institutional mission and are also morally bankrupt.
4. The current approach resembles *triage* – in which institutions in crisis moments make decisions to respond to declining state funds and other difficult circumstances institutions encounter. There needs to be longer-term planning and recognition that funding streams are not going to rebound.
5. *Spending on instruction has been flat* for many years or is decreasing in all sectors. Faculty salaries have increased at private research universities. Also instruction is made up of more than faculty salaries.
6. Many college and university employees are not faculty. However, while there has been some evidence of *administrative bloat* there is no "smoking gun;" many of these employees primarily support academic functions. It is unlikely that enough funding can be garnered from increases in administrative spending to support NTTF. But individual campuses should be encouraged to examine growth in administration, which while not a significant increase nationally, may be high at particular institutions.
7. Many institutions, specifically public institutions, are not able to control certain *costs related to benefits* such as health care and retirement, which are sometimes determined by the state. Additionally, at the state level, increasing costs associated with Medicare and Medicaid represent more substantial challenges for state officials to address in the current economic environment.
8. Institutions need to *rethink budgets* to find funding to support faculty, which will require more radical restructuring and transformational thinking than presently exists. While expenditures have not necessarily changed in higher education over the years, there has not been a fundamental re-thinking of budgets and whether we are spending available funds in the right way.

High-Impact Practices and Student Success in a Changing World

9. There is a *connection between the working conditions and the quality of instruction* our faculty are able to provide; it is hard to deny these connections.

10. The *whole world is changing* for our students and institutions need to address these challenges to quality in order to deliver high-impact practices that prepare students to enter the workforce and their communities after they graduate.
11. The broader dialogue around the Delphi project supports not only a need to redefine NTTF roles, but to *rethink the nature and structure of the professoriate* as a whole.

Full Group Discussion - Levers for Change

As the full group reconvened after lunch and the presentations, the discussion turned to a review of compelling levers for change around a number of specific areas of focus. These categories of levers helped the group to define areas for making an impact and coalesce around several strategy working groups in the small group discussions that followed.

Graduate Education and Disciplinary Societies

1. *Graduate student education* is in need of change. Without a change in graduate education, the goal of creating a professoriate that is better prepared to meet the needs of students and provide high-quality instruction is unlikely. Undertaking this effort will require engaging the Association of American Universities (AAU) and disciplinary societies more directly.
2. Participants and stakeholders should consider the *prior efforts* of groups to rethink graduate education such as the *Re-envisioning the Ph.D.* project at the University of Washington: http://depts.washington.edu/envision/about/index.html. We need to explore their progress and future possibilities to address this issue.
3. A new initiative similar to the Preparing Future Faculty project is needed to build awareness and support for professional standards and changing graduate education. http://www.preparing-faculty.org/.
4. Past research suggests some graduates entering the academic workforce desire NTTF positions because of the *flexibility* they are believed to offer, but we do not know how prevalent this desire is. It may be helpful to conduct additional research on current Ph.D. students to better understand what they know about NTTF positions and conditions, their sources of information about academic jobs, and their affinity for potential new models for the future faculty.
5. Disciplinary societies impact *incentives* among faculty members in different fields and are important stakeholders, particularly if we to begin the work of moving toward a new vision for the professoriate.

Utilizing Data and Data Tools

1. There is a *lack of awareness* among higher education stakeholders. Data and tools should be created to guide institutions' efforts and build awareness among stakeholders. These might include data tools that institutions can utilize to conduct an audit or new ways of presenting faculty data to stakeholders on a campus.
2. *Data about the current circumstances*, when presented, are difficult to ignore. Producing data tools or making data available in various formats will be persuasive to move efforts forward. For example, offering data on the numbers of credit hours that NTTF are teaching may shock certain stakeholders and get their attention, while also contributing to broader awareness.

3. The current data available on NTTF through IPEDS or the states is not strong. An effort to produce better data at various levels – the institution, system, state, and national levels – is needed to build understanding and compel stakeholders to take action.
4. The Coalition on the Academic Workforce (CAW) has collected data from around 30,000 NTTF and is preparing to release the findings of the study; the findings will be disseminated to all Delphi project participants to help them to continue to consider various NTTF issues as we move forward. Providing a strategic breakdown of this data might help the project to paint a more compelling picture of the national and state circumstances to propel dissemination and build awareness.
5. The National Institute for Learning Outcomes Assessment (NILOA) should be contacted to support the creation of data and assessment tools.
6. Existing research should be synthesized and additional research should be conducted to determine which faculty practices contribute to producing *quality instruction and positive learning outcomes* for students.
7. In general, in order to advance the cause we need to *stimulate a broader dialogue* and conversation around this issue and data is one compelling way to make this happen.

Framing the Discourse in Organizations to Consider Changing Circumstances

1. Decision makers should consider the role of *online and non-local modes of teaching* in shaping faculty work. In particular, attention should be paid to trending practices in the for-profit sector and what has already been done in clinical fields such as dentistry and medicine.
2. Different groups are impacted by *logic that is distinct* and this needs to be considered in advancing strategies and producing resources. For example, in addressing human resource professionals we might want to speak about the inequities and the impact of current practices on women. A reframing of issues around risk management, which are inherent in a largely contingent faculty, may compel campus leaders and counsel. Faculty and student stakeholders can be helped to understand the impact of NTTF conditions on student learning. The different priorities and logics of stakeholder groups present a need to think strategically about the different ways we frame the issues and data to compel stakeholders to be attentive.
3. *Learning is very difficult to actually measure* and there are many competing ideas about how and when learning happens. Accordingly, it might be more effective to focus on issues such as how students are engaged by faculty or student outcomes and success. Some of these areas are easier to measure such as graduation rates. There is little agreement around how to measure learning.

Documents and Resources for Disseminating Data and Information

1. Once data tools have been used to secure the attention of stakeholders, documents and resources should be made available to offer examples of *effective policies and practices*. A lack of models or examples is among the reasons change has not occurred. We can facilitate change through resources that provide ideas for policy and practice to guide action.
2. Documents promoting *best practices and professional standards* that have already been created by the unions and disciplinary societies should be used as a template for creating new resources that address conditions among other populations or contexts.

3. New documents and publications can be created to articulate and define what the *new faculty* should look like and help people to envision this future in the context of their role, institution, or organization in order to bring all the pieces together.

Conceptualizing Communications Strategies

1. With this awareness about distinctive audiences and concerns, *communication vehicles* should be framed in different ways for varying audiences. Some people care about the impact on quality or student success; others will be more compelled by issues of inequity and morality. Still, others may be motivated by concerns around legal issues and risk management. Different logic can be used among different audiences, while still maintaining a consistent message around the need for change.
2. *Recognition* that we are engaged in challenging deeply held and longstanding traditions is a necessary step in moving forward. Repeated and compelling messages and statements are needed to engage the attention and action of every stakeholder group.
3. Higher education associations can *build awareness and create venues* for dialogue by including presentations, panels, and discussions around NTTF issues on the agendas of their national and regional meetings.
4. Higher education associations should be engaged as they *create professional development resources* and publications aimed at current and future leaders on campuses to ensure NTTF issues are included in the information that is circulated to groups of stakeholders.
5. One other way to build broader awareness is to produce or encourage others to write Op opinion and editorial articles aimed for the general public can help people beyond the academy think differently about this issue.

Current Stakeholders' Roles and Powerful Levers for Change

1. Given the broad range of groups and interests represented in the Delphi project, it would be effective to take a *coordinated stakeholder approach*. We should consider how each participant or group can support this issue through their own organizations and professional communities, whether it is human resource professionals, provosts, business officers, accreditation agencies, faculty unions, or state systems. Using our shared base of knowledge and resources, we then might customize publications and data tools for each of these groups based on common data and themes, but tailored to gain traction in particular groups.
2. *Accreditation* is seen as an important tool to help institutions to consider data about NTTF and examine policies and practices that help produce quality education. Accreditation is most effective when it is focused on self-regulation, rather than accountability as it relates to this issue.
3. Unions have led to the majority of changes for the tenure-track faculty so far. As we think about data, publications, best practices, we should think about ways to include unions and unions strategizing and resources in whatever approaches emerge.
4. Higher education institutions like to *imitate successes*. If we can get highly visible campuses or systems to address this issue, it will facilitate change.

Small Group Discussions – Creating Strategies and Solutions

The second small group discussion followed full group discussions around levers for change. Four strategy working groups were created around ideas that had emerged throughout the day as the most effective potential strategies for creating change. Participants in each group were asked to brainstorm about how to formulate and execute effective strategies around particular ideas.

Creating Concept Documents

Two documents are important to guide future efforts to support the creation of a new faculty model. One document would establish a conceptual vision for a new professoriate possessing characteristics that optimize efforts to meet the demands of the changing higher education enterprise. This concept paper would describe a model faculty member that is hired on a long-term contract, emphasizes contributions to student-centered teaching practices, and is embedded in changes such as new technology, innovative pedagogical techniques, and meaningful measures of student learning outcomes. This new faculty model would not reflect any of the existing faculty types found within the current three-tiered system.

A second document would describe the characteristics of institutions that provide appropriate support to faculty members with the goal of utilizing practices that effectively facilitate student success. This document could build upon the documents included in the Delphi project participant guide. The document could also focus on the qualities of faculty members that are related to student success particularly pedagogical issues. Recognizing that if an institution does not support faculty members in their roles, faculty will be limited in fulfilling their role in the institution and using promising practices. It is important that institutional leaders understand that they are responsible for supporting faculty in ways that create optimal circumstances to support the success of students.

Creating either document, as conceived, will require attention to differences that exist among different types of institutions.

State Systems Strategies

Our early discussions suggested that external efforts are an important way to scale up change. Britt Kirwan has had success in creating a statewide policy within the University of Maryland system that supports NTTF. The process Britt Kirwan and the system followed involved creating a task force to examine system-wide data while giving attention to differences among campuses and their missions. A review of the data pointed to the existence of particular problems and helped the task force to create a statewide policy document as a response. The policy has been approved and is now being implemented throughout the system. Such an approach helps to create change on a broader scale; in this case, across the entire state system. Although the group agreed that this approach may not work in every state, it is important to publicize successful cases like this so that other states and systems might follow. In order to propagate this strategy, the group discussed writing an article for higher education publications, focusing on the Maryland effort as a potential best practice case. Different participants whose roles involve working with state systems, would be effective advocates and participants in this approach.

The group also discussed the lack of information related to contingent faculty numbers, policies and practices at the state level. Promoting state or state-system level support will require us to provide targeted guidance, as there are often differences among the way each campus, colleges and disciplinary unit, or department operate across state systems. To be effective, we need to know what is the most important data to examine, including types of data that might not be obvious to system heads such as the numbers of courses taught. Participants also discussed the role of unions and whether they are making a difference in terms of supporting NTTF and might be prompted within states. National data do suggest that unionized NTTF have better working conditions.

Projects that work at the campus level (perhaps embedded in systems)

Another strategy is to engage campuses or systems within several states that are already or are willing to implement change and can serve as models for other campuses or state systems. This initiative would convene cross-functional teams of faculty, unions, and administrators (academic, business affairs, and human resources) on campuses (and potentially, within a system) to engage stakeholders in discussions about current conditions, the nature of the professoriate, and ways to better support all faculty. This approach uses task forces or teams of key stakeholders to review data to prompt the examination of problems and to create interventions within particular campuses. This approach could potentially be supported through foundation or grant funding.

The group proposed that if we could get a highly visible system or campuses to participate in such an initiative, then we would attract substantial attention to these efforts and induce other institutions or systems to participate or replicate this approach to change. This initiative needs to be framed around a carefully prepared proposal and rationale before it can be promoted to selected campuses or systems. The process would begin by reviewing sources of data that are currently available to understand the present circumstances on these campuses and the rationale employed in supporting any changes in policy and practices that may have already occurred. Additionally, while the group thought it would be beneficial to create a standard model for undertaking any proposed or future changes, the resulting framework or approach may need to be flexible enough to accommodate different circumstances that may exist within each campus or system participating in the initiative.

There was also discussion about creating a more bottom-up process using the equity scorecard as a model. In this approach, campuses would be asked to submit RFPs for funding to support the creation of cross-functional teams that would examine data regarding faculty to understand current circumstances, but also what changes in composition, institutional support through policies and practices, behaviors, and characteristics of faculty would best support student learning. Following such an assessment, changes could be made in the composition and policies and practices to begin creating the ideal faculty to support student learning at that institution. Very few individuals expressed interest in advancing this bottom-up strategy, instead favoring the design of the initiative described above. It remains a viable option, but since only a few participants appeared to be willing to engage this strategy, the idea was folded into the broader strategy.

Accreditation

Even if states, systems, or individual campuses are prompted to change, it is important that some mechanism exists to help maintain and sustain attention to these issues and efforts to implement changes, as well as to encourage institutions that fall outside of the planned change strategies. Accreditation was widely seen as a helpful mechanism to promote changes in the professoriate that could enhance current efforts to support student learning. The Council for Higher Education Accreditation (CHEA) can help by working with the regional accreditation agencies to examine what institutions are currently doing to address issues related to the changing professoriate, with particular attention NTTF. Most individuals agreed that accreditation agencies' roles should be less about enforcement and accountability and more focused on prompting institutions to consider how they can operate most effectively. Accreditation teams can be socialized and trained to give greater consideration to NTTF issues; non-tenure-track faculty members are not typically included in meetings with accreditation teams during campus visits and inclusion in the meetings can be encouraged

Because data on NTTF are often poor on campuses, accreditation agencies can also recommend more systematic collection of data and approaches to facilitate this function. They can also promote common frameworks of definitions and titles for use on campuses to mitigate some of the challenges that different titles and job classifications pose in extrapolating meaning from data. Additionally, if data regarding best practices can be collected, these data and cases can serve as benchmarks for other campuses to help stakeholders to rethink their current practices and policies. Other helpful tools that accreditation agencies might use include disciplinary associations' guidelines and standards for professional practice, such as the statements and standards produced by the Modern Language Association. These resources could provide accreditors with an idea of the types of questions they should ask in planning efforts and offer additional perspectives around issues related to NTTF.

There was concern raised about whether this approach, by focusing on the faculty as part of an accreditation strategy, might confuse efforts toward an outcomes focused accreditation process that agencies have spent so much time creating. But the group acknowledged that a focus on student outcomes but linked to faculty can be complimentary and not necessarily conflict with this new orientation. Accreditors do not want to move toward process assessment at the expense of a maintaining focus on student learning outcomes.

Toward Collaboration

Participants described steps they are already taking in their organizations and institutions or could take as they return. These efforts described below do not reflect all of the various efforts underway among participants' organizations, but provide some examples.

1. Several participants discussed the former AAHE forums as an effective platform for discussing faculty roles and rewards and recommended that AAC&U or a similar organization consider establishing a new forum for discussing faculty roles and rewards.
2. The Association of Governing Boards of Universities and Colleges (AGB) is currently preparing a document on what trustees need to know about faculty; they will include information about non-tenure-track faculty and the changing professoriate.
3. Participants were invited to familiarize themselves with the efforts of the Coalition on the Academic Workforce (CAW) and to get involved with the group. CAW recently completed a major survey of NTTF and will release the findings in the near future.
4. Several members noted organizations they are involved with that have advanced professional standards or have conducted extensive study of faculty such as the Modern Languages Association or American Historical Society. These prior efforts and the resources they produced can be used by the Delphi project as potential models.
5. It was noted that we need to know more about best practices that exist and that the academic unions should analyze the contracts and try to make that data more available.
6. Several participants mentioned conferences they are hosting or presentations as a means for integrating this topic and expanding awareness and knowledge.

Postscript

Since the meeting, several participants have contacted us to discuss the various actions that they are taking within their own organizations as a result of participating in the project. We will continue to make stakeholder participants aware of these efforts as we learn of them and encourage participants to continue to share current efforts and outcomes. A few examples are provided:

1. Regional accreditors are beginning work to include contingent faculty issues in the self-study process and in their standards for practice. While the details have not been fully worked out, this issue is being raised in discussions among accreditation leaders.
2. The National Association of College and University Business Officers (NACUBO) is considering the development of a financial model that examines the potential long-term fiscal impact of shifting to more long-term versus short-term contracts.
3. New Faculty Majority is advancing a strategy to obtain commitments from college presidents to improve the working conditions of NTTF similar to the Presidents' Climate Commitment (http://www.presidentsclimatecommitment.org/).

Appendices

The Delphi Project on the Changing Faculty and Student Success has produced a number of resource documents; the contents of selected resource documents are included here for reference. Additional documents and tool kits will be produced in the future.

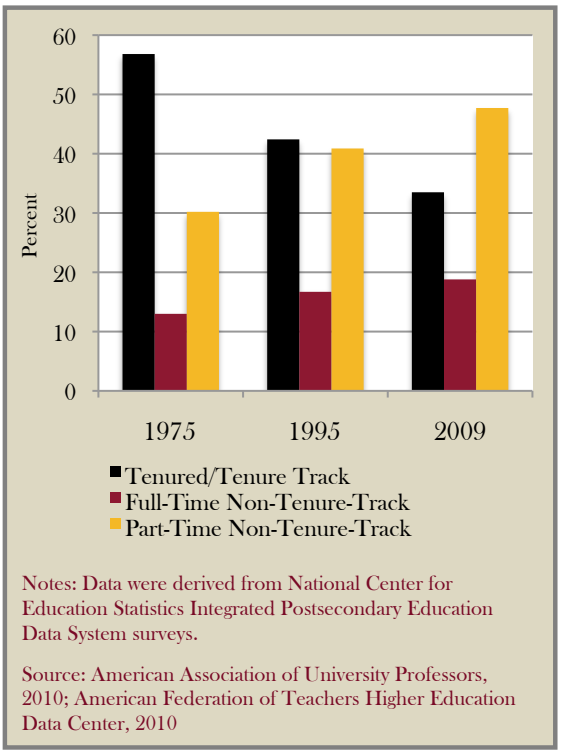
Current resource documents are also available on the project website. For more details, please visit: http://www.uscrossier.org/pullias/research/projects/changingfacultyandstudentsuccess/

Appendix A

National Trends for Faculty Composition Over Time

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, the professoriate is now comprised of mostly non-tenure-track faculty. In 1969, tenured and tenure-track positions made up approximately 78.3% of the faculty and non-tenure-track positions comprised about 21.7% (Schuster & Finkelstein, 2006). Forty years later, in 2009 these proportions had nearly flipped; tenured and tenure-track faculty had declined to 33.5% and 66.5% of faculty were ineligible for tenure (AFT Higher Education Data Center, 2009). Of the non-tenure-track positions, 18.8% were full-time and 47.7% were part-time.

Figure 3.1. The Composition of the Faculty with Instructional Roles Among Non-Profit Colleges



Notes: Data were derived from National Center for Education Statistics Integrated Postsecondary Education Data System surveys.

Source: American Association of University Professors, 2010; American Federation of Teachers Higher Education Data Center, 2010

The recent rate of growth underscores the significant increased reliance on non-tenure-track faculty, particularly part-timers. Analysis of data from the National Center for Education Statistics (NCES) and Integrated Postsecondary Education Data System (IPEDS) by the American Federation of Teachers (AFT, 2009) shows that between 1997 and 2007 tenure-track positions increased by 34,109 or 8.6%; full-time non-tenure-track positions grew by 64,733 or 38.2%; and part-time positions grew by 173,529 or 42.6% (AFT, 2009). Available IPEDS data from 2009 demonstrate a continuing decline in tenured and tenure-track positions from 34.5% in 2007 to 33.5% in 2009, offset by a 1% rise in part-time faculty (AFT Higher Education Data Center, n.d.). The AFT analysis did not include data from for-profit institutions, which are comprised almost entirely of non-tenure-track positions. Also, whereas the AFT study considered the number of graduate assistants employed in its reports, the role of graduate assistants in instruction is not always clear. The percentages included here have been adjusted to represent faculty positions only.[1]

Part-Time Faculty

Part-time faculty have long been a part of higher education, particularly within the community college sector, where they grew in numbers beginning in the 1970s. They were not commonly represented in large numbers across four-year institutions until the last decade or so. Part-time faculty have experienced the most significant rate of growth over the last 30 to 40 years. The population increased by 422.1% between 1970 and 2003, compared to an increase of only 70.7% among all full-time faculty, both tenure track and non-tenure-track (Schuster and Finkelstein, 2006). While part-time faculty are often characterized as a homogeneous class of employees, they are actually a very heterogeneous

[1] We recommend reviewing the full AFT study, available at http://www.aftface.org/storage/face/documents/ameracad_report_97-07for_web.pdf, as well as a summary of instructional staff data published online by the AFT Higher Education Data Center at http://highereddata.aft.org.

group. Gappa and Leslie (1993) attempted to create a typology to describe this population, identifying four broad categories: career enders; specialists, experts, and professionals; aspiring academics; and freelancers.

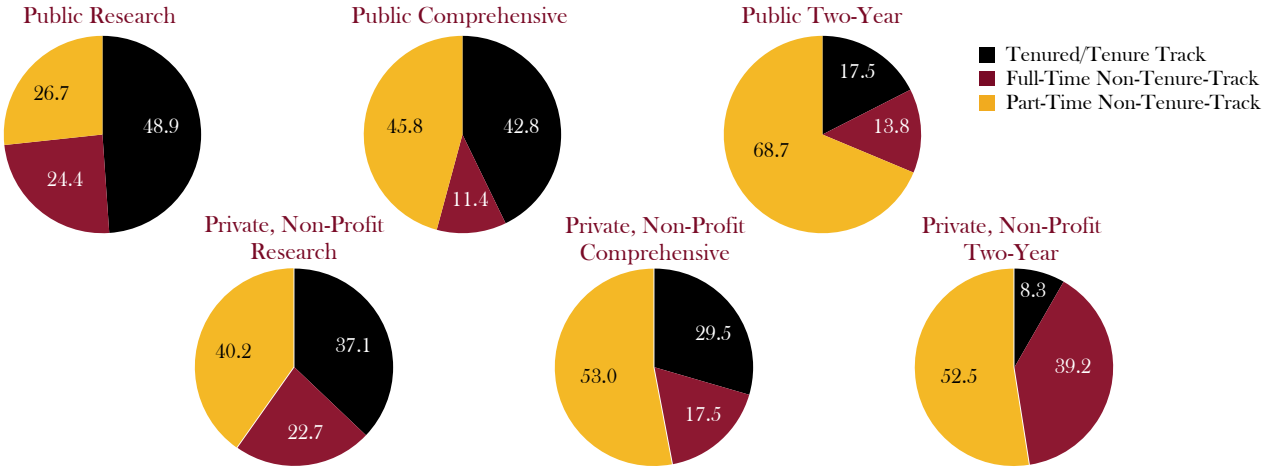
Full-Time Non-Tenure-Track Faculty

In 1969, full-time non-tenure-track faculty made up only 3.2% of the faculty (Schuster and Finkelstein, 2006). Unlike the part-time faculty population, the number of full-time non-tenure-track faculty did not increase significantly until the early 1990s. Schuster and Finkelstein (2006) note that full-time non-tenure-track faculty comprised a majority of all new full-time hires, outpacing tenure-track positions, in 1993 and reached 58.6% by 2003. While the number has increased over time, it appears that the proportion of these positions has stabilized, remaining fairly constant over the past decade (AFT, 2009). Baldwin and Chronister (2001) established a typology to better understand full-time non-tenure-track faculty based on the terms of their employment responsibilities: teachers, researchers, administrators, and other academic professionals.

The Composition of the Faculty by Sector

Although the number of full-time non-tenure-track and part-time faculty has increased across higher eduation, there are significant differences in composition among various types of institutions. These dissimilarities are largely determined by differences in mission and priorities. Certainly, the faculty composition of individual institutions within a sector will not always reflect these overall proportions. However, understanding differences among sectors broadly explains variations in reliance on non-tenure-track faculty.

Figure A-2. Variation in the Composition of Faculty by Sector



Notes: Data reported derived from National Center for Education Statistics 2007 Integrated Postsecondary Education Data System survey.
Source: American Federation of Teachers, 2009.

Public and Private Research and Doctorate-Granting

Tenured and tenure track faculty at research and doctorate-granting institutions are increasingly focused on research, publication, and educating graduate students (Cross & Goldenberg, 2009). Institutions' desire to attract external funding provided through grants and other awards has contributed to advancing the priority of research activity and has driven tenured and tenure-track faculty into more entrepreneurial roles. As a result, institutions have turned to non-tenure-track faculty, particularly part-time faculty, to teach an increasing share of undergraduate courses to make faculty available for these

tasks. At public institutions, 54.6% of faculty in 1997 were tenured or tenure-eligible, compared with 48.9% in 2007 (AFT, 2009). Part-time faculty increased from 22.9% to 26.7%; full-time non-tenure-track faculty also increased modestly from 22.5% to 24.4%. Among private institutions, tenured or tenure track faculty fell from 42.5% to 37.1%; part-time faculty increased from 36.4% to 40.2%; and full-time non-tenure-track faculty increased from 21.1% to 22.7% (AFT, 2009).

Given this sector's role in educating most future faculty, these institutions often use large numbers of graduate assistants to facilitate different types of instruction, although the nature of their duties is less clear (AFT, 2009). When included in data on instructional staff, graduate assistants comprised as much as 41.9% of instructors at public research institutions and 21.6% at private institutions. Further research is needed to better understand this group's impact on student learning.

Public and Private Comprehensive

Public comprehensive institutions experienced a significant shift from tenured and tenure-track faculty to full- and part-time non-tenure-track faculty during the period between 1997 and 2007 (AFT, 2009). As these positions fell from 54.8% to 42.8%, full-time non-tenure-track faculty increased from 9.5% to 11.4% and part-time faculty increased more than 10% from 35.6% to 45.8%. Private comprehensive institutions have also experienced a shift away from tenured and tenure track positions between 1997 and 2007, falling from 40.4% to 29.5%. The decline was countered by a concurrent increase in non-tenure-track faculty from 59.6% to 70.5% (AFT, 2009). While full-time non-tenure-track faculty positions increased only a slightly, part-time positions rose from 43.5% to 53%.

Comprehensives were the only sector other than research and doctorate-granting institutions in the 2009 AFT study where graduate assistants comprised any measureable percentage of instructional staff. Although the proportion of graduate assistants as instructional staff had declined in the prior two years, in 2007 they accounted for 6.3% and 1.6% at public and private institutions, respectively.

Two-Year Colleges

Community colleges experienced surges in enrollment, particularly in the 1960s and 1970s. This influx of students over the years stretched the capacity of the existing faculty. Institutions needed to find ways to accommodate the larger group of students by hiring more faculty; in many ways community colleges were more limited in their options to accommodate these students compared with traditional four-year institutions, as they have had to maintain lower tuition and greater flexibility in hiring and scheduling (Brewster, 2000; Cohen & Brawer, 2008; Christensen, 2008; Levin, Kater, & Wagoner, 2006). Hiring part-time faculty instead of full-time faculty was one significant way to cut costs (Anderson, 2002; Gappa, 1984).

Community colleges appear to utilize the greatest proportion of part-time non-tenure-track within any of the sectors; in some schools they have been the majority of the faculty (AFT, 2009; Eagan, 2007; Gappa & Leslie, 1993). Overall, part-time faculty increased from 65.6% in 1997 to 68.7% in 2007. Recently, the percentage of part-time faculty at some schools has been calculated to be as high as 80% (National Education Association Research Center, 2007; AFT, 2003).

In contrast to their public counterparts, private two-year institutions make up a very small and still decreasing percentage of the faculty overall – only 2% in 2007 (AFT, 2009). The sector had a nominal 0.8% increase in tenured and tenure-track positions in the ten year period analyzed by the AFT study. Full-time non-tenure-track faculty actually fell 6.8%, whereas part-time faculty increased 6% from 46.5% to 52.5%.

Private, For-Profit Colleges

Unlike the sectors above, nearly all faculty positions among the private, for-profit institutions are non-tenure-track positions. In 2007, four-year for-profit institutions were comprised of 0.2% tenured and tenure-track faculty, 11.7% full-time non-tenure-track faculty, and 88.1% part-time faculty (American Association of University Professors, 2010). Two-year for-profits were comprised of 0.4% tenured and tenure-track, 41.8% full-time non-tenure-track faculty, and 57.8% part-time faculty.

Differences in Full- and Part-Time Composition among Academic Fields

Part-Time

Both community colleges and four-year research, doctoral, and comprehensive institutions saw high percentages of part-time faculty in composition and humanities courses as well as math and science courses. According to a report by the National Education Association (NEA, 2007), the highest increases in part-time faculty occurred in the humanities, social sciences, and agriculture, and the greatest increase from 1987 to 2003 being in education. During this period, part-time faculty in education increased 27.7% to comprise 55.5% of the education faculty. In each respective discipline, the social sciences saw a 15.4% increase to 37.4%, humanities grew 13.2% to 46.2%, and agriculture and home economics increased by 12.2% to 30.2%. Engineering experienced the least amount of growth in part-time faculty between 1987 and 2003, increasing 1.1% to make up 19.6% of the faculty. Overall, faculty in education, fine arts, and business are most likely to work part-time with more than half the faculty assigned to part-time positions.

Full-Time

The greatest increase of full-time non-tenure-track faculty was in the health sciences, beginning with 1.9% of all full-time faculty in the field in 1969 to 22.4% in 1998 (Schuster and Finkelstein, 2006). In 1998 the second largest percentage was in the humanities, with full-time non-tenure-track faculty accounting for 15.9% of full-time faculty positions and the liberal arts and sciences for 11.8% (Schuster and Finkelstein, 2006). Focusing on each discipline as a distinct unit, one can capture the representation of these positions in their own programs. According to the 2004 National Study of Postsecondary Faculty Report on Faculty and Instructional Staff, full-time non-tenure-track faculty made up 44.1% of all full-time faculty in the health sciences in 2003 (Forrest Cataldi, Fahimi, and Bradburn, 2005). These positions accounted for 32.6% of full-time faculty in education, 22.2% in the humanities, 16.2% in social sciences, 24.0% in natural sciences, 17.9% in fine arts, 15.4% in engineering, 22.5% in agriculture and home economics, and 17.3% in business (Forrest Cataldi, Fahimi, and Bradburn, 2005). Among all other programs, full-time non-tenure-track faculty comprised 30.7% of all full-time faculty overall.

Table A-1

Summary of Key Points: Shifts in the Composition of the Faculty

The rise of non-tenure track faculty – the new faculty majority:

- Whereas full-time tenured and tenure track faculty were once the norm, more than two-thirds of the professoriate is now comprised of non-tenure-track faculty.

  In 1969: Tenured/on-track = 78.3%; non-tenure-track = 21.7%.

  Forty years later, instructional faculty in 2009: Tenured/on-track = 33.5%; non-tenure-track = 18.8% full-time, 47.7% part-time.

- There is no one 'type' of non-tenure-track faculty. Full-time non-tenure-track and part-time faculty are heterogeneous groups, representing a range of work responsibilities, qualifications, experience, goals, and aspirations. The proportions of both have increased as the percentage of tenured and tenure-track faculty has declined, although part-time faculty have experienced a faster rate of increase, rising 422.1% between 1970 and 2003.

There are often major differences among sectors and disciplines:

- Faculty composition varies by institutional sector, discipline, and is not consistent even within a single institution. Differences exist largely on the basis of differences in mission, priorities, and needs.

- As enrollment growth at the community colleges began to stretch these institutions' faculties in the 1960s and 1970s, the number of non-tenure-track faculty also increased. The trend eventually spread to the four-year research and comprehensive institutions.

  In 2007, non-tenure-track faculty accounted for 51.1% at public research institutions, 26.7% part-time and 24.4% full-time; 53.2% at public comprehensives, 45.8% part-time and 11.4% full-time; and 82.5% at community colleges, 68.7% part-time and 13.8% full-time;. Among private non-profit institutions: 62.9% at private research universities, 40.2% part-time and 22.7% full-time; 70.5% at private comprehesives, 53% part-time and 17.5% full-time; and 91.7% at private two-year colleges, 52.5% part-time and 39.2% full-time.

- Among disciplines, the largest increases in part-time faculty between 1987 and 2003 occurred in education, +27.7% to comprise 55.5%; the humanities, +13.2% to 46.2%; social sciences, +15.4% to 37.4%; and agriculture, +12.2% to 30.2%. Engineering experienced the least amount of growth in part-time faculty between 1987 and 2003, increasing 1.1% to make up 19.6% of the faculty.

  The greatest increase of full-time non-tenure-track faculty between 1969 and 1998 was in the health sciences, comprising 44.1% of all full-time faculty in the health sciences in 2003. Full-time non-tenure-track positions accounted for 32.6% of full-time faculty in education, 22.2% in the humanities, 16.2% in social sciences, 24.0% in natural sciences, 17.9% in fine arts, 15.4% in engineering, 22.5% in agriculture and home economics, and 17.3% in business. Among all other programs, full-time non-tenure-track faculty comprised 30.7% of all full-time faculty overall.

Appendix B

Review of Selected Policies and Practices and Connections to Student Learning

It is important for administrators, faculty, and policy makers to understand and consider how policies commonly associated with non-tenure-track faculty roles and working environments impact student learning. Many policies impede the ability of faculty to provide effective instruction that is aligned with departmental and institutional goals for learning outcomes. On many campuses, current policies create conditions wherein these faculty are inaccessible to students outside of scheduled class time and are not permitted to have a role in decision making, including decisions about the courses they teach. While many policies and practices negatively impact equity and morale, below we discuss how certain conditions created by policies – or a lack of policies – influence the ability of institutions to maximize the benefits of non-tenure-track faculty contributions to student learning.

Non-Tenure-Track Faculty Hiring and Contract Renewal

Employment policies that contribute to an unsupportive working environment and ultimately shape faculty members' ability to contribute to student learning outcomes may begin to have an effect before an instructor is even hired. In many cases, faculty are recruited and hired to teach at the very last minute, leaving little time to prepare for the term ahead by doing things such as updating course readings, defining learning goals, and developing a course plan, assuming instructors are allowed to make such decisions. In their study of part-time faculty, Gappa and Leslie (1993) noted, "Recruitment and hiring set the tone for employment relations with part-time faculty because they are frequently the first contact between the institution and the part-timer (or non-tenure-track faculty member)" (p. 145).

Most studies agree that colleges have no formal or systemized process for recruitment or hiring and approach the hiring of non-tenure-track faculty very casually (Cross and Goldenberg, 2009; Gappa and Leslie, 1993). For example, many of the colleges in Gappa and Leslie's study (1993) had no formal criteria for the appointment of part-time faculty, although community colleges tended to have more standardized qualifications or criteria than other types of institutions. Baldwin and Chronister (2001) found that many institutions or departments hired individuals within days of the start of the semester. The short time frame between hiring and beginning work allows little if any time for preparation for teaching, but also denies non-tenure-track faculty important opportunities to receive a formal orientation to the institution, department, colleagues, and campus policies (including policies related to instruction, grading, and students).

The problems associated with hiring policies and the timing of staffing decisions do not end once a non-tenure-track faculty member is hired to teach. Various surveys have found job security to frequently be one of the top three concerns of existing full- and part-time faculty (National Education Association, 2002; American Federation of Teachers, 2010). A lack of long-term commitments is also very demoralizing for faculty who have themselves committed time, energy, and resources to an institution and students (Cross & Goldenberg, 2010). Baldwin and Chronister (2001) found that one year was the most common contract length across all institutions for full-time non-tenure-track faculty, although a limited number of institutions use multiyear contracts for these appointments. As is often the case, though, part-time faculty face even more vulnerability and while they may be hired on an ongoing basis, they typically have to be re-hired each term and are informed of their reappointment only a few days before the semester begins (Gappa and Leslie, 1993).

While such instances of late renewal and hiring present challenges for those who continue to teach at an institution, it is sometimes the case that very little notice is given to faculty whose contracts are not extended. Hollenshead and others (2007) found that two out of every five part-time instructors are given a month or less notice of non-renewal. Faculty can find themselves trying to find new employment at another institution within days of the beginning of the academic term. While most institutions tend to keep on both full-time and part-time non-tenure-track faculty and non-renewal is less common, such circumstances do not give faculty a sense of job security, rather an institutional pattern exists for them to be hired back (Gappa and Leslie, 1993; Conley and Leslie, 2002).

Examples of Employment and Hiring Policies' Connection to Student Learning:

- Last minute scheduling and hiring of instructional faculty impedes preparation for teaching and diminishes the quality of instruction a faculty member is able to provide to students (Kezar, in press, in review).
- The lack of multiyear contracts or any commitment to hire back lecturers results in non-tenure-track faculty cycling in and out of academic programs, impacts preparation and faculty development, quality of teaching, and the ongoing placement of teachers who have experience on a campus and knowledge of students, the institution, or department (Kezar, in press, in review).
- Course scheduling decisions are not always informed by input from non-tenure-track faculty. Since the instructors who teach a course do not participate in scheduling (if they have even been hired yet), the class times selected often permit part-time faculty little time to commute from jobs at other institutions, impacting their ability to arrive on-time, to be prepared, and to meet with students before and after class (Kezar, in press, in review).

Insufficient Orientation and Access to Professional Development

Various studies have noted that non-tenure-track faculty, both part- and full-time, are often excluded from orientation programs and workshops that are made available to other faculty and staff to provide important human resources information, training for work roles, and a review of policies (Gappa and Leslie, 1993; Schell and Stock, 2001; Conley and Leslie, 2002). A limited set of institutions provide a handbook to non-tenure-track faculty or rely on department chairs to offer some sort of welcome and socialization, although this often does not occur (Baldwin and Chronister, 2001; Gappa and Leslie, 1993). The absence of a proper orientation is one of several factors that represents a lack of investment in the training and development of non-tenure-track faculty. From the moment they are first hired and often continuing throughout their employment, these individuals do not have access to resources such as mentoring or funding for training and conferences to support their professional development (Baldwin and Chronister, 2001; Kezar & Sam, 2010).

Some campuses are beginning to recognize the importance of providing these opportunities for all faculty. For example, institutions are increasingly creating planned programs for developing and improving teaching effectiveness, which is the primary role of non-tenure-track faculty (Baldwin and Chronister, 2001). These programs help to introduce faculty to new pedagogies and teaching practices. This is a positive step forward, although these programs are typically intended to meet institutional goals, rather than the professional development of individual faculty. Non-tenure-track faculty do not usually receive funding such as that available to tenure-track faculty for travel to participate in conferences, off-campus professional development programs, or research (Baldwin and Chronister, 2001; Gappa and Leslie, 1993; Conley and Leslie, 2002).

Examples of Orientation and Professional Development Policies' Connection to Student Learning:

- A lack of access to professional development impacts faculty adoption and use of pedagogical approaches and teaching strategies that inform the development of course and learning goals and the sequencing of concepts (Kezar, in press, in review). The use of ineffective or outdated pedagogies create an obstacle for the intellectual stimulation of students, which affects their enthusiasm for learning and making connections to course materials and topics.
- Faculty who do not receive professional development or mentoring may receive useful feedback on their teaching practices, limiting feedback to responses to student evaluations (Kezar, in press, in review). They may have no sense of whether their teaching is effective or may be unaware of the type of professional development that is needed to improve their skills. Faculty who receive no professional development or mentoring may also be poorly prepared to advise students and help them address problems and challenges.
- More than providing opportunities for professional growth, mentoring is one more way for faculty to build collegiality among the ranks and brainstorm about teaching and learning issues (Kezar, in press, in review).

Exclusion from Curriculum Design and Decisions

Another major concern for non-tenure-track faculty is the circumscribed nature of teaching, whereby they have little input into curriculum design and implementation (Kezar & Sam, 2010). The lack of input into the creation of curriculum and syllabus, textbook selection, or decisions affected their morale, status, and efficacy as a professional (Baldwin and Chronister, 2001). Thus, whether or not they are hired in a manner that permits any time to prepare to teach, non-tenure-track faculty are often excluded from participating in essential dialogue and decision making over the very content they teach. Many are not included in department communication and faculty meetings, where information about broader curricular goals and plans to work toward them are shared and discussed among faculty. As a result, these faculty members, many of whom are well educated and very knowledgeable about the subjects they teach, are limited in their ability to make contributions to academic and curricular planning. They may even be asked to teach courses using another instructor's syllabus and materials or course plans that have not been updated or are misaligned with current institutional learning goals.

Moreover, they are often restricted from teaching upper-division courses, which leads to monotonous teaching of the same course multiple times during a semester or year (Kezar & Sam, 2010). By not teaching upper-division courses, they are often not able to keep up to date with changes in the field and be challenged by students as they mature and can ask more complex questions. Non-tenure-track faculty feel they are falling behind in professional knowledge that is important to their success and rejuvenation.

Examples of Curriculum Design Practices' Connection to Student Learning:

- By excluding non-tenure-track faculty from curriculum design or forcing rigid course guidelines, department chairs and others may not recognize the expertise and talents of faculty, creating scenarios where courses are created without consideration of students' capabilities and interests, textbooks do not match objectives, learning goals and courses are misaligned, problems with a course or the curriculum broadly are not addressed, and opportunities for capturing non-tenure-track faculty expertise are missed (Kezar, in press, in review).

- Lack of faculty input on textbook selection can result in the use of texts that are out-of-date, are not matched with course objectives, or fail to consider the existing knowledge of students in a program and their interests (Kezar, in press, in review).
- Since non-tenure-track faculty are not always privy to department communications such as emails or meetings they may have little or no contact with the tenured faculty, which limits participation in professional dialogue. The absence of a shared dialogue about courses and the curriculum creates the opportunity for course instruction and teaching materials to be misaligned with curricular objectives and academic policies that are set by the department faculty or institution (Kezar, in press, in review).

A Lack of Access to Office Space, Instructional Resources, and Staff Support

In order to fulfill their responsibilities as instructors, faculty often need to have access to instructional resources, space on campus, and administrative or support personnel. However, access to these resources for individual instructors on a campus or in an academic unit often differs (Kezar & Sam, 2010). Even in businesses, employers are supposed to provide the necessary supplies and support for employees to be able to fulfill their job responsibilities. Faculty need to be provided an office or shared office space that provides a place to meet with students and other colleagues, prepare for teaching, and meet other job responsibilities, from managing graduate assistance to field placements (Baldwin and Chronister, 2001; Gappa and Leslie, 1993). They also need appropriate clerical support for their teaching, service, and research demands and appropriate access to equipment such as a computer, photocopier, phone, facsimile machine, and other basic office equipment.

While full-time non-tenure-track faculty generally receive adequate support and services to conduct their work, a variety of studies have demonstrated that part-time faculty have more limited access to resources that support their roles as instructors (Gappa and Leslie, 1993; Outcalt, 2002). Too often, non-tenure-track faculty, particularly part-timers, are expected to have a home office with all these materials and to buy their own supplies, putting an undue burden on faculty who are already paid less than their colleagues (Baldwin and Chronister, 2001; Gappa and Leslie, 1993). Not having access to certain resources does not only affect faculty members, but students, since a lack of instructional resources and private space to discuss student issues and concerns places unnecessary limits on effective instruction.

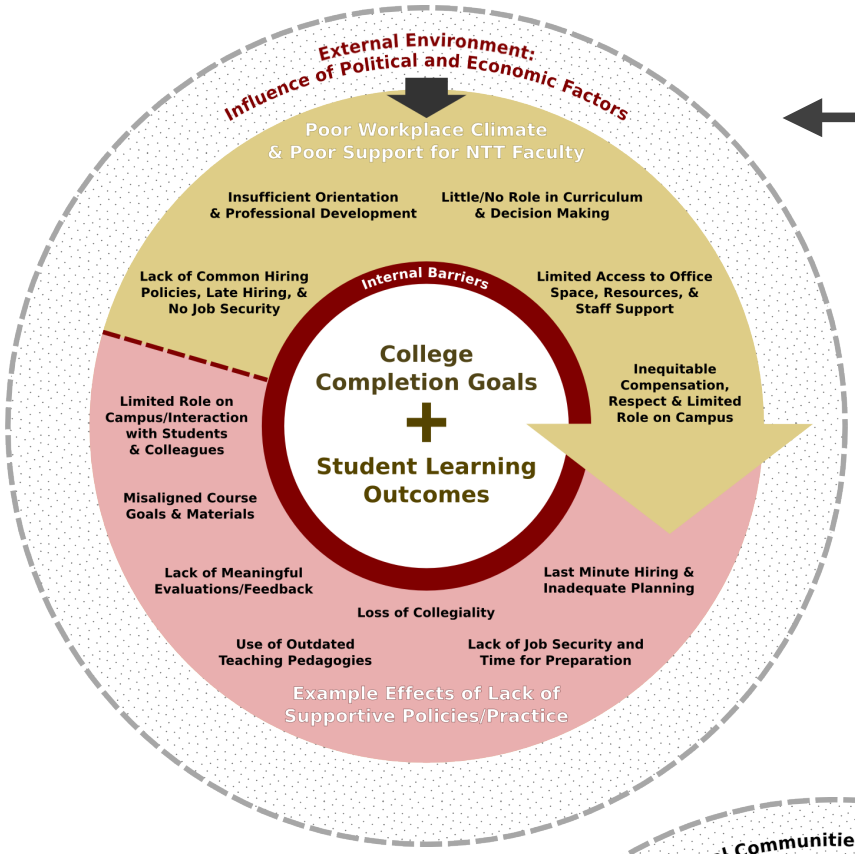
Examples of Support and Resource Policies and Practices' Connection to Student Learning:

- A lack of adequate materials and equipment affects class preparation and organization (Kezar, in press, in review).
- Non-tenure-track faculty, particularly those on part-time contracts, are not always provided office space on campus or in an area near other faculty. They may not have space where they can meet with students for advising or to discuss confidential matters, including those protected by the Family Educational Rights and Privacy Act (FERPA) (Kezar, in press, in review; Kezar & Sam, 2010). A lack of office space also impacts faculty members' ability to brainstorm with colleagues about curricula, teaching, and learning practices and prevents them from building networks and social capital for improving courses and instructional quality (Kezar, in press, in review).
- Since part-time faculty may find it difficult to be on campus when they are not teaching and many teach evening classes, they may not be able to utilize support services provided by university or department personnel who only work during regular business hours (Kezar &

Sam, 2010). This limits their ability to improve upon practices and skills, as well as their knowledge of resources that may be of help to students.

- When they do not receive adequate support from administrative personnel, new faculty may not receive necessary information. If access to resources and staff is not ensured, non-tenure-track faculty may have to support themselves, procure their own resources or go without them, or find alternatives. This seemingly unnecessary exercise takes time away from teaching preparation and students (Kezar, in press, in review).
- Unlike their tenure-track counterparts, non-tenure-track faculty do not usually receive teaching assistants to help with coursework, particularly for large courses. They are expected to take on the burden of a course without any assistance, regardless of the number of students enrolled (Kezar & Sam, 2010).

Figure B-1. Conceptual Diagrams: Interactions of Non-Tenure-Track Policies and Practices on Student Learning Outcomes



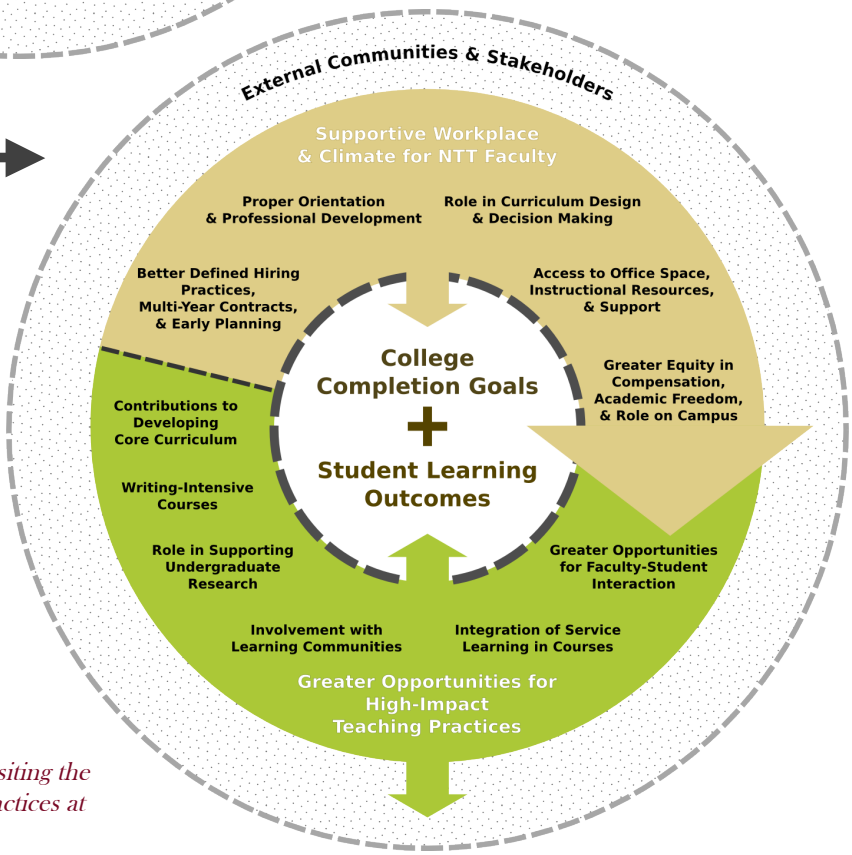
Poor Workplace Climate and Lack of Support for Faculty

The policies and practices discussed above fail to utilize the full potential of individuals and negatively impact the ability of non-tenure-track faculty, particularly part-timers, to make strong contributions to the department, campus, and the learning outcomes of the students they serve. In addition to the aforementioned issues, inequitable compensation, a lack of respect, and limited inclusion in the life of the campus also impact the workplace climate and experiences of non-tenure-track faculty.

Supportive Workplace and Climate for Faculty

Whereas a lack of support creates obstacles for maximizing the ability of faculty to make strong contributions to student learning outcomes, a supportive campus climate, policies, and practices create the opportunity for all faculty to make robust contributions to learning. High-impact teaching practices such as the ones listed here improve student learning outcomes and enhance opportunities for institutions to build cooperative relationships with the communities they serve.

For more information on high-impact education practices, we recommend visiting the AAC&U High-Impact Educational Practices at http://www.aacu.org/leap/hip.cfm



Appendix C

Examples of Non-Tenure-Track Faculty Promising Practices

The following represent a sample of reforms and practices implemented at institutions in response to the growing proportion of non-tenure-track faculty on campuses. We would like to thank project partners for sharing examples of positive practices with us.

An Introduction to One Exemplary Institution

A few universities have undertaken significant and wide-ranging reforms. We have chosen to highlight one institution here to show that wide-ranging policies can be implemented to create a more equitable workplace. Although Vancouver Community College is located in Canada, individual reforms from among the full profile of policies and practices in place at VCC have been implemented at American institutions.

Vancouver Community College

Vancouver Community College (VCC) is one of the best examples of comprehensive reform. Contracts: Faculty at VCC are classified as either 'regular', which is the functional equivalent of tenure, or 'term' employees. Virtually all faculty have the opportunity for job security. After at least two years of at least 50% full-time employment all term faculty are automatically converted to regular status. Hiring: There is one hiring process for all faculty at VCC. When work is available in an area, part-time regular faculty have right of first refusal, followed by term faculty. If they maintain the increased level of work for two years, regular faculty members' employment status is increased accordingly. Compensation: Faculty salaries are tied to a standardized pay scale. Benefits: All term employees at 50% full-time employment have access to almost all the same benefits as regular faculty including healthcare, dental, paid vacation, and professional development funds and leave time. After surpassing a $24,000 salary threshhold, faculty are automatically enrolled in the institution's defined benefit pension plan. Evaluation: Faculty are evaluated according to their stated responsibilities. Governance: All faculty have the right to participate, run for office, and vote at the institution and department level; similar participation rights are provided for all faculty in the union.

Highlights: *One common hiring process; automatic conversion to regular status; job security; standardized pay scale; provision of benefits including healthcare, dental, paid vacation, and professional development, as well as pensions above a minimum salary threshold; fair evaluations; and, full inclusion in faculty governance.*

Compensation and Benefits

Summary of Practices: *Standardized pay scales mirroring full-time faculty salaries; access to comparable benefits such as healthcare and dental, paid vacation, sick leave, retirement and pensions, and professional development funds.*

Community College of San Francisco

Compensation for part-time faculty is determined using a salary schedule that mirrors salary schedules for full-time faculty. The schedule includes increases in base pay for increasing levels of education and years of experience. Pro rata compensation for part-time faculty at City College is 85% of the rate paid to full-time faculty; the 15% difference accounts for additional professional duties that are expected of full-time faculty. However, the institution does compensate part-time faculty for office hours based on work load. The union and district have agreed to work toward a desirable goal of 100% pay equity for part-time faculty.

Seattle Community Colleges

All faculty who work .50 full-time equivalent hours receive full healthcare and dental benefits. While faculty are required to maintain this workload, benefits that are received during the academic year automatically carry over to the summer. The policy also permits faculty who are benefits-eligible for three consecutive quarters to keep their full benefits for the fourth quarter even if teaching hours drop below the .50 full-time level; faculty who maintain an average of .50 full-time hours or more for two years are permitted to maintain benefits whenever their workload drops below the half-time rate so long as the average can be maintained for the year. These faculty are also eligible for retirement benefits and continue to receive them regardless of workload as long as they continue to work for the institution.

Virginia Polytechnic Institute and State University

Full-time regular (or ongoing) non-tenure-track faculty receive the same healthcare, retirement, life insurance, sick leave, and disability benefits as tenure-line faculty. Restricted faculty (those with fixed end dates) also receive full benefits for the duration of their contract, although they receive less sick leave time as determined by their work load.

Employment, Hiring, and Contracts

Summary of Practices: *Common hiring processes; access to multiyear contracts; base minimum standards for starting salaries; automatic or defined structures for conversion or professionalization; and, clear policies fair evaluation rubrics that match faculty work responsibilities.*

Note: *A small number of institutions do not have tenure. For example, Evergreen State College abolished tenure in the 1970s. Other institutions include Bennington College, Florida Gulf Coast University, and Hampshire College. Other institutions have created policies to establish multi-year contracts determine conditions for conversion of positions to the tenure track, and protect faculty from immediate layoffs.*

Pennsylvania State Colleges and Universities

Full-time non-tenure-track faculty at Pennsylvania's public institutions who work at an institution for five full, consecutive academic years in the same department can be converted to tenure-track status upon the recommendation of a majority of the regular faculty in the department. Faculty members converted into tenure-track positions in this manner are able to count the time worked in temporary or full-time positions at the institution toward the required probationary period.

San Francisco State University

The Academic Senate adopted the *Periodic Evaluation of Temporary Faculty Policies and Procedures*, expanding evaluation requirements negotiated within the system-wide collective bargaining agreement and creating fair and consistent evaluation policies. The Academic Senate also later established policies for contingent faculty recruitment, appointment, evaluation, and compensation, and further codified rights to participate in governance. Appointment policies included base minimums, rights to multiyear contracts, and credit-for-service if non-tenure-track faculty were later hired on the tenure track. While many of these provisions were already offered through the system-wide collective bargaining agreement, the institution codified these practices, affirming its commitment to the faculty.

University of California System

The system's contract includes a seniority policy for non-tenure-track faculty wherein seniority is determined by the number of months of service at a rate of .50 full-time equivalent hours or more. After six years of continuous service, faculty are automatically awarded three-year continuous contracts, which provide additional protection from layoffs and preference in hiring for available classes and positions. Faculty who have served less than six years are protected from losing any part of their appointment to lower-paid faculty for the purpose of cost-cutting and the institution is prohibited from

reducing hours to avoid extending a continuous appointment. Sufficient notice of any anticipated layoffs, including reductions in hours, is required for all non-tenure-track faculty. Employees with continuous appointments are guaranteed no less than one-year notice of intention to terminate and faculty with less than six years receive notice corresponding to their current level of seniority. Employees who do not receive proper notice of layoff or reduction of hours are entitled to pay through the end of their contract.

Virginia Polytechnic Institute and State University

Prior restrictions on the number of terms a full-time instructor could be employed off the tenure track had previously forced many of these employees into part-time positions, which also made them ineligible for benefits. New policies were implemented to end this process, create two-year renewable contracts, and adjust base pay scales. Many departments also offer opportunities for promotion, creating a career ladder for faculty who desire additional work.

Participation in Campus Governance

Summary of Practices: *Meaningful and representative levels of inclusion in governance and decision making processes; committees and working groups to address non-tenure-track faculty concerns; building awareness for issues; and, release time and compensation for time spent in.*

Note: *Increased participation rights do not necessarily guarantee a voice for non-tenure-track faculty or power on campus. On campuses where non-tenure-track faculty are allowed to participate, they are often given no or only partial voting rights or are not provided representation that is equivalent to their proportion of the full faculty.*

Clackamas Community College

Part-time faculty are involved in the college council that meets with the president of the college. While not all individuals involved in governance get release time, leaders on various groups and committees do get course release. They negotiated to have participation in governance to be compensated. Plus, there is a general invitation to participate in governance and a great deal of participation. The reason for strong involvement is that adjunct leaders make people aware of how their involvement in governance had led to positive changes such as seniority clause, pay increases, professional development funds and the like.

Mount San Antonio College

Leaders and faculty realized the benefits of governance participation but could not get the state to pay for it. They realized that in order to create the right learning environment for students, it was critical that their voices be heard. Therefore, leaders worked to arrange for the union pay for part-time faculty to participate in governance.

San Francisco State University

Following a period of change in the institution, its inclusion in the California State University (CSU) system, and labor strikes (collective bargaining at SFSU includes wall-to-wall contracts), policies were implemented to include non-tenure-track faculty in governance – requiring each department to elect a lecturer representative. Inclusion in faculty governance has permitted contingent faculty to maintain protections even as part-time positions have increased.

University of Southern California

Non-tenure-track faculty are represented in the Academic Senate Committee on Non-Tenure-Track Faculty Affairs. The committee, which is made up of non-tenure-track and tenure-line faculty, is tasked with monitoring workplace environment, conditions of employment, benefits eligibility, opportunities for participation in governance, opportunities for professional advancement, and participation in the academic life of the university. Non-tenure-track faculty at USC have used this

committee to increase awareness, develop strategies and plans for improving the work environment, and to present data and policy recommendations to the Senate and university administration.

Access to Resources and Professional Development

Summary of Practices: *Private offices or shared workspaces on campus; access to resources to support instruction; proper orientation for new hires; funding and programming to support professional development; and, mentoring opportunities for non-tenure-track faculty to work.*

Madison Area Technical College

Even before part-time faculty were included in collective bargaining, a campus committee created policies to provide all part-time faculty access to employment orientation during business hours or in the evenings prior to beginning teaching. Part-time faculty are offered a faculty mentor and the mentor and mentee receive compensation for time spent in mentorship meetings. This process has received high praise from participants. Also, part-time faculty are provided access to all available course documentation and professional development opportunities through the insitution's Center for Excellence in Teaching and Learning.

Data Collection on Non-Tenure Track Faculty

Summary of Practices: *Collection of data on faculty composition and salaries; climate surveys to evaluate working conditions; and, efforts to build awareness through white papers, policy repositories, and processes for sharing good practices.*

Note: *Institutions need to improve upon current efforts to collect and share data, which are essential to demonstrate the need for change. In Canada, salary, term, and other data from every institution are routinely collected, shared, and available for analysis.*

Concordia University

Concordia collected data on non-tenure track faculty to demonstrate the pay inequity to tenure-track colleagues, as well as the salary of their non-tenure track colleagues on other campuses.

University of Southern California

The Academic Senate Committee on Non-Tenure-Track Faculty Affairs has increased awareness and attracted adminstration and Academic Senate attention to non-tenure-track faculty issues through the creation of a white paper, policy repository, and data collection. The benchmark peer data was even more influential in demonstrating that changes we were proposing were not outside the norm. Data may be particularly important within the university environment where faculty spend their careers invested in research.

Appendix D

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. An annotated bibliography of research on non-tenure-track is available on the Delphi project website at http://www.uscrossier.org/pullias/wp-content/uploads/2012/04/Delphi-NTTF_Annotated-Research-Summary_WebPDF.pdf

Table D-1

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

1	**Diminished Graduation and Retention Rates** 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 faculy.
2	**Decreased Transfer from Two- to Four-Year Institutions** 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.
3	**Negative Effects of Early Exposure to Part-Time Faculty** 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.
4	**Reduced Faculty-Student Interaction and Inaccessibility of Part-Time Faculty** 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).
5	**Part-Time Faculty Often Have a More Pronounced Negative Effect** 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).

References

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

American Association of University Professors. (2010). *Selected references on contingent faculty and student success*. Washington, D.C.: American Association of University Professors. Retrieved December 9, 2011, from http://www.aacu.org/meetings/annualmeeting/AM10/documents/AAUPHandout.pdf

American Federation of Teachers. (2009). *The American academic: The state of higher education workforce 1997-2007*. Washington, D.C.: American Federation of Teachers. Retrieved December 8, 2011, from http://www.aftface.org/storage/face/documents/ameracad_report_97-07for_web.pdf

American Federation of Teachers Higher Education Data Center. (n.d.). US national higher education stats. Washington, D.C.:American Federation of Teachers. Retrieved January 28, 2012, from http://highereddata.aft.org/instit/national/single_reports.cfm

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

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.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.

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

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

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.

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.

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

Conley, V. M. & Leslie, D. W. (2002). *Part-time instructional faculty and staff: Who they are, what they do, and what they think*. Washington, D.C.: National Center for Education Statistics.

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

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

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.

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

Forrest Cataldi, F. E., Fahimi, M., & Bradburn, E. M. (2005). National Study of Postsecondary Faculty (NSOPF:2004). Report on faculty and instructional staff in 2003 (NCES 2005-172). Washington, D.C.: U.S. Department of Education, National Center for Education Statistics. Retrived June 1, 2010, from http://nces.ed.gov/pubsearch.

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

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.

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.

Hollenshead, C., et al. (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.

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.

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.*

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

Kezar, A. (in press). Four cultures of the new academy: Support for non-tenure track faculty. *Journal of Higher Education.*

Kezar, A. (in review). Comparing supportive and unsupportive departments for non-tenure track faculty: Impact on willingness, capacity and opportunity to perform. *Research in Higher Education.*

Kezar, A. & Sam, C. (2010). Understanding the new majority of non-tenure-track faculty in higher education: Demographics, experiences, and plans of action. *ASHE Higher Education Series, 36*(4), San Francisco: Jossey-Bass.

National Education Association. (2007). *Part-time faculty: A look at data and issues*. Washington, D.C.: National Education Association. Retrieved December 8, 2011, from http://www.nea.org/assets/docs/HE/vol11no3.pdf

Outcalt, C. (2002). *A profile of the community college professoriate, 1975-2000*. New York: Routledge.

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

Schell, E. & Stock, P. (2001). (Eds.). *Moving a mountain: Transforming the role of non- tenure track faculty in composition studies and higher education.* Urbana, IL: National Council of Teachers of English.

Schuster, J. H. & Finkelstein, M. J. (2006). *American faculty: The restructuring of academic work and careers*. Baltimore, MD: Johns Hopkins University Press.

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

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

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.

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.

The Delphi Project on the Changing Faculty and Student Success

For more information please visit
http://www.uscrossier.org/pullias/research/projects/changingfacultyandstudentsuccess/

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

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

Daniel Maxey, M.Ed.
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.

Project Funding

This research project is funded through generous support from The Spencer Foundation, The Teagle Foundation, and the Carnegie Corporation of New York.

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

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

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

Pullias Center for Higher Education

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

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

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

Mission

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

Goal

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

Association of American Colleges and Universities

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

AAC&U organizes its work around five broad goals:

- A Guiding Vision for Liberal Education
- Inclusive Excellence
- Intentional and Integrative Learning
- Civic, Diversity, and Global Engagement
- Authentic Evidence

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

Mission

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

USC Rossier

School of Education