



# **Non Tenure Track Faculty: The Landscape at U.S. Institutions of Higher Education**

Findings from a national survey

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This report presents findings from a national survey of administrators at U.S. institutions of Higher Education. The survey and related activities are part of *The Dual Ladder in Higher Education—Research, Resources, and the Academic Clearinghouse Project* conducted at the University of Michigan’s Center for the Education of Women and funded by the Alfred P. Sloan Foundation. Key findings are outlined in the Executive Summary.

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**2006**

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## Executive Summary

### Introduction

A great deal of attention in higher education currently focuses on ways to improve career flexibility for tenured and tenure-track faculty, primarily to enable them to integrate their demanding professional lives with fulfilling personal/family lives. However, academia is at an earlier stage in the movement to understand and improve the working conditions of non-tenure track (NTT) faculty.

On one hand, the higher education community is aware both of the problems NTT faculty face and the educational challenges their increased presence represents. On the other hand, many questions remain about the work environment for non-tenured members of the academic workforce. What are the trends across institutions of higher education with regard to their employment policies and benefits? How are NTT faculty defined? What are the terms of employment and working conditions like for NTT faculty?

In an attempt to gather much needed benchmark data, the University of Michigan's Center for the Education of Women—with support from the Alfred P. Sloan Foundation—set out to learn the answers to a wide range of questions concerning NTT faculty members across the spectrum of colleges and universities in this country. The survey was one of the first of its kind—a comprehensive examination focusing on both full- and part-time instructional faculty in non-tenure track positions. It asked administrators to provide information about their utilization of NTT faculty, terms of employment, working conditions, and institutional policies and practices relating to NTT faculty. It further inquired about their assessment of trends, attitudes, matters of concern, and perceptions about relevant issues from the vantage point of various campus constituencies.

The complete report *Non Tenure Track Faculty: The Landscape at U.S. Institutions of Higher Education* includes all data analyzed to date. Additional analyses of preliminary findings from this survey are available in print and in PDF format at [www.cew.umich.edu](http://www.cew.umich.edu). Further detailed analysis is ongoing and will be reported in the future.

## **Background**

The number of NTT faculty (both full- and part-time) in American four-year colleges and universities has grown annually and shows strong evidence of continuing to do so. Between 1987 and 2003, the percentage of faculty who were tenured/tenure-track decreased by 15% – a decrease of one out of every seven traditional tenure-eligible positions (NCES, 1988 & 2004). By 2003, full- and part-time non-tenure track appointments accounted for three out of five faculty positions, in all types of institutions (NCES, 2004) and for three out of four new hires. Further, more than a quarter (28%) of all full-time higher education faculty are in non-tenure track positions (AAUP, 2003).

Among the reasons for the increasing number of NTT faculty, researchers cite greater numbers of enrolled students and conferred degrees (Benjamin, 1998a); the considerably lower salary and benefit costs for non-tenure employees (NCES, 2002; Hickman, 1998); fiscal constraints that cause administrators to be reluctant to make tenure commitments (Gappa & Leslie, 1993); and the curricular flexibility and enhancement that non-permanent faculty provide (Haeger, 1998; Chronister & Baldwin, 1999; Jacobs, 1998). At the same time, many point to unionization of faculty as a rising tide across campuses. Unionization of both tenured/tenure track faculty and NTT faculty appears to be increasing: 25% to 33% of post-secondary education faculty are covered by some kind of collective bargaining agreement (Rhoades, 1996), representing 26% of full-time and 20% of part-time faculty (NCES, 2002).

Some beliefs about NTT faculty may assume a simplicity that belies the true situation. Institutions of higher education vary greatly in size and mission, and there is enormous variation among the academic disciplines. Likewise, academics are not a homogenous population. According to reports by the AAUP, non-tenure track employees work under a myriad of titles, contingencies and conditions. They are part time or full time; they work without contracts, with indefinite contracts, or with limited contracts. Their salaries come from different funding sources. They maintain consistent workloads, or their terms of employment vary from term to term, based upon university demand. They may wish to remain in their current employment status, or they may be seeking permanent, tenure track appointments. They work under a wide range of conditions and are given very different degrees of financial and resource support. One of the few constants about this class of university employees is that they do not have the opportunities, privileges and security that tenure provides (AAUP, 2003; Biles & Tuckman, 1986; Gappa & Leslie, 1993; Leslie, 1998).

## Findings

This report presents data and key findings that confirm some common assumptions about NTT faculty and dispute others. The report covers:

- Demographics
- Utilization of NTT faculty
- Hiring and Compensation
- Benefits
- Working Conditions
- Mobility between NTT and tenure track (TT)

Key findings are outlined below, with references to the tables, graphs and other figures in the full report. The full report is available at [www.cew.umich.edu](http://www.cew.umich.edu).

## Key Findings

- Using a number of measures (institutional type, geographic region, degree of urbanization, and public/private status) we see that use of NTT faculty in respondent institutions as a percentage of all faculty is fairly evenly spread across geographic region and public/private status, and somewhat less so across institutional type and degree of urbanization (see Figure 11).
- Because the literature seems to indicate continued increasing use of NTT faculty, we asked respondents to gauge their use of NTT faculty in the next 1-2 years. Their expectations for the future were very different from their past experience. The portion of institutions reporting increases dropped from nearly half (47%) who reported increases in the past five years to less than a quarter (17%) anticipating increases. So, despite implications from the literature, it appears that anticipated usage is going to flatten (see Figure 15).
- Discussions about non-tenure track faculty can become complicated when the terms “non-tenure track” and “part-time” are used interchangeably to refer to that group of faculty employees who hold positions not leading to tenure or “permanence of position.” Of course, not everyone conflates the two phrases, but the research and anecdotal

literature often use them to mean the same thing. The findings from our survey clearly point out the error in doing so. In fact, a fairly high percentage (43%) of non-tenure track instructional faculty are employed full-time at their institutions (see Figure 10).

- PT-NTT faculty are often hired from a pool of persons already known (55%), from intra-institutional recommendations (58%) or through a search that taps a pool of locally available applicants (51%); however the process is more formal for FT-NTT faculty with a majority conducting a search tapping only a local pool (71%), 55% conducting a formal search equivalent to that for a tenure track position, and fewer than half using either intra-institutional recommendations or hiring from those already known at the institution (see Figure 18).
- All respondents indicated that they employ their FT-NTT faculty as employees, not as independent contractors. Nearly all (98%) indicated the same for part time NTT faculty. This belies the common belief that NTT faculty are often treated as independent contractors (see Figure 26).
- About half of the responding institutions offer long term contracts to some NTT faculty, with the proportion varying greatly by institutional type (see Figure 21).
- When respondents estimated the average number of years NTT faculty tended to remain at the institution, the average was 7 years for FT-NTT faculty and 5 ½ years for PT-NTT faculty (see Figure 23).
- Across all types of institutions, NTT faculty are hired primarily to teach undergraduate core courses, while very seldom are they hired to teach graduate level courses (see Figures 35 and 36).
- Entitlement to participation in governance at both the unit level and the institutional (faculty senate) level is quite different for PT-NTT faculty than for FT-NTT faculty. While 78% of FT-NTT faculty are able to participate either fully or partially in faculty governance at the institutional level, only about a third of institutions provide the same opportunity to PT-NTT faculty (see Figures 38 and 39).

- Despite the commonly held belief that it is impossible to move from non tenure track ranks on to the tenure track, we found that only one in twenty institutions had policies that explicitly prohibit such moves from taking place. Only 6% of institutions said such moves never happen, only 3% said they occur frequently, but 91% indicated that moves from the non tenure track to the tenure track do happen sometimes (see Figures 43 and 44).
- For the most part, FT-NTT faculty receive benefits in a manner that is close to that of tenure track faculty. However, PT-NTT faculty are much less likely to receive benefits. For example, health insurance which is offered to tenure track faculty by 99% of respondents and to FT-NTT faculty by 95% of responding institutions is offered to PT-NTT faculty by only 51% of institutions (see Figures 30-32).
- The presence of a faculty union makes a sizeable difference to the frequency with which benefits are offered, not only to NTT faculty, but also in some cases to TT faculty. This is especially true for PT-NTT faculty, for whom the presence of a faculty union substantially increases the percentage of schools offering benefits (see Figure 34).

## **Methodology**

The study used a stratified random sample of 551 public and private four-year schools, drawn from the Carnegie 2000 list that was representative of institutional types as defined by the Carnegie classification system and geographic region. The survey was fielded in Fall, 2005 via email to an administrator—most often in a provost’s office, office of human resources, or division of institutional research—who had been recommended as the official on each campus most likely to have the information we were seeking.

For the purposes of our project, we defined “non-tenure track instructional faculty” as “employees who, regardless of their title, hold positions that do not lead to consideration for tenure; and who have primarily instructional responsibilities, including teaching one or more classes, or advising or supervising students’ academic activities.” We specifically excluded certain categories from the discussion: post-docs, visiting scholars, librarians, graduate student teaching or research assistants, and clinical and research faculty whose primary responsibilities

are not instructional. Throughout this report we use the following abbreviations to enhance readability: NTT faculty – non-tenure track faculty; FT – full time; and PT – part time.

Because this was a long, complex survey, we were pleased with an overall response rate of 36%. In addition, the demographics of our respondent group also very closely reflect the sample on several other measures. We therefore believe that our data is sufficiently representative to allow for generalization to the population of American institutions of higher education.

A number of respondents told us that they either did not have a tenure system or did not have non-tenure track instructional faculty. This disqualified them from further participation in the study and resulted in a group of 144 institutions to be used for further analysis. Due to the small number of Master II-type institutions, for further analysis these are combined with Master I-type institutions.

Overall, approximately a quarter of the institutions surveyed report that their faculties are represented by a union (or other association) for purposes of collective bargaining - 24% have unionized NTT faculty and 22% have unionized TTF (n=35 and 30, respectively). In most cases (91% or 30 out of 33 responding to this item) the union had been in existence more than three years. With only a few exceptions in schools with unionized faculty, not only are both TT and NTT unionized, they are also represented by the same bargaining unit, as shown in the following table.

## **Conclusion**

The survey resulted in a large, rich dataset, analysis of which is ongoing. Of particular interest will be: a more detailed and nuanced examination of the differences that the presence of a faculty union makes; the level of institutional consideration given to a lengthy list of issues associated with the employment of non-tenure track faculty; respondents' assessment of the relative importance of issues of particular salience to NTT faculty themselves (as opposed to institutional issues); support and opposition to these issues from various campus and external constituents; an analysis of which constituencies which had been most instrumental in advocating for change on behalf of NTT faculty and which had been resistant to change; and respondents' assessment of the most significant contributions that non-tenure track faculty make to their institutions. These findings will be presented in future reports on the CEW website and through other publication outlets.

This research is one of the first of its kind—a comprehensive examination focusing on both full- and part-time instructional faculty in non-tenure track positions. We believe that this data has and will continue to provide valuable insight into the working conditions of NTT faculty across the spectrum of colleges and universities in this country.

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## **Introduction**

A great deal of attention in higher education currently focuses on ways to improve career flexibility for tenured and tenure-track faculty, primarily to enable them to integrate their demanding professional lives with fulfilling personal/family lives. However, academia is at an earlier stage in the movement to understand and improve the working conditions of non-tenure track (NTT) faculty.

The number of NTT faculty (both full- and part-time) in American four-year colleges and universities has grown annually and shows strong evidence of continuing to do so. Between 1987 and 2003, the percentage of faculty who were tenured/tenure-track decreased by 15% - a decrease of one out of every seven traditional tenure-eligible positions (NCES, 1988 & 2004). By 2003, full- and part-time non-tenure track appointments account for three out of five (60%) faculty positions, in all types of institutions (NCES, 2004) and for three out of four new hires. Further, more than a quarter (28%) of all full-time higher education faculty are in non-tenure track positions (AAUP, 2003). Among the reasons for the increasing number of NTT faculty, researchers cite greater numbers of enrolled students and conferred degrees (Benjamin, 1998a); the considerably lower salaries and benefit costs for non-tenure employees (NCES, 2002b; Hickman, 1998); fiscal constraints that cause administrators to be reluctant to make tenure commitments (Gappa & Leslie, 1993); and the curricular flexibility and enhancement that non-permanent faculty provide (Haeger, 1998; Chronister & Baldwin, 1999; Jacobs, 1998). At the same time, many point to unionization of faculty as a rising tide across campuses. Unionization of both tenured/tenure track faculty and NTT faculty appears to be increasing: 25% to 33% of post-secondary education faculty are covered by some kind of collective bargaining agreement (Rhoades, 1996), representing 26% of full-time and 20% of part-time faculty (NCES, 2002).

On one hand, the higher education community is aware both of the problems NTT faculty face and the educational challenges their increased presence represents. On the other hand, many questions remain about the work environment for non-tenured members of the academic workforce. What are the trends across institutions of higher education with regard to their employment policies and benefits? How are NTT faculty defined? What are the terms of employment and working conditions like for NTT faculty?

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In an attempt to gather much needed benchmark information, the University of Michigan's Center for the Education of Women—with support from the Alfred P. Sloan Foundation—set out to learn the answers to a wide range of questions concerning NTT faculty members across the spectrum of colleges and universities in this country. The survey is one of the first of its kind—a comprehensive examination focusing on both full- and part-time instructional faculty in non-tenure track positions. It asks administrators to provide information about their utilization of NTT faculty, terms of employment, working conditions, and institutional policies and practices relating to NTT faculty. It further inquires about their assessment of trends, attitudes, matters of concern, and perceptions about relevant issues from the vantage point of various campus constituencies.

Selected preliminary findings from this survey are presented in another CEW Research Report titled, *Non-Tenure Track Faculty: Where Commonly Held Beliefs and Research Diverge* ([www.cew.umich.edu/PDFs/findings8-06.pdf](http://www.cew.umich.edu/PDFs/findings8-06.pdf)) . These findings were also presented at the Annual Forum of the Association for Institutional Research held in Chicago, May 2006

**Methodology**

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Because this was a long, complex survey, we were pleased with an overall response rate of 36%. Figure 1 compares the population sampled with the response group.

**Figure 1 Response Rate**

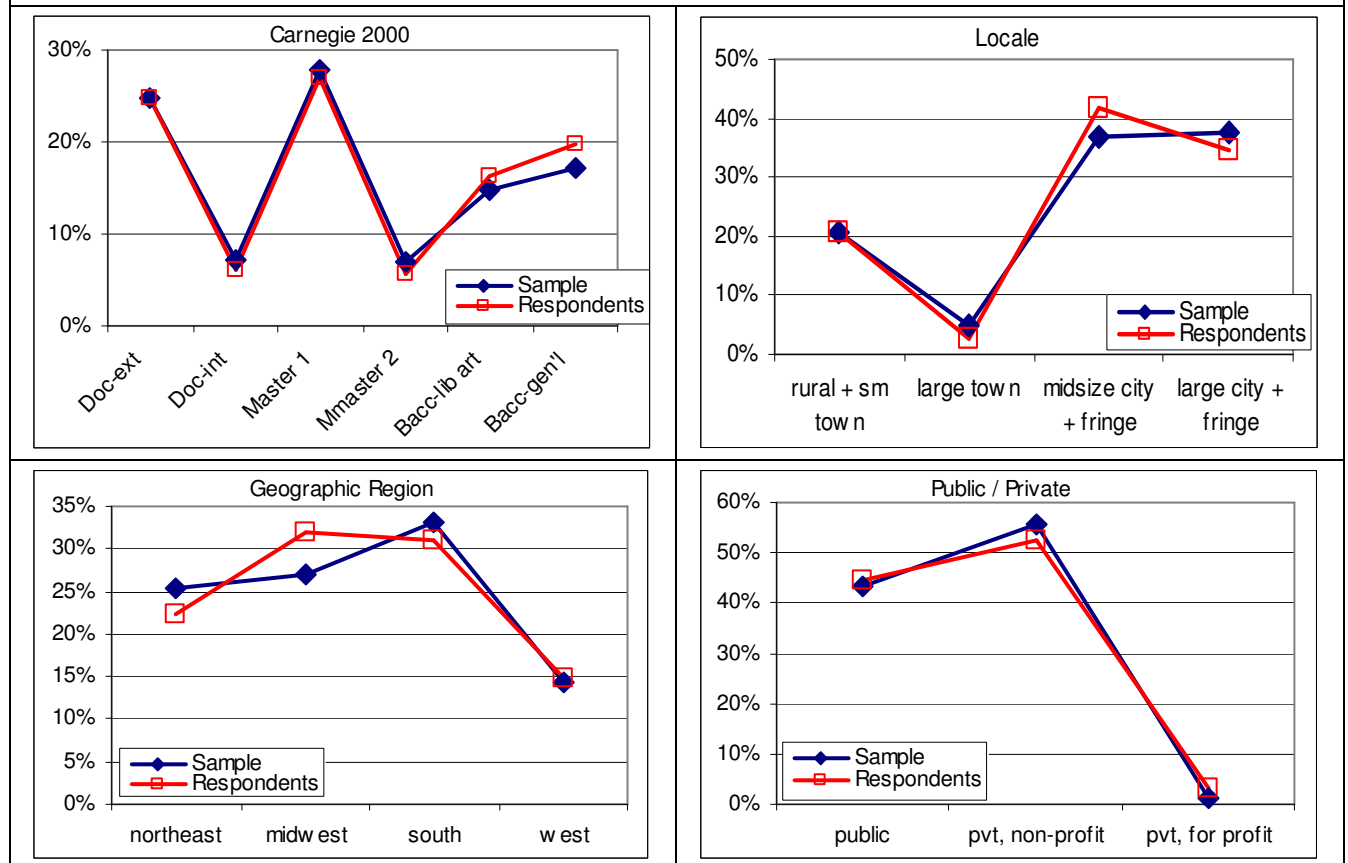
	Total Sampled	Respon- dents	Response Rate
Doctoral-Extensive	137	49	36%
Doctoral-Intensive	39	12	31%
Master I	153	53	35%
Master II	38	11	29%
Baccalaureate-Liberal Arts	82	32	39%
Baccalaureate-General	95	39	41%
Baccalaureate-Associate	7	1	14%
Total	551	197	36%

Figure 2 compares the population sampled with the response group by institutional type; note that differences are minimal.

**Figure 2 Comparison of Population Sampled with the Response Group**

	<u>Sample</u>		<u>Respondent group</u>		Diff- erence
	count	% of total	count	% of total	
Doctoral-Extensive	137	25%	49	25%	0%
Doctoral-Intensive	39	7%	12	6%	1%
Master I	153	28%	53	27%	1%
Master II	38	7%	11	6%	1%
Baccalaureate-Liberal Arts	82	15%	32	16%	-1%
Baccalaureate-General	95	17%	39	20%	-3%
Baccalaureate-Associate	7	1%	1	1%	0%
Total	551	100%	197	100%	

**Figure 3 Comparison of Respondents to Sample**



As Figure 3 illustrates, the demographics of our respondent group also very closely reflect the sample on several other measures.

We therefore believe that our data is sufficiently representative to allow for generalization to the population of American institutions of higher education.

A number of respondents told us that they either did not have a tenure system or did not have non-tenure track instructional faculty. This disqualified them from further participation in the study and resulted in a group of 144 institutions to be used for further analysis. Due to the small number of Master II-type institutions, for further analysis these are combined with Master I-type institutions.

### **Demographics**

Note that these tables are based on the 144 institutions that comprise the set for analysis and vary slightly from the graphs in Table 1 that are based on full respondent group of 197 schools.

#### Size of institution

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

**Figure 4 Measures of size**

	<u>Student Enrollment</u>	<u>Headcount - All faculty</u>
Min	507	34
Max	46,973	9833
Mean	11,662	936

#### Geographic region

The responding institutions are fairly evenly spread, with fewer in the West.

**Figure 5 Institutions by Geographic region**

Northeast	34	24%
Midwest	45	31%
South	40	28%
West	<u>25</u>	<u>17%</u>
	144	100%

Location of institution

The Integrated Postsecondary Education Data System (IPEDS) calls this “degree of urbanization”. Nearly half of respondents are in midsized cities. Approximately only one in five are in less populous areas, designated as rural or small town.

**Figure 6 Institutions by location**

Rural + small town	26	18%
Large town	5	4%
Midsize city + fringe	71	49%
Large size city + fringe	<u>42</u>	<u>29%</u>
	144	100%

Public / private status

Three out of five institutions are public rather than private entities. No private, for profit, institutions are represented in this research,

**Figure 7 Institutions by public/private status**

Public	88	61%
Private non-profit	56	39%
Private, for-profit	<u>0</u>	0%
	144	

Religious affiliation

The majority of institutions have no religious affiliation.

**Figure 8 Institutions by religious affiliation**

No	114	79%
Yes	<u>30</u>	21%
	144	

Unionization

Overall, approximately a quarter of the institutions surveyed report that their faculties are represented by a union (or other association) for purposes of collective bargaining. Twenty-four percent have unionized NTT faculty and 22% have unionized TTF (n=35 and 30, respectively). In most cases (91% or 30 out of 33 responding to this item) the union had been in existence more than three years.

For those schools without a faculty union, we asked whether there was “a current, active move to unionize part-time NTT faculty on your campus?” Nearly all (97%) of the respondents said there was no unionizing activity.

With only a few exceptions in schools with unionized faculty, not only are both TT and NTT unionized, they are also represented by the same bargaining unit.

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**Figure 9 For institutions with a union for NTT faculty (n=35)**

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Are TTF unionized?	Yes	27	79%
	No	<u>7</u>	
		34	
Same union?	Yes	26	100%
	No	<u>0</u>	
		26	

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### Utilization of NTT faculty

#### *Full-time, Part-time, or Both*

One of the early filter questions asked whether the institution employed NTT faculty in full time positions only, part-time positions only or both. Nearly all employ both full and part time NTT faculty.

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**Figure 10 Use of NTT faculty in positions that are full-time, part-time, or both**

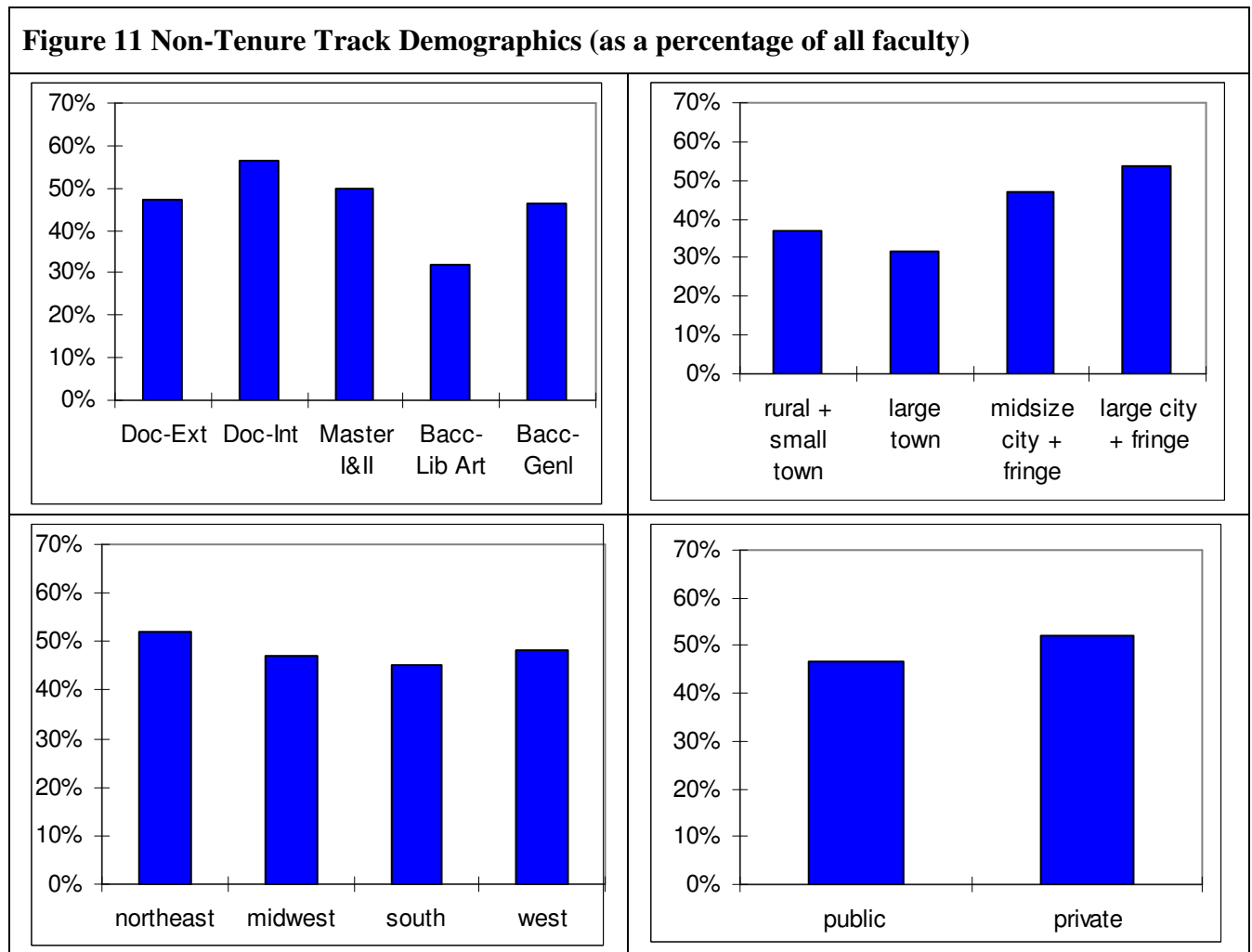
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	<u>Full only</u>	<u>Part only</u>	<u>Both</u>	<u>Total</u>
Doctoral-Extensive	0	0	49	49
Doctoral-Intensive	1	0	9	10
Master I&II	3	2	43	48
Baccalaureate-Liberal Arts	2	0	19	21
Baccalaureate-General	<u>2</u>	<u>0</u>	<u>14</u>	<u>16</u>
	8	2	134	144
	6%	1%	93%	

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Non-Tenure Track Demographics

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



PT vs. FT composition of NTT faculty

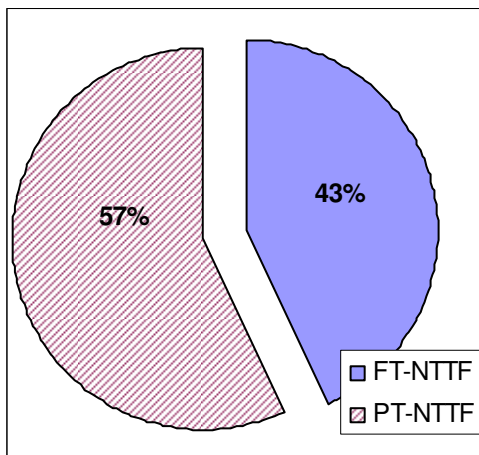
Discussions about non-tenure track faculty can become complicated when the terms “non-tenure track” and “part-time” are used interchangeably to refer to that group of faculty employees who hold positions not leading to tenure or “permanence of position.” Of course, not everyone conflates the two phrases, but the research and anecdotal literature often use them to mean the same thing. The findings from our survey clearly point out the error in doing so. As illustrated

in the following table, a fairly high percentage (43%) of non-tenure track instructional faculty are employed full-time at their institutions.

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**Figure 12 PT vs. FT Composition of the Non-Tenure Track Faculty**

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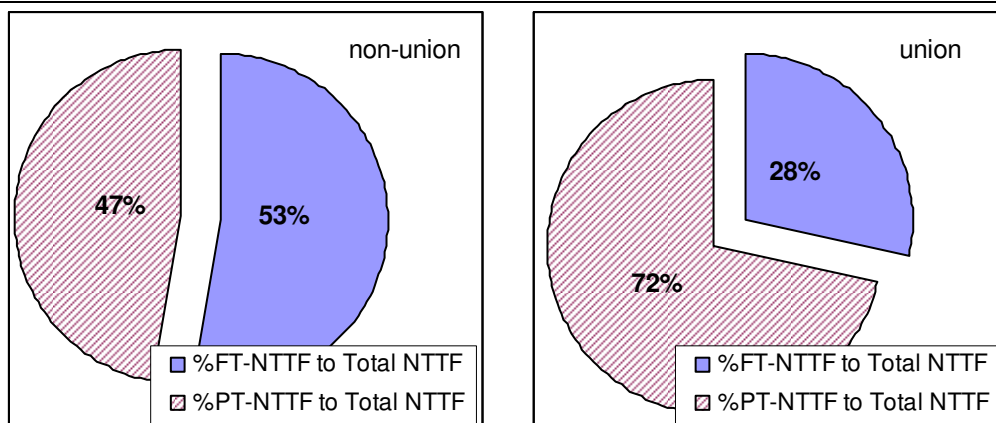


The difference between union and non-union schools is quite pronounced. Institutions without unionized faculty employ a higher percentage of NTT faculty in full time positions – 53%, while the reverse is true for institutions with faculty unions where part-timers comprise 72% of the NTT faculty.

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**Figure 13 PT vs. FT Composition of the Non-Tenure Track Faculty by Union Status**

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To limit the length of an already long survey instrument, certain demographic data about the institutions in our sample was derived from IPEDS (the Integrated Postsecondary Education Data

System, National Center for Educational Statistics, U.S. Department of Education. Washington DC (<http://nces.ed.gov/ipeds/>). The faculty headcounts underlying the foregoing calculations come from IPEDS rather than from direct questions in the survey. In contrast, the next two sections on past and prospective change are based on survey response to direct questions on usage and not on actual headcounts.

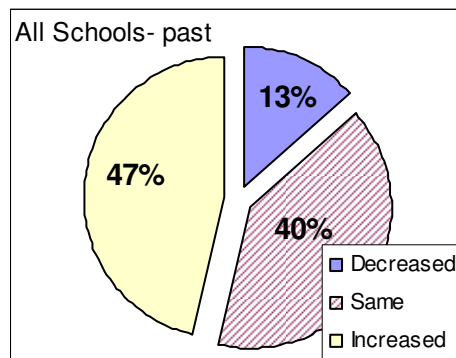
Change in the past 5 years

The literature indicates that institutions have increased their use of NTT faculty as they attempt to be more nimble and responsive to the changing business climate. Respondents confirmed this. Nearly half reported increased usage, only one in eight (13%) reported a decrease.

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**Figure 14 Use of NTT faculty over the past 5 years – all schools**

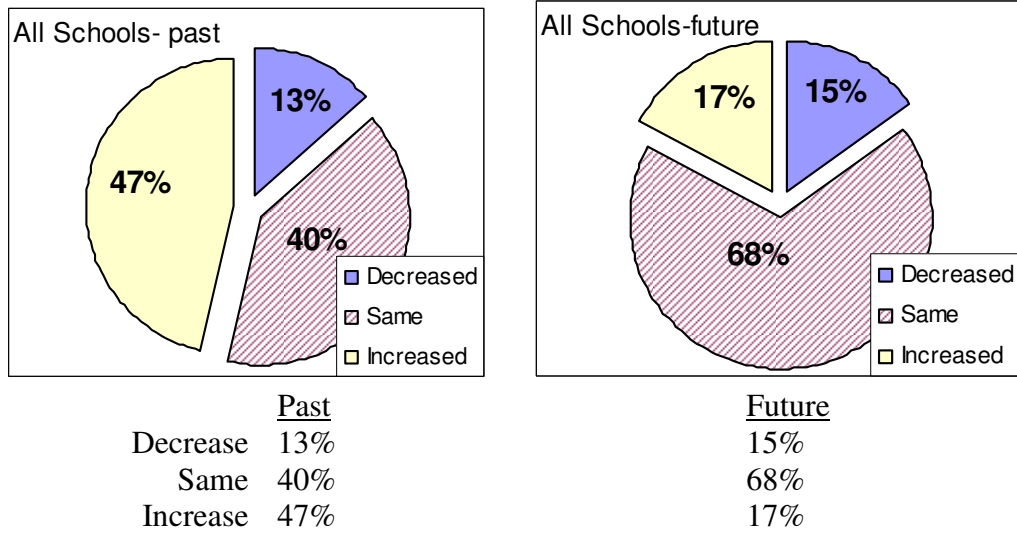
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Anticipated change in the next 1-2 years

All the implications from the literature seem to indicate continued increasing use of NTT faculty. So we also asked respondents to gauge their use of NTT faculty in the next 1-2 years. Their expectations for the future were very different from their past experience. The portion of institutions reporting increases has decreased by two-thirds – from nearly half (47%) to less than a quarter (17%). So despite implications from the literature it would seem that anticipated usage is going to flatten.

**Figure 15 Change in use of NTT faculty over the next 1-2 years – all schools**

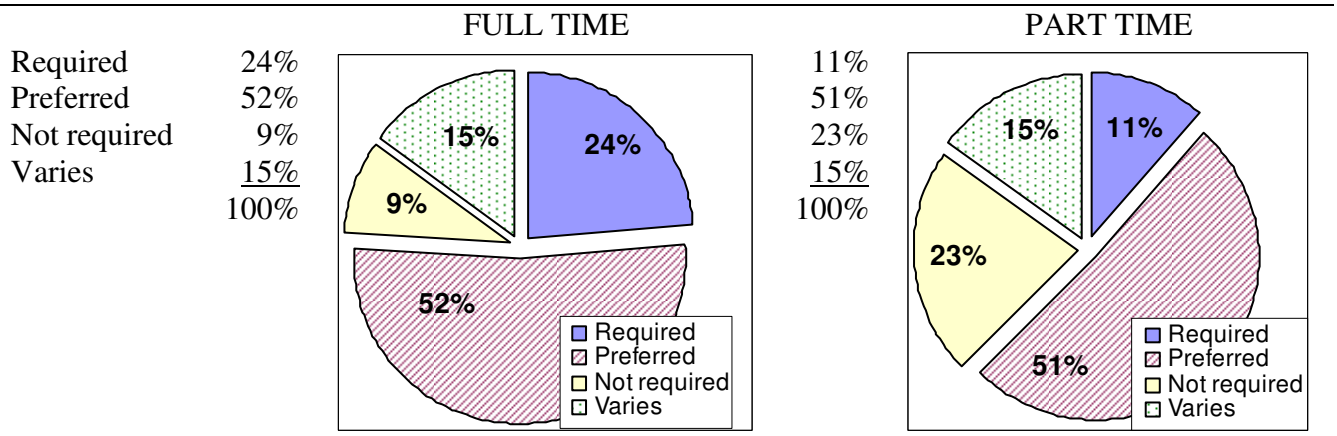


**Hiring NTT faculty**

Required credentials

Relatively few of the responding institutions require that the candidate hold a terminal degree to be eligible for a NTT position – nearly a quarter (24%) require it for FT-NTT positions, and one in ten (11%) require it for PT-NTT positions.

**Figure 16 Institutions requiring a terminal degree for NTT positions**

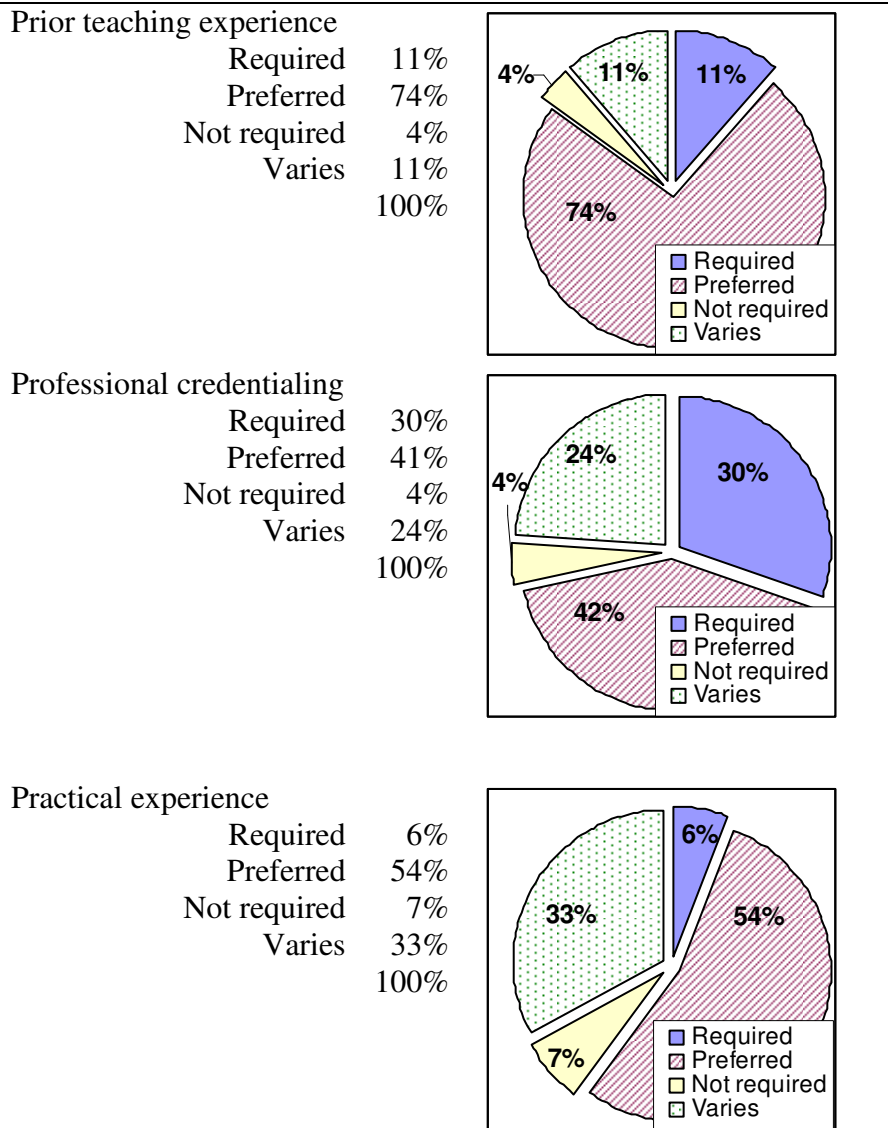


Other required credentials

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

If, as with similar survey items, we collapse “required” and “preferred” into a single category, then the majority of institutions indicate a preference to these other credentials: prior teaching experience (85%), professional credentialing (72%), and practical experience (60%). However this masks some interesting detail.

**Figure 17 Other required credentials**



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

The search process

We asked respondents to indicate the process by which they identified a qualified pool of applicants when hiring for NTT faculty positions by offering the following four response options:

<b>Full text</b>	<b>Abbreviation used in graphic</b>
A formalized search process is not performed. Rather the hiring unit relies primarily on persons already known to them	Persons already known
Knowledgeable persons within the institution are asked to identify or recommend qualified applicants	Intra-inst recommendations
A formalized search is performed that taps a pool of locally available applicants through various forms of advertisement and networking	Local search
A formalized search is performed that is similar in scope to that used for TT faculty	Formal search

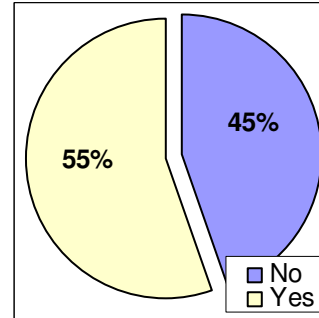
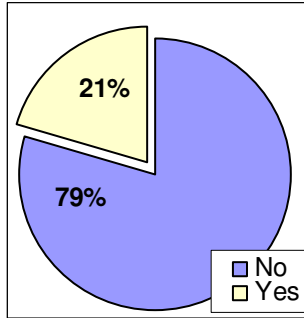
When hiring PT-NTT faculty, institutions are about equally likely to use the first three methods to identify candidates: persons already known (55%), intra-inst recommendations (58%), or conduct a local search (51%). Surprisingly, one in five institutions conducts a formal search when hiring PT-NTT faculty.

The process is more formal for FT-NTT faculty: only one in five (21%) report hiring from a pool of persons already known to the unit, a third (34%) rely on intra-inst recommendations, a majority (71%) conduct a local search, and more than half (55%) conduct a formal search.

**Figure 18 Identifying a qualified pool of candidates**

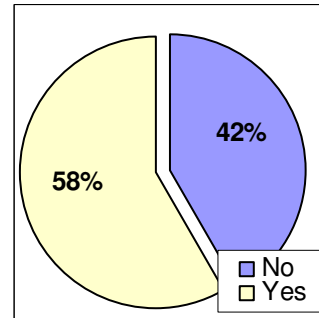
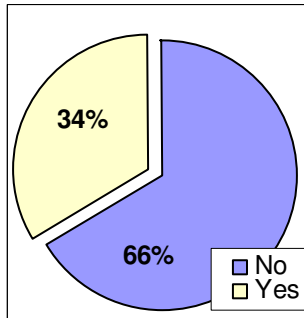
Persons already known

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



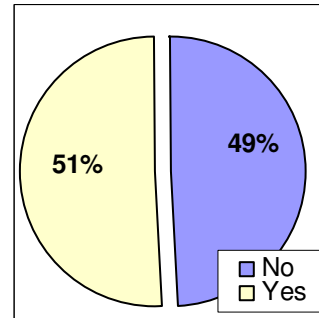
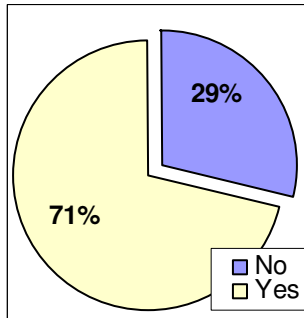
Intra-inst recommendations

(“Knowledgeable persons within the institution are asked to identify or recommend qualified applicants”)



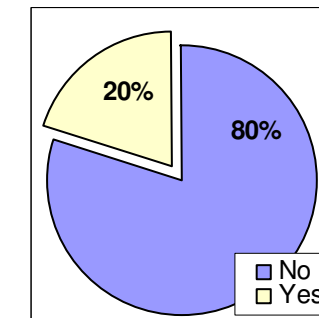
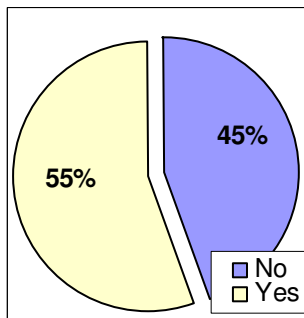
Local search

(“A formalized search is performed that taps a pool of locally available applicants through various forms of advertisement and networking”)



Formal search

(“A formalized search is performed that is similar in scope to that used for TT faculty”)



From the original metric (never, rarely, generally, always) the first two response options (never and rarely) were collapsed into a single category titled ‘no’ and the last two (generally and always) into a single category titled ‘yes’.

Requesting and checking references

The majority of responding institutions report that they request and check references “always” or “generally”. As might be expected, references are requested (and checked) more often for FT than for PT-NTT faculty.

**Figure 19 Requesting and checking references**

	Full Time	Part Time
<b>Request references</b>		
Rarely	1%	7%
Generally	29%	49%
Always	71%	44%
<b>Check references thoroughly</b>		
Rarely	4%	16%
Generally	40%	52%
Always	56%	33%

Also as one might expect, those who “rarely” request references check those references only “rarely”. Of those institutions that “generally” request references, the vast majority also check those references “generally.” However, of the institutions that report “always” requesting references, a substantial portion don’t always check those references thoroughly: more than one in five don’t always check references for FT-NTT faculty (21%); more than a quarter don’t always check references for PT-NTT faculty (28%).

**Figure 20 Requesting and checking references**

Request references	Check references thoroughly			
	Full Time			
	Rarely	Generally	Always	
Rarely	100%	0%	0%	100%
Generally	8%	89%	3%	100%
Always	1%	<b>21%</b>	78%	100%
	Part Time			
	Rarely	Generally	Always	
Rarely	100%	0%	0%	100%
Generally	14%	81%	5%	100%
Always	4%	<b>28%</b>	68%	100%

Long-term contracts

Slightly more than half (52%) of the respondents offer long-term contracts to certain categories of NTT faculty. This varies by institutional type from a high of 70% at Doctoral-Intensives to a low of 38% at General Baccalaureate institutions.

---

**Figure 21 Long term contracts**

---

Doctoral-Extensive	65%
Doctoral-Intensive	70%
Master I&II	40%
Baccalaureate-Liberal Arts	50%
Baccalaureate-General	38%
Average	52%

---

NTT faculty are more likely to have long term contracts at schools with unions; 60% of schools with unions offer long term contracts compared with just under half (49%) of the schools without a faculty union.

The majority of respondents that offer long-term contracts do so for fixed periods. Few indicate that they generally or always offer long term contracts that are open-ended - only one in six (15%) for FT-NTT faculty and fewer, one in to ten (11%) for PT-NTT faculty. However, while 82% offer fixed-term contracts to FT-NTT faculty, only 39% do so for PT-NTT faculty.

The decision to renew teaching contracts is, for the majority (93% for FT and 98% for PT), made on a case-by-case basis, based on anticipated enrollments or other criteria such as evaluations/quality of performance.

For FT-NTT faculty the renewal decision is made solely at the unit level by 37% of the respondents and in concert with the institution by half (50%) whereas for PT-NTT faculty the decision is more likely to be made at the department level (58%) rather than in concert with the institution (34%). Most (89%) institutions provide a substantial notice period of renewal or non-renewal of contracts for FT-NTT faculty. PT-NTT faculty are given less notice on renewal or non-renewal – a third (32%) receive a one-month notice period and 10% have less than a week

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

**Figure 22 Contract renewals**

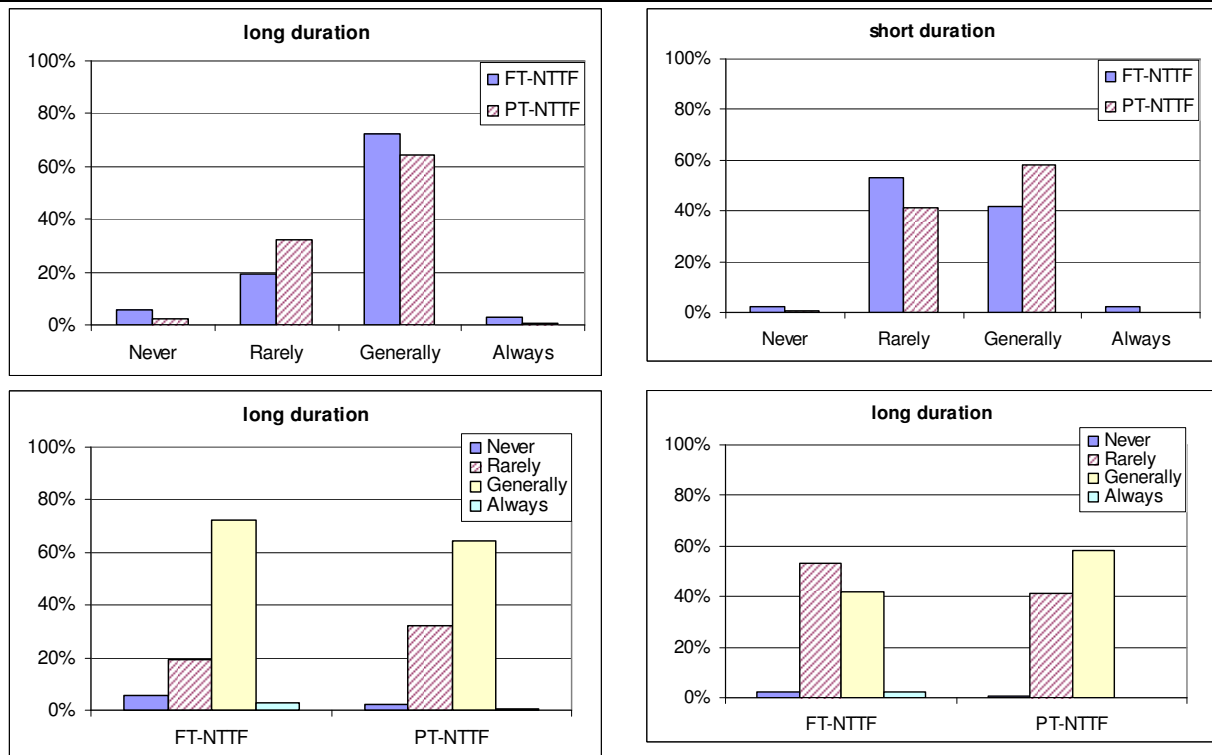
Decision maker	FT	PT
Institution	13%	8%
Dept / Unit	37%	58%
Both	50%	34%
Length of notice		
Several months	89%	58%
One month	10%	32%
A week or two	1%	8%
A few days or less	0%	2%

Average duration of employment

We asked respondents to characterize the employment duration of NTT faculty as to whether they are long-term, long-service employees who often remain with the institution for several/many years, or short-term employees whose length of service is generally of fairly short duration. These were asked as separate questions – i.e., FT-NTT faculty tend to be short-term employees whose length of service is generally of fairly short duration (never, rarely, generally, or always).

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

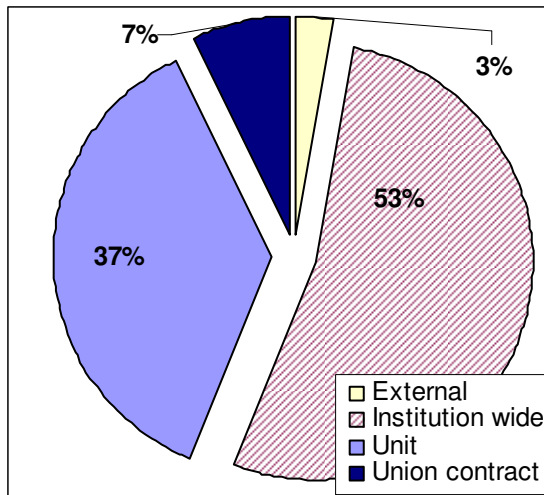
**Figure 23 Duration of Employment**



Decision maker

We asked what level of the institution determines salary or pay level of NTT faculty. For more than half of the schools, this decision is made on an institution-wide basis (53%), though nearly two in five schools make these decisions at the unit level.

**Figure 24 Decision maker for compensation**

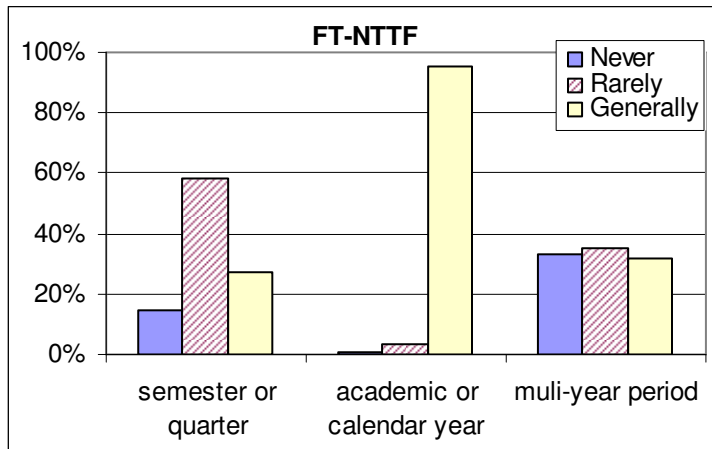


External	4	3%
Institution wide	74	53%
Unit	51	37%
Union contract	<u>10</u>	7%
	139	

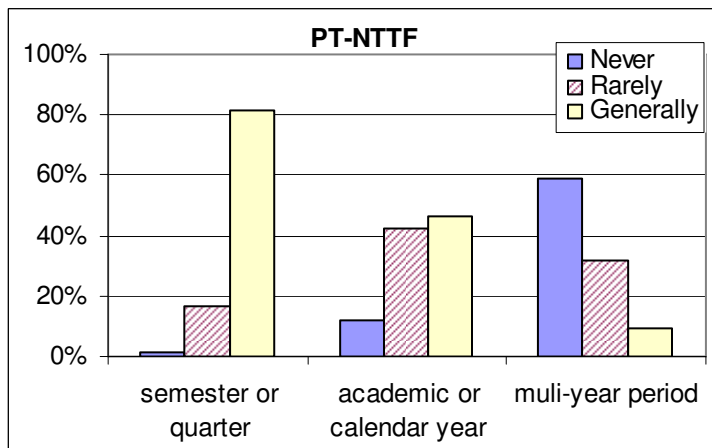
***Basis of compensation***

We asked on what basis NTT faculty are compensated: a single semester, quarter or term; a calendar or academic year; or a multi-year period. Some schools reported using each as a basis for paying both FT- and PT-NTT faculty. However the majority of respondents indicated that they paid FT-NTT faculty on a yearly basis (96%) and PT-NTT faculty on a semester basis (82%). From the original metric (never, rarely, generally, always) the last two response options were collapsed into a single category titled ‘generally’.

**Figure 25 Basis of compensation**



<u>Full Time</u>	<u>semester</u>	<u>year</u>	<u>multi-yr</u>
Never	14%	1%	33%
Rarely	58%	4%	35%
Generally	27%	96%	32%

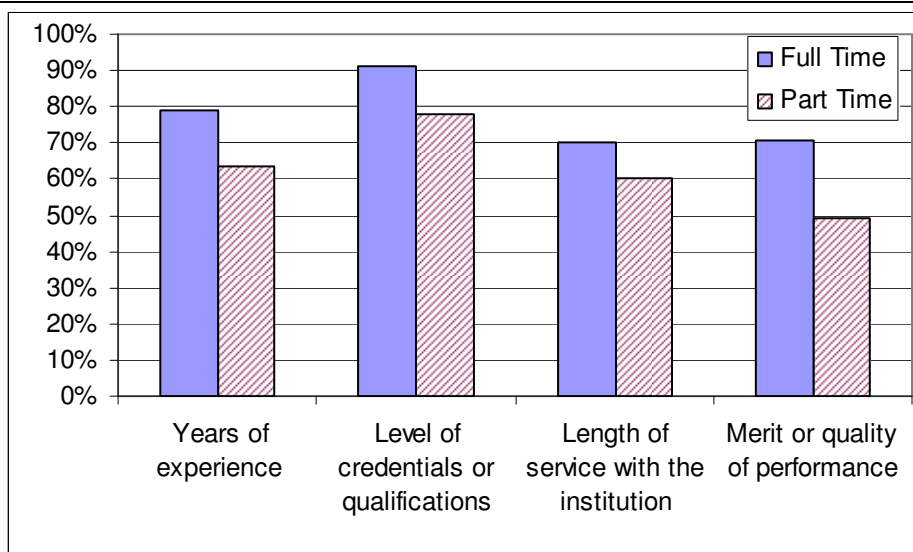


<u>Part Time</u>	<u>semester</u>	<u>year</u>	<u>multi-yr</u>
Never	2%	12%	59%
Rarely	17%	42%	32%
Generally	82%	46%	10%

Basis of adjustment to compensation

We asked on what basis compensation for NTT faculty is adjusted: years of experience; level of credentials or qualifications; length of service with the institution; or merit or quality of performance. With one notable exception, a majority of respondents reported using each of these criteria to adjust compensation for both part-time and full-time NTT faculty.

**Figure 26 Basis of Adjustment to Compensation**



<u>Compensation is “always” or “generally” adjusted for...</u>	<u>Full Time</u>	<u>Part Time</u>
Years of experience	79%	64%
Level of credentials or qualifications	91%	78%
Length of service with the institution	70%	60%
Merit or quality of performance	71%	49%

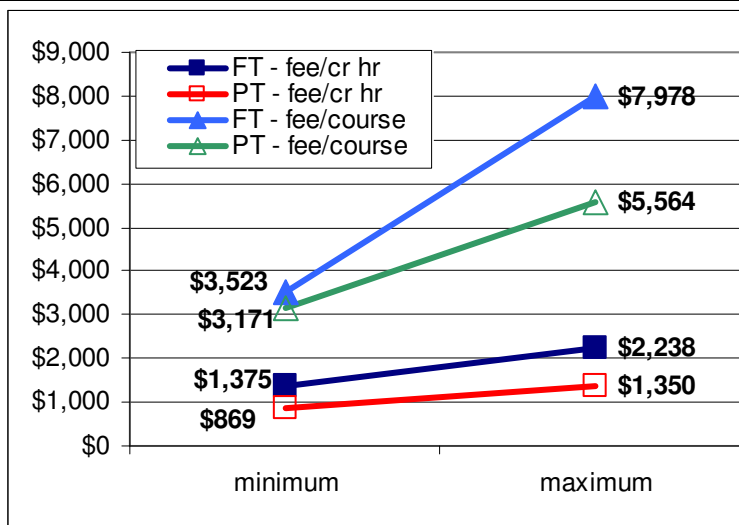
From the original metric (never, rarely, generally, always) the last two response options were collapsed into the single category shown here.

Less than half of the responding institutions report that they recognize quality of performance or merit when adjusting the compensation of part time NTT faculty. Given their large numbers, it is disturbing to say the least that at half of the responding institutions PT-NTT faculty are not rewarded monetarily for good performance [or are not provided with that most fundamental of incentives – better pay]. The basis of adjustment used most often (that is, reported by the highest percentage of respondents) is the level of credentials or qualifications - nearly universal (91%) for FT-NTT faculty and by 78% of institutions for PT-NTT faculty.

Compensation range

The majority of respondents base calculate compensation on a fee-per-course or a fee-per-credit-hour. Only two institutions responded that they compensate faculty on a per-hours-worked basis – these are not shown here. As expected, the fee-per-course range is higher than the fee-per-credit-hour range, and the ranges for FT-NTT faculty are higher than for PT-NTT faculty. However, it is worth noting that at the low end the differences are nearly non-existent, whereas at the maximum end of the ranges the difference between FT and PT are greater when faculty are paid by the course.

**Figure 27 Compensation ranges**



1099 vs. W-2

Our findings contradict a common belief that NTT faculty are treated as independent contractors rather than as employees. All respondents indicated that they employ their FT-NTT faculty as employees. With only a few exceptions the same is true for PT-NTT faculty.

Employee status confers at least the minimal benefit of employer contribution to Social Security, which would otherwise be fully borne by the individual.

**Figure 28 Employee vs. independent contractor**

		<u>yes</u>	<u>% yes</u>
<b>FULL TIME</b>			
	W2	138	100%
	1099	0	0%
	either	0	0%
<b>PART TIME</b>			
	W2	127	98%
	1099	4	6%
	either	7	10%

Assessment of teaching performance

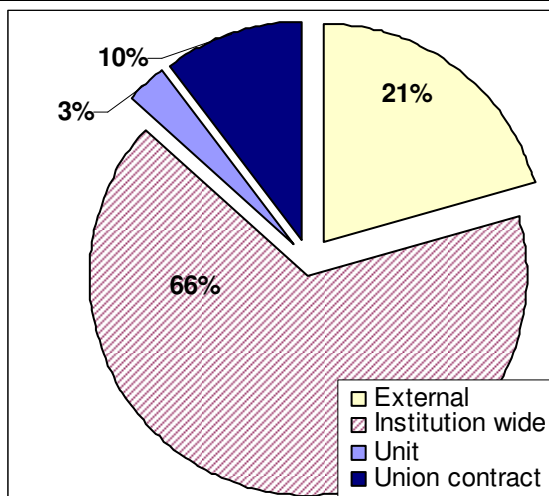
Assessment of teaching performance is nearly universal – all respondents indicate that they do so for FT-NTT faculty assessed and 98% that they evaluate PT-NTT faculty.

**Benefits**

Decision maker

We asked at what level NTT faculty benefits/fringes are determined.

**Figure 29 Decision maker**



External	28	21%
Institution wide	90	66%
Unit	4	3%
Union contract	<u>14</u>	<u>10%</u>
	136	100%

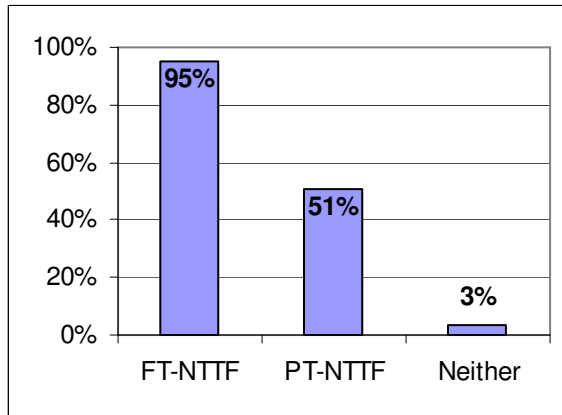
Health insurance

Health insurance is provided nearly universally to FT-NTT faculty. Just over half of the institutions provide coverage for PT-NTT faculty.

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**Figure 30 Percentage of schools offering health insurance**

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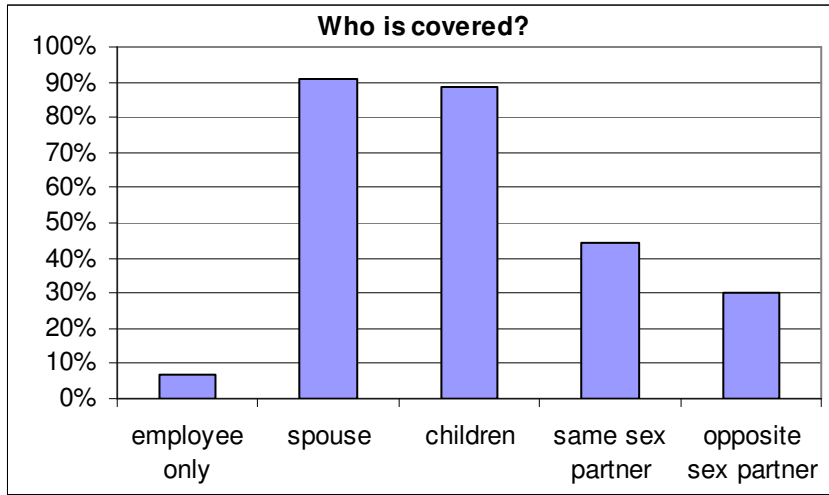
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FT-NTT faculty	95%
PT-NTT faculty	51%
Neither	3%

---

When health care is offered, it is rare that only the employee is covered; generally both spouse and children are covered by health insurance. Coverage of non-spousal partners is offered much less frequently. Same sex partners are covered more often than opposite sex partners (44% vs. 30%). This may be an indication of real or perceived cost differential in terms of the number of potential participants. There may be substantially more opposite-sex couples likely to wish to avail themselves of health coverage than there are same-sex couples who must also be willing to be forthright with their employer about their orientation.

**Figure 31 Who is covered by health insurance**



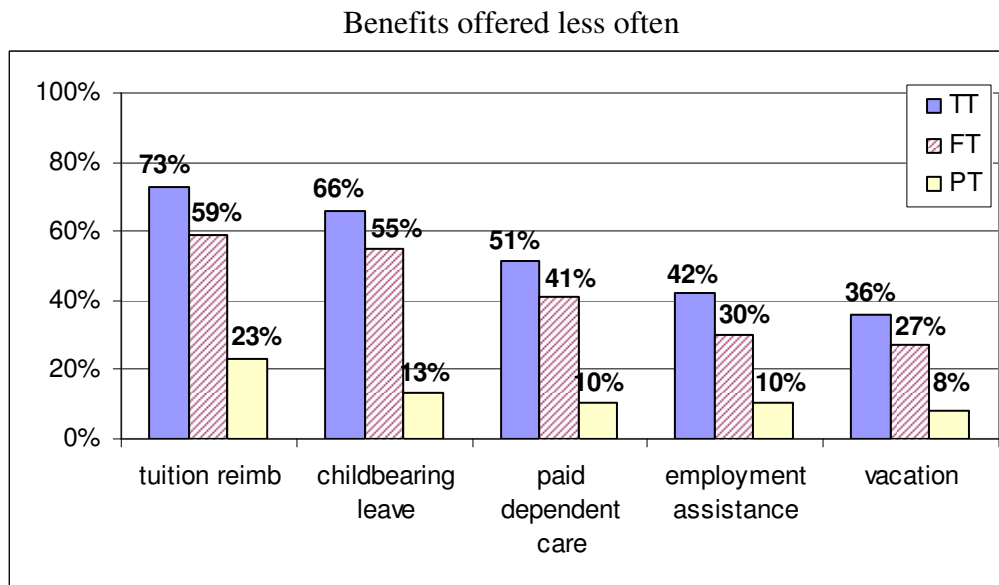
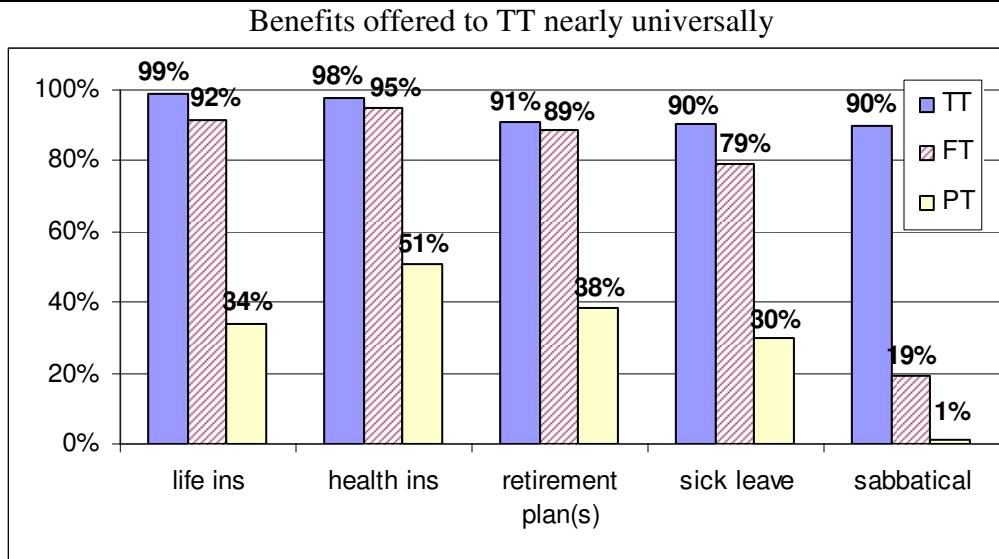
Employee only	7%
Spouse	91%
Children	89%
Same sex partner	44%
Opposite sex partner	30%

Comparison of benefits

The survey also inquired about benefits provided to tenure track faculty (TTF) as a benchmark against which to compare benefits for NTT faculty. As expected, more schools provide benefits to TTF than to either FT or PT-NTT faculty. The list benefits rather conveniently broke into two portions – those offered nearly universally, that is by 90% or more of the respondents and shown in the top panel of the following table, and those offered less often, shown in the second panel.

Life and health insurance and inclusion in retirement plans are offered nearly universally to TTF, and very nearly universally to FT-NTT faculty. Sick leave and particularly sabbatical are provided to TTF by 90% of schools, but to FT-NTT faculty by only 79% and 19%, respectively. Sabbatical leave is examined in more detail later in this section.

**Figure 32 Comparison of benefits – TT vs FT-NTT vs PT-NTT**



	<u>TT</u>	<u>FT-NTT</u>	<u>PT-NTT</u>
Life insurance	99%	92%	34%
Health insurance	98%	95%	51%
Retirement plan(s)	91%	89%	38%
Sick leave	90%	79%	30%
Sabbatical	90%	19%	1%
Tuition reimbursement	73%	59%	23%
Childbearing leave	66%	55%	13%
Paid dependent care	51%	41%	10%
Employment assistance	42%	30%	10%
Vacation	36%	27%	8%

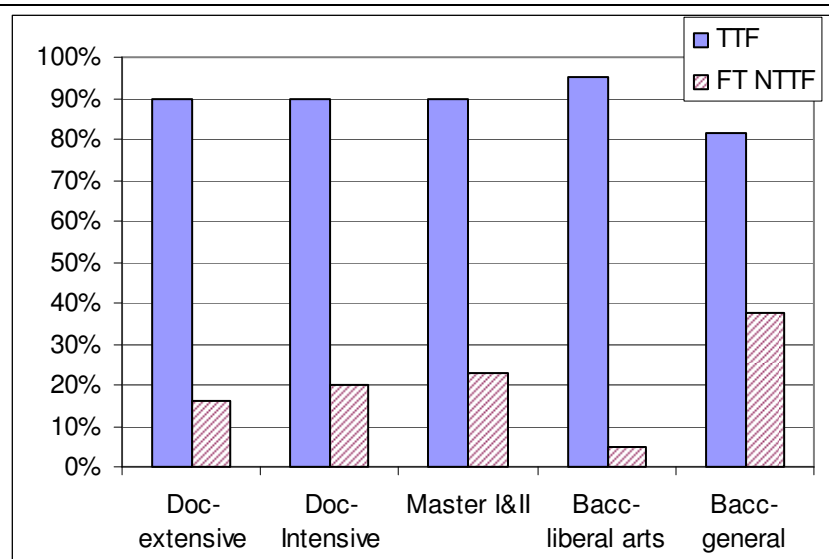
Anticipated changes

We asked whether the institution was actively pursuing any changes in the number or type of employment benefits, or policies it makes available to NTT faculty, or in the criteria for eligibility. The majority of respondents (86% number or type, 94% criteria) indicated that no changes were being considered.

Sabbatical leave

Overall, sabbatical leave is provided to TTF by 90% of respondent institutions, ranging from 81% of Baccalaureate-Generals to 95% of Baccalaureate-Liberal Arts schools. Many fewer offer sabbatical to FT-NTT faculty; overall 19%, ranging from 5% of Baccalaureate-Liberal Arts to 38% of Baccalaureate-General schools. It is interesting that the high and low ranges are both in the Bacc schools.

**Figure 33 Sabbatical leave**



	<u>TTF</u>		<u>FT NTT</u> <u>faculty</u>	
Doctoral-Extensive	44	90%	8	16%
Doctoral-Intensive	9	90%	2	20%
Master I & II	43	90%	11	23%
Baccalaureate-Liberal Arts	20	95%	1	5%
Baccalaureate-General	<u>13</u>	81%	<u>6</u>	38%
	129	90%	28	19%

Effect of union status

The presence of a faculty union makes a sizeable difference to the frequency with which benefits are offered. This table shows the difference between the percentage of union vs. non-union

schools offering benefits. A positive number in the chart indicates that more union schools provide a benefit (notice that there are no negative values, so in no case is a benefit offered by a larger percentage of non-union schools). This table is complicated and may work better with an example: in data-tables not shown here, 43% of union schools offer life insurance to PT-NTT faculty compared with 30% of non-union schools – the difference, 13%, is what appears in the table, indicating that more union schools offer life insurance benefits to PT-NTT faculty as compared to non-union schools. A union is particularly beneficial to PT-NTT faculty (note for how many benefits there are positive values) and particularly for policies important to women – paid dependent care and childbearing leaves (note the improvement even for TTF).

**Figure 34 Difference in the percentage of union vs. non-union schools offering benefits**

	Tenure	Non-Tenure Track	
	Track	Full time	Part time
Life insurance	---	---	13%
Health insurance	---	---	17%
Retirement plan(s)	---	---	26%
Sick leave	---	10%	25%
Sabbatical	---	5%	---
Tuition reimbursement	---	6%	16%
Child bearing leave	19%	8%	10%
Paid dependent care	11%	6%	13%
Employment assistance	---	---	5%
Vacation	---	---	---

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

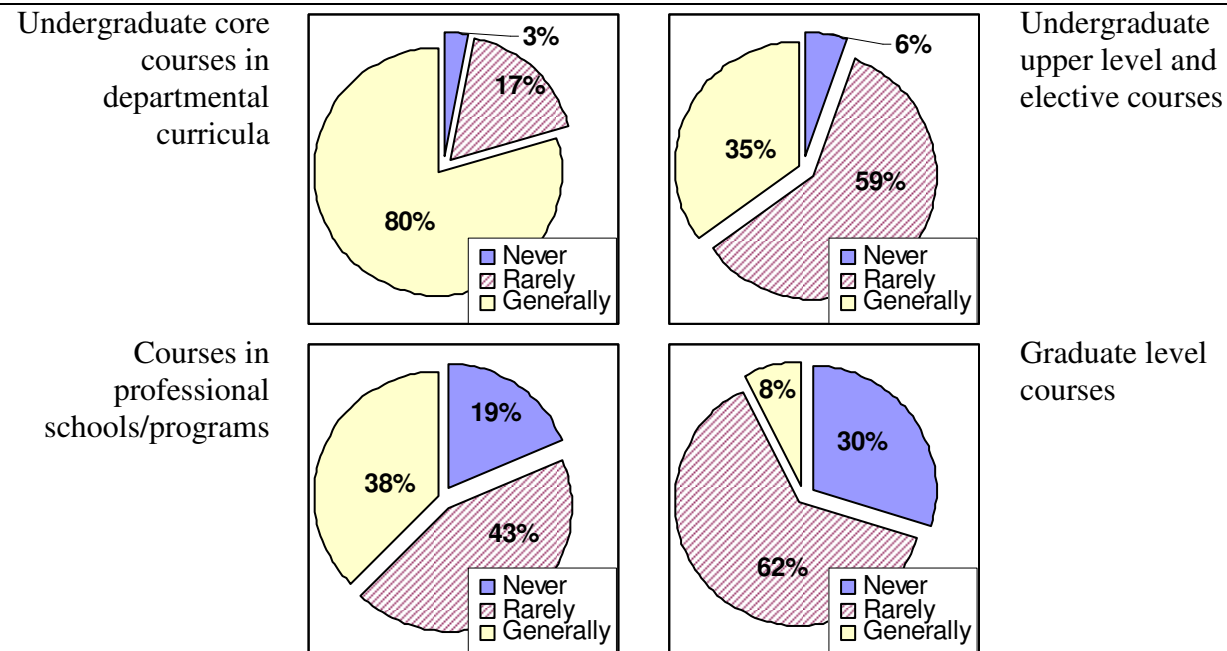
FT-NTT faculty do nearly, but not quite as well in non-union schools. On the other hand for PT-NTT faculty a faculty union substantially increases the percentage of schools offering benefits.

## Working conditions

### Primary teaching assignment

In terms of the type of courses they are hired to teach, there is little difference between FT- and PT-NTT faculty, so for this analysis the two groups have been combined. The majority of institutions hire NTT faculty to teach undergraduate core courses in departmental curricula, approximately a third assign them to teach upper level and elective undergraduate courses (35%), and courses in professional schools or programs (38%). Very few institutions hire NTT faculty to teach graduate level courses (8%).

**Figure 35 Primary teaching assignment**

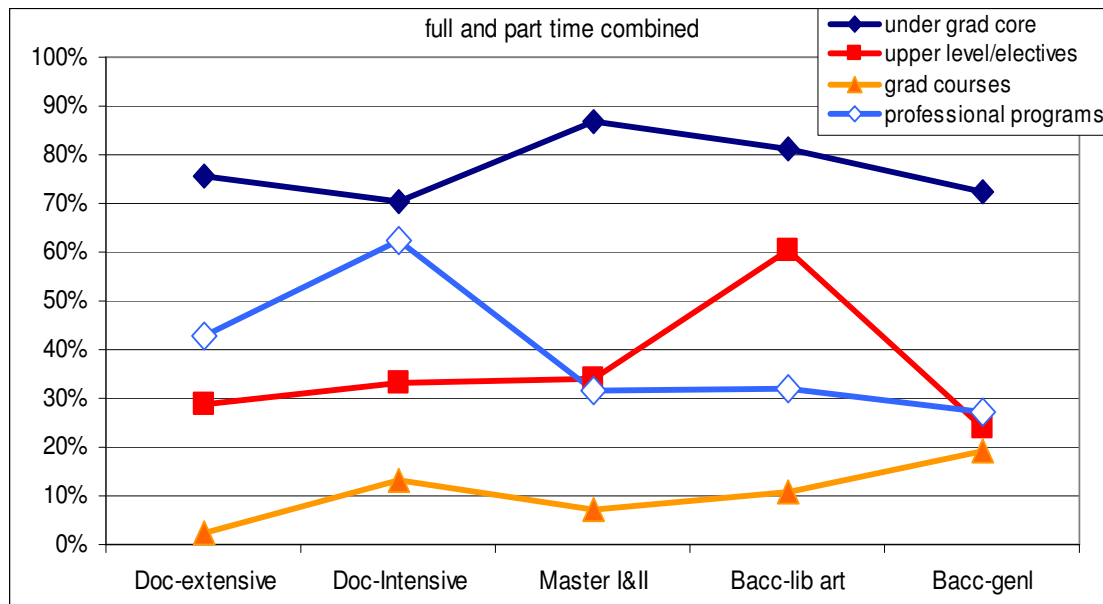


From the original metric (never, rarely, generally, always) the last two response options were collapsed into a single category titled 'generally'.

There is relatively little variation when primary teaching assignment is examined by institutional type. With the exception of two data points (discussed shortly) the lines are relatively flat, indicating minimal differences among institutional types. The majority of respondents in each category hire NTT faculty to teach courses in the undergraduate core curricula, and relatively few engage them to teach graduate level courses. Between these two extremes, approximately a third of the institutions hire NTT faculty to teach upper level under grad courses (30%) and courses in professional programs (33%). Two data points depart from the average - nearly two

thirds (63%) of Doctoral - Intensives report engaging NTT faculty to teach courses in professional programs, and 61% of Liberal Arts institutions engage NTT faculty to teach upper level and elective courses at the undergraduate level. The presence of a faculty union makes relatively little difference to primary teaching assignment.

**Figure 36 Primary teaching assignment by institutional type**



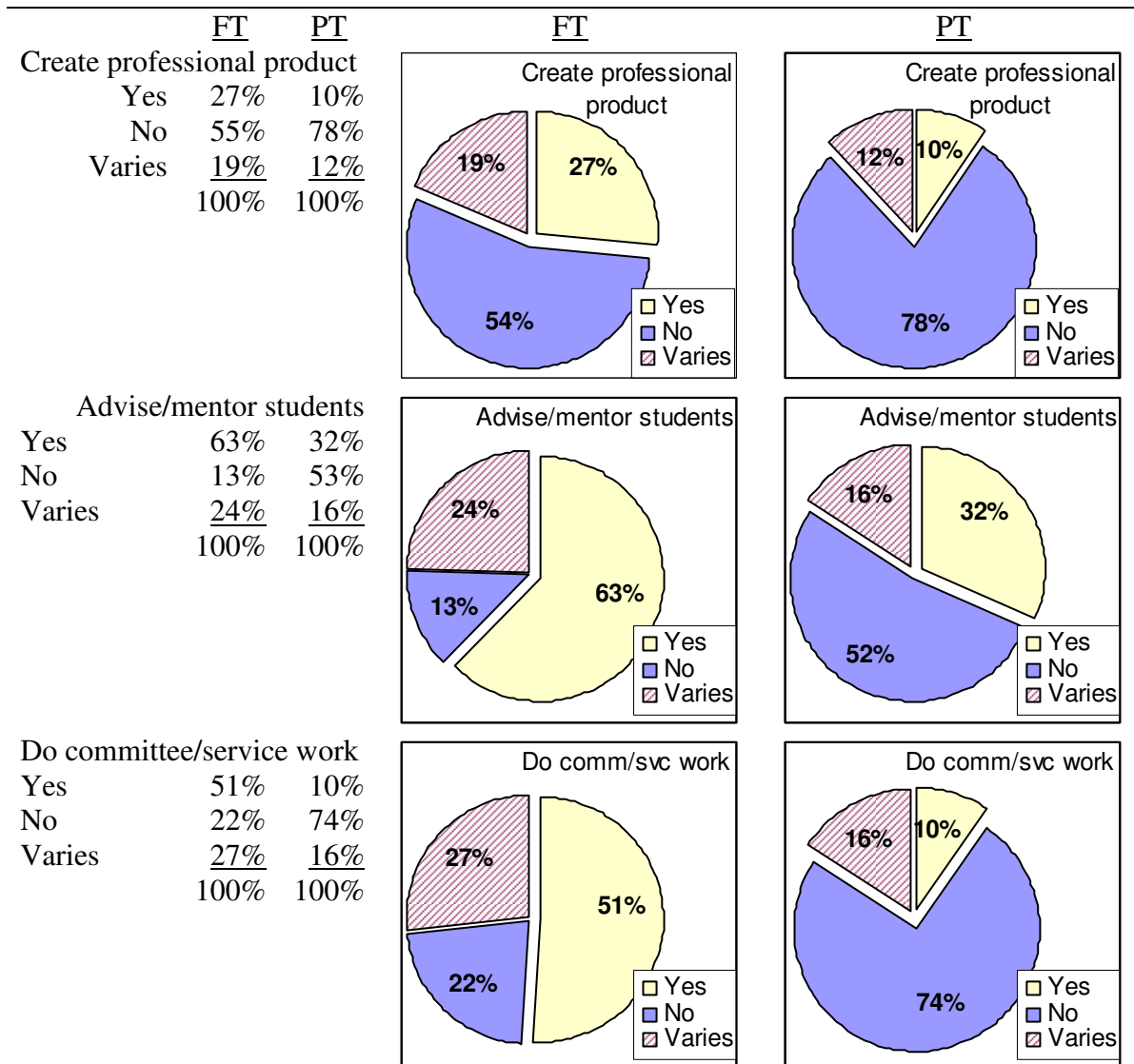
Data points represent the percentage of institutions that responded “generally” or “always”

Aspects of professional academic life

Engagement in research, teaching and service are integral to the life of TTF. We know that NTT faculty are hired to teach, but are they also required to mentor and advise students, engage in research and publications, and provide service to the university and/or the community? Because not all disciplines do research, we use the broader term, professional product, to encompass the fine and performing arts. From the original metric (required, preferred, not required, varies by field) the first two response options (required and preferred) were collapsed into a single category titled ‘yes’

More institutions expect FT-NTT faculty to create professional product, advise students and perform service, than PT-NTT faculty. Relatively few (27%) expect the creation of professional product, but approximately half (51%) expect committee/service work, and nearly two thirds (63%) expect that FT-NTT faculty will advise and mentor student in addition to teaching.

**Figure 37 Engagement in aspects of professional academic life**

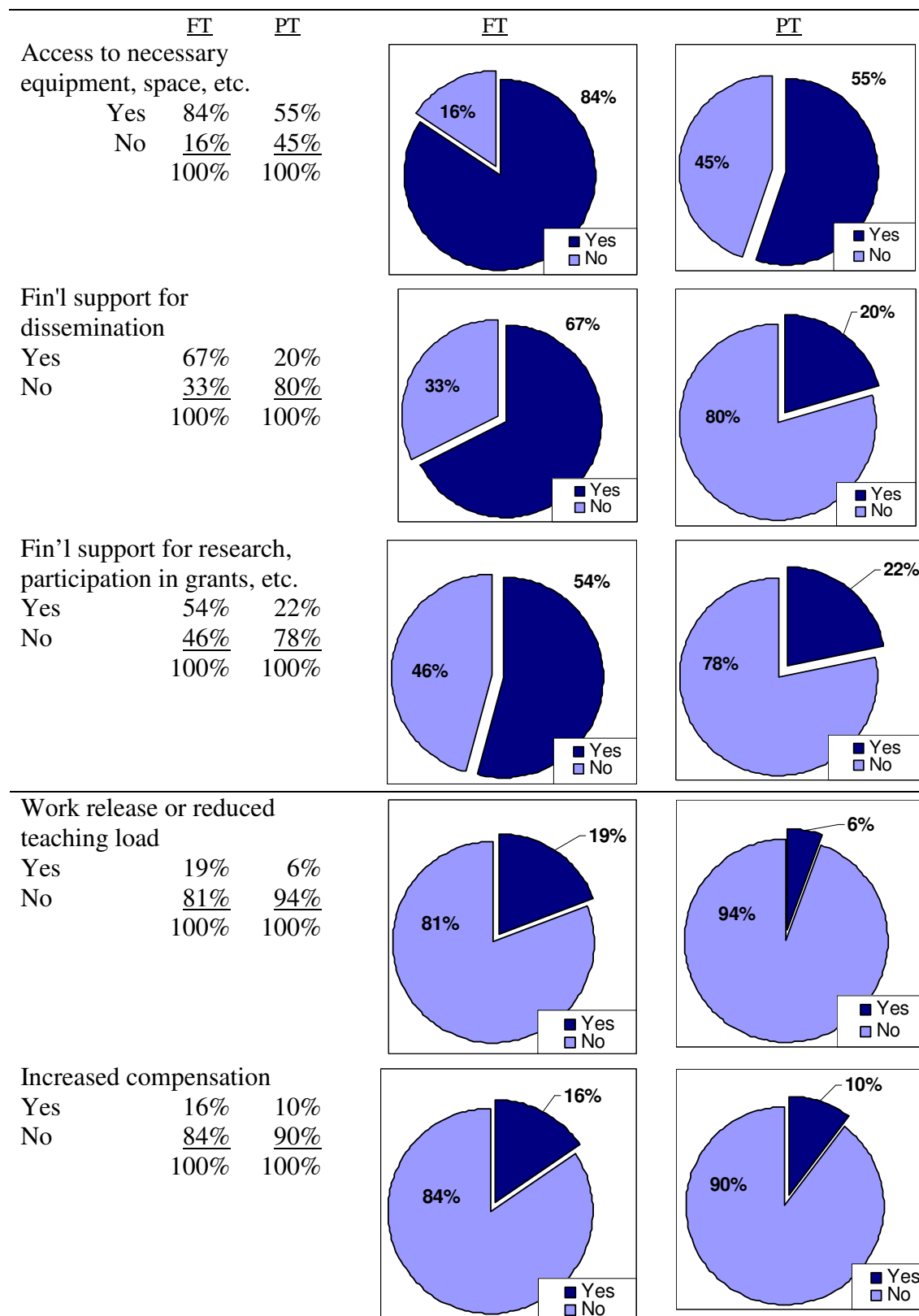


From the original metric (required, preferred, not required, varies by field) the first two response options (required and preferred) were collapsed into a single category titled 'yes'

Support for professional life

If NTT faculty are expected to engage in aspects of academic life other than teaching, it is reasonable to expect that the institution will support those efforts. From the original metric (never, rarely, generally, always) the first two response options (never and rarely) were collapsed into a single category titled 'no' and the last two (generally and always) into a single category titled 'yes'.

**Figure 38 Support for engagement in aspects of professional academic life**

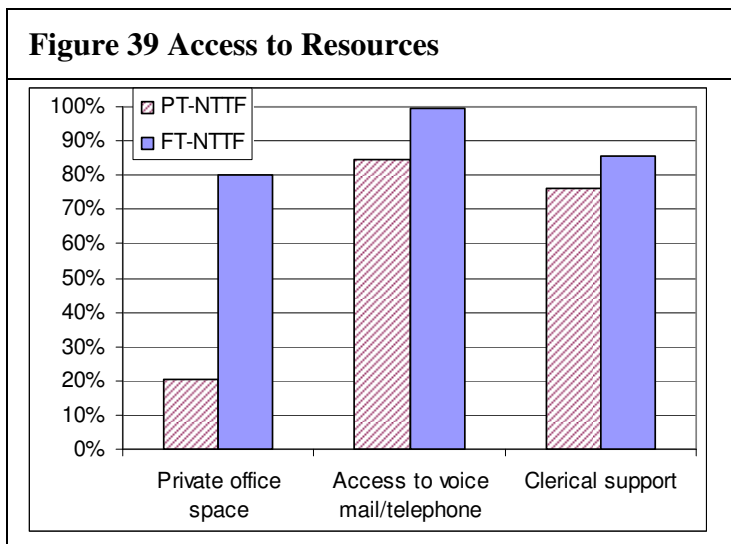


From the original metric (never, rarely, generally, always) the first two response options (never and rarely) were collapsed into a single category titled 'no' and the last two (generally and always) into a single category titled 'yes'.

For FT-NTT faculty more than four of five (84%) institutions provide: access to necessary equipment and office, lab or studio space, etc.; two thirds (67%) provide financial support for dissemination of professional product such as travel, conference fees, etc.; and just over half provide financial support for research, participation in grants, etc. on the other hand, only one in five (19%) allow work release, a reduced teaching load, or other compensated time allowance and only one in six (16%) grant extra compensation. So institutions may provide space and reimburse certain costs, they do not, by and large, encourage such activities by providing the time to do so , nor do they provide the incentive of increased compensation. For PT-NTT faculty the climate is less supportive.

Access to institutional resources

A majority of respondents provide private office space to FT-NTT faculty (80%) and shared office space to PT-NTT faculty (82%). For those resources that cost the institution little to provide, such as access to an email account, to the library, and to the computer labs, both FT- and PT-NTT faculty have almost universal privileges. However, our respondents report that their full-time NTT faculty are much more likely to be provided with office space, and somewhat more likely to have telephones and clerical support—more costly resources, but ones that not only enable instructional faculty to get their work done but also contribute to a feeling of connectedness to their institutions.



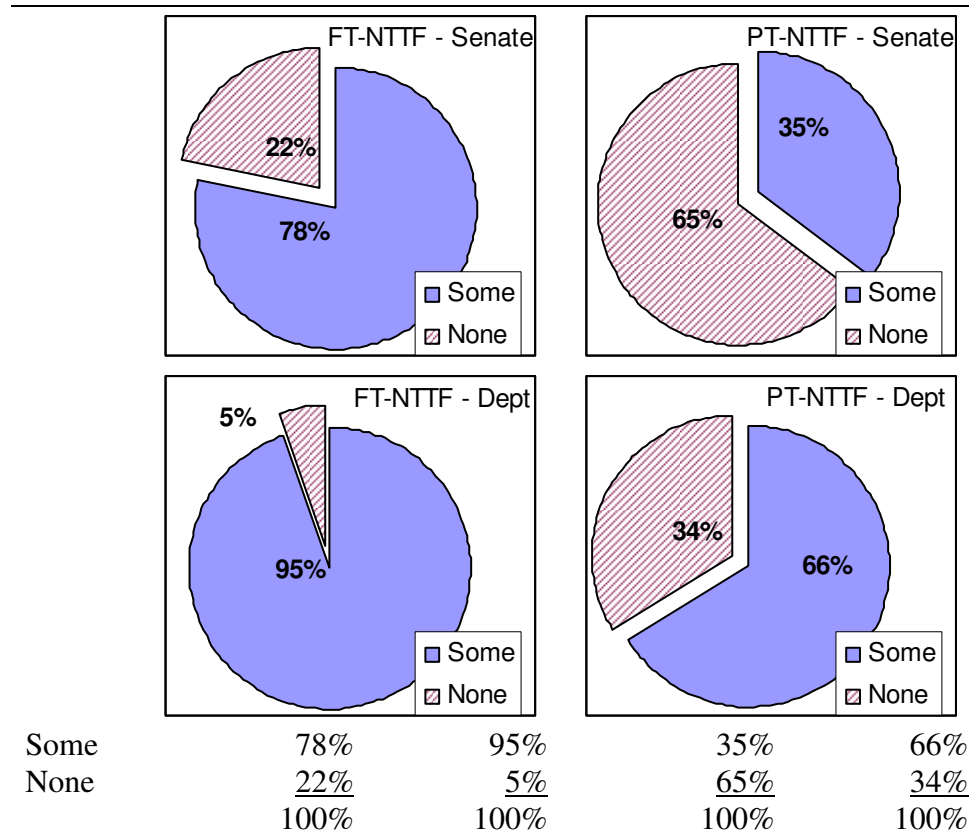
Governance

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

**Figure 40 Participation in Governance**

	<u>FT-NTT faculty</u>		<u>PT-NTT faculty</u>	
	<u>senate</u>	<u>dept</u>	<u>senate</u>	<u>dept</u>
Full	41%	46%	14%	23%
Partial	37%	49%	22%	43%
None	<u>22%</u>	<u>5%</u>	<u>65%</u>	<u>34%</u>
	100%	100%	100%	100%

**Figure 41 Participation in Governance**



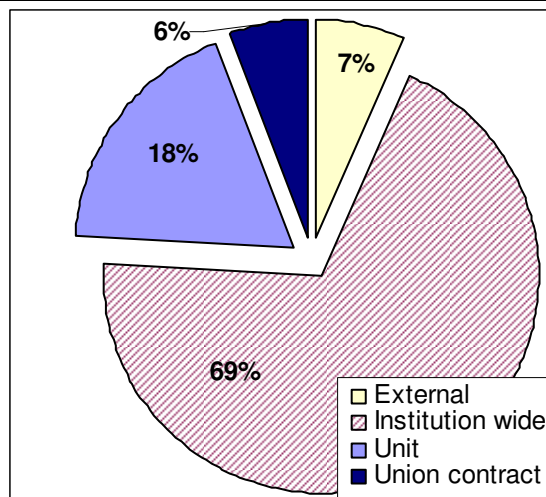
## Mobility

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

### Decision maker

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

**Figure 42 Decision maker**

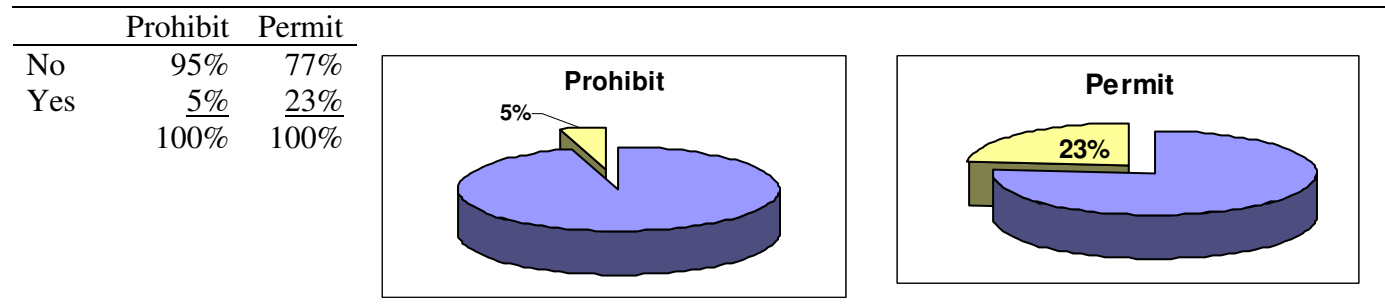


External	9	7%
Institution wide	95	69%
Unit	25	18%
Union contract	8	6%
	137	100%

Policies that permit or prohibit

We asked about formal policies that either explicitly permit or prohibit. Only one in twenty have a policy that explicitly prohibits such moves from taking place, while nearly a quarter have a policy permitting such moves.

**Figure 43 Institutions with policies that prohibit or permit NTT → TT moves**

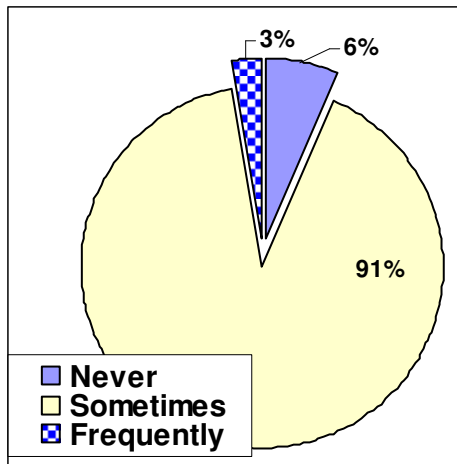


In about half (47%) of the cases, the policy allows for negotiation between the individual and the department/unit. The policy provides that such moves would be considered permanent by 72% of the institutions and for a specific length of time by 9%. The remainder allowed for such moves to be considered either.

Frequency of such moves

All respondents, without regard to the presence of such policies, were asked how often such moves actually took place. The graphs seemed cluttered and hard to read with the original metric (never, rarely, occasionally, frequently). The middle two response options (rarely and occasionally) were collapsed into a single category titled ‘sometimes’. The vast majority of our respondents indicated that such moves do sometimes occur. Relatively few indicated that such moves happen either frequently or never.

**Figure 44 Mobility from NTT to TT**



Never	9	6%
Sometimes	129	91%
Frequently	4	3%
Total	142	100%

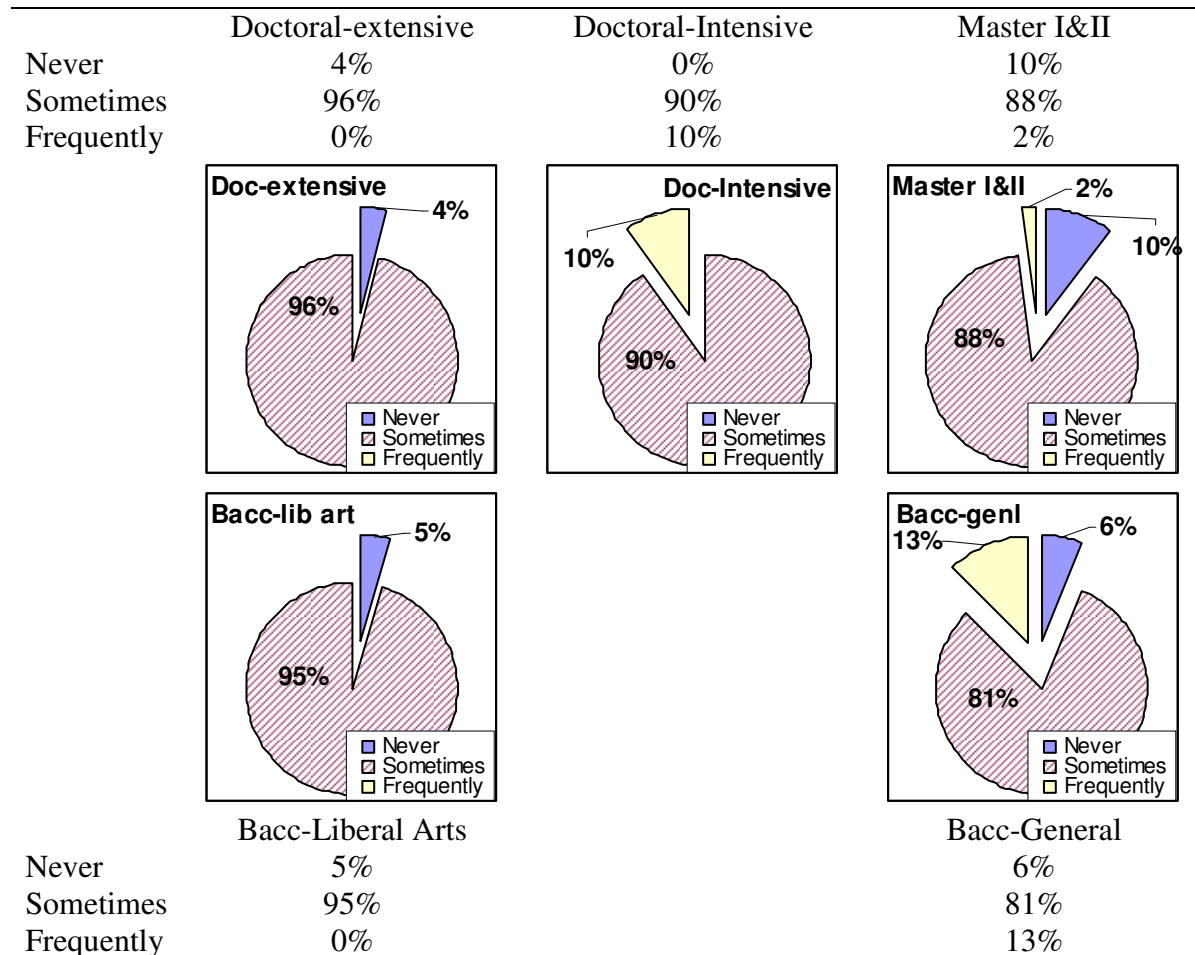
*Effect of institutional type*

On the other hand, institutional type appears to be associated with whether or not such movements onto the tenure track occur. As Figure 42 demonstrates, movement from the non-tenure to the tenure track ranks does occur “sometimes,” in the majority of institutions of all types. However, interesting differences show up at opposite ends of the classification system:

- None of the Doctoral Extensive universities and Liberal Arts Baccalaureate colleges reported that such moves happen “frequently.”
- Among Doctoral Intensive universities and General Baccalaureate colleges such moves are more likely to happen: One in ten Doctoral Intensives and one in eight General Baccalaureates reported that such moves occur “frequently.”
- Master’s colleges and universities are in the middle—such movements taking place not as often as at Doctoral Intensive or General Baccalaureate institutions and more often than at Doctoral Extensive or Liberal Arts Baccalaureate institutions.

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

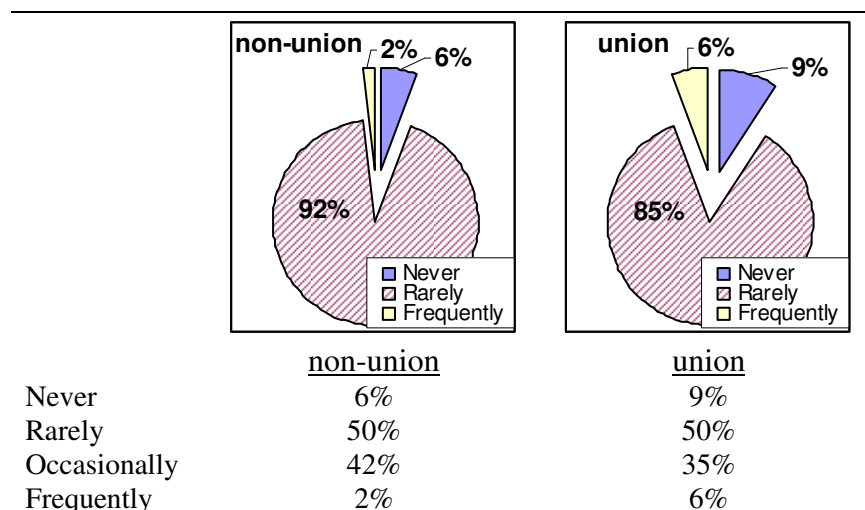
**Figure 45 Mobility from NTT to TT by institutional type**



Effect of union status

The presence of a union makes little difference to mobility from NTT into TT positions

**Figure 46 Mobility from NTT to TT by union status**



## **Conclusion**

This research is briefly described in the Executive Summary. Additional analyses of preliminary findings from this survey are available in print and in PDF format at [www.cew.umich.edu](http://www.cew.umich.edu). Further detailed analysis is ongoing and will be reported in the future.

The survey resulted in a large, rich dataset, analysis of which is ongoing. Of particular interest will be: a more detailed and nuanced examination of the differences that the presence of a faculty union makes; the level of institutional consideration given to a lengthy list of issues associated with the employment of non-tenure track faculty; respondents' assessment of the relative importance of issues of particular salience to NTT faculty themselves (as opposed to institutional issues); support and opposition to these issues from various campus and external constituents; an analysis of which constituencies which had been most instrumental in advocating for change on behalf of NTT faculty and which had been resistant to change; and respondents' assessment of the most significant contributions that non-tenure track faculty make to their institutions. These findings will be presented in future reports on the CEW website and through other publication outlets.

This research is one of the first of its kind—a comprehensive examination focusing on both full- and part-time instructional faculty in non-tenure track positions. We believe that this data has and will continue to provide valuable insight into the working conditions of NTT faculty across the spectrum of colleges and universities in this country.

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