

**Institute for Research and
Study of Accreditation
and Quality Assurance**

**An Examination of the Changing Faculty:
Ensuring Institutional Quality and Achieving
Desired Student Learning Outcomes**

CHEA Occasional Paper
January 2014

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An Examination of the Changing Faculty: Ensuring Institutional Quality and Achieving Desired Student Learning Outcomes

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An Examination of the Changing Faculty: Ensuring Institutional Quality and Achieving Desired Student Learning Outcomes

Foreward

The faculty today is dramatically different from 30 years ago. Today, it is largely non-tenure-track, faculty work has been unbundled into teaching-, research-, or service-only roles, and faculty may be provided little institutional support. While the factors that led to this change are complex (e.g., new institutional types, declining appropriations and revenues, greater demand for flexibility, the emergence of new disciplines, and the massification of higher education, among others), this trend seems only to be increasing; a reversal, and return to a largely tenure-track faculty that is engaged simultaneously in teaching, research, and service activities seems unlikely. Given this circumstance, it is important that accreditation, higher education's primary means of assuring and improving quality, continues to focus on how changes in faculty composition and the support faculty receive from their institutions and programs may be related to issues such as instructional quality, student learning outcomes, and meeting institutions' academic missions. Although a few recent studies have been interpreted to suggest that growing numbers of non-tenure-track faculty are not affecting outcomes, in this paper we document research that demonstrates that the changing faculty is having a negative effect on institutional and student outcomes and needs the attention of accreditors and other stakeholders in higher education.

This *Occasional Paper* is based on a meeting held in Washington, D.C. on July 11, 2013. The meeting was hosted by the Council for Higher Education Accreditation (CHEA) in partnership with the Delphi Project on the Changing Faculty for Student Success.¹ CHEA had previously participated in a forum hosted by the Delphi Project in May 2012, which included a wide range of stakeholders from across higher education such as policymakers, trustees, presidents and other academic leaders, unions, representatives of faculty groups, disciplinary societies, and national higher education associations. Part of the discussion at this meeting pertained to the roles these various stakeholders can and should have in responding to challenges emerging from the growing reliance on non-tenure-track faculty who receive very little support. The meeting also examined the potential need for a new faculty model. A full report from the meeting is available on the project's website. Each stakeholder who attended the meeting in May 2012 committed to further action to help raise awareness about this emerging problem and to engage their constituents in conversation about their role in addressing it.

The subsequent meeting in July 2013, which convened a group of faculty, administrators, and regional and programmatic accreditors, was the result of CHEA's involvement in the Delphi Project and commitment to engaging the accreditation community in a broader discussion about the changing faculty. The Association of American Colleges and Universities, another partner of the Delphi Project, also played a key role in planning this convening. In this paper, we report on the conversation that occurred at this meeting as well as provide background and materials that were also made available to participants. We hope that by reporting on this important conversation that we can fuel more dialogue and action among the various regional and programmatic accreditors, as well as on college campuses, as they think about their self-study, annual reports, and institutional quality.

We thank these individuals who participated in this meeting for their time and continued engagement on this very important issue about how the changing faculty is impacting institutional and student outcomes. We hope that the recommendations provided at the end of this document, which have emerged from our work with CHEA and this group will help to promote much needed action to ensure the quality of higher education amid dramatic changes in the faculty.

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¹ For more information about the Delphi Project, please visit <http://www.thechangingfaculty.org/>.

I. *Introduction and Background*

National Trends for Faculty Composition

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 percent of the faculty and non-tenure-track positions comprised about 21.7 percent (Schuster & Finkelstein, 2006). Forty years later, in 2009, these proportions had nearly flipped: tenured and tenure-track faculty had declined to 33.5 percent and 66.5 percent of faculty were ineligible for tenure (AFT Higher Education Data Center, 2009). Of the non-tenure-track positions, 18.8 percent were full-time and 47.7 percent were part-time.

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 percent; full-time non-tenure-track positions grew by 64,733 or 38.2 percent; and part-time positions grew by 173,529 or 42.6 percent (AFT, 2009). Available IPEDS data from 2009 demonstrate a continuing decline in tenured and tenure-track positions from 34.5 percent in 2007 to 33.5 percent in 2009, offset by a 1 percent 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.

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 percent between 1970 and 2003, compared to an increase of only 70.7 percent 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 group. Gappa and Leslie (1993) created 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 percent 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 constituted a majority of all new full-time hires in 1993, outpacing tenure-track positions, and reached 58.6 percent 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.

Differences in Composition by Institution Type

Although the numbers of full- and part-time non-tenure-track faculty have increased across higher education, there are significant differences in composition among various types of institutions.² 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.³

- **Two-year colleges:** Community colleges were the first institutions to increase their reliance on NTTFs, as a response to surges in enrollments in the 1960s and 1970s, and they still employ the largest percentage of NTTFs among non-profit institutions. According to the most recent provisional data available from the National Center for Education Statistics' (NCES 2012) Integrated Postsecondary Education Data Survey (IPEDS) from Fall 2011, part-time faculty now constitute approximately 69.2 percent of instructors at these institutions. And, they are responsible for teaching between half and two-thirds of all course sections (CCSSE 2009). 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 percent in 2007 (AFT, 2009). The sector had a nominal 0.8 percent increase in tenured and tenure-track positions in the 10-year period analyzed by the AFT study. Full-time NTTFs actually fell 6.8 percent, offset mostly by a 6 percent increase in part-time faculty employment (52.5 percent).
- **Comprehensive colleges:** Public comprehensive colleges saw a dramatic shift toward greater reliance on NTTFs between 1997 and 2007; tenured and tenure-track positions fell from 54.8 percent to 42.8 percent, full-time non-tenure-track faculty increased from 9.5 percent to 11.4 percent and part-time faculty increased more than 10 percent from 35.6 percent to 45.8 percent (AFT, 2009). Private comprehensive colleges have experienced a similar shift away from tenured and tenure track positions during the same period, falling from 40.4 percent to 29.5 percent. The decline was countered by a concurrent increase in non-tenure-track faculty from 59.6 percent to 70.5 percent.
- **Research and doctorate-granting institutions:** At public research and doctorate-granting institutions, 48.9 percent of faculty in 2007 were tenured or tenure-eligible, 24.4 percent were full-time non-tenure-track, and 26.7 percent were part-time. Among private institutions, 37.1 percent of the faculty were tenured or tenure-track, 22.7 percent were full-time non-tenure track, and 42.2 percent were part-time.
- **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 percent tenured and tenure-track faculty, 11.7 percent full-time non-tenure-track faculty, and 88.1 percent part-time faculty (American Association of University Professors, 2010). Two-year for-profits were comprised of 0.4 percent tenured and tenure-track faculty, 41.8 percent full-time non-tenure-track faculty, and 57.8 percent part-time faculty.

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

Both community colleges and four-year research, doctoral, and comprehensive institutions saw high percents of part-time faculty in composition and humanities courses as well in 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 was in education. During this period, part-time faculty in education increased 27.7 percent to constitute 55.5 percent of the education faculty. In each respective discipline, the social sciences saw a 15.4 percent increase to 37.4 percent, humanities grew 13.2 percent to 46.2 percent, and agriculture and home economics increased by 12.2 percent to 30.2 percent. Engineering experienced the least amount of growth in part-time faculty between 1987 and 2003, increasing 1.1 percent to make up 19.6 percent of the faculty. Overall, faculty

² Charts reflecting the composition of the faculty by institutional type are included in Appendix I.

³ The Modern Language Association has created an online, searchable database containing the numbers of tenured, tenure-track, full-time non-tenure-track, and part-time faculty at each institution in the United States. Find it online at http://www.mla.org/acad_work_search.

in education, fine arts, and business are most likely to work part-time with more than half the faculty assigned to part-time positions.

The greatest increase of full-time non-tenure-track faculty was in the health sciences, beginning with 1.9 percent of all full-time faculty in the field in 1969 to 22.4 percent 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 percent of full-time faculty positions and the liberal arts and sciences for 11.8 percent (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 percent of all full-time faculty in the health sciences in 2003 (Forrest Cataldi, Fahimi, and Bradburn, 2005). Full-time, non-tenure-track positions accounted for 32.6 percent of full-time faculty in education, 22.2 percent in the humanities, 16.2 percent in social sciences, 24.0 percent in natural sciences, 17.9 percent in fine arts, 15.4 percent in engineering, 22.5 percent in agriculture and home economics, and 17.3 percent in business (Forrest Cataldi, Fahimi, and Bradburn, 2005). Among all other programs, full-time non-tenure-track faculty accounted for 30.7 percent of all full-time faculty overall.

Connections Between Non-Tenure-Track Faculty and Student Learning

It is important to understand the connections between higher education's growing reliance on non-tenure-track faculty and student learning and to continue to research these issues.⁴ Although working conditions vary across the academy and even within a single institution, many faculty—particularly part-timers—face poor working conditions that are commonly characterized by one or more of the following circumstances:

- **Last minute hiring decisions and a lack of time to prepare for providing instruction:** 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.
- **A lack of access to orientation, mentoring, and professional development opportunities, including on-campus programming and funding to attend conferences and seminars off-campus:** A lack of access to professional development impacts faculty adoption and use of current pedagogical approaches and teaching strategies that inform the development of course and learning goals and the sequencing of concepts. Other opportunities for faculty development such as mentoring, wherein NTTFs may be paired with a tenure-track faculty member or an experienced full- or part-time NTTF, may not exist on every campus, limiting sharing of information and ideas about improving instructional practices. Also, when faculty are not provided an orientation to the institution or their department when they are hired, they may not receive important information about academic policies, forms of support that are available to them and their students, or information about the institutional mission and a profile of the students served
- **Exclusion from curriculum design and decision making:** By excluding non-tenure-track faculty from curriculum design or forcing them to utilize rigid course guidelines, department chairs and others may not recognize the expertise and talents of such 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.
- **A lack of access to office space, instructional resources, and staff support:** Non-tenure-track faculty, particularly those on part-time contracts, are not always provided office space on campus where they can meet with students for advising or to discuss confidential matters, interact with colleagues, and build networks and social capital for improving courses and instructional quality. They may also lack access to basic materials for instruction, equipment such as computers and copiers, institutional email and library accounts, and administrative support staff. If access

⁴ An annotated bibliography of research about the effects of NTTFs on student learning and outcomes is presented in Appendix II.

to resources and staff is not ensured, NTTFs 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.

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 impede the ability of individual instructors 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. 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 and student learning, and often bring useful professional and real-world experience to their work, enhancing the classroom experience. Moreover, many non-tenure track faculty contribute their own time and resources far beyond contractual requirements or compensation out of a sense of commitment or professional duty to support student success. Providing adequate support and opportunities for involvement, though, can contribute to and advance efforts to improve student learning outcomes. In their 2010 study, Jaeger and Eagan uncovered a system of support and development for contingent faculty at several research universities, which included participation by part-time faculty in new faculty orientations and targeted attention to address common challenges that part-time faculty face such as large class sizes and a lack of knowledge of campus academic support services and resources for students. The authors' findings suggest that more purposeful integration of contingent faculty into the life and operations of the institution promises to contribute to improving student success.

Another recent study by Figlio, Schapiro, and Soter (2013) of courses taught by part-time faculty at Northwestern University demonstrates that NTTFs can foster the same and sometimes even better learning outcomes for students as tenure-track faculty. This research has been interpreted by some as challenging other studies, which suggest that increasing numbers of NTTF, who often experience poor working conditions, are having an adverse effect on the quality of teaching and learning. These findings, though, are limited to students and faculty at a single institution, where even the authors note that the institutional context is different and perhaps more privileged than at many other institutions. As hypothesized by many researchers, it is not the tenure-track status alone that affects quality, but whether or not appropriate policies and practices are in place to support faculty.

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 on retention (Jacoby, 2006). Harrington and Schibik (2001) tied lower retention to reliance on these faculty.

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 percent increase in transfers to four-year institutions per 10 percent 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 percent of two-year faculty are NTT faculty.

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. Jaegar &

Eagan (2010) found similar effects on retention when part-time faculty are not adequately supported. Bettinger and Long (2010) found early exposure had a negative effect on students' major selection.

Part-Time Faculty Often Have a More Pronounced Adverse 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 and 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).

II. *Changing Faculty Landscape and Accreditation Process*

The evidence presented in Section I affirms that there is a lack of institutional support for non-tenure-track faculty—who have become a majority of the professoriate—that is compromising the quality of teaching and learning. So, this is an issue about which those in higher education and accreditation should be deeply concerned and help to take steps to change. In fact, as one participant in the meeting noted, “*A conversation about part-time faculty has the ability to drive positive changes across the faculty.*” Another participant later commented on the importance of examining opportunities for making changes as being “*driven by what is best for students.*”

There is awareness among the accreditation community about many of the changes in the composition of the faculty; most of the accreditors represented in the meeting have already taken some steps to address this issue. Others may not be aware of research that suggests adverse effects for student learning outcomes when NTTFs do not receive adequate support in the workplace. Those convened at the July 2013 meeting agreed that the existing research on the impact of the changing faculty on student learning outcomes such as graduation and retention rates is very compelling evidence and provides the rationale for the accreditation community’s involvement on this issue, particularly since student outcomes have been a main focus in accreditation for the last 15 years. These studies about the impact of growing reliance on NTTFs on student learning outcomes are summarized in Appendix II; these should be made available to regional accreditors, program accreditors, their teams, and institutional leaders to promote greater awareness about what is at risk.

Campuses often do not evaluate the type of support they have in place to help faculty perform to their highest capabilities. The negative student learning outcomes that have been documented have occurred in part because institutions have not updated or changed their policies and practices as their faculties have changed. Specifically, faculty policies and practices have not been changed to ensure that the growing segment of NTTFs are properly supported and involved in activities that can help them to foster optimal learning outcomes for their students. In order to do their jobs well, faculty members often need access to an orientation, professional development, basic materials and supplies, shared office space, mentoring, some sample course materials and syllabi, and information about departmental and institutional learning goals. They might also benefit from being involved in curriculum design, department meetings, shared governance and other decision making, or other activities that are a part of the life of the campus. Yet, these forms of support and involvement that are typically available to tenure-track faculty are not always available for part-time faculty. Full-time NTTFs, whose roles and compensation are often more similar to tenure-track faculty, should also be considered for inclusion in activities such as curriculum development, governance, and professional development. Some of the types of policies and practices that might be addressed by accreditors are included in Appendix III.

Those at the meeting acknowledged that campuses vary tremendously in terms of the amount of support they provide for their non-tenure-track faculty. Some campuses provide only minimal support; others provide no support or opportunities for involvement. However, this issue has not typically been a focus of accreditation visits. Accreditation leaders communicated that there is currently only a limited, if any, sense of a standard or a need to address the issue of faculty support. *Still, there was general agreement that campuses, working with accreditors, can and should be doing more to support the entire faculty to help ensure that this happens such as by developing and implementing some standards for institutional support of NTTFs to ensure educational quality.*

In addition to the support that is provided for NTTFs, campuses would benefit from a reevaluation of timelines for hiring part-time faculty to help ensure they are hired with sufficient notice to adequately prepare for their assignments. Although last minute hiring is sometimes necessary, such as when a vacancy is created due to a faculty member’s departure, when hiring faculty so close to the beginning of the term becomes a common practice, this makes it difficult for NTTFs to prepare for instruction and may limit students’ ability to build relationships with their instructors. Another common practice that is harmful is evident when institutions use student evaluations exclusively to make decisions about rehiring. This can cause NTTFs to be afraid to give poor grades or honest feedback to their students. These are some more examples of conditions that accreditation teams should be aware of and ask about during the review process.

We understand that accrediting organizations have worked with institutions to assure flexibility to reshape their faculty as they needed to adapt to changing circumstances. However, as these shifts in faculty composition have occurred, the evidence shows that institutions have not maintained an appropriate level of support for NTTFs, who are now a majority of the instructional faculty on campuses. Accreditors can and should examine the types of support in place for all faculty to be successful in meeting institutional goals and achieving student learning outcomes. For example, since many of the negative outcomes suggested by research on NTTFs are a result of growing reliance on part-time faculty, accreditors might establish guidelines for providing professional development, orientation, and mentoring for new faculty, particularly those who have never taught before, if they are not already doing so. They might routinely require that institutions have in place policies addressing the working conditions, including compensation, evaluation, and retention, of NTTFs. They might promote greater transparency in the proportion of teaching conducted by NTTFs on institution websites. Or, they might work with institutions on the use of more full time non-tenure-track faculty, whose working conditions are more similar to tenure-track faculty, in their place.

As we noted above, the diversity of institutions and programs makes creating general policies or standards related to faculty a challenge that is to be addressed with great care (a summary of existing standards is presented in Appendix IV). Still, encouraging best practices can certainly be achieved within the accreditation process. There was agreement that creating an aspirational culture around faculty support should be an important goal. Several leaders at the meeting noted that they document best practices and can do a better job of encouraging institutions that are not providing adequate support to faculty to examine these models and determine how to implement similar measures on their campuses.

There was also a discussion of the faculty members' lack of engagement in the accreditation process, and thus their lack of involvement in contributing to solutions to this problem through accreditation. CHEA has already been working

CHEA Accreditation Advocacy Campaign: Faculty and Accreditation Task Force

The Faculty and Accreditation Task Force of the CHEA Accreditation Advocacy Campaign was established by CHEA in 2012 in anticipation of the next reauthorization of the Higher Education Act. The general campaign is intended to: (1) build support in Congress and the Executive Branch for the importance and value of sustaining self-regulation and peer review in assuring quality higher education through accreditation and (2) enhance public confidence in self-regulation and peer review that are central to accreditation serving students and society.

The goals of the Faculty and Accreditation Task Force are to:

- Reaffirm that leadership and judgment for academic quality rest first and foremost with faculty and the academy.
- Expand attention to academic freedom and institutional autonomy as essential features of effective higher education.
- Build advocacy for faculty involvement in accreditation.
- Provide a strong message of faculty commitment to self-regulation and peer review through accreditation.

with faculty leaders in this area, focusing on their ideas and making improvements. Its faculty accreditation task force might be able to take a lead role in creating a resource guide for accreditors about the changing faculty. In addition, several participants in the meeting suggested working more closely with disciplinary societies to inform faculty about the importance of being involved in accreditation visits. Working through disciplinary societies might be another way to encourage greater faculty involvement in and knowledge about the purpose and functions of the accreditation process.⁵ And some participants noted that in orienting or training their teams, accreditors can help prepare faculty for site visits and data review by developing prompts or resource guides to help them develop a broader understanding of the work and role of all faculty, including NTTF.

Leaders at the meeting described a variety of specific areas that might be worth further examination to guide efforts as they continue to consider the role of accreditation in addressing this issue.

1. Non-tenure-track faculty members that are more involved in programs may be given more rights and privileges as a result of their involvement.
2. Institutional leaders can draw more on non-tenure-track faculty for their expertise in curriculum development and review.
3. Given the importance of student learning outcomes, institutions can consider payment to non-tenure-track faculty for involvement in assessment efforts.
4. Campuses can be encouraged to provide professional development for all faculty and to pay part-time faculty for their involvement.
5. Leaders noted that collective bargaining and state laws can impact efforts to provide greater support for faculty. For example, the 50 percent law in California: “a regulation that requires community colleges to spend half of their educational budgets on instructor compensation” limits the amount that can be spent on faculty members’ activities outside the classroom for activities like governance or curriculum development (IHE, “Back of the Line,” 5/29/2012).
6. The availability of data is very important for understanding the changes in the faculty. There have been a number of studies examining non-tenure-track faculty and the implications of growing reliance on these positions, but there is a lack of regular sources of current data about how non-tenure-track faculty are deployed among academic programs and what sort of conditions, policies, and practices NTTFs face across campuses, as well as at individual institutions. Organizations such as New Faculty Majority, the Coalition on the Academic Workforce, the Campaign for the Future of Higher Education and other groups have conducted nationwide surveys to add to our understanding of the effects of faculty working conditions on teaching and learning on campuses. Institutions and accreditors can also work together to encourage data collection that will assist in creating appropriate policies and practices.
7. As appropriate for institutions or programs with large numbers of NTTFs, accreditors might include an experienced NTTF member on site teams.

⁵ For more information about ways disciplinary societies might be leveraged to promote improved support for NTTF faculty, see Kezar’s & Maxey’s (2013) article in the September/October edition of *Academe*.

III.

Example Responses

At the meeting, a variety of leaders shared ways they have responded to changing faculty, which might provide some ideas for future directions and moving forward.

One response has been to develop a variety of ways to categorize and define faculty roles and involvement in a range of activities that are central to the core academic missions of the institutions or academic programs they review. Another way they have responded is by asking institutions to further clarify roles of NTTFs. The purpose of these changes is not to set quotas, but to ensure that campuses have guidelines about the importance of considering the ways that faculty are involved and supported.

The following are just a few examples of accrediting organizations that utilize standards that encourage the engagement of full-time NTTFs and part-time faculty and their involvement in the life of their institutions or academic programs. Participants also noted the need to move beyond categorizing and role definition to also consider support for NTTFs to be the next step for accreditors. The examples provided below articulate some of the work thus far to address the changing faculty.

AACSB – International

AACSB-International includes in its accreditation standards guidelines for faculty sufficiency that emphasize the importance of involving faculty in a range of activities that are necessary for ensuring the quality of the academic program. It also emphasizes the importance of faculty-student interaction to facilitate positive student learning outcomes.

Rather than categorizing faculty as tenure-track and non-tenure-track or full-time and part-time, the accreditor's standards refer to participating and supporting faculty. Participating faculty are actively involved in a number of activities that are central to the life of their school or academic program, whereas supporting faculty are generally engaged only in teaching. AACSB-International guidelines call for business schools to have at least 75 percent of their teaching provided by participating faculty, with all disciplines, programs, and locations having a minimum of 60 percent. Faculty members can be considered participating faculty regardless of their status (e.g., tenure status and full- or part-time employment), as long as they are engaged in various activities beyond providing instruction. The purpose of these guidelines is to ensure that a majority of the faculty are encouraged and able to participate in governance and other forms of decision making, providing academic or career advising for students, research, engaging in service activities such as representing their school or program on institutional committees, directing extracurricular activities, or contributing to curriculum development. Beyond just ensuring opportunities for these types of involvement, the guidelines are intended to provide faculty with continuous access to support such as faculty professional development.

Commission on Accreditation in Physical Therapy Education

The Commission on Accreditation in Physical Therapy Education (CAPTE) also does not rely only on tenure status or full- and part-time employment distinctions. Rather, CAPTE identifies activities that are to be carried out by the core faculty in each accredited physical therapy program. CAPTE recognizes the important role that part-time faculty, including non-core faculty, play and includes guidelines for encouraging their engagement in some decision making, curriculum design and review, and involvement in the self-study process. Part-time faculty are routinely included in the self-study portion of the CAPTE accreditation review process.

WASC Accrediting Commission for Community and Junior Colleges

Part-time faculty are expected to receive much of the same support that is provided for full-time faculty such as professional development, some form of office space to have meetings, and access to instructional resources. The Accrediting

Commission for Community and Junior Colleges (ACCJC) standards call for institutions to have a substantial core of qualified faculty with full-time responsibilities that is sufficient to support all of the academic programs. The ACCJC standards also require institutions to have a clear statement of faculty responsibilities that include such items as participation in curriculum design and review. Throughout its guidelines, ACCJC refers to faculty but does not generally make distinctions between full- and part-time faculty members

WASC Senior College and University Commission

Institutions are required to document that they employ faculty with “substantial and continuing commitment to the institution” and in sufficient numbers and with professional qualifications to ensure the integrity and continuity of the academic offerings. Faculty development programs are available to all faculty, and specifically, the institutions engage “full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.” Moreover, institutions under consideration for renewed accreditation are expected to clearly define “the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.” The WASC Senior Commission places an emphasis on collecting and analyzing data and information for continuous improvement, especially as it relates to student learning.

IV.

Suggestions for Next Steps: Accreditation and NTTF

Throughout the July 2013 meeting, a variety of suggestions emerged about ways to further strengthen the accreditation process and to review standards, promote existing standards and enhance shared thinking within the accreditation community about how NTTF working conditions, support, and involvement are treated in the process. Accreditors are already working in some of these areas. The suggestions in this section are sorted into three main categories: 1. Resources and Guides, 2. Standards, and 3. the Accreditation Process.

Resources and Guides

1. Create a resource guide on faculty to inform individuals participating in accreditation visits. Accreditation leaders agreed that there is not yet any strong guidance on how to approach the changing faculty and that a resource guide to inform the accreditation process and teams might be one of the best ways to move forward in addressing this issue. CHEA, working with accrediting organizations, could take the lead in developing guides, which could be shared among other accrediting organizations.
2. In addition to a resource guide, training for accreditation teams should include a segment with information about the changing faculty, its impact on institutional and student outcomes, and best practices for supporting faculty. CHEA, working with accrediting organizations, could take the lead in developing such a training session and share this with others.
3. Create an inventory of existing policies and practices related to the faculty among the accreditors to help share standards, models, and practices and encourage more dialogue among accreditors about guidelines that can help to ensure support for the changing faculty. CHEA might help develop an inventory to provide a more complete picture of how the accreditors are responding to these challenges now. This resource could be updated to maintain up-to-date information in the future.
4. Building upon the inventory idea, accreditors can collect model practices about faculty support and make them available to campuses during and after their self-study process. They can also share best practices that are broadly applicable across regions and disciplines.
5. WASC Senior College Commission's new handbook (effective July 1, 2013) on accreditation, as noted, specifically addresses support for non-tenure-track faculty and could be used by other regional accreditors as a guide. A standard applied by the Middle States Commission on Higher Education notes: "For institutions relying on part-time, adjunct, temporary, or other faculty on time-limited contracts, employment policies and practices should be as carefully developed and communicated as those for full-time faculty. The greater the dependence on such employees, the greater is the institutional responsibility to provide orientation, oversight, evaluation, professional development, and opportunities for integration into the life of the institution."

While current accreditation standards often stipulate that "recruitment, workload, incentives, evaluation be aligned with the institutional purpose" and that institutions and programs "maintain appropriate and sufficient faculty development," these activities are largely missing for non-tenure-track faculty. Therefore, specific attention needs to be given to having institutions demonstrate that these policies and practices exist for all faculty appointments.

Standards

6. Accreditors, working with institutions, might examine the type of faculty hired and deployed to identify whether the current composition of the faculty is optimal for meeting institutional mission and goals, while also ensuring

the quality of educational programs. While many accreditors including WASC senior and junior commissions, New England, and Middle States, mention hiring and deployment as part of their standards (e.g. employs a faculty with substantial and continuing commitment to the institution), more can be done to examine whether institutions sustain a stable and committed faculty. While a particular number or quota cannot be developed and part-time faculty will still be necessary and make important contributions, it would be helpful to encourage full-time employment patterns, where possible. A few accrediting organizations include language in their standards such as, “institutions should avoid undue dependencies on part-time faculty and graduate student appointments.”

Some accrediting organizations also call for an open and orderly process of recruitment and hiring (New England Association). Recruitment and hiring of non-tenure-track faculty is often conducted haphazardly and with no formal search committee (Cross & Goldenberg, 2009; Gappa & Leslie, 1993; Hollenshead et al., 2007). Instead, department chairs often hire someone they know. Therefore, more attention may be needed with regard to standards about hiring processes as these practices have degraded in recent years.

7. Perhaps by specifically adding the word “non-tenure-track” to standards wherever faculty are mentioned more generally, it would call attention to the issues faced by faculty employed off the tenure track. A few accrediting organizations do specifically mention part-time faculty throughout their standards in order to ensure that accreditation teams are attentive to the various tiers of faculty.
8. Accreditors can examine the policies and practices in place on campuses for their alignment with policies and practices that are proven to support student learning. While current accreditation standards often suggest that “recruitment, workload, incentives, evaluation be aligned with the institutional purpose” and “maintain appropriate and sufficient faculty development,” these activities are largely excluded when non-tenure-track faculty are concerned. Specific attention can be placed on institutions demonstrating that these policies and practices apply to all types of faculty. Furthermore, accrediting organizations may want to consider asking institutions to be more comprehensive in their review of policies. A self-study could consider issues related to the changing faculty in a more comprehensive manner by utilizing the Delphi Project’s *Non-Tenure-Track Faculty On Our Campus: A guide for campus task forces to Better Understand Faculty Working Conditions and the Necessity of Change* (see, <http://guides.thechangingfaculty.org>) and other toolkits and resources at <http://resources.thechangingfaculty.org>. By conducting policy reviews with attention to NTTFs, institutions and accreditors alike can help ensure greater equity and fairness for all academic employees when policies are public and available to all faculty and to prospective faculty.
9. Accrediting organizations might consider not only the policies and practices in place that support faculty, but also those that threaten faculty performance and quality. Accreditors, working with institutions, might examine the late scheduling of courses, misalignment of faculty expertise to course content, few course allocations that force faculty to teach at multiple institutions, and a tendency not to collaboratively schedule courses with faculty so as to reduce conflict in their teaching at another institution. In this regard, the collection and analysis of data related to student success and the status or classifications of the faculty offering instruction might be especially useful to improved practice and higher quality.

Accreditation Process

10. A major way to change the process is to work with accreditation teams to focus on meeting with all groups of faculty on campus. In fact, given that NTTFs make up the majority of faculty on most campuses, they should be provided a significant voice and attention in the accreditation process during the self-study process and campus visits.
11. Accreditation teams should consider including a non-tenure-track faculty member as a team member when visiting campuses with large numbers of NTTFs, when possible. These individuals may need to be paid to participate, so this might require a change in policy to promote this kind of involvement.

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12. Another way to follow up on whether campuses are supporting non-tenure-track faculty is to have them address NTTF support in progress reports that are due after an accreditation visit. The additional item can be added to data collection that asks about support for non-tenure-track faculty. Some accreditors require annual reports of standardized data, and they might consider tracking changes in the proportion of NTTF through such means, establishing thresholds where increases (or decreases) above a specified threshold might require an explanation of changed institutional circumstances.

The meeting affirmed for us that there are many good ideas in the accreditation community for addressing this challenge. We hope that this paper helps spur action to continue to evolve the accreditation standards, to create a resource on faculty for accreditation teams, to add a new section to accreditation training, to give additional thought to the composition of accreditation teams, to consider which groups are spoken to as part of campus visit, and to share best practices identified as part of accreditation visits. Ultimately, accrediting organizations can work with higher education to be accountable for its quality and student outcomes through attention to the faculty. If these recommendations are enacted, the faculty support is much more likely to be systematized and student outcomes improved.

We want to sincerely thank the individuals who participated in the meeting, providing leadership and critical thinking on this issue.

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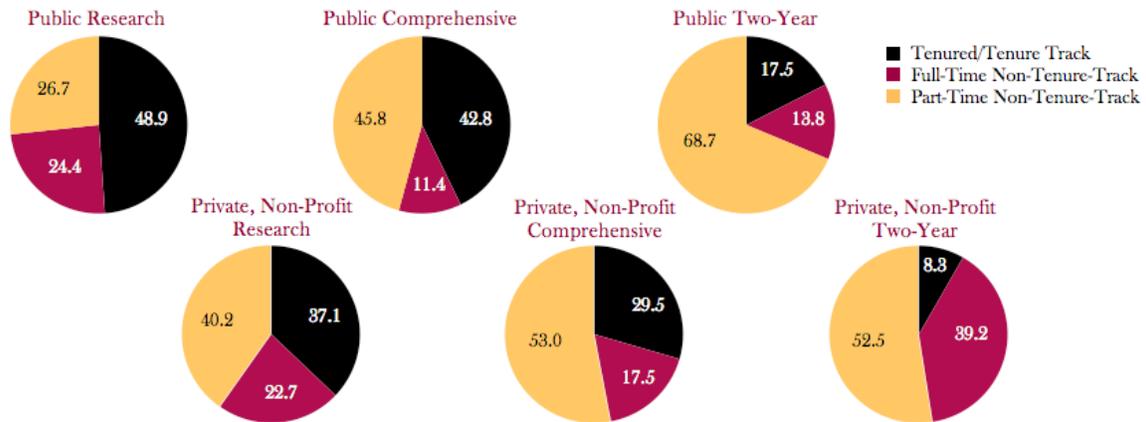
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Appendix I: Historical Shift in Faculty Composition and Composition by Sector

Figure 1. Shift in Composition of Instructional Faculty in Nonprofit Institutions

	Tenured/ Tenure-Track	Full-Time NTTF	Part-Time NTTF
1969	79.3percent	3.2percent	17.5percent
2009	33.5percent	18.8percent	47.7percent

Notes: Excludes graduate students providing instruction to students. Data reported derived from Schuster and Finkelstein (2006) and the National Center for Education Statistics Integrated Postsecondary Education Data System.



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

Appendix II:

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

Contingent Faculty as Teachers: What We Know; What We Need to Know

Roger G. Baldwin and Matthew R. Wawrzynski
Year of Publication: 2011

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

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

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

Ernst Benjamin
Year of Publication: 2002

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

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

Exploring the Role of Contingent Instructional Staff in Undergraduate Learning

Ernst Benjamin
Year of Publication: 2003

This New Directions in Higher Education volume addresses connections between two perspectives on undergraduate instruction in higher education, one that finds institutions have failed to fulfill their primary mission to support undergraduate instruction and another that believes institutions do not support and respect undergraduate instructors, particularly in terms of hiring, contracts and responsibilities, and working conditions. Several chapters make assertions that the increasing dependence on non-tenure-track faculty appointments endangers undergraduate student learning, but also has serious implication for the future of the academic workforce.

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

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

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

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

Eric P. Bettinger and Bridget Terry Long

Year of Publication: 2004

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

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

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

Eric P. Bettinger and Bridget Terry Long

Year of Publication: 2010

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

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

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

Making Connections: Dimensions of Student Engagement

Community College Survey of Student Engagement

Year of Publication: 2009

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

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

Consequences: An Increasingly Contingent Faculty

John W. Curtis and Monica Jacobe

Year of Publication: 2006

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

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

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

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

Year of Publication: 2008

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

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

Do Tenured and Non-Tenure Track Faculty Matter?

Ronald L. Ehrenberg and Liang Zhang

Year of Publication: 2004

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

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

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

Community College Transfer and Articulation Policies: Looking Beneath the Surface

Betheny Gross and Dan Goldhaber

Year of Publication: 2009

Gross and Goldhaber found a strong correlation between institutions that employ more full-time, tenured faculty and students who transfer from two-year to four-year institutions. The authors' research suggested that for every 10 percent

increase in the proportion of tenured faculty at a two-year college, the likelihood of a student transferring to a four-year college increased by 4 percent.

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.

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

Charles Harrington and Timothy Schibik

Year of Publication: 2001

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

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

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

Daniel Jacoby

Year of Publication: 2006

Jacoby discovered that increases in the proportion of part-time faculty at community colleges had a strong and highly significant negative effect on graduation rates. In his examination of student-to-faculty ratios, he found that while better ratios resulted in better graduation outcomes overall, the success of students who took smaller classes with part-time faculty was comparable to success of students in larger classes taught by full-time tenure-track faculty. These findings suggest that high student-to-faculty ratios did not compensate for the negative effects of part-time instructors on graduation outcomes.

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

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

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

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

Year of Publication: 2009

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

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

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

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

Year of Publication: 2010

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

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

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

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

Paul Umbach

Year of Publication: 2008

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

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

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

Paul Umbach

Year of Publication: 2007

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

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

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

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

Paul D. Umbach and Matthew R. Wawrzynsky

Year of Publication: 2005

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

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

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

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

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

American Federation of Teachers

Year of Publication: 2009

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

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

Contingent Appointments and the Academic Profession

American Association of University Professors

Year of Publication: 2003

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

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

Teaching Without Tenure: Policies and Practices for a New Era

Roger G. Baldwin and Jay L. Chronister

Year of Publication: 2001

Baldwin and Chronister utilized findings from a national study of full-time non-tenure-track faculty, including survey data, policy analysis, and information gathered from site visits with faculty and administrators at a variety of institutions nationwide. The authors discussed the factors influencing decisions to hire non-tenure-track faculty and made recommendations for policies and practices to support the work and career development of these faculty. They provided a more focused analysis of the proportions and nature of full-time non-tenure-track faculty, offering a systematic look at who these faculty are, their role on campuses, and the policies and other factors that shape the conditions of their employment. Baldwin and Chronister helped to further articulate the heterogeneity of this group, establishing typologies to understand different responsibilities of full-time non-tenure-track faculty: teachers, researchers, administrators, and other academic professionals.

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

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

John G. Cross and Edie N. Goldenberg

Year of Publication: 2009

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

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

The Invisible Faculty

Judith M. Gappa and David W. Leslie

Year of Publication: 1993

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

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

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

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

Center for the Education of Women, University of Michigan

Year of Publication: 2007

Hollenshead and others utilized interviews with administrators from a diverse sample of more than 500 four-year institutions to study administrator attitudes about non-tenure-track faculty, and the heterogeneity of these faculty, and

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

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

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

Gary Rhoades

Year of Publication: 1996

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

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

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

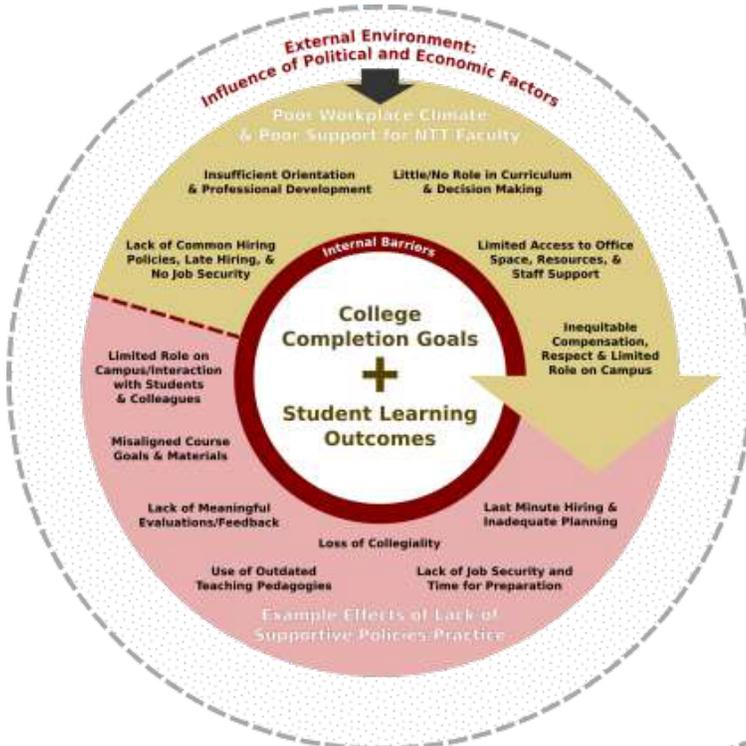
Robert Townsend & Coalition on the Academic Workforce

Year of Publication: 2007

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

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

Appendix III: Interactions of NTFF Practices on Student Learning Outcomes

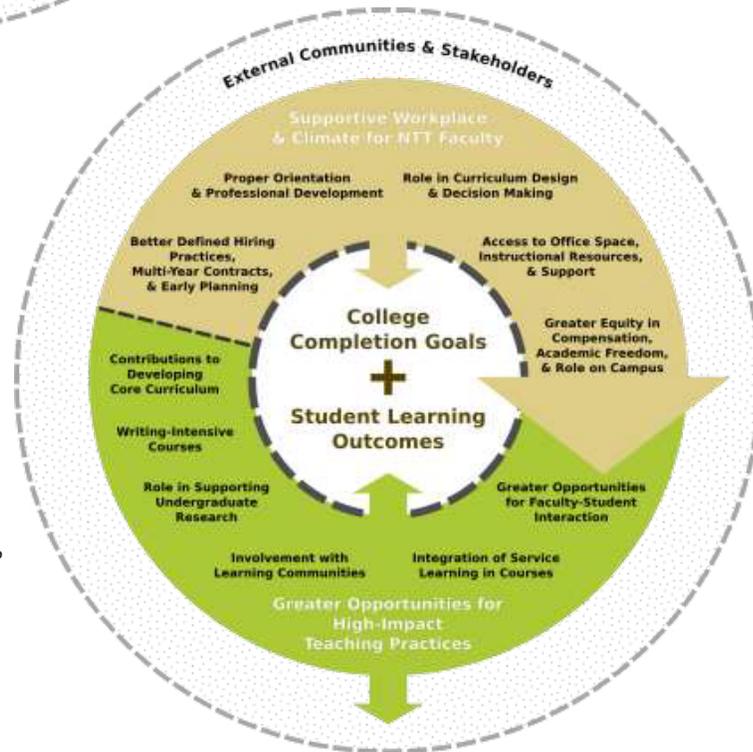


Poor Workplace Climate and Lack of Support for Faculty

The policies and practices discussed above fail to utilize the full potential of individuals and hinder 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.



Appendix IV:
Information on Existing Faculty Definitions and Accreditation Standards

Organization	Standards/Criteria/Policies: Areas Addressed
AACSB – Accounting and Business	Accounting: faculty sufficiency, qualifications, management and support, educational responsibilities – aggregate and individual, professional credentials/qualifications/certifications, intellectual contributions, interaction and experience. Business: faculty sufficiency, consonance with mission, uses, amount, student-faculty interaction, intellectual level, qualifications, management and support, educational responsibilities – aggregate and individual.
CAPTE – Physical Therapy	Physical Therapy: Definitions of faculty (core and clinical) and faculty activities, expertise, administrative responsibilities, characteristics, associated faculty. Physical Therapy Assistant: Definitions of faculty, participation in governance, rights and privileges - academic and clinical, faculty development – academic and clinical, program faculty, faculty and curriculum, faculty and assessment.
Middle States	Responsibilities of faculty as qualified professionals, institutional responsibilities vis-à-vis faculty: qualifications, teaching excellence, support for faculty development, procedures for review of faculty and for appointment, promotion and tenure, procedures for appointment, supervision and review of part-time and adjunct faculty consistent with full-time faculty, adherence to academic freedom.
New England	Full- and part-time faculty suitability in relation to mission, qualifications, adequacy of numbers, performance, competence, responsibilities, recruitment and appointment, assignments and workload, professional development, full-time/part-time composition, governance, academic freedom, scholarly activity.
North Central	Faculty sufficiency, qualifications and degree level requirements, oversight of academic matters, oversight and support for faculty, research and scholarly practice, participation in assessment of student learning, participation in governance and setting academic requirements, role in curriculum, academic standards, setting academic qualifications, student learning and program completion.
Northwest	Faculty involvement in governance, treatment of faculty, conflict of interest, academic freedom, professional development, qualifications, evaluation, clearly defined authority and responsibilities, role in credit for prior learning, involvement in continuing education.
Southern	Faculty competence, qualifications, effectiveness, professional development, academic freedom, evaluation, role in governance, credentials and level of education vis-à-vis teaching assignments.
Western – Jr.	Role of faculty in instructional courses and programs, identification of outcomes, curriculum development and oversight, academic freedom and responsibilities, assessment of student support service, advising, selection of educational equipment and material, selection of faculty, sufficient numbers of full-time faculty, institutional improvement, role in governance.
Western – Sr.	Faculty sufficiency, commitment, support and faculty development, orientation, evaluation, qualifications, development and oversight of academic policies, teaching effectiveness.

A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations.

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