The Path to Change

How Campus Communities Worked to Change Non-Tenure-Track Policies and Practices

In these documents, we hope to assist change agents in creating positive changes for non-tenure-track faculty (NTTF) by highlighting examples of how different change agents and levers have been used to advance change on actual college campuses. Changes can originate with the efforts of many different actors at different levels. Too often, we have heard change agents voice frustration that there was no shared vision about the need for change. These cases show how changes can emerge from one part of an institution and eventually spread, leading to much broader institution wide changes. We have observed these four processes as being the most common:

Union-led   **Senate-led**   **Joint Faculty and Administrative Task Force-led**   **State- or System-led**

Change processes can also be led by departments, although we find this less frequently.

There are also many different levers used along each path to change, including data collection, relationship building, strategic planning, accreditation, institutional values and mission, open forums, and creating key documents. Each case demonstrates the ways that certain change agents orchestrate and use levers at their disposal in their particular context to create change. Yet, as you will see, there are many common levers that can be used across different campuses.

Villanova University

In this document, we highlight the path and change agents involved in helping to facilitate positive change for non-tenure-track faculty.

This is an example of a **Joint Faculty and Administrative Task Force-Led** path to change.

Villanova University's path to change used a multi-prong, context-based strategy that leverages data collection, a revision of the Faculty Handbook, and the Accreditation process to gain evidence for the necessity of change. Here we highlight the path and change agents involved in this process.

Underlined headings indicate the main levers used in this change process.

The main change agents involved are: *NTTF Leaders, Administration, and Tenure-Track Faculty.*

Data Collection – Institutional Data

NTTF Leaders working with IR Office – A group of NTTFs took the lead by coming together to improve their working conditions. Their first task included gathering institutional data and conducting a survey of NTTFs on campus. Non-tenure-track faculty leaders gathered existing campus data from the Institutional Research (IR) Office, which produces federal reports and maintains or compiles a wide range of data on various topics including numbers of NTTFs, course loads, salary and benefits information, and other data. If you do not have access to an IR office on your campus, another office or perhaps a faculty member in the Social Sciences may be in charge of IR data. Whereas data are often made available at public institutions upon request, NTTF leaders at private institutions may need to do additional work to develop relationships with their campus IR office, researchers, or administration to gain access to the information they need. Non-tenure-track faculty leaders should also review publically available data submitted by institutions to federal agencies such as information contained in the Integrated Postsecondary Education Data System (IPEDS). Universities have to submit various information to the government, which may be used as a lever or to gain a better understanding of the climate for NTTFs on campus.

- In addition to gathering available data on NTTFs, leaders at Villanova conducted a survey to better understand NTTFs' experiences and concerns. Three themes emerged: job security and long-term contracts, representation in governance, and access to paid leave.

- Non-tenure-track faculty leaders also realized they needed to collect more data to share with tenure-track faculty and the administration. So, they documented progressive policies among departments on campus to utilize some cases as models. These models were compared to other, less favorable practices utilized on campus. The leaders offered this data to departments, so they could be made aware of model practices and policies and make improvements. By showcasing practices, they helped to create a climate of respect for NTTF work across the campus.

Data Collection – Peer Institutions

NTTF leaders – Non-tenure-track faculty leaders also realized they needed better access to data about peer institutions' policies in order to help convince tenure-track faculty and the administration to take action on NTTF policies. They collected data from regional and aspirational peer institutions, as well as publications about NTTF policies written by the Association of Catholic Colleges and Universities. Through this work, they found information about an institution with a progressive paid leave policy, which they employed as a model when speaking with tenure-track faculty and administrators about the need for changes to leave policies. These external benchmarks provided tenure-track faculty and the administration with examples of policy language and practices used at peer institutions. External data and resources also gave NTTFs a new look at alternative ways to approach change and put pressure on decision makers by demonstrating how these were common practices among peer institutions.

Appealing to University Mission and Culture of Community

NTTF leaders – Non-tenure-track faculty leaders also realized the importance of relating their cause to the university's mission of social justice and culture of community. As they began to tie NTTF issues to these principles and share this perspective with people making decisions, their change agenda became more clearly connected to essential elements of Villanova's broader mission and culture, helping to generate additional support for changes for NTTFs.

Revision of Faculty Handbook

TTF and Administration – Villanova was undergoing a process of updating their Faculty Handbook, which had not been revised in 10 years, during this period. The process of updating the handbook brought all faculty together to discuss concerns and issues to be addressed in revisions. After reviewing the handbook, it became evident that NTTF already had participation rights in governance, but that the relevant policies were not being instituted or carried out by departments. So, a letter was sent to all department chairs from the senior administration and faculty congress asking programs to comply with the existing handbook policies relating to governance.
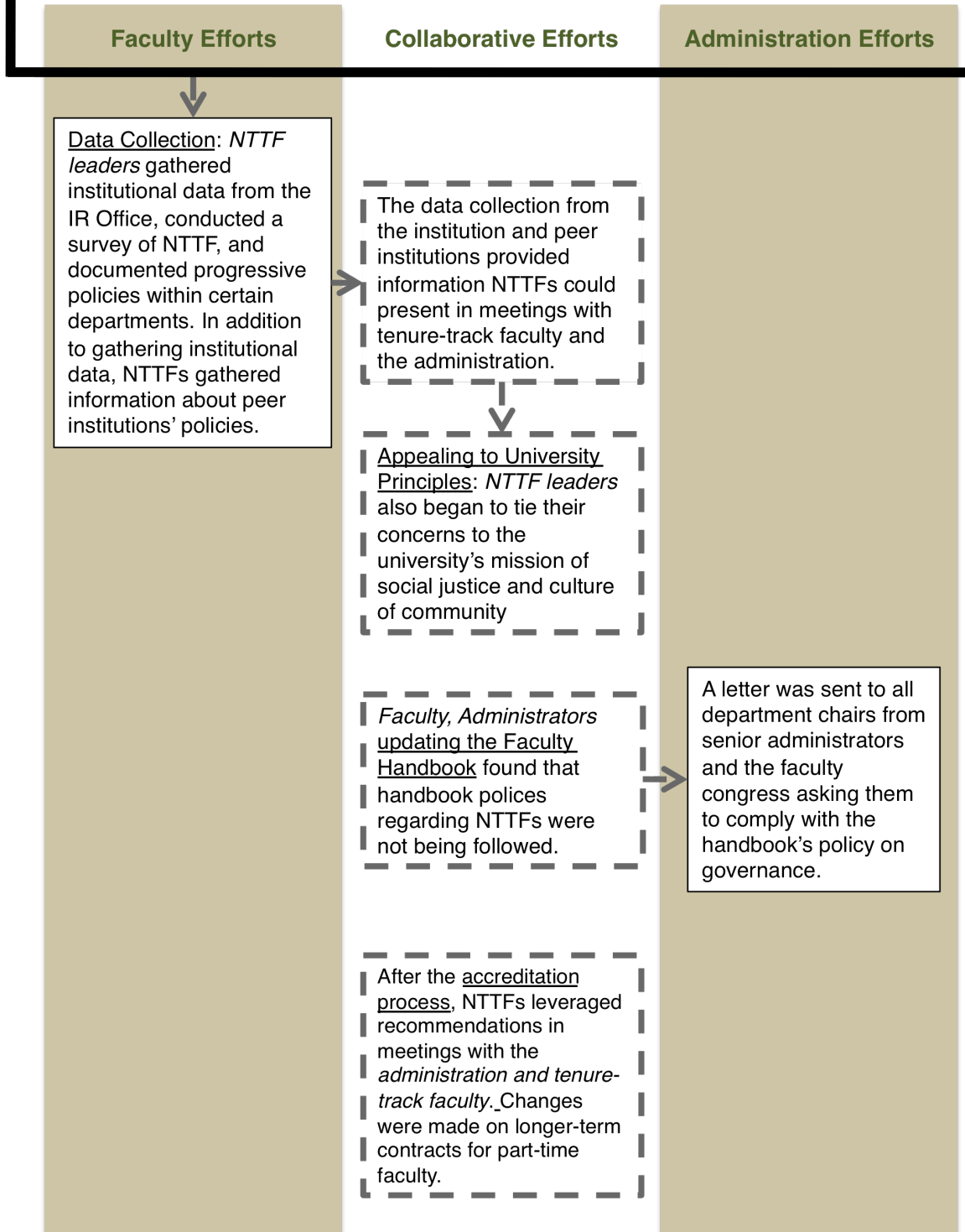
Accreditation

Administration, tenure-track faculty, and NTTF – Non-tenure-track faculty also found ways to leverage the accreditation process that the university was going through at the time. For example, one recommendation from the Middle States self-study was to create more predictability of employment for part-time faculty by more accurately predicting enrollments and teaching needs. This would allow institutions to give NTTFs more time to prepare, improving plans for courses and the educational experience of students. The study also noted the pay level of NTTFs was below that of their peers, creating a retention problem among NTTFs. Non-tenure-track faculty were found to not feel supported and did not enjoy same privileges as tenure-track faculty. The institution only became aware of these issues through the accreditation process; the data from the study helped to make change toward longer-term contracts, which NTTF leaders had proposed. The administration and tenure-track faculty were very responsive as a result of having the findings from this study.

Through data collection, the revision of the Faculty Handbook, and the accreditation process, NTTF leaders were able to build a case for changing contracts, governance practices, and leave policies.

The information from this document was excerpted from Adrianna Kezar's chapter in Kezar, A. (Ed.), *Embracing Non-Tenure Track Faculty: Changing Campuses for the New Faculty Majority*. See Chapter 10 for additional details on Villanova's building a multi-prong, context-based strategy for change.

Mapping the Path to Change

Villanova University is an example of a **Joint Faculty and Administrative Task Force-Led** path to change. Here we highlight the levers used (underlined) and change agents (italicized) involved to create change.

Faculty Efforts	Collaborative Efforts	Administration Efforts

Faculty Efforts

Data Collection: *NTTF leaders* gathered institutional data from the IR Office, conducted a survey of NTTF, and documented progressive policies within certain departments. In addition to gathering institutional data, NTTFs gathered information about peer institutions' policies.

Collaborative Efforts

The data collection from the institution and peer institutions provided information NTTFs could present in meetings with tenure-track faculty and the administration.

Appealing to University Principles: *NTTF leaders* also began to tie their concerns to the university's mission of social justice and culture of community

Faculty, Administrators updating the Faculty Handbook found that handbook polices regarding NTTFs were not being followed.

After the accreditation process, NTTFs leveraged recommendations in meetings with the *administration and tenure-track faculty.* Changes were made on longer-term contracts for part-time faculty.

Administration Efforts

A letter was sent to all department chairs from senior administrators and the faculty congress asking them to comply with the handbook's policy on governance.

Example Practices
From the Villanova University Path to Change

Some example practices from **Villanova University's** case include multi-year contracts, clear governance representation throughout the university, and the beginning of conversations on paid leave to conduct scholarship.

> For additional resources, please visit The Delphi Project on the Changing Faculty and Student Success Resources and Tool Kits website, which contains information and tools for examining non-tenure track faculty (NTTF) conditions on your campus. For example, ***Non-Tenure-Track Faculty on Our Campus: A Guide for Campus Task Forces to Better Understand Faculty Working Conditions and Necessity of Change*** is designed for use by task forces, committees, or groups who would like to examine non-tenure-track faculty practices and issues at the campus level. Its question sections, discussion questions, and concluding questions guide practitioners through the process of examining non-tenure-track faculty issues on campus and help them to better understand challenges associated with current practices and begin to build the rationale for change.
>
> **http://resources.thechangingfaculty.org**

Below we highlight the levers (underlined) under which the change (bolded) took place and provide detail on the policy or practice.

Through data collection the following example practice was implemented:

Paid Leave – One of the peer institutions researched during the data collection process did not call paid professional leave "sabbaticals," but "fellowships." The term evokes the same idea as the process used by tenure-track faculty, but may be better suited for NTTFs whose leave may involve other forms of professional development. Non-tenure-track faculty leaders at Villanova wrote a proposal for an annual fellowship including one semester's pay to be extended to one full-time NTTF who demonstrated excellence in teaching and a commitment to service in the college. This individual would be required to have at least seven years of continuous service with institution and return to teach the next semester.

Through the faculty handbook revision the following example practice was implemented:

Governance Rights – As the university went through the process of revising the Faculty Handbook, tenure-track faculty realized that NTTFs actually were already afforded governance rights. However, this policy was not being followed. A letter was sent to all department chairs from senior administration and the faculty congress asking them to comply with the handbook's policy on governance. As a result, there have been two NTTF representatives on the faculty congress, one elected seat in the faculty senate, and most departments now include NTTFs in governance.

Through the accreditation process the following example practice was implemented:

Multi-year Contracts – The accreditation process, the Middle States self-study, revealed the need for Villanova to have greater predictability of employment for part-time faculty by more accurately forecasting future enrollments and teaching needs. The study also noted pay for NTTFs was below that of their colleagues and exposed a retention problem among NTTFs. The institution only became aware of these issues through the accreditation process; the data from the self-study helped to make changes, including longer-term contracts, a priority. Non-tenure-track faculty were able to obtain three-year contracts through appeals to the academic vice president. Recently, these contracts were extended to faculty receiving positive evaluations from their department.

Through appealing to institutional principles the following example practices are future goals for Villanova:

Equitable Pay and Benefits – Non-tenure-track faculty also started connecting their concerns to the university's social justice mission and community culture. They hoped to leverage these university values and principles to obtain more equitable pay and benefits for NTTFs at Villanova.

This resource has been prepared by
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Project Description

The nature of the American academic workforce has fundamentally shifted over the past several decades. Whereas full-time tenured and tenure-track faculty were once the norm, more than two-thirds of the professoriate in non-profit postsecondary education is now comprised of non-tenure-track faculty. New hires across all institutional types are now largely contingent and this number will continue to grow unless trends change. The purpose of this project is to examine and develop solutions to change the nature of the professoriate, the causes of the rise of non-tenure-track faculty, and the impact of this change on the teaching and learning environment.

In partnership with the Association of American College and Universities

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

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