



Report of results to Bloomington Faculty Council

Survey on Non-Tenure Track (NTT) faculty governance participation

February 15, 2022

RESOLUTION CONCERNING VOTING RIGHTS OF FULL-TIME NON-TENURE TRACK FACULTY

Motivation

- Resolution concerning voting rights of full-time non-tenure track faculty (3/19/2019)
- Present results to BFC at least once every 3 years
- Related to work by BFC Research Advisory Committee (RAC) on issues affecting research ranks at IUB

THEREFORE BE IT RESOLVED, that the recommended practice with respect to full-time non-tenure-track voting rights for units on the Bloomington campus is as follows:

Faculty Participation in Governance

All faculty appointed in the Clinical, Lecturer, Professor of Practice, Research Scientist/Research Scholar, and future full-time voting non-tenure-track appointment categories (as defined by the Constitution of the Bloomington Faculty) should have voting and participation rights at the campus, school and department levels that are equivalent to the voting rights of faculty appointed in the tenure-track category. Voting which pertains to the election of unit heads, department chairs, committee memberships, curricular issues and routine administrative issues, but not to promotion and tenure of tenure-track faculty, should all follow the principle that full-time non-tenure-track faculty presumptively have voting and participation rights, subject to university policy that the tenure track faculty must have 60% of the voting authority.

<https://bfc.indiana.edu/policies/statements-resolutions/policy-resolutions/ntt-voting-rights.html>



Approach: Survey

Overview of survey topics:

- Surveyed population included IUB units with NTT faculty
- NTT faculty include: Lecturers, Clinical Professors, Professors of Practice, Research Scientists/Scholars
- Surveyed population excluded:
 - Units with no NTT faculty
 - Executive administrative units with NTT faculty



Sections in this survey

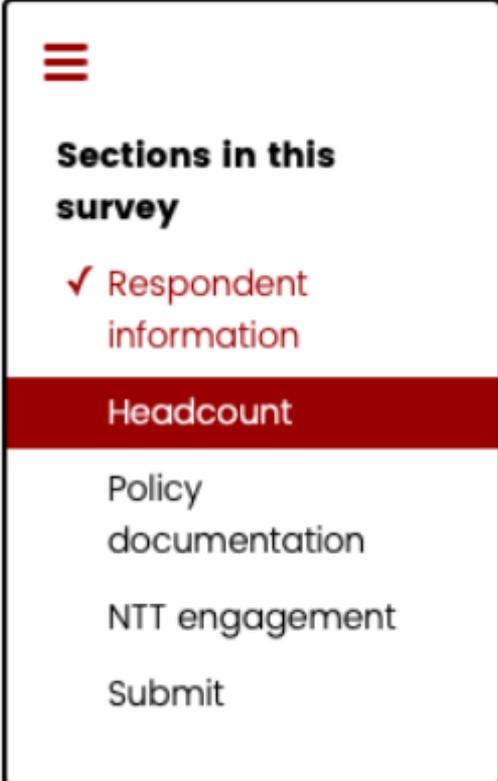
- Respondent information**
- Headcount
- Policy documentation
- NTT engagement
- Submit



Approach: Survey (con't)

Overview of survey topics:

- Counts of NTT and TT faculty
- Inventory of a variety of policies
- Participation in meetings and committees:
 - Attend
 - Serve
 - Vote
- Inquiry into differences in TT versus NTT roles in governance



A vertical navigation menu for a survey. At the top is a red hamburger menu icon. Below it is the title "Sections in this survey" in bold black text. The first item is "Respondent information" with a red checkmark icon to its left. The second item, "Headcount", is highlighted with a red background bar. The remaining items are "Policy documentation", "NTT engagement", and "Submit", all in black text.

- ☰
- Sections in this survey**
- ✓ Respondent information
- Headcount**
- Policy documentation
- NTT engagement
- Submit



Results: Survey Respondents

61 schools/depts/
centers & institutes

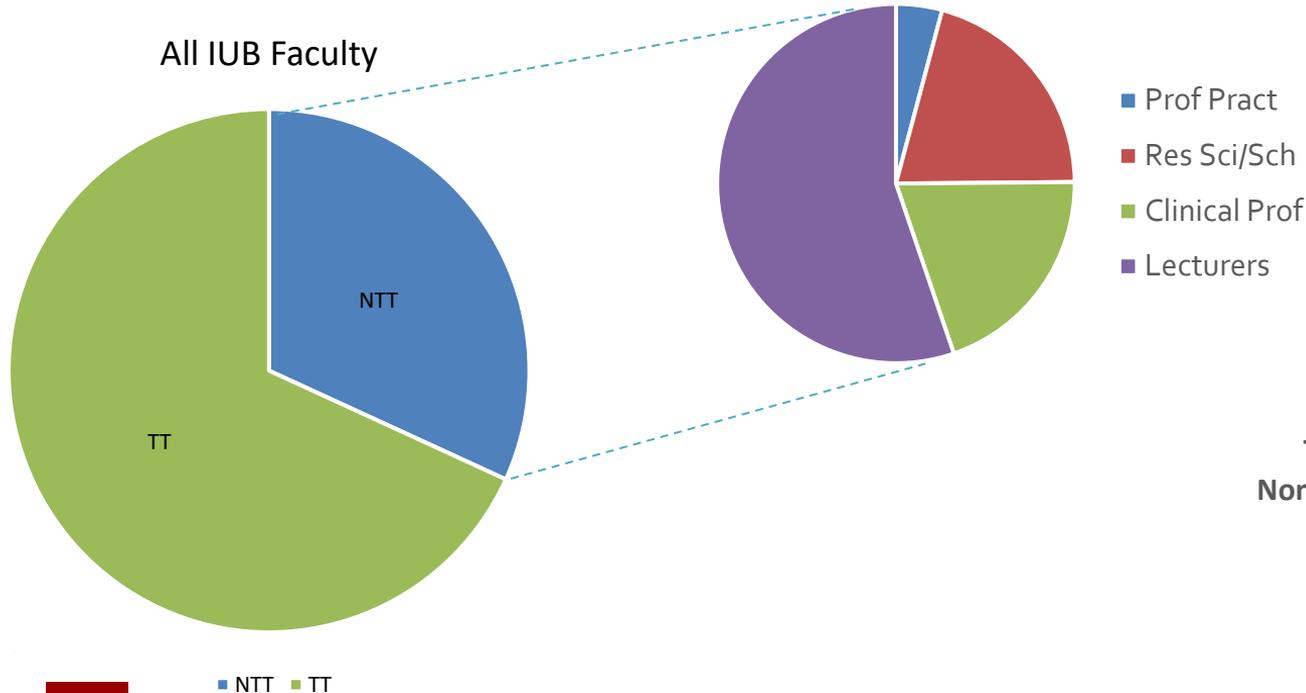
39 departments
(>25 from College)

11 schools

11 centers &
institutes
(mostly OVPR)



Campus faculty composition



Tenure track faculty = 1594
Non-tenure track faculty = 744
Prof of Pract = 31
Research Sci/Sch = 154
Clinical Prof = 148
Lecturers = 411

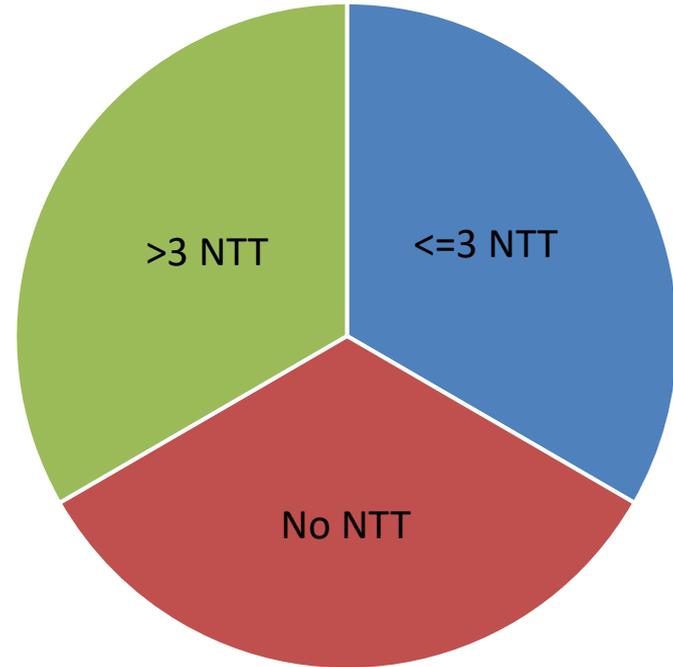
Data from: <https://uirr.iu.edu/facts-figures/faculty-staff/census>



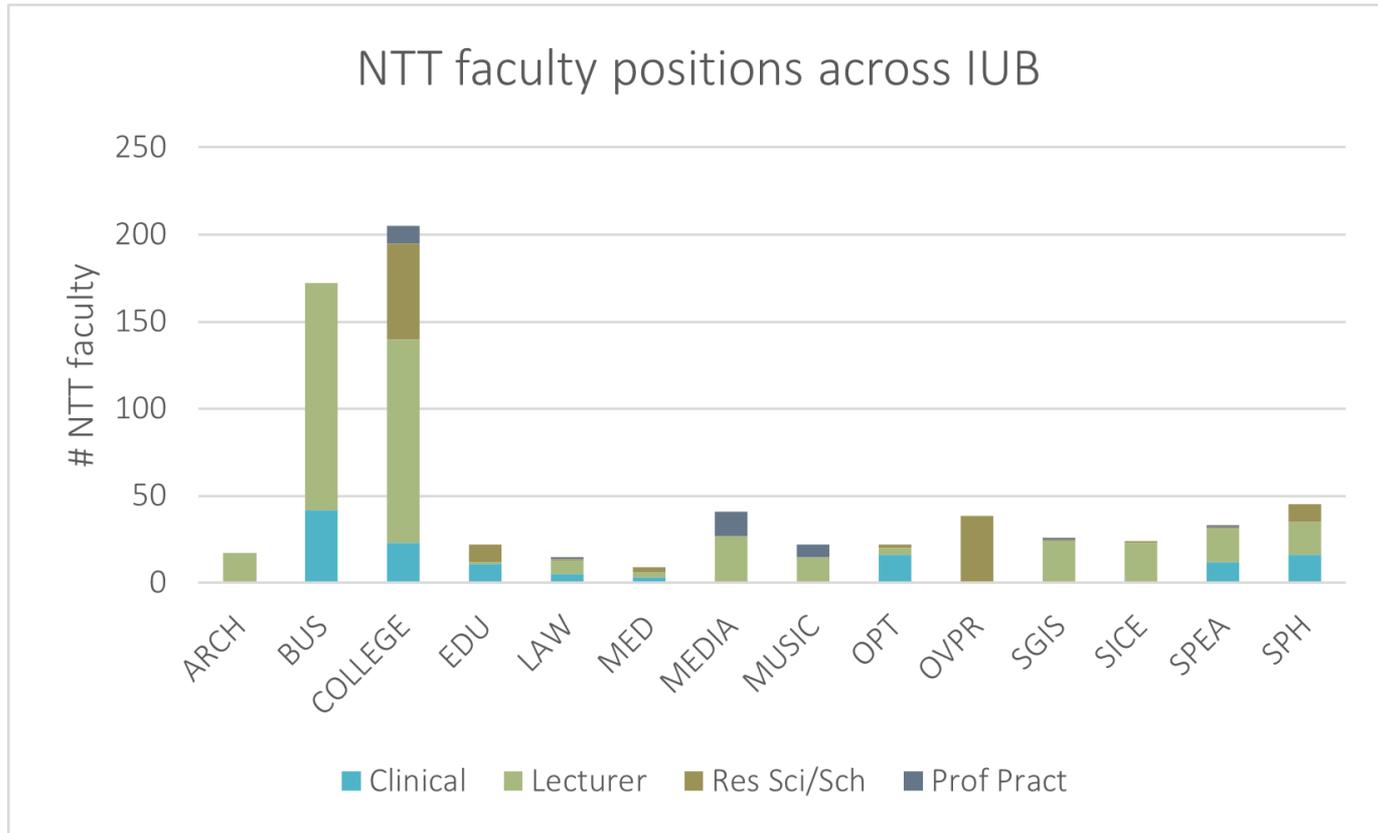
NTT faculty composition

The proportions of NTT faculty within academic units vary widely, with about 1/3 of campus units having significant contributions from their NTT colleagues.

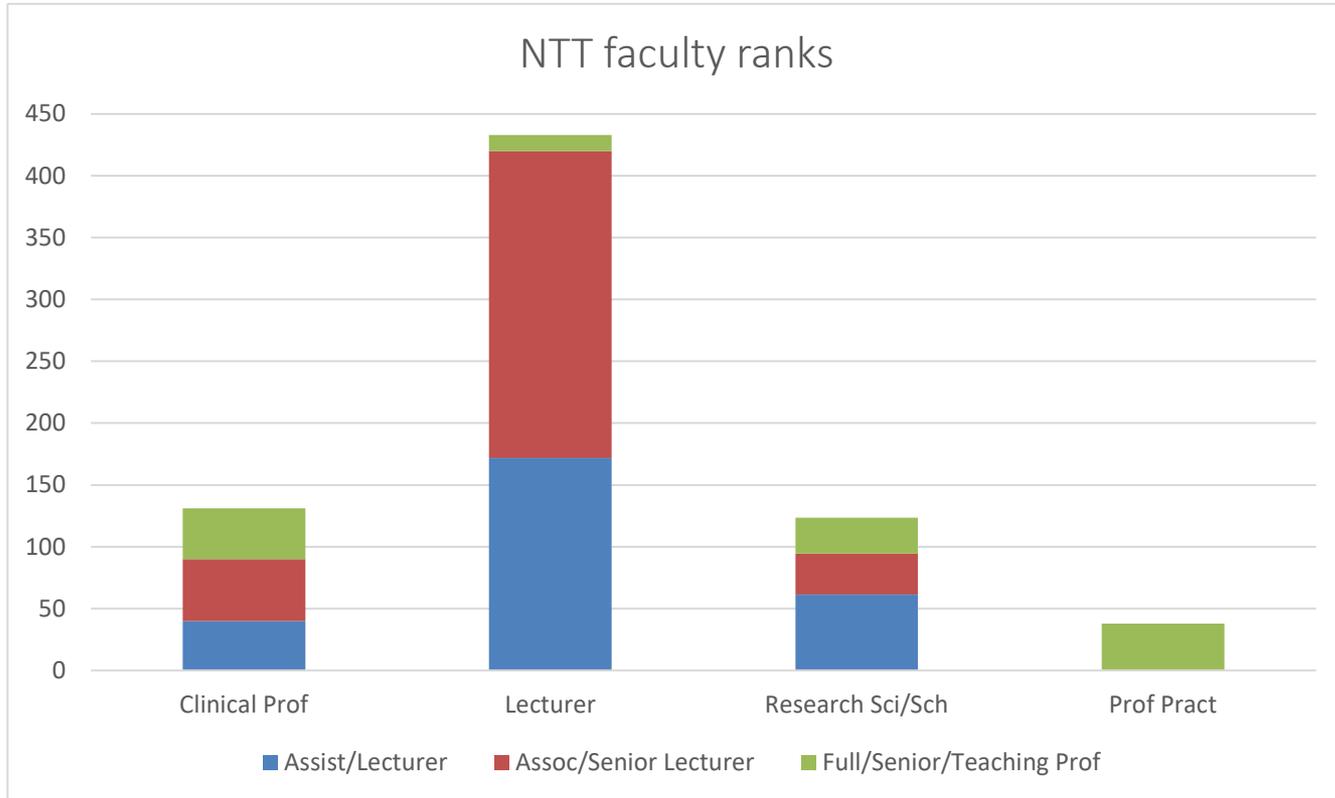
NTT faculty
within academic units



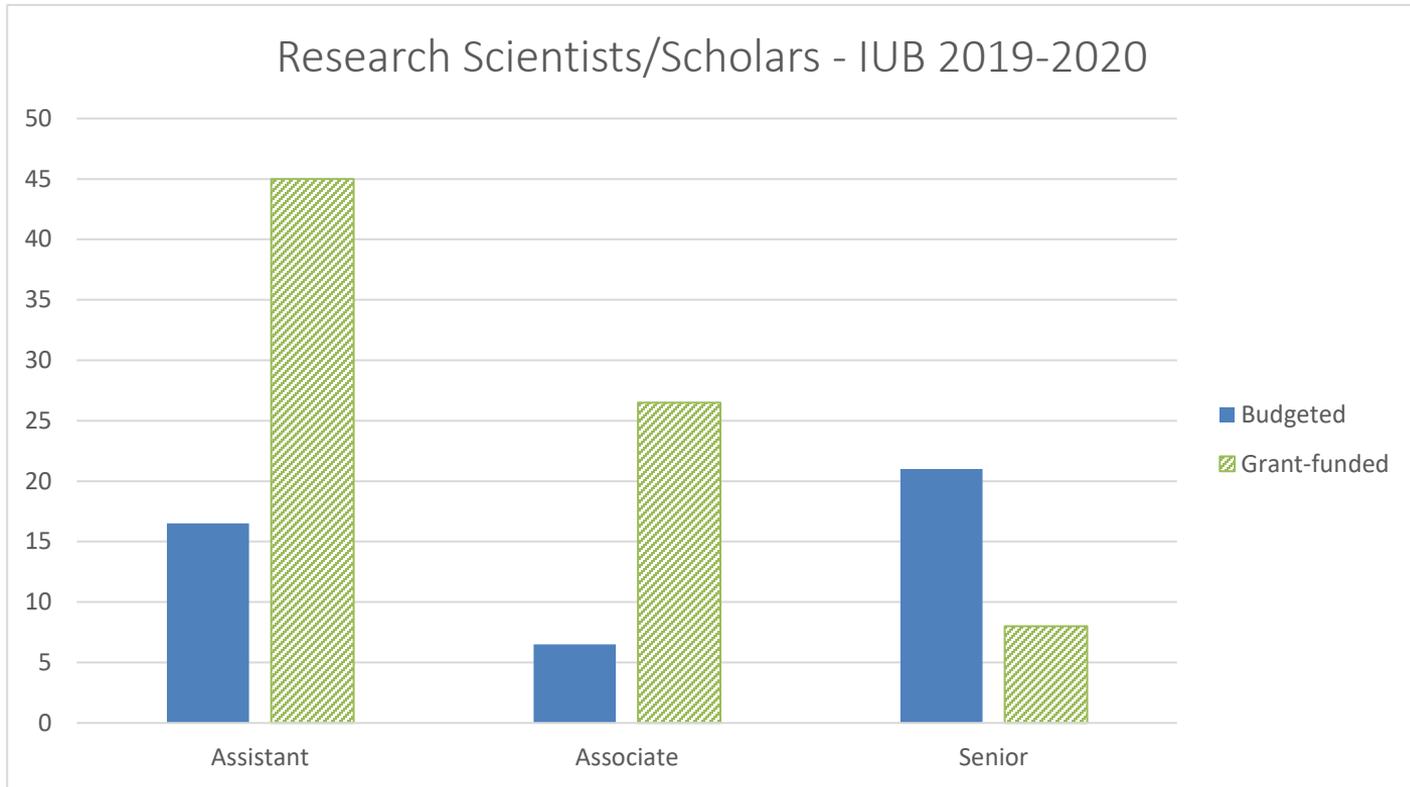
NTT faculty composition



NTT faculty composition



NTT faculty composition



Survey: 60:40 Rule

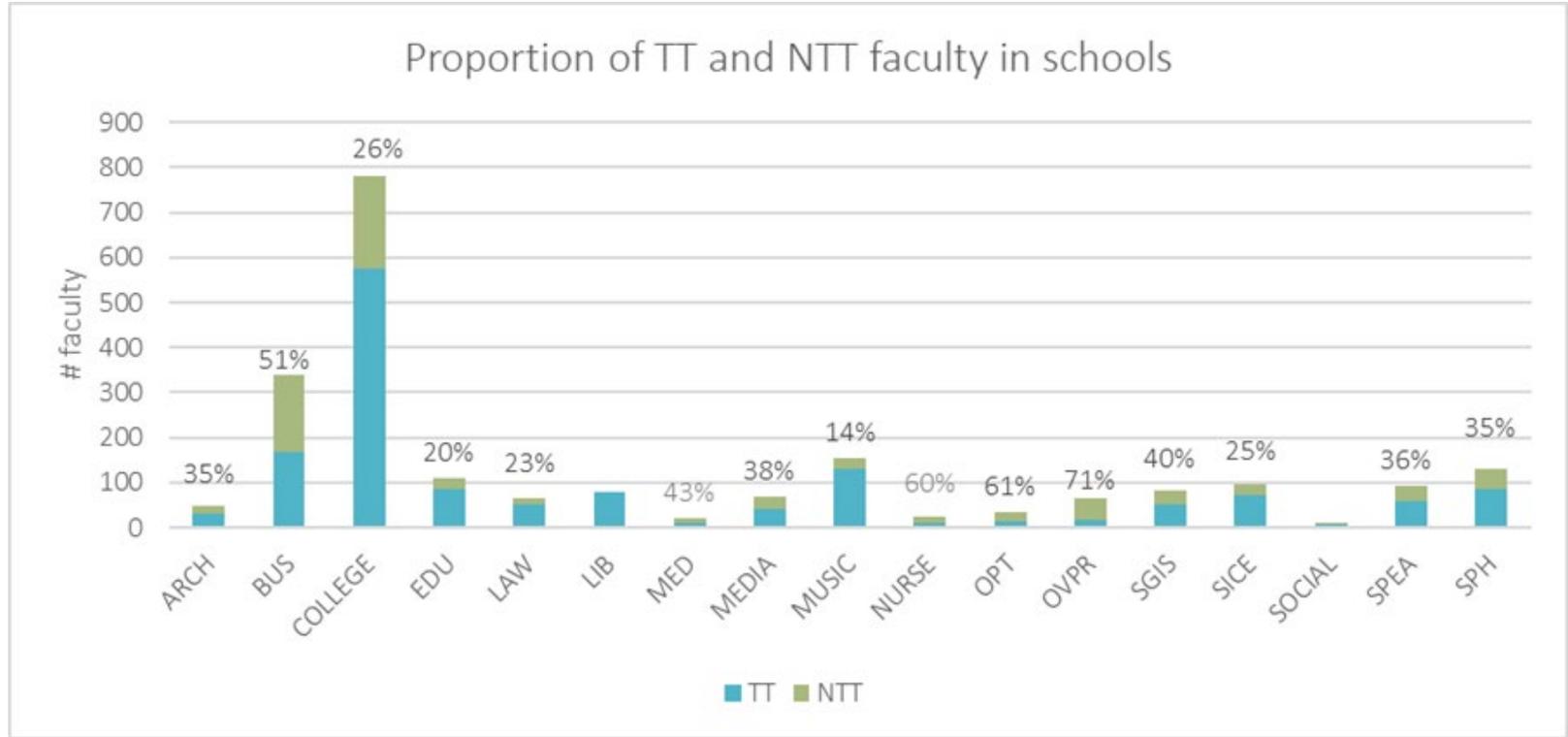
SURVEY QUESTION:

Does your **school/department/center** currently have formal, written policy about the situations in which the 60:40 rule (i.e., the total voting weight reserved for tenured and tenure-probationary faculty in any unit cannot be less than 60%) applies?.

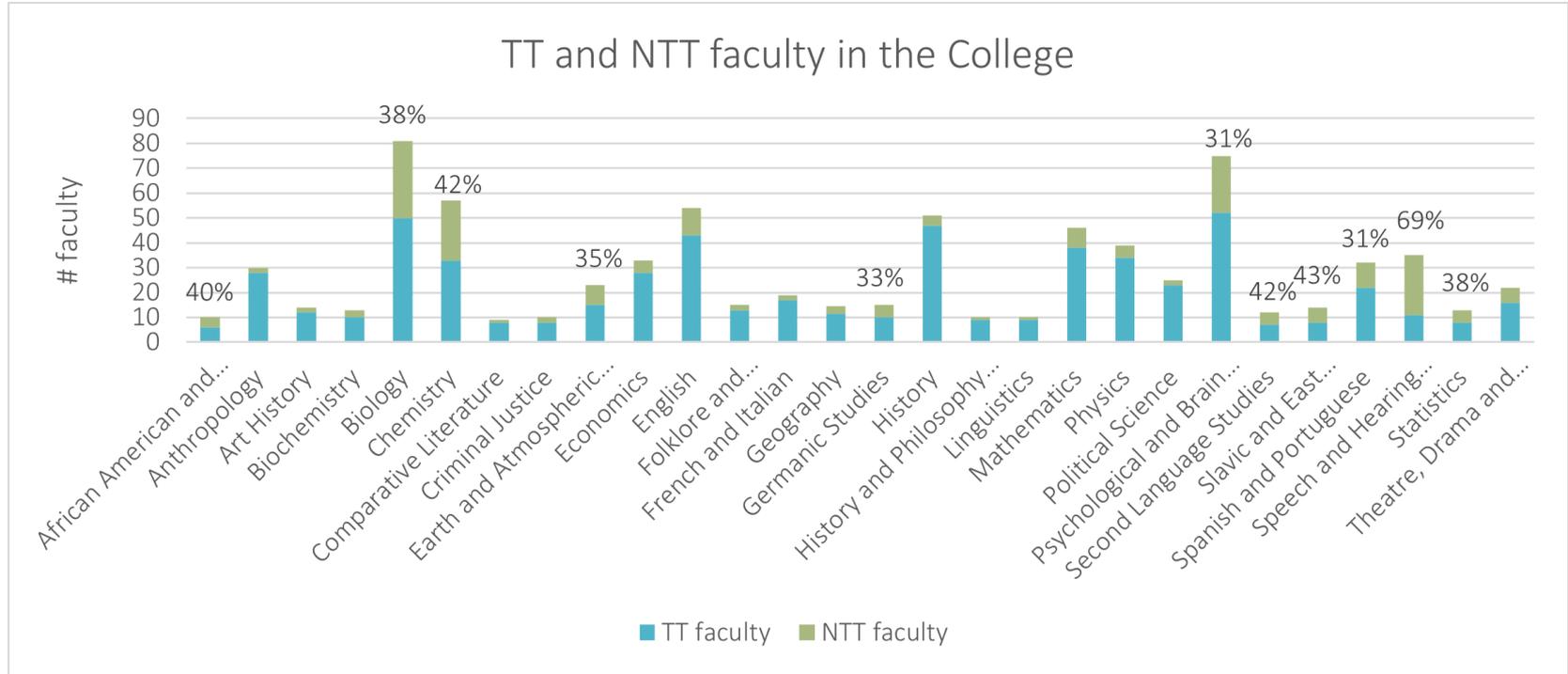
Academic integrity of the school and its programs is the responsibility of tenured faculty (ACA-18)



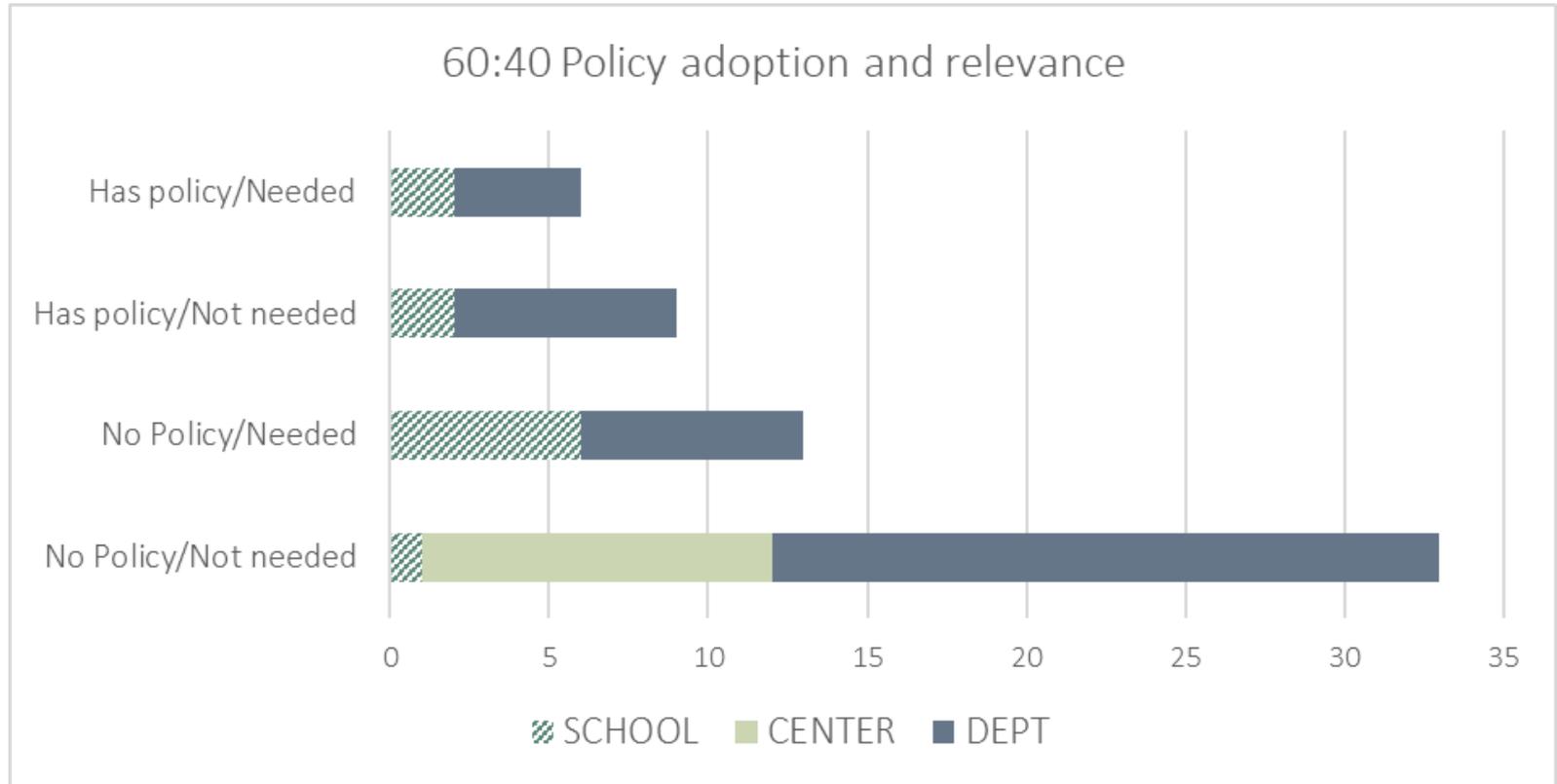
Survey results: 60:40 Rule



Survey results: 60:40 Rule



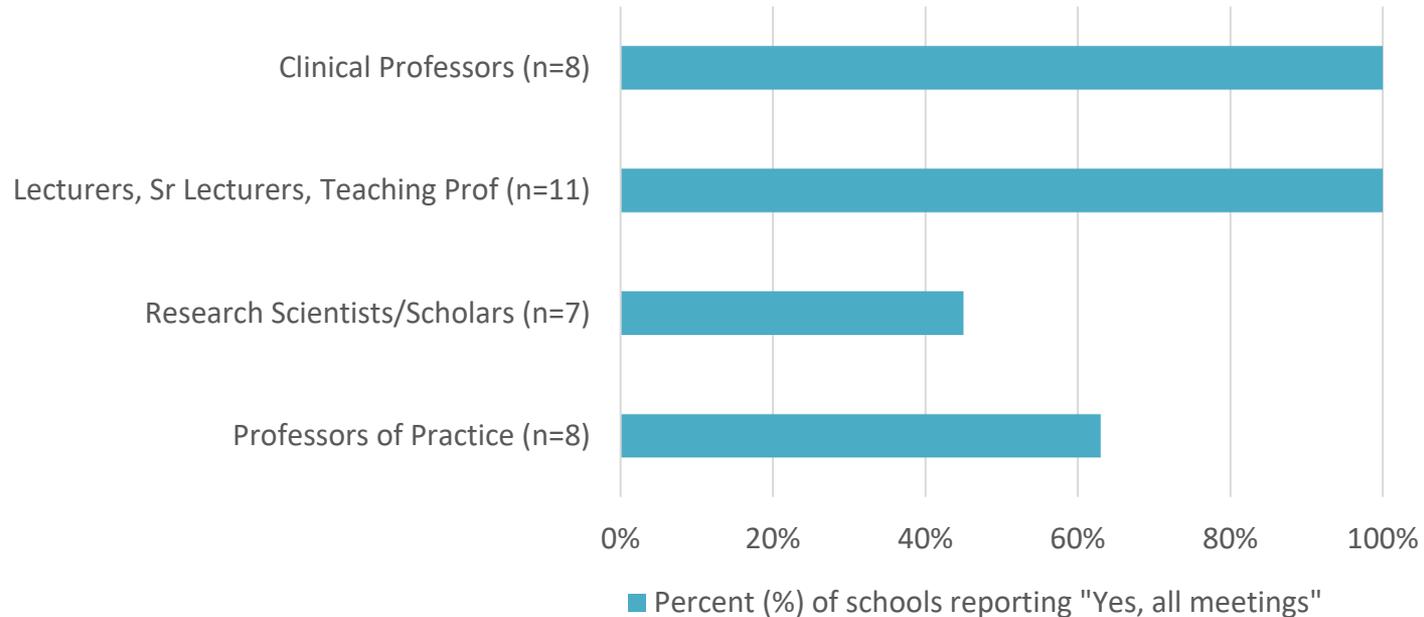
Survey: Does your unit have formal written policy for its use of the 60:40 rule?



Survey results: General meeting attendance

SURVEY QUESTION:

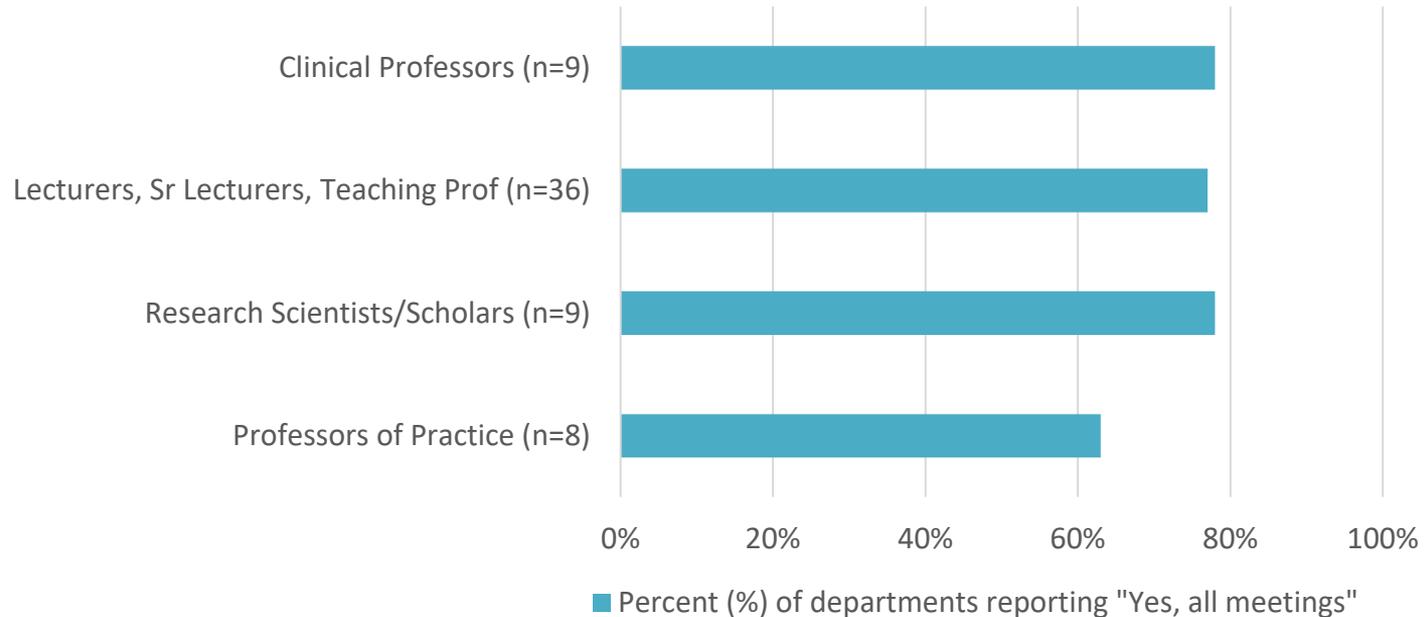
Are NTT faculty actively encouraged to attend all general faculty meetings of the **school**?



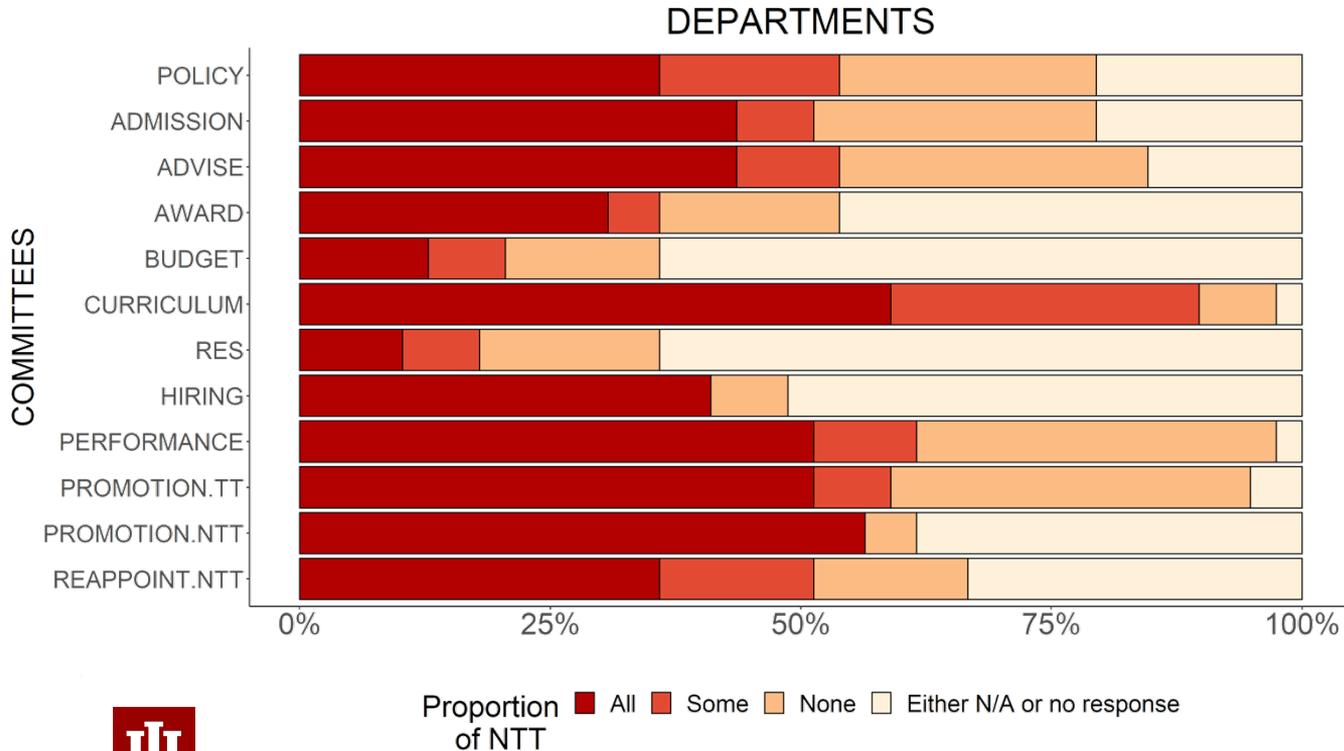
Survey results: General meeting attendance

SURVEY QUESTION:

Are NTT faculty actively encouraged to attend all general faculty meetings of the **department**?



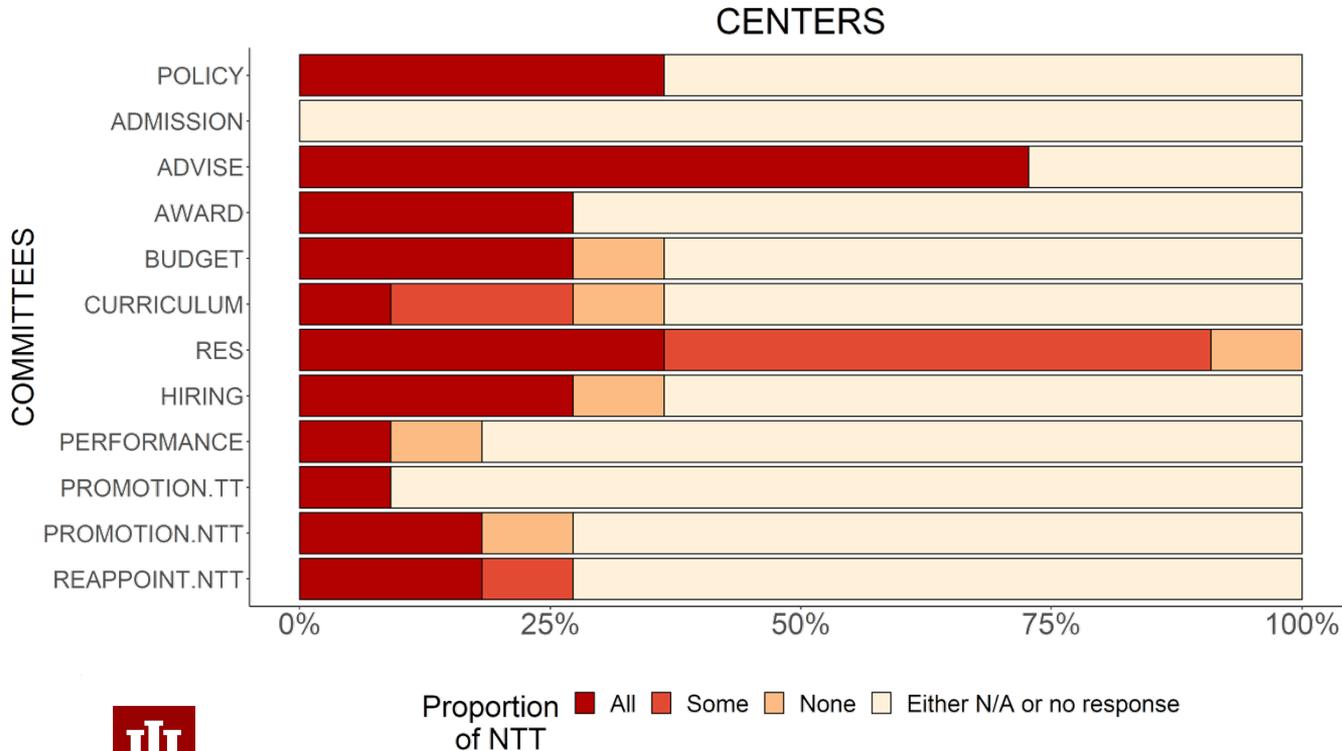
Survey results: Committee participation



SURVEY QUESTION:
How would you describe NTT faculty participation in these committees in your **department?**



Survey results: Committee participation



SURVEY QUESTION:
How would you describe NTT faculty participation in these committees in your **center**?



Survey: Differences in governance

SURVEY QUESTION:

If there are differences between governance rights of TT and NTT faculty, please select the best explanation(s) for the rationale for those policies (formal or informal) for your **school/department/center**.



Survey results: Differences in governance

	School	Department	Center
No difference	4	4	1
No diff (except TT P&T)	1	4	
Breadth	3	24	1
60/40	3	5	
Relieve burden	1	5	1
Not responsibility	2	5	
No interest			1
Shift priorities	1	3	1
Short term		2	
Tradition		1	
N/A (no TT)			6
No response		3	1
Other	1*	4**	1***



NTT faculty do not have same breadth of responsibilities as TT

No differences between governance rights in our unit

To relieve burden of governance-related service on NTT

BFC policy (e.g., 60:40 rule)

Not part of NTT responsibilities



Conclusions – At a Glance

- Patchwork of policies and procedures
- Lack of consistent, campus-wide NTT governance participation
- Some units could avoid potential conflicts by approving policies relevant to their faculty composition (e.g., 60:40 Rule)
- Units would benefit from standardized boilerplate policy language examples



<https://depositphotos.com>



<https://jthargrave.medium.com/>



Thank you

Members of BFC Research Affairs Committee (RAC), members of NTT caucus, members of FAC, VPFAA, and unit heads who took the time to provide the data

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Good afternoon everyone, my name is Sally Letsinger, and I am an associate research scientist in the Department of Geography. I am also chair of the Research Affairs Committee and a current representative for research scientists and scholars on the BFC.

Today I am presenting results of a survey on non-tenure-track faculty participation in governance on the IUB campus. I will describe the background for the survey, a bit about the instrument itself, and will highlight a handful of results from the survey.

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Motivation:

The main impetus for this survey was a resolution passed by the BFC in March of 2019 concerning voting rights of full time, non-tenure-track faculty – which throughout this presentation will be also be referred to as NTT faculty.

The link to the resolution was provided in the agenda for today's meeting.

The resolution notes, among other things, that with BL-ACA-3 in 2002, units were encouraged to extend voting privileges to full-time, NTT instructional faculty, but that by 2019, units held widely varying practices in this area.

The meat of the resolution then is that all full-time voting non-tenure-track appointment categories (as defined by the Constitution of the Bloomington Faculty) should have voting and participation rights at the campus, school and department levels that are equivalent to the voting rights of faculty appointed in the tenure-track category, subject to the 60:40 rule.

Finally, the resolution states that information about the participation and voting rights of full time NTT should be requested and presented to the BFC at least once every three years by the provost's designee. The Research Affairs Committee of the BFC volunteered to gather the information for the first report on this topic to assist our Committee in moving forward on related issues affecting the research ranks around rights, roles, and benefits. And because, well, we are researchers.

I'm not sure we knew what we were in for.

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The survey was administered online, sent to a group of 66 deans, department chairs, and center directors in units with NTT faculty. The survey was sent out on February 24, 2021 and was closed on March 22.

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In terms of the nature of questions asked, we first sought to confirm counts of NTT faculty and TT faculty, including whether research ranks were funded by budget lines or so-called soft money. Confirming counts was a wild ride. I'll tell you about it in a bit.

The rest of the survey, which included multiple choice, pick lists, and opportunities to add detail with open-ended questions (which seemed like a good idea at the time), assessed:

- whether written, formal documentation about proposing and modifying policy related to NTT faculty existed
- an inventory of the types of committees employed within units and
- the extent to which NTT may participate in those committees
- and a few additional questions including application of the 60:40 rule and reasons for differences in TT and NTT governance rights, among other things.

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There was a very good response to the survey, with 61 out of the 66 units responding. The bulk of responses were from department chairs. I'll go more into those details in a minute.

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I thought you would be itching for a pie chart by now, so here it is. Non-tenure-track faculty make up a little less than half of the campus faculty, and include clinical professors, lecturers, research scientists (or scholars), and professors of practice. The largest proportion of NTT faculty are lecturers.

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The experience of different academic units with NTT faculty varies widely, with about a third of units comprised of significant proportions of NTT colleagues. The other two thirds have either no NTT faculty in their units, or very few.

This chart is provided for the purpose of foreshadowing – to add some drama and intrigue into the delivery of survey results. The dramatically different experiences of units with NTT faculty across campus is a likely contributor to the formality with which units include non-tenure-track faculty in unit governance. Sure, it's a pie chart, but it's so much more.

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Before we launch into results, I'll give an overview of the composition of non-tenure-track faculty on the IU campus. From year-to-year, NTT faculty make up between a third and a half of all faculty in Bloomington. The fluctuation has to do with grant funding and short-term contracts for some faculty. In Spring 2021, there were about 750 non-tenure-track faculty compared to almost 1600 tenure-track faculty.

Non-tenure-track faculty aren't evenly distributed across schools, departments, and centers. At the school level, the lecturers (in green) are supporting much of campus, but have large numbers in the College and Business Schools. Most research scientists are within OVPR centers and the College.

I thought counting was straightforward, but I was wrong. One of the most interesting things in this survey was the self-reporting of faculty by the survey respondents. There were many more TT faculty reported than in the census – and the reason appears to be joint appointments, and cross-department or cross-center contributions by tenure-track faculty. NTT faculty are more likely to be appointed to one unit and constrain their work there.

So, the observation that faculty are taking on more and more roles and responsibilities appears here – if you think that there should be two of you to get everything done, you were both counted in this survey.

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This slide reflects ranks within the NTT faculty along their respective career ladders. Many NTT faculty, shown in the middle red bars, are at the associate or senior lecturer rank. The lowest part of the bar represents the assistant or lecturer rank, sometimes referred to as “pre-promotion” ranks. I'll discuss this a bit along with the next slide.

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Research scientists have a unique element to their population, which has to do with their funding. This graph shows budgeted, or so-called hard money, research positions on the left in blue. The right hatched bars represent externally funded, or soft-money, research positions on campus. The status of faculty in the soft-money category and the previous graph showing “pre-promotion” or assistant rank positions, are sometimes categories of NTT faculty that are excluded from participation in unit governance.

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I'm going to present just a small number of results from the survey to provide examples of how the questions were asked, the number of scenarios the respondents were asked to consider, and how analyzing the results is a complex task.

Related to faculty composition, I know there is a lot of interest in the 60:40 rule on campus – "60:40" is the term to describe the policy that ensures that tenure-track faculty have a tie-breaking majority (that is, at least 60%) in governance decisions when faculty composition is a blend of tenure-track and non-tenure-track ranks.

The given rationale for the 60:40 rule is to protect the academic integrity of the school and its programs, which is the responsibility of tenure-track faculty.

But how many units actually have a 60:40 policy? How many need such a policy?

A survey question addressed this issue, as can be seen here. But first, let's look at the tenure-track/non-tenure-track faculty proportions WITHIN units.

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At the school level, several units are close to, or exceed a 40% proportion of NTT faculty in their units (TT faculty are the bottom of each bar, and NTT are the top part). The data labels on the graph are the percentage of NTT faculty within the school.

(I'll note that IU executive offices are included in this graph, as are units such as Nursing and the Medical School that have a small number of their faculty at IUB.)

But governance is very often implemented within schools at the department or program level. So, let's look at the College departments to see who lives where.

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The bottom of each bar is the number of TT faculty in each unit, and NTT faculty are shown at the top of the bar. Only the departments close to or exceeding 40% NTT faculty have data labels in this graph. Biology is close, Chemistry and Speech and Hearing Sciences are over. The size of the units themselves vary, so the percent of faculty within the department isn't the whole story.

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In response to the survey question about 60:40 policy within departments, this graph represents the responses from schools, departments, and centers. The top two bars are responses for units that exceed 40% NTT faculty and could encounter the need to implement the rule. One group of schools and departments that need such a policy, have such a policy. The other group does not have any written policy.

The bottom two bars are the responses from units that do not yet have a need for a 60:40 policy on the basis of the TT to NTT faculty counts. Several departments without a current need have policy.

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The survey (conducted in Qualtrics) had embedded logic in it, so if a unit did not have particular faculty classes in their unit, they were not asked about those – so analyzing the results has to take into account the number of units for which a response could be selected.

For example, in this fairly simple question of whether NTT faculty are encouraged to attend faculty or center meetings, you'll see that the data represents responses for units that invite those faculty to attend **all such meetings**. But the number of units responding to each question varied widely based on the composition of their faculty.

I will just show the results for schools and departments. At the school level in this chart, inconsistent inclusion of NTT by position can be seen, but the good news is that most units invite all of their faculty to attend general faculty meetings.

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At the department level, most faculty were welcomed to general unit meetings. The Professors of Practice number is probably low, as three departments that have those faculty did not respond to the question.

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I am omitting questions regarding the existence of written unit policies regarding NTT faculty, an inventory of unit-level committees, and some specific participation in governance such as the ability to vote on the unit head. All of those results can be found in the full report.

The next example from the survey reflects a large number of questions regarding the participation of NTT faculty in school, departmental, and center committee participation.

I will just show the results for departments and research centers to contrast their unit-governance practices.

This slide reflects committees involving an array of possible advising, planning, and personnel governance functions within units. To orient you – the right side of each bar is the “not applicable” proportion, which means that the department did not have that type of committee. So, focusing in on the other three categories, the left-most dark red part of the bar is the number of departments that include all NTT faculty in the committees that they do have. The middle red part of the bar represents that either some NTT faculty can participate, or can participate to a limited extent – this response is usually chosen for the role of NTT faculty in advising, but not voting, or for lecturers participating in undergraduate curriculum decisions, but not graduate curriculum decisions. The orange part of the bar is the number of departments that have committees, but allow none of them to participate.

So, about a third to a half of all departments include all NTT faculty in governance in the form of committee participation, depending on the work of that committee.

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Are you ready to do it again? Let’s take a look at governance participation, largely of research scientists and clinical professors in committees within research centers. Starting as we did with the last graph, the right side of each bar is the “not applicable” proportion of each committee that represents that such a committee is not in place in which to participate. Most centers do not have committees related to governance. The two primary areas where research and clinical faculty within centers are included are in an advisory role to the center director (noted as “ADVISE” as the committee name) and in some decisions about research within the center. That one is the long bar in the middle with “RES” as the very descriptive committee name.

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One question that was asked was intended to yield an understanding of the reasons that a unit might have for differences in governance participation between tenure-track and non-tenure-track faculty. More than one response could be chosen, as could free-form write-in responses.

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Because multiple responses could be chosen, no percentages are presented on this slide. The responses are also from all levels – schools, departments, and centers. Several units aim for parity in governance (the top line of the table), although many units cite differences in the breadth of responsibilities between tenure track and non-tenure-track faculty for ascribing fewer opportunities for NTT faculty to participate. The explanations to the right were the most-selected justifications for participation differences.

The write-in responses further detailed the teaching, research, and service obligations of tenure-track faculty over the teaching-only or research-only duties of their NTT peers.

When I read the responses, and I have read them over and over, to understand the breadth response, I reflect back on my inability to successfully align the reported number of TT faculty reported by the surveyed units compared to the faculty census.

Tenure-track faculty are doing teaching, research, and service, and collaborative research, and outreach, a little mentoring, but also service and some more research.

And as a non-tenure-track soft-money research scientist in a small academic department sitting before you in one of my many service roles, I can attest on behalf of my NTT peers that we are also sliced and diced beyond comfort, and our dossiers – should we be lucky enough to stay long enough to build one – do not often reflect our own breadth of responsibilities because we “only” do research or we “only” teach.

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So you know you are near the end, here is a conclusions slide.

The results presented here are just a glimpse of the NTT participation-governance landscape. The rest of the results will be in the full report that will be submitted to Eliza [Pavalko, VPFAA] in a few days. But for someone that does pattern analysis for a living, I can only describe a patchwork of policies and procedures across campus at every level. We might be able to make sense of the variability by referring back to the gripping pie chart that reminds us that units have a wide range of NTT faculty colleagues, and that likely contributes to the formality with which units include non-tenure-track faculty in unit governance

Employing an Aesop allusion here, we also encourage all units to ensure they have specific 60:40 policies in place prior to encountering a need.

And to that end, one of the survey respondents made a request for bylaw or policy language examples for key NTT governance participation issues. It seems like a practical recommendation to assist overcommitted unit heads in this task, rather than having them wade through entire policy documents from other units to find pieces and parts they might bring forward to their faculty for approval.

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I would be happy to address any questions.

University policy that the tenure track faculty must have 60% of the voting authority

Q36. As the head of the unit if there are differences between governance rights of tenure-track and NTT faculty, please select the best explanation(s) for the rationale for those policies (formal or informal). If there are no differences, please select "There are no differences between governance rights of TT and NTT faculty in the unit."

	N	%
There are no differences between governance rights of TT and NTT faculty in the unit		
NTT faculty have fewer rights because participation in unit governance is not part of NTT faculty responsibilities		
NTT faculty do not have the same rights as tenure-track faculty because there would be potential to shift traditional academic unit strategic priorities		
NTT faculty have fewer rights because NTT faculty do not show interest in being involved in governance		
NTT faculty have fewer rights because NTT faculty because this is to relieve the burden of governance-related service on NTT faculty		
NTT faculty have fewer rights because NTT faculty do not have the same breadth of responsibilities as TT (i.e., across teaching, research, and service) and therefore cannot participate in all areas of governance		
NTT have fewer rights due to BFC policy (e.g., the 60:40 rule, which states that the total voting weight reserved for tenured and tenure-probationary faculty in any unit cannot be less than 60%)		
NTT faculty have fewer rights because NTT faculty tend to be temporary or shorter-term		
Other, please specify:		