SURVEY ON NON-TENURE-TRACK FACULTY GOVERNANCE PARTICIPATION AY 2020-2021

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Bloomington Faculty Council, Research Affairs Committee

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EXECUTIVE SUMMARY

The Resolution Concerning Voting Rights of Full-Time Non-Tenure-Track Faculty, passed by the Indiana University Bloomington Faculty Council (BFC) on March 19, 2019, resolved that the Provost or the Provost's designee should request that the deans of the units at Indiana University Bloomington (IUB) report on the participation and voting rights of full-time non-tenure-track (NTT) faculty (Clinical Professors, Lecturers, Research Scientists/Scholars, and Professors of Practice) in the units and their departments, and present the results of such reports to the Bloomington Faculty Council at least once every three years. The BFC Research Affairs Committee (RAC) offered to gather the information for the first report for the VPFAA (Provost's designee) for the three-year reporting period 2019-2022 and present the results to the Bloomington Faculty Council

The survey was administered on February 24, 2021, and was closed on March 22, with responses from 61 of the 66 survey recipients (representing 11 schools, 11 research centers, and 39 departments). In this survey, the adjusted counts by unit heads reflected 667 (90% of IUB NTT) NTT on the IUB campus, in units shared by about 1370 (86% of IUB tenure-track faculty, TT) TT faculty colleagues. Non-tenure-track faculty are distributed throughout most of the high-level administrative units (schools, centers) across the Bloomington campus, with the exception of Libraries. The Spring 2021 Faculty Census reports that the IUB NTT faculty comprised 148 Clinical Professors, 411 Lecturers, 154 Research Scientists/Scholars, and 31 Professors of Practice. The survey questions covered topics such as the existence and use of policies for general unit governance and those specifically related to NTT faculty participation; attendance at faculty or center meetings; committee participation; and questions related to voting practices. Multiple opportunities in the survey to provide written explanations of practices and reasoning helped further describe governance practices and participation.

Across centers and departments on campus, NTT participation rights on committees vary widely. The guidelines within the Resolution Concerning Voting Rights of Full-Time Non-Tenure-Track Faculty are not being implemented uniformly across units on the Bloomington campus. Documentation regarding voting and participation rights of faculty, NTT or TT, is also lacking in some places. Written documentation is important for all faculty, so that rights and responsibilities are clearly and uniformly communicated.

Some units are being proactive in addressing voting and participation rights for NTT and are in the process of updating policies relevant to NTT governance participation. For others, the main justification given for diminished roles for NTT in governance is that the breadth of responsibilities for NTT is not as great as that for TT faculty. However, there are units in which there are no differences in how TT and NTT may participate and vote. As an institution, IUB should first more fully acknowledge that the role of NTT faculty on university campuses has evolved considerably. There is a dissonance between inclusion of NTT faculty in governance and committing those faculty to unrecognized and uncompensated service that typically does not "count" in their annual or promotion assessments. Lack of formal recognition, however, should not be a reason to exclude NTT faculty from fuller participation in unit and campus governance.

It is recommended that the OVPFAA select some boilerplate language examples for key policy elements that could be quickly reviewed and adapted to unit needs. Units might find assurances in standardized approaches to issues such as the 60:40 Rule, TT and NTT promotion review, NTT participation in curricular or research matters, or NTT assessments and reappointment processes. Ongoing encouragement to units to implement the guidelines of the resolution should continue as well.

ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

Acronym or abbreviation	Description
ARCH	Eskenazi School of Art, Architecture + Design
BFC	Bloomington Faculty Council
BUS	Kelley School of Business
Clin Prof (or Clinical)	Clinical Professor
COAS (or College)	College of Arts and Sciences
Curr	Curriculum
EDU	School of Education
EXEC	Executive administrative units
IUB	Indiana University, Bloomington campus
LAW	Maurer School of Law
Lect	Lecturers (Lecturer, Senior Lecturer, Teaching Professor)
MED	School of Medicine
MEDIA	The Media School
MUSIC	Jacobs School of Music
NTT	Non-tenure-track faculty
OPT	School of Optometry
OVPR	Office of the Vice Provost for Research
Prof Pract (PoP)	Professor of Practice
Res	Research
Res Sci/Sch	Research Scientist/Scholar (Asst, Assoc, Senior)
SGIS	Hamilton Lugar School of Global and International Studies
SICE	Luddy School of Informatics, Computing, and Engineering
SOCIAL	School of Social Work
SPEA	O'Neill School of Public and Environmental Affairs
SPH	School of Public Health
VAP	Visiting Assistant Professor
VPFAA (or OVPFAA)	Vice Provost for Faculty and Academic Affairs (or, Office of)

I. INTRODUCTION

A. BACKGROUND

The Resolution Concerning Voting Rights of Full-Time Non-Tenure-Track Faculty (full text at

https://bfc.indiana.edu/policies/statements-resolutions/policy-resolutions/ntt-voting-rights.html), passed by the

Indiana University Bloomington Faculty Council (BFC) on March 19, 2019, resolved that

> "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."

And that

> "The provost or the provost's designee should from time-to-time request that the deans of the units at IUB report on the participation and voting rights of full-time non-tenure-track faculty in the units and its departments, and present the results of such reports to the Bloomington Faculty Council at least once every three years."

In practice, the Provost's designee for the task of reporting on NTT faculty governance participation is the Vice Provost for Faculty and Academic Affairs (VPFAA). The BFC Research Affairs Committee (RAC) offered to gather the information for the first report for the VPFAA and present the results to the Bloomington Faculty Council. This report is offered in fulfillment of the BFC Resolution Concerning Voting Rights of Full-Time Non-Tenure-Track Faculty for the three-year reporting period 2019-2022.

II. METHODS

A. SURVEY CONSTRUCTION

In the fall semester of 2020, members of the BFC Faculty Affairs Committee, the Research Affairs Committee, and the Non-Tenure-Track Faculty Caucus met multiple times virtually and communicated via email to draft a survey

that assesses non-tenure-track faculty (NTT) participation in governance on the Indiana University Bloomington (IUB) campus. A draft was submitted to the Vice Provost for Faculty and Academic Affairs at the end of the fall semester, with feedback provided in late January and early February, 2021. The survey was programmed in Qualtrics for administration via the web. The survey was piloted with a former IUB dean and associate dean, and minor adjustments were made based on feedback from the piloting. The final survey is included in this report as Appendix A.

Due to the high-level nature of the survey questions, the decision was made to address the survey to unit heads (e.g., department chairs), deans, and Center directors. The Office of the Vice Provost for Faculty and Academic Affairs provided a list of such individuals in units and Centers that contained any NTT faculty; that is, any Clinical Professors, Lecturers, Research Scientists or Scholars, or Professors of Practice.

The survey was initially administered on February 24, 2021, with two email reminders on March 4 and March 10. The Vice Provost for Faculty and Academic Affairs then followed up with the few unit heads who had not responded by March 15. The survey was closed on March 22, with responses from 61 of the 66 survey recipients.

A presentation of preliminary results was made to the Bloomington Faculty Council on April 13, 2021. Data were then thoroughly reviewed and cleaned by multiple RAC members in preparation for this final report. This document is a full report of responses and findings. We caution the reader that there are unmeasured sources of potential error in surveys, such as nonresponse, measurement, and processing errors, that should be kept in mind when reviewing estimates from this survey.

B.   SURVEY PARTICIPANTS

When potential participants were selected for the survey, only units on the Indiana University Bloomington campus with non-tenure-track faculty as of the spring semester 2021 were included (Clinical Professors, Lecturers, Research Scientists or Scholars, or Professors of Practice). For this survey, research associate and academic specialist positions were not included under the NTT faculty umbrella, nor were post-doctoral positions. The following units were invited to participate in the survey:

- 12 schools and colleges
    o College of Arts and Sciences (the College)
        ▪ Eskenazi School of Art, Architecture + Design
        ▪ Hamilton Lugar School of Global and International Studies

- ▪ The Media School
  - o Kelley School of Business
  - o School of Education
  - o Maurer School of Law
  - o School of Medicine-Bloomington
  - o Jacobs School of Music
  - o School of Optometry
  - o O'Neill School of Public and Environmental Affairs
  - o School of Public Health
- 29 departments in the College (with NTT faculty)
  - o African American and African Diaspora Studies
  - o Anthropology
  - o Art History
  - o Biochemistry
  - o Biology
  - o Chemistry
  - o Comparative Literature
  - o Criminal Justice
  - o Earth and Atmospheric Sciences
  - o Economics
  - o English
  - o Folklore and Ethnomusicology
  - o French and Italian
  - o Gender Studies
  - o Geography
  - o Germanic Studies
  - o History
  - o History and Philosophy of Science and Medicine
  - o Linguistics
  - o Mathematics
  - o Physics
  - o Political Science
  - o Psychological and Brain Sciences
  - o Second Language Studies
  - o Slavic and East European Languages and Cultures
  - o Spanish and Portuguese
  - o Speech and Hearing Sciences
  - o Statistics
  - o Theatre, Drama and Contemporary Dance
- 4 departments in Luddy School of Informatics, Computing, and Engineering
  - o Computer Science
  - o Informatics
  - o Information and Library Science
  - o Intelligent Systems Engineering
- 4 departments in the Media School
  - o Cinema and Media Studies
  - o Communication Science

- o Journalism
- o Media Arts and Production
- 5 departments and 1 center in Hamilton Lugar School of Global and International Studies
    - o African Studies
    - o Central Eurasian Studies
    - o East Asian Language and Cultures
    - o International Studies
    - o Middle Eastern Languages and Cultures
    - o Center for Latin American and Caribbean Studies
- 11 centers under OVPR (with NTT faculty)
    - o Center for Evaluation, Policy, and Research
    - o Center for Exploration of Energy and Matter
    - o Center for Genomics and Bioinformatics
    - o Electron Microscopy Center
    - o Indiana Geological and Water Survey
    - o Indiana Institute on Disability and Community
    - o Kinsey Institute for Research in Sex, Gender and Reproduction
    - o Laboratory Animal Resources
    - o Light Microscopy Imaging Center
    - o Observatory on Social Media
    - o Ostrom Workshop

Out of the 66 units from centers/institutes, departments, and schools that were invited to participate, 61 completed the survey. Additional details on unit composition at IUB are provided below.

C. RESULTS TABULATION

The composition of each unit (e.g., department) by Tenure-Track (TT) and Non-Tenure-Track Faculty position and rank was compiled by OVPFAA, and was provided for review, confirmation, or correction by the survey respondent at the beginning of the survey. The survey results were analyzed within the context of the unit composition. For example, if a department had TT faculty and Clinical Professors, but no Lecturers, then all following questions regarding NTT faculty would only pertain to Clinical Professors and would be interpreted accordingly. In some cases, the ranks (i.e., Assistant versus Associate Research Scientist/Scholar, or Lecturer versus Senior Lecturer) was relevant; in other cases, the question referenced only the positions.

The following steps were used to synthesize the results of the Qualtrics survey data. General campus-level demographics were used to classify each respondent by the subject area of their unit, grouping each unit into: ARTS/HUMANITIES (e.g., Art History; Theatre, Drama and Contemporary Dance), SOCIAL/BEHAVIORAL (e.g., Political Science; Journalism), OR STEM (science, technology, engineering, and/or math; e.g., Physics, Chemistry). In terms of administrative level of responding unit, they were classified as DEPARTMENT, CENTER, or SCHOOL. There were

several schools that responded at both the school (dean) and department (chair) levels, so there are results that group departments within those schools to assess policy and procedure continuity within schools.

As noted earlier, the within-unit composition of positions and ranks was also used in the analysis of the responses to identify (if possible) governance patterns that might be related to the type of position or the rank of NTT faculty. In most questions, the survey was structured so that the unit head (i.e., department chair, center director, dean of school) could select the appropriate responses for not only different positions, but different ranks, if the unit differentiated governance participation based on position or rank.

To prepare the survey responses for tabulation, data were exported from Qualtrics and numerical codes for the responses to each survey question were assigned based on the response given directly by the respondent in the survey or after review by the research team. That is, in many cases, additional review of contextual information was needed, and the research team assigned the response to the closest numerical code based on their best assessment of this additional information. A new code was created for write-in responses that did not closely match any of the options for that question. Counts of each response were then tabulated for each question.

More specifically, many questions in the survey had the following options when respondents were asked about NTT participation in governance:

- All
- Some
- None
- It depends
- Other
- Not applicable

In the synthesis of the results, the provided "All", "Some", or "None" options were tabulated as submitted by the respondent, as well as the not applicable ("N/A") response for units for which the question did not apply (e.g., the aforementioned example of a question concerning Lecturers, in a department without Lecturer positions). Those who selected "It depends" or "Other" had the option to expand on their response in a free text field if the appropriate selection was not included in the available survey options or if additional context was needed to interpret the response. These free-form explanations were carefully reviewed by the research team and used to assign the response for each question.

This review of "It depends" or "Other" responses was carried out as follows:

- For questions where there was a wide range of explanations across respondents, the written responses were assigned the "Other" or "Some" response (i.e., some participation, but not all/none). The analysis of these questions was labor-intensive and entailed a member of the research team reading and interpreting every response.
- For other questions, the responses were similar or fell into very few similar explanations. A classification was established for these responses and then tabulated. For example, for a question about the participation of NTTs in promotion cases of both TT and NTT faculty; almost all of the respondents made the distinction that NTTs could participate in NTT cases, but not TT cases; therefore, a classification was created for that response and tabulated. This approach was taken because it provided more information than tabulating an "Other" response, especially when there was agreement amongst the survey respondents.

Although the response to the survey was very good by the participation percentage metric; the population size and number of participants in absolute terms is small, and the respondent pool reflects diverse campus units with wide variability of characteristics including the type and number of NTT faculty. The value of this survey is in understanding the details of the responses and the reasoning of the unit heads couched within their context as well as broad trends that may point to areas where campus is meeting or not meeting NTT governance provisions as specified in the resolution. Overall, the variability within and among responses was large, but not unexpected given the decentralized structure of IU; which, in turn, adds further emphasis to any responses that reflect cross-campus consensus.

III. RESULTS

A. UNIT COMPOSITION:

1. Faculty counts

This survey allowed each unit to accept, correct, or report their own faculty counts, positions, and ranks (both tenure track and non-tenure track). Although the survey instructions specified the positions and ranks under consideration, unit heads variably included part-time faculty and joint appointments. The faculty counts, therefore, vary from other estimates from the Faculty and Staff Census. For reference, the Spring 2021 Faculty Census (https://uirr.iu.edu/facts-figures/faculty-staff/census) included 1594 tenure-track faculty and 744 non-tenure-track faculty for the entire Indiana University Bloomington campus (Figure 1). In this survey, the adjusted counts by unit

heads reflected 667 (90% of IUB NTT) non-tenure-track faculty on the Indiana University Bloomington campus, in units shared by about 1370 (86% of IUB TT) tenure-track faculty colleagues.

Figure 1. Faculty Census counts for Spring 2021.

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
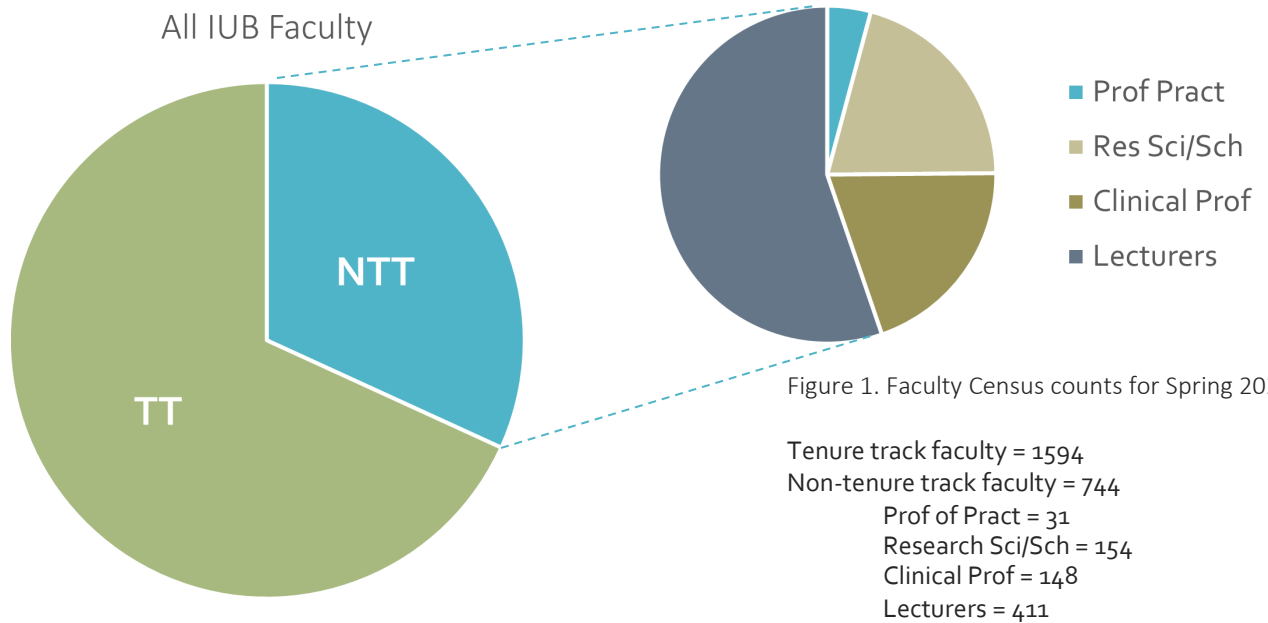
If the surveyed unit-head estimates of NTT and TT faculty are added to the Faculty Census counts for the rest of the (unsurveyed) campus, the tenure-track faculty count exceeds the Faulty Census estimate of 1594 by almost 200 faculty. This deviation is far greater for TT faculty counts and much less for NTT ranks. This suggests that many TT faculty contribute to multiple academic and research units through joint appointments, and positions and appointments in research centers, institutes, or programs outside of their home unit. Ten (10) of the 61 survey respondents reported joint appointments in their units; many programs and centers are comprised of faculty from other units. Some survey respondents noted that some faculty are considered TT in their home unit but serve a research faculty role in centers or programs. In contrast, NTT faculty appear to be more likely to be appointed to a home unit and perform their duties where they are assigned. This observation informs some of the justification of unit-governance differences by unit heads. This is discussed in detail later in the report (see section: Differences in governance participation between TT and NTT faculty).

In this survey, some deans responded to the survey with respect to school-level practice, representing some schools that do not have traditional departments with their own governance policies (e.g., Kelley School of Business, O'Neill School of Public and Environmental Affairs) and some schools that do have traditional departments (e.g., School of Public Health, School of Education). Therefore, the responses by deans only at the

school level likely omitted some information for more local participation in unit governance because of how the survey questions were phrased. There is a significant portion of NTT faculty within units that only responded to the survey at the school level. Table 1 shows faculty counts for the surveyed schools with the largest number of NTTs that are only represented in the survey at the school level (47% of 667 NTTs in the surveyed units), the largest number of which are Lecturers in the Kelley School of Business. The department-level governance practices within the College, The Media School, SGIS, and SICE, therefore, are of even greater value in understanding local unit governance practices.

Table 1. Schools with the largest number of NTT faculty in this survey that were only evaluated at the school level by deans. Out of the 667 NTT faculty represented in this survey, the governance participation of 47% of those NTTs is only at the school level.

School	TT faculty	NTT faculty	Dominant NTT Type
Kelley School of Business	167	172	Lecturer
School of Public Health	85	45	Lecturer, Clinical, Research
O'Neill School of Public and Env Affairs	58	33	Lecturer
Jacobs School of Music	132	22	Lecturer
School of Education	87	22	Clinical, Research
School of Optometry	14	22	Clinical
TOTALS	543	316	

Non-tenure-track faculty are distributed throughout most of the high-level administrative units (schools, centers) across the Bloomington campus, with the exception of Libraries. In addition, because the IU Schools of Medicine, Nursing, and Social Work have a limited presence on the IUB campus, their NTT faculty numbers are also very low in comparison to most of the other schools.

Figure 3 shows the survey-reported details of the number of faculty in various NTT ranks (e.g., Assistant, Associate, or Senior Research Scientist/Scholar, or Lecturer, Senior Lecturer, or Teaching Professor). Note that the first cohort of twenty Senior Lecturers were not promoted to Teaching Professors until December 2021; and although the faculty are represented in this survey, their current ranks are not.

NTT faculty positions across IUB
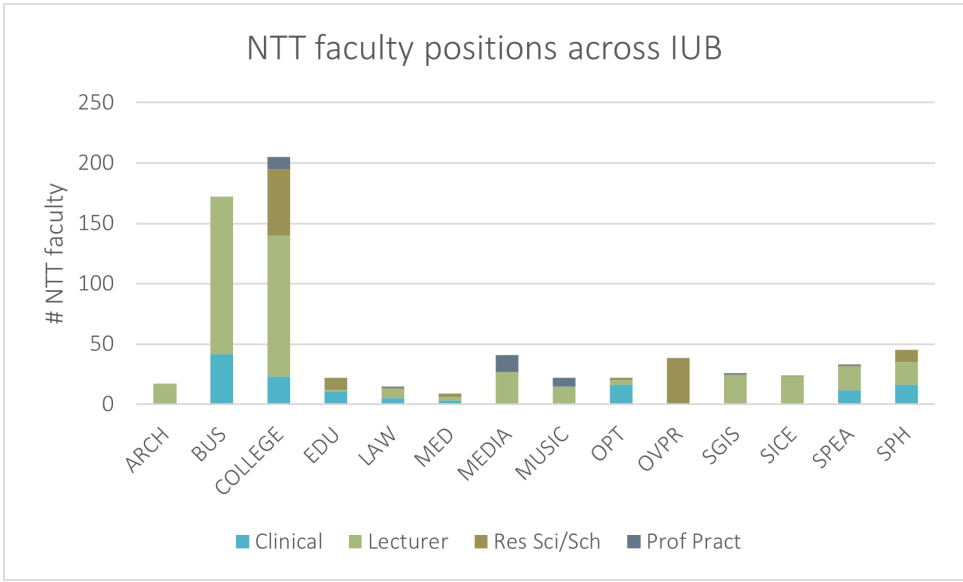
Figure 2. Non-tenure-track faculty on the IUB campus as reported by unit heads in the survey. Graph shows the number of the NTT positions in each school.

Figure 3. With the exception of Professors of Practice, the other three NTT faculty classifications have a three-tier career ladder (Clinical Assistant/Clinical Associate/Clinical Professor; Lecturers, Senior Lecturers, and Teaching Professors; Assistant/Associate/Senior Research Scientist/Scholar. This graph shows the count of NTT faculty in various stages of their careers on the IUB campus as reported by unit heads in the survey. Note – Teaching Professor is a new rank/title as of 2021, so more Teaching Professors will be represented in the faculty census in future years.

NTT faculty positions and ranks
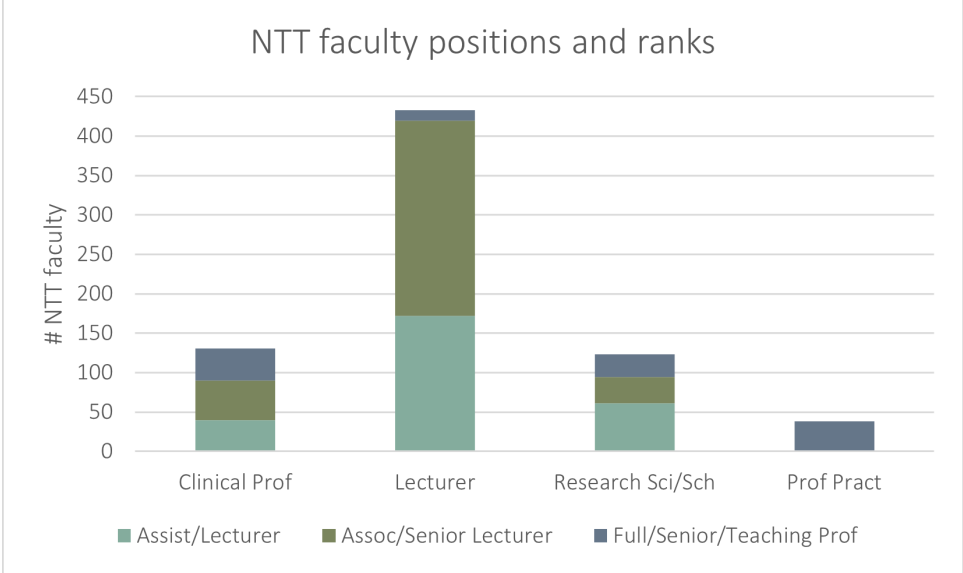
A characteristic unique to some Research Scientists/Scholars on the IUB campus that differentiates them from Clinical Professors, Lecturers, and Professors of Practice is the common appointment of the research ranks to externally funded positions rather than a permanent budgeted position. Some positions are short-term, while some are sequential or long-term appointments (Figure 4 and Figure 5).
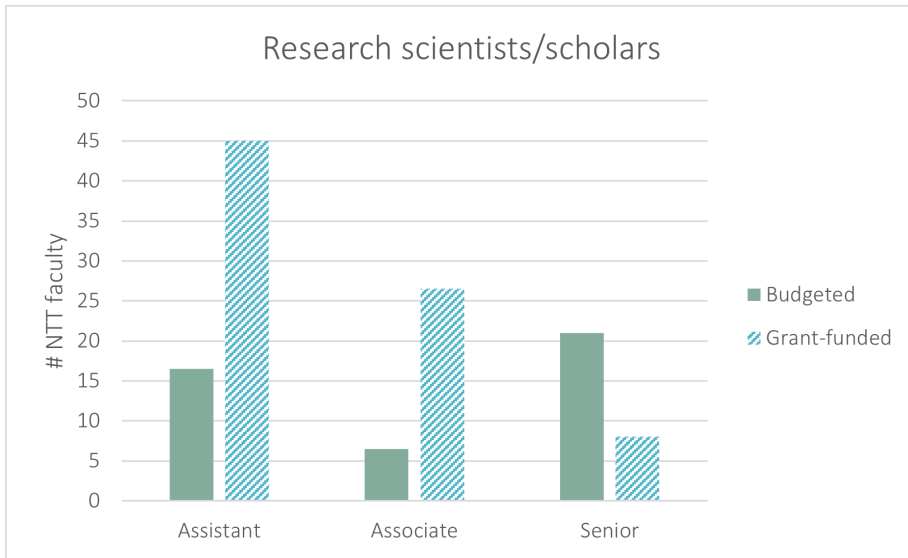
Figure 4. Funding models for the three Research Scientist/Scholar ranks at IUB. Some units have modified governance policies for research faculty funded by external awards (grants and contracts, often under the supervision of a TT faculty member) or for the assistant scientist rank. Associate and Senior Research Scientist/Scholars on hard-money (budgeted) appointments are more likely to have governance participation similar to other NTT faculty ranks (or TT faculty, depending on the unit).

Figure 5. Generalized disciplines in departments and centers that appoint scientists/scholars to conduct research. Data labels are the count of scientists/scholars in each category. STEM departments and centers appoint a larger number of research faculty, and the social and behavioral science departments and centers are more likely to utilize soft-money (externally funded) scientists and scholars.
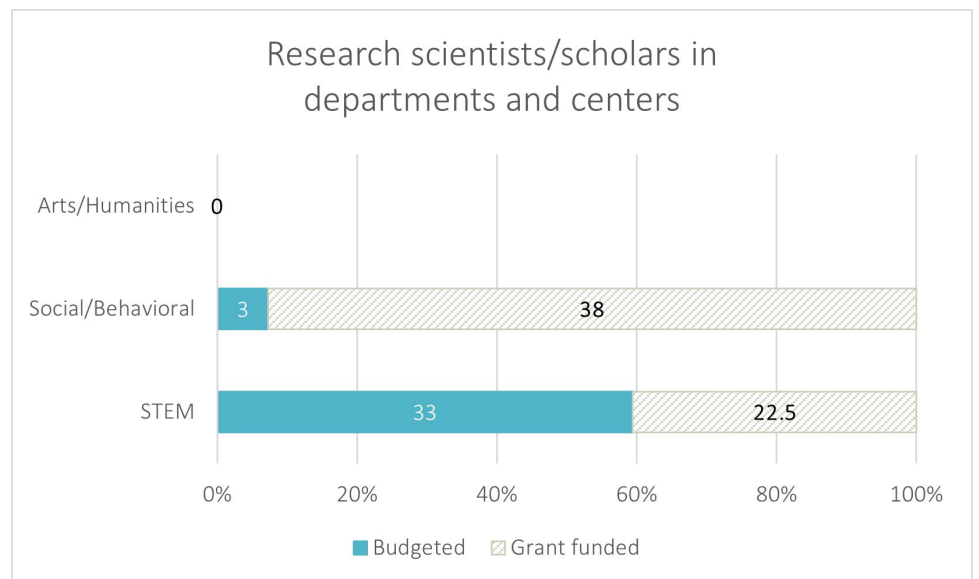
Some of the survey results reflect different governance inclusion practices based on the tenure of the position ("long term" or "permanent"), the rank (usually pre-promotion, or assistant rank), or the funding source ("soft" – external award, or "hard" – budgeted) of the position. Figure 4 and Figure 5 show the number of Research Scientist/Scholars that are pre-promotion or funded by grants or other external funding sources. For example, explanatory responses that describe restricted governance rights for Scientists/Scholars in this survey included:

> *NTT faculty who both (1) primarily serve [this department] (vs work in a faculty lab or on a faculty grant) and (2) are primarily supported by the department on a long-term contract (vs VAPs or Research Scientists with term contracts) are invited to participate in faculty meetings based on the issues at hand.*

> *The roles of NTT in all aspects of faculty governance are clearly defined in department policy (post-promotion NTTs participate fully in governance in their area of expertise).*

> *Prior to 2000s-era changes in the BFC/university policy on NTT participation, our only NTTs were a small number of "permanent" Research Scientists who participated fully in governance. With the change in policy, those individuals were grandfathered as full participants in governance and new NTT appointments were completely excluded. There were very few new appointments until a few years ago. Because of the resulting inequity between these new appointments and the more senior ones, we revised our policy last year so that there was a clear path to governance rights. Our goal is that all long-term NTTs have full governance rights in their areas of expertise. We defined long-term as those who have gone through the rigorous first promotion (to Senior Lecturer or to Associate Research Scientist).*

> *Research Scientists affiliated with the [unit] are involved only with grants, not the general running of the [unit].*

> *I hope whatever decisions are made can adequately address the varied role of non-tenure-track "faculty" (i.e., people with Research Scientist ranks) that are in positions that have nothing to do with traditional academic units.*

> *Some NTT leaders do have rights to inform [unit] direction and decisions. Not all have these rights. For those who work under and for a senior NTT faculty, they are working at the pleasure of that director in their center. So, they have fewer rights.*

Although the number of Research Scientists is small (usually varies between 125 and 160, based on grant-funded research) on the IUB campus, fewer than 30 scientists/scholars across campus have the time in-rank and funding source (i.e., budgeted positions for Associate and Senior Scientists) to have access to the same governance participation as other NTT ranks in those units. Note that although most of the policies that exclude early career or grant-funded NTTs are aimed at Research Scientists/Scholars, some departments include Lecturers in the "pre-promotion" pool of NTTs. Therefore, some portion of the 172 (pre-promotion) Lecturers represented in the survey (40% of all lecturers) are provided fewer governance opportunities than their post-promotion peers in the same unit.

2.   Tenure track/non-tenure-track faculty proportions

a)   60:40 Rule

In the BFC resolution concerning voting rights of non-tenure-track faculty

https://bfc.indiana.edu/policies/statements-resolutions/policy-resolutions/ntt-voting-rights.html, the intention for

tenure-track faculty to have the lead decision-making role in unit governance is made clear:

> WHEREAS faculty governance rights for non-tenure-track faculty are subject to the provision of University ACA-18 whereby full-time non-tenure-track faculty may be granted voting rights by the tenure-track faculty as appropriate and the voting participation of non-tenure-track faculty "must be structured in a way that reserves at least 60% of voting weight to tenure track faculty"

The resolution further clarifies the rationale for ensuring TT faculty maintain the ability to guide the course of their

unit through ensuring a proportional advantage known as the 60:40 Rule.

Implementation of the 60-40 Rule
University policy requires that the tenure-track faculty have at least 60% of the voting power within units. The rationale for the 60-40 rule is to protect the academic integrity of the school and its programs. Each unit should clearly define the situations in which the 60-40 rule applies.

b)   Formal 60:40 Policy in Schools, Centers, and Departments

Of the units (schools, centers, departments) on campus represented in the survey, 4 Indiana University

Bloomington schools, no centers, and only 11 out of 39 departments have a written 60:40 policy. For some schools,

the school-level policy applies to school-level committees (e.g., College), whereas for other schools, the policy

applies to the entire school (e.g., Medicine, Media School, Business, SPEA). Although the BFC resolution notes that

each unit should include clarification of the implementation of the 60:40 policy, most units do not have such a

policy.

For the units that have a policy, a follow-up question was posed, to identify the method used to ensure the

dominance of the tenure-track faculty in unit decision making. The response options were:

- The total weight of all NTT votes combined may not count for more than 40% of the total vote
- Each NTT faculty member vote counts for 3/5 of the value of the vote of each TT faculty member
- Other (please specify)

(1)   Schools

At the school level, 4 survey respondents had 60:40 policies, with 2 applying the total combined NTT voting

percentage; whereas 1 school clarified that each TT and NTT faculty vote is equivalent (rather than weighted), and

1 school noted that one of their departments is composed of all NTT faculty, and they govern their own unit. Two (2) schools without policies weighed in, noting that their voting is by majority of TT faculty.

(2)   Centers

Some small centers technically have a TT:NTT ratio that would require them to comply with the 60:40 rule (e.g., 1 TT center director and 5 NTT research faculty), but these units typically do not have many written policies of any kind regarding NTT governance.

(3)   Departments

Within schools, a department that does not have formal policy noted that when votes are close, "TT invoke [the 60:40 rule]." Eleven (11) departments have 60:40 policies, with 6 applying the total combined NTT voting percentage approach, 2 relying on school-level policies, and 2 applying different TT:NTT proportions used. Examples of unit-level approaches from the survey responses include:

> *Our policy reads, "In line with university and [school] policy, the department must, if the number of NTT faculty warrants, implement a weighted voting system that ensures TT faculty retain two-thirds of the vote in all departmental matters."*
>
> *Our constitution says, "It is expected that the number of Lecturers and Senior Lecturers together will not exceed twenty-five percent of the number of tenured and tenure-track faculty." Also core faculty hires require two-thirds of TT and two-thirds of NTT faculty votes.*
>
> *TT must represent 50% plus one of any curricular or hiring votes.*
>
> *We maintain the 60/40 split simply through the number of appointments we have of TT to NTT faculty.*
>
> *...unless their number should come to exceed the balance allowable by campus policy in which case their votes will be pro-rated.*

c)   *How many IUB units need a 60:40 policy?*

Of the 11 schools that participated in the survey, 4 schools exceed 40% NTT faculty 3 of these schools have no school-level 60:40 policy), and 4 additional schools are very close (>= 35%; Figure 6)[1].

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[1] Only Libraries (which were not included in the survey) have no NTT faculty at all.
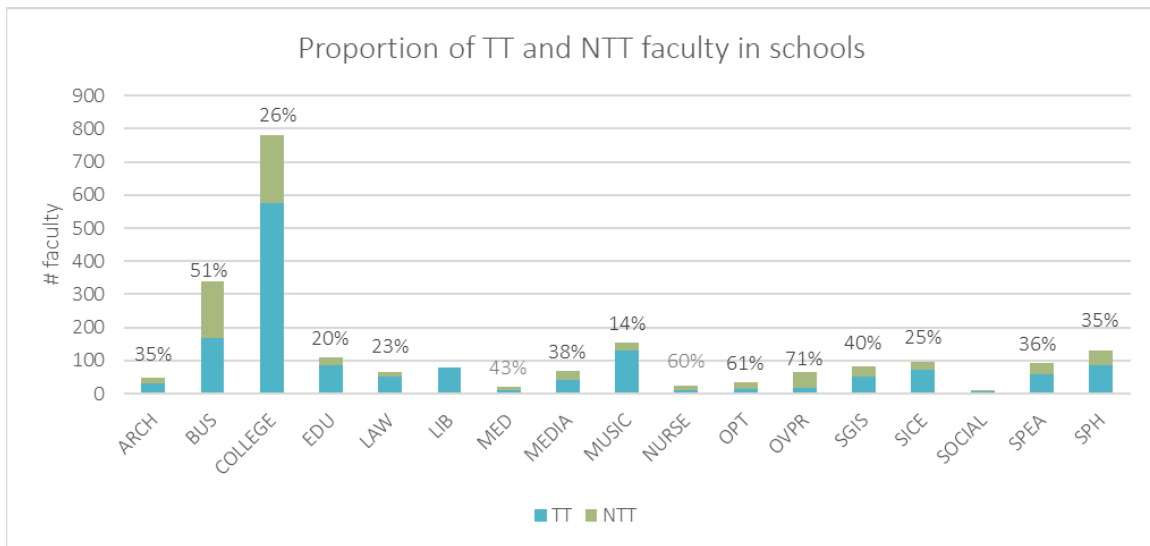
Figure 6. School-level counts of tenure-track versus non-tenure-track faculty on the IUB campus. Schools of Medicine, Nursing, and Social Work are located on the IUPUI campus, with a small staff at IUB. Data labels are the NTT proportion of the faculty in each school, relative to the total school faculty. Figure 2 above delineates the NTT positions within each unit. The College of Arts and Sciences is the home for much of the IUB faculty. See Figure 7 for a more specific breakout of the proportions of TT and NTT faculty within College departments.

At the departmental level, the 60:40 policies are relevant to 11 of the 39 surveyed departments, with 7 of the 11 exceeding 40% NTT faculty and 4 departments >=35% NTT faculty[2]. The majority of these departments are in the College, and Figure 7 describes the TT:NTT proportions for those. Of the surveyed departments for whom the proportion of NTT faculty is close to or exceeds 40% of the faculty, only 4 of the 11 have written documentation on the application of the rule (Figure 8.). Most of the units with written 60:40 policies are large departments or schools with large numbers of NTTs, usually Lecturers. The unit head of a large school whose NTT colleagues are primarily Lecturers explained:

> *Our governance document specifies that some decisions have to be approved by a majority of the total faculty, and a majority among TT faculty. The concern at the time this was passed was that, without this provision, changes to major items could be passed with most TT faculty opposed.*

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[2] Across the remainder of IUB departments (not included in the survey), an additional five departments exceed 40% NTT faculty (three of the five are in the School of Public Health). This brings the total percent of IUB departments with ~40% or more NTT faculty to 51%.
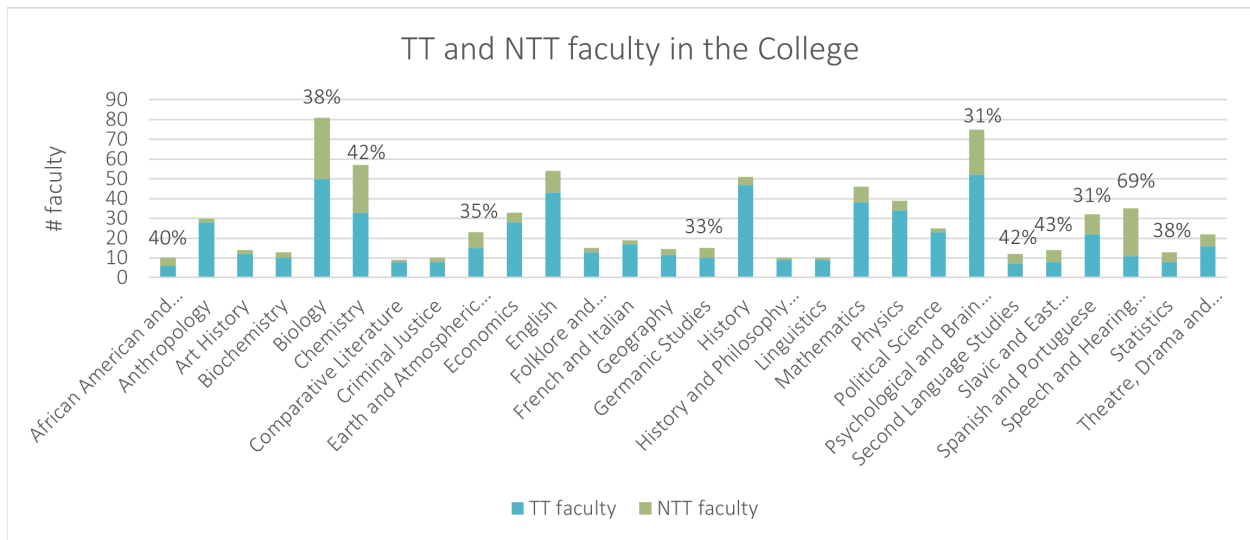
Figure 7. Proportion of tenure-track and non-tenure-track faculty in surveyed departments in the College of Arts and Sciences (the College). Data labels are the percentage of NTT faculty in each department or program. Data labels represent the NTT proportion of the total faculty in each department comprising 30% or more of the faculty. Most of the NTT faculty in the College are Lecturers, followed by Research Scientists/Scholars. Within the College, approximately 1/3 of the departments and programs have no NTT faculty, 1/3 have between 1 and 3 NTT faculty, and 1/3 have between 3 and 31 NTT faculty.
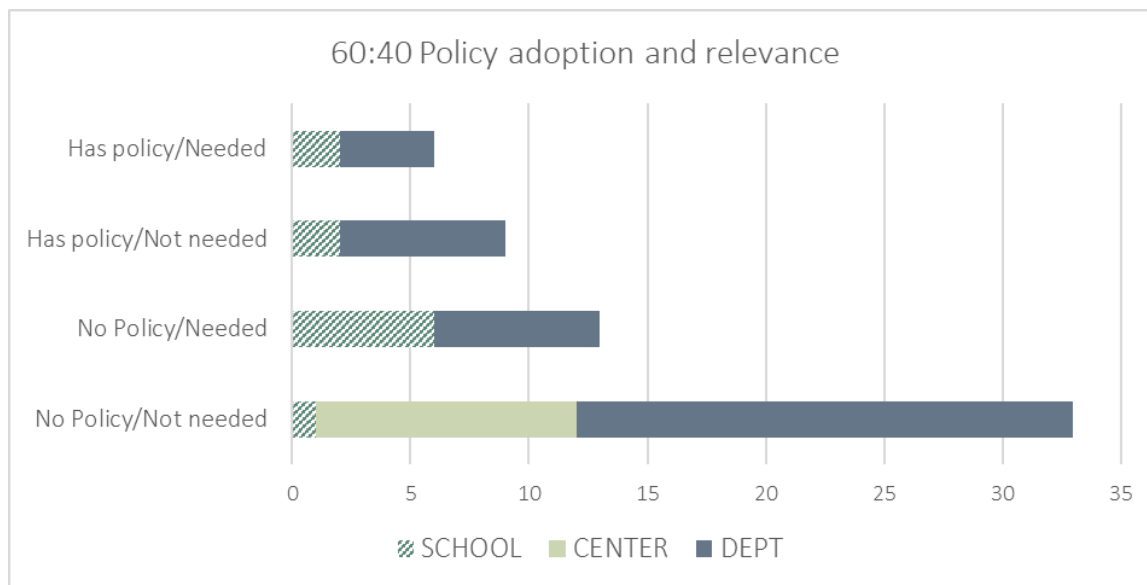
Figure 8. Number of schools, centers, and departments that have written policies for the implementation of the 60:40 Rule in their unit compared to the number of units that have a sufficient proportion of NTT faculty in their unit to necessitate its use. The number of units with and without a 60:40 policy that have no immediate need for the policy (a small number of NTT faculty) is also noted.

B.   UNIT GOVERNANCE: ATTENDANCE AT GENERAL UNIT MEETINGS

The primary purpose of the survey was to assesses non-tenure-track faculty participation in governance on the Indiana University Bloomington campus. The survey questions covered topics such as the existence and use of policies used for general unit governance and also specifically related to NTT faculty participation; attendance at faculty or center meetings; committee participation; and also questions related to voting practices in units. With respect to participation in unit governance, the survey asked:

> Are the non-tenure-track (NTT) faculty members actively encouraged to attend general faculty/center meetings in your unit?

Response options:

- Yes, to all the meetings
- Yes, some of the meetings
- No; We don't have any general meetings in our unit
- No response
- N/A; no NTT positions with that classification in that unit

All Clinical Professors, Lecturers are actively encouraged to attend to general faculty meetings at the school level, and most Professors of Practice are, as well (Table 2). At the department level, it is more common for some meetings to have restricted participation for NTTs, with one department not encouraging their Lecturers to attend any general faculty meetings (Table 3). Research Scientists/Scholars have inconsistent participation in general faculty or center meetings across all unit governance levels.

Table 2. Count and percentage of schools that encourage NTT faculty to attend general faculty meetings. Percentages are calculated from the number of schools with NTT faculty classification appointments.

	Clin Prof		Lecturer		Res Sci/Sch		Prof Pract	
	N	%	N	%	N	%	N	%
SCHOOLS (*n = 11*)								
Can attend all meetings	8	100%	11	100%	5	71%	5	63%
Can attend some meetings					1	14%		
No general faculty meetings								
Res Sci/Sch (soft money) cannot attend					1	14%		
No response							3	37%
N/A (do not have NTT classification)	3	---			4	---	3	---

Table 3. Count and percentage of departments and centers that encourage NTT faculty to attend general faculty and center meetings. Percentages are calculated from the number of units with NTT faculty classification appointments.

	Clin Prof		Lecturer		Res Sci/Sch		Prof Pract	
	N	%	N	%	N	%	N	%
DEPARTMENT (*n = 39*)								
Can attend all meetings	7	78%	30	83%	7	78%	5	63%
Can attend some meetings	2	22%	5	14%	1	11%		
No general faculty meetings			1	3%				
Res Sci/Sch (soft money) cannot attend					1	11%		
No response							3	37%
N/A (do not have NTT classification)	30	---	3	---	30	---	31	---
CENTER (*n = 11*)								
Can attend all meetings			1	100%	6	60%		
Can attend some meetings					2	20%		
No general center meetings					2	20%		
N/A (do not have NTT classification)	11	---	10	---	1	---	11	---

1. Specific comments related to encouraging NTT faculty attendance at faculty or center meetings.

Although the survey question was posed as encouragement to attend *general* faculty/center meetings, some respondents responded with clarification about other types of meetings that invite or exclude NTT faculty. These explanations were not used to modify the survey tabulations in Table 2 and Table 3 above, but they add context to the reasoning for governance practices.

Examples of inclusivity in faculty meeting attendance include:

All general faculty meetings are attended by all scientists, teaching faculty, and research faculty.

All faculty have equal say in our faculty meetings (Scientists, Librarians, 0% or 50% or 100% appointees).

Examples of units that distinguish participation based on TT or NTT faculty classifications or rank:

… NTT faculty who both (1) primarily serve [the unit] (vs work in a faculty lab) and (2) are primarily supported by the department on a long-term contract (vs VAPs or Research Scientists with term contracts) are invited to participate in faculty meetings.

The [unit] governance document explains the participation in general meetings (open portion), right to bring items to the Chair for general meeting agenda (same as TT faculty), and voting rights for permanent NTTs…

...governance documents... say that Senior Lecturers are welcome to attend faculty meetings and are eligible to serve on committees, participate in evaluation and promotion of NTT faculty.[3]

We [now] encourage all Lecturers to attend meetings and they are appointed to committees in some cases; only Senior Lecturers participate in the personnel processes, including voting on the chair.

C. UNIT GOVERNANCE: WRITTEN DOCUMENTATION AND POLICIES

This section summarized the results on policy documentation at different unit levels. The two survey questions were:

Does your unit currently have formal, written documentation on how to propose and modify policy in the following areas? (1) Curricular policy (e.g., course creation, degree requirements); (2) Research-related policy (e.g., use of research facilities, research funding); (3) Policy related to hiring, evaluation (merit and annual reviews), reappointment, and promotion of NTT faculty ("NTT-related policies").

Does your unit currently have formal, written documentation on the role of non-tenure-track faculty (NTT) in the following decisions? (1) Hiring NTT; (2) Evaluation of NTT; (3) Reappointment of NTT; (4) Promotion of NTT.

Response options for both questions:

- Formal documentation exists
- Currently in the process of developing formal documentation
- Formal documentation does not exist
- Not applicable

1. Overall results

As Table 4 shows, of the 11 schools that responded to the questions on policy documentation, 10 indicated that they either have formal, written documentation on how to propose and modify curricular policies, and one school is in the process of developing such documentation. All 11 schools have formal, written documentation on NTT-related policies.

Of the 39 departments that responded to the survey, 15 have documentation on curricular policies and 8 have documentation on research-related policies. Thirty-four (34) departments have formal, written documentation on

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[3] The full comment included the intention of the unit to "amend" their governance document to include all Lecturers.

NTT-related policies and 3 are in the process of developing such documentation (Table 4). Of the 11 academic centers that responded to the survey, none has formal, written documentation on curricular policies because teaching it often not the primary function of these centers. Two (2) of the 11 centers have documentation on research-related issues, 5 have documentation on NTT-related issues, and 1 is in the process of developing documentation for the latter (Table 4).

As to NTT faculty roles in the decisions about hiring, evaluation, reappointment, and promotion of NTT, most schools reported that they have formal, written documentation on these processes. At the department level, the results show that on the issue of hiring NTT faculty, departments are more likely to observe school-level policies, whereas most units have some form of department-level documentation in the other areas related to NTTs. For example, 14 of 39 departments do not have formal documentation on hiring NTT. Academic centers are more likely adopt school-level policies to decide NTT faculty roles in hiring, evaluation, and reappointment of NTT faculty. On the issue of promotion, 4 of the 11 academic centers have center-specific documentation, and 1 is in the process of developing it (Table 4).

Table 4. Formal/written documentation on NTT-related policies at the school, department, and center level.

		On how to propose and modify policies in areas related to:			On the role of NTT in decisions about NTT in the following areas:			
		Curricular	Research	NTT	Hiring	Evaluation	Reappointment	Promotion
School *n=11*	Yes	10	6	11	9	11	9	11
	In process	1	1	0	0	0	0	0
	No/NA	0	4	0	2	0	1	0
Department *n=39*	Yes	15	8	34	22	31	29	34
	In process	2	2	3	3	2	5	3
	No/NA	22	29	2	14	6	5	2
Center *n=11*	Yes	0	2	5	1	2	1	4
	In process	0	0	1	0	1	0	1
	No/NA	11	9	5	10	8	10	6

## 2.	Detailed results

The questions on documentation were designed to be broad, and the respondents' write-in comments are very helpful for understanding the nuances, which are summarized below.

### *a)	Scope and format of documentation*

One (1) school that does have formal documentation pointed out in the comments that different processes exist for proposing policies and modifying them. For example, on curricular policies, it stated:

> *There are formal, written documents describing the process to propose new courses and degree requirements. However, there are not formal, written documents about how to modify the documents. In addition to this wrinkle, the existence of formal, written documentation may vary within the broad categories in each [area].*

A center director pointed out the documentation related to NTT participation in policy process or decision making may be outlined as part of NTTs' job responsibilities instead of rights:

> *We have a handful of lines in our formal governance document that speak to issues of research and curricular policy (e.g., that the associate director manages curricular development, and that Senior Lecturers may be asked to participate in curriculum committee meetings as part of their responsibilities), but it's far from comprehensive.*

Schools, departments, and academic centers consider various formats of documentation as their formal, written policy documentation. For example, one school adopts the university e-doc (CARMIN) process as the guideline on creating new courses; so, the school does not have its own policy or documentation in this area, but a review process does exist at the department and school level.

Many departments consider the school-level policy as the unit-level formal documentation. In addition, the results show that departments consider a variety of documents as formal, written documentation. For example, one unit considers various formats of communications, including email, handbook, and NTT appointment letter as formal documentation:

> *…there is a regular calendar of announcements sent by email to all research faculty about sources of departmental funds. These include yearly quotas for faculty travel (announced in our handbook), each active seminar, technology/software, weeklong research visitors. The latter three are announced in email, but aren't in our handbook. Putting those there is a good idea; thanks. NTTs get a yearly allotment for professional development. That is mentioned in appointment letters.*

b)   Common reasons for not having formal, written documentation

Of departments who did not have a policy in these two areas or answered "not applicable," a few clarified that such policies only exist at the school level. Some departments that have no formal policy documentation rely on committees to handle different issues. For example, one department mentioned:

Curricular issues are handled on a case-by-case basis by the undergraduate and graduate affairs committees.

Another department explained that:

Questions regarding curriculum are reviewed/discussed/proposed first by the respective undergraduate or graduate committee. Any proposed changes to curriculum requirements are to be brought to the entire faculty for discussion and vote.

One center director shared that:

…the [unit] does not have faculty meetings per se, but it does have [an advisory] committee (which is responsible for managing all academic hiring and promotion decisions). And our NTT faculty are ex officio members.

Several departments stated that they would initiate a departmental review process or seek faculty approval when making changes instead of referring to formal documentation. For example, one department that does not have documentation on curricular and research-related policies stated that:

Our bylaws cover changes to degree requirements and new degrees in terms of getting faculty approval for those sorts of changes. But we do not have formal documentation on new course development.

c)   Research-related policies are less common

Four (4) schools do not have formal, written documentation on research-related policies (e.g., use of research facilities, research funding) (Table 4). One reason cited by schools is that research-related policies fit generally into other decision-making processes. For example, one school explained that:

This question doesn't really fit our school. We have a small fund to support faculty travel and staff professional development that has written guidelines. Our research spaces are largely studios that are managed by each individual area with most related issues not rising to the school level. There are some general guidelines on use, but in both of these cases we've never needed to outline processes for changing those guidelines - they just fit more generally into our overall decision making with the equivalent of our school's policy committee weighing in as necessary.

On the department level, research policies are uncommon for departments that do not have research facilities (e.g., labs) or handle a large amount of research funding. For example, one department mentioned:

We do not have research facilities. and the faculty's only research funding comes from personal research accounts, which are not under faculty control.

Another department said:

We do not have any traditional laboratories in our department. Individual faculty who have grants receive funding that way. While faculty receive research funds as part of a hiring package, that tends to be the end of research funding by the department/campus.

One department explained that there is no need for specific research policies:

…since we are not a lab science, research is more of an issue of time, energy, ideas, and perhaps computing resources. I am not sure we need "policy."

Another department explained that:

I originally marked "N/A" for research-related policy, but we do have a couple of [small] endowed funds that the chair uses to support faculty research on request. We don't have a policy on how those funds would be distributed.

d) Uncertainty in documenting NTT-related policies

Several departments indicated that they are in the process of revising or creating NTT-related policies in areas that need so. One chair commented:

Documentation exists, but it is poor and needs to be re-written. It is on my to-do list.

Another one said:

On promotion, we have a formal policy for promotion of Lecturers, and will bring the first draft of a formal policy for promotion of Scientists to the faculty in early March.

Although most departments reported that they have formal documentation on NTT-related policies, the comments show a great extent of uncertainty about the specific coverage of such documentation and how the documentation is used. For example, one large department explained that:

Our formal policy is more focused on the merit review, annual review and reappointment rather than on initial hiring. I believe that our procedures for hiring are largely dictated by campus and college policies.

Another small department that does not have formal documentation in all three areas commented that NTT-related issues were often handled on a case-by-case or as-needed basis for a single NTT in the unit.

e)   Unclear roles of NTT faculty in decisions about NTTs

As to documentation on the roles of NTT faculty in decisions about NTTs, comments from the department chairs show different perceptions about whether formal documentation exists, especially in the areas of evaluation and promotion. For example, within one school, 3 department chairs referred to "school-level policies" as their guideline, but only 1 considered such policy as department-level formal documentation. Furthermore, how to implement school-level policies in the department on NTT-related issues is unclear. As one chair commented:

> *What formal documentation that does exist, is not easy to find. Our Promotion of NTT to Teaching Professor is not great - we've been told by the school to use the same as Full Professor, but this is clearly very different based on BFC policy.*

At the department level, both the existence of policy documentation about NTT-related issues and the role of NTT faculty in these decisions seem to be correlated with the number of NTTs within the unit. For example, the chair of a small department with one NTT faculty member said:

> *Since we have only one NTT faculty member, no specific policies exist; hiring is handled by the chair and advisory committee; reappointment and promotion are by the vote of the full TT faculty.*

In one medium-size department where 40% of the faculty are NTTs and has a diverse and growing body of NTTs, the chair commented:

> *PoPs [Professors of Practice] and Academic Specialists don't have a promotion trajectory. We, for the first time, have Lecturers in our department and have a general policy. We are current developing more specific policy for annual reviews.*

Another medium-size department where about 50% of faculty are NTTs specified how the roles of NTT in all aspects of faculty governance are defined in department policy:

> *…post-promotion NTTs participate fully in governance in their area of expertise, unless their number should come to exceed the balance allowable by campus policy in which case their votes will be pro-rated.*

The chair further clarified:

> *…we do not yet have policy on reappointment and promotion, but when we complete it, the existing rules for participation will pertain.*

Department chairs also emphasized how different types of NTT-related issues are decided by different governance bodies and how NTTs in different ranks can participate in decision making to various extents. For example:

> *Department bylaws document procedures on annual evaluation and reappointment of NTTs. These involve elected faculty review committee, which consists of Full Professors only, plus chair. NTT hiring is chair's prerogative. The chair appoints search committee which includes NTTs. Per bylaws, Senior Lecturers are eligible to vote on promotion to this rank.*

f) Policy implementation at school and department/center level

In terms of implementation of NTT-related policies, a few schools clarified that although the school may have policy guidelines, the actual implementation is at the department level. For example, one school explained that:

Some practices related to hiring and voting on hiring are explicated in the department-based governance documents, which implement department-specific practices within the bounds of the school-level guidance.

Another school stated that:

The school governance document refers to the role of NTT in these areas, and it requires departments and academic units to have governance documents that elaborate on these issues as it relates to their department/unit.

However, within this school, two departments – both have NTTs – do not have documentation in at least one of the four NTT-related areas. The reason could be that both departments are small, and it was not deemed necessary to have formal, written documentation on these issues.

g) Rights vs. "Allowed" to do

In some cases, NTT faculty rights are confused with what they are "able" or "allowed" to do, especially for non-Lecturer rank NTTs and/or NTT faculty funded by grants (soft money). For example, one unit head commented that their NTTs "faculty status" allow them to "join the graduate faculty and serve on research committees," which seems to be considered a bonus that comes with the faculty status. However, advising graduate students is often not part of NTT faculty job responsibilities. For example, many Research Scientists serve on graduate student dissertation committees; but Research Scientists are not evaluated for service, so their advising, and therefore their service, is not recognized.

D. UNIT GOVERNANCE: COMMITTEES AND COMMITTEE PARTICIPATION

1. Unit structure: Committee inventory

This section summarizes the results on unit committees in 12 areas. The survey question was:

> Whether formally appointed or ad hoc, does your unit have a committee that is responsible for or advises on matters regarding the following? (Please check all that apply.)

Committees, whether permanent or needs-driven, are primary governance functions of academic units. To assess the participation of non-tenure-track faculty in unit governance, 12 topics common to unit administration, the academic and research missions of the university, and the career advancement of faculty were selected to inquire about governance participation by NTT faculty. Readers should be reminded that the committee areas chosen for inquiry in this survey may not best reflect the nature of committee work in departments, which may also change with time. To understand unit structure at the school, department, and center levels of the university, a committee inventory was taken to identify committees; and in the following section, participation of faculty within those committees is examined. Table 5 presents the schools, departments, and centers with committees in various governance areas. Table 6 presents the status of school-level committees in the schools that responded to the survey.

Table 5. Counts and percentages of units that have committees in different advisory or planning areas.

	School (Respondents=11)						Department (Respondents=39)						Center (Respondents=11)					
	Has a cmt		NTT participation				Has a cmt		NTT participation				Has a cmt		NTT participation			
			All NTTs		None				All NTTs		None				All NTTs		None	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
General policy	11	100	9	82	1	9	31	79	11	35	9	29	5	45	4	80	0	0
Admissions	7	64	5	71	1	14	33	85	16	48	10	30	0	0	--	--	--	--
Advising unit head	9	82	9	100	0	0	34	87	17	50	9	26	8	73	8	100	0	0
Awards & recognition	7	64	7	100	0	0	21	54	12	57	7	33	3	27	3	100	0	0
Budgetary affairs	10	91	7	70	1	10	14	36	5	36	6	43	4	36	3	75	1	25
Curriculum decisions	11	100	10	91	1	9	34	87	23	68	2	6	2	18	2	100	0	0
Research-related decisions	7	64	2	29	2	29	11	28	5	45	4	36	7	64	5	71	0	0
Hiring NTT	6	55	6	100	0	0	19	49	13	68	2	11	4	36	4	100	0	0
Performance evaluation of NTT	9	82	7	78	0	0	38	97	17	45	14	37	4	36	1	25	1	25
Promotion of both TT & NTT	10	91	1	10	4	40	37	95	4	11	12	32	1	9	0	0	0	0
Promotion of NTT	7	64	5	71	1	14	24	62	17	71	2	8	3	27	2	67	1	33
Reappointment NTT	5	45	5	100	0	0	26	67	15	58	4	15	4	36	1	25	1	25

Table 6. School-level committees within surveyed IUB schools. See Table 5 for complete committee area names.

Legend: Shaded = Has committee Hatched = No committee

	ARCH	BUS	EDU	LAW	MED	MEDIA	MUSIC	OPT	SGIS	SPEA	SPH
POLICY	Has	Has	Has	Has	Has	Has	Has	Has	Has	Has	Has
ADMISS	No	No	No	Has	No	Has	Has	Has	No	Has	Has
ADVISE HEAD	Has	Has	No	Has	Has	Has	No	Has	Has	Has	Has
AWARD	Has	Has	Has	Has	Has	No	Has	Has	No	Has	No
BUDGET	Has	Has	Has	Has	Has	No	Has	Has	Has	Has	Has
CURR	Has	Has	Has	Has	Has	Has	Has	Has	Has	Has	Has
RES	No	Has	Has	Has	Has	No	Has	Has	No	Has	No
HIRE	No	No	No	Has	Has	Has	No	Has	No	Has	No
PERFORM	Has	No	Has	Has	Has	Has	Has	Has	Has	Has	No
PROM TT/NTT	Has	No	Has	Has	Has	Has	Has	Has	Has	Has	Has
PROM NTT	Has	No	No	Has	No	No	Has	Has	Has	No	Has
REAPP NTT	Has	No	Has	Has	No	Has	Has	No	Has	No	Has

2. Committee participation by non-tenure-track faculty

This section summarizes results about the participation of non-tenure-track faculty in different committees, rights in voting for unit head, and whether voting is anonymous in the unit. Recall that only particular committee types were asked about, and that not all units with NTT have each type of committee. For committee participation, respondents were asked the following:

> For the committees in the following areas in your unit, which one of the following descriptions is most accurate for the NTT faculty?
>
> [Committee areas: general policy, admissions, advising unit head, awards & recognition, budgetary affairs, curriculum decisions, hiring NTT faculty, performance evaluation, promotion of NTT and TT faculty, promotion of NTT faculty only, reappointment of NTT faculty, and/or research-related decisions]

Response options:

> -All NTTs have full participation (i.e., can vote for the committee members (if elected), serve and vote on the committee)
> -None of the NTTs may participate in any way (i.e., vote for the committee members (if elected), serve and vote on the committee)
> -Other

For purposes of reporting on this question, responses of "Other" were reviewed and converted to a new category we use here for reporting, "Some NTT can participate, or all NTT can participate but to a limited extent", as appropriate.

Respondents were also asked to indicate:

Which types of NTT faculty in [unit name] have rights in voting on selection of [unit head].

They could select whether each classification of NTT could vote, or they could select "It depends," in which case they were asked, "You selected "it depends" for one or more NTT faculty types on their rights related to voting on selection of [unit head]. Please provide more information here." Responses of "it depends" were again reviewed and converted to a new response category we use here for reporting, "Some NTT can vote", as appropriate.

Finally, respondents were asked,

Is voting in [unit name] conducted in a way in which faculty members' votes are anonymous?

With the following response options:

-Yes, in all cases
-Yes, in some case, no in others
-No
-Not applicable

a) *Committee participation across centers and departments*

Across centers and departments on campus, participation rights on committees vary widely. In centers (Table 7, Figure 9), many have no committees at all for NTT participation ("N/A" in Figure 9). However, where there are committees, the primary areas of NTT faculty participation are in policy, unit head advisement, and research matters. For departments, however, there are no committees across departments where all NTT faculty can consistently participate. That is, for any committee, there are at minimum 2 departments that do not allow any NTT participation (Table 7; Figure 10).

Table 7. Committee participation by department and center.

|	Department (Respondents=39)								Center (Respondents=11)							
			NTT participation								NTT participation					
	N/A		All NTTs		Some NTTs		None		N/A		All NTTs		Some NTTs		None	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
General policy	8	21	14	36	7	18	10	26	7	64	4	36	0	0	0	0
Admissions	8	21	17	44	3	8	11	28	11	100	0	0	0	0	0	0
Advising unit head	6	15	17	44	4	10	12	31	3	27	8	73	0	0	0	0
Awards & recognition	18	46	12	31	2	5	7	18	8	73	3	27	0	0	0	0
Budgetary affairs	25	64	5	13	3	8	6	15	7	64	3	27	0	0	1	9
Curriculum decisions	1	3	23	59	12	31	3	8	7	64	1	9	2	18	1	9
Research-related decisions	25	64	4	10	3	8	7	18	0	0	4	36	6	55	1	9
Hiring NTT	20	51	16	41	0	0	3	8	7	64	3	27	0	0	1	9
Performance evaluation of NTT	1	3	20	51	4	10	14	36	9	81	1	9	0	0	1	9
Promotion of both TT & NTT	2	5	20	51	3	8	14	36	10	91	1	9	0	0	0	0
Promotion of NTT	15	38	22	56	0	0	2	5	8	73	2	18	0	0	1	9
Reappointment NTT	13	33	14	36	6	15	6	15	8	73	2	18	1	9	0	0
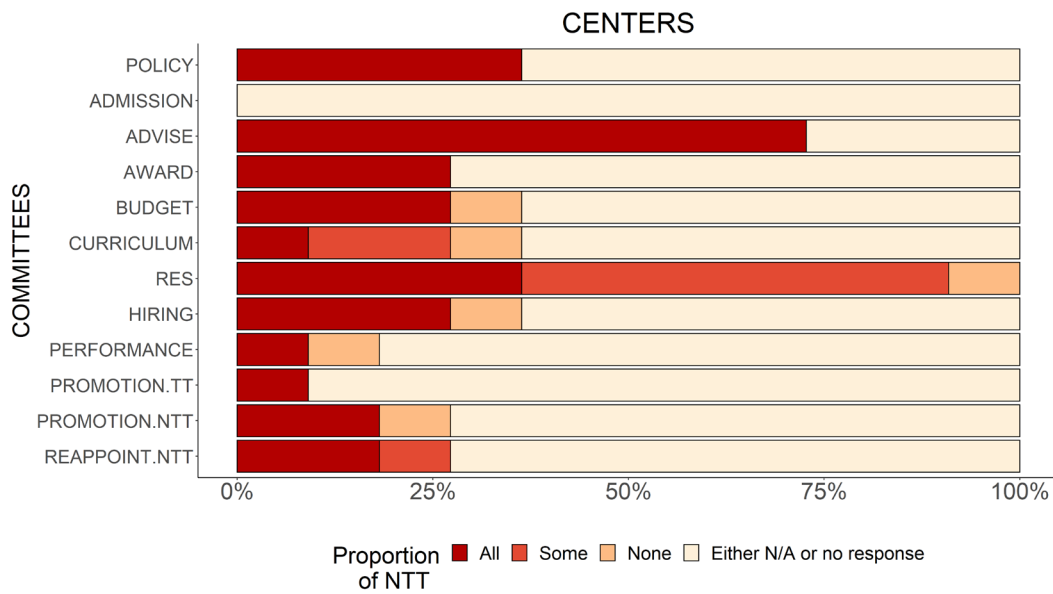
CENTERS

Figure 9. Participation in center committees by NTT faculty in the areas of policy, admission, advising the unit head, award nominations, budgeting, curriculum development, research programs, hiring of NTT faculty, performance reviews of NTT faculty, participation in tenure-track and NTT promotion cases, participation in the reappointment of NTT faculty. The primary areas of NTT faculty participation are in policy, unit head advisement, and research matters. It was common for IUB research centers have a high percentage of N/A (no committee exists) responses.
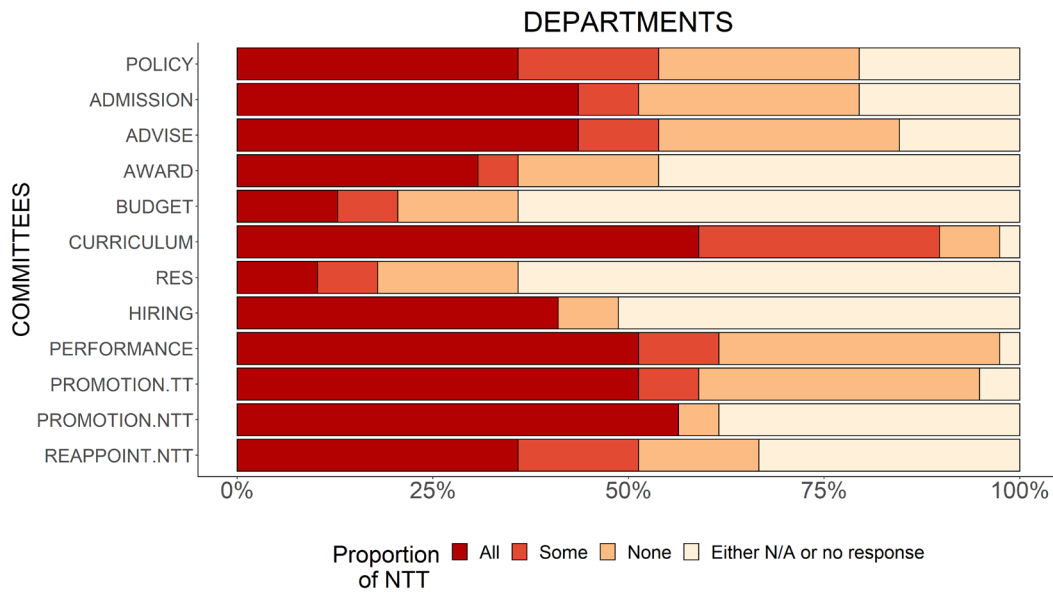
DEPARTMENTS

Figure 10. Participation in departmental committees by NTT faculty in the areas of policy, admission, advising the unit head, award nominations, budgeting, curriculum development, research programs, hiring of NTT faculty, performance reviews of NTT faculty, participation in tenure-track and NTT promotion cases, participation in the reappointment of NTT faculty.

For centers and departments who allow partial participation in committees, the additional comments highlight the mixed guidance for how NTTs should participate. In some departments, certain NTT ranks can participate while others may not. In some cases, this appears to be related to the function of the committee and how it relates to NTT category or responsibility. For example, in more than one unit, Scientists (who generally do not have teaching duties) may not participate in curriculum committees. Or on performance evaluation or promotion committees, NTTs may participate in evaluating only other NTT.

In some cases, units may have, for example, a single NTT position that fills a very specific need in the unit, and there are particular guidelines the unit has developed and implemented for that position. In other cases, it was not clearly explained why certain ranks may or may not participate. For example, one unit noted that for its general policy committee, no NTT may serve, but Lecturers and Professors of Practice could vote for members, and no additional information was provided. In another unit, Lecturers have full participation, but Clinical faculty cannot participate in the general policy committee, reasons for which were unclear.

Finally, legacy titles persist for some positions that no longer match the person's rights and responsibilities. Reclassification of such persons is an ongoing task across campus.

b)   Committee participation within schools

We examined committee participation within OVPR and schools: the College, Media School, SGIS, and SICE, and OVPR centers (Table 8 and Table 9; Figure 11 - Figure 15). These are the school units in the survey for which subunits (departments, centers) participated in the survey. Units in the Media School that house NTT have no committees on which no NTT may participate. In SGIS, SICE, and OVPR, the majority of units in each allow some form of NTT participation on committees, although there are cases where NTTs are not on committees making decisions specific to the employment situation of NTTs. Some departments rely on school-level policies to guide their unit governance decisions, whereas others specify their own guidelines:

> *The [school] recognizes NTT faculty rights and participation in its governance document, but some departments and units have policies about NTT that restrict participation in some areas.*

and

> *[School] has a school-level constitution and most of our decisions default to that, but it has not been updated since we were the [previous School name]. My understanding is that it is in the process of being updated.*

In the College, however, there is much more variation. There are 2 committees for which a majority of units do not allow any NTT to participate (budgetary affairs, research-related decisions). There are 3 committee types for which over half of units allow full NTT participation (curriculum decisions, hiring of NTT faculty, promotion of NTT faculty only). For 6 committees, the percentage of units allowing some or full participation by NTT hovers in the 54%-57% range (general policy, admissions, advising the unit head, awards, performance evaluation, promotion of both TT and NTT faculty).

Table 8. Committee participation by selected schools.

	College (Respondents=28)								Media School (Respondents=3)								SGIS (Respondents=6)							
			NTT participation								NTT participation								NTT participation					
	N/A		All NTTs		Some NTTs		None		N/A		All NTTs		Some NTTs		None		N/A		All NTTs		Some NTTs		None	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
General policy	6	21	7	25	5	18	10	36	0	0	3	100	0	0	0	0	1	17	4	67	1	17	0	0
Admissions	5	18	11	39	2	7	10	36	2	67	0	0	1	33	0	0	1	17	4	67	0	0	1	17
Advising unit head	5	18	9	32	4	14	10	36	0	0	3	100	0	0	0	0	0	0	4	67	0	0	2	33
Awards & recognition	12	43	7	25	2	7	7	25	2	67	1	33	0	0	0	0	2	33	4	67	0	0	0	0
Budgetary affairs	18	64	1	4	3	11	6	21	3	100	0	0	0	0	0	0	5	83	1	17	0	0	0	0
Curriculum decisions	1	4	15	54	9	32	3	11	0	0	0	0	3	100	0	0	0	0	6	100	0	0	0	0
Research-related decisions	17	61	2	7	3	11	6	21	2	67	1	33	0	0	0	0	4	67	2	33	0	0	0	0
Hiring NTT	16	57	9	32	0	0	3	11	3	100	0	0	0	0	0	0	0	0	5	83	0	0	1	17
Performance evaluation of NTT	0	0	11	39	4	14	13	46	0	0	3	100	0	0	0	0	2	33	4	67	0	0	0	0
Promotion of both TT & NTT	2	7	11	39	3	11	12	43	0	0	3	100	0	0	0	0	0	0	6	100	0	0	0	0
Promotion of NTT	14	50	12	43	0	0	2	7	0	0	3	100	0	0	0	0	0	0	6	100	0	0	0	0
Reappointment NTT	12	43	6	21	6	21	4	14	1	33	2	67	0	0	0	0	0	0	5	83	0	0	1	17

Table 9. Committee participation by selected schools and OVPR centers.

	SICE (Respondents=3)								OVPR (Respondents=10)							
	NTT participation								NTT participation							
	N/A		All NTTs		Some NTTs		None		N/A		All NTTs		Some NTTs		None	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
General policy	1	33	1	33	1	33	0	0	7	70	3	30	0	0	0	0
Admissions	1	33	2	67	0	0	0	0	10	100	0	0	0	0	0	0
Advising unit head	1	33	2	67	0	0	0	0	3	30	7	70	0	0	0	0
Awards & recognition	2	67	1	33	0	0	0	0	8	80	2	20	0	0	0	0
Budgetary affairs	0	0	3	100	0	0	0	0	6	60	3	30	0	0	1	10
Curriculum decisions	0	0	3	100	0	0	0	0	7	70	0	0	2	20	1	10
Research-related decisions	2	67	0	0	0	0	1	33	0	0	3	30	6	60	1	10
Hiring NTT	1	33	2	67	0	0	0	0	7	70	3	30	0	0	0	0
Performance evaluation of NTT	0	0	2	67	0	0	1	33	8	80	1	10	0	0	1	10
Promotion of both TT & NTT	0	0	1	33	0	0	2	67	10	100	0	0	0	0	0	0
Promotion of NTT	1	33	2	67	0	0	0	0	8	80	1	10	0	0	1	10
Reappointment NTT	0	0	2	67	0	0	1	33	8	80	1	10	1	10	0	0
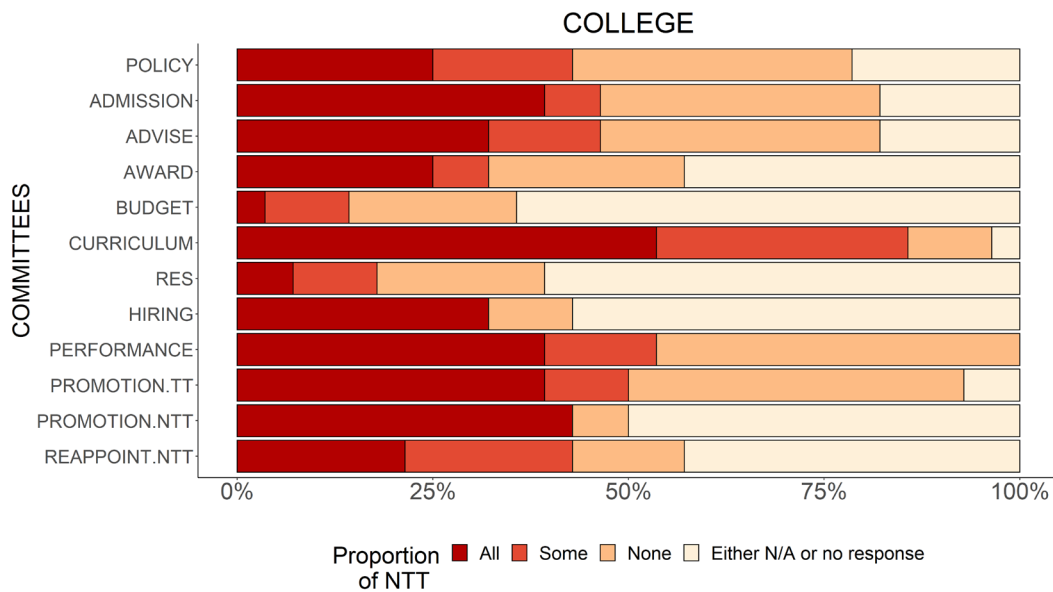
Figure 11. Participation in committees in the collective departments within the College by NTT faculty in the areas of policy, admission, advising the unit head, award nominations, budgeting, curriculum development, research programs, hiring of NTT faculty, performance reviews of NTT faculty, participation in tenure-track and NTT promotion cases, participation in the reappointment of NTT faculty.
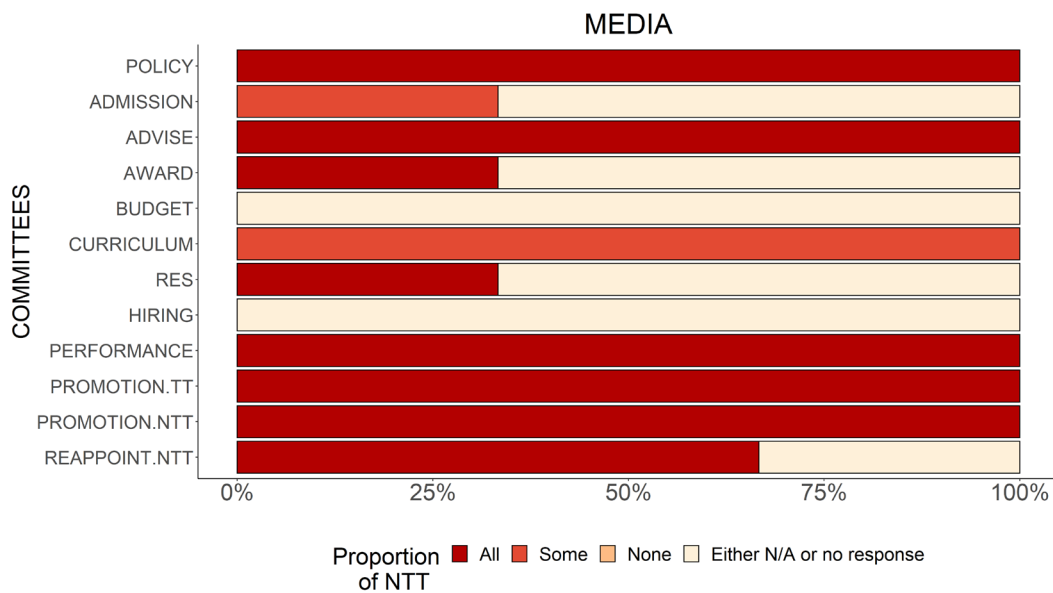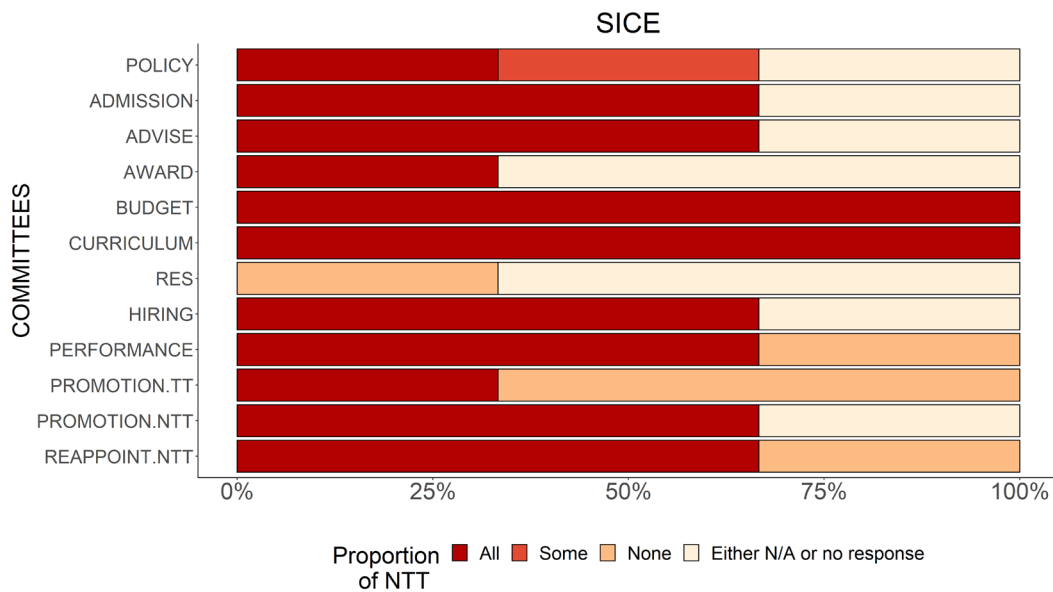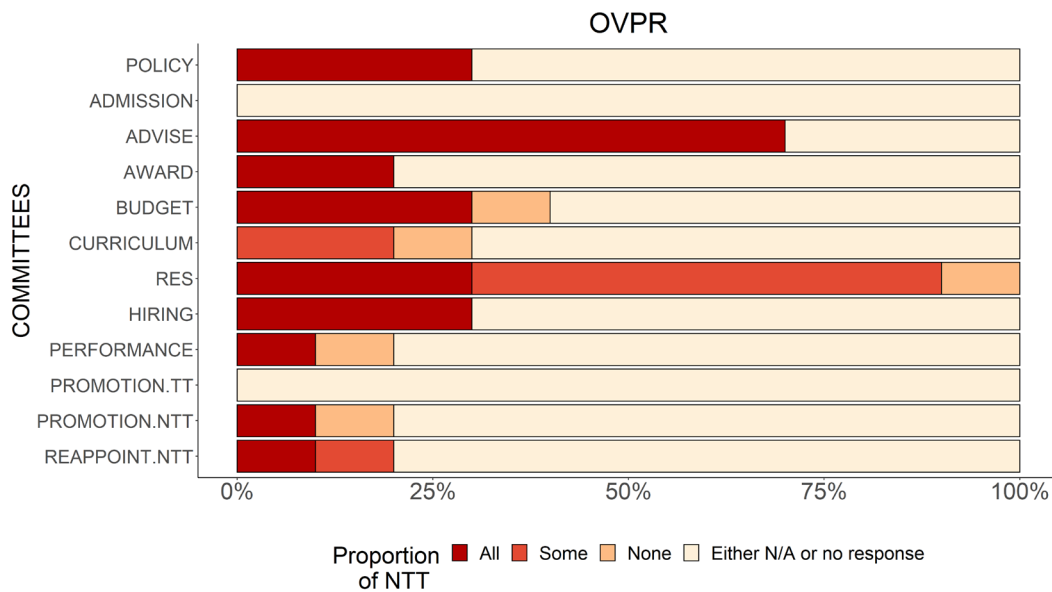

Figure 12. Participation in committees within the Media School by NTT faculty in the areas of policy, admission, advising the unit head, award nominations, budgeting, curriculum development, research programs, hiring of NTT faculty, performance reviews of NTT faculty, participation in tenure-track and NTT promotion cases, participation in the reappointment of NTT faculty.
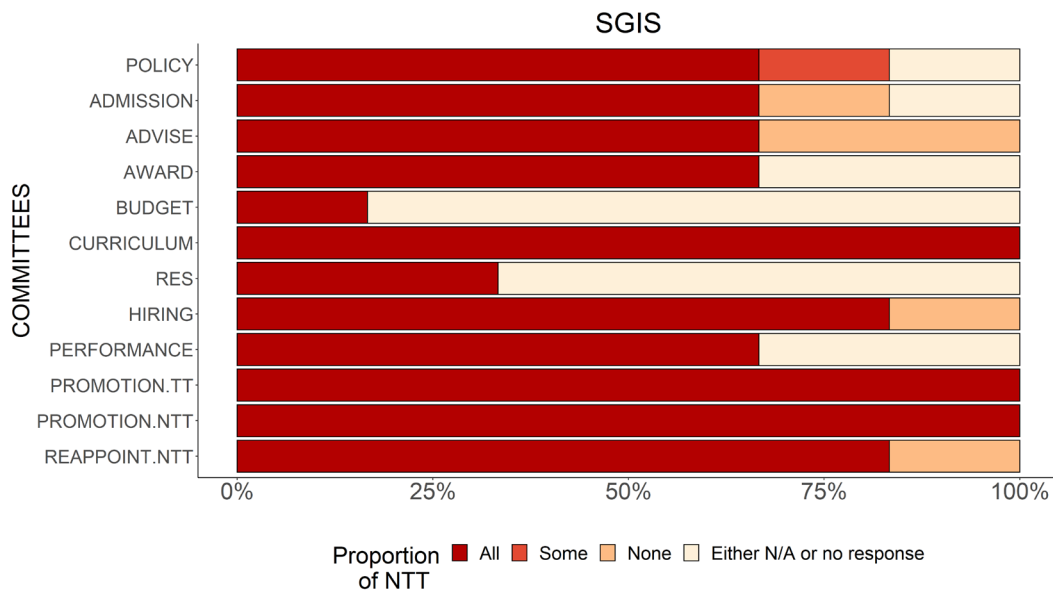
Figure 13. Participation in committees within the Hamilton Lugar School of Global and International Studies (SGIS) by NTT faculty in the areas of policy, admission, advising the unit head, award nominations, budgeting, curriculum development, research programs, hiring of NTT faculty, performance reviews of NTT faculty, participation in tenure-track and NTT promotion cases, participation in the reappointment of NTT faculty.

Figure 14. Participation in committees within the Luddy School of Informatics, Computing, and Engineering (SICE) by NTT faculty in the areas of policy, admission, advising the unit head, award nominations, budgeting, curriculum development, research programs, hiring of NTT faculty, performance reviews of NTT faculty, participation in tenure-track and NTT promotion cases, participation in the reappointment of NTT faculty.

OVPR

Figure 15. Participation in committees in research centers under the Office of the Vice Provost for Research (OVPR) by NTT faculty in the areas of policy, admission, advising the unit head, award nominations, budgeting, curriculum development, research programs, hiring of NTT faculty, performance reviews of NTT faculty, participation in tenure-track and NTT promotion cases, participation in the reappointment of NTT faculty.

c)   *School-level committee participation*

Deans reported the NTT faculty participation in school-level committees. Some schools have few committees available for participation by any faculty, but others such as the Mauer School of Law, School of Optometry, and the O'Neill School of Public and Environmental Affairs have many (Table 10). Table 11 presents the number of surveyed schools that report participation in committees by NTT faculty. For committees within schools, NTT participation is largely welcome, although not universally so. Policy, advising the dean, curriculum matters, and performance reviews are quite open at the school level for NTT faculty participation. Committees for hiring, promotion, and reappointment of NTTs are not present in every school, although several of the schools have departments that might conduct these activities. As with departments, NTT participation in promotion and tenure cases for TT faculty is limited.

Table 10. NTT-faculty participation in school-level committees and voting within surveyed IUB schools. See Table 8 for complete committee area names.

Legend: All NTT may participate | Some NTT may participate | No NTT may participate | N/A (no committee)

	ARCH	BUS	EDU	LAW	MED	MEDIA	MUSIC	OPT	SGIS	SPEA	SPH
POLICY											
ADMISS											
ADVISE HEAD											
AWARD											
BUDGET											
CURR											
RES											
HIRE											
PERFORM											
PROM TT/NTT											
PROM NTT											
REAPP NTT											
UNIT HEAD											
ANON VOTE											

Table 11. Counts of NTT-faculty inclusion in school-level committees in different advisory, review, and planning functions.

	All NTT can participate	Some NTT can participate/all NTT can participate to limited extent	None of NTT can participate	N/A (No committee)
POLICY	9	1	1	
ADMISSIONS	5		1	5
ADVISE HEAD	9			2
AWARD	7			4
BUDGET	7	2	1	1
CURRICULUM	8	2	1	
RESEARCH	3	1	2	5
HIRE NTT	6			5
PERFORM	9			2
PROM TT/NTT	6		4	1
PROM NTT	6		1	4
REAPP NTT	5			6

3.   Voting on unit head

Whether in schools, departments, or centers; in most units, NTT may play at minimum a restricted role in voting to select the unit head. Perhaps not surprising, there is very little participation in voting for deans (school-level unit heads), as deans are typically appointed by higher administration (Figure 16). However, in research centers where such voting is applicable (9 out of 11), 6 centers allow NTTs to participate to at least some extent (Table 12; Figure 17); while in departments, voting is applicable to about three-fourths (28 out of 39; Table 12; Figure 18). In voting on unit head within schools and OVPR centers, NTT may participate fully in voting for the unit head in units in the Media School, SGIS, and SICE; while in the College and OVPR, one-third of units do not allow NTT to participate at all (Table 13 and Table 14 ; Figure 19 - Figure 23).
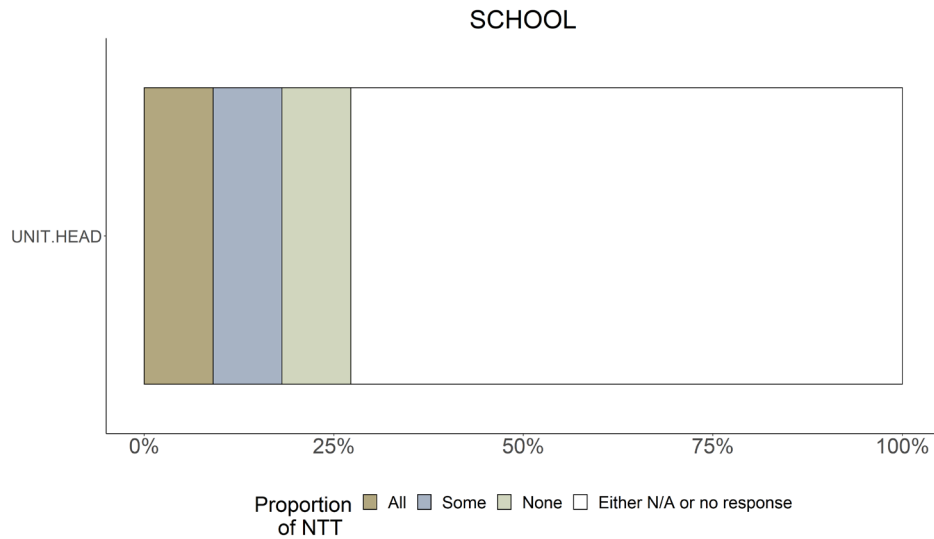
Figure 16. NTT participation in voting on school level unit heads (deans).

Table 12. NTT participation in voting on department chair in departments or center directors in research centers.

	Department (Respondents=39)								Center (Respondents=11)							
			NTT participation								NTT participation					
	N/A		All NTTs		Some NTTs		None		N/A		All NTTs		Some NTTs		None	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Voting on unit head	2	5	23	62	5	14	9	24	2	22	4	44	2	22	3	33

CENTERS

Figure 17. Participation of NTT faculty in voting on research center director positions at IUB.

DEPARTMENTS

Figure 18. Participation of NTT faculty in voting on department chair positions at IUB.
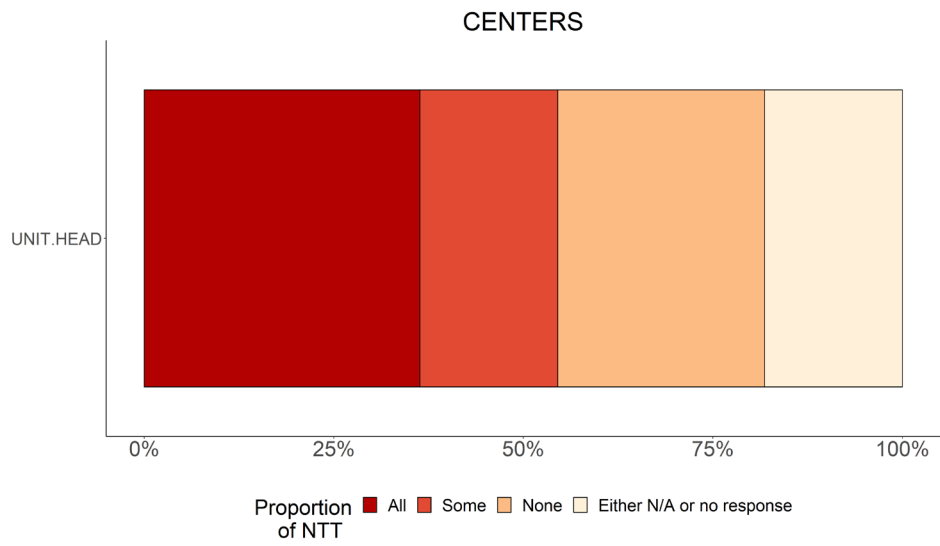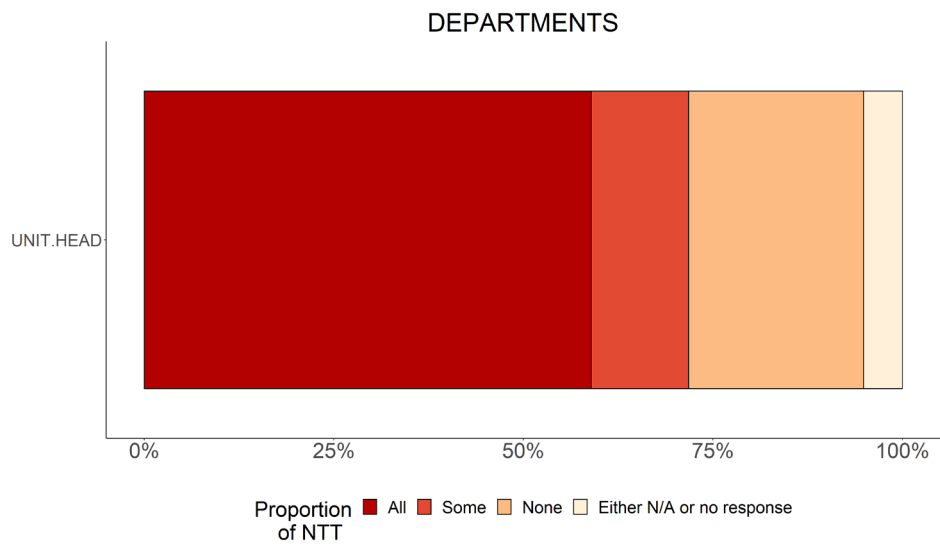
Table 13. Voting on unit head within the departments of selected schools.

	College (Respondents=28)								Media School (Respondents=3)								SGIS (Respondents=6)							
			NTT participation								NTT participation								NTT participation					
	N/A		All NTTs		Some NTTs		None		N /A		All NTTs		Some NTTs		None		N/A		All NTTs		Some NTTs		None	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Voting on unit head	1	4	13	46	5	18	9	32	0	0	3	100	0	0	0	0	1	17	5	83	0	0	0	0

Table 14. Voting on unit head within the departments of selected schools and within OVPR centers.

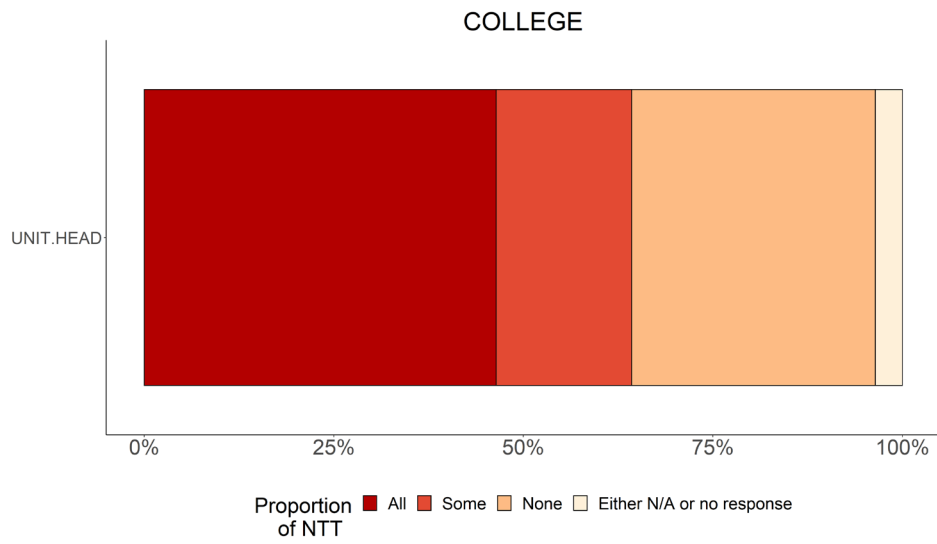|	SICE (Respondents=3)								OVPR (Respondents=10)							
			NTT participation								NTT participation					
	N/A		All NTTs		Some NTTs		None		N/A		All NTTs		Some NTTs		None	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Voting on unit head	0	0	3	100	0	0	0	0	2	20	3	30	2	20	3	30

COLLEGE

Figure 19. Percentage of NTT faculty that can vote on department chair hires in the departments within the College.

MEDIA

Figure 20. Percentage of NTT faculty that can vote on department chair hires in the departments within the Media School.

SGIS

Figure 21. Percentage of NTT faculty that can vote on department chair hires in the departments within the Hamilton Lugar School of Global and International Studies.
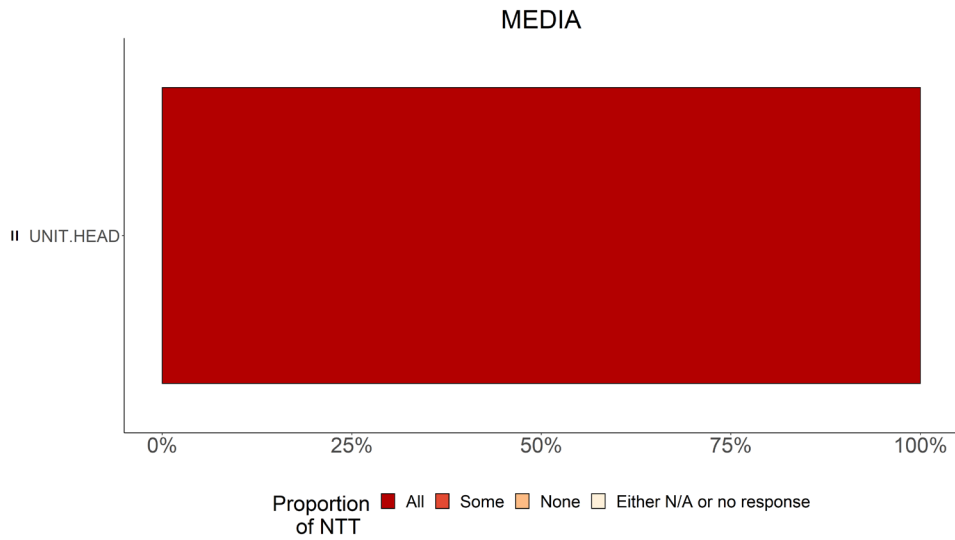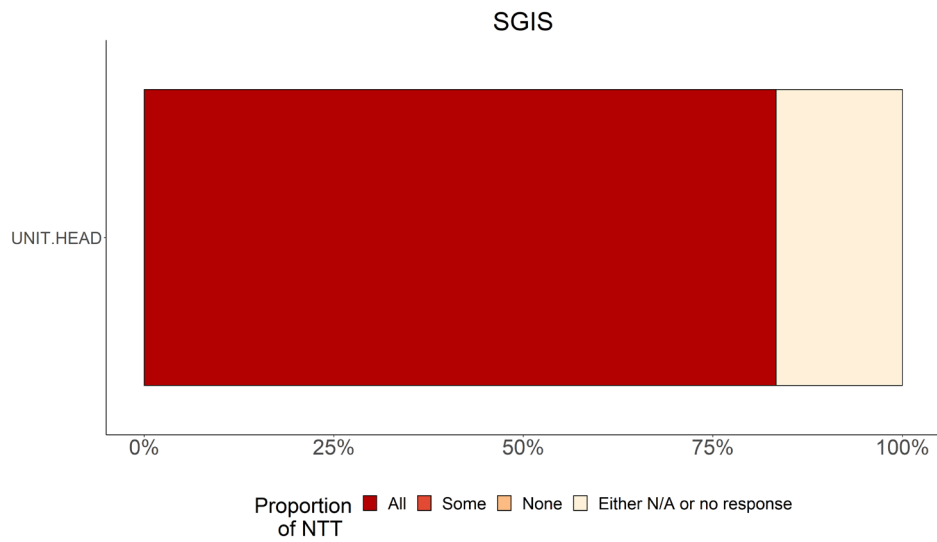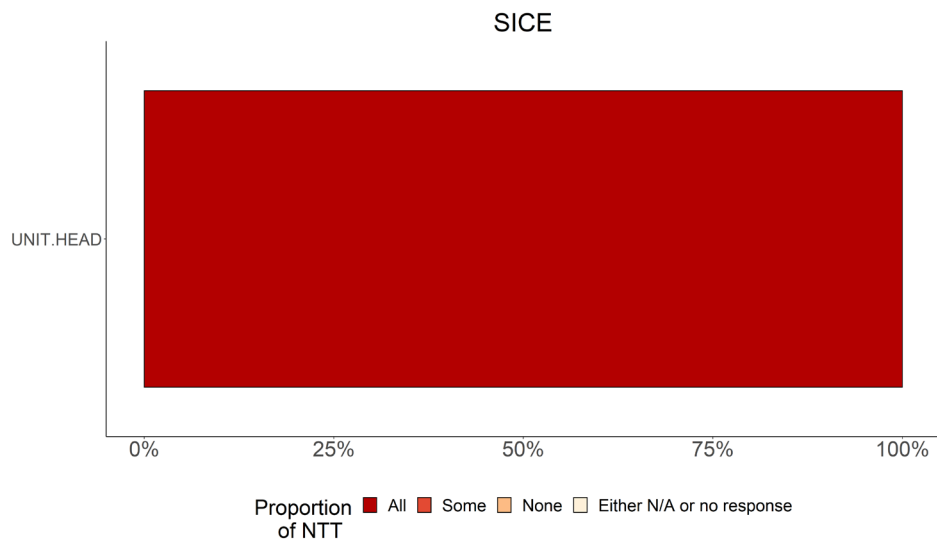

SICE

Figure 22. Percentage of NTT faculty that can vote on department chair hires in the departments within the Luddy School of Informatics, Computing, and Engineering.
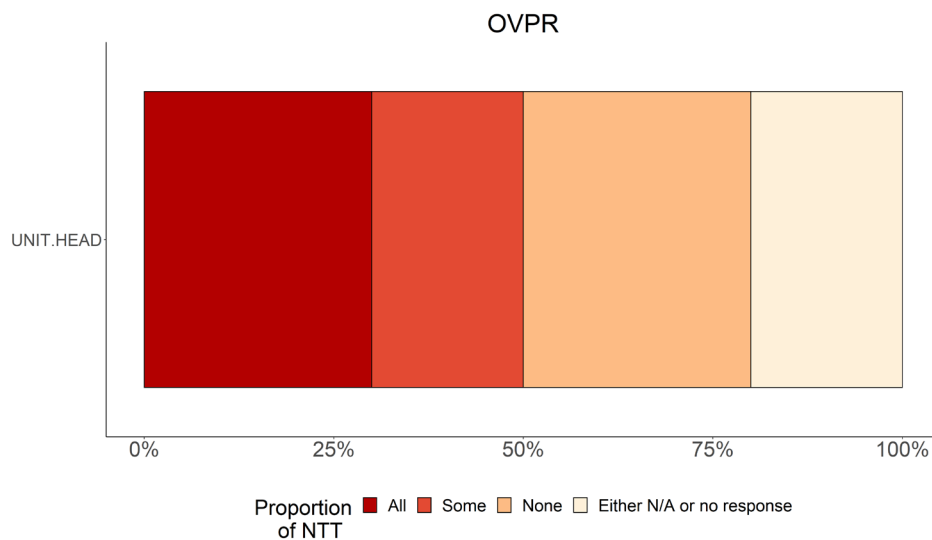
OVPR

Figure 23. Percentage of NTT faculty that can vote on research center director hires in the centers under the Office of the Vice Provost for Research. Although NTT faculty may be consulted on center director appointments or hires, they usually do not have a vote in the hiring process.

In units where NTT participation was allowed but restricted in some way, unit policy varied widely. For example, in one unit, NTT do not vote directly but "participate by consultation." In others, rank or status is part of the determination of rights: in one, Lecturers and Clinical faculty can fully participate, but externally funded Research Scientists may not. In another, "All "permanent" faculty may vote." In other cases, units have laid out voting in terms of rank and consideration of additional factors such as faculty member responsibilities or the 60:40 rule:

> *Lecturers and Research Scientists with … managerial responsibilities are eligible to vote.*

> *Post-promotion Lecturer and Research Scientists may vote unless their number collectively exceeds 40%, in which case the votes are prorated.*

4.   Anonymous voting

Anonymous voting is a governance tool that can help level the playing field in units with power imbalances. It is also a tool used for sensitive topics, such as mentioned in this survey response:

> *In terms of voting sometimes not being anonymous, I do want to clarify that all votes pertaining to personnel issues are anonymous.*

However, it can also be viewed as a tool to evade accountability for a vote or a practice that is impossible or impractical in units with few faculty members; therefore, the use of anonymous voting in unit governance is variable. Documentation of conditions requiring anonymous voting should be part of unit governance policies.

Although schools did not express concerns about anonymity with respect to unit size, the practice still varies across the 11 schools that participated in the survey. Six (6) of the schools have anonymous votes in certain circumstances, while 4 schools always implement school-level anonymous votes, and one school never calls for an anonymous vote (Figure 24).
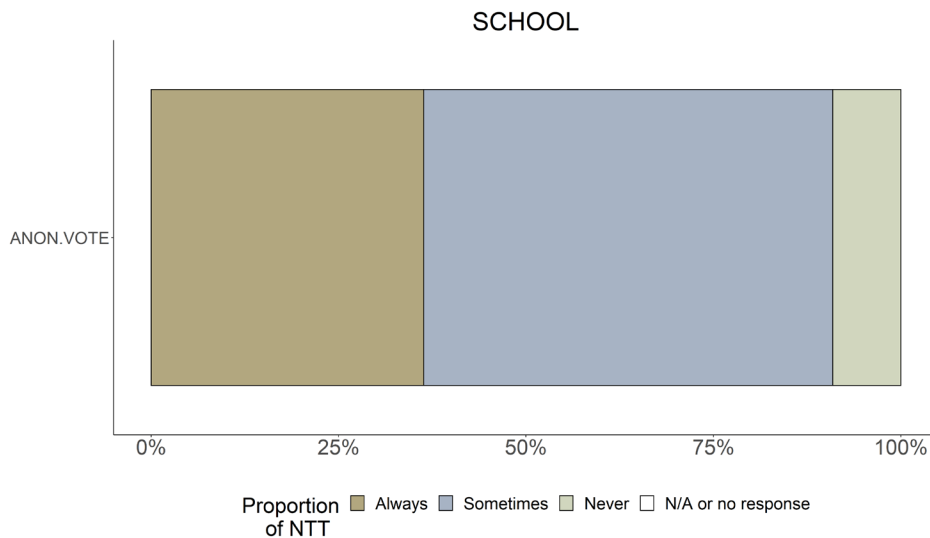
Figure 24. Percentage of school-level votes in faculty or committee meetings that are anonymous.

In terms of voting generally in research centers, it is only sometimes done anonymously and is never done in one unit (*n*=4; Table 15 and Figure 25). However, in departments, voting is in all cases or in some cases conducted in a way in which faculty members' votes are anonymous (Table 15; Figure 26). In some units in the College, SGIS, and the Media School, voting is always anonymous (Table 16 and Table 17; Figure 27 - Figure 31).

Table 15. Anonymous voting in departments and centers.

	Department (Respondents=39)								Center (Respondents=11)							
	N/A		Always		Sometimes		Never		N/A		Always		Sometimes		Never	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Anonymous voting	1	2	8	21	30	77	0	0	7	64	0	0	3	27	1	9

CENTERS

Figure 25. Percentage of NTT faculty that can vote anonymously in general or committee meetings in IUB centers.

ANON.VOTE

0%   25%   50%   75%   100%

Proportion of NTT ■ Always ■ Sometimes ■ Never □ N/A or no response

DEPARTMENTS

ANON.VOTE

0%   25%   50%   75%   100%

Proportion of NTT ■ Always ■ Sometimes ■ Never □ N/A or no response

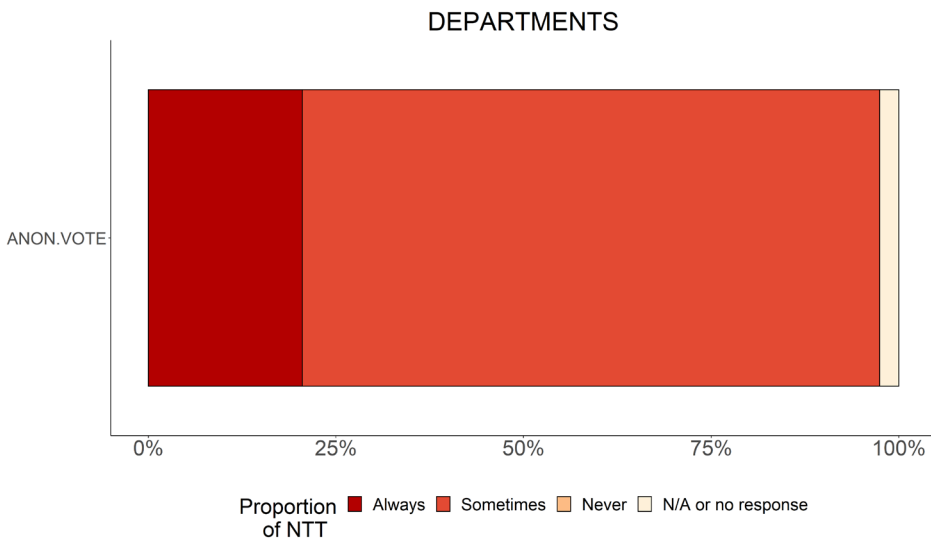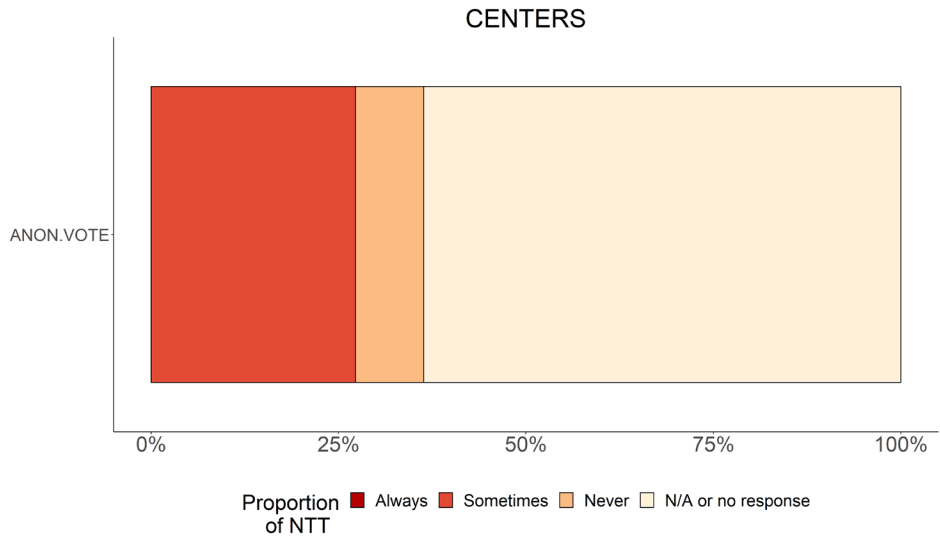Figure 26. Percentage of NTT faculty that can vote anonymously in faculty and committee meetings in IUB departments.

Table 16. Anonymous voting in selected schools.

	College (Respondents=28)								Media School (Respondents=3)								SGIS (Respondents=6)							
	N/A		Always		Sometimes		Never		N /A		Always		Sometimes		Never		N/A		Always		Sometimes		Never	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Anonymous voting	1	3	5	18	22	79	0	0	0	0	1	33	2	67	0	0	0	0	2	33	4	67	0	0

Table 17. Anonymous voting in departments and centers within selected schools and OVPR.

	SICE (Respondents=3)								OVPR (Respondents=10)							
	N/A		Always		Sometimes		Never		N/A		Always		Sometimes		Never	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Anonymous voting	0	0	0	0	3	100	0	0	7	70	0	0	2	20	1	10
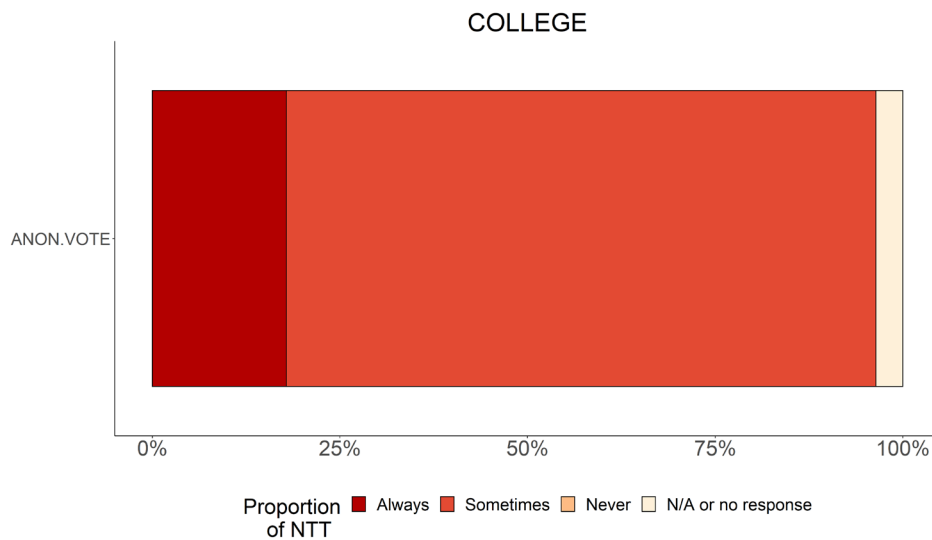
COLLEGE

Figure 27. Percentage of votes within departments in the College that are anonymous.

ANON.VOTE

0%   25%   50%   75%   100%

Proportion of NTT   ■ Always ■ Sometimes □ Never □ N/A or no response
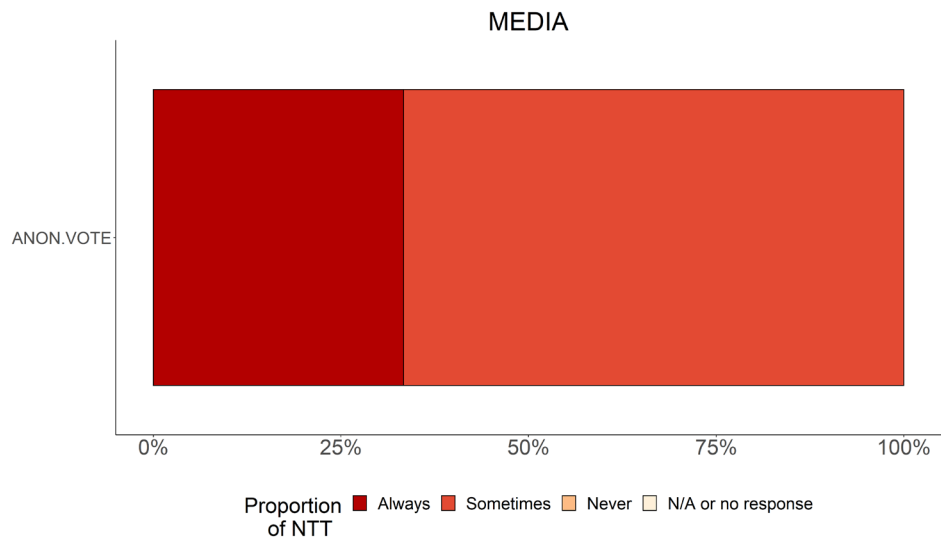
MEDIA

Figure 28. Percentage of votes within departments in the Media School that are anonymous.

SGIS
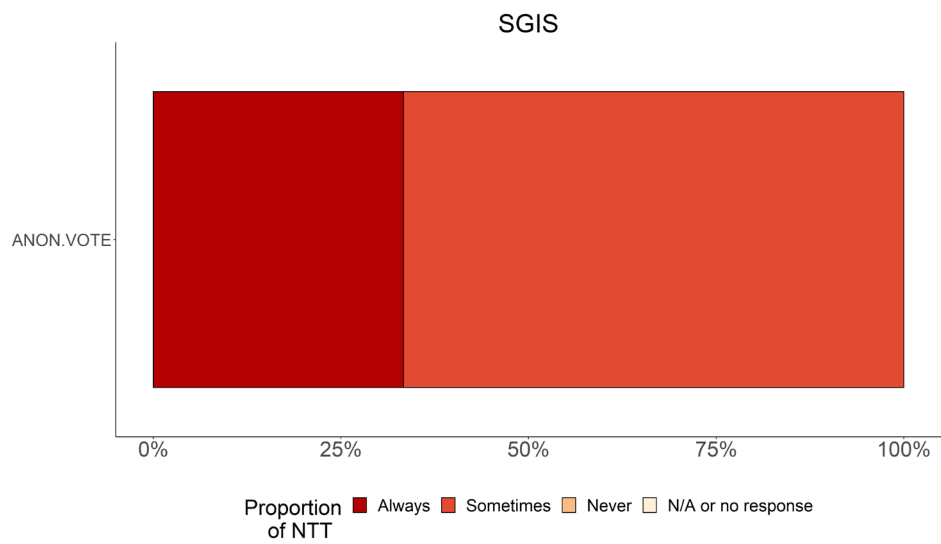
Figure 29. Percentage of votes within departments in the School of Global and International Studies that are anonymous.

SICE
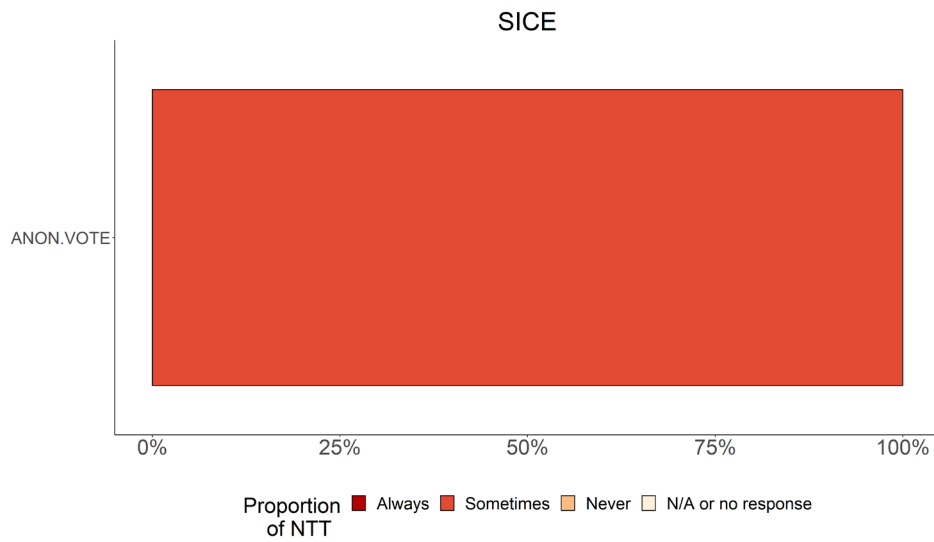
Figure 30. Percentage of votes within departments in the School of Informatics, Computing, and Engineering that are anonymous.

OVPR

Figure 31. Percentage of votes within research centers under the Office of the Vice Provost for Research that are anonymous. Very few research centers have meetings or committees in which NTT faculty would have the opportunity to participate.

E. DIFFERENCES IN GOVERNANCE PARTICIPATION BETWEEN TT AND NTT FACULTY

To conclude the survey, a question was asked that was intended to understand the rationale for differences (if any) in including non-tenure-track faculty in unit governance. The question was:

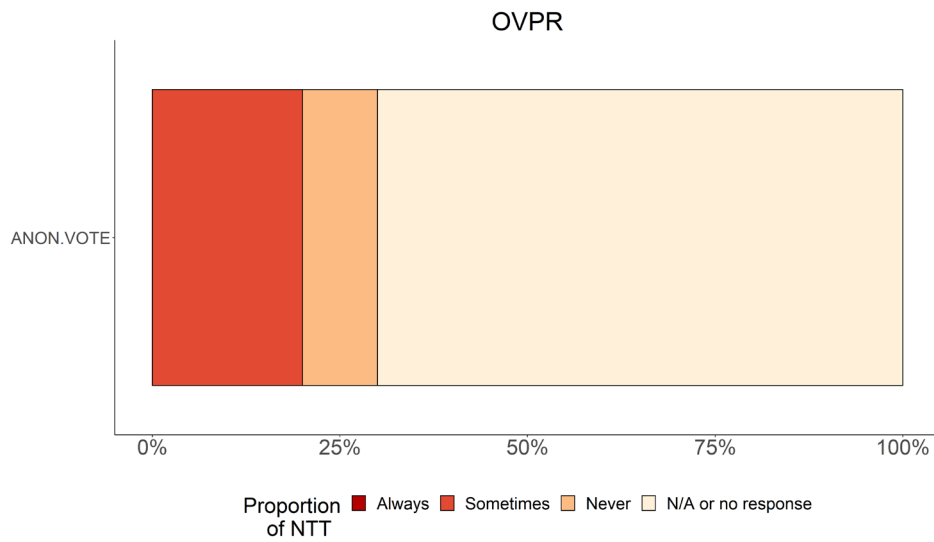> As the head of [unit], if there are differences between governance rights of tenure-track and NTT faculty, please select the best explanation(s) for the rationale for those policies (formal or informal). If there are no differences, please select "There are no differences between governance rights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

The responses options included:

- There are no differences between governance rights of TT and NTT faculty in [unit].
- 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 participation in unit governance is not part of NTT faculty responsibilities.
- NTT faculty have fewer rights because NTT faculty tend to be temporary or shorter-term.
- NTT faculty have fewer rights because NTT faculty do not show interest in being involved in governance.
- NTT faculty do not have the same rights as tenure-track faculty because there would be potential to shift traditional [unit] strategic priorities.
- NTT faculty have fewer rights 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.
- Other (please specify)

1. Explanations for differences

Most unit heads that completed the survey cited multiple reasons for differences in governance opportunities between non-tenure-track and tenure-track faculty (Table 18). Several units (4 schools, 4 departments, and 2 centers) responded that the opportunities for governance participation were equitable. An additional school and 4 departments said that all participation in their units was equivalent, with the exception of the involvement of NTT in TT tenure and promotion cases. The units that have adopted the same governance representation for NTT faculty are commonly in the social and behavioral sciences, with Lecturers as the primary NTT faculty classification. One unit head noted that in that unit: "*TT and NTT faculty share all responsibilities.*"

Differences in the breadth of responsibilities was, by far, the most commonly cited reason. Many units referenced the desire to limit additional obligations for NTT faculty ("relieve burden" and "not responsibility"), while other units cited concerns about participation of NTTs with short-term appointments, or the possibility that NTT votes could "shift traditional unit strategic priorities" of TT faculty. Additional specific comments conveyed in survey responses are provided below.

Several units made reference to whether a primary unit function involved conducting research, which was a reason for restricted governance participation by NTTs. Examples include:

> *NTT faculty [all Lecturers] are not expected to conduct research, which is the main mission of the department and which guides most decisions.*

> *Only the TT faculty have research responsibilities [NTT are all Lecturers].*

> *As an organization with no TT faculty and NTT with no teaching duties [all Research Scientists], most of the questions were not applicable to the [unit].*

> *I would like to find out how [the center], which consists of only NTT faculty, fits into the governance structure because our center is also not responsible for routine teaching duties.*

Specific comments offered in explanation of governance differences in units include additional input on the differences in breadth of responsibilities:

> *It is not an issue of "fewer" or "more" rights. This is a completely wrong way to think about it. The issue is breadth of responsibilities and, most importantly, the dimensions on which faculty are evaluated during hiring, promotion, and merit review and those dimensions for which faculty have responsibilities.*

> *Your wording is off. I would rephrase: NTT faculty have fewer rights because NTT faculty do not have the same breadth of responsibility and SHOULD not participate in all areas of governance.*

Responses that reflect the dependence of NTT governance participation rights on the largest of TT faculty:

> *University and campus policies indicate the NTT faculty's governance participation rights derive from a vote of the TT faculty to extend such rights. The [unit] has conducted such votes; thus, the [unit] faculty have exercised their authority to extend rights.*

> *Our bylaws were created several years ago and specified that "voting faculty" were only the TT faculty. We are discussing NTT voting rights at our next faculty meeting because we are not in compliance with campus policy and would like to align our bylaws accordingly.*

A reminder that some units are restricted in their ability to deviate from other administrative policies:

> *TT and NTT faculty are governed by different rules; however, these are handled at the state level, not locally at the regional campus.*

Table 18. Summarization of reasons given by unit heads for differences (if any) between governance participation opportunities of NTT versus TT faculty. Some categories for responses that were not in the provided survey responses are included in this table because they were cited by more than one unit. The count of reasons exceeds the unit count in each category because most respondents cited multiple reasons. Differences in the breadth of responsibilities was, by far, the most commonly cited reason. "Other" responses below the table have been rephrased for brevity.

	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***

* School-level "other" response: Different rules, use UFC not BFC (or IU, not IUB)

** Department-level "other" responses:

- Note that primary diff is voting on TT P&T; also "lack of job security" might cause lack of objectivity in performance and promotion reviews
- Note: only TT do research
- SHOULD NOT participate in all areas of governance
- Note: Policy (out of compliance) excludes NTT from "voting faculty"

*** Center-level "other" response: NTT work under TT, at the "pleasure" of the Center Director

The rationale for restricting NTT faculty participation even in NTT annual or promotion reviews reflects the potential implications of temporary and short-term appointments on more than the individual NTT faculty member:

> *The only areas in which NTT faculty do not have the same rights as TT faculty are in voting to tenure and promote TT faculty (our understanding is that campus guidelines prevent this, as they should) and in reviewing and renewing NTT appointments, because their lack of job security means that NTT faculty may weigh considerations like economic threats to their own jobs in evaluating other NTT faculty.*

Research centers are sometimes set up with strict top-down or divisional organizational structures that create steep gradients between leadership and researchers. The structure itself provides leaders a justification to restrict rights and responsibilities of their research faculty:

> *This question ignores a research hierarchy where a center director oversees, often funds, and support other NTT. Additionally, it ignores the leadership structure of the [unit], where the director and center directors set the [unit] research priorities. Some NTT leaders do have rights to inform [unit] direction and decisions. Not all*

have these rights. For those who work under and for a senior NTT faculty, they are working at the pleasure of that director in their center. So they have fewer rights.

2.   General comments by survey respondents

At the conclusion of the survey, respondents were given the opportunity to provide any additional comments regarding the survey, to clarify any of their previous responses, or to provide insight into the governance practices of their unit. Several (portions) of responses are provided below.

a)   School-level comments:

[School] governance policies were comprehensively reviewed and re-visited during the 2017-18 academic year. The result of this review and voting resulted in extensive voting rights to NTT faculty and advisory votes rights in cases where they do not have full voting rights.

Our Lecturers, Senior Lecturers, (and future Teaching Professors) are integral to the governance of our school. Unless prohibited by campus policy (rank appropriateness in voting on tenure, for example), our NTT faculty are whole citizens in our school. They serve on all committees including having elected representatives on our policy committee. We maintain the 60/40 split simply through the number of appointments we have of TT to NTT faculty.

We have been thinking about including some NTT faculty in the school P&T committee when NTT promotion cases are considered.

All governance and voting rights are specified in our governance document and in our promotion and tenure standards.

NTT faculty have full voting rights at the [school] except for personnel matters. "Personnel matters" include all issues concerning the appointment, reappointment, promotion, tenure, retention, and evaluation of members of the faculty; the election of the tenure-track members of the policy committee; votes on the faculty appointment and tenure of candidates for the position of Dean; and any questions with respect to what constitutes a personnel matter. "Personnel matters" does not include the faculty-wide vote with respect to the faculty's preferences concerning candidates for the position of Dean. Also, as explained above, other policies provide for NTT voting rights on the appointment, reappointment, promotion, retention, and evaluation of NTT members of the [unit] faculty.

The senior [school] leadership encourages departments and academic units to follow the general [school-level] guidance to allow NTT faculty participation in governance and voting, but the leadership allows departments and academic units with legacy statements to retain those policies as long as the governance aligns generally with [school] policies.

b) Center-level comments:

I would like to find out how [the center], which consists of only NTT faculty, fits into the governance structure because our center is also not responsible for routine teaching duties.

We would like to establish formal governance documents to clarify the appointment types and roles of faculty at [the center], and their participation in hiring/appointments.

We [senior leadership and scientists] meet as a group once per week to discuss all policy related issues and generally troubleshoot any issues with our equipment. Decisions are usually made by consensus, but as faculty director, I have the final say. We never have a vote.

It does not make sense to have NTT faculty involved in the governance of this [center]--it's not a department. I hope whatever decisions are made can adequately address the varied role of non-tenure-track "faculty" (i.e., people with Research Scientist ranks) that are in positions that have nothing to do with traditional academic units.

c) Department-level comments:

Responses that affirm the equitable distribution of governance rights and responsibilities for all faculty:

As a multi-interdisciplinary department, [the department] affirms the democratic tradition of equal opportunity for all by combating all forms of discrimination based on ethnicity, gender, class, orientation, disability, religious differences, and others. Moreover, we are faithful and attentive to matters of tenure and promotion. And our policies and guidelines are very thorough and specific!

In the last 20 years we have transitioned to a system that includes NTT in the decisions of the Department, and we have adapted to the policies suggested by the College and the campus.

Department chairs share their ongoing efforts to define and revise policies in their units:

I appreciate the survey--the categories draw attention to specific divisions rights and responsibilities and suggest a review of our policies. We are generally inclusive of NTT faculty, which I strongly support. Especially given the new Teaching Professor rank, I hope to revise policies on promotion.

This is an issue we are likely to revisit in the future, as many on our faculty would prefer to give NTT comprehensive voting rights.

As I indicated, NTT rights and responsibilities are evolving within this department. Historically, we have had no Lecturers in the department, and most (if not all) of our Research Scientists have been appointed through ad hoc processes (spousal hires, retention packages, etc.). Policy documentation is therefore somewhat lacking, and we are working to remedy this, but external forces (pandemics, building renovations etc. have limited the pace of these efforts).

We are conscious of the need to involve NTT faculty in governance more, not just because they are important resources for the department, but because the new rank of Teaching Professor entails service, and we thus need to provide service and leadership opportunities within the department to promote their development and success, as well as to make the most of the human resources we have among us.

Our bylaws statement on NTT faculty rights until now included only Lecturers. Those statements of rights, however, were very under-powered (a couple of lines put inappropriately in the promotion guidelines

document). I have overseen a complete expansion and reconsideration of NTT voting rights. We will vote on the new bylaws documents within the next several weeks.

In large part the more limited role of NTT reflects history, and I am working to change this.

Unit heads clarify their governance procedures:

Mostly it is not an issue because we are a small department and make policy and governance decisions as committee of the whole, at faculty meetings, where [our very small number of NTT faculty are present].

The [department] wishes to afford NTT faculty the broadest possible participation allowed by [school] and university policies. All tenure-track and permanent NTT faculty are eligible to vote for department chair and Executive Committee vacancies, but only tenure-track faculty are eligible for election to the committee. The Executive Committee serves the interests of NTT faculty; accordingly, NTT faculty may bring their concerns to the Executive Committee.

In line with their responsibilities, NTT faculty have the right to vote at faculty meetings on curricular matters and NTT hires. NTT will not vote on matters relating to the research mission of the department, tenure-track departmental hiring priorities, or tenure-track hiring. NTT faculty have the right to attend all faculty meetings, including those at which they cannot vote, except meetings that concern tenure and tenure-track promotion and NTT promotion not appropriate to their rank.

Currently, the [unit] is split equally between TT and NTT, but the ratio in the [school] is in compliance with the 60:40 rule. Our NTT faculty are our colleagues, and we trust them to act in the best interest of the unit. Hiring is done at the school level. Once a hire is made, the new faculty member chooses which unit to join, and they are accepted without additional vote. Faculty members within the school can transfer from one unit to the other, but that does require unit vote and dean approval. All unit faculty vote in such cases.

Overall, our approach has been to include Lecturers to a great extent in faculty meetings, in general business voting, etc. But, in the old guidelines, they were disallowed from voting on hiring and other "major decisions" (which were not described further). The new guidelines give more rights to Lecturers in voting and participation, including in Lecturer hiring and in rank-appropriate reviews and promotion votes.

In recent years--since joining [school]--we have added a variety of non-Lecturer NTT position types, including Professors of Practice and also Academic Specialists who regularly teach in the department. Our new bylaws specifically describe the expectations for and rights of these members, too. Overall: we encourage meeting participation, but do not give voting rights to these members of the faculty.

Our governance rules have been developed in the context in which we have operated with small numbers of permanent NTTs, who have primarily occupied the positions of Directors of [departmental program]. Due to the nature of their position (area of specialization and responsibilities), they share the same rights with TT faculty in some key areas as Chair election and bringing and voting on items of interest to the department, while not being involved in committees beyond undergraduate education. NTTs also receive consideration in departmental funds distribution for professional advancement and research activities (conference travel etc.).

Some responses reflect tension, frustration, and the difficulty of navigating change:

> *I know that there will be TT faculty who likely oppose this move to expand NTT voting rights. Not because they don't value the NTT faculty and their perspective. But because they are concerned about broader structural changes in higher ed where universities are relying more and more on NTT faculty instead of TT faculty. I understand the argument, but I don't think that logically that means that we should exclude NTT faculty from voting. I imagine that we may be a slow-adopter but there are likely other departments like us that are trying to navigate these issues.*

> *Participation by NTT faculty in some matters is restricted by governance documents. I tried to open that role up to NTT participation, but the attempt fell apart in bickering, so I gave up on this as chair. Good luck to the next chair.*

> *Our NTT are highly valued in our department. Their work with our students and in our programming is critical. Two concerns are expressed with equal NTT and TT in governance. One, our NTT are unfortunately not well compensated, so there is serious concern about the burden of additional duties and service; particularly in tracks that have no promotion or salary increments such as Professor of Practice and Academic Specialists. Secondly is that TT faculty who are tenured to go through a great deal of rigor to demonstrate their expertise; therefore, a number of governance duties are reserved for tenured faculty only as both a right and a responsibility.*

> *There are tensions, even in my department where everyone gets along well. NTT faculty do not want their vote to "count less" and so, if we yield to pressure and have more than 40% of faculty NTT, the TT faculty would object due to the 60:40 rule needing to be invoked. The tenure-track faculty, of course, want more tenure-track faculty. Indeed, we are a small department with little senior leadership - we need more tenure-track faculty. But tenure-track faculty do not teach enough to sustain the mission of the University to provide an undergraduate education. But, on the tension front, some tenure-track faculty actually do resent the NTT faculty their say in governance matters. From my observations, NTT and TT faculty often do have very different biases/points of view on issues that come up.*

IV. CONCLUSIONS

A.   SUMMARY

The guidelines under the Resolution Concerning Voting Rights of Full-Time Non-Tenure-Track Faculty are not being implemented uniformly across units on the Indiana University Bloomington campus. Documentation regarding voting and participation rights of faculty, NTT or TT, is also lacking in some places. Written documentation is important for all faculty, so that rights and responsibilities are clearly communicated.

Some units are being proactive in addressing voting and participation rights for NTT. For example, one unit was poised to vote on updated bylaws in the weeks following the survey. Several units noted that they were in the

process of updating policies relevant to NTT governance participation. Units are also struggling with these issues. One unit described holding a vote on its diversity and inclusion statement which described inclusion regardless of differences in characteristics, including rank—yet NTT faculty were not permitted to vote on the statement.

The main justification given for diminished roles for NTT in governance is that the breadth of responsibilities for NTT is not as great as that for TT. However, there are plenty of units in which there are no differences in how TT and NTT may participate and vote. As an institution, IUB should first more fully acknowledge that the role of NTT faculty on university campuses has evolved considerably – a recognition voiced by more than one respondent.

B.   RECOMMENDATIONS

The difficulty in balancing inclusion in governance and non-tenure-track faculty responsibilities is reflected throughout this report. For example, service is not considered to be a responsibility for Research Scientists/Scholars. But Scientists/Scholars are now proportionally represented in the Bloomington Faculty Council and serve on committees. As another example, there are many Lecturers who maintain active research agendas, yet this does not typically "count" in their annual or promotion assessments. NTT faculty who strive to be well-rounded scholars and good colleagues should not be disincentivized to do so by lack of recognition for this work. Nor is such lack of formal recognition reason to exclude them from fuller participation in unit and campus governance. Clear communication of NTT rights and responsibilities should be done uniformly; so that expectations about rights and responsibilities are consistently expressed to both everyone in the unit and to NTT faculty members from the start of their appointments.

Although there were only a few survey responses that suggested tension between TT and NTT faculty in units, confusion of rights and responsibilities could, in some cases, be averted by clear communication and use of the word "faculty" in policies. Policies should clearly state the application to TT or NTT, or both. NTT are considered faculty (policy BL-ACA-A1, Academic Appointments), but many policies use the word "faculty" to mean tenure track, or all faculty except Lecturers and Researchers (i.e., TT, Clinical, and Professors of Practice). This potential confusion is acknowledged in the Constitution of the Indiana University faculty (ACA-04),

> "The term "faculty" may have different meanings in the context of specific university policies. Please refer to specific policies for clarification as to who is covered and on the rights and responsibilities described therein."

And finally, one of the survey respondents made a specific request to provide examples of policy language for NTT-faculty governance inclusion:

I appreciate this survey but would also really appreciate some examples of bylaw language that other departments use in this area.

For over-committed administrators, wading through full unit-level policy documents to find examples is an exercise that might never rise to the top of the priority list. It might be useful for VPFAA to select some boilerplate language examples for key policy elements that could be quickly reviewed and adapted to unit needs. Units might find assurances in standardized approaches to issues such as TT and NTT promotion review, NTT participation in curricular or research matters, or NTT assessments and reappointment processes.

In the inquiry into policies and implementation of the 60:40 Rule, the patchwork of responses was emblematic of the inconsistent groundwork established for true shared governance. The BFC resolution that prompted the governance-participation survey and this report noted that, "Each unit should clearly define the situations in which the 60-40 rule applies." Implementation of the rule in any vote is likely to be difficult for the dean, director, or chair, so having clearly defined policy language to point to could circumvent unneeded tensions.

For future assessments, we note that the research centers on campus function differently than schools or departments and have different needs from departments on campus. They should be assessed with an instrument more tailored to their situation. For example, there are quirks of centers such as joint appointments, reliance on soft-money appointments, deviation of OVPR policies from other campus-level policies, etc. However, regardless of the differences in OVPR versus other administrative units, appointment of NTT faculty to research centers should not exclude those faculty from rights and responsibilities of their position on campus. In many centers, NTT faculty are isolated from the rest of the academy and are not provided the same opportunities for engagement as other NTTs. For some research centers, it might be more appropriate to hire staff into professional-level research position classifications in those centers that cannot provide NTTs access to the academic mission of the university.

If implementation of governance participation can differ at the lower unit level (i.e., department, center, program) from the guidance provided at the campus (VPFAA) or school level; then the subordinate unit(s) should participate in any follow-on surveys, in addition to deans. Portions of this survey were opaque at the lower unit (department) level because only the school level participated.

APPENDIX A: SURVEY QUESTIONS

☐   **NTT Governance Survey**

Spring 2021

Section I: Respondent information

Q1 You are receiving this survey on faculty participation in governance because you are
the ${e://Field/Title} of ${e://Field/Unit_name}. Please complete the survey to the best of your knowledge.

☐   My title information is correct and I will complete the survey.

☐   Other (e.g., title information incorrect), please specify:

Section II: Headcount

Q2 Census spring 2021 shows that ${e://Field/Unit_name} has the following full-time academic appointees:

- Lecturers ${e://Field/LC}

- Senior Lecturers ${e://Field/SL}

- Teaching Professors ${e://Field/TP}

- Assistant Clinical Professors ${e://Field/Assis_CP}

- Associate Clinical Professors ${e://Field/Assoc_CP}

- Clinical Professors ${e://Field/Full_CP}

- Assistant Research Scientists/Scholars ${e://Field/Assis_RS}

- Associate Research Scientists/Scholars ${e://Field/Assoc_RS}

- Senior Research Scientists/Scholars ${e://Field/Sr_RS}

- Professors of Practice ${e://Field/PP}

- Assistant Professors ${e://Field/TT_AssisP}

- Associate Professors ${e://Field/TT_AssocP}

- Full Professors ${e://Field/TT_FullP}

Emeritus, adjunct, or formal visiting appointments, post-docs, and research associates are not included here.

Q3 We will use these faculty counts for your unit for the remainder of the survey. If there are updates or clarifications that you would like to report, please do so here:

Q4 (*if total count of Research Scientists/Scholars is not 0 in Q2*) For the following questions on the ${e://Field/All_RS} Research Scientists/Scholars, please use the "hard money" responses for those who are partially or fully funded with hard money (have an ongoing appointment as part of a budget line in the

unit) and the "soft money" responses for those who are fully funded with soft money (grants and contracts).

- (*if count of Assistant RS is not 0 in Q2*) Assistant RS (total=${e://Field/Assis_RS}) who are partially or fully funded with hard money:

- (*if count of Assistant RS is not 0 in Q2*) Assistant RS (total=${e://Field/Assis_RS}) who are fully funded with soft money:

- (*if count of Associate RS is not 0 in Q2*) Associate RS (total=${e://Field/Assoc_RS}) who are partially or fully funded with hard money:

- (*if count of Associate RS is not 0 in Q2*) Associate RS (total=${e://Field/Assoc_RS}) who are fully funded with soft money:

- (*if count of Senior RS is not 0 in Q2*) Senior RS (total=${e://Field/Sr_RS}) who are partially or fully funded with hard money:

- (*if count of Senior RS is not 0 in Q2*) Senior RS (total=${e://Field/Sr_RS}) who are fully funded with soft money:

Q5 Are the non-tenure-track (NTT) faculty members actively encouraged to attend general ${e://Field/Meeting_type} meetings in ${e://Field/Unit_name}?

(Response options: Yes, to all the meetings; Yes, some of the meetings; No; We don't have any general ${e://Field/Meeting_type} meetings in ${e://Field/Unit_name})

- Lecturers, Senior Lecturers, Teaching Professors

- Research Scientists/Scholars

- Clinical Professors

- Professors of Practice

Section III: Policy documentation

Q6 Does ${e://Field/Unit_name} currently have **formal, written documentation** on how to propose and modify policy in the following areas?

(Response options: Formal documentation exists; Currently in the process of developing formal documentation; Formal documentation does not exist; Not applicable)

- Curricular policy (e.g., course creation, degree requirements)
- Research-related policy (e.g., use of research facilities, research funding)
- Policy related to hiring, evaluation (merit and annual reviews), reappointment, and promotion of NTT faculty

Q7 Please enter any additional comments you have about the question above:

Q8 Does ${e://Field/Unit_name} currently have formal, written documentation on **the role of non-tenure-track faculty** in the following decisions?

(Response options: Formal documentation exists; Currently in the process of developing formal documentation; Formal documentation does not exist; Not applicable)

- Hiring NTT
- Evaluation of NTT
- Reappointment of NTT
- Promotion of NTT

Q9 Please enter any additional comments you have about the question above:

Q10 Does ${e://Field/Unit_name} 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?

☐ Yes

☐ No

Q11 (*if yes to Q10*) What is the approach used to apply the 60:40?

☐ The total weight of all NTT votes combined may not count for more than 40% of the total vote

☐ Each NTT faculty member vote counts for 3/5 of the value of the vote of each TT faculty member

☐ Other (please specify):

Section IV: NTT engagement

Q12 Whether formally appointed or ad hoc, does your unit have a committee that is responsible for or advises on matters regarding the following? (Please check all that apply.)

☐ General policy (e.g., tenure & promotion standards, enactment of new programs, personnel issues)

☐ Admissions

☐ Advising the unit head (e.g., chair, director, dean)

☐ Awards & recognition (e.g., distinguished faculty, departmental/school/campus awards)

☐ Budgetary affairs

☐ Curriculum decisions (e.g., degree requirements, learning goals, etc.)

☐ Hiring of NTT faculty

☐ Performance evaluation (e.g., annual review, merit review)

☐ Promotion (of both NTT and TT faculty)

☐ Promotion (specific to NTT faculty only)

☐ Reappointment of NTT faculty

☐ Research-related decisions (e.g., policy and matters relating to research and development)

☐ None of the above

Q13 For the committees in the following areas in your unit, which one of the following descriptions is most accurate for the NTT faculty? (*Only committees selected in Q12 will display.*)

(*Response options: All NTTs have full participation (i.e., can vote for the committee members (if elected), serve and vote on the committee); None of the NTTs may participate in any way (i.e., vote for the committee members (if elected), serve or vote on the committee); Other)*

- General policy (e.g., tenure & promotion standards, enactment of new programs, personnel issues)

- Admissions

- Advising the unit head (e.g., chair, director, dean)

- Awards & recognition (e.g., distinguished faculty, departmental/school/campus awards)

- Budgetary affairs

- Curriculum decisions (e.g., degree requirements, learning goals, etc.)

- Hiring of NTT faculty

- Performance evaluation (e.g., annual review, merit review)

- Promotion (of both NTT and TT faculty)

- Promotion (specific to NTT faculty only)

- Reappointment of NTT faculty

- Research-related decisions (e.g., policy and matters relating to research and development)

Q14 (*if "general policy" is selected in Q12 AND "other" is selected for "general policy" in Q13*) Using the table below, please indicate which types of NTT faculty have rights in each of the action categories related to the **policy committee** in ${e://Field/Unit_name}:

(*Response options*: Can vote for members of the committee; Can serve on the committee; When a member of the committee, can vote; It depends)

- All NTTs

- None of the NTTs

- Lecturers, Senior Lecturers, Teaching Professors

- Research Scientists/Scholars (hard money)

- Research Scientists/Scholars (soft money)

- Clinical Professors

- Professors of Practice

Q15 (*if "it depends" was selected for any rank in Q14*) You selected "it depends" for one or more NTT faculty types on their rights related to the **policy committee**. Please provide more information here:

Q16 (*if "admissions" is selected in Q12 AND "other" is selected for "admissions" in Q13*) Using the table below, please indicate which types of NTT faculty have rights in each of the action categories related to the **admissions committee** in ${e://Field/Unit_name}:

(Response options: Can vote for members of the committee; Can serve on the committee; When a member of the committee, can vote; It depends)

- All NTTs

- None of the NTTs

- Lecturers, Senior Lecturers, Teaching Professors

- Research Scientists/Scholars (hard money)

- Research Scientists/Scholars (soft money)

- Clinical Professors

- Professors of Practice

Q17 (*if "it depends" was selected for any rank in Q16*) You selected "it depends" for one or more NTT faculty types on their rights related to the **admissions committee**. Please provide more information here:

Q18 (*if "advising the unit head" is selected in Q12 AND "other" is selected for "advising the unit head" in Q13*) Using the table below, please indicate which types of NTT faculty have rights in each of the action categories related to the **dean/chair/director advisory committee** in ${e://Field/Unit_name}:

(Response options: Can vote for members of the committee; Can serve on the committee; When a member of the committee, can vote; It depends)

- All NTTs

- None of the NTTs

- Lecturers, Senior Lecturers, Teaching Professors

- Research Scientists/Scholars (hard money)

- Research Scientists/Scholars (soft money)

- Clinical Professors

- Professors of Practice

Q19 (*if "it depends" was selected for any rank in Q18*) You selected "it depends" for one or more NTT faculty types on their rights related to the **dean/chair/director advisory committee**. Please provide more information here:

Q20 (*if "awards and recognition" is selected in Q12 AND "other" is selected for "awards and recognition" in Q13*) Using the table below, please indicate which types of NTT faculty have rights in each of the action categories related to the **awards committee** in ${e://Field/Unit_name}:

(Response options: Can vote for members of the committee; Can serve on the committee; When a member of the committee, can vote; It depends)

- All NTTs

- None of the NTTs

- Lecturers, Senior Lecturers, Teaching Professors

- Research Scientists/Scholars (hard money)

- Research Scientists/Scholars (soft money)

- Clinical Professors

- Professors of Practice

Q21 (*if "it depends" was selected for any rank in Q20*) You selected "it depends" for one or more NTT faculty types on their rights related to the **awards committee**. Please provide more information here:

Q22 (*if "budgetary affairs" is selected in Q12 AND "other" is selected for "budgetary affairs" in Q13*) Using the table below, please indicate which types of NTT faculty have rights in each of the action categories related to the **budgetary affairs committee** in ${e://Field/Unit_name}:

(*Response options: Can vote for members of the committee; Can serve on the committee; When a member of the committee, can vote; It depends*)

- All NTTs

- None of the NTTs

- Lecturers, Senior Lecturers, Teaching Professors

- Research Scientists/Scholars (hard money)

- Research Scientists/Scholars (soft money)

- Clinical Professors

- Professors of Practice

Q23 (*if "it depends" was selected for any rank in Q22*) You selected "it depends" for one or more NTT faculty types on their rights related to the **budgetary affairs committee**. Please provide more information here:

Q24 (*if "performance evaluation" is selected in Q12 AND "other" is selected for "performance evaluation" in Q13*) Using the table below, please indicate which types of NTT faculty have rights in each of the action categories related to the **performance evaluation (e.g., annual review, merit review) committee** in ${e://Field/Unit_name}. Each category is asking about **rank-appropriate NTT voting rights** within respective appointment categories.

(*Response options: Can vote for members of the committee; Can serve on the committee; When a member of the committee, can vote (for review of NTT faculty); It depends*)

- All NTTs

- None of the NTTs

- Lecturers, Senior Lecturers, Teaching Professors

- Research Scientists/Scholars (hard money)

- Research Scientists/Scholars (soft money)

- Clinical Professors

- Professors of Practice

Q25 (*if "it depends" was selected for any rank in Q24*) You selected "it depends" for one or more NTT faculty types on their rights related to the **committee on performance evaluation**. Please provide more information here:

Q26 (*if "promotion of both NTT and TT faculty" is selected in Q12 AND "other" is selected for "promotion of both NTT and TT faculty" in Q13*) Using the table below, please indicate which types of NTT faculty have rights in each of the action categories related to the **promotion committees (for both NTTs and TTs)** in ${e://Field/Unit_name}. Each category is asking about **rank-appropriate NTT voting rights** within respective appointment categories.

(Response options: Can serve on promotion committees for NTTs, but cannot vote; Can serve on promotion committees for NTTs, and can vote; It depends)

- All NTTs

- None of the NTTs

- Lecturers

- Senior Lecturers

- Teaching Professors

- Assistant Research Scientists/Scholars (hard money)

- Assistant Research Scientists/Scholars (soft money)

- Associate Research Scientists/Scholars (hard money)

- Associate Research Scientists/Scholars (soft money)

- Senior Research Scientists/Scholars (hard money)

- Senior Research Scientists/Scholars (soft money)

- Assistant Clinical Professors

- Associate Clinical Professors

- Clinical Professors

- Professors of Practice

Q27 (*if "it depends" was selected for any rank in Q26*) You selected "it depends" for one or more NTT faculty types on their rights related to the **Promotion Committees (for both NTTs and TTs)**. Please provide more information here:

Q28 (*if "promotion (specific to NTT faculty)" is selected in Q12 AND "other" is selected for "promotion (specific to NTT faculty)" in Q13*) Using the table below, please indicate which types of NTT faculty have rights in each of the action categories related to the **promotion committees (for both NTTs and TTs)** in ${e://Field/Unit_name}. Each category is asking about **rank-appropriate NTT voting rights** within respective appointment categories.

(Response options: Can serve on promotion committees for NTTs, but cannot vote; Can serve on promotion committees for NTTs, and can vote; It depends)

- All NTTs
- None of the NTTs
- Lecturers
- Senior Lecturers
- Teaching Professors
- Assistant Research Scientists/Scholars (hard money)
- Assistant Research Scientists/Scholars (soft money)
- Associate Research Scientists/Scholars (hard money)
- Associate Research Scientists/Scholars (soft money)
- Senior Research Scientists/Scholars (hard money)
- Senior Research Scientists/Scholars (soft money)
- Assistant Clinical Professors
- Associate Clinical Professors
- Clinical Professors
- Professors of Practice

Q29 (*if "it depends" was selected for any rank in Q28*) You selected "it depends" for one or more NTT faculty types on their rights related to the **Promotion Committees (specific to NTT faculty)**. Please provide more information here:

Q30 Using the table below, please indicate which types of NTT faculty in ${e://Field/Unit_name} have rights related to **curricular decisions** (e.g., degree requirements, learning goals, etc.) and **research-related decisions** (e.g., policy and matters relating to research and development) that are brought to the faculty for a vote?

(Response options: Can vote on curricular decisions; Can vote on research-related decisions; It depends)

- All NTTs

- None of the NTTs

- Lecturers, Senior Lecturers, Teaching Professors

- Research Scientists/Scholars (hard money)

- Research Scientists/Scholars (soft money)

- Clinical Professors

- Professors of Practice

- Not applicable

Q31 You selected "it depends" for one or more NTT faculty types on their rights related to **curricular decisions** (e.g., degree requirements, learning goals, etc.) or **research-related decisions** (e.g., policy and matters relating to research and development). Please provide more information here:

Q32 Using the table below, please indicate which types of NTT faculty in ${e://Field/Unit_name} have rights in each of the following voting action categories. Each category is asking about **rank-appropriate NTT voting rights** within respective appointment categories.

(Response options: Can vote on hiring of NTT faculty (when brought to the faculty for a vote); Can vote on reappointment of NTT faculty (when brought to the faculty for a vote); Can vote on promotion of NTT faculty; It depends)

- All NTTs

- None of the NTTs

- Lecturers

- Senior Lecturers

- Teaching Professors

- Assistant Research Scientists/Scholars (hard money)

- Assistant Research Scientists/Scholars (soft money)

- Associate Research Scientists/Scholars (hard money)

- Associate Research Scientists/Scholars (soft money)

- Senior Research Scientists/Scholars (hard money)

- Senior Research Scientists/Scholars (soft money)

- Assistant Clinical Professors

- Associate Clinical Professors

- Clinical Professors

- Professors of Practice

- Not applicable

Q33 You selected "it depends" for one or more NTT faculty types on their rights related to **hiring, reappointment, or promotion**. Please provide more information here:

Q34 Using the table below, please indicate which types of NTT faculty in ${e://Field/Unit_name} have rights in **voting on selection of the ${e://Field/Title}.**

(Response options: Can vote on selection of ${e://Field/Title}; It depends)

- All NTTs

- None of the NTTs

- Lecturers, Senior Lecturers, Teaching Professors

- Research Scientists/Scholars (hard money)

- Research Scientists/Scholars (soft money)

- Clinical Professors

- Professors of Practice

- Not applicable

Q35 You selected "it depends" for one or more NTT faculty types on their rights related to **voting on selection of the ${e://Field/Title}.**. Please provide more information here:

Q36 As the head of ${e://Field/Unit_name}, 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 ${e://Field/Unit_name}."

- ☐ There are no differences between governance rights of TT and NTT faculty in ${e://Field/Unit_name}

- ☐ 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 participation in unit governance is not part of NTT faculty responsibilities

- ☐ NTT faculty have fewer rights because NTT faculty tend to be temporary or shorter-term

- ☐ NTT faculty have fewer rights because NTT faculty do not show interest in being involved in governance

- ☐ NTT faculty do not have the same rights as tenure-track faculty because there would be potential to shift traditional ${e://Field/Unit_type} strategic priorities

- ☐ NTT faculty have fewer rights 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

- ☐ Other (please specify):

Q37 Is voting in ${e://Field/Unit_name} conducted in a way in which faculty members' votes are anonymous?

- ☐ Yes, in all cases

- ☐ Yes, in some cases, no in others

- ☐ No

- ☐ Not applicable

Q38 What else could you tell us about governance and voting as they relate to non-tenure-track faculty, either specifically about ${e://Field/Unit_name}, or thoughts you have on this topic in general?

Q39 Please click the "submit" button to record your responses. Thank you for your time.