

Report of the survey of full-time non-tenure-eligible faculty
NTE Committee of the Faculty Senate
June 2020

In Spring 2019 the Non-Tenure-Eligible (NTE) Committee of the Faculty Senate conducted a survey of full-time non-tenure-line faculty at Northwestern. The goals of the survey were to: (1) understand the experiences of NTE faculty; (2) identify best practices and areas of improvement; and (3) guide the work of the Committee. This report details the findings of the survey and our recommendations. Faculty senates and university task forces at several institutions, including Berkeley,¹ Yale,² Stanford,³ Boston University,⁴ and the University of Maryland,⁵ have conducted similar work.

Many things have changed since Spring 2019. The COVID-19 pandemic has upended our daily lives and placed a lot of pressure on Northwestern's finances.⁶ Still, despite the many unknowns, we believe that caring for the University community and respectfully continuing with our advocacy is now more important than ever.

¹ Michael Burawoy and Jennifer Johnson-Hanks, "Second Class Citizens: A Survey of Berkeley Lecturers," https://academic-senate.berkeley.edu/sites/default/files/divco_on_ugc_lecturer_survey_report_w- encl.pdf

² Yale University FAS Senate, "Report on the Status, Pay, and Conditions of Non-Ladder Faculty in FAS" https://fassenate.yale.edu/sites/default/files/files/Reports/FAS-Senate_2017-04-13_Non-Ladder-Faculty.pdf

³ Stanford University, "Final Report of the Provost's Committee on Lecturers," <https://provost.stanford.edu/wp-content/uploads/sites/4/2018/11/LecturersFinalReport.pdf>

⁴ Boston University, "Report of the Task Force for Non-Tenure-Track Faculty" http://www.bu.edu/ntt/files/2010/04/NTTFaculty_TaskForce_Report.pdf

⁵ University of Maryland, "Task Force on Non-Tenure Track Faculty Final Report" <https://www.senate.umd.edu/searchBills/view?billId=290>

⁶ On May 11, 2020, President Schapiro announced a \$90 million shortfall for the 2020 fiscal year: Morton Schapiro, Kathleen Hagerty, and Craig Johnson, "Update on University Finances," <https://www.northwestern.edu/leadership-notes/2020/update-on-university-finances.html>

TABLE OF CONTENTS

Findings of the survey.....	3
1. Respondents	3
2. Job security and contract length.....	7
3. Career advancement.....	10
4. Teaching.....	15
5. Atmosphere	18
6. Satisfaction and priorities	21
7. The positives	24
Recommendations for action	26
1. Overall recommendations	26
2. Specific recommendations	26
2.1. Job security	26
2.2. Career advancement.....	28
2.3. Salaries.....	31
2.4. Inclusion and recognition.....	31
2.5. Workload.....	32
Conclusions.....	33
Appendix.....	34

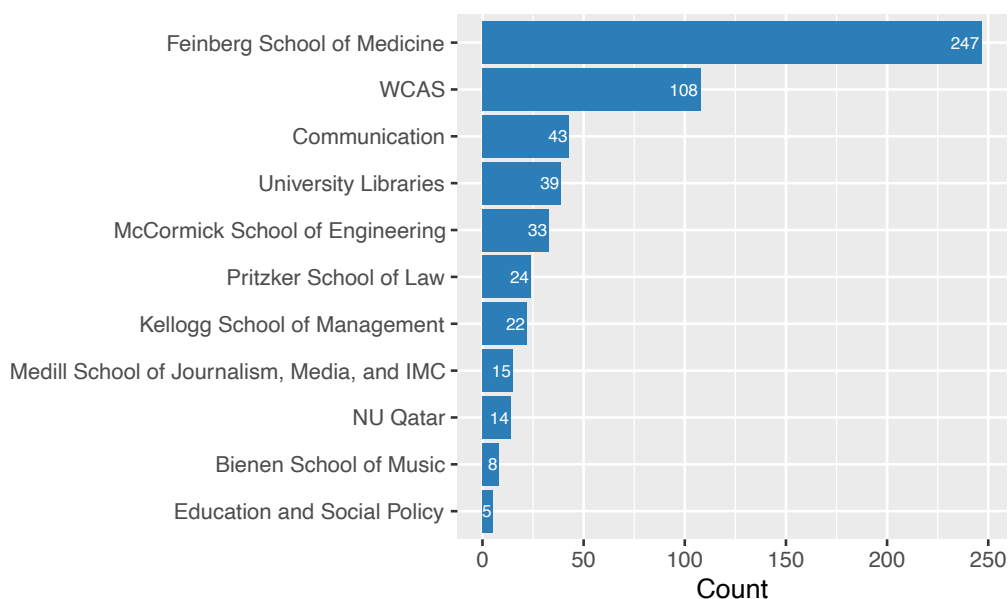
FINDINGS OF THE SURVEY

The survey was distributed via email to non-tenure-eligible instructional, clinical, research, and librarian faculty in all the schools and the University Libraries between April 30 and May 17, 2019. The survey encompassed thirty-five questions that asked about different aspects of the experience of non-tenure-eligible faculty at Northwestern, including teaching, contracts, career advancement opportunities, mentoring, satisfaction and priorities. The survey was anonymous and none of the questions was required. A total of 711 responses were received (24% response rate).⁷

1. Respondents

Figure 1 provides information on all reported school affiliations. About one-third of respondents hold positions in the Feinberg School of Medicine; this is not surprising given that Feinberg is the school with the highest number of non-tenure-line faculty.⁸ It is also worth mentioning that 22% of survey respondents (n=153) decided not to disclose their school affiliation.

Figure 1: Respondents by school



Respondents hold a range of positions, as can be observed in Table 1. Some schools have different titles for instructional and clinical faculty (Figure 2). For instance, respondents from the

⁷This includes only respondents who finished the survey.

⁸ "Tenured, Tenure-Track, and Full-Time Non-Track Faculty Women Faculty by Department, Fall 2018," <https://www.adminplan.northwestern.edu/ir/data-book/v51/8.06-women-faculty-by-department.pdf>

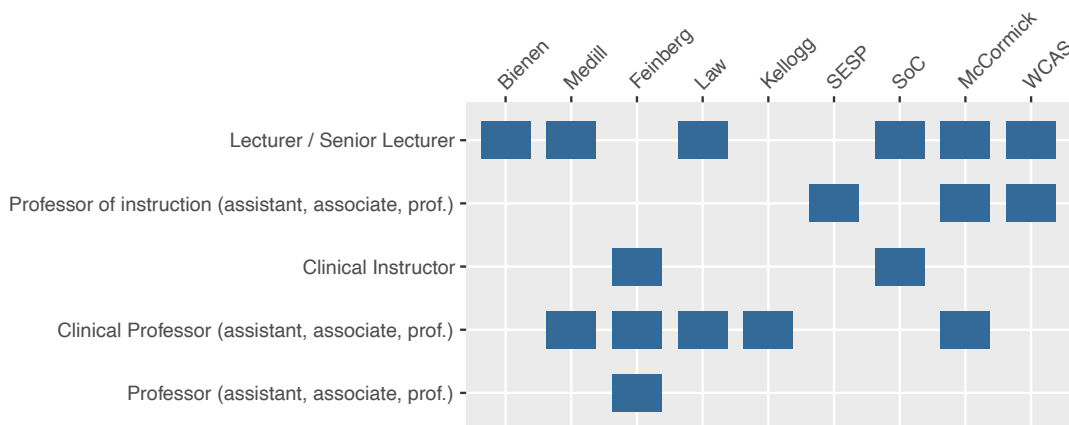
Medill School of Journalism, Media and Integrated Marketing Communications reported lecturer and clinical professor titles, and respondents from the McCormick School of Engineering reported lecturer, clinical professor, and professor of instruction titles. The differences between the tracks within some schools do not seem to be always clear. As one respondent noted:

“[There is a] complete lack of transparency around the various teaching tracks and how to advance within them. I’m appointed as a lecturer, and I have no idea, nor does my department director, how to advance from lecturer to senior lecturer. Nor do I understand why and how some faculty are appointed as lecturers, others as clinical . . . , others as professors of instruction, etc.”

Table 1: Titles held by survey respondents

Title	Count	Percent
Assistant Professor / Associate Professor / Professor	175	25%
Research Assistant Professor / Research Associate Professor / Research Professor	124	18%
Assistant Professor of Instruction / Associate Professor of Instruction / Professor of Instruction	118	17%
Clinical Instructor/ Clinical Assistant Professor / Clinical Associate Professor/ Clinical Professor	107	15%
Lecturer / Senior Lecturer	86	12%
Librarian / Senior Librarian	52	7%
Other ⁹	40	6%

Figure 2: Instructional and clinical titles reported by school¹⁰

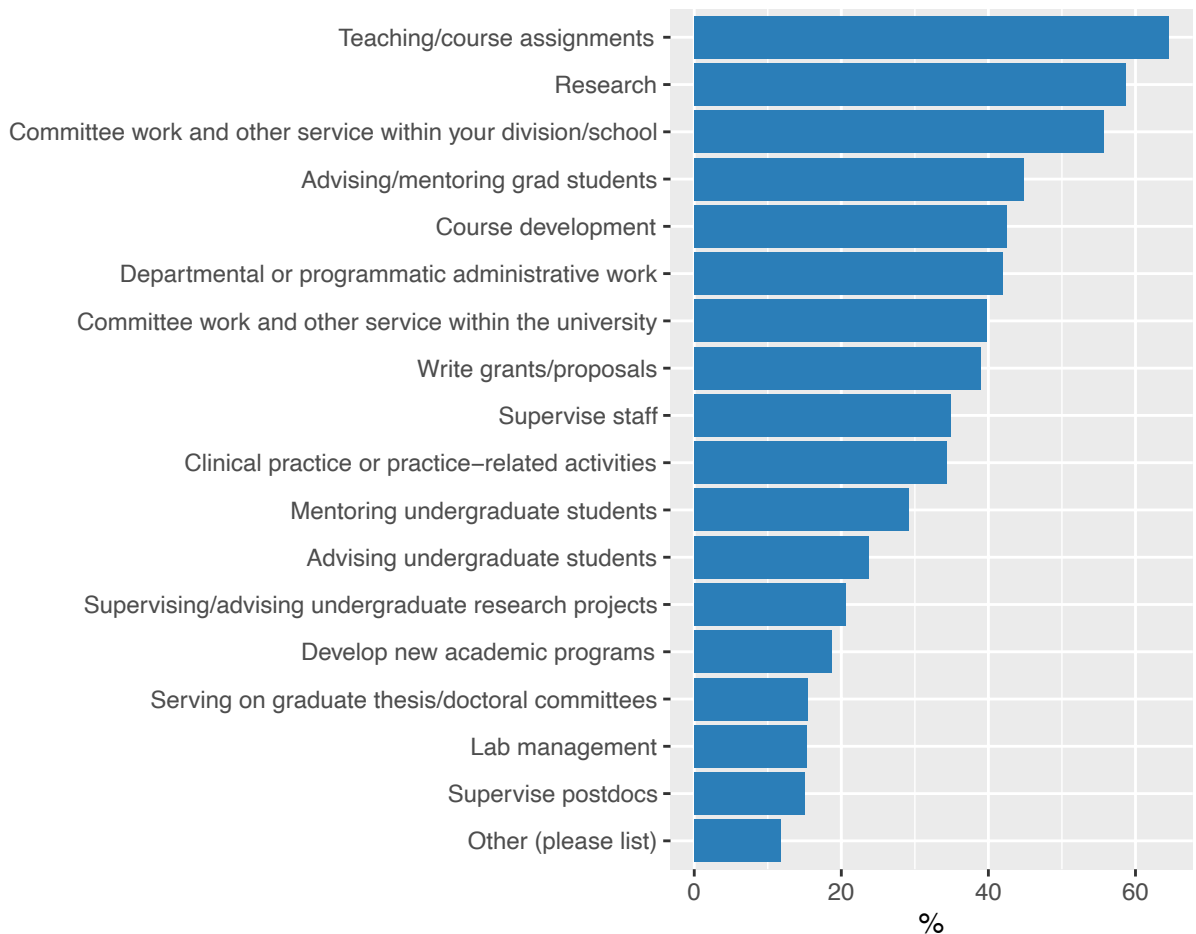


⁹ “Other” includes, for instance, instructor, professor of practice, assistant and associate professor in residence.

¹⁰ Other instructional/clinical titles not represented include instructor, professor of practice, and assistant and associate professor in residence.

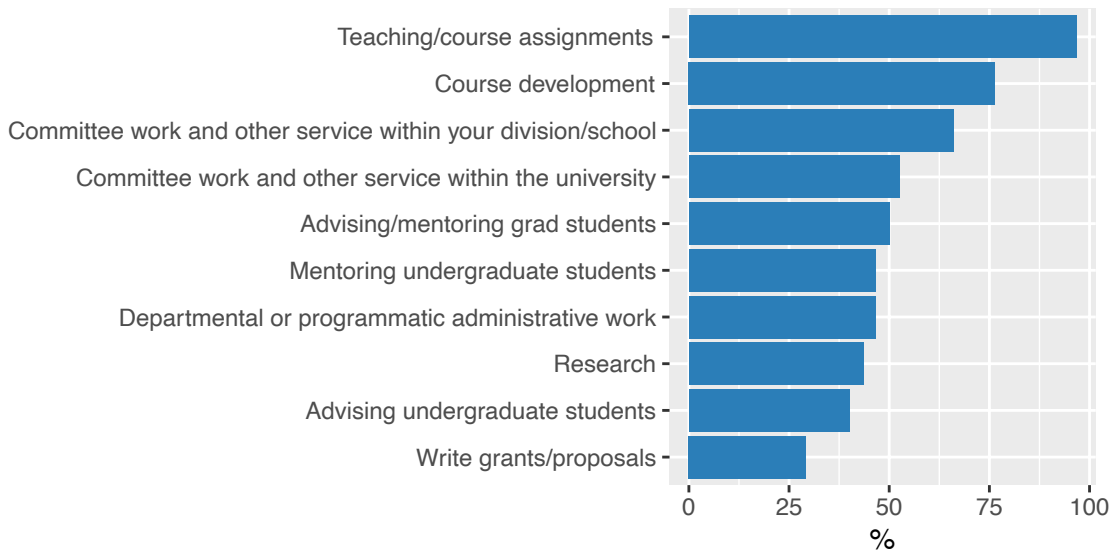
Respondents are engaged in a range of activities at Northwestern, as shown in Figure 3. Overall, the most frequent responsibilities include teaching/course assignments (65%), research (59%), committee work and service within the school or division (57%), advising/mentoring graduate students (45%), course development (42%), departmental or programmatic administrative work (42%), and committee work and other service within the university (40%).

Figure 3: Current responsibilities of survey respondents



Nearly half (48%) of respondents teach as part of their jobs. These faculty members contribute to the university in a number of ways, as can be observed in Figure 4, including developing courses (76%); doing committee or service work within their school or division (66%) and the university (53%); advising and mentoring graduate students (50%); doing departmental or program administrative work (47%); and mentoring undergraduate students (47%).

Figure 4: Most frequent responsibilities for instructional/clinical faculty respondents



More than half (52%) of respondents do not teach as part of their responsibilities (Figure 5). They are most frequently engaged in research (73%); writing grants or proposals (48%); clinical practice or practice-related activities (47%); and supervising staff (46%). The labels “instructional/clinical,” and “research” faculty that are commonly used to describe these groups, however, may be misleading, since they do not capture the full range of their activities. For instance, 44% of instructional faculty are involved in research and, in some cases, research is a requirement for their promotion.¹¹

¹¹ For instance, the criteria for promotion to Associate Professor of Instruction in the Weinberg College of Arts and Sciences include a “record of discipline-specific research, pedagogical research, professional development, or creative work appropriate to the field that introduces current knowledge of the candidate’s field into the classroom”. <https://www.weinberg.northwestern.edu/faculty/career/reappointment-promotion/promotion-for-teaching-track-faculty.html>

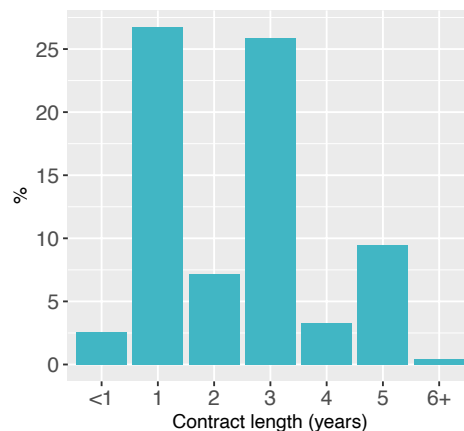
Figure 5: Most frequent responsibilities for research faculty respondents



2. Job security and contract length

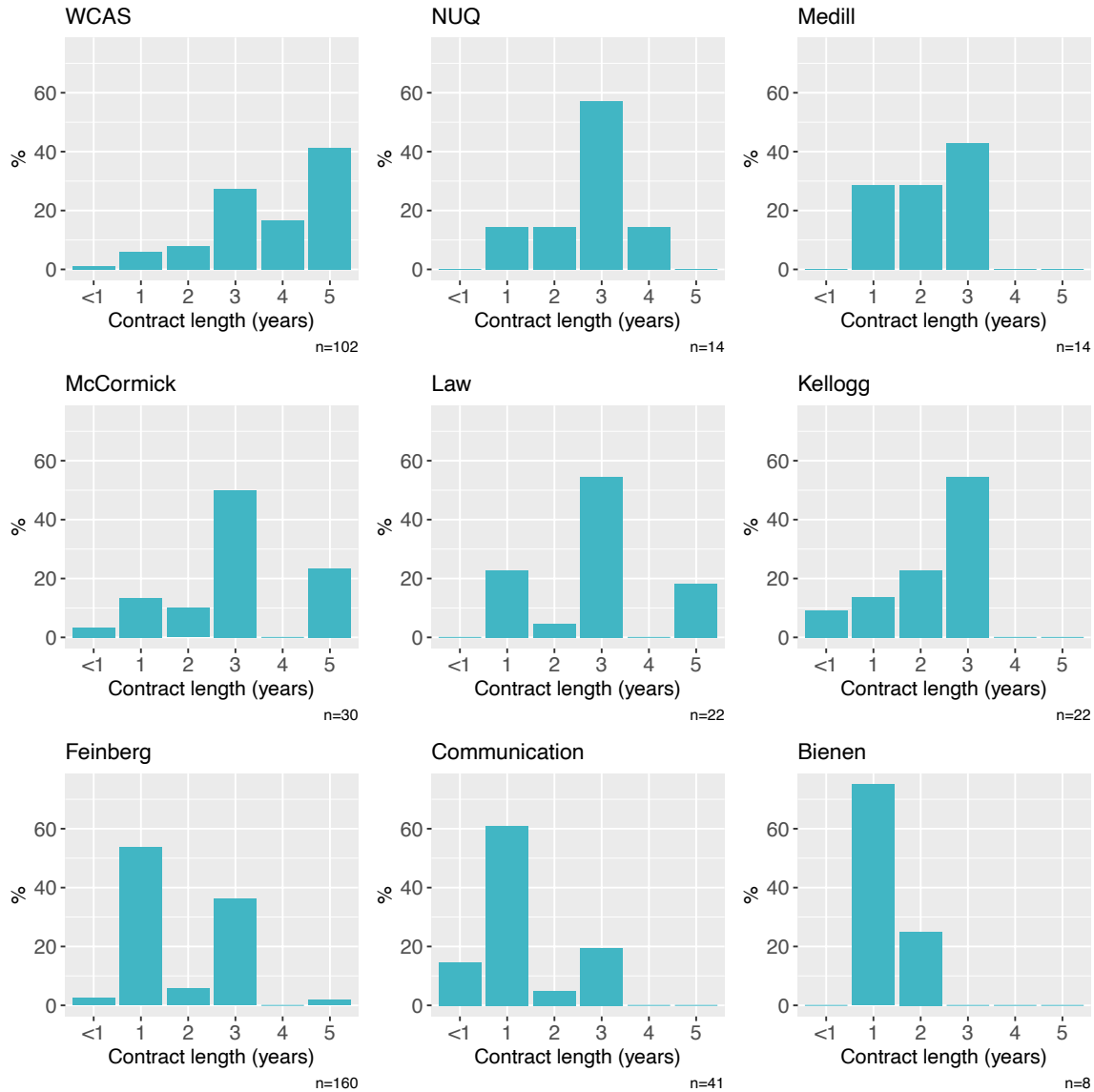
Figure 6 gives information about the contract length reported by survey respondents.¹² Overall, the most common contract lengths were one year (27%) and three years (26%), followed by five years (9%). However, the results show differences across the schools: whereas in the Weinberg College the most frequent contract length was five years, in the School of Communication, Bienen School, and Feinberg it was one year (Figure 7).

Figure 6: Contract length distribution



¹² 24% of survey respondents have ongoing appointments

Figure 7: Contract length distribution by school

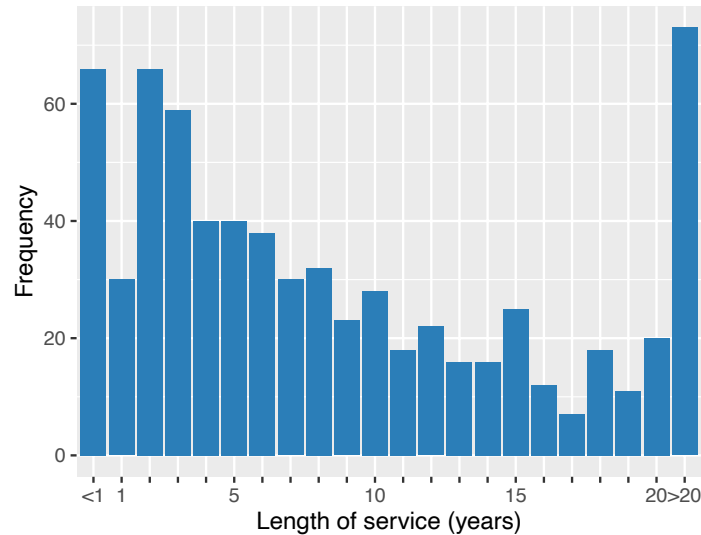


Many (42%) survey respondents have been employed as full-time faculty at Northwestern for at least 10 years (Figure 8). Even if non-tenure track appointments are often described as temporary, that does not seem to be the case for many faculty at Northwestern and at peer institutions. For instance, the average length of service reported in a survey of non-tenure-track faculty at Yale was 9.4 years.¹³ Also, the majority of non-tenure-track faculty at Berkeley have been employed there more than three years (with 33% more than six years).¹⁴

¹³ Yale University FAS Senate, "Report on the Status, Pay, and Conditions of Non-Ladder Faculty in FAS".

¹⁴ Burawoy and Johnson-Hanks, "Second Class Citizens: A Survey of Berkeley Lecturers".

Figure 8: Frequency distribution of length of service as full-time faculty members



Reappointment procedures are another factor of job stability. Many survey respondents did not know when they receive appointment/reappointment notifications (22%) or expressed that these notifications do not follow a pattern (18%). The most frequent responses for those who specified time periods were one month (13%), one quarter (7%), and one year (8%) in advance. Some respondents receive appointment/reappointment with less than a month in advance.

“No real pattern. Last year it was in April, the year before it was in June. Reappointment letter does not contain information regarding salary.”

“7 days before Aug 31 is about when I and other clinical faculty receive our appointment letters. It is really unprofessional and shows that the school has complete disregard for our appointments to treat it at the last minute like that.”

Many survey respondents are concerned about the lack of job security and short contract lengths. Some of the narrative comments to the question “briefly describe the greatest impediments to your work here at Northwestern” illustrate this situation:

“Working with a one-year contract. It is unnerving to know that job security is not high. And in that mental environment it is difficult to undertake research that should lead to a book.”

“Lack of job security, not knowing if my contract will be renewed, my work not being recognized or appreciated by the administration, the fact that the decision for my reappointment will not be made on the basis of my performance as a teacher, but on the number of students enrolled in my courses . . .”

“SALARY. And the length (or rather shortness) of my contract. And a complete lack of job security. I am tasked with developing a [redacted] Program. How can I fully engage in developing it if I might not be here a year from now?”

“Not having an indefinite contract is a constant psychological burden despite the long term 'continuing lecturer' status.”

“The year-by-year contract is very difficult for me. For the time being, there seems to be a tacit agreement that I have a permanent position here, but there is also a tacit understanding that it would take nothing more than any degree of dissatisfaction with my output within the scope of a given year to result in my dismissal with little or no warning, negating nearly two decades of dedication to Northwestern.”

3. Career advancement

Evaluation. The majority (74%) of survey respondents are evaluated on an annual basis for reappointment and/or salary raises (Figure 9). It is also worth noting that 14% of respondents do not know if they are evaluated. Concerns regarding annual evaluations can be found in Figure 10 and include the evaluation criteria, lack of transparency, and lack of clarity of procedures. Other concerns frequently articulated in comments were the lack of transparency in salary increases and how annual evaluations factor into compensations. Also, many respondents expressed that they do not receive feedback for their evaluations.

“Salary raises and merit pay are not based on transparent criteria. While we fill out an activities report, we receive no written or verbal feedback. This is extremely important for junior faculty which make up the majority.”

“I don't know who evaluates me annually and how. My appointment letter tends to have very nice positive notes about my work but I don't receive any feedback about areas in which I could improve my performance. As noted, I have read that there are several 'levels' of performance but never know where I fell that year or how to improve so that I might be eligible for a higher raise. There is a major lack of transparency.”

Figure 9: Are you evaluated on an annual basis for reappointment and/or salary raises?

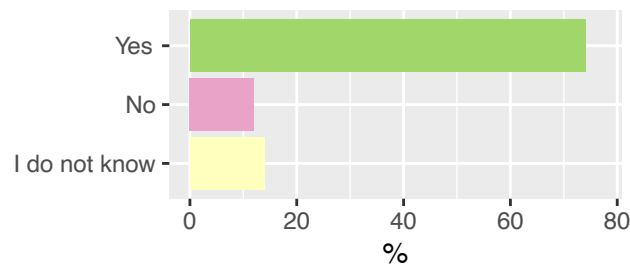
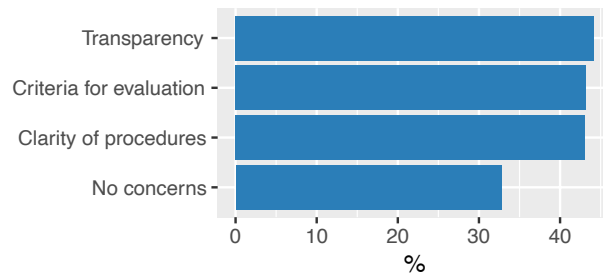


Figure 10: Concerns regarding annual evaluations



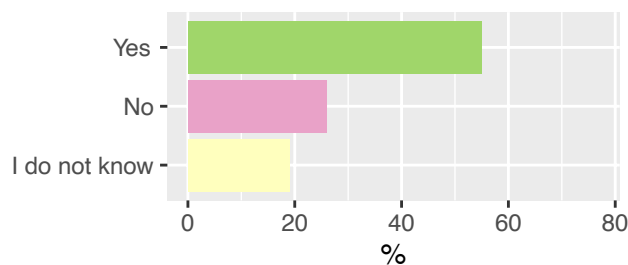
Pathway to promotion. As shown in Figure 11, 26% of respondents do not have a pathway to promotion¹⁵ and 19% do not know if they do. The lack of an explicit pathway for advancement is a concern that many survey respondents articulated:

“We used to have a pathway for promotion for NTE faculty, but our previous dean killed it. It's not clear whether that pathway will return or not as we go through our administrative turnover. It's very frustrating to work hard and to receive praise for all aspects of my work but to have no opportunity for promotion.”

“There is said to be no path for promotion for lecturers, which is deeply disappointing. There was a group promotion for clinical lecturers some years back that has not been repeated. This has resulted in a feeling of inequity. . . . There must be a path to promotion for lecturers, who have been stuck at their current levels at Medill for almost a decade.”

“I would be much happier if, as a faculty, 1) we received recognition of our efforts and talents through a clear and fair promotion process, and 2) we were given time and financial resources for professional development.”

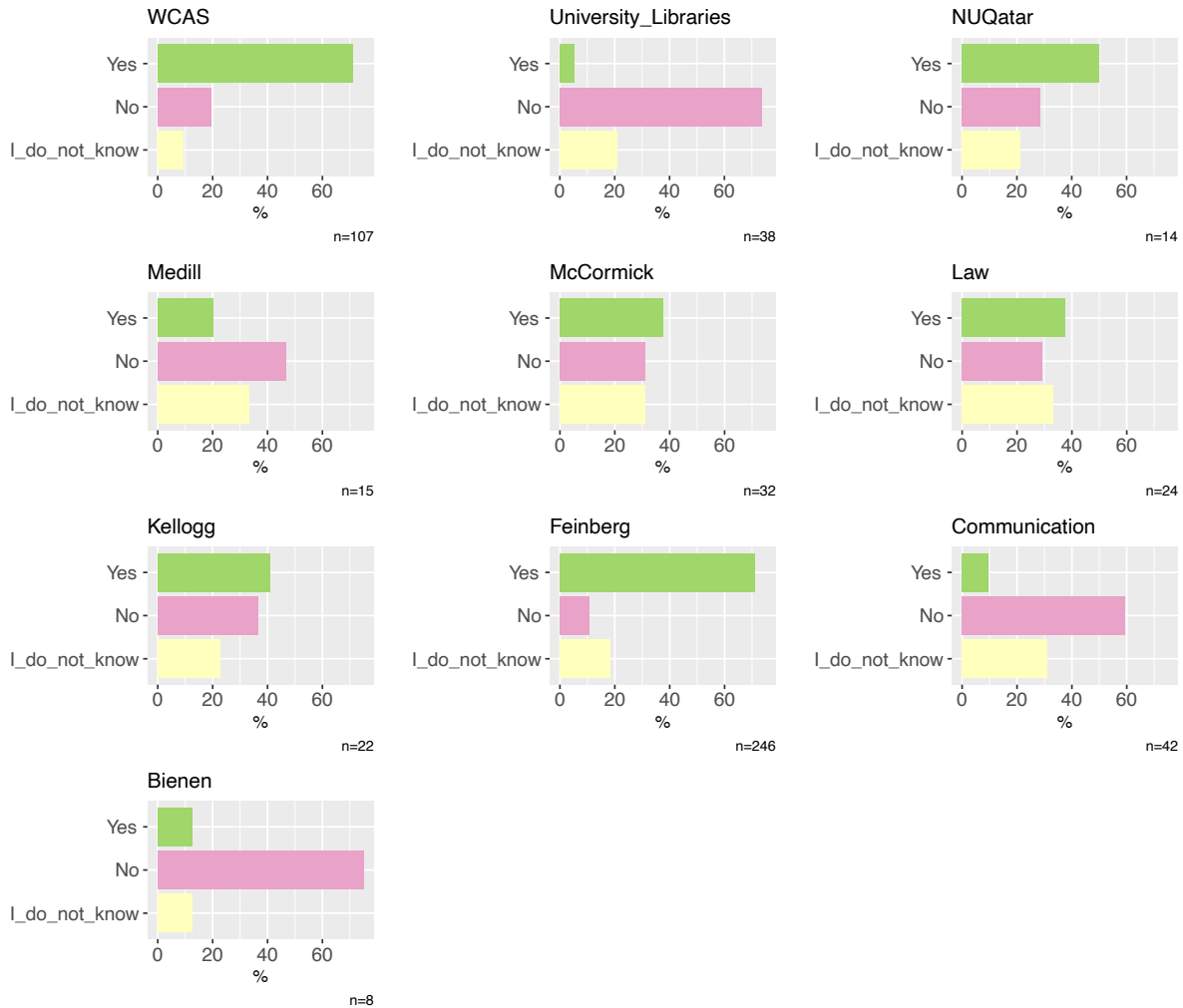
Figure 11: Is there a pathway to promotion for you?



¹⁵ It is possible that some of the respondents who indicated that they do not have a pathway to promotion are already at the top of their ranks.

As Figure 12 shows, the majority of respondents from Weinberg College and Feinberg have a pathway to promotion. The situation seems to be different in other schools, in which the combination of not having a pathway or not knowing if they do makes up the majority of the responses.

Figure 12: Availability of promotion pathways for survey respondents by school



Concerns regarding evaluation for promotion include the criteria, lack of clarity of procedures, and lack of transparency, as show in Figure 13. Several comments indicated that the criteria for promotion do not always seem to be aligned with the job responsibilities or the realities of the position. In addition, some survey respondents reported that for them, promotion did not come with additional job security or an increase in pay.

Some comments that illustrate this situation include:

“Research is a criteria for promotion for teaching track faculty but there is not enough time with a teaching load of 9 courses to do research.”

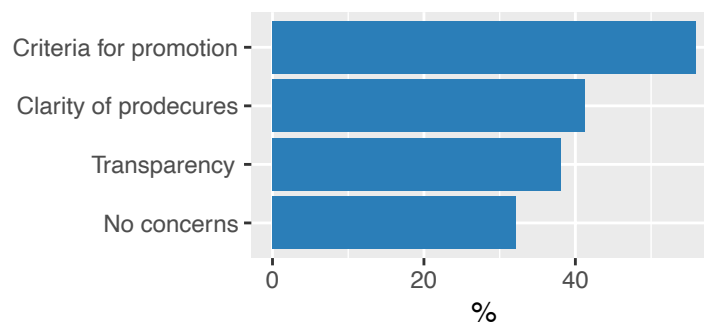
“I am at the highest rank I can get, so no more concerns for myself; but I am keenly aware that NTE faculty in hybrid positions like College Adviser (and some other administrative positions in various departments) might not be getting a fair evaluation if the demands of their primary positions are not considered as part of the promotion process.”

“The promotion has never been discussed for my position and when asked it is being ‘looked into.’ That was two years ago.”

“[T]here is no clear path for promotion in the [redacted] Department. Although faculty members are occasionally promoted from lecturer to senior lecturer, when and how this occurs is unknown to the faculty. There are no specific criteria (e.g., accomplishments, time at NU, publications, presentations, clinical work, etc.) or any set timelines (e.g., after four years of full-time work, etc.) for promotion. Every year, it seems like people are randomly chosen for promotion. . . . [T]here is no transparency in the promotion process. Thus, faculty do not know who makes promotion decisions or what they can do to be promoted.”

“Currently, ranks for librarians are all about their specific job titles/administrative levels. Eventually, I’d like us to develop an alternative ranking system that is more like that of other kinds of faculty--that is, based on record of achievement and excellence within the job regardless of administrative or management level.”

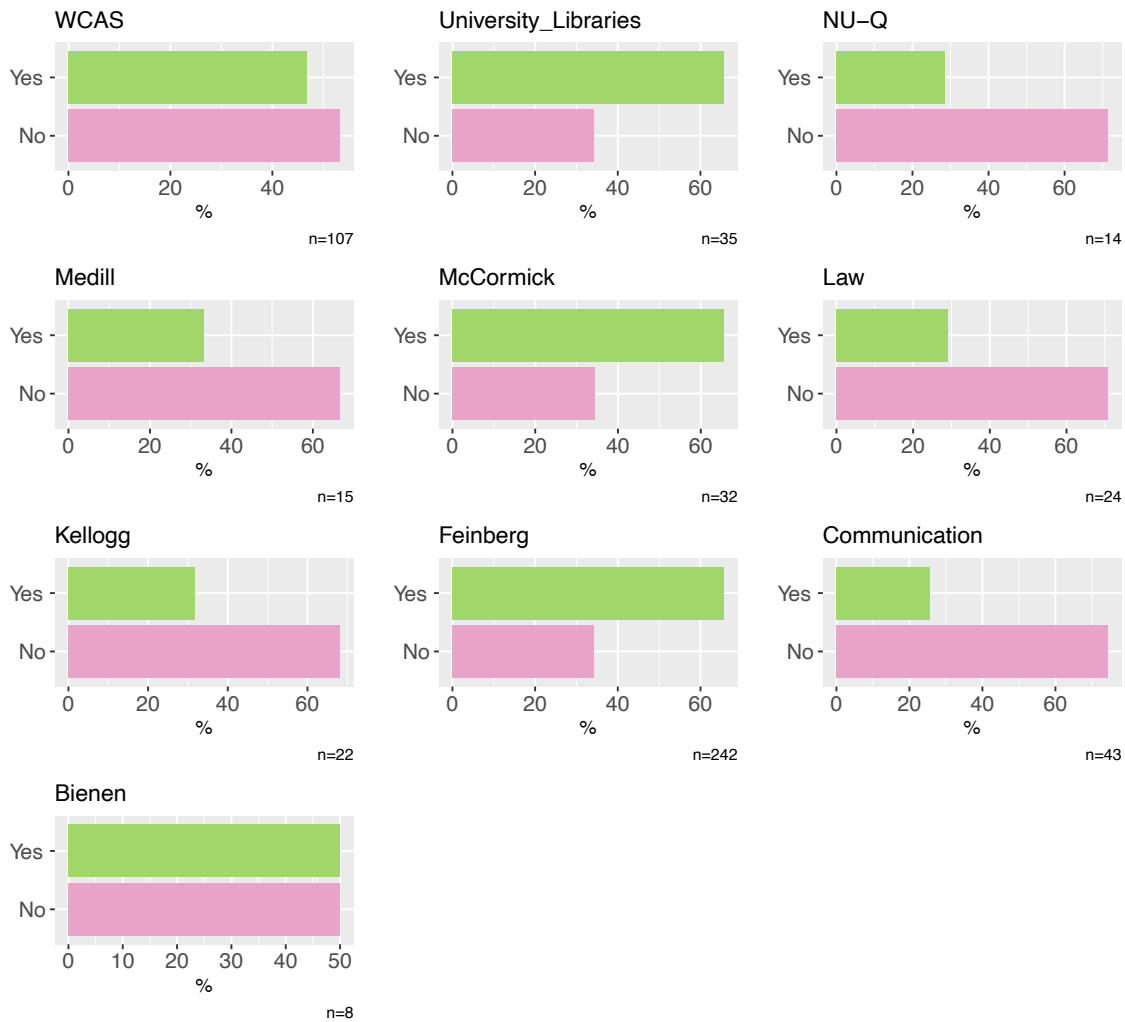
Figure 13: Concerns regarding evaluation for promotion



Mentorship. Half (52%) of survey respondents reported that they have someone in their school or department who provides them with mentorship (for professional growth, promotion, etc.). If we exclude Feinberg, which has a mentoring consulting service available to departments,¹⁶ the percentage drops to 44%. Figure 14 shows that access to mentorship seems to be uneven for respondents across the schools.

¹⁶ Northwestern University Clinical and Translational Sciences Institute, <https://www.nucats.northwestern.edu/education-and-career-development/investigator-development/mentoring/consultation-services.html>.

Figure 14: Is there someone in your department or school who provides you with professional development mentorship?



The lack of mentoring is a concern for many survey respondents, who clearly expressed that they would like to have a mentoring system in place. Many indicated that they would benefit from the career advice and advocacy provided by a mentor, and that this would be especially relevant for junior faculty. Also, the lack of mentorship opportunities seems to be a difference between tenure-line faculty and non-tenure-line faculty in several departments.¹⁷

Most of the mentorship provided to survey respondents is informal (63%). Formal mentorship is provided by department chairs or program directors (13%), direct supervisors (12%) or colleagues (11%).

¹⁷ For instance, the Law School has a mentoring program for junior faculty: Northwestern Pritzker School of Law, "Mentoring," <http://www.law.northwestern.edu/research-faculty/faculty/recruitment/mentoring/>

When it exists, mentorship has to be frequently sought by survey respondents. Thus, it depends on the willingness of other faculty members to dedicate their time to mentoring without being recognized for it, and also on the network of the faculty member who is trying to find a mentor. In the words of a survey respondent: “[I]f all of your connections are with others of your same level, conversations about advancing in your career are much more difficult.”

Some representative comments include:

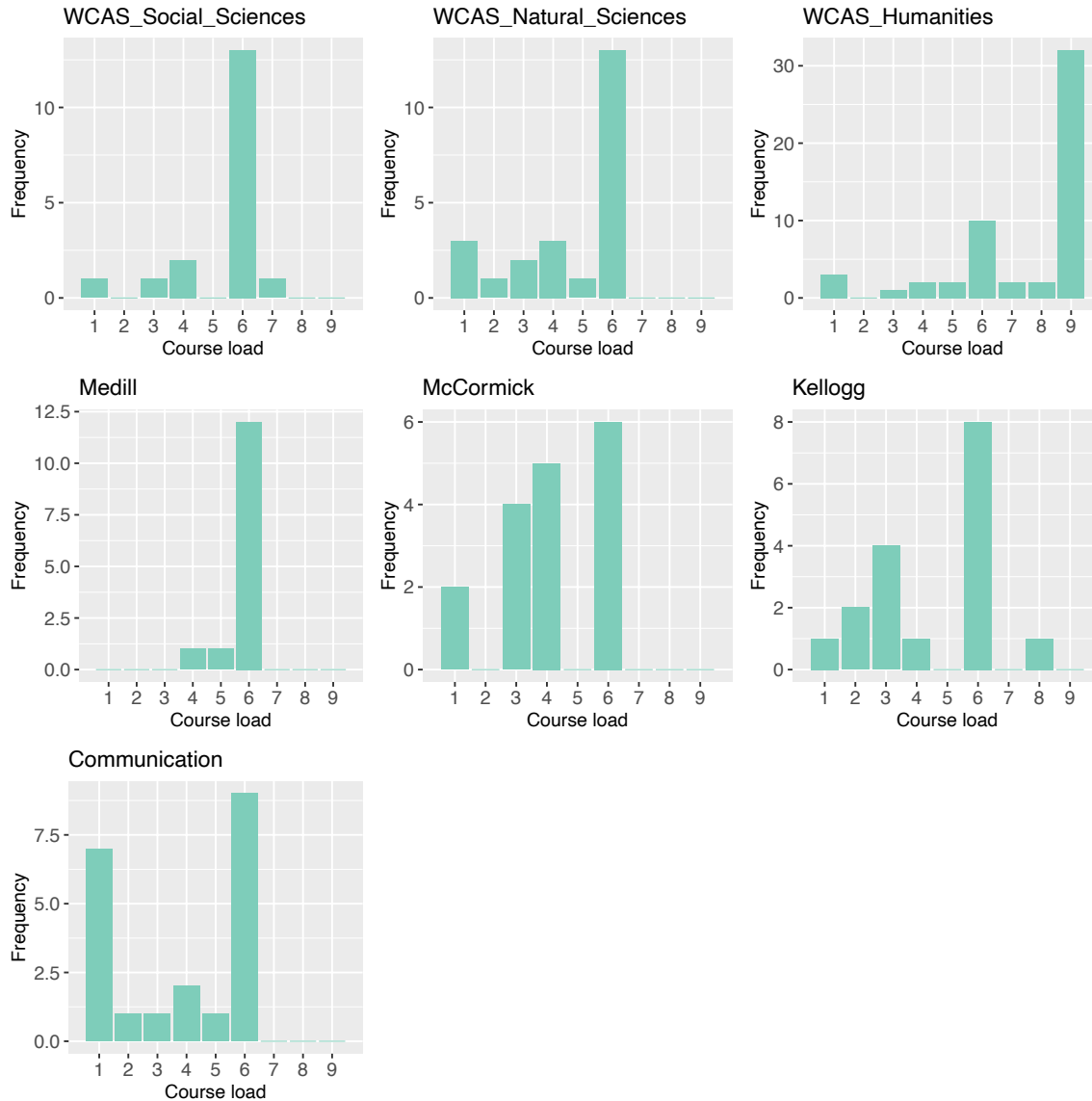
“After 3 years of asking for mentorship within my department to no avail, I finally sought and obtained a mentor in another department who I have been meeting with the past month or so. Mentorship should be a priority for all faculty, regardless of designation as the success of faculty = success of university.”

“I have gotten mentorship at NU from faculty outside of my department, mostly because I have either sought it out, or b/c I ended up in a position (committee, admin position, etc.) that put me in touch with others who generously offered their time/advice to me when I've asked. Any mentorship I've gotten within my department has been more like support from fellow colleagues (which has been invaluable and I'm very grateful for), but nothing like actual mentorship from any established faculty member, except for help/mentoring in specific promotion cases/steps. [...] There has been almost 100% disinterest in mentoring of NTE faculty members by tenure-line faculty in our department.”

4. Teaching

Teaching load. Survey respondents reported a teaching load that ranges between one and nine courses. This variability can be due to a number of reasons. First, Northwestern has schools in a quarter system and in a semester system. Second, there are some cases in which a course may not be the best way to describe a teaching load. As a faculty member noted: *“It's not the number of courses so much as the contact hours.”* Finally, there are courses that are co-taught or team-taught, and also faculty who are granted course reductions. Figure 15 shows the course load by school/division for schools in the quarter system. For these, the most frequent course load reported is six courses, except for WCAS Humanities, in which the most common load is nine courses.

Figure 15: Course load distribution by school/division (quarter system)



Less than half (40%) of the instructional and clinical faculty respondents are able to receive a reduction in their teaching load of one or more courses through research funds, administrative, clinical, or service work. A third (32%) are not able to receive that course reduction, and 28% do not know if that is an option for them. The terms of course reductions have often to do with service and non-classroom instructional duties, such as program development or direction, coordinating courses, training or mentoring graduate students or teaching assistants. Other reasons for course reduction mentioned include advising, research, or administrative duties.

“1 course reduction per quarter, with a max of 2 per year, for coordinating a foreign language course with quarterly enrollment of ~150 students”

“2 course reductions for advising”

“1 course reduction (or a 2/1 rather than 2/2 load) given to research active faculty (those who publish)”

Course assignments. Overall, there is high satisfaction among respondents with their course assignments: 97% are either satisfied or very satisfied. Course assignments are generally determined in conversation with the chair, assistant chair, program director or coordinator, or dean’s office. Department or program needs, including enrollments, play an important role in teaching assignment decisions, but most often respondents’ preferences are considered. As one respondent elaborated:

“Our Chair works with language teaching faculty to devise a teaching schedule. We are able to make suggestions as to what we would like to teach but we all work together and compromise. There are changes each year but there is a very strong professional working relationship within the team in my department. The Chair makes the final decisions.”

However, some respondents reported a very different experience: they do not know how course assignments are determined and are not asked for their preferences (e.g., *“It is dictated by the deans. No opportunity for collaboration or input from me.”*). Finally, some faculty members seem to have fixed course assignments, and sometimes this seems to be determined by contract.

Satisfaction with teaching. Overall, respondents seem to be satisfied with their teaching, including support (77% satisfaction), course assignments, and class sizes. Specific areas that may need improvement include the need to keep class sizes small; recognize the time spent in non-classroom instructional duties and doing service; and, in some cases, teaching loads. There are also faculty members who would like to have more input on and variability of course assignments.

“I would like unit credit for course development, and/or creative work. That is expected of me, but I have no time to do it.”

“I would like to have smaller class sizes. I would also like a stipend for creating a new course (which I have done twice with no pay).”

“It is very challenging to keep up with research, enhance our courses, develop new courses, advise students, and get involved in service while teaching 9 courses per year. There is not enough time and we could all do a much better job if we had to teach only 6 courses per year.”

“All of this is good but the teaching load affects my ability to improve the curriculum, grow the program and promote the program across industry towards being a true number one position against our peer schools like Penn, CMU, MIT, Stanford and others.”

5. Atmosphere

Recognition and respect. Many survey respondents reported not feeling recognized or respected by the institution or by other faculty. This came up strongly in two of the open-ended questions: “Briefly describe the greatest impediments to your work here at Northwestern”(more than 80 comments alluded to recognition or a second-class status) and “Briefly describe what would enhance your professional satisfaction here at Northwestern” (around 70 comments).

Some faculty comments illustrate the situation:

“The hierarchy that leaves non-tenure line faculty as the ‘lower class’ in all respects (treatment by others, salary, teaching, research, voice, etc.) at this university. Lip service is paid to our worth at times but nothing really shows it here”

“[R]ecognition of the value of clinical faculty by the institution in terms of status, title, salary and opportunity to participate in advanced opportunities at NU instead of being relegated to ‘second citizens.’ In Medill, clinical faculty do the lion's share of the work--teaching tough classes AND service and all co-curricular work (of which there is a lot) with the lowest salaries and disdain of the tenure faculty.”

“It seems silly but a change of title and some recognition of how long I’ve served the university. Next year will be my 20th year and I know that will go unnoticed.”

“I feel a lot of information, from NU documentation and faculty handbooks to New Faculty Induction events are still presented as primarily for Tenured/Tenure Track faculty. Information pertaining to NTE faculty is presented secondarily, not by default. It often has the feeling of ‘because we have one or more NTE faculty here, we’ll also talk about them, sorry everybody else.’ It is subtle and I’m sure not intentional, but it does give an impression, from the very beginning, that the NTE are not the main priority [...]”

“Overall, I really like my job. It would be good to have a greater sense that the institution valued faculty members who are the primary face of NU for students.”

Connected to the second-class status feeling, many respondents expressed that they do not have a voice in departmental governance or, when allowed to participate, are often given partial or no voting rights. This lack of inclusion also applies to decisions that directly affect the working conditions of these faculty members, such as curricular decisions.

*“Voting eligibility produces another subtle ‘second-class’ citizen feeling. I can understand NTE faculty not being eligible to vote in dept/school faculty meetings on Tenure decisions, or being unable to vote during their first year of appointment, but when a NTE [redacted] who’s been in appointment for ~20 years *cannot* vote and a 2nd year TT junior faculty member *can* vote it encourages an unnecessary and (in my opinion*

nonsensical) divide. Particularly on non-controversial votes such as approving the previous meeting's minutes!"

"It's incredibly frustrating to be as deeply invested in a program as I am in the [redacted] program and not have any role in the decision making that directly affects my teaching and my students."

How comfortable are you advocating for yourself? Overall, 70% of respondents are comfortable or very comfortable advocating for themselves within their department (Figure 16). However, it is worth mentioning that roughly one third of respondents do not feel comfortable advocating for themselves, and that number is higher for some schools (Figure 17).

Figure 16: How comfortable are you advocating for yourself within your department?

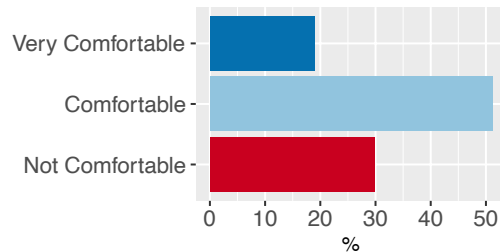
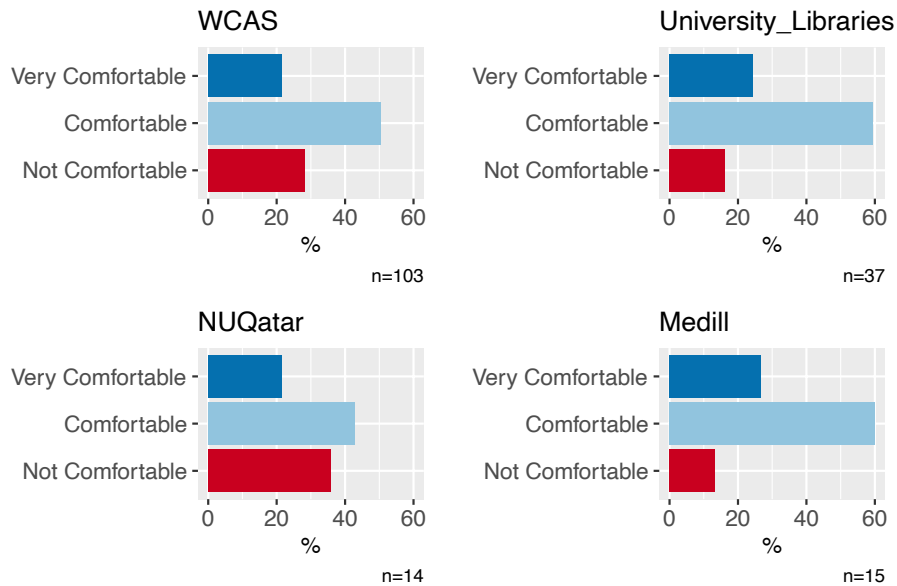
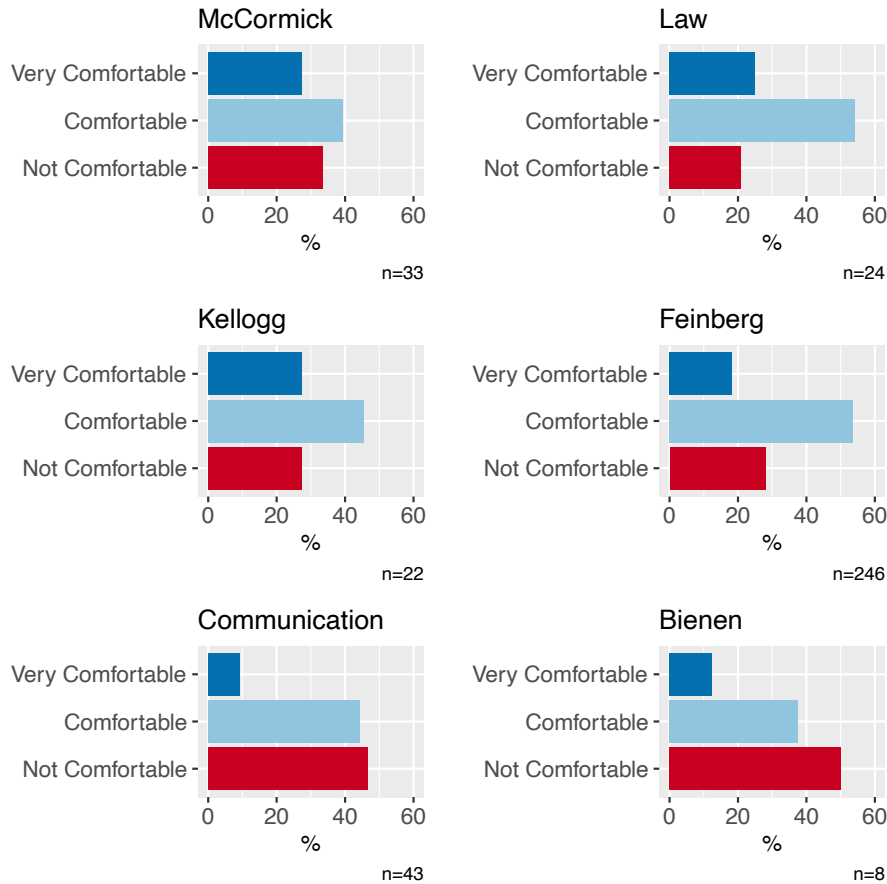


Figure 17: How comfortable are you advocating for yourself within your department?





Respondents expressed several concerns about advocating for themselves. The most frequent concern was fear of retaliation. Being perceived as not dedicated or difficult was also mentioned. Compounded with this is the lack of job security and the power imbalance that are structural to non-tenure-line appointments, and the culture of some departments. Some comments that illustrate the situation include:

“I’m deeply concerned that my advocacy will result in retaliation via a smaller salary increase or course assignments.”

“I am on one-year contracts, so without a long-term contract I do not feel comfortable ‘rocking the boat.’”

“There is not a strong sense that faculty at my level are valued sufficiently to advocate without risking their relationships and status.”

“My dept is very dysfunctional, with a clear separation between t-line and teaching tracks. I am in the teaching-track. Teaching-track fac cannot make decisions that affect teaching-track taught courses, for instance. We don’t have voting rights in our dept, nor are we empowered to voice our opinions in a manner that actually counts. Most of the t-line fac in our own dept (with few exceptions) doesn’t value our input and expertise in our

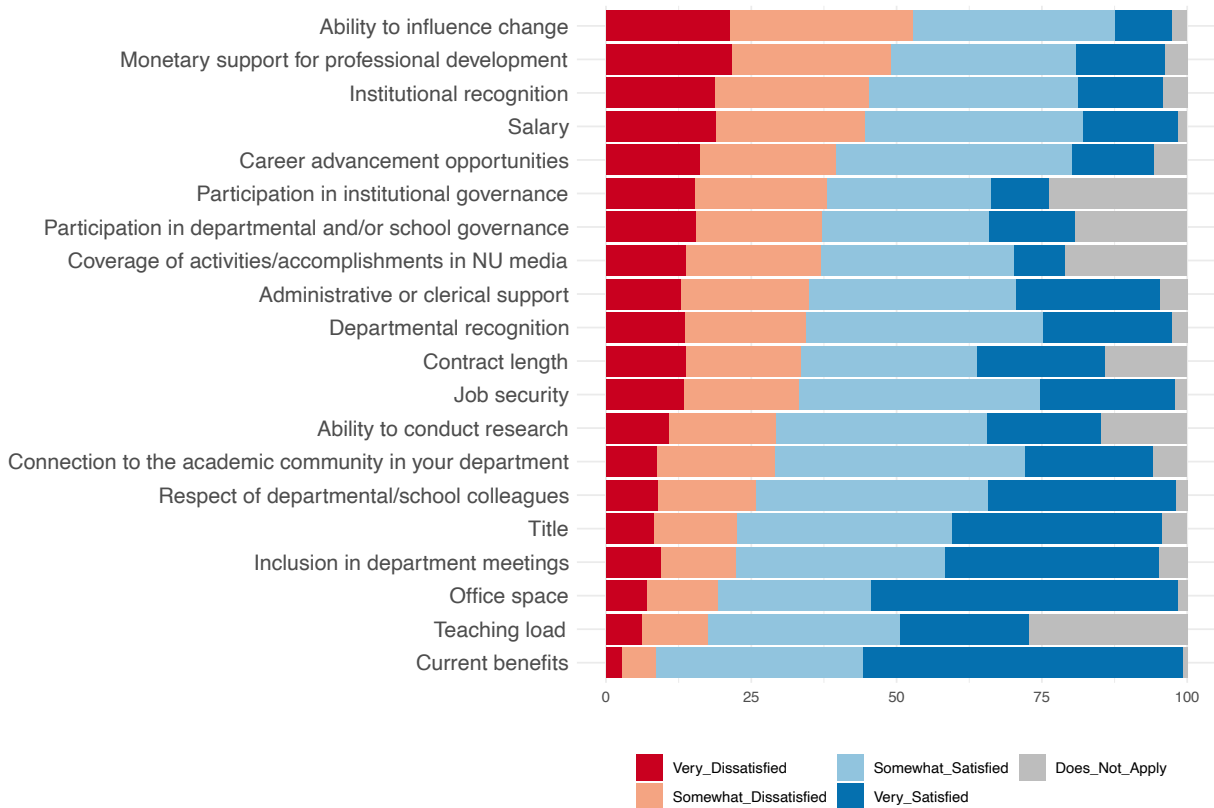
own field and sees us as a group to keep quiet and subdued; so no, I don't feel comfortable advocating for myself. And the few t-line fac who are sympathetic doesn't do it either because they don't feel like creating conflict with their own peers.”

Some respondents also expressed that they do not advocate for themselves because they feel that their concerns were not heard in the past, or they think they would not be heard. Other concerns included not having information on what is reasonable or not knowing where to go.

6. Satisfaction and priorities

Satisfaction levels for all respondents can be found in Figure 18. Overall, respondents were more satisfied with current¹⁸ benefits and office space. Highest dissatisfaction levels were reported for ability to influence change; monetary support for professional development; institutional recognition; salaries; and opportunities for career advancement.

Figure 18: Satisfaction levels



Satisfaction levels seem to differ across the schools/divisions for some of the variables examined (Appendix Figures 1-20). Dissatisfaction with participation in departmental and/or school

¹⁸ As of Spring 2019.

governance was higher in NU Qatar than in the rest of the schools (Appendix Figure 14, 86% dissatisfaction). Dissatisfaction with titles was higher for Medill, School of Communication, and Bienen School of Music respondents (Appendix Figure 4). In these schools, many non-tenure-line faculty have lecturer titles, as opposed to the professorial titles (e.g., clinical professor or professor of instruction) that are commonplace in the rest of the schools.¹⁹ For several respondents, the lecturer titles do not inspire respect or do not describe appropriately the nature of their responsibilities, such as the case of faculty who work in clinical environments.

“The titles the NTE faculty have are especially important and should be revised IN ADDITION to having promotion processes put in place in their respective departments. To quote Monica Russel Y Rodriguez (Assistant Provost for Diversity and Inclusion): ‘Lecturer’ denotes, universally, impermanent, not inclusively part of the university.’ I think many NTE lecturers feel this way (i.e., not part of the university), even though they have been at NU for ten years or more.”²⁰

Teaching load is another case in which we observe differences in satisfaction levels across the schools (Appendix Figure 5). WCAS Humanities respondents and Bienen School respondents seem to have higher dissatisfaction levels with teaching load (56% and 43%, respectively). As described in Figure 15, the most frequent course load in WCAS Humanities is nine courses (six courses is the most common load across the Evanston schools). The situation in Bienen might be related to how the load is calculated:

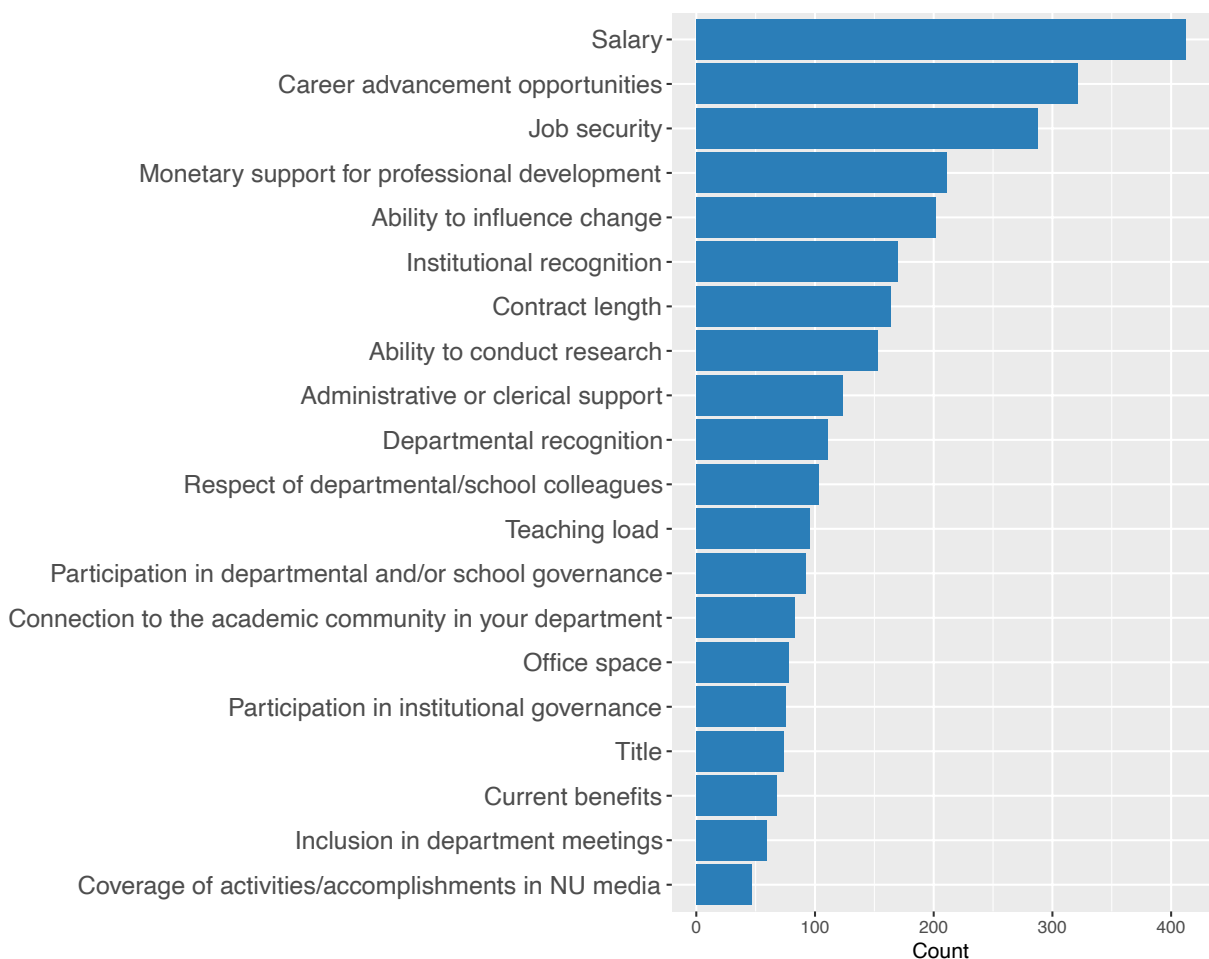
“A fairer load calculation system. Opportunity to participate in governance within Bienen. We have no voice at the table here.”

The top five priorities of respondents are provided in Figure 19. Overall, top priorities were salary, career advancement opportunities, job security, monetary support for professional development, and ability to influence change. Some of these priorities were relevant almost across the board (Appendix Figure 21), such as salaries and job security.

¹⁹ Colleen Flaherty, "Northwestern U's Arts and Sciences College Updates Titles for Teaching Faculty and Offers Path to Promotion," *Inside Higher Education* (2015), <https://www.insidehighered.com/news/2015/08/12/northwestern-us-arts-and-sciences-college-updates-titles-teaching-faculty-and-offers>

²⁰ For the quote by Mónica Russell y Rodriguez, see: Natalie Escobar, "Union Division," *North by Northwestern* (2016), <https://apps.northbynorthwestern.com/unionization/>

Figure 19: Top five priorities for all respondents



Salaries are a known issue. Since 2017, the Faculty Senate Salary and Benefits Committee salaries report has asked the administration to “make every effort to boost NTT faculty salaries in WCAS Humanities, Bienen, and Communications, particularly for Assistant Professors of Instruction” for equity and morale reasons.²¹ In addition, some of the WCAS Humanities faculty are compensated at a level that is below what the Modern Language Association recommends for entry-level instructors (\$67,000).²² For instance, according to the Office of the Provost, the 75th percentile for WCAS Humanities Assistant Professors of Instruction salaries was \$64,566.²³

²¹ Faculty Senate Salary and Benefits Committee, "2017-2018 Year-End Committee Report," https://www.northwestern.edu/faculty-senate/committees/salbenefits-2017-18-report-combined_180727.pdf

²² MLA Committee on Academic Freedom and Professional Rights and Responsibilities, "MLA Recommendation on a Minimum Salary for Full-Time Entry-Level Faculty Members," <https://www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents/Staffing-Salaries-and-Other-Professional-Issues/MLA-Recommendation-on-a-Minimum-Salary-for-Full-Time-Entry-Level-Faculty-Members>.

²³ Northwestern Office of the Provost, "Faculty Salary Table 2019-2020," <https://www.adminplan.northwestern.edu/reports/po/provost-salary-table-2019-20.pdf>

From this perspective, it is not surprising that salaries are seen by many survey respondents as an impediment in their comments:

“Low wages (my kids qualified for reduced lunch for a few years before I was promoted to Assoc Prof of instruction).”

“Lack of equity in salary, lack of equity among NTE faculty in my college (as some of our NTE peers in languages for instance have an egregious course load, lower pay, and fewer supports than we do), [...]”

When asked what would enhance their professional satisfaction, many survey respondents elaborated on this:

“Better, fairer salaries and raises. Our annual raise was slashed without any communication from administration as to the reasons.”

“I would like to be compensated fairly for my work. I bring a high level of expertise to my position and carry a variety of different academic responsibilities, yet I make less money than many of our graduate[sic] make immediately after graduation.”

7. The positives

Working with brilliant students and with dedicated, inspiring colleagues were, overwhelmingly, the most frequent answers to the question “Briefly describe the most positive aspects of your work here at Northwestern”. Other factors frequently mentioned include intellectual freedom and autonomy; excellent benefits; Northwestern’s reputation; being part of a vibrant academic community; the love of teaching; and the resources available.

Some representative comments include:

“I enjoy working with incredibly bright and eager students and watching them grow into competent and compassionate clinicians. I also recognize the vast amount of resources we have available to us as faculty and to give our students, which really enhances the classroom/simulation experience. The overall respect of the institution I work at is important, and the flexibility that this job can provide at times is satisfying. I also feel we have excellent benefits.”

“The students; the ability to do interdisciplinary work with colleagues; the ability to design my classes creatively to respond to what I see as current and pressing needs in the student body.”

“My departmental colleagues and mentors are wonderful and make me feel like the work I do is valuable and valued. The students at Northwestern are equally fabulous and make the job rewarding. Finally, the freedom I have to pursue and teach topics of my interest and choosing make teaching a joy.”

“I love teaching, and interacting with students. I love the general ambience of working on a college campus, my colleagues in my department and other language departments, and their support, Northwestern's steady support for providing the right tools for improved teaching (classrooms, technology, financial resources), benefits (health, dependents, tuition).”

RECOMMENDATIONS FOR ACTION

The results of the full-time non-tenure-eligible survey suggest two major themes about the faculty experience of survey respondents at Northwestern. The first is that often school-level policies and procedures specific to NTE faculty, such as evaluations for reappointment or salary increases (Figure 10), promotions (Figure 13), and reappointment notifications, either do not exist, are not accessible to faculty, or lack clarity or specificity. The second theme that the survey results reveal is a very uneven experience for survey respondents across the schools. This leads us to make a few overall and several specific recommendations that we believe will improve the non-tenure-eligible faculty experience and reflect the value that non-tenure-eligible faculty bring to Northwestern.

1. Overall recommendations

We recommend that the Office of the Provost create and maintain written guidelines for school-specific policies that impact non-tenure-line faculty. (Action: Office of the Provost)

School-specific policies and procedures should be available online, easy to find and access, and clear. These documents should be reviewed every two years by a committee of faculty which includes a majority of non-tenure-line faculty and that can make recommendations to the dean. In addition, we recommend that new faculty are notified of these policies as part of their orientation. (Action: Schools)

We recommend that the Office of the Provost allocate the resources and coordination necessary to create an equitable academic community in which all faculty can thrive.²⁴ This should include, when feasible, increased budgetary support to adopt the recommendations outlined in this report. (Action: Office of the Provost)

2. Specific recommendations

The following recommendations pertain to specific areas that require the attention of the Office of the Provost and individual school leadership:

2.1. Job security

²⁴ In April 2019, the Faculty Senate passed a resolution that called for the creation of a position at the Office of the Provost to oversee non-tenure-line faculty affairs university-wide: Northwestern University Faculty Senate, "Minutes, April 10, 2019," https://www.northwestern.edu/faculty-senate/meetings/minutes_fs_4.10.19.pdf

*2.1.1. Expand the provisions of the Faculty Handbook notice of release requirement to faculty on an annual reappointment cycle*²⁵

One year appointments provide little job security. For instance, there is no requirement for any notice for non-renewal for faculty on this type of contract, regardless of their length of service at Northwestern. According to the Faculty Handbook:

A non-tenured tenure eligible faculty member or a member of the non-tenure eligible faculty may be released at the expiration of the faculty member's appointment but only if the administration gives the faculty member written notice of such intended release one year in advance of the expiration of the appointment, except in the case of one year appointments.²⁶

Some of our peer institutions require advance notice requirements for one-year, renewable appointments. For instance, that is the case of Vanderbilt ("Faculty members holding renewable one-year appointments will normally receive written notices of renewal or nonrenewal by March 1"²⁷) and Stanford ("A member of the Tenure Line, Non-Tenure Line, or Medical Center Line faculty whose appointment has no coterminous condition and who holds a renewable appointment for one year shall be notified by March 15 if the appointment is not to be renewed. [...] Failure to give timely notice of non-renewal will entitle the individual to a special reappointment for an additional terminal year"²⁸). In addition, the AAUP has clear recommendations for minimum proper notification for non-reappointment: no later than March 1 of the first academic year of service; no later than December 15 of the second year of service; and at least 12 months before the expiration of an appointment, after two or more years in the institution.²⁹

We recommend that the University provide a written notice of non-reappointment for faculty on an annual reappointment cycle by March 1 (preferably earlier), should they not be renewed. Otherwise, faculty may not have "an adequate opportunity to secure professional appointment

²⁵ The Faculty Senate passed a resolution recommending this on June 2019: "Minutes, June 5, 2019," https://www.northwestern.edu/faculty-senate/meetings/minutes_fs_6.5.19.pdf

²⁶ Northwestern University, Faculty Handbook, (2018), https://www.northwestern.edu/provost/docs/faculty_handbook_2018.pdf

²⁷ Vanderbilt University, Faculty Manual, Part II, Chapter 2: General Principles, Rules, and Procedures for Appointment, Reappointment, and Termination, <https://www.vanderbilt.edu/faculty-manual/part-ii-appointment-and-tenure/ch2-general-principles-rules-and-procedures-for-appointment-reappointment-and-termination/>

²⁸ Stanford University, Faculty Handbook, 2. Appointments, Reappointments and Promotion in the Professoriate, <https://facultyhandbook.stanford.edu/2-appointments-reappointments-and-promotions-professoriate>

²⁹ American Association of University Professors, Nonreappointment & Full-Time Renewable Term Appointments, <https://www.aaup.org/report/nonreappointment-full-time-renewable-term-appointments>

for which they are qualified”.³⁰ This change will, in addition, promote faculty retention and engagement with the University. (Action: Office of the Provost)

2.1.2. Expand the adoption of multi-year contracts

As shown in Figure 7, three, four, and five years appointments are common in some of the schools, such as the Weinberg College, McCormick School of Engineering, and Kellogg. Also, when there is a demonstrated need and the faculty member is performing satisfactorily, multi-year appointments promote retention, faculty engagement, and contribute to attracting excellent faculty.

We recommend that, whenever possible, the schools limit the use of one-year appointments and expand the use of multi-year contracts for non-tenure-eligible faculty.³¹ We recommend that the Office of the Provost, when feasible, work with the schools to provide economic support to make the transition to this model possible. (Action: Schools, Office of the Provost).

2.1.3. Reappointment notifications

This recommendation is connected to *2.1.1. Expand the provisions of the Faculty Handbook notice of release requirement to faculty on an annual reappointment cycle*. The current situation in which some faculty members receive reappointment notifications a month or less before the start of the term does not foster a community in which all faculty feel recognized or respected. We understand that enrollments are often an important factor in reappointment decisions. However, 62% survey respondents have served at Northwestern for at least five years, which suggests a fairly stable and consistent need for their ongoing contributions.

Therefore, **we recommend** that the Office of the Provost create a clear timeline for reappointment notification. (Action: Office of the Provost)

2.2. Career advancement

2.2.1. Promotion pathways and clarification of academic ranks

Non-tenure-eligible faculty provide crucial service to the university, including teaching, research, integration of professional practice, academic librarianship, or clinical service. Still, there is no university-wide policy that defines the various tracks and ranks for non-tenure-eligible faculty or that provides guidance on the qualifications necessary for appointment or

³⁰ Ibid.

³¹ It has recently been brought to the NTE Committee’s attention that some multi-year contracts have language that specifies that positions are contingent upon enrollments or the needs of the schools, which may undermine job security.

promotion to those. This has resulted in a lack of equality: there are some schools, such as Weinberg College and Feinberg, that have three-tiered, explicitly defined career pathways with publicly available guidelines;^{32,33} in other schools, many faculty members do not seem to have a promotion system and remain lecturers for prolonged periods of time (Figure 11). This situation impacts other aspects of the faculty member's employment, such as salary progression, and contract lengths. In addition, it does not acknowledge their contributions to the University or their qualifications, and may ultimately fail to demonstrate to prospective students the real quality of programs with large numbers of faculty in lecturer ranks.

We recommend that the Office of the Provost create and maintain a policy for non-tenure-line faculty academic ranks that includes:

- 1) A clear definition of the ranks available for each track. For instance:
 - Ranks for teaching-line faculty may include lecturer, assistant professor of instruction, associate professor of instruction, and professor of instruction. We discourage the use of the lecturer title for full-time positions that require a qualifying terminal degree.
 - Ranks for research faculty may include research assistant professor; research associate professor; and research professor
 - Ranks for clinical faculty may include assistant clinical professor; associate clinical professor; and professorFeinberg is already using additional tracks that seem to be consistent with national practices in academic medicine.
- 2) University-wide assumptions for promotion that include: a) minimum time requirements at each rank; and b) the creation of a promotion review structure at the schools, such as promotion review committees.

There are precedents for the type of system that we are proposing. In 2017, Penn State undertook a major review of non-tenure-line faculty appointments university-wide that included the standardization of titles and the creation of a structure for promotion reviews (promotion committees composed by faculty).^{34,35} This work was initially spearheaded by the Penn State

³² Weinberg College of Arts & Sciences, "Promotion for Teaching-Track Faculty," <https://www.weinberg.northwestern.edu/faculty/career/reappointment-promotion/promotion-for-teaching-track-faculty.html>

³³ Northwestern University Feinberg School of Medicine, "Information Guide for Appointments, Promotion, and Tenure," <https://www.feinberg.northwestern.edu/fao/docs/admin-general/Information-Guide-for-APT.pdf>

³⁴ Nell Gluckman, "Universities Take Steps to Improve Working Conditions for Adjuncts," *Chronicle of Higher Education* (2017), <https://www.chronicle.com/article/Universities-Take-Steps-to/239693>

³⁵ Penn State, "Academic Policies, AC21 Definition of Academic Ranks (Formerly HR21)," <https://policy.psu.edu/policies/ac21>

Faculty Senate.³⁶ At Northwestern, the Weinberg College created career pathways for teaching-track faculty that include progressively longer contracts and professor of instruction titles.³⁷

In terms of transparency, faculty should have full participation in the development of the promotion criteria and process for each school. A committee of faculty should regularly review both the criteria and process. (Action: Office of the Provost, Schools)

2.2.2. Mentoring support for career development

Mentoring is an important part of creating a supportive academic community in which all faculty are able to reach their full potential in teaching, service, or research. There is currently a promising mentoring pilot for second-year faculty, including tenure-line, instructional/clinical, and research faculty, led by the Provost's Advisory Council on Women Faculty Mentoring Group.

In addition to this university-wide system, **we recommend** that schools either incorporate non-tenure line faculty members in existing mentoring initiatives or invest in developing robust mentoring programs that include training of mentors. (Action: Schools)

2.2.3. Evaluations for reappointment and/or salary increases

Annual reviews usually meet two purposes: providing substantial feedback and guidance to the faculty member regarding progress towards an agreed-upon definition of success, and providing assessment for institutional decisions. According to the AAUP:

The performance of faculty members on renewable term appointments, full time and part time, should be regularly evaluated with established criteria appropriate to their positions. . . . Evaluation of performance provides essential information for sound and fair institutional decisions regarding compensation, promotion, and tenure.³⁸

Still, some survey respondents expressed that they do not receive performance feedback, that they do not know who evaluates them, or that they do not know how annual evaluations factor into merit increases. Annual FARs are submitted, with no feedback whatsoever, other than a reduction, increase, or no change in compensation without elaboration or explanation.

³⁶ Penn State University Faculty Senate, "Proposed Revision to HR21," <https://senate.psu.edu/senators/agendas-records/march-14-2017-agenda/appendix-j/>

³⁷ Flaherty, "Northwestern U's Arts and Sciences College Updates Titles for Teaching Faculty and Offers Path to Promotion".

³⁸ American Association of University Professors, "The Status of Non-Tenure Track Faculty," <https://www.aaup.org/report/status-non-tenure-track-faculty>

We recommend that each school maintain clear documentation on performance reviews, with clearly laid out criteria that include the full range of intellectual and academic work done by non-tenure-line faculty. Having clear criteria ensures a fair evaluation and protects faculty members from being dismissed without cause for unsatisfactory job performance. Non-tenure line faculty should have input into what the criteria are, and in drafting or revising the documents. Developmental feedback should be provided to all faculty. (Action: Schools)

2.3. Salaries

2.3.1. Review salaries

We welcome the current salary equity study undertaken by the Office of the Provost and its attention to non-tenure-line faculty compensation. As part of this work, **we recommend** that the university create a mechanism to address under compensation that is clearly communicated to the schools and department chairs.

Salaries are connected to promotion pathways. Annual merit raises can sometimes be small (even smaller when the cost of living is taken into account). The current situation in which many faculty members stay at the same rank for long periods of time with no possibility of being promoted and small pay progression is unacceptable for an institution of Northwestern's caliber. (Action: Office of the Provost)

2.4. Inclusion and recognition

2.4.1. Clarify policies on voting rights

As stated in the report of the American Sociological Association (ASA) Task Force on Contingent Faculty Employment:

When contingent faculty are absent from governance processes, as they are *de jure* at some institutions and *de facto* at many more, then not only are important viewpoints and perspectives excluded or under-represented, but also professionalism and faculty governance are weakened³⁹

The ASA report recommends best practices on governance and inclusion for people in positions of power (administrators, department chairs, and colleagues). These include “inclusion of full-time contingent faculty to be full voting faculty on most academic issues (excepting such things as promotion and tenure guidelines)” and “inclusion of both full-time and part-time faculty in faculty governance by providing voting rights on curricular issues.”⁴⁰

³⁹ American Sociological Association Task Force on Contingent Faculty Employment, *Contingent Employment in Sociology*, (2019), https://www.asanet.org/sites/default/files/asa_tf_on_contingent_faculty_final_report.pdf

⁴⁰ Ibid.

We, therefore, recommend that the schools undertake a review of voting rights policies at the department level, and the publication of a clear set of guidelines clarifying votes. (Action: Schools)

2.4.2. Review of department chairs

We applaud the implementation of a deans review process. With the same spirit of supporting leaders in their fundamental roles and with an emphasis in leadership development and improvement, we recommend that each school develop a chair review process. This review is distinct from the academic review of the individual or from the review of the department as a whole, though its accomplishments may reflect the chair's leadership. The review should cover different areas of the department chair role, such as student affairs, faculty development, administrative responsibilities, and involve all department faculty and graduate students.

We recommend starting with the implementation of a mid-term review, which can be distributed in the form of a questionnaire, as a first step towards developing a fuller process that includes an end of term evaluation. (Action: Schools)

2.5. Workload

Instructional/clinical faculty are committed to teaching and to their students (see 7. The positives). They also contribute to Northwestern in many other ways, such as developing courses; doing committee or service work at the University, school, or department level; mentoring and advising students; and conducting administrative work for their department or program (Figure 4). **We recommend** that schools create a supportive environment in which all faculty have a workload that enables them to pursue professional growth, enhance the courses and curriculum, and be engaged members of the University community. We also strongly recommend that schools institute an equitable full-time teaching load for NTE faculty that treats all credit-bearing courses taught by NTE faculty equitably. (Action: Schools)

CONCLUSIONS

In April 2018, the Faculty Senate passed the following resolution:

The Faculty Senate believes that Northwestern University should be an academic community in which all faculty are provided with institutional support for the teaching, research, and service that is expected of a great university. . . . We reaffirm our strong commitment for measures that can be taken to improve salaries, benefits, and other conditions of professional work for NTE faculty, in order to achieve equity and reward excellence for all faculty at Northwestern.⁴¹

With that spirit, we undertook a survey of our peers, identified areas of success and improvement, and respectfully recommended priorities for action. Even if doing a comprehensive review was beyond the scope our work, we have gained valuable insights and increased our understanding of the experience of survey respondents at Northwestern. We hope that our findings and recommendations will inform planning at the Office of the Provost and the schools.

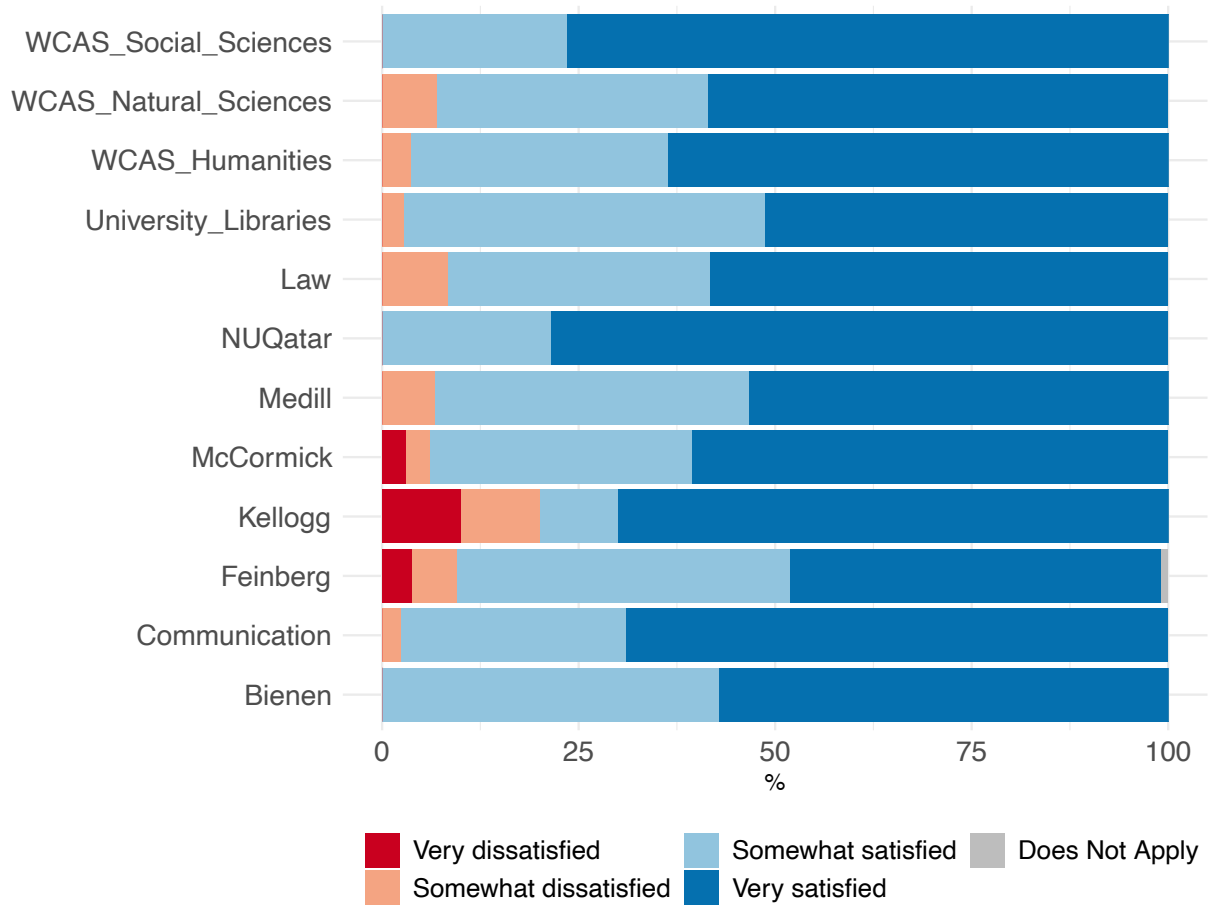
We acknowledge the Office of the Provost for the partnership and support of our work. We commend their commitment “to helping build a diverse, equitable, and truly inclusive environment for the entire Northwestern community so that we are all able to do our best work”.⁴² We strongly believe that creating a clear set of guidelines that shape the non-tenure-line faculty experience university-wide will be a step in that direction.

⁴¹ Northwestern University Faculty Senate, "Minutes, April 18, 2018," https://www.northwestern.edu/faculty-senate/meetings/min_fs_041818.pdf

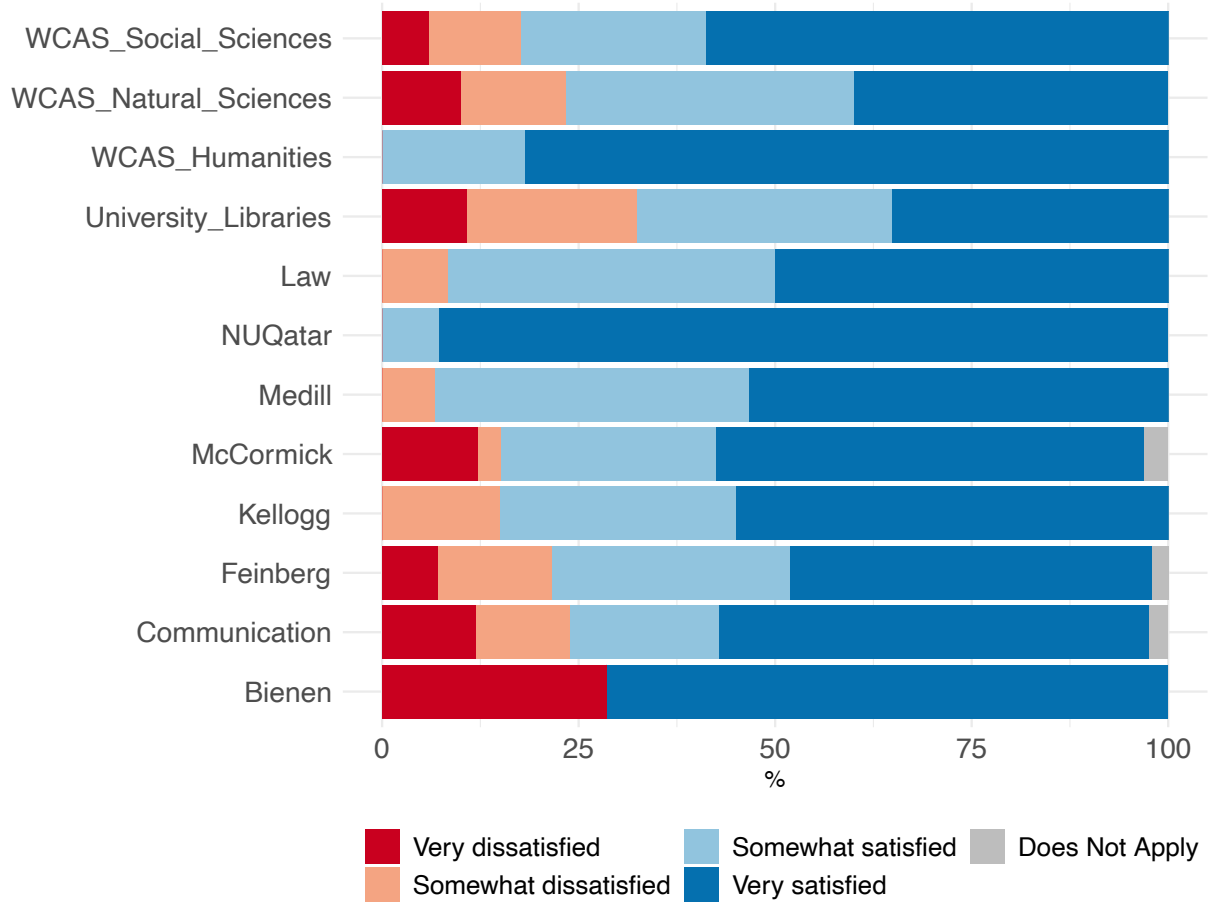
⁴² Northwestern University Office of the Provost, "Equity and Inclusion," <https://www.northwestern.edu/provost/initiatives/equity-and-inclusion/>

APPENDIX

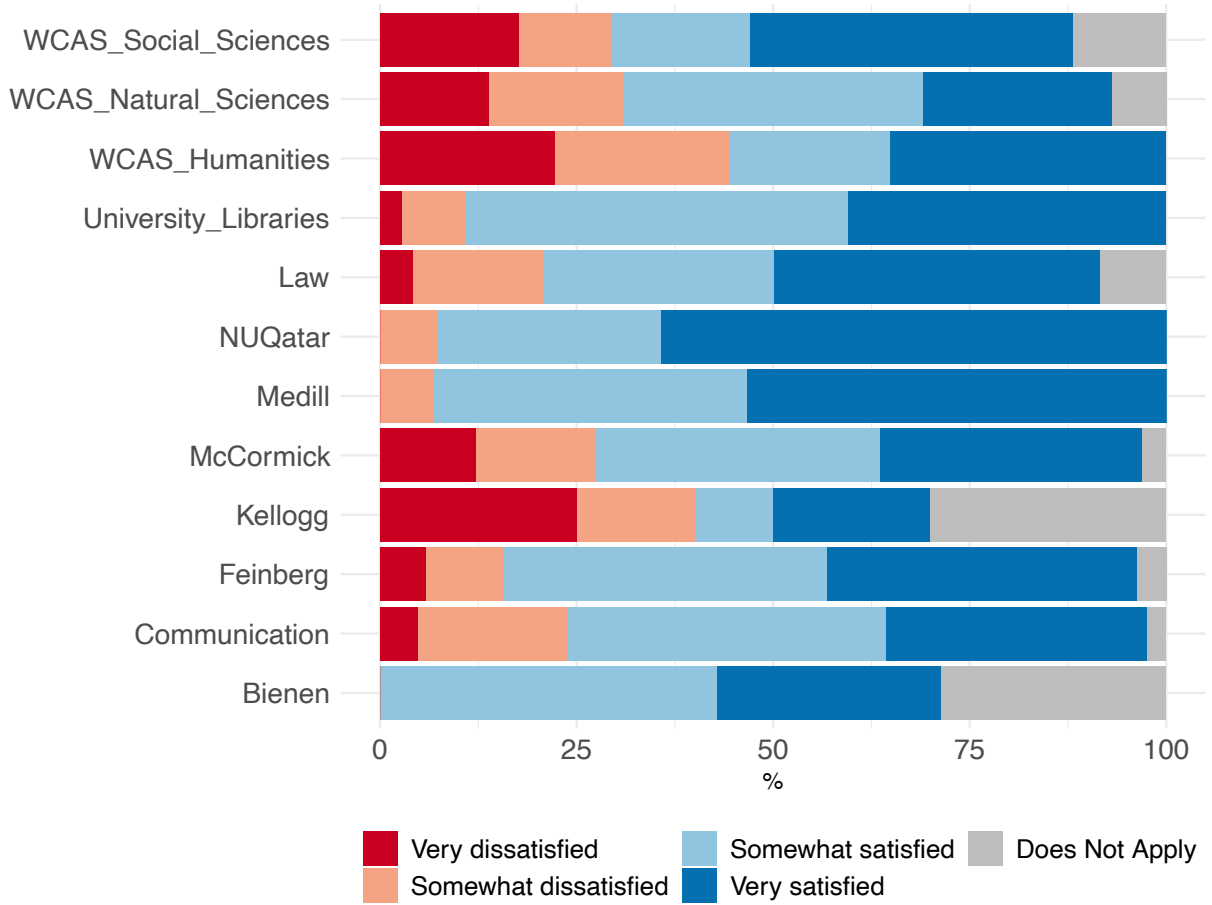
Appendix Figure 1: Satisfaction with current benefits



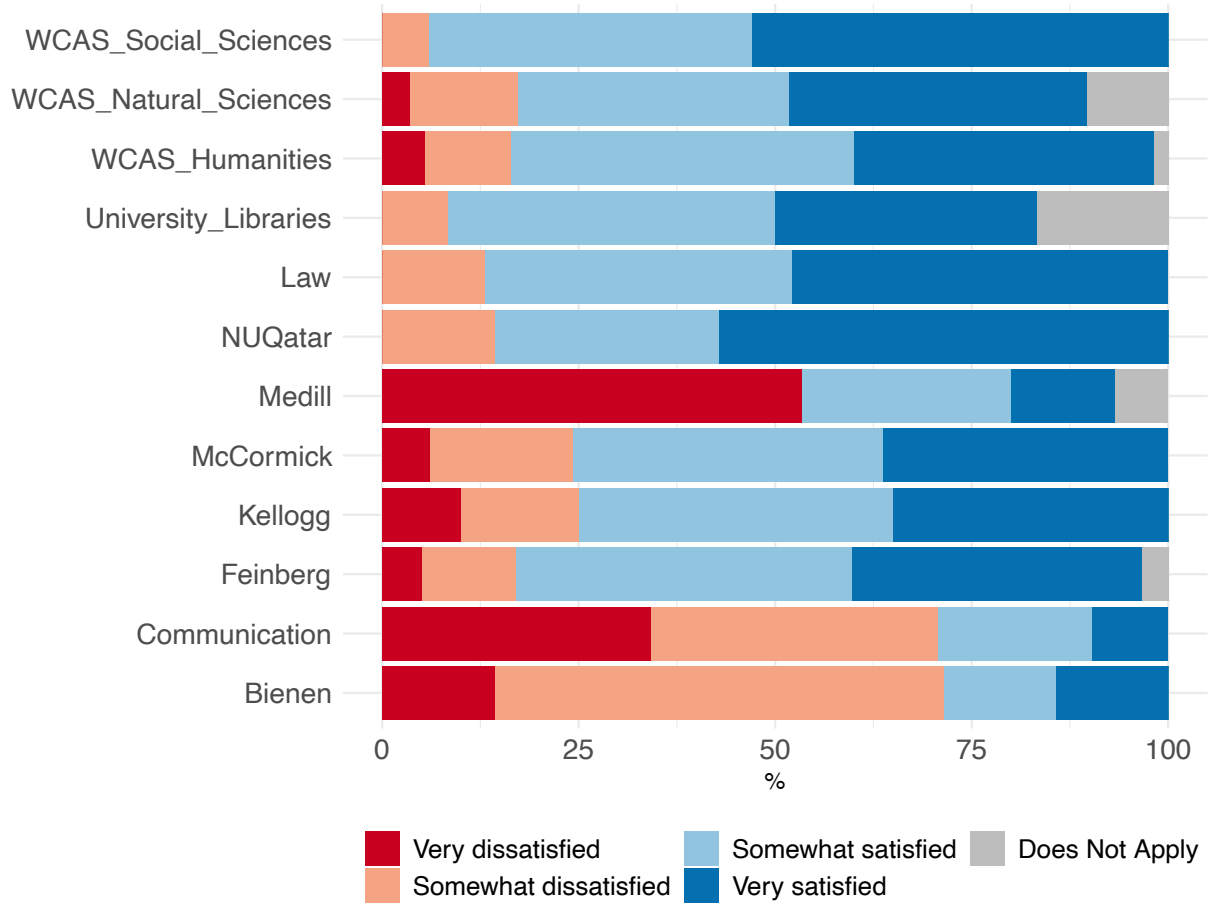
Appendix Figure 2: Satisfaction with office space



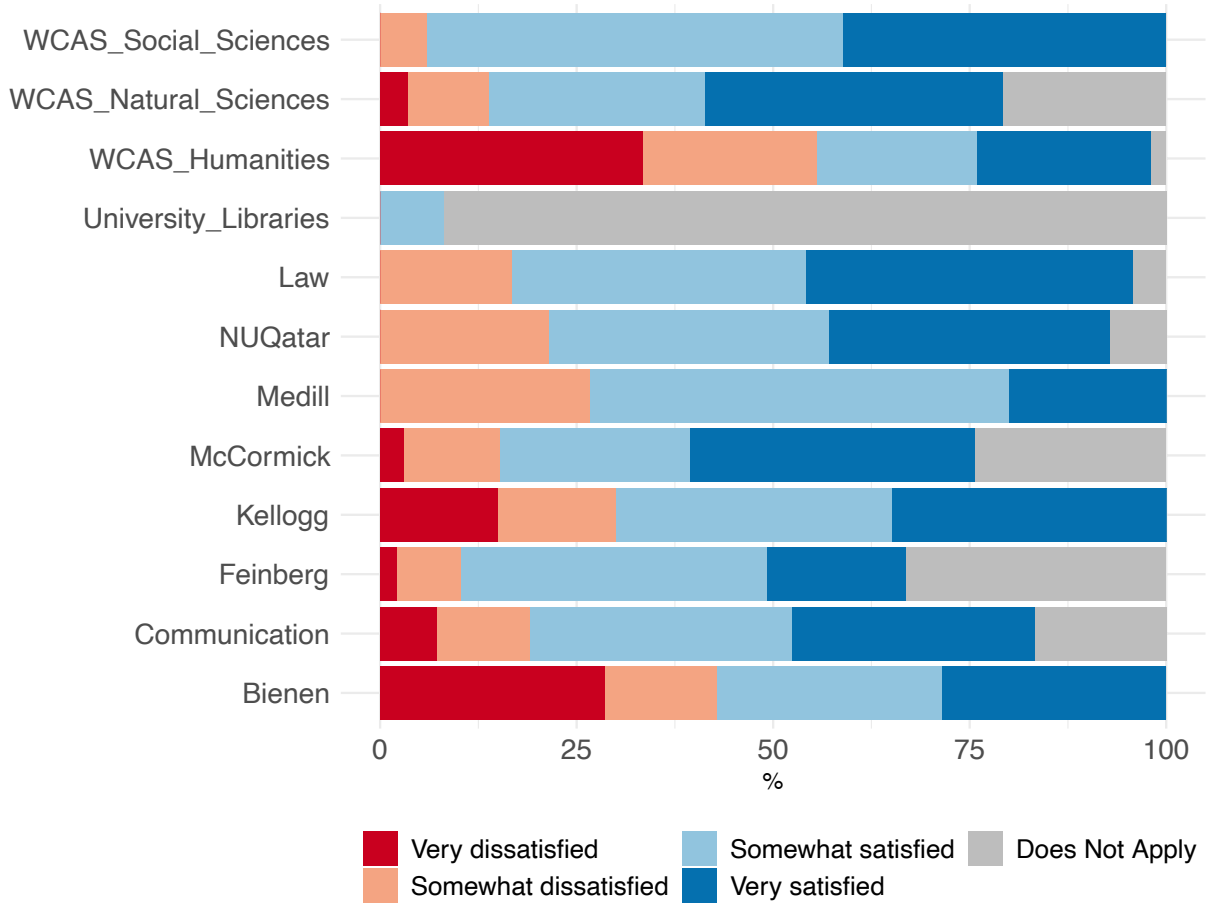
Appendix Figure 3: Satisfaction with inclusion in department meetings



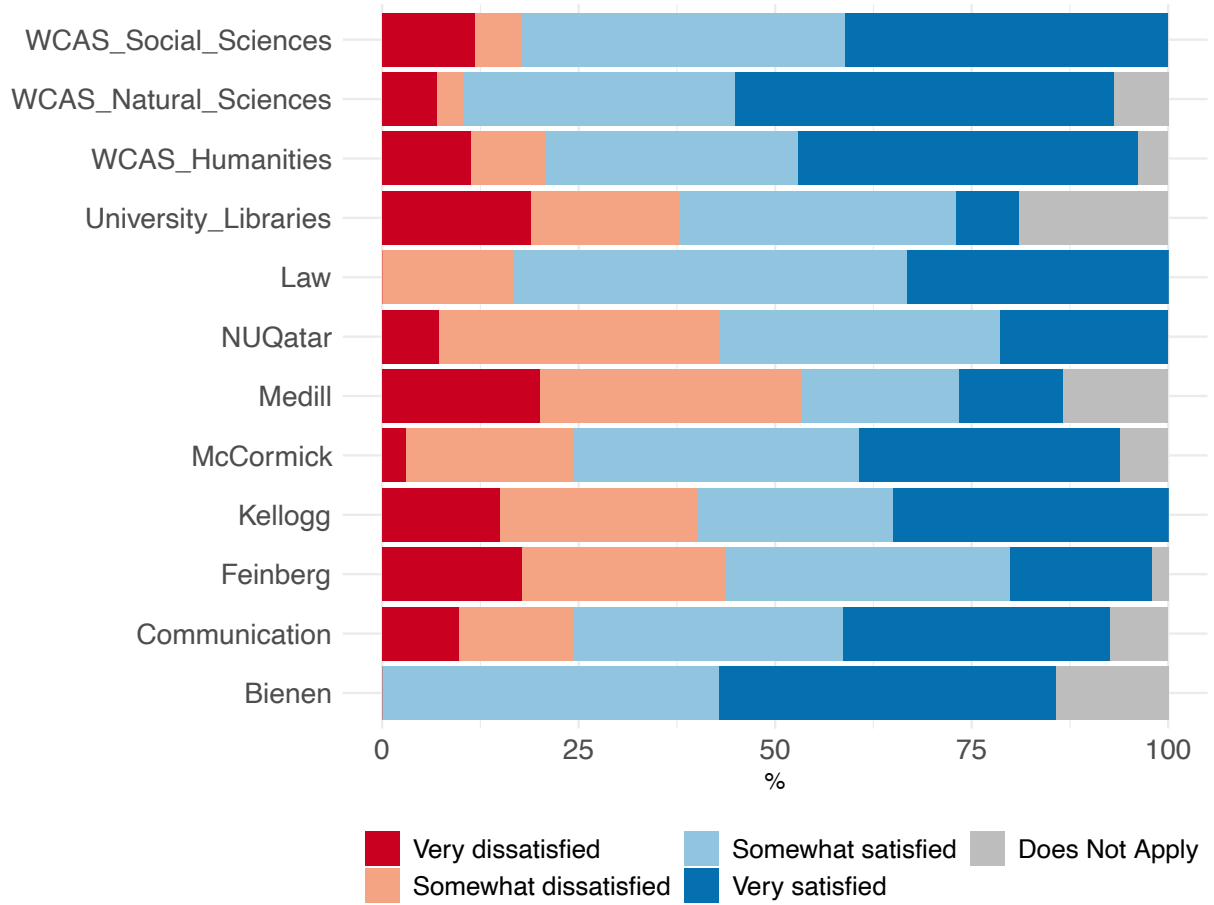
Appendix Figure 4: Satisfaction with title



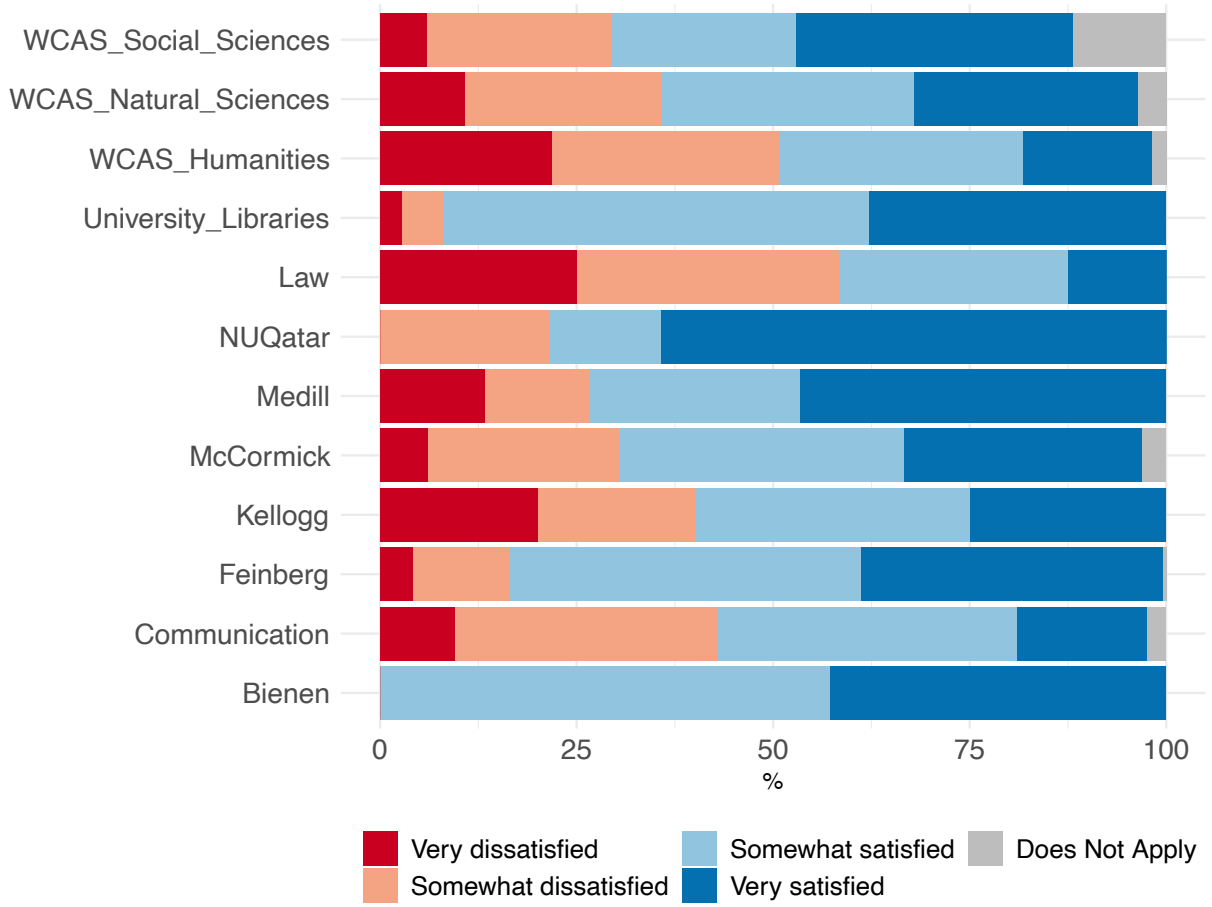
Appendix Figure 5: Satisfaction with teaching load



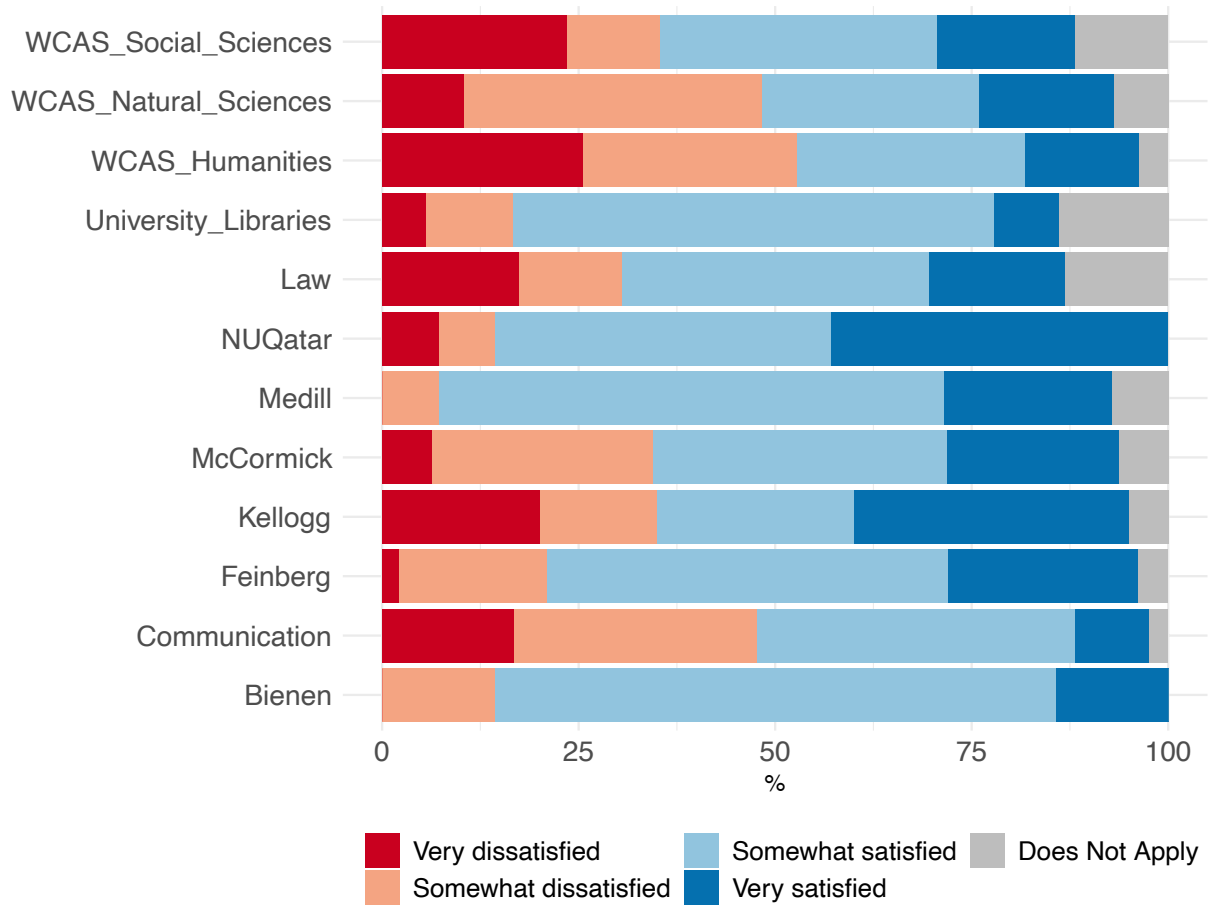
Appendix Figure 6: Satisfaction with administrative or clerical support



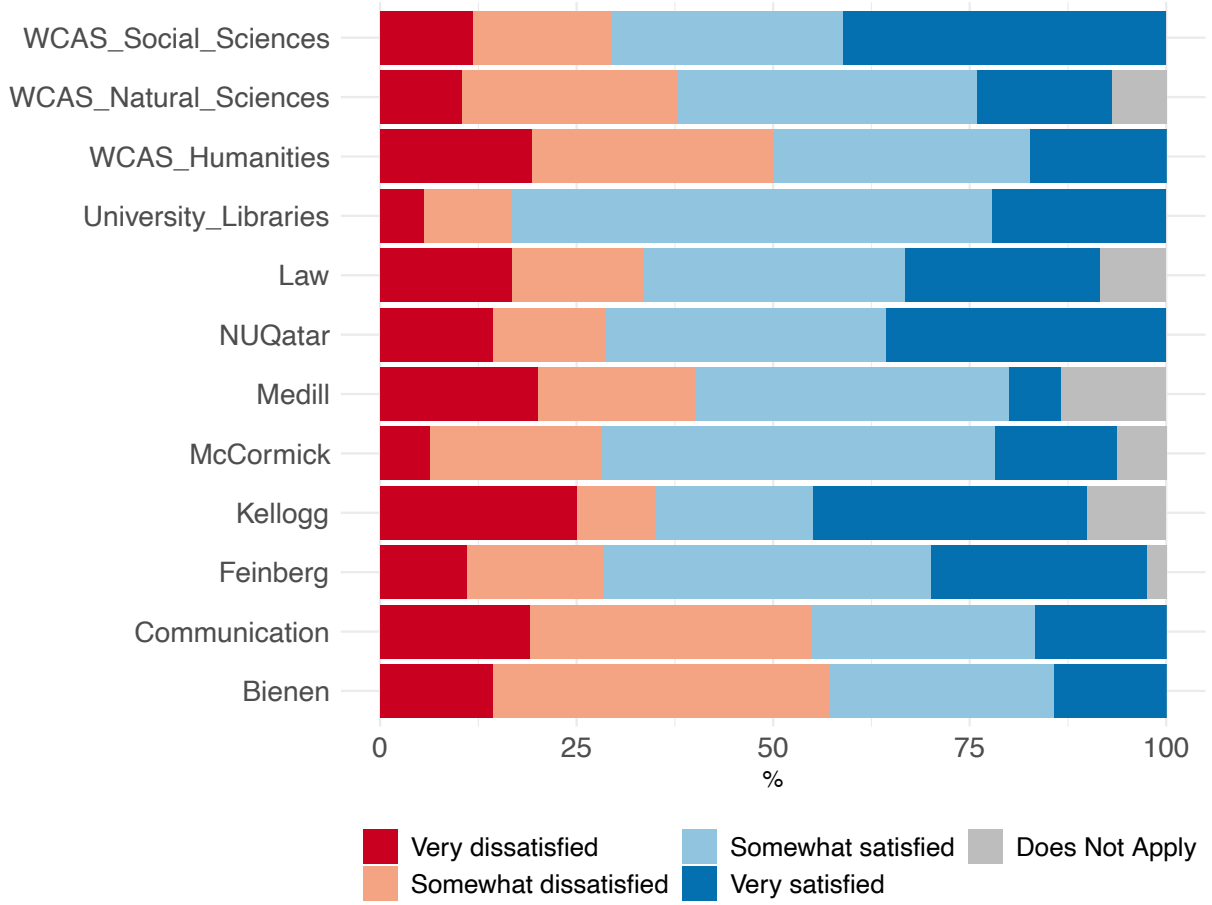
Appendix Figure 7: Satisfaction with respect of department/school colleagues



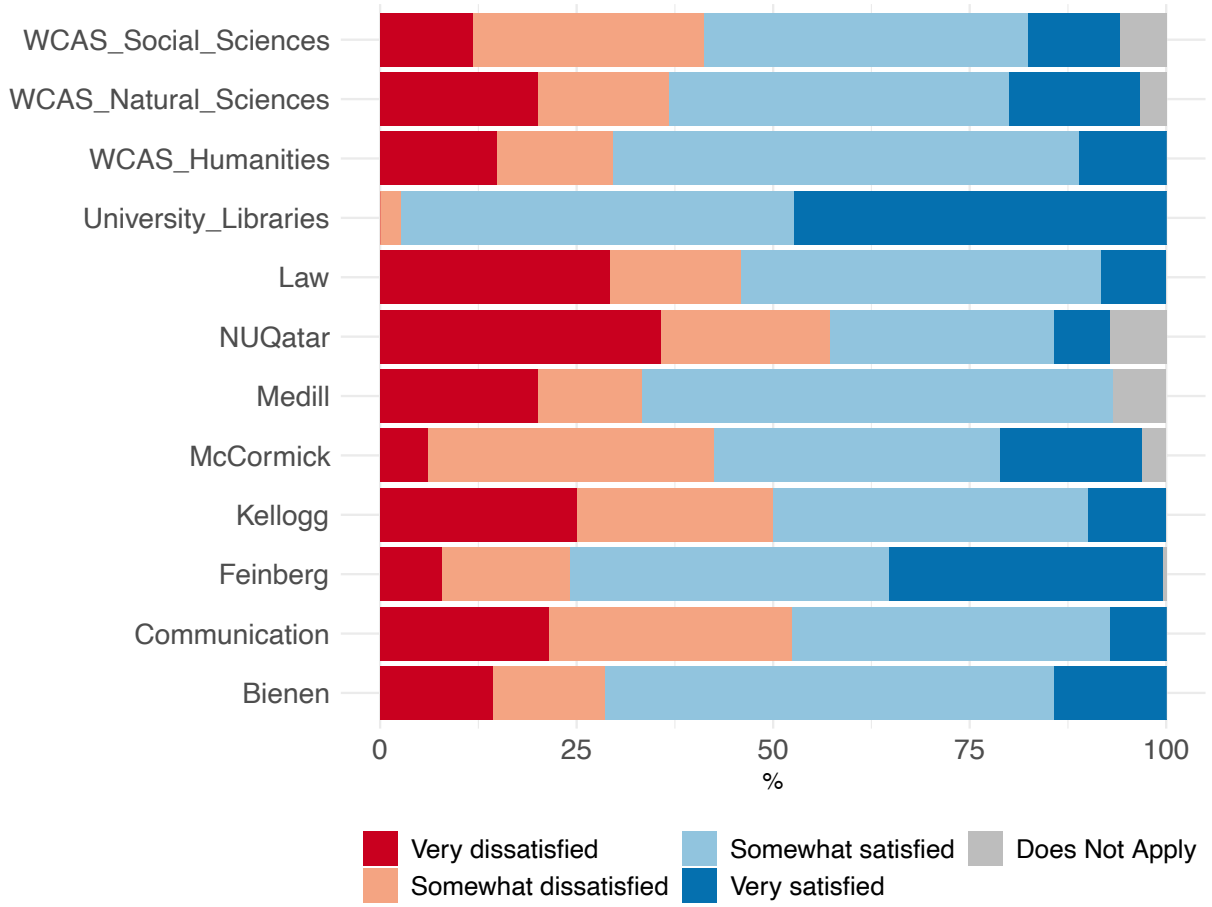
Appendix Figure 8: Satisfaction with connection to the academic community in your department



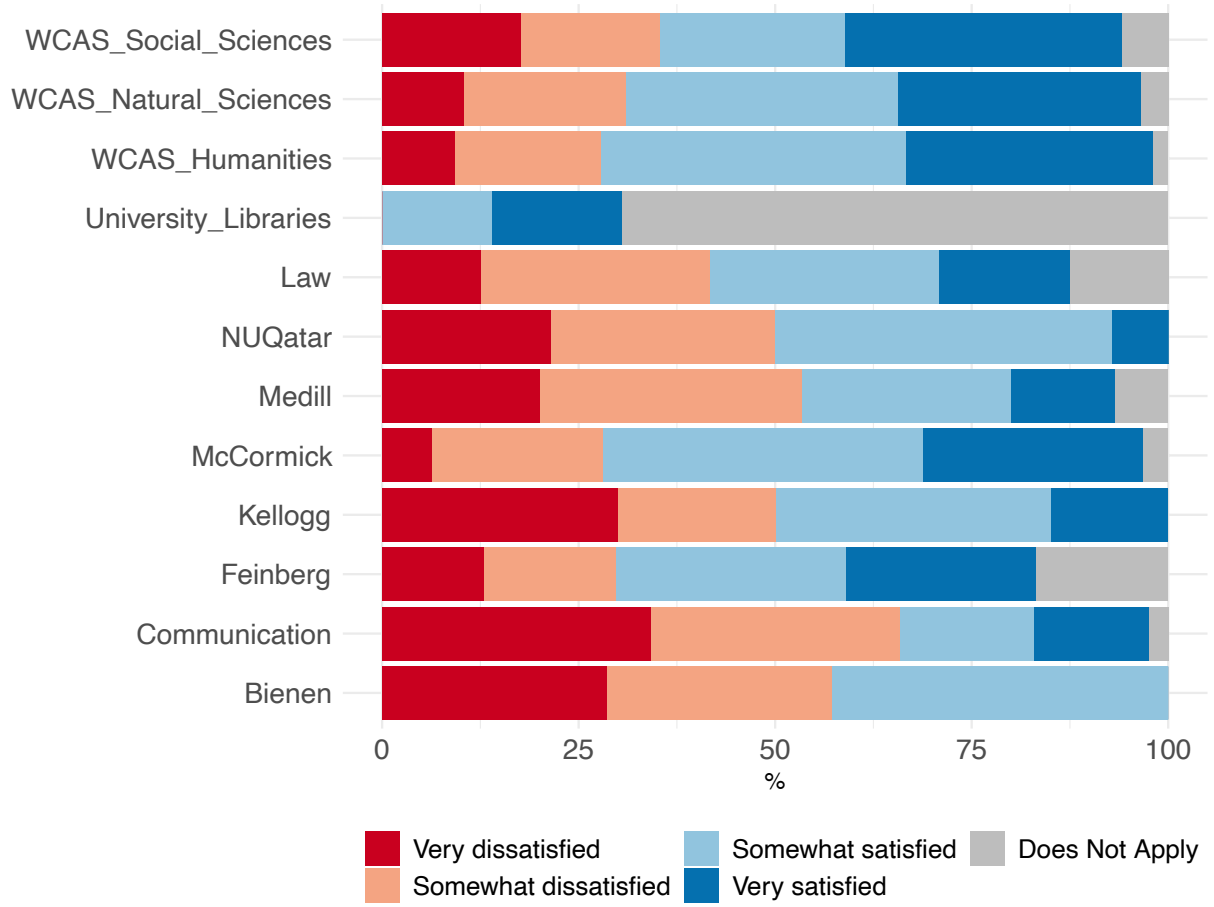
Appendix Figure 9: Satisfaction with departmental recognition



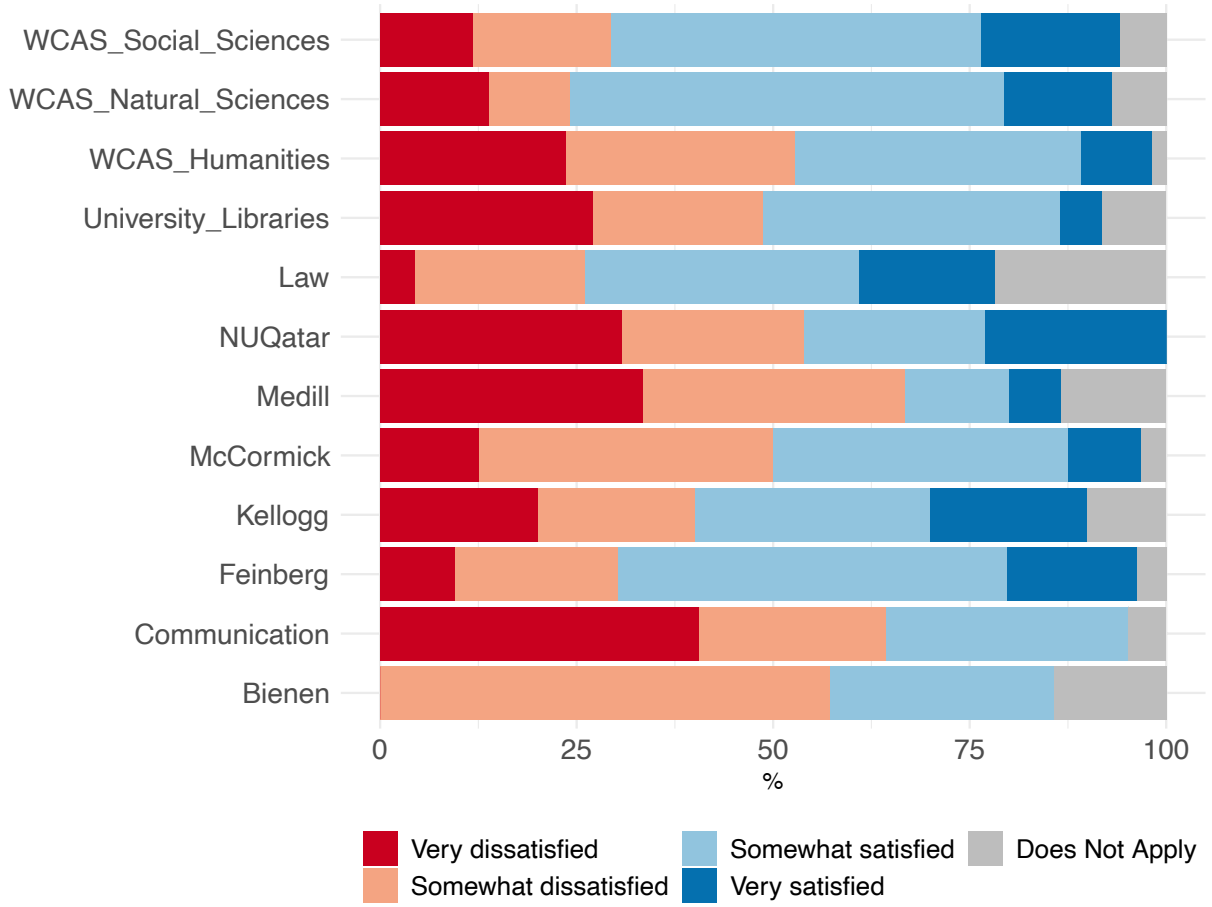
Appendix Figure 10: Satisfaction with job security



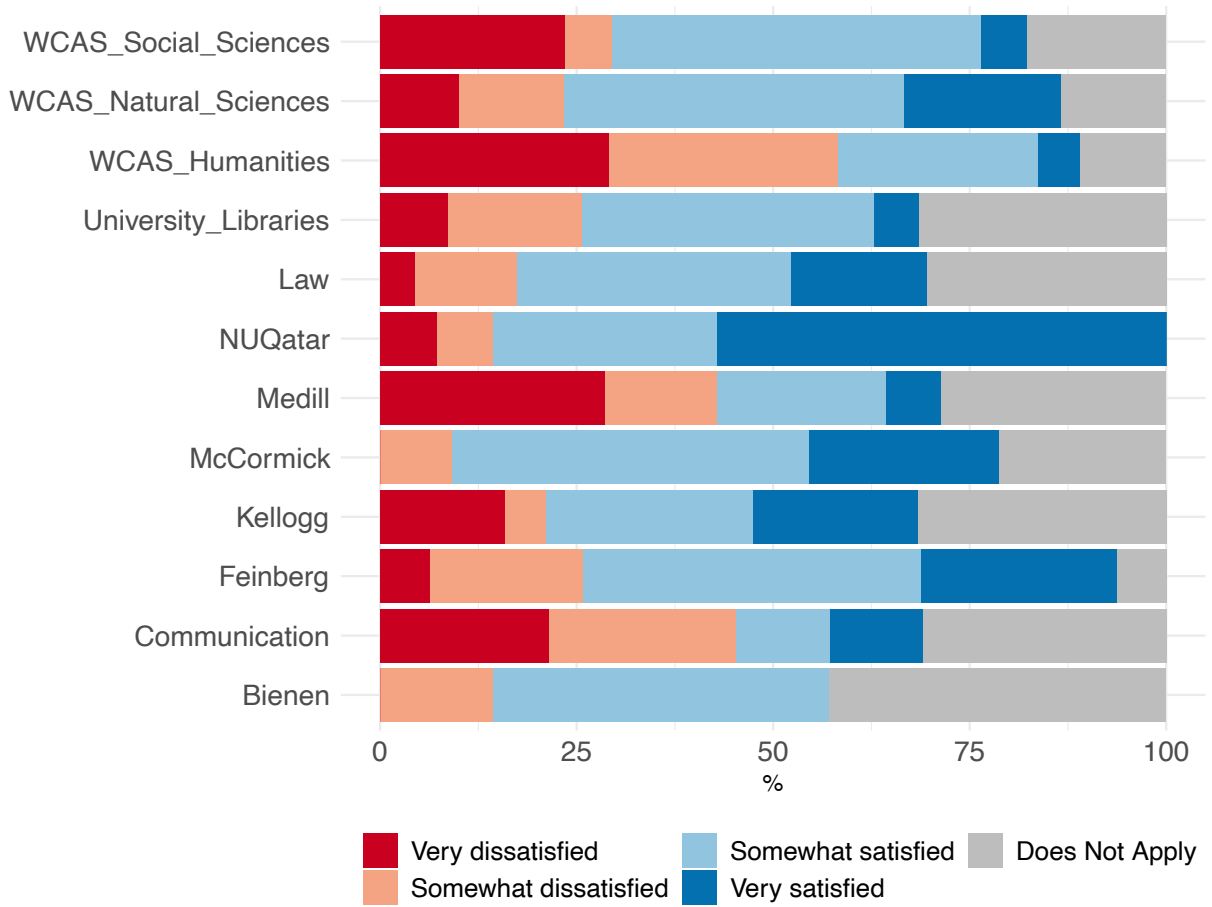
Appendix Figure 11: Satisfaction with contract length



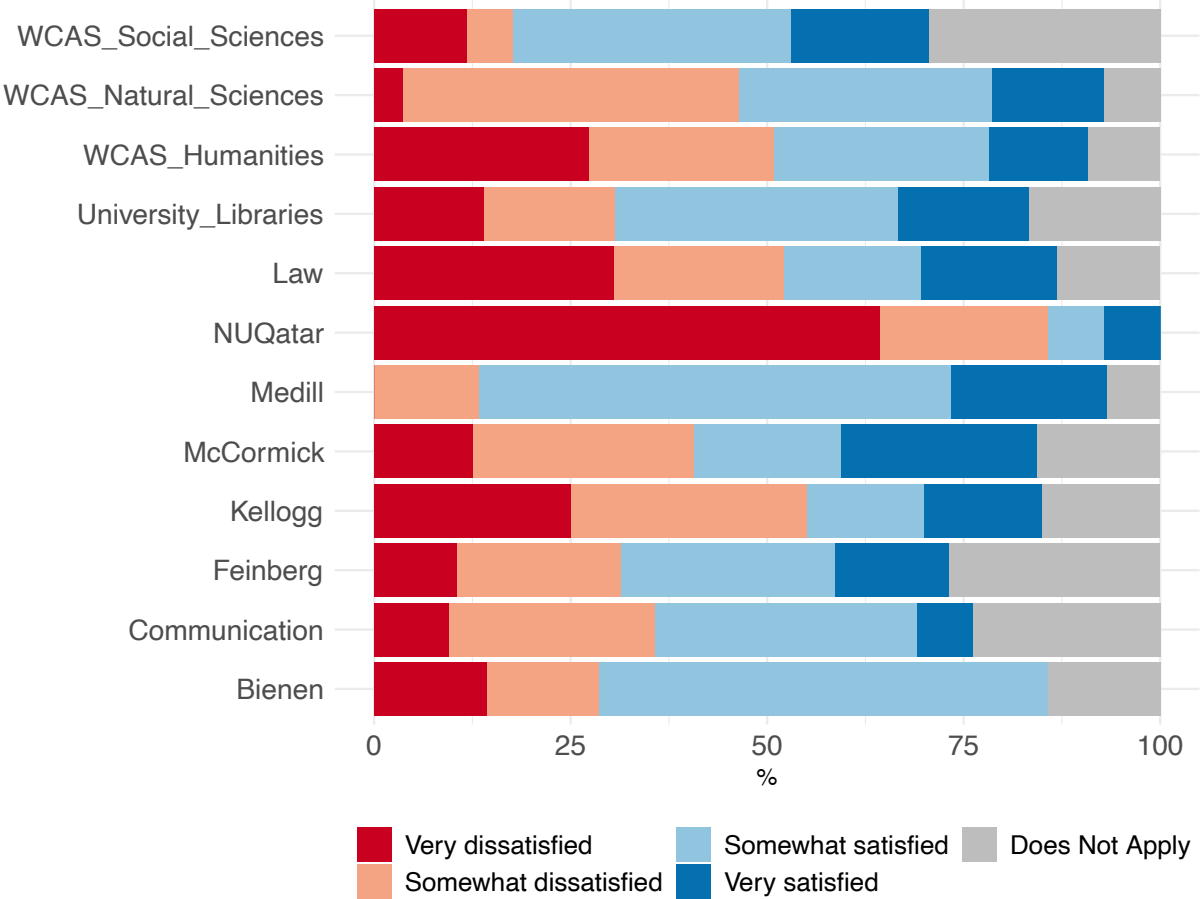
Appendix Figure 12: Satisfaction with career advancement opportunities



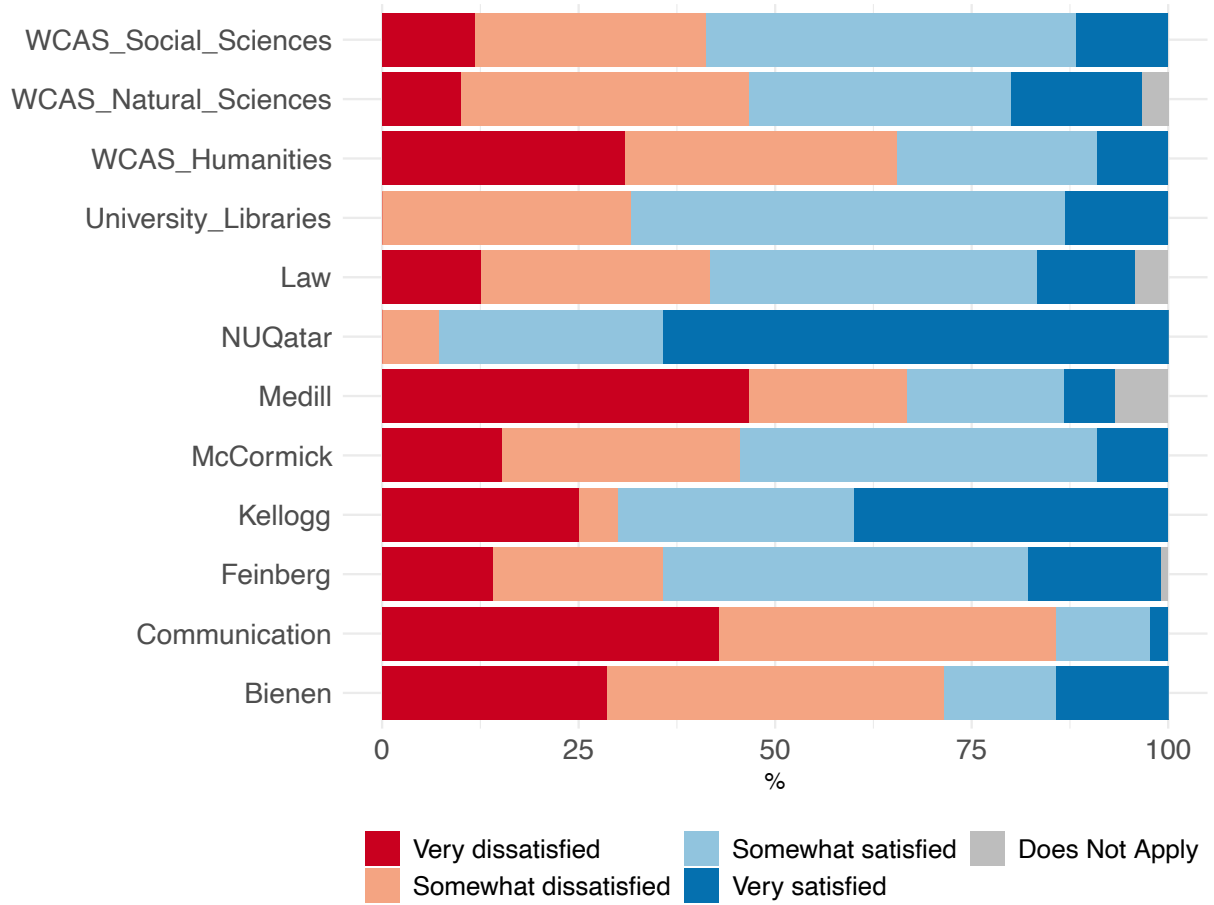
Appendix Figure 13: Satisfaction with ability to conduct research



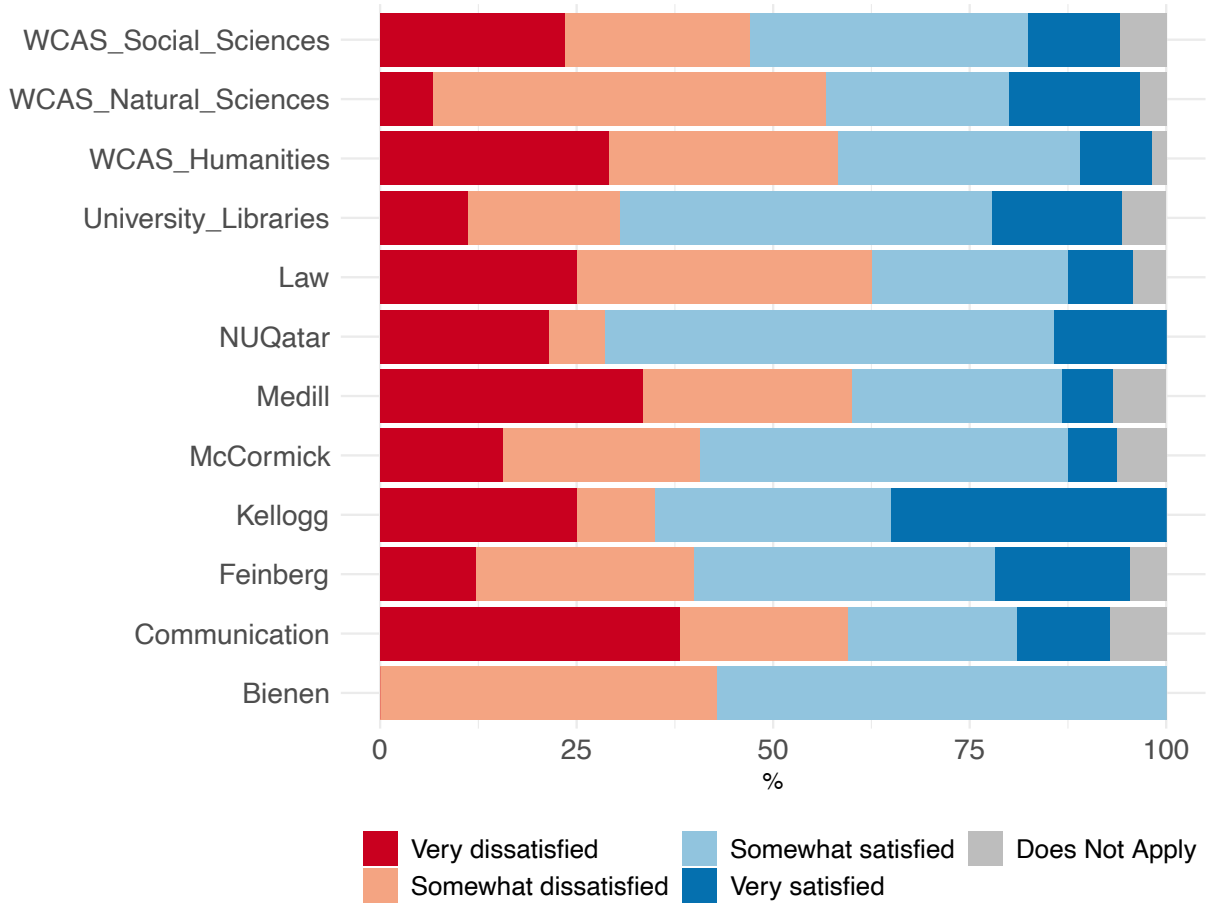
Appendix Figure 14: Satisfaction with participation in departmental and/or school governance



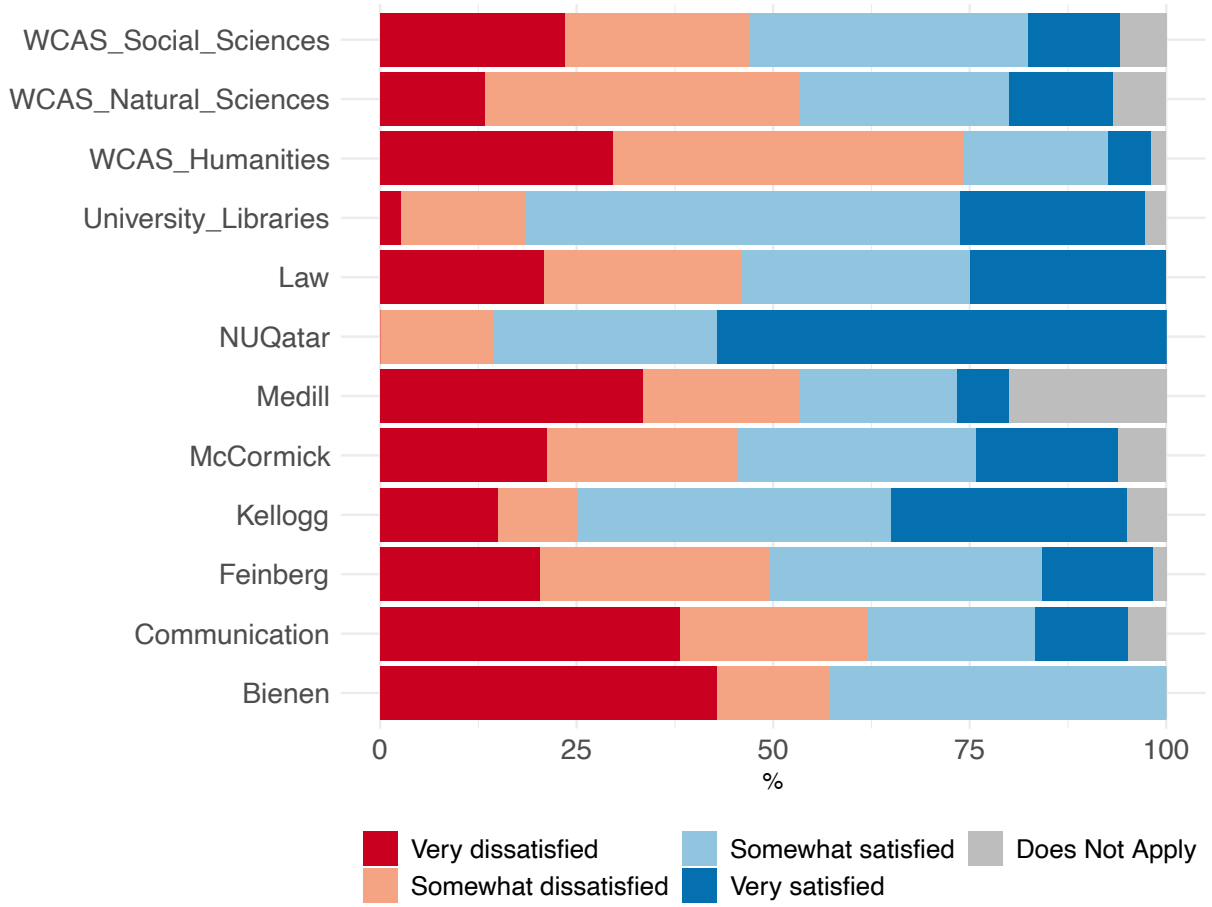
Appendix Figure 15: Satisfaction with salary



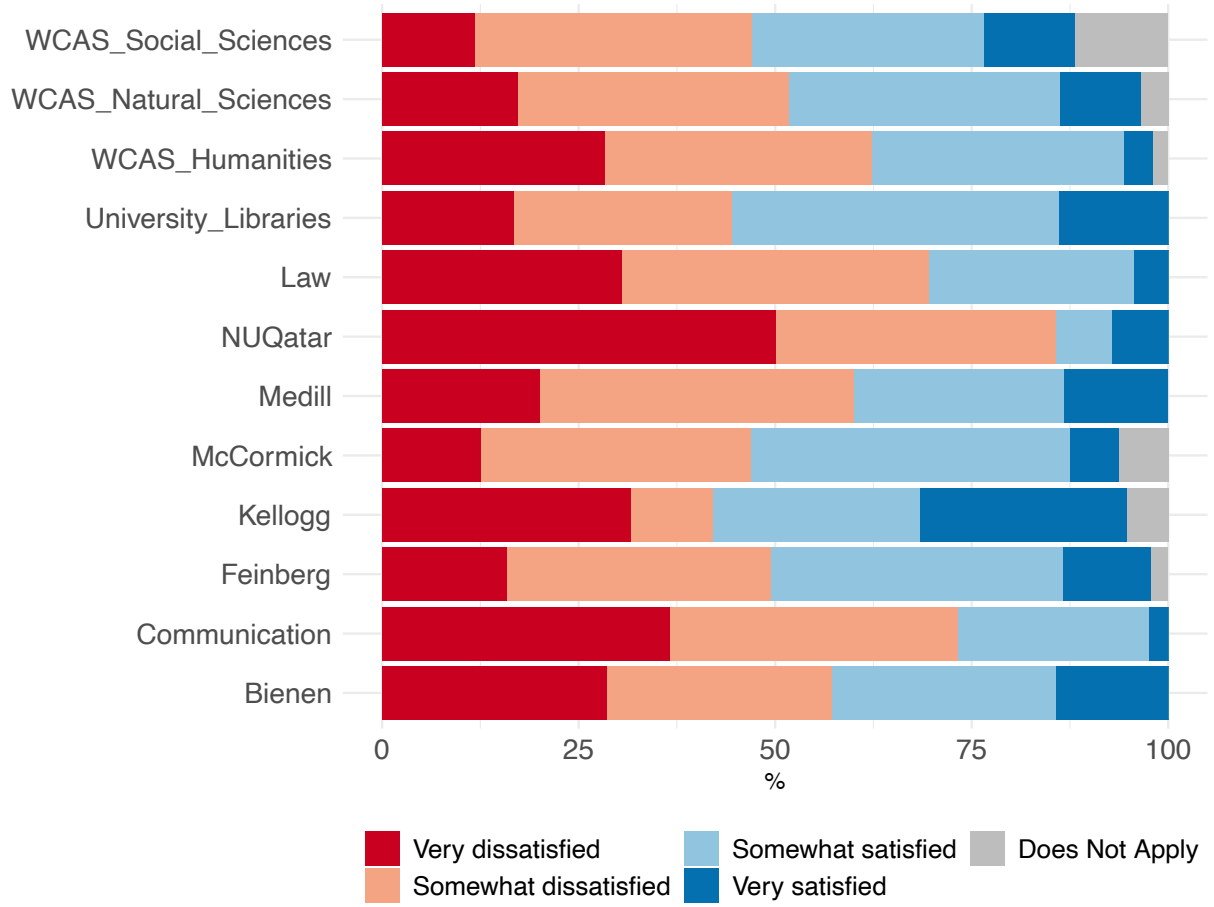
Appendix Figure 16: Satisfaction with institutional recognition



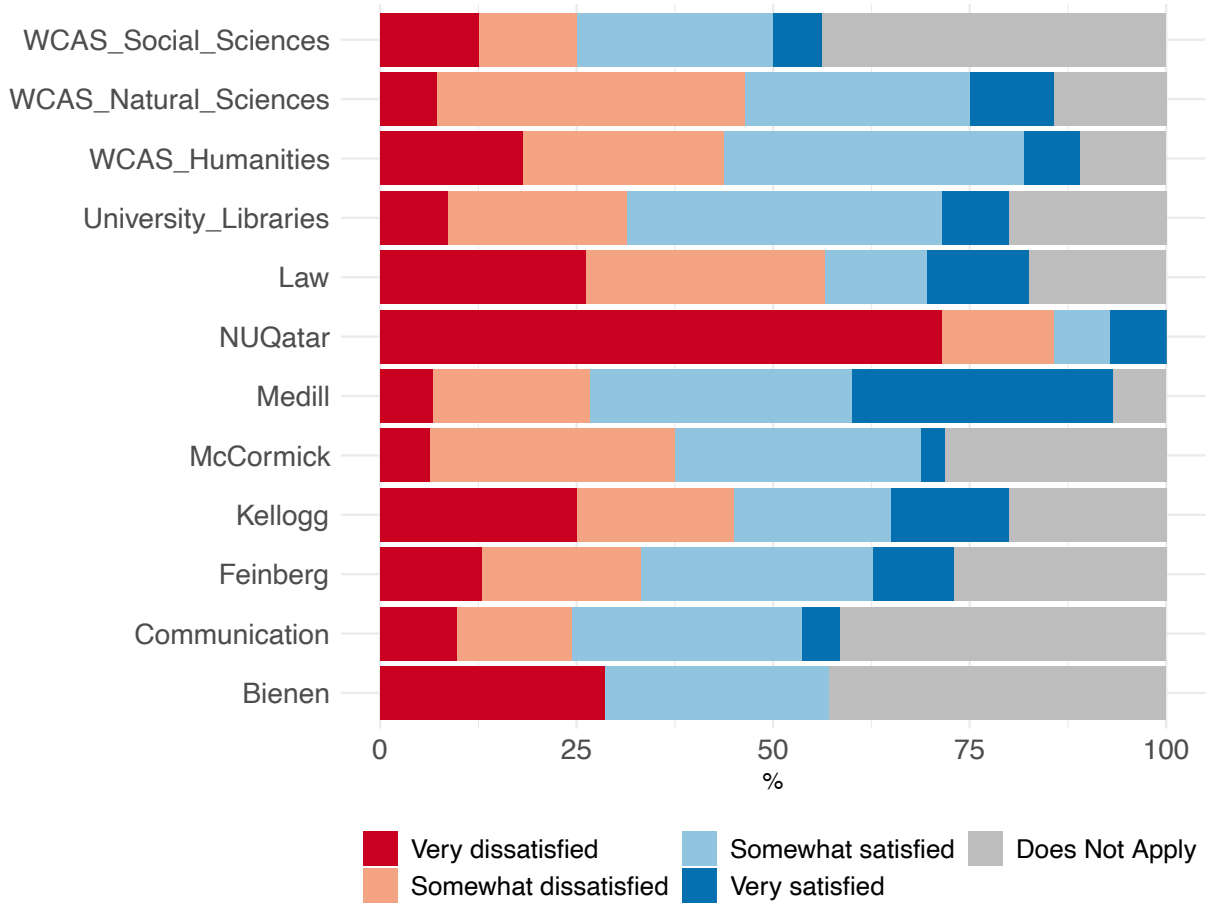
Appendix Figure 17: Satisfaction with monetary support for professional development



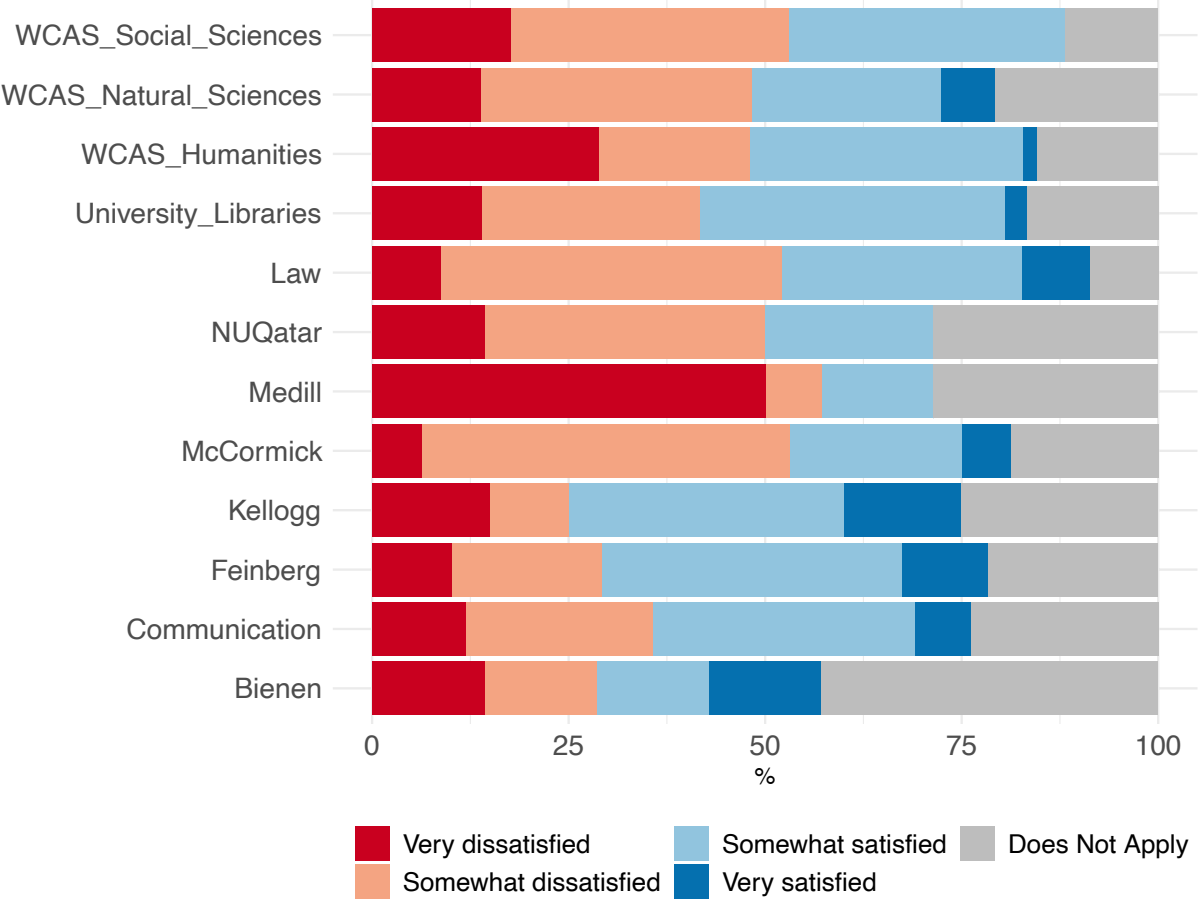
Appendix Figure 18: Satisfaction with ability to influence change



Appendix Figure 19: Participation in institutional governance



Appendix Figure 20: Satisfaction with coverage of the activities and accomplishments of NTE faculty in Northwestern media



Appendix Figure 21: Top priorities for respondents by school/division

