

**PUBLIC COLLEGE AND UNIVERSITY REPORTS
ON NONTENURE-TRACK FACULTY**

Submitted for: Information.

Summary: This paper offers a description and analysis of public college and university efforts to address issues pertaining to nontenure-track faculty and respond to new Board policies in regard to these faculty. In April 2002, the Illinois Board of Higher Education issued a report that examined the characteristics, use, and compensation of nontenure-track faculty and approved recommendations affecting these faculty. A key recommendation in the Board's report directed public colleges and universities to "establish plans that identify short-term and long-term goals, objectives, and strategies for developing and making the best use of nontenure-track faculty and that implement the Board's policies for nontenure-track faculty." All institutions have now submitted reports on these plans which this paper examines.

For both public universities and community colleges, this report presents a summary of the development, scope, and format of plans and initiatives in three broad policy areas on which the Board has focused: helping nontenure-track faculty be more effective teachers, integrating nontenure-track faculty into the campus community, and ensuring appropriate use and compensation of nontenure-track faculty.

This Board item shows that many institutions have actively engaged this issue and have developed plans and priorities for the use and compensation of nontenure-track faculty. Campuses responded to this Board request by reviewing existing policies and practices and then developing or revising plans, incorporating goals and activities into existing campus-wide plans, or by reporting on policies, practices, and activities. In a number of instances, planning processes are not yet complete and plans are forthcoming.

The Board will monitor institutional efforts to address the use and compensation of nontenure-track faculty through its annual Results Reports. In two years, the Board will also revisit this issue and ask institutions for information about their efforts to address Board policies and move forward with their plans.

Action Requested: None.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**PUBLIC COLLEGE AND UNIVERSITY REPORTS
ON NONTENURE-TRACK FACULTY**

This paper offers a description and analysis of public college and university efforts to address issues pertaining to nontenure-track faculty and respond to new Board policies in regard to these faculty. Nontenure-track faculty are part-time or full-time faculty employed on a limited term basis. In April 2002, the Illinois Board of Higher Education issued a report, *All Faculty Matter! A Study of Nontenure-track Faculty at Illinois Public Colleges and Universities*, that examined the characteristics, use, and compensation of nontenure-track faculty. A key recommendation in the Board's report directed public colleges and universities to "establish plans that identify short-term and long-term goals, objectives, and strategies for developing and making the best use of nontenure-track faculty and that implement the Board's policies for nontenure-track faculty." All institutions have now submitted reports on these plans which this paper examines.

Background

All Faculty Matter! was prepared in response to a General Assembly resolution that directed the Board to study issues affecting the use and compensation of nontenure-track faculty. A special committee of the Board held public hearings on this topic in fall 2001, and public institutions provided information on the employment, workload, and salaries of nontenure-track faculty, as well as on the institutional policies and practices affecting nontenure-track faculty. An appendix to the report presented information about the personal characteristics, institutional use, and job satisfaction of nontenure-track faculty from a survey conducted by the Center for Governmental Studies at Northern Illinois University.

The Board's study showed that nontenure-track faculty represent a sizeable and growing share of all faculty at Illinois public institutions. Nontenure-track faculty at public universities constituted 49 percent of all faculty in 1999 (and 36 percent of teaching faculty), up from 41 percent of all faculty in 1991. At community colleges, part-time faculty comprised three quarters of all faculty and one half of faculty FTEs. Reliance upon nontenure-track faculty varies greatly by type of institution, as well as by educational mission and institutional geographic location.

Whatever the institutional setting, the Board's study found that nontenure-track faculty are well qualified, committed to their work, and often have special skills and knowledge that enable them to make important contributions to student learning. In regard to compensation, the study found that tenured/tenure-track faculty at public universities earned about 2.0 times more than full-time nontenure-track faculty and 2.4 times more than part-time nontenure-track faculty, when computed on a FTE basis. At community colleges, the median FTE salary of full-time faculty was 3.5 times more than part-time faculty.

While some inequities exist in the treatment and compensation of nontenure-track faculty, the study found that nontenure-track faculty are not the exploited class sometimes portrayed by the media. Yet, it also found that policies and practices governing nontenure-track faculty are often inadequate and do not support the development of their talents and abilities as instructional staff.

To achieve real progress, the Board argued, requires adopting long-term, as well as short-term, strategies and objectives. To support such efforts, the Board approved policy recommendations that can be assigned to three broad categories: helping nontenure-track faculty be more effective teachers, integrating nontenure-track faculty into the campus community, and ensuring appropriate use and compensation of nontenure-track faculty. In May 2002, Daniel J. LaVista wrote each public college and university president informing them of the Board's new policies and the requirement that each institution report to the Board on its plans for implementing these policies. The Board's new policies are listed below. *All Faculty Matter!* contains information on the rationale and implications of each of these policies.

Helping Nontenure-track Faculty Be More Effective Teachers

Illinois public colleges and universities should:

- Actively assist the efforts of nontenure-track faculty to develop the knowledge and skills they need to be more effective teachers. All nontenure-track faculty should receive a written, annual performance evaluation.
- Provide resources to nontenure-track faculty so they can perform their assigned duties in a professional manner and have opportunities to interact with students outside of class. Institutions should ensure that students are not disadvantaged by the resources allocated to nontenure-track faculty.

Integrating Nontenure-track Faculty into the Campus Community

Illinois public colleges and universities should:

- Involve nontenure-track faculty in departmental and campus-wide meetings and decision-making bodies.
- Provide contractual commitments and assurances to nontenure-track faculty that are commensurate with their long-term roles, responsibilities, and contributions to the institution.

Ensuring Appropriate Use and Compensation of Nontenure-track Faculty

Illinois public colleges and universities should:

- Ensure that faculty that are paid at a part-time rate do, in fact, work part time. Nontenure-track faculty that work near or at a full-time rate should receive higher rates of pay than other truly part-time faculty.
- Monitor hiring and seek to ensure that the balance between tenured/tenure track and nontenure track is educationally appropriate.
- Compensate nontenure-track faculty in a manner that recognizes and rewards performance, among other factors, and the continued contribution of nontenure-track faculty to their department and institution.
- Establish campus workload and compensation policies for nontenure-faculty. These policies should provide guidance to deans and department chairs and identify criteria that should be considered in setting compensation rates. These policies should also seek to eliminate inequities among nontenure-track faculty of similar responsibilities and profiles.
- Look for opportunities to combine part-time positions.

Institutional Reports

Campuses responded to this Board request by reviewing existing policies and practices and then developing or revising plans, incorporating goals and activities into existing campus-wide plans, or by reporting on policies, practices, and activities. While the latter response did not provide the Board with a formal plan, it did reveal the type of activities that campuses are engaged in and seeking to strengthen. In a number of instances, planning process are not yet complete and plans are forthcoming.

Major differences exist in the policies, practices, and characteristics of nontenure-track faculty at public universities compared with community colleges. Consequently, this report covers each public sector separately. One key difference between two- and four-year institutions is that while community colleges employ few full-time nontenure-track faculty, public universities employ about an equal number of part-time and full-time nontenure-track teaching faculty.

Public Universities

Description of Plans

The plans submitted by Illinois public universities vary greatly and, in part, reflect differences in educational mission. Universities with medical schools, for example, report substantial use of nontenure-track faculty. Also, institutions with large graduate programs rely more heavily on graduate teaching assistants than on nontenure-track faculty. At some institutions, differences in use reflect institutional preferences. Northeastern Illinois University and Governors State University, for example, are two institutions with similar settings and profiles that hire about the same proportion of nontenure-track faculty but vary greatly in the portion of these faculty hired part-time and full-time. Governors State University uses many more part-time than full-time nontenure-track faculty, while the situation at Northeastern Illinois University is the reverse. Governors State also is unique in that it “hires as adjunct professors recent graduates of its own master’s programs so that these individuals can gain classroom experience which will strengthen their applications for doctoral student and/or professional positions.” Such hires teach only introductory undergraduate courses and their progress is closely monitored by the university.

Some universities developed their plans deliberately allowing for considerable campus input. At Northeastern Illinois University, for instance, the provost consulted the deans and the councils of the colleges and the Faculty Council on Academic Affairs, a governance body advisory to the provost and reporting to the Faculty Senate. The University of Illinois at Springfield and the University of Illinois at Chicago created campus study committees that included representatives of nontenure-track faculty, as well as other faculty and administrators.

In some cases, such as the two Southern Illinois University campuses, reports focused on select issues and recommendations. In other instances, such as the University of Illinois at Chicago, surveys of nontenure-track faculty informed a broad-based institutional review. A few campuses’ plans appeared to be circumscribed because pay and employment conditions of some nontenure-track faculty are negotiable matters in faculty union contracts.

Nontenure-track issues have received close attention at many campuses for some years. For instance, Illinois State University has issued three major reports since 1997 and continues to actively study this issue. Often, public university reports show a work in progress. This is the

case especially at the University of Illinois at Springfield and Chicago, campuses where planning processes are extensive and ongoing. The Board will include the outcomes of these campus studies in the annual Results Reports published each December.

Helping Nontenure-track Faculty Be More Effective Teachers

Public university reports in the area of instruction emphasized improving evaluation processes. Southern Illinois University Carbondale, for instance, reports that improving evaluation of nontenure-track faculty is one of its two priority issues. The University of Illinois at Springfield is considering policies for evaluating part-time faculty including establishing a midterm evaluation of new part-time faculty and providing feedback to part-time faculty at the end of term evaluation. At Illinois State University, department chairs are required to complete annual evaluations of all full-time nontenure-track faculty members. The University may now expand this policy to include other nontenure-track faculty.

Northern Illinois University reports that it has implemented a number of changes in nontenure-track evaluations and that chairs now conduct annual evaluations of all nontenure-track instructors within their departments. Under this policy, “any instructor who receives an annual evaluation of ‘unacceptable’ shall not be eligible for reappointment. Additionally, any instructor who receives two annual evaluations of ‘below average’ in any three-year period shall not be eligible for reappointment.”

Various campus activities seek to enhance the instructional development and training of nontenure-track faculty. Northeastern Illinois University reports that, “in the future, the provost’s office will change the formula for distribution of [travel]funds to include FTE non-tenure track faculty and will direct all departments to consider requests for travel stipends from all full-time faculty. In the future, the Center for Teaching and Learning will provide new faculty orientation for nontenure-track instructors as well as for regular faculty.”

The University of Illinois at Chicago reports that 50 percent of nontenure-track survey respondents indicated that they were “somewhat to very satisfied” with the mentoring they received from senior faculty and department heads, “a finding that suggests the need to be more proactive in this area.” The University of Illinois at Chicago also reports that 60 percent to 70 percent of respondents were “somewhat to very satisfied” with their facilities such as office space, access to computers and media equipment, secretarial services, supplies, and mail privileges.

To better support instruction, Illinois State University, Governors State University and the University of Illinois at Springfield plan on developing a handbook for nontenure-track faculty. Governors State held two focus group sessions with adjunct faculty to develop material for the handbook. In a related initiative, the University of Illinois at Springfield is considering “processes for informing part-time faculty of the library, media, and the technology support available to them and for assisting them in setting up their email accounts and WebPages.”

Integrating Nontenure-track Faculty into the Campus Community

One Board policy that has received substantial public university attention and support is providing “contractual commitments and assurances to nontenure-track faculty that are commensurate with their long-term roles, responsibilities, and contributions to the institution.” The Board proposed this policy since most institutions offer nontenure-track faculty a limited-

term contract of one year or less, even though some nontenure-track faculty remain with a single institution for many years.

The offering of multi-year contracts to some nontenure-track faculty is in various stages of development at Illinois public universities. Northern Illinois University, for example, has recently adopted a policy that permits granting three-year contracts to temporary instructors depending upon “the nature of projected program need.” Also, Illinois State University, which now offers multi-year contracts to some full-time nontenure-track faculty, will begin a “pilot project” to offer multi-year contracts to some part-time faculty in fall 2003. Western Illinois University has a provision in its faculty union contract that stipulates that a nontenure-track member in the bargaining unit with at least five years service at the University will “automatically be issued a contract for the next academic year unless notified by June 1.”

A number of institutions are considering adopting multi-year contracts and are examining the implications of such a policy change. The faculty senates and provost offices of the three University of Illinois campuses have established a joint committee to examine this issue. The University of Illinois at Chicago reports that “such contracts would only be considered in areas where there would be a clear benefit to the University in recruiting and retaining critical staff, and would be done in a manner that would not undermine the tenure system. A policy allowing multiyear contracts would require revision of the Statutes of the University.”

Governors State University reports that multi-year contracts are “strongly endorsed by faculty members and administrators alike” and may become part of a future faculty union agreement. In the same vein, Southern Illinois University Carbondale recognizes the “desirability” of long-term contracts for some nontenure-track faculty and indicates the institution “will continue to monitor the benefit and reality of multi-year contracts.”

In an effort to strengthen their relationship with nontenure-track faculty, some public universities have also established awards and other mechanisms to recognize the contributions and service of contingent staff. The School of Continuing Education at Eastern Illinois University, for example, has established the Roger Whitlow Award to honor part-time, nontenure-track instructors who provide “exemplary service to students in off-campus programs.” Similarly, the University Teaching Committee at Illinois State University has developed a teaching award for nontenure-track teaching faculty, while the University of Illinois at Springfield is considering “an annual recognition event” for part-time faculty.

Ensuring Appropriate Use and Compensation of Nontenure-track Faculty

The greatest amount of public university activity occurred in this area as many institutions seek to articulate the rights and benefits of nontenure-track faculty to assure appropriate use and prevent inequities in treatment. A number of institutions have changed or are considering changing benefits and compensation of nontenure-track faculty. Northern Illinois University, for example, has increased the base salary amounts of nontenure-track faculty and implemented salary adjustments for instructors “who have been with the University for substantial periods of time.”

Northern Illinois University also has extended to nontenure-track faculty accumulative and non-accumulative sick leave. The University reports that “accrual of sick leave benefits beyond the current year’s appointment is a significant issue for nontenure-track faculty. These accruals are important in the event of serious illness and for service credit with the State Universities Retirement System. The university has implemented policies that provide for the

accrual of non-compensable sick leave across consecutive years of reappointment.” Illinois State University has a similar policy for full-time nontenure-track faculty who have been with the institution for three or more years. This university also provides nontenure-track faculty the same level of annual salary increments that tenure-track faculty receive.

Among institutions considering changes to compensation practices is Northeastern Illinois University which is looking into raising the minimum faculty pay level. The University of Illinois at Springfield is examining adopting a policy that would provide compensation increases to part-time faculty comparable to those for full-time faculty. More generally, the University of Illinois at Urbana-Champaign is considering the development of new guidelines governing workload, compensation, duties, and titles for nontenure-track faculty.

Public university responses vary in regard to the issue of reliance upon the nontenure track. The University of Illinois at Urbana-Champaign reports that this is not a pressing issue given its lower use of nontenure-track faculty compared with peer institutions. Northeastern Illinois University reports that a growth in the proportion of full-time nontenure-track faculty is a “temporary phenomenon” that soon will be remedied with ongoing searches for tenure-track faculty. Chicago State University and Governors State University report that factors such as faculty union agreements, program accreditation, and program review help ensure that the balance between nontenure-track faculty and tenure-track faculty is educationally appropriate. On the other hand, Western Illinois University reports that its “first goal” is to maintain current proportions between the tenure and nontenure track. Similarly, Southern Illinois University Edwardsville indicates that it plans to limit part-time faculty use to no more than 20 percent of student credit hours, the current load at the university.

In a broad-based effort that has implications for the degree of use of nontenure-track faculty, as well as conditions of use, the University of Illinois at Chicago has established a campus-wide committee with equal representation from the tenure and nontenure track. The University reports that “the committee will be expected to strive for uniform policies across the campus as far as seems possible and reasonable, and will make recommendations on the following processes: determining that there is the need to make an appointment; funding; the search; determining duties and responsibilities; training and orienting to the campus and unit; reviewing performance, termination and reappointment; compensation and working conditions; assessing diversity and gender equity; and other related issues.”

Community Colleges

Description of Plans

Community college plans reflect the different policies and practices towards part-time faculty that exist on many two-year campuses. They also reflect differing campus traditions and stages of development in dealing with part-time faculty issues.

At many institutions, planning processes resulted in the identification of issues and goals for future deliberation. Kankakee Community College, for example, developed goals that seek “to have greater institutional involvement from adjuncts, to provide professional development opportunities, and to establish a compensation structure which recognizes service and encourages professional growth.” Lincoln Land Community College identified Board policies that it will implement in the short term (less than eighteen months) and those requiring long-term strategies. In one of the more ambitious efforts, Southwestern Illinois College identified “issues relating to

the use of part-time nontenure faculty as one of its top four institutional priorities for the next three years.” The College will link accreditation efforts to this initiative.

Some institutions actively involved faculty, including part-time faculty, in developing their plans. At the College of DuPage, for instance, faculty, staff and administrators constituted a continuous improvement team that conducted a “bottoms-up approach” in studying three areas—strategic planning, financial and facilities planning, and continuous improvement planning. The College is now examining how to develop action plans to implement recommendations in each area. In another example, Waubensee Community College sponsored a half-day event for adjunct faculty to promote discussion on matters of instructional importance to part-time faculty and “to elicit adjunct faculty participation in the college-wide Teaching and Learning Core Values Project.”

Helping Nontenure-track Faculty Be More Effective Teachers

Community college reports focused on faculty development and evaluation as key tools to support the instructional improvement of part-time faculty. At some institutions, services are open to all faculty. Triton College, for example, reports that its Training and Technology Center and Teaching and Learning Center conduct workshops for all faculty on topics such as syllabus construction, classroom management, writing across the curriculum, learning styles and other best practices in teaching and learning. At the City Colleges of Chicago, district-wide discipline meetings include adjuncts in the discussion of varied topics, such as reading and writing across the curriculum and exit competencies.

Danville Area Community College, Joliet Junior College, and Illinois Valley Community College are examples of institutions that separately train part-time faculty. Danville’s Part-time Faculty Academy presents in-service workshops each academic year that parallel its in-service program for full-time faculty. The College reports that “with the completion of four academy sessions, the part-time faculty member receives a pay increase of \$25 per credit hour.” Joliet’s Adjunct Faculty Seminar, begun in fall 2002, holds three-hour professional sessions on Saturdays for part-time faculty. Part-time faculty have actively participated in this new program which the College would like to expand. Illinois Valley Community College is finalizing two certificates to be offered to part-time faculty in Basic and Advanced Teaching and Learning. Part-time faculty who complete these certificates will be eligible for pay increases.

Most institutions have sought to improve faculty development by establishing or strengthening discrete programs and activities. The College of DuPage is pursuing a more strategic approach that seeks to integrate and coordinate development activities and focuses on the first year of employment. The College is now establishing action plans that would develop a professional program for new part-time faculty to include: a) instructional support portfolios, b) a required orientation program, and c) an assigned mentor. Under this approach, part-time faculty members would “have access to professional development on a schedule and in a format that meets their needs.”

Faculty development strategies at the College of DuPage are also linked with efforts to improve evaluation. The College is creating new evaluation processes for implementation under a “schedule that is intensive in the first three teaching quarters and becomes less frequent, but cyclical in subsequent years.” Other institutions are also reviewing part-time faculty evaluation. Highland Community College, for instance, reports that improving evaluation is its “primary long-term goal” for part-time faculty. Waubensee Community College is revising its adjunct student evaluation form.

Community colleges are generally satisfied with the quality of new part-time faculty and the means for selecting such faculty. In large part, this satisfaction stems from the fact that most community colleges have the same basic qualifications for full-time and part-time faculty: possession of a master's degree. Southwestern Illinois College and Waubonsee Community College are two institutions that intend to examine more closely the procedures for the recruitment and selection of adjunct faculty. The Board encourages the colleges to widely disseminate the findings of their analyses and recommendations, when completed, and to include these findings in their Results Report.

All Faculty Matter! reported that 53 percent of all surveyed, part-time community college faculty were not expected to maintain office hours. The community college reports confirm this variability of practice with some institutions, such as John A. Logan College and Parkland College, requiring faculty to hold office hours, while other institutions encourage, but do not require, this practice, or encourage part-time faculty to make themselves available to students before and after class. Because of the costs involved, few institutions are considering a change to mandatory office hours. One exception is Prairie State College where a planning group has developed this preliminary recommendation.

Integrating Nontenure-track Faculty into the Campus Community

The greatest range and intensity of reported activity was in this area as many colleges seek more productive relationships with nontenure-track faculty. The most commonly cited activities were mentoring and orientation, communication, governance, and recognition of outstanding service.

Mentoring and orientation programs prevent part-time faculty from being isolated from full-time faculty, while also making contingent teaching staff aware of campus goals, instructional priorities, and ongoing events. At Kishwaukee College, participating new faculty and their mentors are paid for up to three contact hours at \$20 an hour. At Rock Valley College, the mentoring process is also formally integrated into faculty development and evaluation processes.

Many institutions have orientation programs for part-time faculty. Oakton Community College's new program is team taught by full-time and part-time faculty and serves both new full-time and part-time faculty members. McHenry County College has established a faculty development position and has made a number of improvements to integrate part-time faculty into instructional and non-instructional activities. Major initiatives include: a new orientation program for adjunct faculty; an online web site for adjunct faculty with tutorials and information about teaching at the college; and a new professional development newsletter distributed each month that addresses adjunct faculty issues.

Black Hawk College is another institution that has created a special position to better address the needs of part-time faculty. The college's new associate dean will have responsibility for the development of policies and procedures, evaluation, and assessment of adjunct faculty.

Including part-time faculty on governance bodies, as well as in department meetings and major campus committees, can help ensure that part-time faculty needs are identified, considered, and responded to. Many campuses report involving part-time faculty in some of these activities. At John Wood Community College and Parkland College, for example, part-time faculty are members of the faculty senate. At Lincoln Land Community College, the most recent presidential search and North Central Association evaluation included part-time faculty. At

Heartland Community College, part-time faculty participate, with compensation, in curriculum development, and on the college's assessment committee. At the City Colleges of Chicago, part-time faculty are actively involved in all aspects of Career and Technical Education programs.

Nontenure-track faculty are often referred to as "invisible faculty" because they are not involved in activities outside their classroom. One way to increase the visibility of part-time staff is through formal recognition of their contributions. Many campuses now report that they honor and reward part-time faculty through annual awards ceremonies. Unfortunately, community colleges communicate little interest in the use of longer-term contracts to recognize and reward part-time faculty whose roles, responsibilities, and long-standing contributions to the institution merit such consideration. Some colleges do recognize such faculty in their compensation policies. For instance, Triton College has seven compensation levels for adjunct faculty.

Ensuring Appropriate Use and Compensation of Nontenure-track Faculty

Many community colleges report that their practices and policies for part-time faculty respond to Board policy on proper use of nontenure-track faculty. For instance, colleges, when appropriate, often look to combine part-time positions into a full-time tenure-track position, as the Board now advises. Also, most institutions report that they now pay nontenure-track faculty who work full-time at rates comparable with full-time tenure-track faculty, and not at the rates of part-time faculty. To address equity issues, this past year, some institutions made structural adjustments in part-time faculty pay. For instance, Prairie State Community College is instituting a policy to bring the pay of adjunct faculty "to parity with their peers at neighboring community colleges." Also, John Wood Community College is codifying practices by creating new guidelines to govern employment and workload standards for part-time faculty.

Community colleges have a strong sense of the value that part-time faculty bring to an institution both from an instructional perspective, as practitioners in a field, as well as from an administrative perspective, in enhancing the ability to make adjustments depending upon changes in student enrollment and course demand. However, only a small group of colleges communicate they are concerned about the risks to instructional quality presented by an over-reliance upon part-time faculty. Many colleges could stand to be more actively engaged with this issue, if for no other reason than to prevent further deterioration in the proportion of full-time staff.

A few colleges report that they are monitoring their proportion of part-time faculty and have strategies to positively address this issue. John A. Logan College, for example, is "striving to have not more than 25 percent of courses in a specific department taught by part-time instructors" and has achieved this goal in all areas except social science. Parkland Community College and Kishwaukee College also have achieved the goal of having a 60 percent full-time to 40 percent part-time faculty ratio. Kishwaukee College has maintained this ratio even though it has experienced a 25 percent increase in enrollment over the past six years.

The College of Lake County, another college with a 40 percent part-time staffing goal, also seeks to maintain the proper use of part-time staff by limiting their instructional load to no more than eight credit hours per semester. This workload rule, the college reports, "clearly established the part-time nature of the faculty member's work, as it significantly differentiates the workload of the part-time faculty member and the full-time faculty members. At the same time, this load allows the college to hire the part-time faculty needed to provide special expertise and to cope with sudden enrollment changes."

Next Steps

The use and compensation of nontenure-track faculty is a national issue. Both in Illinois and across the nation, there are a large number of qualified persons interested in and capable of teaching students as nontenure-track faculty. Since many of these instructors bring practical experience and expertise to their teaching, they augment the skills of the full-time tenure-track pool and offer their students additional perspectives. At the same time, nontenure-track faculty provide institutions with needed flexibility in managing changes in student enrollment and instructional staff. Despite these benefits, the fiscal savings that result from hiring nontenure-track faculty can create incentives that lead to the overuse of this staff and, thereby, threaten instructional and institutional quality. Given the differences in institutional mission, educational goals, and local settings, the proportion of nontenure-track faculty that is appropriate will necessarily vary from campus to campus. Each institution must actively manage the size of its nontenure-track faculty and, equally important, ensure that the skills and abilities of this staff are being effectively developed and that students are well served through their use.

While not all changes in policy and practice for nontenure-track faculty have significant cost, it must be recognized that the current fiscal environment has implications for the use and compensation of this instructional staff. Institutions must ensure that there is not an over-reliance upon nontenure-track faculty as a way of managing budgetary pressures. At the same time, institutional abilities to make major improvements will inevitably be affected by fiscal pressures. This Board item has shown that many institutions are actively engaging this issue and have developed plans and priorities for helping nontenure-track faculty be more effective teachers, integrating nontenure-track faculty into the campus community, and ensuring appropriate use and compensation of nontenure-track faculty. It is important that both short and long-term plans and efforts continue. The Illinois Board of Higher Education will monitor institutional efforts to address the use and compensation of nontenure-track faculty through its annual Results Reports. In two years, the Board will also revisit this issue and ask institutions for information about their efforts to address Board policies and move forward with their plans.