

**Report from the *ad hoc* Committee on Contract Faculty
to the Provost and the Faculty Senate**

Brandeis University

March 17, 2005

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Executive Summary

The Provost and the Faculty Senate formed the *ad hoc* Committee on Contract Faculty and charged us with examining issues and concerns related to contract faculty (CF)¹ at Brandeis, and then making recommendations to them for policy and procedural changes. The Committee began meeting in May 2004, and completed a number of data-gathering actions preliminary to our deliberations, including reviewing current practices at Brandeis and comparable schools and holding meetings with faculty and administrators at Brandeis.

As the Committee completed this process, we found that despite being a large, heterogeneous group, the CF at Brandeis uniformly exhibits commitment, professionalism, high levels of training and expertise, and dedication as teachers, student mentors, scholars, and often administrators. Our survey shows that they evince the same loyalty to Brandeis and passion and commitment to academic pursuits as demonstrated by their tenured colleagues. CF members at Brandeis are concerned not only with salary and benefits, but with academic freedom, job security, and opportunities for professional advancement. A pertinent issue for many of them is a feeling that they are not respected, being treated or perceived as “second-class citizens” by some of their faculty and administrative colleagues. We have concluded that we at Brandeis are dealing with a range of issues that contribute to low morale and require rectification to meet our community’s ideals of social justice.

The tenured and tenure-track (T/TT) faculty members at Brandeis, for the most part, see the value of their CF colleagues, but they may not always realize how the CF feel about their role at the University, which this report aims to convey. Along with their CF colleagues, T/TT faculty members want to protect academic freedom and to maintain or enhance commitments to particular fields and disciplines, which the contract system may seem to endanger. Some T/TT faculty may see trends in CF hiring as placing the tenure system at future risk. We have tried to keep these concerns in mind.

Although this report takes the situation of CF as its primary focus, we believe in keeping the tenure system strong even in the face of competing demands that may favor the flexibility afforded by the contract system. Recognizing that CF serve different functions in different units of the University, the Faculty Handbook states that “appointments outside the tenure structure are made to fulfill the special teaching and research needs of the graduate professional schools and graduate professional programs, and to augment the teaching and research activities of the Arts and Sciences faculty in the tenure structure” (III.B). In its emphasis on the special and particular roles of CF, this language invites us to consider what the appropriate balance of CF and T/TT faculty might be for each of the three schools within an institution such as Brandeis, which combines the ambition of the research university with the intimacy of the liberal arts college. Members of the

¹ While it is not an ideal term, “contract faculty” is the phrase we will use to describe those who hold non-tenurable positions. Other terms in current use in academia include “non-tenure-track,” “contingent,” “adjunct,” “casual,” and “non-regular”—none of which seems like a better choice to the writers of this document.

Committee believe that to achieve that balance in the coming years, as some faculty resign or retire and new faculty are hired, Brandeis should strive to maintain or reduce, rather than increase, the size of the CF vs. the size of the T/TT faculty.

In the report that follows, we summarize our actions and findings, and then provide specific recommendations with the justifications and contextual details that led us to arrive at them. As part of our report of recommendations in context, we provide some suggestions and guidelines for policies, procedures, and practices where appropriate.

Our deliberations have been guided by two principles:

- *to respond to the current conditions of CF employment by aiming to remedy inequities of status and treatment;*
- *and to promote consistent, transparent policies and procedures that will ensure fair treatment for all CF in the future.*

We summarize our specific recommendations below, designating those units that might bear responsibility for their implementation:

1. Units and their administrators should follow procedures for reappointment and promotion developed and approved by the Provost's Office. *Provost's Office*
2. Reappointment reviews should be scheduled during the penultimate rather than the final year of the CF member's contract. *Programs/departments, Deans' and Provost's Offices*
3. All current CF who do not already have them should be provided with job descriptions that will clearly specify both expectations for performance and individual criteria for reappointment. *Programs/departments/schools*
4. With the approval of the Provost's Office, each academic unit should undertake primary responsibility for establishing individual criteria for reviews. *Programs/departments/schools; Provost's Office*
5. A reasonable cross-section of unit faculty, including other CF where appropriate, should be involved in the review process for reappointments and promotions. *Programs/departments/schools*
6. Candidates should be fully informed at the time of the review of their right to appeal decisions on procedural grounds. *Programs/departments/schools*
7. Two new titles—*Senior Lecturer* and *Associate Professor of the Practice*—and a third existing title, *Instructor*, should be added to the list of “ranks outside the tenure structure” in the Faculty Handbook (III.B.2). (A description of all titles for CF is included.) *Faculty Handbook subcommittee of Faculty Senate*

8. “Adjunct” should not be used to modify the titles of full-time faculty members, as is currently the case in some units, and the Handbook should be revised accordingly (III.B.2.e.ii). *Faculty Handbook subcommittee of the Faculty Senate*
9. “In-residence” appointments should be limited to three years at most, rather than the current five-year maximum designated by the Faculty Handbook (III.B.2.c.ii). *Faculty Handbook subcommittee of the Faculty Senate*
10. General criteria should be developed, by appropriate faculty committees working with the Deans’ and the Provost’s Offices, for appointment at or promotion to each rank used for CF. *Deans’ and Provost’s Offices*
11. Some current CF should be considered for appointment to professorial ranks outside the tenure structure. We anticipate that in the future, other cases of CF who should be accorded professorial titles will also arise. By including in this report prototypical cases in which such titles are or would be appropriate, we provide operational definitions of the Faculty Handbook regulation that they be used “in exceptional circumstances” (III.B.2.g.i). These paradigm cases should help to establish standards for determining which current and future CF may be eligible for such titles. *Programs/departments, Deans’ Offices*
12. Once standards for eligibility have been devised, an advisory group of CF and T/TT faculty should be appointed to work with a representative from the Provost’s Office in providing counsel as necessary to those CF who may seek appointment to professorial ranks outside the tenure structure. *Provost’s Office*
13. Career ladders for CF should be established that would recognize and reward the process of continuous professional development in which many CF engage. (Several career ladders are proposed and described.) *Deans of A&S, Heller, and IBS; Faculty Handbook subcommittee of Faculty Senate*
14. The administration should consider, on a case-by-case basis, converting positions currently off the tenure track to T/TT positions. *Provost and Deans of A&S, Heller, and IBS*
15. The Provost, working with appropriate faculty committees, should consider whether a policy of granting tenure with partial salary support at the Heller School is appropriate. *Provost’s Office, faculty committees*
16. Teaching loads should be examined in relation to other responsibilities within departments, programs, and schools so as to ensure that CF are not unfairly burdened by heavy workloads. *Programs/departments/schools*
17. Efforts to bring up the salaries of A&S faculty relative to our peer institutions should also include the compensation for CF. Similar analyses should be undertaken by Heller and IBS. *Deans’ Offices in A&S, Heller, and IBS*

18. Brandeis per-course compensation should be checked on a regular basis—*e.g.*, every three to five years—to ensure that we are keeping up with local market rates. *Deans' Offices in A&S, Heller, and IBS*
19. The administration should establish a threshold of courses taught each year by CF hired on a per-course basis for moving them to part-time or full-time CF positions. *Deans' Offices in A&S, Heller, and IBS*
20. Paid leave should be granted to continuing CF. (Recommended criteria and procedures for allowing such leaves are described.) *Provost and Deans' Offices; Faculty Handbook subcommittee of Faculty Senate*
21. *Emeritus/a* status should be granted to long-term CF on the same basis as it has been or will be granted to tenured faculty and, furthermore, such status should be granted retroactively to already-retired CF. *Faculty Handbook subcommittee of Faculty Senate, Provost's Office*
22. The current practice for electing Faculty Senate representatives from the four schools of A&S should be extended to all units of the campus. Therefore, the Faculty Handbook should drop the requirement that only tenured members of the faculty may serve on the Faculty Senate as at-large or professional-school representatives (VI.B.3.a.ii). *Faculty Handbook subcommittee of Faculty Senate*
23. “Working groups” appointed by the Provost should carry on the efforts of this Committee and provide continuity during the period of transition to new practices and procedures. *Provost's and Deans' Offices, Faculty Senate, members of the Committee on Contract Faculty*

Organization of the Report

The Report follows this structure:

- It outlines the Committee's work, including its processes and methods of gathering information.
- It analyzes the internal and external data that we have collected on the conditions of employment for CF members.
- It illustrates distinct situations of CF members across the University while also highlighting areas of commonality among them.
- It makes recommendations for changing current conditions by proposing the development of new practices, policies, and procedures.

Context for the Committee's Formation

In March 2004, Provost Marty Krauss, in conjunction with the Faculty Senate, formed the *ad hoc* Committee on Contract Faculty to address issues and make recommendations regarding the status of CF at Brandeis University (*i.e.*, those individuals, whether part- or full-time, who are considered to be members of the faculty rather than administrative or support staff and are not hired on a tenure track or with tenure status). Many of the concerns that the Provost asked us to address have also been deliberated by previous committees: most recently, in 2002-03, a committee appointed by the Faculty Senate to consider changes to the Faculty Handbook, and an earlier *ad hoc* Committee on the Rights and Status of Non-Tenure-Track Faculty, which had submitted a report and recommendations to the Faculty Senate in November 1991. These issues are neither a new concern at Brandeis nor unique to our university. As we note below, several other colleges and universities are currently carrying out similar deliberations and instituting policy changes related to the employment of CF.

The Charge to the Committee

The charge that we received from the Provost and the Faculty Senate read as follows:

The purpose of the Committee on Contract Faculty is to investigate broadly the role of contract faculty at Brandeis University. Among its purposes are:

1. to examine policies and procedures employed in the recruitment and reappointment of contract faculty (including duration of contract), compensation and provision of benefits, specification of workload and other academic responsibilities, specification of rights, and assignment of titles;

2. to consider appropriate differences in the above (#1) across various units of the University (e.g., language programs, academic departments, professional schools);
3. in support of the Committee's deliberations, to investigate the history and current state of the conditions relating to contract faculty at Brandeis, as well as the ways in which comparable universities have addressed and resolved these matters; and
4. to report back to the Provost and the Faculty Senate with findings, alternatives, and recommendations.

Committee Membership

A conscientious effort was made to include committee members who represented both contract and tenured faculty, all four schools of Arts and Sciences (A&S) and the two professional schools, and the administration. The committee consists of:

Tenured Faculty

Malcolm Watson, Social Sciences (Committee Chair)
 Richard Gaskins, Social Sciences and Faculty Senate
 Dian Fox, Humanities
 Ruth Charney, Sciences
 Nancy Scott, Creative Arts

Contract Faculty

Marya Levenson, Social Sciences
 Joan Chevalier, Humanities
 Judith Tsipis, Sciences
 Susan Dibble, Creative Arts
 Deborah Garnick, Heller School

Administration

Mary Jean Corbett, Advisor to the Provost for Academic Personnel
 Lorna Laurent, Assistant Dean of A&S
 Judith Jaffe, Academic Research Analyst (staff)

Mary Jean Corbett took on the responsibility for arranging meetings, gathering and distributing information and data, and providing much of the committee organization. Judith Jaffe provided data-gathering and data analysis, especially involving the faculty survey (discussed below). All members of the Committee contributed to its deliberations, its formulation of recommendations, and the writing of various memos that have been incorporated into this report.

Committee Actions

In May 2004, the Committee first met and formed subcommittees. The areas of the three subcommittees were:

- *Appointment and Reappointment*: to consider initial appointments, reappointments, and promotion standards and procedures; also issues concerning temporary hires (on a course-by-course basis); length of appointments; qualifications for appointment; sources of funding; and locus of decisions regarding appointments and promotions;
- *Titles, Career Ladders, and Workloads*: to consider also ranks along with titles, responsibilities, and voting rights; and
- *Compensation and Benefits*: to consider also paid leaves.

The subcommittees began meeting during the summer of 2004, to discuss pertinent issues and gather data. By the end of the fall of 2004, the Committee had completed the following:

- *Collected and read literature on the role of contract faculty*. To provide background, the Committee read widely in the literature on CF, including an April 2001 report of the Association of American Universities (AAU) entitled Non-Tenure-Track Faculty Report, a November 2003 policy statement of the American Association of University Professors (AAUP) on Contingent Appointments and the Academic Profession, and articles from the Chronicle of Higher Education and other journals.
- *Analyzed policies at other universities*. Based on sets of questions prepared by each subcommittee, we compiled information on policies related to CF and the distribution of faculty within and outside the tenure system from a set of colleges and universities generally comparable to Brandeis and a set of comparable professional schools (discussed below). Sources of information included websites, interviews, and the U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS) surveys of faculty compensation and salaries.
- *Reviewed statistics on faculty at Brandeis*. Statistics were assessed based on the Fall 2003 composition of the Brandeis faculty, noting the numbers of T/TT faculty and CF by school.
- *Surveyed current Brandeis faculty*. In October 2004, the Committee fielded an electronic survey for all faculty, eliciting their views on a range of topics including roles, history at Brandeis, importance of key job elements, and job satisfaction. Overall, the survey elicited about a 69.5% response rate from all faculty (discussed in more detail below).
- *Met with various faculty groups across the University*. During the fall, the Committee met with the three academic deans (A&S, IBS, and Heller School), the

department chairs in their School Councils, the Faculty Senate, CF in each school of A&S and the professional schools, and held an open meeting for all faculty, including T/TT faculty.

Research and Data Collection

To make informed recommendations, members of the Committee undertook two major forms of data collection. We reviewed a wide variety of external data on the conditions for CF employment, including reports from professional associations (*e.g.*, AAU, AAUP) and from particular colleges and universities that have faced or are currently facing similar issues, which has helped us to place practices and issues at Brandeis in a broader context. Because a central element of the Committee's charge was "to investigate ... the ways in which comparable universities have addressed and resolved these matters," we also compiled data from a set of peer institutions for the Committee's review, with particular attention to identifying best practices at other institutions that might provide suitable models for Brandeis. The institutions we selected for comparison were Boston College, Boston University, Brown, Cornell, Duke, NYU, Rochester, and Tufts. We gathered additional information by phone and internet resources from Carnegie Mellon and Syracuse and, with an eye towards providing some information specific to Brandeis's professional schools, the business schools at Columbia, Emory, and the University of Pennsylvania and the schools of public health at Boston University, Johns Hopkins, and Michigan. Mainly through web-based research, staff members in the Provost's Office developed data on the distribution of faculty by tenure status (**Appendix A**); compensation and benefits; titles and criteria for promotion; appointment and reappointment procedures; and rights and representation at school and university levels.

In addition, we devised a survey, distributed to all faculty at Brandeis in the fall of 2004, to elicit faculty perspectives on the conditions of CF employment as part of our information-gathering process.² The Committee believed that it was important to hear from T/TT faculty as well as CF about several key areas such as compensation, appointment and reappointment processes, and professional development opportunities, as well as to gather ideas for improving the CF system at Brandeis. Additional information was collected on school affiliation, tenure status, rank, length of time at Brandeis, and workload. We included T/TT faculty in the survey because we also wanted a comparison group for measuring CF attitudes. CF members were asked an additional series of questions on the length of their contracts, outside employment, their responsibilities, and what one aspect of their situation they would most like to change.

In early October an email was sent to faculty members with a link to the survey, and faculty members were given two weeks to complete it. A total of 455 surveys were sent out with an overall full or partial response rate of 316 (69.5%). An additional 29 people (6.4%) reviewed the survey but did not respond to a single question. A copy of the survey instrument and summary statistics of responses are available in **Appendix B**.

² Members of the Committee gratefully acknowledge the expert and patient assistance of Len Saxe, Elizabeth Tighe, and Dave Tobey in designing and fielding the survey.

National Perspectives

The Committee's research and analysis shows that the issues we face regarding CF are hardly unique to Brandeis. A number of major universities—*e.g.*, Cornell, Michigan, North Carolina, USC—are now undertaking or have recently completed comparable studies of CF employment. Still other institutions—*e.g.*, Brown, Duke, Tufts—have clearly invested significant time and resources in developing policies and procedures relating specifically to CF, while being careful to specify how and where their responsibilities, rights, and privileges differ from those of their T/TT colleagues.

Current research shows that the scope of the issues regarding CF has expanded considerably from what it was just a generation ago. Most of us are very familiar with the “freeway flyer” phenomenon, in which both new and experienced faculty—usually but not exclusively short-term replacements with limited service—teach one or two courses at a variety of institutions, often at low pay and without benefits, lacking most if not all of the protections and privileges of full-time academic employment. Recent studies affirm, however, that “in the space of just a few years, we’ve seen a massive sea change in the way in which faculty appointments are made” (Rice), with “the majority of all full-time faculty appointments made in the 1990s” (Finkelstein and Schuster) off the tenure track. In today’s academy, “non-tenurable term appointments—essentially nonexistent three decades ago—have become the norm” (Finkelstein and Schuster). In 1989, the percentage of new full-time hires not on the tenure track at more than 500 private four-year colleges and universities was 45.2%; by 2001, that number had risen to 57.3% (Ehrenberg and Zhang). It is no wonder, then, that some analysts view this national trend primarily as a danger to the tenure system, while others regard this hiring practice as affording some CF more of the benefits associated with full-time faculty employment.

Nationally, the profile of faculty appointments is also in flux. By contrast with the traditional tripartite model of faculty work, “the majority of these new full-time appointees are either teaching-only or research-only”; moreover, “major research universities ... are no less likely than any other institutional sector to have resorted to these full-time, non-tenure-track appointments” (Rice). Surely the changing nature of faculty appointments has been affected in large part by economic considerations: institutions and their administrators seek to maintain flexibility in order to respond to a variety of changing conditions, including fluctuations in student enrollments and the desire to staff emerging new fields. But the research expectations for T/TT faculty—and the rewards, material and otherwise, of achieving a high scholarly profile—have also played a part in the growth of the CF: hiring full-time, primarily instructional faculty to teach lower-level undergraduate courses frees T/TT faculty to do the research that the institution demands and values. In other words, in many disciplines, the T/TT faculty could not function as they do now without the teaching support of their CF colleagues. While many T/TT faculty value the contributions of CF, they may not appreciate the increasing risk of their exploitation.

Finally, review of the available data shows that Brandeis is by no means exceptional in terms of the employment status and disciplinary locations of its CF. For example, the findings of the AAU's Non-Tenure-Track Faculty Report (2001), containing data on non-tenure-track instructional faculty at 22 public and 10 private AAU universities, show that "fewer than half of [contract] faculty are full-time" (Report). At Brandeis, CF constitute 45% of the entire faculty, almost evenly divided between full- and part-time; 26% of the full-time faculty, taken as a whole, are CF. The AAU Report also notes that "sixty-one percent of [contract] faculty are concentrated" in eight academic disciplines, many of which are represented at Brandeis: "health professions and related sciences, visual and performing arts, foreign languages and literatures, engineering, social sciences and history, English, business management and administration, and education" (Report).

The Differing Situations of Contract Faculty at Brandeis

As is true nationally, the CF at Brandeis is a tremendously diverse body of professionals, whose needs, issues, and interests vary across the three schools of the University as well as within those schools. From our conversations with the Deans of A&S, Heller, and IBS, department chairs in their School Councils, T/TT faculty and CF, all members of the Committee came to feel that we had learned an enormous amount about the range of distinct and particular situations within this heterogeneous group of talented faculty. Our exchanges with CF in particular were enlightening and sometimes distressing, as they shared anecdotes drawn from personal experience that gave us a sense of how even casual slights can undermine the sense of community that ideally we all seek to build at Brandeis. During committee discussions, we also exchanged views, ideas, and information from our distinct vantage points as faculty and administrators in different areas of the University, enabling a conversation that crossed some of the usual lines. We wish that all members of the faculty and the administration could have this opportunity simply to talk and to listen: the process of hearing from so many different constituencies opened our eyes to the variety of issues, which defy reduction to a few succinct generalizations.

We have learned, for example, how much CF roles and responsibilities vary according to their location in the broader University.

- Within A&S, many language faculty in the School of Humanities have high teaching loads and also contribute substantial service to their departments and the University. Similarly, creative and performing artists in the School of Creative Arts work intensively with undergraduates in the classroom, the studio, and on productions, sometimes at the expense of maintaining their own creative agendas. CF not only teach in but also direct some of the interdepartmental programs housed in the School of Social Sciences. And in the School of Science, CF teach many of the large labs and introductory courses that are foundational to advanced undergraduate study.

- At IBS, which is small but growing, CF play a critical role in graduate instruction, as is appropriate to programs in which experienced field practitioners offer significant expertise to students, and assist in curricular planning and other administrative tasks.
- At the Heller School, many full-time CF whose research activities are externally funded are vitally involved in the School's teaching and research missions, as well as in leadership roles in the School's administration. Part-time CF play a critical teaching role, as in IBS, by offering courses in highly specialized areas to the approximately 200 masters' and doctoral students in residence each year. These full- and part-time CF outnumber the T/TT faculty by a substantial margin, which makes it a significantly different unit than either IBS or A&S.

Neither IBS nor Heller has the number of tenure lines sufficient to its needs. And it is also the case that tenure lines have been infrequently designated for creative and performing artists in Creative Arts, and that no member of the modern language faculty in Humanities occupies a T/TT slot.

Given the diversity of issues, which we can only begin to indicate here, it is clear that one size will not fit all: there is no typical Brandeis CF member who can represent the variety of situations that we have discovered. That said, it seemed that we could make some distinctions among types of CF across the different schools. Creating a taxonomy of CF that distinguishes between short-term and long-term, part-time and full-time employment helps to clarify the different categories into which individuals fall and the different issues that affect them.

		<u>Percent of Time Worked</u>	
		<i>Less than 50%</i>	<i>More than 50%</i>
<u>Length of Time at Brandeis</u>	<i>Short</i>	Part-time or temporary faculty	Visiting or temporary faculty with explicit expectation of a semester or one-year assignment
	<i>Long</i>	Part-time continuing faculty who teach one or two courses over multiple years, with some commitment to service in their units	Full-time continuing faculty, with extensive commitments to teaching, research, and/or service in their programs, departments or schools

For short-term CF working less than 50% time at Brandeis, the most salient issue would be per-course compensation. Those on one-semester or one-year full-time appointments would most likely be concerned primarily with related issues of compensation and benefits, but also with possibilities of reappointment, whether for another semester, year, or more. Long-term CF, part- or full-time, would likely have additional considerations about security of employment, possibilities for advancement on an established career path, potential for professional development, adjudication of workload, availability of paid leave, and so on.

While we intend to consider the needs and interests of short-term, part-time CF and will address some particulars of their situations, the Committee as a whole found that the situation of long-term CF commanded most of our time and attention. As a general principle, we came to agree that *the closer the contract faculty member's appointment and function come to that of a tenured faculty member, the more her/his situation should approach tenure-like protections.*

Recommendations in Context

In its 2001 Report, the AAU raised a set of issues regarding employment policy for CF almost identical to what we have identified as the key areas of concern at Brandeis. The AAU Report recommended that institutions undertaking analysis of CF employment pay particular attention to evaluation criteria and performance evaluations; appointment periods; compensation and benefits; professional development; institutional governance; and academic freedom. In this section, we offer recommendations in 11 comparable categories and place them in the context of information we have developed from internal and external research. The context is presented first, followed by the specific recommendations in bold italics.

1. Appointment and Reappointment

In our discussions with CF and in our survey results, issues about job security and term of employment—with the two very much linked in the minds of respondents—were a recurring theme. While CF survey respondents expressed a somewhat stronger sense of “institutional loyalty to Brandeis” than T/TT faculty, they unsurprisingly expressed significantly less satisfaction about job security than either tenured or tenure-track faculty. Some CF reported, for example, that a third or fourth appointment had a shorter term than the previous one, for reasons that may have had more to do with financial matters than with job performance. Some CF have had a succession of one-year appointments even though they have given long and valuable service to their units. Annual review for long-term CF in particular—those individuals, in other words, with established records of service and extensive commitments to the University—is experienced by them as, at best, time-consuming and repetitive and, at worst, demeaning and unnecessary.

Other universities have adopted a wide variety of policies regarding contract length. At NYU, for example, all CF appointments are for one academic year only, “unless otherwise specified.” At the University of Pennsylvania, those known as assistant and associate “practice” professors have an initial term of appointment of not less than three years, with the term lengthening upon any subsequent promotion and/or reappointment. Generally speaking, initial terms of appointment tend to be shorter while a contract renewal usually carries a longer term. In addition, we noted as a best practice (employed at Tufts, Brown, Cornell and elsewhere) that some requirement as to notice of non-renewal for CF on multiyear contracts was written into university policy, with the timing of the required notice sometimes varying according to length of service or term of contract.

Members of the Committee believe that in the areas of appointment and reappointment, the two key goals are greater job security for long-term faculty and transparency of the process for everyone. Decisions about contract renewal generally include consideration of the institutional educational need, the candidate's merit, and financial priorities and constraints. Each factor does not have equal salience, however, for every individual, but rather depends on the timing and nature of her/his appointment or reappointment. For example, for an individual being hired for a semester to replace a faculty member on leave, the institutional need is short-term, the candidate's merit is key, and the financial commitment is relatively minor. An individual being hired on a longer-term appointment and working more than 50% time would have a stake in establishing a degree of job security and opportunities for professional advancement, while the institution presumably aims to support a curricular or research area in which the CF member's role may, in some circumstances, be of comparable scope and complexity to a T/TT faculty role.

Of course, one difficulty with this framework lies in assessing, in the first years of a contract, whether an individual will eventually fall into one of the long-term quadrants (see p. 11). We suggest that this might be determined by the nature of the initial search process and departmental or school planning. For example, if a unit is committed to supporting a specific area of expertise, does an extensive search, and hires a new CF member, we would assume that the individual's and the unit's goal is eventually to get to the long-term and over 50% quadrant. That is, the department/program/school's educational and financial commitment to the area should be assessed in advance and standards for reappointment set in accordance with this commitment when an individual is hired.

While the Committee understands the administrative need for flexibility in view of shifting institutional priorities, awarding longer contracts after an initial period of review to CF who work in fields and disciplines to which the University has an abiding commitment would go a long way towards easing insecurity among those who lack the guarantee of tenure. Many CF have made a significant commitment of expertise and energy to the programs/departments/schools in which they work; of the 202 full- and part-time CF employed at Brandeis in Fall 2003, over 40% had been on the faculty for six or more years. Longer contracts (with more substantial notice in case of non-renewal) would signal that the University also has a significant commitment to them and to their fields, disciplines, and programs.

We thus recommend that:

- ◆ *Units and their administrators should follow procedures for reappointment and promotion developed and approved by the Provost's Office. The procedures for continuing CF, in as far as possible, should approach those for T/TT faculty. For example, reappointment reviews in the first six years might normally be extensive evaluations, but subsequent evaluations could be scaled back, where appropriate, to be more comparable to post-tenure reviews. After a first appointment, the contract period should be somewhat longer than for initial contracts.*

- ◆ ***Reappointment reviews should be scheduled during the penultimate rather than the final year of the CF member's contract. In case of non-renewal, the candidate would have the earliest possible notice of her/his future prospects, while in cases of reappointment, earlier notice and a longer term would create a greater sense of security of employment, enabling the candidate to project long-range plans.***

2. Criteria and Process for Evaluation

In our discussions with CF across Brandeis, the Committee repeatedly heard that the criteria by which they have been or are being evaluated were unknown to them. Some departments and schools at Brandeis do have written procedures for reviewing CF performance; and other universities have made a concerted effort to codify and formalize the criteria by which CF are evaluated for purposes of reappointment by including such information in their faculty handbooks. At other institutions, such evaluations may be annual or occur only when the CF member's contract comes up for renewal. The criteria for reappointment are sometimes specified by the department/program, sometimes by the school/college. The review may be conducted by a department/program chair or by a broader group of members from the unit. All these elements vary from institution to institution, depending on its size and, no doubt, its culture. But by contrast with such institutions as Brown, Columbia, Duke, and Tufts, which have extensive and precise written guidelines for evaluating CF, we believe that Brandeis has too little in place to guide either departments/programs/schools or CF through the evaluation and review process.

We thus recommend that:

- ◆ ***All current CF members who do not already have them should be provided with job descriptions that would clearly specify both expectations for performance and individual criteria for reappointment.***
- ◆ ***With the approval of the Provost's Office, each academic unit should undertake primary responsibility for establishing individual criteria for reviews and for conducting them in timely and respectful fashion. Where such criteria do not already exist, departments, programs, and schools are charged with producing them by January 2006 for review by the Provost's Office. In order to provide transparency and clarity, units should clearly indicate what materials the candidate should provide for the committee's review and what materials the department/program/school will provide.***
- ◆ ***A reasonable cross-section of unit faculty, including other CF where appropriate, should be involved in the review process for reappointments and promotions (rather than its being conducted by one person only, such as the department chair) so as to insure fairness to the candidate. Units should establish the number and status of faculty who would compose the review committee at the time of the review.***

- ◆ *Candidates should be fully informed at the time of the review of their right to appeal decisions on procedural grounds.*³

3. Titles

Our research shows that other institutions have developed expansive frameworks to differentiate among the various categories of faculty that populate the twenty-first-century university. At some institutions, “research” or “teaching” is used as a modifier to distinguish between CF and T/TT faculty who hold professorial titles.⁴ The terms “visiting” and “adjunct” (*e.g.*, part-time) normally modify professorial titles as well, often with a specified time limit for such appointments. Those institutions that have adopted the “professor of the practice” title in some form (*e.g.*, Columbia, Duke, Penn) have an associate rank, and some also have an assistant rank as well. And most institutions have a wider variety of titles for CF that explicitly indicate a career path—as in the progression from lecturer to senior lecturer (and even to master lecturer) at nearly all the peer institutions we considered.

The Committee holds that titles should accurately reflect the responsibilities and commitments of CF members. Many current CF, however, lack titles that are appropriate either to the work that they do or to their length of University service. This paucity of titles has limited their real and perceived opportunities for advancement and promotion. In the School of Creative Arts, for example, where tenure lines have been scarce, most long-term CF hold the title “Artist-in-Residence”—the very same title assigned to new faculty of lesser experience. “In-residence” conventionally connotes a distinguished short-term visitor rather than a long-term continuing member of the faculty: at Brown, for example, no one may hold that title for longer than three years. But at Brandeis, some CF have been “in residence” for upwards of 10 and even 20 years. “Lecturer” operates as the sister term in the School of Humanities, especially among the language faculty, where individuals of long standing, extensive experience, and professional achievement have precisely the same title as more recent hires.

The table below aims to designate the available titles and modifiers for temporary and continuing CF members. In order to develop career tracks for those who remain at the University for the long term,⁵ the table also includes *two new titles—Senior Lecturer and Associate Professor of the Practice*. *A third existing title, Instructor, should also be added to the list of “ranks outside the tenure structure” in the Faculty Handbook (III.B.2).*⁶

³ It is important to note here that CF may already have recourse to the Committee on Faculty Rights and Responsibilities in case of disputes over appointment and promotion processes. The process of appeal laid out for T/TT faculty members in the Faculty Handbook (V.A.4.b.vii) should be revisited and potentially adapted for comparable use by CF.

⁴ At Brandeis, the Faculty Handbook recognizes the term “research” as an available modifier for the titles for those “whose primary responsibility is the conduct of externally funded research and publication” (III.B.2.f.i). It has been used very rarely in recent years as very few CF are research-only.

⁵ Those CF members who seek a change of title will generally find that the time of the next contract renewal will be the most appropriate moment to initiate the process with chairs or deans.

⁶ “Instructor” currently appears in the list of “ranks within the tenure structure” in the Faculty Handbook (III.B.1.a.i), but not in the list following of “ranks outside the tenure structure.” While the title

<u>Length of Time at Brandeis</u>	<u>Titles</u>	<u>Available Modifiers</u>
<u>Temporary:</u> Three years or less	Instructor	Adjunct, Visiting
	Lecturer	Adjunct, Visiting
	Senior Lecturer	Adjunct, Visiting
	Assistant Professor OTS	Adjunct, Visiting, Research
	Associate Professor OTS	Adjunct, Visiting, Research
<u>Continuing:</u> Four years or more	Professor OTS	Adjunct, Visiting, Research
	Artist (<i>et al.</i>)-in-Residence	
	Instructor	Adjunct
	Lecturer	Adjunct
	Senior Lecturer	Adjunct
	Assistant Professor OTS	Adjunct, Research
	Associate Professor OTS	Adjunct, Research
	Professor OTS	Adjunct, Research
	Associate Professor of the Practice	
	Professor of the Practice	

In the table above, we use some terms as defined below:

- Temporary appointments include “visiting” and “adjunct” faculty appointments as well as the “in-residence” titles.
 - “Visiting” may modify titles for appointments that are made “for a specified period of time not to exceed two years” (Faculty Handbook, III.B.2.b). The term “visiting” is primarily for those on leave from another occupation or institution or with no permanent affiliation elsewhere.
 - “Adjunct” may modify titles for appointments “made for a specified term” (Faculty Handbook, III.B.2.e.ii), i.e., from one to three years. Although the Handbook currently states that adjunct appointments may be “either full-time or part-time” (III.B.2.e.ii), the Committee believes that the term “adjunct” actually connotes *part-time* employment at the University. Those holding adjunct appointments have (or have had, in the case of retired professionals) their primary employment focus outside the University, such that they could hold a part-time Brandeis appointment and a professional position elsewhere concurrently. Thus “*adjunct*” should not be used to modify the titles of full-time faculty members, as is currently the case in some units, and the Handbook should be revised accordingly.
 - “In-residence” connotes a limited-time appointment for an artist, writer, scholar, or diplomat who brings the “special qualifications” (Faculty Handbook, III.B.2.c.i) associated with these vocations to the University. It is not an appropriate title for those who are doing professorial work in a

is not generally used in A&S, IBS, or Heller, it is the sole title for those part-time faculty members who teach in the Rabb School of Continuing Studies.

continuing capacity at Brandeis. *“In-residence” appointments should be limited to three years at most, rather than the current five-year maximum designated by the Faculty Handbook (III.B.2.c.ii).*

- Continuing appointments include those part- or full-time CF at Brandeis whose teaching, research, administration, and/or service have been deemed integral to the work of programs, departments, and schools. Contract lengths for continuing faculty appointments may vary from three to seven years depending on rank, length of previous employment at Brandeis, range of responsibilities, etc.

The Committee believes that *general criteria should be developed, by appropriate faculty committees working with the Deans’ and the Provost’s Offices, for appointment at or promotion to each rank used for CF.* T/TT and CF in units that until now have not developed any such criteria, since no advancement for CF was possible, will need to educate themselves and/or the administration on the national standards in their fields that should apply to CF. Because we recognize that those criteria will differ from discipline to discipline, we limit ourselves here to sketching some broad parameters that can be taken up by programs, departments, and schools as they develop profiles for each rank and title. We emphasize that the standards for promotion may include scholarship, creative work, teaching, program administration, service or any combination thereof, as long as progress since the initial appointment or previous promotion is deemed significant enough to merit advancement.

Associate Professor of the Practice, Professor of the Practice

These titles are appropriate for faculty known for the outstanding quality of their performance as practitioners. While they may hold the terminal degree in their field, their experience in business, journalism, law, education, medicine, or other disciplines and their ability to bring their expertise and distinction to the teaching, research, or administrative enterprise of the University are the central criteria for their appointment. Candidates hired at the associate level would not have reached the degree of distinction that appointment as professor of the practice would merit, but would have well-established credentials in their area of expertise.

Lecturer, Senior Lecturer

Generally speaking, these titles designate instructional faculty whose limited additional duties (*e.g.*, departmental, program, or school service) would be defined in their job descriptions.

Assistant Professor, Associate Professor, Professor outside the tenure structure

In 2003-04, about 40 Brandeis CF held professorial titles outside the tenure structure, not including those whose titles were modified by the terms “visiting” or “adjunct.” The use of professorial titles for CF is most prevalent at the Heller School, where a school-wide effort to act as “one faculty,” in the words of Dean Shonkoff, has encouraged greater parity in titles with the purpose of minimizing distinctions of status between CF and T/TT faculty. CF in A&S who hold professorial titles include faculty members in Biology, Economics, Psychology, and Mathematics, who are charged with significant

responsibility for undergraduate education in courses that are foundational to the major and who may supervise graduate teaching fellows as a regular part of their duties.

The Faculty Handbook indicates that professorial appointments outside the tenure structure are to be made only “in exceptional circumstances” (III.B.2.g.i). As a committee, we have discussed both this clause and the connotations of the word “professor” in some detail. Some members hold that “professor” primarily designates someone who produces scholarship, research, or creative work; others suggest that both working directly with students and being involved in research or creative activity are the key elements of being a “professor.” While the Committee anticipates resistance to a broader use of professorial titles for CF who do not already hold them, our sense is that for many long-term faculty across the University—in the Schools of Creative Arts and Humanities in particular—the professorial titles would be the most appropriate ones, regardless of their tenure status. A relatively small number of dedicated and accomplished CF would be eligible to undertake the *ad hoc* process that might award them such titles.

Given our study of existing circumstances at Brandeis, members of the Committee thus believe that *some current CF should be considered for appointment to professorial ranks outside the tenure structure. We anticipate that in the future, other cases of CF who should be accorded professorial titles will also arise. By including in this report prototypical cases in which such titles are or would be appropriate, we provide operational definitions of the Faculty Handbook regulation that they be used “in exceptional circumstances.” These paradigm cases should help to establish standards for determining which current and future CF may be eligible for such titles. Our prototypes are not meant to exclude other CF with comparable duties from consideration, but rather to illustrate some existing and potential paradigms.*

- Our first model applies to faculty who specialize in organizing and teaching introductory, advanced undergraduate, and/or service courses in fields like the sciences, economics, and mathematics. Their heavy curricular involvements may include administering programs which place, advise, and serve large numbers of undergraduates; training and supervising graduate teaching assistants; developing and coordinating the curriculum with faculty colleagues teaching higher-level courses; organizing labs or fieldwork—all in addition to classroom teaching. The proportion of time spent on teaching and service may preclude the kind of sustained research programs expected of T/TT colleagues in their disciplines. But faculty matching this model must nonetheless be masters of their fields, holding the highest degree in their disciplines and remaining up-to-date with both scholarship and pedagogy. In addition they may participate in broader departmental tasks, including general advising, curriculum planning, and organizing lectures and events for faculty colleagues and students. They may also participate in committees and governance across departments and throughout the University.
- A second model applies to faculty who direct the foreign language programs and specialize in language pedagogy. Their heavy curricular involvements may include

administering programs which place, advise, and serve large numbers of undergraduates; hiring, training, supervising, and evaluating other language faculty; developing curriculum and pedagogy; coordinating and assessing the curriculum with colleagues teaching courses that bridge the study of language and literature—all in addition to classroom teaching. The proportion of time spent on teaching and service does not wholly preclude their undertaking and publishing research; although they may not publish as much as some of their T/TT colleagues, they are professionally active. Faculty who match this model are masters of their fields, generally holding the highest degree in their disciplines and remaining up-to-date with its scholarship and pedagogy. In addition they may participate in broader departmental tasks, including general advising and organizing workshops, lectures, and events for faculty colleagues and students. They may also participate in committees and governance across departments and throughout the University.

- A third model applies to artists (*et al.*)-in-residence, who teach, train, and mentor undergraduates and graduate students while also performing and producing creative work at Brandeis and beyond. Their heavy curricular involvements may include administering undergraduate, post-baccalaureate, and graduate programs; supervising graduate teaching assistants and directing student performances, productions, and exhibitions; recruiting graduate acting and design students; organizing professional showcases for MFA students; devising new curricular offerings and directing senior theses—all in addition to classroom teaching. The proportion of time spent on teaching and service does not preclude their continuous artistic activity in a variety of venues: they are professionally active and distinguished musicians, painters, performers, directors, choreographers, sculptors, dancers, designers, and actors. In addition they may undertake broader departmental tasks, including service as undergraduate or graduate advisors, organizing workshops and events for faculty colleagues and students, and hiring new colleagues. They may also participate in committees and governance across departments and throughout the University.
- A fourth model applies to full-time faculty in the Heller School, who teach, advise, and supervise graduate students while engaging in externally funded research. Heller faculty with professorial titles outside the tenure structure have typically earned the terminal degree in their field (generally the doctorate, but sometimes a law or medical degree). Most regularly publish and present talks at professional meetings, and have a portfolio of grant-funded research which supports a large proportion of their salary. They teach graduate classes each year, advise master's students, and serve on or chair dissertation committees. Some hold leadership positions at the School by directing degree programs, working as associate deans, and chairing its key committees. They may also participate in committees and governance throughout the University.

We thus recommend that:

- ♦ ***Two new titles—Senior Lecturer and Associate Professor of the Practice—and a third existing title, Instructor, should be added to the list of “ranks outside the tenure structure” in the Faculty Handbook (III.B.2).***

- ◆ *“Adjunct” should not be used to modify the titles of full-time faculty members, as is currently the case in some units, and the Handbook should be revised accordingly (III.B.2.e.ii).*
- ◆ *“In-residence” appointments should be limited to three years at most, rather than the current five-year maximum designated by the Faculty Handbook (III.B.2.c.ii).*
- ◆ *General criteria should be developed, by appropriate faculty committees working with the Deans’ and the Provost’s Offices, for appointment at or promotion to each rank used for CF.*
- ◆ *Some current CF should be considered for appointment to professorial ranks outside the tenure structure. We anticipate that in the future, other cases of CF who should be accorded professorial titles will also arise. By including in this report prototypical cases in which such titles are appropriate, we provide operational definitions of the Faculty Handbook regulation that they be used “in exceptional circumstances” (III.B.2.g.i). These paradigm cases should help to establish standards for determining which current and future CF may be eligible for such titles.*
- ◆ *Once standards for eligibility have been devised, an advisory group of CF and T/TT faculty should be appointed to work with a representative from the Provost’s Office in providing counsel as necessary to those CF who may seek appointment to professorial ranks outside the tenure structure.*

4. Career Ladders

In our survey results, CF expressed significantly less satisfaction with opportunities for advancement than did T/TT faculty. The lack of “opportunities for advancement and/or professional development,” the topic of one of the open-ended survey questions we devised, was repeatedly remarked as a major drawback of CF employment at Brandeis. Members of the Committee agree that for many long-term continuing CF, particularly Lecturers and Artists (*et al.*)-in-Residence, the lack of a career ladder is a significant problem that can and should be ameliorated. For those hired on the tenure track, outstanding achievements in research and teaching are recognized by the award of tenure and by a change of title. By contrast, the current structures that govern CF employment at Brandeis, with some exceptions, make few meaningful distinctions between relatively new hires and those who have built substantial careers as educators over time at the University. Many institutions typically offer little recognition to or means of rewarding substantial CF growth: in the worst instances, “the professional development and scholarly accomplishments of [contract] faculty are often viewed as irrelevant or simply ignored” (AAUP).

While some respondents, previously or currently employed elsewhere, may not be seeking career advancement through their work at Brandeis, other CF might well expect that the University afford them access to the markers that signal career progression and

achievement in the academy. Those now holding the title “Lecturer” who participate in professional associations, for example, are typically ineligible to hold leadership positions commensurate with their contribution to them because of the relatively low status that a non-professorial title conveys to external audiences. More broadly, encouraging professional development and advancement for all Brandeis employees is a value that the community as a whole should support and endeavor to sustain.

The career ladders below also aim to establish that the responsibilities of long-term, continuing CF members often change over time. Many CF hired on one basis accrue duties, responsibilities, and roles over the years, adding a layer of additional work to their professional lives at Brandeis for which they were not originally contracted. To be sure, many CF welcome the expansion of their duties, as some indicated in our survey: developing close intellectual and interpersonal relationships with undergraduate and/or graduate students is as rewarding for many CF as it is for T/TT faculty, while serving on departmental, school, and/or University committees can help to build lasting relationships within the Brandeis community. But if the expansion of duties and roles is not reflected in a change of title and rank—and the higher rate of compensation such a change would merit—then expanded responsibilities can begin to look like uncompensated labor. Developing ladders for CF thus also implies that *a change of duties and titles would entail both a salary increase and a higher professional standing at the University.*

All the career ladders, linked to a promotion structure marked by a change of title, are intended to show the range of ranks available within a path. The entry point to a career path could be at any level, depending on the prospective faculty member’s experience.

Associate Professor of the Practice → Professor of the Practice

- Those hired at the associate level to bring their special expertise to teaching, research, or administration in programs, departments, and schools may merit promotion to Professor of the Practice on the basis of their performance.
- An initial contract for an associate professor of the practice should normally be for three to five years, with reappointment at the same rank within the same time frame. An initial contract for a professor of the practice should normally be for five to seven years, as befitting the level of experience and accomplishment associated with this rank, with reappointment at the same rank within the same time frame.
- After six years in rank, an associate professor of the practice would be entitled to be considered for promotion to the rank of professor of the practice, although a program or department chair might consult with the cognizant dean or the Provost, as appropriate, to initiate a promotion at an earlier moment.
- Under the rules of the Faculty Handbook (V.A.5.b), appointment at the rank of associate professor outside the tenure structure or associate research professor currently requires an *ad hoc* committee, so that appointment at the rank of associate professor of the practice would also require an *ad hoc* committee.

Lecturer→Senior Lecturer

- Depending on prior experience, a person may be hired initially as a Lecturer or a Senior Lecturer. A full-time Senior Lecturer intended to serve in a continuing role should be hired on the basis of a national search.
- An initial contract for a lecturer may be for one to three years, with reappointment at the same rank meriting a three-year contract. An initial contract for a senior lecturer may be for three to five years, as befitting the level of experience and accomplishment associated with a higher rank; reappointment at the same rank would entail a three- to five-year contract, with no time limit on the number of years of service at this rank.
- Those hired at the lecturer level as primarily instructional faculty may merit promotion to senior lecturer on the basis of their performance.
- After six years in rank, a lecturer may ask to be considered for promotion to senior lecturer, although a program or department chair might initiate promotion at an earlier moment if s/he so chooses. Neither an appointment at the rank of senior lecturer nor promotion from lecturer to senior lecturer would require review by an *ad hoc* committee.

Lecturer/Senior Lecturer→Assistant/Associate Professor outside the tenure structure

- Those hired initially as instructional faculty who assume over time additional departmental, university, creative or research duties and responsibilities could move from the Lecturer/Senior Lecturer track into the Assistant/Associate Professor track. Such faculty will normally hold the highest degree in their field or its equivalent in experience and accomplishment.

Assistant Professor→Associate Professor→Professor outside the tenure structure

- This track is for those who are initially hired to teach with additional, extensive departmental or programmatic, creative, or research responsibilities within the university. Such faculty will normally hold the highest degree in their field or its equivalent in experience and accomplishment.
- An initial contract for an assistant professor outside the tenure structure should normally be for three years, with reappointment at the same rank usually meriting a three- to five-year contract. An initial contract for an associate professor outside the tenure structure should normally be for five years, with reappointment at the same rank usually meriting a five- to seven-year contract. An initial contract for a professor outside the tenure structure should normally be for five to seven years, with reappointment usually meriting a five- to seven-year contract.
- After six years in rank, a person holding the rank of assistant or associate professor may ask to be considered for promotion, which would require the constitution of an *ad hoc* committee. Earlier promotion might be initiated at the discretion of the appropriate dean.

We thus recommend that:

- ◆ ***Career ladders for CF should be established that would recognize and reward the process of continuous professional development in which many CF engage.***

5. Conversion of Contract to T/TT Faculty Positions

In our committee discussions, we confronted an unavoidable issue surrounding the contract system: the possibility that at least some positions now designated as outside the tenure structure should be T/TT ones. We discussed the historical situation in Creative Arts, having learned that it had been a longstanding practice to keep artists in contract slots; the perception of the CF in Creative Arts with whom we spoke is that creative production had not been understood by the administration as tenurable work.⁷ We also considered the claims of language faculty in the Humanities, who emphasize that at other universities, the directors of language programs hold both professorial titles and tenurable positions. These CF also argue that the field of language pedagogy, in which some institutions now offer doctoral degrees, is not merely an instructional specialty but constitutes a body of knowledge and scholarship and a research area that has all the accoutrements of any other scholarly field. At the Heller School, where most of the full-time faculty hold contract positions and many are involved in both teaching and research, the appointments follow a pattern seen at medical and public health schools in being partly paid on “soft money” from grants; at many of those institutions, however, faculty members on soft money may hold tenured positions. During our deliberations the committee heard a proposal from the Heller School about changing the funding agreements for T/TT positions at Heller. For a variety of reasons, Heller would like to appoint some of its CF to positions that combine T/TT with partial funding. While several members of the Committee concurred with recommending that the Heller School be allowed to appoint some CF to T/TT with partial salary guarantees, most of the Committee felt that this issue was beyond our purview and should be studied further before making any recommendation. We believe that *the Provost, working with appropriate faculty committees, should consider whether a policy of granting tenure with partial salary support at the Heller School is appropriate.*

In confronting the issue of converting contract to T/TT positions, we assume that faculty positions that involve mainly teaching and/or administration would not and should not qualify for tenure, given the emphasis at Brandeis on excellence in scholarship (and, presumably, creative achievement) as one of the central criteria for awarding it. It will obviously remain the case that many current continuing CF are essentially tenure-ineligible, based on the nature of their appointments, and not only because of the perceived financial constraints that tenure imposes on the institution.

⁷ The 1995 Report of the Ad Hoc Committee for the Creative Arts to the Provost makes the point in these terms: “The combination of underfunding and the discomfort with evaluating artistic achievement has led to the creation of second-class status for many of the core members of the faculty. In contrast to other areas of the university, many faculty are not on the tenure track. While this situation may appear to give the university flexibility, in reality it compromises the integrity of the programs by silencing or muting the very voices who need to make the case for the arts at Brandeis.” It should be noted that this report included analysis of the impact of the lack of tenure lines not only in Fine Arts, Music, and Theatre Arts, but also in the Creative Writing program, housed in the Department of English.

But there remains the possibility that at least some CF, whose duties are indistinguishable from those of T/TT faculty, might be shifted to T/TT positions. Not to explore this option, difficult though it may be to implement, would be to ignore one of the most troubling features of Brandeis' past treatment of contract faculty. Our thinking about these issues has been guided by the AAUP policy statement, Contingent Appointments and the Academic Profession, which both offers "guidelines by which institutions and faculties can plan and implement gradual transitions to a higher proportion of tenurable positions" and encourages "the development of intermediate ameliorative measures" such as those we recommend in this Report. The Committee proposes further study of two central issues involved in converting contract positions to T/TT positions, following two key AAUP guidelines:

- "When a position is made 'tenurable,' the relative emphasis on teaching, scholarship, and service necessary for that position, and therefore the qualifications that should be emphasized in tenure criteria for that position, may vary among departments and programs and among types of appointments" (AAUP).
- "When status is changed, the individuals holding the positions are offered a probationary period for tenure," and "the faculty member in the position should be given time and appropriate professional development support during a probationary period to enable him or her to meet the new requirements" (AAUP).

Another recent policy statement from the Modern Language Association underlines the importance of the second point: "because [contract] faculty members typically are 'teaching' faculty members with high course loads, often assigned to introductory or lower-level undergraduate courses, they are often at a significant professional disadvantage with regard to 'research' faculty members" ("Statement"). With this caveat in mind, we yet believe that with careful attention to specific situations, faculty and administrators can successfully manage a process of transition that would convert some contract positions to T/TT ones. In some instances, a CF member who currently holds such a position might be a very viable candidate for a converted slot, while in others the emphasis would be on redefining the position as a tenurable one and identifying a pool of candidates through a national search. The recently adopted "Policy on Tenured and Tenure-Track Appointments without National Searches" (available on the DAS website) might also provide some guidance in this process.

We thus recommend that:

- ◆ *The administration should consider, on a case-by-case basis, converting positions currently off the tenure track to T/TT positions.*
- ◆ *The Provost, working with appropriate faculty committees, should consider whether a policy of granting tenure with partial salary support at the Heller School is appropriate.*

6. Workloads

Examining and specifying the responsibilities associated with CF workloads, as suggested above, has implications for many other aspects of CF employment. In relation to teaching, several departments depend heavily on CF to teach introductory classes, including language instruction, studio art, mathematics, biology, chemistry, and economics. Furthermore, many if not most CF members have a heavier teaching load than the T/TT faculty. For example, CF at IBS teach five courses, and foreign language CF members teach six courses, many of which meet four hours weekly. We understand that most CF would be expected to have a higher teaching load, since many of them are not contracted to do research or to publish. (This may present a dilemma, however, when unit chairs or directors make recommendations for salary increases, since they do not necessarily have a framework to understand and recognize the contributions of CF.)

We suggest the following flexible parameters for the workloads of full-time CF by title and rank:

- Lecturers and senior lecturers would be expected to teach a maximum of five or six courses, but this should be less if the courses include USEMs, upper-level, or graduate courses; or if they assume departmental or school-wide responsibilities.
- Associate professors and professors of the practice would be expected to teach a maximum of five courses, but this should be less if the courses include USEMs, upper-level or graduate courses; significant administrative and service roles; and/or research/creative work.
- Assistant professors, associate professors and professors outside the tenure structure would be expected to teach a maximum of five courses, but this should be less if the courses include USEMs, upper-level or graduate courses, or exceptionally large courses; significant administrative and service roles; and/or research/creative work.

We thus recommend that:

- ◆ ***Teaching loads should be examined in relation to other responsibilities within departments, programs, and schools so as to ensure that full-time CF are not unfairly burdened by heavy workloads.***

7. Salary

Many of the responses to the open-ended questions asked of all faculty singled out low salaries, for both temporary and continuing CF, as an area of specific concern, while some specifically advocated improving salary equity between CF and T/TT faculty. **Appendix C** provides comparative salary data for full-time instructional faculty at eight peer schools, including Brandeis. Although the average salary for lecturers⁸ on 9/10 month contracts is lower than that for most of the other schools in the group, it should be

⁸ Because of how salary data are reported, the category “lecturer” includes “artists (*et al.*)-in-residence.”

noted that Brandeis salaries at all ranks are lower on the whole, with less spread between the average salary for a full professor and a lecturer at Brandeis than at almost any other school studied. On the average, lecturers at Brandeis make about \$15,000 less than CF or TT faculty at the rank of assistant professor. *Efforts to bring up the salaries of Brandeis faculty relative to our peer institutions in A&S should also include the compensation of CF*, which will require additional analysis by Dean Jaffe and his staff. The issue of salary compression for CF also needs to be addressed, as is currently being done with T/TT faculty. *Similar analyses should be undertaken by Heller and IBS*, although the appropriate comparison institutions for the professional schools would need to be determined.

As part of our analysis, we also looked carefully at comparative and internal data about salary, faculty status, and gender, in an effort to identify correlations among these categories (see **Appendix D**). Happily, we found that there is strong salary equity between male and female faculty at all ranks, whether T/TT or CF positions, with no discernible earnings gap attributable to gender at Brandeis. It is true, however, that many more women than men are CF members. Thirty-six percent of the Brandeis full-time faculty as a whole is female, which is slightly higher than the national average of 33% at doctoral-level institutions (Curtis). But while only 17% of Brandeis full-time male faculty are CF members, 42% of full-time female faculty are outside the Brandeis tenure structure, and the “lecturer” rank at Brandeis (including “in-residence” faculty) is more than three-quarters’ female, as compared to just over 54% nationally (Curtis).⁹

Based on our research, analyses, and discussions, the Committee as a whole endorses the conclusion of the AAU Report: “to the extent that salary and benefits schedules for full-time [contract] faculty can build upon *reasonable estimates of comparability for common categories of responsibility and performance*, those compensation schedules will be more internally consistent and will more accurately reflect comparable pay for comparable work” (emphasis added).

We thus recommend that:

- ◆ ***Efforts to bring up the salaries of A&S faculty relative to our peer institutions should also include the compensation of CF. Similar analyses should be undertaken by Heller and IBS.***

7. Per-course Compensation

The pay for teaching a single course has remained at \$5,000 for most departments in A&S for many years,¹⁰ making it difficult to find qualified instructors in some areas (such as language instruction or Creative Arts). For example, a Fine Arts lecturer is being paid \$5,000 to teach a course this semester, which is less than she is earning as a

⁹ Female CF populate to a significant degree the lowest-paid schools in A&S—Creative Arts and Humanities—which may reflect, among other things, the market valuation of different forms of academic expertise.

¹⁰ At the Heller School, per-course pay ranges from \$6,000-9,000; at IBS, the range is from \$5,000-8,000.

teaching assistant at MIT. Rates for per-course compensation should be competitive with those offered at other local institutions.

The Committee would also like to discourage the practice in which a single contract faculty member teaches four or five courses over the course of an academic year, yet is paid at the per-course rate. We suggest that individuals initially hired to teach three or more courses per academic year should receive more than the standard per-course rate, in recognition of the increase in commitment to the university. Having a job description, as described above, that would include responsibilities beyond classroom teaching (*e.g.*, writing recommendations, career counseling, and consultation with colleagues in matters related to curriculum) will be especially important in these circumstances.

We thus recommend that:

- ◆ *Brandeis per-course compensation should be checked on a regular basis—e.g., every three to five years—to ensure that we are keeping up with local market rates.*
- ◆ *The administration should establish a threshold of courses taught each year by CF hired on a per-course basis for moving them to part-time or full-time CF positions.*

9. Paid Leave

One area in which Brandeis does not measure up to some peer institutions is in awarding paid leaves to CF.¹¹ (Some concern has also been expressed about the availability of *unpaid* leaves for CF.) Survey respondents both inside and outside the tenure structure forcefully advocated paid leave for long-term CF, which would offer them the opportunity to pursue projects with sustained attention. Like T/TT faculty, many CF, even those not contracted to do research, pursue professional development through scholarly and creative projects. Since CF members typically have a higher teaching load than tenure-track faculty, however, in reality there is little time left for CF to engage in research, write articles, create or perform. As a report from one of our peer institutions notes, “vacation time alone is not sufficient for continuing professional development, and uninterrupted service in research, teaching, or outreach activities can lead to burnout” (Cornell Report). From our research, we found that both Boston University and Brown, for example, grant paid leaves under certain circumstances to long-term CF.¹²

In A&S at Brandeis, paid leaves have, in fact, been granted to some CF on a kind of ‘contingency’ basis on rare occasions. A faculty member, in one instance, was allowed seven weeks at another university abroad, provided all administrative work was finished before departure, and as long as the person stayed in contact via e-mail. Another person was granted a similar ‘contingency’ sabbatical after twenty years’ service. This

¹¹ At the Heller School, CF are granted paid leave on the same basis as tenured faculty at Heller and elsewhere in the University, but the method of funding these leaves is an ongoing cause of concern.

¹² For the policy at Boston University, go to www.bu.edu/faculty/handbook; for Brown, go to http://www.brown.edu/Administration/Dean_of_the_Faculty/

restriction is particularly damaging for furthering career development. Creative Arts CF, for example, are unable to take assignments, such as performing or installing exhibits in distant places, if these interfere with class-time commitments.

Members of the Committee recognize that awarding paid leave to CF would be a substantial cost to the University and that further financial analysis of that cost may require some modifications to what we propose. Based on consultation with various faculty groups and after studying the policies at Brown and Boston University as well as the proposed policy under consideration at Cornell, we have nonetheless developed recommendations for a policy on paid leave that would make this important benefit available to long-term continuing CF.¹³

Thus we recommend that:

- ◆ ***Paid leave should be granted to continuing CF*** on the following basis.
 - Long-term full-time CF should be eligible for the first paid leave after seven years of full-time service. (NB: normally a TT faculty member who in the sixth year is granted tenure takes the first sabbatical after the seventh year.)
 - For the same cohort, part-time service (as when for a period a faculty member shifts to part-time for personal reasons, such as caring for small children) should be pro-rated to count toward eligibility.
 - In the fall semester before the academic year during which paid leave is sought, the applicant must submit to the cognizant dean (with the department chair's approval, in A&S) a detailed proposal. This proposal should delineate the plan of action and the expected outcome for a project to be undertaken during the leave. The proposal should show how the project would contribute to the professional development of the individual or benefit the university. It may involve research; service to Brandeis (such as curriculum or program development); and/or other professional activity that would not otherwise be possible.
 - The paid leave should be for one semester at full pay or one year at half-pay.
 - After a paid leave, the faculty member must return to her or his regular duties at Brandeis for the equivalent of at least one full year of full-time service.
 - After the first paid leave, the faculty member should be eligible to apply again for paid leave after seven more years of full-time service.

¹³ See Report of the Ad Hoc Committee of the Faculty Senate established to study the status of Non-Tenure Track (NTT) Faculty at Cornell.

- When a policy on paid leaves is adopted, it should be phased in based on the seniority of the CF member and should be retroactive so that individuals having served already for seven years or more would be eligible to apply immediately for their first paid leave.

10. Emeritus/a Status

Brandeis benefits for CF are fairly good and in some respects comparable to those of our colleagues at some other universities. The University has roughly the same requirements for length of service and percentage of appointment that determine eligibility for participation in university-sponsored life insurance or retirement plans and tuition remission for spouses/partners and children. We applaud the fact that research support, including travel funds and eligibility for some institutional awards, is available to CF. However, one benefit for continuing full-time CF could be added that would reward their loyalty and commitment to Brandeis: *emeritus/a* status.

Although Brandeis does not currently grant CF *emeritus/a* status, some other institutions do: at Brown, faculty off the tenure track “may be recommended for such a title, provided that they have served a minimum of fifteen years’ service”; at Duke, “regular rank faculty”—a category that includes both professors of the practice and lecturers—“who have served the university for at least ten years” are also eligible. Awarding the title to senior lecturers of distinguished service has also been recommended in the Cornell committee’s recent report to its faculty senate.

Withholding this honorific title denies respect and recognition to faculty members who have given so much to their Brandeis students and colleagues. A full-time faculty member of long standing who has been a valuable member of and distinguished contributor to the Brandeis community, we believe, deserves to have that service recognized. While largely symbolic, *emeritus/a* status confers access to e-mail, the libraries, and the cultural life of the University. We are aware that some *emeritus/a* faculty members request and receive office space at the university, which seems to be the one significant cost of granting it and may pose an impediment to implementing our recommendation. However, it is not imperative that emeritus status always include the use of office space.

We thus recommend that:

- ◆ ***Emeritus/a status should be granted to long-term CF on the same basis as it has been or will be granted to tenured faculty and, furthermore, such status should be granted retroactively to already-retired CF.***

11. Institutional Governance

As in other areas, there is tremendous variety among institutions regarding the rights they grant to CF to participate in governance at the department, program, school, and university levels. Generally speaking, however, voting privileges in departments and schools, as at NYU, “are defined by the by-laws of that unit,” while CF eligibility to participate in representative bodies (*e.g.*, faculty assemblies or senates) may be

contingent on length of service at the institution as well as on rank or tenure status. At Brandeis, for example, voting rights at Faculty Meetings are extended to “all faculty holding appointments in the tenure structure” as well as to those “outside the tenure structure who hold at least half-time appointments and have held such appointments for at least two semesters” (VI.A.2.e.i-ii).

Our survey results indicate that all faculty, whatever their status, feel better represented at the department or school level than in the larger context of the University or at University Faculty Meetings. However, by comparison with T/TT faculty, CF expressed the sense that they were less visible, heard, or adequately represented in all contexts, particularly the Faculty Senate. Currently, a CF member from one of the four schools of A&S is eligible for election to the Faculty Senate as a representative of her/his school, but “to be elected at-large or to represent a professional school, the candidate must be tenured” (VI.B.3.a.ii). We propose that this limit on eligibility be waived.

We thus recommend that:

- ◆ *The current practice for electing Faculty Senate representatives from the four schools of A&S should be extended to all units of the campus. Therefore, the Faculty Handbook should drop the requirement that only tenured members of the faculty may serve on the Faculty Senate as at-large or professional-school representatives.*

12. Implementing the Recommendations

Members of the Committee are very much aware that implementing some of our recommendations, if accepted, will cost money. In particular, the costs of introducing paid leave for CF and establishing career ladders (in which a change of title would coincide with a pay raise) will bear further analysis by the administration and no doubt will need to be considered in relation to other resource demands at the University. Although such analysis is beyond our scope and charge, we recognize that it will be a necessary element in the decision-making process.

The Committee is also conscious that executing the broad array of our recommendations, if accepted, will take time and require continuous effort on the part of the faculty and the administration. To facilitate that part of the process, *we propose the formation of several “working groups” that will carry on the efforts of this Committee and provide continuity during the period of transition to new practices and procedures.* Members of the Faculty Senate, for example, would undertake changes to the Faculty Handbook, with appropriate input from administrators and members of the Committee as needed. Additional working groups might include:

- faculty and administrators from Creative Arts and the Humanities who would establish and educate others about the criteria that govern assessment of candidates for tenure and promotion in particular fields (*e.g.*, performance in dance, theatre, music; painting and sculpture; foreign language pedagogy);

- as recommended above, an advisory group of CF and T/TT, including members of this Committee, that would work with CF who seek to assess their likelihood of receiving a professorial title and with those who undertake the *ad hoc* committee process;
- and a team charged with investigating further the possibility of converting contract to T/TT positions.

Thus we recommend that:

- ◆ ***“Working groups” appointed by the Provost should carry on the efforts of the Committee and provide continuity during the period of transition to new practices and procedures.***

Process for Distribution and Discussion

Over the coming weeks, we hope that the Provost and the Chair of the Faculty Senate will have the opportunity to review and discuss this report in some detail. We would make ourselves available to meet as a committee with the Provost, the three academic deans and/or the Faculty Senate Council to gather input and suggestions, on the understanding that they may request some clarifications of or revisions to elements of the document during this commenting period. Subsequently, we would like to distribute the report for discussion with the School Councils in A&S and to post it on the Provost’s and Faculty Senate websites. Some opportunity for open discussion of the report, we feel, would also be in order, perhaps at a Faculty Meeting. If the report’s reception warrants it, then members of the Faculty Senate could potentially prepare legislation for changes to the Faculty Handbook to be presented at subsequent Faculty Meetings.

Conclusion

One of the traditional justifications for the tenure system is that it insures the academic freedom of faculty in teaching, research, scholarly and creative endeavor: because it guarantees employment, it frees faculty to teach, write, explore, and create without fear of repercussions or undue interference. CF, lacking tenure, may thus be (or feel themselves to be) less free in that their guarantee of employment is much more limited. We take seriously as a problem of climate and culture the perception of “second-class citizenship” among CF at Brandeis. While the Committee cannot eliminate the basic distinctions among the tenured, the untenured, and the non-tenure-eligible members of our faculty and does not wish to minimize the impact that those distinctions have, we believe that the Brandeis community as a whole must identify ways in which this perception and experience among some of our colleagues can be ameliorated or reduced.

Recognizing that CF members have not been sufficiently valued and respected for the contributions they make to the University provides one starting point for the process of

cultural change to which we hope this report will contribute. It is critical to the integrity of the institution as a whole—and to the morale and circumstances of our colleagues—to set positive directions for moving forward. The Committee believes that the Brandeis faculty and administration have a shared, common responsibility to ameliorate current conditions and to create a context for productive and constructive action.

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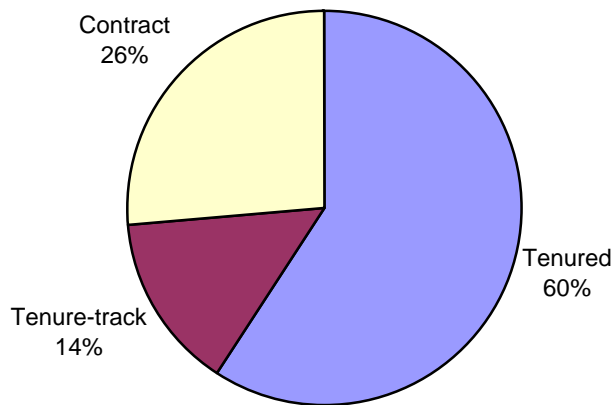
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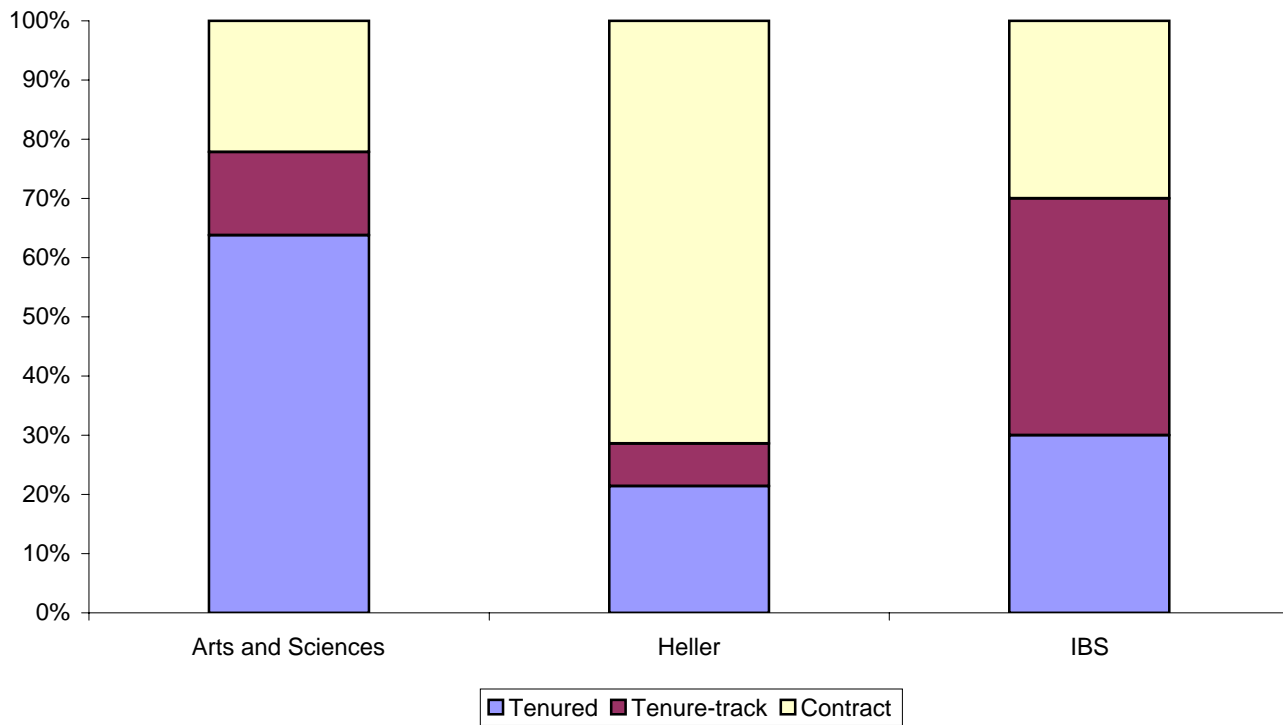
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Appendix A: Distribution of Faculty by Tenure Status

Tenure Status of Full-time Faculty at Brandeis, Fall 2003



Tenure Status by School



	Arts and Sciences		Heller		IBS		Total	
	N	%	N	%	N	%	N	%
Tenured	190	64%	6	21%	3	30%	199	59%
Tenure-track	42	14%	2	7%	4	40%	48	14%
Contract	66	22%	20	71%	3	30%	89	26%
Total	298	100%	28	100%	10	100%	336	100%

Source: AAUP Faculty for 2003-2004

Peer Institutions AY 2003-2004

All Faculty*

	BC		BU ¹		Brown		Cornell		Duke		NYU		Rochester		Tufts	
	N		N		N		N		N		N		N		N	
Tenured faculty	438	40%	592	46%	381	42%	1,173	60%	551	22%	976	19%	317	54%	281	27%
Tenure-track faculty	110	10%	174	13%	87	10%	304	16%	198	8%	316	6%	148	25%	78	8%
Full-time faculty outside the tenure structure	131	12%	535	41%	285	32%	348	18%	379	15%	630	12%	100	17%	275	27%
Part-time faculty outside the tenure structure	410	38%	0	0%	149	17%	115	6%	1,400	55%	3,161	62%	26	4%	402	39%
Total	1,089	100%	1,301	100%	902	100%	1,940	100%	2,528	100%	5,083	100%	591	100%	1,036	100%

Source: IPEDS EAP Survey

¹ BU does not grant faculty status to part-time employees

Full-time Faculty Only*

	BC		BU		Brown		Cornell		Duke		NYU		Rochester		Tufts	
	N		N		N		N		N		N		N		N	
Tenured faculty	438	65%	592	46%	381	51%	1,173	64%	551	49%	976	51%	317	56%	281	44%
Tenure-track faculty	110	16%	174	13%	87	12%	304	17%	198	18%	316	16%	148	26%	78	12%
Full-time faculty outside the tenure structure	131	19%	535	41%	285	38%	348	19%	379	34%	630	33%	100	18%	275	43%
Total	679	100%	1,301	100%	753	100%	1,825	100%	1,128	100%	1,922	100%	565	100%	634	100%

Source: IPEDS EAP Survey

* Does not include Medical School faculty for BU, Brown, Cornell, Duke, NYU, Rochester or Tufts

Appendix B: Survey Instrument and Summary Statistics of Responses

[1-12: for all faculty]

1. Is your faculty appointment in (check all that apply):

A&S? Heller? IBS?

If in A&S, please indicate which school:

Creative Arts Humanities Science Social Science

2. How many years have you been employed at Brandeis?
3. How many years since you were first appointed to the faculty at Brandeis?
4. What is your tenure status at Brandeis?

Tenure-track Tenured Contract (non-tenure-eligible)

5. What is your current faculty title?

Adjunct Instructor	Lecturer at the rank of Asst Prof
Adjunct Assistant Professor	Professor
Adjunct Associate Professor	Professor of the Practice
Adjunct Lecturer	Professor OTS
Adjunct Professor	Research Professor
Artist in Residence	Scholar in Residence
Assistant Professor	University Professor
Assistant Professor OTS	Visiting Assistant Professor
Assistant Research Professor	Visiting Associate Professor
Associate Professor	Visiting Instructor
Associate Professor OTS	Visiting Professor
Associate Research Professor	Writer in Residence
Instructor	Other (please specify):
Lecturer	

6. On average, how many courses do you teach at Brandeis during the academic year?

Full-semester courses
0, 1, 2, 3, 4, 5, 6
Other (please specify):

Modules
0, 1, 2, 3, 4, 5, 6
Other (please specify):

7. Indicate your current responsibilities/contributions at Brandeis (check all that apply):

Undergraduate teaching	Directing undergraduate research
Undergraduate advising	Directing graduate research
Graduate teaching	Departmental/program service
Graduate advising	Departmental/program administration
Research/creative activity	University service and committees

8. Do you feel that you are being adequately represented and that your voice is being heard

in your department or School?
 Never Rarely Usually Always

at your department or School meetings?
 Never Rarely Usually Always

at the University in general?
 Never Rarely Usually Always

in university Faculty Meetings?
 Never Rarely Usually Always

in the Faculty Senate?
 Never Rarely Usually Always

9. To what extent do you feel institutional loyalty to Brandeis?

Not at all Very little Somewhat Very much

10. To what extent do you feel that Brandeis is your intellectual home?

Not at all Very little Somewhat Very much

11. What is your level of satisfaction with

	Very Dissatisfied					Very Satisfied
	1	2	3	4	5	6
your title?	1	2	3	4	5	6
your salary?	1	2	3	4	5	6
your benefits?	1	2	3	4	5	6
your workload?	1	2	3	4	5	6
your job security?	1	2	3	4	5	6
the nature of your job?	1	2	3	4	5	6
respect from colleagues?	1	2	3	4	5	6
the term of your appointment?	1	2	3	4	5	6
the reappointment process?	1	2	3	4	5	6
opportunities for advancement?	1	2	3	4	5	6

12. How important is each of the following to you:

	Not at All Important				Extremely Important	
	1	2	3	4	5	6
your title?	1	2	3	4	5	6
your salary?	1	2	3	4	5	6
your benefits?	1	2	3	4	5	6
your workload?	1	2	3	4	5	6
your job security?	1	2	3	4	5	6
the nature of your job?	1	2	3	4	5	6
respect from colleagues?	1	2	3	4	5	6
the term of your appointment?	1	2	3	4	5	6
the reappointment process?	1	2	3	4	5	6
opportunities for advancement?	1	2	3	4	5	6

[13-22: for contract faculty only]

13. What is the length of your current Brandeis contract?

Less than one year	Five-year
One-year	Six-year
Two-year	Seven-year
Three-year	Eight-year
Four-year	

14. Please indicate whether you are a full-time or part-time faculty member at Brandeis.

Full-time	Part-time
-----------	-----------

15. Do you currently hold a paid position outside academia?

No	Yes
----	-----

16. Do you currently hold a faculty appointment at another academic institution?

No	Yes
----	-----

If yes, please specify your title:

17. Have you ever had a paid leave from Brandeis for professional purposes?

No

Yes

If yes, how did you obtain it?

18. Do your actual responsibilities differ from those outlined in your letter of appointment? In what ways?

19. Have your responsibilities changed significantly (in scope or quantity) since you were first appointed to the faculty? In what ways?

20. Do your responsibilities differ from those of tenured/tenure-track faculty in your unit? In what ways?

21. What are the opportunities for advancement and/or professional development in your current position?

22. If you could change one thing about your position at Brandeis, what would it be?

[23: for all faculty]

23. Please describe any ideas you may have for improving the contract faculty system at Brandeis, and include any additional comments you would like to make.

Appendix B: Survey Instrument and Summary Statistics of Responses

What School is Your Appointment in?

School	Surveys Sent ¹	Percent of Surveys Sent	Responses	Percent of School Faculty	Percent of Total Responses
Arts and Sciences	383	84.2%	251	65.5%	79.4%
Heller	50	11.0%	49	98.0%	15.5%
IBS	22	4.8%	16	72.7%	5.1%
Total	455	100.0%	316	69.5%	100.0%

¹ Includes all affiliated faculty (e.g. faculty on sabbaticals, replacement faculty, visiting faculty, etc.)

If in A&S, please indicate which school:

Arts and Sciences	Surveys Sent	Percent of Surveys Sent	Responses	Percent of School Faculty	Percent of Total Arts and Sciences Responses
Creative Arts	53	13.8%	36	67.9%	14.3%
Humanities	104	27.2%	75	72.1%	29.9%
Sciences	104	27.2%	69	66.3%	27.5%
Social Sciences	122	31.9%	71	58.2%	28.3%
Total Arts and Sciences	383	100.0%	251	65.5%	100.0%

What is Your Tenure Status at Brandeis?

	Surveys Sent	Percent of Surveys Sent	Responses	Percent of Tenure Status	Percent of Total Responses
Tenure-track	46	10.1%	30	65.2%	9.5%
Tenured	210	46.2%	130	61.9%	41.1%
Contract	199	43.7%	156	78.4%	49.4%
Total	455	100%	316	69.5%	100.0%

Tenure Status in Arts and Sciences

	Surveys Sent	Percent of Surveys Sent	Responses	Percent of Tenure Status	Percent of Total Responses
Tenure-track	39	10.2%	26	66.7%	10.4%
Tenured	202	52.7%	123	60.9%	49.0%
Contract	142	37.1%	102	71.8%	40.6%
Total	383	100.0%	251	65.5%	100.0%

Tenure Status in Heller

	Surveys Sent	Percent of Surveys Sent	Responses	Percent of Tenure Status	Percent of Total Responses
Tenure-track	2	4.0%	2	100.0%	4.1%
Tenured	5	10.0%	4	80.0%	8.2%
Contract	43	86.0%	43	100.0%	87.8%
Total	50	100.0%	49	98.0%	100.0%

Tenure status in IBS

	Surveys Sent	Percent of Surveys Sent	Responses	Percent of Tenure Status	Percent of Total Responses
Tenure-track	5	22.7%	2	40.0%	12.5%
Tenured	3	13.6%	3	100.0%	18.8%
Contract	14	63.6%	11	78.6%	68.8%
Total	22	100.0%	16	72.7%	100.0%

Tenure Status in Creative Arts

	Surveys Sent	Percent of Surveys Sent	Responses	Percent of Tenure Status	Percent of Total Responses
Tenure-track	5	9.4%	2	40.0%	5.6%
Tenured	15	28.3%	7	46.7%	19.4%
Contract	33	62.3%	27	81.8%	75.0%
Total	53	100.0%	36	67.9%	100.0%

Tenure Status in Humanities

	Surveys Sent	Percent of Surveys Sent	Responses	Percent of Tenure Status	Percent of Total Responses
Tenure-track	5	4.8%	4	80.0%	5.3%
Tenured	46	44.2%	29	63.0%	38.7%
Contract	53	51.0%	42	79.2%	56.0%
Total	104	100.0%	75	72.1%	100.0%

Tenure Status in Sciences

	Surveys Sent	Percent of Surveys Sent	Responses	Percent of Tenure Status	Percent of Total Responses
Tenure-track	10	9.6%	8	80.0%	11.6%
Tenured	77	74.0%	47	61.0%	68.1%
Contract	17	16.3%	14	82.4%	20.3%
Total	104	100.0%	69	66.3%	100.0%

Tenure Status in Social Sciences

	Surveys Sent	Percent of Surveys Sent	Responses	Percent of Tenure Status	Percent of Total Responses
Tenure-track	19	15.6%	12	63.2%	16.9%
Tenured	64	52.5%	40	62.5%	56.3%
Contract	39	32.0%	19	48.7%	26.8%
Total	122	100.0%	71	58.2%	100.0%

Appendix B: Survey Instrument and Summary Statistics of Responses

Do you feel that you are being adequately represented and that your voice is being heard in your department or School?

All Responses

	Responses	Mean
Arts and Sciences	240	3.07
Heller	47	2.98
IBS	14	3.07
Total	301	3.06

Arts and Sciences

	Responses	Mean
Creative Arts	34	2.88
Humanities	74	2.95
Sciences	66	3.15
Social Sciences	66	3.23
Total Arts and Sciences	240	3.07

Tenure Status

	Responses	Mean
Tenure-track	30	3.10
Tenured	123	3.15
Contract	148	2.97
Total	301	3.06

Contract Faculty

	Responses	Mean
Creative Arts	25	2.80
Humanities	41	2.90
Sciences	14	3.14
Social Sciences	18	3.22
<i>Total Arts and Sciences</i>	98	2.97
Heller	41	2.98
IBS	9	3.00
Total	148	2.97

1 = Never, 2 = Rarely, 3 = Usually, 4 = Always

Do you feel that you are being adequately represented and that your voice is being heard at your department or School meetings?

All Responses

	Responses	Mean
Arts and Sciences	238	3.07
Heller	47	2.89
IBS	14	3.07
Total	299	3.04

Arts and Sciences

	Responses	Mean
Creative Arts	34	2.97
Humanities	73	2.93
Sciences	65	3.15
Social Sciences	66	3.20
Total Arts and Sciences	238	3.07

Tenure Status

	Responses	Mean
Tenure-track	30	3.10
Tenured	123	3.16
Contract	146	2.93
Total	299	3.04

Contract Faculty

	Responses	Mean
Creative Arts	25	2.92
Humanities	40	2.83
Sciences	14	3.29
Social Sciences	17	3.12
Total Arts and Sciences	96	2.97
Heller	41	2.85
IBS	9	2.89
Total	146	2.93

1 = Never, 2 = Rarely, 3 = Usually, 4 = Always

Do you feel that you are being adequately represented and that your voice is being heard at the University in general?

All Responses

	Responses	Mean
Arts and Sciences	232	2.48
Heller	41	2.27
IBS	11	2.55
Total	284	2.45

Arts and Sciences

	Responses	Mean
Creative Arts	33	2.24
Humanities	72	2.33
Sciences	64	2.63
Social Sciences	63	2.63
Total Arts and Sciences	232	2.48

Tenure Status

	Responses	Mean
Tenure-track	29	2.59
Tenured	120	2.57
Contract	135	2.33
Total	284	2.45

Contract Faculty

	Responses	Mean
Creative Arts	24	2.13
Humanities	39	2.28
Sciences	13	2.85
Social Sciences	17	2.53
Total Arts and Sciences	93	2.37
Heller	35	2.20
IBS	7	2.43
Total	135	2.33

1 = Never, 2 = Rarely, 3 = Usually, 4 = Always

Do you feel that you are being adequately represented and that your voice is being heard in university Faculty Meetings?

All Responses

	Responses	Mean
Arts and Sciences	213	2.29
Heller	34	2.03
IBS	12	2.33
Total	259	2.26

Arts and Sciences

	Responses	Mean
Creative Arts	29	2.00
Humanities	65	2.22
Sciences	58	2.34
Social Sciences	61	2.46
Total Arts and Sciences	213	2.29

Tenure Status

	Responses	Mean
Tenure-track	27	2.48
Tenured	114	2.35
Contract	118	2.12
Total	259	2.26

Contract Faculty

	Responses	Mean
Creative Arts	21	1.90
Humanities	34	2.18
Sciences	11	2.64
Social Sciences	17	2.35
Total Arts and Sciences	83	2.20
Heller	28	1.86
IBS	7	2.14
Total	118	2.12

1 = Never, 2 = Rarely, 3 = Usually, 4 = Always

Do you feel that you are being adequately represented and that your voice is being heard in the Faculty Senate?

All Responses

	Responses	Mean
Arts and Sciences	200	2.21
Heller	34	1.88
IBS	12	2.67
Total	246	2.18

Arts and Sciences

	Responses	Mean
Creative Arts	27	1.93
Humanities	62	2.13
Sciences	54	2.26
Social Sciences	57	2.37
Total Arts and Sciences	200	2.21

Tenure Status

	Responses	Mean
Tenure-track	25	2.52
Tenured	109	2.39
Contract	112	1.90
Total	246	2.18

Contract Faculty

	Responses	Mean
Creative Arts	19	1.84
Humanities	32	1.84
Sciences	10	2.40
Social Sciences	16	2.06
Total Arts and Sciences	77	1.96
Heller	28	1.64
IBS	7	2.29
Total	112	1.90

1 = Never, 2 = Rarely, 3 = Usually, 4 = Always

To what extent do you feel institutional loyalty to Brandeis?

To what extent do you feel that Brandeis is your intellectual home?

All Responses

	Responses	Mean
Arts and Sciences	240	3.39
Heller	48	3.54
IBS	15	3.27
Total	303	3.41

All Responses

	Responses	Mean
Arts and Sciences	240	3.21
Heller	49	3.47
IBS	15	3.20
Total	304	3.25

Arts and Sciences

	Responses	Mean
Creative Arts	35	3.34
Humanities	74	3.34
Sciences	65	3.46
Social Sciences	66	3.39
Total Arts and Sciences	240	3.39

Arts and Sciences

	Responses	Mean
Creative Arts	35	3.03
Humanities	74	3.04
Sciences	65	3.37
Social Sciences	66	3.35
Total Arts and Sciences	240	3.21

Tenure Status

	Responses	Mean
Tenure-track	29	3.34
Tenured	123	3.36
Contract	151	3.46
Total	303	3.41

Tenure Status

	Responses	Mean
Tenure-track	29	3.34
Tenured	122	3.16
Contract	153	3.31
Total	304	3.25

Contract Faculty

	Responses	Mean
Creative Arts	26	3.27
Humanities	41	3.49
Sciences	13	3.38
Social Sciences	19	3.53
Total Arts and Sciences	99	3.42
Heller	42	3.52
IBS	10	3.50
Total	151	3.46

Contract Faculty

	Responses	Mean
Creative Arts	26	3.04
Humanities	41	3.24
Sciences	14	3.36
Social Sciences	19	3.42
Total Arts and Sciences	100	3.24
Heller	43	3.47
IBS	10	3.40
Total	153	3.31

1 = Not at all, 2 = Very Little, 3 = Somewhat, 4 = Very much

1 = Not at all, 2 = Very Little, 3 = Somewhat, 4 = Very much

What is your level of satisfaction with your title?

All Responses

	Responses	Mean
Arts and Sciences	239	4.63
Heller	48	4.17
IBS	15	5.07
Total	302	4.58

Arts and Sciences

	Responses	Mean
Creative Arts	35	4.09
Humanities	72	4.33
Sciences	66	5.08
Social Sciences	66	4.80
Total Arts and Sciences	239	4.63

Tenure Status

	Responses	Mean
Tenure-track	29	5.14
Tenured	123	5.15
Contract	150	4.01
Total	302	4.58

Contract Faculty

	Responses	Mean
Creative Arts	26	3.88
Humanities	40	3.77
Sciences	13	4.23
Social Sciences	19	3.68
Total Arts and Sciences	98	3.85
Heller	42	4.07
IBS	10	5.30
Total	150	4.01

1 = Very Dissatisfied ... 6 = Very Satisfied

How important to you is your title?

All Responses

	Responses	Mean
Arts and Sciences	239	4.02
Heller	47	4.11
IBS	15	3.20
Total	301	3.99

Arts and Sciences

	Responses	Mean
Creative Arts	35	3.89
Humanities	74	4.12
Sciences	65	4.02
Social Sciences	65	3.97
Total Arts and Sciences	239	4.02

Tenure Status

	Responses	Mean
Tenure-track	29	3.97
Tenured	122	4.20
Contract	150	3.83
Total	301	3.99

Contract Faculty

	Responses	Mean
Creative Arts	26	3.69
Humanities	41	3.95
Sciences	13	3.77
Social Sciences	19	3.79
Total Arts and Sciences	99	3.83
Heller	41	3.95
IBS	10	3.30
Total	150	3.83

1 = Not at all Important ... 6 = Extremely Important

What is your level of satisfaction with your salary?

How important to you is your salary?

All Responses

	Responses	Mean
Arts and Sciences	241	3.21
Heller	48	3.69
IBS	15	3.67
Total	304	3.31

All Responses

	Responses	Mean
Arts and Sciences	239	5.20
Heller	47	4.96
IBS	15	4.87
Total	301	5.15

Arts and Sciences

	Responses	Mean
Creative Arts	35	3.17
Humanities	74	3.30
Sciences	66	3.21
Social Sciences	66	3.14
Total Arts and Sciences	241	3.21

Arts and Sciences

	Responses	Mean
Creative Arts	34	5.21
Humanities	74	5.31
Sciences	66	5.15
Social Sciences	65	5.12
Total Arts and Sciences	239	5.20

Tenure Status

	Responses	Mean
Tenure-track	29	3.55
Tenured	124	3.11
Contract	151	3.42
Total	304	3.31

Tenure Status

	Responses	Mean
Tenure-track	29	5.07
Tenured	123	5.26
Contract	149	5.07
Total	301	5.15

Contract Faculty

	Responses	Mean
Creative Arts	26	3.27
Humanities	41	3.46
Sciences	13	3.00
Social Sciences	19	3.11
Total Arts and Sciences	99	3.28
Heller	42	3.55
IBS	10	4.30
Total	151	3.42

Contract Faculty

	Responses	Mean
Creative Arts	25	5.24
Humanities	41	5.29
Sciences	13	4.92
Social Sciences	19	4.84
Total Arts and Sciences	98	5.14
Heller	41	4.93
IBS	10	4.90
Total	149	5.07

1 = Very Dissatisfied ... 6 = Very Satisfied

1 = Not at all Important ... 6 = Extremely Important

What is your level of satisfaction with your benefits?

All Responses

	Responses	Mean
Arts and Sciences	238	4.12
Heller	42	4.36
IBS	15	4.40
Total	295	4.17

Arts and Sciences

	Responses	Mean
Creative Arts	35	4.46
Humanities	72	3.97
Sciences	66	4.29
Social Sciences	65	3.94
Total Arts and Sciences	238	4.12

Tenure Status

	Responses	Mean
Tenure-track	29	4.38
Tenured	123	4.08
Contract	143	4.20
Total	295	4.17

Contract Faculty

	Responses	Mean
Creative Arts	26	4.19
Humanities	39	4.18
Sciences	13	4.31
Social Sciences	19	4.00
Total Arts and Sciences	97	4.16
Heller	36	4.25
IBS	10	4.40
Total	143	4.20

1 = Very Dissatisfied ... 6 = Very Satisfied

How important to you are your benefits?

All Responses

	Responses	Mean
Arts and Sciences	240	5.25
Heller	46	4.89
IBS	15	4.73
Total	301	5.17

Arts and Sciences

	Responses	Mean
Creative Arts	35	5.26
Humanities	74	5.27
Sciences	66	5.26
Social Sciences	65	5.22
Total Arts and Sciences	240	5.25

Tenure Status

	Responses	Mean
Tenure-track	29	5.21
Tenured	123	5.37
Contract	149	5.00
Total	301	5.17

Contract Faculty

	Responses	Mean
Creative Arts	26	5.15
Humanities	41	5.17
Sciences	13	5.31
Social Sciences	19	4.84
Total Arts and Sciences	99	5.12
Heller	40	4.82
IBS	10	4.50
Total	149	5.00

1 = Not at all Important ... 6 = Extremely Important

What is your level of satisfaction with your workload?

All Responses

	Responses	Mean
Arts and Sciences	241	3.80
Heller	47	4.06
IBS	14	4.14
Total	302	3.85

Arts and Sciences

	Responses	Mean
Creative Arts	35	3.97
Humanities	74	3.64
Sciences	66	3.91
Social Sciences	66	3.77
Total Arts and Sciences	241	3.80

Tenure Status

	Responses	Mean
Tenure-track	29	3.59
Tenured	124	3.89
Contract	149	3.88
Total	302	3.85

Contract Faculty

	Responses	Mean
Creative Arts	26	3.81
Humanities	41	3.66
Sciences	13	4.15
Social Sciences	19	3.53
Total Arts and Sciences	99	3.74
Heller	41	4.00
IBS	9	4.89
Total	149	3.88

1 = Very Dissatisfied ... 6 = Very Satisfied

How important to you is your workload?

All Responses

	Responses	Mean
Arts and Sciences	240	5.29
Heller	47	4.96
IBS	15	4.53
Total	302	5.20

Arts and Sciences

	Responses	Mean
Creative Arts	35	5.03
Humanities	74	5.28
Sciences	66	5.27
Social Sciences	65	5.46
Total Arts and Sciences	240	5.29

Tenure Status

	Responses	Mean
Tenure-track	29	5.34
Tenured	123	5.44
Contract	150	4.98
Total	302	5.20

Contract Faculty

	Responses	Mean
Creative Arts	26	4.81
Humanities	41	5.12
Sciences	13	5.08
Social Sciences	19	5.32
Total Arts and Sciences	99	5.07
Heller	41	4.90
IBS	10	4.40
Total	150	4.98

1 = Not at all Important ... 6 = Extremely Important

What is your level of satisfaction with your job security?

All Responses

	Responses	Mean
Arts and Sciences	240	4.34
Heller	45	3.58
IBS	15	4.27
Total	300	4.22

Arts and Sciences

	Responses	Mean
Creative Arts	35	3.23
Humanities	74	3.97
Sciences	65	5.12
Social Sciences	66	4.58
Total Arts and Sciences	240	4.34

Tenure Status

	Responses	Mean
Tenure-track	29	3.93
Tenured	124	5.61
Contract	147	3.11
Total	300	4.22

Contract Faculty

	Responses	Mean
Creative Arts	26	2.38
Humanities	41	3.12
Sciences	12	3.67
Social Sciences	19	2.68
Total Arts and Sciences	98	2.91
Heller	39	3.31
IBS	10	4.30
Total	147	3.11

1 = Very Dissatisfied ... 6 = Very Satisfied

How important to you is your job security?

All Responses

	Responses	Mean
Arts and Sciences	239	5.28
Heller	46	4.57
IBS	15	4.73
Total	300	5.14

Arts and Sciences

	Responses	Mean
Creative Arts	35	5.31
Humanities	73	5.26
Sciences	66	5.32
Social Sciences	65	5.23
Total Arts and Sciences	239	5.28

Tenure Status

	Responses	Mean
Tenure-track	29	5.48
Tenured	123	5.49
Contract	148	4.78
Total	300	5.14

Contract Faculty

	Responses	Mean
Creative Arts	26	5.12
Humanities	40	5.07
Sciences	13	4.54
Social Sciences	19	4.79
Total Arts and Sciences	98	4.96
Heller	40	4.47
IBS	10	4.30
Total	148	4.78

1 = Not at all Important ... 6 = Extremely Important

What is your level of satisfaction with the nature of your job?

All Responses

	Responses	Mean
Arts and Sciences	239	5.13
Heller	47	5.13
IBS	15	5.27
Total	301	5.13

Arts and Sciences

	Responses	Mean
Creative Arts	35	5.09
Humanities	73	5.12
Sciences	66	5.06
Social Sciences	65	5.22
Total Arts and Sciences	239	5.13

Tenure Status

	Responses	Mean
Tenure-track	29	5.00
Tenured	123	5.04
Contract	149	5.23
Total	301	5.13

Contract Faculty

	Responses	Mean
Creative Arts	26	5.08
Humanities	41	5.22
Sciences	13	5.15
Social Sciences	18	5.22
Total Arts and Sciences	98	5.17
Heller	41	5.27
IBS	10	5.70
Total	149	5.23

1 = Very Dissatisfied ... 6 = Very Satisfied

How important is the nature of your job?

All Responses

	Responses	Mean
Arts and Sciences	237	5.74
Heller	47	5.66
IBS	15	5.53
Total	299	5.72

Arts and Sciences

	Responses	Mean
Creative Arts	35	5.63
Humanities	73	5.78
Sciences	64	5.73
Social Sciences	65	5.77
Total Arts and Sciences	237	5.74

Tenure Status

	Responses	Mean
Tenure-track	29	5.86
Tenured	120	5.77
Contract	150	5.65
Total	299	5.72

Contract Faculty

	Responses	Mean
Creative Arts	26	5.54
Humanities	41	5.83
Sciences	13	5.54
Social Sciences	19	5.68
Total Arts and Sciences	99	5.69
Heller	41	5.66
IBS	10	5.30
Total	150	5.65

1 = Not at all Important ... 6 = Extremely Important

What is your level of satisfaction with respect from colleagues?

All Responses

	Responses	Mean
Arts and Sciences	240	4.87
Heller	46	5.00
IBS	15	4.87
Total	301	4.89

How important to you is respect from colleagues?

All Responses

	Responses	Mean
Arts and Sciences	239	5.19
Heller	46	5.33
IBS	15	4.73
Total	300	5.19

Arts and Sciences

	Responses	Mean
Creative Arts	35	4.54
Humanities	74	4.84
Sciences	65	5.02
Social Sciences	66	4.94
Total Arts and Sciences	240	4.87

Arts and Sciences

	Responses	Mean
Creative Arts	35	5.20
Humanities	74	5.34
Sciences	66	5.11
Social Sciences	64	5.09
Total Arts and Sciences	239	5.19

Tenure Status

	Responses	Mean
Tenure-track	28	5.14
Tenured	124	4.94
Contract	149	4.81
Total	301	4.89

Tenure Status

	Responses	Mean
Tenure-track	29	5.41
Tenured	123	5.08
Contract	148	5.25
Total	300	5.19

Contract Faculty

	Responses	Mean
Creative Arts	26	4.46
Humanities	41	4.76
Sciences	13	5.00
Social Sciences	19	4.74
Total Arts and Sciences	99	4.71
Heller	40	5.00
IBS	10	5.00
Total	149	4.81

Contract Faculty

	Responses	Mean
Creative Arts	26	5.12
Humanities	41	5.39
Sciences	13	5.08
Social Sciences	18	5.50
Total Arts and Sciences	98	5.30
Heller	40	5.30
IBS	10	4.60
Total	148	5.25

1 = Very Dissatisfied ... 6 = Very Satisfied

1 = Not at all Important ... 6 = Extremely Important

What is your level of satisfaction with the term of your employment?

All Responses

	Responses	Mean
Arts and Sciences	229	4.51
Heller	46	3.83
IBS	15	4.47
Total	290	4.40

How important to you is the term of your employment?

All Responses

	Responses	Mean
Arts and Sciences	224	5.02
Heller	44	4.77
14	14	4.57
Total	282	4.96

Arts and Sciences

	Responses	Mean
Creative Arts	33	3.42
Humanities	70	4.29
Sciences	62	5.06
Social Sciences	64	4.77
Total Arts and Sciences	229	4.51

Arts and Sciences

	Responses	Mean
Creative Arts	33	5.12
Humanities	71	5.15
Sciences	60	4.82
Social Sciences	60	5.00
Total Arts and Sciences	224	5.02

Tenure Status

	Responses	Mean
Tenure-track	29	4.86
Tenured	113	5.46
Contract	148	3.49
Total	290	4.40

Tenure Status

	Responses	Mean
Tenure-track	28	5.07
Tenured	109	5.10
Contract	145	4.83
Total	282	4.96

Contract Faculty

	Responses	Mean
Creative Arts	26	2.81
Humanities	40	3.57
Sciences	13	4.08
Social Sciences	19	3.11
Total Arts and Sciences	98	3.35
Heller	40	3.60
IBS	10	4.50
Total	148	3.49

Contract Faculty

	Responses	Mean
Creative Arts	26	5.00
Humanities	40	5.10
Sciences	13	4.69
Social Sciences	18	4.67
Total Arts and Sciences	97	4.94
Heller	38	4.68
IBS	10	4.30
Total	145	4.83

1 = Very Dissatisfied ... 6 = Very Satisfied

1 = Not at all Important ... 6 = Extremely Important

What is your level of satisfaction with the reappointment process?

All Responses

	Responses	Mean
Arts and Sciences	202	4.17
Heller	40	3.75
IBS	14	4.36
Total	256	4.11

Arts and Sciences

	Responses	Mean
Creative Arts	33	3.45
Humanities	63	3.95
Sciences	52	4.63
Social Sciences	54	4.41
Total Arts and Sciences	202	4.17

Tenure Status

	Responses	Mean
Tenure-track	26	4.42
Tenured	92	4.85
Contract	138	3.57
Total	256	4.11

Contract Faculty

	Responses	Mean
Creative Arts	26	3.00
Humanities	39	3.56
Sciences	12	4.00
Social Sciences	17	3.47
Total Arts and Sciences	94	3.45
Heller	34	3.56
IBS	10	4.70
Total	138	3.57

1 = Very Dissatisfied ... 6 = Very Satisfied

How important to you is the reappointment process?

All Responses

	Responses	Mean
Arts and Sciences	207	4.71
Heller	43	4.56
IBS	15	4.60
Total	265	4.68

Arts and Sciences

	Responses	Mean
Creative Arts	33	5.15
Humanities	66	4.98
Sciences	52	4.35
Social Sciences	56	4.45
Total Arts and Sciences	207	4.71

Tenure Status

	Responses	Mean
Tenure-track	28	4.86
Tenured	93	4.45
Contract	144	4.78
Total	265	4.68

Contract Faculty

	Responses	Mean
Creative Arts	26	5.12
Humanities	40	5.03
Sciences	13	4.85
Social Sciences	18	4.72
Total Arts and Sciences	97	4.97
Heller	37	4.43
IBS	10	4.30
Total	144	4.78

1 = Not at all Important ... 6 = Extremely Important

What is your level of satisfaction with opportunities for advancement?

All Responses

	Responses	Mean
Arts and Sciences	208	3.87
Heller	39	3.46
IBS	14	4.43
Total	261	3.84

Arts and Sciences

	Responses	Mean
Creative Arts	33	3.12
Humanities	64	3.25
Sciences	54	4.54
Social Sciences	57	4.37
Total Arts and Sciences	208	3.87

Tenure Status

	Responses	Mean
Tenure-track	26	4.73
Tenured	101	4.50
Contract	134	3.17
Total	261	3.84

Contract Faculty

	Responses	Mean
Creative Arts	26	2.81
Humanities	38	2.76
Sciences	10	3.90
Social Sciences	18	3.39
Total Arts and Sciences	92	3.02
Heller	33	3.27
IBS	9	4.33
Total	134	3.17

1 = Very Dissatisfied ... 6 = Very Satisfied

How important to you is opportunities for advancement?

All Responses

	Responses	Mean
Arts and Sciences	214	4.79
Heller	45	4.40
IBS	15	4.13
Total	274	4.69

Arts and Sciences

	Responses	Mean
Creative Arts	33	5.27
Humanities	68	4.91
Sciences	55	4.62
Social Sciences	58	4.55
Total Arts and Sciences	214	4.79

Tenure Status

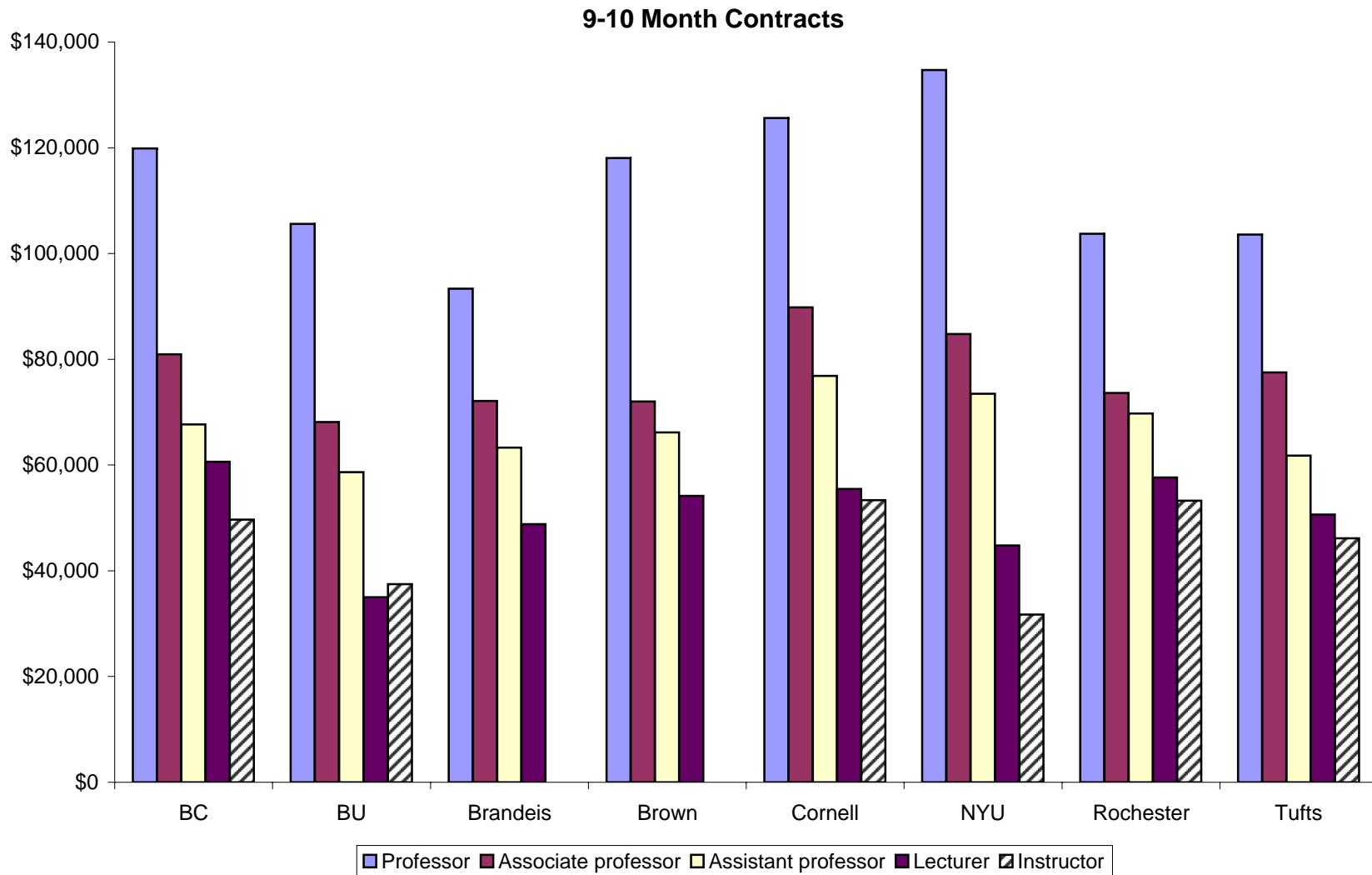
	Responses	Mean
Tenure-track	28	5.32
Tenured	103	4.69
Contract	143	4.57
Total	274	4.69

Contract Faculty

	Responses	Mean
Creative Arts	26	5.23
Humanities	38	4.87
Sciences	12	4.33
Social Sciences	18	3.94
Total Arts and Sciences	94	4.72
Heller	39	4.31
IBS	10	4.20
Total	143	4.57

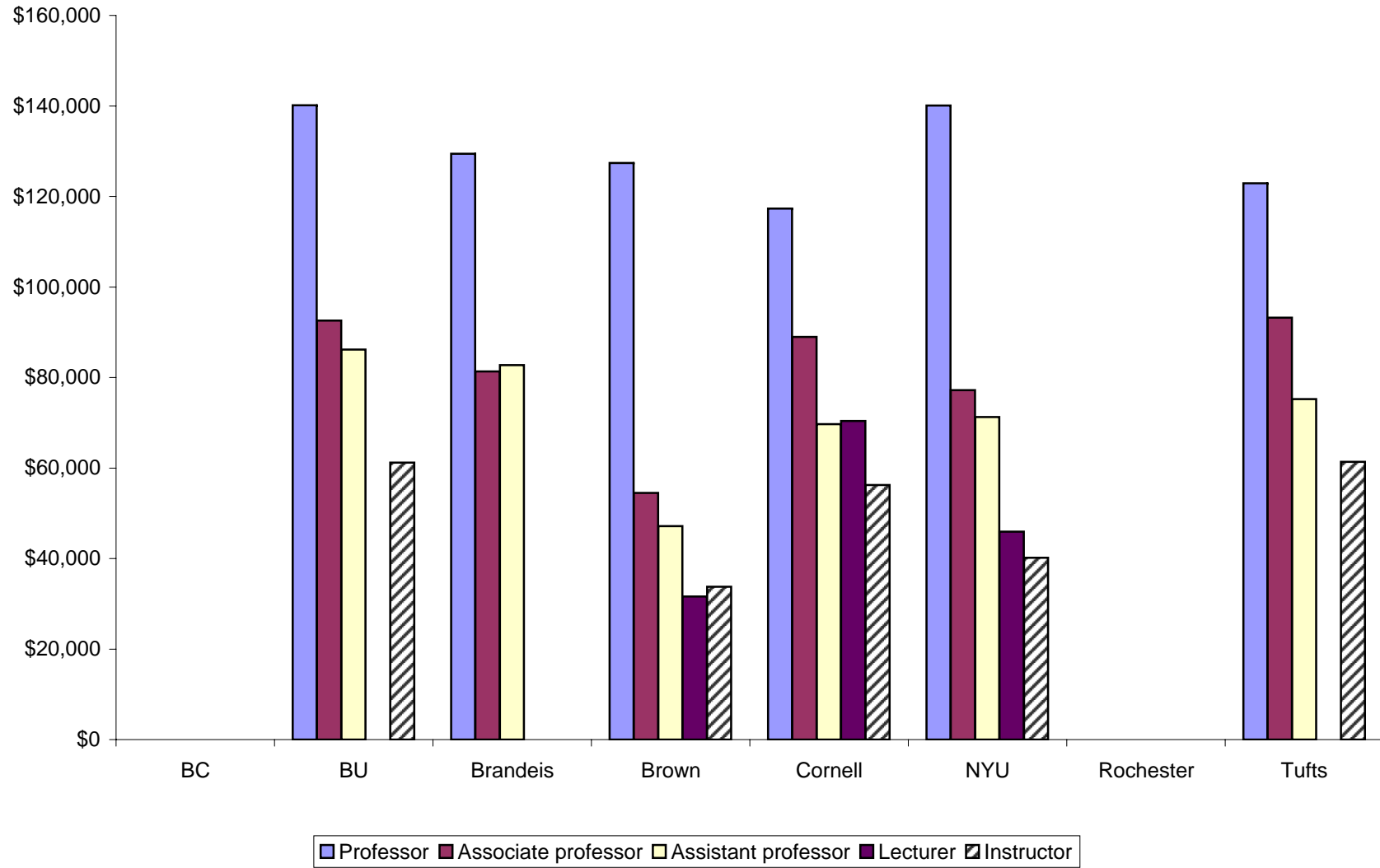
1 = Not at all Important ... 6 = Extremely Important

Appendix C: Comparative Salary Data of Full-time Instructional Faculty AY 2003-2004



Source: IPEDS Salaries Survey

11-12 Month Contracts

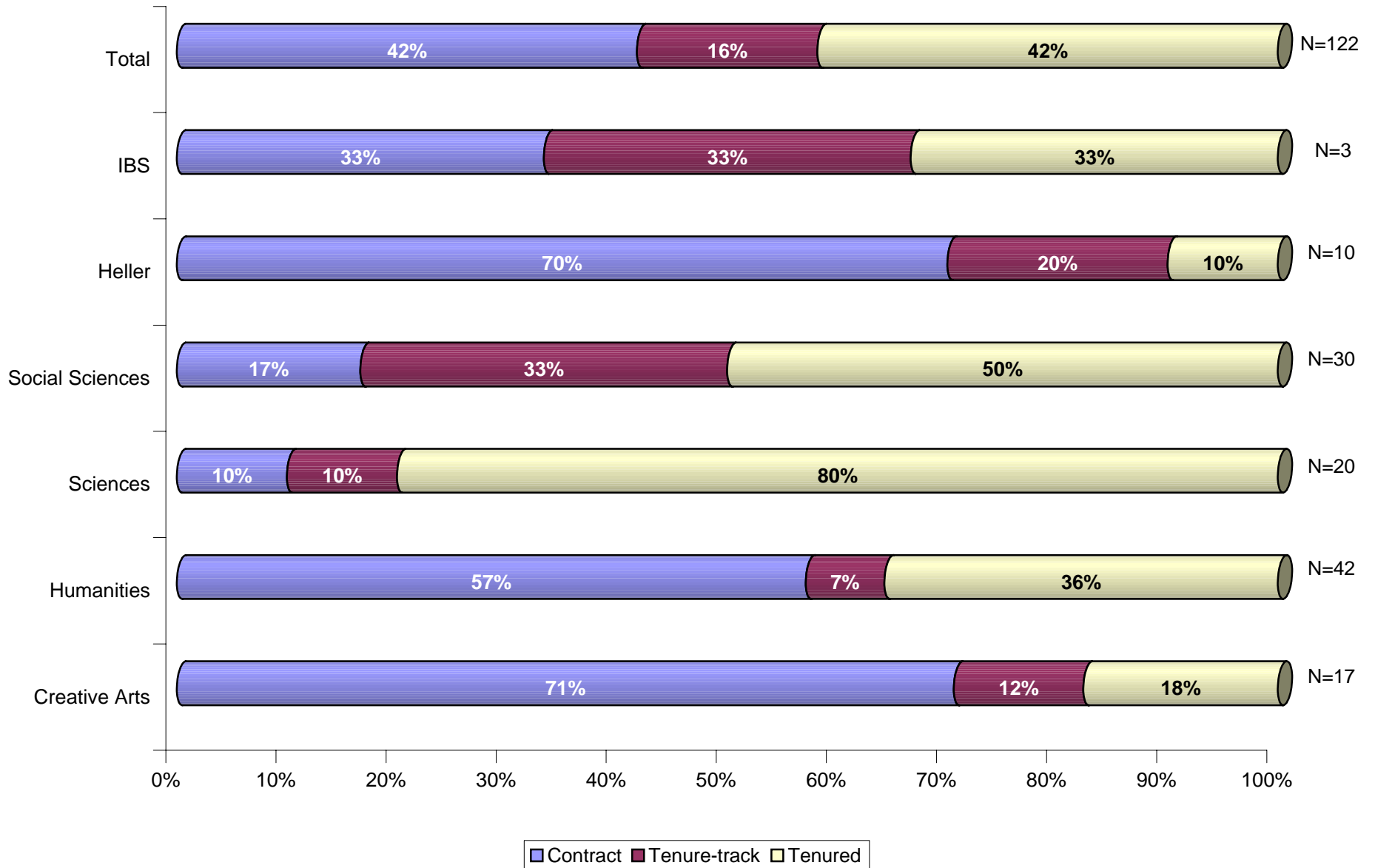


Note: BC and Rochester did not report any faculty on 11-12 month contracts

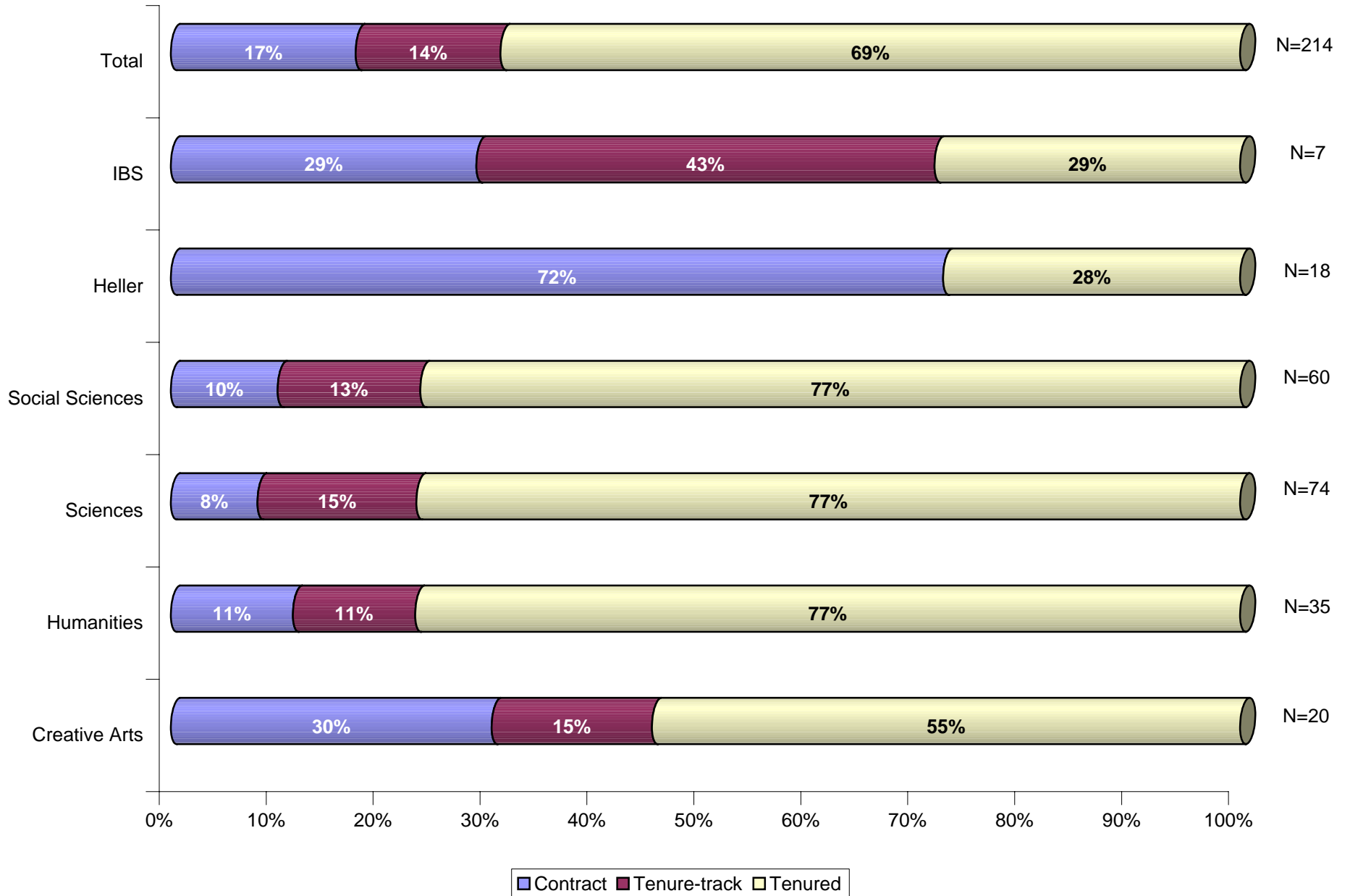
Source: IPEDS Salaries Survey

Appendix D: Gender and Tenure Status at Brandeis

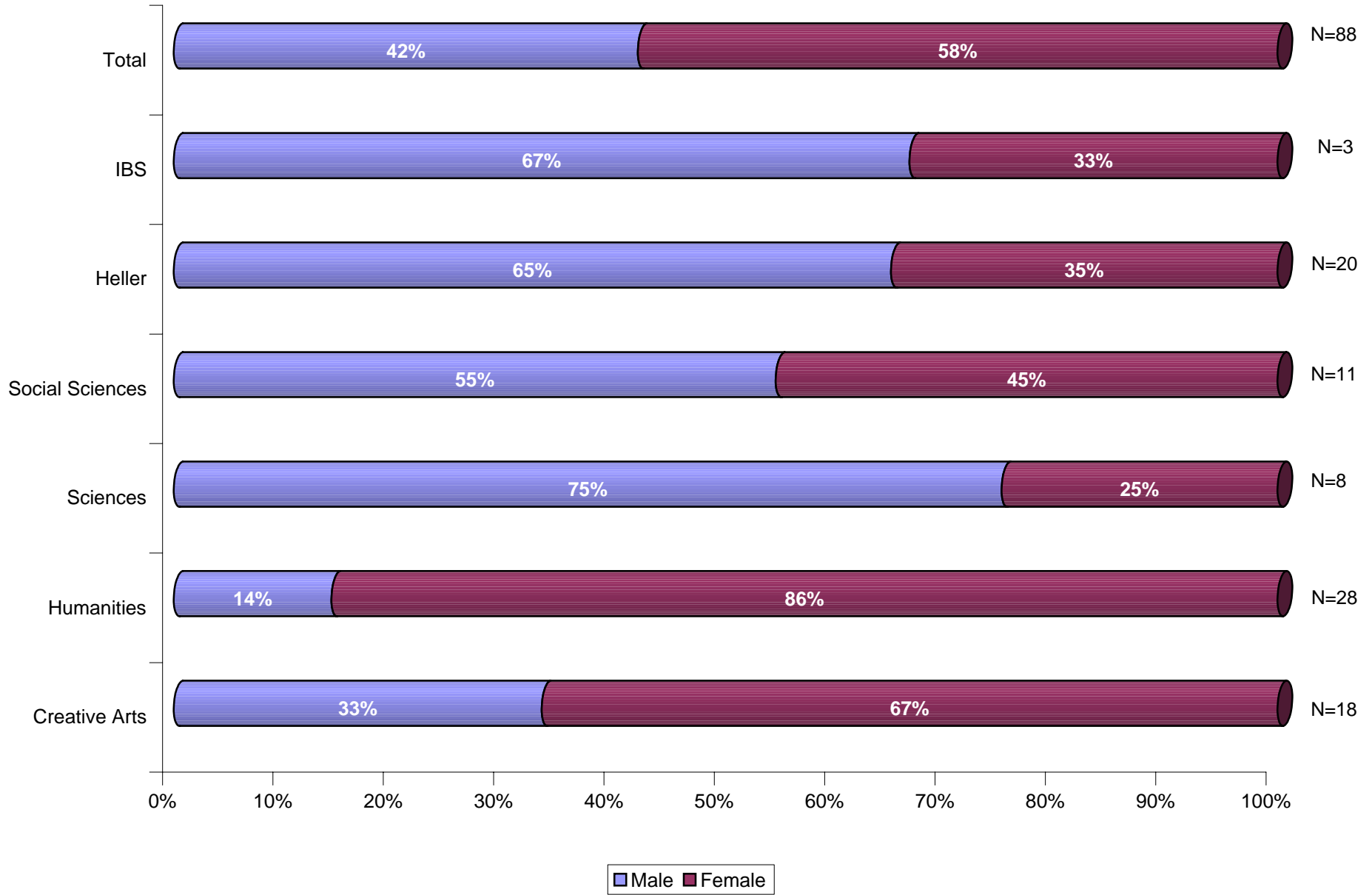
Tenure Status of Full-time Female Faculty AY 2003-2004



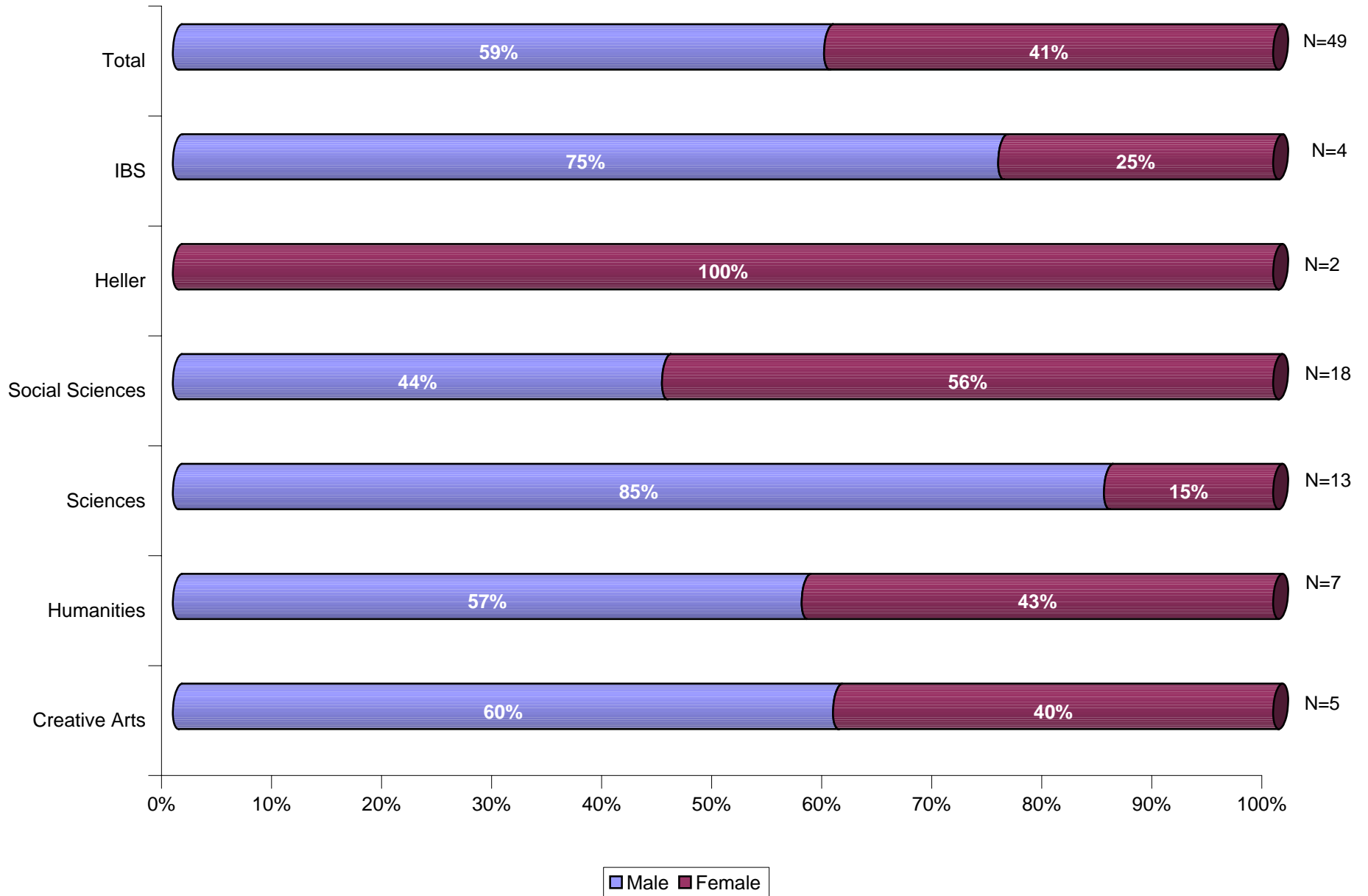
Tenure Status of Full-time Male Faculty AY 2003-2004



Gender of Full-time Contract Faculty AY 2003-2004



Gender of Full-time Tenure-track Faculty AY 2003-2004



Gender of Full-time Tenured Faculty AY 2003-2004

