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A CHANGE OF CHARACTER? EXPLORING THE POSSIBLE EFFECTS OF NON-TENURE TRACK FACULTY AT LIBERAL ARTS COLLEGES

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LIBERAL ARTS COLLEGES

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DISSERTATION
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A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Philosophy in the
College of Education
at the University of Kentucky

By
Robert Christopher Brown
Lexington, Kentucky
Director: Dr. Jeffrey Bieber, Professor of Education
Lexington, Kentucky
2023

ABSTRACT OF DISSERTATION

A CHANGE OF CHARACTER?
EXPLORING THE POSSIBLE EFFECTS OF NON-TENURE TRACK FACULTY AT
LIBERAL ARTS COLLEGES

Research on liberal arts colleges (LACs) has yet to consider possible effects of using Non-Tenure Track Faculty (NTTF) on the character of LACs. LACs are characterized by their strong academic ethos, collegial faculty-student relationships, all at a sanctuary-like setting. Tenure Track Faculty (TTF) and administrators at three LACs were interviewed in a case study format at an urban, suburban, and rural LAC to consider whether NTTF are affecting the character of such institutions. NTTF, especially when full-time faculty, support the academic ethos, foster strong student faculty relationships, and help maintain the sanctuary like setting.

NTTF use by change agents is viewed through the Theory of Gradual Institutional Change lens, identifying the types of change agents, the political contexts at the LACs and the ways NTTF are utilized on the respective campuses. NTTF are recognized as a permanent faculty type likely to persist and grow in use at LACs. NTTF are used especially to develop new curricular programs, to add curricular diversity to LACs, to support LAC financial solvency, to maintain small class sizes and small student to faculty ratios. Further NTTF support ongoing TTF development programs including sabbaticals, study abroad programs, and competitive fellowships. Further, the manner and percentage of NTTF faculty utilization may help demonstrate the health or stability of LAC. Organizational Justice Theory additionally explains faculty compliance and interactions with administrators and NTTF in response to institutional change.

Robert Christopher Brown

(Name of Student)

12/7/2023

Date

A CHANGE OF CHARACTER?
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LIBERAL ARTS COLLEGES

By
Robert Christopher Brown

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12/7/2023
Date

DEDICATION

To *my parents, Martin Jospeh and Barbara Ann Brown, my first educators and role models, I dedicate this work which represents a journey of determination, adversity, distractions, and roadblocks, finally overcome. I finish this journey as a tribute and thanks to your love, self-sacrifice and unrelenting support. I only wish you each could have been here to read it.*

To my wife, Megan Blandford Brown, and family, I dedicate this work to you as well out of thanks, out of love, and out of hope that this will help provide and inspire. It is my hope this work will provide closure to this part of my life, will provide greater sustenance to the family, and provide an example for our children and theirs.

ACKNOWLEDGMENTS

The following dissertation, while an individual work, benefited from the insights and direction of several people. First, my Dissertation Chair, Dr. Jeff Bieber, exemplifies the high-quality scholarship to which I aspire. Next, I wish to thank the complete Dissertation Committee, and outside reader, respectively: Dr. Kayla Johnson, Dr. Jungmin Lee, Dr. John Nash, and Dr. Kun Huang. Each individual provided insights that guided and challenged my thinking, substantially improving the finished product. Additionally, Dr. Beth Goldstein was instrumental in providing encouragement and inspiration. Dr. Goldstein pointed me to the Theory of Gradual Institutional Change and to the power of qualitative research. Dr. Nancy Brown Johnson directed me to Organizational Justice Theory and validated the merit of my study. To all of my faculty, I am humbly grateful for your support and education.

In addition to the technical and instrumental assistance above, I received equally important assistance from family and friends. My wife, Megan Brown, provided on-going support throughout the dissertation process. Additionally, I want to recognize the support provided by Dr. Mike Vetter, who encouraged me throughout the project, first as a supervisor second as a colleague, and as a friend. Finally, I wish to thank the institutions and respondents of my study (who remain anonymous for confidentiality purposes).

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CHAPTER 1. **INTRODUCTION**

Current politicians have adopted then California Governor Ronald Reagan's strategy of attacking colleges and universities for political points and for personal advancement (Clabaugh, 2004). However, instead of the University of California – Berkeley in the case of Ronald Reagan, public officials have been regularly decrying the value of a liberal arts education. Former Kentucky Governor Matt Bevin declared in his first State of the Commonwealth address "that colleges and universities should produce more electrical engineers and less French literature majors" (Beam, 2016). Florida Senator Marco Rubio encouraged breaking up what he demonized as a college cartel that is not fulfilling its responsibility by graduating students with degrees that will not lead to jobs (i.e., liberal arts degrees) while saddling the students with loan debt (Oliphant & Lambert, 2015). In both examples, the politicians view the college degree only in economic terms and it is no coincidence that the disciplines targeted come from a liberal arts curriculum.

Others with similar views about the purpose of higher education cite figures of accumulated student debt that limit graduates' ability to pursue life choices after graduation in society such as buying a house or starting a family (Rothstein & Rouse, 2011). The 2014 film *Ivory Tower* paints a picture of college graduates with high debt possessing liberal arts degrees from liberal arts colleges who are destined to default on loans. This perception does not hold up, though, since the majority of liberal arts college graduates do not default, especially as compared to for-profit institutions that hold the largest student loan default rate (Looney & Yannelis, 2015).

These arguments against the liberal arts are focused on short term economic returns and a perception that college graduates must possess specific, practical training for jobs

rather than a liberal education. Data from the Council of Independent Colleges (2015) show that graduates from liberal arts colleges (LACs), "are at least as likely to find jobs in the first six months, will earn about as much in their lifetimes, and will enjoy a higher level of career satisfaction than their peers who graduate from other institutions" (p. 1). Hart & Associates (2018) reported business executives and hiring managers ranked "oral communication, critical thinking, ethical judgment, working effectively in teams, working independently, self-motivation, written communication, and real-world application of skills and knowledge" (p. 11) as the most important skills and knowledge that were desired for successful employees. These skills and knowledge are not major specific, but rather cut across majors and disciplines. Humphreys and Kelly (2014) report that employers agree that "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major" (p.6). Accordingly, then, the best economic course of action for students would be to pursue a degree at an LAC which does the best job at fostering such skills (Astin, 1999) since the major is less important than the skills developed.

As the preceding statements suggest, the literature supporting LACs has expressed an almost mythical narrative, a narrative positioned against the pressures of commercialization and professionalization of the curriculum (Ness, 1975; Crimmel, 1993; Pope, 1990). In this narrative, the liberal arts education is pure, superior, and such that institutions would rather close their doors than continue on in an illegitimate existence, harkening the tenets of institutional isomorphism which posit that institutions embrace and

maintain the attributes of legitimate successful organizations that they[1] want to be like (DiMaggio & Powell, 1983). Kraatz and Zajac (1996) tested whether LACs would maintain the "legitimate" pure liberal arts curriculum that would withstand the wave of professionalization in the academy as the LAC mimics their aspirational counterparts, or whether the LACs would succumb to the demand of adding professional programs and alter the liberal arts college's form in order to remain open. In their study of colleges from 1971-1986, the authors found that the narrative of the noble liberal arts college willing to perish rather than change was more myth than reality (Kraatz & Zajac, 1996).

Further evidence that the LAC narrative is perhaps more myth than reality is provided by Brint, Riddle, Turk-Bicakci, & Levy (2005) who suggest the disciplines that students elect to study have, indeed, been changing similarly to what politicians have been encouraging for over forty years. Brint, et al. (2005) demonstrate a significant change in college curricula: a professionalization of the curriculum geared more towards training students for specific professions rather than providing a broad based, critical thinking skills approach to higher education. These realities weigh heavily on LACs since by definition they graduate at least 40% of their students with liberal arts degrees (Carnegie, 2016). Such criticisms may lead to an argument claiming that liberal arts colleges are unnecessary or, perhaps, obsolete.

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[1] It is important to note that pronouns are used throughout the manuscript to refer to the previous person or entity described. It does not refer to the gender of the individual, but simply as a reference back to them as part of the discussion.

1.1 Non-Tenure Track Faculty

Across higher education, colleges and universities have been utilizing non-tenure track faculty (NTTF) for course instruction for a variety of reasons. This practice has been enabled by: a surplus supply of Ph.D.s who have not attained tenure track positions in the higher education academic market; a cheaper cost to employ NTTF than tenure-track faculty (TTF), and the willingness of NTTF to teach at a variety of times other than the typical work day (Baldwin & Chronister, 2001). This expansion in NTTF has been primarily seen in the community college and four-year public sectors of higher education, but is also becoming visible in the LAC section of higher education as well (Morphew, Ward & Wolf-Wendel, 2016).

To add additional revenue and to respond to market demand, LACs are adding programs such as STEM-related fields, adult undergraduate programs, graduate programs and online programs, all of which rely primarily on (NTTF) positions (Morphew, Ward & Wolf-Wendel, 2016). The addition and growth of such programs can change not only the demographics of institutions but their character and nature as well, as Morphew, Ward and Wolf-Wendel (2016) report from a respondent whose institution changed "from a predominantly residential undergraduate college to one that is now 50 percent residential undergraduate and 50 percent graduate/professional" (28). Kezar and Gehrke (2016) found that Deans are hiring increasing numbers of NTTF despite "the growing research that the increasing use of NTTF can have detrimental effects on student outcomes" (p. 411). As key institutional leaders employ more NTTF at LACs, the character of such institutions may be affected by such hiring decisions.

The use of NTTF at institutions is an example of the "unbundling" of the faculty member in such institutions (McCowan, 2017). This unbundling "involves the separating

out of the institution into its constituent roles and different activities, and the cutting away of functions perceived to be superfluous" (McCowan, 2017, p. 733). In the LAC, this would mean NTTF would provide instruction of classes only. The NTTF would not participate in advising, in institutional governance, and would likely not build strong relationships with their students. As more NTTF are used at LACs, then there is logically an increased threat to the character of those institutions and the experience of students at the LACs.

1.2 Struggle for Survival

Since 1986, there has been an influx of for-profit universities, online education, and increased professionalization in higher education. Each of these developments adds competitive pressure on the population of LACs and the number of these institutions has declined. The reduced number of institutions has resulted from either closing their doors, or ceasing to be a LAC by changing their curricula such that less than forty percent of their graduates earn liberal arts degrees (Kraatz & Zajac, 1996). An important factor for the survival of LACs is their endowment size, which for the wealthiest LACs have expanded greatly in comparison to those with low or modest endowments (Clotfelter, 2003). In short, the rich have gotten richer, and the poorer have gotten poorer, relatively speaking to their competitors, and these disparities have continued to accelerate (Clotfelter, 2017).

Logically, the institutions with smaller endowments are more dependent upon tuition and fees generated by student enrollment, and financial pressures may force institutions to make significant changes. For example, because of financial concerns, neither Georgetown College nor Kentucky Wesleyan College in their most recent attempts received Southern Association of Colleges and Schools (SACS) accreditation but were

rather placed on probation (Wexler, 2016). Midway University, historically an all-women's college, opened its doors to men for its traditional program with an eye toward bolstering enrollments and, hence, finances (Midway University Trustees vote to accept men into its daytime undergraduate programs, 2016). Institutional responses such as those described above suggest, whether intentionally or unintentionally, LACs may be willing to change or adjust their traditional focus and nature in light of resources available.

1.3 Character of Liberal Arts Colleges[2]

Besides the Carnegie Classification demographics applied to these colleges, LACs are characterized as having a strong academic ethos, strong collegial relationships between faculty and students, all at a safe, sanctuary-like setting (Breneman, 1994; Bonvillian & Murphy, 1996; Koblik & Graubard, 2000). While each LAC shares aspects of these character traits, it should be noted that I am not assuming all LACs are the same. Each LAC has its own rich history and traditions that have formed them, and Astin (1999) argues they "are in certain respects more diverse than any other type of higher-education institution" (p. 78).

A strong academic ethos in LACs is fostered by a primarily arts and sciences based curriculum with little focus on vocational or professional studies (Baker, Baldwin, and

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[2] Liberal arts colleges (LACs), as defined in this study, are institutions that graduate at least forty percent of their students from arts and science degree programs, are privately controlled, primarily residential, and do not exceed an enrollment of 4,000 students. Carnegie (2016) defines Baccalaureate degrees from LACs as either "Arts & Sciences" or "Professions". LACs may have undergone name changes, from "college" to "university", such as was the case for Transylvania College/University [1966] or Asbury College/University [2010] for functional, recruiting, or marketing reasons. The institutional demographics utilized to identify potential institutions in the search of Carnegie Classifications for this study is provided in Appendix A.

Makker, 2012). As part of this ethos, faculty maintain a vested interest in their students, promote high academic expectations, emphasize strong teaching, and engage students in cooperative research (Breneman, 1994; Pascarella, et al., 2005). The strong academic ethos emphasizes a shared intellectual experience which engages students as scholars (Breneman, 1994; Pascarella, et al., 2005). Further, collegial faculty-student relationships are developed through frequent interactions inside and outside of the classroom, through an emphasis on student development, and through focused personal attention to students from dedicated permanent faculty (Baker, et al., 2012; Breneman, 1994; Pascarella, et al., 2005). The intentional sanctuary-like setting of LACs fosters the ethos and relationships by usually being primarily residential, with most enrolling fewer than 2,500 students and with small class sizes (Breneman, 1990; Baker, et al., 2012; Pascarella, et al., 2005). The small setting and class sizes promote "a more pronounced enabling influence on the frequency, quality, and impact of a student's relationships with faculty" (Pascarella, et al., 2005, p. 88). Thus, the liberal arts college size and residential nature provide a sanctuary-like setting for students, especially in comparison to larger institutions (Pascarella, et al., 2005).

For each of these characteristics, there is the presence of faculty, in the ethos, in the collegial relationships, and in their numbers to keep the class sizes small. What is assumed about these faculty at LACs traditionally is that they are tenured or tenure-track, engaged, permanent faculty who are committed to the institution for the long haul. Thus, students cultivate a connection with faculty over four years, typically, that will endure beyond that timespan and will persist in the years after. These faculty participate in shared governance, oversee the curriculum, advise students, and make up the fabric of LACs.

1.4 Research Questions

The character of LACs is largely a function of the faculty that teach there. But what happens to the character of LACs when the faculty are increasingly NTTF? Do student/faculty relationships change when the faculty are NTTF? Are the NTTF less committed to the LAC? Are NTTF actually necessary to maintain the small class sizes? Are the NTTF less engaged, less permanent, and less committed and therefore likely to affect the character of the LAC or connections developed with students? How is shared governance, the curriculum, or student advising affected by the presence of NTTF? These possibilities are all worth considering as they may be affecting LACs, their futures, and the students they serve.

My main research question, then, is, How are key institutional change agents' employment of non-tenure track faculty, whether wittingly or unwittingly, affecting the character of LACs given that non-tenure track faculty use has significantly increased at LACs since at least 2000 and perhaps even longer? To explore this question further, I utilize the following sub-questions:

1. How is the academic ethos at LACs being affected by the employment of NTTF?

2. How is the development of collegial relationship between students and faculty at LACS being affected by the employment of NTTF?

3. How is the ability of maintaining a sanctuary-like setting at LACs being affected by the employment of NTTF?

4. In what ways do the policies and practices of institutional change agents or their offices, whether wittingly or unwittingly, encourage the use of NTTF?

For the first three sub-questions above, the employment of NTTF by institutional change agents may be an intentional strategy or may be an unintentional response taken to meet basic instructional needs, but examining this intentionality brings the act of employing NTTF to the forefront of participants' minds. Without such consideration, unintended consequences could arise such as when Kezar and Gehrke (2016) found that deans were hiring more NTTF than they felt was ideal for their institutions. Similarly, the fourth sub-question addresses how institutional agents' policies and practices may encourage the use of NTTF. By examining the policies and practices that are discussed in the interviews, we can then analyze whether those policies and practices are intentionally being used to achieve desired outcomes or whether they are unintentional acts. Regardless of the intentionality, the policies and practices may be affecting the character of LACs.

LACs need to recognize potential changes occurring within themselves and potential assets or opportunities that should be identified. Similar potential changes could be occurring in other types of colleges and universities whether they are colleges within a university, departments within a college or program or any other level of discipline. The case studies of the three institutions visited in this study and the insights from interviews conducted with faculty and administrators hopefully will serve as fruitful examples for LACs, other institutions, and faculty and administrators alike to better serve students.

1.5 Overview of the Study

This chapter provides an overview of the study and its importance in the higher education landscape. Chapter 1 has provided the reader with background information regarding threats to LACs, the special character of LACs, the presence of NTTF at LACs, and the research questions to be addressed. The second chapter provides a review of the

literature in specific areas: liberal arts colleges and their characteristics, faculty at liberal arts colleges, and the theory of gradual institutional change. The third chapter describes the methodology for the study including the research design, methods of data collection, data analysis, and my role as the researcher. The fourth chapter presents the findings of the case studies of the respective colleges visited, with descriptions of each college. The final chapter provides a comparative analysis of the colleges including a discussion on theoretical and practical implications and makes recommendations for future research. Finally, appendices referred to throughout the chapters follow the final chapter including interview protocols and related materials used during the study.

CHAPTER 2. **REVIEW OF LITERATURE**

2.1 Introduction

This chapter reviews literature relevant to studying non-tenure track faculty (NTTF) and their potential effects on the character of liberal arts colleges. The chapter covers three main topic areas: liberal arts colleges and their characteristics, non-tenure track faculty, and the theory of gradual institutional change. First a brief history of liberal arts colleges and the defining characteristics of a strong academic ethos, collegial faculty-student relationships and a safe intimate setting are discussed. Second, non-tenure track faculty and their differences from tenure track faculty are identified since the possible effects of these differences on institution's character is the focus of the study. Finally, the theory of gradual institutional change is examined, including exploring the role of institutional change agents at liberal arts colleges.

2.2 Liberal Arts Colleges

Public four-year institutions and community colleges now constitute the majority of the population of colleges within higher education, but LACS were the primary college throughout the 1800s and grew rapidly along with public four-year universities and community colleges during the post-World War II educational boom (Rudolph, 1990). The rapid expansion after World War II, however, emphasized research and the development of new knowledge and technologies and the practical applications of the knowledge and technologies into businesses and jobs for society. This emphasis favored large research universities and community colleges. The state four-year institutions primarily benefited the economy of the state in which they were located while the community college

supported the immediate city or surrounding communities (Thelin, 2004). For both of these institution types, there was an inherent level of flexibility within their design to respond to external pressures and the needs of the state and surrounding communities (Thelin, 2004).

Over time, liberal arts colleges became a niche population of colleges within the field of higher education. In the United States, LACs were the first purveyors of higher education harkening back to Greece, Italy and Germany for their founding structures (Flexner, 1930; Haskins, 1923). LACs have thrived since the 1800s, many with connections to religious denominational groups settling the United States (Rudolph, 1990). With such a history, most LACs matured, weathered many changes and developed well-defined and accountable structures, practices and procedures. As organizations that are very reliable and accountable, LACs became highly reproducible, meaning they have been able to replicate themselves, in this case through class instruction, through the cycles of the school year and their respective tasks, and through functions and actions. All of these characteristics have made most LACs highly institutionalized organizations (Hannan & Freeman, 1989).

Their age and stability, however, have arguably developed into the greatest threats to LACs' existence. As Hannan and Freeman (1984) pointed out, institutions with "high reproducibility of structure generate strong inertial pressures" (p. 155) which makes those institutions inflexible and difficult to change. The stability of colleges that came in the form of fixed curricula, faculty tenure systems, and traditions of the university have made them less adaptable and more vulnerable to external pressures and environmental changes. Most organizations have found themselves in need to properly assess the level of threat from the environment and make adjustments to the organization in a quick enough

fashion to address the environmental threat if the threat is large enough to cause damage to the organization (Hannan & Freeman, 1989). Organizations have been faced with the need to analyze the external influences and modify their holdings, practices, or policies in an effort to minimize the external environment's influence on resources on which the organization may be dependent (Pfeffer and Salancik, 1973).

Bonvillian and Murphy (1996) argued LACs are the least likely institutions in higher education to change. Change has become slow in LACs because "traditional pathways to the formulation and execution of institutional decisions have relatively well-defined norms and patterns (Bonvillian & Murphy, 1996). These patterns and traditions are in the fabric of LACs and they are the least likely of any institution in higher education to stray from such traditions (Bonvillian & Murphy, 1996). Because of this rigidity, logically they are least likely to adapt to external market forces and thus miss out on market share compared to community colleges or large public universities. At community colleges and large public universities, NTTF are utilized to expand course offerings, to add class sections, and to provide flexible class schedules to respond to external community needs. Such flexibility is not a hallmark of the character and nature of LACs historically.

2.3 Possible Effects of NTTF on the Character of LACs

With such significant potential impacts of resource availability hovering over many LACs, it seems reasonable that such institutions might turn to NTTF in order to remain open, risking potential effects or impacts on the institution. Yet, there has been virtually no study of the effect of NTTF on LACs. Vicente (2016) provides the only study that specifically examines the experience of non-tenure track faculty at LACs. Vicente (2016) explores the experiences of NTTF at their institution with an in-depth study of four

contingent faculty members, three females, one male, with three of the four participants from the same Communications department. Vicente's (2016) study focuses on the NTTF to describe their experience at a private liberal arts college. While this study provided some insight into the experiences of the contingent faculty, it did not speak to the character change that may be occurring in liberal arts colleges due to the presence of non-tenure track faculty.

Using NTTF at LACs could positively or negatively influence the academic ethos, the quality of collegial faculty-student relationships, and the ability to maintain the sanctuary-like setting of liberal arts colleges. Indeed, Morphew, Ward and Wolf-Wendel (2016) recommended "Examin[ing] the impact of using contingent faculty members on both students and long-term faculty members" (p. 4). This recommendation suggests a concern that NTTF may be affecting what it means to be a faculty member at LACs. If the fundamental meaning of what it means to be a faculty member at an LAC is changed, then what it means to be an LAC changes as well.

2.3.1 Academic Ethos

Possible effects on the academic ethos could include a reduction in academic standards, less risk taking in classrooms by NTTF compared to tenure track faculty, or, in a positive vein, allow for an infusion of expertise or current market expertise. Typically, NTTF are not afforded the same rights and privileges as TTF. A tangible outcome from such a difference in status was that some NTTF did not have access to office space, technological resources or administrative support compared to TTF (Baldwin & Chronister, 2001). With such differences in status and resources, the university is essentially getting a portion of what could be possible from a position in a TTF who in

addition to teaching courses, participates in advising, institutional service and research. Further, when a national search is not conducted to fill a NTTF position, the institution may hire a less qualified or proficient faculty member, such as an NTTF without a terminal degree, which then threatens the legitimacy of the faculty member and thus the institution (Baldwin & Chronister, 2001). The differential treatment and access to resources could compromise the quality of student learning and outcomes attained by the students in the NTTF member's respective classes which effects the Academic Ethos of the institution.

The above issues are multiplied by the increase in NTTF numbers as part of the faculty (Morphew, Ward & Wolf-Wendel, 2016). Additionally, the influence extends into the core curriculum content. Morphew, Ward and Wolf-Wendel (2016) found a large number of NTTF teaching in these areas rather than just the professional portions of the curriculum.

The increased presence of NTTF may affect TTF's role in governance which includes curriculum development, committee work and participation in shared governance. At many institutions, NTTF do not have the right to vote in Faculty senate issues (Baldwin & Chronister, 2001). As NTTF hires replace tenure track lines, the power of curriculum decisions centralizes in fewer faculty with presumably less information and fewer ideas and perspectives to draw from, which could threaten faculty's position as being in the best position to make decisions about the curriculum (Brown, 2001).

Further, NTTF may not fully engage with committees on which they do serve because they are more vulnerable to dismissal and, moreover, may have a different level of commitment to the institution due to external employment demands (Baldwin & Chronister, 2001). Baldwin and Chronister (2001) emphasized this effect of an additional

work expectation; as one TTF expressed, "Lecturers will always be vulnerable…It seems there will always be more for tenured faculty to do because lecturers will avoid controversial/power committees" (p. 56). Baldwin and Chronister (2001) also observe some NTTF enjoying the fact that they had less of a role in the governance of the institution and were able to focus on instruction. Baldwin and Chronister (2001) saw this relationship with the institution as a "casual neglect of the governance role" (p. 60) and thus a threat to "the effectiveness of the shared governance system" which "depends on the active participation of all key players in the academic enterprise" (p. 60). With few rights and little incentive for NTTF to participate in shared governance issues, the governance structure, which is dependent upon broad faculty participation, may continue to miss a key constituent group. For all components of governance, then, TTF's responsibilities and the pressure on them may intensify with the increased use of NTTF. Additionally, the increased pressure and demand of time on TTF may reduce the energy that could then be used to promote the character traits of the LAC.

The shared governance system requires faculty participation to develop and nurture the curriculum and to provide healthy opposition and balance to the administration. Due to time constraints on campus, NTTF are unable to participate in the government system on the same level as TTF. Nature does abhor a vacuum and thus this absence might well be filled by other forces from the university community, which could include staff, an overreaching president, or a hands-on Board of Directors/Trustees.

2.3.2 Collegial Faculty-Student Relationships

The use of NTTF may affect collegial faculty-student relationships by differential treatment of NTTF that affords them less resources and opportunities to support positive

interactions, by increasing the number NTTF interacting with students, or by freeing up TTF from teaching core courses to engage in scholarship opportunities.

Baldwin and Chronister (2001) found examples of different treatment of NTTF, or a two-tiered system, that resulted in such situations as the lack of access to office space, technological resources, or administrative support compared to TTF (Baldwin & Chronister, 2001). Further, NTTF were less supported to participate in faculty governance; possibilities for "inequitable treatment in provision of support for professional development; and salaries that are not similar to the salaries of tenure track faculty with comparable qualifications and years of experience" (pp. 128-129). Because of these differences, NTTF are not resourced properly to develop relationships with students, and are not encouraged to connect with students but rather to simply deliver the course material and instruction connected to their classes alone.

Baldwin and Chronister (2001) found NTTF costing essentially 85% as much as TTF. The number of NTTF utilized on campus may increase as a cost saving measure and as a means to adapt to changing demands in the market while not making permanent alterations to the curriculum or staffing as a response (Kezar, 2012). NTTF may provide additional flexibility for course offerings such as evening or weekend classes which traditional faculty may not be able to, or wish to, provide (Baldwin & Chronister, 2001). By hiring for these purposes and in this manner, institutions are able to adapt and provide insulation from wild enrollment swings (Baldwin & Chronister, 2001) shielding the core principles and functions of the institution. Because of the need or desire for additional compensation, however, NTTF may not be able to be present on the college campus because they will have requirements at other colleges or other non-academic work

commitments. If these NTTF are then unable to be immersed in the campus environment, the NTTF may be less committed to carrying out the values that are inherent in the LAC. These values require the commitment of personal time and attention to the student, to collaborative research, or to attend afterhours events (Baldwin & Chronister, 2001). With NTTF being more transient in their nature, students are not as likely to depend on such faculty as an adviser, as a mentor, as someone students would rely on for letters of recommendation, or for other relationship-based outcomes (Baldwin & Chronister, 2001).

On the contrary, faculty-student relationships may be fostered by the use of NTTF who do not have the research and institutional service requirements of TTF. With even LAC institutions requiring a portion of scholarship and research for tenure, then the presence of NTTF teaching core courses rather than just peripheral courses would free up TTF to research, develop undergraduate research opportunities, or the time resources to create new or change existing courses (Morphew, Ward and Wolf-Wendell, 2016). In such instances, NTTF would need to be afforded more permanence as in a full-time NTTF position.

2.3.3 Sanctuary Like Setting

The intentional sanctuary-like setting of LACs foster the ethos and relationships by usually being primarily residential, with most enrolling fewer than 2,500 students and with small class sizes (Breneman, 1990; Baker, et al., 2012; Pascarella, et al., 2005). The small setting and class sizes promote "a more pronounced enabling influence on the frequency, quality, and impact of a student's relationships with faculty" (Pascarella, et al., 2005, p. 88). Thus, the traditional liberal arts college size and setting provide a sanctuary-like setting for students, especially in comparison to larger institutions (Pascarella, et al., 2005).

The use of NTTF may influence the setting due to their large numbers which allows for additional enrollment, maintains small average class sizes and allows flexible class times for students. The increased number of NTTF employed logically increases the capacity of students that can be accommodated with classes, which can address the safe, intimate nature of the LAC. While the additional NTTF faculty may help reduce the faculty to student ratio, the quality and quantity of the interactions and faculty-student relationships may be reduced compared to the relationships between TTF and students. The greater use of NTTF may produce a higher faculty turnover rate and therefore less familiarity between NTTF and the students given the frequently changing faces in the NTTF roles.

2.4 Faculty at Liberal Arts Colleges

Faculty have always been the lifeblood of colleges and universities. Faculty teach classes, advise and mentor students, conduct research, participate in institutional governance and provide service to the institution in various different ways. The faculty also maintain the curriculum as their primary responsibility and possess the power to shape the respective college or university. If the faculty shies away from any of the duties above, the institution and its students can be affected negatively. At a larger institution, this may not be felt as obviously because the resulting issues may be isolated to a program, a department, or to a college. Additionally, the larger number of faculty present can compensate for such deficiencies. At an LAC, however, the smaller size of the faculty means that shying away from a duty, whether wittingly or unwittingly, could have a large potential impact on the institution and its students. It would seem then that the potential influence that can be had by a faculty member is greater at an LAC then a larger institution.

For the purposes of this study, faculty are composed of one of two categories, tenure track faculty (TTF) and non-tenure track faculty (NTTF). TTF are generally understood to hold a terminal degree in their discipline and possess tenure or are in the process of acquiring tenure from the respective institution. Assistant professors are typically in the process of attaining tenure, while associate professors and full professors are those who have attained tenure. Associate professors may be promoted to full professor in a similar process to tenure review.

TTF are full-time employees and contribute to the LAC in the areas of scholarship, instruction, and service. Scholarship is defined primarily as research, and includes publishing books or articles, presenting papers at conferences, working as an editor for journals, and other roles that further research within their respective fields. Instruction refers to teaching and assessing students' performance and understanding of course concepts and material which culminates in a final grade for respective classes. Service includes student advising, institutional governance and decision making, and general oversight of the curriculum. This oversight can sometimes serve as a balance against administrative actions that may affect the curriculum and the overall mission of the university.

Gappa and Leslie (1993) identify four main categories of NTTF specifically: career-enders, specialists and experts, aspiring academics, and freelancers. Baldwin and Chronister (2001) focused on full-time NTTF and identify four types that reflect more of the specific parts of being a TTF member, namely teachers, researchers, administrators, and "other academic professionals." (p. 97). NTTF may be part-time or full-time professionals from the community, terminal degree holding academics or researchers,

administrative staff from within the LAC, and may teach only on weekends or evenings (Gappa & Leslie, 1993; Baldwin & Chronister, 2001). Berry (2005) identified over fifty different titles for such positions which simply hints at the broad swath of areas NTTF cover.

Most of the NTTF literature focuses on community colleges and large public universities since those institutions have had the greatest need for NTTF. Community colleges provide a broad-based fundamental and remedial curriculum at all hours and days of the week which requires faculty who are able to meet such time requirements. Since the community college curriculum also changes rapidly to meet the variable market demands of the local economy, community colleges require an ever-changing faculty who are often not hired full time because the faculty are often professionals working in the market fields. Public universities have had to balance the conflicting priorities of instruction and research, such that NTTF have been needed to meet the demand of the corresponding volume of instruction.

LACs have not been institutions needing great flexibility nor a large volume of instruction because the student body and curriculum has remained small and narrow enough that there has been little need for NTTF, and outsiders might assume that most faculty at LACs are permanent TTF. The reality is quite different, though, as NTTF make up 42.7% of all faculty at private institutions (Liu & Zhang, 2007). Morphew, Ward and Wolf-Wendel (2016) found similar results in their study of changes in the faculty composition at CIC institutions (an organization to which many LACs belong): The percentage of faculty with part-time appointments (which classifies as NTTF) at such institutions had risen from 35.2% in 2000 to 48.4% in 2012. With such a high percentage

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of NTTF, Morphew, Ward and Wolf-Wendel (2016) found that the NTTF were teaching in disciplines "considered the core of a liberal arts education" (p. 40) rather than only in professional based programs considered to be on the margins of the curriculum.

2.5 Theoretical Framework

The Theory of Gradual Institutional Change may explain how change is occurring in the liberal arts institutions. Mahoney and Thelen (2010) argue that institutions change depending on the characteristics of institutions including politics of compliance with existing rules and the latitude to interpret rules to meet differing goals of internal groups (Mahoney & Thelen, 2010). The rules of an institution help define its characteristics and when there is an interpretation that rules may be changed, there is institutional change. These rules are considered within "the prevailing political context" (p.18) and the level of compliance that is enforced to following the rules of the institution which then provides the appropriate environment for different types of change to occur (Mahoney & Thelen, 2010).

The prevailing political context may allow for strong or weak veto possibilities on that of institutional members in opposition to proposed or implemented change by the dominant change agents. The capacity of institutional members to oppose change significantly influences the environment within which change agents may exist. In the context of colleges and universities the opposition to change by faculty and staff could include opposition through existing committees and structures, the restricting of funding or resources to a particular department, by 'working to contract' or faculty and staff only doing what is required of them and nothing additional such as not participating on

additional committees or taking on or continuing new initiatives, issuing a 'vote of no confidence, or by departing the institution.

Additionally, the political contexts develop depending upon the dominant change agents that are present within an institution and their overall goals related to the future of the institution (Mahoney and Thelen, 2010). The types of change agents present might predict the future direction of institutions and how resources will be distributed, how rules will be enforced and how the institutions will evolve in general, all of which represent examples of what can be understood to be internal struggles. The figure below from Mahoney and Thelen (2010) provides a representation of the essential parts to the theory.

1.1.1.1.1.1.1.1 Figure 2-1 – Theory of Gradual Institutional Change
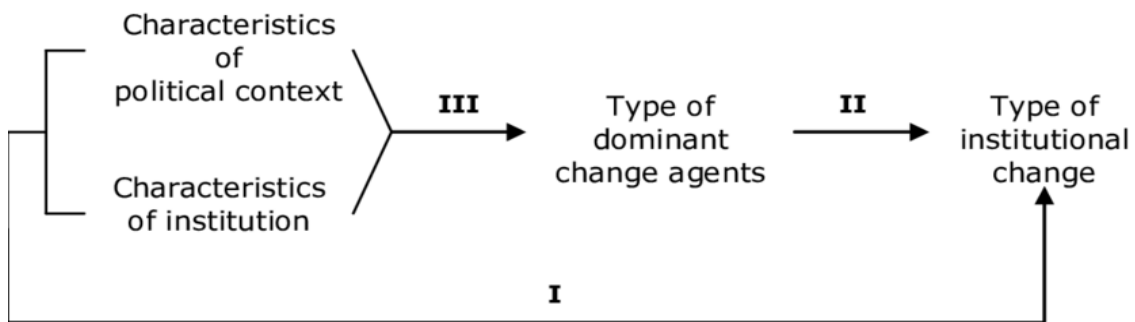
Mahoney and Thelen (2010) present institutions as dynamic and in flux. This presentation opposes institutional theories that emphasize the rigidity or inertia within institutions that are dependable, reliable, and self-replicate their internal structures (Hannan & Freeman, 1989). Mahoney and Thelen (2010) posit the following modes of institutional change expanded from Streeck and Thelen (2005):

1. Displacement: The removal of existing rules and the introduction of new ones
2. Layering: The introduction of new rules on top of or alongside existing ones
3. Drift: The changed impact of existing rules due to shifts in the environment
4. Conversion: The changed enactment of existing rules due to their strategic redeployment. (pp. 16-17)

Mahoney and Thelen (2010) identified four types of change agents who operate in institutions depending on the agents' desire to preserve the institution and whether they follow the rules of the institution, namely, insurrectionaries, symbionts, subversives, and opportunists. Mahoney and Thelen (2010) provided two simple questions to identify the type of change agent present:

1. Does the actor seek to preserve the existing institutional rules?

2. Does the actor abide by the rules? (p.23)

Insurrectionaries neither sought to preserve or to follow the rules of the institution. The insurrectionary aimed to implement significant change that moved the institution in a dramatically different direction because of a perceived intense need (Mahoney & Thelen, 2010). Because of the large amount of change involved, insurrectionaries were most closely associated with displacement as their preferred mode of change (Mahoney & Thelen, 2010).

Symbionts sought to preserve the rules of the institution but not to follow the rules. Mahoney & Thelen (2010) identified parasitic and mutualistic symbionts as two subtypes of these change agents. The parasitic symbiont professed allegiance to the rules, but did not act in accordance to them for personal gain or for their portion of the institution (Mahoney & Thelen, 2010). The mutualistic symbiont also professed allegiance to the rules, but instead acted in the best interest of the institution (Mahoney & Thelen, 2010). As Mahoney and Thelen (2010) explained, "mutualists violate the letter of the rule to support and sustain its spirit in contrast to parasites, who exploit the letter of rule while violating its spirit (p.24)." Parasites are associated often with drift while mutualists are associated with conversion (Mahoney & Thelen, 2010).

Subversives seek not to preserve the rules of the institution but work to make their desired changes by acting within the rules of the institution (Mahoney & Thelen, 2010). Subversives look for the political context to change over time and bide their time until the correct opportunity and institutional conditions present themselves to enact the change they desire to see (Mahoney & Thelen, 2010). Therefore, subversives layer additional rules onto the periphery providing opportunity to water down the importance of a central characteristic or rule by layering additional rules and issues that may eventually become central political matters in need of change (Mahoney & Thelen, 2010).

Finally, opportunists seek both to preserve and follow the rules of the institution. Similar to subversives, they seek opportunities to change the institution over time, but they do so with the intent of preserving the institution (Mahoney & Thelen, 2010). Opportunists identify ambiguities within the rules and the political context which allow for new interpretations or applications of the rules (Mahoney & Thelen, 2010).

If one could develop an understanding of which type of change agent occupies the respective roles and which type of political context is present in the LAC, then one might better understand current changes and potential future challenges facing respective LACs. For example, while outside observers may conclude that institutions change due to exogenous shocks, such as leadership change, a financial crisis, or legislative action that changes the environment for institutions, Mahoney and Thelen (2010) argued these sudden changes occur at institutions through systematic, endogenous reasons that may be understood as evolving due to internal movements rather than the perceived exogenous shocks. Mahoney and Thelen (2010) view institutions as "distributional instruments" (p. 8) which allot resources, power, and functions to different parts of the institution as needed

to accomplish the focus of the institution. In this light, institutions are not static, but rather dynamic, based on the potential for the redistribution of resources, power, and functions to different parts of the institution whether those segments of the institution are new, old, or the same. As Mahoney and Thelen (2010) state,

> institutions are fraught with tensions because they inevitably raise resource considerations and invariably have distributional consequences. Any given set of rules or expectations – formal or informal -- that patterns action will have unequal implications for resource allocation, and clearly many formal institutions are specifically intended to distribute resources to particular kinds of actors and not to others (p. 8)

Thus, the manner in which resources are distributed and the way rules or expectations are set determine behavior. Alterations in either the distribution of assets or the guidelines that govern those assets may affect change within an institution. As Mahoney and Thelen (2010) elaborate, the adherence to, and the enforcement of the rules, which they term as "compliance," dictate the extent of change that exists. The endogenous conflict within an institution may then be used intentionally by internal groups to mold the institution to support their outcomes without the presence of exogenous forces (Mahoney & Thelen, 2010). Or, as Schickler (2001) and Palier (2005) state, outcomes for an institution may develop in unintended ways via "ambiguous compromises" (Mahoney & Thelen, 2010, p.8) where competing groups can agree on similar means though their goals may conflict.

Mahoney and Thelen's (2010) conceptualization of the internal struggles of an institution has obvious applications to universities, colleges, academic divisions, and departments. Specifically for LACs, the provost, the head faculty representative, the chief financial officer, and the chief institutional effectiveness officer act as significant change agents within those institutions. Each potential change agent has authority in their

respective area, and at liberal arts colleges, because of their small size and proximity of departments to one another, there is the possibility of crossing reporting lines and influencing other areas of the LAC outside of one's daily purview.

The provost has the greatest authority to redistribute resources in the academic section of the institution. At most colleges including LACs, the provost, also called the Executive Vice President or the Vice President for Academic Affairs, oversees the internal operations of the LAC (Bess & Dee, 2007). The provost oversees the approval of changes to the curriculum and is often considered the administrative staff member in charge of the LAC in the absence of the president and therefore the overall operations of the institution (Bess & Dee, 2007). With such a significant role, the provost has the ability to influence change within the LAC, including budget appropriations, and holds significant influence beyond that of just the academic portion of the LAC (Bess & Dee, 2007).

The head faculty representative at LACs may be the chair or head of the faculty council or senate and provides voice to administration on behalf of the faculty. This role can be fulfilled by a Dean or department chairs and can influence the response from the faculty concerning compliance with existing rules for curricular changes and the manner in which the curriculum is implemented (Bess & Dee, 2007). At some LACs this role is fulfilled by department chairs or program chairs (Bess & Dee, 2007). The representative acts as a conduit of issues and concerns between the faculty and the provost and as a result can be seen as both part of the administration and part of the faculty at the same time which can place them in a precarious position (Bess & Dee, 2007). Similarly, the department chair oversees course assignments so that all offered classes are properly staffed, and can advocate for curricular changes and faculty needs as well as provide influence on the hiring

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of NTTF for their respective department or program (Bess & Dee, 2007). Since the representatives carry out such important duties, they have the potential to act as significant change agents.

The chief financial officer is responsible for the oversight of the fiscal operations of the LAC including revenue, expenses, developing budgets and, in some cases, influencing the endowment's use (Bess & Dee, 2007). The chief financial officer may have non-fiscal related departments that report to them including facility operations or campus security depending on the reporting structure of the LAC (Bess & Dee, 2007). With such responsibilities, the chief financial officer can allot resources, power, and functions to different parts of the LAC to affect change outside of the bounds of their position, which makes them potentially a very significant change agent.

The chief institutional effectiveness officer or director of research carries out how all facets of the LAC are assessed for compliance, for accreditation, and for whether intended outcomes are being met (Bess & Dee, 2007). The officer may influence how data are collected, analyzed, and interpreted and how the data is shared with different internal constituents (Bess & Dee, 2007). Because the institutional effectiveness officer can touch all areas of the LAC with their work, they have the potential to be influential change agents throughout the institution.

2.6 Summary

As described in the preceding sections, LACs are important institutions that are necessary in the population of higher education institutions. The use of NTTF is potentially changing the character of LACs in the ways described above. As institutions with long histories of success and adaptation, it seems LACs may have been undergoing change via

gradual, internal changes over time. The potential change agents identified above may be carrying out such change at institutions either wittingly or unwittingly. The methods in the following chapter describe how the questions related to these potential changes were examined.

CHAPTER 3. **METHODS AND DESIGN**

3.1 Introduction

To answer the study's research questions, I conducted a multi-site, intrinsic collective case study (Stake, 1995; Yin, 2009) of three LACs in the southeast region of the United States. By choosing three institutions located within the same region, I engaged in purposeful sampling (Creswell, 2013), assuming that the institutions experience similar economic pressures and draw the majority of their respective students from within the same region. This choice of research sites removed potential rival explanations for why institutions acted differently. For instance, if the institutions studied were located in areas with drastically different socioeconomic factors or drew students from a significantly different level of affluency, then the outcomes and decisions of the institutions could differ significantly, solely for economic reasons. As Yin (2009) and Stake (1995) advise, I selected representative cases for the collective study. Multiple institutions were utilized to show differing perspectives within and between the case institutions (Creswell, 2013). To account for potential differences based on an LAC's proximity to urban locations within the region (and, in turn, ready access to ample supply of potential NTTF), I included an urban, suburban, and rurally located institution.

3.2 Methods of Data Collection

Yin (2009) recommends "six sources of evidence" to identify data relative to the cases (p. 99). In the course of my study, I planned to obtain at least four of the six in the forms of documentation, archival records, interviews, and physical artifacts, while not having the foreseeable opportunities of gathering direct observations or participant

observations (Yin, 2009). Examples of documentation for the case studies included faculty handbooks, faculty senate regulations, presidential speeches or correspondence, bylaws, senate meeting minutes and agendas, and governing regulations concerning NTTF.

Possible archival records included Integrated Postsecondary Education Data System (IPEDS) data, financial records, and employment numbers regarding LACs used for descriptive analysis of the institutions (Yin, 2009). The interviews conducted, due to time and access limitations at LACs, were focused interviews with follow-up communications, if necessary, to assure accuracy of information gathered from participants (Yin, 2009). Additionally, field notes from the interviews were included in the analyses. Finally, physical artifacts at times could present themselves during the case studies in the form of professional development programs, dedicated physical space and other visible demonstrations of the effect or presence of NTTF. These multiple sources of information helped develop similar descriptions and themes of the various LACs (Creswell, 2013; Denzin & Lincoln, 2005).

Semi-structured interviews of NTTF, TTF, and administrators at the institutions were planned for the Fall 2019 and Spring 2020 semesters. All three sites were scheduled to be visited in person not only for the purpose of conducting the interviews, but also to identify artifacts and other potential data. Interview participants were to be identified either through the institutions providing the names of potential participants, through invitations by the researcher based on publicly identifiable information, or through suggested individuals by participants, especially in cases where suggested participants declined to take part in the study. While the institutions provided an initial list, the institutions did not receive confirmation from the researcher as to whether potential participants took part in

the study. All participants were chosen based on their perceived potential knowledge of how and why NTTF have been used at their respective institutions and their respective observations of how using NTTF at the LACs has transpired from the perspective of their positions and experiences. The research was approved via the University of Kentucky's IRB as well as each individual institution's respective IRB. All participants were presented with Informed Consent documents and no interviews commenced until consent was given by the respective participant.

The planned participant pool for faculty interviews was for four tenure-track and four non-tenure track faculty members. The TTF ideally were to be from various disciplines and include individuals who had both attained tenure and had worked for at least ten years at the respective institutions. The NTTF were preferably to be those who had the longest duration of service as NTTF at the institutions with an emphasis, when possible, on full-time non-tenure track faculty. The intended participant pool for administrator interviews included the Chief Academic Officer (Provost), the Head Faculty Representative (if such a representative existed) or Department Chairs otherwise, the Chief Financial Officer, and the Chief Institutional Effectiveness Officer at the LACs. These individuals acted as key stakeholders responsible for the institution's curriculum, instruction, fiduciary solvency, and assessment activities, and therefore possessed influence on decisions regarding the character of the institutions.

The interviews were designed to identify policies and practices of institutional change agents or their office that encouraged the use of NTTF. Further, the interviews hoped to identify the effects those policies and practices had on the character of LACs, specifically the academic ethos, the collegial relationships between students and faculty,

and the sanctuary-like setting at LACs. The semi-structured nature of the interviews allowed for the consideration of the issues Baldwin and Chronister (2001) identified including governance, commitment, and the two-tiered faculty system.

The interview protocols found in Appendix B for the faculty and administrators were developed to gather the varied positional and theoretical perspectives of the same issues, such as the questions, "How do NTTF support your goals for the college?" or "How are NTTF helping to shape the future of the institution?" Both of these questions were designed to produce data that reflected the use of NTTF as a mechanism to move the LAC in the direction the respective stakeholder desired. Specifically, the administrator or faculty member was questioned for evidence of being a change agent using NTTF to facilitate gradual institutional change in the LAC (Mahoney & Thelen, 2010). The semi-structured interview method allowed for follow-up questions based on key points made during the interviews for clarification, for deeper understanding, alternative explanations, and richer data that results from case study research (Stake, 1995).

3.3 Methods of Data Analysis

The data analysis process was planned to begin with single case analysis of the three individual sites. Miles and Huberman (1994) suggest starting with an initial set of codes to begin the data analysis, yet the study remained open to *in vivo* codes as those interviewed could have provided more insightful ways to illustrate what was occurring within and between the cases. For each site, thematic coding was used for faculty and administrator interviews. The character components of LACs, as defined in the study, served as themes for initial coding. The Theory of Gradual Institutional Change provided additional guides for thematic analysis including evidence of redistribution of resources,

power or functions and evidence of compliance, or ambiguous compromises (Mahoney & Thelen, 2010). Additionally, the modes of institutional change identified by Gradual Institutional Change that included displacement, layering, drift, or conversion were to be considered in the analysis. Further, whether there was evidence of change agents was considered, which included insurrectionaries, symbionts, subversives, and opportunists.

After the within case analyses were completed, themes from each case were utilized to conduct analysis across the cases to identify more globally based codes that carried across the sites. To help with this analysis and the organization of data, matrices, and worksheets, as developed by Stake (2006) and modeled by Creswell (2013) that contain the themes identified for each case, were to be used to support comparisons across cases in an orderly, visual fashion. Similarly, matrices that included findings for each case from the various data sources were to be constructed to help demonstrate the complexity of the cases being studied (Stake, 2006). Finally, Stake's (1995) "Critique Checklist for a Case Study Report" was utilized to make certain the reporting of the overall multi-site case study was thorough, understandable, and complete (p. 131).

In terms of triangulation of my analysis, the differing sources of data mentioned above and the different methods of collection provided a basis for converging data (Stake, 1995; Yin, 2009). The triangulated data reported and discussed in the following chapters arguably refute possible alternative explanations to the analysis of the collected data. The researcher's hope that the findings of the data sufficiently answer the research questions posited earlier has not changed.

3.4 Narrowed Data Analysis

Upon completing the analysis of the data, it became apparent that the data collected from administrators and tenure track faculty was answering different questions than the data collected from the non-tenure track faculty. The data from administrators and tenure track faculty focused on the perceived impact of NTTF on institutions. The data from NTTF focused on their experience as a NTTF at the respective institution. While the experiences of the NTTF is important and worth investigation, it addressed a different set of questions that should be asked later. To remain focused on the perceptions of NTTF's affect on LACs from administrators and TTF, I decided to focus solely on the data collected from interviews from administrators and TTF. While this decision was necessary, it also limited what the data could really say about NTTF's affect on LAC's. When assertions are made from the data analysis, I intend for the reader to understand that the assertion is based on perception which may or may not be true. For example, when my teenage son acts out at home, I perceive that he understands the full effect of his action on the entirety of the family. In reality that may or may not be the case. So too, when administrators and TTF perceive the affects of NTTF on the respective LAC, that may or may not be the actual case but their valuable perceptions are based on their experience, their affinity to the LAC, and their level of interactions with NTTF and students at the LAC.

3.5 Position Statement

It is important to note my background as the researcher. At this point of my career, I have worked in student affairs administration as a professional since 1999 and spent fifteen of those years as a college administrator at a liberal arts college. At the LAC, I held three different positions culminating in a role as an Associate Dean of Students, wherein I

supervised residence life, student activities, Greek Life, student conduct, Students of Concern Behavioral Intervention Committees, and served in the student crisis on-call support coverage. In this role I participated in department budgeting, student recruitment and retention, and interfaced with all facets of the university and its constituents.

My experience at this LAC significantly informed the design of the study, particularly when considering which administrators to choose, which questions to ask, what demographics of the LACs should be present in selected sites' descriptions, and how to characterize the components of the LACs. As the data were gathered and this manuscript was being prepared, however, I have been away from the LAC for over six years, and I have worked at a medium sized public comprehensive regional university in similar student affairs administrative roles and now for a privatized housing firm. The different settings in which similar duties and perspectives are held provide a lens that makes the "familiar strange" for me as I returned to LAC campuses to gather data. The removal from the LAC work setting tempered my reaction to participant responses from being immediately compared to the circumstances from the LAC of my previous employment.

To think that my time away from the LAC would provide a buffer significant enough to completely remove all bias would be naïve. My experience at the LAC certainly colors my reading and analysis of the data. My time at the LAC represents well over 50% of my administrative work and occurred during a foundational time in my career. I did reflect upon these experiences prior to my data collection, and I intentionally approached each institution with as clean a slate as possible when considering the answers to interview questions and observations made on the respective campuses. At various times throughout the data collection process, I found myself legitimately surprised by answers given and

perspectives taken by both faculty and administrators which gives me confidence in the level of objectivity that I was able to achieve as a researcher going through the data collection process. Further, my coding of data during the analysis evolved through repeated reviews of the data. Because of this continual review, my initial coding progressively refined and increased in nuance beyond my initial perspective of responses which adds to my confidence of my objectivity during the data analysis process.

I do remain a considerable believer in LACs despite my departure from that institution. I desire for the research conducted in this study to provide insights for LACs to operate more effectively for the betterment of the students they serve. LACs do provide an important role for the population of students they serve, and society is better off because of that.

CHAPTER 4. **RESULTS – CLASSIC COLLEGE**

A cold, rainy morning with snow piles shoveled to the sides of walkways remained as I walked into the main administrative building at Classic College. The historic building had touches of modern amenities, but the presence of hardwood floors that echoed each step taken and that added an occasional creak or groan quickly gave way the age and history that marked the building. The twelve-foot ceilings and grand staircase to the second floor of the administration building hinted to the grandeur of the place. Classic College enrolled less than 2,000 students with about 150 faculty and was located in a small, rural college town in the southeast. Classic College offered bachelors level programs and had a long history of liberal arts education preparing students to go to graduate school, medical or law school or to go to work. It was founded by a religious denomination, but was not closely tied to any church or faith tradition at the time of the study.

Classic College had recruited and scheduled the interviews that I requested for the two-day visit to campus, but it should be said that not everyone on the list attended. Everything had been concisely organized by an administrative assistant and so everything seemed neatly prepared and properly orchestrated in a manner that demonstrated how things worked at Classic College. My itinerary of interviews met me on a wooden table in my interview room. The second day's interviews were conducted in a meeting room in the new and modern student center, but things were still properly prepared, reserved and labeled for my use. Over the two days, I was scheduled to interview with tenure track faculty members, non-tenure track faculty and administrators from the institution, with fifteen interviews in total amongst the groups.

As the data of the TTF and administrator interviews is reported I examined how the presence of NTTF affected the academic ethos, the collegial relationships between faculty and students, the sanctuary-like setting of the college, and the policies and practices of key change agents at the College. As those four areas are discussed, I will analyze those factors through the lens of the Theory of Gradual Institutional Change for their effects on the College.

4.1 Academic Ethos

1. How is the academic ethos at LACs being affected by the employment of NTTF?

Classic College was quite aware it uses NTTF on campus to achieve its goals. Classic College had utilized visiting professor NTTF to strengthen its academic ethos in support of initiatives over the last twenty years. In that time, the visiting professor positions have enabled TTF sabbaticals, the implementation of a comprehensive study abroad program where TTF go abroad with Classic College students and teach courses, the implementation of competitive faculty fellowships with course releases, the support needed to establish new academic programs and the needed flexibility for Classic College to take its time before making permanent decisions about adding new tenure track lines or academic programs.

Most departments and programs did not have enough faculty to support covering for sabbaticals within the department, and therefore utilized visiting professor NTTF to replace the TTF on sabbatical. The sabbatical program had kept faculty sharp in their ability to do research, to reimagine classes or courses, and to remain fresh and engaged for students. The distribution of resources for NTTF to support such programs was an

intentional act for the desired outcomes of Classic College, an example of institutional change.

Faculty reported the use of NTTF as affecting the curriculum, both positively and negatively. NTTF affected the curriculum based on course offerings that could be provided, the level of teaching quality and the resources that were expended for NTTF, and the lack of permanence that was connected to the NTTF positions. Faculty and administrator participants viewed each characteristic with differing perspectives as described below.

A respective NTTF's fit with the college and their expertise affected the delivery of course offerings of the college. Specifically, one faculty member explained that some

> "courses they're able to teach or not teach, and so sometimes we have to bring a person in to just do certain classes, but other classes they have to not offer. Some certain upper-level classes, the person is just not qualified to teach. They (department chairs) have to do some juggling of people who would have otherwise taught certain courses to fill that position."

The college has had to take what they could get and then rely on the flexibility of the TTF to teach other classes. Curricular offerings were limited then in this sense, and faculty participants emphasized that the use of NTTF had increased; there had been "a pretty significant change in terms of number of NTTF."

Related to the increase in NTTF, both faculty and administrators agreed that the candidate pools for NTTF positions were deficient. Because tenure was not made available with such searches, the candidate pools were not as large, despite the current job market for Ph.Ds., and the pool quality suffered in comparison to tenure track positions. Faculty also expressed concern that it was difficult to attract faculty to the LAC's location because of its proximity to large metropolitan locations. Once faculty got to the LAC, however, they often wanted to stay. Faculty and administrators agreed that both the size deficiency

of candidate pools and the apparent unattractive location could be partially mitigated by offering a multi-year non-tenure line such as a two-year visiting professor position. The faculty lamented that instead of filling a position with a TTF member or a multi-year position, that "sometimes what we do is we do it *year by year* (emphasis added by interviewee)."

Faculty recognized NTTF positively affecting the curriculum by expanding some course offerings to students and by providing a fresh perspective to the college. This was characterized by one TTF as a "jolt of energy into the program" or more broadly as an injection of enthusiasm. This injection of enthusiasm was based on the typical characteristics of the visiting professors hired as NTTF. "These are usually people who are working on their PhD or fresh out of a PhD and they've got great ideas," and they have brought current practices to the college such as in the sciences. "Let's get this lab kind of more up to speed, more up to date, or we don't do sequencing in the lab anymore. We send it away and so forth." One faculty member summarized the positives: "The new classes that they teach and the new perspective that they give has been good for the college, and has been good for the faculty."

One administrator highlighted the visiting professor role as a "healthy transition point for a lot of freshly minted PhDs to get some really good teaching experience, be part of a very nurturing culture and then have some really good reference letters from colleagues." The Dean echoed the positive sentiment of the contribution from visiting NTTF professors, noting specifically that they enriched the curriculum "because these are new highly qualified PhDs that bring a recency of their scholarship, knowledge of graduate work and what that might be like." In this sense, the NTTF have provided a relatable role

model for students who have considered pursuing graduate work.

4.1.1 *Repeated Drain of Resources*

While still positive, the overall quality of instruction by the visiting professors was less than that of a tenured faculty member as reported by TTF and administrators who had studied such course evaluations. Like new tenure-track faculty members, most of the visiting professors were freshly out of their Ph.D. programs. Their first class at Classic College was their first time teaching the specific course, and for some the first time ever teaching a course. There were instances mentioned where the visiting faculty member was phenomenal in the classroom, but such examples were acknowledged to be the exception rather than the norm. Faculty and administration alike noted that the NTTF were forced to expend a lot of time searching for a tenure track position elsewhere. A significant amount of energy was then not available that could have been utilized in course preparation or relationship building with students. This loss of energy was essentially a loss of potential benefit to the students and College community that could have been realized.

Additional potential benefit was lost due to a demand of resources for NTTF which was repeatedly vacated due to high turnover from visiting positions. Faculty committees have been required to conduct searches annually and choose from a lower quality candidate pool. Then, once a visiting professor was hired, the TTF mentored and developed the visiting professor who was likely to depart after a year. This cycle of annually replacing the visiting professors has demanded energy and time from the faculty which caused frustration and a lowered morale. Besides just the time and energy that had been expended, the lack of permanence to the visiting positions bred a disconnect amidst the faculty, as one faculty member explained: "I've heard people comment that, we have so many visiting

people they haven't even gotten to know their name. It's not worth it to them because they could be gone so soon. I hate to say that in a negative way, but it's just such a revolving door there."

Beyond the labor exuded by faculty within a department, there was substantial time invested in NTTF in terms of teaching evaluations, classroom observations and follow-up conversations by Program Chairs that was repeated every semester. Once that time and energy was expended, it could not be reclaimed for the betterment of the college. So, there was an ambiguous compromise in maintaining the NTTF on campus that was seen by faculty and administrators alike which was intentionally made to support TTF sabbaticals and multiple programs. Despite this compromise, there was no evidence that this structure would be changed.

4.1.2 Faculty Development

Faculty development was a consistently held practice for all faculty rather than just visiting or TTF individually. The faculty and administrators demonstrated a passion for learning at the LAC and wanted the students to be excited about learning as well. The participants emphasized stoking that excitement in the students, especially in introductory classes, inspiring students to declare a specific major and immerse themselves in their studies. In addition to thorough observation and the teaching evaluation process by academic administration, the LAC additionally established a Teaching Center to support continual faculty development with respect to teaching. Such faculty development initiatives included pedagogy luncheons, technological support in the classroom, an orientation process for faculty's first year on campus, and acting as a safe zone of sorts for new faculty for mentoring and general support.

The Teaching Center acted as a formal structure to maintain institutional values, to provide mentoring for new faculty, and to encourage continued excellence from veteran faculty at the college. The Teaching Center formalized the mentoring process between tenured faculty and faculty entering the LAC either as a visiting professor or an Assistant Professor entering the tenure track process. This was recounted by a TTF: "Every new faculty member is mentored and directed by the Center. The change (the addition of the mentoring program) was not in response to visiting faculty, but boy, hasn't that been a really great resource as we've increased the visiting faculty?"

Faculty and administrators were both asked whether the institution was being shaped by the presence of NTTF. What each participant responded with was that the visiting professors enter into a nurturing intentional environment which indoctrinated new faculty in the liberal arts tradition. Repeatedly, there was an emphasis that the TTF and administrator participants believed visiting professors encountered a "really good teaching experience" and "being part of a very nurturing culture." Hence, the faculty participants made the point that they felt NTTF visiting professors were "more shaped than shaping the institution." Theoretically, this shaping was an example of the TTF exerting compliance to the rules of what it means to be a faculty member at Classic college   The prevailing political context of Classic College led to the molding of the new faculty by the TTF into the teacher/scholar that was required for success at Classic College.

Administrator and faculty participants alike agreed that the NTTF that were teaching at Classic College were comparable to that of the TTF who had entered the college at the same time. The NTTF were similar to first year TTF and had similar growing pains. Administrator participants validated this viewpoint citing the results from student

evaluations and institutionally measured student outcomes. As one administrator summarized, "We hire people who are pretty good and then we give them some feedback. If they're here multiple years, we have multiple people visiting them and they get multiple feedbacks" to support them becoming better faculty members.

4.1.3 Valuing Scholarship

Administrators and faculty acknowledged that there was more of an emphasis on scholarship in the faculty, but not at the behest of the administration, nor as a result of utilizing NTTF. The primary impetus for more research came from the younger faculty. The TTF had experienced a large percentage of retirements and resulting new hires over the last 15 years. In fact, it was surmised that the median age was in the low 40s and that over 70% of the TTF had been hired in the 15-year time span. This sea-change of the faculty constituted in a change of the ethos at Classic College that changed the nature of the faculty from being teachers to "teacher scholars".

Most faculty acknowledged that scholarship had become more significant than in the past, but that teaching was still the hallmark of the College. The change was described as the faculty being more of a "teacher scholar" where both teaching and scholarships were valued, because to "be a good teacher you need to maintain some level of professional scholarship." This change of focus concerned some TTF participants as a result of senior faculty not "transferring the knowledge of what this place is like." It seemed there had been a shift of focus from teaching only (a focus on the student's development) to teaching and research (a focus on the faculty member perhaps to the detriment of students.) The change was also partially an unintended consequence of reducing the TTF teaching load from an eight, to a seven, and then finally to a six-course annual teaching load over the last

20 years. The academic terms' structures and lengths were changed to make the reduced teaching load a budget neutral change, and the terms were changed to correspondingly facilitate the study abroad program. NTTF were utilized to supplement the teaching demands that were created with the departure of TTF who accompanied the students abroad for the program. The argument was made, however, that the greater emphasis on research in the classroom enriched the students' experience. Undergraduate research was emphasized especially in the form of "embedded research in coursework that might not lead to a publication," but is a "way that you bring your research and scholarship into student work on a larger scale than just working one-on-one with students."

The changes that were made to introduce the study abroad program mentioned above provided examples of "ambiguous compromises" that Mahoney and Thelen (2010) mentioned that occur in institutions. Classic College desired to enhance the academic offerings available to students by developing the study abroad program. NTTF were used to fill the need created with the absence of the TTF who supported the program. Classic College's ambiguous compromise seemed to have unintended consequences beyond just the presence of the NTTF, because the changes from adding the study abroad program provided foundational changes to permit the changes to the academic ethos of the college.

4.2 Collegial Faculty-Student Relationships

2. How is the development of collegial relationships between faculty and students at LACs being affected by the employment of NTTF?

The TTF maintained strong faculty-student relationships despite the presence of NTTF. As one TTF stated,

"you still have your whole bigger number of faculty who are there doing the work of keeping the standards up, connecting with the students, providing research

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opportunities, being involved in the bigger college, and feeling as though they have the seniority to speak up in meetings and things like that. NTTF hasn't hit the critical mass yet, so, it's present but not affecting things."

The TTF participant's statement acknowledged that faculty-student relationships were extremely important for Classic College. Additionally, the statement recognized that NTTF were present at the institution and had the potential to affect the nature of Classic College. That the faculty member both recognized the presence of NTTF and in the same breath nullified that they had any effect on the college, was a direct example of an ambiguous compromise in action. NTTF were affecting relationships at Classic College and TTF seemed to be actively working to moderate the effect of NTTF on the quality of faculty-student relationships.

The TTF maintained a stabilizing force at the college such that any change at the college was slow and deliberate. For example, the College's substantial endowment was large enough to sustain intentional growth over the years. The endowment arguably could have permitted additional expansion of academic programs, increased staff and faculty, and larger enrollment growth. Instead, the prevailing political context of the College tempered the deliberations to the question of whether the student body could be increased by as little as ten students. This deliberation considered the implications of how increasing enrollment by ten students would change Classic College. For instance, the additional students would require an additional TTF member, office space, beds in the residence halls, classroom seats, potentially larger average class sizes, increased demand on the Admissions office, more demand on student services, and a potential challenge to the perceived intimacy of the campus community. Classic College took a measured approach to any potential changes.

As reported by faculty and administration, no one recalled when a tenure track line had not been replaced with another tenure track line upon a TTF retirement or departure. Opposition to hiring a tenured track faculty line was only observed when a program wanted to add an additional line which had to be justified by "enrollment, enrollment, enrollment" as the first three reasons according to one administrator. Faculty participants recognized the need for scrutiny of such growth positions and acknowledged that such positions were granted to meet "student needs". The faculty also recognized that TTF replacement hires needed to diversify the curriculum. Faculty participants emphasized that the departments were expected to seriously consider what specialty of study would be added to the curriculum by that of the entering TTF. Each program wished to maximize the number of holes that could be filled within the curriculum by the new TTF member, and was best exemplified in the history department with an expert in Chinese history replacing one in Russian history. Given the changing geopolitical roles of each country, it seemed to the faculty that such a change would strengthen the history curriculum for the foreseeable future. At the time of the data collection, this viewpoint seemed correct, but as this manuscript has been developed, Russia's importance on the global scene resurged. Thus, the decision may have been incorrect by the History department or may have been a relative aberration. Regardless, the strategy of trying to expand what was offered to students was the focus of their decision-making.

Curricular changes within Classic College were maintained primarily within departments rather than across the College. When college wide curricular changes occurred, they faced intense scrutiny by the faculty at large. For instance, nearly every participant interviewed referenced the changes that were happening within the general

education program, particularly in the elimination of two required common classes. This change to the curriculum was the result of over two years of meetings and conversations amongst the faculty.

There were differing perspectives provided with concern to how the changes to the program would affect Classic College. One TTF member bemoaned that the students would lose a shared common experience of a series of two common shared courses and the supporting experiences that occurred in support of those courses, while a different TTF member directly addressed such concerns with a different perspective. "People worry about a lot of things. It's been a long time since students really had a lot of that shared experience…the curriculum has changed a lot in both halves of that class. Each syllabus doesn't look alike, they all get a basic introduction… but the syllabus doesn't look the same from one section to another."

4.2.1 Tenure's Support for Faculty-Student Relationships

Administrators voiced support for tenure as it existed at Classic College. Multiple administrators encouraged the existence of tenure because it "allowed and emboldened" the faculty to speak their minds in the classroom, in the general discourse around curriculum decisions, and in decisions for the college as a whole. An administrator remarked, "The good outweighs the bad in that part of a vibrant and creative community, being willing to speak up, have a dialogue, and weigh the pros and cons of something."

Several administrators pointed out that tenure supported TTF in the classroom as they worked with students and from being a casualty to popularity changes of disciplines. In reference to students, an administrator explained, "We have faculty in our sociology, anthropology, and history courses that are talking about current phenomenon, cultural

phenomenon that you can almost guarantee are not going to be universally accepted by the students that they are teaching." Tenure shielded faculty and thus enabled faculty to guide students through difficult and challenging conversations with which students may not agree philosophically or emotionally. However, by entertaining the conversations and concepts, the faculty supported students' development and growth intellectually, morally, and emotionally.

> The same administrator from above pointed out that tenure protected disciplines,

> "that sort of ebb and flow in terms of popularity. Religion, history, these are academic majors that are not attracting hordes of majors year after year. At a place without tenure, there's certainly more opportunity to move faculty lines around based on trends. We are a place that is willing to weather the storm of non-popularity in favor of what we know to be absolutely important curricular components."

A different administrator expressed support for this slowness in academic settings as an appropriate trait of tenured faculty to counteract "the potential to become more dictatorial as an administration". In the same breath, the administrator acknowledged that faculty can "become potentially entrenched in doing things the old fashion way, slowing things down in terms of innovation" but added that they had never seen the faculty resistance stall things completely.

Students could not hide out in the classroom and avoid contact with their faculty. Before students arrived to campus, they were encouraged to call and discuss classes with faculty and staff over the summer. When students arrive to campus, they have been assigned to a cohort of ten students advised by the same professor. All such faculty advisors have traditionally met with the students as a group and then individually. This structured set of meeting with students and their advisors institutionalized the expectation of strong relationships between faculty and students which has fostered a safe, intimate

connection between faculty and students in the campus community. Additionally, faculty have accompanied students on study abroad terms and have regularly involved students in their research, both of which have encouraged a deep level of connection between the faculty and students.

Faculty and administrators alike acknowledged that it was more challenging to gain as tight a relationship with students as a NTTF than a TTF because of the length of time the respective faculty members spent at the college, but also because of having less of a chance of involving students in research with the NTTF. Unless the NTTF was on a multi-year contract, there were no research related funds made available and their focus would primarily on getting their next job. Faculty and administrators also identified standout NTTF who had or were currently developing great relationships with students through research, interpersonal skills, or excellent teaching.

The Dean, one of the administrators interviewed, emphasized the importance of relationship building at Classic College, "Faculty-student relationships is definitely still the ethos of Classic College. We not only market but live the message that close personal interactions among the students, faculty, and staff are very real. There's a sense that we are very protective of that, of that ethos and we don't want it to change."

A faculty member further described their interactions with students that they impart onto new faculty to Classic College.

> "You need to know names right away. If you went to a big university, you don't
> expect the professor to know anyone's name. If you're teaching three sections here,
> it's conceivable you could have ninety students. That seems like a lot, but I make
> a roll sheet, I make a seating chart and I memorize their name after the first three
> or four class periods.
>
> It's very important for them to know that I know who they are. We model and talk
> to them [new faculty] about how you work with students. That you do a lot of work

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with students in class but also in office hours, that I routinely meet with my students in an intro class nine times.

We work on research papers. I talk to basically everyone almost every week. I know what classes they're taking. I know what their hopes and dreams are. I know what they want to do professionally. I know which side of their parents' divorce they're falling on. Usually the mom. I know them.

That's one of the reasons they come to a small school, so they know their professors. That's one of the exciting things about working here, and it's also one of the challenges."

4.2.2 Counteracting Complacency

Administrators and faculty alike discussed the possibility of faculty becoming complacent in their roles. One administrator explained that complacency did not arise in terms of apathy but rather as a result of a structure of routine and repetition that leads to a stasis, an intellectual plateau of sorts. The administrator explained that TTF experienced significant stress and rigor involved in teaching, scholarship, and service in their run up to attaining tenure and then experienced the enjoyment of working on a project during one's first sabbatical. After finishing the sabbatical, the faculty member returned to the classroom and then experience the same routine and repetition of teaching to the same aged students who are replaced annually with new students in the same age group and background. Teaching abroad and pursuing a competitive teaching fellowship were identified as significant opportunities to counteract the academic year from becoming mundane.

4.3 Sanctuary Like Setting

3. How is the ability of maintaining a sanctuary-like setting at LACs being affected by the employment of NTTF?

A sanctuary like setting was maintained at Classic College due in large part to the strong collegial relationship established with their students. The small class sizes and the small student to faculty ratio of 10:1 made it so students could not remain anonymous. The ratios and class sizes were only able to be maintained due to the presence of NTTF as they were being used at Classic College. One administrator commented that they could only maintain such numbers by increasing TTF by approximately 15 percent, and that was simply not an option budgetarily.

4.3.1 Process for New Hires

When asked, TTF and administrator participants alike communicated the process of hiring new faculty in the same exact way as one another. The well-established process exhibited a healthy partnership between faculty and administration. Administrator participants exhibited support and understanding for maintaining tenure track line positions when vacancies occurred. Faculty expressed an appreciation and understanding for the financial and administrative concerns related to replacing such positions. Everyone interviewed expressed an appreciation for expanding curricular offerings for students whenever possible and for increasing the number of faculty in the college in relation to the size of the student body.

In addition to a diversification of the curriculum, diversification of the faculty was desired, had been codified, and was being followed at Classic College. This was talked about in detail by an administrator:

> "I don't know if you've seen our recruitment guidelines, but there's a whole checklist of how you go through that process. First each program submits a proposal about why they need a new tenure track line and or replacement. That goes to the Dean and the division chairs and the associate Dean to approve that. Then obviously the budget up to the president and the board before it actually gets approved that you can have a new hire.

Some changes have happened this year such as we put in a rubric for what we're looking for. Each position has its own rubric and you come up with your top five qualities that you're looking for in candidates which must be approved by the VP for Diversity."

NTTF helped to meet the desired goals of diversifying the faculty from a demographic perspective in addition to curricular offerings.

4.3.2 Permanence

Faculty and administrators were both asked in what ways the NTTF at Classic College were permanent. This created a level of cognitive dissonance for most of the faculty since they saw the NTTF both as permanent and not permanent. The dissonance was relieved once NTTF were viewed specifically as a group and or as an individual, but not when considered as both.

Both faculty and administrators conceded that there would permanently be NTTF at Classic College. One administrator explained from the sabbatical point of view that, "The only way around it would be to increase the faculty by a seventh, and that would be really expensive." So, simply from a numbers perspective to maintain sabbaticals, the need for a replacement for TTF had become permanent. This was emphasized as a full-time replacement because Classic College had chosen in most cases when it "hires a temporary faculty member, it's typically as a visiting assistant professor, so they are full-time during the time that they're here. They're fully integrated into the faculty culture, especially for those who have more than just a one term appointment." This was a values-based decision by Classic College, as the College believed it would attain better teaching, would develop

better relationships between students and faculty, and would maintain small class sizes and a low student to faculty ratio by hiring full-time NTTF temporary replacements for TTF.

NTTF seemed permanent since NTTF had the same voting rights as TTF and were eligible to serve on assigned committees. After their first year at the College, NTTF were required to serve on an assigned committee, just as TTF in their second year and beyond. NTTF did not participate in student advising unless they were on a multi-year contract and requested the ability to advise students formally. For any votes that did not require a TTF status, the NTTF could vote and had the opportunity to voice their thoughts and opinions as members of the faculty. One of the TTF agreed that NTTF had the same voting rights and "they voted on our Gen Ed. So, they are helping to shape the future of the university."

NTTF were simply needed and that need was not going to disappear. In fact, the current model of Classic College required the use of visiting faculty, and of the approximately 140 fulltime faculty, 18-20 of them were NTTF. NTTF were recognized as contributing to maintaining the low student to faculty ratio. Adding more NTTF has helped preserve the small, face to face class experience, to maintain offerings for certain classes, and to allow classes to be capped at 30 and the median class size around 18 students. NTTF permanence was recognized across academic divisions and present in guidance that had been adopted to restrict the number of NTTF permitted: "You're not supposed to have more than 15% of your classes taught by visitors. And I don't know what the other divisions, what their numbers are and it fluctuates a lot year to year, but I would guess it would be about that, realistically."

4.4 Policies and Practices of Change Agents

4.	In what ways do the policies and practices of institutional change agents or their offices, whether wittingly or unwittingly, encourage the use of NTTF?

The LAC had seen slow and consistent change that only furthered and strengthened the mission of the LAC. The president and previous academic dean had worked together for over a decade and had partnered to further the LAC. The leadership style or form of change agent that the president and academic dean exhibited was that of the mutualistic symbiont. This form of change agent was prevalent at the LAC because of the strong prevailing political context of Classic College which would allow the TTF to enforce compliance of the rules. Moreover, the lengthy partnership between the president and academic dean provided a level of consistency at the institution that did not present the option of other dominant change agent types at the LAC.

The current Dean expressed interest for change consistent with that of a mutualistic symbiont. Classic College has primarily maintained the status quo, which is a condition needed for symbionts to thrive (Mahoney and Thelen, 2010), and mutualistic symbionts have improved and expanded the organization when the opportunity presented itself for such a change. This characteristic was certainly distinguishable in the Dean's thoughts: "I'm trying really hard to shift the culture a little bit towards a culture that's willing to take risk and not be afraid of the tenure promotion evaluation system, and we're looking at that too to maybe make the system a little bit friendlier." The Dean gave the example of adding a self-evaluation component for faculty as the starting point for teacher evaluations, rather than them beginning with classroom observations and student evaluations.

The faculty pushed back against this idea of changing the tenure and promotion

process. With a different starting point for the process, there could be different assumptions adopted as part of the process. The Dean's newness to the position at Classic College provided uncertainty in the faculty's eyes for understanding the full ramifications of such a change. An administrator described the exchanges between faculty and the Dean as follows: "The Dean's role is sort of the caught in the middle in a translational role between the president and the board of trustees, who were all kind of pushing some things in one direction, and the faculty." The Dean was trying "to seed the idea and figure out how the faculty can feel like it's their idea." From an external viewpoint, this proposed change to the tenure and promotion process seemed like a simple addition that would give more control to the faculty, yet it was seen as a negative. Nevertheless, this scenario demonstrated the strong potential veto possibilities that the faculty possessed at Classic College. Change was steady, incremental, and thought through to as full an extent as could be done.

4.4.1 Flexibility for Decision Making and Program Development

Classic College has benefited by gaining the additional time of a visiting professor's contract length to decide whether a TTF line should be hired. Several influences affected the decision-making process including student demand, excessive or unexpected departures in a section of the faculty, or imperfect information due to changes in the College. As one faculty member put it, "before they (administration) make a bigger commitment, sometimes they're making the smaller commitment."

The changing demands of students made the added time relevant and beneficial to the College. As a faculty member explained, "Students can shift from program to program. My program was among the three most popular majors for a long time. It isn't anymore.

So, if some other program starts growing and has a lot of students, we might want to add a line. But what if that growth doesn't sustain or persist? Then they might add somebody in an extended non-tenure track position until it is clearer whether the enrollment will persist."

Another faculty member described unexpected change in a department due to departures from the faculty less than two months from the beginning of the fall term. One was a faculty member who was expected to return from an administrative role who did not, and the other had been away but decided to depart the College instead of returning. So, they decided to "roll over the one-year visitor to another one-year position next year until they figure out what to do with a tenure track position."

The Dean provided an example of making a decision with imperfect information:

"This past year I moved a couple of positions from what they had asked for in terms of tenure track to two year visiting positions. The rationale was in part because we are starting a new general education model in the fall. It's a little unclear at this point, how that will impact certain departments, certain programs. In the short term, it gives me some time."

The imperfect information from the general education changes made things unclear whether a TTF was needed, or rather what specific department needed a faculty member to meet the long term needs of the College. Thus, a two-year delay to the decision was chosen to help prevent a potential 30-year error being hastily made.

Another example of decision-making with imperfect information was present if programs were expanded in the college. The Dean referenced possibly "starting a business program, and we don't have certain areas to offer a robust business program such as marketing and management. Those are very expensive hires if you hire at the PhD level, which is required for that certification. So, I might envision offering adjunct status to folks in those areas at the nearby state university, to teach part time to offer those courses that

we don't have while we're getting started." This was also the case for potentially bringing engineering physics to the curriculum. In certain circumstances, then, it was seen that NTTF served a vital role, especially in areas of expansion. The NTTF's respective contract length for certain positions provided the contract lengths' amount of time to allow for the college to organically grow departments or academic tracks until they would be formally established as part of the college.

The Dean's thinking and related actions above were evidence of gradual institutional change. The political context of the institution, the characteristics of Classic College including its needs and wants, and the potential distribution of resources for new programs were all contributing to the decisions of the Dean. The Dean was actively debating which moves would be tolerated by the institution and what change agent behavior should be employed to properly act. As a further example, the college had primarily maintained tenure track lines when they had come open, but the Dean foresaw difficult decisions coming, "when we have to decide, should that position be allocated someplace else?" NTTF hiring allowed for further levels of discernment for position replacement and assessment of programs.

Additionally, while not its goal, Classic College has also allowed itself the possibility of excellent NTTF transitioning to TTF positions. This flexibility helped overcome the perceived difficulties in attracting faculty to Classic College's location mentioned before. This transition was recognized as more commonly coming from NTTF on multiple year visiting appointments. Too, as Classic College was steadily increasing enrollment, this transition was more prevalent, but as it was reported that the growth had slowed, such transitions did not appear likely in the foreseeable future.

Curricular breadth within the fields was important to maximize the offerings for students. This was seen in a faculty administrator's response, "Most of it's (establishing new positions) built around having the correct number of faculty within a program. Usually within that program they're looking for specific areas of research and teaching. In the old days, I think it wouldn't have mattered as much, but they're trying to make sure fields don't overlap to give the students as many possible research projects."

4.4.2 Strategic Changes

Classic college utilized visiting faculty members to sustain sabbaticals, to support endowed chairs and fellowships, and to implement a study abroad program allowing for faculty to accompany the students abroad at different campuses. The college preserved its focus on quality teaching when it established a Teaching Center to support NTTF and TTF in their professional development including a mentoring program for newly hired TTF and NTTF. The College dedicated resources to support ongoing development of teaching for faculty and had begun to expand additional academic support services to students. These strategic changes were made steadily and intentionally to further the growth of Classic College over the last thirty years.

Due to some very generous gifts from benefactors, Classic College established competitive fellowships and endowed faculty positions that have allowed faculty members to focus on scholarship development compensated by course releases. The faculty were charged with choosing how they would use that money, and they chose to offer two course releases. The courses which the faculty members were released from have been covered by visiting professor faculty whose positions were funded by the endowed fellowships or chairs. Students have benefited directly from the special positions in the form of improved

courses, new knowledge, and research from faculty, and through new classes introduced by visiting faculty.

After that, the study abroad program was started in conjunction with an associate dean at the time who was a multi-lingual professor. The Associate Dean and the Academic Dean, who used their experience from a previous school, gathered support to establish the program at Classic College. Faculty were promised that the classes within their program that they would normally teach would be covered by visiting professors at no penalty to their division. This guarantee created enough momentum to get the study abroad program running and provided sufficient support to maintain the continuation of the program.

Another driving force was that Classic College had made a compact that students would graduate in four years, have a study abroad experience and do an internship or research experience if students would like. About eight years ago, Classic College added the internship or research experience. This obligation required considerable resources and was established as the student population grew substantially in the last twenty years. The need for abundant resources, close personal relationships and meeting the requirements of the commitment had led Classic College to continue to hire TTF to replace TTF departures, and make growth hires to maintain a 10:1 student to faculty ratio. This was a deliberate decision to grow Classic College at a calculated rate decided upon by the Board of Trustees in conjunction with the president, the president's cabinet, and consultants to determine how big or how small the college should remain.

Leadership had facilitated these changes by maintaining the status quo while looking for opportunities to improve upon the overall situation of the college. Mallory and Thelen (2009) classified these types of change agents as mutualistic symbionts. Such

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change agents were essential to Classic College because it possessed a strong political context that would enforce compliance to counteract attempted changes to the rules or operations of the institution (Mallory and Thelen, 2009). At Classic College, that consistent source to maintain compliance rested with the strong TTF. If change agents were to propose changes too rapidly or radically, or to not sufficiently involve TTF in the decision-making process, the TTF could oppose the implementation of changes and prevent the changes from occurring, or to quickly reverse them.

Through the interviews, it became apparent that Classic College was intentionally looking forward years ahead for their curriculum development and academic staffing plans. When asked directly about this fact, an administrator responded that this change recently developed,

> "If you had asked us that question eighteen months ago, we would have said twelve months. We were in a position where everything we were doing was yielding the number of students that we wanted. The higher education marketplace was not as competitive as it is today. That has changed in the last two years in terms of our need to compete for students, and that has driven conversations about strategic planning beyond the next academic year. It has, in a very good way, elicited discussions about who we want to be in ten years, because the Board of Trustees is asking, 'What's in your pipeline? You're successful doing what you're doing. How are you going to maintain success in a marketplace that we know is changing?'"

So, while the institution had been changing incrementally from year to year, the administration and faculty were adopting a longer timeframe from which to view and plan for the future of Classic College.

4.4.3 NTTF Trend of Hiring

When asked about hiring trends of NTTF, most faculty and administrators felt that they thought it had increased. One faculty referenced the opening convocation and their experience seeing new faculty announced. "At that opening convocation, the new faculty

are out front and they're introduced. I was really gob-smacked by that long list of new faculty, and I'm going to say 90% had visiting in front of their position." The administrators had a better sense of how many NTTF were present at the college, but also were taking an annual view of things without looking at the cumulative effect.

As one administrator described about annual hires, "We have always had a number of visitors on campus to fill sabbatical replacements, or course releases, replacements, so we've always had maybe five to 10, maybe 12 visitors." Taken annually with about half of the visitors on a two-year placement, the number of visiting faculty ranged from 7 to 20 faculty or when looked at from the global perspective of the college, 5-15% of the faculty were visiting professors. Another faculty member estimated there were 18-20 visiting faculty members at a time on campus which supported the approximation of 15% of the faculty as visiting professors.

The administrators confirmed that NTTF hiring had increased. The administrators noted that when Classic College hired a "temporary faculty member, it's typically as a visiting assistant professor. They are full time during the time that they're here. They're fully integrated into the faculty culture, especially for those who have more than just a one term appointment."

4.5 Summary

Classic College intentionally used NTTF to achieve specific desired outcomes for the college. NTTF positively contributed to the Academic Ethos of the institution by bringing diversity to the curriculum and the faculty. Further, the NTTF helped modernize academic practices for Classic College such as in laboratory operations and from recent scholarship. The NTTF did not hamper the collegial faculty student relationships in part

because of the strong presence of TTF to provide those connections in addition to what the NTTF contributed. NTTF helped sustain the sanctuary-like setting of the college by allowing the student to faculty ratio and class sizes to remain small. Finally, the policies and practices of administrators wittingly utilized NTTF to attain specific desired outcomes. NTTF were part of the intentional structure of Classic College, and would continue to be used provided the desired outcomes of the College remained the same. Finally, the political context and strong faculty presence assured that change agents at the college worked within the rules of the college and in cooperation with the faculty so that change was mutually agreed upon and gradual to attain desired outcomes for Classic College.

CHAPTER 5. **RESULTS – TRANSITIONING COLLEGE**

On campus interviews sprawled in every direction, up and down campus, here and there, similar to how the campus had grown over the years. Transitioning College had quickly expanded in its first 50 years, beginning as a religious, suburban college rooted in the liberal arts shadowed by larger schools and industry within the city it neighbored. Just as the campus had grown, adding a building here, there, and everywhere, as opportunity permitted, the interview participants' offices dotted themselves across the campus and were conducted in periodic days. Transitioning college enrolled around 3,500 students with approximately 150 tenure track faculty and 300 NTTF actively teaching at the college and was located in an urban, major metropolitan city in the southeast. Transitioning College primarily offered bachelors level programs in the liberal arts and professional programs along with graduate level professional programs at the masters and doctoral levels. It was founded by a religious denomination and maintains ties with the church tradition of its founding. While Transitioning College ascribes to the certain faith tradition in its teachings and programming, the college maintains an open atmosphere accepting of all religious traditions and student lifestyles.

My study was sponsored at Transitioning College by a faculty member who previously served as a long time LAC administrator. The sponsoring faculty member provided a list of faculty and administrators to recruit[3] for participants. Of the initial list of participants suggested, approximately 60% agreed to participate in the study. The remaining participants were recruited because participants suggested them, because they

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[3] The standard letter used to recruit participants from Transitioning College is included in the Appendices.

were repeatedly identified as participants actively working with NTTF in interviews, or because they were NTTF named in Transitioning College media such as presidential letters, faculty senate meeting notes, or the college's website.

Core curriculum faculty occupied the old buildings in the common areas of the campus, while professional study programs resided on the periphery of campus. Gaining access to the core campus offices required but a short walk to a historic building and easy entrance to the office. The peripheral buildings required gaining security access through the front door and direction from the waiting, information desk for guidance to the correct office. These differing experiences represented from the beginning a lack of congruence in the structure of the campus. The core disciplines and campus snugly fit together, while the professional programs were placed around the campus periphery as add-ons, seemingly not yet truly part of the campus.

Five administrators and three tenure track faculty were invited to participate in interviews as part of the study. Administrators included the Provost, the Chief Institutional Effectiveness Officer, the Chief Business Officer, the Vice Provost who was responsible for faculty development and a Department Chair. Of the TTF, two were from liberal arts fields and one from a professional major within the college. Four administrators and all three TTF agreed to participate. The interviews were conducted during the Fall of 2020 and the Spring of 2021. Five of the interviews were in person while the other two were conducted via phone and a Zoom call. Two of the in-person interviews (an administrator and a TTF) took place in a periphery building, while the other three in person interviews (an administrator and 2 TTF) took place in the core of the campus in three separate

buildings. The two interviews not in person were with administrators who would otherwise have been in core campus buildings.

5.1 Academic Ethos

1. How is the academic ethos at LACs being affected by the employment of NTTF?

Participants were asked whether NTTF were affecting the curriculum of the institution. The data indicated that a large part of the curriculum had changed through the introduction of new academic programs in the last 15 years that were almost all entirely professional in nature and by enrichening the curriculum by diversifying what could be offered. In addition to teaching the new academic programs and offerings, NTTF were providing a large percentage of the core curriculum being taught at the college. Finally, there was concern of a diminished academic experience for students because of the NTTF. The assessment of the quality of instruction by NTTF, however, varied based on whether the course material being taught was considered as part of the liberal arts curriculum or professional studies, and criticism of the quality of instruction came from TTF member participants rather than administrators.

5.1.1 Taxonomy of Transitioning College Faculty

Before discussing NTTF at Transitioning College, one must know how the different faculty were viewed. The faculty at Transitioning College fell into three relative categories: tenured or tenure track faculty, adjunct faculty, and part-time faculty. The first category contained any faculty member who had already attained tenure or was on the course of attaining tenure through the regular seven-year process. These faculty had duties

for instruction, research, and service. Adjunct faculty referred to any full-time NTTF member or any long-term serving (approximately 5 years of service or more) NTTF. The full-time NTTF had duties of instruction and service, including advising, while the part-time long-term serving NTTF member had duties only for instruction. The part-time long-term serving NTTF member would also be considered for departmental service opportunities depending on their length of service and level of engagement. Examples of engagement included voluntary participation outside of the classroom such as attending departmental meetings, developing new courses with TTF, or attending student activities. Part-time faculty consisted of faculty who may only teach a class or two per year and who would only be responsible for the instruction of their specific class. This taxonomy of faculty was explained succinctly by the following administrator.

> The one thing I want to make sure that I mentioned about full-time instructors (full-time NTTF) is that we do treat them a little differently from adjunct faculty because they are full time. One of the ways that the expectation is different is that besides service expectations, they have advising expectations. So, they do have a very close relationship with the students, not only in the classroom, but from advising, a lot of them are clinical instructors. They work very closely with students.
>
> In our faculty handbook, we use two different types of classifications. We use adjunct faculty for those folks who are long-term part time faculty. We use the term part-time faculty for people who literally may just teach a semester and then go away for a while and then they come back again.

5.1.2 Academic Programs

Repeatedly in the data, the participants referred to several professional programs being added to the curriculum and a resulting increase in the number of NTTF that were utilized to fulfill those professional programs. This change in program development echoed the findings from Morphew, Ward, and Wolf-Wendell (2016) that stated the change of program offerings from 2000 to 2012 led to an increased percentage of NTTF teaching

classes both in professional based programs and core programs in universities. To verify whether the academic programs had changed as attested to by participants, the available academic catalogs from 2001 and 2018 were examined to see what academic programs were present at those respective times.

All but three majors offered in the 2001 catalog were still present in the 2018 catalog as undergraduate majors. The three majors that were not available were encompassed in a collection of pre-professional programs. In 2001, 53.3% of the majors offered were professional programs. In the 2018 catalog, three traditional liberal arts majors and eight professional majors were added with several new professional majors that had evolved from minors only offerings. In 2018, 54.4% of the majors offered were professional study based which was a negligible change from 2001. Where there was significant change was in the graduate school programs. In 2001, there were twelve master's only graduate programs, ten of which were either in education or nursing. In 2018, there were twenty-three graduate programs with six awarding doctoral degrees. In 2001 all graduate degrees were housed in three schools within Transitioning College compared to six different schools in 2018. As described more below, this increase in graduate school programs corroborated the data given from the interview participants which stated that NTTF were playing a larger role in teaching the curriculum, especially since every graduate program was professional in nature.

5.1.3 Core Curriculum Instruction

The general education curriculum saw over 70% of the general education curriculum taught by NTTF. This high usage of NTTF for the general education curriculum seemed to be communicating, unwittingly, a diminished level of respect for

those classes.   As one administrator remarked, "Yeah. Some students, the nickname for IDC among students that I heard was, I don't care." Further, instruction of major level courses both introductory and upper level saw upwards of 40% of the classes taught by NTTF. TTF expressed concern about the number of NTTF teaching liberal arts courses in their areas, but acknowledged for certain disciplines that "we don't have a font to go to. That means we rely on people who just live here with a masters, who usually have some other job and they want to do this on the side." Because of this lack of supply, the TTF explained, "we have some people who we've had for a really long time. It doesn't mean that we necessarily want to have had all of them for long. You don't have a pool. We're grateful that we have somebody, but if we had more choice, we might not have some of the ones that we have."

While this condition was present in one discipline, it was possible that the same issues were playing out in other departments. As one administrator explained, adjunct hiring had been consistent over the last ten years and noted that adjunct hiring "in the broader Academy, it's about 71 to 75% are contingent faculty or adjunct faculty. I mean, they may not all be trying to teach full-time [here at Transitioning College], but it's a really high percentage of faculty across our curriculum."

The NTTF were seen in large part as enriching the curriculum by offering alternative classes not able to be taught by the core tenured or tenure track faculty because the NTTF brought professional practitioner expertise to the classroom. This expertise was seen in the Health Sciences and Natural Sciences in particular at Transitioning College. One administrator specifically addressed that there was "some really cool stuff that our non-tenure track faculty are doing, from working with the tenured faculty to help create

new academic programs, to evolving existing academic programs and keeping them up to date." This included essential duties involving laboratories and filling in the gaps of departments, as expressed by one TTF, "they're filling in these really necessary gaps. Some of our instructors [NTTF] are even teaching some of the upper-level courses. We're not even relegating them into the freshmen classes. So, I think they're an integral part of what we do. I think that they support the mission and if nothing else, meeting our needs and what we have to do for the students."

An administrator further shared that the NTTF were helping make "connections with the community and those clinical experiences our students need." The administrator continued "we have some of those non-tenure track faculty, that are absolutely part of the fabric of the institution and are helping to drive the curriculum forward and continuing to keep evolving that way."

A different administrator echoed that NTTF were affecting the curriculum specifically in the Education department. A requirement that came as part of the accreditation process for the "principal preparation program and our superintendent preparations programs, was that we would have active practitioners as co-instructors. So, we hired many non-tenure track people who were valued by our accrediting body, probably as much, if not more so, than the faculty who hadn't been in the [K-12] classroom for a while."

The administrator also referenced trying to attain the Carnegie classification for community engagement. They continued,

> "Transitioning College has always been a very community engaged institution. It used to be mostly service learning. Now we're really trying to morph it more into community engagement. So, one of the things that our adjunct faculty, and our

instructors bring to us hugely, is this connection to the community. We are very anxious to expand that."

The same administrator added specific that the Psychology program benefited similarly,

> "we have a number of adjuncts in our Psych program, some of whom have their own clinical practices. Others, might be a social worker or somebody who's even a probation and parole officer. And we can then not only just bring the real world into the classroom, but then we've established a partnership with that particular employer or nonprofit or whomever. So, we are trying very hard to up our community engagement game, so to speak, and do so very seriously and having more instructors from the community and more adjunct faculty really assist in doing that."

And the administrator tied the students into the reason for developing the relationships:

"Students want it [relationships]. I mean, how could they not want it? Because then it gives

them an opportunity to meet people in the community and maybe do an internship."

5.1.4 Subsidizing Role of NTTF

NTTF's presence allowed for the steady evolution of the TTF. This support was

seen in the number of programs in the curriculum that were not traditionally included in

the liberal arts, but rather were professional programs. Examples of these professional

programs included Education and Health Science programs, notably the programs within

health sciences that had been introduced in the last five years. In fact, one administrator

disclosed that these programs allowed Transitioning College over the last five years to not

reduce full time faculty like other colleges, but rather "…grow the numbers of full-time

faculty, not by double digit percentage point increases, but every year we have continued

to increase the number of full-time tenure or non-tenure track lines that we have." These

programs have provided financial support for other academic programs that have been in

need of change within their respective fields.

Specifically, in relation to these more professional programs, one administrator emphasized that the traditional liberal arts programs' enrollment numbers have not kept pace with programs not traditionally included in the liberal arts. The administrator emphasized that

> "…some of the academic programs that the university offers haven't seen the enrollments that you might expect the way that enrollments might be going up in those areas nationally, because some disciplines refuse to evolve. Their academic programs or their major requirements, probably don't look that different than it was in the nineties and that's not where that field is anymore."

Thus, the professional based programs that were driving enrollment increases were effectively providing time for the traditional liberal arts programs to modernize or diversify offerings even though all of them had not yet seized on that opportunity.

The need to diversify the academic programs was mentioned specifically by a different administrator when they discussed their program development. "So, what we did strategically as a department is we thought about the university as a whole and where can we build partnerships with other fields?" These partnerships resulted in cross-curricular offerings that coincided with current veins of academic research in the field of study that enriched the offerings to the students. The cross-curricular offerings also led to modifications to existing tenure track lines when the positions became vacant. By intentionally re-designing what was sought in the vacant lines, the administrator was able "…to ensure that we could hire someone that also represented a diverse kind of cultural perspective and would add that to our department. Because historically everyone in the department was white and from the local area." This intentional approach to diversifying the academic offerings also led to a diversification of the faculty's composition with the

introduction of more women and people of color, thus achieving two levels of diversification in the department at the same time.

5.1.5 Diminished Academic Experience

There were data that seemed to support the perspective of a diminished academic experience for the student body due to the higher use of NTTF. This perspective was present as a perception and further supported by a lack of resources for NTTF. There was also the perspective that the academic rigor academic rigor in liberal arts courses was reduced due to a lower quality of instruction from NTTF.

The perception was best communicated by one administrator: "As a parent, I'm paying Transitioning College's tuition. I'm only paying $14,000, but I could pay half that or less at a public. And, my kid has all but one of his classes taught by adjunct faculty? What am I paying for?" Another administrator echoed similar sentiment: "The overuse of adjuncts, the reliance to teach on regular classes, on using them to teach regular classes. The problem is that it really comes at a cost to students." This administrator argued that the NTTF were disadvantaged in their ability to support students because they did not have a physical office on campus which would allow the NTTF a base from which to serve students. An office would have helped enable them to intentionally support students in their academics and in the role of a mentor to students.

Similar sentiments came from yet another administrator recognizing the need for support of the NTTF,

> That's always been a surprise to me. I've read that these people are oftentimes, at many institutions, severely underpaid. They're responsible for an increased size of instructional load and we aren't even giving them a desk on campus. They can't sit down and meet with the students for a designated meeting, not even a designated

place at each department or each college. We tend not to offer them a whole lot of professional development. Let's do it.

Another layer of diminished academic experience was discussed from the perspective of lost utility by not requiring research from full-time non-tenure track faculty.

"When you have a NTTF who doesn't have any research responsibilities built into their job. You are paying … a full-time position and you're only getting one dimension of what that person's probably capable of and what the institution actually needs to support the mission of the institution".

5.1.6 Academic Rigor and Quality of Instruction

While administrators referenced course evaluations that reported NTTF and TTF having comparable scores, the TTF argued otherwise. TTF argued NTTF were less rigorous in the liberal arts classes. One TTF argued that the amount of time that a NTTF had to commit to teaching on the campus (which included time on campus outside of the classroom) limited the rigor for which a faculty member would exert in their classes, so they utilized less rigorous means for evaluation. The TTF member equated less rigorous teaching with the utilization of multiple-choice tests compared to writing assignments. The TTF member argued the writing assignments demanded a greater depth of understanding from the students, while the multiple-choice tests demonstrated a cursory understanding of the material. The TTF continued that holding the NTTF accountable to maintain standards was too difficult, because "we have so many, I can't get around to supervise all of them and therefore, I can't be sure how much writing they're really assigning or teaching, and whether they're doing it in an inappropriate way."

For the professional studies TTF, the perception was quite the contrary. The TTF in the professional studies area extolled the professional expertise and real-world experience that NTTF brought into the classroom for students. The TTF member

referenced accreditation requirements of certain NTTF to have terminal degrees reducing the wealth of experience that was offered to students in classes.

> "We had a principal who had been teaching 20 years in a course related to some aspect of administration, but did not have a terminal degree. Now, we had someone who had just finished their terminal degree and was looking, or had been in an assistant principal position for two years. There was a drop off in the information that students were getting from their instructors."

While there was the perspective expressed about a diminished academic experience from TTF, there was less of a concern from administrators about the quality of classroom instruction. The administrators equated variances in NTTF instruction in the classroom as being similar to that of TTF. One administrator stated, "Yes, there may be different qualities of teaching, but you'll see that in the non-tenure and also the tenure track faculty." Rather, administrators expressed the need for better evaluation. An administrator explained that while NTTF's classes were observed every semester, tenured or tenure track faculty were not required to have their classes observed even while going through the process of attaining tenure. The administrator emphasized a lack of clarity in being able to articulate the quality of instruction:

> I think there's a lot of confounding variables there and at least that's the only way that I can tell you I don't believe we have the data to really understand that part of the landscape. And which is in itself a problem…we say in our mission our values…here's what we did in our strategic plans…here's what we're about as an institution. Here's where we envision ourselves going in the future. And, I think for all 6,000 plus colleges and universities across the US I think that always has something to do with teaching and learning, right? For us not to be able to really assess the quality of instruction, I think speaks to one of the issues.

5.1.7 Respecting and Valuing of All Faculty

Faculty and administrator participants reported that they could not distinguish any differences between TTF and NTTF faculty. For instance, "For someone who's not serving

the position, a chair, it may not be so easy to identify who is teaching in our department outside of the full-time faculty." And from another administrator, "I've even seen it amongst my staff, especially people who might not always know that the nuance of the academic part of the shop, that people don't always differentiate between a full-time permanent instructor versus being an assistant professor and you know, from the outside looking in, oftentimes those two things look like exactly the same as each other."

The administrators communicated a level of respect and value for the NTTF and what they add to Transitioning College. The respect and value were evident in the description of NTTF's presence in teaching the capstone courses for seniors which was a culminating class for the students. The majority of the course sections were taught by NTTF.

> "It's because we trust them to do it well, and they have done it well, and there's a lot of assessment evaluation components to that course that the adjunct faculty have to do in addition to what they would do in a regular course. Cause we use it as an assessment tool for all the kinds of evaluation measures and data collection that you're going to do. So that's probably would be the best way for me to characterize the trust that we have in adjunct faculty, as well as the contributions that we think they make to the campus."

At the same time, the administrators recognized that there would need to be improvements to what was offered to support NTTF, but there were signs of support for NTTF through faculty development. "When we do faculty development, our unwritten policy is to try to engage our part time and adjunct faculty as much as we possibly can with some exclusions. I will tell you that the exclusions are largely due to finances." NTTF were offered the ability to attend conferences through support from the Provost's office including covering registration costs, particularly if the NTTF member was presenting. The administrator continued, "They are always invited to and welcome at any of the

professional development activities that we do." Not only was this recognition and support from the Provost's office, but it was also found in correspondence from the President's Office.

The President's Office provided updates to the general community recognizing presentations and publications by faculty on a regular basis. There were multiple instances of NTTF's accomplishments being recognized in the president's quarterly publication which recognized distinguished student achievements; TTF publications, presentations, and honors; significant donations to TC and this recognition occurred in multiple issues. The intentional recognition of NTTF achievements signified that the contributions were appreciated and that Transitioning College was proud to be represented through these efforts.

Administrators recognized that additional ways to show respect to NTTF included in pay equity, inclusion for departmental meetings and curricular input, identifying office space and other support. In considering ways to respect non-tenure track faculty, administrators recognized that additional burdens should not be imposed as part of the process such as in considering whether NTTF should be invited to faculty meetings. For faculty meetings, they settled on inviting the NTTF "…but making sure people know it's not required. So, if they want to come, they can." The administrator continued, "I would say compensate adjunct faculty with the same rate of pay for teaching that a full-time faculty member would have." While the administrators expressed an understanding of what could be done to remedy the adjunct and NTTF experiences on campus, they did not indicate that such actions were being taken. Transitioning College was recognizing the problem, but had not yet acted to substantially address the problem.

5.2 Collegial Faculty Student Relationships

2. How is the development of collegial relationships between students and faculty at LACs being affected by the employment of NTTF?

This question had conflicting results primarily based on whether the NTTF were part-time faculty compared to an adjunct or full-time NTTF. Two administrators along with the TTF argued that collegial relationships suffered due to the use of part-time faculty. On the other hand, full-time NTTF, an administrator argued, were in many instances better positioned to develop positive collegial relationships with students due to their time commitments not being encumbered by research or service obligations.

5.2.1 Suffering Collegial Relationships

The use of NTTF instead of TTF limited the depth of the relationships that were developed between faculty and students. The increased use of NTTF was a result of the growth of Transitioning College and the financial pressures that were being exerted on the institution from non-curricular demands on the university. An example of this was explained by an administrator as it related to residence hall occupancy,

> We end up borrowing that money (to build the residence halls). Well, if those beds aren't filled, we can make the bond payments, but we have to do that by cutting other things. It's our biggest struggle when we keep getting squeezed and squeezed. Where traditionally small schools and Transitioning College have excelled is with full time faculty with the small classes. They know their students, but with NTTF, they're not going to be sticking around, having office hours or whatever. They may be good, well intentioned, but a lot of them have another job or teaching eight classes because they're teaching at other neighboring institutions to make a living.

There was also the recurrent theme from TTF and administrators of NTTF being strapped for time and not being able to have the ancillary experiences that TTF would otherwise. This was primarily referenced in the informal times, such as after-hours academic and social events or meetings as described in the following from an administrator

and TTF,

> Absolutely, I mean there's not those opportunities. NTTF have shared offices, so it's very difficult to build relationships outside the classroom. I don't think undergrads today come to faculty offices all that much. I usually am much more effective talking to them, just going over to the campus café and hanging out and having coffee and talking to people at a table. Some of the best opportunities I've had to talk to students are usually the ones where I'm not stressed out by what I have to do in class. It's not a planned meeting, so there's not a task at hand, but it's just I'm on campus cause I'm here all the time because I have a place here. So, I think that's always at the expense of students actually.

TTF described building relationships with students at a greater depth than what could be done by NTTF. One TTF referenced their personal experiences as an NTTF compared to their current role as a TTF.

> The students don't have that continuity of that faculty person they know they can find in their office, and a big part of that connection, again, that liberal arts connection is, I have students popping in my office all the time. "Let me tell you about my Spring Break. You know what happened?" It's conversations and you almost feel sometimes like you're their therapist or their pseudo parent. Because they want to tell Mom and Dad, but they can't get ahold of Mom and Dad yet. So, they got to tell somebody those kinds of things, and you can't do that as an adjunct.

The TTF also described after hours and weekend meetings with students to support student social or academic events. TTF talked about working with students on grant or research applications on campus Sunday nights to help students finalize submissions. It was the relationships developed with those students that made the faculty willing to meet during non-working hours.

5.2.2 Supporting Collegial Relationships

There was a significant argument from one administrator that NTTF had stronger collegial relationships with students than some of the TTF. The administrator emphatically stated:

I can tell you without hesitation that some of our non-tenure track faculty are more engaged with students, and more intimately involved in relationships with students than some of our full-time tenure track faculty. Some of that is because quite honestly, Bob, it's because we've upped our scholarship requirements for tenure and promotion. That's been over a period of probably about seven years, but they're not onerous, not research one, but they're more than just the average teaching institution would require.

In particular, the administrator emphasized that the full-time NTTF were especially well positioned to develop collegial relationships with students due to being free from research obligations while maintaining service requirements. A different administrator corroborated the previous administrator's argument from a different perspective,

Now they [full-time NTTF] may still be involved in scholarship, but they don't have the same requirements. They do, however, still have service requirements. Our full-time instructors have service requirements and a lot of those service requirements bring them in contact with students in the very way that you're addressing. They're the ones who are taking students to Ecuador and the Dominican Republic.

This engagement in study abroad trips with the students by full-time NTTF provided a concrete example of intentional, structured opportunities to cultivate collegial relationships with students. Such trips required thorough development of curriculum and preparation prior to the trip, intense engagement during the trip, and processing of the trip once it had concluded. The administrator further emphasized this point: "In fact, if you were to look at the group of people that over the last several years, you would probably be surprised at the number of full-time instructors (NTTF) who invested in those trips."

5.3 Sanctuary-Like Setting

3. How is the ability of maintaining a sanctuary-like setting at LACs being affected by the employment of NTTF?

5.3.1 Diversity

The employment of NTTF has helped to provide a more diverse faculty that has allowed for diverse students to feel comfortable and see themselves represented in the faculty. As one administrator noted that diversifying the faculty had been a priority of the college's strategic plan. They stated, however, "the majority of people who will apply to teach here are, statistically, white male PhDs." With those demographic factors in mind, the college has been able to make "good use of adjuncts and contingent faculty … at an institution like this one where we have not been able to hire people that represent other areas of diversity."

The administrator continued that NTTF members have fulfilled roles teaching inter-cultural classes that diversify the curriculum while also providing increased representation of women, people of color, and practitioners who provide an applied understanding to many of the topics covered in their classes. Additionally, such faculty members' presence has positively affected certain students' sense of belonging on campus. This sentiment was highlighted when I asked an administrator whether the campus met the definition of a safe sanctuary-like setting. The administrator responded,

> Well, I think it feels that way for some groups of people. I think that the culture is very safe for some people…I think that if you look at, experiences of students of color and LGBT students, and that come from low-income backgrounds, I think that their experience is a lot more mixed.

The administrator's response reminded me that the typical student who attends LACs are more affluent, predominantly white, and not identifying as part of the LGBT community. The experiences of those marginalized groups members are not always that of the general community which increases the significance that the diverse NTTF members have on those students.

5.3.2 Faculty Student Ratio

The use of NTTF served as a cost-effective way to maintain the characteristics of a sanctuary-like setting including a low faculty student ratio and average class size. NTTF allowed Transitioning College to stay on budget and minimize cuts that were made to programs and staffing. A tangible example was that part-time NTTF's teaching loads were specifically limited to avoid the need to provide insurance and other benefits. An administrator described NTTF course assignments, "when you assign courses, you have to limit that to three…a policy was put in place…It's not a federal regulation. It had to do with having to supply insurance…It was nine to 10 years ago the change happened." For this administrator, they struggled with the policy, "I know it's unjust, I mean I can't defend it, I'm not supplying benefits."

Such limitations were necessary because the revenue per student had continuously diminished so savings were necessary whenever possible. As one administrator put it, the competition for students that Transitioning College is recruiting has intensified. This increased competition has made financial resources scarce:

> There's more supply [LACs] than demand [students]… because the pool of traditional-aged students is shrinking. A lot of small schools are having to discount more and more, so we end up operating on a smaller amount of money per student…Our average, net tuition per student is $14,000. Our tuition is $40,000 (laughter).

From this information, one can identify that the percentage discount rate for Transitioning College was in the mid-sixties. As an institution that was largely enrollment driven, that did not have the benefit of a large endowment, it took a larger number of students to meet the needs of the basic budget, let alone to provide for any semblance of growth, once inflation and rising costs were accounted for. Shockingly, the administrator continued,

We need more small schools to go out of business. I hate to say that, but really, we need to, because right now, so many are trying to survive that they're just throwing anything they can. I heard, I don't know if this is true, but (a competing college's) discount rate was in the mid 80% last year…You're not going to survive. What's happening is it's driving everybody else's discount rate up to try to get the headcount.

A different administrator echoed the financial concerns from a national perspective as it related to LACs and NTTF: "…when we're hiring, we were thinking about the university as a whole and competing interests within the university and also what's going on with liberal arts nationally." The administrator was referring to the elimination of departments such as philosophy, theology, and other liberal arts majors that constituted the core identity to some institutions, and that the elimination of such departments fundamentally changed the institutions. The administrator endorsed the continued hiring of NTTF. "I think we should [continue NTTF hires], the number of adjuncts we use here; I think that's a good alternative for us at this time in history. We are kind of struggling with budgetary issues. So, the opportunity there would be is, how do we try to create a more just system within a finite circumstance?"

5.3.3 Institutional Decision-Making and Shared Governance

Administrators identified that NTTF had the opportunity to contribute to institutional decision-making, especially in terms of full-time NTTF. The Provost's and President's Office were identified as assigning NTTF to significant committees involved in institutional decision-making sometimes representing departments or colleges. One administrator cited attempts to include adjunct faculty in departmental meetings to gain the NTTF perspective and provide voice to that group. This was especially pertinent to that department since a part-time NTTF represented the longest serving faculty member of the

department. NTTF input was also invited particularly when there were questions of curriculum and assessment that were needing to be resolved. This inclusion allowed for topics pertinent to NTTF to be considered with their input, while not wasting their time on topics with little relevance or connection to NTTF, such as administrative details, planning campus speakers, or gossipy discussions on TTF-based issues that were irrelevant to NTTF.

In terms of shared governance, most of the administrators referenced the NTTF Issues Committee as the primary mechanism for issues related to NTTF to be voiced in the Transitioning College community. The existence of this committee was telling and representative of the variety of faculty roles that existed at Transitioning College. One administrator explained some of the complexity involved for such faculty roles:

> When it comes to shared governance, it's a little messier. One of the nuances of our governance structure element is that…it really depends on how that person's appointment is done. You can appoint someone as instructor, and you can also put someone as anywhere in the range of assistant, associate or full professor. You can give them rank without tenure…and therefore, they have voting rights on faculty so they can hold positions and engage in governance but are not tenure track.

Another administrator recounted that the NTTF Issues Committee "made sure that every adjunct faculty who had taught that year received some kind of note of gratitude with some little kind of token with it." Besides the example of appreciation, the administrator continued that the committee has taken on issues of adjunct faculty, and worked to provide support to adjunct faculty, including developing "… a guidebook from A to Z of everything you'd want to know about the campus, from where the automatic teller machine is located, to how you access whiteboard markers, to what happens if you're there at night teaching and you feel unsafe for whatever reason. What might safety and security do to help you out?"

5.3.4 Institutional Self-Perception

As part of maintaining the sanctuary-like setting, Transitioning College promoted the perception of maintaining the liberal arts college model despite introducing professional based academic programs and the increasing size of the college enrollment. The use of NTTF allowed Transitioning College to maintain this perception because NTTF were less visible and not considered part of the overall faculty as the following administrator explained:

> I think because the structure of higher-ed is such that non tenure track faculty are oftentimes far less visible, both physically, but also sort of conceptually on our campuses…I think that when we talk about "faculty" and people seeking development, that means the 185 or so full-time tenure or tenure track faculty. I think that helps us reinforce and reify that notion that we are a relatively small institution. When in reality, if you take all those factors into account, there's a heck of a lot more than 185 faculty involved in the instruction life of this university.

This self-perception seemed to be maintainable in part because of Transitioning College's proximity to a large urban city that offered an ample source of NTTF instructors. As one administrator described, "…you've got a proliferation of highly qualified people who can be your adjunct or part time faculty, and so we do have these. In fact, when I first came to Transitioning College over ten years ago, most of the adjunct faculty in Education had been there for at least 14 years." While the NTTF referenced by this administrator support the idea of permanence, the proximity to the city provided what that same administrator described as "that luxury of having people in great supply, and can do it year after year." Thus, NTTF could be easily replaced and done so very quietly and without much visibility.

There was a consistent theme from all participants claiming that the collective faculty and staff of Transitioning College were there to fulfill a common purpose, and that NTTF were part of that common purpose. One administrator described it, "My philosophy

has always been we're all here for the same purpose, but at least 99% of us share that. There's a few percent that might be here to just as a stepping stone or don't really care." Another administrator specifically addressed that faculty and staff at Transitioning College "want to feel like they're contributing to something that has some meaning, even if they are in a contingent role. By and large, I think there's just a desire not to just feel like they're a cog in a machine…, as a result, our non-tenure track faculty do contribute quite meaningfully… to our life and culture."

Transitioning College had changed considerably in the last 15 years with on campus residency doubling, enrollment steadily increasing, and the curriculum changing with the significant addition of professional programs on the undergraduate and graduate level. Transitioning College clearly had not yet come to grips with the fact that it was an LAC that had expanded and changed academically into an institution that would struggle to be classified as an LAC in the future. The impending struggle for the institution was described by a TTF who recounted an interview exchange with the now current Provost who was interviewing for the position. The Provost was asked to describe how they would respond to campus politics.

> The Provost was asked by a professional program to take some of the space that the art program had, because there were very few Art faculty and majors, but they had huge space which they used for studio work. The professional program needed a lot more space, and they wanted this really great space! Why did Art get it? They don't need it. The Provost's response was, 'There's kinds of revenue and majors, and there's mission. And for an institution to retain its identity, it has to actually balance both.'

Transitioning College seemed to be on the verge of an identity crisis as it struggled to contend with its changing identity.

While discussing budgets and utilizing Adjunct faculty as a temporary strategy to

allow time for the department to decide its long-term path rather than immediately hiring a TTF replacement, a TTF talked about the changing identity of Transitioning College. The TTF expressed doubts about the level of thought put into the mission of the institution. They cited that the liberal arts had historically been a big part of the mission, but that "liberal arts" had been removed from the mission statement. Thus, Transitioning College had to resolve the inconsistencies of its perceived identity.

From a gradual institutional change perspective, Mahoney and Thelen's (2010) two broad questions to help conceptualize the environment for change within institutions provide insights to Transitioning College.

1. "Does the political context afford defenders of the status quo strong or weak veto possibilities?"
2. "Does the targeted institution afford actors opportunities for exercising discretion in interpretation or enforcement?' (p. 18)

There had not been substantial political opposition to increasing the use of Adjunct faculty and adding professional programs. Without strong political opposition, change agents were able to add the programs which benefited the institution financially, but fundamentally changed its structure. Transitioning College had compromised its mission to keep its doors open or to not cut programs and faculty. By adding the professional positions at the graduate and undergraduate levels as it did, Transitioning College had drifted away from its mission. It seemed Transitioning College had gone through a conversion from an LAC to a mid-sized professional based institution supplemented with a liberal arts curriculum. The significant professional programs at the undergraduate and graduate school levels represented a prominent shift in Transitioning College.

5.4 Policies and Practices of Change Agents

4.   In what ways do the policies and practices of institutional change agents or their offices, whether wittingly or unwittingly, encourage the use of NTTF?

5.4.1 Moral Dilemma

A recurring theme in the data was a feeling expressed by participants of being placed in a moral dilemma at Transitioning College through the intentional use of NTTF. Unanimously, participants acknowledged the payrate for NTTF was unjust but seemingly necessarily low. One administrator recounted department chairs who tried to combat the financial challenge by giving adjuncts "…a number of classes so they could just at least be on one campus or one or two campuses." But a policy was established that if a TTF member's class was canceled for not making the minimum enrollment, the department chair was forced to give the TTF member a class initially given to an NTTF member. The administrator referenced that this put department chairs in uncomfortable situations often times encountered with little preparation and forced to learn by experience. For that administrator, the issue became a moral dilemma because the administrator knew "for the adjunct colleague, it was a difference of buying food or making it [income from the class taken from the NTTF and given to the TTF] up. It really was a dilemma and that, that made me feel torn."

A TTF member argued the opposite position: the TTF member could suffer without the policy because the TTF member may not meet their required teaching load prior to their tenure review. The policy, when enforced, saved the institution the cost of an NTTF teaching that class, and the policy was reflective of the financial pressures Transitioning College was experiencing. The financial pressures led to TTF increasing their teaching

load to a 4-4 load each semester from a 4-3 load. This increase of one class per TTF member resulted in nearly 150 additional sections being unavailable for NTTF to teach which added to the problem.

Besides the dilemma created by the above-mentioned policy was the more complicated moral dilemma that was created by hiring NTTF to an adjunct position rather than a TTF position. The complication arose when one looked at things from a short-term versus long-term perspective. When an NTTF was hired for a position, they found partial support for their household, but a clock of sorts began because the longer such a faculty member stayed in that status at Transitioning College, paradoxically, the less qualified they became as a candidate. Administrators and TTF recognized the difficulty for NTTF to continue their research because of their status and access to needed resources for research. TTF at other institutions or fresh graduates were more current in the respective field by not experience a lag-time between their research and graduate work and their application for the position. An administrator cited past searches where NTTF who applied "were not considered for tenure lines seriously when we looked…Because they can't stay current in their field as well as someone who's progressing through tenure or coming straight out of grad school. And it has to do sometimes with what they studied that no longer becomes relevant."

To counteract the dilemma in part, and to help address pay inequities, a multi-tiered approach to NTTF employment was suggested.

> So, some universities today, and this is considered best practice, will have at least a two-tiered system for adjuncts where you could be instructor and then maybe you become senior instructor. You have a clear mode of progression. You get some form of evaluation. You get some consistent pay raises that are related to the function that you hold at the institution.

Given that there were large numbers of NTTF at Transitioning College, the tiered solution was promoted. It was seen as potentially a more just system, still supportive to Transitioning College despite budgetary issues, and would promote more certainty for NTTF's futures.

5.4.2 Permanence

All participants agreed that NTTF teaching at Transitioning College played a significant role, and NTTF were going to be a part of Transitioning College's model for the foreseeable future. When NTTF were considered as a whole, they were viewed as a permanent presence at Transitioning College, but when a singular NTTF member was considered, there was not a sense of permanence. The permanence of a NTTF was compared to that of a staff member who does not have tenure, but nonetheless was not easily dismissed without cause.

The term "adjunct faculty" represented a level of respect for the faculty member who held that title at Transitioning College. One administrator noted that "…we have people who've been doing that work for us for probably a decade or more. And they are fixtures on our campus as adjuncts, even though they don't have any promises, if they continue to engage." Inherent in this description was a level of respect that was also seen through inclusive acts such as from one department chair: "I have made sure that all the adjuncts are on our website, though that's a big point of debate at most institutions." TTF provided similar instances of adjunct NTTF who were regularly present at department meetings to discuss needed curriculum changes and long-term contributions. While the NTTF were described positively in liberal arts fields too, the majority of the positive examples regarding the NTTF revolved around strong NTTF in professional programs.

Also, with the title of adjunct faculty came an expectation of a long-term duration at Transitioning College similar to what full-time or tenure track faculty might be expected to fulfill.

> I do think that we, you know, we still value, and I don't know, sometimes I wonder if that's even wise, but we still value people who will make a commitment to the university, and lack of a better way of phrasing this remain loyal to Transitioning College…I mean, when we hired them, we hired them with the idea that, gosh, we hope you'll be an adjunct here for five years, you know? And so, I think we still, we still value that kind of commitment.

This sense of permanence for the adjunct faculty was felt too when an adjunct faculty member departed Transitioning College.

> I'll hear Deans say, I never thought that this adjunct faculty would leave. Now all of a sudden, they're retiring and I have no idea what I'm going to do! So, you're likely to hear that more than, anybody know somebody who can teach so and so? It's really a more cultivated thing.

And another administrator continued,

> Even when we hire for full time positions, we still like to hire somebody who this is not going to be a flash in the pan for them, because you get burned all the way around. I mean, my job gets more difficult cause I have to keep inculcating new people, and then you don't get any continuity in your programs just about the time things seem to be working out well, then the person leaves.

The first administrator advocated for increased support of the NTTF because they had been part of Transitioning College since they had arrived and there was no foreseeable change. They administrator advocated for free parking, which currently was not available to NTTF, and for NTTF use of the tuition exchange credit for dependents equivalent to the number of hours that the NTTF teach.

5.4.3 Strategic Changes

Administrators stated that NTTF were used to make certain strategic changes

especially within departments or when beginning new programs. Examples of strategic changes within academic departments included modernizing the offerings for the department by adding more current areas of research and by creating partnerships across Transitioning College that paired liberal arts majors with more professional degree programs.

Strategic changes also included changes that were influenced by delaying the hiring of TTF lines in favor of hiring NTTF who could fulfill the short-term teaching demands of an academic department. The culture of academic departments could be positively changed by a Dean or a Provost who "held off on filling the position for a year or two because the culture in that department might be so dysfunctional." In this sense, the NTTF provided additional time and flexibility before a permanent full-time TTF could be hired into a department after cultural changes could be made within an academic department. One TTF lamented that their department elected to hire a TTF rather than an NTTF one particular time, because the department was afraid it would lose the permanent TTF line if it was not immediately filled. While the specific instance referred to by the TTF seemed to be an isolated occurrence, the ability to utilize NTTF to make cultural changes contained a worrisome threat to undermine the presence of TTF. The threat rested in what could be an indefinite time period that administration could delay the filling of TTF positions in favor of full-time NTTF positions that would provide less opposition and be more favorable towards administration. Thus, this strategy seemed to be a potential method to weaken the balancing check that TTF can historically provide in opposition to administration.

Additionally, hiring NTTF faculty was used as a strategy when developing new programs, especially when considering what resources were available. One administrator

opined, "Do we have the resources if we create this new program? Will we just be creating more positions into classes that will be taught by adjuncts?" With such thought, the program was identified as potentially developing into one that would sustain a full-time tenure position. By establishing a new program by using NTTF, "an advantage the way a lot of administrators tend to see it is that, you get more "bang for the buck" and you're not locked into a position that you can't change in any meaningful way or eliminate if you ever need to down the road."

A different administrator echoed examples of new programs,

> We've initiated a number of new health sciences programs in the last, I would say eight years or so, maybe even sooner. And, and so we, those numbers of adjunct faculty have increased because, we have to rely a lot on clinicians and being in a metropolitan area, we've got a lot of them, except they're all pretty busy right now with the pandemic, but we do. So our numbers in the health sciences program have probably increased simply because we've increased the number of programs.

The high use of NTTF described above was an indirect consequence of adding the new programs. Transitioning College had added the programs rapidly without fully integrating them into the strategic plan of the college. The programs were recognized as a financial boon, but unintentionally had largely increased the dependence on NTTF and converted the college from being an LAC.

5.5 Summary

In large part, it seemed the NTTF needed to continue their supportive, subsidizing role for the time being. In truth, Transitioning College had transitioned away from being an LAC into that of a mid-sized comprehensive college. Transitioning College seemed to be in search of its identity, and clung to its roots as a liberal arts college. Transitioning College's academic ethos was maintained by the perception that the college was a liberal

arts college. The vast majority of faculty at Transitioning College were NTTF, with nearly two NTTF for every TTF. Additionally, over a third of the TTF had not yet achieved tenure. Not surprisingly then, Transitioning College was dependent upon NTTF to teach a large proportion of the core curriculum, and it seemed the TTF at Transitioning College lacked ownership and leadership of the curriculum. Professional programs, primarily taught by NTTF, represented the greatest growth area in Transitioning College and essentially subsidized the rest of the institution which retained the core remnants of the LAC and were primarily staffed by TTF.

It seemed Transitioning College was one college in its collective mind, and another college in its collective reality. The college of its mind lived in the past when the college primarily provided a small liberal arts college education. The reality kept the perception afloat by excelling with strong professional offerings that subsidized the existence of the college. Transitioning College was a disjointed institution that was not all pulling in the same direction due in part to the heavy split between the liberal arts core of Transitioning College and the professional studies portion that was both programmatically and physically on the periphery of the campus. A TTF perhaps summarized Transitioning College's existence best with a short analogy, "If you have an organization or an organism, it works the best if all of the parts work together towards a single goal. But a business is like that, too. And, an educational institution is like that, too, and, I'm not sure we're there." The various parts of Transitioning College were necessary for its continued existence; however, the disjointed nature of the institution prevented it from thriving and adhering to a clear identity.

CHAPTER 6. RESULTS – SURVIVING COLLEGE

The COVID-19 pandemic compromised the ability to conduct on campus interviews at Surviving College, so all interviews were conducted via Zoom calls. Despite this restriction, I visited the campus multiple times after the restrictions were lifted to view the setting, to seek campus relics of NTTF on campus, and to gain a better understanding of the campus. Surviving College had grown slowly and steadily over the years, beginning first as a religious, suburban college rooted in the liberal arts. Surviving College began first in an urban setting, renting buildings, sharing classroom space, and even its name with a local high school. For the same reasons great numbers of people had moved to the suburbs, so too did Surviving College, acquiring a spacious amount of land and sufficient buildings to provide the minimum to permit its modest growth and development. Surviving College maintained a very small, tight knit campus community where everyone seemed to know one another's business.

Surviving College enrolled around 1,300 students with approximately 80 tenure track faculty and 40 NTTF actively teaching at the college and was located in a suburban town within a half hour drive from a major metropolitan city in the southeast. Surviving College primarily offered bachelors level programs in the liberal arts and professional programs along with graduate level professional programs at the master's level with a significant online platform in addition to the traditional in person campus. Surviving College was founded by a religious denomination and maintains a strong connection to its church tradition, including partial oversight from the church's regional location in the nearby metropolitan city. While Surviving College was closely tied to the faith tradition

in its teachings and programming, the college maintained an open atmosphere accepting of all religious traditions and student lifestyles.

Four administrators and four tenure track faculty participated in interviews as part of the study. Administrators were from the Provost's office and department chairs. All of the administrators who participated were also faculty most of whom possessed tenure themselves. While the Chief Institutional Effectiveness officer and the Chief Business Officer were invited to participate, both declined to participate in the study due to what was expressed as a lack of importance and relevance of the topic to Surviving College. The TTF were primarily from liberal arts fields with one from a professional major within the college.

For purposes of this conversation, faculty at Surviving College were categorized in one of three roles. They were either tenure track faculty (TTF: faculty who had either achieved tenure or were in the process of attaining tenure); non-tenure track faculty (NTTF: full-time faculty who were not currently able to attain tenure); and adjuncts (faculty who taught a part-time load of classes).

6.1 Academic Ethos

1. How is the academic ethos at LACs being affected by the employment of NTTF?

6.1.1 Teaching Quality

The teaching quality of NTTF overall in comparison to TTF was reported by all participants as being similar; adjuncts were seen as providing a lower quality of instruction compared to any full-time faculty member. TTF reported that NTTF in their respective

departments were developing their own style just like the TTF had developed. NTTF were described as energetic, invested, and willing to go beyond base expectations. Both faculty and administrators described virtually every department having multiple full-time NTTF instructors to go along with the TTF that were present. Most departments had 3-4 full-time faculty with NTTF instructors comprising a third to half of the full-time faculty in each department and accordingly teaching roughly the same percentage of core curriculum classes.

There was only a small fraction of participants who expressed concern about NTTF being less qualified, especially concerns about those NTTF who had not attained terminal degrees. At Surviving College, "if you're not terminally degreed, you can't earn tenure. Some departments require you to have a certain number of publications or conference presentations before you can earn tenure. Non tenure track allows you to hire those faculty members that haven't been able to do those things." Related to this train of thought, an administrator described concerns about candidate pools: "I want to attract and retain the best members of my department. Being able to offer a tenure track position is one of the most inexpensive ways to do it. I worry that not offering a tenure track path upon hiring is going to reduce the candidate pool. It's going to cause us to miss out on opportunities for our students." All participants, however, reported current full-time lines being posted as NTTF positions, rather than as TTF positions. The main reason reported for having to post positions as such was cost.

NTTF were seen as some of the strongest faculty on campus. One administrator remarked, "Actually, the best professor that I have is an NTTF, and that means she beats out people that have been doing it for 20 plus years." The administrator continued on about

another NTTF: "They are the most energetic person I've ever met. They're doing all kinds of amazing community service…building all these nonprofits, bringing students in to do all this work for all these nonprofits. They are just like lighting the sky on fire."

The TTF acknowledged that there had been some adjunct hires that did not measure up, but they identified controls for that: "We've put in the processes either yearly evaluations, reviews where the Dean or chairperson come into your classroom and just make sure things are going the way they should be going."

6.1.2 Injection of Enthusiasm

Both administrators and TTF participants indicated that full-time NTTF provided an injection of enthusiasm at Surviving College. "A lot of them are very bright and who are fresh out of graduate school. As far as standards are concerned, I think some of them have higher standards than some of our tenure track faculty as far as the curriculum is concerned. They can move seamlessly from Canvas to a 'Boots on the Ground' course and right back again." The TTF expressed that the NTTF had actually exerted indirect pressure on some of the TTF to focus on their disciplines more and stay current in their fields. The TTF described the NTTF as participating in academic advising, student group advising, and partnering on projects with them. The TTF described the NTTF as engaged and willing to contribute wherever necessary, as flexible, nimble, agile, and invested. The TTF expanded further on how the NTTF compare to the existing TTF including themselves:

> "When you said rejuvenate, they do bring in a different level of energy. Maybe it's because they seem, they're typically under 50, and they're typically ready to really affect a change or bring in more current or contemporary outlooks to shape where we're going. It's not just that they want to preserve what they require in the core, but I think that these newer people, these NTTs are willing to be problem solvers and to maybe use a different Gestalt when they think about how we're meant to

shape things for this millennial generation. So, they're more out of the box than some of us who are a little bit more staid, or set in our ways."

Administrators agreed that the full-time NTTF brought a breath of fresh air to the college. "Yeah, I mean the last two I hired, they're dynamic. They've been innovating and bringing ideas…I'm just shocked by how much energy and excitement they bring." The administrator went further with their description: "Well, they're bringing a passion that I think has been lost. They're bringing new ideas, innovation, and some really interesting ways to work with students and revise curriculum. And, they're all in. There's no question. I mean, they'll tell me like, this is the best job I've ever had. I love it here; this is so great!" While the NTTF's perspective could be dismissed as naivety, the stark contrast between attitudes expressed between TTF and NTTF reflected an imbalance in the Surviving College faculty at large.

6.1.3 Academic Rigor and Quality of Instruction

Some TTF expressed concern about the quality of teaching that was coming from NTTF instructors. One TTF spoke from their experience as a NTTF at a different institution prior to coming to Surviving College as a TTF:

> I knew that as an adjunct I was much more concerned about keeping students happy rather than being as rigorous as I wanted to be. That's a really tough position for adjuncts more broadly. I know that my department's adjuncts are afraid of getting poor evaluations and that they won't be hired back.

Concerns about academic rigor and quality of instruction was not exclusive to NTTF. TTF expressed concerns about other TTF and their commitment to strong scholarship. Repeatedly, TTF described fellow TTF as becoming complacent:

> There are some faculty that get really lazy and complacent and there comes a point where they stop serving the students. I can think of various examples; people who

have been teaching from the same textbook since the 1960s, where the numbers
don't match the reality anymore.

Another participant provided an example from the viewpoint of remaining current in
scholarship at Surviving College.

> I'm working on publishing. I've got one book chapter that I got done this year,
> finally got it published...I'm working on an article. We tried to hit four journals.
> But I don't work with any peer at Surviving College because they don't know
> statistical methods that I use. They don't know the qualitative data methods. They
> haven't been trained in those things, at least an updated training, you know what I
> mean?

A different TTF discussed having to participate with colleagues from other institutions to
be able to conduct scholarship. "I've participated in several development workshops. I did
one with a colleague from my previous institution. We're in the writing group together,
which is the only reason why I am publishing a book, because of that writing group."

The above statements alluded to a faculty culture not interested in scholarship on
the basic level. Further, the statements indicted TTF who had not remained current in their
field. Even if one were to separate the connection of staying current with statistical
methods and conducting research and engaging in publishing, the lack of competence in
that statistical method meant that the TTF were less able to understand research based on
that method. The TTF participant asserted this type of incompetence was not isolated but
rather an example of concerns the TTF participant expressed of material covered by other
TTF as potentially substandard as a result.

6.1.4 Understanding Tenure

There was a mixed review of tenure at Surviving College as described by TTF and
administrators alike. All participants reported concerns about the current state of tenure

and TTF at the institution. The data described the college as being a place that was low on morale and suffering from complacency. As one TTF put it bluntly, "Complacency is a bad problem." Examples of complacency included "faculty who have been here forever who use the same syllabus and then uses the same exams…at least with an NTTF you get rid of them in three years if you don't [want them to continue on faculty], that's what their contract is." Examples of Complacency included unwillingness to engage in institutional service such as graduation audits with seniors because it was "a cumbersome process. It's interesting that this past year I even had some tenure track faculty tell me they weren't going to do the audit, and so I took their place. But the only other faculty who were willing to do it were the non-tenure track faculty." These instances described a level of commitment from full-time NTTF contrary to what is usually depicted in the literature about commitment comparing TTF and NTTF.

Similarly, but in a different vein, an administrator described the existence of deadweight within an organization that was present from some TTF. "This guy hasn't actually worked in a couple of years. It's time for him to go. You've been skating on everybody else's work for years and he's killing your organization." Because of such behaviors, the administrator remarked that they could motivate NTTF more easily than TTF. "I can influence non-tenure track more easily. Let's innovate, let's do something cool and interesting." The administrator shared that TTF would only be motivated if they felt the desired outcome was their idea. The administrator attributed the TTF's resistance to innovation to the length of their time at Surviving College. TTF needed inspiration as it seemed the culture had worn faculty down from a morale perspective. For instance, one administrator recounted a surreal experience: "We're in a kind of faculty meeting and one

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of the tenured professors who had been there a long time stated, 'I just love having Fred around because, like, somebody actually likes to be here.'" The TTF had described the NTTF who was doing well without realizing the gravity of their words. The administrator continued, "I was like, 'Oh my, goodness'…What I hear from my faculty is all about what happened in the nineties and how wonderful it was in the nineties, and to me, I'm sorry, the nineties are not here and you just can't be there." That administrator concluded, "Sometimes I feel like regular tenured faculty could be served by having those kinds of reviews that these short-term people have to face every three years." From the perspective of both administrator and TTF participants, there seemed to be a lack of accountability at Surviving College, and that seemed to be driving a culture of complacency and burnout.

One administrator complained that TTF were not keeping an eye on what was going on in the current world of academia. "They just don't see what's out there. They don't listen to the reports that say many of these small schools are going to close. It's like they turn a blind eye. I don't know if they think, 'Oh, well it won't occur until after I retire' or if they just don't believe it." I asked the administrator whether the TTF had adopted the mindset that LACs had always been endangered so nothing had really changed? The administrator responded, "I think it is the reason for their mindset. They don't believe it because people have been saying it for so long, but they're also not looking at what's actually been happening." The administrator continued that they knew of one president, for example, who had closed the last two liberal arts colleges that they were at, so they knew such a possibility could happen at Surviving College.

6.1.5 Tenure Threat to Campus

At best, there was a disconnect between faculty and both the administration and the board of directors when it came to the issue of tenure. TTF and administrators described a distrust and adversarial relationship existing between faculty and the board and upper administration. Essentially, the TTF and administrator participants described the administration and board of directors holding the perception that faculty were less productive because of tenure, and the perception that the board wanted to remove tenure completely from faculty.

The focus of the distrust seemed to resolve around the previous president whom instructed one department administrator participant "to come in and fire all of them." The administrator did not act on this direction, but such vitriol was clearly toxic to the relationship with faculty. One administrator reported intense opposition when raising the idea of requiring one journal publication as a requirement for tenure for future hired faculty. Faculty intensely pointed to the precedent of current TTF having achieved tenure without such a requirement, especially in defense of faculty currently working to achieve tenure.

The faculty opposition to changes in tenure was reported by an administrator, who possessed tenure, as a blindness of TTF to the current financial conditions and pressures at Surviving College and the greater academic market. The administrator argued that tenure should be eliminated, because they felt that the college could operate better, and the faculty and entire community would benefit in the long run. To further understand this perspective, I asked whether "the faculty who were tenured would rather have the school close then give up the tenure" to which the administrator replied, "Yes." When I pressed further, "Do you think that's where the school is going?" they replied "I don't predict good

things for the school. I mean, we don't have a lot, we don't have an endowment to speak of."

Regardless of one's position at Surviving College, there is obviously the need to address the perception that tenure is a threat to the future of the college. For the college to move forward and address the challenges facing it, the faculty and administration need to maintain a level of trust of one another. Otherwise, there would certainly arise a series of scenarios for a loss of energy and resources that are already preciously low on campus. Without a baseline of trust between faculty and the board and administration, then there is little chance for well-intentioned faculty or administration to be given the benefit of the doubt when changes are proposed.

6.1.6 Stabilizing and Protecting Force

Administrators conceded that there was a stabilizing, protective force that resulted from tenure at Surviving College. One administrator remarked, "While there's the question of tenure, should we convert to non-tenure, should the institution confer tenure and so on? The presence of tenure has allowed for a stabilizing force, to help keep faculty on campus, not fired." The administrator shared the sentiment expressed by TTF on campus of the opposition to tenure at Surviving College that existed.

> I think there are some individuals (administrators) in the past who would have wanted nothing more than to kind of take the entire faculty and create a blank slate...So I think tenure is going to help to keep the faculty and the spirit of the institution continuous throughout a variety of administrations, or boards, or whatever.

Other administrators echoed this perspective: "It [tenure] provides an inertia or resistance to change of sorts that maintains the focus of the institution, that sometimes it's good, sometimes it's bad depending on what the circumstances are, but I think for the institution

that's critically important." Despite the concerns that were described by TTF and administrator participants, tenure was still seen as providing a positive force as described by an administrator. As one TTF member reported, more tenure track faculty were desired by TTF participants, "because what protects one protects all."

There was also an expressed concern of retribution against, or vulnerability of, TTF who had not yet achieved tenure. Participants shared that TTF members who had not yet achieved tenure expressed reticence for speaking up for fear of retribution. The concerned faculty were apprehensive about changes resulting from the pandemic and wanted to preserve their progress towards tenure. Speaking in opposition to any changes was seen as potentially bringing undue negative attention to themselves which could then be acted upon. One administrator reported faculty explicitly saying, "I don't have tenure. I'm going to keep my mouth shut until I get it." The administrator empathized with the faculty who were "younger faculty members…faculty who had always been in academics or who have switched careers and given up a lot in the corporate world." While there was no evidence presented of actual retaliation, the perceived threat that lingered bestowed an air of fear that had to be endured.

6.1.7 Increased Commitment

Not all participants viewed tenure as negative or as a discourager of productivity, as there was the argument that tenure increased a faculty member's commitment to Surviving College. One administrator referenced this perspective in relation to a professor who recently attained tenure. "I think they now feel better because of the commitment of Surviving College. I think they're more deeply vested." This position was corroborated by a TTF who viewed the issue from a human capital perspective: "You see that in almost

any field, right when you are great with somebody's pay. You treat them with [respect] and you give them the benefits that they deserve. They tend to internalize the mission of whatever the organization is in a way that they wouldn't otherwise."

Finally, another TTF viewed tenure more positively: "I think there is a misconception that faculty who get tenure track are lazier when it comes to volunteering for committees and doing other things." The TTF drew on their personal experience with a family member who served on the board of directors at another LAC. "Same issue there. Same issues, so I think it is a broad range conversation that administration is having all over the country." Further, the TTF cited their personal experience where in exchange for the long-term commitment from Surviving College they were motivated to work harder and do more. "Because you're willing to do that for me, you put me on that track, I will work that much harder for you, because it's security. It's knowing that I can make a lasting impact on an organization." For that faculty member, the traditional exchange of job security and certainty freed them from financial worry so that they could commit to Surviving College and the students.

6.2 Collegial Faculty Student Relationships

2. How is the development of collegial relationships between students and faculty at LACs being affected by the employment of NTTF?

6.2.1 Suffering Collegial Relationships

As described previously, the main reason for hiring NTTF was reported as cost savings. However, TTF reported that there were costs associated with hiring NTTF that were under-appreciated.

There are things that the institution loses…advising for instance, the advising is so important to retention, yet non tenure track faculty seem to have a lower stake. In the advising, maybe they don't know the ins and outs of advising or maybe, they're just not invested in students. They're not recruiting for us.

A TTF further emphasized the fruits of relationship building with students in classes and the additional relationships that get developed from advising and being present on the campus.

Informal advising and formal advising! You don't necessarily assign them, but there's always a long line of students winding out of your office during office hours. And it's how you handle them (in class), you either do this or you're failing, not, okay, let me walk you down to the writing center and let's talk about this. Let's, why don't you meet during my office hours and I'll work with you on this or, let me introduce you to this person who runs this club, who can kind of support you. That assistance, our non-tenure track faculty might buzz off of campus as soon as they're done teaching and holding their office hours.

The TTF continued, though, that this behavior was not exclusive to the NTTF: "But I don't want to say that's not true of all of our tenure track faculty, too. I have a colleague who can never be found and I'll leave that at that."

What concerns there were reported of NTTF being present on campus were limited to the part-time adjunct faculty. The TTF expressed understanding that the adjunct faculty could not stay around a considerable amount of time to be accessible to students because they had classes on multiple campuses at other schools in the area, but that lack of accessibility and commitment to Surviving College was at the cost to students. The TTF described it as missing the time to identify that "[T]his kid's in trouble, and what can I do to help that student?" That inability to spend the time to help students was reported as a big drawback in using adjuncts.

6.3 Sanctuary-Like Setting

3.   How is the ability of maintaining a sanctuary-like setting at LACs being affected by the employment of NTTF?

Faculty and administrators agreed that the use of NTTF helped to maintain the low student to faculty ratio and low average class size that the college promoted. One TTF remarked that the actual size of the classrooms presented a physical limitation to the class sizes so the college had to maintain enough faculty to accommodate the smaller class rooms. All participants agreed that the cost factor of maintaining the low ratios and class sizes was a financial challenge and that the question of how to afford it was being examined.

> "Administration has been looking very carefully at low enrollment courses and trying to balance the costs associated with those, and the benefit trade-off there.   I think there are going to be some low enrollment courses, especially as you get an upper level. If your major isn't particularly large, they're going to have to still go. How you balance the workload is a challenge across different faculty. You can't just kind of have a blanket [policy] that these aren't going to go. You can't cancel them."

There were differing viewpoints on the long-term viability of utilizing NTTF and adjuncts at Surviving College as was currently being done. While an administrator viewed the ready supply of adjunct teaching at Surviving College because of a nearby metropolitan area, faculty viewed the use of adjunct as a temporary action which led to a moral dilemma in order to maintain the desired ratios. "So we get somebody who's doing us a favor because they're an adjunct or plugging a leak temporarily, but the leak continues for a few years. By that time, we feel sort of an ethical responsibility to keep that person on our faculty." This faculty member continued that when a position was posted as a full-time NTTF position, two adjuncts from the department were competing for one permanent

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position, so the search committee did not bring in outside candidates for the position, thus weakening the potential candidate pool.

6.3.1 Permanence

When addressing the question of permanence of NTTF, a TTF participant lumped together TTF and NTTF in the following: "Well, as we're always told, all of our contracts are yearly. We all are on yearly contracts, which have to be renewed and accepted every March, and they go August to the following May. So, we're all on one year." This flippant view was countered by another TTF: "So in my experience of what I've seen of those people, there's no question about their permanence in the sense of like, I'm there for our department. I can speak the best to our department….There's never a question that this faculty member is going to be teaching his regular load in the spring and in the fall." Another faculty member gave a more cynical view of the permanence of NTTF: "I think the goal is to keep them long term without giving them all the benefits."

Based on the data then, NTTF and adjuncts were seen as being permanent faculty on Surviving College's campus in an overall sense. An individual's permanence as a faculty member overall was attributed to the individual faculty member's evaluations and scores which were seen as a byproduct of teaching performance. These sentiments were applied to both NTTF and TTF in such a way that there seemed the looming potential for tenure to be done away with due to its lack of need, since all faculty were given contracts on a yearly basis. Upon research of the faculty manual to verify whether contracts were given annually to all faculty, and found the following:

> Reappointments are contingent upon the satisfaction of the general criteria for the evaluation of faculty members and upon the specific criteria for particular ranks outlined in this Manual. Each faculty member who is to be reappointed for the next

academic year will be mailed a contract by the preceding March 15. Failure to return a signed contract to the President's Office by April 1 removes all contractual obligations (including tenure) between the faculty member and the College, effective at the end of that academic year.

What was surprising was that failure to return a signed contract by someone with tenure constituted grounds to nullify the employment and tenure status. While this is certainly a formality, the possibility provided a disconcerting picture of tenure at Surviving College.

6.3.2 Institutional Decision-Making and Shared Governance

The majority of adjuncts were seen as too transient to participate in the institutional decision-making and shared governance of the institution due to the limited financial compensation that came from teaching on campus. NTTF, however, were active participants because of their full-time status. Beyond the first year on campus, when no new full-time tenure-track faculty were permitted to participate on committees, the NTTF were seen as some of the most active participants across campus.

NTTF were able to vote in faculty governance issues which structurally gave them a role in the process. A TTF remarked, "They do hefty committee work. They pull a lot of weight, especially in the committees that require more of an investment." That TTF member continued, noting that the NTTF were on scholarship committees and "are held at the same expectations as our full-time tenure track faculty when it comes to doing things like the course audit work." For most intents and purposes, the NTTF were the same as the TTF.

Some TTF and administrator participants remarked that the use of NTTF led to a less outspoken faculty member. For instance, one TTF stated,

"Pushing back on, shared governance or governance with administration, an adjunct isn't going to tell the provost $2,000 a class isn't enough, we need to do more...Or, these class sizes, they're too big. You need to stop recruiting students who are scoring 13, on the ACT. They're just not prepared to come here. Adjunct faculty can't do that in that environment. I mean, obviously they have the capacity to do so, but I think there's more at stake for them in some ways than a tenured faculty member standing up and saying, 'Hey, these two hours that you want to block off between one and three is stupid because it's making it so that we can't run our labs in the afternoons for our students. An adjunct won't because they're afraid they won't get rehired in a semester, and the quality of education I think declines as a result.

While it should be noted the participant was speaking about adjunct faculty specifically, the viewpoint of a less outspoken NTTF and adjunct faculty was corroborated when the faculty and administrator participants spoke about the current voice of faculty and how it was constituted. For instance, a TTF remarked:

If we think about full-time faculty, which departments have a bigger voice and the administrative roles? Which departments speak louder in the faculty governing body? Those people who are a little bit louder, tend to have less of the non-tenure track. And, I would also say the ones that have the lower majors tend to be the less tenure track.

Thus, presumably, the departments with more non-tenure track faculty and less tenure track were less vocal. An administrator agreed providing the following:

We have a pretty strong faculty governance. It tends to be run by tenured people rather than non-tenured people. The other thing is that you don't necessarily get input from all the constituents of the faculty…So, the opinion of the longer tenured or the longer lasting faculty carries the day and dissenting alternative opinions aren't heard as much.

When asked further how it could be established for all voices to be heard, the administrator replied, "Well, leadership comes from the top in academic institutions. So, I would think that having leadership that asks people what they think would encourage more diversity in opinion. But I have not found that to be the case." This viewpoint implied that upper

administration preferred such a muted tone. The same administrator provided another

example of a diminished voice:

> When they form committees, they tend to use the same people all the time. Most
> of the time the committees consist of people that are either in [leadership] positions,
> the deans, the president, the provost, and then you have people from other
> departments, but they're almost always the same people.

The same administrator, who had tenure themselves, continued: "If I were the decision

maker about hiring tenured versus non tenure track people, I would hire non-tenure track

people, because your obligation is not the same. I don't see truthfully an advantage to

having more tenure track people."

6.4 Policies and Practices of Change Agents

1. In what ways do the policies and practices of institutional change agents or their

   offices, whether wittingly or unwittingly, encourage the use of NTTF?

6.4.1 Intentional Use of NTTF

All participants, both faculty and administrators, reported that NTTF hiring had

increased. There had been a variety of reasons for the increase ranging from restrictions

on overload courses taught by TTF, the establishment of new programs at the college, and

additionally an expressed concern and preference for NTTF in lieu of TTF position lines

from administration.

Administrators explained that classes are staffed with as many TTF as possible, but

that utilizing NTTF was a regular practice as one administrator noted:

> "The number of overloads, has been minimized or well restricted by our
> administration…We teach a four, four load and certain faculty wish to teach beyond
> that for additional compensation. The administration has, within the last couple of

years, put a cap on that where the maximum number of additional overload courses per year is a total of four. So, you can do up to a 6:6, type of load."

This restriction of TTF course load required additional NTTF to meet the demands of the course schedule so that all courses were covered. This policy change reflected the lower level of pay for faculty that was a recurrent theme at Surviving College. TTF were seeking additional classes to offset the low level of compensation provided.

Further, the low level of compensation for TTF manifested in the inability to fill positions for certain faculty lines such as in business fields, which built a reliance on hiring NTTF to fill those roles on a temporary basis. One administrator remarked, "I know the positions we've had in Business have all been non-tenure track when we've advertised in the last five years." This was a long time to not post a tenure track line, especially in what is a typically a high demand major area at Surviving College. The administrator continued with the example of Accounting hires: "Specifically in Accounting, it's very hard to find a person with a PhD in Accounting because most people go out into the workforce. They don't get a PhD unless they decide early-on they want to be a teacher. The last time they advertised it was a tenure track and they still couldn't find anybody." This example spoke towards a scarcity in such potential faculty members compiled with the factor of what Surviving College was able to offer as a payrate.

An additional policy change restricted faculty's ease of access to TTF positions. Previously, TTF could be hired in such a role before completing their doctorate, and could begin their positions with ABD status on a probationary level. Now, an administrator explained that administration had changed this practice:

Actually, there's now a mandate, whatever the mandate means. For example, we do not hire on the tenure track people who don't have the (terminal) degree in hand.

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Before, we would hire ABDs. I know most of them. Most of them end up finishing their degree, but we don't [now] make that commitment until the degree's in hand.

Additionally, Surviving College had begun to take an analytical view of their faculty staffing structure as explained by an administrator:

"At [Surviving College], we didn't pay attention to balance between tenure lines and non-tenure lines per department… We historically have not. For example, now all the hirings are frozen, but we have a Biology hire and we said, 'well it will be a non-tenure track hire because their department already has seven members with tenure.' And before, that's not something that we would have paid attention to."

One of the reasons for such a change was the involvement of institutional assessment in the hiring process. The process of what faculty lines would be eligible for hire was changed with the introduction of non-academic decision makers. The president and institutional assessment office had been introduced into the academic decision-making process, which directly affected the curriculum by allocating full-time faculty lines available to departments. The administrator who is quoted above expressed that the change would probably continue as a regular practice and coined the change as being "more mindful of the way we allocate the tenure lines."

"After we knew how much money was available, then the leadership team met with institutional assessment, because they have a lot of data and metrics. So, then we kind of shifted the order a little bit. The order we had come up with [changed], but the Deans were in there. The president was there at that meeting, too. I think this year it was helpful to have the president and the institutional assessment person, but I don't know if it was the new president, or because of our times [COVID-19], but the president was helpful because we did switch a couple of things.

This process change was exactly an instance of gradual institutional change in the combined forms of layering and drift. Mahoney and Thelen (2010) explained that layering occurred when "institutional change grows out of the attachment of new institutions or rules onto or alongside existing ones" (p.20). With drift, "institutional change grows out

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of the neglect of an institution, or more precisely, the failure to adapt and update an institution so as to maintain its traditional impact in a changed environment" (Mahoney and Thelen, 2010, p.19). For Surviving College, the provost's office and faculty were unable to maintain exclusive power over academic staffing decisions as it related to tenure lines that were to be offered. As noted above, the President began to be involved in the process. The institution of tenure was the target of the layering and drift that was experienced, and these actions represented a partial erosion of tenure.

Mahoney and Thelen (2010) continued that "[w]hile powerful veto players can protect the old institutions, they cannot necessarily prevent the addition of new elements" (p.20). Additionally, "veto powers are often insufficient to prevent drift since doing so requires supporters to take active steps to shore up support for an institution as the social, economic, or political context shifts" (p. 20). This change occurred at Surviving College during two crucial political and economic context shifts. The change occurred first when an interim provost was appointed and, second, as the institution was beginning to deal with COVID-19 and the economic factors related to the pandemic. Had there been a permanent provost in that seat, the provost arguably would have held a better understanding to the significance of changing how tenure track faculty and all faculty lines are determined. If the provost wanted to oppose the change, they could have expressed an objection to the president and had rallied support from the TTF to oppose the change. Instead, there was not opposition, and the president and institutional assessment office were able to influence the decisions that were made.

The political and economic contexts of Surviving College have made it susceptible to subversive change agents. Mahoney and Thelen (2010) described subversive change

agents as not wanting to preserve an institution but to subvert and change the institution through existing rules. The institution of tenure in particular was vulnerable to subversive changes that could potentially eliminate the institution. In addition to the above change to tenure track line selection, the data reported by TTF participants suggested that there were additional signs of tenure erosion.

> So, in my department, it's increased. We have lost at least two faculty who had tenure track positions, and we've replaced those with non-tenure track positions. We've got six full-timers and two of those are instructors who work on a three-year renewable contract. They're really at a fixed sort of salary as far as I'm concerned. I don't see a whole lot of hope that they will actually be given tenure track positions because we're always reminded about the budgetary problems that we have.

The preceding narrative illustrated the gradual erosion of the tenure track lines that was occurring at Surviving College. Without tenure lines being posted, non-tenure track positions were steadily replacing tenure track positions through retirements or departures for other reasons.

TTF communicated that there had been a push from upper administration to intentionally reduce tenure. One TTF participant cited communications from the previous president:

> Our previous president felt that the percentage of faculty who were tenured was way too high and the board felt the same way. I think a lot of it was the board responding to his recommendations and his statements and from what I could tell, limited research. The president was bringing them facts and figures that in my opinion had been cherry picked to do that.

I asked where the faculty member received this impression, and the faculty responded "[t]hey were speeches in addition to informal hallway communications conversations, but primarily from our annual general assemblies in the fall and in January before the start of the semester. The president would bring those types of things up." I pushed as to what

percentage the president had identified as the appropriate percentage for tenure. The faculty member responded, "I honestly don't remember the number. The president let us know the number that we were at was too high." While the president may have explained their position in more depth or from a financial exigency point of view, that message was not communicated; rather, the message that was received was that the percentage of tenure track faculty at the institution was too large.

TTF indicated that the structures revolving around the tenure track decision-making process were under review with the preliminary changes resulting in added flexibility and options that were to be given to TTF members in the tenure track process. For instance, faculty members had the option to pause their tenure track process if life circumstances such as childbirth or elder care for family members required additional time that could compromise a TTF member's progress. Thus, the tenure clock could be paused and restarted when life circumstances dictated. Additionally, while NTTF positions could already be modified to TTF positions, the same too was possible for TTF positions to be modified to NTTF should the faculty member request that change. While this change could be beneficial to the individual faculty member involved, it was an added threat to the institution of tenure. For instance, should the position be changed from TTF to NTTF during the process, there may not be a guarantee to restore the position to TTF status should the person occupying the role leave the college before getting the line converted back to a TTF position. This layering of additional rules to the tenure track process created an additional scenario that could result in the elimination of a TTF role in favor of an NTTF position.

6.4.2 Using Tenure in Negotiations

Surviving College used the prospect of tenure as a negotiating chip in the hiring process and utilized tenure in a fluid manner. TTF recounted multiple examples of faculty being hired into positions as NTTF only to negotiate the position into a TTF position at some point in their employment. An administrator identified a similar instance in their current program where, "In the next five years, what I would like to try to push for is to have our non-tenure track faculty member transition over to a tenure track." As the administrator described the desire, there was not a hint of concern for the potential loss of the position before it could be converted into a TTF position, but rather an acknowledgement that this faculty member should have been in a tenure line from the beginning.

In several instances in the interview process, the provost's office had identified a potential faculty participant s a NTTF member, and as the interview began, the faculty member clarified that they were a TTF member. Through the interview process, I noticed that positions could fluidly change back and forth from tenure to non-tenure. For instance, one TTF conveyed a situation where a faculty member applied for a position advertised as a tenure track position, and then on the day they came to sign the contract, the administrator had changed the position to a NTTF position. The faculty member had already left their previous employment, so they essentially said, "Fine, I'm going to renegotiate this later." A TTF familiar with the incident shrugged off the occurrence explaining, "If you go with the flow and just know that once they get to know you and your work ethic, you're going to be able to renegotiate." TTF explained that consistent turnover in upper administration had contributed to tenure being negotiated due to a loss of knowledge of policies and

practices or based on the attitude of the administrator concerning tenure. One TTF explained that the previous Dean had not been a fan of tenure, despite holding tenure themselves, and that since the new interim Dean took charge, that support for tenure had increased.

At Surviving College, as positions were discussed, the focus was on whether the position should exist rather than whether a position should be classified as NTTF or TTF. A TTF remarked, "I know a lot of my colleagues that I'm close with, they wanted to be on tenure track and they were told that they could not be at that time, but they could switch to tenure track later." Because of the position fluidity, TTF forecasted more NTTF hirings. As one noted, "I think the trajectory that I see is that more will be non-tenure track. I think part of that is going to be, 'Hey, we want you to come here and we want to see what you're doing. Then we'll renegotiate,' which is kind of what happened to me." Another TTF corroborated this viewpoint: "That's been my experience in the past; the applicant's ability to negotiate has determined whether it's tenure, non-tenure track, not the way the position was posted like it is in many other schools."

Thus, faculty who are hired to begin new programs are destined to be hired as NTTF. The NTTF are essentially auditioning for tenure based on the success of the programs they were starting. All participants agreed that NTTF were the appropriate hiring for new programs until greater certainty could be established whether a program would persist as was described by an administrator with tenure:

> It makes sense when you're starting a new program, not to directly go to tenure lines because you don't know if the program is going to be successful…Especially, with all these professional or pre-professional programs that are coming on because, if they're gone, then there's no [loss], they're not part of the core curriculum.

This sentiment described the peripheral nature of such programs that could easily be removed without affecting the core curriculum and existence of the college. In case of an economic downturn, the program could be eliminated easily without harming the overall existence of the institution. During calm economic times, the new program would provide for itself and contribute to the overall wellness of the institution. It seemed, then, that the new program would only then be woven into the curriculum, once it could demonstrate its ability to sustain itself without support from the remainder of the institution. In such a setup there is a real threat of either a program being mediocre or a program not having academic freedom. Mediocrity may be the end result because a great, challenging program may bring student dissatisfaction and enrollment too low to sustain the program. Academic freedom being threatened may be the product of administrator input that would inappropriately influence faculty's decisions in order to enroll additional students due to non-academic factors. If tenure were involved for those in the new programs, there would be protection from the sink or swim mentality that would otherwise be present.

6.5 Summary

The presence of NTTF had actually strengthened the Academic Ethos at Surviving College from a perspective of adding diversity to the curriculum and competency. Diversity was seen in new course offerings, different demographic representation and in new program development. Competency was noted in terms of a recency of scholarship, an increase of enthusiasm and energy, and increased commitment in comparison to the TTF on average. NTTF maintained strong relationships with students, while adjunct faculty suffered in comparison to TTF. NTTF were necessary to maintain low average class sizes and small faculty-to-student ratios. This was in part from a philosophical perspective for

the college as well as a physical space campus design that prevented large classes from assembling in a physical space together.

Surviving College utilized NTTF in order to survive and granted tenure when necessary to retain its faculty. I do not make that statement lightly, but rather after considerable thought concerning the data. Throughout the interviews negotiating tenure arose repeatedly with different parties and nuances to it. Tenure, with the exceptions of financial exigency, moral turpitude, and gross incompetence, constitutes the far end of the spectrum (guaranteed lifetime employment) when it comes to negotiating employment for faculty. The opposite end is no employment which is a consistent threat to NTTF due to the nature of such a position, loss of employment. Repeatedly, Surviving College did not make tenure easily available for faculty. The data included faculty positions not being posted as TTF lines, positions advertised previously as TTF being hired as NTTF when it was time to sign contracts, potential study participant TTF faculty being identified as NTTF by the provosts office, the president and institutional research office involving themselves in the tenure line decision-making process, reports of the former president publicly arguing there were too many tenure lines, and revisions to the faculty manual making the process more fluid and easier to stop. The use of NTTF was a matter of necessity rather than choice, such that utilizing NTTF was an intentional act done for survival. NTTF were not being used simply as a discretionary strategy to achieve other desired academic or institutional goals. Surviving College was tuition driven, and did not have the support of a large endowment to support the budget, so for the concept of negotiating tenure with faculty, tenure was awarded to retain the faculty Surviving College needed.

Surviving College utilized NTTF in two flexible ways. The first way was the use of NTTF for the development of experimental new professional-based academic programs that would either support themselves through increased enrollment or fail and be easily eliminated from the institution. The second way was hiring NTTF in for open TTF positions. The NTTF would either act as a short term stop gap to cover the instruction requirements of the line, or they would prove themselves as an adept faculty member whose position would later be negotiated to a TTF position to retain them. In each instance a NTTF was initially hired who did not represent a long-term commitment by the college which allowed the college the flexibility to pivot inexpensively in another direction if required.

CHAPTER 7. **DISCUSSION**

7.1 Introduction

      To discuss the findings of the study, this chapter will first summarize the effect of using NTTF on the academic ethos, collegial faculty student relationships and sanctuary like setting for each college. Then I will address the policies and practices of change agents utilizing NTTF on the colleges. Finally, I will discuss the theory of gradual institutional change as it relates to the findings of the study, including alternative explanations or theories that may supplement the theory of gradual institutional change.

7.2 Effects of NTTF on Academic Ethos

      For each LAC, the NTTF contributed positively to the academic ethos by teaching in the core curriculum and by providing a diversity of additional courses. Full-time NTTF in particular supported the academic ethos. The way each college utilized NTTF for core curriculum classes varied ranging from teaching first-year level courses to teaching senior-level capstone projects, including study abroad travel courses. The NTTF brought a recency of scholarship and helped modernize academic practices such as in laboratory operations. The full-time NTTF at each college were compared favorably to first or second-year tenure track Assistant Professors. Any concern of the quality or rigor of NTTF instruction revolved primarily around part-time instructors such as at Transitioning College or Surviving College. Those colleges professed closely monitoring such faculty so that the content quality and rigor were maintained and quick dismissal of the faculty member occurred if there was a significant deficiency.

The positive comparison of NTTF teaching quality compared to TTF at all participant institutions provided positive evidence in support of NTTF contrary to the mixed evidence of teaching quality found in the literature (Umbach, 2007). This positive comparison was especially present in reference to the full-time NTTF (FTNTTF) at each institution. FTNTTF at Classic College were depended upon to support the sabbatical and study abroad programs. At Transitioning College, FTNTTF were leading study abroad trips and capstone projects. At Surviving College, FTNTTF were developing new academic programs and providing an injection of enthusiasm to many of the TTF. Finally, across all three LACs, FTNTTF were helping to broaden the curriculum.

It was clear that when the LACs utilized NTTF, the best results came from hiring NTTF as full-time faculty. FTNTTF were not subject to the moral dilemmas described at Transitioning College, and were provided an increased level of stability and sense of permanence for the faculty, students, and school alike. The full-time status of such hires seemed to not raise concerns from TTF that would derive from the political context of the Colleges and would be less likely to instigate an action from faculty to oppose administration to maintain compliance. For instance, the increased hiring of part-time faculty as NTTF could raise concerns of academic rigor, concerns of a weaker faculty voice, and concerns of furthering an unjust environment due to insufficient pay. If any of these concerns were realized, any could then affect the characteristics of the LAC including the academic ethos, strong faculty student relationships, and the sanctuary-like setting.

It should be noted that the FTNTTF would be the next best thing to TTF if there was not sufficient funding or support for an additional TTF position at an institution. The reader should not conclude that FTNTTF were seen as an equal replacement for a TTF

position. The TTF position at each college was the ideal position in order to maintain the academic ethos, strong collegial faculty student relationships, and the sanctuary like setting that characterizes such institutions.

7.3 Effects of NTTF on Collegial Faculty Student Relationships

The presence of FTNTTF at the LACs did not negatively affect the collegial relationships between faculty and students at the LACs. At each institution, the full-time NTTF developed relationships like those of TTF. At Transitioning College and Surviving College, FTNTTF were reported as being in a better position to develop those relationships than TTF. This position was due in part to the lack of demands related to research in pursuit of tenure or promotion, as well as the younger chronological age of the FTNTTF in those roles compared to TTF. Classic College too saw the FTNTTF as contributing to strong collegial faculty student relationships similarly to the TTF. The full-time status for the NTTF at all three institutions enabled the faculty members to commit to the institution and students, which is otherwise a weakness to utilizing NTTF as reported in the literature (Baldwin & Chronister, 2001).

In agreement with the literature, the negative exception to NTTF commitment was most present at Transitioning College. Part-time faculty and adjuncts were reported as hampering the development of those relationships due to the less permanent nature of those faculty. Part-time and adjunct faculty were not resourced with offices that could be utilized for office hours, tutoring or informal advising, and to allow for deeper conversations that could organically occur outside of the classroom. Further, the payrate for part-time and adjunct faculty was restricted due to a limit of courses they were permitted to teach per

semester and to avoid qualifying for full benefits. Consequently, part-time and adjunct faculty were forced to teach elsewhere or hold additional employment which limited their availability on campus.

7.4 Effects of NTTF on Sanctuary Like Setting

All participants at each institution acknowledged that the presence of NTTF aided maintaining the sanctuary like setting. NTTF reduced the faculty student ratio and the average class size for each institution. The use of NTTF helped provide the necessary instruction for the colleges at a reduced financial cost. NTTF also added diversity to the makeup of the faculty population and added additional courses which enriched diversity of the curriculum at each institution. Data in this study suggest that FTNTTF should be considered permanent features of the LACs. NTTF at each college provided a more financially affordable option for delivering classes to students. If any of the colleges were to cease utilizing NTTF, they each would change substantially as NTTF are woven into the fabric of each college. The continued use of NTTF at each institution seemed to be a foregone conclusion such that NTTF would be a permanent presence at each institution and seemed crucial to maintaining the sanctuary like setting of the colleges.

At Transitioning College, the majority of the faculty were NTTF and the professional programs present at the college were primarily being taught by NTTF. FTNNTF also staffed successful programs that were redefining the existence of the college and its future direction. Further, the administration had established staff positions to help develop NTTF professionally through continued development programs and workshops, and the president had even recognized contributions of NTTF in newsletters and media that

were distributed to all faculty and staff at the institution. One TTF went so far as to talk about how the college should support NTTF by creating "a more just system within a finite circumstance" which was an acknowledgement that additional permanent support and compensation systems should be implemented to sustain NTTF's permanent role at the college.

At Surviving College, NTTF were the means to the continued existence of the college. Approximately half of the entire faculty were NTTF and in the course of this study, only NTTF faculty positions were offered by the College to newly entering faculty. Surviving College utilized NTTF for new programs, online programs, and as the status for faculty to enter the institution. Tenure was only offered at a later time through negotiations and attempts to retain successful faculty at the college.

Classic College utilized NTTF to maintain their desired outcomes of having a healthy sabbatical program, a competitive fellowship program, and an extensive study abroad program. Classic College employed NTTF as full-time first and second-year non-tenure track Assistant Professors who filled the gap for TTF who were participating in one of the above programs. Classic College intentionally chose to employ NTTF in this manner rather than increase their overall faculty staff by an additional 15% to accommodate TTF participating in those programs. Classic College supports its NTTF to maintain the high academic expectations through the Teaching Center, intentional mentoring, observation, and evaluation.

Of the three schools, Classic College had the strongest core of TTF and accordingly promoted the greatest sense of a sanctuary like setting. Transitioning College had a strong core of TTF, but the sheer number of NTTF far exceeded that of the TTF making it seem

that the college had two parts. Transitioning College's campus felt like it was in movement, a place that had outgrown its initial existence, a place struggling to fit in its surroundings with pieces here and there. Surviving College seemed to have a dysfunctional TTF corps that sincerely needed to engage in self-reflection and assessment to face the truth about itself. Repeatedly, Surviving College TTF and most administrators described TTF who were either deadweight or TTF who needed to examine their teaching methods, curriculum, and overall output in order to improve the learning experience for the students. Further at Surviving College, the current TTF were seen as a threat to the existence of the college based on their reported tendency to harken back to the college's past and not acknowledge the challenges and threats currently faced by the college.

7.5 Policies and Practices of Utilizing NTTF

Each of the three cases studied provided examples of LACs in different forms and disparate stages in their respective development. NTTF were present in large percentages at each institution, but played distinctively different roles. An interesting set of data to look at is the percentage breakdown of faculty usage at each institution. The actual numbers of faculty cannot be used, but this format is illustrative. In the table below, each college is listed with the overall percentage of their faculty broken down as NTTF or TTF in the first two columns with percentages. The columns indicate what percentage of the full-time faculty are either TTF or NTTF.

Table -1 Faculty Percentages

College	Percent NTTF	Percent TTF	Percent of FT TTF	Percent of FT NTTF
Classic	20.41%	79.59%	83.9%	16.1%
Transitioning	66.07%	33.93%	80.4%	19.6%
Surviving	63.31%	36.69%	67.8%	32.2%

Classic College had both the lowest percentage of NTTF with 20.41% of all faculty being NTTF, and the lowest percentage of faculty being NTTF at 16.1% of full-time faculty. Transitioning College had the largest percentage of NTTF with 66.07%, but only utilized NTTF as 19.6% of their full-time faculty. Surviving College had 63.31% of faculty being NTTF, and had 32.2% of their full-time faculty being NTTF. For each institution, the percentages are large enough to form a critical mass that deserves consideration as to their effect on and role within the institution.

Both Surviving College and Transitioning College employ more NTTF on faculty then TTF, while Classic College TTF comprise the majority of their faculty. I would argue that the percentages reflect the relative level of intentionality of NTTF use by the institutions. Classic College intentionally chooses to utilize NTTF to support their specific programs. Transitioning College and Surviving College utilize a high percentage of NTTF to sustain their current structures that are dependent on professional programs in their respective curriculums. It seems that Transitioning and Surviving Colleges find themselves in a situation where they are absolutely dependent upon NTTF to persist. This certainly is not how either college was originally designed, but rather the culmination of a set of decisions that had been made in the past that had brought them to their current state.

With deliberate examination and foresight, both colleges could identify their respective goals and future, though they had not necessarily defined said goals or future, and then utilize NTTF as a mechanism to get there.

The policies and practices revolving around NTTF at Classic College were intentional. The use of NTTF led to the desired outcomes of the college, and aside from the occasional part-time adjuncts that had to be hired to teach a course when there was an unforeseen departure or health issue, NTTF were intentionally hired to fulfill a desired outcome to support the college's progress and mission. The discussion of hiring more visiting professors on two-year contracts rather than one-year contracts was a clear indication that Classic College was hiring NTTF to be as similar to TTF as possible. The additional year provided more permanence to the faculty member, additional time for long-term decisions to be made, and more certainty from a planning perspective when considering changes.

Transitioning College had undergone significant growth over the last decade with the addition of a series of professional programs. The program growth led to an increase of graduate programs and with it an increase in the number of NTTF present at the college. The NTTF were present either because the professional program required professional based faculty who would be hired as NTTF because a full-time position was not needed, or because the faculty member had a full-time professional position aside from teaching. With the success of the professional programs, the overall enrollment of the college increased which required additional faculty to teach the courses. Instead of hiring TTF to meet the increased demand for teaching, Transitioning College elected to hire NTTF. The overall TTF size of Transitioning College had increased during this time, but not at a pace

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where fewer NTTF could be hired. This NTTF expansion occurred even during Transitioning College's financial hardships that prompted the increase of an additional class to the teaching load for all full-time TTF. Despite this additional number of courses taught, NTTF were still required to meet the instructional need of the college including core curriculum courses.

With all that being said, Transitioning College had found itself in a place where it needed to clarify its identity. This was present in the repeated discussion of being in a moral dilemma regarding NTTF. NTTF were vital for the existence of the college, yet there was angst expressed by participants when describing how NTTF could lose classes when TTF's classes did not fill, or how the number of classes an NTTF could teach was limited because of policy. This feeling continued when discussing students' experiences when entire class schedules were taught by NTTF, when an NTTF lacked an office to meet further with students, or when the quantity of classes available were limited forcing them to teach additional courses elsewhere to support their family, all based on policy.

Transitioning College further displayed its transient nature by being the only campus that had begun to require additional scholarship for promotion and tenure. The intent of the policy change was to improve the academic ethos and prestige of the college, but according to participants, there was not the accompanying intentional, structured support mechanisms for the TTF going through tenure and promotion to permit them to develop strong collegial student relationships. Instead, NTTF were being utilized to fulfill that role. Transitioning College had the goal of becoming the next great nationally recognized religious college of its denomination. This desired growth was echoed by a faculty member who lamented the lack of diversity and the homogeneous nature of their

department due to the geography of the college and its affiliations. The faculty member extolled the benefits of diversifying the faculty and identified using NTTF as a mechanism to support this diversification. Thus, the tenure and promotion policies were in line with the aspirations of the college, but perhaps creating unintended consequences of diminishing the collegial faculty/student relationships that were being developed.

Surviving College utilized NTTF as its method to explore new programs, to meet its base instructional needs, and to recruit new faculty into the college with the potential of achieving tenure status in the future. New programs at Surviving College were introduced like a college funded entrepreneurial start-up to experiment whether the new piece of curriculum would be well received and increase enrollment. Since the programs were exploratory in nature, NTTF were hired so that employment was not guaranteed should the program fail and so that full benefits would not be required. Finally, that the college was not advertising tenure track positions demonstrated an intentional practice to utilize NTTF instead of tenured faculty. Repeatedly, participants described faculty transitioning from NTTF to TTF through negotiations during the hiring process or after demonstrating successful results in teaching at the college. This practice was epitomized in the concept of new programs, but also existed for core curriculum faculty lines like History or Chemistry.

Also, two policy changes communicated that Surviving College was perfectly comfortable with having NTTF instead of TTF. The first policy allowed TTF on the tenure track the ability to pause their clock for various reasons. They could then resume their clock again if so desired, but the college would not push them out if they did not restart the clock at a designated time or at any time for that matter. The second policy change was

that TTF on the tenure track had the option to transition their position to a NTTF appointment instead of going for tenure if they so desired. Surviving College needed faculty to teach their classes and tenure was only used when necessary to retain NTTF to stay at Surviving College when NTTF demonstrated they could succeed at the college.

The two policies above from Surviving College were examples of institutional change through a process of layering. The core policies surrounding tenure had not changed. Instead, additional accompanying policies had been added which added greater uncertainty and less rigidity to the process. Faculty could exit the tenure track process while not being forced out of the college. As Mahoney and Thelen (2010) stated, layering was "The introduction of new rules on top of or alongside existing ones." Layering represented a threat, in at least two ways, specifically to tenure. The first threat was the precedent of being able to change the policies for the "greater good". This justification for the initial change meant it would then be easier to make additional changes in the future. Future changes could be compared to this precedent and therefore allow for subsequent changes and layering. The second threat was that the "greater good" could have different intent behind it which could result in other forms of change more significant or dramatic in nature. For instance, the changes at Surviving College to tenure were made to provide flexibility to those going through the tenure and promotion process to provide understanding and support to retain good faculty especially during significant life events, such as disease, pregnancy, or family emergencies. While this change was made for the desired outcome of not losing excellent faculty, that same desired outcome could foster the creation of additional faculty status or positions that provide stability for faculty while not offering tenure. If such a middle ground position were promoted further and found to be

successful, then there could potentially lead to a decline in how frequently tenure would be awarded. Given enough time and reduction in tenure being awarded, there could be a growing credibility to the argument that tenure would no longer be needed.

Neither of the policies above would have been accepted at either Classic College or Transitioning College. The changes to faculty positions regarding tenure at Surviving College centered the locus of control with the individual faculty member rather than with the collective faculty. The TTF at Classic College exerted strong control over the tenure and promotion process, and the locus of control rested with the collective faculty, not the individual faculty member. This control at Classic College was evidenced by the rejection of the Dean's suggestions that TTF expand the definition of tenure as previously discussed. Similarly, tenure and promotion was governed by the TTF at Transitioning College, though the TTF were less cohesive and less strict in its enforcement of policy interpretation. The tenure and promotion process was still significant, and there was a distinct difference between TTF and NTTF, despite NTTF greatly outnumbering TTF. The differences between TTF and NTTF at Surviving College, however, were not dramatically different, save for certain faculty voting rights and contractual arrangements, and thus the positions were more fluid in nature. NTTF lines could easily become TTF lines and vice versa, since survival was the most crucial factor for Surviving College. An indicator of Surviving College's state of instability and view of tenure became visible when participants were asked about the process of adding a tenure track position. Whether a position was tenure track or not was irrelevant. Instead, the participants emphasized the struggle to justify the existence of the position, and seemed grateful for any position to be granted.

7.6 Theoretical Perspective

For each college, the theory of gradual institutional change applied to the circumstances of the college. The style of change agents depended upon the prevailing political context at each institution. Classic College faculty maintained a strong political presence and thus provided a political context that would be tolerant of mutualistic symbionts as the change agents. Transitioning College's core faculty presented a strong political context and could enforce compliance for core factors of importance to the institution. The college, however, remained susceptible to drift and layering, wherein the rules of the institution are maintained but they are either neglected, reinterpreted, or layered upon with additional rules. Surviving College did not have a strong faculty political presence, and, consequently, remains susceptible to an insurrectionary change agent making changes to the institution as a whole.

Surviving College appears to be one financial downturn away from being in a position that would require substantial change to its internal structure, particularly to the institution of tenure. The appearance of tenure being in danger at Surviving College looks more prevalent when there are reports of TTF displaying teaching with a lack of rigor, displaying poor scholarly acumen, and indications of outdated teaching and performance. This appearance is amplified when compared to the positive remarks about NTTF's performance on campus, which provides the groundwork for actively changing the status of tenure on campus. A change agent could grasp on a financial emergency or a scandal to institute displacement in the policies and practices of the institution.

The Theory of Gradual Institutional Change (GIC) considers endogenous sources for change instead of depending only on exogenous shocks for the case of most forms of institutionalism. Institutionalism primarily describes institutions as perpetuating or replicating themselves and then changing primarily due to exogenous shocks. GIC attempts to provide a model that accounts for endogenous and exogenous change based on "dynamic tensions and pressures for change that are built into institutions" (Mahoney & Thelen, 2010, p. 14). These dynamic tensions that are present in the LACs come primarily from compliance expectations exerted by faculty as part of the prevailing political context within the institution. GIC effectively explains "how" change occurs, but could delve deeper into the basis of the prevailing political context, or the "why" behind the political context and the different levels of compliance that are enforced.

Compliance in LACs according to GIC stems from the political context of the institution allowing for a strong veto possibility or a weak veto possibility in opposition to change. Mahoney and Thelen (2010) describe the veto possibilities in binary terms where veto possibilities exist as either strong or weak. Additionally, the characteristics of the LAC allow for either a low level of discretion in interpretation or enforcement of existing rules or a high level. I would argue that rarely, however, are things so binary on a college campus. Both the veto possibilities and the rule interpretation/enforcement for compliance would be better viewed as existing on a continuum. The subtleties that come with those considerations would allow a more nuanced view of how things operate on a college campus. Even with such an adjustment, the "why" of how compliance and interpretation/enforcement are enacted would be better understood by considering institutional change from an organizational justice perspective in combination with GIC.

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7.7 Organizational Justice Theory

Organizational Justice theory addresses various methods for which equity judgments are made by individuals in an organization and how just or unjust judgments of how one is treated may arise (Greenberg, 1987). Two main categories of organizational justice that are relative to GIC are procedural justice and distributional justice. Procedural justice pertains to the way employees, programs, and departments are evaluated for performance and for rewards that exist within an organization, and whether the processes and the way an individual, program or department is treated within those processes are fair (Thibault and Walker, 1975). Thibault and Walker (1975) found that as long as participants feel the procedures and their treatment within the procedures were fair, then the outcome is better received even if it is deemed unfavorable by the participants. Distributional justice pertains to the way compensation, whether it be monetary, prestige or power, is distributed within the organization (Martin, 1993).

Leventhal (1980) identified six procedural justice rules which contribute to distributional justice judgments as well, namely "the Consistency rule, Bias Suppression rule, Accuracy rule, Correctability rule, Representativeness rule, and Ethicality rule" (39). These procedural rules are utilized when making decisions on distributing resources in an organization to bring about gradual institutional change which directly connects to the GIC characterization of organizations as "distributional instruments". In the context of this study, such distributions of resources result in procedural and distributional justice judgments being made by those who enforce compliance with the college's rules, primarily TTF at LACs. At is, the TTF are making fairness judgments as to whether procedural and distributional decisions in the organization are just. Leventhal (1980) noted that violations of multiple rules could be considered at one time by individuals making justice judgments,

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or the weight of violations could vary in significance and elicit a judgment of injustice accordingly.

The justice judgments described above stem from Adams' (1965) equity theory. Adams' (1965) equity theory provides the foundational elements of organizational justice theory and these judgments. Adams (1965) asserts that individuals in an organization will evaluate how they are being treated relative to a comparative other. This value judgment is measured as a ratio of outcomes in the numerator divided by inputs in the denominator as compared to the perceived ratio of another individual relative to their outcomes and inputs (Adams, 1965). Adams (1965) uses this ratio as a way to show when distributional justice is realized through the following equation.

Figure 7-1 Adams' Equity Theory

$$\frac{\text{A's rewards less A's costs}}{\text{A's investments}} = \frac{\text{B's rewards less B's costs}}{\text{B's investments}}$$

In this formula, the outcomes, which are the numerators, are the overall compensation that one receives given the total rewards minus the costs to achieve those rewards. The inputs, which are the denominators, are the investments the individual possesses such as experience, educational level or specific training or skills. In comparison to another person, if an individual has more investments than the comparative other, the individual should expect to receive greater compensation to maintain an equal ratio between the individual and the comparative other. When the ratios are compared however, there may be three evaluations. The individual may judge that their ratio their relative compensation, is less, equal, or greater than the other person. A judgment of equal compensation will result in a feeling of distributional justice. If the individual feels there is an inequality

between the two ratios, the individual will feel wronged if their ratio is less, or perhaps guilty or fortunate if their ratio is perceived as greater than the other person.

When the ratios are unequal, the individual may act in a variety of ways to equalize the ratio. The individual may adjust their inputs by attaining additional training, may increase or decrease their effort level, or may take other actions mentally to justify the ratio in their mind or to adjust expectations related to their work or compensation in comparison to the other party (Greenberg, 1987). The comparison is a ratio, therefore if the comparison is equal, this does not mean the inputs and outputs between the two people are equal, but rather the ratios between the inputs and outputs are equal. One person may understand that the comparison person receives more compensation because that person brings more to the organization or that more is required of the person.

In addition to Adams' contributions, organizational justice theory has extended beyond individual judgments to include collective judgments, unit level judgements, or perceptions that constitute a context or climate of perceptions within an organization. Mossholder, Bennett, and Martin (1998) showed that within a procedural justice context, the unit level's perception of procedural justice within an organization could influence an individual's perception of how they were treated. Mossholder, et al. (1998) demonstrated the need to consider the unit analysis level effects for procedural justice including the individual, the unit level, or more broadly the group or organization wide level. Naumann and Bennett (2000) defined a "procedural justice climate as a distinct group-level cognition about how a work group as a whole is treated" (882). Naumann and Bennett (2000) confirmed that work group cohesion was a significant determining factor on the strength of a group's procedural justice climate perceptions. An organization's procedural justice

climate represents norms that dictate acceptable behaviors within the organization. For LACs then, a cohesive TTF group would foster a strong procedural justice climate throughout the college. Subsequently, the TTF level of cohesion would then help explain the level of compliance enforced by TTF at the college. A cohesive TTF group would exert greater compliance than a TTF group that was not cohesive.

These justice judgments can help explain some of the data in this study that GIC is not necessarily able to do so by itself. For instance, at Classic College, the Dean raised the topic of tenure with the proposition of allowing TTF the ability to reconsider what were grounds or criteria for earning tenure at Classic College. All of the Dean's overtures to the faculty would have ceded discretion and additional authority to the faculty. They resisted such propositions and pushed back against the Dean in an act of compliance with the rules of the college. This faculty pushback did not fit with what GIC would have predicted given the type of change agent that the Dean was and the type of change that was proposed. Organizational Justice Theory, however, would suggest that the faculty were making a justice judgment based on equity, or that the response represented a cohesive procedural justice climate that would not accept such a proposed change. According to Adams (1965), changing the situation would upset the equity ratio involved with faculty by changing compensation without changing the required inputs from the faculty. The new imbalance in the equity ratio could perhaps be seen as grounds to remove compensation or some other act by administration later on. The norms from the cohesive procedural justice climate would dictate that such a change should not occur (Naumann & Bennett, 2000), since those norms would be based on previous events, interactions, and values. Regardless, the faculty

were not in favor of disrupting the current justice judgment or climate, and that could explain why they pushed back.

For the faculty at Surviving College, the distrust of administration (namely the president and board of trustees members which was described in the data) spoke to procedural and distributional injustices. Some TTF participants described the previous president as arguing that there were too many tenured faculty on the campus in comparison to other similar colleges. Additionally, TTF described board of trustees members echoing a negative sentiment toward tenured faculty and the institution of tenure. TTF argued that the previous president "cherry-picked" their data as it related to excessive numbers of TTF at the college. This arbitrary selection of data could be considered a procedural injustice violating Leventhal's rules which would help explain that data. Additionally, the board of trustees' negative opinion of TTF was reported as being formulated through anecdotal information which too would be a biased decision and a Leventhal rule violation. These procedural injustices would then arguably lead to distributional injustices since the president and board of trustees maintain significant say in how resources are distributed within the college. It is important to keep in mind with all justice judgments that the judgments are made from the respective party's viewpoint, with incomplete knowledge, and thus the comparisons and evaluations that are made are prone to inaccuracies (Adams, 1965). While the TTF at Surviving College may not know the full facts, that is less important than the perception of what the facts are.

Finally, the procedural justice climate at Surviving College also helps explain the limited strength of compliance exhibited there. TTF were essentially uncooperative and distrustful of the previous administration, but the TTF were not very cohesive and so did

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not rise to provide significant opposition or influence of the school. Were there an injustice to galvanize the TTF together, things could change at Surviving College, as was alluded to by one TTF participant. But, at the time of this study, such cohesion was not apparent amongst the TTF at Surviving College.

GIC's explanation of Transitioning College is also better described when additionally factoring Organizational Justice Theory into the discussion. At Transitioning College, participants described a "moral dilemma" in terms of properly compensating NTTF on campus given their roles and contributions to the college. The moral dilemma that was being described directly speaks to Adams' (1965) equity equations with participants struggling with inequitable compensation to the NTTF compared to their apparent commitment and contributions to the college. The moral dilemma that was felt seems to suggest that the numerator or denominator in Adams's (1965) model needs to be altered in some form in order to bring equity to the NTTF's circumstances. In my interpretation of the data, the contributions from the NTTF at Transitioning College outweighed the compensation given to them.

At Transitioning College, the prevailing political context did not call for a lot of compliance from the TTF and, accordingly, the administration was granted a high level of discretion to interpret the existing rules of the college. With limited compliance and high discretion, the institution was primed to go through institutional change in the form of a conversion. The faculty did not enforce compliance with the rules of the college but rather allowed for the conversion of the rules and, subsequently, the college.

Further, it seemed the equity judgments being made at Transitioning College indicated that TTF felt their compensation was positive or at least equal. This suggestion

comes from the lack of opposition reported by TTF when minimum course loads were increased by an additional course a couple of years prior. As the TTF participants in particular described having to take an additional course for budget reasons, there were no signs of discontent or animus toward administration regarding the change, but rather recognition that the change was needed for the college's well-being. Justice judgments were certainly made by TTF, and considering those judgments along with GIC helps to understand the institutional change involved more clearly.

7.8 Summary

For each of the colleges studied in this manuscript, how they utilized NTTF demonstrated their respective conditions and stage of development as a college. Essentially, the way the college used NTTF served as a litmus test for their condition and status. The more specific that a NTTF position was to an identified institutional goal, the more stable and healthier the institution. The more vaguely an NTTF position was tied to an institutional goal, the less developed and healthy was the college. While the survival of the institution is certainly an institutional goal, it would seem reasonable to assert that survival is less of a discretionary goal than enhancing programmatic offerings.

The use of NTTF affected the characteristics of the colleges, namely the academic ethos, the collegial relationships between faculty and students, and the sanctuary like setting. For each college there was a different degree of intentionality with which the college acted in utilizing NTTF. The level of intentionality demonstrated how solidly the plan of action for the college seemed to be.

Surviving College and Transitioning College were liberal arts colleges in name only. Both were founded as LACs and ascribed to the ethos of such institutions, but when looked at more closely, they only vaguely resembled an LAC based on the characteristics employed in this study. Transitioning College had significantly increased its graduate programs which had largely subsidized the remainder of the institution by presenting a larger net tuition per student than those on the undergraduate level. Surviving College had similar graduate programs, but also had an online presence in addition to its traditional undergraduate program. The online platform of education had additionally subsidized the existence of the institution with the higher net tuition rate than the undergraduate level. Additionally, Surviving College was developing new professional based programs that were experimental niche programs that were designed with the understanding that the NTTF faculty hired to begin the programs were entrepreneurial in nature. If they succeeded, the program could stay; but if it did not, it would be eliminated and their faculty positions eliminated as well.

7.9 Suggestions for Future Research

For all of the LACs, it seemed that it would be in their best interest to hire full-time NTTF rather than part-time instructors. The data seemed to suggest that doing so would provide greater stability to the characteristics of LACs. FT NTTF receive benefits, offices, and employment status similar to a non-faculty staff person, all of which would strengthen the academic ethos, collegial faculty student relationships, and the sanctuary like setting. If LACs could study the relative benefits of using FT NTTF rather than part-time instructors, such an examination might prove instructive for future planning and strategizing for the LAC. Perhaps the possible benefits of FT NTTF use could be studied

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in the context of developing a new program by using FT NTTF instead of part-time NTTF or something similar.

As part of the research, NTTF were interviewed at each college. In order to focus the conversation into a more manageable discourse, the data collected from NTTF interviews were not utilized in this conversation. NTTF's perspective and contributions would provide a more robust understanding of how NTTF affect the character of the LACs. For instance, one administrator specifically addressed that faculty and staff at Transitioning College "want to feel like they're contributing to something that has some meaning, even if they are in a contingent role. By and large, I think there's just a desire not to just feel like they're a cog in a machine…, culture." While this assertion may be true, it may not encapsulate how NTTF see themselves contributing to the LAC. Rather, there may be a collection of other perspectives that could pertain to the character of LACs that should be considered as NTTF are utilized at LACs. Additionally, the NTTF interviewed were full-time NTTF. Part-time NTTF, for instance, could have provided a more nuanced understanding of how the presence of NTTF were affecting the character of the institutions.

An additional vein of research that would be worthy of pursuing would be to repeat the interviews in ten years. Transitioning College and Surviving College both provided a picture of colleges potentially ripe for change depending on the progression of the colleges through their gradual evolution. For instance, Transitioning College had a large percentage of TTF who had not yet attained tenure. In ten years, that body of faculty would have attained tenure and or moved on to another institution. Assuming that a large percentage attained tenure, which was the usual circumstance at Transitioning College, then there

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could easily have been a much stronger political context in the presence of the TTF. Additionally, in ten years, the professional programs that were primarily on the periphery would have been more established and more central to the existence of the institution. Transitioning College would have a more established identity at that time, and may no longer meet the definition of an LAC utilized in this study.

Surviving College, in ten years, may have progressed to a college that was no longer surviving but thriving. The success of the experimental new programs would be more certain and hopefully now permanent portions of the curriculum. Surviving College may have become less tuition driven due to an increased endowment or other changes that could provide more stability to the college. On the contrary, Surviving College may have continued along the same course and may have done away with TTF entirely. Regardless, it would be insightful to see what the character of the institution looked like and would be worth examining with subsequent research

Finally, it would be interesting to study the LACs in the future with an eye towards the character of these institutions with respect to the effectiveness of online education and programs. Surviving College had the greatest number of classes and programs being provided through online education programs. With time, those course and program offerings at Surviving College, and additional ones that could support professional programs at Transitioning College, may continue to grow and expand. Those offerings could directly affect the academic ethos, collegial faculty student relationships, and the sanctuary like setting of the colleges.

The three LACs chosen for this study certainly do not represent every type of LAC that exists. The LACs examined in the study do, however, demonstrate the challenges and internal struggles that exist on such campuses today. It was fortunate that an urban, suburban, and rural based LAC could be included in the study because the common findings could have easily been dismissed if one of the geographical settings were missing from the study.

This study clearly demonstrates that NTTF are present in significant ways on LAC campuses. The lessons learned from this discussion hopefully help enlighten the understanding of NTTF at LACs, GIC and its potential application to college campuses, and also LACs in general which still remain an important part of the world of U.S. higher education.

APPENDIX A: CARNEGIE CLASSIFICATIONS OF SELECTED

TRADITIONAL LIBERAL ARTS COLLEGES

All Carnegie Classifications utilized in this study are taken from Indiana University Center for Postsecondary Research and are the Carnegie Classification of Institutions of Higher Education, 2015 edition. The baccalaureate colleges are based on the percentage of degrees awarded in the liberal arts. The classifications progress from the most "pure" form of LACs with an Arts & Sciences Focus (at least 80%), to Arts & Sciences plus professions (60-79%), to Balanced Arts & Sciences/professions (41-59%).

Undergraduate Instructional Program	Number of Institutions
Arts & sciences focus, no graduate coexistence	116
Arts & sciences focus, some graduate coexistence	46
Arts & sciences focus, high graduate coexistence	33
Arts & sciences plus professions, no graduate coexistence	72
Arts & sciences plus professions, some graduate coexistence	105
Arts & sciences plus professions, high graduate coexistence	41
Balanced arts & sciences/professions, no graduate coexistence	104
Balanced arts & sciences/professions, some graduate coexistence	338
Balanced arts & sciences/professions, high graduate coexistence	103

Size and Setting	Number of Institutions
Four-year, very small, primarily nonresidential	827
Four-year, very small, primarily residential	121
Four-year, very small, highly residential	241
Four-year, small, primarily nonresidential	260
Four-year, small, primarily residential	188
Four-year, small, highly residential	334
Four-year, medium, primarily nonresidential	201
Four-year, medium, primarily residential	171
Four-year, medium, highly residential	142

The size and setting of all institutions considered.

Size* Very small institutions have enrollments of less than 1,000 students; small institutions have an enrollment of 1,000 – 2,999 students and medium institutions have an enrollment of 3,000 – 9,999 students by definition (Carnegie, 2016). The medium sized LACs would have to be in the lower range of enrollment numbers to be included in this study.

Setting* Primarily Nonresidential schools have "Fewer than 25 percent of degree-seeking undergraduates live on campus and/or fewer than 50 percent attend full time (includes exclusively distance education institutions)" (Carnegie, 2016). Primarily residential schools have "25-49 percent of degree-seeking undergraduates live on campus and at least 50 percent attend full time" (Carnegie, 2016). Highly Residential schools have "At least half of degree-seeking undergraduates live on campus and at least 80 percent attend full time" (Carnegie, 2016).

The intersection of the above categories for private, not-for-profit institutions nets 215 institutions for potential study.

APPENDIX B: SITE INTERVIEW QUESTIONS

Chief Academic Officer (Provost)
1. Please describe your role on campus.
2. Traditional Liberal Arts colleges are characterized as having a strong academic ethos, strong collegial relationships between faculty and students, all at a small, safe intimate setting. In what ways does the college fit that description? In what ways does the college struggle to fit that description?
3. When a tenure-track faculty positions comes open, with which constituents or campus leaders do you consult regarding how to replace the position? What factors should be considered when making decisions on how to replace the position?
4. In what disciplines are NTTF teaching? How many hours are they teaching on average? What percentage of the classes do NTTF teach annually? How has the curriculum changed with the presence of NTTF?
5. How do NTTF compare to TTF in terms of their strength of teaching at the institution? In what ways do the academic expectations of students by NTTF differ from that of TTF? In what ways are NTTF able to demonstrate a vested interest in students?
6. In what ways would someone see faculty and students interacting on campus outside of the classroom? How are those interactions different for NTTF?
7. How do the NTTF participate in scholarly activity including undergraduate research outside of the classroom at your institution?
8. In what ways are NTTF seen as permanent faculty at the institution? How do NTTF contribute to maintaining a low student to faculty ratio or low average class size?
9. How do NTTF contribute to curriculum development and to committee work at the institution? How do NTTF contribute to decision-making and shared governance?
10. What are the tradeoffs the institution makes when utilizing NTTF rather than a TTF member?
11. How might one see your office encouraging the use of NTTF? How do NTTF support your goals for the college?
12. How would you say NTTF are helping to shape the future of the institution?
13. Has the hiring of NTTF versus tenure track faculty over the last five years increased, been stable, or decreased? What do you anticipate in the next five years?
14. What other ways has the institution changed or not changed by using NTTF to your knowledge?

Chief Financial Officer
1. Please describe your role on campus.

2. Traditional Liberal Arts colleges are characterized as having a strong academic ethos, strong collegial relationships between faculty and students, all at a small, safe intimate setting. In what ways does the college fit that description? In what ways does the college struggle to fit that description?
3. When a tenure-track faculty positions comes open, which constituents or campus leaders are consulted regarding how to replace the position? What factors should be considered when making decisions on how to replace the position?
4. How do NTTF compare to TTF in terms of their strength of teaching at the institution? In what ways do the academic expectations of students by NTTF differ from that of TTF? In what ways are NTTF able to demonstrate a vested interest in students?
5. In what ways would someone see faculty and students interacting on campus outside of the classroom? How are those interactions different for NTTF?
6. How do the NTTF participate in scholarly activity including undergraduate research outside of the classroom at your institution?
7. In what ways are NTTF seen as permanent faculty at the institution? How do NTTF contribute to maintaining a low student to faculty ratio or low average class size?
8. How do NTTF contribute to curriculum development and to committee work at the institution? How do NTTF contribute to decision-making and shared governance?
9. What are the tradeoffs the institution makes when utilizing NTTF rather than a TTF member?
10. How might one see your office encouraging the use of NTTF? How do NTTF support your goals for the college?
11. How would you say NTTF are helping to shape the future of the institution?
12. Has the hiring of NTTF versus tenure track faculty over the last five years increased, been stable, or decreased? What do you anticipate in the next five years?
13. How sustainable is the college's business model WITHOUT NTTF?
14. What other ways has the institution changed or not changed by using NTTF to your knowledge?

Head Faculty Representative
1. Please describe your role on campus.
2. Traditional Liberal Arts colleges are characterized as having a strong academic ethos, strong collegial relationships between faculty and students, all at a small, safe intimate setting. In what ways does the college fit that description? In what ways does the college struggle to fit that description?
3. When a tenure-track faculty positions comes open, which constituents or campus leaders are consulted regarding how to replace the position? What factors should be considered when making decisions on how to replace the position?

4. In what disciplines are NTTF teaching? How many hours are they teaching on average? What percentage of the classes do NTTF teach annually? How has the curriculum changed with the presence of NTTF?
5. As the representative of the faculty, what concerns do your NTTF have that are different than the TTF?
6. How do NTTF compare to TTF in terms of their strength of teaching at the institution? In what ways do the academic expectations of students by NTTF differ from that of TTF? In what ways are NTTF able to demonstrate a vested interest in students?
7. In what ways would someone see faculty and students interacting on campus outside of the classroom? How are those interactions different for NTTF?
8. How do the NTTF participate in scholarly activity including undergraduate research outside of the classroom at your institution?
9. In what ways are NTTF seen as permanent faculty at the institution? How do NTTF contribute to maintaining a low student to faculty ratio or low average class size?
10. How do NTTF contribute to curriculum development and to committee work at the institution? How do NTTF contribute to decision-making and shared governance?
11. What are the tradeoffs the institution makes when utilizing NTTF rather than a TTF member?
12. How might one see your office encouraging the use of NTTF? How do NTTF support your goals for the college?
13. How would you say NTTF are helping to shape the future of the institution?
14. Has the hiring of NTTF versus tenure track faculty over the last five years increased, been stable, or decreased? What do you anticipate in the next five years?
15. What other ways has the institution changed or not changed by using NTTF to your knowledge?

Chief Institutional Effectiveness Officer
1. Please describe your role on campus.
2. Traditional Liberal Arts colleges are characterized as having a strong academic ethos, strong collegial relationships between faculty and students, all at a small, safe intimate setting. In what ways does the college fit that description? In what ways does the college struggle to fit that description?
3. When a tenure-track faculty positions comes open, which constituents or campus leaders are consulted regarding how to replace the position? What factors should be considered when making decisions on how to replace the position?
4. In what disciplines are NTTF teaching? How many hours are they teaching on average? What percentage of the classes do NTTF teach annually? How has the curriculum changed with the presence of NTTF?

5. How do faculty evaluation results differ between tenure track faculty and NTTF on campus? How do student learning outcomes evaluation results differ between NTTF and tenure track faculty?
6. How do NTTF compare to TTF in terms of their strength of teaching at the institution? In what ways do the academic expectations of students by NTTF differ from that of TTF? In what ways are NTTF able to demonstrate a vested interest in students?
7. In what ways would someone see faculty and students interacting on campus outside of the classroom? How are those interactions different for NTTF?
8. How do the NTTF participate in scholarly activity including undergraduate research outside of the classroom at your institution?
9. In what ways are NTTF seen as permanent faculty at the institution? How do NTTF contribute to maintaining a low student to faculty ratio or low average class size?
10. How do NTTF contribute to curriculum development and to committee work at the institution? How do NTTF contribute to decision-making and shared governance?
11. What are the tradeoffs the institution makes when utilizing NTTF rather than a TTF member?
12. How might one see your office encouraging the use of NTTF? How do NTTF support your goals for the college?
13. How would you say NTTF are helping to shape the future of the institution?
14. Has the hiring of NTTF versus tenure track faculty over the last five years increased, been stable, or decreased? What do you anticipate in the next five years?
15. What other ways has the institution changed or not changed by using NTTF to your knowledge?

Tenure-Track Faculty and Non-Tenure Track Faculty:
1. In which discipline(s) do you teach? How long have you been at the college?
2. Traditional Liberal Arts colleges are characterized as having a strong academic ethos, strong collegial relationships between faculty and students, all at a small, safe intimate setting. In what ways does the college fit that description? In what ways does the college struggle to fit that description?
3. When a TTF position comes open, which constituents or campus leaders should be consulted regarding how to replace the position? What factors should be considered when making decisions on how to replace the position?
4. In what disciplines are NTTF teaching? How has the curriculum changed with the presence of NTTF?
5. How do NTTF compare to TTF in terms of their strength of teaching at the institution? In what ways do the academic expectations of students by NTTF differ from that of TTF? In what ways are NTTF able to demonstrate a vested interest in students?

6. As the number of NTTF have increased over the years, in what ways have the expectations of the institution of you changed in terms of teaching, scholarship and service?
7. In what ways do you interact with faculty/staff at your institution outside of the classroom?
8. In what ways would someone see faculty and students interacting on campus outside of the classroom? How are those interactions different for NTTF?
9. How do the NTTF participate in scholarly activity including undergraduate research outside of the classroom at your institution?
10. In what ways are NTTF seen as permanent faculty at the institution? How do NTTF contribute to maintaining a low student to faculty ratio or low average class size?
11. In what ways are you involved in school/institutional governance activities? How do NTTF contribute to curriculum development and to committee work at the institution? How do NTTF contribute to decision-making and shared governance?
12. What are the tradeoffs the institution makes when utilizing NTTF rather than a TTF member? For what reasons do you think the institution has added NTTF to the faculty?
13. How would you say NTTF are helping to shape the future of the institution?
14. Has the hiring of NTTF versus tenure track faculty over the last five years increased, been stable, or decreased? What do you anticipate in the next five years?
15. What other ways has the institution changed or not changed by using NTTF to your knowledge?

APPENDIX C: PARTICPANT RECRUITMENT LETTER

Greetings,

My name is Bob Brown, and I am a doctoral student at the University of Kentucky pursuing a Ph.D. in Educational Policy and Evaluation through the College of Education. I am seeking your assistance for my dissertation, research study in the form of a one-hour interview.

I have been working with Dr. JOHN DOE, a colleague of yours at TRANSITIONING COLLEGE, and JOHN has offered to answer any questions you might have regarding my request.

During my professional career, I have worked for over fifteen years in several administrative roles at a traditional liberal arts college. Traditional liberal arts colleges such as yours play an important role in the higher education system, and I want them to continue to be successful in the future. As essential institutions of higher education, traditional liberal arts colleges are faced with limited resources and constant challenges to their relevance and sustainability. These colleges must recognize potential changes occurring within themselves and potential assets or opportunities that should not go unnoticed. As such, I wish to research whether the character of such institutions is being affected by non-tenure track faculty.

I have been granted permission to conduct part of my research study at TRANSITIONING COLLEGE. Your identity will be kept confidential, and the information you give in your interview will be reported in an aggregate form. In addition, while your contact information has been provided to me as a potential participant, the identity of individuals who choose to participate in the study will not be shared with the institution. If you would be interested in taking part in this research study, please contact me at the following email address or phone number. I will be happy to work with you to make this process as convenient as possible for you, and I would be very grateful for your time and energy.

Sincerely,

Bob Brown

(859) 559-1704

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VITA

Education

University of Kentucky, Bachelor of Science in Mathematics

Indiana University, Master of Science in Higher Education and Student Affairs Administration

Professional Positions

Associate Director of Operations, University of Kentucky Housing

Executive Director of Housing & Residence Life, Eastern Kentucky University

Senior Director of Student Conduct and Community Standards, Eastern Kentucky University

Part Time Instructor for First Year, Eastern Kentucky University

Associate Dean of Students, Transylvania University

Director of Residence Life, Transylvania University

Assistant Director of Residence Life, Transylvania University

Area Director of Residence Life, Saint Louis University

Robert Christopher Brown