

**INTERSOCIETY SURVEY ON
CONTINGENCY IN THE
RELIGION DISCIPLINES**

**Report to the Society of Christian Ethics
And Cooperating Societies**

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Society of Christian Ethics Task Force on Contingent Faculty

Lead Author: Matthew J. Gaudet, Santa Clara University

Co-Author: Cristina Traina, Fordham University

with

Brian Stiltner, Sacred Heart University

Karen Peterson-Iyer, Santa Clara University

James Keenan, SJ, Boston College

Rebecca Todd Peters, Elon University

Kerry Danner, Georgetown University

John Kelsay, Florida State University

Robyn Henderson-Espinoza, Independent Scholar

Melanie Jones, Union Presbyterian Seminary

Genesis of the Survey

The paradigmatic academic is a professor who, after a probationary period, wins a lifetime appointment to a tenured position involving scholarship, service, and teaching, a position protected by principles of academic freedom. However, a large percentage of college, university, and seminary faculty—as much as 73%, by some sources¹—are not on the tenure track but have much more insecure, contingent contracts as short as one academic term; these contracts typically involve teaching and sometimes limited administrative responsibilities but no research, and they do not contain provisions for academic freedom.

In response to justice concerns and to the growing use of contingent faculty, the Board of the Society of Christian Ethics (SCE) appointed a Task Force on Contingency (TFC) in April, 2018 to assess the relevant data on contingent faculty appointments with the aim of advising the SCE about the circumstances and needs of its members.² In particular, the SCE hoped to assess the likely impact of the growing number of contingent appointments on the future viability of the SCE; to make recommendations as to how the SCE might adapt; to understand how these new patterns of faculty employment were being implemented by various types of institutions; to consider whether graduate programs in our field might be contributing to a glut of contingent faculty; and to make a determination whether these patterns were just and how the SCE might raise its ethical voice to guide its members' institutions. This report is a response to some but not all of these aims.

The TFC soon discovered that while there has been increasing media attention to the contingency trend in academia in recent years, there was remarkably little data available on the state of employment conditions in academia today. Furthermore, the TFC realized that it could understand the sub-discipline of religious ethics only against the backdrop of the larger, overlapping disciplines of theology and religious studies. Thus, it secured the collaboration of ten other related professional societies and conducted a survey on many dimensions of employment and professional life.

Prior Research

The most noteworthy precursor to this current study was a 2010 survey by the Coalition on the Academic Workforce (CAW), which gathered nearly 29,000 responses from across all academic disciplines, including over 10,000 part-time non-tenure track (PTNTT) faculty and another 7,500 full-time non-tenure track (FTNTT) faculty.³ In the public report, religion faculty were grouped under the broad heading of “Philosophy and Religion,” of which there were 496 responses. (Some “Religion” faculty might also have been categorized in “Social sciences” for which there were only 199 responses.) However, the public report did not break out its data by discipline, except on the question of pay per course. Still, the CAW study is the only other available study that inquired not only about pay but also about health benefits, retirement benefits, access to office space, access to

¹ “A Portrait of Part-Time Faculty Members,” Coalition on the Academic Workforce, June 2012, http://www.academicworkforce.org/CAW_portrait_2012.pdf.

² The Task Force wishes to thank former SCE President Diane Yeager, for her wisdom and forethought in calling for this Task Force to be formed and for her prudence in selecting the Task Force members. We also would like to extend a very special thanks to Lincoln Rice, friend and advisor to the Task Force, whose continued counsel and encouragement has been truly invaluable.

³ “A Portrait of Part-Time Faculty Members,” Coalition on the Academic Workforce.

travel and research funding, and library privileges, and thus it offers the most extensive point of comparison to examine recent trends in pay and benefits.

Other available studies include a 2009 survey of part-time and adjunct higher education faculty conducted by the American Federation of Teachers, based on 500 interviews conducted with current part-time faculty; it was aimed primarily at questions of job satisfaction.⁴ The American Academy of Arts and Sciences conducted a survey of humanities departments in 2007, 2012, and 2017 (though the 2017 data was only just recently released, well after the Intersociety Survey on Contingency in the Religion Disciplines).⁵ The 2012 breakout report for religion departments included data gathered from the 504 departments of religion nationwide who had participated in both surveys. These 504 departments covered 3,330 tenure track (TT) faculty, 530 FTNTT faculty, and 1300 PTNTT faculty, but other than giving one more data point on the ratio of TT to NTT faculty, this survey included little information on pay, benefits or working conditions.

More recently, the American Association of University Professors (AAUP) focused the longitudinal analysis in their 2015-16 “Annual Report on the Status of the Profession” on the “economic value of tenure and the security of the profession.”⁶ Drawing on data from the National Center for Educational Statistics, the AAUP report showed an increasing use of NTT and especially PTNTT faculty since 1975. Then, using an original AAUP survey conducted in 2016, the AAUP reported on the effects of tenure on risk-taking both in research and in the classroom.

To our knowledge, the only other survey that has been aimed at capturing a specific discipline was a 2001-2 survey conducted by a joint committee of the two primary scholarly organizations in the discipline of history. The American History Association and Organization of American History “survey of history departments” that year was distributed to history department chairs and aimed to describe the status of employment conditions across the discipline of history.⁷

While the studies listed above are all informative, they are all either limited or becoming quite dated. The conditions of academic employment continue to change, and surveys conducted in the wake of the 2009 financial crisis or before cannot fully capture the state of working conditions today. Furthermore, while the CAW study did identify religion scholars, none of the studies conducted above can paint a complete picture of working conditions within the religion disciplines. The Survey on Contingency in the Religion Disciplines is an attempt to gather data on these conditions and inform the discipline of the state of its own affairs. Of course, as we recognize below, it is unclear exactly how COVID-19 and its aftermath will affect the discipline in the near future.

⁴ “American Academic: A National Survey of Part-Time/Adjunct Faculty,” American Federation of Teachers, March 2010, https://www.aft.org/sites/default/files/aa_parttimefaculty0310.pdf.

⁵ “The State of the Humanities in Four-Year Colleges and Universities,” American Academy of Arts and Sciences (2017),” 2017, https://www.amacad.org/sites/default/files/media/document/2020-05/hds3_the_state_of_the_humanities_in_colleges_and_universities.pdf.
(2017) <https://www.amacad.org/humanities-indicators/higher-education-surveys/introduction>

⁶ “Higher Education at a Crossroads: The Annual Report on the Economic Status of the Profession, 2015-16,” AAUP, 2016, <https://www.aaup.org/sites/default/files/2015-16EconomicStatusReport.pdf>.

⁷ Robert B. Townsend, “The State of the History Department: The AHA Annual Department Survey, 2001-02” (April 1, 2004), <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2004/state-of-the-history-department-the-aha-annual-department-survey-2001-02>.

Methodology

The survey was conducted online using Qualtrics survey software and was distributed via web link by email and social media. The survey ran from May 8, 2019 to July 8, 2019 and gathered 2,349 responses in total. Of these, 975 indicated that they were TT professors or college or university administrators; 754 others indicated they held some form of NTT teaching position in higher education; and 621 indicated that they did not hold any of these roles. This latter group includes a wide array of survey takers, including graduate students who are not teaching, campus ministers and other non-teaching higher education roles, ministers who work in hospitals or churches without any university affiliation, and secondary school teachers.

The survey was divided into two parts. Part I questions were given to all survey takers and included demographic questions as well as questions about the survey taker's primary, secondary, and other professional positions. For Part II, survey takers were divided into the groups indicated above (Tenure Track/Administrators, Non-Tenure Track, and Other) according to their answers to questions 3a, 4a and 5a. Each group was given a set of questions appropriate for that group (e.g., non-tenure track were not asked about rank or title, and TT respondents were not asked for the number of institutions at which they teach). The NTT question set also included questions about both primary and secondary teaching positions.

Scope

To assist with distribution of the survey, the SCE TFC partnered with ten other academic societies whose primary object of study is religion. These societies include the Academy of Catholic Hispanic Theologians of the US, the American Academy of Religion, the Black Catholic Symposium, the Catholic Theological Society of America, the College Theology Society, the Society for the Scientific Study of Religion, the Society for the Study of Muslim Ethics, the Society of Biblical Literature, the Society of Jewish Ethics, and the Society of Race, Ethnicity, and Religion. Each society sent at least one email in the first week of the survey period, and most societies sent a second reminder email around the first week of June. Task force members and partnering societies also posted the web link on several social media sites. Finally, most of the follow up emails encouraged recipients to share the survey with contingent scholars in their departments and social circles.

Using scholarly organizations as the primary means of survey link distribution introduces a bias that ought to be acknowledged: There is reason to believe that the survey did not reach many NTT scholars who are no longer or never were involved with scholarly organizations. The encouragement to forward emails containing the survey link to entire departments was an effort to capture some of these scholars, but such efforts were limited. Even when they succeeded, they would not have captured many community college faculty (e.g., only 36 survey takers indicated they worked at a public two-year college) or independent scholars. We do our best to acknowledge the probable effects of this bias on our analysis.

One implication of this bias is that we ought not to infer that only 43.6% of theology and religious studies faculty hold NTT positions. It is likely that this percentage is significantly greater. It should also be understood that nearly all of these survey responses came from individuals who are at least marginally active in scholarship (all but 57 survey takers indicated they were a member of at least one academic society) and conversely, that many who are not active in scholarship are not included in these results. Despite these caveats, the data collected in this survey do offer a representative

picture of employment conditions of active scholars of religion and theology both on and off the tenure track.

Data and Analysis

The tenure stream is the normative university professorial experience. It is what the media portray professorial life to include. It is what most of our non-scholar peers think our academic lives are like. And, perhaps most importantly, the tenure track is the normative expectation of nearly every young scholar who enters a doctoral program. Few set out to be contingent scholars. And yet, if trends continue—and there is no reason to think they will not continue—the vast majority of those who enter doctoral programs today will end up in NTT positions. Thus, the task of this survey was to capture the work life of a NTT professor and demonstrate how it differs from the normative TT expectation. As a byproduct, the survey uncovered some of the texture and variety present in the TT experience, demonstrating how TT work often differs from the expected norm.

Types of Non-tenure Track Positions

First, it is important to distinguish three main categories of faculty: TT, FTNTT, and PTNTT. Categorizing employment has been a challenge for past surveys, with the consequence that they do not adequately explore significant differences in the employment situations of NTT faculty. For example, in studies that ask survey takers “Are you on or off the tenure track?” FTNTT faculty are lumped into the broad category of NTT faculty. Surveys that ask “Are you employed full-time or part-time?” count TT and FTNTT scholars together. This survey asked both of these questions and then parsed the data to create a distinct category, FTNTT, in distinction from PTNTT.

Among PTNTT faculty, we also distinguish several different common types of PTNTT work. Invariably, when the media gives attention to adjunct working conditions, the story gets told of professors who are hired on a part time basis and cobble a living together by working at multiple institutions. However, the vast majority of PTNTT faculty do not fit this model. We found that the category of “Part-Time Non-Tenure Track” conflates a variety of experiences that fall into at least five “types”:

- Freeway flier: a professor who cobbles together part-time contracts at multiple campuses (as many as seven schools in our study) to make ends meet. We isolated these faculty by identifying all PTNTT faculty who taught at more than one institution.
- Caregiving part-timer: a professor who chooses to balance care-giving with part-time teaching. We isolated these faculty by identifying all PTNTT faculty who self-identified as the primary caregiver for the children in their household.⁸
- Three-quarter-timer: a professor whose contract is part-time but who self-identifies as working full-time hours for their primary institution. See more on this category below.
- Retiree: emeritus or other retired TT professor who teaches on an adjunct basis. We isolated these responses by identifying all PTNTT faculty who self-identified as teaching in retirement from an academic post.
- Professor of practice: an adjunct faculty member who teaches alongside or in retirement from some non-teaching career and brings practical experience to the classroom. Think here of ministers of various stripes who teach practical theology. We isolated these PTNTT faculty

⁸ Given the current shortage of child- and elder-care, it is important to ask how freely this choice is made.

through isolating everyone who identified a secondary or tertiary job as NTT faculty but identified their “primary” position as (a) Church/ministry work, (b) healthcare ministry, (c) a non-academic/non-ministerial position, or (d) retirement from a non-academic position.

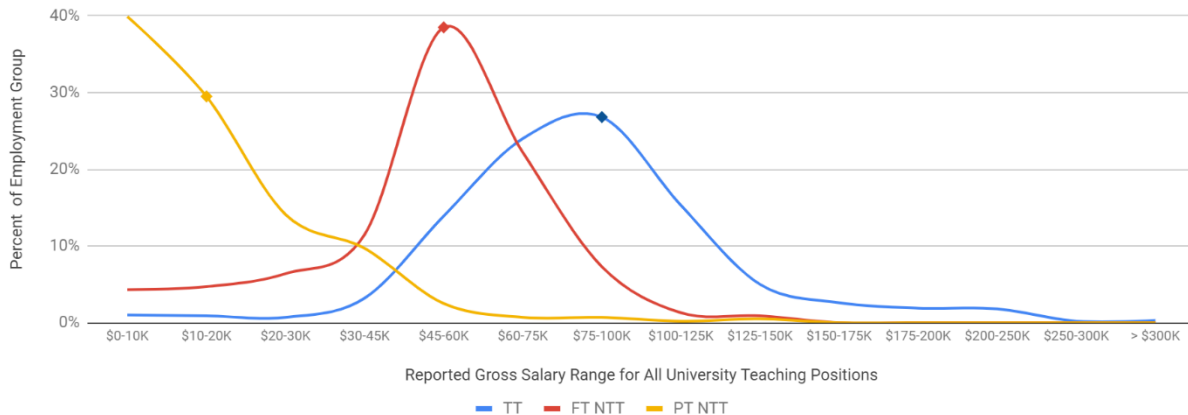
Although the study addresses all five of these types of PNTT employment, it is most interested in the first three types, because retirees and professors of practice typically are not attempting to make a living and build a professional reputation through teaching.

Disparities in Pay, Benefits, and Working Conditions

As a rule, the survey confirmed that FTNTT scholars receive significantly better pay and benefits than their PNTT colleagues but worse pay and benefits than their TT colleagues. 34 percent of NTT respondents were contracted at a single institution for full-time work, according to their institutions.⁹

Consider the question of salary (see salary graph below). The total median salary for *all* PNTT faculty (including pay from all institutions at which they teach) is between \$10,000 and \$20,000. 40 percent of PNTT salaries are below \$10,000, and 95 percent of all part-time salaries fall below \$75,000. By contrast, the median TT salary is between \$75,000 and \$100,000, with salaries falling in a nice bell curve around that median. However, considered separately, the salary curve for FTNTT professors more resembles the bell curve of the tenure track salary line than it does the steep decline from very little to nothing that defines PNTT salaries. The upward swing of both the TT and NTT bell curves occurs around \$45,000, setting something of a salary floor for any full-time professor. The stark difference is that the FTNTT curve rises much more sharply, centering on a median of \$45,000-\$60,000 (\$30,000-\$40,000 less than the TT curve) and then declines just as fast, placing 90% of all FTNTT salaries at or below the *median* TT salary of \$75,000-100,000.

Chart 1: Gross Pay by Employment Status

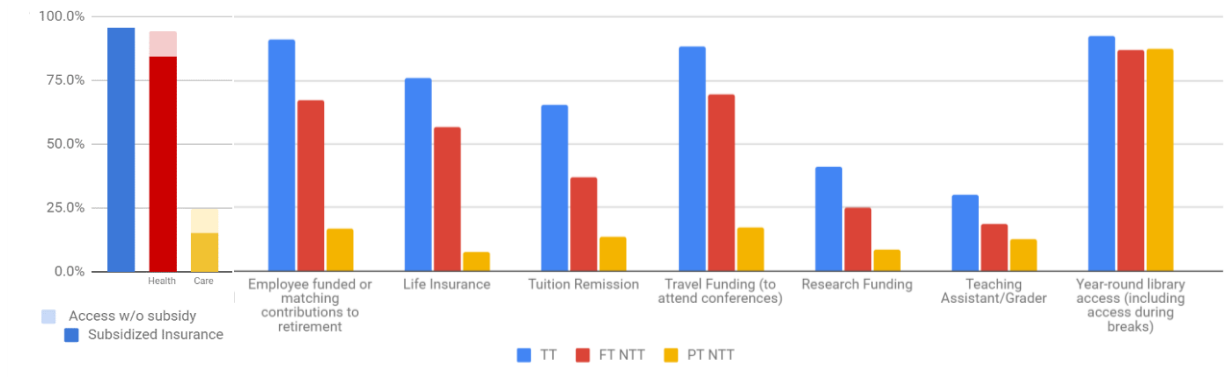


⁹ This is a slightly higher percentage than data from the National Center for Education Statistics indicate; they show that the percentage of NTT scholars on full-time contracts in all disciplines has held steady at roughly 29 percent for almost 2 decades (AAUP, “Report on the Economic Status of the Profession”, 2016 and 2017, https://www.aaup.org/sites/default/files/2018-19_ARES_Final_0.pdf). One likely contributing factor to the 5 percent difference between the NCES statistics and our survey is that, as a result of relying on scholarly societies to distribute the Religion disciplines survey, the Religion Disciplines Survey did not capture very many faculty from community colleges, which employ a much greater number of part-time faculty.

It is important to note that the salaries captured in the graph above were for “all teaching positions.” Unfortunately the “freeway flier” approach is all too common. When we asked PTNTT faculty the number of institutions at which they had taught in the past year, roughly one quarter of PTNTT faculty reported that they had taught at two schools, and another 10.5 percent had taught at three or more. The maximum number of schools reported was seven.¹⁰

Even if a faculty member can cobble together a living wage through working at multiple institutions, they still tend to lack the benefits their full time colleagues enjoy. For nearly every category surveyed, there is a radical difference between the benefits of full-time scholars—both TT and FTNTT—and part-time scholars. Even when unsubsidized access to employee health plans is considered, only 25 percent of PTNTT faculty had any access to employer-sponsored health insurance; by contrast 95 percent of both full-time TT and FTNTT professors reported having access to employer-sponsored health insurance, which in nearly all cases was subsidized. Beyond health insurance and library access matters only worsened, as no more than 18 percent of PTNTT faculty received any of the subsidized benefits listed below.

Chart 2: Access to Benefits by Employment Status



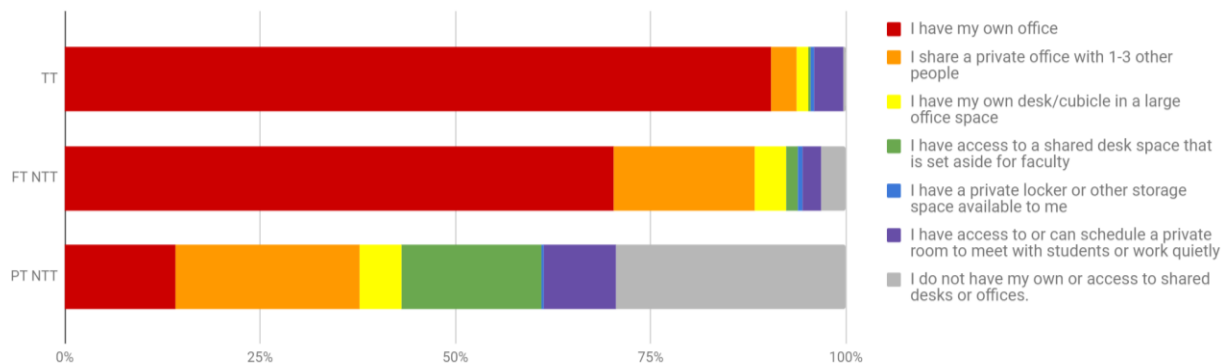
Benefits disparities between TT and FTNTT faculty were less severe but consistent. 95 percent of tenure track faculty receive subsidized health insurance. 94 percent of FTNTT faculty have access to health insurance, but only 84 percent of FTNTT faculty qualify for employer-subsidized health insurance. In every other category (with the exception again of library access) FTNTT faculty are 30-40 percent less likely to receive the benefit than their TT colleagues. In summary, the difference between TT and FTNTT faculty is akin to the difference between flying in first class and flying coach: status, benefits, and privileges are universally better in first class than in coach. Extending the metaphor, part-time work is akin to flying in the luggage hold: completely unsustainable and quite likely hazardous to one’s health.

One telling criterion not found in other surveys drives this point home. Survey takers were asked about the office or desk to which they had access. This is an important question, given that institutions generally require all faculty, regardless of title or rank, to hold “office” hours to meet with students. As the graph above shows, 32 percent of part-time faculty have no access to a private office or space to meet students. Moreover, fewer than half of part-time faculty are given any permanent space of their own: either their own office, their own desk in a shared space, or an office shared with

¹⁰ Notably, about 4 percent of TT faculty and about 15 percent of FTNTT faculty also moonlighted at a second institution.

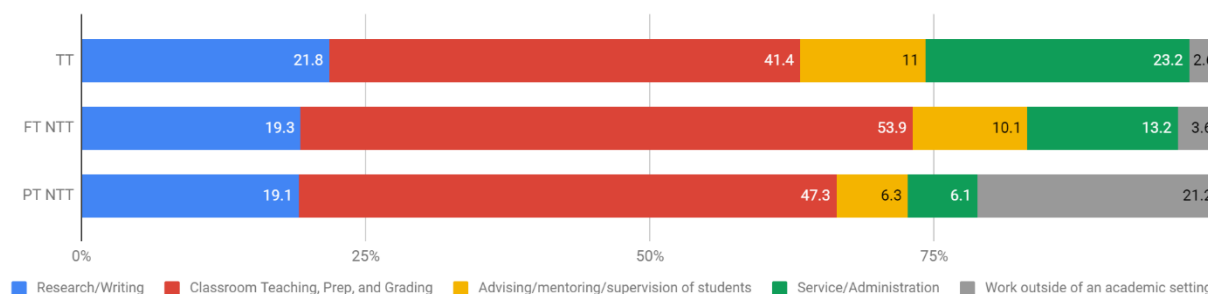
three or fewer other people. Consequently, they must carry all of their belongings, including teaching materials, with them from class to class.

Chart 3: Access to Office Space by Employment Status



The justification for this disparity may be the view that teaching and research paths are distinct. Classrooms are for teaching, offices are for research and writing; thus NTT professors do not need private offices because they do not conduct research. Such assumptions, of course, are patently wrong. Even if NTT faculty members did not do research, offices would still be necessary for meeting with students, course planning, grading, storing personal items, and many other work-related purposes. Not only that, the data plainly showed that in fact NTT faculty do engage in significant research and writing. In fact, NTT faculty who responded to the survey—both full and part-time—estimated that they spent roughly the *same* percentage of their professional time on research as their tenure stream colleagues (on average about 20%). Notably, the average FTNTT faculty member taught almost one course per year more than the average TT faculty member (5.8 vs. 4.92 courses) and more students per year as well (139 vs. 113).¹¹ Granted, most NTT survey respondents are professional society members. Still, the similarity in proportion of time spent on research is important.

Chart 4: Percent of Professional Time Spent by Employment Status



As the graph indicates, TT and FTNTT faculty also spend roughly the same percentage of their time advising students, and the same, minimal, amount of time working outside of academia. The real difference between TT and FTNTT faculty is the proportion of service and administration to teaching: TT faculty spend at least 50 percent more time on service and administration. Campus decision-making power usually lies in committees. If NTT faculty spend a further 12 percent of their

¹¹ See Appendix, Table 9.

time in the classroom than their TT colleagues, and TT faculty a further 10 percent of their time in administration than their NTT colleagues, then NTT faculty are less often on the committees that shape faculty policy and drive change on campus: hiring committees, rank and tenure boards, faculty senates, curriculum committees, and others.

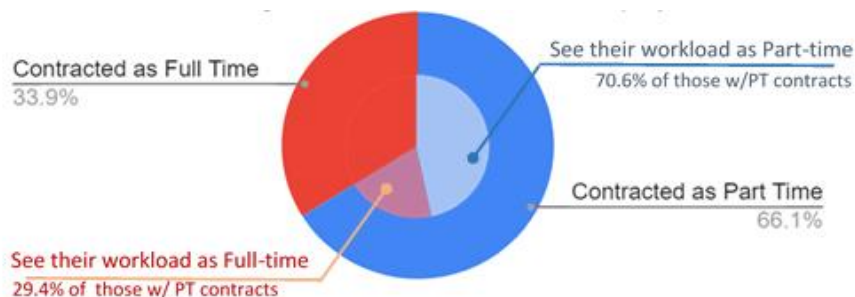
Working Full-Time for Part-Time Pay

Because the “part-time” label comes with significant pay and benefit reductions, it is also important to ask whether this label accurately assesses faculty work. Aside from the freeway fliers, there is a second set of scholars who feel they are working full time, but not being appropriately compensated. In this survey, we asked the following two questions:

- According to the ACADEMIC INSTITUTION of your primary contingent teaching role, do you work full time or part time?
- By your OWN ACCOUNT, do you work full time or part time in your primary contingent teaching role?

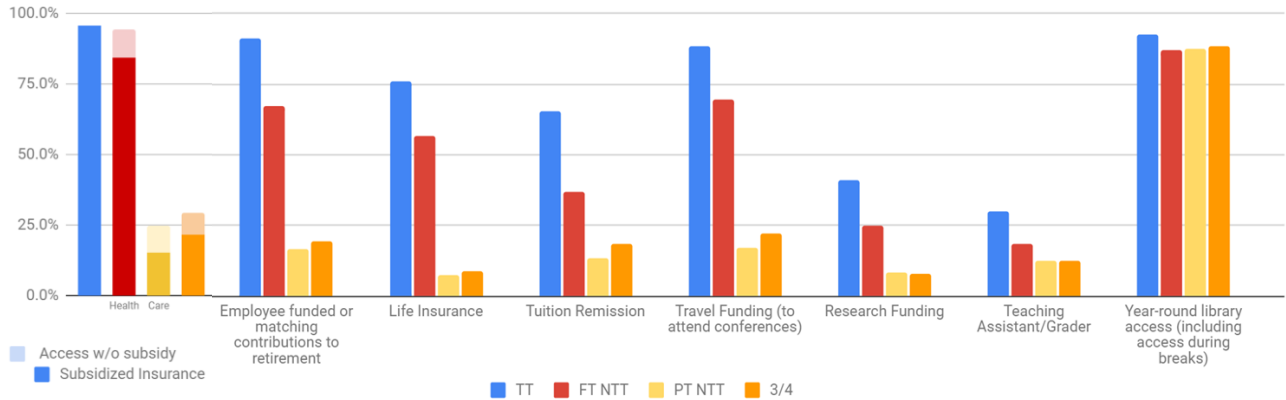
66.1 percent of NTT respondents said they were contracted as part time, yet 29.4 percent of those believed that their work amounted to full time. This difference signals a significant dichotomy between institutions’ views of PTNTT faculty and part-time faculty’s view of themselves.

Chart 5: Employment Status, According to the Institution and the Professor



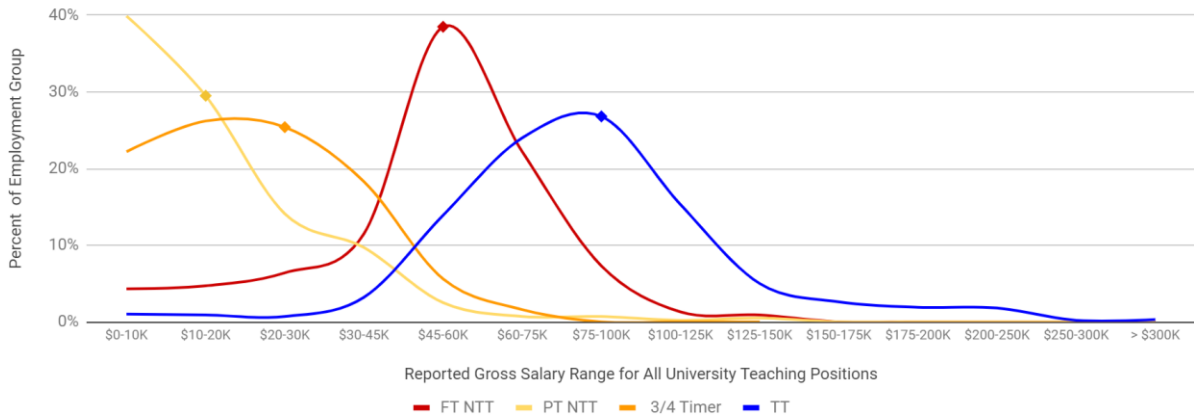
Notably, part-time faculty who identify as working full time do actually teach an average of 4.6 courses per year and 128 students per year, nearly as many courses and more students than TT faculty (4.9 courses, 113 students), and only slightly fewer than FTNTT faculty (5.8 courses, 138 students). However, this subset also reports that teaching comprises 61.1% of their total workload, compared with only 41.4% of TT faculty workload and 53.9% of FTNTT workload. Thus, if these self-reported estimates are accurate, then this group has an overall workload that is approximately 63% of a TT workload and 70% of a FTNTT workload. While this is not the equivalent of either TT or FTNTT work, it is higher than the typical threshold to qualify for benefits. Yet, this groups’ benefits resemble those of their PTNTT colleagues more than those of their FTNTT colleagues.

Chart 6: Access to Benefits by Employment Status, Including “Three-Quarter Time” Subgroup



Moreover, while three-quarter time professors do tend to have higher salaries than the average part-timer, with a median salary between \$20,000-30,000, these professors still make only half of what FTNTT make and one third of what TT salaries average. Thus, even if these professors are working only about 70% of full-time, they are still significantly underpaid and severely under-benefitted.

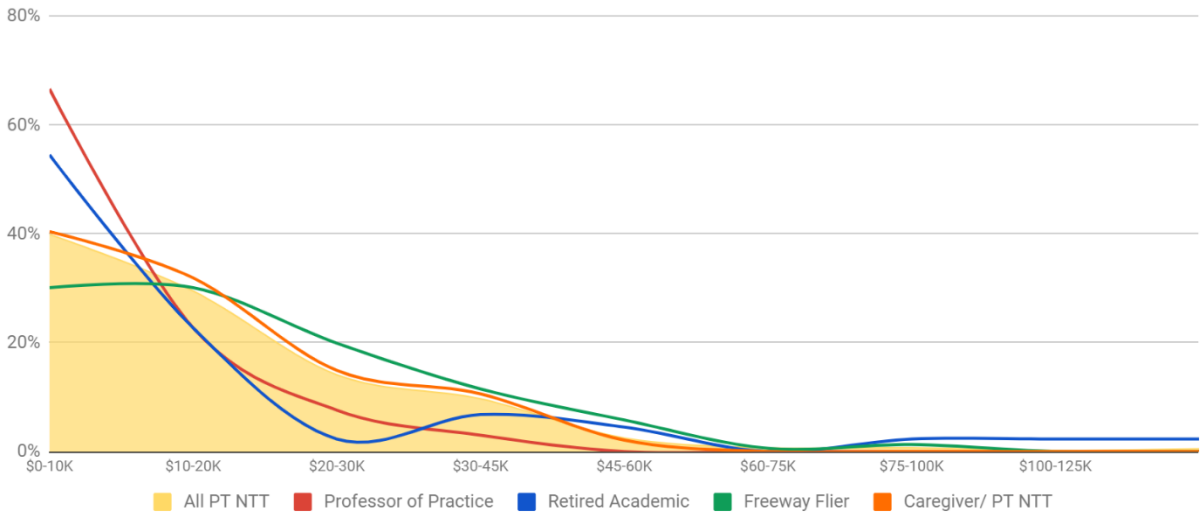
Chart 7: Gross Pay by Employment Status, Including “Three-Quarter Time” Subgroup



Diversity in Part-Time Faculty Positions

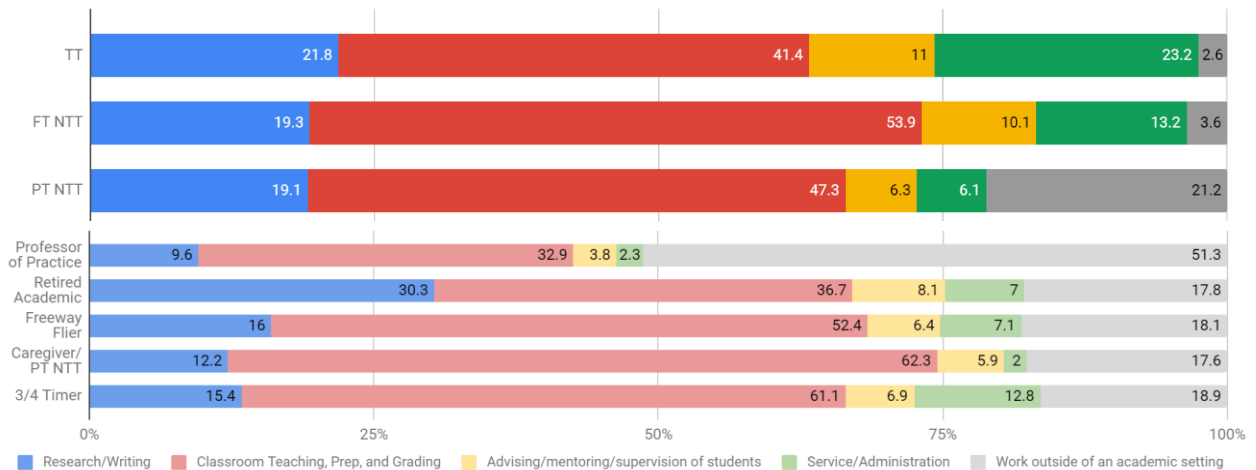
Of course, 71 percent of those who are designated as PTNTT also self-identify as working in a part-time position. Above, we distinguished four common types of PTNTT: freeway fliers, caregiving part-timers, retirees, and professors-of-practice. This is not an exhaustive list, but it is indicative of the wide variety of “ways to be contingent” in the academy today. At the same time, institutions typically do not differentiate when they set their adjunct rates. Thus, PTNTT pay rates seem to follow similar patterns across all of these PTNTT types:

Chart 8: Gross PTNTT Pay, by PTNTT Type



However, even as pay ranges seem similar across all types of PTNTT professors, distinctions can be made in the work being done for that pay. For example, above, we noted the apparent parity in “professional time spent” when comparing TT, FTNTT, and PTNTT roles. This parity, however, begins to break down when we consider the same graph broken out by our five “types” of PTNTT faculty. Here we find some expected results: professors of practice spend more than half of their professional time outside an academic setting. We also see that retired academics spend the most time researching and writing (in fact more of their time than TT faculty do). Interestingly, though, the freeway fliers who responded to the survey spend significant time in researching and writing (only five percentage points less than TT faculty and three percentage points less than the average NTT faculty member). PTNTT faculty who are caregivers still spend 12 percent of their professional time on research and writing. Perhaps not surprisingly, professors of the practice spend significantly less time on service and advising than others do; caregivers do little service but more significant advising.

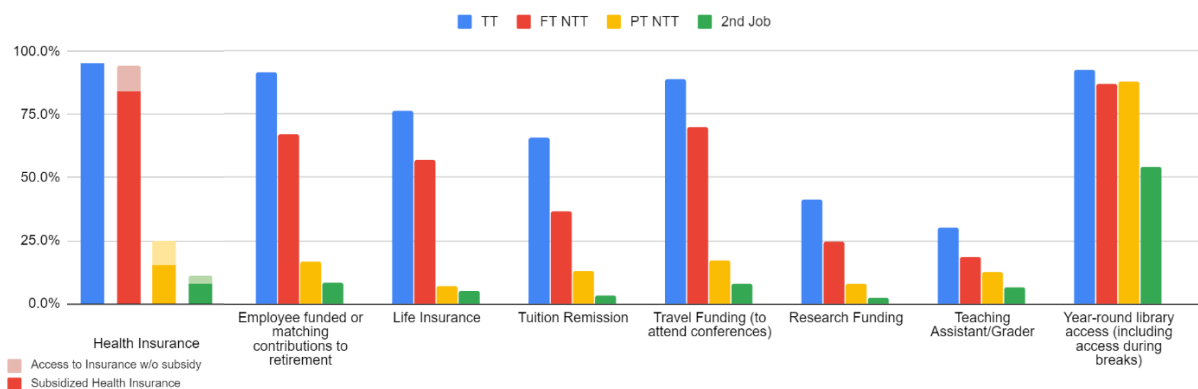
Chart 9: Percent of Professional Time Spent by Employment Status and PTNTT Subgroup



Importantly, all four PTNTT groups other than professors of the practice spend approximately the same percentage of their time—almost one fifth—on paid work outside the academic setting, far more than either TT or FTNTT.

Finally, while we did not ask for detailed working conditions for every institution at which a respondent worked, we did repeat our questions on benefits and working conditions for each freeway flier’s *secondary* school. These results are noted by the green bars below. While part-time status is already a significantly worse category of employment than full-time status on single every measure, those indicators drop even further when it comes to the freeway fliers’ second jobs. This seems to indicate that even within the part-time classification, there is still a wide spectrum with regard to what benefits are being offered. It also indicates the existence of a freeloader problem: a class of schools is able to take advantage of the existence of freeway fliers to offer even fewer benefits precisely because their faculty work at other institutions that may provide some of these benefits.

Chart 10: Access to Benefits by Employment Status, including Secondary Employer



Race, Sexuality, and Gender

Our study results did not reveal significant racial differences in rates of representation in TT, FTNTT, and PTNTT categories or in pay ranges when differentiated by race. The percentage of white respondents among NTT faculty was slightly higher than among TT faculty, whereas the percentage of Black and Latinx respondents among TT faculty was slightly higher than among NTT faculty. Table 17 confirms that this phenomenon is recent: underrepresented minority (URM) representation is higher among assistant professors than among tenured professors. This minuscule difference could suggest that recent hiring efforts have increased TT diversity .

However, we caution against drawing any optimistic conclusions about race from our data. First, the percentages of Underrepresented Minority (URM) respondents are so low (under five percent for Black respondents; under four percent for Latinx respondents; and even lower for scholars in other URM categories) that the data are statistically unreliable. Second, the CUPA-HR study cited earlier notes that 16 percent of TT faculty over 55 are members of URM groups, but only 13.1 percent of *all* our respondents claimed this status or a related category, again suggesting that our data set is skewed. Third, as we explain below, there is strong evidence that URM faculty are overrepresented among faculty who are not members of professional societies; this implies that URM faculty are grossly underrepresented among NTT faculty in our study. Finally, even if further research supports our finding of higher recent URM hiring at the assistant professor level, only tenure will

raise proportions of TT faculty. This concern leads to questions about standards for tenure: Do tenure standards adequately measure the *de facto* demands institutions place on URM faculty?

Our data with regard to sexuality were similarly inconclusive. As Table 19 indicates, LGBTQ+ faculty constitute 17 percent of assistant professors and only 13.5 percent of tenured professors, indicating progress in TT hiring at the junior level. However, LGBTQ+ respondents were more likely than straight respondents to belong to our “other” category of employment and were less numerous, proportionately, among PTNTT faculty than among FTNTT or TT faculty. This could suggest that LGBTQ+ faculty in religion and theology more frequently seek out—or are sought out for—work in institutes, hospitals, and other settings; indeed the percentages of Black, Latinx, and East Asian respondents in such settings were also slightly higher than among faculty. Yet low numbers for both URM and LGBTQ+ respondents prevent us from drawing any firm conclusions, except this glaring one: institutions must do more to attract, and mentor, and hire URM and LGBTQ+ PhD students into TT and FTNTT positions.

Data on gender seem to skew generationally, indicating women’s progress in some realms of the profession. For instance, recent CUPA-HR research indicates that only 25 percent of TT faculty over 55 are women.¹² Table 18 shows that, for our sample, women constitute approximately one third of tenured faculty and fully half of assistant professors. Surprisingly, however, men constitute 53 percent of FTNTT faculty polled and 60 percent of PTNTT faculty polled. Does this difference signal that men are losing out to women in TT junior hiring? We caution that our sample is heavily skewed to professors who remain active in scholarly societies. We think it is possible that women are overrepresented among professors who are not active in this circuit, and men, among those who are; once again, institutions must continue to pursue gender equity and encourage scholarship among all ranks of professors.

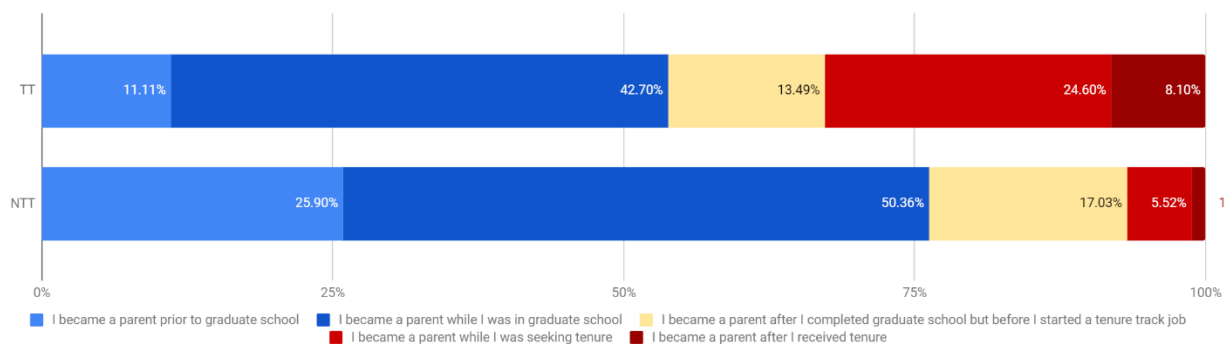
We did not analyze data for self-identified trans* or non-binary faculty because the numbers were too small to be statistically significant. Additionally, many trans* faculty may have responded as men and women.

Caregiving

Data on caregiving seem to skew generationally. Some NTT and assistant professors may skew younger, affecting data on current childcare responsibilities. Systemic childcare shortages seem to have an impact on scholars’ eventual career tracks. Parental status at particular stages of career correlated significantly with later TT or NTT status. As the graph below shows, NTT scholars of either gender were 22 percentage points more likely than TT scholars of either gender to have had at least one child by the time they finished their Ph.D. and more than twice as likely than TT scholars to have had at least one child when they began graduate study. (See Table 38 in the appendix for detailed data.) The causes of these correlations are worth exploring further.

¹² Colleen Flaherty, “The Aging Faculty,” Inside Higher Ed (January 27, 2020), <https://www.insidehighered.com/quicktakes/2020/01/27/aging-faculty>. For the full report, see Jasper McChesney and Jacqueline Bichsel, “The Aging of Tenure-Track Faculty in Higher Education: Implications for Succession and Diversity” (January 2020), <https://www.cupahr.org/wp-content/uploads/CUPA-HR-Brief-Aging-Faculty.pdf>.

Chart 11: Parenting and Career Stage, by Employment Status



In general, TT and FTTNTT men were much more likely than their female counterparts to have become parents before or during graduate school: 42 percent for TT men versus 29 percent for TT women and 53 percent for FTTNTT men versus 27 percent for FTTNTT women.. This is especially notable given that women in their twenties and early thirties face the pressure of declining fertility that could encourage them to bear children at these career stages. The figures for PTNTT faculty are 52 for men and 45 percent for women, respectively, suggesting a connection between early childbearing and PTNTT status for women.

Many other gender-linked trends were as expected. Women in every category were more likely than men to say that caregiving had been a significant challenge to their professional advancement and that their partners' career prospects significantly affected their employment decisions. In addition, with very few exceptions these percentages rose as we moved from TT to FTTNTT to PTNTT. The surprise is that 51 percent of partnered TT women and 43 percent of TT men say that their partners' employment prospects significantly affect their own employment decisions. This could be a sign of growing egalitarianism in two-career families, but it could also be an indication that relatively low pay in theology and religious studies gives professors' higher-earning partners of either gender more leverage overall even in a profession with low opportunities for mobility.

Our data reveal evidence of five further notable gender-linked trends:

- A “daddy” track among FTTNTT men, only 30 percent of whom are childless and only 36 percent of whom have no dependent care responsibilities
- As hinted above, a “mommy” track among PTNTT women
- A greater tendency of men than women to be partnered or married
- Significant childlessness among FTTNTT women (62 percent, 18 percentage points higher than any other category of faculty)
- A higher representation of women (43 percent) among FTNTT faculty than in TT or PTNTT categories, but slightly lower than among assistant professors (see Table 18)

Chart 12: Summary of Caregiving Responses by Gender and Status

Answer	Tenure Track		Full Time Non Tenure Track		Part Time Non-Tenure Track	
	Women	Men	Women	Men	Women	Men
How much do you believe care-giving responsibilities to have restricted your professional advancement?						
<i>A great deal or a lot</i>	34%	22%	39%	32%	43%	26%
<i>A moderate amount</i>	42%	29%	36%	36%	35%	33%
<i>A little or none at all</i>	24%	49%	25%	33%	22%	41%
How much do your spouse or partner's job prospects influence your employment decisions?						
<i>A great deal or a lot</i>	51%	43%	49%	28%	66%	59%
<i>A moderate amount</i>	21%	22%	21%	14%	16%	13%
<i>A little or none at all</i>	29%	35%	31%	57%	18%	28%
Respondents to this question who are married or partnered	71%	87%	68%	85%	78%	88%
Did you have ongoing caregiving responsibilities in addition to your professional employment?						
<i>Primary care provider for child(ren), elder, or disabled adult</i>	9%	4%	4%	5%	16%	7%
<i>Children</i>	7%	2%	3%	3%	13%	7%
<i>Elder or disabled adult</i>	3%	2%	1%	2%	3%	<1%
<i>Equally share care for child(ren)</i>	17%	20%	13%	24%	9%	20%
<i>Some care for child(ren), elder, or disabled adult</i>	30%	26%	22%	36%	26%	26%
<i>Children</i>	21%	21%	15%	31%	14%	23%
<i>Elder or disabled adult</i>	10%	5%	8%	5%	12%	3%
<i>No dependent care</i>	43%	50%	61%	36%	49%	47%
Stage of career at birth of first child						
<i>No children</i>	41%	26%	62%	30%	44%	33%
<i>Before starting graduate study</i>	4%	10%	9%	10%	20%	18%
<i>During graduate study</i>	24%	32%	18%	43%	25%	34%
<i>Between grad school and first TT role</i>	7%	10%	9%	10%	10%	11%
<i>While an assistant professor</i>	17%	16%	2%	8%	1%	4%
<i>After tenure</i>	6%	5%				

Unions and Shared Governance

Unionization is a complicated and constantly changing question; thus, it is necessary to offer a brief history of faculty unionization. First, the right of any faculty to unionize is governed by the 1980 case, NLRB v. Yeshiva University. In this case, the United States Supreme Court determined that faculty at Yeshiva were not eligible to bargain collectively because they were considered management and thus exempt from NLRB statutes. This judgment was based on the faculty's considerable role in determining curriculum, scheduling, employment, and other managerial decisions. For many schools, this case has been taken as precedent for all faculty in higher education. Elsewhere, faculty unions do continue to exist, under the assumption that Yeshiva did not set a universal precedent but applied only to the specific structures of Yeshiva University. Court cases

since Yeshiva have produced varying verdicts on the matter, depending on whether and how much managerial power a given institution's faculty have.

Second, the situation became even more complicated as NTT faculty became a prevalent part of the full time faculty in the American academy and, in response to some of the conditions we have already described, began seeking the right to unionize. It was originally unclear whether NTT faculty were covered under the Yeshiva case, but in 2015 the NLRB declared that since NTT faculty did not possess the same power that TT faculty did, they were eligible for collective bargaining and labor protections. This opened the door for NTT unions throughout the country, even in schools where TT faculty had not been able to or had not sought to unionize.¹³

Third, there is also a question about whether religiously affiliated schools are subject to NLRB decisions at all. Cal Lutheran University, the defendant in the same 2015 case that allowed for NTT eligibility to unionize, sought exemption from NLRB regulations on 1st Amendment religious grounds. Initially, as part of the 2015 decision, the NLRB rejected this claim, on the basis that most faculty were engaged in non-religious teaching. In 2020, though, the NLRB (under the Trump administration) reversed its stance and determined that religious institutions were outside the jurisdiction of the NLRB, thus overturning the 2015 CLU case. As of this report, it is unclear whether the 2020 decision completely rescinds the 2015 decision or only the aspects regarding religious schools. It is also unclear whether the transition from President Trump to President Biden will lead to another pendulum shift. Finally, neither NLRB decision was tested in the courts, meaning that either decision could also be overturned.

In short, both the limits and the future of faculty unions remain unclear, but these SCOTUS and NLRB decisions help to explain how distinct NTT faculty unions, separate from a TT union or an ununionized TT faculty, came to be the norm. This will prove important, because our data on the effects of union representation and internal NTT faculty yielded surprising results (see Tables 29-34). We expected that union representation would be correlated with relatively better salaries and benefits for NTT faculty. While this is somewhat true, the gains actually turn out to be much greater for faculty on campuses where the *same union* represents both TT and NTT faculty.

With respect to benefits, on campuses with a common union, 64 percent of NTT faculty had access to employer-subsidized health insurance, and an additional 14 percent had access to unsubsidized group insurance. 59 percent received employer-funded or matching retirement contributions. By contrast, on campuses where NTT faculty have their own unions, only 36 percent had access to employer-subsidized health insurance, an additional 15 percent had access to unsubsidized group insurance, and only 36 percent received employer-funded or matching retirement contributions. These figures are almost as low as for NTT faculty who have no union or NTT faculty concern committee: 37 percent, 9 percent, and 33 percent, respectively. We are unsure why this is the case, but we suspect that unions that represent whole faculties are more likely to demand consistent benefits for all faculty.¹⁴

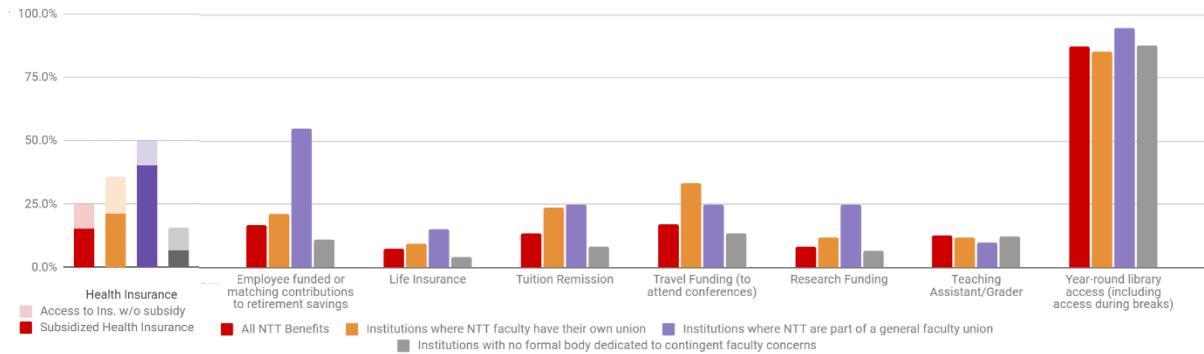
We were pleasantly surprised by another correlation: benefit figures for NTT faculty on campuses with either faculty senate committees or other committees dedicated to NTT concerns are much better than those for faculty on campuses without them or campuses with NTT faculty unions. Of NTT faculty on campuses with faculty senate contingent faculty concern committees (or other

¹³ Scott Jaschik, "Big Union Win," Inside Higher Ed, January 2, 2015, <https://www.insidehighered.com/news/2015/01/02/nlr-b-ruling-shifts-legal-ground-faculty-unions-private-colleges>.

¹⁴ For other benefits, see Tables 30-31.

contingent faculty concern committees), 60 (53) percent had access to subsidized health insurance; 11 (11) percent had access to unsubsidized health insurance; and 45 (40) percent received employer-funded or matching retirement contributions. We suspect that NTT faculty concern committees are likely to be composed of both NTT and TT faculty, making the contracts of each group transparent to the other and encouraging greater solidarity, and, correspondingly, greater parity of benefits.

Chart 13: NTT Access to Benefits, by Type of Union



Analysis of salaries yielded similar results. As expected, the presence of an NTT-only union does produce a modest salary increase (a rightward shift in the bell curve in the graphs below) for NTT faculty. However, a NTT advocacy committee or an all-faculty union correlated with even higher salaries for All NTT faculty, indicating faculty solidarity offers an advantage to NTT faculty that is perhaps stronger than NTT unionization.

Chart 14: Gross NTT Pay, by Type of NTT Representation

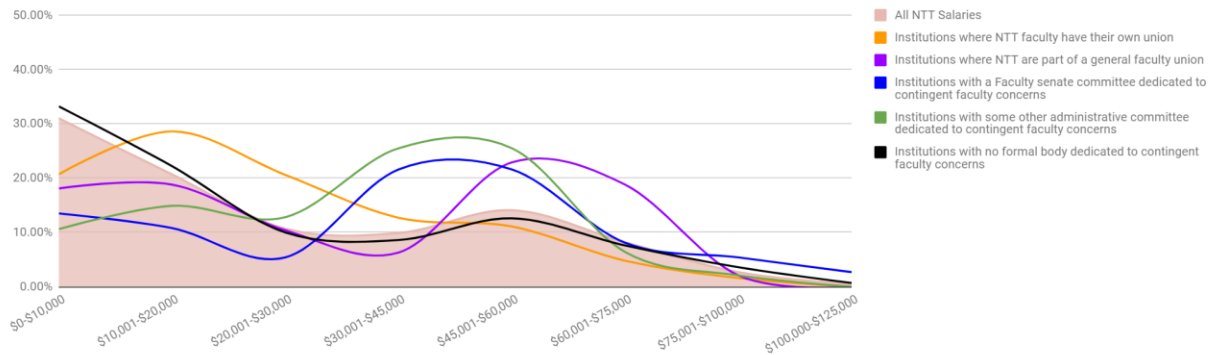
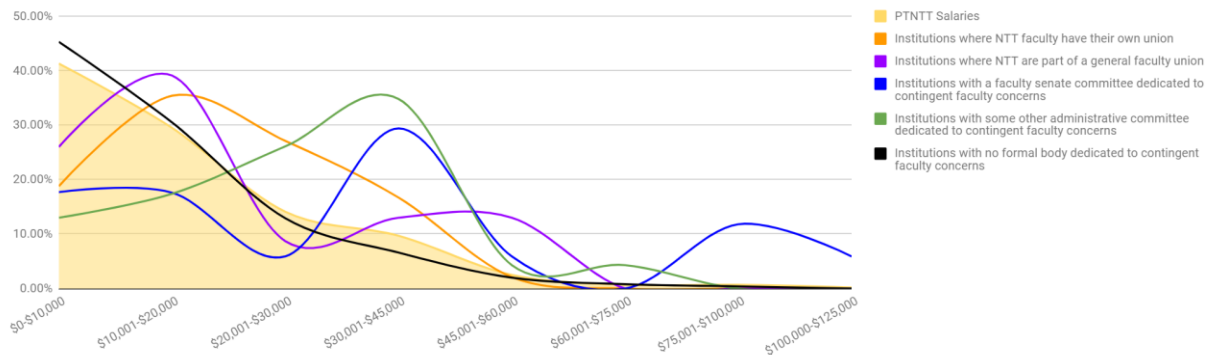
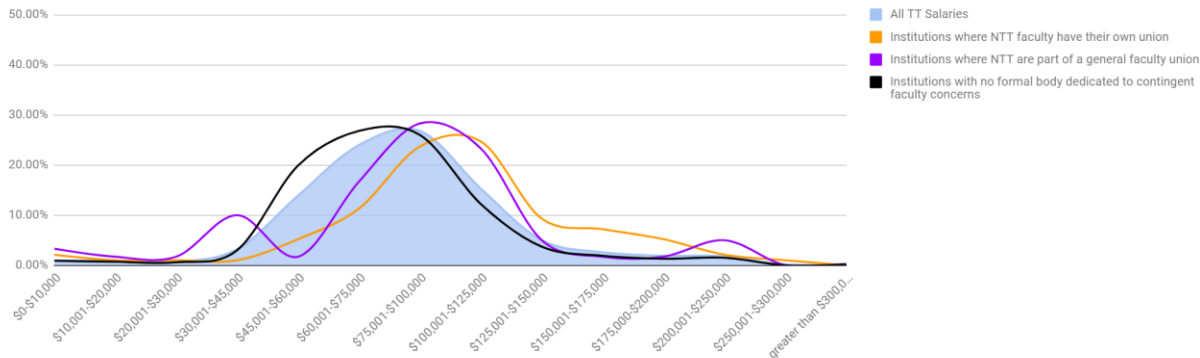


Chart 13: Gross PTNTT Pay, by Type of NTT Representation



Even more surprisingly, as the third graph below shows, NTT union representation correlated with a modest increase in salary for *TT faculty* as well.

Chart 15: Gross TT Pay, by Type of NTT Representation



Finally, type of NTT faculty representation differed significantly by institution type (Table 45). Nearly two thirds of faculty in public institutions have some form of representation, either by a union or by a committee. Faculty in two-year public institutions were best off: 39 percent of them were represented by the same union that represented tenured faculty. NTT faculty at private institutions were worst off: only three percent were represented by an all-faculty union, and 60 percent of them had no representation at all, either by union or by committee. Clearly, for the situations of NTT faculty to improve, faculty at private institutions must initiate common unions or at least demand NTT faculty advocacy committees at the institutional or faculty senate level. It is particularly distressing that the situation of NTT faculty in religiously affiliated institutions--which might be expected to uphold higher standards of justice--is comparatively so much worse than the situation of their colleagues in public institutions.

Study Limitations

As we note in our discussion of scope, the study reached few NTT professors who were not active scholars affiliated with the SCE or the partner societies. This omission skews the data. In general, we assume that the percentage of NTT professors of religion and theology is higher, and their situation is worse, than reported here.

In particular, we are certain that our data are biased with respect to race. Although URM faculty among our respondents were in general more strongly represented in TT than in NTT positions, recent analysis of data from the Integrated Postsecondary Education Data System (IPEDS) found that Latinx faculty were 33 percent more likely to hold NTT jobs than white faculty, and Black faculty were slightly less than ten percent more likely to hold NTT jobs than white faculty.¹⁵ These data suggest that our survey underestimates the proportion of NTT professors of color in theology and religious studies. One possible explanation is that these professors may be overrepresented among faculty not active in scholarship or, at any rate, not members of religion- and theology-related professional societies.

¹⁵ Andrew Herr, Julia Cavallo, and Jason King. "The Data and Ethics of Contingent Faculty at Catholic Colleges and Universities," *Journal of Moral Theology* 9, Special issue no. 2 (2020): 169-188, at 182.

In addition, demographic trends have signaled an approaching decline in numbers of college-aged young adults. These trends have been exacerbated by the COVID-19 virus to deal a quadruple financial blow (reductions in enrollment, on-campus attendance, donations, and return on endowment investments) that will change the landscape of the profession in unpredictable ways. It is possible to make some predictions against the backdrop of trends already noted.

- Small private schools may close, flooding the job market with both TT and NTT faculty. Small religiously affiliated institutions seem particularly vulnerable; most of these have departments of theology or religion.
- Declining undergraduate enrollment may lead to consolidation and elimination of departments in theology and religion.
- Weakened demand for faculty—already an issue in the profession—may lead to elimination of graduate programs in theology and religion, further reducing the demand for the TT faculty needed to advise graduate students.
- Institutions may selectively replace TT lines with FTNTT or even PTNTT faculty, whose contracts are cheaper and more flexible.
- Institutions may replace FTNTT lines—which typically come with benefits and offices—with cheaper, more flexible PTNTT positions, which usually do not.
- Conversely, students may shift toward cheaper, local two-year colleges, raising demand and inspiring the creation of FTNTT community college positions as four-year colleges and universities reduce their TT positions.

However, institutions can plan for these almost certain future cuts by choosing to develop employment practices now that increase rather than decrease equity, freedom, and stability for their faculty.

Finally, institutional responses to Black Lives Matter and the call for racial justice have the potential to improve the relative situation of some current NTT faculty of color. Theological schools and university departments of religion and theology with graduate programs may—and should—accelerate efforts to increase the proportion of TT faculty of color when they are able to hire. Colleges too may follow this pattern.

Questions for Future Study

As mentioned above, this study raises as many questions as it answers. First, this study does not adequately sample NTT faculty who are not members of professional societies. Other methods—like polling alumni of PhD and ThD programs—would produce a more representative picture of *all* NTT faculty of theology and religious studies.

Second, data unexpectedly revealed a high correlation between becoming a parent before or during graduate school and later NTT status (in particular FTNTT for men and PTNTT for women) *as well as* surprisingly high rates of childlessness among TT and FTNTT female faculty. These patterns demand more investigation, but we have hypotheses to propose. The same factors likely produce both results, for women: the cultural persistence of women’s “second shift,” which pressures them to choose between parenthood and full-time work, and the structural shortage of affordable, adequate childcare. Childcare pressures may also explain the FTNTT “daddy track.” Possible additional causes include diminished scholarly profile due to the need to care for children or engage in non-academic employment during graduate school; a family culture in which the spouse who is the breadwinner

while the scholar is a graduate student retains influence over where the family lives; relatively low salaries in the field; and others.

In addition, although we asked about career stage among TT faculty, we did not include any indicators of career stage (e.g., years since PhD) or age in our study of NTT faculty. This important area for future investigation would reveal whether and how long faculty remain in NTT career tracks and how and when childrearing affects their careers.

Finally, this study concluded months before COVID-19 struck. As noted above, although higher education was already bracing for demographic shifts, it will be some time before we understand how the cultural and financial consequences of COVID will reshape higher education and with it, the professoriate.

Conclusions

This study found that professors in theology and religious studies programs belong to a three-tiered caste system—TT, FTNTT, and PTNTT—that disadvantages almost all part-time and many full-time faculty to the point of unjust exploitation. NTT faculty reported little job stability; only 16 percent had access to contracts of over one year at their primary institutions, and 44 percent were hired term by term. For PTNTT faculty in particular, lack of health benefits, travel funding, academic freedom, and access to the basic tools for the job—like offices and sometimes even libraries—make the work unsustainable. A significant number of faculty who hold part-time contracts report working full-time hours.

Adding to these difficulties is low pay: in our study the average FTNTT professor earned, overall, about \$30,000-40,000 less than their average tenured peer, and average earnings from teaching for PTNTT professors hovered around the 2019 federal poverty line for a one-person household (\$12,490).¹⁶ A tradition of wages and contracts that assumes that part-time faculty are “moonlighting” alongside sustainable full-time jobs is not just or tenable in an era in which, for many, part-time teaching is their main or only source of income. To make matters worse, PTNTT faculty typically pay for their own computers (which may or may not be compatible with university printers, projectors, scanners, and other hardware typically used by the contemporary professor). Also, almost by definition “freeway fliers” live in urban settings where the cost of living is relatively high. In addition, 2012 American Academy of Arts and Sciences data suggests an increasing likelihood that graduate work has burdened young professors of religion and theology with significant debt. As of 2014 more than half of humanities PhDs had graduate school debt, which averaged \$22,405 over all humanities PhDs.¹⁷ National Center for Education Statistics data show that *cumulative* education debt—including undergraduate—for all PhDs in academic fields averaged over \$108,000 in 2016.¹⁸ Many PhDs in religion and theology pursue the more time-consuming and costly MDiv degree rather than the less costly MA. This tendency increases the likelihood that their graduate education and cumulative loan balances are higher than these averages, making current PTNTT and even FTNTT positions even more unsustainable financially.

¹⁶ Department of Health and Human Services, “Annual Update of the HHS Poverty Guidelines,” February 1, 2019, <https://www.federalregister.gov/documents/2019/02/01/2019-00621/annual-update-of-the-hhs-poverty-guidelines>.

¹⁷ American Academy of Arts and Sciences, “Debt and Doctoral Study in the Humanities,” last viewed November 29, 2020, <https://www.amacad.org/humanities-indicators/higher-education/debt-and-doctoral-study-humanities>.

¹⁸ National Center for Education Statistics, “Trends in Student Loan Debt for Graduate School Completers,” 2020, https://nces.ed.gov/programs/coe/pdf/coe_tub.pdf.

Alongside these challenges, however, NTT faculty who participated in the study still spent approximately the same amount of energy on research as their TT colleagues. That is, students presumably gain the same benefit from the scholarship of these NTT professors—who are typically paid purely to teach—as they do from the scholarship of TT professors—who are paid to teach and to do research. Employers rarely create frameworks for rewarding this work either directly or indirectly. At their primary institutions, only 32 percent of NTT faculty can be promoted through NTT ranks; only 24 percent have access to step or time-in-service raises; and only 16 percent have access to merit-based pay increases. Consequently NTT professors’ scholarship is uncompensated not only with respect to their reputations or careers but also with respect to their teaching: their students reap benefits from professional activity that is not part of their professors’ contracts and that their institutions subsidize rarely and do not reward financially.¹⁹ This amounts to an additional form of exploitation.

These results point to individual programs’ responsibilities to correct gross injustice across their TT and NTT faculties. Yet, programs are elements of much larger systems. Institutions must collaborate in developing new standards for faculty contracts, compensation, and benefits across the board. They might also collaborate to more closely match the capacity of PhD programs with the future demand for professors, a challenge in a time when a program’s reputation and claim to resources (both within its institution and outside it) often rest on the perceived strength of its graduate program. Institutions will need to collaborate to ensure that graduate faculty (who may include NTT faculty) are adequately compensated for the research and mentoring time that is the prerequisite for strong graduate advising. Institutions also need to consider that COVID-19 has revealed an additional element of the existing caste system. In recent years, but especially now, teaching has relied on easy access to an adequate computer and other hardware; appropriate software; technical support; printing; accessible electronic versions of print resources and video; and a reliable internet connection. Especially given the pay disparities outlined above, institutions must provide or compensate this infrastructure for all faculty, for the sake of both faculty and students.

Finally, the original purpose of the study was to understand the circumstances and trends of NTT faculty adequately to make confident recommendations to professional societies in religion and theology. While no consensus emerged among the NTT faculty we surveyed who are still members of those societies, the intersection of affordable access and meaningful participation (for intellectual exchange, mentoring, collaboration, and networking) is clearly essential. Some elements of this intersecting set might include

- Creation or reservation of one or more society board seats for NTT faculty
- Creation of a society committee on NTT concerns
- Society provision of competitive research funds for NTT faculty, who are less likely to have access to institutional funds
- Society provision of resources and advice to members advocating for NTT faculty on their own campuses

¹⁹ 70 percent of full-time NTT faculty do have access to some conference travel funds (we did not ask whether these conferences must be focused on pedagogy--this is true in some institutions), and 25 percent have access to some research funding. For PTNTT faculty the percentages were 17 percent and 8 percent respectively. Yet PTNTT faculty far outnumber FTNTT faculty, especially once we account for the data’s bias toward faculty active in scholarship.

- Regular society-sponsored education on and study of these interlocking issues: NTT and TT faculty positions, salaries, and benefits; graduate education; and the shape of the profession generally
- Society outreach to NTT faculty who are not currently professional society members
- Society surveys of NTT faculty about their needs and provision of programming and resources that match them
- Steeply graded membership fees
- Steeply graded conference fees, perhaps with the option of remote participation in in-person conferences
- Fully remote conferences
- Society leadership reflection on whether mergers of related societies might make them cheaper to administer, possibly preserving low membership and conference fees for lower-income members without cutting services and resources
- Society licenses that grant society members access to databases like ATLA and/or journal collections like EBSCO and JSTOR.

Clearly, all or most of these would entail professional societies' significant investment at a moment in which faculty numbers, travel and research funding, and salaries are stagnating for tenure line faculty as well, eroding society budgets. Nevertheless, if, as other research suggests, higher proportions of women, gender minorities, and people of color exist among NTT faculty overall than among TT faculty, this investment is imperative.

Appendix

Table 1: Primary¹ Professional Position between September 2018 and August 2019.

	All Respondents		Tenure Track & Administrators ²		All Non-Tenure Track ²		Full-Time Non-Tenure Track ²		Part-Time Non-Tenure Track ²		All Other Respondents ²	
Tenured/Tenure Track Scholar	39.4%	877	89.9%	877								
Non-Tenure Track/Contingent/Adjunct Scholar	26.5%	591	1.1%	11	76.9%	580	95.3%	223	67.7%	294		
Retired tenured scholar	2.2%	124	0.2%	2	6.4%	49	0.9%	2	8.1%	36	14.6%	73
University Administrator	3.6%	80	8.2%	80								
Other higher education role (e.g. center director, campus minister)	5.7%	126	0.3%	3	4.6%	35	1.7%	4	6.5%	28	17.6%	88
Primary or secondary school educator	0.9%	21			0.7%	5	0.4%	1	0.9%	4	3.2%	16
Independent Scholar	3.9%	86			0.9%	7			1.4%	6	15.8%	79
Public Intellectual/Speaker	0.4%	8									1.6%	8
Journalist	0.2%	4			0.3%	2			0.2%	1	0.4%	2
Church/Ministry Work	5.3%	118	0.1%	1	6.4%	48	1.7%	4	9.4%	41	13.8%	69
Healthcare ministry	0.6%	14			0.4%	3			0.5%	2	2.2%	11
Non-academic/non ministerial (corporate, nonprofit, gov't, etc.)	2.4%	53			1.9%	14			3.0%	13	7.8%	39
Other	5.7%	126	0.1%	1	1.5%	11			2.1%	9	22.8%	114
Total		2228		975		754		234		434		499

Table 2: Secondary¹ Professional Position between September 2018 and August 2019.

	All Respondents		Tenure Track & Administrators ²		All Non-Tenure Track ²		Full-Time Non-Tenure Track ²		Part-Time Non-Tenure Track ²		All Other Respondents ²	
Tenured/Tenure Track Scholar	2.5%	15	10.8%	15								
Non-Tenure Track/Contingent/Adjunct Scholar	46.6%	283	33.8%	47	63.6%	236	54.8%	34	66.1%	187		
Retired tenured scholar	1.6%	10	1.4%	2	1.3%	5	0.0%	0	1.4%	4	8.3%	5
University Administrator	5.3%	32	23.0%	32								
Other higher education role (e.g. center director, campus minister)	6.3%	38	2.2%	3	4.6%	17	1.6%	1	5.3%	15	18.6%	18
Primary or secondary school educator	3.0%	18	0.7%	1	3.5%	13	8.1%	5	2.8%	8	4.1%	4
Independent Scholar	2.5%	15	0.7%	1	1.1%	4	0.0%	0	1.1%	3	10.3%	10
Public Intellectual/Speaker	2.5%	15	2.9%	4	1.6%	6	0.0%	0	1.8%	5	5.2%	5
Journalist	0.8%	5	0.7%	1	0.8%	3	1.6%	1	0.7%	2	1.0%	1
Church/Ministry Work	11.5%	70	12.2%	17	9.2%	34	14.5%	9	8.1%	23	19.6%	19
Healthcare ministry	0.8%	5			0.5%	2	0.0%	0	0.7%	2	3.1%	3
Non-academic/non ministerial (corporate, nonprofit, gov't, etc.)	5.1%	31	2.2%	3	4.6%	17	4.8%	3	4.6%	13	11.3%	11
Other	11.5%	70	9.4%	13	9.2%	34	14.5%	9	7.4%	21	23.7%	23
Total		607		139		371		62		283		97

Note 1: "Primary" is defined as the employer which provides the most pay and benefits to the respondent. In the case of an even split, respondents were asked to designate one as "primary."

Note 2: The column heading "Tenure Track & Administrators" includes all respondents who self-identified as a TT scholar or University Administrator in any of their answers for their Primary, Secondary, or Other professional position. Non-Tenure Track includes all respondents who identified as NTT in any of the three "professional position" questions, but were not counted as TT or Administrators. Full-time includes all of these who were designated by their institution as "Full Time" employees. Part-time NTT included all NTT who were designated by their institution as "part time" employees. "All Other Respondents" includes any respondents who were not otherwise captured in the "TT/Administrators" or "All NTT" categories.

Table 3: Professional Jobs Other than Primary and Secondary Held Between September 2018 and August 2019

	All Respondents		Tenure Track & Administrators		All Non-Tenure Track		Full-Time Non-Tenure Track		Part-Time Non-Tenure Track		All Other Respondents	
Tenured/Tenure Track Scholar	0.4%	1	2.4%	1								
Contingent/Adjunct Scholar	14.4%	38	9.8%	4	17.3%	34	17.8%	29	11.1%	2		
University Administrator	1.1%	3	7.3%	3								
Other higher education role (e.g. center director, campus minister)	7.6%	20	9.8%	4	7.7%	15	5.5%	9	16.7%	3	2.9%	1
Independent Scholar	13.7%	36	4.9%	2	16.3%	32	16.0%	26	16.7%	3	5.9%	2
Public Intellectual/Speaker	10.3%	27	14.6%	6	8.7%	17	8.0%	13	11.1%	2	11.8%	4
Journalist	1.9%	5			2.6%	5	2.5%	4	5.6%	1		
Church/Ministry Work	17.1%	45	14.6%	6	18.4%	36	19.0%	31	16.7%	3	8.8%	3
Health care ministry	1.1%	3	2.4%	1	0.5%	1	0.6%	1	0.0%	0	2.9%	1
Non-academic/non ministerial (corporate, nonprofit, gov't, etc.)	11.8%	31	12.2%	5	10.2%	20	11.0%	18	0.0%	0	17.6%	6
Other (please specify)	20.5%	54	22.0%	9	18.4%	36	19.6%	32	22.2%	4	26.5%	9
Total³		263		41		188		163		18		34

Table 4: Primary Academic Institution Type

	All Respondents		Tenure Track & Administrators		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track		All Other Respondents	
Public 4 year College or University	25.9%	444	25.7%	249	26.0%	171	27.1%	62	25.8%	92	28.6%	24
Public 2 year College	1.5%	26	1.1%	11	2.1%	14	0.9%	2	2.8%	10	1.2%	1
Private Religiously Affiliated College or University	43.2%	740	46.9%	454	39.2%	258	40.2%	92	40.9%	146	33.3%	28
Private Non-religious College or University	11.9%	204	11.7%	113	12.0%	79	15.3%	35	10.4%	37	14.3%	12
Seminary	14.7%	251	12.8%	124	17.3%	114	14.0%	32	17.4%	62	15.5%	13
Health Care Institution	0.1%	1			0.2%	1						
Think Tank or Research Center unaffiliated with a university	0.7%	11	0.2%	2	1.1%	7	0.9%	2	0.6%	2	2.4%	2
Other	2.0%	34	1.7%	16	2.1%	14	1.7%	4	2.2%	8	4.8%	4
Total		1711		969		658		229		357		84

Table 5: Secondary Academic Institution Type

	All Respondents		Tenure Track & Administrators		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track		All Other Respondents	
Public 4 year College or University	12.8%	70	12.9%	16	12.5%	42	13.6%	8	12.3%	31	14.0%	12
Public 2 year College	2.0%	11	1.6%	2	1.8%	6	1.7%	1	2.0%	5	3.5%	3
Private Religiously Affiliated College or University	27.5%	150	30.6%	38	31.0%	104	28.8%	17	31.6%	80	9.3%	8
Private Non-religious College or University	8.1%	44	8.9%	11	7.8%	26	6.8%	4	8.7%	22	8.1%	7
Seminary	16.5%	90	16.1%	20	18.2%	61	16.9%	10	18.2%	46	10.5%	9
Health Care Institution	1.5%	8	0.8%	1	0.9%	3	0.0%	0	1.2%	3	4.7%	4
Other	31.6%	172	29.0%	36	27.8%	93	32.2%	19	26.1%	66	50.0%	43
Total		545		124		335		59		253		86

Note 3: For tertiary and other professional roles, respondents were instructed to “check all that apply” so columns may be greater than the total number of respondents

Table 6: Percentage of Professional Time Spent on Primary, Secondary, and Other positions

	All Respondents		Tenure Track & Administrators		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ
Primary Position	64.7	23.8	75.3	20.7	61.8	22.5	74.5	16.8	59.1	22.5
Secondary Position	28.0	19.7	21.7	19.3	29.5	18.2	22.5	14.5	30.9	18.3
Other Positions	7.3	14.2	3.0	7.1	8.7	15.4	2.9	7.7	10.0	16.3

Table 7: Percentage of Professional Time Spent, by Activity

	All Tenure Track		Admin-istrators		Non-Admin. Tenured		Untenured Tenure Track		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ
Classroom Teaching, Prep, and Grading	41.4	20.9							49.6	28.0	53.9	24.5	47.3	28.5
Advising/mentoring/supervision of students	11.0	9.0							7.6	9.1	10.1	10.2	6.3	7.8
Research/Writing	21.8	17.5							19.4	21.1	19.3	20.0	19.1	20.5
Service/Administration	23.2	20.7							8.8	15.9	13.2	15.2	6.1	14.7
Work outside of an academic setting	2.6	5.9							14.6	24.6	3.6	8.8	21.2	28.3

Table 8: Number of Years at Primary Institution

	All Non-Tenure-Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
1 year	20.7%	150	26.7%	62	18.1%	75
2 years	11.9%	86	13.8%	32	11.8%	49
3 years	12.0%	87	12.1%	28	12.3%	51
4 years	9.0%	65	8.6%	20	9.2%	38
5 years	7.3%	53	7.8%	18	7.2%	30
6 years	5.5%	40	3.0%	7	6.8%	28
7 years	3.6%	26	3.4%	8	3.4%	14
8 years	3.2%	23	3.0%	7	2.9%	12
9 years	1.7%	12	0.9%	2	2.2%	9
10 years	3.7%	27	3.0%	7	4.1%	17
11 years	1.8%	13	1.3%	3	1.9%	8
12 years	1.9%	14	1.3%	3	2.4%	10
13 years	1.2%	9	0.9%	2	1.2%	5
14 years	2.1%	15	2.6%	6	1.9%	8
15 years	1.8%	13	3.4%	8	0.7%	3
16 years	0.6%	4	0.9%	2	0.5%	2
17 years	0.7%	5	0.0%	0	1.2%	5
18 years	0.4%	3	0.0%	0	0.2%	1
19 years	1.4%	10	0.4%	1	1.9%	8
20 years	1.4%	10	0.4%	1	1.4%	6
> 20 years	8.3%	60	6.5%	15	8.5%	35
5 years or less	60.8%	441	69.0%	160	58.7%	243
10 years or more	25.2%	183	20.7%	48	26.1%	108
Total		725		232		414

Table 9: Total number of institutions taught at between September 2018 and August 2019

	Tenure Track & Administrators		All Non-Tenure Track		Full-Time Non-Tenure Track		Part-Time Non-Tenure Track	
1	85.3%	827	70.1%	522	83.8%	196	64.1%	278
2	4.4%	43	22.0%	164	13.2%	31	24.9%	108
3	0.4%	4	5.8%	43	2.6%	6	7.1%	31
4			1.3%	10	0.0%	0	2.1%	9
5			0.4%	3	0.4%	1	0.7%	3
6			0.1%	1			0.2%	1
7			0.3%	2			0.5%	2

Table 10: Institutional vs Self-Designation of “Part-Time”

	By your own Account, you work Full Time in your primary teaching position		By your own account, you work Part Time in your primary teaching position		Total
According to your primary employer, you work Full Time	95.3%	222	4.7%	11	240
According to your primary employer, you work Part Time	29.4%	127	70.6%	305	469
Total ⁴	50.6%	358	49.4%	349	709

Note 4: Totals do not match because not all respondents answered the “self-report” question

Table 11: Course Loads at Primary Institution

Courses per Semester Equivalent ⁵	Tenure Track ⁶		Administrators		Full Time NTT ⁸		Part Time NTT ⁸ (according to the institution)					
							All PT NTT		Self-report full-time		Self-report part time	
1	25.5%	162	83.3%	25	20.7%	42	49.4%	156	28.7%	33	61.2%	123
2	32.6%	207	10.0%	3	21.7%	44	30.4%	96	33.9%	39	28.4%	57
3	25.4%	161	0.0%	0	24.6%	50	15.2%	48	27.8%	32	8.0%	16
4	9.9%	63	6.7%	2	21.2%	43	3.2%	10	5.2%	6	2.0%	4
5	4.9%	31			11.8%	24	1.9%	6	4.3%	5	0.5%	1
6 or more	1.8%	10										

Table 12: Total Course Loads for Tenure Stream, Full Time NTT and Part Time NTT Faculty

Courses per Semester Equivalent ⁵	Tenure Track ⁶		All Non-Tenure Track ⁷		Full Time ⁸ Non-Tenure Track		Part Time ⁸ Non-Tenure Track	
	1	25.5%	162	25.2%	154	18.6%	38	24.6%
2	32.6%	207	31.2%	191	20.1%	41	26.7%	111
3	25.4%	161	25.5%	156	27.0%	55	15.9%	66
4	9.9%	63	10.1%	62	19.6%	40	13.3%	55
5	4.9%	31	5.7%	35	11.8%	24	7.0%	29
6	1.1%	7	1.0%	6	1.5%	3	6.7%	28
7	0.3%	2	0.7%	4	1.0%	2	3.6%	15
8	0.2%	1	0.5%	3	0.0%	0	2.2%	9
9	0.2%	1	0.2%	1	0.5%	1	0.0%	0

Table 13: Average Course and Student Loads for Tenure Stream, Full Time NTT and Part Time NTT Faculty

	Tenure Track	Admin-istrators	All NTT	Full Time ⁸ NTT	Part Time NTT ⁸ (according to the institution)		
					All PT NTT	Self-report full-time	Self-report part-time
Average number of students per semester (or equivalent⁵)	56.74	20.8	51.3	69.3	41.8	64.2	32.2
Average number of courses per semester (or equivalent⁵)	2.46	0.8	2.0	2.9	1.6	2.3	1.31

Note 5: Responses on a quarter system, trimester system, or other term were adjusted to be the equivalent of a 15-week semester (e.g. nine 10-week long trimester courses is the equivalent of 3 courses per semester)

Note 6: Tenure Track and Administrator course loads reflect actual taught courses in 2018-19, factoring in any course releases and overloads

Note 7: For Table 11, Non-Tenure Track course loads reflect actual courses taught only at primary institution

Note 8: For Table 12, Non-Tenure Track course loads reflect actual courses taught across both primary and secondary institutions.

Note 9: Full-time and Part-Time are designated as assigned by the professor's primary institution

Table 14: Tenure Track Rank or Position

Assistant Professor	14.9%	159
Associate Professor	22.8%	243
Full Professor	27.9%	297
Endowed Chair	10.1%	108
Program Director	7.2%	77
Department Chair	6.5%	69
Assistant Dean	0.4%	4
Associate Dean	1.8%	19
Dean	2.9%	31
VP/Senior VP	0.8%	9
Provost	0.2%	2
President	0.7%	7
Other	3.8%	41
Total ¹⁰		789

Table 15: Tenure vs. Administrator

Received tenure before becoming an administrator	79.40%	104
Did not receive tenure before becoming an administrator	20.60%	27
Total		131

Table 16: Retirees in Non-Tenure Track Roles

Retired Academic	81.2%	56
Retired from Non-Academic Career	18.8%	13
Total		69

Table 17: Racial/Ethnic Identity¹⁰

	All Respondents		All Tenure Track & Administrators		All Non-Tenure Track		All Other Respondents	
European/Caucasian/White	83.9%	1938	82.5%	801	87.4%	658	81.7%	479
African/African American/Black	4.2%	98	5.3%	51	2.4%	18	4.9%	29
Hispanic/Latina/Latino	3.9%	91	4.0%	39	3.6%	27	4.3%	25
East Asian	2.3%	52	1.9%	18	2.1%	16	3.1%	18
South Asian	1.3%	29	1.8%	17	0.7%	5	1.2%	7
North African/Arab	0.6%	13	0.5%	5	0.5%	4	0.7%	4
Jewish	4.7%	109	5.5%	53	5.2%	39	2.9%	17
Native American/First Nations	0.6%	13	0.5%	5	0.1%	1	1.2%	7
Pacific Islander/Native Hawaiian	0.2%	4	0.4%	4	0.0%	0	0.0%	0
Other	2.2%	51	2.4%	23	2.0%	15	2.2%	13
I prefer not to answer	2.3%	54	1.6%	16	2.8%	21	2.9%	17
Total		2310		971		753		586

	Administrators		Non-Administrator Tenured		Untenured Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
European/Caucasian/White	63.6%	49	79.5%	542	72.5%	124	85.4%	199	90.1%	391
African/African American/Black	18.2%	14	5.3%	36	7.0%	12	2.6%	6	2.1%	9
Hispanic/Latina/Latino	2.6%	2	2.6%	18	4.7%	8	4.3%	10	2.8%	12
East Asian	1.3%	1	1.0%	7	3.5%	6	0.9%	2	2.3%	10
South Asian	3.9%	3	1.6%	11	4.1%	7	0.4%	1	0.5%	2
North African/Arab	0.0%	0	0.6%	4	1.2%	2	0.4%	1	0.7%	3
Jewish	3.9%	3	4.7%	32	4.1%	7	7.7%	18	3.9%	17
Native American/First Nations	1.3%	1	0.4%	3	0.6%	1	0.0%	0	0.2%	1
Pacific Islander/Native Hawaiian	0.0%	0	0.1%	1	0.0%	0	0.0%	0	0.0%	0
Other	2.6%	2	2.8%	19	1.8%	3	1.3%	3	2.3%	10
I prefer not to answer	2.6%	2	1.3%	9	0.6%	1	4.3%	10	1.4%	6
Total		77		682		171		233		434

Note 10: Respondents were invited to check all roles that apply, so totals may not sum evenly

Table 18: Gender Identity

	All Respondents		Tenure Track & Administrators		All Non-Tenure Track		All Other Respondents	
Woman	38.7%	895	38.4%	374	40.1%	302	37.4%	219
Man	58.4%	1351	59.9%	584	57.0%	430	57.6%	337
Trans*	0.4%	9	0.1%	1	0.4%	3	0.9%	5
Other non-binary	0.6%	14	0.6%	6	0.7%	5	0.5%	3
Other gender identity	0.3%	8	0.1%	1	0.1%	1	1.0%	6
I prefer not to answer	1.6%	37	0.9%	9	1.7%	13	2.6%	15
Total		2314		975		754		585

	Administrators		Non-Administrator Tenured		Untenured Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
Woman	37.5%	27	34.4%	223	49.1%	78	43.2%	101	38.9%	169
Man	61.1%	44	63.4%	411	49.7%	79	52.6%	123	59.7%	259
Trans*	0.0%	0	0.0%	0	0.0%	0	0.9%	2	0.7%	3
Other non-binary	0.0%	0	1.1%	7	0.0%	0	0.4%	1	0.5%	2
Other gender identity	0.0%	0	0.2%	1	0.0%	0	0.4%	1	0.0%	0
I prefer not to answer	1.4%	1	0.9%	6	1.3%	2	2.6%	6	0.2%	1
Total		72		648		159		234		434

Table 19: Sexual Identity

	All Respondents		Tenure Track & Administrators		All Non-Tenure Track		All Other Respondents	
Asexual	0.8%	19	0.5%	5	0.4%	3	1.9%	11
Bisexual	3.8%	86	3.4%	33	3.1%	23	5.3%	30
Gay	3.5%	80	3.8%	37	3.1%	23	3.5%	20
Lesbian	1.9%	43	2.1%	20	1.5%	11	2.1%	12
Queer	3.0%	68	2.5%	24	3.2%	24	3.5%	20
Total LGBQA	12.9%	296	12.3%	119	11.2%	84	16.4%	93
Straight	79.4%	1818	81.2%	788	81.4%	612	73.7%	418
Other	1.6%	36	1.2%	12	6.4%	48	2.8%	16
I prefer not to answer	6.1%	139	5.3%	51	1.1%	8	7.1%	40
Total		2289		970		752		567

	Administrators		Non-Administrator Tenured		Untenured Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
Asexual	0.0%	0	0.2%	1	1.3%	2	0.4%	1	0.5%	2
Bisexual	4.2%	3	3.1%	20	4.4%	7	3.4%	8	2.3%	10
Gay	2.8%	2	4.5%	29	5.7%	9	3.0%	7	3.2%	14
Lesbian	5.6%	4	3.3%	21	1.3%	2	1.7%	4	1.4%	6
Queer	4.2%	3	2.5%	16	4.4%	7	3.0%	7	3.2%	14
Total LGBQA	16.7%	12	13.5%	87	17.0%	27	11.5%	27	10.6%	46
Straight	77.8%	56	79.7%	514	77.4%	123	79.1%	185	84.0%	363
Other	1.4%	1	0.8%	5	1.3%	2	1.3%	3	0.9%	4
I prefer not to answer	4.2%	3	6.0%	39	4.4%	7	8.1%	19	4.4%	19
Total		72		645		159		234		432

Table 20: Estimated Gross Pay for Teaching/Administration

	All Tenure Track		Administrators		Non-Admin Tenured		Untenured Tenure Track		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
\$0-\$10,000	1.0%	9	2.8%	2	0.6%	4	1.3%	2	31.0%	226	4.7%	11	41.3%	179
\$10,001-\$20,000	0.9%	8	0.0%	0	0.5%	3	0.0%	0	20.7%	151	4.7%	11	29.5%	128
\$20,001-\$30,000	0.7%	6	1.4%	1	0.5%	3	1.3%	2	10.7%	78	6.4%	15	14.1%	61
\$30,001-\$45,000	3.2%	29	4.2%	3	1.1%	7	3.9%	6	9.9%	72	11.5%	27	9.7%	42
\$45,001-\$60,000	13.9%	127	5.6%	4	7.8%	49	35.1%	54	14.1%	103	38.5%	90	2.5%	11
\$60,001-\$75,000	24.0%	219	8.5%	6	20.6%	130	33.1%	51	8.2%	60	22.2%	52	0.7%	3
\$75,001-\$100,000	26.8%	244	18.3%	13	30.7%	194	21.4%	33	2.7%	20	7.3%	17	0.7%	3
\$100,001-\$125,000	15.3%	139	26.8%	19	19.6%	124	1.9%	3	0.5%	4	1.3%	3	0.2%	1
\$125,001-\$150,000	5.0%	46	5.6%	4	7.3%	46	0.0%	0						
\$150,001-\$175,000	2.6%	24	5.6%	4	3.5%	22	0.0%	0						
\$175,000-\$200,000	1.9%	17	2.8%	2	2.5%	16	0.0%	0						
\$200,001-\$250,000	1.8%	16	8.5%	6	2.2%	14	0.6%	1						
\$250,001-\$300,000	0.2%	2	1.4%	1	0.2%	1	0.0%	0						
greater than \$300,000	0.3%	3	4.2%	3	0.8%	5	0.0%	0						
I prefer not to answer	2.4%	22	4.2%	3	2.2%	14	1.3%	2	1.5%	11	2.6%	6	0.9%	4

Table 21: Estimated Gross Pay for Non-Teaching Employment

	All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track		Other	
	%	N	%	N	%	N	%	N
None	36.5%	262	64.3%	148	23.7%	102		
\$1-\$10,000	21.3%	153	20.0%	46	24.1%	104	37.7%	136
\$10,001-\$20,000	7.9%	57	3.9%	9	10.7%	46	10.2%	37
\$20,001-\$30,000	6.0%	43	4.3%	10	6.7%	29	6.4%	23
\$30,001-\$45,000	7.3%	52	2.6%	6	8.8%	38	9.1%	33
\$45,001-\$60,000	7.1%	51	1.7%	4	9.0%	39	8.0%	29
\$60,001-\$75,000	5.3%	38	0.4%	1	6.3%	27	5.8%	21
\$75,001-\$100,000	3.3%	24	0.9%	2	4.6%	20	8.9%	32
\$100,001-\$125,000	2.0%	14			3.0%	13	3.3%	12
\$125,001-\$150,000	0.6%	4			0.7%	3	0.3%	1
\$150,001-\$175,000	0.4%	3			0.2%	1	0.3%	1
\$175,000-\$200,000	0.0%	0			0.0%	0	0.3%	1
greater than \$200,000	0.1%	1			0.2%	1	1.2%	4
I prefer not to answer	2.1%	15	1.7%	4	1.9%	8	8.6%	31

Table 22: Estimated Total Gross Pay for All Employment¹¹

	All Tenure Track		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
	%	N	%	N	%	N	%	N
\$0-\$25,000	2.1%	19	29.3%	198	9.6%	22	40.9%	179
\$25,001-\$50,000	2.8%	25	24.1%	163	14.4%	33	29.2%	128
\$50,001-\$75,000	38.2%	338	34.3%	232	62.9%	144	18.7%	82
\$75,001-\$100,000	27.9%	247	8.7%	59	10.9%	25	7.3%	32
\$100,001-\$150,000	21.0%	186	3.3%	22	2.2%	5	3.7%	16
\$150,001-\$200,000	5.2%	46	0.0%	0	0.0%	0	0.0%	0
\$200,001-\$300,000	2.4%	21	0.3%	2	0.0%	0	0.2%	1
greater than \$300,000	0.3%	3	0.0%	0	0.0%	0	0.0%	0

Note 11: Because of the ranges in the original questions (represented in tables 20 and 21), the “total” numbers in table 22 can only be understood as rough estimates. Total Gross Pay is calculated by summing the midpoint of each salary range for “Gross Teaching Pay” and “Gross Non-Teaching Pay” for each respondent.

Table 23: Estimated Gross Teaching Pay by Gender

	Tenure Track				Full Time Non-Tenure Track				Part Time Non-Tenure Track			
	Women		Men		Women		Men		Women		Men	
\$0-\$10,000	0.6%	2	1.3%	7	5.0%	5	4.9%	6	43.2%	73	40.4%	104
\$10,001-\$20,000	0.9%	3	0.9%	5	3.0%	3	5.7%	7	26.0%	44	32.2%	83
\$20,001-\$30,000	0.0%	0	1.1%	6	9.9%	10	3.3%	4	16.0%	27	12.8%	33
\$30,001-\$45,000	3.2%	11	3.1%	17	11.9%	12	10.6%	13	8.3%	14	10.1%	26
\$45,001-\$60,000	16.3%	57	12.6%	69	40.6%	41	38.2%	47	4.1%	7	1.6%	4
\$60,001-\$75,000	24.9%	87	23.9%	131	17.8%	18	26.0%	32	0.6%	1	0.4%	1
\$75,001-\$100,000	30.1%	105	24.6%	135	6.9%	7	8.1%	10	0.0%	0	1.2%	3
\$100,001-\$125,000	12.9%	45	16.6%	91	1.0%	1	1.6%	2	0.0%	0	0.4%	1
\$125,001-\$150,000	4.3%	15	5.7%	31	1.0%	1	0.8%	1	0.6%	1	0.4%	1
\$150,001-\$175,000	0.6%	2	3.8%	21								
\$175,000-\$200,000	1.1%	4	2.2%	12								
>\$200,000	2.6%	9	2.2%	12								

Table 24: Tenure Track/Administration Estimated Gross Pay by Race

	European/ Caucasian/ White		African/ African Amer./ Black		Hispanic/ Latina/Latino		East Asian		South Asian		Jewish		Other	
\$0-\$10,000	0.7%	5	2.1%	1	2.9%	1			5.9%	1			3.0%	1
\$10,001-\$20,000	0.5%	4	2.1%	1	5.9%	2					1.9%	1	0.0%	0
\$20,001-\$30,000	0.5%	4			2.9%	1							3.0%	1
\$30,001-\$45,000	3.1%	23			11.8%	4					5.7%	3	3.0%	1
\$45,001-\$60,000	14.7%	111	12.5%	6	11.8%	4	18.8%	3	17.6%	3	13.2%	7	15.0%	5
\$60,001-\$75,000	25.3%	191	22.9%	11	26.5%	9	6.3%	1	11.8%	2	13.2%	7	15.0%	5
\$75,001-\$100,000	26.1%	197	27.1%	13	23.5%	8	56.3%	9	41.2%	7	26.4%	14	24.0%	8
\$100,001-\$125,000	15.6%	118	12.5%	6	8.8%	3	12.5%	2	5.9%	1	13.2%	7	18.0%	6
\$125,001-\$150,000	5.3%	40	2.1%	1					5.9%	1	7.5%	4	6.0%	2
\$150,001-\$175,000	2.5%	19	2.1%	1	2.9%	1	6.3%	1	5.9%	1			6.0%	2
\$175,000-\$200,000	1.7%	13	4.2%	2							7.5%	4		
\$200,001-\$250,000	1.6%	12	2.1%	1	2.9%	1					5.7%	3		
\$250,001-\$300,000	0.3%	2	0.0%	0										
> \$300,000	0.1%	1	4.2%	2										
I prefer not to answer	1.9%	14	6.3%	3					5.9%	1	5.7%	3	6.0%	2

Table 25: Non-Tenure Track Estimated Gross Teaching Pay by Race

	European/ Caucasian/ White		African/ African American /Black		Hispanic/ Latina/Latino		East Asian		Jewish		Other ¹²	
\$1-\$10,000	28.5%	181	55.6%	10	42.9%	12	28.6%	4	15.0%	6	35.0%	7
\$10,001-\$20,000	20.3%	129	11.1%	2	21.4%	6	42.9%	6	27.5%	11	40.0%	8
\$20,001-\$30,000	11.2%	71	5.6%	1	3.6%	1	7.1%	1	10.0%	4	15.0%	3
\$30,001-\$45,000	9.9%	63	11.1%	2	10.7%	3	14.3%	2	10.0%	4		
\$45,001-\$60,000	14.8%	94	5.6%	1	14.3%	4			22.5%	9		
\$60,001-\$75,000	8.2%	52	5.6%	1	3.6%	1			7.5%	3	10.0%	2
\$75,001-\$100,000	3.0%	19	5.6%	1					2.5%	1		
\$100,000-\$125,000	0.5%	3					7.1%	1				
\$125,000-\$150,000	0.6%	4										
I prefer not to answer	1.4%	9							2.5%	1		

Note 12: Races /Ethnicities with less than 10 total respondents were collected into the “other” column on Tables 21 and 22

Table 26: Benefits by Tenure and Employment Status

	Tenure Track		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
Health Insurance paid in part or in full by institution	95.5%	858	42.5%	257	84.4%	195	15.4%	53
Access to Health Insurance, without institutional subsidy			9.9%	60	10.0%	23	9.6%	33
Employee funded or matching contributions to retirement	91.3%	820	36.6%	221	67.1%	155	16.8%	58
Life Insurance	76.1%	683	26.2%	158	56.7%	131	7.2%	25
Tuition Remission	65.4%	587	21.9%	132	36.8%	85	13.3%	46
Travel Funding (to attend conferences)	88.4%	794	37.4%	226	69.7%	161	17.1%	59
Research Funding	41.0%	368	14.2%	86	24.7%	57	8.1%	28
Teaching Assistant/Grader	30.0%	269	15.1%	91	18.6%	43	12.5%	43
Year-round library access (including access during breaks)	92.4%	830	86.8%	524	87.0%	201	87.5%	302
Total		898		604		231		345

Table 27: Office Space by Tenure and Employment Status

	Tenure Track		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
I have my own office	95.3%	708	35.2%	197	72.5%	137	15.4%	52
I share a private office with 1-3 other people	3.5%	26	23.1%	129	18.5%	35	25.7%	87
I have my own desk/cubicle in a large office space	1.5%	11	5.0%	28	4.2%	8	5.9%	20
I have access to a shared desk space that is set aside for faculty	0.4%	3	13.2%	74	1.6%	3	19.5%	66
I have a private locker or other storage space available to me	0.4%	3	0.4%	2	0.5%	1	0.3%	1
I have access to or can schedule a private room to meet with students or work quietly	3.9%	29	7.9%	44	2.6%	5	10.1%	34
I do not have my own or access to shared desks or offices	0.4%	3	22.0%	123	3.2%	6	32.0%	108
Total		743		559		189		338

Table 28: Health Insurance by Tenure and Employment Status

	Tenure Track		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
Health Insurance paid in part or in full by institution	95.8%	858	71.2%	257	83.7%	195	46.9%	53
Access to Health Insurance, without institutional subsidy			16.6%	60	9.9%	23	29.2%	33
Other, non-teaching job provides health insurance	0.2%	2	1.4%	5	0.0%	0	3.5%	4
Covered under spouse/partner's health plan	0.8%	7	6.1%	22	3.0%	7	12.4%	14
Covered under parent's health plan	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Self-purchase health insurance (via ACA Exchanges or otherwise)	1.1%	10	1.1%	4	0.9%	2	1.8%	2
Government provided health care (via Medicare, military/VA, etc.)	1.7%	15	3.0%	11	2.6%	6	4.4%	5
I do not have health insurance of any kind	0.3%	3	0.3%	1	0.0%	0	0.9%	1
Other	0.1%	1	0.3%	1	0.0%	0	0.9%	1
Total		896		361		233		113

Table 29: Presence of a NTT Union or Shared Governance Representation

	Tenure Track		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
Contingent/adjunct faculty have their own union	10.8%	97	8.8%	63	5.6%	13	11.1%	48
Contingent/adjunct faculty are included in a general faculty union	6.7%	60	6.7%	48	9.4%	22	5.3%	23
A faculty senate committee is dedicated to contingent faculty	7.7%	69	5.2%	37	7.3%	17	3.9%	17
Some other administrative committee is dedicated to contingent faculty	7.0%	63	6.6%	47	9.4%	22	5.3%	23
There is no formal body dedicated to contingent faculty concerns	59.6%	534	58.4%	419	56.8%	133	59.3%	256
I do not know	12.2%	109	14.2%	102	10.3%	24	16.0%	69
Other	3.1%	28	4.3%	31	7.3%	17	2.8%	12
Total		896		717		234		432

Table 30: All Non-Tenure Track Faculty Benefits vs. Union/Shared Governance

	NTT faculty have their own union		NTT faculty are included in a general faculty union		Faculty senate committee dedicated to NTT concerns		Some other committee dedicated to NTT concerns		No formal body dedicated to NTT concerns	
Health Insurance paid in part or in full by institution	36.4%	20	63.6%	28	59.8%	49	53.2%	25	37.1%	129
Access to Health Insurance, without institutional subsidy	14.5%	8	13.6%	6	11.0%	9	10.6%	5	8.9%	31
Employee funded or matching contributions to retirement	34.5%	19	59.1%	26	45.1%	37	40.4%	19	33.0%	115
Life Insurance	14.5%	8	34.1%	15	37.8%	31	31.9%	15	23.3%	81
Tuition Remission	25.5%	14	34.1%	15	31.7%	26	31.9%	15	17.8%	62
Travel Funding (to attend conferences)	43.6%	24	45.5%	20	37.8%	31	36.2%	17	35.9%	125
Research Funding	12.7%	7	27.3%	12	17.1%	14	19.1%	9	12.6%	44
Teaching Assistant/Grader	16.4%	9	18.2%	8	11.0%	9	14.9%	7	14.1%	49
Year-round library access (including access during breaks)	85.5%	47	79.5%	35	85.4%	70	83.0%	39	88.2%	307
Total		55		44		35		47		348

Table 31: Part-Time Non-Tenure Track Benefits vs. Union/Shared Governance

	NTT faculty have their own union		NTT faculty are included in a general faculty union		Faculty senate committee dedicated to NTT concerns		Some other committee dedicated to NTT concerns		No formal body dedicated to NTT concerns	
Health Insurance paid in part or in full by institution	36.4%	20	63.6%	28	59.8%	49	53.2%	25	37.1%	129
Access to Health Insurance, without institutional subsidy	14.5%	8	13.6%	6	11.0%	9	10.6%	5	8.9%	31
Employee funded or matching contributions to retirement	34.5%	19	59.1%	26	45.1%	37	40.4%	19	33.0%	115
Life Insurance	14.5%	8	34.1%	15	37.8%	31	31.9%	15	23.3%	81
Tuition Remission	25.5%	14	34.1%	15	31.7%	26	31.9%	15	17.8%	62
Travel Funding (to attend conferences)	43.6%	24	45.5%	20	37.8%	31	36.2%	17	35.9%	125
Research Funding	12.7%	7	27.3%	12	17.1%	14	19.1%	9	12.6%	44
Teaching Assistant/Grader	16.4%	9	18.2%	8	11.0%	9	14.9%	7	14.1%	49
Year-round library access (including access during breaks)	85.5%	47	79.5%	35	85.4%	70	83.0%	39	88.2%	307
Total		55		44		35		47		348

Table 32: All Non-Tenure Track Estimated Gross Teaching Pay vs. Union/Shared Governance

All NTT Salary	NTT faculty have their own union		NTT faculty are included in a general faculty union		Faculty senate or other committee dedicated to NTT concerns		Some other committee dedicated to NTT concerns		No formal body dedicated to NTT concerns	
\$0-\$10,000	20.7%	13	18.1%	9	13.5%	5	10.6%	5	33.2%	139
\$10,001-\$20,000	28.6%	18	18.8%	9	10.8%	4	14.9%	7	22.2%	93
\$20,001-\$30,000	20.6%	13	10.4%	5	5.4%	2	12.8%	6	10.0%	42
\$30,001-\$45,000	12.7%	8	6.3%	3	21.6%	8	25.5%	12	8.6%	36
\$45,001-\$60,000	11.1%	7	22.9%	11	21.6%	8	25.5%	12	12.6%	53
\$60,001-\$75,000	4.8%	3	18.8%	9	8.1%	3	6.4%	3	7.6%	32
\$75,001-\$100,000	1.6%	1	2.1%	1	5.4%	2	2.1%	1	3.6%	15
\$100,000-\$125,000	0.0%	0	0.0%	0	2.7%	1	0.0%	0	0.7%	3
\$125,000-\$150,000	0.0%	0	0.0%	0	5.4%	2	0.0%	0	0.5%	2
I prefer not to answer	0.0%	0	0.0%	0	5.4%	2	0.0%	0	0.5%	2

Table 33: Part Time Non-Tenure Track Estimated Gross Teaching Pay vs. Union/Shared Governance

PTNTT Salary	NTT faculty have their own union		NTT faculty are included in a general faculty union		Faculty senate committee dedicated to NTT concerns		Some other committee dedicated to NTT concerns		No formal body dedicated to NTT concerns	
\$0-\$10,000	18.8%	9	26.0%	6	17.7%	3	13.0%	3	45.3%	116
\$10,001-\$20,000	35.4%	17	39.1%	9	17.6%	3	17.4%	4	30.5%	78
\$20,001-\$30,000	27.1%	13	8.7%	2	5.9%	1	26.1%	6	12.9%	33
\$30,001-\$45,000	16.7%	8	13.0%	3	29.4%	5	34.8%	8	6.6%	17
\$45,001-\$60,000	2.1%	1	13.0%	3	5.9%	1	4.3%	1	2.0%	5
\$60,001-\$75,000	0.0%	0	0.0%	0	0.0%	0	4.3%	1	0.8%	2
\$75,001-\$100,000	0.0%	0	0.0%	0	11.8%	2	0.0%	0	0.4%	1
\$100,000-\$125,000	0.0%	0	0.0%	0	5.9%	1	0.0%	0	0.0%	0
\$125,000-\$150,000	0.0%	0	0.0%	0	5.9%	1	0.0%	0	0.4%	1
I prefer not to answer	0.0%	0	0.0%	0	0.0%	0	0.0%	0	1.2%	3

Table 34: Tenure Track Estimated Gross Teaching Pay vs. NTT Union/Shared Governance

Tenure Track Salary	NTT faculty have their own union		NTT faculty are included in a general faculty union		Faculty senate committee dedicated to NTT concerns		Some other committee dedicated to NTT concerns		No formal body dedicated to NTT concerns	
\$0-\$10,000	2.10%	2	3.30%	2	0.00%	0	1.60%	1	0.90%	5
\$10,001-\$20,000	1.00%	1	1.70%	1	0.00%	0	1.60%	1	0.70%	4
\$20,001-\$30,000	1.00%	1	1.70%	1	1.40%	1	0.00%	0	0.60%	3
\$30,001-\$45,000	1.00%	1	10.00%	6	2.90%	2	0.00%	0	3.00%	16
\$45,001-\$60,000	5.20%	5	1.70%	1	4.30%	3	1.60%	1	19.90%	106
\$60,001-\$75,000	11.30%	11	16.70%	10	26.10%	18	30.20%	19	26.80%	143
\$75,001-\$100,000	23.70%	23	28.30%	17	24.60%	17	36.50%	23	26.00%	139
\$100,001-\$125,000	24.70%	24	23.30%	14	18.80%	13	9.50%	6	12.20%	65
\$125,001-\$150,000	9.30%	9	5.00%	3	4.30%	3	7.90%	5	3.70%	20
\$150,001-\$175,000	7.20%	7	1.70%	1	4.30%	3	3.20%	2	1.90%	10
\$175,000-\$200,000	5.20%	5	1.70%	1	4.30%	3	3.20%	2	1.30%	7
\$200,001-\$250,000	2.10%	2	5.00%	3	1.40%	1	0.00%	0	1.50%	8
\$250,001-\$300,000	1.00%	1	0.00%	0	1.40%	1	1.60%	1	0.00%	0
greater than \$300,000	0.00%	0	0.00%	0	2.90%	2	0.00%	0	0.20%	1
I prefer not to answer	5.20%	5	0.00%	0	2.90%	2	3.20%	2	1.30%	7

Table 35: Amount to Which Caregiving Responsibilities Have Restricted Professional Advancement

	All Respondents		Tenure Track & Administrators		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track		All Other Respondents	
A great deal	12.8%	126	10.9%	51	14.2%	50	13.8%	16	15.0%	32	14.9%	25
<i>Women</i>	44.4%	56	49.0%	25	44.0%	22	37.5%	6	49.6%	15	36.0%	9
<i>Men</i>	53.2%	67	51.0%	26	56.0%	28	62.5%	10	53.1%	17	52.0%	13
<i>Trans*/Non-Binary/Other</i>	2.4%	3									12.0%	3
A lot	16.5%	163	14.8%	69	18.7%	66	19.8%	23	17.4%	37	16.7%	28
<i>Women</i>	49.1%	80	50.7%	35	45.5%	30	34.8%	8	56.8%	21	53.6%	15
<i>Men</i>	47.9%	78	46.4%	32	53.0%	35	60.9%	14	43.2%	16	39.3%	11
<i>Trans*/Non-Binary/Other</i>	1.2%	2			1.5%	1	4.3%	1				
A moderate amount	32.8%	324	33.5%	156	34.3%	121	35.3%	41	33.8%	72	28.0%	47
<i>Women</i>	43.8%	142	48.7%	76	39.7%	48	31.7%	13	40.3%	29	38.3%	18
<i>Men</i>	54.6%	177	50.6%	79	58.7%	71	65.9%	27	58.3%	42	57.4%	27
<i>Trans*/Non-Binary/Other</i>	0.6%	2			0.8%	1					2.1%	1
A little	24.9%	246	28.1%	131	19.8%	70	18.1%	21	20.2%	43	26.8%	45
<i>Women</i>	28.5%	70	32.1%	42	21.4%	15	23.8%	5	18.6%	8	28.9%	13
<i>Men</i>	69.9%	172	65.6%	86	78.6%	55	76.2%	16	81.4%	35	68.9%	31
<i>Trans*/Non-Binary/Other</i>	0.4%	1	0.8%	1								
None at all	13.0%	128	12.7%	59	13.0%	46	12.9%	15	13.6%	29	13.7%	23
<i>Women</i>	26.6%	34	22.0%	1	30.4%	14	26.7%	4	34.5%	10	30.4%	7
<i>Men</i>	71.1%	91	78.0%	46	63.0%	29	60.0%	9	62.1%	18	69.6%	16
<i>Trans*/Non-Binary/Other</i>	0.8%	1			2.2%	1			3.4%	1		
Total		987		466		353		116		213		168

Table 36: Amount to Which Spouse or Partner's Job Prospects Influence Employment Decisions

	All Respondents		Tenure Track & Administrators		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track		All Other Respondents	
A great deal	26.0%	563	23.4%	225	30.1%	221	23.6%	55	35.3%	153	24.9%	117
<i>Women</i>	40.7%	229	42.2%	95	39.4%	87	34.5%	19	39.9%	61	40.2%	47
<i>Men</i>	56.7%	319	56.0%	126	57.9%	128	60.0%	33	58.8%	90	55.6%	65
<i>Trans*/Non-Binary/Other</i>	1.3%	7			1.4%	3	1.8%	1	1.3%	2	3.5%	4
A lot	14.0%	303	13.3%	128	15.7%	115	13.7%	32	15.9%	69	12.8%	60
<i>Women</i>	34.4%	104	30.5%	39	36.8%	42	43.8%	14	36.8%	25	38.3%	23
<i>Men</i>	64.9%	196	68.8%	88	63.2%	72	56.3%	18	63.2%	43	60.0%	36
<i>Trans*/Non-Binary/Other</i>	0.3%	1									1.7%	1
A moderate amount	15.4%	333	17.4%	168	14.7%	108	18.0%	42	12.0%	52	12.2%	57
<i>Women</i>	33.6%	112	32.7%	55	36.1%	39	33.3%	14	40.4%	21	31.6%	18
<i>Men</i>	63.7%	22	66.1%	111	60.2%	65	61.9%	26	57.7%	30	63.2%	36
<i>Trans*/Non-Binary/Other</i>	0.9%	3	0.6%	1	0.9%	1	2.4%	1			1.8%	1
A little	10.6%	230	12.4%	119	10.8%	79	10.7%	25	10.8%	47	6.8%	32
<i>Women</i>	34.3%	79	37.0%	44	36.7%	29	52.0%	13	27.7%	13	18.8%	6
<i>Men</i>	61.3%	141	60.5%	72	59.5%	47	40.0%	10	70.2%	33	68.8%	22
<i>Trans*/Non-Binary/Other</i>	2.1%	5	1.7%	2	2.5%	2	4.0%	1	2.1%	1	3.1%	1
None at all	13.1%	283	14.2%	137	10.4%	76	11.2%	26	9.9%	43	14.9%	70
<i>Women</i>	23.7%	67	23.4%	32	25.0%	19	30.8%	8	25.6%	11	22.9%	16
<i>Men</i>	74.6%	211	75.9%	104	73.7%	56	69.2%	18	72.1%	31	72.9%	51
<i>Trans*/Non-Binary/Other</i>	0.8%	2			1.3%	1			2.3%	1	1.4%	2
I do not have a spouse or partner	21.0%	454	19.3%	186	18.4%	135	22.7%	53	16.1%	70	28.4%	133
<i>Women</i>	55.5%	252	58.1%	108	59.3%	80	60.4%	32	54.3%	38	48.1%	64
<i>Men</i>	42.1%	191	39.2%	73	37.8%	51	34.0%	18	44.3%	31	50.4%	67
<i>Trans*/Non-Binary/Other</i>	2.0%	9	2.6%	5	1.5%	2	1.9%	1	1.4%	1	1.6%	2
Total		2166		963		734		233		434		469

Table 37: Caregiving Responsibilities

	All Respondents		Tenure Track & Administrators		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track		All Other Respondents	
No, I have no caregiving responsibilities	53.7%	1151	50.9%	489	51.7%	375	50.2%	116	51.0%	220	62.8%	287
<i>Women</i>	<i>39.3%</i>	<i>452</i>	<i>36.4%</i>	<i>178</i>	<i>44.1%</i>	<i>165</i>	<i>54.3%</i>	<i>63</i>	<i>38.8%</i>	<i>85</i>	<i>38.0%</i>	<i>109</i>
<i>Men</i>	<i>58.2%</i>	<i>669</i>	<i>61.8%</i>	<i>302</i>	<i>52.7%</i>	<i>197</i>	<i>40.5%</i>	<i>47</i>	<i>59.4%</i>	<i>130</i>	<i>59.2%</i>	<i>170</i>
<i>Trans*/Non-Binary/Other</i>	<i>1.6%</i>	<i>18</i>	<i>1.4%</i>	<i>7</i>	<i>1.6%</i>	<i>6</i>	<i>2.6%</i>	<i>3</i>	<i>1.4%</i>	<i>3</i>	<i>1.7%</i>	<i>5</i>
Yes, I am the primary caregiver for the children in my family.	5.6%	119	4.5%	43	7.3%	53	3.0%	7	9.5%	41	5.0%	23
<i>Women</i>	<i>56.3%</i>	<i>67</i>	<i>62.8%</i>	<i>27</i>	<i>50.9%</i>	<i>27</i>	<i>42.9%</i>	<i>3</i>	<i>56.1%</i>	<i>23</i>	<i>56.5%</i>	<i>13</i>
<i>Men</i>	<i>41.2%</i>	<i>49</i>	<i>34.9%</i>	<i>15</i>	<i>49.1%</i>	<i>26</i>	<i>57.1%</i>	<i>4</i>	<i>43.9%</i>	<i>18</i>	<i>34.8%</i>	<i>8</i>
<i>Trans*/Non-Binary/Other</i>	<i>1</i>										<i>4.3%</i>	<i>1</i>
Yes, I share primary care-giving for the children in our family with another adult	17.4%	373	20.3%	195	17.2%	125	19.0%	44	16.5%	71	11.6%	53
<i>Women</i>	<i>31.6%</i>	<i>118</i>	<i>36.4%</i>	<i>71</i>	<i>27.2%</i>	<i>34</i>	<i>29.5%</i>	<i>13</i>	<i>21.1%</i>	<i>15</i>	<i>24.5%</i>	<i>13</i>
<i>Men</i>	<i>66.8%</i>	<i>249</i>	<i>62.6%</i>	<i>122</i>	<i>72.0%</i>	<i>90</i>	<i>70.5%</i>	<i>31</i>	<i>77.5%</i>	<i>55</i>	<i>69.8%</i>	<i>37</i>
<i>Trans*/Non-Binary/Other</i>	<i>0.8%</i>	<i>3</i>							<i>1.4%</i>	<i>1</i>	<i>3.8%</i>	<i>2</i>
Yes, another adult is the primary caregiver in our family, but I have some childcare responsibilities during the day.	4.8%	103	4.7%	45	6.1%	44	7.4%	17	5.1%	22	3.1%	14
<i>Women</i>	<i>15.5%</i>	<i>16</i>	<i>26.7%</i>	<i>12</i>	<i>6.8%</i>	<i>3</i>			<i>9.1%</i>	<i>2</i>	<i>7.1%</i>	<i>1</i>
<i>Men</i>	<i>82.5%</i>	<i>85</i>	<i>73.3%</i>	<i>33</i>	<i>90.9%</i>	<i>40</i>	<i>94.1%</i>	<i>16</i>	<i>90.9%</i>	<i>20</i>	<i>85.7%</i>	<i>12</i>
<i>Trans*/Non-Binary/Other</i>	<i>1.0%</i>	<i>1</i>					<i>5.9%</i>	<i>1</i>				
Yes, my children spend most of their day in school or in professional daycare, but I have some childcare responsibilities during the day.	15.0%	322	17.8%	171	15.2%	110	17.3%	40	15.1%	65	9.0%	41
<i>Women</i>	<i>40.7%</i>	<i>131</i>	<i>43.3%</i>	<i>74</i>	<i>35.5%</i>	<i>39</i>	<i>37.5%</i>	<i>15</i>	<i>33.8%</i>	<i>22</i>	<i>43.9%</i>	<i>18</i>
<i>Men</i>	<i>58.4%</i>	<i>188</i>	<i>56.1%</i>	<i>96</i>	<i>64.5%</i>	<i>71</i>	<i>62.5%</i>	<i>25</i>	<i>66.2%</i>	<i>43</i>	<i>51.2%</i>	<i>21</i>
<i>Trans*/Non-Binary/Other</i>	<i>0.3%</i>	<i>1</i>									<i>2.4%</i>	<i>1</i>
Yes, I am the primary caregiver to an elder or disabled adult	2.1%	44	2.4%	23	1.4%	10	1.3%	3	1.4%	6	2.1%	44
<i>Women</i>	<i>61.4%</i>	<i>27</i>	<i>52.2%</i>	<i>12</i>	<i>70.0%</i>	<i>7</i>	<i>33.3%</i>	<i>1</i>	<i>83.3%</i>	<i>5</i>	<i>72.7%</i>	<i>8</i>
<i>Men</i>	<i>36.4%</i>	<i>16</i>	<i>43.5%</i>	<i>10</i>	<i>30.0%</i>	<i>3</i>	<i>66.7%</i>	<i>2</i>	<i>16.7%</i>	<i>1</i>	<i>27.3%</i>	<i>3</i>
Yes, I have some caregiving responsibilities for an elder or disabled adult	6.7%	144	7.5%	72	6.3%	46	6.5%	15	7.0%	30	5.7%	26
<i>Women</i>	<i>54.5%</i>	<i>78</i>	<i>55.6%</i>	<i>40</i>	<i>62.2%</i>	<i>28</i>	<i>53.3%</i>	<i>8</i>	<i>69.0%</i>	<i>20</i>	<i>38.5%</i>	<i>10</i>
<i>Men</i>	<i>42.7%</i>	<i>61</i>	<i>43.1%</i>	<i>31</i>	<i>31.1%</i>	<i>14</i>	<i>40.0%</i>	<i>6</i>	<i>27.6%</i>	<i>8</i>	<i>61.5%</i>	<i>16</i>
<i>Trans*/Non-Binary/Other</i>	<i>1.4%</i>	<i>2</i>	<i>1.4%</i>	<i>1</i>	<i>2.2%</i>	<i>1</i>			<i>3.4%</i>	<i>1</i>		
Other	3.1%	67	2.6%	25	2.8%	20	1.7%	4	3.5%	15	3.1%	67
Total		2143		960		726		231		431		457
<i>Women</i>	<i>39.0%</i>	<i>836</i>	<i>38.8%</i>	<i>372</i>	<i>40.2%</i>	<i>292</i>	<i>42.9%</i>	<i>99</i>	<i>38.5%</i>	<i>166</i>	<i>37.6%</i>	<i>172</i>
<i>Men</i>	<i>58.6%</i>	<i>1255</i>	<i>59.7%</i>	<i>573</i>	<i>57.2%</i>	<i>415</i>	<i>52.8%</i>	<i>122</i>	<i>59.9%</i>	<i>258</i>	<i>58.4%</i>	<i>267</i>
<i>Trans*/Non-Binary/Other</i>	<i>1.3%</i>	<i>27</i>	<i>0.8%</i>	<i>8</i>	<i>1.2%</i>	<i>9</i>	<i>1.7%</i>	<i>4</i>	<i>1.2%</i>	<i>5</i>	<i>2.2%</i>	<i>10</i>

Note 13: Percentages for each caregiving answer (in grey blocks) represent percent of total respondents. Percentages of each gender answer (in italics) represent gender split for that particular caregiving answer. Some totals do not equal 100% due to “decline to answer” responses on the gender question and/or the full-time/part-time question.

Table 38: At what point in your career did you have, adopt, or foster your first/only child? ¹⁴

	All Respondents		Tenure Track & Administrators		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track		All Other Respondents	
I do not have children	38.1%	797	32.4%	306	40.6%	288	45.7%	105	37.8%	159	46.1%	203
<i>Women</i>	<i>48.7%</i>	<i>388</i>	<i>49.3%</i>	<i>151</i>	<i>51.0%</i>	<i>147</i>	<i>59.0%</i>	<i>62</i>	<i>45.3%</i>	<i>72</i>	<i>44.3%</i>	<i>90</i>
<i>Men</i>	<i>48.3%</i>	<i>385</i>	<i>48.7%</i>	<i>149</i>	<i>44.4%</i>	<i>128</i>	<i>34.3%</i>	<i>36</i>	<i>51.6%</i>	<i>82</i>	<i>53.2%</i>	<i>108</i>
<i>Trans*/Non-Binary/Other</i>	<i>2.0%</i>	<i>16</i>	<i>1.6%</i>	<i>5</i>	<i>2.4%</i>	<i>7</i>	<i>2.9%</i>	<i>3</i>	<i>2.6%</i>	<i>4</i>	<i>2.0%</i>	<i>4</i>
Prior to graduate school	12.3%	258	7.6%	72	15.2%	108	9.1%	21	18.3%	77	17.7%	78
<i>Women</i>	<i>35.7%</i>	<i>92</i>	<i>22.2%</i>	<i>16</i>	<i>41.7%</i>	<i>45</i>	<i>42.9%</i>	<i>9</i>	<i>41.6%</i>	<i>32</i>	<i>39.7%</i>	<i>31</i>
<i>Men</i>	<i>62.8%</i>	<i>162</i>	<i>75.0%</i>	<i>54</i>	<i>58.3%</i>	<i>63</i>	<i>57.1%</i>	<i>12</i>	<i>58.4%</i>	<i>45</i>	<i>57.7%</i>	<i>45</i>
<i>Trans*/Non-Binary/Other</i>	<i>0.8%</i>	<i>2</i>	<i>1.4%</i>	<i>1</i>								
While I was in graduate school	27.8%	583	28.6%	270	30.0%	213	30.9%	71	30.4%	128	22.7%	100
<i>Women</i>	<i>30.1%</i>	<i>175</i>	<i>32.6%</i>	<i>88</i>	<i>29.7%</i>	<i>63</i>	<i>25.4%</i>	<i>18</i>	<i>32.3%</i>	<i>41</i>	<i>24%</i>	<i>24</i>
<i>Men</i>	<i>68.4%</i>	<i>398</i>	<i>67.0%</i>	<i>181</i>	<i>69.3%</i>	<i>147</i>	<i>71.8%</i>	<i>51</i>	<i>67.7%</i>	<i>86</i>	<i>70%</i>	<i>70</i>
<i>Trans*/Non-Binary/Other</i>	<i>0.4%</i>	<i>2</i>									<i>2%</i>	<i>2</i>
After I completed graduate school but before I started a TT job	8.9%	187	9.1%	86	10.0%	71	9.1%	21	10.2%	43	6.8%	30
<i>Women</i>	<i>34.2%</i>	<i>64</i>	<i>31.4%</i>	<i>27</i>	<i>39.4%</i>	<i>28</i>	<i>42.9%</i>	<i>9</i>	<i>37.2%</i>	<i>16</i>	<i>30.0%</i>	<i>9</i>
<i>Men</i>	<i>64.2%</i>	<i>120</i>	<i>67.4%</i>	<i>58</i>	<i>60.6%</i>	<i>43</i>	<i>57.1%</i>	<i>12</i>	<i>62.8%</i>	<i>27</i>	<i>63.3%</i>	<i>19</i>
<i>Trans*/Non-Binary/Other</i>	<i>1.0%</i>	<i>2</i>									<i>6.6%</i>	<i>2</i>
While I was seeking tenure	9.8%	206	16.6%	157	3.4%	24	4.8%	11	3.1%	13	5.7%	25
<i>Women</i>	<i>34.5%</i>	<i>71</i>	<i>38.9%</i>	<i>61</i>	<i>16.7%</i>	<i>4</i>	<i>18.2%</i>	<i>2</i>	<i>15.4%</i>	<i>2</i>	<i>24.0%</i>	<i>6</i>
<i>Men</i>	<i>64.1%</i>	<i>132</i>	<i>59.9%</i>	<i>94</i>	<i>79.2%</i>	<i>19</i>	<i>81.8%</i>	<i>9</i>	<i>76.9%</i>	<i>10</i>	<i>76.0%</i>	<i>19</i>
<i>Trans*/Non-Binary/Other</i>	<i>1.0%</i>	<i>2</i>	<i>0.6%</i>	<i>1</i>	<i>4.2%</i>	<i>1</i>			<i>7.7%</i>	<i>1</i>		
After I received tenure	3.0%	63	5.7%	54	0.7%	5	0.4%	1	0.2%	1	0.9%	4
<i>Women</i>	<i>38.1%</i>	<i>24</i>	<i>40.7%</i>	<i>22</i>	<i>20%</i>	<i>1</i>					<i>25%</i>	<i>1</i>
<i>Men</i>	<i>55.6%</i>	<i>35</i>	<i>53.7%</i>	<i>29</i>	<i>80%</i>	<i>4</i>	<i>100%</i>	<i>1</i>	<i>100%</i>	<i>1</i>	<i>50%</i>	<i>2</i>
<i>Trans*/Non-Binary/Other</i>	<i>3.2%</i>	<i>2</i>	<i>1.9%</i>	<i>1</i>							<i>25%</i>	<i>1</i>
Total		2094		945		709		230		421		440

Table 39: Estimate the number of waking hours per week, on average, you operated as the primary caregiver for children or an elder/disabled adult between Sept 2018 and Aug 2019

	All Respondents		Tenure Track & Administrators		All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track		All Other Respondents	
0-5	13.3%	132	14.0%	66	11.0%	39	10.4%	12	10.6%	23	16.5%	27
5-10	20.2%	200	21.1%	99	18.9%	67	20.9%	24	17.6%	38	20.7%	34
11-20	21.3%	211	21.7%	102	22.8%	81	24.3%	28	22.2%	48	17.1%	28
21-30	16.6%	164	14.7%	69	19.2%	68	20.0%	23	20.4%	44	16.5%	27
31-40	12.9%	128	14.3%	67	12.7%	45	14.8%	17	11.6%	25	9.8%	16
More than 40	15.6%	154	14.3%	67	15.5%	55	9.6%	11	17.6%	38	19.5%	32
Total		989		470		355		115		216		164

Note 14: Percentages for each parenting answer (in grey blocks) represent percent of total respondents. Percentages of each gender answer (in italics) represent gender split for that particular parenting answer. Some totals do not equal 100% due to “decline to answer” responses on the gender question.

Table 40: Non-Tenure Track Contract Renewal Discretion

	All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
	Percentage	Count	Percentage	Count	Percentage	Count
My contract is renewable at the college's discretion and according to the college's needs	49.9%	348	52.2%	120	50.6%	214
My contract is renewable at the college's discretion and according to the college's needs, but I have preferred status if the course(s) I teach is offered	16.0%	112	8.3%	19	19.4%	82
I need to reapply for my current position at the end of my contract	8.0%	56	8.3%	19	8.0%	34
I have to reapply, but I have a preferred status because I have taught the course before	5.4%	38	2.2%	5	7.1%	30
My contract is renewable at my discretion	4.9%	34	4.8%	11	4.3%	18
Other	15.8%	110	24.3%	56	10.6%	45
Total		698		230		423

Table 41: Non-Tenure Track Contract Renewal Limits

	All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
	Percentage	Count	Percentage	Count	Percentage	Count
Unlimited Renewals	95.1%	467	89.3%	134	97.4%	304
4 or more renewals allowed	2.0%	10	4.0%	6	1.3%	4
3 renewals allowed	0.8%	4	2.0%	3	0.3%	1
2 renewals allowed	0.6%	3	2.0%	3	0.0%	0
1 renewal allowed	1.0%	5	2.7%	4	0.3%	1
Total		491		150		312

Table 42: Non-Tenure Track Promotion and Raises

	All Non-Tenure Track		Full Time Non-Tenure Track		Part Time Non-Tenure Track	
	Percentage	Count	Percentage	Count	Percentage	Count
There are ranks through which NTT faculty can be promoted	32.0%	220	48.0%	110	24.0%	100
There are no ranks through which NTT faculty can be promoted	68.0%	467	52.0%	119	76.0%	316
There are merit-based pay increases available to NTT faculty	15.9%	109	31.0%	71	7.5%	31
There are not merit-based pay increases available to NTT faculty	84.1%	578	69.0%	158	92.5%	385
There are time-in-service based pay increases available to NTT faculty	23.5%	161	34.1%	78	18.3%	76
There are not time-in-service based pay increases available to NTT faculty	76.5%	525	65.9%	151	81.7%	339
Total		687		229		416

Table 43: NTT Representation vs. NTT Promotion and Raises

	There are ranks through which NTT faculty can be promoted				There are merit-based pay increases available to NTT faculty				There are time-in-service based pay increases available to NTT faculty			
	Yes		No		Yes		No		Yes		No	
NTT faculty have their own union	49.2%	30	50.8%	31	14.5%	9	85.5%	53	38.7%	24	61.3%	38
NTT faculty are included in a general faculty union	55.3%	26	44.7%	21	23.9%	11	76.1%	35	48.9%	23	51.1%	24
A faculty senate committee is dedicated to NTT faculty concerns	47.2%	17	52.8%	19	25.0%	9	75.0%	27	50.0%	18	50.0%	18
Some other administrative committee dedicated to NTT faculty concerns	43.5%	20	56.5%	26	23.9%	11	76.1%	35	32.6%	15	67.4%	31
There is no formal body dedicated to contingent faculty concerns	27.0%	110	73.0%	297	12.8%	52	87.2%	354	18.0%	73	82.0%	333
I do not know	21.7%	20	78.3%	72	16.1%	15	83.9%	78	10.9%	10	89.1%	82
Other	36.7%	11	63.3%	19	23.3%	7	76.7%	23	37.9%	11	62.1%	18

Table 44: NTT Representation vs. Full Time/Part Time Status

	Full Time Non-Tenure Track		Part Time Non-Tenure Track	
Yes, contingent/adjunct faculty have their own union	21.3%	13	78.7%	48
Yes, contingent/adjunct faculty are included in a general faculty union	48.9%	22	51.1%	23
Yes, there is a faculty senate committee dedicated to contingent faculty concerns	50.0%	17	50.0%	17
Yes, there is some other administrative committee dedicated to contingent faculty concerns	48.9%	22	51.1%	23
No, there is no formal body dedicated to contingent faculty concerns	34.2%	133	65.8%	256
I do not know	26.1%	24	73.9%	68
Other (please specify)	58.6%	17	41.4%	12

Table 45: NTT Representation vs. Type of Institution

	Public 4 year College or University		Public 2 year College		Private Religiously Affiliated College or University		Private Non-religious College or University		Seminary	
Yes, contingent/adjunct faculty have their own union	15.6%	65	7.7%	2	7.5%	54	13.4%	25	0.0%	0
Yes, contingent/adjunct faculty are included in a general faculty union	14.6%	61	38.5%	10	2.9%	21	2.7%	5	1.3%	3
Yes, there is a faculty senate committee dedicated to contingent faculty concerns	8.4%	35	3.8%	1	7.3%	53	5.9%	11	1.3%	3
Yes, there is some other administrative committee dedicated to contingent faculty concerns	6.9%	29	7.7%	2	8.4%	61	4.3%	8	1.3%	3
No, there is no formal body dedicated to contingent faculty concerns	36.1%	151	34.6%	9	59.6%	431	59.7%	111	83.0%	185
I do not know	15.3%	64	3.8%	1	10.9%	79	9.7%	18	11.2%	25
Other	3.1%	13	3.8%	1	3.3%	24	4.3%	8	1.8%	4
Total		418		26		723		186		223