

The Changing Faculty and Student Success

Non-Tenure-Track Faculty Promising Practices

The following represent a sample of reforms and practices implemented at institutions in response to the growing proportion of non-tenure-track faculty on campuses. We would like to thank project partners for sharing examples of positive practices with us.

An Example of an Exemplary Institution

A few universities have undertaken significant and wide-ranging reforms. We have chosen to highlight one institution here to show that wide-ranging policies can be implemented to create a more equitable workplace.

Vancouver Community College

Vancouver Community College (VCC) is one of the best examples of comprehensive reform. **Contracts:** Faculty at VCC are classified as either ‘regular’, which is the functional equivalent of tenure, or ‘term’ employees. Virtually all faculty have the opportunity for job security. There is one hiring process and after at least two years of at least 50% full-time employment all term faculty are automatically converted to regular status. **Hiring:** There is one hiring process for all faculty at VCC. When work is available in an area, part-time regular faculty have right of first refusal, followed by term faculty. If they maintain the increased level of work for two years, regular faculty members’ employment status is increased accordingly. **Compensation:** Faculty salaries are tied to a standardized pay scale. **Benefits:** All term employees at 50% full-time employment have access to almost all the same benefits as regular faculty including healthcare, dental, paid vacation, and professional development funds and leave time. After surpassing a \$24,000 salary threshold, faculty are automatically enrolled in the institution’s defined benefit pension plan. **Evaluation:** Faculty are evaluated according to their stated responsibilities. **Governance:** All faculty have the right to participate, to run for office, and vote at the institution and department level; similar rights for participation are provided for all faculty in the union.

Compensation and Benefits

Community College of San Francisco

Compensation for part-time faculty is determined using a salary schedule that mirrors salary schedules for full-time faculty. The schedule includes increases in base pay for increasing levels of education and years of experience. Pro rata compensation for part-time faculty at City College is 85% of the rate paid to full-time faculty; the 15% difference accounts for additional professional duties that are expected of full-time faculty. However, the institution does compensate part-time faculty for office hours based on work load. The union and district have agreed to work toward a desirable goal of 100% pay equity for part-time faculty.

Seattle Community Colleges

All faculty who work .50 full-time equivalent hours receive full healthcare and dental benefits. While faculty are required to maintain this workload, benefits that are received during the academic year automatically carry over to the summer. The policy also permits faculty who are benefits-eligible for three consecutive quarters to keep their full benefits for the fourth quarter even if teaching hours

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drops below the .50 full-time level; faculty who maintain an average of .50 full-time hours or more for two years are permitted to maintain benefits whenever their workload drops below the half-time rate so long as the average can be maintained for the year. These faculty are also eligible for retirement benefits and continue to receive them regardless of workload as long as they continue to work for the institution.

Virginia Polytechnic Institute and State University

Full-time regular (or ongoing) non-tenure-track faculty receive the same healthcare, retirement, life insurance, sick leave, and disability benefits as tenure-line faculty. Restricted faculty (those with fixed end dates) also receive full benefits for the duration of their contract, although they receive less sick leave time as determined by their work load.

Employment, Hiring, and Contracts

Note: A small number of institutions do not have tenure. For example, Evergreen State College abolished tenure in the 1970s. Other institutions include Bennington College, Florida Gulf Coast University, and Hampshire College. Other institutions have created policies to establish multi-year contracts determine conditions for conversion of positions to the tenure track, and protect faculty from immediate layoffs.

Pennsylvania State Colleges and Universities

Full-time non-tenure-track faculty at Pennsylvania's public institutions who work at an institution for five full, consecutive academic years in the same department can be converted to tenure-track status upon the recommendation of a majority of the regular faculty in the department. Faculty members converted into tenure-track positions in this manner are able to count the time worked in temporary or full-time positions at the institution toward the required probationary period.

San Francisco State University

The Academic Senate adopted the *Periodic Evaluation of Temporary Faculty Policies and Procedures*, expanding evaluation requirements negotiated within the system-wide collective bargaining agreement and creating fair and consistent evaluation policies. The Academic Senate also later established policies for contingent faculty recruitment, appointment, evaluation, and compensation, and further codified rights to participate in governance. Appointment policies included base minimums, rights to multi-year contracts, and credit-for-service if non-tenure-track faculty were later hired on the tenure track. While many of these provisions were already offered through the system-wide collective bargaining agreement, the institution codified these practices, affirming its commitment to the faculty.

University of California System

The system's contract includes a seniority policy for non-tenure-track faculty wherein seniority is determined by the number of months of service at a rate of .50 full-time equivalent hours or more. After six years of continuous service, faculty are automatically awarded three-year continuous contracts, which provide additional protection from layoffs and preference in hiring for available classes and positions. Faculty who have served less than six years are protected from losing any part of their appointment to lower-paid faculty for the purpose of cost-cutting and the institution is prohibited from reducing hours to avoid extending a continuous appointment. Sufficient notice of any anticipated layoffs, including reductions in hours, is required for all non-tenure-track faculty. Employees with continuous appointments are guaranteed no less than one-year notice of intention to terminate and faculty with less than six years receive notice corresponding to their current level of seniority. Employees who do not receive proper notice of layoff or reduction of hours are entitled to pay through the end of their contract.

Virginia Polytechnic Institute and State University

Prior restrictions on the number of terms a full-time instructor could be employed off the tenure track had previously forced many of these employees into part-time positions, which also made them ineligible for benefits. New policies were implemented to end this process, create two-year renewable contracts, and base pay scales were adjusted. Many departments also offer opportunities for promotion, creating a career ladder for faculty who desire additional work.

Participation in Campus Governance

Note: Increased participation rights do not necessarily guarantee a voice for non-tenure-track faculty or power on campus. On campuses where non-tenure-track faculty are allowed to participate, they are often given no or only partial voting rights or are not provided representation that is equivalent to their proportion of the full faculty.

Clackamas Community College

Part-time faculty are involved in the college council that meets with the president of the college. While not all individuals involved in governance get release time, leaders on various groups and committees do get course release. They negotiated to have participation in governance to be compensated. Plus, there is a general invitation to participate in governance and there is a great deal of participation. The reason for strong involvement is the adjunct leaders make people aware of how their involvement in governance had led to positive changes such as seniority clause, pay increases, professional development funds and the like.

Mount San Antonio College

Leaders and faculty realized the benefits of governance participation but could not get the state to pay for it. They realized that in order to create the right learning environment for students, it was critical that their voices be heard. Therefore, leaders worked to arrange for the union pay for part-time faculty to participate in governance.

San Francisco State University

Following a period of change in the institution, its inclusion in the California State University (CSU) system, and labor strikes (collective bargaining at SFSU includes wall-to-wall contracts), policies were implemented to include non-tenure-track faculty in governance - requiring each department to elect a lecturer representative. Inclusion in faculty governance has permitted contingent faculty to maintain protections even as part-time positions have increased.

University of Southern California

Non-tenure-track faculty are represented in the Academic Senate Committee on Non-Tenure-Track Faculty Affairs. The committee, which is made up of non-tenure-track and tenure-line faculty, is tasked with monitoring workplace environment, conditions of employment, benefits eligibility, opportunities for participation in governance, opportunities for professional advancement, and participation in the academic life of the university. Non-tenure-track faculty at USC have used this committee to increase awareness, develop strategies and plans for improving the work environment, and to present data and policy recommendations to the Senate and university administration.

Access to Resources and Professional Development

Madison Area Technical College

Even before part-time faculty were included in collective bargaining, a campus committee created policies to provide all part-time faculty access to employment orientation during business hours or in the evenings prior to beginning teaching. Part-time faculty are offered a faculty mentor and the

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mentor and mentee receive compensation for time spent in mentorship meetings. This process has received high praise from participants. Also, part-time faculty are provided access to all available course documentation and professional development opportunities through the institution's Center for Excellence in Teaching and Learning.

Data Collection on Non-Tenure Track Faculty

Note: Institutions must improve upon current efforts to collect and share data, which are essential to demonstrate the need for change. In Canada, salary, term, and other data from every institution are routinely collected, shared, and available for analysis.

Concordia University

Concordia collected data on non-tenure track faculty to demonstrate the pay inequity to tenure-track colleagues, as well as the salary of their non-tenure track colleagues on other campuses.

University of Southern California

The Academic Senate Committee on Non-Tenure-Track Faculty Affairs has increased awareness and attracted administration and Academic Senate attention to non-tenure-track faculty issues through the creation of a white paper, policy repository, and data collection. The benchmark peer data was even more influential in demonstrating that changes we were proposing were not outside the norm. Data may be particularly important within the university environment where faculty spend their careers invested in research.

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For more information please visit <http://pullias.usc.edu>

Project Description

The nature of the American academic workforce has fundamentally shifted over the past several decades. Whereas full-time tenured and tenure-track faculty were once the norm, more than two-thirds of the professoriate in non-profit postsecondary education is now comprised of non-tenure-track faculty. New hires across all institutional types are now largely contingent and this number will continue to grow unless trends change. The purpose of this project is to examine and develop solutions to change the nature of the professoriate, the causes of the rise of non-tenure-track faculty, and the impact of this change on the teaching and learning environment.

Research Team and Partner Organizations

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In partnership with the Association of American College and Universities

About the Pullias Center for Higher Education

The Pullias Center for Higher Education is an interdisciplinary research unit led by Director, William G. Tierney, and Associate Director, Adrianna Kezar. The Center was established to engage the postsecondary-education community actively, and to serve as an important intellectual center within the Rossier School of Education; it draws significant support and commitment from the administration. The Center's mission is to improve urban higher education, strengthen school-university relationships, and to focus on international higher education, emphasizing Latin America and the Pacific Rim. Working on fulfilling that mission are the Center's faculty, research assistants, and staff.

This research project is funded through generous support from The Spencer Foundation, The Teagle Foundation, and the Carnegie Foundation for the Advancement of Teaching.

The Spencer Foundation was established in 1962 by Lyle M. Spencer. The Foundation is committed to investigating ways in which education, broadly conceived, can be improved around the world. From the first, the Foundation has been dedicated to the belief that research is necessary to the improvement in education. The Foundation is thus committed to supporting high-quality investigation of education through its research programs and to strengthening and renewing the educational research community through its fellowship and training programs and related activities.

The Teagle Foundation intends to be an influential national voice and a catalyst for change in higher education to improve undergraduate student learning in the arts and sciences. The Foundation provides leadership by mobilizing the intellectual and financial resources that are necessary if today's students are to have access to a challenging and transformative liberal education. The benefits of such learning last for a lifetime and are best achieved when colleges set clear goals for liberal learning and systematically evaluate progress toward them. In carrying out its work, the Foundation is committed to disseminating its findings widely, believing that the knowledge generated by our grantees—rather than the funding that enabled their work—is at the heart of our philanthropy.

The Carnegie Foundation for the Advancement of Teaching, founded by Andrew Carnegie in 1905 and chartered in 1906 by an act of Congress, is an independent policy and research center. Improving teaching and learning has always been Carnegie's motivation and heritage. The Carnegie Foundation's current improvement research approach builds on the scholarship of teaching and learning, where we learn from each other, improve on what we know works, continuously create new knowledge, and take what we learn and make it usable by others.

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