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Perspectives on Improving the Working Conditions of NTT Faculty

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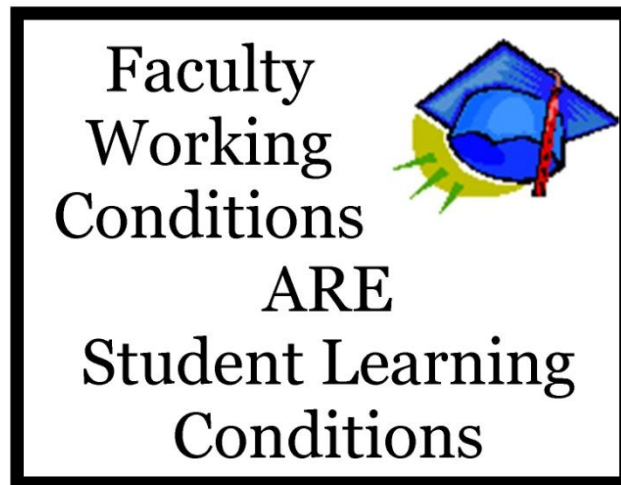
Perspectives on Improving the Working Conditions of NTT Faculty



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NFM seeks to improve the quality of higher education by improving the working conditions of the majority of the faculty



NFM's Goals

- Acknowledge and define the problem
- Identify – and include – all constituencies in dialogue
- Articulate principles to govern solutions
- Commit to action and accountability

- At our 2012 Summit, we hoped to launch an initiative modeled on the President's Climate Commitment. Campuses would commit to devising and executing context-specific solutions to the problems of contingency.
- Instead, we found that, as with climate change, we were still at the starting point of having to explain the problem. So, the Delphi Project focused on educating & engaging administrators, accreditors, and boards; we focused on educating and engaging faculty, students, and the public.

The Delphi Project on The Changing Faculty and Student Success



Photo Credit: Jeremy Wilson

Supporting campus communities' efforts to create a high quality place to teach and a high quality place to learn...

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.

We are also producing important resources for use on campuses to create a better understanding of non-tenure-track faculty working conditions and the implications for student learning toward promoting change.

The Pullias Center for Higher Education has prepared this site as a guide to issues regarding the changing composition of the faculty. This site includes study-related reports and information, as well as resources for practitioners who wish to impact practice on their campuses.

Recent Resources and Tool Kits from the Delphi Project



The Imperative for Change

outlines the necessity for addressing the changing faculty and its implications for student learning outcomes, equity, and institutional risk

News + Views

Media Coverage and Articles from the Delphi Project

The New Ecology of Higher Education: The Changing Faculty

by Adrianna Kezar

WASC Concept Paper | January 2013

<http://www.thechangingfaculty.org/>

Cuyahoga Community College District
Cleveland
OH 44115-2878



TENURED AND TENURE-TRACK FACULTY MEMBERS						
	Tenured		Tenure-Track		Total	
	Number	% of Faculty Grand Totals	Number	% of Faculty Grand Totals	Number	% of Faculty Grand Totals
	1995	302	68.8	75	17.1	377
2009	262	16.6	91	5.8	353	22.3
Nonmedical*	262	16.6	91	5.8	353	22.3
Medical	0	0.0	0	0.0	0	0.0
FULL- AND PART-TIME NON-TENURE-TRACK FACULTY MEMBERS						
	Full-time		Part-time non-tenure-track**		Total	
	Number	% of Faculty Grand Totals	Number	% of Faculty Grand Totals	Number	% of Faculty Grand Totals
	1995	18	4.1	44	10.0	62
2009	23	1.5	1,207	76.3	1,230	77.7
Nonmedical*	23	1.5	1,207	76.3	1,230	77.7
Medical	0	0.0	0	0.0	0	0.0
Faculty grand totals (basis for percentages)						
1995 total: 439						
2009 total: 1,583						
 Nonmedical: 1,583						
 Medical: 0						

http://www.mla.org/acad_work_search

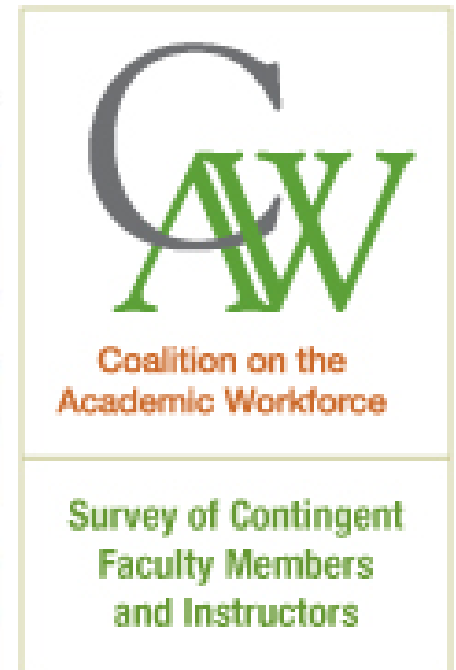
Table 20

Earnings for Part-Time Faculty Members, Annualized, and Median Annual Earnings of Full-Time Workers in All Occupations, by Employee Educational Attainment and Teaching Load

	Part-Time Faculty, Median Pay (Fall 2010)	Full-Time Year-Round Workers Ages 25 and Older (2008)	Difference in Terms of Dollars (and as a Percentage)
Baccalaureate			
8 courses	\$18,000	\$55,700	\$37,700 (209%)
15 courses	\$33,750	\$55,700	\$21,950 (65%)
Master's			
8 courses	\$19,200	\$67,300	\$48,100 (251%)
15 courses	\$36,000	\$67,300	\$31,300 (87%)
Doctorate			
8 courses	\$22,400	\$91,900	\$69,500 (310%)
15 courses	\$48,000	\$91,900	\$43,900 (91%)

Note:

Median annual earnings for full-time workers in all occupations are from Baum, Ma, and Payea 11.



www.academicworkforce.org



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Submissions in your area:

Berkeley College New York City Campus
\$2,340 per course
Not Specified: \$2,340

Hunter College of the City University of New York
\$1,792 – \$5,000 per course
English: \$2,900

Marymount Manhattan College
\$2,500 – \$3,017 per course
Communications: \$3,017 – \$3,000

<http://adjunct.chronicle.com/>

WOMEN are overrepresented among contingent faculty – 10-15% more likely to be in contingent positions, earning 27% less than male counterparts while there. ([Gappa, Austin & Trice, 2007](#))

- Of the 10.4% of faculty positions held by members of underrepresented racial and ethnic groups, 7.6% are contingent – meaning 73% of underrepresented faculty hold contingent positions
 - AFT, “[Promoting Racial and Ethnic Diversity in the Faculty: What Higher Education Unions Can Do](#)” (2010)

Who is Professor “Staff”

And how can this person
teach so many classes?

Course ID	Instructor	SEATS	OPEN	WAITLIST
50423	JONES	27	0	2
50424	STAFF	27	0	3
50425	STAFF	27	0	2
50426	STAFF	27	1	0
50427	STAFF	27	0	2

Steve Street, Maria Maisto,
Esther Merves* and Gary
Rhoades**

Center for the Future of Higher
Education (Cefhe)**

August 2012

*Steve Street, Maria Maisto, and Esther Merves are contingent
faculty members, and leaders in the New Faculty Majority
(<http://www.newfacultymajority.org>) and the NFM Foundation
(<http://www.nfmfoundation.org>).

**The Center for the Future of Higher Education is the virtual think
tank of the Campaign for the Future of Higher Education (CFHE),
directed by Gary Rhoades. It seeks to influence public policy and
practice in higher education, in furtherance of the seven principles
of the Campaign (<http://futureofhighered.org>)

In 2008, the then-vice president for human resources at the University of Akron, A.G. Monaco, declared, "Wal-Mart is a more honest employer of part-time [faculty] than are most colleges and universities." [*Inside Higher Ed Oct. 14 2008*](#)

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Our Dirty Little Secret

March 26, 2013 - 3:00am

By [Adrianna Kezar](#), [David Longanecker](#) and [Daniel Maxey](#)

The faculty in postsecondary education has changed so much in the last 20 years that it has been labeled a "revolution" by researchers who study the professoriate. More than two-thirds of the faculty providing instruction in nonprofit higher education are currently employed off the tenure track, and their numbers continue to rise. This shift alone may be cause for concern, but the real dilemma is that institutions have not developed a new faculty model or employment practices that are based on a realistic conception of the faculty and its composition. The faculty model currently in use has not been achieved through intentional and thoughtful planning. It is the haphazardly derived product of casual, short-term planning and reactionary decision making amid constrained budgets; it reflects little thought or concern for its implications for student learning or enlightened employment practice.

- In a 2012 survey funded by the Gates and Lumina foundations, community college students said introductory courses -- the ones most likely to be taught by adjuncts -- "are not offered in a way to help them succeed."

Faculty "who offer support and guidance" are "in high demand" but "hard to come by."

www.publicagenda.org/files/student_voices.pdf



THE COLLEGE SOLUTION



BLOG By Lynn O'Shaughnessy

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The Dangers of Being Taught by Part Timers

on NOVEMBER 26, 2012 in [ACADEMIC QUALITY](#), [ACADEMICS](#), [EVALUATING SCHOOLS](#), [GRADUATE DEGREES](#), [RESEARCH](#)




When your teenagers reach college, who will be teaching them?

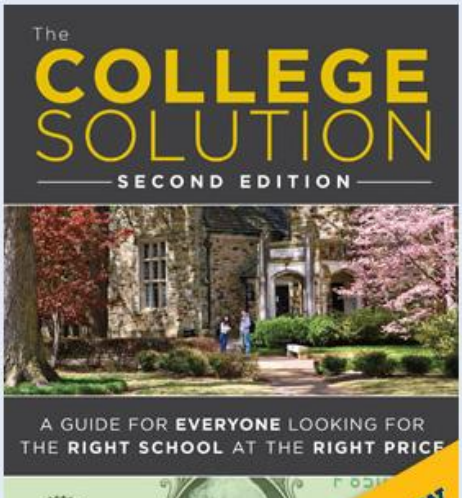
Chances are excellent that many of your children's professors will be part-timers or full-time professors without any chance of getting tenured. The number of **adjunct professors** on college campuses has soared in the past decade. Today only thirty percent of college professors have tenure or are on the tenure track.

The change, according to a recent article in *The Chronicle of Higher Education*, has been particularly pronounced at mid-tier private universities and at regional state universities.

Adjuncts, who are the workhorses at many campuses, are paid by



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www.thecollegesolution.com/the-dangers-of-being-taught-by-part-timers/

www.cbsnews.com/8301-505145_162-57554450/do-colleges-exploit-their-professors/



Addressing the Scarlet "A" – Adjuncts and the Academy

www.nfmfoundation.org/AddressingtheScarletAMLA2013Maisto.html

Selected Media Stories

- The Nation: <http://www.thenation.com/article/higher-education-takes-hit#>
- The Wall Street Journal
<http://online.wsj.com/article/SB10001424052702303491304575188291273284722.html#>
and <http://online.wsj.com/article/SB10001424127887323635504578213502177768898.html>
- The Cleveland Plain Dealer
http://www.cleveland.com/opinion/index.ssf/2011/02/go_to_college_to_learn_what_se.html
- NPR: The Kojo Nnamdi Show (Washington DC) <http://thekoionnamdishow.org/shows/2012-10-01/adjunct-professors-unite-labor-rights-college-campuses#comment-28680>
- TakePart.com <http://www.takepart.com/article/2013/01/22/higher-educations-darkest-secret>
- Chronicle of Higher Education: <http://chronicle.com/article/An-Activist-Adjunct-Shoulders/48348/>
and <http://chronicle.com/article/From-Graduate-School-to/131795/>
- Inside Higher Ed: <http://www.insidehighered.com/views/2009/09/10/maisto> and
<http://www.insidehighered.com/views/2010/05/11/brown>

<http://nfmframeworkforchange.wordpress.com/home/>

Forging a New Way Forward: a framework for action

...because faculty working conditions are student learning conditions

[Introduction](#)

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[Goals](#)

[Assumptions and Principles](#)

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Goals

NFM and the NFM Foundation (NFM) seek:

I. Consensus around and affirmation of a set of assumptions and principles to guide any reform plans or actions that develop out of this summit or that are otherwise considered for adoption by institutions and policymakers.

II. Commitment to strengthening adjunct faculty organizing efforts around the country. Organizing refers not exclusively to unionization efforts but rather to any efforts at assembling and establishing formal groups of faculty off the tenure track for the purpose of communication and collaboration on common goals. This includes:

- a renewed commitment by existing unions and disciplinary organizations to their adjunct faculty members in the form of invitation into leadership positions and adjustment of dues and fee structures to take into account their economic circumstances
- stronger resolve on the part of adjuncts themselves to establish and participate in unions, faculty associations, disciplinary organizations, or other groups focused on effecting change; and
- renewed commitment within and outside of higher education to ensure that all faculty (indeed all workers), no matter their appointment status, have the right to assemble or organize without fear of retaliation.

III. Commitment to educating communities within and outside of higher education about the real working conditions of

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nfmframeworkforchange.wordpress.com/2012/02/04/forging-a-new-way-forward-to-transform-contingent-academic-employment/

Thank You

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