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Research Panel: Variation in Women Attaining Full Professorships at Research Universities and Non-Tenured Faculty Systems in the US and Abroad

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Employing Part-Time and Temporary Academic Staff: A Comparative Perspective



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Tuesday, April 9, 2019



Part 1: Faculty Employment Trends with Full-time and Part-time Configurations in the United States of America before and after the Great Recession of 2008-2009

Part 2: Comparative Faculty Employment Trends and Policies in the United States and Seven Other Countries

Part 3: Implications on Public Policy and Practice

Employment Trends in the United States between Full-time and Part-time Faculty Before and After Recession

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Distribution of Teaching Faculty by Employment Status Pre & Post Great Recession of 2008

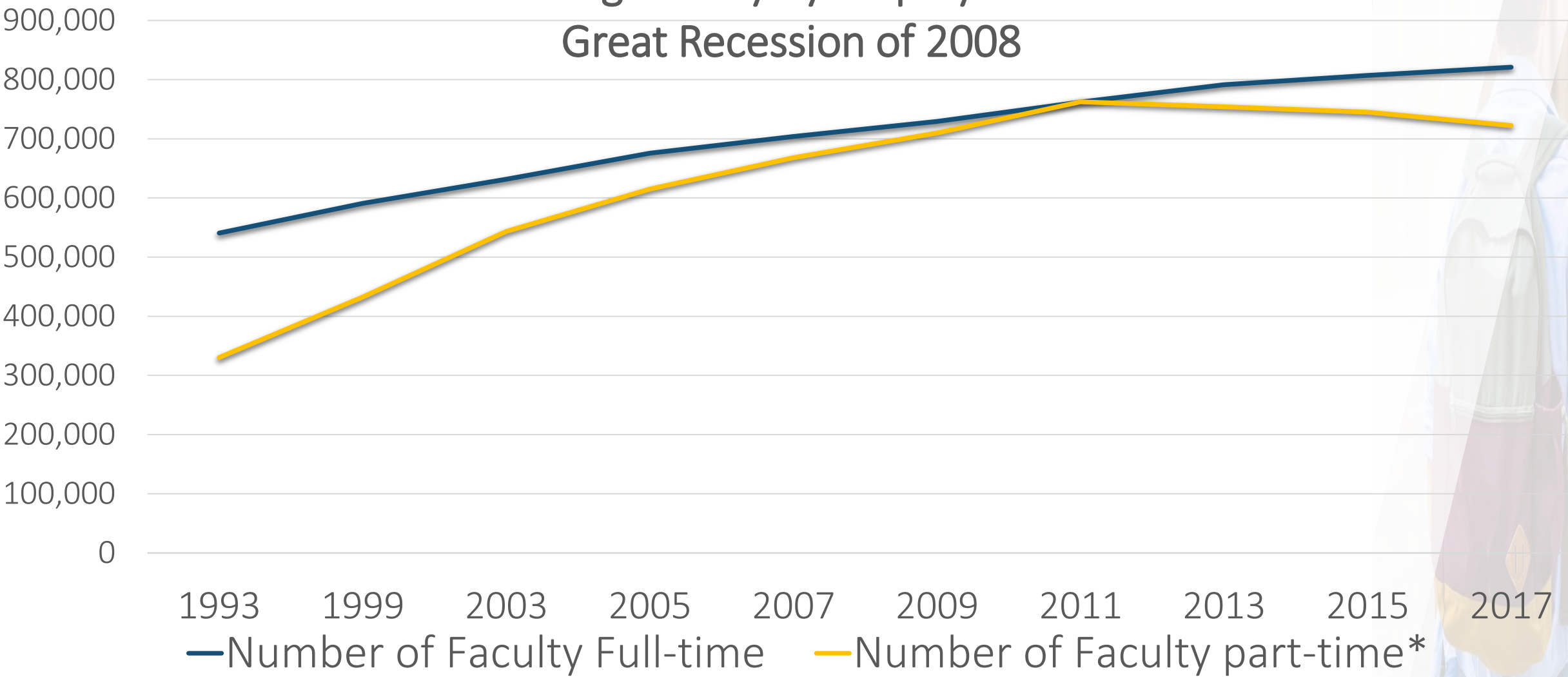


Table 315.10

Source: https://nces.ed.gov/programs/digest/d18/tables/dt18_315.10.asp

TRENDS IN TENURE STATUS PRE AND POST THE GREAT RECESSION

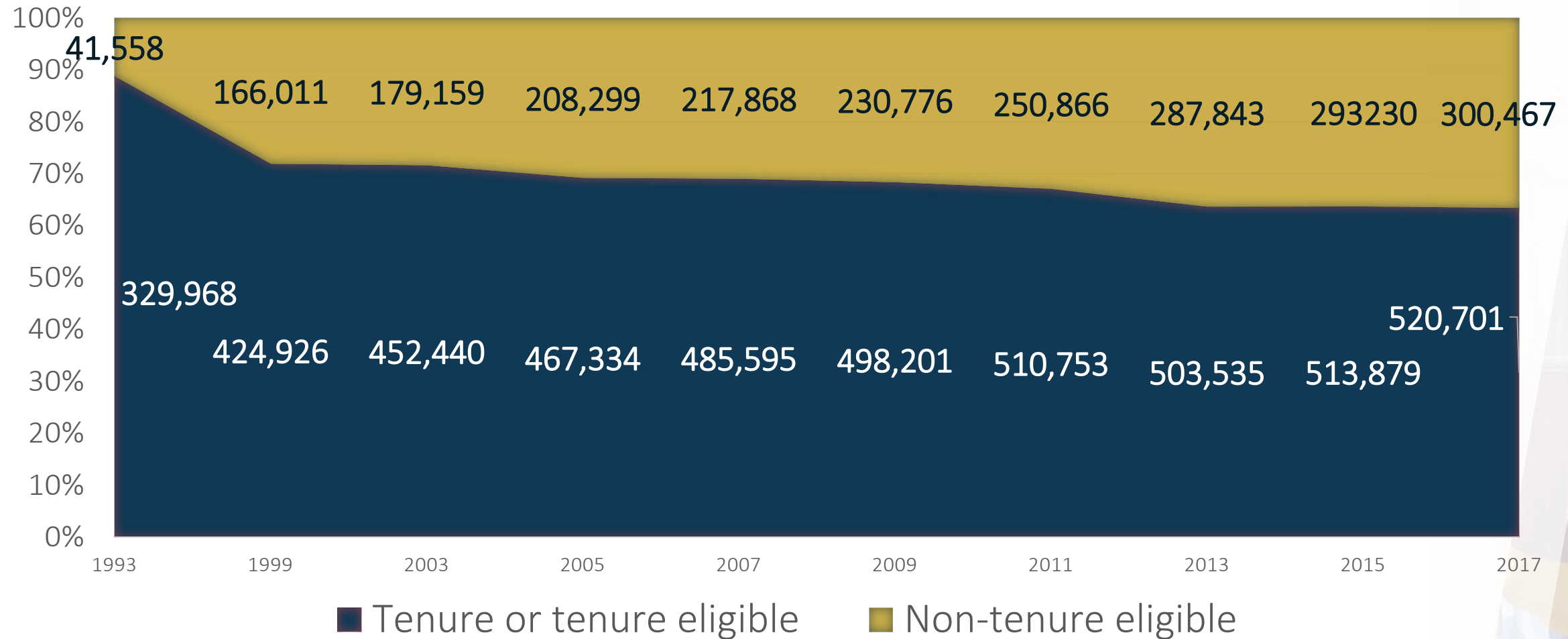


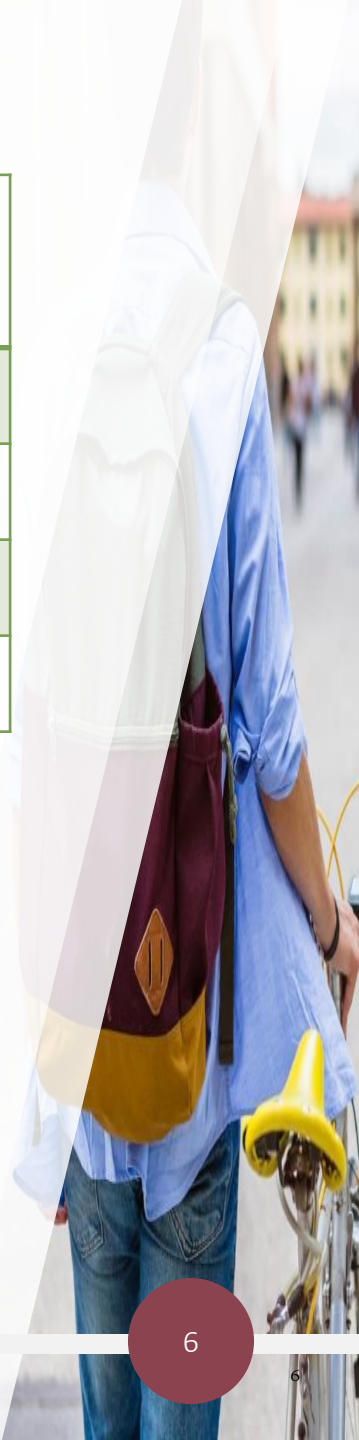
Table 305, 1993; Table 229, 1999; Table 232, 2003 & 2005; Table 314.30, 2007-2017

Source: Digest of Educational Statistics NCES

Part time: Academic workforce in the United States

Part-Time Faculty	NSOPF 1993	NSOPF 1999	NSOPF 2004	CAW 2012
Number of Credit Courses Taught	1.9	1.6*	2.6	1.6**
Hours Per Week Worked, Total	33.8	36.9	32.10	
Hours Per Week Worked, Teaching	7	7.3	NA	
Mean years worked at institution	6.3	9.8	10.2	

- * Data was taken from NCES Digest of Education Statistics 2004, Table 230, and formulated for an average from a course scale.
- ** Data was taken from CAW 2012, Table 16 and formulated to an average from a scale. Report indicated course underreporting from participants.



Faculty Employment Trends in U.S Versus Six Other Nations

Finkelstein and Floropoulos, Research Panel: Variation in Women Attaining Full Professorships



Contingent academic workforce as a global phenomenon

Country	Total N	% Permanent	% Contingent	
			FT:	PT:
United States (2013)	1570	27.5	72.5	21.3 51.2
Canada (2012)		67.9	32.1	
United Kingdom (2014)	198.3	13.2	86.9	53.9 33.0
Australia (2015)	57	44.0	56.0	23.0 33.0
France (2013)	92.4	75.9	24.1	
Germany (2013)	236.4	19.3	80.7	
China (2013)*	2,200	5.0	95.0	

- While you don't see it in the numbers, the pattern across nations is for contingent faculty to play more "specialized" roles, e.g. teaching –only; research only, and some also have full-time civil service jobs.



Contingent academic workforce as a global phenomenon

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Germany (2013)	236.4	19.3	80.7	

- In the United States, there is the largest group of contingent faculty appointments, with recent data indicating an escalation of this trend
- The US figures on contingent faculty are an underestimate since U.S. data excludes doctoral and post-doctoral teaching assistants, and also underreporting from contingent faculty on the number of courses taught
- Germany doctoral and post-docs are the primary pool of contingent faculty. If you add 400K teaching assistant to U.S. data, the % contingent increases to 78.1% on 2013 figures.

Contingent academic workforce as a global phenomenon

Country	Total N	% Permanent	% Contingent	
			FT:	PT:
China (2013)*	2,200	5.0	95.0	

- In China, virtually all academic appointments are five-year contracts
- Nearly all faculty whether promoted or not (competent or not) are viewed as lifetime members of the university community or “Danwei” and may be re-assigned to non-academic tasks.
- Only at a few of the elite national universities (Peking U, Tsinghua U) do Full Professors have continuous contracts –subject, of course, to mandatory retirement



Contingent academic workforce as a global phenomenon

Country	Total N	% Permanent	% Contingent	
			FT:	PT:
France	92.4	75.9	24.1	

- In France, where permanent academic staff still hold “civil service” status, nearly 1/5 of the permanent appointees are high school teachers who, as civil servants, may be “loaned out” full-time to universities for lower division teaching as needed.
- So, “permanence” in that context may not refer to the specific employer or work setting, but to the type of job (teaching)



What Accounts for International Variation in Magnitude and Shape of the Contingent Academic Workforce?

Labor Union Factor

- Canada has a decentralized, university-specific labor union system that has not prevented but limited contingent faculty appointments
- Public colleges and universities with strong unions, like CUNY's Professional Staff Congress, establish limits on number of courses an adjunct can teach

Socio-Political Factors

- In Australia, the government passed the Fair Work Act (2009) including greater benefits and job security for contingent faculty.
- In China, there is a cultural tradition of *Danwei*. A single campus has (1) a supermarket and shopping mall; (2) faculty and staff housing; (3) schools for faculty and staff children; (4) hospital and health center; (5) recreational facilities. Wuhan University is an example of this.
- In France, civil service culture of full-time employment across sectors

Strategy 1: Increase Effective Role of Faculty Unions

Country	Total N	% Permanent	% Contingent	
			FT:	PT:
Canada (2012)		67.9	32.1	
Australia (2015)	57	44.0	56.0	23.0 33.0

- In Canada, Australia, unions limit percentage of contingent appointments and contractually protect benefits such as healthcare, retirement, etc.
- That can cut both ways; in Australia, restrictions on full-time fixed-term appointments spawned a new spate of part-time appointments
- The role of unions in the US differs from state to state and regulations can be passed through federal legislation

Strategy 2: Build New Appointments as Rungs in an Expanded Career Ladder

- In U.S. part-time and full-time positions, including post docs, have largely separate career tracks, many outside higher education
- In Germany, they have expanded *teaching and research assistants* who are either doctoral students or postdocs. They have created *term-limited junior professorships* as an intermediate phase and they have created more accessible (albeit not permanent) full *professorship* positions.
- In India, stipulation that 10% of academic staff be hired at the newly established rank of “contractual” assistant professor – to give opportunity for bright PhDs to gain teaching experience at premier institutions which will facilitate their moving to permanent positions (usually elsewhere).

Strategy 3: Creating a Contingent Faculty Pool

Sinkovits and Pincus, 2019. Research on the Gender Gap in Women Attaining Full Professorship

- In France, courtesy of the wonders of the Civil Service – high school teachers may be pressed into temporary service as university teachers when and where needed with a change in venue, but with no change in employment status or benefits
- Community colleges and school districts – or colleges and school districts in their geographic region --offer the prospect of working out collaborative agreements from sharing of academic staff
- Institutions in the US, like CCNY within a university-wide system like CUNY have used internal adjunct pools before looking to hire from the public as part of collective bargaining into job security with considerable success

Strategy 4: Create Parallel Career Tracks

Journal of Collective Bargaining in the Academy, Vol. 14, Iss. 1, 2009, Art. 62

- In Canada, Australia and Germany, teaching and research stream appointments exist
- Many universities in the U.S. have begun formalizing the establishment of teaching stream and research stream appointments with clear prospects for promotion and career development. Certain programs in the professional spaces and hard sciences have been in the foreground of this.
- In France, a career entry academic can have a relevant government job in the subject-area of expertise until one becomes available, or one within the junior schools.

Implications for Policy and Practice in the United States

Finkelstein and Floropoulos: Research Panel: Variation in Women Attaining Full Professorships

1. Strengthen the power and role of faculty unions on college campuses
2. Build contingent appointments into the structure of the faculty career ladder
3. Build “career pool” of temporary faculty that have relatively secure status but are open to working at different institutions.
4. Institutions should create parallel career tracks for specialized academic roles

Concluding Remarks/Observations

- There may be some creative responses to the negative career consequences of contingency for “individuals” in terms of career prospects and benefits;
- There may be options for mitigating the negative organizational consequences in terms of establishing “new” roles into traditional career structures;
- Most generally, contingency is a “relative” concept, contingent with respect to a number of identifiable characteristics any one or group
- That said, it is difficult in the U.S. context to be sanguine about the prospects for organized labor to function in the way they have in Canada, Australia, or France (for that matter) – and
- It is difficult to imagine cultural support in the U.S. context for a sustained community building initiative (China’s Danwei) in U.S. colleges and universities

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