The Path to Change
How Campus Communities Worked to Change Non-Tenure-Track Policies and Practices

In these documents, we hope to assist change agents in creating positive changes for non-tenure-track faculty (NTTF) by highlighting examples of how different change agents and levers have been used to advance change on actual college campuses. Changes can originate with the efforts of many different actors at different levels. Too often, we have heard change agents voice frustration that there was no shared vision about the need for change. These cases show how changes can emerge from one part of an institution and eventually spread, leading to much broader institution wide changes. We have observed these four processes as being the most common:

Union-led   **Senate-led**   **Joint Faculty and Administrative Task Force-led**   **State- or System-led**

Change processes can also be led by departments, although we find this less frequently.

There are also many different levers used along each path to change, including data collection, relationship building, strategic planning, accreditation, institutional values and mission, open forums, and creating key documents. Each case demonstrates the ways that certain change agents orchestrate and use levers at their disposal in their particular context to create change. Yet, as you will see, there are many common levers that can be used across different campuses.

Mountain College*

In this document, we highlight the path and change agents involved in helping to facilitate positive change for non-tenure-track faculty.
Mountain College is a pseudonym. The details contained in this case represent an actual college case.

This is an example of a **Union-Led** path to change.

Mountain College's path to change used the above levers in the collective bargaining to incentivize change for part-time faculty. Here we highlight the levers and change agents involved in Mountain College's process toward a positive work environment for part-time faculty.

Underlined headings indicate the main levers used in this change process.

The main change agents involved are: *Faculty Senate* and *Faculty Association, Trustees, New President, Faculty Leaders,* and *other members of the Administration.*

Union Involvement

The Faculty Association – In the late 1970's, collective bargaining was introduced to Mountain College and the Faculty Association was formed. At this time, there had been a negative relationship between the administration and faculty; morale on campus was low. Faculty believed the president and board were inattentive to their concerns. In order to challenge the executive leadership, the full-time faculty realized that they needed to have a unified front, which included part-time faculty. By law, the Faculty Association had to represent part-time faculty interests, but in reality the association mainly focused only on full-time faculty. It was not until they realized that all faculty needed to be represented in order to gain support that more attention was given to part-time faculty issues.

Faculty Leadership, Trustees, and New President – The new faculty leadership realized that they also needed to have the support of the trustees, so they advocated for faculty-friendly trustees who listened to them. Together, the Faculty Senate and Faculty Association with the support of the new trustees cast a vote of "no confidence" for the president – who retired soon thereafter. With these leadership changes, positive changes for faculty followed.

Data Collection

Faculty Senate and Faculty Association – The Faculty Senate and the Faculty Association next began to gather data about the needs of part- and full-time non-tenure-track faculty. They sent out surveys to better understand the issues and how they differently affect each group. The survey results were made available to faculty, who then voted on the most important issues that would be taken up in negotiations: medical benefits, pay rates, re-hire rights, office hours, and representation.

The next four levers discussed were used in contract negotiations in order to affect change.

Solutions-Based Thinking

Faculty Leaders – Rather than merely rejecting proposals they disagreed with, faculty leaders used these opportunities to recommend alternative approaches. Leaders had to think of creative ways to meet the needs of part-time faculty, such as how to provide medical benefits for part-time faculty.

Leveraging and Applying Existing Policy

State Program – The state offered a program to incentivize institutions with a certain number of adjunct faculty to close the hourly wage gap between full- and part-time faculty. Mountain College's full- and part-time faculty were on two different pay scales. The faculty senate and association were working to partially close it. The state provided extra money to help Mountain College achieve pay equity, under the condition that the college would find other ways to finish closing the gap.

Faculty Leaders – In order to sustain some of the state policy initiatives, faculty leaders incorporated them into the permanent structure of the college, which created one pay scale that similarly compensates all faculty during the summer term, based on experience and degrees earned. Creating this single pay-scale sent a message to all faculty that their work is valued equally and helped set a precedent to garner better pay equity for part-time faculty.

Appealing to Institutional Values

Faculty Leaders and Administration – Faculty and administrators often spoke about putting students first by providing students with the best faculty, including the best adjunct faculty. This meant administrators had to not only encourage them to come to Mountain College, but to stay. This led to the creation of policies for paid office hours and rehiring rights. Many part-time faculty at Mountain College found the paid office hours gratifying because it acknowledged that the work that they do with the students matters and was valued. In addition, rehiring rights created a seniority system for those who have been teaching at Mountain College for many years and have good standing.
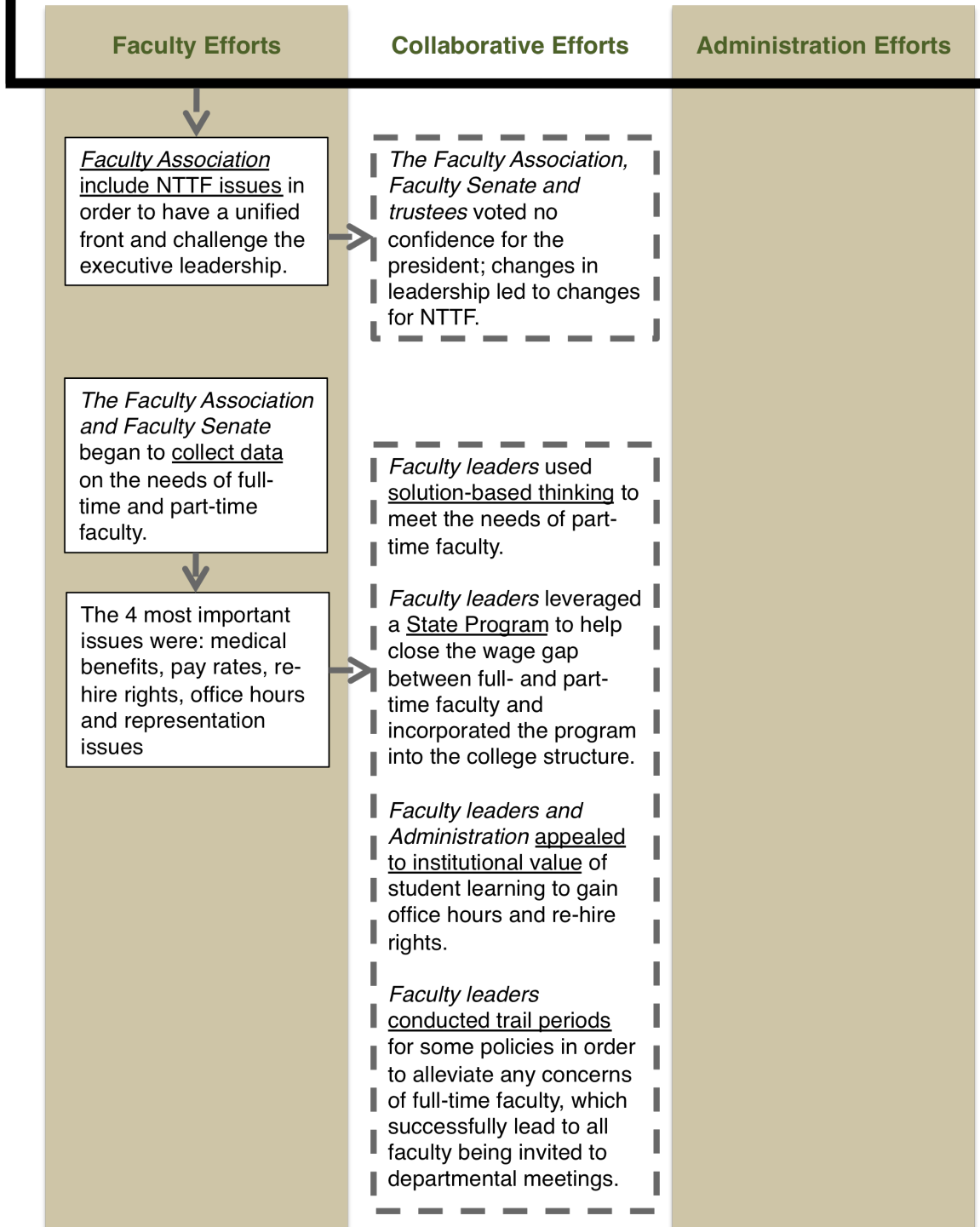
Conducting Trial Periods for New Policy

Faculty Leaders – To help gain buy-in and alleviate concerns among full-time faculty, the faculty leaders conducted trial periods for some policies. These trial periods allowed Mountain College faculty to assess the success of policies and to determine if any changes need to be made. For example, not all faculty liked the idea of part-time faculty participating in departmental meeting and having an equal vote. There was a fear that full-time faculty would lose control of their departments. In order to address these concerns, faculty leaders introduced new participation practices on a one-year trial period after which each department chair could choose whether to keep the changes or revert to the prior practice. Full-time faculty realized that their interests and the functioning of these meetings was not harmed; adjuncts wanted many of the same things for departments that full-time faculty did. The language in the current contract requires all faculty to be invited to department meetings, but how their input is received, either by full vote or advisory committee or the like, is determined by each individual department.

Mapping the Path to Change

Mountain College is an example of a **Union-Led** path to change. Here we highlight the levers used (underlined) and change agents (italicized) involved to create change.

Faculty Efforts	Collaborative Efforts	Administration Efforts
Faculty Association include NTTF issues in order to have a unified front and challenge the executive leadership.	*The Faculty Association, Faculty Senate and trustees* voted no confidence for the president; changes in leadership led to changes for NTTF.	
The Faculty Association and Faculty Senate began to collect data on the needs of full-time and part-time faculty.	*Faculty leaders* used solution-based thinking to meet the needs of part-time faculty.	
The 4 most important issues were: medical benefits, pay rates, re-hire rights, office hours and representation issues	*Faculty leaders* leveraged a State Program to help close the wage gap between full- and part-time faculty and incorporated the program into the college structure.	
	Faculty leaders and Administration appealed to institutional value of student learning to gain office hours and re-hire rights.	
	Faculty leaders conducted trail periods for some policies in order to alleviate any concerns of full-time faculty, which successfully lead to all faculty being invited to departmental meetings.	

Example Practices
From Mountain College's Path to Change

Example practices from the **Mountain College** case include union involvement for part-time faculty, data collection to highlight faculty issues, medical benefits, pay rates, re-hire rights, office hours, and representation issues.

> For additional resources, please visit The Delphi Project on the Changing Faculty and Student Success Resources and Tool Kits website, which contains information and tools for examining non-tenure track faculty (NTTF) conditions on your campus. For example, ***Non-Tenure-Track Faculty on Our Campus: A Guide for Campus Task Forces to Better Understand Faculty Working Conditions and Necessity of Change*** is designed for use by task forces, committees, or groups who would like to examine non-tenure-track faculty practices and issues at the campus level. Its question sections, discussion questions, and concluding questions guide practitioners through the process of examining non-tenure-track faculty issues on campus and help them to better understand challenges associated with current practices and begin to build the rationale for change.
>
> **http://resources.thechangingfaculty.org**

Below we highlight the levers (underlined) under which the change (bolded) took place and provide detail on the policy or practice.

Through the Union being formed the following example practice was implemented:

Union Involvement for Part-Time Faculty – After Faculty Association leaders began to include part-time faculty in the collective bargaining process in order to build a unified front, two adjunct positions were created on the faculty union; also, the faculty leadership formally acknowledged the importance of adjuncts to the whole campus community. Establishing formal positions began a push to get part-time faculty more involved in the union process and campus governance.

The next four levers were used in union negotiations to approve the following key policies and practices.

Through solution-based thinking the following example practice was implemented:

Medical Benefits – Rather than merely rejecting proposals they disagreed with, faculty leaders used these opportunities to recommend alternative approaches. Faculty had to move in one direction and think of creative ways to meet the needs of part-time faculty. For example, Mountain College began offering healthcare to part-time faculty who teach at least one class for four semesters or more. The faculty negotiated for part-time faculty to be able to pool money together to enroll interested, eligible instructors in the health insurance program (like a health savings account). The college administrative district also agreed to put money into the program, making the first deposit. At the end of the year, if the money has not been spent, the district's contribution is returned to the pool and any money left over is divided among part-time faculty participating in the program. For the last few years, they have had their money returned to them.

Through leveraging and applying existing policy the following example practice was implemented:

Pay Rates – The state had created a program to reduce the gap between full-time and part-time hourly wages, providing extra money to colleges with a certain number of adjunct faculty to help. This incentive eventually lead to the revision and standardization of summer pay scales (for both full-time and part-time), creating a single pay scale for the summer session, based on experience and degrees earned. Creating a single pay-scale sent a message to all faculty that their work is valued equally, but also helped establish the precedent for garnering better pay equity for part-time faculty in the future.

Through appealing to institutional values the following example practice was implemented:

Rehire Rights, Paid Office Hours, and Office Space – By putting students first and ensuring that students have the best faculty, leaders decided they would negotiate for re-hire rights, paid office hours, and office space. Mountain College established a seniority system to maintain re-hire rights for faculty who have been teaching at Mountain College long-term. In terms of workspace, part-time faculty have shared office space throughout the campus and many departments having dedicated workspace available for their own part-time faculty, including access to office supplies, computers, copiers, and the resources.

Through conducting trial periods for new policy the following example practice was implemented:

Representation in Departmental Meetings – To help gain support and alleviate the concerns of full-time faculty, faculty leaders conducted trial periods for some new policies. For changes allowing part-time faculty to participate in department meetings and to have an equal vote, leaders introduced one-year trail periods. At the end of the year, department chairs could decide whether to keep the changes or revert to the prior practices. This helped full-time faculty to recognize part-time faculty had common interests and concerns for the department. The language in the current contract requires all faculty to be invited to department meetings, but leaves how their input is received, either by full vote or advisory committee, and other matters to each individual department.

Other key example practices implemented at Mountain College include the following:

Professional Development, Academic Freedom and Autonomy, Orientation and Mentorship Programs in Departments, and Other Practices such as a part-time recognition ceremonies and putting part-time faculty names and e-mail addresses on department websites – Mountain College provides professional development programs for part-time faculty, as well as compensation for attending those programs. Even though many of the workshops and programs take place on campus, there are also programs available online for faculty who might be unable to attend in person. Part-time faculty members are also able to apply for travel funds to attend conferences or other professional development workshops off campus. In terms of academic freedom and autonomy, with some exceptions (such as prerequisite courses), part-time faculty are free to create their own syllabi or use templates provided for them.

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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.

In partnership with the Association of American College and Universities

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,250 member institutions - including accredited public and private colleges, community colleges, and universities of every type and size.

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USCRossier
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