

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.

University System of Maryland

In this document, we highlight the path and change agents involved in helping to facilitate positive change for non-tenure-track faculty.

This is an example of a **State- or System-Led** path to change.

The University System of Maryland (USM) gathered input through shared governance and leveraged state legislators' bills to form workgroups to better support NTTF.

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

The main change agents involved are: **USM and other System Groups, USM Institutions, State Legislators and Governor, (including Governor of Maryland), and Statewide and USM Workgroup Members.**

Gathering Input through Shared Governance

USM and other System Groups – During a six-month period, the USM engaged in a series of meetings with a wide range of system groups to discuss and develop guidelines for providing more support for NTTF. Those groups, which were fully committed to the system's shared-governance practices, included the following:

- **Council of University System Faculty;**
- **Academic Affairs Advisory Council**, comprising the provosts and vice presidents of academic affairs of each USM institution; and,
- **Chancellor's Council**, comprising the chancellor and his leadership staff; presidents of each USM institution; and chairs of each USM shared-governance group—Council of University System Faculty, Council of University System Staff, Council of University System Students.

Based on these discussions, the amendments were made to the USM Board of Regents Policy on the Employment of Full-Time, Non-Tenure Track Instruction Faculty, effective July 1, 2007. To access the full, amended section of the policy, see Section V.C.7. here: www.usmd.edu/regents/bylaws/SectionII/II105.html

State Legislator Attention

State Legislature – During the 2009 session of the Maryland General Assembly, legislators introduced a bill to provide collective bargaining for graduate assistants and adjunct faculty members at Maryland’s public higher education institutions. Although the bill did not pass, it raised awareness of issues related to the support of adjunct faculty members and others.

Convening a Statewide Workgroup

USM and Statewide Workgroup – As a follow-up, the *Report of the Joint Chairs of the General Assembly’s Budget Committees* for the 2009 session required USM to convene a working group to address “measures to improve the status of graduate assistants and adjunct faculty at public higher education institutions.” Chaired by USM’s Vice Chancellor for Administration and Finance and Chief Operating Officer, the workgroup included designees from state agencies, representatives from the labor community, and presidents, other officials, adjunct faculty members, and graduate assistants from the state’s public higher education institutions.

The workgroup concluded that there were significant areas for improvements, particularly in grievance and appointment processes, compensation for long-term adjunct faculty, and opportunities for participation in shared governance. The members also concluded that collective bargaining was not needed to address the problems most effectively. Accordingly, the group recommended that institutions adopt policies to remedy those concerns. In November 2009, the legislative workgroup issued its *Report of the Workgroup on the Status of Graduate Assistants and Adjunct Faculty in Maryland’s State Higher Education Institutions*. The report charged the governing boards of each of Maryland’s state higher education institutions, including the USM Board of Regents, to:

- Complete an analysis of the economic benefits for graduate assistants and the compensation of adjunct faculty, as compared to peer institutions;
- Gather data to develop a “profile” of USM adjunct faculty;
- Adopt minimum USM policy standards for graduate assistants and adjunct faculty; and
- Evaluate the effectiveness of the policies in improving the status of graduate assistants and adjunct faculty by December 31, 2012.

Convening USM Workgroups

USM Workgroups and Institutions – USM committed itself to full implementation of the Report’s recommendations. To do so, it formed two working groups in early 2010, comprised of provosts and vice presidents for administration and finance, graduate assistants, adjunct faculty representatives, members of the Council of University System Faculty, and USM staff.

USM directed each institution to complete a study of adjunct faculty to:

- Evaluate compensation, particularly minimum compensation levels, as compared to an appropriate group of peer institutions for the current academic year. If those benefits did not compare favorably to peers (i.e., at least at the 50th percentile level, adjusted for geographic differences), institutions were instructed to calculate the cost required to achieve comparable practices.
- Develop a profile of the adjunct faculty on its campus, identifying the reasons for hiring adjunct faculty; the qualifications and other professional and employment activities of adjunct faculty; the extent to which adjunct faculty carry a full-time teaching load for multiple consecutive semesters; and the availability of office space, computer and network access and other administrative support.

Based on the information gathered, the USM Board of Regents adopted new adjunct faculty policies and procedures. By December 30, 2012, the board was expected to submit reports on the implementation of the USM *Adjunct Faculty and Graduate Assistant policies*, including changes to the meet-and-confer process (see below). The Chancellor will provide the Board of Regents an evaluation of whether implementation of the policies has adequately addressed the areas of concern and whether further consideration of options to improve adjunct faculty status is necessary.

Continued Interest of Elected Officials

Legislature and the Governor of Maryland – During the 2012 session of the Maryland General Assembly, legislators again introduced a bill to allow for collective bargaining—this time for adjunct faculty, graduate assistants, and tenure-track faculty. The Governor of Maryland asked USM to consider adoption of a “meet and confer” process for adjunct faculty and graduate

assistants. After USM and the Governor's Office reached agreement on the fundamental process for meet and confer, the sponsors of the unionization bill withdrew their legislation.

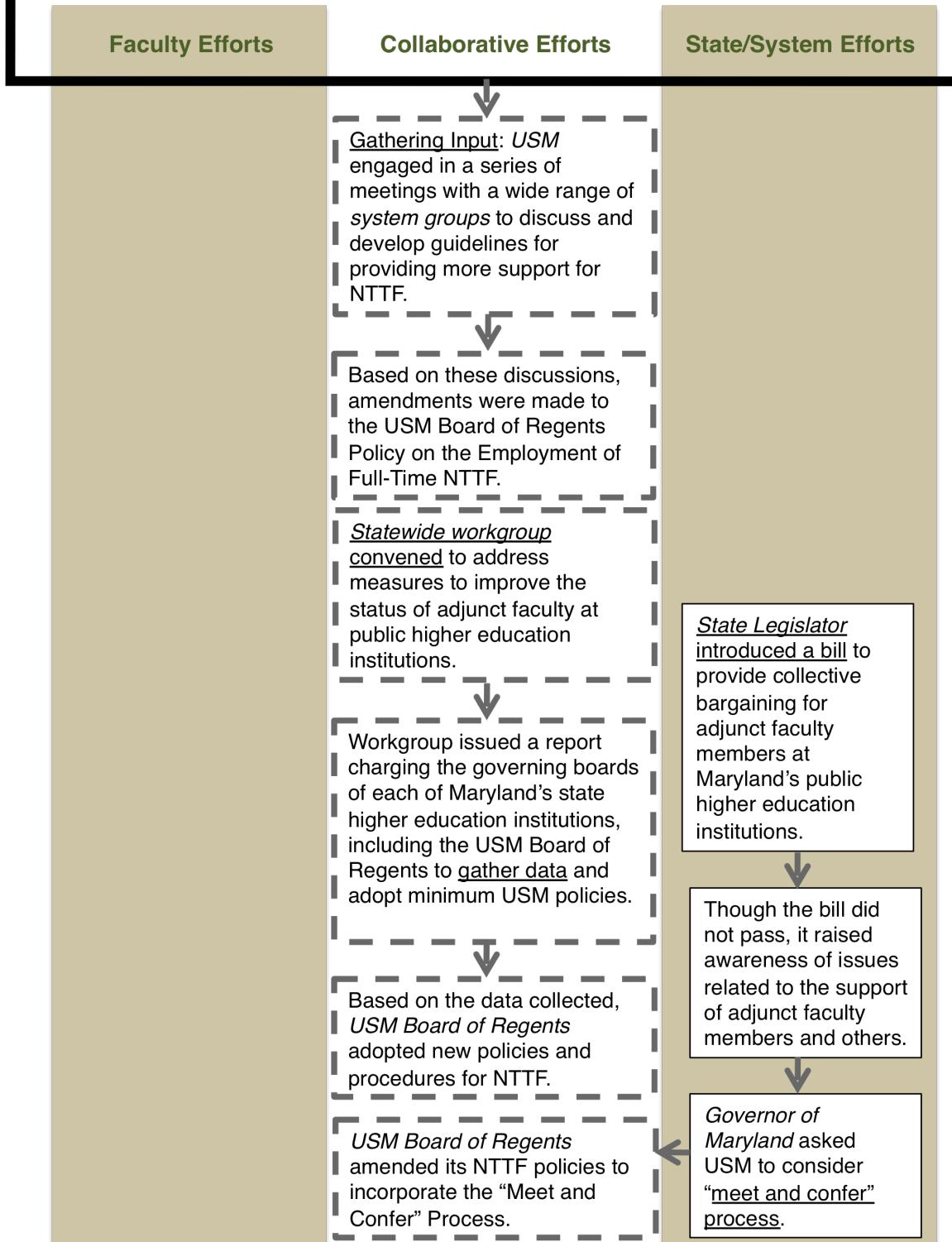
So, USM formed a Meet-and-Confer Coordinating Committee to further develop the details of the related processes and policies. The committee includes provosts and other academic administrators, administration and finance offices, and representatives from the Council of University System Faculty and the System Student Council.

In June 2012, the Board of Regents amended its adjunct faculty and graduate assistant policies to incorporate the opportunity for these groups to engage a labor representative in the meet and confer process. The first meet and confer elections are likely to be held on a few campuses during the 2013 Spring semester.

The information used in this document was excerpted from a summary document provided to The Changing Faculty and Student Success by Anne Moultrie.

Mapping the Path to Change

USM is an example of a **State or System Led** path to change. Here we highlight the levers used (underlined) and change agents (*italicized*) involved to create change.



Example Practices

From the University System of Maryland's Path to Change

Some example practices from the **University System of Maryland's (USM)** case include multi-year contracts, benefits, grievance procedures, governance participation, and office space.



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.

USM had already implemented the following example practice:

Multi-year Contracts – In 2007, USM began to explore ways to better support non-tenure-track instructional faculty. At that time, USM already had policies in place to facilitate granting longer-term contracts to salaried full-time and part-time non-tenure track faculty members.

Through gathering input through shared governance, the following example practices were implemented:

Benefits – Full-time and part-time NTTFs did not receive health or retirement benefits system-wide. The level of benefits provided was left to the discretion of individual institutions. Some of the universities only paid salaries and nothing more. Based on discussions between USM and a wide range of system groups about providing more support to NTTFs, the following amendments were made to the USM *Board of Regents Policy on the Employment of Full-Time, Non-Tenure Track Instruction Faculty*, effective July 1, 2007. Full-time non-tenure-track instructional faculty contracts and letters of appointment shall include a written statement of benefits available to the appointees. Appointees should be provided with access to relevant Board of Regents policies governing the provision of benefits to USM faculty and staff. At a minimum, each institution shall provide each of the following benefits, or its equivalent, to full-time non-tenure-track instructional faculty:

- **Health Benefits:** Full-time non-tenure-track instructional faculty who are not on regular faculty lines that provide a state subsidy for health benefits may enroll in the state's health benefits program.
- **Retirement Benefits:** Beginning Fall 2008 semester, full-time non-tenure-track instructional faculty with 10 or more consecutive years of full service before the fall 2008 semester, who are not on regular faculty lines that provide either an employer contribution to or service credit for participation in a State-sponsored retirement or pension plan, shall be entitled to a payment of 7.25% of annual salary in lieu of an employer contribution to or service credit for a State-sponsored retirement or pension plan.
- **Additional Retirement Benefits:** Full-time non-tenure-track instructional faculty with six or more consecutive years of service as of or after the fall 2009 semester, who are not on regular faculty lines that provide either an employer contribution to or service credit for participation in a State-sponsored retirement or pension plan, shall be entitled to a payment of 7.25% of annual salary in lieu of an employer contribution to or service credit for a State-sponsored retirement or pension plan.

To access the full, amended section of the policy, please refer to Section V.C.7. online at: www.usmd.edu/regents/bylaws/SectionII/II105.html

Through convening USM workgroups, the following example practices were implemented:

Additional Benefits, Grievance Procedures, Governance Participation, and Office Space – After reviewing recommendations from a statewide working group, USM formed a new entity to implement the recommendations. The USM Board of Regents adopted adjunct faculty policies and procedures with minimum standards for:

- Adjunct faculty compensation;
- Grievance procedures equivalent, to the extent feasible, to those afforded regular faculty;
- Effective participation by adjunct faculty in institutional shared-governance organizations to include formal, periodic opportunities for elected representatives of the adjunct faculty community to meet and discuss issues of concern with regular faculty and administration; and,
- Appropriate access to office and meeting space, where appropriate, computer networks and other administrative services and amenities. These policies were implemented by April 30, 2011.

More specifically key elements of the new adjunct faculty policy include:

- Creation of a category of adjunct faculty who have a “consistent record of high quality instruction” at a particular institution, who will receive additional financial and professional consideration. Described as Adjunct Faculty II in the policy, they will receive tangible benefits (such as modest salary increase, priority consideration for future teaching assignments, and eligibility for longer term appointments);
- Establishment of minimum due process rights;
- Prohibition against retaliation for the exercise of grievance rights or participation in shared governance activities;
- Measures providing greater clarity and predictability in adjunct faculty appointments;
- Partial compensation for last-minute class cancellations;
- A goal of compensation levels that is competitive with peer institutions; and,
- Required opportunities for adjunct faculty to regularly communicate concerns to administration and participate in shared governance.

This resource has been prepared by

The Delphi Project on The Changing Faculty and Student Success

Adrianna Kezar, Ph.D.

Director and Principal Investigator

University of Southern California

Daniel Maxey, M.Ed.

Co-Principal Investigator

University of Southern California

Hannah Yang, M.Ed.

Project Associate

For more information please visit

<http://www.thechangingfaculty.org>

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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USC Rossier
School of Education

Pullias Center for Higher Education

701 Waite Phillips Hall, Los Angeles, CA 90089-4038 Phone: (213) 740-7218 Online @ pullias.usc.edu