

# The Growth of Full-time Nontenure-Track Faculty

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Challenges for the Union



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# Foreword

**N**o priority has received greater attention from AFT Higher Education over the past several years than the academic personnel crisis—the shift away from a corps of full-time, tenure-track faculty to a contingent instructional workforce. Earlier AFT publications have focused on the group that has shown the most dramatic increase: part-time/adjunct faculty. This report focuses on another aspect of that shift, the growing employment of full-time faculty who are not eligible for tenure. These are faculty members who work full time, but are on one-year or multiyear contracts without the protection of job security or the professional control that characterizes tenured positions.

The growth of both part-time/adjunct faculty and full-time nontenure-track faculty over the last two decades represents a major and purposeful effort by higher education institutions to reduce the number of full-time tenured and tenure-track faculty. This has been done partly in response to the failure of most states to provide adequate funding for their colleges and universities. But money isn't the whole story.

The growth of contingent faculty also mirrors the movement to run higher education institutions “more like a business.” The traditions of tenure and shared governance, which guarantee due process and academic freedom, and which give faculty a major role in academic decision-making, run counter to a command-and-control business model. The fact that large numbers of academic workers are hired without effective job security, without decent salaries and benefits, and without a guaranteed role in academic decision-making is of great concern to those of us who value a free and independent academy.

We start this report by tracking the overall growth of full-time nontenure-track faculty and examining the differences in how two-year and four-year institutions are generally moving away from tenure. Next we examine how the hiring of nontenure-track faculty is becoming an institutionalized practice; this is followed by a look at working conditions of this group. We then consider how gender and race relate to this shift away from tenure. The data analysis ends with a look at hiring and other institutional activities which indicate that the trend of hiring full-time nontenured faculty will continue, particularly in four-year institutions. The report concludes by looking at the role of the union, including campus studies from California, Illinois, Pennsylvania and Vermont, which help to put the research into perspective.

*The Growth of Full-Time Nontenure-Track Faculty* will be followed at a later time by a policy statement outlining standards of good practice for the employment of full-time nontenure-track faculty. In 2002, AFT published *Standards of Good Practice in the Employment of Part-time/Adjunct Faculty: A Blueprint for Raising Standards and Ensuring Financial and Professional Equity*.

*The Growth of Full-Time Nontenure-Track Faculty* publication utilizes the most available and relevant data from several sources: The 1992 and 1998 National Study of Postsecondary Faculty (NSOPF) from the U.S. Department of Education, National Center for Education Statistics (NCES). The next cycle of NSOPF is planned for 2003-04. Additional resources are cited throughout the report.

Thanks to Bette Ann Hubbard and Craig Smith for researching and preparing this report. We hope you will find it useful. If you have questions or need further information, contact the AFT Higher Education Department at 202/879-4426, or visit the AFT Higher Education Web site: [www.aft.org/higher\\_ed](http://www.aft.org/higher_ed), or e-mail us at [highered@aft.org](mailto:highered@aft.org).

**Lawrence N. Gold**  
AFT Higher Education Director

# Executive Summary

- The percentage of full-time nontenure-track faculty grew from 21 percent in 1987 to 28 percent of all full-time faculty by 1998. In 1998, eighteen percent were at institutions with a tenure system and 10 percent were at institutions without a tenure system.
- At two-year institutions, the largest proportion of full-time nontenure-track faculty are at colleges without a tenure system.
- The percentage of full-time tenure-track faculty is declining rapidly at two-year institutions, the primary reason being the growth of part-time/adjunct faculty. In 1992, approximately 53 percent of all faculty at public two-year institutions were part-time/adjunct faculty. By 1998, part-time/adjunct faculty had increased to 62 percent of all faculty at public two-year institutions, which is considerably higher than the 35 percent of all faculty at four-year institutions who were part-time/adjunct faculty.
- While two-year institutions have continued to rely on part-time/adjunct faculty or have no tenure system, four-year institutions that have tenure systems have increased their reliance on full-time nontenure-track faculty. In 1992, approximately 18 percent of the full-time faculty were nontenure track at four-year institutions and by 1998, the percentage increased to almost 21 percent of the full-time faculty.
- Full-time nontenure-track faculty are increasing in a majority of program areas, most notably in health sciences, education, humanities, natural sciences, business and engineering.
- Full-time nontenure-track faculty are working at institutions for substantial periods of time. The average length of service at institutions with a tenure system is six years and at institutions without a tenure system, the average length of service is 10 years.
- In general, full-time nontenure-track faculty are paid slightly less than those on tenure track, but considerably less than tenured faculty. There is a cumulative cost savings as full-time nontenure-track faculty stay at institutions longer while earning less.

- Although the level of support for benefits varies across institutions, full-time nontenure-track faculty typically receive some access to the benefits received by full-time tenured/tenure-track faculty. However, that access often does not include the same level of health insurance or fringe benefits (pension, life insurance, disability insurance).
- Full-time nontenure-track faculty do not receive the same level of support for professional development as their full-time tenured and tenure-track colleagues.
- Overall, a significantly greater percentage of women are not on the tenure track. By 1998, well over one-third (37 percent) of all full-time female faculty members at all institutions were either off the tenure track or in systems without tenure, as opposed to almost 23 percent of full-time male faculty members.
- Institutions are replacing retiring tenured faculty with full-time nontenure-track faculty. In 1998, approximately 45 percent of the newly employed full-time faculty were in nontenure-track positions and an additional 10 percent were employed in institutions without tenure.
- The two-tier system for faculty on our campuses has created one group of faculty with relatively good salaries and benefits, and another group of faculty that is paid less, has fewer benefits, less or no job security, and little institutional voice.

# Introduction

**H**igher education traditionally has been organized around a strong corps of full-time tenured faculty who are in charge of the curriculum, teach most courses, conduct research, participate in university governance and offer service. Today, full-time tenure-track lines are left unfilled while managers replace them with a growing part-time/adjunct faculty and, more recently, full-time nontenure-track faculty.

In the fall of 1998, about 18 percent of full-time faculty were in positions that were not on the tenure track even though the institution had a tenure system, and an additional 10 percent of full-time faculty taught at institutions that had no tenure system. The proportion of recent full-time hires with appointments off the tenure track has expanded rapidly; at the same time, the use of part-time/adjunct faculty has continued to grow.

The trend is most noticeable in four-year institutions where we see the greatest proportions of full-time nontenure-track faculty and the sharpest increase in their employment. Two-year institutions have relied more heavily on part-time/adjunct faculty, or have no tenure system at all.

Several factors appear to have led to the increased employment of full-time nontenure-track faculty:

- **Institutional cost savings.** With increased student enrollments, colleges can staff courses with full-time nontenure-track faculty who, on average, receive lower salaries and benefits than tenured/tenure-track faculty and receive limited professional support. Institutions are choosing to rely on short-term contracts rather than a long-term investment in tenure-track faculty.
- **Institutional “flexibility.”** As enrollments fluctuate, colleges can claim they are hiring full-time nontenure-track faculty to meet short-term needs for special staffing and expertise. However, as we will see, a substantial number of full-time nontenure-track faculty work for many years meeting basic and continuing curricular needs.
- **Institutional power.** A third motivation may be to change the institutional power balance. Because of tenure and shared governance, tenured faculty have a substantial amount of authority to determine education policy and personnel and to resist managerial interfer-

ence. As tenure-track lines are left unfilled and the proportion of tenure-track faculty is decreasing, faculty have a diminishing role in the important work of university governance, leaving an open field for increasing managerial decision-making.

Regardless of the institutional rationale, the result is a growing number of full-time non-tenure-track faculty across disciplines. While many are highly qualified in their field, they receive less pay, have little job security and have less professional support than their tenure-track colleagues. The data suggest that, if left unchecked, this trend will continue.

The AFT and its affiliates already are responding to these challenges. As the case studies in this report demonstrate, we are working hard at the bargaining table to secure better working conditions and professional support for the full-time nontenure-track faculty currently represented in AFT locals. In addition, we are committed to organizing new groups of full-time nontenure-track faculty. As with the issue of part-time/adjunct faculty, the key is to address all faculty issues in a unified approach so that we can continue both to improve the current working conditions of all faculty and to stem the shift away from tenure in higher education.

# The Overall Growth of Full-Time Nontenure-Track Faculty

**W**hile the number of all higher education faculty increased from approximately 770,000 in 1987 to more than 1.1 million in 1998, the proportion of full-time faculty dropped from 67 percent of the instructional workforce to 57 percent with the remaining 43 percent of the workforce made up of part-time/adjunct faculty. The remarkable increase of part-time/adjunct faculty, however, tells only part of the story. Another key development has been taking place within the full-time faculty cohort itself.

Like the numbers of all faculty, the numbers of full-time faculty employed at postsecondary institutions increased between 1987 and 1998. In the fall of 1987, there were approximately 515,000 full-time faculty nationwide; by 1998, there were 560,000. During those same years, however, there was a decline in the proportion of full-time faculty who were tenured or on the tenure track (Table 1).

- In 1987, approximately 79 percent (407,000) of all full-time faculty were either tenured or tenure-track; in 1998, approximately 72 percent (403,000) of all full-time faculty were tenured or tenure-track. Conversely, the percentage of full-time nontenure-track faculty grew from 21 percent in 1987 to 28 percent (157,000) of all full-time faculty by 1998. Eighteen percent were at institutions with a tenure system and 10 percent were at institutions without a tenure system (Table 1).

Table 1: Number and percentage distribution of all full-time faculty by tenure status: Fall 1987 and fall 1998

Year	Tenure status				Total number of faculty
	Tenured	On tenure track	Not on tenure track	No tenure system	
1987	298,700 58%	108,150 21%	61,800 12%	46,350 9%	515,000
1998	296,800 53%	106,400 19%	100,800 18%	56,000 10%	560,000

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1999)

- More notably, the number of full-time nontenure-track faculty at all institutions where there was a tenure system increased substantially between 1987 and 1998. In 1987, there were approximately 61,800 full-time nontenure-track faculty, or 13 percent of the full-time faculty at institutions with tenure systems. By 1998, there were 100,800 full-time nontenure-track faculty, or 20 percent of full-time faculty at institutions with tenure systems (Table 2).

Table 2: Number and percentage distribution of all full-time faculty by tenure status at institutions with a tenure system: Fall 1987 and fall 1998

Year	Tenure status			Total number of faculty
	Tenured	On tenure track	Not on tenure track	
1987	298,700 64%	108,150 23%	61,800 13%	468,650
1998	296,800 59%	106,400 21%	100,800 20%	504,000

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1999)

“...the number of full-time nontenure-track faculty at all institutions where there was a tenure system increased substantially between 1987 and 1998.”

**NONTENURE-TRACK FACULTY IN TWO-YEAR VS. FOUR-YEAR INSTITUTIONS**

There are important differences between four-year and two-year institutions. First, full-time instructional faculty at four-year institutions were more likely to be tenured or tenure-track than those at two-year institutions.

- In 1992, about 55 percent of the full-time faculty in four-year institutions were tenured compared to 51 percent of full-time faculty in two-year institutions. In 1998, 54 percent of the full-time faculty in four-year institutions were tenured compared to 50 percent of full-time faculty in two-year institutions (Table 3).
- Likewise in 1992, about 23 percent of the full-time faculty in four-year institutions were on tenure track compared to 15 percent of full-time faculty on tenure track in two-year institutions. In 1998, just 20 percent of the full-time faculty in four-year institutions were on tenure track compared to 15 percent of full-time faculty on tenure track in two-year institutions (Table 3).

At the same time, four-year institutions were much more likely to employ full-time nontenure-track faculty than two-year institutions.

- In 1992, 18 percent of all four-year faculty worked at institutions with a tenure system but were not on the tenure track. Ten percent of two-year faculty worked at institutions with a tenure system but were not on a tenure track (Table 3).

Table 3: Percentage distribution of full-time faculty, by tenure status and level and control of institution: Fall 1992 and fall 1998

Level and control of institution	Tenure status			
	Tenured	On tenure track	Not on tenure track	No tenure system
<b>1998</b>				
All institutions	53.1	18.8	18.1	10.0
All four-year institutions	53.9	19.7	20.7	5.7
All two-year institutions	49.8	15.1	7.2	27.9
All public institutions	56.9	18.5	17.2	7.4
All private institutions	44.1	19.7	20.2	16.0
<b>1992</b>				
All institutions	54.2	21.5	16.0	8.4
All four-year institutions	55.0	23.4	17.5	4.1
All two-year institutions	51.2	14.8	10.4	23.6
All public institutions	57.6	20.6	14.5	7.0
All private institutions	45.9	23.7	19.0	11.5

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993 and 1999)

- In 1998, 21 percent of all four-year faculty worked at institutions with a tenure system but were not on the tenure track. Seven percent of two-year faculty worked at institutions with a tenure system but were not on a tenure track (Table 3).
- Between 1992 and 1998, the majority of four-year institutions saw some increase in the number of full-time nontenure-track faculty, but more notable increases occurred in the public sector. At public research institutions with a tenure system, the percentage of full-time nontenure-track faculty increased from 17 percent to 22 percent. At public doctoral institutions with a tenure system, the percentage of full-time nontenure-track faculty increased from 20 percent to 25 percent during the same years (Table 4).

“...four-year institutions that have tenure systems have... increased their reliance on, full-time nontenure-track faculty.”

Overall, four-year institutions that have tenure systems have continued to rely on, in fact have increased their reliance on, full-time nontenure-track faculty, while the percentage of full-time nontenure-track faculty employed at two-year institutions with and without tenure systems remained relatively stable.

**Table 4: Percentage distribution of full-time faculty, by tenure status and type of institution: Fall 1992 and fall 1998.**

Type of institution and year	Tenure status			
	Tenured	On tenure track	Not on tenure track	No tenure system
<b>1998</b>				
All institutions	53.1	18.8	18.1	10.0
Public research	59.6	17.7	22.2	0.5
Private not-for-profit research	54.9	16.4	26.3	2.5
Public doctoral	53.4	21.1	24.8	0.8
Private not-for-profit doctoral	41.7	25.5	21.4	11.5
Public comprehensive	61.5	21.6	16.1	0.9
Private not-for-profit comprehensive	49.3	18.3	18.7	13.7
Private not-for-profit liberal arts	39.2	23.4	20.3	17.1
Public two-year	51.0	15.4	7.2	26.4
Other	41.1	16.2	13.2	29.4
<b>1992</b>				
All institutions	54.2	21.5	16.0	8.4
Public research	63.4	19.7	16.5	0.3
Private not-for-profit research	49.8	22.9	26.5	0.9
Public doctoral	53.6	26.7	19.5	0.2
Private not-for-profit doctoral	45.6	27.1	21.6	5.8
Public comprehensive	60.7	24.5	14.4	0.4
Private not-for-profit comprehensive	52.9	26.1	16.0	5.1
Private not-for-profit liberal arts	46.0	25.4	17.7	10.9
Public two-year	52.7	15.2	10.4	21.8
Other	28.5	14.2	14.3	43.0

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993 and 1999)

Why is there a greater proportion of full-time nontenure-track faculty at four-year rather than two-year institutions?

- First, two-year institutions rely far more heavily on part-time/adjunct faculty. For example, in 1998, approximately 62 percent of all faculty at public two-year institutions were part-time/adjunct faculty, which is considerably higher than the 35 percent of all faculty at four-year institutions who were part-time/adjunct faculty.
- Second, a far more significant number of two-year institutions do not have tenure systems. In 1992, nearly 24 percent of faculty in two-year institutions were at institutions that did not have a tenure system, while only 4 percent of faculty in four-year institutions were at institutions that did not have a tenure system. That difference widened slightly in 1998

when 28 percent of faculty in two-year institutions were at institutions that did not have a tenure system, while only 6 percent of faculty in four-year institutions were at institutions that did not have a tenure system (Table 3).

One complication in considering institutional distribution of faculty appears in the category of “Other.” This category of institutions includes public liberal arts, private not-for-profit two-year which may include some nursing schools, religious, and other specialized institutions. The percentage of faculty working at “Other” institutions where there was not a tenure system decreased from 43 percent to 29 percent between 1992 and 1998, while tenured faculty at these institutions increased from 29 percent to 41 percent. However, given the fluctuations in the number of institutions in this category over the years, the differences in percentages is more likely due to sampling differences rather than changes in policies regarding tenure. For example, the number of private two-year institutions dropped from 662 institutions in 1992 to 524 in 1998, a decrease of 21 percent. Consequently, reliable conclusions cannot be drawn about this category of institution.

In a later section we will see how the growth of full-time nontenure-track faculty, particularly in the four-year sector is reflected in recent hiring trends.

#### **NORMALIZING THE PRACTICE OF EMPLOYING FULL-TIME NONTENURE-TRACK FACULTY**

Data suggest that full-time nontenure-track faculty are becoming an established segment of the higher education instructional workforce. The growth is neither an aberration attributable to one particular program nor is it a short-term, temporary solution to meet rising enrollment demands. Full-time nontenure-track faculty are increasing in a majority of program areas and are working at institutions for substantial periods of time. At the same time, despite the increasing use of full-time nontenure-track faculty, there does not appear to be a push for higher credentials.

#### **Program Areas**

This trend holds across programs, particularly in four-year institutions. What is notable is not the large percentage increases in particular program areas, but rather the fact that every program area followed the overall trend.

- The highest percentage of full-time nontenure-track faculty for both 1992 and 1998 was in the health sciences field, which includes allied health technologies, dentistry, health services administration, medicine, nursing, pharmacy, public health, veterinary medicine and other unspecified health sciences (Table 5).
- In some fields, such as engineering, business and the natural sciences, the growth in the use of full-time nontenure-track faculty was coupled with a decrease in the percentage of part-time/adjunct faculty. However, in each case (to differing degrees) the increase in full-time nontenure-track faculty was greater than the decrease in part-time/adjunct faculty (Table 5).

Table 5: Percentage distribution of faculty and staff by tenure status and program area:  
Fall 1992 and fall 1998

Program area: all institutions	Percentage part-time		Percentage full-time					
			Tenured/tenure track		Not on tenure track		No tenure system	
	1992	1998	1992	1998	1992	1998	1992	1998
Business	50.5	48.4	37.4	35.5	4.4	7.8	7.8	8.2
Education	49.4	50.2	41.3	37.1	5.3	7.6	4.1	5.1
Engineering	36.4	36.1	54.6	54.9	3.4	4.6	5.6	4.4
Fine arts	52.9	56.9	35.2	33.9	4.2	4.4	7.7	4.8
Health sciences	42.8	46.6	36.0	32.7	10.6	12.2	10.6	8.5
Humanities	50.4	52.3	38.1	36.1	4.9	7.6	6.7	3.9
Natural sciences	33.0	32.2	58.0	55.3	3.7	7.3	5.3	5.2
Social sciences	47.0	51.2	43.1	39.0	4.4	5.0	5.5	4.8
All other programs	48.4	50.3	38.6	34.9	4.5	6.8	8.5	8.0

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993 and 1999. Cited in *The New Professoriate*, Anderson)

- Related data demonstrate that the reliance on full-time nontenure-track faculty is greater at four-year institutions. Between 1992 and 1998, all program areas in four-year institutions with tenure systems exhibited increases in the percentage of full-time nontenure-track faculty. During the same period, two-year institutions with tenure systems showed a decreased percentage of nontenure-track faculty in all program areas, with the exception of education, which remained the same.

**“The average length of service for full-time nontenure-track faculty across all institutions with a tenure system was six years...”**

#### Length of Service

Another important trend reflecting the continuing institutional reliance on full-time nontenure-track faculty is their length of service.

- In 1992, more than one-third of full-time nontenure-track faculty in all institutions with tenure systems had been in their current position seven or more years.
- The average length of service for full-time nontenure-track faculty across all institutions with a tenure system was six years in 1992. At institutions with no tenure system, full-time faculty averaged nine years at their current position (Table 6).
- In 1998, even with an increase in the numbers of new full-time nontenure-track faculty just entering institutions, the average length of service for this group at institutions with a tenure system remained at 6 years. At institutions with no tenure system that reported data for 1998, full-time faculty averaged ten years at their current position (Table 6).

Table 6: Average years of faculty in current position by tenure status and type of institutions: Fall 1992 and fall 1998

Type of institution	Tenure status							
	1992				1998			
	Tenured	On tenure track	Not on tenure track	No tenure system	Tenured	On tenure track	Not on tenure track	No tenure system
All institutions	16.6	4.2	6.0	8.9	18.1	3.7	6.2	10.3
Public research	17.1	3.8	7.0	5.9	18.7	3.6	6.6	#
Private research	17.1	4.0	6.7	#	18.1	3.1	7.1	#
Public doctoral	16.9	4.2	6.5	6.2	19.0	3.7	6.7	#
Private doctoral	15.3	4.4	7.8	7.8	18.2	4.9	3.8	#
Public comprehensive	16.8	4.2	5.1	7.0	18.2	3.7	5.5	#
Private comprehensive	18.0	4.3	5.0	7.8	19.1	4.1	7.9	8.9
Private liberal arts	17.3	4.5	4.8	8.4	18.9	4.0	5.5	9.0
Public two-year	15.5	4.3	5.7	9.9	16.5	3.4	5.5	11.5
Other	15.6	5.0	6.5	9.1	18.5	3.7	5.8	7.5

#Estimate too small to report.

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993 and 1999)

**Credentials**

The full-time nontenure-track faculty do not hold the same level of credentials as their full-time tenured and tenure-track colleagues.

- Data overall suggest that fewer full-time nontenure-track faculty have doctorates or first professional degrees compared with full-time tenured/tenure-track faculty. On average, 41 percent of full-time nontenure-track faculty hold a Ph.D. or first professional degree while on average, 71 percent of full-time tenured/tenure-track faculty hold a Ph.D. or first professional degree (Table 7).
- This difference in the level of credentials between full-time nontenure-track and full-time tenured/tenure-track faculty has remained relatively stable between 1992 and 1998.

Table 7: Percent distribution of faculty and staff by tenure status and highest degree attained: Fall 1998

Type of institution	Tenure status and highest degree attained					
	Tenured/On tenure track			Not on tenure track		
	Ph.D. / first professional	Master's	Bachelor's or less	Ph.D. / first professional	Master's	Bachelor's or less
<b>1998</b>						
Public research	88.7	10.3	1.0	49.1	46.1	4.8
Private research	91.4	7.7	0.9	70.1	21.4	8.5
Public doctoral	88.2	11.2	0.6	50.2	47.1	2.8
Private doctoral	91.7	8.1	0.2	50.7	45.7	3.6
Public comprehensive	81.7	17.4	0.9	24.6	68.6	6.8
Private comprehensive	80.3	19.4	0.3	28.3	65.5	6.3
Private liberal arts	74.5	24.8	0.7	33.2	62.2	4.6
Public two-year	23.3	64.2	12.5	21.1	47.2	31.8
Other	72.8	25.0	2.2	49.0	37.8	13.2
Average	71.1	25.7	3.3	40.5	51.6	7.9

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1999)

### WORKING CONDITIONS OF FULL-TIME NONTENURE-TRACK FACULTY

In general, the working conditions of full-time nontenure-track faculty are not equivalent to those of their full-time tenured and tenure-track colleagues in several areas. However, working conditions of full-time nontenure-track faculty are typically better than those of part-time/adjunct faculty.

#### Compensation

In institutions where there is a tenure system, full-time nontenured-track faculty were typically paid slightly less than those on tenure track and considerably less than tenured faculty. On average, full-time nontenure-track faculty earned approximately \$3,000 less per year than tenure-track (not tenured) faculty.

- In public comprehensive institutions, the difference in compensation is greater and full-time nontenure-track faculty (\$34,026) earn much less than full-time tenure-track faculty (\$43,976) on average (Table 8).
- In private research institutions, the full-time nontenure-track faculty earn slightly more than full-time tenure-track faculty. One likely explanation is the relatively higher paid visiting professors at these institutions (Table 8).

Table 8: Average salaries of faculty members by tenure status and institutional type, 1998-1999

Type of institution	Tenure status		
	Tenured	On tenure track	Not on tenure track
Public research	\$69,123	\$49,240	\$42,982
Public doctoral	\$66,331	\$45,863	\$42,452
Public comprehensive	\$54,684	\$43,976	\$34,026
Public two-year	\$50,272	\$37,611	\$34,220
Private research	\$86,552	\$50,540	\$54,837
Private doctoral	\$68,544	\$50,246	\$50,244
Private comprehensive	\$59,004	\$41,654	\$38,810
Private liberal arts	\$52,831	\$39,284	\$35,709
Other	\$53,030	\$43,215	\$40,844
Average	\$59,817	\$43,595	\$40,408

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1999)

The disparity in compensation between tenured/tenure-track faculty and full-time non-tenure-track faculty increases over the long run. Over the years, tenure-track faculty will earn higher salaries as they become tenured faculty. The salaries of full-time nontenure-track faculty, on the other hand, will essentially stay put. In 1998, tenured faculty averaged \$19,000 more per year than their full-time nontenure-track colleagues.

Although the level of support for benefits varies across institutions, typically the support for full-time nontenure-track faculty includes some access to the benefits received by full-time tenured and tenure-track faculty. However, that access often does not include the same level of health insurance or fringe benefits such as pension, life insurance or disability insurance. Collective bargaining on behalf of full-time nontenure-track faculty, of course, can bring about greater parity and a higher standard of living.

**Workload**

Various studies present somewhat different pictures of the comparative teaching workload of full-time nontenure-track faculty. Researchers Anderson (*The New Professoriate*) and Baldwin and Chronister (*Teaching Without Tenure*) reported that teaching loads of full-time nontenure-track faculty generally were equivalent or slightly higher than those of tenured and tenure-track faculty. However, the data from NSOPF 1993 and 1999 present another view (Table 9). According to these data, full-time nontenure-track faculty carried a slightly lighter teaching load and also had fewer committee assignments. Until we have newer data from the next cycle of NSOPF in 2003-04, we have to conclude that there are different results at different kinds of institutions.

**“The disparity in compensation between tenured/tenure-track faculty and full-time nontenure-track faculty increases over the long run.”**

Table 9: Average workload of faculty members by tenure status: Fall 1992 and fall 1998

Workload	Tenure status							
	1992				1998			
	Tenured	On tenure track	Not on tenure track	No tenure system	Tenured	On tenure track	Not on tenure track	No tenure system
Classes taught per term	2.9	2.9	2.5	3.3	3.2	3.4	3.0	4.5
Office hours scheduled per week	7.7	7.4	9.7	9.6	6.3	6.2	7.3	8.0
Committees served on	4.3	2.6	0.9	0.7	3.2	2.4	1.1	1
Percentage of time spent on research	18.9	21.4	15.0	8.5	16.8	17.5	13.4	5.3
Number of recent publications (in past two years)	5.6	4.8	3.3	2.4	10.9	6.8	5.6	3.1
Number of career publications	41.2	17.8	16.2	13.3	44.6	16.0	17.2	9.4

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993 and 1999)

The biggest difference in workload appeared to be outside the classroom.

- Tenured/tenure-track faculty more often serve on committees including curriculum, personnel and governance committees. Tenured/tenure-track faculty serve on an average on three committees compared to an average of one committee for full-time nontenure-track faculty (Table 9).
- Full-time nontenure-track faculty schedule more office hours per week than tenured/tenure track faculty, however, the differences do not appear to be statistically significant (Table 9).
- The largest differences were in the area of research and publications. In 1998, tenured faculty reported, on average, spending 17 percent of their time on research, and tenure-track faculty averaged 18 percent of their time on research. Full-time nontenure-track faculty reported spending 13 percent of their time on research on average. Tenured faculty produced, on average, 11 new publications in the two most recent years and tenure-track faculty produced, on average seven new publications. Full-time nontenure-track faculty produced six publications in the same time period (Table 9).

Table 10: Level of importance of factors considered when leaving current position for another position for full-time nontenure-track faculty by highest degree attained: Fall 1998

Factors and highest degree attained	Level of importance		
	Not important	Somewhat important	Very important
<b>Salary level</b>			
Doctorate or first professional	3.4	41.4	55.2
Master's	1.8	32.8	65.5
Bachelor's or less	0.9	28.2	71.0
<b>Tenure-track/tenured position</b>			
Doctorate or first professional	36.2	28.6	35.3
Master's	39.3	34.6	26.1
Bachelor's or less	44.9	35.9	19.2
<b>Opportunities for advancement</b>			
Doctorate or first professional	9.9	35.3	54.8
Master's	8.1	35.7	56.2
Bachelor's or less	10.9	27.7	61.4
<b>Greater opportunity to do research</b>			
Doctorate or first professional	35.1	36.3	28.6
Master's	47.0	36.9	16.1
Bachelor's or less	54.9	34.9	10.2

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1999)

**Professional Aspirations**

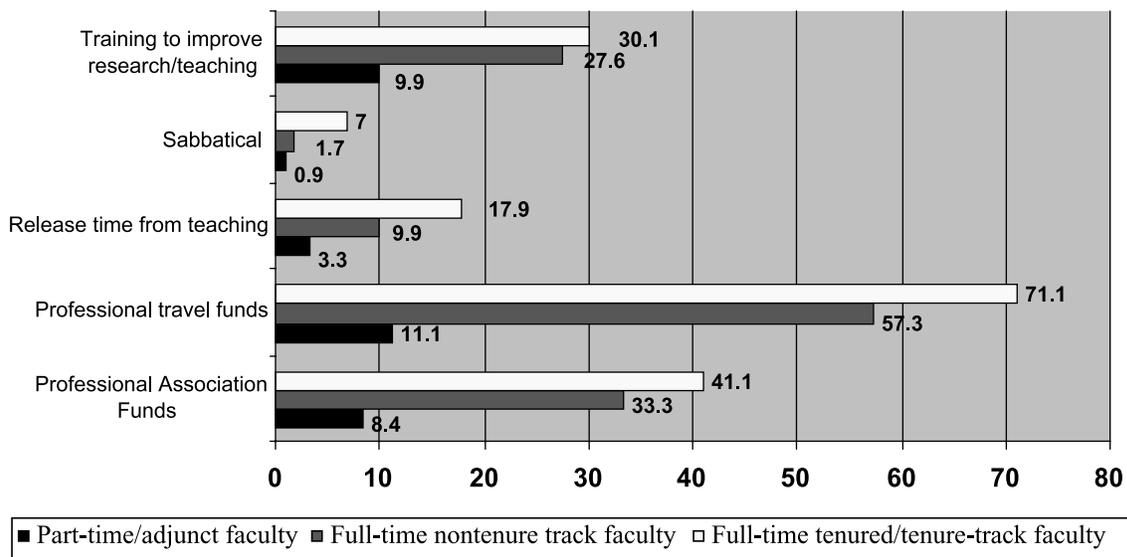
In 1998, a majority of full-time nontenure-track faculty with doctorates or first professional degrees (64 percent) said that tenure would be a somewhat or very important consideration when considering taking another position. In addition, a majority of full-time nontenure-track faculty with doctorate or first professional degrees (65 percent) ranked the greater opportunity to do research as somewhat or very important when considering taking another position. Not surprisingly, a vast majority of full-time nontenure-track faculty, regardless of degree, saw salary and opportunity for advancement to be either somewhat or very important when considering changing positions (Table 10).

“... a majority of full-time nontenure-track faculty with doctorate or first professional degrees... said that tenure would be a somewhat or very important consideration when considering taking another position.”

### Professional Support and Institutional Participation

Despite producing significant work for the institution, full-time nontenure-track faculty do not receive the same level of support for professional development as their full-time tenured and tenure-track colleagues.

Figure 1: Support for Professional Activities, by Employment Status: Fall 1998



(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1999. Cited in *The New Professoriate*, Anderson)

Across all areas of professional development activities in institutions with a tenure system, tenured/tenure-track faculty reported in 1998 that they had greater access to support than did the full-time nontenure-track faculty. As Eugene Anderson's recent research in *The New Professoriate* outlines, there are a few areas where some full-time nontenure-track faculty may be supported—professional travel funds and association funds—but generally, professional development funds or opportunities are greatly limited (Figure 1).

Full-time nontenure-track faculty have more access to professional development than part-time/adjunct faculty. In the area of training for teaching and research, full-time nontenure-track faculty have access to and use this type of professional support almost as often as tenured/tenure-track faculty. This trend points to a certain willingness on the part of institutions to invest in full-time nontenure-track faculty in certain areas that are seen as beneficial to the institution.

At the same time, full-time nontenure-track faculty do not appear to have the opportunity to participate in the institutional decision-making processes. As Baldwin and Chronister point out in *Teaching Without Tenure*, “[f]or full-time nontenure-track faculty on many cam-

poses, eligibility to participate actively in the governance process is limited or lacking altogether.”

This distinction suggests that full-time nontenure-track faculty are being given a narrower institutional role, which effectively diminishes the overall voice of faculty in the governance of the institution.

### **Evaluation**

In *Teaching Without Tenure*, Baldwin and Chronister reported that some full-time nontenure-track faculty felt they were asked to complete the same evaluation forms given to full-time tenured/tenure-track faculty, which included questions about research and service, even though they were hired primarily to teach and carried heavier teaching loads. Other concerns reported include the validity of the review procedures, the number and frequency of evaluations, the service role of the full-time nontenure-track faculty, the nature of the materials that must be produced for the process, and more.

“...full-time nontenure-track faculty are being given a narrower institutional role.”

## **THE ISSUE OF GENDER AND FULL-TIME NONTENURE-TRACK FACULTY**

The issue of gender deserves particular attention when looking at tenure and the growth of full-time nontenure-track faculty. In 1992, the total number of full-time faculty and staff numbered 528,000: 174,240 females (33 percent) and 353,760 males (67 percent).

In 1998, the number of females in the full-time faculty increased slightly as the number of males remained the same. From a full-time faculty total of 560,000, there were 201,600 females (36 percent) and 358,400 males (64 percent).

### **Tenured Positions**

Women have consistently held fewer tenured positions than men in U.S. institutions of higher education. In 1992, approximately 61 percent of male faculty members (215,793) held tenured positions and about 40 percent of the female faculty (67,953) were tenured. In 1998, the gap closed to some extent as the percentage of tenured male faculty decreased slightly (60 percent of male faculty or 211,456) and the percentage of tenured female faculty increased slightly (42 percent of female faculty or 82,656) (Table 11).

### **Tenure-Track Positions**

In sheer numbers, women have consistently held fewer tenure-track positions. But from a percentage standpoint, more women are on the tenure track than men. In 1992, at all institutions, 67,214 males (19 percent) were on the tenure track while female faculty held 45,302 (26 percent) tenure-track appointments. However, in 1998 both of these percentages decreased reflecting the general trend in decreased opportunities for tenure. In 1998, nearly 22 percent of all female faculty members (44,352) held tenure-track positions, while male faculty tenure-track positions decreased to 17 percent of all male faculty members (60,928) (Table 11).

Table 11: Percentage distribution of full-time faculty and staff, by tenure status and level of institution and gender: Fall 1992 and fall 1998

Level of institution and gender	Tenure status							
	1992				1998			
	Tenured	On tenure track	Not on tenure track	No tenure system	Tenured	On tenure track	Not on tenure track	No tenure system
<b>All institutions</b>								
All full-time faculty	54.2	21.5	16.0	8.4	53.1	18.8	18.1	10.0
Male	61.3	19.3	12.6	6.8	59.7	17.1	14.7	8.5
Female	39.7	26.0	22.8	11.5	41.6	21.8	24.1	12.5
<b>Four-year institutions</b>								
All full-time faculty	55.0	23.4	17.5	4.1	53.9	19.7	20.7	5.7
Male	62.2	20.8	13.3	3.8	60.9	17.4	16.2	5.5
Female	38.0	29.7	27.5	4.7	39.6	24.5	29.8	6.1
<b>Two-year institutions</b>								
All full-time faculty	51.2	14.8	10.4	23.6	49.8	15.1	7.2	27.9
Male	57.7	12.5	9.3	20.6	52.7	15.6	6.1	25.7
Female	43.6	17.4	11.8	27.1	47.0	14.6	8.2	30.2

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993 and 1999)

**“By 1998, well over one-third (37 percent) of all full-time female faculty members at all institutions were either off the tenure track or in systems without tenure...”**

**Nontenure-Track Positions**

Overall, there is a significantly greater percentage of women off the tenure track.

- In 1992, approximately 27 percent of all full-time female faculty members in two-year institutions were teaching at institutions with no tenure system. In 1998, just over 30 percent of all full-time female faculty members in two-year institutions were teaching at institutions with no tenure system (Table 11).
- In 1992, nearly 28 percent of full-time female faculty at four-year institutions were off the tenure track at institutions that had a tenure system. In 1998, nearly 30 percent of full-time female faculty at four-year institutions were off the tenure track at institutions that had a tenure system (Table 11).
- By 1998, well over one-third (37 percent) of all full-time female faculty members at all institutions were either off the tenure track or in systems without tenure, as opposed to almost 23 percent of full-time male faculty members (Table 11).

**THE ISSUE OF RACE AND FULL-TIME NONTENURE-TRACK FACULTY**

The issue of race also deserves attention when looking at tenure, although the differences here are not as significant as those related to gender. Among full-time faculty, whites are more likely to have tenure than all other races or ethnic groups.

Between 1992 and 1998, the percentage of whites and Hispanics who were either non-tenure-track or in systems without tenure increased. For blacks, the percentage of non-tenure-track faculty decreased between 1992 and 1998, while the percentage of blacks employed at systems with no tenure increased. The percentage of American Indian/Alaska Native nontenure-track faculty increased between 1992 and 1998, while there was a slight decrease in the percentage employed at systems without tenure. During the same period, the percentage of Asian/Pacific Islanders in nontenure-track positions or in systems without tenure decreased (Table 12).

**Table 12: Percentage distribution of full-time faculty and staff, by tenure status and race/ethnicity: Fall 1992 and fall 1998**

Race/ethnicity	Tenure status							
	1992				1998			
	Tenured	On tenure track	Not on tenure track	No tenure system	Tenured	On tenure track	Not on tenure track	No tenure system
<b>All institutions</b>								
All full-time faculty	54.2	21.5	16.0	8.4	53.1	18.8	18.1	10.0
American Indian/Alaska Native	43.0	26.5	16.6	13.9	29.4	34.4	24.2	12.0
Asian/Pacific Islander	47.1	29.1	19.3	4.6	49.1	29.8	17.1	4.0
Black, non-Hispanic	43.5	29.1	22.1	5.4	43.9	26.1	20.6	9.3
Hispanic	44.9	34.5	14.5	6.1	48.5	22.1	22.9	6.5
White, non-Hispanic	55.6	20.2	15.5	8.8	54.3	17.4	17.8	10.5

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993 and 1999)

# The Future of Full-Time Nontenure-Track Faculty

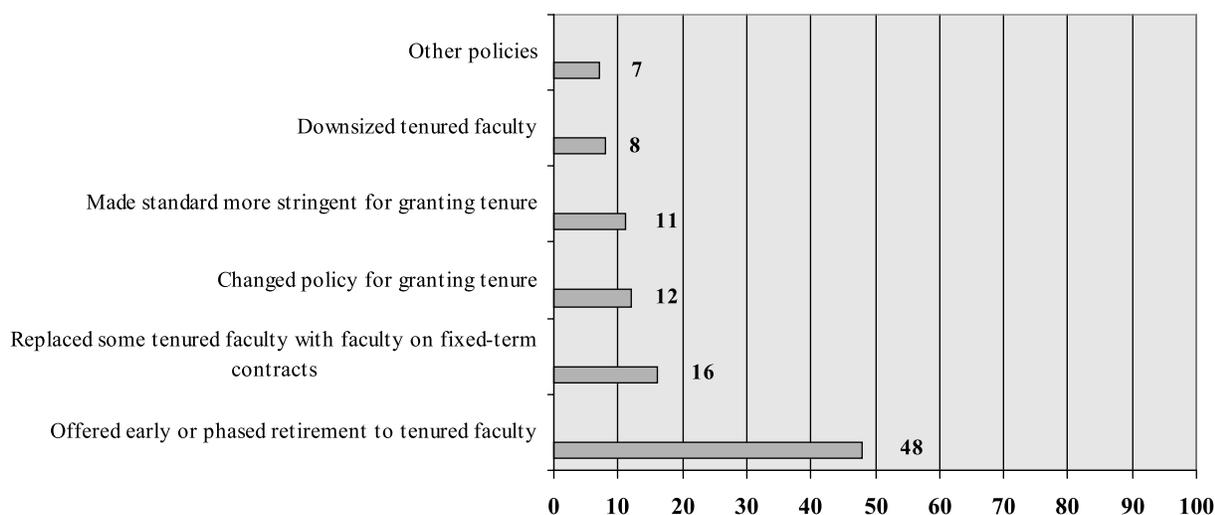
“These actions demonstrate a concerted strategic decision on the part of the administration to decrease tenured/tenure-track faculty.”

The data clearly demonstrate an increasing reliance on full-time nontenure-track faculty. Looking at two key pieces of data - institutional actions affecting tenure and faculty hiring trends - there is a clear indication that the trend away from tenure will continue.

## INSTITUTIONAL ACTIONS AFFECTING TENURE

Between 1993 and 1998, according to the National Center for Education Statistics, about 63 percent of degree-granting postsecondary institutions took at least one action affecting tenure policy. Among the institutions that took action affecting tenure, the largest percentage (48 percent) offered early or phased retirement to tenured faculty. Other policies included offering fixed-term contracts rather than tenure to full-time faculty (16 percent), changing the policies for granting tenure (12 percent), making the standards for granting tenure more stringent (11 percent) and downsizing, e.g., laying off faculty, replacing departing tenured faculty with nontenure-track faculty, or not hiring to replace departing faculty, (8 percent). These actions demonstrate a concerted strategic decision on the part of the administration to decrease tenured/tenure-track faculty (Figure 2).

Figure 2: Percentage of all institutions that took specific actions related to tenure during the past five years: 1998



(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1999. Cited in *The New Professoriate*, Anderson)

**FACULTY HIRING TRENDS**

The results of institutional actions related to tenure can be seen in an examination of 1992 and 1998 data on departing full-time faculty and new full-time faculty hires. This data suggests that the trend away from tenure is continuing and will probably continue as institutions replace retiring tenured faculty with full-time nontenure-track faculty (Table 13). New faculty are defined as having seven years or fewer in a full-time faculty position and include faculty who taught, conducted research or performed administrative activities.

- In 1992, some 7 percent of all full-time instructional faculty reported they were very likely to retire within three years, which translates to a total of 37,896 faculty positions, with 28,609 of those positions identified as full-time tenured faculty. By 1998, approximately 162,400 full-time faculty and instructional staff reported they were retiring that year, and most were tenured positions (64 percent) totaling almost 104,000 faculty positions.
- New full-time faculty employed in 1992 totaled 172,319, a number constituting one-third of the entire full-time faculty cohort. In 1992 one-third of the new full-time faculty were employed in nontenure-track positions. As of 1998 more than half of new full-time faculty were employed in nontenure-track positions. Forty-five percent of newly employed full-time faculty were in nontenure-track positions and an additional 10 percent were employed in institutions without tenure systems. The new faculty cohort in 1998 numbered 112,000, with 61,000 of new faculty in nontenured positions. Institutions with and without a tenure system

“As of 1998 more than half of new full-time faculty were employed in nontenure-track positions.”

Table 13: Percentage distribution of departing and newly hired full-time faculty, by tenure status and by type and control of institution, 1998.

Type and control of institution	Departing faculty tenure status				Newly hired faculty tenure status			
	Tenured	Tenure track	Not on tenure track	No tenure system	Tenured	Tenure track	Not on tenure track	No tenure system
All institutions	28	24	38	9	6	39	45	10
Public research	25	19	56	#	9	29	62	#
Public doctoral	18	27	54	#	9	26	65	#
Public comprehensive	24	27	49	#	6	39	55	#
Public two-year	26	28	43	3	8	36	52	3
Private research	38	27	34	#	4	48	49	#
Private doctoral	35	28	25	13	16	37	35	12
Private comprehensive	20	35	24	20	1	58	23	18
Private liberal arts	40	15	10	36	3	43	14	40
Other	22	26	21	31	2	42	29	28

# Estimate too small to report.

(Source: U.S. Dept. of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1999)

employed a higher percentage of faculty in nontenure-track positions (45 percent) than the percentage left vacant by departing nontenure-track faculty (38 percent) (Table 13).

While there remains a large number of tenure-track faculty employed across all institutions, the retiring tenured faculty are not being replaced. Instead, an increasing number of nontenure-track faculty are replacing the numbers of departing faculty. Over time, there have been fewer tenure/tenure-track positions filled, and we expect to see more evidence of this in the next cycle of National Study of Postsecondary Faculty reports.

## Conclusion: The Role of the Union

**F**aculty today work in a two-tier system. The two-tier system has created one group of faculty with relatively good salaries and benefits, and another group of faculty that is paid less, has fewer benefits (including pensions), less to no job security and little institutional voice. These educators include part-time/adjunct faculty, graduate employees and, as has been discussed in this report, full-time nontenure-track faculty.

The union challenge is to organize and improve working conditions, benefits and wages of all faculty, while also pursuing strategies to help the full-time tenure/tenure-track corps grow again. As our 1998 report *The Vanishing Professor* argued, not only do unions have a basic obligation to improve wages, benefits and working conditions for all academic workers, but “improving the pay, benefits and working conditions of part-time and nontenure-track faculty may turn out to be the only way to cure the addiction of administrators to this form of cheap labor.”

The AFT has been actively engaged in organizing both part-time/adjunct faculty and full-time nontenure-track faculty. We represent more part-time/adjunct faculty than all other unions and faculty organizations combined, and are continuing to organize this group of higher education workers. We also represent full-time nontenure-track faculty in numerous locals across the country including those at four-year institutions such as the State University of New York, the University of California, the City University of New York, Temple University and Northern Illinois University. The AFT is increasing its organizing effort in this area with recent victories at the University of Vermont, Eastern Oregon University and the University of Michigan. Each of these unions includes full-time nontenure-track faculty.

As a result of more faculty organizing, we are hearing about impressive gains achieved by higher education unions for the nontenure-track faculty and soon will be compiling a report on standards of good practice. These will be based on the principle that all elements of the higher education workforce deserve an opportunity to make the best possible contribution to their institutions and their students, to have productive careers with good wages and benefits, and job security that ensures academic freedom. The campus studies that follow highlight the successes of AFT higher education locals representing full-time nontenure-track faculty.

“The union challenge is to organize and improve working conditions, benefits and wages of all faculty...”

## Campus Case Studies

To show the research in a different light and to update information from the faculty surveys that produced the data, we went to several AFT locals that have a significant number of full-time nontenure-track faculty. We were also interested in hearing about successes at the bargaining table and in the locals.

### CALIFORNIA

*University of California, University Council-American Federal of Teachers (UC-AFT)  
Lecturers/Non-Senate Faculty, Local 2023*

More than 2,700 (part-time and full-time) lecturers at the University of California teach half of all the undergraduate classes. Lecturers may teach up to 30 percent of classes at UC--50 percent at UCLA--but they are not compensated or respected accordingly. Most lecturers have Ph.D.s, but are paid only to teach, not to do research. Most teach twice as many classes a year and are paid half as much as most professors. The average lecturer takes home \$25,444 per year.

There have been widespread labor difficulties across the University of California system for many years. Though UC-AFT just signed a contract in June 2003 after three years of bargaining, it has filed numerous unfair labor practice complaints against the university, as have other unions. After two years of bad-faith bargaining by the UC administration, UC lecturers and clerical workers systemwide began striking back. In May 2002, the UC Davis lecturers formed picket lines to protest the failure to renew lecturer contracts. In August 2002, the UC-Berkeley chapter of the UC Council-AFT held a one-day strike. In October, the second such work stoppage of the year at UC Davis took place as lecturers went on a two-day unfair labor practices strike with the support of five of the UC's nine campuses.

The important issue for the UC lecturers is the lack of job security. Currently, they are hired under a series of one-year contracts, which the university has the option of renewing each year for six consecutive years. After the sixth year, lecturers undergo the same evaluation process, but thanks to the new contract, there is an expectation of a "continuing appointment." However, during the initial six years, the university can stop renewing contracts whenever it chooses, claiming the short contracts give the university the opportunity to release poor lecturers.

Kevin Roddy, president of UC-AFT, has taught at UC-Davis for 26 years. He believes that it is anomalous that a humanitarian institution interested in knowledge cannot understand what it is doing to students and faculty by treating lecturers so poorly. The following excerpts from an editorial Roddy wrote in October 2002 describe his view of the change that was occurring as lecturers rallied for dignity and justice.

The beginning of a revolution never looks like the beginning of a revolution; we are back with our classes and at our desks, the administration's bargaining team for the lecturers' contract has continued to waste time, the administration belittles our efforts, the public becomes interested in other issues. If the success of our job actions and rallies were measured in terms of immediate reaction and radical reform, we would have to evaluate our success.

But a revolution has occurred, and it is the best kind of revolution, a steady and certain expansion of options, an opening of possibilities. A year before, three months before, systemwide administrators would have dismissed out of hand a strike at Berkeley; a month before, they would have predicted failure for actions at the more conservative campuses; a month before, few students knew that their most energetic instructors were being systematically decimated by anonymous and irresponsible policy; six months before, campus labor coalitions were haphazard gatherings, united only by a mutual frustration with local administrations. Three months before, librarians could believe that they were acknowledged as professionals fully participating in the intellectual vigor of their campuses.

All this has changed.

"...[T]he basic assumption seems to be that our working environment is acceptable because it is only relatively intolerable. An enlightened management, if it were really dedicated to our contentment and gratitude, would seek to discover why we are neither contented nor grateful, instead of assuming that we should be. Just before the strike, a chancellor on one affected campus asked why, if lecturers were so unhappy, they stayed at the university.

One sign of change is that such condescension and disregard is no longer acceptable nor accepted.

Unfortunately, a change in our perspective isn't enough: We must continue to change the perspective of our own colleagues, our senate colleagues, our legislators and the public. In a telling contrast, I spent the second day of the strike in bargaining, while actions proceeded at all eight campuses.... At Davis, in my absence, a spontaneous noon rally became a march on the administrative building. There were sufficient numbers, astonishing in itself, of lecturers, librarians, CUE strikers, UPTE, AGSE, AFSME sympathizers, students, and campus political groups to entirely surround the building, something that had never occurred before.

But, ... an even more compelling rationale than solidarity is the nature of our outcry: Should we teach a single class and ignore the strong possibility that those lecturers who are on year-by-year contracts will in time teach no classes whatsoever? This “churning” has occurred on a campus level at Irvine and Davis, at a division level at Santa Barbara and Riverside, at a department level at almost every campus, and at an individual level universally.

Our cause is the university's cause. We have begun to make a difference; but before we can truly return to our desks and our classrooms, we must earn the respect we seek, we must insist on being included, we must demand the opportunity to participate as full members of the university.

## ILLINOIS

*Northern Illinois University*

*University Professionals of Illinois, AFT Local 4100*

A majority of the instructors at Northern Illinois University (NIU) are full-time nontenure-track faculty; most were hired on year-to-year contracts before they unionized 10 years ago. Many instructors with B.S., M.S. or Ph.D. degrees were teaching full-time for \$12,000 per year, far below an equitable wage, with minimal raises or none at all. No evaluations were conducted, and rehiring often occurred in late July or early August. Dismissal was capricious. Teaching workload and overload were undefined. Anyone who wanted to air a grievance would have limited possibilities to do so. After 10 years of negotiations, the NIU instructors have gained contractual protection that allows them to focus on teaching rather than unfair practices. Provisions include:

- New salary minimum of \$28,000 for a full-time instructor with a master's degree;
- Yearly pay raises;
- Required annual evaluations with reconsideration process for unfair evaluations;
- Rehiring beginning April 15 and a roster system established;
- Full-time workload defined as 11 to 13 hours and overload pay defined; and
- Effective grievance procedures.

## PENNSYLVANIA

*Temple University*

*Temple Association of University Professionals (TAUP), Local 4531*

The Temple Association of University Professionals represents full-time faculty, professional librarians and academic professionals at Temple University in Pennsylvania. There are more than 1,100 members in the TAUP bargaining unit. In spring 1998, for the second straight year, there was a near total freeze on hiring tenure-track faculty at Temple University,

increasing a trend toward hiring more full-time nontenure-track faculty. In addition to lower salaries, nontenure-track faculty do not receive pension benefits or certain tuition remission benefits to which tenure-track faculty are entitled.

Temple relies heavily on nontenure-track faculty. They account for more than 26 percent of those in the collective bargaining unit represented by TAUP. Most are designated as dean's appointments (DAs), but a significant number are special appointment faculty (SAF). Dean's appointments are hired to teach full time and to fill in where needed. Their contracts are renewed annually. Special appointment faculty are employed under renewable contracts, which can last for up to five years.

Dean's appointments have been at Temple for years, and these faculty teach a wide variety of courses in most of Temple's schools and colleges. They are paid inadequate wages, many earning approximately \$40,000 per year. TAUP fought for benefits for the DAs and today they are eligible for most benefits that tenure/tenure-track faculty receive-- merit pay and health benefits, and they are able to contribute to a pension plan (Temple does not contribute toward the plan for DAs). Rank advancement is also possible; DAs can be promoted from instructor to assistant professor. Because DAs cannot remain at Temple for more than six years without receiving tenure, turnover is high. Frequently, they do not stay that long. Perhaps as many as 80 percent of the 254 DAs employed by Temple today were initially hired in the last three years. In the same period, Temple hired 69 of the 130 tenure track faculty currently in the university's employ.

Special appointment faculty were first added to the TAUP contract in 2000. They receive either a teaching or a research appointment; their initial appointment can be as short as six months (for instructors) or as long as five years (for full professors). Technically, they could work indefinitely at Temple. SAFs also are eligible for merit pay and health benefits. More special appointment faculty teach than do research, and they are distributed unevenly throughout the university. Teaching SAFs may be asked to carry a heavier teaching load than tenured/tenure-track faculty. Some deans prefer research SAFs but only if they can bring in soft money from grants, and contract renewal is sometimes contingent upon grant renewal or new grants.

When the idea of special appointment faculty was first discussed, some at Temple feared that SAFs would increase the nontenure-track faculty and saw them as a threat to tenure. Others in the faculty and the administration believed it was a good idea to create the position because it would give nontenure-track faculty some job security. Further, SAFs would not have to wait until the last moment to be rehired every year. From the university's point of view, the SAF was a good idea because it would enlarge the nontenure-track faculty, creating more "elasticity" in the system.

**VERMONT***University of Vermont**UVM United Academics AFT/AAUP, AFT Local 3203*

The United Academics of the University of Vermont/AFT/AAUP got its first collective bargaining agreement two years after the faculty voted for collective bargaining. One of the outstanding features of the contract is the progress it makes in providing security and raises for full-time nontenure-track faculty, who account for 38 percent of the 630-person bargaining unit. The contract covers 240 nontenure-track faculty including librarians, research faculty, clinical faculty, extension faculty and lecturers. Another significant feature is that all faculty on one-year appointments are now eligible for contracts that increase in length as their length of service increases. They are also eligible to take sabbaticals.

Several months prior to the agreement, Professor Dawn Saunders wrote one of the contract proposals on faculty status. The following excerpt from a statement by Saunders (issued by the team during negotiations) provides a clear picture of the issues full-time nontenure-track faculty on her campus face and the proposed solutions for each.

**Academic freedom**

Academic freedom is the principle that secures the free exchange of ideas, fostering creativity, innovation, and the opening of minds and hearts. Currently, every faculty member is ensured academic freedom in principle, yet that guarantee is suspect in the absence of considerable employment security. Many of our faculty have none. Many give years of service with no opportunities for advancement or meaningful salary increases. This university benefits from a committed faculty that knows the institution, its mission, its students and other clients well. Service, experience and commitment should be encouraged and rewarded for all faculty.

We seek to correct an unnecessary and demoralizing trend that has developed over the years at the University of Vermont, in its increasing reliance on a group of faculty severely constrained in its ability to develop as professionals in service to this university and to this state. These are the nontenure-track (NTT) faculty.

These include extension, research, clinical and library faculty, and lecturers. They provide a good share of undergraduate teaching, they share their knowledge and research with farmers and business people, they provide training and outreach services to public schools, they train the next generation of health professionals. Thirty-seven percent of our bargaining unit is employed off the tenure track. This proportion is far above the 15 percent recorded for full-time faculty in public research universities nationally.

**Security**

Eighty-six percent of nontenure-track faculty operate under successive one-year contracts. In arguing against our efforts to correct this situation, the administration maintains that it is necessary to achieve “flexibility” in staffing by limiting its commitment to faculty. And yet, the average current length of service to UVM of NTT faculty on single-year contracts is 10

years—identical to the average length of service of those NTT faculty on multiyear contracts, and not much below the 14 years on average of the tenure-track faculty.

Faculty on one-year contracts do the same work year after year, with no rights to nonrenewal notice, no expectation of preference for renewal over new hires, virtually no security at all. They are essentially permanent temporary faculty, and as such many are denied access to professional development opportunities that would enhance their ability to do their jobs well.

We have proposed that all nontenure-track faculty have access to multiyear contracts along the lines of those now available to library and clinical faculty. We have structured a proposal that balances the interests of the university in maintaining flexibility in the face of changing priorities with the need for professionals to invest themselves in their jobs, and to commit themselves to the people they serve. Unfortunately, the university has responded with a proposal that not only fails to extend existing best standards to all NTT faculty, but also would cut the terms of employment now available to clinical and library faculty.

#### **Professional advancement**

Forty-three percent of NTT faculty are in essentially ladderless professional positions, with no opportunities for advancement through the traditional ranks of academia. Lecturers and research associates face the double whammy of lack of access to rank advancement and eternal employment in one-year positions. These professionals face a classic glass-ceiling phenomenon, regardless of performance, degree, experience or commitment to the university. Such faculty have no access to salary increments through promotion, and most are denied the yearly increments available to tenure-track faculty on the basis of performance review. Many, in fact, are not reviewed for performance on a regular basis. Many other NTT faculty, while ostensibly in promotion tracks, fail to have access to the standard timetables and procedures for promotion available to the tenure-track faculty, and so they also face rank-advancement problems over time.

Sixty-eight percent of ladderless faculty are women, as are 58 percent of those on single-year contracts. Overall, 60 percent of UVM's nontenure-track faculty are female, compared to 66 percent male for the tenure-track faculty. It is disturbing that the majority of faculty who are the most constrained in terms of security and advancement at this university are women.

But the consequences for the university extend beyond the diminished opportunities of the nontenure-track faculty. Because this group of faculty's professional responsibilities are more narrowly defined than those of the tenure-track, the important work of governance of the university, of collegial mentoring, service and scholarly creativity fall on a diminished proportion of tenure-track faculty. Thus we have proposed that the university take steps to recover lost tenure lines and protect the overall proportion of tenure-track faculty at the university. This, along with increased professional opportunities for all UVM faculty, will, we believe, enhance and preserve the quality of our university.

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