The Faculty Senate has commissioned a task force to develop a list of issues concerning the employment of long-term contingent faculty and recommendations for how to address these issues. This charge and task force membership can be seen in the Project Charter, Appendix A.

BACKGROUND
With uncertain economic conditions, universities nationwide have relied increasingly upon temporary appointments to handle teaching responsibilities. This is evidenced by decreasing numbers of tenure-track appointments and increasing numbers of non-tenure track and temporary positions over the last four decades.[1] However, many of these “temporary” positions are filled semester after semester by the same people, sometimes teaching at full-time loads. These temporary but long-term or contingent faculty often do not have the benefits afforded to traditional faculty such as health insurance, retirement, access to educational supplies, professional development opportunities, parking permits, etc. This practice of repeated hiring for certain courses occurs at the University of Idaho as well. Here, the benefits and support that long-term contingent faculty (LTCF) receive vary considerably by individual or by department. This has in-effect produced a number of employees that work full time or part time and receive limited benefits or job-security. The Faculty Senate of the University of Idaho has commissioned a task-force to develop a list of issues concerning the employment of LTCF and to make recommendations on how to address them.

OUR APPROACH
In order to collect information and effectively address issues concerning LTCF, we pursued five tasks.

1. **Focus groups with representative LTCF.**
On November 12th, 18th, 19th, and 20th of 2015, comment periods of approximately one hour in length were held. Focus groups at the Moscow campus were scheduled in the Janssen Engineering Building. This location was chosen in order to be neutral to parties involved. Off-campus stakeholders were invited to participate via video conference. These sessions were advertised in The Register, email, and via word of mouth. Typical focus group periods involved a personal introduction of the task force representatives and other attendees followed by a loosely structured question and comment period. The questions posed to attendees and the comments we heard are included in Appendix B.

2. **Conduct external benchmarking of peer institutions**
Benchmarking of peer institutions was conducted for comparison and to find out how other institutions are addressing similar concerns. The English departments of peer institutions were contacted and information was gathered. This information is provided in Appendix C. Additionally, the American Association of University Professors conducted a survey of institutions nationwide with conversion or stabilization plans for LTCF. We reviewed and summarized this survey for additional potential solutions in Appendix D. We also studied recommendations from the National Council of Teachers of English in Appendix E.
3. **Gather feedback from faculty, staff, and administrators.**
Using the information from steps 1-2 above, we drafted an update and then presented the information to the deans and collected input during the Provost Council meeting on December 14th, 2015.

4. **Develop recommendations**
We used the feedback and benchmarking to develop recommendations that most effectively balance various needs along with the constraint of being in-line with a sustainable budget. Further, these recommendations do not apply to faculty temporarily employed for one semester at the UI or those who teach less than six credits (or only one course) per semester.

5. **Document work in a report to Faculty Senate**
This report is to be presented to the Faculty Senate of the University of Idaho.

**OBSERVATIONS**
We believe the issues surrounding the employment of LTCF are varied. Some of these individuals are afforded core benefits and made to feel as an integral part of the department faculty. Many of these individuals are denied benefits and situations would likely surprise many at the UI that these situations actually exist. Some examples are:

- There are lecturers that have been teaching full-time or nearly full-time for 3, 5, or more years with no core benefits, namely health or retirement. They are “re-hired” each year or each semester.
- There are lecturers with no additional benefits such as support for professional development or educational fee waivers. They are not allowed to purchase a gold parking permit.
- There are lecturers not allowed other benefits such as attending or voting at departmental meetings, access to supplies, or building access during breaks and summer.
- There are lecturers on 49% appointments, obviously to keep them below a level where benefits are allowed and not a reflection of the workload.

We believe these situations are not good for our students. Most of the LTCF are used hired teach freshman and sophomore classes where we have the greatest retention problems. Can we expect the best of these individuals when they are treated as second class faculty? While addressing some of these issues may increase the instructional cost to the UI, retention would likely increase as LTCF would feel more valued and respected.

**OUR RECOMMENDATIONS**
Our recommendations are organized into two sections. Section 1 describes our recommendation for practices in the future and what our policies should be relative to LTCF. These practices may need to take the form of changes to the FSH and followed by practice to be effective. We believe the best way to do this is for the Faculty Senate to give our report to one or more of the university committees to develop the changes needed to implement these recommendations. Section 2 describes what to do now with the 100 +/- LTCF currently employed at the UI. We recommend a one-time “amnesty” type of process for conversion of lecturer positions into instructor positions to be employed over a finite time period of one or two years.
Section 1: Future Practice
The General Faculty of the university are comprised of three classifications: university faculty, emeritus faculty, and associated faculty. University faculty are comprised primarily of professors, associate professors, assistant professors, senior instructors, instructors, and lecturers. The majority of the mission of the university is served by university faculty. We believe there are benefits in the current structure of hiring lecturers as temporary employees, with limited or no benefits, at the UI. Satisfying fluctuating demand within a unit is a task required of any business. A common practice is to hire employees to cover the base load and have them work overtime or hire temporary workers to cover demand peaks. We believe unit administrators should continue to have these practices available in the future. However, the practice should be limited to meeting peaks in instructional demand, not to cover base loads.

- Long-term faculty will be university faculty comprised primarily of professors, associate professors, assistant professors, senior instructors, and instructors; all tenure track or non-tenure track. (includes modifiers such as research, extension, or clinical)
- Temporary faculty will be lecturers, emeritus, and associated faculty. This report focuses on the lecturer position.
- Our general observation is that base instructional demand should be covered by long-term faculty (LTF) and peak demand covered by temporary faculty (TF). Positions can be half-time to full-time, depending on the needs of the unit. We have been using lecturer positions to cover base plus peak demand. The resulting action is that we should revive the use of instructor positions for base demand and reserve lecturers to cover peak demand. There will continue to be a need for specialized instruction that is largely covered by our associated faculty.
- All LTF will have the appropriate benefits of university faculty if they are half-time to full-time. Benefits such as medical, retirement, and voting rights may have restrictions and be provided on a prorated basis according to Section 3.7 of the Faculty Staff Handbook. In general, the UI should not employ LTF less than half-time.
- Lecturers should be hired on annual contracts with Core Benefits, which are listed in Section 3.7 of the FSH. Voting and participation in the shared governance of the university should not be provided to lecturers.
- If an individual has been a lecturer half-time or more for three consecutive years, they may be converted to an instructor position upon positive vote of the unit faculty. If an individual is a lecturer less than half-time, they will be considered an affiliate faculty member and may continue indefinitely with no expectation of benefits or conversion to an instructor position.

Section 2: What to do now?
Individuals who have been in lecturer positions for three consecutive years or more may be converted to an instructor position upon positive vote of the unit faculty. Those not converted may continue to teach as a lecturer but may not more than one or two courses. Vacant instructor positions not filled in this way should be advertised and filled through the competitive search process. HRAI and HR should be involved in any such process.

APPENDIX A Project Charter

<table>
<thead>
<tr>
<th>Sponsor:</th>
<th>Larry Stauffer</th>
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<tr>
<td>Project Consultant/Coordinator:</td>
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<td>Approved By:</td>
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<td>Approval Date:</td>
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**SCHEDULE:**

<table>
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<tr>
<th>Start Date:</th>
<th>October 1, 2015</th>
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<td>End Date:</td>
<td>Mid-December 2015</td>
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**OBJECTIVE STATEMENT:**

To develop a list of issues concerning the employment of long-term contingent faculty (LTCF) and recommendations for how to address them.

**IN SCOPE:**

Faculty temporarily employed for two or more consecutive semesters at the UI and who teach six or more credits per semester.

**OUT OF SCOPE:**

Faculty temporarily employed for one semester at the UI or who teach less than six credits (or one course) per semester.

**DELIVERABLES:**

Report to the Faculty Senate that addresses the issues concerning the employment of long-term contingent faculty (LTCF) and recommendations for how to address them.

**MILESTONES:**

Status report to the Faculty Senate November 17th
Final report to the Faculty Senate by mid-December
APPROACH:

1. Focus groups with representative LTCF’s
2. Conduct external benchmark of several peer institutions
3. Gather feedback from faculty, staff, and administrators
4. Develop recommendations
5. Document work in a report to Faculty Senate

ASSUMPTIONS and CONSTRAINTS:

Recommendations must be in line with a sustainable budget and be aligned with benchmarked metrics

Task Force Members

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<tr>
<th>Name</th>
<th>Email</th>
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<tr>
<td>Larry Stauffer, <em>lead</em></td>
<td></td>
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<tr>
<td>Jeff Jones, <a href="mailto:jeffj@uidaho.edu">jeffj@uidaho.edu</a></td>
<td></td>
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<tr>
<td>Stephan Flores, <a href="mailto:sflores@uidaho.edu">sflores@uidaho.edu</a></td>
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<tr>
<td>Michael Maughan, <a href="mailto:maughan@uidaho.edu">maughan@uidaho.edu</a></td>
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APPENDIX B OPEN SESSIONS

Open Sessions for Long-Term Contingent Faculty

We’re members of a task force created by Faculty Senate to develop a list of issues concerning the employment of long-term contingent faculty and a recommendation of how to address these issues. As such, we’re talking with several groups of employees within the university about the working conditions of these faculty, trying to understand the issues around such employment.
We are hosting several open sessions for faculty to comment, both on the Moscow campus and off. To help frame the conversation, we have prepared some questions. But feel free to go beyond these questions in providing your input.

Questions
1. How long and in what capacity have faculty worked as a temporary faculty at UI?
2. What employee benefits do these faculty have? What are your thoughts with regard to health and sick leave benefits, retirement savings plan, life insurance, etc.?
3. Are these faculty eligible for professional development opportunities such as the Leadership Academy, teaching and research awards, and seed grants? If not, do you think they should have these benefits, given they would be competing with tenure-track faculty?
4. How do you believe temporary faculty are treated by the institution, by their superiors, and by their colleagues?
5. What else do you believe prevents them from doing the best job possible?
6. Any thoughts on how the situation might be improved?
7. If we had to separate teachers into those that teach in addition to another job and those that teach primarily to earn a living, what would be that dividing line?

Open Comment Sessions Feedback

Please note: unless in quotation marks, which indicates a written response, comments are paraphrased.

Length, Type of Service

- Fulltime for 15 years as a lecturer. $32-36k per year.
- 1.5 years as a lecturer. Also taught at UI as a lecturer from 1999-2003 before going to private sector.
- I’m on a semester-to-semester contract. Teaching for one year.
- Attendees in second meeting responding with number of years at UI: 3, 5, 3, 6, 6, 2.
- In third meeting: 6, 8, 16, 2.
- Typically, paid $4-4.5k per course in our department.
- “Since fall 2009. I have worked a total of six years as a lecturer and taught 3-4 courses per semester.”
- Since 2009. One year of benefits. Lost benefits from 2010-12. Took on administrative duties in 2013 and received one-year contract with benefits. Each year since, my teaching load has increased by one class with no decrease in administrative duties and no increase in salary. I’ve taught graduate-level and professional development courses in the summer.
- [Idaho Falls administrator] – Our needs: we have one person who teaches a single class semester after semester. We’re hoping to hire a halftime instructor (2/2 for a long time). Looking to hire without benefits. Actually, I don’t know about benefits yet.

Benefits

- I have regular benefits. Considered “board-appointed.”
- I have no benefits. (Four people).
- I’m a part-time lecturer and after adding part-time in another area, became PERSI eligible.
- Retirement and health before. Now, nothing.
- Lecturer plus added Vandal Connect as staff—now I get benefits.
- Developed three CORE courses, hired and fired each semester. I quit because I was asked to teach a year-long course but they wouldn’t hire me for the whole year.
I’m fulltime with 30 contact hours per week plus another 40 hours outside of class. Nine-month contract but still hired and fired every AY now.

Some have benefits, others none. No spouse fee or reduced employee tuition benefit.

I teach on Moscow campus only twice per month but have no visitor parking permit. They pay my gas, but sometimes I feel like I’m doing this for free.

I attempted to set up a 100% employee-contribution retirement fund, 403b. I worked with HR but got very frustrated because I’m not eligible to contribute.

Reduced tuition waiver would be a worthwhile benefit.

“I had benefits until fall 2010 through my employment with the CORE program. I receive no benefits at present and pay for my own health insurance which is a substantial chunk out of my salary.”

“It depends on the year—some years I had full benefits, some years I had none. In my department, the majority of contingent faculty do not have benefits—some of them were like me: they had benefits and those benefits were taken away with no warning and no reason given.”

“My department treats me very well. I am lucky. The only comment I want to make is about the policy that part-time workers are not allowed to contribute to our UI 401k. I was a tenured associate professor when I left the country (I now teach online for my department) and contributed to my account for about ten years. I asked the administration more than once if I can continue to contribute to my 401k and was denied. I asked that I make unmatched contributions but was told that is not possible. WSU allows their adjuncts to contribute, so my guess is that this policy may be a directive from the state of Idaho. It would help if we could build a retirement fund, even without an employer match.”

Professional Opportunities, Grants, Recognition

No vote at the departmental or institutional level. We’re not “real” faculty though I’m unsure whether we qualify for seed grants and principal-investigator grants. Not qualified for some grants because we’re not tenure-track. Not eligible for promotion.

No votes on department issues. Don’t feel supported by UI.

Some lecturers vote and some attend department meetings; some are told no—it varies by department.

I served on UCGE.

Actively discouraged by my former chair from attending department meetings.

No teaching excellence awards or travel money. We should be able to seek professional development.

Not eligible for Leadership Academy, teaching awards, teaching abroad (unless special approval).

We do the bulk of teaching but aren’t eligible for teaching awards.

We are eligible for alumni awards.

One lecturer was on a team teaching that won a monetary award from the UI but because of his status, he as an individual was denied the award and a split of the money (embarrassing).

Lecturers are on several committees in our department.

Travel funds are limited to TT faculty though lecturers attend professional conferences, present papers, pay their own way, and announce their affiliation with UI.

“I received a graduate student teaching award as a graduate student in spring 2009. Alas, even though I have taught far more courses since then and have received excellent evaluations from my students, many of whom have stayed in touch even after they have graduated from my classes and have sought me as a recommender for professional opportunities and grad school admissions, I have not won any further awards because I am not eligible for them. I have developed many new courses and usually prepare for them during summer, the time of the year when I receive no
salary, and some form of grants or monetary compensations during that time would be hugely beneficial.”

- “I believe that they may be eligible for the Leadership Academy now (though in the past they weren’t—I know because I applied and was told that I couldn’t do it because I was just a temporary lecturer).”
- “Absolutely, they should be eligible for the teaching and research awards. I’m not sure about seed grants—My understanding is that these would support research and projects that may be outside of the scope of these positions.”

**Status and Treatment**

- Some at the institutional level know that temporary faculty are undervalued. There’s a lot of uncertainty in this job. I’m expendable—that’s why I left for ten years.
- Contracts changed in 2010. We had to sign a statement saying, more or less, “I do not expect to be employed next year.”
- Our responsibility for retention is disproportionate—we teach larger numbers of vulnerable (lower-level) students. Also, the kinds of students we serve have a number of issues, including mental health.
- Great relationship with my departmental colleagues and supervisors. Don’t feel “loved” by TT faculty and central administration. Felt disrespected by past provosts. Some students look down on our positions and complain because they don’t get a “real” professor. We don’t even appear on the website, so students can’t identify us when they need to. All this leads to poor morale.
- Immediate supervisors are supportive. I feel treated very well. People know you’re actively involved and recognized. A lot of people in CLASS are not treated well, not treated with esteem. Email account must be sponsored by TT faculty. Ineligible for gold parking permit.
- I feel unwelcome in my department, don’t enjoy coming to work. I had to fight to get a chair for my office from the department. I feel like a second-class citizen.
- My laptop was bought by my department but it’s not supported by ITS. English doesn’t pay the extra money to get faster technical service.
- We’re allowed to make 30 photocopies maximum in our department.
- Some (this varied by individual) can no longer view student data in VandalWeb. They have to ask other faculty to look up students.
- Vandal card gets cut off over winter break and summer break. I can’t access the building where my office is and where I do prep.
- All of our email accounts have to be sponsored.
- I feel respected by other faculty and within my department.
- We do get lost in the shuffle of bureaucracy of the larger institution. I end up working more but am not recognized for it.
- Superiors, peers, and colleagues all treat me well. Not supported by the institution.
- I’m on a visa and being temporary makes things difficult. I have to go home each year and renew. The tenuous situation is especially difficult for international faculty. I’m limited in collaborating because I’m constrained by my job description and visa. I can’t work with another department.
- “Overall? Pretty poorly. Many of the contingent faculty in my department have been in service at the UI for longer than the department chair. They provide the institutional knowledge for the department, teach the courses “real” faculty deem unattractive, and act as the first point of contact for students in the major (and students across other majors). But, while support exists departmentally, the institution seems to think of these people and their positions as places where they can save a buck—we see evidence of this when what was once a fully benefited position became an un-benefited position with no change to the position description, work load, etc.”
• “Again, I want to say that the Department of Sociology/Anthropology has been very good to me. I have a livable wage and they purchased a printer and top of the line computer for me during my time as an adjunct faculty member. I have TA support in all of my courses and the freedom to design and run my courses from a distance.”
• “I feel fairly treated by my colleagues and supervisor. However, since most of us fulfill more than mere job responsibilities by serving on committees and organizations and advising to our students, I think the institution could do a whole lot better.”
• “Treating them like they were treated before 2010—fully benefited, year-long contracts.”

Additional Comments

• We’re all treated as if we’re “recreational.” People on 49% appointments is ridiculous.
• Low salary makes it hard to stay afloat. I make ends meet with summer work and independent study. These are essential. I couldn’t live the way I do (in my own apartment with no roommates) on my base salary.
• Get rid of the lecturer role. As an instructor teaching upper-level classes, it would be nice to have access to research funds. We shouldn’t put a restriction on their teaching base.
• The administration wants to deal with each department case-by-case. This creates tremendous inequities. This is a university-wide issue and needs a university-wide solution, not by individual department.
• There are gaps in pay during winter and summer breaks. Some have spread pay and most don’t.
• Two people have to share an office.
• Getting contracts sooner would help to plan. Not knowing the number of classes I’ll be teaching takes away from planning ahead and time with students. Go to a nine-month contract so there’s no break in pay over Christmas. Or perhaps take the same pay and stretch it longer.
• Get rid of the word “temporary” if the employee is less than full-time.
• At six years, at what point am I no longer “temporary”? I have the largest teaching load in my department. If I left, my department would be in big trouble.
• My department needs me, absolutely and I’d rather stay here. But with a half-time benefitted position at WSU, I’ll leave UI. All adjuncts at WSU are hired for the year. At WSU, 50%+ positions are fully benefitted.
• Because of being terminated, EPAF has to be re-processed every semester.
• Being split across two different departments, I’m treated piecemeal. Our positions are based off of budgets, not what we do. Departments don’t receive money until late in the game and this affects our appointments.
• Prorated benefits for people less than 100%. This was done not long ago at UI.
• A good dividing-line is whether someone only teaches one course. Why can’t we look at benefits separately?
• My home-equity loan through Umpqua Bank was questioned because of the word “temporary.”
• One of the missions of the university is teaching, so bringing back the instructor position makes sense.
• In a million little ways, this impacts the quality of instruction at UI. I’m tired and stressed because of the contingent situation and therefore, I spend less time prepping classes and am less effective as a teacher.
• “[Make] benefits, awards and incentives commensurate with teaching credentials and achievements.”
• “I really do not have any comments to make. The Law School provides great access to technology for my class, provides additional break out rooms and the office staff is accommodating. I could not ask for more.”
• “Knowing that they will be employed at the UI next semester. They have to always be applying for work, or they are so stressed about not being employed next semester that they are unable to do work.”
• “They don’t have access year round to their buildings, offices, etc.”
• “Medical expenses can force them onto public assistance, which keeps them from keeping up with their own health (mental and physical).”
• “They are never recognized for the work that they do—no annual evaluations, no chance to earn teaching awards, etc.”
• “Forcing departments/colleges to realize that once a position has been “temporary” for 10+ years, it probably isn’t temporary. While it saves money to continue to hire people in a position that doesn’t require benefits, it seems unethical to do so.”

APPENDIX C BENCHMARKING DETAILS IN ENGLISH DEPARTMENTS

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<tr>
<th>Responses to the following four questions, from chairs/heads of departments of English at peer institutions, are copied further below—the responses are numbered to correspond to the following “numbered” questions in each column.</th>
<th>1. What kinds of benefits are available for long-term full or part-time contingent (adjunct/temporary) faculty? Such “benefits” may include health care benefits, sick leave, retirement savings, life insurance, tuition reduction, or any other benefits that tenured and tenure-track faculty also may have.</th>
<th>2. Are long-term contingent faculty eligible for professional development opportunities, recognition or awards for outstanding teaching or research or service?</th>
<th>3. Are there other, related challenges and lack of resources that long-term contingent faculty face, such as delayed contracts, need to renew email accounts annually, limited or no access to offices between semesters, delayed access to other resources for course support, such as BbLearn or ordering textbooks in a timely fashion, etc.</th>
<th>4. Is there (what might be?) a designated limit for weekly credit hours taught for contingent faculty who do not receive benefits?</th>
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<tr>
<td>North Dakota State University</td>
<td>1. Full-time benefitted lecturers at NDSU (teaching 4/4) receive full health coverage, retirement, tuition savings (for themselves), and options to opt-in (for additional fees) to dental, vision, and life insurance plans. Part-time adjunct</td>
<td>2. Yes, the department offers full-time benefitted lecturers up to $500 per academic year in travel funds; the college will sometimes offer an additional $100-200. They are also eligible for some (though not all)</td>
<td>3. Full-time lecturers do not face any of the above challenges and they each have their own office or share an office that is available to them year round. However, part-time adjuncts are often hired very close to the beginning of the semester and</td>
<td>4. Yes, the rule is no more than 7.5 credit hours per semester. But in practice, this can and usually does translate to three 3-credit courses one semester and no more than two 3-credit courses the next.</td>
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| North Dakota State University | 1. Full-time benefitted lecturers at NDSU (teaching 4/4) receive full health coverage, retirement, tuition savings (for themselves), and options to opt-in (for additional fees) to dental, vision, and life insurance plans. Part-time adjunct | 2. Yes, the department offers full-time benefitted lecturers up to $500 per academic year in travel funds; the college will sometimes offer an additional $100-200. They are also eligible for some (though not all) | 3. Full-time lecturers do not face any of the above challenges and they each have their own office or share an office that is available to them year round. However, part-time adjuncts are often hired very close to the beginning of the semester and | 4. Yes, the rule is no more than 7.5 credit hours per semester. But in practice, this can and usually does translate to three 3-credit courses one semester and no more than two 3-credit courses the next. |
| University of Arkansas | 1. All NTT [non-tenure track] faculty at the University of Arkansas working 50% time or more in any given semester receive the same benefits that TT [tenure track] faculty receive. | 2. Although the University does not consider NTT faculty for many development opportunities or awards, our department allows NTT faculty to apply for the same research funds that our TT faculty apply for, and our NTT faculty who are publishing or delivering papers receive the same levels of those funds that the TT faculty who are publishing or delivering papers receive. | 3. None of the challenges that you name are faced by our NTT faculty, but unlike TT faculty, they must share offices. They have other challenges, such as not usually getting to teach the literature classes they would love to teach and such as not having long-term contracts. Nor are they allowed to vote in faculty meetings except on undergraduate issues. | 4. The limit is figured in semester terms rather than in weekly terms. A full load for an NTT faculty member is four courses (though in practice, some of them receive some course-load reductions for doing formal advising or peer mentoring). Any NTT faculty member working 50% time or more in a given semester—that is, teaching two or |
delivering papers do. The University is currently asking us to begin distributing all departmental faculty-development funds to TT faculty, but our faculty will not discuss and vote on this matter until next semester. I predict they will be distressed at the idea.

more courses—receives full benefits. We do our best to hire no more than one or two NTT faculty per year who teach less than 50% time, because we believe it is inhumane to hire someone without benefits unless he or she already has benefits on another job. When we do hire someone at less than 50% time, it is either because we have to open just one additional class because of last-minute enrollment or because someone actually wants to pick up just one class instead of two. In cases in which we have to hire someone at the last minute to pick up a class for just part of a semester, as when a faculty member becomes seriously ill, the NTT person does not receive benefits and is paid by the course or, if considerably less than one semester is involved, is paid a proportional amount of the
<table>
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<tr>
<th>University</th>
<th>1. Contingent faculty (CF) who teach at .5 FTE or higher receive full health benefits. Below that, they get none. They also accrue sick leave. And they get free tuition for courses they want to take.</th>
<th>2. CF have access to prof. development initiatives on campus, and there are several teaching awards that they can apply for.</th>
<th>3. None of the things you mention are in play here, although I just was able to get three-year contracts for our most senior CFs.</th>
<th>4. We were recently able to get HR to recalculate/increase the workload units for our writing instructors in view of the extra work they have to do in their roles.</th>
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<tbody>
<tr>
<td>Montana State University</td>
<td>1. Oregon State University provides sick leave, retirement, life insurance, family tuition reduction to anyone at half time or over.</td>
<td>2. Yes, contingent faculty .50 fte or more are eligible for a range of professional development opportunities on or off campus.</td>
<td>3. Few resources curtailed for those at .50 or over. All (even if they teach one course) have mailboxes, etc.</td>
<td>4. One course per term does not qualify anyone for benefits.</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>1. Number of instructors shifted to full-time with benefits, and those who teach at least six hours per semester for a certain number of semesters also qualify for greatly reduced tuition.</td>
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<tr>
<td>Lewis Clark State College</td>
<td>1. No one hired</td>
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<td>Washington</td>
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APPENDIX D: Summary of AAUP Tenure and Teaching-Intensive Appointment Report

The long-term contingent faculty (LTCF) task force at the University of Idaho is investigating issues concerning LTCF. An important part of making recommendations is to collect benchmarking information on how other institutions are addressing these concerns. Taken from the American Association of University Professors subcommittee report on tenure and teaching-intensive appointments, this document summarizes how some universities are addressing LTCF issues. The full text of the original report is available at http://www.aaup.org/report/tenure-and-teaching-intensive-appointments.

Abbreviated Summary of Conversion and Stabilization Practices Found in Report Appendices
Several universities have taken steps to convert non-tenure track (NTT) faculty to tenure track (TT) positions or stabilize and secure existing NTT positions. The report details six nationally recognized universities that have converted NTT positions to TT positions, primarily via the creation of new teaching-intensive TT positions. Additionally, there are six other universities that have taken steps to stabilize these contingent faculty positions. The most common practice is to provide a permanent position to those who have served in a temporary position for a certain amount of time (e.g. five years).

Recommendations from the AAUP Committee Report
- The best practice for institutions of all types is to convert the status of contingent appointments to appointments eligible for tenure with only minor changes in job description.
- For faculty who wish to remain in the profession on a part-time basis over the long term, we recommend as best practice fractional positions, including fully proportional pay, that are eligible for tenure and benefits, with proportional expectations for service and professional development.
- We urge that conversion plans include discontinuance of any new off-track hiring, except where such hires are genuinely for special appointments of brief duration.

Extended Summary: Conversion Practices and Proposals

Pennsylvania State:
- Actively taking steps to convert non-tenure-track faculty (NTT) to tenure track.
- Action initiated based on departmental recommendation
- Separate provision allows 5-year veterans to be converted to TT upon successful vote of TT department faculty

St. John’s University
- Converted twenty full-time contingent positions to TT positions
- Once tenured, the converted faculty have only “programmatic tenure”—if their program is discontinued, the administration is not obligated to attempt to relocate them to a place elsewhere in the university

Santa Clara University
- One-time opportunity for full time NTT faculty in teaching-intensive positions to enter tenure stream.
- The affected faculty were given the choice of converting to assistant professorships (on the tenure track) or being promoted to a “senior lecturer” position (off the tenure track).
- Tenure was associated exclusively with research intensive positions, and in most cases, accepting the invitation to the tenure stream meant a major change of job description.
- Some of those who entered the tenure stream subsequently lost their tenure bids and either left the institution or became senior lecturers.

Western Michigan University
- Negotiated a contract that provided tenure for “faculty specialists”—a formerly non-tenure-track group that includes lecturers, clinical instructors, and certain academic professionals.
- Though now tenurable, faculty specialists remain differentiated from “traditionally ranked” faculty. Instead of being called “assistant professors,” “associate professors,” and so on, they can progress through the ranks of faculty specialist I, faculty specialist II, and master faculty specialist.
- Departments may limit the participation of faculty specialists in tenure and promotion reviews of traditionally ranked faculty.

Institutions at the proposal stage:

University of Colorado at Boulder
- Full-time instructor positions would be converted to tenure-track positions with no change in pay, rank, course load, or professional expectations.
- Instructors who have completed a probationary period not to exceed seven years would be offered permanent employment, or instructor tenure, after a satisfactory final review.
- No changes would be required in the existing tenure track for research professors.
- Note: at the time of the 2010 report, CU Boulder was in the proposal stage, the proposal has been enacted as of this document (Nov. 2015).

Rutgers University
- Part one called for conversion of some non-tenure-track part-time positions to non-tenure-track full-time positions; part two called for conversion of contingent fulltime appointments to a new “teaching tenure track.”

**Extended Summary: Forms of Stabilization other than Conversion**

California State University
- Tenure-line faculty and part- and full-time non-tenure-track “lecturers” are represented in collective bargaining by the same unit.
- Following two consecutive semesters or three quarters in an academic year, lecturers with satisfactory performance are offered one-year appointments.
- After six consecutive years of service in a same department or program on the same campus, lecturers with satisfactory performance are offered renewable three-year appointments.
- For full-time lecturer appointments, layoff procedures must be followed when reducing lecturers’ hours or prematurely ending their employment.
- Alternatives to layoff of full-time lecturers must be explored.
- Lecturers on three-year appointments have recall rights for a period of up to three years.

City University of New York
- All instructional staff represented are by the same collective bargaining agreement.
- After five years of continuous full-time service, lecturers become eligible for “certificates of continuous employment,” which guarantee full-time reappointment, given certain conditions are met.
- CUNY has implemented a variety of reemployment and layoff rights.

New School
- A graduated system is used for NTT Faculty. Faculty are classified as probationary, post-probationary, or annual depending on number of semesters teaching.
- Adjunct faculty have a variety of reemployment and layoff rights.

Oakland University
- All full-time faculty and part-time faculty who teach sixteen or more credits a year are represented in collective bargaining by an AAUP chapter.
- The unit includes the following categories of faculty, listed in descending order of job security: fulltime tenure-track faculty, full-time “special instructors,” and part-time “special lecturers.” The full-time special instructors receive the same benefits as tenure-track faculty, including sabbatical eligibility.

Rider University
- At Rider University, tenure-line faculty and part-time “adjuncts” of all ranks (lecturer, instructor, assistant professor, associate professor, or professor) are represented in collective bargaining in the same bargaining unit.
- Adjunct faculty have a variety of reemployment and layoff rights.

University of California
- Adjunct faculty have a variety of reemployment and layoff rights.

APPENDIX E

[http://www.ncte.org/positions/statements/contingent_faculty](http://www.ncte.org/positions/statements/contingent_faculty)
The National Council of Teachers of English endorses the following statements on working conditions and long-term security of employment.

**Conditions of Employment**

1. **Fair Working Conditions**
   - Appointment/offer letters should clearly describe the position and identify workload distributions.
   - Appointments should be made in a timely manner (as opposed, for example, to two weeks before the start of an academic term).
   - Annual evaluations should be provided to all faculty members, and should be based on the workload distribution defined in the appointment/offer letter.
   - New appointments should receive an appropriate and timely orientation that informs and ensures access to institutional resources, such as access to parking passes, library privileges, computer access, ID cards, assistance with scholarly work, and so on.
   - Class size limitations consistent with the recommendations of NCTE and CCCC should be placed on courses taught by faculty members serving in contingent positions.
   - Faculty members in contingent positions who have served for three or more years in a program should not be terminated without at least a full term’s notice.

2. **Fair Compensation**
   - Faculty members serving in contingent positions should receive a salary that reflects their teaching duties and any duties outside the classroom they are asked to assume. Compensation, per course, for part-time faculty should never be lower than the per-course compensation for tenure-line faculty with comparable experience, duties, and credentials.
   - Faculty members serving in contingent positions should receive annual pay increases consistent with those awarded to tenure-line faculty.
   - Faculty members serving in contingent positions should have access to the same benefits packages provide to tenure-line faculty.
   - Mechanisms should be developed to allow faculty members serving in contingent positions who are not employed during one or more academic terms (for example, for reasons of childbirth, illness, or other exigencies) to maintain benefits and leave accrual until their return to the institution.
Faculty members serving in contingent positions should receive support, in the form of office space, secretarial support, access to computers and telephones, access to copying, and so on, comparable to that afforded to tenure-line faculty.

3. **Involvement in Shared Governance**
   - Faculty members serving in contingent positions should be invited to faculty meetings and asked to serve (and, if they agree, compensated for their service) on relevant department, college and university committees.
   - Faculty members serving in contingent positions should be involved in the development of evaluation procedures and instruments.
   - The rights and responsibilities of faculty in contingent positions should be identified in relevant department, college, and university governing codes.
   - Efforts should be made to ensure appropriate and reasonable communication with faculty in contingent positions, so as to more fully involve them in department, college, and university activities and initiatives.

4. **Respect and Recognition**
   - Faculty members serving in contingent positions should be viewed and treated as a valued and integral part of the academic faculty.
   - Faculty members serving in contingent positions should have access to most, if not all, of the resources and services that are available to tenure-line faculty, including mentoring programs, support for scholarly work, support for travel, and so on.
   - In the event of the conversion of contingent faculty lines to tenure lines, faculty members in those positions should be afforded the opportunity to participate in professional development activities that will prepare them to compete for the tenure-line positions. This might also include the creation of a probationary period in which the current holder of the line is allowed to work toward the fulfillment of the requirements of the new tenure-line position.