**Campus Equity Week 2019**

**Sponsored by the AAUP-SC**

Since 2001, the Association of American University Professors (AAUP) has designated the last week in October as *Campus Equity Week* to draw attention to the wide-spread displacement of tenured/tenure-track faculty by contingent contract faculty at US institutions of higher education. This trend reverses decades of progress and leaves an increasing proportion of American academics vulnerable to political and administrative pressures. In addition, increased levels of contingent faculty employment have been linked to increased workloads for tenured/tenure-track faculty and to reductions in student retention and graduation. To download a “Data Snapshot: Contingent Faculty in US Higher Ed,” please visit this link: <https://www.aaup.org/sites/default/files/10112018%20Data%20Snapshot%20Tenure.pdf>

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| --- | --- | --- |
| **National Survey: Effect of Part-or Full-time Appointment on Perceptions of Institutional Support** | Adjunct faculty (% agree) | Full-time faculty (% agree) |
| My institution supports academic freedom.\*\* | 46 | 67 |
| My chief academic officer supports academic freedom.\*\* | 39 | 57 |
| My institution supports the principles of shared governance.\*\*\* | 31 | 39 |
| My institution supports the economic security of faculty.\*\* | 10 | 30 |
| My institution has a plan to convert part-time faculty to full-time faculty.\*\*\* | 3 | 7 |

\*\*P-Value=<.001 \*\*\* P-value=<.5 Source: [www.aaup.org/sites/default/files/2015-16EconomicStatusReport.pdf](http://www.aaup.org/sites/default/files/2015-16EconomicStatusReport.pdf)

file:///F:/workfiles%20F18/AAUP%20F18/Equity%20Week%20F18/Academic\_Labor\_Force\_Trends\_1975-2015.pdf

“While many faculty members serving in part-time positions are well qualified and make extraordinary efforts to overcome their circumstances, researchers have found that having a part-time instructor decreases the likelihood that a student will take subsequent classes in a subject and that instruction by part-time faculty is negatively associated with retention and graduation. Specifically, every 10 percent increase in part-time faculty positions at public institutions is associated with a 2.65 percent decline in the institution’s graduation rate, and every 10 percent increase in full-time non-tenure-track faculty positions is associated with a 2.22 percent decline.”

AAUP, “Higher Education at a Crossroads: The Annual Report on the Economic Status of the Profession, 2015-16

 <https://www.aaup.org/report/higher-education-crossroads-annual-report-economic-status-profession-2015-16>

“Th[e] seismic shift from ‘teaching-intensive’ faculty within the big tent of tenure to ‘teaching-only’ faculty outside of it has had severe consequences for students as well as faculty themselves, producing lower levels of campus engagement across the board and a rising service burden for the shrinking core of tenurable faculty.”

AAUP Committee on Contingency and the Profession, “Tenure and Teaching-Intensive Appointments,” AAUP, 10 Oct. 2017

 [www.aaup.org/report/tenure-and-teaching-intensive-appointments](http://www.aaup.org/report/tenure-and-teaching-intensive-appointments)

**Equity Week in South Carolina**

**AAUP Champion Professor Julia Eichelberger, College of Charleston**

To help increase awareness of the importance of tenure protections for faculty, the South Carolina AAUP conference (AAUP-SC) coordinates an annual Equity Week of activities on campuses across the state and confers the AAUP Champion Award on individuals or groups whose actions have substantially benefited contingent faculty and furthered the causes of academic freedom and shared institutional governance.

This year, the AAUP-SC recognizes Dr. Julia Eichelberger—Marybelle Higgins Howe Professor of Southern Literature and Director of Southern Studies at the College of Charleston—for her work on behalf of contingent faculty. While serving as a Faculty Administrative Fellow from 2013-2015, Professor Eichelberger exhaustively researched contingent faculty conditions at the College of Charleston, oversaw the creation of an Adjunct Oversight Committee, and drafted a list of best adjunct employment practices for institutions in South Carolina.[[1]](#footnote-1) Professor Eichelberger shared her findings at the fall 2018 AAUP-SC state conference on the College of Charleston campus, and her list of “Adjunct Employment Best Practices” appears on the last page of this document.

**South Carolina Snapshots**

According to the Office of Institutional Research’s 2018-2019 Common Data Set, **the College of Charleston** employed 958 instructional faculty, including 400 part-time faculty who hold the ranks of Adjunct Professor, Adjunct Lecturer, and Senior Adjunct Lecturer. Adjunct faculty are hired on one-semester contracts and are eligible for health benefits under the Affordable Care Act if they teach 10 or more credit hours per semester.

Adjunct faculty at C of C actively participate in college-wide service. Elected adjunct representatives serve as Adjunct Senators and are voting members of the Adjunct Oversight Committee, the Faculty Advisory Committee to the President, the Faculty Compensation Committee, and the Faculty Welfare Committee. Some departments offer adjunct faculty compensated service opportunities. In the English department, for instance, an elected adjunct representative attends department meetings and is compensated $200 per semester. The department’s First-Year Writing Committee also includes an adjunct faculty member who has voting privileges, is elected by their peers, and is compensated $200 per semester. Adjunct faculty participate in faculty research and development programs, and Academic Affairs provides funding to support department-based professional development programming for adjunct faculty.

Following up on the work of last year’s Adjunct Oversight Committee, as well as the recommendations proposed by Dr. Julia Eichelberger in her report “Achieving Best Practices for Adjunct Faculty at the College of Charleston,” the C of C Adjunct Oversight Committee is working to create a public dashboard and a webpage for adjunct faculty that provide information about policies, resources, and other data relevant to new and current adjunct faculty members.

At **Coastal Carolina University**, contingent faculty include Teaching Associates and Lecturers. Teaching Associates are paid $3,030-3,636 per class, the highest rate in South Carolina, and those who teach at least three courses a year receive benefits. Lecturers hold salaried positions with benefits, and after three years of effective performance, they are eligible to sign 3-year instead of 1-year contracts. After five years, Lecturers can apply for promotion to Senior Lecturer and receive an up to 7% salary increase. Senior Lecturers at CCU are full members of the faculty with voting rights on all issues except the promotion and tenure of tenure-track faculty. Recently the Coastal Carolina faculty senate voted to allow Senior Lecturers to receive 5-7% salaries raises every 6 years upon receiving favorable post-promotion reviews.

During the 2017 South Carolina Legislative Session, an amendment to Proviso 117.14 was adopted to allow the conversion of time-limited and temporary employees that functioned as an equivalent of full-time responsibilities to full-time positions. CCU submitted a total of 430 positions to the state for conversion, 166 of which were teaching associates (67 of whom taught the equivalent of a full load) and 264 were staff. The State of South Carolina authorized the conversion of approximately 223 staff positions but did not approve the granting of any teaching associate conversions. Nevertheless, the University remained committed to converting a number of these teaching positions to full-time lecturers or tenure-track faculty. In the Spring of 2019, 44 Teaching Associate positions were converted to Lecturer positions.

At CCU, contingent faculty in each college are represented in the faculty senate and in several key standing committees: Academic Affairs, Core Curriculum, and Faculty Welfare and Development. CCU also has a standing committee specifically focused on concerns and issues related to non-tenure track faculty. For Equity Week, the CCU AAUP will be holding a panel discussion on the subject of “History, Progress, and Continued Enhancement of the Professional Horizons of Non-Tenure Track Faculty at CCU.”

The **University of South Carolina Aiken** AAUP is marking Campus Equity Week by hosting an ICE event, “Three Things You Didn’t Know about USCA,” on 10/30 at 4 pm in Penland 106. A panel of faculty members will discuss the situation of contingent faculty on campus in the context of larger economic and political trends.

Research on contingent faculty at USC Aiken is complicated by a diversity of inconsistently applied terms and a lack of available data. According to an IPEDS data center report, in 2017 (the most recent year available) USCA employed 291 instructional staff, 159 of whom were categorized as “full-time” and 132 of whom were categorized as “part-time.” The 159 full-time instructional staff all had “faculty status,” and of these, 123 were tenured or tenure-track, 28 were on annual non-tenure track contracts, and 8 were on multi-year non-tenure track contracts. It is unclear how many of the 132 “part-time” instructional staff members are faculty members or what kinds of positions they hold, and the number of “adjunct” faculty on campus is not available. However, the newly created “part-time” faculty email list contains roughly 250 email addresses.

Contingent faculty at USCA consist primarily of “Instructors” and “Lecturers” with a small minority of faculty occupying a variety of additional contingent positions. Instructors sign 1-year contracts with salaries commensurate with professors in their fields. They receive benefits, participate in faculty governance, and are eligible for professional development and research support, and after six years of service, Instructors can apply for promotion to Senior Instructor, which allows them to receive a small increase in salary and to sign 3-year contracts. In contrast, Lecturers or “Adjuncts” sign one-semester contracts paying between $2,000 and $2,500 per course. They receive no benefits, have no opportunities for promotion, have no recurse to formal grievance procedures, and are excluded from participating in faculty governance. Many of USCA’s Lecturers teach the equivalent of full-time loads or overloads and have been teaching at USCA for years. More than half of some core course requirements at USC Aiken are taught by Lecturers.

In 2018, the USCA Faculty Welfare Committee received the AAUP Champion award for their work on improving adjunct working conditions. Some of the results of their efforts will be accessible soon through the new USC Aiken webpage. The committee’s work contributed to a growing awareness of how university policies and practices impact adjunct faculty at USCA, and the USCA AAUP looks forward to assisting our institution in continuing the committee’s work, drawing on 2019 AAUP Champion Professor Eichelberger’s research.

A significant minority of **Francis Marion University’s** faculty are contingent, but the percentage varies widely by department. Most departments employ no “adjuncts” while roughly 20% of English department faculty hold contingent positions. The majority of FMU’s contingent faculty are on 3-5 year contacts with competitive pay, yearly raises, and full benefits. A few of these faculty members renew their contracts many times. A minority of contingent faculty are one-year contracts and are paid by the course. These faculty enjoy no raises and receive no benefits.

In many departments, contingent faculty participate fully in all activities and committee work and can vote in most decisions. Departments like English, Modern Languages, and Philosophy support contingent faculty’s professionalization and career opportunities with release time and opportunities to teach advanced and special topics, but contingent faculty at FMU do not serve on University committees like the Faculty Senate or the Academic Affairs Committee.

FMU’s AAUP Chapter began addressing Equity Week issues two years ago by incorporating those topics into the University Introduction Seminar, designed for all new faculty and scheduled for September (rather than October). This year’s topics included shared governance for all faculty, committee participation, and travel funds for all faculty. For example, FMU supports contingent faculty research with yearly travel grants in excess of $2,000. Currently, the FMU AAUP chapter is canvassing each department for reliable numbers and descriptions of contingent faculty positions. FMU’s administration follows AAUP guidelines for contingent faculty where possible. FMU’s Faculty Senate formed a working group in September 2019 to review the per course salary for instructors.

To view an infographic about contingent faculty at **Furman University**, please follow this link: <https://create.piktochart.com/output/41305462-aaup>

**Dr. Julia Eichelberger, College of Charleston, 2019**

“The path of least resistance for any institution will always be to try to keep labor costs low. We must do more than just bemoan that fact and the resulting low rates of adjunct pay. If we value adjunct labor, we must do all we can to provide support for our adjunct colleagues.

Find out what adjuncts at your institution are paid, but don’t stop there; investigate how your adjunct colleagues are hired, evaluated, and reappointed (or not). Find out what their working conditions are, whether they have opportunities for paid professional development or participation in shared governance. Research and consider what levels of adjunct compensation would be required, and at what cost to your institution, to reach parity with comparably qualified faculty doing similar work. Educate yourself on best practices for adjunct faculty and be sure your administrative leadership knows what these are. Hopefully, your system of faculty governance already provides for adjunct participation and has already made adjunct oversight the responsibility of some committee that includes tenured faculty. If that hasn’t happened yet, you can make it happen!

Enlist the help of our adjunct colleagues and all administrators enlightened enough to know that teaching is the heart of the university’s mission and all who teach should be fairly compensated and recognized. Do the hard work of advocacy and be prepared to continue doing it.”

The AAUP was founded in 1915 by John Dewey and Arthur O. Lovejoy. At the time, academic freedom—the notion that researchers’ and educators’ work requires protection from external pressures—was a novel concept. Over the next century, the AAUP developed principles of academic freedom, tenure, and shared governance, which transformed American higher education into a model for university systems around the world.

Today, the AAUP continues to advocate for university faculty nationally, providing mediators and legal support for faculty attacked for their teachings and publications, lobbying politicians at the state and federal levels, filing amicus briefs in cases affecting higher education, and supporting research on issues affecting academic freedom and shared governance. AAUP principles—codified in the seminal *1940 Statement of Principles on Academic Freedom and Tenure--*have been endorsed by over 240 scholarly societies, including the ACRL, ACS, ACTFL, AEA, AESA, AMS, ALA, APA, ASB, ASLHA, AA, AIA, ACA, AWM, AACU, ASA, ASJMC, CEA, CLGBTH, CCR, CCAS, JDS, LSA, MAA, MLA, NCTE, NCATE, PBK, OAH, SE, SMH, SHT, SPE, SAMLA, and SSCA.

 For more information or to join the AAUP, please visit <https://www.aaup.org/> and/or contact the U of SC Aiken chapter at uscaaaup@usca.edu. Additional information on the AAUP-SC is available at <https://www.aaup-sc.org/> and <https://www.facebook.com/AAUPSC/>.

**Adjunct Employment Best Practices**

1. Adjunct faculty receive equitable pay and benefits, comparable to pay earned for comparable work done by tenure and tenure-track faculty (TTF) or other roster faculty with similar qualifications.
2. Hiring practices for adjunct faculty comparable to those used to hire and evaluate tenure-track faculty; all new adjunct faculty appointments allow adequate time to prepare to teach a course; contracts, handbooks, and other communication from supervisors clearly stipulate duties, expectations, and the process of performance evaluation.
3. Evaluation practices for adjunct faculty are comparable to those used to hire and evaluate TTF, including clearly defined criteria and timelines, peer review, and adequate time for adjunct faculty to seek other employment if not reappointed.
4. A career ladder for adjunct faculty rewards excellent performance and makes adjunct faculty potentially eligible for some form of job security.
5. Support for adjunct faculty teaching parallels support for TTF: appropriate supplies, equipment, office space, and access to campus resources, professional development, and mentoring.
6. Adjunct faculty are invited to participate in department meetings and may contribute to curriculum design.
7. Proportional representation in faculty governance is available to all adjunct faculty.
8. Respect for adjunct faculty is clearly communicated clearly and consistently by administration, chairs, and all tenured and tenure-track faculty.
9. Support is available for all adjunct faculty’s professional development and scholarly research.
10. The institution’s staffing plan specifies the ratio of TT/NTT roster faculty/adjunct faculty that is desirable in order for the institution and departments to meet their academic goals.
11. The institution collects and publishes data tracking its achievement towards best practices.

Dr. Julia Eichelberger, “Achieving Best Practices for Adjunct Faculty at the College of Charleston,” 2016

<http://facultysenate.cofc.edu/archives/2015-2016/apr-2016/adjunct_practices_senate_report_2016.pdf>

1. <http://facultysenate.cofc.edu/archives/2014-2015/sept-2014/Progress%20report%20on%20adjunct%20policies%20at%20C%20of%20C%20August%202014.pdf> ; <http://facultysenate.cofc.edu/archives/2015-2016/apr-2016/adjunct_practices_senate_report_2016.pdf> ; [↑](#footnote-ref-1)