In several statements issued since 1979, the AAUP has addressed the problem of "contingent faculty." Contingent faculty include both part- and full-time faculty who are appointed off the tenure track. Furman employs three categories of contingent faculty: (1) full-time faculty not on the tenure track; (2) part-time faculty ("lecturers"), who teach at least half time; and (3) adjuncts, who teach less than half time.

AAUP Policy

The AAUP concedes that there are "legitimate uses of part-time appointments," and that "In many institutions, increases in enrollment or faculty vacancies, to provide service in a specialized field, or to develop a new academic program." In general, however, AAUP policy regarding contingent faculty is as follows:

The AAUP believes that both the exploitation and the excessive use of part-time and non-tenure-track faculty undermine academic freedom, academic quality and professional standards.

• Institutions exploit faculty members who teach in Furman's departments.

• Institutions recruit numerous part-time faculty in a single department or renew temporary faculty year after year without offering them raises in pay, access to benefits, opportunities for promotion, or eligibility for tenure and the procedural protections essential to academic freedom.

• Institutions that rely heavily upon non-tenure-track faculty undermine academic freedom, respect for teaching, and public confidence in higher education.

The AAUP reports that "Through the 1990s, in all types of institutions, three out of four new faculty members were appointed to non-tenure-track positions, and so the "Non-regular" appointments . . . have become the norm." Women are more strongly represented among part-time faculty than among full-time faculty. In 1998, women accounted for 48 percent of all part-time faculty, but only 36 percent of all full-time faculty.

At Furman in 2003-04, 56 percent of all faculty were women, whereas only 28 percent of full-time tenured or tenure-track faculty are women.

Costs of Contingency

The AAUP "Policy Statement on Contingent Appointments and the Academic Profession," available at http://www.aaup.org/statements/SchState/contingent.htm, proceeds from "the premise that faculty in higher education must have academic freedom, respect for teaching, and thorough peer reviews in which they can demonstrate their effectiveness." At Furman, part-time contingent faculty have served for 7 or more years. The procedures of evaluation described in Furman's policy on "Evaluation of Faculty" (Faculty Handbook, File 152.2) are not regularly followed for contingent faculty.

Furman's policy on "Part-Time Faculty" (File 157.1) specifies that the department chair will evaluate the faculty member.

CONTINGENT FACULTY AT FURMAN: THEN AND NOW

<table>
<thead>
<tr>
<th></th>
<th>10 YEARS AGO</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time, on tenure or tenure-track</td>
<td>180</td>
<td>210</td>
</tr>
<tr>
<td>Full-time contingent</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Full-time contingent as % of full-time tenure-line</td>
<td>2.2%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Part-time</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Part-time as % of tenure-line</td>
<td>3.9%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Adjunct</td>
<td>40</td>
<td>19.0%</td>
</tr>
<tr>
<td>TOTAL CONTINGENT FACULTY</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>TOTAL FACULTY (contingent + tenure-line)</td>
<td>279</td>
<td></td>
</tr>
<tr>
<td>%CONTINGENT FACULTY</td>
<td>24.7%</td>
<td></td>
</tr>
</tbody>
</table>

*Data not available

"Excludes Military Science faculty and 7 administrators who do not always teach.

"Excludes post-doctoral positions in the sciences.

"Excludes applied music faculty.

Second, the AAUP affirms "long-standing Association policy that, with carefully circumscribed exceptions, all full-time appointments are of two kinds: probationary appointments and appointments with continuous tenure."

Probationary Appointment

Furman's Faculty Handbook specifies that all full-time faculty members, if on tenure are continuing faculty, to be on probationary appointment (File 158.4, "Tenure": File 157.4, "Probationary Appointment"). According to Dean Tom Kazee, there are currently 12 full-time contingent faculty at Furman, 7 of whom were reported to the AAUP this year as "continuing faculty." The report, however, Dean Kazee says, was in error, and only 3 of the full-time contingent faculty should have been so reported.

Third, the AAUP recommends that "Part-time and full-time contingent faculty members be provided opportunities to move into tenured positions (part- or full-time), the requirements of which should be defined, as always, by faculty peers." Furman policies mutually agreed upon by faculty and administration do not allow for this practice.

The AAUP position on compensation for contingent faculty that "compensation for part-time appointments . . . should be the applicable fraction of the compensation (including benefits) for a comparable full-time position."

Average total compensation for assistant professors at Furman was $65,300 in 2003-04, or $13,060 per course. Current average compensation per course for part-time contingent faculty at Furman is $6,226, and for adjunct faculty is $3,907 per course.

In the 2003 policy statement, the AAUP "affirms its 1980 and 1993 recommendations that no more than 15 percent of the total instruction within an institution, and no more than 25 percent of the total instruction within any department, should be provided by faculty with non-tenure-track appointments."

In 2004-05, Furman contingent faculty have taught 18.4 percent of all Furman courses and 22.8 percent of all GER courses. In four departments, contingent faculty have taught more than 25 percent of total instruction. Contingent faculty have been awarded 26 percent of total instruction in GER courses in 9 departments.

The accompanying chart compares the employment of contingent faculty at Furman in the current academic year with the employment of contingent faculty 10 years ago.

The Bottom Line

The AAUP believes that "the long-range health of higher education requires that all institutions greatly reduce their reliance upon non-tenure-track faculty members." When asked whether the administration has specific plans to reduce Furman's reliance on contingent faculty, Dean Kazee responded, "The current use of contingent faculty seems, in my judgment, to be appropriate for our educational mission and goals." Kazee observed that "a number of such faculty are sabbatical replacements and that faculty are almost invariably hired to fill pressing, short term needs."

CONTINGENT FACULTY: AAUP POLICY AND FURMAN PRACTICE

NOTES

[Information concerning the AAUP's position on contingent faculty came from the national organization's website: http://www.aaup.org. Information about Furman was provided by the office of Dean Tom Kazee. The Furman chapter of the AAUP wishes to thank Dr. Kazee for his cooperation, without which the preparation of this report would not have been possible.]


"Guidelines for Good Practice: Part-Time and Non-Tenure-Track Faculty." "http://www.aaup.org/qaup.org/issues/part-time/Plguide.htm"

"Policy Statement."

"Guidelines for Part-time instructors."

"As noted above, statistical information for Furman was provided by the office of Dr. Tom Kazee, Vice President for Academic Affairs and Dean."

"Policy Statement."


"Guidelines."
President’s Column
Dan Sloughter

Welcome to the first newsletter of the Furman Chapter of the American Association of University Professors. I hope you will find this issue and the ones that follow to be a useful source of information about the activities of the AAUP and about issues facing Furman and the larger academic community.

During the four years I have been an officer, our local chapter of the AAUP has worked on many important issues of faculty welfare and governance. We have held forums on a wide range of issues: tenure and promotion, academic integrity, and the details of the academic calendar.

Some issues come and go quickly, sometimes even before we have had time for sufficient reflection. Others require constant consideration. Of the latter, two have been prominent in recent years: (1) the importance of policies and procedures in sound university governance, and (2) the status and extent of faculty benefits.

Policies and Procedures

Our policies codify what we as an institution have agreed upon as fair and reasonable procedures for carrying out our academic mission. Not everyone would agree with all of the procedures outlined in every policy. Not all policies are perfectly clear—but many of them are, and we have clear procedures for clarifying the ones that are not. When policies are clear, everyone knows exactly how the procedures should be carried out. This expectation that all cases will be treated the same way under a given policy is fundamental to any system of university governance that functions with the full trust of the community.

However, there are some who say we should follow the "spirit," not necessarily the "letter," of a policy. Following the "spirit" might seem tempting, and sometimes might seem like just common sense. But the problem is that the "letter" of a policy is available for all to read, whereas the "spirit" is accessible only to those with special insight. Those lacking the special gift of discernment are left in the dark, and possibly they are left suspecting that those who say they do see the light are creating fantasies to further their own purposes.

Most often, the AAUP does not have a position one way or the other on the procedures outlined in a given policy. But we always defend the importance of holding to the rules once they have been agreed upon. Some accuse the AAUP of pushing a hidden agenda when we question practices contrary to policy. But our only agenda in such cases is to encourage sound, thoughtful scrutiny of procedures.

As an institution, we need to have a conversation about how best to provide such a benefit and about what level of support we can afford to provide. To do otherwise is to send a message to many young faculty, both male and female, that they should seek employment elsewhere. Recruiting and retaining qualified faculty, faculty who appreciate and foster the ideals of the liberal arts, is hard enough as it is. We must ensure that potential new professors do not reject Furman because they worry that they will not find adequate child care or that they will not be able to afford to send their children to the kind of college where they themselves teach.

Chapter Activities, 2003-04

Question and answer forum with Dean Kazee – 21 October
Fall Assembly of the South Carolina Conference of the AAUP – 1 November
Open forum on National Survey of Student Engagement data and its importance to the strategic planning process – 16 March
Open forum on revisions to policy 121.5 on academic dishonesty – 6 April
Spring chapter meeting – 20 May
Informal gatherings before every faculty meeting

New Officers for 2004-05
President: Robin Visel
Vice-President: Tim Fehler
Secretary: Denise Crockett
Treasurer: Dennis Haney

Benefits: Tuition and Child Care

There are many ways to look at benefits. Some think of them as little more than an extension of salaries, a pot of money to be shared equally among all employees. This is certainly true for health-care benefits: it is more efficient for the university to enroll all employees in a single health care plan than it is to increase salaries so that individuals might buy insurance on their own. However, I see many benefits as enabling: benefits that might not directly affect my fiscal well-being but that are essential to making Furman the type of institution we want it to be. Such benefits include the tuition benefit. We do not all make use of this benefit, but without it Furman would not be nearly so attractive to young faculty who have hopes that one day they, too, will be able to send their children to a selective liberal-arts college. This benefit has been recognized widely by liberal-arts institutions as important to maintaining a highly qualified faculty with a commitment to the liberal arts.

Today, a child-care benefit might be as important as the tuition benefit. Two-income families have become the norm. There are many socio-economic causes for this phenomenon, but one need look no further than housing prices for one reason that many young parents believe they both need to work. High-quality, affordable child care is a must for most young families who aspire to middle-class welfare and governance. We have held forums on a wide range of issues: tenure and promotion, academic integrity, and the details of the academic calendar.

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