

AAUP OPEN FORUM on Diversity and Contingent Faculty

Friday, November 20th, 2009, 3:00 – 5:00 pm

Patrick Lecture Hall

Dr. Victoria Turgeon, President of the Furman AAUP chapter, opened the forum at 3:05 with welcoming remarks. Since the forum focuses on two major issues, namely those related to diversity and those related to contingent faculty at Furman (please see invitation to forum and list of questions, appendix), Dr. Turgeon suggested that discussion in the first hour be devoted to diversity, and the second half to contingent faculty issues.

Provost Kazez took exception to the characterization that administration only recently began taking issues of diversity seriously (please see appendix). Provost Kazez agreed that in recent months, with the announcement of two administrative committees focused on diversity and GLBT issues, one may be under the impression of a sudden spike in interest, yet both committees are successors to former ad hoc committees which have been working on these issues for years. Currently, administration is working on the rosters of membership for these committees, paying particular attention to faculty concern that the GLBT administrative committee draw on faculty with academic expertise in GLBT issues.

Dean Beckford offered a clarification of the recent invitation that faculty participate in NCBI (National Coalition Building Institute) workshops. Whereas administration strongly encourages faculty and staff participation in these workshops, participation is not required. Rather, NCBI workshops are one of several initiatives to increase awareness of and sensitivity toward diversity among Furman faculty and staff. Responses to the workshops to date have been positive, and criticisms of the workshops are continuously being considered in developing the workshop.

Provost Kazez reiterated that participation in the workshops was not mandatory; rather, the misunderstanding may have arisen after specific NCBI workshop dates had been offered to individual departments to accommodate the busy lives of Furman faculty.

Dr. Jean Horney inquired whether there were ways to encourage faculty to participate, for example by offering stipends, or by cancelling classes for a full day, or through other means.

Provost Kazez responded that he felt it unwise to require participation, as such requirement would diminish the effect such workshop would have on faculty, yet administration is open to think about other ways to encourage faculty participation.

Dean Beckford suggested that communicating more clearly the benefits of the workshops to faculty in itself may be an incentive, but was open to other forms of providing incentives. He cautioned that several

faculty, including many who saw issues of diversity as being close to their hearts, were adamantly opposed to requiring participation of all faculty.

Dr. Cinnamon Stetler inquired about the goals of the workshop.

Provost Kazee responded that the primary focus of the workshop was to sensitize participants on how people with different backgrounds may perceive things differently. Participants learn that their own actions and words, which they may perceive as innocent and neutral, may be perceived as problematic by people with different backgrounds.

Dr. Stetler asked whether there was evidence that Furman faculty needed such training.

Dean Beckford suggested that over the past few years various incidents at Furman suggested that not all Furman faculty are appreciative of diversity. While Dean Beckford is highly encouraged by many faculty members' enthusiastic commitment to embracing diversities, some of his experiences as Dean suggest that Furman can do more to become a place that appreciates diversity.

Provost Kazee responded that surveys administered by the Diversity Council suggest that in certain areas—for example in faculty perception of persons of color and other minorities, the institution can be more intentional in encouraging appreciation of diversity.

Provost Kazee argued that in his experience, one of the significant outcomes of NCBI workshops for some faculty had been an increased awareness of concerns of Furman staff, of which faculty had not been aware before.

Dr. Savita Nair cautioned that in the past, NCBI workshop participation was limited to faculty who already were very interested in diversity issues. Such self-selection may be problematic, if the program does not achieve a wider reach among more diverse faculty.

Dr. Lorraine DeJong suggested that NCBI workshops assume an environment of trust among the participants, in that attendees are asked to share personal information. It is not always the case, Dr. DeJong argued, that participants feel comfortable sharing very personal information with a larger group.

Provost Kazee agreed that Furman currently falls short of the diversity hiring goals identified in the 2002 Diversity Task Force formed by Dean A.V. Huff, according to which by 2010 the percentage of women faculty should reach 40%, whereas the percentage of minority faculty should reach 15%. While Furman has made positive gains over the past few years in increasing both women and minority faculty, and while targeted efforts have been underway to reach these goals, we are still falling short of where we should be. Compared to Furman's "dashboard" comparison group, over the past decade we have more significantly than our peers increased the percentage of both women and minority faculty, yet in spite of concentrated efforts, including so-called "opportunity hires," we still lag behind our comparison group.

Dean Beckford shared numbers from last year's hiring process to illustrate Furman's efforts. While the top candidates (who were invited for on-campus interviews) of last year's faculty searches included 32%

minority candidates and 62% women candidates, and while offers were extended to fifteen male and nine female candidates, the final group of accepted offers included nine women and eight men. Reasons for non-acceptance of faculty positions varied, often having to do with spousal employment opportunities and other factors outside the purview of Furman.

Dr. Jean Horney wondered whether, compared to other institutions, Furman had a particular problem in attracting women faculty. Dr. Suzy Summers asked whether there was anything that other institutions in our comparison cohort do differently to attract and retain women faculty.

Provost Kazeo contended that the gap of the percentage of women faculty between Furman and its comparison cohort has lessened in the past few years, as Furman has been very intentional in pursuing its goal.

Dean Beckford stated that his office is undertaking a longitudinal study to determine what factors are at work, yet to date the study does not indicate any single significant factor responsible for the gap.

Dr. Laura Wright pointed out that the discrepancy between male and female professors at Furman is even more pronounced in the sciences: whereas the dashboard comparison cohort indicates that 30% of science faculty are women, Furman's percentage is 15%.

Dean Beckford maintained that the science departments are very aware of this discrepancy and are working very hard to rectify it.

Dr. Vicky Turgeon wondered whether increasing women faculty's participation in search processes and their serving on search committees may lead to a greater success rate, as women candidates may feel more comfortable with women interviewers.

Dr. Savita Nair encouraged faculty to also think of other factors of diversity, suggesting that Furman can also increase its openness to diversity of ideas, and other, less directly identifiable forms of diversity.

Provost Kazeo asserted that sometimes unspoken assumptions of normativity and "fit" go into search processes, which may be counterproductive to our goals of a more diverse faculty. Kazeo suggested that in the search, academic qualification should be the primary criterion.

Dean Beckford pointed out that his office is working on a set of hiring guidelines which will address issues related to diversity and the role of interviews, including what kinds of questions in an interview may be appropriate and what kinds may not.

Provost Kazeo stated that an hour had gone by, and that the topic of contingent faculty also should be addressed.

“Contingent Faculty”

Provost Kazee suggested that the category “contingent faculty” includes a variety of faculty members, and serves as an overarching category for all those faculty who are not either tenured or on tenure-track appointment.

Included in the category are faculty hired as sabbatical replacements, hires needed to fill in under unforeseen circumstances (such as needed courses as consequence of the illness of a faculty member, failed searches, course releases for tenured faculty, etc.) As a general rule, Furman does not hire contingent faculty in lieu of tenure-track faculty; rather, the pattern over the past few years has been to convert contingent faculty positions to tenure-track positions. Similarly, Furman has intentionally decided to create tenure-track positions to meet the staffing requirements of the new curriculum, instead of hiring contingent faculty. In spite of these efforts, data gathered by Dr. Bill Rogers and published in the *Ampersand* over the past few years indicate that Furman is not making much headway in decreasing its reliance on contingent faculty, because countervailing trends, such as additional course releases for tenure-track faculty, due to increasing funds for research and professional growth, or increased course releases for department chairs often necessitate reliance on contingent faculty. Yet some trends are positive, such as a 3% decrease of GER courses taught by contingent faculty over the past year.

Also, conversion of contingent faculty positions to tenure-track positions is sometimes opposed by departments: in some cases, contingent faculty have taught at Furman for a long time. A conversion to a tenure-track position might entail a national search to fill the position, which may be a stumbling block for the faculty member currently holding the contingent position. Yet the current faculty member may provide a very high quality of teaching, which the institution may want to recognize in some other fashion.

Dr. Lorraine DeJong inquired whether administration had a preference between hiring of contingent faculty or paying faculty to teach an overload, if a particular needed course could not be offered as part of the regular teaching load of a tenure-track faculty member.

Provost Kazee responded that this always depended on context. Since overload teaching curtails a faculty member’s ability to fulfil other obligations, including scholarship expectations, ordinarily such courses should be taught by contingent faculty, yet such a decision would adversely affect Furman’s desire to decrease reliance on contingent faculty.

Dean Beckford argued that in making such a decision, the overall goal of the program should be kept in mind. If a qualified contingent faculty member is available to teach such a course, asking a tenured faculty member to teach an overload may not be the best option.

Dr. Lynne Shackelford asked how the reliance on contingent faculty may be affected by new initiatives of a phased-in retirement, as well as plans being discussed in conversations about a reduced course-load for first-year new tenure-track faculty.

Dean Beckford responded that these initiatives would probably increase Furman's reliance on contingent faculty, at least for a few years. Already, the economic situation has meant that Furman was not able to create the originally proposed fifteen new tenure-track positions for the new curriculum. Dean Beckford reminded faculty that the decision to offer remuneration as an alternative to course-release time for teaching May Experiences may help in our desire to keep reliance on contingent faculty somewhat in check.

Dr. Sean O'Rourke asked for clarification on Furman's position on "at-will employment."

Provost Kazez pointed out that Furman over the past few years has studied the issues related to at-will employment. The Policies and Procedures Committee under the leadership of Dr. Jean Horney has identified many incongruities in the Faculty Handbook regarding the definition of various types of faculty, and whether such faculty are explicitly granted academic freedom. Provost Kazez issued an invitation to AAUP and Furman faculty at large to put the question of academic freedom on the table for discussion, and proposed two broad principles: 1) all faculty, from the person teaching just a single course, to the longest-serving tenured professor at Furman, should have academic freedom; and 2) regardless of the faculty status of such a person, s/he should be protected from impermissible reasons for departure from Furman. Provost Kazez suggested that the national office of AAUP in a recent publication already provides several good templates as to how one could work toward such broad protections of academic freedom. In order for the protections of academic freedom to be effective, we would need to get the language right. Provost Kazez emphasized that Furman administration is fully supportive of guarantees of academic freedom.

Dean Beckford argued that we are not always effective in communicating Furman's promise of academic freedom to contingent faculty. Beckford pointed out that the language in various contracts for contingent faculty is not always consistent.

Dr. Chesna James suggested that in her experience, Furman's various offices did not provide consistent, clear answers on an issue related to the discontinuation of employment.

Provost Kazez responded that the forum was not an appropriate venue to discuss individual cases, but reiterated that Furman offers protections against discontinuation of employment for impermissible reasons. Yet there are instances where employees may be discontinued for permissible causes such as non-performance or under-performance, budgetary constraints, etc.

Dr. Bill Rogers inquired whether there is a list of impermissible reasons for discontinuation of employment.

Provost Kazez agreed that in the abstract the issue is rather fuzzy; faculty and administration would have to engage in a conversation to achieve precision and concreteness.

Dr. Jean Horney reported on the struggle of the Policies and Procedures committee to identify definitions of faculty in the Faculty Handbook. Furman policies reference a number of different types of faculty in an inconsistent fashion, with inconsistent criteria, and the Handbook does not always provide clear answers to the question of faculty eligibility for various benefits.

Dean Beckford hoped that with the hiring of a new director of Human Resources we may have the chance to rectify the current situation. At present, it appears that the institution is working with multiple hybrid definitions of faculty, yet this affords us the opportunity to think carefully about our definition of faculty.

Provost Kazeo suggested that a close study of the various categories of faculty and the corresponding benefits referenced in the Faculty Handbook might be a first step to get a handle on the issue. It is important to understand the issue fully. Provost Kazeo suggested that we should think about two interrelated issues: 1) What is the right thing to do; and 2) How do we get that into the right language?

Dr. Sean O'Rourke inquired whether the appeals process outlined in the Faculty Handbook applies to contingent faculty as well as tenure-track faculty.

Provost Kazeo responded that whereas the language of the policy does not exclude contingent faculty, the original authors of the policy were thinking of tenure-track faculty.

Dr. Bill Rogers inquired about the status of "at-will" employees.

Provost Kazeo suggested that the question of contracts and the language of contracts issued to contingent faculty needs to be seen in a broader light. Issuing a contract does not necessarily cover contingencies outside of Furman's purview. If we determine that a contingent faculty member's rights are not protected by courts, we need to have a conversation about how we should write the contract to protect academic freedom.

Dr. Jean Horney argued that if we agree that academic freedom should be extended to all faculty, academic-freedom protections should be referenced in all faculty contracts.

Provost Kazeo replied that his principle of protection of academic freedom for all faculty stands, yet one has to look at the larger picture and context.

Dr. Bill Rogers inquired whether faculty could understand this to mean that the Provost had issued a public statement to the effect that administration is open to the idea of contractual appointments of contingent faculty. Provost Kazeo responded that he is in agreement that we need to find some way - contractual or otherwise - to extend to contingent faculty protections for academic freedom and dismissal for impermissible reasons. Dean Beckford reiterated that administration is interested in less reliance on contingent faculty, as evidenced by conversion of contingent faculty to tenure-track positions. Dean Beckford also suggested that we may entertain other models, such as the possibility of part-time tenure or alternative ways to formalize the relationship of long-time contingent faculty to Furman.

Provost Kazeo suggested that we need to have a conversation about what we mean by tenure in these contexts, as expectations regarding tenure should be clarified in such situations. Kazeo suggested that there may be other ways to recognize an enhanced faculty status or that there may be alternative categories for different types of tenure recognition.

Dr. Victoria Turgeon inquired about the evaluation processes for continuing faculty. According to the Faculty Handbook, such evaluation is to be undertaken by the chair of the department.

Dean Kazee pointed out that there were inconsistencies in the implementation of policy in the evaluation of contingent faculty.

Dr. Bill Rogers observed that a department chair's evaluation in such cases is not necessarily bringing the best academic expertise to bear on such evaluations, as the chair is primarily an administrator.

Provost Kazee reminded faculty that the department chair is evaluated every three years by all members of the department, and that feedback from the members of the department is taken very seriously in decisions of appointment and reappointment of chairs.

Respectfully submitted,

Alfons H. Teipen, Recorder

A) Invitation to Open Forum and list of Questions:

AAUP Fall Forum on November 20, 2009 from 3-5PM in Patrick Lecture Hall of the Townes Science Center

The two main topics at this forum will be diversity and categorization of faculty with regards to contingent versus continuing faculty.

Attached is a list of the questions that Provost Kazee and Dean Beckford will address along with some background behind the submission of some of the questions. Several people submitted questions that were very similar in their wording and intention so I took the liberty of combining all of the information and I hope that I have captured the nature of all the questions submitted.

Thanks to everyone who submitted questions and I hope that we will have a good turn out for the forum.

Refreshments provided.

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Questions related to diversity:

- 1. What has prompted the administration's current interest in diversity issues? Why does the administration finally seem to be taking these matters seriously and what evidence can we have that this new seriousness is genuine?**
- 2. Why does the administration finally seem to be taking these matters seriously and what evidence can we have that this new seriousness is genuine? Can you please make us privy to the thinking that has prompted this turn so that we can adjudicate better our own responses to it? How can we be reassured that we will not continue to be handled paternalistically with regard to these matters and that, as a faculty, we will be given full right and consideration in the creation of a university and university policy that genuinely seeks to foster a pluralistic student body and educate our students for the demands of life there?**
- 3. What brought the decision to require sensitivity training or, to look back the decision to initiate domestic partner benefits? Who took part in the deliberations concerning them? Were all affected groups consulted? Why or why not?.**

Additional background information that puts the questions above into proper context: Although there have been signal advancements in this arena during the current administration--for instance, in faculty hiring and the consequent expansion of our curriculum, or the introduction of sexual orientation into our non-discrimination policy, among, perhaps, others--it continues to seem to be the case that Furman lags well behind other schools (both in our category as well as those both above and below) in creating a diversified faculty and student body, in creating a curriculum adequate to a pluralistic society, and in initiating policies that conduce to a supportive environment for a diverse community.

In the past, the Furman administration has seemed to be reactive rather than proactive on these matters, and has often proceeded with a seeming lack of knowledge of the issues involved. Consequently, we have failed to address effectively profoundly disruptive events in our multicultural community--as in the debate over the Kinsey Sicks. Furthermore, in the past, the Furman administration has seemed to be slow of hearing from any number of its staff and faculty members who have expertise in diversity issues, multicultural theory, and practical activism. It

has been the perception among many people who have worked on these issues that recommendations from faculty committees, individual faculty members, or student services personnel have been frequently ignored. And when the administration does act, it seems to do so unilaterally and with a lack of transparency (so, for example, the recent decision by the administration to require sensitivity training or, to look further back, the decision to initiate domestic partner benefits

It seems as well that as a whole, the Furman community remains painfully unaware of the ways power has been theorized with relation to class, racial, ethnic, religious, sexual, gendered and other differences in the past forty years. At the risk of over-generalizing, it appears that that we typically proceed on issues of conflict among the various constituencies of the university as if there were a level-playing field for all and that the privileges of powerful groups are the same as those privileges that might be assumed by less powerful ones. But, at the very least, powerful arguments have been mounted against that assumption by serious thinkers in the past forty years.

4. Furman clearly lags behind its Baccalaureate peers with regard to the hiring of women and minority faculty. What actions does the administration propose to remedy these deficiencies? How can departments, in good conscience, convince prospective candidates that Furman offers an environment within which women and minority faculty can flourish when we have made so little progress with no real indication of improvement

Background related to the question above: Sometime following the 2000 Faculty Retreat, Vice President AV Huff appointed a Diversity Task Force in response to expressions of faculty concern about incidents of student intolerance. One focus of the committee was the hiring of a more diverse faculty. The Task Force brought the following resolution to the faculty for consideration and it was passed on April 8th, 2002:

Resolved that Furman should make every effort to shape a faculty comprised of 15 percent minorities and 40 percent women by 2010. Be it further resolved that this goal be incorporated into the University's strategic plan.

More than seven years have passed and available data suggest we have failed both stated goals. A 2009 searchable database on the *Chronicle of Higher Education* website reports that minorities comprise only 10% of Furman's full-time faculty. Based on the data used by the *Chronicle*, we would need to replace 12 of our current non-minority faculty with minorities in order for the percentage to reach 15%. In 2002, when the resolution was passed, 13.5% of all faculty nationwide were minorities.

The 40% goal for female faculty has also proved elusive. Furman's full-time faculty was 31.6% female in 2008-09 (see table below) compared to 43.7% at Baccalaureate colleges nationwide. Holding the current faculty size constant, we would need to replace 28 male faculty members with women to reach the national average. The female deficit seems to be consistent across all ranks. It is particularly noteworthy that more than half of assistant professors at Baccalaureate schools nationwide are female, but only 40% at Furman.

**Percent Female of Faculty in Institutions of Higher Education
by Academic Rank**

Rank	Baccalaureate					Furman				
	Schools (private)					University				
	03-04	06-07	07-08	08-09	95-96	03-04	04-05	06-07	07-08	08-09
Professors	28.7	30.2	31.7	32.9	12.9	21.3	18.9	20.9	23.2	23.1
Associates	44.3	43.9	43.3	44.2	32.0	34.7	40.0	35.9	34.4	33.3
Assistants	49.7	50.2	51.4	51.5	35.7	37.5	41.7	33.3	42.9	40.0
%female (all ranks)	41.5	42.3	43.9	43.7	-----	29.2	29.4	29.8	32.2	31.6

Questions related to faculty classification:

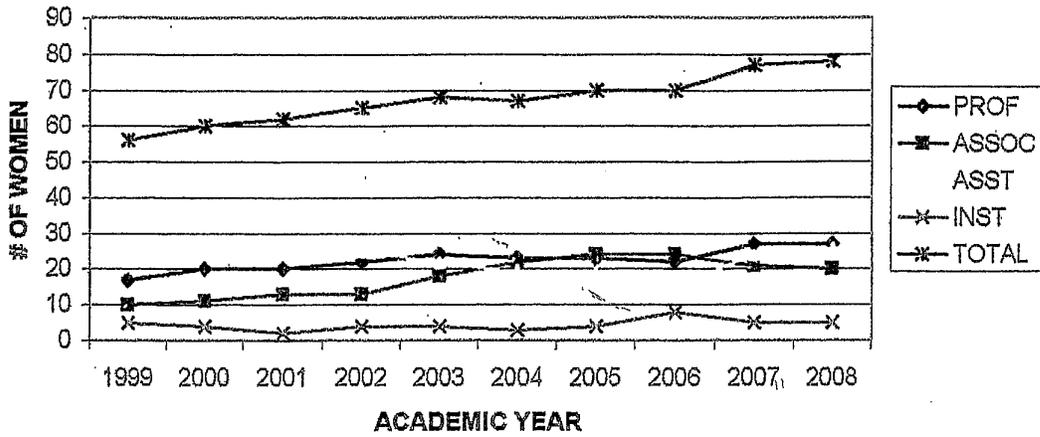
1. What are contingent faculty? How many categories of contingent faculty are there, and what distinguishes these categories from each other? What distinguishes these categories of contingent faculty in terms of the benefits they are eligible for?

2. Tenured and tenure-track faculty, professional librarians, and visiting faculty have contractual guarantees of due process and academic freedom. Lecturers, post-doctoral fellows, and adjunct faculty do not. These latter faculty, then, are in effect “at-will” employees. Would the administration support extending contractual guarantees of academic freedom and due process to teaching and research faculty who currently do not have these guarantees? If not, why not?

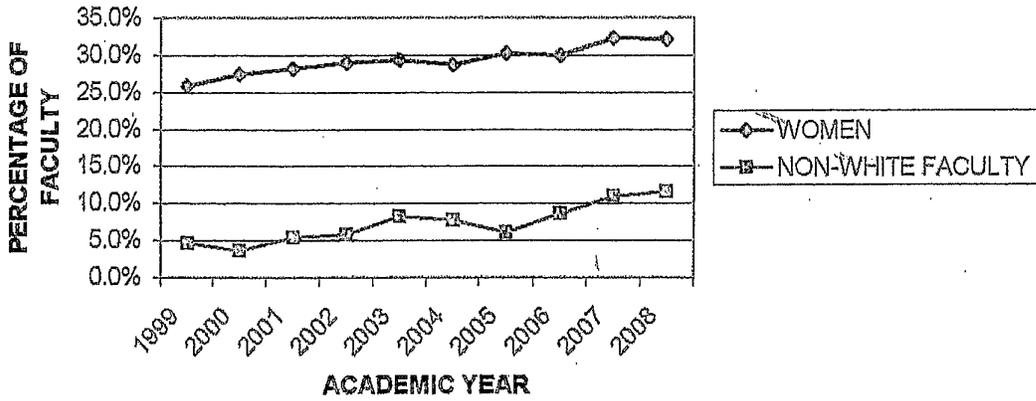
3. The AAUP, in general, recommends that faculty who hold part-time positions year after year should at some point be accorded assurances of continued employment, or that such part-time positions be converted to full-time tenure-track positions, or that such part-time faculty be made eligible for tenure as part-timers. Would the administration consider moving in any of these directions? If not, why not?

Year	Professor		Associate		Assistant		Instructor		Total		% of Faculty		Faculty Total #
	#Women	#Minority	#Women	#Minority	#Women	#Minority	#Women	#Minority	#Women	#Minority	#Women	#Minority	
1996	14	1	14	5	15	4	5	5	2	48	12		
1998	16	4	9	2	18	2	5	5	2	48	10		
1999	17	2	10	3	24	4	5	5	1	56	10	25.9%	4.6%
2000	20	3	11	2	24	3	4	4	1	60	8	27.3%	3.6%
2001	20	3	13	3	27	5	2	2	1	62	12	28.1%	5.4%
2002	22	3	13	3	25	7	4			65	13	28.8%	5.8%
2003	24	5	18	3	22	11	4			68	19	29.2%	8.2%
2004	23	5	22	3	19	10	3			67	18	28.8%	7.7%
2005	23	5	24	3	19	5	4	1		70	14	30.3%	6.1%
2006	22	4	24	5	15	8	8	3		70	20	30.0%	8.6%
2007	27	4	21	7	24	14	5	1		77	26	32.4%	10.9%
2008	27	4	20	7	26	15	5	2		78	28	32.2%	11.6%

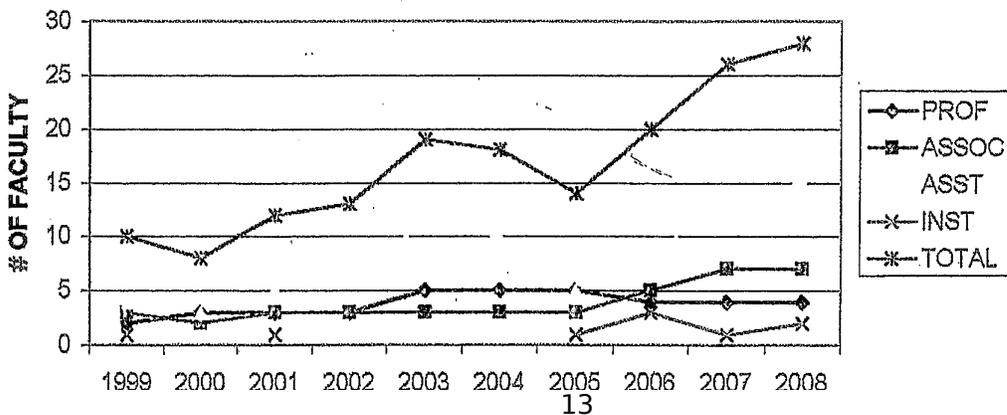
WOMEN BY RANK AND YEAR



WOMEN AND NON-WHITE FACULTY AS PERCENT OF TOTAL FACULTY



NON-WHITE FACULTY BY YEAR AND RANK



**PERCENT WOMEN IN FULL-TIME FACULTY--ALL RANKS
 FURMAN AND 21 DASHBOARD PEERS--1997-2007**

	<u>FURMAN</u>		<u>21 PEERS*</u>	
	<u>% WOMEN</u>	<u>% CHANGE</u> <u>97-07</u>	<u>% WOMEN</u>	<u>% CHANGE</u> <u>97-07</u>
1997	26.2%		31.5%	
1999	26.5%		32.7%	
2000				
2001	28.3%		34.8%	
2002				
2003	30.0%		34.3%	
2004				
2005	30.5%		36.0%	
2006				
2007	33.2%	25.3%	37.4%	14.5%

Data: From All Full-time Faculty as reported in required biennial reports to IPEDS

*--Peers

- Bowdoin College
- Bucknell University
- Carleton College
- Centre College
- Colgate University
- College of the Holy Cross
- Davidson College
- DePauw University
- Franklin and Marshall College
- Oberlin College
- Rhodes College
- Sewanee: The University of the South
- Southwestern University
- Stetson University
- Trinity University
- University of Richmond
- Wake Forest University
- Washington and Lee University
- Wesleyan University
- Williams College
- Wofford College

**PERCENT NON-WHITE* IN FULL-TIME FACULTY--ALL RANKS
FURMAN AND 20 DASHBOARD PEERS--1997-2007**

	<u>FURMAN</u>		<u>20 PEERS**</u>	
	<u>% NON- WHITE</u>	<u>% CHANGE 97-07</u>	<u>% NON- WHITE</u>	<u>% CHANGE 97-07</u>
1997	5.1%		11.3%	
1999	3.2%		11.8%	
2000				
2001	6.0%		13.1%	
2002				
2003	8.2%		14.9%	
2004				
2005	7.0%		14.8%	
2006				
2007	10.9%	112.1%	15.4%	35.9%

Data: From All Full-time Faculty as reported in required biennial reports to IPEDS

*-Non-White includes non-resident aliens; Furman's 2007 figure would be 9.3% w/o non-resident aliens.

**--Peers

- Bowdoin College
- Bucknell University
- Carleton College
- Centre College
- Colgate University
- College of the Holy Cross
- Davidson College
- DePauw University
- Franklin and Marshall College
- Oberlin College
- Rhodes College
- Sewanee: The University of the South
- Southwestern University
- Stetson University
- Trinity University
- University of Richmond
- Washington and Lee University
- Wesleyan University
- Williams College
- Wofford College

Wake Forest University omitted because of inconsistent data series.