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<http://math.furman.edu/~dcs/aaup/>

The American Association of University Professors is one of the most important forces safe-guarding the academic freedom of college and university faculty in the U.S. The guarantees protecting the academic freedom of Furman faculty rest on AAUP principles. Joining the AAUP is one of the most effective ways for individual faculty members to support academic freedom at Furman and elsewhere. To join the AAUP and/or to set up a program of payroll deduction of dues, contact Ray Moss (HES).

AMPERSAND is published by the Furman University chapter of the American Association of University Professors and distributed to faculty, academic administrators, and trustees. AMPERSAND aims to link Furman to the national AAUP by (1) informing the Furman community about issues of concern to the national organization and to the local chapter, and (2) interpreting Furman's policies and practices in the light of AAUP principles. Editor: Bill Rogers. Editorial Board: Ray Moss, Dan Slougher, Alfons Teipen, Victoria Turgeon. The editorial board welcomes response, commentary, and suggestions for topics to be explored in future issues. Direct correspondence to Bill Rogers, English Department, Furman University, Greenville, SC 29613. E-mail: bill.rogers@furman.edu.

REPORT ON CONTINGENT FACULTY, 2003-2007

Furman's reliance on contingent faculty continues to be excessive by the standards of the national AAUP.

The AAUP defines contingent faculty as "both part- and full-time faculty who are appointed off the tenure track."¹ Furman employs three categories of contingent faculty: full-time faculty not on the tenure track, part-time faculty ("lecturers") who teach at least half time, and adjuncts, who teach less than half time.

The AAUP recommends 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 2006-07, 19.4% of all Furman classes were taught by contingent faculty, and more than 25% of total instruction was provided by contingent faculty in 8 departments. 27% of General Education Requirements were taught by contingent faculty, and more than 25% of GERs were provided by contingent faculty in 10 departments. (See Figure 1.)

Total contingent faculty increased in 2006-07, both in absolute numbers and in percentages. Data for the current academic year are not yet available for adjuncts, but the sum of full-time and part-time contingent faculty increased from 42 to 45 in 2007-08. (See Figure 2.)

Increasing use of contingent faculty is a national trend of concern to the AAUP, as

discussed in the AAUP policy statement on "Contingent Appointments and the Academic Profession," available at the national AAUP website:

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/conting-stmt.htm>

Figure 3 documents a major demographic shift in the profession in the past decades. During that period, Furman's use of contingent faculty increased, but at a rate well below the national average.

In response to a questionnaire from the Furman chapter of the AAUP, Vice President for Academic Affairs and Dean Tom Kazee said, "We expect that reliance on contingent faculty will be reduced as the result of several initiatives: (1) Adding 15 new, tenure-track faculty positions over a three-year period. . . . (2) Working with departments to reduce dependence on contingent faculty (e.g., converting existing full-time, long term positions to tenure-track positions . . .); (3) Changes in the new curriculum that diminish emphasis on particular courses (e.g., English 11) to meet existing curricular requirements."

At the AAUP forum sponsored by the Furman chapter of the AAUP on October 3, 2007, Dean Kazee said that while he is interested in converting contingent faculty into tenurable lines, such conversion can come at a cost: current contingent full-time (or 4/5th) faculty, who are sometimes spouses of tenured professors, may lose their jobs to

FIGURE 1

COURSES TAUGHT BY CONTINGENT FACULTY, 2003-2007				
	2003-04	2004-05	2005-06	2006-07
% of all Furman classes taught by contingent faculty	18.4	22.4	22.7	19.4
% of GERs taught by contingent faculty	22.8	26.6	26.8	27.0
# of departments in which more than 25% of total instruction was provided by contingent faculty	4	7	7	8
# of departments in which more than 25% of GERs were provided by contingent faculty	8	8	11	10

FIGURE 2

TENURE-LINE AND CONTINGENT FACULTY, 2003-2008

	2003-04	2004-05	2005-06	2006-07	2007-08	% CHANGE
TOTAL FACULTY (contingent + tenure-line)	279	*	288	300	*	+7.5 (03-07)
FULL-TIME (tenured/tenure-track) ¹	210	*	206	214	216	+2.9
Full-time contingent ²	12	*	16	22	19	+58.3
Part-time	17	*	18	20	26	+53.4
Adjunct ³	40	43	48	44	*	+10.0 (03-07)
TOTAL CONTINGENT	69	*	82	86	*	+24.6 (03-07)
% CONTINGENT	24.7	*	28.5	28.7	*	

¹Excludes Military Science faculty and administrators who do not always teach

²Excludes post-doctoral positions in the sciences

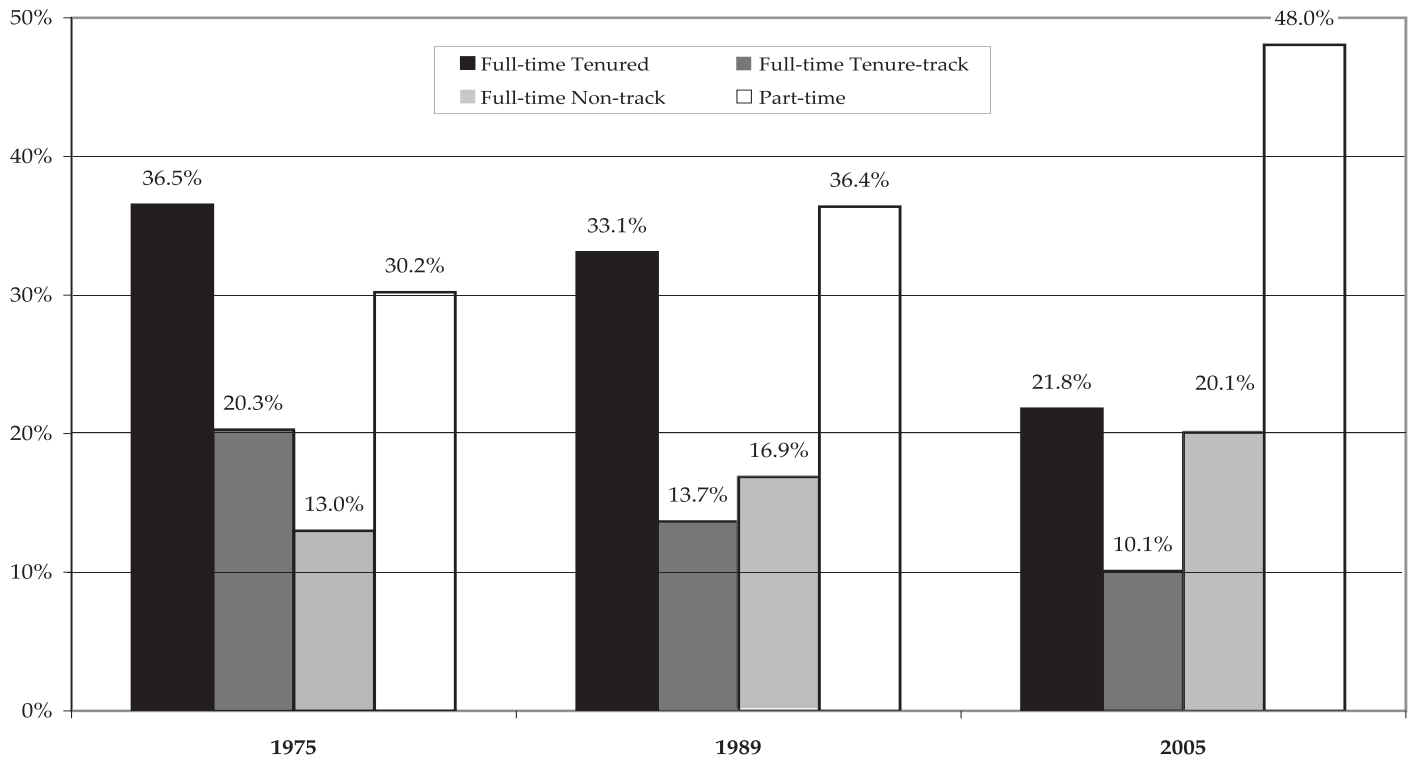
³Excludes applied music faculty

*Data not available

FIGURE 3

Trends in Faculty Status, 1975-2005 All Degree-Granting Institutions, National Totals

Source: U.S. Department of Education, IPEDS Fall Staff Survey. Compiled by the American Association of University Professors.



national competition if these lines were converted to tenure track positions and opened up to national searches.

The number of part-time faculty with 7 or more years of service has almost doubled in the past few years—see Figure 4.

FIGURE 4

NUMBER OF PART-TIME FACULTY WITH 7 YEARS OR MORE OF SERVICE			
2003-04	2004-05	2005-06	2006-07
6	7	11	11

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

Per-course compensation of part-time faculty at Furman is less than 60% of that of the average assistant professor, and per-course compensation of adjuncts is about one-third that of the average assistant professor. Part-timers and adjuncts have gained ground on assistant professors during the past few years, however. (See Figure 5).

All part- and full-time contingent faculty in 2006-07 had assigned offices and received secretarial support, computers, and

FIGURE 5

COMPENSATION FOR TENURE-LINE AND CONTINGENT FACULTY, 2003-07					
	2003-04	2004-05	2005-06	2006-07	% CHANGE
Average total compensation per course, assistant professor*	13,060	12,880	12,880	13,200	+1.1
Average compensation per course, part-time	6,226	6,900	7,715	7,615	+22.3
Average compensation per course, adjunct	3,907	4,028	3,859	4,302	+10.1

*Data concerning compensation for assistant professors are taken from the American Association of University Professors' annual reports on the economic status of the profession, published each year in the March-April issue of *Academe*. The figures here were arrived at by dividing total compensation, as reported in *Academe*, by 5, to arrive at compensation per course.

FIGURE 6

GENDER: TENURE-LINE AND CONTINGENT FACULTY, 2003-07				
	2003-04	2004-05	2005-06	2006-07
Female tenure-line faculty	28%	28%	29%	29%
Female contingent faculty	50%	51%	63%	57%

telephones. The Dean's office reports that no contingent faculty member who requested support under regular policies for faculty support (travel, Research and Professional Growth funds, Faculty Development Committee funds) was turned down in 2006-07 on grounds of contingent status.

Another concern of the AAUP is that “Women are more strongly represented among part-time faculty than among full-time faculty.” This general trend is reflected at Furman, where women continue to be disproportionately represented among part-time faculty as compared with full-time faculty (see Figure 6).

The May 2004 issue of AMPERSAND deals in more detail with the national AAUP's position on contingent faculty. This issue is available online at the website of the Furman chapter of the AAUP: <http://math.furman.edu/~dcs/aaup/>.

NOTES

[Furman statistics were provided by the office of Dean Tom Kazee. The Furman chapter of the AAUP thanks Dr. Kazee and Ms. Maggie Milat for their cooperation in providing this information.]

¹All references to AAUP positions are from “Policy Statement: Contingent Appointments and the Academic Profession.” <<http://www.aaup.org/AAUP/pubsres/policydocs/contents/conting-stmt.htm>>. 2 December 2007.

NOTES FROM SC CONFERENCE

by Dr. Scott Henderson

The AAUP is Not in the Eye of the Beholder

As I near the end of my two-year term as president of the South Carolina AAUP, I am troubled by the continuing misrepresentation of the AAUP.

On October 14, the noted literary theorist Stanley Fish published an op-ed in the *New York Times* entitled “Yet Once More: Political Correctness on Campus.”



Scott Henderson
President, SC Conference

Fish used this column to reiterate his longstanding opposition to speech codes on university campuses. Yet, in an apparent contradiction, he concluded by implying that the AAUP was created as an act of pre-emptive self-censorship, which, according to Fish, is a healthy example of how a profession can police itself.

This is the wrong lesson to draw from the AAUP's founding: it was established to increase, not limit, campus speech. Furthermore, the distinction that Fish makes in this article (and elsewhere) between “teaching” and “advocacy” often boils down to whether one agrees with the views being expressed.

The AAUP has condemned this sort of litmus test throughout its existence. And though academic freedom certainly depends on freedom of speech, it also relies on freedom of assembly.

Thus, it is especially ironic for Fish to cite the AAUP in siding with conservative commentators, when large numbers of academics, especially in the South, are afraid to start an AAUP chapter, or even become an AAUP member.

We are familiar with the old adage: “The Devil can quote Scripture to his purpose.” The same adage applies to those who misrepresent the AAUP's legacy.

For information about the national AAUP, check out the website.

<http://www.aaup.org/aaup>

THE NEW STRATEGIC PLAN AND FACULTY SALARIES

The new strategic plan approved by the faculty and adopted by the trustees carries forward the faculty-salary initiative first articulated in Furman's 2001 strategic plan.

At the October faculty meeting, where the faculty approved the plan unanimously, Vice President for Academic Affairs and Dean Tom Kazee indicated that the administration intends to continue the initiative, which has been in effect since the 2001 plan. Kazee said that a specific reference to *Furman 2001* would be added to the draft of the new plan.

The strategic goal for faculty salaries in *Furman 2001* reads as follows:

Furman will develop a more sensitive faculty salary improvement plan that is competitive nationally at the entry-level (in the context of geographic cost of living and comparative retirement contribution differentials) and systematically moves all faculty ranks toward the top half of our regional peer institutions. The administration shall annually assess its efforts in meeting this goal and report its findings to the trustees and the faculty. (Strategic Goal 5.1, *Furman 2001*)

The annual reports to the faculty by Bill Berg, Director of Planning and Institutional Research, are mandated by this initiative.

The initiative in the 2001 plan includes a measurable objective, expressed in a footnote:

Average total salary, adjusted for cost of living and retirement contribution for continuing faculty (using AAUP data), in each rank, expressed as a percentage of average total salary in that rank for Furman's regional peers, will increase. (5.1, *Furman 2001*)

The list of "regional peers" and the specification of the measurable objective resulted from a process of negotiation involving trust-

ees, administration, faculty officers, and members of the Faculty Status Committee, during the period of the writing of *Furman 2001*.

The regional peers include Centre, Davidson, Rhodes, Richmond, Sewanee, Stetson, Southwestern, Trinity (TX), Wake Forest, and Washington and Lee.

As the accompanying graph makes clear, the general trend of Furman average salaries in all ranks, in comparison with the regional peers, has been upward during the period of the strategic initiative.

During that 10-year period, Furman has failed to meet the measurable objective three times for full professors, four times for associate professors, and five times for assistant professors.

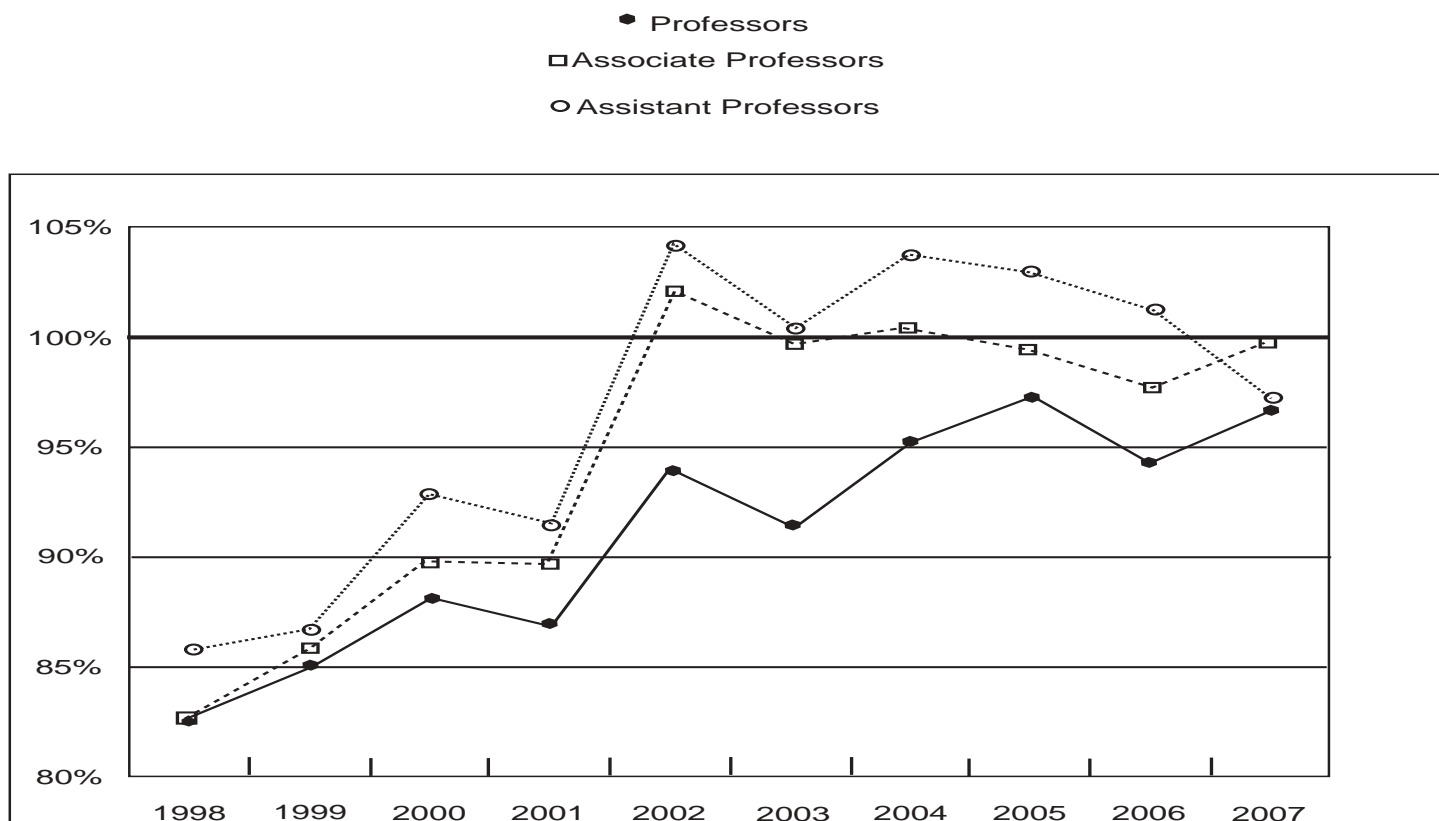
Average salaries for assistant professors have declined relative to the regional peers for the last three years, and are now below the peer average. There is no measurable objective for determining whether salaries at the entry-level are "competitive nationally."

Furman average salaries in all three ranks are now below the average for the regional peers. The average Furman full professor stands at 96.6% of the regional average, the average Furman associate professor stands at 99.7% of the regional average, and the average Furman assistant professor stands at 97.4% of the regional average.

Berg reports that Furman average salaries are now at the median—6th of the 11 institutions—for full professors and associate professors; and one below the median—7th of the 11 institutions—for assistant professors.

[The statistical information for this article was provided by Bill Berg, Director of Planning and Institutional Research.]

FURMAN AVERAGE ADJUSTED SALARIES, AY 1997-98 TO AY 2006-07
Expressed as Percentage of Regional Peers
Source: Furman Office of Institutional Planning and Research



FORUM WITH THE DEAN: HIGHLIGHTS

On October 3, 2007, the local chapter of the AAUP hosted a forum with Vice President for Academic Affairs and Dean Tom Kazee. Dean Kazee responded to written questions and then took additional questions from faculty. The following highlights focus on matters having to do with faculty status and benefits and with shared governance. The forum covered other topics as well. Full minutes are available on the chapter website at <http://math.furman.edu/~dcs/aaup/minutes-forum-2007.html>.

Search Process for Assistant Deans

In response to a question about the differences in the appointment processes for the Assistant Academic Dean and the Assistant Dean for Study Away, Dean Kazee pointed out that in the past, appointment of the Assistant Academic Dean, who works very closely with the VPAA, has occurred without a national search, as was the case most recently. The positions of Assistant Dean for Study Away and the Assistant Dean for CTCL, which were filled through national searches, have a certain "stand-alone" character. Kazee said that he would not be especially resistant in the future to having the Assistant Academic Dean's position filled through a national search.

The New Dean of the Faculty

Kazee said that the search for the new Dean should involve "substantial" input from faculty. The rationale for limiting the search to internal candidates is that an internal candidate would be able to provide some continuity as Furman moves to a new calendar and curriculum. The new Dean will sit with the Faculty Status Committee, but Kazee as Provost will work closely with the new Dean. Recommendations for tenure and promotion will move from FSC to the Dean of the Faculty to the Provost, and then to the President and the Board of Trustees.

The Administrative Reorganization

Kazee indicated that there are two rationales for the reorganization: (1) to free the President to concentrate on the capital campaign, and (2) to elevate the Provost to a position over the other vice presidents so as to place the academic enterprise more clearly at the center of the institution. The Provost will be deeply involved in academic affairs. The Provost will meet regularly with department chairs and with the Implementation Task Force for the new calendar and curriculum. The Provost will interview candidates for tenure-track positions and will be involved in decisions about tenure and promotion.

To a question about why there had been so little consultation with faculty about the reorganization, Kazee responded that there had in fact been consultation with the Chair of the Faculty, with department chairs, and with some other senior members of the faculty. Kazee further said that the reorganization falls under the responsibility of the President. Kazee expressed optimism about the ability of the administration and the faculty to reach agreement on the rewriting of the so-called "contractual" policies in the *Faculty Handbook* that will have to be recast to reflect the reorganization.

Contingent Faculty

Kazee said that he does not see that Furman necessarily has a problem of excessive reliance on contingent faculty, although he is not in favor of increasing use of contingent faculty. He pointed out

that there are cases where the use of contingent faculty is desirable: to replace faculty on sabbatical, for example; or to fill highly specialized or shifting needs that arise in particular departments. Certain departments (such as Music) have very highly specialized continuous needs, such as instruction in certain instruments, which do not warrant full time, tenurable faculty lines. At present, 37% of contingent faculty serve in two departments, Music and MLL.

Kazee predicted that Furman's reliance on contingent faculty will decrease with the new calendar and curriculum. He said he is open to converting continuing appointments of contingent faculty into tenurable lines, but in some cases doing so might work to the disadvantage of contingent faculty who might lose their jobs to national competition. (See related article in this issue: "Report on Contingent Faculty, 2003-2007.")

Librarians and Other At-will Employees

Kazee said that he supports making librarians contractual employees, as opposed to their current status as at-will employees. The librarians, however, have concluded that they do not wish to convert their positions to tenurable positions. If librarians have contracts, then the contracts would have to be written so as to exclude policies in the Faculty Handbook that refer to tenure. Kazee stressed that the President has not yet approved giving librarians contracts. (See related article in this issue: "Faculty Status of Librarians at Furman.")

When asked whether contingent faculty would also be considered contractual employees with contractual protections of academic freedom and due process, Kazee said that the situation of contingent faculty needs to be thought through carefully with attention to all of the possible implications of giving contingent faculty contracts.

Travel Expenses

Kazee said that Furman typically budgets \$1500 per faculty member per year for travel, and that since Kazee took his position, Furman has been over budget in that line every year. Kazee expressed a desire to increase the amount, but he said that he thinks that Furman's present policy compares favorably to that of other ACS (Associated Colleges of the South) institutions.

May Experience and Study Away

Kazee said that no concrete plans have yet been made to fund the exploration of travel-study opportunities for the May term.

Centers and Institutes

In response to a question about whether the proliferation of "centers" and "institutes" might undermine academic departments' control of the academic program, Kazee expressed confidence that the academic departments would continue to be at the heart of the academic program. Other entities exist to serve the academic departments and to enable interdisciplinarity; they should be regarded as "resources" and not as the places from which policy emanates.

Other Topics

Other topics discussed at the forum included endowed chairs, sustainability, the Meritorious Teaching Award, and the Dean's vision for the future of the institution. See minutes online at <http://math.furman.edu/~dcs/aaup/minutes-forum-2007.html>.

FACULTY STATUS OF LIBRARIANS AT FURMAN

The constitution of the faculty of Furman states clearly that professional librarians are faculty. Yet the status of librarians within the faculty has been clouded for many years. Dr. Glen Clayton was awarded tenure in 1978 and granted a sabbatical in 1981, but a few years later, in 1985, the Policies and Procedures Committee ruled that there were no provisions for tenure for librarians in the Faculty Handbook.

Subsequently, Policy 158.4 was changed to explicitly state that librarians are not eligible for tenure. Among the many consequences of this decision, librarians were no longer eligible for sabbatical leaves and were no longer evaluated by the Faculty Status Committee.

The "Joint Statement on Faculty Status of College and University Librarians," published by the Association of College and Research Libraries, the Association of American Colleges, and the AAUP, states:

College and university librarians share the professional concerns of faculty members. Academic freedom, for example, is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas, no matter how controversial, so that teach-

ers may freely teach and students may freely learn. Moreover, as members of the academic community, librarians should have latitude in the exercise of their professional judgment within the library, a share in shaping policy within the institution, and adequate opportunities for professional development and appropriate reward.

Faculty status entails for librarians the same rights and responsibilities as for other members of the faculty. They should have corresponding entitlement to rank, promotion, tenure, compensation, leaves, and research funds. They must go through the same process of evaluation and meet the same standards as other faculty members.¹

Although the AAUP is unambiguous in its support of full faculty rights for librarians, including tenure, practice varies widely among different institutions. Some grant tenure, others provide contracts of varying lengths, and others, like Furman since 1985, employ librarians as non-contractual, at-will employees.

To clarify the status of the professional librarians at Furman, the Policies and Procedures Committee is currently studying three policies: a revision of Policy 155.5

(Equivalent Rank of Professional Librarians) along with two new policies, 152.2 (Evaluation of Library Faculty) and 157.3 (Promotion of Library Faculty). These proposals are in part guided by a survey of peer and cross-applicant institutions which found that "at the majority of institutions librarians have some kind of faculty status, do not have tenure, are eligible for the same human resources benefits as other faculty, and have the option of some kind of research release time."² Although the librarians have chosen not to seek the reinstatement of tenure, Vice President for Academic Affairs and Dean Tom Kazee has stated his support for making them contractual employees, thus extending to the professional librarians protections similar to those of probationary tenure-track faculty and removing them from the category of employees at will.

The AAUP will sponsor an open forum to promote discussion of these policies before they reach the full faculty for a vote.

NOTES

¹<http://www.ala.org/ala/acrl/acrlstandards/jointstatementfaculty.cfm>

²*Faculty Status of Librarians at Furman: A History and Proposal*, supporting document for the proposed policy changes.

PRESIDENT'S COLUMN

By Dan Slougher, President, Furman Chapter of the AAUP

Think for a moment about what academic life might be like without the AAUP. Without the *Redbook*, where would we look for sound advice, based on the wisdom and experience of our colleagues through the years, in fashioning policies on such basic topics as academic freedom and due process? Where would we find legal advice and organizational help when our state legislature threatens to turn us all into employees at will? Where would we find basic data on salaries and the use of contingent faculty when we want to compare ourselves with other institutions across the country?

The AAUP, on the local, state, and national levels, provides services basic to preserving the academic traditions we so frequently take for granted. However, as membership declines on all levels, increasingly the burden of supporting this work falls on fewer and fewer faculty. Please join the AAUP and help ensure that these vital tasks are not left undone.

Before retiring at the end of last year, Professor Duncan McArthur suggested that the Furman administration and the AAUP might join together in providing a copy of

the *Redbook*, the compendium of AAUP policy statements and reports, to each member of the Status and Due Process Committees. We have done this, and I would like

to thank Duncan for his suggestion and Dean Kazee for agreeing to share the cost with the AAUP.

As evident from this issue and past issues of *Ampersand*, our local chapter of the AAUP considers the status and use of contingent faculty at Furman to be an issue in need of constant monitoring. A recent article in the *New York Times*¹ highlighted the problems associated with increased reliance on contingent faculty across the nation. Although Furman's use of contingent faculty in no way approaches some of the extremes described in the *Times* article, nevertheless the national trend is a clear warning sign to us all.



The issue of at-will employment continues to reappear with disturbing frequency. We must be clear about this: to be an at-will employee in the state of South Carolina means that one is employed completely at the pleasure of the employer. Other than the restrictions of Federal laws regarding discriminatory practices and a few other technical situations, an employer may fire an at-will employee at any time, for any reason or for no reason, without regard to any policies or procedures published in an employee handbook. The administration now agrees with the AAUP that contractual faculty are not at-will employees. I would like to see this taken one more step: no member of the faculty should be without a contract. Anyone who steps into a classroom to teach, procures resources for the library, advises a student on how to pursue a research project, or votes in a faculty meeting, should have, at a minimum, the protections of due process and academic freedom guaranteed by a contract.

NOTES

¹<http://www.nytimes.com/2007/11/20/education/20adjunct.html>