

Commission on Women and Gender Equity

TO: Dr. Tony Frank, Interim President

FROM: Dr. Carmen Menoni, Chair
Dr. Paola Malpezzi Price, Co-Chair

SUBJECT: Recommendations to Improve Working Conditions for Non-tenure Track Faculty

DATE: April 28, 2009

The Commission would like to bring to your attention the unstable working conditions that affect non-tenure track faculty at CSU, consisting mainly of women. Non-tenure track faculty members are offered, for the most part, year-to-year or semester-to-semester contracts with job expectations that extend, in some cases, to service activities. Temporary contracts make their relationships with students and supervisors vulnerable.

CWGE is encouraged by the University's willingness to address this issue with the creation of the University wide committee headed by Professor Steven Shulman. However, CWGE strongly recommends that CSU continue to follow the national trends for improving the working conditions of these professionals, as this affects the University's competitiveness and general morale. Mirroring the efforts of peer institutions such as Ohio State and CU Boulder would be a good starting point.

CWGE has sought endorsement of this recommendation from Faculty Council. Its response is pending.

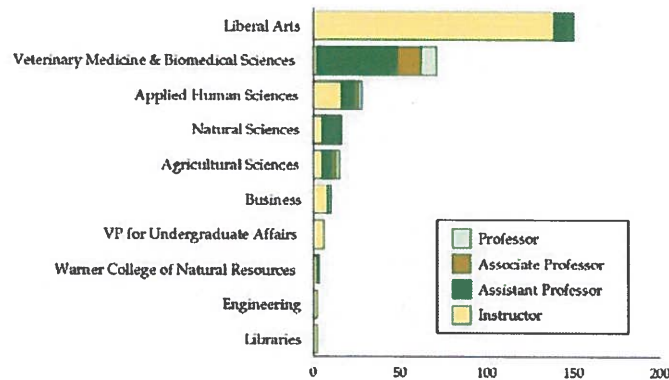
Cc. Dana Hiatt
CWGE members

Attachment: Sue Doe's report and statistics from FACTS

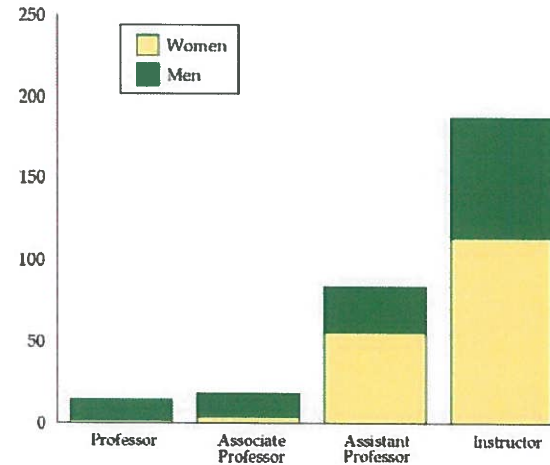
Compilation of results from CSU FACTS book – CWGE – March 2009

FACULTY ON SPECIAL APPOINTMENTS

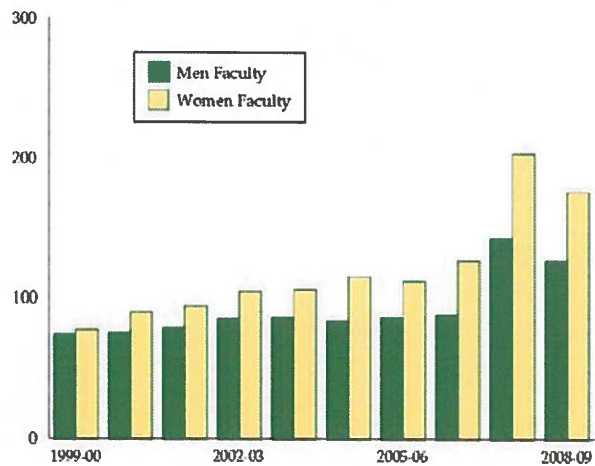
Faculty on Special Appointments by College and Rank



Faculty on Special Appointments by Gender and Rank



History of Faculty on Special Appointments by Gender



Local Numbers of Contingent Faculty – A Gender Breakdown, November 2008
(#'s are best estimates, as provided informally by Colleges)

College of Liberal Arts

Totals: 150 Temporary and Special Appointment Faculty
(down from 2007-08 numbers: 190 overall with 133 women, 57 men
– or 70% women)

College of Natural Sciences

Totals: 36 total non tenure track teaching faculty,
20 women and 16 men (56% women)

(Note: In addition to people on teaching appointments, this group includes
researchers, post-docs, and retired people who continue to teach a course, etc.)

College of Natural Resources

- A) Special Appointment Academic Faculty (as defined under Section E.2.4 of
the Faculty Manual) :
3 men
- B) Joint Administrative Professional-Faculty (as defined under Section
E.3.2 of the Faculty Manual):
3 men, 3 women

Totals: 9 non tenure-track faculty,
3 women and 6 men (30% women)

College of Applied Human Sciences

full = 2
associate = 2
assistant = 9
instructor = 16

Total = 29 non tenure-track faculty
--No gender breakdown available for CAHS.

College of Engineering

1 special appointment female
1 special appointment male
1 temporary appointment female
6 temporary appointment males

Totals: 9 non tenure-track faculty,
2 women, 7 men (22% women)

College of Business

Specials = 10; F = 3; M = 7
 Temporary = 24; F = 9; M = 15

**Totals: 34 non tenure-track faculty,
 12 women, 22 men (55% women)**

College of Agricultural Sciences

**Totals: 24 special and temporary faculty,
 11 women and 13 men (46% women)**

CVMBBS (College of Veterinary Medicine and Bio-Medical Sciences)

Special/Temporary Faculty by Department and Gender

Department	Female	Male
BMS	6	5
EHR	3	11
MIP	15	15
CS	13	8

**Totals: 76 non tenure-track faculty,
 37 women, 39 men (49% women)**

Campus totals as provided via informal report in November 2008: 383 non tenure-track faculty. Discounting Applied Human Sciences, as this college could not provide a gender breakdown in time for this report, 206 of 344—or 60% -- of contingent faculty were women. This percentage is fairly consistent with the 2008-09 Fact Book, which reports 303 special appointment faculty of which 58% are women. The Fact Book does not distinguish between special and temporary appointment faculty when reporting on gender.

Non Tenure Track Faculty Fall 2008 Informal Survey: 60% Women (Includes temporary as well special appointment)	08-09 Fact Book-Special Appointment Faculty* 58% women Women represent 61% of special appointment faculty holding the rank of instructor, and 58% of all special appointments (inclusive of all ranks assigned on special appointment)
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*The CSU Fact Book for 2008-09 reports an overall 101% increase in special appointment faculty over the ten-year period 1999 – 2009, with the largest increases in Veterinary Medicine & Biomedical Sciences (+61%), Agricultural Science (+114%), and Liberal Arts (+233%). There has been a 72% increase in the number of men in special appointment faculty positions and a 129% increase in the number of women. While male special appointments at the full professor rank have increased by 33%, percentages of women have increased only at the assistant professor special appointment rank (+56%) and at the instructor level (+533%) where male percentages have risen sharply as well (+306%).

Discussion of Findings

The gender breakdowns provided here are estimates based upon informal information provided by various representatives of the colleges¹; they are an imperfect description of non tenure-track faculty. Obtaining data informally for this report was deemed necessary because the CSU *Fact Book* does not provide gender data about temporary (*distinct from special*) faculty appointments. Obtaining such gender breakdowns for temporary and special faculty via informal survey was only partially successful. Hence, for instance, the College of Engineering and the College of Business were able to supply these numbers but the other colleges were not able to. [Note that since 2007 the term "instructor" has been applied to both temporary and special appointment faculty, consistent with Faculty Manual classifications. Prior to Fall 2007, "instructor" generally denoted temporary appointment and "lecturer" generally denoted special appointment.]

The report given here, while unscientific and unofficial, nevertheless suggests that the varied genders of non tenure-track faculty as a percentage of overall faculty reflect professional opportunities and trends in the disciplines/professions themselves. They may also reflect varied disciplinary approaches to undergraduate instruction. The College of Veterinary Medicine and Biomedical Sciences has attained virtual equivalence between men and women in the non tenure-track ranks. In contrast, in the College of Engineering, non tenure-track men outnumber women three to one. In the College of Liberal Arts, women represent approximately 70% of the contingent faculty workforce. While these highly varied gender ratios undoubtedly reflect trends in the fields themselves in regard to gender equity, they may also reflect the nature of teaching in these fields as well. In CSU's College of Liberal Arts, for instance, Foreign Language and English classes have low enrollment caps because of the close care required to effectively teach language acquisition and writing. These teaching-intensive classes are largely taught by women whose jobs are at-will and funded by enrollment-growth dollars. They are compensated not only well below tenure-track faculty but also well below contingent faculty in other CSU colleges.

Confounding Data

Terms of identification are sometimes used inconsistently when describing categories of academic workers on the CSU campus, a situation that confounds the data. For instance, *The Faculty Manual* clearly states that there are six basic types of appointments for academic faculty—regular full-time (tenure-line), regular part-time (tenure-line), multi-year research, special, temporary, and transitional appointment—but confusion persists about non tenure-track faculty appointments. In some locations, a practice persists of filling "short-term" teaching needs by utilizing existing personnel on administrative professional appointment. Administrative professionals certainly may be eligible to teach these courses, yet even with a **Joint Administrative Professional-Faculty** appointment, they may be undocumented as teaching faculty, their conflated status resulting in non tenure-track teaching that is rendered invisible. As such, care should be taken to ensure that employment information accurately reflects the multiple roles people are filling; in the case of Joint Administrative Professional-Faculty, their status should perhaps be counted in two categories—non tenure-track faculty (either special or temporary) *and* administrative professional. Without such transparency, the numbers of non tenure-track faculty remain under-represented. Also, while graduate teaching assistants (GTAs) are teaching many core, lower-division courses, their numbers are not included among most faculty labor tallies at CSU. Yet the American Association of University Professors (AAUP) includes graduate assistants when accounting for the total number of contingent faculty at institutions since their teaching is done off the tenure track. One thing is certain: We need to agree on our definitions of job classifications, and we need to work for greater consistency and transparency in applying these descriptors. We need a full accounting of teaching that is being

¹ In most cases, I called upon my colleagues who are College representatives to the Provost's Task Force for Shared Governance. In the case of Agriculture and Natural Resources, the numbers were obtained from their Dean's offices.

done on the CSU campus off the tenure track. Some suggestions for what might be included in such a survey follows.

Survey Focus

A complete survey of non tenure-track faculty, with breakdowns provided in terms of gender, appointment type/job classification, and other roles and responsibilities held at the university, might yield important information. Such a survey could query the following:

- 1) gender identification of the contingent faculty member and length of service
- 2) non tenure-track academic faculty appointment type—special, temporary, joint admin pro-faculty, and any other variations being used
- 3) presence or absence of promotion opportunity through ascending academic rank
- 4) extent to which the individual's compensation is part of a salary schedule, reflecting years of service, programmatic need, and possession of the terminal degree
- 5) types of work conducted by contingent faculty members, probing the amounts of teaching, service, administration, and research undertaken within the position and the degree to which a job description is provided, is accurate, and is reflected appropriately in the annual review. In short, are contingent faculty working to their job descriptions? Inversely, do job descriptions reflect contingent faculty work?
- 6) annual review and application processes—documenting the range of approaches

Genderization and Marginalization—An Equity Issue for Women and Men

So is there a gender issue here? Differences among the profiles of the disciplines may be explained in part by the career opportunities available to women in these disciplines. In disciplines where the emphasis is on teaching and program administration, feminist scholars Susan Miller (1991), Eileen Schell (1998), and Teresa Enos (1996) argue there is a tendency to "feminize" this type of work, a term that implies not just a higher proportion of women involved in the work but also the tendency to marginalize that professional work. Women in such disciplines can expect lower-than-average pay—verified through numbers that are readily available²--and higher-than-average expectations for service and administrative responsibility, phenomena that are far more difficult to document. Research-heavy departments may utilize more joint administrative professional-faculty appointments as well, which may render invisible some additional teaching that is done off the tenure-track.

Advocate Policies that Raise the Profile of College Teaching

At Research I institutions, it is to be expected that reward systems favor research and publication. Yet research cannot be accomplished without balanced emphasis on teaching and service. As such we should resist formation of faculty roles that distance some faculty ever more fully from the rewards of university life, including governance, or the opportunity to have "a seat at the table" where, for instance, curriculum decisions are made. Further, it is no secret that some programs suffer more seriously than others from an entrenched marginalization within research-intensive environments. National estimates suggest, for instance, that in English Composition some 70% of instruction is conducted off the tenure track. Yet we must address how diminished respect for teaching and service affects men and women, tenure-line and non. As Enos explains, women can become associated with the domestic tasks of departments while men learn they will go unrewarded by teaching. As one high achieving, special appointment male faculty member from

² For instance, an entry-level, full-time instructor in the College of Natural Sciences may be compensated \$43K per annum while an entry-level instructor in the College of Liberal Arts is compensated at the baseline level and on a per-course basis at approximately \$4K per course or, if working on a full-time (4:4) basis, \$32K annually.

the sciences explained to me, "Several years ago a tenured colleague said, 'Hey, I remember when teaching used to matter to me, too.'"

What *specifically* should we do? Here are four ideas to create a more equitable and gender-neutral environment for CSU faculty, particularly those not on the tenure track.

Recommendations

- 1) raise the profile of teaching faculty at every turn, involving such faculty in governance and curriculum decision-making as well as granting them representation on important university committees
- 2) write job descriptions and generate annual activity report forms that reflect the actual work that non tenure-track faculty do and then reward work that is well done, even if such work is other than teaching
- 3) enforce the Provost's Task Force's 6 R's (Recommendations), published in November 2006 (appended to this report)
- 4) conduct and publish a formal survey of all non tenure-track faculty, including temporary appointments and people on joint administrative professional-faculty positions, as described in this report
- 5) identify and evaluate "best practices" in workplace hiring, evaluation, and promotion of non tenure-track faculty, as utilized at universities across the country

Works Cited

- Enos, Theresa. *Gender Roles and Faculty Lives in Rhetoric and Composition*. Carbondale : Southern Illinois University Press, c1996.
- Miller, Susan. *Textual Carnivals: The Politics of Composition*. Carbondale: Souther Illinois University Press, 1991.
- Schell, Eileen E. (1998). *Gypsy Academics and Mother-Teachers: Gender, Contingent Labor, and Writing Instruction*. Portsmouth, NH: Boynton/Cook.

Appendix

Provost's Response

Whereas Executive Committee of Faculty Council adopted a resolution on April 25, 2006 affirming that part-time non-tenure track academic faculty members and full-time non-tenure track academic faculty members are a valued and integral part of the academic faculty of this university and recommending that the Provost/Senior Vice President and the Chair of Faculty Council jointly appoint a special task-force with diverse representation from the appropriate groups to investigate issues related to temporary and special faculty appointments and report its findings and recommendations to the Provost/Senior Vice President and the Chair of Faculty Council;

Whereas Executive Committee of Faculty Council affirms that all individuals with special and temporary appointments are members of the academic faculty and are covered by all provisions of the *Academic Faculty and Administrative Professional Manual* unless specifically exempted;

Whereas Executive Committee of Faculty Council has received and reviewed the report from the special task-force entitled "Goals & Priorities for Special & Temporary Faculty;"

Whereas Executive Committee of Faculty Council has examined and found the following list of action items in the report to be basic rights and privileges of all academic faculty members or policies already established in the *Manual*;

Therefore, in support of special and temporary appointment academic faculty members, Executive Committee of Faculty Council strongly urges that administration (at the appropriate levels) ensure the implementation of the following action items:

RIGHTS

- Clearly articulate job descriptions that identify workload distributions in the appointment/offer letters for all academic faculty members.
- Institute hiring and rehiring procedures that are transparent and timely for part-time and long-term non-tenure track academic faculty appointments.
- Identify in all academic faculty offer/appointment letters that the *Manual* is an inherent part of all appointment agreements, including faculty rights, responsibilities, privileges and benefits.
- Provide annual evaluations of all academic faculty members that reflect the agreed workload distribution.
- Establish procedures in departmental codes for assigning rank and promotion of non-tenure tract faculty members consistent with the Manual.
- Provide new employee orientation to non-tenure track academic faculty members that informs and ensures access to University faculty resources such as parking passes,

library privileges, computer access, ID cards, Sponsored Programs assistance and to departmental resources such as copy privileges, office space, lab space, etc.

RESPECT

- Develop a culture within colleges and departments that includes non-tenure track academic faculty members as a valued and integral part of the academic faculty.

REPRESENTATION

- Improve and institutionalize mechanisms of communication with non-tenure track academic faculty members within departments, colleges and the university.
- Include non-tenure track academic faculty members in faculty meetings and other relevant department, college and university committees, and codify their role into the relevant codes.

RECOGNITION

- Reclassify long-term temporary appointments as special appointments, consistent with section E.4.4 of the *Manual*.
- Offer appropriate research and teaching awards to non-tenure track academic faculty members.

RESOURCES

- Create professional and career development opportunities for non-tenure track academic faculty members, including mentoring programs.
- Offer start-up packages for non-tenure track academic faculty members consistent with assigned responsibilities.

REMUNERATION

- Provide non-tenure track academic faculty members annual pay increases consistent with those awarded to regular appointment faculty.
- Incorporate non-tenure track academic faculty members into the annual salary exercises.
- Secure significant salary increase for long-term non-tenure track academic faculty members.
- Clarify and disseminate information about benefits available to non-tenure track academic faculty members.
- Provide qualified non-tenure track academic faculty members with dependent tuition reductions and other benefits similar to those of regular appointment faculty.
- Explore options for leave accrual and benefits to be maintained if qualified non-tenure track academic faculty members take a semester off due to childbirth, illness, or other exigencies.
- Pro-rate pay on a per credit basis for non-tenure track academic faculty members who are paid on a per-course basis but who teach courses with more than 3 credits per course.