

# The Path to Change

## How Campus Communities Worked to Change Non-Tenure-Track Policies and Practices

In these documents, we hope to assist change agents in creating positive changes for non-tenure-track faculty (NTTF) by highlighting examples of how different change agents and levers have been used to advance change on actual college campuses. Changes can originate with the efforts of many different actors at different levels. Too often, we have heard change agents voice frustration that there was no shared vision about the need for change. These cases show how changes can emerge from one part of an institution and eventually spread, leading to much broader institution wide changes. We have observed these four processes as being the most common:

**Union-led**

**Senate-led**

**Joint Faculty and Administrative Task Force-led**

**State- or System-led**

Change processes can also be led by departments, although we find this less frequently.

There are also many different levers used along each path to change, including data collection, relationship building, strategic planning, accreditation, institutional values and mission, open forums, and creating key documents. Each case demonstrates the ways that certain change agents orchestrate and use levers at their disposal in their particular context to create change. Yet, as you will see, there are many common levers that can be used across different campuses.

## San Francisco State University

In this document, we highlight the path and change agents involved in helping to facilitate positive change for non-tenure-track faculty.

This is an example of a combined **Union- and Senate-Led** path to change.

**San Francisco State University's (SF State)** path to change includes leaders improving NTTF faculty conditions through the union and academic senate. We highlight the levers and change agents involved in SF State's efforts toward creating better working conditions for contingent faculty.

*Underlined headings indicate the main levers used in this change process.*

The main change agents involved are: **Tenure and Tenure-Track Faculty, Union Leaders, and Academic Senate.**

### **Appealing to Institutional Culture**

**Advocates for NTTF** – Between November of 1968 and March of 1969, SF State students and faculty engaged in a strike. They protested the suspension of a graduate teaching assistant and Black Panther leader, George Murray, demanding the expansion of Black Studies and calling for the establishment of a School of Ethnic Studies. After the longest academic strike in history, the protesters succeeded in establishing a Department of Black Studies and a School of Ethnic Studies. Though the strike occurred more than four decades ago, it remains a central component of SF State culture and advocates for NTTF faculty have capitalized on the themes of social justice and equity ever since in order to create policies and improve practice.

**Tenure and Tenure-Track Faculty** – A second fundamental component of the culture of SF State has been the ability of tenured and tenure-track faculty to identify with their NTTF colleagues. SF State has had a significant percentage of its tenured and tenure-track faculty whose initial appointments on the campus were as NTTFs. As a result, the assumption that NTTFs are inferior to tenured faculty and any subsequent distancing of NTTFs from critical academic decision-making that might occur on other campuses was less common at this institution. The levers highlighted below moved forward with the help of faculty leaders appealing to SF State's institutional culture.

## Union Formed and Changes to Senate Constitution

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**Union and Senate Leaders** – In 1960, the primary governance body on campus was the Faculty Council, but membership was restricted to tenured and tenure-track faculty. As a result of NTTFs' capitalizing on the issues brought up through the strike, the faculty constitution was amended and all faculty became eligible to serve. But, guaranteed representation of NTTFs did not occur in the academic senate until about 15 years later when the union was formed. In 1984, a campus chapter of the California Faculty Association (CFA) was established. Strong, early leadership in the CFA chapter was shown by NTTFs. As union leadership embodied and espoused the importance of NTTFs, the Academic Senate saw the need to adapt to ensure that NTTF perspectives were included in campus governance. As a result, in 1986 the Academic Senate amended the faculty constitution to require each college to elect a NTTF representative to the academic senate.

## CFA's Collective Bargaining and the Academic Senate's Adoption of Key Document

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**Leaders in Union and Academic Senate** – Article 12 made some of the most significant contributions in the CFA. At its inception, it established NTTF entitlements and, with them, the first job security protections for NTTFs in the CSU. If the union's Collective Bargaining Agreement (CBA) has been primarily responsible for ensuring the formal, structural protections of NTTF rights, the Academic Senate at SF State has been the forum where the day-to-day interests of NTTFs have been more fully integrated into university operations and life. A seminal moment in the history of NTTFs at SF State occurred with the Academic Senate's adoption of a document titled *Periodic Evaluation of Temporary Faculty Policies and Procedures* in the Spring of 1986.

At the system level, union advocacy had focused on the ambiguity in hiring practices and the tenuous nature of employment for NTTFs. The union's CBA required periodic evaluation of temporary faculty, but the Academic Senate's new policy sought to ensure fairness and consistency in the evaluation procedures. This was the first Academic Senate policy to establish expectations and standard procedures regarding the evaluation and retention of NTTFs. The creation of that first policy document was instrumental in grounding support for NTTFs in university policy.

Text of Article 12 can be found online at: [http://ddcache1.net/calfac.SE277/sites/main/files/file-attachments/cba\\_2012\\_102312.pdf](http://ddcache1.net/calfac.SE277/sites/main/files/file-attachments/cba_2012_102312.pdf)

## Revision of Academic Senate Policy Document

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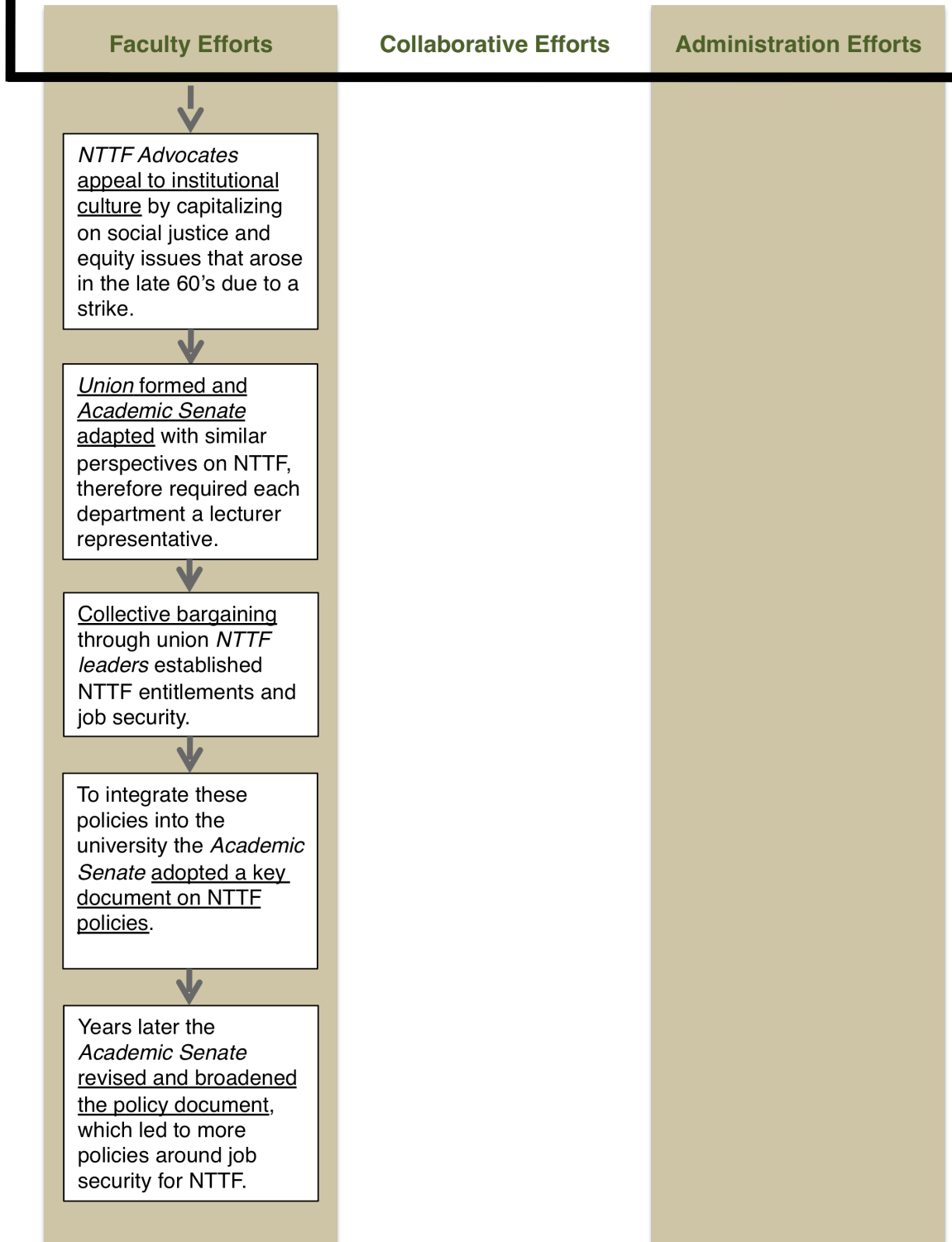
**Academic Senate Leaders** – The progress made in the mid-1980s and the early victories of the union on behalf of NTTFs generated greater momentum for NTTF leaders. Coincidentally, the percentage of NTTF rose substantially. In 1989, the Academic Senate revised and broadened NTTF protections provided by the *Periodic Evaluation of Temporary Faculty Policies and Procedures* in that same year. In adopting a revised policy titled *University Policy on Temporary Faculty*, the Academic Senate established policies related to NTTF recruitment, appointment (including time base minimums, rights to multi-year contracts, and credit for service time if NTTF were later hired as tenure-track faculty), evaluation, compensation, and further codified rights to participate in governance.

For a description of SF State's policy on temporary faculty see the following link:  
<http://www.sfsu.edu/~senate/documents/policies/F99-160.html>

The information from this document was excerpted from Shawn Whalen's chapter in Kezar, A. (Ed.), *Embracing Non-Tenure Track Faculty: Changing Campuses for the New Faculty Majority*. See Chapter 8 for additional details on SF State's experience with improving NTTF conditions.

# Mapping the Path to Change

SF State is an example of a **Union- and Senate-Led** path to change. Here we highlight the levers used (underlined) and change agents (*italicized*) involved to create change.



# Example Practices

## From San Francisco State University's Path to Change

Some example practices from the **San Francisco State University (SF State)** case include communication practices, career advancement, governance, fairness in hiring and evaluation practices, job security, and faculty development.



For additional resources, please visit The Delphi Project on the Changing Faculty and Student Success Resources and Tool Kits website, which contains information and tools for examining non-tenure track faculty (NTTF) conditions on your campus. For example, ***Non-Tenure-Track Faculty on Our Campus: A Guide for Campus Task Forces to Better Understand Faculty Working Conditions and Necessity of Change*** is designed for use by task forces, committees, or groups who would like to examine non-tenure-track faculty practices and issues at the campus level. Its question sections, discussion questions, and concluding questions guide practitioners through the process of examining non-tenure-track faculty issues on campus and help them to better understand challenges associated with current practices and begin to build the rationale for change.

<http://resources.thechangingfaculty.org>

Below we highlight the levers (underlined) under which the change (**bolded**) took place and provide detail on the policy or practice.

### Through appealing to institutional culture the following example practices were implemented:

**Communication Practices Not Including Contract Type** – The prevalence of former NTTFs among the tenure and tenure-track ranks and the ethos that developed after the 1968 strike led to a campus culture that deemphasized the importance of faculty contract types. These cultural influences created a resistance to the traditional practice of routinely indicating faculty rank or contract type in university communication. Typical communication practices generally avoid making contract distinctions. The modes used to address fellow faculty in governance bodies and in internal documents, like committee rosters and other memos, rarely connect a faculty member to his or her contract type or status. Consequently, a number of prominent NTTFs report that their contingent status often goes unrecognized by colleagues outside their own departments. SF State's NTTFs benefit from a campus culture that, for the most part, resists overt connections between contract type and authority. This affords NTTF the ability to be judged by the value of their contributions.

**Career Advancement** – A crucial component of advancing the integration of NTTF faculty at SF State has been the institution's history of facilitating NTTF advancement to long-term part-time positions, full-time positions, or tenure-track. Historically, through appealing to institutional culture SF State has allowed movement from NTTF to tenure-track positions.

### Through the union being formed and changes to senate constitution the following example practices were implemented:

**Governance, Voting, and Sabbatical Leave** – As union leadership embodied and espoused the importance of NTTFs, the Academic Senate needed to adapt to ensure that NTTF perspectives were similarly included. As a result, in 1986, just two years after the union chapter was established, the faculty constitution was amended to require that each college elect a lecturer representative to the Academic Senate. By focusing on institutional practices that undermine the integration of NTTFs, they have also advanced the rights of NTTFs to vote in university elections, ensured NTTF participation in departmental and university decision-making, made sabbatical leave available, and much more.

### Through CFA's collective bargaining the following example practices were implemented:

**Fairness in Hiring and Evaluation, Multi-year Contracts, and Re-appointments** – Among the most significant contributions of the CFA was Article 12 of the CBA. At its inception it established NTTF entitlements and with them, the first job security protections for NTTF in the CSU. Subsequent revisions have extended NTTF job security by providing that NTTF with six years of service are eligible for three-year contracts and that they have the expectation of reappointment to subsequent three-year contracts “except in

the instances of documented unsatisfactory performance or serious conduct problems” (CBA 12.13). Other important protections for NTTFs afforded by provisions in the CBA include criteria and procedures governing faculty evaluation, the right to apply for sabbatical leave, and the establishment of grievance procedures. The implementation of these protections amplified NTTF interests on the campus and in the Academic Senate in particular.

**Through the academic senate’s adoption of key policy document the following example practices were implemented:**

**Evaluation Procedures, Professional Development Opportunities, Orientation, and Emeritus/a Status** – In reaction to the union’s collective bargaining agreement, the Academic Senate adopted a campus policy document to help govern their implementation. The Academic Senate’s new policy sought to ensure fairness and consistency in the evaluation procedures. In addition, Academic Senate policies afford NTTFs the right to participate in the selection of department chairs, in faculty development events, and on committees relating to NTTF work. Academic Policies also define orientation expectations and establish the right of NTTFs to be considered for emeritus/a status.

**Through the revision of the academic senate policy document the following example practices were implemented:**

**Job Security including Recruitment, Appointments, Evaluation, Compensation, and Governance Rights** – In adopting a revised policy titled *University Policy on Temporary Faculty*, the Academic Senate established policies related to NTTF recruitment, appointment (including time base minimums, rights to multi-year contracts, and credit for service time if NTTF were later hired as tenure track faculty), evaluation (annual written student evaluations in at least two courses), compensation (after completion of 24 academic units NTTF can request to move up the salary scale), and further codified rights to participate in governance and vote.

For a complete description of the SF State policy on temporary faculty visit: <http://www.sfsu.edu/~senate/documents/policies/F99-160.html>.

This resource has been prepared by

## The Delphi Project on The Changing Faculty and Student Success

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### Project Description

The nature of the American academic workforce has fundamentally shifted over the past several decades. Whereas full-time tenured and tenure-track faculty were once the norm, more than two-thirds of the professoriate in non-profit postsecondary education is now comprised of non-tenure-track faculty. New hires across all institutional types are now largely contingent and this number will continue to grow unless trends change. The purpose of this project is to examine and develop solutions to change the nature of the professoriate, the causes of the rise of non-tenure-track faculty, and the impact of this change on the teaching and learning environment.

### In partnership with the Association of American College and Universities

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,250 member institutions - including accredited public and private colleges, community colleges, and universities of every type and size.

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