

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.

California State Polytechnic University, Pomona

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 **Joint Faculty and Administrative Task Force-Led** path to change.

California State Polytechnic University, Pomona (Cal Poly Pomona) went through a process of including NTTFs in the union, networking and assuming leadership positions, participating in faculty programs, and collaborating with students to increase their visibility on campus.

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

The main change agents involved are: **NTTF Leaders, Faculty Center Director**, and the **Associate Vice President**.

NTTF involvement in CFA Lecturers Council, Campus Lecturers Council, and Making Connections Outside Academia and in the Community through the Union

NTTF Faculty involved the CFA Lecturer's Council – The California Faculty Association (CFA) came into existence in 1978 and enabled faculty to pursue collective bargaining. In 2001, each CSU campus elected a lecturer representative to the CFA Lecturers' Council. Cal Poly Pomona's representative also headed the Campus Lecturer Support Program (the faculty development program for lecturers). Involvement of lecturers in these areas helped address particular concerns for NTTFs in the collective bargaining process .

NTTF Established an Ongoing Lecturer's Council – In 2006, the newly elected lecturer representative for Cal Poly Pomona to the state-wide CFA Lecturers' Council established a campus-level Campus Lecturers' Council, modeled after the state-wide body. Ideally, the Campus Lecturers' Council will include a representative from each department. Partial representation has already proven to be a significant benefit. Department representatives communicate directly with the NTTF in their units.

Through the Union, NTTFs Make Connections Outside Academia – NTTFs from Cal Poly Pomona participated in the National Education Association’s Higher Education Emerging Leaders program and a nationwide alliance around restructuring and privatization. Participating in conversations about the future of higher education in the United States helped NTTFs expand awareness of contingency issues and its effects on higher education. In addition, these connections provide NTTFs with new ideas about how to create change.

NTTF Work with the Community to Make Changes – The union built relationships with members of the local community, which created another venue for building awareness about the challenges instructors faced. When it came time for the campus to strike as part of failed contract negotiations, these contacts and connections in the community helped put additional pressure on system leaders to consider union issues in the collective bargaining process.

Gaining Advocates and Awareness around NTTF Issues through Networking and Leadership

Support from Faculty Center Director and Associate Vice President – In addition to the Lecturer Support Program, NTTFs participated in the Faculty Center for Professional Development (Faculty Center). NTTF signed up for a week-long workshop that paid stipends to participants. The question arose as to whether or not NTTFs were eligible to receive a stipend. The Faculty Center Director concluded that NTTFs should receive stipend, which introduced her to this issue and led to her becoming an advocate for NTTF issues at the administrative level. In addition, the Associate Vice President started, who started working on campus as a lecturer, became an early advocate for NTTFs.

NTTF Leaders – These contacts in the administration enabled lecturers to develop workshops for the Faculty Center that would benefit all faculty. NTTF participation increased visibility on campus. A non-tenure-track faculty member was asked by the Associate Vice President to be interim Faculty Center director, then interim Service Learning director, and to be involved in the work of the International Center. These leadership roles increased NTTFs’ access to the administration and provided opportunities to meet faculty members, which further increased NTTF visibility on campus.

Pedagogical Innovation around Student Learning

NTTF Leaders – Through the Faculty Center, in 2002 two lecturers decided to participate in a year-long program for 12 faculty to study online pedagogy in preparation to teach online courses. The university provided a stipend, a laptop, and course release for a quarter. There was some discussion as to whether lecturers should receive the laptop and course release, but the Director of Technology Program and Associate Vice President resolved the question and approved the two lecturers to be full participants. This experience enabled the lecturers to hold seminars and workshops on online teaching on their campus and at conferences. Lecturers being included in the Faculty program further increased their visibility on campus and demonstrated their commitment to teaching and providing a high quality education for students.

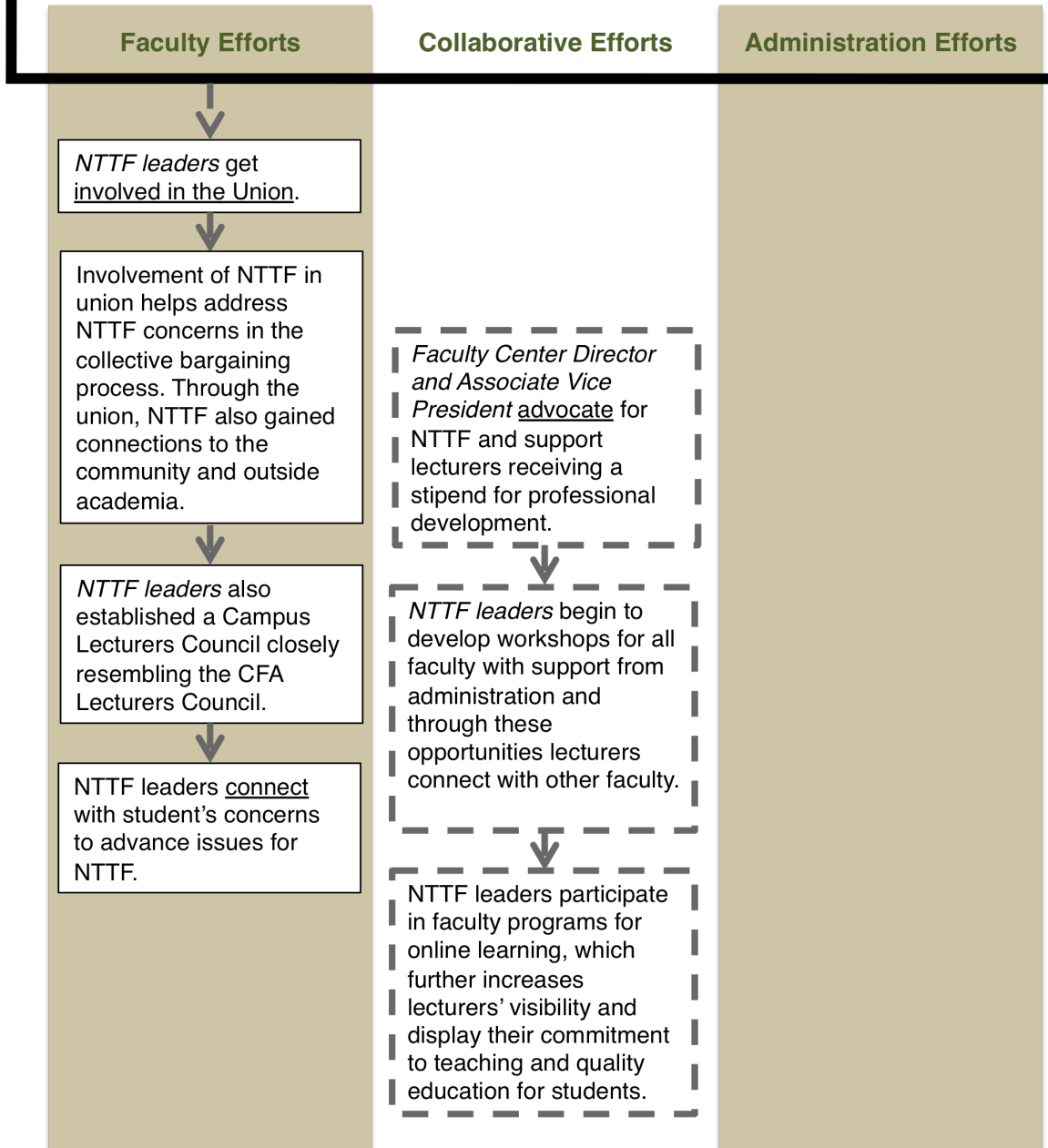
Student Collaborations

NTTF Faculty and Students Coordinate – In 2002 and 2003, the campus faced a wave of budget cuts; student fees increased, enrollments reduced, and course offerings declined. CSU students began to organize to oppose the budget cuts. In 2008, there was a student demonstration opposing an elimination of a large number of science classes and the dismissal of their lecturers. It was successful and courses and lecturers returned. Students for Quality Education (SQE) was soon formed, a student movement for educational justice in public higher education. These students report at Executive Board Meetings and when applicable lecturers and students coordinate activities. Connecting with students concerns helped to advance issues of contingency; lecturer and student interests are intertwined as the overcrowded classrooms and budget cuts threaten to reduce course offerings. This is just another example of lecturers collaborating at Cal Poly Pomona to help advance the state of NTTF faculty.

The information from this document was excerpted from Paivi Hoikkala’s chapter in Kezar, A. (Ed.), *Embracing Non-Tenure Track Faculty: Changing Campuses for the New Faculty Majority*. See Chapter 7 for additional details on Cal Poly Pomona’s efforts to increase NTTF faculty visibility.

Mapping the Path to Change

Cal Poly Pomona is an example of a **Joint Faculty and Administrative Task Force-Led** path to change. Here we highlight the levers used (underlined) and change agents (*italicized*) involved to create change.



Example Practices

From the California State Polytechnic University, Pomona Path to Change

Some example practices from the **California State Polytechnic University, Pomona (Cal Poly Pomona)** case include grievance procedures, health and retirement benefits, salary schedule, multi-year contracts, promotion scheme, grievance and evaluation procedures, and professional 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 Union agreement contracts the following example practices were implemented:

Grievance Procedures, Health and Retirement Benefits, Salary Schedule, Multi-Year Contracts, Promotion Scheme, Grievance and Evaluation Procedures, and Salary Increase – In 1983 the first contract was negotiated, providing some basic rights for NTTF derived from the California Education Code: grievance procedures, health benefits and retirement through the California Public Employees' Retirement System (CalPERS), and the same salary schedule for all faculty. This contract laid the foundation for NTTF appointments in subsequent contracts. The 2002 contract contained the following policies: longer-term secure appointments with a higher time base (higher percentage of the full-time load), annual and three-year contracts with entitlements with a certain number of teaching units, assign work based on faculty members' evaluations and qualifications, evaluation and grievance procedures. In the 2007 contract CSU faculty received their first salary increase since 2002.

For the most recent Collective Bargaining Agreement see the following link:
http://ddcache2.net/calpac.SE277/sites/main/files/file-attachments/cba_2012_100512.pdf

Through gaining advocates and awareness around NTTF issues through networking and leadership the following example practices were implemented:

Participation and Compensation in Professional Development and Leading Professional Development (in Faculty Center) – An NTTF member signed up for a week-long workshop through the Faculty Center for Professional Development (Faculty Center) which included a stipend for participants. This experience introduced financial support for NTTFs attending professional development in the Faculty Center, where there had been prior disagreement about how or whether NTTFs should be compensated. In 2002, two NTTFs also took the lead in participating in a year-long program for 12 faculty members to study online pedagogy in preparation to teach online (through Faculty Center). The university provided a stipend, a laptop, and course releases for a quarter. In addition to participating, NTTF leaders also began to develop workshops at the Faculty Center for ALL faculty, including NTTFs, which increased their visibility on campus.

The Faculty Center's website for lecturers at Cal Poly Pomona can be found online at
<http://www.csupomona.edu/~facultycenter/lecturers.shtml>.

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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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