April 2013

**Perspectives on Improving the Working Conditions of NTT Faculty**

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DOI: [https://doi.org/10.58188/1941-8043.1289](https://doi.org/10.58188/1941-8043.1289)  
Available at: [https://thekeep.eiu.edu/jcba/vol0/iss8/27](https://thekeep.eiu.edu/jcba/vol0/iss8/27)

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Perspectives on Improving the Working Conditions of NTT Faculty

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Published by The Keep, 2013
NFM seeks to improve the quality of higher education by improving the working conditions of the majority of the faculty.
NFM’s Goals

• Acknowledge and define the problem
• Identify – and include – all constituencies in dialogue
• Articulate principles to govern solutions
• Commit to action and accountability
• At our 2012 Summit, we hoped to launch an initiative modeled on the President’s Climate Commitment. Campuses would commit to devising and executing context-specific solutions to the problems of contingency.

• Instead, we found that, as with climate change, we were still at the starting point of having to explain the problem. So, the Delphi Project focused on educating & engaging administrators, accreditors, and boards; we focused on educating and engaging faculty, students, and the public.
Maisto: Perspectives on Improving the Working Conditions of NTT Faculty

Published by The Keep, 2013

http://www.thechangingfaculty.org/
## Tenured and Tenure-Track Faculty Members

<table>
<thead>
<tr>
<th>Year</th>
<th>Tenured</th>
<th></th>
<th></th>
<th>Tenure-Track</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% of Faculty</td>
<td>Number</td>
<td>% of Faculty</td>
<td>Number</td>
<td>% of Faculty</td>
</tr>
<tr>
<td>1995</td>
<td>302</td>
<td>68.8</td>
<td>75</td>
<td>17.1</td>
<td>377</td>
<td>85.9</td>
</tr>
<tr>
<td>2009</td>
<td>262</td>
<td>16.6</td>
<td>91</td>
<td>5.8</td>
<td>353</td>
<td>22.3</td>
</tr>
<tr>
<td>Nonmedical*</td>
<td>262</td>
<td>16.6</td>
<td>91</td>
<td>5.8</td>
<td>353</td>
<td>22.3</td>
</tr>
<tr>
<td>Medical</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

## Full- and Part-Time Non-Tenure-Track Faculty Members

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time</th>
<th></th>
<th></th>
<th>Part-time non-tenure-track***</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% of Faculty</td>
<td>Number</td>
<td>% of Faculty</td>
<td>Number</td>
<td>% of Faculty</td>
</tr>
<tr>
<td>1995</td>
<td>18</td>
<td>4.1</td>
<td>44</td>
<td>10.0</td>
<td>62</td>
<td>14.1</td>
</tr>
<tr>
<td>2009</td>
<td>23</td>
<td>1.5</td>
<td>1,207</td>
<td>76.3</td>
<td>1,230</td>
<td>77.7</td>
</tr>
<tr>
<td>Nonmedical*</td>
<td>23</td>
<td>1.5</td>
<td>1,207</td>
<td>76.3</td>
<td>1,230</td>
<td>77.7</td>
</tr>
<tr>
<td>Medical</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

### Faculty Grand Totals (basis for percentages)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1995 total:</td>
<td>439</td>
</tr>
<tr>
<td>2009 total:</td>
<td>1,583</td>
</tr>
<tr>
<td>Nonmedical:</td>
<td>1,583</td>
</tr>
<tr>
<td>Medical:</td>
<td>0</td>
</tr>
</tbody>
</table>

http://www.mla.org/acad_work_search
### Table 20

<table>
<thead>
<tr>
<th></th>
<th>Part-Time Faculty, Median Pay (Fall 2010)</th>
<th>Full-Time Year-Round Workers Ages 25 and Older (2008)</th>
<th>Difference in Terms of Dollars (and as a Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baccalaureate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 courses</td>
<td>$18,000</td>
<td>$55,700</td>
<td>$37,700 (209%)</td>
</tr>
<tr>
<td>15 courses</td>
<td>$33,750</td>
<td>$55,700</td>
<td>$21,950 (65%)</td>
</tr>
<tr>
<td><strong>Master’s</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 courses</td>
<td>$19,200</td>
<td>$67,300</td>
<td>$48,100 (251%)</td>
</tr>
<tr>
<td>15 courses</td>
<td>$36,000</td>
<td>$67,300</td>
<td>$31,300 (87%)</td>
</tr>
<tr>
<td><strong>Doctorate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 courses</td>
<td>$22,400</td>
<td>$91,900</td>
<td>$69,500 (310%)</td>
</tr>
<tr>
<td>15 courses</td>
<td>$48,000</td>
<td>$91,900</td>
<td>$43,900 (91%)</td>
</tr>
</tbody>
</table>

**Note:**
Median annual earnings for full-time workers in all occupations are from Baum, Ma, and Payea 11.
Learn About Your Community

We're gathering pay and working conditions data about the nation's adjuncts—those faculty, lecturers, and instructors who do not hold permanent or full-time positions. Help by submitting your data and see how it compares to your colleagues around the country.

Submit Your Own Data
Research Salaries
Get Advice

Search

Submissions in your area:

- Berkeley College New York City Campus
  - $2,340 per course
  - Not Specified: $2,340

- Hunter College of the City University of New York
  - $1,792 – $5,000 per course
  - English: $2,900

- Marymount Manhattan College
  - $2,500 – $3,017 per course
  - Communications: $3,017 – $3,000

http://adjunct.chronicle.com/
WOMEN are overrepresented among contingent faculty – 10-15% more likely to be in contingent positions, earning 27% less than male counterparts while there. (Gappa, Austin & Trice, 2007)
• Of the 10.4% of faculty positions held by members of underrepresented racial and ethnic groups, 7.6% are contingent – meaning 73% of underrepresented faculty hold contingent positions

Who is Professor “Staff”

And how can this person teach so many classes?

Steve Street, Maria Maisto, Esther Merves*, and Gary Rhoades**

Center for the Future of Higher Education (CfHE)**

August 2012

*Steve Street, Maria Maisto, and Esther Merves are contingent faculty members, and leaders in the New Faculty Majority (http://www.newfaculty.majority.org) and the NFM Foundation (http://www.nfmfoundation.org).

**The Center for the Future of Higher Education is the virtual think tank of the Campaign for the Future of Higher Education (CFHE), directed by Gary Rhoades. It seeks to influence public policy and practice in higher education, in furtherance of the seven principles of the Campaign (http://futureofhighered.org).
In 2008, the then-vice president for human resources at the University of Akron, A.G. Monaco, declared, "Wal-Mart is a more honest employer of part-time [faculty] than are most colleges and universities."  *Inside Higher Ed Oct. 14 2008*
Our Dirty Little Secret
March 26, 2013 - 3:00am

by Adrianna Kezar, David Longanecker and Daniel Maxey

The faculty in postsecondary education has changed so much in the last 20 years that it has been labeled a "revolution" by researchers who study the professoriate. More than two-thirds of the faculty providing instruction in nonprofit higher education are currently employed off the tenure track, and their numbers continue to rise. This shift alone may be cause for concern, but the real dilemma is that institutions have not developed a new faculty model or employment practices that are based on a realistic conception of the faculty and its composition. The faculty model currently in use has not been achieved through intentional and thoughtful planning. It is the haphazardly derived product of casual, short-term planning and reactionary decision making amid constrained budgets; it reflects little thought or concern for its implications for student learning or enlightened employment practice.
In a 2012 survey funded by the Gates and Lumina foundations, community college students said introductory courses -- the ones most likely to be taught by adjuncts -- "are not offered in a way to help them succeed."

Faculty "who offer support and guidance" are "in high demand" but "hard to come by."

www.publicagenda.org/files/student voices.pdf
The Dangers of Being Taught by Part Timers

When your teenagers reach college, who will be teaching them?

Chances are excellent that many of your children’s professors will be part-timers or full-time professors without any chance of getting tenure. The number of adjunct professors on college campuses has soared in the past decade. Today only thirty percent of college professors have tenure or are on the tenure track.

The change, according to a recent article in The Chronicle of Higher Education, has been particularly pronounced at mid-tier private universities and at regional state universities.

Adjuncts, who are the workhorses at many campuses, are paid by the hour with short-term contracts. Some of these instructors earn only $2,500 to $3,000 a year.


www.cbsnews.com/8301-505145_162-57554450/do-colleges-exploit-their-professors/
Addressing the Scarlet “A” – Adjuncts and the Academy

www.nfmfoundation.org/AddressingtheScarletAML2013Maisto.html
Selected Media Stories


- NPR: The Kojo Nnamdi Show (Washington DC) [http://thekojonnamdishow.org/shows/2012-10-01/adjunct-professors-unite-labor-rights-college-campuses#comment-28680](http://thekojonnamdishow.org/shows/2012-10-01/adjunct-professors-unite-labor-rights-college-campuses#comment-28680)

- TakePart.com [http://www.takepart.com/article/2013/01/22/higher-educations-darkest-secret](http://www.takepart.com/article/2013/01/22/higher-educations-darkest-secret)


Forging a New Way Forward: a framework for action

...because faculty working conditions are student learning conditions

Goals

NFM and the NFM Foundation (NFM) seek:

I. Consensus around and affirmation of a set of assumptions and principles to guide any reform plans or actions that develop out of this summit or that are otherwise considered for adoption by institutions and policymakers.

II. Commitment to strengthening adjunct faculty organizing efforts around the country. Organizing refers not exclusively to unionization efforts but rather to any efforts at assembling and establishing formal groups of faculty off the tenure track for the purpose of communication and collaboration on common goals. This includes:
   - a renewed commitment by existing unions and disciplinary organizations to their adjunct faculty members in the form of invitation into leadership positions and adjustment of dues and fee structures to take into account their economic circumstances
   - stronger resolve on the part of adjuncts themselves to establish and participate in unions, faculty associations, disciplinary organizations, or other groups focused on effecting change; and
   - renewed commitment within and outside of higher education to ensure that all faculty (indeed all workers), no matter their appointment status, have the right to assemble or organize without fear of retaliation.

III. Commitment to educating communities within and outside of higher education about the real working conditions of
Thank You

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