

Appendix C: Recommended Practices

For Administrators, Chairs, and Colleagues Working with Contingent Faculty

The Task Force recommends the following practices for working with contingent faculty including **advocacy and action** across four areas—the hiring process, compensation and benefits, material working conditions, and governance and inclusion. In general, the recommendations below are aimed at increasing **transparency, inclusion, and respect** for contingent colleagues.

Advocacy is important; those with more institutional power (such as deans, department chairs, program coordinators, or tenured colleagues) may be best positioned to advocate for structural or procedural changes within an institution, college, or department. When possible, people in positions of power are encouraged to actively advocate for the needs of contingent faculty and to recognize the importance of issues associated with recruitment and hiring, schedules, appointment lengths, compensation and benefits, evaluation and renewal, working conditions, material resources, and inclusion in the life of the university or college. Yet, support for these “big goals” can feel abstract if those in power cannot undertake concrete, practical actions. In Figures 6-11 below, we offer a set of recommendations for action items that can be taken by individuals in a variety of institutional roles. The “Advocate For” column lists a set of recommended practices; the “Do” column offers practical suggestions for implementation. Not all of these suggestions may be workable in all institutions, but each of them has taken hold in at least one existing institution.

Figure C-1: Recruitment, Scheduling, and Appointments of Contingent Faculty Recommended Practices

Advocate For:	Do:
<ul style="list-style-type: none"> • School-wide calendar system that gives maximum time for chairs and faculty to plan and create schedules, thus allowing for advance hiring of contingent faculty. • Policies that make longer-term contracts the norm—i.e., instead of one semester, one year; possibilities of renewal made clear in original contract. • Policies that obviate the need for last-minute hiring. • Making written offers of employment that specify the conditions that may nullify the offer. • Offering a legally binding contract to the faculty member to seal the negotiations. • Contracts specifying dates, times, courses, compensation, and name the school documents that govern the employment. 	<ul style="list-style-type: none"> • Consult with the contingent faculty about schedule preferences as you do with full time tenure track faculty. This is especially important for part-time, by-the-course faculty who often have very complicated time demands. • When a new contingent position is in the offering, announce this to current contingent faculty first and ASAP. This may both save you time and be a much-appreciated courtesy. • Try to move to a written offer of employment as soon as possible -- this makes the contingent faculty member feel more appreciated and allays some anxiety. • In making the offer, be clear about how firm it is and specify the various incidents that can nullify the offer (enrollment, needs of tenure track faculty, etc.). • See that the new contingent hire concludes the hiring process with a clear connection to a “contact person” who will be available to help them navigate this new territory. This need not be you but it does need to be someone with some “standing” that will let them act responsibly toward the contingent faculty member.

Figure C-2: Compensation and Benefits for Contingent Faculty Recommended Practices

Advocate For:	Do:
<ul style="list-style-type: none"> • Paying all full-time contingent faculty an appropriate salary – one that provides a living wage appropriate to the level of educational achievement. • Reducing pay inequities for part-time contingent faculty so that: (a) part-time contingent faculty receive the same annual raise opportunities as full-time faculty (both contingent and tenure-line), and (b) the pay rate comes, perhaps incrementally over time, to the point where each credit hour taught approximates the pay of a full-time contingent faculty member. • Parity. Be prepared to defend your contingent colleagues in discussions. You should be outraged by a statement like “they can’t expect equal pay.” • The abolition of situations in which part-time contingent faculty are consistently teaching multiple courses per semester as a part-timer by converting those part-time positions to a full-time position. • Paying contingent faculty in a timely manner and not withholding compensation until the end of the term. • Including contingent faculty in various benefit plans and professional development monies. • The argument that contingent faculty pay reflects on the worth of the knowledge of every practitioner of the discipline. Push back against the “race to the bottom” of seeing contingent faculty pay merely as a cost-saving measure by the school. 	<ul style="list-style-type: none"> • Contact HR or Benefits at your institution and establish a working relationship with the staff member who processes contingent faculty. • Arrange an orientation for new contingent faculty or hold parallel sessions during orientations for tenure track faculty. • Take the time (we do realize this is your most prized commodity and not an easy thing to find or give) to get up to speed on the way contingent faculty pay is determined and how it is meted out. Be knowledgeable. • See if there are creative ways you can get some benefits for your contingent faculty—for instance, a reduction in parking fees or aid with public transportation fees if the faculty member is teaching a load that requires extra trips to campus.

Figure C-3: Evaluation and Renewal Recommended Practices

Advocate For:	Do:
<ul style="list-style-type: none"> • Clear processes for evaluation and possibility of renewal. • Policies that would begin to provide some job security: <ul style="list-style-type: none"> ○ for part-time, by-the-course faculty one key policy can be “a good faith consideration” clause in the contract that specifies if a faculty member has taught a particular course satisfactorily a given number of times, that faculty member receives first consideration when the course is offered again. ○ for full-time non-tenure track faculty, multi-year contracts • an evaluation process that includes in addition to student evaluations: <ul style="list-style-type: none"> ○ classroom visits; review of syllabi and related course materials; consideration of assistance provided to students in the form of thesis-advising and letters of recommendation; ○ and that allows the contingent faculty member the option of including scholarly and professional achievements in evaluation materials. 	<ul style="list-style-type: none"> • View performance reviews as part of a reflective, candid, respectful professional development process. • Talk to faculty member before and after classroom visit about teaching goals. • Offer some specific statements about good qualities in syllabi, teaching materials, lectures, student interactions and activities, etc. • Make some specific comment of interest in some substantive material presented in class that you (or your representative) visited. • Where there are problems, explain why you identify a particular action as a problem, offer positive examples of improved ways of doing the action, and make referrals to campus resources. • Assemble and make available an ongoing set of satisfactory syllabi—ideally at least one example for every course offered so a new contingent hire has somewhere to go to get a sense of expectations and possibilities. • Indicate, if true, your hope that the relationship between department and contingent faculty member can continue; use this conversation as opportunity to inform the contingent faculty of the department’s long-range plans. • Clear your calendar so the classroom visit is what you do in the time blocked out for the class; plan ahead and communicate plans to staff so that other departmental concerns do not intrude for that moment; turn off cell phone and email.

Figure C-4: Material Resources and Working Conditions Recommended Practices

Advocate For:	Do:
<ul style="list-style-type: none"> • Office space for contingent faculty that provides sufficient privacy for both meeting students and doing course preparation, and a lockable space in which they may store personal valuables while on campus. • Access to up-to-date computers and software. • Access to supplies. • Access to a telephone line, voicemail, and school email. • Access to photocopying. • Access to library facilities and learning management systems—before the term begins as well as during the year of hire. • Upgrades to classrooms so that contingent faculty are not teaching in rooms markedly inferior in furnishings and audio-visual and internet capabilities to those accorded to tenure track faculty. • Contingent faculty to be given the material resources necessary to the teaching they are assigned. • Evaluation criteria that consider the performance of contingent faculty members within the context of the material resources to which the school has provided them access. 	<ul style="list-style-type: none"> • Be aware that culture matters and even “little things” can have a big impact (for better and worse) on contingent faculty working conditions. • Be mindful of whether all faculty are included, invited, and welcomed in discussions, meetings, events, etc. • See if you can bring all faculty into office sharing arrangements based on schedules: that is, contingent could use the office in scheduled times when the full-time occupant is not on campus. • Make it clear to the contingent faculty member that you care about them having a safe, decent, clean office to work in. If they will make suggestions to you (or your representative), you will try to do something. • Pay attention to these material issues early on in your relationship with contingent faculty. • Make sure contingent faculty understand what kinds of classrooms are available in terms of seating arrangements, audio-visual facilities, etc. and help them to process requests for what they need. • Include contingent faculty on the departmental website.

Figure C-5: Governance and Inclusion Recommended Practices

Advocate For:	Do:
<ul style="list-style-type: none"> • Inclusion of full-time contingent faculty to be full voting faculty on most academic issues (excepting such things as promotion and tenure guidelines). • Inclusion of both full-time and part-time faculty in faculty governance by providing voting rights on curricular issues. • Evaluating and revising by laws, faculty handbooks, constitutions, etc. to account for contingent faculty. • Voting by part-time contingent faculty to elect representatives from among their number to represent them in faculty governance structures such as faculty senate. • Inclusion of all contingent faculty in professional development opportunities. • Solicitation of feedback from contingent faculty on promotion reviews of other faculty members. 	<ul style="list-style-type: none"> • Encourage tenure track faculty to treat all contingent faculty as colleagues by stating this at faculty meetings and by taking issue when a faculty member disparages or renders invisible a contingent faculty member (e.g. by not bothering to learn their name and referring to them as “that adjunct who teaches X”). • Set an example of collegial behavior by: welcoming a new (or continuing) contingent faculty member the same way you would any other colleague; asking them about their research or teaching; seeking their suggestions on your own work; having coffee or lunch with them; exploring their career aspirations and offer your thoughts and advice. • Include contingent faculty in departmental and college social events. • Check whether they feel the department and university are currently treating them with respect and providing the conditions needed to do their jobs. • Include contingent faculty on the Departmental website. • Organize mailboxes, signage, and directories by name, not faculty type • Think of contingent faculty when a student, reporter, colleague, or dean wants to know who has expertise on an issue.

Figure C-6: General Recommended Practices

Advocate For:	Do:
<ul style="list-style-type: none"> • The position that managing contingent faculty (especially those working part-time faculty), is a significant amount of work and needs to be acknowledged in terms of support resources for chairs. • Establishment of a handbook for contingent faculty. • Awareness of safety and security issues that contingent faculty may encounter. • Clear articulation that contingent faculty must be covered by academic freedom protections. 	<ul style="list-style-type: none"> • Consider delegating management of contingent faculty to an appropriate departmental member, consider this part of the workload for which they are compensated, and have a liaison for contingent faculty at the college level/dean’s office. • Put together a handbook for and with contingent faculty. • Inform contingent faculty about safety and security issues and plans. • Issue a formal statement that contingent faculty in the institution are covered by academic freedom protection.