

Testimony of Senior Vice Chancellor Matthew Sapienza
The City University of New York
New York City Council Higher Education Committee Hearing:
Adjunct Faculty Employment at the City University of New York.
November 12, 2021

Good morning, Chairperson Barron and members of the Higher Education Committee. I am Matthew Sapienza, CUNY's senior vice chancellor and chief financial officer. I appreciate the opportunity to speak with you today about adjunct faculty employment at the City University of New York.

We value very much the critical contribution of our adjuncts, which was underscored in the collective bargaining agreement that was announced in October 2019, an agreement that called for adjunct pay per course to be historically increased. The contract with the Professional Staff Congress (PSC) was agreed to within the first six months of Chancellor Matos Rodriguez's administration, and reflects his and the University's resolute commitment to our tens of thousands of faculty and staff, whose talents and dedication are critical to CUNY's ability to remain the nation's premier urban public university.

Of particular note, this collective bargaining agreement included groundbreaking economic and structural advances for our 12,000 adjunct faculty members. In addition to significant increases in adjunct pay that will reach 71 percent in the final year, the contract's provisions move CUNY forward in its efforts to fully integrate our outstanding part-time faculty into campus life. Among other things, these provisions restructured workloads to enable our faculty to devote more time to working individually with students, and to professional development and other activities that play a key role in our students' success.

The layering on of the challenges created by the pandemic to our already existing financial needs has created a unique and difficult fiscal environment for the University.

The reductions from the City of New York, however, have been much more challenging to our campuses' finances, especially those of the community colleges. The City allocated a reduction of \$20 million in the last quarter of Fiscal Year 2020, when the pandemic first

arrived in New York. For Fiscal Year 2021, the City's cut to CUNY was \$46 million. Despite the City's improved financial plan, the reduction to CUNY actually increased for the current year, to \$67 million. Therefore, the cumulative reduction from the City to CUNY's budget since the onset of COVID-19 is \$133 million.

These substantial reductions from the City have had a significant negative impact on our community colleges, who as a result of the pandemic, have suffered unprecedented enrollment losses over the past two years. While this is a statewide and national trend for community colleges, the large loss of tuition revenue, combined with increasing cuts from City, have placed a tremendous financial strain on our community colleges.

The allocation of federal stimulus funds has helped all of our colleges, especially the community colleges, through the challenges of the pandemic. While we are extremely grateful for this infusion of funds, it is important to point out that the federal stimulus funds are one-time allocations. These dollars are not part of CUNY's on-going base budget, and will not be available once they are spent. Therefore, each federal stimulus dollar that our community colleges have had to use to cover City budget reductions is one less dollar that is available to provide additional support for their students. It is important to note also that the pandemic has added significant costs to the community colleges, including those for health and safety measures on college campuses, additional health and wellness services for students, training for faculty to enhance their proficiency in delivering instruction to students in a remote environment, and investment in technology to provide the capacity for both faculty and students to teach and learn remotely. The pandemic has changed permanently the nature of higher education delivery and CUNY must adapt. The federal stimulus funds are also helping the colleges do that – with investment in additional professional development, the development of online programs, and the creation of hybrid classrooms.

The University and its colleges have been very strategic and student-centric in the use of federal stimulus allocations. In addition to the investments in enhanced and changing operations, CUNY has already disbursed \$235 million in student emergency grants, and

will be allocating another \$400 million this academic year. Moreover, the CUNY Comeback Program, which was rolled out this past summer, has so far relieved about \$95 million in pandemic-related debt to over 52,000 students, enabling students to continue degree pursuits.

At its meeting on October 25th, the University Board of Trustees approved the University's Fiscal Year 2023 Budget Request. The University is seeking \$416 million in additional operating expenses and \$1.2 billion in capital budget investments. Our largest single operating budget priority is to increase the number of full-time faculty positions, including lecturers, and to reduce reliance on a part-time teaching workforce.

The FY2023 Budget Request seeks \$94.1 million for 1,075 new full-time faculty lines, 500 of which be dedicated for new lecturer lines. If funding is secured for this initiative, it is our expectation that some of these lecturer positions would be filled from our existing adjunct faculty. This investment will allow for greater stability in course offerings, student mentoring and will create a career pathway for our faculty. CUNY's faculty have made numerous and important contributions in their respected fields and continued investment further strengthens the University.

Chairperson Barron, all of us at the University very much appreciate your leadership, and this Committee's strong and continuing advocacy for our students.

Testimony of

**Daniel E. Lemons, Ph.D.
Interim Executive Vice Chancellor and University Provost of
The City University of New York**

New York City Council Committee on Higher Education

“Adjunct Faculty Employment at The City University of New York”

November 12, 2021

Good afternoon.

Chairperson Barron, and members of the Higher Education Committee, thank you for the opportunity to testify before you on the important issue of adjunct faculty employment at The City University of New York.

My name is Daniel Lemons and I have the privilege of serving as the Interim Executive Vice Chancellor and University Provost of The City University of New York.

It is clear that CUNY is emerging from the COVID-19 pandemic and will in some significant ways be a transformed university; one that is well-positioned to not only meet the challenges ahead, but prepared to take advantage of new opportunities. However, we must also accept the reality that the pandemic has left its mark on CUNY — and higher education, in general — in ways that will require further recovery.

One of the most significant blows CUNY — and nearly all colleges across the nation — was dealt by the pandemic was a swift decline in student enrollment, primarily at community colleges. The cascade effect of this drop in enrollment inevitably led to a closure of course sections, which ultimately and unfortunately, left CUNY colleges no choice but to not reappoint a larger number of adjunct in 2020 than it had under normal circumstances.

CUNY values its professors, who serve as educators and mentors to our nearly 500,000 students across 25 campuses in every borough of New York City. The decision not to reappoint even one adjunct — especially an adjunct who is a recipient of employer-based health insurance during a pandemic — is not something the University takes lightly.

As an example, as president at Lehman College, I worked to combine classroom instruction with other important student-focused work such as tutoring, to provide appointments with sufficient hours for adjunct faculty members who would otherwise have not been able to maintain health insurance.

However, an unavoidable fact about higher education is that part-time instructor employment shares a dependent relationship with enrollment. And with such a sharp attrition in enrollment numbers in 2020

— coupled with budget constraints, also sparked by the pandemic — CUNY was left little choice than to not reappoint part-time faculty members than normal.

This difficult decision as necessitated not only by an enrollment decline, but also by new budget realities. Nevertheless, the decision to not reappoint faculty was not a decision that CUNY made lightly or without an understanding of its impact.

We recognize that CUNY is more than a university — it is a vital anchor institution that works toward the betterment of the City and State as an engine for upward social mobility of its students, and a major employment pipeline for New York, as well as being a world-renowned hub for ingenuity and innovation.

In Spring 2020, CUNY was able reallocate funding to reappoint 81 percent of the adjuncts who had been receiving health insurance that were laid off pre-pandemic.

To amplify these reappointment efforts, CUNY worked assiduously to acquire philanthropic funding specifically to rehire as many adjuncts as such funding would make possible.

In July 2020, CUNY was the recipient of an historic \$10 million gift from the Andrew W. Mellon Foundation. Of that gift, \$500,000 was dedicated to matching the reallocation of \$500,000 from the budget of the University's Central Office of Academic Affairs to maximize the number of course sections in Fall 2020 that were offered by previously non-reappointed adjunct faculty in the humanities.

This total \$1,000,000 investment was allocated to campuses based on an equitable model that would seek to maximize the number of students impacted and the number of previously non-reappointed faculty who could be brought back to CUNY campuses.

With this generous support from the Mellon Foundation, CUNY was empowered to recruit and hire 913 adjunct instructors. In total, these adjunct instructors served 3,815 students throughout nine of CUNY's 25 colleges. The hiring of these instructors was crucial in the continuation of the University's students learning advancement during the disruption caused by the COVID-19 pandemic.

In Fall 2021, CUNY reopened its campuses for in-person learning. Now more than ever, our students seek the knowledge, wisdom, and guidance of their adjunct instructors. And so, reengaging the part-time instructors we lost in 2019 and 2020 is a paramount CUNY priority.

More than that, the instructors who have stayed on or have been reappointed over the past year have had the opportunity to engage in high-quality, innovative training for online and hybrid teaching. In May 2020, CUNY's School of Professional Studies launched its Online Teaching Essentials program, which focuses on providing faculty of all disciplines the tools and skills they need for supplying our students with the best education in the age of COVID-19.

The program has gone through multiple iterations, evolving due to changing demands of our students through the different stages of the pandemic. I am pleased to report that thousands of our faculty have participated in this training — and in 2020, the program was the recipient of the prestigious UPCA Mid-Atlantic Region Award for Innovative Programs, which recognized CUNY as a paragon of online-teaching best practices.

A concurrent priority for CUNY is the safety and work conditions for all of our community.

Since the early days of the pandemic, CUNY's Office of Facilities enacted a multifaceted safety plan across all 25 of our campuses to ensure a hygienic work and learning environment that would greatly limit the transmission of the coronavirus. For Fall 2021, part of this plan included a CUNY mandate that all students enrolled in in-person or hybrid courses must provide proof of vaccination from COVID-19. I am pleased to report that, to date, over 92 percent of our hybrid and online students have provided such documentation.

Along with the vaccination mandate, CUNY has deployed a rigorous COVID-19-testing program for staff, faculty, and visitor — as well as students who have received a religious exception or medical exemption from vaccination. As of the last round of tests, the positivity rate among our campuses has remained at just point-2 percent. A remarkably low number for any higher education institution, and a tenth of the City's positivity rate. A CUNY campus is one of the safest places you can be.

The outcomes of CUNY's vaccination mandates, testing results, and facilities updates heartens us a University and imbues us with the confidence to invite the vast majority of our community back to our campuses, where faculty can connect with their students face-to-face and on a more personal and engaged manner.

One opportunity the pandemic has allowed was for CUNY to accelerate its online and hybrid course-delivery modalities. And such a reshaping of our course modalities has been beneficial to many of our students who see online learning as convenient for their work schedules and lifestyles. It has added to the basis we already had to expand the flexibility of how the curriculum is accessed by students. However, we recognize that it is also true that there are many CUNY students who would benefit more from in-person learning and in fact require it for successful academic progress.

The need for a more in-person class contact with instructors is most acutely felt by our first- and second-year students, as well as our community college students. This observable need for engagement and the opportunity to reestablish social connections and re-forge a sense of community has been the foundation of CUNY's decision to have far more on-campus presence from all of our instructors in the coming spring term.

As I said earlier, university part-time hiring has a direct relationship with student enrollment. Nationally, enrollment in colleges has suffered a steep drop in numbers. CUNY has not been immune to this national trend. Ever since this decline emerged, CUNY has committed itself to a proactive plan to reverse the loss of students and regain lost ground.

It is important to remember that CUNY's 2019 enrollment numbers were at a record high. It was clear that CUNY was a top choice for hundreds of thousands of students as an institution that would afford them an education of the highest quality while propelling them upward, socially. And so, our attrition in enrollment numbers is not reflective of a fundamental lack at CUNY — instead it is part of national trend that we are just beginning to understand at more granular, local level.

In March 2021, CUNY assembled an "enrollment strike force," to devise and deploy a dynamic enrollment-recovery action plan. But before such a plan can take shape and solutions can be applied to the problem, we have to truly understand the nature of the problem. It is clear that the pandemic is at

the heart of CUNY's decline in enrollment. But just cursory look at our extensive internal data paints a picture that is more complicated to fully comprehend at this moment.

For instance, the greatest attrition in enrollment numbers is most significantly observed in our community colleges. Our most current internal data reveals a decline in community-college enrollment of about 14 percent, which is almost identical to the national 14-point-one percent decline. And as much as we have the number in front of us, we are still working to understand why prospective students are now turning away from a community-college education and a path to an associate's degree — and we need to learn exactly where are these prospective students going: directly into the workforce, to vocational schools, or elsewhere?

Another serious concern with community-college enrollment is the decline in enrollment for Black students. The reasons for Black student-enrollment declines at community colleges are complex and not well understood by anyone at this point in time. If they were, this would not be a national trend with an overall decline in Black student community college enrollment over two years of 33 percent.

In an email to the publication [Inside Higher Education](#), Mamie Voight, interim president of the Institute for Higher Education Policy, said the decline in community-college enrollment signals an equity problem because students of color are “the very students who are most likely to start their higher education pathway at a community college.” She adds that “the months since March 2020 have laid bare more than ever before societal inequities along racial and socioeconomic lines.

The pandemic exacerbated the decline in Black student enrollment, but it did not create it. There are systemic conditions of longstanding, and we need to understand how they are contributing to decisions about pursuing college, and then develop responses that will overcome them and create pathways to degrees, credentials and success. A critical strategic step now is to gain a much better understanding of the reasons college is not a choice for many Black men and women.

At CUNY we are launching a major pilot initiative, The Bronx Health Demonstration Project, to create a comprehensive approach to student wellbeing, a factor that we know greatly impacts continuing enrollment and graduation. We believe this approach will help, but it will not solve the underlying systemic inequity that seems to have been escalated by the pandemic.

CUNY launched the largest debt-forgiveness program in the country, eliminating outstanding tuition and fees owed to CUNY for over 52,000 students and amounting to \$95 million. These students will be able to enroll for the spring term without those debts standing in the way, and that will create the demand for appointing part-time faculty members.

This fall and coming spring students will receive \$400 million in direct support from federal stimulus funds. This support will further bolster students who want to continue or begin their higher education, and that will generate the demand to higher part-time instructors to teach them.

The reason I speak about this today is offer the Committee a more complete portrait of the environment with which CUNY, and higher education, now contends — and to contextualize for the Committee the nature of CUNY's adjunct reappointment action plan. In short, the University's bold action on enrollment will translate to a greater need for faculty to teach classes. And adjuncts will certainly be reappointed to fill this need.

The challenges presented by enrollment attrition, along with those leveled at us from COVID-19, may seem formidable. However, given CUNY's innovative spirit and unshakeable commitment to emerging from the pandemic as a national model of modern university, I believe that in the foreseeable future we will see a resurgence of students enrolling at our schools and an ardent dedication to a major recoup of our highly valued and well-esteemed adjunct instructors.

Thank you for this opportunity to report to the Committee today.

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**TESTIMONY OF DR. JAMES DAVIS, PRESIDENT
PROFESSIONAL STAFF CONGRESS, CUNY
Before the New York City Council Committee on Higher Education
Oversight - Adjunct Faculty Employment at the City University of New York
November 12, 2021**

Thank you, Chair Barron and committee members for the invitation to testify today about the adjunct members of the Professional Staff Congress at CUNY. I am James Davis, PSC President and I am here on behalf of 30,000 faculty and professional staff, including some 12,000 who are teaching adjuncts. Another 1,700 CUNY workers are Adjunct College Lab Technicians and Non-Teaching Adjuncts. We are grateful for your advocacy as always on behalf of CUNY students and workers.

Joining me today is Rosa Squillacote, Vice President for Part-Time Personnel, who will speak about the challenges our adjuncts and part-time members are facing. Also with me is long-time member Linda Pelc of LaGuardia Community College, who will discuss why programs like The English Language Center, the largest English-language program in New York City, are essential for immigrant students aiming to matriculate at CUNY.

I would like to begin my testimony on a couple of positive notes. First, congratulations to the Chancellor for his appointment as a co-chair of the transition committee for Mayor-elect Adams. Eric Adams is a two-time CUNY graduate who understands the essential role CUNY plays in our city's economy and the life of students. Second, this year's CUNY budget request, approved at the last Trustees meeting, finally puts the University on a promising path after many years of accommodating to austerity and disinvestment. The CUNY Administration has made a budget request worthy of its students' needs, as well as its faculty and staff. This hearing allows us to highlight a feature of CUNY's budget request: the intention to "provide a defined career pathway for part-time teaching faculty" by creating 500 new full-time Lecturer positions, an opportunity to offer conversion lines to CUNY teaching adjuncts.

CUNY relies heavily on adjunct labor to meet its instructional needs. In this respect it resembles other public colleges and universities, where contingent appointments without job security have become the norm rather than the exception. But CUNY is a particularly stark instance of the problem. People talk about the "gig economy," we have the "gig academy." As public resources for CUNY have diminished, the over-reliance on adjunct labor has increased. The university effectively balances its budget on the backs of a large, underpaid, contingent workforce. In 2019-20, according to the [University Performance Management Report](#), just 41 percent of undergraduate instruction per full-time equivalent (FTE) student was delivered by full-time faculty. That means nearly 59 percent of instruction was delivered by adjuncts. This is the lowest rate of full-time instruction in at least five years. At the community colleges, full-time faculty teach a slightly higher percentage of courses than at the four-year colleges, but community colleges too rely heavily on underpaid adjuncts.

We are hopeful that this budget request is a step in the right direction and look forward to working with the new Mayoral administration and City Council to ensure the city portion is realized. We also look forward to working with CUNY on a method to implement the conversion lines that could move many of our members into permanent full-time work with benefits, while also protecting the jobs of our adjunct members who are not seeking full-time work.

This past June, you heard my testimony about the devastating impact COVID had on our members and the university. The difficulty of those times was sharpened when CUNY laid off approximately 2,800 adjunct teaching faculty. Thankfully, about 1,000 have been rehired. However, attrition also led to the loss of more than 500 full-time faculty and professional staff over the last 18 months. Many of those who remain face larger rosters in their virtual classes, a problematic result, as remote instruction benefits from smaller class size. To meet this demand for more and smaller classes, all of our laid-off colleagues should be able to return to work. Now we are in the midst of ensuring that CUNY provides a safe return to campus for many of our members. This has entailed a massive health and safety effort, while we also advocate for accommodations for members who still require remote work.

The PSC must be able to verify there is adequate ventilation in our members' workspaces. Unfortunately, our efforts to obtain ventilation data has been impeded by the university. The PSC has at this point been compelled to submit FOIL requests to extract information about 10 colleges across the University. We would like your assistance in obtaining that information:

Baruch College
Brooklyn Educational Opportunity Center
Bronx Community College
City College of New York
Hostos Community College
Hunter College
John Jay College of Criminal Justice
Medgar Evers College (preliminary information received incomplete)
Queens College (preliminary information received, incomplete)
Queensborough Community College

Thank you again for the opportunity to testify today. Finally, I also want to thank you, Chair Barron, as your council term winds down, for leading this committee and for your passion for CUNY students and PSC members. You have helped us raise issues of equity and educational justice that are critical to our members and students that will lay the foundation for the next chair and future champions for CUNY.

CUNY UFS Testimony before the New York City Higher Education Committee on Oversight - Adjunct Faculty Employment
at the City University of New York
November 12, 2021

Mojúbàolú Olúfúnké Okome
Professor of Political Science
Leonard & Claire Tow Professor, 2015/2016
Brooklyn College, CUNY

Good Morning, Members of the City of New York Council's Higher Education Committee. Thank you for giving me the opportunity to give testimony on behalf of the University Faculty Senate (UFS) of the City University of New York. I am a member of the Executive Committee of the UFS. I am now in my 21st year of full-time teaching at Brooklyn College. Before that I taught full-time at Fordham University for four years, and prior to that (while a PhD student), I was an adjunct at Brooklyn College in 1980s. The pay and conditions of work were not conducive to my capacity to meet my financial obligations. I also worked as an adjunct at Long Island University in the 1990s, so I know what it means to be living hand-to-mouth due to poor pay and how it feels to be overworked. My low CUNY pay was one of the reasons why I was forced to look for alternative employment. I luckily found an adjunct teaching position at Manhattanville College, Purchase, where I was able to negotiate much better pay and conditions of work. I had my own office, for instance, and I taught fewer students. I know all this happened decades ago, but sadly, from what I hear, the situation I faced remain the reality for many of my CUNY adjunct colleagues.

The core issue before us concerns adjunct faculty employment/appointment. I believe it is important to contextualize this matter by considering what marks are left by the pandemic, and which are structural in an historical manner, in terms of how higher education is shaped by larger social, economic, and political institutions. Today, and for the post-World War two period, we have lived in an era of globalization that is undergirded by principles of neoliberalism. It has become conventional wisdom that globalization has changed the nature and modes of work. Higher education is not exempt. Austerity is celebrated as a necessary aspect of delivering efficient and more affordable services, but the costs on human beings whose lives are restructured are significant. Informalization of work, precarity, and tremendous uncertainty make life untenable for many who are affected by cost-cutting measures. The explosion of adjunct work instead of offering full time teaching positions is one of the effects of neoliberal education.

We live in precarious times. The lives of a good number of our CUNY adjunct faculty have been made more precarious than usual due to this unprecedented pandemic. Under normal circumstances, some of our adjunct colleagues for whom this is the only source of income must do so many hours of teaching that they are probably always exhausted. They sometimes face uncertainties concerning the number of courses they will teach any given semester, a situation that may have adverse effects on their access to healthcare benefits and much needed income. It's not unknown for an adjunct faculty to find out almost at the beginning of the semester that one course won't run due to low enrollments. The immediate consequences put the individual in a precarious position. If they have family, the precarity ramifies.

Many of our at least 12,000 adjunct colleagues have worked under the conditions described above for decades. I heard from some colleagues who have housing insecurity. One told me she has moved five times in the last two years, simply due to not being able to afford housing when her income suddenly falls because she finds out at the last minute, that a course she expected to teach would not run due to low enrollment. She has also lost healthcare benefits for the same reason--not teaching up to two courses has that immediate effect. How does one live a peaceful, low-stress life with this kind of uncertainty, particularly during a pandemic?

If CUNY values all its professors, how is this demonstrated in how CUNY policy priorities are rolled out? According to CUNY's testimony before this Committee today (November 12, 2021), part-time instructors' employment is very much dependent on enrollment. Difficult decisions are made due to budget realities. 81% of laid off had health insurance restored. In July 2020, a grant of \$500,000 from a private foundation and \$500,000 from CUNY operating budget was used for adjunct reappointment and 913 adjunct instructors were appointed. People who were let go were given priority. Online teaching training was also provided. 12,000 P/T or Adjunct instructors. This year, 1,600 were not re-appointed. What happens to those adjunct instructors? How do they pay their bills? How do they access healthcare? We must not lose sight of the plight of individuals who struggle to do their work under very difficult conditions that are now intensified by the COVID19 pandemic.

Here is an example of what happens when people are fired: 66 adjuncts eligible for 3-year lecturer positions were fired at Medgar Evers College during this pandemic. They are yet to be reinstated. I am happy that PSC-CUNY is grieving the case, but where does this leave our fired colleagues in the meantime? I attach in the appendix, a 2020 testimony before this Committee in November 2020 by Brian Lituchy, who is one of the Medgar Evers 66, that details the situation.

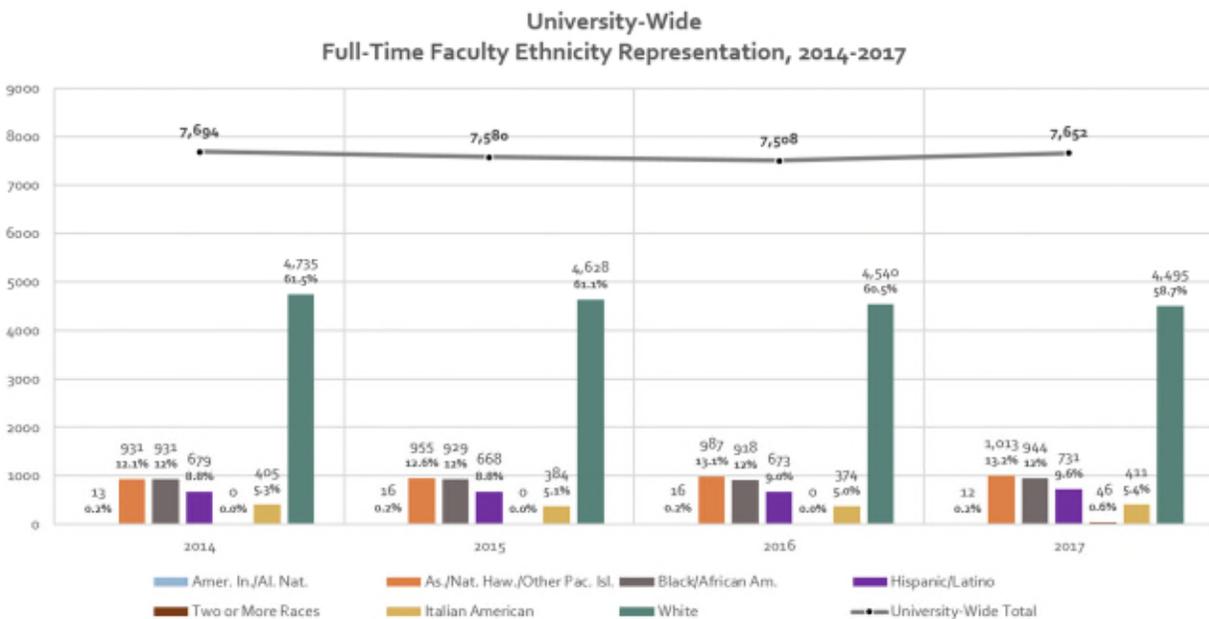
Globalization has differential effects on individuals, communities, and regions. We see such differential effects also in how higher educational institutions are resourced. CUNY and SUNY are public universities in which NYC and NYS have a stake. Yet, if both university systems are compared, there's a huge disparity in how the budgets allocated to them, which affects how they are staffed. A study done by the UFS Budget Committee shows this in graphic relief. There's a faculty gap between SUNY and CUNY that affects the extent to which faculty can mentor, supervise, and otherwise engage and interact with students in a robust, meaningful manner that contributes to greater student success (Benton, 2021). This study shows that:

Over the 17 years, [from 2003] SUNY senior college enrollment increased 7% (92,583 to 98,616) and full-time faculty increased 16% (3,970 to 4,595). At the same time CUNY senior college enrollment increased 33% (101,299 to 135,006) while full-time faculty increased 9% (4,264 to 4,649). SUNY's faculty positions grew almost twice as fast as enrollment, while CUNY's enrollments grew three times faster than CUNY's faculty positions.... In 2019 there were significantly more (35% on average in Fall 2019) full-time faculty members in SUNY compared to CUNY, per 1,000 full-time equivalent students. Overall, CUNY employed 1% more faculty members compared to SUNY, but enrolled 37% more students than SUNY (Benton, 2021).

The faculty gap also affects our students of color more negatively. “Stated simply, in NY state’s publicly funded senior colleges, white students have substantially greater opportunities for full-time faculty instruction, compared to Black and Hispanic students” (Benton, 2021).

Community Colleges are more likely to present even graver statistics. Adjunct faculty are also more likely to suffer more than their full-time counterparts. It is time that equity and observance of required legal guidelines on funding are implemented so that the faculty gap is closed, and disparities in funding for community colleges and in the work conditions of adjunct faculty are rectified. Our students will be the better for it. Our university would also be a major beneficiary, particularly in matching aspirations with the reality experienced by students and the communities we serve.

CUNY continues to have significant disparity in the racial composition of its faculty as shown in the data collected in the “CUNY Workforce Statistics” documents (CUNY) in the “Workforce Demographics” (CUNY, 2019, p. 7) and the “University-wide Full-Time Faculty Ethnicity Representation 2014-17” document below:



documents.

The “Headcount by Job Function” document in the appendix shows that we depend more on part time faculty and part time non-teaching instructional staff to teach our courses at CUNY. CUNY’s “Employee Race & Ethnicity by Job Function Group” document in the appendix shows that 56.2% of full-time faculty are White, compared with 12.4% Black, 8.2% Hispanic/Latino, 14.5% Asian, 2.2% Puerto Rican, Italian American, 5.2% two or more races, 0.9% American Indian/Alaska Native, 0.1% Unknown, 0%, Native Hawaiian/Other Pacific Islanders, 0.1% Unassigned.

For full-time non-teaching instructional staff, White: 30.8%, Black/African American: 26.4%, Hispanic/Latino: 17.3%, Asian: 12.5%, Puerto Rican: 5.9%, Italian American: 5.2%, Two or more races: 1.4%, American Indian/Alaska Native: 0.2%, Unknown: 0.2%, Native Hawaiian/Other Pacific Islanders: 0.1%, Unassigned: 0.1%.

For part-time faculty, 53.9% are White, compared with 16.5% Black, 10.0% Hispanic/Latino, 12.0% Asian, 2.0% Puerto Rican, 3.5% Italian American, 1.3% Two or more, 0.2% American Indian/Alaska Native, 0.3% Unknown, 0.1% Native Hawaiian/Other Pacific Islanders, 0.3% Unassigned. Of part-time non-instructional teaching staff, 45.6% are white, 13.9% Black, 14.4% Hispanic/Latino, 14.9% Asian, 2.2% Puerto Rican, 2.0% Italian American, 1.8% Two or more, 0.2% American Indian/Alaska Native, 0.5% Unknown, 0.1% Native Hawaiian/Other Pacific Islanders, and 4.3% Unassigned.

Having a diverse faculty fosters increased creativity and productivity. “all students are better educated and better prepared for leadership, citizenship, and professional competitiveness in multicultural America and the global community when they are exposed to diverse perspectives in their classrooms” (Taylor, Apprey, Hill, McGrann, & Wang, 2010). Since these are goals that we say desire to meet, we must prioritize equity and diversity across CUNY campuses. If we do this well, we will contribute to student success and better educational outcomes, as well as future career prospects for our students.

Our doctoral students are included among the part-time teaching faculty. Some are unfunded and depend exclusively on the income earned from their teaching in one of the most expensive cities to live in worldwide. They face significant precarity and deserve to have their demands be given serious consideration so that they can live their lives in dignity. Their ability to do so will boost their morale and influence their teaching in positive ways, contributing to CUNY’s capacity to fulfill its core mission (Findlaw, 2021).

Creating equitable conditions within CUNY entail ensuring that we create reliable paths to full-time status for our part-time faculty. Such pathways must be equitably and transparently implemented. They must be geared at incorporating our part-time faculty on a priority basis in proposed initiatives to recruit more faculty. Many are highly qualified, skilled, experienced, and have given years of selfless service to CUNY. We need to show that we respect, value, and appreciate such dedication by them giving equitable remuneration and conditions of work, as well as access to benefits.

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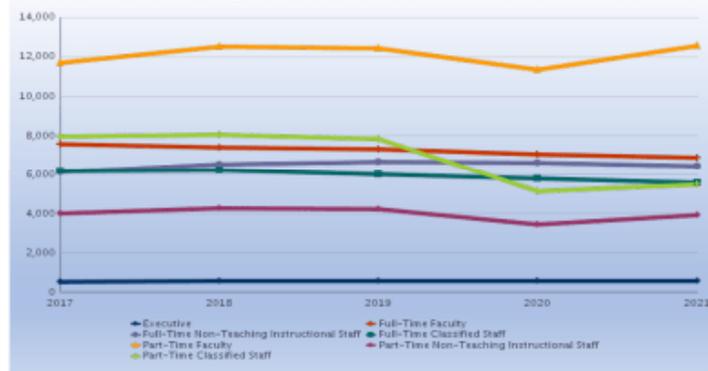
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APPENDIX

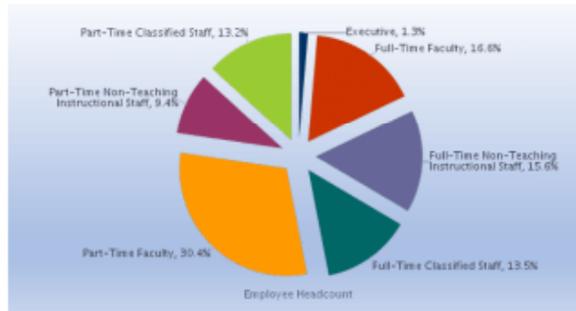
Workforce Comparison 2017-2021



Job Function Group	5 Year % Change	2017	2018	2019	2020	2021
Executive	0.7%	549	559	584	571	553
Full-Time Faculty	-9.3%	7,553	7,402	7,294	7,043	6,852
Full-Time Non-Teaching Instructional Staff	4.9%	6,137	6,528	6,651	6,614	6,436
Full-Time Classified Staff	-10.0%	6,193	6,201	6,017	5,784	5,572
Part-Time Faculty	7.4%	11,709	12,518	12,455	11,352	12,580
Part-Time Non-Teaching Instructional Staff	-3.0%	4,023	4,248	4,238	3,421	3,903
Part-Time Classified Staff	-31.3%	7,977	8,031	7,847	5,131	5,482
Grand Total		44,141	45,487	45,086	39,916	41,378



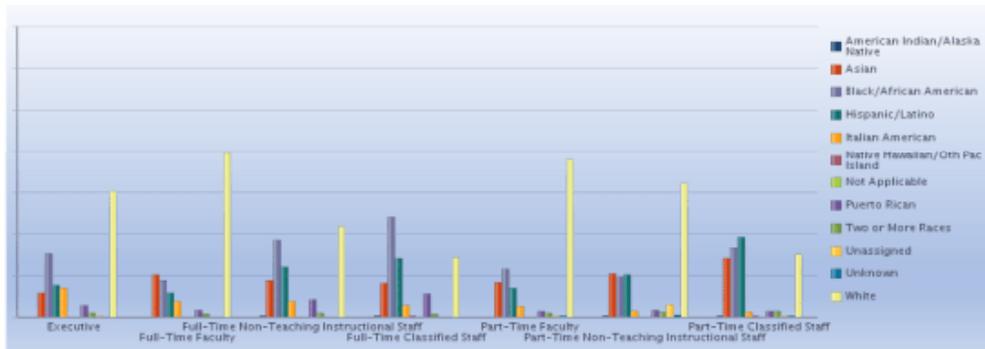
Headcount By Job Function Group



Job Function Group	Senior Colleges	Community Colleges	Total
Executive	428	125	553
Full-Time Faculty	4,731	2,121	6,852
Full-Time Non-Teaching Instructional Staff	4,351	2,085	6,436
Full-Time Classified Staff	3,850	1,722	5,572
Part-Time Faculty	9,392	3,188	12,580
Part-Time Non-Teaching Instructional Staff	3,055	848	3,903
Part-Time Classified Staff	3,794	1,688	5,482
Total	29,601	11,777	41,378



Employee Race & Ethnicity by Job Function Group



Job Function Group_SF	Not Applicable		White		Black/African American		Hispanic/Latino		Asian		Puerto Rican		Italian American		Two or More Races		American Indian/Alaska Native		Native Hawaiian/Other Pacific Island		Unknown		Unassigned		Total #	Total %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Executive			236	43.0%	120	21.7%	61	11.0%	45	8.3%	22	4.0%	35	6.5%	8	1.4%			1	0.2%	1	0.2%	2	0.4%	553	100.0%
Full-Time Faculty			3,850	56.2%	848	12.4%	565	8.2%	991	14.5%	352	5.2%	357	5.2%	84	1.2%	10	0.1%	8	0.1%	3	0.0%	4	0.1%	6,852	100.0%
Full-Time Non-Teaching Instructional Staff	1	0.0%	1,984	30.8%	1,698	26.4%	1,115	17.3%	806	12.5%	377	5.9%	333	5.2%	88	1.4%	15	0.2%	10	0.2%	7	0.1%	5	0.1%	6,436	100.0%
Full-Time Classified Staff			1,138	20.4%	1,905	34.2%	1,127	20.2%	639	11.5%	444	8.0%	229	4.1%	53	1.0%	12	0.2%	5	0.1%	11	0.2%	9	0.2%	5,572	100.0%
Part-Time Faculty			6,777	53.9%	2,675	16.5%	1,257	10.0%	1,506	12.0%	254	2.0%	440	3.5%	159	1.3%	22	0.2%	41	0.3%	14	0.1%	35	0.3%	12,580	100.0%
Part-Time Non-Teaching Instructional Staff	1	0.0%	1,780	45.6%	543	13.9%	562	14.4%	583	14.9%	87	2.2%	79	2.0%	89	2.3%	8	0.2%	23	0.6%	4	0.1%	187	4.3%	3,903	100.0%
Part-Time Classified Staff			1,176	21.5%	1,308	23.9%	1,491	27.2%	1,099	20.0%	136	2.5%	88	1.6%	112	2.0%	25	0.5%	28	0.5%	16	0.3%	21	0.4%	5,482	100.0%
Grand Total	1	0.0%	16,945	41.6%	8,445	20.5%	6,176	14.9%	5,669	13.7%	3,452	8.5%	1,581	3.8%	553	1.3%	92	0.2%	114	0.3%	56	0.1%	243	0.6%	41,377	100.0%



Testimony of Barry Lituchy, Adjunct Assistant Professor of History in the Social & Behavioral Science Department at Medgar Evers College to the Committee on Higher Education of the New York City Council, November 12, 2020

Dear New York City Council,

I am compelled to provide this testimony because as one of the 66 Adjunct professors not re-appointed at Medgar Evers College, despite the fact that we were entitled to a renewal of our the three year contracts based both on the recommendations of our departments and the binding collective bargaining agreement between CUNY and the PSC, I believe that many vitally important issues relating to this matter were left unaddressed as well as unexplained at today's hearing. I have taught at Medgar Evers College for the past 13 years and in CUNY for over 30 years, and I can say without being too immodest that I know more than most people about what is going on in CUNY and more particularly what is going on at Medgar Evers College.

First of all, it needs to be said at the outset that the current administration at Medgar Evers College, led by Rudy Crew and Augustine Okereke, have used the Covid 19 crisis as a smokescreen to carry out pernicious policies that have harmed Medgar Evers College, its faculty and students, and have done so continuing a pattern of misadministration that has been going on for years. This did not begin in 2020! For the past ten years they have been undermining and destroying the only historically black college in CUNY and in New York City. And if you don't believe me, then ask the widow of the man for whom the college is named, Myrlie Evers-Williams. (See <https://diverseeducation.com/article/185884/> and <https://nypost.com/2020/08/01/widow-of-medgar-evers-slams-brooklyn-college-named-after-husband/>.) If the phrase Black Lives Matters has any meaning at all, it should mean excellent educational and life opportunities for African American students in New York City. Unfortunately, the administration at Medgar Evers College has failed in its specific mission to do this, and has failed its students, its faculty, and the community which it serves. Based on what I witnessed at today's council hearing chaired by Councilwoman Inez Barron and Councilman I. Daneek Miller, the central CUNY administration is allowing malfeasance to occur at Medgar Evers College and is throwing up additional smokescreens to obscure and deflect their own culpability in allowing the administration at Medgar Evers College to act in this manner and to do so with impunity.

The flagrant violation of academic and contractual norms by the Crew-Okereke team at Medgar Evers has nothing to do with the Covid crisis! They attempted to violate the very same three year contract stipulation three whole years before Covid even began, in the spring of 2017, just weeks after the collective bargaining agreement between CUNY and the PSC was signed. Crew & Okereke refused to abide by the collective bargaining agreement and unilaterally refused to offer three year contracts to all eligible faculty at Medgar Evers College clearly in a very deliberate and flagrant violation of the binding agreement when appointments came up in May 2017. Without any explanation, 66 professors were denied what was due to them based on the contract CUNY and based on their own departments' recommendations. I was the faculty member who immediately filed a grievance against this malfeasance in May 2017. By the beginning of 2018 the

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CUNY administration admitted they were wrong and conceded that it must reverse itself just as the matter was going to arbitration. Had we not fought for the three year contracts in 2017 we would not have gotten them because the Medgar Evers College administration was deliberately trying to cheat the adjunct faculty and undermine the Professional Staff Congress. Is this an anti-union tactic? The answer obviously is yes. In May 2020 the Medgar Evers College administration once again refused to renew the three contracts of the 66 professors whose three year contracts were ending, although this time they sent out two form letters to this effect to the 66 professors. The first stated that it was due to budgetary constraints brought about by Covid but the second letter said that it did not, thus contradicting themselves (I have attached both letters of non-reappointment). The truth is that this was part of a pattern by Crew and Okereke to avoid responsibility for fulfilling the obligations of the college to its faculty, staff, and students. Moreover, in doing so they have been consistently conniving and untruthful. They took this action in direct opposition to the recommendations and decisions of the department chairs at the college. During August 2020 the chair of my department, Dr. Maria DeLongoria, assigned courses to several non-reappointed professors. So too did the chairs of other departments at Medgar Evers College. Okereke responded by terminating the email accounts of all 66 professors who were not re-appointed and made untruthful statements to the chairs that he could not allow any of the 66 three year contracts to be renewed or even re-hired for one year contracts because of "litigation." In doing this he also created in effect a "do not hire" list that all departments had to follow and he claimed he was "only following orders" of the central CUNY administration.

This was all a bald faced lie by Okereke. Yes, within 24 hours of the first non-reappointment letter, two faculty members, Frank Laude, and myself, requested that the PSC file a grievance against Medgar Evers College, and so the grievance currently in progress was commenced. But for Crew and Okereke to lie in this manner was outrageous. Whether there was litigation or not had absolutely nothing to do with the hiring of adjunct faculty for contracts shorter than three years. Nor did it justify the punitive actions taken by them against adjunct faculty. And also, due to the evasiveness of the central CUNY administration (fully on display at your hearing today), we do not know the full extent of CUNY central's role in all of this. And by the way, this current grievance was another unmentioned elephant in the room during today's City Council hearing. Why was this issue not even addressed?

However, the questioning posed by City Council member Rosenthal was excellent and came closest to uncovering the malfeasance and harm being done to CUNY, to its faculty, and to African American students in New York City today. She asked very accurately whether the non-reappointment of the three year contract adjuncts at Medgar Evers College raised a red flag for the CUNY central administration and what they said or did about it. CUNY administrators Sapienza and Silverblatt simply did not answer the question. Councilwoman Rosenthal clearly and correctly saw that they were evading their responsibilities as administrators by refusing to cooperate with the City Council hearing and failing to answer her questions, and she said as much during the hearing. Thus, these administrators once again provided cover for flagrant violations committed at Medgar Evers College that harms this particular college, the one and only historically black college in CUNY.

It is exactly this kind of evasiveness, dishonesty, malfeasance, lack of accountability, and may I add racism, that currently plagues CUNY, and cheats not just CUNY faculty of contractual promises, but cheats the people of New York City, and particularly the African American population of New York City, of the fair and appropriate educational opportunities that they deserve. (For more on the misadministration at Medgar Evers College see News 12 tv reports <https://bronx.news12.com/school-of-silence-student-staff-member-say-there-is-a-culture-of-silencing-at-medgar-evers-college> and <https://bronx.news12.com/school-of-silence-thousands-of-dollars-in-misused-funds-end-up-in-wrong-hands-at-medgar-evers-college> and <https://www.nydailynews.com/news/politics/ny-laurie-cumbo-medgar-evers-college-bedford-union-armory-20200921-i7tpsyi56rcatgq73qisdk277q-story.html>.)

I thank the City Council members for their attention to the problems facing CUNY, and more especially Medgar Evers College. I strongly urge that the City Council take all necessary action to address the destruction of Medgar Evers College by CUNY administrators and the flagrant violations of contractual agreements by CUNY and Medgar Evers administrators made between the CUNY administration and the PSC-CUNY faculty union.

Sincerely,

Barry Lituchy

917-254-5164, kcchistory31@aol.com

Below are the two contradictory form letters of non-reappointment sent to me and 65 other three year contract adjuncts.



Office of Academic Affairs

1650 Bedford Avenue
Brooklyn, NY 11225
T: (718) 270-5010

May 12, 2020

VIA USPS CERTIFIED MAIL AND EMAIL

Prof. Barry Lituchy
3402 Avenue I, Apartment 2B
Brooklyn, NY 11210-4102
blituchy@mec.cuny.edu

RE: Notification of Decision Not to Offer a Three Year Adjunct Appointment

Dear Prof. Lituchy,

We regret to inform you that Medgar Evers College, City University of New York is unable to offer you a Fall 2020 – Spring 2023 three-year adjunct appointment.

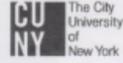
This decision comes after much deliberation including analysis of MEC fiscal and programmatic needs, consideration of full-time faculty priority in course assignments, enrollment forecasts, and budget shortfalls. Moreover, the Personnel and Budget Committee and President of Medgar Evers College did not recommend you for a three-year appointment.

Your current adjunct appointment in the rank of Adjunct Assistant Professor in the Department of Social and Behavioral Sciences in the School of Liberal Arts will terminate at the end of your current appointment, **Friday, May 22, 2020**.

MEC has not fully realized the impact of the COVID-19 pandemic on its budget and programmatic needs of the Department of Social and Behavioral Sciences as well as other Departments in MEC. MEC is still exploring the changes that will be required as a result of the pandemic. In view of those facts, MEC may have need for an adjunct professor with your experience and qualifications.

Accordingly, MEC would like to offer you a conditional one-year adjunct appointment. This letter is not a reappointment letter and the proposed conditional one-year adjunct appointment is not being offered under the provisions of Appendix E Paragraph 2 of the PSC/CUNY Contract.

COURAGE. STRENGTH. FORTITUDE.



Office of Academic Affairs

1650 Bedford Avenue
Brooklyn, NY 11225
T: (718) 270-5010

We apologize for having to take this action. We know these are hard times. We understand that it is difficult for you to be in flux about your employment status.

You may contact Tanya Isaacs, Executive Director of Human Resources in the Office of Human Resources/Labor Designee, with any questions or concerns. She can be reached via email at tisaac@mec.cuny.edu.

Thank you for your service to MEC.

Sincerely,

A handwritten signature in black ink, appearing to read 'A. Okereke'.

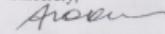
Augustine Okereke, Ph.D.
Provost and SVP Office of Academic Affairs

Cc: Dr. Ethan Gologor, Dean, School of School of Liberal Arts
Dr. Maria DeLongoria, Chair, Department of Social and Behavioral Sciences
Tanya Isaacs, Executive Director, Human Resources/Labor Designee
Personnel File

COURAGE. STRENGTH. FORTITUDE.

Letter to Prof. Barry Lituchy
May 26, 2020
Page 2 of 2

Sincerely,



Augustine Okereke, Ph.D.
Provost and SVP Office of Academic Affairs

Cc: Dr. Ethan Gologor, Dean, School of School of Liberal Arts (*via email*)
Dr. Maria DeLongoria, Chair, Department of Social and Behavioral Sciences (*via email*)
Tanya Isaacs, Executive Director, Human Resources/Labor Designee (*via email*)
Personnel File

On the Poverty of Adjunct Life:

Honestly, I'm angered that we live in a world where you are asking me, an overworked, underpaid Adjunct, to give even more of my time to make a testimony about how I am being exploited. You should know this already! It is obvious to anyone who looks. My fiance and I are living in my mother's house for the second time(!) since the pandemic hit. She has had no job for two years. I have barely been able to support us on my adjunct salary. We can not afford rent! And forget about getting married and having kids. We can not afford to have a wedding. My fiance has an infertility issue and would need (proper) health insurance to see a specialist. I have no job security nor is there hope of a full-time position. This is not because of laziness on my part. Since the pandemic, I have published an article in a major journal and have two more forthcoming. That makes four articles in all. Shouldn't that be enough for a job? And, not to toot my own horn but, giving credit where credit is due, I am a beloved teacher by students and colleagues (just check RATE MY PROFESSOR as well as my teaching evaluations!). All this to say, the situation is obvious and it is well past time that something be done. How many more times do I need to yell: "I AM BEING ABUSED!!!!"? We need a Free CUNY and the end of adjunctification! We need to rebuild crumbling infrastructure. For adjuncts this means simply "equal pay for equal work." It is outrageous that adjuncts do the same work as 'full timers' but get paid a fraction. This needs to end. I hope that the conscience of whoever reads this is pricked and that you are spurred to action! A fight is coming against the neoliberalization of the university. Which side are you on? We need a massive reinvestment to make CUNY the People's University it was always meant to be.

In Solidarity with Workers Everywhere,
Christopher Santiago
Adjunct at CSI

To The New York City Council, Committee on Higher education, November 12, 2021
Testimony from Jillian Abbott, Adjunct Lecturer, English Department; PSC_CUNY executive council, Adjunct Senator, CUNY University Faculty Senate, York College, CUNY.

Thank you for the opportunity to give testimony today. It is an honor to speak to decision makers and a meaningful way to bring the concerns of adjuncts to the ears of those who also want to change CUNY for the better, and, importantly the power to make positive change happen.

I speak to you as a passionate educator, and advocate for students, faculty, and public education. To put it another way, I am a typical, currently serving adjunct, and want to share my perspective with you. The impact of CUNY's policies have made adjuncts' lives untenable, which in turn affects our students negatively. I also want to share my vision for the path back to CUNY before adjunctification undermined its capacity to deliver quality education, the kind of education that could turn a C student from the Bronx into a statesman.

Many years ago, when I was a new immigrant in New York, I served on the board of CineWomenNY, a nonprofit for women filmmakers. Another board member, Elizabeth Foley, a graduate of Smith College and later Columbia University's film school, and an award winning filmmaker, told me she was commuting for three hours twice a week to teach one, three-credit class at Five Towns College on Long Island, all because she really wanted to be a college teacher.

We drifted apart, and a few years ago I ran into her again. She was an adjunct at CUNY but was struggling with health and other issues. She was still making movies. Then she was let go from CUNY and lost her health insurance. She managed to get one class at another CUNY, but without health insurance her health disintegrated. I lost touch again, caught up in my own struggle to survive as an adjunct and artist. I found out a week ago that she died.

She's not famous, the film industry is among the most competitive in the world and is notoriously hostile to women of talent. Only her students, her colleagues, and those like me who knew her through our artistic lives know her name. In Facebook tributes last weekend, frequent words describing her were passionate, brilliant, exuberant, and talented.

She was brilliant and passionate, and suffered double discrimination – adjunctification of college teaching barred her from becoming a full-time professor, and her gender held her back as a filmmaker. Though all this struggle, like the overwhelming majority of CUNY adjuncts, she served CUNY, passing the acquired knowledge of a lifetime onto a new generation of filmmakers.

At CUNY her passing will not be marked except by her students who have lost her guidance, experience, and passion. How many more adjuncts will CUNY students lose? I urge CUNY to end the othering of adjuncts and begin to value us as the great resource we are – dedicated teachers, scholars, and/or artists who make a substantial contribution to the life of this great university and city.

It is time for CUNY faculty to unite, celebrate differences, and respect the contribution of all. This can only be achieved when adjunct faculty are welcomed into meaningful, full-time jobs with equal pay and conditions, and the prospect of advancement that the current full-time faculty enjoys. That is, I urge CUNY to end adjunctification, to invite currently serving adjuncts into full-time positions, and ensure that full timers teach at least 75 percent of all classes at CUNY.

And, just as importantly, it is time for CUNY to return to being an organization based on shared governance where the voices of all faculty are not only heard, but also empowered.

My vision for CUNY, the one where we recognize ourselves in each other and respect the contributions of all, is not currently functioning. This is not because administrators are bad people, although some administrators have done bad things to adjuncts, nor because full-time faculty are bad people, although too many full timers have taken advantage of their power over adjuncts. It is because the organizational structure of CUNY, based as it is on the indentured servitude of adjuncts, makes being our best selves almost impossible.

I know this can be done. My first career was in organization and classification review for the Health Department of Victoria, Australia. In one investigation, I was sent out to a Mental Hospital where there was chaos and feuding between staff. After examining the org chart, interviewing the feuding workers, documenting their various tasks, responsibilities, their relative classification, etc., and looking at the number clients staff served, I recommend an increase of two regular nurses and one additional supervisor. Just this small change, which was implemented, and a 25-year-old feud came to an end.

To paraphrase George Orwell in his essay “Shooting an Elephant,” when leaders become tyrants it is their own freedom that is destroyed. For Liz and for all those adjuncts who get their health insurance through CUNY, our jobs are a matter of life and death, and the power that CUNY has over us is, consequently, absolute.

The work faculty does can profoundly impact students' lives. Last Friday, I watched the funeral of the great statesman and CUNY alum, Secretary of State, General Colin Powell. In a moving eulogy his son Michael said, “I’ve heard it asked, ‘Are we still making his kind?’”

The CUNY of today is a very different organization to the CUNY that educated Secretary Powell. When he came through CUNY, at least 75 percent of classes were taught by full-time professors who earned a living wage, and had time to contemplate their teaching, their scholarship, ideas, and artistic expression.

It is very hard to turn a C student into a statesperson when you are living in your car or commuting five hours between campuses to earn enough to barely pay your bills. When you can never take a vacation, and in my case, rarely find time to read a book – the pain is visceral. Students need professors who are not too stressed to keep up with their disciplines, who have time to read student papers over and over, and who are paid to be available outside the strict one hour per class office hour.

As an undergraduate student at Melbourne, Australia's Monash University, I remember one professor telling the class about an upcoming open house and that he had to represent his department. After much thought, he decided to open his office door and allow prospective student's parents to file past as he sat looking out the window. His argument was that as that was how he spent a good deal of his time, that was the best way to represent the work he did. Do I need to add that this man, who had time to think, was a leader in his field, a prolific author, and mentor to countless future leaders? This is the education system that resulted in Australians taking prominent positions in every industry and endeavor undertaken on this planet.

Can today's CUNY still catch the would-be Collin Powells? While I know from close personal experience that faculty strive to help their students, they, the entire faculty, but particularly those in the classroom are stretched too thin, are too overworked, disenfranchised, and economically insecure to be their best selves. Indeed, it is surprising how many promising students we still manage to catch. But retention and graduation rates point to the many, many students who fall through the cracks.

I've been scoffed at by full-time faculty for suggesting adjuncts do the same job they do. Yet we undertake scholarly research, serve the university, and create works of art despite an almost complete lack of institutional support for our work. We are told our degrees are not good enough, even though there are many full-timers with the exact same qualifications. If our qualifications aren't good enough, what are we doing in the classroom now? And if it were true, and it's not, whose interest is served by having unqualified teachers teaching New York's youth?

Public education mirrors adjuncts' struggle to survive. The forces moving to privatize CUNY, to give up on government funding and replace it with private money, allowing rich individuals and foundations to determine pedagogical practice and research priorities is a great threat to our future competitiveness.

I believe in public education. I believe that its purpose is to ensure that every New Yorker can reach their full potential through education. Research in a public institution traditionally explores issues that are pressing to all citizens, or that are in line with the priority of the citizenry as expressed in elections. By running down our great public institutions we are failing ourselves and our own future as well as our students'. The world has changed. For American capitalism to compete we need every citizen to reach their potential. Education based on the whims and fashions of individuals and foundations will not provide this city with the knowledge and skills it needs to thrive.

Actions speak louder than words. CUNY talks a good game on adjuncts, telling us that they value us, then paying us less than full-time McDonald's workers earn when the hours we must actually put in are added up. James Baldwin, speaking on the plight of African Americans in America said, "That great western house I come from is one house, and I am one of the children of that house. Simply, I am the most despised child of that house." – as quoted in Raoul Peck's 2016 film, *I Am Not Your Negro*.

CUNY is one house. We adjuncts are not "other." We are not inferior. We are people who give of ourselves in order to make the future better for all New Yorkers.

Teaching is a calling and we have paid our dues. If you give us the resources we need, a full-time job with wage in line with our years of education, real benefits, and the prospect of advancement, I promise, when the next Colin Cowell moves through our classes, we will be able to help him/her/they to fulfill their dream.

Michael Powell said that “We can choose to be good.” He also said that he believed that the answer to the question of whether we are still making his father’s kind, is up to us.

I urge the council to see all adjuncts and faculty for who we are. I urge you to use your power to create a CUNY that can choose to be good.

As adjuncts we work a full-time job for a small fraction of what our full-time colleagues earn. It’s too late to turn this around for Liz, but going forward, know that we have done our part, and now it falls to you to turn CUNY around. If this doesn’t happen, the next statesperson to walk the halls of CUNY may do so on her way out the door, her degree incomplete, never to return to higher education.

Adjuncts are an irreplaceable resource worthy of investment and allies in providing superior public education. When uninsured, underpaid adjuncts must take time away from their academic work just to survive, how many Colin Powells are lost?

Thank you for your time.

I am attaching a number of supporting documents, all supplied to me by fellow adjuncts, that document our plight. These are PDFs, so I might have to email them to you. There’s also a document supplied to the CUNY University Faculty Senate at its October Plenary entitled The Faculty Gap which documents the low level of full-time faculty at CUNY versus SUNY and underscores the extreme gap at colleges such as York that serve dominantly minority communities. Additionally, I have attached links to York College articles about my teaching and an obituary for Liz Foley. Her life partner has given me written permission to name her and tell her story.

Obituary of Elizabeth Foley:

<https://www.legacy.com/us/obituaries/gazettenet/name/elizabeth-foley-obituary?id=31310663>

York College News on Jillian Abbott:

<https://www.york.cuny.edu/news/york-prof-makes-international-talk-along-with-student>

Student’s view of me:

<https://www.york.cuny.edu/news/york-student-presents-at-international-conference>

<https://www.york.cuny.edu/news/creative-writing-student-co-writesco-produces-powerful-poem>

<https://www.york.cuny.edu/news/hastride-animates-her-story-of-covid-19>



An Army of Temps

AFT 2020 Adjunct Faculty Quality of Work/Life Report





Randi Weingarten
PRESIDENT

Lorretta Johnson
SECRETARY-TREASURER

Evelyn DeJesus
EXECUTIVE VICE PRESIDENT

OUR MISSION

The **American Federation of Teachers** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

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Executive summary

This new report from the American Federation of Teachers exposes the disturbing economic reality faced by millions of contingent and adjunct faculty at the nation's colleges and universities, with nearly 25 percent relying on public assistance and 40 percent having trouble covering basic household expenses.¹

“An Army of Temps: AFT 2020 Adjunct Faculty Quality of Work/Life Report” details feedback from 3,076 respondents to a survey of contingent faculty at two-year and four-year institutions—both public and private. The 52-question survey, completed between May 22 and June 30, 2019, is the first nationwide survey of contingent faculty conducted since 2013. Of the AFT's 240,000 higher education members, 85,000 are contingent and 35,000 are graduate employees—making the AFT the largest union of contingent workers.

The report illustrates how precarious academic work was even before the coronavirus pandemic, which has made a grave situation even worse. When campuses were shut down in March, adjuncts were given only hours to move their classes online, often without sufficient training or technical support to make the transition successful. Now, they face summer and fall semesters in which enrollment—and therefore their jobs—are in doubt. According to the survey, many were already struggling with food insecurity, limited health coverage and housing issues, now exacerbated by the COVID-19 crisis.

The survey paints a vivid portrait of how contingency plays out in the daily lives of millions of college and university faculty.

- One-third of respondents earn less than \$25,000 annually, placing them below the federal poverty guideline for a family of four;
- Only 15 percent report being able to comfortably cover basic monthly expenses;
- Fewer than half of survey respondents have access to employer-provided health insurance; nearly 20 percent rely on Medicaid;
- About 45 percent of faculty members surveyed have put off getting needed healthcare, including mental healthcare; 65 percent forgo dental care;
- 41 percent struggle with job security, reporting that they don't know if they will have a teaching job until one month before the beginning of the academic year;
- For 3 out of 4 contingent faculty, employment is only guaranteed from term to term; and
- A plan for a secure retirement is out of reach for most faculty, with 37 percent reporting they don't see a path.

¹ We will use the word “adjunct” but we mean “adjunct and other contingent faculty,” which includes full-time nontenure-track faculty, instructors, lecturers, graduate employees, and more—essentially, absent contract protections that are still too rare in the industry, all of these workers are temps.

The decades-long crisis of contingent workers in our colleges and universities is in many ways the original “gig economy,” with all its attendant woes: low wages, few benefits, little job security, and the expenses of work being shifted from the employer to the at-will employee. Over the last four decades, the academic labor pool has shifted dramatically: 40 years ago, 70 percent of academic employees were tenured or on the tenure track. Today, that figure has flipped: 75 percent of faculty are not eligible for tenure, and 47 percent hold part-time positions.

The AFT and our affiliates are committed to using political advocacy and collective bargaining to improve the lives of contingent faculty and the communities they serve. Before the pandemic began, it would have taken federal and state investments of an additional \$15 billion in higher education funding over two years to get back to pre-recession levels of public investment in higher education. Directing those funds to instruction and to lowering tuition costs would have started to move the needle away from contingency and toward security for students and the academic workforce. Post-COVID-19, the financial holes to be filled—both in public investment and in the lives of individual adjunct and contingent faculty—will be even bigger, and more perilous.

Overview of the respondents

Type of employment

- Full-time nontenure track: 12 percent
- Part-time instructor, lecturer or adjunct: 79 percent
- Graduate employee: 3 percent
- Professional staff: 3 percent
- Other (other academic positions): 3 percent

Type of institution (Note: Respondents could report multiple places of employment, which explains why the total exceeds 100 percent)

- Four-year public: 46.3 percent
- Four-year private, not-for-profit: 9.1 percent
- Four-year private, for-profit: 3.8 percent
- Two-year public (community college): 61.0 percent
- Two-year private, not-for-profit: 0.5 percent
- Two-year private, for-profit: 0.6 percent

Race

- White, non-Hispanic: 77.7 percent
- Black, non-Hispanic: 4.1 percent
- American Indian or Alaskan Native: 0.4 percent
- Hispanic/Latinx: 5.7 percent
- Asian or Pacific Islander: 2.9 percent
- Multiracial: 2.5 percent
- Prefer not to answer: 6.9 percent

Gender

Female: 63.7 percent

Male: 33.1 percent

Gender queer/nonconforming: 1.1 percent

Transgender: 0.1 percent

Prefer not to answer: 2.7 percent

Background

Today, most college and university instructors in the United States are contingent faculty, with nearly 75 percent of all instructors not eligible for tenure, and 47 percent holding part-time positions.

The erosion of tenure-line positions—and the protections they provide—is not a recent development; tenure-track faculty haven't made up the majority of faculty in the U.S. since the 1980s. But it is one of the most disturbing trends in American higher education. In place of stable jobs filled by long-term employees, colleges and universities have replaced tenured positions with an army of contingent faculty, including nontenure-track professors, adjuncts, lecturers, post-docs, teaching assistants, instructors and graduate employees. These employees, whatever their working conditions or career stage, have one important thing in common: They are all temps.

The lived experience of the people holding these temporary positions, and particularly part-time positions, is difficult: They are highly trained professionals in a skilled profession whose compensation doesn't allow them to meet basic expenses; they get limited job security that lasts a few months at a time at most; they are offered minimal or nonexistent benefits; and they experience a pervasive lack of institutional support, beginning with not being provided office space or a computer and extending to their systematic exclusion from campus safety planning, which even the U.S. Department of Education says should engage all stakeholders.²

These poor working conditions compound the psychological toll that contingent work takes on faculty, and particularly on faculty who entered the profession hoping for tenure-track employment: They cite a lack of access to mental health care and being treated as a second-class institutional citizen by administrators; they experience their work being devalued simply due to their title; and they wrestle, usually privately, with constant worry and fear over reappointment.

While postsecondary educational institutions are experiencing record enrollments and a college degree is increasingly considered an economic necessity, state and local governments continue to dramatically decrease their levels of investment in public colleges and universities. At the end of the 2016 academic year, overall state funding for public two- and four-year colleges was more than \$15 billion below its 2008 pre-recession level in real dollars (adjusted for inflation). This slashing of state funding has exacerbated a decades-long trend toward relying on precarious contingent academic labor. Colleges and universities are increasingly relying on contingent faculty to do the bulk of undergraduate instruction, justifying this shift due to shrinking state budgets, even while high-level administrator positions rapidly expand.

At the same time, disinvestment has led to skyrocketing tuition costs that have left students and their families borrowing to cover the costs of college at rates they will never be able to pay back, and have prevented many others from enrolling or completing their studies.

The AFT believes that the continued disinvestment in public higher education is having disastrous consequences for our nation, our members and the communities they serve. Faculty who are not free to engage in controversial searches for new knowledge because they fear losing their temp jobs are faculty who are hamstrung in filling the role academics play in a free society. Students are not receiving the best possible education when the instructor in front of them is struggling to decide whether to buy food or medicine, and students' futures are jeopardized when an inspiring professor who could provide a recommendation or further mentorship is let go as soon as the academic term ends. To secure the economic and social prosperity and justice that our members, our students and our nation deserve, we must address the problems afflicting higher education. This means immediately seeking to restore and enhance funding for high-quality, affordable, accessible higher education, and reducing institutions' reliance on contingent faculty premised on poverty wages and exploitation. If we want everything—these institutions and the democracy they serve—to go downhill faster, we can instead continue to ignore this perilous state of affairs.

² https://www.fema.gov/media-library-data/20130726-1922-25045-3638/rem_s_jhe_guide.pdf

Survey results

Low pay and public assistance

What is your estimated total individual income annually, across all teaching and nonteaching positions?

Less than \$25,000.....	31.0 percent
\$25,001 – \$50,000.....	32.7 percent
\$50,001 – \$75,000.....	18.8 percent
\$75,001 – \$100,000.....	11.2 percent
More than \$100,000.....	6.3 percent

About how much do you earn, on average, for a typical credit-bearing unit (for a 3-hour, 4-hour or 5-hour credit course) from your anchor teaching position?

\$2,000 or less.....	15.0 percent
\$2,001 – \$2,500.....	14.5 percent
\$2,501 – \$3,000.....	11.5 percent
\$3,001 – \$3,500.....	11.7 percent
\$3,501 – \$4,000.....	9.4 percent
\$4,001 – \$4,500.....	10.0 percent
\$4,501 – \$5,000.....	5.6 percent
\$5,001 – \$5,500.....	4.0 percent
\$5,501 – \$6,000.....	2.4 percent
\$6,001 – \$6,500.....	1.8 percent
\$6,501 – \$7,000.....	1.9 percent
More than \$7,000.....	5.1 percent
Not applicable.....	7.1 percent

- Nearly one-third of respondents earn less than \$25,000 a year, placing them below the federal poverty guideline for a family of four. Another third earns less than \$50,000, which keeps them just above the poverty line but trapped in a vicious cycle of poverty—never earning enough to reach financial security and not earning a low enough income to receive the assistance that would enable them to plan for their future.
- This low annual income is a consequence of the low pay for instruction. More than 41 percent of respondents told us they are paid less than \$3,500 a course. Contingent work is not only temp work; it is piece work. As described in the House Committee on Education and Labor report, “The Just-in-Time Professor,” contingent faculty usually are paid a fixed amount of compensation for each unit produced, regardless of how much time it takes to produce. For these workers, the unit of production is a college course.³ Teaching a “four-four” load (four courses over two semesters) as the typical respondent to this survey does would

- lead to only \$28,000 in income before taxes and other deductions.
- Contingent faculty members want their contributions recognized with equitable compensation: More than 53 percent indicated that they believe they should be paid at least \$5,000 a course. An increase in the per-course minimum to this range would immediately benefit the vast majority of contingent faculty today.

What would you consider fair and adequate compensation, on average, for a typical credit-bearing unit (for a 3-hour, 4-hour or 5-hour credit course) from your anchor teaching position?

\$2,000 or less.....	0.9 percent
\$2,001 – \$2,500.....	3.3 percent
\$2,501 – \$3,000.....	5.6 percent
\$3,001 – \$3,500.....	9.1 percent
\$3,501 – \$4,000.....	9.3 percent
\$4,001 – \$4,500.....	9.6 percent
\$4,501 – \$5,000.....	8.8 percent
\$5,001 – \$5,500.....	11.6 percent
\$5,501 – \$6,000.....	6.3 percent
\$6,001 – \$6,500.....	7.4 percent
\$6,501 – \$7,000.....	8.3 percent
More than \$7,000.....	19.9 percent

- Contingent faculty are not the only ones impacted by the poverty wages they are being offered. As when Amazon CEO Jeff Bezos’ employees collect food stamps or enroll in Medicaid instead of receiving employer-paid benefits, taxpayers bear a significant portion of the hidden costs of low-wage faculty work in their respective states. Among those who participated in the survey, a substantial minority subsidized their low wages with public assistance: 25 percent of respondents reported applying for one or more public assistance program listed. (Respondents were asked about the Supplemental Nutrition Assistance Program; Special Supplemental Nutrition Program for Women, Infants, and Children; Temporary Assistance for Needy Families; Supplemental Security Income; Unemployment Insurance; governmental housing assistance; and Medicaid.)⁴

Basic needs and food security

Which of the following best describes your ability to cover month-to-month basic nonhousing, nonmedical expenses?

Household can comfortably cover basic costs.....	16.3 percent
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³ <https://edlabor.house.gov/imo/media/doc/1.24.14-AdjunctEforumReport.pdf>

⁴ This finding is in line with the April 2015 “The High Public Cost of Low Wages” report by the UC Berkeley Labor Center, finding that 25 percent of part-time college faculty received some form of public assistance. <http://laborcenter.berkeley.edu/pdf/2015/the-high-public-cost-of-low-wages.pdf>

Household has other income (from spouse/partner, investments, trusts, etc.) that helps cover expenses 43.0 percent

Household is usually fine but struggles during summer or winter breaks when I am not working 27.2 percent

Household is struggling (e.g., either must borrow money, do without, or not pay some bills) 13.5 percent

- When asked about the ability to cover nonhousing, nonmedical expenses, 40 percent of respondents report struggling at points throughout the year when they're not actively teaching. Some struggle year-round. Because so many contingent faculty members work term to term, we find the same problems that impact other forms of temporary contingent work.⁵

Which of the following best describes your household's ability to cover month-to-month food expenses in the past 12 months?

Household had no problem or anxiety about consistently accessing adequate food 67.1 percent

Household at times had problems or anxiety about accessing adequate food, but meals were not substantially reduced 16.6 percent

Household reduced the quality and desirability of diets, but the quantity of food intake and normal eating patterns were not substantially disrupted 10.0 percent

At times during the year, eating patterns of one household member (or more) were disrupted and food intake reduced because the household lacked money or other resources for food 6.2 percent

- The low pay that contingent faculty face has also led to food insecurity among some faculty members and their families, with 26 percent saying they had problems accessing adequate food or opted to reduce the quality of food they eat to get by, and 6 percent reporting they've had to eat less to get by in the last year.

Lack of job security

How many years have you been teaching in higher education/postsecondary education, including time as a graduate employee?

1-3 years 9.7 percent

4-6 years 13.3 percent

7-9 years 12.1 percent

10-15 years 25.2 percent

More than 15 years 39.8 percent

For your most recent contingent appointment, how far in advance of the first day of classes did you receive an appointment (or appointment renewal) letter or contract from the institution?

Less than 1 week prior 6.4 percent

1 to 2 weeks 12.8 percent

3 to 4 weeks 14.2 percent

5 to 6 weeks 10.1 percent

7 to 8 weeks 12.5 percent

More than 2 months prior 35.9 percent

After semester started 4.3 percent

Did not receive 3.8 percent

- Job security remains elusive for contingent faculty, regardless of the number of years of experience they have in the classroom. Most respondents indicate they have been teaching for more than 10 years, but often don't know until days or weeks before an academic term whether their employment contract will be renewed. Forty-one percent reported not knowing whether they would be appointed to teach a class until a month before the academic term began, and 5 percent learned of reappointment after the term had already began.

What is the length of your average employment contract?

Less than an academic term 5.9 percent

Academic term 71.8 percent

Academic year 16.4 percent

Multiple academic years 10.4 percent

- For 3 out of 4 contingent faculty members, employment is only guaranteed academic term to academic term. This leaves instructional faculty in a perpetual state of anxiety and uncertainty about whether they'll be employed in six months, and this anxiety impacts every decision they make, in and out of the classroom. This can mean delays in starting families and buying homes, but it can also mean being unsure of their ability to support and mentor students they're teaching. Only 10 percent of the survey-takers had contracts across multiple years.

Healthcare

Where do you get your health insurance?

Your employer 41.4 percent

Spouse's or domestic partner's employer 26.8 percent

Purchasing individual or family coverage 14.1 percent

Medicare/Medicaid 19.7 percent

I don't have health insurance 5.0 percent

⁵ <https://www.gao.gov/assets/670/669766.pdf>

- Less than half of the survey respondents currently access health insurance through their employer. The low coverage is likely the result of the Internal Revenue Service guidance to colleges and universities on employer obligations to provide full-time employees with health coverage under the Affordable Care Act. For contingent faculty, the guidance suggests using a multiplier for classroom hours taught that rarely results in contingent faculty being considered full-time even if in actuality they're working more than 30 hours a week.
- This dependence on partners' earnings/benefits also creates tremendous pressure on relationships, leaving people vulnerable to economic imperatives to get or stay in relationships that don't serve them well in other ways.

Have you had to do any of the following in the past 12 months because of the cost of healthcare?

Put off/postponed getting dental care/checkups	65.5 percent
Put off/postponed getting healthcare (including mental health services) that you needed.....	45.4 percent
Did not go to see a doctor	41.8 percent
Did not fill a prescription for medicine	19.6 percent
Did not get a medical test/treatment that was recommended by a doctor.....	29.2 percent
Chose a less expensive treatment than the one your doctor recommended	22.8 percent
Cut pills in half/skipped doses of medicine	11.8 percent
Skipped/postponed rehabilitation care that your doctor recommended.....	17.1 percent

- It's shockingly common for contingent faculty to put off seeing a doctor because of costs not covered by their insurance. Twenty percent have not filled a prescription due to costs, and 10 percent have resorted to cutting pills in half or skipping doses of medication.

Does your employer provide or offer any of the following benefits as part of employment?

Paid parental leave	14.5 percent
Paid family leave	17.4 percent
Paid sick leave	54.2 percent

- When family crises arise, contingent faculty are often out of luck. Only 17 percent report being offered paid family leave by their employer; 14 percent report having paid parental leave. This is a stressor for any employees who have a sick family member or relative, often forcing them to choose between their job or their family.

Retirement

How secure do you feel about your retirement plan? (Check all that apply)

I and/or my spouse/domestic partner put money into a retirement plan every month.....	44.0 percent
I and/or my spouse/domestic partner put money into a retirement plan on a yearly basis	8.6 percent
I and/or my spouse/domestic partner have an employer that puts money into a retirement plan every month.....	27.1 percent
I and/or my spouse/domestic partner have an employer that puts money into a retirement plan on a yearly basis.....	4.8 percent
I and/or my spouse/domestic partner are relying on Social Security to cover most of our expenses in retirement	13.3 percent
I cannot imagine how I'll retire.	37.4 percent

- A plan for secure retirement remains out of reach for most faculty today. Even with a large number contributing to their own retirement (44 percent report monthly contributions) and employer contributions (27 percent), we were shocked to find that 37 percent said they cannot imagine how they'll retire. Clearly, low wages, lack of job security and the high medical bills have created a situation in which a significant percentage of contingent faculty feel that retirement is out of reach *even when they are actively saving for it.*

How old are you?

Under 25	0.4 percent
25-29	1.9 percent
30-39	15.4 percent
40-49	19.2 percent
50-59	25.5 percent
60-69	27.0 percent
70 or older	10.6 percent

- The idea that contingent faculty cannot imagine how they'll retire is even more disturbing when the age of survey-takers is considered: Sixty-three percent are 50 or older. Faculty members who should be preparing for retirement, with some considerable progress toward retirement security, are instead wondering how long they'll be able to stay in the classroom, continuing to focus on just getting by.

The impact on students

What students experience once they enter college matters. It matters more to students who are the first in their families to attend college, because first-generation prospective students are less likely to enroll in college and more likely not to complete their degrees unless they have strong academic support.⁶ Robust student support services are crucial to the success of every college student, but it is the faculty who are the linchpin to student success. It's not just the professor leading a classroom—it's the conversations during office hours, the opportunities for collaboration on research, and the ongoing mentorship throughout college that not only breed academic success in the classroom, but also produce the innovative thinkers and engaged citizens a thriving democracy requires. The continuing trend of contingency undermines the faculty role in student success.

Disinvestment by state legislators has led to financial pressure on public colleges and universities to treat the people who most often interact with the newest and most vulnerable students as “temps.” As a result, the majority of college educators are without the professional supports they need to provide the highest-quality education to their students. Faculty who are not assigned office space or given compensated time to meet with students cannot readily hold office hours. Faculty who are not paid to design or adjust their syllabuses—who may not even be permitted to do so—cannot change their reading lists to adapt to developments or questions that arise during a semester, cannot modify assignments to incorporate new research, and cannot adapt the modes of instruction to meet students' needs.

The growth of contingency has exacerbated other trends in higher education that have a direct impact on the quality of education provided to students. The American Association of University Professors notes numerous threats to the quality of education in *In Defense of Knowledge and Higher Education*⁷—the demands to vocationalize the college curriculum, the attacks on faculty by those who seek to politicize research and teaching, and the subversion of the very concept of “expert knowledge” by political leaders. Faculty have been on the frontlines resisting these trends, but they are only able to do so with the protections of academic freedom. The lack of meaningful job security means that contingent faculty are often put in the position of placing their expertise on the shelf and toeing the line in order to keep their jobs. The result is a college experience in which students are not pushed to think critically or exposed to controversial or innovative ideas.

Faculty in contingent positions are often cut out of department and institution-wide planning, though they may teach the majority of some types of courses, especially in community colleges and at the introductory and developmental levels in four-year institutions.

When this happens, the knowledge that they have about their students and the strengths and weaknesses of the courses they teach are not taken into consideration. In short, while many contingent faculty members are excellent teachers, their expertise and commitment is not recruited or deployed adequately by their departments or institutions to enhance the education experience for students.

In treating contingent faculty as temporary workers rather than as employees, colleges and universities are undermining the well-being of the campus community. Instructors who are hired just weeks or days before classes begin are often unable to receive institutional trainings directed at ensuring campus health and safety, and which their colleagues with no employment end date are routinely required to undergo. Faculty members, whether contingent or not, are the first to see and respond to problems as they arise for students—but more often than not, they are not prepared to put this privileged information to use for the protection of everyone on campus.

Has your institution provided you with adequate training and/or information to prepare you for the following?

	Yes	No	Don't know
A natural disaster occurring during a class on campus	30.4 percent	58.9 percent	10.7 percent
An emergency situation on campus	49.1 percent	44.4 percent	6.6 percent
Directing students who come to you and have been victims of crimes on campus	51.6 percent	41.5 percent	6.9 percent
Directing students who come to you and have been targets of prejudice/discrimination on campus	51.4 percent	42.3 percent	6.3 percent
Directing students who come to you and have witnessed an act of bias/intolerance on campus	45.3 percent	46.3 percent	8.4 percent
Taking steps if a student comes to you with signs of depression or other mental health issues	53.3 percent	41.2 percent	5.6 percent
Taking steps if you feel a student is a threat to themselves or others	49.8 percent	43.8 percent	6.4 percent
Taking steps if a student or colleague sexually harasses you	56.9 percent	37.6 percent	5.5 percent
Taking steps if a student comes to you and reports experiencing unwanted sexual advances from another campus employee	56.1 percent	37.5 percent	6.4 percent

⁶ <https://nces.ed.gov/pubs2018/2018421.pdf>

⁷ <https://www.aaup.org/file/DefenseofKnowledge.pdf>



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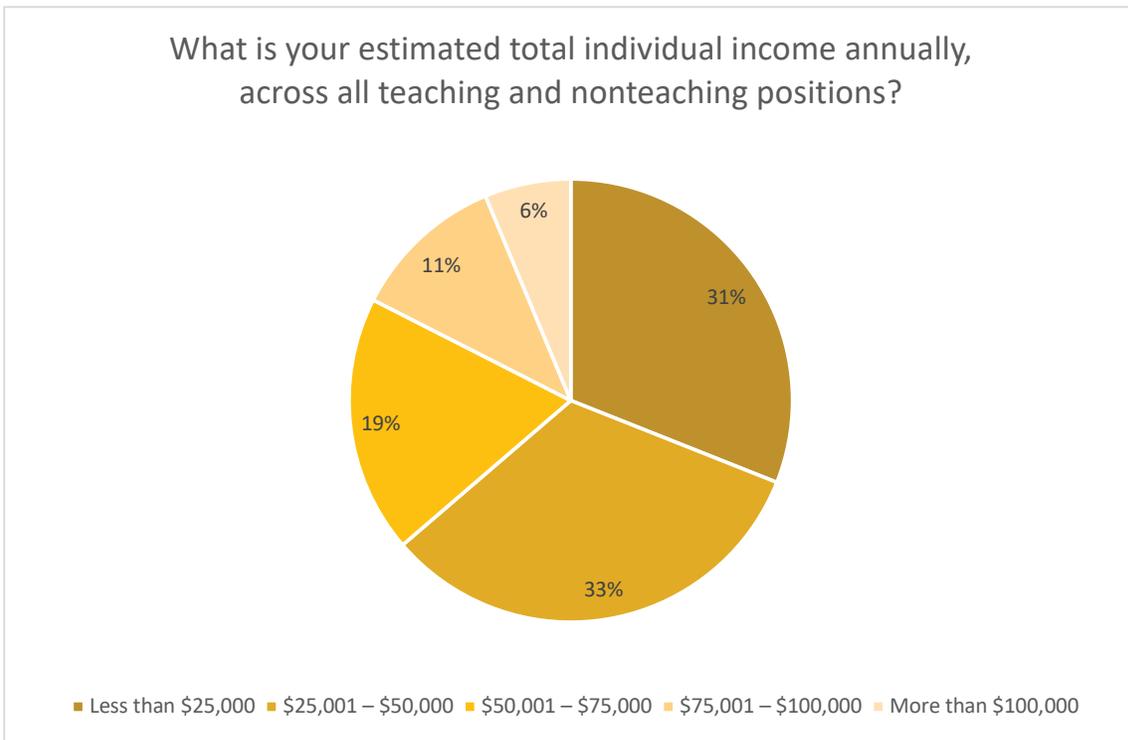
Contingent Faculty Quality of Work/Life Survey

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LOW PAY AND PUBLIC ASSISTANCE

- A third of respondents earn less than \$25,000 a year, placing them below the federal poverty guideline for a family of four. Another third earn less than \$50,000, which keeps them just above the poverty line but trapped in a vicious cycle of poverty—never earning enough to reach financial security but not earning little enough to receive the assistance that would enable them to plan for their future.



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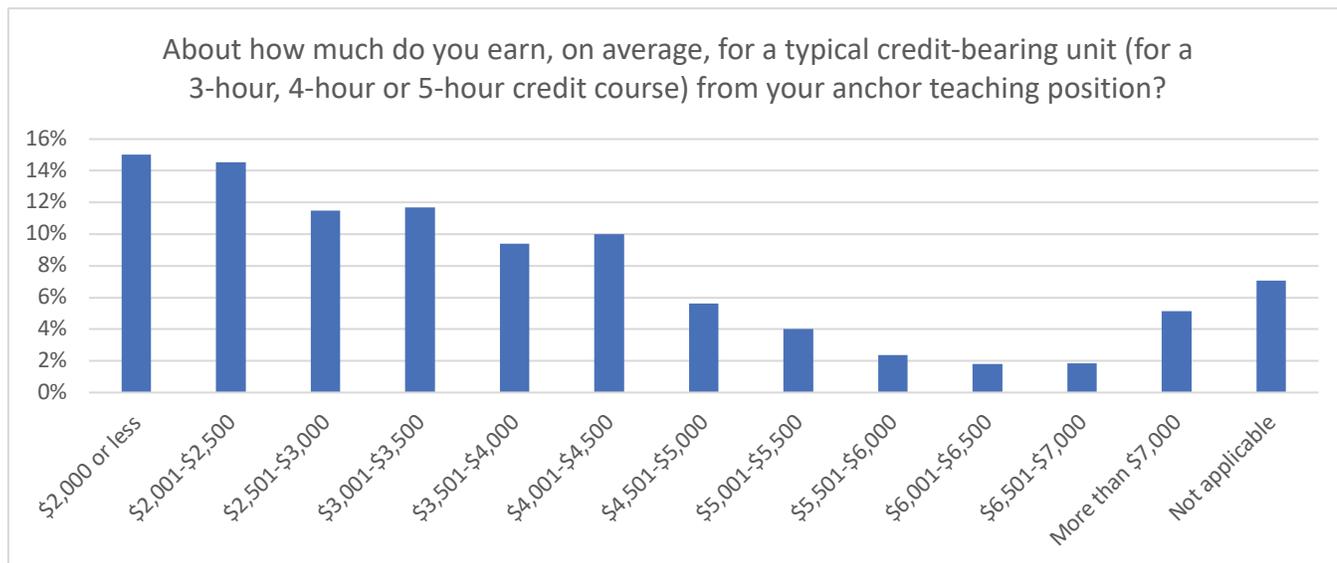
Randi Weingarten
PRESIDENT

Lorretta Johnson
SECRETARY-TREASURER

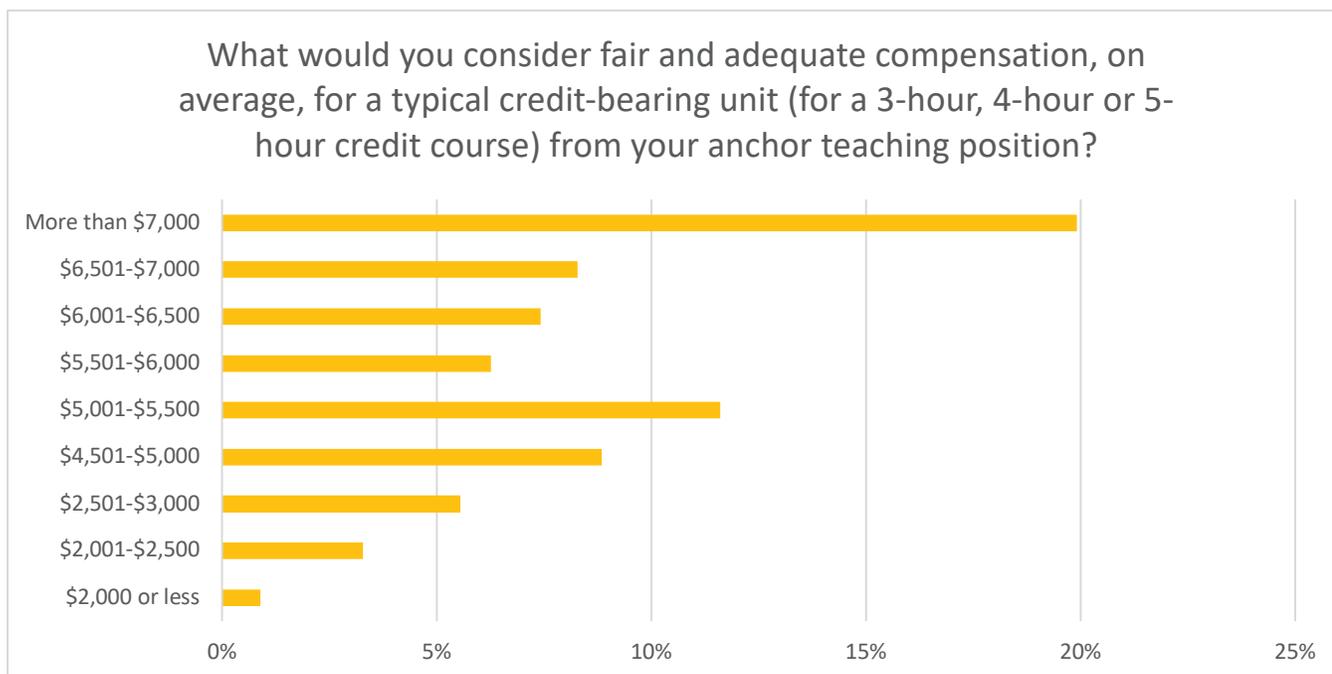
Evelyn DeJesus
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¹ House Committee on Education and the Workforce Democratic Staff, “The Just-in-Time Professor” (January 2014).



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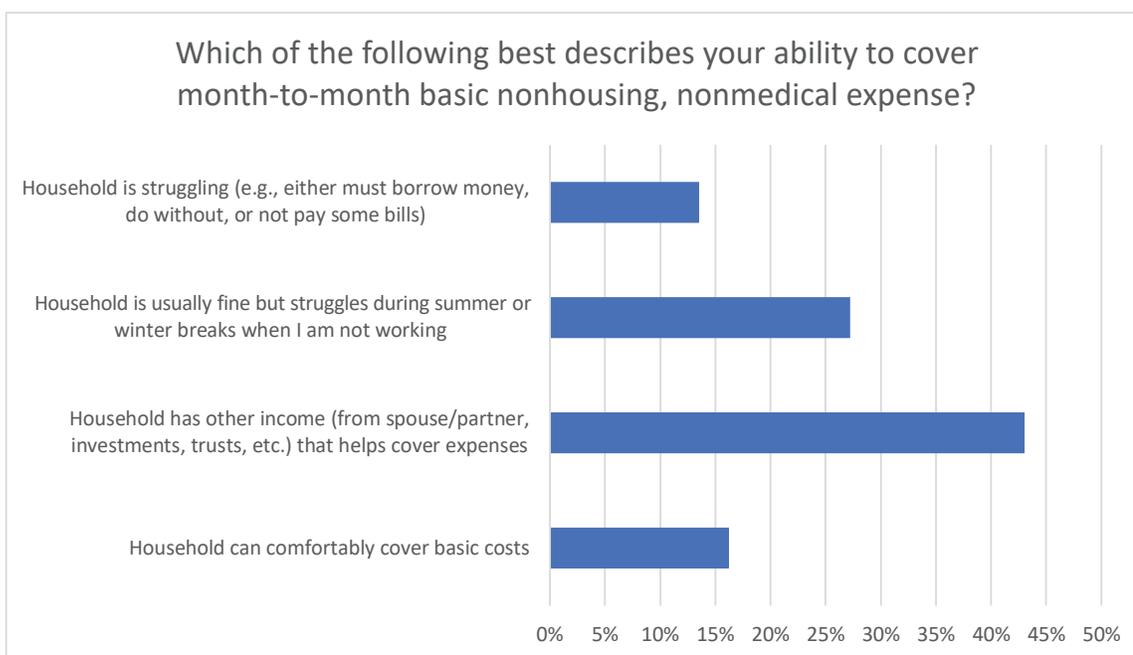
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BASIC NEEDS AND FOOD SECURITY

- When asked about the ability to cover nonhousing, nonmedical expenses, 40 percent of respondents report struggling at points throughout the year when they're not actively teaching. Some struggle year-round. Because so many contingent faculty members work term to term, we find they have the same problems that affect other forms of temporary contingent work.¹



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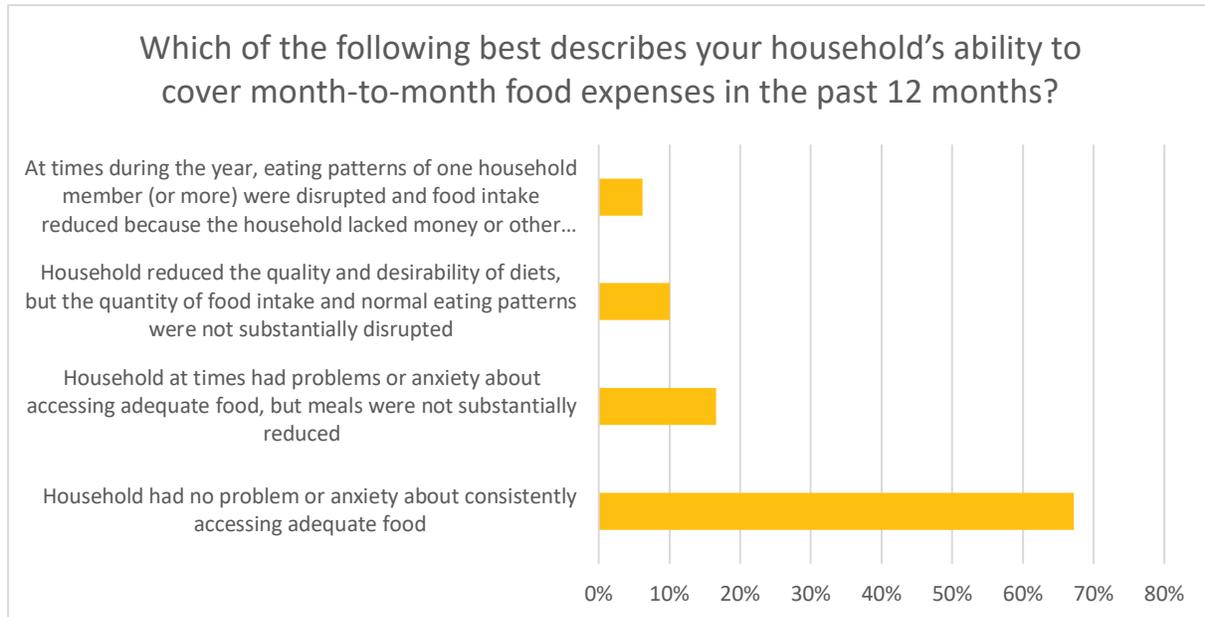
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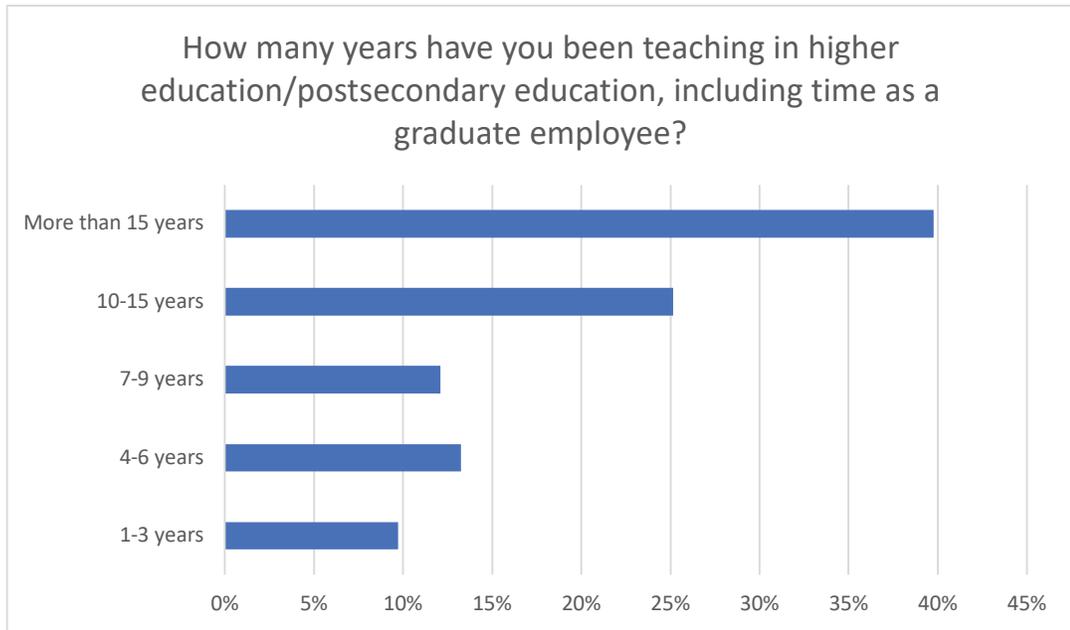
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LACK OF JOB SECURITY

- Job security remains elusive for contingent faculty, regardless of the number of years of experience they have in the classroom. Most respondents indicate they have been teaching for 10-plus years, but often don't know until days or weeks before an academic term whether their employment contract will be renewed.



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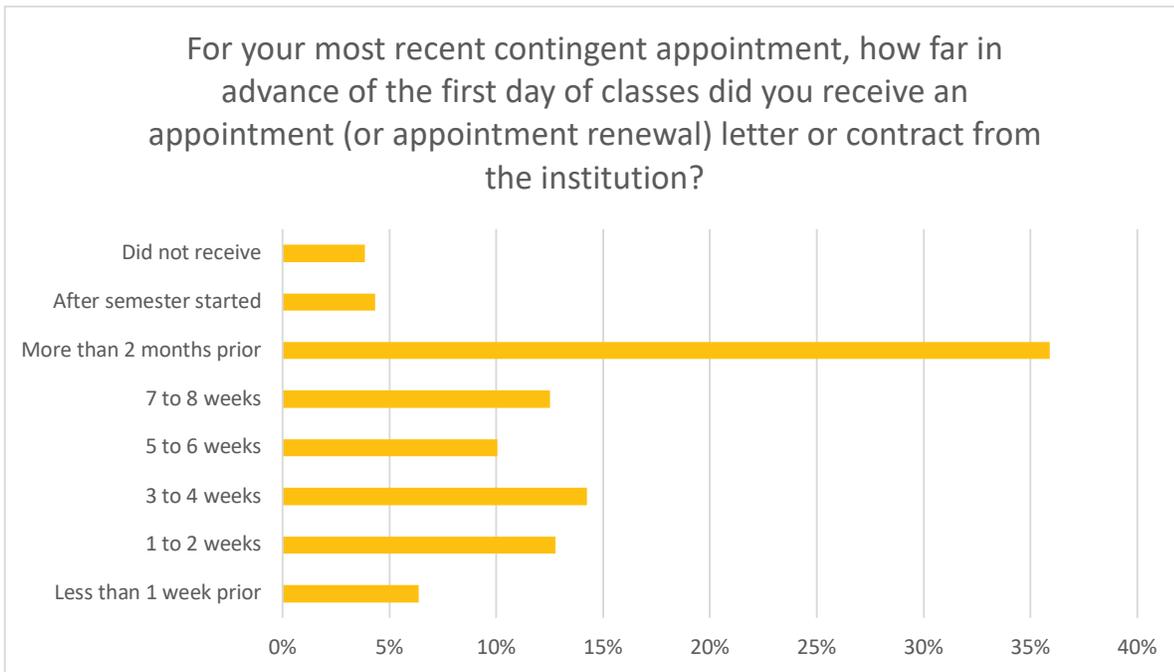
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Lorretta Johnson
SECRETARY-TREASURER

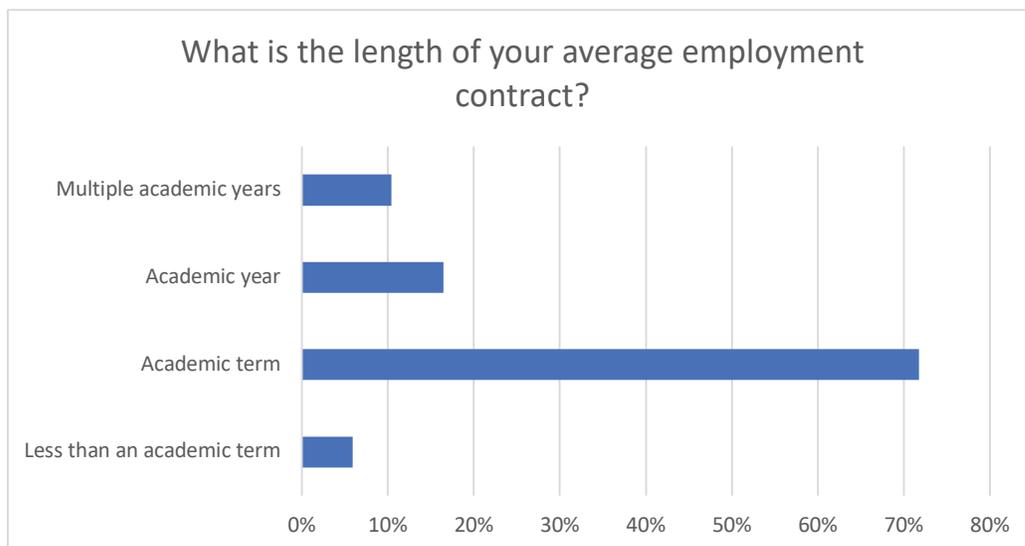
Evelyn DeJesus
EXECUTIVE VICE PRESIDENT



- Forty-one percent reported not knowing whether they would be appointed to teach a class until a month before the academic term began, and 5 percent learned of reappointment after the term had already begun.



- For 3 in 4 contingent faculty members, employment is only guaranteed from term to term. This leaves instructional faculty in a perpetual state of anxiety and uncertainty about whether they'll still be employed in six months, and this anxiety affects every decision they make, in and out of the classroom. This can mean delays in starting families and buying homes, but it can also mean being unsure of their ability to support and mentor the students they're teaching. Only 10 percent of the survey-takers had contracts across multiple years.





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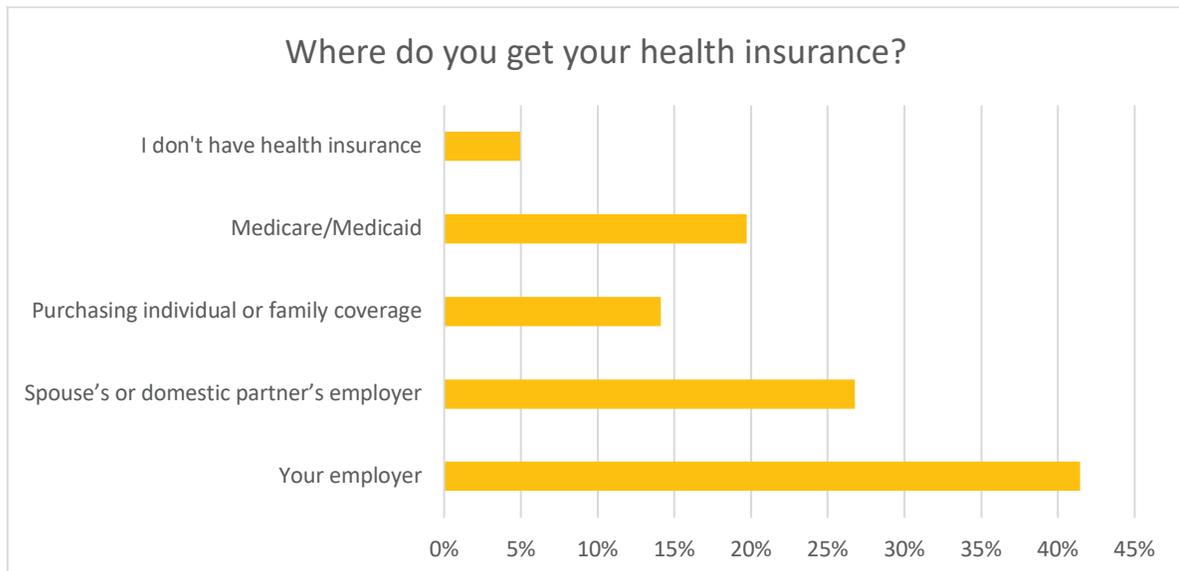
Contingent Faculty Quality of Work/Life Survey

FEBRUARY 2020

This report is based on the first nationwide survey of adjunct and other contingent faculty to be circulated since 2013. The 52-question survey was completed by 3,076 contingent faculty—adjuncts/part-time faculty, full-time nontenure track faculty, and graduate employees—between May 22 and June 30, 2019. AFT and our affiliates advertised the survey via email and social media. While the resulting sample is not random, taken together with other sources of feedback from and information about contingent faculty and their work/life conditions, we believe that the size of the sample allows us to draw some robust conclusions about the conditions faced by this new majority of college faculty in the United States.

HEALTHCARE

- Fewer than half of the survey respondents currently access health insurance through their employer. The low coverage is likely the result of the Internal Revenue Service guidance to colleges and universities on employer obligations to provide full-time employees with health coverage under the Affordable Care Act. For contingent faculty, the guidance suggests using a multiplier for classroom hours being taught that rarely results in them being considered full-time, even if they're actually working more than 30 hours a week.
- This dependence on partners' earnings/benefits also creates tremendous pressure on relationships, leaving people vulnerable to economic imperatives to get in or stay in relationships that don't serve them well in other ways.¹



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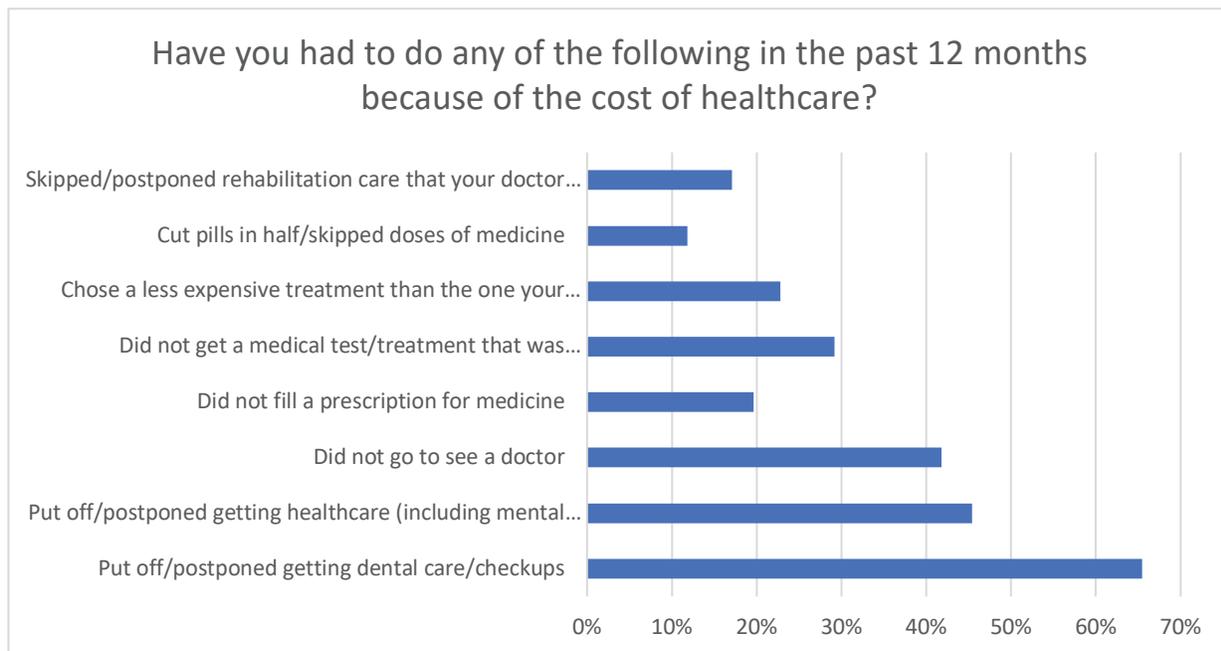
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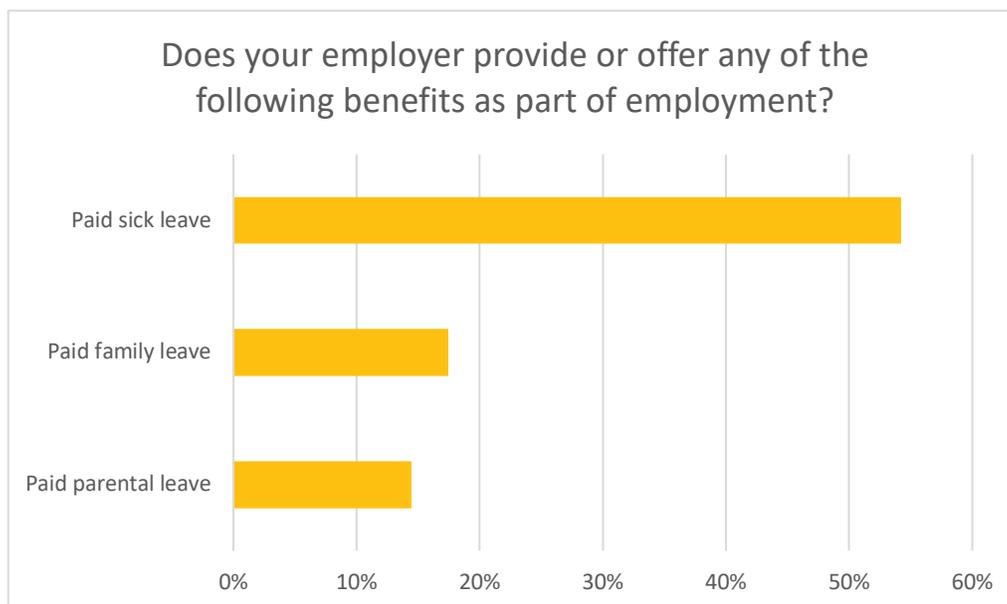
Evelyn DeJesus
EXECUTIVE VICE PRESIDENT



- It's shockingly common for contingent faculty to put off seeing a doctor because of costs not covered by their insurance. Twenty percent have not filled a prescription due to costs, and 10 percent have resorted to cutting pills in half or skipping doses of medication.



- When family crises arise, contingent faculty are often out of luck. Only 17 percent report being offered paid family leave by their employer; 14 percent report having paid parental leave. This is a stressor for any employee who has a sick family member or relative, often forcing them to choose between their job and their family.





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This report is based on the first nationwide survey of adjunct and other contingent faculty to be circulated since 2013. The 52-question survey was completed by 3,076 contingent faculty—adjuncts/part-time faculty, full-time nontenure track faculty, and graduate employees—between May 22 and June 30, 2019. AFT and our affiliates advertised the survey via email and social media. While the resulting sample is not random, taken together with other sources of feedback from and information about contingent faculty and their work/life conditions, we believe that the size of the sample allows us to draw some robust conclusions about the conditions faced by this new majority of college faculty in the United States.

RETIREMENT

- A plan for secure retirement remains out of reach for most faculty today. Even with large numbers contributing to their own retirement (44 percent report monthly contributions) and receiving employer contributions (27 percent), we were shocked to find that 37 percent said they cannot imagine how they'll retire. Clearly, low wages, lack of job security and high medical bills have created a situation in which a significant percentage of contingent faculty feel that retirement is out of reach even when they are actively saving for it.



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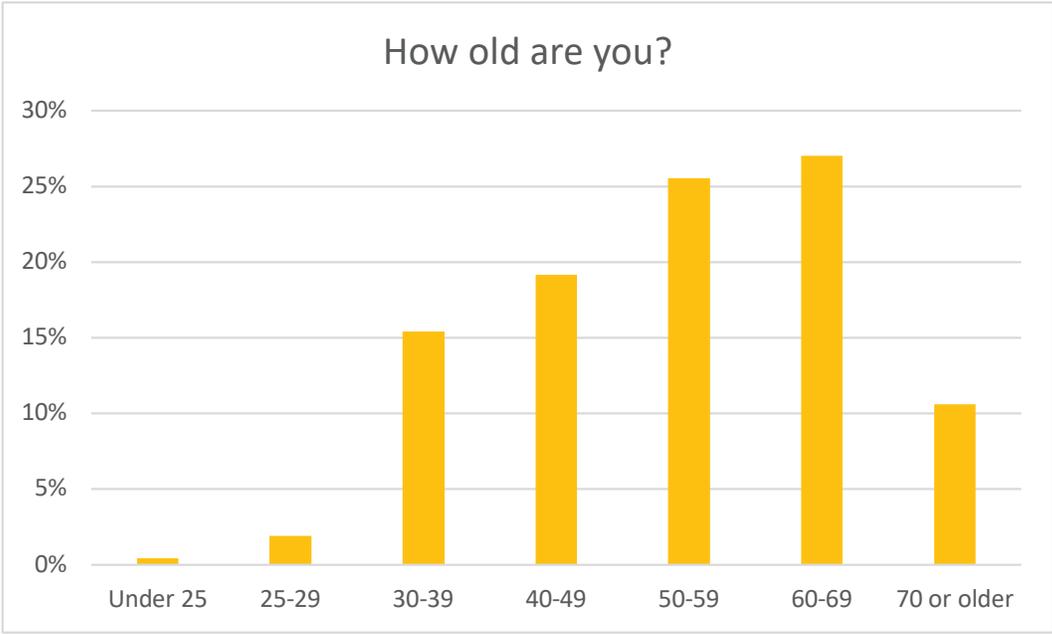
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- The idea that contingent faculty cannot imagine how they'll retire is even more disturbing when the age of survey-takers is considered: 64 percent are 50 or older. Faculty members who should be preparing for retirement, with some considerable progress toward retirement security, are instead wondering how long they'll be able to stay in the classroom, continuing to focus on just getting by.





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The Faculty Gap: Comparison of SUNY and CUNY Senior College Faculty/Student Ratios

Approved by the University Faculty Senate, May 2019 – Updated as of September 2021

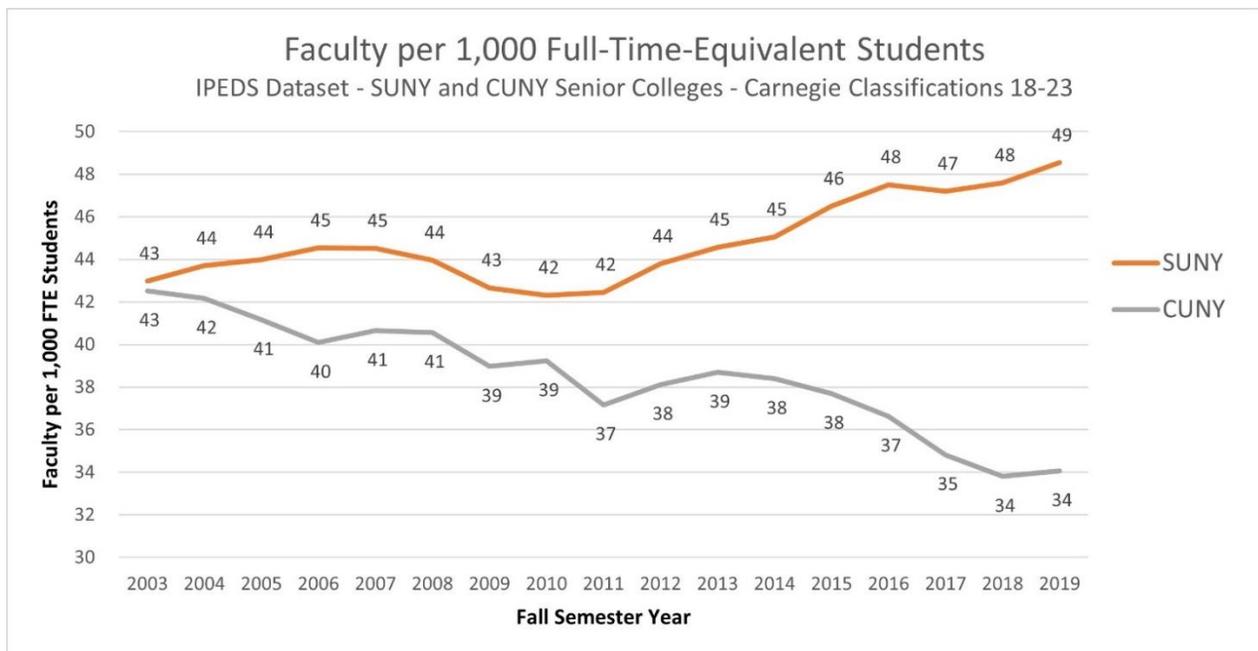
Note: This study is a work product of faculty members of the University Faculty Senate (UFS) Budget Committee. Professor Ned Benton, as Chair, is the primary author. It is not an official report of the University. The study will be periodically updated based on new information. See Appendix Four for a history of updates.

Faculty interaction and engagement with students is one of the most important predictors of student success. (Kezar, 2014) The availability of sufficient numbers of full-time faculty members is a prerequisite to such interactions. Full-time faculty are more available for individualized assistance outside of classroom and have the time and professional obligation for greater student engagement in academic and career mentoring and involvement in research and scholarships.

New York State maintains two public university systems, the State University of New York and the City University of New York. This study compares the ratios of full-time faculty to full-time equivalent students for non-specialized baccalaureate and master’s degree (senior) colleges.¹ In this study we refer to them using the CUNY term “senior colleges.” Specialized campuses such as the SUNY University Centers and CUNY’s Graduate Center were excluded, but had they been included the comparative differences would have been even greater.

The Faculty Gap

One would expect little difference in the availability of full-time faculty in senior colleges in the two state-funded systems, because all campuses have similar missions, comparable tuitions,² and are subject to the same accreditation and state curricular and program registration regulations. However, the following chart summarizes growing differences over time, starting in 2003 when there was virtually no difference, to 2019 when the difference had widened markedly.



¹ This report concerns campuses offering baccalaureate and master’s degrees, Carnegie classifications 18-23. The dataset is derived from the Integrated Postsecondary Education Data System (IPEDS.)

² SUNY and CUNY full-time undergraduate tuitions for the colleges in this study are virtually identical. Furthermore, between 2003-04 and 2018-19, SUNY full-time undergraduate tuition increased from \$4,375 to \$6,870 (57%) while CUNY tuition increased more rapidly from \$4,000 to \$6,730 (68%). Tuition rates do not explain differences in access to full-time faculty.

Over the 17 years, SUNY senior college enrollment increased 7% (92,583 to 98,616) and full-time faculty increased 16% (3,970 to 4,595). At the same time CUNY senior college enrollment increased 33% (101,299 to 135,006) while full-time faculty increased 9% (4,264 to 4,649). SUNY's faculty positions grew almost twice as fast as enrollment, while CUNY's enrollments grew three times faster than CUNY's faculty positions.

The historical dataset is presented in Appendix One, and a more detailed 2-year dataset is presented in Appendix Two (Fall 2018) and Appendix Three (Fall 2019).

In 2019 there were significantly more (35% on average in Fall 2019) full-time faculty members in SUNY compared to CUNY, per 1,000 full-time equivalent students. Overall, CUNY employed 1% more faculty members compared to SUNY, but enrolled 37% more students than SUNY.³

The Faculty Gap: SUNY and CUNY Faculty Per 1,000 Full-time Equivalent Students, Fall 2019				
System	Level	Faculty	Students	Faculty Per 1,000 Full-time Equivalent Students
SUNY	Senior	4,595	98,616	46.6
CUNY	Senior	4,649	135,006	34.4

The difference in full-time faculty access for senior college students is important. For example, assuming a hypothetical campus of 10,000 full-time equivalent students, at the fall 2019 rates, a SUNY campus would have 466 full-time faculty members and a CUNY campus would have 344, a difference of 122 faculty members. Adding 122 faculty members to a 10,000 FTE CUNY campus could yield 732 additional course sections taught by full-time faculty members who are available on a full-time basis for student advising and mentoring, office-hour assistance with coursework, and engagement with students in research and student service activities.

Most SUNY senior college students already have the advantage of more faculty members per 1,000 full-time equivalent students, so CUNY (and several lower-staffed SUNY campuses) should be funded to catch up. Based on the fall 2018 and fall 2019 statistics, no CUNY campus reaches the SUNY average full-time faculty rate. But some CUNY campuses are critically short of faculty. For example, to match the SUNY fall 2019 average rate, CUNY's New York City College of technology would need 225 more faculty members, and CUNY's Baruch College would need 215 more faculty members.

Overall, to bring all of the CUNY senior college campuses up to the SUNY average of 46.6 faculty members per 1,000 full-time equivalent students would require 1,649 additional faculty members.

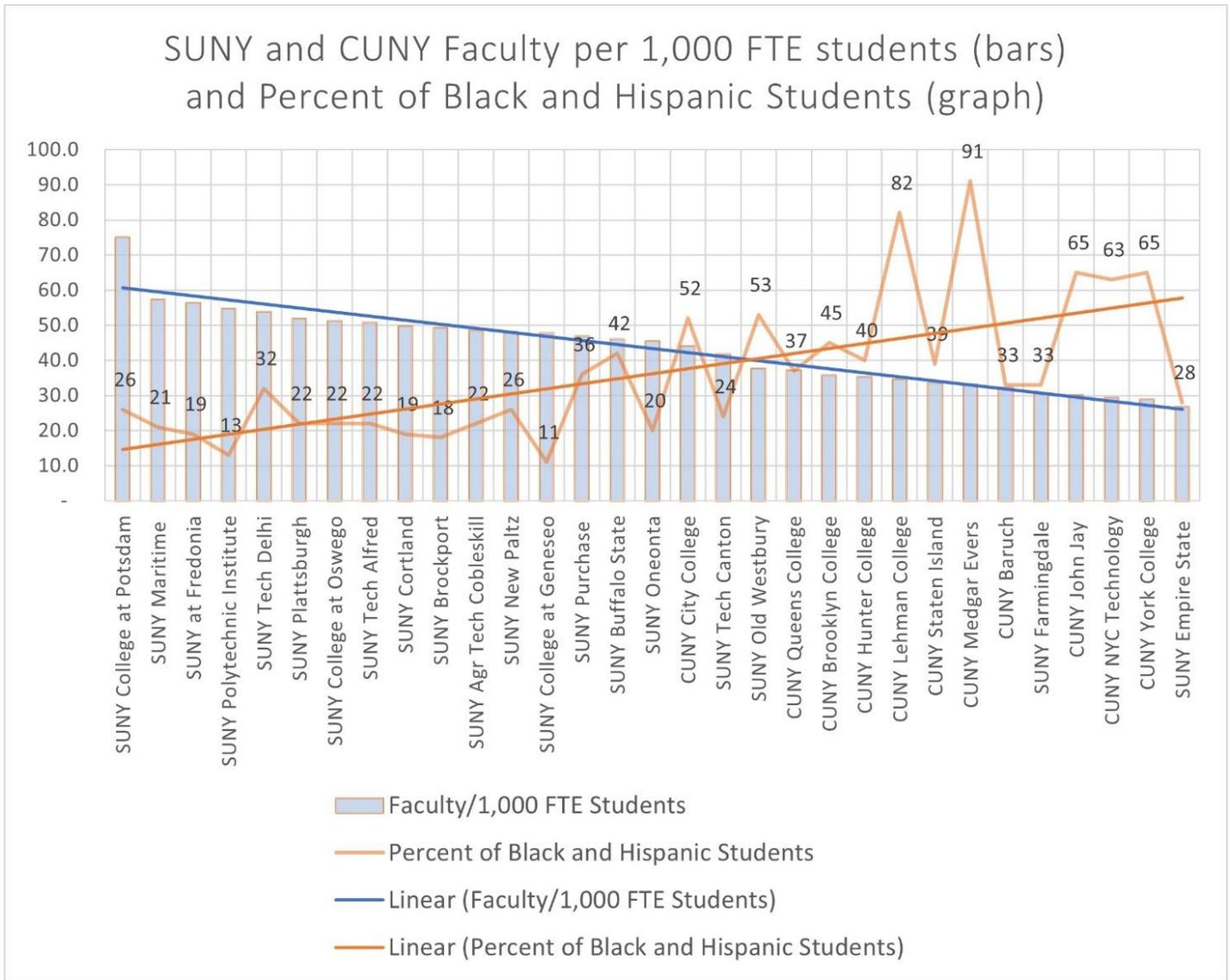
The Faculty Gap and Full-Time Faculty Access for Minority Students

This study also compares faculty/student ratios based on the race/ethnicity of students. This analysis treats the SUNY and CUNY senior colleges (Carnegie Classifications 18-23) as a single state-funded set of campuses. It asks whether access to full-time faculty is equitable for minority-serving campuses.

- The bars represent the campus rates of faculty per thousand students, ordered based on the highest rates (such as SUNY Potsdam and SUNY Maritime) to the lowest rates (such as CUNY York and SUNY Empire State.) See Appendix Three for the Fall 2019 IPEDS dataset.
- The graph, which includes the numbers, presents the percent of Black and Hispanic students at each campus.

³ If the analysis had included the four SUNY University Centers and the CUNY Graduate Center and Law School, the comparative differences would be even greater. For example, CUNY's Fall 2017 rate would increase to 36, while SUNY's rate would increase to 56.

On the left side, campuses with the lowest percentages of Black and Hispanic students have the best ratios of faculty per thousand students. On the right side, campuses cluster with the highest percentages of Black and Hispanic students, with poor ratios of faculty per 1,000 students. Stated simply, in NY state’s publicly funded senior colleges, white students have substantially greater opportunities for full-time faculty instruction, compared to Black and Hispanic students.



This pattern and practice of allocation of critical educational resources may not only be educationally and morally unacceptable. It may also be illegal. Federal law – Title VI of the Civil Rights Act of 1964 - prohibits discrimination in the operation of educational programs that receive federal funding, such as the Pell Grant funding that provides financial aid for many SUNY and CUNY students. A complaint could be filed with the Office for Civil Rights of the U.S Department of Education that NY state delivers comparatively lower faculty/student ratios for state-funded senior college campuses serving higher proportions of Black and Hispanic students. The complaint could lead to a compliance review or investigation and even legal action. NY state might try to defend the situation by arguing that the pattern and practice is unintentional. But what would be the point? Why would state officials seek to perpetuate a situation that they never intended, do not actually support, and know is wrong? The better response would be to explain what is being done to correct the problem.

Explaining How This Developed

The Faculty Gap did not exist in 2003. It gradually and consistently developed in the past 17 years. The current situation is educationally and morally unacceptable, and there is no historical explanation or excuse that can justify it. However, an analysis of possible causative factors can inform decisions about how to proceed going forward.

State Tuition Support Policies: State tuition support policies are a contributing factor affecting funding for faculty positions with higher percentages of students qualifying for TAP based on income. For every tuition hike since 2011, SUNY and CUNY colleges have had to cover the difference between state TAP awards and the actual tuition price for these students. As of 2019, the gap resulted in a cumulative \$139 million shortfall in tuition revenue funding statewide (\$65 million for SUNY and \$74 million for CUNY). The cumulative shortfall is greater now.

Colleges with higher percentages of TAP students generate less revenue from a tuition increase than those colleges with fewer students qualifying for TAP. Because tuition is capped at the TAP award level for students who receive TAP, colleges with more TAP recipients realize less purchasing power from a tuition increase. Some campuses cover some of the loss of revenue by reducing the replacement rate for faculty members who retire or resign.

SUNY Endowments and Related Entities: There is no financial evidence that SUNY is funding substantial numbers of faculty members with non-tax-levy funds. There is no evidence that SUNY campuses have sufficient endowment revenues to fund such a large number of faculty lines.

In addition, there is no evidence that any new non-state funding sources for SUNY have evolved since 2003, when SUNY and CUNY faculty-student ratios were comparable.

Furthermore, a review of a sample of the most recent IRS 990 returns for the related entities (like auxiliary enterprise corporations and campus foundations) of several SUNY campuses did not reveal large operating subsidies for SUNY campuses, and the college support provided was practically all for scholarships. If the scholarships had generated additional enrollments they would have shown up in the FTEs.

SUNY Student Fees: SUNY Policy on Student Activity Fees (Document #3901) limits expenditure to enumerated student services and activities. There is no authority to fund faculty positions.

Funding of Enrollment Increases: In 2003, SUNY and CUNY both had sufficient funds from all sources to achieve a ratio of faculty per 1,000 FTE students of 43. Over the next 17 years, SUNY senior college enrollment increased 7% (92,583 to 98,616) and full-time faculty increased 16% (3,970 to 4,595). At the same time CUNY senior college enrollment increased 33% (101,299 to 135,006) while full-time faculty increased 9% (4,264 to 4,649). SUNY's faculty positions grew almost twice as fast as enrollment, while CUNY's enrollments grew three times faster than CUNY's faculty positions.

The emergence of the Faculty Gap over the next 17 years can be partially explained by the differences in enrollment growth rates. SUNY was better able to absorb a 7% increase in senior college enrollments, compared to CUNY which had to absorb a 33% increase in senior college enrollments. The primary source of additional enrollment funding was tuition, which does not cover the full cost of operations.

Remedial Initiatives

New York State is the lead funding source for SUNY and CUNY, so executive and legislative initiatives by the state will be necessary to solve the Faculty Gap problem. The following are initiatives to consider.

Full Funding for TAP: A first step is for New York State to fully fund the Tuition Assistance Program. (TAP) The TAP gap primarily affects senior colleges, so eliminating the gap would remove some of the disparity between SUNY and CUNY at that level. Since TAP serves economically disadvantaged students, many of whom are minority students, eliminating the gap could also improve faculty-student ratios at minority-serving campuses. The funding legislation should prioritize or encourage expanding the number of faculty at the campuses involved.

Targeted Additional Faculty Gap Funding: A separate Faculty Gap funding initiative should seek to directly increase the number of professors at SUNY and CUNY campuses to meet a minimum target for faculty per 1,000 FTE students. Over a period of years, the target⁴ should be increased so that the average coverage for SUNY and CUNY is comparable, as it was in 2003.

For example, a four-year target could be set at a minimum 50 faculty members per 1,000 FTE students: 35 in FY23, 40 in FY24, 45 in FY25 and 50 in FY26. In FY23, campuses like CUNY Baruch and SUNY Farmingdale would be budgeted for additional faculty positions to raise their metric to 35. Because the funding would be accompanied by funds to close the “TAP gap” the total funds needed could be partially offset by a share of the TAP Gap funds for the campuses involved.

SUNY and CUNY should continue to allocate faculty positions to their senior colleges based on policies that also address disparity between their senior colleges considering overall enrollments, levels of instruction, and with respect to race and ethnicity. Because the Faculty Gap allocations are also intended to remedy race and ethnicity related differences in faculty access, SUNY and CUNY should continue to implement recruiting, hiring and retention practices to achieve and retain a diverse faculty, including career opportunities for part-time faculty.

State budget authorities, and CUNY and SUNY leaders, should take steps to assure that this type of disparity in access to essential education resources does not recur in the future. Development and implementation of instructional staffing policies by SUNY and CUNY would also remedy disparities within their systems. It could also rationalize faculty staffing expectations and funding for the community colleges of both systems. In this way, campuses could allocate their faculty positions in ways designed to improve student learning, graduation and career success.

⁴ In the absence of any better state funding metric for faculty positions, the target metric should be the faculty lines per 1,000 FTE students metric. Unfortunately, there is no common State-funding standard or formula for authorizing and funding faculty positions in SUNY and CUNY. SUNY’s Policy Document 1003 titled “Faculty Utilization Guidelines (issued in 1991 in response to a Comptroller’s recommendation) delegates the topic to the campuses. Likewise, CUNY maintained for many decades an “Instructional Staffing Model” that defined ideal and comparative full-time and adjunct staffing for each campus. However, in the early 2000s it ceased to be used, around the time that the disparity in SUNY and CUNY faculty staffing started to develop. The instructional staffing model took into consideration levels of instruction and validated disciplinary differences in instructional modalities.

**Appendix One: Historical Dataset of Full-time Faculty per 1,000 FTE students, 2003-2017
SUNY and CUNY Campuses with Carnegie Classifications 18-23 (Senior Colleges)**

Campus Name	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
CUNY Baruch	39.9	39.6	37.6	38.9	39.5	39.7	39.5	39.1	33.7	36.5	37.8	37.1	35.2	34.9	32.9	34.3	32.3
CUNY Brooklyn	46.5	46.6	46.0	44.2	44.3	43.0	44.0	41.7	42.5	43.7	42.9	43.3	40.3	40.5	37.7	36.3	35.8
CUNY City	59.7	61.2	58.7	53.6	49.5	49.2	46.3	49.3	47.2	48.3	51.3	51.6	50.6	48.5	46.0	40.9	44.2
CUNY Hunter	40.7	43.5	42.1	41.9	43.7	44.3	42.7	43.5	42.6	42.1	42.8	42.6	41.5	39.3	36.7	36.3	35.2
CUNY John Jay	30.8	30.0	28.8	31.1	33.2	34.7	34.9	31.4	31.9	32.4	33.3	33.6	34.0	33.5	32.4	31.5	30.1
CUNY Lehman	46.4	47.3	45.1	44.8	46.6	44.7	43.7	45.3	43.4	46.4	45.4	43.8	41.7	39.8	36.0	34.5	34.7
CUNY Medgar Evers	48.3	38.6	40.5	39.2	40.3	40.5	33.6	33.8	32.0	34.7	34.4	33.7	33.0	31.8	31.0	29.0	33.2
CUNY NYC	33.8	33.9	33.2	31.9	34.3	36.2	35.2	35.9	32.2	32.4	32.0	32.6	32.4	30.9	30.3	29.8	29.5
CUNY Queens	47.9	48.8	46.5	44.8	45.7	43.6	41.0	40.9	39.5	40.7	43.0	41.6	41.1	40.6	37.6	38.1	37.3
CUNY Staten Island	35.7	36.2	36.0	34.0	34.8	33.3	31.5	32.4	31.0	31.2	32.0	32.1	34.3	34.0	32.7	33.1	33.6
CUNY York	37.9	38.1	38.3	36.7	35.1	37.1	36.2	38.2	33.0	30.9	30.7	30.2	30.7	29.1	29.7	28.1	28.9
SUNY at Fredonia	49.8	48.9	48.2	49.4	50.7	48.3	46.6	45.5	46.1	48.0	49.4	50.4	53.4	57.4	55.7	54.9	56.5
SUNY at Purchase	34.5	40.9	41.9	39.9	37.5	35.5	38.8	39.9	42.1	42.4	41.1	43.3	45.1	44.3	43.8	44.2	46.9
SUNY Buffalo State	42.0	42.2	42.5	43.2	44.9	44.0	41.6	40.3	38.7	40.4	42.9	39.8	41.2	44.2	43.4	43.4	46.1
SUNY Brockport	44.4	43.4	42.3	46.6	48.9	49.0	48.2	47.5	47.1	46.3	45.7	45.6	45.5	45.3	44.3	46.8	49.3
SUNY Geneseo	46.6	46.1	46.7	46.2	46.1	46.1	44.8	43.2	43.2	45.4	45.8	45.5	45.1	45.8	46.1	46.8	47.7
SUNY Old Westbury	43.7	42.3	42.0	41.0	41.5	42.6	37.9	34.3	34.0	35.5	37.6	36.6	40.7	39.6	36.9	37.2	37.7
SUNY Oswego	44.3	43.6	42.2	42.6	40.8	41.6	41.4	41.2	40.7	43.6	44.1	45.3	47.4	47.9	50.2	49.7	51.8
SUNY Plattsburgh	45.6	46.8	46.2	47.0	46.9	48.8	46.4	47.2	45.5	46.8	48.1	50.7	52.4	52.8	49.7	49.7	51.8
SUNY Potsdam	56.9	58.9	60.9	61.2	63.7	65.7	63.3	60.2	57.7	61.9	66.9	63.9	62.8	69.2	72.5	70.6	75.1
SUNY A/T Cobleskill	44.8	44.6	45.2	44.0	42.3	39.8	38.3	40.5	40.0	40.9	42.3	40.2	43.6	46.5	46.4	48.9	48.5
SUNY at Alfred	45.5	44.7	49.3	51.6	52.7	51.0	47.2	45.7	52.4	51.9	50.1	48.2	49.0	46.9	47.0	47.6	50.8
SUNY at Canton	37.0	39.7	41.5	42.5	44.4	42.0	39.3	38.4	35.1	36.7	41.3	41.8	45.4	43.6	46.0	44.0	41.9
SUNY at Delhi	44.4	43.5	45.1	46.3	45.7	43.9	42.2	44.2	41.5	45.1	47.2	45.5	52.0	49.4	51.5	53.5	53.9
SUNY Cortland	41.5	42.1	44.3	46.6	47.0	46.1	42.7	39.8	41.4	43.2	43.7	44.4	45.1	45.9	48.0	50.4	49.8
SUNY Empire State	27.1	26.7	25.6	21.1	20.5	21.6	21.9	30.1	27.6	27.2	27.7	25.8	24.8	26.4	26.5	26.2	26.7
SUNY Farmingdale	37.4	34.1	31.0	37.3	37.5	35.2	35.8	35.6	32.9	30.9	29.3	29.1	28.9	28.0	28.6	28.6	30.5
SUNY Maritime	42.3	46.7	50.6	47.2	46.4	42.7	44.3	43.8	56.2	54.6	51.0	51.4	48.5	53.1	53.6	55.4	57.4
SUNY New Paltz	44.3	44.8	43.4	45.8	49.2	47.8	46.6	46.7	43.9	47.2	50.0	51.0	52.4	53.0	50.2	50.1	48.1
SUNY Oneonta	39.6	39.4	39.3	41.3	40.9	44.3	42.3	42.8	42.3	44.4	46.6	45.6	46.7	48.5	46.3	46.0	45.5
SUNY Polytech	48.3	54.5	51.5	50.1	42.9	43.2	43.5	39.8	40.6	43.4	40.6	56.8	60.0	62.4	57.6	58.1	54.8
CUNY Average	42.5	42.2	41.2	40.1	40.6	40.6	39.0	39.2	37.2	38.1	38.7	38.4	37.7	36.6	34.8	33.8	34.1
SUNY Average	43.0	43.7	44.0	44.5	44.5	44.0	42.7	42.3	42.5	43.8	44.6	45.1	46.5	47.5	47.2	47.6	48.5
Combined Average	42.8	43.2	43.0	43.0	43.1	42.8	41.4	41.2	40.6	41.8	42.5	42.7	43.4	43.7	42.8	42.7	43.4

Appendix Two: Source Dataset, Fall 2018

This analysis presents the numbers of full-time faculty at SUNY and CUNY senior colleges, per thousand full-time equivalent students. The following definitions and sources apply.

- The information is derived from the Integrated Postsecondary Education Data System (IPEDS) which presents information submitted by each participating campus. The reporting academic year was 2016-2017.
- The campuses included, from both systems were those with Carnegie Classifications of 18-23

The dataset is presented in ascending order of faculty per thousand FTE students – Fac/FTEk in the last column.

Campus (2018)	FTE-All	FTE_Bl	FTE_Hisp	FTE_Whi	ST_Oth	FAC_TTL	Fac/FTEk
CUNY Baruch	14,367	1,293	3,448	3,304	6,321	493	34.3
CUNY Brooklyn College	14,221	3,271	3,129	4,266	3,555	516	36.3
CUNY City College	12,939	1,941	4,787	2,070	4,140	529	40.9
CUNY Hunter College	17,905	1,970	5,192	5,192	5,551	650	36.3
CUNY John Jay	12,779	2,172	6,262	2,300	2,045	402	31.5
CUNY Lehman College	10,663	2,879	5,971	853	960	368	34.5
CUNY Medgar Evers	5,485	4,004	987	55	439	159	29.0
CUNY NYC Technology	13,471	3,907	4,580	1,347	3,637	401	29.8
CUNY Queens College	15,389	1,231	4,309	4,463	5,386	587	38.1
CUNY Staten Island	11,153	1,561	2,900	5,019	1,673	369	33.1
CUNY York College	6,627	2,518	1,657	331	2,121	186	28.1
SUNY Agr Tech Cobleskill	2,149	236	258	1,397	258	105	48.9
SUNY at Fredonia	4,539	363	454	3,268	454	249	54.9
SUNY Brockport	7,301	803	511	5,184	803	342	46.8
SUNY Buffalo State	8,243	2,555	989	3,957	742	358	43.4
SUNY College at Geneseo	5,497	165	440	4,178	715	257	46.8
SUNY College at Oswego	7,436	669	818	5,205	744	371	49.9
SUNY College at Potsdam	3,441	413	516	2,133	379	243	70.6
SUNY Cortland	6,565	394	788	4,858	525	331	50.4
SUNY Empire State	6,363	954	827	3,691	891	167	26.2
SUNY Farmingdale	8,624	862	1,897	4,657	1,207	247	28.6
SUNY Maritime	1,662	83	233	1,130	216	92	55.4
SUNY New Paltz	7,010	351	1,332	4,136	1,192	351	50.1
SUNY Old Westbury	4,619	1,247	1,201	1,386	785	172	37.2
SUNY Oneonta	6,245	312	874	4,684	375	287	46.0
SUNY Plattsburgh	5,352	482	589	3,532	749	266	49.7
SUNY Polytechnic Institute	2,477	124	198	1,759	396	144	58.1
SUNY Purchase	4,009	481	922	2,085	521	177	44.2
SUNY Tech Alfred	3,569	464	321	2,605	178	170	47.6
SUNY Tech Canton	2,933	440	323	1,906	264	129	44.0
SUNY Tech Delhi	2,806	449	421	1,684	253	150	53.5
CUNY Average							33.8
SUNY Average							47.6
ALL Senior College							42.7

Appendix Three: Source Dataset, Fall 2019

This is the same dataset as in Appendix One, for Fall 2017, the latest year for which the information was available in IPDES.

The dataset is again presented in ascending order of faculty per thousand FTE students – Fac/FTEk in the last column.

Campus (2019)	FTE-All	FTE_Bl	FTE_Hisp	FTE_Whi	ST_Oth	FAC_TTL	Fac/FTEk
CUNY Baruch	15,054	1,355	3,613	3,312	6,774	486	32.3
CUNY Brooklyn College	14,090	3,100	3,241	4,086	3,663	504	35.8
CUNY City College	12,885	1,933	4,767	2,190	3,994	569	44.2
CUNY Hunter College	17,932	1,973	5,200	5,021	5,738	632	35.2
CUNY John Jay	13,274	2,257	6,372	2,389	2,257	400	30.1
CUNY Lehman College	10,959	2,959	6,027	767	1,205	380	34.7
CUNY Medgar Evers	4,796	3,645	719	96	336	159	33.2
CUNY NYC Technology	13,181	3,822	4,482	1,318	3,559	389	29.5
CUNY Queens College	15,638	1,407	4,379	4,222	5,630	583	37.3
CUNY Staten Island	10,688	1,389	2,779	4,810	1,710	359	33.6
CUNY York College	6,509	2,539	1,692	325	1,953	188	28.9
SUNY Agr Tech Cobleskill	2,164	238	238	1,493	195	105	48.5
SUNY at Fredonia	4,339	391	434	3,124	391	245	56.5
SUNY Brockport	6,923	762	485	4,846	831	341	49.3
SUNY Buffalo State	7,845	2,275	1,020	3,766	785	362	46.1
SUNY College at Geneseo	5,278	158	422	4,064	633	252	47.7
SUNY College at Oswego	7,239	724	869	4,995	652	371	51.3
SUNY College at Potsdam	3,237	388	453	2,104	291	243	75.1
SUNY Cortland	6,549	393	851	4,781	524	326	49.8
SUNY Empire State	6,182	927	804	3,462	989	165	26.7
SUNY Farmingdale	8,688	869	1,998	4,518	1,303	265	30.5
SUNY Maritime	1,602	80	256	1,057	208	92	57.4
SUNY New Paltz	7,154	429	1,431	4,292	1,002	344	48.1
SUNY Old Westbury	4,612	1,245	1,199	1,384	784	174	37.7
SUNY Oneonta	6,238	312	936	4,491	499	284	45.5
SUNY Plattsburgh	4,900	490	588	3,136	686	254	51.8
SUNY Polytechnic Institute	2,482	149	174	1,737	422	136	54.8
SUNY Purchase	3,947	474	947	2,013	513	185	46.9
SUNY Tech Alfred	3,602	468	324	2,629	180	183	50.8
SUNY Tech Canton	2,961	385	326	1,925	326	124	41.9
SUNY Tech Delhi	2,674	428	428	1,551	267	144	53.9
CUNY Average							34.1
SUNY Average							48.5
ALL Senior College							43.4

Appendix Four: History of Updates

This study is a work product of the faculty members of the University Faculty Senate (UFS) Budget Committee. It is not an official report of the University. The study will be periodically updated by the Committee based on new information.

May 26, 2019: SUNY New Paltz was omitted from the original analysis and was added. SUNY statistics were updated but no findings materially changed.

July 11, 2019: Added a new Appendix Four called “Questions and Answers” that informally answers questions posed by readers. The new section says: *Following the approval by the University Faculty Senate on May 14, 2019, questions have been posed by readers of the statement. The following are answers to the questions. These answers have not been officially approved by the University Faculty Senate, but the explanations are consistent with the statement, providing additional explanations.*

November 22, 2019: Added the CUNY response and the UFS Response (Appendix Seven).

September 2, 2021: Updated to add Fall 2018 and Fall 2019.

Contingent Commitments

Bringing Part-Time Faculty Into Focus



A SPECIAL REPORT from the
Center for Community College Student Engagement



Acknowledgments

Our gratitude is unconditional.

For their incalculable contributions to the lives and learning of community college students, and for dedication to the work under circumstances that can be both trying and triumphal, we salute the thousands of part-time faculty who teach more than half of community college courses.

For hosting Center staff and consultants for the 32 focus group sessions that provide a cornerstone for this report, we express sincere gratitude to community colleges across the country. Because of their commitment and generosity of spirit, we have been listening hard to part-time faculty and to the full-time faculty, administrators, and staff who work with them.

For his early work on this project, we offer special thanks to George A. Baker III.

For more than a decade of support for the Center's focus group work, making it possible to lift up the voices of American community college students, we owe enormous thanks to MetLife Foundation. Now, that support has enabled us to amplify in similar ways the voices of community colleges' part-time faculty members—and to place front and center the importance of working more effectively with them. As always, the overarching aim is to serve the interests of improved engagement, learning, and college completion among the students who need higher education most.

Kay M. McClenney
Director
Center for Community College Student Engagement

Arleen Arnsperger
Project Manager, Strengthening the Role of
Part-Time Faculty in Community Colleges
Center for Community College Student Engagement

SUPPORTED BY A GRANT FROM **MetLife Foundation**

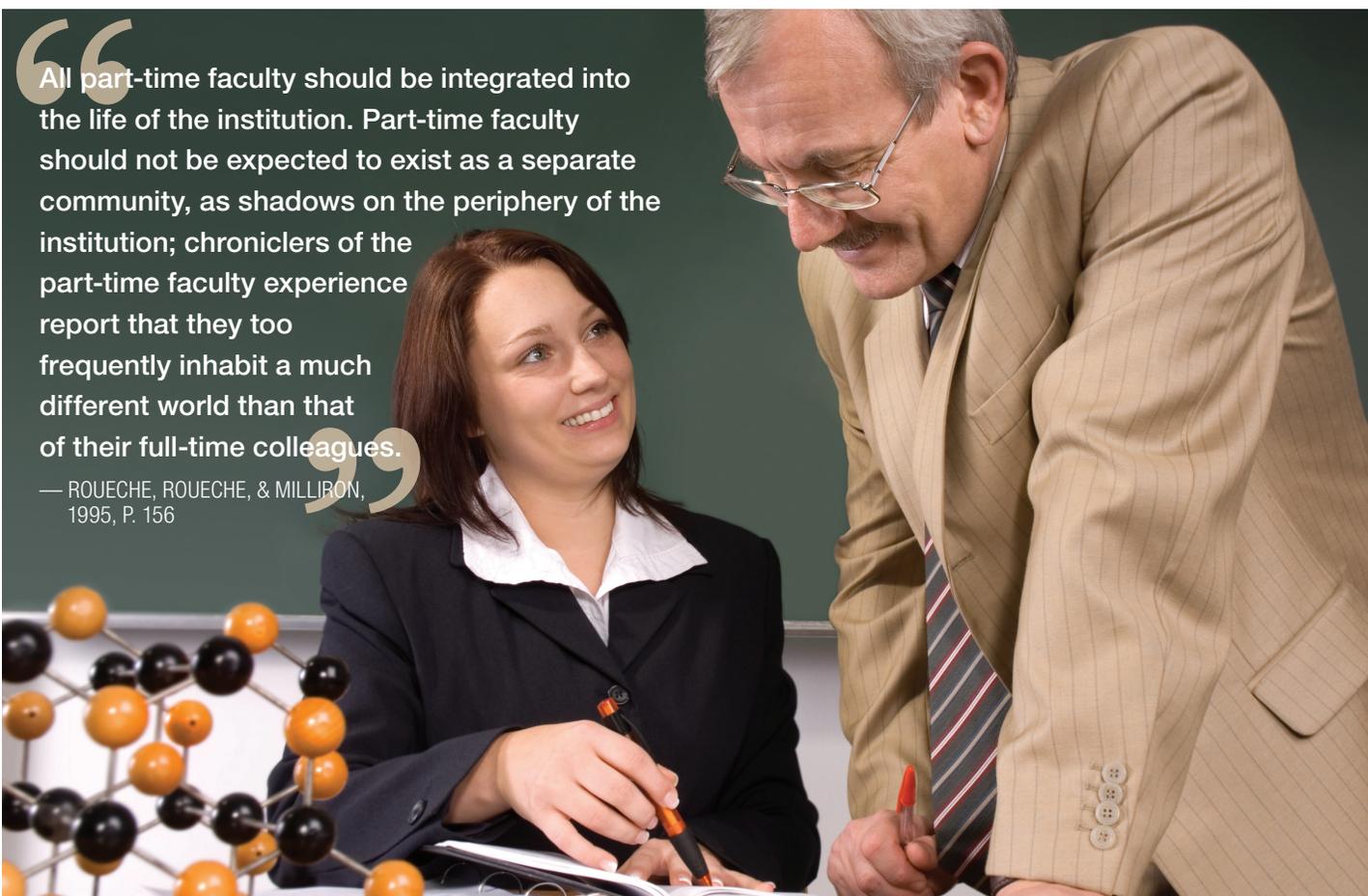
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Student Success Cannot Be Conditional

Part-time faculty teach approximately 58% of U.S. community college classes and thus manage learning experiences for more than half (53%) of students enrolled in community colleges (JBL Associates, 2008). Often referred to as *contingent faculty*, their work is conditional; the college typically has no obligation to them beyond the current academic term. At many colleges, the use of contingent faculty began with hiring career professionals who brought real-world experience into the classroom. Historically, colleges also have hired contingent faculty when enrollment spiked, the college needed to acquire a particular type of expertise, or full-time faculty members were not available to teach a particular course.

Increasingly, however, contingent faculty have become a fundamental feature of the economic model that sustains community college education. Because they typically have lower pay levels than full-time faculty and receive minimal, if any, benefits, part-time faculty are institutions' least expensive way to deliver instruction. As public funding, as a percentage of college costs, has steadily declined—and as colleges have been forced to find ways to contain costs so they can sustain college access—the proportion of part-time faculty has grown at colleges across the country. Today part-time faculty far outnumber full-time faculty at most colleges.

Expanding the size of the contingent workforce is a rational economic solution because it minimizes costs and maximizes flexibility; colleges can easily expand or reduce instructional capacity based on shifts in enrollment. However, plans that are driven solely by economics do not always serve students well. Whatever the economic strategy, colleges that are committed to helping more students earn credentials must rethink their model for working with part-time faculty so that all faculty are expected—and prepared—to serve their students effectively.



For the past three years, the Center for Community College Student Engagement has listened systematically to part-time faculty and their full-time colleagues, including faculty, staff, and administrators. This report, which draws in part on 32 focus groups with these individuals, aims to help colleges improve engagement with part-time faculty so more students have access to the experiences that will lead to success.

CCFSSE and Focus Groups

The Center administers four surveys that complement one another: Survey of Entering Student Engagement (*SENSE*), Community College Survey of Student Engagement (*CCSSE*), Community College Faculty Survey of Student Engagement (*CCFSSE*), and Community College Institutional Survey (*CCIS*). All are tools that assess student engagement—how connected students are to college faculty and staff, other students, and their studies—and institutional practice.

This report provides data drawn from *CCFSSE*, which is administered to faculty teaching credit courses in the academic term during which the college is participating in *CCSSE*. The faculty survey elicits instructors' perceptions about student experiences as well as reports about their teaching practices and use of professional time. (At colleges that choose to participate in *CCFSSE*, all faculty members for whom the college provides a valid e-mail address are invited to complete the survey.)

A total of 71,451 faculty responded to *CCFSSE* from 2009 through 2013, the years used for data in this report. In 2011, the Center added a permanent set of items that focus on promising practices for community college student success. The number of faculty respondents between 2011 and 2013 was 47,699.

This report also draws from 32 focus groups conducted with part-time faculty, full-time faculty, administrators, and staff at community colleges across the country. Colleges participating in the focus groups represent a cross-section of U.S. community colleges—large and small; urban and rural; and diverse in terms of geography, presence of unions, and students served.

Part-time and full-time faculty members participating in the focus groups are diverse in terms of gender; race/ethnicity; teaching field; degrees held; number of years teaching; and, for part-time faculty, reasons for teaching part time.

Contingency: An Effect That Multiplies

In 2009, the 987 public community colleges in the United States hired more than 400,000 faculty members; 70% of them were contingent, or part-time, hires. Between 2003 and 2009, the number of full-time faculty grew by about 2%, compared with a roughly 10% increase for part-time faculty (Knapp, Kelly-Reid, & Ginder, 2010).

For many part-time faculty, contingent employment goes hand-in-hand with being marginalized within the faculty. It is not uncommon for part-time faculty to learn which, if any, classes they are teaching just weeks or days before a semester begins. Their access to orientation, professional development, administrative and technology support, office space, and accommodations for meeting with students typically is limited, unclear, or inconsistent.

Moreover, part-time faculty have infrequent opportunities to interact with peers about teaching and learning. Perhaps most concerning, they rarely are included in important campus discussions about the kinds of change needed to improve student learning, academic progress, and college completion.

Thus, institutions' interactions with part-time faculty result in a profound incongruity: Colleges depend on part-time faculty to educate more than half of their students, yet they do not fully embrace these faculty members. Because of this disconnect, contingency can have consequences that negatively affect student engagement and learning.

To begin, when colleges' commitment to part-time faculty is contingent, the contingent commitment may be reciprocated. For most part-time faculty, both pay and explicit expectations are low, so the message from colleges boils down to something like this: "Just show up every Thursday at five o'clock and deliver a lecture to your class. Give a mid-term and a final exam, and then turn in a grade, and the college will pay you a notably small amount of money."

This arrangement essentially turns teaching into a transaction that is defined by a few specific tasks, and there often is no expectation—or even invitation—to do more. Thus, the basics of showing up, teaching a class, and turning in a grade can easily become the full extent of a part-time faculty member's engagement with the college and its students. By contrast, expectations for full-time faculty typically include teaching; developing and evaluating programs and curriculum; holding office hours for meeting with students; and service, such as participating in institutional governance.

More important, engagement survey data suggest that this model is not serving students well. Too often, students' educational experiences are contingent on the employment status of the faculty members they happen to encounter.

For example, data from the Community College Faculty Survey of Student Engagement (CCFSSE) show that part-time faculty are less

What Matters Most? Students.

Throughout the work of listening to part-time faculty, Center staff were struck by the great variability in what they heard. To some part-time faculty, high and clearer expectations matter. To others, time and space to meet with students matter. To some, more interaction with colleagues matters. To others, being more included in developing courses and innovative approaches matters. To some, pay and other incentives or recognition matter. To others, having more than two weeks' (or two days') notice of their schedule matters. To some, job stability matters. And to others, having the flexibility to teach while maintaining their other work and family commitments matters.

“Why are so many instructors named Staff?”
— STUDENT

The roles and concerns of part-time faculty differ from college to college, and in fact, considerable differences often emerge across divisions and departments within the same college. But what really should and often does matter most to part-time faculty is the same: effective instruction and support for students. It is the institution's job to create the conditions that encourage and enable that work.

likely to use high-impact educational practices—the practices that are most likely to engage students with faculty and staff, with other students, and with the subject matter they are studying. (High-impact practices are addressed in an ongoing series of Center reports, available via www.ccsse.org/center/initiatives/highimpact.)

Differences in the actions of part-time and full-time faculty cannot readily be attributed to differences in the will or abilities of part-time faculty. Most likely, they exist at least in part because colleges too often are not fully supporting part-time faculty or engaging them in critical elements of the faculty experience.

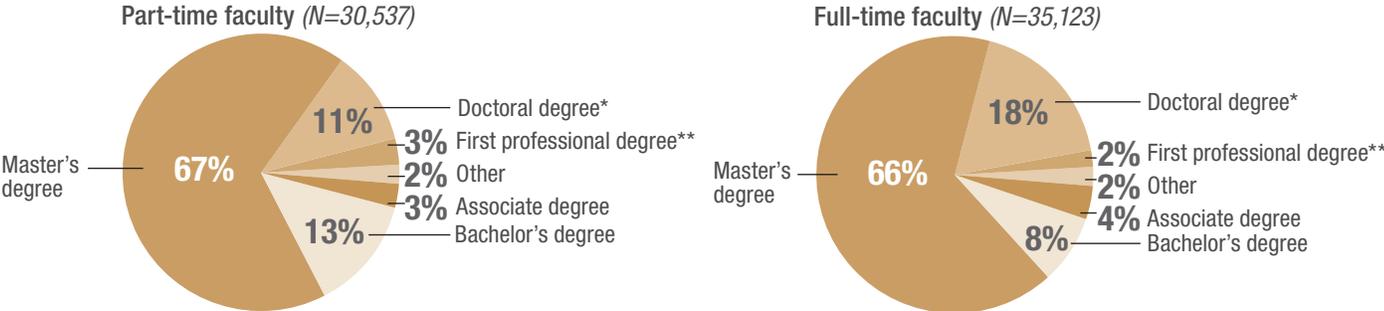
A college can change its relationship with its part-time faculty. Making that change will undoubtedly require some investment of both financial and political capital. Yet even in an environment perpetually characterized by funding constraints, colleges can control how they use the resources they have. College leaders can ask themselves whether their expectations for part-time faculty are aligned with student needs; they can expect part-time faculty to interact with students outside of class, participate in professional development, and incorporate high-impact practices in their teaching; and they can reallocate existing dollars to make sure part-time faculty have the support they need to help students succeed.

Characteristics of Community College Part-Time Faculty

Fewer Advanced Degrees

Part-time faculty are more likely to report their highest degree earned is a bachelor's degree (13% vs. 8% for full-time faculty) and less likely to report that they hold a doctoral degree (11% vs. 18% for full-time faculty).

HIGHEST DEGREES HELD



*For example, PhD and EdD
 **For example, MD, DDS, JD, and DVM
 Percentages may not total 100% due to rounding.
 Source: 2009–13 CCFSE data

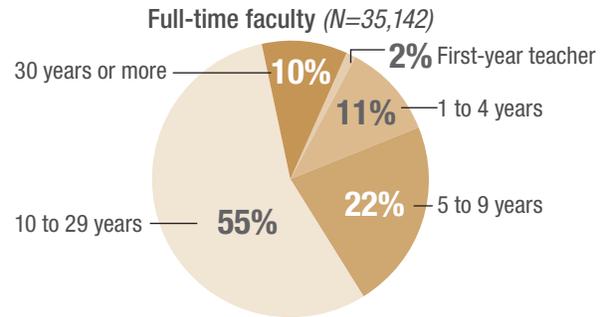
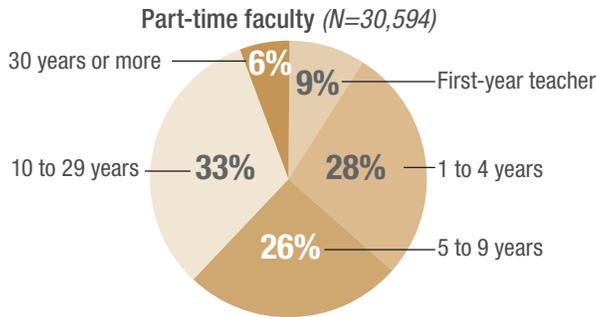
Terminology pertaining to part-time faculty members varies from one community college to another. This report and the companion online discussion guide use the terms **part-time faculty** and **adjunct faculty**, applying them interchangeably. Some institutions use the term **contingent faculty**. Contingency is discussed in this report not just as a way of characterizing terms of employment, but also as a descriptor of conditions that may influence not only the work of part-time faculty but also students' experiences.



Less Teaching Experience

Part-time faculty are more likely to be new to teaching: 37% of part-time faculty have fewer than five years of teaching experience, compared with 13% of full-time faculty. On the other end of the experience scale, 39% of part-time faculty have 10 or more years of teaching experience, compared with 65% of full-time faculty.

YEARS OF TEACHING EXPERIENCE



Percentages may not total 100% due to rounding.

Source: 2009–13 CCFSSSE data

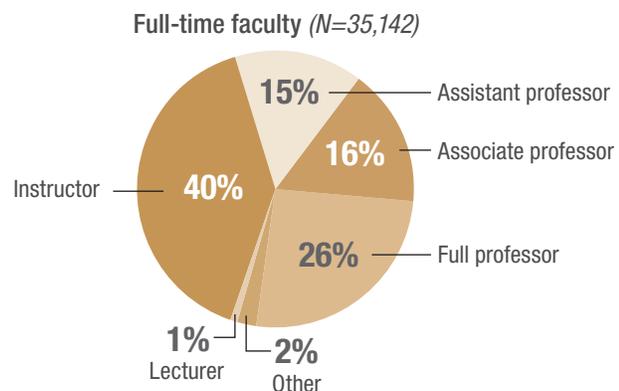
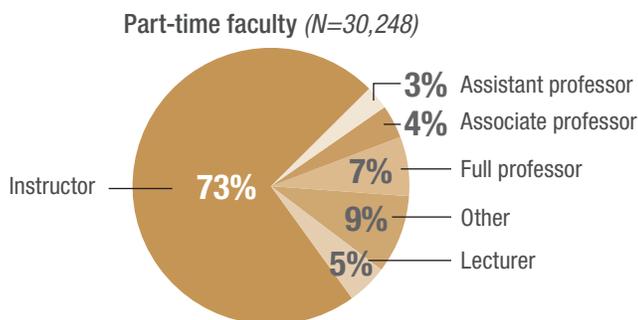
“Part-time faculty make critical contributions to teaching and learning in the higher education enterprise—educationally, socially, and economically. . . . Part-time faculty are sleeping giants; their sheer numbers and their impact on college instruction cannot and should not be ignored. . . . The issues that have separated part-timers from the larger academic community will not go away. They will be addressed, or they will maim higher education.”

— ROUECHE, ROUECHE, & MILLIRON, 1995, P. 157

More Likely to Be Instructors or Lecturers

More than three-quarters of part-time faculty have a rank of instructor or lecturer, compared with less than half of full-time faculty.

FACULTY RANK



Percentages may not total 100% due to rounding.

Source: 2009–13 CCFSSSE data

Less Likely to Have Tenure

Among faculty at institutions with a tenure system, 5% of part-time faculty, as compared with 86% of full-time faculty, are tenured or on a tenure track. (Approximately 35% of CCFSSSE respondents work at institutions without tenure systems.)

TENURE STATUS AMONG FACULTY AT INSTITUTIONS WITH A TENURE SYSTEM



Source: 2009–13 CCFSSSE data

Typology of Part-Time Faculty

Part-time faculty are a diverse group of professionals who bring a broad range of skills and expertise to community colleges. This group includes the following:

- › Faculty hoping to use part-time teaching as a springboard to a full-time appointment
- › Faculty who piece together a full—or overfull—work load by teaching classes at multiple institutions or on multiple campuses of the same institution (often called *freeway fliers*)
- › Faculty who choose to work part time while balancing other life demands
- › Career professionals who teach about the fields in which they are working, either offering practical expertise or filling a need for a specific specialty (e.g., teaching a foreign language) or for a new class in an emerging field (e.g., green technology)
- › Online faculty who work for one or more colleges
- › Graduate students
- › Retirees
- › Administrators and staff



More Likely to Teach Developmental Education

Part-time faculty are more likely to teach the students who need the most help: 16% of part-time faculty and 5% of full-time faculty report that they teach only developmental education courses.

DEVELOPMENTAL EDUCATION COURSES TAUGHT



Source: 2011–13 CCFSE data

Profile of a Developmental Education Faculty Member

Part-time faculty are significantly more likely to teach only developmental education classes than are full-time faculty. Therefore, the characteristics of part-time faculty influence the characteristics of a typical developmental education instructor.

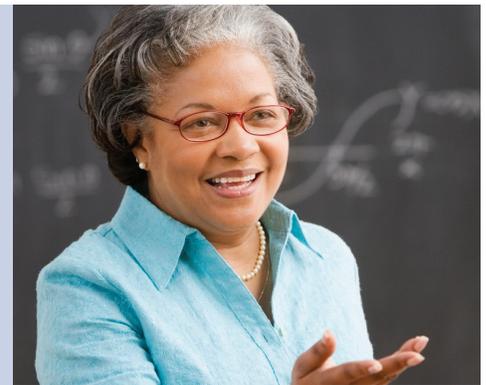
Faculty who teach only developmental education courses are **more likely** to have the following characteristics:

- › **A position of instructor.** 73% of faculty who teach only developmental education are instructors, compared with 57% of faculty who teach both developmental education and college-level courses and 54% of faculty who teach only college-level courses.
- › **Fewer years of teaching experience.** 66% of faculty who teach only developmental education have fewer than 10 years of experience, compared with 44% of faculty who teach both developmental education and college-level courses and 46% of faculty who teach only college-level courses.
- › **Part-time employment.** 76% of faculty who teach only developmental education are employed part time; 24% of faculty who teach only developmental education are employed full time.

Faculty who teach only developmental education courses are **less likely** to have the following characteristics:

- › **A tenure-track position.** At institutions where there is a tenure system, 80% of faculty who teach only developmental education are *not* on a tenure track, compared with 50% of faculty who teach both developmental and college-level courses and 52% of faculty who teach only college-level courses.
- › **A master's degree or higher.** 25% of faculty who teach exclusively developmental education report that their highest degree earned is a bachelor's degree, compared with 6% of faculty who teach both developmental and college-level courses and 10% of faculty who teach only college-level courses. In contrast, 5% of faculty teaching only developmental education courses report a doctoral degree as their highest degree earned, compared with 13% of faculty who teach both developmental education and college-level courses and 17% of faculty who teach only college-level courses.

Faculty who teach only developmental education courses also are somewhat more diverse than faculty overall. Faculty who teach only developmental education, like the faculty overall, are predominantly white. However, 10% of faculty who teach only developmental education are black and 6% are Hispanic, as compared with 7% and 5%, respectively, among the overall faculty population.



Issues and Strategies: Engage Faculty to Engage Students

The practice of effectively engaging community college faculty has a lot in common with the practice of effectively engaging community college students: Clearly articulate high expectations and then provide the training and support needed to meet those expectations.

This work begins with the institutional process of defining and communicating *what matters* to the college—clearly articulating institutional values, goals, and related expectations for employees. These issues apply to all faculty because everyone who teaches needs support to do the job well. This report, however, highlights part-time faculty because they are responsible for the majority of instructional time, and they typically receive the least support.

This report grows out of one stark reality: Many part-time faculty are essentially working with one hand tied behind their backs. Colleges need to do a better job of working with part-time faculty because engaging *all* faculty is a vital step toward meeting college completion goals.

College leaders who want to better serve their students should closely examine their expectations of and support for their part-time faculty—and how both are shaped by the institution’s culture, policies, and practices. Specifically, college leaders can consider emphasizing the following:

- › **Part-time faculty and student engagement**, including use of college resources that support students, connections with students both inside and outside the classroom, and increased use of high-impact educational practices
- › **Getting started**, including hiring, expectations, and orientation and how each of these shapes the role of part-time faculty
- › **Professional development and support**, including learning about effective teaching, having an assigned mentor, other intentional connections with colleagues, awareness of and access to college resources that support faculty work, and familiarity with resources that support students

The practice of effectively engaging community college faculty has a lot in common with the practice of effectively engaging community college students: Clearly articulate high expectations and then provide the training and support needed to meet those expectations.

- › **Evaluation and incentives**, including performance review and feedback, compensation, and recognition of professional contributions and excellence
- › **Integration into student success initiatives**, including involvement in data-informed decisions about improving student success
- › **Institutional culture**, including foundational values and norms regarding students, learning, human diversity, and ways the people in the campus community interact with one another

The following pages include quantitative data as well as information and perceptions from focus groups. Colleges can use these findings to identify the supports faculty need to best serve their students and then to ensure that all faculty, whether full- or part-time, are engaged with supports appropriate to their roles and needs.

Part-Time Faculty and High-Impact Practices

An ongoing series of Center reports addresses high-impact educational practices—the practices that are most likely to actively engage students with faculty and staff, with other students, and with the subject matter they are studying.

Research on high-impact practices consistently shows that the use of high-impact practices is too low across the board—and that, in most



cases, part-time faculty use these practices even less frequently than do full-time faculty (Center, 2013).

In some respects, it is not surprising that full-time faculty spend relatively more time than part-time faculty on some high-impact practices. Full-time faculty members would, for example, typically spend more time advising students simply because they typically teach more classes each semester and spend more time on campus.

Use of other high-impact practices, however, would be expected to be equivalent for part-time and full-time faculty. For example, too few faculty overall refer students to various academic and support services, but part-time faculty are more likely to say they *rarely/never* do so.

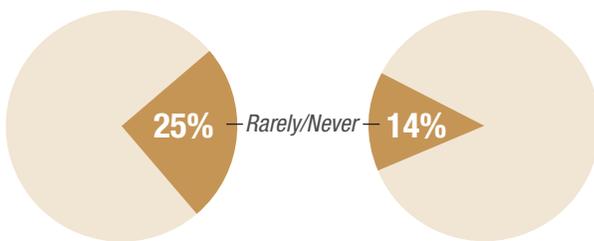
In addition, when faculty are asked to identify activities that are part of their teaching role, part-time faculty report a narrower set of activities than do full-time faculty. For example, 7% of part-time faculty, compared with 55% of full-time faculty, indicate that academic advising is part of their teaching role.

REFERRALS TO ACADEMIC AND SUPPORT SERVICES

How often do you refer students to academic advising/planning services?

Part-time faculty (N=30,308)

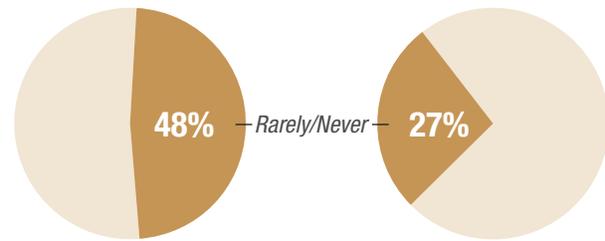
Full-time faculty (N=35,583)



How often do you refer students to financial aid advising services?

Part-time faculty (N=27,695)

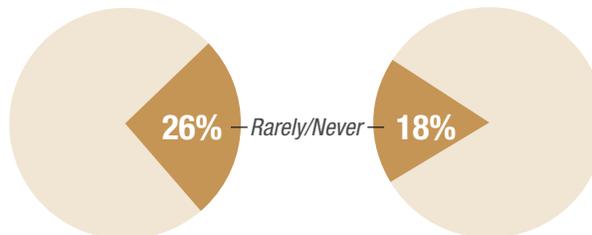
Full-time faculty (N=34,298)



How often do you refer students to computer lab?

Part-time faculty (N=29,411)

Full-time faculty (N=34,838)



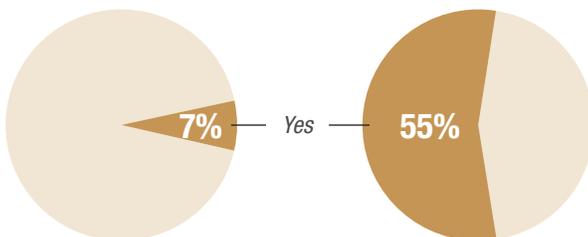
Source: 2009–13 CCFSSSE data

TEACHING ROLES

During the current academic year, is academic advising part of your teaching role at this college?

Part-time faculty (N=33,699)

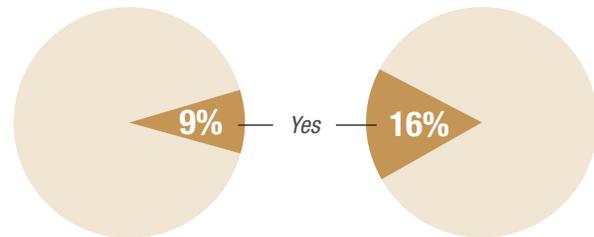
Full-time faculty (N=37,344)



During the current academic year, is team teaching part of your teaching role at this college?

Part-time faculty (N=33,699)

Full-time faculty (N=37,344)



Source: 2009–13 CCFSSSE data

Faculty Allocation of Time

CCFSSE includes a collection of items asking that faculty respondents describe how they use their professional time in a typical week and specifically in the classroom.

When controlling for credit hours taught, part-time and full-time faculty spend their in-class time in similar ways. They spend essentially the same proportions of class time on teacher-led discussion, student presentations, lecture, small group activities, and so on. But there are notable differences in how part-time and full-time faculty spend their time outside of class. Part-time faculty spend significantly less time preparing for class, advising students, and giving written and oral feedback (other than grades) to students than do full-time faculty.

One would expect that part-time and full-time faculty, by the nature of their appointments, would spend different amounts of time on tasks that take place outside of class. To account for this difference, Center staff analyzed the amount of time faculty report spending on various activities using analysis of covariance (ANCOVA) and controlling for the number of credit hours faculty were scheduled to teach during the academic year (including summer).

Note on Methodology. The sample sizes for these analyses range from more than 63,000 to more than 67,000, depending on the amount of data missing for each item. Given this range of sample sizes, even very small differences between part-time and full-time faculty can be statistically significant, but the actual difference from a decision-making perspective would be uninformative. Therefore, the Center used the

following criteria to define notable differences between part-time and full-time faculty: The model R-squared had to be greater than .03, and the variance explained by faculty status had to be greater than 1%.

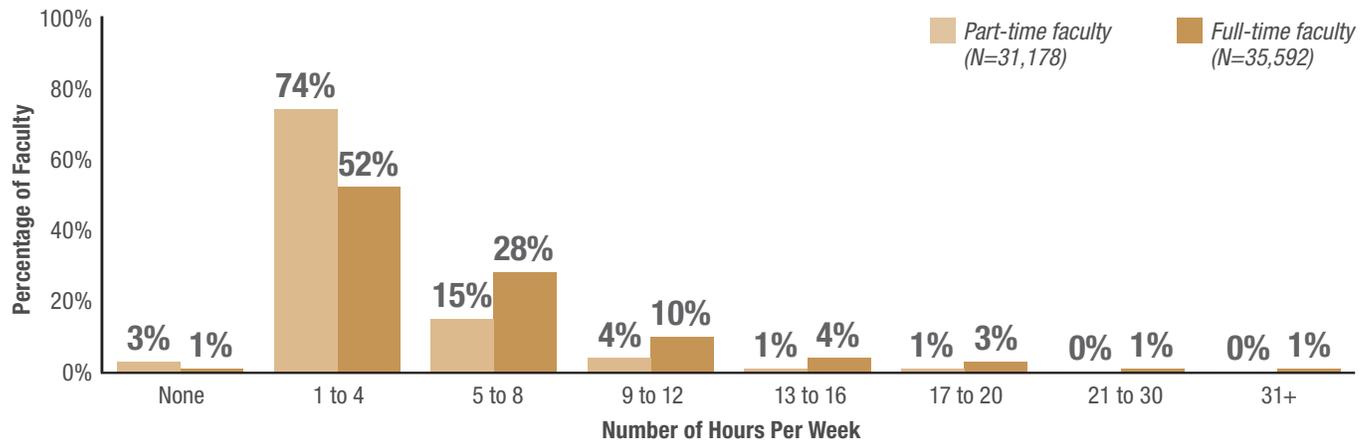
The number of hours per week were presented in eight categories: 0 = None, 1 = 1 to 4, 2 = 5 to 8, 3 = 9 to 12, 4 = 13 to 16, 5 = 17 to 20, 6 = 21 to 30, and 7 = 31+ hours. Even after controlling for the number of credit hours scheduled to teach, full-time faculty devoted significantly more time to providing feedback (adjusted means: full-time = 1.77, part-time = 1.37), preparing for class (adjusted means: full-time = 2.30, part-time = 1.98), and advising students (adjusted means: full-time = 1.39, part-time = 0.71) than did part-time faculty. See www.ccsse.org/center/initiatives/ptf for technical details about these analyses and additional results.

A First Look at Faculty Allocation of Time. The bar charts on the following page show the number of hours faculty spend providing feedback, preparing for class, and advising students. Even though the data in these charts do not control for the number of credit hours a faculty member was scheduled to teach, they provide some insight into the differences between part-time and full-time faculty. For example, 74% of part-time faculty report spending 1 to 4 hours per week providing feedback, compared with 52% of full-time faculty. After the four-hour point, there are larger percentages of full-time faculty than part-time faculty in every category. The data show similar patterns for preparing for class and advising students.

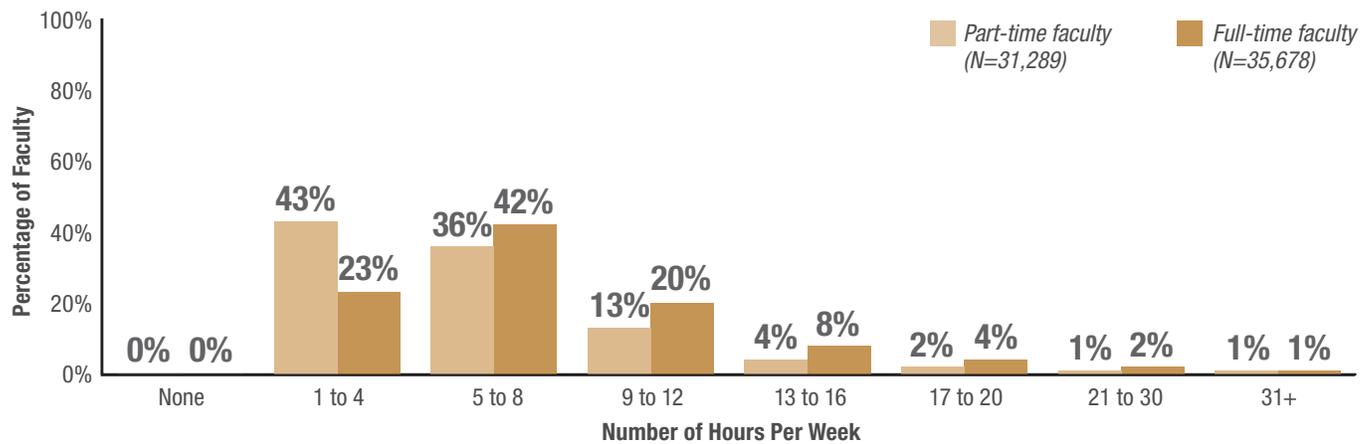


FACULTY ALLOCATION OF TIME

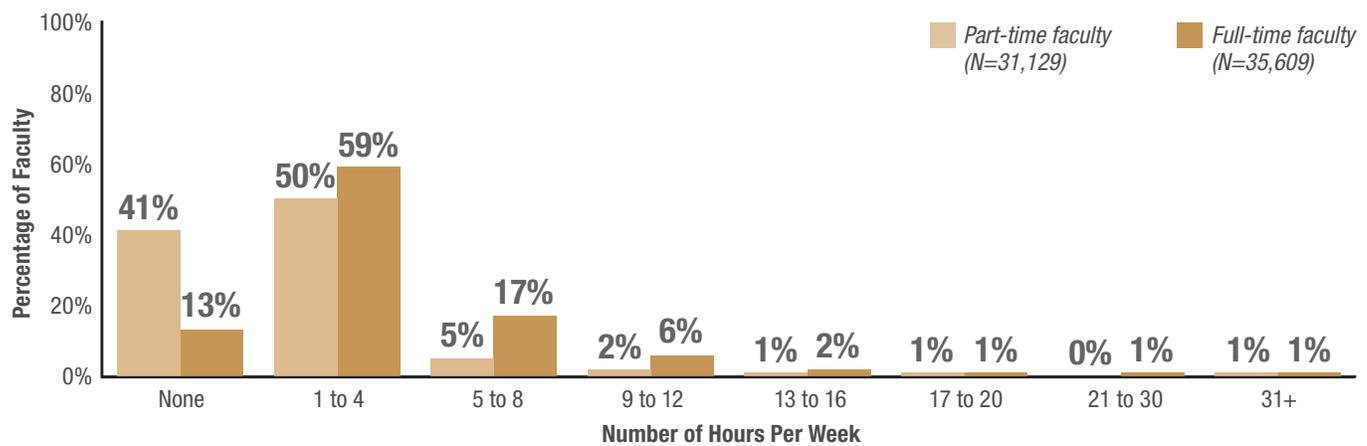
Number of hours in a typical seven-day week spent giving other forms of written and oral feedback to students (in addition to grades)



Number of hours in a typical seven-day week spent preparing for class



Number of hours in a typical seven-day week spent advising students



Percentages may not total 100% due to rounding.

Source: 2009–13 CCFSSSE data

Not Enough High-Impact Practices for Students or Faculty

In earlier research (Center, 2013), the Center concluded that students' participation in multiple high-impact practices is beneficial, although too few students have the opportunity to experience them. Center analysis at that time was based on one year of CCFSSSE data on high-impact practices. That analysis found that neither full-time faculty nor part-time faculty members used high-impact practices frequently in their teaching—and that part-time faculty were significantly less likely than full-time faculty to engage in these practices. The findings presented here, based on three years of CCFSSSE data, reinforce the Center's earlier reports.

Structured group learning experiences—*student orientation, student success course, first-year experience, learning community*, and

accelerated or fast-track developmental education—are one type of high-impact practice. Most faculty members—83% to 88% of part-time faculty and 61% to 77% of full-time faculty—report that they have no role in planning, designing, or facilitating these experiences.

Data on the structured group learning experiences also show that part-time faculty are rarely engaged in any role other than teaching. Planning and designing the experiences, advising or referring students to them, training related to the experiences, and all other non-teaching activities are typically undertaken by full-time faculty. This raises the questions of whether part-time faculty are marginalized in the colleges' work to improve student success and whether they have untapped skills that could be helpful in these areas.

FACULTY ROLES IN STRUCTURED GROUP LEARNING EXPERIENCES

During the current academic year at this college, in which of the following ways, if at all, have you been involved in the practices listed below?

Student orientation

	Part-time faculty	Full-time faculty
No role	87%	61%
Teaching role	7%	15%
Non-teaching role	5%	24%
<i>N</i>	20,293	22,166

Student success course

	Part-time faculty	Full-time faculty
No role	84%	74%
Teaching role	12%	13%
Non-teaching role	4%	12%
<i>N</i>	20,292	22,151

First-year experience

	Part-time faculty	Full-time faculty
No role	83%	63%
Teaching role	13%	19%
Non-teaching role	4%	18%
<i>N</i>	19,450	22,051

Learning community

	Part-time faculty	Full-time faculty
No role	88%	75%
Teaching role	9%	17%
Non-teaching role	3%	8%
<i>N</i>	20,093	22,036

Accelerated or fast-track developmental education

	Part-time faculty	Full-time faculty
No role	88%	77%
Teaching role	10%	16%
Non-teaching role	2%	7%
<i>N</i>	20,308	22,156

Percentages may not total 100% due to rounding.

Source: 2011–13 CCFSSSE data



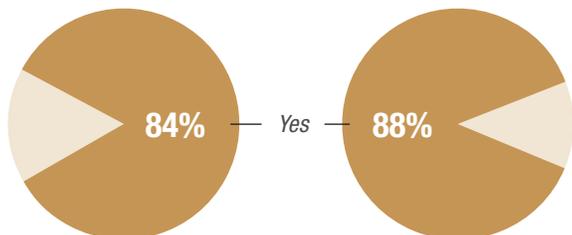
Alert and Intervention

Alert and intervention is another high-impact practice. Full-time faculty are more likely to take action when students are struggling in their classes.

Which of the following statements describe actions you have taken in regard to students who have been struggling academically during the current semester/quarter in your selected course section?

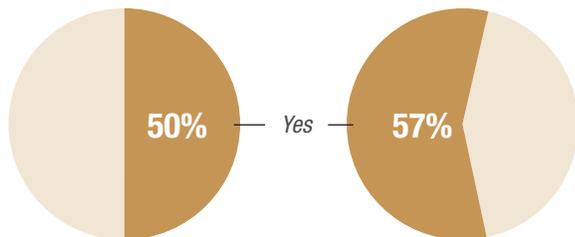
I've contacted students directly during or outside of class.

Part-time faculty (N=23,413) Full-time faculty (N=24,286)



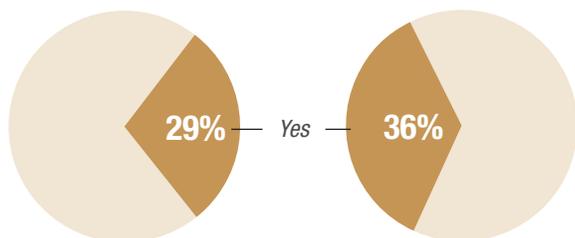
I've referred students to college tutoring services or I have required that students participate in college tutoring services.

Part-time faculty (N=23,413) Full-time faculty (N=24,286)



I've contacted someone else in the college who contacts students as part of a systematic early warning system or as part of an informal intervention process.

Part-time faculty (N=23,413) Full-time faculty (N=24,286)



Source: 2011–13 CCFSSSE data

Getting Started: Hiring, Expectations, and Orientation

Research indicates that many colleges do not develop a plan for achieving student success goals and then hire strategically to accomplish those goals. As Kezar, Maxey, and Eaton assert, “Many faculty—particularly part-timers—face poor working conditions that are commonly characterized by one or more of the following . . . : last minute hiring decisions and a lack of time to prepare for providing instruction . . . ; a lack of access to orientation, mentoring, and professional development opportunities . . . ; exclusion from curriculum design and decision making . . . ; a lack of access to office space, instructional resources, and staff support . . . ; [and] exclusion from meaningful participation in governance and professional development” (2014, pp. 6–7).

Cohen and Brawer conclude that institutions do not invest in hiring because they are not investing in the faculty. “They are chosen less carefully, the rationale being that because the institution is making no long-term commitment to them, there is no need to spend a great deal of time and money in selection” (2003, p. 87).

Hiring

Part-time faculty are hired in many different ways, from informal connections through friends to job postings with a formal interview process. Once they are hired, their schedules are subject to budgets, enrollment, and other factors every academic term. As one part-time faculty member says, “We don’t know what we’re going to be teaching until two weeks before the semester starts.”

“They had posted an announcement . . . , I showed up with my resume, talked to the dean, and then a few months later he called me and said, ‘Somebody’s dropped out. We need you tomorrow.’”

— PART-TIME FACULTY MEMBER

Part-time faculty members in the Center’s focus groups describe hiring as haphazard, rather than intentional, and rushed, rather than thorough. As one part-time faculty member explains, “I turned in my application and a few days later the dean called and said, ‘Do you want to teach?’ I said, ‘Yes,’ and he said, ‘Okay, come on over, and I’ll give you the book and syllabus.’”

Full-time faculty and staff focus group participants who hire part-time faculty describe a broad range of hiring practices. One hiring official says, “In my discipline, if I find someone who I think might make a good faculty member, one day I’ll just invite them to speak on a specific topic that they’re an expert on. I give them something that they’re very comfortable with and see how they perform in the classroom.”

By contrast, another person says, “You don’t have to go through the same kind of interview process [used for full-time faculty]. You can just find a person who you like. . . . It tended to be more like finding out about somebody who is out there who had the credentials to teach



in philosophy by word of mouth or knowing somebody at [the local university] who was graduating and getting their master's."

Part-time positions typically provide low pay, and college leaders sometimes mention that fact early in the hiring process. One staff member says, "When I hire adjuncts, I let them know up front I'm not hiring people who are interested in money. I hire people because of their commitment to want to serve our students."

Expectations

Some colleges set out expectations and pave the way for inclusion early in the process. One staff member says, "We try to . . . [ask], 'What are the practices and the expectations that we will have for [faculty members'] orientation?' . . . We invite their participation in everything we do."

Part-time faculty differ, however, in their views of expectations. One part-time faculty member recalls, "There was a full job description," yet another part-time faculty member at the same college says, "In my department they gave us a big, giant binder of syllabi and policies for the college, but there was nothing in there specifically about *what is your job*."

"I felt very much like I was sort of swimming and flailing. I didn't know that there was more information to be found. . . . I [could have] asked my coordinator, but I didn't know to ask."

— PART-TIME FACULTY MEMBER

Orientation

Part-time faculty report experiencing little in the way of orientation. Most focus group participants say that their college didn't explain basic information, such as whether they had a mailbox, where to meet with students, and what support services the college offers. In the words of one part-time faculty member, "Well, I interviewed with the dean and the dean showed me my classroom and gave me some sample syllabi and said, 'Good luck.'"

Another part-time faculty member reports, "They hired me on the spot and said, 'OK, you start in three weeks.' It was a friend of mine who had told me about the job, so it just kind of fell on her to tell me how to get copies made and where to get a parking permit."

"I think there should be just a down and dirty couple hours of Faculty Success Class at the beginning."

— PART-TIME FACULTY MEMBER

Focus group participants describe orientations that do not address basic information about their work. One part-time faculty member recalls, "[The orientation program had] a great deal of talk about pedagogy. . . . And when it was over, those of us who attended said, 'Could someone here show us where the mailbox is and how we get our things copied?' . . . [and] 'How do you find an advisor [for students]?'"

Full-time faculty recognize the lack of information available for part-time hires. One full-time faculty member says, "It seems like we do so much to prepare full-time faculty for success, and we do very little for adjunct faculty. It seems like all we care about is getting a warm body in front of the students and that's it."

Another full-time faculty member notes, "It's amazing you don't realize what they don't know. Simple [questions] like, 'Where'd you get that?' [We say,] 'Well, in our bins, you know, in the mail room.' [And they ask,] 'Well, where's that?' . . . So I've shown them where the copy machine is, what the code is, where our mailboxes are because they don't even realize they have their own mailboxes."

Professional Development and Support

Decades of research demonstrate the value of professional development. According to Phillips and Campbell, "In a study done at 14 institutions involving over 900 faculty, 61% stated that they had introduced a new technique or approach in their teaching as a result of being involved in [a] faculty development program. Of these, 89% stated that it had improved their teaching effectiveness in some way" (2005, p. 59).

Yet part-time faculty are less likely than full-time faculty to participate in these opportunities. "The support functions that are available to full-time faculty within their departments and within the larger college family are not as accessible to part-time faculty, and there are fewer opportunities to enjoy the collegiality and professional development that are available to full-timers" (Roueché et al., 1995, p.15).

Focus groups with part-time faculty reveal a desire for more professional learning and an appreciation for the mentoring and training they receive from their colleagues.

As college leaders consider how to strengthen the role of part-time faculty, a key element is the importance of faculty members' interactions with one another, not just with students. Part-time faculty need the opportunity to form collegial relationships, discuss data and the questions they raise, and benefit from peer feedback on their teaching. In many cases, particularly for faculty who teach only in the

evening, on weekends, or online, part-time faculty don't even have the opportunity to pass their colleagues in the hall.

Mentoring

Faculty in the Center's focus groups often report that the best professional development comes from their peers, and part-time faculty members indicate that they value that interaction.

One part-time faculty member says, "I think part of the problem with this online learning thing is . . . most of us didn't do it as students, so we're teaching in a format we never worked in. My coordinator paired me up with someone who she thought was doing a really good job and let me be the TA in her class. That was hugely helpful. I think they should do that a lot more."

Another explains, "I teach a [learning community] class and . . . I partner my class with a speech class and we integrated assignments, and we did different things—and I probably learned more teaching my [learning community class] in the fall semester [by] watching my partner teach."

Mentoring relationships, however, often vary from department to department at a college. One lead faculty member explains, "I spend an entire day [with new part-time faculty]. They don't get into the classroom before they spend an entire day with me. I've got a checklist, I walk them around campus, I drive them to the different offices. I want them to be familiar with the campus." This lead faculty member observes that this practice is not consistent across the college, adding, "I make it mandatory for my discipline, and some of the other disciplines in my program also require that."

When mentoring is not built into a new faculty member's experience, he or she may seek it out. However, part-time faculty continue to express a desire for more formal connections.

One part-time faculty member notes, "Being assigned a mentor would have helped. Maybe specifically just for your first year, if not for your first few years, but just someone specific whom you could go and talk to. I know I went to people and talked, but I would feel—and they didn't make me feel that way, but I felt—like I was taking up their time. If I'd been assigned someone, I would have felt more welcome in the room than just me barging in."

Professional Development

Part-time faculty members' views on professional development vary among focus group participants. For some, scheduling is a concern: "If they would do it on the weekend, I'd be more than happy to [go]; if they would do part of the Summer Institute over the weekend, I would do that. I would like to go, even if it was a day or two, to participate in it, but it's all during the week."

While some part-time faculty are amazed and excited that professional development is available to them free of charge, others appreciate a financial incentive to participate in professional development: "If we will take courses to get better in certain areas, whether it be on forms of assessment, whether it be on diversity, whether it be in digital

certification or whatever, they pay us extra money. It's an incentive that they have for us to get better—to hone our craft."

Physical Space to Work

Part-time faculty consistently express the need for having a place to call their own—either to work with students or to store their belongings. One part-time faculty member says, "The time that we are going to see a student, we can reserve a little room [in the part-time faculty center] to have a one-on-one meeting with the student because sometimes the students don't feel comfortable talking to you in front of hundreds of people."

Another says, "It's difficult sometimes to be able to sit down with a student. What I try to do is find out where there's a classroom that nobody's using, and I'll come early or stay late. . . . That's frustrating because some of them do need a little push or a little extra help. By the third or fourth week, you're starting to bond a little bit with the students, and they're really looking to you to give them more than just a lecture or information in the class. Some of them are serious and really want some help, and it's kind of frustrating. . . . That's a big shortcoming, the most difficult part."

At some colleges, part-time faculty members express frustration with not being able to store materials they purchase for their classes. One person explains, "I have gone through Human Resources and been told that I could keep things in a classroom that anyone has access to. . . . Give me a school locker, give me somewhere where I can keep something that's mine and I can lock it."

Evaluation and Incentives

Many researchers have made the case that part-time faculty must be integrated into the fabric of the college so colleges and students can take advantage of all that these faculty members can offer. At the same time, all faculty should be regularly evaluated and provided support to improve.

"I mean there's a social aspect that is troubling in that I . . . hardly know any faculty here; there's no social network that I can see, so that makes it a little bit difficult to feel invested in my job here."
— PART-TIME FACULTY MEMBER

Roueche et al. (1995) concluded that only one measure of success matters for faculty. "Successful colleges assess the value of their actions by one overarching evaluative criterion: Is it good for the student? Students' opinions about the institution and the quality of their academic experiences rest in the hands of teaching professionals with whom they spend the majority of their time at the college" (p. 157).

Evaluation

While lead faculty and administrators who participated in Center focus groups consistently describe robust evaluation programs, part-time faculty have mixed views.

One lead full-time faculty member says, “After they’ve hired an adjunct, we actually evaluate them in that semester, and then the following semester what we decided to do is that we have this very relaxed meeting, where I ask them 10 questions about what’s working for them. . . . How do they feel about the curriculum? How do they feel that their teaching style fits the curriculum of the department? Do they have any support from the deans and myself?”

In some cases, part-time faculty agree that their evaluation is helpful. One person says, “I’ve had regular full-time faculty observe [my classes], and then about three years ago we did peer reviews where I would go observe some of my peers and their [classes], and they would come into mine. And all of those things were useful, really useful.”

Another explains, “You’re notified ahead of time, you’re asked when it would be convenient, you schedule a time, and they arrive on that day. [You] fill out forms that specify what you’re doing and all of that. It also specifies . . . what they are going to respond to. And then after they have filled that out, then you have a meeting with them and you discuss, and then you both sign off on it.”

Other part-time faculty find the process less helpful. One recalls, “The associate dean stopped in one of my evening lectures, and I didn’t know [he was coming] ahead of time. I just thought he was coming in to see how things were going. I didn’t know it was an evaluation or anything. I never had a post-evaluation about how I was doing.”

Another person says, “If you’re teaching both in the classroom and the online format, you’re not evaluated in both, and they’re very different. So it would be useful. . . . I haven’t had much communication except that someone said she went into my online class and looked around. And that’s all I know.”

Compensation and Recognition

Center focus groups did not include any part-time faculty members who express enthusiasm for their compensation, although some say they don’t mind the low pay. However, many indicate that colleges can accomplish a great deal by recognizing part-time faculty in other ways.

“It’s almost as if you are getting dinged for being adjunct. It’s like, instead of being, ‘Oh, you’ve been with us for six years, let’s give you [a raise],’ it’s all, ‘How many years you’ve worked full-time, full-time, full-time?’ And that’s not fair.”
— PART-TIME FACULTY MEMBER

One part-time faculty member explains, “I’ve been here for 16 years. My pay is the same for someone who’s been here for one semester. . . . They say they love us, and they give us dinner and all sorts of stuff, but officially they’re a bit harsh. . . . They’re inconsiderate.”

For part-time faculty who say they aren’t relying on a paycheck, the work is simply rewarding. As one part-time faculty member says, “From what I’ve observed in other teachers here, they’re putting in full-time jobs for, you know, part-time pay. . . . I’m doing it because I’m

pretty much retired and I enjoy it, so I don’t mind. I feel like I’m in the Peace Corps again.”

Many part-time faculty members think of the institution separately from the people in it, particularly their students. One person says, “All of my reward comes from my students. . . . And it doesn’t come very much from the other side, from the institution.”

Focus group participants expressed an interest in other benefits, particularly health insurance. One person says, “Brand new hires [are asking], ‘How can I get some health benefits?’ . . . We need some of those types of opportunities to get into things that full-time employees get because they are full time. There ought to be a structure for getting part-time employees, whether they are in the classroom or other places, the opportunities to get some of that.”

Another person says, “Why not some small, little parity sort of thing of that nature for the adjuncts? Like insurance? You know, it would be wonderful if we had at least the opportunity to buy into the insurance plan.”

Part-time faculty also stressed the value of non-monetary recognition. One person says, “I can give you an example. It’s a tiny example but it’s telling. Years ago, every five years we used to get a little cheap lapel pin. I say cheap because I imagine they bought them by the boxful [and] probably didn’t pay a dollar apiece for them. But every five years you got a little lapel pin. That stopped after I’d been here about 10 years. I only got two or three of them. And then one day I found out that somebody had gotten recognition for being here 30 years as an adjunct, and they got a little printed piece of paper thing. And I thought, you know, you have to go 30 years to get a piece of paper when that little pin probably bought so much good will; it was almost like a merit badge. It made me feel good. I think it made some other people feel good. That attitude from administration has disappeared—that wanting to make you feel good and important. Now we just get edicts.”

Integration Into Student Success Initiatives

All of the elements described above—from intake to professional development to evaluation and compensation—are important because they all connect ultimately to the goal of improving student success.

Full-time staff members recognize that campus efforts to strengthen student learning, academic progress, and college completion will not be effective if colleges do not broadly include part-time faculty in the effort. Most colleges, however, do not effectively integrate part-time faculty into the institution’s student success agenda.

Schuster concludes, “Contingent faculty members spend a greater proportion of their overall time teaching, but the preliminary evidence suggests that these appointees are less accessible to students, bring less scholarly authority to their jobs, and are less integrated into the campus culture” (2003, p. 15).

For example, as the data on page 12 show, part-time faculty are not being tapped to play key roles in developing the student success agenda. Too many are not using high-impact educational practices, and most are involved infrequently, if at all, in planning or designing high-impact learning experiences. If part-time faculty teach a majority of

course sections, as they do at many institutions, colleges simply cannot implement a student success agenda without involving part-time faculty at a much higher level.

Integrating part-time faculty into the student success agenda is not always easy. For example, one full-time faculty member says, “Ours is one of these really big departments on campus, and I don’t really think our adjuncts feel like what they have to say matters as much. I very rarely get adjuncts weighing in on things that deal with curriculum. I very rarely see full-time faculty pushing it out to them. . . . I invite adjunct [faculty] to come when we’re assessing models and systems because I think the voice is really important. If you don’t make people feel what they have to say or do matters, I don’t think they’re willing to buy into some of this other training as well.”

On the other end of the spectrum, another full-time faculty member says, “If the adjunct faculty don’t understand how they work within the system, then . . . it doesn’t matter what you write on a piece of paper. It isn’t going to work unless you do the training and have them

“**We have to be sure that those values and beliefs we have about teaching and learning, and creating this exceptional culture for student success, aren’t only directed at our full-time employees. The adjunct faculty . . . have to be embraced in that overall vision for how we’re going to create this exceptional learning environment.**”

— COLLEGE PRESIDENT

in the same room as the full-time faculty. So . . . in about 60% of the departments, we have a third to a half of the adjuncts regularly participating in our student learning outcome activities.”

Institutional Culture

Institutional culture is the framework within which all other work unfolds. Conversations with full-time faculty reveal both frustration with part-time faculty for not fully participating in the college’s work and an understanding of why they would opt out. Part-time faculty have similarly mixed views. Some feel included and appreciated, while others feel disconnected and marginalized.

One full-time faculty member says, “There’s really no consistent way of making sure everyone is engaged. And that’s a problem. Full-time faculty are required to do all that stuff. Part-time faculty—they don’t have to do any of it. . . . They’re not improving their skills, and we don’t get to hear what they think about anything [because] they are not required to show up to meetings. . . . We’ve got adjunct faculty who have taught at [the college] for five, 10, or 15 years and never said anything other than what they have to say in the classroom. They walk into the classroom, they teach and walk out. Nobody knows anything about what they are thinking or feeling.”

“**I think they’re pretty upfront, though, with, ‘You will be part time the rest of your life. Just so you know.’**”

— PART-TIME FACULTY MEMBER

On the other hand, another full-time faculty member looks at the situation through the eyes of part-time peers, saying, “It’s really hard to explain why this thing works. It shouldn’t work, if you think about it. . . . Who comes to work and never gets a raise over anybody else for 43 years? Shouldn’t [a long-time part-time faculty member] make more than me?”

Part-time faculty sometimes feel appreciated. As another person explains, “I don’t feel like an adjunct. . . . I feel that I have all the opportunities as everyone else does. And I feel if I have an issue or concern that I can take it to someone. And they will willingly listen to me, and if it’s something they can act on, they will.”

Some recognize that their own commitments outside the college affect their ability to spend time with their colleagues. One person notes, “They reach out, and they do a lot of really wonderful things to pull people in . . . things that I would love to do. But I have a full-time job and I can’t. I have to choose not to do them.”

Some part-time faculty indicate that they are treated like second-class citizens. One person says, “I think full-time faculty ought to have a workday project of examining their attitudes and the language they use in how they consider the adjunct faculty. It’s outrageous, it really is. . . . Many of these attitudes are just really objectionable.”

Others may feel appreciated by their peers, but not by the institution, as one part-time faculty member explains: “I feel personally valued . . . the people here are very nice people. Institutionally, no. Institutionally, if I were valued, there would be a policy that said, for example, after five years of teaching, the part-time faculty will get \$500 more per semester. That would be institutional value.”

Some believe that attitudes are driven by the marketplace, as one focus group participant notes: “I get a sense, as far as teaching goes, if I were to leave my job, there are 10 people at the door waiting to take it. . . . There’s a glut of teachers at this moment, so in that sense, the power is in the administration. . . . There’s no loyalty.”

Finally, one staff member considered the situation from an institutional perspective: “We’ve gone from hiring fewer than half of our faculty from people who’ve already had experience with us to something like three-fourths. And what’s moved me on that is this notion of culture. The motive behind wanting to hire outside the institution is . . . to have a lot of perspectives at the table But when we hire from people who’ve already had a lot of experience, who’ve already been through a lot of our development, and who stayed because precisely our culture fits their DNA as a teacher, then hiring is a lot less risky and their induction is faster and deeper, and they are able to contribute to that culture sooner.”

Colleges in Action: Making the Most of Part-Time Faculty



A Path for Growth

At **Valencia College (FL)**, almost 90% of current tenure-track faculty have previously worked for the college part time and have participated in the college's extensive professional development offerings. The college screens its part-time faculty and then invests in their orientation and professional development.

Hiring

As part of the interview process, part-time candidates without teaching experience are required to give a teaching demonstration and have a follow-up interview with a dean; they are also observed during their first term. Part-time candidates *with* teaching experience may not be required to give a teaching demonstration during their interview, but they, too, have a follow-up classroom observation during their first term. In some cases, a part-time faculty candidate may be invited to guest teach a class before being hired.

Orientation

New part-time faculty members (and non-tenure-track full-time faculty) participate in campus-wide and department-specific orientation programs at the beginning of the fall semester. These high-touch programs address strategies for teaching and learning and help participants become members of a collaborative, campus-based teaching community.

Additional programs and activities offered throughout the first year of teaching integrate new part-time faculty members more deeply into the campus community and introduce them to Valencia's educational philosophy. These include a peer observation course, small group sessions with deans, and a six-week course that guides faculty toward becoming more effective, learning-centered instructors. Participants create a personal development plan and a learning-centered syllabus.

Professional Development

After all part-time and full-time faculty members' first year, Valencia offers a variety of certificate programs free of charge. These programs provide in-depth development in special topic areas, such as Digital Professor Certification for online teaching and learning and the LifeMap Certification Program for Valencia's developmental advising system. In addition to providing solid training, these programs give part-time faculty members opportunities to connect with their colleagues and to engage in meaningful discussions about learning-centered topics.

Valencia's professional learning continues through the summer, when full-time and part-time Valencia colleagues come together for the college's annual professional development program called *Destination*, which includes designing and implementing individualized projects to improve practice and investigating questions about student learning through action research.

Becoming Associate Faculty

Valencia's part-time and non-tenure-track full-time faculty can earn the designation of *associate faculty* by successfully completing a defined course of professional development. This certification offers a pathway to potential full-time employment at Valencia, and it offers a significant pay increase.

To earn this designation, a faculty member must complete 60 hours of professional development. Individuals can maintain their associate faculty status by participating in another 20 hours of professional development annually. This certification program supports faculty members' ongoing commitment to enhance their knowledge, skills, and abilities in ways that lead to increased student learning and academic success. It also involves them more deeply in Valencia's collaborative, innovative teaching community. Successful completion of the program results in a pay raise of approximately \$37 per credit hour taught.

ACCESS to Training and Support

Part-time faculty teach nearly 60% of courses at **Richland College (TX)**, and more than 40% of Richland's full-time faculty began part time.

New part-time faculty receive comprehensive information detailing the college's vision, mission, values, philosophy, and organizational practices; and they discuss these core principles with the program coordinators in their respective disciplines. In addition, all new hires must sign a Confirmation of Understanding that outlines professional development expectations for part-time faculty. All new part-time faculty also are required to complete an online orientation at the beginning of the session in which they are hired.

Institutional Culture and Support

The college organizes and promotes comprehensive professional development opportunities for all college employees. New part-time faculty members are expected to complete 19 hours of professional development within their first year of employment. Program coordinators monitor participation and progress by reviewing professional development completion transcripts.

Richland's professional development for its full-time faculty is robust, and continuing part-time faculty are strongly encouraged to participate in these activities. In the 2008–09 academic year, the part-time faculty participation rate was 63%. From 2009 to the present, the participation rate has ranged from 75% to 86%.

The college also pays professional development stipends, which average \$23 per hour, to part-time faculty members who participate in professional development that supports major college initiatives, such as Achieving the Dream and/or the Quality Enhancement Plan (QEP).

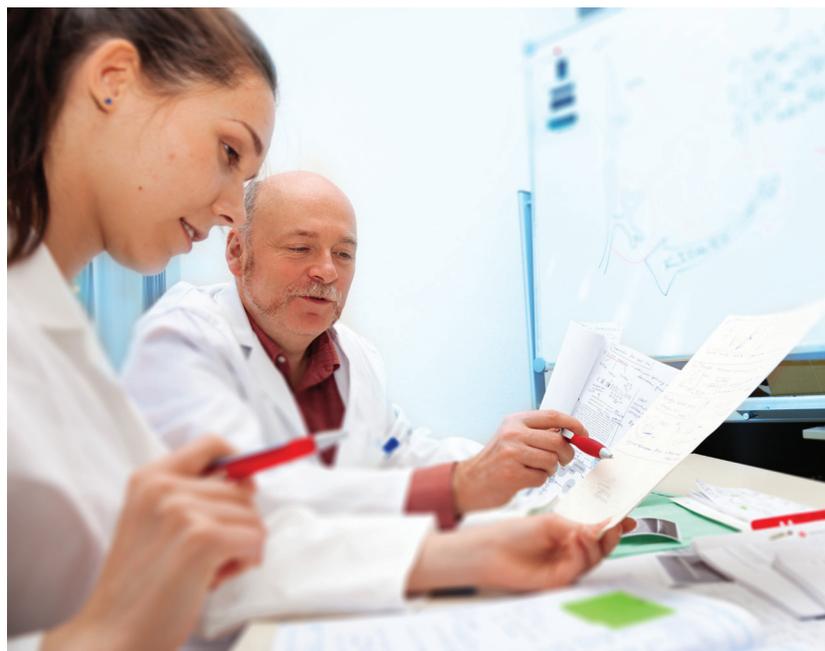
Part of the Campus Community

Part-time faculty at Richland have a work area called the Adjunct Faculty College Center and Evening/Weekend Support Services (ACCESS), a part-time faculty association, and opportunities to become involved in major college initiatives.

ACCESS is a comprehensive, fully equipped center that provides information, direction, and instructional support to help part-time faculty maximize student success. It is open six days a week, morning and evening, and serves all part-time faculty who teach either credit or non-credit courses. Approximately 800 part-time faculty use the center each semester.

The center offers a dedicated work space for part-time faculty to meet with students, complete assignments, and build community with other part-time faculty. Services include online orientation, information on class enrollment and location, campus logistics, referrals to campus resources, student records information, a copy center, print shop requests, computer support, and messaging. The physical space also houses lockers, mailboxes, a break room, workrooms, telephones, and conference rooms for part-time faculty use.

The Richland Adjunct Faculty Association (RAFA) currently has approximately 100 members. It is actively involved with issues that affect instructional quality and success. It is represented on the college's Academic Council, and its officers meet regularly with the vice president for teaching and learning to discuss concerns and make



requests. RAFA membership gives part-time faculty access to travel funds to attend professional meetings and conferences. Participation in RAFA also helps ensure that new part-time faculty are aware of Richland's instructional policies and procedures, student support services, and available institutional resources.

Richland leadership integrates part-time faculty into the college community by involving them in major college initiatives, such as the college's QEP for accreditation. For example, a long-serving part-time faculty member was one of three faculty who piloted components of the QEP during the fall 2012 and spring 2013 semesters. Part-time faculty in the four participating instructional disciplines will play a pivotal role in the implementation and scale-up of the Richland College Quality Enhancement Plan during the next five years.

Dedicated Staff

Eighty percent of faculty at **North Central Michigan College (MI)** are part time, and they teach about 60% of the college's courses. To best serve its faculty and students, the college created a new position: director of adjunct faculty.

The college developed the new position in 2009 because, according to one full-time faculty member, "the deans were sprouting leaks" and things were falling through the cracks. At North Central, the job of hiring and orienting adjunct faculty fell to associate deans, along with their other numerous responsibilities. That, along with increasing pressure to provide more professional development to adjunct faculty, led the college to establish a universal point person for adjuncts at the college.

The job has three main responsibilities: the hiring, orientation, and professional development of adjunct faculty. Additionally, the director of adjunct faculty acts as a liaison and advocate for adjuncts, quickly responding to their questions or issues, looking for ways to integrate adjunct and full-time faculty, and developing avenues to increase adjunct faculty voice.

The director of adjunct faculty is on campus until 6:30 every evening, making him visible and available to adjunct faculty who are teaching at night. Under his direction, North Central has added several adjunct offices and provided adjuncts with conveniences, such as a dedicated printer and copier codes.

To elevate the voice of part-time faculty, the director of adjunct faculty leads an Adjunct Advisory Group, which shares concerns and contributes ideas for professional development.

In 2011, North Central found it could save \$300,000 per year by outsourcing its adjunct payroll services to a private company. The switch saved the college enough money to both pay for the service and give its adjunct faculty a raise.

A 100% Part-Time Faculty

Community College of Vermont (VT) has the challenge of providing college access throughout a rural state. To achieve this goal, Community College of Vermont (CCV) skipped the typical campus structure and instead created 12 Learning Centers around the state. Vermont now serves more than 6,300 credit students, all of whom are taught by the college's entirely part-time faculty.

Most community colleges rely on part-time faculty as a matter of economic necessity, but at CCV, it is by design. Most faculty are working professionals who are willing to share their knowledge, and 80% of them teach only one or two courses.

Academic Coordinators

While working professionals can offer a wealth of cutting-edge content, they often come without teaching experience. CCV meets this challenge through a variety of professional development initiatives and a cadre of 60 full-time staff members who serve as academic coordinators.

The academic coordinators work directly with each faculty member and bridge both faculty and student worlds. On the faculty side, academic coordinators determine course offerings (based on local demand), recruit and hire faculty, orient new faculty, work with faculty to improve pedagogy, and evaluate faculty. An academic coordinator also serves as a faculty member's point person and link to the college. On

the student side, academic coordinators function as advisors. Typically, an academic coordinator is responsible for 15 to 40 faculty members and 100 to 125 student advisees.

Orientation

Academic coordinators use the college's New Faculty Hiring Checklist to guide the process of informing new faculty about everything from classroom specifics to payroll to communication channels. The college also gives each Learning Center an orientation template that can be tailored to its location, providing crucial information for new hires.

New faculty members are required to attend a three-hour, pedagogy-focused session called Great Beginnings. They are also given a faculty handbook, *Teaching for Development*, which provides an introduction to the college's mission, vision, and values, along with a rich collection of teaching strategies tailored to adult students. A secondary document, CCV Facts at a Glance, provides new faculty with a snapshot of community college students and the challenges they face.

Setting Expectations and Creating Consistency

To create consistency and ensure that students get what they are promised from a faculty composed entirely of part-timers, CCV has created Essential Learning Objectives for each course it offers. These objectives are essentially standards for each class. For example, one objective for Introduction to Biology is to "describe the structure, function, and chemical composition of the cell as the basic unit of life."

CCV offers group faculty development for some of its core courses. Faculty members who teach CCV's freshman seminar, for example, train together, but return to their respective Centers to teach. Having this common training and the same set of essential objectives helps maintain the consistency and quality of students' learning experiences.

Professional Development

Creating opportunities for professional development and collaboration among colleagues for a completely part-time faculty presents a challenge, according to college leaders. To meet that challenge, CCV puts together a variety of small events, such as Friday morning webinars, virtual brown bag lunches hosted through meeting software, and a number of workshops and trainings offered throughout the year.

One of the standout features of CCV's professional development is its Summer Institute, begun in 2008. Taking place over a two-day period, the Institute attracts about a third of CCV's faculty each year.

Involving Part-Time Faculty in Governance

Over the past decade, CCV has significantly increased its faculty involvement in governance, moving from one to two faculty members being involved in committee work to 60 or more. That growth can be attributed largely to a restructuring of the college's curriculum committees, which resemble what other colleges call *departments*. CCV's curriculum committees are co-chaired by an academic coordinator and a faculty member, and faculty compose the majority of members. Faculty members are compensated for their committee work.



Involving Part-Time Faculty in Course Design

Eighty percent of faculty at **Bristol Community College (MA)** are part time, and they teach 46% of the college's classes. In 2008, the college tapped its part-time faculty to spearhead an initiative to improve student success.

Based on *CCSSE* data that identified areas needing better student engagement, Bristol developed an initiative to increase first-year student success in all gateway courses. The goal was to increase the percentage of students completing courses with a C or better from the 2005 baseline of 66% to 76% over a multiyear period.

This initiative included the development of a college success course, and the college turned to part-time faculty to take the lead in developing it. A team composed of four part-time faculty and one full-time faculty member worked with an instructional designer to create College Success Seminar 101 (CSS 101) and the professional development needed to teach it effectively. Their course design included defining student learning objectives, developing related student assessment strategies, and providing teaching and learning activities and resources for faculty.

The toolkit produced through this work currently is disseminated online and is supported by an accompanying blog where faculty can discuss their use of the course materials. Faculty on the development team also had the opportunity to become proficient as instructional designers themselves and to carry those skills into other courses.

Following the introduction of CSS 101, improvement in both Bristol's *CCSSE* data and other institutional data led the college to make CSS 101 mandatory for all incoming students in fall 2012.

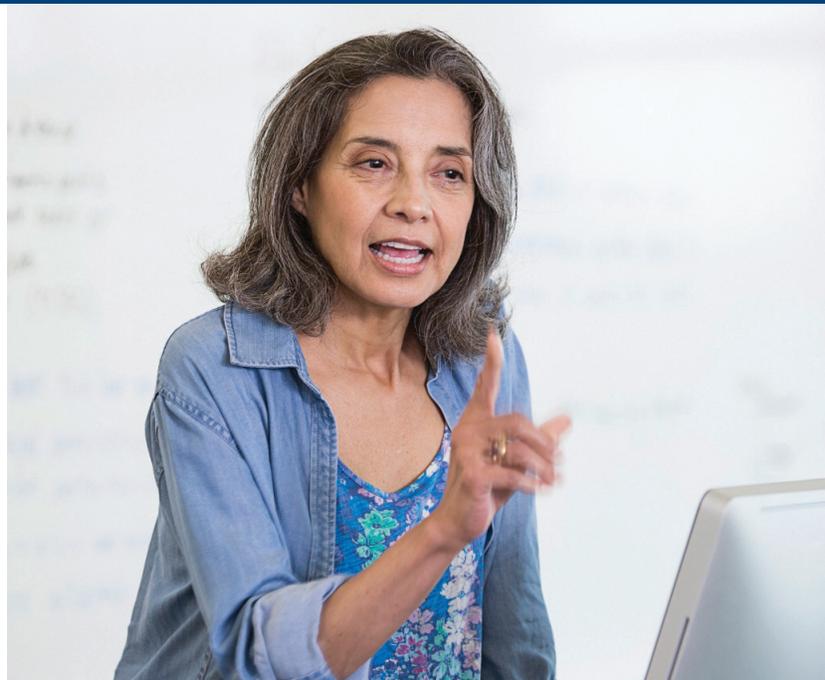
The College Success Seminar 101 Reflective Practice Group meets monthly to address textbook choices, instructional strategies, assessment ideas, and student motivation. The group has about 20 members, half of whom participate in its face-to-face meetings, and half who participate online. The majority of the group members are adjunct faculty.

Adding Teaching Skills to Real-World Experience

At **Coastal Carolina Community College (NC)**, 58% of faculty (just over 180 individuals) are part time, and they teach 37% of the college's credit classes. The college engages part-time faculty with its Instructors' Academy, a mentoring program, and recognition for their contributions.

Instructors' Academy

In 2007, Coastal Carolina launched the Instructors' Academy, a professional development program for a small group of continuing education faculty. These faculty members, most of whom were part time, had backgrounds in their fields but limited prior teaching experience. The program's goal was to provide practical teaching advice and to focus on engaging teaching and learning strategies, such as active and collaborative learning. As word spread about the offerings through Instructors' Academy, other faculty members became interested and wanted to participate.



Over the period since 2007, 178 adjunct faculty have completed the Instructors' Academy. Its 27-hour program focuses on effective practices for student engagement and classroom management, instructional methodologies, learning-centered classroom strategies, learning styles, and adult learning pedagogies. The Instructors' Academy has been embraced as a critical component of adjunct faculty members' professional development plans; the administration has allocated \$20,000 per year to support this initiative.

Participation in the Instructors' Academy is voluntary, and both full-time and part-time faculty members receive a stipend at their regular pay rate. By compensating all faculty members for their time, college leaders hope to send the message that this program is important.

The Instructors' Academy is offered at least once a semester; currently it is offered both in the afternoon and in the evening. Adjunct faculty frequently say that the Instructors' Academy is their first opportunity to receive professional development and that it enhances their awareness of the importance of lesson planning and of designing a student-centered curriculum.

Based on feedback received from both adjuncts and division chairs, the college is developing Advanced Instructors' Academy modules on assessment, active and collaborative learning, and technology.

Mentoring Program

Inspired by the positive response to the Instructors' Academy, Coastal Carolina began a mentoring program for adjunct faculty in spring 2013. Eleven outstanding full-time faculty members—one or two per division—were paired with adjunct faculty members, also from their division, in a semester-long mentor/mentee partnership. Mentors and mentees set goals together early in the semester, conducted weekly meetings, participated in formal observations, held roundtable discussions, and concluded with a formal evaluation. The program's initial success led to its continuation and ongoing refinement.

Recognition

Division chairs instituted annual Adjunct Teaching Excellence Awards to recognize one outstanding adjunct faculty member from each

division. Chairs select recipients, based on student evaluations and classroom observations. Award winners are honored with plaques and public recognition at an awards ceremony and reception where their accomplishments are shared with colleagues and family members.

Two Levels of Adjunct Faculty

At **County College of Morris (NJ)**, about 67% of faculty are part time, and they teach slightly less than half of all credit hours offered.

During the 2012–13 academic year, County College of Morris launched an online New Adjunct Faculty Orientation. This orientation replicates the New Full-Time Faculty Orientation program, which focuses on the history of the college, explains faculty roles and responsibilities, and encourages student engagement. The full-time faculty orientation is offered on campus, but because many part-time faculty members are employed in industry, their orientation is offered online to accommodate their work schedules.

The New Adjunct Faculty Orientation covers learning styles and high-impact educational practices, as well as information on complying with the Americans with Disabilities Act, the student development office, and other available resources. Adjunct faculty members who complete the orientation receive a Certificate of Completion, which becomes part of their review for promotion.

By contract, County College of Morris has two levels of adjunct faculty: *adjunct I* (those who have taught fewer than 18 credits consecutively) and *adjunct II*. After teaching 18 credit hours, an adjunct faculty member may be promoted to adjunct II, based on classroom observation, completion of required sexual harassment training and right-to-know training, and completion of the online New Adjunct Faculty Orientation. Those achieving adjunct II status receive a 10% increase in pay.

A Mentor for Every Part-Time Hire

At **Lake-Sumter State College (FL)**, 64% of faculty are part time, and they teach almost half of the college's courses.

As part of the hiring process, the college requires each prospective adjunct faculty member to give a teaching demonstration to a group of peers. Once hired, each adjunct is assigned a full-time faculty member as a mentor to help him/her adjust to the college culture.

A new online orientation program encourages *all* new employees to learn about the college, from how to navigate its website and locate online resources to the college's philosophy of service excellence. The online orientation explains the physical buildings, the roles of key departments, and the methods through which employees can obtain information and assistance. Assessments at key points in the orientation monitor an employee's progress through the program. Even



veteran employees report that they find the online orientation a useful refresher.

In addition to the online orientation, new adjunct faculty members at Lake-Sumter are required to participate in a face-to-face orientation session each fall, where logistics, new technology, and new initiatives are discussed. During this session, adjuncts meet their chairs, key department personnel, and their peers. They learn how to access and use the technology needed to teach their courses and to communicate with others at the college. Orientation sessions are offered in the evening and on Saturday, facilitated by administrative staff, deans, and the IT department.

Many adjunct faculty members teach developmental education courses. As a result, they have the opportunity to participate in the college's Quality Enhancement Program (QEP) and can become QEP coaches and work with other faculty on improving teaching skills. They receive a stipend for their work as coaches. Part-time faculty also assist with curriculum development and design.

Engaging Adjunct Faculty

William Rainey Harper College (IL) currently employs 234 full-time faculty and more than 700 part-time faculty. In fall 2013, 56% of all classes were taught by part-time faculty.

Center for Adjunct Faculty Engagement (CAFÉ)

The Center for Adjunct Faculty Engagement (CAFÉ) opened its doors in June 2011. A five-person staff—an associate dean, an assistant dean, and three part-time instructional evaluators—presents orientation programs, conducts evaluations, and manages professional development specifically for part-time faculty. Today CAFÉ occupies three rooms in Harper's newly created Academy for Teaching Excellence, a facility dedicated to both part-time and full-time faculty development.

Orientation and Communication

CAFÉ orientation sessions take place on a Monday evening and a Saturday morning at the start of each semester. Although they are neither required nor paid to attend, more than 80% of new part-time faculty members participate in orientation. The four-hour program includes visiting with one's department or division, a welcome from the president or provost, basics such as parking passes and IDs, and three breakout sessions: IT training (also known as Blackboard Boot Camp); policies, procedures, and pedagogy; and emergency procedures. If a new part-time faculty member cannot attend a group orientation, CAFÉ arranges one-on-one orientation. CAFÉ staff members continue to refine and enhance their orientation process, including adding a panel of veteran adjuncts to answer questions from new adjuncts.

Communication and relationship-building also are primary goals of CAFÉ. A newsletter e-mailed to all part-time faculty every six weeks during the academic year fosters connection to the college, promotes participation in professional development, and provides information on other campus activities. CAFÉ hosts periodic open houses to encourage adjuncts to socialize and build relationships with their colleagues. CAFÉ also facilitates conversation among department chairs and coordinators on how to support and mentor part-time faculty, emphasizing outreach via e-mail, brown bag lunches, and in-department connections.

CAFÉ also promotes the inclusion of part-time faculty members in shared governance and on programmatic committees within the college.

Evaluation

Harper College conducts systematic observations of new part-time faculty; evaluations are conducted by CAFÉ staff once a semester for the first three semesters of an adjunct's work at the college and every other year after that. CAFÉ staff focus on pedagogy, using a qualitative instrument to examine instructional delivery, learning assessment, student engagement, and classroom management. In addition to evaluations conducted by CAFÉ staff, departments conduct three content-focused evaluations of new part-time faculty. Two department evaluations take place during the faculty member's first semester and one happens during the second semester. Although they share their observations with department leaders, CAFÉ staff members have no hiring or supervisory role over the adjuncts they observe and evaluate; their primary focus is to support good teachers in becoming even better.

After an observation, CAFÉ staff members meet with the new adjunct to consider strategies for improving instruction and to discuss professional development opportunities.

Professional Development

Each semester CAFÉ reviews professional development needs and develops programming based on feedback from part-time faculty evaluations. To date, 11 different professional development workshops have been designed and presented to adjunct faculty, including Promoting Critical Thinking in the Classroom, Formative Student Assessment, Managing Challenging Conversations, and Effective Use of Small Groups. Since fall 2011, 149 part-time faculty members (19% of part-time faculty) have participated in an average of two CAFÉ-designed professional development workshops. Participation is not compensated. Part-time faculty members who demonstrate excellence in classroom instruction are paid to facilitate more than half of these workshops.

Strengthening the Role of Part-Time Faculty

Community colleges are making substantial and important commitments to their students, their communities, and the nation—commitments to redesign educational experiences and dramatically improve college completion, while closing achievement gaps across a remarkably diverse student population.

Colleges determined to make good on these commitments understand that they must rethink their relationship with contingent faculty. These colleges know they cannot effectively foster greater student success without making sure that part-time faculty have the support they need to serve their students effectively.

Contingency, then, as currently reflected in community college practice, is an important issue to address. As many college leaders and many faculty members (both part-time and full-time) recognize, colleges have to make difficult decisions.

For example, to serve their students effectively, colleges will need to consider whether their expectations of part-time faculty are consistent with what is known about effective educational practice; whether the institutions provide and require the kinds of orientation, professional development, and other supports needed to promote student learning and academic progress; and whether limited institutional resources are intentionally aligned with what students need to be successful.

So what is to be done? Efforts to improve can begin with better understanding of the strengths, challenges, teaching practices, concerns, and aspirations of college faculty who work part time. Then, focusing persistently on what matters most for improving student success, colleges can determine what changes to their interactions with contingent faculty will most powerfully promote that improvement.

Colleges can take a number of steps to better engage part-time faculty. Effective solutions will be related to all dimensions of the college's interactions with these teaching professionals.

- › Redefine jobs and repurpose time so all faculty are interacting with students and furthering efforts to engage them. This change might include, for example, spending time in a public area for science learning support instead of solely in office hours.
- › Express high expectations and provide high support.
- › Conduct campus conversations about policy and practice related to part-time faculty and ways the college can more effectively support their work. Ensure that part-time faculty are broadly involved in these conversations.
- › Create an integrated pathway for part-time faculty. The pathway should include the hiring process, orientation, professional development, evaluation, incentives, and integration into the college community and the student success agenda.
- › Design discernable pathways to full-time employment.
- › At the same time, recognize that not all part-time faculty want to be full-time faculty. Keeping student success and effective educational practice as primary considerations, use the strengths and talents of each part-time faculty member by matching each to the professional tasks that bring the greatest benefit to students.
- › Recognize part-time faculty in monetary ways, when possible, and in non-monetary ways as well. For example, acknowledge teaching excellence in the adjunct faculty, invite part-time faculty to demonstrate effective teaching strategies to faculty peers, and mitigate second-class status by giving adjuncts titles that reflect accomplishment (e.g., associate faculty) and name badges that identify them as “faculty.” Include part-time faculty in professional development and campus-wide events.

Colleges must consider these questions: How should we engage all of our faculty to serve students well? How will we include all faculty in discussions about policies and practices that lead to improved student success? How are we going to support everyone whose primary responsibility is to promote student learning?

Answering these questions is not just about part-time faculty. It's about quality of teaching and learning college-wide. It's about making sure more students have access to high-impact experiences and faculty who are prepared to engage them in those practices. It is, in the end, about the critical steps that colleges must take to achieve their goals for improving student learning, academic progress, and college completion.



Campus Discussion Guide

Listening to Learn

Engagement matters—for students as well as for the faculty and staff who are responsible for helping students learn and achieve their goals. It is essential that community colleges find ways to engage part-time faculty because they are responsible for such a significant part of most students' college experience.

Through its surveys and focus groups, the Center listens systematically to students, faculty, and staff. The Center encourages colleges to do the same on their campuses—and to use what they hear to create conditions that lead to improved student learning, persistence, and completion.

Below the Center provides information to support campus discussions, which are an important complement to data from the Center's student engagement surveys—CCSSE, CCFSSSE, SENSE, and CCIS. **Additional information, including a more comprehensive discussion guide and other materials, is available at www.ccsse.org/center/initiatives/ptf.** Another helpful resource is the Delphi Project publication *Non-Tenure-Track Faculty on Our Campus: A Guide for Campus Task Forces to Better Understand Faculty Working Conditions and the Necessity of Change*.

Conducting Conversations

Colleges can begin with the most fundamental step: creating venues for conversations and giving faculty, staff, and administrators time and support to discuss difficult issues—and to find solutions, together. Nothing replaces having individuals from across the college sit together and talk about their experiences, perspectives, and challenges. The discussions must be open and without threat, honest and without blaming, and inclusive of all voices and dismissive of none. Most important, talk must lead eventually to meaningful change, and that commitment should be evident from the outset.

Data that accurately depict faculty experiences at the college should be the starting point for campus conversations. Faculty engagement survey data, data from focus groups, and data from other sources must routinely be disaggregated to reveal significant disparities in the experiences of part-time versus full-time faculty. Data will often lead to more questions than answers, so a process of inquiry will require a commitment of effort over time.

Building knowledge and understanding will help colleges create new systems that better support part-time faculty. These actions will, in turn, produce conditions more consistently conducive to student success.

Questions to Guide Discussion—A Beginning

The Center offers the following discussion questions to help college leaders engage faculty and staff in investigation, reflection, and conversation about the role and experience of part-time faculty in their own institution. The Center expresses heartfelt appreciation for the work of the Delphi Project (www.thechangingfaculty.org) and to project director and principal investigator Adrianna Kezar and co-investigator Daniel Maxey for granting permission to share and build upon discussion guides designed to help higher education institutions strengthen policies and practices supporting part-time faculty.

A Discussion Framework

Briefly described below are topics for campus discussions that colleges can hold with administrators, faculty, and staff. Each section includes selected questions to guide the discussion.

BACKGROUND INFORMATION

What do you already know (or what should you know) about the proportion of the college's teaching that is done by part-time faculty? Where within the college curriculum and course schedule are students most likely to encounter part-time faculty? What initial questions do these data raise? What else do you need to know to understand the quantitative picture of contingent faculty contributions at the college?

- › Overall numbers of full-time versus part-time faculty?
- › Percentage of course sections taught by full-time versus part-time faculty?
- › Percentage of course sections in developmental education taught by full-time versus part-time faculty?
- › Percentage of course sections in career/technical programs versus arts and sciences/transfer programs taught by full-time versus part-time faculty?

- › Percentage of evening/weekend course sections taught by full-time versus part-time faculty?

What do you already know (or what should you know) about the demographic and other characteristics of part-time faculty currently employed at the college? Note: These data are available from college personnel data reported to IPEDS.

- › Gender of part-time faculty versus full-time faculty?
- › Race/ethnicity of part-time faculty versus full-time faculty?
- › Educational attainment level (highest degrees earned) of part-time faculty versus full-time faculty?
- › Years of teaching experience of part-time faculty versus full-time faculty?

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REVIEW OF FOCUS GROUP FINDINGS

Have you listened systematically to faculty (part-time and full-time) about their perceptions of the institution's policies and practices pertaining to part-time faculty?

› What key themes have you heard from focus groups?

- › Was there new or surprising information gained through listening to part-time faculty voices? If so, what?
- › Was there significant variation in part-time faculty members' perceptions of the conditions created by the college for their work? If so, how do you understand the differences?

SYNTHESIS OF DATA

What are the themes that emerge from the review of data related to part-time faculty described above? What additional data (quantitative or qualitative) do you need to guide decision making about policies and practices that support part-time faculty?

EFFECTIVE EDUCATIONAL PRACTICE: ENGAGED LEARNING

Note: When comparing faculty time spent on various professional activities, including teaching strategies, it is important to remember that full-time faculty—because they are full time—will typically spend more time on most activities. Valid comparisons require statistical controls for the number of credit hours taught in a given time period.

The following discussion items and additional questions on the Center's website are aligned with CCFSSSE.

- › How do faculty spend their time in class? Are there differences between the responses of part-time and full-time faculty?
- › To what extent do faculty connect their students to college services that support their learning, persistence, and completion? Are there differences between the responses of part-time and full-time faculty?
- › How often, and in what ways, do faculty communicate with students about their academic performance? Are there differences between the responses of part-time and full-time faculty?

HIGH-IMPACT EDUCATIONAL PRACTICES

Research and practice show that certain structured experiences for students lead to better outcomes. Which of these practices have faculty planned, designed, or implemented? Is there a difference in participation between full-time and part-time faculty? Additional questions on the Center's website address these high-impact practices:

- › Academic goal setting and planning
- › Orientation
- › Accelerated or fast-track developmental education
- › First-year experience

- › Student success course
- › Learning community
- › Experiential learning beyond the classroom
- › Tutoring
- › Supplemental instruction
- › Assessment and placement
- › Registration before classes begin
- › Class attendance
- › Alert and intervention

OTHER RELATED PROFESSIONAL ACTIVITIES (USES OF PROFESSIONAL TIME)

Note: When comparing faculty time spent on various professional activities, including teaching strategies, it is important to remember that full-time faculty—because they are full time—will typically spend more time on most activities. Valid comparisons require statistical controls for the number of credit hours taught in a given time period.

Note: These discussion items and additional questions in the comprehensive discussion guide on the Center's website are aligned with CCFSSSE.

About how many hours do faculty spend in a typical seven-day week doing specific tasks related to teaching and student support (e.g., advising, supervising internships, or providing feedback)? Are there differences in responses between full-time and part-time faculty?

INTEGRATION IN THE COLLEGE'S STUDENT SUCCESS INITIATIVES

Are part-time faculty involved in Achieving the Dream (or other state/national/local student success initiatives), strategic planning, accreditation work, and other college-wide initiatives? Are they paid for their participation?

Would students and the college benefit if there were greater participation of part-time faculty in these areas? If yes, what steps might the college take to increase part-time faculty participation in each of these areas?

Institutional Policy and Support

Discussions about effectively engaging part-time faculty must include review of current college policies and practices that either support part-time faculty or make it difficult for part-time faculty to engage with students, colleagues, and the institution in desired ways. Campus discussions should address questions about the following areas of institutional policy and practice.

HIRING PRACTICES AND EXPECTATIONS

How are part-time faculty positions filled? What policies exist, if any, to determine how jobs must be posted, minimum and desired qualifications, and expectations for the role? Are hiring practices

consistent across the college? What improvements could be made to existing policies and practices for hiring part-time faculty on your campus?

SUBSEQUENT EMPLOYMENT

Does the college have a policy to determine how and when part-time faculty are notified about whether they will be teaching the following term? If yes, what is the policy? Are current re-appointment policies serving students well? How do you know? If not, how might they be improved?

Are there opportunities for promotion for part-time faculty? Does the college have an explicit policy for providing current part-time faculty with a path to potential full-time employment at the college? If so, what are the criteria, and how are they communicated?

ORIENTATION

When new part-time faculty are hired, do they receive a formal campus-wide orientation? Is participation in orientation mandatory or optional? Is it offered at various times to accommodate part-time faculty schedules? What is included in orientation? In what ways could orientation be improved to ensure that all part-time faculty have

the information and clear expectations they need when they begin teaching? What are the responses to each of these questions with regard to department-level orientation? Is there consistency across the departments of the college?

PROFESSIONAL DEVELOPMENT AND MENTORING

What professional development opportunities are available to part-time faculty at the college? Campus-wide? In each department? Does the college have an explicit policy defining professional development

provisions and expectations for part-time faculty? In what ways could professional development for part-time faculty be improved at the college?

SPACE AND SUPPORT

Are part-time faculty provided office space? Space for meeting with students? Is available space adequate?

Which of the following are typically made conveniently available to part-time faculty?

What steps can be taken to provide more or all of the resources and supports listed to the right for part-time faculty?

- › copier
- › printers
- › phone to place/receive calls
- › copy of course textbook/ other course materials
- › course syllabus or sample
- › office supplies
- › computers
- › voicemail
- › college e-mail address
- › administrative support (staff or student)
- › after-hours access
- › mailbox

EVALUATION

How is the job performance of part-time faculty evaluated? Are multiple measures used? Are evaluation criteria explicit and directly tied to college statements of job responsibilities and expectations for part-time faculty? Is evaluation of part-time faculty standardized across the college? Following evaluation of part-time faculty, is

individual feedback provided? Is a professional development plan created?

What improvements in evaluation of part-time faculty could strengthen teaching and learning at this college?

DISCUSSION SYNTHESIS AND NEXT STEPS

Considering what you have learned through the guided discussion, what are the ways that current college policies and practices related to part-time faculty might be creating obstacles for achieving the best teaching and learning environment to support student success? What changes can the college make in the short term for no cost or minimal

cost? What changes can be considered that will require a reallocation of resources or identification of new resources? Who else on campus needs to be involved in the discussion? What are immediate next steps?

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UC Berkeley Center for Labor Research and Education
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The High Public Cost of Low Wages

**Poverty-Level Wages Cost U.S. Taxpayers \$152.8 Billion Each Year
in Public Support for Working Families**

by Ken Jacobs, Ian Perry, and Jenifer MacGillvary

Even as the economy has at last begun to expand at a more rapid pace, growth in wages and benefits for most American workers has continued its decades-long stagnation. Real hourly wages of the median American worker were just 5 percent higher in 2013 than they were in 1979, while the wages of the bottom decile of earners were 5 percent *lower* in 2013 than in 1979.¹ Trends since the early 2000s are even more pronounced. Inflation-adjusted wage growth from 2003 to 2013 was either flat or negative for the *entire bottom 70 percent of the wage distribution*.² Compounding the problem of stagnating wages is the decline in employer-provided health insurance, with the share of non-elderly Americans receiving insurance from an employer falling from 67 percent in 2003 to 58.4 percent in 2013.³

Stagnating wages and decreased benefits are a problem not only for low-wage workers who increasingly cannot make ends meet, but also for the federal government as well as the 50 state governments that finance the public assistance programs many of these workers and their families turn to. Nearly three-quarters (73 percent) of enrollees in America's major public support programs are members of working families;⁴ the taxpayers bear a significant portion of the hidden costs of low-wage work in America.

This is the first report to examine the cost to the 50 states of public assistance programs for working families. We examine working families' utilization of the health care programs Medicaid and Children's Health Insurance Program (CHIP), as well as their enrollment in the basic household income assistance program Temporary Aid to Needy Families (TANF). Both of these programs operate with shared funding from the federal government and the states, and in this report we also examine the costs to the federal government of Medicaid/CHIP and TANF, as well as the Earned Income Tax Credit (EITC) and the food stamps program

(Supplemental Nutrition Assistance Program, or SNAP). Our analysis includes only the cash assistance portion of TANF, and it does not include costs for state Earned Income Tax Credits, child care assistance, or other state-funded means-tested programs. Overall, we find that between 2009 and 2011 the federal government spent \$127.8 billion per year on these four programs for working families and the states collectively spent \$25 billion per year on Medicaid/CHIP and TANF for working families for a total of \$152.8 billion per year. In all, more than half—56 percent—of combined state and federal spending on public assistance goes to working families.

DATA

We define working families as those that have at least one family member who works 27 or more weeks per year and 10 or more hours per week. To calculate the cost to the federal and state governments of public assistance programs for working families, we mainly rely on two sources of data: the March Supplement of the U.S. Bureau of Labor Statistics’ Current Population Survey (CPS) from 2010–2012 and administrative data from the Medicaid, CHIP, TANF, EITC, and SNAP programs for FY 2009–10. All amounts are adjusted to and reported in 2013 dollars. Medicaid figures exclude aged, blind, and disabled enrollees. Our calculation method is described in the appendix.

It is important to note that there have been significant changes in Medicaid enrollment since implementation of the Affordable Care Act (ACA), but these changes are not reflected in this analysis because the data is not yet available. A key provision of the ACA, adopted by 28 states and Washington D.C., expanded Medicaid coverage starting in 2014⁵ to low-income adults under age 65 including those without children living at home, with the federal government paying 100 percent of the cost through 2016. In addition, enrollment in “traditional” Medicaid—that is, among those who had been previously eligible—has also been boosted, in both expansion and nonexpansion states, due to the individual mandate to obtain health insurance, as well as increased outreach, awareness, and system improvements to Medicaid related to the ACA, particularly since the opening of the health care exchanges in October 2013.⁶ These costs will be shared by the federal government and the states as determined under traditional Medicaid formulas.

AGGREGATE-LEVEL FINDINGS

Enrollment

Table 1 shows the total enrollment as well as working families enrollment in the four major public assistance programs between 2009 and 2011. Among Medicaid/CHIP recipients, 34.1 million

Table 1: Annual Enrollment in Public Assistance Programs from Working Families, 2009–2011

Program	Total Program Enrollment	Enrollment from Working Families	Working Families’ Share of Enrollment
Medicaid/CHIP (individuals)	56,300,000	34,100,000	61%
TANF (individuals)	7,300,000	2,300,000	32%
EITC (families)	28,000,000	20,600,000	74%
SNAP (families)	29,000,000	10,300,000	36%

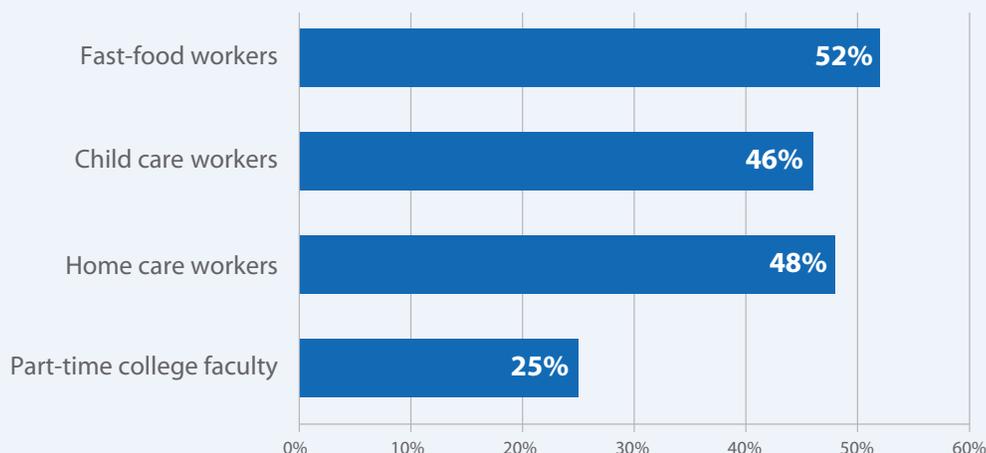
Source: Authors’ calculations from 2010–2012 March Current Population Survey (CPS) and administrative data from the Medicaid, CHIP, TANF, EITC, and SNAP programs.

Note: Enrollment data for Medicaid/CHIP and TANF are at the individual level. Enrollment data for EITC and SNAP are at the family level. A family is considered enrolled if at least one family member receives benefits under the program. Medicaid figures exclude aged, blind, and disabled enrollees.

Low-Wage Occupations and Public Assistance Rates

Reliance on public assistance can be found among workers in a diverse range of occupations. Three of the occupations with particularly high levels of public assistance program utilization that have been recently analyzed are front-line fast food workers,⁷ child care providers,⁸ and home care workers.⁹ Each of these have at or near 50 percent of their workforce in families with at least one family member relying on a public assistance program.

However, high reliance on public assistance programs among workers isn't found only in service occupations. Fully one-quarter of part-time college faculty and their families are enrolled in at least one of the public assistance programs analyzed in this report.¹⁰



Notes: Workers and/or their dependents were enrolled in at least one of these four programs: Medicaid/CHIP, TANF, EITC, SNAP. The home care category includes workers in two main occupations: home health aides and personal care aides.

were workers and their dependents; this comprises well over half (61 percent) of the program's overall enrollment. TANF, the smallest program, had 2.3 million recipients who were workers and their dependents, comprising almost one-third (32 percent) of all program enrollees. The 20.6 million working families receiving the Earned Income Tax Credit made up three-quarters (74 percent) of total EITC recipients. The SNAP program had 10.3 million working families receiving assistance, comprising 36 percent of the total program enrollment. There is significant overlap in enrollment in these programs, and we are not able to determine with this data the total number of enrollees in these four programs combined.

Expenditures

Aggregated Federal Spending

Table 2 (page 4) details the expenses at the federal level of the four public assistance programs, and the portions of the program expenditures that went

to working families. Overall, between 2009 and 2011 the federal government spent \$226.8 billion (in 2013 dollars) annually on these programs, with 56 percent—that is, \$127.8 billion—going to working families.

More than half (55 percent) of the federal Medicaid/CHIP annual expenditures—\$45.4 billion—went to workers and their dependents. Around one-quarter of federal TANF funds (\$1.6 billion annually) were used to assist working families. Fully four-fifths (81 percent) of yearly EITC costs went to working families. The SNAP program cost \$26.7 billion for working families, which is 38 percent of total federal expenditures on this program.

Aggregated State Spending

Overall, states collectively spent \$25 billion annually between 2009 and 2011 to fund public assistance health programs and provide cash assistance to working families (see Table 3, page 4). This represented over half (52 percent) of total state-level funding for the two programs.

Table 2: Annual Federal Cost for Public Assistance Programs for Working Families, 2009–2011 (\$ billions, 2013 dollars)

Program	Total Federal Cost	Federal Cost for Working Families	Working Families' Share of Federal Cost
Medicaid/CHIP	82.8	45.4	55%
TANF	5.9	1.6	27%
EITC	67.0	54.2	81%
SNAP	71.1	26.7	38%
All Programs	226.8	127.8	56%

Source: Authors' calculations from 2010–2012 March Current Population Survey (CPS) and administrative data from the Medicaid, CHIP, TANF, EITC, and SNAP programs.

Table 3: Annual Cost to States for Medicaid/CHIP and TANF for Working Families, 2009–2011 (\$ billions, 2013 dollars)

Program	Total State Cost	State Cost for Working Families	Working Families' Share of State Cost
Medicaid/CHIP	43.9	23.8	54%
TANF	4.6	1.2	27%
All Programs	48.4	25.0	52%

Source: Authors' calculations from 2010–2012 March Current Population Survey (CPS) and administrative data from the Medicaid, CHIP, and TANF programs.

As shown in Table 3, per year the states collectively spent \$43.9 billion on the health programs Medicaid and CHIP. Out of this, \$23.8 billion—54 percent—was used to fund these health programs for members of working families. Looking at TANF, \$1.2 billion (27 percent) of the \$4.6 billion cash assistance provided by the states went to working families.

STATE-BY-STATE FINDINGS

The aggregated findings on public assistance program enrollment, and the findings on expenditures by the federal government as well as the 50 states combined, offer a big picture of the hidden cost of low-wage work in America. Here we zero in on the cost to taxpayers of low-wage work in each individual state.

Enrollment

Table 4 (page 6) provides a state-by-state break out of the program enrollment numbers for Medicaid/CHIP, EITC, and SNAP. TANF data are not listed due to sample size constraints.

Expenditures

Federal Spending by State

Table 5 (page 7) breaks out the data in Table 2, showing the annual federal cost for the four public assistance programs by state. (Note that the numbers in Table 2 are presented in billions of dollars, while the numbers in Table 5 are presented in millions of dollars.) States with the highest percentage of their federal public assistance dollars going

Child Care Subsidies and Working Families

This report does not include all of the public assistance programs supported by federal and state dollars, because the data available on these other programs does not allow for the type of analysis we utilized. The largest programs not examined are those that provide funding for child care subsidies to low-income families. In 2013, total child care funding included:

- \$1.1 billion in federal TANF funds spent directly on child care
- \$2.5 billion in additional state TANF Maintenance of Effort (MOE)
- \$7.7 billion in state and federal Child Care and Development Block Grant (CCDBG) funds¹¹

Child care funding is overwhelmingly expended on working families. A 2014 Urban Institute study found that at least 83 percent of families receiving child care subsidies have a member of the family that works.¹²

Only a fraction of those eligible for child care subsidies currently receive them. According to a U.S. Department of Health and Human Service analysis of 2011 data,¹³ among children eligible under federal rules only 17 percent received subsidized care, and among children eligible under state rules just 29 percent received subsidized care. Increasing wages would allow for a broader distribution of the available funding across families in need of assistance.

to working families include Alabama, Colorado, Hawaii, Idaho, Iowa, Nebraska, New Hampshire, North Dakota, Oklahoma, Texas, and Utah.

Individual State Spending

Finally, Table 6 (page 8) breaks out the data in Table 3, showing each state's annual expenditures on Medicaid/CHIP and TANF for working families (2013 dollars). Here we see the cost of low-wage work borne by each individual state.

The states with the highest budgetary cost of low-wage work (over \$1 billion) were California (\$3,676 million), New York (\$3,309 million), Texas (\$2,069 million), Illinois (\$1,098 million), and Florida (\$1,027 million). States with the highest percentage of their public assistance funds going to working families—in each instance over 60 percent—were New Hampshire, Texas, Oklahoma, Colorado, Utah, Hawaii, Nebraska, and Iowa.

CONCLUSION

When jobs don't pay enough, workers turn to public assistance in order to meet their basic needs. These programs provide vital support to millions of working families whose employers pay less than a liveable wage. At both the state and federal levels, more than half of total spending on the public assistance programs analyzed in this report—Medicaid/CHIP, TANF, EITC, and food stamps—goes to working families.

Higher wages and increases in employer-provided health insurance would result in significant Medicaid savings that states and the federal government could apply to other programs and priorities.¹⁴ In the case of TANF—a block grant that includes maintenance of effort (MOE) provisions that require specified state spending—higher wages would allow states to reduce the portion of the program going to cash assistance while increasing the funding for other services such as child care, job training, and transportation assistance. Higher wages would also significantly reduce federal expenditures on the EITC and SNAP.¹⁵ Overall, higher wages and employer-provided health care would lower both state and federal public assistance costs, and allow all levels of government to better target how their tax dollars are used.

Table 4: Annual Enrollment in Public Assistance Programs from Working Families, by State, 2009–2011

	Medicaid/CHIP	EITC	SNAP
Alabama	444,000	435,000	215,000
Alaska	54,000	29,000	15,000
Arizona	792,000	408,000	257,000
Arkansas	334,000	223,000	96,000
California	6,771,000	2,346,000	930,000
Colorado	429,000	260,000	127,000
Connecticut	346,000	151,000	74,000
Delaware	120,000	57,000	32,000
District of Columbia	75,000	35,000	21,000
Florida	1,765,000	1,604,000	739,000
Georgia	945,000	860,000	389,000
Hawaii	158,000	89,000	53,000
Idaho	172,000	106,000	64,000
Illinois	1,613,000	820,000	495,000
Indiana	518,000	402,000	172,000
Iowa	326,000	161,000	117,000
Kansas	174,000	158,000	68,000
Kentucky	335,000	308,000	149,000
Louisiana	550,000	416,000	176,000
Maine	147,000	67,000	53,000
Maryland	536,000	318,000	131,000
Massachusetts	770,000	302,000	148,000
Michigan	998,000	599,000	449,000
Minnesota	487,000	241,000	114,000
Mississippi	305,000	289,000	134,000
Missouri	506,000	390,000	237,000
Montana	68,000	63,000	25,000
Nebraska	142,000	106,000	37,000
Nevada	147,000	172,000	66,000
New Hampshire	94,000	60,000	27,000
New Jersey	634,000	427,000	159,000
New Mexico	333,000	164,000	86,000
New York	2,900,000	1,343,000	674,000
North Carolina	923,000	712,000	390,000
North Dakota	42,000	31,000	15,000
Ohio	957,000	719,000	358,000
Oklahoma	474,000	280,000	145,000
Oregon	360,000	200,000	216,000
Pennsylvania	1,049,000	693,000	311,000
Rhode Island	90,000	59,000	33,000
South Carolina	377,000	377,000	178,000
South Dakota	68,000	50,000	24,000
Tennessee	694,000	493,000	296,000
Texas	3,113,000	2,163,000	982,000
Utah	241,000	156,000	66,000
Vermont	100,000	33,000	22,000
Virginia	512,000	453,000	168,000
Washington	646,000	317,000	289,000
West Virginia	141,000	118,000	64,000
Wisconsin	653,000	286,000	168,000
Wyoming	50,000	28,000	8,000

Source: Authors' calculations from 2010–2012 March Current Population Survey (CPS) and administrative data from the Medicaid, CHIP, EITC, and SNAP programs.

Note: Enrollment data for Medicaid/CHIP is at the individual level. Enrollment data for EITC and SNAP are at the family level. A family is considered enrolled if at least one family member receives benefits under the program.

TANF data are not listed due to sample size constraints.

**Table 5: Annual Federal Cost for Public Assistance Programs for Working Families, by State, 2009–2011
(\$ millions, 2013 dollars)**

	Federal Cost of Programs	Working Families' Federal Cost	Working Families' Federal Share
Alabama	\$4,152	\$2,501	60%
Alaska	\$608	\$268	44%
Arizona	\$6,596	\$3,745	57%
Arkansas	\$2,454	\$1,429	58%
California	\$23,631	\$13,736	58%
Colorado	\$2,303	\$1,444	63%
Connecticut	\$2,116	\$1,146	54%
Delaware	\$817	\$460	56%
District of Columbia	\$723	\$298	41%
Florida	\$13,399	\$7,776	58%
Georgia	\$8,600	\$5,045	59%
Hawaii	\$1,088	\$679	62%
Idaho	\$1,061	\$693	65%
Illinois	\$8,483	\$5,011	59%
Indiana	\$4,247	\$2,222	52%
Iowa	\$1,754	\$1,091	62%
Kansas	\$1,430	\$817	57%
Kentucky	\$3,892	\$1,893	49%
Louisiana	\$4,476	\$2,504	56%
Maine	\$954	\$456	48%
Maryland	\$3,493	\$1,954	56%
Massachusetts	\$4,509	\$2,285	51%
Michigan	\$7,870	\$3,934	50%
Minnesota	\$2,909	\$1,675	58%
Mississippi	\$3,233	\$1,755	54%
Missouri	\$4,196	\$2,426	58%
Montana	\$621	\$337	54%
Nebraska	\$893	\$546	61%
Nevada	\$1,391	\$752	54%
New Hampshire	\$539	\$344	64%
New Jersey	\$4,405	\$2,552	58%
New Mexico	\$2,617	\$1,506	58%
New York	\$18,734	\$9,756	52%
North Carolina	\$7,548	\$4,288	57%
North Dakota	\$306	\$189	62%
Ohio	\$9,065	\$4,544	50%
Oklahoma	\$2,943	\$1,851	63%
Oregon	\$2,928	\$1,548	53%
Pennsylvania	\$8,074	\$4,093	51%
Rhode Island	\$800	\$391	49%
South Carolina	\$3,986	\$2,028	51%
South Dakota	\$509	\$286	56%
Tennessee	\$7,024	\$3,945	56%
Texas	\$20,014	\$13,352	67%
Utah	\$1,663	\$1,095	66%
Vermont	\$521	\$285	55%
Virginia	\$3,980	\$2,236	56%
Washington	\$4,056	\$2,075	51%
West Virginia	\$1,421	\$636	45%
Wisconsin	\$3,299	\$1,793	54%
Wyoming	\$261	\$154	59%

Source: Authors' calculations from 2010–2012 March Current Population Survey (CPS) and administrative data from the Medicaid, CHIP, TANF, EITC, and SNAP programs.

Table 6: Annual State Cost for Medicaid/CHIP and TANF for Working Families, by State, 2009–2011 (\$ millions, 2013 dollars)

	Total State Cost	State Cost for Working Families	Working Families' Share of State Cost
Alabama	\$373	\$201	54%
Alaska	\$256	\$109	43%
Arizona	\$1,335	\$686	51%
Arkansas	\$255	\$149	59%
California	\$7,328	\$3,676	50%
Colorado	\$479	\$294	61%
Connecticut	\$902	\$486	54%
Delaware	\$321	\$172	54%
District of Columbia	\$147	\$55	38%
Florida	\$2,007	\$1,027	51%
Georgia	\$1,042	\$539	52%
Hawaii	\$244	\$149	61%
Idaho	\$121	\$69	57%
Illinois	\$1,895	\$1,098	58%
Indiana	\$539	\$258	48%
Iowa	\$318	\$191	60%
Kansas	\$224	\$107	48%
Kentucky	\$491	\$222	45%
Louisiana	\$459	\$236	51%
Maine	\$140	\$63	45%
Maryland	\$1,098	\$628	57%
Massachusetts	\$1,965	\$967	49%
Michigan	\$1,348	\$596	44%
Minnesota	\$1,071	\$617	58%
Mississippi	\$253	\$122	48%
Missouri	\$644	\$335	52%
Montana	\$79	\$42	54%
Nebraska	\$181	\$110	61%
Nevada	\$213	\$98	46%
New Hampshire	\$160	\$104	65%
New Jersey	\$1,294	\$726	56%
New Mexico	\$414	\$242	58%
New York	\$6,704	\$3,309	49%
North Carolina	\$1,063	\$540	51%
North Dakota	\$67	\$38	56%
Ohio	\$1,668	\$738	44%
Oklahoma	\$427	\$265	62%
Oregon	\$522	\$267	51%
Pennsylvania	\$1,872	\$979	52%
Rhode Island	\$199	\$97	49%
South Carolina	\$402	\$182	45%
South Dakota	\$89	\$48	54%
Tennessee	\$1,271	\$709	56%
Texas	\$3,223	\$2,069	64%
Utah	\$253	\$156	61%
Vermont	\$160	\$87	54%
Virginia	\$978	\$543	56%
Washington	\$993	\$505	51%
West Virginia	\$160	\$61	38%
Wisconsin	\$705	\$349	49%
Wyoming	\$92	\$52	57%
Total	\$48,443	\$25,017	52%

Source: Authors' calculations from 2010–2012 March Current Population Survey (CPS) and administrative data from the Medicaid, CHIP, and TANF programs.

Appendix: Methods

To calculate the cost to state governments of public assistance programs for working families (defined as having at least one family member who works 27 or more weeks per year and 10 or more hours per week), we mainly rely on two sources of data: the March Supplement of the U.S. Bureau of Labor Statistics' Current Population Survey (CPS) and administrative data from the Medicaid, CHIP, TANF, EITC, and food stamp programs. Medicaid figures exclude aged, blind, and disabled enrollees. The March Supplement, also known as the Annual Demographic Supplement, asks respondents about receipts of cash and non-cash transfer payments during the past year and includes questions about the programs we examined in this analysis.

To create the cost and enrollment estimates for Medicaid, CHIP, and TANF we use the CPS to calculate the share of program expenditures and the share of individual program enrollees who live in working families. We then apply those shares to the

state-by-state individual enrollment and program cost totals provided in the administrative data to obtain the number of enrollees and total expenditure on enrollees from working families. For Medicaid and CHIP, we calculate each state government's share of expenditures by applying the state's Federal Medical Assistance Percentage (FMAP). The TANF administrative data break out each state's TANF expenditures.

To create the cost and enrollment estimates for EITC and SNAP, we reweight the CPS so that its cost and enrollment totals match the administrative data. We then sum the number of enrolled families (defined as having at least one family member participating in a program) and the cost of their benefits to obtain the total program enrollment and cost. We then repeat this process using only working families (defined as above) to obtain our total enrollment and cost for working families. For further detail see the earlier report *Fast Food, Poverty Wages: The Public Cost of Low-Wage Jobs in the Fast-Food Industry*.¹⁶

Endnotes

¹ Authors' analysis of CEPR CPS ORG Extracts.

² Ibid.

³ IPUMS-CPS, 2003-1013 March CPS. University of Minnesota. www.ipums.org.

⁴ Sylvia Allegretto, Marc Doussard, Dave Graham-Squire, Ken Jacobs, Dan Thompson, and Jeremy Thompson (October 2013). *Fast Food, Poverty Wages: The Public Cost of Low-Wage Jobs in the Fast-Food Industry*. University of California, Berkeley, Center for Labor Research and Education and the University of Illinois at Urbana-Champaign Department of Urban & Regional Planning. laborcenter.berkeley.edu/pdf/2013/fast_food_poverty_wages.pdf

⁵ Four of the twenty-eight states implemented Medicaid expansion after January 1, 2014: Michigan (4/1/2014), New Hampshire (8/15/2014), Pennsylvania (1/1/2015), and Indiana (2/1/2015). kff.org/health-reform/state-indicator/state-activity-around-expanding-medicaid-under-the-affordable-care-act/

⁶ The *New York Times* reported in August 2014 that there were nearly one million traditional Medicaid/CHIP enrollees in nonexpansion states that year. Margot Sanger-Katz (August 11, 2014). Medicaid Rolls Are Growing Even in States That Rejected Federal Funds. *New York Times*. www.nytimes.com/2014/08/12/upshot/medicaid-rolls-are-growing-even-in-states-that-rejected-federal-funds.html

⁷ Allegretto et al., op. cit.

⁸ Marcy Whitebook, Deborah Phillips, and Collee Howes (2014). *Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. www.irle.berkeley.edu/cscce/wp-content/uploads/2014/11/ReportFINAL.pdf. Data analysis for use of public assistance programs among child care workers was provided by Sylvia Allegretto, Ken Jacobs, Dave Graham-Squire, and Ian Perry.

⁹ National Employment Law Project (February 2015). *Giving Caregivers a Raise: The Impact of a*

\$15 Wage Floor in the Home Care Industry. www.nelp.org/page/-/Justice/Giving-Caregivers-A-Raise.pdf?nocdn=1. Note: Data analysis for use of public assistance programs among home care workers was provided by Sylvia Allegretto, Ken Jacobs, Dave Graham-Squire, and Ian Perry.

¹⁰ Data analysis by Sylvia Allegretto, Ken Jacobs, Dave Graham-Squire, and Ian Perry.

¹¹ Stephanie Schmit and Rhiannon Reeves (March 2015). *Child Care Assistance in 2013*. CLASP. www.clasp.org/resources-and-publications/publication-1/Spending-and-Participation-Final.pdf

¹² Note that this analysis used 2011 data and excluded child care assistance that is paid for directly by TANF without being transferred to CCDF. Gina Adams, Caroline Heller, Shaune Spaulding, and Teresa Derrick-Mills (October 2014). *Child Care Assistance for Parents in Education and Training*. Urban Institute. www.urban.org/UploadedPDF/413254-Child-Care-Assistance-for-Parents-in-Education-and-Training.pdf. Data is not available on the number of hours worked; as a result, not all of these families will meet the definition of working families in this report.

¹³ Office of the Assistant Secretary for Planning and Evaluation, Office of Human Services Policy, U.S. Department of Health and Human Services (February 2015). Estimates of Child Care Eligibility and Receipt for Fiscal Year 2011. ASPE Issue Brief. aspe.hhs.gov/hsp/15/ChildCareEligibility/ib_Child-CareEligibility.pdf

¹⁴ Rachel West and Michael Reich (October 2014). *A Win-Win for Working Families and State Budgets*. Center for American Progress and University of California, Berkeley, Institute for Research on Labor and Employment. www.irle.berkeley.edu/research/minimumwage/min-wage-medicaid-report.pdf

¹⁵ Rachel West and Michael Reich (March 2014). *The Effects of Minimum Wages on SNAP Enrollments and Expenditures*. Center for American Progress and University of California, Berkeley, Institute for Research on Labor and Employment. www.irle.berkeley.edu/research/minimumwage/effects-of-minimum-wages-on-snap.pdf

¹⁶ Allegretto et al., op. cit.

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UC Berkeley Center for Labor Research and Education

The Center for Labor Research and Education (Labor Center) is a public service project of the UC Berkeley Institute for Research on Labor and Employment that links academic resources with working people. Since 1964, the Labor Center has produced research, trainings, and curricula that deepen understanding of employment conditions and develop diverse new generations of leaders.

ABOUT THE AUTHORS

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The views expressed in this research brief are those of the authors and do not necessarily represent the Regents of the University of California, the UC Berkeley Institute for Research on Labor and Employment, or collaborating organizations or funders.

Jonathan Hanon
Vice Chair for Technology Affairs
University Student Senate (USS)
City University of New York (CUNY)



Testimony for NY City Council Committee on Higher Education
Oversight Hearing on Adjunct Faculty Employment at CUNY

My name is Jonathan Hanon, and I am a PhD student at the CUNY Graduate Center, and an adjunct lecturer at John Jay and Brooklyn College, as well as the Vice Chair for Technology Affairs for the University Student Senate. Let me begin by addressing the elephant in the room, which is the precarity of adjunct employment. Adjuncts are hired on a semester-to-semester basis, without any security for future semesters. As a USS Delegate to the CUNY Graduate Center, my campus's constituents are also mostly PhD students, most of whom are also adjuncts, many of whom were laid off during the pandemic without any income other than from unemployment, causing them to lose health insurance. This is a problem. Where are CUNY's priorities? Why are adjuncts not seen as a priority at CUNY, when they rely so heavily on adjunct employment?

When we are talking about the "New Deal for CUNY", whose budget was recently passed by the CUNY Board of Trustees, we see that there is an intent for more full-time lecturer lines to be created. However, there is one key demographic which is omitted from this - current adjuncts, including PhD students. PhD students who are just beginning their studies are not allowed to receive a masters degree until they have completed their entire coursework for the PhD, and by the time they finish this coursework, there will not be any more full-time lines to be allocated to them. Current adjuncts, many of whom are teaching on the way to their Masters degrees will be caught at the short end of the stick, and not able to benefit from this.

If we look at historical hiring practices, typically, CUNY prefers to hire from outside of its system, from what they would consider "more elite institutions", and leave its own alumni, students, and adjuncts behind. This is unacceptable, and I feel that as elected officials, it is the City Council's responsibility to hold CUNY accountable for these egregious hiring practices. We need to ensure that we benefit our own, and give back to our own system, rather than hiring from outside. CUNY says that it tries to assist its own students and alumni in finding jobs, and yet when push comes to shove, when it's time to literally put their money where their mouth is, the CUNY community itself is never the priority.

By not hiring our own, CUNY is contributing even further to the lack of employment opportunities available to its community, and this starts with adjunct employment. We discuss this problem year after year, and yet CUNY never does anything about it. You need to bring jobs back to your own community. You need to provide job security to your adjuncts. You need to make more opportunities available for your students who are currently pursuing graduate degrees. You need to do better.

Dr. Maria L. Plochocki
(*plo-hots-khee*)
Adjunct Assistant Professor, English, York and Lehman Colleges
Co-Lead, First-Year Seminar, Baruch College

I have taught at CUNY steadily since Fall 2010 and, despite various advancements and gains won by the Professional Staff Congress, have also observed a worsening of my own and colleagues' working conditions and, by extension, students' learning conditions.

By far the most prominent area of worsening has been enrolment caps (class sizes). Like many adjunct faculty, I teach labour-intensive courses, in my case, writing, which requires me to provide a great deal of feedback on drafts of student work. [Best practices](#) recommended by organisations like the Conference on College Composition and Communication specify a class size of 15 -20 for university-level writing courses, and 15 for developmental ones; there's often overlap between these since students entering university-level courses can still have skill gaps. These realities necessitate that the instructor personalise instruction and feedback, which only adds to the workload. As well, individual attention from the instructor, in the form of not only feedback but also one-on-one conferences, helps students grow as writers (and also readers, other content creators, ...).

High enrolment caps alone make the above impossible in many instances; the long commutes and travel times endured by instructors who teach at multiple campuses/ institutions all but guarantee that it will be. The added workload brought on by marking so many papers does not help, obviously.

Though, as mentioned above, the PSC has secured many gains for adjunct faculty, such as paid office hours (most recently, one/ week/ course taught) and a higher hourly rate, no progress has been made in the area of enrolment caps/workload management and related issues. Not only, as I found out from a union representative, does my department head have the right to add students to my class/es without my permission (this varies by college, even department, but the contract offers faculty no protection in such instances), but various colleges have, for ex., combined smaller classes into "jumbo" ones, thus eliminating some adjunct-faculty posts, reducing the amount of individual instructor attention for students (who, at CUNY, are often in particular need of same), providing no additional compensation to the instructor for their increased workload.

The above pattern – consolidating and eliminating courses, raising enrolment caps, and so on – has been echoed at the level of academic departments, some of which have also been consolidated (like the English and Academic Literacy Departments at Queensborough Community College). This also means fewer adjunct-faculty posts or courses/ sections for students. CUNY students, who shoulder many responsibilities in addition to their schooling, need the flexibility of courses offered at varying times of day, in varying formats, sessions ... Yet they are being robbed of this, which can mean taking longer to graduate, if they do at all.

An issue not directly related to the above, but still affecting the working conditions of adjunct faculty and learning conditions of students, has been staff cutbacks in areas like human resources, payroll, and benefits. I was hired at Lehman College this fall; though the academic term started on 25 Aug., I was not paid until 21 Oct., midway into the academic term, which caused great financial hardship for me. I was not notified of any delays beyond the first pay period (i. e., that I would be paid on the second, not first, pay date of the term); repeated queries about this went unanswered. The explanation given eventually was that staff cuts and centralisation in human resources and related departments had caused a backlog in the processing of paperwork, though I was assured in late

August that mine was complete. As long as my paperwork remained unprocessed, I was “not in the system,” so I had no access to Lehman email or other platforms requiring a Lehman log-in. I have tried but been unable to determine how many others were thus affected, but I doubt that I was the only one.

As John Donne reminded us years ago, “No man [*sic*] is an island,” so not only do the actions of one affect others, but what affects one also affects others. Every adjunct instructor who is overworked, forced to commute long hours, not paid on time or granted access to essential services is not only inconvenienced but also less able to serve students effectively. Their educations compromised, students take longer to graduate, having to retake courses they need, take academic terms off if they can’t reconcile their schedules – many not graduating at all, which is a keen, cruel betrayal of the dream offered by CUNY.

TESTIMONY
by Marian Stewart Titus, Adjunct Assistant Professor, PhD,
Formerly of Bronx Community College (BCC) of the City University of New
York (CUNY)
November 12, 2021
to the New York City Council Higher Education Committee on
Adjunct Faculty Employment at the City University of New York

My name is Marian Stewart Titus, PhD, and I have been an adjunct professor from 2009 at one CUNY four-year college, and two CUNY Community Colleges. I want to share my experiences "in the trenches" so to speak, with the members of this Committee, working part-time at these institutions.

I enjoy teaching. I have taught hundreds of CUNY students for many years. I am committed to my students, most of whom are Black, people of color, and immigrants from the African continent, South Asia, the Caribbean, and a small amount from Eastern Europe. In interacting with my students, I am still awed by their tenacity as they combine part-time or full-time low-paying jobs, with part-time or full-time college course loads. The only reason I keep teaching at CUNY is because of my students.

This is my typical day at one CUNY college. Before and between classes, I share a small room stacked with old file cabinets, cardboard boxes and three desks that serves as the staff room for about 70 adjuncts in my department. I search around for a spare cabinet drawer to keep my files. It's first come, first served. There are three computers, one of which never works. There is an old printer which works occasionally. The window blinds have never worked. The floor is not swept during the semester, so it always has an accumulation of dust and food remnants. Some adjuncts with allergies sweep the floor.

In order to pay my bills, I have taught at two CUNY colleges each semester. I earn approximately \$30,000.00 per year. In January, June, July and August, I get no pay as I do not teach. I used to have health insurance, but I lost coverage when I was laid off from one college in June 2020. I now teach fewer classes, and no longer qualify for CUNY health coverage, so I am on Medicaid.

My working conditions have not changed much in the past 12 years. My typical classrooms have a teacher's desk at the front, but usually not a chair. I teach writing and my classes are large: on average 30 students. There is no chalk, nor white board

markers. I buy my supplies at Staples, and keep them with me, but I am not reimbursed. I take my office supplies with me everywhere, as I have no place to store them on campus. There is a restroom in my department for full-time faculty which requires a key for access. I was never given a key, so I use the student bathroom. This has three toilet cubicles, one of which has been non-functional for over a year, and is covered with a black trash bag.

I immigrated to New York City from Jamaica 20 years ago. My CUNY adjunct experience has characterized my work life in this city. Like many immigrants, I have experienced downward social mobility since living in this country. What do I mean by downward social mobility? Well, my income for instance, is at a subsistence level. In my home country, I lived a comfortable, middle class life. The summers here are difficult with no teaching income, and I often rely on my family—unwillingly—to subsidize me. My unemployment insurance claims during the summer are routinely rejected. It is hard to plan my life each year, as I don't get my teaching assignments until usually two weeks or less before the semester starts. Once I was assigned a course that started the next day. At times, my classes are cancelled within the first week, for low enrollment, and it's too late to find a replacement. I am not a fully-fledged college professor, as I do not have benefits such as paid conference attendance, research support, grant funding, or paid sabbaticals.

I did not sign up for this kind of life when I migrated to the United States. An adjunct's life does not recognize our accomplishments, and has little respect for us as individuals. Adjuncts are professionals with graduate and terminal degrees, but we are treated as disposable. We have little or no job security. You have to be very strong not to fall into despondency, and question your self-worth.

Decades of disinvestment in CUNY—and this is another crisis— have resulted in an institution with a decaying physical plant, low morale, and thousands of alienated, isolated adjuncts who keep CUNY alive. Pay scales for full-time and adjunct faculty must be equalized. There must be one hourly rate for everybody, in order to ensure basic survival and a dignified life for adjunct faculty.

November 12, 2021

After 11 consecutive semesters at BCC I didn't receive an answer to my appeal on a promotion. Instead, a month and a half later, I received a non-reappointment letter with no explanation. The explanation that the enrollment is insufficient, provided later, is false, because the president requested that the department hire another person to teach a course initially assigned to me.

Below is just a chronological sequence of events (supported my documents that I have):

1. May 11 2020: I sent to the President a letter of appeal on non-promotion (the third time) from the adjunct assistant professor rank to the adjunct associate professor rank (during my appointment at BCC I've been twice promoted and now I'm a full clinical professor at Yeshiva University).

The letter has never been answered.

2. Sometime during the Summer of 2020, I was assigned a 6-hour course to teach during the Fall.
3. On June 26, after teaching at BCC for 11 consecutive semesters (5.5 years), I received a non-reappointment letter with no explanations. Just 5 lines: you are nonreappointed, "we wish you success" from Ms. Clark.
4. On June 26, 2020, I wrote a letter to the president, presenting myself and asking to reconsider the decision to fire me.
5. July 23, 2020: I received a reply to my June 26 letter to the President written by Ms. Fiore. She wrote that the President values my contribution to BCC but the only reasons I've been nonreappointed were "**Covid-19 pandemic and enrollment numbers**".
6. July 27 - July 30, 2020: I took and passed an on-line Blackboard course (have never been reimbursed); obtained CUNY Blackboard certificate.
7. August 21, 2020 – there were more than 20 students signed-up for the course assigned to me. This day the chair of the Math. & Comp. Science department informed me that he was told to hire somebody else to teach my course because I can't be hired. A new adjunct was hired. I have a copy of a message in which the new adjunct is asking for help assembling the course.
8. Nov. 9, 2020: I've been ready teach during the Spring, but HR is objecting: "The reason (from HR) is the following: an instructor who received a non-reappointment letter cannot be rehired until two semesters (one academic year) have passed. At that point, you can be considered a "new hire.""
9. In August 2021 the BCC agreed to hire me as a "new hire". The union objected and I was not hired.

Sincerely,

-Mark Edelman

- **Noreen Whysel, Head of Validation Research, Me2B Alliance**
- **Board of Directors, NYC GISMO**
- **Coordinator, Coalition of Geospatial Information Technology Organizations**
- **Adjunct Lecturer, CUNY City Tech**

- **November 5, 2021**

- I am writing to submit testimony to the November 12 hearing of the Committee on Higher Education regarding adjunct scheduling that affected both my earnings and the ability of students to access the course I teach.

- I am an Adjunct Lecturer at City Tech (CUNY New York City College of Technology), where I have been teaching Web Design 1 and UX and UI Design in the Communication Design Department since Fall 2019. These are computer laboratory classes that place City Tech students in a competitive position to enter a high-paying and growing field of practice.

- After teaching two courses in Spring 2020 and Fall 2020, my schedule was reduced to a single section in Spring 2021. Originally, I was offered and scheduled to teach two sections of UX and UI Design that semester. One section had reached the cap and the second was at about 33% full. My courses usually fill up by the last week of registration so I was surprised to find that the second section was cut and the full section was now overbooked.

- Several students who had signed up for the class that was cut were unable to take a course that may have been required for their major. Lab courses require a lot of my time and attention to ensure each student completes the required work. Since the remaining class was over-seated, this means that all of the students did not get the same experience or attention that they might have.

- Teaching online during a pandemic brings additional challenges. We have access to state-of-the-art, online collaboration design tools to support laboratory exercises, and I am happy to report that my students overwhelmingly do show up to class, but the additional emotional, mental and physical stresses of the pandemic means that focused, in-class attention on struggling students is required so everyone can do well. Overbooking classes hinders the support I can give to struggling and excelling students alike.

- CUNY offers unemployment benefits when an adjunct's course load is reduced; however, I was not eligible because my consulting income amounted to more than \$541 per month. Up to the first week of class I expected to have a second course and had already turned down other opportunities, which in turn affected my income.

- Adjunct instructors are valuable in a design education because we are working professionals who bring current practice and methodologies to students. In particular, we provide a bridge to the profession for minority and immigrant students whose perspectives are sorely needed in the digital design field. But we are working people with our own families to support, along with our own mental and physical health stresses and the stress and unpaid work of converting courses to online. It would be a huge loss to CUNY students if we are not able to continue supporting their path to professional careers as adjunct instructors.
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THE ENGLISH LANGUAGE CENTER

I am Sylvia Gonzalez, an adjunct Lecturer at The English Language Center at LaGuardia Community College, CUNY. I have been teaching at TELC for the past 25 years. TELC is very dear to me because as an immigrant from Ecuador, I have been able to train thousands of immigrants from Latin America and foreign students from all over the world to use English. So today, as we are celebrating the 50th anniversary of the founding of LaGuardia, in this testimony, I would like to give a brief history of what TELC is and what it has meant for the immigrant community and foreign students we serve in one of the most diverse boroughs in the country.

English Language classes were first offered at LaGuardia Community College in the fall of 1971 in the school's first year of existence. Dean Ann Marcus brought a small group of ESL teachers to the new college and had Dr. Don Byrd of Queens College come in to do formal observations.

In 1972 Dr. Byrd, who was hired fulltime at LaGuardia and later became its first Full Professor, set up The English Language Center (TELC), which comprised credit and non-credit course for students needing intensive work in college writing; other skills were offered to support writing. At this time there was simply no distinction, salary or otherwise, between teachers hired to teach credit or non-credit courses. Dr. Byrd wanted experienced people with a master's degree in ESL, and he got them. LaGuardia had a great location, poised just outside Manhattan yet in the most ethnically diverse borough of this world city. Students were the very best: immigrants and children of immigrants, eager to realize their American dream and ready to work hard to master English.

With the approval of the College President Joseph Shenker and Dean Marcus, Dr. Byrd assembled a TELC administration of ESL professionals already well-established elsewhere: Gloria Gallingane, Larry Anger, Alice Osman, Mary Hines and others. They came to LaGuardia because of a lifetime commitment to this student population and because the college and Dr. Byrd offered a chance to build the biggest and best ESL program in

the East, which, at the 1979 NYS TESOL Convention, received an award for excellence usually reserved for individuals.

The credit part of the program, fully realized in 1974 by Gloria Gallingane and Mary Hines, was originally part of the Reading Department but was moved to Continuing Education in 1976. It was felt that fulltime ESL professionals would add weight to Continuing ED and benefit the highly diverse student population as well.

Professor Gallingane succeeded Dr. Byrd as head of The English Language Center in 1979 and remained in that position until her retirement in 1990. At peak, there were four levels of credit "ESL- originally called FESL (Freshman English as a Second Language) - and 12 levels of non-credit ESL in five different programs tailored to accommodate the schedules of busy working people as well as more available foreign students. The program was known as the best program at the best price. The non-credit students pulled out their checks, cash and money orders and lined up all the way to the elevators on registration day. The program has been able to maintain a substantial enrolment in the Day Intensive Program throughout the decades prior to the Covid19 crisis. This was due to a simple pattern: adjunct status and benefits attract and hold the best teachers, the quality of teaching and the reasonable tuition attract students. The English Language Center has contributed substantially to the income of Continuing Education at LaGuardia Community College.

The all-out effort to improve placement and promotion in the Day Intensive Program has shown that a non-credit program can prepare students for the rigors of academic work beyond ESL. Both teachers and students have responded favorably to higher standards, improved testing and academically targeted curricula.

At TELC, students discover the stories and traditions and cultures that make us all who we are. TELC is a program that works building bridges across cultures even as it breaks barriers of ignorance and misunderstanding. Now, more than ever, this city, this nation and this world need programs like TELC. We, adjuncts and CETs, are very proud of the English Language Center at LaGuardia Community College.

I am an adjunct assistant professor at CUNY. This semester I returned to teaching in-person at CUNY. However, because of a delay in mandating vaccination, one of my classes was deemed unsafe for the room assigned (it wasn't large enough to social distance). I taught my students outdoors for the first few weeks because we had no space in which to have class. When the mandate kicked in nearly halfway through the semester, a half dozen students who had been regularly attending and keeping up with the workload disappeared. It was never clear to any of us when the mandate would begin. I still have students asking me questions about their classes meeting in-person or online. Most likely this confusion is due to very unclear messaging on the part of CUNY. I was told three different dates by three different supervisors and/or administrators for the vaccine mandate deadline. There was also little to no messaging about the options faculty had in changing from in-person teaching back to remote. Faculty were forced to make these decisions on their own with no guidance from administration. Many felt compelled (or else they'd risk their job) to maintain their commitment to teaching in-person despite the risk to their health the raging Delta Variant posed at the beginning of this semester. CUNY needs to be very clear in their messaging about this matter and put the health of students, staff, and faculty first before trying to control how many classes are online or in-person. Two administrators confessed to me off the record that they were told not to broadcast widely the options faculty had. Transparency is of the utmost importance in protecting the health of the CUNY community. "Managing" what people know is only going to result in more confusion and illness.