

Appendix 9

Tenure and Contracts

Contracts Tenure at Analog Schools Report for self study Committee on Faculty Governance

This report summarized tenure and related policies at the College of William & Mary and the University of Phoenix.

Allocation of tenured positions

College of William & Mary		University of Phoenix	
Tenured	364	Tenured	0
Tenure- Track	130	Tenure- Track	0
Non Tenure-Track	75	Non Tenure-Track	4000
This information is from the SCHEV Website, Fall 2000 research.			

Job Security for Non-tenured Faculty

At William and Mary, 8.6% of the faculty were on non-tenure track, fixed term appointments. This percentage has not changed significantly within the past ten years indicating that there appears to be remarkable stability in fixed-term appointments and that the College is not moving toward a reliance in fixed term contracts.

The University of Phoenix does not have a tenure track for faculty. “Practitioner Faculty” teach part-time without interrupting their full-time career.

Tenure at Analog Schools
Report for Self-Study Committee on Faculty Governance
Prepared by Jo Tyler
March 15, 2002

This report summarizes tenure and related policies at Florida Gulf Coast University (FGCU) and Hamline University. Both schools have a combination of tenured and nontenured faculty.

Allocation of Tenure Positions

According to data collected for a US DOE survey in 2000, FGCU had 19 faculty with tenure, 4 on tenure track, and 91 not on tenure track. One of the tenure track and 44 of the nontenured faculty are on 12-month contracts. No data on allocation between graduate and undergraduate faculties was available.

At Hamline, the policy stated firmly in the faculty handbooks is that tenure is not offered in the graduate schools (Graduate Liberal Studies, Graduate Education, Graduate Public Administration). However, the homepage of the Graduate Liberal Studies Program states that there are “some tenured faculty.” The Law School and the undergraduate College of Liberal Arts both offer tenure. No data on allocation between full and part time or between 9- and 12- month faculty.

Job Security for Non-Tenured Faculty

The FGCU faculty has a collective bargaining agreement between the United Faculty of Florida (UFF) and the Board of Regents (BOR) which guarantees multiyear appointed faculty certain rights regarding job security. Employees on multiyear appointments (MYAs) have their contracts extended for one year upon receiving a satisfactory performance evaluation in the penultimate year of the contract. In case of nonreappointment the university is obligated to try to locate alternative equivalent employment elsewhere in the University or in the State University System.

The nontenured 12-month faculty at Hamline are on “rolling contracts” with annual performance evaluations. Under this system, faculty are hired on three- to five-year contracts which are updated annually. Thus, according to the Faculty Handbook, “faculty members on rolling contract are always in the first year of the stated contract length. If the rolling contract is not renewed ... then the faculty member is entitled to the remainder of the term.”

How Is the Dual Tenure System Received?

At FGCU in 1999, a Faculty Senate Committee proposed several options to solve problems arising from the “two tier” system. According to the report of the committee, multiyear appointments are considered an “experiment” that is being tested, and “Having both MYA and tenure lines will, whether we like it or not, create class distinctions that may lead to divisiveness.” The committee recommended phasing out tenure lines and finding “a way to make the MYA system comparable to tenure.” Among the suggested options to achieve this goal are:

- Redefine MYA to find a middle ground between short term and life-long contracts. Longer contract terms for seasoned faculty make good sense; longer periods between formal evaluations would allow those evaluations to have greater significance
- Develop a system which allowed for meritorious, standard, and probationary contracts. Standard contracts might be awarded based on rank (for example):
 - Assistant Professor → 5 years
 - Associate Professor → 7 years
 - Professor → 10 years

Formal evaluations might be made at the midpoint of the contract (3rd year of a 5 year contract, 4th year of a 7 year contract, 5th year of a 10 year contract).

Or every three years and at renewal time.

There is no evidence in the current collective bargaining agreement that either of these options has been implemented at FGCU.

At Hamline, the only discussion of tenure that I found on their website was a college newspaper editorial (March 2000) by a tenured undergraduate faculty member who wrote:

“In recent weeks, we have heard from administrators that the Board of Trustees wants to pursue ‘flexibility’ in hiring faculty at Hamline, limiting the number of full-time tenure track faculty in departments and increasing the number of adjunct and rolling contract faculty positions. The preliminary results of a Hamline Chapter AAUP study of faculty positions shows that in some departments the erosion of tenure has been occurring since the mid-1990s. At least part of the cause is the desire of the university to save money. ... Additional reasoning behind these proposals and practices, however, is that limiting tenure-track jobs will benefit both the institution and its students by allowing for more opportunities for choice in course offerings and eliminating the ‘deadwood’ which comes with too many tenured faculty.

“These practices and the reasoning behind them are going to cause the university more harm than good in the long run. Such proposals ignore the important role that tenured faculty play in serving students and the institution. Attacking tenure, whether directly or indirectly, only decreases Hamline’s ability to be a competitive, highly ranked comprehensive private liberal arts university.

“The most compelling argument for a tenure system is that tenure creates stability, continuity, and the foundations for academic excellence. Faculty who are tenured are here year after year and build lasting relationships with students,

colleagues, alumni, and the community. A constant revolving door of faculty members means uncertainty for students in course planning and advising. It also means uncertainty for community groups working with faculty and students on service learning projects or in internships.”