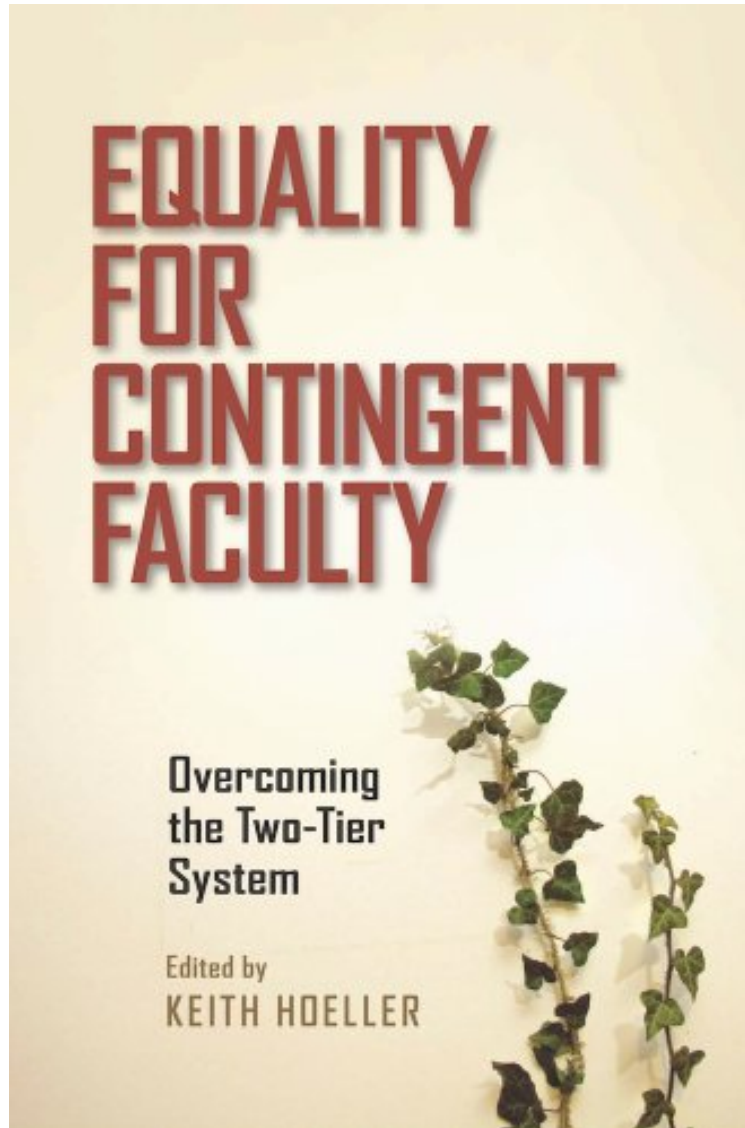


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Equality for Contingent Faculty: Overcoming the Two-Tier System

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From Vanderbilt University Press : Equality for Contingent Faculty: Overcoming the Two-Tier System before purchasing it in order to gage whether or not it would be worth my time, and all praised Equality for Contingent Faculty: Overcoming the Two-Tier System:

1 of 1 people found the following review helpful. For tenured faculty, college admin, would-be grad studentsBy MariaThis book addresses academia's pervasive inequality--the fact that most private and public colleges depend upon a second tier of well educated but poorly paid academics--variously called contingent, adjunct, lecturers, part-timers--to teach undergrads. The short-term solution, in the eyes of some, is higher pay--equal pay for equal work--but the

long-term solution is to restructure the university, now top-heavy with administrators, and to redefine tenure. This book is part of a necessary and provocative conversation about academia's betrayal of the PhD students it produces. Given the ever-increasing costs of college, parents and college students should read this, as should tenured faculty, college administrators, and anyone considering grad school.

3 of 3 people found the following review helpful. What happens when 3/4 of faculty are non-tenured? By John L. Murphy

Opening this, I wondered how my cohort might "overcome" the two-tier system where, by now, only about 25% of professors earned or are on the track to tenure, whereas part-time, contracted, and/or full-time lecturers or instructors (the last category is often overlooked) replaced the former model where most professors taking on a few classes worked by day in their professions, leaving full-time teaching until around the 1970s mostly taught by the tenured. As a relevant aside, I've taught about thirty years, first as a T.A. at a "public Ivy" research university and then in adult academic and college programs. After I earned my Ph.D. at that campus, in an extremely competitive job market, I have taught both part-time and full-time nearly two decades in higher education settings where no tenure is offered.

"Equality for Contingent Faculty," edited by Keith Hoeller, collects various articles from those who have taught and who have lobbied, often on behalf of unions or in one case outside of them, to include contingent (the new term replacing "part-time" or non-permanent positions, reflecting too the growing numbers of full-time instructors lacking lifelong stability as jobs are contracted out to increasingly demoralized faculty trying to use these jobs as a way into the few tenure-track lines still left) faculty on parallel lines. The idea is that after a period of observation, peer and administrative review, and evaluation, these contingent candidates could qualify for the same long-term protection as their research-oriented tenure-track colleagues. Most contributors argue that this is feasible. The problem is that it's cheaper to relegate the teaching of larger introductory courses, the heavy teaching loads and duties in writing and math courses (which by the way tend to be remedial and less desirable than ever to those aiming for tenure), and the "factory model" massively enrolled standard courses to those eager as ever to teach, no matter what.

Many articles are factual, if packed with statistics. Others enliven the anthology with personal testimony. Most mix these two themes, addressing fellow faculty desperate for any change. The advice is given by one professor to forget it unless one can come into teaching with a steady income elsewhere provided the teacher or his or her household. The "freeway flyer" cobbling together five courses at three campuses weekly is not a fictional conceit. The debt incurred from graduate school, the pressure to grade constantly and not find time for research, and the lack of benefits or insurance afforded many instructors provides a sober reality far from outdated images of part-time professors drawn from occupations who supplemented their professional life with a class now and then. The past forty-odd years, the contributors stress, have eroded these positions as cost-cutting and a lurch to more business-driven dynamics create both traditional and for-profit institutions bent on maximizing profits.

An added aspect, meriting more focus (as many of those writing here teach at community colleges, often in the Western urban areas which still tend towards in-class rather than online or blended/hybrid models), is that the shift to online course delivery to supplement or replace in-class teaching will mean higher enrollments, centralized curricula, and a top-down system that will further erode classroom conditions as the electronic method of teaching seems to cut costs much more for institutions, who can hire faculty who will earn very little compensation. I welcome the treatment of this timely topic. Success as reported by contributors who have made a breakthrough in Western American or Canadian institutions does qualify some of the above paragraph, and the unionization of faculty in a few colleges points to one way that reform can please faculty who have been exploited by a hiring that evolved from filling part-time needs on the side to one that dominates non-elite higher education facilities in the US and Canada today. The lack of support for their contingent colleagues by many tenured, some of whom regard those relegated to the non-tenured ranks as failures, is disheartening. As authors remind us, there are two or three times the number of qualified faculty produced at the Ph.D. level for tenure-track positions open, which now attract hundreds of applicants. Therefore, I am uncertain that reform will occur on a widespread scale, given current economic realities for universities and colleges as they keep raising tuition and fees far in excess of the cost of living. Financial aid shortages and the dependence on student loans and the debt incurred drag down prospects for both students and those who want to teach. Unionization is one way forward, but promoting this inequality--which may in turn discourage those getting Ph.D.'s in many fields as majors move away from the liberal arts to business--in turn solidifies both the frustration felt by the non-tenured and the bottom-line, corporate-driven direction taken by higher education, as it streamlines initiative in the name of profit. So, this book may have the side effect of highlighting dire conditions and decreasing grad school applications; it reminds us that there's far more underpaid and overworked faculty than the public or parents or taxpayers may assume teach today's students. Contrary to the ideal of a few courses a year, a few students, and lots of time to research and read and publish, the reality for most North American faculty, this book emphasizes, is less romantic. May it invigorate not only awareness but policies to fix a faulty system now firmly entrenched.

5 of 6 people found the following review helpful. A must-read for anyone hoping to teach in higher ed, and for anyone paying to send young people to college

By Emmy Dickins

Keith Hoeller deftly addresses the systemic shortcomings in higher education, those that rob bright-eyed new graduates dreaming of university teaching positions and tenured security. Hoeller has long served in these trenches and has placed his job security on the line by becoming an activist speaking out for the rights of contingent faculty. But it is not just contingent faculty who are "damaged" by the abuses which are outlined

in his book -- it is also the majority of students who pay tuition and take on crippling student loans in order to be educated by non-tenured, underpaid, struggling part-time faculty. Educational institutions have been getting away with this "bait and switch" game for decades, and it is only when the public at large questions the damage being caused that we might see change, and equality for contingent faculty.

Vice President Joseph Biden has blamed tuition increases on the high salaries of college professors, seemingly unaware of the fact that there are now over one million faculty who earn poverty-level wages teaching off the tenure track. The Chronicle of Higher Education ran a story entitled "From Graduate School to Welfare: The PhD Now Comes with Food Stamps." Today three-fourths of all faculty are characterized as "contingent instructional staff," a nearly tenfold increase from 1975. Equality for Contingent Faculty brings together eleven activists from the United States and Canada to describe the problem, share case histories, and offer concrete solutions. The book begins with three accounts of successful organizing efforts within the two-track system. The second part describes how the two-track system divides the faculty into haves and have-nots and leaves the majority without the benefit of academic freedom or the support of their institutions. The third part offers roadmaps for overcoming the deficiencies of the two-track system and providing equality for all professors, regardless of status or rank.

"Anyone who cares about the future of higher education should read this book."--NEA Higher Education Advocate
"Most Americans do not realize that when they send their children to college many of their classes will be taught by contingent, 'adjunct,' faculty. These professors are poorly paid, receive no benefits and are often mistreated by administrators. Nevertheless, adjunct faculty are typically well qualified in their subjects and love to teach. The essays presented in this excellent volume explore the world of the adjunct faculty and show that contingent need not and should not mean unequal."--Benjamin Ginsberg, author of *The Fall of the Faculty*
"Higher education's shameful treatment of adjuncts reflects broader workforce trends that adversely affect millions of Americans in other occupations. Keith Hoeller's invaluable collection explains the price we pay for an employment model that short-changes those who teach and learn in our colleges and universities. If knowledge is power, let's hope that Equality for Contingent Faculty gets in the hands of many other workers who have much to learn from campus organizing against the two-tier system in academia."--Steve Early, former International Representative, Communications Workers of America and author of *Save Our Unions: Dispatches from A Movement in Distress*
"This book tells the story of the transformation of higher education in the United States and Canada as a place where skilled teachers earning decent salaries and benefits were free to teach students and pursue their research interests in a climate of relative security, to one in which most classes are taught by skilled but poorly paid and extremely insecure contingent faculty. The great irony of this transformation is that those who teach do not enjoy the wages and benefits they are presumably preparing their students to enjoy, in many ways working under circumstances not so much different from those of migrant farm laborers, who often cannot afford the food they produce for the rest of us. Unfortunately, tenured faculty, even in unionized colleges, have used their power to protect themselves, not only ignoring but acting in a hostile manner toward their less fortunate part-time colleagues. And yet, as the noted teachers, scholars, and activists in this timely volume tell us, there is hope. The book provides many examples of successful struggles, waged largely by contingent faculty themselves, that have not only won better wages, benefits, hours, and working conditions for these, most exploited of professors, but have revitalized teacher unions and improved the academic life of their workplaces. Equality for Contingent Faculty not only reveals the dirty little secret of today's higher learning, but it also offers a workable roadmap for change."--Michael D. Yates, author of *Why Unions Matter and Wisconsin Uprising*
"There's something weird and creepy about a democracy that insists upon universal 'access' to higher education and then denies a majority of its college instructors a professional wage, or even a living wage, all the while driving each successive group of graduates into a greater amount of average debt. This essay collection sheds light on how the two-tier system of tenure-track and non-TT faculty contributes to these gross inequities."--Alex Kudera, author of *Fight for Your Long Day*, 2011 Gold Medal for Best Fiction from the Mid-Atlantic Region
"This book is a major contribution to the effort to expose and combat one of higher education's dirtiest little secrets: the fact that most post-secondary classes are now taught by contingent faculty without living wages, job security or academic freedom, or even health or retirement benefits. But this collection is not merely a bemoaning of a terrible reality and its awful consequences for teachers and students. It also is full of ideas for how to build a movement, inside and outside the academy, to change this. No informed reader will agree with everything presented, but everyone will learn new and important ideas. There is no substitute for contingent academic workers speaking for themselves, and in Equality for Contingent Faculty, they do so, and eloquently." --Joe Berry, author of *Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education*
From the Inside Flap
Successful strategies for enhancing the lives of adjuncts and other contingent faculty
About the Author
Keith Hoeller is an adjunct professor of philosophy at Green River Community College, where he became the first adjunct to win the college's Distinguished Faculty Award. He was also the first adjunct to win the Georgina Smith Award from the American Association of University Professors for improving the status of women and advancing collective bargaining. He is the cofounder of the Washington Part-Time Faculty Association

and co-organizer of the New Faculty Majority. He has published more than two dozen opinion articles on adjunct faculty in the Chronicle of Higher Education, Inside Higher Ed, and elsewhere.