

TEACHING ACADEMIC STAFF IN THE UW SYSTEM

A University of Wisconsin System Board of Regents 21st Century Study

Accepted by the Board of Regents June 5, 1998

I. WHY STUDY ACADEMIC STAFF WHO TEACH?

A. Background

Nationwide, it is estimated that non-tenure-track instructors make up 29% of the individuals teaching in American universities and colleges.¹ These instructors are sometimes referred to as part-time faculty or adjunct faculty, ad hoc instructors, or lecturers, and they may be hired for a short or long term, on a part-time or full-time basis. Although usually counted as faculty members, they nonetheless are distinct from those faculty hired on the tenure-track.

Colleges and universities hire such non-tenure-track instructors for several reasons. One is to balance budgets, as this class of instructors typically is paid a lower rate. They also can be hired quickly if the need arises or non-renewed with relative ease, as their contracts usually run for a limited period of time. Instructional academic staff often have specific teaching expertise and professional skills that may not be found among the faculty. Thus, non-tenure-track instructors give their institutions needed flexibility: they can be utilized to respond to changes in enrollment, to rapid growth in new fields of knowledge or shifts in student interest, and to specialized instructional needs.

The University of Wisconsin System differs from most other institutions in that its "non-tenure-track" instructors and researchers are not faculty. By state statute in Wisconsin, the "legal faculty" consists only of those hired with tenure or in tenure-track positions. In order to be tenured, a faculty member must have an appointment of at least half-time. The non-tenure-track instructors and researchers are categorized as academic staff, a group of employees separate from the faculty with its own set of personnel policies and procedures.

The academic staff is not limited to those who teach. The many different roles of the academic staff, both instructional and professional, are described in the section "Who are the instructional academic staff?" that begins on page 3.

There are other unclassified employees including: academic administrators; academic program directors; graduate student teaching, research, and project assistants; other student employees; temporary, limited term employees; employees-in-training; and other academic staff with limited appointments.

Another category of non-faculty employees in the UW System is the classified staff, who fall under state civil service policies and carry out such functions as budgeting and accounting, technology support, clerical support, and maintenance. This is the largest single group of employees. The employment conditions are distinct for each of the categories of employees within the classified and unclassified service.

Given the shifting missions and roles of those employed in our universities (and in spite of our best and persistent efforts to categorize all employees appropriately), the functions of the groups overlap to some

¹ The percent of part-time and non-tenure-track faculty was reported by the AAUP in 1993 as 43% including community colleges, and 29% without. American Association of University Professors, Report on the Status of Part-Time and Non-Tenure-Track Faculty, Washington D.C. 1995. Citing: U.S. Department of Education (USDE)/National Center for Education Statistics (NCES), Fall Staff in Postsecondary Institutions, 1993 (Washington, D.C., 1996), 24-25.

extent. The amount of overlap has been and probably will always be a subject for discussion and debate, as individuals tend not to fall neatly into prescribed categories. This report focuses on the instructional academic staff and those research academic staff whose responsibilities overlap with those of the faculty as they participate in the instruction of students in the UW System.

B. Rationale for the Study

This study was prompted by the recognition that the UW System must plan well for the university of the future. The UW System Board of Regents' Study of the University of Wisconsin System in the 21st Century recommended that, "Since teaching academic staff are an essential part of those instructing students across the UW System, it is time to examine the role of teaching academic staff within the UW System with the intention of improving their status, roles, rights and responsibilities."

Hiring trends support the need for this study. In 1987, 85% of the full-time equivalent (FTE) instructors in the UW System were faculty and 15% were instructional academic staff (IAS), individuals holding titles such as lecturer, faculty associate, and clinical professor. Over the decade that followed, the number of IAS steadily increased, so that in 1997 the percentages became approximately 77% and 23% respectively (see Figure 1). The proportion of *individuals* (headcount, or HC) in the IAS is larger than the proportion of FTE staff, as academic staff are more likely to be hired on a part-time basis. In 1987, 23.5% of the individuals (HC) instructing students were IAS; in 1997, 32.7%

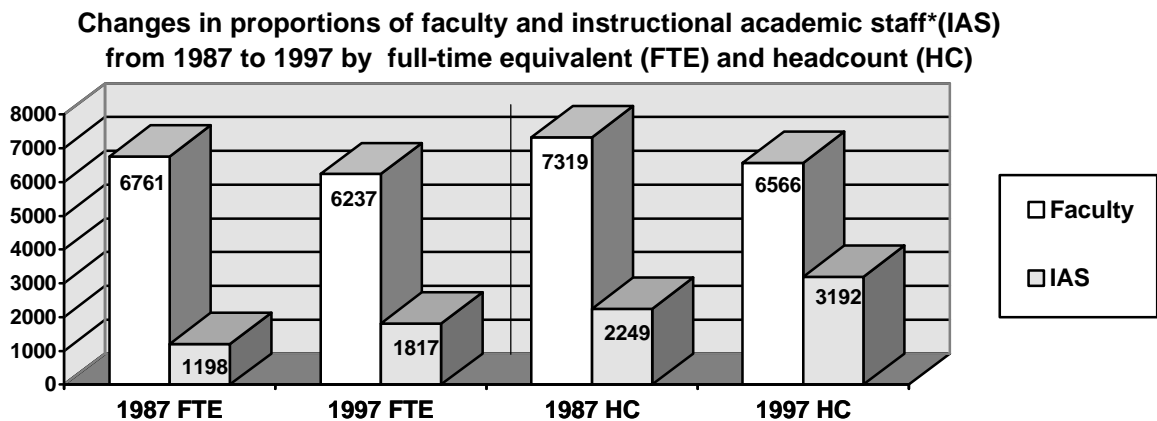


Figure 1

**Excludes Zero dollar appointments, UW Hospitals, CHS titles, visiting, emeritus and L/I faculty, and instrument innovators*

National dialogue on the subject of non-tenure-track faculty also supports the need for this study. In 1993, the American Association of University Professors (AAUP) published a report titled "The Status of Non-Tenure-Track Faculty" and more recently, issued "Guidelines for Good Practice for Part-time and Non-Tenure-Track Faculty."² The Guidelines recommend that such appointments be limited to no more than 15 percent of the total instruction in an institution and no more than 25 percent within a department in order to protect the quality of education. Associations representing the disciplines have included this as a topic for conference sessions and articles have appeared in the **Chronicle of Higher Education** and other news publications. (See Bibliography, attached.)

² These AAUP documents are available on the world-wide web at <http://www.igc.apc.org/aaup>.

Institutions of higher education are beginning to address the extent to which the quality and quantity of higher education have become dependent on instructors who are not counted in the faculty ranks entitled to the protection of tenure. Have universities compromised the quality of instruction by increasing the number of IAS? Or, has the use of part-time and temporary instructors contributed to the strength and vitality of our institutions? Neither or both? The answers to questions like these are not transparent.

Authors of a nation-wide study of part-time instructors conclude that it would “fly in the face of all evidence” to create policies calling for fewer IAS.³ Indeed, fiscal trends and the speed of educational change suggest that universities may not be able to reverse reliance on IAS for some time. Thus, the need for attention to the best use of IAS is compelling and a review of the roles of instructional academic staff is timely. Our universities must utilize to the fullest extent the talents of the teaching academic staff, thereby enhancing the learning environment for students across the UW System. We must review our employment practices to determine how we can support and produce the most effective instruction within our resource constraints.

This study is intended to begin a dialogue within our institutions to raise our collective awareness of employment practices for instructional academic staff. To the extent that it can highlight those practices that could be improved and implement needed changes, the quality of education across the System can in turn be enhanced for all UW System students.

C. Scope of the Study

The study reviews instructional academic staff personnel policies and procedures, to ascertain whether they reflect current institutional needs and are appropriately interpreted and applied. Particular attention is paid to changes which have been made since a 1983-84 review of the roles and working conditions of all UW System academic staff.⁴ This report examines the role of teaching academic staff in curricular decision-making, opportunities for professional development, and whether there are clear expectations for performance and equitable processes for performance evaluation. Also explored are related issues pertinent to research and clinical staff whose work and professional interests overlap in significant ways with those of faculty.

The study has been guided by a steering committee made up of system academic staff and faculty. The committee met several times to discuss issues and process, and reviewed drafts of this document. A survey of UW System institutions and a review of personnel policies and relevant literature formed the basis for the report. The study was discussed with academic staff and faculty leadership and a focus group was held with members of the Undergraduate Teaching Improvement Council. Institutions were given an opportunity to respond and contribute to a draft of the report, which was distributed widely and posted on the UW System web page. A survey of instructional and research academic staff was conducted in spring 1998 to provide their voice and perspective in the discussion of their status, roles, rights and responsibilities.

II. WHO ARE THE INSTRUCTIONAL ACADEMIC STAFF?

It is difficult to generalize about the instructional academic staff. There are professionals fully employed in the community who teach one course a year, and educators who have been on staff full-time for 20 years. There are IAS who love to teach or conduct research but don't want to take on the full expectations for teaching, extensive scholarly work, and service that accompany a tenured faculty appointment. There are

³ Gappa, Judith M. and Leslie, David W. (1993). *The Invisible Faculty: Improving the status of part-timers in higher education*. San Francisco: Jossey-Bass.

⁴ The Academic Staff Review was conducted by the UW System Office of Academic Affairs. Five reports were made to the Board of Regents beginning in September 1983, concluding with recommendations approved by the Board in April 1984.

academic staff whose research and teaching rivals that of their faculty colleagues and IAS who aspire to a faculty position when the opportunity arises. The instructional and research academic staff include well qualified individuals who are place-bound and might prefer a full-time faculty position if it were available. It includes parents of young children and children of older parents who need or enjoy the relative freedom of a part-time position.

This report will be specific when possible about issues and concerns related to particular groups of staff. For example, the concerns of full-time instructional academic staff are not precisely the same as those for “adjunct” or “ad hoc” instructional academic staff who are fully employed outside the institution. It is important to note, however, that the UW System’s focus on the quality of instruction for all students is uniform, regardless of the type of appointment -- faculty or academic staff, part-time or full-time, single semester or. Thus, many of the principles and recommendations that emerge from this study apply to all faculty and staff who teach.

A. History

The UW System term “instructional academic staff” is relatively new, though the use of part-time and temporary instructional personnel is not. The term was developed at the time of the creation of the UW System in 1971 from two university systems with different personnel structures.

In the former University of Wisconsin System,⁵ “academic staff” was an umbrella term that was used to cover a broad range of non-faculty personnel titles. IAS were included in a group of “Professional, Scientific and Specialists” not entitled to academic tenure, and with little assurance of continuing employment and no required notice before a decision of non-retention. Only ranked faculty had voting rights in institutional governance.

In the former Wisconsin State University System,⁶ there had been 2 types of employees -- classified and unclassified. Classified employees included clerical, blue collar, technical, security, professional and administrative staff. The unclassified staff was divided into ranked and unranked faculty who were in the tenure-track. At most campuses, all unclassified employees participated in the faculty governance process. Prior to 1969, faculty assistants were a part of the ranked faculty. This group provided "support" to faculty and functioned in a manner similar to present lecturer and faculty associate or assistant titles. Librarians with a masters degree were ranked faculty. Many administrative and professional positions were filled by ranked, tenured faculty, a practice that continues today.

Upon merger of the two systems in 1971, the new University of Wisconsin System faculty and academic staff were recognized as separate entities. Chapter 36 of the statutes defined the two groups and their respective roles in the institution. The language is included in Appendix 1.

The new statutes and personnel rules of the UW System accommodated some differences in the former personnel systems. Key among them were the grandfathering in as faculty of some academic staff who had been ranked faculty, in §36.13(4), Wis. Stats, and creation of "faculty status" for purposes of governance, in UWS 1.05, Adm. Code (discussed below at page 29).

⁵ The former UW System consisted of the institutions at Madison, Milwaukee, Green Bay and Parkside, Extension, and the two-year campuses in Wausau (Marathon County), Marinette, Marshfield, Menasha (Fox Valley), Manitowoc, and Sheboygan.

⁶ The former WSU System consisted of the institutions at Eau Claire, LaCrosse, Oshkosh, Platteville, River Falls, Stevens Point, Stout, Superior and Whitewater, and the two-year campuses in Rice Lake (Barron County), Richland Center, Fond du Lac, and Medford.

The Board of Regents adopted personnel policies in the UWS Administrative Code, and the UW System issued related policies and guidelines. The institutions each have developed implementing policies and procedures, which are summarized in relevant sections of this report. Because the UW System has two well differentiated personnel policy structures for faculty and academic staff, the distinctions between their respective appointment terms, provisions for non-renewal, compensation, and influence, are stark. Most IAS have different responsibilities than faculty. They also have less security, lower compensation, and less participation in decisions concerning academic programs and policies. These differences are discussed in the sections that follow.

B. Current Academic Staff Title and Compensation Structure

The Academic Staff includes a wide range of instructional, research, service and support functions in the UW System. In 1983, the UW System conducted a study of all academic staff, with some attention to instructional academic staff issues. At the time of the 1983 study, the UW System did not have a uniform title and salary structure for academic staff. As a condition for the release of the first “catch-up” compensation appropriation for academic staff, in 1987, a uniform title and salary structure was created for academic staff. The titles were distributed into two categories related to compensation.

The Category A academic staff salary grade structure is composed of 13 salary ranges, each with a dollar value minimum and a dollar value maximum. Administrative directors, administrative officers, program managers and professional academic staff title groups are assigned to Category A.

The Category B academic staff includes instructional and research titles that are the focus of the current study. The salary minima are linked to a percentage of the minimum salaries of ranked faculty, and are related to the academic job market which varies by discipline. There are no maxima for these titles. Appendix 2 provides the Category B titles and salary minima.

Full-time appointments generally range from 12-15 credits per semester for typical non-lab courses.⁷ Full-time rates of pay are determined by market, availability, academic preparation and experience, and performance. Part-time IAS are typically compensated per-credit, based on compensation for a full-time load or per-credit based on a salary schedule. Thus, a lecturer teaching two three-credit courses might be paid half of a full-time (12 credit) salary, or, for example, \$900 a credit.

Several institutions expressed concern that the low level of compensation for instructional academic staff makes it difficult to hire and retain the strongest available instructors. Compensation issues evince the struggle between the need to attract the highest quality IAS, particularly to full-time positions, and yet to balance budgets when temporary and transitional needs arise. Compensation issues may be different for individuals with "adjunct" IAS titles who are primarily employed outside of the university, than for individuals for whom the appointment is their primary source of income.

Longevity and performance affect one's salary in most positions. For IAS, particularly for part-time lecturers there is not always a clear correlation. Some, but not all institutions adjust compensation to reflect years of experience, performance, and market factors. Because longevity data for academic staff in the UW System are not readily accessible, analysis of this issue is slight.

The Category B academic staff, while actively engaged in teaching, do not conduct all instruction in the classroom. In addition to classroom instructors (lecturers, adjunct faculty, faculty associates and assistants), are those whose instructional duties are carried out in a clinic (CHS and clinical faculty) or laboratory (researchers, scientists, instrument innovators). This study does not include visiting faculty and emeritus faculty titles, or L/I faculty, whose relationships with the university tend not to raise the same concerns. Appendix 3 provides the number of Category B academic staff for each title by institution.

⁷ UW Extension IAS do not teach credit courses. Full time is 5 working days per week.

Although the current report focuses on instructional and research academic staff, we acknowledge that the much larger group of academic staff participate actively in the education of University of Wisconsin System students. “Category A” academic staff include librarians and lawyers, academic advisors, broadcasters, managers of academic programs, experts on essential university services, and providers of highly specialized skills that support quality instruction and student learning. Some of these academic staff members are involved in classroom instruction, such as a lab manager teaching in an undergraduate laboratory or a student affairs professional teaching a freshman seminar, or a librarian teaching a class on how to do a literature search. The broad range of academic staff functions is essential to the success of our students and the operation of our institutions.

C. Instructional Staff Responsibilities

The primary responsibility of instructional academic staff is to teach. However, there are differences in background, experience and function among the IAS and the departments in which they teach. These are reflected in seven major title groupings: Clinical Health Science (CHS) professors; Clinical Professors; Adjunct Professors; Lecturers; Faculty Associates; Faculty Assistants; Instrument Innovators-instruction. Each of the titles may carry a prefix, such as “assistant” or “associate”. In addition, there are a few IAS who serve in program-related titles, such as military science. The basic expectations of individuals in these titles are described in Unclassified Personnel Guideline (UPG) #1, as follows.

Clinical Health Science (CHS) Professors are involved at least half time in the direct provision of patient care in hospitals, clinics, pharmacies, and associated with teaching clinical practices. Although the individuals may be engaged in research, the time allocation is expected to be heavily weighted to teaching and clinical demands. Individuals in these titles normally hold an M.D. or Ph.D. or other terminal degree. CHS professors work primarily in university hospitals and are affiliated with the medical, nursing and pharmacy schools.

Clinical Professors are responsible for clinical training of students in the health sciences and other academic disciplines with clinical practices. Individuals in these titles may have qualifications and training comparable with the faculty.

Adjunct Professors are individuals whose professional career is primarily outside of university instruction. These titles are used for individuals primarily engaged in instruction, and may be used for full-time assignments that are practicum-oriented.

The Lecturer title series is the one most frequently used across the System. The lecturers’ primary responsibility is to provide classroom or laboratory instruction in an academic discipline. They work independently or under the general supervision of the faculty. The expectation for involvement in course and curriculum development, course scheduling, advising and subject matter expertise differs depending on the prefix assigned to the title, and to some extent, on the needs and practices of the hiring department.

- Associate Lecturers are primarily responsible for delivery of educational material, testing, and grading. Their involvement in course development may vary depending on the experience of the individual and the hiring department.
- Lecturers (no prefix) are expected to develop and teach courses subject only to broad guidelines. A lecturer may be involved in various instruction-related activities, including advising, assisting in developing lab safety protocols, course scheduling, curriculum development, and may participate in departmental outreach programs or other instructional activities.
- A Senior Lecturer is expected to have extensive teaching experience and subject matter expertise. At this level, the independent selection, organization and development of course contents and instructional materials and approaches used are expected. Involvement with committees engaged in supporting this development is typical.

Faculty Associates provide instruction and training to students in an academic discipline or adult education. Responsibilities include formal lectures or labs, training of graduate assistants, programming to adult and continuing education clients. Individuals in these titles may be involved in development of disciplinary teaching techniques in addition to teaching. Individuals at the “no prefix” level may supervise others in designing curriculum and techniques for instruction, instruct students, and train faculty and other IAS in use of instructional techniques. They also may develop grant proposals and administer budget and personnel for instructional grants and programs.

Faculty Assistants perform the same work as graduate teaching assistants, but they are not graduate students. They teach the quiz, tutorial, discussion, or lab section(s) of a course under the supervision of a faculty or academic staff member.

Instrumentation Innovators have major responsibility for discipline-specific instruction and the conceptualization, design, construction, operation, testing and improvement of large scale instrumentation systems used in research and teaching. At the no-prefix and associate levels, the individuals advise researchers, scientists and faculty in developing systems and may provide training to other staff and outside experts.

D. Research Staff Responsibilities

Instruction, both at the undergraduate and graduate levels, extends from the classroom into research laboratories. As research and instructional activities may be seamless, it makes little sense to try to separate the two. For example, undergraduates regularly engage in research projects as part of course work in their major, conduct independent study projects or do research as part of an honors degree. Graduate students perform original research as a requirement for their masters thesis or doctoral dissertation. Both groups are taught research design, experimental methods, and skills such as how to keep a laboratory notebook and present their work in written or oral form.

Just as academic staff play a significant role in the classroom, they play a significant role with students in the laboratory, particularly at UW-Madison and UW-Milwaukee. They supervise and direct the research projects of undergraduates enrolled in independent study courses. They supervise student hourly employees or work-study students who are working to gain research experience. They may give departmental seminars or lectures on current research topics that students are required to attend. They may assist students as they prepare to give their own seminars or write their thesis or research papers. It would not be unusual for an academic staff member to do most or all of these activities each semester. In addition, they may serve on dissertation committees and serve as (usually unofficial) research advisors to masters and doctoral students.

Most academic staff involved in research are titled as scientists or researchers (Category B), although some lab managers (Category A) may be involved as well. There can be considerable overlap between the categories of scientist and researcher, as the duties performed vary both by department and the individual involved. In general, though, scientists are the more senior staff members, typically hold doctoral degrees and have a wider range of responsibilities.

Across the UW-System, scientists, researchers, and instrument innovators are employed predominantly at UW-Madison (93%), although the titles are in use at seven other institutions. (See Appendix 3) UW-Madison scientists and researchers make up about 43% of the FTE Category B academic staff at that institution. The majority are employed with full-time annual appointments funded with grant money, although some are hired on departmental funds; salaries average \$47,592 for a twelve month appointment (November 1997 payroll data).

Research academic staff may serve as Principal Investigators (PI), bringing into the University research dollars that support both undergraduate and graduate research. Until 1992 at UW-Madison, all academic staff members applying for grants had to have an additional letter of support from their department stating that the staff member was suitable for the role of PI. Since 1992, at UW-Madison an academic staff member

may be granted permanent “PI Status” after review by a committee of the Graduate School and approval by the Graduate Dean. As of May 1997, about 30 academic staff at UW-Madison have received permanent PI status. Approximately 100 academic staff have either permanent PI status or project PI status on the Madison campus, and hundreds of other academic staff members are Co-Principal Investigator or Co-Investigators on grants with faculty or other academic staff members. Thus, both directly and indirectly, academic staff researchers are involved in millions of dollars of grant funding.

Research academic staff around the UW System are eligible for institutional professional development funds that may be used for research and study. Academic staff researchers at UW-Madison recently have received the right to apply for research funds within their institution, as through the Wisconsin Alumni Research Foundation (WARF) at UW-Madison. In 1996, Research Committee funds (primarily WARF funds) administered by the Dean of the Graduate School were made available to academic staff with permanent PI status.

E. Guidelines for Appointing Instructional Academic Staff

While the assignment of research academic staff titles may be obvious when an individual has no classroom responsibilities, the decision to assign classroom responsibilities to non-faculty is not a simple one. UW System guidelines describe when it is appropriate to assign resources to an instructional academic staff rather than a faculty position. The underlying presumption in the guidelines is that full-time, permanent instructional needs should be filled through faculty appointments. UW System Unclassified Personnel Guideline (UPG) #2 begins by stating:

“It is not the intent of these guidelines to permit or encourage excessive dependence upon academic staff to perform teaching responsibilities, nor is it the intent that these guidelines be applied retroactively. Indeed, if the duties of a position are those customarily associated with a faculty position, then the appropriate first question is why the position should not be categorized as faculty. In conducting that analysis, one can determine that the staffing of a teaching position by appointment of an instructional academic staff member, rather than a probationary faculty member, may be appropriate but not mandatory if any of the following conditions [in *italics*] apply:”

1. When the position is to be filled by someone who lacks the minimal academic credentials for a faculty appointment;

This provision covers a wide range of situations. For example:

- instructional positions are filled by Ph.D. candidates who are given independent responsibility for teaching a course (vs. as a TA who assists a faculty member);
- individuals who do not have terminal degrees or credentials for a tenure-track appointment hired in specialized fields, or when a search has not turned up a qualified candidate;
- professional practitioners hired by virtue of their experience in the field to give students “real world” exposure to their disciplines;
- individuals hired to teach introductory and service courses.

A 1990 study by the UW System Office of Policy Analysis and Research detailed the level of education for lecturers and faculty associates. At that time, about 25% had a Ph.D. or terminal degree. More than 60% had a masters degree. The remaining 15% had a bachelors degree, or less (.8%). Updated data are not readily available in the computerized personnel data system.

2. The position being filled does not include the full range of responsibilities of a faculty appointment which includes teaching, research, and institutional and public service.

The responsibilities of instructional academic staff members distinguish them from faculty, at least as a matter of policy and theory, in that instructional academic staff positions do not carry full responsibility for

teaching, research and public service. An example of an explicit expectation appears in the UW-Eau Claire Guidelines for Teaching Academic Staff:

“Academic staff are hired for specific teaching duties to provide credit instruction and training to students in an academic discipline. . . . Teaching academic staff will not be assigned nor will they be compensated for other responsibilities beyond those specified in the employment contract. . . . However, for those teaching academic staff who have additional responsibilities beyond classroom instruction, such as mathematics laboratories, an appropriate non-teaching title will be selected and non-teaching academic staff personnel procedures will be followed for that portion of the assignment.”

Despite such clear expectations, IAS at some institutions tend to assume more responsibility for curriculum, advising and governance over time, depending on the department’s history and tradition of inclusion and the individual’s interests and abilities. IAS also may be engaged in scholarship, research and service. So, although in theory, IAS are not “expected” to perform (and are not compensated for performing) the full range of responsibilities, many -- particularly those who are full-time -- do participate extensively in their departments, programs and professions.

3. *The need for the instructional services is expected to be short-term.*

IAS often are hired to fill short-term needs, such as:

- when a temporary replacement is hired for a faculty member on leave;
- to bridge the gap between a retirement and new faculty hire;
- to create extra sections of a course when the number of students is unexpectedly large;
- when curricular planning indicates the need to a phase out or consolidate particular programs, courses or sections.

4. *The funds supporting the position are not expected to be available beyond a given time period.*

Most IAS who teach in the classroom are funded from the base budget. Researchers and scientists who instruct in a lab setting are more likely to be funded directly by grants. The concern about downward trends in the operating budget are behind much of the concern about the upward trend for using IAS rather than faculty appointments. This criterion applies when:

- the position is supported with grant funds, or “soft money.”
- institutional base budget money is available because a faculty member's salary is being paid (temporarily) from a research grant.
- funds are not expected to be available on a continuing basis in the institution's base budget.

5. *The long-range tenure management requirements in the department preclude the possibility of additional probationary faculty appointments.*

This is frequently referred to as a problem of "tenure density." Departments with a large percentage of tenured faculty may need to maintain a temporary group of instructors to provide flexibility to reshape the curriculum as tenured faculty retire or resign. Inasmuch as we anticipate a significant number of faculty retirements over the next decade and tenure density decreases, this may become less common as a reason for hiring IAS.

III. IAS APPOINTMENT TRENDS

A. Historic Basis For Increasing Number Of IAS Appointments

Concern about the increasing use of IAS is not new. The 1983 academic staff review examined the history of the increase in IAS appointments. The rise at some UW System institutions appeared to be related to the circumstances that produced declarations of fiscal emergency at five institutions in 1974. The Regents required all institutions to develop personnel policies that would permit them to retrench or redirect resources according to fiscal and/or instructional demands without the need to lay off tenured faculty. Some institutions developed tenure management plans, and the UW System, reflecting a national trend, appointed increasing numbers of personnel to non-tenure-track, instructional academic staff positions in order to retain a measure of institutional flexibility in personnel management while at the same time sustaining the quality of instructional programs.

Contributing to the trend, funding appropriated by the state legislature in 1976 to meet increased instructional workloads was provided in fixed-term dollars and fixed-term positions. This was based on projections that enrollment declines were imminent and that flexible dollars and positions would assist the UW System in adjusting its budget and personnel commitments as declines came. These dollars and positions remained identified as fixed-term until the 1981-82 academic year, when it was decided that intervening budget cuts had compensated for this earmarked support.

Small budget increases throughout the 1980's and decreases in the 1990's have resulted in staffing decisions that maximize flexibility and thus, a gradual increase in the use of instructional academic staff at most institutions in the UW System.

B. Current Instructional Academic Staff Appointments

Systemwide, the proportion of instructional academic staff in the total instructional workforce (IAS and faculty) has changed from 15% in 1987 to 22.6 (FTE) in 1997 (see figure 1 on page 2). This represents an increase of 619 FTE instructional academic staff systemwide. Over the same time period, the number of faculty decreased by 523 FTE. Institutional data reveal variations in the proportion and use of IAS, as shown in the table below. Appendix 4 includes changes in the number and proportion of faculty by institution for further comparison. All but UW-Superior and UW-Extension have fewer faculty in 1997 than in 1987.

UNIVERSITY OF WISCONSIN SYSTEM							
1987-97 CHANGE IN INSTRUCTIONAL ACADEMIC STAFF*							
AS PERCENT OF TOTAL FTE INSTRUCTIONAL WORKFORCE**							
	1987-88 IAS		1997-98 IAS		Change from 1987-97		
	FTE	as % of instr.staff	FTE	as % of instr.staff	FTE	as % of instr.staff	% change in FTE IAS
UW-Madison	375.8	15%	601.0	23%	225.2	8%	60%
UW-Milwaukee	180.5	19%	297.0	30%	116.5	11%	65%
UW-Eau Claire	87.1	16%	83.2	17%	-3.9	1%	-4%
UW-Green Bay	40.1	21%	48.5	25%	8.4	4%	21%
UW-LaCrosse	59.9	14%	83.9	20%	24.0	6%	40%
UW-Oshkosh	67.0	14%	121.4	25%	54.4	11%	81%
UW-Parkside	46.8	24%	43.4	25%	-3.4	1%	-7%
UW-Platteville	25.7	10%	46.8	18%	21.1	8%	82%
UW-River Falls	24.2	9%	55.6	20%	31.4	11%	130%
UW-Stevens Point	43.4	10%	59.0	15%	15.6	4%	36%
UW-Stout	76.4	20%	77.3	21%	0.9	1%	1%
UW-Superior	15.2	13%	25.9	20%	10.7	7%	70%
UW-Whitewater	67.3	15%	114.1	25%	46.8	10%	70%
UW Colleges	55.6	13%	93.2	24%	37.6	10%	68%
UW Extension	33.3	14%	66.4	19%	33.1	6%	99%
System Total	1198.3	15%	1816.7	23%	618.4	7%	52%

* Excludes: UW Hospital & Clinics; CHS, L/I & instrument innovators, mostly at MSN; visiting & emeritus titles, zero dollar appointments.

** Total FTE Instructional workforce here includes faculty and instructional academic staff as noted above; does not include graduate student teaching assistants.

Source: October AA/EEO databases

The data in the table above show that:

- Three institutions (UW-Eau Claire, UW-Parkside, and UW-Stout) have reduced or held steady the number of IAS and proportion of IAS in the instructional staff. The number of faculty at these institutions has decreased as well: Eau Claire, -46.9 FTE faculty or -.8% as a proportion of instructional staff; Parkside, -20.1 FTE, with a proportionate faculty increase of 1.3%; and Stout, -15.7 FTE faculty, with a 1.1% decrease as a proportion of instructional staff.
- While eight campuses experienced increases in instructional academic staff of over 60%, the current proportions of IAS at UW-Platteville, UW-Extension, UW-Superior and UW-River Falls remain below the systemwide average.
- The largest numerical FTE increase was at UW-Madison, which added 225.2 FTE instructional academic staff to its 1987 base of 375.8 (excluding CHS faculty), for a percentage increase of 8%.⁸ The number of faculty decreased by 145.1 FTE.⁹

⁸ This count excludes CHS faculty for better interinstitutional comparison. The proportion of CHS faculty to ranked faculty in the Medical School changed from 35.6% CHS in 1990 to 47.7% CHS in 1996. The number of CHS faculty has increased, from 214 in 1990 to 352 in 1996, while the number of tenure-track faculty has remained steady, going from 387 to 391. (Source: University of Wisconsin Medical School Faculty Equity and Diversity Committee Year End Report 1996-97.)

⁹ UW-Madison reports that their loss of faculty numbers has been entirely among those under the age of 40, reflecting changing hiring patterns due to budget reductions.

C. Disciplinary Array

IAS are distributed throughout the academic disciplines. There are 33 discipline categories, grouped into six broad discipline categories: Social and Behavioral Sciences, Humanities, Engineering and Physical Sciences, Agriculture and Life Sciences, Health Sciences and Clinical Health Sciences. Law and Medical Schools are added for UW-Madison. In the six broad categories, more than 60% of UW System IAS are in Social/Behavioral Sciences and Humanities. Among the 33 discipline categories, Health Sciences and Education have almost 40% of the total FTE UW System instructional academic staff. The fifteen disciplinary categories using the most IAS are listed below. A full table of disciplines by institution is included as Appendix 5.

1996-97 UW System Instructional Academic Staff Top 15 Disciplines hiring IAS Systemwide				
Discipline	Headcount		FTE	
	number	percent*	number	percent*
Health Sciences**	736	22.4%	598.45	29.9%
Education	391	11.9%	173.49	8.8%
English	194	5.9%	143.00	7.1%
Business	181	5.5%	102.11	5.1%
Physical Ed/Rec. Res.	178	5.4%	82.93	4.1%
Math/Statistics	119	3.6%	81.71	4.1%
Foreign Languages	134	4.1%	83.02	4.1%
Communications	115	3.5%	64.52	3.2%
Art	95	2.9%	41.28	2.1%
Music	112	3.4%	48.82	2.4%
Engineering	96	2.9%	64.05	3.2%
Biology/Life Sciences	74	2.3%	53.08	2.7%
Interdisciplinary Studies	156	4.7%	70.59	3.5%
Sociology/Anthropology	71	2.2%	36.80	1.8%
Chemistry	76	2.3%	56.43	2.8%
Total in top 15 disciplines	2728	83.0%	1700.28	84.9%
Total in remaining 18	557	17.0%	301.29	15.1%
* Percent of all IAS systemwide excluding: visiting & emeritus faculty, zero dollar appointments, UW Hospital and Clinics, UWEX. ** 612 (HC) and 517.94 (FTE) of these positions are at UW-Madison Source: OPAR, October 1996 AA/EEO Database				

D. Levels of Instruction and Distribution of Undergraduate Course Enrollment

Instructional academic staff assignments are not limited to certain courses and levels, but occur throughout the curriculum. Appendix 6 shows that courses taught by instructional academic staff are distributed into all course levels. While on average systemwide more of the instructional academic staff assignments (53.2%) are at Level 1 (freshman/sophomore), a significant proportion (42.6 %) is at Level 2 (junior/senior). Instructional academic staff, many of whom are clinicians and practitioners, are also used to teach masters level students (3.5%), doctoral and professional students at UW-Madison, and doctoral students at UW-Milwaukee (0.8%).

Based on course enrollments, the percentages in the table in Appendix 7 illustrate the distribution of undergraduate instruction on state instructional funds among instructor types in Fall 1996-97. In the comprehensive institutions and the UW Colleges, on average, an undergraduate student receives 73% of

his/her instruction from faculty and 26.6% from instructional academic staff. The percent of IAS ranges from 15.6% at UW-Stevens Point to 37.2% at UW-Oshkosh.

Graduate Assistants are added into the mix of instructors at UW-Milwaukee and UW-Madison. The percent of undergraduate enrollment taught by faculty at UW-Madison is 56.5%, with 27.1% taught by IAS and 11.2% by graduate assistants. The percent of undergraduate course enrollment at UW-Milwaukee taught by faculty is 49.8%, with 38.2% taught by IAS and 9.4% by graduate assistants). The remaining percentage (1.6% systemwide) is from combinations of instructional staff types. The range of percentages of undergraduate students receiving instruction from the instructional academic staff among UW institutions is from 15.6% at UW-Stevens Point to 38.2% at UW-Milwaukee.

For undergraduates who enroll in lower division undergraduate sections (basic undergraduate sections), the range of percentages being taught by instructional academic staff is from 18.0% at UW-Stevens Point to 41.7% at UW-Oshkosh, with a UW System average of 29.5%.¹⁰

E. Full-time/Part-time Mix

Less than half (43.8%) of the FTE instructional academic staff with academic year appointments are full time; some are temporary full-time appointments and some have been renewed for many years. In contrast, the vast majority of UW System faculty are full time. (In order to be eligible for tenure, a faculty member must have at least a 50% appointment.) There were 5884 full-time faculty in the UW System in fall 1996, and just 260, or 4.2%, were part-time. These are important figures, because many of the concerns about job security, benefits, governance and integration of instructional academic staff into our institutions are related to their part-time status. All but a few research academic staff have 12-month appointments; 85% have full time appointments.

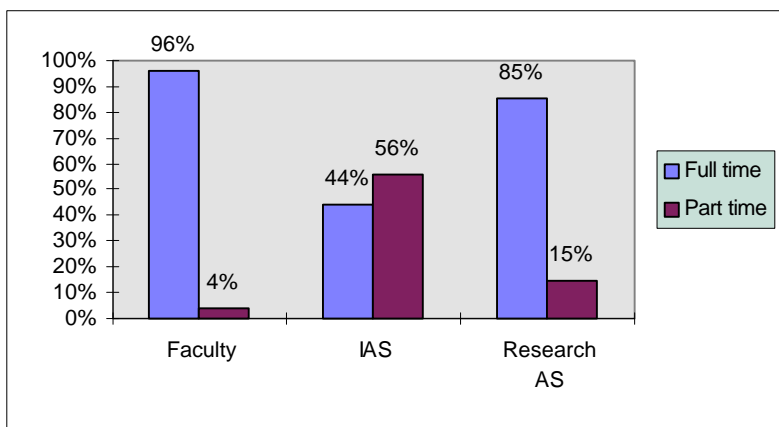


Figure 2

¹⁰ The table in Appendix 7 includes only instruction in primary group sections, either with supplemental sections or without supplemental sections. Group instruction in the UW System includes lectures, labs, discussions, and seminars. Any one of these four types of instruction may be considered primary group sections. However, in the primary section hierarchy, lectures are the highest level, followed by labs, discussions, and seminars. For example, for a specific course consisting of a lecture section and a lab section, the lecture section would be primary while the lab would be supplemental. If the lab were not attached to a lecture, it, by itself, would be a primary section.

F. Sex and Race

The ratio of males to females in the IAS differs from that in the faculty. In the UW System, 53.9% of instructional staff (HC, excluding CHS and clinical titles) are female, compared with 28.3% of the faculty. More women are found in the lower ranks of the faculty: assistant professors (44.8%), associate professors (32.7%) and professors (17%) (see Appendix 8). More women are found in the lower ranks within the instructional title series in the academic staff as well. The percentages of women within the research academic staff (32.6%), and CHS and Clinical faculty in the IAS (41.5%) more closely mirror those of the faculty.

There are proportionately more women in the instructional academic staff than in the faculty. This is consistent with national trends.¹¹ A variety of reasons are suggested for this difference. To draw conclusions for the balance in the UW System instructional academic staff would require further data, which might include, for example, reason for accepting the position, career goals, spousal employment, age, marital status, professional and personal obligations.

The ethnic makeup of the instructional and research academic staff is roughly the same as the faculty. Minorities comprised 8% of the instructional staff (HC) and 8.8% of the CHS and clinical staff in 1996. (See Appendix 9) This is comparable to the faculty, at 10.1% systemwide. A slightly larger proportion is found among the research academic staff who are predominantly at UW-Madison, with 13.4% minorities.

The UW System compensation structure has been examined to minimize the possibility of pay inequities resulting from sex or ethnicity. Shortly after the new academic staff title and compensation structure was approved, a gender and race equity project was conducted beginning in October 1989. The project team examined salaries by controlling for nine compensable factors, including highest degree held, discipline, experience, and merit. The study found women were paid 4.1% less than men in lecturer and faculty associate titles. Race was found not to have a significant effect on salary in these titles at any UW System institution. Women were paid 3.3% less in research and clinical instruction titles and some inequities were identified with race. The clinical instructional staff associated with the hospital and medical school at UW-Madison were analyzed separately and no significant difference was found in salary because of either gender or race.

In 1995, the Board approved individual equity adjustments for all institutions. Final annual implementation costs were approximately \$950,000. Institution base funds were reallocated to pay individual salary equity adjustments. Salaries for category B staff will be examined on a periodic basis to insure continuing salary equity.

IV. APPOINTMENT RULES, POLICIES, AND PRACTICES

A. Background

Though there is a great deal of variation among UW System institutions in the use of instructional academic staff, respondents to institutional surveys were unanimous in one respect: academic administrators have difficult challenges that sometimes create conflicting goals regarding the use of instructional academic staff. Above all, they must ensure that high quality instruction and advising are provided to students. To accomplish this, they must meet institutional demands and budgets and maintain flexibility in the face of fluctuating circumstances. It is also important to address the desire of instructional academic staff to be recognized as professionals with appropriate job security so that they may participate confidently and more fully in the educational process.

¹¹ Leslie and Gappa (1993); AAUP (1993, 1997B).

This challenge is exemplified most clearly in issues related to hiring, retention and non-renewal of IAS members. Job security is a concern of instructional academic staff members, whether full or part-time. Systemwide, 91% of IAS appointments are for a defined period of a year or less, 78% are renewed a semester at a time. Approximately 59% have fixed term-terminal appointments that do not carry any expectation of renewal beyond the stated term. A large proportion of these IAS are filling temporary or short-term needs, making an increase in job security inappropriate.

The basic concerns about job insecurity and the interest in longer term commitments to and from the university are not just personal concerns of affected IAS, but concerns for the entire university. Are we doing enough to support dedicated, well-prepared educators at all levels? Are short-term employees given a sense of academic freedom and job security that allow them to be critical participants in the educational process? Do we consider how employment practices related to job security impact other personnel issues, including participation in governance, and eligibility for research grants and professional development programs?

Many UW System institutions have made concerted efforts to address the issue of job security for fixed-term staff by extending longer term contracts where possible, and lengthening the notice required before non-renewal after several years of service. For example, UW-Madison's policy requires that after three consecutive years IAS fixed-term terminal appointments may no longer be terminal unless there has been a break in service. However, the fiscal realities and fluctuations in programmatic need that face the institutions are formidable obstacles. Several institutions report that the use of multiple year appointments has declined in recent years. Approximately 9% of the IAS have appointments of more than a year.

This section of the report highlights the differences in job security among faculty, professional academic staff and instructional and research academic staff, and explains the varying types of appointments IAS may be given, and how those appointments are distributed among the Category B academic staff.

1. Differences Between Faculty and Instructional Academic Staff Personnel Policies

The systemwide policies governing terms of instructional academic staff appointments are based on the proposition that such staff are needed for temporary or special purposes and the positions do not carry the full range of faculty responsibilities in teaching, research and public service. Yet, in cases when instructional academic staff are hired because faculty tenure density does not permit a faculty appointment, or when they are reappointed repeatedly for continuing needs, the distinction between faculty and academic staff can be blurred, giving rise to reasonable expectations for parity in working conditions. The blurring is greater when academic staff have qualifications similar or equal to the faculty members.

Each of Administrative Code chapters UWS 9 through UWS 13 is paralleled by a separate chapter for the faculty in UWS 2 through UWS 6. A review of the differences between the statutes and personnel policies for academic staff and for faculty provides a better understanding of the relative status and working conditions of the IAS. The most fundamental difference is that faculty may be tenured, after which they can only be dismissed for cause, or laid off for institution-wide fiscal emergency. Instructional academic staff with the highest level of security can be non-renewed for reasons of program or budget: most IAS are given no expectation of renewal when they are hired, and reasons for non-renewal are only required after a substantial length of service as defined by the institutions. These and other terms governing faculty and academic staff appointments are juxtaposed in the table that follows.

FACULTY	INSTRUCTIONAL AND RESEARCH ACADEMIC STAFF¹²
⇒ Faculty are formally appointed by the Board (UWS 3.01)	⇒ Academic staff are appointed by the Chancellor. (UWS 10)
⇒ Probationary faculty appointments preceding decision on tenure may be for a maximum of 7 years, made up of 1 year or multiple year contracts. Tenure is not acquired solely by years of service. (UWS 3.04)	⇒ Fixed-term appointments provide no guarantee of continued employment beyond the stated term of a semester, year, or multiple years. (UWS 10.03)
⇒ Faculty with a 50% appointment or more may be granted tenure after a 7 year probationary period, after which they can only be dismissed for cause (UWS 4), or be laid off or terminated in event of institution-wide fiscal emergency declared by the Regents (UWS 5).	⇒ Academic staff may be granted indefinite appointments, and then may only be dismissed for cause, but also may be laid off for reasons of program or budget as determined by the institution. (UWS 10.03(2b))
⇒ Probationary faculty may be non-renewed. They are entitled to written reasons and may request reconsideration of the decision and may appeal the decision (UWS 3.07)	⇒ Probationary academic staff may be non-renewed. They are entitled to written reasons and may request review of the decision and may appeal the decision (UWS 10.04) ⇒ Fixed-term academic staff may be non-renewed with their hiring letter or with notice before the end of the term. They may be entitled to a statement of reasons after substantial years of service. (UWS 10.03)
⇒ Faculty may not be dismissed for cause without action by the Board (UWS 4.01)	⇒ Dismissal or discipline of academic staff members is effective upon the Chancellor's action (UWS 11.07).

2. Differences Between Policies For Instructional And Non-Instructional Academic Staff.

The working conditions and relationships of instructional academic staff parallel those of faculty in some respects, but IAS appointments and participation are governed by the personnel policies and governance provisions related to other academic staff. The Board's basic rules concerning academic staff appointments differentiate instructional academic staff from non-instructional academic staff in two respects: notice of nonrenewal in UWS 10.05(3); and dismissal for cause in UWS 11.03(2) and 11.12. These rules allow the institutions to enhance the procedural protections for instructional academic staff and to broaden faculty involvement in dismissal decisions in recognition of the parallels to faculty employment. Some, though not all, institutions have taken advantage of these provisions to tailor processes for instructional academic staff.

a) Notice of Nonrenewal

UWS 10.05(3) provides that longer notice of nonrenewal may be provided for teaching members of the academic staff. Notice has been lengthened for all academic staff beyond the minimum in the Code. Thus, none of the institutions has extended longer notice periods specifically for IAS.

The most significant difference in practice in nonrenewal of instructional and non-instructional academic staff relates to the fact that most IAS (78% HC) are given semester-to-semester contracts, one semester at a

¹² These are minimum expectations and legal requirements: institutions' practices may provide some assurance of continuing employment and due process without the need for "substantial years of service."

time. (See tables in Appendices 10-14.) Notice provisions, written reasons for nonrenewal and appeal are unavailable or irrelevant to these staff at most institutions, in accord with the administrative code.¹³ Fewer Category A academic staff have terminal appointments (11%); Category A academic staff typically are hired for a year or more with fixed-term-renewable appointments (65%).

b) Dismissal for Cause

It is rare for instructional academic staff to be dismissed for cause. The rules governing dismissal of academic staff for cause provide (in UWS 11.03) that with the concurrence of the faculty and the academic staff advisory committee of each institution, dismissal for cause of a member of the instructional academic staff may be heard by the hearing body specified in UWS 4.03, which governs probationary faculty, following the procedures spelled out for academic staff. The institution also may provide additional due process for instructional academic staff members through the use of procedures for academic staff with indefinite appointments, as provided in UWS 11.12.

The option in UWS 11.03 of a hybrid process – using at least some faculty or an academic dean as the hearing body and following the processes specified for academic staff, has been chosen by about half of the institutions. The others use a committee of academic staff. Faculty decision-makers conduct more limited reviews than for probationary or tenured faculty.

About half of the institutions¹⁴ have chosen to use the indefinite appointee dismissal procedure for IAS, which is more extensive than the process for fixed-term academic staff. This process would be used by these institutions for all IAS irrespective of appointment type.

c) Non-renewal Process

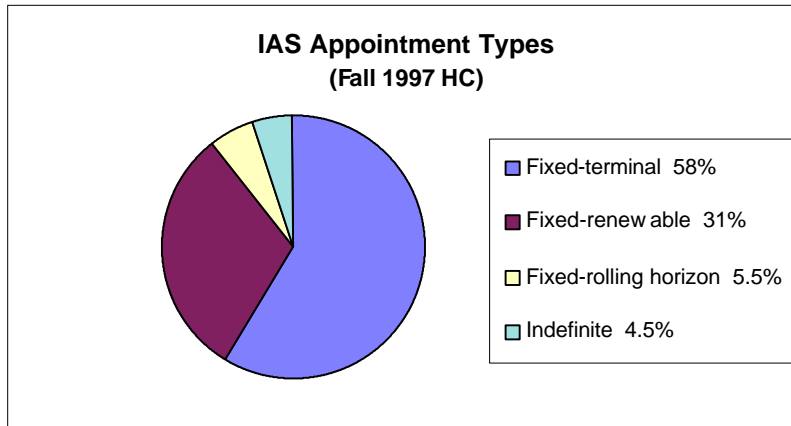
In addition to these rules, many institutions and departments have adopted different practices for evaluation and review for renewal and non-renewal decisions for IAS, recognizing that a department chair or faculty would be the supervisor in an initial personnel decision and in the review or reconsideration of a non-renewal decision. If further review is available, the process used is the same for all academic staff: a committee of academic staff would hear any appeal or grievance. Appeal of a non-renewal typically is allowed only when the decision is alleged to be arbitrary or for reasons prohibited by law. Academic staff may not appeal the substance of a decision not to renew an appointment that is based on budget or program. At UW-Madison, a nonrenewed staff member has the right to appeal if s/he believes “that the nonrenewal is not actually because of a budget or program decision or when he or she believes that another academic staff member should have been nonrenewed instead.”

B. Instructional and Research Academic Staff Appointment Types

The vast majority of instructional academic staff members systemwide (95% HC) have fixed-term appointments. All but two institutions provide fixed-term appointments for all IAS; only a few IAS at the other two institutions have indefinite appointments. (These appointment types are described below.) Thus, the issue of job security for instructional academic staff is concerned with the policies and procedures related to fixed-term academic staff and with the reasons indefinite and long-term fixed appointments are not used more frequently.

¹³ Several institutions provide all academic staff with reasons for nonrenewal without need for “substantial years of service” or after just 2 or 3 years of service.

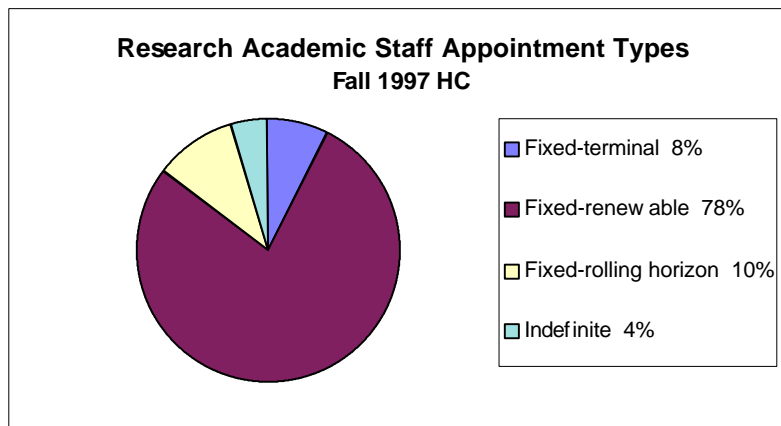
¹⁴ LaCrosse, Stevens Point, Stout, Superior, Whitewater, Colleges.



Source October 1997 payroll
 Includes CHS faculty. Excludes research, visiting, emeritus, professor L/I, and 224 HC (6% of total) for which no appointment type was coded. See note 36.

Figure 3

More research academic staff have fixed-term renewable and rolling horizon appointments, than their colleagues in the instructional staff. As Figure 4 illustrates, just 8% have fixed-terminal appointments. About 78% have fixed-renewable, 10% have rolling horizon, and 4% have indefinite appointments. The majority (85%) of research academic staff are full-time, and 99% have annual appointments. Insecurity in their appointments tends to stem from the source of funds, which is often “soft” money – research funding. Approximately 94% of the UW System research academic staff are employed by UW-Madison.



Source October 1997 payroll

Figure 4

1. Fixed-term Appointments

The Administrative Code specifies that fixed-term appointments “carry no expectation of reemployment beyond the stated term, regardless of how many times renewed.” (UWS 10.03) Academic staff thus do not have the type of “property right” vested in the faculty, which requires significant due process protections before taking actions affecting an appointment. However, the Code also states:

“The policies and procedures of each institution shall specifically treat the issue of job security including appropriate due process protections in the case of non-reappointment for those fixed-term academic staff members who have served the institution for a substantial period of time. Such policies and procedures shall be formulated so as to meet the continuing needs of the institution while at the same time recognizing the employment

commitment and contribution to the institution provided by such fixed-term academic staff members.” (*Underlining added*)

The 1983 academic staff review drew attention to how many academic staff were hired year after year on one-year or, more commonly, on semester contracts. Following that review, an academic staff job security policy was issued by UW System President Shaw in 1985 (now Unclassified Personnel Guideline 3.05). Institutions revised their planning and increased job security provisions for academic staff, considering “distinctions based on: instructional vs. non-instructional staff, source of funding, and percent of appointment.”

As a result, fixed-term IAS appointments have evolved into three types that were not specified in the Administrative Code: fixed-term-terminal, fixed-term-renewable, and rolling horizon.

a) Terminal Appointments

The majority of instructional academic staff appointments are specified as fixed-term-terminal (59% HC), as shown in figure 3 above. These staff receive notice in the letter of appointment that the appointment will not be renewed. This is often referred to as a “hire/fire” letter. Some IAS receive terminal appointments for a series of consecutive semesters, each for a discrete time period.

While valid academic and budgetary conditions are usually behind a semester-to-semester approach, some appointments are predictable and likely to recur. Institutions are encouraged by UPG #3.05 to review such recurring appointments to determine whether longer contracts can be given, while retaining needed institutional flexibility.

About two-thirds (66% HC) of the lecturers have a fixed-term-terminal contract of one year or less; lecturers are the most likely among IAS to have such a contract. Lecturers comprise 84% (HC) of the IAS with fixed-term-terminal contracts of one year or less, as shown in Appendix 10. Titles that are least likely to be granted fixed-term-terminal appointments are CHS professors (1.9 %) and clinical professors (7%), which explains a large part of the difference in the “all IAS” numbers for UW-Madison in Appendix 10.

Several institutions indicate a bias against using terminal appointments. Others make frequent use of them, as illustrated in Appendix 10.

- The percentage of fixed-term-terminal appointments for lecturers (HC) ranges from lows of about 3% at UW Extension and 7% at UW-Whitewater, to highs of 90-96% at UW-Milwaukee, UW-Oshkosh, and the UW Colleges.
- Five institutions use these appointments for 18% or fewer of their instructional academic staff.
- Five institutions use terminal appointments for 80-96% of their IAS appointments.
- UW-Madison requires that after three consecutive years an IAS appointment may no longer be terminal unless there has been a break in service.¹⁵ This limit appears to be an exception.

Given the wide variation in experience, it is apparent that planning, policies, and situations leading to the use of IAS are vastly different around the System. Further study would be needed to ascertain the reasons for these differences.

¹⁵ The review may result in a renewable appointment, or termination if funds or programmatic needs do not support a longer term position.

b) Renewable Appointments

A fixed-term-renewable appointment is for a definite term that may be a semester, a year or multiple years. Although it does not promise continuation beyond the contract term, this type of contract conveys a sense of possible renewal. Approximately 29% of IAS appointments systemwide are fixed-term renewable. (See Appendix 11.) Again, the use varies widely from institution to institution.

- Two institutions use this type of appointment for 60% (HC) or more of IAS;
- Six institutions use them for 9% (HC) or less.
- While UW-Milwaukee and UW-LaCrosse do not appear to use this type of appointment, multiple year terminal contracts are used and UW-Milwaukee provides probationary and indefinite appointments for longer term commitments.

Length of Fixed-term Renewable Contracts: System Administration guidelines for academic staff job security, UPG 3.05, require institutions to

“review annually the type of contract and terms of any academic staff member who has served more than seven years to determine the feasibility of moving such individuals to indefinite or multiple year appointments with increased job security. Academic staff with seven years or more of service whose appointments do not provide at least two-year terms shall be given the reasons upon request. Academic staff with ten years or more of service whose appointments do not provide at least three-year terms shall be given the reasons upon request.”

This policy has resulted in lengthened appointments for non-instructional academic staff, but appears to have changed the types of appointments little for IAS. One reason more long term appointments are not made is that the policy has been applied only to “permanent” staff, which most consider to be IAS with repeated full-time appointments. Appendix 12 shows that:

- The largest percentage of fixed-term renewable IAS appointments (78% HC) are for a single semester at a time. Note that these individuals may teach in consecutive semester appointments or, for example, only in the fall semester each year.
- Five percent (49 of 920) of those with fixed-term renewable appointments have one year appointments.
- Fifteen percent (138 of 920) of IAS with renewable appointments are given appointments of two years or more. Such appointments are typically full-time (See Appendix 12).

The intent of the UW System Job Security Guidelines was to grant additional security when the need and budget for the position are stable, and the length and quality of service of the academic staff member justify a longer term appointment. Most institutions are cautious in extending lengthy appointments to IAS, including language in their policies that indicates the limited circumstances for doing so. Three institutions noted that IAS appointments are reviewed very carefully at the point at which greater security might be granted. This often results in non-renewal or a terminal appointment rather than a longer appointment due to uncertain budgets or academic plans that don't support a long term commitment.

While qualifications in the language allow the continued reliance on one-semester or one-year contracts, the difficulty in making longer term contracts mandatory after a certain number of years of service is illustrated by the UW-River Falls experience. The UW-River Falls policy, in effect, has imposed a limit of six years on consecutive IAS appointments, because their job security policy requires a three year rolling term contract after 7 years and, in a conflicting practice, IAS are not granted rolling term contracts. This situation is highlighted because it represents the dilemmas involved in applying uniform policies to dissimilar groups of employees.

The Job Security Guidelines were published to promote better planning and attention to job security concerns of all academic staff systemwide. The guideline’s particular application to the working conditions of instructional academic staff should be reviewed.

Notice for Non-Renewal of Fixed-term-Renewable Appointments. In order to non-renew fixed-term-renewable appointments, a minimum amount of notice is required in the Administrative Code. Fixed-term-renewable academic staff are entitled to 3 months notice in the first two years of appointment and 6 months thereafter.¹⁶ As a result of the 1983 academic staff review, institutions were asked to review the notice provided for all academic staff to determine the extent to which greater notice could be provided. Thereafter, Unclassified Personnel Guideline 3.05 provided new minimums for “permanent staff,” defined as staff with at least half-time appointments (see table below). Several institutions exceed these minimums. This notice is applicable to all academic staff with renewable appointments, but for most IAS – those who are given terminal appointments – these provisions would not apply.

UPG 3.05: MINIMUM NOTICE OF NON-RENEWAL FOR ACADEMIC STAFF				
	Year 1-2	Year 3-6	Year 7-10	Year 11 +
Fixed-term-renewable	3 months	6 months	9 months	12 months

None of the institutions provides longer notice periods of non-renewal specifically for instructional academic staff as allowed in section 10.05(3) of the Code. All comply with the enhanced notice required in the UW System Guideline for renewable IAS with at least half-time appointments.

c) Rolling Horizon Appointments

Rolling horizon appointments create both longer term contracts and longer notice for non-renewal. A rolling horizon appointment is a form of multiple-year contract that is renewed annually for a like term.¹⁷ These contracts are used when academic staff are performing satisfactorily in positions where there is an ongoing programmatic need and the necessary budget support. Ten institutions provide for rolling horizon contracts. They typically require from three to seven years of service prior to issuing such a contract; no requirement of prior service is stated in any system policy.¹⁸

About 170 or 5.4% of instructional academic staff (HC) have rolling horizon appointments. (See Appendix 13) Most of these have rolling term contracts of 2 or 3 years; a few have 5 year terms. The advantage of a rolling horizon appointment to IAS – more job security – is apparent. Institutions can increase job security for some IAS while retaining flexibility to non-renew or layoff staff if required for budgetary or program reasons.

A rolling horizon contract may be terminated by providing notice equal to the length of the contract at the time of the annual review. A rolling horizon contract also may be converted to a standard fixed-term contract by halting the rolling feature. A decision to stop the roll is not the same as non-renewal.

¹⁶ Probationary faculty are provided 3 months in the first year, 6 months in the second year, and 12 months thereafter, UWS 3.09 Adm. Code. Tenured faculty and academic staff with indefinite appointments are not subject to nonrenewal, but may be discharged for cause or laid off under specified circumstances.

¹⁷ UW-Madison considers its rolling horizon contracts to be renewed daily. As a result, the notice period would be the full length of the rolling horizon.

¹⁸ Institutions using rolling horizon appointments include Madison, LaCrosse, Oshkosh, Parkside, River Falls, Stevens Point, Stout, Superior, Whitewater, and Extension. See Appendix 13 for detail.

2. Indefinite Appointments

The final appointment type is an indefinite appointment, which may be preceded by a probationary appointment or successive fixed-term appointments. An indefinite appointment is the rough equivalent of tenure, in that the individual may not be dismissed except for cause, though unlike faculty with tenure, an indefinite academic staff member may be laid off for reasons of budget or program. A detailed process is provided to protect against arbitrary layoff decisions. The process includes written reasons for determining “that the budgetary or program needs should be met by curtailing or discontinuing the program in which the individual concerned works” and a hearing. UWS 12.05(1) Admin. Code.

Indefinite appointments are made very cautiously, particularly when the position is funded by “soft money”. About 4.5% (144 HC) instructional academic staff have indefinite appointments. The number has increased since 1982, when 1.4% (30 HC) had indefinite status. Lecturers hold 93 of the 144 indefinite appointments. (See Appendix 14.)

Only two institutions (Madison, Milwaukee) currently are granting new indefinite appointments. The balance of institutional personnel policies and procedures provide fixed-term appointments, with multiple year or rolling horizon appointments as the vehicle for greater security. UW-Eau Claire, for example, takes the position that if an indefinite appointment seems warranted because the position is permanent, then the position should be placed in the faculty in accord with the preference stated in UPG#2. In this context, UW-Parkside, which does not provide indefinite appointments at present, reminds us that IAS appointments often may be the best way to staff an instructional need, whether temporary or permanent, given the singular focus on teaching.

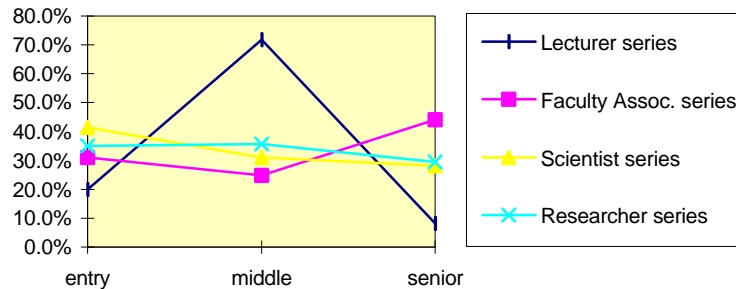
C. Promotions

Academic appointment categories, whether fixed term, probationary or indefinite, carry with them the opportunity for promotion through title progression and prefix change. The most commonly used prefix progression is from associate, to a title with no prefix, to senior and, for exceptional performers, to distinguished.¹⁹ Individuals may be hired at any of the levels. Criteria for Category A title progression are clearly defined in the Unclassified Personnel Guidelines and are applied in a similar manner to all Category A title series.

Progression for instructional and research academic staff (Category B) is less clear. Criteria are not applied uniformly among the title classifications and criteria may differ from department to department, much as they do for faculty. Ten institutions have appointed (or promoted) 8% or less of lecturers to the senior level. (See Appendix 15) As shown in the figure below, among lecturers systemwide, 8.2% are senior lecturers; 71.8% are lecturers (middle), and 20% are associate lecturers (entry). (Among lecturers with *full-time* appointments, 15% are senior, 72.7% are lecturers, and 12.3% are associate lecturers.) In the other titles shown in Figure 5, title assignments are more evenly divided among the ranks.

¹⁹ The UW System Board of Regents approved the use of the distinguished prefix for certain instructional and research academic staff titles on March 6, 1998. This distinction, which recognizes a few exceptional performers who are recognized by peers as superstars, had been available for other academic staff since 1991.

Percent at Rank in Selected Title Series (HC)



Source: October 1997 Payroll

Figure 5

Problems in determining appropriate prefix designations for instructional and research academic staff are complicated by questions of supervisory responsibility. While most Category A staff report to a designated supervisor, decisions of prefix designation or title progression may rest in the hands of the departmental faculty executive committee, therefore eliminating the opportunity for academic staff peer review and making opportunities for appeal limited.

D. Hearing of IAS Appeals, Complaints and Grievances

The determinations of who should hear appeals, complaints and grievances of IAS are made by the academic staff governance body at each institution. In recognition that there are instances where IAS interests are more aligned with faculty interests, faculty may be involved in the processes as the supervisor or as members of a hearing committee. While many of the academic staff policies and procedures distinguish between instructional and non-instructional academic staff for these processes, several do not make specific mention of the differences. Appeal, complaint and grievance processes typically involve an initial determination by a supervisor, generally the department chair or dean, followed by a hearing, where appropriate, by a committee of faculty or academic staff.

These processes are not used very often, thus there is not a large base of experience from which to judge whether one model works better than another.

E. Fringe Benefits

The provision of fringe benefits to academic staff in the UW System depends on whether they are eligible to participate in the Wisconsin Retirement System, the type of appointment (annual or academic year; permanent or temporary) and the percent of appointment. The five major types of benefits are discussed here: retirement; health insurance, life insurance and income continuation insurance; vacation; and sick leave.²⁰

Wisconsin Retirement System (WRS) participation is required for employees who are appointed for 12 or more months, for at least 33% time. One-third time, for the purposes of WRS eligibility, is defined as 28% appointment for academic year employees, 21% for annual appointments. The university's cost is a fixed percentage of salary (approximately 12.3%) based on the number of hours paid. An employee who will work at least 440 hours in a 12 month period becomes eligible for WRS employment.

²⁰ In addition, academic staff with 9 and 12 month appointments are entitled to 4 hours of personal holiday.

Eligibility for enrollment in health insurance, under the above employment examples, is immediate and, if desired, coverage is effective the first of the month following the appointment. The employee pays the full monthly premium cost. University contribution to the health insurance premium begins after the employee completes six full months of WRS participation. The amount of University contribution to the premium depends on percent of appointment. Employees are eligible for full university contribution with an appointment of 50% or more. For those with less than a 50% appointment, the university contributes approximately half the premium. Along with health insurance, WRS-eligible employees are eligible for a package including State Group Life and Income Continuation Insurance.

An employee not initially eligible for WRS participation would become eligible through a ‘look-back process.’ For example, a lecturer who has a 28% or greater appointment for single semesters each fall, would be subject to participation in the WRS at the beginning of the third semester of work, if the previous non-eligible appointments ended within a 12 month period of time since the previous appointment.

For academic staff with annual appointments, sick leave and vacation leave are prorated depending on the percent of appointment. Instructional and academic staff (and faculty) with academic year appointments are do not receive vacation. Classroom duties of instructional staff who are ill may be fulfilled through collegial coverage, as they are for faculty.

Instructional and academic staff, whose initial part-time or temporary appointments has a duration less than 2 semesters or a year and are not eligible for the WRS, are offered a Short Term Academic Staff Health Insurance Plan at the beginning of employment (i.e., no 6 month waiting period). During 1998, in Dane County, the university contributes approximately \$97.00 per month toward the premium for a single contract and \$252.00 for a family contract. They are also eligible to enroll in several non-WRS administered benefit plans but are excluded from the State of Wisconsin Group Life and Income Continuation Insurance plan.

F. Other Issues Related to Job Security

Solutions to the job security challenge inevitably raise difficult issues. Should indefinite and other long-term appointments be more widely utilized? Should the UW System place an upward limit on consecutive appointments to avoid overuse of IAS or de facto tenure? Should we create a two-track faculty system? Should the system institutions expand the use of part-time faculty appointments?

1. Limitations on Successive Fixed-term Appointments

UWS 10.03 states that a fixed-term appointment carries no expectation of reemployment, no matter how often it has been renewed. UWS 10.02 requires that letters of appointment make these terms and conditions clear. The purpose of these rules is to leave no doubt about the distinction between academic staff appointments and those of probationary faculty. Despite that careful effort, the use of instructional academic staff appointments requires careful monitoring.

None of the institutions imposes a formal limit on the number of times the fixed-term appointment of an academic staff member may be renewed.²¹ When fixed-term instructional academic staff are reappointed repeatedly, conduct research, and give service to the community, even though the terms of their appointments may be clearly restricted, the distinction between faculty and academic staff is not as clear. The distinction is important for considering whether job security and due process protections considered essential for faculty should apply.

²¹ There are no UW System rules or regulations barring an individual from receiving successive appointments well beyond the sixth year.

In 1983, five UW System institutions limited instructional academic staff appointments to a maximum number of successive years (5-7) to leave no doubt as to their restricted nature.²² In 1997, none of the UW System institutions had a formal rule limiting the number of years an IAS member may serve, though uncertain budgets and fluctuating staffing needs have led to informal limits in practice.²³

A limit is a disservice to individuals who, for reasons of immobility or career preference, would like to continue their affiliation with the university but, for any of a variety of reasons, cannot expect a faculty or indefinite academic staff appointment. A limit also may deprive the university of an experienced individual who would be available and willing to teach on a continuing basis. Yet, repeated appointment of an instructional academic staff member to the same position year after year suggests that a position could be available for a faculty appointment; thus continued reliance on academic staff could prevent development of ranked faculty positions to cover ongoing needs. Concerns on both sides of the issue deserve serious attention.

2. Non-Tenure Track Faculty

The creation of a non-tenure faculty track is controversial, and is a significant departure from current practice. While a non-tenure track is attractive for some reasons, the implications of such a change are perceived by some to endanger the tenure system and therefore evoke a strong reaction, particularly in the wake of the University of Minnesota tenure debate in 1996.

In the 1983 Academic Staff Review, the Board reviewed, but did not act on an option to create a category of fixed-term, non-tenure-track faculty.²⁴ This group might include those instructional personnel defined by the institution as having the qualifications for faculty appointment but holding a position for which institutional long range plans cannot guarantee long term need or likelihood of tenure. Questions about what constitute “qualifications” and “no possibility of tenure consideration” would be addressed locally and in accordance with institutional plans. Creation of a fixed-term non-tenure-track faculty would not eliminate the need to consider a separate category of staff for: (1) those teaching academic staff who lack faculty credentials but are hired to fill a temporary need on a full- or part-time basis; and (2) those who have faculty credentials and are hired part-time to fill temporary needs.

Fixed-term non-tenure-track faculty appointments are widely used in institutions across the country. Such appointments provide the same flexibility to plan for declining enrollments and to respond to shifts in student interests as instructional academic staff appointments. Such appointments provide the holder with a faculty title but state clearly that the appointment cannot lead to tenure. The use of faculty titles—Assistant, Associate and full Professor—provides individuals in such positions with a title more easily recognized by other colleges and universities in a national market than the UW System’s IAS designations. The certainty of a non-tenurable faculty position may be preferable to the insecurity of a probationary faculty appointment which may result in non-renewal rather than tenure.

There are other advantages and disadvantages of a non-tenure-track faculty designation. The use of a fixed-term non-tenure track faculty category permits many of the concerns of instructional academic staff to be addressed under existing or amended faculty rules and procedures. Fixed-term non-tenure track faculty could have the same compensation, governance rights and personnel policies (with the notable exception of the possibility of non-renewal) as tenure-track faculty. The institution benefits from having a body of experienced teachers who are relatively more secure but can be non-renewed in case of financial emergency or shifts in programmatic need.

²² UW-Milwaukee (6 year limit); UW-Parkside (5 years); UW-Eau Claire and UW-Platteville (7 years). UW-Oshkosh imposed a 5 year limit in departments defined as “tenure dense” (70% tenured).

²³ See discussion of example at UW-River Falls on page 20.

²⁴ Much of this section is excerpted from the 1983 Academic Staff Review.

On the other hand, fixed-term non-tenure-track faculty appointments can create problems that outweigh the benefits. There is concern that a new faculty category, in an era of budgetary constraints, may encourage institutions to appoint more fixed-term faculty and reduce the number of tenure-track faculty. The governance rights, and particularly the ability of non-tenure track faculty to vote on tenure decisions of tenure-track faculty, likely would be an issue. A second faculty track can create a “second class” category of faculty who might become bitter about their lack of tenure prospects; collegial relations among faculty could suffer in such a circumstance. A departure from the protections afforded by tenure may raise issues related to academic freedom. Non-tenure track faculty hired on a semester-to-semester basis likely feel the same frustrations of similarly situated instructional academic staff.

Benefits derived by the change in title and classification from “instructional academic staff” to “fixed-term faculty” might better be granted through personnel policies that reward continual service of instructional academic staff with longer appointments, additional notice and reasons in the case of non-reappointment,²⁵ through adjustments in the IAS titles that more clearly reflect their roles, by reconsidering the use of “faculty status” for governance purposes at all levels, and providing support for instruction regardless of title. The issues are complex and require thorough review and discussion. Any change in the current statutory structure of appointments would require further consideration and approval by the Board and changes in Chapter 36 of the Wisconsin Statutes.

3. Increased Use of Part-time Faculty Appointments

A third alternative that might be explored is expansion, as needed, of the number of part-time faculty positions. Statutes require faculty to have an appointment of 50% or greater in order to be tenured; nearly 96% of faculty are full-time. To the extent programs use IAS because programmatic need does not justify a full-time faculty position, the ability to hire qualified individuals willing to accept a part-time faculty position might be an advantage.

The 1980 AAUP statement, “The Status of Part-Time Faculty”, recommended:

that colleges and universities, depending upon the manner in which they utilize part-time faculty service, consider creating a class of regular part-time faculty members, consisting of individuals who, as their professional career, share the teaching, research, and administrative duties customary for faculty at their institution, but who, for whatever reason do so less than full time. They should have the opportunity to achieve tenure and the rights it confers. The Association stands ready to provide guidance to institutions wishing to develop such policies.²⁶

However, the discussion above, captured in the literature on permanent part-time faculty, makes clear that this is a solution that creates its own problems. It would be difficult for part-time faculty to conduct research and establish a scholarly reputation, in addition to teaching and service. Institutions in smaller cities and towns might have difficulty attracting faculty to part-time positions. For these reasons and others, none of our institutions favors this option.

G. Summary and Conclusions

Subsequent to the 1983 academic staff review, UW System institutions reviewed the job security provisions for all academic staff. Job security generally has improved for non-instructional academic staff. IAS appointments are more resistant to change due to their role as instructional “shock absorbers” and the fact

²⁵ The AAUP’s 1980 report on part-time faculty recommends that part-time faculty who have been employed for six or more terms, or consecutively for three or more terms, should receive at least a full term’s notice of non-reappointment.

²⁶ AAUP (1990) p. 56.

that a larger proportion of the IAS is part-time. Five significant changes in institutional policies and practices affecting IAS resulted from the 1983 review:

1. the timing of notice provided for non-renewal of all academic staff has been increased
2. the proportion of full-time IAS appointments has increased at several institutions
3. the number of multiple year and rolling horizon contracts for IAS has increased at most institutions
4. two institutions now provide indefinite appointments for IAS
5. the five institutions that limited the number of consecutive years IAS could serve have deleted the limit. One institution has a de facto limit of 6 years.

On the other hand, most UWS institutions do not have a strategic plan for the use of and working conditions for IAS. The use of IAS *is* a strategy of maximum flexibility for responding to budget and program needs. Several issues remain.

1. The proportion of fixed-term-terminal (hire/fire) appointments is significantly higher at several institutions than the norm. This suggests the existence of different planning strategies or perhaps a difference in institutional attitudes toward this part of the instructional workforce.
2. The number of multiple year, rolling and indefinite appointments is still small. The number of IAS with continuous appointments is greater than the small proportion with multiple year, rolling, and indefinite appointments would indicate.
3. IAS personnel actions in most cases appropriately involve the faculty, although formulation of academic staff personnel policies resides with the academic staff. This is particularly the case for hiring, promotion, evaluation and retention. This creates confusion about governance for IAS.
4. IAS personnel policies generally are not easily accessible, especially as regards the role of faculty and academic staff in various procedures, introducing considerable ambiguity for IAS and their supervisors.

These issues are addressed in section B of the recommendations, beginning on page 41.

V. INTEGRATING IAS INTO INSTITUTIONAL LIFE

Several recent articles in the Chronicle of Higher Education indicate a concern that IAS are not in the mainstream of campus life. Instructional academic staff and part-time faculty have been referred to as “invisible faculty”, a “new class of migrant workers” in “faceless departments.”²⁷ News reports focused on these instructors nationally portray them as tending to be poorly socialized in the institution, rarely well supported, and often ignored by their departmental colleagues and the university at large. They are not viewed as being accorded full respect and attention as collaborators in the educational process.

The UW System institutions were surveyed in spring 1997 to discover what is being done or might be done to avert such a situation in Wisconsin by better integrating instructional staff into the learning environment. It is important to our students that they are instructed and advised by staff who are knowledgeable about how the university works, and how their courses fit into the curriculum. Instructors need to be well-prepared and well-supported in their instructional responsibilities so students experience excellence in the classroom and lab.

The survey revealed varying approaches and priorities within and among institutions. Several institutions have spent considerable energy on this group of employees. Others have taken a more ad hoc approach, largely leaving management of these staff to departments. Moreover, the treatment of these issues varies depending on whether IAS are part-time or full-time, whether they have a short-term or long-term relationship with the university, and whether they are employed outside of the university. More attention is being paid to full-time IAS who fill recurring needs. Some, but admittedly insufficient attention is given to part-time, temporary, and adjunct teaching staff.

Research on part-time employment “demonstrates that the *intentions, expectations, and history* a person brings to a job have a significant impact on subsequent organizational integration. Results of this research indicate that it is not the nature of part-time work that is disillusioning; job dissatisfaction more often results from unrealized or unrealistic expectations.”²⁸ The authors conclude that staff who work part-time by choice may be less dissatisfied than those who would rather be working full-time or elsewhere.

While the university can do little about the intentions and history of individual IAS, we can explore other issues affecting their satisfaction. We can examine the expectations of IAS to discover which, if any, of their expectations are unrealistic and why. We can examine what can be done to clarify or redefine the universities’ expectations of IAS while satisfying the reasonable expectations IAS hold. The goal of the actions we take will be to improve the satisfaction of students in the classroom, clinic, and lab.

This section of the report examines three parameters relevant to integrating instructional and research academic staff into institutional life. The extent to which:

- IAS and research staff are invited to participate with faculty formally and informally in making academic policy and curricular decisions;
- adequate support is provided to promote good teaching, research, and service;
- professional assessment and development opportunities are available.

²⁷ See, e.g.: “Academic’s New Class of Migrant Workers,” Elizabeth Kennedy Mejia, September 13, 1996, p.B5. “Heavy Reliance on Low-Paid Lecturers Said to Produce ‘Faceless Departments’”, March 28, 1997, p.A12.

²⁸ “Identifying the Strangers: Exploring Part-time Faculty Integration in American Community Colleges.” John Roueche, Suanne Roueche, Mark Milliron, *Community College Review*, 23(4), pp 33-48, at p. 36.

A. Governance

Traditionally and by statute, UW System faculty have been the key players in discussions and decision concerning curriculum, admissions and academic standards as well as recruitment, evaluation and retention of instructional staff. Yet, participation in governance by a broad range of educators and professionals is fundamental to the quality of the UW System institutions. A broad range of viewpoints and expertise brought to bear on the many facets of university life help make our institutions dynamic and responsive.

Through participation in departmental and college-level planning and decision-making, academic staff and faculty alike gain expertise in program development and curriculum design, which translates into improvements in their own course planning and ability to advise students. IAS also can enrich departmental discussions of curriculum, based on their often-extensive classroom experience. Participation by IAS may be a pivotal means to address their perceived lack of status – limited visibility, recognition, and respect from colleagues. The lack of status affects morale and persists even when individuals have taught for many years. While there are legitimate concerns about maintaining the faculty’s ultimate responsibility for academic and educational activities, the exclusion of academic staff from programmatic and policy discussion is not productive.

1. Formal Structure and Traditions of Institutional Governance

The UW System is unusual in having governance roles defined by statute. When the UW System was created in 1971, the statutes specified only the roles of faculty and students. In recognition of the fact that some individuals newly designated as academic staff had formerly enjoyed faculty governance privileges, an opportunity was created for selected academic staff to be granted “faculty status” to participate in governance.

UWS 1.05 Faculty status. By action of the appropriate faculty body and chancellor of an institution, members of the academic staff may be designated as having “faculty status.” Faculty status means a right to participate in faculty governance of an institution in accordance with the rules of the institution. Faculty status does not confer rank or tenure, or convert an academic staff appointment into a faculty appointment.²⁹

In 1985, a statutory amendment was urged by the academic staff and adopted by the legislature, granting academic staff an independent role in governance and specific responsibility for policies and procedures concerning academic staff personnel matters. The current statutes defining the roles of faculty and academic staff read as follows:

36.09(4) **The faculty** of each institution, subject to the responsibilities and powers of the board, the president and the chancellor of such institution, *shall be vested with responsibility for the immediate governance of such institution and shall actively participate in institutional policy development.* As such, the faculty shall have the *primary responsibility for academic and educational activities and faculty personnel matters.* The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance. *(Italics added)*

36.09(4m) **The academic staff** members of each institution, subject to the responsibilities and powers of the board, the president and the chancellor and faculty of the institution, *shall be active participants in the immediate governance of and policy development for the institution.* The academic staff members have the *primary responsibility for the formulation and review, and shall be represented in the development, of all policies and procedures concerning academic staff members, including academic*

²⁹ The employment rights and conditions of academic staff who are granted "faculty status" for governance purposes per UWS 1.05 continue to be governed by academic staff personnel policies and procedures.

staff personnel matters. The academic staff members of each institution shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance. (*Italics added*)

The UW System institutions have 2 primary models for carrying out these roles at the institutional level:

- All-university senates including faculty and academic staff (and sometimes students), with bifurcated faculty/academic staff committees, and some joint committees, or
- Separate faculty, academic staff, and student senates, assemblies, or councils.

Generally, IAS have not been as concerned about participation at the institutional level since passage of 36.09(4m). The right to participate is available, at least for staff with appointments of 50% or more. *The primary issue for IAS at the institutional level is the extent to which they fall through the cracks between the non-instructional academic staff and faculty roles in governance.* The dilemma is that implementation of the personnel policies governing IAS involve the faculty, and yet, under the statutes and Administrative Code, academic staff councils are given the responsibility for formulating IAS personnel policies. When IAS personnel matters are closely related to faculty decision-making prerogatives, the primary responsibility of academic staff for formulation of personnel policies related to their own positions is diminished. Academic staff governance groups represent both instructional and non-instructional academic staff. Since most of the members active in governance are not instructional staff, representatives note that it is difficult to focus attention on IAS personnel issues.

Below the institutional level, the right of IAS to participate is less clear. Decision making at the college and departmental levels relates more to “academic and educational activities,” which are the primary responsibility of the faculty, though many decisions have direct bearing on personnel matters and interests affecting both faculty and IAS. The decision whether or how much to involve academic staff largely has been the prerogative of the faculty. While many departments include IAS in planning and decision-making processes, participation is uneven. Change in the tradition of limiting departmental or college decision-making to the ranked faculty would require a change of culture and/or significant leadership by those seeking change.

Of particular concern to IAS is the extent to which they have the freedom to design and deliver their courses within appropriate departmental guidelines defined by curricular needs. It is difficult to summarize the role of the IAS in the development of curriculum and courses and selection of texts, because the role varies greatly among the departments of the UW System institutions. Full-time IAS tend to have more discretion over courses as their seniority increases. Individuals teaching part-time, responsible for introductory courses, may be given a syllabus and prescribed text, with little discretion to alter the course. There is a full range of practices in between.

2. Faculty Status

One way to keep IAS from falling through the cracks is through use of “faculty status” defined above. Faculty status offers designated members of the academic staff an opportunity to share in many of the governance responsibilities of faculty. The faculty and chancellor of each institution have authority to grant this right to participate in the faculty side of governance to academic staff members. The range of institutional practices includes:

- granting faculty status to all or nearly all academic staff;
- granting faculty status only to full-time instructional academic staff or those with at least a 50% appointment, who qualify under a set of specific criteria;
- granting faculty status or an equivalent designation only or first at the departmental level;
- extending participation in governance to all IAS, without granting faculty status to any.

As an example, at UW-LaCrosse, all IAS with at least 50% appointments are granted faculty status during the second year of appointment. IAS with faculty status may serve as member or chair of most faculty committees. They have extensive governance rights in most departments, including full participation in meetings, voting in department elections (including for the chair), involvement in curriculum and text selection, and committee work. Some departments at UW-LaCrosse do not extend governance beyond the outlines in the institutional policy, some do not extend governance to IAS without faculty status, and some afford participation to all full-time instructional staff. In general, ad hoc IAS do not have a role in departmental governance activities.

Practices at the departmental level vary greatly within and among institutions. One institution remarked that some departmental “cultures are inhospitable, denying use of faculty status as a real option.” At most campuses, faculty status is granted at the institutional level. At UW-Milwaukee the department must approve faculty status before it can be approved at the college level. Thus, if the department does not grant faculty status, IAS can be denied a role at two levels.

The extent to which faculty status is used is one way to measure whether IAS are given a role in governance. However, the differences in use of faculty status among and within institutions make clear that it does not resolve the dilemma.

3. Barriers To Participation

Progress has been made since the 1983 study in the governance role of academic staff generally, including passage of the statute defining their role. But issues remain for incorporating instructional academic staff into governance at the institutional level, and even more so at the department and school levels.

Each institution was asked to identify any barriers that might exist to effective involvement of instructional academic staff in governance at any level. The barriers appear to be higher at the departmental and college levels, where the prerogatives of the faculty in personnel and curricular decisions are strongest. At the institutional level, several institutions noted that there were no structural barriers against IAS participation, though relatively short term and part time IAS normally don't get involved.³⁰ The primary impediments to more effective participation of IAS in governance are: (a) time and part-time status, (b) faculty policies and traditions, (c) academic freedom, and (d) limitations of status.

a) Time and Part-time Status

Generally, IAS are entitled to participate in governance at the institutional level through the Academic Staff Council or equivalent body. At several institutions, election to the academic staff governance council is restricted to academic staff with full time or at least 50% appointments. Thus, a large percentage of IAS are excluded from aspects of governance, even within the academic staff ranks.

The rationale behind such election rules derives from a sense that part-time IAS do not have time to devote to committees and broad institutional issues nor do they have a long-term commitment to the institution to anchor their judgment. Even in the absence of such a rule, institutions reported that relatively short-term and part-time IAS normally don't get involved in governance. One reason IAS do not participate may be that neither non-instructional academic staff nor departments have the time or inclination to cultivate a part-time participant. Or, meetings may be scheduled at times when part-time IAS are not on campus, and alternative

³⁰ One exception to this is a practice begun by the UW Colleges in the mid-1980s, when 100% lecturer appointments (with governance and service responsibilities) were changed to 80% appointments without such expectations. An 80% appointment is considered to be full-time. Many UWC lecturers voluntarily contribute to campus life even though they are not rewarded for it. The institution has examined the cost and benefits of increasing appointments to 100% with governance rights, but as yet has not been able to afford what could be, at this point, an expensive change.

ways to involve them in discussions – for example, through advance notice, e-mail, or teleconference – are not explored.

Time is also cited as a barrier for full-time IAS with longer institutional service. Full-time IAS may have a teaching workload that precludes them from making a significant commitment to committee and other governance work. Nevertheless, many full and part-time IAS are interested in and want to contribute to their departments and institutions, and many do. When IAS participate, their contribution is viewed as voluntary.

The fact that many IAS are new each year also is a problem, in that the individuals have not had time to develop knowledge about the institution, college or department in order to make a full contribution. The UWEX report noted, “Employees (faculty and academic staff) need time to get productively settled into the roles and for their expertise to be applied and recognized, which leads to involvement in divisional and administrative unit activities.” This applies to most new employees of the university, however the IAS tend to be affected more as the proportion of new and temporary hires rises.

One institution pointed out that academic year rather than annual appointments hinder participation of IAS in academic staff governance, since much work is done over the summer months.

b) Faculty Policies and Traditions

Since academic staff are entitled to participate in governance at the institutional level, it is primarily governance at the department level that draws our attention here. With a few exceptions, there is no institutional requirement per se for academic staff involvement at the department level. Yet, academic departments are where important personnel policies are implemented and decisions are made concerning, for example, assignment of courses, curricular development and text selection, evaluation of performance, and assessment. Because there is no requirement for IAS involvement, participation in college and departmental governance typically is not mentioned in existing policies and procedures. This does not mean that faculty in colleges and departments have voted to exclude IAS as above. They simply may not have addressed the issue. Often, faculty supervisors and department chairs are not familiar with academic staff governance processes and rights.

Departments typically have an executive committee, made up of tenured faculty members, that determines personnel matters. IAS often are excluded from participating and voting, even when the discussion is about an academic staff member. The IAS member is invited when his/her own review is at issue. This parallels faculty reviews, especially those for probationary faculty. The more general faculty decision-making at the department level also often excludes full or part-time IAS, by practice or written policy of the faculty.

The reluctance to include IAS in governance seems influenced in part by the increasing appointment of IAS when faculty lines are vacated. As one institution explained, “Faculty frequently articulate the fear and distrust that faculty appointment will be replaced by academic staff leading to the demise of a faculty presence and of the academic departments. Sometimes a fundamental lack of respect is voiced by faculty regarding academic staff colleagues—which may be a manifestation of distrust. . . .The perception (sometimes erroneous) that instructional academic staff are less qualified seems to contribute to a lack of recognition of academic staff professional competence and respect by faculty.”

These are not static issues. At UW-Oshkosh, IAS are excluded from nominating elections for department chairs by a 1994 faculty policy. The Senate of Academic Staff has asked the Faculty Senate to establish a joint committee to study department voting rights, and the faculty have agreed to do so. The UW-Madison Faculty Senate recently passed a policy requiring at least one academic staff member on school and college Academic Planning Councils. At most institutions, IAS may not serve as chair of an academic department, but several have served as academic program directors (e.g., Nuclear Medicine Technology and Minority Studies at UW-LaCrosse.)

At the *institutional* level, the existence of all-university senates, an appreciation for the role of academic staff specified in 36.09(4m), and increased use of “faculty status” have brought about significant progress for academic staff. Academic staff are more involved in key institutional issues than in 1983. However, on many campuses, faculty form the membership of their committees dealing with academic program and policy, and may limit membership to faculty.

c) Academic Freedom and Freedom of Expression

A few institutions reported a perception that the relative job insecurity of IAS has a chilling effect on their willingness to speak out on departmental and institutional issues. This is particularly so when the issues involve academic staff personnel matters. This is not unlike the situation of probationary faculty, although academic staff are never granted tenure and so the concern for academic staff is never resolved. A Vice Chancellor reported that occasionally IAS have been heard to express concern about non-renewal if they become too involved in campus or departmental debates. On the other hand, UW-Parkside noted that since the 5 year limit to consecutive appointments was eliminated, IAS are more willing to be involved at department and institutional levels. In the absence of specific complaints, this type of concern is difficult to measure. Tenured faculty and academic staff with multiple year appointments are perceived as having more freedom to express their opinions in and out of the classroom. This is a major focus of the AAUP recommendations concerning the status of part-time and temporary faculty.

d) Status and Respect

University culture nationwide has fostered a status differential among employees that is carried out through official policies, the governance system, and informal relationships. Higher education institutions of all types are beginning to recognize a need to move away from polarizing characterizations of function and status. UW-Extension, for example, reports that through concerted planning efforts, there is no distinction between IAS and faculty serving on committees and developing programs: Distinctions are based on disciplinary and methodological expertise. If the practical results of the status differential are a problem for meeting the goals of the university—then effective solutions must be based in new approaches. This may require a change of institutional culture.

Several institutional surveys suggested that IAS are viewed as a cheaper, temporary model of university faculty, needed to balance the budget. The lack of status—limited visibility, recognition, and respect from colleagues—persists even when individuals have taught for many years and has an effect on their morale.

One tangible result of the status differential is that IAS may not be principal investigators in research grant proposals to many governmental agencies and private funding agencies, even though they may be the driving force behind the research. This stems not from disrespect for their abilities, but from a lack of understanding of what IAS titles mean outside the UW System and doubt about the security of the institution’s commitment to the IAS member, given the absence of tenure.

The perceived status differential between IAS and faculty, and the reported sense of professional isolation and second class citizenship can occur all along the compensation ladder. Evidence of this is exhibited in the following excerpt from a spring 1997 report of the UW-Madison Medical School Task Force on Faculty Tracks, representing the concerns of a group of physicians who teach in the medical school and in the university hospital and clinics through their clinical work. The CHS faculty constitute 38% of the FTE instructional academic staff at UW-Madison.³¹

³¹ In fall 1997, CHS faculty were 27% of the instructional academic staff headcount (32% of FTE) at UW-Madison. The 329 CHS Faculty (HC) included: 79 Professors (CHS); 100 Associate Professors (CHS); 140 Assistant Professors (CHS); 9 Instructors (CHS).

The CHS faculty often feel that they are “second class citizens” in the University because they are officially identified as “academic staff.” They cannot participate in University governance as faculty members. They cannot chair departments. They cannot vote on the promotion of tenure-track colleagues. They cannot serve as Principal Investigators on grants without special dispensation from the Chancellor. They are not considered “faculty” when annual salary recommendations are being considered or when salary equity is being reviewed. They do not have access to the faculty grievance process. They are “non-faculty” when seeking intramural support for their professional development or their research. Yet they feel that their role in the University is essentially the same as the role of the “legal” faculty. Why, they ask, should they be denied so many of the rights and privileges of faculty members?

The Medical School task force recommended creation of a non-tenured faculty to resolve the status differential. However, there is not a consensus within the Medical School on this as a solution. As discussed earlier, creation of a separate faculty track is not a panacea.

It is important to note that while some IAS may feel unappreciated, others are faring well. UW-Stevens Point indicated that the problem is not pervasive: “negative attitudes from *individual* faculty members may result in *isolated* instances where academic staff do not feel that their contributions are valued.” Cooperative Extension reports that it has “come a long way from (1) ignoring academic staff to (2) being confused by them to (3) identifying them as separate and unique entities to remember to involve and now to (4) considering instructional academic staff for involvement based upon the expertise and perspective they bring to a task, irrespective of what employment category they happen to be.” The institution’s report notes progressively diminished barriers at the unit and divisional levels.

B. Assessing and Improving Teaching Performance

The development and use of effective methods for assessing and improving teaching performance is of concern for all instructional staff. The performance evaluation process is a critical source of feedback to the individual and the department for the improvement of performance and for making professional development plans. Evaluation also is important for ensuring informed decisions for retention and merit pay. This section discusses performance expectations and evaluation, and professional development and support.

1. How are expectations of performance expressed?

Contract length and compensation are easily written and understood. Other conditions of employment and expectations for performance may not be as clear. Expectations are communicated through policies, handbooks, conversations with faculty, other staff, and students. They should be expressed—though not for the first time—through the performance evaluation instrument. Some expectations are obvious, others are part of the institutional or departmental culture and are not as easily conveyed. All of the communications are most useful if made explicit and easily accessible, particularly for part-time and ad hoc IAS who have limited time and opportunities to glean them on their own.

Practices in this area have not been examined systematically. Institutional survey responses revealed variation in approach and content. Most institutions outline general principles for performance in a document such as the academic staff handbook or personnel policies. Most institutions cited the evaluation tool and policy as the source of explicit expectations. These policies are conveyed to IAS at the outset of an appointment though written documents and orientation programs. For the most part, however, expectations are expressed orally and usually are idiosyncratic to departments. The range of expectations varies, in one vice chancellor’s words, “from ‘conduct the class’, to explicit outcomes.”

Most institutions apparently do not have and most departments are not required to have written criteria for IAS performance expectations apart from the general institutional principles. Departments that use more

IAS, and particularly those that use more full-time and continuing IAS, tend to have a more formal way of conveying their expectations. For example,

- UW-Stevens Point provides its evaluation procedures in an academic staff handbook. Each department is expected to specify in writing the relative importance of performance objectives for: teaching ability, professional disciplinary growth, and general educational service. The policy specifies that in establishing performance objectives, departments should consider the following provisos:
 - ⇒ part-time teaching academic staff are not expected to fulfill obligations related to professional disciplinary growth or general educational service;
 - ⇒ part-time teaching academic staff are not required to participate in institutional governance but have the right to such participation; and
 - ⇒ teaching ability shall be the major criterion by which part-time classroom teaching academic staff are evaluated.
- Most UW-Platteville departments require goals to be set and performance evaluations are based on achievement of the goals.
- The UW-Milwaukee English Department has developed a document that articulates their expectations, as well as workload, prefix levels, reappointment criteria, and development and review expectations and procedures.

2. Related Issues for Review

Some issues raised about performance expectations are summarized in the following questions that might serve as the basis for institutional and departmental reviews of their practices.

- a) How do expectations for performance differ as between part time and full time instructional academic staff?
- b) Are appropriate expectations formally conveyed to part-time and ad hoc IAS as well as to full-time, continuing IAS?
- c) In order to be rehired or renewed, or to advance or gain a merit pay adjustment, are IAS and research staff actually expected by the faculty to do more than teach or research in a professional manner? If so, how are the expectations communicated?
- d) Do IAS have input into developing the goals by which their performance is measured?
- e) Are IAS expected to introduce emerging technologies into the classroom? Are they supported in this expectation?

3. Evaluation tools

Full-time and continuing IAS tend to be evaluated for retention and improvement of performance using the same types of tools used for the faculty: student evaluation; peer review and classroom observation; activity reports. Those departments that have moved toward portfolios and other evaluation tools for faculty also use them for IAS. Most institutions require use of a student evaluation process, but do not specify the form to be used. Several institutions have specifically rejected the idea of using a universal form across all departments for evaluation of all instructional staff.

Part-time and ad hoc IAS, particularly those with single semester, fixed-terminal appointments, are not evaluated as uniformly as full-time instructional staff.

4. Who performs the evaluation?

The responsibility to evaluate IAS for retention and merit review varies across departments. Two structures are most common: (1) the chair is designated as the supervisor for the IAS, and is responsible for evaluation and merit determinations; or (2) the same process is used as for probationary faculty, which may involve a committee of faculty (typically tenured) or all faculty in the department. Other academic staff usually are not involved in the evaluation process, particularly when there are few IAS in a department. There are exceptions. For example, when there is more than one academic staff member teaching in a department, UW-Stevens Point encourages the active involvement of senior academic staff in the evaluation process. All individuals involved in the evaluation process must complete training provided through the vice chancellor's office.

Several institutions stress that appropriate training of individuals involved in the evaluation process helps to ensure that proper consideration is given to the formal expectations for performance.

5. Opportunities For Professional Development And Improving Performance

In their national study of part-time faculty, Gappa and Leslie (1993) concluded that comprehensive professional development programs for part-time faculty represent the best examples of long-term integration, because they “do more than simply orient part-timers to the physical and bureaucratic map of the institution. Such programs focus on teaching, and they involve part-timers with key faculty members and administrators over a period of time. . . . This outcome goes beyond the mere inclusion of part-timers and helps establish a stronger teaching culture among all faculty.”³²

Each of the UW System institutions invests in the professional development of faculty and staff. Opportunities for professional development for part-time IAS are more limited than for other categories of employees, largely due to the competing needs of the permanent faculty and staff: it is less common for part-time IAS to be offered or to take advantage of such opportunities. In a time of reduced resources, the attitude that IAS are a temporary fixture in the university can contribute to assigning a low priority to their professional development needs. Conversely, some institutions and departments appear to recognize the IAS as an integral part of the institution, and attention to their professional development is more pronounced.

There are five major sources of professional development programs available to the IAS: workshops and seminars designed by the institution for the faculty; programs for improving teaching performance provided to all instructional staff; departmental programs and grants; grants and conferences in the discipline; and academic staff professional development grants available to all academic staff. In addition, mentoring programs are cited as a means for gaining professional skills. For the most part, institutional programs designed to enhance teaching performance are open to IAS, for example, the UW-Milwaukee Center for Instructional and Professional Development provides support for all who seek it out. At the System level, Undergraduate Teaching Improvement Council (UTIC) programs are also available to all. Instructional academic staff are not eligible for sabbaticals, a statutorily created program for faculty renewal.

6. Orientation Programs

Several UW System institutions have developed comprehensive orientation programs that attend to the academic map as well as the physical and organizational map of the institution. For example, UW-LaCrosse has implemented an institution-wide orientation program for all new faculty and instructional academic staff. The program is presented over two days before the beginning of the academic year, and at the beginning of the second semester. The program includes social interaction, and presentations and discussions on a variety of topics related to academic and instructional activities, such as:

³² Gappa and Leslie, p 213.

- General education program
- Discussions of effective teaching techniques
- Writing emphasis program
- Student advising
- Balancing teaching/scholarship/service expectations
- Professional development opportunities

UW-Extension's Division of Cooperative Extension has implemented a broad orientation program that spans 18-24 months. The program involves faculty, academic staff and classified staff as members of common orientation classes. The purpose of the program is to broaden the understanding of all new employees of institutional and divisional missions and to build on the strength that comes from collaboration across employment categories and disciplines.

Such programs are useful in providing all staff involved in the instruction of students a common foundation in the institution's goals and objectives. Yet, even those with inclusive orientation programs note that it is often difficult to fully involve ad hoc and part-time instructional staff, given their conflicting professional demands and limited time available on campus.

C. Impact on Students and Faculty of IAS Assignments and Responsibilities

The primary responsibility of instructional academic staff is to teach; the primary responsibility of research academic staff is to conduct research. However, as citizens of the university these academic staff inevitably become involved in other activities and assignments, including governance, student advising, scholarly and professional activity, and university service. Student satisfaction surveys have not indicated dissatisfaction with the quality of the work of these staff. Indeed, though the instructor's status is listed in published course timetables, students may not be aware of any difference between faculty and instructional academic staff in the classroom or lab.

The presence of IAS in greater numbers in academic departments has had an effect on the role of faculty. The institutional survey asked how any change in the balance of assignments to IAS might have affected the faculty. Most institutions did not perceive any change in assignments nor any effect on the faculty: since such changes usually come gradually, it is not surprising that shifting assignments have largely gone unnoticed. Others recognize that when IAS take on responsibilities in addition to teaching, faculty workload is affected. For example, IAS involvement or non-involvement in curricular development has an impact on the faculty's collective responsibility. As IAS take on advising responsibilities, the faculty concomitantly have a lesser advising load. One institution reports that faculty advising load has decreased from 50 to 30 students due to the addition of advising to academic staff responsibilities: students have more access to advice and faculty have more time for other instructional activities.³³ Concomitantly, if the growing group of IAS is not expected to advise, design curriculum, or participate in governance, the responsibilities of the faculty are increased for the number of students being taught.

D. Summary and Conclusions

This section has discussed aspects of university culture, embodied in structures and programs dealing with governance, hiring and evaluation, and professional development that can play a central role in integrating or alienating instructional academic staff. Those institutions and departments that have been most successful in integrating IAS tend not to distinguish among the ranks of their staff in attending to their professional needs, actively including IAS – at least those that have some continuity with the institution – in the process of improving instruction at all levels. While the funds for individual professional development and support for

³³ Non-instructional academic staff advisors also share the academic advising load.

scholarly work are directed primarily to faculty, increasingly, scarce professional development funds are used to sponsor group inservice programs in which IAS may participate.

A recent study of integration of part-time faculty in community colleges, made several recommendations for improving the involvement of part-time faculty in the educational process.³⁴ While the study was limited to the experiences of community colleges, which make greater use of non-tenure track faculty than other institutions of higher education nationwide, the recommendations appear to be applicable to the broader spectrum of institutions, and to issues related to full-time and part-time instructional academic staff. In summary, the authors recommend:

- a concerted, institution-wide effort to improve integration of part-time faculty, supported at the highest levels, that will assess the current situation and develop an improvement plan;
- a recruiting and hiring process that identifies excellent teachers who understand the role of IAS in the institution. They question the practice of “dangling” the possibility of a full-time faculty appointment to motivate people to accept a non-tenure-track position.
- focused efforts to socialize new part-time faculty. Socialization includes an opportunity to learn about institutional mission, institutional and departmental culture, students and their learning needs, and expectations for performance.
- placing a high priority on creating rich communication between full-time and part-time faculty. This may be done through mentoring relationships, common professional development opportunities, involvement in governance, in orientation, and in evaluation processes, and in the social and intellectual life of the department.
- weaving together individual orientation, staff development, evaluation, and other systems and processes to create “integrative synergy.”
- assessing results of the various approaches so that effective programs can be institutionalized and new approaches can be developed to improve the effort.

³⁴ “Identifying the Strangers: Exploring Part-time Faculty Integration in American Community Colleges.” John Roueche, Suanne Roueche, Mark Milliron, *Community College Review*, 23(4), pp. 33-48, at p. 36.

VI. CONCLUSIONS AND RECOMMENDATIONS

The instructional academic staff is comprised of professional, well-qualified instructors who contribute to the currency of instructional material, and enable institutions to have needed programmatic and budgetary flexibility. A focus on the quality of the student experience in each class, irrespective of who teaches it, should be maintained as the report and its recommendations are considered by the Regents and the institutions.

Several conclusions can be drawn from this study.

1. For the most part,³⁵ the current level of use of academic staff is the result of budgetary pressures resulting from the decreases in state funding over the last decade, forcing institutions to rely on non-faculty instructors to meet pressing instructional needs and to keep course sections available to serve students. Generally, these instructional academic staff command lower salaries than ranked faculty.
2. Institutions vary widely in the extent of their use of instructional academic staff, the ways in which instructional academic staff are deployed in the institution, and the types of appointments and attendant job security they are afforded.
3. Departments within the institutions appear to vary in their approaches to including instructional academic staff in governance and other activities of the academic community, and to evaluating their work.
4. Many of the desired changes in personnel policies and working conditions apply as well to all instructional staff, indeed, to all employees. This report deals with the needs of the instructional and research academic staff.
5. While the UW System can provide a legal framework, guidance, and examples of best practices, most issues identified in this study will be addressed most effectively at the institutional level.

Given both the likely continued use of IAS and long-range concerns, including preserving quality of instruction and academic freedom, we should review our employment practices to determine how we can better support instructional and research academic staff to produce the most effective instruction within our resource constraints. This report recognizes the complexity of staffing decisions dependent on programmatic needs, fluctuating demands, availability of qualified faculty and budgets. In this context, institutions should establish plans to utilize fully the talents of the teaching academic staff, enhancing the learning environment for students across the UW System.

Several institutions recommended that the UW System should consider whether steps should or can be taken to reverse the trend of hiring instructional staff when faculty positions are vacant. The Board may wish to assess the costs and benefits of reducing reliance on instructional academic staff when a faculty appointment is most appropriate, and to consider whether to request funding over the next several biennia to accomplish such a goal.

A. Integration Of IAS Into Institutional Life

The need to integrate instructional and research staff into the educational process is increasing with the rising number of part-time and temporary academic staff in our classrooms and labs. Our institutions and departments must clearly articulate expectations for academic staff performance and must attend to instructional and other needs of these staff, including appropriate levels of job security and opportunities for

³⁵ Several institutions have deliberately decreased the proportion of instructional academic staff, funded through base reallocation. (See Table on page 11)

professional development. Instructional and research academic staff have the responsibility to be involved in formulating institutional policies and responses to identified needs and should be involved in governance at department, college, and institutional levels.

Efforts designed to improve the UW System's instructional environment for students are at the base of the following recommendations.

UW System Administration should:

1. Develop a forum sponsored by the Office of Academic Affairs for regular discussion of instructional academic staff issues.
2. Review language used in describing accountability measures relating to the proportion of instructional academic staff teaching in the UW System institutions and reconsider the requirement to label academic staff as distinct from faculty in course schedules.
3. Continue to model the integration of IAS into discussion of teaching and research issues through System Administration-sponsored programs, such as those sponsored by the Undergraduate Teaching Improvement Council which serves all UW System teachers regardless of title.

Institutions should:

1. Undertake a concerted, institution-wide effort to enhance support for the needs of instructional academic staff. The process should begin with focus groups or a survey of full and part-time IAS that assesses their instructional support needs and examines their working conditions.
2. Incorporate part-time and full-time instructional and research academic staff into orientation programs that provide an opportunity to learn about the institution's mission, institutional and departmental cultures, colleagues and students.
3. Facilitate the participation of Category B academic staff in departmental and college-level governance, placing a high priority on formal and informal communication among academic staff and faculty to fully involve IAS in the social and intellectual life of the institution.
4. Ensure the availability of and support for educational technologies for IAS.
5. Develop a plan that addresses staff development, performance expectations and evaluation, and other conditions of employment for IAS.
6. Professional development support (support for coursework, seminars, conferences, study and research, and the like) should be based on merit and need rather than on classification. Professional development opportunities should be equally available to entry level and experienced instructors.
7. Instructional and research academic staff should be involved in governance at department, college, and institutional levels. They should be encouraged to participate in developing and implementing institutional responses to policies, and particularly in, but not limited to, personnel policies including title assignments, prefix changes, and evaluation policies.
8. Implement a structure and procedure for collaboration between faculty and academic staff governance groups when issues affecting the welfare and well-being of both groups are involved, such as the development of evaluation criteria, morale issues, and voting rights. If decisions made by academic staff have an impact on faculty, then faculty should be involved, and vice versa.

B. Personnel Policies

Instructional academic staff provide flexible staffing to respond to fluctuations in student demand, disciplinary shifts, temporary staffing needs, and uncertain budgets. Academic administrators have difficult challenges that sometimes create conflicting goals regarding the use of instructional academic staff.

This conflict is exemplified most clearly in issues related to hiring, retention and non-renewal of IAS members. Concerns about job insecurity and the interest in longer term commitments to and from the university are not just personal concerns of affected IAS, but concerns for the entire university. Essential questions we must ask include the following: Are we doing enough to support loyal, committed, well-prepared educators at all levels? Are short-term employees given a sense of academic freedom and job security that allow them to be critical participants in the educational process? How do employment practices related to job security affect other issues, including participation in governance, and eligibility for research grants and professional development programs?

The following recommendations are designed to improve the personnel system to further our primary concern – the delivery of quality instruction, while recognizing very real resource constraints.

UW System should:

1. Review, and if appropriate, add elements to the unclassified personnel data system to help examine IAS issues (e.g., highest academic degree and first appointment date.)
2. Review the application of the UW System Job Security Guideline (UPG 3.05) to instructional academic staff, in accord with the institutional reviews recommended below.
3. Consider revising Category B titles to reflect national titling trends so that UW System instructional and research titles might be better understood for grant applications, in the national job market, and for other academic purposes.

Institutions should:

4. Ensure that policies and staffing plans for use of IAS reflect and project academic needs and budget capacity, job security appropriate to projected need, and provisions for assessment of performance.
5. Review the longevity of the instructional academic staff as a basis for planning and to ascertain the extent to which IAS may be given extended appointments. (Longevity data would then be entered into the UW System personnel database.)
6. Consider, after the first year or two of appointment, making renewable appointments for positions that can be supported by budget and programmatic need. Fixed-term-terminal and one-semester appointments should not be used repeatedly in the absence of a plan that demonstrates such need.
7. As supported by budget and academic program needs, make multiple-year, rolling horizon and indefinite appointments available for IAS who have provided substantial continuous service.
8. If not currently in place, establish systems for making compensation adjustments and setting promotion criteria for IAS that reflect merit and experience.
9. Identify personnel policies and practices that apply to instructional academic staff in a way that makes them easily accessible to department chairs, faculty, and instructional academic staff.

10. Review the recruiting and hiring process to ensure that those delegated the responsibility for hiring understand the role of IAS in the institution and convey appropriate expectations to successful candidates.
11. Orient department chairs to their role as supervisors of instructional and research academic staff so they can implement academic staff employment policies in a consistent manner.
12. Develop policies and practices specifically for part-time and ad hoc IAS, including: timely notice of appointment and reappointment; definition of workload (percent of appointment) that does not artificially deprive IAS of fringe benefits; expectations for performance, merit reviews, and professional development.

APPENDIX 1

(p. 4)

Wisconsin Statutes Defining Faculty and Academic Staff

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36.05(8) “**Faculty**” means persons who hold the rank of professor, associate professor, assistant professor or instructor in an academic department or its functional equivalent in an institution, persons described under s. 36.13 (4)(c) and such academic staff as may be designated by the chancellor and faculty of the institution.

36.13(4)(c) Any person who is not a ranked faculty member on August 15, 1991, and who is also described under subd. 1 or 2 shall be treated as a faculty member with the rank of associate professor for all purposes:

1. Any person who held an unranked faculty tenure appointment or unranked faculty concurrent tenure appointment under ch. 37, 1971 Stats., prior to July 10, 1974.
2. Any person who held an unranked probationary appointment under ch. 37, 1971 Stats., prior to July 10, 1974, and who subsequently received an unranked faculty tenure appointment or unranked faculty concurrent tenure appointment.

36.09(4) **The faculty** of each institution, subject to the responsibilities and powers of the board, the president and the chancellor of such institution, *shall be vested with responsibility for the immediate governance of such institution and shall actively participate in institutional policy development.* As such, the faculty shall have the *primary responsibility for academic and educational activities and faculty personnel matters.* The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance. *(Italics added)*

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36.05(1) “**Academic staff**” means professional and administrative personnel other than faculty with duties, and subject to the type of appointments, that are primarily associated with higher education institutions or their administration.

36.15(1)(b) “Professional appointment” means an academic staff appointment for a fixed or indefinite term granted to a professional employee who is involved in the guidance or counseling of students, assisting the faculty in research, public service or in the instruction of students or who is involved in other professional duties which are primarily associated with institutions of higher education; including, but not limited to, such employment titles as visiting faculty, clinical staff, lecturer, scientist, specialist and such other equivalent titles as the board approves.

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36.09(4m) **The academic staff** members of each institution, subject to the responsibilities and powers of the board, the president and the chancellor and faculty of the institution, *shall be active participants in the immediate governance of and policy development for the institution.* The academic staff members have the *primary responsibility for the formulation and review, and shall be represented in the development, of all policies and procedures concerning academic staff members, including academic staff personnel matters.* The academic staff members of each institution shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance. *(Italics added)*

APPENDIX 2

(p. 5)

Category B Academic Staff Compensation Schedule	
Title*	Salary minimum
<i>Instructional Academic Staff</i>	
CHS Professors (4 ranks)	100% of faculty minimums at rank
Adjunct Professors (4 ranks)	100% of faculty minimums at rank
Clinical Professors (4 ranks)	100% of faculty minimums at rank
Distinguished CHS or Clinical Professor	100% of Professor minimum
Distinguished Lecturer	85% of Professor minimum
Sr. Lecturer	75% of Professor minimum
Lecturer	75% of Associate Professor minimum
Associate Lecturer	75% of Assistant Professor minimum
Distinguished Faculty Associate	85% of Professor minimum
Faculty Associate	75% of Professor minimum
Associate Faculty Associate	75% of Associate Professor minimum
Assistant Faculty Associate	75% of Assistant Professor minimum
Faculty Assistant	Graduate assistant stipend
Distinguished Instrument Innovator	85% of Professor minimum
Instrument Innovator (instructional)	75% of Professor minimum
Associate Instr. Innovator (instr)	75% of Associate Professor minimum
Associate Instr. Innovator (instr)	75% of Assistant Professor minimum
<i>Research Academic Staff</i>	
Distinguished Researcher	85% of Professor minimum
Researcher	75% of Professor minimum
Associate Researcher	75% of Associate Professor minimum
Assistant Researcher	75% of Assistant Professor minimum
Distinguished Scientist	95% of Professor minimum
Scientist	85% of Professor minimum
Associate Scientist	85% of Associate Professor minimum
Assistant Scientist	85% of Assistant Professor minimum
Distinguished Instrument Innov. (res)	85% of Professor minimum
Instrument Innovator (research)	75% of Professor minimum
Assoc. Instrument Innovator (res)	75% of Associate Professor minimum
Assist. Instrument Innovator (res)	75% of Assistant Professor minimum
Distinguished Research Veterinarian	85% of Professor minimum
Research Veterinarian (3 ranks)	75% of faculty minimums at rank
<i>Source: UW System Unclassified Personnel Guideline #1 3/98</i>	

¹ In addition, there is 1 title with limited, specific use: Professor L/I (3.7 FTE)

APPENDIX 3

(pp. 5-7)

**University of Wisconsin System
Category B Academic Staff
FTE as of November 1, 1997
By Institution and Title**

Title	Total	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	COL	EXT
Professor (CHS)	79.2	79.2														
Assoc Professor (CHS)	103.4	103.4														
Asst Professor (CHS)	140.3	140.3														
Instructor (CHS)	9.0	9.0														
Visiting Professor	17.1	11.0	1.0	0.4		0.6	1.0	1.0		1.0		0.3			0.8	
Visiting Assoc Prof	8.6	5.4	0.6			0.4		0.6		1.5						
Visiting Asst Prof	44.4	23.7	16.0				1.0	2.7		1.0						
Visiting Instructor	1.0	1.0														
Professor Emer	61.4	50.9	1.0	5.7					3.2		0.2		0.3			0.2
Associate Prof Emer	2.4	0.6		1.3					0.5							
Assistant Prof Emer	1.0	0.6		0.4												
Adjunct Professor	9.3	3.1	3.7			2.3			0.2							
Adjunct Assoc Prof	2.0	0.3	1.2			0.4										
Adjunct Asst Prof	15.8	6.6	9.2													
Adjunct Instructor	37.0		4.7			14.5			17.3		0.5					
Clinical Professor	17.1	16.1									1.0					
Clinical Assoc Prof	48.6	41.1	6.5						1.0							
Clinical Asst Prof	102.6	78.1	17.8						1.9		4.8					
Clinical Instructor	64.7	47.2	9.1	7.3					0.6			0.4				
Professor L/I	1.7	1.7														
Assoc Prof L/I	2.0	2.0														
Senior Lecturer	183.5	43.1	38.4	10.8	7.2	1.0	6.7	13.0	2.5	1.0	11.3	22.6	9.4	3.8	10.6	2.1
Lecturer	920.7	176.0	141.1	45.4	25.3	60.2	110.6	9.5	32.2	52.2	24.6	48.6	16.1	108.7	45.5	24.9
Assoc Lecturer	217.7	19.5	53.3	20.2		20.1			12.7		15.8	4.6	0.3	0.7	37.2	33.3
Assoc Visit Lecturer	0.4	0.4														
Faculty Assistant	64.6	56.5					3.1									5.1
Faculty Associate	55.8	48.9	3.9							2.0	1.0					
Assoc Faculty Assoc	32.7	25.7	6.0			1.0										0.1
Asst Faculty Assoc	39.9	36.4	2.0			1.0										0.5
Instrmt Innovator,Ins	4.0	2.0	2.0													
Assoc Instrmt Inn,Ins	1.0	1.0														
Subtotal, Instruction	2288.5	1030.7	317.3	91.5	49.7	84.4	122.4	47.7	51.0	59.1	58.7	76.5	26.2	113.1	94.0	66.1
Researcher	105.5	95.5	4.0			3.0						1.0	1.3			0.8
Assoc Researcher	141.8	130.1	5.7			3.0						0.5				2.5
Asst Researcher	127.9	121.2	3.5			3.2										
Senior Scientist	107.2	96.2	6.0				1.0					1.6	0.5			2.0
Associate Scientist	117.8	111.3	2.8								3.0					0.8
Assistant Scientist	168.0	165.3	2.0										0.8			
Sr Visiting Scientist	0.7	0.7														
Assoc Visit Scientist	1.3	1.3														
Asst Visit Scientist	4.6	4.6														
Instrmt Innovator,Res	14.0	10.0	4.0													
Assoc Instrmt Inn,Res	17.8	17.8														
Asst Instrmt Inn,Res	13.0	13.0														
Research Animal Vet	4.6	4.6														
Assoc Res Animal Vet	4.0	3.0	1.0													
Asst Res Animal Vet	2.6	2.6														
Subtotal Research	830.7	777.2	28.9			9.2	1.0				3.0	3.1	2.5			6.0
Total	3119.2	1807.9	346.2	91.5	49.7	93.5	123.4	47.7	51.0	59.1	61.7	79.5	28.7	113.1	94.0	72.1

APPENDIX 4

(pp. 10-11)

1987-97 Change in UW System Faculty As Percent of Total FTE Instructional Workforce*							
	1987-88 Faculty		1997-98 Faculty		Change from 1987-97		
	FTE	as % of instruc. staff	FTE	as % of instruc. staff	FTE	as % of instruc. staff	% change in FTE faculty
Madison	2209.5	85.5%	2064.4	77.5%	-145.1	-8.0%	-6.6%
Milwaukee	782.3	81.3%	700.0	70.2%	-82.3	-11.0%	-10.5%
Eau Claire	465.1	84.2%	418.2	83.4%	-46.9	-0.8%	-10.1%
Green Bay	147.1	78.6%	145.4	75.0%	-1.7	-3.6%	-1.2%
LaCrosse	358.8	85.7%	327.3	79.6%	-31.5	-6.1%	-8.8%
Oshkosh	425.0	86.4%	364.8	75.0%	-60.2	-11.4%	-14.2%
Parkside	148.7	76.1%	128.6	74.7%	-20.1	-1.3%	-13.5%
Platteville	238.6	90.3%	217.0	82.3%	-21.6	-8.0%	-9.1%
River Falls	248.6	91.1%	218.6	79.7%	-30.0	-11.4%	-12.1%
Stevens Point	378.8	89.7%	345.5	85.4%	-33.3	-4.3%	-8.8%
Stout	303.0	79.9%	287.3	78.8%	-15.7	-1.1%	-5.2%
Superior	100.2	86.8%	102.4	79.8%	2.2	-7.0%	2.2%
Whitewater	383.5	85.1%	340.0	74.9%	-43.5	-10.2%	-11.3%
Colleges	360.8	86.6%	301.5	76.4%	-59.3	-10.3%	-16.4%
Extension	210.7	86.4%	276.5	80.6%	65.8	-5.7%	31.2%
System Total	6760.7	84.9%	6237.5	77.4%	-523.2	-7.5%	-7.7%
<p>*"Total instructional workforce" includes faculty and all IAS <i>except</i>: CHS, L/I, visiting and emeritus titles; instrument innovator, UW Hospital & Clinics. Does not include graduate student teaching assistants <i>Source: October EEO databases.</i></p>							

APPENDIX 5

(See p. 12)

Disciplinary tables

APPENDIX 6

(pp. 12-13)

**UNIVERSITY OF WISCONSIN SYSTEM
Instructional Academic Staff Assignments
Distribution of Course Enrollment by Student Level**

Fall 1996-97

Institution	Student Level					Total
	Level 1	Level 2	Level 3	Level 4	Level 5	
UW-Madison*	37.9%	54.2%	4.8%	2.5%	0.5%	100%
UW-Milwaukee	44.8%	48.3%	6.5%	0.5%		100%
UW-Eau Claire	59.2%	39.2%	1.5%			100%
UW-Green Bay	53.3%	45.7%	1.0%			100%
UW-La Crosse	57.5%	40.2%	2.3%			100%
UW-Oshkosh	57.5%	39.5%	3.1%			100%
UW-Parkside	58.3%	40.8%	0.9%			100%
UW-Platteville	59.7%	38.9%	1.4%			100%
UW-River Falls	58.4%	39.0%	2.6%			100%
UW-Stevens Point	55.2%	42.6%	2.2%			100%
UW-Stout	59.7%	36.6%	3.7%			100%
UW-Superior	51.2%	44.3%	4.6%			100%
UW-Whitewater	63.8%	34.7%	1.6%			100%
UW Colleges	100.0%					100%
UW System Average	53.2%	42.6%	3.5%	0.7%	0.1%	100%

Level 1 Student = freshman and sophomore
 Level 2 Student = junior and senior
 Level 3 Student = Masters and Education Specialist
 Level 4 Student = PhD
 Level 5 Student = Professional

Source: PMIS Curricular Analysis Report, Fall 1996-97. State Instructional Funds Only

*Excludes Law, Medical and Veterinary Medicine divisions.

OPAR:TSL:05/04/98

APPENDIX 7

(pp. 12-13)

APPENDIX 8

(pp. 14)

Comparison of Faculty and Category B Academic Staff (HC) by Sex 1997-98						
UW System Totals	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
FACULTY						
Professor	519	17.0%	2,530	83.0%	3,049	100%
Associate Professor	670	32.7%	1,380	67.3%	2,050	100%
Assistant Professor	621	44.8%	764	55.2%	1,385	100%
Instructor	45	54.9%	37	45.1%	82	100%
Subtotal of Faculty	1,855	28.3%	4,711	71.7%	6,566	100%
ACADEMIC STAFF (B)						
CHS/Clinical Faculty	285	41.5%	401	58.5%	686	100%
Other IAS*	1,553	53.9%	1,327	46.1%	2,880	100%
Researcher/Scientist	270	32.6%	558	67.4%	828	100%
Subtotal of Category B	2,108	48.0%	2,286	52.0%	4,394	100%
TOTAL	3,963	36.2%	6,997	63.8%	10,960	100%

*Source: October 1997 EEO Database. *Excludes zero-dollar appointments, University Hospital and Clinics, visiting and emeritus titles, Professor L/I, Instr. Innovator

Comparison of Faculty and Category B Academic Staff (FTE) by Sex 1997-98						
UW System Totals	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
FACULTY						
Professor	486.3	17.0%	2367.4	83.0%	2853.6	100%
Associate Professor	642.4	32.7%	1324.4	67.3%	1966.8	100%
Assistant Professor	601.3	44.8%	739.9	55.2%	1341.2	100%
Instructor	41.8	55.2%	33.9	44.8%	75.8	100%
Subtotal of Faculty	1771.8	28.4%	4465.6	71.6%	6237.4	100%
ACADEMIC STAFF (B)						
CHS/Clinical Faculty	223.2	39.4%	343.0	60.6%	566.2	100%
Other IAS*	890.9	55.4%	717.9	44.6%	1608.8	100%
Researcher/Scientist	240.8	31.2%	529.9	68.8%	770.7	100%
Subtotal of Category B	1354.9	46.0%	1590.8	54.0%	2945.7	100%
Total	3126.7	34.0%	6056.4	66.0%	9183.1	100%

*Source: October 1997 EEO Database. *Excludes zero-dollar appointments, University Hospital and Clinics, visiting and emeritus titles, Professor L/I, Instr. Innovator

APPENDIX 9

(p. 14)

Comparison of Faculty and Category B Academic Staff (HC) by Ethnicity 1997-98						
UW System Totals	Minority		Non-Minority		Total	
	Number	Percent	Number	Percent	Number	Percent
FACULTY						
Professor	229	7.5%	2,820	92.5%	3,049	100%
Associate Professor	210	10.2%	1,840	89.8%	2,050	100%
Assistant Professor	200	14.4%	1,185	85.6%	1,385	100%
Instructor	5	6.1%	77	93.9%	82	100%
Subtotal of Faculty	644	9.8%	5,922	90.2%	6,566	100%
ACADEMIC STAFF (B)						
CHS/Clinical Faculty	56	8.2%	630	91.8%	686	100%
Other IAS*	221	7.7%	2,659	92.3%	2,880	100%
Researcher/Scientist	110	13.3%	718	86.7%	828	100%
Subtotal of Category B	387	8.8%	4,007	91.2%	4,394	100%
TOTAL	1,031	9.4%	9,929	90.6%	10,960	100%
Source: October 1997 EEO Database.						
*Excludes zero-dollar appointments and University Hospital and Clinics, visiting and emeritus titles, Professor L/I, Instr. Innovator visiting and emeritus titles, Professor L/I, Instr. Innovator						

Comparison of Faculty and Category B Academic Staff (FTE) by Ethnicity 1997-98						
UW System Totals	Minority		Non-Minority		Total	
	Number	Percent	Number	Percent	Number	Percent
FACULTY						
Professor	222.3	7.8%	2631.3	92.2%	2853.6	100%
Associate Professor	207.1	10.5%	1759.7	89.5%	1966.8	100%
Assistant Professor	197.2	14.7%	1144.0	85.3%	1341.2	100%
Instructor	5.0	6.6%	70.8	93.4%	75.8	100%
Subtotal of Faculty	631.6	10.1%	5605.8	89.9%	6237.4	100%
ACADEMIC STAFF (B)						
CHS/Clinical Faculty	49.7	8.8%	516.5	91.2%	566.2	100%
Other IAS*	128.4	8.0%	1480.4	92.0%	1608.8	100%
Researcher/Scientist	103.5	13.4%	667.3	86.6%	770.7	100%
Subtotal of Category B	281.6	9.6%	2664.1	90.4%	2945.7	100%
TOTAL	913.1	9.9%	8269.9	90.1%	9183.1	100%
Source: October 1997 EEO Database.						
*Excludes zero-dollar appointments and University Hospital and Clinics, visiting and emeritus titles, Professor L/I, Instr. Innovator visiting and emeritus titles, Professor L/I, Instr. Innovator						

APPENDIX 10³⁶

(pp. 18-19)

FIXED-TERM-TERMINAL APPOINTMENTS OF 0-1 YEAR**								
	Lecturers*				All Instructional Academic Staff***			
	FTE	% of lect.	HC	% of lect.	FTE	% of IAS	HC	% of IAS
Madison	110.46	47%	236.33	55%	165.54	19%	326	27%
Milwaukee	193.81	89%	498.6	96%	238.16	87%	571	94%
Eau Claire	39.53	56%	74.69	64%	42.93	56%	80	64%
Green Bay	13.33	43%	14.79	42%	32.31	63%	96	81%
LaCrosse	9.21	12%	13	12%	11.21	14%	15	13%
Oshkosh	98.11	87%	160.91	90%	101.11	88%	166	90%
Parkside	2	11%	2	11%	4.68	19%	13	38%
Platteville	39.19	80%	62	84%	39.19	80%	62	84%
River Falls	41.36	80%	62	81%	41.76	78%	63	79%
Stevens Point	30.86	63%	47.83	61%	34.86	62%	52	57%
Stout	45.51	63%	76.01	70%	46.73	63%	77	69%
Superior	7.39	25%	12.63	18%	7.39	25%	13	18%
Whitewater	9.5	9%	10	7%	9.5	9%	10	7%
Colleges	71.91	92%	150.54	95%	71.91	92%	151	96%
Extension	1.6	3%	2	3%	1.6	3%	2	3%
Total	713.77	57%	1423.33	66%	848.88	42%	1696	53%
*Lecturers are 84% of all IAS (FTE & HC) with fixed term-terminal appointments								
** In addition, a small percent (< 2%) (25.1FTE; 27 HC) of IAS with fixed terminal appointments have appointment terms of 2-3 years, at Madison, Eau Claire, LaCrosse, Stevens Point, Stout, Whitewater								
*** Excludes emeritus, visiting and L/I titles, and instrument innovators								
<i>Source: November 1997 payroll. Percents rounded.</i>								

³⁶ Appendices 10-14 exclude data (137 FTE; 224 HC) for which no appointment type (terminal, renewable, rolling, indefinite) was coded, at Eau Claire, LaCrosse Platteville, River Falls, Stevens Point, Stout, Whitewater. These appointments are likely fixed term-terminal or fixed term-renewable: 61% have semester appointments, 36% have appointments of 1 year, 3% have appointments of 2 years or more.

APPENDIX 11

(p. 20)

INSTRUCTIONAL ACADEMIC STAFF FIXED-TERM RENEWABLE APPOINTMENTS								
	Lecturers				All Instructional Academic Staff**			
	FTE	% lect.*	HC	% lect.*	FTE	%of IAS	HC	%of IAS
Madison	81.4	35%	144	34%	583.7	65%	724	60%
Milwaukee		0%		0%		0%		0%
Eau Claire	21.8	31%	25	22%	22.3	29%	26	21%
Green Bay	17.5	57%	20	57%	19.0	37%	22	19%
LaCrosse		0%		0%		0%		0%
Oshkosh	5.9	5%	6	3%	5.9	5%	6	3%
Parkside	1.0	6%	1	6%	2.0	8%	2	6%
Platteville	8.4	17%	8	11%	8.4	17%	8	11%
River Falls	3.3	6%	4	5%	3.3	6%	4	5%
Stevens Point	4.5	9%	5	6%	5.5	10%	6	6%
Stout	21.0	29%	22	20%	21.0	28%	22	19%
Superior	4.7	16%	6	9%	4.7	16%	6	9%
Whitewater	24.0	22%	27	19%	24.0	22%	27	20%
Colleges	6.4	8%	7	5%	6.4	8%	7	5%
Extension	47.6	85%	52	85%	51.9	86%	59	87%
Total***	247.4	20%	327	15%	759.0	38%	920	29%

Percents rounded

* Percent of all lecturers with fixed-renewable appointments

** Not included: research academic staff, visiting, emeritus titles; rolling horizon appointments.

*** excludes data for which no appointment type was coded. See footnote 36.

Source: UW System November 1997 payroll.

APPENDIX 12

(p. 20)

Fixed-Term Renewable Appointments by Contract Length								
	0/sem.	% of all renewable	1 yr	2 yr	3 yr	4-5 yr	Total #	% of total group with renewable***
Lecturers HC	225	69%	44	19	38	0	326	15%
Lecturers FTE*	154	63%	40	15	37	0	246	20%
All IAS** HC	733	80%	49	28	83	27	920	31%
All IAS FTE*	591	78%	43	23	77	24	758	37%

* FTE and percents are rounded.

** "All IAS" includes lecturers. Not incl: research academic staff, visiting & emeritus titles; rolling horizon appointments.

*** Renewable appointments as a percent of all lecturer or IAS appointments.

Not included: visiting & emeritus titles, rolling horizon appointments. Also see footnote 36.

Source: November 1997 Payroll

APPENDIX 13

(pp. 21)

ROLLING HORIZON APPOINTMENTS BY TITLE & INSTITUTION (HC)											
Title series	MSN	LC	OSH	PKS	RF	STP	STO	SUP	WTW	EXT	TOTAL*
Lecturers	36	20	1	15	5	2	4	2	5	3	93
Fac. Assoc.	38										38
CHS faculty	4										4
Clinical Faculty	26			4							30
Adjunct Faculty	4										4
Instrum. Innov.	1										1
TOTAL	110	20	1	19	5	2	4	2	5	4	171
% of all with RH	9.1%	17.9%	0.5%	46.0%	5.6%	2.2%	3.6%	2.8%	3.7%	5.9%	5.5%
<p>* See footnote 36</p> <p>Excludes visiting, emeritus, L/I titles, and instrument innovators.</p> <p>Source UW System November 1997 Payroll</p>											

APPENDIX 14

(p. 22)

INDEFINITE APPOINTMENTS (HC) BY TITLE & INSTITUTION							
	MSN	MILW	OSH	STP	SUP	EXT	TOTAL*
Lecturers	9	23	12	2	45	4	95
Fac. Associates	5	2			1		8
CHS faculty	8						8
Clinical Faculty	19	10					29
Adjunct Faculty	2						2
Instrum. Innov.	1	1					2
TOTAL	45	36	12	2	46	4	144
% of all w/ indefinite	3.7%	5.9%	6.5%	2.2%	64.8%	5.9%	4.5%
<p>* See footnote 36.</p> <p>Excludes visiting, emeritus, L/I titles, and instrument innovators.</p> <p>Source: UW System October 1997 Payroll</p>							

Appendix 15
(pp. 22-23)

**Assignments Along the Career Ladder
for Selected Category B Academic Staff Titles**

	Lecturer series			Faculty Associate series			Scientist series			Researcher series		
	senior	middle	entry	senior	middle	entry	senior	middle	entry	senior	middle	entry
Madison	12%	74%	14%	45%	26%	29%	26%	31%	43%	29%	35%	36%
Milwaukee	7%	68%	25%	56%	28%	17%	62%	19%	19%	40%	33%	27%
Eau Claire	12%	75%	13%									
Green Bay	17%	83%										
LaCrosse	5%	64%	31%		67%	33%				38%	38%	25%
Oshkosh	7%	93%					100%				100%	
Parkside	72%	28%										
Platteville	3%	66%	31%									
River Falls	3%	97%		100%								
Stevens Point	18%	40%	42%	13%		88%		100%				
Stout	3%	87%	10%				100%				67%	33%
Superior	8%	42%	50%				50%	25%	25%	60%	20%	20%
Whitewater	4%	95%	1%									
Colleges	6%	39%	54%									
Extension	8%	31%	61%	50%		50%	67%	33%		50%	50%	

Source: UW System November 1997 Payroll

	Clinical Faculty series				Adjunct Faculty series				CHS Faculty series			
	instruct	asst	assoc	prof	instruct	asst	assoc	prof	instruct	asst	assoc	prof
Madison	24%	44%	21%	10%		54%	13%	33%	4%	45%	30%	21%
Milwaukee	31%	56%	14%		21%	34%	17%	28%				
Eau Claire	100%											
Green Bay					95%		1%	4%				
Parkside	19%	53%	28%		100%							
River Falls					100%							
Stevens Point		80%	20%									
Stout	100%				100%							
TOTAL	27%	45%	20%	8%	71%	12%	5%	11%	4%	45%	30%	21%

APPENDIX 16
(Data for Figure 5, p. 23)

Assignments Along the Career Ladder for Selected Titles *						
	#	FTE	%	#	HC	%
Sr. Lecturer	152.8		12.2%	179		8.2%
Lecturer	912.8		72.8%	1559		71.8%
Assoc.Lecturer	188.5		15.0%	433		20.0%
All Lecturers	1254.2		100.0%	2172		100.0%
Faculty Associate	54.0		45.7%	62		44.2%
Assoc Fac Assoc	31.4		26.6%	35		24.8%
Asst Fac Assoc	32.7		27.7%	44		31.0%
All Faculty Associates	118.1		100.0%	140		100.0%
Senior Scientist	99.2		27.8%	108		28.1%
Associate Scientist	105.5		29.6%	117		31.0%
Assistant Scientist	152.1		42.6%	159		41.4%
All Scientists	356.8		100.0%	385		100.0%
Researcher	107.2		28.9%	121		29.4%
Associate Researcher	135.0		36.4%	146		35.6%
Assistant Researcher	128.8		34.7%	144		35.0%
All Researchers	371.0		100.0%	412		100.0%
* Individuals may be hired at any of these levels.						
Source: UW System Nov. 1997 payroll.						

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