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Future of the Professoriate

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Abstract

This paper considers the professoriate of the past and present in an attempt to provide a vision for the future. Contingent labor has become nearly half of the instructional workforce at colleges and universities in the United States. What does this reliance mean for the professoriate moving forward? If colleges and universities continue to see the professoriate as the place where costs can be cut through the use of transient labor, the heart of American higher education will be damaged irreparably. Likewise, if those remaining professors that hold full time permanent appointments fail to recognize the role their negligence has played in the erosion of the profession and use truly shared governance to halt the trend, American higher education will forever lose its place as the international leader. Will autobot academic delivery rule the profession or is there still time to reestablish the significance of the professoriate? This work explores these questions and makes recommendations for reform.

Keywords

professor, contingent, adjunct, higher education, tenure, academic freedom

Introduction

A blog post decreeing the state of the academic job market has gone viral. Erin Bartram (2018) has been beaten down by the system. She has given up on being a professor. This profession may no longer be right for her; her situation is a clarion call to all who have survived and thrived as professors to consider where our profession is headed. Watson (2018) states “[this] is further evidence of how the academic job market is increasingly dysfunctional in ways that are harmful both to students and to the people who teach them.” Flaherty (2018) suggests that faculty, who have found secure positions with long-term institutional commitments, take time to reflect on what might be. In that vein, the purpose of this paper is to consider the professoriate of the past and present, and to reimagine the professoriate of the future. Academic freedom and tenure, being

central to the discussion of the profession, are given due consideration. This practice paper considers trends in the professoriate throughout its evolution in the United States and to advance future policy recommendations. In this work, we pay particular attention to the history and condition of the professoriate over the last 70 years. Beginning with the 1940 Statement on Academic Freedom and Tenure, this period is of interest because it has most recently served as the ‘modern era’ of higher education. Near the end of the last century, we saw state funders asserting that higher education is a private good, not a public good. As such, state funders moved to shift the burden of funding higher education from the states to the individual. The great recession of 2007 and beyond further exacerbated the funding challenges as declines in enrollment hit many colleges and universities. The quest for ever greater operating efficiency has primarily manifested as a shift to part time labor to fulfill a core mission of higher education; teaching. According to the U.S. Department of Education, in 2017, part time educators made up 47% of the workforce. In other words, contingent labor is nearly half of the instructional workforce.

The move from full-time to part-time faculty is causing a change in what it means to be a professor. We assert that a post-modern era has arrived for the professoriate. However gradual the dawning of the post-modern has been, Hess (2004) suggests this change has seen a shift from full-time to part-time, contingent faculty. For some researchers, the future this shift from full-time to part-time labor will cause is bleak. (Hess, 2004; Bartram, 2018; Nelson, 2010; Sugar et al., 2005). If college and university administrators and Boards continue to see the professoriate as the place where costs can be cut by using transient labor, and the faculty fail to understand and embrace the role of the higher education experience versus simply the value of the classroom, the heart of American higher education could be irreparably damaged. Faculty, who have witnessed an exponential decline of the role of staff at the university through budget realignment, now seem surprised that the budget ax has turned on us. Concerned about these and other issues David Dudley of Georgia Southern University (GSU) recently wrote an open letter to the GSU community that has received national attention. In his letter Dr. Dudley is focused on his institution (GSU), but the problems he purports to be present at GSU are really problems that institutions all over the nation face. Dr. Dudley (2012) shared:

Georgia Southern belongs to its faculty and staff every bit as much as it belongs to any administrator. In fact, it belongs *more* to us, because when the current deans and higher administrators are long gone, we will still be here, striving to maintain what this place stands for: individual attention to our students, which is why they come here (p. 3).

The nature of course load teaching assignments make it an easy place to achieve economic gains with the result being that the primary product, as defined by administrators, is delivered by low cost providers. Clearly, contingent faculty have made invaluable contributions to the academy. In growing programs, until the enrollment growth can support an additional full-time faculty member, contingent faculty can facilitate delivery of coursework. In emerging programs, contingent faculty can assist in the “proof of concept.” And where faculty have left suddenly, contingent faculty have

served with distinction. In all of these cases, the role of the contingent faculty has been the delivery of material.

Sugar et al. (2005) state “To avoid significant new problems in their institutions, administrators will want to increase their planning for the changing demographics of faculty” (p. 410). The balance between full-time and part-time faculty labor is institution dependent; however, it is difficult to imagine a sustainable model where course development, pedagogy development, student recruitment and placement, as well as advising, fall to an ever-shrinking full-time faculty population. In the post-modern era, discovery and sharing of knowledge will continue to rely on academic freedom and tenure. The discovery and sharing of knowledge are two primary purposes of the American university; past, present, and future (Boyer, 1990). It is with this understanding that extraneous functions of the modern university are considered, and their futures pondered as they relate to the professoriate. Nelson (2010) states that “As for costs, universities typically spend only one-third of their budget on faculty salaries.” (p. 1) She goes on to suggest that the salaries of administrators and their staffs along with the recent building boom of student unions and recplexes are what is actually sucking the higher education financial well dry. Is the University of the Future going to be simply classroom instruction and libraries? Or, will the students of tomorrow continue to demand student programming, student unions, housing a recplexes? Or is there something else?

Boyer (1990) put forth that “...the work of the professoriate ... [has] four separate functions” (p 16). These functions are the scholarships of teaching, discovery, integration and application. If, as a learned society, we can agree that integration and application are predicated on discovery and teaching, we can at least envision the professoriate as having a role in fulfilling that purpose. What exact role that will ultimately become will be determined by the enumerable shifts of this post-modern era on the profession of the professoriate. A basic tenant of this work is that the professoriate cannot be a profession if it is made up by a majority of transient workers. We are dangerously close to this being fact and if trends towards transient labor are not halted and reversed, the viability of American higher education comes into question. It is through the principles of tenure and academic freedom and the associated principles of shared governance and peer review that provide support for the role of the professoriate. It is incumbent on us to ensure the larger community understands and values tenure and academic freedom, and the concomitant requirements of peer review and accountability, as much as we can.

Tenure Misconceived

There is a misperception that the term tenure is synonymous with job for life. Possibly this is a misinterpretation of the principles laid out in the 1940 Statement of Principles on Academic Freedom and Tenure which, with its 1970 interpretive comments serves as the common treaties on tenure in America. Tenure should not be interpreted to mean that a person jumps through a few hoops, and then is granted immunity from accountability, with compensation, for the rest of the time they wish to provide service to an institution. In fact, this opinion should at least be considered uninformed, and at worst may be indicative of breach of fiduciary duty by faculty failing to demand accountability of their peers. A flaw in this system is that peer supervisors, or academic administrators, are required to play the role of prosecutor, while, at the same time, being

held accountable for fostering a work environment fully supportive of faculty development. It should be understood that there is a balance between the desire for collegiality and the fiduciary duty leaders within the academy have to ensure basic conditions of service are met. Tenure should not be a wall that an academic hides behind in lieu of accountability. Similarly, tenure should not be a wall that an administrator hides behind in lieu of holding faculty accountable. An administrator is as derelict in their responsibility to hold faculty accountable as a faculty member who refuses to teach, or further their research, or provide service to the institutional community is derelict in his/her responsibility.

The 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments provides a framework for modern consideration of tenure. If this document is taken at face value, it builds a system that inherently protects members of the faculty body. That said, it specifically makes provisions for the removal of faculty under certain egregious conditions. “Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution” (AAUP, 1940, 1970, p. 4). It is administrators who interpret tenure to mean a faculty member is untouchable who are ultimately most derelict in their duties. A close examination of this treaty provides tangible evidence of intolerance for faculty who are unfit for their position, and a system of due process for their removal is considered, and further referenced in the “*Statement on Procedural Standards in Faculty Dismissal Proceedings*, jointly approved by the American Association of University Professors and the Association of American Colleges in 1958” (AAUP, 1940, 1970, p. 7). Himes (2004) states “The true test of due process would be an ability to demonstrate to objective third parties that ... the faculty member did not conform to expectations” (p. 5). However, what is adamantly protected is the principle of academic freedom and even these protections have limitations. Nelson (2010) states “Academic freedom gives both students and faculty the right to express their views ... in the case of faculty members, [unless] those views demonstrate that they are professionally ignorant, incompetent, or dishonest with regard to their discipline or fields of expertise” (para 5).

Tenure Reconsidered

Plater (2001) suggests tenure should be an understanding between an institution and an individual that creates certain conditions to promote the discovery and sharing of knowledge: truth with a capital T. Plater states "...it is still true that those who hold tenure have a responsibility to act as stewards for the entire college or university..." (p. 54). The 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments says "The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities." (1940, p. 1). If we better understand, and better implement, and better execute tenure based on this agreed upon understanding, tenure can be restored to its original place in the academy. Modern tenure should be viewed more as a social contract than a legal framework. A social contract exists between most employers and employees, not just those who hold tenure. Plater goes on to include those who do not have, or are ineligible for, tenure, be included in who those with tenure should look out for. If we can agree that academic freedom is a pillar of the academy and that all that seek knowledge and/or profess are protected by its tenants, then a major concern associated with tenure falls away.

Tenure of the future should not be confused with a job for life. Trower (2002) asserts that "(a)t 14 institutions, tenure provides additional guarantees beyond life-time employment" (p. 44). This reflects a belief that tenure is meant to be a job for life. She also reports that:

Of the 190 FAPA institutions that define tenure, 87% (165) refer to it as "permanent" or "continuous" employment until retirement, barring dismissal for cause; 14% (27) as an expectation of annual contracts until retirement; and 5% (10) as a "contractual right to continuous appointment" (p. 43).

Furthermore, the 1940 Statement of Principles on Academic Freedom and Tenure refers to tenure as:

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society (p. 3).

Tenure of the future should denote a social contract that exists between the academy and its stakeholders as it is applied to the professoriate. It should signify the completion of a probationary period and the transition to continuous employment. This should not mean "a job for life". Rather

it should specifically be construed as satisfactory completion of an unusually long, and rigorous, period that examines prior works and sets expectations about future direction in research, teaching, and service to the institution. Gaining tenure is only an endorsement of work previously done to lay the foundation and future direction of work to be done. It is a beginning, not an end, and expectations and accountability should increase rather than decrease for those that hold tenure.

Approximately 75% of people in the academy do not hold tenure and they do not walk around in fear of losing their jobs on a regular basis. As recommended by the AAUP, all teachers, and in most cases students, have academic freedom in almost every not-for-profit higher education institution, with limited exceptions for religious purposes. The primary difference is that those that have earned tenure have the right to peer review if charged with some form of dereliction, or if moral turpitude is suspected. Burgen (2004) states “The AAUP has founded its claims for tenure upon the competence of peer review not only to judge the value of faculty work, but also to protect that expertise from outside ‘lay’ interference” (p. 1). This should not make faculty feel all the more comfortable, the badge of tenure carries with it an obligation to society to hold standards high and encourage each other’s work in collegial departmental environments. Not only is it less expensive, but more importantly, transient faculty, in most cases, do not have the protections (e.g. economic security and peer review) afforded by the foundations built by the 1940 statement. While individual tenured faculty remain protected, the protections for the profession have been, and will continue to be further eroded. Faculty who slow down and no longer wish to teach, research, and serve, (i.e. pull their own weight) should be allowed (encouraged) to retire gracefully. In departments with open collegial atmospheres, a faculty member should never have to wonder where they fit into the department. Meetings and evaluations should be honest and frank. Doing what is best for students should be the ultimate goal. Faculty with emeritus status should have access to resources for research, such as the library and access to the campus computer network. Greater engagement of emeritus faculty would allow a faculty person to better transition from full-time faculty to the next phase in their career be it retirement or some other activities.

Tenure and Academic Freedom

The granting of tenure should protect the academic freedom of all stakeholders so that knowledge can be co-constructed and seamlessly shared amongst participants. Ideas will be allowed to flourish even if they are controversial. This is done in the very memory of some tremendously controversial ideas. Research and teaching that challenge the majority must be encouraged. In 2019, a chasm has developed in America along increasingly ideological lines. Imagine that only one position is allowed to flourish. The counterarguments banned from public discourse. What would that say about our future? The American Association of University Professor’s (AAUP) 1940 statement of Principles on Academic Freedom and Tenure with 1970 interpretive comments states “Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities” (p. 6). It is with this understanding that academic freedom is afforded to all with teaching responsibilities, that

tenure of the future can be best understood. As stated earlier tenure is not an end, but a beginning. The AAUP shows us through this clarifying statement that tenure is not a requirement for academic freedom.

External Influences and Ugly Possibilities

So far this work has established that tenure should not be a requirement of academic freedom, tenure should not mean a job for life, tenured faculty can be removed for cause, and that academic administrators must hold all tenured faculty accountable through the peer review system with use of due process and that administrators be held accountable to ensure faculty have the resources to succeed. We turn our attention to the future; to envision the professoriate in an environment of spiraling costs that calls for greater efficiencies. First an attempt to outline the influences of corporate America on higher education, second an ugly possible future is discussed, and finally recommendations for restoring the profession are pondered.

Corporate Influence on Not for Profit Higher Education Institutions

There is increasing pressure on higher education to simultaneously become more efficient and to offer more services; the professoriate is getting squeezed in the middle. Greater and greater demands are being placed on the higher education industry. It is as if post-modern higher education is destined to become some kind of funky fusion embodying the efficiency of a Toyota Prius and the utility of a Swiss Army Knife. This untoward direction is increasingly set by a new and different influence: corporate America. Where once only academics trod, a new master goes. The post-modern era higher education institution is replacing the “retired executive” board member with the younger, fully-engaged-in-their-career-successful-leader board member. In the post-modern era, wealth is becoming more democratized and, therefore, the folks who earned their money versus inherited it, sit on these boards of directors. These new leaders, by virtue of the speed at which they earned their wealth, often do not fully appreciate the scholarships of discovery, teaching, integration, and application (Boyer, 1990). These businesspeople see the inefficiencies in higher education, but lack the comprehensive understanding that education is a messy business that does not lend itself all that well to ever-more efficiency. Efficiency sometimes lessens effectiveness. But the inability to control costs lessens sustainability. Where do faculty sit in these discussions? Are the thought leaders from the faculty fully engaged; offering solutions that address the institutions emerging needs? Or do they simply sit back confident with the understanding that tenure may not be a job for life, but it does mean I will be one of the last to go?

Until faculty are able to speak as one - all faculty: full professor to adjunct - and demand that the tenants of American Education must be understood by all and must serve all, the opportunity persists for administrators to pit constituent groups against each other. It is with this shared understanding that a bound profession can steward in that which is to come with an eye toward Truth. Boards must be educated, as part of their orientation, on the purpose of the university. Board members should embrace the basic tenants of the scholarships of discovery, teaching, integration and application, as the primary purposes of institutions of higher learning. The boards of trustees should adopt the basic principles laid out in the 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments: “Institutions of higher

education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole” (p. 1). They should do this because these institutions, public or private, as long as they are in fact non-profit have been afforded public consideration in the form of foregone tax revenue in lieu of being conducted for the common good. The institution owes something to the public, and in turn the public should embrace the principle of common good, along with the pillars of knowledge discovery and teaching, as well as integration and application, as social capital in payment of this debt. But this debt cannot be properly serviced without a secure future for the professoriate. If the professoriate continues to deteriorate in importance; if the institution fails to remember why the students come to the institution in the first place; the institution may crumble.

An Ugly Possibility: Autobot Academic Delivery

If we are to fully embrace the efficiency argument, that is to say that the primary purpose of higher education is the most efficient transfer of knowledge from one party to another, why don't we hire actors to deliver lectures of content developed by the few best researchers in each particular discipline? This would surely set the most efficient conditions for the quick and efficient transfer of knowledge. The actor is adept at capturing attention. Can the transfer of knowledge be confirmed simply through carefully constructed assessments designed to measure what some small group of researchers think is important? How do learning outcomes evolve? The goals of an efficient and autobot society are best met with the least expenditure of energy or resources. Contrast this with the goal of producing graduates best prepared to survive and thrive in an unknown future. One approach focuses on inputs; the other emphasizes outputs.

The transfer of knowledge often determines what is in fact considered to be truth. And, if we allow the transfer of knowledge to become ever more efficient, this necessarily trends towards homogeneity of delivery, and eventually a monopolization of delivery leads to a monopolization of thought by the very decisions of what is to be delivered. America was built on the foundation of shared governance. We strengthened our foundation through the discovery of new knowledge. And we built ever higher through the most liberal sharing of knowledge through our higher education system. As access to higher education grew, an ever-wider pathway was created for a society that valued knowledge discovery, and the sharing of information. This has led to a national, and even a world, prosperity previously not envisioned in human history. We cannot let that pathway be forced narrow through want of efficiency by those who lack understanding of the purpose of higher education and its contribution to our democracy. We must not allow the autobot academic delivery model to pervade in the name of efficiency lest we spite ourselves. Shared governance in the academy should prevail for the sake of shared governance in our society. The corporation is no democracy even if it is the block of our economic engine. Discovery is the fuel that fires that engine and we should not let short term economic necessities drive efficiency to outdo discovery.

Institutions of higher education exist for the common good and not to further the interest of either the individual teacher or the institution as a whole (AAUP, 1940, 1970). This position should inform the social mandate for higher education of the future. The professoriate, along with fundamental principles of self-governance, peer review, and academic freedom are needed to

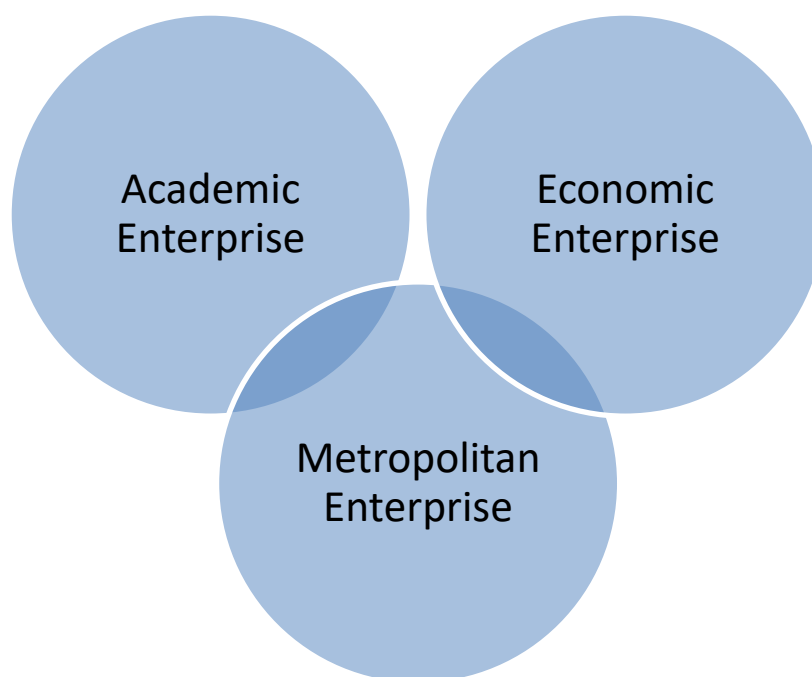
overcome the threat of ever greater efficiency leading to a singular message controlled by corporations. Ultimately accreditation should be based on the principle of common good as carried out through the recommendations of the 1940 statement of Principles on Academic Freedom and Tenure with 1970 interpretive comments.

Reclaiming Shared Governance

The academy was built on the principle of shared governance. What is that? Many believe that shared governance means that faculty with tenure were tasked, along with certain members of the board and administration, to set direction and policy. This principle of shared governance is that faculty will participate in the administration of the institution. In most cases presidents and other senior administrators hold faculty status. It is up to the faculty with power now to stand up for the principles of academe, to encourage realistic and simple interpretations of tenants that have been put forth, to find creative ways to continue to teach a majority of courses with fully engaged faculty, to encourage and support research, to embrace academic freedoms and the ideas that it nurtures. Burgan (2008) states “There will be no future for traditional tenure if those who have it continue to ignore the fact that the time to save it is now” (p. 3). It is only if we as faculty exercise our rights to shared governance that we will have a say in the directions our futures will take. Economic efficiency and a need for the grandest recplex should not beat out our desire to have courses taught by experienced and engaged faculty that actively conduct and report on research, and willingly provide their valuable insight and guidance in the form of service to the institution. This is shared governance and if we let it slip away, we change American higher education forever.

For most colleges and universities, Figure 1 captures the triumvirate that defines the essence of the institution. For most, if not all, colleges and universities are defined by their academic enterprise. This drives the overwhelming majority of revenue, expenses and the focus by senior leadership. You can think of one role of the president as Chief Academic Officer; a role that is often delegated to the Provost or Vice President for Academic Affairs.

Figure 1: *Institutional Intersections of Engagement*



Similarly, every college and university has an economic impact on its region. As simple as payroll and property taxes of their employees to a more comprehensive impact on the region by their sports and entertainment venues, hotel and restaurant taxes for visitors to the university, including sports and entertainment, internships and coops, businesses started and those run by alumni, etc., colleges and universities must be aware of the domino impact of decisions they make on the economic well-being of their communities. Here, the president is Chief Development Officer whose portfolio includes items that routinely fall under the Vice President for Research and any government liaison officers on the payroll.

Regardless of what goes on IN the campus buildings, college and university officials must consider the dining options for their faculty, staff, students, and guests. Safety— police, fire and medical – must be addressed. If there are dormitories, entertainment must be available. Then, there are such items, included but not limited to, lawn care, and depending on the weather: snow and ice removal, and recreation for residents, employees and visitors. In other words, one can view the role of president as Mayor of the City.

These three dimensions of the institution compete for time, talent and treasure. This requires the president to prioritize competing initiatives and make decisions that are in the best interest of the college or university not simply the academic enterprise. As a result, shared governance cannot be accomplished efficiently and effectively through a Faculty Senate; this requires a University Senate.

So, what is shared governance? One faculty leader was quoted as saying “Shared governance means that professors, who are the heart of the university, delegate the governance of their universities to administrators, whose role is to provide a support network for faculty. Faculty have

the primary role of governing the university and that administrators are appointed to spare them from the more distasteful managerial labor.” (Olson, 2009)

“The phrase shared governance is so hackneyed that it is becoming what some linguists call and ‘empty’ or ‘floating’ signifier.” (Olson, 2009). In other words, useless. Shared governance lives at the nexus of faculty AND STAFF participation in setting the vision and mission, developing the strategic plan, and prioritizing initiatives and administrative authority, responsibility and accountability. In an institution with an academic enterprise, an economic development role for the community and mayoral duties of the president, faculty, alone, cannot govern.

That said, it is incumbent on the Boards of Trustees to ensure that each constituent group is fully recognized and understands its role in governance. Ultimately, the Boards are responsible. Typically, the Boards delegate. Rarely, do the Boards revisit the mechanisms of shared governance. It is into this vacuum that shared governance has become hackneyed.

One tool that could be used in the fight for shared governance in the academy is recognizing the value of every position in the production process and speak truth to power. One can only applaud the likes of David Dudley who are taking the proverbial bull by the horns. Jaschik (2012) documents that many are referring to Dudley’s letter as speaking truth to power, faculty should band together to speak truth to power regarding misunderstood attempts at greater efficiencies.

Recommendations for Reform

With tenure comes the special right of peer review. Otherwise the academy should ensure that all academic ranks, with or without tenure, are protected by academic freedom. In fact, all participants within academe should have access to the right of academic freedom. This is the right to take the direction of your teaching and research where discovery is leading you. It is the right to teach what you have learned, and it is the right to freely express opinions in your area of expertise. There are many things that people think tenure is, but it most certainly should not be thought of as a job for life. Just as in any other profession there should be mechanisms in place that ease professionals into retirement, in the case of the professoriate liberal use of the emeritus rank could serve to reduce the number of courses taught by adjuncts while simultaneously providing a retirement teaching premium to emeritus faculty. And, due to the vetted and experienced nature of the collective body of faculty emeritus they should be honored as visitors at other accredited institutions. The days of the real, or mythical professor who teaches four classes a year, all online, while somehow managing to keep visits to the office to one or two per term, and collects his or her full salary, should hence be declared over!

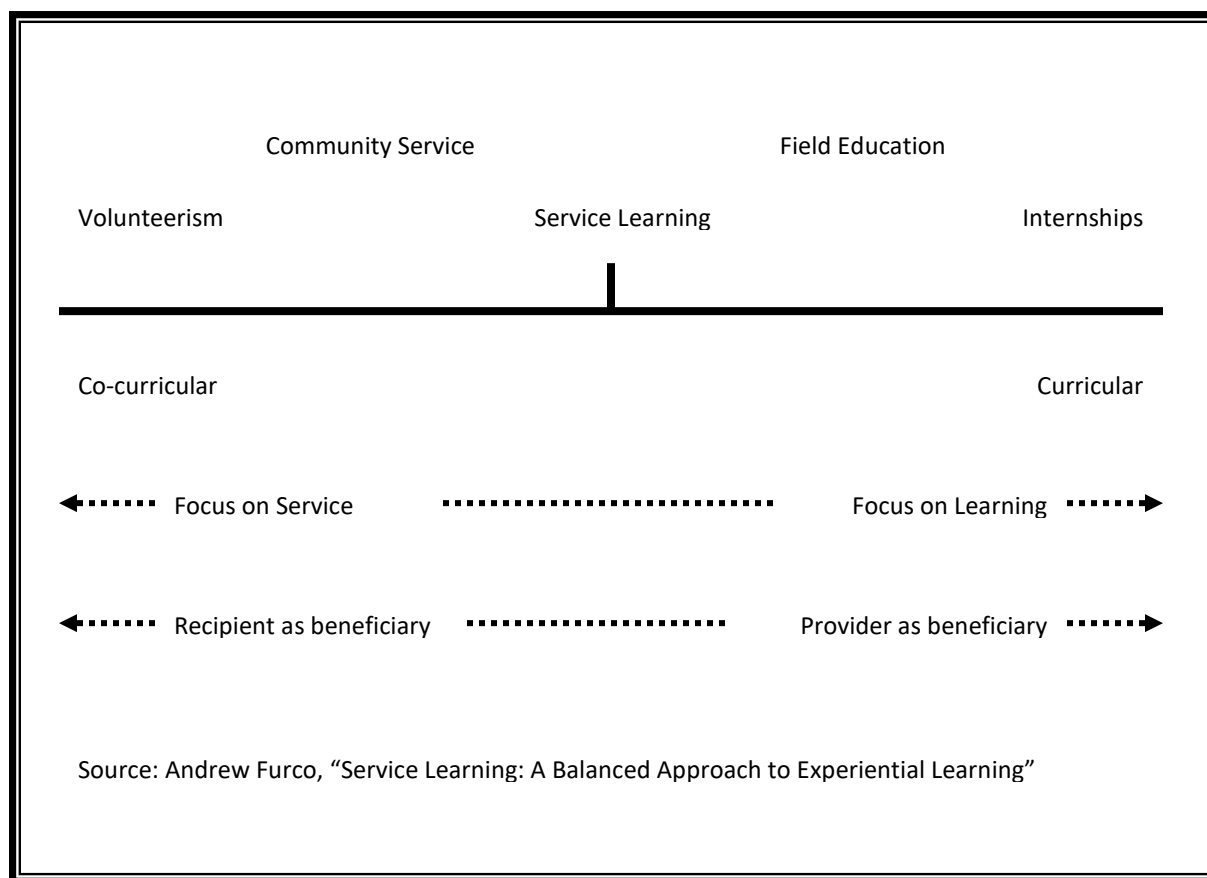
The future of the professoriate is predicated on the role higher education plays in the future. If past is prologue, we see engaged universities with thoughtful, purposeful and sustainable relationships with their external communities. These relationships become operational “through the discovery and application of knowledge; through the exchange of information and expertise; and through sharing of resources – to the benefit of all parties to the relationship.” (Edwards, 2006)

“A university demonstrates that it has a thoughtful relationship through its mission and vision statements; through the public

pronouncements of senior university leadership; and by the nature and scope of the metrics that are monitored and, equally important, are reported. A university demonstrates that it has a purposeful relationship when the service and learning objectives specific to the relationship are identified by the partners and monitored to determine the extent to which the objectives are achieved. A university creates a sustainable relationship through the institutionalization of programs designed to satisfy the enlightened, mutual self-interests of the parties.” (Edwards, 2006)

We can identify the university’s engagement using Furco’s (1996) community engagement continuum (see Figure 2). The engaged university incorporates the classroom and office hours, the library, the laboratory and the internet into the learning environment. Additionally, the engaged university, consistent with its mission and the needs of the community, transforms the communities it serves. Clearly, there can be little doubt that a coordinated civic engagement program – the town/gown relationship - benefits a university in the pursuit of its mission while satisfying an identified need in the community. At one university, community and civic engagement provides an opportunity for the successful implementation of its strategic plan by addressing all three of its goals: to enhance its distinctive learning experience to recruit and retain a diversity of students, to expand its partnerships through external funding and collaborative scholarship, and to extend its engagement with government, business and non-profits to focus on emerging areas of need (Wright State University, 2003.) Furthermore, the engaged university enhances the relevance and timeliness of scholarship that leads to economic development, bench-to-bedside improvements and an enhanced quality of life.

Figure 2: *Community Engagement Continuum*



In this model, the partnership between the faculty, student and community takes time to develop, execute, evaluate and provide feedback. Consequently, an engaged university will have an expectation of faculty time and commitment that will differ from the time commitment at a less engaged university. More importantly, tenure and academic freedom are paramount in successfully developing and implementing a sustainable model of university engagement. Contingent faculty, regardless of their level of expertise and education, will be challenged to insinuate themselves into these existing relationships. Whereas contingent faculty may be able to effectively monitor and measure learning, the service component, is critical to the ongoing relationship. It is here that "continuity of care" must be maintained.

If the role of higher education in the future is an extension of its past, then the role of professoriate must continue to emphasize teaching, research and service. Shared governance must be defined and made operational. And the institutions of tenure, peer review and academic freedom modified to reflect an evolving higher education industry. That said, metrics must be developed, monitored, reported and addressed if institutions are to be sustainable.

Townsend and Rosser (2007) state that faculty workload is calculated on three measures: hours worked each week, hours spent on instructional activities, and hours spent on scholarly activities (p. 3). She goes on to state that the National Survey of Postsecondary Faculty found that as of

2004 faculty workload is approximately 52.12 hours per week (p. 6). While almost everyone hates setting minimums, because often that is what those bound by them then strive for, minimums could nonetheless be offered. On a yearly basis some combination of academic activity could be required. One model might require faculty to teach a minimum of 24 credit hours per year, spend 100 hours in service to the college or university that they are a member of, sustain scholarly activity, and identify a special project, such as a book, special research, or some other approved goals that have been agreed to in writing. These goals could then be extrapolated for the probationary period. The probationary period should last six years, as it most often does now, with credit for prior service. The tenure clock should be stopped liberally for life events, within reasonable limits, to accommodate work/life balance. Faculty should be afforded very similar benefits as to time off, health care, and the like as the rest of the campus community. Double dipping and unjustified premiums should be eliminated. If it can be thought of as a super sweet deal then it is too good for the important work of the academy, and too liberal compensation to pass muster with public trust. Exploitation of the system should be abandoned in favor of doing what is best for the academy, society, and the students that it serves.

Professors of the future will be more accountable, more challenged, and greater contributors than some are today. We must, for we are the heart of academe, and to allow the erosion of the profession serves no one, least of all our students. Economic necessity should not require that instruction be delivered, more often than not, by part time practitioners. It is incumbent upon those who are dedicated to the academy to identify other areas within higher education where cost efficiencies can be achieved. Finally, potential members of boards of directorates should be required, as part of their agreement to serve, to take a course or receive instruction on the purposes of academic freedom, shared governance, and tenure. As part of their appointment they should be required to affirm their commitment to the principles of American higher education with an understanding of its contribution to our democratic society.

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