

Standards for the Employment of Part-Time, Adjunct, and Contingent Faculty

Approved by the OAH Executive Board for implementation by the Committee on Part-Time, Adjunct and Contingent Employment (CPACE), March 2011 and Revised in April 2014.

At its 2011 spring meeting on March 17-20, the OAH Executive Board endorsed the following standards and "best practices" developed by the OAH Committee on Part-Time, Adjunct, and Contingent Employment (CPACE) for how all colleges, universities and other institutions of higher education should employ and utilize non-tenured and non-tenure-track history faculty. At its [spring meeting in 2014, the OAH Executive Board](#) endorsed the CPACE's revisions to the standards to more clearly distinguish teaching from nonteaching contingent historians, and indicate "best practices" that apply specifically to nonteaching contingent historians. Those standards and revisions appear below. ([Download the April 2014 revised standards as a PDF](#)). In 2021 we are revising these standards to reflect the ongoing relevance and significance of contingent faculty to the teaching of history and the development of the profession as teachers and researchers.

1. That non-tenure track (NTT) faculty includes generally teaching, but also non-teaching professionals referred to as adjunct, contingent, part-time, contractual, affiliate, special, irregular, full-time untenured or non-tenure track and off-tenure track, and designated with titles such as Instructor, Visiting Professor, Research Professor, Professor, Lecturer, and Professor of the Practice.
2. That NTT faculty be included in the collegial relations and communications of their departments as well as in their places of employment and be provided with:
 - A. clearly stated evaluation procedures;
 - B. seniority for hiring and pay raises according to set policies;
 - C. office space, phones, and access to computers, libraries, electronic library databases, photocopying, parking, clerical and technological support on a similar basis as tenured/tenure-track faculty (TTT faculty) are allocated;
 - D. access to basic benefits such as health and life insurance, sick leave and retirement plans and unemployment compensation. Health benefits particularly should be universally available proportional to employment, with an opportunity provided for co-payments to ensure full coverage;
 - E. eligibility for promotion in job position and rank; and

- F. opportunity for regularized employment in the form of year-long or multi-year contracts and/or reasonable timely written commitments for renewal.
3. That the pay scale for NTT faculty reflects their status as professionals with:
 - A. fair salaries, equal to TTT faculty compensation for comparable teaching, advising, service work, and research work performed by teaching and nonteaching part-time and contingent faculty;
 - B. salary increases over time that recognize years of experience and/or service;
 - C. appropriate stipends or compensation for committee work, administrative assignments (including creating or administering programs), assessment and any other duties beyond teaching or research required by the college/institution;
 - D. administrative support and the institutional resources necessary for instructional faculty to teach; such support should extend to professional development, new course creation, scholarship and other occupational activities; and
 - E. a policy or formula for seniority that may include ranks and certain levels of job security.
 4. That history departments, and other divisions, departments or programs that offer history curricula nurture the research agendas of NTT faculty through:
 - A. eligibility for grants to do research and attend conferences on the same or on a similar basis as for TTT faculty;
 - B. support for teaching faculty's professional development in regard to teaching, creative activities and scholarship, and support for non-teaching faculty in regard to creative activities and scholarship, both on the same basis as TTT faculty.
 5. That academic institutions incorporate NTT faculty into their governance systems to the fullest extent possible with appropriate compensation for non-teaching duties carried out by parttime or contingent teaching faculty. The integration of NTT faculty into governance systems either directly or through their representatives will foster a united faculty better prepared to make good academic decisions, improve the work of history programs and enhance the quality of students' education. The following areas offer a spectrum of good practices that should be considered, depending upon governance structure and particular needs:
 - A. extension of the right to attend, participate in and, when appropriate, vote at meetings of history departments, faculty senates, and other faculty governance bodies at the disciplinary, departmental, programmatic, divisional and institutional levels;
 - B. invitation to participate on relevant faculty and institutional committees (such as curriculum, student assessment, budgetary and program planning panels), with appropriate compensation when NTT faculty agree to serve;
 - C. provision for NTT faculty's participation in formulating procedures and instruments for the evaluation of teaching and work performance;

- D. recognition of NTT faculty in published or posted rosters of departmental, divisional or institutional members, and in programs rewarding excellence in teaching;
 - E. creation of a written policy outlining NTT faculty members' rights and responsibilities in governance with periodic updates to reflect changes.
6. That History departments and faculty governance within colleges and universities support of NTT faculty's academic freedom and due process protections, and that they protect NTT's intellectual property rights in their syllabi, online course materials where relevant, lectures, etc.

In addition to the above standards, the OAH urges all college accrediting organizations and all journals and media that list colleges and university by various criteria to include the following information in their reports:

1. The number and percentage of contingent, full-time temporary and part-time adjunct faculty members, both in teaching and non-teaching positions; and
2. The number and percentage of courses taught by contingent, full-time temporary and part-time adjunct faculty members.

This is a matter of public information to which prospective students and their families are entitled as a matter of consumer protection.