



*A Union of Professionals*

**PROTOTYPE  
[LEGISLATIVE] RESOLUTION**

**FACULTY AND COLLEGE EXCELLENCE: ADDRESSING SHORTAGES AND  
INEQUITIES IN INSTRUCTIONAL STAFFING**

**Findings:** College faculty members and instructors, full-time and part-time, are the bedrock of our higher education system. Today, however, our state faces serious problems in academic staffing. An increasing percentage of the courses offered in our colleges and universities are taught by contingent instructors—part-time/adjunct and other nontenure-track faculty and instructors hired on a temporary basis—who often receive disproportionately low compensation and inadequate basic professional supports (such as paid office hours to advise their students.) Such conditions, in turn, make it unduly difficult for these faculty and instructors to provide their best service to students. At the same time, our colleges and universities are allowing the proportion of undergraduate classes taught by full-time tenured or tenure-track faculty members to fall significantly.

These twin developments—the inequitable economic condition of part-time/adjunct and other nontenure-track faculty and instructors, along with the shrinking ranks of full-time tenured or tenure-track faculty—are of concern to this body as they limit the ability of the public higher education system to provide [name of state] high quality education, research, and support for economic development.

**Goals:** The legislature sets the following twin goals, of equal importance, for the purpose of enabling our public colleges and universities to provide better service to our students, our communities and our economy. The first goal is to provide adequate compensation and working conditions for part-time/adjunct and other nontenure-track faculty and instructors. The second goal is to ensure that our colleges and universities employ sufficient numbers of full-time tenured or tenure-track faculty members. It is the legislature's intention to hold public fact-finding hearings on these matters which include the perspectives of state officials, institutional administrators, representatives of faculty and instructional staff, and students in the public colleges and universities.