



Graduate and Professional Student Senate
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**Graduate and Professional Student Senate
 GPSS Resolution 2021-22Q
 Resolution to Create a Task Force to Increase Tenure Track Faculty Positions**

First Reading by GPSS:	Nov. 4th 2021
Second Reading by GPSS:	date
Staff Senate Review:	date
Faculty Senate Review:	date
Undergraduate Student Senate Review:	date
First Reading by University Council:	date
Approved by University Council:	date
Approval by University President:	date
Approved by Board of Visitors:	date
Effective:	upon approval

WHEREAS, tenure is an integral part of the university educational system and provides faculty with appropriate compensation, stability, and academic freedom for them to advance their best possible pedagogy and research practices; and

WHEREAS, adjunct faculty are some of the most dedicated and passionate members of the university community but often lack the resources, stability, and work-life balance necessary to live comfortably and by extension to dedicate time and energy to their pedagogy and research (see Appendix 1); and

WHEREAS, like all elements of academic precarity, historically marginalized groups are further disadvantaged by the increasingly prevalence of adjunct education and are more likely to be denied for tenure-track job opportunities (see Appendix 2); and

WHEREAS, non-tenure track faculty have larger work loads on average and more limited university support than their tenure-tracked counterparts; and

WHEREAS, increase in the retention of faculty members through tenure at the university level will reduce our reliance on adjunct labor by creating more long-term and stable positions; and

WHEREAS, the retention of faculty members through tenure preserves institutional knowledge and stability at the department and university level; and

WHEREAS, Virginia Tech’s mission *ut prosim*, “that I may serve” may be better served by tenure track faculty since non-tenure track faculty have little time or opportunity to engage in educational reforms or expanding research opportunities and directly improve our community; and

WHEREAS, higher education is currently in the midst of a jobs crisis where tenure track positions are becoming increasingly scarce as universities rely on cheaper adjunct labor and increasingly bloated administrative budgets (see Appendix 2); and

WHEREAS, this jobs crisis has rippling effects for the quality of higher education and focusing on preserving well-compensated, long-term tenured positions is one step in prioritizing education over profits; and

WHEREAS, professorships are one of the major career outlets for graduate students and the jobs crisis negatively impacts talented young scholars who hope to dedicate themselves to a life of public service, research, and pedagogy; and

WHEREAS, tenure track faculty are encouraged to be more involved in educational reforms and expanding the world of research (see Appendix 1), which will additionally address the jobs crisis in academia; and

NOW, THEREFORE, BE IT RESOLVED, there will be a creation of an ongoing task force that focuses on making policy recommendations to increase tenure track faculty positions. The stakeholder portion should be adjunct faculty members and they should be compensated for their time as part of this task force. The goal of this task force should also be to develop ways to recruit more and more diverse faculty into tenure-track positions by examining peer institutions and taking into account equity concerns as noted by the small bibliography in Appendix 2.

Appendix 1: Resources on the Difficulties Faced by Adjunct Faculty

- Evans, T. M., Bira, L., Gastelum, J. B., Weiss, L. T., & Vanderford, N. L. (2018). Evidence for a mental health crisis in graduate education. *Nature biotechnology*, 36(3), 282-284.
- Kezar, A. (2012). “Spanning the great divide between tenure-track and non-tenure-track faculty”. *Change: The Magazine of Higher Learning*, 44(6), 6-13.
- Torp, S., Lysfjord, L. & Midje, H.H. (2018). Workaholism and work–family conflict among university academics. *High Educ* 76, 1071–1090.
<https://doi.org/10.1007/s10734-018-0247-0>

Appendix 2: Resources and Context on the Current Crisis in Higher Education as well as Guideposts for Critical, Equitable Pedagogy

List of resources on the neoliberalization of the university:

- Giroux, Henry A. (2019). *Neoliberalism's War on Higher Education*. Haymarket Books. Chicago, IL.
- Ahmed, Sara. (2012). *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press. Durham, NC.
- Susan Wright and Cris Shore. (2017). *Death of the Public University? Uncertain Futures for Higher Education in the Knowledge Economy*. Berghahn Books. Oxford, NY.
- Mirowski, Philip. (2012). The modern commercialization of science is a passel of Ponzi schemes. *Social Epistemology*, 26(3-4), 285-310.

List of resources on critical pedagogy and educational values that should guide any policy recommendations:

- Friere, Paulo. (2018 [1970]). *Pedagogy of the Oppressed*. 4th ed. Bloomsbury Academic. New York, NY.
- Fred Moten and Stefano Harney. (2013) *the Undercommons: Fugitive Planning and Black Study*. Autonomedia. New York, NY.
- Giroux, Henry A. (2020). *On Critical Pedagogy*. 2nd ed. Bloomsbury Academic. New York, NY.
- hooks, bell. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. Routledge. London, UK.
- Givens, Jarvis R. (2021). *Fugitive Pedagogy: Carter G. Woodson and the Art of Black Teaching*. Harvard University Press. Boston, MA.