University Senate
CHARGE

Date:	May 6, 2013
To:	Ellin Scholnick Chair, Faculty Affairs Committee
From:	Martha Nell Smith Chair, University Senate
Subject:	Providing a Unified Framework for Non-Tenure Track Faculty Appointments
Senate Document #:	12-13-55
Deadline:	March 7, 2014

The Task Force on Non-Tenure Track (NTT) Faculty identified a number of concerns related to NTT faculty appointments that arise because of inconsistences in the systems of NTT titles, uneven expectations about performance and evaluations, and a lack of opportunities for recognition and/or promotion for various sub-groups of NTT faculty.

The Senate Executive Committee (SEC) requests that the Faculty Affairs Committee (FAC) review the existing policies, titles, and appointment guidelines for Non-Tenure-Track Faculty at the University and make recommendations for establishing a unified structure for Non-Tenure Track Faculty Appointments. Any specific recommendations regarding titles, evaluation procedures, or promotion opportunities for different sub-groups of NTT faculty should be made within the guidelines established in the unified framework.

Specifically, we ask that you:

1. Review the Non-Tenure-Track Faculty Policies & Procedures Report (Senate Doc. No. 12-13-41).

2. Review the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty (II-1.00(A)) as it pertains to NTT faculty.

3. Review the titles used for NTT faculty at our peer universities.

4. Develop a consistent system of titles that allows for appointing NTT faculty in their various roles.

5. Develop a consistent system of evaluation guidelines for the various groups of NTT faculty.

6. Develop a promotion ladder for the various groups of NTT Faculty.

7. Consult with a representative from the University's Office of Faculty Affairs on each of these initiatives.

8. Consult with the University's Office of Legal Affairs on each of these initiatives.

We ask that you submit a report to the Senate Office no later than March 7, 2014. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Attachment

MNS/rm

University Senate
TRANSMITTAL FORM

Senate Document #:	12-13-41
PCC ID #:	N/A
Title:	Non-Tenure Track Faculty Policies & Procedures
Presenter:	Thomas R. Holtz, Jr. – Chair, Joint Provost/Senate Non-Tenure-Track Faculty Task Force
Date of SEC Review:	February 22, 2013
Date of Senate Review:	March 6, 2013
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	Raise and examine issues related to NTT Faculty contracts, recognition, promotion policies and other relevant policy matters.
Relevant Policy # & URL:	Policies related to NTT Faculty.
Recommendation:	The Task Force recommends change in four areas: Appointment, Rank, and Promotion; Evaluation, Recognition, and Compensation; Governance; and Policies. The list of recommendations is extensive, but only because the problems are substantial. <u>Appointment, Rank, and Promotion</u> We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to: 1. Revise both the system of NTT faculty titles and the administration of those titles such that titles accurately represent the primary contribution of faculty so appointed; 2. Create a Teaching Professor series on par with the Research Professor series and the Clinical Professor series; 3. Create a Faculty Administrator position and provide the opportunity for promotion by defining Faculty Administrator I, II, and III levels; 4. Provide promotion opportunities for FRAs by creating FRA I,

	II, and III levels; 5. Create a system for tracking appointments, reappointments, contract length, and adherence to the contract templates provided by Legal Affairs, including designation of eligibility for different benefits given the specifics of the appointment; 6. Improve the administration of instructional contracts such that year-long or multi-year appointments become the norm. <u>Evaluation, Compensation, and Recognition</u> We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to: 7. Create, where they don't already exist, college-level evaluation and promotion guidelines for appointments in the Research Professor/Scientist/Engineer/Scholar series, the Clinical Professor series, and the (proposed) Teaching Professor series; 8. Ensure that evaluations of Instructional Faculty are not tied solely to the CourseEvalUM tool; 9. Whereas responses to the faculty survey indicate significant financial hardship for many NTT faculty, especially Instructional Faculty, the institution should ensure that base-line salaries for NTT faculty are commensurate with their experience, skills, and contributions; 10. Ensure that NTT faculty are included in merit pay increases in departments where they aren't already, and establish a system for providing merit pay for Instructional Faculty whose salaries are determined by the courses they teach; 11. Provide funding and other resources for participating in professional development activities. Successful participation in such activities should be included in evaluations for merit pay increases; 12. Ensure that faculty with dual 25% FTE appointments are provided those benefits afforded part-time faculty who have a single appointment at 50% FTE; 13. Provide compensation when asking instructional faculty whose salaries are determined by the courses they teach to

	engage in tasks beyond those specified in their contracts. 14. Include NTT faculty in all campus awards and honors; or create college-level awards and honors, where none currently exist, and a campus-wide award in each of the three domains of academic activity, i.e. an award for excellence within Research, Teaching, and Service. <u>Governance</u> We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to: 15. Increase the representation of NTT faculty in the University Senate; 16. Ensure that departments and colleges have written policies for including NTT faculty in unit-level self-governance for matters that involve them. <u>Policies</u> We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to: 17. Improve the administration and oversight of NTT faculty policies by tasking an administrator or committee within each college/school with coordinating such efforts both internally and with Faculty Affairs; 18. Improve access to faculty policies by establishing a campus protocol for how such information is presented through department and college web sites; 19. Amend the Policy on the Employment of Adjunct Faculty, II-1.07(A), so that all courses taught count toward eligibility for Adjunct II status. 20. Adopt either the term ***Professional Faculty*** or ***Professional Track Faculty*** in all institutional policies, procedures, guidelines, and communications when referring to faculty who are not tenured nor on the tenure track; 21. Revise applicability clauses in existing faculty policies to refer explicitly to "All Faculty", "Tenured/Tenure-Track Faculty", or "Professional Faculty", as appropriate.

Committee Work:	After initial meetings of the entire Task Force to discuss strategy and scope of the work, the Task Force formed three sub-committees to perform the research needed to fulfill the charge: Policies and Procedures; Faculty Survey; Database Mining and Analysis. During the spring of 2012, Task Force members met with NTT focus groups to pilot the faculty survey and get feedback on how well it covered areas that concerned the NTT faculty. The faculty survey format and questions were revised in response to these focus groups. In late spring of 2012, the Task Force recognized the need to survey administrators who manage NTT Faculty appointments. As such, the "Faculty Survey" sub-committee broadened its scope to include a survey of unit administrators. Task Force members met during summer 2012 to review subcommittee findings, finalize the survey questions, and detail the work to be completed. The Administrator Survey was released in July 2012 and the Faculty Survey in Sept 2012. Task Force meetings in the fall 2012 were held to review and analyze the survey results and begin drafting the report. The Data Mining subcommittee requested from ORA data on research awards and continued its analysis of teaching load data. In late fall of 2012, the Chair of the Senate requested that the Task Force also include in its study a white paper, circulated by the Office of Faculty Affairs, which presents an analysis of a set of problems related to NTT faculty titles and appointments. The Task Force expanded the scope of its report to include discussion of this important document. In Jan/Feb 2013, the Data Mining subcommittee analyzed data returned by ORA. The final report was approved and submitted to the Senate Executive Committee on Feb 15, 2013.
Alternatives:	The University could continue with its current policies and practices.
Risks:	Lack of remedy of the concerns detailed in this report could result in further inequities and alienation of the NTT faculty.
Financial Implications:	Additional resources to enact the recommendations here.
Further Approvals Required:	Senate Approval, Presidential Approval

Task Force on

Non-Tenure Track Faculty

Final Report

February 15, 2013

Thomas Holtz, Jr., Co-Chair
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Executive Summary

This Task Force was charged with determining "whether there are areas of concern with existing policies related to non-tenure-track faculty at the University of Maryland." To determine the scope of concerns, the Task Force researched policy and procedures both at the University and at peers, engaged focus groups, surveyed faculty and administrators, and mined campus data on teaching loads, credit delivery and research grants. Our conclusion is that many areas of concern require substantive changes in order to allow the institution to engage fully this "large subset of our faculty as a valuable resource."

Indeed, the roughly 3,000 members of the Non-Tenure Track (NTT) faculty make significant contributions to the University, and in general, their dedication to their work is what one would expect of any professional. The recommendations presented here will allow this large and dedicated group to contribute more fully to the institution by addressing the concerns of both administrators and NTT faculty. In particular, the work of this Task Force and the resulting recommendations should not be seen as an attempt to undermine the tenure system. The goal has been to provide recommendations that will propel the institution to further success by improving the systems for engaging NTT faculty.

The specific areas of concern involve knowledge of, and compliance with, existing policies; policies and procedures for evaluating and promoting of NTT faculty; recognition for outstanding contributions, including merit pay for NTT faculty; opportunities for participation in shared governance; and compensation, especially among instructional faculty. In each of the problem areas, we make specific, substantive recommendations to rectify them.

We are pleased to report that the concerns do not apply to all units. Some departments and colleges have already implemented measures that address many of these concerns. We recommend that these unit-level efforts be institutionalized through Senate and Provost action. Additionally, we offer recommendations that require campus-level action simply because some of the concerns cannot be addressed at the unit level alone.

In light of the serious nature of the concerns, we suggest that the Senate and Provost apply the spirit of innovation, the principles of inclusion, and the drive to excellence at the heart of the campus strategic plan when addressing these problems. Enacting the recommendations presented here will establish the University of Maryland's leadership in creating a model for how a major research institution fully engages all members of its faculty regardless of their tenure status.

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1. Overview

In response to concerns raised by the University Senate's Faculty Affairs Committee in the 2010-2011 Academic Year (Senate Document #10-11-04), the Provost and the Senate Executive Committee charged a task force of University faculty to:

- "determine whether there are areas of concern with existing policies related to non-tenure-track faculty at the University of Maryland," and
- "review current policies and procedures for non-tenure track faculty and determine how best to engage this large subset of our faculty as a valuable resource." (See Appendix 1 for the full list of the specific tasks included in the charge.)

With respect to the first point, we conclude that several areas of concern require substantive changes to how the institution engages "this large subset of our faculty." Indeed, the concerns are not solely those of the faculty themselves; many of the concerns have a bearing on how our institution will meet the challenges confronting institutions of higher education nationally.

With respect to the second point, we propose to address these concerns by drawing on the spirit of innovation, the principles of inclusion, and the broad goals of excellence that underlie our strategic plan. Enacting the recommendations presented here will establish the University of Maryland's leadership in creating a model for how a major research institution fully engages all members of its faculty regardless of tenure status.

2. Who are the "Non-Tenure Track Faculty" at the University?

Members of the campus community have differing ideas about who the NTT faculty are, and many people are unfamiliar with how many there are. All told, UMCP has roughly 3,000 NTT faculty, comprised of over 300 full-time Instructional Faculty, over 700 part-time Instructional Faculty, approximately 1,800 Research Faculty, and another 200 faculty who fulfill service roles both on campus and off. To put these numbers in perspective, recall that there are approximately 1,600 Tenured/Tenure-track (T/TT) faculty.

To better understand the contributions NTT faculty make, the Task Force analyzed credits delivered for the past 15 years, teaching loads, and grants awarded to research faculty in the previous 4 years. Additionally, department/unit administrators were

surveyed to gain additional information about NTT faculty contributions and appointments.

Instructional Faculty

Credits Delivered 2007-2012

Over the past 15 years, the percentage of undergraduate credits delivered by T/TT faculty has fallen to roughly 40%, with NTT faculty delivering another 40%, and the remaining 20% being delivered by Staff and Teaching Assistants. (Keep in mind that many of those Staff members are likely former NTT faculty.)

An important note is that the number of credits delivered by T/TT faculty has remained roughly constant, but because the total number of credits delivered has increased, the percentage of credits delivered by T/TT faculty has fallen. The observation is that the University has increased the delivery of credits by virtue of an increase in the NTT faculty ranks. See Appendix 2 for data.

Scholars and Honors Programs

In addition to overall credits delivered, the Task Force also considered the contributions of NTT faculty to the institution's programs for the most highly engaged undergraduates, namely Scholars and Honors students. For Fall 2012, T/TT faculty were listed as Instructor of Record for only 12% of the credits delivered for Scholars courses and 48% for Honors courses.[1] See Appendix 3 for data.

Thus, the data show that when the most highly prepared and engaged undergraduates take courses in their special programs, they are likely to have instructors who are either NTT faculty or Staff.

Teaching Loads

Beyond credits delivered, another metric for analyzing teaching load is to consider the role of TAs, Graders, and Non-Teaching Course Managers in support of the delivery of courses. Accordingly, the Task Force analyzed the course records for every active course section offered in Fall 2012. Because NTT faculty teach predominantly undergraduate courses, the analysis focused on those courses.

[1] An interesting note regarding the Honors data is that the one-credit, first-year Honors seminar, HONR100, comprises approximately 8% of the total Honors credits delivered in the fall. If those credits are taken out of the analysis because the individual sections are generally conducted by TAs rather than the T/TT Instructor of Record, the percentages of credits delivered by T/TT faculty drops to 43% , with the remaining 57% being delivered by NTT faculty, Staff, and TAs.

The data for Fall 2012 show that NTT faculty are significantly more likely to teach courses that require direct contact with students, and NTT faculty are much less likely to receive teaching support (see Appendix 4).

Combining the credits delivered data with the distribution of support for teaching shows that while T/TT faculty and NTT faculty now deliver approximately the same number of undergraduate credits each semester, NTT faculty are more likely to teach courses that carry the additional load of working directly with students, and they tend to deliver courses without the help of TAs, Graders, or Non-Teaching Course Managers.

Research Awards

Data supplied by ORA show that for Fiscal Years 2009-2012, NTT faculty brought over $375,000,000 to campus, or nearly $100,000,000 per year. Over the same period, the average credit award for NTT faculty was comparable to that of T/TT faculty. When we celebrate hitting our $500,000,000 per year award goals, we should keep in mind that NTT faculty are responsible for a large part of that success. See Appendix 5 for award data.

Beyond the grants that NTT faculty win, many provide vital bridges to broader research communities by working at agencies such as NASA, NOAA, and NIST, to name a few. Though such faculty may spend most of their time at other institutions' facilities, they are nonetheless members of the faculty at the University of Maryland. Such faculty ensure that our campus is well-integrated in the research programs of major federal agencies in the region, and as such, make a valuable contribution to the institution that is not easily measured in award amounts.

Service/Outreach

An additional corps of NTT faculty fall into the Service/Outreach arena: the Extension Service fulfills important functions throughout the state; and many other units provide professional degree and certification programs for professionals, e.g. K-12 teacher training and certification programs. In many instances, NTT faculty provide a substantial component of the workforce for such programs.

As will become clear in later sections, calculating how many NTT faculty provide Service/Outreach functions is non-trivial simply because our system has no ready way to identify them. A reasonable estimate would put the number at 150-200. Whatever the exact number, the point is that NTT faculty play a major role in the institution's

Service/Outreach functions and, as such, are an important part of the public face of the University.

3. Task Force Research and Findings

Overview

The Task Force formed three sub-committees to perform the research needed to fulfill the charge:

- Policies and Procedures
- Faculty Survey
- Database Mining and Analysis

In late spring of 2012, the Task Force recognized the need to survey administrators who manage NTT faculty appointments. As such, the "Faculty Survey" sub-committee broadened its scope to include a survey of unit administrators.

In late fall of 2012, the Chair of the Senate requested that the Task Force also include in its study a white paper, circulated by the Office of Faculty Affairs, which presents an analysis of a set of problems related to NTT faculty titles and appointments.

The report presents the Task Force's research on the following topics:

- Review of Current UMCP Policies and Procedures
- Review of Policies at Other Institutions
- Survey of NTT faculty
- Survey of Unit Administrators about NTT faculty Appointments
- Review of the White Paper on Faculty Titles from the Office of Faculty Affairs

Synthesizing the various findings from these studies led to the recommendations in section 4.

Review of Current UMCP Policies and Procedures

Methods

Two Task Force members reviewed all policies on the President's web site to determine:

1. the import of the policies given the clarifications from Legal Affairs (as indicated in the FAC report) about which policies are applicable to just T/TT faculty, just NTT faculty, or both;

2. whether there are ambiguous or contradictory provisions across existing policies; and
3. whether additional policies need to be implemented to provide a more comprehensive set of guidelines for NTT faculty appointments.

Findings

Broadly speaking, while some policies explicitly target Instructional Faculty, the applicability of policies that apply generally to "faculty" is much less clear. In fact, the previous FAC study included an interpretation from Legal Affairs on the applicability of faculty policies. We contend that faculty and administrators should not have to consult with Legal Affairs to determine the applicability of campus policies concerning faculty appointments. See Appendix 6 for an explicit example of lack of clarity and specificity of current policies.

In addition to the general problems with applicability noted above, when viewed in light of the results of both the administrator and the faculty surveys, the Task Force finds the following additional concerns related to existing policies and procedures at UMCP. See Appendix 7 for an explanation of each of these findings.

1. Knowledge/understanding of existing policies, difficulty finding the relevant policies for a given situation, and lack of compliance with policies.
2. Appropriate titles for the range of contributions NTT faculty make.
3. Policies and/or guidelines regarding evaluations and promotions.
4. Level of representation in shared governance.
5. Gaps in policies regarding instructional faculty relative to their 50% FTE status.

Review of Peer Institution Policies and Procedures

Methods

Two Task Force members reviewed faculty policies at other institutions to determine whether the scope of the policies at UMCP is comparable to policies elsewhere and to identify any models that we might consider adopting.

The institutions included in the review were:

- University of California, Berkeley
- University of California, Los Angeles
- University of Illinois at Urbana-Champaign
- University of Michigan
- University of North Carolina at Chapel Hill

- University of Pennsylvania
- Pennsylvania State University
- Virginia Technical Institute

Findings

While no peer institution seems to have addressed all issues regarding NTT appointments, promotion, and full integration into the university community, there are some good practices that UMCP should consider. (See Appendix 8 for a full explanation of the following points.)

1. Make all policies and guidelines related to NTT faculty appointments, promotions, evaluations, and contracts easily accessible on-line.
2. Create an institutionally defined matrix for performance and evaluation of NTT faculty modeled on that of Virginia Tech.
3. Provide additional ranks for Instructional Faculty.
4. Create new titles/positions for NTT faculty in administrative positions.
5. Repeated one-year or one-semester contracts should be [strongly] discouraged in favor of multi-year contracts.
6. Avoid policies/practices that imply that NTT faculty and T/TT faculty are separate classes of employee, e.g. NTT faculty should be able to find the policies that apply to them on the Faculty Affairs web site, not the UHR site (as happens at the University of Michigan).

Surveys

Overview

The Task Force was explicitly charged with surveying NTT faculty in order to better understand the issues and concerns of the various constituencies. The Task Force also recognized the utility of surveying campus administrators who deal most directly with NTT faculty appointments, namely departmental program coordinators and business managers.

Faculty Survey

The survey consisted of three main parts (see http://faculty.umd.edu/ntt/ntt_rpt.cfm)

1. basic information such as title, unit, length of service, type of appointment
2. appointment specific information such as duties and responsibilities
3. Likert questions gauging various facets of professional engagement

848 NTT faculty participated in the survey (a 30% response rate given the 2823 emailed invitations — see Appendix 9 for a summary of the survey methodology and respondent demographics).

Findings (see Appendix 10 for discussion of the following points)

1. Contracts for NTT faculty often do not accurately represent the tasks/duties the faculty members are asked to perform.
2. NTT faculty are dedicated professionals who often perform additional work on their own initiative.
3. NTT faculty don't know about departmental policies and procedures regarding evaluations, promotions, merit pay, or methods of recognition for outstanding performance.
4. NTT faculty are generally unaware of opportunities for participation in governance at either the department/unit level, their college, or the University.
5. Of the 29 Likert prompts probing professional engagement and satisfaction:
    a. 15 had dissatisfaction rates above 20% ("dissatisfaction" being responses of either "Disagree" or "Strongly Disagree").
    b. Nine had negative responses at 40% or higher, four of which related to compensation, workload, and access to funds/grants for professional development.
    c. Two of the three questions with negative responses rates above 50% were related to criteria for promotions and merit pay increases.
6. When controlling for type of work and college, the dissatisfaction rate for the prompt related to compensation was significantly higher for instructional faculty in ARHU and JOUR than any other type of appointment in any other colleges.

Review of Comments on Faculty Survey

Due to the large number of text comments that respondents provided, the Task Force focused its review of comments on those related to the Likert questions with the highest dissatisfaction rates. In broad terms, the major concerns of NTT faculty, as expressed through the text comments, are:

- low pay, especially for Lecturers, especially in ARHU and Journalism;
- lack of respect for the work that NTT faculty perform as well as their contributions within their units;
- lack of recognition for high-level contributions and/or accomplishments;
- lack of performance evaluations, and for instructional faculty, that performance evaluations are based almost entirely on the online evaluations;

- lack of job security
    - for research faculty: uncertainty related to grant supported salaries and benefits;
    - for instructional faculty: one semester contracts even for faculty with many years of service to the institution;
- promotions
    - for research faculty: lack of clarity about criteria;
    - for instructional faculty: lack of opportunity for promotions;
- no merit pay raises for instructional faculty;
- soft money issues for research faculty: they have to fund their own salaries but are still subject to salary freezes; the challenge of funding their own salaries given award agency preferences/constraints.

Administrator Survey

Of the 88 units that were asked to complete the administrator survey, 82 units did so. Visit http://faculty.umd.edu/ntt/nttprofile_rpt.html to view the administrator survey.

In order to gauge the completeness of the survey data, the Task Force compared the number of appointments detailed in the survey to the number of active PHR appointments for the units that completed the survey. The survey provided details on 2199 appointments while the PHR records returned 2152 active appointment records for those units that completed the survey, a discrepancy of roughly 2%. We therefore take the results to be a good representation of the campus as a whole.

The survey of administrators led to three main findings (see Appendix 11 for a discussion of the survey methods and the following 3 points).

1. differences in typical length of contracts for instructional vs. research faculty;
2. inconsistent use of titles;
3. difficulties making NTT faculty appointments
    a. lack of adequate titles hinder appointment process
    b. mechanics and constraints of the system hinder fully engaging NTT faculty.

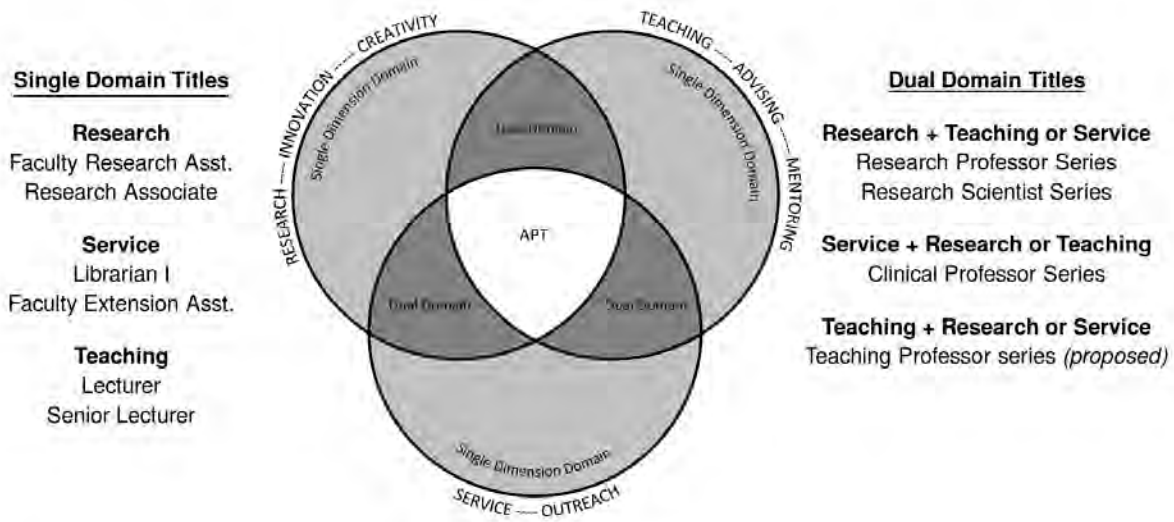
In sum, the current system for making NTT faculty appointments appears to be a series of ad hoc solutions that vary from unit to unit and that creates confusion and frustration for faculty and unit administrators alike. With nearly 3,000 NTT faculty, many of whom are re-appointed every semester, the institution incurs substantial administrative costs

given the current system, not to mention the unseen costs that stem from the related low morale and frustration among the NTT faculty.

Faculty Affairs White Paper Concerning Faculty Titles

The Office of Faculty Affairs presents a framework for developing a systematic approach to the use of faculty titles and for how NTT faculty appointments can be incorporated into the domains of faculty activity that define the academic enterprise, namely Teaching, Research, and Service. See Appendix 12 for the White Paper circulated by Faculty Affairs for full discussion of the characterization of the model represented in Figure 1.

Figure 1 – NTT Faculty Titles and Academic Activity, from the Faculty Affairs White Paper



While certain details in the paper beg further explanation — for example, the assertion that the Clinical Professor series is primarily a Service appointment requires substantially more explanation and motivation than the paper provides — the model provides a framework for characterizing in a systematic way various problems and concerns the Task Force has identified. See Appendix 13 for discussion of these points.

1. Lack of adequate titles and opportunities for promotions within the instructional ranks
2. Lack of titles for NTT faculty who administer academic programs

3. Lack of clarity for evaluating and promoting NTT faculty, especially for the Research faculty

4. Recommendations

In light of our examination of the present contributions in teaching, research, and service from NTT faculty; of policies and procedures here and at peer institutions; of the comments and data obtained from the surveys of NTT faculty and unit administrator; the Task Force recommends change in four areas:

1. Appointment, Rank, and Promotion
2. Evaluation, Recognition, and Compensation
3. Governance
4. Policies

The list of recommendations is extensive, but only because the problems are substantial. We propose that the Senate and the administration adopt the perspective that these "challenges are opportunities" and take bold steps to develop new systems for how the University engages NTT faculty.

By drawing on the spirit of innovation and the principles of inclusion laid out in our Strategic Plan, the institution can expand on its numerous successes by ensuring that all members of its faculty can contribute the full measure of their knowledge, skills, and talents to fulfilling the mission of the institution. In fact, through our success in this endeavor, we can create a model for our peers to emulate, thereby adding another facet to our growing role as a leader among major research universities.

Summary of Recommendations

We summarize here our recommendations, grouped by area of concern. For discussion and explanation of each recommendation, see the relevant sub-sections of Appendix 14.

<u>Appointment, Rank, and Promotion</u>

We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:

1. Revise both the system of NTT faculty titles and the administration of those titles such that titles accurately represent the primary contribution of faculty so appointed;

2. Create a Teaching Professor series on par with the Research Professor series and the Clinical Professor series;
3. Create a Faculty Administrator position and provide the opportunity for promotion by defining Faculty Administrator I, II, and III levels;
4. Provide promotion opportunities for FRAs by creating FRA I, II, and III levels;
5. Create a system for tracking appointments, reappointments, contract length, and adherence to the contract templates provided by Legal Affairs, including designation of eligibility for different benefits given the specifics of the appointment;
6. Improve the administration of instructional contracts such that year-long or multi-year appointments become the norm.

Evaluation, Compensation, and Recognition

We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:

1. Create, where they don't already exist, college-level evaluation and promotion guidelines for appointments in the Research Professor/Scientist/Engineer/Scholar series, the Clinical Professor series, and the (proposed) Teaching Professor series;
2. Ensure that evaluations of Instructional Faculty are not tied solely to the CourseEvalUM tool;
3. Whereas responses to the faculty survey indicate significant financial hardship for many NTT faculty, especially Instructional Faculty, the institution should ensure that base-line salaries for NTT faculty are commensurate with their experience, skills, and contributions;
4. Ensure that NTT faculty are included in merit pay increases in departments where they aren't already, and establish a system for providing merit pay for Instructional Faculty whose salaries are determined by the courses they teach;
5. Provide funding and other resources for participating in professional development activities. Successful participation in such activities should be included in evaluations for merit pay increases;
6. Ensure that faculty with dual 25% FTE appointments are provided those benefits afforded part-time faculty who have a single appointment at 50% FTE;
7. Provide compensation when asking instructional faculty whose salaries are determined by the courses they teach to engage in tasks beyond those specified in their contracts.
8. Include NTT faculty in all campus awards and honors; or create college-level awards and honors, where none currently exist, and a campus-wide award in

each of the three domains of academic activity, i.e. an award for excellence within Research, Teaching, and Service.

Governance

We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:

1. Increase the representation of NTT faculty in the University Senate;
2. Ensure that departments and colleges have written policies for including NTT faculty in unit-level self-governance for matters that involve them.

Policies

We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:

1. Improve the administration and oversight of NTT faculty policies by tasking an administrator or committee within each college/school with coordinating such efforts both internally and with Faculty Affairs;
2. Improve access to faculty policies by establishing a campus protocol for how such information is presented through department and college web sites;
3. Amend the Policy on the Employment of Adjunct Faculty, II-1.07(A), so that all courses taught count toward eligibility for Adjunct II status;
4. Adopt either the term ***Professional Faculty*** or ***Professional Track Faculty*** in all institutional policies, procedures, guidelines, and communications when referring to faculty who are not tenured nor on the tenure track; [2]
5. Revise applicability clauses in existing faculty policies to refer explicitly to "All Faculty", "Tenured/Tenure-Track Faculty", or "Professional Faculty", as appropriate.

5. Conclusion

Our list of recommendations is extensive because the list of problems is extensive. And given that there are nearly two NTT faculty for every one T/TT faculty, the impact of those problems is substantial.

Keeping in mind the challenges facing institutions of higher education nationally, from the economics of limited state support to the need for rapid responses to a changing global landscape, we recommend that the administration implement our recommendations as a first step to ensuring that all faculty, regardless of tenure status,

[2] For example, Virginia Tech, Texas A&M, and Oregon State are just a few of the institutions using *Professional Faculty* or *Professional Track Faculty* for faculty not on the tenure track. See http://policies.tamus.edu/12-07.pdf for sample language related to this classification.

can contribute the full measure of their knowledge, skills, and talents in the effort to realize the goals laid out in the institution's strategic plan. Nothing in this report questions the contributions and roles of the T/TT faculty on campus. The recommendations are meant to allow the University to improve upon its successes.

Moreover, we contend that the administration should act on our recommendations not simply because doing so will accelerate the institution's successes, but also because doing so is the right thing to do in terms of how a world class institution manages its most valuable resource: its people.

Appendix 1 – Task Force Charge

University Senate

CHARGE

Date:	February 7, 2012
To:	Eric Vermote & Thomas Holtz Co-Chairs, Joint Provost/Senate Non-Tenure-Track Faculty Task Force
From:	Ann Wylie, Senior Vice President & Provost Eric Kasischke, Chair, University Senate
Subject:	University Policies Related to Lecturers/Instructors & Research Faculty
Senate Document #:	10-11-04
Deadline:	December 15, 2012

Provost Wylie and the Senate Executive Committee (SEC) request that the Non-Tenure-Track (NTT) Faculty Task Force determine whether there are areas of concern with existing policies related to non-tenure-track faculty at the University of Maryland. During the 2010-2011 academic year, the Senate's Faculty Affairs Committee raised concerns about whether there should be centralized oversight of the NTT faculty with regard to issues related to contracts, recognition, procedures for promotion and other relevant policy matters (see attached report). They note that a thorough and systematic review of campus policy is necessary including a careful survey of all UM non-tenure track faculty. We ask that you review current policies and procedures for non-tenure-track faculty and determine how best to engage this large subset of our faculty as a valuable resource. Specifically, we would like you to review the following:

1. Review existing policies for instructors, research faculty, and teaching assistants.
2. Review existing performance review policies for these constituencies and recommend whether they should be improved.
3. Review policies for these constituencies at peer institutions.
4. Conduct a comprehensive survey of these constituencies to evaluate their concerns.
5. Review the teaching loads per semester of instructors.

6. Consult with the Office of Faculty Affairs to review terms of employment for these constituencies

7. Consider whether new policies should be developed or existing policies be revised for these constituencies.

8. Consider whether policies on appointing teaching assistants as lecturers should be developed.

9. Consider whether guidelines for contracts for these constituencies should include comprehensive assignments and responsibilities.

10. Explore ways in which outstanding instructors can be recognized.

11. Consider how these constituencies can best participate in department governance.

We ask that you submit your report and recommendations to the Senate Office no later than December 15, 2012. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Appendix 2 – Undergraduate credits delivered by type of instructor

Figure 2 - Total Undergraduate Credits Delivered by Type of Instructor*

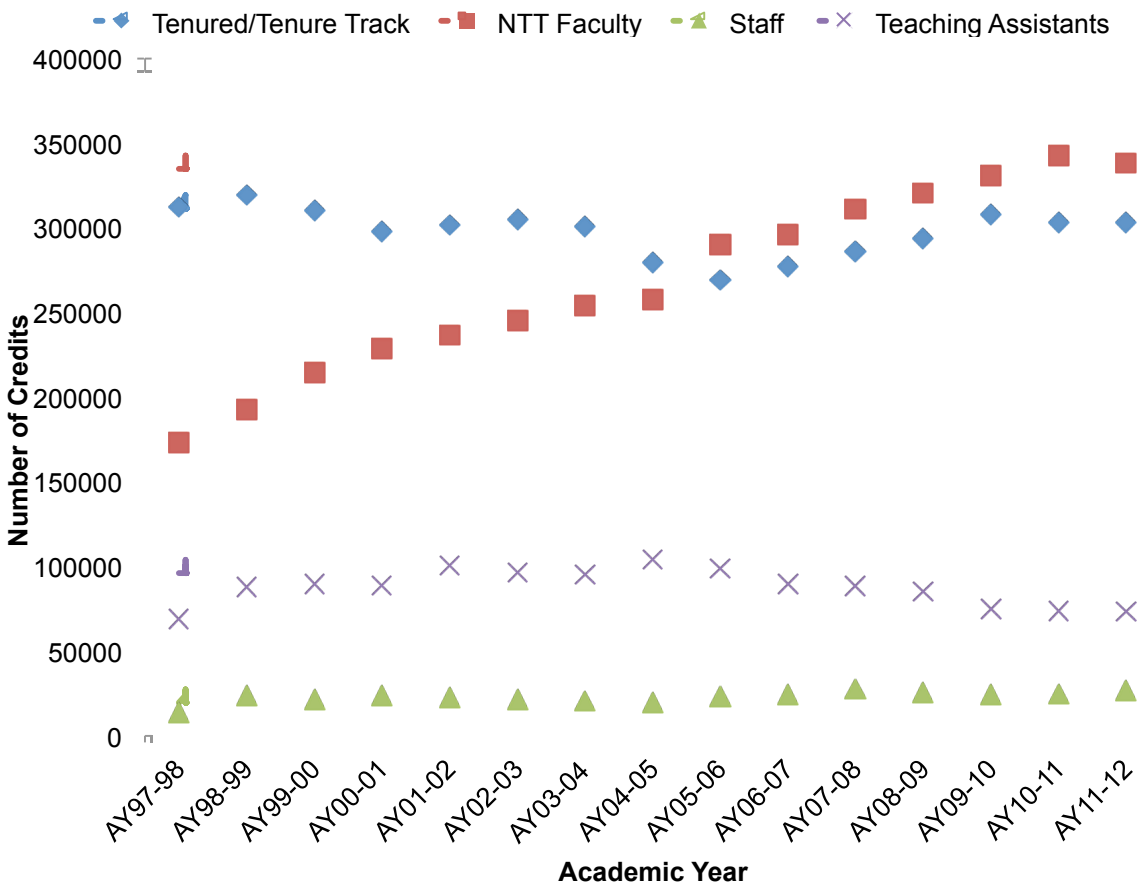


Table 1 - Percentage Undergraduate Credits Delivered by Type of Instructor*

Instructor of Record	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
T/TT	55%	51%	49%	47%	46%	46%	45%	42%	39%	40%	40%	41%	42%	41%	41%
NTT	30%	31%	34%	36%	36%	37%	38%	39%	43%	43%	44%	44%	45%	46%	46%
Staff	2%	4%	3%	4%	3%	3%	3%	3%	3%	4%	4%	3%	3%	3%	4%
GA	12%	14%	14%	14%	15%	14%	14%	16%	14%	13%	12%	12%	10%	10%	10%

*Source data gathered using IRPA's Profiles Ad-hoc reporting tool.

Appendix 3 – Credits Delivered for Scholars and Honors, Fall 2012

Table 2 – Credits Delivered for Scholars Courses by Type of Instructor

	Credits	%
T/TT	364	12%
NTT, Staff, and GAs	2565	88%
Total	2929	

Table 3 – Credits Delivered for Honors Courses by Type of Instructor

	Credits	%
T/TT	3141	48%
NTT, Staff, and GAs	3462	52%
Total	6603	

Table 4 – Credits Delivered for Honors Courses, minus HONR100, by Type of Instructor

	Credits	%
T/TT	2590	43%
NTT, Staff, and GAs	3462	57%
Total	6052	

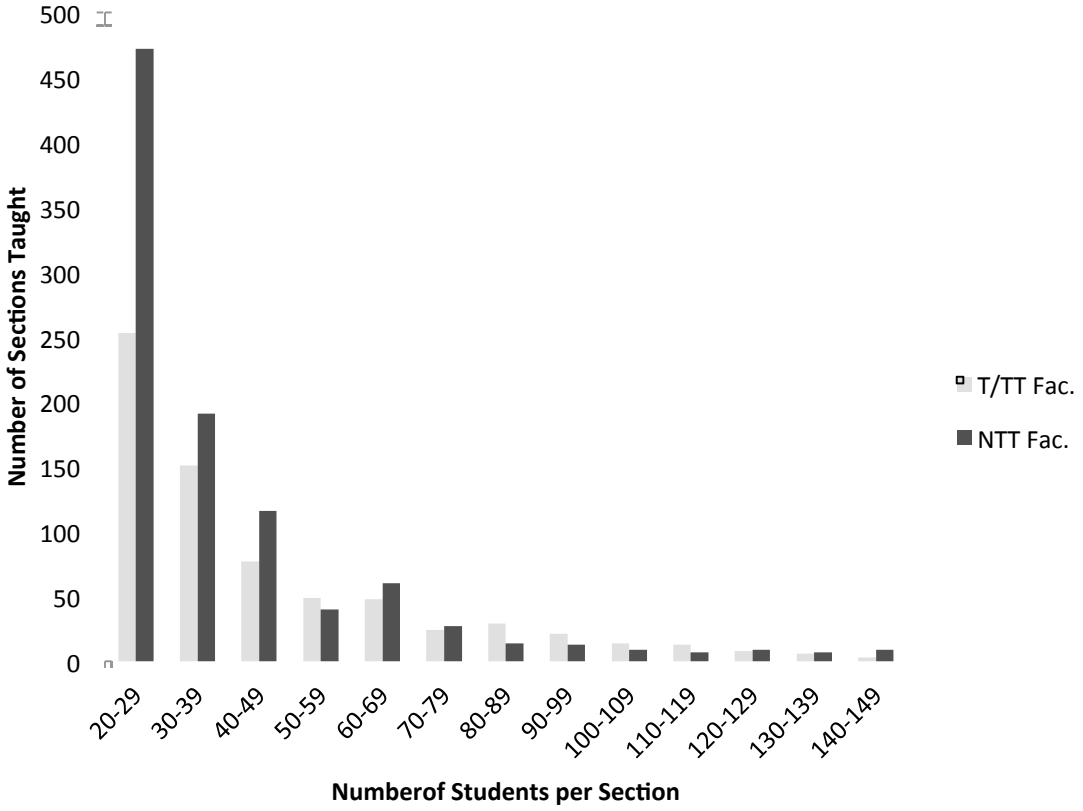
Appendix 4 – Teaching Load, Discussion and Data

Teaching Load and Support for Teaching

Teaching generally requires direct contact with students, grading, and other out-of-classroom requirements; therefore, another measure of teaching load is to consider which faculty receive support for their teaching from TAs, Graders, and Non-Teaching Course Managers. To analyze this aspect of teaching load, the Task Force analyzed the course records for every active course section offered in Fall 2012. Because NTT faculty teach predominantly undergraduate courses, the analysis focused on those courses.

First, we tabulated, for classes of different sizes, how many sections of undergraduate sections had TT faculty versus NTT faculty or GAs as the Instructor of Record.

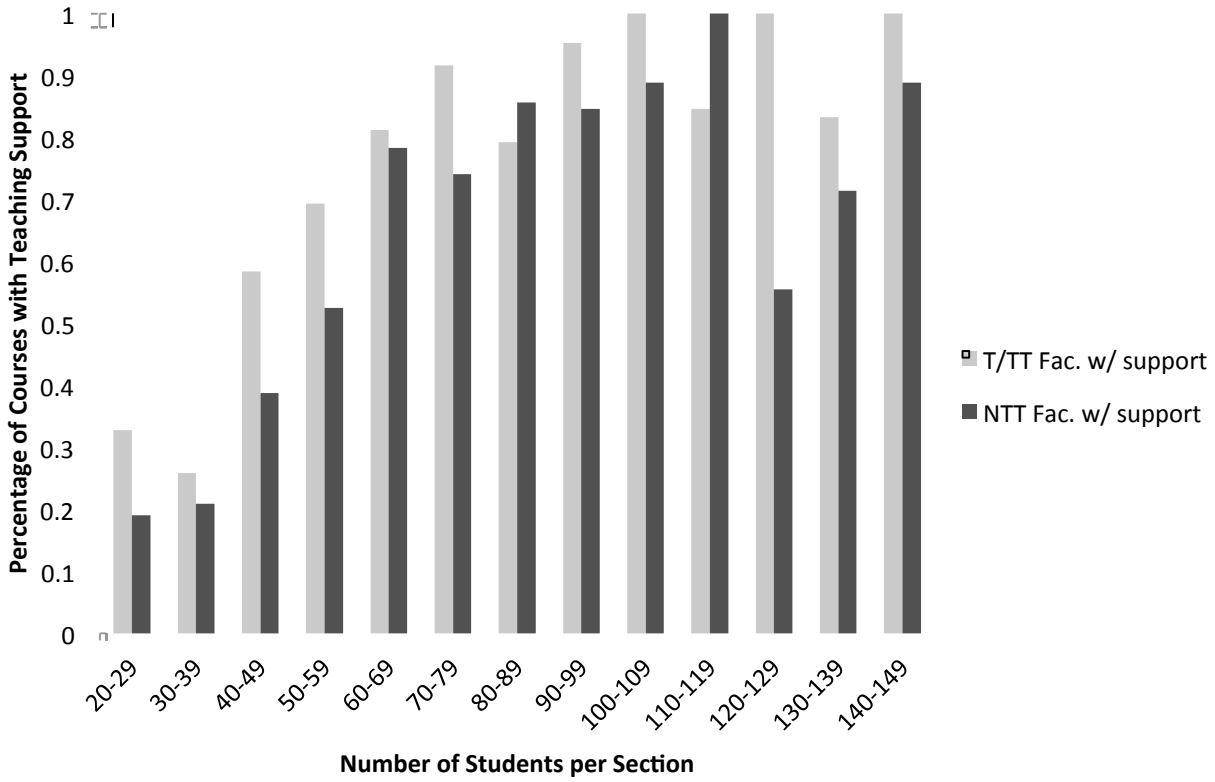
Figure 3 – Number of Sections Taught by Faculty Classification, Split by Class Size



The data show that Porfessional Faculty are more likely to teach the classes that require direct contact with students.

Second, we tabulated how many sections had teaching support in the form of either a TA, a Grader, or a Non-teaching Course Manager.

Figure 4 – Percentage of Sections Taught with Support



The finding is that NTT faculty are much less likely to receive teaching support.

When viewed together, the data show that NTT faculty are more likely to teach courses that require direct contact with students, and they are less likely to receive teaching support.

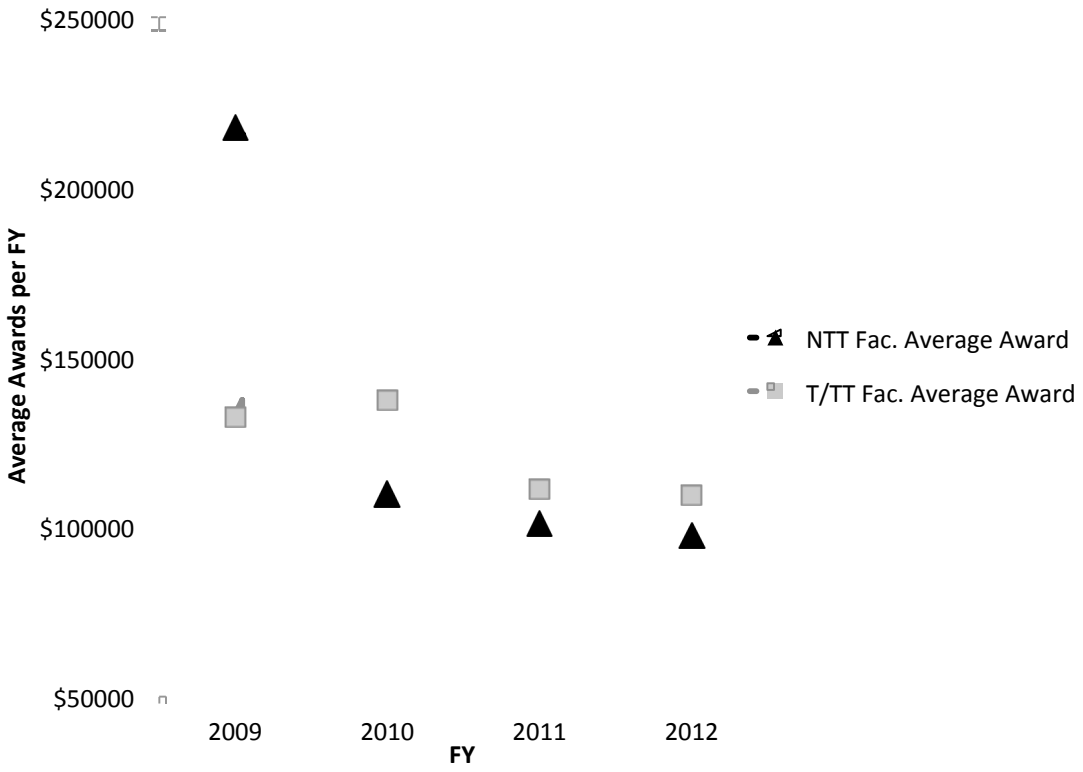
In terms of analyzing teaching load and the contributions to undergraduate education made by NTT faculty, it is thus important to keep in mind the extent to which students are more likely to be in classes in which they interact directly with NTT faculty, both because NTT faculty are more likely to be the Instructor of Record for smaller classes and because students are more likely to interact with NTT faculty (rather than a TA) when seeking help outside of regular class times.

Appendix 5 – Research Award Data

Table 5 – Credit Awards for Fiscal Years 09-12

FY	T/TT Awards	# of non-zero T/TT Credit Awards	T/TT Average/ Year	NTT Credit Awards	# of non-zero NTT Credit Awards	NTT Average/ Year
2009	257,463,234	1948	132,168	131,157,140	603	217,508
2010	346,356,945	2522	137,334	81,417,374	742	109,727
2011	285,097,189	2566	111,106	76,194,013	754	101,053
2012	311,449,423	2852	109,204	88,914,312	913	97,387
Average			122,453			131,419

Figure 5 - Average Annual Credit Award by Faculty Type



Appendix 6 – Example of Problems with Applicability Clauses in Current Policies

Example of lack of clarity regarding applicability and specificty of policies.

II-1.21- POLICY ON COMPENSATION FOR FACULTY states that

> Salary increases for current faculty shall be based on merit, and shall be determined on the basis of exceptionally effective teaching, scholarship and public service. Equity considerations may be taken into account in awarding salary increases.

Basing salary increases on "teaching, scholarship, and public service" suggests that the policy only applies to T/TT faculty. As such, salary increases for faculty who are appointed exclusively as instructional or research faculty are not addressed.

Conversely, II-1.20(A) UMCP POLICY ON PERIODIC EVALUATION OF FACULTY PERFORMANCE provides detailed guidelines for how faculty performance shall be evaluated, but because the policy only applies to "tenured faculty, and instructors and lecturers with job security," research faculty and instructional faculty without job security have no such evaluation guidelines. The policy that provides an evaluation requirement for NTT instructional faculty, II-1.00(F) UNIVERSITY OF MARYLAND POLICY ON FULL-TIME and PART-TIME NON-TENURE TRACK INSTRUCTIONAL FACULTY, provides nothing more than the following passage as a guideline for evaluation of NTT instructional faculty:

> <u>Performance Evaluation</u>: Each department shall have written procedures for evaluating FT-NTT Faculty and PT-NTT Faculty performance on a regular schedule, as required by BOR Policy II-1.20. Evaluations shall be kept on record in a personnel file and shall be consulted when decisions are made about rank, salary, and contract renewal. FT-NTT Faculty and PT-NTT Faculty members shall have the opportunity to review each evaluation and sign off on it.

Such generally stated policies do not, in general, lead to thorough or systematic procedures.

Appendix 7 – Discussion of Findings Regarding Current Policies at UM

1. Lack of knowledge/understanding of existing policies, and lack of compliance with those policies

   This problem occurs for both the faculty members as well as departmental administrators. Faculty are often left to trust that "campus policy" is what a departmental administrator has told them it is, and departmental administrators often confuse, conflate, or otherwise mis-apply policy.

   The general lack of knowledge or understanding of existing policies presumably stems from various causes, but a significant contributing factor is likely the lack of easily-accessible, fully-documented policies and procedures on departmental and college web sites. Task Force members collectively spent over 30 hours searching departmental and college web sites for information that administrators had indicated was available on the web. With the exception of only two units' web sites, Task Force members were generally unable to locate the information that administrators had said was available on line.

   An additional contributing factor is presumably lack of clearly articulated applicability clauses in some policies — the fact that the one facet of the previous FAC study was to consult with Legal Affairs to determine which policies applied to which group of faculty illustrates the depth of this problem. We contend that faculty and administrators should not have to consult with Legal Affairs to determine the applicability of campus policies concerning faculty appointments.

2. Lack of adequate representation in shared governance

   The "Single Member Constituency" structure for representation in the Senate has created a system in which three Senators represent nearly 3000 NTT faculty:[3]

   Table 6 – Number of Senators for Different NTT faculty Constituencies

Full-time Instructors	Part-time Instructors	Research Faculty	3 Senators for:
304	647	1889	2840 faculty

   As the Table 6 illustrates, the representation of Research Faculty is especially diluted, with only one Senator representing the nearly 2,000 research faculty.

[3] Data from December 2012.

The fact that there are nearly 100 Senators representing approximately 1,600 T/TT faculty – i.e. one Senator for every 16 T/TT faculty – underscores the lack of adequate representation of NTT faculty in the University Senate.

3. Lack of policies and/or guidelines regarding evaluations and promotions within the research faculty ranks
   The lack of policies and/or guidelines regarding promotions within the research faculty ranks leads to frustration and low morale for research faculty. Without clear policies or guidelines, promotions can appear arbitrary or even capricious.

4. Gaps in policies regarding part-time instructional faculty at or above 50% FTE
   The "Meet and Confer" provisions to the Policy on the Employment of Adjunct Faculty provide enhanced opportunities for instructional faculty to participate in shared governance; however, part-time instructional faculty with appointments at or above 50% FTE are not eligible to participate in Meet and Confer.

   The Adjunct Policy also provides for Adjunct II status in order to recognize the significant contributions of long-time faculty who teach less than 50% FTE. However, the policy does not allow for all courses taught by such faculty to count toward the eligibility for Adjunct II status.

   Additionally, part-time instructional faculty with appointments at or above 50% FTE also face a contradiction in policies regarding leave and provisions for notice of non-renewal: faculty at or above 50% FTE earn sick leave, but faculty below 100% can be terminated with 30 days' notice. The result is that part-time faculty who have been with the institution for many years and who have accrued months of sick leave might not be allowed to use it when dealing with a major health problem or serious injury because they can be terminated with 30 days' notice.

Appendix 8 – Discussion of Findings Regarding Policies at Peer Institutions

1. Ease of access to policies

Searching other institutions' web sites suggests that many institutions have not found an adequate solution to the challenge of providing easy access to institutional policies. Two sites stand out as particularly easy to use: Virginia Tech's Faculty Handbook, and UNC's Faculty Policies, Procedures and Guidelines page.

2. Evaluation and promotion guidelines

Among the institutions the Task Force reviewed, Virginia Tech is notable in that it has a thoroughly articulated, institutionally defined matrix for performance evaluations and promotions for its NTT faculty. See http://www.provost.vt.edu/promotion_tenure/instructor_promotion_timeline_2012-13.pdf for instructional faculty and http://www.provost.vt.edu/faculty_handbook/chapter06/chapter06.html for research faculty.

3. Ranks for instructional faculty

In contrast to the two titles available for Lecturers at UMCP (i.e. Lecturer and Senior Lecturer), UN-Chapel Hill and Virginia Tech have three ranks within the Lecturer or Instructor categories. The UC System, while using only the titles Lecturer and Senior Lecturer, provide for Potential Security of Employment and Security of Employment within the Lecturer ranks, thus providing for multiple ranks within the Lecturer series.

4. Titles for NTT faculty administrators

The UC system includes an "Academic Coordinator" position as well as an "Academic Administrator" position, both of which have multiple steps or levels. The titles are used for "appointees who administer academic programs that provide service closely related to the teaching or research mission of the University."

The University of Illinois at Urbana-Champaign provides for NTT faculty academic administrator titles.

Virginia Tech provides for Administrative and Professional faculty appointments that are distinct from Tenure Track appointments. Such faculty hold the title Lecturer plus the appropriate functional title, e.g. Lecturer and Director. The policy for Administrative and Professional ranks includes specific guidelines for evaluating and promoting such faculty.

5. Length of NTT faculty appointments and contracts

Most institutions encourage year- or multi-year contracts. One semester contracts are typically used for last-minute appointments or for first-time appointments.

Virginia Tech explicitly discourages the practice of repeated one-year appointments. VT also provides specific timelines by which instructional faculty should be considered for promotion to the next Instructor rank.

6. Inclusion of NTT faculty within institutional systems

At the University of Michigan, appointments of Lecturers and Adjunct Instructional Faculty are managed under a collective bargaining agreement. As such, searching for policies related to NTT faculty leads to the University Human Resources web site rather than the Faculty Handbook on the Provost's web site. The tacit institutional perspective appears to be that Lecturers are not an integrated part of the faculty. We find this perspective to be counter-productive to creating an environment in which the institution can best engage " this large subset of our faculty as a valuable resource."

Appendix 9 – Discussion of Faculty Survey Methodology and Results

Using the Senate's FAC report on NTT faculty as its starting point, the Task Force's Survey Subcommittee reviewed the questions the FAC had used for its focus groups as well the report's summaries and quotes from the focus group discussions. The Survey Subcommittee then extended the FAC's survey questions and developed a draft Faculty Survey (see Appendix 9.1).

In order to gauge the potential effectiveness of the survey, NTT faculty from all 12 colleges were invited to participate in working review sessions of the draft survey. Invitations to participate were sent to randomly generated lists of NTT faculty, ultimately leading to 35 participants attending five working sessions. Later, a special session for Faculty Research Assistants generated input from four additional NTT faculty.

The draft survey was emailed to participants prior to the working sessions with a request that they review the draft for both the clarity of the individual questions as well as the scope of the survey as a whole. The feedback from the working sessions led to significant revisions to the draft, which was then adapted to a web-based format.

The participants in the working sessions were then asked to pilot the online version of the survey, the primary purpose of which was to test the web application's functionalities. However, minor revisions to the survey were made based on the feedback on the pilot version. See http://faculty.umd.edu/ntt/ntt_rpt.cfm to view the survey.

Invitations to participate in the survey were emailed to 2823 NTT faculty on September 11, 2012, with three follow up reminders sent during the three weeks the survey was open. Reminders about the survey were also published on two consecutive days in the Diamondback halfway through the two week period the survey was open.

Demographics of Respondents

The faculty survey was completed by 848 respondents, or 30% of the 2823 faculty who were sent email announcements about the survey. 473 respondents hold the Ph.D., 14 hold the J.D., 228 hold a Masters, and 82 a Bachelors.

The gender and racial demographic data show that the survey respondents were a good representation of the campus demographic, though the response rate from women was higher than the representation of women in the NTT faculty overall: of the 797

respondents who identified their gender, 429 (54%) were women and 368 (46%) were men; this compares to a campus-wide NTT faculty ratio of 42% women to 58% men.

Table 7 presents the percentages of respondents reporting race on the survey compared to the racial demographics of the overall NTT faculty ranks on campus.

Table 7 - Racial profile of survey respondents and NTT faculty campus-wide

	African American	Asian	Hispanic	White	Unknown – not indicated
Survey	4%	12%	3%	70%	11%
Campus-wide	4%	20%	3%	63%	11%

In terms of the type of work that respondents do, the results capture the extent to which NTT faculty contributions are more extensive than simply either "Instructional" or "Research":

Table 8 - Number of faculty reporting for each type of appointment

Instructional	Research	Service / Outreach	Administrative	Combination
305	310	44	31	151

Table 9 – For combination appointments in Table 8, average of the percentage of effort given to each type of work:

Instructional	Research	Service / Outreach	Administrative
41.06%	42.18%	26.47%	37.30%

Appendix 9.1 – Draft Faculty Survey Used for Focus Group

17 April, 2012

Dear Fellow Faculty Member,

The Provost and the Senate have formed the Non-Tenure Track Faculty Task Force to determine areas of concern with existing University policies and procedures related to Non-Tenure Track Faculty (NTT faculty) and to recommend changes to those policies based on that determination. As part of the work of the Task Force, we will be issuing a survey to all current NTT faculty to gauge and understand their views and concerns.

Attached is a working draft of that survey; we thank you for taking the time to provide feedback on it. Your participation now will help ensure that the final version, scheduled for distribution in the fall, will be as clear and comprehensive as possible. We ask that you fill out the survey as completely as you can before attending one of the 1-hour working sessions.

Please keep in mind that the final survey will be web-based, with both point-and-click buttons and text boxes for adding comments. At this point, the goal is primarily to gather feedback on two fronts:

1. the clarity of the questions as they are currently written
2. the scope of the survey given the current set of questions, i.e. do you have concerns that are not addressed (or not adequately addressed) by the current questions.

The answers you provide to specific questions will certainly be helpful as we review the results of the pilot survey over the summer. We are particularly interested in your feedback about the two points above, so please feel free to write notes on the survey itself about the questions, e.g. point out a phrase that's not clear, or note a way in which a question is ambiguous to you.

If you would like to use MS Word's reviewing tools, i.e. the Track Changes and Comment functions, we would be happy to print hard copy for your use during the working session. Please email the file to Mark Arnold at mdarnold@umd.edu the day before your session.

The agenda for the working sessions will be to improve the survey by discussing participants' observations and concerns about the draft version of the survey.

All discussion during the pilot survey working sessions will be kept confidential and is only for the use of the Task Force members.

All working sessions will be held in 1200 Marie Mount Hall.

Thank you again for your willingness to help.

Sincerely,

Members of the Non-Tenure Track Faculty Task Force

Draft

NON TENURE-TRACK FACULTY SURVEY

1. What is your current rank/title and how long have you held that rank/title?

2. For which department(s) are you currently working?

3. Does your work take place principally on the UMCP campus or off campus?

   _____ On campus _____ Off campus

4. Were you given a written contract or letter of appointment for your current appointment?
   _____ contract
   _____ letter of appointment
   _____ neither

   If you were given a letter/contract, what is the length of your current appointment/contract?

5. How long in advance do you receive appointment/re-appointment notification? (e.g. 30 days in advance, one semester in advance, no real pattern)

6. For faculty engaged in instruction: What are the minimum and maximum per course salaries you have received at UM? (If you don't know exact numbers, please provide an estimate.)

7. What are the factors that determine your salary? (check all that apply):
   ____ the courses being taught (e.g., upper vs. lower level)
   ____ credentials of faculty member (e.g., Master's vs. PhD)
   ____ length of service to the University
   ____ other (please explain):

8. For faculty engaged in instruction: What is your typical course workload per semester?
   Number of courses _____
   Level of course(s) _____
   Class size _____

9. Does your work include administrative duties (e.g., advising, contract management)? yes/no
   If yes, are these duties spelled out in your contract?

10. How would you rate the physical conditions of your work environment? (e.g., your office/lab, building overall state)
    _____ excellent ____ good ____ fair ____ poor ____ unacceptable

11. Do you get sufficient administrative and technical support (e.g., clerical, travel, grant preparation and accounting, computing)?

12. Do you have opportunities to mentor students? yes/no
    If yes, what type(s) of students do you mentor (check all that apply)
    ___ high school
    ___ undergraduate
    ___ graduate (including professional certification students)

13. Is there someone in your department/unit who provides you with research and professional development mentorship (i.e., solving research problems, professional growth, promotion, etc.)? Yes/no
    If yes, is this mentoring informal or formal/assigned?
    _____ Informal _____ Formal/Assigned

14. Do you undergo periodic performance review/evaluation? yes/no
    If yes, who performs these evaluations?

15. Is merit pay included as a part of the larger review/evaluation process? yes/no/don't know

16. Do you know if your department/unit has written policies/procedures regarding NTT faculty appointments? yes/no

17. Do you know if your department/unit has written policies/procedures regarding NTT faculty promotions? yes/no

18. Does your department/unit have a mechanism for recognizing outstanding contributions from NTT faculty? yes/no
    If yes, please describe this mechanism.

19. Do you have opportunities for professional development? (e.g., conferences, in-house presentations, service for dept/college/university/community)

20. Are you aware of opportunities to share in governance in your department/unit, in your College, or in the University?

21. Are NTT faculty kept adequately apprised of and involved in the affairs of your department/unit (e.g., governance, course assignments, hiring decisions, budget outlook)? Yes/No/Not sure

22. If you work primarily <u>on campus</u>, do you feel NTT faculty are treated as valued members of your department/unit? Yes/No

    If you work primarily <u>off campus</u>, do you feel NTT faculty are treated as valued members at the institution where you primarily work? Yes/No

    If yes, do you feel that the value of your work off campus is adequately relayed back to your on-campus department/unit?

Appendix 10 – Discussion of Findings from Faculty Survey

Questions probing job responsibilities and knowledge of opportunities

1. Contracts for NTT faculty often do not accurately represent the tasks/duties the faculty members are asked to perform
2. NTT faculty are dedicated professionals who often perform additional work on their own initiative

For the questions about job responsibilities, at least 10% of the respondents reported that they were given additional duties without receiving extra compensation for 19 of the 26 duties. For 20 of the 26 tasks, at least 20% of respondents reported that they performed additional work on their own volition.

Table 10 - Results of Job Responsibilities Survey Data — All Responses

Task/Responsibility	total responses	paid to do		assigned without extra pay		done on own volition	
Advise / mentor Undergraduates	445	175	39%	64	14%	206	46%
Advise/mentor Graduates	358	127	35%	68	19%	163	46%
Advise/mentor junior faculty	125	39	31%	26	21%	60	48%
Attend conferences/colloquia	563	275	49%	49	9%	239	42%
Attend professional development functions	420	169	40%	51	12%	200	48%
Develop new course(s)	275	122	44%	44	16%	109	40%
Develop new academic program(s)	113	64	57%	21	19%	28	25%
Edit/Revise manuscripts	393	196	50%	47	12%	150	38%
Maintain computer hardware or software	187	83	44%	34	18%	70	37%
Manage/maintain laboratory facilities	144	98	68%	17	12%	29	20%
Manage academic program(s)	109	88	81%	12	11%	9	8%
Manage research program(s)	208	170	82%	9	4%	29	14%
Manage service/outreach program(s)	166	112	67%	18	11%	36	22%
Meet minimum grant funding levels	100	70	70%	12	12%	18	18%
Perform peer evaluation(s)	214	96	45%	52	24%	66	31%
Perform in concerts or show works	30	5	17%	2	7%	23	77%
Plan conference(s)/event(s)	222	101	45%	38	17%	83	37%
Present at conferences/colloquia series	460	243	53%	48	10%	169	37%

Task/Responsibility	total responses	paid to do		assigned without extra pay		done on own volition	
Provide clerical/office support	122	63	52%	31	25%	28	23%
Publish research papers	444	271	61%	34	8%	139	31%
Supervise Graduate Assistants	214	138	64%	34	16%	42	20%
Supervise Post-doctoral fellows	60	36	60%	6	10%	18	30%
Supervise undergraduates	244	146	60%	37	15%	61	25%
Supervise staff	144	119	83%	10	7%	15	10%
Teaching/course assignment(s)	442	392	89%	17	4%	33	7%
Write grants/proposals	332	177	53%	53	16%	102	31%

Some comments about this question indicated that because salaried professionals are expected to do additional duties as assigned, the question about being assigned additional work without additional compensation was out of place. Conversely, many other comments made essentially the point that this one articulates so well:

> When surrounded by tenured/T/TT faculty, many of whom work much more than 40 hrs per week, it is seen as the norm -- regardless of whether we get paid similarly or whether the work advances our careers in the way that it might for tenured/T/TT.

Moreover, many respondents engage in additional work on their own initiative. The quantitative data reflect a sentiment expressed in many comments, namely that many NTT faculty are willing to do extra work because they recognize that such work is beneficial for their students or their units—they just wish that the institution would recognize their efforts.

3. NTT faculty don't know about departmental policies and procedures regarding evaluations, promotions, merit pay, or methods of recognition for outstanding performance

Responses to a series of questions about departmental policies and procedures regarding NTT faculty appointments illustrate either wide-spread lack of, or lack of knowledge of, policies for evaluations, promotions, and recognition of NTT faculty:

Table 11 – Responses to questions probing knowledge of campus policies

Question	Yes	No	Don't Know
Is merit pay included as a part of the larger review / evaluation process?	108	413	306
Does your department / unit have written policies / procedures regarding faculty with your appointment title?	242	103	487
Does your department / unit have written policies / procedures regarding promotions for faculty with your appointment title?	146	176	503
Does your department / unit have a mechanism for recognizing outstanding contributions from faculty with your appointment title?	108	213	507

4. NTT faculty are generally unaware of opportunities for participation in governance at either the department/unit level, their college, or the University

   The question probing awareness of opportunities to participate in self-governance illustrates another area where NTT faculty are not engaged with the institution:

Table 12 – Responses to questions probing opportunities for self-governance

Are you aware of opportunities to share in governance in:	Yes	No
Your department / unit	352	456
Your College	276	512
The University	357	431

Likert questions probing working conditions and job satisfaction

The survey used 29 Likert questions to survey NTT faculty on a range of job satisfaction measures. Given that certain questions were targeted at different types of appointments, a "Not Applicable" option was provided in an attempt to allow respondents to actively indicate that a question was not applicable rather than simply leaving it blank. For the purposes of the analysis, we considered responses of "Disagree" and "Strongly Disagree" to be negative indicators of satisfaction.

The following pages summarize some of the results of the Likert questions. Beyond the selected results presented in Tables 13-15, full results are presented as follows:

- Table 16 - all responses taken together;
- Table 17 - responses are split by gender;
- Table 18 - responses are split by primary type of work (instructional, research, service, admin, or combination);

- Table 19 - responses are split by college.

When viewing the results, recall that respondents did not answer every question.

Of the 29 questions, 15 had negative indicators of satisfaction of 20% or higher, i.e. 20% or more of respondents to 15 questions selected either "Disagree" or "Strongly Disagree". For two additional questions, 19% of responses were either "Disagree" or "Strongly Disagree".

Of those 17 questions for which the negative responses were at 19% or higher, nine had negative responses at 40% or higher. Two of the three questions with negative responses rates above 50% were related to criteria for promotions and merit pay increases.

Splitting the responses by gender shows that women are less satisfied than men, especially on matters of compensation and recognition, as shown in Table 13. (Table 17 presents the entire set of results split by gender.)

Table 13 - Selected responses for Likert questions split by gender

Prompt	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis-satisfied	Gen
Pursuing professional development opportunities enhances my position or status in my department/unit.	49 51	83 88	122 112	100 48	35 20	389 319	135 68	35 21	F M
Departmental administrators are aware of my contributions to the division and the university.	43 42	119 119	126 113	72 43	29 10	389 327	101 53	26 16	F M
My research and resulting publications are included in my performance evaluations.	28 44	64 86	57 52	37 23	25 19	211 224	62 42	29 19	F M
I am well compensated for my contributions to the institution.	26 28	73 109	103 88	103 67	100 56	405 348	203 123	50 35	F M

When reviewing the Likert responses split by type of work, the prompt "I am well compensated for my contributions to the institution" generates significantly higher levels of dissatisfaction from Instructional and Administrative Faculty than Research Faculty, a concern that is masked when viewing the Likert responses as a whole, as shown in Table 14, where I=Instructional, R=Research, S=Service, A=Administrative, and C=Combination:

Table 14 - Selected responses for Likert questions split by type of work

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis-satisfied	Work Type
I am well compensated for my contributions to the institution.	20	42	70	65	90	287	155	54	I
	25	100	85	53	28	291	81	28	R
	1	8	12	11	9	41	20	49	S
	2	7	4	11	4	28	15	54	A
	9	35	31	39	32	146	71	49	C

Moreover, splitting the Likert responses by college provides additional insight into the concern regarding compensation, as shown in Table 15:

Table 15 - Selected responses for Likert questions split by college

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis-satisfied
I am well compensated for my contributions to the institution.	AGNR	2	11	21	14	16	1	64	30	47
	ARCH	2	1	2	1	1	0	7	2	29
	ARHU	4	7	16	18	39	5	84	57	68
	BMGT	3	5	1	1	2	0	12	3	25
	BSOS	2	21	14	13	20	7	70	33	47
	CMNS	17	60	50	29	19	11	175	48	27
	EDUC	0	0	1	1	3	0	5	4	80
	ENGR	3	14	14	13	4	6	48	17	35
	INFO	2	1	4	2	0	0	9	2	22
	JOUR	0	2	4	7	4	0	17	11	65
	PUAF	1	3	2	1	1	0	8	2	25
	SPHL	4	5	3	7	1	1	20	8	40

Combining the results of splitting the Likert responses by type of work with the Likert responses split by college highlights an area of exceptional concern: for prompts with more than 10 responses, two of the highest indicators of dissatisfaction in the entire survey come from ARHU and JOUR for the prompt "I am well compensated for my contributions to the institution" (68% and 65% respectively).

Given that per-course salaries in those colleges translate to an FTE equivalent salary of $32,000 - $34,000/year, the high dissatisfaction rates among Instructional Faculty in those colleges is no surprise.

While we understand that everyone feels "overworked and underpaid," and while we understand that faculty in some colleges will necessarily make more than faculty in other colleges, even among the T/TT ranks, we must draw attention to the fact a salary

of $32,000/year is less than what the Bureau of Labor Statistics reports as the mean annual wage for unskilled laborers in the construction industry for 2012.[4]

Given the skills, expertise, and dedication required for teaching rigorous courses at a major research institution, we strongly recommend that the administration find the means to raise the base-line salaries for Instructional Faculty.

Table 16 - Results of Likert Questions - Questions with Negative Indicator > 19%

Prompt	Total Responses	Total "Disagree" or "Strongly Disagree"	%
My department/unit has created an environment that allows the university to benefit fully from the knowledge and skills I can offer.	805	166	21
My job responsibilities are accurately documented in my contract or appointment letter.	800	155	19
My contributions are acknowledged and openly appreciated within my department/unit.	803	151	19
Pursuing professional development opportunities enhances my position or status in my department/unit.	748	217	29
Departmental administrators are aware of my contributions to the division and the university.	755	161	21
I have a clear understanding of the criteria that are used to determine promotions in my department/unit.	712	398	56
The FAR is a useful tool for reporting the full range of my contributions to the institution.	556	226	41
My research and resulting publications are included in my performance evaluations.	457	109	24
Were merit raises to be in the budget, I would have a clear understanding of the criteria that would be used to determine merit raises in my department/unit.	671	339	51
When my supervisor substantially increases one facet of my responsibilities, I am either compensated accordingly or another facet of my workload is reduced accordingly.	592	255	43
Working on an evening or weekend is assumed to be part of my "at least 40 hours/week" work week, so there is no acknowledgement that adding evening and weekend assignments to my responsibilities might create hardship in my personal life.[5]	646	381	59

[4] See http://www.bls.gov/oes/current/oes472061.htm. accessed 2/13/13.
[5] Question was inadvertently worded in reverse; results are for number of " Strongly Agree" or " Agree"

Prompt	Total Responses	Total "Disagree" or "Strongly Disagree"	%
I am certain that I would receive the same respect and consideration as tenure track faculty in response to significant personal events such as the birth of a child or death of a family member.	750	192	26
I have equal access to faculty grants that will benefit my research and/or teaching.	610	265	43
When developing improvements to the course(s) I teach, I have access to the same levels of funding and administrative support as tenure track faculty.	449	198	44
I am satisfied with my physical office space.	775	153	20
I am well compensated for my contributions to the institution.	796	342	43
I am treated as a full faculty colleague by all members of my department.	775	312	40

Table 17 - Results of Likert Questions—Split by Gender

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis-satisfied	Gen
My department/unit has created an environment that allows the university to benefit fully from the knowledge and skills I can offer.	46 69 11	164 156 17	98 71 7	72 40 6	32 14 2	412 350 43	104 54 8	25 15 19	F M U
My job responsibilities are accurately documented in my contract or appointment letter.	50 51 9	187 168 16	85 68 11	71 48 4	15 14 3	408 349 43	86 62 7	21 18 16	F M U
My contributions are acknowledged and openly appreciated within my department/unit.	65 66 10	144 127 16	106 106 12	66 32 3	30 17 3	411 348 44	96 49 6	23 14 14	F M U
My department's chair / director fully supports my professional activities.	88 104 15	145 127 13	97 72 10	40 18 4	21 10 2	391 331 44	61 28 6	16 08 14	F M U
Pursuing professional development opportunities enhances my position or status in my department/unit.	49 51 4	83 88 9	122 112 13	100 48 9	35 20 5	389 319 40	135 68 14	35 21 35	F M U
Departmental administrators are aware of my contributions to the division and the university.	43 42 7	119 119 16	126 113 9	72 43 4	29 10 3	389 327 39	101 53 7	26 16 18	F M U
I have a clear understanding of the criteria that are used to determine promotions in my department/unit.	19 17 2	43 59 2	71 90 11	132 95 10	97 54 10	362 315 35	229 149 20	63 47 57	F M U
The FAR is a useful tool for reporting the full range of my contributions to the institution.	4 8 2	43 59 2	108 94 10	73 54 7	57 31 4	285 246 25	130 85 11	46 35 44	F M U
My research and resulting publications are included in my performance evaluations.	28 44 4	64 86 7	57 52 6	37 23 4	25 19 1	211 224 22	62 42 5	29 19 23	F M U

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis-satisfied	Gen
Were merit raises to be in the budget, I would have a clear understanding of the criteria that would be used to determine merit raises in my department/unit.	12 14 3	55 71 2	82 83 10	117 78 10	81 44 9	347 290 34	198 122 19	57 42 56	F M U
When my supervisor substantially increases one facet of my responsibilities, I am either compensated accordingly or another facet of my workload is reduced accordingly.	19 8 1	64 62 5	82 86 10	84 52 8	65 39 7	314 247 31	149 91 15	47 37 48	F M U
When changes to the programs or projects I work on become necessary, I am included in the development of the new way of doing the work that I do.	60 47 7	148 118 14	69 67 6	51 21 3	21 17 3	349 270 33	72 38 6	21 14 18	F M U
Working on an evening or weekend is assumed to be part of my "at least 40 hours/week" work week, so there is no acknowledgement that adding evening and weekend assignments to my responsibilities might create hardship in my personal life.	70 55 6	133 108 9	70 70 7	35 33 5	25 17 3	333 283 30	203 163 15	61 58 50	F M U
I am certain that I would receive the same respect and consideration as tenure track faculty in response to significant personal events such as the birth of a child or death of a family member.	76 67 6	115 108 16	78 84 8	60 32 4	59 32 5	388 323 39	119 64 9	31 20 23	F M U
I am routinely included in communications about departmental events and initiatives.	117 114 14	180 158 20	55 39 6	36 25 0	16 13 0	404 349 40	52 38 0	13 11 00	F M U
I have equal access to faculty grants that will benefit my research and/or teaching.	25 24 4	55 55 2	88 77 15	65 61 6	79 48 6	312 265 33	144 109 12	46 41 36	F M U
When developing improvements to the course(s) I teach, I have access to the same levels of funding and administrative support as tenure track faculty.	17 24 3	47 37 4	70 41 8	59 44 4	59 29 3	252 175 22	118 73 7	47 42 32	F M U
I have access to the technology that is the norm for doing work in my field.	111 107 13	198 183 19	49 35 4	28 12 3	15 6 1	401 343 40	43 18 4	11 05 10	F M U
I have access to training for the technology that is the norm for doing work in my field.	86 72 5	175 143 18	86 76 5	31 14 7	12 11 1	390 316 36	43 25 8	11 08 22	F M U
I am satisfied with my physical office space.	104 94 10	147 132 20	61 51 3	42 35 2	43 29 2	397 341 37	85 64 4	21 19 11	F M U

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis-satisfied	Gen
For the courses I teach, I am listed as instructor of record and have an appropriate level of autonomy in terms of course design and implementation.	135 91 10	97 63 10	22 21 3	9 5 0	4 5 0	267 185 23	13 10 0	05 05 00	F M U
I am confident that my program or department will support my decisions regarding students.	104 80 9	141 90 15	34 38 2	9 10 1	4 1 2	292 219 29	13 11 3	04 05 10	F M U
Adequate advance notice is given when enrollment for my classes increases.	49 37 5	82 57 7	38 44 5	31 15 1	9 7 1	209 160 19	40 22 2	19 14 11	F M U
If I were to encounter a problematic student or co-worker, I know who in my department would help me resolve the issue.	122 83 10	161 141 16	50 48 9	40 29 4	22 6 2	395 307 41	62 35 6	16 11 15	F M U
If I were to encounter a problem with the space in which I work or the equipment I use, I know who in my department would help me resolve the issue.	107 91 11	197 170 21	45 31 5	34 22 4	20 10 0	403 324 41	54 32 4	13 10 10	F M U
My work adds greatly to the mission of the University.	145 123 13	188 163 18	63 53 7	6 6 2	4 3 0	406 348 40	10 9 2	02 03 05	F M U
I am well compensated for my contributions to the institution.	26 28 3	73 109 11	103 88 13	103 67 9	100 56 7	405 348 43	203 123 16	50 35 37	F M U
I am treated as a full faculty colleague by all members of my department.	42 40 7	82 92 8	89 91 12	86 65 5	92 56 8	391 344 40	178 121 13	46 35 33	F M U
I have confidence in being reappointed in my department.	88 81 11	169 146 16	77 74 9	35 21 2	23 12 0	392 334 38	58 33 2	15 10 05	F M U

Table 18 - Likert Responses Split by Primary Work Type

I = Instructional R = Research S = Service

A = Admin C = Combination

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis-satisfied	Work Type
My department/unit has created an environment that allows the university to benefit fully from the knowledge and skills I can offer.	54 36 3 5 28	113 131 20 11 59	56 76 8 6 29	43 36 7 5 27	26 11 3 3 5	292 290 41 30 148	69 47 10 8 32	24 16 24 27 22	I R S A C
My job responsibilities are accurately documented in my contract or appointment letter.	68 28 4 2 7	142 130 22 10 65	41 69 9 9 35	28 53 6 6 29	11 12 0 1 8	290 292 41 28 144	39 65 6 7 37	13 22 15 25 26	I R S A C

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis-satisfied	Work Type
My contributions are acknowledged and openly appreciated within my department/unit.	51	93	81	38	27	290	65	22	I
	47	99	95	34	12	287	46	16	R
	7	19	8	4	4	42	8	19	S
	7	12	7	0	3	29	3	10	A
	28	61	32	25	4	150	29	19	C
My department's chair / director fully supports my professional activities.	68	92	70	26	19	275	45	16	I
	68	107	74	19	6	274	25	09	R
	9	19	6	5	2	41	7	17	S
	9	12	3	3	0	27	3	11	A
	51	52	26	9	6	144	15	10	C
Pursuing professional development opportunities enhances my position or status in my department/unit.	29	44	94	63	32	262	95	36	I
	38	77	101	46	13	275	59	21	R
	7	11	12	7	2	39	9	23	S
	7	10	7	3	1	28	4	14	A
	21	36	33	38	12	140	50	36	C
Departmental administrators are aware of my contributions to the division and the university.	29	80	92	46	24	271	70	26	I
	23	84	104	50	10	271	60	22	R
	3	22	11	4	0	40	4	10	S
	7	11	7	2	1	28	3	11	A
	30	54	33	17	7	141	24	17	C
I have a clear understanding of the criteria that are used to determine promotions in my department/unit.	10	18	69	81	69	247	150	61	I
	15	49	60	95	47	266	142	53	R
	1	8	12	12	5	38	17	45	S
	1	6	6	6	7	26	13	50	A
	11	23	25	43	32	134	75	56	C
The FAR is a useful tool for reporting the full range of my contributions to the institution.	2	22	65	41	32	162	73	45	I
	7	59	96	42	22	226	64	28	R
	0	4	15	6	8	33	14	42	S
	0	3	4	9	7	23	16	70	A
	5	16	32	36	23	112	59	53	C
My research and resulting publications are included in my performance evaluations.	4	21	38	31	26	120	57	48	I
	58	100	46	14	7	225	21	09	R
	0	10	7	5	2	24	7	29	S
	1	3	1	4	1	10	5	50	A
	13	23	23	10	9	78	19	24	C
Were merit raises to be in the budget, I would have a clear understanding of the criteria that would be used to determine merit raises in my department/unit.	8	35	52	76	55	226	131	58	I
	12	64	75	64	36	251	100	40	R
	1	8	13	9	6	37	15	41	S
	0	4	9	11	4	28	15	54	A
	8	17	26	44	32	127	76	60	C
When my supervisor substantially increases one facet of my responsibilities, I am either compensated accordingly or another facet of my workload is reduced accordingly.	12	35	60	34	36	177	70	40	I
	7	55	74	62	29	227	91	40	R
	1	5	8	14	8	36	22	61	S
	2	3	7	9	6	27	15	56	A
	6	31	29	25	32	123	57	46	C

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis-satisfied	Work Type
When changes to the programs or projects I work on become necessary, I am included in the development of the new way of doing the work that I do.	22	80	45	40	26	213	66	31	I
	44	122	57	11	10	244	21	09	R
	6	18	8	5	1	38	6	16	S
	8	7	5	3	1	24	4	17	A
	34	51	27	16	3	131	19	15	C
Working on an evening or weekend is assumed to be part of my "at least 40 hours/week" work week, so there is no acknowledgement that adding evening and weekend assignments to my responsibilities might create hardship in my personal life.	39	71	47	19	9	185	110	59	I
	44	104	63	39	20	270	148	55	R
	8	11	10	6	1	36	19	53	S
	8	9	4	1	3	25	17	68	A
	32	54	23	7	12	128	86	67	C
I am certain that I would receive the same respect and consideration as tenure track faculty in response to significant personal events such as the birth of a child or death of a family member.	45	65	67	50	43	270	93	34	I
	48	103	68	25	24	268	49	18	R
	11	15	4	4	5	39	9	23	S
	9	11	2	3	2	27	5	19	A
	36	42	29	14	22	143	36	25	C
I am routinely included in communications about departmental events and initiatives.	89	131	31	25	11	287	36	13	I
	72	140	40	26	12	290	38	13	R
	12	22	4	2	0	40	2	05	S
	13	10	4	1	0	28	1	04	A
	58	53	21	7	6	145	13	09	C
I have equal access to faculty grants that will benefit my research and/or teaching.	10	28	70	52	50	210	102	49	I
	22	52	61	52	43	230	95	41	R
	9	6	10	4	4	33	8	24	S
	4	6	2	4	3	19	7	37	A
	8	20	37	19	32	116	51	44	C
When developing improvements to the course(s) I teach, I have access to the same levels of funding and administrative support as tenure track faculty.	17	39	59	68	53	236	121	51	I
	4	18	31	10	11	74	21	28	R
	3	7	6	5	4	25	9	36	S
	4	3	3	3	3	16	6	38	A
	16	21	20	21	19	97	40	41	C
I have access to the technology that is the norm for doing work in my field.	71	140	40	24	6	281	30	11	I
	95	153	26	11	5	290	16	06	R
	13	25	2	1	0	41	1	02	S
	9	14	4	0	0	27	0	00	A
	42	66	15	7	11	141	18	13	C
I have access to training for the technology that is the norm for doing work in my field.	60	117	57	24	11	269	35	13	I
	51	120	72	18	5	266	23	09	R
	8	24	7	1	0	40	1	03	S
	7	12	5	2	1	27	3	11	A
	36	60	26	6	7	135	13	10	C
I am satisfied with my physical office space.	68	98	46	28	25	265	53	20	I
	70	127	40	30	25	292	55	19	R
	11	15	5	3	6	40	9	23	S
	9	6	6	4	2	27	6	22	A
	47	52	18	14	15	146	29	20	C

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis-satisfied	Work Type
For the courses I teach, I am listed as instructor of record and have an appropriate level of autonomy in terms of course design and implementation.	137	114	19	7	4	281	11	04	I
	20	14	18	3	3	58	6	10	R
	7	5	4	0	1	17	1	06	S
	12	4	0	1	0	17	1	06	A
	60	32	5	3	1	101	4	04	C
I am confident that my program or department will support my decisions regarding students.	104	141	25	11	3	284	14	05	I
	18	46	32	5	2	103	7	07	R
	6	7	2	1	0	16	1	06	S
	12	5	1	1	0	19	1	05	A
	53	46	14	2	2	117	4	03	C
Adequate advance notice is given when enrollment for my classes increases.	46	96	45	35	12	234	47	20	I
	5	16	26	3	2	52	5	10	R
	2	1	5	1	1	10	2	20	S
	6	5	2	1	0	14	1	07	A
	32	27	9	7	2	77	9	12	C
If I were to encounter a problematic student or co-worker, I know who in my department would help me resolve the issue.	108	132	26	19	9	294	28	10	I
	40	99	55	41	11	246	52	21	R
	9	12	9	3	3	36	6	17	S
	11	13	1	1	2	28	3	11	A
	46	62	15	9	4	136	13	10	C
If I were to encounter a problem with the space in which I work or the equipment I use, I know who in my department would help me resolve the issue.	96	134	22	27	10	289	37	13	I
	50	152	38	16	11	267	27	10	R
	8	21	5	2	3	39	5	13	S
	11	9	5	3	0	28	3	11	A
	44	69	11	12	6	142	18	13	C
My work adds greatly to the mission of the University.	109	127	45	3	4	288	7	02	I
	77	148	55	8	2	290	10	03	R
	9	24	5	0	0	38	0	00	S
	11	12	4	0	1	28	1	04	A
	72	57	13	3	0	145	3	02	C
I am well compensated for my contributions to the institution.	20	42	70	65	90	287	155	54	I
	25	100	85	53	28	291	81	28	R
	1	8	12	11	9	41	20	49	S
	2	7	4	11	4	28	15	54	A
	9	35	31	39	32	146	71	49	C
I am treated as a full faculty colleague by all members of my department.	32	62	66	52	74	286	126	44	I
	23	65	85	64	44	281	108	38	R
	5	14	9	5	6	39	11	28	S
	2	7	7	3	6	25	9	36	A
	26	33	24	32	26	141	58	41	C
I have confidence in being reappointed in my department.	70	121	55	25	13	284	38	13	I
	51	119	68	21	12	271	33	12	R
	7	24	2	4	2	39	6	15	S
	9	10	4	1	1	25	2	08	A
	43	55	31	6	7	142	13	09	C

Table 19 - Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis-satisfied
My department/unit has created an environment that allows the university to benefit fully from the knowledge and skills I can offer.	AGNR	9	27	11	14	3	1	64	17	27
	ARCH	2	4	0	0	1	0	7	1	14
	ARHU	14	32	16	12	12	3	86	24	28
	BMGT	4	4	2	1	0	1	11	1	9
	BSOS	11	31	16	14	1	4	73	15	21
	CMNS	26	80	45	21	6	8	178	27	15
	EDUC	0	1	1	2	1	0	5	3	60
	ENGR	11	22	9	7	0	5	49	7	14
	INFO	3	5	1	0	0	0	9	0	0
	JOUR	2	7	6	1	1	0	17	2	12
	PUAF	1	1	2	3	1	0	8	4	50
	SPHL	8	7	3	1	1	1	20	2	10
My job responsibilities are accurately documented in my contract or appointment letter.	AGNR	6	40	11	6	1	1	64	7	11
	ARCH	2	4	1	0	0	0	7	0	0
	ARHU	17	44	8	13	5	2	87	18	21
	BMGT	2	5	3	1	1	0	12	2	17
	BSOS	8	33	17	10	5	4	73	15	21
	CMNS	28	81	32	25	9	11	175	34	19
	EDUC	1	2	0	1	0	1	4	1	25
	ENGR	8	20	11	8	0	7	47	8	17
	INFO	1	6	2	0	0	0	9	0	0
	JOUR	3	6	2	6	0	0	17	6	35
	PUAF	1	4	1	2	0	0	8	2	25
	SPHL	8	8	2	2	1	0	21	3	14
My contributions are acknowledged and openly appreciated within my department/unit.	AGNR	10	28	15	7	5	0	65	12	18
	ARCH	3	3	0	0	1	0	7	1	14
	ARHU	17	24	27	12	5	4	85	17	20
	BMGT	3	7	1	1	0	0	12	1	8
	BSOS	14	23	19	12	4	5	72	16	22
	CMNS	29	60	62	20	5	10	176	25	14
	EDUC	1	2	0	2	0	0	5	2	40
	ENGR	6	21	14	5	2	6	48	7	15
	INFO	3	3	2	1	0	0	9	1	11
	JOUR	0	8	6	1	2	0	17	3	18
	PUAF	1	2	3	1	1	0	8	2	25
	SPHL	.9	8	1	2	1	0	21	3	14
My department's chair / director fully supports my professional activities.	AGNR	13	32	10	6	2	2	63	8	13
	ARCH	4	1	0	0	0	2	5	0	0
	ARHU	22	28	19	10	6	4	85	16	19
	BMGT	6	5	1	0	0	0	12	0	0
	BSOS	21	22	19	7	0	8	69	7	10
	CMNS	44	70	44	6	3	19	167	9	5
	EDUC	1	1	2	0	0	1	4	0	0
	ENGR	8	14	14	3	3	12	42	6	14
	INFO	3	2	4	0	0	0	9	0	0
	JOUR	2	5	4	2	1	3	14	3	21
	PUAF	1	1	2	1	3	0	8	4	50
	SPHL	11	6	0	1	2	1	20	3	15

Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis-satisfied
Pursuing professional development opportunities enhances my position or status in my department/unit.	AGNR	11	19	22	8	4	1	64	12	19
	ARCH	1	2	1	0	0	3	4	0	0
	ARHU	10	10	29	21	17	2	87	38	44
	BMGT	4	3	4	0	0	1	11	0	0
	BSOS	12	14	20	18	3	10	67	21	31
	CMNS	16	49	62	29	6	24	162	35	22
	EDUC	0	0	2	1	1	1	4	2	50
	ENGR	5	8	13	10	2	16	38	12	32
	INFO	3	3	3	0	0	0	9	0	0
	JOUR	1	2	5	4	0	5	12	4	33
	PUAF	0	2	2	1	1	2	6	2	33
	SPHL	8	6	4	2	1	0	21	3	14
Departmental administrators are aware of my contributions to the division and the university.	AGNR	8	27	16	7	4	3	62	11	18
	ARCH	1	2	2	0	0	2	5	0	0
	ARHU	9	16	31	17	11	5	84	28	33
	BMGT	4	3	3	2	0	0	12	2	17
	BSOS	8	22	21	11	2	13	64	13	20
	CMNS	14	58	64	25	3	22	164	28	17
	EDUC	0	1	2	2	0	0	5	2	40
	ENGR	2	19	14	7	1	11	43	8	19
	INFO	2	4	2	1	0	0	9	1	11
	JOUR	0	5	6	2	1	3	14	3	21
	PUAF	1	2	1	3	0	1	7	3	43
	SPHL	9	7	1	1	2	1	20	3	15
I have a clear understanding of the criteria that are used to determine promotions in my department/unit.	AGNR	2	7	19	14	14	9	56	28	50
	ARCH	1	0	1	2	1	2	5	3	60
	ARHU	3	8	17	32	16	13	76	48	63
	BMGT	3	0	2	5	1	1	11	6	55
	BSOS	5	6	14	20	21	11	66	41	62
	CMNS	7	33	36	56	27	27	159	83	52
	EDUC	0	0	1	2	1	1	4	3	75
	ENGR	0	6	9	16	7	16	38	23	61
	INFO	1	1	2	4	0	1	8	4	50
	JOUR	0	1	4	7	2	3	14	9	64
	PUAF	0	0	2	0	4	2	6	4	67
	SPHL	4	1	7	6	1	2	19	7	37
The FAR is a useful tool for reporting the full range of my contributions to the institution.	AGNR	1	7	24	8	4	21	44	12	27
	ARCH	0	0	3	0	0	4	3	0	0
	ARHU	1	4	18	12	10	44	45	22	49
	BMGT	0	1	2	3	2	4	8	5	63
	BSOS	1	13	14	11	9	29	48	20	42
	CMNS	4	35	55	27	18	47	139	45	32
	EDUC	0	0	1	0	1	3	2	1	50
	ENGR	0	8	14	6	2	24	30	8	27
	INFO	2	0	2	0	0	5	4	0	0
	JOUR	0	0	3	4	1	9	8	5	63
	PUAF	0	0	4	0	1	3	5	1	20
	SPHL	0	3	3	5	3	7	14	8	57

Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis-satisfied
My research and resulting publications are included in my performance evaluations.	AGNR	4	16	9	5	1	30	35	6	17
	ARCH	1	0	0	0	0	6	1	0	0
	ARHU	2	8	13	13	14	39	50	27	54
	BMGT	0	1	0	4	1	6	6	5	83
	BSOS	15	14	8	6	4	30	47	10	21
	CMNS	21	52	24	7	5	77	109	12	11
	EDUC	0	0	0	2	0	3	2	2	100
	ENGR	4	10	8	2	1	29	25	3	12
	INFO	0	1	4	0	0	4	5	0	0
	JOUR	0	0	4	1	0	12	5	1	20
	PUAF	0	1	2	1	1	3	5	2	40
	SPHL	1	4	2	0	0	14	7	0	0
Were merit raises to be in the budget, I would have a clear understanding of the criteria that would be used to determine merit raises in my department/unit.	AGNR	3	9	15	17	13	8	57	30	53
	ARCH	0	0	1	1	0	5	2	1	50
	ARHU	2	15	13	26	14	19	70	40	57
	BMGT	2	1	2	4	0	3	9	4	44
	BSOS	2	8	17	18	12	20	57	30	53
	CMNS	6	29	45	47	27	32	154	74	48
	EDUC	0	1	1	1	1	1	4	2	50
	ENGR	3	11	7	13	8	12	42	21	50
	INFO	1	0	3	2	1	2	7	3	43
	JOUR	0	1	4	7	2	3	14	9	64
	PUAF	0	1	1	2	2	2	6	4	67
	SPHL	2	3	2	6	1	7	14	7	50
When my supervisor substantially increases one facet of my responsibilities, I am either compensated accordingly or another facet of my workload is reduced accordingly.	AGNR	1	11	19	13	14	7	58	27	47
	ARCH	0	2	1	1	1	2	5	2	40
	ARHU	3	5	16	11	11	43	46	22	48
	BMGT	1	4	4	1	0	2	10	1	10
	BSOS	3	15	16	7	12	24	53	19	36
	CMNS	7	41	34	33	16	55	131	49	37
	EDUC	0	0	1	1	1	2	3	2	67
	ENGR	2	4	10	10	6	22	32	16	50
	INFO	1	0	4	0	0	4	5	0	0
	JOUR	0	0	2	5	3	7	10	8	80
	PUAF	0	1	0	2	2	3	5	4	80
	SPHL	5	5	0	4	4	3	18	8	44
When changes to the programs or projects I work on become necessary, I am included in the development of the new way of doing the work that I do.	AGNR	12	27	11	7	3	5	60	10	17
	ARCH	1	2	1	0	1	2	5	1	20
	ARHU	3	17	18	16	10	25	64	26	41
	BMGT	2	6	2	1	0	1	11	1	9
	BSOS	12	31	8	4	2	20	57	6	11
	CMNS	29	73	28	7	3	46	140	10	7
	EDUC	0	2	0	0	0	3	2	0	0
	ENGR	7	10	9	2	3	23	31	5	16
	INFO	1	4	2	1	0	1	8	1	13
	JOUR	0	7	4	1	1	4	13	2	15
	PUAF	1	2	2	1	0	2	6	1	17
	SPHL	10	7	2	1	0	1	20	1	5

Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis-satisfied
Working on an evening or weekend is assumed to be part of my "at least 40 hours/week" work week, so there is no acknowledgement that adding evening and weekend assignments to my responsibilities might create hardship in my personal life.	AGNR	14	21	15	7	4	4	61	35	57
	ARCH	0	2	2	0	0	3	4	2	50
	ARHU	16	28	15	5	1	24	65	44	68
	BMGT	6	4	1	0	0	1	11	10	91
	BSOS	9	21	11	7	11	18	59	30	51
	CMNS	27	62	35	18	12	32	154	89	58
	EDUC	0	3	0	0	1	1	4	3	75
	ENGR	6	14	6	1	4	23	31	20	65
	INFO	1	2	3	1	0	2	7	3	43
	JOUR	0	2	2	3	0	10	7	2	29
	PUAF	1	3	1	0	0	3	5	4	80
	SPHL	7	2	2	3	1	6	15	9	60
I am certain that I would receive the same respect and consideration as tenure track faculty in response to significant personal events such as the birth of a child or death of a family member.	AGNR	16	20	12	8	6	3	62	14	23
	ARCH	3	1	2	1	0	0	7	1	14
	ARHU	14	17	17	16	17	8	81	33	41
	BMGT	3	3	1	4	0	1	11	4	36
	BSOS	12	27	10	11	5	12	65	16	25
	CMNS	34	62	39	15	17	19	167	32	19
	EDUC	0	1	2	0	2	0	5	2	40
	ENGR	6	11	15	4	7	11	43	11	26
	INFO	2	3	1	2	0	1	8	2	25
	JOUR	0	4	5	2	2	4	13	4	31
	PUAF	1	1	2	1	2	1	7	3	43
	SPHL	9	4	1	4	1	2	19	5	26
I am routinely included in communications about departmental events and initiatives.	AGNR	20	30	5	5	2	3	62	7	11
	ARCH	3	2	1	1	0	0	7	1	14
	ARHU	27	43	7	5	4	3	86	9	10
	BMGT	4	5	2	0	0	1	11	0	0
	BSOS	26	34	7	3	0	7	70	3	4
	CMNS	49	87	24	11	6	9	177	17	10
	EDUC	0	4	1	0	0	0	5	0	0
	ENGR	12	20	11	2	2	7	47	4	9
	INFO	4	2	0	3	0	0	9	3	33
	JOUR	5	7	0	4	0	1	16	4	25
	PUAF	2	3	1	1	1	0	8	2	25
	SPHL	14	4	0	1	0	2	19	1	5
I have equal access to faculty grants that will benefit my research and/or teaching.	AGNR	10	15	11	8	8	13	52	16	31
	ARCH	0	1	2	1	0	3	4	1	25
	ARHU	3	6	20	23	18	19	70	41	59
	BMGT	1	2	3	1	3	2	10	4	40
	BSOS	8	12	14	4	9	30	47	13	28
	CMNS	10	30	43	30	21	52	134	51	38
	EDUC	0	2	1	1	1	0	5	2	40
	ENGR	2	4	10	8	6	24	30	14	47
	INFO	1	2	2	1	1	2	7	2	29
	JOUR	0	1	3	4	0	9	8	4	50
	PUAF	0	2	1	2	0	3	5	2	40
	SPHL	3	4	4	2	3	5	16	5	31

Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis-satisfied
When developing improvements to the course(s) I teach, I have access to the same levels of funding and administrative support as tenure track faculty.	AGNR	4	7	17	7	5	25	40	12	30
	ARCH	1	1	1	2	0	2	5	2	40
	ARHU	4	4	17	18	28	18	71	46	65
	BMGT	2	3	2	1	3	1	11	4	36
	BSOS	8	9	11	7	6	36	41	13	32
	CMNS	9	18	13	16	8	122	64	24	38
	EDUC	0	1	1	1	1	1	4	2	50
	ENGR	1	2	8	4	2	37	17	6	35
	INFO	2	2	0	2	0	3	6	2	33
	JOUR	0	3	3	4	1	6	11	5	45
	PUAF	0	1	3	1	0	3	5	1	20
	SPHL	4	5	0	2	2	8	13	4	31
I have access to the technology that is the norm for doing work in my field.	AGNR	17	41	5	0	0	2	63	0	0
	ARCH	2	3	2	0	0	0	7	0	0
	ARHU	23	39	12	6	3	6	83	9	11
	BMGT	3	7	1	0	0	1	11	0	0
	BSOS	24	36	8	3	0	6	71	3	4
	CMNS	59	83	19	7	4	14	172	11	6
	EDUC	1	4	0	0	0	0	5	0	0
	ENGR	13	23	9	1	0	8	46	1	2
	INFO	3	4	1	0	0	1	8	0	0
	JOUR	4	7	0	5	0	1	16	5	31
	PUAF	2	5	1	0	0	0	8	0	0
	SPHL	8	10	1	0	1	1	20	1	5
I have access to training for the technology that is the norm for doing work in my field.	AGNR	12	37	10	3	0	3	62	3	5
	ARCH	1	2	3	0	0	1	6	0	0
	ARHU	20	34	15	10	4	6	83	14	17
	BMGT	4	4	2	1	0	1	11	1	9
	BSOS	13	30	15	6	2	11	66	8	12
	CMNS	36	64	44	8	4	30	156	12	8
	EDUC	2	3	0	0	0	0	5	0	0
	ENGR	9	14	16	2	0	13	41	2	5
	INFO	3	2	3	0	0	1	8	0	0
	JOUR	1	10	1	3	0	2	15	3	20
	PUAF	2	5	0	1	0	0	8	1	13
	SPHL	8	10	1	0	1	1	20	1	5
I am satisfied with my physical office space.	AGNR	19	31	3	6	5	1	64	11	17
	ARCH	2	1	1	1	1	1	6	2	33
	ARHU	24	34	13	8	3	7	82	11	13
	BMGT	4	5	3	0	0	0	12	0	0
	BSOS	18	27	13	7	8	4	73	15	21
	CMNS	49	67	30	14	12	14	172	26	15
	EDUC	1	0	2	1	1	0	5	2	40
	ENGR	6	16	12	6	4	10	44	10	23
	INFO	2	4	0	1	0	2	7	1	14
	JOUR	3	6	3	3	0	2	15	3	20
	PUAF	1	4	0	1	1	1	7	2	29
	SPHL	9	8	1	0	1	2	19	1	5

Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis-satisfied
For the courses I teach, I am listed as instructor of record and have an appropriate level of autonomy in terms of course design and implementation.	AGNR	12	8	6	2	0	37	28	2	7
	ARCH	4	1	0	0	0	2	5	0	0
	ARHU	33	39	8	1	1	7	82	2	2
	BMGT	8	4	0	0	0	0	12	0	0
	BSOS	23	17	4	1	0	32	45	1	2
	CMNS	28	24	5	2	2	125	61	4	7
	EDUC	3	1	0	0	0	1	4	0	0
	ENGR	11	6	2	0	1	34	20	1	5
	INFO	6	2	0	0	0	1	8	0	0
	JOUR	4	9	1	2	0	1	16	2	13
	PUAF	4	1	2	0	0	1	7	0	0
	SPHL	11	3	0	0	0	7	14	0	0
I am confident that my program or department will support my decisions regarding students.	AGNR	11	11	7	2	0	34	31	2	6
	ARCH	4	2	1	0	0	0	7	0	0
	ARHU	29	42	8	5	1	4	85	6	7
	BMGT	8	3	1	0	0	0	12	0	0
	BSOS	19	25	7	1	0	25	52	1	2
	CMNS	24	44	14	3	0	101	85	3	4
	EDUC	2	2	0	0	1	0	5	1	20
	ENGR	7	9	5	2	1	30	24	3	13
	INFO	6	3	0	0	0	0	9	0	0
	JOUR	5	9	1	2	0	0	17	2	12
	PUAF	4	2	1	0	0	1	7	0	0
	SPHL	10	5	0	0	0	6	15	0	0
Adequate advance notice is given when enrollment for my classes increases.	AGNR	7	7	5	0	0	46	19	0	0
	ARCH	1	1	1	1	0	3	4	1	25
	ARHU	9	32	11	11	4	22	67	15	22
	BMGT	3	6	3	0	0	0	12	0	0
	BSOS	12	7	6	5	1	46	31	6	19
	CMNS	12	22	10	8	2	132	54	10	19
	EDUC	1	3	0	0	0	1	4	0	0
	ENGR	1	7	8	2	0	36	18	2	11
	INFO	3	0	2	0	0	4	5	0	0
	JOUR	3	7	2	1	2	2	15	3	20
	PUAF	2	1	2	0	1	2	6	1	17
	SPHL	6	6	1	0	1	7	14	1	7
If I were to encounter a problematic student or co-worker, I know who in my department would help me resolve the issue.	AGNR	13	25	9	7	7	4	61	14	23
	ARCH	6	1	0	0	0	0	7	0	0
	ARHU	29	46	8	3	1	2	87	4	5
	BMGT	6	5	0	0	1	0	12	1	8
	BSOS	23	24	10	9	1	10	67	10	15
	CMNS	36	69	21	23	4	33	153	27	18
	EDUC	3	1	0	1	0	0	5	1	20
	ENGR	7	18	9	3	1	16	38	4	11
	INFO	4	3	1	1	0	0	9	1	11
	JOUR	2	10	1	4	0	0	17	4	24
	PUAF	3	2	3	0	0	0	8	0	0
	SPHL	10	5	3	0	1	2	19	1	5

Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis-satisfied
If I were to encounter a problem with the space in which I work or the equipment I use, I know who in my department would help me resolve the issue.	AGNR	15	31	7	5	3	4	61	8	13
	ARCH	4	2	0	1	0	0	7	1	14
	ARHU	24	47	3	8	4	3	86	12	14
	BMGT	4	5	0	3	0	0	12	3	25
	BSOS	17	39	8	3	2	8	69	5	7
	CMNS	41	90	24	9	1	21	165	10	6
	EDUC	1	1	2	0	0	1	4	0	0
	ENGR	7	22	3	6	1	15	39	7	18
	INFO	4	3	1	1	0	0	9	1	11
	JOUR	4	10	0	2	1	0	17	3	18
	PUAF	3	4	1	0	0	0	8	0	0
	SPHL	10	7	0	1	1	2	19	2	11
My work adds greatly to the mission of the University.	AGNR	20	33	10	1	0	1	64	1	2
	ARCH	3	3	0	0	0	1	6	0	0
	ARHU	35	33	13	1	2	5	84	3	4
	BMGT	9	2	0	1	0	0	12	1	8
	BSOS	22	35	13	2	0	5	72	2	3
	CMNS	55	84	32	2	2	11	175	4	2
	EDUC	2	3	0	0	0	0	5	0	0
	ENGR	15	24	6	2	0	7	47	2	4
	INFO	2	5	1	1	0	0	9	1	11
	JOUR	7	10	0	0	0	0	17	0	0
	PUAF	3	5	0	0	0	0	8	0	0
	SPHL	9	9	2	0	0	1	20	0	0
I am well compensated for my contributions to the institution.	AGNR	2	11	21	14	16	1	64	30	47
	ARCH	2	1	2	1	1	0	7	2	29
	ARHU	4	7	16	18	39	5	84	57	68
	BMGT	3	5	1	1	2	0	12	3	25
	BSOS	2	21	14	13	20	7	70	33	47
	CMNS	17	60	50	29	19	11	175	48	27
	EDUC	0	0	1	1	3	0	5	4	80
	ENGR	3	14	14	13	4	6	48	17	35
	INFO	2	1	4	2	0	0	9	2	22
	JOUR	0	2	4	7	4	0	17	11	65
	PUAF	1	3	2	1	1	0	8	2	25
	SPHL	4	5	3	7	1	1	20	8	40
I am treated as a full faculty colleague by all members of my department.	AGNR	9	17	21	5	10	3	62	15	24
	ARCH	1	0	4	0	2	0	7	2	29
	ARHU	9	16	17	16	25	6	83	41	49
	BMGT	3	4	1	3	1	0	12	4	33
	BSOS	6	18	17	21	10	5	72	31	43
	CMNS	12	43	49	36	30	16	170	66	39
	EDUC	0	0	0	2	3	0	5	5	100
	ENGR	3	8	15	10	10	8	46	20	43
	INFO	3	2	2	1	0	1	8	1	13
	JOUR	2	4	4	3	3	1	16	6	38
	PUAF	1	1	1	2	3	0	8	5	63
	SPHL	5	7	2	2	2	3	18	4	22

Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis-satisfied
I have confidence in being reappointed in my department.	AGNR	15	31	12	3	2	2	63	5	8
	ARCH	3	1	3	0	0	0	7	0	0
	ARHU	17	33	22	8	4	5	84	12	14
	BMGT	5	5	0	2	0	0	12	2	17
	BSOS	13	34	16	7	1	6	71	8	11
	CMNS	34	74	31	10	10	27	159	20	13
	EDUC	0	1	1	3	0	0	5	3	60
	ENGR	16	16	7	4	1	10	44	5	11
	INFO	3	5	1	0	0	0	9	0	0
	JOUR	4	8	3	1	1	0	17	2	12
	PUAF	1	5	0	1	1	0	8	2	25
	SPHL	7	6	4	2	0	2	19	2	11

Appendix 11 – Administrator Survey Methods and Findings

Administrator Survey - Methods

The need for a survey of administrators became clear when the Task Force discovered that certain types of information about NTT faculty appointments are not consistently or accurately recorded in campus databases. For example, the PHR system does not directly record the term of an NTT faculty contract, nor is there a certain match between what a given faculty member does and what the appointment record indicates.

In addition, through personal experience, Task Force members were aware of challenges that program coordinators and business managers face when trying to manage NTT faculty appointments; thus, a survey of administrators was designed to provide a formal record of the range of problems related to the processes for engaging NTT faculty on campus.

The first version of the administrator survey was drafted in parallel with the faculty survey, i.e. topics in the faculty survey, when applicable, were recast to be appropriate for administrators (see Appendix 11.1). The first draft was presented to the Budget Coordinators group in the College of Behavioral and Social Sciences, as well as program directors and assistant deans in various departments and colleges. Based on the feedback, the draft was revised significantly and adapted to a web-based format; see http://faculty.umd.edu/ntt/nttprofile_rpt.html.

Prior to the release of the survey, a representative from the Task Force contacted the Assistant Dean for Administrative Affairs in each college, as well as Undergraduate Studies, in order to introduce the project, explain the survey design, and obtain the names of administrators who would be given access to the survey. The survey was made available on July 5, 2012, with a target completion date of Wednesday, August 29, 2012.

Length of Contracts

For instructional faculty, 18 units wrote semester contracts for 100% of their instructional appointments, and another 17 units wrote semester contracts for at least half of their instructional appointments. In contrast, for research appointments, only 5 units wrote semester contracts for more than half of their research appointments.

For year-long appointments, only 17 units wrote year-long appointments for at least half of their instructional appointments, while 33 units wrote year-long contracts for at least half of their research appointments.

For multi-year contracts, 4 units wrote multi-year contracts for at least half of their instructional appointments, while 10 units wrote multi-year contracts for at least half of their research appointments.

Given that there are roughly 1,000 Instructional NTT faculty at UMCP, writing contracts every semester for high percentages of instructional faculty creates a heavy load on administrators and creates additional opportunities for mistakes to generate frustration for instructional faculty in particular.

Inconsistent use of titles

The survey shows that administrators use various titles for faculty that do the same job, and that the same title is used for faculty that do different types of work.

Table 20 - # of Appointments Using Each Title for Different Types of Appointments

	# of Appointments Using Each Title for Different Types of Appointments			
Title	Instructional	Research	Administrative	Combination
Lecturer, Senior Lecturer, Instructor	617		12	10
Faculty Research Assistant	12	407	13	7
Research Associate	16	492	3	9
Research Professor, Scientist, Scholar, Engineer	22	279	4	10
Visiting Professor (Assist. Assoc. full)	30			
Professor of Practice	8		3	2
Adjunct Professor (Assist., Assoc., full)	52	79		
Other	75	32	8	5

Additionally, given that survey respondents were asked to use the Combination classification for appointments that were not strictly one of the other three categories, it is striking that so many strictly instructional appointments use titles other than Lecturer, Senior Lecturer or Instructor.

To investigate this issue further, ARS records for all faculty appointments containing the word "Research" in the title were analyzed for percent of effort given to different types of work. Of the 129 faculty with "Research" in their title and with Research duties below 100%, only 32 had Research duties above 50%. Of the 97 with Research duties at or below 50%, 60 had Research duties at 0%:

- 11 were 100% Advising
- 1 was 90% Advising and 10% Admin
- 23 were 100% Admin
- 15 were 100% Other
- 10 had variously distributed responsibilities

In sum, the system of titles used for NTT faculty appointments seems not to capture what NTT faculty are hired to do. The result is that it is difficult to establish how many instructional faculty versus research faculty versus administrative faculty the campus actually has. Additionally, such mismatches create problems when evaluating performance, especially in consideration of possible promotions: by what criteria would an Assistant Research Professor be promoted if his/her duties are 100% Other?

Difficulties Making NTT faculty Appointments

In addition to gathering quantitative data, the administrator survey asked respondents for descriptions of any problems they encounter when trying to make and manage NTT faculty appointments, the logic being that the institution can better engage NTT faculty if the systems for employing them do not present confounds during the appointment and re-appointment process.

With respect to the difficulties related to our system of NTT faculty titles, some noteworthy comments from administrators were:

- All of our faculty have the title of Lecturer regardless of credentials, appointment, or length of time with the university.
- We always have to give them instructional duties, but the majority of their work may be administrative.
- The title "Lecturer & Director" is listed as a title on the pooled position numbers. However, the University does not allow us to use that title.
- The assistant director has an M.S., but not a PhD, hence is classified as an FRA, while not actually performing research.

- University requirements for titles do not necessarily reflect the instructor's qualifications and knowledge. Limited options available.
- The post doc title is not available which is confusing for faculty who wish to hire them and for the prospective candidates looking for that position and used to seeing it in other institutions. It has hampered our ability to attract quality candidates.
- Need a title for employees who have a Master's degree, but not a Ph.D. Current titles require either a Bachelor's as a minimum or Ph.D. as a minimum.

With respect to making and managing academic appointments in a manner that allows the institution to engage fully our NTT faculty, some noteworthy administrator comments were:

- Difficulty in providing additional funding for duties outside of teaching... e.g. first time course prep, etc.
- In an effort to avoid lecturers from losing access to email, we enter affiliate appointments in the system that are overridden by paid appointments. PHR and ARS are incompatible.
- It is very difficult to pay people what they are worth. We want to pay $5,000/course, which we can do for new appointees. But if someone is in the system whose salary is lower, we cannot increase it.
- One area of confusion is whether NTT faculty who are engaged in both research and teaching should have separate appointments or a combined appointment. I haven't seen a consistent answer to this question.
- We allow a database to dictate policy.
- An initial appointment set in another unit for a small percent time/salary part time appointment limited the full time salary we could offer to appoint the same person to a grant funded research position. This latter salary was inappropriately low.

Appendix 11.1 – Draft of Administrator Survey

DEPARTMENT/UNIT CHAIR OR ADMINISTRATIVE COORDINATOR SURVEY

NON TENURE-TRACK FACULTY

1. How many non tenure-track (NTT) faculty does your department/unit currently employ?
   a. Instructional NTT faculty _____
   b. Research NTT faculty _____
   c. Combined instructional/research faculty _____
   d. Other (please specify) _____

2. Does your department/unit issue contracts to NTT faculty? yes/no

   If you answered yes, please respond to questions # 3-5 below. If you answered no, please skip to question #6.

3. What is the average length of your department/unit's NNT faculty appointments ? (e.g., one semester, one year, multi-year)
   a. Instructional NTT appointments _____
   b. Research appointments _____
   c. Combined NTT appointments _____

4. What is the timeline by which NTT faculty in your department/unit must receive appointment/re-appointment notification? (e.g., 30 days in advance, one semester in advance, etc)

5. What is the lowest per course salary your department pays instructional NTT faculty? _____

6. Setting aside special cases (e.g. a spousal hire to recruit or retain a tenured professor), what is the maximum per course salary your department pays instructional NTT faculty? _____

7. What are the factors that determine a given NTT faculty's salary for a specific course (check all that apply):

____ the course being taught (e.g. upper vs. lower level)
____ credentials of faculty member (e.g. Master's vs. PhD)
____ merit (e.g. strong performance evaluations)
____ length of service to University
____ other (please explain):

8. Does your department/unit equate a 3-credit course with 25% FTE? yes/no
   a. If not, what % FTE is associated with a 3-credit course? _____
   b. If your department/unit offers courses for more or less than the usual 3-credits, how are they equated to % FTE?

9. Are NTT faculty appointments in your department/unit well-served by the university's existing classifications? yes/no
   a. If not, please describe any additional/alternative set of titles your department/unit has developed or plans to propose in the near future.

10. Do your department/unit's appointments for NTT faculty specify workload and/or scope of responsibilities? (e.g., # of courses, # of students to be advised, amount of research dollars brought in, amount of expected service, etc)

    yes/no

11. Do the University's ARS/PHR systems accurately reflect your department/unit's use of NTT titles and workloads? yes/no

12. When making, modifying, or updating NTT appointments in ARS/PHR, have you encountered problems that arose because of the "salary freeze", even though those employees were not being given a raise? yes/no
    a. If you answered "yes" to the question above, how did you resolve the problem?

13. If your department/unit encounters questions/problems with NTT faculty appointments, who do you contact for guidance or assistance?

14. Do your department/unit's NTT faculty appointments include a performance review/evaluation component? yes/no

    a. If yes, who performs these evaluations?

15. Is merit pay included as a part of the larger review/evaluation process?

16. Are NTT faculty members in your department/unit eligible for promotion? yes/no

    a. If yes, what is the typical time in rank before an NTT faculty member is eligible for promotion?

17. Has your department/unit developed written policies/procedures regarding NTT faculty appointments/promotions? yes/no

    a. If so, where are these located?

18. Does your department/unit have a mechanism for recognizing outstanding contributions from NTT faculty? yes/no

    a. If yes, please describe this mechanism.

19. Does your department/unit have expectations for NTT faculty regarding research or professional development? yes/no

    a. If so, what type of support does your department/unit provide to facilitate the NTT faculty's ability to engage in these pursuits?

20. Describe how your NTT faculty members participate in the operation and governance of your department/unit. (e.g., department/unit committees, attendance at faculty meetings, voting privileges, etc). Is this information spelled out in your department/unit's plan of organization?

Appendix 12 – Faculty Affairs White Paper on Faculty Titles

Rationalizing Faculty Roles, Titles and Processes at the University of Maryland

UM has approximately 2,800 Non-Tenure Track (NTT) faculty, as compared to some 1,500 Tenure Track (T/TT) faculty. Policies, procedures, and oversight for how the institution employs NTT faculty are in need of revamping. Known problems include:

- Some "Research Associates" and "Research Professors" are strictly instructional appointments – i.e. some faculty with those titles do no research;
- There are "Lecturers" who spend no time in the classroom because they direct academic programs or manage large-scale courses (e.g. 500 seat lab classes).
- Some units have overused the "Professor of the Practice" title because the appointees were uncomfortable with the title "Lecturer";
- Associate Deans for Faculty Affairs report that, within some colleges, there is little to no consistency in the evaluation and promotion of research faculty.

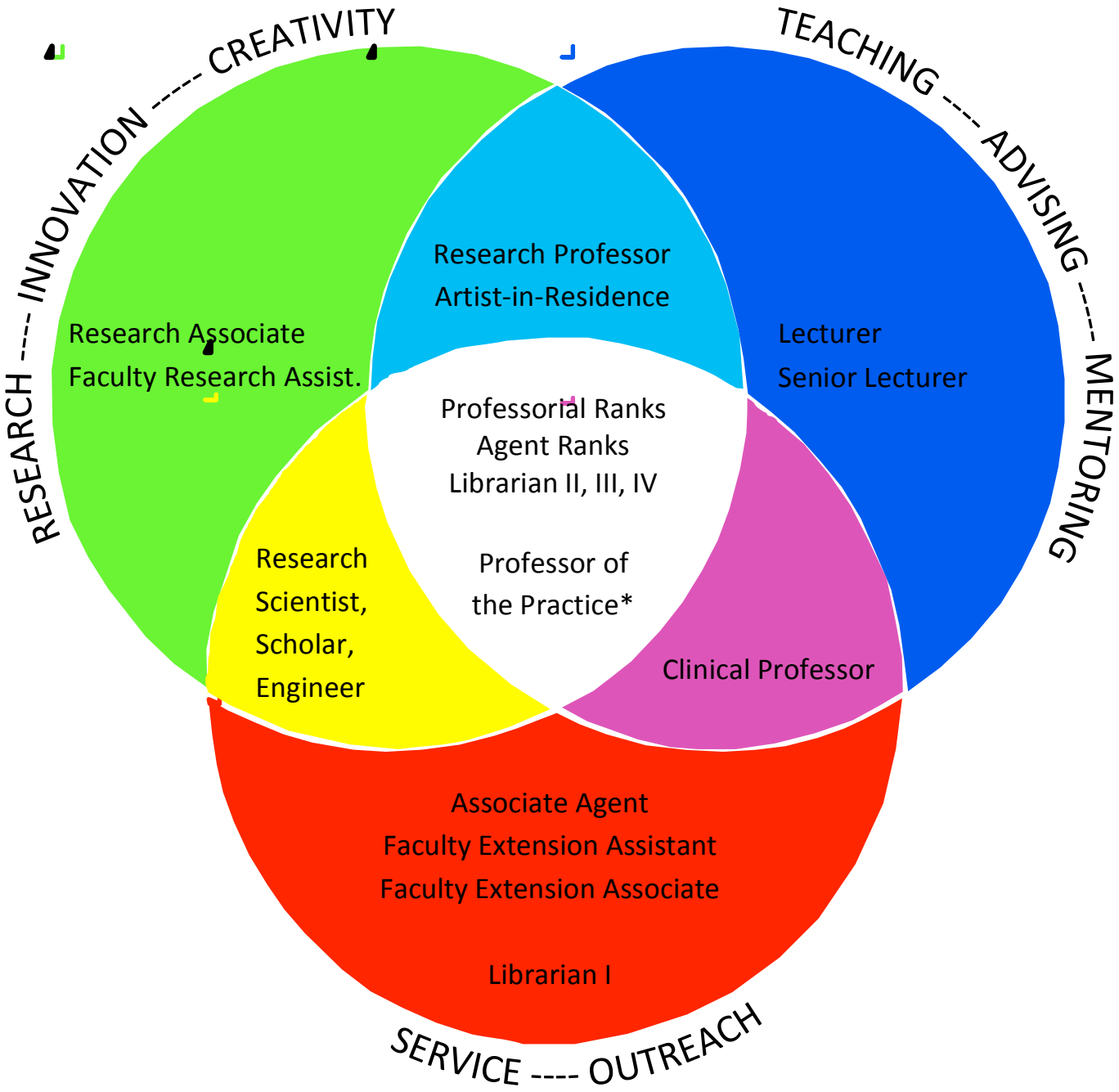
These problems are manifestations of a deeper issue: the lack of a coherent framework for incorporating the contributions of NTT faculty into formal institutional structures. To address these matters, NTT faculty should be situated within the conceptual framework of the tenure system. The three core dimensions of that system — *teaching, research, and service* — are widely assumed, understood and tested. Combinations of those parameters give rise to a coherent system of faculty roles, as detailed in the following page.

The model, which we would like to suggest for the campus, is built on five premises:

1. Only the APT dimensions define faculty roles and titles.
2. Permanent Status or Tenure involves all three dimensions.[6]
3. Professorships (or their equivalent) involve at least two dimensions.
4. Faculty titles correspond to a majority of activity (FTE) in a given dimension.
5. Titles that do not fit this classification require special permission by the Provost.

The following diagram represents the resulting system of faculty roles and titles. The model arguably provides a "space" for every faculty title at UM. (The title “Instructor” does not appear in the diagram as it is no longer available for new appointments.)

[6] The relative weight of the three APT dimensions varies, but all three dimensions are necessary.



*The exceptional case of "Professor of the Practice" is addressed in Appendix 1.

In the primary layer domains, faculty so titled are expected to excel *in one academic area*. In contrast, in the dual layer domains, faculty are expected to excel *in two areas*:

	Dimensions	Titles
	Research	- Research Associate, Faculty Research Assistant
Primary Layer Domains	Teaching	- Lecturer, Senior Lecturer
	Service	- Associate Agent, Faculty Extension Assistant, Faculty Extension Associate; Librarian I, II
	Research + Teaching	- Research Professor, Artist-in-Residence
Dual Layer Domains	Teaching + Service	- Clinical Professor
	Service + Research	- Research Scientist, Scholar, Engineer

Finally, the intersection of all three dimensions of academic activity is the core of the APT system: when faculty excel *in all three dimensions* they are granted tenure or permanent status.
Comments: The model should not be taken as providing categorical definitions of faculty responsibilities. A Clinical Professor may engage in research, or a Research Professor in outreach. Rather, the model provides *a basis for developing a systematic way for evaluating appointments, expectations, and performance of all faculty, tenure- and non-tenure track alike*. It must be understood, also, that responsibilities change in time, so flexibility is to be expected. In general categorization along these lines should be for periods of at least one academic year. Based on the range of faculty activities, *we need one additional title in the Service/Outreach domain:* ***Faculty Administrator***. Performing as department chair or program director is taken as Service for the purposes of the APT review process. As such, the titling system needs to capture NTT faculty appointments with the primary responsibility of administering academic programs or facets of an academic program. This title will need to be proposed to the USM by our Senate. More generally, the model provides a systematic way to define responsibilities and expectations for all faculty positions using a single set of notions. In those terms, unit procedures for the appointment, evaluation, and promotion of Non-Tenure Track faculty can be specified using the same tenets used to evaluate Tenure Track appointments.
Finally, the model allows for a systematization of the appointment and promotion of faculty. Just as promotion in APT ranks goes through three levels of review (unit, college, and provost), ***appointments and promotions in the dual layer domains can be understood to require two levels of review***. Primary layer appointments would be handled solely at the department level.

[WHITE PAPER] APPENDIX 1: Titles that require special attention

The following four closely related non-tenure titles need to be kept separate from those that are subject to the full APT review process (see Appendix 2 for policy definitions).

1. **Clinical Professor** Series
2. **Professor of the Practice**
3. **College Park Professor**
4. **University of Maryland Professor**

A. The Clinical Professor titles are decided at the college level. In contrast the other three titles are decided at the university level: the Professor of the Practice title is decided by the Associate Provosts, while the title of College Park Professor and University of Maryland Professor are decided by all the levels of the APT process.

B. The expectation for the clinical titles is a professional service to the university in the relevant area (clinical in the broad sense). The second domain of excellence will typically be teaching/mentoring, but research, creativity is not categorically ruled out.

C. The title of Professor of the Practice has a general expectation of (i) remarkable stature within a field and, in the general instance, (ii) the three dimensions relevant to the APT process, broadly construed (that is, creativity/research could be in an area that is not specified within a tenure home; teaching/mentoring could be implemented in many different ways: master classes, seminars, outreach, etc.).

D. The title of College Park Professor is reserved for professors/scholars/artists at other institutions who would be our professors if they were regularly hired (hence the APT process). The intention is to have individuals of this caliber participate in the academic life of this institution, which entails that in their case the three dimensions of the APT process need to not just be present, but also be stellar. Annual appointment renewal is based on recommendations by the Chair and Dean to the Provost in the form of evaluative communications, forwarded through the Office of Faculty Affairs.

E. The Title of University of Maryland Professor is reserved for faculty participating in the MPowering initiative (between the two USM campuses that bear the name University of Maryland: Baltimore and College Park). This complex and specific form of appointment needs to go through the APT process in College Park and is reciprocal: faculty at the appropriate rank in Baltimore can be appointed University of Maryland professor at College Park, and vice-versa. The appointment is normally for three years, annually renewable based on recommendations by the Chair and Dean to the Provost in the form of brief evaluative communications, forwarded through the Office of Faculty Affairs.

[WHITE PAPER] APPENDIX 2: Policy Definitions of Current Faculty Titles Arranged by Dimension of Academic Activity

Primary Layer Domains – Expectation of Excellence in One Domain of the APT System:

1. Research

Faculty Research Assistant

The appointee shall be capable of assisting in research under the direction of the head of a research project and shall have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement.

Research Associate

The appointee shall be trained in research procedures, shall be capable of carrying out individual research or collaborating in group research at the advanced level, and shall have had the experience and specialized training necessary for success in such research projects as may be undertaken. An earned doctorate shall normally be a minimum requirement.

2. Teaching

Lecturer

The title Lecturer will ordinarily be used to designate appointments, at any salary and experience level, of persons who are serving in a teaching capacity for a limited time or part-time. This rank does not carry tenure.

Senior Lecturer

In addition to having the qualifications of a lecturer, the appointee normally shall have established over the course of six years a record of teaching excellence and service. Appointment to this rank requires the approval of the departmental faculty. The appointment is made for a term not to exceed five years and is renewable. This rank does not carry tenure.

3. Service

Associate Agent

The appointee shall hold at least a bachelor's degree and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This is a term appointment and may be renewed annually.

Faculty Extension Assistant

The appointee shall be capable of assisting in Extension under the direction of the head of an Extension project and have the specialized expertise, training and

ability to perform the duties required. An earned bachelor's degree and experience in the specialized field is required.

Faculty Extension Associate

The appointee shall be capable of carrying out individual instruction or collaborating in group discussions at the advanced level, should be trained in Extension procedures, and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.

Librarian I

This is an entry-level rank, assigned to librarians with little or no professional library experience. This rank does not carry permanent status.

Secondary Layer Domains – Expectation of Excellence in Two Domains of the APT System – Promotions in these Ranks are reviewed by both the unit and the college

Research Assistant Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer

These ranks are generally parallel to Assistant Professor. In addition to the qualifications of a Research Associate, appointees to these ranks shall have demonstrated superior research ability. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at these ranks. Appointment to these ranks may be made for a period of up to three years.

Research Associate Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer

These ranks are generally parallel to Associate Professor. In addition to the qualifications required of the assistant ranks, appointees to these ranks should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Appointment to these ranks may be made for a period of up to three years.

Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer

These ranks are generally parallel to Professor. In addition to the qualifications required of the associate ranks, appointees to these ranks should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications,

professional achievements or other distinguished and creative activity. Appointment to these ranks may be made for a period of up to five years.

Clinical Assistant Professor

The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

Clinical Associate Professor

In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

Clinical Professor

In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

Assistant Artist-in-Residence; Associate Artist-in-Residence; Senior Artist-in-Residence

These titles, parallel to Assistant Professor, Associate Professor, and Professor, respectively, are intended for those persons whose professional activities are of a creative or performance nature, including but not limited to theatre, dance, music, and art. In each case, the qualifications shall reflect demonstrated superior proficiency and excellence and progressively higher national and international reputation, as appropriate to the ranks involved. Appointment to the rank of Senior Artist-in-Residence may be made for a period of up to five years; appointment to the ranks of Assistant Artist-in-Residence and Associate Artist-in-Residence may be made for a period of up to three years.

Full Overlay of Academic Activity – Expectation of Excellence in all three dimensions of the APT System

Agent (parallel to the rank of Assistant Professor)

The appointee must hold a master's degree in an appropriate discipline and show evidence of academic ability and leadership skills. The appointee shall have an educational background related to the specific position.

Senior Agent (parallel to the rank of Associate Professor)

In addition to the qualifications of an Agent, the appointee must have demonstrated achievement in program development and must have shown originality and creative ability in designing new programs, teaching effectiveness, and evidence of service to the community, institution, and profession. Appointment to this rank may carry tenure.

Principal Agent (parallel to the rank of Professor)

In addition to the qualifications of a Senior Agent, the appointee must have demonstrated leadership ability and evidence of service to the community, institution, and profession. The appointee must also have received recognition for contributions to the Cooperative Extension Service sufficient to establish a reputation among State, regional and/or national colleagues, and should have demonstrated evidence of distinguished achievement in creative program development. Appointment to this rank carries tenure.

Librarian II

Librarians at this rank have demonstrated professional development evidenced by achievement of a specialization in a subject, service, technical, administrative, or other area of value to the library. This rank does not carry permanent status.

Librarian III

Librarians at this rank have a high level of competence in performing professional duties requiring specialized knowledge or experience. They shall have served the Libraries, the campus, or the community in some significant way; have shown evidence of creative or scholarly contribution; and have been involved in mentoring and providing developmental opportunities for their colleagues. They shall have shown promise of continued productivity in librarianship, service, and scholarship or creativity. Promotion to this rank from within the Libraries confers permanent status; appointment to this rank from outside the Libraries may confer permanent status.

Librarian IV

Librarians at this rank show evidence of superior performance at the highest levels of specialized work and professional responsibility. They have shown evidence of and demonstrate promise for continued contribution in valuable

service and significant creative or scholarly contribution. Such achievement must include leadership roles and have resulted in the attainment of Libraries, campus, state, regional, national, or international recognition. This rank carries permanent status.

Additional Faculty Ranks

Assistant Instructor

The appointee shall be competent to fill a specific position in an acceptable manner, but he or she is not required to meet all the requirements for an Instructor. He or she shall hold the appropriate baccalaureate degree or possess equivalent experience.

Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor

The appointee shall be associated with the faculty of a department or non-departmentalized school or college, but shall not be essential to the development of that unit's program. The titles do not carry tenure. The appointee may be paid or unpaid. The appointee may be employed outside the University, but shall not hold another paid appointment at the University of Maryland at College Park. The appointee shall have such expertise in his or her discipline and be so well regarded that his or her appointment will have the endorsement of the majority of the members of the professorial faculty of the academic unit. Any academic unit may recommend to the administration persons of these ranks; normally, the number of adjunct appointments shall comprise no more than a small percentage of the faculty in an academic unit. Appointments to these ranks shall not extend beyond the end of the fiscal year during which the appointment becomes effective and may be renewed.

Affiliate Assistant Professor, Affiliate Associate Professor, Affiliate Professor, Affiliate Visiting Appointments

The prefix Visiting before an academic title, e.g., Visiting Professor, shall be used to designate a short-term professorial appointment without tenure.

Emerita, Emeritus

The word emerita or emeritus after an academic title shall designate a faculty member who has retired from full-time employment in the University of Maryland at College Park after meritorious service to the University in the areas of teaching, research, or service. Emerita or emeritus status may be conferred on

Associate Professors, Professors, Distinguished University Professors, Research Associate Professors, Research Professors, Senior Agents, Principal Agents, Librarians III, and Librarians IV.

Distinguished University Professor

The title Distinguished University Professor will be conferred by the President upon a limited number of members of the faculty of the University of Maryland at College Park in recognition of distinguished achievement in teaching; research or creative activities; and service to the University, the profession, and the community. College Park faculty who, at the time of approval of this title, carry the title of Distinguished Professor, will be permitted to retain their present title or to change to the title of Distinguished University Professor. Designation as Distinguished University Professor shall include an annual allocation of funds to support his or her professional activities, to be expended in accordance with applicable University policies.

Professor of the Practice

This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having the stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title.

College Park Professor

This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at the University of Maryland at College Park at the level of professor but who normally hold full-time positions outside the University. Holders of this title may provide graduate student supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable annually upon recommendation to the Provost by the unit head and dean. Appointment as a College Park Professor does not carry

tenure or expectation of salary.

University of Maryland Professor [PENDING SENATE APPROVAL]

This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who have qualified for full-time appointments at the University of Maryland, Baltimore at the level of professor, who are active in MPowering the State programs, and who also qualify for full-time appointment at the University of Maryland, College Park at the level of professor. Holders of this title may provide graduate student supervision, serve as principal investigators, and participate in departmental and shared governance. Initial appointments are for three years and are renewable annually upon recommendation to the Provost by the unit head and dean. This is a non-paid, non-tenure track title but initial appointments must follow the procedures for appointment as a new tenured professor.

Appendix 13 – Summary and Discussion of White Paper on Faculty Titles

Summary

The various problems related to the inconsistent use of NTT faculty titles across campus has obviously come to the attention of Faculty Affairs, as have the problems related to the lack of consistent evaluation and promotion metrics for NTT faculty. The framework put forth in the paper assumes that the three dimensions of the APT process define the range of faculty activity, with the intersections of the three domains defining different types of faculty appointments.

The discussion assumes that each of the dimensions of the APT system should be construed broadly, i.e. the notion of Research includes creativity and scholarship generally; Teaching includes mentoring and advising in the sense of advising theses and dissertations; Service means service to both the broader community as well as administrative service to campus, just as serving on committees or serving as a program director counts as service in the APT process; the newly activated Clinical Professor titles are taken to be in the Service dimension.

The white paper argues that the framework provides a way to regularize the use of faculty titles as well as a way to motivate a systematic approach to evaluations of NTT faculty, as follows.

First, the discussion assumes that the intersection of all three domains is the locus of the APT system, a system that requires Assistant, Associate and full Professors to excel in all three dimensions and go through three levels of review for promotion, i.e. the department, the college, and the Provost. For the Research Professor and Clinical Professor series, what the white paper refers to as "dual layer" domains (i.e. the areas in the diagram where two dimensions intersect), faculty members would be expected to excel in two of the three dimensions, and as such, evaluations and promotions would go through two levels of review, namely the unit and the college. Finally, evaluations at the "single layer" domains, e.g. for FRAs, would be conducted at the unit level.

Additionally, for all NTT faculty appointments, i.e. all appointments that are either in the single or dual level domains, the white paper proposes that faculty titles must reflect the duties and responsibilities of those so appointed, i.e. faculty with "research" should have at least half of their effort given over to research, or faculty with "lecturer'' in their title should devote at least 50% of their effort to teaching.

Discussion

While certain details in the paper beg further development, the overarching idea provides a framework for characterizing in a systematic way various problems and concerns the Task Force has identified.

1. Lack of adequate titles and opportunities for promotions within the instructional ranks

   The Research domain has numerous titles for faculty who contribute to the institution with more than just their research skills. The Service domain has the newly activated Clinical Professor series, which, by the devices of the framework, assume that such faculty will be engaged in both the Service dimension and either the Teaching or Research dimension.

   However, the Teaching dimension has no professorial title series. There are no titles to give to those Instructional Faculty who assume administrative duties or who engage in research. Also, faculty with a Ph.D. who have been teaching for 15 years are given the same title as a graduate student who is hired to teach for the first time.

2. Lack of titles for NTT faculty who administer academic programs

   The Research domain has FRAs and Research Associates, the Teaching domain has Lecturer and Senior Lecturer, but the Service domain has no Faculty Administrator or an equivalent. When T/TT faculty move into administrative positions, they keep their faculty titles, but when NTT faculty become administrators, they either lose their faculty titles and become Staff, or they keep their Research Associate or Lecturer titles even though they do little to no research or teaching, respectively.

3. Lack of clarity regarding evaluations and promotions, especially for the Research faculty

   Broadly, given that NTT faculty titles have been used freely and without any necessary relation to what the faculty members do, the lack of a clearly defined system for evaluating NTT faculty performance is not surprising. More specifically for Research Faculty, the lack of clearly defined criteria for promotions through the research faculty ranks has led to frustration and

bitterness when members of the research faculty see colleagues being promoted but see no rhyme or reason to it. While the Clinical Professor series is too recently activated for such problems to emerge, the current lack of oversight of those ranks would presumably lead to the same result.

By viewing Research and Clinical Professorial titles as "dual layer" appointments, the framework in the Faculty Affairs white paper provides a rationale for requiring such appointments to be subject to review at the college, thus providing the means for regularizing those evaluations.

Appendix 14 – Explanation of Recommendations

Recall that the recommendations center on three main themes:

- Appointment, Rank, and Promotion
- Compensation, Evaluation and Recognition
- Governance
- Policies

<u>Appointment, Rank, and Promotion</u>

1. Revise both the system of NTT faculty titles and the administration of those titles such that titles accurately represent the primary contribution of faculty so appointed;
    - Without necessarily adopting the specific details within the Faculty Affairs White Paper on Faculty Titles, the Senate should endorse the principles of the model and use those principles when shaping policies related to managing faculty appointments, evaluations, and promotions.
    - Once endorsed, the Provost should oversee the appointment of NTT faculty in light of Premise 5 in the Faculty Affairs White Paper, namely that titles must reflect the majority of a faculty member's effort.

2. Create a Teaching Professor series on par with the Research Professor series and the Clinical Professor series;
    - The Senate should propose and move through the Board of Regents a Teaching Professor series, on par with the Research Professor series and the Clinical Professor series, to provide both a title for those instructional faculty who contribute beyond the classroom as well as a series of promotional opportunities in parallel with the Research Professor and the Clinical Professor series.
    - The model of faculty activity in the Faculty Affairs White Paper highlights our deficiency in this area, as does a review of other institutions.

3. Create a Faculty Administrator position and provide the opportunity for promotion by defining Faculty Administrator I, II, and III levels;
    - The lack of such titles means that NTT faculty who assume administrative functions either lose their faculty titles or keep titles such as Research Associate or Lecturer even though they do little to no research or teaching.
    - The model of faculty activity in the Faculty Affairs White Paper highlights our deficiency in this area, as does a review of other institutions.

4. Provide promotion opportunities for FRAs by creating FRA I, II, and III levels;
    - Currently, FRAs have no opportunity for promotion, thereby creating a situation in which FRAs have worked for the institution for 10 years or longer and have never had the opportunity for a promotion. Such a situation serves neither the faculty nor the institution well.

5. Create a system for tracking appointments, reappointments, contract length, and adherence to the contract templates provided by Legal Affairs, including designation of eligibility for different benefits given the specifics of the appointment;
    - The Provost should direct the Office of Faculty Affairs to create a system for tracking reappointments, contract length, and adherence to the contract templates provided by Legal Affairs, including designation of eligibility for different benefits given the specifics of the appointment.
    - Results from survey of NTT faculty show that many units do not adhere to guidelines regarding contracts, and that contracts are often either not provided or not provided until after a semester starts. Such practices undermine the trust between the institution and the NTT faculty and must stop.
6. Improve the administration of instructional contracts such that year-long or multi-year appointments become the norm.
    - In general, semester contracts should only to be used for either the first semester for part-time appointments (as current policy dictates) or when an unexpected personnel change forces a department/unit to fill a vacancy on short notice. Instructional Faculty who have been with the University for more than a specific number of years should be given one-year contracts. Instructional faculty who have been with the University for longer periods, to be determined by the Provost in collaboration with the Senate, should be offered 3 year contracts. Exceptions to these provisions would have to be granted by the college administrator tasked with overseeing compliance with NTT faculty policies (see #1 in section 4 of Appendix 14 — Policies).

<u>Evaluation, Compensation, and Recognition</u>

The need for the recommendations in this section are summarized by three comments from the NTT faculty survey that aptly capture the thrust of a significant number of comments related to these topics:

- I publish more than many of my colleagues, but receive no promotion or compensation of any kind for this (and no recognition).
- Work hard or hardly work, the compensation and recognition is the same; no value in increasing skills or duties, as it doesn't "pay off" except for moving on from UMD.
- Without a living wage, opportunity for promotion, or even recognition for good work, adjuncts cannot invest emotionally in their work at the university. The energy for doing superlative work and giving richly in service is compromised; the thread that binds us in building a world-class university remains tenuous rather than strong.

1. Create, where they don't already exist, college-level evaluation and promotion guidelines for appointments in the Research Professor/Scientist/Engineer/Scholar series, the Clinical Professor series, and the (proposed) Teaching Professor series;
   - In keeping with the model proposed in the Faculty Affairs White Paper, the Provost should collaborate with the Council of Deans to create, in colleges where they don't already exist, college-level evaluation and promotion guidelines for appointments within "dual layer" series, e.g. Research Professor/Scientist/Engineer/Scholar series, the Clinical Professor series, and — once adopted — the Teaching Professor series.
   - CMNS and the Department of Geographical Sciences have developed such a system for their Research appointments and can serve as a model for the rest of campus.
   - The College of Education, The Smith School of Business, and the Department of Hearing and Speech Sciences have created such metrics for their implementation of the new Clinical Professor series which can serve as models for the rest of campus.

2. Ensure that evaluations of Instructional Faculty are not tied solely to the CourseEvalUM tool;
   - Many departments rely solely on the results of CourseEvalUM, but such tools promote grade inflation and lack of rigor for the simple reason that students will give low scores to faculty who challenge them or who grade them

rigorously.[7] T/TT faculty, especially those who already have tenure, have no reason to care about such issues, but in the absence of other evaluation metrics, NTT faculty have to worry about keeping students from giving bad feedback via CourseEvalUM.

3. Whereas responses to the faculty survey indicate significant financial hardship for many NTT faculty, especially Instructional Faculty, the institution should ensure that base-line salaries for NTT faculty are commensurate with their experience, skills, and contributions;
    - If the University does not increase salaries for the lowest paid faculty, many departments will continue to face challenges when recruiting and trying to retain the best NTT faculty, especially within the Instructional Faculty ranks.
    - To put this concern in perspective, consider that
        i. nearly half of the 650+ part-time Instructional Faculty appointed for Spring 2013 would earn less than $40,000/year were they full-time, and of them, over 100 would earn less than $33,000/year, and
        ii. the Bureau of Labor Statistics indicates that the mean annual wage for construction laborers in 2012 was $34,170.
    - In light of the professional expertise that our NTT faculty bring to their appointments, the University should find the means to offer salaries that are commensurate with that experience.
    - Moreover, given the number of credits delivered by NTT faculty, and given the amount of direct student contact that comes with the courses NTT faculty tend to teach, improving salaries for NTT faculty is a critical step in improving undergraduate education at the University of Maryland.

4. Ensure that NTT faculty are included in merit pay increases in departments where they aren't already, and establish a system for providing merit pay for Instructional Faculty whose salaries are determined by the courses they teach;
    - The Provost should collaborate with the Council of Deans to ensure that NTT faculty are included in merit pay increases in departments where they aren't already.

[7] See Clayson, D. "Student Evaluations of Teaching: Are They Related to What Students Learn? A Meta-Analysis and Review of the Literature." *Journal of Marketing Education* 2009; 31 for a sample of the literature on the validity of using student evaluations of teaching to evaluate teacher effectiveness.

- Including NTT faculty in calculations of merit pay increases provides certain evidence that the institution values and rewards excellence.
- Instructional Faculty whose salaries are determined by the courses they teach within a given unit are paid the same rate as each other regardless of their success or talents in the classroom. The institution must create a system for providing merit pay increases for faculty whose salaries are otherwise determined solely by the courses they teach.

5. Provide funding and other resources for participating in professional development activities. Successful participation in such activities should be included in evaluations for merit pay increases;
    - The Provost should collaborate with the Council of Deans to ensure that NTT faculty are included in opportunities for funding and other resources for participating in professional development activities.
    - Successful participation in such activities should be included in evaluations for merit pay increases.

6. Ensure that faculty with dual 25% FTE appointments are provided those benefits afforded part-time faculty who have a single appointment at 50% FTE;
    - The Provost should collaborate with the Vice President for Administration and Finance to ensure that faculty with dual 25% FTE appointments, i.e. faculty with Total FTE appointments of 50%, are provided those benefits afforded part-time faculty who have a single appointment at 50% FTE. This is especially true for faculty teaching two sections of the same course even though one of the sections is offered through Freshman Connection.

7. Provide compensation when asking Instructional Faculty whose salaries are determined by the courses they teach to engage in tasks beyond those specified in their contracts;
    - Faculty whose salaries are determined by the courses they teach and whose salaries have no allowance for "Administrative" or "Other" duties in their ARS appointment should be offered compensation when asked to engage in tasks beyond those directly related to teaching their courses.
    - While most NTT faculty consider themselves professionals and understand that professionals perform "extra duties as assigned", salaries for many Instructional Faculty are very low (the majority of such salaries are below $40,000 for FTE). Asking them to serve engage in work that is

not a part of their appointment agreement without additional compensation is inappropriate; as such, the standard procedure — for faculty whose salaries are determined solely by the courses they teach — should be to provide compensation when asking such faculty to perform duties beyond those in their appointment agreements.

8. Include NTT faculty in all campus awards and honors; or create college-level awards and honors, where none currently exist, and a campus-wide award in each of the three domains of academic activity, i.e. an award for excellence within Research, Teaching, and Service;
    - Where policies for awards and honors at the Department, College, and University level exclude NTT faculty from participation, there should be some compelling positive argument for limiting the award or honor to T/TT faculty. The default position should be the incorporation of NTT faculty in awards and honors.
    - If there are compelling arguments for generally excluding NTT faculty from awards and honors, the Provost should collaborate with the Council of Deans to create college-level awards and honors (where non currently exist), and also a Provost's award in each of the three domains of academic activity, i.e. an award for excellence within each of the domains of Research, Teaching, and Service.

<u>Governance</u>

1. Increase the representation of NTT faculty in the University Senate;
    - The “Single Member Constituency” structure for representation in the Senate has created a system in which three Senators represent nearly 3000 NTT faculty.
    - In 2010, the Senate approved recommendations by the Elections, Representation, and Governance Committee (Senate Document #09-10-28) to rectify this issue by reviewing of the Senate Plan of Organization in 2013-2014 and apportioning these senators under the new Plan. This Task Force fully endorses those recommendations.

2. Ensure that departments and colleges have written policies and procedures for including NTT faculty in unit-level self-governance for matters that involve them;

- The Provost should collaborate with the Council of Deans to ensure that, where departmental plans of organization don't already allow it, NTT faculty can vote on all departmental and college matters that involve them.
- Given that many NTT faculty reported that they had no knowledge of the opportunities for participation in governance at the department and college level, the Provost should collaborate with the Council of Deans to improve communication about such opportunities and to increase participation by NTT faculty.

Policies

1. Improve the administration and oversight of NTT faculty policies by tasking an administrator or committee within each college/school with coordinating such efforts both internally and with Faculty Affairs;
    - The Provost should collaborate with the Council of Deans to identify an administrator or standing committee within each college to coordinate communication about, and oversee compliance with, NTT faculty policies, and to facilitate the implementation of any changes to policies.
    - The College of Behavioral and Social Sciences has formed a Task Force on Non-Tenure Track Faculty in order to coordinate implementation of NTT initiatives across the college; other colleges/schools should do the same.
    - The Provost should direct the Office of Faculty Affairs to convene regular meetings with those college administrators or committee members to facilitate the development of institutional norms regarding NTT faculty.
    - The Faculty Ombudsperson should be well-versed in NTT faculty policies.

2. Improve access to faculty policies by establishing a campus protocol for how such information is presented through department and college web sites;
    - Recall that four Task Force members collectively spent approximately 30 hours unsuccessfully searching department and college web sites for information about policies and procedures that administrators had indicated was available online. Policies should not be so difficult to find.
    - The Provost should collaborate with the Council of Deans to establish a protocol for department and unit web sites such that links to department, college, and university policies (including departmental plans of organization) are no more than two clicks from the department/unit homepage.

- The Faculty Handbook on the Faculty Affairs web site should adopt a "Table of Contents" structure as used at http://www.provost.vt.edu/faculty_handbook/faculty_handbook.html

3. Amend the Policy on the Employment of Adjunct Faculty, II-1.07(A), so that all courses taught count toward eligibility for Adjunct II status;
    - courses taught in "self-support" or "entrepreneurial" programs during the fall and spring semesters should count toward the 36 credit threshold required for eligibility for Adjunct II status;
    - given that Winter Term courses can count toward satisfying T/TT faculty Workload, Winter Term courses should count toward the 36 credit threshold for eligibility for Adjunct II status;
    - given that appointments for summer session courses are written as 0% FTE appointments, faculty so appointed, being non-salaried, meet the Adjunct Policy applicability clause; as such, courses taught during summer should count toward the 36 credit threshold for eligibility for Adjunct II status.

4. Adopt either the term ***Professional Faculty*** or ***Professional Track Faculty*** in all institutional policies, procedures, guidelines, and communications when referring to faculty who are not tenured nor on the tenure track;
    - The following statement by a participant at one of our focus groups highlights the motivation for this recommendation:

        Even the term "non-tenure track faculty"
        *defines us by what we are **not**,*
        rather than by what we are.

    - Other institutions use labels such as *Adjunct Faculty*, *Affiliate Faculty*, *Contract Faculty* and *Contingent Faculty* for such appointments; however, these labels provide no indication that the contributions made by such faculty can be seen, as the Task Force charge puts it, as "a valuable resource."
    - In light of a review of classifications at other institutions, we recommend the institution use the term *Professional Faculty* or *Professional Track Faculty* because of the positive statement it makes about the group.

5. Revise applicability clauses in existing faculty policies to refer explicitly to "All Faculty", "Tenured/Tenure-Track Faculty", or "Professional Faculty", as appropriate;
    - Faculty should not have to consult with Legal Affairs to determine the applicability of faculty policies. The Senate should revise all policies that do not already have an explicit statement about whether the policy applies to T/TT faculty or NTT faculty — policies should refer explicitly to "all Faculty", "T/TT Faculty", or "Professional Track Faculty".
    - For those policies that explicitly exclude one category of faculty, the Senate should ensure that a comparable policy provide analogous provisions, to the extent feasible, for the other category. For example, while policies related to tenure are not applicable to NTT faculty, the specificity of the requirements for evaluation and promotion in the APT process should have a similar level of specificity for evaluation and promotion of NTT faculty.