

**2006 REPORT AND RECOMMENDATIONS
OF THE NON-TENURE TRACK FACULTY COMMITTEE**

March, 2006

Members of the Committee

Hugh Hindman, Co-Chair
Julie Horton
Karen Main
Holly Martin
Kitty Rominger, Co-Chair
Shea Tuberty
Jennifer Van Gilder

Valuable input was provided to the committee by Stan Aeschleman, Kinney Baughman, Dennis Bohr, Tim Burwell, Dave Haney, Len Johnson, David Larry, Mike Moore, Georgia Rhodes, Lynn Searfoss, Bobby Sharp, Diane Sides, John Turner, and Roger Winsor.

March 24, 2006

TO: Stan Aeschleman, Provost

FROM: Non-Tenure Track Faculty Committee
Hugh Hindman and Kitty Rominger, Co-Chairs

RE: 2006 Report and Recommendations

Additional copies to: Mike Moore, Faculty Senate
Bill Bauldry, Council of Chairs

We are pleased to transmit our *2006 Report and Recommendations of the Non-Tenure Track Faculty Committee*. In doing so, we wish to note our sense that, in ASU's new administration, we see a genuine openness to the concerns of the non-tenure track faculty, along with a sincere willingness to confront some of the abusive practices of the past. For that, we are greatly appreciative.

As you know, we have been grounding our work in the 2002 Report of the UNC Committee on Non-Tenure Track Faculty. That report contains 8 major recommendations and numerous sub-recommendations. For our 2006 report, we have chosen to focus on the first 4 recommendations from the UNC Report. We believe these 4 recommendations are the most important—that there should be a special urgency in taking care of these issues. If these issues are addressed effectively, many issues addressed by other recommendations may take care of themselves. If these issues are not addressed effectively, there may be little point in trying to address some of the remaining issues. We also believe that several of our recommendations, especially those regarding contracting practices, can be implemented as soon as Fall 2006 by the Office of Academic Affairs without extended campus deliberations. While some of our recommendations will require campus discussion, we urge you to set the tone for those discussions by rapidly implementing those recommendations that are under your immediate authority.

We stand ready to assist you and your office in any way we can to implement our recommendations. Thank you in advance for your commitment to ending the abuse and exploitation of non-tenure track faculty.

2006 REPORT AND RECOMMENDATIONS OF THE NON-TENURE TRACK FACULTY COMMITTEE

In February, 2001, at least partly at the instigation of ASU faculty, the University of North Carolina appointed a task force to study the use and abuse of non-tenure track faculty on the 16 constituent campuses and to make recommendations. The UNC Committee on Non-Tenure Track Faculty presented its report (hereinafter, UNC Report) to the UNC Board of Governors on March 6, 2002. The Board of Governors approved the report and charged the Office of the President to implement the report's recommendations (BOG Minutes, 3/6/02, pg. 22). Since then, there has been little conscious effort to address the report's recommendations. Indeed, with the turnover of ASU's top administration, ASU's new administration was not aware of the UNC Report or its recommendations until our committee brought it to their attention.

In the spring of 2005, ASU's Non-Tenure Track Faculty Committee resolved to evaluate conditions of non-tenure track faculty against the recommendations of the UNC Report and to make specific recommendations for the implementation of the UNC Report's recommendations at ASU. This report is the product of that resolution.

The UNC Report contains eight (8) major recommendations, along with numerous sub-recommendations. The recommendations generally fall into two categories. The first recommendation urges the limited and appropriate use of non-tenure track faculty. The remaining seven recommendations urge fair treatment of those non-tenure track faculty who are employed. This report presents the eight recommendations of the UNC report followed by recommendations from our committee as to how those recommendations might be best implemented at ASU. In this year's report we have

emphasized recommendations 1-4 because we believe them to be the most critical. Future reports will give greater attention to recommendations 5-8.

Part I—Limited and Appropriate Use of Non-Tenure Track Faculty

UNC Report Recommendation 1: Each UNC institutions should develop a staffing plan defining the desired mix of various types of faculty appointments and monitor its progress in moving toward its staffing goals.

Figure 1 shows the trend in use of non-tenure track faculty at ASU. It suggests that, unless this issue receives serious attention, the trend line is likely to continue its upward drift.

Fig 1 - Proportion of Total Instruction Delivered Off the Tenure Track

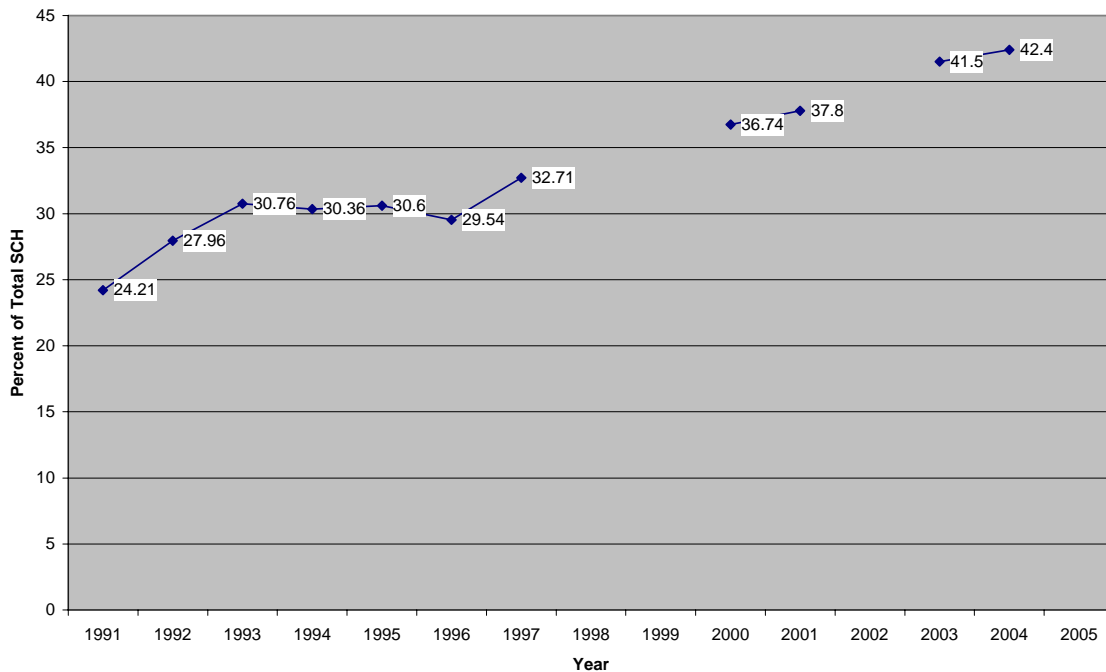


Table 1 shows ASU’s recent history regarding use of non-tenure track faculty. Using data from the “position metric,” it indicates the proportion of total instruction provided by non-tenure track faculty by department, by college, and for the university as a whole.

Table 1. Proportion of SCHs delivered off the tenure track, by department and college.

	2003-04	2004-05	Increase/Decrease
ANT	59.6%	35.7%	Dec
BIO	33.3	43.8	Inc
CS	11.1	12.6	Inc
CHE	21.8	15.7	Dec
ENG	53.2	53.7	Inc
FLL	60.2	65.5	Inc
GHY	25.2	29.4	Inc
GLY	44.2	38.6	Dec
HIS	31.6	45.1	Inc
IDS	35.2	47.4	Inc
MAT	44.0	43.3	Dec
P&R	40.0	50.9	Inc
PHY	27.9	45.0	Inc
PS	16.7	14.5	Dec
PSY	35.8	47.4	Inc
SOC	40.9	50.9	Inc
A&S Total	38.2	43.4	INC
ACC	28.1	30.3	Inc
CIS	55.6	53.7	Dec
ECO	33.8	35.1	Inc
FIN	47.2	33.9	Dec
MGT	41.7	23.4	Dec
MKT	36.0	31.1	Dec
COB Total	40.5	34.5	DEC
CI	46.4	45.3	Dec
HPC	32.9	34.5	Inc
LRE	25.7	29.1	Inc
LES	12.0	19.8	Inc
EDU Total	33.8	35.3	INC
ART	66.6	49.4	Dec
COM	46.3	43.4	Dec
FCS	53.9	48.4	Dec
HLE	58.7	61.6	Inc
TEC	50.3	47.6	Dec
TD	71.0	61.4	Dec
F&AA Total	56.2	51.9	DEC
MUS (AMU)	31.5	27.5	Dec
MUS (ENS)	37.4	36.5	Dec
MUS (MUS)	35.4	29.6	Dec
MUS Total	35.3	30.2	DEC
University Total	41.5	42.4	INC

42.4% of total university instruction is delivered by non-tenure track faculty. By college, the figures are: A&S (43.4%), COB (34.5%), EDU (35.3%), F&AA (51.9%), and MUS (30.2%). There are 7 departments (of 35) in which over half of total instruction is delivered by non-tenure track faculty (down from 9 in 2003-04). There are only 5 departments (of 35) in which less than 25% of total instruction is delivered by non-tenure track faculty (up from 4 in 2003-04). By any standard, this constitutes excessive use of non-tenure track faculty.

The UNC Report recommends constituent institutions consider two sets of standards from professional organizations in establishing staffing goals. One standard comes from the Conference on College Composition and Communication (CCCC) which suggests that departments reconsider their hiring practices when the percentage of sections taught by part-time faculty exceeds 10% (CCCC, 1989, pg. 3). The other standard is from the American Association of University Professors (AAUP) which recommends:

“Institutions should limit reliance on non-tenure track faculty. We recommend as guidelines that institutions limit the use of special appointments and part-time non-tenure track faculty to no more than 15 percent of the total instruction within the institution, and no more than 25 percent of the total instruction within any given department.” (AAUP, 2001, pg. 85)

ASU Committee Recommendation 1. We recommend that ASU adopt the less stringent AAUP standard as its long-term goal. This aims to limit use of non-tenure track faculty to no more than 15 percent of total instruction institution wide and no more than 25 percent of instruction in any given department. Further, since ASU is currently so far out of standard, it makes little sense to adopt fixed short-term goals or a firm target date for ultimate compliance. Instead, we recommend “measurable annual progress” as the continuing short-term goal.

In order to facilitate progress toward this ultimate goal, we have three additional suggestions that may help in managing the process:

1a. Each department should articulate its “ideal” staffing complement. In arriving at this ideal, number of course sections should be estimated based on projected demand along with considerations of optimum class size. The default assumption should be that all sections are to be covered by tenure track faculty. Consideration of reassigned time for research and other administrative duties, along with provision for periodic OCSAs, should be incorporated into the determination of the number of tenure track faculty required. In the ideal staffing pattern, course coverage by non-tenure track faculty should be treated as an exception to the default assumption and explained on a case-by-case basis.

1b. Where concentrations of non-tenure track faculty exist (ie, multiple FTEs), consideration should be given to consolidating part-time positions into full-time positions to the extent desired by the part-time faculty involved. Then, as these full-time positions are vacated through normal attrition, a decision can be made regarding the conversion of the position to a tenure track line. Note—this suggestion will also facilitate progress on recommendations for better treatment of non-tenure track faculty.

1c. Where especially high concentrations of non-tenure track faculty exist, consideration should be given to dedicating whole blocks of the curriculum to instruction by non-tenure track faculty. Examples might include Freshman Composition courses, or activity courses in Leisure and Exercise Science. This would facilitate management of the treatment of faculty within those blocks (eg., consolidation of part-time positions into full-time positions) and allow for more concentrated focus on reducing reliance on non-tenure track faculty in other parts of the curriculum.

Part II—Fair Treatment of Non-Tenure Track Faculty

Creation versus Existence of a Two-Tiered Faculty

One concern often expressed about examining and elevating the status of non-tenure-track faculty is that it would result in the creation of a two-tiered faculty. In reality, a two-tiered faculty already exists. The upper level consists of the tenure-track faculty, within which a sub-caste system exists (those who have tenure and those who do not; also, full professor, assistant professor, associate professor, etc.). Occupying the lower tier are the non-tenure track faculty. Numerically the larger group, the non-tenure track includes individuals who have taught a single course at Appalachian all the way up to individuals who have taught full-time for more than a decade. While many non-tenure

track faculty are perfectly happy with their situation (especially among those who teach only one or two courses every few years), many others (especially among those who teach more regularly) are not. It is not uncommon to hear them use terms like “abusive,” “oppression,” “insecurity,” or “exploitation” to describe their situation. For too many, the second tier is dysfunctional. We do not seek to create a two-tiered faculty—that already exists. We seek, instead, to create a functional second tier. Doing so will benefit, most obviously, the non-tenure track faculty. But it will also benefit students, the tenure track faculty, and the university as a whole when this critical complement of teaching faculty do not have to constantly worry about job security, health insurance, marginalization, dead-end futures, and related concerns that can create an unreasonable interference with academic endeavors.

UNC Report Recommendation 2. Each campus, whenever possible, should offer multi-year contracts (for three or more years, with eligibility for reappointment) to full-time non-tenure track faculty who have successfully completed a probationary period or otherwise demonstrated their effectiveness and contributions.

UNC Report Recommendation 3. The Office of the President should develop a policy and guidelines for non-tenure track appointments, requiring each institution to develop the following:

- A. A definition of “full time” faculty load applicable to non-tenure track positions and appropriate to the institution’s mission and program array;**
- B. A definition of assignments and responsibilities that constitute 50%, 75% and 100% loads, with identification of the employee benefits available to non-tenure track faculty employed at 50% or 75% of a full-time load;**
- C. A policy determining under what circumstances if any faculty on part-time appointments can be assigned full-time loads;**
- D. A policy determining under what circumstances part-time faculty should be issued two-semester continuing contracts with accompanying eligibility for benefits;**
- E. A policy for timely notice of appointment or reappointment of part-time faculty.**

We address recommendations 2 and 3 together. In our view, the most blatant abuse of non-tenure track faculty involves the manipulation of instructional loads and/or contracts

to avoid the payment of benefits (we would go so far as to call it blatant hypocrisy). This includes practices such as the infamous 4-2 contract, or the practice of keeping faculty who teach full-time or three-quarter time on semester contracts. The next most serious issue has to do with practices that effectively deny job security. Most non-tenure track faculty cannot be certain whether they will have work from one year to the next or one semester to the next. The existing policy requires no effective notice of non-reappointment, which places the burden on the faculty member to request such notice. While it is true that many non-tenure track faculty have been able to stitch together long careers, and while it may be a rare occurrence for long-term non-tenure track faculty to be terminated all of a sudden, it does happen. Lack of job security exists as an ever-present back-of-the-mind phenomenon that seriously impairs quality of work life and substantially threatens academic freedom.

1) Faculty who teach both Fall and Spring semester should, as a general rule, be placed on an academic year contract, regardless of whether they teach one course per semester or four. Only in the case of unforeseen circumstances should single-semester contracts be issued to those who teach both semesters.

2) Definition of loads:

100%--faculty on academic year contracts who teach 8 courses (24 hrs) per year during the normal academic term (spring and fall). This would include faculty who receive reassigned time, but whose workload totals to 24 hrs. All 100% faculty should be paid a salary and are eligible for all employee benefits.

75%--faculty on academic year contracts who teach 6 courses (18 hrs) per year during the normal academic term (spring and fall) regardless of how their course load is distributed across the two semesters. This would include faculty who receive reassigned time, but whose workload totals to 18 hrs. All 75% faculty should be paid a salary (prorated to 75% of the full-time salary) and are eligible for all employee benefits.

50%--faculty on academic year contracts who teach 4 courses (12 hrs) per year during the normal academic term (spring and fall) regardless of how their course load is distributed across the two semesters, provided they teach at least one course during each semester. 50% faculty may be paid either on a salary basis or on a per course basis. 50% faculty are generally not eligible for employee benefits, except that they may purchase health insurance from the university at cost.

3) *Contracts and instructional loads should never be manipulated for the purpose of avoiding payment of benefits.*

4) *Part-time faculty should be given the opportunity to increase their workload, up to and including full-time status, if they so desire and provided such increases in load are consistent with the needs of the institution and the faculty member's expertise. That is, before additional part-time faculty are hired, current part-time faculty who wish to increase their workload should be offered available courses for which they are qualified. This might include consideration of teaching opportunities outside the faculty member's home department (eg, Freshman Seminar and the like). Likewise, before a full-time faculty member's workload is reduced as a result of declining institutional needs, efforts should be made to find additional courses appropriate to the faculty member's qualifications, even if this means searching outside the home department.*

5) *Faculty on 100% or 75% load should be eligible for reappointment. Currently, the Faculty Handbook characterizes each successive appointment as an "initial appointment." This should be changed. Further, faculty should become eligible for multi-year appointments after accumulating sufficient years of service. Finally, faculty with extended service to the university should be provided extended notice in the event of non-reappointment (ie, the terminal year contracts tenure track faculty receive). We recommend the following schedule:*

- A. *Initial appointments at the 100% or 75% level should be made for one academic year. During the spring term, each faculty member should automatically be considered for reappointment, with a decision to be reached and notice to be given before the end of the spring term.*
- B. *After two consecutive one year appointments, the faculty member should be considered for reappointment to a three year term.*
- C. *After two consecutive three year appointments, the faculty member should be considered for reappointment to a five year term.*
- D. *Faculty on three year appointments should be considered for reappointment during the spring term of their second year, with a decision to be made and notice to be given before the end of the term. Faculty on five year appointments should be considered for reappointment during the spring term of their fourth year, with a decision to be made and notice to be given before the end of the term. This will assure, in the event of non-reappointment, the faculty member receives a terminal year contract.*
- E. *Process. The procedures used to consider non-tenure track faculty for reappointment should be the same as those used to consider tenure track faculty for reappointment.*
- F. *Criteria for reappointment should include:*
 - *Demonstrated effectiveness in teaching,*
 - *Conscientious fulfillment of teaching and other assigned duties,*
 - *Maintenance of any licenses, certifications, or other professional qualifications relevant to the position,*
 - *Potential for future contributions, and*
 - *Institutional needs and resources.*

UNC Report Recommendation 4. Each campus should develop a set of clearly defined position descriptions and titles for full- and part-time non-tenure track positions. The use of “advanced” titles with appropriate salary increases and other recognition should be considered to appropriately distinguish faculty with longer service records and accomplishments (for example, Senior Lecturer or Research or Clinical Faculty with rank).

All faculty are worthy of dignity and respect for who they are. Most are worthy of honor for the work they do. When titles are assigned haphazardly, on an ad-hoc basis, it signals lack of respect—as if it really does not matter what you call us. When terms like “adjunct” are applied arbitrarily to deny voting rights—to deny organizational citizenship—it undermines dignity. When faculty are locked into dead-end titles forever, it feels as if their work is not honored. Titles should mean something. They should be used in a way that conveys dignity, respect, and honor. Recognition of citizenship rights is likely to be reciprocated by greater voluntary participation in university affairs.

1) The term “adjunct” as a prefix to title or rank should be used sparingly. It is appropriate for one whose principal employment, income, or professional work does not come from ASU. Thus, “adjunct” should rarely, if ever, be applied to someone who teaches half-time or more. This addresses the problem of lack of voting rights for many non-tenure track faculty simply because their title includes the term “adjunct.”

2) All faculty, including all non-tenure track faculty, should have the opportunity to advance in rank based on a combination of length of service and meritorious service. However, advancement in rank should not be required. That is, we are not proposing an “up or out” process.

3) The Department of Language, Reading, and Exceptionalities (LRE) has a policy and program providing for advancement in rank with appropriate salary increments among Clinical Faculty (from Clinical Instructor, to Clinical Assistant Professor, to Clinical Associate Professor, to Clinical Professor). We believe this policy and program can serve as a model for best practices that can be applied as ASU expands use of Clinical titles in conjunction with the university’s health care initiatives. LRE’s policy and program is attached to this report as Appendix A.

4) Lecturer is the most common title for non-tenure track faculty. Lecturers should have the opportunity for promotion to Senior Lecturer on the following basis:

- A. *Eligibility for consideration. Lecturers who have taught a minimum of 40 courses (or sections thereof), or who have a minimum of twelve years of service teaching at Appalachian, are eligible for consideration for promotion to Senior Lecturer. Thus, a full-time Lecturer could become eligible for promotion after five full years of service, but even a Lecturer who teaches only one course per academic year could become eligible after twelve years.*
- B. *Process. The procedures used to consider non-tenure track faculty for promotion should be the same as those used to consider tenure track faculty for promotion.*
- C. *Criteria for Promotion. Departments may establish their own criteria for promotion, provided they are not inconsistent with the following:*
 - *Recognized skill in teaching,*
 - *Conscientious fulfillment of teaching and other assigned duties,*
 - *Maintenance of any licenses, certifications, or other professional qualifications relevant to the position,*
 - *Potential for future contributions, and*
 - *Demonstrated ability and participation in institutional affairs.*
- D. *Salary Increment. Faculty paid on a salary basis should receive a \$2,000 increase, above and beyond and increase provided for merit, on promotion to Senior Lecturer. Faculty paid on a per course basis should receive a 10 percent increase in their per course rate on promotion to Senior Lecturer.*

5) Boundaries between the tenure track and the non-tenure track should not be completely impervious. For example, where a non-tenure track faculty member has or attains the terminal degree in the field, and where that person is committed to a program of scholarly research, and where that person desires a tenure track position, and where a need exists for faculty with that person's expertise, consideration should be given to elevating that person into a tenure track position. It should be noted that this does not require the existence of a vacant position for which the non-tenure track faculty would be required to compete with external candidates. Rather, the non-tenure track position can be upgraded to tenure track without the posting of a vacancy.

UNC Report Recommendation 5. At campuses which have not done so, full-time and part-time non-tenure track faculty should be provided a specific description of the evaluation process and criteria by which their performance will be judged and how the evaluations will be linked to reappointment and salary determination; training should be provided to department chairs on effective means of evaluating and supervising non-tenure track faculty.

UNC Report Recommendation 6. Each campus should:

- A. Provide non-tenure track faculty adequate orientation to their responsibilities and access to office space, telephones, computers, e-mail, clerical support and other assistance necessary to fulfill their responsibilities;**
- B. Develop guidelines for the proper compensation, either through stipends or adjusted teaching loads, for advising and administrative activities assigned to non-tenure track faculty;**

- C. Include non-tenure track faculty as appropriate in decision-making processes at the department, college, and university level, particularly in decisions affecting their own responsibilities and employment conditions.**

UNC Report Recommendation 7. Each campus should provide opportunities to non-tenure track faculty for professional development activities and for recognition of their accomplishments through campus awards.

Our Committee intends to continue studying UNC Recommendations 5-7 and incorporate campus-specific recommendations in future reports. This year, we make only two limited recommendations:

1) Faculty who are paid a salary may appropriately be expected to engage in a commensurate level of activities beyond those associated with their teaching duties, such as advising, committee service, or scholarly activities. The nature and extent of any such expectations should be made clear prior to execution of the contract. Non-tenure track faculty encumbered with heavy service or scholarly expectations should qualify for reassigned time on the same basis as tenure track faculty.

2) Faculty who paid on a per course basis are paid only to teach and should not be encumbered with expectations for advising, committee service, or scholarly activities. Note, this should not be read as a prohibition on advising, service, or scholarly activities.

UNC Report Recommendation 8. As part of their staffing plans, institutions should:

- A. Analyze the compensation of full-time and part-time non-tenure track faculty and weigh this compensation against the duties and responsibilities of these positions;**
- B. Increase compensation where appropriate to ensure the continued employment of qualified, experience, and professional faculty;**
- C. Develop policies for the eligibility of full-time non-tenure track faculty for regular salary increases and for increases in part-time faculty stipends, both across-the-board within disciplines and for individual faculty based on experience and performance.**

Tenure track members of the Committee are regularly surprised that compensation is not a major issue in the eyes of most non-tenure track faculty. Of course, all faculty would prefer more as opposed to less. But concerns over compensation are dwarfed by concerns over the many inequities addressed above. Therefore, we will defer recommendations regarding compensation for a future report.