

**UNC Constituent Institution Responses to the Report of the  
Committee on Non-Tenure Track Faculty**  
September 2008

## **Introduction**

The Committee on Non-Tenure Track Faculty, appointed by Dr. Gretchen M. Bataille, Senior Vice President for Academic Affairs, was charged with examining the employment of non-tenure track faculty at the University of North Carolina “from numerous perspectives, including the needs of the institutions as well as the conditions of employment for this group of faculty” and making “a series of recommendations that meet both the needs of faculty we employ and the institutions in need of their services.”

The committee recognized that issues for both non-tenure track faculty and institutions vary in relation to various types of appointments—clinical, research and teaching faculty, for example—and that faculty members accept non-tenure track positions for a variety of reasons. Just as there is no single profile for non-tenure track faculty members, there is no single set of concerns and no single set of remedies to address the needs of non-tenure track faculty as a group. However, based on its review of literature, data on non-tenure track faculty, surveys of chief academic officers, focus groups, and questionnaires from non-tenure track faculty, the committee identified a number of issues related to the employment of non-tenure track faculty that UNC institutions should address. In its 2002 report, the committee produced a set of eight recommendations for addressing these issues.

On April 30, 2008, Senior Vice President for Academic Affairs Harold Martin sent a memo to Chief Academic Officers asking for campus responses to the eight sets of recommendations. Campus responses to each recommendation are summarized below following an analysis of non-tenure track faculty trends and a brief system-wide summary.

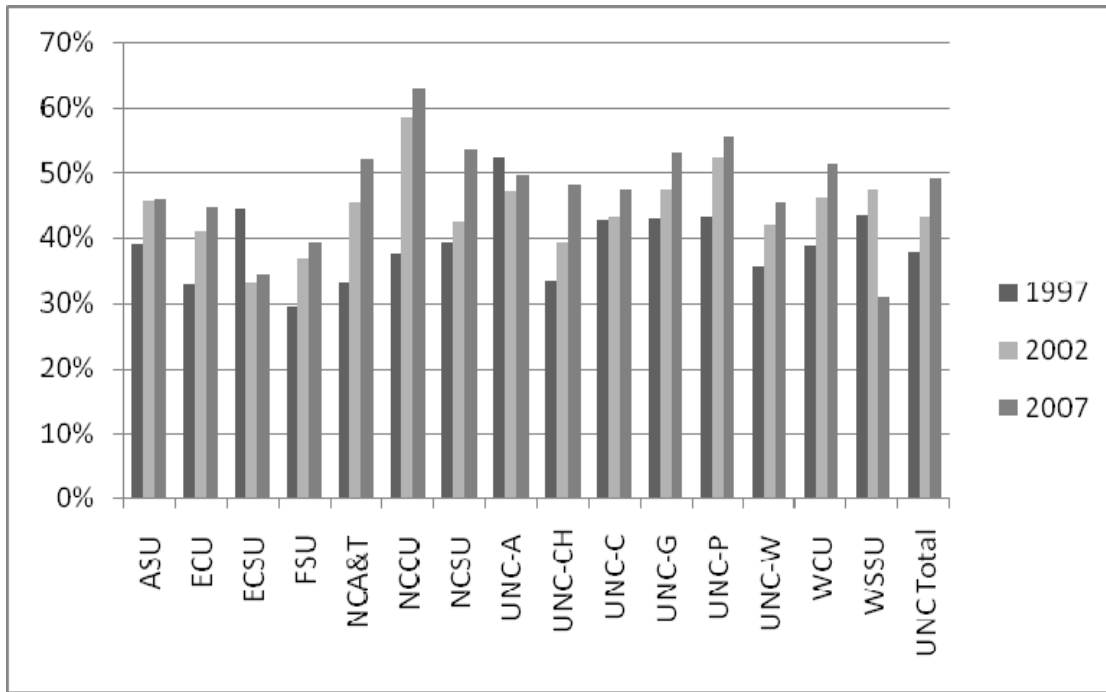
## **UNC Non-Tenure Track (NTT) Faculty Trends**

During the five years after the 2002 report on non-tenure track (NTT) faculty, the overall percentage of these faculty on UNC campuses increased even faster than in the five years preceding the 2002 report. For the 15 universities with tenure systems, the overall percentage of NTT faculty increased from 38% in 1997 to 43% in 2002 to 49% in 2007. Only one campus (WSSU) decreased in percentage of NTT faculty from 2002 to 2007. **Figure 1** shows the percentage of NTT faculty for each campus for the three years as well as the overall system percentage.

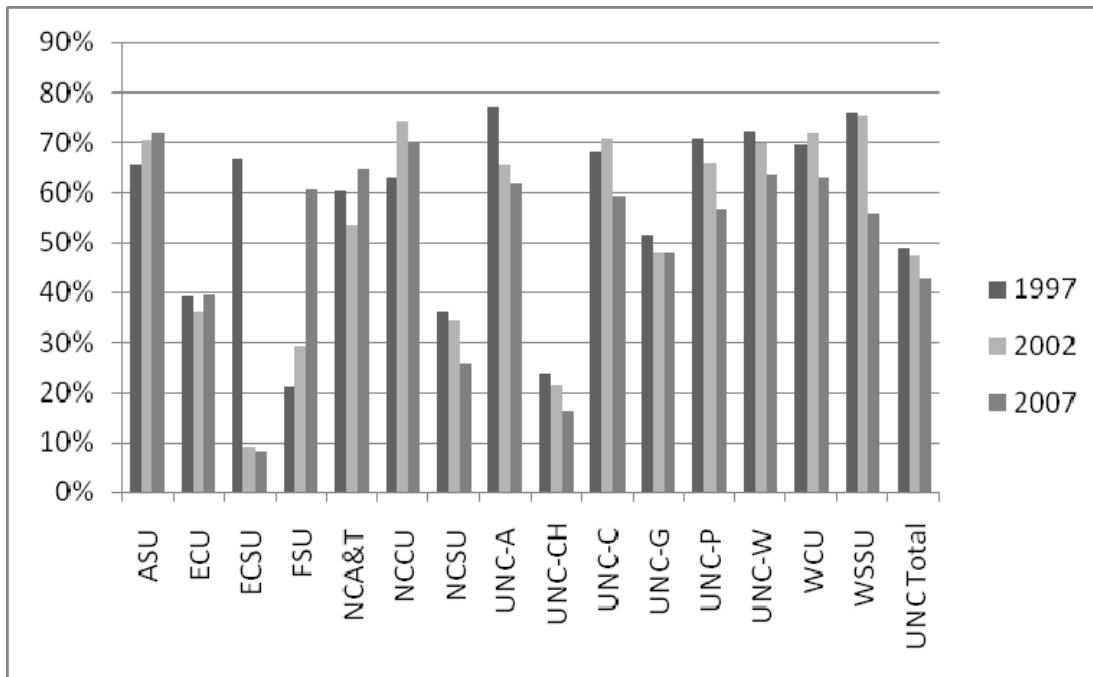
During the same period, the overall percentage of NTT faculty that are part-time has decreased from 49% in 1997 to 47% in 2002 to 43% in 2007. The percentage of part-time NTT faculty decreased on 10 UNC campuses from 2002 to 2007, increased on four campuses, and remained the same on one. **Figure 2** shows the campus and overall trends in part-time NTT faculty *as a percentage of all NTT faculty* from 1997 to 2007.

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**Figure 1. Percentage of Non-Tenure Track Faculty: 1997-2007**



**Figure 2. Percentage of Non-Tenure Track Faculty That Are Part-Time: 1997-2007**



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### **Summary of Campus Responses to Report Recommendations**

Campuses are at various stages and are taking several approaches to developing staffing plans that define and monitor the mix of types of faculty appointments. Several campuses have campus-wide task forces or standing committees on non-tenure-track (NTT) faculty that have developed policies and monitor these appointments. Others have delegated this responsibility to major academic units such as schools and colleges. Seven UNC institutions indicate that they have not developed such staffing plans but are at some point of information gathering and consultation that will lead to creation of such plans.

Nine UNC institutions indicate that they have campus policies or practices in place to offer multi-year (at least three years) contracts to NTT faculty. Several others have academic units that offer two- or three-year contracts. Other campuses indicate they will review this issue.

Regarding Recommendation 3 that General Administration should develop a policy and guidelines for NTT faculty teaching loads and other responsibilities, such guidelines have not been developed. Eleven UNC campuses, however, indicate that they have developed such guidelines either at the campus or academic unit level.

Eight campuses indicate that they have developed a set of clearly defined position descriptions and titles for full- and part-time non-tenure track positions. Several others have such descriptions for certain schools and colleges, and others are currently developing such descriptions and titles.

Campuses generally provide full-time and part-time non-tenure track faculty with 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. Campuses vary, usually according to the size of the campus, as to whether these processes and criteria are established at the campus or academic unit level.

Most campuses provide orientation for new NTT faculty regarding their responsibilities, although this occurs at the academic unit level in some cases and some campuses are improving their orientation procedures. All campuses indicate they provide NTT faculty with office space and appropriate support, and most indicate that adjustments are made for non-teaching responsibilities, either through stipends or reduced teaching loads. Practices vary both at the campus and academic unit levels regarding inclusion of NTT faculty in various decision-making processes.

UNC institutions indicate that faculty development activities are available to NTT faculty and that teaching awards are available, sometimes at the academic unit level. Some campuses indicate that further progress in these areas is needed.

Ten UNC campuses indicate that they have conducted either recent one-time or periodic compensation studies that include NTT faculty, although some of these studies occur at the school or college level. Other campuses indicate agreement that such analyses are needed.

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**Individual Campus Responses**

*Recommendation 1: Each UNC institution 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. These plans should be developed with input from a broad array of campus constituencies, including non-tenure track faculty. The staff of the Office of the President should also undertake periodic studies of the mix of faculty appointments across the University.*

**ASU**

Formal university-wide procedure for creation of staffing plans developed in 2005. Departments in consultation with deans and Academic Affairs formulate staffing plan models, which include the proposed mix of tenure/non-tenure track across levels of instruction. Annually these model values are compared to Delaware Workload benchmarks, the enrollment growth funding formula, and actual student credit hours to guide resource allocation.

**ECU**

Significant enrollment increase has occurred at ECU over the past ten or more years. With this enrollment expansion, the proportion of full-time fixed-term faculty has also increased. This increase in the percentage of faculty who are non-tenure track is a national trend that is certainly not unique to ECU. Mindful of concerns that the appropriate mix of faculty appointments be maintained, the chancellor has provided an annual report to the Faculty Senate concerning the proportion of faculty appointments among tenured, tenure-track, and fixed-term faculty. Further, Part 5 of the September 7, 2006 report of the Task Force requires that each unit's annual report include the faculty staffing analyses and projections developed by the unit administrator with input from the unit's fixed-term, tenure-track, and tenured faculty. In addition, the report specifies that repeated reemployment of faculty members in full-time, fixed-term positions is justifiable only when certain conditions apply, such as (a) the position is not permanently assigned to the unit, (b) the position is addressing temporary needs, (c) the position is by its nature term limited such as a three-year endowed professorship, and other appropriate reasons. Qualified full-time, fixed-term faculty members are encouraged to apply for tenure-track positions. Further, the report stipulates that the continuous reappointment of part-time or temporary positions that do not afford benefits to the candidate should be avoided.

**ECSU**

ECSU has proposed the implementation of a Task Force to examine the employment policies and practices of non-tenure track faculty and part-time faculty as delineated in the eight recommendations from the UNC Committee on Non-tenure Track Faculty. The Task Force, chaired by the Provost and Vice Chancellor for Academic Affairs, will be comprised of representatives from the Division of Human Resources, the Division of Academic Affairs and the Faculty Senate. This Task Force will be charged with reviewing the current employment practices, policies and procedures of non-tenure track faculty and part-time at Elizabeth City State University. The Task Force is expected to examine the following areas of concern and submit a summary report that includes any recommendations for revisions to current policies and

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procedures, that would meet both the needs of the faculty that we employ and the needs of ECSU.

- Collaborate with deans in establishing staffing plans consistent with the goals and mission of the university.
- Address the following areas relating to non-tenure track faculty
  - 1) Credentials for designation as non-tenure track
  - 2) General description of duties
  - 3) Compensation practices
  - 4) Advancement practices
  - 5) Multi-year contracts
  - 6) Involvement in faculty activities, other than teaching
  - 7) Access to facilities, resources and faculty development activities
  - 8) Inclusion in new faculty orientation activities
  - 9) Recognition for achievements and contributions
  - 10) Evaluation process
  - 11) Notifications of reappointment and non-reappointments
  
- Address the following areas relating to part-time faculty
  - 1) General description of duties
  - 2) Compensation practices
  - 3) Involvement in faculty activities
  - 4) Access to facilities, resources and faculty development activities
  - 5) Inclusion in new faculty orientation activities
  - 6) Recognition for achievements and contributions
  - 7) Evaluation process
  - 8) Notifications of reappointments and non-reappointments

### **FSU**

The Fayetteville State University Non-Tenure Track Faculty (NTTF) Ad Hoc Committee's charge was to develop an implementation strategy to address the University of North Carolina General Administration (UNC-GA) recommendations regarding the equitable treatment of non-tenure track faculty. Prior to developing a staffing plan, FSU must gain a clear understanding of the number, distribution, and use of non-tenure track faculty across the campus. The following factors should guide this investigation:

- The current number of non-tenure track faculty and projected NTTF needs in light of projected enrollment and demands by off-campus sites including Ft. Bragg Army Base and Seymour Johnson Air Force Base
- The distribution of NTTF across departments and classroom delivery modalities (e.g., online, off-campus, on-campus)
- SACs and specialized accreditation requirements regarding the use of NTTF.

The committee recommends that the concerns and needs of departments and non-tenured track faculty be gathered through the administration of a campus-wide survey.

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**NCA&TSU**

NC A&T has not developed a staffing plan defining the desired mix of various types of faculty appointments. There have been several discussions about reducing the number of part-time adjunct faculty who interact with first and second year undergraduate students. This has been accomplished to some degree with the introduction of our University Studies program and the hiring of full-time tenure track faculty to staff these core courses. The Dean of University Studies is strongly opposed to using adjuncts to teach the UNST courses and is proposing establishing limits on the number of adjuncts we allow to teach at the freshmen and sophomore levels. NC A&T will begin a careful study of the proper ratio of the different types of faculty with a report due by the end of the fall semester.

**NCCU**

NCCU has put forward a concerted effort to reduce the number of non-tenure track faculty by filling vacant positions with tenure-track faculty. However, as a result of enrollment growth, budget restraints, the need for clinical and special faculty, retirements and phased retirements the university continues to employ non-tenure track adjuncts and visiting lecturers and professors who are desperately needed to teach required courses. Nonetheless, there is a cause for concern with 48% of the faculty in certain academic units being non-tenure track. Because they are on the faculty and providing an important service, there is a need to address the position and status on non-tenure track faculty. If certain issues are more directly addressed the quality of service will undoubtedly improve. The University would be well served to revisit UNC General Administration's 2002 Report and consider implementing recommendations that address appointments, contracts, compensation, evaluation, and professional development. Most importantly, the University should adhere to the Report's recommendation and develop a staffing plan that addresses hiring needs, practices, positions, appointments, compensation, and other relevant issues.

**NCSU**

In September 2002 then Provost Stuart Cooper appointed an NC State University Non-Tenure Track (NTT) Faculty Task Force that was charged to review and write an NC State response to the "2002 Report from the Non-Tenure Track Faculty Committee on Part-Time Faculty." The task force submitted their report in March 2004 to then Provost James L. Oblinger.

NC State has continued to address the recommendations and to clarify the role of non-tenure-track faculty in our university. In general, we believe that non-tenure-track faculty are an essential element of our university's faculty, contributing greatly to the accomplishment of our mission. Because NC State is a land-grant university with a broad portfolio of teaching, research and extension/engagement/economic development programs, we employ many non-tenure-track personnel. These include positions that have historically been part of the university (e.g., extension field faculty, veterinary clinical faculty) but do not immediately come to the mind of the general population or others who may have an interest in the welfare of such faculty. Because of our historic inclusion of non-tenure-track faculty in our university family, we have been and remain committed to their professional and personal success. For this reason, we have been working to assure that non-tenure-track faculty are given the same general status and working conditions as tenure-track faculty.

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NC State endorses decentralized strategic staff planning for the employment of non-tenure track faculty, called Special Faculty at NC State, at the college and department levels. Deans were so informed in 2004 and this continues to be their responsibility as they are in the best position to determine the appropriate model for their college and its departments

**UNCA**

UNCA has not developed a plan but welcomes guidance from GA through the proposed periodic studies of faculty appointments across the system. UNCA would welcome the development of policies through GA and possibly an intercampus committee that would assist institutions in shaping internal policies regarding faculty workload, position definitions, continuing contracts, and other relevant matters.

**UNC-CH**

UNC-Chapel Hill has delegated this authority to the deans of the various schools to address staffing needs as they deem most appropriate, but the Provost Office has maintained oversight of staffing through the Office of Institutional Research. We provide an annual census of faculty appointment by type to the Committee on Fixed Term Faculty, and a representative of the Office of the Provost discusses the implications of the staffing mix with the committee.

**UNCC**

All seven UNCC major academic units (colleges) have staffing plans in place.

**UNCG**

The Bryan School of Business and Economics uses AACSB International, the accrediting body for business schools, guidelines on percentages of academically and professionally qualified faculty and of participating and supporting faculty. Non-tenure track (NTT) faculty members are most professionally qualified faculty, with full-time NTT faculty members being considered as fully participating faculty and part-time faculty members being considered as supporting faculty. These percentages guide faculty composition staffing plans.

The School of Nursing has fixed term clinical track faculty who provide the primary support for the undergraduate program. The school's plan is to have enough clinical track faculty for teaching laboratories and the undergraduate clinical courses in clinical agencies.

The School of Health and Human Performance has a promotion policy and document, posted on the web site, with parallel tracks to the tenure track. These are called Academic Professional Track faculty, or APT.

In 2004 the School of Education faculty adopted the Clinical Faculty Guidelines. To maintain strength of the research mission, the number of clinical faculty is limited to no more than 15% of the total faculty positions.

The School of Human Environmental Sciences has a specific policy regarding the employment of Academic Professionals (AP). These faculty are in each department, and their work

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assignments are the responsibility of the department chair. They hold multi-year contracts (usually 3-5 years) and hold rank (such as AP Assistant Professor, etc.)

### **UNCP**

During the last three academic years, the UNCP Office of the Provost has been working with academic affairs leadership to measure, evaluate, and analyze faculty appointment and staffing patterns. Attention has been directed to decreasing the institution's reliance on temporary and part-time faculty, increasing the number of full-time tenure-eligible and non-tenure eligible appointments, and establishing practices and policies to govern the use of part-time and contingent faculty. Specific examples of progress in this area include:

- Increased the number of full-time tenure-eligible faculty positions
- Converted numerous temporary instructor-level positions in English to full-time benefits eligible tenure and non-tenure track appointments
- Decreased the utilization of temporary and part-time faculty at off-campus instructional sites (Sandhills, Fort Bragg, Richmond Community College, Cape Fear Community College)

Furthermore, the University's Office of Institutional Effectiveness has conducted a number of statistically rigorous studies to explore and examine the impact on part-time faculty utilization of student learning outcomes, student retention, and academic course selection. The results of these inquiries reveal that faculty teaching part-time, and full-time in non-tenure eligible appointments, achieve student learning outcomes (expressed in end of semester grades) equal to or greater than their tenure-eligible peers, have no adverse impact on the likelihood of student retention and continued enrollment, and obtain student evaluation of teaching ratings equivalent to their tenured and tenure-eligible colleagues.

### **UNCW**

Academic Affairs, specifically the Associate Vice Chancellor for Faculty Support and Development, is refining a plan that specifies goals for the ratio of desired full-time to part-time faculty. This effort is part of a broader examination of the faculty recruitment and retention component of the Phase II of the UNC Tomorrow initiative. The full-time to part-time faculty ratio goals are being developed as part of a broad-based examination that also is looking at planning for retirements and attrition, demographic shifts, multi-generational issues, and shortages in critical areas. Discussions with appropriate administrative and faculty committees have begun and formal presentations to these groups will occur during the 2008-09 academic year. This process will include input from a broad array of campus constituencies including non-tenure track faculty.

### **WCU**

WCU is making progress towards this recommendation. (1) The Strategic Planning Committee is defining key performance indicators to indicate the desired percentage of tenure track and fixed term appointments. These should be finalized in the early fall. (2) The Provost is working with each college to determine the optimal mix of part time faculty allocated to each department. The projected time for completion of the staffing plan is January 2009.



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**WSSU**

The School of Business and Economics, the Department of Computer Science, and the Department of Chemistry developed specific staffing plans for the employment of non-tenure track faculty. Other departments have focused on hiring a larger percentage of full-time tenure-track faculty members with terminal degrees in their field, hiring full-time non-tenure track faculty who can assist with teaching and service responsibilities, and reducing the number of part-time faculty. This is being done so that the university can have an adequate number of faculty to conduct the teaching, research, and service responsibilities of the faculty.

*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.*

**ASU**

ASU currently offers multi-year contracts to a number of full-time non-tenure track faculty and will extend this practice as resources permit.

**ECU**

ECU's current tenure regulations (Appendix D of the Faculty Manual amended in January 2007) provide that "Whenever possible multi-year contracts, of up to five years, with eligibility for renewal, will be offered to fixed-term faculty members who have demonstrated their effectiveness and contributions and/or who have outstanding credentials." Further, on February 1, 2008, the Office of the Provost and Vice Chancellor issued general guidelines to units concerning the provisions to consider in recommending multi-year contracts for fixed-term faculty. A copy of these guidelines is available for review. Personnel Policies contained in Appendix C of the ECU Faculty Manual further define general criteria for fixed-term faculty titles and progression or advancement in title, with a provision that academic unit governing codes state more specific criteria for evaluation and advancement in title for fixed-term faculty.

**ECSU**

The University currently offers only one-year contracts for full-time non-tenure track faculty. This area of concern is included in the charge given to the Task Force for review and appropriate recommendations.

**FSU**

FSU should conduct a cost-benefit analysis to determine the cost of multi-year contracts given the current practice of paying NTTF through lapsed salaries. An investigation of current practices must be made with the primary focus on departmental needs for full-time NTTF. This investigation will provide input on the current and projected number of multi-year contracts.

**NCA&TSU**

NC A&T does offer two year contracts to clinical faculty in the School of Nursing. It is not a common practice in other schools and colleges. NC A&T will determine if any other

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schools/colleges are interested in multi-year contracts and make sure that they are available for all for the 2009-2010 academic year.

### **NCCU**

Whenever possible units do hire non-tenure track faculty for the entire academic year and provide benefits. There are non-tenure track faculty with multi-year contracts or continuing appointments who receive benefits and are eligible for annual salary increases. However, it appears that there are more non-tenure track adjuncts and visiting lecturers who receive minimum salary and no benefits. It is important that non-tenure track faculty members are clearly aware of the details of their appointment or contract. They should have no misunderstandings as to the salary, benefits, or the duration of their time of service. The University must be mindful not to deceive or imply in any way that a non-tenure track position or appointment may become tenure track.

### **NCSU**

NC State implemented [Regulation 05.20.34 Special Faculty Ranks and Appointments](#) which includes the ability to do this. This regulation remains in force today. In addition, [POL 05.20.01 Academic Tenure Policy](#) includes guidance on promotion of special faculty.

### **UNCA**

UNCA asks new NTT faculty to complete three one-year contracts as a probationary term. This enables UNCA to evaluate both the faculty member and the need for the position. Following this, a three-year contract can be offered. NTT faculty who have served several three-year contracts can be recommended by the department for a five-year contract. A Position Allocation Committee, consisting of deans and rotating chairs and directors serves as a recommending body to the Provost regarding long-term positions and multi-year contracts.

### **UNC-CH**

UNC-Chapel Hill formally adopted this policy on February 11, 2005, with the Passage of Faculty Council Resolution 2005-2 and its subsequent implementation by the Office of the Provost.

### **UNCC**

All seven UNCC major academic units (colleges) offer multi-year contracts.

### **UNCG**

The Bryan School is implementing phase-in basis three year contracts for our full-time continuing NTT faculty. We are investigating other UNC schools' practices since this year UNC-CH hired one of our long serving NTT faculty members on a five year contract at twenty-plus percent higher salary and twenty-five percent lower teaching load (e.g. a 3/3 instead of 4/4). Nursing employs non tenure track faculty as lecturers for their first year of employment. Then a committee of clinical track faculty reviews their credentials for appointment on the clinical track the following academic year.

Health and Human Performance provides an initial one year contract, then three year contracts.

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The College of Arts and Sciences generally recommends multi-year appointments for non-tenure track faculty after a satisfactory initial 1-year term, unless the appointment is specifically intended for a limited term (e.g., to fill a temporary vacancy caused by resignation or research assignment). Normally, multi-year appointments are for two or three years, but up to five years may be approved in special circumstances.

Education's Clinical faculty are appointed to contracts ranging from 3 to 5 years, which are renewable.

The School of Human Environmental Sciences employs adjunct faculty for short-term assignments in teaching. Usually these NTT faculty teach one or two courses per semester under the supervision of the department chair. Occasionally, NTT faculty are employed full time for one academic year; in such cases, department chairs will assign their workloads accordingly and they will be expected to teach 3-4 courses per semester, with no expectations of research activity.

### **UNCP**

The University currently offers multiple year contracts to full-time non-tenure track instructor appointments to temporary faculty who have demonstrated excellence in teaching and commitment to the University. However, there are circumstances which often warrant the necessity and flexibility of offering one year or two-year limited contracts to contingent faculty, including failed searches for tenure-track appointments, educational and medical leaves of absence for incumbent faculty, and the temporary academic administrative reassignment of tenured faculty.

### **UNCW**

UNCW has completed its review of contracts with non-tenure track, full-time faculty. A policy on multiple year appointments and Senior Lecturer positions is currently in place, sanctioned by the Faculty Senate, and effective beginning August 1, 2007.

### **WCU**

WCU implemented a formal process for multi-year contracts this spring semester for its full time fixed term faculty.

### **WSSU**

Currently, most departments offer one year fixed-term contracts to non-tenure track faculty. The exception occurs in cases of appointments of visiting faculty who may have two year appointments and clinical faculty in the School of Health Sciences who have two to three year appointments.

It is expected that when final revisions are made to the Tenure Policies and Regulations, non-tenure track faculty in the rank of instructor will be given two year appointments instead of one year fixed term appointments.

With unspecified looming retirements by Academic Qualified (AQ) faculty in the School of Business and Economics, offering long-term contracts to Professionally Qualified (PQ) faculty

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may result in a violation of the required proficiency ratios. Instead, the focus is on hiring and retaining AQ faculty, and hiring PQ faculty as necessary.

The College of Arts and Sciences and the School of Education and Human Performance will propose the necessary revisions to the Tenure Policies and Regulations in fall 2008 so that departments will be able to offer multi-year contracts to some full-time non-tenure track faculty.

***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.

**ASU**

- a) For all instructional faculty, ASU defines “full-time” load as 12 credit hours. The majority of NTT faculty meet this requirement by teaching 12 credit hours per term and engaging in student advisement and committee work generally concomitant to full-time faculty employment;
- b) A 50% load consists of 6 credit hours teaching or equivalent responsibilities; a 75% load is 9 credit hours. No state-subsidized health or retirement benefits are provided to employees at 50% although they can secure these benefits by paying both the state and individual’s portions of the usual cost. At 75%, employees receive all state benefits provided for those at 100%;
- c) When (1) there exists a definite institutional need, (2) affected faculty are willing to assume increased loads, and (3) positions are available out of which to pay the benefits associated with the increased load;
- d) Contingent on the individual being at least at 75%. Clear institutional need and available position from which to pay benefits is required;
- e) Section 3.4.2.8.2 of the ASU Faculty Handbook states the policy. Department chair, upon faculty member’s written request made not later than 90 calendar days before term expires, shall give a written decision within 20 calendar days. Part-time faculty with successful records on contracts of less than an academic year may generally rely on continuing employment. Policy is that department chairs act as early as practicable to notify such faculty of their teaching assignments.

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**ECU**

Other than the existing policy contained in 400.3.4 of the UNC Policy Manual related to faculty workload monitoring and reporting, which was approved prior to the UNC Task Force Recommendations in 2002, I can find no policy or guidelines disseminated by the Office of the President (General Administration) addressing recommendation 3. However, ECU does have published benefit information related to employees who are appointed at 50 percent, 75 percent, and full-time. Regular employee benefits such as health insurance and retirement are consistent with other State employee benefit program eligibility requirements. The ECU Faculty Manual in Appendix D and in Part XIII contains the policy for timely notice of subsequent appointment for fixed-term faculty. Consistent with Policy Manual 400.3.4 noted above, each academic unit defines the standard instructional workload and assignments for full-time faculty members, including fixed-term faculty. Part-time workloads are similarly established based on the standard full-time workload in the unit. In my opinion, ECU complies with the spirit of recommendation 3, whether or not additional policies and/or guidelines were provided by the Office of the President.

**ECSU**

ECSU's current practices are as follows:

- a) The faculty load for both tenure track and non-tenure track faculty is as follows: 12 credit hours per semester for undergraduate classes (24 semester hours per year); 9 credit hours per semester for graduate classes (18 hours per year);
- b) Non-tenure track faculty all have 100% loads and are subject to the same assignments and responsibilities as tenure track faculty and receive full benefits as a full-time state employees;
- c) Part-time faculty contracts may be amended when there is a "critical need" particularly seen in lower division courses;
- d) None of our part-time faculty are eligible for benefits;
- e) All part-time faculty appointments are based on need. Currently, there is no policy for timely notice of appointment or re-appointment of part-time faculty.

All current practices relating to recommendation #3 will be preliminarily reviewed by the Task Force and new policies will be considered for adoption.

**FSU**

Currently, fixed term NTTF teach 12 or more hours, whereas part-time faculty teach 3 to 11 hours per semester. Full-time fixed term NTTF receive a 9-month salary and benefits, while part-time NTTF are paid per course and receive no benefits. The variability in teaching loads for part-time NTTF among departments is unknown. Individual departments should be tasked with identifying the teaching loads of NTTF and the frequency with which individuals teach courses. Salary increases and eligibility for benefits should be considered in light of existing and projected budgetary constraints.

**NCA&TSU**

Recommendation for GA. No response on this item.

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**NCCU**

In considering appointments, contracts, and compensation, it would greatly benefit the University if it clarified its position and directly addressed recommendation 3 of the 2002 Report and develop and implement a uniform policy that defined “full time,” defined what constitutes a 50, 75, or 100 percent load with appropriate benefits, clarify when a faculty member should receive a one or two-semester contract, and when they should receive a notice of appointment or reappointment. The University should also consider recommendation 8 and examine the pay scale of non-tenure track faculty in relation to their duties. In order to provide quality instruction and service academic units should attempt to increase compensation for non-tenure track faculty and develop a plan that would allow them to be considered for regular salary increases.

**NCSU**

NC State implemented Regulation 05.20.34 Special Faculty Ranks and Appointments. This regulation does not implement all the items in this recommendation because NC State endorses a decentralization of control in such decisions. The regulation does, however, define non-tenure track appointments and associated benefits. To our knowledge, the Office of the President did not develop a policy or guidelines for these appointments.

**UNCA**

Recommendation for GA. No response on this item.

**UNC-CH**

This policy has been developed and is posted on the UNC-Chapel Hill Human Resources website at <http://hr.unc.edu/EPA/faculty/>.

**UNCC**

Six of seven UNCC major academic units (colleges) have developed position descriptions; this is in progress for the College of Architecture.

**UNCG**

For the Bryan School, the UNC system and UNCG work load policies (e.g. 4/4 for full-time NTT) may not be feasible for business schools with similar missions. The School is conducting a survey of other schools in the area and state.

The School of Nursing has guidelines for teaching assignments that is differentiated between the tenure track and non tenure track faculty. The non tenure track faculty teach four courses each semester. This is a heavier teaching load due to the clinical nature of assignments than the non tenure track faculty who rarely teach clinical courses.

The College follows the University’s workload policy and explicitly allows full-time lecturers to teach less than a full load (4:4) if they are assigned other duties such as advising or administration.

Since Education’s clinical faculty do not have research as part of their assigned responsibilities, their teaching loads are greater than those of tenure track faculty.

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Each department in Human Environmental Sciences has developed a Workload Policy, specific to meeting their needs for teaching, research, and service.

### **UNCP**

Since this recommendation calls for policy creation at the level of General Administration, no institutionally specific response is offered. However, The University of North Carolina at Pembroke supports the recommendation of the Committee on Non-Tenure Track Faculty.

### **UNCW**

The UNCW Faculty Senate completed a policy for non tenure track appointments in August 2001.

- a) Currently a full time non-tenure track load consists of a 4 course (12 credits) teaching load per semester. We currently do not have a consistent policy across colleges and school with regards to “percentage of full time” assignments, but the issue is under review;
- b) Benefits are available to lecturers as follows: medical (must be 75% or above for state sponsored coverage), medical (must be 50% to 75% for employee-paid coverage), retirement (must be 75% or above), and flex (must be 50% or above). These are state dictated benefit policies not subject to UNCW control;
- c) The Associate Vice Chancellor for Faculty Support and Development is developing a policy to determine under what circumstances a part-time faculty may be assigned a fulltime load;
- d) UNCW does not issue two semester continuing contracts, but is examining this possibility. Currently part-time faculty are hired on a semester by semester basis;
- e) The following draft policy on the timely notice of appointment and reappointment of part-time faculty is currently under review by UNCW’s academic deans.

“For university appointments, the University will make every effort, once freshman enrollment and registration has been completed, to notify part-time faculty members whose contracts commence or are renewed with the fall semester according to the following schedule:

Part-time faculty teaching freshman courses – August 1

Part-time faculty teaching other courses – June 1

The University will make every effort to notify part-time faculty members whose contracts commence or are renewed with the spring semester within two (2) weeks of the completion of the registration process.”

### **WCU**

WCU developed a definition of full time faculty load and this spring semester modified contracting procedures to provide part time faculty more timely notice. Now, all faculty within recurring full-time term positions are notified of their employment status for the subsequent academic year by the end of spring semester. Items B through D have not been addressed by the University.

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**WSSU**

Each department has guidelines which define full-time and part-time faculty workloads. Full-time non-tenure track faculty who are hired as a result of a recruitment process receive full benefits (medical coverage and retirement). Those who are hired without going through a recruitment process do not receive any benefits regardless of whether the teaching workload is 50%, 75% or 100%.

Regardless of tenure status, full-time, non-Academically Qualified instructors in the School of Business and Economics carry a load of 8 courses per year. Part-time faculty members teaching full-time loads will have their pay adjusted accordingly.

Clinical faculty in the Department of Education receive annual contracts although they are part-time faculty and are given notice by the chair and/or dean whenever the contract will not be renewed.

In general, all part-time faculty receive a letter of appointment outlining the terms of their appointment. Department chairs inform part-time faculty whether they will need their services for subsequent terms.

In fall 2008, the Provost's Office will work with the Department of Human Resources to develop a benefits policy for faculty who have 75% and higher teaching workloads.

***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).***

**ASU**

Detailed position descriptions are devised at the departmental level in order to allow for maximum specificity in the stipulation of duties of NTT faculty. Faculty Senate passed motion this spring that provides criteria for the advancement of rank for NTT faculty and defines the qualifications and responsibilities of each rank. These recommendations are being reviewed by Academic Affairs.

**ECU**

Appendix C of the ECU Faculty Manual amended in 2006 defines the general criteria for each non-tenure track (fixed-term) faculty title (for example, Research Assistant Professor, Research Associate Professor, etc.). Each academic unit governing code establishes specific criteria for advancement in title for fixed-term faculty. Fixed-term faculty with permanent appointments are eligible for and receive annual salary increases within the approved policy of the UNC Board of Governors. Unit criteria for advancement and for discretionary salary increases are typically based on accomplishments rather than longevity.



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**ECSU**

ECSU currently has titles for our full-time tenure, non-tenure and part-time faculty as outlined in the Faculty Handbook and in the ECSU Promotion and Tenure Policy 300.21 Section 3. Full-time, non-tenure track faculty salaries are based on skills, experience, market rate and university pay scale. The Task Force will review current policies and submit recommendations for policy changes that will consider the use of “advanced” titles with appropriate salary increases for full and part-time non-tenure track faculty with longer service records and accomplishments.

**FSU**

FSU should explore the position descriptions and titles used within the UNC system and use that information to develop titles and descriptions that describe FSU’s mission.

**NCA&TSU**

In 2006, the School of Agriculture and Environmental Sciences (SAES) developed formalized job descriptions for their non-tenure track research faculty. NC A&T will begin a careful study of the SAES descriptions and develop a generic description for these positions with a report due by the end of the fall semester. Formal descriptions for all schools/colleges will be developed by May 1, 2009.

**NCCU**

The University should adhere to the Report’s recommendation and develop a staffing plan that addresses hiring needs, practices, positions, appointments, compensation, and other relevant issues.

**NCSU**

NC State implemented Regulation 05.20.34 Special Faculty Ranks and Appointments that includes support for this recommendation by providing guidance on Special Faculty titles and positions. In addition, [REG 05.20.27 Statements of Mutual Expectations](#) provides additional guidance for position descriptions.

**UNCA**

UNCA uses the titles Instructor, Lecturer (with temporary and continuing categories), and Visiting Faculty (at ranks of assistant, associate, and full). The qualification “visiting” applies to faculty hired for fixed term appointments, usually in roles replacing a regular faculty member on leave. Such appointments are for one year. The titles of Artist-,Poet-, and Writer-in-Residence, along with Clinical or Research Faculty with rank, may also be used for persons who have unusual qualifications but for whom neither a professorial rank nor the instructor rank is appropriate. An initial special appointment is for one to five years and may be either in direct succession or at intervals. UNCA does not currently have specific descriptions for each of these faculty appointments beyond the broad definitions that guide their use. Adjunct faculty (half time or less) are employed semester to semester and paid on a per course contract. Under special circumstances approved by the Provost, and for a specified time, a faculty member may be appointed to a ranked position at less than full-time but more than on-half-time teaching equivalency.

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**UNC-CH**

This policy has been developed and is posted on the UNC-Chapel Hill Human Resources website at <http://hr.unc.edu/EPA/faculty/records-sys/faculty-ranks-titles>

**UNCC**

Six of seven UNCC major academic units (colleges) have developed position descriptions; this is in progress for the College of Architecture.

**UNCG**

The Bryan School does not have Clinical Faculty and Academic Professionals categories for NTT faculty appointments. Senior Lecturer titles are used for long serving, outstanding Lecturers.

Nursing has published criteria for clinical track faculty at rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. There is also a preface explaining this type faculty position and a procedure for new and reappointment on the clinical track. All this information is available in the school's faculty manual.

The College will discuss the establishment of NTT categories and ranks during the coming year, recognizing the increasingly diverse types of NTT appointments we have been making. Human Environmental Sciences has a specific policy regarding the employment of Academic Professionals (AP). These faculty are in each department, and their work assignments are the responsibility of the department chair. They hold multi-year contracts (usually 3-5 years) and hold rank (such as AP Assistant Professor, etc.)

**UNCP**

The University of North Carolina at Pembroke has established a set of clearly defined descriptions for full-time and part-time non-tenure track appointments, which can be found in the 2007-08 Faculty Handbook.

**UNCW**

UNCW policy currently recognizes non tenure track research professor, research associate professor, research assistant professor, lecturer, and senior lecturer positions and titles. Promotions in these positions carry a salary enhancement, campus notification, and presentation to the Board of Trustees. Full position descriptions are in draft form. This draft of these descriptions will be presented to various university administrative and faculty groups in the Fall 2008 for review and comment.

**WCU**

Faculty Appointments and Compensation became effective for the 2007-08 academic year and speaks directly to Recommendation 4. Section I.(A).4 includes definitions of non-tenure track faculty appointments. The University has developed uniform pay standards for part-time faculty (See Section I.A.5 of APR 18) and is currently considering a compensation model that would more consistently pay instructors and lecturers.

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**WSSU**

Minimum faculty qualifications remain the same regardless of whether the non-tenure track faculty position is full-time or part-time. The minimum degree requirements for faculty to teach undergraduate courses is at least a master's degree in the teaching field or a master's degree and 18 graduate hours in the teaching discipline. In order to teach at the graduate level, the minimum degree requirements include a terminal degree in the teaching discipline or its equivalent. More specific qualifications and position descriptions are required when hiring faculty in the School of Business and Economics.

*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.*

**ASU**

Department chairs inform NTT faculty upon hiring of the means by which their performance will be evaluated, including peer and student evaluations of teaching. Part-time NTT faculty are encouraged to submit self-evaluative annual reports that are required of all full-time faculty.

**ECU**

Appendix D of the ECU Faculty Manual requires that the unit administrator annually provide each faculty member, including fixed-term faculty, with specific assignments of responsibilities and the criteria upon which performance will be evaluated annually for discretionary (merit) salary increases, subsequent appointment, and advancement in title. Consistent with UNC Board of Governors salary policies, faculty are involved in defining the criteria for academic salary increases through the unit's governing code established and approved by the faculty of the unit. Further, each academic unit governing code must contain criteria for evaluating fixed-term faculty for advancement in title as well as defining the contents of a required portfolio submitted by the fixed-term faculty member for consideration of a subsequent appointment. Training programs are provided for new unit administrators annually; in addition, training programs for all unit administrators have been offered for the past two years and are expected to be ongoing. These programs contain a number of topics related to academic personnel policies and procedures, including faculty evaluations. In addition, monthly meetings of all academic deans address topics of interest, including new and/or revised policies and procedures.

**ECSU**

The full-time and part-time non-tenure track faculty are subject to the same evaluation process as defined for tenure track faculty with the exception of the fact that their evaluation process does not lead to tenure or promotion and is used for reappointment purposes only. Department chairs are routinely provided training in the evaluation and supervision processes for all faculty. While the university considers this recommendation met, it will be reviewed by the Task Force for any appropriate updates.

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### **FSU**

Currently, there is no uniform evaluation process for part-time NTTF. While all NTTF are evaluated by students, the number of NTTF that are evaluated by peers and department chairs is unclear. FSU should investigate current practices among departments.

### **NCA&TSU**

In 2006, the School of Agriculture and Environmental Sciences (SAES) developed formalized performance expectations and evaluation criteria for the research faculty in full- and part-time non-tenure track positions. Their performance on these evaluation criteria determines the appropriate salary increases and adjunct professorial rank. This document also outlines the procedures of transitioning to a tenure-track position, contingent upon program needs and the availability of funds. The non-tenure part-time instructors are evaluated on data received from the student opinion rating forms. Part-time instructors who receive student evaluations below the School average are not given contracts for the next academic year. NC A&T will begin a careful study of the SAES process and develop a generic process for these positions with a report due by the end of the fall semester. A formal process for all schools/colleges will be developed by May 1, 2009.

### **NCCU**

Teaching and service are two areas that receive attention in faculty evaluations. Tenure-track faculty are accustomed to being evaluated in three areas; teaching, research, and service. NCCU policy dictates that all faculty must be evaluated annually. Academic units have a well-defined evaluation process for tenure and non-tenure track faculty. Whereas a department evaluation committee reviews tenure-track faculty, depending upon the nature of the appointment, non-tenure track faculty may be evaluated by the department chairperson or program director. It appears that the important issue for non-tenure track faculty is to be aware of how they are being evaluated and how will the evaluation will be used in terms of salary increase and reappointment. Some non-tenure track faculty express concern that they are required to participate in an elaborate and time-consuming evaluation process, yet they are not considered for salary increases. Academic units should review the evaluation criteria for non-tenure track faculty and develop a process that is equitable based upon the nature of the appointment, duties, and compensation.

### **NCSU**

REG 05.20.27 Statements of Mutual Expectations speaks to the expectations upon which the faculty member will be judged. Specifics of the evaluation process are the responsibility of the faculty member's department head. NC State uses the term "subsequent appointment" to distinguish that Special Faculty are not reappointed in the same sense that tenure track faculty are.

### **UNCA**

This is communicated to NTT faculty at the department level. Evaluation for full-time NTT faculty is parallel to the process for tenure-track and tenured faculty. Evaluations must be administered in all courses taught, although part-time faculty are typically not peer-reviewed through classroom observation.

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**UNC-CH**

These responsibilities are carried out by deans and department chairs.

**UNCC**

All seven UNCC major academic units (colleges) have NTT faculty evaluation plans in place.

**UNCG**

In Nursing, all full time and part time faculty receive a written evaluation annually from their department chair.

Health and Human Performance APT faculty use a workload document, have yearly evaluations, and have very specific expectations for promotion, as outlined by the document. Thus far, four faculty have been promoted, using this document. One faculty member, after a year, was dismissed for poor quality of work due to this process.

The College follows UNCG policy regarding evaluation of NTT faculty.

In Education, clinical faculty are evaluated yearly by department chairs.

Employment of Human Environmental Sciences NTT faculty is made by the department Chair, in consultation with the "Dean. In cases where the NTT faculty member teaches a course where there are multiple sections, responsibility for coordination lays with the department chair; in some departments, a regular faculty member serves as coordinator for all sections of the course to insure comparability of instruction. Evaluation of NTT faculty is the responsibility of the department chair.

**UNCP**

The policies and procedural information regarding this recommendation are outlined in the Faculty Handbook, Section 4 Faculty Evaluation Model. Academic deans and department chairpersons do not discriminate between full-time, part-time, tenure-track, non-tenure track in the evaluation of teaching. All University faculty are held to the same standard of excellence in teaching, regardless of appointment type. Training for department chairs on the evaluation of non-tenure track faculty is provided by the Teaching and Learning Center.

**UNCW**

UNCW's schools and college currently have in place evaluation processes and criteria for all faculty, including full-time and part-time non-tenure track faculty. These include the use of student evaluation (SPOT--Student Perceptions of Teaching). Professional programs also use specialized instruments designed for use with field experiences, internships, and other specialized courses for faculty who supervise candidates in these courses. Department chairs or permanent faculty also observe and evaluate full-time and part-time non-tenure track faculty through a peer process. The Cameron School of Business is currently revising its evaluation process as part of the Association to Advance Collegiate Schools of Business (AACSB) accreditation process, scheduled for completion Fall 2008.

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**WCU**

No response on this item.

**WSSU**

The university has had a faculty evaluation system in place since 1999 for tenure track and non-tenure track full-time faculty. Beginning in 1999, the university also formalized the evaluation process for part-time faculty.

The evaluation of full-time faculty consists of a pre-evaluation conference, peer observations during the year, and a final evaluation conference in May of each year.

While full-time tenure-track faculty are evaluated on some combination of teaching, research, and service, full-time non-tenure track faculty are evaluated on the basis of teaching and service only. Teaching includes student evaluations of instruction, course-embedded assessments, use of internet enhancements to the courses, etc. Service includes tasks performed at the department, school, university and community levels. These are combined and the resulting score ultimately is used to classify performance in a high, medium, low or very low category.

Most departments, evaluate part-time faculty at the end of each semester on teaching only.

Those that have not followed this practice will begin evaluating part-time faculty in fall 2008.

***Recommendation 6: Each campus should:***

- a) Provide non-tenure track faculty adequate orientation to their responsibilities and access to office space, telephones, computers, email, 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.

**ASU**

- a) New NTT faculty participate in the same intensive two-day orientation as other new faculty are provided;
- b) Part-time faculty do not engage in student advisement. NTT faculty who assume substantial non-teaching responsibilities receive teaching load reductions;
- c) An active committee consisting largely of volunteer NTT faculty makes recommendations on matters of concern to NTT faculty.

**ECU**

- a) ECU provides a week of formal orientation activities at the beginning of the academic year and subsequent monthly orientation programs specifically to new faculty members, including fixed-term faculty. In addition to this campus program, each academic unit provides orientation at the beginning of each semester to all faculty members. While providing adequate office space for the significant growth in faculty has become more of

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- a challenge in recent years, ECU does provide access to reasonable office space to all faculty even though some faculty members must share offices. Access to telephone, computers, email, clerical support and other assistance necessary for faculty to fulfill their responsibilities is provided to all faculty members, regardless of appointment type;
- b) Compensation is allocated for the three traditional areas of faculty responsibilities (teaching/advising, research/creative activity, and professional service). Tenure-track faculty members are typically assigned responsibilities to some degree in all three traditional areas. Fixed-term faculty members, however, typically are assigned responsibilities in one or two areas, but rarely all three. The extent of responsibility assigned to each area depends upon academic program needs and the individual faculty member's strengths and areas of interest. Typically a fixed-term faculty member would be assigned a full-time teaching load as practiced in the academic unit, with reassigned time (course release/adjusted teaching loads) for significant responsibilities in professional service, research, or administrative duties. Significant advising responsibilities would also carry some level of reassigned time or course release for a faculty member, tenure-track or fixed-term. Full-time academic advisors (non-faculty EPA) exist in a number of academic units to relieve some of the advising workload of instructional faculty members. Where significant responsibilities exceeding the normal or standard full-time workload exist, faculty members are compensated through stipends, course overload supplements, or other forms of supplemental compensation under the UNC Supplemental Pay policy. The proposed ECU supplemental pay policy for faculty that addresses course overloads, stipends, etc. is presently under review and anticipated to be approved within the year.

Participation in unit affairs has for many years been defined in each unit's governing code. Part 4 of the report of the ECU Task Force on Fixed-Term Appointments (noted above) recommends that fixed-term faculty have the same rights and responsibilities as tenured and tenure-track faculty in certain areas, such as annual evaluation of administrative officials, recommendations on code content, performance criteria and evaluation procedures for fixed-term faculty, initiation of curriculum change, etc. However, the report delineates certain areas of responsibilities that would not normally be assigned to fixed-term faculty, unless a unit can provide reasonable justification. These include such areas as membership on a unit's nominating committee for appointment of administrative officials, membership or vote on a committee where personnel decisions are made, performance criteria and evaluation procedures for tenured and tenure-track faculty, etc. The Task Force specifically states that the voting strength of the tenured and tenure-track faculty should not be compromised by rights and responsibilities assigned to fixed-term faculty. It should be noted for units in the Health Sciences, where clinical faculty are fixed-term, that the faculty have for several years petitioned the Faculty Senate to permit the unit to define voting privileges for its faculty members rather than be bound by the institution's limitations on voting status for fixed-term faculty. This remains a controversial issue that has not been resolved, and presently fixed-term faculty in the Health Sciences remain restricted from voting on certain issues by institutional policies.

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**ECSU**

- a) Currently all non-tenure track faculty participate in the same orientations and faculty meetings as tenure track faculty. They have access to the same resources and assistance provided to tenure track faculty;
- b) Currently all non-tenure track faculty are offered the same compensation for additional “duties as assigned” as tenure track faculty;
- c) Currently all non-tenure track faculty participate in appropriate decision-making. They are included as members on all departmental, school and university-wide committees except those related to the granting of tenure.

The Task Force will review this recommendation for appropriate revisions to existing practices and policies.

**FSU**

SACS requires that all faculty, whether full-time or adjunct, attend an orientation. While orientations are held on a departmental level, FSU should develop an orientation that is designed specifically for NTTF. The university must consider the following to address other recommendations:

- The availability of academic support (e.g., offices, clerical support, computers, and email);
- Current NTTF responsibilities (e.g., advising, office hours) across departments;
- The diverse scheduling needs of NTTF who teach online, on-campus part-time, and off-campus part-time;
- SACS and specialized accreditation requirements regarding student access to faculty;
- The current structures that are in place for NTTF to participate in the decision-making process and to ensure their views are heard

**NCA&TSU**

Some schools/colleges and their departments do provide orientation for these faculty. The schools/colleges struggle with developing guidelines for compensation mainly because of the diversity of the teaching disciplines. Most schools/colleges include full-time non-tenure track faculty on its committees where possible. This does meet with some resistance from the tenured faculty.

NC A&T will develop an orientation process for all non-tenure track faculty with will include a formal program administered by the schools/colleges with the help of the Academy for Teaching and Learning. This program will begin with the 2009-2010 academic year.

Each school/college will develop compensation guidelines based upon its special conditions consistent with the individual departments within it. The implementation of these policies will be for the 2009-2010 academic year.

**NCCU**

As recommended by the 2002 report, NCCU conducts an orientation for new faculty at the beginning of each semester. During the orientation program new faculty are informed of the various means by which they are connected to the university and their departments. They are



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made aware of University policies and procedures and they are provided with email accounts, identification cards, etc... It is made clear to them that they are members of the university community. In addition to the university orientation program, most departments conduct meetings or retreats at the beginning of the academic year. These meetings allow new non-tenure faculty an opportunity to become more acquainted with the culture of the department. If faculty members take advantage of the orientation programs they should have a good understanding of their expected role in the classroom, department, and the larger campus.

Non-tenure track faculty who come to the University under these circumstances are in a rather precarious position. Their services are needed; however, the University may not be in a position to offer them the rewards that they deserve. As noted in the Report, the issue of salary, benefits, and job security was a major concern in 2002 and this continues to be a concern at NCCU. Too many of these faculty members are placed on one or two semester contracts that have a limited salary, and the FTE in the position may not allow them to receive benefits. The University would prefer to offer contracts that carry benefits, but it is hampered by available funds and FTE. Whenever possible units do hire non-tenure track faculty for the entire academic year and provide benefits. There are non-tenure track faculty with multi-year contracts or continuing appointments who receive benefits and are eligible for annual salary increases. However, it appears that there are more non-tenure track adjuncts and visiting lecturers who receive minimum salary and no benefits. It is important that non-tenure track faculty members are clearly aware of the details of their appointment or contract. They should have no misunderstandings as to the salary, benefits, or the duration of their time of service. The University must be mindful not to deceive or imply in any way that a non-tenure track position or appointment may become tenure track.

In considering appointments, contracts, and compensation, it would greatly benefit the University if it clarified its position and directly addressed recommendation 3 of the 2002 Report and develop and implement a uniform policy that defined "full time," defined what constitutes a 50, 75, or 100 percent load with appropriate benefits, clarify when a faculty member should receive a one or two-semester contract, and when they should receive a notice of appointment or reappointment. The University should also consider recommendation 8 and examine the pay scale of non-tenure track faculty in relation to their duties. In order to provide quality instruction and service academic units should attempt to increase compensation for non-tenure track faculty and develop a plan that would allow them to be considered for regular salary increases.

Unfortunately, it appears that the nature of the appointment or contract has a significant affect on how well non-tenure track faculty members are recognized or received by their departments and colleagues. In many units non-tenure track faculty on fixed term contracts continue to comment on a lack of support in order to do their jobs. They comment on office space, technology, telephone service, email accounts, etc. On most campuses adequate office space is a premium. However, all faculty, especially non-tenure track faculty who typically have heavy teaching loads need adequate office space as well as access to computers, smart classrooms, etc. A visiting instructor noted that in her department non-tenure track faculty must share office space, have limited or no access to computers or smart classrooms, and have little input into departmental governance. Yet, they teach four courses with over forty students in each class.

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These circumstances may create a feeling of isolation and neglect. The lack of support and the feeling of alienation may speak to the leadership in certain units because there are non-tenure track faculty who readily note that they have the same amenities as tenured faculty and they are involved in departmental activities and governance. Non-tenure track faculty members tend to have a tremendous amount of contact with large numbers of students. The quality of their instruction and interaction with students will play a central role in how well students may perform in a certain discipline or cultivate a particular skill. They need to have access to a work environment that will allow them to perform to the best of their abilities.

There are a number of ways non-tenure track faculty can participate in departmental activities at a level that is appropriate for their status. They may serve on departmental committees and various other initiatives that promote the department's goals and mission. However, it is important that the service be commensurate with their compensation. Also, units should be mindful that part-time non-tenure track faculty may not have the time to perform significant non-teaching duties. As noted in the 2002 Report, non-tenure track faculty should be given an opportunity to be involved in university and departmental governance that may have an effect on their duties and responsibilities.

### **NCSU**

Efforts are ongoing to improve orientation of all faculty, including non-tenure track faculty. This is a part of improving all aspects of faculty development.

### **UNCA**

All faculty members are given a half-day orientation to campus policies, resources, and culture. Departments develop guidelines for workloads, including any advising and administrative duties, based on their needs. When appropriate, stipends adjust compensation for administrative duty by NTT faculty beyond their instructional load. Most departments include NTT faculty fully in meetings and activities.

### **UNC-CH**

These responsibilities are carried out by deans and department chairs.

### **UNCC**

All seven UNCC major academic units (colleges) have orientation processes for NTT faculty. There are no written policies on compensation guidelines but data suggest that the practice is to award stipends or to reduce teaching loads for taking on administrative or advising roles. Of the seven UNCC major academic units (colleges), three allow participation in decision making except for personnel decisions, one allows participation except for personnel and graduate faculty decisions, two have non-voting status for NTT faculty, and one has no policy.

### **UNCG**

The Bryan School is preparing a scaled down version of the New Faculty Orientation Notebook for part-time faculty to supplement the orientation they will get from their department heads. Nursing has a formal new faculty orientation for all new faculty at the beginning of the academic year. In addition, the school has a formal mentoring program whereby each new faculty is

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assigned a mentor. All faculty participate in school and university committees and the clinical track faculty are recognized by the Faculty Senate as regular faculty.

The College's Orientation of NTT faculty is handled at the department level and there is considerable variation in the procedures that are followed.

Education's clinical faculty participate in orientation programs offered by academic departments.

### **UNCP**

- a) Full-time non-tenure track faculty are expected to participate in New Faculty Orientation. An online orientation will be available through the Teaching and Learning Center for part-time non-tenure track faculty in fall 2008. All non-tenure track faculty are provided with access to office space, telephones, computers, e-mail, clerical support and other necessary assistance;
- b) University practice does not include requiring non-tenure track faculty to academically advise students or perform administrative activities. Non-tenure track faculty at UNCP have instruction as their sole University responsibility;
- c) Full-time non-tenure track faculty at The University of North Carolina at Pembroke are entitled nearly all of the rights and privileges afforded to tenure-track faculty with regards to participation in department dialog, planning, and decision making. However, these contingent faculty are not permitted to serve on departmental, school, or University personnel evaluation committees. A number of academic departments do permit full-time non-tenure track faculty to serve on search committees when experience and expertise warrant.

### **UNCW**

- a) At the beginning of each fall semester, all full time lecturers participate in Academic Affairs' New Faculty Orientation, college/school faculty orientations, and department orientations. Orientation for part time non tenure track faculty is conducted at the college, school, and department level. In the Watson School of Education, for example, new part-time faculty members receive written and verbal orientation to administrative matters such as office procedures, administration of student evaluations of teaching and other evaluations, and submission of grades via SeaWeb. Full-time program faculty orient them to the objectives of the course or field experience to be taught, the role of the course in the overall program, and key assignments that are added to candidate portfolios during the course. Ongoing consultation about courses, students, and departmental procedures is provided by full-time faculty;
- b) Guidelines for non-tenure track faculty advising of students and administrative responsibilities are currently set by the individual hiring unit;
- c) Non tenure track faculty participate in department and college level decisions that involve responsibilities and employment conditions, but not in curriculum approval actions or reappointment, tenure, and promotion actions involving tenure-track faculty or reappointment and promotion actions involving non-tenure track faculty.

### **WCU**

- a) All non-tenure track faculty are invited to the initial faculty orientation in August along with tenure track faculty. Orientation sessions include information on a variety of topics

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to include their responsibilities as well as services available to them. Each college is responsible for providing appropriate office space and access to computers and other support;

- b) Over the past two years WCU has developed compensation models for both part time and full time non-tenure track faculty. See WCU to recommendation 4 above;
- c) The University has not developed a formal institutional policy regarding the rights and responsibilities of part time faculty. However, full time non-tenure track faculty participates without exception in department decision making other than tenure, promotion and reappointment decisions.

### **WSSU**

Compensation guidelines are established at the school and college level for departments to pay part-time faculty and faculty who teach full loads but who are considered part-time. On average, faculty receive \$3,500 for teaching a three semester hour course. The salary for teaching a three semester hour course ranges from \$3,000 to \$4,000 depending upon the education and experience of the candidate.

The university schedules orientation sessions every semester for newly full-time and part-time faculty members. Departments provide additional sessions to assist the faculty to become acclimated to the responsibilities in the department. For the most part, part-time faculty and part-time faculty with full teaching loads are not responsible for service activities including advising. Their only responsibilities include teaching. Full-time non-tenure track faculty who hold the rank of lecturer, instructor, visiting faculty, or clinical faculty are required to assume teaching and service responsibilities. They are not required to assume research and scholarship roles.

In some departments, academic mentors are assigned to each new faculty member to complement orientation provided by the department chairperson.

For the School of Business and Economics, tenure-track, and to a lesser extent non-tenure track, compensation is based on the annual AACSB Faculty Salary Survey: for tenure-track faculty, the SBE goal is to have every member rank between the 25<sup>th</sup> and 50<sup>th</sup> percentiles within their discipline and rank.

***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.***

### **ASU**

The Hubbard Center for Faculty Development offers its full range of faculty development services to NTT faculty. All colleges have teaching awards expressly for NTT faculty or awards for which NTT faculty are eligible.

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### **ECU**

Awards for excellence in teaching are available to faculty, including fixed-term faculty members. Various other awards available to faculty members are open to all faculty who engage in the responsibilities being recognized. Professional development opportunities are open to all faculty who participate in the area(s) of responsibility addressed by the particular development activity. The Center for Faculty Excellence offers a variety of programs for faculty development, which are available to all faculty of the university.

### **ECSU**

All faculty, both tenure track and non-tenure track, receive the same professional development opportunities that serve to improve their ability to fulfill the responsibilities for which they were hired. Many awards are available for both tenure track and non-tenure track faculty, including recognition for teaching excellence. All faculty, including those identified as non-tenure track, are subject to merit pay increases, as determined by performance evaluations.

### **FSU**

FSU must determine NTTF participation levels in professional development activities (e.g., Saturday Academy, university and departmental workshops). The university should consider the following in addressing this recommendation:

- The qualifications of NTTF (e.g., degrees, years of experience)
- The appropriate modality for professional development given the time and travel constraints of NTTF
- Whether participation in professional development should be based on need or required
- The role of FSU's Center for Innovation in Teaching and Learning with respect to NTTF professional development
- Recognition practices that exist across departments

### **NCA&TSU**

The Division of University Studies supports all of its faculty members including non-tenure track) to attend workshops (local and national) in this area.

The Academy for Teaching and Learning (ATL) made ATL Faculty Development Grants available to non-tenure-track faculty members for the first time this year (academic year 2007-2008). These grants are used to fund faculty travel and registration-related expenses to conferences, workshops, and courses. These grants are included as one of the faculty development activities in our university Title III grant.

During the 2007-2008 academic year ATL Faculty Development Grants were awarded to five non-tenure-track faculty members (out of 62 total grants) for a total of \$10,403 (out of \$66,057). All faculty members (tenure-track and non-tenure-track) are invited to participate in ATL teaching/learning workshops and are included in the ATL listserv that publicizes these events. Non-tenure-track faculty members also have access to online faculty development resources provided through university site licenses paid for by the ATL (National Teaching and Learning Forum, The Teaching Professor, etc.).

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In some cases, new non-tenure-track faculty members have been included in the year-long New Faculty Lunch Series orientation program, but generally this is reserved for tenure-track faculty members only.

With limited funds for faculty development, the reality is that most of these funds go to tenure track faculty.

**NCCU**

It appears that at best non-tenure track faculty receive faculty development funds on a limited basis. Some academic units reported that non-tenure track faculty members were not eligible for faculty development funds. Others noted that they could receive partial funds or would be considered after tenure-track faculty had been awarded funds.

It is reasonable and beneficial to provide opportunities for non-tenure track faculty to receive professional development, especially fixed term faculty who are on multi-year contracts. All faculty members should have the opportunity to improve their skills and stay abreast of the changes in their discipline. Although budgets may be limited, academic units should allocate funds and develop a process that would allow all members of the faculty to participate in appropriate professional development. Once again, consideration should be given to the nature of the non-tenure track appointment.

**NCSU**

As an initial response in 2004 the Provost supported improving the publicity given to the numerous professional development opportunities provided at NC State. More recently, a task force on faculty development has reported their recommendations for reorganizing faculty development. These recommendations are under consideration by the Provost and were discussed at a Deans' retreat on June 18.

**UNCA**

UNCA offers a robust array of faculty development programs for all faculty, including the summer Integrative Liberal Studies Faculty Development Workshops. An annual award is given to the best NTT faculty member.

**UNC-CH**

The Teaching Awards Committee, appointed and overseen by the Office of the Provost, includes awards for which NTT faculty may be nominated and awarded. NTT faculty may apply for junior faculty research grants through the process overseen by the Provost's Office.

**UNCC**

All seven UNCC major academic units (colleges) have professional development and recognition processes in place for NTT faculty.

**UNCG**

The Bryan School provides funding for full-time NTT professional development to remain current in their discipline/field of instruction.

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In Nursing, clinical track faculty are eligible for awards and as many clinical track faculty as tenure track faculty have received the school's teaching excellence award. These faculty are given financial support for their development and for presenting papers at conferences. Health and Human Performance APT faculty have the same access to teaching and learning development, instructional technology, and research development, as it fits in their workload duties.

College full-time lecturers are eligible for the College's teaching awards and are regularly nominated for University teaching and service awards. Funds for professional development may be provided to NTT faculty, either from department or from College resources, although no explicit guidelines exist.

Education's clinical faculty are eligible for the same travel and professional development support from the School of Education and from their departments as are tenure track faculty.

### **UNCP**

All non-tenure track faculty, both full and part-time are eligible and invited to participate in all faculty development programming offered through the University, including program offered through the Teaching and Learning Center, Division of Information Technology, Digital Academy, and school and department-specific development offerings. Incoming full-time non-tenure track faculty are expected to participate in New Faculty Orientation programming and for daylong professional development opportunities at the annual fall Faculty Development Day. Part-time non-tenure track faculty are invited to attend Faculty Development Day. During the 2008-09 academic year, the Office of the Provost, in consultation with the academic affairs leadership and Faculty Senate will discuss the feasibility of developing and implementing a faculty recognition and rewards structure for part-time and adjunct faculty.

### **UNCW**

Non tenure-track faculty have access to all university professional development activities offered through the Center for Teaching Excellence and are eligible to use funding provided all faculty for conference and symposium activities. The Center for Teaching Excellence has two cash awards for part-time faculty selected as Lecturer of the Year. Part-time faculty are also eligible for stipends and support for course and material development, and for grants in collaboration with full-time faculty. Such support includes assistance in the areas of technology infusion, web-course development, distance-course development, electronic portfolio assessment, and assessment of learning activities. All part-time faculty have access to the development of web pages to use with their classes. The Professional Development System office also offers faculty professional development in school reform models, coaching and supervision strategies, and methods for meeting federal standards, such as closing the achievement gap.

### **WCU**

Full and part-time non-tenure track faculty may use all the resources and attend all programs provided through the Coulter Faculty Center for Excellence in Teaching and Learning, WCU's center for faculty development. Full-time non-tenure track faculty are eligible for internal grants to support curriculum development, training, travel and research through a variety of

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sources including the Chancellor's Travel Fund, the Scholarship of Teaching and Learning grants, and beginning in the fall semester, professional development grants through the institution's QEP office promoting integrated learning.

Non-tenure track faculty are eligible for several teaching recognition awards including the Liberal Studies Award and the E-Learning Award.

### **WSSU**

The university provides a pool of funds each fiscal year to each department to support professional development activities for all of the full-time faculty. Additionally, faculty members can apply for grants from a university professional development fund to support travel and instructional activities. First priority for professional development funds is given to tenure-track full-time faculty and then to non-tenure track faculty. When available, funds are awarded to part-time faculty.

Each school and college has an annual program in which accomplishments of faculty are recognized. Additionally, departments, schools, and the College publish newsletters and annual reports in which accomplishments of faculty are published.

All full-time faculty in the SBE are granted travel funds for use in professional development, regardless of tenure-track status.

In the School of Education and Human Performance, all full-time non-tenure track faculty are included in all professional development activities, faculty meetings, and retreats. They are provided with the same professional development opportunities as tenure track faculty and are acknowledged with special awards and recognitions within the scope of their responsibilities.

**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, experienced, 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.

### **ASU**

- a) ASU will continue to monitor the compensation of NTT faculty relative to duties;
- b) Increases will continue to be awarded as circumstances permit;
- c) Merit and across-the-board increases for full-time, continuing NTT faculty when funds are available and increased per-credit-hour rates for part-time faculty where feasible.

### **ECU**

ECU has for many years conducted comprehensive annual analyses of faculty salaries by category of employment (including fixed-term faculty) within disciplines at ECU; in recent years, faculty compensation analyses have also included comparisons with faculty at other UNC



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campuses and UNC-defined peer institutions. Concerted efforts are made to assure salary equity for all faculty based on qualifications and contributions, regardless of the type of appointment. ECU's salary increase policies include eligibility for all faculty, including fixed-term faculty, unless restrictions are imposed by State or UNC policies. Even though temporary faculty and those employed on less than an academic year basis may not be eligible for regular salary increases, academic units typically define compensation schedules for these individuals that are annually reviewed with job market data and faculty contracts are renegotiated to revise compensation when data suggest that these schedules are no longer competitive. For example, in the fine arts disciplines, part-time faculty are paid a semester rate for each 3 semester-hour course taught. The per-course rate has been increased each of the previous two academic years.

### **ECSU**

The Task Force will review these areas of concern relating to non-tenure track faculty and part-time as specified in the charge. An analysis of compensation practices for both groups will be addressed by the task force, which will also include recommendations for regular salary increases.

### **FSU**

FSU should address the components of the staffing plan once the characteristics of the NTTF workforce and availability of funds have been determined.

Overall, FSU is aware that additional attention needs to be given to the issues surrounding Non-Tenure Track and Part-time Faculty. In order to appropriately address these issues and the recommendations resulting from the UNC-GA study of NTTF, FSU will appoint a campus-wide NTTF committee. This committee will consist of representatives from the Faculty Senate, non-tenure track faculty, and administration. It is anticipated that the committee will be formed and begin addressing these issues in fall 2008, with recommendation forthcoming by the end of the fall semester.

### **NCA&TSU**

NC A&T has begun this process and expects to have a report by the end of the fall semester. The Provost's Office will make recommendations to the schools/colleges on compensation based upon this study.

### **NCCU**

Apparently, other than job qualifications, responsibilities, and market value, there are no University-wide guidelines that address salary rates for non-tenure track faculty. There are some accepted practices. Most units may pay an adjunct that does not have the PhD 3,000.00 to teach one three-credit course. However, there are instances where a department may pay more. If an adjunct or non-tenure track faculty member is hired to teach three or more courses, chairpersons attempt to pay them an amount that is equivalent to a full-time salary. It is unreasonable to expect someone to teach four courses at a salary of 3,000.00 per course. A general review of salaries in selected units reveal a wide-range of amounts that are most likely based upon the person's qualification and discipline. A non-tenure track full-time faculty member with a PhD in a department in the College of Liberal Arts may receive a salary of 35,000.00 whereas a person

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with similar credentials in the School of Education may have a salary of 50,000.00( See Appendix 1). To be sure, in specific instances qualifications beyond the degree and the nature of the discipline or even the amount of available funds in a position will have an effect on salary rates. However, non-tenure track faculty, especially adjuncts and visiting instructors, are well aware of the discrepancies. It should be noted that there are numerous cases where chairpersons attempt to provide maximum compensation for non-tenure track faculty. It goes without saying that in these units the morale among non-tenure track faculty is much higher.

### **NCSU**

Non-tenure track faculty were included in the faculty salary equity studies conducted by NC State University in 2001, 2004 and 2006. Non-tenure track faculty will continue to be included in the faculty salary equity studies conducted by the university. Salary inequities of non-tenure track faculty that are based on race and gender will be addressed in a systematic way. Additional information about the faculty salary equity studies can be found at <http://www2.acs.ncsu.edu/UPA/facultystaff/> .

Several other changes (or verifications of practice) have occurred in recent years that improve the status of non-tenure-track faculty. For example, we have clarified that non-tenure-track faculty will receive the same salary bonus when promoted as tenure-track faculty. Also, in the creation of new positions through our compact planning process, we have funded those positions with salary, full benefits and modest operating funds.

### **UNCA**

Although UNCA has increased NTT compensation in recent years, an analysis would be useful of staffing patterns, appointments, work responsibilities, and other relevant matters such as position titles. Academic Affairs may lead an examination of these issues following input from the Faculty Welfare and Development Committee.

### **UNC-CH**

Data is provided annually to the Fixed Term Faculty Committee by the Office of the Provost. Compensation decisions are made by the deans and department chairs in accordance with UNC-Chapel Hill policies.

### **UNCC**

Deans monitor and adjust stipends for part-time faculty as possible to maintain a highly qualified faculty. Full-time NTT faculty are eligible for regular salary adjustments.

### **UNCG**

The Bryan School uses AACSB International salary data from accredited public universities to benchmark our faculty salaries, including NTT faculty. We are undertaking a study of NTT full-time and part-time faculty salaries in the region and state. Nursing's clinical track faculty receive regular salary increases and even have been allocated additional money to address inequities.

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In the School of HHP, departments have compared their non-tenure track faculty salaries with those of tenure track faculty. In three departments, where APT faculty compete with the non academic work settings (clinical), we have compared our university salaries with those salaries. The College has made no systematic study of compensation for NTT faculty but has taken steps to raise salaries whenever possible. Department heads frequently make requests for equity adjustments to lecturer salaries as part of the salary increase process. Recently, the College increased the minimum per-course stipend from \$3,000 to \$3,500. Salaries of clinical faculty in the School of Education are comparable to those of tenure track faculty within academic ranks (e.g., assistant, associate professor).

### **UNCP**

During the 2006-07 academic year, the Office of the Provost conducted a comprehensive analysis of the compensation rates of part-time and full-time non-tenure track faculty at the University. In August 2007, compensation rates for adjunct and part-time faculty were increased considerably. This pay rate adjustment represented the first increase to part-time faculty pay in more than seven years.

In line with the University System's strategic initiative to increase faculty salaries comparable to AAUP and CUPA peers, The University of North Carolina at Pembroke has also leveraged this strategic directive to increase significantly, the compensation of full-time non-tenure track faculty.

### **UNCW**

- a) UNCW includes non-tenure track faculty in its annual compensation analysis that is based on College and University Professional Association for Human Resources (CUPAHR) market data;
- b) UNCW is including non-tenure track faculty in its UNC Tomorrow-driven assessment of critical talent issues, the effect of retirements and attrition on faculty, demographic shifts, hiring high potential talent faculty, and managing a multi-generational workforce;
- c) Current UNCW policy establishes full time non-tenure track faculty as eligible to receive merit increases based on annual evaluations completed by department chairs, student evaluations, and faculty productivity documented on annual performance reviews. Part-time non-tenure track faculty receive are eligible to receive salary increases based on length of service and annual evaluations.

### **WCU**

- a) & b) The University has analyzed compensation patterns of part time/full time non-tenure track faculty. As a result it has taken steps to standardize compensation levels by standardizing both credit hour pay scales and minimum entry levels salaries for instructors and lecturers. Please see WCU response to recommendation 4.
- c) All full time non-tenure track faculty are eligible for salary increases through the merit pay process. WCU does not differentiate between tenure track and full time non-tenure track faculty in regards to merit pay.

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**WSSU**

Four years ago, the Office of Institutional Effectiveness conducted a salary equity study. The School of Business and the School of Health Sciences use compensation studies from their respective professional associations in analyzing salaries of their faculty. The AACSB Faculty Salary Survey is a comprehensive survey which greatly details the salary data needed for determining salaries. However, the survey does not address total compensation, as healthcare costs and contributions to retirement plans are not addressed.

The School of Health Sciences uses data from accrediting agencies' salary surveys and survey data from the Association of Schools for Allied Health Professions to assure congruency with national levels of faculty compensation.