

**Executive Summary on Adjunct and Research Faculty**  
**LAS College Council Budget Committee**  
**Submitted March 27, 2015**

The LAS College Council Budget Committee gathered information to address the role of WSU's non-tenure track employees (NTTF: part-time, contingent, and adjunct faculty), including adjunct/lecturer and research/professional faculty. WSU's non-tenure track employees are essential in order to accommodate increased student enrollment and to provide quality education, research opportunities, and experiential learning.

Increase in NTTF in higher education has sparked a nation-wide discussion. In the 1970s, contingent faculty made up less than 25% of the faculty compared to approximately 41% of the faculty in 2011. And, concomitant with the increase in NTTF, full-time tenured faculty have declined from approximately 16% of academic instructional staff in the 1970s to about 7% of academic instructional staff in the 2011. Similarly, the number of non-tenure track researchers funded by external monies has also grown within academic institutions.

It is clear that NTTF fulfill essential roles within WSU as teachers and researchers. They assist in accommodating the expanding student enrollment and student research needs. In addition, NTTF are significantly less expensive to the institution than tenure-track faculty. But research suggests that the growing reliance on NTTF undermines student success and contributes to: 1) diminished graduation and retention rates, 2) decreased transfer rates from 2- to 4-year institutions, 3) greater difficulty with major selection and academic persistence, and 4) lower grade point averages.

Lack of support and policies constrain NTTF's abilities to provide a high-quality educational experience for their students. Academic policies and practices that affect NTTFs and the whole of the academic enterprise include: 1) hiring processes are decentralized and unsystematic, 2) little access to professional development, orientation, or mentoring, 3) typically, no formal evaluation by students or chairman, 4) high turnover rate due to last minute hiring, little commitment to rehiring, lack of job security, and short contracts, 5) limited student interaction, 6) little or no means for participating in curriculum development, department meetings and planning, or campus governance, 7) limited access to instructional resources, staff support, and office space, and 8) often compensation only for class time (not office hours, course preparation, or meeting with students).

There is concern that rising numbers of NTTFs have compromised the fabric of academia: 1) development of a two-tiered system, 2) erosion of tenure and academic freedom, 3) degradation of the profession, and 4) unattractiveness of the profession that may turn bright scholars away from pursuing academic positions.

Based on data obtained nationally and within WSU, the College Council voted unanimously to endorse the following recommendations within WSU (see College Council Minutes, Feb. 2, 2015):

- 1) Address the disparity in pay (and benefits) between "Lecturer" (temporary, part-time appointments) and "Senior Lecturers" (temporary, part-time appointments).
- 2) Address the ambiguity in temporary, part-time classifications and appointments that currently is inconsistent between departments.
- 3) Provide academic promotion for non-tenure track teaching and research faculty to provide incentive for professional development, including evaluation and eligibility for full Graduate Faculty status.
- 4) Establish a minimum wage such that NTTFs are paid at least \$2,400/3 credit course (slightly below the 2010 median pay of \$2500/3 credit course).

**Summary on Adjunct and Research Faculty  
College Council Budget Committee  
Feb. 2, 2015**

**CHARGE (Feb. 3, 2014):**

1. Gather information on adjunct/lecturer and research/professional faculty at other institutions and/or AAUP guidelines.
2. Make recommendations for new policies for promotion, rights, and benefits.
3. Committee charged with addressing the expanding need for part-time, non-tenure track, contingent faculty at WSU. These faculty members are important in accommodating the expanding student enrollment and enhancing experiential learning on campus.

With the goal of an increasing our enrollment to 22,000, the role of contingent faculty (NTTF = non-tenure track faculty, adjuncts) is even more essential.

**COMMITTEE MEMBERS:**

Douglas Crews <[douglas.crews@wichita.edu](mailto:douglas.crews@wichita.edu)>

Helen Hundley <[helen.hundley@wichita.edu](mailto:helen.hundley@wichita.edu)>

Ramona Liera-Schwichtenberg <[ramona.liera-schwichtenberg@wichita.edu](mailto:ramona.liera-schwichtenberg@wichita.edu)>  
(on leave in Fall 2014)

Hari Mukerjee <[hari.mukerjee@wichita.edu](mailto:hari.mukerjee@wichita.edu)>

Jennifer Pearson <[jennifer.pearson@wichita.edu](mailto:jennifer.pearson@wichita.edu)>

Mary Liz Jameson (chair) <[maryliz.jameson@gmail.com](mailto:maryliz.jameson@gmail.com)>

**COMMITTEE MEETINGS TO DATE:**

February 20, 2014: Committee Meeting: Ramona, Hari, Jennifer, Mary Liz; Melissa had a conflict

March 18, 2014: Budget Committee chair (Jameson) met with Dean Matson to discuss ORTT request

March 27, 2014: Committee Meeting: Hari, Jennifer, Melissa, Mary Liz (Ramona had a conflict)

April 10, 2014: Committee Meeting: Jennifer, Ramona, and Mary Liz (Melissa and Hari had conflicts)

October 22, 2014: Committee Meeting: Helen, Jennifer, and Mary Liz (Hari and Doug had conflicts)

November 12, 2014: Committee Meeting: Jennifer, Doug, and Mary Liz (Hari and Helen had conflicts)

Dec. 4, 2014: Committee Meeting: Jennifer, Doug, and Mary Liz (Hari and Helen had conflicts)

Dec. 10, 2014: Budget Committee chair (Jameson) presented the committee's overview to the College Council Executive Committee

**COMMITTEE RECOMMENDATIONS:**

1) *The disparity in pay between Lecturers (temporary, part-time appointments) and Senior Lecturers (temporary, part-time appointments) should be addressed (see attached information).*

Lecturers are currently paid \$1650-2000/course to teach less than 9 hours/semester. Senior Lecturers are currently paid \$4000/course to teach 12 hours/semester. Thus, Lecturers are paid 50-59% less than Senior Lecturers and also are provided no health benefits.

2) *Ambiguity in temporary, part-time classifications and appointments should be addressed.*

Terminology associated with contingent faculty varies between departments. Human Resources and Departmental terminology is (apparently) applied inconsistently.

3) *Academic promotion for non-tenure track teaching and research faculty would provide an incentive for professional advancement.*

Evaluation of lecturers and researchers would be similar to those that are in place for tenure-track faculty, but would align with teaching/service or research/service. Lecturers would be promoted from Assistant Lecture > Associate Lecturer > Full Lecturer; researchers would be promoted from Research Assistant Prof. > Research Associate Prof. > Full Research Prof.

The framework may include:

- 1) Annual performance review
- 2) Eligibility for promotion within their classification
- 3) Inclusion in institutional policies and procedures (protects university and the employee)
- 4) Eligibility to serve as Principle Investigator on internal and external grant applications and on-going research
- 5) Eligibility for full Graduate Faculty status in order to advise graduate students on research grants

**SUMMARY:**

Within the next five years, it is predicted that WSU will see enrollment increase from approximately 15,000 to 22,000 students. In order to accommodate the expanding student enrollment, educational, and research needs at WSU, a discussion of the role of WSU’s non-tenure track employees (NTTF: part-time, contingent, and adjunct) is essential.

The CC Budget Committee gathered information and met six times during the course of two semesters. To address our charge, we gathered data from outside WSU, our affinal departments, LAS departments, WSU (David Wright), the office of ORTT.

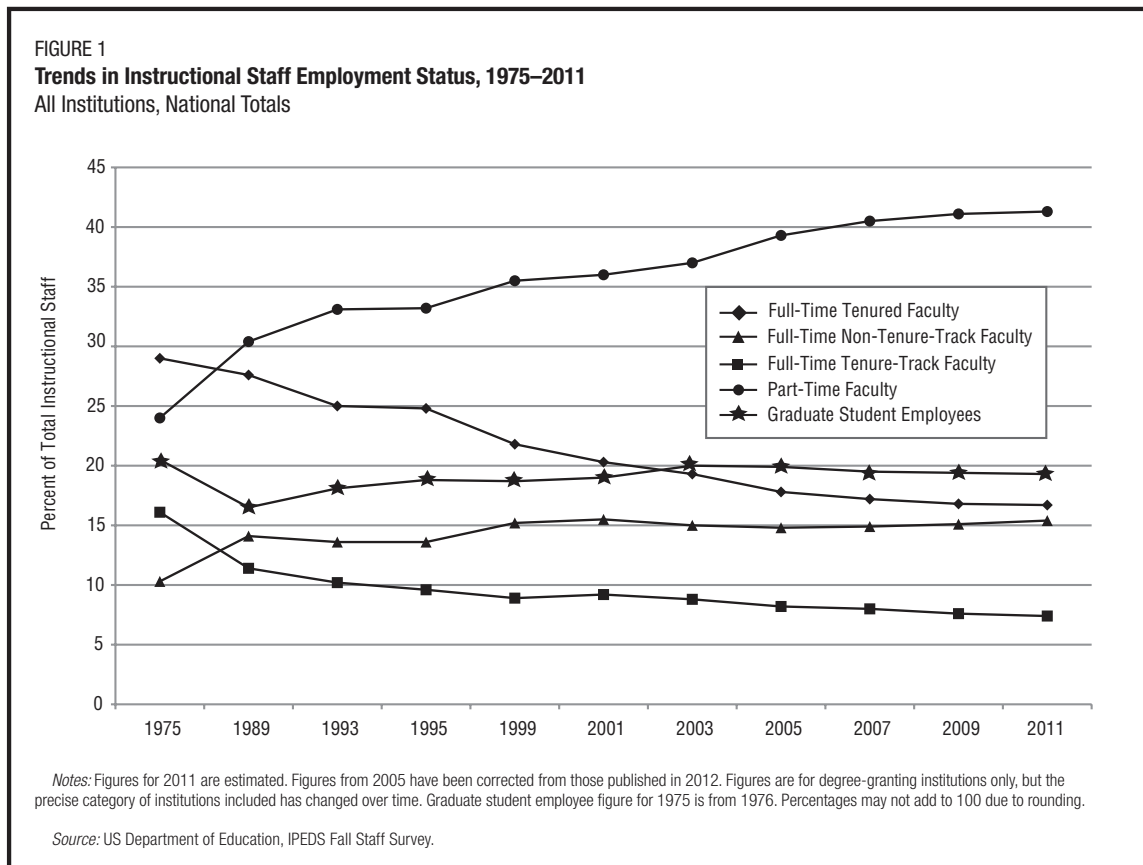


Figure 1. Curtis and Thornton. 2013. *Academe* March-April 4-19. URL: <http://www.aaup.org/file/2012-13Economic-Status-Report.pdf>

At a national level, it is clear that the number of NTTF appointments has grown. In the

1970s, contingent faculty made up less than 25% of the faculty compared to approximately 41% of the faculty in 2011 (Figure 1). Concomitant with the increase in NTTF, there has been a decrease in full-time tenured and tenure-track faculty. Nationally, full-time tenured faculty have declined from approximately 16% of academic instructional staff in the 1970s to about 7% of academic instructional staff in the 2011. Similarly, non-tenure track Research Professors, who are funded by external monies, have also grown within academic institutions.

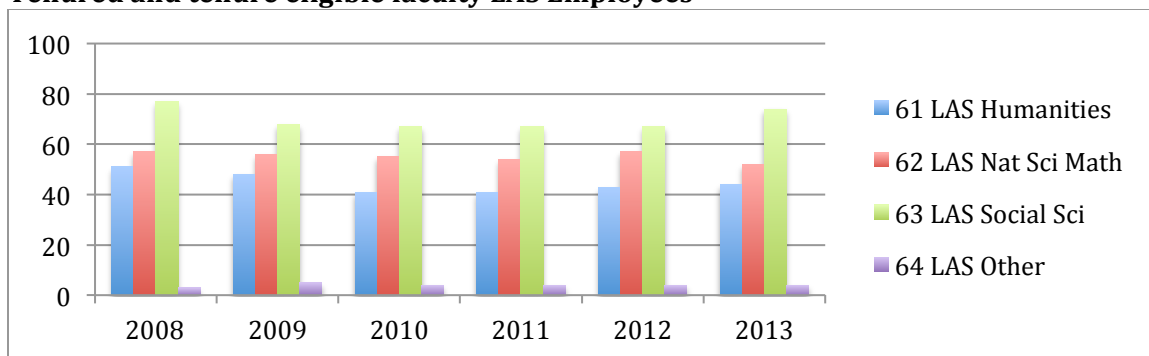
It is clear that NTTF fulfill essential roles within our institution as teachers and researchers. They assist the institution in accommodating the expanding student enrollment and student research needs on campus. In addition, NTTF are significantly less expensive to the institution than tenure-track faculty. The growth in NTTF has implications for university governance, administration, management, and quality education for our student body. The increase in NTTF in higher education has sparked a nation-wide discussion (e.g., Curtis & Thornton. 2013. The Annual Report on the Economic Status of the Profession 2012-13. American Association of University Professors. URL: <http://www.aaup.org/file/2012-13Economic-Status-Report.pdf>; many articles in the *Chronicle of Higher Education*).

In order to address trends on campus, our committee gathered information about the NTTF on campus, but data are available only from 2008-2013 (also coinciding with a hiring freeze). Based on these data, numbers of tenured and tenure-track faculty at WSU appear to be stable. Additionally, number of NTTF appear to be slightly higher than tenured and tenure-track faculty in the humanities whereas the number is slightly lower in both natural science and math and social sciences (Figure 2).

#### Temporary non-tenure LAS teaching employees



#### Tenured and tenure eligible faculty LAS Employees



**Figure 2. Comparison of faculty at WSU.** LAS Faculty 2008-2013. Excludes classified, students, graduate student appointments and non tenure eligible unclassified who have no research or teaching assignments. Data not available pre-2008 so comparisons were not obtained. Reflects all WSU faculty as of November of each year. Data from David Wright.

Some academic institutions allow for promotion outside tenure lines. Examples include Portland State University (<http://www.pdx.edu/faculty-senate/sites/www.pdx.edu/faculty-senate/files/PT%20Guidelines%20%204-23-2014.pdf>), Emory University

(<http://college.emory.edu/home/assets/documents/faculty/guidelines-promotion-senior-lecturer.pdf>), University of Nebraska (<http://cehs.unl.edu/cyaf/standards-promotion-associate-professor-practice-and-professor-practice/>), University of Missouri ([http://www.umsystem.edu/ums/rules/collected\\_rules/faculty/ch310/310.035\\_non-tenure\\_track\\_faculty](http://www.umsystem.edu/ums/rules/collected_rules/faculty/ch310/310.035_non-tenure_track_faculty)). WSU lacks a structure for similar promotions of either research or teaching faculty.

Lecturers (“instructor track”) are responsible for a higher teaching load and without a research expectation. For instructor track, promotion lines may be lecturer 1 (similar to instructor), lecturer 2 (similar to assistant professor), lecturer 3 (similar to associate professor), lecturer 4 (similar for full professor). Promotions allow for advancement and longer term teaching contracts. Lecturers use the same forms and processes as those for tenure and promotion, but are judged only on teaching and service roles.

Researchers (“research track”) are structured similarly: research professor 1 (similar to instructor), research professor 2 (similar to assistant professor), research professor 3 (similar to associate professor), research professor 4 (similar for full professor). Promotion raises allow for longer term research contracts. Promotions allow for longer term research contracts and allow research faculty to request higher salaries in grants and contracts. Researchers use the same forms and processes as those for tenure and promotion, but are judged only on research and service roles.

Faculty Senate is considering a proposal/idea for Lecturers to earn “nothing lower than \$3500 per course, 4 courses per semester, to reach \$28,000 per year, with full benefits. Such faculty as created in this system would have no expectation for research. Their service obligations would be minimal (attend department policy committee meetings; perhaps serve in the unclassified senate), and they would be subject to step/merit increases” (pers. comm. Chris Brooke, Feb. 2014).

**Comparison WSU Faculty (Temporary Part-time, Full-time, and Tenured/Tenure-track), Titles, Roles, Benefits, Promotion, and Compensation**

Title	Employee Classification	Typical Course Load	Service Role	Research Role	Typical Compensation	
					Paid Per Course	Salaried
<b>Temporary, Part-Time Appointments</b>						
Lecturer	lecturer	<9 hours/semester	no	no	\$1650-2000/course	no
Sr. Lecturer	lecturer?	12 hours/semester	no	no	\$4000/course	no
<b>Full-Time Appointments</b>						
Instructor	temporary faculty	12 hours/semester	no/yes	no	\$16,000/semester	
Fairmount Lecturer	regular unclassified professional	12 hours/semester	no/yes	no		\$35,000-\$44,000
Visitng Professor	temporary faculty	Contingent upon needs	no/yes	no/yes		\$35,000-50,000
<b>Tenure track and Tenured Faculty</b>						
Assistant Professor	faculty	9 hours/semester	yes	yes	NA	range
Associate/Full Professor	faculty	9 hours/semester	yes	yes	NA	range
Title	Benefits			Promotion	Merit Pay Increase	Term Limit
	Health Insurance	Retirement	Contract			
<b>Temporary, Part-Time Appointments</b>						
Lecturer	no	no	semester	no	no	no
Sr. Lecturer	no (potentially after one year)*	no?	semester	no	no	no
<b>Full-Time Appointments</b>						
Instructor	yes (30 day waiting period)	yes (after one year)	year	no	no	6years
Fairmount Lecturer	yes (30 day waiting period)	yes (after one year)	year	no	no	none
Visitng Professor	yes (30 day waiting period)	yes (after one year)	year	no	no	6 years
<b>Tenure track and Tenured Faculty</b>						
Assistant Professor	yes (30 day waiting period)	yes (after one year)	year	yes	yes	no (if tenured)
Associate/Full Professor	yes (30 day waiting period)	yes (after one year)	year	yes	yes	no

5.15 in Policies and Procedures: "Adjunct faculty will be considered to spend two and one-half (2 1/2) hours of service (preparation, grading, etc.) for every one (1) credit hour taught." Note that this means a 3 credit hour course would be considered to require about 10 hours per week. Adjuncts who make \$1650 per course are therefore making less than \$10 an hour (16 weeks at 10.5 hours per week=168 hours; \$1650/168 hours=\$9.82 per hour). Full-time faculty paid \$4,000 for a 3-hour course receive \$23.80 per hour.

\*Employees not in a benefit eligible position will be monitored and measured for 1 year. If at the end of the measurement year they have averaged 30 hours per week, they will qualify for health insurance. Generally, this means they have taught 12 or more credits per semester over the course of a year (not including summers). Once qualified, they become eligible for health insurance the first of the month following the date they became qualified.

**College Council Budget Committee  
Summary on Adjunct and  
Research Faculty**

## **Budget Committee Charge**

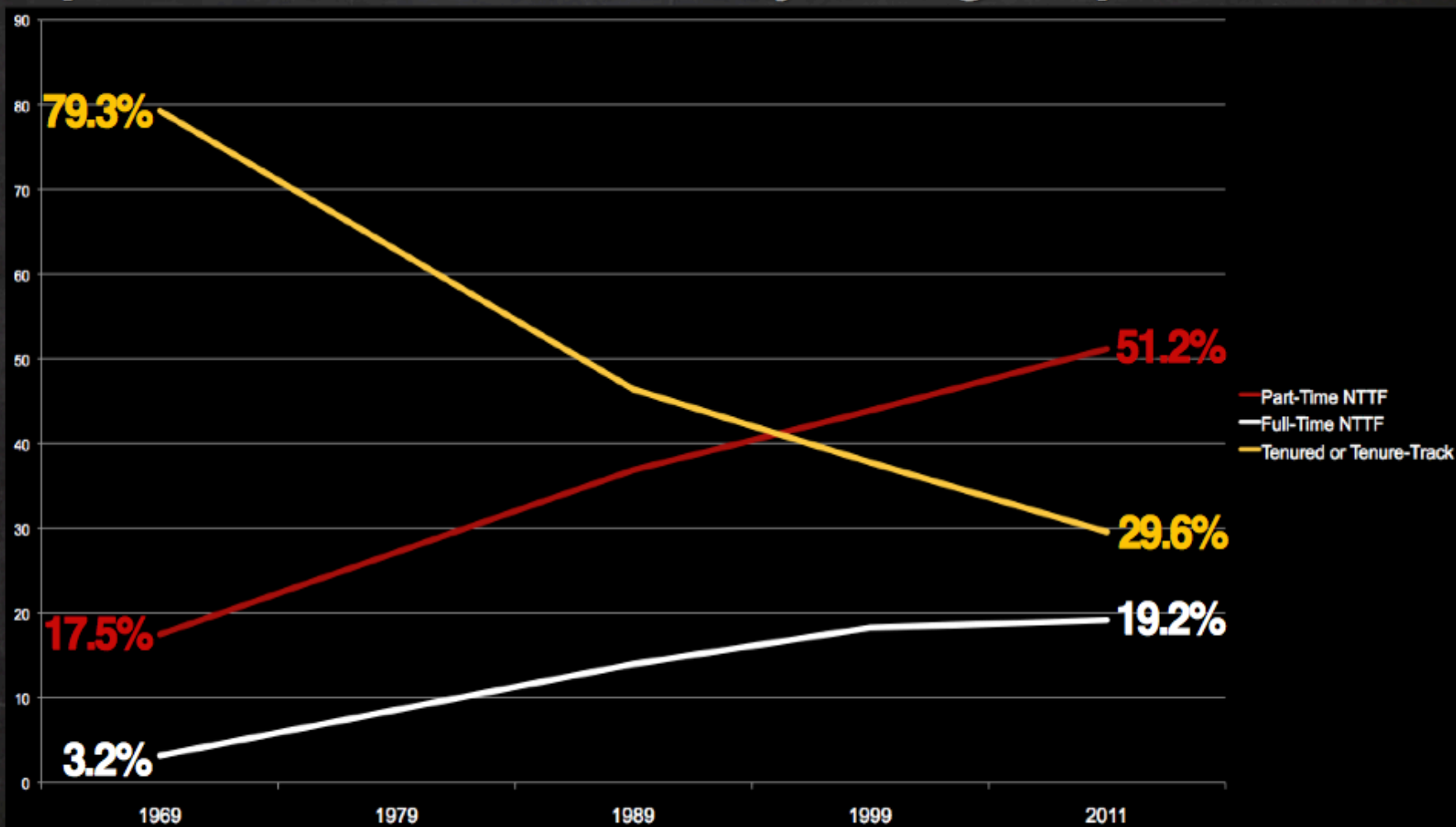
### **Feb. 3, 2014**

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With the goal of increasing our enrollment to 22,000, the role of contingent faculty (NTTF = non-tenure track faculty, adjuncts) is even more essential.



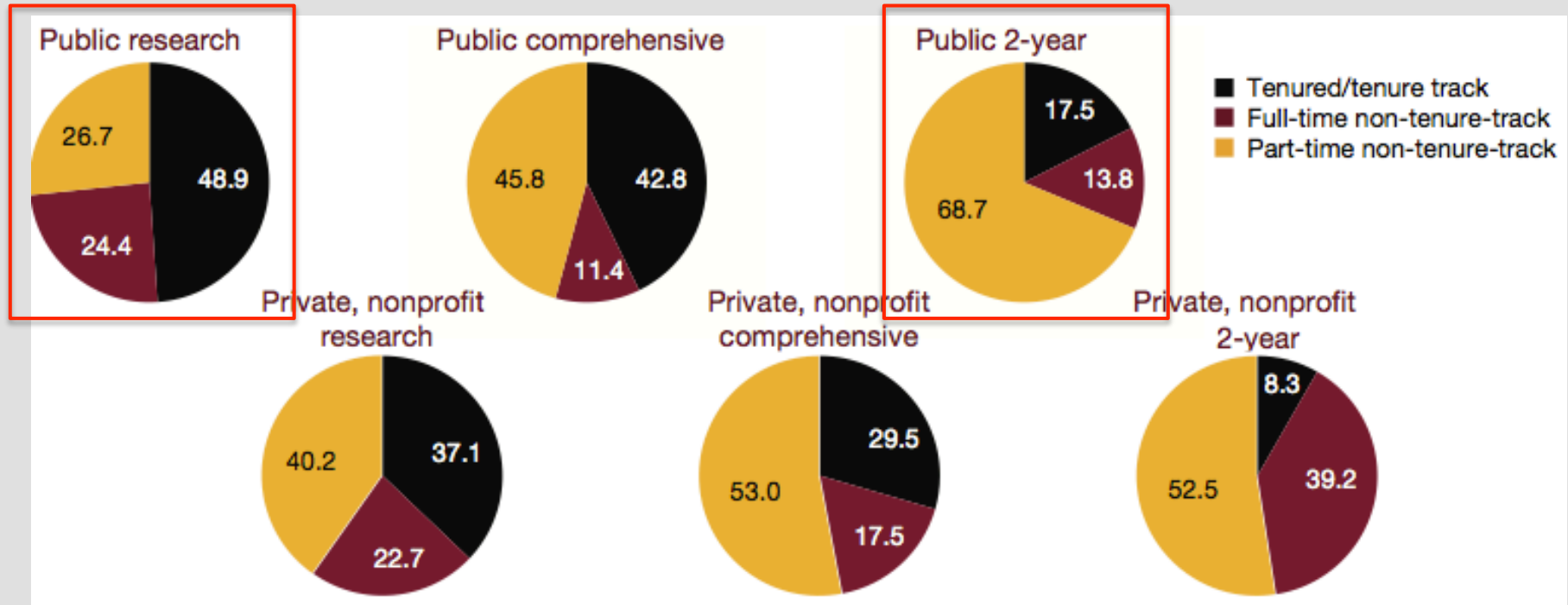
# Composition of Instructional Faculty Among Nonprofit Institutions\*



2011 Figures from NCES IPEDS Data

\* Excludes graduate students responsible for providing instruction.

# National Faculty Trends in Academia: Differences Across Institutional Types



Variation in the composition of faculty as a function of institutional type shows that public research institutions (like WSU) include about 49% tenured/tenure track faculty and 27% contingent faculty, whereas public 2-year institutions (like community colleges) include about 18% tenured/tenure track faculty and 69% contingent faculty.

[Adapted from [www.uscrossier.org/pullias/wp-content/uploads/2013/07/Delphi-NTTF\\_National-Trends-for-Faculty-Composition\\_2013WebPDF.pdf](http://www.uscrossier.org/pullias/wp-content/uploads/2013/07/Delphi-NTTF_National-Trends-for-Faculty-Composition_2013WebPDF.pdf)]

Baker. 2014. *BioScience* 64: 647–652. doi:10.1093/biosci/biu101

## Policies & Practices that Affect NTTF Faculty

- **Hiring processes** are decentralized and unsystematic
- Little **access to professional development**, orientation, or mentoring
- Typically, **no formal evaluation** by students or chairman
- **High turnover rate** due to last minute hiring, little commitment to rehiring, lack of job security, and short contracts
- **Limited student interaction**
- **Little or no means for participating in curriculum development**, department meetings and planning, or campus governance
- **Limited access to instructional resources**, staff support, and office space
- Often **only compensated for class time** (not office hours, course preparation, or meeting with students)

Modified from "thechangingfaculty.org"

[http://thekeep.eiu.edu/cgi/viewcontent.cgi?article=1357&context=jcba&sei-redir=1&referer=http%3A%2F%2Fscholar.google.com%2Fscholar%3Fq%3Dwww.thechangingfaculty.org%26btnG%3D%26hl%3Den%26as\\_sdt%3D0%252C5#search=%22www.thechangingfaculty.org%22](http://thekeep.eiu.edu/cgi/viewcontent.cgi?article=1357&context=jcba&sei-redir=1&referer=http%3A%2F%2Fscholar.google.com%2Fscholar%3Fq%3Dwww.thechangingfaculty.org%26btnG%3D%26hl%3Den%26as_sdt%3D0%252C5#search=%22www.thechangingfaculty.org%22)

## Why This Matters: Student Success

Research suggests growing reliance on NTTF contributes to:

- Diminished graduation and retention rates
- Decreased transfer rates from 2- to 4-year institutions
- Greater difficulty with major selection and academic persistence
- Lower grade point averages

Why? Because NTTF teach a high number students taking introductory courses, students who are early in their undergraduate career, and students taking remedial courses.

Student success is undermined by NTTF policies and practices (e.g., last minute hiring, limited faculty-student interaction). Lack of support and policies constrain NTTF's abilities to provide a high-quality educational experience for their students.

Modified from "thechangingfaculty.org"

[http://thekeep.eiu.edu/cgi/viewcontent.cgi?article=1357&context=jcba&sei-redir=1&referer=http%3A%2F%2Fscholar.google.com%2Fscholar%3Fq%3Dwww.thechangingfaculty.org%26btnG%3D%26hl%3Den%26as\\_sdt%3D0%252C5#search=%22www.thechangingfaculty.org%22](http://thekeep.eiu.edu/cgi/viewcontent.cgi?article=1357&context=jcba&sei-redir=1&referer=http%3A%2F%2Fscholar.google.com%2Fscholar%3Fq%3Dwww.thechangingfaculty.org%26btnG%3D%26hl%3Den%26as_sdt%3D0%252C5#search=%22www.thechangingfaculty.org%22)

# Why This Matters: Future of Academia

There is apprehension about how rising numbers of NTTFs have begun to change the nature of faculty work. This may translate into:

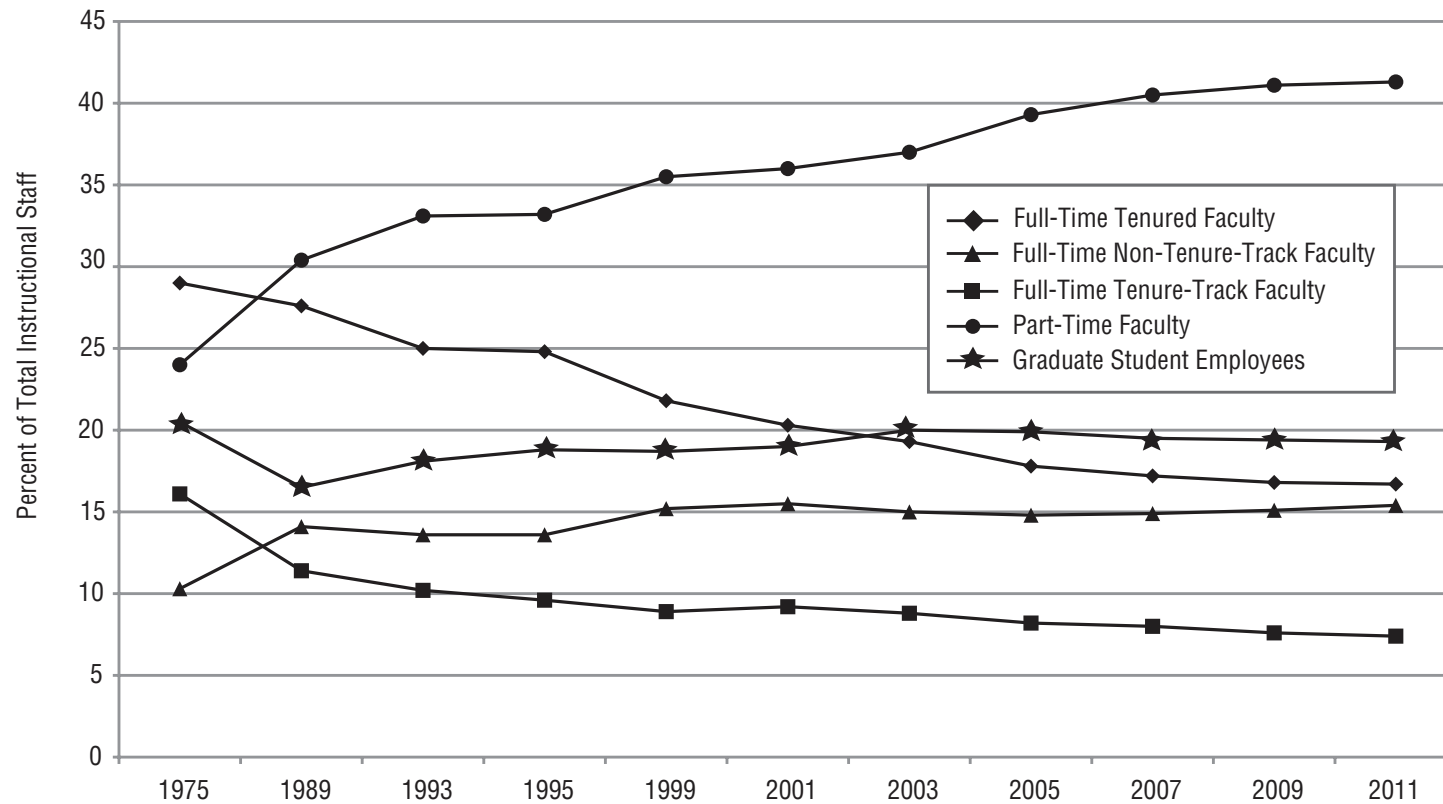
- Development of a two-tiered system
- Erosion of tenure and academic freedom
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# Academic Trends: Increasing NTTF and Decreasing TF

FIGURE 1  
**Trends in Instructional Staff Employment Status, 1975–2011**  
 All Institutions, National Totals

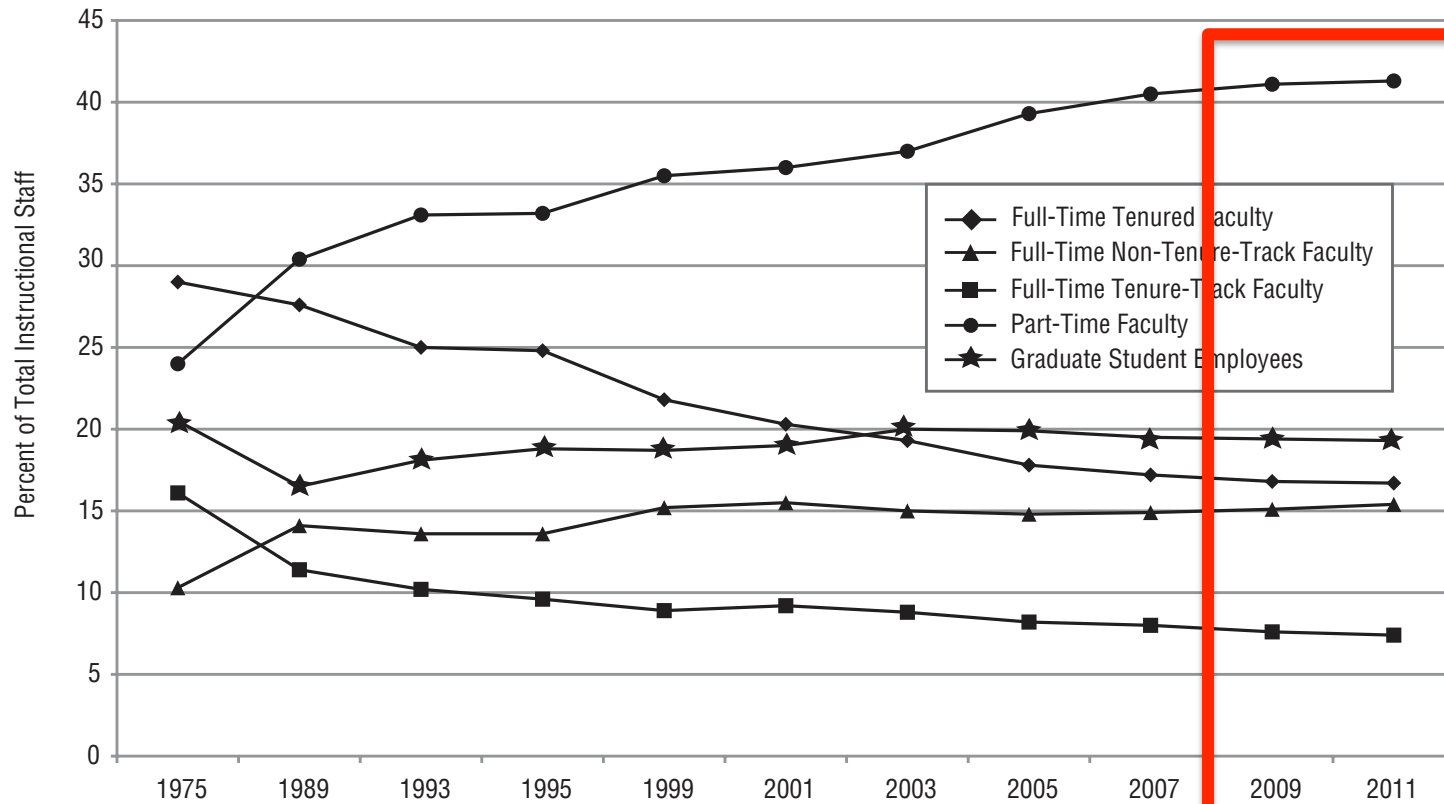


Notes: Figures for 2011 are estimated. Figures from 2005 have been corrected from those published in 2012. Figures are for degree-granting institutions only, but the precise category of institutions included has changed over time. Graduate student employee figure for 1975 is from 1976. Percentages may not add to 100 due to rounding.

Source: US Department of Education, IPEDS Fall Staff Survey.

# Does WSU Follow National Trends?

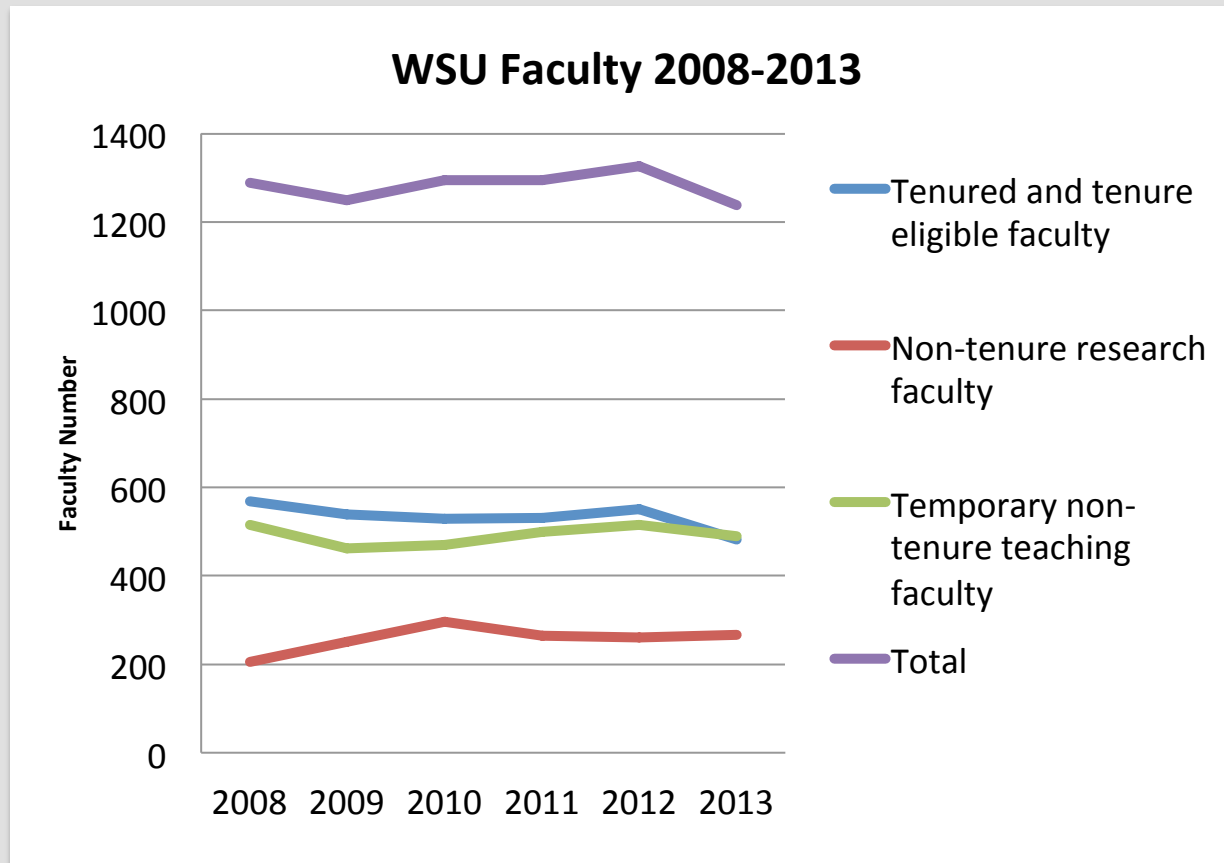
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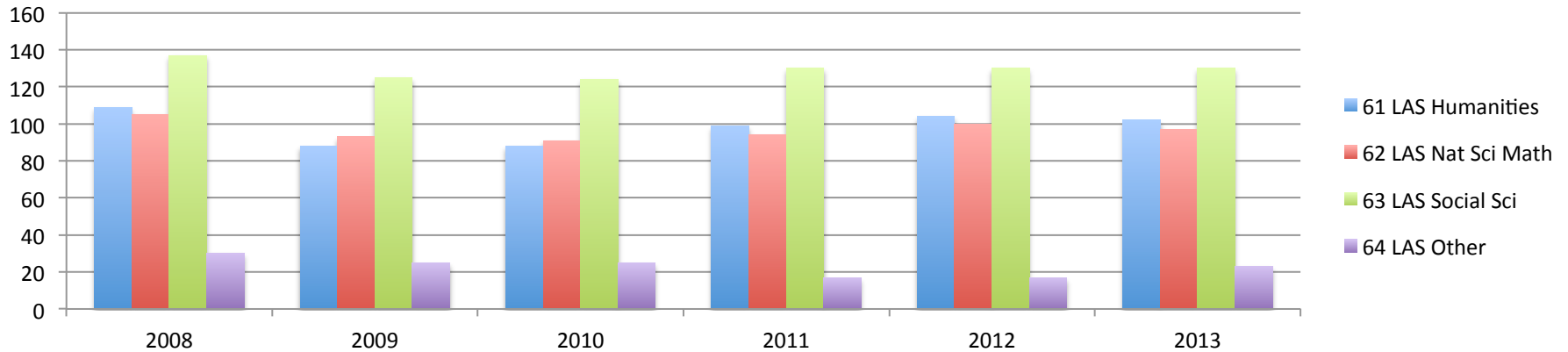


WSU Faculty 2008-2013. Data not available pre-2008, so comparisons were not obtained. Reflects all WSU faculty as of November of each year. Data from David Wright.

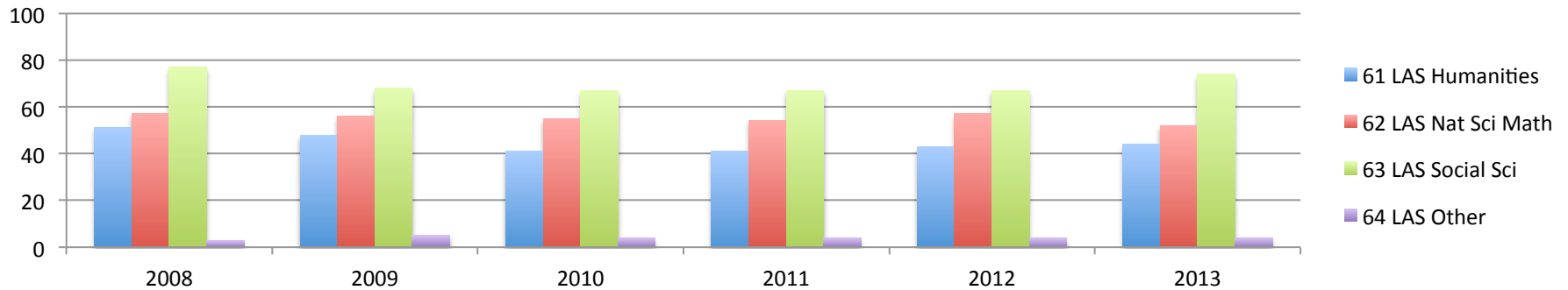


# How Do Faculty Types Compare in LAS?

## All LAS Employees



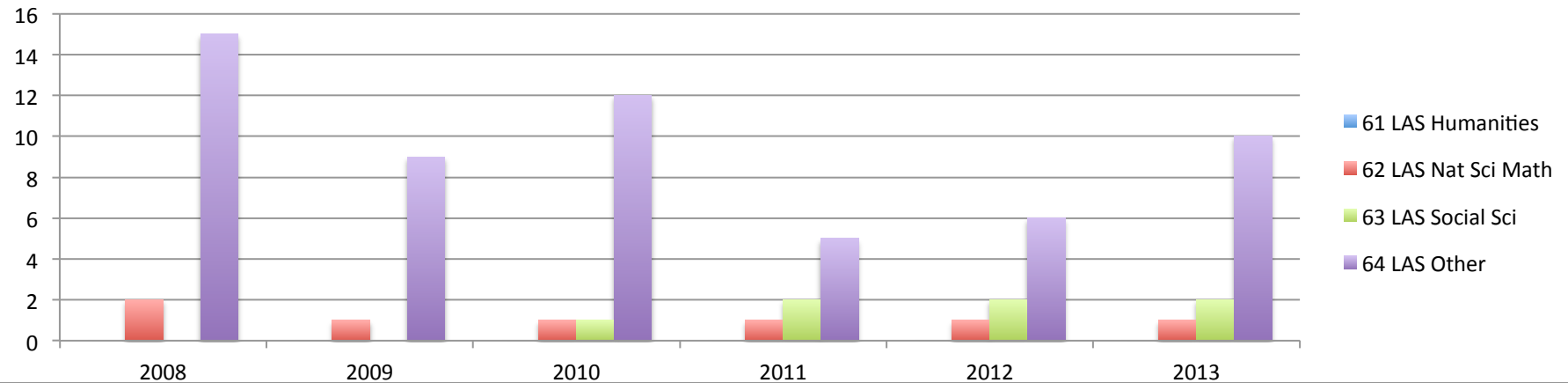
## Tenured and tenure eligible faculty LAS Employees



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# How Have Numbers of NTTF Changed in LAS?

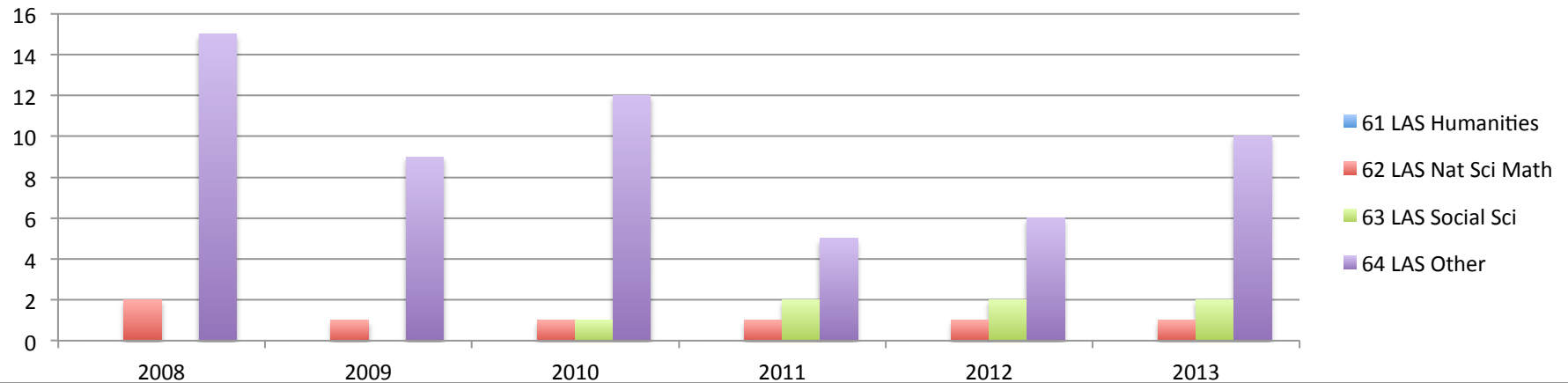
## Non-tenure researchers LAS Employees



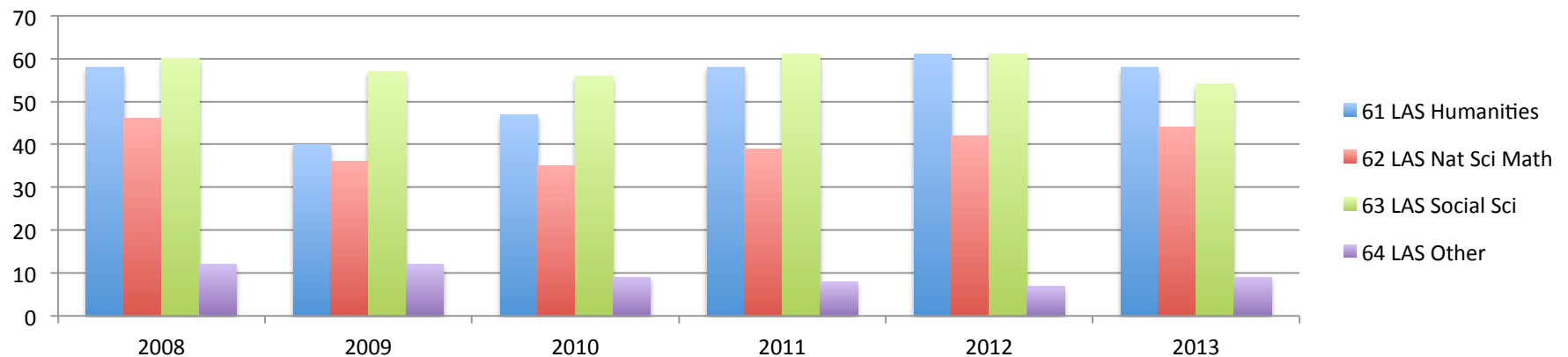
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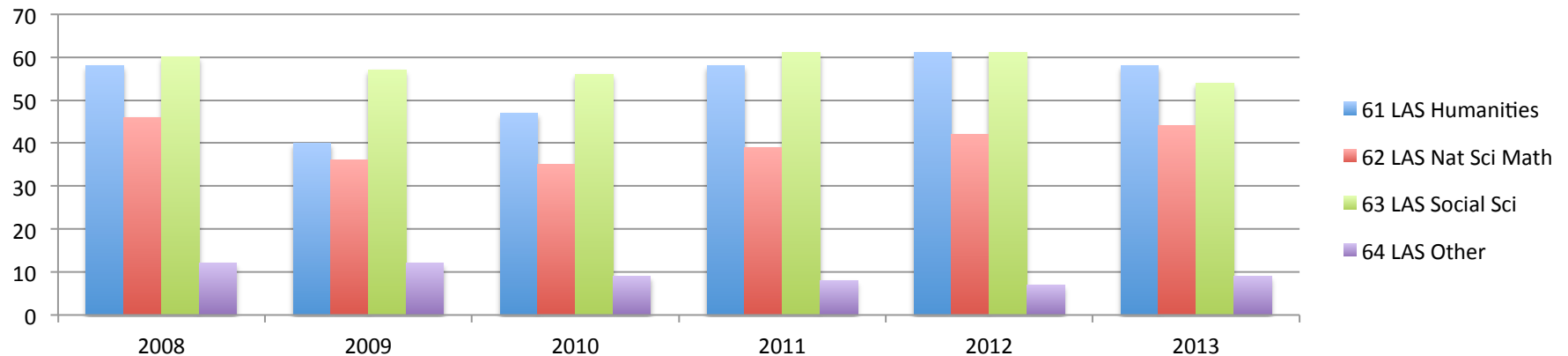
## Temporary non-tenure LAS teaching employees



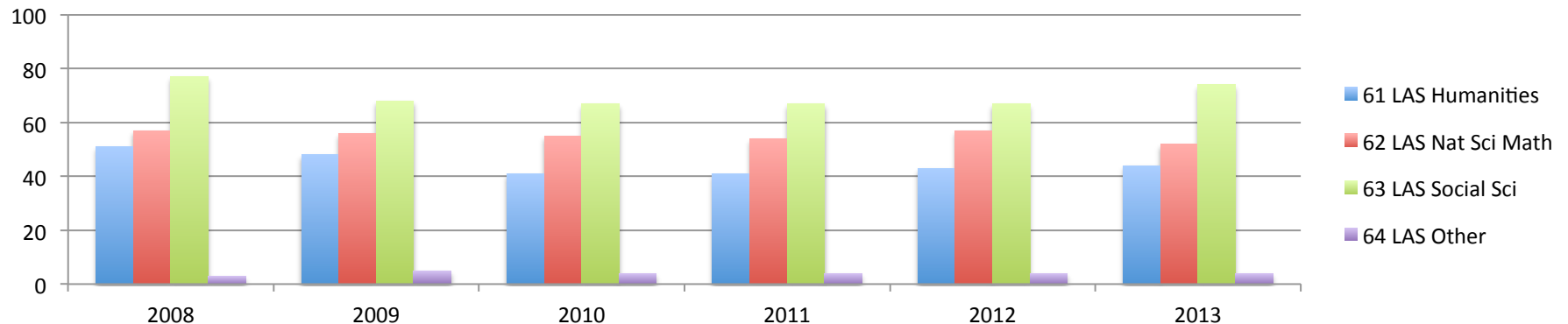
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# How Do TF and NTTF Compare in LAS?

## Temporary non-tenure LAS teaching employees

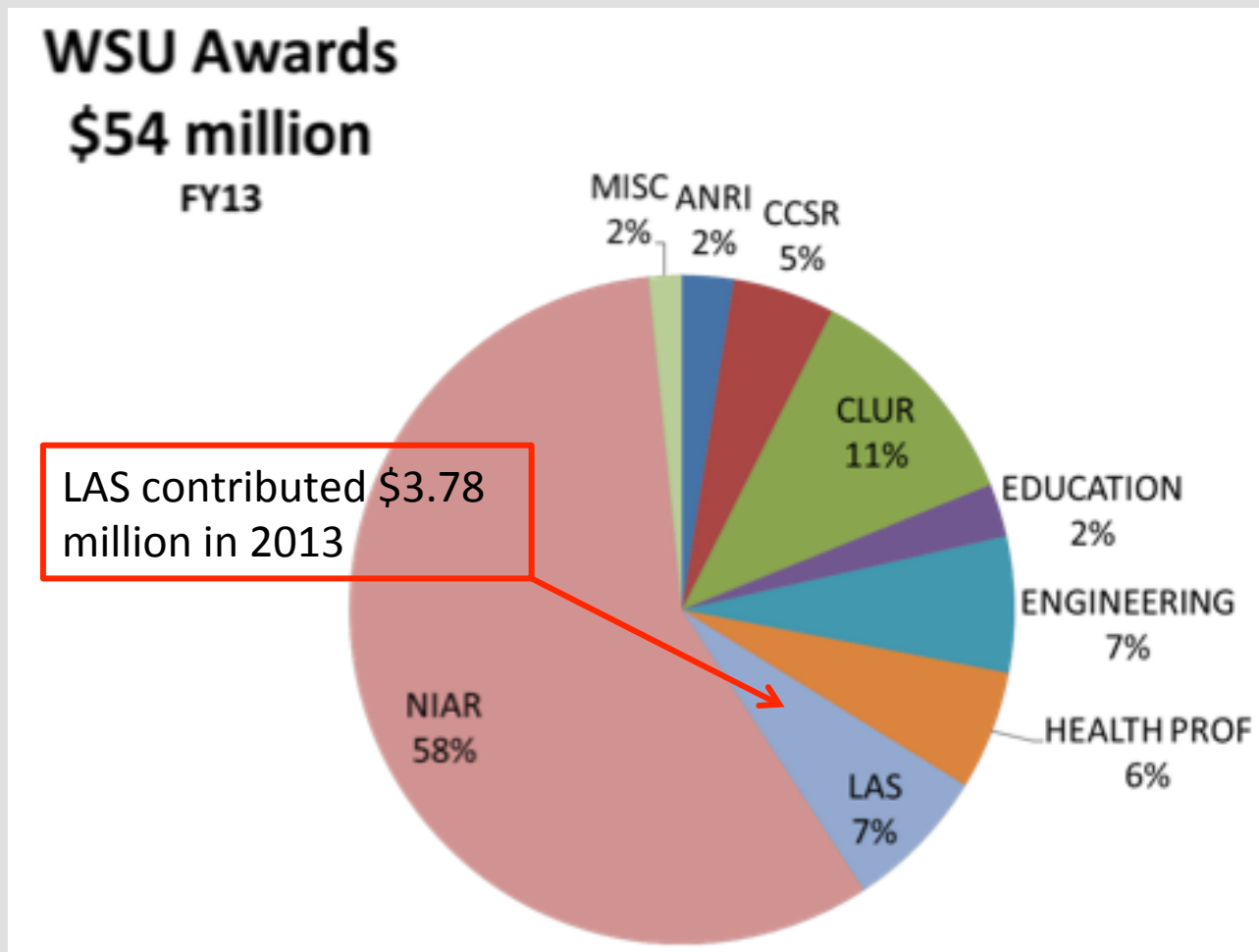


## Tenured and tenure eligible faculty LAS Employees



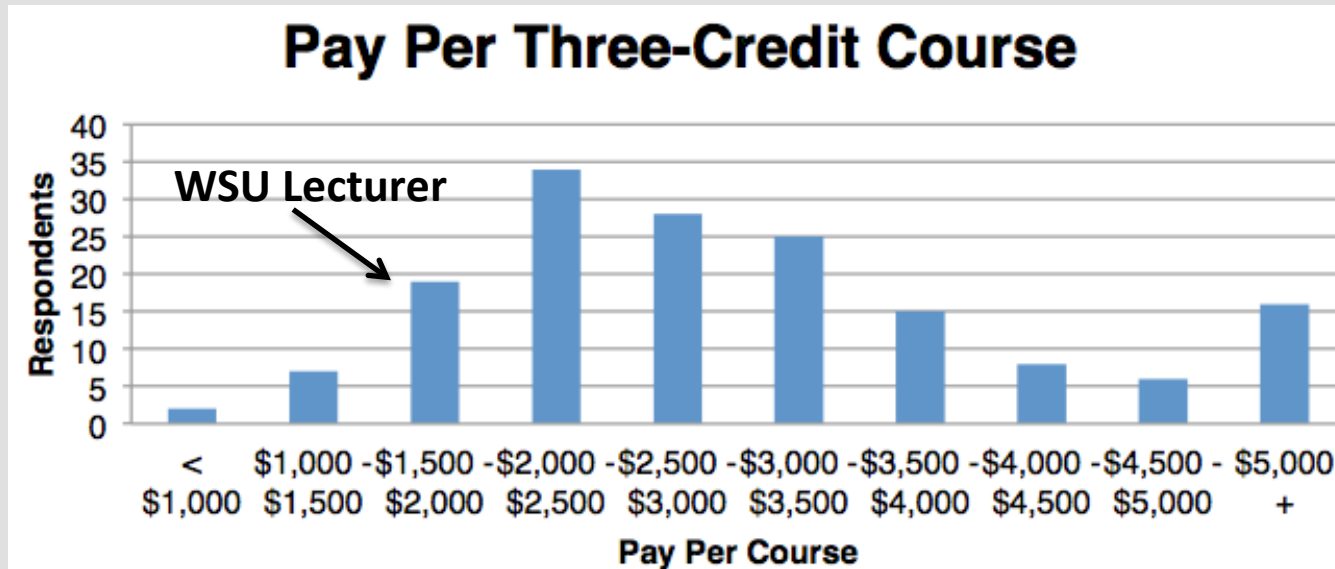
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# Research/Professionals and External Funding at WSU



WSU External funding fiscal year 2013. We are not able to discern the contribution of only Research Faculty to external funding. Graphic from ORTT (April 2014).

# The National NTTF Workforce

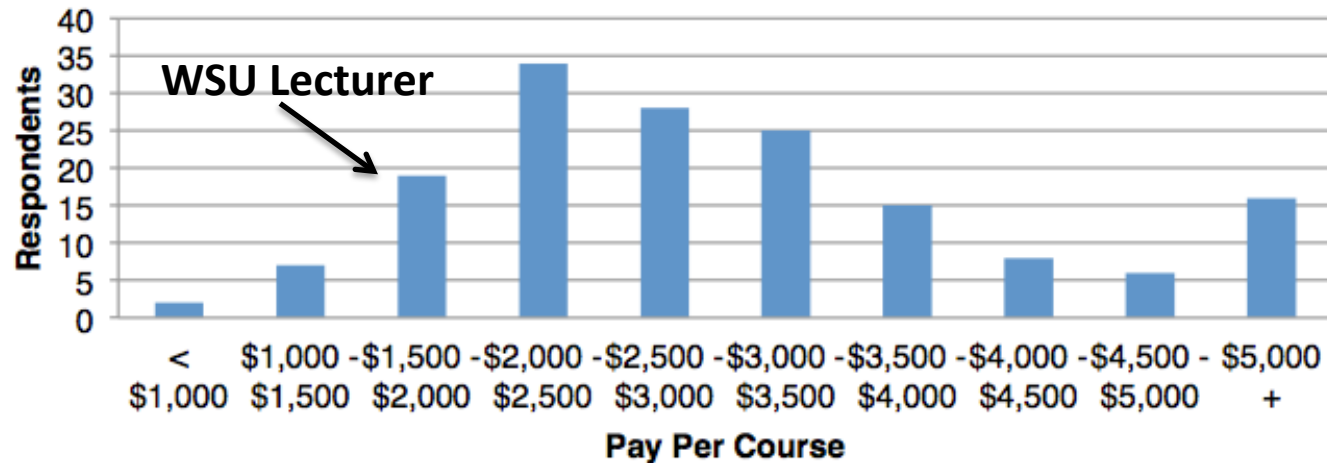


**5.15 in Policies and Procedures:** "Adjunct faculty will be considered to spend two and one-half (2 1/2) hours of service (preparation, grading, etc.) for every one (1) credit hour taught."

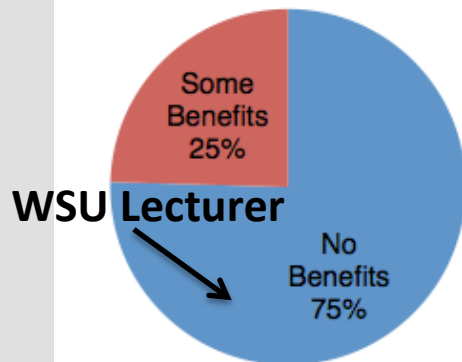
- Thus, a 3 credit hour course would be considered to require about 10 hours per week.
- NTTF who make \$1650 per course are therefore making less than \$10 an hour (16 weeks at 10.5 hours per week=168 hours; \$1650/168 hours=\$9.82 per hour).
- Full-time faculty paid \$4,000 for a 3-hour course receive \$23.80 per hour.

# The National NTTF Workforce

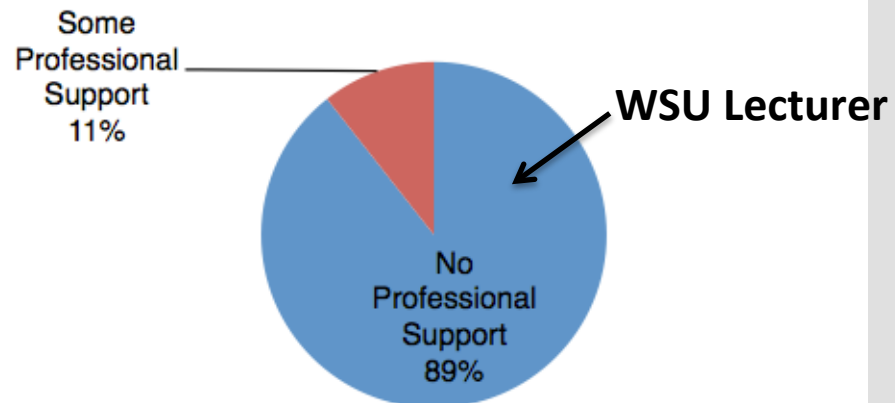
## Pay Per Three-Credit Course



## Percent of Adjuncts Receiving Benefits



## Percent of Adjuncts Receiving Professional Support



## **Committee Summary: 4 Points**

1. Lecturers, Adjuncts, and Research Professors fulfill essential roles within our institution as both teachers and researchers, and they are significantly less expensive to the institution than tenure-track faculty. The growth in these employees has implications for university governance, administration, management, and quality education for our student body.

2. Lecturers (“instructor track”) are responsible for a higher teaching load and without a research expectation. For instructor track, promotion lines may be lecturer 1 (similar to instructor), lecturer 2 (similar to assistant professor), lecturer 3 (similar to associate professor), lecturer 4 (similar for full professor). Promotions allow for advancement and longer term teaching contracts. Lecturers use the same forms and processes as those for tenure and promotion, but are judged only on teaching and service roles.



## Committee Summary: 4 Points

3. Researchers (“research track”) are structured similarly: research professor 1 (similar to instructor), research professor 2 (similar to assistant professor), research professor 3 (similar to associate professor), research professor 4 (similar for full professor). Promotion raises allow for longer term research contracts. Promotions allow for longer term research contracts and allow research faculty to request higher salaries in grants and contracts. Researchers use the same forms and processes as those for tenure and promotion, but are judged only on research and service roles.

4. Faculty Senate is considering a proposal/idea for Lecturers to earn “nothing lower than \$3500 per course, 4 courses per semester, to reach \$28,000 per year, with full benefits. Such faculty as created in this system would have no expectation for research. Their service obligations would be minimal (attend department policy committee meetings; perhaps serve in the unclassified senate), and they would be subject to step/merit increases” (pers. comm. Chris Brooke, Feb. 2014).

## Three Recommendations from the Committee

1) *The disparity in pay between Lecturers (temporary, part-time appointments) and Senior Lecturers (temporary, part-time appointments) should be addressed.*

Lecturers are currently paid \$1650-2000/course to teach less than 9 hours/semester. Senior Lecturers are currently paid \$4000/course to teach 12 hours/semester. Thus, Lecturers are paid 50-59% less than Senior Lecturers and also are provided no health benefits.

# Ambiguity in NTTF Salary and Benefits

Title	Employee Classification	Typical Course Load	Service Role	Research Role	Typical Compensation	
					Paid Per Course	Salaried
<b>Temporary, Part-Time Appointments</b>						
Lecturer	lecturer	<9 hours/semester	no	no	\$1650-2000/course	no
Sr. Lecturer	lecturer?	12 hours/semester	no	no	\$4000/course	no
<b>Full-Time Appointments</b>						
Instructor	temporary faculty	12 hours/semester	no/yes	no	\$16,000/semester	
Fairmount Lecturer	regular unclassified professional	12 hours/semester	no/yes	no		\$35,000-\$44,000
Visitng Professor	temporary faculty	Contingent upon needs	no/yes	no/yes		\$35,000-50,000
<b>Tenure track and Tenured Faculty</b>						
Assistant Professor	faculty	9 hours/semester	yes	yes	NA	range
Associate/Full Professor	faculty	9 hours/semester	yes	yes	NA	range
Title	Benefits			Promotion	Merit Pay Increase	Term Limit
	Health Insurance	Retirement	Contract			
<b>Temporary, Part-Time Appointments</b>						
Lecturer	no	no	semester	no	no	no
Sr. Lecturer	no (potentially after one year)*	no?	semester	no	no	no
<b>Full-Time Appointments</b>						
Instructor	yes (30 day waiting period)	yes (after one year)	year	no	no	6years
Fairmount Lecturer	yes (30 day waiting period)	yes (after one year)	year	no	no	none
Visitng Professor	yes (30 day waiting period)	yes (after one year)	year	no	no	6 years
<b>Tenure track and Tenured Faculty</b>						
Assistant Professor	yes (30 day waiting period)	yes (after one year)	year	yes	yes	no (if tenured)
Associate/Full Professor	yes (30 day waiting period)	yes (after one year)	year	yes	yes	no

5.15 in Policies and Procedures: "Adjunct faculty will be considered to spend two and one-half (2 1/2) hours of service (preparation, grading, etc.) for every one (1) credit hour taught." Note that this means a 3 credit hour course would be considered to require about 10 hours per week. Adjuncts who make \$1650 per course are therefore making less than \$10 an hour (16 weeks at 10.5 hours per week=168 hours; \$1650/168 hours=\$9.82 per hour). Full-time faculty paid \$4,000 for a 3-hour course receive \$23.80 per hour.

\*Employees not in a benefit eligible position will be monitored and measured for 1 year. If at the end of the measurement year they have averaged 30 hours per week, they will qualify for health insurance. Generally, this means they have taught 12 or more credits per semester over the course of a year (not including summers). Once qualified, they become eligible for health insurance the first of the month following the date they became qualified.

## Three Recommendations from the Committee

2) *Ambiguity in temporary, part-time classifications and appointments should be addressed.*

Terminology associated with contingent faculty varies between departments. Human Resources and Departmental terminology is (apparently) applied inconsistently.

## Three Recommendations from the Committee

*3) Academic promotion for non-tenure track teaching and research faculty would provide an incentive for professional advancement.*

Evaluation of lecturers and researchers would be similar to those that are in place for tenure-track faculty, but would align with teaching/service or research/service. Lecturers would be promoted from Assistant Lecture > Associate Lecturer > Full Lecturer; researchers would be promoted from Research Assistant Prof. > Research Associate Prof. > Full Research Prof.

The framework may include:

- 1) Annual performance review
- 2) Eligibility for promotion within their classification
- 3) Inclusion in institutional policies and procedures (protects university and the employee)
- 4) Eligibility to serve as Principle Investigator on internal and external grant applications and on-going research
- 5) Eligibility for full Graduate Faculty status in order to advise graduate students on research grants

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