

## **Faculty Senate Report on Non-Tenure-Track Instruction September 17, 2014**

During the academic year 2013-2014, a joint committee of the Faculty Council and the Lecturers and Educators Congress investigated how non-tenure-track instructional staff are deployed, what roles they play in delivering the curriculum, how they are managed, and how they contribute to the educational mission at NJIT as well as how they compare to non-tenure-track instructors at peer institutions. That investigation built on survey and data research done by the Faculty Council Ad Hoc Committee on Non-Tenure-Track Instruction in the previous year and reported to the NJIT Faculty in May 2013.<sup>1</sup>

The Faculty Senate (FS) has reviewed the Joint Committee report and made modest revisions in the interest of moving forward those recommendations which are endorsed unanimously by the FS. As an overarching recommendation, the Faculty Senate strongly suggests that NJIT, through its various administrative mechanisms including shared governance, strive to improve working conditions for Lecturers (Senior University Lecturers and University Lecturers) and Adjuncts in order to provide greater support for and recognition of their service to the university. We believe these recommendations accord with and can help implement the intentions expressed in the final draft *2020 Vision* plan (dated August 26, 2014) under Objective 4.2: Educational Investment (Strategy 3: Revise Non-Tenure Track Compensation and Career Tracks).

The recommendations of the Faculty Senate cover three areas:

1. Policies and procedures to improve support for SULs/ULs and Adjuncts.
2. Clarifications and policy changes regarding hiring, job descriptions, promotions and salary.
3. Participation by University Lecturers and Senior University Lecturers in departmental activity.

### **1. Recommendations for Improving Support for SULs/ULs and Adjuncts**

#### **1.1 Improve Administrative Support for Instructional Staff**

- Each academic unit at NJIT should provide or assure access to logistical support including adequate office space, computing equipment, photocopying services, etc.

#### **1.2 Create an Instructional Staff Resource Guide**

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<sup>1</sup> See attached.

- NJIT should create and distribute an orientation guide for new hires, both online and in hard copy, including introductory material as well as links to relevant administrative and logistical information about things such as ID cards, parking, using Moodle, access to copy machines, etc.<sup>2</sup>
- 1.3 Create an Adjunct Recognition Program to elevate visibility of adjuncts at NJIT, acknowledge their contributions, and improve communications.
- The university should assist the LEC in producing an electronic and print newsletter keeping the university community abreast of contributions by adjunct instructors. This periodic newsletter will also help improve communication to the larger university community about issues specific to their employment including administrative support, compensation, and shared governance.<sup>3</sup>
- 2. Clarifications and Policy Changes Regarding Hiring, Job Descriptions, Promotions, and Salary**
- 2.1 Establish clear job descriptions for University Lecturer and Senior University Lecturer positions.
- NJIT should develop an employment contract for UL/SUL positions with more explicit language detailing the instructor's specific duties including course-load, administrative duties, and departmental service.
- 2.2 Clarify the criteria and evaluation processes for promotion to Senior University Lecturer.<sup>4</sup>
- The committee recommends these criteria should include primary consideration of teaching effectiveness with secondary consideration of service, research, and publications dependent on contractual stipulations of roles and responsibilities.
- 2.3 Adjustments to Adjunct Compensation and Employment Structure  
The Committee recommends:
- Periodic base-pay salary adjustments to remain competitive with rates at comparable institutions.
  - Merit-based salary increases after set intervals of service based on performance review.

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<sup>2</sup> See TCNJ's website for a good example of an online portal for adjunct instructional staff – <https://hr.pages.tcnj.edu/recruitment-faculty-staff/campus-services-for-adjunct-faculty/>.

<sup>3</sup> TCNJ publishes each semester an online and hard copy adjunct newsletter which could serve as a model for NJIT - [http://hr.pages.tcnj.edu/files/2010/12/ACS\\_Newsletter\\_for\\_Fall\\_2013Rev1.doc](http://hr.pages.tcnj.edu/files/2010/12/ACS_Newsletter_for_Fall_2013Rev1.doc).

<sup>4</sup> Peer institutions, such as [MIT](#), [UMBC](#), and [Carnegie Mellon](#) employ multiple designations for full-time, non-tenure-track instructors that reflect both service time and teaching effectiveness with clear criteria for promotion and raises. The Rutgers University system also recently announced a new system for Lecturer advancement. For example, here are the Rutgers-Newark Federated History Department's criteria - <http://www.ncas.rutgers.edu/non-tenured-teaching-faculty-history>.

- Timely notice of reappointment.
  - Consideration of establishing different rankings (titles) within the adjunct category to enable promotion based on exceptional merit, continued professional development, and contribution in the assigned role.
  - Candid and continuing evaluation of possibilities within the department for promotion to Lecturer position based on departmental needs and budget as well as instructor performance.<sup>5</sup>
  - As part of career advancement, full or partial tuition remission for studies at NJIT toward a terminal degree for adjuncts teaching more than one half of a full teaching load.
- 2.4 Establish strict criteria for teaching “overload” courses.<sup>6</sup>
- Schools and departments should define clearly what constitutes “overload” so that compensation can be adjusted accordingly.
- 2.5 Establish parity across the university with respect to criteria for release time for Lecturers.
- Create clear criteria for service-based and administrative release time to avoid Lecturers performing uncompensated, additional, or non-contract labor.
- 3. Participation by University Lecturers and Senior University Lecturers in departmental activity.**
- 3.1 All academic units are encouraged to engage lecturers in the academic and social life of the unit including a voice in curriculum development and faculty meetings.
- In doing so, however, it should be made clear that such participation by non-tenure-track instructors is voluntary and they are not required to take on substantial administrative or service work beyond their teaching responsibilities without appropriate recognition and/or compensation.

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<sup>5</sup> Virginia Tech also lays out a clear path to advancement for non-tenure track instructors - [http://www.provost.vt.edu/faculty\\_handbook/chapter05/chapter05.html](http://www.provost.vt.edu/faculty_handbook/chapter05/chapter05.html). The University of Maryland-Baltimore County provides an excellent example of this path from Adjunct I all the way to Senior Lecturer -

<http://www.umbc.edu/provost/PDFs/Adjunct%20Faculty%20Policies%20and%20Procedures%20at%20UMBC.pdf> and Section 5.3.4 of [http://www.umbc.edu/provost/Faculty\\_Handbook/section5.pdf](http://www.umbc.edu/provost/Faculty_Handbook/section5.pdf).

<sup>6</sup> An example of this kind of compensation can be found in the AFT contract with New Jersey state universities that specifically defines what “overload” and the credit hour compensation for each instructor level from adjunct to full professor - <http://www.cnjscl.org/>.

**4. The role of University Lecturers and Senior University Lecturers in research and in faculty governance.**

4.1 These issues have been referred to the Faculty Senate Committee on Faculty Rights and Responsibilities for consideration.

**Conclusion**

In forwarding to the administration this Report, which has been endorsed in substance previously by the Faculty Council and the Lecturers and Educators Congress, our goal is to improve working conditions for adjuncts and lecturers on our campus and to address proactively the changing composition of the instructional cohort. There has been an enormous outpouring of research and opinion on the changing professoriate, and we will be best served by embracing an open discussion grounded in research. Most of the recommendations we offer here should not be controversial. Many of them do not involve any substantial outlay of funds. The spirit of shared governance should facilitate implementation of logistical improvements by both the departments and the central administration, while opening the larger questions to discussion and debate by the full academic community.