To: Salisbury University Faculty Senators From: Faculty Welfare Committee (FWC)

Date: 12/5/222

Re: Full Time Non-Tenure Track Faculty

The Faculty Welfare Committee (FWC) was given a charge to review information regarding Full Time Non-Tenure Track (FTNTT) faculty needed to be included or improved in the Salisbury University faculty handbook. Specifically, we were asked to see if information regarding the following was in the faculty handbook.

- When and how PIN lines are provided to FTNTT faculty.

- Specific information identifying the requirements

We were asked to solicit input from FTNTT Faculty prior
were encouraged to solicit input at multiple points in the
report to the Faculty Senate before their last meeting in
information that we recommend to be incorporated or c
a justification for each item. We were asked to submit la
handbook, while indicating where the language should b
This report is a response to that charge.   It should be sta
does not address issues of FTNTT faculty from CHHS, as v
many of these issues for these faculty are already includ

Methodology and Findings

The first step the FWC took was to look at what was writ
Faculty Handbook. We found that there was only a para
about FTNTT faculty, with the exception of FTNTT in the
We then looked up what was written in the University o
(BOR) policy (https://www.usmd.edu/regents/bylaws/Se

). Here we found
some general information regarding the hiring and employment of FTNTT faculty. Included in
written procedures for evaluating faculty performance on a regular schedule, as required by

Board of Regent's Policy II-1.20". It should be noted that since

- The criteria and procedures for reviewing FTNTT faculty should be provided to each faculty member

included in the faculty handbook for Tenure-Track Faculty. Some items within this new section should include (but should not be limited to):

- Written guidelines for promotion for FTNTT faculty
- An explanation of benefits at the time of hire, as well as what benefits will be received after 6 years of continuous service. If these benefits for some reason cannot be consistent across campus, the faculty handbook should clearly state that Human Resources needs to meet with each faculty member to discuss these benefits at the time of hire.
- A written explanation of how PIN lines work, and a clear policy of how FTNTT faculty will learn that they are eligible for a PIN. It should also be clearly stated that FTNTT faculty do not have to "apply" for a PIN, but the PIN position may be offered to them (1) after six years of service and (2) once a PIN position becomes available.
- An explanation of what benefits change once a FTNTT faculty receives a PIN.
- An explanation of their rights as a faculty, such as who represents them in shared governance, and their options to participate in shared governance.
- Dates for which FTNTT faculty need to be informed if their contract is not being renewed.

In addition, we believe that each department should develop a "memo of expectations" for FTNTT faculty members. Included in this memo should be a clear, detailed list of the expectations of the faculty members, if self-evaluations are required, and how the faculty members will be evaluated. These memos should be presented to each college Dean for approval and for archiving purposes. As part of this approval, the Dean should confirm that the evaluation process is the same for FTNTT faculty and Tenure-Track Faculty within each department. The existence of these memos of expectations should be indicated in the faculty handbook so that FTNTT faculty are aware they should be receiving them on a department by department basis. We also believe that each school within Salisbury University should have a written policy explaining how available PINs will be distributed to FTNTT faculty (by seniority, by terminal degree, etc.), and this policy should be shared with new FTNTT faculty upon hire.

Although the FWC was tasked with providing some language that can be used in the faculty handbook, we feel that this task is too large for our committee to attempt at this time. We suggest that someone be hired to write this entire section. Another option is to task someone in the Provost's office be tasked with writing this section, with the new language being sent to the Faculty Senate for approval.

SU Faculty Handbook. To rectify this, we believe that devoting an entire section in the Faculty Handbook will help to alleviate much of the confusion that FTNTT faculty sometimes feel. We believe that even if some of the information in this new section will be repeating what is found in other sections of the Faculty Handbook, it is better to have all of this information in one place.

Faculty Welfare Committee

Angeline Prichard, Claudia Burgess, Echo Weaver, Lisa Seldomridge, Matt Bailey (Chair), Tom Goyens

FTNTT Survey by Faculty Welfare Committee

A total of 55 FTNTT faculty participated in this survey.

Question: What is the highest degree in your field that you obtained?

> Answers: 25% Ph.D., 71% Master's Degree, 4% Other

Question: How many years have you taught at SU? - Years taught at SU?

> Answers: High, 20 years; Low, 0 years; Average, 9.8 years.

Question: What is your current position title?

> Answers: Senior Lecturer, 9; Lecturer, 30; Professor of Practice, 9;
>
> Assistant Instructor, 8

Question: In which school/college do you currently teach?

> Answers: Henson, 28.6%; Fulton, 26.8%; CHHS, 25%; Perdue, 8.9%; Seidel, 7.1%;
>
> Honors College, 1.8%; Provost's Office, 1.8%

Question: When you were hired, were you given a written memorandum of expectations that clearly listed what your job duties entailed?

> Answers: Yes, 55.4%; No, 14.3%; Unsure, 30.4%

Question: If your answer to the previous problem was "no", how did you learn what your job duties entailed?

> Answers:

- Most were listed but others duties deemed by the department have vary by chair.
- Outlined by dept. chair and faculty I work with.
- I taught as if I were a Tenure Track Faculty member, following the lead of the TTF colleagues in my department.
- From chair - teach two 4 credit courses with 1 course release at 20 hours/week as tech (math does not add up as more than 40/week).
- Discussion with my leader, trial and error.
- Chair, I suppose.
- Discussed with department chair and colleagues.
- In meeting with department chair and colleagues.

Question: To demonstrate good teaching, are you expected to implement fresh approaches to a course, innovations, creativity, productive experiments, field experiences, engaged pedagogy and/or elicit creative work from students?

Answers: Yes, 73.2%; No, 12.5%; Unsure, 14.3%

Question: To show growth in teaching: Are you expected to demonstrate activities such as creating new courses, revising curriculum and earning teaching awards because of new teaching?

Answers: Yes, 41.1%; No, 28.6%; Unsure, 30.3%

Question: For scholarship and creative activities: Are you expected to participate in academic work related to your field of specialization or develop a new specialization doing any of the following? (Choose all that apply)

Answers: No, 17.8%; Not Sure, 19.6%; Taking courses, attending workshops, clinics, seminars, etc., 55.4%; Obtaining and maintaining professional licensure, certification, etc., 33.9%; Completing the academic (terminal) degree, 3.6%.

Question: For scholarship and creative activities: Are you expected to participate in research and/or creative projects by doing any of the following? (Choose all that apply)

Answers: Carrying out research and/or creative projects, 27.2%; Publishing research in a book and/or article, 14.5%; Not sure, 18.2%; none of the above, 49.1%.

Question: For scholarship and creative activities: Are you expected to participate in grant activities by doing any of the following? (Choose all that apply)

Answers: Receiving grant awards, 5.3%; Developing grant proposals, 5.3%; Not Sure, 17.8%

Question: For scholarship and creative activities: Are you expected to participate in professional societies and/or professional organizations by doing any of the following? (Choose all that apply)

Answers: Presenting at lod552(ip)-4 PrettA(e)-11 (c)-631 (,)1 10 (tt (e)-11 (iv)-c 0.0031i)4 (ng)-14.1 (a)-6 (

Question: consulting, editing activities, or judging creative activities by doing any of the following? (Choose all that apply)

Answers: Consulting with professionals in one's area of specialization, 28.6%; Editing or serving on an editorial board or refereeing journal articles, 7.1%; Publishing a book and/or article, 10.7%; Securing a book contract or having an article accepted by a publisher, 3.6%; Not sure, 28.6%.

Question: For scholarship and creative activities: Are you expected to receive recognition for scholarly and/or creative activities by receiving any of the following? (Choose all that apply)

Answers: Receiving recognition, scholarship(s), or award(s) from the department, school, or university, 14.3%; Receiving recognition, scholarship(s), or award(s) from another organization or professional society, 8.9%; Not sure, 33.9%.

Question: For service: Are you expected to perform voluntary administrative duties in any of the following ways? (Choose all that apply)

Answers: Participate in university wide activities (orientation, recruitment, etc.), 55.4%;

<u>Question:</u> For service: Are you expected to participate in professional societies in any of the following ways? (Choose all that apply)

Answers: Participating in leading local workshops, conferences, lectures, exhibitions, recitals, concerts, performances, etc., 28.6%; Participating in leading state/regional workshops, conferences, lectures, exhibitions, recitals, concerts, performances, etc., 17.9%; Participating in leading national and/or international workshops, conferences, lectures, exhibitions, recitals, concerts, performances, etc., 16.1%;

<u>Question:</u> Are you expected to formally be an academic advisor?

Answers: Yes, 51.8%; No, 82.8%; Not sure, 5.4%.

<u>Question:</u> If you answered yes to the question above, how many students, on average, are you expected to advise each seg0Tu

<u>Question: If you answered yes to the previous question, please describe the additional service expectations to which you are held.</u>

Answers:

- Service on one department committee
- Currently serving as head of track within the department. Tenured faculty retired in 2021, no replacement has been hired, and a search for replacement has not been approved.
- Mentor adjunct faculty
- According to CHHS MOU. "In addition, all clinical faculty are encouraged to participate in professional organization within their field, with progressively greater participation required at higher clinical ranks".

Question: If you have received a PIN position, after how many years of full-time work did you receive a PIN position?

Answers: High, 18; Low, 0; Average, 7.24.

Question: If you have received a PIN position, did anyone tell you that you were eligible for a PIN position?

Answers: Yes, 55.2%; No, 44.8%.

Question: If you have were told that you were eligible to receive a PIN position, who informed you that you were eligible for a PIN position?

Answers:

- Chair and management specialist
- Office of human resources
- My chair after I lost my contract because I had been there 7 years and the provost wouldn't give me tenure
- Dean
- Dean and Provost in my contract
- Department Chair
- Via FB contract from the Dean's office
- HR when I was hired
- Chair/Dean
- Administrative Associate
- Director of School of Social Work

Question: If you have received a PIN position, did you have to apply for the PIN position?

Answers: Yes, 3.7%; No, 96.3%.

Question: Did you receive any pay increase when you received the PIN position?

Answers: Yes, 10.7%; No, 66.7%; Not Sure, 25%.

Question: When you began employment in a FTNTT position, were your health and retirement benefits explained to you?

Answers: Yes, 42.3%; No, 51.9%; Not Sure, 5.8%.

Question: If you answered yes to the question above, who explained these benefits to you?

Answers:

- Chair, and there were none.
- HR
- Department Chair
- Nadalyne Campbell
- I read them online and new faculty development
- I was asked if I required them which I do not.

Question: If your health benefits were explained to you, when where these benefits explained to you?

Answers:

- When I was hired
- When I received my PIN position
- Immediately upon hiring
- When I was first offered the FTNTT position
- After I signed my contract
- Prior to hiring
- Before hiring (via email)
- When I received a promotion
- When I started at SU -- but I had previously worked at UMES (with a pin line)
- The summer before I signed the contract
- Shortly after I transitioned

Question: Does your department/program chair evaluate you each year?

Answers: Yes, 96.1%; No, 3.9%;

Question: What are the major areas in which you are evaluated? (Choose all that apply)

Answers: Instruction, 100%; Service, 74%; Professional Development, 63%; Creative Activities, 39%; Scholarship, 41%; Other, 6%;

Question: Please explain your reason for choosing "other" in the previous question.

- Organizing and maintaining departmental demonstrations.
- Duties/tasks as assigned or unassigned.
- Administration

Question: Are you required by your department/program to submit a yearly self-evaluation?

Answers: Yes, 86.3%; No, 13.7%;

addition,

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- Need Guidance on Expectations for FTNTT faculty.
- Lack of benefits/retirement for FTNTT faculty on day one. This is provided to FTNTT faculty immediately at other USM institutions, including UMCP. In addition, the hiring materials were not accurate here at SU. They actually said I "failed to negotiate" by not asking for retirement benefits. My offer letter said all standard MD state benefits. I came from UMCP where I was also a FTNTT faculty. At UMCP, I had all PIN benefits on day one, even though I do not believe I was a PIN, but a "University Employee."
- Not regarding the handbook, but regarding the survey I was unsure how to answer many of the questions starting with "were you expected" because most of these "expectations" were not articulated in the job description, but rather were implied by "keep doing what you are doing" which included many of the things listed
- Thank you!
- Overall there is a lack of clarity regarding PINs- how and when a faculty member receives a PIN.
- The chairs have too much power over the FTNTT faculty members. There needs to be something else put into place to protect FTNTT faculty members. For example, as a faculty member of over 10 years, I have never earned a bad evaluation. My evaluations are always "exceeds expectations." Our department had an interim chair come in for a year. This interim chair made things really difficult for all involved. Not just me. However, with my position type, I was a sitting duck when it came to who this interim chair picked on. I did receive a "below standards" evaluation. The Dean did come to my defense and it was corrected. However, the damage has been done and it is hard to come back from that. On a positive note, that interim chair has since left. Things are looking up.
- My title is 'assistant clinical professor' which was not an option in the initial questions.