

# **Non-Tenure Track Task Force Report on Appointments, Evaluations, Promotions, and Work Environment for Non-Tenure Track<sup>1</sup> Faculty**

## **I. Introduction**

The Non-Tenure Track Task Force (“the Task Force”) last reported to the Provost on May 15, 2015. In that report, the Task Force anticipated working this summer to prepare a document proposing appointment durations, promotion criteria, and work environment improvements for non-tenure track (NTT) faculty at the University of the Pacific. After many weeks of working in subcommittees and as a larger group, the Task Force now presents our findings and proposals to the Provost.

As an initial matter, the Task Force looked at practices within Pacific and also at practices at peer and aspirant peer institutions. The Task Force also read literature relating to NTT faculty treatment and status, and studied policies promoted by organizations that are responsible for the accreditation or support of particular academic disciplines. We observed that many academic disciplines are moving toward longer appointment terms for NTT faculty members to ensure job security, academic freedom, and the ability to attract qualified teachers and scholars. Expectations in terms of employment for NTT faculty may vary between schools, disciplines, and departments. However, by adopting a policy that (1) encourages long term appointments where feasible, (2) provides a transparent evaluation and promotion procedure, and (3) endorses a supported work environment for all faculty members regardless of rank or title, Pacific will be more in line with the organizations and other institutions moving toward greater stability and status for NTT faculty.

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<sup>1</sup> The common language in the national conversation when speaking of non tenure-track faculty inclusively is contingent faculty. This report uses the Pacific language of non-tenure track (NTT) faculty .

## **II. Best Practices: Standards for Appointment Length for Non-Tenure Track Faculty**

To determine best practices relating to length of appointments for both full-time and part-time faculty, the Task Force looked at current practices at Pacific, at aspirant peer institutions, and at recommended practices from the Modern Language Association (MLA) and the American Association of University Professors (AAUP). We also reviewed the American Bar Association (ABA) Standards for Accreditation and the requirements for law school faculty status and appointment terms. MLA and AAUP are organizations with published recommendations on NTT faculty issues, are representative national faculty organizations, and are the most-often referenced entities in current literature on NTT faculty research. The ABA guidelines are pertinent to how NTT faculty issues are addressed at professional and graduate schools.

Appointment lengths for NTT faculty should be varied based on the type of appointment and the needs of the department or unit. A first step in determining appointment length is to define the nature of the appointment. At Pacific, titles are used inconsistently from unit to unit, and may or may not correlate to the nature of the appointment. The Task Force circulated proposed title changes to the faculty for feedback in May 2015. The Task Force considered the comments received and made adjustments to the proposed titles, after which we worked to match standards for length of appointment with the proposed titles. The following tables indicate proposed appointment terms for each category of NTT faculty.

**A. Tables of Titles and Terms**

**Table 1.** Full-time and Part-time/Renewable Non-Tenure Track Appointments

(An asterisk (\*) indicates a new rank/title)

Appointment	Rank	Title Description	Term
Lecturer <a href="#">Faculty Handbook 7.3.1</a>	- Lecturer - Senior Lecturer* - Principal Lecturer*	- candidates for lecturer shall have the special experience, skill, or training to meet an instructional need of the University - position is promotion-eligible consistent with unit guidelines - position does not contemplate a requirement of service to the university or unit in the form of committee work	- Lecturer – no less than 1 year term, may be 2 year appointments - Senior Lecturer – no less than 2 year term, may be 3 year appointments - Principal Lecturer – no less than 3 year term, may be up to 5 year appointments
Professional/Clinical Professors  (example modifiers: Clinical, Practice, Lawyering Skills, Teaching, Research etc.) <a href="#">Faculty Handbook 7.1.4</a>	- Assistant ( <i>modifier</i> ) Professor ( <i>modifier</i> ) - Associate ( <i>modifier</i> ) Professor ( <i>modifier</i> ) - ( <i>modifier</i> ) Professor ( <i>modifier</i> )  <i>Example titles:</i> Assistant Clinical Professor, Associate Practice Professor, Assistant Professor of Lawyering Skills, Research Professor etc.	- earned Doctorate or terminal degree, or a degree determined appropriate by unit - contribute to University and/or professional service beyond teaching - position is promotion-eligible consistent with unit guidelines - academic rank consistent with unit guidelines - position contemplates a service requirement to the university and the unit in the form of committee work	-Assistant Level - no less than 1 year term, may be 2 year appointments -Associate Level - no less than 2 year term, may be 3 year appointments -Professor Level – no less than 3 year term, may be up to 5 year appointments

**Table 2.** Temporary Non Tenure-Track Appointments

Appointment	Rank	Title Description	Term
Instructor <a href="#">Faculty Handbook 7.3.1</a>		<ul style="list-style-type: none"> <li>- a master's degree or its equivalent;</li> <li>- this is a temporary position;</li> <li>- position is not promotion-eligible</li> </ul>	1 year appointments preferred, semester appointment when necessary
Adjunct <a href="#">Faculty Handbook 7.1.5</a>	Lecturer  Professor  <i>Examples:</i> Adjunct Lecturer, or Adjunct Professor	<ul style="list-style-type: none"> <li>- high professional standing</li> <li>- willingness to advise/train graduate and professional students</li> </ul>	May be 1 year or semester appointment consistent with needs of unit and enrollment predictions
Visiting <a href="#">Faculty Handbook 7.1.7</a>	Lecturer  Assistant Professor  Associate Professor  Professor  <i>Example Titles:</i> Visiting Lecturer, Visiting Assistant Professor etc.	<ul style="list-style-type: none"> <li>- intended to fill a temporary vacancy that has arisen due to sabbatical or temporary absence of a regular faculty member</li> <li>- unless extraordinary situation exists, candidate must hold equivalent faculty rank at another institution</li> </ul>	May be 1 year or 2 year appointment consistent with needs of unit. Appointment term for this rank should not exceed 2 years.

## **B. Review of and Recommendations to Align With Best Practices**

In order to provide promotional opportunities to NTT faculty and to gain consistency in the use of titles across units of the University, the Task Force recommends providing each unit with the above descriptions of titles, ranks, and terms. Temporary ranks should not be used for renewable NTT faculty. All NTT faculty members who are hired on a renewable basis should have the opportunity for increasingly more stable multi-year appointments. Longer term appointments provide stability and incentive to NTT faculty and are consistent with best employment practices generally, as well as academic freedom.

Examples of best practices for full-time and part-time NTT faculty appointments include minimum appointments for instructors and clinical track faculty, conversion of appointments to tenure track status where evidence of continuing need for the position has been demonstrated over time, and multi-year contracts with full benefits.

For example, schools that have instituted some of these practices are Washington State University, the University of Hawaii, and Tufts University. At Washington State University, the minimum appointment for instructors and clinical track faculty members is 50% FTE, ensuring these categories of faculty are eligible for benefits. The University of Hawaii has adopted a policy to convert temporary positions to tenure-track status where evidence exists that the position has been funded for seven consecutive years. As of 2014, Tufts University has mandated that most part-time faculty will have at least 1-year contracts. At the end of the contract period, lecturers with 4 years of service will be eligible for 2-year appointments and those with more than 8 years will be eligible for 3-year contracts. Part-time lecturers will get first notice and fair consideration for full-time positions including a guaranteed interview. If not offered the position, the part-time faculty member can find out why he or she was not selected in a meeting with the dean or head of the department.

These institutions have implemented practices that are consistent with MLA hiring recommendations and appointment standards. The MLA recommends that NTT faculty ideally should be hired on three-year contracts with full benefits; after six years, they should be eligible for longer terms, such as 5-6 year contracts, and allowed to participate in departmental governance regarding NTT faculty lines.

The AAUP takes the position that most faculty lines in universities should be tenured. Recognizing that economic realities may not support such staffing models, the AAUP, in “Contingent Appointments and the Academic Profession” (updated in 2014, available at [www.aaup.org/report/contingent-appointments-and-academic-profession](http://www.aaup.org/report/contingent-appointments-and-academic-profession)), asserts that

*where the ideal is not immediately reachable, faculties and administrations should both*

*adopt concrete plans to increase the proportion of positions that are protected by tenure, and in the interim develop and implement practical safeguards for academic freedom for all faculty, and assurances of conscientious peer review and continued employment of well-qualified faculty, in order to maintain the quality of the education offered at the institution.*

The AAUP identifies three practices to aid in ensuring that faculty selected and appointed will provide quality education. First, part-time and full-time NTT faculty should have opportunities for movement into tenured positions (part- or full-time). Second, NTT faculty should have assurances for review and reappointment. Third, hiring committees should recruit and select candidates for NTT positions who possess qualifications consistent with tenure and the institution should recognize that tenure does not need to be linked to a particular faculty status.

The ABA Standards and Rules of Procedure for Approval of Law Schools require accredited law schools to provide an adequate “professional environment” for faculty. Included in professional environment is security of position and Standard 405 specifically states:

***Standard 405. PROFESSIONAL ENVIRONMENT***

*(a) A law school shall establish and maintain conditions adequate to attract and retain a competent faculty.*

*(b) A law school shall have an established and announced policy with respect to academic freedom and tenure of which Appendix 1 herein is an example but is not obligatory.*

*(c) A law school shall afford to full-time clinical faculty members a form of security of position reasonably similar to tenure, and non-compensatory perquisites reasonably similar to those provided other full-time faculty members. A law school may require these faculty members to meet standards and obligations reasonably similar to those required of other full-time faculty members.*

The provision of Standard 405(c) relating to clinical faculty terms of appointment has been clarified further by the ABA in Interpretation 405-6. That section states:

***Interpretation 405-6***

*A form of security of position reasonably similar to tenure includes a separate tenure track or a program of renewable long-term contracts. Under a separate tenure track, a full-time clinical faculty member, after a probationary period reasonably similar to that for other full-time faculty, may be granted tenure. After tenure is granted, the faculty member may be terminated only for good cause, including termination or material modification of the entire clinical program. A program of renewable long-term contracts shall provide that, after a probationary period reasonably similar to that for other full-*

*time faculty, during which the clinical faculty member may be employed on short-term contracts, the services of a faculty member in a clinical program may be either terminated or continued by the granting of a long-term renewable contract. For the purposes of this Interpretation, "long-term contract" means at least a five-year contract that is presumptively renewable or other arrangement sufficient to ensure academic freedom. During the initial long-term contract or any renewal period, the contract may be terminated for good cause, including termination or material modification of the entire clinical program.*

In law schools across the country, clinical and skills faculty are increasingly hired and retained on tracks similar to tenure tracks that lead to five-year "presumptively renewable" contracts consistent with Interpretation 405-6. The Association of Legal Writing Directors (ALWD) and the Legal Writing Institute (LWI) produce an annual survey relating to the conditions of employment and curricular developments in the field of legal writing. A comparison of surveys for the last decade demonstrates that the appointment terms of legal writing faculty is trending toward the Standard 405(c) protections. ALWD-LWI Survey Results, <http://www.alwd.org/surveys/2004-2012-survey-report/> (accessed August 1, 2015). In the 2014 survey, 124 of 178 responding schools reported faculty who were tenured or tenure track, or ABA Standard 405(c) or 405(c) track. ALWD-LWI Survey Results, <http://www.alwd.org/wp-content/uploads/2014/07/2014-Survey-Report-Final.pdf>.

### **C. Conclusion on Appointment Terms**

The Task Force acknowledges that Pacific's diversity as an institution, being composed of liberal arts and professional colleges, offering undergraduate, graduate, and professional degrees, may not allow all practices to be applicable in all programs. However, the adoption of the appointment terms proposed in this report will help Pacific's practices conform to emerging trends in NTT faculty appointments. These policies also promote academic freedom across all categories of faculty. By providing NTT faculty with employment security, promotion eligibility, and a comparable review process to tenure-track faculty, Pacific will attract and retain qualified faculty and will maintain high-level academic offerings.

### **III. Best Practices: Standards for the Evaluation and Promotion of Non-Tenure Track Faculty**

If Pacific adopts the above-proposed changes to titles and appointment terms, somewhat consistent practices for evaluation and promotion should be followed relative to the titles and ranks. Guidance for the evaluation and promotion of NTT faculty is presented here. What follows is a summation of best practices drawn from the various schools at Pacific, and several aspirant peer institutions (see Appendix A). These are general recommendations only, and are meant to provide direction to individual schools and units in developing specific policies. We acknowledge that each school, unit, or department may need to adapt these practices to its unique situation, but a common core of practices should create some consistency throughout the University.

As indicated in Table 1, one goal of the Task Force is to create promotion-eligible tracks for non-temporary NTT faculty. The Lecturer and Clinical Professor tracks will each contain three ranks, parallel to the traditional Assistant Professor, Associate Professor, and Professor ranks in the tenure track. While Lecturers primarily have teaching responsibilities, Clinical Professor responsibilities vary dramatically from school to school within the University. Both full and part-time faculty in the Lecturer and Clinical tracks should be promotion-eligible. (Temporary faculty, including Instructors, Adjunct and Visiting Professors, are not promotion eligible.)

#### **A. Retention and Evaluation**

Lecturers and Clinical Professors should have security of employment in the form of presumptive appointment renewal. Such appointments should not be terminated prior to expiration without procedural due process and the determination of just cause. Specifically, such appointments should only be terminated for disciplinary reasons or substantial and manifest incompetence in accordance with the procedures described in Sections 7.9, 7.10, and 7.12 of the Academic Handbook.

Recommendations for continued employment should be made by the academic faculty and deans in conformity with established unit guidelines. Faculty hired on fixed term appointments should have a reasonable expectation of continued employment upon expiration of the term.

Promotion to a higher rank will proceed only upon review and recommendation by an Evaluation Committee and the unit's dean or administrative head.

## 1. Pre-Evaluation Preparation

### a) Faculty Dossier

To be considered for retention and/or promotion, the candidate shall maintain a dossier. The dossier is a carefully assembled portfolio that documents the candidate's activities, effectiveness, and accomplishments as an educator, scholar, or clinician.

The faculty dossier should conform to the guidelines and expectations developed by each specific school or unit. Generally, the faculty dossier should include a current curriculum vitae; samples of teaching materials (course syllabi, handouts, laboratory assignments, etc.); samples of student learning (exams, papers, projects, slides of student work, etc.); information about the candidate's goals, educational philosophy, and career aspirations. The candidate should also submit evidence of any accomplishments in teaching, advising, scholarly activity or artistic achievement, and service, as well as any other information requested by the committee.

### b) Annual Evaluations

All NTT faculty members in promotion-eligible appointments are recommended, at a minimum, to complete annual self-evaluations. Annual evaluations should be completed even in years during which a faculty member is not a candidate for promotion. Self-evaluations should be discussed with and signed by the unit chair and dean.

### c) Workload Distribution Agreement

In most schools at Pacific, faculty workloads consist of teaching, scholarship, and service; however, the weight of each component can vary widely between individuals of the same track and rank. Thus, expected workload distributions should be agreed upon and documented by the NTT faculty member and his or her unit chair at the beginning of each appointment, or prior to planned evaluations

General workload distribution guidelines must be set in order to clarify expectations. *Table 3 gives example distributions to be modified by individual units.* A Clinical Professor in a particular school, for example, should meet minimum requirements in teaching, scholarship, and service, and the sum of the weights of these three categories must equal 100 %. Lecturers would have higher teaching and no scholarship requirements. However, exact weights should be determined on a case-by-case basis, within the ranges prescribed by each unit.

**Table 3.** Sample Benerd School of Education Workload Distributions for Non-Tenure Track Faculty

Track	Teaching	Scholarship	Service	Total
Lecturer	75-90 %	0 %	10-25 %	100 %
Clinical Professor	50-80 %	0-30 %	10-25 %	100 %

The Task Force recommends that similar practices are assumed for NTT faculty in all units. With the advent of promotion-eligible NTT appointments, it is critical that promotion criteria are flexible and transparent.

## *2. Committee Evaluation for Promotion*

Applications for promotion will be evaluated by a committee consisting of at least three faculty members. Ideally, the committee will have one tenured faculty member, one NTT faculty member, one faculty member from another department or institution, and one student member, if available. These members must be in a position to accurately judge the candidate's abilities and performance. The head of the committee, in consultation with the other members, shall provide a report that either recommends or denies promotion. This report should be the primary consideration in evaluating the candidate.

The Evaluation Committee should gather and consider information gained through both peer and student sources. Additionally, some method of self-evaluation should also be considered. The committee will review all documentation relevant to the candidate's promotion, including the faculty dossier and other materials submitted by the candidate. In preparing its report and making its recommendations, the committee must adhere to all current University faculty evaluation guidelines.

Upon completion, the report shall be forwarded to the candidate who will have an opportunity to correct any factual errors contained. The report should then be forwarded to the dean or other responsible/accountable party.

### *a) Peer Evaluation*

The Evaluation Committee should request input from every full time faculty member within the relevant unit or school, and solicit oral and written comments regarding the candidate. The candidate shall be evaluated based on teaching, scholarship, and service, in the same way as tenure-track faculty ([Faculty Handbook, Section 7.5.4.a](#)). Note that while the evaluation criteria are the same for NTT and tenure-track faculty, the workload distributions are very different.

#### *(i) Evaluation of Teaching*

The peer evaluation of teaching should focus on the candidate's grasp and mastery of the course material; the candidate's ability to present content clearly and logically, and to demonstrate the significance and relevance of course content; the candidate's enthusiasm and ability to engage and challenge students; and the candidate's use of innovative approaches to

enhance the learning process. The Evaluation Committee may review syllabi, exams, exercises, and other course-related materials.

There may also be a personal observation of the candidate's classes by members of the Evaluation Committee. The observer shall prepare a written report based on clear standards of instructional excellence that prioritize student learning, and should consider multiple measures of performance.

(ii) Evaluation of Scholarly and Artistic Achievements

Evaluation of scholarly and artistic achievements should emphasize quality; and quantity shall not be evaluated with an emphasis equivalent to or greater than quality. Scholarly and artistic achievements include work presented, performed, or exhibited for the review of peer professionals. Faculty members are expected to subject their work to the judgment of colleagues within the profession. Academic units must clearly define what activities constitute scholarly and artistic achievements, and how these activities should be evaluated in a manner that is consistent with University guidelines.

(iii) Evaluation of Service

University and professional service include a range of activities not normally subject to peer review. However, all faculty members are expected to accept their share of faculty responsibilities for the governance of the University, commensurate with rank.

*b) Student Evaluation*

The candidate must submit all student evaluations in his or her dossier for review by the Evaluation Committee. While student evaluations generally focus on questions of delivery and course logistics, the committee should take into account evidence of student learning as demonstrated by the course objectives, or other unit assessment system.

*c) Self-Evaluation*

The Evaluation Committee will carefully consider the candidate's self-evaluation. The self-evaluation should focus on the faculty member's professional growth and development and set forth positive plans for strengthening areas of inexperience or weakness. The self-evaluation should contain an analysis of quantitative and qualitative responses to teaching evaluations, as well as efforts made to improve evaluations, which contain lower ratings and/or negative feedback. There should be evidence of growth in teaching, advising, and assessment skills over time and evidence of interest in the profession of teaching. There should also be evidence of teaching innovation and continued improvement.

*d) Confidentiality*

As confidentiality is essential to the integrity of the promotion process, it is expected that all members of the Evaluation Committee will preserve the confidentiality of the information conveyed to its representatives and sources thereof.

*3. Dean Endorsement for Promotion*

The dean shall submit a written recommendation and a copy of the evaluation report to the provost in accordance with University guidelines. It is expected that the dean's recommendation will follow those of the Evaluation Committee in most cases. If the dean's recommendation differs, the dean will provide a written statement to the candidate indicating reasons for the differences. In all cases, a copy of the dean's recommendation will be given to the candidate. The candidate should be allowed to prepare a written response if he or she chooses. Written responses shall be submitted to the dean, and shall be included in the materials forwarded by the dean to the Provost.

The dean of the school or other administrative officials shall not be members of the Evaluation Committee. Final promotion decisions are made by the Provost.

**B. Standards of Evaluation**

Non-Tenure Track faculty candidates for promotion generally will be evaluated based on **teaching, scholarship, and service**. However, the workload distribution (Section 1.1.3) and the exact nature of each of these contributions will be decided by the needs of each unit.

Note: Faculty members on the Teacher-Scholar Track are required to perform the traditional functions of teaching, scholarship, and service. Faculty members on the Teacher-Clinician Track are assigned the primary expectations of teaching, supervision, and management of students in a laboratory and/or clinical setting. Therefore, *faculty members on the Teacher-Clinician Track will have dedicated standards for retention and promotion relevant to their discipline, as set forth by their respective unit or school.*

*1. Teaching*

*a) Description of Teaching*

Teaching includes the collective responsibility of organizing, developing, and evaluating the academic program. Teaching may also include participation in the interdisciplinary core of the general education program, as well as the direction of undergraduate research, graduate research, master's theses, and doctoral dissertations.

While each unit or school will articulate particular standards and criteria relevant to their curriculum, general evaluation of faculty teaching should encompass each of the following five areas:

- The acquisition and maintenance of substantive expertise in the faculty member's discipline
- The definition and planning of sound instructional objectives
- The organization, preparation, and presentation of appropriate instructional material
- Fair and accurate evaluation of student achievement
- Ethically responsible interaction with students

Teaching consists primarily of course development and academic advising. However, in addition to the normal teaching responsibilities associated with formal classes, other important teaching activities frequently consume a significant portion of a faculty member's time. Activities such as directed research and readings, and teaching in other parts of the university (e.g., general education, continuing education programs, workshops, short courses and summer or other special programs), should be duly recognized as constituting an important element of a faculty member's teaching responsibilities.

*b) Course Development*

Course development is considered a necessary component of teaching. However, efforts in new course development extending beyond the normal evolution of a course warrant additional recognition.

*c) Academic Advising*

Academic advising is an essential component of teaching, and is typically part of a faculty member's responsibility. The advisor is responsible for providing educational guidance and assistance to students by developing curriculum plans, recommending courses, and determining appropriate education solutions for different types of students. Faculty members should also provide assistance to other advisers when they request advice or opinions on matters pertaining to student advising.

*d) Evaluation of Teaching*

The following are suggested guidelines to aid in determining whether a faculty member has demonstrated excellence in teaching in each of the five areas:

- Sound knowledge of subject matter, research sources and methodology in the relevant discipline
- Provision of well-organized and clearly presented lectures/class discussions/class exercises
- Creation of a classroom atmosphere conducive to learning
- Production and selection of materials for use in teaching, including research/writing problems or exercises, samples, readings, and other teaching tools
- Provision of insightful, helpful, useful, detailed critique of students' written work in written form
- Accessibility to students and demonstrated interest and involvement in their educational experience
- Continuing willingness to develop and refine teaching methodologies
- Assistance to and stimulation of colleagues in planning and developing problems, classes, and teaching methodologies
- Treating students fairly and consistently, and respecting their rights and personal privacy
- In the exchange of ideas and criticisms faculty members show due respect for the opinions of students, faculty and others

## 2. *Scholarly and Artistic Achievements*

Scholarship requirements for the promotion of NTT faculty vary dramatically from unit to unit at the University of the Pacific. This section aims to summarize the evaluation criteria in place for NTT tracks *with* scholarship requirements. Currently, specific scholarship criteria for the promotion of NTT faculty are not well-documented or do not exist in the College of the Pacific (COP), the Department of Pharmacy Practice (Pharm.), the Eberhardt School of Business (ESB), and the School of Engineering and Computer Science (SOECS). In the McGeorge School of Law (Law), professional development is evaluated in lieu of scholarship. In contrast to these units, the Benerd School of Education (BSE) and the Dugoni School of Dentistry (Dent.) evaluate NTT faculty using the same criteria as tenure track faculty, but with a different workload distribution, and a different review process (i.e., NTT promotions are not reviewed by the University Promotion and Tenure Committee).

a) *Description of Scholarly and Artistic Achievements*

(i) Scholarly Achievements

Scholarly achievements refer to the broad spectrum of faculty work in the discovery of new knowledge, the integration of knowledge, the application of knowledge, and the scholarship of teaching and learning.

Scholarship must be grounded in established disciplines, and contribute to practice within them. The three primary metrics of scholarship are:

- Peer-reviewed journal articles and other journal articles consistent with discipline standard
- Book chapters published by an academic press
- Presentations at recognized professional conferences

Other scholarly activities include, but are not limited to, the following:

- Writing and funding a grant
- Writing a non-peer-reviewed article
- Editing or co-editing a book, newsletter, journal, or blog
- Writing an invited article
- Completing a commissioned book review
- Peer-reviewing submissions to recognized journals
- Organizing or chairing a symposium at a professional conference
- Serving as a major advisor to graduate students, residents, or fellows
- Serving as a thesis/dissertation committee member

Other examples of scholarship may be identified and justified by the departments, college, schools, and library, and given appropriate weights.

Not all scholarly activities are of equal value. Some schools do not distinguish between sole, primary, and co-authorship (e.g. the BSE); however, all schools take into consideration publication *quality* over quantity. Most importantly, each candidate for promotion must demonstrate *the potential for the continual development of scholarly activities*.

(ii) Artistic Achievements

Artistic and creative endeavors are subject to review by members of the profession in a manner comparable to other types of scholarly activities. Artistic achievements include, but are not limited to:

- Music recitals and performances
- Publication or performance of original musical compositions
- Art work submitted to juried exhibitions or selected for gallery presentation
- Involvement in the technical or creative aspects of theatrical and dance productions
- Public readings of original prose or poetry

Other examples of artistic endeavors may be identified and justified by the departments, college, schools, and library, and given appropriate weights.

*b) Scholarship Requirement*

Only the BSE sets minimum scholarship requirements for the promotion of NTT faculty. The requirements are summarized in Table 4. Other units, including the School of Dentistry, consider the quality of scholarly contributions without strict minima.

**Table 4.** Minimum scholarship requirements for Non-Tenure Track faculty promotion in the BSE.

Promotion Step	Publications	Presentations
Assistant to Associate	3	4
Associate to Full	3	4

Annual self-evaluations should include discussions with unit chairs to address whether or not a promotion-eligible NTT faculty member is making satisfactory scholarly progress. During reviews for promotion, the Evaluation Committee, which consists of tenured faculty in the candidate’s own field, will judge the quality of the candidate’s contribution to his or her field.

3. *Service*

Non-tenure track faculty members perform many activities that do not fall under the purview of teaching or scholarship. Different NTT positions will naturally have different service responsibilities due to various factors. These factors include activities specific to the discipline and teaching assignment, as well as the needs of the particular unit or school. These activities

and responsibilities need to be recognized and specified both in appointment letters and during the evaluation process for retention and promotion.

*a) Description of Service*

Activities related to service to the unit or University may include:

- Attendance and participation at faculty and unit/department meetings
- Assignment to and participation in committees within the unit
- Assignment to and participation in University wide committees
- Recruitment and interaction with prospective students
- Participation in the process of reviewing student applicants
- Participation in reviewing scholarship applications
- Assignment to faculty/staff search committees
- Non-academic advising of student organizations
- Organizing or directing conferences, lectures, programs, and institutes
- Participation in events and activities sponsored by the University or unit
- Providing professional expertise to governmental bodies and media organizations
- Assessing student learning outcomes
- Mentoring fellow faculty members
- Participation in faculty development activities

Additionally, activities related to service to the profession may include:

- Service on the editorial board of professional journals
- Serving on advisory boards and professional organizations
- Volunteering for orientation or community-wide initiatives
- Participation on local, state, or national policy boards, or national accreditation teams

*b) Service Requirement*

Activities and expectations involving service should be included in appointment letters. This provides a basis and guideline for the evaluation and review process. Service should account for

at least 10% and no more than 25% of the faculty's workload and responsibilities. This range is dependent on the faculty's teaching assignment and the needs of the unit.

#### **IV. Additional Recommendations Based on Aspirant Peer Practices**

The recommendation that NTT faculty candidates for promotion be evaluated based on teaching, scholarship, and service is consistent with available policy at many aspirant peer institutions (see Appendix A). While some universities (American, Santa Clara, Fordham, Syracuse, and Texas Christian) leave promotion and evaluation criteria entirely up to each individual unit, we recommend that promotion be based on teaching, scholarship, and service with the workload distribution and the exact nature of each of these contributions to be determined by each unit.

##### **A. Mentoring Junior Non-Tenure Track Faculty**

In order for NTT clinical faculty to be promoted at Drexel University, NTT clinical faculty must show distinction in three areas: teaching, service and professional development. In order for a candidate to promote to full professor, Drexel requires "Insofar as possible, candidates should have demonstrated mentorship to junior faculty colleagues."

Following the Mentoring Pilot as described in section V.B.3 and Appendix C below, it is our recommendation that serving as a mentor should be included in the criteria for promotion to professor across all units.

##### **B. Grievance Committee for Non-Tenure Track Faculty**

In an effort to include NTT faculty in the governance of the University, it is our recommendation that the Provost appoint a Grievance Committee for the NTT faculty. "Because [Boston College's] non-tenure-track faculty [could not] bring cases to the University's statutory committees (Hearing, Review, and Grievance), the Provost Appoint[ed] a Grievance Committee for the Non-tenure-track Faculty, consisting of three non-tenure-track and two tenured faculty serving three year terms, which considers cases according to the procedures prescribed in the University Statutes II.11.C". Inclusion of NTT faculty on a committee involving issues concerning NTT faculty honors the service and perspective of NTT faculty in the University community. Further, the inclusion of NTT faculty offers NTT faculty opportunities to serve the University beyond an individual unit.

#### **V. Quality of Work Environment**

The Task Force has divided faculty support into three broad categories: University policies/processes, faculty support and faculty development. All three of these categories offer recommendations to improve the work environment of NTT faculty and to enhance the experience of all faculty members who contribute to the student learning at Pacific.

## **A. University Policies/Processes**

### *1. Appointment Letter Review*

The review and analysis of the NTT faculty appointment letters completed in April 2015 demonstrated a lack of clarity in responsibilities, especially in terms of non-teaching responsibilities, and tremendous variation in content across units. There was little to no variation in letters between returning and new faculty members. These findings were consistent with faculty concerns presented to the Provost in the NTT faculty conversations.

Working with legal counsel to ensure compliance with state and federal labor laws, boilerplate standardized language was developed and the deans reviewed and provided feedback. Feedback was incorporated into revisions of the letters (one each for part-time and full-time faculty) and is currently out for final review by the Deans. Once the standardized language is agreed upon, the Associate Provost Faculty Affairs and Provost Chief of Staff will work with each unit to develop unit-specific templates that will meet the individualized needs of each academic unit, provide clarity of appointment responsibilities for the faculty member and meet legal and regulatory needs while maintaining a welcoming and collegial tone.

### *2. Health Benefits*

During the Provost conversations with the NTT faculty in early spring, she heard about challenges of benefit eligibility for NTT faculty, some of which were exacerbated by a practice that could readily be addressed. In some cases NTT faculty members were appointed for a single semester when those same faculty members were likely or certain to teach the full academic year. These faculty members were therefore ineligible for benefits because the University requires employees to be at least 50 % FTE over at least a 9-month appointment for benefit eligibility. Academic and Business administration worked together over the past several months to ensure this practice no longer impacts faculty members who would otherwise be eligible.

In Fall 2015, the impacted faculty members are eligible for benefits during the 9-month academic year. Faculty members who will now be eligible for benefits will be contacted by Human Resources as they are fully identified in late summer. Anyone with questions on these changes should visit the benefits WEBSITE  or contact Karen Mendoza, Associate Director of Benefits, by EMAIL  or at ext. 62742.

### *3. Pay Schedule*

During the conversations with the Provost faculty raised the question if a single year or a multi-year 9-month appointment could be paid over twelve months. HR responded that 12 month

deferred pay options are usually by request of the Dean. Currently, if a one year appointment was under deferred pay and they are given notice that their appointment is not renewable, we could/would pay them out in May and no benefits would continue over summer. In this case the faculty member would not continue on payroll as legal compliance requires.

#### *4. Maintaining E-mail/LMS Access Over Semester Breaks*

Process – the length of appointments is being reviewed and the Provost has already directed the Deans that academic yearlong appointments rather than semester long are to be made when appropriate. These yearlong appointments will allow for email/LMS access during the winter break. Timing of appointments earlier in the spring semester for appointments in the fall will also allow the faculty member to remain active in the system and maintain email and access to the LMS. Once these changes have been fully implemented the issue will be revisited and assessed to determine if additional steps are needed.

#### *5. Parking Permits*

All faculty, full-time and part-time, are eligible to purchase full year “A” parking passes for the Stockton campus. This was clarified with Administration.

VP Day has confirmed that semester only parking passes will be available this academic year for part-time faculty. Policy (dated 8.12.15) attached as Appendix B.

### **B. Faculty Support**

#### *1. New Faculty Orientation*

All full time faculty participate in new faculty orientation in August of each year, and then in ongoing lunch meetings throughout their first year at Pacific.

#### *2. Part Time Faculty Orientation*

A part-time new faculty orientation is being developed in Canvas. This year part-time new faculty orientation (“PT NFO”) will be offered online only.

Key components of PT NFO include: Overview of University Structure and Structure of the Provost’s office, information on the academic plan, Center for Teaching and Learning, Title IX and ombudsman, Inside Pacific – a walk thru of how to use it (will add video from NFO) FERPA, Teaching 101, Canvas, support for student success, course assessment, other topics to be addressed.

#### *3. Mentoring Pilot*

All new full-time faculty members will be able to participate in a mentoring pilot in AY 2015-16. This year long pilot will start with mentor mapping with new faculty and then connecting them

with mentors at Pacific. See Appendix C for full draft of the mentoring program specifics and mentoring agreement. At the end of this academic year the mentoring program will be assessed, reviewed and revised for potential broader adoption throughout the University Faculty.

#### 4. Faculty Resource Manual

This resource will be a fully online manual that all faculty members can refer to for information on Pacific. The manual is under development and will be completed before the end of Fall semester 2015.

### C. Faculty Development

During the conversations with the Provost and NTT faculty members a key part of the discussion was support for faculty development. The faculty expressed that they were unclear as to what support the University provided for them. Questions that arose included what if any internal funds are NTT faculty eligible to apply for in general what support is available for faculty teaching.

The Faculty Handbook section 9.2 University-Wide Resources for Professional Development was reviewed looking specifically at eligibility criteria for these awards. Upon comparison of the FHB and the criteria that the various committees who review and recommend resource allocation use it is evident that there is a lack of concordance, which contributes to confusion as to eligibility. It is important to work with the leadership of research and sponsored programs and the committees in AY 2015-16 so that the language on the website reflects the faculty handbook language and clearly communicates to faculty these funding opportunities

The summary of these award criteria are in Table 5.

**Table 5.** Funding Opportunities Faculty Development

<b>Funding opportunity</b>	<b>Cmte</b>	<b>FHB language</b>	<b>Committee language or practice</b>
Scholarly activity grant	FRC	University wide resource All faculty who teach half time or more FHB 9.2.1.b	Stockton campus faculty, preference given to tenure track
Eberhardt research fellowships	FRC	University wide resource FHB silent TT vs NTT FHB 9.2.9	Stockton campus faculty, preference given to tenure track
Holmok cancer research grant	FRC	University wide resource FHB silent on TT vs NTT FHB 9.2.7	Stockton campus faculty, preference given to tenure track
Travel Grant	CAPD	University wide resource	Full time faculty

		All faculty who teach half time or more FHB 9.2.2	
Small Project Grants	CAPD	University wide resource All faculty who teach half time or more FHB 9.2.2	Full time faculty
Rupley- Church	CAPD	FHB silent on full vs part time FHB 9.2.8	Full time faculty
Small, medium and large scale projects	TEC	Grant awards for Technology- and-Education-Committee-related activities	Encourages all units to submit their ideas

There is additional support available to faculty; such as the Center for Teaching and Learning, the Director of University Learning Assessment, and the grant writer. All faculty members have access to these resources. The Provost office will develop a communication plan to promote the faculty development resources. We will use the Academic Division Newsletter to facilitate this communication and discuss additional mechanisms. For instance, information should be included in the Faculty Resource Manual, to make all faculty members more aware of these internal funding opportunities and faculty development opportunities as well as support.

#### **D. Shared Governance**

During spring conversations with the Provost the topic of shared governance was broached a number of times. Faculty in many units indicated that they were engaged in governance service at the unit level and would like to participate at the University level as well. Indeed, a review of practices across the university confirms that many NTT faculty are engaged in their unit governance to varying degree. In current practice, most faculty and joint university committees' bylaws do not allow NTT faculty involvement. The Task Force recognizes that there are many examples of long term NTT faculty who demonstrate a deep understanding of Pacific and whose expertise could enrich university standing committees. This Task Force recommends that NTT faculty be incorporated into university shared governance as appropriate. Non-tenure track faculty on renewable appointments should be eligible to serve on all unit and university committees including, but not limited to, Academic Council. The only exception is the University Promotions and Tenure Committee.

## APPENDIX A

### Summary of Aspirant Peer Institutions Promotion Criteria

Promotion Level	Promotion Criteria
<b>American University, Santa Clara University, Fordham University, Syracuse University, Texas Christian University</b>	
<b>All Promotion Levels</b>	Policies and procedures for promotion of faculty in the Adjunct Faculty series are determined by the dean of each College or School in consultation with the faculty.
<b>Boston College</b>	
<b>Assistant to Associate</b>	Promotion requires a significant record of excellence in the capacity for which the faculty member was hired, and excellent departmental, school, and/or university service. Excellence will be defined according to the standards of the discipline.
<b>Associate to Full</b>	Promotion should be reserved for faculty members who demonstrate distinction in the capacity for which they were hired, and distinctive departmental and school service. Distinction will be defined according to the standards of the discipline.
<b>Drexel University</b>	
<b>Assistant to Associate</b>	Must show excellence in Teaching and have revised or developed new courses; must have committed to service with colleagues, and must stay abreast of new ideas in discipline through professional development
<b>Associate to Full</b>	Must have evidence of substantial course development and work with students should be effective and show commitment to outcomes-based learning and assessment. Candidates for "Teaching Professor" or "Clinical Professor" should demonstrate outstanding expertise in one or more aspects of teaching and/or educational scholarship. Should demonstrate leadership and collegiality in service responsibilities within the department, university, and /or related civic organizations. Must demonstrate continued professional development and leadership in curriculum development, methodological innovation or scholarly/artistic contributions beyond what is expected of Associate Teaching or Associate Clinical Professors. Should demonstrate commitment to inspire colleagues and students to greater achievement, and when possible should have demonstrated mentorship to junior faculty colleagues.
<b>Villanova University</b>	
<b>Assistant to Associate</b>	a. Possession of earned doctorate or other appropriate professional degree, qualification, or certification and six years of college teaching or other appropriate professional experience. [A person is considered to possess the terminal doctoral or other pertinent professional degree either when the degree has been formally conferred or when, prior to formal conferral, the Vice President for Academic Affairs has been officially notified by the degree granting institution on that all the requirements for the degree have been fulfilled. b. Clear evidence of: (a) teaching and advising effectiveness; (b) continuous development of quality scholarship; (c) effective service to University, college, department, profession and, as appropriate, community; and (d) on-going professional development in these areas. Teaching effectiveness is considered a necessary but not sufficient criterion for promotion and tenure.
<b>Associate to Full</b>	a. Possession of earned doctorate or other appropriate professional degree or qualification and generally a minimum of four years of service at the associate professor rank. B. Distinguished fulfillment of the teaching and scholarship requirements of the previous rank; continued substantial contributions and leadership in service; established reputation among scholars nationally and/or internationally; clear evidence of ongoing professional development in these areas.

**Saint Louis University**

<b>Assistant to Associate</b>	<p>In addition to qualifications of Associate professor: a) At least five years of service (in some units, more) at the rank of Assistant Professor at the University or at another university of equal standing. b) Evidence of continuing and increasing teaching effectiveness on a university level. Consideration will be given to such subsidiary evidence as direction of student research activities, guidance of clinical students, assessments of instructional achievement, and significant participation in teaching development activities. c) Evidence of continuing and increasing effectiveness in providing academic advising to students. Consideration will be given to such subsidiary evidence as formal advising assignments, letters from previous students, assessments of advising achievement, and significant participation in advising and co-curricular activities of the University. Self-reported and extramurally provided evidence of continuing and increasing achievement in scholarship and research, particularly scholarly publication and other academically recognized creative achievements. Consideration will be given to such subsidiary evidence as direction of, or significant participation in, research projects, acquisition of external funding for research, participation in the scholarly activities of professional societies, and professional consultative service. Evidence of continuing and increasing service to the University and community. Consideration will be given to such subsidiary evidence as participation in and leadership of committees with in the College, School, or Library, the University, professional societies, or community organizations of significance, along with assessments of service accomplishments. Evidence of recognition by colleagues in the same discipline, both inside and outside the University, that the candidate possesses the appropriate skill and knowledge of the field as defined in the individual College's, School's, or Library's evaluation standards.</p>
<b>Associate to Full</b>	<p>In most of the Colleges, Schools, and Libraries, at least five years of service at the rank of Associate Professor at the University or at another University of equal standing. Evidence of such outstanding abilities in teaching, advising of students, and service to the University and the community as to merit general recognition throughout the University, particularly among its faculty and students, as an effective educator, advisor, and faculty member. Evidence of such outstanding achievements in scholarship and research, particularly scholarly publication and other academically recognized, creative achievements, as to garner meritorious attention among recognized scholars. Consideration will be given to such subsidiary evidence as direction of, or significant participation in, research projects, acquisition of external funding for research, acquisition of patents, participation in the scholarly activities of learned societies, and professional consultative service.</p>

## APPENDIX B

Memo

UNIVERSITY OF THE  
**PACIFIC**



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TO: Maria Pallavicini, Provost  
FROM: Patrick K. Day, Vice President for Student Life  
RE: Non-Tenure Track Faculty Parking  
DATE: 8/12/15

As part of Pacific's ongoing efforts to provide our employees with a positive work environment, Student Life has been working over the last several months to update many of our policies and procedures. One issue that was recently brought to our attention is the lack of parking permit options for our Non-Tenure Track (NTT) faculty members. Currently, Stockton campus employees only have the choice of purchasing yearly "A" (\$200) or "B" (\$100) parking permits. Based on the information we have received from our academic colleagues, the current parking permit structure does not meet the needs of our NTT faculty members since many work on campus for a short period of time.

As a result of their request, Student Life has worked with our PacificCard and Cashier's Office colleagues to create a new single semester permit option for our NTT faculty members. The new semester permits will provide these employees the flexibility they have requested and will include a new fee structure:

- "A" 2015 (Fall or Spring) Semester Parking Permit: \$115.00 (Annual "A" Permit Fee will remain at \$200)
- "B" 2015 (Fall or Spring) Semester Parking Permit: \$65.00 (Annual "B" Permit Fee will remain at \$100)

The Fall semester permits will be available for purchase at the Cashier's Office beginning 8/24/2015 to coincide with the online sales period for the annual permits (they will not be available on-line this year though we are looking at making this option available next Fall).

Spring semester permits will be available in early January 2016. All payment types will be accepted including Cash, Credit, Check, PacificCash™, and Payroll Deduction.

We hope these parking permit changes will help meet the needs of our NTT faculty members. If you have any questions or need more information, please be sure to let me know.

## **APPENDIX C**

### **Pacific Pilot Faculty Mentoring program**

This is a pilot project to develop a mechanism for a formal university wide faculty mentoring program at Pacific. The definition of mentoring used in this pilot is a professionally supportive relationship “in which one person shares expertise, knowledge, and insight with another for the purpose of facilitating that person’s professional growth and development”.

**Objectives** - The pilot mentoring program is designed to serve the following goals:

1. Assist new faculty with the transition to teaching, scholarship and service as defined by their appointment. Supporting their role as teachers, setting goals and scholarship agendas, accessing education resources, and identifying institutional supports and obstacles to professional development, including the challenges of work-life balance.
2. Provide mentors with an opportunity to share their experience and expertise and the opportunity to connect with other faculty.
3. Build community among faculty through the formation of mentoring relationships.

**Target Audience** – this is a pilot program for the AY 2015-16. Participating new full time faculty will be matched with mentors outside of their department for the academic year.

**The Mentoring process: Mentors, Mentees & the Matching Process** – A successful mentoring process has certain identifiable elements including mentees with defined goals, committed mentors, a matching process that is both efficient and effective, sufficient time for the relationship to develop, and some direction so that participants will know how to proceed.

1. **Mentees** - Participants seeking mentoring will benefit the most when they have defined goals and defined areas of professional development they wish to pursue. Mentees who are goal-oriented, enthusiastic about learning, and committed to the mentoring process are likely to have a successful experience. We will encourage mentees to identify their objectives at the outset and to identify characteristics of a mentor that might enhance their experience. We will work with the pilot group to build a mentor map and identify which aspects of the map they wish to engage with during this pilot program. This will allow faculty to have a focused experience.
2. **Mentors** – The two most essential qualities of mentors will be experience in the areas requested by the mentees and commitment to the mentoring process. The mentor has

to be enthusiastic about helping a colleague, willing to share experiences and knowledge, and ready to contribute time and energy to the process. Not surprisingly, many of the same qualities that mark outstanding teachers will identify excellent mentors. Mentors with excellent interpersonal skills, such as an ability to listen, suspend judgment, and encourage and engage in reflection are likely to be successful mentors. Good mentoring is likely to require mentors to be both proactive in fostering the relationship while maintaining nondirectedness as role models in terms of professional development will provide insight regarding the faculty member roles, values, and growth.

3. **The Matching Process** – The success of the mentoring program depends upon the efficacy of matching mentors and mentees. The use of a form to identify areas that mentors are willing to share and discuss their experiences and what worked and did not work for them as they navigated the issues. The initial matching process will happen in the fall semester and may be ongoing throughout the year, with matches made as quickly as possible after a request is made. The actual match will be made based on the preferences and needs of the mentee with primary consideration given to the professional objective for which mentoring is sought.

The mentor and mentee forms are available below.

**Time Frame Commitment** – for the pilot program the time commitment is one academic year with regular “meetings” as agreed upon by the mentee/mentor pair. The mentor and mentee will also participate in a program assessment at the end of the year. The successful mentoring relationship may continue beyond this first pilot year if agreeable to both the mentor and mentee.

**Faculty Mentoring Program Confidentiality Statement:** Trust and confidentiality are essential for effective mentoring relationships. Issues discussed within the mentoring relationship will be kept confidential, unless otherwise agreed upon by the mentee/mentor or otherwise mandated by law (discrimination, harassment etc.). Please see confidentiality agreement below.

Request for mentoring (draft):

<https://officeoftheprovoost.wufoo.com/forms/zhy3f6n0u0am6c/>

Request to be a mentor (draft):

<https://officeoftheprovoost.wufoo.com/forms/x1wevtcr1ypzyw/>

# Mentoring Agreement

As part of the Mentorship Program, we are voluntarily entering into a mentoring relationship. We mutually agree to the following terms and conditions.

## Objectives for the Mentoring Relationship

- 1.
- 2.
- 3.

## Duration of Mentoring Relationship

Start Date:

End Date:

## Frequency of Meetings:

We agree to meet at least  times per semester. If any party cannot attend a scheduled meeting, we agree to notify the other parties in advance and try to reschedule the meeting.

## Confidentiality

All conversations between mentor and mentee are to be kept confidential unless both parties agree otherwise for a specific topic of discussion. A caveat would be situations involving sexual harassment, discrimination, or other activity that violates law or policy; confidentiality cannot be guaranteed in these circumstances. Similarly, information disclosed through the mentoring process may be subject to disclosure in legal or external administrative proceedings.

## Exit Clause

If any mentor/mentee needs to terminate the relationship for any reason, he or she may do so by notifying the other parties and the Provost Office. The Provost Office will then establish a new mentoring relationship for the mentee, if desired.

**Non-Binding**

Advice provided as part of the Mentorship Program is simply advice and is not binding on the mentee. In addition, following any advice provided is not a guarantee of any particular result or of successful career outcomes nor does the mentor speak for the University. Advice and statements made by the mentor are not binding on the mentor or University. It is the mentee’s responsibility to use his or her best judgment in making his or her own career decisions

**Evaluation**

We agree to participate in an evaluation of the Mentorship Program at the end of one academic year.

<b>Mentee SIGNATURE</b>	<b>Mentor SIGNATURE</b>
<b>Mentee PRINT NAME</b>	<b>Mentor PRINT NAME</b>
<b>Date</b>	<b>Date</b>