Report of the
Task Force on Fixed-Term Appointments

East Carolina University
September 7, 2006

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Prefatory Statement:

The work of the Task Force on Fixed-Term Appointments was initiated by Faculty Senate Resolution #05-45. The general directions of the task force recommendations are inserted *in italics*:

Resolution on Fixed-Term Faculty

Whereas, the faculty of ECU recognizes the important contribution of fixed-term faculty to the success of the university's mission; and

Whereas, faculty also recognize the diversity of roles played by fixed-term faculty in the various colleges and schools of ECU; and

Whereas, faculty recognize that for the institution to achieve its mission and to maintain quality it is necessary to have an appropriate mix of qualified, adequately compensated and supported faculty.

Whereas, the Non-Tenure-track Faculty Task Force of 2002-2003 asked academic units to provide data on fixed term faculty, however this data has not been forthcoming; and

Whereas, in February 2004, the Faculty Senate requested a Fixed-Term Faculty Task Force (Resolution #04-04) to further study the Board of Governors major recommendations and to provide recommendations and draft documents and policies pertaining to non-tenure-track faculty to the Faculty Senate by September 2004; and

Whereas, the Fixed-Term Faculty Task Force has not reported to the Faculty Senate; and

Whereas, in April 2005, the Chair of the Faculty requested the Faculty Governance Committee to form an ad hoc committee to review ECU's utilization of fixed-term faculty, specifically focusing on the recommendations from the Office of the President and on the voting rights currently allowed in ECU's unit codes.

Therefore Be It Resolved, that the Faculty Senate recommends, in agreement with the Office of the President's recommendations of March 6, 2002, that the Academic Council recommend a plan to the Faculty Senate that:

1. Defines the desired mix of various types of faculty appointments and monitor its progress in moving toward its staffing goals. *The Task Force on Fixed-Term Appointments determined that each unit will discuss appropriate ratios of fixed-term and tenure-track faculty as part of the staffing plan. In creating the staffing plan, each unit can refer to parts 1 and 2 of this document for*

historical perspective and guidance. Directions for creating the staffing plan are included in part 5.

2. Provides guidelines and criteria for transforming some of the current fixed-term faculty lines into tenured and tenure-track faculty lines. *Fixed-term and tenure-track faculty lines typically can be converted as a campus decision. The decisions to convert or establish fixed-term or tenure-track faculty lines may be initiated through recommendations of personnel committees and/or administrators in accordance with Appendix D. (Faculty Manual Appendix D II.B.3: Initial recommendations for advancement in title for faculty holding fixed-term appointments is the responsibility of the unit Personnel Committee (see Section IV.A.1.).) Education of this process will be included in fall 2006 training.*

3. Encourages multi-year contracts of three years or more to full-time, fixed-term faculty who have demonstrated their effectiveness and contributions. *Multi-year contracts are addressed in part 3 of the report.*

After discussion, the chancellor, Faculty Senate officers, and the senior administration agreed that a task force evenly balanced with interested faculty and relevant administrators could best discuss the many and interrelated issues in order to formulate a deliberated basis for the formal shared governance work of further ECU policy changes regarding fixed-term faculty appointments that is planned for the 2006-2007 academic year.

The Academic Council (Drs. Lewis, Mageean, and Smith), several deans, Faculty officers, and faculty from the Governance Committee and other committees, as well as two fixed-term faculty joined in the efforts to produce this study.

The concluding recommendations should help inform the continuation of those formal discussions, wherefrom further revisions of Appendix C of the *Faculty Manual* (and perhaps other revisions) are expected to move through the Faculty Senate Governance Committee to the Faculty Senate and to the Chancellor.

There is much information in this report, including independent reports from each of the university's ten deans that enriched the early discussions of the task force regarding the use of fixed-term faculty appointments at ECU. Those reports are preserved in the appendix of the report.

For the sake of clarity, the task force recommendations are presented topically in a section following part 5 of the report. These recommendations convey substance related to where and even how Appendix C and perhaps other documents might be revised to house these or related recommendations.

Interested members of the ECU community are of course encouraged to read this entire report and take part in the discussions that ensue during 2006-2007.

Preamble: The members of the Task Force on Fixed-Term Appointments are unanimously agreed that fundamental to the mission of a public university – indeed any institution of higher learning – is the establishment and preservation of a faculty the majority of whom are tenured or are on a tenure-track.

Also fundamental to a modern-day university's mission and viability is the establishment of processes which ensure an appropriate mix of faculty talents, academic credentials, experiences and scholarship to offer high quality, competitive academic programs in professional disciplines while at the same time honoring the historical underpinnings and traditional values of the academy. This mandate requires the delineation of non-tenure earning faculty appointments which fulfill the institution's needs and support the varied faculty roles necessary for success across an array programs and professional services. Rationales for employing faculty in this manner should be widely understood throughout the university. A large part of the work of this task force is to address ECU's non-tenure earning faculty appointment question conceptually, specifically, and in the details of university policies and practices.

The initially-stated preservation has been long known and eloquently defended. Since Plato established the Academy in Athens in the 4th century B.C., the protection and eventual guarantee of academic freedom has become the cornerstone of a free society. Such action on Plato's part was, as we know, deeply motivated by Socrates' fate at the hands of the democratic Athenian Assembly. We are fortunate that in our regime we have certain guarantees of individual and civil liberties that exceed those of Socrates' time. However, the academy today, as in all times, must not just underscore, but translate these concepts and values into a contemporary version if it is to serve the genuine public good in a global economy.

The genuine public good is founded on *liberal education* and *academic freedom* as a necessary condition for an educated society. The work of this task force is centered in the realizations of these two basic concepts, as herewith defined:

Academic Freedom is the right of professionally qualified persons to inquire, to discover, to publish, to create, and to teach the true and the acceptable as they see fit, independent of any controls either encoded by society or its representatives or applied by institutional superiors, except the standards by which conclusions are established in the disciplines, or by compelling argument should be established. Such a right is a necessary condition for the nurture and preservation of a liberal education.

A *liberal education* gives a person a clear, conscious view of his or her beliefs and judgments; a careful method for developing them, itself open to scrutiny; a will in urging such beliefs and judgments that always honors the implicit worth of all others; and an abiding sense of respect for the selves and world consequent thereon. It teaches the person to see things as they are, to go right to the point, to disentangle a train of thought, to detect what is sophistical or solely self-serving, to discard what is irrelevant, and to pursue tirelessly the argument wherever it may properly lead. This person is at home in any civil society, has common ground with every class and discipline, senses when to

speak and when to be silent, and knows that this possession is constitutive of all that is good in human life.

Introduction: This report consists of the sections listed below. The task force determined the analyses in these sections to be necessary for a comprehensive review of current practices and for the establishment of a foundation for an adequate array of recommendations. These recommendations, intended to preserve institutional values and honor all faculty appointees with equitable and humane treatment, are listed at the end of each part and then listed as a whole at the end of the report. The appendix, as usual, contains supporting information that supplements the text of the report.

Part 1: Fixed-Term Faculty Appointments: An Institutional Summary

Part 2: Colleges and Major Schools' Current Uses of Fixed-Term Faculty

Part 3: Fixed-Term Contracts and Performance Evaluations

Part 4: Fixed-Term Faculty Voting Rights and Academic Unit Participation

Part 5: Academic Unit Staffing Plans

Summary of Task Force Recommendations by Part

Appendix: Deans' Reports on Colleges and Major Schools' Current Uses of Fixed-Term Faculty

Part 1:

Fixed-Term Faculty Appointments: An Institutional Summary

Fixed-term faculty fulfill an increasingly important role at East Carolina University. While their contributions are significant, their roles and duties vary widely across the campus. Because reasons for employing fixed-term faculty vary by unit, a summary of these reasons can be found in Part 2 of this report. Detailed information about each units' past and present staffing patterns can be found in Part 2 and in the appendix.

The Proportion of Fixed-Term Faculty

Over the past 30 years, the number of fixed-term, non-tenure-track faculty members has changed significantly. During the 1970s, less than 10% of ECU's faculty were on fixed-term contracts, and there was a six-year limit on the length of time a faculty member could be employed without the presumption of de facto tenure. In the 1980s, the percentage of fixed-term faculty began to rise, and by 1990 the proportion of fixed-term faculty members was 16%. In 1992, the proportion of fixed-term faculty jumped to 23%. During that same period from 1990 to 1992, the university experienced a 10% enrollment increase.

Over the past ten years, ECU has experienced an increase in the proportion of fixed-term full-time equivalent faculty (FTE, excluding administrators with faculty status) from 25% of the faculty in 1996 to 37% in 2005 (Exhibit). This increase is in part due to the rapid enrollment growth experienced by ECU during this time period (32%), and the concomitant need to provide students with courses long before tenure-track faculty can be hired to respond to the growth. Units within the traditional liberal arts fields are particularly impacted since service courses are the first to experience the increase in enrollments. The departments of English and Mathematics are two units that have relied heavily on fixed-term faculty to meet the demand for their courses. The fixed-term faculty FTE in English represents 48% of the total faculty FTEs; the percentage of the mathematics faculty FTEs is 54%. At the same time, the department of Physics has two of 19 faculty members who are fixed-term, and they represent .75 FTE, or 4% of the total faculty FTEs.

Some professional schools/colleges rely heavily on fixed-term faculty to provide the clinical expertise needed to meet the academic needs of the unit. In the case of the Brody School of Medicine, fixed-term faculty also are used to meet the health care needs of the region. For example, the department of Physical Medicine and Rehabilitation (BSOM department housed in PCMH) has six fixed-term faculty (i.e., all faculty except two and the department chair). In almost all cases, each faculty member was given the option to be on the tenure-track or have a fixed-term appointment. Due to the nature of their medical specialty and the heavy clinical demands, the fixed-term option was deemed more appropriate by the faculty members themselves.

Conditions of Employment

Of the fixed-term faculty employed by ECU, 35% are in the Health Sciences Division; and 65% are in the Academic Affairs Division. Of the Health Sciences fixed-term faculty, the majority (68%) are employed full-time (1.0 FTE). Within Academic Affairs, 57% of the fixed-term faculty are employed full-time.

Employer-Provided Benefits: A goal of this task force is to ensure that all faculty are treated equitably and, where appropriate, that employees receive employer-provided benefits, such as health care. Under the State of North Carolina guidelines, employees in a less than .75 FTE appointment or employed less than nine months are ineligible for employer-provided benefits. Roughly 34% of all fixed-term faculty are employed less than .75 FTE making them ineligible for employer provided benefits. When a faculty member who formerly met the benefit eligibility criteria has an appointment change that does not meet the eligibility criteria for benefits, it can be costly to the individual. Indeed, there are some instances where the same individual has moved back and forth between benefits-eligible status and benefits-ineligible status more than once. Such changes should be minimized wherever possible, especially those that revise an individual from benefits eligibility to a status where he or she loses those benefits while remaining a faculty member at the university. An additional concern arises when an individual is eligible for benefits and the employee's share of matching retirement contributions are deducted for a period of time, then the individual becomes ineligible for retirement and must withdraw his or her contributions with a tax penalty because the employee-paid contribution is on a pre-tax basis. If the individual pays retirement for several years but does not reach the five-year threshold for vesting, his or her contributions are withdrawn and all potential retirement benefits are lost. Again, there are instances where individuals have changed from benefits-eligible status to ineligible for benefits more than once, with tax penalties and long-term implications that are a detriment to the individual.

In some situations faculty members request a reduced workload and as a result move from tenured/tenure-track to fixed-term. Some fixed-term faculty are employed full-time elsewhere and only wish to teach one or two courses per year. It should be pointed out that some part-time (i.e., less than .75 FTE) fixed-term faculty members receive benefits as retired faculty members who return to work part-time. For example, 10% of the total faculty in the School of Nursing are retirees from the department who have returned to work on a part-time basis. These individuals receive health care benefits as part of their retirement plan.

Titles and Credentials

Fixed-term faculty members have the same titles as tenured/tenure-track faculty with the exception of Lecturer, which is reserved for fixed-term faculty only. What distinguishes fixed-term from tenured/tenure-track is the title/rank modifier. The modifiers "clinical" and "research" are used primarily by Health Sciences Division. Other modifiers such as "visiting" are more frequently used by the Academic Affairs Division.

Similarly, the proportion of fixed-term faculty with terminal degrees varies by unit. Within the Brody School of Medicine, clinical fixed-term faculty are required to have the same credentials as tenured/tenure-track faculty in order to see patients. Within Academic Affairs and Schools of Nursing and Allied Health, the availability of fixed-term faculty with terminal degrees varies considerably by discipline. For example, the department of Foreign Languages and Literatures has 17 fixed-term faculty members, of whom 11 have terminal degrees; the department of Philosophy has seven fixed-term faculty members and all have terminal degrees.

Salaries

All faculty salaries continue to be a priority and are annually reviewed and addressed. Members of this task force reviewed faculty salaries by rank and tenure status and found that for some units there is little or no salary differences between tenured/tenure-track faculty and fixed-term faculty of the same rank. This is particularly evident in the Health Sciences areas where clinical fixed-term faculty have comparable credentials and are viewed as a critical component of the faculty in order to provide the clinical expertise required for the delivery of the programs. For example, the median salary of a tenured/tenure-track assistant professor in the Brody School of Medicine ($108,393) is comparable to a fixed-term clinical assistant professor ($107,166).

In other colleges and schools, there exists greater variability between the salaries of tenured/tenure-track faculty and fixed-term faculty. Within the department of English, the median salary for tenured/tenure-track assistant professors is $48,756 compared to the median salary for fixed-term (visiting) assistant professors of $34,998. Similarly, the College of Education's median salary for tenured/tenure-track assistant professors is $54,876 compared to a median $36,000 for fixed-term (visiting) assistant professors.

While this review of salaries suggests differences do exist between tenured/tenure-track and fixed-term salaries by rank, other factors influence salary as well. Please refer to the exhibits at the end of this section for a comparison of salaries by rank from the fall 2005 Personnel Data File and the spring 2006 Health Sciences salary information by unit.

Teaching Responsibilities

Fixed-term faculty resources are utilized differently depending upon the needs and preferences of the departments in which they are employed. Of the course sections taught by fixed-term faculty in 2004-05 (excluding the Brody School of Medicine), 51% of the courses were lower division courses (Exhibit). For tenured/tenure-track faculty, 28% of the courses taught were lower division. In contrast, 32.8% of the courses taught by tenured/tenure-track faculty were graduate level courses, whereas total numbers of courses taught by fixed-term faculty comprised only 10.6% at the graduate level.

Summary

This overview of the data relative to fixed-term faculty suggests differential employment practices across units. While provisions exist through current policies, it should be pointed out that further clarification of definitions and the appropriate uses of each may be helpful.

Additionally, this review suggests:

1. Given both the variability in department needs for fixed-term faculty and individual faculty situations, flexibility in hiring should be preserved.
2. Clearer criteria should be established regarding the use of temporary fixed-term faculty at the university and the unit levels.
3. Equitability of salary and benefits for fixed-term faculty should be reviewed periodically.

Fixed-term faculty members fulfill a critical role in the mission of the university. Unit staffing reports add further detail concerning needs and uses of fixed-term faculty as well as tenured/tenure-track faculty within each unit.

Exhibits:

- Longitudinal Profile of Faculty Tenure Status (*2005 Fact Book)*
- Tenure Status of Permanent and Temporary Faculty by Unit Showing Split Appointments (*2005 Fact Book)*
- Fixed-Term Instructional Faculty, Fall 2005
- Fall 2005 Median Faculty Salary by College/School, Tenure Status, and Rank
- Spring 2006 Health Sciences Division Summary of Tenured/Tenure-Track vs. Non-Tenure-Track
- Delaware Summary Table

Exhibit 1: Longitudinal Profile of Faculty Tenure Status (All ECU Units Included)

Year	Type of Employee	Tenured: Full-time N	Tenured: Full-time FTE	Tenured: Full-time % Row FTE	Tenured: Part-time N	Tenured: Part-time FTE	Tenured: Part-time % Row FTE	On Tenure-track: Full-time N	On Tenure-track: Full-time FTE	On Tenure-track: Full-time % Row FTE	On Tenure-track: Part-time N	On Tenure-track: Part-time FTE	On Tenure-track: Part-time % Row FTE	Not on Tenure-track: Full-time N	Not on Tenure-track: Full-time FTE	Not on Tenure-track: Full-time % Row FTE	Not on Tenure-track: Part-time N	Not on Tenure-track: Part-time FTE	Not on Tenure-track: Part-time % Row FTE	Total N	Total FTE
2005	Faculty	557	35.2%		39	26.9	1.7%	395	25.0%		19	11.8	0.7%	461	29.2%		299	128.9	8.2%	1,770	1,580.6
	Admin.	80	73.7%		5	2.9	2.7%	3	2.8%		0	0.0	0.0%	22	20.3%		1	0.6	0.6%	111	108.5
	Total	**637**	**37.7%**		**44**	**29.8**	**1.8%**	**398**	**23.6%**		**19**	**11.8**	**0.7%**	**483**	**28.6%**		**300**	**129.5**	**7.7%**	**1,881**	**1,689.1**
2004	Faculty	560	36.9%		29	19.5	1.3%	379	25.0%		15	10.8	0.7%	445	29.3%		236	103.1	6.8%	1,664	1,517.3
	Admin.	74	73.8%		2	0.7	0.6%	3	3.0%		0	0.0	0.0%	22	21.9%		1	0.6	0.6%	102	100.3
	Total	**634**	**39.2%**		**31**	**20.1**	**1.2%**	**382**	**23.6%**		**15**	**10.8**	**0.7%**	**467**	**28.9%**		**237**	**103.7**	**6.4%**	**1,766**	**1,617.6**
2003	Faculty	528	36.4%		36	23.7	1.6%	381	26.3%		12	7.8	0.5%	420	28.9%		205	90.8	6.3%	1,582	1,451.3
	Admin.	79	73.2%		2	0.6	0.6%	4	3.7%		0	0.0	0.0%	22	20.4%		3	2.3	2.1%	110	107.9
	Total	**607**	**38.9%**		**38**	**24.3**	**1.6%**	**385**	**24.7%**		**12**	**7.8**	**0.5%**	**442**	**28.3%**		**208**	**93.1**	**6.0%**	**1,692**	**1,559.2**
2002	Faculty	524	38.1%		26	14.4	1.0%	311	22.6%		14	11.4	0.8%	431	31.3%		196	84.3	6.1%	1,502	1,376.1
	Admin.	71	68.2%		4	2.5	2.4%	4	3.8%		0	0.0	0.0%	23	22.1%		6	3.7	3.5%	108	104.1
	Total	**595**	**40.2%**		**30**	**16.8**	**1.1%**	**315**	**21.3%**		**14**	**11.4**	**0.8%**	**454**	**30.7%**		**202**	**87.9**	**5.9%**	**1,610**	**1,480.2**
2001	Faculty	524	39.5%		27	14.5	1.1%	317	23.9%		11	8.2	0.6%	371	28.0%		217	91.6	6.9%	1,467	1,326.2
	Admin.	68	70.1%		3	1.0	1.0%	4	4.1%		0	0.0	0.0%	21	21.7%		5	2.9	3.0%	101	96.9
	Total	**592**	**41.6%**		**30**	**15.5**	**1.1%**	**321**	**22.6%**		**11**	**8.2**	**0.6%**	**392**	**27.5%**		**222**	**94.5**	**6.6%**	**1,568**	**1,423.2**
2000	Faculty	538	41.4%		13	8.8	0.7%	299	23.0%		5	4.0	0.3%	351	27.0%		229	98.8	7.6%	1,435	1,299.5
	Admin.	73	70.9%		5	3.0	2.9%	6	5.8%		0	0.0	0.0%	20	19.4%		2	1.0	1.0%	106	103.0
	Total	**611**	**43.6%**		**18**	**11.8**	**0.8%**	**305**	**21.7%**		**5**	**4.0**	**0.3%**	**371**	**26.5%**		**231**	**99.8**	**7.1%**	**1,541**	**1,402.5**
1999	Faculty	543	42.3%		11	6.9	0.5%	316	24.6%		3	2.2	0.2%	324	25.2%		215	92.8	7.2%	1,412	1,284.8
	Admin.	80	72.8%		4	2.8	2.5%	5	4.5%		0	0.0	0.0%	20	18.2%		4	2.2	2.0%	113	110.0
	Total	**623**	**44.7%**		**15**	**9.6**	**0.7%**	**321**	**23.0%**		**3**	**2.2**	**0.2%**	**344**	**24.7%**		**219**	**95.0**	**6.8%**	**1,525**	**1,394.7**
1998	Faculty	574	46.1%		2	1.3	0.1%	301	24.1%		2	1.0	0.1%	300	24.1%		171	69.1	5.5%	1,350	1,246.4
	Admin.	89	76.9%		3	1.9	1.6%	4	3.5%		0	0.0	0.0%	20	17.3%		2	0.9	0.7%	118	115.8
	Total	**663**	**48.7%**		**5**	**3.2**	**0.2%**	**305**	**22.4%**		**2**	**1.0**	**0.1%**	**320**	**23.5%**		**173**	**70.0**	**5.1%**	**1,468**	**1,362.1**
1997	Faculty	575	47.0%		4	1.5	0.1%	314	25.7%		0	0.0	0.0%	270	22.1%		160	62.6	5.1%	1,323	1,223.1
	Admin.	97	73.7%		2	1.6	1.2%	6	4.6%		0	0.0	0.0%	26	19.7%		2	1.1	0.8%	133	131.7
	Total	**672**	**49.6%**		**6**	**3.1**	**0.2%**	**320**	**23.6%**		**0**	**0.0**	**0.0%**	**296**	**21.8%**		**162**	**63.7**	**4.7%**	**1,456**	**1,354.8**
1996	Faculty	580	48.5%		4	2.0	0.2%	317	26.5%		0	0.0	0.0%	245	20.5%		126	51.9	4.3%	1,272	1,195.9
	Admin.	103	79.8%		0	0.0	0.0%	4	3.1%		0	0.0	0.0%	21	16.3%		2	1.1	0.9%	130	129.1
	Total	**683**	**51.5%**		**4**	**2.0**	**0.2%**	**321**	**24.2%**		**0**	**0.0**	**0.0%**	**266**	**20.1%**		**128**	**53.0**	**4.0%**	**1,402**	**1,325.0**

Source: Personnel Data Files, Fall 1996 through Fall 2005; totals may be inexact due to rounding.

Note: Tenured and tenure-track faculty who are on leave-without-pay to work on other projects or grants are included.

Note: Total faculty shown in this table may differ from other IPRE tables due to the inclusion of temporary faculty and faculty in administrative positions. Headcount and FTE include BSOM, but do not include ROTC faculty, and is based on home department assignment as recorded in the Personnel Data File. Faculty who meet the following criteria are included: (a) currently employed in an EPA position; (b) coded as faculty or administrator with rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer; and (c) rank modifier data base value of "None," "Distinguished," "Clinical," "Research," "Librarian," "Visiting," Visiting Distinguished, or "Visiting Librarian". Faculty who were tenured or on tenure-track but are now retired but still teaching, or are in the phased retirement status are reported in "Not on Tenure-track."

Note: In 2005, the part-time, not-on-tenure-track faculty total includes 21 faculty members (9.95 FTE) that are retired or on phased retirement in the "Faculty" line.

Note: Data for previous years may differ from previous Fact Books.

Exhibit 2: Tenure Status of Permanent and Temporary Faculty by Unit Showing Split Appointments

Unit	Type of Employee	Tenured						On Tenure Track						Not on Tenure Track						Total	
		Full-time			Part-time			Full-time			Part-time			Full-time			Part-time				
		N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE
Business	Faculty	39	39.00	44.3%	0	0.00	0.0%	30	30.00	34.1%	0	0.00	0.0%	17	17.00	19.3%	4	2.00	2.3%	90	88.00
	Admin.	2	2.00	33.3%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	4	4.00	66.7%	0	0.00	0.0%	6	6.00
	Total	**41**	**41.00**	**43.6%**	**0**	**0.00**	**0.0%**	**30**	**30.00**	**31.9%**	**0**	**0.00**	**0.0%**	**21**	**21.00**	**22.3%**	**4**	**2.00**	**2.1%**	**96**	**94.00**
Education	Faculty	40	40.00	28.0%	3	1.75	1.2%	46	46.00	32.2%	0	0.00	0.0%	34	34.00	23.8%	67	20.99	14.7%	190	142.74
	Admin.	3	3.00	34.9%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	5	5.00	58.1%	1	0.60	7.0%	9	8.60
	Total	**43**	**43.00**	**28.4%**	**3**	**1.75**	**1.2%**	**46**	**46.00**	**30.4%**	**0**	**0.00**	**0.0%**	**39**	**39.00**	**25.8%**	**68**	**21.59**	**14.3%**	**199**	**151.34**
Fine Arts & Commun.	Faculty	75	75.00	45.8%	0	0.00	0.0%	37	37.00	22.6%	0	0.00	0.0%	38	38.00	23.2%	35	13.64	8.3%	185	163.64
	Admin.	4	4.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	4	4.00
	Total	**79**	**79.00**	**47.1%**	**0**	**0.00**	**0.0%**	**37**	**37.00**	**22.1%**	**0**	**0.00**	**0.0%**	**38**	**38.00**	**22.7%**	**35**	**13.64**	**8.1%**	**189**	**167.64**
Hlth. & Human Performance	Faculty	24	24.00	33.8%	2	0.98	1.4%	19	19.00	26.7%	1	0.95	1.3%	19	19.25	27.1%	15	6.90	9.7%	80	71.08
	Admin.	4	4.00	70.9%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.64	29.1%	0	0.00	0.0%	5	5.64
	Total	**28**	**28.00**	**36.5%**	**2**	**0.98**	**1.3%**	**19**	**19.00**	**24.8%**	**1**	**0.95**	**1.2%**	**20**	**20.89**	**27.2%**	**15**	**6.90**	**9.0%**	**85**	**76.72**
Human Ecology	Faculty	26	26.00	29.1%	0	0.00	0.0%	29	29.00	32.5%	0	0.00	0.0%	24	24.00	26.9%	28	10.25	11.5%	107	89.25
	Admin.	7	7.00	63.6%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	4	4.00	36.4%	0	0.00	0.0%	11	11.00
	Total	**33**	**33.00**	**32.9%**	**0**	**0.00**	**0.0%**	**29**	**29.00**	**28.9%**	**0**	**0.00**	**0.0%**	**28**	**28.00**	**27.9%**	**28**	**10.25**	**10.2%**	**118**	**100.25**
Technology & Computer Sci.	Faculty	14	14.00	23.1%	0	0.00	0.0%	22	22.00	36.4%	1	0.50	0.8%	20	20.00	33.1%	11	4.00	6.6%	68	60.50
	Admin.	4	4.05	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	4	4.05
	Total	**18**	**18.05**	**28.0%**	**0**	**0.00**	**0.0%**	**22**	**22.00**	**34.1%**	**1**	**0.50**	**0.8%**	**20**	**20.00**	**31.0%**	**11**	**4.00**	**6.2%**	**72**	**64.55**
Allied Health Sciences	Faculty	21	21.00	37.5%	2	1.65	2.9%	15	15.00	26.8%	1	0.91	1.6%	13	13.00	23.2%	11	4.50	8.0%	63	56.06
	Admin.	7	7.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	7	7.00
	Total	**28**	**28.00**	**44.4%**	**2**	**1.65**	**2.6%**	**15**	**15.00**	**23.8%**	**1**	**0.91**	**1.4%**	**13**	**13.00**	**20.6%**	**11**	**4.50**	**7.1%**	**70**	**63.06**
Medicine	Faculty	109	109.00	29.2%	25	18.79	5.0%	70	70.00	18.8%	13	8.13	2.2%	130	130.00	34.9%	60	36.87	9.9%	407	372.79
	Admin.	19	19.00	77.4%	3	1.55	6.3%	1	1.00	4.1%	0	0.00	0.0%	3	3.00	12.2%	0	0.00	0.0%	26	24.55
	Total	**128**	**128.00**	**32.2%**	**28**	**20.34**	**5.1%**	**71**	**71.00**	**17.9%**	**13**	**8.13**	**2.0%**	**133**	**133.00**	**33.5%**	**60**	**36.87**	**9.3%**	**433**	**397.34**
Nursing	Faculty	17	17.00	25.8%	6	3.65	5.5%	7	7.00	10.6%	1	0.34	0.5%	33	33.00	50.0%	13	5.00	7.6%	77	65.99
	Admin.	1	1.00	50.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00	50.0%	0	0.00	0.0%	2	2.00
	Total	**18**	**18.00**	**26.5%**	**6**	**3.65**	**5.4%**	**7**	**7.00**	**10.3%**	**1**	**0.34**	**0.5%**	**34**	**34.00**	**50.0%**	**13**	**5.00**	**7.4%**	**79**	**67.99**

(CONTINUED NEXT PAGE)

Exhibit 2 continued: Tenure Status of Permanent and Temporary Faculty by Unit
Showing Split Appointments

Unit	Type of Employee	Tenured						On Tenure Track						Not on Tenure Track						Total	
		Full-time			Part-time			Full-time			Part-time			Full-time			Part-time				
		N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE
Anthropology	Faculty	5	5.50	44.0%	0	0.00	0.0%	4	4.00	32.0%	0	0.00	0.0%	3	3.00	24.0%	0	0.00	0.0%	12	12.50
	Admin.	1	1.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00
	Total	**6**	**6.50**	**48.1%**	**0**	**0.00**	**0.0%**	**4**	**4.00**	**29.6%**	**0**	**0.00**	**0.0%**	**3**	**3.00**	**22.2%**	**0**	**0.00**	**0.0%**	**13**	**13.50**
Biology	Faculty	16	17.00	39.3%	0	0.00	0.0%	10	10.00	23.1%	0	0.00	0.0%	14	14.00	32.4%	4	2.25	5.2%	44	43.25
	Admin.	0	0.00	0.0%	0	0.00	0.0%	1	0.50	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	0.50
	Total	**16**	**17.00**	**38.9%**	**0**	**0.00**	**0.0%**	**11**	**10.50**	**24.0%**	**0**	**0.00**	**0.0%**	**14**	**14.00**	**32.0%**	**4**	**2.25**	**5.1%**	**45**	**43.75**
Chemistry	Faculty	9	9.00	35.3%	0	0.00	0.0%	8	8.00	31.3%	0	0.00	0.0%	7	7.00	27.4%	4	1.53	6.0%	28	25.53
	Admin.	1	1.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00
	Total	**10**	**10.00**	**37.7%**	**0**	**0.00**	**0.0%**	**8**	**8.00**	**30.2%**	**0**	**0.00**	**0.0%**	**7**	**7.00**	**26.4%**	**4**	**1.53**	**5.8%**	**29**	**26.53**
Economics	Faculty	6	6.00	40.0%	0	0.00	0.0%	6	6.00	40.0%	0	0.00	0.0%	2	2.00	13.3%	2	1.00	6.7%	16	15.00
	Admin.	1	1.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00
	Total	**7**	**7.00**	**43.8%**	**0**	**0.00**	**0.0%**	**6**	**6.00**	**37.5%**	**0**	**0.00**	**0.0%**	**2**	**2.00**	**12.5%**	**2**	**1.00**	**6.3%**	**17**	**16.00**
English	Faculty	27	27.00	30.3%	0	0.00	0.0%	19	19.00	21.3%	0	0.00	0.0%	39	39.00	43.7%	9	4.25	4.8%	94	89.25
	Admin.	1	1.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00
	Total	**28**	**28.00**	**31.0%**	**0**	**0.00**	**0.0%**	**19**	**19.00**	**21.1%**	**0**	**0.00**	**0.0%**	**39**	**39.00**	**43.2%**	**9**	**4.25**	**4.7%**	**95**	**90.25**
Foreign Lngs. & Literatures	Faculty	11	11.00	32.6%	0	0.00	0.0%	9	9.00	26.7%	0	0.00	0.0%	11	11.00	32.6%	6	2.75	8.1%	37	33.75
	Admin.	1	1.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00
	Total	**12**	**12.00**	**34.5%**	**0**	**0.00**	**0.0%**	**9**	**9.00**	**25.9%**	**0**	**0.00**	**0.0%**	**11**	**11.00**	**31.7%**	**6**	**2.75**	**7.9%**	**38**	**34.75**
Geography	Faculty	6	6.00	38.0%	1	0.06	0.4%	4	4.00	25.3%	1	0.50	3.2%	4	4.00	25.3%	3	1.25	7.9%	19	15.81
	Admin.	2	2.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	2	2.00
	Total	**8**	**8.00**	**44.9%**	**1**	**0.06**	**0.3%**	**4**	**4.00**	**22.5%**	**1**	**0.50**	**2.8%**	**4**	**4.00**	**22.5%**	**3**	**1.25**	**7.0%**	**21**	**17.81**
Geology	Faculty	6	6.00	53.3%	0	0.00	0.0%	4	4.00	35.6%	0	0.00	0.0%	1	1.00	8.9%	1	0.25	2.2%	12	11.25
	Admin.	1	1.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00
	Total	**7**	**7.00**	**57.1%**	**0**	**0.00**	**0.0%**	**4**	**4.00**	**32.7%**	**0**	**0.00**	**0.0%**	**1**	**1.00**	**8.2%**	**1**	**0.25**	**2.0%**	**13**	**12.25**

Exhibit 2 continued: Tenure Status of Permanent and Temporary Faculty by Unit
Showing Split Appointments

Unit	Type of Employee	Tenured						On Tenure Track						Not on Tenure Track						Total	
		Full-time			Part-time			Full-time			Part-time			Full-time			Part-time				
				% Row			% Row			% Row			% Row			% Row			% Row		
		N	FTE	FTE	N	FTE	FTE	N	FTE	FTE	N	FTE	FTE	N	FTE	FTE	N	FTE	FTE	N	FTE
History	Faculty	15	15.00	48.4%	0	0.00	0.0%	8	8.00	25.8%	0	0.00	0.0%	7	7.00	22.6%	3	1.00	3.2%	33	31.00
	Admin.	1	1.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00
	Total	**16**	**16.00**	**50.0%**	**0**	**0.00**	**0.0%**	**8**	**8.00**	**25.0%**	**0**	**0.00**	**0.0%**	**7**	**7.00**	**21.9%**	**3**	**1.00**	**3.1%**	**34**	**32.00**
Mathematics	Faculty	16	16.00	41.3%	0	0.00	0.0%	2	2.00	5.2%	0	0.00	0.0%	17	17.00	43.9%	6	3.75	9.7%	41	38.75
	Admin.	1	1.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00
	Total	**17**	**17.00**	**42.8%**	**0**	**0.00**	**0.0%**	**2**	**2.00**	**5.0%**	**0**	**0.00**	**0.0%**	**17**	**17.00**	**42.8%**	**6**	**3.75**	**9.4%**	**42**	**39.75**
Philosophy	Faculty	7	7.00	41.2%	0	0.00	0.0%	3	3.00	17.6%	1	0.50	2.9%	6	6.00	35.3%	2	0.50	2.9%	19	17.00
	Admin.	1	1.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00
	Total	**8**	**8.00**	**44.4%**	**0**	**0.00**	**0.0%**	**3**	**3.00**	**16.7%**	**1**	**0.50**	**2.8%**	**6**	**6.00**	**33.3%**	**2**	**0.50**	**2.8%**	**20**	**18.00**
Physics	Faculty	13	13.00	73.2%	0	0.00	0.0%	4	3.50	19.7%	0	0.00	0.0%	1	1.00	5.6%	1	0.25	1.4%	19	17.75
	Admin.	1	1.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00
	Total	**14**	**14.00**	**74.7%**	**0**	**0.00**	**0.0%**	**4**	**3.50**	**18.7%**	**0**	**0.00**	**0.0%**	**1**	**1.00**	**5.3%**	**1**	**0.25**	**1.3%**	**20**	**18.75**
Political Science	Faculty	10	10.00	47.6%	0	0.00	0.0%	5	5.00	23.8%	0	0.00	0.0%	5	5.00	23.8%	2	1.00	4.8%	22	21.00
	Admin.	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00
	Total	**10**	**10.00**	**47.6%**	**0**	**0.00**	**0.0%**	**5**	**5.00**	**23.8%**	**0**	**0.00**	**0.0%**	**5**	**5.00**	**23.8%**	**2**	**1.00**	**4.8%**	**22**	**21.00**
Psychology	Faculty	17	17.00	46.6%	0	0.00	0.0%	10	10.00	27.4%	0	0.00	0.0%	6	6.00	16.4%	9	3.50	9.6%	42	36.50
	Admin.	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00
	Total	**17**	**17.00**	**46.6%**	**0**	**0.00**	**0.0%**	**10**	**10.00**	**27.4%**	**0**	**0.00**	**0.0%**	**6**	**6.00**	**16.4%**	**9**	**3.50**	**9.6%**	**42**	**36.50**
Sociology	Faculty	11	11.00	56.4%	0	0.00	0.0%	6	6.00	30.8%	0	0.00	0.0%	1	1.00	5.1%	3	1.50	7.7%	21	19.50
	Admin.	1	1.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	1	1.00
	Total	**12**	**12.00**	**58.5%**	**0**	**0.00**	**0.0%**	**6**	**6.00**	**29.3%**	**0**	**0.00**	**0.0%**	**1**	**1.00**	**4.9%**	**3**	**1.50**	**7.3%**	**22**	**20.50**

Exhibit 2 continued: Tenure Status of Permanent and Temporary Faculty by Unit
Showing Split Appointments

Unit	Type of Employee	Tenured						On Tenure Track						Not on Tenure Track						Total	
		Full-time			Part-time			Full-time			Part-time			Full-time			Part-time				
		N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE	% Row FTE	N	FTE
Athletics	Faculty	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	3	2.75	100.0%	0	0.00	0.0%	3	2.75
	Admin.	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	3	2.36	100.0%	0	0.00	0.0%	3	2.36
	Total	**0**	**0.00**	**0.0%**	**0**	**0.00**	**0.0%**	**0**	**0.00**	**0.0%**	**0**	**0.00**	**0.0%**	**6**	**5.11**	**100.0%**	**0**	**0.00**	**0.0%**	**6**	**5.11**
East Campus Libraries	Faculty	11	11.00	42.3%	0	0.00	0.0%	14	14.00	53.8%	0	0.00	0.0%	1	1.00	3.8%	0	0.00	0.0%	26	26.00
	Admin.	2	2.00	100.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	2	2.00
	Total	**13**	**13.00**	**46.4%**	**0**	**0.00**	**0.0%**	**14**	**14.00**	**50.0%**	**0**	**0.00**	**0.0%**	**1**	**1.00**	**3.6%**	**0**	**0.00**	**0.0%**	**28**	**28.00**
West Campus Library	Faculty	1	1.00	12.5%	0	0.00	0.0%	4	4.00	50.0%	0	0.00	0.0%	3	3.00	37.5%	0	0.00	0.0%	8	8.00
	Admin.	1	1.00	50.0%	0	0.00	0.0%	1	1.00	50.0%	0	0.00	0.0%	0	0.00	0.0%	0	0.00	0.0%	2	2.00
	Total	**2**	**2.00**	**20.0%**	**0**	**0.00**	**0.0%**	**5**	**5.00**	**50.0%**	**0**	**0.00**	**0.0%**	**3**	**3.00**	**30.0%**	**0**	**0.00**	**0.0%**	**10**	**10.00**
Other	Faculty	5	3.50	58.3%	0	0.00	0.0%	0	0.50	8.3%	0	0.00	0.0%	2	2.00	33.3%	0	0.00	0.0%	7	6.00
	Admin.	13	12.95	82.0%	2	1.34	8.5%	0	0.50	3.2%	0	0.00	0.0%	1	1.00	6.3%	0	0.00	0.0%	16	15.79
	Total	**18**	**16.45**	**75.5%**	**2**	**1.34**	**6.1%**	**0**	**1.00**	**4.6%**	**0**	**0.00**	**0.0%**	**3**	**3.00**	**13.8%**	**0**	**0.00**	**0.0%**	**23**	**21.79**
All Units	Faculty	557	557	35.2%	39	26.9	1.7%	395	395	25.0%	19	11.8	0.7%	461	461	29.2%	299	128.9	8.2%	1,770	1,580.64
	Admin.	80	80	73.7%	5	2.9	2.7%	3	3	2.8%	0	0.0	0.0%	22	22	20.3%	1	0.6	0.6%	111	108.49
	Total	637	637	37.7%	44	29.8	1.8%	398	398	23.6%	19	11.8	0.7%	483	483	28.6%	300	129.5	7.7%	1,881	1,689.13

Source: Personnel Data Files, Fall 2005; totals may be inexact due to rounding.

Note: Tenured and tenure-track faculty who are partially on leave-without pay to work on other projects or grants are included.

Note: "Total Faculty" shown in this table may differ from other IPRE tables due to the inclusion of temporary faculty and faculty in administrative positions. Headcount and FTE include BSOM, but do not include ROTC faculty. Headcount is based on home department assignment; FTE represents teaching department assignments as recorded in the Personnel Data File. Faculty are included here based on the following criteria: (a) currently employed in an EPA position; (b) coded as faculty or administrator with rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer; and (c) rank modifier data base value of "None," "Distinguished," "Clinical,' "Research," "Librarian," "Visiting," "Visiting Distinguished," or "Visiting Librarian." Faculty who were tenured or on tenure track but who are now in retired status-still teaching, or in phased retirement status are reported in "Not on Tenure Track."

Note: In 2005, the part-time, not-on-tenure track faculty total includes 21 faculty members (9.95 FTE) that are retired or on phased retirement in the "Faculty" line.

Exhibit 3: Fixed-Term Instructional Faculty, Fall 2005

Unit	Research Fixed Term			Clinical Fixed Term			Teaching Fixed Term			All Fixed Term Faculty			All Faculty
	Unit N	FTE	% All Fixed Unit N	Unit N	FTE	% All Fixed Unit N	Unit N	FTE	% All Fixed Unit N	Unit N	FTE	% All Faculty N	N
Business	0	0.00	0%	0	0.00	0%	21	19.00	100%	21	19.00	24%	89
Education	0	0.00	0%	6	2.50	6%	97	52.99	94%	103	55.49	54%	192
Fine Arts & Communication	0	0.00	0%	0	0.00	0%	71	49.14	100%	71	49.14	39%	182
Health & Human Performance	0	0.00	0%	0	0.00	0%	34	25.90	100%	34	25.90	43%	79
Human Ecology	0	0.00	0%	0	0.00	0%	52	34.25	100%	52	34.25	50%	105
Technology & Computer Sci.	0	0.00	0%	0	0.00	0%	31	24.00	100%	31	26.00	44%	70
Arts and Sciences	2	2.00	1%	0	0.00	0%	177	147.03	99%	179	147.03	40%	451
Anthropology	0	0.00	0%	0	0.00	0%	3	3.00	100%	3	3.00	25%	12
Biology	2	2.00	12%	0	0.00	0%	15	13.50	88%	17	15.50	40%	42
Chemistry	0	0.00	0%	0	0.00	0%	12	9.53	100%	12	9.53	41%	29
Economics	0	0.00	0%	0	0.00	0%	4	3.00	100%	4	3.00	25%	16
English	0	0.00	0%	0	0.00	0%	48	43.25	100%	48	43.25	51%	94
Foreign Lang. & Literatures	0	0.00	0%	0	0.00	0%	17	13.75	100%	17	13.75	46%	37
Geography	0	0.00	0%	0	0.00	0%	7	5.25	100%	7	3.25	44%	16
Geology	0	0.00	0%	0	0.00	0%	2	1.25	100%	2	1.25	17%	12
History	0	0.00	0%	0	0.00	0%	10	8.00	100%	10	8.00	31%	32
Mathematics	0	0.00	0%	0	0.00	0%	23	20.75	100%	23	20.75	58%	40
Philosophy	0	0.00	0%	0	0.00	0%	8	6.50	100%	8	6.50	42%	19
Physics	0	0.00	0%	0	0.00	0%	2	1.25	100%	2	1.25	11%	19
Political Science	0	0.00	0%	0	0.00	0%	7	6.00	100%	7	6.00	33%	21
Psychology	0	0.00	0%	0	0.00	0%	15	9.50	100%	15	9.50	36%	42
Sociology	0	0.00	0%	0	0.00	0%	4	2.50	100%	4	2.50	20%	20
Allied Health Sciences	0	0.00	0%	21	16.00	91%	2	0.50	9%	23	16.50	37%	62
Medicine	16	14.20	8%	171	151.82	81%	23	19.05	11%	210	185.07	50%	424
Nursing	0	0.00	0%	44	36.75	98%	1	0.25	2%	45	37.00	61%	74
East Campus Libraries	0	0.00	0%	0	0.00	0%	3	3.00	100%	3	3.00	11%	28
West Campus Library	0	0.00	0%	0	0.00	0%	3	3.00	100%	3	3.00	38%	8
Other	0	0.00	0%	0	0.00	0%	2	2.00	100%	2	2.00	67%	3
Grand Total	**18**	**16.20**	**2%**	**242**	**207.07**	**31%**	**517**	**380.11**	**67%**	**777**	**603.38**	**44%**	**1,767**

NOTE: For purposes of this report, faculty includes all ranks in occupational category "20" who have no administrative title. Excludes faculty with rank modifier of "Other" or "Visiting Other". Includes faculty on leave with pay, and "temporary or visiting" except those replacing faculty on leave with pay. Fixed-term faculty include faculty who are non-tenure-track, retired, or in phased retirement. Research faculty include faculty who have an academic rank modifier of "Research" or "Visiting Research". Clinical faculty include faculty who have an academic rank modifier of "Clinical" or "Visiting Clinical". Part time faculty include faculty who have a FTE of less than 1.00. Part time benefits ineligible faculty have a FTE of less than .75.
Source: Fall 2005 Personnel Data File

Exhibit 3 continued: Fixed-Term Instructional Faculty, Fall 2005

Unit	Terminal Degree Fixed Term Only: Total Unit Fixed Term	Has Term Deg	FTE	% All Fixed N	Terminal Degree Tenure/Tenure Track Only: Total Unit T/TT	Has Term Deg	% All T/TT N	Terminal Degree All Faculty: All Unit Faculty N	Has Term Deg	FTE	% All Faculty N
Business	21	5	5.00	24%	68	65	96%	89	70	70.00	79%
Education	103	27	15.87	26%	89	86	97%	192	113	100.62	59%
Fine Arts & Communication	71	33	23.06	46%	111	97	87%	182	130	120.06	71%
Health & Human Performance	34	3	2.00	9%	45	43	96%	79	46	43.93	58%
Human Ecology	52	16	10.50	31%	53	51	96%	105	67	61.50	64%
Technology & Computer Sci.	33	2	2.00	6%	37	35	95%	70	37	36.50	53%
Arts and Sciences	177	74	64.50	42%	274	269	98%	451	343	332	76%
Anthropology	3	2	2.00	67%	9	9	100%	12	11	11.00	92%
Biology	17	11	10.50	65%	25	25	100%	42	36	35.50	86%
Chemistry	12	7	7.00	58%	17	17	100%	29	24	24.00	83%
Economics	4	1	1.00	25%	12	11	92%	16	12	12.00	75%
English	48	9	7.00	19%	46	44	96%	94	53	51.00	56%
Foreign Lang. & Literatures	17	7	6.50	41%	20	19	95%	37	26	25.50	70%
Geography	5	0	0.00	0%	11	11	100%	16	11	9.56	69%
Geology	2	2	1.25	100%	10	10	100%	12	12	11.25	100%
History	10	5	5.00	50%	22	22	100%	32	27	27.00	84%
Mathematics	23	7	6.25	30%	17	17	100%	40	24	23.25	60%
Philosophy	8	8	6.50	100%	11	10	91%	19	18	16.00	95%
Physics	2	2	1.25	100%	17	17	100%	19	19	18.25	100%
Political Science	7	5	4.25	71%	14	14	100%	21	19	18.25	90%
Psychology	15	8	6.00	53%	27	27	100%	42	35	33.00	83%
Sociology	4	0	0.00	0%	16	16	100%	20	16	16.00	80%
Allied Health Sciences	23	8	6.00	35%	39	34	87%	62	42	39.56	68%
Medicine	210	177	156.17	84%	214	214	100%	424	391	359.09	92%
Nursing	45	8	7.40	18%	29	26	90%	74	34	30.89	46%
East Campus Libraries	3	1	1.00	33%	25	9	36%	28	10	10.00	36%
West Campus Library	3	1	1.00	33%	5	1	20%	8	2	2.00	25%
Other	2	1	1.00	50%	1	1	100%	3	2	2.00	67%
Grand Total	**777**	**356**	**295.50**	**46%**	**990**	**931**	**94%**	**1767**	**1287**	**1207.71**	**73%**

NOTE: For purposes of this report, faculty includes all ranks in occupational category "20" who have no administrative title. Excludes faculty with rank modifier of "Other" or "Visiting Other". Includes faculty on leave with pay, and "temporary or visiting" except those replacing faculty on leave with pay. Fixed-term faculty include faculty who are non-tenure-track, retired, or in phased retirement. Research faculty include faculty who have an academic rank modifier of "Research" or "Visiting Research". Clinical faculty include faculty who have an academic rank modifier of "Clinical" or "Visiting Clinical". Part time faculty include faculty who have a FTE of less than 1.00. Part time benefits ineligible faculty have a FTE of less than .75.
Source: Fall 2005 Personnel Data File

Exhibit 3 continued: Fixed-Term Instructional Faculty, Fall 2005

Unit	Fixed Term Faculty by Unit N	Part Time Fixed Term N FTE<1.0	Part Time Fixed Term % All Fixed N	Part Time Fixed Term Benefits Ineligible N FTE<.75	Part Time Fixed Term Benefits Ineligible % All Fixed N
Business	21	4	19%	3	14%
Education	103	69	67%	69	67%
Fine Arts & Communication	71	36	51%	34	48%
Health & Human Performance	34	15	44%	13	38%
Human Ecology	52	28	54%	26	50%
Technology & Computer Sci.	33	11	33%	11	33%
Arts and Sciences	177	54	31%	48	27%
Anthropology	3	0	0%	0	0%
Biology	17	3	18%	3	18%
Chemistry	12	4	33%	4	33%
Economics	4	2	50%	2	50%
English	48	9	19%	7	15%
Foreign Lang. & Literatures	17	6	35%	6	35%
Geography	5	3	60%	3	60%
Geology	2	1	50%	1	50%
History	10	3	30%	3	30%
Mathematics	23	6	26%	3	13%
Philosophy	8	2	25%	2	25%
Physics	2	1	50%	1	50%
Political Science	7	2	29%	1	14%
Psychology	15	9	60%	9	60%
Sociology	4	3	75%	3	75%
Allied Health Sciences	23	11	48%	10	43%
Medicine	210	63	30%	37	18%
Nursing	45	13	29%	11	24%
East Campus Libraries	3	0	0%	0	0%
West Campus Library	3	0	0%	0	0%
Other	2	0	0%	0	0%
Grand Total	**777**	**304**	**39%**	**262**	**34%**

NOTE: Fixed term faculty includes all ranks in occupational category "20" who have no administrative title. Excludes faculty with rank modifier of "Other" or "Visiting Other". Includes faculty on leave with pay, and "temporary or visiting" except those replacing faculty on leave with pay. Includes faculty who are non-tenure track, retired, or in phased retirement.
Part time faculty include faculty who have a FTE of less than 1.00.
Part time benefits ineligible faculty have a FTE of less than .75.

Source: Fall 2005 Personnel Data File

Exhibit 4: Fall 2005 Median Faculty Salary by College/School, Tenure Status, and Rank

Unit	Tenured/On-Track*								Not on Tenure Track*											
	Professor		Assoc. Professor		Asst. Professor		Instructor		Professor		Assoc. Professor		Asst. Professor		Instructor		Lecturer		No Rank	
	N	Median Salary	N	Median Salary	N	Median Salary	N	Median Salary	N	Median Salary	N	Median Salary	N	Median Salary	N	Median Salary	N	Median Salary	N	Median Salary
Business	18	$105,605	21	$102,229	27	$96,495	2	$89,500	0	$0	0	$0	1	$97,530	4	$44,465	16	$40,000	0	$0
Education	22	$77,408	26	$63,645	38	$54,876	3	$51,800	12	$65,532	5	$63,923	6	$36,000	22	$42,318	57	$27,273	1	$74,160
Fine Arts & Comm.	25	$67,889	51	$54,794	34	$46,791	1	$45,000	3	$65,591	1	$59,548	7	$45,000	15	$43,850	44	$32,000	1	$32,000
Hlth. & Human Perf.	7	$79,261	18	$60,142	19	$52,933	1	$48,709	0	$0	1	$71,406	1	$52,536	8	$34,780	24	$36,471	0	$0
Human Ecology	9	$88,577	19	$62,089	24	$54,336	1	$53,000	3	$75,830	1	$59,354	2	$50,578	18	$42,166	28	$32,000	0	$0
Tech & Comp Science	3	$96,350	15	$72,000	18	$66,275	0	$0	0	$0	0	$0	0	$0	3	$59,626	28	$54,788	0	$0
Allied Health	10	$74,087	12	$61,386	17	$58,581	0	$0	0	$0	4	$56,696	4	$54,866	12	$37,148	3	$32,000	0	$0
Medicine	95	$139,835	55	$119,994	64	$108,393	0	$0	24	$113,351	40	$136,440	84	$107,166	33	$51,429	9	$49,091	20	$38,303
Nursing	9	$82,939	13	$67,346	7	$61,645	0	$0	0	$0	2	$85,279	16	$59,874	27	$49,091	0	$0	0	$0
Anthropology	2	$77,054	5	$54,445	2	$48,993	0	$0	1	$53,568	0	$0	1	$37,793	1	$32,850	0	$0	0	$0
Biology	8	$90,340	9	$66,054	8	$55,687	0	$0	2	$59,005	1	$39,350	7	$42,580	5	$35,210	2	$38,951	0	$0
Chemistry	3	$99,620	6	$65,263	8	$58,785	0	$0	0	$0	0	$0	6	$45,675	0	$0	5	$37,500	1	$25,364
Economics	5	$84,889	1	$68,873	4	$74,355	2	$75,754	0	$0	0	$0	1	$50,021	1	$50,000	2	$34,176	0	$0
English	11	$76,501	18	$55,369	17	$48,756	0	$0	1	$52,368	0	$0	7	$34,998	0	$0	40	$27,324	0	$0
Foreign Lngs.	2	$84,863	9	$52,822	8	$46,624	1	$44,500	1	$52,585	1	$51,480	4	$39,856	3	$33,818	8	$33,925	0	$0
Geography	0	$0	7	$60,325	5	$56,000	0	$0	0	$0	1	$32,000	1	$61,603	0	$0	5	$38,471	0	$0
Geology	1	$82,244	5	$66,862	3	$61,026	1	$52,354	0	$0	0	$0	2	$44,745	0	$0	0	$0	0	$0
History	9	$71,630	5	$56,963	8	$49,138	0	$0	2	$72,613	0	$0	3	$40,000	1	$44,582	4	$32,636	0	$0
Mathematics	7	$77,801	8	$62,728	1	$54,274	1	$58,635	1	$37,288	0	$0	2	$40,000	0	$0	20	$30,099	0	$0
Philosophy	0	$0	7	$56,114	4	$49,466	0	$0	0	$0	0	$0	3	$42,407	0	$0	5	$37,000	0	$0
Physics	7	$86,680	5	$59,347	5	$54,949	0	$0	0	$0	0	$0	2	$50,820	0	$0	0	$0	0	$0
Political	5	$90,232	4	$63,564	4	$50,253	1	$49,800	0	$0	0	$0	5	$45,580	1	$32,317	1	$35,000	0	$0
Psychology	8	$74,999	7	$61,993	12	$54,526	0	$0	3	$40,652	0	$0	4	$42,962	0	$0	8	$28,441	0	$0
Sociology	4	$77,745	6	$59,041	6	$50,350	0	$0	0	$0	0	$0	0	$0	0	$0	4	$26,952	0	$0
East Campus Libraries	5	$54,363	5	$46,473	15	$37,890	0	$0	0	$0	0	$0	1	$52,943	0	$0	0	$0	2	$47,659
West Campus Library	0	$0	0	$0	5	$44,611	0	$0	0	$0	0	$0	0	$0	0	$0	3	$38,918	0	$0
Other	0	$0	1	$90,169	0	$0	0	$0	0	$0	1	$71,126	0	$0	1	$42,183	0	$0	0	$0
All Units	275	$87,167	338	$62,645	363	$55,556	14	$52,677	53	$56,038	58	$109,639	170	$56,864	155	$43,000	316	$32,000	25	$41,727

*NOTE: For purposes of this report, faculty includes all ranks in occupational category "20" who have no administrative title. Excludes faculty with rank modifier of "Other" or "Visiting Other". Includes faculty with employment status on leave with pay, and "temporary or visiting" except those replacing faculty on leave with pay. Not on Tenure Track include faculty who are non-tenure track, retired, or in phased retirement. All salaries are normalized to 9-month rates using the 9/11ths convention. Five month employees are assumed to have 4.5 month salaries.

Exhibit 5: Spring 2006 Health Sciences Division Summary of Tenured/Tenure-Track vs. Non-Tenure-Track

School of Allied Health

Tenure / Tenure-track			Fixed Term		
	Median	Number of positions		Median	Number of positions
Professor	89,985	14	Clinical Professor	65,853	14
Associate Professor	73,343	14	Clinical Associate Professor	72,738	3
Assistant Professor	71,850	13	Clinical Assistant Professor	66,425	4
			Clinical Instructor	54,647	4
Percentage of Tenured/Tenure-track		77%	Percentage of Fixed-Term		23%

School of Nursing

9 Month Faculty

Tenure / Tenure-track			Fixed Term		
	Median	Number of positions		Median	Number of positions
Professor	81,523	5	Clinical Professor	-	0
Associate Professor	65,801	8	Clinical Associate Professor	66,504	2
Assistant Professor	56,960	3	Clinical Assistant Professor	56,717	6
			Clinical Instructor	49,150	15
			Lecturer	-	0
Percentage of Tenured/Tenure-track		41%	Percentage of Fixed-Term		59%

School of Nursing

12 Month Faculty

Tenure / Tenure-track			Fixed Term		
	Median	Number of positions		Median	Number of positions
Professor	92,756	4	Clinical Professor	-	0

Associate Professor	87,068	4	Clinical Associate Professor	104,230	2
Assistant Professor	78,375	3	Clinical Assistant Professor	75,500	6
			Clinical Instructor	60,000	7
			Lecturer	-	0
Percentage of Tenured/Tenure-track		42%	Percentage of Fixed-Term		58%

Health Sciences Library

	Tenure / Tenure-track		Fixed Term		
	Median	Number of positions		Median	Number of positions
Professor	-	0	Clinical Professor	-	0
Associate Professor	-	0	Clinical Associate Professor	-	0
Assistant Professor	55,102	4	Research Assistant Professor	54,525	1
			Lecturer	47,185	1
Percentage of Tenured/Tenure-track		57%	Percentage of Fixed-Term		43%

School of Medicine

All Basic Sciences

	Tenure / Tenure-track		Fixed Term		
	Median	Number of positions		Median	Number of positions
Anatomy & Cell Biology					
Professor	105,088	7	Clinical Professor	-	0
Associate Professor	77,796	1	Clinical Associate Professor	-	0
Assistant Professor	66,273	2	Research Assistant Professor	32,850	1
Percentage of Tenured/Tenure-track		92%	Percentage of Fixed-Term		8%
Biochemistry & Molecular Biology					
Professor	109,927	5	Clinical Professor	-	0
Associate Professor	-	0	Clinical Associate Professor	-	0
Assistant Professor	69,526	3	Research Assistant Professor	45,980	1
Percentage of Tenured/Tenure-track		90%	Percentage of Fixed-Term		10%
Comparative Medicine					
Professor	-	0	Clinical Professor	-	0
Associate Professor	100,781	1	Clinical Associate Professor	-	0
Assistant Professor	-	0	Research Assistant Professor	-	0

	Percentage of Tenured/Tenure-track		0%	Percentage of Fixed-Term		0%
Medical Humanities	Professor	105,025	4	Clinical Professor	-	0
	Associate Professor	-	0	Clinical Associate Professor	-	0
	Assistant Professor	65,850	1	Research/Visiting Assistant Professor	70,625	2
	Percentage of Tenured/Tenure-track		71%	Percentage of Fixed-Term		29%
Microbiology & Immunology	Professor	108,570	1	Clinical Professor	-	0
	Associate Professor	83,505	5	Clinical Associate Professor	-	0
	Assistant Professor	70,700	6	Research Assistant Professor	63,521	2
				Research Instructor	38,850	1
	Percentage of Tenured/Tenure-track		81%	Percentage of Fixed-Term		19%
Pharmacology & Toxicology	Professor	109,245	4	Research Professor	94,150	1
	Associate Professor	-	0	Clinical Associate Professor	-	0
	Assistant Professor	73,153	2	Research Assistant Professor	63,521	2
				Research Instructor	38,850	1
	Percentage of Tenured/Tenure-track		87%	Percentage of Fixed-Term		13%
Physiology	Professor	105,283	6	Research Professor	-	0
	Associate Professor	83,430	3	Clinical Associate Professor	-	0
	Assistant Professor	76,552	1	Research Assistant Professor	70,000	1
				Research Instructor	41,775	1
	Percentage of Tenured/Tenure-track		93%	Percentage of Fixed-Term		7%

School of Medicine

	Tenure / Tenure-track			**Fixed Term**		
All Clinical Departments		Median	Number of positions		Median	Number of positions
Emergency Medicine	Professor	210,000	5	Clinical Professor	-	0
	Associate Professor	140,149	2	Clinical Associate Professor	193,369	3
	Assistant Professor	171,735	3	Clinical Assistant Professor	168,727	9
	Percentage of Tenured/Tenure-track		48%	Percentage of Fixed-Term		52%

Family Medicine	Professor	161,090	6	Clinical Professor	148,970	1
	Associate Professor	142,167	6	Clinical Associate Professor	153,000	4
	Assistant Professor	125,850	4	Clinical Assistant Professor	125,000	12
				Clinical Instructor	48,558	4
	Percentage of Tenured/Tenure-track		45%	Percentage of Fixed-Term		55%
Medicine	Professor	176,291	22	Clinical Professor	281,000	1
	Associate Professor	186,141	7	Clinical Associate Professor	151,000	9
	Assistant Professor	130,000	15	Clinical Assistant Professor	150,000	22
				Clinical Instructor	62,858	3
	Percentage of Tenured/Tenure-track		57%	Percentage of Fixed-Term		43%
Obstetrics & Gynecology	Professor	168,050	2	Clinical Professor	211,274	2
	Associate Professor	218,650	3	Clinical Associate Professor	-	0
	Assistant Professor	183,628	5	Clinical Assistant Professor	76,144	6
				Clinical Instructor	-	0
	Percentage of Tenured/Tenure-track		53%	Percentage of Fixed-Term		47%
Pathology and Laboratory Medicine	Professor	196,706	9	Clinical Professor	-	0
	Associate Professor	164,101	7	Clinical Associate Professor	-	0
	Assistant Professor	116,155	2	Clinical Assistant Professor	-	0
				Clinical Instructor	65,595	2
	Percentage of Tenured/Tenure-track		91%	Percentage of Fixed-Term		9%
Pediatrics	Professor	184,360	11	Clinical Professor	164,526	7
	Associate Professor	163,684	9	Clinical Associate Professor	165,900	3
	Assistant Professor	120,000	5	Clinical Assistant Professor	105,139	4
				Clinical Instructor	51,000	4
	Percentage of Tenured/Tenure-track		59%	Percentage of Fixed-Term		41%
Physical Medicine &	Professor	-	0	Clinical Professor	-	0

Rehabilitation							
	Associate Professor	-	0	Clinical Associate Professor	-	0
	Assistant Professor	-	0	Clinical Assistant Professor	123,313	8
				Clinical Instructor	-	0
	Percentage of Tenured/Tenure-track		0%	Percentage of Fixed-Term		100%
Psychiatric Medicine	Professor	166,863	3	Clinical Professor	-	0
	Associate Professor	148,251	5	Clinical Associate Professor	148,081	3
	Assistant Professor	133,110	5	Clinical Assistant Professor	131,760	2
		3		Clinical Instructor	-	0
	Percentage of Tenured/Tenure-track		65%	Percentage of Fixed-Term		35%
Radiation Oncology	Professor	329,577	2	Clinical Professor	-	0
	Associate Professor	61,201	1	Clinical Associate Professor	130,850	3
	Assistant Professor	-	0	Clinical Assistant Professor	130,773	6
				Research Instructor	63,000	1
	Percentage of Tenured/Tenure-track		29%	Percentage of Fixed-Term		71%
Surgery	Professor	348,743	8	Clinical Professor	400,000	1
	Associate Professor	275,909	5	Clinical Associate Professor	181,000	5
	Assistant Professor	227,504	13	Clinical Assistant Professor	185,850	3
				Research Assistant Professor	40,194	2
				Clinical Instructor	49,250	2
	Percentage of Tenured/Tenure-track		68%	Percentage of Fixed-Term		32%

Exhibit 6: Delaware Summary Table

2005 National Study of Instructional Costs and Productivity
2004-2005 Data

Definitions:
Tenure/Tenure Eligible - Those individuals who either hold Tenure, or for whom Tenure is an expected outcome. at most institutions, these are full, associate, and assistant professors.

Other Regula r - Those individuals who teach on a recurring contractual basis, but whose academic title renders them ineligible for academic tenure.

Supplemental - Supplemental faculty are on non-recurring contracts and are characteristically paid to teach out of a pool of temporary funds. This category includes adjuncts, administrators or professional personnel at the institution who teach but whose primary job responsibility is non-faculty, contributed service personnel, etc.

Teaching Assistants - Students at the institution who receive a stipend strictly for Teaching activity. for purposes of This study, do not include graduate research assistants.

University Totals

Faculty				Student Credit Hours								Organized Class Sections				
	FTE Faculty			(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	Other Section Types (Lecture, Seminar, etc.)			(P)
Classification	(A) Total	(B) Sep. Budg.	(C) Instruc-tional	Lower Div. OC*	Upper Div. OC*	Undergrad Indv. Instruct.	Total Undergrad SCH	Grad OC*	Graduate Indv. Instruct.	Total Graduate SCH	Total Student Credit Hours	Lab/Dsc/ Rec. Sections	(M) Lower Div.	(N) Upper Div.	(O) Graduate	Total
Regular faculty:																
- Tenured/Tenure Eligible	59%	16%	60%	40%	65%	46%	48%	82%	70%	81%	52%	41%	40%	65%	83%	57%
- Other Regular Faculty	24%	84%	23%	37%	28%	36%	34%	12%	14%	12%	31%	19%	33%	28%	12%	26%
Supplemental Faculty	10%	NA	10%	17%	6%	18%	14%	6%	14%	7%	13%	5%	15%	6%	5%	9%
Teaching Assistants:																
- Credit Bearing Courses	7%	NA	7%	7%	1%	0%	5%	0%	2%	0%	4%	35%	11%	1%	0%	7%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Exhibit 6 continued: Delaware Summary Table

Allied Health

Faculty				Student Credit Hours								Organized Class Sections				
	FTE Faculty			(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	Other Section Types (Lecture, Seminar, etc.)			(P)
Classification	(A) Total	(B) Sep. Budg	(C) Instruc-tional	Lower Div. OC*	Upper Div. OC*	Undergrad Indv. Instruct.	Total Undergrad SCH	Grad OC*	Graduate Indv. Instruct.	Total Graduate SCH	Total Student Credit Hours	Lab/Dsc/ Rec. Sections	(M) Lower Div.	(N) Upper Div.	(O) Graduate	Total
Regular faculty: - Tenured/Tenure Eligible	70%	43%	70%	75%	77%	100%	76%	66%	85%	67%	71%	67%	56%	69%	66%	66%
- Other Regular Faculty	25%	57%	25%	3%	22%	0%	16%	27%	15%	26%	22%	33%	6%	30%	28%	27%
Supplemental Faculty	5%	NA	5%	22%	2%	0%	8%	7%	0%	7%	8%	0%	38%	2%	5%	7%
Teaching Assistants: - Credit Bearing Courses	0%	NA	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Business

Faculty				Student Credit Hours								Organized Class Sections				
	FTE Faculty			(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	Other Section Types (Lecture, Seminar, etc.)			(P)
Classification	(A) Total	(B) Sep. Budg	(C) Instruc-tional	Lower Div. OC*	Upper Div. OC*	Undergrad Indv. Instruct.	Total Undergrad SCH	Grad OC*	Graduate Indv. Instruct.	Total Graduate SCH	Total Student Credit Hours	Lab/Dsc/ Rec. Sections	(M) Lower Div.	(N) Upper Div.	(O) Graduate	Total
Regular faculty: - Tenured/Tenure Eligible	78%	100%	78%	46%	71%	0%	62%	90%	0%	90%	67%	0%	54%	77%	89%	75%
- Other Regular Faculty	20%	0%	20%	54%	25%	0%	36%	6%	0%	6%	30%	0%	46%	20%	7%	22%
Supplemental Faculty	2%	NA	2%	0%	4%	0%	3%	4%	0%	4%	3%	0%	0%	3%	4%	2%
Teaching Assistants: - Credit Bearing Courses	0%	NA	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	100%	100%

Exhibit 6 continued: Delaware Summary Table

Human Ecology

Faculty				Student Credit Hours								Organized Class Sections				
Classification	FTE Faculty (A) Total	FTE Faculty (B) Sep. Budg.	FTE Faculty (C) Instruc-tional	(D) Lower Div. OC*	(E) Upper Div. OC*	(F) Undergrad Indv. Instruct.	(G) Total Undergrad SCH	(H) Grad OC*	(I) Graduate Indv. Instruct.	(J) Total Graduate SCH	(K) Total Student Credit Hours	(L) Lab/Dsc/ Rec. Sections	Other Section Types (Lecture, Seminar, etc.) (M) Lower Div.	(N) Upper Div.	(O) Graduate	(P) Total
Regular faculty: - Tenured/Tenure Eligible	61%	0%	63%	51%	63%	57%	56%	79%	48%	72%	59%	43%	63%	59%	78%	65%
- Other Regular Faculty	23%	100%	20%	32%	29%	43%	31%	7%	39%	14%	29%	57%	24%	29%	10%	23%
Supplemental Faculty	16%	NA	17%	17%	9%	0%	12%	14%	13%	14%	13%	0%	14%	11%	12%	12%
Teaching Assistants: - Credit Bearing Courses	0%	NA	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Fine Arts & Communication

Faculty				Student Credit Hours								Organized Class Sections				
Classification	FTE Faculty (A) Total	FTE Faculty (B) Sep. Budg.	FTE Faculty (C) Instruc-tional	(D) Lower Div. OC*	(E) Upper Div. OC*	(F) Undergrad Indv. Instruct.	(G) Total Undergrad SCH	(H) Grad OC*	(I) Graduate Indv. Instruct.	(J) Total Graduate SCH	(K) Total Student Credit Hours	(L) Lab/Dsc/ Rec. Sections	Other Section Types (Lecture, Seminar, etc.) (M) Lower Div.	(N) Upper Div.	(O) Graduate	(P) Total
Regular faculty: - Tenured/Tenure Eligible	61%	88%	61%	47%	67%	64%	53%	90%	93%	90%	54%	95%	58%	72%	87%	69%
- Other Regular Faculty	21%	12%	21%	27%	26%	28%	27%	10%	7%	9%	26%	5%	22%	19%	12%	18%
Supplemental Faculty	12%	NA	12%	22%	7%	7%	18%	0%	0%	0%	17%	0%	15%	8%	1%	10%
Teaching Assistants: - Credit Bearing Courses	6%	NA	6%	4%	1%	0%	3%	0%	0%	0%	3%	0%	5%	1%	1%	3%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Exhibit 6 continued: Delaware Summary Table

Education

Classification	Faculty: FTE Faculty (A) Total	(B) Sep. Budg.	(C) Instruc-tional	Student Credit Hours: (D) Lower Div. OC*	(E) Upper Div. OC*	(F) Undergrad Indv. Instruct.	(G) Total Undergrad SCH	(H) Grad OC*	(I) Graduate Indv. Instruct.	(J) Total Graduate SCH	(K) Total Student Credit Hours	Organized Class Sections: (L) Lab/Dsc/ Rec. Sections	Other Section Types (Lecture, Seminar, etc.): (M) Lower Div.	(N) Upper Div.	(O) Graduate	(P) Total
Regular faculty: - Tenured/Tenure Eligible	56%	16%	56%	32%	48%	15%	41%	83%	61%	81%	56%	0%	30%	47%	84%	59%
- Other Regular Faculty	22%	84%	21%	46%	35%	26%	38%	8%	0%	7%	27%	0%	43%	33%	7%	24%
Supplemental Faculty	18%	NA	18%	20%	17%	58%	21%	8%	33%	11%	17%	0%	23%	20%	8%	15%
Teaching Assistants: - Credit Bearing Courses	5%	NA	5%	2%	0%	0%	1%	0%	6%	1%	1%	0%	4%	0%	1%	1%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%

Harriot College of Arts & Sciences

Classification	Faculty: FTE Faculty (A) Total	(B) Sep. Budg	(C) Instruc-tional	Student Credit Hours: (D) Lower Div. OC*	(E) Upper Div. OC*	(F) Undergrad Indv. Instruct.	(G) Total Undergrad SCH	(H) Grad OC*	(I) Graduate Indv. Instruct.	(J) Total Graduate SCH	(K) Total Student Credit Hours	Organized Class Sections: (L) Lab/Dsc/ Rec. Sections	Other Section Types (Lecture, Seminar, etc.): (M) Lower Div.	(N) Upper Div.	(O) Graduate	(P) Total
Regular faculty: - Tenured/Tenure Eligible	58%	100%	58%	38%	73%	88%	44%	89%	98%	90%	46%	21%	35%	76%	91%	51%
- Other Regular Faculty	21%	0%	21%	38%	21%	10%	35%	6%	0%	5%	33%	13%	37%	20%	6%	26%
Supplemental Faculty	10%	NA	10%	18%	6%	2%	16%	5%	2%	5%	16%	9%	19%	3%	3%	12%
Teaching Assistants: - Credit Bearing Courses	10%	NA	10%	6%	0%	0%	5%	0%	0%	0%	5%	57%	10%	2%	0%	12%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Exhibit 6 continued: Delaware Summary Table

Health & Human Performance

Faculty				Student Credit Hours								Organized Class Sections				
Classification	FTE Faculty (A) Total	(B) Sep. Budg.	(C) Instruc-tional	(D) Lower Div. OC*	(E) Upper Div. OC*	(F) Undergrad Indv. Instruct.	(G) Total Undergrad SCH	(H) Grad OC*	(I) Graduate Indv. Instruct.	(J) Total Graduate SCH	(K) Total Student Credit Hours	(L) Lab/Dsc/ Rec. Sections	Other Section Types (Lecture, Seminar, etc.) (M) Lower Div.	(N) Upper Div.	(O) Graduate	(P) Total
Regular faculty: - Tenured/Tenure Eligible	48%	0%	50%	27%	70%	35%	41%	90%	71%	89%	46%	35%	14%	61%	90%	40%
- Other Regular Faculty	21%	100%	17%	33%	22%	61%	31%	9%	29%	10%	29%	9%	36%	28%	7%	28%
Supplemental Faculty	11%	NA	12%	8%	3%	4%	6%	1%	0%	1%	6%	4%	5%	6%	3%	5%
Teaching Assistants: - Credit Bearing Courses	20%	NA	21%	32%	4%	0%	22%	0%	0%	0%	19%	52%	45%	5%	0%	28%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Nursing

Faculty				Student Credit Hours								Organized Class Sections				
Classification	FTE Faculty (A) Total	(B) Sep. Budg.	(C) Instruc-tional	(D) Lower Div. OC*	(E) Upper Div. OC*	(F) Undergrad Indv. Instruct.	(G) Total Undergrad SCH	(H) Grad OC*	(I) Graduate Indv. Instruct.	(J) Total Graduate SCH	(K) Total Student Credit Hours	(L) Lab/Dsc/ Rec. Sections	Other Section Types (Lecture, Seminar, etc.) (M) Lower Div.	(N) Upper Div.	(O) Graduate	(P) Total
Regular faculty: - Tenured/Tenure Eligible	43%	24%	44%	0%	55%	100%	55%	70%	95%	71%	59%	67%	0%	32%	58%	44%
- Other Regular Faculty	51%	76%	49%	0%	42%	0%	42%	29%	5%	28%	39%	33%	0%	65%	37%	53%
Supplemental Faculty	3%	NA	4%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	5%	2%
Teaching Assistants: - Credit Bearing Courses	3%	NA	3%	0%	3%	0%	3%	0%	0%	0%	2%	0%	0%	3%	0%	2%
TOTAL	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	0%	100%	100%	100%

Exhibit 6 continued: Delaware Summary Table

Technology & Computer Science

Faculty				Student Credit Hours								Organized Class Sections				
Classification	FTE Faculty (A) Total	(B) Sep. Budg.	(C) Instruc-tional	(D) Lower Div. OC*	(E) Upper Div. OC*	(F) Undergrad Indv. Instruct.	(G) Total Undergrad SCH	(H) Grad OC*	(I) Graduate Indv. Instruct.	(J) Total Graduate SCH	(K) Total Student Credit Hours	(L) Lab/Dsc/ Rec. Sections	Other Section Types (Lecture, Seminar, etc.) (M) Lower Div.	(N) Upper Div.	(O) Graduate	(P) Total
Regular faculty: - Tenured/Tenure Eligible	62%	0%	62%	46%	56%	31%	51%	89%	71%	86%	56%	25%	48%	62%	86%	57%
- Other Regular Faculty	33%	0%	33%	46%	40%	69%	43%	11%	29%	14%	39%	71%	44%	34%	11%	38%
Supplemental Faculty	4%	NA	4%	8%	3%	0%	5%	0%	0%	0%	5%	4%	8%	3%	3%	4%
Teaching Assistants: - Credit Bearing Courses	1%	NA	1%	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%	1%	0%	0%
TOTAL	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Part 2:

Colleges and Major Schools' Current Uses of Fixed-Term Faculty

During the spring 2006 semester, the Task Force on Fixed-Term Appointments asked the deans of the ten colleges and major schools to prepare reports on their current uses of fixed-term faculty. These reports are provided in their entirety in the appendix of this report.

The chart provided in this section presents key points gleaned from the deans' reports in categories that also were gleaned from the reports submitted by the deans. Each of the five column headings, the four issues and "other," is divided into two subsections, current practice and recommendations.

Harriot College of Arts and Sciences **Number/percentage of full-time, fixed-term faculty (05-06):** 113 (23%) **Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:**	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**
▪Harriot College could not begin to meet the existing demand for courses without the use of fixed-term faculty. The college teaches 48% of the university's SCH with just 38% of its FTE. Fixed-term faculty members play a pivotal role in allowing us to meet student demand for courses. ▪Fixed-term faculty members play an important part in teaching courses that must be taught and for which tenure-track and tenured faculty members are not available due to research and scholarship demands. ▪Retaining some critical mass of fixed-term faculty	**Current Practice:** No college-level policy is in place. Most departments allow voting only on non-personnel matters and nearly as many specify non-personnel and non-graduate faculty issues. Two departments allow no voting rights and two departments allow voting on everything not specifically excluded by the faculty manual. **Recommendations:** ▪Develop a college-wide policy on voting rights, allowing exceptions only where a department can convincingly demonstrate a need.	**Current Practice:** No college-level policy is in place. Most departments allow service on non-personnel committees followed by those that specify non-personnel and non-graduate faculty committees. One department allows no committee service, another allows service on undergraduate program and fixed-term hire committees, and one permits service on any committee not specifically excluded by the faculty manual. **Recommendations:** ▪To the extent possible among our varied departments, standardize	**Current Practice:** Departments currently offer one semester, one year, and multiyear contracts. Any contract exceeding two years requires approval from Academic Affairs. The college stipulates that a maximum of one-half of fixed-term appointments in each department can be multiyear. The rationale for this is to provide a buffer of short-term contracts in case of budget reversions. For those departments with only a single fixed-term person, there are no multiyear contracts. **Recommendations:** ▪Develop and implement clear, non-discriminatory	**Current Practice:** Departments currently vary in who does the evaluation and upon what it is based. In most departments the chair does the evaluation. However, in two the chair and the personnel committee do evaluations and in two departments the evaluation is done by committee and the chair is not involved. Most departments evaluate on the basis of teaching and service, followed closely by teaching alone. Two departments also consider research/ professional development. **Recommendations:** ▪ To the extent possible among our varied	**Current Practice:** Use of fixed-term faculty is highly variable in the college. Three departments employ one fixed-term person accounting for 5 to 10% of the faculty. Most departments have several such faculty, but a few have many fixed-term people that account for a significant percentage of the entire department **Recommendations:** ▪Establish an approximate maximum as well as a minimum number of fixed-term faculty positions within the college. ▪Develop guidelines for equitable treatment of

protects the institution of tenure. In times of budget reversions and the possible loss of faculty positions, attrition can be absorbed within the ranks of the fixed-term faculty. ▪The use of fixed-term faculty members provides some educational services at significantly less cost than the use of tenured / tenure-track faculty.		what committees are open to fixed-term faculty members.	policies for multiyear contracts. Re-visit the so-called 50% rule.	departments, make the process, the criteria, and those responsible for evaluation consistent. ▪ Develop an appropriate sequence of professional titles that reflects the appointee's level of qualification or accomplishment and permits progression through the "ranks" (promotion). ▪Address job security issues.	fixed-term faculty members. ▪Remain wary of large-scale conversion of fixed-term positions to tenure-track positions.
College of Business **Number/percentage of full-time fixed-term faculty (05-06):** 13 teaching, 6 administrative (20%) **Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:**	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**
• Provide instruction, generally in lower-level classes • Fulfill necessary administrative roles that are at a higher level than an SPA person, yet that are not	**Current Practice:** Fixed-term faculty do not have voting rights. **Recommendations:**	**Current Practice:** Do not serve on personnel-related committees. Do have membership on various standing and ad hoc committees if permitted by our code. For	**Current Practice:** 1-year contracts; this year offered a few 3-year contracts to some who have been with COB more than 5 years **Recommendations:**	**Current Practice:** Per the COB code, FT faculty are "evaluated on the basis of their contributions to the mission of the" COB. Typically, these contributions are teaching	**Current Practice:** **Recommendations:**

appropriate for a terminally qualified individual.		example, they do not serve on the graduate committee but could serve on the online steering committee or scholarship commitee. **Recommendations:**	1-year contracts; this year offered a few 3-year contracts to some who have been with COB more than 5 years	and service although administrative duties may apply as well in some cases. **Recommendations:** FM should not prohibit evaluative criteria for fixed-term to be different from criteria used for TT or tenured faculty.	
College of Education **Number/percentage of full-time fixed-term faculty (05-06):** 36 (20%) **Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:**	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**
• Enable rapid program expansion when securing track-track faculty is challenging • Provide: instruction, both to on- and off-campus students and undergraduates and graduate students (mostly UG); supervision of clinical teaching or administrative interns	**Current Practice:** Fixed-term faculty voting rights are guided by the Faculty Manual. Some fixed-term faculty members have been serving on departmental committees and on search committees and voting as appropriate. **Recommendations:** Involving fixed-term faculty in some issues related to the College	**Current Practice:** Encouraged (but not required) to take part in university and college committees for which they are eligible **Recommendations:**	**Current Practice:** 1, 2, or 3-year renewable contracts based on need **Recommendations:**	**Current Practice:** Evaluated based on the terms of the contract under which they are employed. **Recommendations:** • more freedom for multi-year contracts	**Current Practice:** **Recommendations:** • competitive compensation • a type of tenure for fixed-term faculty • enhance the image of fixed-term faculty (not second class citizens)

	would be a valuable way to permit them to have a voice. Tenure, promotion, graduate faculty status should be reserved for tenured and tenure-track faculty.				
College of Fine Arts and Communication **Number/percentage of full-time fixed-term faculty (05-06)/(06-07):** • Art: 2/5 • Theatre & Dance: 1/1 • Music: 12/9 • Comm: 14/8 Total: 29 (17.2%) / 23 (13.7%) **Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:**	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**
Theatre & Dance: position is in an emerging discipline with limited qualified candidates Music: teach gen ed, core studies courses; teach in areas without enrollment to justify full-time	**Current Practice:** Fixed-term faculty in SOC have been voting as members of search committees **Recommendations:**	**Current Practice:** Fixed-term faculty have been serving on SOC search committees because of the large percentage of FT faculty that the School has had	**Current Practice:** Communication: 1- or 2-year contracts; faculty must re-apply for their position at the end of their contract (burdensome and a morale issue)	**Current Practice:** They are evaluated annually like other faculty members **Recommendations:** Continue to do so.	**Current Practice:** **Recommendations:**

employment; in cases where tenure-track / tenured not available Communication: teach service courses, advise students, administrative duties; difficult and expensive to recruit terminally degreed candidates with significant professional experience		**Recommendations:**	**Recommendations:** Music: would like option of five-year contracts Communication: suggest a 2-track system for tenure (compete for stars without terminal degree – something to offer other than a 1- or 2- year contract) and / or more flexibility in offering multi-year contracts and in renewing contracts.		
College of Health and Human Performance **Number/percentage of full-time fixed-term faculty (05-06):** 18 (22.5%) **Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:**	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**
Fixed-term faculty are valued faculty members in the college. They typically have had significant field-based expertise and experience in their respective disciplines. The role of these faculty members varies according to departmental needs but	**Current Practice:** Guided by faculty manual. **Recommendations:** Develop institution-wide guidelines regarding having a voice in department and college matters with the exception of matters	**Current Practice:** Guided by faculty manual. Serve on committees at the Dept., College, and University level. **Recommendations:** Representation on Dept. and College committees as appropriate. Tenure	**Current Practice:** Generally offer annual reappointments, contingent upon departmental need, annual review by personnel committee and Chair, and the availability of funding. Limited multi-year (3 yr) contracts offered to exemplary,	**Current Practice:** Annual review by Dept. personnel committee and chair of the hiring department. Focus on research and/or teaching depends on individual appointment and Dept. needs. Full-time, fixed-term faculty engage to varying degrees in service	**Current Practice:** **Recommendations:** Assure competitive salaries for fixed-term faculty. Consider developing institutional guidelines regarding opportunities for professional development for fixed-

typically focuses on teaching a full load (12 semester hours) of undergraduate courses, including internship supervision, undergraduate student advising and, in some instances, directing undergraduate programs of study. It is unlikely we could find Ph.D. holding faculty to meet these needs and certainly any attempt to do so would be very expensive and may not result in any better education for our students.	pertaining to tenure and promotion and, for faculty who do not hold graduate faculty status, graduate matters.	and promotion and graduate- related matters must continue to be addressed by tenure-track/tenured faculty and faculty holding graduate faculty status respectively.	long-term fixed-term faculty members. **Recommendations:** Flexibility in appointments. Consider the possibility of multi-year contracts for exemplary, long-term fixed-term faculty.	to the Department, College, University, and/or Community. **Recommendations:** Annual evaluations with feedback shared with full-time, fixed-term faculty members. Clearly define expectations for productivity in the three areas of research, teaching and service.	term faculty.
College of Human Ecology **Number/percentage of full-time fixed-term faculty (05-06):** 23 (24%) **Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:**	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**
Fixed-term faculty are hired: • when there is a lack of PhD faculty in a specific content area • when excessive field	**Current Practice:** It is valuable to permit fixed-term faculty to serve on search committees and to vote on issues related to the	**Current Practice:** It is valuable to permit fixed-term faculty to serve on search committees and to vote on issues related to the	**Current Practice:** 1, 2, or 3-year contracts **Recommendations:** Longer contracts and less redundant paperwork for	**Current Practice:** **Recommendations:**	**Current Practice:** **Recommendations:** Continuing education opportunities and ongoing professional development

work is required • when a qualified professional without a PhD is required • for essential administrative work beyond the SPA environment • on a temporary basis due to an unsuccessful search	overall functions of the college; however, issues related to tenure and promotion should remain with the tenured and tenure-track faculty. **Recommendations:**	overall functions of the college; however, issues related to tenure and promotion should remain with the tenured and tenure-track faculty. **Recommendations:**	rehires would be helpful; hiring should be at the discretion of the administrator		for fixed-term faculty important
College of Technology and Computer Science **Number/percentage of full-time fixed-term faculty (05-06):** 17 (26%) **Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:**	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**
• Bring decades of hands-on experience in the application of technology in the non-academic world graduates will work in • Give the college flexibility in highly dynamic fields during a time of rapid growth • Program management / student support (ex:	**Current Practice:** The Faculty of the College, which is defined to include fixed-term faculty, have voting privileges for all College and Department issues except those specifically excluded by ECU Faculty Manual. Some things fixed-term cannot vote for are: voting on	**Current Practice:** Fix-term faculty may serve on any College Committee except those excluded by the ECU Faculty Manual. These excluded committees include: Personnel Committees, P&T Committees, nominating committees for appointment of	**Current Practice:** Current length of contracts is limited to one year. **Recommendations:** If multi-year contracts are awarded, then explicit criteria and guidelines be established for awarding such contracts and that there be a not-to-exceed	**Current Practice:** Fixed-term faculty are evaluated annually as stipulated in the ECU *Faculty Manual*. The following criteria and the corresponding ranges of relative weights are used in the annual evaluation process. The weights must total 100%	

engineering) • Teach lower-division courses, manage interns and co-ops • Could not find or afford only tenured or tenure-track faculty	recommendations on code content to the permanently tenured unit faculty members, in quadrennial evaluation of the effectiveness of unit programs, and in quadrennial evaluations of the effectiveness of unit administrators **Recommendations:**	administrative officials,. In the absence of any specific prohibition, fixed-term faculty may serve on faculty search committees. **Recommendations:**	number of multi-year fixed-term contracts to be awarded at the University. An example might be that no more than 25% of fixed-term would have multi-year contracts at any one time.	and may not be below the minimum or above the maximum for any of the four categories noted below. • Teaching Effectiveness (Weight 60% - 90%) • Research and Scholarship (Weight 0% - 40%) • Service to the University, Profession or Community (Weight 0% - 40%) • Other Specified Categories (Weight 0% - 40%) At least two of the possible four categories must comprise the final evaluation. Exceptions to these weights may be made in writing with mutual agreement of the faculty member and the Chair when special opportunities in teaching, research, or service arise. The four categories are defined in more detail in the Unit Code. Evaluation and recommendation for renewal is done by	

				department personnel committee. **Recommendations:**	
Brody School of Medicine **Number/percentage of full-time fixed-term faculty (05-06):** 120 (40%) **Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:**	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**
Clinical teaching and patient care services vital for: • Education of medical students, residents, and fellows • Delivery of health care in Greenville and throughout eastern NC	**Current Practice:** "Please note that currently these faculty members have no meaningful role in the governance of the school and in the school's contributions to the university." **Recommendations:** ▪ Vote on curriculum change ▪ More opportunities for fixed-term faculty to participate in shared governance - voting privileges in some of the currently	**Current Practice:** "Please note that currently these faculty members have no meaningful role in the governance of the school and in the school's contributions to the university." May serve on nominating committee for department chair if elected. **Recommendations:** ▪ Allow to serve on all committees not related to tenure/promotion. ▪ Allow to serve on committees related to	**Current Practice:** Contract length varies from 1 to 3 yrs., typically as Clinical Asst. Professor, Clinical Assoc. Professor or Clinical Professor; also to allow for advancement in title. **Recommendations:** Maintain the flexibility to match the length of contract with the job and the individual.	**Current Practice:** Fixed-term faculty receive formal and written evaluation by dept. chair, based on their assigned responsibilities. **Recommendations:** Maintain a formal written annual evaluation process that is based on the responsibilities and assignments.	**Current Practice:** • Fixed-term faculty have terminal degrees. Their compensation and benefits are similar to tenure-track, tenured faculty. • BSOM practices are similar to those at medical schools throughout the nation **Recommendations:**

	restricted areas should be a decision for the school, not mandated by the university.	fixed-term personnel issues.			
School of Allied Health Sciences **Number/percentage of full-time fixed-term faculty (05-06):** ___(__%) **Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:**	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**
Without fixed-term faculty, the school would be unable to meet its clinical and teaching missions, resulting in the termination of some departments and clinical support services. Reasons: • There are more positions than there are doctoral-level applicants to fill them • Students' required field experiences can be supervised by faculty with master's degrees • Some disciplines do	**Current Practice:** **Recommendations:** Lack of voting rights could hinder recruiting Offer fixed-term faculty genuine opportunities to participate in shared governance	**Current Practice:** **Recommendations:**	**Current Practice:** Delegated authority for decision making in the area of personnel to the departments Multi-year contracts are not always appropriate **Recommendations:** • Provide general guidelines for hiring, evaluation, subsequent appointment, and promotion	**Current Practice:** For fixed-term promotion, faculty must submit a portfolio that documents quality / performance requirements needed by a dept's personnel committee for consideration **Recommendations:** • Provide general guidelines for hiring, evaluation, subsequent appointment, and promotion	**Current Practice:** **Recommendations:** • Be sensitive to the variety of fixed-term positions

not offer a doctoral degree; faculty often come with limited classroom experience • Master's level professionals are hired into fee-for-service clinical roles, often with the assistance of students as their field experience					
School of Nursing **Number/percentage of full-time fixed-term faculty (05-06):** 47 (62%) **Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:**	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**
The availability of fixed-term faculty to conduct the intense clinical teaching of the school allows the tenure-track faculty to pursue the work necessary to become tenured and advance the school's research and scholarship agenda. In addition, regulatory bodies have strict standards for patient care practices in health care	**Current Practice:** Fixed-term faculty serve on the school's standing and ad hoc committees and fully participate as voting faculty in the school's decision making processes in accord with the School's approved code. These decisions involve almost every aspect of the school including curriculum, student matters, faculty	**Current Practice:** Fixed-term faculty serve on the school's standing and ad hoc committees and fully participate as voting faculty in the school's decision making processes in accord with the School's approved code. These decisions involve almost every aspect of the school including curriculum, student matters, faculty	**Current Practice:** Most are 1-year contracts, but some are 2 or 3 **Recommendations:** • Flexibility. The school needs as much flexibility as possible in the hiring, length of contracts, work assignments, voting privileges, performance evaluation and compensation of fixed-	**Current Practice:** Fixed-term faculty, as are all nursing faculty, are evaluated annually by the Department Chair. **Recommendations:** • Flexibility. The school needs as much flexibility as possible in the hiring, length of contracts, work assignments, voting privileges, performance	**Current Practice:** Proportion of fixed-term faculty is consistent with national trends in University Schools of Nursing. **Recommendations:** • Flexibility. The School needs to have the ability to hire fixed-term faculty in appropriate numbers to offer nursing

agencies including the credentialing of health care workers who are employees as well as faculty and students who deliver patient care in those agencies. Fixed-term faculty are the persons who maintain the credentials specifically required by particular agencies in order to continue in this essential teaching role.	awards and other general operations of the school. Fixed-term faculty are excluded from voting only in those situations which are explicitly dictated by the ECU faculty manual. **Recommendations:** • Flexibility. The school needs as much flexibility as possible in the hiring, length of contracts, work assignments, voting privileges, performance evaluation and compensation of fixed-term faculty. • More opportunities for fixed-term faculty to participate in shared governance - voting privileges in some of the currently restricted areas should be a decision for the school not mandated by the university.	awards and other general operations of the school. Fixed-term faculty are excluded from voting only in those situations which are explicitly dictated by the ECU faculty manual. **Recommendations:** • Flexibility. The school needs as much flexibility as possible in the hiring, length of contracts, work assignments, voting privileges, performance evaluation and compensation of fixed-term faculty.	term faculty.	evaluation and compensation of fixed-term faculty. • A better defined system for rewards for fixed-term Faculty including opportunities for promotion within the non-tenure earning category.	programs.
Joyner Library **Number/percentage of full-time fixed-term faculty (05-06):** 0 (0%)	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**

Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:					
No fixed-term appointments	**Current Practice:** No fixed-term appointments **Recommendations:**	**Current Practice:** No fixed-term appointments **Recommendations:**	**Current Practice:** No fixed-term appointments **Recommendations:**	**Current Practice:** No fixed-term appointments **Recommendations:**	**Current Practice:** No fixed-term appointments **Recommendations:**
Laupus Health Sciences Library **Number/percentage of full-time Fixed-Term faculty (05-06):** 3 (43%) **Purpose, Roles, Responsibilities, Necessity of Fixed-Term faculty:**	**Issue: voting rights**	**Issue: committee membership (e.g., search, personnel, standing)**	**Issue: length of contracts (e.g., semester, yearly, multi-year) and evaluation for contract renewal**	**Issue: Performance evaluation including areas of evaluation (e.g., research, service, and clinical)**	**Other**
All new faculty are hired as fixed-term and, if recommended for further employment, are invited to apply for tenure-track positions	**Current Practice:** Do not vote if faculty manual prohibits. Fixed-terms have equal voting rights if not otherwise precluded by the faculty manual or our unit code. **Recommendations:**	**Current Practice:** We use fixed-term members as needed to complete committee rosters due to the small size of our unit's faculty. **Recommendations:**	**Current Practice:** All initial contracts 1 yr fixed-term. Subsequent contracts may be multi-year fixed-term or the candidate may elect to "reapply" for his/her job to obtain access to the tenure-track. To date no fixed-term librarian has opted to "reapply" for their job but have welcomed multi-year fixed-term appointments. **Recommendations:**	**Current Practice:** All faculty are evaluated using the same performance criteria and methodology. **Recommendations:**	**Current Practice:** Compensation for fixed-term is comparable to tenure-track **Recommendations:**

Part 3:
Fixed-Term Contracts and Performance Evaluations

History and Current Practice

As reviewed in part 1, the role that fixed-term, non-tenure-track faculty members play in educating students and service to the university has changed significantly during the 30-year period 1976-2006 at ECU; however, there have not been significant corresponding changes in personnel policies. During the 1970s, fewer than 10% of our faculty were on fixed-term contracts and there was a six-year limit on the length of time a faculty member could be employed without tenure. In the 1980s, there was a perceived need to keep the percentage of fixed-term faculty at about 10% for flexibility in case of enrollment fluctuations. The percentage of fixed-term faculty began to rise in the 1980s and there was much discussion about lifting the six-year cap on employment of fixed-term faculty members.

In 1993, the six-year cap was removed, and in the next ten years, the percentage of faculty members on fixed-term contracts increased from 20% to 35%. There were few changes in personnel policies to accommodate this dramatic increase, resulting in considerable discontent among the fixed-term faculty as well as among the tenured and tenure-track faculty in units that hired fixed-term faculty. Academic freedom and its associated ally, job security, emerged as primary issues. Some fixed-term faculty members receive no benefits because they are hired on a semester-by-semester basis.

Recommendations

1. Offer one-year or multi-year contracts using current guidelines as specified by Appendix D. "Whenever possible multi-year contracts, of up to five years, with eligibility for renewal, will be offered to fixed-term faculty members who have demonstrated their effectiveness and contributions and/or who have outstanding credentials." (ECU *Faculty Manual* Appendix D II.B.1)
2. Unit codes shall contain evaluation criteria and policies for evaluating fixed-term faculty members for initial hiring, re-hiring, annual performance evaluation, raises, promotion, and multi-year contracts. These criteria may vary from unit to unit. Fixed-term faculty shall be evaluated for their performance of the duties stated in their contracts. Categories of duties shall be explicitly stated.
3. Levels of excellence as they correspond to contract length (particularly moving to a multi-year contract from a one-year contract) should be specified in the code.
4. Personnel committees may make recommendations as to contract length. "The Personnel Committee shall be responsible for making recommendations regarding initial probationary appointments and initial and additional special fixed-term appointments."(ECU *Faculty Manual* Appendix D IV.A.1.a.)
5. The use of multi-year contracts should be addressed in the unit staffing plan and exercised judiciously because of fiscal constraints.
6. Equitability of salary and benefits for fixed-term faculty should be reviewed periodically. All full-time fixed-term faculty who have completed one year of

employment and have been hired for a second or subsequent year shall be eligible for consideration for raises in accordance with legislative and General Administration guidelines.

7. The divisions will revise contracts in accordance with recommendations within this report. The Academic Council will review the revisions.
8. No fixed-term faculty member shall be required to teach more than 12 semester hours during the fall or spring semester, or six hours during either summer term. Any fixed-term faculty member who teaches more than 12 hours is teaching an overload and will be appropriately compensated for doing so, with the exception of faculty who voluntarily teach special directed readings and like courses.

Part 4:
Fixed-Term Faculty Voting Rights and Academic Unit Participation

These recommendations refer to full-time, fixed-term faculty. Part-time, adjunct, and affiliate faculty should not have any of the responsibilities considered in this section.

The rights and privileges embodied in the tenure system are extended to all tenured and tenure-track faculty. Certain but not all of these rights and privileges should be extended to fixed-term faculty.

There should be a correlation between the voting rights of fixed-term faculty and their responsibilities. Their voting rights shall be articulated by the college or school within certain limits established by the university (through the *Faculty Manual* or other policies). In order to maintain a healthy tenure system, the voting strength of the tenured and tenure-track faculty should not be compromised by the voting strength of the fixed-term faculty.

Fixed-term faculty have the same rights and responsibilities as tenured and tenure-track faculty in the following areas:

1. Selection of unit's nominating committee for appointment of administrative officials.
2. Annual evaluation of administrative officials.
3. Selection of five-year unit program evaluation committee.
4. Recommendations on code content
5. Performance criteria and evaluation procedures regarding fixed-term faculty.
6. Initiation of curriculum change.

Unless the unit can provide reasonable justifications, the task force recommends the following normally are not responsibilities for fixed-term faculty:

1. Membership in unit's nominating committee for appointment of administrative officials.
2. Quadrennial evaluation or vote on the effectiveness of unit administrators.
3. Membership on five-year unit program evaluation committee.
4. Vote on five-year unit program evaluation report.
5. Vote on unit code content.
6. Membership or vote on any committee where personnel decisions are made.
7. Performance criteria and evaluation procedures regarding tenured and tenure-track faculty.
8. Vote on curriculum change.

Part 5:
Academic Unit Faculty Staffing Plans

Each academic year, each college in the Division of Academic Affairs and each school in the Division of Health Sciences already submit a unit annual report.

Beginning at the end of the 2006-2007 academic year and continuing annually thereafter, each of those annual reports will contain (*among many other narrative elements dealing with the use of the "faculty capital," teaching, research, and service accomplishments and strategies and plans for such deployment the following year or years*) summary analyses of the use of fixed-term and all other faculty appointment-types in the previous year and projections for all types of faculty usage in the subsequent academic year. Three-year projections should be attempted, or at least addressed. This portion of the unit annual report should be referred to as the "unit faculty staffing analysis and projections."

Each Code Unit annual report, including the faculty staffing analyses and projections, shall be developed by the chair or director with input from the unit's fixed-term, tenure-track, and tenured faculty. Such statements should include narratives on need for the number of new faculty positions sought within each category of appointment. Fixed-term appointments shall be made only when sound reasons exist not to make a tenure-track appointment. Fixed-term faculty lines should be periodically evaluated to determine appropriateness of conversion to or replacement by a tenure-track position. When currently filled fixed-term positions are recommended for conversion to or replacement by a tenure-track position, personnel committees and administrators should determine collaboratively the appropriate search terms to be requested (search waiver if warranted, internal search, or external search).

The repeated re-employment in full-time, fixed-term positions of faculty members whose qualifications are on a par with those of the tenure-track faculty members in the unit is justifiable only when special conditions apply, such as (a) the position is not permanently assigned to the unit, (b) the position is addressing temporary needs, (c) the position is addressing a continuing need which is appropriate for fixed-term appointments, (d) the duties of the position are primarily clinical, (e) the position is by its nature term limited (a three-year endowed professorship, for example), or (f) this reflects the preference of the faculty member taking the position (teaching fixed-term after retiring from a tenured position, etc.). Qualified full-time, fixed-term faculty members should be encouraged to apply for tenure-track positions.

Use of part-time positions should be subject to the same conditions listed as a-f in the above paragraph. The continuous reappointment of part-time or temporary positions that do not afford benefits to the candidate should be avoided (unless mutually desirable for the candidate and the unit). See conditions of employment on page 8 for further clarification.

Specific inclusions in the unit faculty staffing analyses and projections should include

statements about strategic enrollment goals, numbers and justifications for types of faculty appointments needed to achieve those goals, movements to reward faculty in all types of appointments, new plans in the use of faculty workloads across all appointment types, and changes, if any, in the rewards system collaboratively implemented in faculty evaluation across all types of appointment.

In the deliberations between faculty and unit administrators and between the later and the deans, the overall percentage of fixed-term faculty appointments in every academic unit should be scrupulously monitored and should be minimized as much as possible in light of the compelling justifications of types of need. Such percentages will ultimately be approved by the dean and the appropriate vice chancellor.

The Academic Council will report to the Faculty Senate annually on the percentage uses of fixed-term faculty appointments.

Summary of Task Force Recommendations by Part

Part 1: Fixed-Term Faculty Appointments: An Institutional Summary

- Given both the variability in department needs for fixed-term faculty and individual faculty situations, flexibility in hiring should be preserved.
- Clearer criteria should be established regarding the use of temporary fixed-term faculty at the university and the unit levels.
- Equitability of salary and benefits for fixed-term faculty should be reviewed periodically.

Part 2: Colleges and Major Schools' Current Uses of Fixed-Term Faculty

See recommendations from the colleges and majors schools in the chart presented in part 2.

Part 3: Fixed-Term Contracts and Performance Evaluations

- Offer one-year or multi-year contracts using current guidelines as specified by Appendix D. "Whenever possible multi-year contracts, of up to five years, with eligibility for renewal, will be offered to fixed-term faculty members who have demonstrated their effectiveness and contributions and/or who have outstanding credentials." (ECU Faculty Manual Appendix D II.B.1)
- Unit codes shall contain evaluation criteria and policies for evaluating fixed-term faculty members for initial hiring, re-hiring, annual performance evaluation, raises, promotion, and multi-year contracts. These criteria may vary from unit to unit. Fixed-term faculty shall be evaluated for their performance of the duties stated in their contracts. Categories of duties shall be explicitly stated.
- Levels of excellence as they correspond to contract length (particularly moving to a multi-year contract from a one-year contract) should be specified in the code.
- Personnel committees may make recommendations as to contract length. "The Personnel Committee shall be responsible for making recommendations regarding initial probationary appointments and initial and additional special fixed-term appointments."(ECU *Faculty Manual* Appendix D IV.A.1.a.)
- The use of multi-year contracts should be addressed in the unit staffing plan and exercised judiciously because of fiscal constraints.
- Equitability of salary and benefits for fixed-term faculty should be reviewed periodically. All full-time, fixed-term faculty who have completed one year of employment and have been hired for a second or subsequent year shall be eligible for consideration for raises in accordance with legislative and General Administration guidelines.
- The divisions will revise contracts in accordance with recommendations within this report. The Academic Council will review revisions.
- No fixed-term faculty member shall be required to teach more than 12 semester hours during the fall or spring semester, or six hours during either summer term.

Any fixed-term faculty member who teaches more than 12 hours is teaching an overload and will be appropriately compensated for doing so, with the exception of faculty who voluntarily teach special directed readings and like courses.

Part 4: Fixed-Term Faculty Voting Rights and Academic Unit Participation

- Fixed-term faculty have the same rights and responsibilities as tenured and tenure-track faculty in the following areas:
    1. Selection of unit's nominating committee for appointment of administrative officials.
    2. Annual evaluation of administrative officials.
    3. Selection of five-year unit program evaluation committee.
    4. Recommendations on code content
    5. Performance criteria and evaluation procedures regarding fixed-term faculty.
    6. Initiation of curriculum change.
- Unless the unit can provide reasonable justifications, the task force recommends the following normally are not responsibilities for fixed-term faculty:
    1. Membership in unit's nominating committee for appointment of administrative officials.
    2. Quadrennial evaluation or vote on the effectiveness of unit administrators.
    3. Membership on five-year unit program evaluation committee.
    4. Vote on five-year unit program evaluation report.
    5. Vote on unit code content.
    6. Membership or vote on any committee where personnel decisions are made.
    7. Performance criteria and evaluation procedures regarding tenured and tenure-track faculty.
    8. Vote on curriculum change.

Part 5: Academic Unit Faculty Staffing Plans

- Beginning at the end of the 2006-2007 academic year and continuing annually thereafter, the annual report of each college and major school will contain summary analyses of the use of fixed-term and all other faculty appointment-types in the previous year and projections for all types of faculty usage in the subsequent academic year. Three-year projections should be attempted, or at least addressed. This portion of the unit annual report should be referred to as the "unit faculty staffing analysis and projections." Uses of fixed-term faculty listed in these reports should be consistent with items (a) through (f) in part 5 of this report.
- Fixed-term faculty lines should be periodically evaluated to determine appropriateness of conversion to tenure-track. When currently filled fixed-term positions are converted to tenure-track, personnel committees and administrators should determine collaboratively the appropriate search terms to be requested (search waiver, internal search, or external search).

- The repeated re-employment in full-time, fixed-term positions of faculty members whose qualifications are on a par with those of the tenure-track faculty members in the unit is justifiable only when special conditions are justified by the unit and accepted by the administration (deans and vice chancellors).
- The continuous reappointment of part-time positions that do not afford benefits to the candidate should be avoided (unless mutually desirable for the candidate and the unit).
- The overall percentage of fixed-term appointments in each academic unit will be scrupulously monitored by the faculty, unit administrator, and the dean and will be minimized as a function of the explicitly stated and justified needs for such appointments, as ultimately concluded by the dean and the appropriate vice chancellor.
- Reports on fixed-term usage across the campus will be provided annually to the Faculty Senate by the Academic Council.

Appendix

Deans' Reports on Colleges and Major Schools'
Current Uses of Fixed-Term Faculty

Note: The following reports were submitted to the Task Force on Fixed-Term Appointments by the deans of the Colleges and Major Schools in spring 2006.

Position on the Contribution of Fixed-Term Faculty Members
Harriot College of Arts and Sciences

March 31, 2006

This report reflects the views of the Office of the Dean, Thomas Harriot College of Arts and Sciences. A general statement concerning the broad aspects of fixed-term positions is followed by suggestions to enhance the contribution of fixed-term faculty members. It should be noted that the following discussion primarily addresses the use of fixed-term appointments.

The Role of Fixed-Term Faculty Members in the University

In an ideal world all university faculty would be hired into tenure-track positions. However, we don't live in such a world and there are compelling reasons that argue for the continued use of fixed-term faculty appointments.

Course Demand: Harriot College could not begin to meet the existing demand for courses without the use of fixed-term faculty. The college teaches 48% of the university's SCH with just 38% of its FTE. Fixed-term faculty members play a pivotal role in allowing us to meet student demand for courses.

Research and Scholarship: The college emphasizes research and scholarly publication and must therefore provide reassigned time for tenured and tenure-track faculty members to pursue research programs consistent with the mission and expectations of the College. Fixed-term faculty members play an important part in teaching courses that must be taught and for which tenure-track and tenured faculty members are not available. In Harriot College any significant reduction in the number of fixed-term faculty would significantly reduce available research time for many tenured and tenure-track faculty and would jeopardize the university's goal of producing more and higher quality research and scholarship.

Protection of the Institution of Tenure: Tenured faculty members serve vital roles in the university, such as providing stability for the educational programs, preserving institutional memory, and assuring that the curriculum does not change capriciously. Tenured faculty members are also in the best position to have a long-term research program and can develop the track record necessary to enhance the institution's reputation for scholarship. Retaining some critical mass of fixed-term faculty protects the institution of tenure. In times of budget reversions and the possible loss of faculty positions, attrition can be absorbed within the ranks of the fixed-term faculty. Without this safeguard, the tenured faculty would be in jeopardy and the entire principle of tenure would be undermined. Academic Affairs has for years recognized this fact by requiring

that its colleges maintain at least 10% of their faculty in the fixed-term category.

Budgetary Considerations: The use of fixed-term faculty members provides some educational services at significantly less cost than the use of tenured/tenure-track faculty. This fact is, of course, the basis for a major criticism of the practice of using fixed-term appointments (i.e., we are abusing fixed-term employees by burdening them with too much work and paying them a frightfully inadequate wage in return). There is much truth to this. The solution, however, is not the elimination of fixed-term appointments but the development of more responsible policies governing such appointments.

Recommendations

The following recommendations largely apply to full-time, fixed-term appointments.

Develop and implement clear, nondiscriminatory policies for multiyear contracts. Implied here are guidelines for appointment and renewal as well as the terms of such appointments and the proportion of fixed-term faculty that may be granted multiyear appointments.

Develop an appropriate sequence of professional titles that reflects the appointee's level of qualification or accomplishment and permits progression through the "ranks" (promotion).

Address job security issues and guidelines for evaluation.
Establishing multi-year contracts will go far toward accomplishing this. Currently, a full-time fixed-term appointee on a single-year contract can be unceremoniously reduced to part-time status, with resulting loss of benefits and the forfeiture of retirement contributions. Fixed-term faculty members continuously employed over a number years, albeit as a series of 1-year contracts, and who have become valued members of their home departments need the greater protection provided multiyear contracts. Multiyear contracts for some selected subset of fixed-term appointees would also increase administrative efficiency by eliminating the need for time consuming reappointments every year. Clear policies to guide evaluation are also part of this equation. Expanding the recognition of service contributions might be an integral part of this process.

Establish a maximum as well as a minimum number of fixed-term appointees.
Just as it makes sense to maintain some approximate minimum number of fixed-term appointees in order to protect tenure, might it not also be wise to set some approximate maximum percentage to prevent a continued and possibly unhealthy decrease in tenure-stream lines? There should be some balance between fixed-term and tenure-track lines that maximizes the benefits derived from fixed-term appointees without undermining the tenure system. Our challenge is to find to that balance.

Develop Guidelines for Equitable Treatment for Fixed-Term Faculty Members.
Because fixed-term faculty members contribute so much to the university, it is important that they not feel disenfranchised. Meaningful participation in shared governance would go far toward making them feel more included in the academic community. The

University should establish guidelines that help departments recognize and value the contributions of fixed-term faculty members. This should include recognition and participation in departmental functions as well as ensuring that fixed-term faculty members receive appropriate pay increases when available.

Avoid Converting Fixed-Term Positions to Tenure-track or tenured positions.
It is sometimes argued that we should simply convert all of our fixed-term positions to tenure-track positions. While well intended, the argument is simplistic and unworkable. First we would have far fewer faculty members. The FTE in Harriot College is more than 100 fewer than our faculty headcount, largely because more than one fixed-term faculty member can be supported using a single position number. Converting all FTE to tenure-track would require a 1:1 ratio of FTE to headcount and therefore drastically reduce the number of instructors, which in turn severely limits the research productivity of tenured and tenure-track faculty members. Research-active faculty would subsequently leave the university as quickly as they possibly could, and again a major goal of the university would be jeopardized. In addition, there are some large-enrollment classes taught at levels that do not necessarily require instructors to have terminal degrees, and assigning tenured/tenure-track faculty to teach such courses may not be the highest and best use of faculty resources.

Conversion of fixed-term to tenure-track positions is generally viewed as a way to benefit those with fixed-term appointments. However, many people choose fixed-term appointments because they prefer teaching to research and simply do not desire the pressure of conducting and publishing research. Many also may be less competitive for tenure-track openings because of their educational background. Hence, the conversion championed as a favor to them may actually result in loss of employment for many, both through a net loss of positions and attrition caused by competition for tenure-track faculty applicants who may have stronger credentials. This would damage the university as well as the adversely affected individuals because many fixed-term faculty, whether by choice or by necessity, develop a focus on teaching. Hence, they are contributing in a major way to the success of the undergraduate students, not only by ensuring sufficient course offerings to support degree programs but by providing high quality instruction. Any significant reduction in their numbers necessarily reduces their collective contribution to the university.

Temporary and Part-time Fixed-Term Appointments

As distinguished from the full-time, longer term appointments discussed above, these appointments are those that arise from short term, sometimes last-minute needs: "swing" positions needed to address unexpected enrollment surges, one-course buyouts to tenure-track faculty to participate in distance education or interdisciplinary courses offerings, grant-funded or clinical appointments dependent upon external funds of finite duration, etc. Some effort to streamline the hiring process and ease the process of bringing such appointees to contract would certainly increase administrative efficiency and enhance academic/research initiatives that form the basis of our institutional mission.

Fixed-Term Faculty
College of Business
March 31, 2006

As a professional school, our use of and need for fixed-term faculty may differ from many other Colleges. In the College of Business, fixed-term faculty are used to

- Provide instruction, generally in lower-level classes
- Fulfill necessary administrative roles that are at a higher level than an SPA person, yet that are not appropriate for a terminally qualified individual.

In the instructional arena, our fixed-term faculty provide a contextual richness that is sometimes more difficult to provide with a PhD. Particularly in our early classes, it is important to clearly indicate how the academic or technical concept being presented is used in a professional environment. Our fixed-term faculty are individuals who have been in the business world and can provide that context. They also need to maintain that tie to the professional side. Our accrediting body, the AACSB, requires that virtually all fixed-term faculty be "professionally qualified" (PQ). That means that these faculty must maintain their currency as a business professional in their field.

The courses which the fixed-term faculty teach are generally the first-level classes in each discipline - Intro to Financial Accounting, Intro to Marketing, etc. These are often fact-based classes that provide the technical foundation for upper-division classes that follow.

From an administrative perspective, we have some fixed-term faculty who have a 50% or 75% administrative assignment and who also teach one or two classes per semester. These positions include: Director of Professional Programs, Assistant Director of Graduate Programs, Director of the Center for Economic Education, Online Computing Specialist, and Director of Computer Operations. All these roles are primarily administrative (a few are 12 months), yet clearly not clerical. Neither a PhD nor an SPA individual are appropriate for the positions.

Fixed-term individuals comprise a modest, yet critical, proportion of our faculty. Of the 94 full-time head count in the COB in Spring, we have 13 fixed-term individuals who teach full-time and another 6 who primarily have administrative duties.

Our fixed-term faculty are all hired on one-year contracts. We do not have single semester contracts other than on an emergency basis, and then rarely. We believe our fixed-term faculty are part of the fabric of our College and treat them accordingly. This year we offered a few three-year contracts to some of those who have been with the COB for more than five years. Generally, fixed-term faculty with administrative duties who are on a 12-month contract serve at the will of the Chancellor. Our fixed-term turnover is low.

Report on Fixed-Term Faculty
College of Education

Fixed-term faculty members have long been employed by the College of Education to address instruction and program needs critical to the unit's teaching, clinical internship supervision, and service mission. The purpose of this paper is to summarize the position of the College and its Leadership Team, including the dean, the associate and assistant deans, the teacher education director, department chairs, and program/center directors regarding the employment of fixed-term faculty members to support that mission.

Fixed-term faculty members are not eligible to hold professorial ranks, and appointments are made without tenure. The College of Education employed 36 full-time, non-tenure-track, fixed-term faculty members in 2005-06. This number represented slightly more than 20% of the FTE faculty positions as being full-time, non-tenure-track, fixed-term appointments. The percentage has increased within the past three years, generally reflecting the challenge of securing tenure-track faculty members during a period of rapid program expansion. In addition, the unit employed part-time faculty members to meet the need for supervising student clinical interns (more than 500 interns in 2005-06). These faculty are often retired public school teachers and administrators, who bring specific public school experiences to the internships of students. Despite this recent expansion, there is no evidence that the College is moving toward reliance on fixed-term contracts.

Through the years, a majority of fixed-term faculty have been hired to provide instruction, both to on-campus and off-campus students, or to provide supervision of clinical teaching or administrative interns. Instruction has been at both the undergraduate and graduate levels, however the largest numbers of assignments have been for instruction/supervision of undergraduates. Today, five COE departments employ fixed-term faculty, with the largest number of fixed appointments in the Department of Curriculum and Instruction and the Department of Business, Career and Technical Education.

Fixed-term appointments occur within the College of Education for a number of reasons. First, COE undergraduate and graduate program enrollments have expanded rapidly over the past five years as a direct result of growth in distance learning initiatives. While ECU has responded to those needs with additional faculty resources, the number of qualified, appropriately credentialed candidates applying for those positions has not increased in proportion. Second, candidates recruited to fill teacher education faculty position vacancies must have appropriate K-12 teaching experiences, further reducing the available pool of qualified applicants. Third, teacher education clinical internship experiences for students can be supervised by faculty members who have appropriate advanced degrees, but there is not a requirement of the terminal degree. This results in the hiring of appropriately credentialed teachers and administrators who may have little experience in higher education, but bring a rich background of public school experiences to their assignments. Fourth, the unit may have need or a mandate to provide services to

professional constituencies, such as alternative licensure services or continuing education/professional development programs for teachers, administrators, or allied professionals. Absent the ability to retain fixed-term faculty, the College of Education would not be able to offer the quality or quantity of programs and opportunities to students and constituencies it serves.

Typical assignments of fixed-term faculty. Fixed-term faculty are employed by the College under one-, two-, or three-year renewable contracts, depending on need. These individuals are most frequently assigned to teach courses or supervise interns, although other assignments have included outreach, recruiting, leading special instructional projects, and course development – including developing and revising courses for face-to-face and for on-line delivery. When employed for instruction, twelve semester hours of undergraduate courses or nine hours of graduate courses per semester are generally considered a full load. Clinical interns are assigned at the equivalent of one intern equals one semester hour of undergraduate course credit for workload purposes. Thus, six clinical interns in a semester would equal 6 semester hours of a 12-hour workload, or 0.5 FTE.

The COE Code of Operations specifies that faculty members on fixed-term appointments are to be evaluated based on the terms of the contract under which they are employed. This contract may include some or all the requirements listed in criteria for annual evaluation for tenure-track faculty. Included may be teaching, research, service, or "other specified duties," which may include assignment to administrative duties, assignment of responsibilities for irregular certification, work on a major project, coordination of a major programs or events, or to provide extra program advisement.

While they may not be expected to publish, fixed-term instructional faculty are expected to be exemplary teachers with satisfactory or better Student Opinion of Instruction Survey (SOIS) scores. All are encouraged to take part in departmental decision-making, including College and University committees to which they may be eligible; however there is no expectation for them to serve. In these cases they are evaluated exclusively on teaching performance. They may have access to staff development funds for attendance and participation in conferences, workshops, and seminars, as well as reimbursement for travel-related expenses.

When fixed-term faculty are appropriate: North Carolina is in the midst of a shortage of teachers and school administrators that has become a crisis. Preparation of highly qualified new teachers and school administrators, as well as the retention of quality teachers and administrators, has become a high priority for the entire UNC system. The College of Education at ECU produces the largest number of education professionals for the state and is expected to assume a leadership role in providing the needed pre-service and graduate coursework, alternative licensure courses and modules, technical assistance, mentoring/induction programs, professional development opportunities, and direct assistance to public schools.

As degree and professional development programs and faculty outreach to schools are

expanded, the pressures on faculty members will increase dramatically. Additional faculty will be needed, and the need to retain education professionals with expertise and direct experience in the schools will only increase. In response to the dramatic need, we anticipate that fixed-term faculty may be quite appropriate to fill positions in these circumstances. (1) The need for teaching and clinical faculty members having appropriate public school teaching and administrative experiences in public schools to supplement/add to the experiences of tenured/tenure-track faculty (e.g. the teacher/administrator-in-residence program). (2) In periods of program growth and expansion, fixed-term appointments are often both appropriate and necessary to cover some of the core courses in the curriculum for which the unit has insufficient tenure-track faculty resources. (3) For supervision of interns who may be teaching too far from campus for regular faculty to monitor--this will become increase in importance as the Latham Clinical Schools Network and Wachovia partnership East grow and as 2+2 degree completion programs expand to online delivery. (4) To provide professional advising and technology coordination for expanding on-campus and distance learning programs. (5) To direct centers, projects, etc., such as the Center for Science, Mathematics, and Technology Education (CSMTE), where knowledge of instruction and professional development is essential to delivering instructional programs. (6) To provide instruction in exchange for tenure-line faculty bought out by grants and or contracts. (7) To provide instruction in exchange for tenure-line faculty reassigned to research.

Future uses of fixed-term faculty. It is expected that in an academic area where the clinical components of the curriculum are essential, fixed-term faculty will continue to be utilized. In fact, we may begin to refer to many of them as clinical faculty. Additionally, fixed-term faculty may (1) assume instructional duties so tenure line faculty may focus more on research productivity; (2) provide certain specific services for a department – for example, outreach instructor who recruits students, interacts with the public, provides service to the area; (3) used to add diversity to faculty when diversity is not to be found among a tenure-line pool; and (4) used for certain positions when a job may not be attractive for a tenure-line faculty member. For example, this could be when there is a position that is to be focused on teaching and outreach/advising.

Changes needed in hiring practices of fixed-term faculty. We need to compensate fixed-term faculty at a higher level, certainly at a level that is competitive in the market. Second, the university might consider having one fixed-term member have in a joint appointment across two colleges. Provide more freedom to hire on multi-year contracts – give them a measure of security. Consider a type of tenure for valuable fixed-term faculty. While there is a delicate balance between tenure-track and fixed-term faculty, if a Department can benefit from the use of fixed-term faculty, they should be used. Also, perhaps we can do something to enhance the image of fixed-term faculty so that they aren't looked upon by tenure-track faculty as second-class citizens.

Position on the Contribution of Fixed-Term Faculty Members
College of Fine Arts and Communication
Revised July 1, 2006

School of Art and Design

2005-2006

name Art Appreciation (2nd year of a 3 year contract
name Art Foundations and Professional Practices classes

2006-2007

name Art Appreciation (3rd year of a 3 year contract)
New #1 Art Foundations, Color and Design, Art Appreciation – One year appointment
New #2 "
New #3 "
New #4 "

2007-2008

name (eligible for new appointment – with rank?)
New tenure-track appointments will replace the #1-4 fixed-term above

Fixed-Term Faculty in the School of Theatre and Dance

As of fall semester, 2006, we will have only one full-time, fixed-term faculty position in the SoTD, that of the full-time teacher of Jazz Dance and Choreographer for the ECU/Loessin Playhouse. (The 2005-06 fixed-term position of Technical Director will be filled permanently in tenure-track as of '06-07.) This dance position has remained in fixed-term for several years because, as concert jazz dance is an 'emerging' discipline at the college-university level, the pool of professionally qualified candidates with terminal degrees has been very limited. We have been fortunate to secure the services of a teacher with a BFA degree in dance (from this institution) who went on to garner extensive jazz dance experience at the highest professional levels and who is also a gifted choreographer of musical theatre. Having done a national search for the position recently, we found that the present occupant of the position remained the most qualified in the applicant pool.

FIXED-TERM FACULTY
SCHOOL OF MUSIC

The School of Music employees 8 full-time permanent fixed-term faculty and 9 part-time fixed-term faculty. All areas of fixed-term employment are appropriate, effective, and necessary to the music program's mission, integrity, and quality. Future uses of fixed-term faculty likely will not change. The current proportion of fixed-term to tenured and tenure-track faculty is appropriate. Hiring practices are exemplary with rigorous searches that have hired highly qualified faculty. However, fixed-term hiring could be more effective with longer periods of employment possible (e. g., five-year contracts).

In the Department of Theory, Composition and Musicology, two of the ten faculty are full-time, fixed-term. Each teaches full 12 hour loads of core curriculum courses required of all music majors and service courses for the general university student. Maintaining these fixed-term positions is the only means the school has for staffing these required core courses. There is no expectation of research and creative activity and minimal expectation for service due to the substantial teaching assignments.

The Instrumental Department depends on fixed-term positions to address staffing for necessary applied music areas that do not maintain sufficient enrollment to justify full time employment. In each case, majors exist and the instruments are required for the school's large ensembles. Growing student enrollment would increase this need for fixed-term faculty.

The Keyboard Department uses part time fixed-term faculty to staff group piano courses required as part of the core curriculum and for non-music majors and majors in Music Theatre (School of Theatre, Drama, and Dance). Part-time fixed-term faculty also help adjust overload teaching in the organ studio. Two full time faculty positions would address these problems more effectively.

The Music Education – Music Therapy Department uses two part-time fixed-term faculty to teach sections of MUSC 3018, *Basic Music Skills for Elementary Education Majors*. The department would prefer to provide these courses through the hiring of a full-time fixed-term faculty member, and would do so if a position were available.

The school is committed to assigning appropriate teaching loads to tenure-track faculty that are consistent with other Colleges within the University, to allow on-going research and creative productivity. Fixed-term positions enable this practice.

School of Music fixed-term use thus occurs in several categories.

1. Core studies areas with faculty who teach full 12 semester hour loads to compensate for tenured and tenure-track faculty who teach reduced loads with reassigned time for research and creative activity (theory, composition, musicology; music education).

2. General education course teaching (music appreciation, introduction to jazz, jazz history).

3. Courses required for non-music majors that can be taught by part-time faculty (group piano, basic music skills for elementary education majors).

4. Secondary support areas required by the school's mission and all degree programs (collaborative accompanying, recording and technical services, publicity and publications, event planning and festival management).

5. Applied music teaching in areas where enrollment is insufficient to justify full-time faculty (oboe, double bass).

6. Applied music teaching to avoid overloads in areas where enrollment is greater than studio capacity provided by full time tenure or tenure-track faculty (currently organ, jazz, saxophone, voice, and trumpet, in recent years also flute and percussion).

7. Positions where probationary tenure-track faculty would be employed but fixed-term hiring occurred due to late resignations, temporary university policy, or other reasons (tuba, choral music education, Suzuki pedagogy, music theatre).

8. One Music Education position where the terminal degree is not a content area degree (higher education administration).

8 FIXED-TERM 1.0 FACULTY AREA

Administration, MUSC 3018
Voice, Music Theatre
Voice
Recording & Technical Services
Music History, Music Appreciation (DE)
Oboe, Music Appreciation
Accompanying
Theory, Music Appreciation (DE)

9 FIXED-TERM PART TIME FACULTY AREA

Organ
Group Piano
Jazz, trumpet
MUSC 3018
Double Bass

Accompanying
Group Piano
Jazz, saxophone
MUSC 3018

Position on Fixed-Term Faculty
Tim Hudson
Director of the School of Communication and
Rebecca Dumlao, Festus Eribo, & John Howard
Members of the SOC Personnel Committee

Fixed-term faculty members in the School of Communication are valued and contributing members of the faculty. Fixed-term faculty in the School are complementary to those on the tenure-track, and vice versa. Together these faculty members constitute a comprehensive and high-quality community of scholar-teachers. There exists in the School of Communication an equality of professional standing among all faculty colleagues, whether or not this equality has consistently been illustrated by rank, track, voting privilege, or salary level.

Fixed-term faculty in the School of Communication hold masters degrees in their fields, and in two current instances, Juris Doctorates. Terminal degrees are required for tenure-track appointment at ECU. In the past the J.D. degrees have not been interpreted as meeting the requirements for tenure-track appointment. However, it is our understanding that this is not a hard and fast policy. Fixed-term faculty members are of special interest to the School of Communication when they represent years of progressive, professional experience, especially in creative and professional communication fields. Often such faculty members make unique teachers, providing excellent instruction tempered with experience-based advice for students. In certain cases, fixed-term faculty members in the SOC assist us in filling the very large number of service courses in *speech* and *business communication.*

Fixed-term faculty members in the School of Communication teach four regular courses per semester. They serve as academic advisors. They also perform many important service duties, including but not limited to: committee memberships, DE leadership, event coordination, liaison with adjunct instructors, and liaison with industry professionals. They are not expected to perform research or creative activity, although a few do so. Service, leadership, and voting status is limited for fixed-term faculty in the SOC only in concert with limitations at the University level, primarily spelled out in the Faculty Manual.

Currently, fixed-term faculty members are assigned as follows:
Journalism – 2
Media Law – 2 (with additional areas of expertise)
Speech & Business Communication -- 2
Media Production – 1

It is not impossible to find faculty members in the U.S. who possess terminal degrees in field AND represent significant professional communication experience. Indeed our searches are often designed to do so. But it can be difficult and very expensive. It is no exaggeration to say that there is a continuous shortage of such candidates. Many schools of communication and/or journalism solve this problem by allowing outstanding

professional accomplishment to substitute for the terminal degree, or by allowing for a "professional" track toward tenure.

Current vacancies in the School of Communication are advertised as either "tenure-track" only, or "tenure-track or fixed-term." The former category is often appropriate and successful. Indeed the proportion of fixed-term faculty members in the School will decline significantly by the coming fall. However, the ability to hire well-experienced professionals who do not hold the doctorate can serve to greatly enhance the search pool, especially in the professional and creative major concentrations within the School.

Subsequent Fixed-Term Appointments

We are told that subsequent appointment of fixed-term faculty members in the SOC has, at times, been somewhat routine. However, current College of Fine Arts and Communication practice is to conduct a new search with the expiration of each fixed-term contract. While we understand the rationale and legitimacy of this practice, because our contracts last for only one or two years, this is becoming quite burdensome and a significant faculty morale issue. In addition to seven ongoing "normal" faculty searches this year, we are also conducting three searches to "replace" incumbent fixed-term faculty members by August. And next year we must conduct eight more searches of this nature. Of course, all eleven incumbents are encouraged to reapply for their positions. As one might imagine, they are also considering other options.

The Future

In order for the School of Communication to continue to excel and to compete for the best Communication faculty on a global scale, we believe we should follow one of two courses:

Option 1. Develop a two-track system for progression toward tenure.

While this task would be difficult, and even require revision of or exception to the *Faculty Manual*, it would likely have the effect of significantly raising the quality of the faculty in certain SOC major concentrations. Currently we cannot compete successfully for a recognized "star" in the profession of journalism, broadcast production, digital cinema, public relations, or other areas when he or she does not hold the terminal degree. Many other major universities can attract such a candidate with tenure-track, endowed, or other faculty positions, usually with promise of advancement in rank. Compared to these, our one or two-year fixed-term limited contract is no match. It is important to note that with a true "professional" track toward tenure, faculty members must begin with outstanding professional experience under their belts, and must meet the stringent ongoing criteria and requirements of a probationary period before tenure. There is no guarantee that pre-existing fixed-term faculty members in the SOC would succeed on a professional track toward tenure. If the School of Communication develops an additional "professional" track toward tenure, no new fixed-term positions should be created, except perhaps in rare short-term emergency situations.

Option 2. Establish a more workable pattern for contracting with and additional

subsequent appoints for fixed-term faculty members within the School.

This second option could be developed within the constraints of the current faculty personnel system. More flexibility for the director and personnel committee in offering multi-year contracts, and in recommending subsequent appointment would be key features. It would also be helpful if the task force would work to ensure meaningful participation by fixed-term faculty members in shared governance at all levels.

College of Health and Human Performance
Report on Fixed-Term Faculty 2005-2006

The College of Health and Human Performance (HHP) is comprised of three departments, including Exercise and Sport Science (EXSS), Health Education and Promotion (HLTH), and Recreation and Leisure Studies (RCLS). This report will address the characteristics and role of fixed-term faculty employed within these Departments in the College.

Non-tenure Earning HHP Faculty Appointments

Departments within the College of HHP hire temporary part-time faculty as well as fixed-term faculty primarily to meet instructional or research needs. In general, the departments employ *part-time faculty* on a short-term basis in an effort to meet departmental and student needs for a particular semester or academic year. These master's prepared faculty members typically contribute to the instructional mission of the department by teaching one or two undergraduate courses for which they receive per-course remuneration.

Like part-time faculty, those who hold fixed-term appointments have earned graduate degrees, but differ from part-time faculty in that they have signed a contract with the University that extends for at least one academic year, are salaried and potentially eligible for benefits and, with few exceptions, contribute a 1.0 FTE as a consequence of their employment within the department (funded by state or external sources) or dual employment with another university unit. In the case of HHP, for example, an individual may have a dual employment with an HHP department and ECU athletics, as in the case of two full-time, fixed-term athletic trainers with appointments in both athletics and HLTH who have .14 and .25 FTE appointments in the department.

Fixed-term faculty in HHP typically have held master's degrees and been hired with the title, "lecturer" or, more recently, "visiting instructor." In the past several decades, only two or three faculty with terminal degrees have held fixed-term positions. Unlike temporary part-time faculty, those in a fixed-term position receive an annual review by the personnel committee and chair of the hiring department and, if approved, may be reappointed for a subsequent academic year, contingent upon departmental need and the availability of funding.

Fixed-Term Faculty Hiring History

Today, fixed-term faculty comprise about one third of faculty in the Departments of HLTH and EXSS. The Department of RCLS has hired one fixed-term faculty member who will join the faculty in 2006-2007.

EXSS and HLTH have had a long history of hiring and retaining valued fixed-term faculty members. Two masters prepared full-time EXSS faculty members, for example, have served the department in fixed-term positions for 22 and 27 consecutive

years respectively. Similarly, two HLTH faculty members with master's degrees have held a full-time, fixed-term position for 16 to 17 years. Within the past decade, two faculty members in HLTH and one in EXSS have retired after 30 years of service in fixed-term positions.

Over time, expectations for level of educational preparation has become one of the distinctions that has evolved between fixed-term and tenure-earning faculty. Historically, master's prepared faculty held tenure earning professorial positions at ECU in what later was to become the College of HHP. Today, only one tenured HHP faculty member (with over 30 years service to the University) does not hold a terminal degree (Ed.D, J.D., or PhD).

Many fixed-term faculty are recognized as exemplary graduates of master's programs in the College and are excellent teachers. One of our fixed-term faculty is an ECU Board of Governor's Teaching Excellence Award recipient, another has received the prestigious ECU Max Joyner Award for her work in distance education, several have been nominated for ECU and HHP teaching awards, and several are the recipients of HHP service awards.

Fixed-Term Faculty Roles in HHP

Fixed-term faculty in the College of HHP are an integral and valued part of the faculty in the college. The role of these faculty members vary according to the departmental needs but typically focuses on teaching a full load (12 semester hours) of undergraduate courses. It is unlikely we could find Ph.D. holding faculty to meet these needs and certainly any attempt to do so would be very expensive and may not result in any better education for our students.

<u>Fixed-term faculty are hired by HHP due to their possession of needed credentials and expertise</u>

- Those who hold a teaching license supervise student teachers in pubic school settings and teach courses related to their discipline for teacher education majors.
- Those who are certified athletic trainers provide athletic training clinical services for ECU athletes, including attending practice, traveling with the athletic teams they cover, and teaching undergraduate courses in athletic training.
- Those who have clinical experience and licensure (RN) teach courses in their area of clinical expertise to meet a specialized departmental need (cardiac rehabilitation).
- Those who have certification and specialization in their discipline teach undergraduate upper division courses related to their specialty and advise students majoring in the discipline. One fixed-term faculty member with exercise prescription expertise, for example, coordinates, implements, and evaluates a cardiovascular assessment program.

Fixed-term faculty are hired by HHP for their excellence in a specialized area of need

- Those with research expertise collaborate with faculty on conducting and presenting research. One fixed-term faculty member serves as a research technician.
- Some serve in administrative roles. One fixed-term faculty member teaches courses and coordinates distance education course offerings for distance education/on-line master's programs. Another plans and schedules many section offerings of a general education course and facilitates student engagement in special activities and events associated with the course. Still another directs and participates as a mentor in a mentoring program for graduate students teaching a required general education course. Four fixed-term faculty in HLTH are involved in mentoring, supervising, and evaluating graduate teaching assistants as well as teaching undergraduate courses.
- One long-term fixed-term faculty member serves as associate director of a nationally renowned basic science oriented laboratory, directs an undergraduate program, and teaches upper division undergraduate courses.

High caliber fixed-term faculty are value-added assets to the departments

- Several collaborate with faculty on research and publication.
- Several actively engage in grant writing for external funding in the areas of research and service.
- All engage in professional service, particularly at the departmental level.

Future Involvement of Fixed-Term Faculty

It is anticipated that fixed-term faculty will continue to be important contributors to the mission of the College and University. Due to appointments that tend to be more circumscribed and focused than those appointed in tenure-earning positions, fixed-term faculty are uniquely positioned to contribute to outstanding specific department needs, especially at the undergraduate level. Unlike faculty in tenure-earning positions who must excel at teaching, research, and service, fixed-term faculty may be assigned to focus their efforts primarily in one of the three areas of expectation. Thus they often work collaboratively with tenure-earning faculty in developing offering teaching, research, and service programs of excellence.

Needed Changes in Fixed-Term Hiring

One of the changes in fixed-term hiring has been addressed in the form of multi-year contracts for exemplary fixed-term faculty. This will provide some security for these important faculty members. The only other significant barrier for us is to insure adequate competitive salaries are available for these positions.

Summary HHP Fixed-Term Faculty 2006

EXSS Fixed-Term

Name	Initial Year	Total Years	Length of Contract (for next year)
	1994	12	1
	2001	5	1
	1997	9	3
	1984	22	3
	2001	5	1
	2004	2	1
	1979	27	1
	2000	6	1
	2000	6	1

Health Fixed-Term

Name	Initial Year	Total Years	Length of Contract
	2003	3	1
	1999	7	1
	2003	3	1
(.86 Athletics)	1990	16	1
	2005	1	1
(.5 Athletics)	1993	9	1
(.75 Athletics)	2003	3	1
	1998	8	3
	2005	1	1
	1989	17	3
	2002	4	1

RCLS - none

The department will hire one fixed-term faculty member for next year.

Prepared by Sharon Knight and Glen Gilbert, Spring 2006.

The Function of Fixed-Term Faculty

College of Human Ecology
March 29, 2006

The College of Human Ecology has hired fixed-term faculty for various reasons since it was created in July 2003. Before its existence the School of Human Environmental Sciences and the School of Social Work and Criminal Justice also hired fixed-term faculty for similar reasons. In our College we have two types of fixed-term faculty: teaching EPA and non-teaching EPA. Fixed-term faculty are hired in the College on a contractual basis. Contracts can range from 1, 2, or 3 years. Length of contracts is decided in the units when hiring each faculty member. Fixed-term faculty are an additional resource that allow the College and Units to meet short term or long term needs that are not an appropriate situation for a tenured or tenure-track faculty member to cover, allowing these faculty to focus on conducting research and completing other departmental responsibilities.

Generally, CHE hires fixed-term faculty when 1) there is a lack of PhD faculty in a specific content area, 2) when excessive field work is required, 3) when a qualified professional (without a doctorate) is critical, 4) for essential administrative work outside the SPA environment, and 4) on a temporary basis due to an unsuccessful search. There has been an increase in fixed-term faculty in several of our units due to reassignments, retirements, leave of absences, and resignations. CHE fixed-term faculty have typical assignments of teaching classes and specialty labs, advising, supervising student teachers, and interns. We also have faculty that hold administrative roles in the College that do not teach. These positions are critical in the everyday operations of the College. Several examples of administrative roles are but are not limited to the Assistant to the Director of Social Work, Marketing Coordinator, Director of Field Education, and Funds and Events Officer.

In the future, we foresee that the College will continue to need to hire fixed-term faculty for teaching of classes, clinical, and specialty labs; as well as supervising teachers in our CDL and other administrative roles that may be needed with the continuous growth of our College and Units. One such administrative role that we foresee in the near future is the need to hire a Director of Admissions, Recruitment, and Retention in the School of Social Work. This individual would focus specifically on admissions and retention. Currently, it is draining faculty to perform their expected tasks, in addition to counseling and mentoring students and field supervisors. With the changes in mental health in the state, there is a desperate need to provide services (e.g., counseling, training, mentoring, etc.) to LMEs as well as providers. In addition, fixed-term staff is needed in the future to assist with our expanding distance education BSW program. Because this program will be available to DSS departments throughout the state, it will be necessary to utilize fix termed staff in positions that will provide services (e.g., student orientation, monitoring, troubleshooting, registration, advising, etc.) to students in DSS in all parts of the state.

Seeing that fixed-term faculty are such an important role in our College now and as we see their role constantly increasing we feel it is valuable to permit this type of faculty to serve on search committees and to vote on issues related to the overall functional of the College, however, issues related to tenure and promotion should remain with the tenured and tenured track faculty. Currently, they have no role in participating in any of this. Fixed-term faculty are a vital part of the operations of our College it isimportant to provide them every opportunity to excel and aid our students in gaining such a valuable education. It is important for fixed-term faculty to receive continuing education and on-going professional development such as attending conference, presenting papers, and working on research.

In order to have a much smoother hiring process for fixed-term faculty we feel longer contracts and less redundant paperwork for rehires from year to year would be beneficial. In addition, we feel that hiring of fixed-term personnel should remain at the discretion of the administrator. We have found that fixed-term faculty have had to endure rigorous scrutiny of the search committee and the personnel committee when it was time for contract renewal. It is understandable that the personnel committee will need to play a role in the hiring process; however, it would be advantageous if the search committee was not required to be involved in this process.

Use of Fixed-Term Faculty in the
College of Technology and Computer Science

The College of Technology and Computer Science is composed of four departments: Construction Management, Computer Science, Technology Systems, and Engineering. All the departments except Engineering currently use fixed-term faculty. The use of fixed-term faculty by department is:

- Computer Science: 2 fixed-term out of 10 total faculty (i.e. 20%)
- Construction Management: 5 fixed-term out of 12 faculty (i.e. 42%)
- Technology Systems: 10 fixed-term out of 24 faculty (i.e. 42%)
- Engineering: 0 fixed-term out of 7 faculty (i.e. 0%)

Totals for the College are: 17 fixed-term faculty out of 53 full-time teaching faculty or 26% or the teaching faculty are fixed-term. If department chairs are counted the number of full-time teaching faculty is 56. The College is currently conducting searches for approximately 21 open faculty positions. Of the open positions, 6 (i.e. 28%) are expected to be fixed-term positions.

Fixed-term faculty are invaluable to the College. This cannot be over emphasized. The College uses fixed-term faculty in wide-variety of assignments that are necessary for the sustained operation of the College and in meeting the mission of the College. Our undergraduate programs emphasize current use of technology in industrial and commercial environments. Many of our fixed-term faculty have decades of "hands-on" experience in the application of technology in the non-academic world our graduates must work in after they graduate. Their understanding and "clinical" experience enriches and broadens the education experience for our students. While many universities use part-time faculty from the local industrial community to bring these aspects of technical education to their programs, in Greenville we have found it difficult to find sufficient part-time qualified faculty who wish to teach to meet the needs of our many programs. We have therefore had to rely on fixed-term faculty to meet these needs.

Beyond the "real-world" applications and experiences our fixed-term faculty can bring to our programs, fixed-term faculty also allow us the opportunity to draw on expertise and experiences that would otherwise be difficult to bring to our students and College organization through tenured or tenure-track faculty positions. For example, we have growing programs in many areas and are trying to insure that both the management of these programs and the support to students are given the necessary attention. Faculty in traditional tenure-track positions must necessarily and correctly pursue research agendas in addition to teaching.

In Engineering we are hiring a fixed-term faculty member on a twelve month contract to be the undergraduate coordinator/advisor for student affairs. Her duties beyond team teaching in several of our lower level introductory engineering courses will be to coordinate and support student project teams and resources. She will be the

student's advocate and ombudsman within the engineering program. The goal is that the position will provide the support and guidance for engineering students to be successful. This will be a demanding job and requires full commitment to the effort. A faculty member who would also be required to be concerned with a research agenda to make tenure or get promoted would not be able to provide the full level of commitment needed for this important job.

In Technology Systems, we are hiring someone who has just retired from a university in the mid-west. He is looking for a place he can contribute for several more years. We believe we can use his experience to serve as an assistant chair in the Technology Systems Department. This is very important because we have only two tenured faculty in a department of almost thirty. He brings experience and flexibility to the College in the fixed-term role. This is a win-win for both he and the Technology Systems Department.

Another general consideration of the importance of fixed-term faculty to our College is our lack of graduate programs which would attract on-campus students. In typical universities with large and significant graduate programs, many graduate students especially Ph.D. students serve as Teaching Assistants and are given responsibility for teaching many of the lower division (or introductory) courses. We simply do not have those capabilities or options within our college. Fixed-term faculty enable the College to address particularly the teaching needs associated with lower division courses that would otherwise be covered by TA's at many other universities. Additionally, the College uses fixed-term faculty to help manage interns and co-ops and to work in support of our industrial outreach and support functions.

In conclusion, we believe that fixed-term faculty provide great flexibility in meeting the needs of programs that are highly dependent on technology and providing relevant context and experience for students. Fixed-term faculty also allow us to use faculty in more narrowly defined areas that are of extreme importance to our approach to technology education but do not fit well within the confines of the traditional tenure-track paradigm of the university. This is especially important for our young and rapidly growing college which does not have graduate students nor benefits from a long established and stable faculty workforce size. As discussed, we are our trying to increase our current college faculty by almost 40% this year. By the end of this academic year, only 22 (or 29%) of the College's faculty will have been at ECU more than three years. Another way of saying this is that out of 76 faculty expected to be on board at the College by the start of the next academic year, 54 will have been here three years or less.

The College of Technology and Computer Science requires great flexibility and agility to address our needs in the highly dynamic fields of technology associated with our programs and with our rapid growth. If our College were to be required to hire only tenured or tenure-track faculty, we firstly could not find enough faculty to meet our critical needs. Secondly, we could not afford them, if we could find then. Thirdly, their need to pursue research and scholarly activities would detract from our ability to provide all the attention our students need. Fourthly, we would not be able to provide the

intellectual and professional variety needed to provide the kind of educational experience our student require to be successful at the start of their careers.

The Brody School of Medicine
at East Carolina University

The Role of Fixed-Term Faculty
March 28, 2006

Executive Summary

East Carolina University School of Medicine was established in 1975 by the North Carolina General Assembly with a three-part charge:

- To educate primary care physicians
- To provide access to careers in medicine for minority and disadvantaged students
- To improve the health care services in eastern North Carolina

Simply stated, fixed-term faculty are essential in the School's quest to achieve this mission. The clinical teaching and patient care services provided by fixed-term physician faculty are vital for the education of medical students, for the education of residents and fellows in nearly 30 different post-graduate training programs, and for the delivery of health care in Greenville and throughout eastern North Carolina. The number of fixed-term physician faculty has increased in all ten clinical departments in the past decade, as a direct result of department chairs focusing more clearly on the School's mission.

Within the seven basic science departments (ranging from Physiology, to Biochemistry and Molecular Biology, to Medical Humanities, and to Comparative Medicine), the department chairs have seen a similar, but less pronounced, shift toward hiring more fixed-term faculty to meet the teaching and research needs of the School and its learners. In these seven departments, the proportion of fixed-term faculty have been decidedly less pronounced, hovering around 30% for the past five years.

In all cases, the fixed-term faculty have terminal degrees in their discipline, such as M.D., D.O., PhD., or the equivalent. Their compensation is generally similar to that received by tenure-track faculty, since that is what the marketplace for medical school faculty demands. These faculty receive the same benefits as the tenure-track faculty, except for the one person on a temporary fixed-term contract. So, the physician fixed-term faculty receive the same benefits as the physician tenure-track faculty. This demonstrates the value placed on these individuals and their contributions to the medical school. Many of them have been on our faculty for five years or more. Many of them were recruited to the faculty from highly successful community medical practices.

The ability to create faculty positions funded by non-State allocations allows the medical school more flexibility in hiring practices. The number of tenure-track faculty positions at the school is not decreased each time a person is hired into a fixed-term position.

At the medical school, the fixed-term faculty are felt to be important contributors to the teaching community, the progress being made in scientific advancement, and meeting the healthcare needs of our population in the region. The development of

quotas or limits on the number or percentage of fixed-term faculty that could be hired by the School would immediately and irrevocably place limits on the viability of the teaching of medical students and graduate students, much less the health status of the region.

What is the situation at the Brody School of Medicine?

The Brody School of Medicine of East Carolina University currently has two employment tracks for faculty. The traditional tenure-track includes faculty on probationary tenure appointments, as well as faculty who have been awarded permanent tenure. In the other track, faculty are given fixed-term contracts of variable length. Both tracks are described and regulated by the ECU Faculty Manual and the Board of Governors. The School recognizes that approximately 120 faculty, or 40% of the faculty in the ten clinical departments, hold fixed-term appointments.

In a survey of 90 medical schools published in 2001, 61 schools reported they had created clinical tracks as a result of hiring an increasing number of physician faculty whose primary roles/duties were not consistent with the scope of work expected of individuals with successful tenure-track appointments. In general, these faculty are felt to not be appropriate for the tenure-track because their clinical care and teaching responsibilities are so significant and time-demanding that there is insufficient time to pursue meaningful scholarly activity adequate to successfully meet promotion and tenure guidelines. However, most clinical departments at the medical school post each specific vacant faculty position as accepting candidates for either a probationary tenure appointment (open rank) or a fixed-term appointment. This allows us to draw from a broad pool and increases the likelihood of identifying candidates with the skills and drive to become robust faculty members here. Many of the physician faculty positions are extremely hard to recruit for, due to a very limited pool of specialists nationwide, such as pediatric nephrologists or transplant surgeons. Having the flexibility to seek either a tenure-track individual or a fixed-term employee is crucial.

Some individuals have said that the very existence of fixed-term faculty have a potentially negative impact on the *academic freedom* that is felt to be a vital part of the life of institutions of higher education. The Brody School of Medicine fully supports the concept of academic freedom and encourages faculty to pursue it in all relevant settings. These relevant settings include research, scholarly writings, some aspects of teaching medical humanities and other activities. However, in many situations in a medical school, there is only one approach that should be taught. Examples where the freedom to teach alternate interpretations or theories that would be detrimental to the education of medical students include the following: the requirements and implications of current federal laws about patient privacy and medical records confidentiality; the molecular biology of the citric acid cycle; the optimal diagnostic tests for diabetic ketoacidosis; and the current pharmacological treatment for scabies. (These are a very limited sampling of examples.)

Fixed-term physician faculty are essential because of several factors. First, the traditional

methods of teaching medical students how to provide the highest quality patient care no longer work; today's clinical education is focused much more at the bedside with smaller groups of students than ever before. Today's clinical education requires physicians devoted primarily to patient care. These physicians work day after day in the clinic or hospital providing patient care. They model the clinical work that the students will be doing after graduation and after residency training in their specialty of choice. In providing care to their patients each day, they are showing the students and resident physicians how to do it themselves. Thus, they are clinicians first and foremost and the fundamental reasons the School employs them are for patient care and their ability to teach learners the latest in patient care techniques. Thus, these physicians comprise a vital, integral, and large portion of the School's faculty.

Second, these clinical physicians are essential for achieving part of the School's core mission. The fixed-term faculty physicians are crucial for fulfilling the charge to make health care more readily available to the people of eastern North Carolina. In that regard, they are as indispensable to the School as the research scientists are to the education of medical students in the basic sciences. The School must retain the ability to recruit highly talented physicians with cutting edge clinical skills to best meet the demanding needs of our regional patients, where cardiovascular disease, diabetes mellitus, obesity-related diseases, renal failure, and cancer run rampant. Eastern North Carolina has a large number of underserved patients, who do not receive the healthcare they need; these clinical physician faculty play a huge role in providing these services. Indeed, by optimizing the recruitment of faculty into fixed-term appointments, the School can lessen the burden of clinical care on the probationary tenure-track faculty and the tenured faculty, allowing them more time to teach and more time for scholarly productivity and service.

Please note that currently these faculty members have no meaningful role in the governance of the School and in the School's contributions to the University. Currently, as fixed-term faculty, they have essentially no opportunity to vote on major decisions affecting the School and their work. Fixed-term faculty are not permitted to sit on search committees for department chairs, even though the chairs of clinical departments at the School have a dominant role in determining the responsibilities and work environment for fixed-term faculty.

Fourth, these fixed-term physician faculty tend to spend many years at the School. By definition, a physician has a terminal degree, i.e., M.D. or D.O. Thirty percent of the full-time fixed-term faculty have been with the School for more than five years. They have devoted their clinical careers to the School and its mission. In so doing, they have devoted their careers to the University. They are committed to their contribution to the School and the University.

What is happening at other medical schools?

Over 70% of the medical schools across the nation have created (non-tenure) faculty tracks specially suited for physicians who spend the preponderance of their time seeing

patients and teaching students and other learners. These medical schools have recognized the need for these physicians and recognized the importance of providing a setting that clearly demonstrates the physicians are valued faculty members. The clinical faculty tracks at these universities vary in how they are defined and in what the faculty's responsibilities are. The universities listed below demonstrate the breadth of institutions that have already taken action similar to this proposal, and are offered just as a sampling.

- Duke University
- East Tennessee State University
- Emory University
- Florida State University
- Marshall University
- Medical College of Wisconsin
- New York University
- Northeastern University of Ohio
- Oregon Health Sciences University
- State University of New York – Upstate Medical University (Syracuse)
- University of Alabama
- University of Illinois at Chicago
- University of North Carolina School of Medicine
- University of North Dakota
- University of South Carolina
- University of South Dakota
- University of Virginia
- Texas Tech University
- Wake Forest University
- West Virginia University

In an article published in *Academic Medicine* in 2001, Jones and Gold noted that medical schools are increasingly using contract-term appointments, rather than tenured appointments.[1] They reported that 61 medical schools had clinical tracks in a survey done in 1985; by 2001, 91 schools reported they had created clinical tracks. (That represents over 70% of the 126 medical schools in the nation at that time.) The authors noted the importance of having long-term physician faculty who are able to devote full-time attention to providing "patient care that is of high quality, is satisfying to patients, and makes efficient use of resources."

The national trend is not an attempt to obviate tenure but instead is recognition of the changing nature of patient care in medical schools. In the past, medical schools were primarily a venue for teaching and research. However, across the nation today, medical schools are a very necessary focal point for patient care for a large surrounding region. This requires enlisting fixed-term faculty to meet the dual goals of teaching and providing clinical care.

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[1] Jones RF, Gold JS: The present and future of appointment, tenure, and compensation policies for medical school clinical faculty. *Academic Medicine* 2001;76(10):993-1004.

Position on Fixed-Term Faculty by the Administrative Council in the School of Allied Health Sciences
February 21, 2006

Background

This report reflects the overall views of the School of Allied Health Sciences (SAHS) Administrative Council (department chairs, associate and assistant dean, chair of the SAHS faculty) and offers insight into the history, hiring, retention, evaluation, and promotion of its fixed-term faculty. Fixed-term faculty in SAHS are recognized as valued and contributing members of their departments, and their commitment to and participation in the academic vitality and growth of the University should be supported and rewarded.

Fixed-term faculty have been an integral part of the educational, service, and clinical processes within SAHS since its beginning in 1967. In the early years, doctoral degrees within the varied allied health disciplines were not available, with most degrees being offered at the Bachelor's or Master's levels. Early faculty with these degrees were hired into tenure-track positions, and as more faculty with discipline specific and related doctoral degrees (e.g., Ph.D., Ed.D., Sci.D.) became available over time, they were hired into the tenure-track positions, limiting non-doctoral degree faculty to fixed-term positions.

Fixed-term hires within SAHS continue to this day for several reasons. First, there are more faculty and clinical position openings available than there are doctoral level applicants to fill them. Second, required clinical field experiences of students can be supervised by faculty that only need Master's degrees—a clinical position not often considered by many doctoral level faculty. Third, some allied health disciplines (e.g., physician assistant) do not offer a doctoral degree, restricting hiring to Master's level faculty who often come to academe from clinical practice positions with little or no experience in the classroom. Fourth, some Master's level professionals are hired primarily into fee-for-service clinical roles where they provide services to patients, often with the assistance of students as part of a clinical field experience. Without fixed-term faculty, the School would be unable to meet its teaching and clinical missions resulting in the termination of some departments and clinical support services (e.g., the Speech and Hearing Clinic within the Department of Communication Sciences and Disorders; the Physical Therapy Clinic with ECU Physicians).

In the Department of Physician Assistant Studies, position vacancies are advertised for the hiring of faculty into either fixed-term or tenure-track positions. Many candidates, typically from health care delivery settings, choose the fixed-term employment option because they lack the background to conduct research and publish in refereed journals. However, their excellent clinical experiences make them highly effective educators that can impart practical information and real-life examples that help develop well educated

and competent physician assistants.

Current Role Recognition

As a result of this critical need for fixed-term faculty, SAHS has included in its current Unit Code of Operation, guidelines for the appointment, subsequent appointment, evaluation and promotion of fixed-term faculty, that are in compliance with the *ECU Faculty Manual*. Because of the diversity within SAHS, the School has delegated authority for decision making in the area of personnel to the departments, an option available in the *Faculty Manual*. Appointments and subsequent appointments require that applicants for and faculty in fixed-term appointments meet educational and work experience requirements specified by that department. The level of appointment is dependent on the extent of the candidate's education, appropriate work experience, and other related factors as required by each department. The department Personnel Committee will determine if the fixed-term faculty member meets the department's guidelines (e.g., quality of teaching, research, and clinical or professional service).

The SAHS Unit Code of Operation also provides fixed-term titles such as Lecturer, Clinical or Research Instructor, Clinical/Research Assistant Professor, Clinical/Research Associate Professor, Clinical/Research Professor). The process for fixed-term promotions in the Code specifies employment lengths and the submission of a portfolio that documents quality/performance requirements needed by a department's Personnel Committee for review and consideration. The same salary increases granted for promotion of tenure-track and tenured faculty by SAHS are also awarded for the promotion of fixed-term faculty, providing for equity in the recognition of contributions by both tenured/tenure-track and fixed-term faculty.

Future Needs

Two years ago, the Dean met with the SAHS Faculty Council to request that they review and report on the practice of hiring, evaluating, and promoting fixed-term faculty. The Council decided to delay its efforts because the Office of the President and the ECU Faculty Senate also decided to study the issue. To date, little progress has been made on this issue and the SAHS Faculty Council addressed the need for guidance through its current approved Unit Code of Operation. However, there is still a need by units and the University to address other complex and highly individualized issues as follows.

1. How are multiple year appointments awarded, and what would be a maximum fixed-term contract? Would they be tied to promotions and how? In some cases, multiple year appointments would not be appropriate. For example, in cases where clinical practice appointments are dependent on patient referrals and income, multiple year appointments would not be practical. In addition, fixed-term faculty in research appointments would be limited to the term of their grant project(s).
2. What is the role of fixed-term faculty in serving on search committees for other fixed-term faculty, or serving on committees and voting on policy related to fixed-term faculty? Candidates for fixed-term positions may feel disenfranchised by a

process in which fixed-term faculty cannot participate on the search committee. Candidates may decide that that they will not have the ability to fully participate in departmental decisions if they are hired; a potential disincentive to successful recruitment.

Recommendation

The Administrative Council in SAHS respectfully requests that any resulting Task Force report:

1. be sensitive to the diversity of teaching, clinical, and research fixed-term positions and their combinations (e.g., teaching and clinical, research and teaching) across campus;

2. provide general guidelines for hiring, evaluation, subsequent appointment, and promotion that can be used by unit or department Personnel Committees in developing more individualized guidelines; and,

3. offer fixed-term faculty genuine opportunities to participate in shared governance.

Please feel free to contact the School of Allied Health Sciences Dean's Office should you have questions or need additional information. Thank you for your thoughtful consideration of this position paper.

Fixed-Term Faculty Report
School of Nursing
April 4, 2006

Introduction

Fixed-term faculty have been a vital, valued and contributing part of our teaching mission since the school was established over 45 years ago. Fixed-term faculty continue to be recognized as essential to the school's existence, vitality and growth. The school currently employs 29 tenured or tenure earning faculty and 47 fixed-term faculty (includes 5 faculty who retired from tenured positions last year and continue to work part-time). This proportion of fixed-term or non-tenure earning faculty is consistent with the majority of nursing programs around the country where the growing shortage of nursing faculty continues to pose a serious challenge for all educational institutions. The doctorate is the terminal degree in Nursing. Since the mid 1980's a terminal degree has been required for tenure-track appointment in the School of Nursing.

Many factors contribute to an inadequate supply of nursing faculty. A number of recent national reports have identified some of the issues: (AACN, 2003, 2005)

- Faculty Age - The average age of nursing faculty continues to climb, narrowing the number of productive years nurse educators can teach. The average age of doctorally prepared faculty in University nursing programs is 53.5 and the median age of persons completing doctoral programs in nursing who are potential faculty is 46. Since the average age of retirement of nurse faculty is 61.5, a wave of retirements is expected across the US over the next decade. ECU has had 8 nurse faculty retirements in the past 2 years and we have 3-4 more who plan to retire within the next 12-18 months.
- Salary Differentials - Higher compensation in clinical and private sectors is luring current and potential nurse educators away from teaching. Nurses with graduate degrees in clinical practice settings earn on average $20,000/year more than nurse faculty. Depending on the specialty area this figure could be 2-3 times larger.
- Master's and doctoral programs in nursing are not producing a large enough pool of potential nurse educators to meet the demand. From 04-05 graduations from master's program grew by 6.9% and graduations from doctoral programs grew by only 2%.

Thus, one of the major reasons for the large number of fixed-term faculty in Nursing is that the availability of doctorally prepared faculty in nursing is extremely small. Approximately 10% of the 2.9 million nurses in this country have a graduate degree with less than 2 % having a doctoral degree. Nursing education programs are highly regulated by the state Board of Nursing and by specialized accreditation. Unlike other undergraduate majors, clinical experiences for pre-licensure nursing students must be directly supervised by faculty and NOT assigned to preceptors or practicing professionals in the work environment. Thus, the nursing faculty role includes supervising students in the provision of direct patient care in a variety of health care settings in addition to the

usual responsibilities of University faculty. Teaching, research and scholarship requirements for tenure earning faculty appointments are especially challenging for nursing faculty. Nursing is a clinical practice discipline in which the health and safety of patients is paramount. This factor requires that nursing education programs have faculty who are current in patient care technologies and therapeutics across many patient care arenas. The health care industry in which nurses work is exceedingly dynamic. New knowledge about health promotion, disease prevention and medical treatment is an ever-present constant. Patient care therapies often shift quickly with new discoveries about more effective treatments or about the unhealthy risks of current treatments. For tenure-track faculty balancing the teaching, research and scholarship, and service demands with the necessity of remaining clinically sharp in the practice of nursing is challenging and often unachievable. The availability of fixed-term faculty to conduct the intense clinical teaching of the school allows the tenure-track faculty to pursue the work necessary to become tenured and advance the school's research and scholarship agenda. In addition, regulatory bodies have strict standards for patient care practices in health care agencies including the credentialing of health care workers who are employees as well as faculty and students who deliver patient care in those agencies. Fixed-term faculty are the persons who maintain the credentials specifically required by particular agencies in order to continue in this essential teaching role.

Description of Fixed-Term Faculty

Fixed-term faculty in the School of Nursing carry titles of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professors. These titles are determined at the time of the hire based on the background and accomplishments of the candidates being hired in relation to the school's description of the regular professorial ranks. Salary determination is also based on these same factors as well as a review of the comparable salaries at ECU and our benchmark American Association of Colleges of Nursing (AACN) schools. Most of the fixed-term appointments are 1 year appointments but we do have a few that have been 2-3 years. Among our current fixed-term faculty are MSN prepared clinical experts, one MD, and three 3 PhD prepared nurses who chose fixed-term rather than tenure-track appointment.

Fixed-term faculty contribute to the school's teaching, research, and service missions with actual roles varying by individual. Most fixed-term faculty have heavy clinical teaching responsibilities in the pre-licensure BSN program and in Phase I of the Alternate Entry MSN (these are also pre-licensure students). In addition, fixed-term faculty are delivering patient care in several settings as part of the school's mission to improve quality and access to health care services. Fixed-term faculty also teach in the classroom depending on their specialized expertise in relation to the course content. Fixed-term faculty serve on the school's standing and ad hoc committees and fully participate as voting faculty in the school's decision making processes in accord with the School's approved code. These decisions involve almost every aspect of the school including curriculum, student matters, faculty awards and other general operations of the school. Fixed-term faculty are excluded from voting only in those situations which are explicitly dictated by the ECU faculty manual.

Fixed-term faculty, as are all nursing faculty, evaluated annually by the Department Chair. Their work assignments are determined by the Department Chair in consultation with the Associate Deans for the Undergraduate and Graduate programs. These work assignments may vary from year to year depending on enrollment and specific course needs. They are also included in the schools annual salary reviews and receive salary adjustments based on performance and recommendation by the Department Chair. Salary levels for fixed-term faculty are parallel to those of tenured and tenure-track faculty.

Fixed-term appointments are renewed in accord with the ECU Faculty Manual. The school's Personnel Committee reviews (including annual performance evaluations) and recommends fixed-term faculty appointments to the Department Chair who forwards the recommendation to the Dean.

What do we need in the future?

- Flexibility. The school needs as much flexibility as possible in the hiring, length of contracts, work assignments, voting privileges, performance evaluation and compensation of fixed-term faculty. The school's teaching needs vary greatly from one semester to another and having limitations on how we use fixed-term faculty will seriously impede our success in executing the school's programs.
- More opportunities for fixed-term faculty to participate in shared governance - voting privileges in some of the currently restricted areas should be a decision for the school not mandated by the university.
- A better defined system for rewards for fixed-term faculty including opportunities for promotion within the non-tenure earning category.

Joyner Library

Academic Library Services has not employed fixed-term faculty. There has been discussion related to developing one two positions to be used in response to specific short-term priorities that might be associated with grants or limited projects.

William E. Laupus Health Sciences Library
Division of Health Sciences
East Carolina University

Use of Fixed-Term Contracts
April 3, 2006

The School of Nursing was established in 1959 and used the services of Joyner Library until the Health Affairs Library was established in 1969 in response to the establishment of the School of Allied Health Sciences. The Mission of the new "Health Affairs Library" was to support the growing need for specialized health information services for the Schools of Nursing and Allied Health Sciences. Nursing and Allied Health Sciences were both administered under Academic Affairs so it was logical for the Health Affairs Library to model its staffing practices after those of Joyner Library.

When the School of Medicine was approved for East Carolina, the role of the Health Affairs Library was expanded to include the School of Medicine. Funding for the now renamed Health Sciences Library came directly from the legislature as part of the SOM funding. The number of librarians employed to serve this expanded mission had increased to 13 by the time the Health Sciences Library moved with the SOM to the new Brody Medical Sciences Building in 1981. History suggests that with the move to the west (medical) campus many of the differences in professional library practice that exist between Joyner Library and the Health Sciences Library began to emerge. Emphasis on information for the clinical and doctoral research programs clearly distinguished the HSL from the then undergraduate mission of Joyner Library. As their specialized mission clarified, the faculty of the HSL adopted high standards for tenure and promotion within their unit code including the requirement of a second master's degree for tenure and promotion. The emergence mandatory continuing education, certification and finally professional credentialing through the Academy of Health Information Professionals of the Medical Library Association imposed additional professional on librarians employed at the HSL that do not exist for Joyner faculty. These actions reflect similar practice standards found throughout the biomedical sciences.

Recruiting librarians to come to Greenville has never been easy. Throughout the 1980's and 1990's the HSL, now renamed Laupus Library, was known as a great training ground. Rigorous tenure and promotion requirements were viewed as a deterrent by many potential candidates, but new MLS graduates, appointed to initial three-year tenure-track contracts, would come to Laupus Library, work to gain experience for two or three years and then resign to move to other libraries in more desirable locations. Excluding the Director, of the 13 -16 faculty employed during this period, the number of faculty to earn tenure never exceeded five at a single time. In an effort to encourage more librarians to work toward tenure, the requirement for the second master's degree was dropped with the 1998 revision of the Laupus Library Unit Code.

Working at Laupus Library requires librarians to hold an earned Master's degree in Library Science from an ALA accredited library school, and possess excellent knowledge

and skills (or the ability to be trained to have these if they are new graduates). In addition, health sciences librarians must be highly service oriented and have exceptional interpersonal skills. As a result of experience with several unsatisfactory hires in 1998 and 1999, when strong candidates did not fulfill their anticipated promise, the library began use of fixed-term contracts for all new professionals recruited. By doing this, newly hired librarians had one year to become familiar with the library and their specific job role before having to take on the extra duties required on the tenure-track. During this period, library personnel could get to know the new faculty member and judge the quality of his/her knowledge, skills, work ethic, productivity and service orientation. Having to carry an unsuccessful employee up to three years on an initial tenure-track contract adversely impacts the quality of service provided to our clients, is expensive to the library and the university, and has a decidedly negative impact on library team morale. Through the use of fixed-term contracts, faculty who fail to perform satisfactorily are not offered further employment. Based upon our recruiting history and experience with new graduates, a second one-year contract would be offered to ensure the best orientation of new graduates to their professional role in the library before transitioning to the tenure-track. Throughout the late 1990's, faculty appointed on fixed-term contracts were expected to migrate to the tenure-track after this initial year or two of employment.

In the early 2000's, the ECU Faculty Senate passed a ruling under which any candidate seeking to convert from a fixed-term contract to the tenure-track had to re-apply for their position. The faculty on fixed-term contracts saw this very negatively. As a result of this ruling, and not wishing to lose good librarians, the Director implemented choice options for librarians who had satisfactorily fulfilled their initial fixed-term contract.

Once the Personnel Committee recommends a fixed-term faculty member for further employment, the Chair of the Personnel Committee and the Director meet to brief the faculty member on the requirements for performance of professional duties, research and service for the initial 3-year tenure-track appointment, and the requirement of having to reapply for their position in an open faculty search. They are also briefed on their other choice, a 3-year fixed–term contract. During this half of the briefing those aspects of fixed-term contracts traditionally considered less desirable than the benefits of the tenure-track, namely, lack of faculty voting rights and employment security beyond the term of the contract and clearly presented. The faculty member is then given a period of time to consider his/her options and respond to the Director on their choice.

Since the institution of these choices, not one faculty member has chosen the tenure-track. Why? There seems to be several factors working toward this result. Librarians who are doing a good job cannot easily understand why they must re-apply for their job if they wish to change to the tenure-track. In order to more quickly gain broader experience and promotion, younger librarians (Generation X and Millennial workers) expect to move frequently in their careers. They do not see this happening quickly at only one institution and especially with all the requirements of the tenure system. They are interested in good salaries, access to state-of-the art technology and want to go home at 5 o'clock to pursue other areas of their lives beyond their profession. As has previously been stated,

Greenville is a great training ground for newer, younger graduates who do not have roots in our community. Once they have gained the experience they think they need they move on to other, often better, positions for which they are now qualified in locations offering more attraction than Greenville.

As a result of a very tight marketplace for qualified health sciences librarians, our base salary has risen from $27,000 in 1997 to $40,000 for a 12 month contract. We endeavor to maintain a fair balance between ever rising starting base salaries and compensation to librarians with longer service to the university. A recent audit of Laupus Library salaries by the Vice Chancellor for Human Resources, Division of Health Sciences, yielded the following results:

Tenure-track: (4 positions – 57%)
Professor - None
Associate Professor – None
Assistant Professor – 4 (Median salary $55,102)

Fixed-Term: (3 positions – 43%)
Clinical Professor – None
Clinical Associate Professor – None
Research Assistant Professor – 1 (Median Salary $54,525)
Lecturer – 2 (Median Salary $47,185)

Length of service, professional specialization and supervisory responsibility comprise the major factors that result in salary differentiation among librarians. These data document that librarians, whether on fixed-term faculty or tenure-track, are treated equitably.

The use of the initial one-year fixed-term appointment has, to date, worked well and is a needed safety net for the library and the university. Imposing long, multi-year requirements for fixed-term appointments, while attractive to the individual faculty member being recruited, will make achieving the quality of faculty needed for our growing health sciences program very difficult. Experience has proven that building a skilled, cohesive, highly productive and service oriented health sciences library faculty in Greenville, NC requires the incremental flexibility provided by initial one-year fixed-term and subsequent multi-year fixed-term contracts developed with both the best interests of the library and the employee mutually considered.