Report of the Ad hoc Committee on
Full-time Non-Tenure Track (NTT) Faculty
(4/18/13)

Committee members:
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  Academic Specialist Rick Arrowood, CPS-Graduate Programs
  Professor Javed Aslam, CCIS
  Professor Neil Alper, CSSH-Economics
  Academic Specialist Melinda F. Drew, Law
  Professor Dale Herbeck, CAMD-Communication Studies
  Clinical Instructor Sonya L. Larrieux, BCHS-Physical Therapy
  Professor Peter H. Wiederspahn, CAMD-Associate Dean
  Professor Ronald Willey, Chemical Engineering
  Professor Jeff Born, CBA-Finance & Insurance
  Academic Specialist Daniel Quinn, COS-Psychology

Background to the Charge

With the continually changing role of full-time, non-tenure-track faculty in the academic programs at Northeastern University, the time is right to examine their roles at NU, and their rights and responsibilities as members of the NU community at the department/program, college, and university levels.

Committee Charge

In a report to the Senate, the Committee should address the following issues and make any recommendations for Senate resolutions deemed appropriate by the Committee:

1. Provide an overview of the utilization of full-time, non-tenure-track faculty at NU over the past decade and how this utilization compares to NU’s match-mate institutions. Also provide an analysis of how these faculty members are used in the Colleges and individual units in which they are employed, including a description of their responsibilities in both academic and administrative realms;
2. Provide an overview of the longevity of full-time, non-tenure-track faculty on the Northeastern faculty with the aim of exploring policies (such as professional development) relevant to those faculty members;
3. Provide an overview of full-time, non-tenure-track faculty compensation, benefits, and titles and how they compare to similar positions at other colleges and universities, particularly those in the greater Boston area;
4. Examine the rights and roles of full-time, non-tenure-track faculty in the governance of the units (department/program/school and college) in which they are employed and in the University as a whole. Provide a comparison to their peers at NU’s match-mate institutions.
A. RECOMMENDATIONS

GOVERNANCE

1. All full-time faculty members should have a voice in decision-making and a role in shaping policy within the University.

2. All full-time non-tenure track faculty members should be eligible to vote in Faculty Senate elections and to serve on the Faculty Senate.

3. All academic units should include full-time non-tenure track faculty members in unit-level self-governance on issues related to non-tenure track faculty.

TITLES

4. All full-time non-tenure track faculty members should have titles that fully reflect and recognize their contributions to the university.

5. A promotion process with appropriate procedural safeguards should be created for all full-time non-tenure-track faculty members.

6. The title of academic specialist should be abolished and the Faculty Senate should appoint an ad hoc committee on faculty title nomenclature to develop suitable alternatives.

COMPENSATION

7. All full-time non-tenure track faculty members should be compensated at levels comparable with peer institutions.

8. All full-time non-tenure track faculty members should be eligible for professional development funds.

POLICIES

9. The charge of the Faculty Development Committee should be expanded to include issues related to all full-time faculty members.

10. The Faculty Senate should conduct a survey of all non-tenure track faculty members with questions related to governance, titles, compensation, and policies.

B. ACTIVITY SUMMARY

The NTT Committee was organized in early 2012 and completed its work in April, 2013. Its major activities included:
(1) Developing and using a survey instrument designed to evaluate the roles and responsibilities of NTT faculty at Northeastern University and how the efforts of these faculty are assessed, supported and rewarded by their academic units. The survey also examined the longevity of NTT faculty and their inclusion in governance and policy making in their academic units and colleges.

(2) The committee also surveyed the roles and responsibilities of NTT faculty at matchmate institutions in the Colonial Group: Boston College, Boston University, Brandeis University, Syracuse University and Tulane University.

(3) The committee also gathered information from recently conducted studies of the roles and responsibilities of NTT faculty at other institutions. These included a major study recently completed at the University of Maryland.

(4) Developing, debating, and bringing forward a list of recommendations (above) for consideration by the Senate Agenda Committee and the Faculty Senate.

C. RESULTS OF ON-CAMPUS SURVEYS

College of Professional Studies (prepared by Rick Arrowood)

With the exception of three tenured faculty, two of whom serve in administrative roles, non-tenure track faculty comprise the entire fulltime faculty at the College of Professional Studies (CPS). Non tenure track (NTT) faculty serve with the title of Academic Specialist and with the rank of Assistant and Associate. The vast majority of NTT faculty have been employed by the CPS less than three years; although some were employed in as adjunct lecturers prior to their fulltime appointments. As of December 14, 2012, CPS employs 84 Assistant Academic Specialists and 13 Associate Academic Specialists. In addition to the NTT faculty, the CPS continues to rely on more than 960 active adjunct lecturers to support teaching needs.

To complement and support the CPS’s scholar-practitioner mission, the NTT faculty focus on teaching with a relatively new vision of scholarly activity at the undergraduate, graduate or doctoral levels of education. Teaching in each program varies in relation to the number of courses taught, however, most NTT faculty teach an average of 36 credit hours, or 12 courses over a twelve-month academic year. Defined as “overload” activities with associated “points”, NTT faculty are offered additional responsibilities and opportunities to support the CPS in the areas of program development, program course needs, administrative duties, and scholarly research residencies. While teaching is core to the role of an Academic Specialist, additional emphasis is placed on service to the CPS. Service roles may include, but are not limited to, academic advising, doctoral thesis advising, committee or workgroup involvement, open houses, etc.

CPS recently established a formal process for promotion consideration, and each rank requires a minimum of three years’ service at the current rank, or the equivalent experience elsewhere. NTT faculty are appointed to a renewable one-year term, although
changes in promotion policy now allow for up to a five-year appointment contingent on rank and term of employment at CPS, or elsewhere. Demonstration of teaching excellence and scholarly accomplishment, as supported in a professional dossier, is a requirement for promotion consideration. Aside from the promotion policy, NTT faculty are required to produce a self-assessment and accompanying file of documentation for an annual review process or merit consideration.

Although unknown at the time of this report, it is believed that the vast majority of NTT faculty at the CPS hold a doctorate or professional degree, and many hold a terminal degree within their respective discipline. CPS faculty seek additional opportunities to enhance professional and academic growth including funding to “support attendance and participation in scholarly conferences, purchase of scholarly or technology-related software and books or other professional development needs” through the newly launched Center for Advancement of Teaching and Scholarship (CATS). For the first time this academic year, NTT faculty were allocated up to $1,500.00 for professional development through a centralized professional development fund. NTT faculty are now also able to apply for CATS funding to support research, scholarly activity or seed money “to refine a research initiative or begin a scholarly activity” through the newly-established Center for the Advancement of Teaching and Scholarship (CATS).

Finally, some departments or divisions within the CPS have faculty meetings coordinated and chaired by administrative Associate Deans; yet, there is no formal “faculty council” whereby NTT faculty participate in an official faculty governance role or voting capacity. As CPS continues to be in “growth mode,” it will be imperative for NTT faculty to have peer-elected representation not only at the College level, but also the University level.
The non-tenured track faculty of Bouve College is composed of 97 members who are ranked across several levels. They are responsible for teaching across all years within their prospective programs and departments from the first to terminal year of their program. Instruction includes both didactic and clinical courses, at both the undergraduate and graduate levels NTT faculty titles include Lecturer; clinical Instructor; research professor; & co-op coordinator and ranks include assistant, associate & senior.

The table below reveals the distribution of NTT faculty within Bouvé as of the 11/30/12.

<table>
<thead>
<tr>
<th>Academic Specialists:</th>
<th>Assistant</th>
<th>Associate</th>
<th>Senior</th>
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<tbody>
<tr>
<td>2 Lecturer*</td>
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<tr>
<td></td>
<td>___ Senior Lecturer</td>
<td>___ Principal Lecturer</td>
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<td>Clinical Instructors</td>
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<td>12 Assistant</td>
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<td>Clinical Prof./Specialist:</td>
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<td>Executive Professor</td>
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<td>___ Assistant</td>
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<td>___ 1 part time: visiting</td>
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<tr>
<td>Research Professor</td>
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<td>___</td>
<td>___</td>
</tr>
<tr>
<td>11 Assistant</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>___ Associate</td>
<td>___</td>
<td>___</td>
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<tr>
<td>___ 1 Senior</td>
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<tr>
<td>Co-op Coordinator</td>
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<td>___</td>
<td>___</td>
</tr>
<tr>
<td>3 Assistant</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>___ Associate</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>___ 4 Senior</td>
<td>___</td>
<td>___</td>
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</tbody>
</table>

*The 2 lecturers are not ranked as assistant, associate or senior

The NNT faculty have numerous service and administrative responsibilities across Bouvé. At the school, departmental and/or program level T/TT and NTT/T faculty are full voting members on all committees except for tenure and promotion. Examples of University & community service: delivered by this cohort of faculty are: participation in orientation; “Welcome Days”; community connections through Boston public school programs (Edward M Kennedy Academy for Health Careers); health and screening service to vulnerable populations (The Health & Wellness Van); members of College, department & program committees (i.e. Academic Standing, Accreditation, awards); Community Service Learning; attend & actively participate in faculty meetings and retreats; many are active participant of committees of professional organizations – i.e. Massachusetts Association Board of Directors for Physician’s Assistants

Six NNT faculty members at the clinical instructor, assistant &/or associate clinical professor ranks also hold administrative titles (i.e.: assistant dean, associate dean, director). NTT faculty also have academic advising responsibilities, are members of the Deans Leadership Team; supervise staff and clinical placement officers; sit on administrative department councils; members of the Bouvé Graduate Committee; Bouvé Clinical Faculty Promotions Committee.
There has been an upward trajectory of T/TT and NTT faculty from 1968 to through 2011 as shown in the graph below. Some highlights of this trend include an equal number of hire between the two cohorts in 1970. The widest gap was seen in 1993 when there were three times more TTF than NTTF. In 2007 the two cohorts were equal. In 2011 NTT faculty began to plateau while TTF continues to climb.

Scholarship is not \textit{required} or \textit{expected} at the college level, however, scholarly activity is \textit{encouraged} by all Bouvé College faculty members. Scholarly work as well as “scholarship of teaching and learning” is \textit{expected} of some disciplines [i.e. Pharmacy]. Continuing Education is \textit{required} by other disciplines [i.e. Nursing, Physician Assistant]. While the accrediting body of some disciplines \textit{requires} scholarship in the form of case reports, textbooks conference presentations or clinical specialty certification of clinical faculty [i.e. Physical Therapy]

Funding is available for attending conferences, continuing education, professional membership dues. Disbursement of funds varies among units, but in general:

- Effective with fiscal year 2012 the per capita allocation is $2000 for all faculty. The College no longer distinguishes allocations for TT & NTT faculty
However disbursement is at the discretion of the individual department chairs
• Some units pool unused funds to support other faculty development needs

Examples of some resource variations and other resources include:

• Full funding to attend national professional meeting (Physician Assistant)
• Annual $1000 per co-op coordinator for attendance to conferences, seminars, membership dues to professional organizations
• Consultants to assist with grant writing and manuscript review and editing [Nursing]
• Director of Physical Therapy Teaching Excellence
• N.E.R.V.A.N.A. – a consortium of 6 colleges that discuss various topics; i.e. mentoring of clinical faculty
• Bouvé Clinical Faculty Development Series

NTT clinical faculty is evaluated via an annual merit review process of their department or unit. Each unit has the same process, but variations may exist by department as it relates to the weighted value of the evaluated criteria for TT and NTT faculty. The primary evaluation criterion is the assessment of teaching for clinical faculty and is based upon student teaching evaluations, peer observations and other documentation of teaching. Service and scholarly contributions are included in the NTT merit review service and scholarly contributions as appropriate.

NTT faculty are involved in college governance and administration. They serve as equal members voting members and chairs – at the department, college & University level with the exception of the Faculty Senate and the College Appointment Tenure & Promotion Committee. NTT faculty are not awarded sabbaticals.

**College of Science (prepared by Dan Quinn)**

In the College of Science here are fifty-four Non-Tenure-Track faculty in these categories: Academic Specialist, Lecturer, Research Professor, Coop Coordinator, Post-Doctoral Teaching Associate, and Visiting Professor.

The breakdown by rank is as follows:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Academic Specialist</th>
<th>Lecturer</th>
<th>Research Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant</td>
<td>5</td>
<td>no ranking</td>
<td>Assistant</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Associate</td>
</tr>
<tr>
<td>4</td>
<td>Senior</td>
<td>1</td>
<td>Post-Doc Teaching Assoc</td>
</tr>
<tr>
<td>Coop Coordinator</td>
<td>6</td>
<td>Visiting Professor</td>
<td>1</td>
</tr>
<tr>
<td>Assistant</td>
<td>4</td>
<td>no ranking</td>
<td>no ranking</td>
</tr>
<tr>
<td>Associate</td>
<td>2</td>
<td></td>
<td>no ranking</td>
</tr>
</tbody>
</table>

NTT faculty in the College of Science teach at all levels of the undergraduate curriculum. Some qualifications to that statement are 1) Research Professors teach rarely, 2)
Lecturers most often to teach at the lower levels in the curriculum, and 3) Coop Coordinators teach Coop courses. Lecturers teach six courses per year and Academic Specialists teach fewer depending on their service and administrative duties.

Service and administrative responsibilities are taken on mostly by Academic Specialists and Coop coordinators. Three Academic Specialists are Head Advisors, one is a Director and one is an Assistant Director. All Academic Specialists have significant advising responsibilities. Most are part of departmental, college, or university committees. One Coop Coordinator is a Head Advisor and one is Director of Coop for the College. Lecturers occasionally do advising and sit on committees.

The scholarly activity of NTT faculty is varied. Research is most of the job of a Research Professor and Visiting Professor. Lecturers and Coop Coordinators do little research. Research by Academic Specialists is not a part of the formal job description but the opportunity is desirable. If done, the amount of research by Academic Specialists varies and is determined by the department.

There is no data concerning the longevity of NTT faculty in the College of Science. The first Academic Specialist in the College began working in 2000.

Participation of NTT faculty in departmental governance is up to the department and varies greatly between and within departments. The College of Science, as part of its constitutional structure, has a standing committee on which sit representatives from most NTT categories. The chair of the College NTT committee is an ex officio member of the College Council.

In the College of Science there is a formal and well defined promotion path for Academic Specialists. However, for Research Professors and Coop Coordinators some process exists, but the situation is not so clear. There is currently no promotion path for Lecturers. Some departments have formal annual review processes for NTT faculty, in others the process is less clear. Creation and clarification of advancement procedures for all NTT faculty would be a large step forward.

Professional development for NTT faculty is inconsistent across the college. There are some resources available at the departmental and college level but these are limited and not uniformly taken advantage of. NTT faculty do a lot of teaching and it is felt that more and regular support would be a good thing. Support for both for day to day activities and for long term thinking about and improvement of teaching would be desirable.

**College of Engineering (Prepared by Ron Willey)**

Non-tenure track faculty are an integral part of mission of the College of Engineering. 25 individuals presently fall under the NTT category as either academic specialists or co-op coordinators. Their length of employment with the University and our College widely vary. There are two or three veterans who have
been NTT, one way or another, within the college for over 20 years. There are at least 5 recent hires with less than 2 years within the college. The NTT roles split into two main categories – providing teaching at the Freshman level – called Gateway Faculty – or as co-op coordinators who place approximately 550 engineering students every six months in career related positions.

The college has long recognized the value NTT bring to the college. For professional development the teaching groups, and many co-op coordinators, are active with the American Society of Engineering Education (ASEE). A number of the teaching groups are frequent presenters and participants. Many of the NTT faculty are provided opportunities to participate in upper-level courses, capstones and directed studies.

Presently NTT faculty do not have representation in the faculty senate nor to a university wide representative group; however, they participate in COE faculty meetings (non-senate voting) and serve on college and departmental committees – especially committees related to the undergraduate education experience. A specific example is the revision of the freshman engineering experience that is in the process of approval throughout the college. NTT were initiating committee members and provided key input into the changes that are being proposed.

In terms of performance review and promotion, in the March 2012, the college formulated a review process for NTT. It parallels the review process expected of faculty and consists of the completion of an annual activity report that than serves as the basis for the merit rating and subsequent merit raises. Also included in the COE report are the College guidelines adopted in 2000 for initial appointment, reappointment, and promotion. COE has a strong desire to foster a strong NTT faculty who are satisfied with this career choice. A number of efforts are made to insure personal and professional growth in these positions. NTT are a key element in carrying out the COE goals of preparing future engineers for enriching and successful careers

The Law School (prepared by Melinda Drew)

The law school’s non-tenure track faculty positions are: Academic Specialists, Clinical Specialists, and an Executive Professor. Of the 4 Academic Specialists, 3 are at the Senior level and 1 is at the Associate Level. There are 2 Senior Clinical Specialists, 1 Associate Clinical Specialist, and 1 Senior Executive Professor (who has a dual appointment to the law school and the business school). Two of the Senior Academic Specialists and the Associate Specialist teach; the third Senior Academic Specialist is Director of the Law Library and sometimes team teaches a course in Legal Research with other library staff. All 3 Clinical Specialists teach.

The NTT faculty has many service and administrative responsibilities in the law school. As previously mentioned, one of the Senior Academic Specialists directs the law library and two other Senior Academic Specialists direct programs (one is the Director of the
Academic Success Program and Disability Coordinator; the other directs the Social Justice portion of the Legal Skills in Social Context (“LSSC”) Program; the Associate Academic Specialist directs the Legal Research and Writing portion of the LSSC Program. All Clinical Specialists direct clinical programs which involve law students in providing legal services to clients. The Senior Executive Professor coordinates a dual degree program in which students can earn a J.D. and an M.B.A.

Other service and administrative responsibilities in which all NTT law school faculty members are involved include: serving on and chairing law school committees (each faculty member serves on at least 2 committees and usually chairs one), academic advising, attending prospective and admitted students’ events, and participating in faculty meetings and retreats. NTT faculty members are voting members of the law school faculty and may vote on all matters except granting tenure and promotion of tenure track and tenured faculty.

In addition to service within the law school and the university, NTT faculty provide service in the Greater Boston and Massachusetts communities through membership in bar associations such as the Massachusetts Bar Association, the Boston Bar Association, and the National Lawyers Guild. Services are provided to individual clients, organizations, and courts.

Several of the law school’s tenured faculty members have been on the faculty since the law school reopened in the early 1960s. There are no NTT faculty members who have been on the faculty that long. Leaving aside those long-term faculty members, the longevity of NTT faculty members as compared to tenured and tenure-track faculty is comparable.

NTT faculty members in the law school are not required or expected to produce scholarship as part of their work. They are, however, encouraged to do so if they wish and they eligible for summer stipends for scholarly work. Additionally, the law school holds monthly colloquia in which scholars present work they have produced or works-in-progress. NTT faculty members regularly attend the colloquia and are welcome to present if they wish to.

Every faculty member is allocated $2,000.00 per year for professional development. That money can be used to attend conferences, buy books relevant to the faculty member’s work, or for other educationally-related activities. In addition, if a faculty member has used his or her annual allotment and is going to present at a conference, he or she may request additional funds from the Dean. Finally, as mentioned above, NTT faculty members are given the same opportunity to obtain summer stipends for scholarly work.

NTT faculty members are evaluated by the Dean to whom the faculty member is responsible which could be the Dean for Academic Affairs, the Dean for Experiential Education, or the law school Dean. Promotion policies are spelled out in the Academic and Clinical Specialists Rules adopted by the law school in 2008. When a specialist is up
for promotion, he or she compiles a dossier which is reviewed in the first instance by the law school faculty and then sent to the Provost’s Office.

As mentioned above, NTT faculty members’ staff and chair committees within the law school and serve on University committees as well, except they do not serve on the Faculty Senate or on committees dealing with tenure and promotion of tenure or tenure track faculty.

NTT faculty members are not granted sabbaticals.

**College of Arts, Media and Design (prepared by Peter Weiderspahn)**

In CAMD, there are currently a total of 79 Tenured / Tenure-Track Faculty and 38 Non-Tenured / Non-Tenure-Track Faculty. The latter fall into three primary professional categories:

1. Academic Specialists;
2. Lecturers;

In the category of Academic Specialists, there are three levels: Assistant Academic Specialists; Associate Academic Specialists; Senior Academic Specialists. There are no additional levels for Lecturers and Post-Docs.

The Non-Tenured / Non-Tenure-Track Faculty play a critical role in teaching and service in all of the eight schools, departments, and programs in CAMD.

The workload for Academic Specialists is teaching five courses (3-2) per academic year, plus one unit (equivalent to teaching a course) of service. The service that Academic Specialists perform ranges from attending open houses for prospective students, student mentoring, curricular coordination, outreach for new part-time faculty, and attending faculty meetings although they are not voting members of the faculty. (In fact, none of the Non-Tenured / Non-Tenure-Track Faculty have voting rights in CAMD.)

The workload for both Lecturers and Post-Docs is teaching six courses (3-3) per academic year with no expectation of service beyond teaching obligations.

The Non-Tenured / Non-Tenure-Track Faculty are not expected to produce scholarship, research, or creative work. Many of CAMDs Non-Tenured / Non-Tenure-Track Faculty are professional practitioners in their discipline and they maintain active and productive in their professional contexts. Activity outside of the university does not factor into performance evaluations nor is it considered for promotions in the case of Academic specialists.

Faculty development for Non-Tenured / Non-Tenure-Track Faculty is primarily at the discretion of each unit Chair or Director. The guidelines for promotion of Academic
Specialists are adopted from the former College of Arts and Sciences, but these are in the process of being updated for CAMD.

**College of Social Sciences and Humanities (prepared by Neil Alper)**

In the 2012-13 academic year (as of the fall term) the College of Social Sciences and Humanities (CSSH) has 41 fulltime non-tenure-track faculty (NTT) in a variety of titles. The most common is lecturer. They can be found in eight of the eighteen departments or programs in CSSH.

The NTT faculty primarily teach in the undergraduate programs of CSSH. In every department/program that employs NTT faculty, they teach at all levels of their undergraduate programs. In two departments/programs the NTT faculty also teach at the graduate level, primarily the masters level.

Service responsibilities for the NTT faculty vary quite a bit within CSSH. Advising responsibilities are primarily at the undergraduate level, while some have responsibilities at the graduate level as well. A few serve on Ph.D. Committees. Service on department/program committees at both the undergraduate and graduate levels is generally voluntary. There are a few situations where NTT faculty are program directors and several in which they are involved in off-campus student activities. Some departments/programs (two) there are no service responsibilities for the NTT, required or voluntary.

Scholarship is not ‘expected’ from the NTT faculty in any department/program in CSSH. Scholarship is encouraged/voluntary in four (half) of the departments/programs. It is rewarded in only one department. Paper presentations at conferences are the primary form for the scholarship.

The CSSH NTT faculty have an average tenure at NU of approximately five years. The tenure of the lecturers is 4.74 years; the tenure of the academic specialists is 5.3 years. For the non-tenured tenure track faculty the average tenure is 3.36 years. The tenured tenure track faculty have an average of 17.67 years at NU.

Participation in governance in CSSH at both the College level and department/program level is very limited. There is no involvement on NTT faculty in CSSH college wide elections or constitutional committees. There is some participation in CSSH Dean’s Office committees, e.g., Faculty Advisors Committee. In two departments/programs the NTT play no role in their governance. In five departments/programs the NTT serve on department committees. One department/program allows NTT to attend faculty meetings, without a vote. Two departments/programs allow NTT to attend faculty meetings, with a vote.

The CSSH has no college wide policies for the assessment and reward of NTT faculty. In six departments/programs there is no formal process to evaluate NTT lecturers. In these departments/programs the evaluations are done by chairs/deans on their own. In
one department/program NTT faculty are evaluated by a special committee. In two
departments/programs NTT faculty (Academic Specialists) are evaluated as if they were
full-time tenure-track faculty.

The CSSH has no college wide policy on providing resources to NTT faculty for
professional development, unlike the program it has for full-time tenured and tenure-track
faculty. Only one department/program provides NTT faculty (Academic Specialists)
with the same development funds as the full-time tenured and tenure-track faculty. The
remainder of the departments/programs (except for two) provides funds on an ad-hoc
basis, primarily for the participation (paper presentation) at conferences.