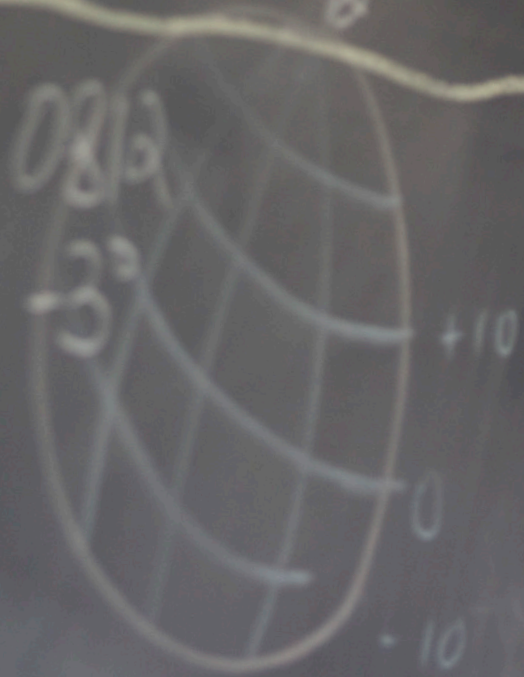




# Report of the Task Force for Non-Tenure-Track Faculty

Submitted to Provost Campbell  
February 2010

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→ [www.bu.edu/ntt](http://www.bu.edu/ntt)

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## Executive Summary

University Provost David Campbell appointed the Task Force for Non-Tenure-Track (NTT)/ Contract Faculty in June 2008 with the charge to examine issues and concerns relating to non-tenure-track faculty on Boston University's Charles River Campus (CRC), study current policies and practices, and help formulate changes that will:

- **Reinforce and enhance the stature and productivity of NTT faculty**
- **Ensure that faculty have clear career paths**
- **Help faculty receive appropriate recognition, support, and compensation**



Both nationally and at BU, academic appointments outside the tenure track have grown substantially in the last thirty years. At Boston University's Charles River Campus, 38.7% of all full-time faculty held non-tenure-track appointments in 2009. The growth in NTT numbers reflects a change in the nature of academic employment as well as in the academic enterprise as a whole. The reasons for this change and its consequences for students, faculty, academic institutions, and the society in general are subject to fierce debate. On the one hand, the trend appears to hold out the prospect of lower costs and greater flexibility; on the other hand, it raises concerns about job insecurity, the weakening of academic freedom, and a lack of commitment and institutional support.

The Task Force reviewed NTT faculty roles, procedures, and practices at the different colleges of Boston University's Charles River Campus, and analyzed data on faculty composition and work satisfaction. In addition, we met with faculty and administrators to discuss their expectations and concerns about non-tenure-track appointments and how they should be handled in the future. We found that NTT faculty are dedicated teachers, advisors, and scholars who value their affiliation with Boston University. They are highly qualified professionals, most with terminal degrees and active research records in their fields. Some are among the longest-serving BU faculty. We also found that there were no clearly defined and well-understood criteria and processes for professional advancement. In some colleges, detailed statements of duties, responsibilities, and evaluation for reappointment do not exist. This situation creates several problems—some real, some perceived. Many NTT faculty members are concerned about unequal treatment, under-recognition of their work, lack of opportunities, and apprehension about being considered second-class citizens by colleagues within the tenure system. Such problems can undermine BU's commitment to the values of equity and fairness and pose an obstacle to creating a great university.

We chose the following principles to guide our discussions. We believe that they should apply across the University:

- **Fairness**
- **Transparency**
- **Incentives for excellence**
- **Administrative and fiscal flexibility**

Based on the above principles, this document makes recommendations on the following issues:

- **Faculty roles and ranks**
- **Initial appointment process—searches, job descriptions, contract length**
- **Reappointment at the same rank—procedures and contract length**
- **Career paths and promotion—evaluation criteria, procedures, mobility between career paths**
- **Change of title and mobility between tracks**
- **Faculty development—mentoring, travel funds, course releases, sabbatical leave, research funds**

While addressing these problems, we consistently confronted a specific difficulty to which we draw particular attention: schools and colleges have their own needs and cultures, but an integrated view of the University is needed for achieving interdisciplinary cooperation and transparent decision making. Moreover, the Strategic Plan of Boston University calls for a "culture and philosophy of One BU." There is an inherent tension between proposing University-wide solutions and allowing different units reasonable latitude to chart the course that makes sense to them. We have tried to steer a middle course, formulating principles that are applicable across the University while providing flexibility for individual colleges to design their own processes.

We summarize our recommendations below, and the full Task Force report elaborates on how our recommendations were derived.

## Faculty Roles and Titles

- Standard professorial titles should be given only to faculty who are expected to contribute in all three areas of research, teaching, and service, as specified by the *Faculty Handbook*.
- Individual colleges may balance their emphases on teaching, research, and service differently depending on the mission and institutional needs of the college. This weight should be reflected in each college's Faculty Expectations document. There should be no difference, however, in expectations for T/TT and NTT faculty holding the same rank and title within the same college.
- NTT faculty who hold appointments at standard professorial titles that have been given in the past with responsibilities for teaching and service, a higher teaching load, and no expectation of research, should be allowed to retain their rank if they so wish and upon recommendation of their department and college.
- Going forward we recommend that in colleges with a tradition of tenure, standard professorial titles be reserved for tenure-track or tenured appointments only.
- The school/college and University administrations should consider, on a case-by-case basis, converting to T/TT those NTT appointments that are indistinguishable in their responsibilities and expectations from T/TT. In colleges where tenure is the norm, these cases will be reviewed by the College Tenure and Promotion Committee. In colleges where tenure is rare, a review process should be established that is consistent with University criteria and with the tenure requirements and procedures of other BU colleges.
- Schools and colleges should have clear and detailed descriptions of the responsibilities and expectations specific to clinical faculty.
- Academic departments should identify ways of increasing the involvement of research faculty in the educational and research agenda of the department, e.g., through regular presentations of their work to students and faculty, seminars and guest lectures, and especially interdisciplinary initiatives.
- The University should explore models for creating incentives for research faculty with proven research records to grow their external funding. Eligibility criteria for this incentive may include seniority in rank and research achievements, among others. For instance, some institutions offer various forms of support to research faculty, such as several months of hard salary support for proposal development and/or advising of doctoral students.
- Schools and colleges should clarify the differences in responsibilities and expectations in teaching, program leadership, service, and professional activities for Lecturer, Senior and Master Lecturer, and then make promotion to the Senior and Master ranks available to appropriately qualified Lecturers.

## Initial Appointment and Reappointment at the Same Rank

- **Searches:** Open *national searches* should be held for all positions of professorial ranks. Research professorial appointments present a special case in that they are further constrained by the terms and duration of grant funding. Appointments at a Lecturer rank should generally be conducted through *local searches*; if schools and colleges occasionally opt to search for Senior or Master Lecturers (as well as promoting faculty internally to these positions, which should be their primary use), a national search may be appropriate.

- Schools and colleges should clarify the criteria and process for selecting and appointing NTT faculty and prepare written guidelines specific to standard, research, and clinical professorial ranks as well as to Lecturer ranks.
- Along with the appointment letter, new faculty should receive a job description that clearly outlines their responsibilities and rights, performance expectations, and renewal process.
- Contract lengths for initial appointments of NTT faculty should ordinarily fall into the following ranges: one year for Assistant Professor and Lecturer, 2-3 years for Associate Professor and Senior Lecturer, and 2-5 years for Professor and Master Lecturer, as shown in Table 1 (page 33).
- Colleges should formulate requirements for reappointment specific to each faculty appointment type—i.e., standard, modified (clinical and research), and lecturer titles.
- The decision for reappointment should be based on explicitly stated criteria for one-year appointments and in addition take into account annual performance reviews in case of multi-year appointments.
- Contract lengths for reappointment at the same rank should ordinarily fall into the following ranges: 1-3 years for Assistant Professor and Lecturer, 2-5 years for Associate Professor and Senior Lecturer, and 3-7 years for Professor and Master Lecturer, as shown in Table 1.
- Notification should follow the established *BU Notification of Reappointments or Non-Reappointment* timetable (*BU Faculty Handbook*, section “Appointment and Reappointment of faculty at the Charles River Campus, item D, 1” [www.bu.edu/handbook/policies/promotions/appointment-cr.html](http://www.bu.edu/handbook/policies/promotions/appointment-cr.html)):
  - **One-Year Contracts:** “Not later than *March 1* if the appointment expires at the end of that academic year; or if a one-year appointment terminates during an academic year, at least three months in advance of its termination.”
  - **Two-Year Contracts:** “Not later than *December 15* of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.” The Task Force recommends that whenever possible a concerted effort should be made to give a notice of non-reappointment by August 31 in order to allow the faculty more time to seek another academic position.
  - **Three- or More Year Contracts:** “One academic year before contract expiry. Not later than *August 31* in the penultimate year of the appointment.”
- We recommend that for a two-year professorial contract, the notification date in the *Faculty Handbook* (December 15 of the second year of service) be moved forward to not later than *August 31* in the penultimate year of the appointment, similar to the three- or more year contracts. Such a change would allow faculty who are not reappointed to start the search for a position in the fall, when most faculty searches are being conducted. Delaying the search until December will most likely have an adverse effect on the faculty member’s chances of finding a position.

## Promotion

- Promotion of NTT faculty should be based on the Faculty Expectations of the individual colleges as approved by the Provost. These Faculty Expectations documents should be specific, stringent, and detailed in describing all criteria for renewal and for promotion. The expectations for NTT Faculty should take into account the specific needs of the college as well as differences in the job descriptions of NTT and T/TT, such as differences in teaching loads, advisory duties, and program or curriculum coordination responsibilities, among others. These discrepancies may lead to different expectations for promotion for NTT and T/TT faculty at the professorial rank working in the same field but in different colleges. However, tenure status cannot be the sole basis for different promotion expectations within the same college. That is, *there should be no difference in expectations for promotion for NTT and T/TT faculty of the same rank and title working in the same college.*
- Schools and colleges should spell out the criteria and process for promotion and appointment of NTT faculty with modified (clinical and research) professorial titles and lecturer titles as distinct from NTT or T/TT faculty with standard professorial titles. The differences must be explained in carefully worded and specific phrasing.
- The promotion of NTT faculty with unmodified professorial titles should differ procedurally from the promotion of NTT with modified professorial titles:
  - Promotion of faculty with unmodified professorial titles should follow the procedure specified in the *BU Faculty Handbook* for T/TT faculty with those titles. The University Appointment, Promotion & Tenure Committee (UAPT) should, however,
    - base their decision on the *NTT Faculty Expectations of the college, not on expectations for T/TT faculty or Faculty Expectations at other colleges;*
    - ensure representation and/or input from NTT faculty who hold the same or higher rank as the one considered for promotion.
  - The promotion reviews of faculty with modified professorial titles should continue to follow the current approach, i.e., they should be conducted at the department and college level, and the recommendations of these reviews forwarded directly to the Provost, eschewing a UAPT evaluation. The individual schools and colleges should develop policies and procedures recommended and approved by the faculty and by the dean that specify the review process, including composition of the committee, requirements for dossier, letters, timetable, etc.
- Non-tenure-track faculty are eligible for promotion after sufficient length of service, and the decision to stand for promotion may be initiated by the faculty member. There is no rigid schedule for promotion but usually a minimal length of service in rank before promotion is expected. The recommendations of the Task Force for typical minimum lengths of service in rank are five and ten years before promotion to Senior and Master Lecturer respectively, and six years before promotion to Associate Professor, as summarized in Table 2 (page 37).
- The promotion procedures should ensure appropriate representation of NTT faculty at each stage in the review and decision process of individual promotion cases.
- Salary raises for promotion should be provided outside the merit pool, as has been recently established.



## Change of Title

- NTT Assistant Professors who have been in the same rank for more than 10 years and have no clear prospect for promotion to Associate Professor, in consultation with and upon recommendation of the department and the dean of the college, may transition to Senior or Master Lecturer. In exceptional circumstances and upon review, an extension may be considered. The University Council Committee on Faculty Policies should develop procedures for implementing this recommendation that take into account the history of NTT appointments and give faculty sufficient time to prepare to meet the requirements of the policy change.
- Any changes of title, whether for groups or individuals, that are effected for reasons other than simple promotion, should be discussed in advance first with the college and departmental leadership and then with all faculty members who may be affected. This discussion should outline the principles informing the change and a clear process for the transition, and allow for faculty concerns to be voiced and answered. This procedure is essential to preserving unit morale and the professional dignity of the faculty concerned.

## Participation in Governance

- The Faculty Council should review the provisions for participation in faculty governance and identify appropriate ways for including faculty who have a considerable length of service at BU but hold Lecturer or Instructor ranks and thus are currently excluded from participating in faculty governance.

## Faculty Development

- The Associate Provost for Faculty Development should work with the schools and colleges to establish a faculty development program to ensure that NTT faculty can produce research and scholarship that meets Boston University's criteria for academic rigor and to ensure that teaching faculty remain professionally active. This program may include but is not limited to:
  - Faculty mentoring
  - Course releases: sometimes even a single course release enables faculty to complete scholarly or professional projects
  - Sabbaticals
  - Research summer stipends; subventions for publication projects; conference travel funds
  - A system of incentives for senior research faculty, such as funds for supporting grant writing and recognizing proven research record and funding procured, that will further the growth of faculty research programs and ultimately external funding. For all internal funding, criteria for eligibility, proposal evaluation, and end-result evaluations should be clearly stated and made broadly available in writing.



1.

## Background and Charge of the Task Force

University Provost David Campbell appointed the Task Force for Non-Tenure-Track (NTT)/Contract Faculty in June 2008 with the charge to:

- Examine issues and concerns relating to non-tenure-track faculty on BU's Charles River Campus (CRC)
- Study current policies and practices

and help formulate changes that will:

- Reinforce and enhance the stature and productivity of NTT faculty
- Ensure that they have clear career paths
- Help them receive appropriate recognition, support, and compensation

### Boston University Schools and Colleges—Abbreviations

<b>CAS</b>	College of Arts & Sciences	<b>SED</b>	School of Education
<b>COM</b>	College of Communication	<b>SHA</b>	School of Hospitality Administration
<b>ENG</b>	College of Engineering	<b>LAW</b>	School of Law
<b>CFA</b>	College of Fine Arts	<b>SMG</b>	School of Management
<b>CGS</b>	College of General Studies	<b>MED</b>	School of Medicine
<b>SAR</b>	College of Health & Rehabilitation Sciences: Sargent College	<b>SPH</b>	School of Public Health
<b>SDM</b>	Goldman School of Dental Medicine	<b>SSW</b>	School of Social Work
<b>GRS</b>	Graduate School of Arts & Sciences	<b>STH</b>	School of Theology
<b>MET</b>	Metropolitan College	<b>UHC</b>	University Honors College

## 2.

# Problem Statement, Underlying Principles & Issues Under Consideration, and Report Organization

Both nationally and at Boston University, academic appointments outside the tenure track have grown substantially in the last thirty years. At BU's Charles River Campus, 38.7% of the full-time faculty were holding non-tenure-track positions in 2009. NTT appointments do not conform to the tradition of continuous employment through tenure that was established by the American Association of University Professors (AAUP) to guarantee academic freedom and was also endorsed by faculty associations and university administrations (AAUP [1940, 1958]). The growth in NTT numbers reflects a change in the nature of academic employment as well as in the academic enterprise as a whole. The reasons for this change and its consequences for students, faculty, academic institutions, and the society in general are subject to fierce debate. On the one hand, the trend appears to hold out the prospect of lower costs and greater flexibility; on the other hand, it raises concerns about job insecurity, the weakening of academic freedom, and a lack of commitment and institutional support.

The Task Force reviewed NTT faculty roles, procedures, and practices at the different colleges of Boston University's Charles River Campus and reviewed data on faculty composition. In addition, we met with faculty and administrators to discuss their expectations and concerns about non-tenure-track appointments and how they should be handled in the future. We found that NTT faculty are dedicated teachers, advisors, and scholars who value their affiliation with Boston University. They are highly qualified professionals, most with terminal degrees and active research records in their fields. Some are among the longest-serving BU faculty. We also found that there were no clearly defined and well-understood criteria and processes for professional advancement. In some colleges, detailed statements of duties, responsibilities, and evaluation for reappointment do not exist. This situation creates several problems—some real, some perceived. Many NTT faculty members are concerned about unequal treatment, under-recognition of their work, lack of opportunities, and apprehension about being considered second-class citizens by colleagues within the tenure system. Such problems can undermine BU's commitment to the values of equity and fairness and pose an obstacle to creating a great university.

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- Reappointment at the same rank—procedures and contract length
- Career paths and promotion—evaluation criteria, procedures, mobility between career paths
- Change of title and mobility between tracks
- Faculty development—mentoring, travel funds, course releases, sabbatical leave, research funds

While addressing these problems we consistently confronted a specific difficulty to which we draw particular attention: schools and colleges have their own needs and cultures, but an integrated view of the University is needed for achieving interdisciplinary cooperation and transparent decision making. Moreover, the Strategic Plan of Boston University calls for a “culture and philosophy of One BU.” There is an inherent tension between proposing University-wide solutions and allowing different units reasonable latitude to chart the course that makes sense to them. We have tried to steer a middle course, formulating principles that are applicable across the University while providing flexibility for individual colleges to design their own processes.

This report is organized as follows: We start by outlining the appointments under consideration and the work process (Task Force meetings, presentations and discussions with faculty committees and administrators, data sources, etc. in Section 3). A brief review of non-tenure-track faculty in the national discussion (Section 4) sets the stage for the review of faculty composition and job satisfaction and faculty roles at Boston University (Sections 5 and 6). Section 7 deals with initial appointment and reappointment at the same rank. Section 8 addresses career path and promotion, and Section 9 addresses changes in title and mobility between career tracks. The report ends with recommendations for NTT participation in shared governance and establishment of a faculty development program (Section 10), and Conclusion (Section 11).



## 3.

# Academic Ranks Under Consideration, Task Force Process, and Membership

## 3.1. Academic Ranks Under Consideration

The Task Force focused its work on faculty holding full-time (9- or 12-month) appointments or 75% FTE non-tenure-track appointments on the Charles River Campus. The academic titles and ranks under consideration and their general responsibilities, as described in the report, include:

- **Standard (unmodified) Titles:** (Instructor), Assistant, Associate, (Full) Professors involved in the traditional triad of research, teaching, and service.
- **Modified Titles:**
  - **Clinical:** (Instructor), Assistant, Associate, (Full) Professor “...primarily provide practical instruction and application of practical knowledge (*BU Faculty Handbook, Classification of Ranks and Titles*).
  - **Of the Practice:** Associate, (Full) Professor are “distinguished practitioners in their respective professions and whose primary responsibilities lie in teaching, mentoring, and service to the University” (*BU Faculty Handbook, Classification of Ranks and Titles*).
  - **Research:** Assistant, Associate, (Full) Professor “fulfill the research qualifications of the standard professorial or Instructor ranks and...work for the University on research supported by external grants and contracts...Research appointments are for the stated term of the appointment with no guarantee or expectation of renewal.” (*BU Faculty Handbook, Classification of Ranks and Titles*).
- **Standard Lecturer Titles:** Lecturer, Senior Lecturer, Master Lecturer (primarily teaching responsibilities)

The Task Force **did not consider** Adjunct, Visiting, and Affiliated/Secondary appointments, Artist in Residence, or Executive in Residence, and part-time appointments at any rank.

## 3.2. Task Force Process, Distribution, and Discussions

**Task Force Meetings:** Starting in September 2008 the NTT Task Force held 11 meetings, and reviewed data and practices and procedures at BU and other universities. The representatives of the different colleges outlined the typical roles of NTT faculty at their colleges and identified areas of concern and possible solutions. A first draft of recommendations was produced in October 2008, and a series of meetings was initiated with senior college administrators and faculty forums (see following page). The feedback was discussed and incorporated in the current recommendations.

### Presentations and Discussions with Senior College Administrators and Faculty

**MET** (10/10/08): Dean Jay Halfond; Tanya Zlateva

**CGS** (11/21/08): Dean Linda Wells, Tanya Zlateva

**COM** (11/25/08): COM Chairs Meeting: Dean Tom Fiedler; Charles Merzbacher, Chair, Department of Film & Television; T. Barton Carter, Chair, Department of Advertising & Public Relations; Susan Blau, Director, Writing Program; Tobe Berkovitz; Tanya Zlateva

**CAS** (11/25/08): Dean Gina Sapiro; Peter Doeringer, Associate Dean for Faculty; Tanya Zlateva

**SMG** (12/15/08): Dean Lou Lataif; Michael Lawson, Sr. Associate Dean, and John Henderson; Tanya Zlateva

**SAR**: Dean Gloria Waters and Wendy Coster

**CFA** (02/27/09): Dean ad interim Walt Meissner; Lynn Allen; Tanya Zlateva

- Provost David Campbell met three times with the entire NTT Task Force and was briefed on preliminary findings and recommendations
- Feedback on NTT faculty roles was received from faculty of SHA, LAW, SED, SSW (*August–September 2009*).

### Presentations and Discussions at Faculty Forums

- CAS Task Force on Lecturers (12/08/08)
- Faculty Council Executive Committee (02/24/09)
- Faculty Council (03/04/09)
- Faculty Council Committee for Appointment Promotion and Tenure (APT) (03/24/09; 04/28/09).

**Data Sources:** American Association of University Professors (AAUP), BU Faculty Climate Survey, BU Faculty Data (Institutional Research)—see appendices for summary.

**Research Studies, Reports from Professional Organizations, Policies and Procedures at Other Universities—** see attached references.

## 3.3. Task Force Membership

Lynne D. Allen, College of Fine Arts

Andrew Bacevich, College of Arts & Sciences

Tobe Berkovitz, College of Communication

Wendy Coster, College of Health & Rehabilitation Sciences (Sargent College)

John Henderson, School of Management

Amala Mahadevan, College of Arts & Sciences

Joellen Masters, College of General Studies

Diane Schneeberger, Office of the Provost

Thomas A. Underwood, College of Arts & Sciences (until December 2008)

Chris Walsh, College of Arts & Sciences (since January 2009)

William Waters, College of Arts & Sciences

Tanya Zlateva, Metropolitan College (Chair)

Patricia A. Jorgensen, Office of the Provost (*Administrative Coordinator*)



## 4.

# Non-Tenure-Track Faculty in the National Discussion

For the last thirty years the share of tenured and tenure-track faculty positions has been declining, while the proportion of non-tenure-track appointments (both full-time and part-time) has continued to grow: In 2007 the number of non-tenure-track appointments nationally reached 68.8% (18.5% full-time and 50.3% part-time) of all faculty appointments, as compared to 43.2% in 1975 (13% full-time and 30.2% part-time). During the same period, tenure-track appointments decreased by half (9.9% in 2007 vs. 20.3% in 1975) and tenured positions decreased by a factor of 1.7 (21.3% in 2007 vs. 36.5% in 1975 (see A1, page 14). The reasons for and consequences of this shift from T/TT to NTT and part-time faculty are still not well understood. In a series of articles and reports, the AAUP raised concerns that NTT faculty lack institutional support and recognition and that NTT growth negatively impacts academic freedom, quality standards, and equity in compensation (AAUP [2003, 2006, 2008, 2009]). In 2006 the AAUP published the first Contingent<sup>1</sup> Faculty Index that provides data by tenure status for U.S. colleges and universities based on the Department of Education's Integrated Postsecondary Education Data System (IPEDS).

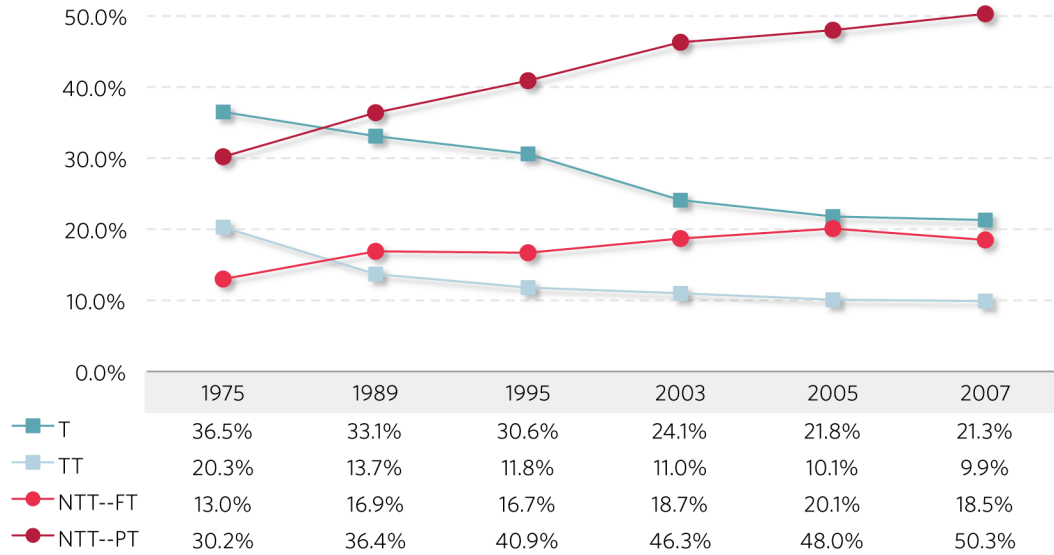
Boston University's faculty composition evinces the general shift toward NTT faculty. In 2007 66% of all faculty were on part-time or full-time NTT appointments (see A2, page 15). This is less than 3% below the national percentage. However, there are two important differences from the national trends:

- While part-time appointments steadily increased nationally, BU's part-time faculty decreased during 1989–2003 and then held steady in the 33%–36% range, remaining 15% below the national average.
- BU's NTT faculty is almost equally split between full-time (31.4%) and part-time (34.6%), in contrast to about a 1:3 ratio of full-time to part-time faculty nationally (A2). This greater reliance on full-time rather than part-time NTT appointments is shared by most research universities. It indicates a more stable and better integrated NTT faculty, but does not eliminate differences in roles and perceptions between T/TT and NTT faculty.

1. The AAUP term "contingent" refers to part-time and full-time non-tenure-track appointments. We prefer and use the term non-tenure-track faculty in this report.

### A1. National Trends in Faculty Tenure Status, 1975-2007

All Degree-Granting Institutions (Source: U.S. Department of Education, IPEDS Fall Staff Survey. Compiled by the American Association of University Professors)

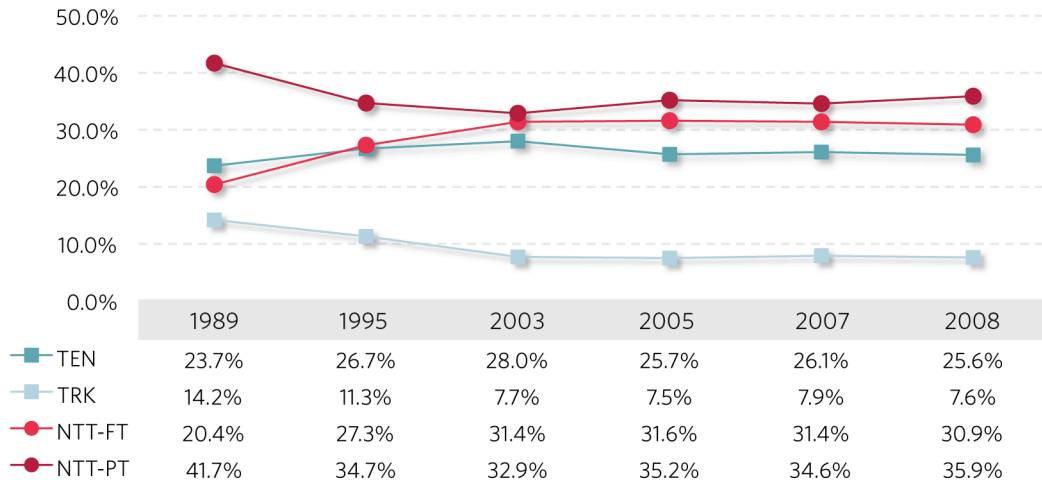


The percentage of full-time NTT faculty for 2006 and 2008 at Boston University and a group of institutional peers is shown in A3. The data account for non-medical faculty but include faculty from schools of dentistry and public health that are typically on term appointments. Among the institutions that have dentistry and public health schools, Boston University, with 47.7% NTT appointments in 2008 and 48% in 2006, is comparable to Harvard (47.2% in 2008 and 45.4% in 2006) and Tufts (47.2% in 2008 and 45.1% in 2006), close to NYU (40.2% in 2008 and 36.4% in 2006), and substantially higher than Northwestern (29.6% in 2008 and 28.7% in 2006), Columbia (17.4% in 2008 and 11.8% in 2006), and U. Pennsylvania (1.8% in 2008 and 2.4% in 2006). These data are indicative of differences between institutions but are of limited use for a meaningful comparison for two main reasons: First, NTT faculty ranks, composition (teaching vs. research vs. clinical), and terms of appointments vary greatly among schools. Second, policies and procedures, both administrative and those relating to faculty governance, strongly affect the status and role of NTT faculty. A meaningful comparison requires detailed knowledge of the institutions as well as of their practices for handling NTT appointments.

What is undeniable is that NTT faculty play an important role in teaching and research across the spectrum of higher education. The significance of this role and its implications for the academic profession and for higher education in general have been discussed in a broad range of venues, including the mass media, professional societies, legislative bodies, research conferences, and faculty and administrative forums. A few systematic research studies have been undertaken on the effects of NTT growth, most conducted in the last five years. We summarize the main results in the following pages.

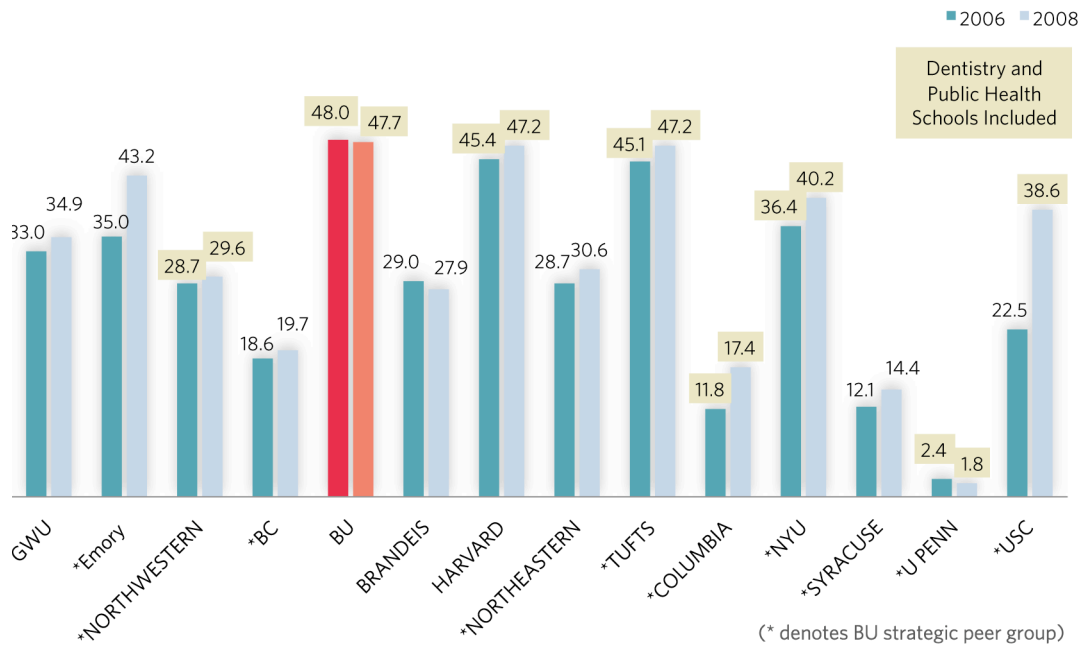


## A2. Boston University Trends in Faculty Tenure Status, 1989-2008



## A3. Percentage NTT Faculty Change at Peer Institutions, 2006-2008

(source IPEDS, AAUP)



Note: These data do not include medical faculty, but include faculty from schools of dentistry and public health. The 48%/47.7% for full-time NTT at BU is comprised of 39.1% on the Charles River Campus and 100% at the SDM and SPH.

The increase in NTT faculty has often been explained almost exclusively in economic terms, blaming university administrations for willful cost cutting and exploitation of “contingent faculty.” In reality, the causes are much more complex and are based on changes in economic structure and in educational and research requirements, and on the efforts of the university to adapt to rising demands and diminishing funding. Recent research has identified several drivers for the growth of NTT faculty (Ehrenberg [2005], Zhang and Ehrenberg [2006], Cross and Goldenberg [2009]):

- Growing importance and cost of science and engineering research. Despite increases in external funding, the cost for research is being borne predominantly by the academic institution.
- Faculty Compensation Differential. The increased demand for research faculty exceeds demand for teaching faculty and has resulted in a positive salary differential between research and teaching faculty. The commercialization of research funding in science and engineering provides additional income sources and intensifies the competition for top research faculty. Hiring NTT faculty thus becomes an attractive alternative for meeting teaching needs and realizing cost savings.
- Elimination of mandatory retirement age for tenured faculty in 1994. The stock market declines in 2000 and 2008 may lead to postponed retirement and impose higher costs and lower hiring rates.
- University efforts to retain faculty who are outstanding teachers, but have less interest in research.

The changing trends in faculty composition point to rapid transformation in three main areas of the academic profession (Schuster and Finkelstein [2006-a, b]; AAUP [2003–2009], Ehrenberg, Zhang [2005])—faculty appointments, academic work, and the institutional system of higher education.

- **Faculty appointments show:**

- Greater stratification: In addition to traditional T/TT appointments, a variety of NTT ranks and titles have become established.
- More flexible and efficient staffing, made possible by part-time and fixed-term, sometimes nonrenewable appointments.

- **Academic work is affected in such ways as these:**

- Opportunities for a traditional academic career have become more limited with the increased separation between research and teaching.
- The ability to respond to new trends and develop new curricula/programs has been enhanced through the hiring of NTT faculty.
- Diminished protection of academic freedom as contract faculty may be less inclined to explore controversial topics than tenured faculty.

- **The institutional system of higher education is also altered: the hiring of NTT faculty leads to:**

- Greater financial flexibility to adjust to changing enrollments
- Increased ability to respond to industry and market demands for new programs/curricula
- Enhanced ability to attract external funding. A study by Zhang and Ehrenberg [2006] suggests that increased usage of NTT faculty boosts external funding, presumably because of reduced teaching loads of T/TT faculty and creating more time for research.
- Corporatization of the faculty, in that the nature of NTT employment is more akin to that of managed professionals rather than to that of tenured academics.

Increases in NTT (both part-time and full-time) may negatively affect undergraduate retention rates (Ehrenberg, Zhang [2005b], Bettinger and Long [2006], Jaeger [2008])—the authors conjecture that this is because NTT are less institutionally connected and thus less cognizant of student opportunities and the curricula of different programs at the academic institution.

Most recently Cross and Goldenberg [2009] published a study that addresses NTT issues at elite research universities. The study is based on the analysis of data, policy documents, and interviews with administrators and faculty at ten universities: five public (University of California at Berkeley, University of Illinois, University of Michigan, University of Virginia, University of Washington), four private (Duke University, MIT, Northwestern University, Washington University), and one mixed private-public (Cornell University). The issues faced by these institutions are similar to those at Boston University. Cross and Goldenberg’s work differs from previous publications in two important aspects: (i) Faculty composition is analyzed in the context of institutional policies and practices and not exclusively through aggregated statistical data (even when the data are collected from similar institutions, differences in the use of faculty titles, hiring and evaluation practices can make them unreliable for meaningful comparisons); (ii) The legitimate and sometimes competing interests of the three major constituents—the faculty, administration, and the institution—are presented in relation to the reality of university administration and faculty governance.

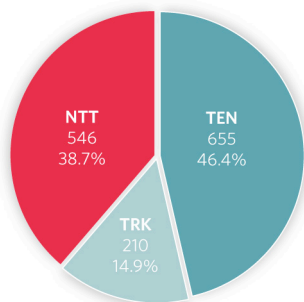
Recognizing the importance of the issues related to the growing number and role of NTT faculty, several universities appointed committees to analyze the status of NTT faculty at their institutions and develop appropriate policies. The Task Force reviewed reports and policies on NTT faculty at Brandeis, Brown, Cornell, Columbia, Duke, Tufts, Rutgers, Rochester, Yale, NYU, the University of Michigan, and University of Pennsylvania. Our review of these existing policies and reports has guided our efforts to determine the best practices for Boston University, to clarify the rights and responsibilities of our NTT faculty, and to identify how they differ from those of tenure and tenure-track appointments.

## 5.

# NTT Faculty at Boston University— Composition, Work Satisfaction, Open Issues

## Faculty Composition on the Charles River Campus<sup>2</sup>

### C1. Boston University Faculty Percentiles by Tenure Status



(1411 Full-Time Faculty at Charles River Campus)

Non-tenure-track faculty at Boston University’s Charles River Campus (CRC) constitute 38.7% of all faculty and hold standard, clinical, and research professorial titles (Assistant Professor, Associate Professor, Professor without or with the Clinical and Research modifier), as well as lecturer titles (Lecturer, Senior Lecturer, and Master Lecturer) (C1, C3). Female faculty account for 45.5% of all NTT faculty. Nationally, the majority of NTT faculty are female. Within Boston University, the gender composition of NTT faculty is similar to that of tenure-track faculty, where 43.8% are female, and more balanced than the composition of tenured faculty, where 23.8% are female (Appendix C2).

2. All data in this section refer to full-time or 75% FTE at the Charles River Campus.

The average years of service of NTT faculty is 10.5 years, less than four years shorter than the average 13.9 years for all faculty (C4). Considering that NTT faculty typically hold 1–3-year contracts and renewal is based on successful performance, the number of NTT faculty and their length of employment is a strong indication of the high quality of NTT faculty and their loyalty to Boston University. Length of service is shown broken down by title in C4. It is notable that Clinical faculty at the Professor, Associate Professor, and Assistant Professor rank average 16.3, 16.4, and 7.6 years of service, and Master and Senior Lecturers 14.4 and 16.5 years of service, respectively. Most importantly, these figures speak to the significant impact of NTT faculty on the education of our students—only 8.8% of NTT hold research appointments, while the remaining 91.2% focus on teaching.

The percentage of NTT appointments is highest in MET and SHA (100% each), followed by CFA (85.9%), COM (82.4%), SAR (60.7%), SED (55.8%), and CGS (39.2%) (C5). In terms of absolute numbers, though, CAS is far in the lead with 181, predominantly with Lecturer titles, followed by CFA with 79 and COM with 56 NTT faculty, most with standard professorial titles (C6). The distribution by rank and title for the individual colleges, listed by decreasing numbers of NTT faculty, is shown in Appendices C7–C20.

## **BU Faculty Climate Survey—Differences and Similarities between NTT and T/TT Faculty Perceptions**

To gain a better understanding of faculty attitudes, their level of satisfaction with working at BU, and how NTT and T/TT faculty differ in their perceptions and in the challenges they encounter, the Task Force reviewed the report of the Council on Faculty Diversity and Inclusion (Boston University [2008]) and the data from the Faculty Climate Survey, focusing specifically on the contrasting NTT and T/TT faculty responses.

**Overall satisfaction** is higher for NTT than for T/TT faculty (3.83 vs. 3.54), although the difference is not statistically significant (B1, page 22).

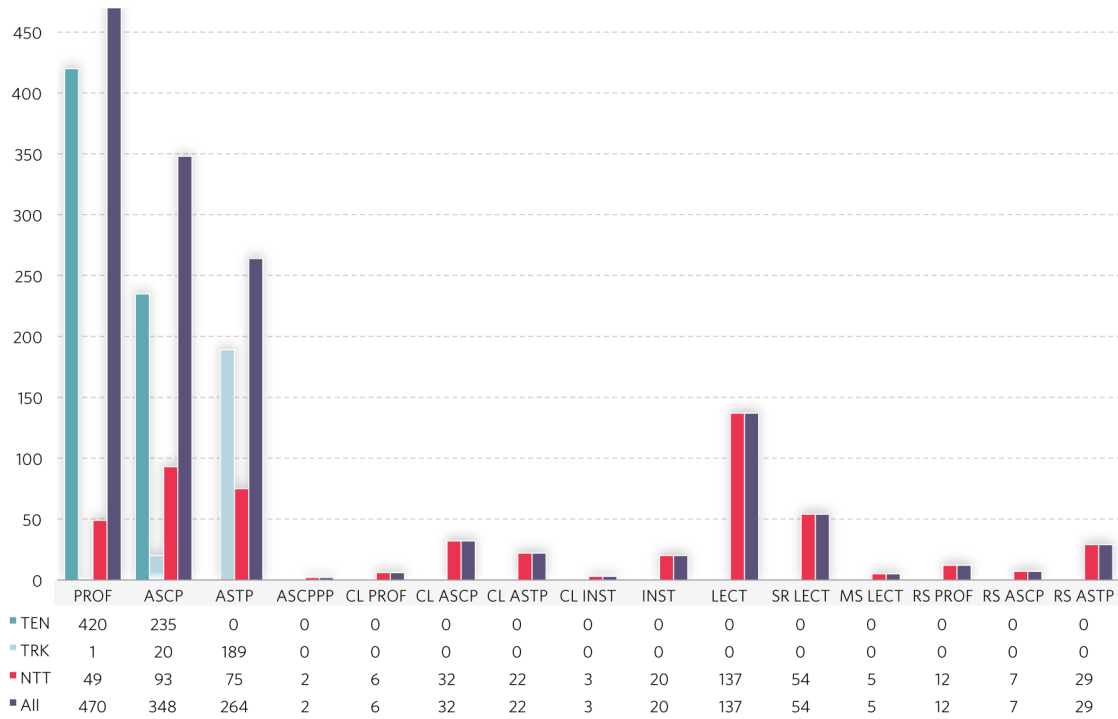
**Satisfaction with salary, start-up funds, and contract length** is lower for NTT than for T/TT (B1). The difference in satisfaction level for contract length is, not surprisingly, statistically significant (2.89 NTT vs. 4.39 T/TT), as it stems from the very nature of the appointment and from the fact that initial appointments are often for one year. The difference in satisfaction with salary (2.49 NTT vs. 2.78 T/TT) correlates with the differences in rank—most NTT faculty are at the Lecturer and Assistant Professor (Clinical, Research, or standard) ranks. The difference in start-up funds reflects the emphasis on teaching and clinical work in the majority of NTT appointments, which rarely include start-up funds for research (B1).

**Satisfaction with faculty work** (B2, page 22) was assessed through the questions about teaching, access to teaching assistants, advising, quality of graduate assistants and students in professional programs, access to students for research, time for scholarly work, intellectual stimulation, and committee/administrative responsibility (B2). There were no statistically significant differences between NTT and T/TT in these categories.

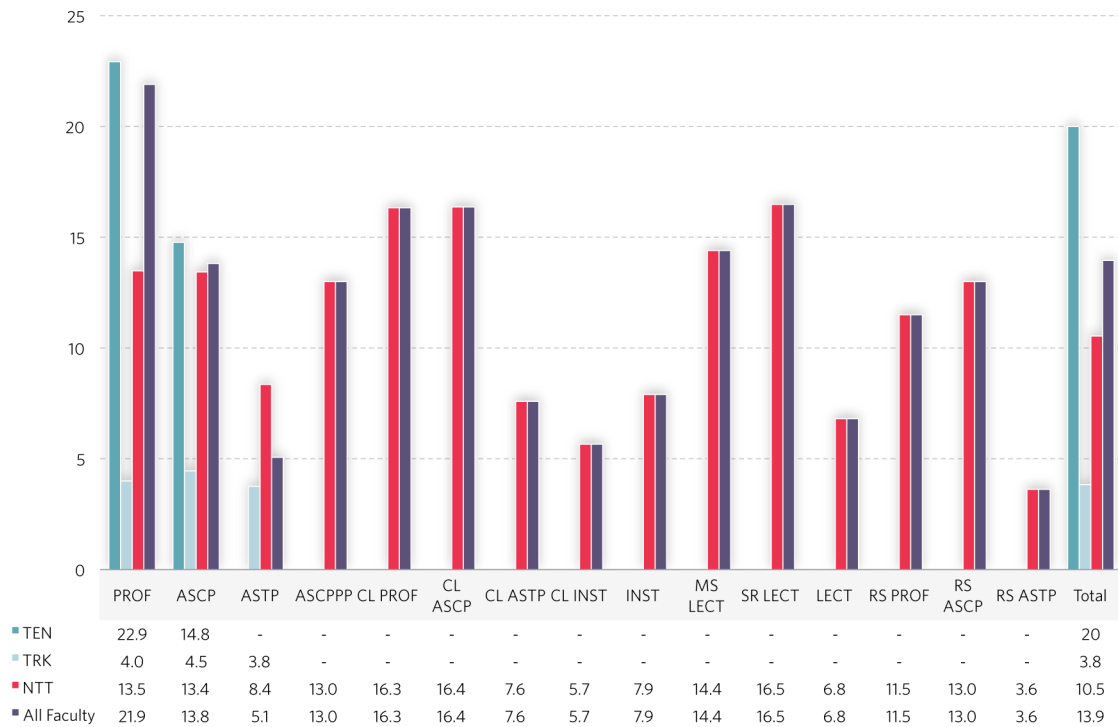
NTT and T/TT faculty showed few differences in their **Satisfaction with Resources and Support and Physical Space** (Appendices B3 and B4). Among responses to the 11 questions assessing these categories, only two showed statistically significant differences: NTT faculty were more satisfied with library resources and less satisfied with support for securing grants. For the remaining questions NTT rated clerical and computing support higher and office and classroom space lower than T/TT.

Statistically significant differences in **Sources of Stress** (B5, page 22) align with differences in job responsibilities: T/TT faculty found managing research groups and securing research funding more stressful, while NTT pointed to clinical responsibilities as a greater source of stress.

### C3. BU Faculty Counts by Rank, Title, and Tenure Status

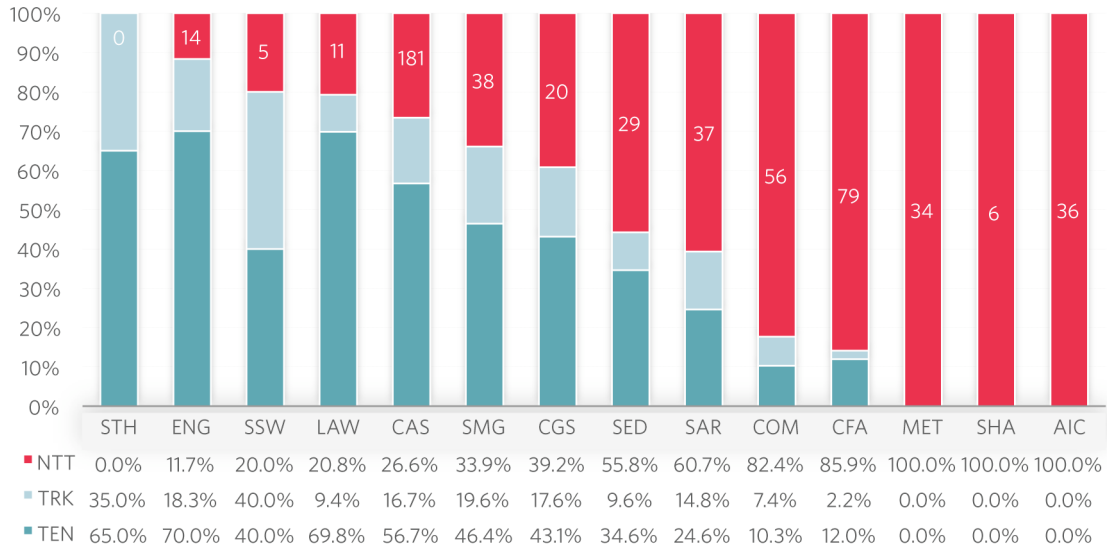


### C4. BU Faculty Average Years of Service

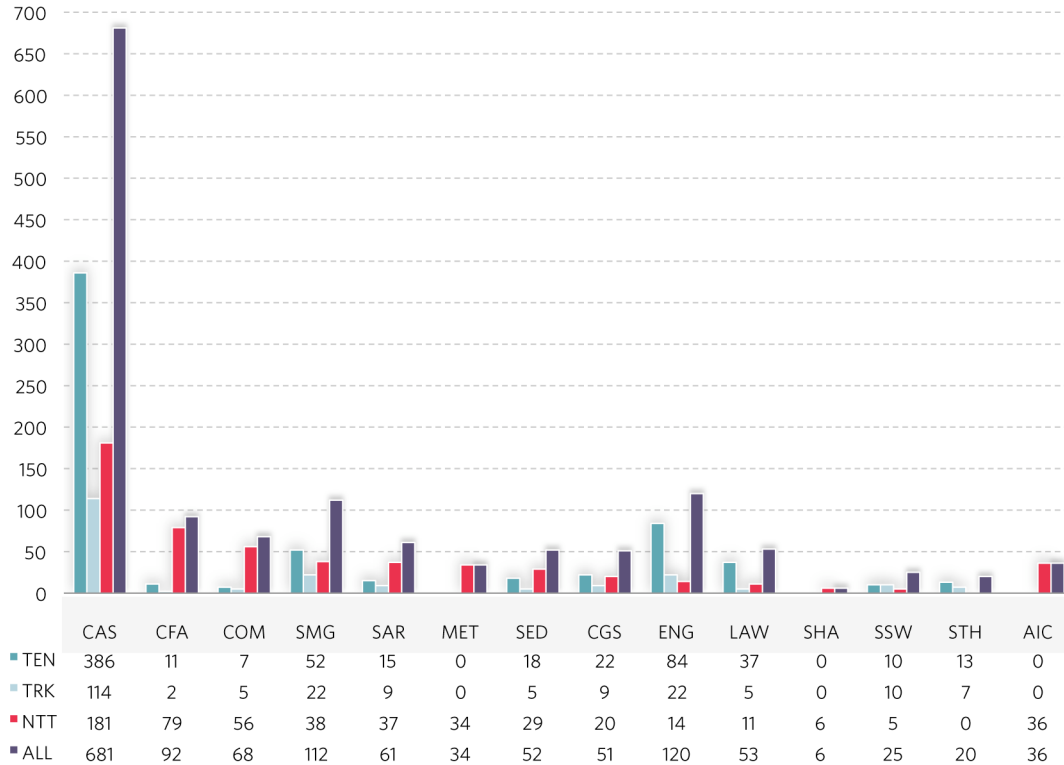


### C5. Boston University T/TT/NTT Percentiles By College

(NTT faculty counts in graph column)



### C6. BU Faculty Counts by College and Tenure Status



**Climate and Opportunities.** NTT find that their colleagues value their teaching, clinical work, and service more highly than their research and scholarly work; the difference was statistically significant for the appreciation of research and scholarship (Appendix B6).

NTT and T/TT faculty were remarkably similar in their perception of opportunities for collaboration, work on committees, support from department and college leadership, participation in decision making, attitudes toward women and minorities, and sense of inclusion (Appendix B7–B12). Some differences are worth mentioning, not because they are statistically significant, but because they appear across several questions: NTT faculty were less satisfied with opportunities for collaboration, service on important committees, and administrative responsibilities (Appendix B7) but ranked the backing they receive from their chairs and deans higher than T/TT had ranked similar support (Appendix B8). At the same time, NTT were less confident that they have a voice in departmental decision making (Appendix B9). NTT and T/TT faculty had similar levels of comfort with their department and colleagues, but NTT faculty were more likely to feel their department is a good fit and were more comfortable raising personal/family issues in their department (Appendix B10). They also felt that they need to work harder to be recognized as a legitimate scholar. The perception of opportunities for women and minorities and the sense of inclusion in the department, college/school, and the University were similar for NTT and T/TT (Appendix B11 and B12). However, NTT were more likely to say that they would come to BU again if given the choice (3.95 NTT vs. 3.68 T/TT).

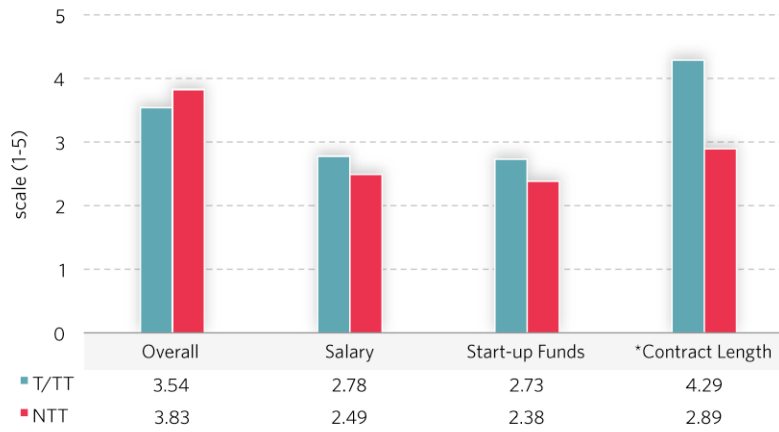
*There are notable differences in NTT and T/TT perceptions about the promotion process and criteria* (B13, page 23). NTT felt by a statistically significant margin that the criteria for promotion are not clearly communicated and that clinical work is not appropriately valued. Compared to T/TT they also felt more strongly that research is overvalued while teaching clinical work and services is undervalued.

Interpreting NTT faculty attitudes based on the survey data and contrasting them with T/TT faculty responses results in a number of *apparent contradictions*: NTT faculty are overall more satisfied, and they are more likely to say they would choose to become a BU faculty member again if given the choice. At the same time, they are less satisfied with such basic aspects of their appointment and work as salary and contract length, intellectual stimulation, time for scholarly work, respect for their teaching, clinical and service contributions, reasonableness of workload, and clarity and appropriateness of promotion criteria. NTT faculty also feel that although they receive more support from the chairs and deans, they are less confident that they have a voice in departmental decision making.

From the point of view of *what NTT faculty value and aspire to, the trend is remarkably consistent*: There is a pride in being affiliated with a leading research university and a desire to see one's work more fully supported and recognized.

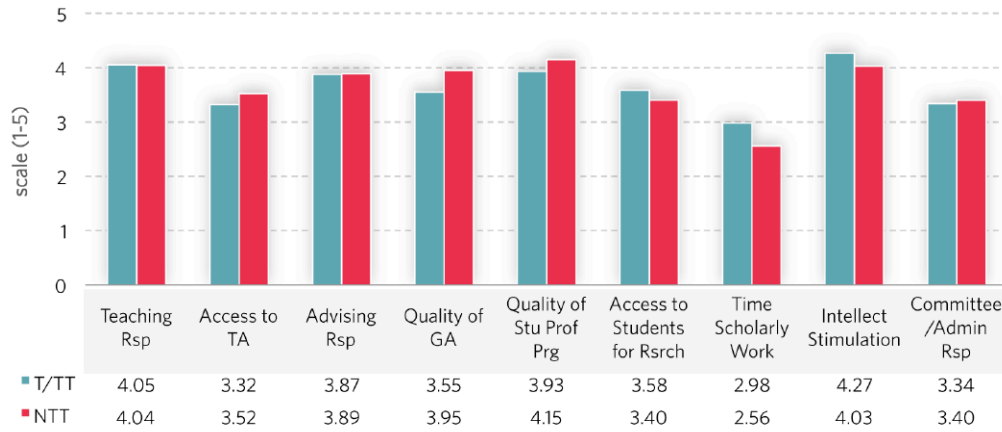
Both survey data and discussions with NTT faculty members pointed to the same areas of concern, and these became the focus of the NTT Task Force—job security, the appreciation of NTT faculty work, specifically teaching, clinical work, and applied scholarship, opportunities for promotion, institutional support.

### B1. Satisfaction—Overall, Salary, Start-up Funds, Contract Length



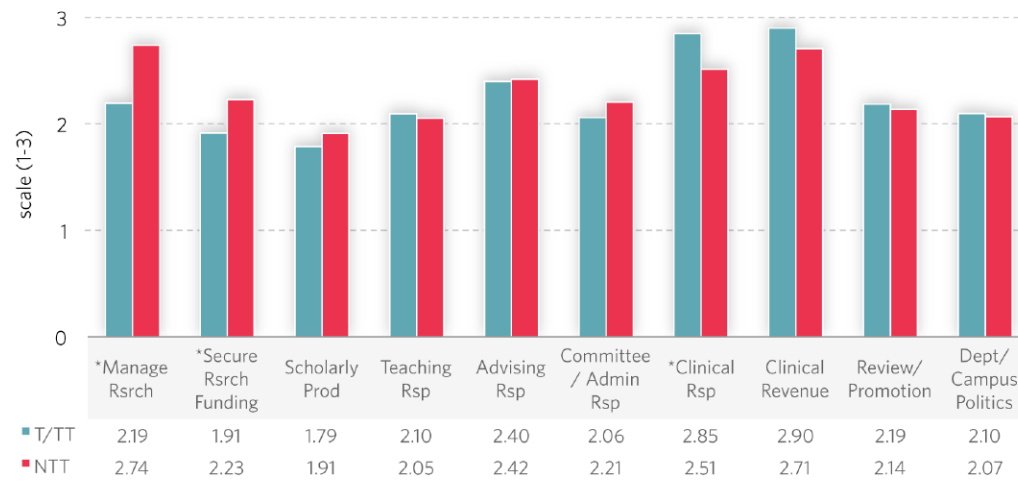
Scale: Satisfaction Level (1 low to 5 high) Salaries: M > F statistically significant for all BU faculty; for NTT male faculty also give higher rankings than female faculty.

### B2. Satisfaction with Faculty Work



Scale: Satisfaction Level (1 low to 5 high) Time for scholarly work, Access to teaching assistants: M > F statistically significant for all BU faculty; for NTT male faculty also give higher rankings than female faculty.

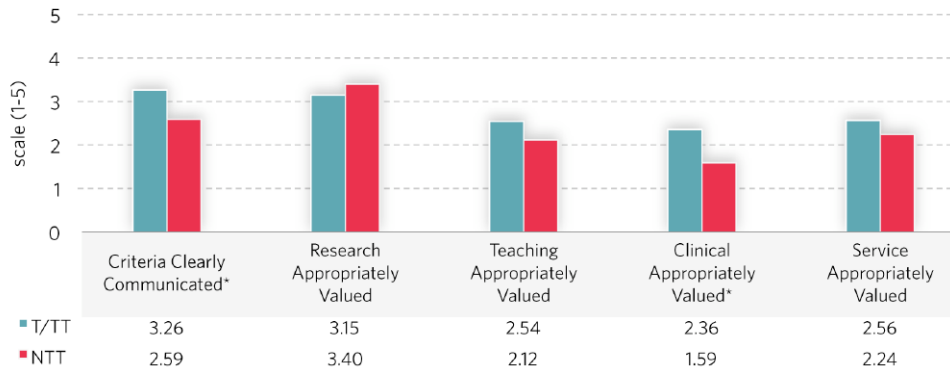
### B5. Sources of Stress (\* denotes statistically significant difference)



Scale: 1=extensive to 3=not at all. Advising, Review and Promotion, Department and Campus Politics: F > M statistically significant for all BU faculty; for NTT female faculty also report higher stress level than male faculty.



### B13. Promotion



Scale: Appropriately Valued (1=undervalued to 5=overvalued)

The Task Force believes that, even as the role of research is bound to grow, the above issues can be addressed and resolved to the benefit of the faculty and University. The solution is not to reduce the University’s strong emphasis on research for those ranks and titles that highlight research as a major part of the promotion triad. Rather, in formulating a career ladder for the University’s *teaching* faculty, we can better recognize the great contributions NTT faculty provide through their teaching, clinical work, and service, as well as in their scholarship, applied research, pedagogical contributions, and leadership in curriculum development. This acknowledgement and support will validate NTT faculty’s role in complementing research with the many ways they bring research into their classrooms, by mentoring, instructing, and encouraging students to value and to involve themselves in the research experience across all disciplines. The influential Boyer Commission Report (1998, 2001) called for making research-based learning the standard in an integrated and interdisciplinary learning experience. Boston University has actively promoted these goals through the Center for Excellence & Innovation in Teaching and the recently created position of Associate Provost for Undergraduate Education. Given the large percentage of teaching faculty with Non-Tenure-Track appointments, continued support of our NTT faculty is imperative if we are to enhance the integration of research and teaching.

The Task Force is also aware that devising and implementing a faculty development program for NTT faculty requires additional funding—not a trivial consideration in the current complex financial situation. We believe, however, that such an endeavor will provide a long-range benefit to the University and that it can be systematically phased in with minimal burden on the budget and within the budgetary/fiscal constraints.



## 6.

# NTT Faculty Roles and Titles

As can be expected in a large research university with a broad range of fields, faculty roles and responsibilities vary greatly across colleges and often across departments of the same school. While this diversity by and large reflects legitimate differences in subject matter and department/college needs, we also found differences resulting from inconsistent policies or short-term opportunistic solutions. The situation is especially complicated when an NTT and T/TT appointment in the same college carry the same title but have different teaching loads (typically higher for the NTT) and responsibilities (typically less teaching and more research for the T/TT).

In the following, we will briefly review typical NTT faculty roles in the different title categories for CRC colleges with significant numbers of NTT faculty. The specifics of academic responsibilities at different colleges gave us the context for understanding the main issues faced by NTT faculty and were the basis for formulating general recommendations. We believe these recommendations to be generic yet flexible enough to allow the schools and colleges to formulate interpretations and procedures that reflect their individual needs, standards, and requirements.

## 6.1. Standard Professorial Titles

There are 217 NTT faculty with standard professorial titles at the CRC, and they account for 39.7% of the NTT faculty. The majority of these appointments are in CFA (71 faculty) and COM (49 faculty), followed by MET, CAS, and SMG with 29, 22, and 21, faculty respectively (Appendix C8, 9, 12, 7, 10). Except for MET, all these colleges have both T/TT and NTT appointments. The *Boston University Faculty Handbook* stipulates that only appointments with the standard professorial titles can be Tenured, Tenure-Track, or Non-Tenure-Track, while all other appointments are by definition without tenure. Faculty with standard professorial ranks are also expected to contribute to all three traditional dimensions of research, teaching, and service, but we found that the relative importance of these components may vary significantly for T/TT and NTT faculty at different colleges and sometimes in the same college and within the same department. This variability raises difficult questions: What are the differences in the responsibilities for research, teaching, and service of T/TT and NTT faculty who hold the same rank and title? Should the same evaluation criteria and processes for appointment and promotion apply for T/TT and NTT

appointments? If not, are differences in responsibilities and expectations justified within the same college or/and across different colleges?

We will discuss these questions for three broad categories: (i) colleges where the majority of the faculty hold NTT appointments, such as CFA, COM, SED, MET, SHA; (ii) colleges where T/TT is the norm and NTT is a significantly smaller percentage, such as CAS and ENG; and (iii) colleges with a significant percentage of NTT appointments. This differentiation is important as it reflects differences in attitudes, culture, and needs, and therefore affects the approaches for resolving the tension between NTT and T/TT appointments with standard professorial titles.

### (i) Colleges where the majority of the faculty hold NTT appointments

Prototypical examples of this category are College of Fine Arts (79 NTT out of 92 total, or 85.9% NTT) and College of Communication (56 NTT out of 68 total, or 82.4%). Metropolitan College and School of Hospitality Administration have 100% NTT faculty but do not have the complexities caused by faculty appointed with standard professorial titles and different tenure status. Sargent College, which has 60.7% NTT faculty, has no NTT faculty with standard professorial titles.

Within the **College of Fine Arts**, faculty responsibilities are defined at the time of initial appointment and, depending on institutional needs and individual circumstances, have varied from one appointment to another. As a general rule, all full-time faculty members in CFA are expected to demonstrate excellence in at least two of the three traditional areas and satisfactory performance in the third: (i) teaching, (ii) research, scholarship, and/or creative activities, and (iii) service to the College and University. This three-fold evaluation is consistent with University-wide practices. Most NTT faculty members in CFA hold professorial ranks without modifiers.

The question of teaching load is of considerable concern to all FT faculty at CFA. Eighteen contact hours is a “target” load, but there are many variations to this standard. CFA aims to set all faculty members’ base teaching load within a tolerable range of this target (e.g., between 16 and 20 hours). The long hours required for rehearsals and the extra time involved in coaching students outside of scheduled classes, necessary for training artists, is not easily accounted for and often not considered at all when determining teaching load. A significant amount of personal mentorship, advising, project and production oversight, and exhibition and performance attendance are implicitly required in order to be an effective teaching artist. The definitions of teaching and service thus overlap in this respect and often are not easily distinguishable.

CFA has T/TT professorial appointments, as well as appointments outside the tenure track. Currently there are 13 tenured or tenure-track faculty members on the CFA roster: one in Visual Arts and 12 in Music and Musicology. Until recently, only musicology faculty have been hired on tenure track. The practice has slowly been changing to include music theory and composition. CFA administration and faculty are working on a Faculty Expectations document (called the Faculty Responsibilities and Protocol Document) that aims at clarifying differences in faculty responsibilities and performance criteria for T/TT and NTT faculty.

For many years the **College of Communication** did not hire faculty on tenure-track appointments. A few years ago, this policy was changed and the College began hiring faculty both within and outside the tenure-track system. Balance between theory and professional applications is the College’s strength. Incoming faculty with doctoral degrees and backgrounds in scholarly research have received tenure-track appointments. Non-tenure-track faculty currently under contract may be given the option of requesting that they move to a tenure-track appointment or of applying for tenure through the process established in the *Faculty Handbook*. Professors with a focus on scholarly productivity have begun to move to the tenure-track option.

The majority of the NTT faculty at COM come from a professional rather than an academic background and will probably opt to remain on non-tenure-track appointments. Most of these NTT faculty do not perform scholarly research, and see teaching as their primary duty at COM; they also continue professional work in their chosen fields. They further contribute to their fields by speaking at professional conferences, consulting for businesses and organizations, and publishing a variety of professionally oriented materials. Regardless of appointment type, all faculty are currently evaluated by the same standards of teaching, research, and service to the College. The uniformity of evaluation criteria is not, however, matched to a uniform distribution of job responsibilities: the standard teaching load for most NTT faculty is 3/3, but for T/TT faculty 2/2. This mismatch between performance criteria and teaching responsibilities has created difficulties in the evaluation process. In the 2009/2010 academic year, the College of Communication plans to develop a new Faculty Expectations document formalizing the teaching, research, and service responsibilities for COM professors. The new document will establish clear and consistent guidelines for T/TT and NTT faculty and thereby create a level playing field for the faculty regardless of their appointment.

The overwhelming majority of **Metropolitan College** faculty (100% NTT) hold standard professorial titles and are expected to contribute to the traditional triad of teaching, research/scholarship, and service. Unlike schools in which tenure is the norm and which typically rely on a predictable stream of full-time undergraduate students, most MET students are professionals pursuing a master's degree. To attract students, MET graduate programs must address current industry needs and incorporate the latest technology trends in the curriculum at the graduate level. Faculty must be knowledgeable about new developments in their field as well as professional certifications, and have the ability to bring this knowledge into the classroom by constantly developing new courses and programs. Thus, there is a strong emphasis on teaching, advising, and academic leadership, as well as on maintaining an active professional record. The teaching load is six courses per year and responsibilities include program administration (three of MET's MS programs have over 300 students); recruiting and mentoring of part-time faculty; new course and program development in response to changing industry needs; and presentations and publications at professional conferences and journals.

**In summary**, we find that a key issue for those colleges in which the majority of faculty appointments are off the tenure track is deciding if and when there is a need for T/TT positions. If the college decides to introduce T/TT appointments, academic titles and ranks must be applied consistently and there must be a fair and transparent statement of the responsibilities and expectations for both T/TT and NTT faculty. It is difficult to see how the same rank can carry different responsibilities or be evaluated by different performance criteria within the same college, and we recommend that colleges work to remove such differentiations. Thus, introducing T/TT positions in colleges with predominantly NTT faculty will also require establishing a process for handling current NTT appointments at the standard rank so that new inequities and imbalances do not arise. Discussions on these issues are under way at COM, CFA, and CGS.

#### **(ii) Colleges where T/TT is the norm and NTT is a significantly smaller percentage**

Representative of this second category are College of Arts & Sciences and College of Engineering. In both colleges, NTT faculty with standard titles are the exception. Responsibilities of NTT faculty vary among individual appointments.

In the **College of Arts & Sciences** (Appendix C7), only 12% of NTT faculty hold unmodified professorial titles, and since no new appointments of this type are being created, the category should diminish over time and will eventually disappear. There are approximately 5 legacy faculty with NTT appointments whose duties consist in teaching and service only (like Lecturers) but who carry unmodified professorial titles. Most hold the PhD. Their teaching load is that of T/TT faculty rather than that of Lecturers, even though they are not asked to do research; there is an expectation of significant service. These were idiosyncratic appointments of past administrations and are

no longer being created; their number has been reduced through retirements or conversions over the past year. The College also has about 10 NTT faculty with unmodified professorial titles who were appointed with research expectations and the rights and responsibilities of tenure-track or tenured faculty. Formerly, CAS offered some people such long-term contracts as an alternative to tenure (most had held tenured or tenure-track positions elsewhere). Now, when they come up for renewal, these appointments are being considered on a case-by-case basis for possible conversion to tenured, professor of the practice, or lecturer appointments, as appropriate.

The **College of Engineering** (Appendix C15) has 14 NTT faculty. Of these, 9 have unmodified professorial titles (4 Professor, 4 Associate Professor, and 1 Assistant Professor). Of the remaining five, four are research faculty and one holds a Lecturer title. The appointments are slightly different from each other and the responsibilities vary with the individual appointment. The NTT faculty with standard titles are all considered to be “teaching faculty.” Teaching faculty in ENG, whether tenured or NTT, teach more courses than research-active faculty. The College of Engineering Faculty Expectations document clearly delineates the roles and responsibilities of teaching vs. research-active faculty. However, this document describes a promotion process only for T/TT faculty.

**In summary**, NTT appointments with standard professorial titles are the exception in these colleges, and there is no significant incentive to continue these appointments for incoming faculty.

### (iii) Colleges with a significant percentage of NTT appointments

This category includes the School of Education (55.8% NTT), College of General Studies (39.2% NTT), and School of Management (33.9% NTT).

NTT faculty constitute 55.8% of all faculty at the **School of Education**. The majority (15 faculty) hold clinical professorial titles and an additional six faculty have standard professorial titles (Appendix C13). The College faces the challenge of clarifying responsibilities and expectations for T/TT and NTT faculty with standard professorial titles, as well as clinical faculty. After the appointment of Professor Coleman to the dean’s position last year, SED began a process of reevaluation of teaching loads, research, and service criteria to clarify the differences by rank, title, and tenure status.

With 39.2% of its faculty non-tenure-track, the **College of General Studies** lies at the intersection of the two categories discussed so far. Its two-year general education undergraduate program emphasizes teaching excellence and prides itself on the close contact its instructors have with their students. As the College’s Faculty Expectations document states, the CGS faculty is “above all a teaching faculty,” and the evaluation/review/promotion process emphasizes that “excellence in teaching is indispensable for continuation as a faculty member.” CGS faculty include T/TT as well as NTT appointments, and all appointment types have exactly the same teaching responsibilities. Unaided by teaching assistants, all faculty conduct and manage classes averaging 100 students. While scholarship expectations are higher for those on tenure track, contract non-tenure-track members must also show evidence of scholarly activity for their annual divisional reviews.

Until this year, all CGS faculty held standard professorial titles. At the conclusion of the 2008/2009 academic year, the titles of 17 existing faculty appointments were changed from Assistant Professor to Lecturer and Senior Lecturer. As a result of the change, CGS currently has only one NTT with standard professorial title at the Associate Professor rank. Future appointments are expected to be both within and outside the tenure-track and appropriate titles and appointment procedures are under discussion.

This Lecturer category was introduced to CGS with the statement that the primary responsibilities and contributions of Lecturer and Senior Lecturer are teaching and service. But renewal and, now, promotion from Lecturer to

Senior Lecturer do, in fact, consider candidates' level of scholarly activity. This possible discrepancy is of concern to faculty. The title change also provoked faculty concerns about the status of NTT faculty within the University, representation in faculty governance, and recognition by the academic community outside BU. These concerns underscore the need for clarification and differentiation of responsibilities and performance criteria for faculty with standard professorial titles and with lecturer titles. CGS plans to rework the Faculty Expectations document to include clear guidelines for Lecturer roles, reappointments, and promotions.

The **School of Management** has 38 NTT positions that constitute 33.9% of all faculty (Appendix C10). There are 21 faculty with standard professorial titles of all three ranks, 15 Lecturers (of which 9 are Senior Lecturer and 2 Master Lecturer), and 2 Research Professors. The task of clearly differentiating the responsibilities and evaluation criteria for the different ranks and titles is made more challenging by the need to do this in ways consistent with the accreditation requirements of the Association to Advance Collegiate Schools of Business (AACSB). SMG has a Faculty Expectations document that acknowledges the role of non-tenure-track faculty as teachers and contributors to the mission of the School, and has developed guidelines for evaluating different types of publications, professional activities, teaching, advising, and curriculum development, and their relative importance for different ranks and titles.

### Recommendations:

- Standard professorial titles should be given only to faculty who are expected to contribute in all three areas of research, teaching, and service, as specified by the *Faculty Handbook*.
- Individual colleges may balance their emphases on teaching, research, and service differently depending on the mission and institutional needs of the college. This weight should be reflected in each college's Faculty Expectations document. There should be no difference, however, in expectations for T/TT and NTT faculty holding the same rank and title within the same college.
- NTT faculty who hold appointments at standard professorial titles that have been given in the past with responsibilities for teaching and service, a higher teaching load, and no expectation of research, should be allowed to retain their rank if they so wish and upon recommendation of their department and college.
- Going forward we recommend that in colleges with a tradition of tenure, standard professorial titles be reserved for tenure-track or tenured appointments only.
- The school/college and University administrations should consider, on a case-by-case basis, converting to T/TT those NTT appointments that are indistinguishable in their responsibilities and expectations from T/TT. In colleges where tenure is the norm, these cases will be reviewed by the College Tenure and Promotion Committee. In colleges where tenure is rare, a review process should be established that is consistent with University criteria and with the tenure requirements and procedures of other BU colleges..

## 6.2. Clinical Appointments

Clinical faculty appointments are distributed among SAR (28 professorial and 3 instructor), SED (15), LAW (8), SSW (4), and CAS (3) (Appendices C11, 13, 16, 18, and 7). Clinical faculty typically have professional credentials and play an essential role in preparing students to enter a variety of professions including occupational therapy, physical therapy, speech-language pathology, nutrition, athletic training, law, social work, and education. At SAR, which has the largest number of clinical faculty, there are almost equal numbers of tenure-track and clinical faculty.

The responsibilities of clinical faculty emphasize teaching, student supervision, and advising, but also include service as well as scholarship and research to maintain professional qualifications. Teaching loads are typically higher than for T/TT faculty and research expectations tailored toward applied research.

Clinical faculty members participate in several different types of teaching activities: traditional classroom teaching, applied teaching, and other related administrative or clinical activities that support professional education and accreditation requirements. Applied teaching is particularly time-intensive. At SAR it often involves teaching clinical procedures and closely supervising student performance. At SED, clinical faculty conduct site visits at schools and community agencies as a part of a supervision seminar for which they are responsible. Clinical LAW faculty supervise law students in their representation of actual clients in real cases from initial interview to final courtroom summation. Because of the level of professional expertise and experience required, applied teaching must, as a rule, be delivered by clinical faculty and cannot be delegated to graduate students.

Clinical faculty are expected to participate and show leadership in service activities such as program coordination, department and college faculty meetings, advising students, and participating in the recruitment of students and new faculty members. Service activities may also involve roles in various professional bodies in the person's area of clinical expertise, such as holding office in local, state, or national professional associations or serving on licensure boards, study sections, or government policy groups.

In order to perform applied teaching effectively, clinical faculty are expected to be knowledgeable about the most current literature in their area of professional expertise, changing practice patterns in the work setting, and changes in professional certification standards. Specification of faculty loads in terms of number of courses or number of credit hours alone may not adequately reflect these differences in actual time required across different courses.

In order to perform applied teaching effectively, clinical faculty are expected to be knowledgeable about the most current literature in their area of professional expertise, changing practice patterns in the work setting, and changes in professional certification standards. Specification of faculty loads in terms of number of courses or number of credit hours alone may not adequately reflect these differences in actual time required across different courses.

Accreditation standards for several SAR professional programs require that all faculty (including clinical faculty) have annual goals related to scholarship; thus, these clinical faculty are expected to contribute to knowledge or clinical skill development beyond the immediate classroom. Expectations for clinical faculty at SSW also include involvement in scholarly work. Scholarly contributions are more broadly defined than those traditionally undertaken by tenure-track faculty. In addition to research, they may include clinical literature synthesis, policy analysis, or development of practice protocols, among others. SAR and SSW each have a Faculty Expectations document for clinical faculty that provides more details about the type and scope of scholarly work expected for promotion.

SED clinical faculty were not held to a research agenda in the past. This has now been reconsidered, and clinical faculty will be responsible for scholarship as a part of their responsibilities. The challenge is to formulate faculty expectations that balance the higher teaching load with research requirements.

Clinical faculty have the highest average years of service among BU faculty (Appendix C3). Delineation of responsibilities appears to vary across schools: both SAR and SSW have Faculty Expectations documents specifically for clinical faculty, whereas SED is currently reassessing responsibilities and developing an expectations document. As with most NTT faculty, the main challenge is finding the time for scholarly work and professional development while maintaining a high teaching load. The Faculty Development section of this report discusses these issues.

#### **Recommendation:**

- Schools and colleges should have clear and detailed descriptions of the responsibilities and expectations specific to clinical faculty.

### 6.3. Research Faculty

The majority of research appointments are in CAS (32 professorial scattered around the sciences), with the balance distributed among Academic Institutes and Centers (5), SAR (5), ENG (4), and SMG (2) (Appendices C7, 20, 11, 15, and 10, respectively). Research appointments show consistency in that the primary responsibility is research, funding is external, and teaching is optional and at the discretion of the department. The *Faculty Handbook* states that “research appointments are for the stated term of the appointment with no guarantee or expectation of renewal” (*Boston University Faculty Handbook*) and that the timetables for notice of non-reappointment for other faculty positions do not apply.

We believe that, beyond these basic responsibilities, research faculty have the potential to contribute more significantly to their department and the University. Such faculty typically raise their own salary in extramural grants, advise (or are willing to advise) graduate students, in many cases support postdoctoral associates and PhD students, and sustain an independently funded research program. The present structure of research appointments, however, is not conducive to long-term planning and, in some cases, may undermine faculty efforts to build a satisfying career at BU. The primary reasons are as follows:

- Since research faculty are supported entirely (with some rare exceptions) on extramural funds, it is difficult for them to take a long-term career view. As research faculty advance in seniority, they need to have more successful grants to cover their salary. To broaden and develop their work, they feel the need to build a research group consisting of students and postdocs. Supporting these personnel also increases their operating budget and funding needs. Hence there can be a disincentive for growth.
- When research faculty do not teach in the department, it is difficult for them to maintain contact with students or attract students for research, limiting their sense of inclusion in the department.

#### Recommendations:

- Academic departments should identify ways of increasing the involvement of research faculty in the educational and research agenda of the department, e.g., through regular presentations of their work to students and faculty, seminars and guest lectures, and especially interdisciplinary initiatives.
- The University should explore models for creating incentives for research faculty with proven research records to grow their external funding. Eligibility criteria for this incentive may include seniority in rank and research achievements, among others. For instance, some institutions offer various forms of support to research faculty, such as 3–6 months of hard salary support (Oregon State University, UT Austin, Lamont Doherty Earth Observatory), a month of salary support per year for advising PhD students, and a week of salary support for every proposal submitted (Woods Hole Oceanographic Institution).

While the implementation of the latter recommendation requires additional funding in the initial phase, in the long term the University would gain from such a program, as the modest support would provide an incentive for the broadening of research programs and the expansion of operating budgets.

Guidelines for promotion of research faculty are also lacking; we address this issue in Section 7 of this report.



## 6.4. Lecturers

The large majority of faculty with Lecturer rank are in the College of Arts & Sciences (112), with the balance distributed among Academic Institutes and Centers/CELOP (31), CGS (17), SMG (15), CFA (7), COM (5), SED (4), MET (3), SAR (1), and ENG (1) (Appendices C7, 20, 14, 10, 8, 9, 13, 12, 11, 15).

The CAS Writing Program, Romance Studies (RS), and Modern Languages & Comparative Literature (MLCL) heavily rely on Lecturers and house close to 75% of all CAS faculty at this rank. Lecturers are not asked to be research-active, though a minority are; their primary commitment is to excellent teaching (in the humanities they teach 3/3, whereas tenured and tenure-track professors teach 2/2) and, in a circumscribed but also important way, to appropriate forms of service. Service expectations vary by department; in the language departments (MLCL and RS) many Lecturers have significant administrative, supervisory, and coordinating duties, provide program direction, develop new courses and curricula, and so on. Coordinators earn a small stipend, or in the case of the overall coordinators of Spanish and French (the largest language programs), course release. In Writing there are four such coordinators. Lecturers in MLCL increasingly offer Directed Studies for students to supplement normal course offerings. In Chemistry, Lecturers hold lab responsibilities, and some Lecturers work in the coordination of teaching fellows.

Throughout the University, whether at CAS, CGS, CFA, or COM, Lecturer responsibilities are consistently defined as primarily teaching with varying expectations for service and coordination. Teaching loads are typically higher than those of professorial faculty (CGS and MET are exceptions in this regard). Lecturers are not always included in invitations for fellowships, committees, and other professional opportunities, and support for scholarly work is scarce. This makes professional development very difficult and in the long term may negatively impact teaching quality.

The ranks of Senior and Master Lecturer appear in the *Faculty Handbook* but have not been much used. These ranks could, if promotions are made available in sufficient numbers, provide a Lecturer career path. The *Handbook* is silent on the differences in job responsibilities among Lecturers, Senior Lecturers, and Master Lecturers.

### Recommendation:

- Schools and colleges should clarify the differences in responsibilities and expectations in teaching, program leadership, service and professional activities for Lecturer, Senior and Master Lecturer, and then make promotion to the Senior and Master ranks available to appropriately qualified Lecturers.

## 7.

# Initial Appointments and Reappointments at the Same Rank

Clarity and transparency about the appointment and reappointment process, length of contract, and notification of reappointment or non-reappointment are among the most important faculty concerns. Teaching load, scholarly and service responsibilities, contract length, and reappointment procedures vary across academic ranks and schools. These variations are necessary to meet specific departmental and college needs. At the same time, we believe that there should be a University-wide framework and general guidelines to ensure that the parameters of each faculty appointment are clearly communicated at each step of the faculty career at Boston University.

## 7.1. Initial Appointments, Job Descriptions, Contract Length

We found that, in general, the basic duties of the initial appointment, such as teaching load and advising for teaching faculty or research responsibilities for research faculty, are clearly understood. However, detailed job descriptions and criteria for performance evaluations and promotion are rarely discussed at initial appointment. The criteria and the process for selecting NTT faculty are also not well documented. Appointments are made sometimes through a formal search and sometimes opportunistically in an ad hoc process. As a rule, professorial appointments require national/international searches, and we believe that this practice should continue and include standard, Clinical and “of the Practice” professorial ranks.

### Recommendations:

- Searches: Open *national* searches should be held for all positions of professorial ranks. Research professorial appointments present a special case in that they are further constrained by the terms and duration of grant funding. Appointments at a lecturer rank should generally be conducted through *local searches*; if schools and colleges occasionally opt to search for Senior or Master Lecturers (as well as promoting faculty internally to these positions, which should be their primary use), a national search may be appropriate.
- Schools and colleges should clarify the criteria and process for selecting and appointing NTT faculty and prepare written guidelines specific to standard, research, and clinical professorial ranks as well as to lecturer ranks.
- Along with the appointment letter, new faculty should receive a job description that clearly outlines their responsibilities and rights, performance expectations, and renewal process.
- Contract lengths for initial appointments of NTT faculty should fall into the ranges shown in Table 1.

**Table 1: Contract Length—Initial Appointment and Reappointment at Same Rank of NTT Faculty**

	Initial	Reappointment	Initial	Reappointment	Initial	Reappointment
Lecturer	Lecturer		Senior Lecturer		Master Lecturer	
	1 year	1-3 years	2-3 years	2-5 years	2-5 years	3-7 years
Unmodified	Assistant Professor		Associate Professor		Professor	
	1 year	1-3 years	2-3 years	2-5 years	2-5 years	3-7 years
Clinical	Clinical Assistant Professor		Clinical Associate Professor		Clinical Professor	
	1 year	1-3 years	2-3 years	2-5 years	2-5 years	3-7 years
Of the Practice			Associate Professor of the Practice		Professor of the Practice	
	NA		2-3 years	2-5 years	2-5 years	3-7 years

## 7.2. Reappointment at the Same Rank

We found that, in general, BU’s colleges have a strong record and well-established process for reappointment of NTT faculty at the same rank. The evaluation process is based on the faculty annual reviews during the term of contract and is conducted at the departmental and decanal level; CFA also requests outside professional evaluations. Typical performance dimensions include teaching excellence as evidenced through student evaluations, grade reports and patterns, class observations; leadership in program development and coordination; and scholarly or professional work as evidenced in publications and professional activities.

Contract lengths vary by college. Typically the first renewal is for a 1-2 year contract with subsequent renewals of 3-5 years. In some colleges, however, there have been a sequence of one-year contracts; at SED, e.g., in anticipation of major changes with a new dean coming aboard, clinical faculty were given one-year contracts for the last several years. We believe that longer contracts for faculty with proven academic records will stimulate long-term planning, larger projects involving graduate students, and faculty productivity, and that in general a more uniform policy on reappointment length will benefit the faculty and the University.

## Recommendations:

- Colleges should formulate requirements for reappointment specific to each faculty appointment type—i.e., standard, modified (clinical and research), and lecturer titles.
- The decision for reappointment should be based on explicitly stated criteria for one-year appointments and in addition take into account annual performance reviews in case of multi-year appointments.
- Contract lengths for reappointment at the same rank should ordinarily fall into the ranges shown in Table 1.
- Notification should follow the established *BU Notification of Reappointments or Non-Reappointment* timetable (*BU Faculty Handbook*, section “Appointment and Reappointment of Faculty at the Charles River Campus, item D, 1”): [[www.bu.edu/handbook/policies/promotions/appointment-cr.html](http://www.bu.edu/handbook/policies/promotions/appointment-cr.html)]:
  - **One-Year Contracts:** “Not later than *March 1* if the appointment expires at the end of that academic year; or if a one-year appointment terminates during an academic year, at least three months in advance of its termination.”
  - **Two-Year Contracts:** “Not later than *December 15* of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.” The Task Force recommends that whenever possible a concerted effort should be made to give a notice of non-reappointment by August 31 in order to allow the faculty more time to seek another academic position.
  - **Three- or More Year Contracts:** “One academic year before contract expiry. Not later than *August 31* in the penultimate year of the appointment.”
- We recommend that for a two-year professorial contract, the notification date in the *Faculty Handbook* (December 15 of the second year of service) be moved forward to not later than *August 31* in the penultimate year of the appointment, similar to the three- or more year contracts. Such a change would allow faculty who are not reappointed to start the search for a position in the fall, when most faculty searches are being conducted. Delaying the search until December will most likely have an adverse effect on the faculty member’s chances of finding a position.



## 8.

# Career Path and Promotion

In contrast to renewal, promotion of NTT faculty has been rare, and promotion criteria, when they exist at all, have not been clearly spelled out. The main problems, and first steps for addressing them at different colleges, are as follows:

- Faculty with standard professorial titles have often been expected to meet the same research expectations as T/TT faculty, while teaching a heavier load and lacking the benefit of start-up research funding or occasional teaching-load reduction. The School of Management and Metropolitan College have established guidelines for NTT faculty promotion that take into account the specific needs of the college and the role of NTT faculty, and lay the ground rules for a transparent evaluation process in the future.
- Promotion criteria for clinical faculty do not exist in all colleges. SAR and SSW have Faculty Expectations documents for clinical faculty that provide more details about the type and scope of scholarly work expected for promotion.
- Most colleges do not have an explicitly defined career path for Lecturers and research faculty. SMG has established guidelines for promotion of Lecturers that include the number of years a faculty member must stay in rank before applying for promotion, as well as broad salary scales. CGS faculty, as noted above, all held standard professorial titles until this year; but at the conclusion of the 2008/2009 academic year, the titles of 17 existing faculty appointments were changed from Assistant Professor to Lecturer or Senior Lecturer. In the College of Arts & Sciences, faculty have held the same title of Lecturer irrespective of merit or years of service. CAS has announced the gradual phase-in of a promotional ladder for Lecturers that includes the ranks of Senior Lecturer and Senior Lecturer–Master Level; criteria for promotion are based on merit rather than on seniority. (The rank of Master Lecturer, which the *Faculty Handbook* stipulates as requiring 10 years' experience, could not be included at this point because this level mandates a much higher salary than current funding levels allow CAS to offer. The Provost's Office is working with CAS to identify resources and create a number of Master Lectureships that will be appropriate to support the Lecturer career path.) The creation of this new career track for non-tenure-track faculty at CAS and CGS, for instance, raises new concerns and questions for consideration: Will there be funding for all who deserve a promotion to Senior or Master Lecturer or only a limited number of slots that will force a choice between equally deserving applicants? Will Lecturers afforded "senior" status be included in the promotional review process of their peers? To what extent will they be included with their tenured colleagues in policy- and decision-making procedures?

## Recommendations:

- Promotion of NTT faculty should be based on the Faculty Expectations of the individual colleges as approved by the University Provost. These Faculty Expectations documents should be specific, stringent, and detailed in describing all criteria for renewal and for promotion. The expectations for NTT faculty should take into account the specific needs of the college as well as differences in the job descriptions of NTT and T/TT, such as differences in teaching loads, advisory duties, program or curriculum coordination responsibilities, among others. These discrepancies may lead to different expectations for promotion for NTT and T/TT faculty at the professorial rank working in the same field but in different colleges. However, tenure status cannot be the sole basis for different promotion expectations within the same college. That is, *there should be no difference in expectations for promotion for NTT and T/TT faculty of the same rank and title working in the same college.*
- Schools and colleges should spell out the criteria and process for promotion and appointment of NTT faculty with modified (clinical and research) professorial titles and lecturer titles as distinct from NTT or T/TT faculty with standard professorial titles. The differences must be explained in carefully worded and specific phrasing.
- The promotion of NTT faculty with unmodified professorial titles should differ procedurally from the promotion of NTT with modified professorial titles:
  - Promotion of faculty with unmodified professorial titles should follow the procedure specified in the *BU Faculty Handbook* for T/TT faculty with those titles. The University Appointment, Promotion & Tenure Committee (UAPT) should, however,
    - base their decision on the *NTT Faculty Expectations of the college, not on expectations for T/TT faculty or faculty expectations at other colleges;*
    - ensure representation and/or input from NTT faculty who hold the same or higher rank as the one considered for promotion.
  - The promotion reviews of faculty with modified professorial titles should continue to follow the current approach, i.e., they should be conducted at the department and college level, and the recommendations of these reviews forwarded directly to the University Provost, eschewing a UAPT evaluation. The individual schools and colleges should develop policies and procedures recommended and approved by the faculty and by the dean that specify the review process, including composition of the committee, requirements for dossier, letters, timetable, etc.
- Non-tenure-track faculty are eligible for promotion after sufficient length of service, and the decision to stand for promotion may be initiated by the faculty member. There is no rigid schedule for promotion but usually a minimal length of service in rank before promotion is expected. The recommendations of the Task Force for typical minimum lengths at a given rank are summarized in Table 2.
- The promotion procedures should ensure appropriate representation of NTT faculty at each stage in the review and decision process of individual promotion cases.
- Salary raises for promotion should be provided outside the merit pool, as has been recently established.

**Table 2: Promotion of Non-Tenure-Track Faculty**

<p>Primary: teaching, pedagogy, admin. service in program</p> <p>Secondary: professional activities, publications</p>	<p><b>Lecturer</b></p>	<p><b>Senior Lecturer</b></p> <p>After <b>five years'</b> experience as Lecturer or equivalent, or earlier if initiated by chair/dean</p>	<p><b>Master Lecturer</b></p> <p>After <b>ten years'</b> experience, or earlier if initiated by chair/dean</p>
<p>Traditional triad: teaching—research—service weighted according to college Faculty Expectations</p>	<p><b>Assistant Professor</b></p> <p>PhD or equivalent required</p>	<p><b>Associate Professor</b></p> <p>After <b>six years'</b> experience as Assistant Professor or equivalent, or earlier if initiated by chair/dean</p>	<p><b>Professor</b></p> <p>no minimal years of service expected; application when ready</p>
<p>Emphasis on teaching &amp; program development/service</p> <p>Research: not exempt but as defined in the college Faculty Expectations</p>	<p><b>Clinical Assistant Professor</b></p> <p>PhD or equivalent required</p>	<p><b>Clinical Associate Professor</b></p> <p>After <b>six years'</b> experience as Clinical Assistant Professor or equivalent, or earlier if initiated by chair/dean</p>	<p><b>Clinical Professor</b></p> <p>no minimal years of service expected; application when ready</p>
<p>Exclusively research; grant funded<sup>3</sup></p>	<p><b>Research Assistant Professor</b></p> <p>PhD or equivalent required</p>	<p><b>Research Associate Professor</b></p> <p>After <b>six years'</b> experience as Research Assistant Professor or equivalent, or earlier if initiated by chair/dean</p>	<p><b>Research Professor</b></p> <p>no minimal years of service expected; application when ready</p>
<p>Emphasis on teaching &amp; program development/service</p> <p>Research: not exempt but as defined in the college Faculty Expectations</p>	<p>NA</p>	<p><b>Associate Professor of the Practice</b></p> <p>PhD not required</p>	<p><b>Professor of the Practice</b></p> <p>PhD not required;</p> <p>no minimal years of service expected; application when ready</p>

3. For research faculty the problem of ensuring that promotion is related to an appropriate salary increase is especially challenging. Research faculty are responsible for securing funding for salaries and all other expenditures necessary for supporting the research. A decrease in funding may require that the faculty accept a reduced FTE percentage (e.g., 75% FTE to maintain benefit eligibility) or a lower base salary. Thus, promotion, even when deserved and granted, may not lead to additional compensation.

## Change of Title and Mobility between Tracks

Reviewing the history of NTT faculty appointments at Boston University, we found that the assignment of titles and ranks has been inconsistent across colleges and sometimes even within the same college. Professorial titles, for instance, have sometimes been given for administrative or predominantly teaching positions; traditional academic positions with the same requirements as those for T/TT faculty have sometimes had NTT status. This situation resembles those at other research universities where NTT full-time faculty were appointed to solve an immediate problem without consideration of the long-range consequences (Cross and Goldenberg [2009]). The resulting inequities in rank and title must now be addressed, because they become an obstacle for achieving academic excellence and harm both individual faculty and the University. At BU, a number of NTT faculty with standard professorial titles were hired with heavier teaching loads and no expectations for active research; they were evaluated positively and renewed for many years, yet have no prospect for promotion. Lecturers at CAS have held the same rank irrespective of seniority. In both cases, there is no clear career path or incentive to spend extra effort on scholarly work, professional development, program building, curriculum reform, or other professional activities beyond the demands of the classroom.

Clearly, these issues must be addressed. The attempt to do so brings up two of the most difficult and sensitive issues a faculty and administration can face: 1) a change of title without promotion, and 2) mobility between career tracks. More specifically, the questions are:

- When is a change of title that is not a promotion warranted, and how should it occur?
- Can a faculty member move from one career track to another, e.g., from Master Lecturer to Professor of the Practice, from NTT to TT or vice versa?

Recently several colleges have changed faculty titles at contract renewal. In 2009, the College of General Studies shifted 17 NTT faculty from Assistant Professor to Lecturer and Senior Lecturer. The College of Fine Arts and Metropolitan College have made a similar change for a smaller number of faculty (two faculty in each college for the last two years). In 2006, the College of Arts & Sciences changed all Preceptor titles (previously carried by faculty with seniority and supervisory duties) to Lecturer, and the College of Communication is making the same change this year. These changes have intensified the already existing apprehensions about the NTT faculty's standing within Boston University and anxiety about recognition in the intellectual community outside BU.

In principle, a change of title is warranted when the new title more accurately reflects the duties and role of the faculty. Faculty with standard professorial titles are expected to build a body of work that has a significant scholarly and research component along with teaching and service, and Assistant Professors are expected to stand for promotion after six years. At universities with an established Lecturer career track, Lecturers are expected to stand for promotion for Senior Lecturer after ten years. Most research universities allow a maximum of 10 years in an Assistant Professor (NTT as well as TT) or Lecturer rank, e.g., Harvard has an 8-year rule (*Harvard FAS Appointment and Promotion Handbook*) and Yale sets a 10-year limit (*Yale Faculty Handbook II*).

At Boston University the situation is different in that there is a long history of NTT appointments at professorial rank; there were no limits on the number of years in rank; and the Lecturer track was established only recently.



NTT faculty are strong contributors to the teaching and research mission of the University and many have spent the majority of their career at Boston University.

The administration's recognition of this situation led to the Task Force's explicit charge to enhance the stature and productivity of NTT faculty and ensure a career path and appropriate recognition, support, and compensation. It is therefore important that the reasons for any title change be clearly stated and promotion opportunities in the new career track be discussed with each faculty member. In the case of a conversion from Assistant Professor to Lecturer, there is an additional problem—the title change causes the faculty member to lose the right to be a member of the Faculty Assembly. Without fair representation for those at the Lecturer rank, the University risks alienating and marginalizing this large percentage of its NTT faculty.

#### **Recommendations:**

- NTT Assistant Professors who have been in the same rank for more than 10 years and have no clear prospect for promotion to Associate Professor, in consultation with and upon recommendation of the department and the dean of the college, may transition to Senior or Master Lecturer. In exceptional circumstances and upon review, an extension may be considered. The University Council Committee on Faculty Policies should develop procedures for implementing this recommendation that take into account the history of NTT appointments and give faculty sufficient time to prepare to meet the requirements of the policy change.
- Any changes of title, whether for groups or individuals, that are effected for reasons other than simple promotion, should be discussed in advance first with the college and departmental leadership and then with all faculty members who may be affected. This discussion should outline the principles informing the change and a clear process for the transition, and allow for faculty concerns to be voiced and answered. This procedure is essential to preserving unit morale and the professional dignity of the faculty concerned.

#### **The second set of questions pertains to mobility between career paths. For example:**

- Can a Master Lecturer (or, in CAS, a Senior Lecturer–Master Level) become Professor of the Practice?
- Can a modified professorial rank be transformed into a non-modified professorial rank, e.g., can a Clinical or “of the Practice” Professor transition to Professor?
- Can a NTT faculty member move to tenure track?

As a general principle, all eligible faculty members are free to apply for an open faculty position. However, transitions between career paths are not and should not be available as part of the promotion process.

In some departments and schools (e.g., COM, CFA), however, the roles and responsibilities of NTT faculty are indistinguishable from those of T/TT faculty. The administration should consider converting some of these positions to T/TT and/or opening T/TT positions for new hires. Conversions should be done on a case-by-case basis and take into account the needs of the college and whether a T/TT position is likely to increase competitiveness for attracting new talent.

- Can tenure-track faculty choose to transition to a term contract and retain the same rank and title?

This situation typically occurs when a faculty member is not meeting the research standards for tenure but has outstanding teaching and service credentials and the college would like to retain him/her. We recognize the legitimate business need but feel that allowing such conversions will undermine the institution of tenure. The University is exploring alternative approaches for attracting and retaining teaching talent.

## Participation in Governance and Faculty Development

### Governance

Membership of Boston University's Faculty Assembly is currently defined in the *Faculty Handbook* as "all faculty of professorial rank and who hold at least one-fourth time appointments." [[www.bu.edu/handbook/governance/constitution-of-the-fafc/article-iii-membership-and-voting-rights-in-the-faculty-assembly/](http://www.bu.edu/handbook/governance/constitution-of-the-fafc/article-iii-membership-and-voting-rights-in-the-faculty-assembly/)] This definition includes standard and modified professorial titles (research/clinical/of the practice) but leaves out Instructors and Lecturers. Section 3 opens the door for their inclusion, however: "When faculty members with particular ranks or titles in individual colleges or programs are excluded from membership in the Faculty Assembly by its Constitution or the by-laws to it, the faculty of the college or program may petition the Faculty Council to admit such faculty to membership in the Assembly; the Council may do so upon recommendation of the appropriate standing committee, in accord with the by-laws."

#### Recommendation:

- The Faculty Council should review the provisions for participation in faculty governance and identify appropriate ways for including faculty who have a considerable length of service at BU but hold Lecturer or Instructor ranks and thus are currently excluded from participating in faculty governance.

### Faculty Development

Instructional NTT faculty typically carry a heavier teaching load than their T/TT colleagues and may assume more responsibilities for program and curriculum coordination, outreach, and other activities that enhance the educational process. Yet because effective teaching rests on deep understanding and knowledge of the subject matter, NTT faculty are also typically expected to maintain a certain level of research, scholarship, or artistic achievement in order to remain competent teachers and advisors—and to bring credit to their departments and programs, as well as to the University as a whole. Effective teaching is also revitalized by professional activities of many kinds beyond the walls of the University. It is therefore extremely important to create a professional environment and conditions that allow NTT faculty to work on scholarly projects and maintain and develop their professional knowledge.



#### Recommendation:

- The Associate Provost for Faculty Development should work with the schools and colleges to establish a faculty development program to ensure that NTT faculty can produce research and scholarship that meets Boston University's criteria for academic rigor and to ensure that teaching faculty remain professionally active. This program may include but is not limited to:
  - Faculty mentoring
  - Research summer stipends; subventions for publication projects; conference travel funds
  - Course releases: sometimes even a single course release enables faculty to complete scholarly or professional projects
  - Sabbaticals
  - A system of incentives for senior research faculty, such as funds for supporting grant writing and recognizing proven research record and funding procured, that will further the growth of faculty research programs and ultimately external funding. For all internal funding, criteria for eligibility, proposal evaluation, and end-result evaluations should be clearly stated and made broadly available in writing.



11.

## Conclusion

The modern academic enterprise requires a diversity of faculty roles to address research, scholarship, and creative work, teaching (both traditional and applied), program administration, and service. The growing complexity and exacting standards of academic work along with economic pressures and the need to react rapidly to new curricular demands has led to the creation of faculty positions outside the traditional tenure structure. NTT faculty are now established and important contributors in postsecondary education. Their work, however, has often been undervalued, causing a perception of “second-class citizenship.” Evaluation criteria and opportunities for career advancement have been insufficient or lacking.

This Task Force found that Boston University NTT faculty are highly qualified professionals, dedicated teachers, and researchers. Some are among the longest serving and most highly respected faculty of the University. Recognizing their work and creating a career path and incentives for professional advancement are essential for the long-term success of Boston University. The differences between tenured/tenure-track faculty and non-tenure-track faculty are real and will persist. The important point to recognize is that both their contributions are needed for a diverse and rich academic experience. The process of creating clear policies and procedures to recognize and promote NTT faculty is under way at many of BU's colleges. It is the hope of this Task Force that this will continue and ensure a climate of collegiality and collaboration.

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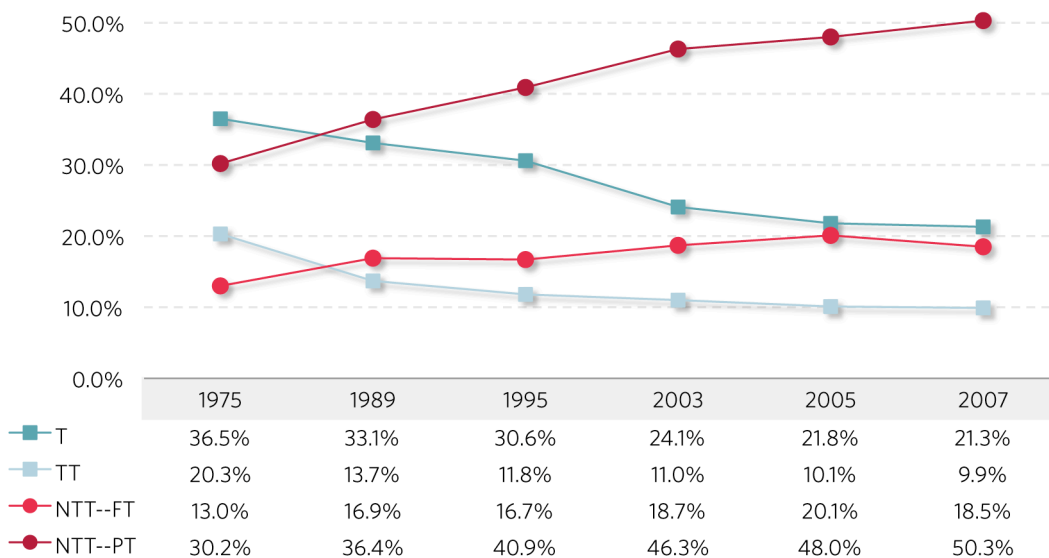
# Appendices<sup>4</sup>

## Appendix A:

### Trends in Faculty Tenure Status: Tenure, Tenure-Track, and Non-Tenure-Track—Full-Time and Part-Time

**Note:** These data do not include medical faculty, but include faculty from schools of dentistry and public health. The 48%/47.7% for full-time NTT at BU is comprised of 39.1% on the Charles River Campus and 100% at the SDM and SPH.

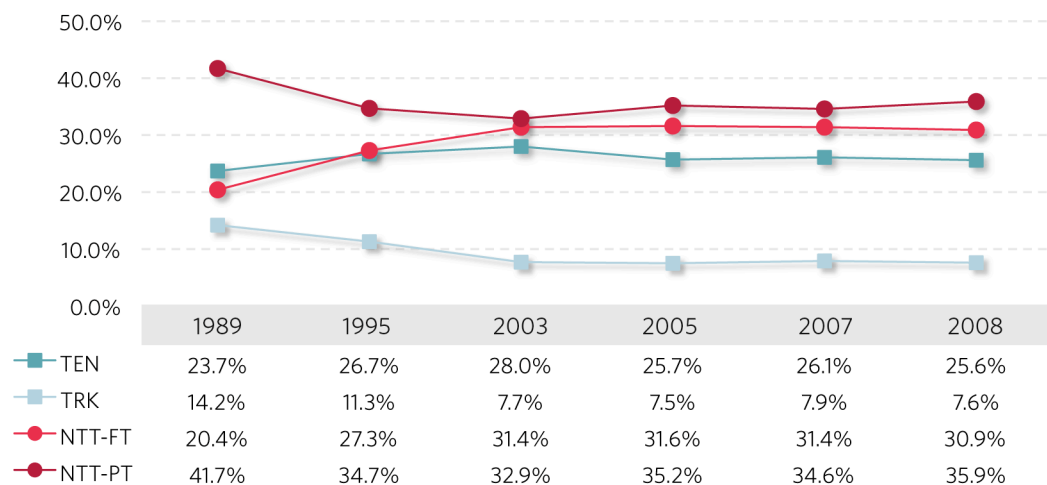
#### A1. National Trends in Faculty Tenure Status, 1975–2007



All Degree-Granting Institutions (Source: U.S. Department of Education, IPEDS Fall Staff Survey. Compiled by the American Association of University Professors)

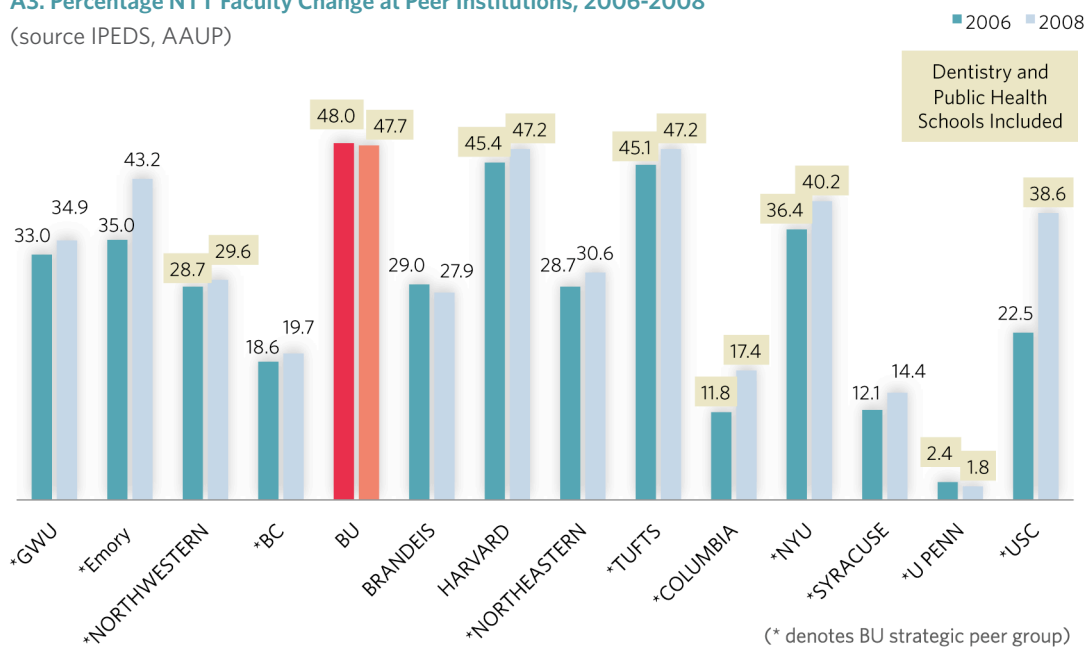
4. Note: Minor inconsistencies exist because of small differences in the time the data was recorded, but these do not affect the conclusions at all.

## A2. Boston University Trends in Faculty Tenure Status, 1989-2008



## A3. Percentage NTT Faculty Change at Peer Institutions, 2006-2008

(source IPEDS, AAUP)



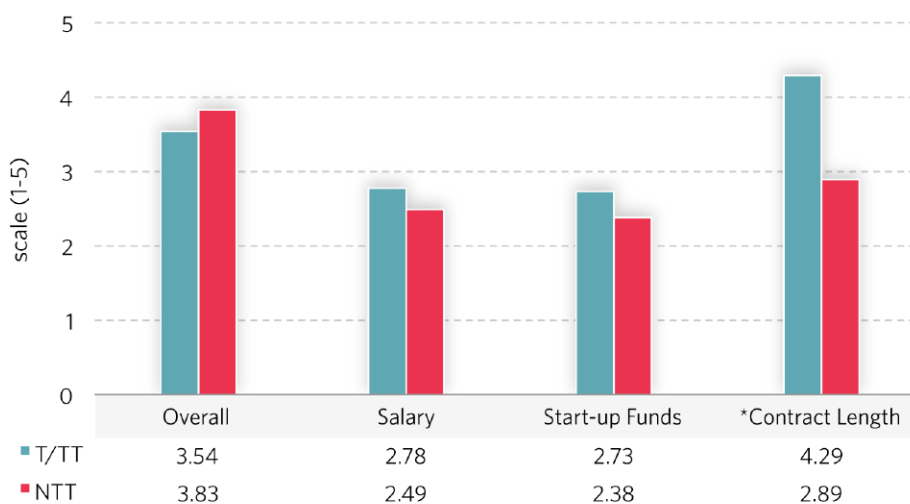
Note: These data do not include medical faculty, but include faculty from schools of dentistry and public health. The 48%/47.7% for full-time NTT at BU is comprised of 39.1% on the Charles River Campus and 100% at the SDM and SPH.



## Appendix B:

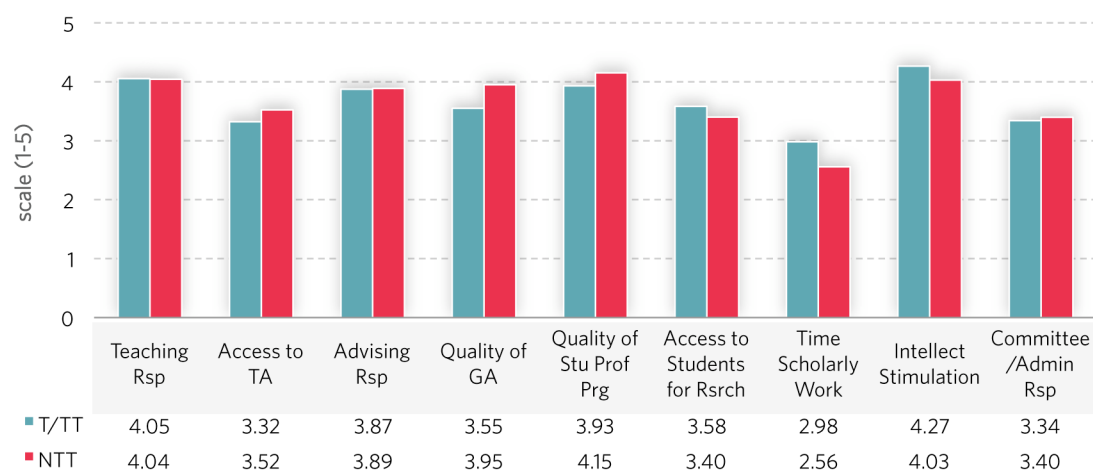
### Boston University Faculty Climate Survey (2008)—Differences in Tenure/Tenure-Track and Non-Tenure-Track Faculty Perceptions

#### B1. Satisfaction—Overall, Salary, Start-up Funds, Contract Length



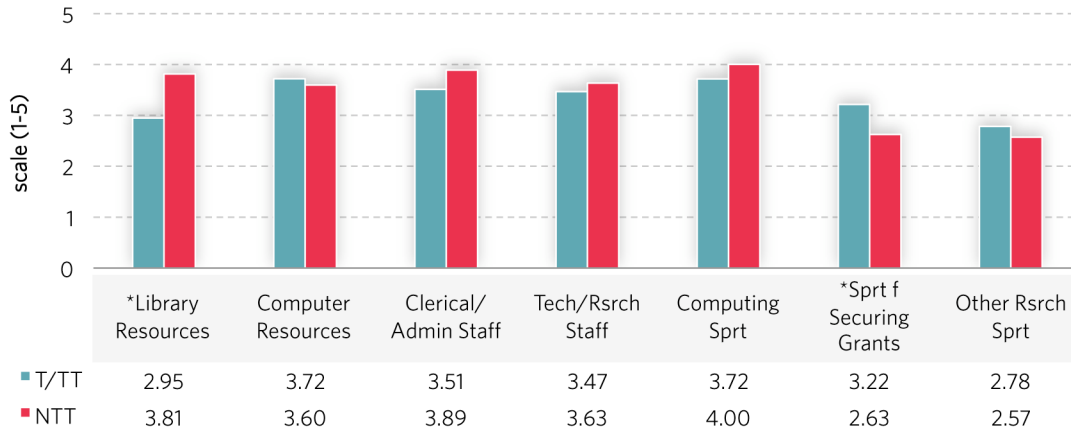
Scale: Satisfaction Level (1 low to 5 high) Salaries: M > F statistically significant for all BU faculty; for NTT male faculty also give higher rankings than female faculty.

#### B2. Satisfaction with Faculty Work



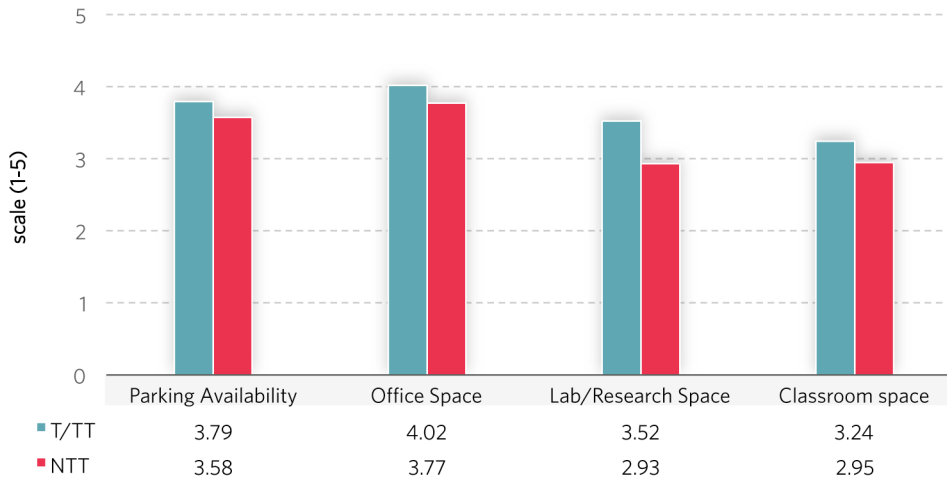
Scale: Satisfaction Level (1 low to 5 high) Time for scholarly work, Access to teaching assistants: M > F statistically significant for all BU faculty; for NTT male faculty also give higher rankings than female faculty.

**B3. Satisfaction with Resources and Support** (\* denotes statistically significant difference)



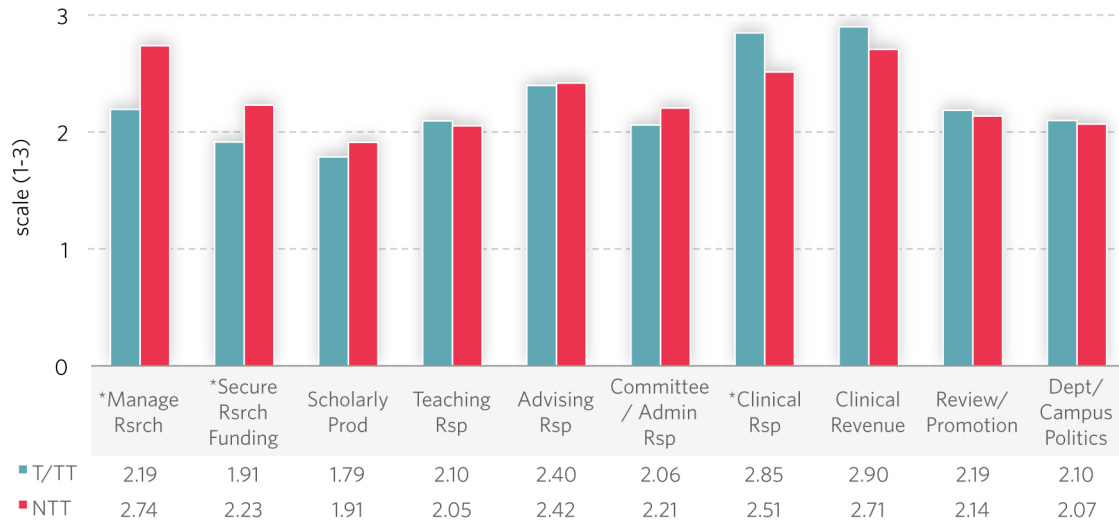
Scale: Satisfaction Level (1 low to 5 high) Computer Resources: M > F statistically significant for all BU faculty; for NTT male faculty also give higher rankings than female faculty.

**B4. Satisfaction with Physical Resources** (\* denotes statistically significant difference)



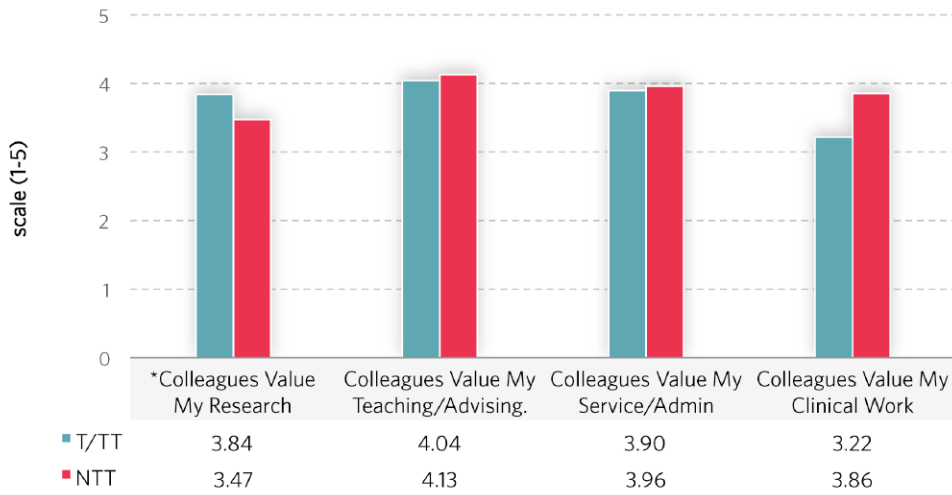
Scale: Satisfaction Level (1 low to 5 high) Laboratory/Research Space; Classroom Space: M > F statistically significant for all BU faculty; for NTT male faculty also give higher rankings than female faculty.

**B5. Sources of Stress** (\* denotes statistically significant difference)



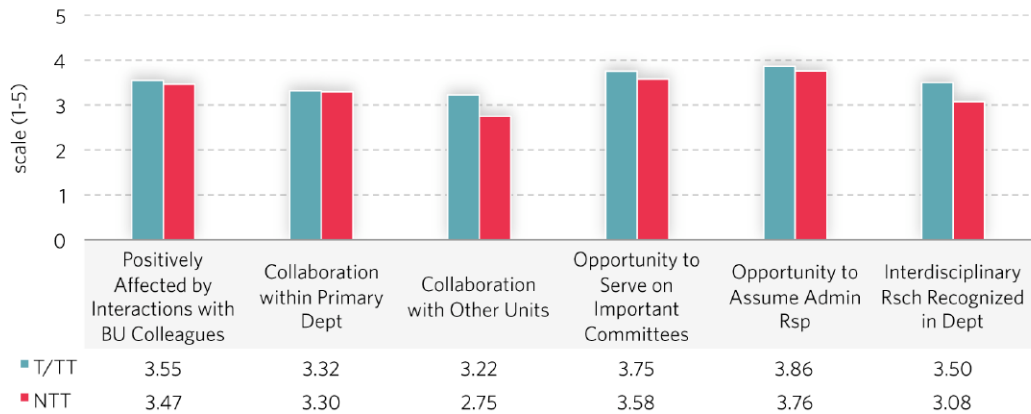
Scale: 1=extensive to 3=not at all. Advising, Review and Promotion, Department and Campus Politics: F > M statistically significant for all BU faculty; for NTT female faculty also report higher stress level than male faculty.

**B6. Work Appreciation** (\* denotes statistically significant difference)



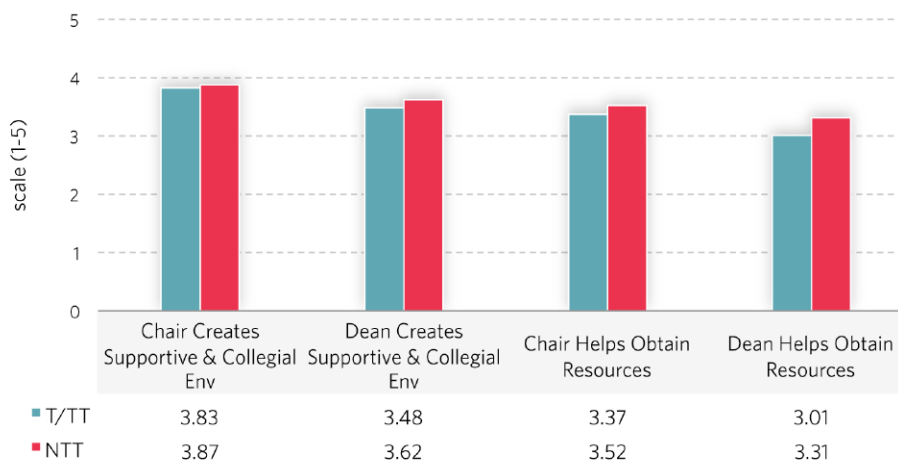
Scale: Level of Agreement (1 low to 5 high)

### B7. Faculty Collaboration, Committees & Administrative Work



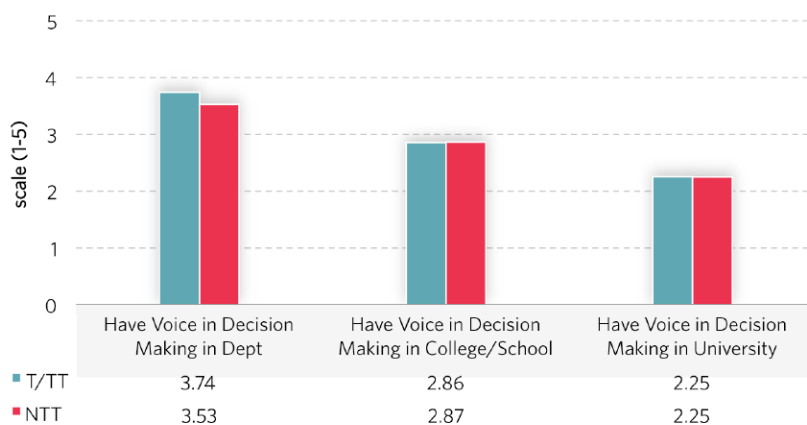
Scale: Level of Agreement (1 low to 5 high)

### B8. Support from Department and College Leadership



Scale: Level of Agreement (1 low to 5 high)

### B9. Voice in Decision Making



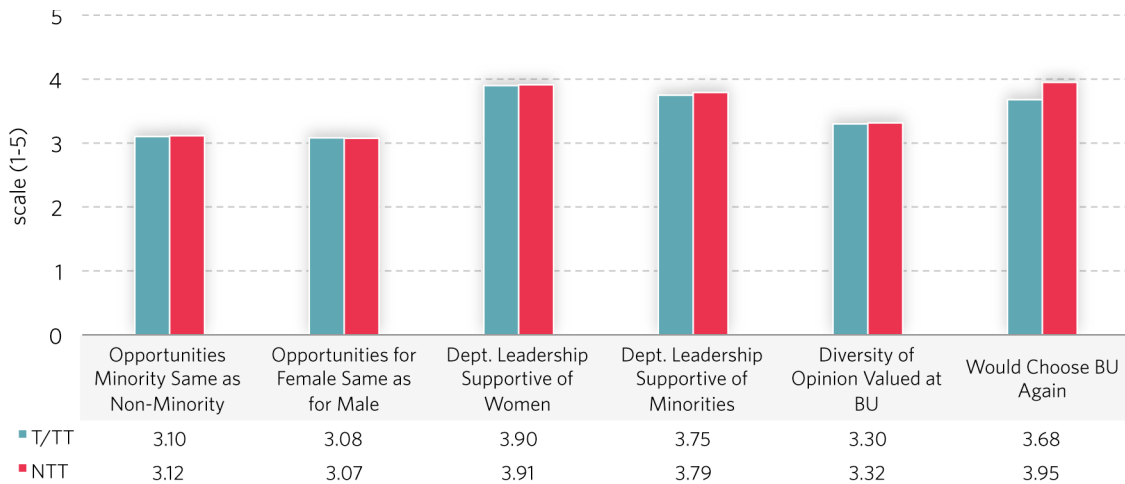
Scale: Level of Agreement (1 low to 5 high)

### B10. Comfortable with Department and Colleagues



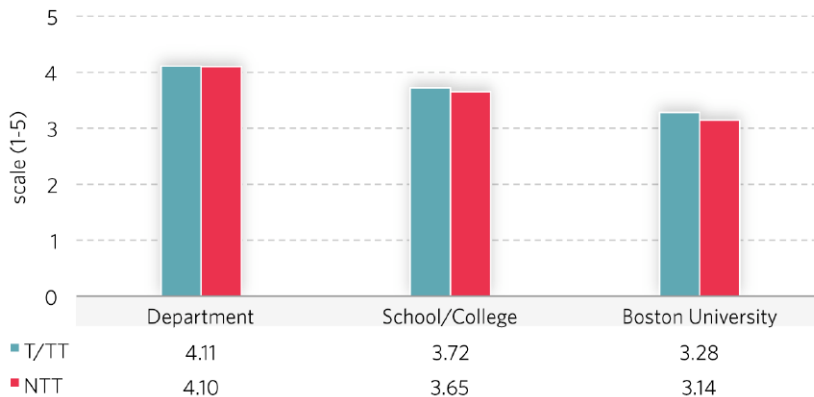
Scale: Level of Agreement (1 low to 5 high)

### B11. Opportunities for Women/Minorities, BU overall



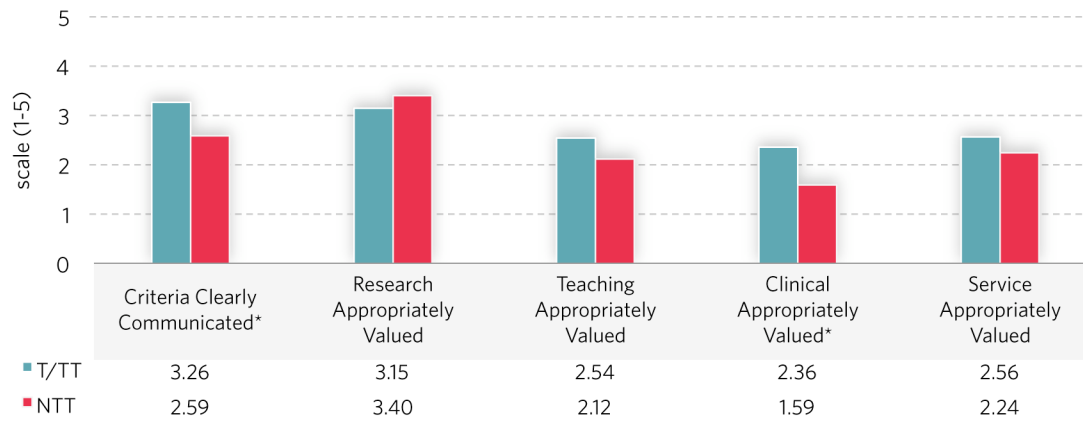
Scale: Level of Agreement (1 low to 5 high)

### B12. Sense of Inclusion



Scale: Level of Agreement (1 low to 5 high)

**B13. Promotion** (\* denotes statistically significant difference)



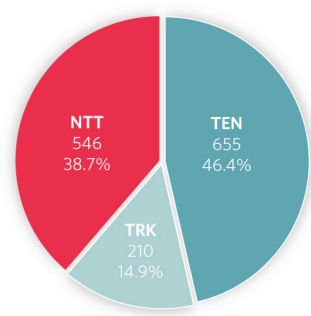
Scale: Appropriately Valued (1=undervalued to 5=overvalued)

## Appendix C:

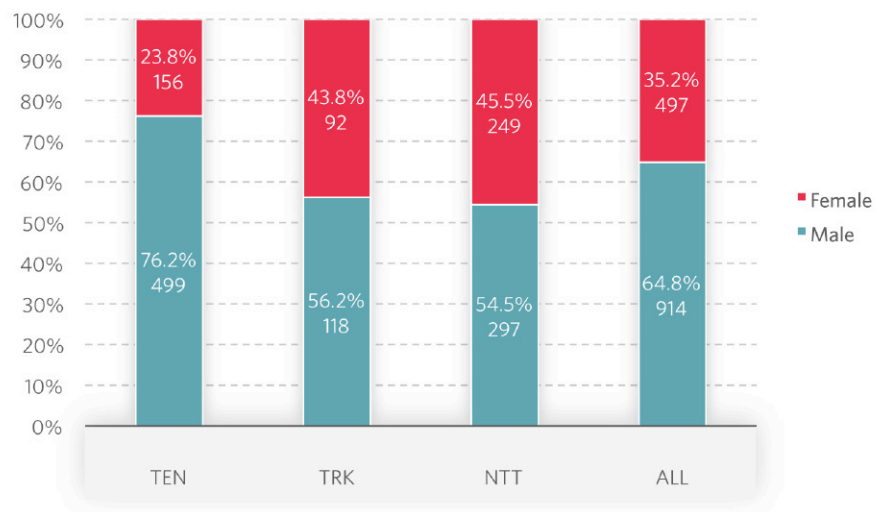
### Boston University Full-Time Faculty Data—Charles River Campus (2009)

#### C1. Boston University Faculty Percentiles by Tenure Status

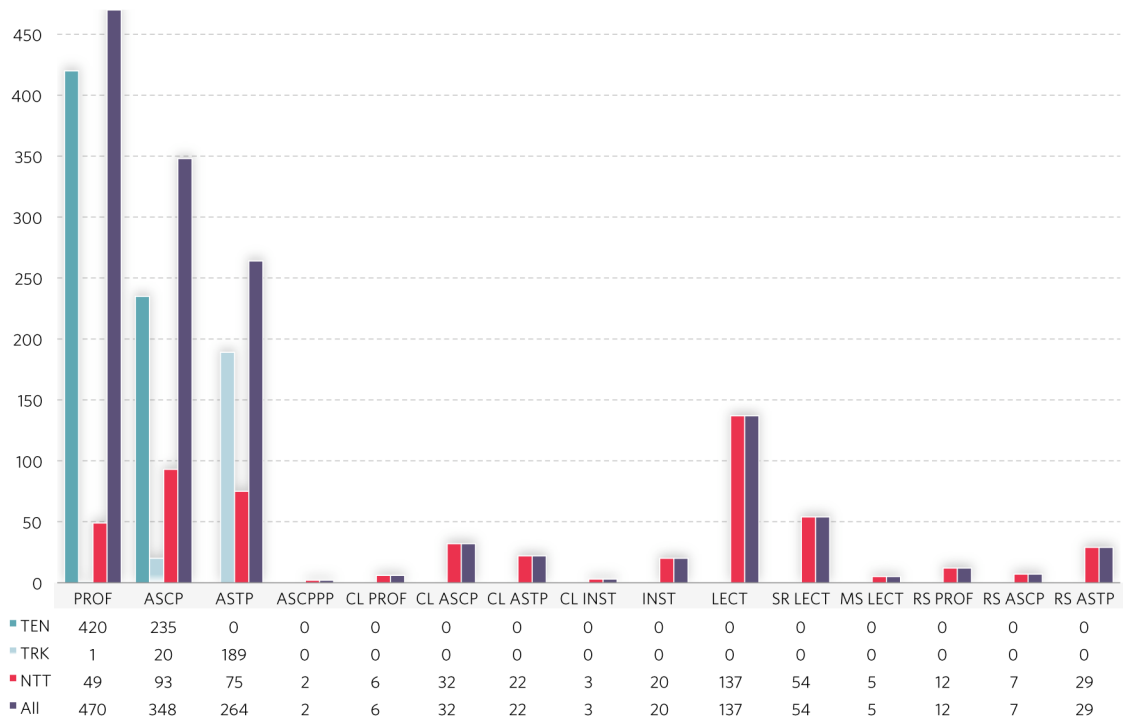
(1411 Full-Time Faculty at Charles River Campus)



#### C2. Faculty by Gender and Tenure Status



### C3. BU Faculty Counts by Rank, Title, and Tenure Status

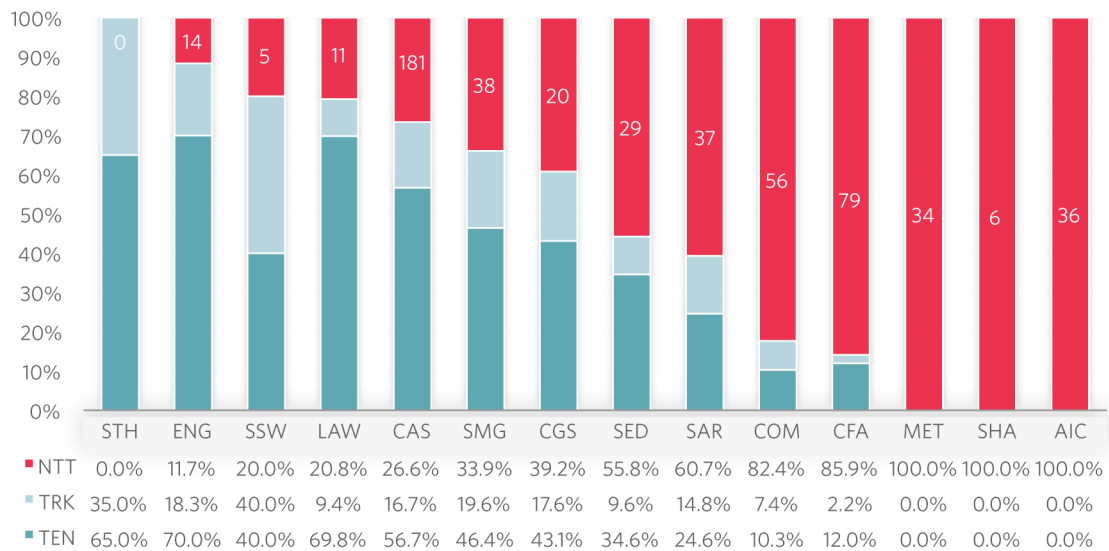


### C4. BU Faculty Average Years of Service

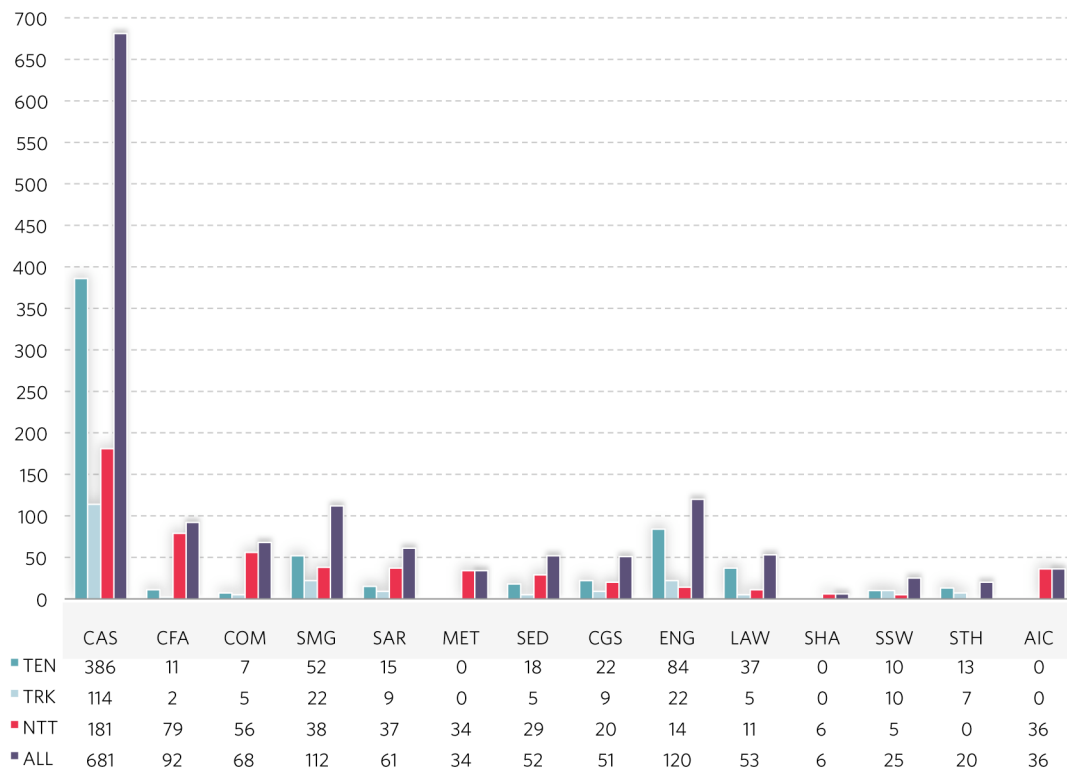


### C5. Boston University T/TT/NTT Percentiles By College

(NTT faculty counts in graph column)

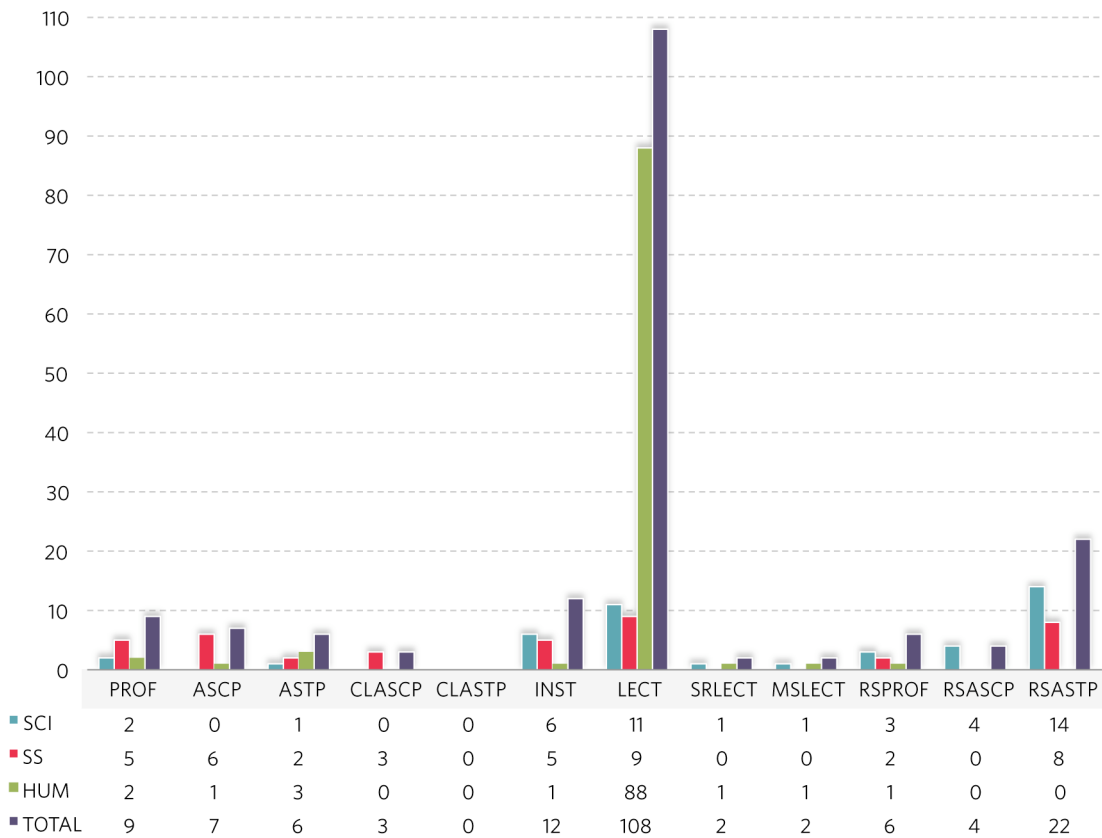


### C6. BU Faculty Counts by College and Tenure Status



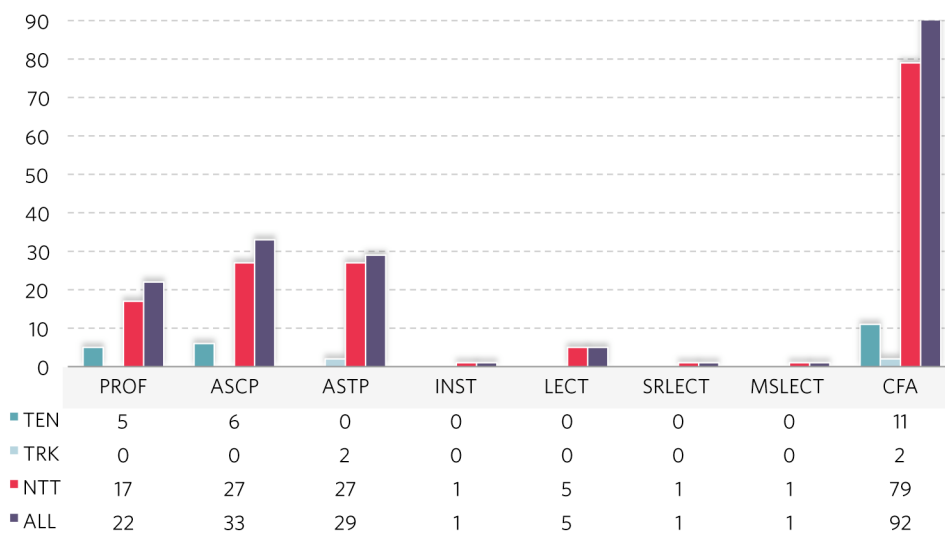


**C7. BU CAS NTT by Rank, Title, and Division** (181 NTT of 681 Faculty or 26.6%)



Sciences (SCI), Social Sciences (SS), Humanities (HUM)

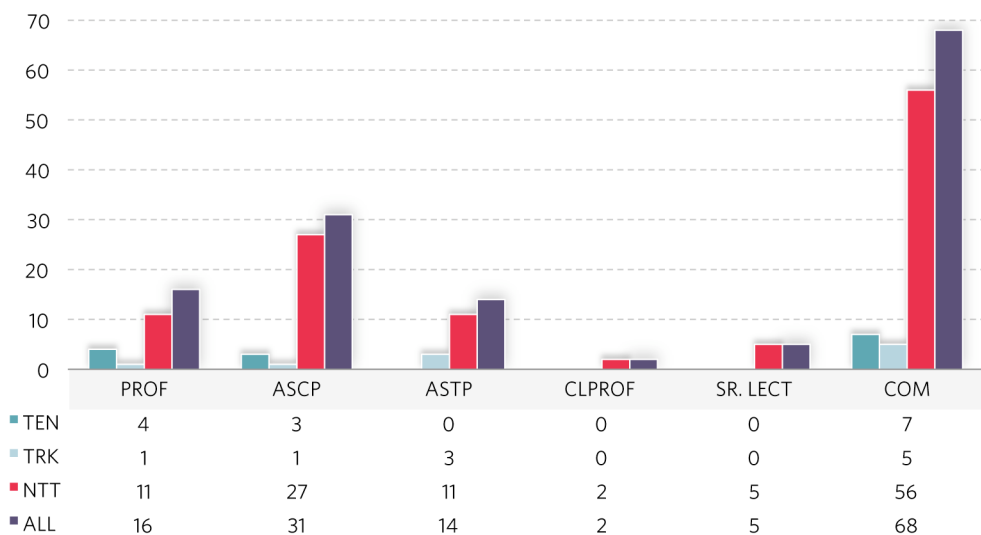
**C8. BU CFA Faculty by Rank, Title, and Tenure Status** (79 NTT of 92 Faculty or 85.9%)



Tenured Professors and Associate Professors: 5 in Music, 4 in Musicology; 1 in Visual Arts. Tenure Track Assistant Professors: 2 in Music & Musicology

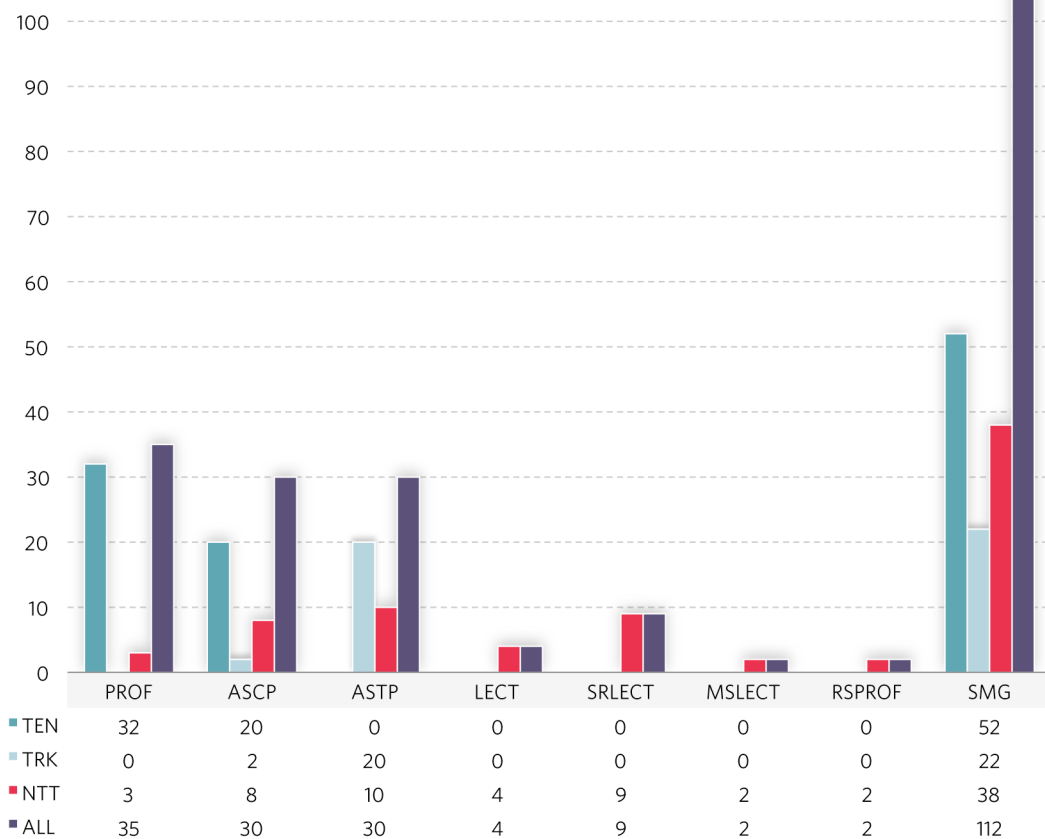
### C9. BU COM Faculty by Rank, Title, and Tenure Status

(56 NTT of 68 Faculty or 82.4%)



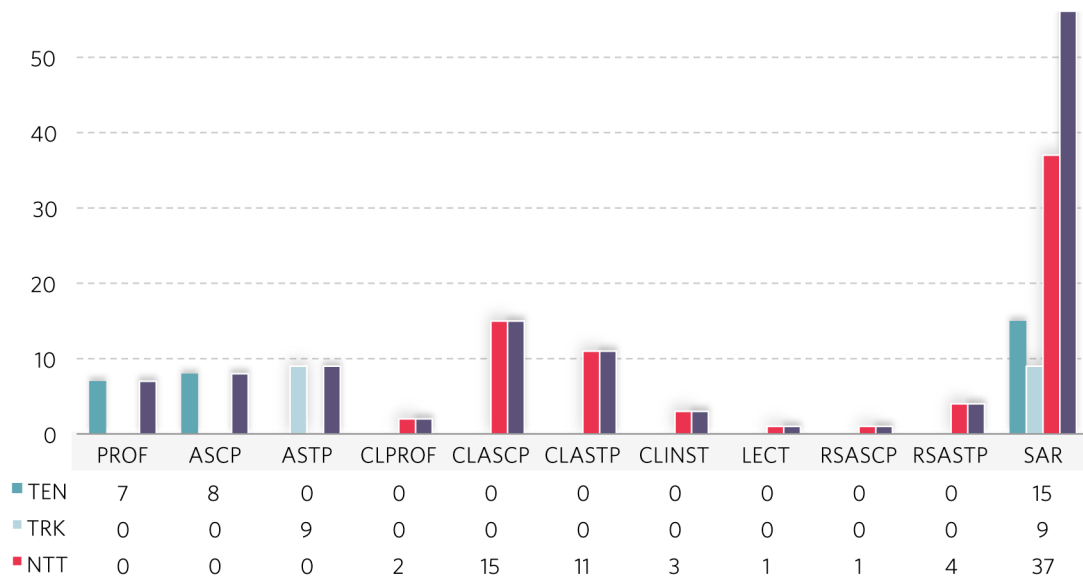
### C10. BU SMG Faculty by Rank, Title, and Tenure Status

(38 NTT of 112 Faculty or 33.9%)



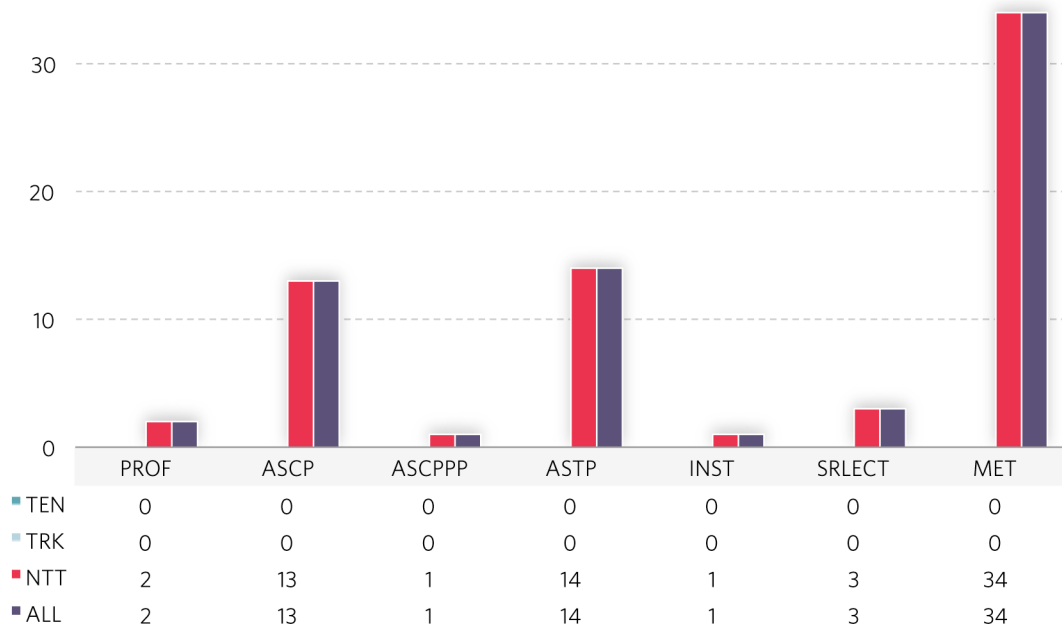
### C11. BU SAR Faculty by Rank, Title, and Tenure Status

(37 NTT of 61 Faculty or 60.7%)



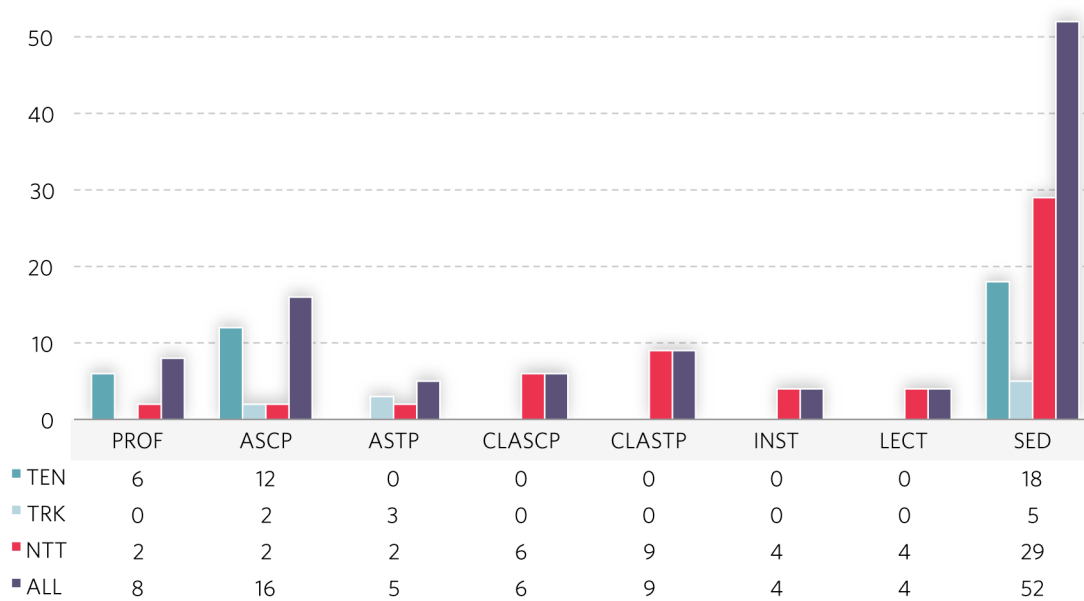
### C12. BU MET Faculty by Rank, Title, and Tenure Status

(34 NTT of 34 Faculty or 100%)



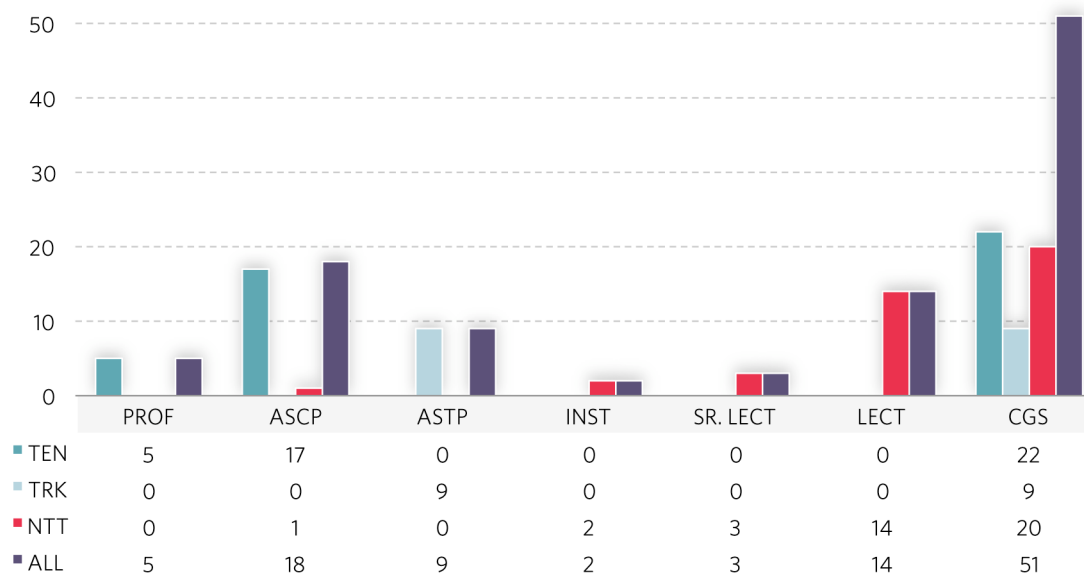
### C13. BU SED Faculty by Rank, Title, and Tenure Status

(29 NTT of 52 Faculty or 55.8%)



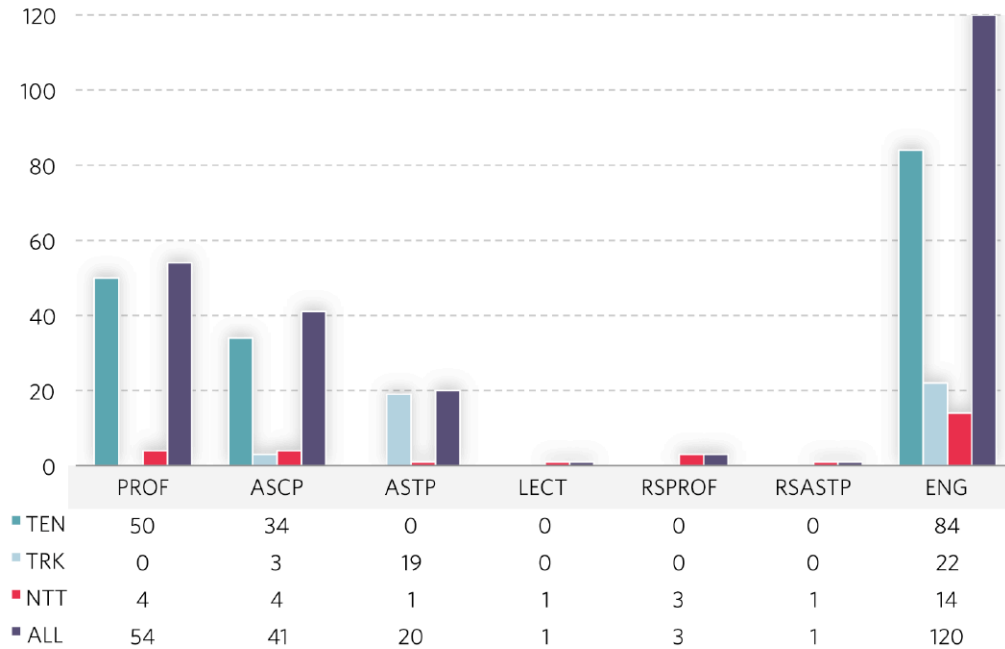
### C14. BU CGS Faculty by Rank, Title, and Tenure Status

(20 NTT of 51 Faculty or 39.2 %)



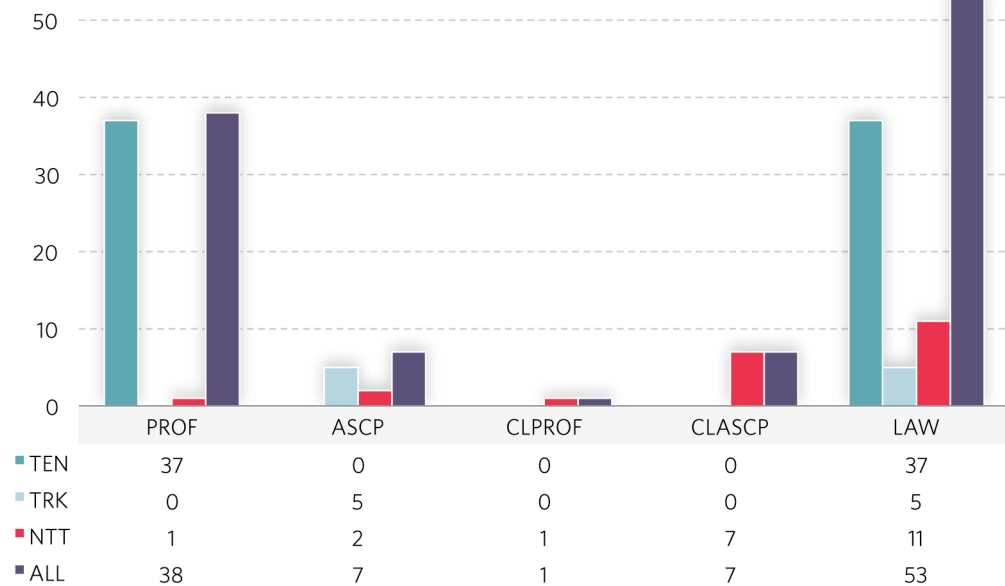
### C15. BU ENG Faculty by Rank, Title, and Tenure Status

(14 NTT of 120 Faculty or 11.7%)



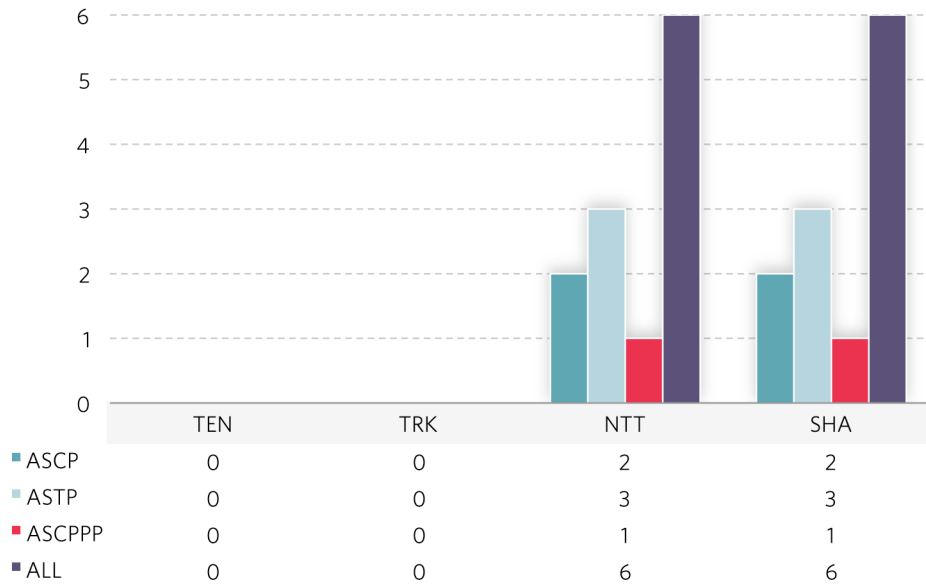
### C16. BU LAW Faculty by Rank, Title, and Tenure Status

(11 NTT of 53 Faculty or 20.8%)



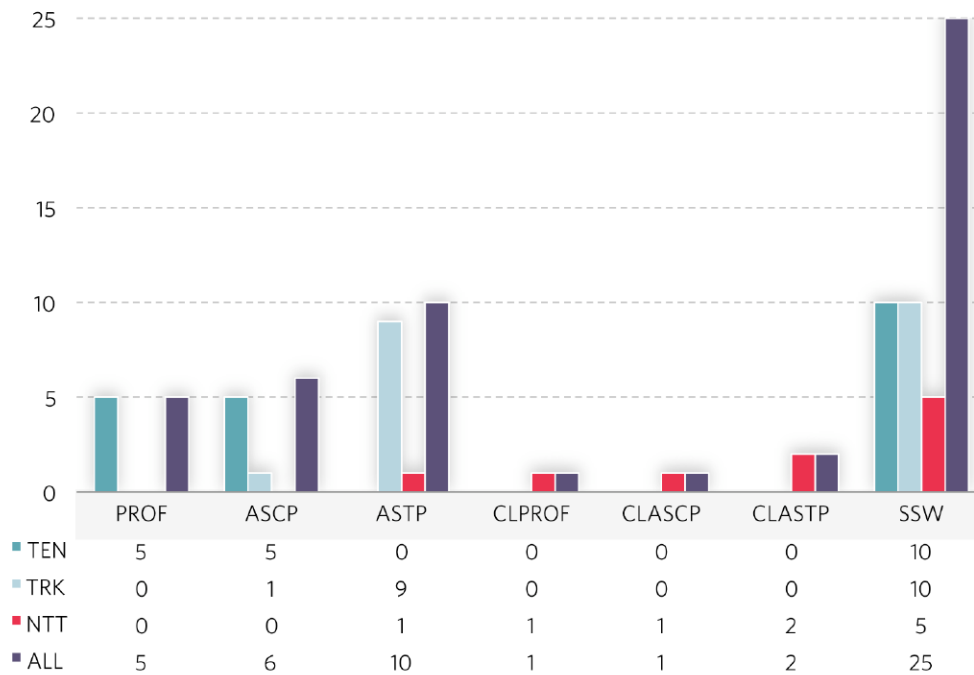
### C17. BU SHA Faculty by Rank, Title, and Tenure Status

(6 NTT of 6 Faculty or 100%)



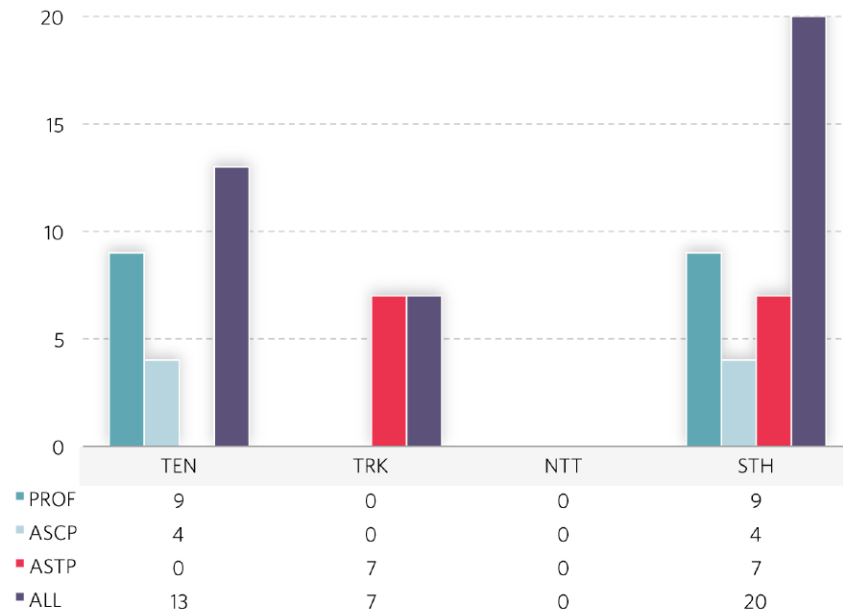
### C18. BU SSW Faculty by Rank, Title, and Tenure Status

(5 NTT of 25 Faculty or 20%)



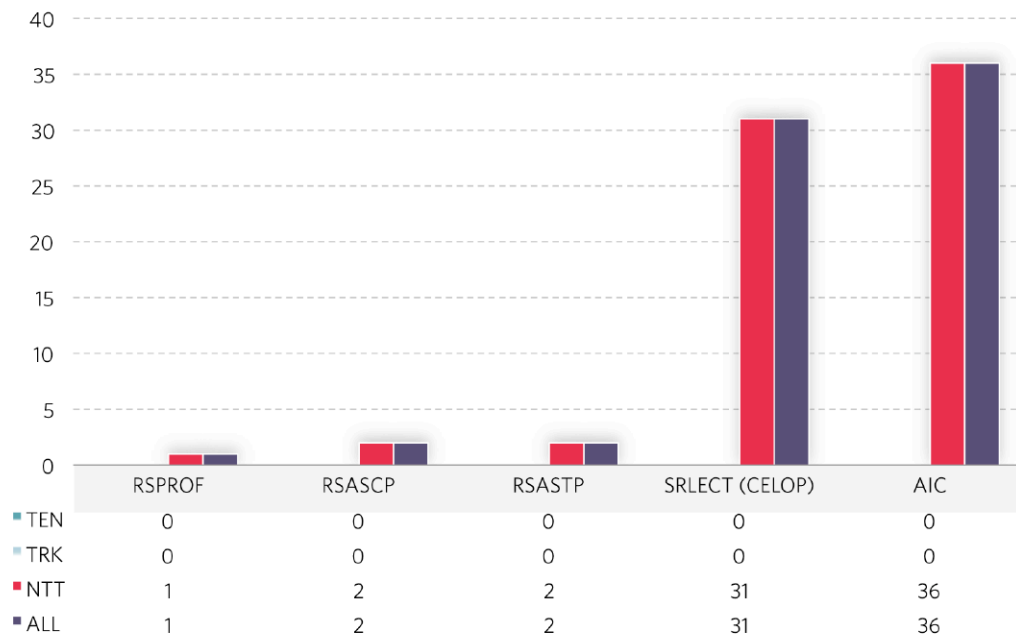
### C19. BU STH Faculty by Rank, Title, and Tenure Status

(0 NTT of 20 Faculty or 0%)



### C20. BU Academic Centers & Institutes by Rank and Title

(36 NTT of 36 Faculty or 100%)



(includes Center for English Language & Orientation Programs)

## Appendix D:

### Boston University Schools and Colleges—Abbreviations

<b>CAS</b>	College of Arts & Sciences
<b>COM</b>	College of Communication
<b>ENG</b>	College of Engineering
<b>CFA</b>	College of Fine Arts
<b>CGS</b>	College of General Studies
<b>SAR</b>	College of Health & Rehabilitation Sciences: Sargent College
<b>SDM</b>	Goldman School of Dental Medicine
<b>GRS</b>	Graduate School of Arts & Sciences
<b>MET</b>	Metropolitan College
<b>SED</b>	School of Education
<b>SHA</b>	School of Hospitality Administration
<b>LAW</b>	School of Law
<b>SMG</b>	School of Management
<b>MED</b>	School of Medicine
<b>SPH</b>	School of Public Health
<b>SSW</b>	School of Social Work
<b>STH</b>	School of Theology
<b>UHC</b>	University Honors College







