

February 27, 2013

MEMORANDUM

TO: University Senate Members

FROM: Martha Nell Smith
Chair of the University Senate

SUBJECT: University Senate Meeting on Wednesday, March 6, 2013

The next meeting of the University Senate will be held on Wednesday, March 6, 2013. The meeting will run from **3:15 p.m. – 5:00 p.m.**, in the **Atrium of the Stamp Student Union**. If you are unable to attend, please contact the Senate Office by calling 301-405-5805 or sending an email to senate-admin@umd.edu for an excused absence. Your response will assure an accurate quorum count for the meeting.

The meeting materials can be accessed on the Senate Web site. Please go to <http://www.senate.umd.edu/meetings/materials/> and click on the date of the meeting.

Meeting Agenda

1. Call to Order
2. Approval of the February 14, 2013 Senate Minutes (Action)
3. Report of the Chair
4. Implementation of the Policy On Smoking At USM Institutions (Senate Doc. No. 12-13-07) (Action)
5. Special Order of the Day
Bradley Hatfield
Chair, Joint Provost/Senate APT Guidelines Task Force
Feedback on the Task Force's Charge
6. Non-Tenure-Track Faculty Policies & Procedures (Senate Doc. No. 12-13-41) (Action)
7. Proposal to Change the Committee on the Review of Student Fees (CRSF) Operating Procedure (Senate Doc. No. 11-12-13) (Action)
8. New Business
9. Adjournment

University Senate

February 14, 2013

Members Present

Members present at the meeting: 112

Call to Order

Senate Chair Smith called the meeting to order at 3:22 p.m.

The Senate observed a moment of silence in honor of University of Maryland students Stephen Alex Rane and Dayvon Maurice Green who died and for Neal M. Oa, who was injured, as a result of the shootings on Tuesday, February 12, 2013.

Approval of the Minutes

Chair Smith asked for additions or corrections to the minutes of the December 5, 2012 meeting. Hearing none she declared the minutes approved as distributed.

Report of the Chair

Senate Elections

The Senate Office just completed the candidacy process for all staff, student, and single-member constituency senators for 2013-2014 on February 8, 2013. Elections will be held February 25-March 8. Smith encouraged everyone to vote for his/her senators. You can find more details about the timeline and process under the "Elections" tab on the Senate website.

Spring Senate Meetings

The remaining meetings for the spring semester are posted on the screen. We are anticipating a significant amount of work coming out of our committees over these meetings. Smith noted that the April 17th meeting will be the last for any outgoing senators and that the May 2nd meeting is the transition meeting where new senators will be seated.

Howard University Senate Representatives

Smith welcomed representatives from the Howard University Student Association's Inaugural Senate, Cortney Robinson and Dean Bryson. She explained that they are student senators from Howard University who are here to learn more about how our Senate operates.

Special Order of the Day
Mary Ann Rankin
Senior Vice President & Provost of the University of Maryland, College Park
Provost's Address

Smith introduced Mary Ann Rankin, Senior Vice President & Provost, to address the Senate.

Provost Rankin thanked the Senate for the opportunity to speak. She welcomed input from the Senate on her presentation and other topics.

Mission

The mission of the administration is to serve the University community in every way possible. This includes raising money, advances in efficiency, and recruiting faculty. We want to create the best possible learning and living environment for our students. We want to attract the best students and create an environment that fosters their success. We want to facilitate and support academic and research achievement of the faculty and our students at the highest level. We should create and support an environment where entrepreneurship and innovation thrive. The Provost's vision supports the President's agenda. We will foster partnerships and fundraising that results in creation of opportunities and connections with the outside world in a variety of ways.

Undergraduate Education & Student Success Initiatives

Provost Rankin commented on the remarkable existing programs at Maryland and the ones that were successful during her tenure at the University of Texas. She would like to bring some programs to the University and integrate them with existing programs to create an exciting set of opportunities for our students and faculty. We are living in a changing world with respect to teaching, learning, and teaching delivery that will be a challenge for all universities.

Provost Rankin introduced Dean Chang, Director of MTECH Ventures, who will lead the new Academy of Innovation and Entrepreneurship. This new academy will partner with each school to help grow their existing programs and fill new needs and opportunities with new initiatives. In a pre-recorded video message, he commented on the upcoming entrepreneurship opportunities.

Provost Rankin commented on the Freshman Discovery and Innovation Initiative, a new initiative in various disciplines for freshmen research. This was started by the faculty at the University of Texas in response to a call to involve undergraduates in research. It is a 3-semester experience that replaces introductory-level lab courses and some other freshmen requirements. This program increased retention rates, major GPA performance, graduation rates, and graduates pursuing higher degrees.

Online Learning Options

Provost Rankin commented on the various options that have developed over the years and the new options being offered. They range from the “traditional” online institutions, blended learning, and adaptive learning platforms to learning management systems and MOOCs (Massive Open Online Courses). MOOCs are online courses that are developed using videotaped lectures and some additional learning tools. Students participate voluntarily at no cost and learning may be accomplished via the “flipped classroom” model where students help one another using social networking. We are currently offering one course and plan to offer five more shortly. However, the issues surrounding this option include the business model, intellectual property of the course and course material, identity verification, course credit, certification, and degrees. We also need to consider the impact on the way we structure and deliver courses, how MOOCs fit into our degree programs, how we train faculty to use these new methods, our capacity to deliver MOOCs, where they fit into our e-Learning strategy, and improvement of facilities to support online instruction. She noted that the new St. John Center would incorporate some of these ideals.

She also noted that the University is looking into ways to improve graduation and retention rates. We will replicate programs like the Keystone program. We will use online tools to improve college readiness. The University will improve course scheduling to maximize course availability, counseling and mentoring, tutoring, counseling students into appropriate majors, and will review the effect of limited enrollment programs on graduation.

Academic Excellence (recruiting, supporting and retaining leaders at the highest level)

We will start strategic planning with the deans and chairs. We need to understand the barriers, including facilities. She introduced Terence McCann, the new Director of Academic Facilities. In a pre-recorded video message, he noted a few current projects, including the Physical Sciences Complex (Physics, Astronomy and the Institute for Physical Science and Technology), the Edward St. John Learning and Teaching Center (academic building to support collaborative teaching spaces), the Bioengineering Building (Department of Bioengineering and Institute for Biomedical Devices), the Chemistry Building Renovation (wing1 and wing2), the Tawes Hall Renovation (new offices and classrooms for American Studies in the theatre area), the H.J. Patterson Renovation (wing1 for displaced international programs, and Jimenez Hall Renovation (updates to hvac systems and modernization).

We are also improving core facilities, process improvement for promotion and tenure, target of opportunity hires, and diversity initiatives. The University is likewise focusing on quality of life improvements such as implementation of the family leave policy, creating a childcare facility, and a University club.

Fundraising Partnerships

Provost Rankin noted that we to do more and better in terms of fundraising. Vice President Weiler will prepare us for a new capital campaign to raise funds for the University. We have a great location for creating partnerships and connecting with alumni. We are preparing our strategy and messages and working with the Board of Visitors and other partners.

Financial Issues

Provost Rankin also noted the financial issues that the University faces. The University's mean salary has dropped to nearly 15% below our peers over the last five years. We need to look at what we can do with merit raises to try to stretch the pool and make some headway against this deficit. We are also planning on how to deal with sequestration. She noted that the University does have resources to help but it is important to spend funds at a normal rate. Otherwise, unexpended funds will be taken back. The University will work with the campus community to minimize the damage.

Big 10 Move

Provost Rankin noted that Steve Fetter, Associate Provost for Academic Affairs, would lead the effort with the Committee on Institutional Cooperation (CIC). This group regularly convenes peer groups to exchange information and best practices in dozens of areas, including education, international programs, libraries, and information technology. CIC shared study abroad programs will give our undergraduates access to programs at over 70 locations around the world. The CIC course-share program will allow students to have electronic access to language courses not taught at our University. The traveling scholar program will allow PhD students to spend a year at another CIC institution taking courses and doing research in facilities not available here. Faculty can take advantage of the CIC's academic leadership program and the departmental executive officer seminar. The CIC also provides for joint licensing of journals and books at reduced cost, shared access to libraries, and a project with Google to scan books. Technology initiatives include a high-speed fiber optic network and shared storage services. The CIC purchasing consortium will reduce costs of computer equipment, software licensing, and other items and services through joint purchasing and service agreements. Current institutions save up to \$2M per year through these purchasing agreements. These are savings that we can invest into academic programs.

Provost Rankin stated that we would like to become leaders in the CIC. She encouraged senators to submit ideas that we can take to the CIC.

Smith thanked Provost Rankin for the comprehensive and capacious presentation and opened the floor to questions.

David Colon-Cabrera, GSG President, stated that the research and mentorship program is a good idea. He asked how graduate students fit into this mission,

especially students in the humanities and the social sciences. How can recruitment and retention efforts of graduate students of color improve on this?

Provost Rankin stated that the freshman research initiative allows undergraduates to work with graduate students on research. It is an expansion of the research endeavor and a different and effective teaching paradigm. Students of color are less likely to seek these types of experiences. That is why there appears to be a greater boost in this population. We all need to realize that students coming in with non-traditional backgrounds need more mentoring at any level. They need to be comfortable and understand the environment. They need empowerment in their fields through engagement in research.

PCC Proposal to Establish a Post-Baccalaureate Certificate in Achievement Motivation & Adolescent Self and Social Processes (Senate Doc. No. 12-13-31) (Action)

Elizabeth Beise, Member of the Programs Curricula and Courses (PCC) Committee, presented the PCC Proposal to Establish a Post-Baccalaureate Certificate in Achievement Motivation & Adolescent Self and Social Processes and provided background information.

Smith opened the floor to discussion of the proposal; hearing none, she called for a vote on the proposal. The result was 87 in favor, 2 opposed, and 1 abstention. **The motion to approve the proposal passed.**

PCC Proposal to Establish a Post-Baccalaureate Certificate in Adolescent Cognitive Development and Motivation to Read (Senate Doc. No. 12-13-32) (Action)

Elizabeth Beise, Member of the Programs Curricula and Courses (PCC) Committee, presented the PCC Proposal to Establish a Post-Baccalaureate Certificate in Adolescent Cognitive Development and Motivation to Read and provided background information.

Smith opened the floor to discussion of the proposal; hearing none, she called for a vote on the proposal. The result was 88 in favor, 1 opposed, and 0 abstentions. **The motion to approve the proposal passed.**

Promoting Innovation: The University of Maryland Information Technology Strategic Plan (Senate Doc. No. 12-13-35) (Action)

Senate Chair Smith presented the final Information Technology Strategic Plan and explained that the draft plan, presented to the Senate on December 5, 2013, had been revised and put forward for final approval.

Smith opened the floor to discussion of the proposal; hearing none, she called for a vote on the proposal. The result was 74 in favor, 5 opposed, and 8 abstentions. **The motion to approve the final plan passed.**

Expansion of Promoting Responsible Action in Medical Emergencies (Senate Doc. No. 11-12-22) (Action)

Jason Speck, Chair of the Student Conduct Committee, presented the Expansion of Promoting Responsible Action in Medical Emergencies and provided background information.

Smith opened the floor to discussion of the committee's recommendations.

Senator Popkin, Undergraduate, College of Behavioral & Social Sciences, thanked the committee for its hard work to develop the revised policy. He provided a story about a student who was in need of medical care but was hesitant to call for help because he was using marijuana. He believes that this example shows the necessity of having an inclusive policy. He encouraged senators to support the committee's recommendations.

Senator Varkalis, Undergraduate, College of Agriculture & Natural Resources, stated that in medical emergencies there is reluctance about what to do, largely due to fear of university sanctions. There should be no barrier preventing students from seeking medical assistance when needed. Many other universities already have similar policies. She asked senators to vote in favor of the recommendation. The policy does not condone drug use but seeks to ameliorate concerns that may result in hesitation for seeking medical assistance.

Senator Varkalis introduced Brandon Levey, author of the expansion proposal. He thanked the various committees and student organizations that helped review and promote this expansion. If the Senate approves the recommendations, it is important to educate students about the policy so that they are aware. The policy is only effective if students are aware of it.

Samantha Zwerling, SGA President, stated that the SGA passed a resolution unanimously supporting the policy. She submitted the resolution for the record. Student leaders are discussing this issue throughout the country and in the Big

10. We should be leaders on student safety in the Big 10 by voting to approve the recommendations.

Senator Robinson, Undergraduate, College of Behavioral & Social Sciences, stated that the policy is ultimately about student safety. Students know about the consequences of drug use but need to prevent further injury. As a community we want our members to use our resources rather than fear them. We need to promote this policy and so that there is not further tragedy in our community.

Senator Lieb, Undergraduate, College of Computer, Mathematical & Natural Sciences, stated that he is in full support of the policy. He stated that there are no legal issues because the Attorney General has already stated that legality is not an issue. He further stated that enacting the policy would not encourage drug use. The policy is a common sense safety measure. He encouraged senators to vote in favor.

Speck clarified that the Attorney General's Office has never provided an opinion on this issue. It is a misconception that the committee has tried to correct several times. However, that does not detract from the committee's unanimous support of the recommendations.

Senator Fagan, Undergraduate, Robert H. Smith School of Business, stated that the interfraternity council is supportive of this policy.

Senator Novara, Chair-Elect, Faculty, Libraries, made a motion to extend the meeting by 30 minutes. The motion was seconded. Smith opened the floor to discussion of the motion; hearing none, she called for a vote to extend the meeting and noted that it required a 2/3 majority to pass. The result was 32 in favor, 49 opposed, and 2 abstentions. **The motion failed.**

Senator Farshchi, Undergraduate, Robert H. Smith School of Business, stated that as a residence assistant, the responsible action protocol has been very beneficial and expanding it would make it more so.

Hearing no further discussion, Smith called for a vote on the proposal. The result was 81 in favor, 2 opposed, and 1 abstention. **The motion to approve the recommendations passed.**

Report of the Joint Provost/Senate Open Access Task Force (Senate Doc. No. 12-13-36) (Action)

Patricia Steele, Chair of the Joint Provost/Senate Open Access Task Force, presented the report of the task force and provided background information.

Smith opened the floor to discussion of the task force's recommendations; hearing none, she called for a vote on the recommendations. The result was 65 in favor, 0 opposed, and 5 abstentions. **The motion to approve the recommendations passed.**

Senator Popkin, Undergraduate, College of Behavioral & Social Sciences, stated that we still had five minutes left in the meeting so we should continue on to the next agenda item.

Proposal to Implement a Retroactive Withdrawal Policy at the University of Maryland (Senate Doc. No. 11-12-30) (Action)

Christopher Davis, Chair of the Academic, Procedures & Standards (APAS) Committee, presented the committee's recommendations and provided background information.

Smith opened the floor to discussion of the committee's recommendations.

Senator Popkin, Undergraduate, College of Behavioral & Social Sciences, thanked the committee and stated that this recommendation would make a difference.

Davis thanked the proposer for her well-documented proposal. While it focused on mental health issues, the committee felt that the policy should cover broader issues by providing flexibility.

Hearing no further discussion, Smith called for a vote on the recommendations. The result was 68 in favor, 2 opposed, and 0 abstentions. **The motion to approve the recommendations passed.**

Senate Chair Smith adjourned the meeting at 5:00 p.m. and announced that any remaining agenda items would automatically be placed on the agenda of the next Senate Meeting.



University Senate TRANSMITTAL FORM

Senate Document #:	12-13-07
Title:	Implementation of the Policy on Smoking at USM Institutions
Presenter:	Marcy Marinelli, Chair, Campus Affairs Committee
Date of SEC Review:	February 1, 2013
Date of Senate Review:	February 14, 2013
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>In June 2012, the Board of Regents (BOR) instituted a policy requiring smoke-free environments at each institution throughout the University System of Maryland (USM). Each institution must implement this policy prior to June 30, 2013. The Senate Executive Committee (SEC) charged the Campus Affairs Committee (CAC) with reviewing the USM policy on smoking and making recommendations on a related campus policy and an implementation process for the University of Maryland.</p>
Relevant Policy # & URL:	<p>USM Policy VI-8.10 "Policy on Smoking at USM Institutions." http://www.president.umd.edu/policies/vi810.html</p>
Recommendation:	<p>The CAC recommends that the attached policy entitled, "VI – 8.10 (A) Policy on Smoking at University of Maryland" be adopted as official University of Maryland policy and be added to the Consolidated USM and UMD Policies and Procedures Manual.</p> <p>In addition, the CAC presents thirteen recommendations on the implementation of the policy for Senate consideration. These recommendations are organized under the following categories: Communication; Policy Management, Assessment, and Evaluation; Enforcement; Prevention, Education, and Treatment; and Reporting Responsibilities.</p>

<p>Committee Work:</p>	<p>The CAC began reviewing the charge and the USM policy at its meeting on September 6, 2012. The committee devoted six meetings to consideration of the charge.</p> <p>In order to organize its research and discussion over the course of the semester, the CAC formed a number of subgroups focused on different aspects of the policy and its implementation. The subgroups were charged with studying peer institutions, creating and disseminating a survey, researching prevention, education, and treatment resources on campus, exploring models of enforcement at institutions with smoke-free policies, considering the management, assessment, and evaluation of the policy, and considering communications strategies related to the new smoke-free policy. These subgroups performed research and made recommendations to the full committee.</p> <p>Over the course of its work, the CAC reached out to various units and groups on campus to better understand how the new policy would affect the community and its operations. The CAC spoke with representatives from the University Health Center, Resident Life, Residential Facilities, the Department of Intercollegiate Athletics, University Human Resources, and the Office of Legal Affairs, and also asked for feedback from the Senate Staff Affairs Committee.</p> <p>After much review and discussion, the Campus Affairs Committee voted to approve the recommendations and send them forward for consideration at its meetings on December 13, 2012 and January 24, 2013.</p>
<p>Alternatives:</p>	<p>The Senate could reject the proposed policy and the recommendations for implementing a policy tailored to the University of Maryland campus. The USM policy would remain as the official policy for the campus.</p>
<p>Risks:</p>	<p>There are no associated risks.</p>
<p>Financial Implications:</p>	<p>Financial resources may be needed to carry out some of the recommendations for implementation, particularly those affecting the University Health Center and its services.</p>
<p>Further Approvals Required:</p>	<p>Senate approval, Presidential approval.</p>

Senate Campus Affairs Committee

Senate Document # 12-13-07

Implementation of the Policy on Smoking at USM Institutions

January 2013

BACKGROUND

In June 2012, the Board of Regents (BOR) of the University System of Maryland (USM) instituted a policy that requires smoke-free environments at each institution throughout the system (Appendix 4). Each institution is required to implement this policy prior to June 30, 2013. The University of Maryland (UM) Senate Executive Committee (SEC) charged the Campus Affairs Committee (CAC) with reviewing the USM policy on smoking and making recommendations on a related campus policy and an implementation process for UM (Appendix 5).

CURRENT PRACTICE

The University Senate has previously considered whether to ban smoking on campus, and has received a number of proposals related to smoking policies over the past few years. In 2009-2010, the CAC was charged with reviewing a proposal to ban smoking from campus and chose not to recommend the adoption of a smoke-free campus policy. The CAC did, however, make administrative recommendations regarding the existing smoking policies on campus. In response, the Division of Administration and Finance (then known as the Division of Administrative Affairs) proposed that the campus smoking policy be amended to adjust the distance from buildings in which smoking is allowed. The CAC reviewed the proposal and recommended its adoption, which was subsequently approved by the Senate and the President in September 2011.

The recently approved USM policy on smoking (Appendix 4) prohibits smoking on all institution grounds and property. As a USM policy, this new initiative takes precedence over the current UM campus policy. However, the new policy allows each campus the latitude to establish limited designated areas in which smoking would be allowed at its discretion.

COMMITTEE WORK

Over the course of five months during the 2012-2013 academic year, the CAC considered its charge regarding the implementation of the policy banning smoking at UM. Throughout its review, the CAC discussed the complexity of implementing a campus-wide ban. The CAC recognizes that smoking is not illegal, and the committee is sensitive to the fact that smoking is an addiction that is difficult to quit. It is also cognizant of the campus climate and the message that the University wants to send about being smoke-free.

From September 2012 to January 2013, the CAC focused on consideration of the smoking policy and its implementation. At its initial meeting, the CAC developed a plan and timeline for studying the issue.

In order to organize its research and discussion over the course of the semester, the CAC formed a number of subgroups focused on different aspects of the policy and its implementation. These subgroups performed research and made recommendations to the full committee.

The Peer Institutions Subgroup was charged with researching policies and practices related to smoking at peer institutions. This group reviewed the experiences of Towson University, Montgomery College, University of Missouri, Ball State, University of North Carolina, Oregon State University, and University of Michigan in their implementation of a smoke-free campus. The CAC discussed experiences at other universities, which sent conflicting messages when they included designated areas for smoking in their smoke-free policy. For example, the University of Michigan designed a policy with designated areas that included smoking pavilions, and specifically changed its policy after its implementation to remove the designated areas on campus, because it felt the existence of smoking pavilions weakened the smoking policy and made it less effective.

The Survey Subgroup was charged with creating a survey to measure campus-wide awareness of the USM policy and attitudes towards a smoke-free campus policy. A survey was created by the subgroup, with the committee's advice, and was sent to a random sample of faculty, staff, and students. The survey was also advertised on the Senate website, Facebook, and Twitter, and promoted at the Great American Smoke-Out event hosted by the University Health Center (UHC).

The smoking ban survey received over 2,900 responses (Appendix 3). Significant findings from the survey include the following:

- Only a small percentage (21.76%) of respondents were familiar with the USM policy;
- More than half (58.09%) of the respondents were in favor of banning smoking on campus;
- 58% of respondents would approve of having designated smoking areas;
- Respondents do not feel comfortable asking others to stop smoking – only 35.28% would feel comfortable doing so; and
- 21.48% of the respondents indicated that they were smokers. Of those who smoke, only 7.74% would be encouraged to quit because of the ban, and only 3.63% indicated they would take advantage of smoking cessation services on campus.

The Prevention, Education, and Treatment Subgroup was charged with researching smoking cessation resources available on campus through the UHC. It reported that services are provided free of cost by the UHC to students, faculty, and staff, and include smoking cessation counseling, nicotine patches, acupuncture, and the other services. These services are provided primarily in English, as well as in Spanish to some extent. The subgroup reported a concern that the UHC may have to impose a fee for these services if the smoking ban results in a great number of campus members seeking services. It noted that additional financial support for the UHC for increased staffing may be needed to continue to provide these services.

An Enforcement Subgroup focused on enforcement of the policy and explored models at peer institutions, while considering what scenarios may be appropriate for use at UM. It reported on the policies at University of Michigan, Frostburg State University, and Towson University, and found differing levels of enforcement at each institution, ranging from emphasis on a climate of respect and wellness to more severe enforcement methods involving fines and infractions as part of the staff performance, review, and development (PRD) process. The CAC discussed UM's campus climate and agreed that a policy focused on respect and wellness, rather than punitive actions, would be a better fit. The CAC agreed that communication, education, social norming, and a strong focus on the health benefits of a smoke-free environment would be better suited to the University than strict enforcement methods. The CAC also agreed that efforts to change the campus culture may prove more effective in aiding enforcement of the policy than punitive measures, and discussed ways to utilize the influence and passion of student groups to affect such change.

The Enforcement Subgroup also led a lengthy discussion on designated smoking areas. It presented the challenges of enforcing the smoking ban on UM's large, non-contiguous campus. It also noted that it would be difficult to prohibit activity on UM property that is legal on the property surrounding campus. The CAC discussed whether designated areas would weaken the policy and noted that the USM policy intentionally provides the option of designated areas.

The Policy Management, Assessment, and Evaluation Subgroup was charged with reviewing the exact specifications of the BOR policy and reporting on what a campus policy might entail. This subgroup presented its finding that it would be difficult to enforce designated smoking areas, and advocated that the committee recommend following the BOR's intent to create a smoke-free campus. It cited the University of Michigan's experience, where smoking pavilions were initially created in designated areas and then eliminated. Michigan's continued requests for additional pavilions eventually made them realize the smoke-free policy seemed to be moving in the opposite direction of its original intent. The subgroup recognized the difficulties in changing the culture on campus, and recommended that the first year of implementation should focus on education and communication tailored to each campus constituency to explain that UM is now a smoke-free campus.

The CAC discussed communications strategies at length and noted how important communication will be to implementation of the policy. Committee members agreed that communications should have a supportive and positive tone, and that they should be put in the context of a "smoke-free environment," while being sensitive to the challenges that smokers will face. The CAC discussed a phased-in communications campaign to start immediately, which would focus on awareness of the new policy and campus resources, involvement of the campus community, and implementation of the policy. A marketing campaign, similar to the "Nothing is Slower than a Sick Turtle" or the sustainability awareness campaigns, was discussed.

In the course of its work, the CAC reached out to various units and groups on campus to better understand how the new policy would affect the community and its operations. The committee spoke with representatives from the University Health Center, Resident Life, Residential Facilities, and the Department of Intercollegiate Athletics, to make them aware of the smoking ban and learn how this might affect their operations. The CAC met with representatives of University Human Resources (UHR) on their perspective on the new USM policy. UHR had concerns about how it might affect faculty and staff differently, in terms of enforcement and possible disciplinary action. For instance, staff members have limited breaks in their schedule, and requiring them to leave campus to smoke may place more of a burden on staff than on faculty or students who smoke.

The CAC also reviewed feedback that it received from the Senate Staff Affairs Committee about the smoking ban and its potential impact on staff members. The Staff Affairs Committee noted that there has been little communication about the impending smoking ban, and committee members felt that more should be done to inform the campus community of the upcoming changes. Members of the committee also agreed with the idea of a progressive system of implementation that focuses on communication and education first.

In addition, the CAC consulted with the Office of Legal Affairs on the text of a draft policy on smoking at UM (Appendix 2).

RECOMMENDATIONS

At its meetings on December 13th, 2012 and January 24th, 2013, the Campus Affairs Committee voted in favor of recommendations on the implementation of the smoke-free campus policy.

The Campus Affairs Committee recommends that the attached policy (Appendix 2) entitled “VI – 8.10 (A) Policy on Smoking at University of Maryland” be adopted as official University of Maryland policy and be added to the Consolidated USM and UMD Policies and Procedures Manual. In addition, the CAC presents the following recommendations on the implementation of the policy for Senate consideration.

Communication

- The Campus Affairs Committee recommends that the Division of Administration and Finance and University Relations lead the development and dissemination of an appropriate communication and signage strategy for the campus, beginning with awareness communication to start immediately. A smoke-free campus identity campaign should be promulgated throughout campus, and adequate and appropriate signage should be located at all entrances to campus, as well as at major public thoroughfares and spaces, and in campus buildings.
- The Campus Affairs Committee recommends that the smoke-free policy be continually communicated to the University community in a simple, positive, and respectful manner throughout each phase of implementation.
- The Campus Affairs Committee recommends that the smoke-free policy be adequately communicated to external constituents, including but not limited to, applicants for admission and employment, contractors, visitors to campus, and vendors.

Policy Specifications, Management, and Evaluation

- The Campus Affairs Committee recommends that all University of Maryland property be smoke-free. Any limited and specific designated areas in which smoking may be permitted would be subject to the designation of the President.
- The Campus Affairs Committee recommends that the new smoking policy be administered by the Division of Administration and Finance, with appropriate involvement of relevant groups on campus, including University Relations, the University Health Center, the Division of Student Affairs and other appropriate units as designated by the President. The committee recommends that the Division of Administration and Finance have responsibility to oversee implementation and manage enforcement of the policy, and recommends that it involve faculty, staff, and students in its processes when appropriate.
- The Campus Affairs Committee recommends that the Division of Administration and Finance develop a centralized reporting mechanism for concerns regarding the policy from the campus community.
- The Campus Affairs Committee recommends that the University conduct periodic evaluations of effectiveness of the policy during the first five years of its implementation. The data collected could include measurements of the utilization of health and educational services, and annual surveys of random faculty, staff, and students, among other sources.

Enforcement

- The Campus Affairs Committee recommends that enforcement and administration of the smoking policy focus on respect and wellness as opposed to discipline and punitive measures by utilizing a progressive enforcement program whereupon we seek voluntary compliance before any strict sanctions. Such a program should focus on warnings and persuasion first; referrals to resources

second; and punitive measures as a last resort in situations of blatant or repeated violation of the policy. The committee recommends that any punitive enforcement be delayed during the initial year of the policy to allow the University to first focus on communication and preparation.

- The Campus Affairs Committee recommends that the Division of Administration and Finance (or other appropriate units as designated by the President) work with University Human Resources and the University Health Center to develop resources for faculty, staff, and students that empower them to assist in achieving campus compliance with the smoke-free policy through peer interaction.

Prevention, Education, and Treatment

- The Campus Affairs Committee recommends that the University Health Center continue to be designated as a centralized resource for information regarding both on-campus and off-campus smoking cessation resources and peer education programs for faculty, staff, and students.
- The Campus Affairs Committee recommends that prevention, education, and treatment strategies be equally geared towards all constituencies and that steps be taken to ensure that faculty, staff, and students all have access to the services provided. One way to accomplish this goal would be to effectively promote services to faculty, staff, and students through concerted communication efforts.
- Campus Affairs Committee recommends that sufficient resources be allocated to the University Health Center to support smoking cessation efforts for faculty, staff, and students, and that the current smoking cessation services offered by the University Health Center be expanded, where appropriate.

Reporting Responsibilities

- The Campus Affairs Committee recommends that the Division of Administration and Finance (and other appropriate units as designated by the President) provide status reports to the University Senate on the progress and outcomes of implementation as well as on campus compliance with the policy each year for the first five years of the smoking policy.

APPENDICES

Appendix 1 – Suggestions for Implementation

Appendix 2 – Proposed Policy on Smoking at University Of Maryland (VI – 8.10(A))

Appendix 3 – Campus Affairs Committee Smoking Ban Survey – Abbreviated Results

Appendix 4 – University System of Maryland (USM) Policy VI – 8.10 Policy on Smoking at USM Institutions

Appendix 5 – Senate Executive Committee Charge on Implementation of the Policy on Smoking at USM Institutions

SUGGESTIONS FOR IMPLEMENTATION

The Campus Affairs Committee discussed implementation scenarios and options in depth from September 2012 through January 2013. As a result, the CAC would like to share suggestions for how implementation could proceed, while ultimately encouraging the administration to conduct its implementation efforts however it feels appropriate outside of the recommendations the CAC has previously presented.

Communication

The CAC stresses that communication should be the first priority of implementation of the smoking policy, and it should begin immediately. The CAC has found that most faculty, staff, and students are not familiar with the policy and do not know that the University will be smoke-free by June 30, 2013. There is a great deal of confusion over whether it will in fact be implemented. Understanding this reality, the CAC developed its recommendations regarding communication with the consensus that these are the most critical for implementation of the policy.

In its committee work, the CAC discussed many options for implementation of its communication recommendations. The committee discussed breaking communications strategies into phases, to appropriately focus efforts at specific points before and during implementation. It suggests focusing first on awareness and education about the policy, next on engaging the campus community in discussions about the policy, and then focusing on the actual details of the policy and its implementation.

Immediate communication efforts could start small and grow as appropriate.

- The CAC found the countdown ticker on the UHR webpage, and suggests incorporating a similar effort into other critical websites, such as the UM homepage.
- Websites and promotional materials that reach external constituents, such as applicants for admission and employment and visitors to campus, could incorporate notices about the smoke-free policy.
- Email messages or other communications from the University administration may raise the profile of the policy and greatly assist in spreading awareness across campus.
- Also, common venues that communicate campus news to faculty, staff, and students – such as *Between the Columns*, *Faculty Voice*, and *The Diamondback*, -- could be utilized as well.
- Physical signage campaigns take a great deal of time, so the CAC suggests that other strategies be utilized for quicker dissemination of information while physical signage is created. The committee suggests maximizing use of social media messaging, FYI advertisements, email messages, website announcements, and other digital methods as appropriate.

In discussing the content of communications, the CAC stresses a focus on positive language and the phrase “smoke-free environment” can be more effective than messages that single out those who smoke or focus on negative language, such as “smoking strictly prohibited.” Using such language is also one way of shaping the context for the policy and building a campus identity that could lead to a genuine acceptance of the policy. As an example of a simple, positive, and respectful messaging campaign, the CAC discussed the “Nothing Slower Than a Sick Turtle” flu prevention campaign and suggests development of a similar messaging tool that can be placed on windows, doors, or elsewhere throughout campus to serve as a positive daily reminder of the smoke-free policy.

Policy Specifications, Management, and Evaluation

The CAC believes that the leadership of the Division of Administration and Finance (DAF) in administering the policy will help provide centralization for the efforts associated with the smoking policy and significantly impact its success. The committee feels that many of the critical aspects of the policy will involve different departments in DAF – from UHR to Facilities Management to Finance and Community Engagement – and that it warrants the oversight of the Vice President for Administration and Finance (VPAF).

However, the CAC would not suggest that the DAF work alone in its efforts and offers the following suggestions for implementation process:

- The CAC suggests that the DAF work closely with other groups across campus as necessary to implement and enforce the policy.
 - Other universities have found it helpful to form smoke-free environment implementation committees or work groups with all of the relevant departments represented. Such a committee could be useful in:
 - Carrying out implementation details,
 - Tracking the progress of implementation across campus, and
 - Making decisions as new developments unfold.
- The DAF should engage with faculty, staff, and students whenever possible as it makes decisions about implementation and policy assessment. The DAF could:
 - Conduct surveys where the campus or specific constituencies are asked to rate their preferences on different implementation options;
 - Invite representatives of different constituencies to meetings; or
 - Hold specific meetings or open forums with each constituency.

The CAC stresses the importance of continual evaluation of the smoking policy. By evaluating the effectiveness of the policy on an annual basis, the University will have an opportunity to identify pieces that are not working and adjust its procedures over time. The CAC suggests that evaluations:

- Examine the violations of the policy, including violations resulting in “formal” action (such as referral to smoking cessation resources or further measures) and the trend of violations over the years;
- Attempt to illustrate the extent to which smoking remains a problem on campus over time; and
- Seek to determine whether the campus culture is changing to incorporate a smoke-free identity.

Enforcement

The CAC stresses a policy based on respect and wellness, and feels that, consistent with policies at other campuses, such a policy will be more likely to be respected. However, the committee also understands that further enforcement options should be available for more serious violations of the policy. It recommends a progressive enforcement system, and presents the following suggestions for such a program.

The CAC found that in most peer institutions, implementation of a smoke-free policy is a multi-year process, and the CAC is concerned about the level of understanding of and preparation for the new policy in the UM community. The CAC suggests that any aspects of implementation that involve punitive enforcement measures be delayed initially, and that the University place emphasis on awareness and preparation within the first year of the policy.

The CAC feels that persuasion and peer interaction should be the basis of the first level of enforcement. Peer interaction is a powerful tool, and the CAC regards it as an important enforcement mechanism. While CAC’s survey results show that most people would not feel comfortable addressing smokers, the

committee believes that if individuals are given appropriate tools, they will be more likely to address situations they see arising across campus. The CAC suggests that tools and language specifically geared towards faculty, staff, and students be developed to give the campus community constructive ways to address smoking and smokers on campus with the goal of encouraging compliance with the policy.

The CAC also suggests developing a friendly reminder system that can be used by all campus members to encourage adherence to the smoking policy. Similar to the previously discussed communications strategies, the CAC suggests creating a simple, positive tool that each person can use to encourage others to adhere to the policy. The CAC discussed the friendly warning tickets used for first-time parking violations as a guide.

The tools developed should be widely shared and the community should be encouraged to use them appropriately. While the CAC is hesitant to suggest involving campus police too heavily in enforcement, the committee considered that the Police Auxiliary might be involved in dissemination of communications and friendly reminders about the policy. Likewise, student groups could be called upon to assist in spreading information about the policy in particular areas where smoking has been reported as a problem. These could be either existing groups that focus on smoking cessation or related activities that wish to be involved, or new groups created specifically for this purpose.

The second and third levels of enforcement would be reserved for repeat instances of violation of the policy. The CAC feels that referring individuals to the resources available to them is a critical step in enforcement of the policy. Referring individuals to the UHC or other resources on campus for smoking cessation, stress relief, or other assistance should be prioritized. In situations of blatant or repeated violations of the policy, additional intervention may be necessary and disciplinary measures can be considered. However, the CAC strongly rejects the idea that smoking should enter into any PRD discussions for faculty or staff.

Prevention, Education, and Treatment

During its review of the smoking policy, the CAC found that the UHC already has programs in place to provide resources and information about smoking cessation opportunities, and the CAC recommends that it continue to do so. The CAC was very pleased to hear that their services are open to all campus constituencies, and was also pleased to learn that some of the services are currently provided with Spanish translations. The CAC offers the following suggestions for enhancing the services already offered in the wake of the new smoking policy.

- The committee recommends that the UHC be given the resources it needs to appropriately fulfill their responsibilities under this new policy.
- The CAC feels that an expansion of UHC services may be warranted
 - In its review, the CAC found that some smoking cessation services are not provided due to cost considerations. The CAC suggests considering whether these services would be possible with appropriate additional funding.
 - The committee's survey results included many comments that asked for more options for smoking cessation services. Specifically,
 - Additional smoking cessation workshops and seminars,
 - Campus support groups,
 - Resources on how to adapt smoking habits around new schedules,
 - Extra stress management and reduction services as a component of smoking cessation
 - The committee also received many concerns that staff members feel that they are unable to take advantage of the services available to them. The UHC could consider:

- Providing more Spanish-language services and assessing whether additional languages would be appropriate,
 - Tailoring some services more effectively to staff members,
 - Offering certain events or resources at different hours to reach those with different schedules,
 - Offering more services and resources online, and
 - Communicating with supervisors about encouraging staff and faculty who choose to take advantage of these services.
 - The CAC suggests that peer education on smoking cessation be added to existing Peer Education programs.
- The CAC suggests that UHC evaluate the marketing of its smoking cessation programs and consider how to use the new policy to enhance awareness of its services.
 - The committee's survey showed that only 49.39% of those who reported that they smoked were familiar with the smoking cessation services offered by the UHC.
 - The CAC suggests that UHC work with the DAF to combine communication efforts where possible.

Reporting Responsibilities

Due to a short time-frame for implementation, it is unrealistic to expect full implementation and campus acceptance immediately. The CAC anticipates this reality, and will remain interested in the implementation and success of the policy as it progresses. To encourage communication between the representatives for the University's diverse constituencies and the administrators of this policy, the CAC recommends that the DAF report to the SEC once every year for the first five years of implementation of the smoking policy. The committee suggests that these reports contain a brief status update on how the implementation is progressing, what the DAF's internal evaluations of the policy find on its acceptance across campus, and what future steps need to be taken to successfully implement the policy. These updates can also serve as an opportunity for the DAF to ask the Senate for further review of any aspect of the smoking policy if such reviews become necessary.

**APPENDIX 2 - PROPOSED POLICY ON SMOKING AT UNIVERSITY
OF MARYLAND (VI - 8.10 (A))**

VI – 8.10(A) POLICY ON SMOKING AT UNIVERSITY OF MARYLAND
(Proposed Policy)

- I. Purpose and Scope
 - a. Purpose. This policy establishes standards and requirements to provide a smoke-free environment for all UMD faculty, staff, students, and visitors, in compliance with the Board of Regents Policy on Smoking at USM Institutions (VI – 8.10).
 - b. Scope. This policy applies to all UMD students, faculty, staff, contractors and employees of contractors providing services at UMD, agents, guests, and visitors.
 - c. The following policy, VI-8.10(A) Policy on Smoking at University of Maryland, replaces any policies or procedures previously established at the University of Maryland that are in conflict with the purpose, applicability, or intent herein.
- II. Definitions
 - a. “Institutional Property” means any property owned, leased, or otherwise controlled or operated by UMD, including buildings, other structures and grounds, and vehicles owned or leased by the institution.
 - b. “Smoking” means carrying or smoking a lighted tobacco product or the burning of any material to be inhaled including, but not limited to, cigarettes, cigars, hookahs, and pipes.
- III. Prohibitions on Institution Property
 - a. Prohibitions against Smoking
 - i. Consistent with Maryland law, smoking is not permitted in any institution building, including academic buildings, residence halls, administrative buildings, other enclosed facilities, or vehicles, except as provided in Section III(a)iii, below.
 - ii. Smoking is prohibited on all institution grounds and property, including walkways, parking lots, and recreational and athletic areas, except as provided in Section III(a)iii, below.
 - iii. Smoking in and on institution property will be permitted only as follows:
 1. For controlled research, and educational, theatrical, or religious ceremonial purposes, with prior approval of the President or the President’s designee;
 2. In limited and specifically designated areas on University property and areas leased to third parties as may from time-to-time be approved by the President; or
 3. Subject to any other exception to this policy recommended by the President and approved by the Chancellor.
 - b. Prohibitions against Sale. The sale of tobacco and smoking-related products is prohibited on institution property.
- IV. Smoking Cessation Assistance
 - a. Assistance Programs. The University Health Center shall make available smoking cessation assistance to students, faculty and staff, which may include opportunities to participate in smoking cessation seminars, classes, and counseling and the availability of smoking cessation products and materials.
 - b. Smoking Cessation Information. The University Health Center shall be designated to answer questions, refer students and employees to on-campus and outside resources, and otherwise provide information about smoking cessation assistance options and opportunities.
- V. Implementation Process
 - a. This policy shall be administered by the Division of Administration and Finance.

- b. Communication. The University shall provide initial and ongoing information to communicate the requirements of this policy, including:
 - i. Dissemination of the key elements of the policy to faculty, staff, students, and others on websites and in appropriate written materials; and
 - ii. The placement of exterior and interior notices and signs announcing that smoking is prohibited.
- c. Community Outreach. The University will engage in outreach to the community, as appropriate, to facilitate coordination with local government authorities and to assist residents and businesses near the institution in preventing trespass and littering that may result if members of the campus community seek to smoke in nearby off-campus areas.
- d. Consequences. The University may establish appropriate procedures and consequences, which may include fines or disciplinary measures, for violations of this policy.
- e. Implementation. The provisions of this policy shall be implemented at the University of Maryland no later than June 30, 2013.

APPENDIX 3 - CAMPUS AFFAIRS COMMITTEE SMOKING SURVEY - ABBREVIATED RESULTS**NOTE: A complete record of survey comments is on file in the Senate Office.****Q1. How familiar are you with the University System of Maryland's new policy banning smoking on all campuses?**

Count	Percent	
209	7.12%	Extremely familiar
430	14.64%	Very familiar
893	30.41%	Moderately familiar
704	23.97%	Slightly familiar
701	23.87%	Not at all familiar
2937		Respondents

Q2. Are you in favor of banning all smoking on campus?

Count	Percent	
1301	44.30%	A great deal
405	13.79%	Considerably
226	7.69%	Moderately
146	4.97%	Slightly
859	29.25%	Not at all
2937		Respondents

Q3. How will the campus-wide smoking ban make you feel about our campus community?

Count	Percent	
206	7.01%	1 - Doesn't care about my health
177	6.03%	2
633	21.55%	3
620	21.11%	4
1301	44.30%	5 - Cares a lot about my health
2937		Respondents

Q4. Do you favor asking people to leave campus entirely in order to smoke?

Count	Percent	
636	21.65%	Strongly favor
574	19.54%	Favor
422	14.37%	Neither opposed or in favor
436	14.85%	Opposed
845	28.77%	Strongly opposed
24	0.82%	Prefer not to respond
2937		Respondents

Q5. Are you in favor of having designated areas on campus for smoking?

Count	Percent	
1713	58.32%	Yes (where would you want these areas to be?)
979	33.33%	No
245	8.34%	Prefer not to respond
2937		Respondents

Q6. Please indicate your level of agreement with the following statements: - Breathing smoke-free air in my daily environment is important to me

Count	Percent	
1734	59.04%	Strongly agree
568	19.34%	Agree
282	9.60%	Neither agree nor disagree

Q6. Please indicate your level of agreement with the following statements: - Breathing smoke-free air in my daily environment is important to me

Count	Percent	
130	4.43%	Disagree
194	6.61%	Strongly disagree
29	0.99%	Prefer not to respond
2937		Respondents

Q7. Please indicate your level of agreement with the following statements: - Having smokers leave campus to smoke will lead to lost productivity

Count	Percent	
815	27.75%	Strongly agree
796	27.10%	Agree
603	20.53%	Neither agree nor disagree
370	12.60%	Disagree
306	10.42%	Strongly disagree
47	1.60%	Prefer not to respond
2937		Respondents

Q8. Please indicate your level of agreement with the following statements: - Having smokers who live on campus leave their residence hall at night to smoke is a safety concern

Count	Percent	
858	29.21%	Strongly agree
914	31.12%	Agree
467	15.90%	Neither agree nor disagree
410	13.96%	Disagree
248	8.44%	Strongly disagree
40	1.36%	Prefer not to respond
2937		Respondents

Q9. Please indicate your level of agreement with the following statements: - I would feel comfortable telling a smoker that this is a non-smoking campus.

Count	Percent	
498	16.96%	Strongly agree
538	18.32%	Agree
441	15.02%	Neither agree nor disagree
652	22.20%	Disagree
745	25.37%	Strongly disagree
63	2.15%	Prefer not to respond
2937		Respondents

Q10. Please indicate your level of agreement with the following statements: - No Smoking signs are effective at deterring smoking

Count	Percent	
248	8.44%	Strongly agree
685	23.32%	Agree
621	21.14%	Neither agree nor disagree
714	24.31%	Disagree
629	21.42%	Strongly disagree
40	1.36%	Prefer not to respond
2937		Respondents

Q11. Do you smoke (cigarettes, cigars, pipe, hookah, marijuana)?

Count	Percent	
620	21.48%	Yes
2267	78.52%	No
2887		Respondents

Q12. How often during the last 30 days have you smoked?

Count	Percent	
181	6.27%	1 - 2 days
81	2.81%	3 - 5 days
50	1.73%	6 - 9 days
73	2.53%	10 - 19 days
77	2.67%	20 - 29 days
181	6.27%	All 30 days
2244	77.73%	I have not smoked in the last 30 days.
2887		Respondents

Q13. Do you smoke on campus?

Count	Percent	
427	14.79%	Yes
2460	85.21%	No
2887		Respondents

Q14. Where on campus do you smoke? (Check all that apply)

Count	Respondent %	Response %	
146	35.35%	15.45%	Outside my residence hall
161	38.98%	17.04%	Outside my office building
133	32.20%	14.07%	Outside the Stamp Student Union
189	45.76%	20.00%	Outside McKeldin and Hornbake Libraries
201	48.67%	21.27%	In the parking lots
115	27.85%	12.17%	Other (please specify)
413			Respondents
945			Responses

Q15. Please indicate your level of agreement with the following statements: - When more restrictive smoking regulations are implemented at UMCP I would transfer to another college or seek employment elsewhere.

Count	Percent	
46	11.14%	Strongly agree
41	9.93%	Agree
90	21.79%	Neither agree nor disagree
92	22.28%	Disagree
107	25.91%	Strongly disagree
37	8.96%	Prefer not to respond
413		Respondents

Q16. Please indicate your level of agreement with the following statements: - Having a no smoking policy on campus would encourage me to quit smoking.

Count	Percent	
16	3.87%	Strongly agree

Q16. Please indicate your level of agreement with the following statements: - Having a no smoking policy on campus would encourage me to quit smoking.

Count	Percent	
16	3.87%	Agree
52	12.59%	Neither agree nor disagree
82	19.85%	Disagree
239	57.87%	Strongly disagree
8	1.94%	Prefer not to respond
413		Respondents

Q17. Please indicate your level of agreement with the following statements: - I am familiar with the campus smoking cessation services.

Count	Percent	
67	16.22%	Strongly agree
137	33.17%	Agree
63	15.25%	Neither agree nor disagree
58	14.04%	Disagree
72	17.43%	Strongly disagree
16	3.87%	Prefer not to respond
413		Respondents

Q18. Please indicate your level of agreement with the following statements: - After the smoking ban is implemented, I will take advantage of the campus smoking cessation services.

Count	Percent	
4	0.97%	Strongly agree
11	2.66%	Agree
102	24.70%	Neither agree nor disagree
77	18.64%	Disagree
195	47.22%	Strongly disagree
24	5.81%	Prefer not to respond
413		Respondents

Q19. What is your age?

Count	Percent	
21	0.74%	17 years old or younger
1128	39.58%	18 - 21 years old
560	19.65%	22 - 26 years old
284	9.96%	27 - 30 years old
246	8.63%	31 - 39 years old
218	7.65%	40 - 49 years old
226	7.93%	50 - 59 years old
128	4.49%	60 - 69 years old
19	0.67%	Over 70 years old
20	0.70%	Prefer not to respond
2850		Respondents

Q20. What is your classification?

Count	Percent	
1398	49.05%	Undergraduate student
642	22.53%	Graduate student
281	9.86%	Faculty
336	11.79%	Exempt staff

Q20. What is your classification?

Count	Percent	
137	4.81%	Non-exempt staff
32	1.12%	Contingent staff (I or II)
24	0.84%	Other (please specify)
2850		Respondents

Q21. Are you an international student?

Count	Percent	
145	5.09%	Yes
2705	94.91%	No
2850		Respondents

Q22. Where do you live?

Count	Percent	
108	3.79%	On campus - North Campus
91	3.19%	On campus - Denton
68	2.39%	On campus - Ellicott
67	2.35%	On campus - Cambridge
170	5.96%	On campus - Commons
145	5.09%	On campus - South Hill
33	1.16%	On campus - Leonardtown
2168	76.07%	Off campus (please specify)
2850		Respondents

APPENDIX 4 - UNIVERSITY SYSTEM OF MARYLAND POLICY VI- 8.10 POLICY ON SMOKING AT USM INSTITUTIONS

VI – 8.10 POLICY ON SMOKING AT USM INSTITUTIONS

(Approved by the Board of Regents, June 22, 2012)

I. PURPOSE AND SCOPE

- A. Purpose. The University System of Maryland (USM) seeks to promote a healthy, smoke-free environment for students and employees. In recognition of the health risks of tobacco smoke, this policy establishes standards and requirements to provide a smoke-free environment for all USM faculty, staff, students, and visitors.
- B. Scope. This policy applies to all USM students, faculty, staff, contractors and employees of contractors providing services on USM campuses, agents, guests, and visitors.

II. DEFINITIONS

- A. “Institution Property” means any property owned, leased, or otherwise controlled or operated by an institution, including buildings, other structures and grounds, and vehicles owned or leased by the institution.
- B. “Smoking” means carrying or smoking a lighted tobacco product or the burning of any material to be inhaled including, but not limited to, cigarettes, cigars, hookahs, and pipes.

III. PROHIBITIONS ON INSTITUTION PROPERTY

- A. Prohibitions against Smoking
 - 1. Consistent with Maryland law, smoking is not permitted in any institution building, including academic buildings, residence halls, administrative buildings, other enclosed facilities, or vehicles, except as provided in Section III(A)3, below.
 - 2. Smoking is prohibited on all institution grounds and property, including walkways, parking lots, and recreational and athletic areas, except as provided in Section III(A)3, below.
 - 3. Smoking in and on institution property will be permitted only as follows:
 - a. For controlled research, and educational, theatrical, or religious ceremonial purposes, with prior approval of the President or the President’s designee;
 - b. In limited and specific designated areas on institution grounds, as approved by the President; or
 - c. Subject to any other exception to this policy recommended by the President and approved by the Chancellor.

- B. Prohibitions against Sale. The sale of tobacco and smoking-related products is prohibited on institution property.

IV. SMOKING CESSATION ASSISTANCE

- A. Assistance Programs. Each institution may make available smoking cessation assistance to students, faculty and staff, which may include opportunities to participate in smoking cessation seminars, classes, and counseling and the availability of smoking cessation products and materials.
- B. Smoking Cessation Information. The President of each institution shall designate an individual or individuals to answer questions, refer students and employees to on-campus and outside resources, and otherwise provide information about smoking cessation assistance options and opportunities.

V. IMPLEMENTATION PROCESS

- A. Communication. Each institution shall provide initial and ongoing information to communicate the requirements of this policy, including:
 - 1. Dissemination of the key elements of the policy to faculty, staff, students, and others on websites and in appropriate written materials; and
 - 2. The placement of exterior and interior notices and signs announcing that smoking is prohibited.
- B. Community Outreach. Each institution will engage in outreach to the community, as appropriate, to facilitate coordination with local government authorities and to assist residents and businesses near the institution in preventing trespass and littering that may result if members of the campus community seek to smoke in nearby off-campus areas.
- C. Consequences. Each institution may establish appropriate consequences, which may include fines or disciplinary measures, for violations of this policy.
- D. Implementation. The provisions of this policy shall be implemented at each institution no later than June 30, 2013.

**APPENDIX 5 - SENATE EXECUTIVE COMMITTEE CHARGE ON
IMPLEMENTATION OF THE POLICY ON SMOKING AT USM INSTITUTIONS**



**University Senate
CHARGE**

Date:	September 5, 2012
To:	Marcia Marinelli Chair, Campus Affairs Committee
From:	Martha Nell Smith  Chair, University Senate
Subject:	Implementation of the Policy on Smoking at USM Institutions
Senate Document #:	12-13-07
Deadline:	January 11, 2013

The Senate Executive Committee (SEC) requests that the Campus Affairs Committee review the recently approved University System of Maryland (USM) Policy on Smoking at USM Institutions (VI-8.10) and make recommendations on a related policy and implementation process for our campus.

Specifically, we ask that you:

1. Review the report of the 2010-2011 Campus Affairs Committee regarding the Proposal for a Tobacco-Free Campus (Senate Doc. No. 08-09-15).
2. Review similar policies and implementation strategies at other USM and peer institutions.
3. Consult with representatives from University Human Resources regarding the impact of such a policy on the University's employees,
4. Consult with a representative from the Office of Staff Relations.
5. Consult with a representative of the University Health Center regarding smoking cessation programs, including who will be designated to answer questions, refer students and employees to on-campus and outside resources, and otherwise provide information about smoking cessation assistance options and opportunities.
6. Consult with representatives from the Division of Administrative Affairs regarding potential implementation and enforcement procedures, and effective communication about campus policy.

7. Gather input from various campus constituents, including faculty, staff, and students, regarding the impact of such a policy.
8. Consider the impact of such a policy on external constituents such as visitors, alumni, patrons of University events etc.
9. Develop a campus policy that aligns with the USM Policy on Smoking at USM Institutions.
10. Develop potential implementation procedures for a campus policy.
11. Consult with a representative of the Office of Legal Affairs.

We ask that you submit your report and recommendations to the Senate Office no later than January 11, 2013. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



UNIVERSITY OF MARYLAND

APT GUIDELINES TASK FORCE

1100 Marie Mount Hall
College Park, Maryland 20742-4111
Tel: (301) 405-5805 Fax: (301) 405-5749
<http://www.senate.umd.edu>

Memorandum

To: University Senate

From: Bradley Hatfield, Chair of the Joint Provost/Senate APT Guidelines Task Force
Bradley R. Hatfield

Date: February 25, 2013

Re: Review of the University of Maryland Guidelines for Appointment, Promotion, and Tenure (Senate Doc. No. 12-13-24)

The Joint Provost/Senate APT Guidelines Task Force has been charged with conducting a broad review of the University of Maryland Guidelines for Appointment, Promotion, and Tenure (APT). The attached charge outlines the specific aspects of the process that we will consider. The task force is in the beginning stages of conducting its review and would like to get feedback from the University community regarding the current APT process.

I will give a brief overview of the task force's goals at the March 6, 2013 Senate Meeting and then open the floor to questions and feedback. We ask that you keep your questions broad so that we do not violate the confidentiality of specific cases. It would also be helpful if questions were sent in advance so that we can be prepared to respond. However, questions will also be taken at the meeting. If you would like to submit a question in advance by emailing it to senate-admin@umd.edu by Monday, March 4, 2013.

Attachment



**University Senate
CHARGE**

Date:	February 1, 2013
To:	Brad Hatfield Chair, Joint Provost/Senate APT Guidelines Task Force
From:	Mary Ann Rankin Senior Vice President & Provost Martha Nell Smith Chair, University Senate
Subject:	APT Guidelines
Senate Document #:	12-13-24
Deadline:	December 15, 2013

Provost Rankin and the Senate Executive Committee (SEC) request that the APT Guidelines Task Force conduct a broad review of the University of Maryland Guidelines for Appointment, Promotion, and Tenure (APT).

During the 2011-2012 academic year, the Senate Faculty Affairs Committee reviewed a proposal entitled, Reform of the University APT Procedures (Senate Doc. No. 11-12-03). Following an extensive review of the proposal and the current review process, the committee concluded that a broader review of the APT Procedures should be conducted and that a formal cycle be established to review the yearly updates recommended by the Council of Associate Deans for Faculty Affairs (CADFA). Specifically, the Task force is being asked to address the following:

1. Review the University of Maryland Guidelines for Appointment, Promotion, and Tenure (APT) (<http://www.faculty.umd.edu/policies/>).
2. Review the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty II-1.00(A) as it relates to the APT Guidelines.
3. Consult with the Office of Faculty Affairs and representatives from CADFA to understand the current review/update process.
4. Review the standards used to select external evaluators.
5. Consider the elements and approaches used to evaluate candidates including: (a) the current process for requesting letters and evaluating letters and “non-responses” from external evaluators, plus (b) the evaluation of teaching and whether a teaching dossier is appropriate. The candidate notification process should be reviewed as well.

6. Consider how varying facets of scholarly activity such as innovation and entrepreneurship (including social entrepreneurship), application of intellectual property through technology transfer, interdisciplinary/collaborative research, and the application of research to solve existing problems in society, should be evaluated as part of the APT review process.
7. Consider the impact of new work-life balance policies and tenure delay on the APT review process, including ways in which presence of relevant practices should be deemed automatic.
8. Develop a regular review cycle and a process for subsequent reviews of the APT procedures and the APT Policy.
9. Review the APT Procedures used at our peer institutions including the construction of dossiers.
10. Consider developing a standard dossier format based on best practices at our peer institutions.
11. Consider how issues of diversity impact the equity of the APT process, for example, how faculty research on diversity issues or underserved populations can be evaluated fairly.
12. Consider methods for streamlining the entire APT process, but particularly so in the appointment of “star” senior appointments.
13. Consider how the APT Guidelines can be modified to encourage stronger, consistent, and more effective mentoring of junior faculty.
14. Please consult with the Office of Legal Affairs in developing your recommendations.

We ask that you submit your report and recommendations to the Senate Office no later than November 1, 2013. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



University Senate TRANSMITTAL FORM

Senate Document #:	12-13-41
PCC ID #:	N/A
Title:	Non-Tenure Track Faculty Policies & Procedures
Presenter:	Thomas R. Holtz, Jr. – Chair, Joint Provost/Senate Non-Tenure-Track Faculty Task Force
Date of SEC Review:	February 22, 2013
Date of Senate Review:	March 6, 2013
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	Raise and examine issues related to NTT Faculty contracts, recognition, promotion policies and other relevant policy matters.
Relevant Policy # & URL:	Policies related to NTT Faculty.
Recommendation:	<p>The Task Force recommends change in four areas: Appointment, Rank, and Promotion; Evaluation, Recognition, and Compensation; Governance; and Policies. The list of recommendations is extensive, but only because the problems are substantial.</p> <p><u>Appointment, Rank, and Promotion</u></p> <p>We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:</p> <ol style="list-style-type: none"> 1. Revise both the system of NTT faculty titles and the administration of those titles such that titles accurately represent the primary contribution of faculty so appointed; 2. Create a Teaching Professor series on par with the Research Professor series and the Clinical Professor series; 3. Create a Faculty Administrator position and provide the opportunity for promotion by defining Faculty Administrator I, II, and III levels; 4. Provide promotion opportunities for FRAs by creating FRA I,

II, and III levels;

5. Create a system for tracking appointments, reappointments, contract length, and adherence to the contract templates provided by Legal Affairs, including designation of eligibility for different benefits given the specifics of the appointment;
6. Improve the administration of instructional contracts such that year-long or multi-year appointments become the norm.

Evaluation, Compensation, and Recognition

We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:

7. Create, where they don't already exist, college-level evaluation and promotion guidelines for appointments in the Research Professor/Scientist/Engineer/Scholar series, the Clinical Professor series, and the (proposed) Teaching Professor series;
8. Ensure that evaluations of Instructional Faculty are not tied solely to the CourseEvalUM tool;
9. Whereas responses to the faculty survey indicate significant financial hardship for many NTT faculty, especially Instructional Faculty, the institution should ensure that base-line salaries for NTT faculty are commensurate with their experience, skills, and contributions;
10. Ensure that NTT faculty are included in merit pay increases in departments where they aren't already, and establish a system for providing merit pay for Instructional Faculty whose salaries are determined by the courses they teach;
11. Provide funding and other resources for participating in professional development activities. Successful participation in such activities should be included in evaluations for merit pay increases;
12. Ensure that faculty with dual 25% FTE appointments are provided those benefits afforded part-time faculty who have a single appointment at 50% FTE;
13. Provide compensation when asking instructional faculty whose salaries are determined by the courses they teach to

engage in tasks beyond those specified in their contracts.

14. Include NTT faculty in all campus awards and honors; or create college-level awards and honors, where none currently exist, and a campus-wide award in each of the three domains of academic activity, i.e. an award for excellence within Research, Teaching, and Service.

Governance

We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:

15. Increase the representation of NTT faculty in the University Senate;
16. Ensure that departments and colleges have written policies for including NTT faculty in unit-level self-governance for matters that involve them.

Policies

We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:

17. Improve the administration and oversight of NTT faculty policies by tasking an administrator or committee within each college/school with coordinating such efforts both internally and with Faculty Affairs;
18. Improve access to faculty policies by establishing a campus protocol for how such information is presented through department and college web sites;
19. Amend the Policy on the Employment of Adjunct Faculty, II-1.07(A), so that all courses taught count toward eligibility for Adjunct II status.
20. Adopt either the term **Professional Faculty** or **Professional Track Faculty** in all institutional policies, procedures, guidelines, and communications when referring to faculty who are not tenured nor on the tenure track;
21. Revise applicability clauses in existing faculty policies to refer explicitly to "All Faculty", "Tenured/Tenure-Track Faculty", or "Professional Faculty", as appropriate.

<p>Committee Work:</p>	<p>After initial meetings of the entire Task Force to discuss strategy and scope of the work, the Task Force formed three sub-committees to perform the research needed to fulfill the charge: Policies and Procedures; Faculty Survey; Database Mining and Analysis. During the spring of 2012, Task Force members met with NTT focus groups to pilot the faculty survey and get feedback on how well it covered areas that concerned the NTT faculty. The faculty survey format and questions were revised in response to these focus groups. In late spring of 2012, the Task Force recognized the need to survey administrators who manage NTT Faculty appointments. As such, the "Faculty Survey" sub-committee broadened its scope to include a survey of unit administrators. Task Force members met during summer 2012 to review subcommittee findings, finalize the survey questions, and detail the work to be completed. The Administrator Survey was released in July 2012 and the Faculty Survey in Sept 2012. Task Force meetings in the fall 2012 were held to review and analyze the survey results and begin drafting the report. The Data Mining subcommittee requested from ORA data on research awards and continued its analysis of teaching load data. In late fall of 2012, the Chair of the Senate requested that the Task Force also include in its study a white paper, circulated by the Office of Faculty Affairs, which presents an analysis of a set of problems related to NTT faculty titles and appointments. The Task Force expanded the scope of its report to include discussion of this important document. In Jan/Feb 2013, the Data Mining subcommittee analyzed data returned by ORA. The final report was approved and submitted to the Senate Executive Committee on Feb 15, 2013.</p>
<p>Alternatives:</p>	<p>The University could continue with its current policies and practices.</p>
<p>Risks:</p>	<p>Lack of remedy of the concerns detailed in this report could result in further inequities and alienation of the NTT faculty.</p>
<p>Financial Implications:</p>	<p>Additional resources to enact the recommendations here.</p>
<p>Further Approvals Required:</p>	<p>Senate Approval, Presidential Approval</p>

Task Force on
Non-Tenure Track Faculty

Final Report

February 15, 2013

Thomas Holtz, Jr., Co-Chair
Eric Vermote, Co-Chair
Robert Briber
Natasha Brown
Deb Nelson
Marc Pound
Martha Randall
Susan White
Colleen Worthington
Mark Arnold (*ex officio*)
Chuck Wilson (*ex officio*)

Executive Summary

This Task Force was charged with determining "whether there are areas of concern with existing policies related to non-tenure-track faculty at the University of Maryland." To determine the scope of concerns, the Task Force researched policy and procedures both at the University and at peers, engaged focus groups, surveyed faculty and administrators, and mined campus data on teaching loads, credit delivery and research grants. Our conclusion is that many areas of concern require substantive changes in order to allow the institution to engage fully this "large subset of our faculty as a valuable resource."

Indeed, the roughly 3,000 members of the Non-Tenure Track (NTT) faculty make significant contributions to the University, and in general, their dedication to their work is what one would expect of any professional. The recommendations presented here will allow this large and dedicated group to contribute more fully to the institution by addressing the concerns of both administrators and NTT faculty. In particular, the work of this Task Force and the resulting recommendations should not be seen as an attempt to undermine the tenure system. The goal has been to provide recommendations that will propel the institution to further success by improving the systems for engaging NTT faculty.

The specific areas of concern involve knowledge of, and compliance with, existing policies; policies and procedures for evaluating and promoting of NTT faculty; recognition for outstanding contributions, including merit pay for NTT faculty; opportunities for participation in shared governance; and compensation, especially among instructional faculty. In each of the problem areas, we make specific, substantive recommendations to rectify them.

We are pleased to report that the concerns do not apply to all units. Some departments and colleges have already implemented measures that address many of these concerns. We recommend that these unit-level efforts be institutionalized through Senate and Provost action. Additionally, we offer recommendations that require campus-level action simply because some of the concerns cannot be addressed at the unit level alone.

In light of the serious nature of the concerns, we suggest that the Senate and Provost apply the spirit of innovation, the principles of inclusion, and the drive to excellence at the heart of the campus strategic plan when addressing these problems. Enacting the recommendations presented here will establish the University of Maryland's leadership in creating a model for how a major research institution fully engages all members of its faculty regardless of their tenure status.

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1. Overview

In response to concerns raised by the University Senate's Faculty Affairs Committee in the 2010-2011 Academic Year (Senate Document #10-11-04), the Provost and the Senate Executive Committee charged a task force of University faculty to:

- "determine whether there are areas of concern with existing policies related to non-tenure-track faculty at the University of Maryland," and
- "review current policies and procedures for non-tenure track faculty and determine how best to engage this large subset of our faculty as a valuable resource." (See Appendix 1 for the full list of the specific tasks included in the charge.)

With respect to the first point, we conclude that several areas of concern require substantive changes to how the institution engages "this large subset of our faculty." Indeed, the concerns are not solely those of the faculty themselves; many of the concerns have a bearing on how our institution will meet the challenges confronting institutions of higher education nationally.

With respect to the second point, we propose to address these concerns by drawing on the spirit of innovation, the principles of inclusion, and the broad goals of excellence that underlie our strategic plan. Enacting the recommendations presented here will establish the University of Maryland's leadership in creating a model for how a major research institution fully engages all members of its faculty regardless of tenure status.

2. Who are the "Non-Tenure Track Faculty" at the University?

Members of the campus community have differing ideas about who the NTT faculty are, and many people are unfamiliar with how many there are. All told, UMCP has roughly 3,000 NTT faculty, comprised of over 300 full-time Instructional Faculty, over 700 part-time Instructional Faculty, approximately 1,800 Research Faculty, and another 200 faculty who fulfill service roles both on campus and off. To put these numbers in perspective, recall that there are approximately 1,600 Tenured/Tenure-track (T/TT) faculty.

To better understand the contributions NTT faculty make, the Task Force analyzed credits delivered for the past 15 years, teaching loads, and grants awarded to research faculty in the previous 4 years. Additionally, department/unit administrators were

surveyed to gain additional information about NTT faculty contributions and appointments.

Instructional Faculty

Credits Delivered 2007-2012

Over the past 15 years, the percentage of undergraduate credits delivered by T/TT faculty has fallen to roughly 40%, with NTT faculty delivering another 40%, and the remaining 20% being delivered by Staff and Teaching Assistants. (Keep in mind that many of those Staff members are likely former NTT faculty.)

An important note is that the number of credits delivered by T/TT faculty has remained roughly constant, but because the total number of credits delivered has increased, the percentage of credits delivered by T/TT faculty has fallen. The observation is that the University has increased the delivery of credits by virtue of an increase in the NTT faculty ranks. See Appendix 2 for data.

Scholars and Honors Programs

In addition to overall credits delivered, the Task Force also considered the contributions of NTT faculty to the institution's programs for the most highly engaged undergraduates, namely Scholars and Honors students. For Fall 2012, T/TT faculty were listed as Instructor of Record for only 12% of the credits delivered for Scholars courses and 48% for Honors courses.¹ See Appendix 3 for data.

Thus, the data show that when the most highly prepared and engaged undergraduates take courses in their special programs, they are likely to have instructors who are either NTT faculty or Staff.

Teaching Loads

Beyond credits delivered, another metric for analyzing teaching load is to consider the role of TAs, Graders, and Non-Teaching Course Managers in support of the delivery of courses. Accordingly, the Task Force analyzed the course records for every active course section offered in Fall 2012. Because NTT faculty teach predominantly undergraduate courses, the analysis focused on those courses.

¹ An interesting note regarding the Honors data is that the one-credit, first-year Honors seminar, HONR100, comprises approximately 8% of the total Honors credits delivered in the fall. If those credits are taken out of the analysis because the individual sections are generally conducted by TAs rather than the T/TT Instructor of Record, the percentages of credits delivered by T/TT faculty drops to 43% , with the remaining 57% being delivered by NTT faculty, Staff, and TAs.

The data for Fall 2012 show that NTT faculty are significantly more likely to teach courses that require direct contact with students, and NTT faculty are much less likely to receive teaching support (see Appendix 4).

Combining the credits delivered data with the distribution of support for teaching shows that while T/TT faculty and NTT faculty now deliver approximately the same number of undergraduate credits each semester, NTT faculty are more likely to teach courses that carry the additional load of working directly with students, and they tend to deliver courses without the help of TAs, Graders, or Non-Teaching Course Managers.

Research Awards

Data supplied by ORA show that for Fiscal Years 2009-2012, NTT faculty brought over \$375,000,000 to campus, or nearly \$100,000,000 per year. Over the same period, the average credit award for NTT faculty was comparable to that of T/TT faculty. When we celebrate hitting our \$500,000,000 per year award goals, we should keep in mind that NTT faculty are responsible for a large part of that success. See Appendix 5 for award data.

Beyond the grants that NTT faculty win, many provide vital bridges to broader research communities by working at agencies such as NASA, NOAA, and NIST, to name a few. Though such faculty may spend most of their time at other institutions' facilities, they are nonetheless members of the faculty at the University of Maryland. Such faculty ensure that our campus is well-integrated in the research programs of major federal agencies in the region, and as such, make a valuable contribution to the institution that is not easily measured in award amounts.

Service/Outreach

An additional corps of NTT faculty fall into the Service/Outreach arena: the Extension Service fulfills important functions throughout the state; and many other units provide professional degree and certification programs for professionals, e.g. K-12 teacher training and certification programs. In many instances, NTT faculty provide a substantial component of the workforce for such programs.

As will become clear in later sections, calculating how many NTT faculty provide Service/Outreach functions is non-trivial simply because our system has no ready way to identify them. A reasonable estimate would put the number at 150-200. Whatever the exact number, the point is that NTT faculty play a major role in the institution's

Service/Outreach functions and, as such, are an important part of the public face of the University.

3. Task Force Research and Findings

Overview

The Task Force formed three sub-committees to perform the research needed to fulfill the charge:

- Policies and Procedures
- Faculty Survey
- Database Mining and Analysis

In late spring of 2012, the Task Force recognized the need to survey administrators who manage NTT faculty appointments. As such, the "Faculty Survey" sub-committee broadened its scope to include a survey of unit administrators.

In late fall of 2012, the Chair of the Senate requested that the Task Force also include in its study a white paper, circulated by the Office of Faculty Affairs, which presents an analysis of a set of problems related to NTT faculty titles and appointments.

The report presents the Task Force's research on the following topics:

- Review of Current UMCP Policies and Procedures
- Review of Policies at Other Institutions
- Survey of NTT faculty
- Survey of Unit Administrators about NTT faculty Appointments
- Review of the White Paper on Faculty Titles from the Office of Faculty Affairs

Synthesizing the various findings from these studies led to the recommendations in section 4.

Review of Current UMCP Policies and Procedures

Methods

Two Task Force members reviewed all policies on the President's web site to determine:

1. the import of the policies given the clarifications from Legal Affairs (as indicated in the FAC report) about which policies are applicable to just T/TT faculty, just NTT faculty, or both;

2. whether there are ambiguous or contradictory provisions across existing policies; and
3. whether additional policies need to be implemented to provide a more comprehensive set of guidelines for NTT faculty appointments.

Findings

Broadly speaking, while some policies explicitly target Instructional Faculty, the applicability of policies that apply generally to “faculty” is much less clear. In fact, the previous FAC study included an interpretation from Legal Affairs on the applicability of faculty policies. We contend that faculty and administrators should not have to consult with Legal Affairs to determine the applicability of campus policies concerning faculty appointments. See Appendix 6 for an explicit example of lack of clarity and specificity of current policies.

In addition to the general problems with applicability noted above, when viewed in light of the results of both the administrator and the faculty surveys, the Task Force finds the following additional concerns related to existing policies and procedures at UMCP. See Appendix 7 for an explanation of each of these findings.

1. Knowledge/understanding of existing policies, difficulty finding the relevant policies for a given situation, and lack of compliance with policies.
2. Appropriate titles for the range of contributions NTT faculty make.
3. Policies and/or guidelines regarding evaluations and promotions.
4. Level of representation in shared governance.
5. Gaps in policies regarding instructional faculty relative to their 50% FTE status.

Review of Peer Institution Policies and Procedures

Methods

Two Task Force members reviewed faculty policies at other institutions to determine whether the scope of the policies at UMCP is comparable to policies elsewhere and to identify any models that we might consider adopting.

The institutions included in the review were:

- University of California, Berkeley
- University of California, Los Angeles
- University of Illinois at Urbana-Champaign
- University of Michigan
- University of North Carolina at Chapel Hill

- University of Pennsylvania
- Pennsylvania State University
- Virginia Technical Institute

Findings

While no peer institution seems to have addressed all issues regarding NTT appointments, promotion, and full integration into the university community, there are some good practices that UMCP should consider. (See Appendix 8 for a full explanation of the following points.)

1. Make all policies and guidelines related to NTT faculty appointments, promotions, evaluations, and contracts easily accessible on-line.
2. Create an institutionally defined matrix for performance and evaluation of NTT faculty modeled on that of Virginia Tech.
3. Provide additional ranks for Instructional Faculty.
4. Create new titles/positions for NTT faculty in administrative positions.
5. Repeated one-year or one-semester contracts should be [strongly] discouraged in favor of multi-year contracts.
6. Avoid policies/practices that imply that NTT faculty and T/TT faculty are separate classes of employee, e.g. NTT faculty should be able to find the policies that apply to them on the Faculty Affairs web site, not the UHR site (as happens at the University of Michigan).

Surveys

Overview

The Task Force was explicitly charged with surveying NTT faculty in order to better understand the issues and concerns of the various constituencies. The Task Force also recognized the utility of surveying campus administrators who deal most directly with NTT faculty appointments, namely departmental program coordinators and business managers.

Faculty Survey

The survey consisted of three main parts (see http://faculty.umd.edu/ntt/ntt_rpt.cfm)

1. basic information such as title, unit, length of service, type of appointment
2. appointment specific information such as duties and responsibilities
3. Likert questions gauging various facets of professional engagement

848 NTT faculty participated in the survey (a 30% response rate given the 2823 emailed invitations — see Appendix 9 for a summary of the survey methodology and respondent demographics).

Findings (see Appendix 10 for discussion of the following points)

1. Contracts for NTT faculty often do not accurately represent the tasks/duties the faculty members are asked to perform.
2. NTT faculty are dedicated professionals who often perform additional work on their own initiative.
3. NTT faculty don't know about departmental policies and procedures regarding evaluations, promotions, merit pay, or methods of recognition for outstanding performance.
4. NTT faculty are generally unaware of opportunities for participation in governance at either the department/unit level, their college, or the University.
5. Of the 29 Likert prompts probing professional engagement and satisfaction:
 - a. 15 had dissatisfaction rates above 20% ("dissatisfaction" being responses of either "Disagree" or "Strongly Disagree").
 - b. Nine had negative responses at 40% or higher, four of which related to compensation, workload, and access to funds/grants for professional development.
 - c. Two of the three questions with negative responses rates above 50% were related to criteria for promotions and merit pay increases.
6. When controlling for type of work and college, the dissatisfaction rate for the prompt related to compensation was significantly higher for instructional faculty in ARHU and JOUR than any other type of appointment in any other colleges.

Review of Comments on Faculty Survey

Due to the large number of text comments that respondents provided, the Task Force focused its review of comments on those related to the Likert questions with the highest dissatisfaction rates. In broad terms, the major concerns of NTT faculty, as expressed through the text comments, are:

- low pay, especially for Lecturers, especially in ARHU and Journalism;
- lack of respect for the work that NTT faculty perform as well as their contributions within their units;
- lack of recognition for high-level contributions and/or accomplishments;
- lack of performance evaluations, and for instructional faculty, that performance evaluations are based almost entirely on the online evaluations;

- lack of job security
 - for research faculty: uncertainty related to grant supported salaries and benefits;
 - for instructional faculty: one semester contracts even for faculty with many years of service to the institution;
- promotions
 - for research faculty: lack of clarity about criteria;
 - for instructional faculty: lack of opportunity for promotions;
- no merit pay raises for instructional faculty;
- soft money issues for research faculty: they have to fund their own salaries but are still subject to salary freezes; the challenge of funding their own salaries given award agency preferences/constraints.

Administrator Survey

Of the 88 units that were asked to complete the administrator survey, 82 units did so. Visit http://faculty.umd.edu/ntt/nttprofile_rpt.html to view the administrator survey.

In order to gauge the completeness of the survey data, the Task Force compared the number of appointments detailed in the survey to the number of active PHR appointments for the units that completed the survey. The survey provided details on 2199 appointments while the PHR records returned 2152 active appointment records for those units that completed the survey, a discrepancy of roughly 2%. We therefore take the results to be a good representation of the campus as a whole.

The survey of administrators led to three main findings (see Appendix 11 for a discussion of the survey methods and the following 3 points).

1. differences in typical length of contracts for instructional vs. research faculty;
2. inconsistent use of titles;
3. difficulties making NTT faculty appointments
 - a. lack of adequate titles hinder appointment process
 - b. mechanics and constraints of the system hinder fully engaging NTT faculty.

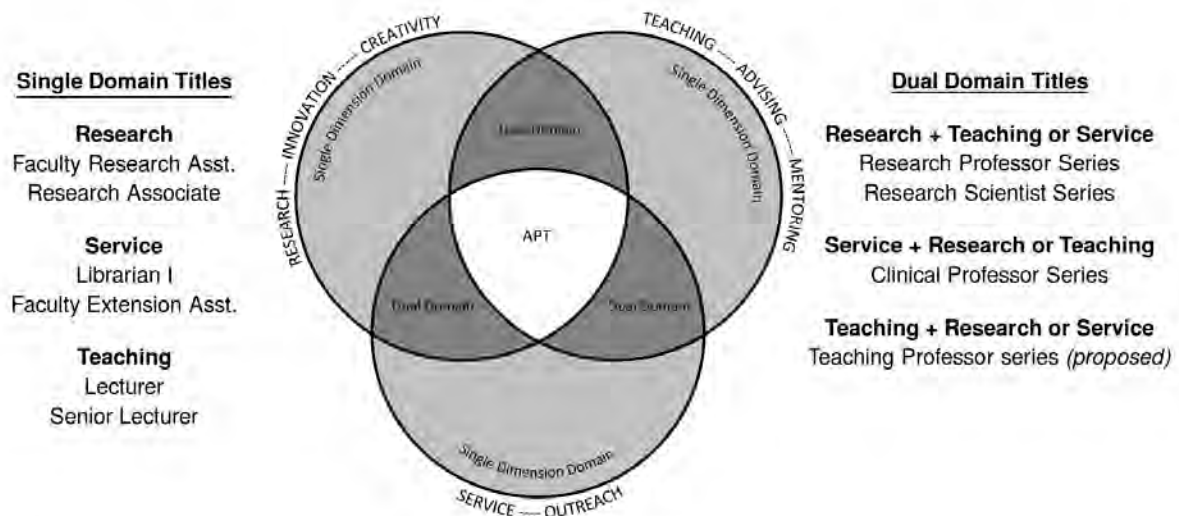
In sum, the current system for making NTT faculty appointments appears to be a series of ad hoc solutions that vary from unit to unit and that creates confusion and frustration for faculty and unit administrators alike. With nearly 3,000 NTT faculty, many of whom are re-appointed every semester, the institution incurs substantial administrative costs

given the current system, not to mention the unseen costs that stem from the related low morale and frustration among the NTT faculty.

Faculty Affairs White Paper Concerning Faculty Titles

The Office of Faculty Affairs presents a framework for developing a systematic approach to the use of faculty titles and for how NTT faculty appointments can be incorporated into the domains of faculty activity that define the academic enterprise, namely Teaching, Research, and Service. See Appendix 12 for the White Paper circulated by Faculty Affairs for full discussion of the characterization of the model represented in Figure 1.

Figure 1 – NTT Faculty Titles and Academic Activity, from the Faculty Affairs White Paper



While certain details in the paper beg further explanation — for example, the assertion that the Clinical Professor series is primarily a Service appointment requires substantially more explanation and motivation than the paper provides — the model provides a framework for characterizing in a systematic way various problems and concerns the Task Force has identified. See Appendix 13 for discussion of these points.

1. Lack of adequate titles and opportunities for promotions within the instructional ranks
2. Lack of titles for NTT faculty who administer academic programs

3. Lack of clarity for evaluating and promoting NTT faculty, especially for the Research faculty

4. Recommendations

In light of our examination of the present contributions in teaching, research, and service from NTT faculty; of policies and procedures here and at peer institutions; of the comments and data obtained from the surveys of NTT faculty and unit administrator; the Task Force recommends change in four areas:

1. Appointment, Rank, and Promotion
2. Evaluation, Recognition, and Compensation
3. Governance
4. Policies

The list of recommendations is extensive, but only because the problems are substantial. We propose that the Senate and the administration adopt the perspective that these "challenges are opportunities" and take bold steps to develop new systems for how the University engages NTT faculty.

By drawing on the spirit of innovation and the principles of inclusion laid out in our Strategic Plan, the institution can expand on its numerous successes by ensuring that all members of its faculty can contribute the full measure of their knowledge, skills, and talents to fulfilling the mission of the institution. In fact, through our success in this endeavor, we can create a model for our peers to emulate, thereby adding another facet to our growing role as a leader among major research universities.

Summary of Recommendations

We summarize here our recommendations, grouped by area of concern. For discussion and explanation of each recommendation, see the relevant sub-sections of Appendix 14.

Appointment, Rank, and Promotion

We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:

1. Revise both the system of NTT faculty titles and the administration of those titles such that titles accurately represent the primary contribution of faculty so appointed;

2. Create a Teaching Professor series on par with the Research Professor series and the Clinical Professor series;
3. Create a Faculty Administrator position and provide the opportunity for promotion by defining Faculty Administrator I, II, and III levels;
4. Provide promotion opportunities for FRAs by creating FRA I, II, and III levels;
5. Create a system for tracking appointments, reappointments, contract length, and adherence to the contract templates provided by Legal Affairs, including designation of eligibility for different benefits given the specifics of the appointment;
6. Improve the administration of instructional contracts such that year-long or multi-year appointments become the norm.

Evaluation, Compensation, and Recognition

We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:

1. Create, where they don't already exist, college-level evaluation and promotion guidelines for appointments in the Research Professor/Scientist/Engineer/Scholar series, the Clinical Professor series, and the (proposed) Teaching Professor series;
2. Ensure that evaluations of Instructional Faculty are not tied solely to the CourseEvalUM tool;
3. Whereas responses to the faculty survey indicate significant financial hardship for many NTT faculty, especially Instructional Faculty, the institution should ensure that base-line salaries for NTT faculty are commensurate with their experience, skills, and contributions;
4. Ensure that NTT faculty are included in merit pay increases in departments where they aren't already, and establish a system for providing merit pay for Instructional Faculty whose salaries are determined by the courses they teach;
5. Provide funding and other resources for participating in professional development activities. Successful participation in such activities should be included in evaluations for merit pay increases;
6. Ensure that faculty with dual 25% FTE appointments are provided those benefits afforded part-time faculty who have a single appointment at 50% FTE;
7. Provide compensation when asking instructional faculty whose salaries are determined by the courses they teach to engage in tasks beyond those specified in their contracts.
8. Include NTT faculty in all campus awards and honors; or create college-level awards and honors, where none currently exist, and a campus-wide award in

each of the three domains of academic activity, i.e. an award for excellence within Research, Teaching, and Service.

Governance

We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:

1. Increase the representation of NTT faculty in the University Senate;
2. Ensure that departments and colleges have written policies for including NTT faculty in unit-level self-governance for matters that involve them.

Policies

We recommend that the Senate and the Provost collaborate with the relevant bodies across campus to:

1. Improve the administration and oversight of NTT faculty policies by tasking an administrator or committee within each college/school with coordinating such efforts both internally and with Faculty Affairs;
2. Improve access to faculty policies by establishing a campus protocol for how such information is presented through department and college web sites;
3. Amend the Policy on the Employment of Adjunct Faculty, II-1.07(A), so that all courses taught count toward eligibility for Adjunct II status;
4. Adopt either the term **Professional Faculty** or **Professional Track Faculty** in all institutional policies, procedures, guidelines, and communications when referring to faculty who are not tenured nor on the tenure track;²
5. Revise applicability clauses in existing faculty policies to refer explicitly to "All Faculty", "Tenured/Tenure-Track Faculty", or "Professional Faculty", as appropriate.

5. Conclusion

Our list of recommendations is extensive because the list of problems is extensive. And given that there are nearly two NTT faculty for every one T/TT faculty, the impact of those problems is substantial.

Keeping in mind the challenges facing institutions of higher education nationally, from the economics of limited state support to the need for rapid responses to a changing global landscape, we recommend that the administration implement our recommendations as a first step to ensuring that all faculty, regardless of tenure status,

² For example, Virginia Tech, Texas A&M, and Oregon State are just a few of the institutions using *Professional Faculty* or *Professional Track Faculty* for faculty not on the tenure track. See <http://policies.tamus.edu/12-07.pdf> for sample language related to this classification.

can contribute the full measure of their knowledge, skills, and talents in the effort to realize the goals laid out in the institution's strategic plan. Nothing in this report questions the contributions and roles of the T/TT faculty on campus. The recommendations are meant to allow the University to improve upon its successes.

Moreover, we contend that the administration should act on our recommendations not simply because doing so will accelerate the institution's successes, but also because doing so is the right thing to do in terms of how a world class institution manages its most valuable resource: its people.

Appendix 1 – Task Force Charge

University Senate

CHARGE

Date:	February 7, 2012
To:	Eric Vermote & Thomas Holtz Co-Chairs, Joint Provost/Senate Non-Tenure-Track Faculty Task Force
From:	Ann Wylie, Senior Vice President & Provost Eric Kasischke, Chair, University Senate
Subject:	University Policies Related to Lecturers/Instructors & Research Faculty
Senate Document #:	10-11-04
Deadline:	December 15, 2012

Provost Wylie and the Senate Executive Committee (SEC) request that the Non-Tenure-Track (NTT) Faculty Task Force determine whether there are areas of concern with existing policies related to non-tenure-track faculty at the University of Maryland. During the 2010-2011 academic year, the Senate's Faculty Affairs Committee raised concerns about whether there should be centralized oversight of the NTT faculty with regard to issues related to contracts, recognition, procedures for promotion and other relevant policy matters (see attached report). They note that a thorough and systematic review of campus policy is necessary including a careful survey of all UM non-tenure track faculty. We ask that you review current policies and procedures for non-tenure-track faculty and determine how best to engage this large subset of our faculty as a valuable resource. Specifically, we would like you to review the following:

1. Review existing policies for instructors, research faculty, and teaching assistants.
2. Review existing performance review policies for these constituencies and recommend whether they should be improved.
3. Review policies for these constituencies at peer institutions.
4. Conduct a comprehensive survey of these constituencies to evaluate their concerns.
5. Review the teaching loads per semester of instructors.

6. Consult with the Office of Faculty Affairs to review terms of employment for these constituencies
7. Consider whether new policies should be developed or existing policies be revised for these constituencies.
8. Consider whether policies on appointing teaching assistants as lecturers should be developed.
9. Consider whether guidelines for contracts for these constituencies should include comprehensive assignments and responsibilities.
10. Explore ways in which outstanding instructors can be recognized.
11. Consider how these constituencies can best participate in department governance.

We ask that you submit your report and recommendations to the Senate Office no later than December 15, 2012. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Appendix 2 – Undergraduate credits delivered by type of instructor

Figure 2 - Total Undergraduate Credits Delivered by Type of Instructor *

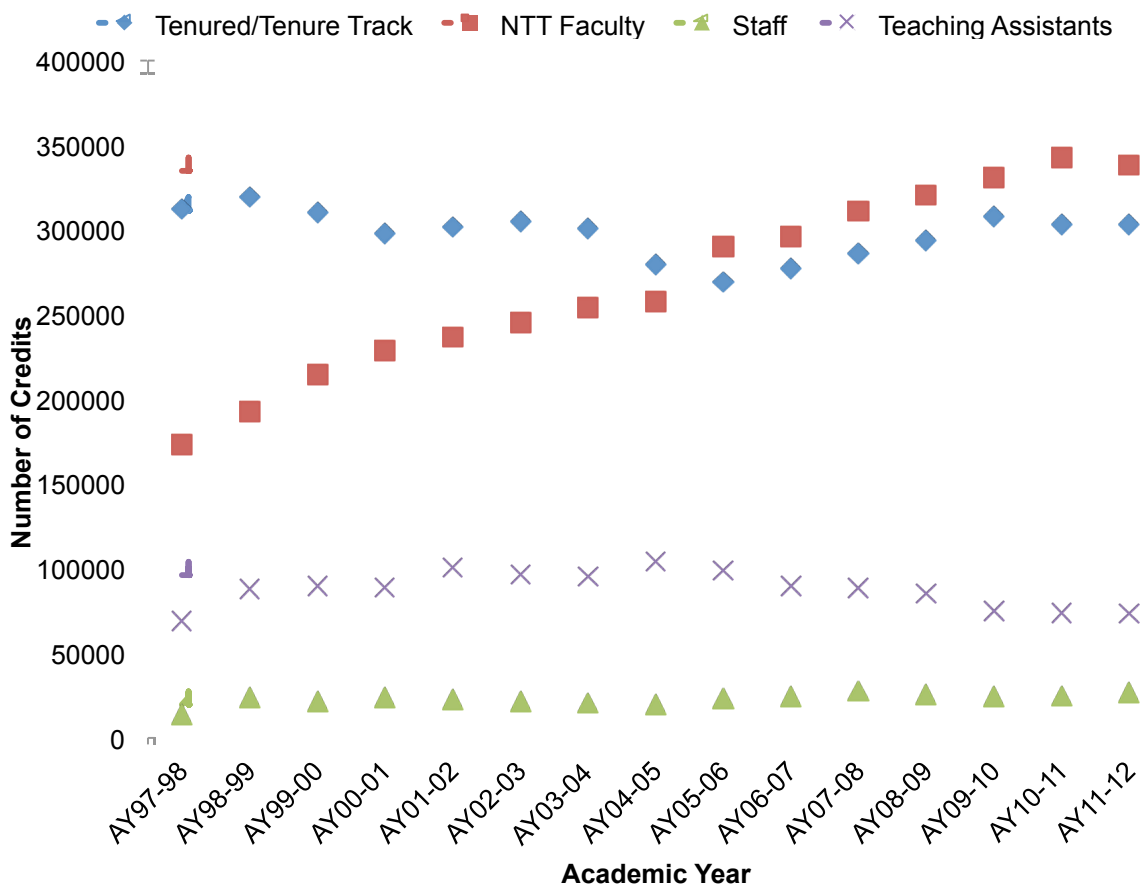


Table 1 - Percentage Undergraduate Credits Delivered by Type of Instructor *

Instructor of Record	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
T/TT	55%	51%	49%	47%	46%	46%	45%	42%	39%	40%	40%	41%	42%	41%	41%
NTT	30%	31%	34%	36%	36%	37%	38%	39%	43%	43%	44%	44%	45%	46%	46%
Staff	2%	4%	3%	4%	3%	3%	3%	3%	3%	4%	4%	3%	3%	3%	4%
GA	12%	14%	14%	14%	15%	14%	14%	16%	14%	13%	12%	12%	10%	10%	10%

*Source data gathered using IRPA's Profiles Ad-hoc reporting tool.

Appendix 3 – Credits Delivered for Scholars and Honors, Fall 2012

Table 2 – Credits Delivered for Scholars Courses by Type of Instructor

	Credits	%
T/TT	364	12%
NTT, Staff, and GAs	2565	88%
Total	2929	

Table 3 – Credits Delivered for Honors Courses by Type of Instructor

	Credits	%
T/TT	3141	48%
NTT, Staff, and GAs	3462	52%
Total	6603	

Table 4 – Credits Delivered for Honors Courses, minus HONR100, by Type of Instructor

	Credits	%
T/TT	2590	43%
NTT, Staff, and GAs	3462	57%
Total	6052	

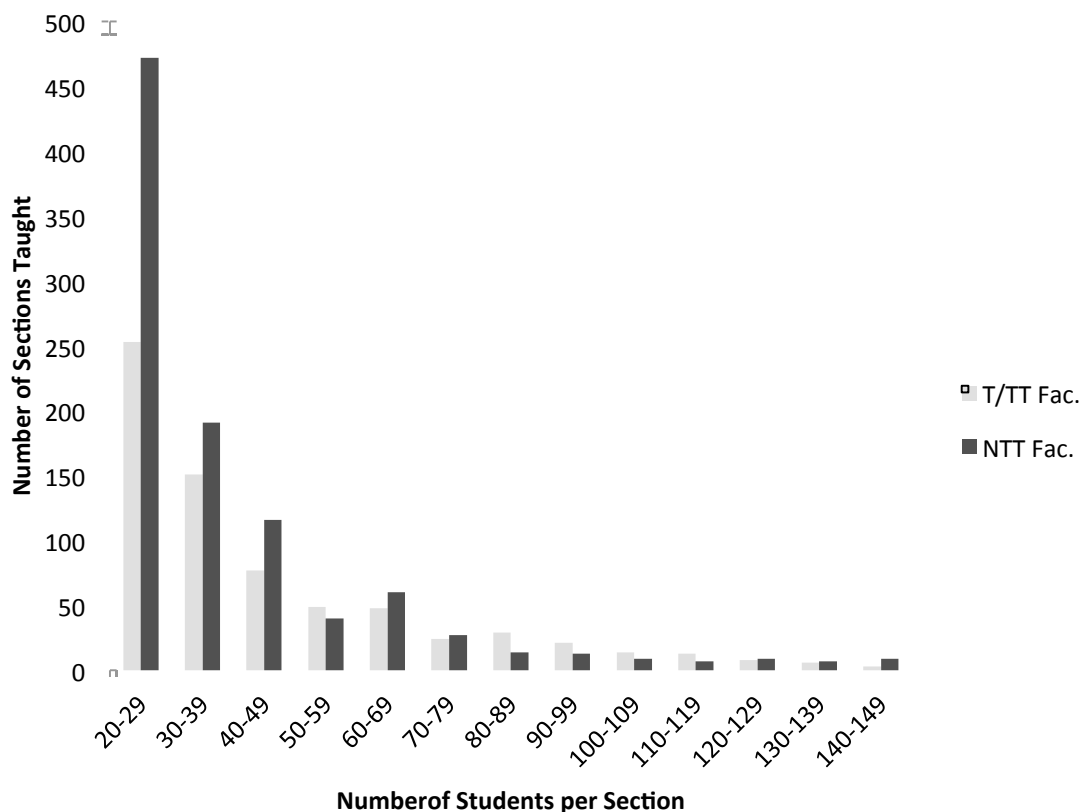
Appendix 4 – Teaching Load, Discussion and Data

Teaching Load and Support for Teaching

Teaching generally requires direct contact with students, grading, and other out-of-classroom requirements; therefore, another measure of teaching load is to consider which faculty receive support for their teaching from TAs, Graders, and Non-Teaching Course Managers. To analyze this aspect of teaching load, the Task Force analyzed the course records for every active course section offered in Fall 2012. Because NTT faculty teach predominantly undergraduate courses, the analysis focused on those courses.

First, we tabulated, for classes of different sizes, how many sections of undergraduate sections had TT faculty versus NTT faculty or GAs as the Instructor of Record.

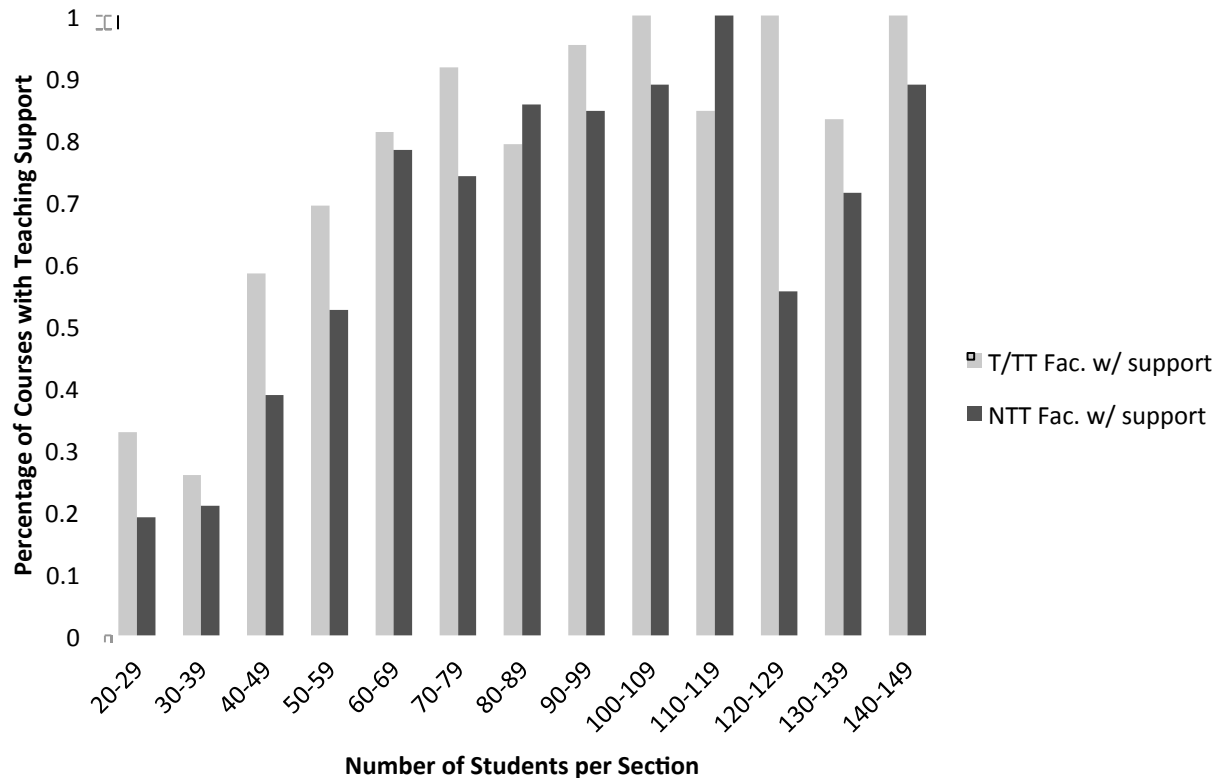
Figure 3 – Number of Sections Taught by Faculty Classification, Split by Class Size



The data show that Professional Faculty are more likely to teach the classes that require direct contact with students.

Second, we tabulated how many sections had teaching support in the form of either a TA, a Grader, or a Non-teaching Course Manager.

Figure 4 – Percentage of Sections Taught with Support



The finding is that NTT faculty are much less likely to receive teaching support.

When viewed together, the data show that NTT faculty are more likely to teach courses that require direct contact with students, and they are less likely to receive teaching support.

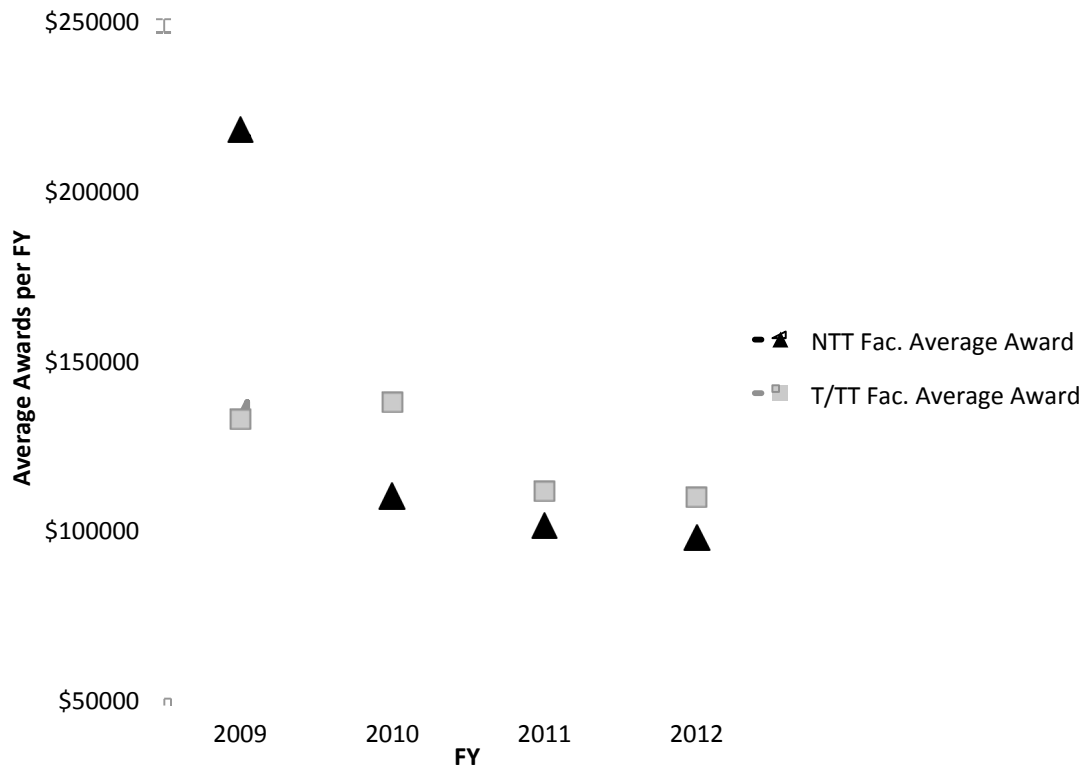
In terms of analyzing teaching load and the contributions to undergraduate education made by NTT faculty, it is thus important to keep in mind the extent to which students are more likely to be in classes in which they interact directly with NTT faculty, both because NTT faculty are more likely to be the Instructor of Record for smaller classes and because students are more likely to interact with NTT faculty (rather than a TA) when seeking help outside of regular class times.

Appendix 5 – Research Award Data

Table 5 – Credit Awards for Fiscal Years 09-12

FY	T/TT Awards	# of non-zero T/TT Credit Awards	T/TT Average/Year	NTT Credit Awards	# of non-zero NTT Credit Awards	NTT Average/Year
2009	257,463,234	1948	132,168	131,157,140	603	217,508
2010	346,356,945	2522	137,334	81,417,374	742	109,727
2011	285,097,189	2566	111,106	76,194,013	754	101,053
2012	311,449,423	2852	109,204	88,914,312	913	97,387
Average			122,453			131,419

Figure 5 - Average Annual Credit Award by Faculty Type



Appendix 6 – Example of Problems with Applicability Clauses in Current Policies

Example of lack of clarity regarding applicability and specificity of policies.

II-1.21- POLICY ON COMPENSATION FOR FACULTY states that

Salary increases for current faculty shall be based on merit, and shall be determined on the basis of exceptionally effective teaching, scholarship and public service. Equity considerations may be taken into account in awarding salary increases.

Basing salary increases on “teaching, scholarship, and public service” suggests that the policy only applies to T/TT faculty. As such, salary increases for faculty who are appointed exclusively as instructional or research faculty are not addressed.

Conversely, II-1.20(A) UMCP POLICY ON PERIODIC EVALUATION OF FACULTY PERFORMANCE provides detailed guidelines for how faculty performance shall be evaluated, but because the policy only applies to “tenured faculty, and instructors and lecturers with job security,” research faculty and instructional faculty without job security have no such evaluation guidelines. The policy that provides an evaluation requirement for NTT instructional faculty, II-1.00(F) UNIVERSITY OF MARYLAND POLICY ON FULL-TIME and PART-TIME NON-TENURE TRACK INSTRUCTIONAL FACULTY, provides nothing more than the following passage as a guideline for evaluation of NTT instructional faculty:

Performance Evaluation: Each department shall have written procedures for evaluating FT-NTT Faculty and PT-NTT Faculty performance on a regular schedule, as required by BOR Policy II-1.20. Evaluations shall be kept on record in a personnel file and shall be consulted when decisions are made about rank, salary, and contract renewal. FT-NTT Faculty and PT-NTT Faculty members shall have the opportunity to review each evaluation and sign off on it.

Such generally stated policies do not, in general, lead to thorough or systematic procedures.

Appendix 7 – Discussion of Findings Regarding Current Policies at UM

1. Lack of knowledge/understanding of existing policies, and lack of compliance with those policies

This problem occurs for both the faculty members as well as departmental administrators. Faculty are often left to trust that “campus policy” is what a departmental administrator has told them it is, and departmental administrators often confuse, conflate, or otherwise mis-apply policy.

The general lack of knowledge or understanding of existing policies presumably stems from various causes, but a significant contributing factor is likely the lack of easily-accessible, fully-documented policies and procedures on departmental and college web sites. Task Force members collectively spent over 30 hours searching departmental and college web sites for information that administrators had indicated was available on the web. With the exception of only two units’ web sites, Task Force members were generally unable to locate the information that administrators had said was available on line.

An additional contributing factor is presumably lack of clearly articulated applicability clauses in some policies — the fact that the one facet of the previous FAC study was to consult with Legal Affairs to determine which policies applied to which group of faculty illustrates the depth of this problem. We contend that faculty and administrators should not have to consult with Legal Affairs to determine the applicability of campus policies concerning faculty appointments.

2. Lack of adequate representation in shared governance

The “Single Member Constituency” structure for representation in the Senate has created a system in which three Senators³ represent nearly 3000 NTT faculty:

Table 6 – Number of Senators for Different NTT faculty Constituencies

Full-time Instructors	Part-time Instructors	Research Faculty	3 Senators for:
304	647	1889	2840 faculty

As the Table 6 illustrates, the representation of Research Faculty is especially diluted, with only one Senator representing the nearly 2,000 research faculty.

³ Data from December 2012.

The fact that there are nearly 100 Senators representing approximately 1,600 T/TT faculty – i.e. one Senator for every 16 T/TT faculty – underscores the lack of adequate representation of NTT faculty in the University Senate.

3. Lack of policies and/or guidelines regarding evaluations and promotions within the research faculty ranks

The lack of policies and/or guidelines regarding promotions within the research faculty ranks leads to frustration and low morale for research faculty. Without clear policies or guidelines, promotions can appear arbitrary or even capricious.

4. Gaps in policies regarding part-time instructional faculty at or above 50% FTE

The “Meet and Confer” provisions to the Policy on the Employment of Adjunct Faculty provide enhanced opportunities for instructional faculty to participate in shared governance; however, part-time instructional faculty with appointments at or above 50% FTE are not eligible to participate in Meet and Confer.

The Adjunct Policy also provides for Adjunct II status in order to recognize the significant contributions of long-time faculty who teach less than 50% FTE. However, the policy does not allow for all courses taught by such faculty to count toward the eligibility for Adjunct II status.

Additionally, part-time instructional faculty with appointments at or above 50% FTE also face a contradiction in policies regarding leave and provisions for notice of non-renewal: faculty at or above 50% FTE earn sick leave, but faculty below 100% can be terminated with 30 days’ notice. The result is that part-time faculty who have been with the institution for many years and who have accrued months of sick leave might not be allowed to use it when dealing with a major health problem or serious injury because they can be terminated with 30 days’ notice.

Appendix 8 – Discussion of Findings Regarding Policies at Peer Institutions

1. Ease of access to policies

Searching other institutions' web sites suggests that many institutions have not found an adequate solution to the challenge of providing easy access to institutional policies. Two sites stand out as particularly easy to use: Virginia Tech's Faculty Handbook, and UNC's Faculty Policies, Procedures and Guidelines page.

2. Evaluation and promotion guidelines

Among the institutions the Task Force reviewed, Virginia Tech is notable in that it has a thoroughly articulated, institutionally defined matrix for performance evaluations and promotions for its NTT faculty. See

http://www.provost.vt.edu/promotion_tenure/instructor_promotion_timeline_2012-13.pdf for instructional faculty and

http://www.provost.vt.edu/faculty_handbook/chapter06/chapter06.html for research faculty.

3. Ranks for instructional faculty

In contrast to the two titles available for Lecturers at UMCP (i.e. Lecturer and Senior Lecturer), UN-Chapel Hill and Virginia Tech have three ranks within the Lecturer or Instructor categories. The UC System, while using only the titles Lecturer and Senior Lecturer, provide for Potential Security of Employment and Security of Employment within the Lecturer ranks, thus providing for multiple ranks within the Lecturer series.

4. Titles for NTT faculty administrators

The UC system includes an "Academic Coordinator" position as well as an "Academic Administrator" position, both of which have multiple steps or levels. The titles are used for "appointees who administer academic programs that provide service closely related to the teaching or research mission of the University."

The University of Illinois at Urbana-Champaign provides for NTT faculty academic administrator titles.

Virginia Tech provides for Administrative and Professional faculty appointments that are distinct from Tenure Track appointments. Such faculty hold the title Lecturer plus the appropriate functional title, e.g. Lecturer and Director. The policy for Administrative and Professional ranks includes specific guidelines for evaluating and promoting such faculty.

5. Length of NTT faculty appointments and contracts

Most institutions encourage year- or multi-year contracts. One semester contracts are typically used for last-minute appointments or for first-time appointments.

Virginia Tech explicitly discourages the practice of repeated one-year appointments. VT also provides specific timelines by which instructional faculty should be considered for promotion to the next Instructor rank.

6. Inclusion of NTT faculty within institutional systems

At the University of Michigan, appointments of Lecturers and Adjunct Instructional Faculty are managed under a collective bargaining agreement. As such, searching for policies related to NTT faculty leads to the University Human Resources web site rather than the Faculty Handbook on the Provost's web site. The tacit institutional perspective appears to be that Lecturers are not an integrated part of the faculty. We find this perspective to be counter-productive to creating an environment in which the institution can best engage " this large subset of our faculty as a valuable resource."

Appendix 9 – Discussion of Faculty Survey Methodology and Results

Using the Senate's FAC report on NTT faculty as its starting point, the Task Force's Survey Subcommittee reviewed the questions the FAC had used for its focus groups as well the report's summaries and quotes from the focus group discussions. The Survey Subcommittee then extended the FAC's survey questions and developed a draft Faculty Survey (see Appendix 9.1).

In order to gauge the potential effectiveness of the survey, NTT faculty from all 12 colleges were invited to participate in working review sessions of the draft survey. Invitations to participate were sent to randomly generated lists of NTT faculty, ultimately leading to 35 participants attending five working sessions. Later, a special session for Faculty Research Assistants generated input from four additional NTT faculty.

The draft survey was emailed to participants prior to the working sessions with a request that they review the draft for both the clarity of the individual questions as well as the scope of the survey as a whole. The feedback from the working sessions led to significant revisions to the draft, which was then adapted to a web-based format.

The participants in the working sessions were then asked to pilot the online version of the survey, the primary purpose of which was to test the web application's functionalities. However, minor revisions to the survey were made based on the feedback on the pilot version. See http://faculty.umd.edu/ntt/ntt_rpt.cfm to view the survey.

Invitations to participate in the survey were emailed to 2823 NTT faculty on September 11, 2012, with three follow up reminders sent during the three weeks the survey was open. Reminders about the survey were also published on two consecutive days in the Diamondback halfway through the two week period the survey was open.

Demographics of Respondents

The faculty survey was completed by 848 respondents, or 30% of the 2823 faculty who were sent email announcements about the survey. 473 respondents hold the Ph.D., 14 hold the J.D., 228 hold a Masters, and 82 a Bachelors.

The gender and racial demographic data show that the survey respondents were a good representation of the campus demographic, though the response rate from women was higher than the representation of women in the NTT faculty overall: of the 797

respondents who identified their gender, 429 (54%) were women and 368 (46%) were men; this compares to a campus-wide NTT faculty ratio of 42% women to 58% men.

Table 7 presents the percentages of respondents reporting race on the survey compared to the racial demographics of the overall NTT faculty ranks on campus.

Table 7 - Racial profile of survey respondents and NTT faculty campus-wide

	African American	Asian	Hispanic	White	Unknown – not indicated
Survey	4%	12%	3%	70%	11%
Campus-wide	4%	20%	3%	63%	11%

In terms of the type of work that respondents do, the results capture the extent to which NTT faculty contributions are more extensive than simply either "Instructional" or "Research":

Table 8 - Number of faculty reporting for each type of appointment

Instructional	Research	Service / Outreach	Administrative	Combination
305	310	44	31	151

Table 9 – For combination appointments in Table 8, average of the percentage of effort given to each type of work:

Instructional	Research	Service / Outreach	Administrative
41.06%	42.18%	26.47%	37.30%

Appendix 9.1 – Draft Faculty Survey Used for Focus Group

17 April, 2012

Dear Fellow Faculty Member,

The Provost and the Senate have formed the Non-Tenure Track Faculty Task Force to determine areas of concern with existing University policies and procedures related to Non-Tenure Track Faculty (NTT faculty) and to recommend changes to those policies based on that determination. As part of the work of the Task Force, we will be issuing a survey to all current NTT faculty to gauge and understand their views and concerns.

Attached is a working draft of that survey; we thank you for taking the time to provide feedback on it. Your participation now will help ensure that the final version, scheduled for distribution in the fall, will be as clear and comprehensive as possible. We ask that you fill out the survey as completely as you can before attending one of the 1-hour working sessions.

Please keep in mind that the final survey will be web-based, with both point-and-click buttons and text boxes for adding comments. At this point, the goal is primarily to gather feedback on two fronts:

1. the clarity of the questions as they are currently written
2. the scope of the survey given the current set of questions, i.e. do you have concerns that are not addressed (or not adequately addressed) by the current questions.

The answers you provide to specific questions will certainly be helpful as we review the results of the pilot survey over the summer. We are particularly interested in your feedback about the two points above, so please feel free to write notes on the survey itself about the questions, e.g. point out a phrase that's not clear, or note a way in which a question is ambiguous to you.

If you would like to use MS Word's reviewing tools, i.e. the Track Changes and Comment functions, we would be happy to print hard copy for your use during the working session. Please email the file to Mark Arnold at mdarnold@umd.edu the day before your session.

The agenda for the working sessions will be to improve the survey by discussing participants' observations and concerns about the draft version of the survey.

All discussion during the pilot survey working sessions will be kept confidential and is only for the use of the Task Force members.

All working sessions will be held in 1200 Marie Mount Hall.

Thank you again for your willingness to help.

Sincerely,

Members of the Non-Tenure Track Faculty Task Force

Draft

NON TENURE-TRACK FACULTY SURVEY

1. What is your current rank/title and how long have you held that rank/title?

2. For which department(s) are you currently working?

3. Does your work take place principally on the UMCP campus or off campus?

_____ On campus _____ Off campus

4. Were you given a written contract or letter of appointment for your current appointment?

_____ contract
 _____ letter of appointment
 _____ neither

If you were given a letter/contract, what is the length of your current appointment/contract?

5. How long in advance do you receive appointment/re-appointment notification? (e.g. 30 days in advance, one semester in advance, no real pattern)

6. For faculty engaged in instruction: What are the minimum and maximum per course salaries you have received at UM? (If you don't know exact numbers, please provide an estimate.)

7. What are the factors that determine your salary? (check all that apply):

_____ the courses being taught (e.g., upper vs. lower level)
 _____ credentials of faculty member (e.g., Master's vs. PhD)
 _____ length of service to the University
 _____ other (please explain):

8. For faculty engaged in instruction: What is your typical course workload per semester?

Number of courses _____
 Level of course(s) _____
 Class size _____

9. Does your work include administrative duties (e.g., advising, contract management)? yes/no
 If yes, are these duties spelled out in your contract?

10. How would you rate the physical conditions of your work environment? (e.g., your office/lab, building overall state)

_____ excellent _____ good _____ fair _____ poor _____ unacceptable

11. Do you get sufficient administrative and technical support (e.g., clerical, travel, grant preparation and accounting, computing)?
12. Do you have opportunities to mentor students? yes/no
If yes, what type(s) of students do you mentor (check all that apply)
___ high school
___ undergraduate
___ graduate (including professional certification students)
13. Is there someone in your department/unit who provides you with research and professional development mentorship (i.e., solving research problems, professional growth, promotion, etc.)?
Yes/no
If yes, is this mentoring informal or formal/assigned?
_____ Informal _____ Formal/Assigned
14. Do you undergo periodic performance review/evaluation? yes/no
If yes, who performs these evaluations?
15. Is merit pay included as a part of the larger review/evaluation process? yes/no/don't know
16. Do you know if your department/unit has written policies/procedures regarding NTT faculty appointments? yes/no
17. Do you know if your department/unit has written policies/procedures regarding NTT faculty promotions? yes/no
18. Does your department/unit have a mechanism for recognizing outstanding contributions from NTT faculty? yes/no
If yes, please describe this mechanism.
19. Do you have opportunities for professional development? (e.g., conferences, in-house presentations, service for dept/college/university/community)
20. Are you aware of opportunities to share in governance in your department/unit, in your College, or in the University?
21. Are NTT faculty kept adequately apprised of and involved in the affairs of your department/unit (e.g., governance, course assignments, hiring decisions, budget outlook)? Yes/No/Not sure
22. If you work primarily on campus, do you feel NTT faculty are treated as valued members of your department/unit? Yes/No
- If you work primarily off campus, do you feel NTT faculty are treated as valued members at the institution where you primarily work? Yes/No
- If yes, do you feel that the value of your work off campus is adequately relayed back to your on-campus department/unit?

Appendix 10 – Discussion of Findings from Faculty Survey

Questions probing job responsibilities and knowledge of opportunities

1. Contracts for NTT faculty often do not accurately represent the tasks/duties the faculty members are asked to perform
2. NTT faculty are dedicated professionals who often perform additional work on their own initiative

For the questions about job responsibilities, at least 10% of the respondents reported that they were given additional duties without receiving extra compensation for 19 of the 26 duties. For 20 of the 26 tasks, at least 20% of respondents reported that they performed additional work on their own volition.

Table 10 - Results of Job Responsibilities Survey Data — All Responses

Task/Responsibility	total responses	paid to do		assigned without extra pay		done on own volition	
		count	percentage	count	percentage	count	percentage
Advise / mentor Undergraduates	445	175	39%	64	14%	206	46%
Advise/mentor Graduates	358	127	35%	68	19%	163	46%
Advise/mentor junior faculty	125	39	31%	26	21%	60	48%
Attend conferences/colloquia	563	275	49%	49	9%	239	42%
Attend professional development functions	420	169	40%	51	12%	200	48%
Develop new course(s)	275	122	44%	44	16%	109	40%
Develop new academic program(s)	113	64	57%	21	19%	28	25%
Edit/Revise manuscripts	393	196	50%	47	12%	150	38%
Maintain computer hardware or software	187	83	44%	34	18%	70	37%
Manage/maintain laboratory facilities	144	98	68%	17	12%	29	20%
Manage academic program(s)	109	88	81%	12	11%	9	8%
Manage research program(s)	208	170	82%	9	4%	29	14%
Manage service/outreach program(s)	166	112	67%	18	11%	36	22%
Meet minimum grant funding levels	100	70	70%	12	12%	18	18%
Perform peer evaluation(s)	214	96	45%	52	24%	66	31%
Perform in concerts or show works	30	5	17%	2	7%	23	77%
Plan conference(s)/event(s)	222	101	45%	38	17%	83	37%
Present at conferences/colloquia series	460	243	53%	48	10%	169	37%

Task/Responsibility	total responses	paid to do		assigned without extra pay		done on own volition	
Provide clerical/office support	122	63	52%	31	25%	28	23%
Publish research papers	444	271	61%	34	8%	139	31%
Supervise Graduate Assistants	214	138	64%	34	16%	42	20%
Supervise Post-doctoral fellows	60	36	60%	6	10%	18	30%
Supervise undergraduates	244	146	60%	37	15%	61	25%
Supervise staff	144	119	83%	10	7%	15	10%
Teaching/course assignment(s)	442	392	89%	17	4%	33	7%
Write grants/proposals	332	177	53%	53	16%	102	31%

Some comments about this question indicated that because salaried professionals are expected to do additional duties as assigned, the question about being assigned additional work without additional compensation was out of place. Conversely, many other comments made essentially the point that this one articulates so well:

When surrounded by tenured/T/TT faculty, many of whom work much more than 40 hrs per week, it is seen as the norm -- regardless of whether we get paid similarly or whether the work advances our careers in the way that it might for tenured/T/TT.

Moreover, many respondents engage in additional work on their own initiative. The quantitative data reflect a sentiment expressed in many comments, namely that many NTT faculty are willing to do extra work because they recognize that such work is beneficial for their students or their units—they just wish that the institution would recognize their efforts.

3. NTT faculty don't know about departmental policies and procedures regarding evaluations, promotions, merit pay, or methods of recognition for outstanding performance

Responses to a series of questions about departmental policies and procedures regarding NTT faculty appointments illustrate either wide-spread lack of, or lack of knowledge of, policies for evaluations, promotions, and recognition of NTT faculty:

Table 11 – Responses to questions probing knowledge of campus policies

Question	Yes	No	Don't Know
Is merit pay included as a part of the larger review / evaluation process?	108	413	306
Does your department / unit have written policies / procedures regarding faculty with your appointment title?	242	103	487
Does your department / unit have written policies / procedures regarding promotions for faculty with your appointment title?	146	176	503
Does your department / unit have a mechanism for recognizing outstanding contributions from faculty with your appointment title?	108	213	507

4. NTT faculty are generally unaware of opportunities for participation in governance at either the department/unit level, their college, or the University

The question probing awareness of opportunities to participate in self-governance illustrates another area where NTT faculty are not engaged with the institution:

Table 12 – Responses to questions probing opportunities for self-governance

Are you aware of opportunities to share in governance in:	Yes	No
Your department / unit	352	456
Your College	276	512
The University	357	431

Likert questions probing working conditions and job satisfaction

The survey used 29 Likert questions to survey NTT faculty on a range of job satisfaction measures. Given that certain questions were targeted at different types of appointments, a "Not Applicable" option was provided in an attempt to allow respondents to actively indicate that a question was not applicable rather than simply leaving it blank. For the purposes of the analysis, we considered responses of "Disagree" and "Strongly Disagree" to be negative indicators of satisfaction.

The following pages summarize some of the results of the Likert questions. Beyond the selected results presented in Tables 13-15, full results are presented as follows:

- Table 16 - all responses taken together;
- Table 17 - responses are split by gender;
- Table 18 - responses are split by primary type of work (instructional, research, service, admin, or combination);

- Table 19 - responses are split by college.

When viewing the results, recall that respondents did not answer every question.

Of the 29 questions, 15 had negative indicators of satisfaction of 20% or higher, i.e. 20% or more of respondents to 15 questions selected either "Disagree" or "Strongly Disagree". For two additional questions, 19% of responses were either "Disagree" or "Strongly Disagree".

Of those 17 questions for which the negative responses were at 19% or higher, nine had negative responses at 40% or higher. Two of the three questions with negative responses rates above 50% were related to criteria for promotions and merit pay increases.

Splitting the responses by gender shows that women are less satisfied than men, especially on matters of compensation and recognition, as shown in Table 13. (Table 17 presents the entire set of results split by gender.)

Table 13 - Selected responses for Likert questions split by gender

Prompt	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis-satisfied	Gen
Pursuing professional development opportunities enhances my position or status in my department/unit.	49	83	122	100	35	389	135	35	F
	51	88	112	48	20	319	68	21	M
Departmental administrators are aware of my contributions to the division and the university.	43	119	126	72	29	389	101	26	F
	42	119	113	43	10	327	53	16	M
My research and resulting publications are included in my performance evaluations.	28	64	57	37	25	211	62	29	F
	44	86	52	23	19	224	42	19	M
I am well compensated for my contributions to the institution.	26	73	103	103	100	405	203	50	F
	28	109	88	67	56	348	123	35	M

When reviewing the Likert responses split by type of work, the prompt "I am well compensated for my contributions to the institution" generates significantly higher levels of dissatisfaction from Instructional and Administrative Faculty than Research Faculty, a concern that is masked when viewing the Likert responses as a whole, as shown in Table 14, where I=Instructional, R=Research, S=Service, A=Administrative, and C=Combination:

Table 14 - Selected responses for Likert questions split by type of work

	Strongly				Strongly	Sum	Sum -	% Dis-	Work
	Agree	Agree	Neutral	Disagree	Disagree	- All	Disagree	satisfied	Type
I am well compensated for my contributions to the institution.	20	42	70	65	90	287	155	54	I
	25	100	85	53	28	291	81	28	R
	1	8	12	11	9	41	20	49	S
	2	7	4	11	4	28	15	54	A
	9	35	31	39	32	146	71	49	C

Moreover, splitting the Likert responses by college provides additional insight into the concern regarding compensation, as shown in Table 15:

Table 15 - Selected responses for Likert questions split by college

		Strongly				Strongly		Sum -	Sum -	% Dis-
		Agree	Agree	Neutral	Disagree	Disagree	N/A	All	Disagree	satisfied
I am well compensated for my contributions to the institution.	AGNR	2	11	21	14	16	1	64	30	47
	ARCH	2	1	2	1	1	0	7	2	29
	ARHU	4	7	16	18	39	5	84	57	68
	BMGT	3	5	1	1	2	0	12	3	25
	BSOS	2	21	14	13	20	7	70	33	47
	CMNS	17	60	50	29	19	11	175	48	27
	EDUC	0	0	1	1	3	0	5	4	80
	ENGR	3	14	14	13	4	6	48	17	35
	INFO	2	1	4	2	0	0	9	2	22
	JOUR	0	2	4	7	4	0	17	11	65
	PUAF	1	3	2	1	1	0	8	2	25
SPHL	4	5	3	7	1	1	20	8	40	

Combining the results of splitting the Likert responses by type of work with the Likert responses split by college highlights an area of exceptional concern: for prompts with more than 10 responses, two of the highest indicators of dissatisfaction in the entire survey come from ARHU and JOUR for the prompt "I am well compensated for my contributions to the institution" (68% and 65% respectively).

Given that per-course salaries in those colleges translate to an FTE equivalent salary of \$32,000 - \$34,000/year, the high dissatisfaction rates among Instructional Faculty in those colleges is no surprise.

While we understand that everyone feels "overworked and underpaid," and while we understand that faculty in some colleges will necessarily make more than faculty in other colleges, even among the T/TT ranks, we must draw attention to the fact a salary

of \$32,000/year is less than what the Bureau of Labor Statistics reports as the mean annual wage for unskilled laborers in the construction industry for 2012.⁴

Given the skills, expertise, and dedication required for teaching rigorous courses at a major research institution, we strongly recommend that the administration find the means to raise the base-line salaries for Instructional Faculty.

Table 16 - Results of Likert Questions - Questions with Negative Indicator > 19%

Prompt	Total Responses	Total "Disagree" or "Strongly Disagree"	%
My department/unit has created an environment that allows the university to benefit fully from the knowledge and skills I can offer.	805	166	21
My job responsibilities are accurately documented in my contract or appointment letter.	800	155	19
My contributions are acknowledged and openly appreciated within my department/unit.	803	151	19
Pursuing professional development opportunities enhances my position or status in my department/unit.	748	217	29
Departmental administrators are aware of my contributions to the division and the university.	755	161	21
I have a clear understanding of the criteria that are used to determine promotions in my department/unit.	712	398	56
The FAR is a useful tool for reporting the full range of my contributions to the institution.	556	226	41
My research and resulting publications are included in my performance evaluations.	457	109	24
Were merit raises to be in the budget, I would have a clear understanding of the criteria that would be used to determine merit raises in my department/unit.	671	339	51
When my supervisor substantially increases one facet of my responsibilities, I am either compensated accordingly or another facet of my workload is reduced accordingly.	592	255	43
Working on an evening or weekend is assumed to be part of my "at least 40 hours/week" work week, so there is no acknowledgement that adding evening and weekend assignments to my responsibilities might create hardship in my personal life. ⁵	646	381	59

⁴ See <http://www.bls.gov/oes/current/oes472061.htm>. accessed 2/13/13.

⁵ Question was inadvertently worded in reverse; results are for number of "Strongly Agree" or "Agree"

Prompt	Total Responses	Total "Disagree" or "Strongly Disagree"	%
I am certain that I would receive the same respect and consideration as tenure track faculty in response to significant personal events such as the birth of a child or death of a family member.	750	192	26
I have equal access to faculty grants that will benefit my research and/or teaching.	610	265	43
When developing improvements to the course(s) I teach, I have access to the same levels of funding and administrative support as tenure track faculty.	449	198	44
I am satisfied with my physical office space.	775	153	20
I am well compensated for my contributions to the institution.	796	342	43
I am treated as a full faculty colleague by all members of my department.	775	312	40

Table 17 - Results of Likert Questions—Split by Gender

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagrees	% Dissatisfied	Gen
My department/unit has created an environment that allows the university to benefit fully from the knowledge and skills I can offer.	46	164	98	72	32	412	104	25	F
	69	156	71	40	14	350	54	15	M
	11	17	7	6	2	43	8	19	U
My job responsibilities are accurately documented in my contract or appointment letter.	50	187	85	71	15	408	86	21	F
	51	168	68	48	14	349	62	18	M
	9	16	11	4	3	43	7	16	U
My contributions are acknowledged and openly appreciated within my department/unit.	65	144	106	66	30	411	96	23	F
	66	127	106	32	17	348	49	14	M
	10	16	12	3	3	44	6	14	U
My department's chair / director fully supports my professional activities.	88	145	97	40	21	391	61	16	F
	104	127	72	18	10	331	28	08	M
	15	13	10	4	2	44	6	14	U
Pursuing professional development opportunities enhances my position or status in my department/unit.	49	83	122	100	35	389	135	35	F
	51	88	112	48	20	319	68	21	M
	4	9	13	9	5	40	14	35	U
Departmental administrators are aware of my contributions to the division and the university.	43	119	126	72	29	389	101	26	F
	42	119	113	43	10	327	53	16	M
	7	16	9	4	3	39	7	18	U
I have a clear understanding of the criteria that are used to determine promotions in my department/unit.	19	43	71	132	97	362	229	63	F
	17	59	90	95	54	315	149	47	M
	2	2	11	10	10	35	20	57	U
The FAR is a useful tool for reporting the full range of my contributions to the institution.	4	43	108	73	57	285	130	46	F
	8	59	94	54	31	246	85	35	M
	2	2	10	7	4	25	11	44	U
My research and resulting publications are included in my performance evaluations.	28	64	57	37	25	211	62	29	F
	44	86	52	23	19	224	42	19	M
	4	7	6	4	1	22	5	23	U

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis- satisfied	Gen
Were merit raises to be in the budget, I would have a clear understanding of the criteria that would be used to determine merit raises in my department/unit.	12 14 3	55 71 2	82 83 10	117 78 10	81 44 9	347 290 34	198 122 19	57 42 56	F M U
When my supervisor substantially increases one facet of my responsibilities, I am either compensated accordingly or another facet of my workload is reduced accordingly.	19 8 1	64 62 5	82 86 10	84 52 8	65 39 7	314 247 31	149 91 15	47 37 48	F M U
When changes to the programs or projects I work on become necessary, I am included in the development of the new way of doing the work that I do.	60 47 7	148 118 14	69 67 6	51 21 3	21 17 3	349 270 33	72 38 6	21 14 18	F M U
Working on an evening or weekend is assumed to be part of my "at least 40 hours/week" work week, so there is no acknowledgement that adding evening and weekend assignments to my responsibilities might create hardship in my personal life.	70 55 6	133 108 9	70 70 7	35 33 5	25 17 3	333 283 30	203 163 15	61 58 50	F M U
I am certain that I would receive the same respect and consideration as tenure track faculty in response to significant personal events such as the birth of a child or death of a family member.	76 67 6	115 108 16	78 84 8	60 32 4	59 32 5	388 323 39	119 64 9	31 20 23	F M U
I am routinely included in communications about departmental events and initiatives.	117 114 14	180 158 20	55 39 6	36 25 0	16 13 0	404 349 40	52 38 0	13 11 00	F M U
I have equal access to faculty grants that will benefit my research and/or teaching.	25 24 4	55 55 2	88 77 15	65 61 6	79 48 6	312 265 33	144 109 12	46 41 36	F M U
When developing improvements to the course(s) I teach, I have access to the same levels of funding and administrative support as tenure track faculty.	17 24 3	47 37 4	70 41 8	59 44 4	59 29 3	252 175 22	118 73 7	47 42 32	F M U
I have access to the technology that is the norm for doing work in my field.	111 107 13	198 183 19	49 35 4	28 12 3	15 6 1	401 343 40	43 18 4	11 05 10	F M U
I have access to training for the technology that is the norm for doing work in my field.	86 72 5	175 143 18	86 76 5	31 14 7	12 11 1	390 316 36	43 25 8	11 08 22	F M U
I am satisfied with my physical office space.	104 94 10	147 132 20	61 51 3	42 35 2	43 29 2	397 341 37	85 64 4	21 19 11	F M U

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis- satisfied	Gen
For the courses I teach, I am listed as instructor of record and have an appropriate level of autonomy in terms of course design and implementation.	135	97	22	9	4	267	13	05	F
	91	63	21	5	5	185	10	05	M
	10	10	3	0	0	23	0	00	U
I am confident that my program or department will support my decisions regarding students.	104	141	34	9	4	292	13	04	F
	80	90	38	10	1	219	11	05	M
	9	15	2	1	2	29	3	10	U
Adequate advance notice is given when enrollment for my classes increases.	49	82	38	31	9	209	40	19	F
	37	57	44	15	7	160	22	14	M
	5	7	5	1	1	19	2	11	U
If I were to encounter a problematic student or co-worker, I know who in my department would help me resolve the issue.	122	161	50	40	22	395	62	16	F
	83	141	48	29	6	307	35	11	M
	10	16	9	4	2	41	6	15	U
If I were to encounter a problem with the space in which I work or the equipment I use, I know who in my department would help me resolve the issue.	107	197	45	34	20	403	54	13	F
	91	170	31	22	10	324	32	10	M
	11	21	5	4	0	41	4	10	U
My work adds greatly to the mission of the University.	145	188	63	6	4	406	10	02	F
	123	163	53	6	3	348	9	03	M
	13	18	7	2	0	40	2	05	U
I am well compensated for my contributions to the institution.	26	73	103	103	100	405	203	50	F
	28	109	88	67	56	348	123	35	M
	3	11	13	9	7	43	16	37	U
I am treated as a full faculty colleague by all members of my department.	42	82	89	86	92	391	178	46	F
	40	92	91	65	56	344	121	35	M
	7	8	12	5	8	40	13	33	U
I have confidence in being reappointed in my department.	88	169	77	35	23	392	58	15	F
	81	146	74	21	12	334	33	10	M
	11	16	9	2	0	38	2	05	U

Table 18 - Likert Responses Split by Primary Work Type

I = Instructional

R = Research

S = Service

A = Admin

C = Combination

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis- satisfied	Work Type
My department/unit has created an environment that allows the university to benefit fully from the knowledge and skills I can offer.	54	113	56	43	26	292	69	24	I
	36	131	76	36	11	290	47	16	R
	3	20	8	7	3	41	10	24	S
	5	11	6	5	3	30	8	27	A
	28	59	29	27	5	148	32	22	C
My job responsibilities are accurately documented in my contract or appointment letter.	68	142	41	28	11	290	39	13	I
	28	130	69	53	12	292	65	22	R
	4	22	9	6	0	41	6	15	S
	2	10	9	6	1	28	7	25	A
	7	65	35	29	8	144	37	26	C

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dissatisfied	Work Type
My contributions are acknowledged and openly appreciated within my department/unit.	51	93	81	38	27	290	65	22	I
	47	99	95	34	12	287	46	16	R
	7	19	8	4	4	42	8	19	S
	7	12	7	0	3	29	3	10	A
	28	61	32	25	4	150	29	19	C
My department's chair / director fully supports my professional activities.	68	92	70	26	19	275	45	16	I
	68	107	74	19	6	274	25	09	R
	9	19	6	5	2	41	7	17	S
	9	12	3	3	0	27	3	11	A
	51	52	26	9	6	144	15	10	C
Pursuing professional development opportunities enhances my position or status in my department/unit.	29	44	94	63	32	262	95	36	I
	38	77	101	46	13	275	59	21	R
	7	11	12	7	2	39	9	23	S
	7	10	7	3	1	28	4	14	A
	21	36	33	38	12	140	50	36	C
Departmental administrators are aware of my contributions to the division and the university.	29	80	92	46	24	271	70	26	I
	23	84	104	50	10	271	60	22	R
	3	22	11	4	0	40	4	10	S
	7	11	7	2	1	28	3	11	A
	30	54	33	17	7	141	24	17	C
I have a clear understanding of the criteria that are used to determine promotions in my department/unit.	10	18	69	81	69	247	150	61	I
	15	49	60	95	47	266	142	53	R
	1	8	12	12	5	38	17	45	S
	1	6	6	6	7	26	13	50	A
	11	23	25	43	32	134	75	56	C
The FAR is a useful tool for reporting the full range of my contributions to the institution.	2	22	65	41	32	162	73	45	I
	7	59	96	42	22	226	64	28	R
	0	4	15	6	8	33	14	42	S
	0	3	4	9	7	23	16	70	A
	5	16	32	36	23	112	59	53	C
My research and resulting publications are included in my performance evaluations.	4	21	38	31	26	120	57	48	I
	58	100	46	14	7	225	21	09	R
	0	10	7	5	2	24	7	29	S
	1	3	1	4	1	10	5	50	A
	13	23	23	10	9	78	19	24	C
Were merit raises to be in the budget, I would have a clear understanding of the criteria that would be used to determine merit raises in my department/unit.	8	35	52	76	55	226	131	58	I
	12	64	75	64	36	251	100	40	R
	1	8	13	9	6	37	15	41	S
	0	4	9	11	4	28	15	54	A
	8	17	26	44	32	127	76	60	C
When my supervisor substantially increases one facet of my responsibilities, I am either compensated accordingly or another facet of my workload is reduced accordingly.	12	35	60	34	36	177	70	40	I
	7	55	74	62	29	227	91	40	R
	1	5	8	14	8	36	22	61	S
	2	3	7	9	6	27	15	56	A
	6	31	29	25	32	123	57	46	C

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis- satisfied	Work Type
When changes to the programs or projects I work on become necessary, I am included in the development of the new way of doing the work that I do.	22	80	45	40	26	213	66	31	I
	44	122	57	11	10	244	21	09	R
	6	18	8	5	1	38	6	16	S
	8	7	5	3	1	24	4	17	A
	34	51	27	16	3	131	19	15	C
Working on an evening or weekend is assumed to be part of my "at least 40 hours/week" work week, so there is no acknowledgement that adding evening and weekend assignments to my responsibilities might create hardship in my personal life.	39	71	47	19	9	185	110	59	I
	44	104	63	39	20	270	148	55	R
	8	11	10	6	1	36	19	53	S
	8	9	4	1	3	25	17	68	A
	32	54	23	7	12	128	86	67	C
I am certain that I would receive the same respect and consideration as tenure track faculty in response to significant personal events such as the birth of a child or death of a family member.	45	65	67	50	43	270	93	34	I
	48	103	68	25	24	268	49	18	R
	11	15	4	4	5	39	9	23	S
	9	11	2	3	2	27	5	19	A
	36	42	29	14	22	143	36	25	C
I am routinely included in communications about departmental events and initiatives.	89	131	31	25	11	287	36	13	I
	72	140	40	26	12	290	38	13	R
	12	22	4	2	0	40	2	05	S
	13	10	4	1	0	28	1	04	A
	58	53	21	7	6	145	13	09	C
I have equal access to faculty grants that will benefit my research and/or teaching.	10	28	70	52	50	210	102	49	I
	22	52	61	52	43	230	95	41	R
	9	6	10	4	4	33	8	24	S
	4	6	2	4	3	19	7	37	A
	8	20	37	19	32	116	51	44	C
When developing improvements to the course(s) I teach, I have access to the same levels of funding and administrative support as tenure track faculty.	17	39	59	68	53	236	121	51	I
	4	18	31	10	11	74	21	28	R
	3	7	6	5	4	25	9	36	S
	4	3	3	3	3	16	6	38	A
	16	21	20	21	19	97	40	41	C
I have access to the technology that is the norm for doing work in my field.	71	140	40	24	6	281	30	11	I
	95	153	26	11	5	290	16	06	R
	13	25	2	1	0	41	1	02	S
	9	14	4	0	0	27	0	00	A
	42	66	15	7	11	141	18	13	C
I have access to training for the technology that is the norm for doing work in my field.	60	117	57	24	11	269	35	13	I
	51	120	72	18	5	266	23	09	R
	8	24	7	1	0	40	1	03	S
	7	12	5	2	1	27	3	11	A
	36	60	26	6	7	135	13	10	C
I am satisfied with my physical office space.	68	98	46	28	25	265	53	20	I
	70	127	40	30	25	292	55	19	R
	11	15	5	3	6	40	9	23	S
	9	6	6	4	2	27	6	22	A
	47	52	18	14	15	146	29	20	C

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sum - All	Sum - Disagree	% Dis- satisfied	Work Type
For the courses I teach, I am listed as instructor of record and have an appropriate level of autonomy in terms of course design and implementation.	137	114	19	7	4	281	11	04	I
	20	14	18	3	3	58	6	10	R
	7	5	4	0	1	17	1	06	S
	12	4	0	1	0	17	1	06	A
	60	32	5	3	1	101	4	04	C
I am confident that my program or department will support my decisions regarding students.	104	141	25	11	3	284	14	05	I
	18	46	32	5	2	103	7	07	R
	6	7	2	1	0	16	1	06	S
	12	5	1	1	0	19	1	05	A
	53	46	14	2	2	117	4	03	C
Adequate advance notice is given when enrollment for my classes increases.	46	96	45	35	12	234	47	20	I
	5	16	26	3	2	52	5	10	R
	2	1	5	1	1	10	2	20	S
	6	5	2	1	0	14	1	07	A
	32	27	9	7	2	77	9	12	C
If I were to encounter a problematic student or co-worker, I know who in my department would help me resolve the issue.	108	132	26	19	9	294	28	10	I
	40	99	55	41	11	246	52	21	R
	9	12	9	3	3	36	6	17	S
	11	13	1	1	2	28	3	11	A
	46	62	15	9	4	136	13	10	C
If I were to encounter a problem with the space in which I work or the equipment I use, I know who in my department would help me resolve the issue.	96	134	22	27	10	289	37	13	I
	50	152	38	16	11	267	27	10	R
	8	21	5	2	3	39	5	13	S
	11	9	5	3	0	28	3	11	A
	44	69	11	12	6	142	18	13	C
My work adds greatly to the mission of the University.	109	127	45	3	4	288	7	02	I
	77	148	55	8	2	290	10	03	R
	9	24	5	0	0	38	0	00	S
	11	12	4	0	1	28	1	04	A
	72	57	13	3	0	145	3	02	C
I am well compensated for my contributions to the institution.	20	42	70	65	90	287	155	54	I
	25	100	85	53	28	291	81	28	R
	1	8	12	11	9	41	20	49	S
	2	7	4	11	4	28	15	54	A
	9	35	31	39	32	146	71	49	C
I am treated as a full faculty colleague by all members of my department.	32	62	66	52	74	286	126	44	I
	23	65	85	64	44	281	108	38	R
	5	14	9	5	6	39	11	28	S
	2	7	7	3	6	25	9	36	A
	26	33	24	32	26	141	58	41	C
I have confidence in being reappointed in my department.	70	121	55	25	13	284	38	13	I
	51	119	68	21	12	271	33	12	R
	7	24	2	4	2	39	6	15	S
	9	10	4	1	1	25	2	08	A
	43	55	31	6	7	142	13	09	C

Table 19 - Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis- satisfied
My department/unit has created an environment that allows the university to benefit fully from the knowledge and skills I can offer.	AGNR	9	27	11	14	3	1	64	17	27
	ARCH	2	4	0	0	1	0	7	1	14
	ARHU	14	32	16	12	12	3	86	24	28
	BMGT	4	4	2	1	0	1	11	1	9
	BSOS	11	31	16	14	1	4	73	15	21
	CMNS	26	80	45	21	6	8	178	27	15
	EDUC	0	1	1	2	1	0	5	3	60
	ENGR	11	22	9	7	0	5	49	7	14
	INFO	3	5	1	0	0	0	9	0	0
	JOUR	2	7	6	1	1	0	17	2	12
	PUAF	1	1	2	3	1	0	8	4	50
SPHL	8	7	3	1	1	1	20	2	10	
My job responsibilities are accurately documented in my contract or appointment letter.	AGNR	6	40	11	6	1	1	64	7	11
	ARCH	2	4	1	0	0	0	7	0	0
	ARHU	17	44	8	13	5	2	87	18	21
	BMGT	2	5	3	1	1	0	12	2	17
	BSOS	8	33	17	10	5	4	73	15	21
	CMNS	28	81	32	25	9	11	175	34	19
	EDUC	1	2	0	1	0	1	4	1	25
	ENGR	8	20	11	8	0	7	47	8	17
	INFO	1	6	2	0	0	0	9	0	0
	JOUR	3	6	2	6	0	0	17	6	35
	PUAF	1	4	1	2	0	0	8	2	25
SPHL	8	8	2	2	1	0	21	3	14	
My contributions are acknowledged and openly appreciated within my department/unit.	AGNR	10	28	15	7	5	0	65	12	18
	ARCH	3	3	0	0	1	0	7	1	14
	ARHU	17	24	27	12	5	4	85	17	20
	BMGT	3	7	1	1	0	0	12	1	8
	BSOS	14	23	19	12	4	5	72	16	22
	CMNS	29	60	62	20	5	10	176	25	14
	EDUC	1	2	0	2	0	0	5	2	40
	ENGR	6	21	14	5	2	6	48	7	15
	INFO	3	3	2	1	0	0	9	1	11
	JOUR	0	8	6	1	2	0	17	3	18
	PUAF	1	2	3	1	1	0	8	2	25
SPHL	.9	8	1	2	1	0	21	3	14	
My department's chair / director fully supports my professional activities.	AGNR	13	32	10	6	2	2	63	8	13
	ARCH	4	1	0	0	0	2	5	0	0
	ARHU	22	28	19	10	6	4	85	16	19
	BMGT	6	5	1	0	0	0	12	0	0
	BSOS	21	22	19	7	0	8	69	7	10
	CMNS	44	70	44	6	3	19	167	9	5
	EDUC	1	1	2	0	0	1	4	0	0
	ENGR	8	14	14	3	3	12	42	6	14
	INFO	3	2	4	0	0	0	9	0	0
	JOUR	2	5	4	2	1	3	14	3	21
	PUAF	1	1	2	1	3	0	8	4	50
SPHL	11	6	0	1	2	1	20	3	15	

Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagrees	% Dis- satisfied
Pursuing professional development opportunities enhances my position or status in my department/unit.	AGNR	11	19	22	8	4	1	64	12	19
	ARCH	1	2	1	0	0	3	4	0	0
	ARHU	10	10	29	21	17	2	87	38	44
	BMGT	4	3	4	0	0	1	11	0	0
	BSOS	12	14	20	18	3	10	67	21	31
	CMNS	16	49	62	29	6	24	162	35	22
	EDUC	0	0	2	1	1	1	4	2	50
	ENGR	5	8	13	10	2	16	38	12	32
	INFO	3	3	3	0	0	0	9	0	0
	JOUR	1	2	5	4	0	5	12	4	33
	PUAF	0	2	2	1	1	2	6	2	33
	SPHL	8	6	4	2	1	0	21	3	14
Departmental administrators are aware of my contributions to the division and the university.	AGNR	8	27	16	7	4	3	62	11	18
	ARCH	1	2	2	0	0	2	5	0	0
	ARHU	9	16	31	17	11	5	84	28	33
	BMGT	4	3	3	2	0	0	12	2	17
	BSOS	8	22	21	11	2	13	64	13	20
	CMNS	14	58	64	25	3	22	164	28	17
	EDUC	0	1	2	2	0	0	5	2	40
	ENGR	2	19	14	7	1	11	43	8	19
	INFO	2	4	2	1	0	0	9	1	11
	JOUR	0	5	6	2	1	3	14	3	21
	PUAF	1	2	1	3	0	1	7	3	43
	SPHL	9	7	1	1	2	1	20	3	15
I have a clear understanding of the criteria that are used to determine promotions in my department/unit.	AGNR	2	7	19	14	14	9	56	28	50
	ARCH	1	0	1	2	1	2	5	3	60
	ARHU	3	8	17	32	16	13	76	48	63
	BMGT	3	0	2	5	1	1	11	6	55
	BSOS	5	6	14	20	21	11	66	41	62
	CMNS	7	33	36	56	27	27	159	83	52
	EDUC	0	0	1	2	1	1	4	3	75
	ENGR	0	6	9	16	7	16	38	23	61
	INFO	1	1	2	4	0	1	8	4	50
	JOUR	0	1	4	7	2	3	14	9	64
	PUAF	0	0	2	0	4	2	6	4	67
	SPHL	4	1	7	6	1	2	19	7	37
The FAR is a useful tool for reporting the full range of my contributions to the institution.	AGNR	1	7	24	8	4	21	44	12	27
	ARCH	0	0	3	0	0	4	3	0	0
	ARHU	1	4	18	12	10	44	45	22	49
	BMGT	0	1	2	3	2	4	8	5	63
	BSOS	1	13	14	11	9	29	48	20	42
	CMNS	4	35	55	27	18	47	139	45	32
	EDUC	0	0	1	0	1	3	2	1	50
	ENGR	0	8	14	6	2	24	30	8	27
	INFO	2	0	2	0	0	5	4	0	0
	JOUR	0	0	3	4	1	9	8	5	63
	PUAF	0	0	4	0	1	3	5	1	20
	SPHL	0	3	3	5	3	7	14	8	57

Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis- satisfied
My research and resulting publications are included in my performance evaluations.	AGNR	4	16	9	5	1	30	35	6	17
	ARCH	1	0	0	0	0	6	1	0	0
	ARHU	2	8	13	13	14	39	50	27	54
	BMGT	0	1	0	4	1	6	6	5	83
	BSOS	15	14	8	6	4	30	47	10	21
	CMNS	21	52	24	7	5	77	109	12	11
	EDUC	0	0	0	2	0	3	2	2	100
	ENGR	4	10	8	2	1	29	25	3	12
	INFO	0	1	4	0	0	4	5	0	0
	JOUR	0	0	4	1	0	12	5	1	20
	PUIAF	0	1	2	1	1	3	5	2	40
SPHL	1	4	2	0	0	14	7	0	0	
Were merit raises to be in the budget, I would have a clear understanding of the criteria that would be used to determine merit raises in my department/unit.	AGNR	3	9	15	17	13	8	57	30	53
	ARCH	0	0	1	1	0	5	2	1	50
	ARHU	2	15	13	26	14	19	70	40	57
	BMGT	2	1	2	4	0	3	9	4	44
	BSOS	2	8	17	18	12	20	57	30	53
	CMNS	6	29	45	47	27	32	154	74	48
	EDUC	0	1	1	1	1	1	4	2	50
	ENGR	3	11	7	13	8	12	42	21	50
	INFO	1	0	3	2	1	2	7	3	43
	JOUR	0	1	4	7	2	3	14	9	64
	PUIAF	0	1	1	2	2	2	6	4	67
SPHL	2	3	2	6	1	7	14	7	50	
When my supervisor substantially increases one facet of my responsibilities, I am either compensated accordingly or another facet of my workload is reduced accordingly.	AGNR	1	11	19	13	14	7	58	27	47
	ARCH	0	2	1	1	1	2	5	2	40
	ARHU	3	5	16	11	11	43	46	22	48
	BMGT	1	4	4	1	0	2	10	1	10
	BSOS	3	15	16	7	12	24	53	19	36
	CMNS	7	41	34	33	16	55	131	49	37
	EDUC	0	0	1	1	1	2	3	2	67
	ENGR	2	4	10	10	6	22	32	16	50
	INFO	1	0	4	0	0	4	5	0	0
	JOUR	0	0	2	5	3	7	10	8	80
	PUIAF	0	1	0	2	2	3	5	4	80
SPHL	5	5	0	4	4	3	18	8	44	
When changes to the programs or projects I work on become necessary, I am included in the development of the new way of doing the work that I do.	AGNR	12	27	11	7	3	5	60	10	17
	ARCH	1	2	1	0	1	2	5	1	20
	ARHU	3	17	18	16	10	25	64	26	41
	BMGT	2	6	2	1	0	1	11	1	9
	BSOS	12	31	8	4	2	20	57	6	11
	CMNS	29	73	28	7	3	46	140	10	7
	EDUC	0	2	0	0	0	3	2	0	0
	ENGR	7	10	9	2	3	23	31	5	16
	INFO	1	4	2	1	0	1	8	1	13
	JOUR	0	7	4	1	1	4	13	2	15
	PUIAF	1	2	2	1	0	2	6	1	17
SPHL	10	7	2	1	0	1	20	1	5	

Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis- satisfied
Working on an evening or weekend is assumed to be part of my "at least 40 hours/week" work week, so there is no acknowledgement that adding evening and weekend assignments to my responsibilities might create hardship in my personal life.	AGNR	14	21	15	7	4	4	61	35	57
	ARCH	0	2	2	0	0	3	4	2	50
	ARHU	16	28	15	5	1	24	65	44	68
	BMGT	6	4	1	0	0	1	11	10	91
	BSOS	9	21	11	7	11	18	59	30	51
	CMNS	27	62	35	18	12	32	154	89	58
	EDUC	0	3	0	0	1	1	4	3	75
	ENGR	6	14	6	1	4	23	31	20	65
	INFO	1	2	3	1	0	2	7	3	43
	JOUR	0	2	2	3	0	10	7	2	29
	PUIAF	1	3	1	0	0	3	5	4	80
SPHL	7	2	2	3	1	6	15	9	60	
I am certain that I would receive the same respect and consideration as tenure track faculty in response to significant personal events such as the birth of a child or death of a family member.	AGNR	16	20	12	8	6	3	62	14	23
	ARCH	3	1	2	1	0	0	7	1	14
	ARHU	14	17	17	16	17	8	81	33	41
	BMGT	3	3	1	4	0	1	11	4	36
	BSOS	12	27	10	11	5	12	65	16	25
	CMNS	34	62	39	15	17	19	167	32	19
	EDUC	0	1	2	0	2	0	5	2	40
	ENGR	6	11	15	4	7	11	43	11	26
	INFO	2	3	1	2	0	1	8	2	25
	JOUR	0	4	5	2	2	4	13	4	31
	PUIAF	1	1	2	1	2	1	7	3	43
SPHL	9	4	1	4	1	2	19	5	26	
I am routinely included in communications about departmental events and initiatives.	AGNR	20	30	5	5	2	3	62	7	11
	ARCH	3	2	1	1	0	0	7	1	14
	ARHU	27	43	7	5	4	3	86	9	10
	BMGT	4	5	2	0	0	1	11	0	0
	BSOS	26	34	7	3	0	7	70	3	4
	CMNS	49	87	24	11	6	9	177	17	10
	EDUC	0	4	1	0	0	0	5	0	0
	ENGR	12	20	11	2	2	7	47	4	9
	INFO	4	2	0	3	0	0	9	3	33
	JOUR	5	7	0	4	0	1	16	4	25
	PUIAF	2	3	1	1	1	0	8	2	25
SPHL	14	4	0	1	0	2	19	1	5	
I have equal access to faculty grants that will benefit my research and/or teaching.	AGNR	10	15	11	8	8	13	52	16	31
	ARCH	0	1	2	1	0	3	4	1	25
	ARHU	3	6	20	23	18	19	70	41	59
	BMGT	1	2	3	1	3	2	10	4	40
	BSOS	8	12	14	4	9	30	47	13	28
	CMNS	10	30	43	30	21	52	134	51	38
	EDUC	0	2	1	1	1	0	5	2	40
	ENGR	2	4	10	8	6	24	30	14	47
	INFO	1	2	2	1	1	2	7	2	29
	JOUR	0	1	3	4	0	9	8	4	50
	PUIAF	0	2	1	2	0	3	5	2	40
SPHL	3	4	4	2	3	5	16	5	31	

Likert Responses Split by College

		Strongly				Strongly		Sum -	Sum -	% Dis-
		Agree	Agree	Neutral	Disagree	Disagree	N/A	All	Disagrees	satisfied
When developing improvements to the course(s) I teach, I have access to the same levels of funding and administrative support as tenure track faculty.	AGNR	4	7	17	7	5	25	40	12	30
	ARCH	1	1	1	2	0	2	5	2	40
	ARHU	4	4	17	18	28	18	71	46	65
	BMGT	2	3	2	1	3	1	11	4	36
	BSOS	8	9	11	7	6	36	41	13	32
	CMNS	9	18	13	16	8	122	64	24	38
	EDUC	0	1	1	1	1	1	4	2	50
	ENGR	1	2	8	4	2	37	17	6	35
	INFO	2	2	0	2	0	3	6	2	33
	JOUR	0	3	3	4	1	6	11	5	45
	PUIAF	0	1	3	1	0	3	5	1	20
SPHL	4	5	0	2	2	8	13	4	31	
I have access to the technology that is the norm for doing work in my field.	AGNR	17	41	5	0	0	2	63	0	0
	ARCH	2	3	2	0	0	0	7	0	0
	ARHU	23	39	12	6	3	6	83	9	11
	BMGT	3	7	1	0	0	1	11	0	0
	BSOS	24	36	8	3	0	6	71	3	4
	CMNS	59	83	19	7	4	14	172	11	6
	EDUC	1	4	0	0	0	0	5	0	0
	ENGR	13	23	9	1	0	8	46	1	2
	INFO	3	4	1	0	0	1	8	0	0
	JOUR	4	7	0	5	0	1	16	5	31
	PUIAF	2	5	1	0	0	0	8	0	0
SPHL	8	10	1	0	1	1	20	1	5	
I have access to training for the technology that is the norm for doing work in my field.	AGNR	12	37	10	3	0	3	62	3	5
	ARCH	1	2	3	0	0	1	6	0	0
	ARHU	20	34	15	10	4	6	83	14	17
	BMGT	4	4	2	1	0	1	11	1	9
	BSOS	13	30	15	6	2	11	66	8	12
	CMNS	36	64	44	8	4	30	156	12	8
	EDUC	2	3	0	0	0	0	5	0	0
	ENGR	9	14	16	2	0	13	41	2	5
	INFO	3	2	3	0	0	1	8	0	0
	JOUR	1	10	1	3	0	2	15	3	20
	PUIAF	2	5	0	1	0	0	8	1	13
SPHL	8	10	1	0	1	1	20	1	5	
I am satisfied with my physical office space.	AGNR	19	31	3	6	5	1	64	11	17
	ARCH	2	1	1	1	1	1	6	2	33
	ARHU	24	34	13	8	3	7	82	11	13
	BMGT	4	5	3	0	0	0	12	0	0
	BSOS	18	27	13	7	8	4	73	15	21
	CMNS	49	67	30	14	12	14	172	26	15
	EDUC	1	0	2	1	1	0	5	2	40
	ENGR	6	16	12	6	4	10	44	10	23
	INFO	2	4	0	1	0	2	7	1	14
	JOUR	3	6	3	3	0	2	15	3	20
	PUIAF	1	4	0	1	1	1	7	2	29
SPHL	9	8	1	0	1	2	19	1	5	

Likert Responses Split by College

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Sum - All	Sum - Disagree	% Dis- satisfied
For the courses I teach, I am listed as instructor of record and have an appropriate level of autonomy in terms of course design and implementation.	AGNR	12	8	6	2	0	37	28	2	7
	ARCH	4	1	0	0	0	2	5	0	0
	ARHU	33	39	8	1	1	7	82	2	2
	BMGT	8	4	0	0	0	0	12	0	0
	BSOS	23	17	4	1	0	32	45	1	2
	CMNS	28	24	5	2	2	125	61	4	7
	EDUC	3	1	0	0	0	1	4	0	0
	ENGR	11	6	2	0	1	34	20	1	5
	INFO	6	2	0	0	0	1	8	0	0
	JOUR	4	9	1	2	0	1	16	2	13
	PUIAF	4	1	2	0	0	1	7	0	0
SPHL	11	3	0	0	0	7	14	0	0	
I am confident that my program or department will support my decisions regarding students.	AGNR	11	11	7	2	0	34	31	2	6
	ARCH	4	2	1	0	0	0	7	0	0
	ARHU	29	42	8	5	1	4	85	6	7
	BMGT	8	3	1	0	0	0	12	0	0
	BSOS	19	25	7	1	0	25	52	1	2
	CMNS	24	44	14	3	0	101	85	3	4
	EDUC	2	2	0	0	1	0	5	1	20
	ENGR	7	9	5	2	1	30	24	3	13
	INFO	6	3	0	0	0	0	9	0	0
	JOUR	5	9	1	2	0	0	17	2	12
	PUIAF	4	2	1	0	0	1	7	0	0
SPHL	10	5	0	0	0	6	15	0	0	
Adequate advance notice is given when enrollment for my classes increases.	AGNR	7	7	5	0	0	46	19	0	0
	ARCH	1	1	1	1	0	3	4	1	25
	ARHU	9	32	11	11	4	22	67	15	22
	BMGT	3	6	3	0	0	0	12	0	0
	BSOS	12	7	6	5	1	46	31	6	19
	CMNS	12	22	10	8	2	132	54	10	19
	EDUC	1	3	0	0	0	1	4	0	0
	ENGR	1	7	8	2	0	36	18	2	11
	INFO	3	0	2	0	0	4	5	0	0
	JOUR	3	7	2	1	2	2	15	3	20
	PUIAF	2	1	2	0	1	2	6	1	17
SPHL	6	6	1	0	1	7	14	1	7	
If I were to encounter a problematic student or co-worker, I know who in my department would help me resolve the issue.	AGNR	13	25	9	7	7	4	61	14	23
	ARCH	6	1	0	0	0	0	7	0	0
	ARHU	29	46	8	3	1	2	87	4	5
	BMGT	6	5	0	0	1	0	12	1	8
	BSOS	23	24	10	9	1	10	67	10	15
	CMNS	36	69	21	23	4	33	153	27	18
	EDUC	3	1	0	1	0	0	5	1	20
	ENGR	7	18	9	3	1	16	38	4	11
	INFO	4	3	1	1	0	0	9	1	11
	JOUR	2	10	1	4	0	0	17	4	24
	PUIAF	3	2	3	0	0	0	8	0	0
SPHL	10	5	3	0	1	2	19	1	5	

Likert Responses Split by College

		Strongly				Strongly		Sum -	Sum -	% Dis-
		Agree	Agree	Neutral	Disagree	Disagree	N/A	All	Disagree	satisfied
If I were to encounter a problem with the space in which I work or the equipment I use, I know who in my department would help me resolve the issue.	AGNR	15	31	7	5	3	4	61	8	13
	ARCH	4	2	0	1	0	0	7	1	14
	ARHU	24	47	3	8	4	3	86	12	14
	BMGT	4	5	0	3	0	0	12	3	25
	BSOS	17	39	8	3	2	8	69	5	7
	CMNS	41	90	24	9	1	21	165	10	6
	EDUC	1	1	2	0	0	1	4	0	0
	ENGR	7	22	3	6	1	15	39	7	18
	INFO	4	3	1	1	0	0	9	1	11
	JOUR	4	10	0	2	1	0	17	3	18
	PUIAF	3	4	1	0	0	0	8	0	0
SPHL	10	7	0	1	1	2	19	2	11	
My work adds greatly to the mission of the University.	AGNR	20	33	10	1	0	1	64	1	2
	ARCH	3	3	0	0	0	1	6	0	0
	ARHU	35	33	13	1	2	5	84	3	4
	BMGT	9	2	0	1	0	0	12	1	8
	BSOS	22	35	13	2	0	5	72	2	3
	CMNS	55	84	32	2	2	11	175	4	2
	EDUC	2	3	0	0	0	0	5	0	0
	ENGR	15	24	6	2	0	7	47	2	4
	INFO	2	5	1	1	0	0	9	1	11
	JOUR	7	10	0	0	0	0	17	0	0
	PUIAF	3	5	0	0	0	0	8	0	0
SPHL	9	9	2	0	0	1	20	0	0	
I am well compensated for my contributions to the institution.	AGNR	2	11	21	14	16	1	64	30	47
	ARCH	2	1	2	1	1	0	7	2	29
	ARHU	4	7	16	18	39	5	84	57	68
	BMGT	3	5	1	1	2	0	12	3	25
	BSOS	2	21	14	13	20	7	70	33	47
	CMNS	17	60	50	29	19	11	175	48	27
	EDUC	0	0	1	1	3	0	5	4	80
	ENGR	3	14	14	13	4	6	48	17	35
	INFO	2	1	4	2	0	0	9	2	22
	JOUR	0	2	4	7	4	0	17	11	65
	PUIAF	1	3	2	1	1	0	8	2	25
SPHL	4	5	3	7	1	1	20	8	40	
I am treated as a full faculty colleague by all members of my department.	AGNR	9	17	21	5	10	3	62	15	24
	ARCH	1	0	4	0	2	0	7	2	29
	ARHU	9	16	17	16	25	6	83	41	49
	BMGT	3	4	1	3	1	0	12	4	33
	BSOS	6	18	17	21	10	5	72	31	43
	CMNS	12	43	49	36	30	16	170	66	39
	EDUC	0	0	0	2	3	0	5	5	100
	ENGR	3	8	15	10	10	8	46	20	43
	INFO	3	2	2	1	0	1	8	1	13
	JOUR	2	4	4	3	3	1	16	6	38
	PUIAF	1	1	1	2	3	0	8	5	63
SPHL	5	7	2	2	2	3	18	4	22	

Likert Responses Split by College

		Strongly				Strongly		Sum -	Sum -	% Dis-
		Agree	Agree	Neutral	Disagree	Disagree	N/A	All	Disagrees	satisfied
I have confidence in being reappointed in my department.	AGNR	15	31	12	3	2	2	63	5	8
	ARCH	3	1	3	0	0	0	7	0	0
	ARHU	17	33	22	8	4	5	84	12	14
	BMGT	5	5	0	2	0	0	12	2	17
	BSOS	13	34	16	7	1	6	71	8	11
	CMNS	34	74	31	10	10	27	159	20	13
	EDUC	0	1	1	3	0	0	5	3	60
	ENGR	16	16	7	4	1	10	44	5	11
	INFO	3	5	1	0	0	0	9	0	0
	JOUR	4	8	3	1	1	0	17	2	12
	PUAF	1	5	0	1	1	0	8	2	25
	SPHL	7	6	4	2	0	2	19	2	11

Appendix 11 – Administrator Survey Methods and Findings

Administrator Survey - Methods

The need for a survey of administrators became clear when the Task Force discovered that certain types of information about NTT faculty appointments are not consistently or accurately recorded in campus databases. For example, the PHR system does not directly record the term of an NTT faculty contract, nor is there a certain match between what a given faculty member does and what the appointment record indicates.

In addition, through personal experience, Task Force members were aware of challenges that program coordinators and business managers face when trying to manage NTT faculty appointments; thus, a survey of administrators was designed to provide a formal record of the range of problems related to the processes for engaging NTT faculty on campus.

The first version of the administrator survey was drafted in parallel with the faculty survey, i.e. topics in the faculty survey, when applicable, were recast to be appropriate for administrators (see Appendix 11.1). The first draft was presented to the Budget Coordinators group in the College of Behavioral and Social Sciences, as well as program directors and assistant deans in various departments and colleges. Based on the feedback, the draft was revised significantly and adapted to a web-based format; see http://faculty.umd.edu/ntt/nttprofile_rpt.html.

Prior to the release of the survey, a representative from the Task Force contacted the Assistant Dean for Administrative Affairs in each college, as well as Undergraduate Studies, in order to introduce the project, explain the survey design, and obtain the names of administrators who would be given access to the survey. The survey was made available on July 5, 2012, with a target completion date of Wednesday, August 29, 2012.

Length of Contracts

For instructional faculty, 18 units wrote semester contracts for 100% of their instructional appointments, and another 17 units wrote semester contracts for at least half of their instructional appointments. In contrast, for research appointments, only 5 units wrote semester contracts for more than half of their research appointments.

For year-long appointments, only 17 units wrote year-long appointments for at least half of their instructional appointments, while 33 units wrote year-long contracts for at least half of their research appointments.

For multi-year contracts, 4 units wrote multi-year contracts for at least half of their instructional appointments, while 10 units wrote multi-year contracts for at least half of their research appointments.

Given that there are roughly 1,000 Instructional NTT faculty at UMCP, writing contracts every semester for high percentages of instructional faculty creates a heavy load on administrators and creates additional opportunities for mistakes to generate frustration for instructional faculty in particular.

Inconsistent use of titles

The survey shows that administrators use various titles for faculty that do the same job, and that the same title is used for faculty that do different types of work.

Table 20 - # of Appointments Using Each Title for Different Types of Appointments

Title	# of Appointments Using Each Title for Different Types of Appointments			
	Instructional	Research	Administrative	Combination
Lecturer, Senior Lecturer, Instructor	617		12	10
Faculty Research Assistant	12	407	13	7
Research Associate	16	492	3	9
Research Professor, Scientist, Scholar, Engineer	22	279	4	10
Visiting Professor (Assist. Assoc. full)	30			
Professor of Practice	8		3	2
Adjunct Professor (Assist., Assoc., full)	52	79		
Other	75	32	8	5

Additionally, given that survey respondents were asked to use the Combination classification for appointments that were not strictly one of the other three categories, it is striking that so many strictly instructional appointments use titles other than Lecturer, Senior Lecturer or Instructor.

To investigate this issue further, ARS records for all faculty appointments containing the word "Research" in the title were analyzed for percent of effort given to different types of work. Of the 129 faculty with "Research" in their title and with Research duties below 100%, only 32 had Research duties above 50%. Of the 97 with Research duties at or below 50%, 60 had Research duties at 0%:

- 11 were 100% Advising
- 1 was 90% Advising and 10% Admin
- 23 were 100% Admin
- 15 were 100% Other
- 10 had variously distributed responsibilities

In sum, the system of titles used for NTT faculty appointments seems not to capture what NTT faculty are hired to do. The result is that it is difficult to establish how many instructional faculty versus research faculty versus administrative faculty the campus actually has. Additionally, such mismatches create problems when evaluating performance, especially in consideration of possible promotions: by what criteria would an Assistant Research Professor be promoted if his/her duties are 100% Other?

Difficulties Making NTT faculty Appointments

In addition to gathering quantitative data, the administrator survey asked respondents for descriptions of any problems they encounter when trying to make and manage NTT faculty appointments, the logic being that the institution can better engage NTT faculty if the systems for employing them do not present confounds during the appointment and re-appointment process.

With respect to the difficulties related to our system of NTT faculty titles, some noteworthy comments from administrators were:

- All of our faculty have the title of Lecturer regardless of credentials, appointment, or length of time with the university.
- We always have to give them instructional duties, but the majority of their work may be administrative.
- The title "Lecturer & Director" is listed as a title on the pooled position numbers. However, the University does not allow us to use that title.
- The assistant director has an M.S., but not a PhD, hence is classified as an FRA, while not actually performing research.

- University requirements for titles do not necessarily reflect the instructor's qualifications and knowledge. Limited options available.
- The post doc title is not available which is confusing for faculty who wish to hire them and for the prospective candidates looking for that position and used to seeing it in other institutions. It has hampered our ability to attract quality candidates.
- Need a title for employees who have a Master's degree, but not a Ph.D. Current titles require either a Bachelor's as a minimum or Ph.D. as a minimum.

With respect to making and managing academic appointments in a manner that allows the institution to engage fully our NTT faculty, some noteworthy administrator comments were:

- Difficulty in providing additional funding for duties outside of teaching... e.g. first time course prep, etc.
- In an effort to avoid lecturers from losing access to email, we enter affiliate appointments in the system that are overridden by paid appointments. PHR and ARS are incompatible.
- It is very difficult to pay people what they are worth. We want to pay \$5,000/course, which we can do for new appointees. But if someone is in the system whose salary is lower, we cannot increase it.
- One area of confusion is whether NTT faculty who are engaged in both research and teaching should have separate appointments or a combined appointment. I haven't seen a consistent answer to this question.
- We allow a database to dictate policy.
- An initial appointment set in another unit for a small percent time/salary part time appointment limited the full time salary we could offer to appoint the same person to a grant funded research position. This latter salary was inappropriately low.

Appendix 11.1 – Draft of Administrator Survey

DEPARTMENT/UNIT CHAIR OR ADMINISTRATIVE COORDINATOR SURVEY

NON TENURE-TRACK FACULTY

1. How many non tenure-track (NTT) faculty does your department/unit currently employ?
 - a. Instructional NTT faculty _____
 - b. Research NTT faculty _____
 - c. Combined instructional/research faculty _____
 - d. Other (please specify) _____

2. Does your department/unit issue contracts to NTT faculty? yes/no
 If you answered yes, please respond to questions # 3-5 below. If you answered no, please skip to question #6.

3. What is the average length of your department/unit's NNT faculty appointments ? (e.g., one semester, one year, multi-year)
 - a. Instructional NTT appointments _____
 - b. Research appointments _____
 - c. Combined NTT appointments _____

4. What is the timeline by which NTT faculty in your department/unit must receive appointment/re-appointment notification? (e.g., 30 days in advance, one semester in advance, etc)

5. What is the lowest per course salary your department pays instructional NTT faculty?

6. Setting aside special cases (e.g. a spousal hire to recruit or retain a tenured professor), what is the maximum per course salary your department pays instructional NTT faculty? _____

7. What are the factors that determine a given NTT faculty's salary for a specific course (check all that apply):

- _____ the course being taught (e.g. upper vs. lower level)
- _____ credentials of faculty member (e.g. Master's vs. PhD)
- _____ merit (e.g. strong performance evaluations)
- _____ length of service to University
- _____ other (please explain):

8. Does your department/unit equate a 3-credit course with 25% FTE? yes/no
 - a. If not, what % FTE is associated with a 3-credit course? _____
 - b. If your department/unit offers courses for more or less than the usual 3-credits, how are they equated to % FTE?

9. Are NTT faculty appointments in your department/unit well-served by the university's existing classifications? yes/no
 - a. If not, please describe any additional/alternative set of titles your department/unit has developed or plans to propose in the near future.

10. Do your department/unit's appointments for NTT faculty specify workload and/or scope of responsibilities? (e.g., # of courses, # of students to be advised, amount of research dollars brought in, amount of expected service, etc)

yes/no

11. Do the University's ARS/PHR systems accurately reflect your department/unit's use of NTT titles and workloads? yes/no

12. When making, modifying, or updating NTT appointments in ARS/PHR, have you encountered problems that arose because of the "salary freeze", even though those employees were not being given a raise? yes/no
 - a. If you answered "yes" to the question above, how did you resolve the problem?

13. If your department/unit encounters questions/problems with NTT faculty appointments, who do you contact for guidance or assistance?

Appendix 12 – Faculty Affairs White Paper on Faculty Titles

Rationalizing Faculty Roles, Titles and Processes at the University of Maryland

UM has approximately 2,800 Non-Tenure Track (NTT) faculty, as compared to some 1,500 Tenure Track (T/TT) faculty. Policies, procedures, and oversight for how the institution employs NTT faculty are in need of revamping. Known problems include:

- Some "Research Associates" and "Research Professors" are strictly instructional appointments – i.e. some faculty with those titles do no research;
- There are "Lecturers" who spend no time in the classroom because they direct academic programs or manage large-scale courses (e.g. 500 seat lab classes).
- Some units have overused the "Professor of the Practice" title because the appointees were uncomfortable with the title "Lecturer";
- Associate Deans for Faculty Affairs report that, within some colleges, there is little to no consistency in the evaluation and promotion of research faculty.

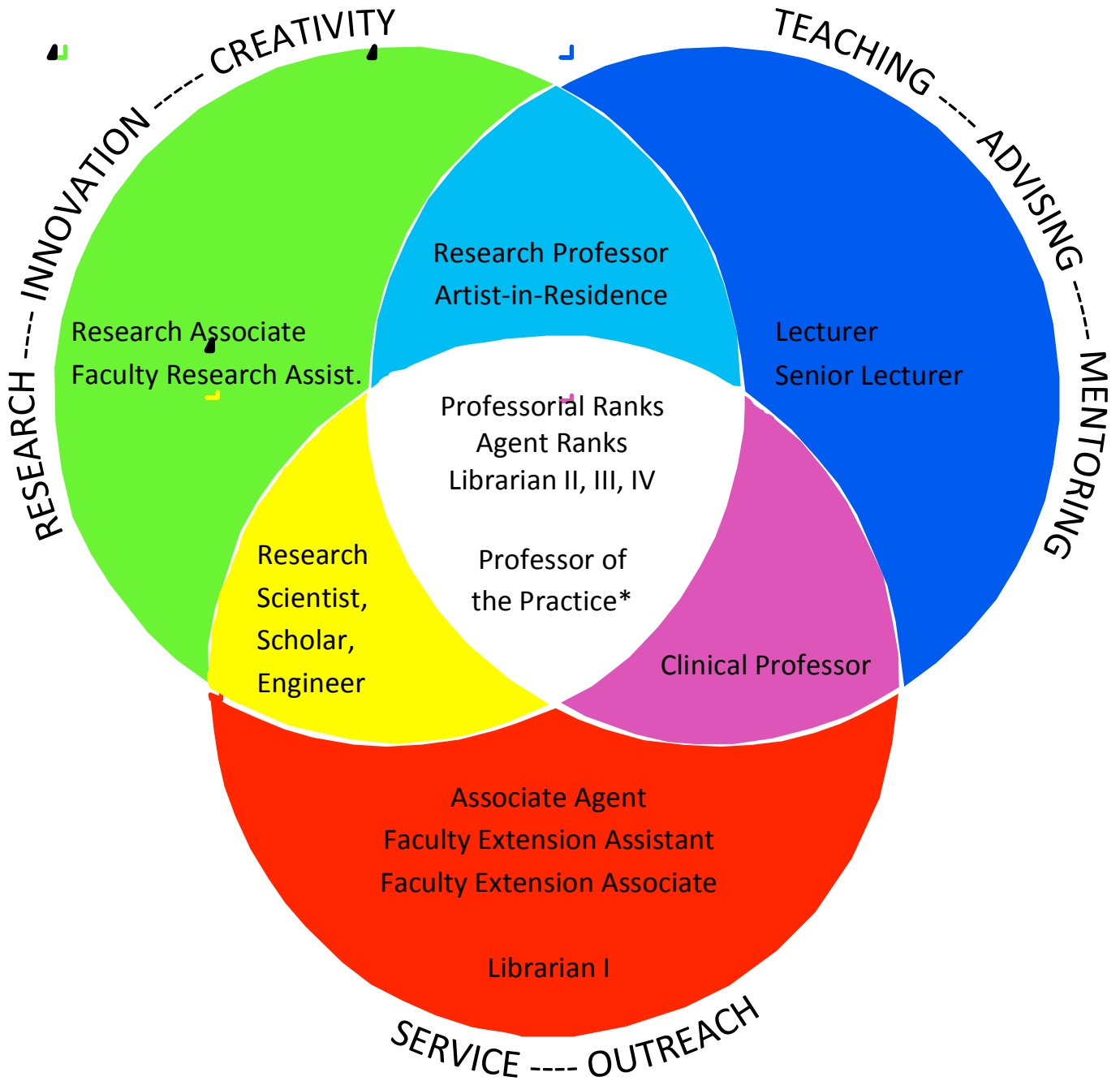
These problems are manifestations of a deeper issue: the lack of a coherent framework for incorporating the contributions of NTT faculty into formal institutional structures. To address these matters, NTT faculty should be situated within the conceptual framework of the tenure system. The three core dimensions of that system — *teaching, research, and service* — are widely assumed, understood and tested. Combinations of those parameters give rise to a coherent system of faculty roles, as detailed in the following page.

The model, which we would like to suggest for the campus, is built on five premises:

1. Only the APT dimensions define faculty roles and titles.
2. Permanent Status or Tenure involves all three dimensions.⁶
3. Professorships (or their equivalent) involve at least two dimensions.
4. Faculty titles correspond to a majority of activity (FTE) in a given dimension.
5. Titles that do not fit this classification require special permission by the Provost.

The following diagram represents the resulting system of faculty roles and titles. The model arguably provides a "space" for every faculty title at UM. (The title "Instructor" does not appear in the diagram as it is no longer available for new appointments.)

⁶ The relative weight of the three APT dimensions varies, but all three dimensions are necessary.



*The exceptional case of "Professor of the Practice" is addressed in Appendix 1.

In the primary layer domains, faculty so titled are expected to excel *in one academic area*. In contrast, in the dual layer domains, faculty are expected to excel *in two areas*:

	Dimensions	Titles
	Research	- Research Associate, Faculty Research Assistant
Primary Layer Domains	Teaching	- Lecturer, Senior Lecturer
	Service	- Associate Agent, Faculty Extension Assistant, Faculty Extension Associate; Librarian I, II
	Research + Teaching	- Research Professor, Artist-in-Residence
Dual Layer Domains	Teaching + Service	- Clinical Professor
	Service + Research	- Research Scientist, Scholar, Engineer

Finally, the intersection of all three dimensions of academic activity is the core of the APT system: when faculty excel *in all three dimensions* they are granted tenure or permanent status.

Comments: The model should not be taken as providing categorical definitions of faculty responsibilities. A Clinical Professor may engage in research, or a Research Professor in outreach. Rather, the model provides *a basis for developing a systematic way for evaluating appointments, expectations, and performance of all faculty, tenure- and non-tenure track alike*. It must be understood, also, that responsibilities change in time, so flexibility is to be expected. In general categorization along these lines should be for periods of at least one academic year. Based on the range of faculty activities, *we need one additional title in the Service/Outreach domain: **Faculty Administrator***. Performing as department chair or program director is taken as Service for the purposes of the APT review process. As such, the titling system needs to capture NTT faculty appointments with the primary responsibility of administering academic programs or facets of an academic program. This title will need to be proposed to the USM by our Senate. More generally, the model provides a systematic way to define responsibilities and expectations for all faculty positions using a single set of notions. In those terms, unit procedures for the appointment, evaluation, and promotion of Non-Tenure Track faculty can be specified using the same tenets used to evaluate Tenure Track appointments. Finally, the model allows for a systematization of the appointment and promotion of faculty. Just as promotion in APT ranks goes through three levels of review (unit, college, and provost), ***appointments and promotions in the dual layer domains can be understood to require two levels of review***. Primary layer appointments would be handled solely at the department level.

[WHITE PAPER] APPENDIX 1: Titles that require special attention

The following four closely related non-tenure titles need to be kept separate from those that are subject to the full APT review process (see Appendix 2 for policy definitions).

1. Clinical Professor Series

2. Professor of the Practice

3. College Park Professor

4. University of Maryland Professor

- A. The Clinical Professor titles are decided at the college level. In contrast the other three titles are decided at the university level: the Professor of the Practice title is decided by the Associate Provosts, while the title of College Park Professor and University of Maryland Professor are decided by all the levels of the APT process.
- B. The expectation for the clinical titles is a professional service to the university in the relevant area (clinical in the broad sense). The second domain of excellence will typically be teaching/mentoring, but research, creativity is not categorically ruled out.
- C. The title of Professor of the Practice has a general expectation of (i) remarkable stature within a field and, in the general instance, (ii) the three dimensions relevant to the APT process, broadly construed (that is, creativity/research could be in an area that is not specified within a tenure home; teaching/mentoring could be implemented in many different ways: master classes, seminars, outreach, etc.).
- D. The title of College Park Professor is reserved for professors/scholars/artists at other institutions who would be our professors if they were regularly hired (hence the APT process). The intention is to have individuals of this caliber participate in the academic life of this institution, which entails that in their case the three dimensions of the APT process need to not just be present, but also be stellar. Annual appointment renewal is based on recommendations by the Chair and Dean to the Provost in the form of evaluative communications, forwarded through the Office of Faculty Affairs.
- E. The Title of University of Maryland Professor is reserved for faculty participating in the MPowering initiative (between the two USM campuses that bear the name University of Maryland: Baltimore and College Park). This complex and specific form of appointment needs to go through the APT process in College Park and is reciprocal: faculty at the appropriate rank in Baltimore can be appointed University of Maryland professor at College Park, and vice-versa. The appointment is normally for three years, annually renewable based on recommendations by the Chair and Dean to the Provost in the form of brief evaluative communications, forwarded through the Office of Faculty Affairs.

[WHITE PAPER] APPENDIX 2: Policy Definitions of Current Faculty Titles Arranged by Dimension
of Academic Activity

Primary Layer Domains – Expectation of Excellence in One Domain of the APT System:

1. Research

Faculty Research Assistant

The appointee shall be capable of assisting in research under the direction of the head of a research project and shall have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement.

Research Associate

The appointee shall be trained in research procedures, shall be capable of carrying out individual research or collaborating in group research at the advanced level, and shall have had the experience and specialized training necessary for success in such research projects as may be undertaken. An earned doctorate shall normally be a minimum requirement.

2. Teaching

Lecturer

The title Lecturer will ordinarily be used to designate appointments, at any salary and experience level, of persons who are serving in a teaching capacity for a limited time or part-time. This rank does not carry tenure.

Senior Lecturer

In addition to having the qualifications of a lecturer, the appointee normally shall have established over the course of six years a record of teaching excellence and service. Appointment to this rank requires the approval of the departmental faculty. The appointment is made for a term not to exceed five years and is renewable. This rank does not carry tenure.

3. Service

Associate Agent

The appointee shall hold at least a bachelor's degree and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This is a term appointment and may be renewed annually.

Faculty Extension Assistant

The appointee shall be capable of assisting in Extension under the direction of the head of an Extension project and have the specialized expertise, training and

ability to perform the duties required. An earned bachelor's degree and experience in the specialized field is required.

Faculty Extension Associate

The appointee shall be capable of carrying out individual instruction or collaborating in group discussions at the advanced level, should be trained in Extension procedures, and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.

Librarian I

This is an entry-level rank, assigned to librarians with little or no professional library experience. This rank does not carry permanent status.

Secondary Layer Domains – Expectation of Excellence in Two Domains of the APT System – Promotions in these Ranks are reviewed by both the unit and the college

Research Assistant Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer

These ranks are generally parallel to Assistant Professor. In addition to the qualifications of a Research Associate, appointees to these ranks shall have demonstrated superior research ability. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at these ranks. Appointment to these ranks may be made for a period of up to three years.

Research Associate Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer

These ranks are generally parallel to Associate Professor. In addition to the qualifications required of the assistant ranks, appointees to these ranks should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Appointment to these ranks may be made for a period of up to three years.

Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer

These ranks are generally parallel to Professor. In addition to the qualifications required of the associate ranks, appointees to these ranks should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications,

professional achievements or other distinguished and creative activity.
Appointment to these ranks may be made for a period of up to five years.

Clinical Assistant Professor

The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

Clinical Associate Professor

In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

Clinical Professor

In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

Assistant Artist-in-Residence; Associate Artist-in-Residence; Senior Artist-in-Residence

These titles, parallel to Assistant Professor, Associate Professor, and Professor, respectively, are intended for those persons whose professional activities are of a creative or performance nature, including but not limited to theatre, dance, music, and art. In each case, the qualifications shall reflect demonstrated superior proficiency and excellence and progressively higher national and international reputation, as appropriate to the ranks involved. Appointment to the rank of Senior Artist-in-Residence may be made for a period of up to five years; appointment to the ranks of Assistant Artist-in-Residence and Associate Artist-in-Residence may be made for a period of up to three years.

Full Overlay of Academic Activity – Expectation of Excellence in all three dimensions of the APT System

Agent (parallel to the rank of Assistant Professor)

The appointee must hold a master's degree in an appropriate discipline and show evidence of academic ability and leadership skills. The appointee shall have an educational background related to the specific position.

Senior Agent (parallel to the rank of Associate Professor)

In addition to the qualifications of an Agent, the appointee must have demonstrated achievement in program development and must have shown originality and creative ability in designing new programs, teaching effectiveness, and evidence of service to the community, institution, and profession.

Appointment to this rank may carry tenure.

Principal Agent (parallel to the rank of Professor)

In addition to the qualifications of a Senior Agent, the appointee must have demonstrated leadership ability and evidence of service to the community, institution, and profession. The appointee must also have received recognition for contributions to the Cooperative Extension Service sufficient to establish a reputation among State, regional and/or national colleagues, and should have demonstrated evidence of distinguished achievement in creative program development. Appointment to this rank carries tenure.

Librarian II

Librarians at this rank have demonstrated professional development evidenced by achievement of a specialization in a subject, service, technical, administrative, or other area of value to the library. This rank does not carry permanent status.

Librarian III

Librarians at this rank have a high level of competence in performing professional duties requiring specialized knowledge or experience. They shall have served the Libraries, the campus, or the community in some significant way; have shown evidence of creative or scholarly contribution; and have been involved in mentoring and providing developmental opportunities for their colleagues. They shall have shown promise of continued productivity in librarianship, service, and scholarship or creativity. Promotion to this rank from within the Libraries confers permanent status; appointment to this rank from outside the Libraries may confer permanent status.

Librarian IV

Librarians at this rank show evidence of superior performance at the highest levels of specialized work and professional responsibility. They have shown evidence of and demonstrate promise for continued contribution in valuable

service and significant creative or scholarly contribution. Such achievement must include leadership roles and have resulted in the attainment of Libraries, campus, state, regional, national, or international recognition. This rank carries permanent status.

Additional Faculty Ranks

Assistant Instructor

The appointee shall be competent to fill a specific position in an acceptable manner, but he or she is not required to meet all the requirements for an Instructor. He or she shall hold the appropriate baccalaureate degree or possess equivalent experience.

Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor

The appointee shall be associated with the faculty of a department or non-departmentalized school or college, but shall not be essential to the development of that unit's program. The titles do not carry tenure. The appointee may be paid or unpaid. The appointee may be employed outside the University, but shall not hold another paid appointment at the University of Maryland at College Park. The appointee shall have such expertise in his or her discipline and be so well regarded that his or her appointment will have the endorsement of the majority of the members of the professorial faculty of the academic unit. Any academic unit may recommend to the administration persons of these ranks; normally, the number of adjunct appointments shall comprise no more than a small percentage of the faculty in an academic unit. Appointments to these ranks shall not extend beyond the end of the fiscal year during which the appointment becomes effective and may be renewed.

Affiliate Assistant Professor, Affiliate Associate Professor, Affiliate Professor, Affiliate Visiting Appointments

The prefix Visiting before an academic title, e.g., Visiting Professor, shall be used to designate a short-term professorial appointment without tenure.

Emerita, Emeritus

The word emerita or emeritus after an academic title shall designate a faculty member who has retired from full-time employment in the University of Maryland at College Park after meritorious service to the University in the areas of teaching, research, or service. Emerita or emeritus status may be conferred on

Associate Professors, Professors, Distinguished University Professors, Research Associate Professors, Research Professors, Senior Agents, Principal Agents, Librarians III, and Librarians IV.

Distinguished University Professor

The title Distinguished University Professor will be conferred by the President upon a limited number of members of the faculty of the University of Maryland at College Park in recognition of distinguished achievement in teaching; research or creative activities; and service to the University, the profession, and the community. College Park faculty who, at the time of approval of this title, carry the title of Distinguished Professor, will be permitted to retain their present title or to change to the title of Distinguished University Professor. Designation as Distinguished University Professor shall include an annual allocation of funds to support his or her professional activities, to be expended in accordance with applicable University policies.

Professor of the Practice

This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having the stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title.

College Park Professor

This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at the University of Maryland at College Park at the level of professor but who normally hold full-time positions outside the University. Holders of this title may provide graduate student supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable annually upon recommendation to the Provost by the unit head and dean. Appointment as a College Park Professor does not carry

tenure or expectation of salary.

University of Maryland Professor [PENDING SENATE APPROVAL]

This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who have qualified for full-time appointments at the University of Maryland, Baltimore at the level of professor, who are active in MPowering the State programs, and who also qualify for full-time appointment at the University of Maryland, College Park at the level of professor. Holders of this title may provide graduate student supervision, serve as principal investigators, and participate in departmental and shared governance. Initial appointments are for three years and are renewable annually upon recommendation to the Provost by the unit head and dean. This is a non-paid, non-tenure track title but initial appointments must follow the procedures for appointment as a new tenured professor.

Appendix 13 – Summary and Discussion of White Paper on Faculty Titles

Summary

The various problems related to the inconsistent use of NTT faculty titles across campus has obviously come to the attention of Faculty Affairs, as have the problems related to the lack of consistent evaluation and promotion metrics for NTT faculty. The framework put forth in the paper assumes that the three dimensions of the APT process define the range of faculty activity, with the intersections of the three domains defining different types of faculty appointments.

The discussion assumes that each of the dimensions of the APT system should be construed broadly, i.e. the notion of Research includes creativity and scholarship generally; Teaching includes mentoring and advising in the sense of advising theses and dissertations; Service means service to both the broader community as well as administrative service to campus, just as serving on committees or serving as a program director counts as service in the APT process; the newly activated Clinical Professor titles are taken to be in the Service dimension.

The white paper argues that the framework provides a way to regularize the use of faculty titles as well as a way to motivate a systematic approach to evaluations of NTT faculty, as follows.

First, the discussion assumes that the intersection of all three domains is the locus of the APT system, a system that requires Assistant, Associate and full Professors to excel in all three dimensions and go through three levels of review for promotion, i.e. the department, the college, and the Provost. For the Research Professor and Clinical Professor series, what the white paper refers to as "dual layer" domains (i.e. the areas in the diagram where two dimensions intersect), faculty members would be expected to excel in two of the three dimensions, and as such, evaluations and promotions would go through two levels of review, namely the unit and the college. Finally, evaluations at the "single layer" domains, e.g. for FRAs, would be conducted at the unit level.

Additionally, for all NTT faculty appointments, i.e. all appointments that are either in the single or dual level domains, the white paper proposes that faculty titles must reflect the duties and responsibilities of those so appointed, i.e. faculty with "research" should have at least half of their effort given over to research, or faculty with "lecturer" in their title should devote at least 50% of their effort to teaching.

Discussion

While certain details in the paper beg further development, the overarching idea provides a framework for characterizing in a systematic way various problems and concerns the Task Force has identified.

1. Lack of adequate titles and opportunities for promotions within the instructional ranks

The Research domain has numerous titles for faculty who contribute to the institution with more than just their research skills. The Service domain has the newly activated Clinical Professor series, which, by the devices of the framework, assume that such faculty will be engaged in both the Service dimension and either the Teaching or Research dimension.

However, the Teaching dimension has no professorial title series. There are no titles to give to those Instructional Faculty who assume administrative duties or who engage in research. Also, faculty with a Ph.D. who have been teaching for 15 years are given the same title as a graduate student who is hired to teach for the first time.

2. Lack of titles for NTT faculty who administer academic programs

The Research domain has FRAs and Research Associates, the Teaching domain has Lecturer and Senior Lecturer, but the Service domain has no Faculty Administrator or an equivalent. When T/TT faculty move into administrative positions, they keep their faculty titles, but when NTT faculty become administrators, they either lose their faculty titles and become Staff, or they keep their Research Associate or Lecturer titles even though they do little to no research or teaching, respectively.

3. Lack of clarity regarding evaluations and promotions, especially for the Research faculty

Broadly, given that NTT faculty titles have been used freely and without any necessary relation to what the faculty members do, the lack of a clearly defined system for evaluating NTT faculty performance is not surprising. More specifically for Research Faculty, the lack of clearly defined criteria for promotions through the research faculty ranks has led to frustration and

bitterness when members of the research faculty see colleagues being promoted but see no rhyme or reason to it. While the Clinical Professor series is too recently activated for such problems to emerge, the current lack of oversight of those ranks would presumably lead to the same result.

By viewing Research and Clinical Professorial titles as "dual layer" appointments, the framework in the Faculty Affairs white paper provides a rationale for requiring such appointments to be subject to review at the college, thus providing the means for regularizing those evaluations.

Appendix 14 – Explanation of Recommendations

Recall that the recommendations center on three main themes:

- Appointment, Rank, and Promotion
- Compensation, Evaluation and Recognition
- Governance
- Policies

Appointment, Rank, and Promotion

1. Revise both the system of NTT faculty titles and the administration of those titles such that titles accurately represent the primary contribution of faculty so appointed;
 - Without necessarily adopting the specific details within the Faculty Affairs White Paper on Faculty Titles, the Senate should endorse the principles of the model and use those principles when shaping policies related to managing faculty appointments, evaluations, and promotions.
 - Once endorsed, the Provost should oversee the appointment of NTT faculty in light of Premise 5 in the Faculty Affairs White Paper, namely that titles must reflect the majority of a faculty member's effort.

2. Create a Teaching Professor series on par with the Research Professor series and the Clinical Professor series;
 - The Senate should propose and move through the Board of Regents a Teaching Professor series, on par with the Research Professor series and the Clinical Professor series, to provide both a title for those instructional faculty who contribute beyond the classroom as well as a series of promotional opportunities in parallel with the Research Professor and the Clinical Professor series.
 - The model of faculty activity in the Faculty Affairs White Paper highlights our deficiency in this area, as does a review of other institutions.

3. Create a Faculty Administrator position and provide the opportunity for promotion by defining Faculty Administrator I, II, and III levels;
 - The lack of such titles means that NTT faculty who assume administrative functions either lose their faculty titles or keep titles such as Research Associate or Lecturer even though they do little to no research or teaching.
 - The model of faculty activity in the Faculty Affairs White Paper highlights our deficiency in this area, as does a review of other institutions.

4. Provide promotion opportunities for FRAs by creating FRA I, II, and III levels;
 - Currently, FRAs have no opportunity for promotion, thereby creating a situation in which FRAs have worked for the institution for 10 years or longer and have never had the opportunity for a promotion. Such a situation serves neither the faculty nor the institution well.

5. Create a system for tracking appointments, reappointments, contract length, and adherence to the contract templates provided by Legal Affairs, including designation of eligibility for different benefits given the specifics of the appointment;
 - The Provost should direct the Office of Faculty Affairs to create a system for tracking reappointments, contract length, and adherence to the contract templates provided by Legal Affairs, including designation of eligibility for different benefits given the specifics of the appointment.
 - Results from survey of NTT faculty show that many units do not adhere to guidelines regarding contracts, and that contracts are often either not provided or not provided until after a semester starts. Such practices undermine the trust between the institution and the NTT faculty and must stop.

6. Improve the administration of instructional contracts such that year-long or multi-year appointments become the norm.
 - In general, semester contracts should only to be used for either the first semester for part-time appointments (as current policy dictates) or when an unexpected personnel change forces a department/unit to fill a vacancy on short notice. Instructional Faculty who have been with the University for more than a specific number of years should be given one-year contracts. Instructional faculty who have been with the University for longer periods, to be determined by the Provost in collaboration with the Senate, should be offered 3 year contracts. Exceptions to these provisions would have to be granted by the college administrator tasked with overseeing compliance with NTT faculty policies (see #1 in section 4 of Appendix 14 — Policies).

Evaluation, Compensation, and Recognition

The need for the recommendations in this section are summarized by three comments from the NTT faculty survey that aptly capture the thrust of a significant number of comments related to these topics:

- I publish more than many of my colleagues, but receive no promotion or compensation of any kind for this (and no recognition).
 - Work hard or hardly work, the compensation and recognition is the same; no value in increasing skills or duties, as it doesn't "pay off" except for moving on from UMD.
 - Without a living wage, opportunity for promotion, or even recognition for good work, adjuncts cannot invest emotionally in their work at the university. The energy for doing superlative work and giving richly in service is compromised; the thread that binds us in building a world-class university remains tenuous rather than strong.
1. Create, where they don't already exist, college-level evaluation and promotion guidelines for appointments in the Research Professor/Scientist/Engineer/Scholar series, the Clinical Professor series, and the (proposed) Teaching Professor series;
 - In keeping with the model proposed in the Faculty Affairs White Paper, the Provost should collaborate with the Council of Deans to create, in colleges where they don't already exist, college-level evaluation and promotion guidelines for appointments within "dual layer" series, e.g. Research Professor/Scientist/Engineer/Scholar series, the Clinical Professor series, and — once adopted — the Teaching Professor series.
 - CMNS and the Department of Geographical Sciences have developed such a system for their Research appointments and can serve as a model for the rest of campus.
 - The College of Education, The Smith School of Business, and the Department of Hearing and Speech Sciences have created such metrics for their implementation of the new Clinical Professor series which can serve as models for the rest of campus.
 2. Ensure that evaluations of Instructional Faculty are not tied solely to the CourseEvalUM tool;
 - Many departments rely solely on the results of CourseEvalUM, but such tools promote grade inflation and lack of rigor for the simple reason that students will give low scores to faculty who challenge them or who grade them

rigorously.⁷ T/TT faculty, especially those who already have tenure, have no reason to care about such issues, but in the absence of other evaluation metrics, NTT faculty have to worry about keeping students from giving bad feedback via CourseEvalUM.

3. Whereas responses to the faculty survey indicate significant financial hardship for many NTT faculty, especially Instructional Faculty, the institution should ensure that base-line salaries for NTT faculty are commensurate with their experience, skills, and contributions;
 - If the University does not increase salaries for the lowest paid faculty, many departments will continue to face challenges when recruiting and trying to retain the best NTT faculty, especially within the Instructional Faculty ranks.
 - To put this concern in perspective, consider that
 - i. nearly half of the 650+ part-time Instructional Faculty appointed for Spring 2013 would earn less than \$40,000/year were they full-time, and of them, over 100 would earn less than \$33,000/year, and
 - ii. the Bureau of Labor Statistics indicates that the mean annual wage for construction laborers in 2012 was \$34,170.
 - In light of the professional expertise that our NTT faculty bring to their appointments, the University should find the means to offer salaries that are commensurate with that experience.
 - Moreover, given the number of credits delivered by NTT faculty, and given the amount of direct student contact that comes with the courses NTT faculty tend to teach, improving salaries for NTT faculty is a critical step in improving undergraduate education at the University of Maryland.

4. Ensure that NTT faculty are included in merit pay increases in departments where they aren't already, and establish a system for providing merit pay for Instructional Faculty whose salaries are determined by the courses they teach;
 - The Provost should collaborate with the Council of Deans to ensure that NTT faculty are included in merit pay increases in departments where they aren't already.

⁷ See Clayson, D. "Student Evaluations of Teaching: Are They Related to What Students Learn? A Meta-Analysis and Review of the Literature." *Journal of Marketing Education* 2009; 31 for a sample of the literature on the validity of using student evaluations of teaching to evaluate teacher effectiveness.

- Including NTT faculty in calculations of merit pay increases provides certain evidence that the institution values and rewards excellence.
 - Instructional Faculty whose salaries are determined by the courses they teach within a given unit are paid the same rate as each other regardless of their success or talents in the classroom. The institution must create a system for providing merit pay increases for faculty whose salaries are otherwise determined solely by the courses they teach.
5. Provide funding and other resources for participating in professional development activities. Successful participation in such activities should be included in evaluations for merit pay increases;
- The Provost should collaborate with the Council of Deans to ensure that NTT faculty are included in opportunities for funding and other resources for participating in professional development activities.
 - Successful participation in such activities should be included in evaluations for merit pay increases.
6. Ensure that faculty with dual 25% FTE appointments are provided those benefits afforded part-time faculty who have a single appointment at 50% FTE;
- The Provost should collaborate with the Vice President for Administration and Finance to ensure that faculty with dual 25% FTE appointments, i.e. faculty with Total FTE appointments of 50%, are provided those benefits afforded part-time faculty who have a single appointment at 50% FTE. This is especially true for faculty teaching two sections of the same course even though one of the sections is offered through Freshman Connection.
7. Provide compensation when asking Instructional Faculty whose salaries are determined by the courses they teach to engage in tasks beyond those specified in their contracts;
- Faculty whose salaries are determined by the courses they teach and whose salaries have no allowance for "Administrative" or "Other" duties in their ARS appointment should be offered compensation when asked to engage in tasks beyond those directly related to teaching their courses.
 - While most NTT faculty consider themselves professionals and understand that professionals perform "extra duties as assigned", salaries for many Instructional Faculty are very low (the majority of such salaries are below \$40,000 for FTE). Asking them to serve engage in work that is

not a part of their appointment agreement without additional compensation is inappropriate; as such, the standard procedure — for faculty whose salaries are determined solely by the courses they teach — should be to provide compensation when asking such faculty to perform duties beyond those in their appointment agreements.

8. Include NTT faculty in all campus awards and honors; or create college-level awards and honors, where none currently exist, and a campus-wide award in each of the three domains of academic activity, i.e. an award for excellence within Research, Teaching, and Service;
 - Where policies for awards and honors at the Department, College, and University level exclude NTT faculty from participation, there should be some compelling positive argument for limiting the award or honor to T/TT faculty. The default position should be the incorporation of NTT faculty in awards and honors.
 - If there are compelling arguments for generally excluding NTT faculty from awards and honors, the Provost should collaborate with the Council of Deans to create college-level awards and honors (where non currently exist), and also a Provost's award in each of the three domains of academic activity, i.e. an award for excellence within each of the domains of Research, Teaching, and Service.

Governance

1. Increase the representation of NTT faculty in the University Senate;
 - The “Single Member Constituency” structure for representation in the Senate has created a system in which three Senators represent nearly 3000 NTT faculty.
 - In 2010, the Senate approved recommendations by the Elections, Representation, and Governance Committee (Senate Document #09-10-28) to rectify this issue by reviewing of the Senate Plan of Organization in 2013-2014 and apportioning these senators under the new Plan. This Task Force fully endorses those recommendations.
2. Ensure that departments and colleges have written policies and procedures for including NTT faculty in unit-level self-governance for matters that involve them;

- The Provost should collaborate with the Council of Deans to ensure that, where departmental plans of organization don't already allow it, NTT faculty can vote on all departmental and college matters that involve them.
- Given that many NTT faculty reported that they had no knowledge of the opportunities for participation in governance at the department and college level, the Provost should collaborate with the Council of Deans to improve communication about such opportunities and to increase participation by NTT faculty.

Policies

1. Improve the administration and oversight of NTT faculty policies by tasking an administrator or committee within each college/school with coordinating such efforts both internally and with Faculty Affairs;
 - The Provost should collaborate with the Council of Deans to identify an administrator or standing committee within each college to coordinate communication about, and oversee compliance with, NTT faculty policies, and to facilitate the implementation of any changes to policies.
 - The College of Behavioral and Social Sciences has formed a Task Force on Non-Tenure Track Faculty in order to coordinate implementation of NTT initiatives across the college; other colleges/schools should do the same.
 - The Provost should direct the Office of Faculty Affairs to convene regular meetings with those college administrators or committee members to facilitate the development of institutional norms regarding NTT faculty.
 - The Faculty Ombudsperson should be well-versed in NTT faculty policies.
2. Improve access to faculty policies by establishing a campus protocol for how such information is presented through department and college web sites;
 - Recall that four Task Force members collectively spent approximately 30 hours unsuccessfully searching department and college web sites for information about policies and procedures that administrators had indicated was available online. Policies should not be so difficult to find.
 - The Provost should collaborate with the Council of Deans to establish a protocol for department and unit web sites such that links to department, college, and university policies (including departmental plans of organization) are no more than two clicks from the department/unit homepage.

- The Faculty Handbook on the Faculty Affairs web site should adopt a "Table of Contents" structure as used at http://www.provost.vt.edu/faculty_handbook/faculty_handbook.html
3. Amend the Policy on the Employment of Adjunct Faculty, II-1.07(A), so that all courses taught count toward eligibility for Adjunct II status;
 - courses taught in "self-support" or "entrepreneurial" programs during the fall and spring semesters should count toward the 36 credit threshold required for eligibility for Adjunct II status;
 - given that Winter Term courses can count toward satisfying T/TT faculty Workload, Winter Term courses should count toward the 36 credit threshold for eligibility for Adjunct II status;
 - given that appointments for summer session courses are written as 0% FTE appointments, faculty so appointed, being non-salaried, meet the Adjunct Policy applicability clause; as such, courses taught during summer should count toward the 36 credit threshold for eligibility for Adjunct II status.
 4. Adopt either the term **Professional Faculty** or **Professional Track Faculty** in all institutional policies, procedures, guidelines, and communications when referring to faculty who are not tenured nor on the tenure track;
 - The following statement by a participant at one of our focus groups highlights the motivation for this recommendation:

*Even the term "non-tenure track faculty"
defines us by what we are **not**,
rather than by what we are.*

- Other institutions use labels such as *Adjunct Faculty*, *Affiliate Faculty*, *Contract Faculty* and *Contingent Faculty* for such appointments; however, these labels provide no indication that the contributions made by such faculty can be seen, as the Task Force charge puts it, as "a valuable resource."
- In light of a review of classifications at other institutions, we recommend the institution use the term *Professional Faculty* or *Professional Track Faculty* because of the positive statement it makes about the group.

5. Revise applicability clauses in existing faculty policies to refer explicitly to "All Faculty", "Tenured/Tenure-Track Faculty", or "Professional Faculty", as appropriate;
 - Faculty should not have to consult with Legal Affairs to determine the applicability of faculty policies. The Senate should revise all policies that do not already have an explicit statement about whether the policy applies to T/TT faculty or NTT faculty — policies should refer explicitly to "all Faculty", "T/TT Faculty", or "Professional Track Faculty".
 - For those policies that explicitly exclude one category of faculty, the Senate should ensure that a comparable policy provide analogous provisions, to the extent feasible, for the other category. For example, while policies related to tenure are not applicable to NTT faculty, the specificity of the requirements for evaluation and promotion in the APT process should have a similar level of specificity for evaluation and promotion of NTT faculty.



University Senate TRANSMITTAL FORM

Senate Document #:	11-12-12
Title:	Proposal to Change the Committee on the Review of Student Fees (CRSF) Operating Procedure
Presenter:	Josh Hiscock, Chair, Senate Student Affairs Committee
Date of SEC Review:	February 22, 2013
Date of Senate Review:	March 6, 2013
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or <li style="background-color: #e0e0e0;">2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>In 2008, the President of the University of Maryland (UM) created the Committee for the Review of Student Fees (CRSF) as an advisory body on proposed fees and the use of student fees. The purpose of the body was to allow students to have an appropriate role in the fee process and to facilitate information-sharing with the broader University Community.</p> <p>In October 2011, the University Senate Executive Committee (SEC) charged the Student Affairs Committee (SAC) with reviewing a proposal regarding the transparency and accountability of the fee process and advising on whether the operating procedure of the CRSF is appropriate. The 2011-2012 Student Affairs Committee reviewed the proposal, met with key administrators and the proposers, researched peer institutions, and reviewed the UM and University System of Maryland (USM) policies related to student fees. The committee presented three recommendations to the SEC for consideration in March 2012. The University Senate voted on April 19, 2012 to return the report to the committee for further consideration.</p>
Relevant Policy # & URL:	UMCP Policy on the Review & Approval of Student Fees (no policy number or URL listed).
Recommendation:	<p>The Student Affairs Committee voted in favor of the following four recommendations related to the procedures of the CRSF and the student fee process:</p> <ul style="list-style-type: none"> - All fee proposals must be vetted by a representative group of constituents and should include a description of that advisory

	<p>group. Student employees of fee proposing units should be clearly designated in the description, if applicable. Student employees of the unit should not be the sole student advisors to the unit.</p> <ul style="list-style-type: none"> - All fee proposals should include the enhancement request from the previous year, what enhancement the unit was granted in the previous year, and a description of how that fee was put to use. - The CRSF should maintain the most recent five years of enhancement narrative reports from each unit as an archive. The compilation of this archive should begin with fiscal year 2015 requests. These reports should be made available to the CRSF as needed. - Unit advisory boards should be consulted regarding fees and enhancements at least one meeting prior to the vote by the unit advisory board on proposed fees and enhancements. The calendar for fee requests as established by the CRSF should allow ample time for all units to deliberate.
<p>Committee Work:</p>	<p>The SAC reviewed the charge and the previous work done by the committee at its meeting on September 17, 2012. The committee also discussed new developments including a November 2011 memo from the UM Vice President and Budget Director containing guidance to fee-proposing units, and the newly-revised USM policy related to student fees.</p> <p>In October 2012, the SAC met with the Vice President and Budget Director to discuss the CRSF and changes in the fee process since the original proposal was submitted. The committee learned how changes are being implemented in the current fee review cycle. It also discussed what aspects of the policy and procedures remain uncertain because they are not fully implemented.</p> <p>The SAC analyzed the information and considered recommendations in December 2012 and February 2013. Key concerns related to unbiased representations of student interests, how enhancements are used, records of past proposals, and the calendar constraints of the student fee process.</p>
<p>Alternatives:</p>	<p>The Senate could reject the proposed recommendations and the current procedures of the CRSF and the student fee review process would remain in place.</p>
<p>Risks:</p>	<p>There are no risks.</p>
<p>Financial Implications:</p>	<p>There are no financial implications.</p>
<p>Further Approvals Required:</p>	<p>Senate approval, Presidential approval.</p>

Senate Student Affairs Committee

Senate Document # 11-12-12

Proposal to Change the Committee on the Review of Student Fees (CRSF) Operating Procedure

February 2013

BACKGROUND

The Committee for the Review of Student Fees (CRSF) was established in 2008 to advise the President of the University of Maryland (UM) on proposed student fees and the use of student fees. As stated in the Policy on the Review and Approval of Student Fees (Appendix #2), then-President Mote created the CRSF to allow students to have an appropriate role in the fee process and to facilitate information-sharing related to student fees with the broader University community.

In October 2011, the University Senate received a proposal to review the operating procedures of the CRSF. The proposal raised concerns about the transparency and accountability of the fee process, and about the structure and operation of the CRSF. The Senate Executive Committee (SEC) voted to charge the Student Affairs Committee (SAC) with reviewing the proposal and advising on whether the current operating procedure of the CRSF is appropriate.

In the 2011-2012 academic year, the Student Affairs Committee reviewed the proposal and made recommendations to the University Senate regarding the operating procedures of the CRSF. During its review, the SAC met with the Vice President for Administration and Finance, the Assistant Vice President and Budget Director, and the Provost to gain an understanding of the committee's structure, the origins of the committee, and its role in the student fees process as an advisory body to the President. It met with the proposers, researched peer institutions, reviewed the UM and University System of Maryland (USM) policies related to student fees, and learned about how various units gain student involvement in their fee processes.

The SAC presented three recommendations to the SEC for consideration in March 2012, and the report, recommendations, and a minority report from a few committee members were placed on the agenda for the April 19, 2012 Senate meeting (Appendix #1). In considering the SAC's report and the minority report, the Senate voted to return the report to the committee for further consideration.

CURRENT PRACTICE

The Committee on the Review of Student Fees is responsible for advising the President and the Cabinet on recommendations for proposed fees, according to the UM policy (Appendix #2). The committee is composed of thirteen individuals: four undergraduate students, two graduate students, two faculty or staff members, one Senator (who is a faculty member), the Dean of Undergraduate Studies, the Dean of the Graduate School, the Vice President for Student Affairs, and the chair of the committee, who is the Vice President for Administration and Finance. The policy stipulates that the review of fees will include five steps. First, units proposing fees provides an opportunity for a discussion of the proposal with the students affected by it. The unit then proposes the fee to the CRSF; the committee reviews it and makes a

recommendation to the Cabinet. The Cabinet then reviews the CRSF's recommendation and the proposal and makes its recommendation to the President. The President is responsible for recommending a fee schedule to the Board of Regents, which must approve of the fees before they may go into effect.

In current practice, the CRSF meets twice a year to address student fees. The CRSF reviews proposals for mandatory fees, fees that students are required to pay, in October and reviews proposals for non-mandatory fees, fees that students choose to pay based on whether they wish to use the services (room, board, and parking are examples), in the spring semester. The calendar is determined by deadlines at the University System level – the USM staff must have enough time to review and process all fee schedules for each USM institution before presenting the tuition and fees schedule to the Board of Regents for a vote, so it has deadlines for fee schedules that UM must meet.

Recent administrative and policy changes have altered the current practice of the CRSF and the fee process at UM. In November 2011, the Vice President and Budget Director issued a memo to all fee-proposing units with additional guidance on changes to the procedures of the CRSF (Appendix #4). Three new procedures were outlined. First, units need to provide a complete and accurate fee proposal to the committee regardless of the amount of the fee proposal, including those units whose fee requests are not changing. Second, units proposing fees must provide opportunities for students to be consulted on the impacts of the fees to ensure that student stakeholders are being engaged. Third, regardless of the amount of the fee proposal, all proposers must attend committee meetings to present proposals and answer questions about the use of fees, necessity of fee changes, and portion of the program supported by fees.

In July 2012, the Board of Regents voted to amend the USM Policy on Student Tuition, Fees, and Charges (VIII-2.50) (Appendix #3) to address the question of student engagement in the fee review process. It revised the policy to require that each institution ensure that advisory committees representative of students and stakeholders be established and that they be consulted during the fee review process on new student fees or changes for both mandatory and non-mandatory fees. The policy requires that the fee schedule submitted to the Board of Regents include a description of the advisory committee process and the names of those students and stakeholders involved in the advisory committees. The UM CRSF and the Division of Administration and Finance are working to implement this policy change during the current fee review cycle.

COMMITTEE WORK

The Student Affairs Committee began reviewing the charge and the work done by the previous committee at its meeting on September 17, 2012. The committee reviewed the charge, went over the work done by the committee in the previous academic year, and considered the report of the 2011-2012 SAC to gain an understanding of the issue and its history. The committee also discussed the new developments in the student fee review process – it reviewed the memo from the Vice President and Budget Director from November 2011 (Appendix #4) and the newly-revised USM policy related to student fees (Appendix #3).

At its meeting on October 8, 2012, the SAC discussed remaining concerns with the CRSF operating procedures and met with the Vice President and Budget Director to discuss the CRSF and changes in the process since the administrative and policy changes in November and July. The committee learned a great deal from this conversation. Key points from the discussion that influenced the committee's decision process included:

- In fall of 2012, students were not on campus long before fee submissions needed to be turned in, and many units were just beginning to set up student advisory boards in response to CRSF's instructions after the change in the Board of Regents policy. Some units had processes established already and were far along in gaining student input in the fee process, and other units had varying

levels of completion in terms of setting up advisory boards. The CRSF has made it clear that it expects the intent, spirit, and letter of the policy to be implemented.

- The administrative guidance in November 2011 and the change in the USM policy are not fundamentally different, and both intended to achieve student input in the fee process.
- The calendar of the student fee review process at UM is dictated by the calendar at the Board of Regents level. The many mandatory fees are considered in the fall and turned in then, so that System staff can process the mandatory fees for each of the thirteen system campuses in the fall and after the holidays. The few non-mandatory fees are considered early in February and sent to the USM in the spring so the System staff can pull all the components together for the Board of Regents to vote on the full tuition and fees schedule. The calendar may need adjustment in order to allow for significant involvement at the unit-level.
- The Vice President and Budget Director indicated that the appropriate place for the specific substantive concerns regarding the fees themselves and how they are spent can be addressed more effectively at the unit-level. The CRSF has limited time and a broad agenda, and the USM policy advocates student involvement in the determination of the fee, which indicates at the unit-level.

After its meeting on October 8, 2012, the committee worked to analyze the information gained in the meeting and compare what it learned to the concerns the committee had wanted to consider. In between meetings via email and at its meetings on December 10, 2012 and February 11, 2013, the SAC considered recommendations related to the CRSF and the student fee review process.

The committee discussed the nature and intent of student involvement in the unit-level review process. A few committee members discussed the balance between encouraging student involvement and ensuring an unbiased representation of student voices in that involvement. The committee discussed whether student workers of the unit would be considered biased and the unique aspects student workers bring to the conversation. The committee determined that student employees were critical to the student fee review process, but that they should not be the sole student advisors during the process.

The committee discussed different ways in which the CRSF procedures could ensure that fee proposals could include information about how enhancements were used. Committee members agreed that students should be able to know what was proposed and ultimately allocated, and whether the allocated fee did what it was intended to do. After much discussion, the committee came to the consensus that the information related to the enhancement request and allocation from the previous year was the most critical when considering a fee proposal. In the interest of preserving an institutional memory for the members of the CRSF to refer to when needed, the committee also discussed the creation of a rolling archive of enhancement narrative reports (i.e., the fee proposals) from each unit for five years. In the scenario discussed by the committee, the CRSF would keep the fee proposals from each unit on file for five years after they were proposed, beginning with proposals for fiscal year 2015.

In considering the work of the student advisory boards, committee members remained concerned that the boards would not have an appropriate amount of time to consider fee proposals before they needed to vote to send them forward to the CRSF. Committee members stressed that the student advisory boards should be given ample time to consider the proposals carefully, especially since the unit-level is where students can have a great deal of influence in the review process. In considering related recommendations, the committee attempted to balance the need for deliberative time with the recognition of the strains on the calendar of the student fee review process.

RECOMMENDATIONS

At its meetings on December 10, 2012 and February 11, 2013, the Student Affairs Committee voted in favor of the following four recommendations related to the procedures of the CRSF and the student fee process.

1. All fee proposals must be vetted by a representative group of constituents and should include a description of that advisory group. Student employees of fee proposing units should be clearly designated in the description, if applicable. Student employees of the unit should not be the sole student advisors to the unit.
2. All fee proposals should include the enhancement request from the previous year, what enhancement the unit was granted in the previous year, and a description of how that fee was put to use.
3. The CRSF should maintain the most recent five years of enhancement narrative reports from each unit as an archive. The compilation of this archive should begin with fiscal year 2015 requests. These reports should be made available to the CRSF as needed.
4. Unit advisory boards should be consulted regarding fees and enhancements at least one meeting prior to the vote by the unit advisory board on proposed fees and enhancements. The calendar for fee requests as established by the CRSF should allow ample time for all units to deliberate.

APPENDICES

Appendix 1 – 2011-2012 Student Affairs Committee Report on the Proposal to Change the Committee on the Review of Student Fees (CRSF) Operating Procedure.

Appendix 2 – UMCP Policy on the Review & Approval of Student Fees

Appendix 3 – University System of Maryland Policy on Student Tuition, Fees, and Charges (revised June 22, 2012)

Appendix 4 – November 2011 Memo to Fee-Proposing Units

Appendix 5 – Senate Executive Committee Charge on Proposal to Change the Committee on the Review of Student Fees (CRSF) Operating Procedure

APPENDIX 1 - 2011-2012 STUDENT AFFAIRS COMMITTEE REPORT ON PROPOSAL TO CHANGE THE CRSF OPERATING PROCEDURE



**University Senate
TRANSMITTAL FORM**

Senate Document #:	11-12-12
Title:	Proposal to Change the Committee on the Review of Student Fees (CRSF) Operating Procedure
Presenter:	Rachel Cooper, Chair, Senate Student Affairs Committee
Date of SEC Review:	April 5, 2012
Date of Senate Review:	April 19, 2012
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The Committee on the Review of Student Fees (CRSF) was created by President Mote to give students an opportunity to be involved with the proposal and evaluation of student fees at the University of Maryland. At the time, UMCP was the only University System of Maryland (USM) school to have such a committee. Since 2008, this committee has evaluated fees on a bi-annual basis, evaluating mandatory fees in the fall and non-mandatory fees in the winter/spring.</p> <p>In fall 2011, Student Government Association (SGA) President Kaiyi Xie and Graduate Student Government (GSG) President Anna Bedford submitted a proposal to the University Senate requesting a review of the Committee on the Review of Student Fees, highlighting various concerns with lack of student involvement and accountability within the student-fee review process.</p> <p>The Senate Executive Committee (SEC) charged the Student Affairs Committee on October 27, 2011, with reviewing the proposal and advising on whether the current operating procedure is appropriate.</p>
Relevant Policy # & URL:	UMCP Policy on the Review & Approval of Student Fees (no policy number or URL listed)
Recommendation:	<p>The Senate Student Affairs Committee approved the following recommendations to the operating procedures of the CRSF.</p> <ol style="list-style-type: none"> 1. All units must appear annually before the CRSF and provide justification for their unit's student fees. 2. All fee proposals must be vetted by a representative group of constituents and should include a description of that advisory

	<p>group.</p> <p>3. All fee proposals should include a discussion of fee changes and a report of how enhancements were used in the prior year.</p>
Committee Work:	<p>The Student Affairs Committee (SAC) initially consulted with co-proposer Kaiyi Xie, an ex-officio member of SAC, to gain perspective his concerns with the current operating procedures of the CRSF. After reviewing both the University System of Maryland and University of Maryland College Park policies regarding student fees, the committee met with Robert Specter, Vice President for Administrative Affairs, Robert Platky, Assistant Vice President and Director of the Office of Budget & Fiscal Analysis, and Ann Wylie, Senior Vice President and Provost, to gain a better perspective of the fee review process, the history behind why the committee was created by President Mote, and its role as an advisory body to the President of the University. In addition, Specter and Platky informed the SAC of recent changes to the operating procedures of the CRSF.</p> <p>The committee also met with the proposers, Kaiyi Xie and Anna Bedford to discuss their specific concerns and the recent administrative changes to the student-fee review process and evaluate the elements of the proposal that they felt still needed to be addressed.</p> <p>The SAC reviewed the peer institution student-fee review policies and analyzed the various data collected. The SAC was in agreement that administrative changes should be made to make the student-fee review process more inclusive of students during the unit-level review process and require units to be accountable for their fee proposals and how enhancements were used. The committee also agreed to share the best practices of some exemplary fee-requesting units as an appendix to its report. The SAC met on March 5, 2012 and approved three recommendations to the operating procedures of the CRSF.</p>
Alternatives:	The Senate could reject the proposed changes and the current procedures would remain.
Risks:	If the Senate does not approve the proposed changes, the University could miss an opportunity to increase student involvement in the fee review process.
Financial Implications:	There are no financial implications associated with the proposed changes.
Further Approvals Required:	Senate Approval, Presidential Approval

Senate Student Affairs Committee

Senate Document 11-12-12

Proposal to Change Committee on the Review of Student Fees (CRSF)

March 2011

BACKGROUND:

The Committee on the Review of Student Fees (CRSF) was created by President Mote to give students an opportunity to be involved with the proposal and evaluation of student fees at the University of Maryland. At the time, UMCP was the only University System of Maryland (USM) school to have such a committee. Since 2008, this committee has evaluated fees on a bi-annual basis, evaluating mandatory fees in the fall and non-mandatory fees in the winter/spring.

Currently, the CRSF consists of six student members (4 undergraduate, 2 graduate), two faculty or staff members, one senator, three voting ex-officios (Vice President for Student Affairs, Dean for Undergraduate Studies, and Dean of the Graduate School), and an appointed Chair. The Vice President for Administrative Affairs, as appointed by the President of the University, traditionally serves as the Chair of the Committee, as this individual has no student fees generated by his or her office. Student members serve a one-year term that coincides with the term of the appointing authority. Faculty and staff members serve two-year staggered terms based on an academic year.

In fall 2011, Student Government Association (SGA) President Kaiyi Xie and Graduate Student Government (GSG) President Anna Bedford submitted a proposal to the University Senate requesting a review of the Committee on the Review of Student Fees, highlighting various concerns with lack of student involvement and accountability within the student-fee review process. Following a review by the Senate Executive Committee (SEC) in October 2011, the proposal was charged to the Student Affairs Committee of the University Senate for further review and evaluation.

CURRENT PRACTICE:

Prior to the proposal from Presidents Xie and Bedford, the Committee on the Review of Student Fees (CRSF) did not actively enforce the policy that representatives from a unit appear before the committee during the fee review process regardless of whether the unit was requesting a fee increase. The CRSF also did not have guidelines requiring that proposals provide detailed information regarding a budget breakdown, past spending, or student involvement. Lastly, the proposal states that the CRSF takes sparse minutes, making it difficult for new members to review past decisions.

Vice President for Administrative Affairs, Robert Specter and Assistant Vice President & Director of the Office of Budget & Fiscal Analysis, Robert Platky explained that the CRSF had already made several administrative changes that would address some of the issues raised by Presidents Xie and Bedford (Appendix 4). Specifically, all fee requesting units would be required

to meet with the CRSF on an annual basis, regardless of whether they were requesting an increase in their fee or not. In addition, units would have to submit a description of student involvement in the fee proposal review process. These new requirements would be enforced during the 2012 winter/spring non-mandatory fee cycle. They also noted that the CRSF has adopted Robert's Rules for small committees and its guidelines for minutes. In addition, they have set a new policy that members of the CRSF would receive materials two weeks prior to each meeting.

COMMITTEE WORK:

The Senate Student Affairs Committee (SAC) was charged (Appendix 1) by the Senate Executive Committee (SEC) with reviewing the proposal, "Proposal to Change Committee on the Review of Student Fees" on October 27, 2011 (Appendix 2). The SEC asked the SAC to review the proposal and advise on whether the current operating procedure is appropriate.

The SEC charged the SAC with consulting with the bill's proposers, Vice President for Administrative Affairs, Rob Specter, Michele Eastman, Assistant President and Chief of Staff, and the University's Office of Legal Affairs. In addition, the committee was charged with reviewing the UMCP Policy on the Review and Approval of Student Fees (Appendix 3), the USM Board of Regents Policy on Student Tuition, Fees, and Charges (VIII-2.50), and similar policies at peer institutions.

The SAC consulted with Kaiyi Xie, one of the bill's proposers and an ex-officio member of the committee, to better understand his concerns with the current operating procedures of the CRSF. The SAC also reviewed the UMCP Policy on the Review and Approval of Student Fees and discussed whether amendments to the policy were necessary.

The SAC met with Robert Specter, Vice President for Administrative Affairs, Robert Platky, Assistant Vice President and Director of the Office of Budget & Fiscal Analysis, and Ann Wylie, Senior Vice President and Provost, to gain a better perspective of both the structure of the CRSF, the history behind why the committee was created by President Mote, and its role as an advisory body to the President of the University. Michele Eastman requested that Provost Wylie speak on her behalf since she was Assistant President and Chief of Staff at the time the CRSF was created. At this meeting, Vice President Specter and Assistant Vice President Platky gave the SAC an overview of the fee review process and informed them of the recent changes to the operating procedures of the CRSF.

The SAC reviewed the USM Board of Regents Policy on Student Tuition, Fees, and Charges (VIII-2.50), which outlines the University's authority over setting student fees. The committee also met with the proposers, Anna Bedford and Kaiyi Xie, to discuss their specific concerns and the recent administrative changes to the student-fee review process, and to evaluate the elements of the proposal that they felt still needed to be addressed.

The SAC discussed the various issues raised in the proposal including whether the Chair of the CRSF should be elected or appointed, member terms, the review timeline, the contents of fee proposals, and the composition of the unit-level advisory groups. The committee also discussed whether fee proposals should include an update of previously approved enhancement requests.

Transparency of the review process including the content of the CRSF minutes and the openness of CRSF meetings were also discussed.

The SAC reviewed the peer institution student-fee review data. This analysis reviewed four of the University's peer institutions to better understand the composition of their student fee review committees. While many of the policies differed, the University of California, Los Angeles used a 2-year staggered term policy for student members of the committee.

After reviewing the peer policies and analyzing the various data collected, the committee considered possible recommendations. The SAC was in agreement that administrative changes should be made to make the student-fee review process more inclusive of students during the unit-level review process and require units to be accountable for their fee proposals and how enhancements were used. The committee also agreed to share the best practices of some exemplary fee-requesting units as an appendix to its report. (Appendix 5) Ultimately, the SAC approved three recommendations to the operating procedures of the CRSF.

RECOMMENDATIONS

At its meeting on March 5, 2012, the Student Affairs Committee voted in favor of forwarding the following recommendations to the operating procedures of the CRSF.

1. All units must appear annually before the CRSF and provide justification for their unit's student fees.
2. All fee proposals must be vetted by a representative group of constituents and should include a description of that advisory group.
3. All fee proposals should include a discussion of fee changes and a report of how enhancements were used in the prior year.

APPENDICES

Appendix 1 – Charge from the Senate Executive Committee, October 27, 2011

Appendix 2 – Proposal to Change the Committee on the Review of Student Fees

Appendix 3 – UMCP Policy on the Review and Approval of Student Fees

Appendix 4 – Updated Procedures of the Committee on the Review of Student Fees

Appendix 5 – Best Practices of Fee-Requesting Units

APPENDIX 2 - UMCP POLICY ON THE REVIEW AND APPROVAL OF STUDENT FEES

UMCP Policies

Policy on the Review and Approval of Student Fees

The purpose of this policy is to establish a procedure whereby students have an appropriate advisory role in the recommendation of student fees. Student participation is accommodated to ensure full disclosure on the appropriateness of the student fee schedule, the need for specific fees, and the cost-benefit of the fees to the student community. This participation carries with it the expectation that the process will be collaborative with broad involvement and representation and result in appropriate information sharing with the community at large.

Authority for Setting Fees

Mandatory fees and room, board and parking charges are set by the Board of Regents of the University System of Maryland (USM) as stipulated in the Policy on Student Tuition, Fees and Charges (262.0, VIII-2.50) approved by the Board of Regents, June 21, 1990.

The management of student fees, including the review and recommendation of proposed fees and the authorization of expenditures from the resulting fee revenues, is the responsibility of the President, who is advised by the President's Cabinet. The Cabinet is advised by the Committee for the Review of Student Fees (CRSF) on recommendations for proposed fees.

Process for Student Participation

Mandatory fees and room, board and parking charges will undergo a five-step process:

- (1) The unit proposing the fee provides an opportunity to the affected student constituency for discussion on the merits and impact of the fee.
- (2) The Committee for the Review of Student Fees reviews the proposed fee and makes a recommendation to the Cabinet.
- (3) The Cabinet reviews the fee proposal and the recommendation made by the Committee to Review Student Fees and make a recommendation to the President.
- (4) The President recommends the fee schedule to the USM Board of Regents.
- (5) Board of Regents approves the fees.

In the event that actions by the State or Board of Regents with fiscal implications to the operations funded by the fees occur late in the process, it may be necessary that the fee submission be modified by the President.

Committee for the Review of Student Fees

The Committee for the Review of Student Fees shall be comprised of thirteen individuals.

Members

Appointing Authority

Chair	President of the University
Vice President Student Affairs	Ex officio, voting
Dean, Undergraduate Studies	Ex officio, voting
Dean, Graduate School	Ex officio, voting
4 undergraduate students	President of the Student Government Association
2 graduate students	President of the Graduate Student Government
2 faculty or staff	President of the University
1 Senator	Chair of the University Senate

Normally the Chair is the Vice President for Administrative Affairs. Student members serve a one-year term that coincides with the term of the appointing authority. Faculty and staff members serve two-year staggered terms based on an academic year.

Approved by the President on 10/24/08

**APPENDIX 3 - USM POLICY ON STUDENT TUITION, FEES,
AND CHARGES (REVISED JUNE 22, 2012)**

260.0 VIII-2.50 - POLICY ON STUDENT TUITION, FEES, AND CHARGES

(Approved by the Board of Regents, June 21, 1990; revised June 22, 2012)

I. Tuition and Mandatory Fees

1. The Chancellor, following consultation with the Presidents, shall propose guidelines for tuition and mandatory fees to the Finance Committee for recommendation to the Board of Regents.
2. As part of the formulation of the annual operating budget request, each President shall recommend tuition and fees within the guidelines established by the Board.
3. Tuition and mandatory fees shall be specifically identified in the proposed consolidated operating budget presented by the Chancellor to the Finance Committee. After the Board approves the consolidated operating budget request, tuition and mandatory fees may be altered only by agreement of the Board.
4. Tuition and mandatory fees approved by the Board shall be included in the detailed annual operating budget request for the University of Maryland System submitted by the Chancellor to the Governor and the Commission on Higher Education.
5. Mandatory fees include fees and charges applicable to a specific category of student according to enrollment status during the standard academic year. They include fees and charges for Health Services, Graduate Programs, and Auxiliary Services such as Athletics, Shuttle Bus, Student Union and Recreational, Student Activities, Supporting Facilities, and Auxiliary Facilities.
 - i. In the interest of giving the Board as much information as possible to make the best and most transparent decision regarding student fee schedules, each campus will ensure that an advisory committee--or other appropriate committee(s) involved in the processes of setting student fees is established--and is comprised of appropriate numbers of students and stakeholders representing each area supported by a student fee.
 - The advisory or similar committee(s) will be consulted in the establishment or change of student fees during the determination process.
 - The process by which these advisory committees are involved in the determination of student fees as well as the names of the students and stakeholders who make up the advisory committee will be submitted to the Board of Regents along with the proposed fee schedule.

II. Room and Board Charges.

1. Each President shall submit proposed annual room and board charges to the Chancellor according to a timetable and instructions recommended by the Chancellor and established by the Board.
2. The Chancellor, following consultation with the Presidents, shall present the proposed charges to the Finance Committee for recommendation to the Board.
3. Room charges include room, dormitory, and apartment charges for all university residence hall facilities based on a standard academic year rate.
4. Board charges include charges based on a standard academic year rate.

III. Other fees and charges.

1. Each President may establish fees and charges not included in sections I and II, subject to the provisions in the following paragraphs.
2. The Chancellor may submit to the Finance Committee for recommendation to the Board fees and charges that may significantly affect student costs, that may be considered for consistency among the institutions, or that may substantially differ among the institutions.
3. Student advisory committee(s) participation as described in I.5.i. for mandatory fees will be required for non-mandatory fee establishment also.

Replacement for: BOR V - 9.00; BOR V - 14.00; BOT XII - C.



UNIVERSITY OF MARYLAND

DEPARTMENT OF BUDGET AND FISCAL ANALYSIS

2132 Main Administration Building
College Park, Maryland 20742-5035
301.405.5627 TEL 301.314.9519 FAX

MEMO TO: Fee-Proposing Unit Representatives

FROM: Robert A. Platky
Director of Budget & Fiscal Analysis

SUBJECT: Follow-Up to Fall 2011 Mandatory Student Fee Review Process

DATE: November 30, 2011

Attached for your information is a copy of the final draft of the minutes of the September 23, 2011, meeting of the Committee for the Review of Student Fees. The Cabinet and President subsequently endorsed the Committee's recommendations and the fee proposals have been forwarded to USM for approval by the Board of Regents.

As further follow-up to this fall's Mandatory Student Fees recommendation process, the Committee provides the following additional guidance to fee-proposing units ("proposers"):

1) Regardless of the amount of the fee proposal, including those that are unchanged, proposers *must* provide a complete and accurate fee proposal to the Committee. Proposers should submit all required data schedules and ensure that the information is complete and ties to FRS data; this is especially important because the Budget & Fiscal Analysis staff has only a few days following the due date to compile the various fee proposals and prepare the materials for distribution to the Committee.

2) Current policy requires that "the unit proposing the fee provide an opportunity to the affected student constituency for discussion on the merits and impact of the fee" (Policy, Process for Student Participation, (1)). To ensure that student stakeholders are robustly engaged, proposers will from now on be required to include in their fee proposal a clear description of the student consultation process. It should include how students are selected for involvement, how many students are engaged and the character of the discussions.

3) Regardless of the amount of the fee proposal, including those that are unchanged, proposers *must* attend or have representation at Committee meeting(s) to present the proposal and to respond to questions and concerns of the Committee. Proposers should be prepared to respond to questions about the use of fee proceeds, necessity for a change in the amount of the fee (if any), and the portion of the program/activity expense that is partially or fully fee supported.

Your assistance in ensuring a thorough and meaningful review and approval process for student fees is very much appreciated. Please let either committee chairman Rob Specter or me know if you have any questions or concerns regarding this guidance.

cc: Committee Members

**APPENDIX 5 - SENATE EXECUTIVE COMMITTEE CHARGE ON
THE PROPOSAL TO CHANGE CRSF OPERATING PROCEDURE**



**University Senate
CHARGE**

Date:	October 27, 2011
To:	Rachel Cooper Chair, Student Affairs Committee
From:	Eric Kasischke Chair, University Senate 
Subject:	Proposal to Change Committee on the Review of Student Fees (CRSF) Operating Procedure
Senate Document #:	11-12-12
Deadline:	March 30, 2012

The Senate Executive Committee (SEC) requests that the Student Affairs Committee review the attached proposal entitled, "Proposal to Change Committee on the Review of Student Fees (CRSF) Operating Procedure" and make recommendations on whether the CRSF operating procedures should be revised.

President C.D. Mote Jr. created the CRSF as a means to obtain student input during the process of assessing student fees. The University's official policy on the Review and Approval of Student Fees outlines the authority for setting fees, the process for student participation, and the membership of the committee. The SEC requests that the Student Affairs Committee review the proposal and advise on whether the current operating procedure is appropriate.

Specifically, we ask that you:

1. Review the UMCP Policy on the Review and Approval of Student Fees.
2. Review the USM Board of Regents Policy on Student Tuition, Fees, and Charges (VIII-2.50).
3. Meet with the Vice President for Administrative Affairs, Robert Spector, or his representative to obtain an overview of the procedures utilized by the CRSF including overall timeline for its work, accountability, and transparency of the review process.
4. Meet with Michele Eastman, Assistant President & Chief of Staff, to obtain an overview of the CRSF's advisory responsibilities to the President of the University.

5. Consult with the proposers to discuss their specific concerns about the current operating procedure of the CRSF.
6. Consult with the University's Office of Legal Affairs.
7. If appropriate, recommend how the current procedures could be revised.

We ask that you submit your report and recommendations to the Senate Office no later than March 30, 2012. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



University Senate PROPOSAL FORM

Name:	Anna Bedford, GSG President, Ex-officio senator Kaiyi Xie, SGA President, Ex-officio senator
Date:	
Title of Proposal:	Proposal to change CRSF (Committee on the Review of Student Fees) operating procedure
Phone Number:	
Email Address:	
Campus Address:	
Unit/Department/College:	ARHU, ENGR/CMNS
Constituency (faculty, staff, undergraduate, graduate):	Graduate & Undergraduate
Description of issue/concern/policy in question:	<p>CRSF is currently an advisory body with purview over changes to student fees made up of 4 undergraduate students, 2 graduate students, and 7 faculty/staff (including chair). However, there are serious flaws within the operating structure. There is a severe lack of transparency and accountability that contravenes the values of shared governance the University of Maryland and the Senate holds dear. Deliberations are all held in private, the committee is not given any way to track how student fees are being used once they have been approved, the committee cannot reduce or amend any fee proposal, even if the unit has failed to do as the committee required, and there are no clear guidelines on the amount of authority given to the committee. In addition, the chair is not an elected position within the committee but maintains a right to vote when it will make a difference. It is difficult to have a sense of the full history of the committee, because records are not well kept, however, we believe the chair has had reason to vote on several occasions, but has never voted with the majority of students. For this reason the committee is effectively constituted with a minority of student votes.</p>
Description of action/changes you would like to see implemented and why:	<p><i>Transparency</i></p> <ul style="list-style-type: none"> - Members of the committee ought be given adequate time to prepare and research the proposals. Last year they were given only 2-3 days with the binders before the meeting, which was not enough time to study the proposals or to share with their constituencies. - Detailed meeting minutes ought be made available to all members of the University community. Currently, only vote tallies are kept

	<p>without any describing substance or context of the discussion during which the votes took place. This is particularly important for the student members who often rotate off after a year and will not have access to the history of fee discussions, such as the stated purpose for which a new fee was created.</p> <p><i>Accountability</i></p> <ul style="list-style-type: none"> - Each division requesting any student fees ought set up an open and transparent student advisory board that is inclusive of many different constituencies and campus governing bodies that oversees the fee proposal before it reaches CRSF. This is a policy of the CRSF but it is not enforced and several units, including Athletics, the Health Center, and Nyumburu are allowed to levy fees without giving affected constituencies a chance for input. - The committee ought be able to see how the previous year's student fee in a particular unit/department was spent and if it was consistent with the manner in which the fee was proposed to be spent. - The committee should have clearly stated guidelines in which its authority and purview is clarified, and then made available to the campus community. - The committee should have the power to elect its own chair in order to make the process more fair and equitable
<p>Suggestions for how your proposal could be put into practice:</p>	<p>All the proposed changes are fairly simple to make and do not require heavy investments of time but simply a procedural change to how the committee is being conducted now. In addition, there are no foreseeable financial impacts of these changes being proposed.</p>
<p>Additional Information:</p>	

Please send your completed form and any supporting documents to senate-admin@umd.edu or University of Maryland Senate Office, 1100 Marie Mount Hall, College Park, MD 20742-7541. Thank you!

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Approved by the President on 10/24/08