

## FINAL Report

### Ad Hoc Committee on the TTE and NTE A&S Faculty Composition

#### Committee Members

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#### Introduction

The Ad Hoc Committee on the TE/NTE Composition of the A&S Faculty was charged by the A&S Faculty Affairs Committee (FAC) with: "... both fact finding and thinking broadly about best practices regarding A&S NTE faculty. [They proposed] an initial stage focused on (1) fact finding related to the NTE/TE ratio within A&S and current NTE/TE contact with students. This would be followed by a second stage (2) addressing best practices and recommendations. The second stage may include (2A) discussion of the impact of A&S faculty composition on our education mission and (2B) the impact of A&S faculty composition on tenure, academic freedom, and faculty/admin shared governance at William & Mary."

#### Background

In the 2012 spring, the Faculty Assembly approved modifications to the Faculty Handbook that created a new category of Full-Time Continuing non-tenure eligible (NTE) faculty. Subsequently, an NTE Personnel Policies Working Group appointed by the Faculty Affairs Committee produced a report offering a set of findings and policy recommendations for the new category of instructional faculty ([Report of the 2013 NTE Personnel Policies Working Group](#)).

The procedures framing the current status of non-tenure eligible faculty within W&M A&S resulted from a set of personnel policies for instructional non-tenure eligible positions approved by A&S Faculty in 2013 and updated in 2017 ([NTE Personnel Policies](#)). These policies were subsequently incorporated into the Faculty Handbook ([Faculty Handbook](#), see pages 21-22).

In the April 2013 resolution, the A&S Faculty reaffirmed its belief that the College must be committed to meeting the needs of our ongoing instructional programs through the establishment of **tenure-eligible** faculty positions. These tenure-eligible positions, the statement continued, come with expectations of excellence in instruction and scholarship, as well as involvement in the governance of the College. At the same time, the A&S faculty recognized that some instructional needs can be met effectively with excellent teachers who are not expected to engage in scholarly research as part of their employment. These positions were **not seen as a way to reduce costs, but as a better way to meet our academic objectives**. The 2013 resolution emphasized that NTE faculty must be treated with fairness and be encouraged to become as fully engaged in the role of a faculty member as possible.

Faculty position categories defined in this resolution included:

- Full-Time Continuing NTE (Senior Lecturer),
- Full-Time Specified-Term NTE (Lecturers or Visiting faculty),
- Part-time NTE (Adjunct), and
- Post-doctoral fellows.

The [NTE Personnel Policy](#) approved in 2013 and amended in 2017 classifies Senior Lecturers as **Full-time Continuing NTE** instructional faculty, with positions that have no term limit and hold a presumption of continuation. Lecturers or Visiting faculty are categorized under the policy as **Full-time Specified term NTE** instructional faculty with positions that terminate on the date specified in the contract and hold no presumption of continuation beyond that date. **Part-time NTE (Adjunct)** faculty are paid by the course or for specific contracted service.

The recommended standard NTE teaching load for full-time faculty within A&S was established in the 2013 NTE Personnel Policies at six courses per year for instructional NTEs. NTE faculty may be assigned to departments or programs, or their teaching responsibilities may be spread across more than one unit.

Lecturers are eligible to be reappointed, typically on an annual or biannual basis. Since the NTE Personnel Policy was established in 2013, many Arts & Sciences departments and programs have in practice treated Lecturers and Senior Lecturers alike as having continuing, as opposed to specified term, positions. For this reason, we have included charts below that summarize trends in the combined Lecturer/Senior Lecturer category as well as the categories specified in the NTE Personnel policy. Lecturers are expected to possess a record of significant contribution to teaching through classroom performance and support of the College's teaching mission. Lecturers may be considered for promotion to Senior Lecturer (i.e. Full-Time Continuing NTEs), provided the conditions listed below are fulfilled

In accordance with the 2013 NTE Personnel Policy, visiting faculty positions terminate on the date specified in the contract and hold no presumption of continuation. This category includes replacements for faculty on leave and Visiting Distinguished Professors. Depending on qualifications and experience, visiting faculty are to be designated as either Visiting Instructors, Visiting Assistant Professors, Visiting Associate Professors, Visiting Professors, or Visiting Distinguished Professors.

Lecturers are eligible for promotion to Senior Lecturer after five years of service. Full-time, Continuing NTE positions, i.e. Senior Lecturers, have no term limit and the presumption of continuation. Recommendations for promotion to Senior Lecturer are to be approved by the Dean of Arts & Sciences.

NTE faculty are to be evaluated annually by their departments or programs under approved personnel policies. Evaluations are to be conducted on a three-category scale: Exceeds Expectations; Meets Expectations; and Fails to Meet Expectations,

The role of non-tenure-eligible faculty in governance is to be defined by each department or program. The 2013 NTE Personnel Policy notes that opportunities should exist within every department and program and at every level for Senior Lecturers and Lecturers to participate in governance and policy development. The 2013 NTE Personnel Policy notes that NTE involvement in governance **cannot include oversight and voting on personnel-related issues.**

A 2013 amendment to the NTE Personnel Policy approved by the A&S faculty ([Motion to Amend NTE Personnel Policies](#)) clarified the role of NTE faculty in governance. The amendment restricted NTE faculty from participating in committees related to tenure-eligible personnel issues, such as the Committee on Retention, Promotion and Tenure and search committees for TE faculty.

In 2015 the provost provided a statement of the basic principles that apply to integration of NTEs into the W&M faculty community, clarifying the potential opportunities for NTE faculty to participate in and

benefit from faculty governance. The memo suggested that NTEs should be allowed and encouraged to participate in faculty governance and service, although not to the extent that this is expected of TE faculty, and when they do so this service should be factored into annual merit evaluations. NTEs should be invited to and welcome at all faculty functions. NTEs should enjoy voting rights appropriate to their roles. While NTEs should have a vote (and voice) on curricular matters, according to this memo, they should not have a voting role on faculty tenure decisions. NTEs are eligible for major university awards and professional development funds.

In the wake of the 2013 policy change, the Provost has provided several reports on specified term appointments. These reports break down faculty by status, courses offered by faculty, status, and student credit hours taught by faculty status. The 2018 report, which includes longitudinal data stretching back to 2008, may be found here ([Provost's Report on Specified Term Appointments](#)).

### **NTE/TE Ratio at William and Mary**

In November 2016 the TIAA Institute recently published an in-depth report by two researchers at the American Institutes for Research ([www.air.org](http://www.air.org)), entitled “The Shifting Academic Workforce: Where Are the Contingent Faculty?” (available at <https://www.tiaainstitute.org/publication/shifting-academic-workforce>). The authors, Steven Hurlburt, who is part of the Delta Cost Project at the American Institutes for Research, ([www.deltacostproject.org](http://www.deltacostproject.org)), and Michael McGarrah, used data from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) to study trends in the utilization of contingent faculty by colleges and universities nationwide. The results they present in this report are directly relevant to the issues our committee has been charged with addressing.

Of particular interest are the report’s findings on the share of faculty positions held by contingent faculty, defined by the report as including full-time people on multi-year contracts; full-time people on annual or less than one-year contracts; part-time people with annual or less than one-year contracts; and part-time people without faculty status. Note that graduate assistants are not included in the report’s definition of “contingent faculty.”

Figure 4 of the TIAA report, which summarizes the 2013 data on the contingent faculty share of instructional faculty at flagship public institutions nationwide, reveals that the non-tenure eligible to tenured plus tenure-eligible (NTE:T/TE) ratios at these institutions varied widely. At the high end of the range, occupied by the University of Washington-Seattle, 68% of instructional faculty were contingent faculty; in contrast, at the low end of the range, occupied by the University of Nebraska- Lincoln, only 21% of instructional faculty were contingent faculty. Clearly, given this enormous variation among the NTE:T/TE ratios at state flagship institutions, there is no obvious “best” NTE:T/TE ratio.

Comparable data for William & Mary’s TE/NTE ratio, university wide, were presented in 2017 by former Provost Michael Halleran. According to slide 3 of Provost Halleran’s 5.11.17 Teaching and Salary Data presentation (available at <https://www.wm.edu/sites/facultyassembly/announcements/provosts-report-on-teaching-and-salaries,-may-2017.php>), NTEs (part time and full time) comprised 38.4% of the William & Mary faculty in 2013, placing us below the TIAA Institute report’s 46% mean for the contingent faculty share at public flagship institutions in 2013.

Of interest, the 2013 contingent faculty shares for some of our SCHEV-defined peer institutions, the University of Delaware (27%), the University of Georgia (28%), the University of Connecticut (36%), the University of North Carolina at Chapel Hill (40%), and the University of New Hampshire (43%) are

provided in Figure 4 of the TIAA report. In 2013, William & Mary's 38.4% was comfortably in the middle of this public peer institution-defined range.

Since 2013, according to slide 3 of Provost Halleran's 5.11.17 Teaching and Salary Data presentation, William & Mary's NTE:T/TE ratio has fluctuated somewhat from year to year, but these fluctuations have been small when compared with the large range of NTE:T/TE ratios shown in Figure 4 of the TIAA Institute report. By 2016, the final year included in the Provost's presentation, NTEs (part time and full time) comprised 40.0% of the William & Mary faculty as a whole.

The NTE:T/TE ratio in W&M A&S has been somewhat lower than the university-wide value. As detailed below and summarized in Chart 5, in 2013, 33.1% of A&S faculty were NTEs, including those in full-time and part-time positions. By 2019, 37.1% of all faculty positions were held by NTEs, a small but measurable increase in the numbers of lecturers and senior lecturers in A&S.

In short, William & Mary's NTE:T/TE ratio is in the mainstream, both for our SCHEV-defined public institution peers and among public flagship institutions nationwide.

It must be noted, however that this data does not capture the distribution of NTEs across Programs and Departments, or program and department-specific ratios.

#### **Variable Experiences Across A&S**

There is a lot of variability across departments and programs in terms of ratios and experience. The percentage of NTEs is much higher in area 1 than in area 3.

#### **NTE/TE Ratios in Arts & Sciences**

Although William & Mary's NTE:T/TE ratio is in the mainstream for our peers, Arts and Sciences maintains an interest in determining NTE:T/TE ratios across areas and departments and programs. Ratios are ideally described when faculty status titles and categories are consistent. As noted above, NTE title consistency has improved since the consolidation of full-time A&S NTE positions in 2012-2013; however, NTE data may be tallied differently in the Office of Institutional Research, Human Resources, and the Dean of Arts & Sciences Office. A&S tends to combine Lecturers and Senior Lecturers and count Visiting Assistant Professors as replacement faculty, while IR combines Lecturers with Visiting because both positions are specified term rather than continuing. This is because IR understandably emphasizes contract length rather than title. IR noted in 2019 that "NTE categories have been revised to better reflect the A&S NTE Policy."

The A&S data presented below were compiled by IR from the university-wide data set and reflect changes in numbers of faculty categories specific to A&S from 2013 – 2017. Overall ratios of NTE:T/TE in A&S and the constituencies of Areas and Departments are found below. A&S data presented include instructional faculty only. Post-docs and research-only positions are not included. "All full-time NTE" below signifies Non-Tenure Eligible faculty members of A&S classified as Senior Lecturers, specified term Lecturers, and Visiting Professors. The Office of Institutional Research provided additional data to the committee in February 2020 that include information through the 2019 academic year.

For [Table 1: A&S faculty 2013-2017, and various charts, see the APPENDIX.](#)

- **A&S NTE:T/TE faculty by status as defined by the A&S NTE Policy ([Chart 1 - frequencies, Chart 2 - percentages](#))**

- Between 2013-2019, A&S faculty grew by 14.1% (or 77) from 543 to 620 members.
    - 27 of the 77 new faculty members were T/TE, 24 were continuing (Senior Lecturers), 15 were specified term (Lecturers and Visiting) and 11 were part-time faculty members.
    - Changes in categories represent both unique hires and changes in title or rank.
    - The number of faculty leaving W&M is not available.
  - T/TE faculty comprised 66.9% (363) of the A&S faculty in 2013 and 62.9% (390) in 2019, constituting a 3.9% decline in the total A&S T/TE faculty.
  - All full-time NTE combined (Senior Lecturers, Lecturers, and Visiting) made up 16.6% of the A&S faculty in 2013 and 20.8% in 2019. This is a 4.2% increase in the proportion of full-time NTE in the A&S faculty from 2013-2019.
    - Full-time continuing NTE faculty (Senior Lecturers) increased their proportion from 1.3% (7) to 5.0% (31) of the A&S faculty, largely due to promotions.
    - Full-time specified term faculty (Lecturers and Visiting faculty) changed relatively little from 2013 to 2019, increasing from 15.3% (83) to 15.8% (98) of the A&S faculty during this time.
  - Part-time NTE faculty in A&S made up 16.6% of the A&S faculty in 2013 and 16.3% in 2017, representing a slight decline.
- **Full-time A&S NTE:T/TE faculty with Lecturer and Sr. Lecturer categories combined (Chart 3 - frequencies, Chart 4 - percentages)**
    - Between 2015-2019, Full-time A&S faculty grew by 9.2% (or 44) from 475 to 519 members.
      - 15 of the new full-time faculty members were T/TE and 31 were Lecturers or Senior Lecturers. Two fewer Visiting faculty were present in 2019 in comparison to 2015.
      - Changes in categories represent both unique hires and changes in title or rank.
      - The number of faculty leaving W&M is not available.
    - T/TE faculty comprised 78.9% (375) of the A&S faculty in 2015 and 75.1% (390) in 2019, constituting a 3.8% decline. Notably, the total number of A&S TE/TE faculty remained unchanged at 390 in 2017, 2018, and 2019.
    - Senior Lecturers and Lecturers combined made up 8.6% of the full-time A&S faculty in 2015 and 13.9% in 2019. This is a 5.2% increase in the proportion of full-time NTE in the A&S faculty from 2015-2019.
    - The numbers and percentages of Visiting faculty changed little from 2015 to 2019.
  - **The A&S TE/NTE ratio is summarized in Chart 5. The Chart combines all NTE categories, full-time and part-time.**
    - The percentage of all teaching faculty in A&S that are NTE has increased from 33.1% in 2013 to 37.1% in 2019
  - **A&S fall courses sections taught by NTE/TTE ([Chart 6 – frequencies](#)) ([Chart 7 - percentages](#))**
    - Between 2013-2017, the overall percentage of fall course sections taught in A&S rose 7.4% from 1736 sections to 1865 sections.
    - T/TE faculty taught 65.5% (or 1137) of the course sections in 2013 and 63.6% (or 1187) course sections in 2017. This is a 1.9% decline in the A&S course sections taught by T/TE.

- All full-time NTE taught 18.5% (or 321) of the sections in 2013 and 23.2% (or 434) of the course sections in 2017. This is a 4.7% change in sections taught by full-time NTE.
    - Full-time continuing NTE (Senior Lecturers) taught 2.1% (or 37) of the course sections in 2013 and 5% (or 94) of the course sections in 2017. This is a 2.9% increase in courses taught by Senior Lecturers.
    - Specified term NTE (Lecturers and Visiting) taught 16.4% (or 284) of the course sections in 2013 and 18.2% (or 340) of the course sections in 2017. This is a 1.8% increase in courses taught by specified term NTE.
  - Part-time faculty taught 16% (or 278) of the course sections in 2013 and 13.1% (or 244) of the course sections in 2017. This is a 2.9% decline in the courses taught by part-time NTE.
- **A&S credit hours offered by NTE/TTE status ([Chart 8 – percentages](#))**
    - Overall, between 2013-2017, fall course hours offered in A&S rose by 10.8% from 4091 sections to 4532.5 sections. This is an increase of 441.5 sections.
    - A&S fall course hours offered by T/TE faculty declined 1.4% from 65.9% (or 2695) to 64.5% (or 2924) of the total fall course hours offered.
    - A&S fall course hours taught by all full-time NTE increased by 4.3%, from 22.3% (or 912) in 2013 to 26.6% (or 1203) of course hours taught in 2017.
      - A&S fall course hours offered by continuing NTE (Senior Lecturers) increased by 3.65% from 1.7% (or 70) to 5.4% (or 243) of the total fall course hours offered.
      - A&S fall course hours offered by specified term NTE (Lecturers and Visiting) rose from 20.6% (or 842) to 21.2% (or 960) of the total fall course hours offered.
    - A&S fall course hours offered by part-time NTE decreased by 2.88% from 11.8% (or 484) to 8.9% (or 405.5) of the total fall course hours offered.
  - **Cumulative sum of fall credit hours pursued by A&S students, broken down by faculty status ([Chart 9 – percentages](#))**
    - Between 2013-2017, overall fall student credit hours pursued in A&S increased by 3.8% from 78,942 to 81,906 credit hours. This is an increase of 2,964 hours.
    - A&S fall student credit hours pursued with T/TE faculty declined 2.7% from 63.3% (or 49,993) to 60.6% (49,649) of the total fall course hours offered.
    - A&S fall student credit hours pursued with all full-time NTE increased from 26.1% (20,562) in 2013 to 31.5% (25,779) in 2017.
      - A&S fall student credit hours pursued with continuing NTE (Senior Lecturers) increased by 3.7% from 1.3% (or 996) to 5.0% (4,093) of the fall course hours offered.
      - A&S fall student credit hours pursued with specified term NTE (Lecturers and Visiting) rose from 24.8% (or 19,566) to 26.5% of the fall course hours offered (or 21,678).
    - A&S fall student credit hours pursued with part-time NTE decreased by 2.7% from 10.6% (or 8,387) to 7.9% of the fall course hours offered (or 6,486).

In addition to the general ratio of NTE/TTE, Arts and Sciences also maintains an interest in the distribution of tenured and non-tenured positions across Areas. [Charts 10](#) and [11](#) below describe data



prepared by IR for Provost Halleran's university-wide report. Columns reflect the number or percentages of tenured, tenured-eligible, full-time continuing NTE (Senior Lecturers), full-time NTE specified term (Lecturers) and full-time NTE Replacement (Visiting Assistant Professors). Data are shown from Fall 2013 and Fall 2018, in Areas 1, 2, and 3. Program data were also tallied, but are not shown on [Charts 10 and 11](#). Programs included in the tally differed slightly in 2013 and 2018. Programs tallied include American Studies (2013), Center for Geospatial Analysis, the Charles Center, Environmental Science (2013), Film (2018), Gender, Sexuality & Women's Studies, National Institute of American History (2018), OIEAHC, Physics Grants and Contracts (2013), Public Policy, and St. Andrew's Joint Degree (2013). Very few faculty members were solely appointed in Programs. Other units such as Linguistics and Africana Studies were not included in the IR data, but are included in data compiled from Human Resources lists presented in [Chart 9](#).

Overall, IR reports frequencies of T/TE and full-time NTE faculty grew in each of the three A&S Areas between 2013 and 2018. Area 1 had the largest pool of tenured and tenure-eligible faculty members at both time points; Area 3 had the smallest. Area 1 had 5.5% (or 7) more T/TE faculty in 2018 vs. 2013; Area 2 had 13.8% (or 17) more T/TE faculty in 2018 vs. 2013; and Area 3 had 11.5% (or 12) more T/TE faculty in 2018 vs. 2013. This means Area 1 saw the lowest changes in T/TE faculty in raw numbers and percentage while Area 2 saw the greatest changes.

Area 1 also had the largest pool of full-time NTE faculty at both time points; Area 3 had the smallest. Area 1 saw a 25.9% (from 27 to 34 faculty members) increase in all full-time NTE faculty. Area 2 saw a 100% (from 8 to 16 members) increase in all full-time NTE faculty members. Area 3 saw a 260% increase in full-time NTE, moving from 3 to 11 NTE faculty members.

Distribution of TTE and NTE faculty members differs widely across Department. Charts 12 and 13 below show the ratio of T/TE faculty to all full-time and part-time NTE faculty according to IR data from 2018. Theater, Speech and Dance, Music, Modern Languages, and Classical Studies have the highest proportion of NTE faculty (40% or higher), while Biology, Physics, and Applied Science house 0-4% NTE faculty.

Further NTE data from 2016, 2017, and 2018, aggregated using contractual A&S titles (not contract lengths), are available in the [Chart 14 and Chart 15](#).

Case studies from select departments:

- In Modern Languages & Literatures, it is common for programs to be composed of 50% full time NTE faculty; it is not uncommon to find in any given year programs that are composed by a majority of NTE faculty (given TE faculty leaves for research, administrative, or medical reasons). The current state of affairs puts extraordinary pressure on **TE faculty** to carry out necessary service responsibilities that cannot be shared by NTE faculty due to Arts & Sciences policies. This impacts personnel reviews, hiring committees, curriculum supervision, college-wide service, and mentoring of new faculty, to name just a few areas. It also adds to the TE service load since incoming faculty must be hired, acclimated, trained, and mentored to maintain programmatic stability and curricular standards. In recent years, the department Chair has had to step in as interim program director of programs as diverse as Chinese and Italian Studies due to the lack of any tenured faculty on campus for the year—in addition to regular Chair responsibilities. **Continuing NTE faculty** remain fully committed partners in service and instruction; they fulfill crucial service responsibilities and regularly receive exceptionally high teaching evaluation scores. Nevertheless, they have expressed deep unhappiness with compensation and

opportunities for professional advancement. The department has lost several vital NTEs in lecturer lines due to these issues. Low wages, specifically, underscore perceptions of inequitable treatment and lead to significant morale issues. They also make hiring a challenge. The balance of TE/NTE faculty in the department affects **students** as well. Students develop relationships with faculty that rotate in and out of programs quickly and consequently find these faculty are not available later to guide them through high-impact opportunities like Honors Theses. Departed faculty cannot be expected to provide letters of recommendation; and given their tenuous (at best) relationship to the College, their departures affect alumni engagement. Climate issues as a result of all of these factors have posed additional challenges to departmental cohesion.

- Psychological Sciences houses five part-time faculty and seven full-time NTE faculty members. Two adjunct faculty members are long-term, having served the Department well for 25+ years. They each carry the rank of “Adjunct Associate Professor,” which is fairly unique in A&S. This rank was granted by the Dean of Arts & Sciences due to the faculty members’ longstanding relationships with the College and their considerable professional accomplishments. At the same time, another highly skilled long-term adjunct faculty left PSYC as it was felt that NTE ranks were not something which needed to be granted exceptionally. That is, the flattening adjunct titles to Adjunct Instructor or Adjunct Lecturer was considered a demotion, a sentiment echoed by the full-time NTE who remained. Current adjunct lecturers teach on an *ad hoc* basis, and are less well-integrated into the Department.

Current full-time NTE faculty include two Senior Lectures, three multi-year Lecturers, one of whom is also appointed in Linguistics, and two Visiting Assistant Professors. These continuing NTE endorsed general feelings of support in the department. They appreciated accessibility to senior members of the Department, and endorsed reasonable autonomy in their positions. VAP queried felt invited to attend departmental meetings and events, although they seldom do. Lecturers and Senior Lecturers, however, are expected to participate actively in departmental meetings.

All NTE full-time faculty members endorsed the ability to discuss teaching assignments, or problems as they arise. Regarding problems, one NTE faculty member noted instances where professional hierarchies in the department are relied upon in instances where expertise, not rank, should prevail in decision-making. Longer-serving tenured faculty members may show variable understanding on the value of NTE or the contributions of NTE roles. This can lead to a narrower and less supportive view of the equality of NTE.

Despite an occasional conflict, NTE generally understand they are valued. In 2014, T/TE members of Psychology were among the first in A&S to vote to allow Senior Lecturers to vote on departmental matters. The view expressed at the time by T/TE members was that Senior Lecturers would, therefore, serve as fully-committed departmental citizens. Continuing NTE enjoy a clear and thoughtful merit evaluation, developed in part with their input. Continuing NTE are expected to carry advisees as the T/TE faculty do. Senior Lecturers are expected to serve on Departmental Committees, including as Chair of those committees as appropriate. Although departmental service is not mentioned in NTE contracts, it figures positively into their merit reports. A recent analysis of the contributions of NTE faculty demonstrated that a majority NTE in PSYC contribute to HIPP, advising, research, and mentorship of graduate students, as well as teaching.



- The Anthropology Department has one Full-Time Specified-Term NTE, a lecturer with a joint appointment in the department and the Muscarelle Museum. Anthropology also regularly hires a visiting assistant professor when several faculty members take their scheduled semester research leave during the same year. The department's single lecturer teaches two classes per year, directs the Native Studies minor, and serves as Curator of Native American Art at the Muscarelle. Anthropology's lecturer contributes regularly to departmental service, including chairing the committees for doctoral and master's students as well as senior honors thesis committees. The heavy demands placed on Anthropology's sole lecturer remain an ongoing concern in the department.
- The Linguistics Program has three full-time NTE faculty and five full-time TE faculty that regularly teach Linguistics courses. The program also hires NTE faculty to replace TE faculty on leave and to teach particular courses. The three full-time NTE faculty, two Senior Lecturers and one Lecturer, have joint appointments: two teach six courses a year within or cross-listed with Linguistics; one teaches two courses a year within or cross-listed with Linguistics. NTE faculty attend program meetings and full-time faculty can vote. They do not vote on any TE personnel issues; they do vote on NTE promotion cases under their own rank. However, because they are not eligible to be members of the Personnel Committee, which consists of all TE Linguistics faculty, they cannot participate in annual NTE merit reviews (done by the PC chair) or initial NTE promotion recommendations.

All the full-time NTE faculty participate heavily in student mentoring, despite having no contractual obligation to do so. In 2018-19, NTE faculty advised on average 10 majors each, while TE faculty advised on average 5 majors each. NTE faculty also supervise honors theses, serve on honors committees, and support undergraduate research such as Monroe Projects. All the full-time NTE faculty also perform valuable service to the Linguistics Program and to the university without contractual obligation. For example, one NTE faculty member co-organized the Linguistics Program's first undergraduate research conference; two Linguistics NTE faculty have been Fellows of the Center for the Liberal Arts. Although not required to do research, all full-time Linguistics NTE faculty are research-active in ways that inform their teaching and allow them to involve students every semester in collaborative research. It remains a concern that they must rely on the generosity of their colleagues for research space and equipment. Because NTE faculty members comprise a third of the total Linguistics faculty, their sustained involvement in all aspects of the program is critical to the success of the major. The value of NTE faculty to Linguistics is reflected in the support of their colleagues but not in the compensation and resources they receive.

- The Chemistry Department currently employs four full-time NTE faculty: two senior lecturers, one lecturer, and one visiting assistant professor. Prior to 2014 the Department rarely employed NTE's and in those rare occasions those were short-term employments (mostly adjuncts and in one case a 1 year VAP). However, due to the steadily rising student enrollments in chemistry classes as well as the expectation for TE faculty to design new classes and participate in the COLL curriculum, the Department hired more NTEs in the last 5 years. The NTE's roles are typically encompassed by teaching of introductory service courses with very large enrollments (~100-150 students) as well as laboratories. The two senior lecturers in the department are also teaching in the COLL curriculum. The department takes care to make sure that teaching assignments are spread out across the department and that less popular teaching assignments are not simply

pushed onto the NTE faculty. NTE faculty manage all introductory laboratories and are heavily involved in lab curricula. Beyond that, the NTE faculty are often included in other curricular matters that impact the courses that they teach.

NTEs write an astounding number of recommendation letters each year and are involved in summer teaching and in study abroad opportunities in addition to many other active service roles. This includes serving on Department- and University-wide committees as well as serving as committee members for Honors' Theses.

It is worth noting that one of our NTEs serves as W&M's Chief Health Professions Advisor. Another NTE actively pursues research in the department, mentoring research students as their PI. And yet another NTE is currently involved in the development of online classes. The department has been very supportive of these endeavors.

Those NTEs on the lecturer tracks are likely to be renewed for the long term, whereas the current VAP position is limited to a 1-2 year contract.

The chemistry department has been an overall welcoming and supporting environment for NTEs. NTEs are encouraged to participate in all departmental meetings and are allowed to vote on all matters except personnel decisions. During the recent hiring of a senior lecturer and VAP position, NTEs were not allowed to vote. However, NTEs were encouraged to take a role in the interview process and feedback was welcomed. For this, all NTEs met with the candidate simultaneously for a 30 minute time slot, whereas TE faculty were able to interview the candidate individually.

It was puzzling to the NTEs in the department that a policy was in place that forgoes decades of combined experience and expertise and prevents NTEs from being officially involved in hiring someone who essentially does the same job as them. Using rank to exclude the votes of the people most qualified to hire for an NTE position seemed illogical. This was brought up to the Department Chair and in Spring of 2019 the Chemistry Department faculty approved a new policy, which will allow NTEs to be involved and vote in future NTE hires of the same or below rank. (i.e. a lecturer can now vote on a new lecturer or VAP hire).

Merit evaluations within the department remain somewhat undeveloped and while feedback is received, it is often minimal. In Spring of 2019 the first ever promotion to senior lecturer took place in the Department. The guidelines and procedures that were used for the promotion were outlined by a memo sent out by the A&S Dean's Office on May 8th, 2015.

Given previous experiences in other departments, we are very proud of the culture of chemistry. Overall, it is a culture of support and all NTE faculty within the Chemistry department report high levels of job satisfaction despite the continuing challenges facing NTE faculty across campus.

### **Best Practices**

We recognize that we are in a period of rapid change. Our ad hoc committee recommends that immediate attention be devoted to developing best practices in the following areas:

1) Governance. As active members of the faculty fully vested in the College's mission, NTEs should have representation on the major governing bodies in Arts & Sciences unless their non-tenure status explicitly precludes effective participation. It is the view of this committee that the current Faculty Affairs Committee (FAC), as the principle governing body in Arts & Sciences representing the faculty, should be reconfigured to give a voice to the NTE teaching faculty. This could be easily accomplished with the addition of a seventh member--a Senior Lecturer-- representing NTE faculty.

2) Career development. In the interest of retention and professional growth, we recommend a change in title that might provide current lecturers opportunities for promotion along a longer career arc. This could be accomplished by simply adding the word "Teaching" to the titles used for tenure-track faculty: Teaching Instructor; Teaching Assistant Professor; Teaching Associate Professor; Teaching Professor. [or Professor of instruction; professor of the practice]

3) Equity. Given that William & Mary values research and teaching equally, teaching faculty should not be treated as second-tier colleagues. We recommend, instead, a two-track framework, one for research faculty and one for teaching faculty, which compensates all faculty equitably. Cost savings must not be the prevailing rationale used by administrators when determining how to fill vacancies; positions should be filled so as to best meet the needs of a department or program.

### **Recommendations**

We recommend that the College-wide Faculty Survey include a set of questions related to the status of NTE faculty at W&M. At a minimum, questions should include those related the role of NTEs in governance, NTE career development, and equity within the W&M faculty.

Thinking forward, we recommend creating a standing committee to address ongoing NTE issues. We envision an appointed committee of six faculty members: one tenured faculty member representing each of the three areas, and one continuing faculty member (NTE) with a minimum of three years of experience also representing each of the three areas.

The initial committee charge would be the development of best practices for NTE faculty premised on the shared principles of inclusion, equity, and justice.

- Recognizing the wide variety in kind of NTE appointments across Arts & Sciences and the general dissatisfaction with current titles, the committee would be charged with recommending a more nuanced structure capable of capturing this variety.
- Recognizing that departments and programs have diverse needs and structures, this committee also would be charged with addressing specific departmental and programmatic concerns, such as NTE-TE ratios and procedures for determining course assignments, teaching schedules, and service responsibilities.
- Recognizing that there is a discrepancy between the Faculty Handbook (p.22) and the more restrictive A&S Personnel Policy Document (4. Governance), the committee would be charged with reviewing service opportunities related to personnel decisions pertaining to NTEs (such as hiring, promotion and merit reviews).
- Recognizing that there is a lack of clarity regarding what constitutes meeting vs. Exceeding in any given merit category, the committee would develop the kinds of criteria that could be used to distinguish between existing categories of "meets," "does not meet," "exceeds."

### **APPENDIX**

Table 1: A&amp;S data, 2013-2019

A&S Faculty by Status, Categories from the A&S NTE Personnel Policies (Charts 1 and 2)								
	2013	2014	2015	2016	2017	2018	2019	$\Delta$ 2013-19
T/TE Faculty	363	368	375	374	390	390	390	<b>27</b>
NTE: Continuing (Sr. Lect)	7	18	20	25	25	27	31	<b>24</b>
NTE: Specified Term (Lect & Visiting)	83	79	80	89	93	94	98	<b>15</b>
PT/Adj Faculty	90	99	101	98	95	92	101	<b>11</b>
	543	564	576	586	603	603	620	<b>77</b>
	2013	2014	2015	2016	2017	2018	2019	$\Delta$ 2013-19
T/TE Faculty	66.9%	65.2%	65.1%	63.8%	64.7%	64.7%	62.9%	<b>-3.9%</b>
NTE: Cont Faculty	1.3%	3.2%	3.5%	4.3%	4.1%	4.5%	5.0%	<b>3.7%</b>
NTE: Spec Term Faculty	15.3%	14.0%	13.9%	15.2%	15.4%	15.6%	15.8%	<b>0.5%</b>
PT/Adj Faculty	16.6%	17.6%	17.5%	16.7%	15.8%	15.3%	16.3%	<b>-0.3%</b>

Number of Faculty by Status, Lecturers and Sr. Lecturers Combined (No Chart)							
	2015	2016	2017	2018	2019		$\Delta$ 2015-19
Tenured/Tenure-eligible	375	374	390	390	390		<b>15</b>
Lecturer/Sr Lecturer	41	53	67	69	72		<b>31</b>
Visiting	59	61	51	52	57		<b>-2</b>
Adjunct	101	98	95	92	101		<b>0</b>
Total	576	586	603	603	620		<b>44</b>

Number of Faculty by Status, Full-time Faculty Only (Charts 3 and 4)							
	2015	2016	2017	2018	2019		$\Delta$ 2015-19
Tenured/Tenure-eligible	375	374	390	390	390		<b>15</b>
Lecturer/Sr Lecturer	41	53	67	69	72		<b>31</b>
Visiting	59	61	51	52	57		<b>-2</b>
Total	475	488	508	511	519		<b>44</b>
	2015	2016	2017	2018	2019		$\Delta$ 2015-19
Tenured/Tenure-eligible	78.9%	76.6%	76.8%	76.3%	75.1%		<b>-3.8%</b>
Lecturer/Sr Lecturer	8.6%	10.9%	13.2%	13.5%	13.9%		<b>5.2%</b>
Visiting	12.4%	12.5%	10.0%	10.2%	11.0%		<b>-1.4%</b>

A&S Faculty by Status, All NTE Categories Combined (Chart 5)								
	2013	2014	2015	2016	2017	2018	2019	$\Delta$ 2013-19
Tenured or TE Pct	66.9%	65.2%	65.1%	63.8%	64.7%	64.7%	62.9%	<b>-3.9%</b>
NTE Pct (all categories combined)	33.1%	34.8%	34.9%	36.2%	35.3%	35.3%	37.1%	<b>3.9%</b>

## Number of Course Sections Taught (Charts 6 and 7)

	2013	2014	2015	2016	2017	<b>Δ 2013-17</b>
T/TE Course Sections	1,137	1,121	1,172	1,128	1,187	<b>50</b>
NTE: Cont Course Sections	37	79	81	95	94	<b>57</b>
NTE: Spec Term Course Sections	284	268	313	322	340	<b>56</b>
PT/Adj Course Sections	278	287	248	274	244	<b>-34</b>
	1,736	1,755	1,814	1,819	1,865	<b>129</b>
	2013	2014	2015	2016	2017	<b>Δ 2013-17</b>
T/TE Course Sections	65.5%	63.9%	64.6%	62.0%	63.6%	<b>-1.9%</b>
NTE: Cont Course Sections	2.1%	4.5%	4.5%	5.2%	5.0%	<b>2.9%</b>
NTE: Spec Term Course Sections	16.4%	15.3%	17.3%	17.7%	18.2%	<b>1.9%</b>
PT/Adj Course Sections	16.0%	16.4%	13.7%	15.1%	13.1%	<b>-2.9%</b>

## Credit Hours Offered (Chart 8)

	2013	2014	2015	2016	2017	<b>Δ 2013-17</b>
T/TE Crse Hrs Offered	2695	2685	2851	2761	2924	<b>229</b>
NTE: Cont Crse Hrs Offered	70	188	199	245	243	<b>173</b>
NTE: Spec Term Crse Hrs Offered	842	794	879	918	960	<b>118</b>
PT/Adj Crse Hrs Offered	484	507	412.5	465	405.5	<b>-78.5</b>
	4091	4174	4341.5	4389	4532.5	<b>441.5</b>
	2013	2014	2015	2016	2017	<b>Δ 2013-17</b>
T/TE Crse Hrs Offered	65.9%	64.3%	65.7%	62.9%	64.5%	<b>-1.4%</b>
NTE: Cont Crse Hrs Offered	1.7%	4.5%	4.6%	5.6%	5.4%	<b>3.7%</b>
NTE: Spec Term Crse Hrs Offered	20.6%	19.0%	20.2%	20.9%	21.2%	<b>0.6%</b>
PT/Adj Crse Hrs Offered	11.8%	12.1%	9.5%	10.6%	8.9%	<b>-2.9%</b>

## Total Student Credit Hours Taken (Chart 9)

	2013	2014	2015	2016	2017	<b>Δ 2013-17</b>
T/TE Student Credit Hrs	49,993	49,171	52,202	47,143	49,649	<b>-344</b>
NTE: Cont Student Credit Hrs	996	3,547	4,395	3,715	4,093	<b>3097</b>
NTE: Spec Term Student Credit Hrs	19,566	19,528	18,349	22,741	21,678	<b>2112</b>
PT/Adj Student Credit Hrs	8,387	8,904	6,539	6,801	6,486	<b>-1901</b>
	78,942	81,150	81,485	80,400	81,906	<b>2964</b>
	2013	2014	2015	2016	2017	<b>Δ 2013-17</b>
T/TE Student Credit Hours	63.3%	60.6%	64.1%	58.6%	60.6%	<b>-2.7%</b>
NTE: Cont Student Credit Hours	1.3%	4.4%	5.4%	4.6%	5.0%	<b>3.7%</b>
NTE: Spec Term Student Credit Hours	24.8%	24.1%	22.5%	28.3%	26.5%	<b>1.7%</b>
PT/Adj Student Credit Hours	10.6%	11.0%	8.0%	8.5%	7.9%	<b>-2.7%</b>

## Average Course Sections per Faculty (No Chart)

	2013	2014	2015	2016	2017	<b>Δ 2013-17</b>
T/TE Faculty	3.1	3.1	3.1	3.0	3.0	<b>-0.1</b>
NTE: Cont Faculty	5.3	4.4	4.3	4.0	3.8	<b>-1.5</b>
NTE: Spec Term Faculty	3.4	3.4	3.9	3.6	3.7	<b>0.2</b>
PT/Adj Faculty	3.1	2.9	2.6	2.9	2.7	<b>-0.4</b>

Chart 1

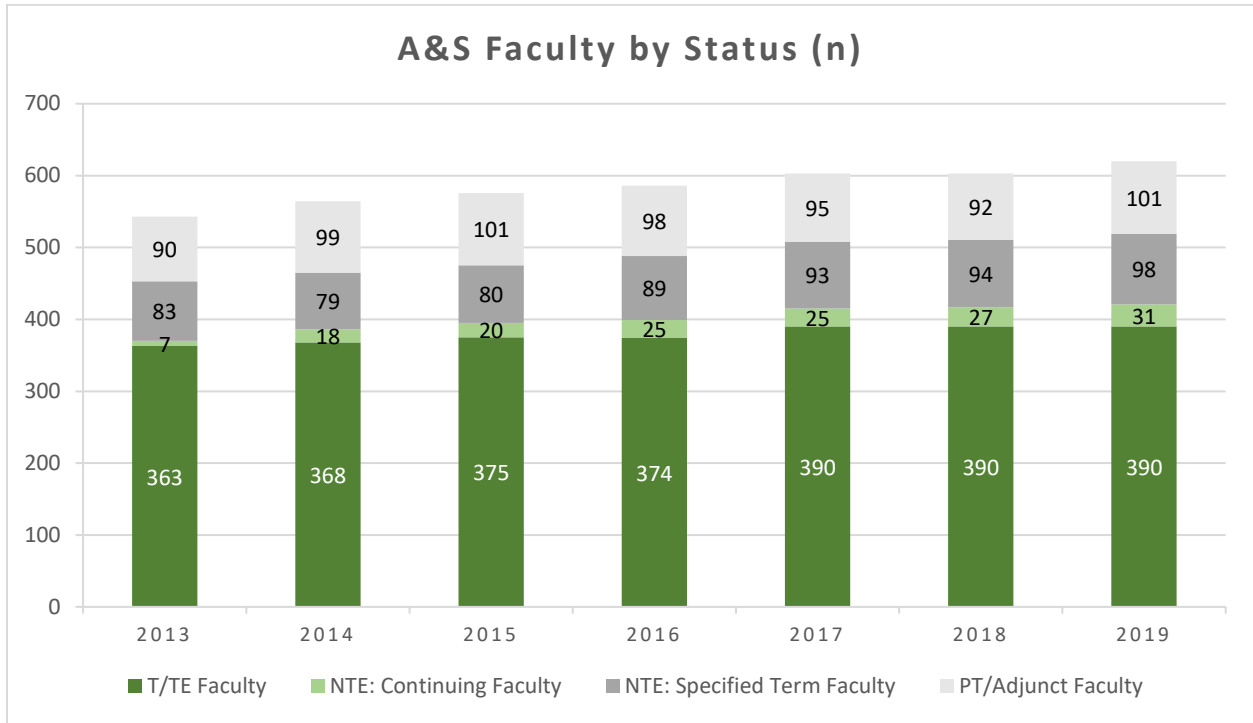


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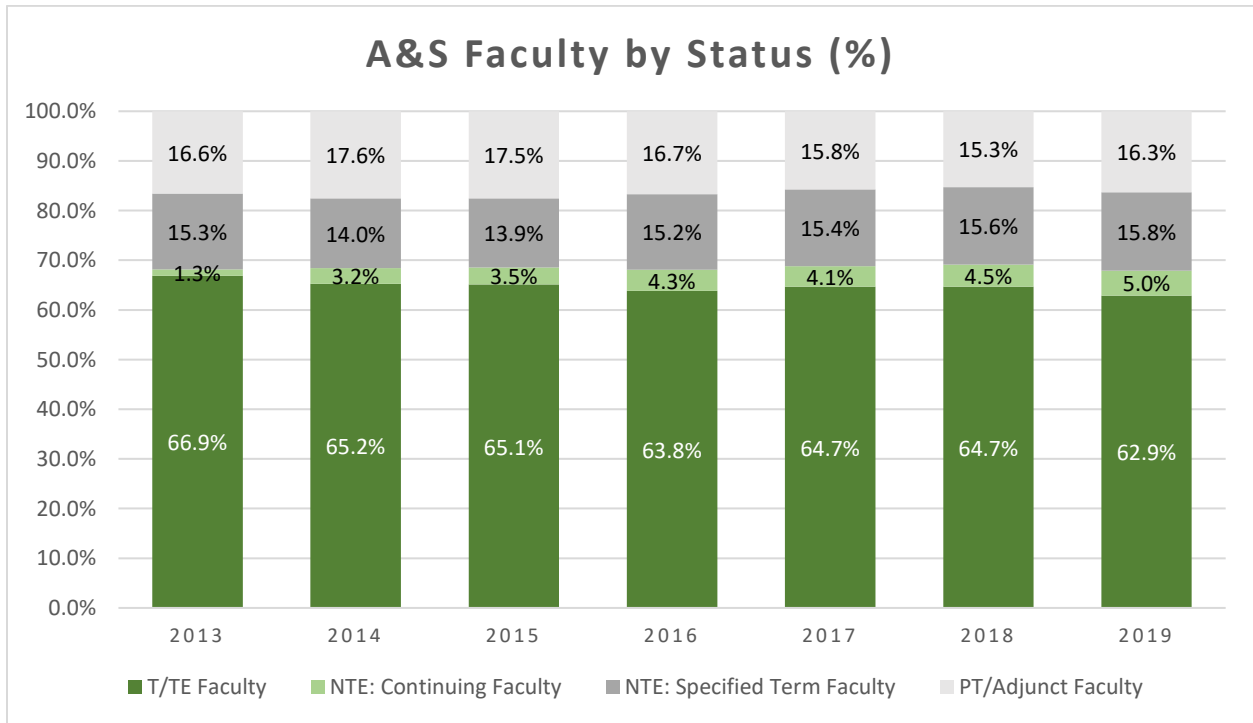


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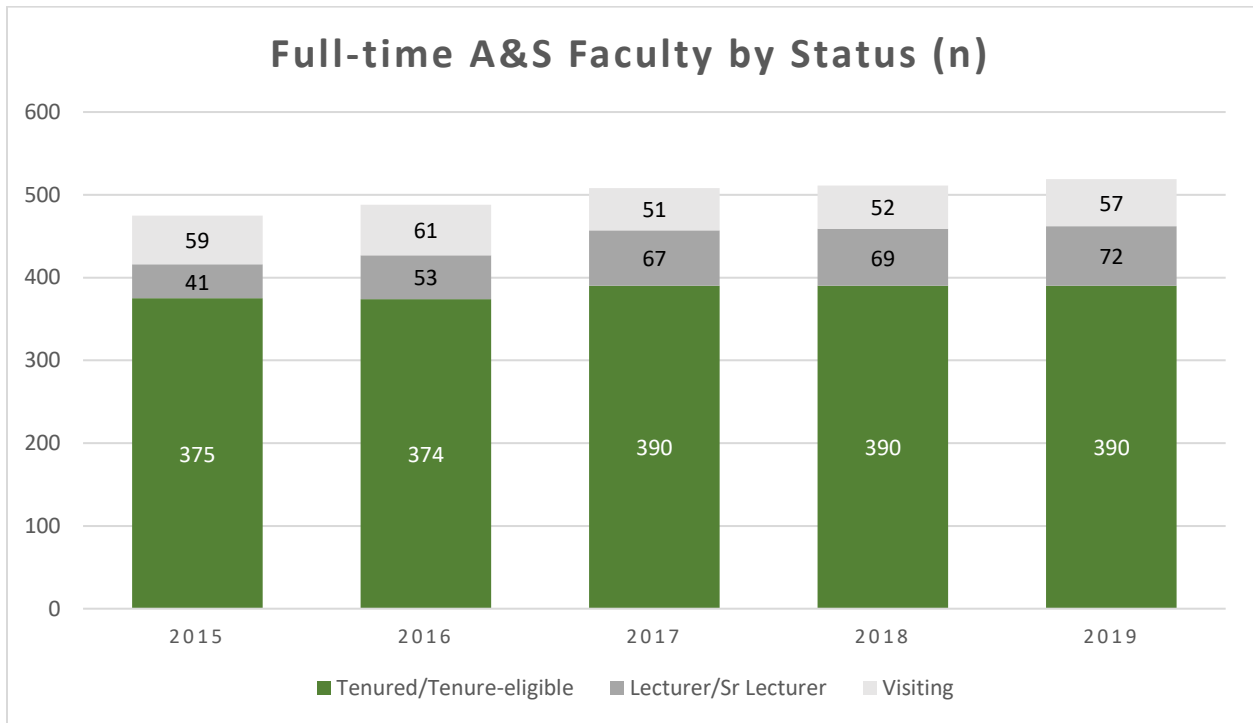


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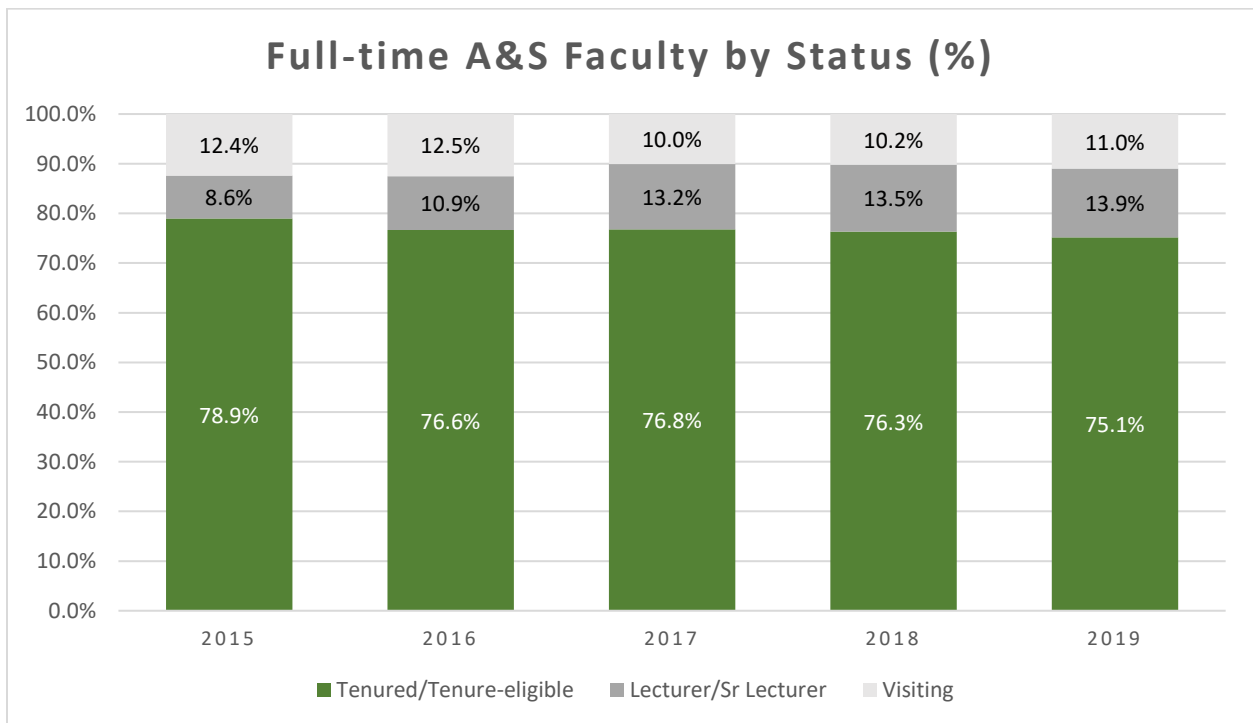




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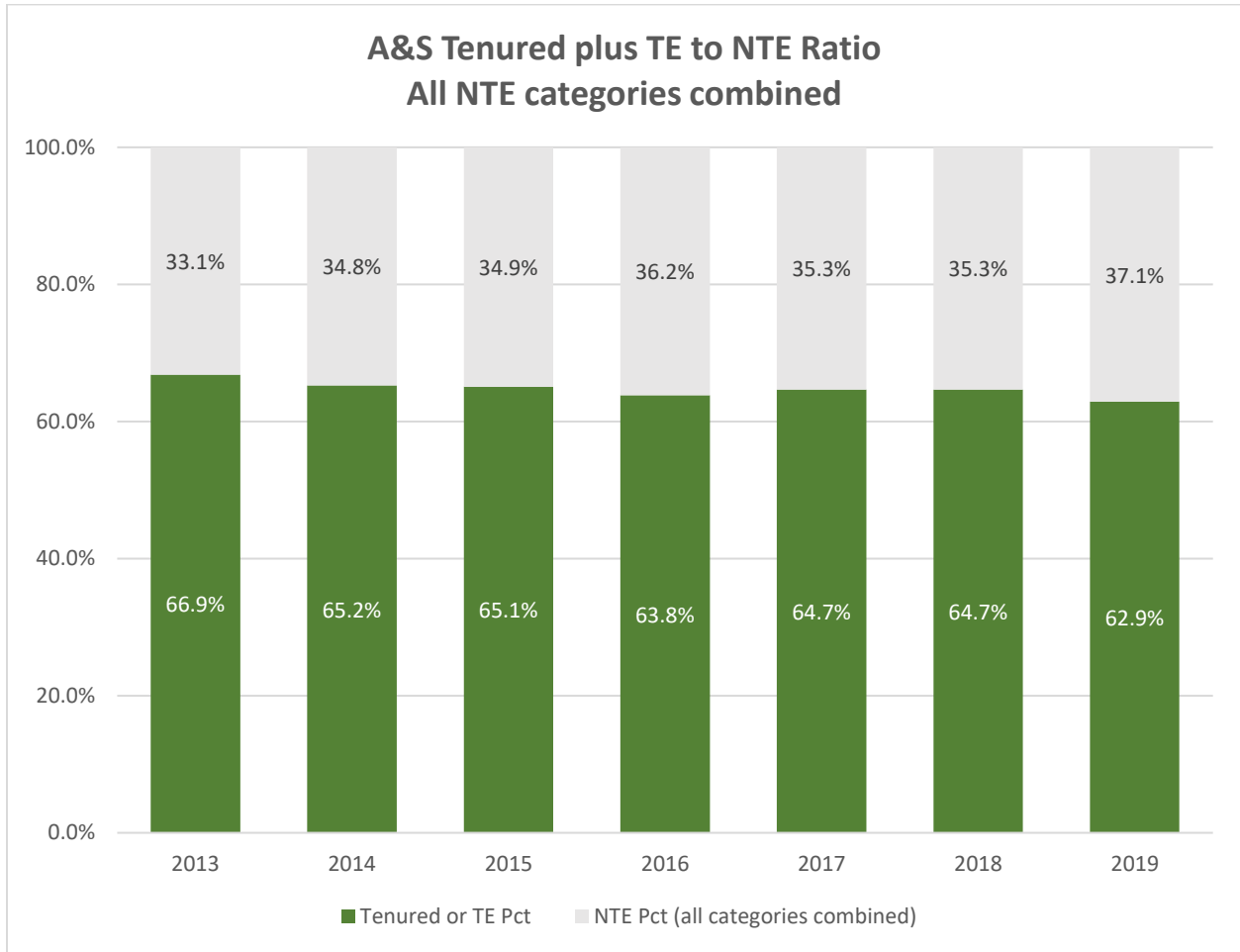


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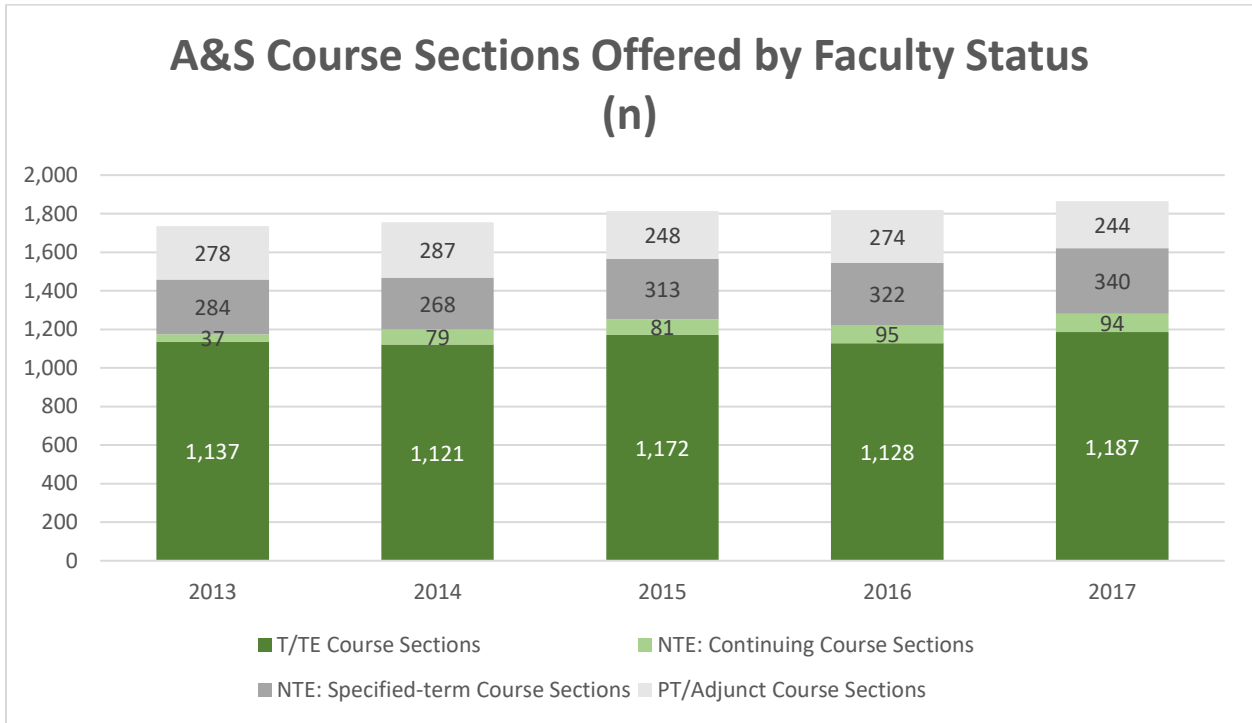


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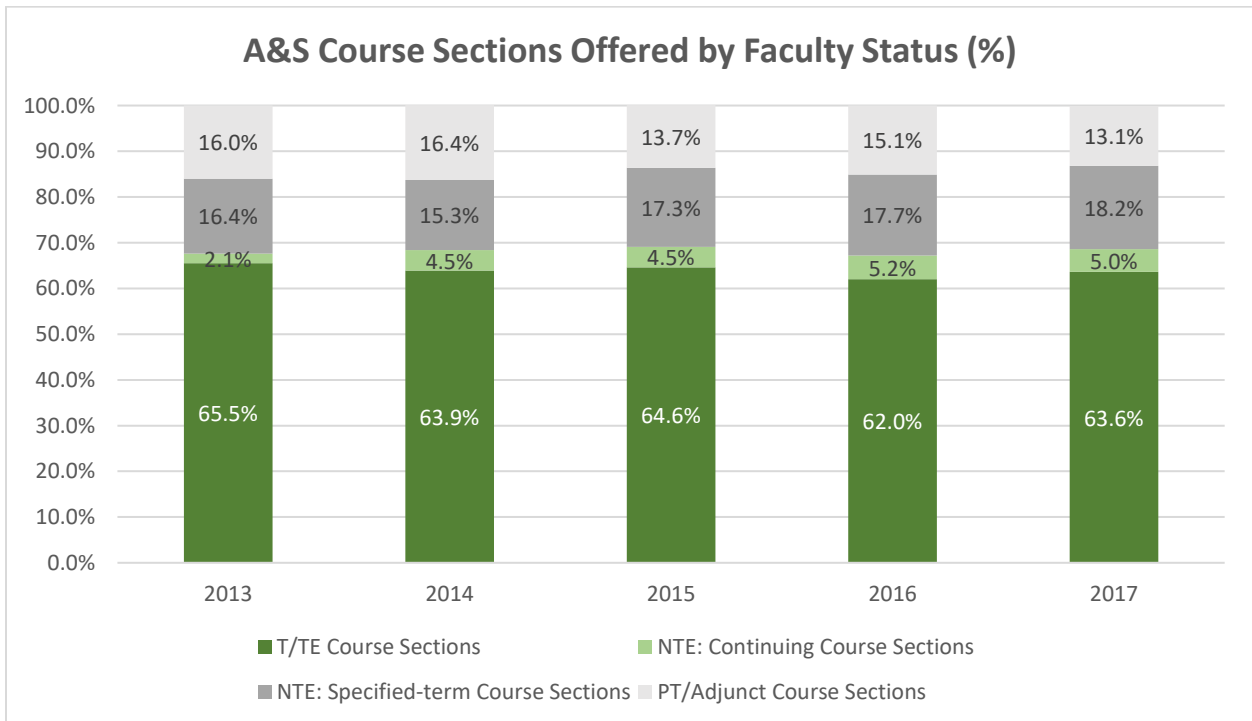


Chart 8

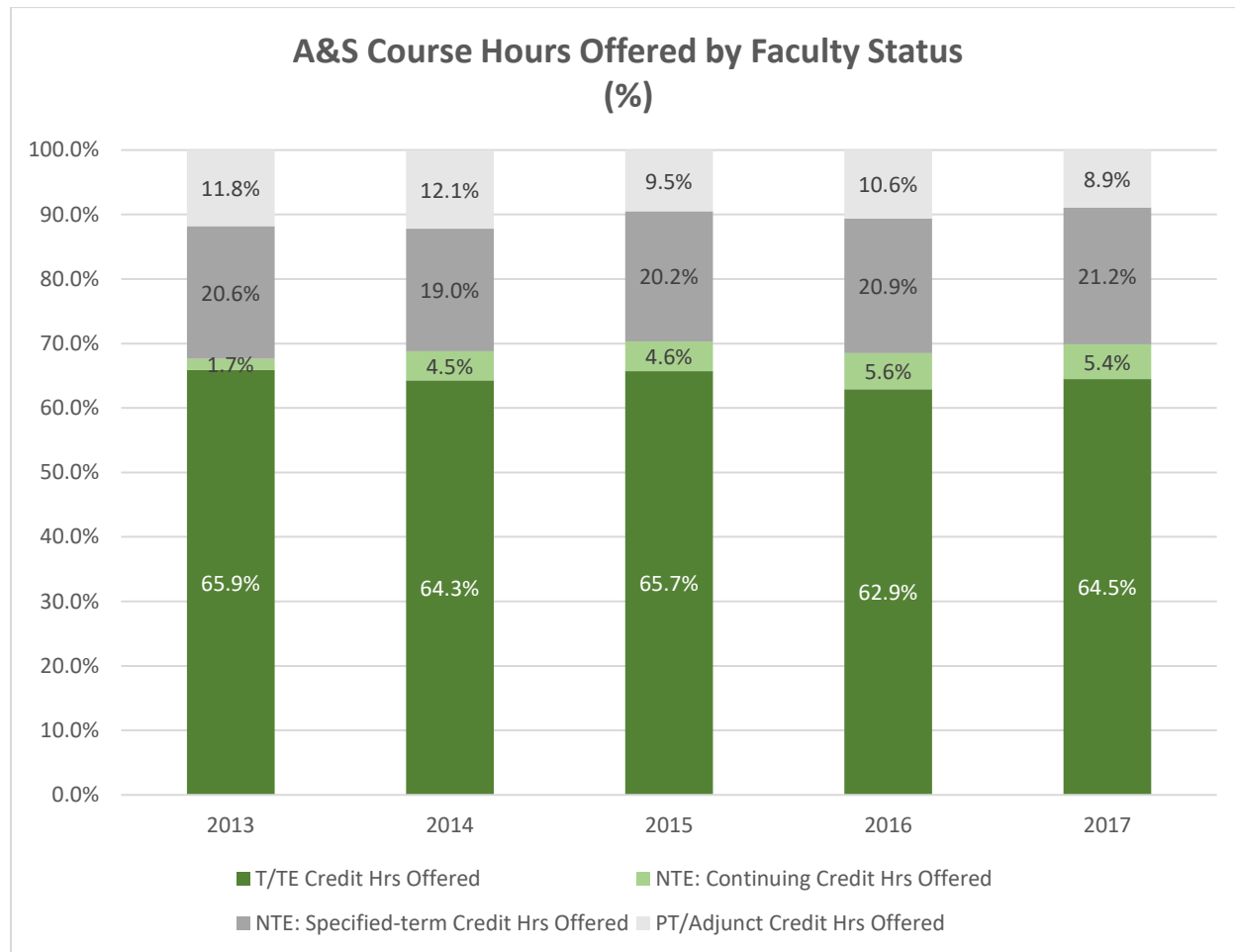


Chart 9

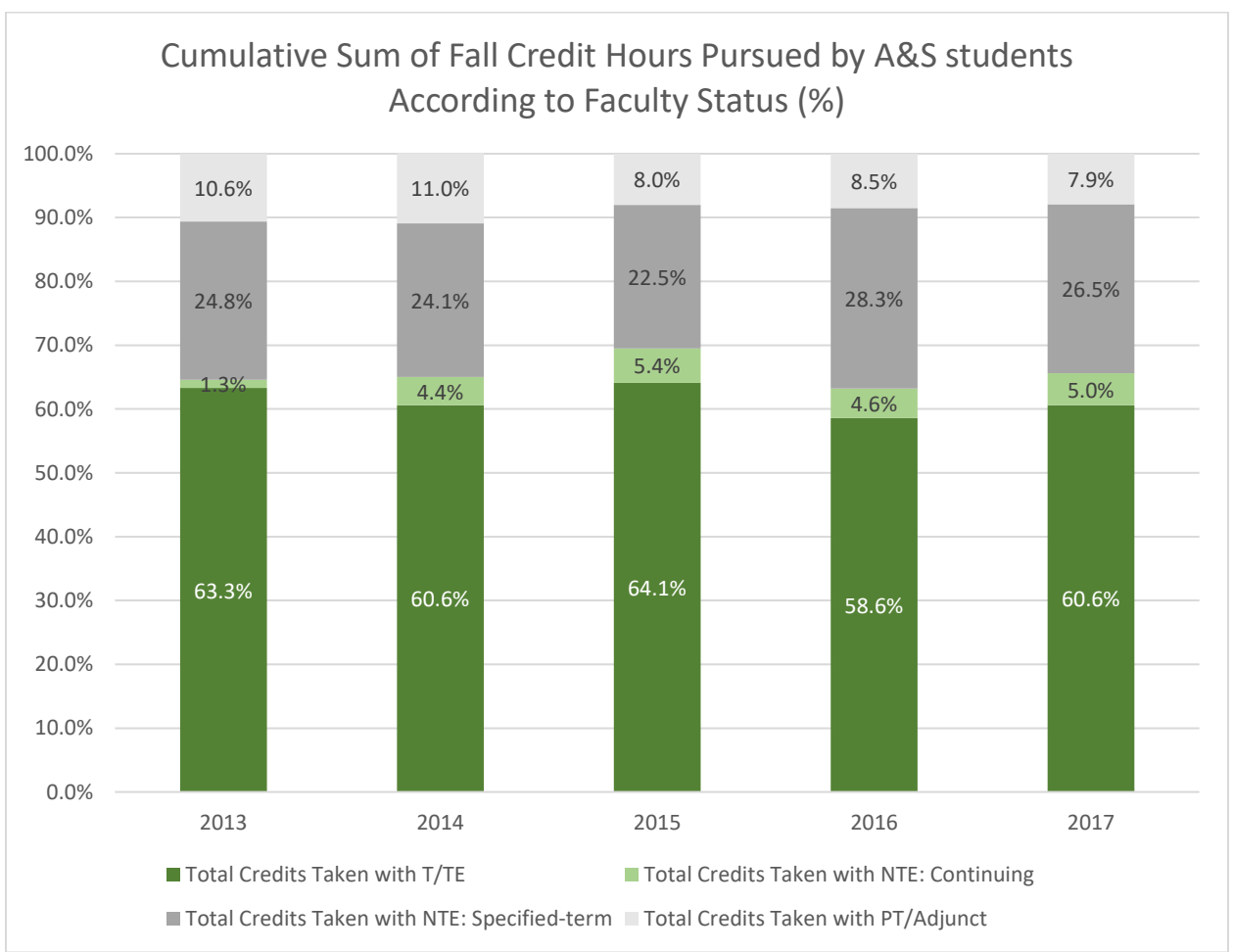


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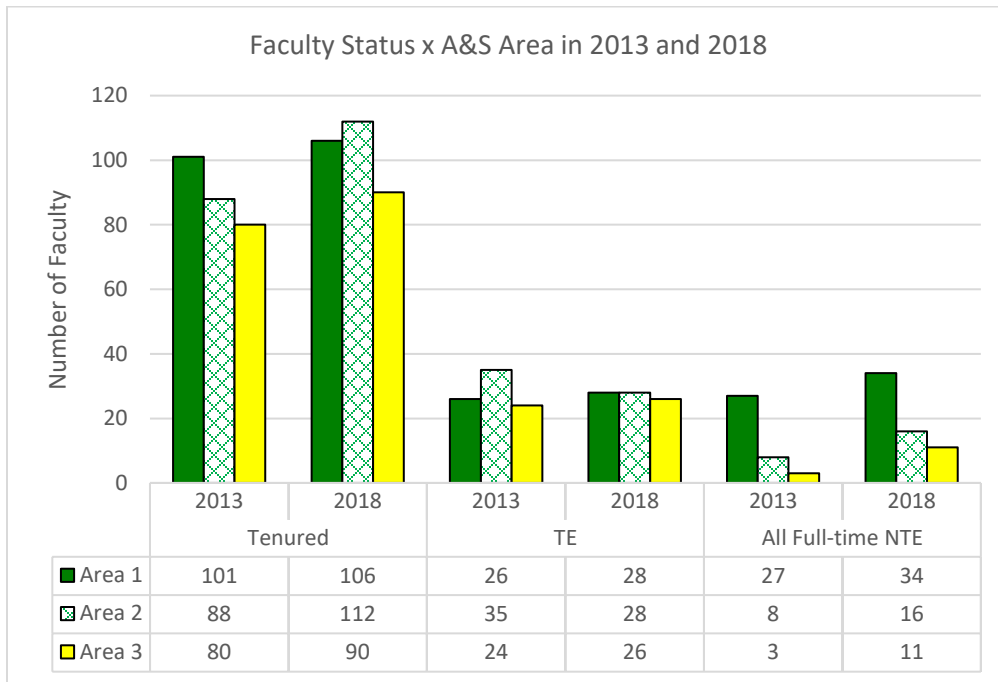


Chart 11

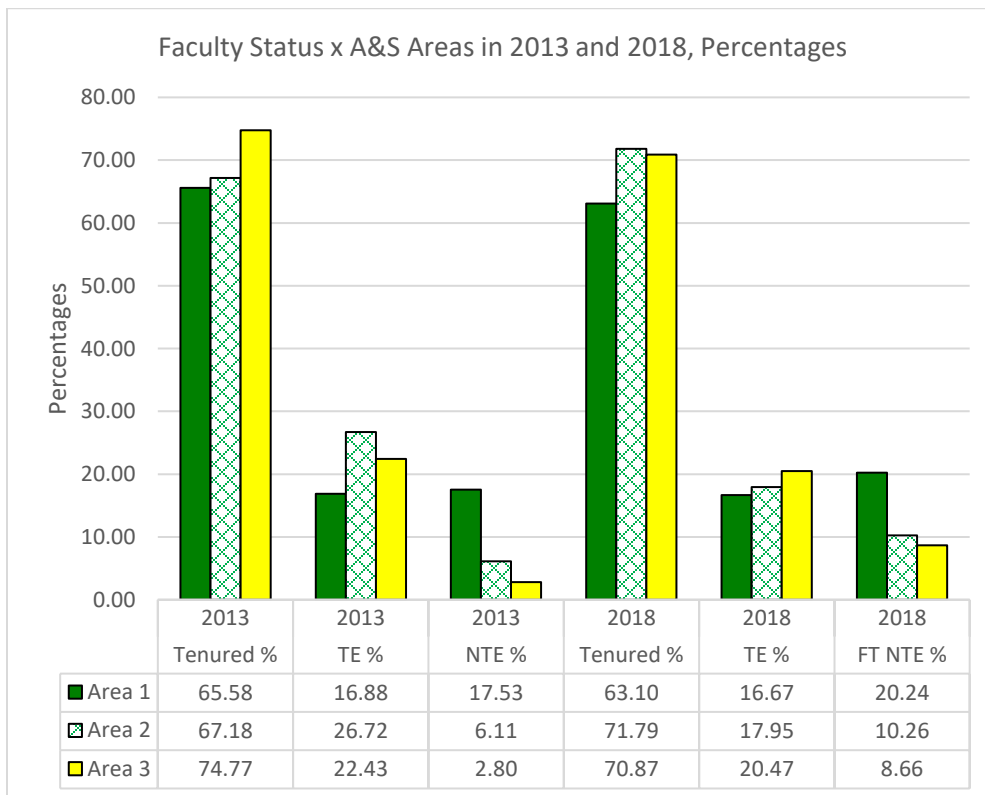


Chart 12

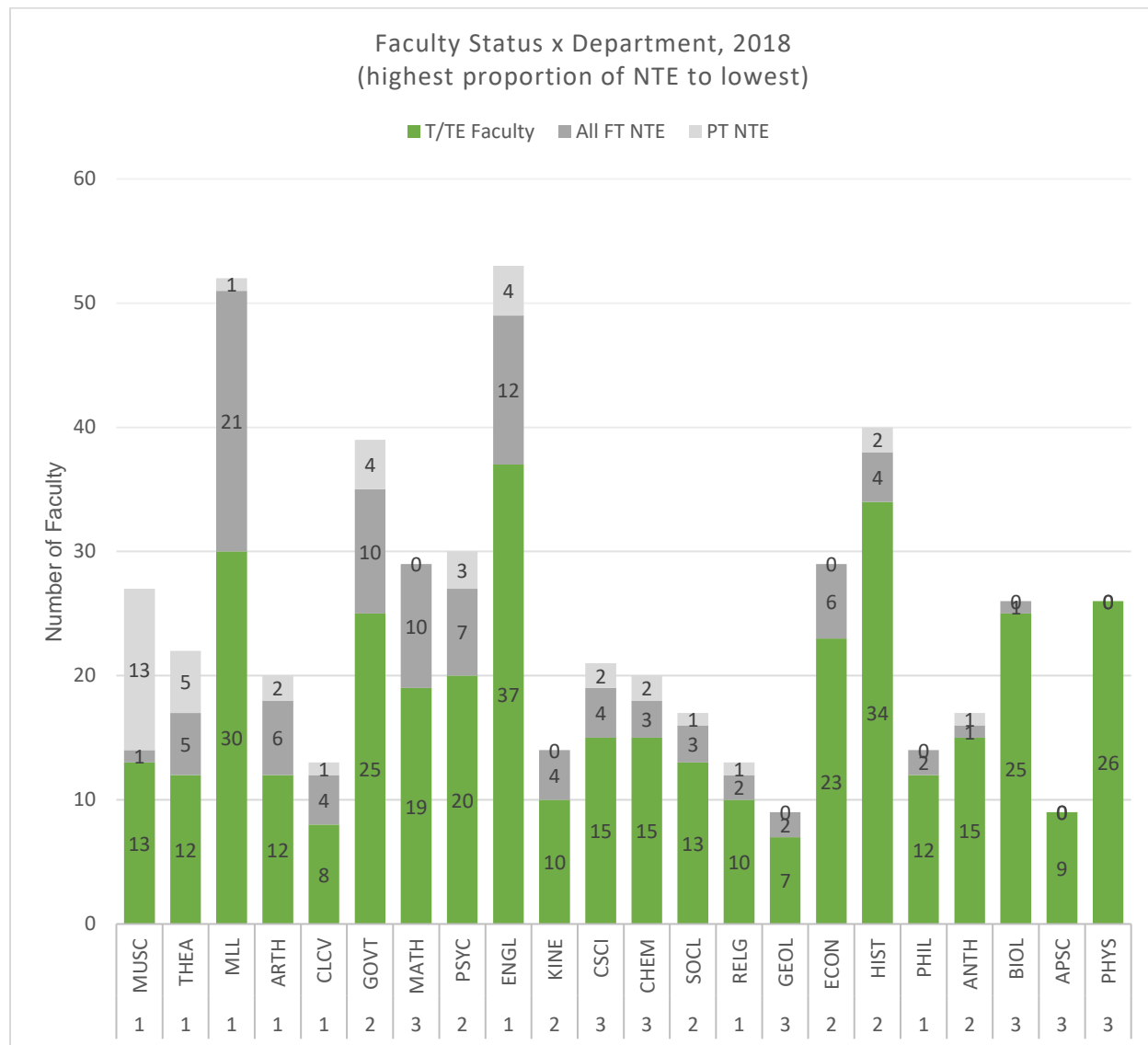


Chart 13

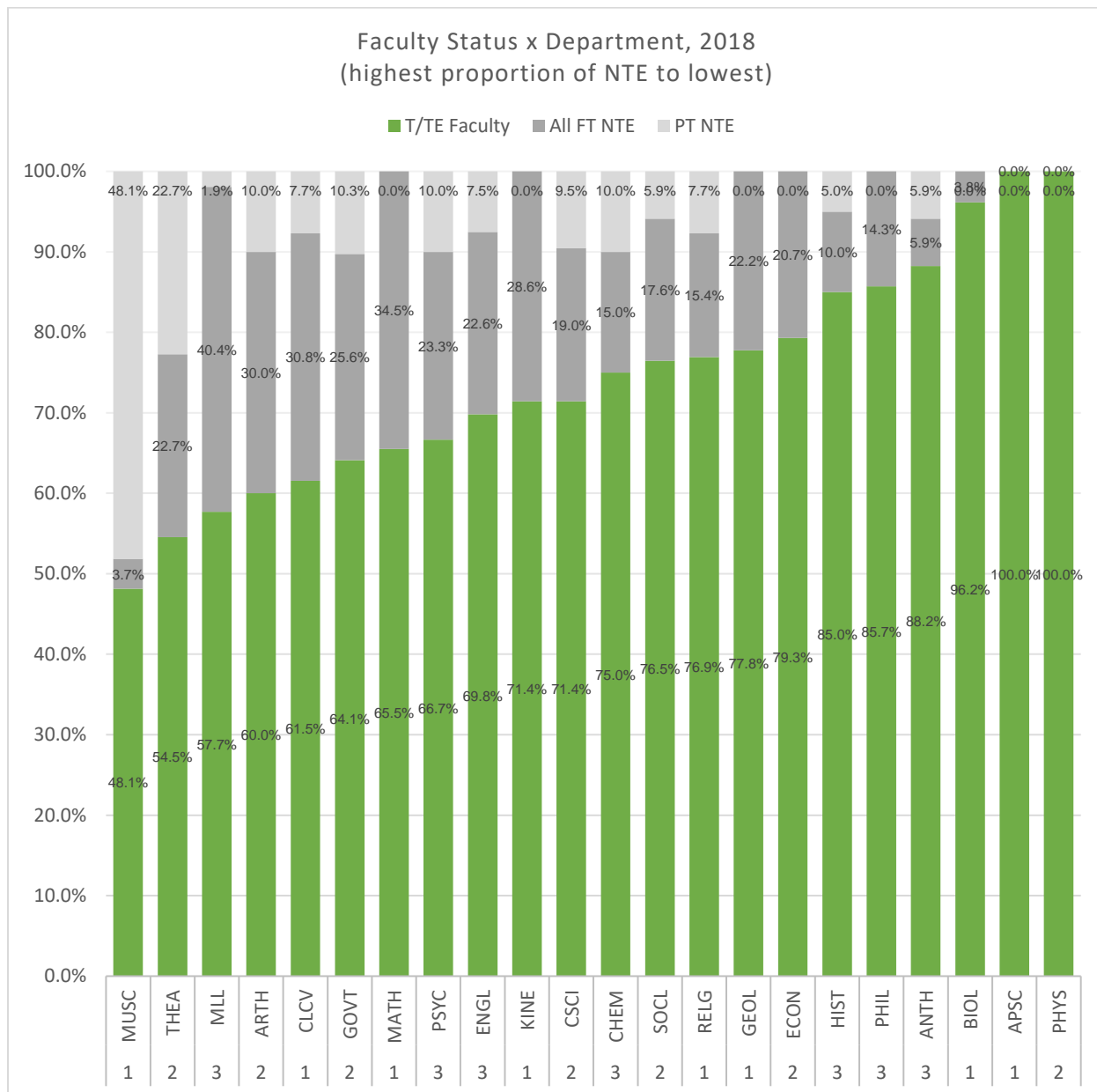




Chart 14

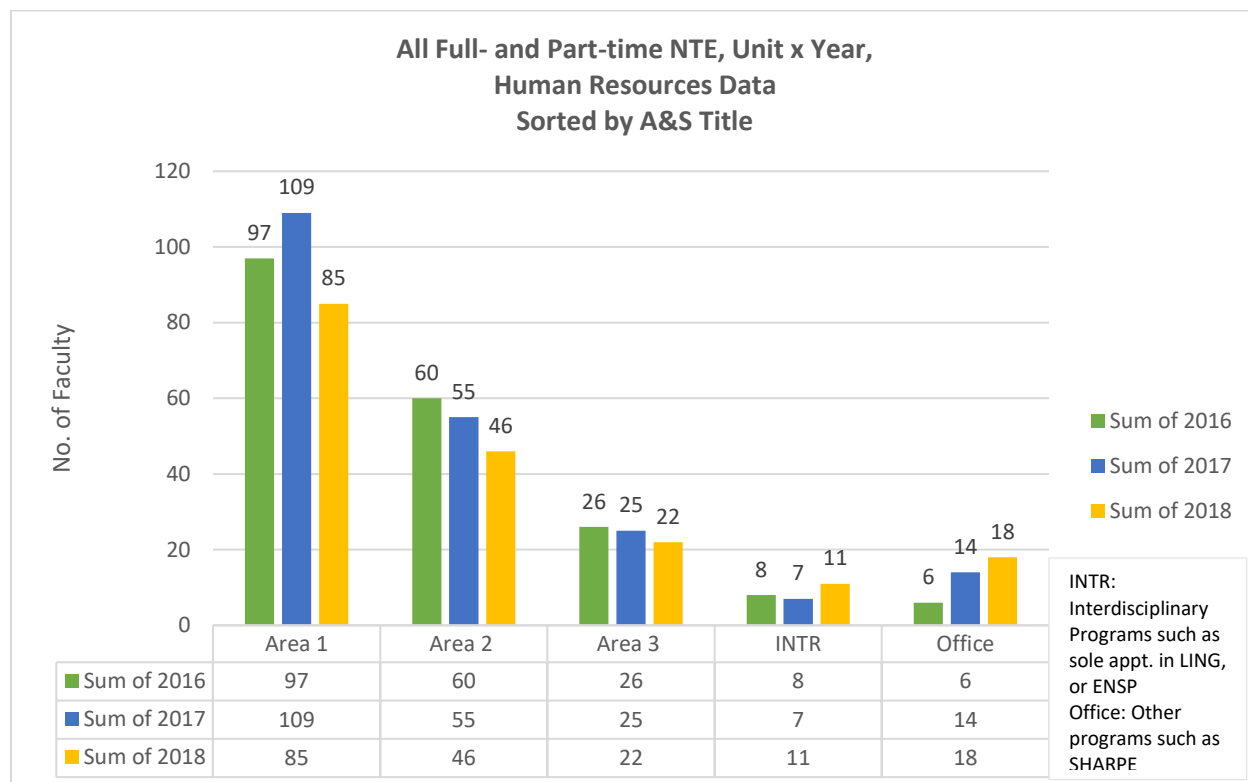


Chart 15

