

**To: Salisbury University Faculty Senators From: Faculty Welfare Committee (FWC)**

**Date: 12/5/222**

**Re: Full Time Non-Tenure Track Faculty**

The Faculty Welfare Committee (FWC) was given a charge to review information regarding Full Time Non-Tenure Track (FTNTT) faculty needed to be included or improved in the Salisbury University faculty handbook. Specifically, we were asked to see if information regarding the following was in the faculty handbook.

- When and how PIN lines are provided to FTNTT faculty.
- When and how health and retirement benefits are provided to FTNTT faculty.
- Specific information that would be consistent across Units regarding the expectations of FTNTT Faculty.
- Specific information that would be consistent across Units regarding the evaluation of FTNTT –including whether FTNTT faculty are required to submit self-evaluations.
- Specific information identifying the requirements and process for promotion to new titles, such as Senior Lecturer.

We were asked to solicit input from FTNTT Faculty prior to finalizing any recommendations and were encouraged to solicit input at multiple points in the process. We were asked to submit a report to the Faculty Senate before their last meeting in December of 2022 with any information that we recommend to be incorporated or changed in the Faculty Handbook, with a justification for each item. We were asked to submit language to include in the faculty handbook, while indicating where the language should be located within the Faculty Handbook. This report is a response to that charge. It should be stated here that a majority of this work does not address issues of FTNTT faculty from CHHS, as we have found that policies in place for many of these issues for these faculty are already included in the Faculty Handbook.

### **Methodology and Findings**

The first step the FWC took was to look at what was written regarding FTNTT faculty in the SU Faculty Handbook. We found that there was only a paragraph or two in the Faculty Handbook about FTNTT faculty, with the exception of FTNTT in the College of Health and Human Services. We then looked up what was written in the University of Maryland System Board of Regents (BOR) policy (<https://www.usmd.edu/regents/bylaws/SectionII/II105.html>). Here we found some general information regarding the hiring and employment of FTNTT faculty. Included in the BOR policies is information regarding ranks of FTNTT faculty, search criteria, hiring procedures, and working conditions. Again, much of this information is very general, and there are many instances where the BOR policy states that each institution or each department should have specific procedures for FTNTT faculty. For example, one BOR policy states that “The institutional president or designee shall assure that each department or unit has in place written procedures for evaluating faculty performance on a regular schedule, as required by

Board of Regent's Policy II-1.20". It should be noted that since FWC began its study of the FTNTT faculty, the BOR policy has been included in the SU Faculty Handbook.

The second step that the FWC took was to write a series of questions regarding FTNTT faculty, and to research these questions by looking at the BOR policy, and by asking questions to members of the SU community, such as the Provost's office, multiple Academic Deans, and Human Resources. Some of these questions included:

- To get a PIN position, what do the FTNTT faculty have to do? Is it 6 years of service, and if they don't get a PIN do they have to leave?
- Is there a written policy in place regarding the promotion of FTNTT faculty?
- Where is the information regarding FTNTT faculty located?
- Is there any policy in place regarding how a FTNTT faculty not in CHHS are promoted?
- How does one go about applying for/receiving a PIN?
- What are the requirements for a FTNTT position (service, scholarship, etc.).
- Who is responsible to let the FTNTT faculty know that they are eligible for a PIN?
- Are there benefit changes when (a) someone receives a PIN, and (b) if someone is "promoted" to Lecturer or Senior Lecturer?
- What does the faculty handbook say regarding annual self-evaluations?

By researching these questions we learned the following:

- FTNTT faculty are eligible for a PIN after six years of continuous service. According to BOR policy, a disruption in service due to certain family and serious health conditions shall not be considered a break in the continuous nature of a faculty member's years of full service. Any other type of disruption in service means that FTNTT faculty would return to year zero in achieving six years of continuous service.
- Health Benefits and Tuition Remission benefits start at the time of hire for FTNTT faculty. Retirement benefits start after six years of continuous service.
- There is no formal policy regarding who lets the FTNTT faculty know that they are eligible for a PIN position, although typically it is the academic Deans who inform the faculty member.
- There is no policy promising a change in salary when one is promoted to Lecturer or to Senior Lecturer.
- BOR policy states that FTNTT faculty should be evaluated regularly, although the policy does not state that FTNTT faculty need to submit self-evaluations.
- BOR policy states that each department should have written procedures in place on how to evaluate FTNTT faculty, and that departments shall evaluate the teaching of FTNTT faculty members on the same basis used to evaluate the teaching of tenure-track faculty members.
- According to the SU Faculty Handbook, criteria and procedures for reviewing FTNTT faculty who are not on tenure-track lines are developed by their academic departments.

- The criteria and procedures for reviewing FTNTT faculty should be provided to each faculty member in a “memo of professional expectation” at the time of hiring.
- BOR policy states that each department should adopt a definition of what is considered “full time”.
- We found that many departments do not develop a “memo of professional expectation” for the FTNTT faculty, but this is developed at the academic college level and given to the FTNTT faculty by the Deans of the school.

After looking at these questions and striving to find answers, we developed a survey and shared it with FTNTT faculty. This anonymous survey had both a series of multiple choice questions, along with a place for FTNTT faculty to give feedback. A summation of the multiple choice questions is included at the end of this report. This data, as well as the comments at the end of the survey provide much data regarding this subject. Some of the highlights include:

- There are differences in the expectations for teaching, service, and scholarship across campus. This is to be expected based on the different needs in each department.
- In terms of teaching, some FTNTT faculty teach as few as 4 credit hours a semester, but have other responsibilities, such as leadership, which counts toward their overall full-time status.
- Many FTNTT faculty are teaching a large overload, with some members teaching up to 16 or even 20 credit hours per semester.
- Many schools require FTNTT faculty to be academic advisors to undergraduate students. Other schools do not require this.
- For those who are asked to be academic advisors, some schools count this toward “teaching” while other schools count this toward “service”.
- There is misunderstanding among some FTNTT faculty regarding whether they are allowed to vote on faculty matters (anything coming from the faculty senate), who represents their interests on campus (is it the faculty senate or someone else?), what types of benefits they receive when they start their service at SU, and whether or not they can become members of the faculty senate and faculty senate committees.
- Many FTNTT faculty expressed concern about how much lower their salary is compared to their Tenure-Track colleagues.
- Some FTNTT faculty feel undervalued at Salisbury University.

At the request of some of the FTNTT faculty, some of our committee members met with them to discuss their concerns.

### **Recommendations:**

The Faculty Welfare Committee believes that the Faculty Handbook needs an entire new section devoted specifically to FTNTT faculty either in Chapter II or in the Appendices, similar to what has been done for library faculty. This section should be clear regarding Salisbury University policy for FTNTT faculty. This section should include the information currently

included in the faculty handbook for Tenure-Track Faculty. Some items within this new section should include (but should not be limited to):

- Written guidelines for promotion for FTNTT faculty
- An explanation of benefits at the time of hire, as well as what benefits will be received after 6 years of continuous service. If these benefits for some reason cannot be consistent across campus, the faculty handbook should clearly state that Human Resources needs to meet with each faculty member to discuss these benefits at the time of hire.
- A written explanation of how PIN lines work, and a clear policy of how FTNTT faculty will learn that they are eligible for a PIN. It should also be clearly stated that FTNTT faculty do not have to “apply” for a PIN, but the PIN position may be offered to them (1) after six years of service and (2) once a PIN position becomes available.
- An explanation of what benefits change once a FTNTT faculty receives a PIN.
- An explanation of their rights as a faculty, such as who represents them in shared governance, and their options to participate in shared governance.
- Dates for which FTNTT faculty need to be informed if their contract is not being renewed.

In addition, we believe that each department should develop a “memo of expectations” for FTNTT faculty members. Included in this memo should be a clear, detailed list of the expectations of the faculty members, if self-evaluations are required, and how the faculty members will be evaluated. These memos should be presented to each college Dean for approval and for archiving purposes. As part of this approval, the Dean should confirm that the evaluation process is the same for FTNTT faculty and Tenure-Track Faculty within each department. The existence of these memos of expectations should be indicated in the faculty handbook so that FTNTT faculty are aware they should be receiving them on a department by department basis. We also believe that each school within Salisbury University should have a written policy explaining how available PINs will be distributed to FTNTT faculty (by seniority, by terminal degree, etc.), and this policy should be shared with new FTNTT faculty upon hire.

Although the FWC was tasked with providing some language that can be used in the faculty handbook, we feel that this task is too large for our committee to attempt at this time. We suggest that someone be hired to write this entire section. Another option is to task someone in the Provost’s office be tasked with writing this section, with the new language being sent to the Faculty Senate for approval.

## **Summary**

In conclusion, we have found that there are different expectations of FTNTT faculty across campus, and that there is much confusion regarding the expectations, rights, and benefits of the FTNTT faculty. Many of our FTNTT colleagues feel like they are looked down on by some members of the SU community. Currently, there are few policies regarding FTNTT faculty in the

SU Faculty Handbook. To rectify this, we believe that devoting an entire section in the Faculty Handbook will help to alleviate much of the confusion that FTNTT faculty sometimes feel. We believe that even if some of the information in this new section will be repeating what is found in other sections of the Faculty Handbook, it is better to have all of this information in one place.

Faculty Welfare Committee

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## **FTNTT Survey by Faculty Welfare Committee**

A total of 55 FTNTT faculty participated in this survey.

Question: What is the highest degree in your field that you obtained?

Answers: 25% Ph.D., 71% Master's Degree, 4% Other

Question: How many years have you taught at SU? - Years taught at SU?

Answers: High, 20 years; Low, 0 years; Average, 9.8 years.

Question: What is your current position title?

Answers: Senior Lecturer, 9; Lecturer, 30; Professor of Practice, 9;  
Assistant Instructor, 8

Question: In which school/college do you currently teach?

Answers: Henson, 28.6%; Fulton, 26.8%; CHHS, 25%; Perdue, 8.9%; Seidel, 7.1%;  
Honors College, 1.8%; Provost's Office, 1.8%

Question: When you were hired, were you given a written memorandum of expectations that clearly listed what your job duties entailed?

Answers: Yes, 55.4%; No, 14.3%; Unsure, 30.4%

Question: If your answer to the previous problem was "no", how did you learn what your job duties entailed?

Answers:

- Most were listed but others duties deemed by the department have vary by chair.
- Outlined by dept. chair and faculty I work with.
- I taught as if I were a Tenure Track Faculty member, following the lead of the TTF colleagues in my department.
- From chair - teach two 4 credit courses with 1 course release at 20 hours/week as tech (math does not add up as more than 40/week).
- Discussion with my leader, trial and error.
- Chair, I suppose.
- Discussed with department chair and colleagues.
- In meeting with department chair and colleagues.

Question: To demonstrate good teaching, are you expected to implement fresh approaches to a course, innovations, creativity, productive experiments, field experiences, engaged pedagogy and/or elicit creative work from students?

Answers: Yes, 73.2%; No, 12.5%; Unsure, 14.3%

Question: To show growth in teaching: Are you expected to demonstrate activities such as creating new courses, revising curriculum and earning teaching awards because of new teaching?

Answers: Yes, 41.1%; No, 28.6%; Unsure, 30.3%

Question: For scholarship and creative activities: Are you expected to participate in academic work related to your field of specialization or develop a new specialization doing any of the following? (Choose all that apply)

Answers: No, 17.8%; Not Sure, 19.6%; Taking courses, attending workshops, clinics, seminars, etc., 55.4%; Obtaining and maintaining professional licensure, certification, etc., 33.9%; Completing the academic (terminal) degree, 3.6%.

Question: For scholarship and creative activities: Are you expected to participate in research and/or creative projects by doing any of the following? (Choose all that apply)

Answers: Carrying out research and/or creative projects, 27.2%; Publishing research in a book and/or article, 14.5%; Not sure, 18.2%; none of the above, 49.1%.

Question: For scholarship and creative activities: Are you expected to participate in grant activities by doing any of the following? (Choose all that apply)

Answers: Receiving grant awards, 5.3%; Developing grant proposals, 5.3%; Not Sure, 17.8%

Question: For scholarship and creative activities: Are you expected to participate in professional societies and/or professional organizations by doing any of the following? (Choose all that apply)

Answers: Presenting at local conferences, lectures, exhibitions, recitals, concerts or performances, 30.3%; Presenting at regional conferences, lectures, exhibitions, recitals, concerts or performances, 21.45%; Presenting at national conferences, lectures, exhibitions, recitals, concerts or performances, 19.6%; none of the above, 30.3%; Not sure, 28.6%.

Question: consulting, editing activities, or judging creative activities by doing any of the following? (Choose all that apply)

Answers: Consulting with professionals in one's area of specialization, 28.6%; Editing or serving on an editorial board or refereeing journal articles, 7.1%; Publishing a book and/or article, 10.7%; Securing a book contract or having an article accepted by a publisher, 3.6%; Not sure, 28.6%.

Question: For scholarship and creative activities: Are you expected to receive recognition for scholarly and/or creative activities by receiving any of the following? (Choose all that apply)

Answers: Receiving recognition, scholarship(s), or award(s) from the department, school, or university, 14.3%; Receiving recognition, scholarship(s), or award(s) from another organization or professional society, 8.9%; Not sure, 33.9%.

Question: For service: Are you expected to perform voluntary administrative duties in any of the following ways? (Choose all that apply)

Answers: Participate in university wide activities (orientation, recruitment, etc.), 55.4%; Provide school/department leadership, 57.1%; Participate in special university programs, 44.6%; Not sure, 8.9%.

Question: For service: Are you expected to assume committee responsibilities in any of the following ways? (Choose all that apply)

Answers: Being actively involved in providing leadership on school or department committees, 60.7%; Being actively involved on Faculty Senate Committees or other University-wide committees, 17.9%; Performing leadership on committees of the Faculty Senate, 7.1%; Being actively involved or providing leadership on University System of Maryland committees, 5.4%; Not sure, 17.9%.

Question: For service: Are you expected to support student programs/activities in any of the following ways? (Choose all that apply)

Answers: Directing department programs/activities, 37.5%; Working with student organizations, 33.9%; Serving as leader/advisor in student organizations, 30.6%; Acting as an advisor for interdisciplinary programs, 12.5 %; Not sure, 17.9 %.

Question: For service: Are you expected to participate in professional societies in any of the following ways? (Choose all that apply)

Answers: Participating in leading local workshops, conferences, lectures, exhibitions, recitals, concerts, performances, etc., 28.6%; Participating in leading state/regional workshops, conferences, lectures, exhibitions, recitals, concerts, performances, etc., 17.9%; Participating in leading national and/or international workshops, conferences, lectures, exhibitions, recitals, concerts, performances, etc., 16.1%;

Question: Are you expected to formally be an academic advisor?

Answers: Yes, 51.8%; No, 82.8%; Not sure, 5.4%.

Question: If you answered yes to the question above, how many students, on average, are you expected to advise each semester?

Answers: High, 40; Low, 0; Average, 20.4.

Question: Does academic advising count under your teaching, professional development/scholarship, or your service?

Answers: Teaching, 16%; Service, 37.5%; Professional Development, 1.8%; Other, 3.6%.

Question: If you are academically advising students, please explain your choice of "other" in the above question.

Answers:

- Additional Duties
- It is an expectation. It doesn't "count" anywhere. It is not accounted for when given 16 credits of teaching. I always advise significantly more than 40 students a semester.

Question: Are you held to additional expectations of service?

Answers: Yes, 32.1%; No, 30.6%; Not Sure, 37.5%.

Question: If you answered yes to the previous question, please describe the additional service expectations to which you are held.

Answers:

- Service on one department committee
- Currently serving as head of track within the department. Tenured faculty retired in 2021, no replacement has been hired, and a search for replacement has not been approved.
- Mentor adjunct faculty
- According to CHHS MOU. "In addition, all clinical faculty are encouraged to participate in professional organization within their field, with progressively greater participation required at higher clinical ranks".
- The courses I teach are community-driven academic courses, and therefore, they are community-focused in many ways that are inherent in the process (and yet additional to the classroom setting).
- To perform in supplemental work related to Latin American Studies minor. This work includes, but is not limited to, the following: Direct the Interdisciplinary Studies' minor in Latin American Area Studies to include curriculum development, student advising, program marketing, and student recruitment.
- Departmental Inventory
- Serving on department search committees, helping with re-accreditation activities and other departmental/school goals
- Minimum 20 hours weekly maintaining and monitoring lab, order materials, maintain equipment and student workers in addition to teaching two studio courses, writing new courses, writing handbooks, committee work, advising, scholarly research, exhibition/publishing etc.
- Committee work
- Library Liaison, Field Trip Coordinator, Outreach Activities
- Whatever is needed
- Outreach, field trips.
- Department committees, open houses, etc.
- I have administrative functions as opposed to scholarship. Although, I do also engage in scholarship activities - publishing and presenting.
- Site Coordinator

Question: Have you received a PIN position at SU? (PIN employees have regular positions that include the full benefits package of the State of Maryland)

Answers: Yes, 51.8%; No, 33.9; Not Sure, 14.3%.

Question: If you have received a PIN position, after how many years of full-time work did you receive a PIN position?

Answers: High, 18; Low, 0; Average, 7.24.

Question: If you have received a PIN position, did anyone tell you that you were eligible for a PIN position?

Answers: Yes, 55.2%; No, 44.8%.

Question: If you have were told that you were eligible to receive a PIN position, who informed you that you were eligible for a PIN position?

Answers:

- Chair and management specialist
- Office of human resources
- My chair after I lost my contract because I had been there 7 years and the provost wouldn't give me tenure
- Dean
- Dean and Provost in my contract
- Department Chair
- Via FB contract from the Dean's office
- HR when I was hired
- Chair/Dean
- Administrative Associate
- Director of School of Social Work

Question: If you have received a PIN position, did you have to apply for the PIN position?

Answers: Yes, 3.7%; No, 96.3%.

Question: Did you receive any pay increase when you received the PIN position?

Answers: Yes, 10.7%; No, 66.7%; Not Sure, 25%.

Question: When you began employment in a FTNTT position, were your health and retirement benefits explained to you?

Answers: Yes, 42.3%; No, 51.9%; Not Sure, 5.8%.

Question: If you answered yes to the question above, who explained these benefits to you?

Answers:

- Chair, and there were none.
- HR
- Department Chair
- Nadalyne Campbell
- I read them online and new faculty development
- I was asked if I required them which I do not.

Question: If your health benefits were explained to you, when where these benefits explained to you?

Answers:

- When I was hired
- When I received my PIN position
- Immediately upon hiring
- When I was first offered the FTNTT position
- After I signed my contract
- Prior to hiring
- Before hiring (via email)
- When I received a promotion
- When I started at SU -- but I had previously worked at UMES (with a pin line)
- The summer before I signed the contract
- Shortly after I transitioned

Question: Does your department/program chair evaluate you each year?

Answers: Yes, 96.1%; No, 3.9%;

Question: What are the major areas in which you are evaluated? (Choose all that apply)

Answers: Instruction, 100%; Service, 74%; Professional Development, 63%; Creative Activities, 39%; Scholarship, 41%; Other, 6%;

Question: Please explain your reason for choosing "other" in the previous question.

- Organizing and maintaining departmental demonstrations.
- Duties/tasks as assigned or unassigned.
- Administration

Question: Are you required by your department/program to submit a yearly self-evaluation?

Answers: Yes, 86.3%; No, 13.7%;

Question: If you answered no to the previous question, on what basis does your department/program chair evaluate you?

- Teaching, service within department and performance of duties outlined in MOU.
- Teaching and performance of other duty.
- Teaching, service, scholarship
- Unknown
- Teaching, service to the college, program development, and citizenship with students

Question: Have you been promoted to senior lecturer (or the equivalent in your school)?

Answers: Yes, 24%; No, 76%.

Question: If you answered yes to the previous question, please describe the process you went through to be promoted.

Answers:

- It just happened.
- It was truly ridiculous. I discovered that other members of the department had been promoted who had less seniority than me. I asked about it and was told it was an oversight. Then the pandemic hit and it was overlooked. I had to ask again and it finally happened last spring.
- I followed the CHHS "Criteria and procedures for promotion of clinical faculty" and the Promotion Checklist found in Appendix C of the Faculty Handbook.
- I do not recall a particular process.
- Became professor of practice after demonstrating experience.
- Evaluation - Self and Chair
- Promoted to Clinical Associate Professor
- No process
- Meeting with the dean and personal evaluation
- Time in Service

Question: Are you aware of any written guidelines within your school that explain the steps of being promoted?

Answers: Yes, 28%; No, 72%.

Question: Did you receive a salary increase when you were promoted?

Answers: Yes, 22.7%; No, 50%; Not Sure, 27.3%

Question: Do you feel that your department/program chair communicates effectively with you?

Answers: Yes, 86.5%; No, 13.5%.

Question: If you have had an issue or problem, do you feel you can take this to your department/program chair to help you with it?

Answers: Yes, 83.8%; No, 16.2%.

Answers: Yes, 86.5%; No, 13.5%.

Question: Do you feel that your Dean communicates effectively with you?

Answers: Yes, 78.4%; No, 22.6%.

Question: If you have had an issue or problem, do you feel you can take this to your Dean to help you with it?

Answers: Yes, 64.9%; No, 35.1%.

Question: Are there issues regarding Full-Time Non-Tenure Track Faculty positions that you would like to see the Faculty Senate address?

Answers:

- The PIN-line status process is confusing and frustrating in the USM, but specifically, at Salisbury University. I have had meetings and conversations with my dean that have led to a lack of communication from that person beyond "just wait until 6 years as FTNTTF is over and then we will see if we can work something out." The PIN system needs to be more clearly explained, especially from a RETIREMENT and job security perspective. There is no clear process for achieving "Senior Lecturer" status or a PIN (unless waiting until 6 years is complete is supposed to be a form of clear explanation in the process). Candidly, the benefits that PIN employees receive versus what FTNTTF receive is disheartening.
- Job insecurity. Multi-year contracts would help. Extremely low compensation.
- Language in the Faculty Handbook, or elsewhere, detailing how to be promoted to Senior Lecturer as well as transitioning to TT appointments, as both seem common among SU instructors.
- I don't understand the need for the two year wait period before becoming eligible for the PIN position.
- FTNTT do not receive SU retirement contributions until after 6 years of service. Thus I lost 6 years of service in terms of retirement contributions by SU, for myself and lost 6 years of service in terms of qualifying for retiree health. In this 6 year time period, MD changed the state retirement plan detrimentally (longer until you vest and more years of service until eligible for retirement). This is a huge negative for FTNTT faculty. In

addition, tuition remission for dependents changed during this time period so I don't have the best benefits which I would have if they used my original date of hire. FTNTT dependents only receive tuition remission at SU, not at other UMD schools

- Workload. I am scheduled for the equivalent of 46 hours +/- and with scholarly research/ creative activities approach 60/week and still cannot keep up with what is expected every week.
- Finding a way to give FTNTT faculty retirement benefits earlier than after six years of working at SU.
- Possibility for translation to tenure-track; position security (especially for year-to-year contracts)
- Path to promotion to senior lecturer clearly defined
- I would like for the Faculty Senate to address making FTNTT faculty aware of any promotions that they can apply for.
- Better Guidelines for responsibilities and what expected.
- Lack of retirement and other benefits for non-PIN FTNTT faculty. Critically important.
- Clarity. Over the years, dependent on admin, the expectations have been all over the place.
- Very little onboarding and support for this position. FTNTT employees are looked down upon by tenured employees.
- Making sure that WE know who our representation is: can we vote? Does someone watch out for just us specifically? Are we a part of the FTNTT faculty? It might be nice to have a meeting at the beginning of the year for just this cohort.
- I would love to see clinical faculty have the option of doing a sabbatical. Also, although I have been working for SU since 2013, I only recently received a pin. I know other clinical faculty that do not have the same benefits -- retirement, etc.
- I can't vote so basically, they carry zero weight for me. Feel like second class citizens. Pay and compensation severely lack compared to colleagues yet expected to do more work on administration and department support roles with disinterested faculty check out.

Question: Are there any significant gaps in the faculty handbook regarding FTNTT faculty that you believe should be addressed?

Answers:

- I would like to see a clearer outline of how a FTNTTF member can move to Senior Lecturer or even Professor of the Practice.
- See previous question.
- Tuition remission for dependents- not on par with admin or other faculty positions. Staff member's benefits like health and retirement kick in immediately while they don't for FTNTT. Would like a retroactive review for existing FTNTT. Lack of representation.

- What senior lecturer is, how to get it, and the process of getting a raise.
- Lack of benefits/retirement for FTNTT faculty on day one.
- Yes- PINs and promotion
- Do we have a separate representative in the senate?
- Yes, we seem to be considered more as an afterthought.

Question: Is there anything else you would like to share with the Faculty Welfare Committee? It can include specifics about questions in this survey or items not covered. Please share anything that would help us identify changes and/or improvements that should be made to the faculty handbook.

Answers:

- I appreciate the forum to communicate. This is a good feedback loop and the first time that I have been asked to share my frustrations as a former Adjunct for 3 years and now a FTNTTF member for 4 years. Thanks for listening.
- Thank you for addressing any issues regarding FTNTT Faculty. We often feel invisible and underappreciated for the contributions we make to our SU community.
- As a contingent employee whose contract weights mostly on positive student feedback and course evaluations, I'd like to see more language in support of alternative forms of assessment for contract renewal. This may include service to the department and college, publications, and general engagement with SU students in and outside of the classroom. This is of particular interest as my classes speak directly to politics, religion, gender and sexuality, and CRT, which have become hot-button issues for students.
- Thank you for your efforts and for considering us. Salaries for FTNTT are typically substantially lower than those with terminal degrees, maybe we could at least have equal benefits.
- As a lecturer, I do not feel I have any security or ability to complain. I have been a fully tenured professor for 18 years prior to COVID. Also not having many of the same rights and benefits especially higher health insurance and zero retirement other than social security is disappointing
- Pay is too low to be able to live on with no way to make any more money
- I answered no to the questions about service, research, and advising. I do participate in both service and advising because I was encouraged to do so by my chair. I am not required to do research but if I want to apply elsewhere or if a tenure track position opens at SU to apply to, I will need a record of ongoing research. Also, the evaluation portal does not differ for tenure/non-tenure track faculty, so I address all of these things in my self-evaluation.
- Whether expectation to be translated to TT can be expected after a set number of consecutive years of service; whether FT-NTT faculty are ever eligible or even considered for teaching awards or recognition

- Need Guidance on Expectations for FTNTT faculty.
- Lack of benefits/retirement for FTNTT faculty on day one. This is provided to FTNTT faculty immediately at other USM institutions, including UMCP. In addition, the hiring materials were not accurate here at SU. They actually said I "failed to negotiate" by not asking for retirement benefits. My offer letter said all standard MD state benefits. I came from UMCP where I was also a FTNTT faculty. At UMCP, I had all PIN benefits on day one, even though I do not believe I was a PIN, but a "University Employee."
- Not regarding the handbook, but regarding the survey I was unsure how to answer many of the questions starting with "were you expected" because most of these "expectations" were not articulated in the job description, but rather were implied by "keep doing what you are doing" which included many of the things listed
- Thank you!
- Overall there is a lack of clarity regarding PINs- how and when a faculty member receives a PIN.
- The chairs have too much power over the FTNTT faculty members. There needs to be something else put into place to protect FTNTT faculty members. For example, as a faculty member of over 10 years, I have never earned a bad evaluation. My evaluations are always "exceeds expectations." Our department had an interim chair come in for a year. This interim chair made things really difficult for all involved. Not just me. However, with my position type, I was a sitting duck when it came to who this interim chair picked on. I did receive a "below standards" evaluation. The Dean did come to my defense and it was corrected. However, the damage has been done and it is hard to come back from that. On a positive note, that interim chair has since left. Things are looking up.
- My title is 'assistant clinical professor' which was not an option in the initial questions.