Appalachian State University
Faculty Senate Minutes

December 7, 2015 (Approved)

The Faculty Senate meeting was called to order by Chair Gates at 3:15 p.m. in the William Strickland Conference Room in I.G. Greer on Monday, December 7, 2015. Senators Howard, Madritch, Morehouse, Ortiz, Peterson-Sparks, Schug, Stallworth and Stanovsky were not in attendance.

I. Announcements
   A. Chair Gates welcomed Senators and asked visitors to introduce themselves. Visitors were Mike Mayfield (Academic Affairs) and Anna Oakes (Watauga Democrat).

II. Minutes
   A. Chair Gates asked for a motion to approve the minutes for November 9, 2015. Senator Zrull moved and Senator Erickson seconded to approve the minutes. Motion to approve the minutes as amended passed. (Vote #1)

III. Visitors’ Reports
   None.

IV. Provost’s Report
   A. Provost Kruger was out of town, and Mike Mayfield attended in his place. Senator Behrent asked about the reaction of the Provost to the Resolution regarding the Honors College and the Spellings Resolution. Dr. Mayfield said that he was aware that the resolutions had passed, but that he was unaware of specific reaction from the Provost.

V. Chair’s Report
   A. Chair Gates reported that he met with the Board of Trustees while Beth Frye attended the Faculty Assembly meeting in Chapel Hill. From this meeting with the Trustees, Chair Gates reported about the NC Bonds that will be proposed in the primary election on March 15. These bonds are very important for the future of higher education. The bonds would include $960 million for education plus other state funding initiatives. These would be 20 yr. bonds with no tax increases. An informal poll of the Senate indicated support for pursuing this bond proposal. Some questions were raised about continued needs on campus for building renovations, etc. that don’t seem to get addressed and what the priorities are for some of these projects.

   B. Vice Chair Frye attended the Chair’s Committee meeting of the Faculty Assembly meeting. The Spellings Resolution was distributed and received support from various arenas, but no other campuses have indicated interest in following up with
their own resolutions.

1. All Faculty Senate chairs desire to have representation on the Chancellor’s Search Committee. There needs to be a policy in place, with a commitment to a more open and transparent search.

2. Post-Tenure Review. All campuses opposed the reforms that were put in place several years ago. Training modules have been set. There will be a resolution forthcoming to address this. Faculty salaries are also a hot-button issue and there is a ground-swell in the Faculty Assembly for a more aggressive stance.

3. There was a panel discussion related to mental distress of students and the rise in depression. Professors are urged to be aware of student behaviors and to report any concerns to the Dean of Students or the Counseling Center.

4. Social media was also addressed, particularly the need to practice responsible behaviors when participating. Yip Yap may be banned because of inflammatory remarks. Disruptive behaviors seem to be on the rise in the classroom.

5. A major concern is a new admissions policy (NC GAP) which could defer certain student admissions, requiring that a certain percentage of applicants be required to attend community college first before being accepted to ASU (and other campuses). This is HB 97, passed in 2015. Senator Koch noted that this is a big-picture issue where the legislature is motivated to move more students through the system and increase the number of college graduates, with a policy that will create new problems for admissions. It was noted that this policy would further disadvantage weaker students.

6. SB607, the Taxpayer Bill of Rights, is under consideration in the legislature and would require that the State constitution be amended. There would be a cap proposed on the personal income tax rate severely hampering budget growth, and therefore devastating to public education.

VI. **Committee Reports** (Committee Chair’s name is in bold print)

A. Academic Policies (Behrent, Crepeau, Ortiz, Osinsky, Waldroup, Wheeler)

   No report.

B. Agenda Committee.
C. **Budget Committee (Dunston, Madritch, Schug, Stallworth, **Strazicich**, Szeto)**

Senator Strazicich submitted a report on the committee’s November 16, 2015 meeting with Tim Burwell. (See Appendix A) The Administration is trying to move ASU salaries to the 70% percentile of our peer institutions for Assistant and Associate Professors and to the 50% percentile for full Professor. This is a more modest than previous goals. Senator Dunston will be requesting a follow-up meeting so that more data can be reviewed in this process. There will also be further evaluations after raises have been completed to see where things stand.

There was much concern expressed by Senator West and others about lowering these goals and about the reluctance of the Administration to push for increased salaries and other exceptions related to merit pay and raises. With the monies from tuition increases, there will be a bit more funding available for departments and their travel budgets.

Senator Rardin noted that in prior years, the Faculty Senate Budget Committee actually submitted proposed changes to the Administration regarding the budget (e.g. “Proposed Budget Allocations”). He asserted that the Senate needs to be more proactive and come up with its own model for the budget. Chair Gates remarked that the Administration will be making their budget presentation to the entire faculty on April 22, 2016. At that time, input will be requested. Senator Rardin recommended that the Senate meet instead with the Administration prior to the budget proposals being submitted.

D. **Campus Planning Committee (Doll, Hageman, Hartley, Salinas, Stanovsky)**

No report.

E. **Campus Technology Committee (Cook, Fenwick, Reed, Rice, Shulstad, Spaulding)**

No report.

F. **Committee on Committees (Frye, Morehouse, Villanova, Weddell)**

No report.

G. **Faculty Governance Committee (Frye, Gates, Howard, Koch, Rardin)**

1. Chair Gates reported that there would be a resolution to change the constitution to allow for electronic voting. This resolution will be presented at the January 11, 2016 Faculty Senate meeting and then at the general faculty meeting on January 29, 2016.
H. Faculty Welfare and Morale Committee (Albinnson, Erickson, Hester, McGaha, Peterson-Sparks, Pitofsky, Phillips)

1. Senator Erickson spoke about the final NTT report (See Appendix B) which had some excellent recommendations. Senator Phillips will be presenting an addendum to this report, requesting more information regarding the data related to student credit hours covered by the NTT faculty. (See Appendix C) The figures were revised downward after input from IRAP. This will simply be a request for information, with no vote necessary. Senator Phillips will then report back to the Faculty Senate.

I. Welfare of Students (Fiske, Gross, Hamilton, West, Westerman, Zrull)

1. Senator West reported that the resolution that was being crafted re: scholarships is being withdrawn. Changes have taken place since the resolution was drafted Holly Hirst has been appointed to head up the scholarship council. There are efforts being made at the administrative level that may make the resolution unnecessary. Senator Koch remarked that there was discussion last year that there should be a faculty committee for scholarships rather than an appointed faculty council. Senator Zrull stated that he would work on a proposal to that effect.

VII. Unfinished Business

None.

VIII. New Business

A. Equitable distribution of activity fees and tuition – Senator Fitts was not present to address this issue.

B. Class cancellation for football games – Senator Fitts had called attention to this issue as well. Chair Gates noted that this year, the particular concern was related to classes that met only weekly on Thursday, such that cancelling class effectively caused a week’s worth of class time to be lost.

C. Stipends for Staff – Senator Cook addressed two issues affecting ASU staff. The first of these related to the rescinding of the second part of the bonus for staff. Apparently, the State statute regarding these bonuses was misinterpreted, and it was unfortunate that the Administration had to back-track on these monies. The second concern related to the mandatory time off for staff over the holidays when the University closes. This has caused hardship for some employees. There were more specific options available to staff this year during this time. These options were created to reduce the negative effects of the closure on staff compensation. It was noted that the closing over the holidays was a result of trying to save power at ASU. Mike Mayfield informed the Senate that the Staff Senate was on the committee that made the decision regarding closure, and that concerns were
expressed by them at that time. He further stated that ASU is among the lowest of our sister institutions in the number of days that the University is closed. Some Senators expressed the desire to have the Director of Human Resources address the Senate in relation to these issues and to have the Staff Senate to address this body as well.

D. Emeritus Status – Senator Spaulding introduced the motivation and the particulars of revisions to the Faculty Handbook as it relates to Emeritus Status. (See Appendix D) The changes being proposed are very limited and the application of the changes would not be widely used, but could be very important for particular individuals. Currently, if a faculty member should suffer some long-term disability, unless that person is of retirement age, he/she cannot apply for Emeritus Status. These proposed changes would allow a faculty member to apply for this status even if not of retirement age. Senator Spaulding moved to make the proposed changes to the Faculty Handbook and Senator Behrent seconded the motion. Senator Koch suggested that these changes be referred to the Governance Committee for crafting the language more carefully. There was support from several Senators for this idea. Senator Rardin seconded the motion. FS motion 15-16/12-01 to refer to the Governance Committee the proposed changes to the Faculty Handbook as it relates to Emeritus Status passed. (Vote #2)

IX. Adjournment

Senator Aycock moved and Senator Frye seconded to adjourn the meeting. Motion to adjourn passed. (Vote #3) Meeting adjourned at 4:53 pm.

Faculty Senate Voting and Attendance Record for December 7, 2015
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<td>Motion to approve the Faculty Senate minutes from November 9, 2015 passed.</td>
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<td>FS motion 15-16/12-01 passed to refer to the Governance Committee the proposed changes to the Faculty Handbook as it relates to Emeritus Status.</td>
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<td>Motion to adjourn passed.</td>
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Appendix A December 7, 2015

Subject: Budget Committee Meeting with Tim Burwell, Vice Provost for Resource Management
Date of Meeting: November 16, 2015
Present: Leigh Dunston, Lynn Stallworth, Mark Strazicich (Chair), Kin-Yan Szeto
Absent: Michael Madritch

The meeting began at 3:30 pm.
Tim Burwell took questions from the committee regarding current and expected future budgets at ASU and discussed issues such as faculty salary increases, tuition increases, new faculty positions, etc. He described how in 2008-2009 plans were in motion to increase faculty salaries to the 80th percentile of our peer institutions. At the time we were about $2 million away from this goal. However, after 2008-2009 we were mostly under a salary freeze with exceptions only for promotion and tenure. Operating budgets from 2010-2011 to 2011-2012 were cut by 35% and we are still trying to catch up. By 2013-2014 to get faculty salaries to the 80th percentile of our peer institutions would require close to $8 million. The committee noted that some recently hired faculty receive starting salaries above those of the current Assistant Professors and in some cases above those of current Full Professors, while examples of the later are infrequent. Tim Burwell noted that this outcome is due to a combination of rising market salaries that the university must pay to compete for new hires and the lack of raises from the state in recent years. He noted that the university is aware of these issues, but they are difficult to address completely in the current budget climate. Close to 50% of this year’s tuition increase was dedicated to addressing faculty salaries for this reason. Further details on faculty salary increases and other information can be found on the ASU web site in the IRAP facts book. One recent set of parameters used in determining the allocation of salary increase funds to the colleges was the amounts needed to get our Assistant and Associate faculty salaries to the 70th percentile and Full Professors to the 50th percentile of our peer institutions, respectively. A measurement will be undertaken again soon following this year’s salary increases to see where we now stand. This year we used about one-half of the 5% tuition increase to fund faculty salary increases. These funds provided a pool of about 2.2% for salary increases. We will do this again next year.

The determination of annual budgets begins with the Chancellor who decides how institutional state funds can be allocated to the divisions. About 80% of the university state budget goes to Academic Affairs. This budget is then allocated to the colleges and then to the departments. We are still using the position matrix to help determine allocations of new faculty positions based on credit hours generated, etc. We are hoping to announce the allocation of new faculty positions during the next few weeks. These new positions can be advertised to be filled during the 2016-2017 academic year. College deans will determine how these positions are assigned and filled. Tim Burwell noted that these are new positions and not the usual hires to replace faculty who have retired or left the university. Funding for these new positions will come from tuition increases and enrollment growth. He noted that funding generated by distance education is expected to decline next year due to a drop in such enrollment especially in the College of Education. We are continuing to expect overall enrollment growth on campus in the future.

The meeting adjourned at 5 pm.

Respectfully yours,
Mark Strazicich, Chair, Budget Committee, Faculty Senate, November 24, 2015

Respectfully yours,
Mark Strazicich, Chair, Budget Committee, Faculty Senate, November 24, 2015
Appendix B

2015 Annual Report and Recommendations of the University Non-Tenure Track Faculty Committee

This document was updated on November 20, 2015 to reflect revised SCH numbers from IRAP for the 2014-15 academic year. From: University Non-Tenure Track Faculty Committee. Travis Erickson, Chair, Glenn Ellen Stilling, Secretary, Nathan Bailey, Michael Behrent, Donna Corriher, Jazmine Griffin. Iryna Sharaievska, Kyle Thompson. May 2015. To: Stan Aeschleman, Interim Provost and Executive Vice-Chancellor. Additional copy to: Faculty Senate. Re: 2015 University Non-Tenure Track Faculty Committee Annual Report. Introduction. We do hereby present our 2015 Annual Report and Recommendations of the University Non-Tenure Track Faculty Committee. Our goals as architects of this annual report are: 1. to share the progress made since the 2006 report of this Committee in response to the recommendations of that report; 2. to report on Appalachian’s use of non-tenure track (NTT) faculty, including a discussion of multi-year contracts; and to share appointment information about NTTs provided by Institutional Research, Assessment and Planning (IRAP); 3. to reopen the campus conversation regarding NTT faculty participation on DPCs; 4. to report on the advocacy efforts of this Committee during the 2013 to 2015 academic years, and 5. to offer recommendations and suggestions for future annual report items. We request that the University and Faculty Senate recognize that the work of this Committee is in some part constrained by our desire to not only acknowledge the work of the Committee of 2006, but to also address current issues with policies and procedures relevant to NTT faculty, as we are charged. We hope that our committee’s composition (both tenured and NTT faculty members, as well as students) has enabled us to advocate effectively and respectfully for Appalachian’s NTT faculty. In 2002, the UNC Committee on Non-Tenure Track Faculty presented a report and recommendations to the Personnel and Tenure Committee of the UNC Board of Governors. Then, in 2006 Appalachian formed a committee to create a report with recommendations for the UNC Committee on Non-Tenure Track Faculty, in response to their 2002 report. In September 2008, another system-wide report appeared, the UNC Constituent Institution Responses to the Report of the Committee on Non-Tenure Track Faculty, which served as the most comprehensive source of data at the UNC System level after the 2002 report. The 2002 Report of the UNC Committee on Non-Tenure Track Faculty was divided into two broad categories: 1) limited and appropriate use of NTT faculty, and 2) fair treatment of NTT faculty. The report included eight recommendations, but Appalachian’s NTT Faculty Committee of 2006 chose to emphasize four, which were identified by the Committee as most critical. Those four recommendations are: ● UNC Report Recommendation 1: Each UNC institution should develop a staffing plan defining the desired mix of various types of faculty appointments, and monitor its progress in moving toward its staffing goals. ● UNC Report Recommendation 2: Each campus, whenever possible, should offer multi-year contracts (for three or more years, with eligibility for reappointment) to full-time non-tenure track faculty who have successfully completed a probationary period or otherwise demonstrated their effectiveness and contributions. ● UNC Report Recommendation 3: The Office of the President should develop a policy and guidelines for non-tenure track appointments, requiring each institution to develop the following. 1. A definition of “full time” faculty load applicable to non-tenure track positions and appropriate to the institution’s mission and program array; 2. A definition of assignments and responsibilities that constitute 50%, 75% and 100% loads, with identification of the employee benefits available to non-tenure track faculty employed at 50% or 75% of a full-time load; 3. A policy determining under what circumstances, if any, faculty on part-time appointments can be assigned full-time loads; 4. A policy determining under what circumstances part-time faculty should be issued two-semester continuing contracts with accompanying eligibility for benefits; 5. A policy for timely notice of appointment or reappointment of part-time faculty. ● UNC Report Recommendation 4: Each campus should develop a set of clearly defined position descriptions and titles for full- and part-time faculty.
non-tenure track positions. The use of “advanced” titles with appropriate salary increases and other recognition should be considered to appropriately distinguish faculty with longer service records and accomplishments (for example, Senior Lecturer or Research or Clinical Faculty with rank). Appalachian’s NTT faculty are integral to the University’s academic endeavors. With that in mind, and working from the core recommendations focused on in the report from Appalachian’s 2006 NTT Committee report, we have gathered extensive, current information, both statistical and issue-oriented, on the use of NTTs from 2006-2014. In the interest of context and comparison to the aforementioned, recommendations and statements from The American Association of University Professors (AAUP) regarding NTT Faculty are included in Appendix B of this document. The AAUP has had a longstanding interest in the status of NTT faculty. The association has issued a number of statements and recommendations on this matter. (Note that in some documents found at included links, “non-tenure track” faculty are referred to by other terms, such as “contingent faculty.”) Some of the recommendations may constitute guidelines for policies development and change relating to NTT at Appalachian. The AAUP 2013 Statement on the Affordable Care Act and Part-Time Faculty is also found in Appendix B. Appalachian’s Use of NTT Faculty The full report generated in 2015 by Institutional Research, Assessment, and Planning (IRAP) identifying student credit hours of courses by College and Department (all courses at all levels by faculty teaching types) is found in Appendix C. Selected elements of this report are embedded in the text of this document, and the reader is directed to the Appendix for the complete data. Note that when averages are presented in the subsequent charts, they are based upon the full set of raw data (SCHs) and not the percentages in the charts themselves. The first recommendation to come out of Appalachian’s 2006 report was to limit the use of NTT faculty in terms of both departmental and institution-wide instruction. The specific recommendation (derived from a 2001 AAUP report) was to limit NTT faculty to no more than 15% of total institutional instruction and no more than 25% in any given department. The report recommended “measurable annual progress” as a continuing short-term goal. Data generated from a “position metric” indicated that a university total of 42.4% of student credit hours (SCHs) were delivered by Appalachian NTT faculty in 2006. The report went on to state that in 2006, seven of 35 departments generated over half of total instruction by NTT faculty, while only five departments had less than 25%. The report’s conclusion was that “by any standard, this constitutes excessive use of non-tenure track faculty.” IRAP provided this committee with data regarding SCHs for each department for the academic years 2006-2015. It is unclear if the data set used to generate the 2006 report was the same, and the reader is, therefore, cautioned from making direct comparisons. Several observations can be made regarding both NTT and TT faculty as well as full-time (FT) and part-time (PT) faculty. The Percentage of SCHs Taught by FT NTT Faculty is Increasing Before examining how total SCHs are generated by the faculty at Appalachian; this report will first discuss only those SCHs taught by full-time faculty.

Student credit hours generated by FT faculty have increased from 288,597 to 384,040 (+33.1%) from the 2006-07 academic year to present. During this time, TT SCHs have increased from 228,831 to 259,635 (+13.5%) and NTT SCHs have increased from 59,766 to 124,405 (+108.2%).

The percentage of SCHs delivered by NTTs has increased relative to TT faculty, as indicated in the following chart: (not available – see report).

It is beyond the scope of this report to speculate as to the reasons behind this gradual shift, but it remains clear that the pattern identified in the 2002 UNC report and reiterated in the 2006 Appalachian report continues to this day.

**Recommendation A:** It is for this reason that this Committee emphasizes the recommendations of the earlier reports: Limit the use of NTT faculty in terms of departmental and institutional instruction. Whether or not the AAUP guidelines mentioned above are realistic, Appalachian needs to set a goal for what is acceptable.
The Percentage of SCHs Delivered by PT Faculty Has Decreased
The increase in NTT instruction as measured by SCH has been primarily accomplished by full-time faculty members. Considering UNC Report Recommendation 3 and the 2006 Appalachian report’s concerns regarding the use of full-time versus part-time faculty, the current situation indicates a modest improvement. While it can be argued that having 13.9% of all SCHs delivered by part-time faculty (both TT and NTT) may be too high, it is, at least, lower than it was in 2007-08 when it peaked at 22.9%. The 2014-15 SCHs taught by part-time faculty has decreased from 76,138 to 62,180 (-18.3%) from the 2006-07 academic year despite a 22.3% increase in total SCHs (364,735 to 446,220) during this time period.

Total SCHs Delivered by NTT Faculty Approaches 50% Despite the reduction in the number of SCHs delivered by part-time faculty, it is still a significant contributor to the total number of SCHs taught by NTT faculty. Based on the data the Committee received, 35.1% of all SCHs were taught by NTT faculty during the 2006-07 academic year. However, by the most recent academic year, 2014-15, that number had reached 40.7%.

(Table unavailable – see report) Note that several colleges are presented here that differ from the 2004-05 data. These include General College (GC) which, in essence, became University College (UC) in 2008-09. Additionally, the College of Health Science (HS) and Honors College (HC) were recognized in 2010-11. Data includes both full-time and part-time NTT faculty. The Number of Departments Relying on NTT Faculty to Generate SCHs Remains Steady The 2006 report indicated that “seven of 35 departments generated over half of total instruction by NTT faculty while only five had less than 25%.” While the total number of departments has increased in the intervening years, so has the number of them that rely upon NTTs to produce the majority of instruction. During the current academic year, 13 of 48 departments (27.1%) had NTTs accounting for greater than 50% of SCH.

Additionally, the 2014-15 data for the proportion of departments using less than 25% instruction from NTTs has remained relatively consistent.

Recommendation B: Each department has its own staffing needs and financial realities regarding use of NTT faculty and part-time faculty. This report reiterates a recommendation from the 2006 report which stated:

Each department should articulate its “ideal” staffing complement. In arriving at this ideal, number of course sections should be estimated based on projected demand along with considerations of optimum class size. The default assumption should be that all sections are to be covered by tenure track faculty. Consideration of reassigned time for research and other administrative duties, along with provision for periodic OCSAs, should be incorporated into the determination of the number of tenure track faculty required. In the ideal staffing pattern, course coverage by non-tenure track faculty should be treated as an exception to the default assumption and explained on a case-by-case basis.

It is hoped that the presentation of the data in this report can be used by departments, colleges, and the University to best determine how to responsibly make use of NTT and part-time faculty.

Multi-year Contracts for NTT Faculty The following section presents a brief summary of the history, current state, and projections on the issue of multi-year contracts for NTT faculty. It was provided by Dr. Tim Burwell (Vice Provost for Resource Management, Appalachian State University). Prior to the global economic crisis of 2008, Appalachian State University did offer a limited number of non-tenure track faculty members appointment contracts with multi-year employment (varying from 2 to 5 years). Due to
state budget cuts beginning in 2008, the University did not allow new multi-year appointments for NTT faculty. In the 2011-2012 fiscal year, the decision was made to not allow renewal of multi-year appointments for NTT faculty who had previously received multi-year contracts. Despite the high value the administration of Appalachian State University places on NTT faculty, it is prudent for the University to follow the current practice given the current financial situation within the UNC system. There are several explanations for current practice outlined below. First, while during 2011-2012 budget year the budget cut for the UNC system was the most significant, every year since then the University has experienced additional funding cuts. The University has remained in a relatively flat funding pattern, even with enrollment growth and tuition increases. Considering this financial climate, in order to preserve institutional flexibility, the administration of the University does not see multi-year appointment of NTT faculty as a prudent option.

Second, while Appalachian State University understands the value NTT faculty have for the quality of University instruction, as well as empathizes with the desire of longer term appointments for NTT faculty members, NTT positions have traditionally assumed a certain level of uncertainty at institutions to allow flexibility in its staffing decisions. However, the administration of Appalachian State University has traditionally prioritized core academic programs highly and protected them from the impact of significant financial cuts. Even with the dramatic reductions in state funding during 2011-2012, the administration did everything possible to maintain support of academic operations and funding of current faculty budgets with the academic units. Most of the reductions were focused on non-personnel portions of the budget within Academic Affairs.

Third, compared to other institutions of the UNC System, Appalachian State University was able to maintain a certain level of financial stability and avoid layoffs of personnel after 2011-2012 budget cut, as well as during decreases in funding in consecutive years. The University was able to mitigate the impact of budget cuts by increasing enrollment of students and tuition revenue. However, the cumulative impact of continuous reductions in state funding has had a lasting impact across campus.

Appalachian State University is committed to providing a high-quality education for students and increase enrollment of students in future years. The University administration recognizes the importance of NTT faculty members in accomplishing this goal and will continue to advocate for secure academic operation in the challenging financial climate.

**Recommendation C:** In light of the data presented above regarding the integral role of NTT faculty members in fulfilling the University’s mission, this Committee recommends that promoted NTT faculty (Senior Lecturers, as well as Clinical and Research Associate/Ful Professors) be eligible for multi-year contracts.

**Senior Lecturer Status at Appalachian**

The 2006 Report and Recommendations of the Non-Tenure Track Faculty Committee, echoing a recommendation from the 2002 UNC report, advocated for the creation of a Senior Lecturer rank. In order to be considered for a Senior Lecturer rank, a faculty member should meet the following criteria:

- Have taught a minimum of 40 courses (or sections thereof) or have a minimum of 12 years of service teaching at Appalachian
- Recognized skill in teaching
- Conscientious fulfillment of teaching and other assigned duties
- Maintenance of any licenses, certifications, or other professional qualifications relevant to the position
The report also suggested that faculty members should “receive a $2,000 increase, above and beyond an increase provided for merit, on promotion to Senior Lecturer.”

Additions to the *Faculty Handbook* by the Faculty Handbook Revision Task Force, with additional revisions by the Academic Policies Committee in 2013, allowed for the creation of the Senior Lecturer rank. This item was brought up and approved by Faculty Senate at the April 8, 2013 meeting. The specific language was similar to the recommendations in the 2006 report:

3.13.4.3 Upon promotion to senior lecturer, faculty members retain their status as faculty members under Article I of the Faculty Constitution. Minimal criteria for consideration of appointment to the rank of senior lecturer are:

(a) A master’s degree from an accredited institution with 18 graduate credits in their field of teaching; and experience teaching a minimum of 40 courses (or the equivalent thereof) at the rank of lecturer at Appalachian;

(b) Demonstrated ability in teaching; and

(c) Demonstrated ability in institutional service to the University.

It was not until Spring 2014, however, that an increase in pay was associated with the promotion. Academic Affairs allocated a salary increase of $1,500 upon promotion. Data from a March 6, 2015 report from IRAP indicates that of the 198 lecturers on campus, 29 have attained the rank of senior lecturer (14.7%). This information, broken down by department, is provided in Appendix D. http://facsen.appstate.edu/sites/facsen.appstate.edu/files/Faculty%20Senate%20Minutes%20April%202013%20Approved.pdf
Appendix C

ADDENDUM TO NTT REPORT
21 November 2015

On September 4, 2015, Travis Erickson, the former chairperson of the University Non-Tenure Track Faculty Committee received an e-mail from Heather Langdon, Interim Director of Institutional Research, Assessment, and Planning in which she indicated that she had received inquiries regarding this report. Heather prepared all of the data for our committee, which required her to review old data sets and ensure that they were measuring SCHs consistently with this report. Specifically, she was asked “which faculty” and “which courses” were included in the data report she that provided to this committee.

She reviewed the data again, and discovered that there was some inconsistent coding which caused the 2014-15 data to not permit appropriate comparison to the previous years in the report. The inconsistent coding related to how faculty were classified. An example that she provided in her e-mail indicates that in the initial iteration of the data which she provided to this committee, administrators teaching courses, temporary/visiting, and Library faculty were included. In the previous years they were not. Prior years only included IPEDS/AAUP definitions of full-time and part-time faculty.

As such, Mr. Erickson has revised this report to accurately report usage of NTT faculty. The original data provided to the committee indicated that Non-Tenured Faculty taught 43.4% of all SCHs in 2014-15. The revised data puts this number at 40.7% which is the same percentage as it was in 2013-14.

The committee commends Mr. Erickson for his continued service to this committee as a consultant during the reevaluation of the data from IRAP. This committee wishes to state that we appreciate the efforts of Heather Langdon and her work in clarifying and correcting conflicting coding systems. We respectfully request that IRAP provide the committee with the standard by which data reporting usage of NTT faculty is compiled and documented so that we may fully understand this process, and thereby continue to offer reports that are as accurate and complete as humanly possible.
Appendix D

Proposed changes to Faculty Handbook re: Emeritus Status – December 7, 2015

Currently section 3.12 of the faculty handbook starts with this sentence:
"Emeritus faculty status may be awarded to honor a retired faculty member who has had a distinguished professional career and has made significant contributions to Appalachian State University"

Currently section 3.12.1 ends with this sentence:
“A letter of commendation and an emeritus faculty medallion shall accompany the emeritus faculty designation from the chancellor upon official notice of the faculty member’s full retirement from the University, i.e., at the end of any phased retirement service period or upon immediate, full retirement.”

I propose minor additions to each of these statements as follows:
The first sentence of 3.12 would read (highlights for discussion purposes only):
"Emeritus faculty status may be awarded to honor a retired or \textit{long-term disabled} faculty member who has had a distinguished professional career and has made significant contributions to Appalachian State University"

The Last sentence of 3.12.1 would read (highlights for discussion purposes only):
“A letter of commendation and an emeritus faculty medallion shall accompany the emeritus faculty designation from the chancellor upon official notice of the faculty member’s full retirement from the University, i.e., at the end of any phased retirement service period, upon immediate, full retirement, \textit{or upon retirement due to long-term disability}.”

Argument for the change:
- Long-term disability is not technically retirement. Faculty who have to go on long-term disability before retirement would not be allowed to apply for Emeritus status until retirement age.
- A faculty may be unable to teach after long-term disability, but may have made significant contributions over a substantial career at Appalachian State University.
- Faculty who meet all other criteria as outlined in section 3.12 are deserving of emeritus status if they so desire.
- None of the other requirements of emeritus status would be affected.