

Lectureship Report to the Faculty Senate
April 4, 2005
James P. Chapman, Interim Provost

History: An *Ad Hoc* Committee on Lectureships and Part-Time Lectureships provided to the Faculty Senate a report (Attachment A) on the subject of lectureships in February 2003. The committee was supportive of the creation of such a rank and recommended its phase in over a five year period. The Committee was very clear that these positions should not replace tenure-track positions.

Purpose: Attached as Attachment B is the informational item presented at the September 6, 2003, Board of Regents meeting. It explains the reason for the pilot project on lectureships. The purposes for this rank as stated are very broad. It allows for special opportunities for programming as well as bringing to campus distinguished professionals, successful professionals, and “up-and-coming,” non-terminal degree individuals with practical experience. This background information indicates that lectureships will be used sparingly and will not replace tenure track lines.

Time Period of Pilot: Immediate implementation for a two-year period.

Review: An annual review was to be conducted.

Statistics: There are currently approximately 30 Lecturer positions on campus (see Attachment C).

CAS

Number:	There are 20-21 lectureship positions in the College teaching in Sociology (1), Social Work (1), Art (2), Computer Science (1), English (7), History (1), Math (3), Music (3), and Physics (1).
Salary Range:	The salaries are generally around \$27,000 although three individuals are receiving higher salaries (\$29,000, \$34,169, and \$46,690)
Teaching Load:	The teaching load the spring 2005 semester varies from 1 to 27 hours taught with a majority in the 12 range (8) or 15-16 hours (5). Workloads are primarily in the 12-hour range. Dean Schoolmaster reports the load is usually a 5/4 course load or vice versa. The individual in Physics also is the lab manager and teaches labs. Music lecturers teach more individual performance oriented classes and the individual with a one-hour course load is also the accompanist.
Credentials:	Only six of the twenty seem to hold the terminal degree. Only three individuals without the terminal degree are teaching upper division courses.
General Review:	For the most part the lecturer is used to teach a heavier course load at lower cost than tenure-track faculty, to reduce the reliance on part-time, and to fill in for lost RTP and retired faculty. Many of the positions were created by adding a supplement to the cost of part

time instruction. The number of part-time is less than it would be without these positions but the CAS reliance on part-time is still very heavy. The title is used to continue individuals past the three-year limit as well and improve stability in the teaching faculty. Problems seen by the Dean are 1) the pay is low and the workload is high; 2) since service and advising are not required of the lecturers, that work falls to the full-time faculty as the number of students grows; and 3) as quasi-outsiders, lecturers are at times considered as less than full members of the faculty. A CAS faculty member commenting on the lecturer series also expressed concerns about larger class sizes given to lecturers, lecturer assignments for other activities than teaching, and the creation of a non-tenure track cadre of teachers diminishing the role of faculty in governance. The consensus of the College seems to be that using the budgets from these lines to create more tenure-track positions is the best solution. If that is not to be, the lecturer position is preferred over part-time faculty because of the higher pay and benefits for those accepting those positions, but only if abuses can be kept in check.

CBT

Number: There are only two positions in the College of Business and Technology , both in the Department of Communications.

Salary Range: One person is paid \$45,000 and the other \$39,000.

Teaching Load: This spring the teaching load for one position is 12 hours and 9 for the other. The individual with the 9-hour teaching load has an additional workload assignment equivalent to 3 hours to make a workload equal to the other lecturer.

Credentials: One of the individuals has a BS in Journalism and the other has a Ph.D. in Communications. Both individuals are teaching upper level courses.

General Review: In this college this title is used to hire individuals with certain skills although with lesser than terminal academic credentials and to continue individuals indefinitely as long as they are doing a good job. If the lectureship cannot go beyond the three-year limit as is the restriction with visiting professors, the Dean does not feel this rank is necessary and would prefer to seek visiting professors.

COE

Number: There are eight positions in the College of Education: Educational Leadership (3), Curriculum and Instruction (3), Special Education (2).

Salary Range: The salaries vary from a low of \$42,947 to a high of \$52,273 with most of the salaries being in the \$48,000-52,000 range (6). The faculty members are paid the same as tenure-track faculty.

Teaching Load: Four individuals have the responsibility for 15 credit hours of instruction this spring, two with 12, one with 9, and one with 45.

Workloads vary from 12 to 17 hours; the individual with the 45 credit hour responsibility has a 17-hour workload. The four individuals with 15 credit hour loads really have 12-hour loads since three have 3-hour overloads and one is teaching a cross-listed course that equates to 3 rather than 6 hours. For the most part the workload is similar to tenure-track and visiting positions. There are two individuals with MOA from the Fayette County Public Schools that were switched from Visiting status to Lecturer this year, who were not showing in Banner as lecturers and therefore are not included in this report.

Credentials: Three of the individuals according to the updated material in Banner have terminal degrees, four have master's degrees, and one has a bachelor's degree. The individual with the bachelor's degree is responsible for one graduate practicum, and according to the Associate Dean of the College is a master's level audiologist. Graduate courses are taught by the individuals with the doctorates. The master's degree holders teach upper division courses. The College states that all those hired meet the requirements of SACS for faculty.

General Review: The purposes vary by department. Educational Leadership used the lecturer position to hire "second career" superintendents to teach in programs leading to administrative and superintendent certification. These individuals teach the standard 12-hour load, advise, and do service in the department. They are not expected to do research. Curriculum and Instruction used the positions to hire respected and skilled public school practitioners for working with undergraduate coursework and field experiences. The department is seeking practitioners who are simultaneously working on a doctoral degree and who would be eligible for a tenure-track position at a later date. Special Education uses the lectureship to fill positions that have teaching and clinical responsibilities. One of the lecturer positions is for an individual who is on a 12-month appointment, teaches 5 courses per year, and directs the audiology clinic. The Department of Special Education used a tenure-track position for this lectureship because of repeated unsuccessful searches for a terminally-prepared audiologist.

The College sees these appointments as meeting its goals and providing a vehicle for practitioners to gain experience in college teaching while finishing a doctoral degree and simultaneously for the students in the College to obtain very current experience from skilled practitioners. The College wishes to continue this title and has funded these positions with existing faculty lines.

Recommendation: I recommend that this title be eliminated and that individuals who are in this status be changed to a visiting or tenure-track position. Concerns with the continuation of this title are:

1. There are too many purposes for which this title is being used.
 - a. It is being used allegedly for a larger teaching load with no service but significantly larger loads do not seem to be occurring. There are few instances of a 15-15 load which should be the expectation without research or service.
 - b. It is not being used solely for teaching purposes. Some have additional duties as part of their loads.
 - c. It is being used where there is a concern with not having a terminal degree. In most cases it seems that lack of a terminal degree could be justified to SACS with the unique experiences that are being brought to the classroom to enhance the education of the students.
 - d. It is being used to skirt some of the concerns expressed in the AAUP policy on contingent faculty appointments (Attachment D) and the required three-year limitation for EKV visiting faculty. Lines that could be tenure-track lines are now used for these lecturer positions in opposition to what the original intent of the *ad hoc* committee was.
 - e. The way the lecturer title is being employed allows for easing individuals into tenure-track positions without searches. Our recruitment and hiring should be open and inclusive.
2. The title is being used to hire individuals at low salaries. The salaries for some of the lecturer position are below the prevailing wage.
3. We should address our needs for continuity of skilled teachers through a more carefully defined method than currently exists.
4. Most issues can be addressed through other means than the creation of the lecturer title.

TO: Executive Committee/Faculty Senate
FROM: Ad-Hoc committee on Lectureships and Part-time lectureships (Renee Everett & a committee from the Chairs' Association comprised of Dr. Jaleh Rezie, Dr. Bonnie Plummer, Dr. Pat Costello, Dr. Larry Collins, Dr. Steve Savage and Dr. Carole Garrison)
DATE: 2/1/03
RE: Proposal for non-tenure, renewable Lecturer position at EKU
Summary Chart Attached

Summary:

The committee was asked to consider the viability of creating a yearly renewable non-tenured lecturer position at Eastern Kentucky University as a (a) partial solution to the hiring of part-time or adjunct instructors and (b) to provide a way to hire "professionals" with a particular skill set necessary in some applied fields. The ad-hoc committee on Promotion and Tenure also recommended this type of position based on (b) above.

Almost **all** other schools in our benchmark listing **have** such a position, as do Northern Kentucky University and the University of Kentucky (see attached chart).

The position is **not** intended to replace or detract from tenure track positions. This position would be in **addition** to such lines. The number of such positions would also be clearly limited in terms of the overall percentage of such positions within the university.

The committee's discussions, along with input from the Provost's Council (consensus of agreement to support 2/26/03), Chairs' Association (consensus of agreement to support 2/19/03) and faculty, plus comments from AAUP and COSFL, led the committee to conclude there is an appropriate use of such a rank at EKU.

Statement of Principle:

Although the committee has agreed such a position is appropriate at EKU, it is understood that this type of rank is never a "first" choice at a comprehensive, regional university. It is our belief that the university should always attempt to create full-time, tenure-track lines first and to consider the creation of lectureships as only a second choice. The committee also believes it is the University's responsibility to indicate why a tenure track line could not be created and why a lectureship might be recommended instead.

Possible Modified Statement of Principle (recommended by Provost's Council):

Although the committee has agreed such a position is appropriate at EKU, it is understood that this type of rank would rarely be a "first" choice at a comprehensive, regional university. It is our belief that the university should attempt to create full-time, tenure-track lines and lectureships as appropriate based on departmental wants/needs. The committee also believes it is the University's responsibility to indicate why a tenure track line could not be created and why a lectureship might be recommended instead.

Guidelines for Creation of a Lecturer Rank:

To make this system work, **guidelines** must be clearly set forth. The committee has looked at concerns from both AAUP and COSFL and feel those concerns can be addressed through a clear articulation of guidelines to govern the non-tenure lecturer rank..

1. This rank will **not** be considered tenurable regardless of years re-hired into rank and is **not** intended to replace or detract from tenure-track positions.
2. Non-tenured renewable faculty should constitute no more than 15% of the total full-time faculty within the institution and should be no more than 20% of the total full-time faculty within any given department (**or** departments could be permitted to vary that percentage individually based upon their needs)
3. The faculty member hired into the non-tenured, renewable rank would be hired into a fixed 9-month term with limitless renewals
4. Credential requirements **could** be less than those for tenure track faculty (MA/MS required, plus any additional credentials as required by individual departments)
5. All appointments in the non-tenured, renewable rank should have a description of the specific professional duties required in the position
6. The performance of faculty members on non-tenured, renewable tracks should be evaluated annually by the respective department with appropriate, established criteria
7. Faculty in the non-tenured, renewable rank should be eligible for merit pay based on the specified duties of the position
8. Compensation for non-tenured, renewable rank faculty should include such essential fringe benefits as health insurance, life insurance and retirement contributions
9. Faculty in non-tenured, renewable rank who have been employed consecutively for 3 or more academic years should receive at least a full term's notice of nonreappointment
10. Departments with faculty in non-tenured, renewable rank must provide the conditions necessary to perform the assigned duties in a professional manner, including such things as appropriate office space, necessary supplies, support services and equipment.
11. Faculty in non-tenured, renewable rank should be included in appropriate departmental and institutional structures of faculty governance
12. A faculty member in this position **may** apply for a full-time tenure track position and would be permitted to negotiate for early tenure based upon some portion of the teaching completed in the non-tenure, renewable position.

Justification:

Even AAUP acknowledges, "there are legitimate uses" of non-tenure track, full-time lecturers to "meet unexpected increases in enrollment or faculty vacancies, to provide service in a specialized field, or to develop a new academic program" (AAUP Non Tenure Track Guidelines, 2001). In fact, non-tenure track, full time faculty now hold more than 20 percent of all faculty positions across the U.S. (AAUP).

A system, which combines the use of both tenure track and non-tenure faculty, seems appropriate. Different kinds of faculty are appropriate to different kinds of settings and classroom experiences. However, to protect those faculty in non-tenure track positions, certain guidelines and policies must be established. When this is done and clearly communicated to all faculty, the "divide" that so often occurs between the two tracks can be diminished.

To make this system work successfully, those guidelines must be clearly set forth. The committee has looked at concerns from both AAUP and COSFL and feel those concerns can be allayed through clear articulation of guidelines to govern non-tenure track, full-time faculty. Most of those concerns revolve around the fact that part-time or non-tenure track faculty are short term and can't participate in the long-term plans and goals of a department and/or university. However,

the renewable, non-tenure track position (the “lecturer” or “teaching associate”) would be continuing. The individual could be rehired year after year and provide the continuity missing in part-timers and/adjuncts. Another concern is the “reduction in the sense of community of the university” (COSFL comment page). The statement is made that part-timers are not considered part of the university family (i.e., no benefits, short-term contracts). This would not be true of a renewable position that the committee will suggest here. Individuals holding the rank of “teaching associate” would have benefits, would undergo evaluation, and would be eligible for return the next year.

Anecdotal evidence from several institutions (University of Cincinnati Pharmacy School, West Virginia University, University of Illinois at Champaign-Urbana, Berry University, University of Georgia, Northern Kentucky University and Ball State University) supports the viability of such non-tenured lecturer positions. Faculty in those positions are long-term. The committee talked to several faculty members who had been in such positions for over 15 years. They felt completely welcome in their respective departments and believed they were full and active participants in the university. Most underwent annual evaluations, received merit raises, and were active in departmental committees. Jobs posted on the West Virginia University web site were written to allow the candidates to choose either a tenure-track (which included research, etc.) or a non-tenure track renewable lecturer track (with a heavier emphasis on teaching and less on research).

The committee’s polling of deans and faculty on campus also generally supported the creation of such a “teaching associate” rank (see attached summary of comments). It is particularly interesting to note Dean Hart’s comments. Dean Hart chaired a committee charged with this same issue back in 1993. That committee decided not to recommend such a position at that time. However, Dean Hart now notes that he would be “somewhat softer on the possibility now than he was several years ago – though [he] still has serious misgivings.” Dean Hart recommends, “If it were to be instated, there should be appropriate and secure restrictions on its use.” This committee agrees, wholeheartedly.

The committee feels the “treatment of non-tenure track faculty is the barometer whereby the general status of the profession may be measured. While the colleague whose performance is undervalued or whose potential is blighted by underemployment bears the brunt of the situation, the status of all faculty is undermined by the degree of exploitation the profession allows of its members” (AAUP, non-tenure track guidelines, 2001).

There is justification for the creation of such a position, but it must be treated carefully to ensure faculty placed in such positions are not de-valued or treated as second-class citizens.

Additionally, by ensuring such faculty do not exceed 15% of the entire institution, we protect against the marginalization of faculty as whole and the de-valuing of tenure among the rest of the faculty.

Recommendations for Implementation of the Non-Tenure Lecturer Rank:

1. It is recommended that this rank be phased in over a period of 5 years.
2. It is recommended that during Phase One (first year), the University convert **some** existing Visiting Instructor (3-year positions) lines into Non-Tenure Lecturer positions
3. It is recommended that additional Non-Tenure Lecturer lines be created in the remaining 4 years following a review of Phase One and keeping within the % guidelines as set forth
4. It is recommended that Non-Tenure Lecturers undergo annual evaluation and that the whole rank be reviewed at the end of year one.

Summary of Deans' Comments (2002):

Dean Rogow (College of Business and Technology): (verbal discussion) Dean Rogow is in favor of such a position and attempted for 7 years to create such a position at Auburn University. He feels it is useful in cases of "skills" oriented classes such as accounting, broadcast skills, and others.

Dean Hart (College of Arts and Sciences): (email) Dean Hart was on a committee in 1993 that decided against such a "lecturer" position, but notes today that he "would be somewhat softer on the possibility [now] than he was several years ago – though [he] still has serious misgivings." He is fearful that such positions are often used to "staff lower division course which the regular faculty often find unattractive and to do so at a reduced cost." Dean Hart also recommends that "if it were to be instituted, there should be appropriate and secure restrictions on its use."

Dean Cordner (College of Justice and Safety): (email) Dean Cordner is generally agreeable to the idea and notes that he checked with several folks in his area and that "we generally support the idea. Anything that would give us more flexibility in hiring would be a plus." He also cautioned "figuring out how to avoid making such folks second class citizens is important." Larry Collins, chair of Loss Prevention and Fire Safety, also added he feels this "has potential to solve the problem of finding people in some of the technical areas. In some fields, even the best don't pursue terminal degrees."

Dean Gale (College of Health Sciences): (by phone) Dean Gale is also very much in favor of this kind of position, as it would be extremely helpful in the areas of clinical work. He said he has also tried for several years to get ECU to pursue this kind of position to no avail.

Dean Wasicsko (former Dean of College of Education): Declined to respond. (Now, as Acting Provost, Dr. Wasicsko has commented he is interested in seeing such a plan regarding the creation of a non-tenure, lecturer position.)

Copy**Informational Item****Executive and Academic Affairs Committee****I. Lectureship Pilot Program****II. Issue and Background**

For over 10 years EKU has been investigating the possibility of adding another faculty rank called "Lecturer." A Lecturer is a non-tenure track faculty position that can be filled on a year-to-year basis. Most universities have created similar ranks to take advantage of special opportunities for programming and to bring distinguished professionals who, due to career path, interests or academic background, do not fit the typical tenure track ranks. Unlike a visiting position, lecturers may be hired beyond the three year limit and would not be expected to (nor would they be eligible to) pursue tenure. Lecturers will be used sparingly and not as a replacement for tenure track lines. Examples of persons who might fit the Lecturer ranks would be successful professionals such as retired school superintendents to teach in the graduate educational administration program or up-and-coming, non terminal degree individuals who bring practical experience to programs as they work to complete degrees such as minority, grow-your-own candidates.

The Faculty Senate recommended a two-year pilot period during which departments may design models and procedures for using Lecturers. The use of such positions will be evaluated annually by the Provost, Deans and the Senate. The President recommends approval for the pilot period.

III. Alternatives

Not approve the attached and continue with only the present policy on Visiting faculty positions.

IV. Projected Timeline

For implementation immediately for a two year pilot period.

Board of Regents
Sept. 6, 2003

Motion:

Effective with the fall of 2003 and for a period of two years, pilot programs to create and test the concept of "Lectureship" in its broad definition, will be permitted under the following guidelines:

Departments, working in concert with their dean, may develop procedures and guidelines for the use of Lectureships for specific purposes that are unavailable under current faculty regulations. Any such plan will have the approval of the department faculty, chair and dean prior to submitting it for approval to the provost. The policy and guidelines will specify all conditions under which Lecturers will be employed and will clearly delineate their duties and responsibilities.

Evaluation of the use of Lectureships will be conducted annually and a report will be submitted to the Provost and Senate by the April meeting of each year. By the May meeting of the second year, the Senate will make a recommendation to the President and Provost regarding the continuation of the use of Lectureships.

COL	Home Department	Salary	Degree	Discipline	Institution	CRN	Course #	Course Title	Credits	Workload	Enrolled
1	CAS Anthro, Socio, and Social Work	\$ 27,405	BA MA JD	Sociology Sociology Law	University Of Kentucky University Of Kentucky University Of Kentucky	21191	SOC 131	Introductory Sociology	3.00	0.00	41
						21299	SOC 235	Social Problems	3.00	3.00	25
						21351	SOC 235	Social Problems	3.00	3.00	27
						21367	SOC 395	Research Methods in Sociology	3.00	3.00	21
						25258	SOC 360	The Community	3.00	3.00	24
								15	12	138	
2	CAS Anthro, Socio, and Social Work	\$ 27,000	BS PHD	Social Work Social Work	Southeast Missouri State Univ University Of Kansas	21386	SWK 210	Introduction to Social Work	2.00	2.00	14
						21388	SWK 210	Introduction to Social Work	2.00	2.00	11
						21462	SWK 310	Introduction to Social Welfare	3.00	3.00	17
						25260	SWK 225	Human Behav/Social Environ I		3.00	20
						25795	SWK 390	Field Experience Social Agency	3.00	3.00	6
						25677	SWK 310	Introduction to Social Welfare	3.00	0.00	3
						25850	SWK 310	Introduction to Social Welfare	3.00	0.00	4
								16	13	75	
3	CAS Art and Design	\$ 27,405	BA BA MA PHD PHD	Art English Art Art Art	Illinois Wesleyan University Illinois Wesleyan University University Of Utah Transfer University Foreign University I	20466	ART 200	Art Appreciation: Orientation	3.00	3.00	29
						20476	ART 200	Art Appreciation: Orientation	3.00	1.00	66
						20946	ART 391	Survey of Art History II	3.00	3.00	42
						22102	ART 200	Art Appreciation: Orientation	3.00	1.00	9
						22118	ART 200	Art Appreciation: Orientation	3.00	1.00	6
						22122	ART 200	Art Appreciation: Orientation	3.00	2.00	9
						25705	ART 560	Non-Western Art History	3.00	3.00	21
						25706	ART 760	Non-Western Art History	3.00	3.00	2
						26307	ART 863	Problems in Art & Design	3.00	0.00	1
4	CAS Art and Design	\$ 27,000	BS MFA	Art:Teaching P-12 Art	Kutztown University Of Pennsy Virginia Commonwealth Univers	20446	ART 152	Design, Two-Dimensional	3.00	4.50	12
						20448	ART 153	Design, Three-Dimensional	3.00	4.50	17
						20460	ART 164	Concepts of Art and Design	3.00	3.00	40
						25245	ART 164	Concepts of Art and Design	3.00	3.00	37
5	CAS Computer Science	\$ 46,690	BS MS MS	Health, Phys Educ, and Rec CDP Comp Sci & Math Teaching Health Education	University of the Cumberlands University Of Evansville University of the Cumberlands	20163	CSC 104	Comp Lit with Software Applic	3.00	3.00	20
						20166	CSC 110	Introduction to the Internet	1.00	1.00	22
						20167	CSC 110	Introduction to the Internet	1.00	1.00	22
						20169	CSC 110	Introduction to the Internet	1.00	1.00	20
						23907	CSC 110	Introduction to the Internet	1.00	1.00	17
						23908	CSC 110	Introduction to the Internet	1.00	1.00	20
						25219	CSC 110	Introduction to the Internet	1.00	1.00	19
							Other	Coordinator		3.00	
6	CAS English and Theatre	\$ 27,405	BA MA	Journalism English	Eastern Kentucky University Eastern Kentucky University	22227	ENG 101	English Composition I	3.00	3.00	16
						22368	ENG 101	English Composition I	3.00	3.00	15
						22372	ENG 211	Survey of World Literature I	3.00	3.00	17
						22940	ENG 211	Survey of World Literature I	3.00	3.00	31
7	CAS English and Theatre	\$ 27,405	BA MAED	Sociology English	Carleton College Western Carolina University	22766	ENG 102	English Composition II	3.00	3.00	11
						22886	ENG 211	Survey of World Literature I	3.00	3.00	33
						25378	ENG 359	Kentucky Literature	3.00	3.00	17
						25432	ENG 351	American Literature II	3.00	3.00	13
8	CAS English and Theatre	\$ 27,405	BA MA	English English	Eastern Kentucky University Eastern Kentucky University	22230	ENG 101	English Composition I	3.00	3.00	24
						22288	ENG 102	English Composition II	3.00	3.00	25
						22305	ENG 212	Survey of World Literature II	3.00	3.00	32
						22802	ENG 102	English Composition II	3.00	3.00	25
9	CAS English and Theatre	\$ 27,405	BA BA	Economics English	Univ Of Wisconsin-Madison Univ Of Wisconsin-Madison	22347	ENG 102	English Composition II	3.00	3.00	23
						23057	ENG 212	Survey of World Literature II	3.00	3.00	32

COL	Home Department	Salary	Degree	Discipline	Institution	CRN	Course #	Course Title	Credits	Workload	Enrolled
			MA	English	Central Missouri State Univer	22268	ENG 212	Survey of World Literature II	3.00	3.00	34
						23120	ENG 212	Survey of World Literature II	3.00	3.00	34
									12	12	123
10	CAS English and Theatre	\$ 27,403	BA MA	English English	Eastern Kentucky University Eastern Kentucky University	22248 22263 25169 25283 25288	ENG 102 ENG 102 FLS 102 HON 304 HON 308	English Composition II English Composition II Standard Arabic II Qur'an in Arabic/Islamic Cntxt Qur'an in Arabic/Islamic Cntxt	3.00 3.00 3.00 3.00 3.00	3.00 3.00 3.00 1.50 1.50	11 15 10 9 7
									15	12	52
11	CAS English and Theatre	\$ 27,405	BA MA	English English	Eastern Kentucky University Eastern Kentucky University	22159 22184 22938 22990	ENG 101 ENG 101 ENG 211 ENG 211	English Composition I English Composition I Survey of World Literature I Survey of World Literature I	3.00 3.00 3.00 3.00	3.00 3.00 3.00 3.00	24 22 31 33
									12	12	110
12	CAS English and Theatre	\$ 27,405	BA BA MA MA PHD	English History English Journalism English	Centre College Centre College Eastern Kentucky University Univ Of Missouri-Columbia University Of Kentucky	22162 22765 22804 22830	ENG 101 ENG 102 ENG 102 ENG 102	English Composition I English Composition II English Composition II English Composition II	3.00 3.00 3.00 3.00	3.00 3.00 3.00 3.00	22 25 24 25
									12	12	96
13	CAS History	\$ 27,500	BA MA	History History	Eastern Kentucky University University Of Notre Dame	21541 25031 25032 25044	HIS 202 HIS 202 HIS 202 HIS 424	Amer Civ to 1877 Amer Civ to 1877 Amer Civ to 1877 Civil War and Reconstruction	3.00 3.00 3.00 3.00	3.00 3.00 3.00 3.00	29 23 26 18
									12	12	96
14	CAS Mathematics & Statistics	\$ 29,000	MS	Mathematics	Eastern Kentucky University	21168 21170 21267 21270	MAT 105 MAT 105 MAT 201 MAT 202	Mathematics with Applications Mathematics with Applications Mat for Mid & Ele Teachers I Mat for Mid & Elem Teachers II	3.00 3.00 3.00 3.00	3.00 3.00 3.00 3.00	36 37 22 22
									12	12	117
15	CAS Mathematics & Statistics	\$ 34,169	BA (specia ? Assume Mathematics		?	21147 21148 21149 21150 21151 21152 21161	MAT 095 MAT 095 MAT 095 MAT 095 MAT 095 MAT 095 MAT 098	Developmental Algebra I Developmental Algebra I Developmental Algebra I Developmental Algebra I Developmental Algebra I Developmental Algebra I Algebra II	3.00 0.00 0.00 0.00 0.00 0.00 3.00	6.00 0.00 0.00 0.00 0.00 0.00 3.00	126 26 28 28 28 16 32
									6	9	284
16	CAS Mathematics & Statistics	\$ 27,405	BS BS MS	Mathematics Mathematics	University Of Kentucky University Of Kentucky Eastern Kentucky University	21329 22537 22539 25206 25207 25208 25210	STA 215 MAT 105 MAT 105 MAT 202 STA 215 STA 215 STA 215	Elementary Probability & Stati Mathematics with Applications Mathematics with Applications Mat for Mid & Elem Teachers II Elementary Probability & Stati Elementary Probability & Stati Elementary Probability & Stati	3.00 3.00 3.00 3.00 3.00 3.00 3.00	3.00 3.00 3.00 3.00 0.00 0.00 0.00	23 31 28 6 24 17 9
									21	12	138
17	CAS Music	\$ 27,405	BA MM	Music Music	University Of Central Florida Eastern Kentucky University	22495	MUS 111	Beginning Class Piano II	1.00	2.00	3
									1	2	3
18	CAS Music	\$ 27,405	BS BM MM	Accounting Music Music	University Of Kentucky University Of Kentucky University Of Louisville	22615 22616 22678 22874 23102 23336	MUS 132F MUS 132F MUS 232F MUS 332F MUS 384 MUS 832	Guitar I Guitar I Guitar II Guitar III Electronic Music String Instruments	1.00 2.00 2.00 3.00 2.00 2.00	2.00 2.33 1.00 1.00 2.00 1.00	2 9 1 1 3 1

COL	Home Department	Salary	Degree	Discipline	Institution	CRN	Course #	Course Title	Credits	Workload	Enrolled
						25483	MUS 257	Guitar Ensemble	1.00	3.00	7
						25484	MUS 457	Guitar Ensemble	1.00	3.00	1
									14	15	25
19	CAS Music	\$ 27,405	BA MM	Sociology Music	University Of Kentucky University Of Kentucky	22719	MUS 146E	Saxophone I	1.00	1.66	1
						22721	MUS 146E	Saxophone I	2.00	1.33	2
						22744	MUS 246E	Saxophone II	1.00	0.33	1
						22768	MUS 246E	Saxophone II	2.00	0.66	1
						22824	MUS 250	Saxophone Ensemble	0.50	1.50	2
						23408	MUS 872	Seminar in Music History	3.00	3.00	12
						25477	MUS 285	Jazz Improvisation	3.00	3.00	8
									13	11	27
20	CAS Physics and Astronomy	\$ 27,000	BS MS	Physics Physics	Eastern Kentucky University Eastern Kentucky University	21409	PHY 101	Concepts of the Physical World	3.00	2.00	23
						21436	PHY 202	University Physics II	0.00	2.25	15
						21437	PHY 202	University Physics II	0.00	2.25	7
						21448	AST 135	Introductory Astronomy	3.00	2.00	59
						21450	AST 135	Introductory Astronomy	0.00	1.50	16
						21452	AST 135	Introductory Astronomy	0.00	1.50	23
									6	12	143
21	CBT Communication	\$ 45,000	BS	Journalism	University Of Florida	22293	COM 200	Mass Media and Society	3.00	3.00	39
						22342	COM 200	Mass Media and Society	3.00	3.00	40
						22506	JOU 325	Photojournalism	3.00	3.00	17
						22508	JOU 325	Photojournalism	3.00	3.00	18
									12	12	114
22	CBT Communication	\$ 39,000	BA MDIV PHD	English & Speech Theology Communication	Asbury College Trinity International Univers University Of Kentucky	24946	CMS 100	Intro to Human Communication	3.00	3.00	24
						24947	CMS 100	Intro to Human Communication	3.00	3.00	24
						24974	CMS 320	Persuasion	3.00	3.00	27
							Other	Coordinator		3.00	
									9	12	75
23	COE Counseling & Educ Leadership	\$ 52,273	BS MAED EDD	Rel. & Phil. & History English & History Adminstration	University Southern Mississip Georgetown College University Of Kentucky	25530	EAD 846	Leadership: Schl Com Relations	3.00	3.00	28
						25531	EAD 846	Leadership: Schl Com Relations	3.00	3.00	17
						25538	EAD 846	Leadership: Schl Com Relations	3.00	3.00	33
						25539	EAD 846	Leadership: Schl Com Relations	3.00	3.00	23
						26285	EAD 846	Leadership: Schl Com Relations	3.00	3.00	17
									15	15	118
24	COE Counseling & Educ Leadership	\$ 51,227	BA MAED EDD	English Admin of Pupil Pers Services Admin of Pupil Pers Services	Lincoln Memorial University Xavier University Indiana University Bloomingto	25443	EAD 810	Educational Leadership Pract	3.00	3.00	17
						25503	EAD 869	Decision-Making & Act Res	3.00	3.00	29
						25506	EAD 869	Decision-Making & Act Res	3.00	3.00	30
						25523	EAD 869	Decision-Making & Act Res	3.00	3.00	25
						25764	EAD 869	Decision-Making & Act Res	3.00	3.00	31
									15	15	132
25	COE Counseling & Educ Leadership	\$ 51,227	BA MAED PHD	Biology Guidance & Counseling Education Administration	Berea College Eastern Kentucky University Other University	22084	EAD 821	Pract in Admin & Supervision	3.00	3.00	15
						25511	EAD 810	Educational Leadership Pract	3.00	3.00	12
						25513	EAD 869	Decision-Making & Act Res	3.00	3.00	22
						25540	EAD 810	Educational Leadership Pract	3.00	3.00	11
						25542	EAD 869	Decision-Making & Act Res	3.00	3.00	21
									15	15	81
26	COE Curriculum and Instruction	\$ 48,080	BS MA MA	Elementary Education Teaching Library Science Education Educ Admin & Supervision	Tennessee Technological Unive Tennessee Technological Unive University Of South Florida	22714	EDF 203	Schooling & Society	3.00	3.00	31
						22716	EDF 203	Schooling & Society	3.00	3.00	19
						22775	EDF 319	Human Development and Learning	3.00	3.00	30
						22779	EDF 319	Human Development and Learning	3.00	3.00	32
									12	12	112
27	COE Curriculum and Instruction	\$ 49,810	BS	Mathematics	Jacksonville State University	22784	EDF 413	Assessment in Education	3.00	3.00	23

COL	Home Department	Salary	Degree	Discipline	Institution	CRN	Course #	Course Title	Credits	Workload	Enrolled	
			MAED	Mathematics Teaching	Eastern Kentucky University	22792	EDF 413	Assessment in Education	3.00	3.00	26	
						22798	EDF 413	Assessment in Education	3.00	6.00	32	
									9	12	81	
28	COE Curriculum and Instruction	\$ 43,138	BS MAED MED	Spec Educ: L & B Disorders Education Administration & Supervision shows transfer work but no degree	Eastern Kentucky University Lincoln Memorial University Transfer Transcript	22903 22908 22909 22912 22974	ELE ELE ELE ELE EMG	445 445 445 445 445	Foundation-Reading/Lang Arts Foundation-Reading/Lang Arts Foundation-Reading/Lang Arts Foundation-Reading/Lang Arts Foundations-Reading/Lang Arts	3.00 3.00 3.00 3.00 3.00	1.50 3.00 3.00 3.00 1.50	21 25 23 27 6
									15	12	102	
29	COE Special Education	\$ 49,938	BS	Hearing Impaired 5-8 Teaching	Eastern Kentucky University	22392 22396 22398 22399 22401 22404 22405 22407	SED SED SED SED SED SED SED SED	485 486 486 486 487 488 488 488	Audiologic Evaluation Audiologic Evaluation Audiologic Evaluation Audiologic Evaluation Aural Rehabilitation Practicum in Audiology Practicum in Audiology Practicum in Audiology	3.00 1.00 1.00 1.00 3.00 1.00 1.00 1.00	3.00 1.00 0.75 0.75 3.00 0.50 0.50 0.50	32 12 10 10 24 4 4 3
								Other	Other Instructional Support		6.00	
									12	16	99	
30	COE Special Education	\$ 42,947	BA MS	Recreation Special Education	University Of Kentucky University Of Kentucky	22428 22438 22454 22460 25647 25649 25656 26104 26269 26270	SED SED SED SED SED SED SED SED SED SED	545 577 745 777 499 500 700 897 375 375	Program Personnel Management Dual Sensory and Communication Program Personnel Management Dual Sensory and Communication Supvisd Stu Teach In Spec Educ Best Prac/Prog/Mod-Severe Dis Best Practices & Prog in MSD Practicum in Special Education Practicum in Spec Ed Practicum in Spec Ed	3.00 3.00 3.00 3.00 12.00 3.00 3.00 6.00 6.00 3.00	1.50 1.50 1.50 1.50 3.00 1.50 1.00 3.00 1.00 1.00	20 18 14 13 3 8 4 7 2 3
									45	17	92	
									408.5	376	3,123	

ATTACHMENT D

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AAUP Council Adopts Policy on Contingent Faculty Appointments and the Academic Profession

Washington, D.C.—The governing Council of the American Association of University Professors adopted a new policy statement, Contingent Appointments and the Academic Profession, on November 9.

The statement addresses the increasing overreliance on part-time and non-tenure-track faculty that threaten the quality and stability of higher education and the academic profession's capacity to serve the public good. "Contingent" appointments include all those off the tenure track, whether part or full time, and whether compensated on a per-course or salary basis. Individuals holding such appointments are called by various titles including "adjuncts," "lecturers," "instructors," and "visiting professors."

"The statement breaks new ground by offering concrete guidance for stabilizing the profession and combining a comprehensive analysis of the costs of contingency to higher education with an articulation of long-standing Association principles," says David Gruber, professor of philosophy at Truman State University and chair of the AAUP subcommittee that developed the statement. "It addresses the current challenges faced by faculty and institutions in securing the integrity and effectiveness of the profession."

Contingent Appointments and the Academic Profession makes new recommendations in two areas: increasing the proportion of faculty appointments that are on the tenure line, and improving job security and due process protections for those with contingent appointments.

The proportion of tenure-line appointments may be increased in two ways:

- (1) changing the status of faculty members currently holding non-tenure-track appointments, and
- (2) creating new tenure-line appointments. With the first method, individuals holding contingent appointments are offered tenure-eligible reappointments.

With the second method, new tenure-line positions are created and open searches are held for candidates to fill them. In both cases, a well-planned transition to a higher proportion of tenured faculty should be accomplished primarily through attrition, retirements, and, where appropriate, "grandfathering" of currently contingent faculty into tenured positions. Faculty in contingent positions should not bear the cost of transition.

The policy recommends that when contingent faculty appointments are used, they should include the full range of faculty responsibilities (teaching, scholarship, service); comparable compensation for comparable work; assurance of continuing employment after a reasonable opportunity for successive reviews; inclusion in institutional governance structures; and appointment and review processes that involve faculty peers and rely on accepted academic due process.

The policy discusses the negative effects of the increased use of contingent faculty appointments on academic freedom, undergraduate education, and academic collegiality. No matter how qualified and dedicated they are, many contingent faculty members are hobbled in the performance of their duties by a lack of professional treatment and support.

"The overuse and abuse of contingent faculty, both full-time and part-time, profoundly threaten academic freedom and the quality of the education we provide our students because, without the protection of tenure, faculty too often are reluctant to explore controversial issues," comments AAUP president Jane Buck. "The Association's new policy provides a theoretical framework and practical guidelines for colleges and universities committed to providing equity for faculty and an intellectually stimulating environment for students."

The draft policy builds on previous AAUP policies, including *The Status of Part-Time Faculty* (1980), *On Full-Time Non-Tenure-Track Appointments* (1986), and *The Status of Non-Tenure-Track Faculty* (1993). Recognizing that the use of contingent appointments has increased dramatically since even the most recent of these statements was issued, a joint subcommittee of the Association's Committee on Part-Time and Non-Tenure-Track Appointments and Committee A on Academic Freedom and Tenure revisited the issue, affirming the AAUP's long-standing policy that all faculty with full-time appointments should be eligible for tenure after a reasonable probationary period, and that part-time and non-tenure-track appointments should be limited to no more than 15 percent of total instruction within an institution and no more than 25 percent within a department.

A draft of the statement was published for comment in the September–October issue of the AAUP's magazine, *Academe*, and on the Association's Web site. It was revised in response to comments received. The final statement is now available on the Web site <www.aaup.org>.

The American Association of University Professors is a nonprofit charitable and educational organization that promotes academic freedom by supporting tenure, academic due process, and standards of quality in higher education. The AAUP has more than 45,000 members at colleges and universities throughout the United States.
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American Association of University Professors

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