Full-Time Non-Tenure Track Faculty Committee
Final Report

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Charge 1: FTNTT Faculty Compensation

In collaboration with FAC, the FTNTTFC shall (a) inquire and examine the data that have been obtained from the Colonial Group (G14), (b) explore sources of more granular match-mate data for FTNTT faculty than is currently available, and (c) and make recommendations to improve FTNTT faculty compensation.

Examine the Colonial Group Data

The Provost's office provided our committee with aggregated data collected **by 5 Colonial Group institutions - Boston College, Lehigh University, Tufts University, Tulane University, and Wake Forest University.**

What was provided is median salary data for faculty holding the title of: **Assistant Teaching Professor, Associate Teaching Professor, Full Teaching Professor** across the university, however discipline-specific data cell sizes were too small to report from those institutions and cannot be provided.

Non-Tenure Track Teaching Faculty Salary Data					
G14 (Colonial Group) Assistant Professor	**Sample Size**	**NU Assistant Teaching Professor**	**Sample Size**	**Median Salary Difference**	
Median Salary	N	Median Salary	N		
$ 94,922.00	292	$ 94,098.00	111	$ (824.00)	
G14 (Colonial Group) Associate Professor		**NU Associate Teaching Professor**			
Median Salary	N	Median Salary	N		
$ 97,849.00	248	$ 105,182.00	113	$ 7,333.00	
G14 (Colonial Group) Full Professor		**NU Full Teaching Professor**			
Median Salary	N	Median Salary	N		
$ 124,939.00	216	$ 129,420.00	54	$ 4,481.00	

The data above DOES NOT include **CPS, Business, Law, and Health** disciplines, focusing more the core disciplines; this was due to the pilot nature of the program and that many of the colonial groups' schools do not have these disciplines.

Assessment of the G14 data:

Reference salaries are not available for a significant number of NU faculty. Leaving out reference groups for faculty who hold many other titles (e.g., Lecturers, Clinical Professors, Professor of Practice, Research Faculty, etc.). *See Appendix A in our report for a full list of comparative titles.*

FTNTT faculty should be able to gain access to comparable salary data by discipline to avoid the potential for inequities within disciplines and across demographics (race, gender, etc.).

We recognize that there are legal and privacy issues in sharing the more granular data reported for FTNTT faculty titles, and in some cases the data is not available.

Efforts should continue to gather data from G14 to provide data to the FTNTT faculty and to include data for CPS, Business, Law, and Health disciplines when available.
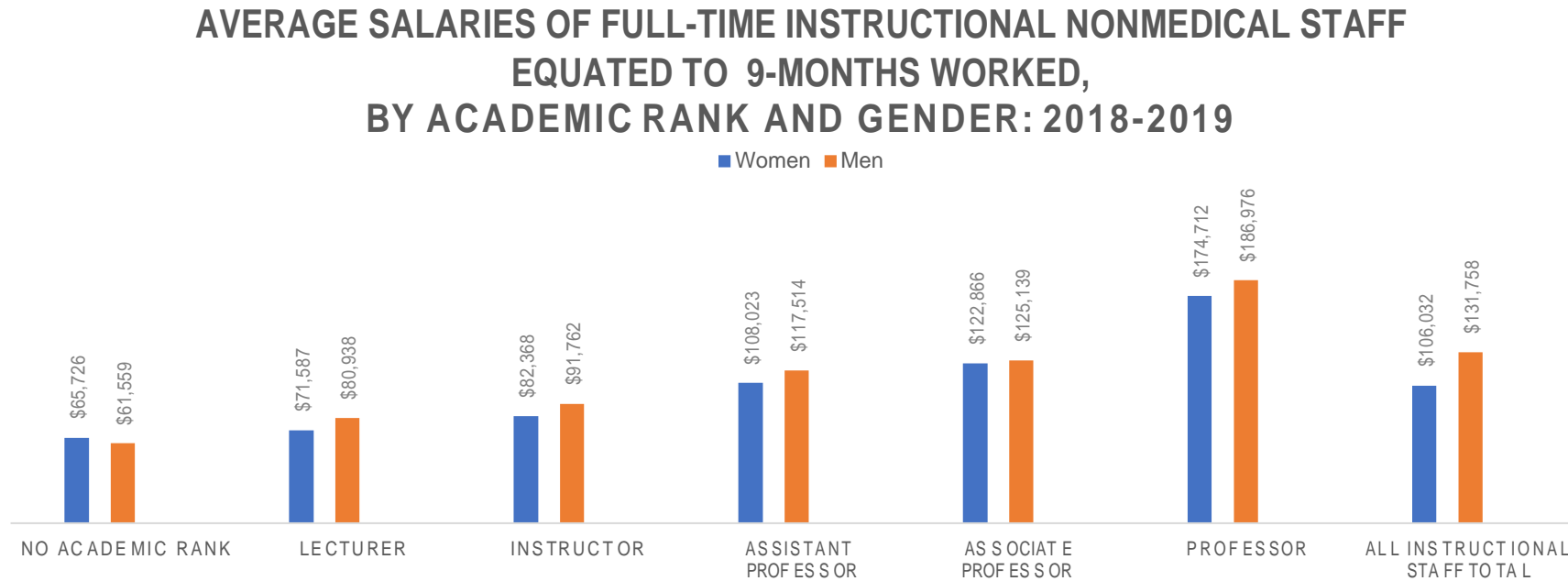
Lack of data prevents FTNTT faculty from making fair equity cases as spelled out in the Faculty Handbook equity module.

Important note:

The University is asking G14 for more data; however, they are at the mercy of other universities providing information. Northeastern is not withholding information, it's waiting on other universities to participate.

We looked for sources of more granular match-mate data for FTNTT faculty

Public data from the National Center for Education Statistics - IPEDS Data Center, which documents pay by rank (TT and FTNTT faculty) and found significant gaps in pay by gender.

AVERAGE SALARIES OF FULL-TIME INSTRUCTIONAL NONMEDICAL STAFF EQUATED TO 9-MONTHS WORKED, BY ACADEMIC RANK AND GENDER: 2018-2019

■ Women ■ Men

	Women	Men
NO ACADEMIC RANK	$65,726	$61,559
LECTURER	$71,587	$80,938
INSTRUCTOR	$82,368	$91,762
ASSISTANT PROFESSOR	$108,023	$117,514
ASSOCIATE PROFESSOR	$122,866	$125,139
PROFESSOR	$174,712	$186,976
ALL INSTRUCTIONAL STAFF TOTAL	$106,032	$131,758

These data include the salaries of all faculty by rank at Northeastern and it is not broken down by college or discipline.

As per the IPEDS report instructional faculty includes faculty who are either (1) primarily instructional or (2) instructional and research based. It does not include NTT research faculty or CPS faculty.

Assessment of the IPEDS data:

It is unclear whether this salary differential represents a gender pay issue (women are paid less for the same positions) or a gender mix-issue (i.e., women teach predominantly in lower paying colleges)

Each year the Senior Vice Provost for Academic Affairs meets with the dean of each college to review male and female faculty salaries to ensure equity.

The Provost's office and/or colleges should continue to investigate if there are discrepancies in pay between male/female faculty, as well as, BIPOC faculty.

Also look at recruitment efforts to address possible issues, as in, if higher paying fields are predominantly male, why is this the case.

Charge 2: Workload and Compensation

The FTNTTFC shall (a) collect data from HR and colleges regarding various titles of FTNTT faculty across colleges, their workload and compensation (in ranges by unit or college to preserve anonymity), (b) analyze to determine if there are significant differences in workload and compensation for similar titles and across demographics, (c) examine faculty   contracts for   FTNTT faculty in regards to title and position (d) if needed, recommend changes to titles and responsibilities, and or contracts towards achieving increased uniformity.

With regard to part (a) of the charge, we were unable to collect compensation data from the colleges, as noted in Charge 1.

In practice, FTNTT titles are fairly consistent across the University

Top 4 titles[1] account for >88% of NTT faculty.   Top 8 cover over 97%.

See notes below

Title	Total	%	Cum %
Assoc. Teaching or Clinical Professor	180	32.7%	32.7%
Asst. Teaching or Clinical Professor	171	31.1%	63.8%
Teaching or Clinical Professor	86	15.6%	79.5%
Lecturer	51	9.3%	88.7%
Professor of the Practice	20	3.6%	92.4%
Assoc. Academic Specialist	12	2.2%	94.5%
Assoc. ResearchScientist	7	1.3%	95.8%
Senior Lecturer	7	1.3%	97.1%
Principal Lecturer	4	0.7%	97.8%
Senior Academic Specialist	4	0.7%	98.5%
Clinical Instructor	3	0.5%	99.1%
Academic Specialist	2	0.4%	99.5%
Asst. Academic Specialist	1	0.2%	99.6%
Asst. Clinical Instructor	1	0.2%	99.8%
Professor of Design	1	0.2%	100.0%
	550	100.0%	

Top 4

Top 8

Associate Teaching Professor, Assistant Teaching Professor, and Teaching Professor, combined with Associate Clinical Professor, Assistant Teaching Professor and Clinical Professor, respectively. Clinical titles are used BCHS, SOL, and to some extent KCCS.

On following slides these combined titles are often referred to as full professor rank or associate or assistant professor rank for brevity.

Note: Our data collection efforts did not include assistant/associate/full research professor ranks in some colleges as their funding comes from external sources.

Contract Lengths appear to be consistent across colleges

- 1-year contracts for Assistant rank and Lecturers
- 3-years for the Associate rank and Senior Lecturers

(Khoury College has some individuals at the Assistant level grandfathered to have a 3-year contract)

- 5-years for any level above the Associate rank, including Principal Lecturers

- Colleges offer both 9-month and 12-month contracts to accommodate teaching workloads

- Research Faculty have a different contract system and expectations than teaching faculty

Workload variations across colleges and by rank:
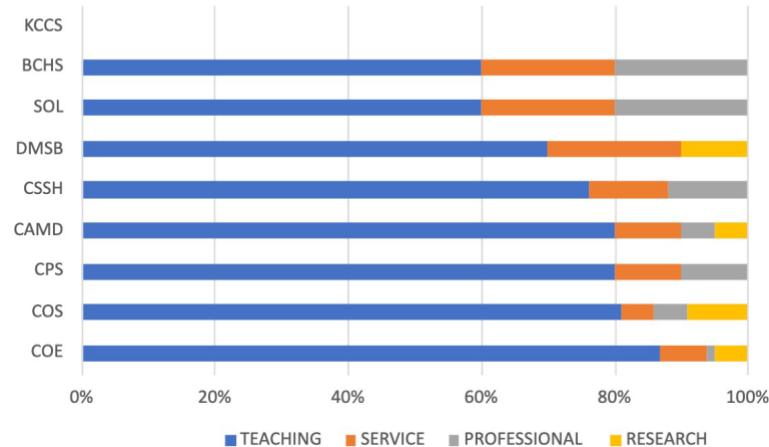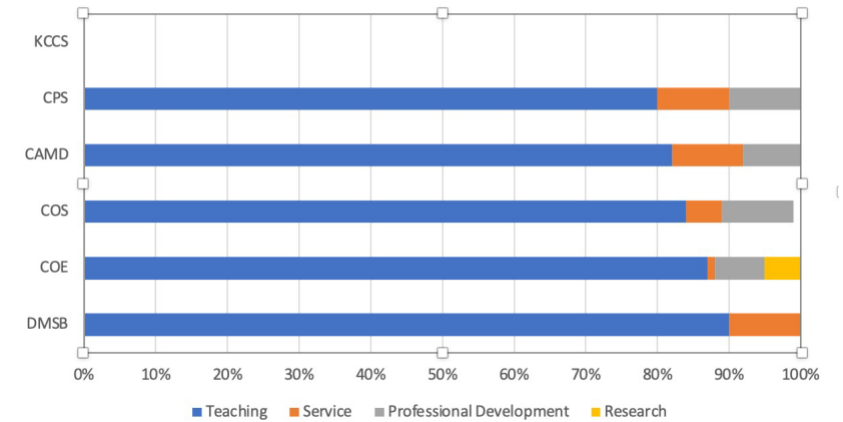## Teaching, Service, Professional Development, and Research
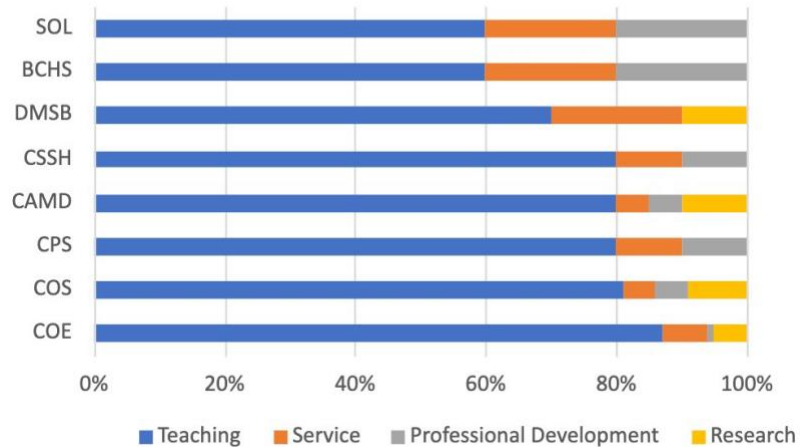
| **Full Professor rank** | **Assistant, Associate rank** | **Lecturer ranks** |

At a high-level, average workload distributions are relatively consistent across ranks but there is quite a bit of differentiation by departments within some colleges.

Teaching course load and unit measure varies (credits/courses) across colleges as well *chart in report*

Women represent 44% of the FTNTT Faculty

Women's representation greatest in BCHS, CSSH and SOL

	BCHS	CAMD	COE	COS	CSSH	DMSB	KCCS	SOL	% women by rank	Total Women	Total Positions
Associate Teaching Professor	83%	36%	23%	50%	58%	15%	27%	100%	50%	70	140
Assistant Teaching Professor	61%	24%	22%	46%	58%	33%	25%	67%	40%	56	139
Teaching Professor	89%	33%	25%	100%	70%	0%	17%	86%	56%	39	70
Lecturer		40%		29%		33%	22%		33%	17	51
Professor of the Practice		29%	0%		67%	0%	40%		30%	6	20
Associate Academic Specialist		0%	0%		67%	29%			33%	4	12
Associate Research Scientist							29%		29%	2	7
Senior Lecturer		100%		0%		20%			29%	2	7
Principal Lecturer		50%				50%			50%	2	4
Senior Academic Specialist					100%	0%			50%	2	4
Clinical Instructor							0%		0%		3
Assistant Academic Specialist					100%				100%	1	1
Assistant Clinical Instructor						100%			100%	1	1
Professor of Design		0%							0%	0	1
Percent Women by College	77%	34%	22%	47%	64%	23%	26%	81%	44%	202	460
Total Women	48	25	12	29	46	14	15	13	202		
Total Positions	62	74	54	62	72	62	58	16	460		

Associate Teaching Professor, Assistant Teaching Professor, and Teaching Professor combined with Associate Clinical Professor, Assistant Teaching Professor and Clinical Professor, respectively. Clinical titles are used BCHS, SOL, and to some extent KCCS.
Counts by gender by position not available for CPS.

BIPOC represent about 1/9ᵗʰ of the FTNTT Faculty

BIPOC representation greatest in DMSB and SOL

	BCHS	CAMD	COE	COS	DMSB	KCCS	SOL	% BIPOC by rank	Total BIPOC	Total Positions
Assoc. Teaching or Clinical Professor	6%	6%	11%	8%	19%	6%	0%	9%	11	120
Asst. Teaching or Clinical Professor	3%	0%	14%	6%	54%	0%	67%	12%	14	116
Lecturer		20%		14%	0%	11%		16%	8	51
Teaching or Clinical Professor	11%	0%	0%	20%	0%	17%	29%	10%	5	50
Professor of the Practice		29%	0%		0%	0%		12%	2	17
Assoc. Academic Specialist		0%	0%		14%			11%	1	9
Assoc. Research Scientist						14%		14%	1	7
Senior Lecturer		0%		0%	20%			14%	1	7
Principal Lecturer		0%			0%			0%	0	4
Clinical Instructor						33%		33%	1	3
Senior Academic Specialist					0%			0%	0	2
Asst. Clinical Instructor						0%		0%		1
Professor of Design		0%						0%	0	1
Percent BIPOC by College	5%	11%	9%	10%	21%	9%	25%	11%	44	388
Total BIPOC	3	8	5	6	13	5	4	44		
Total Positions	62	74	54	62	62	58	16	388		

Associate Teaching Professor, Assistant Teaching Professor, and Teaching Professor combined with Associate Clinical Professor, Assistant Teaching Professor, and Clinical Professor, respectively. Clinical titles are used BCHS, SOL, and to some extent KCCS.
BIPOC counts unavailable for CPS and CSSH (BIPOC numbers broken down by rank are not available for this college).
For COE, BIPOC is defined as underrepresented minorities (URM), which does not include Asians/Asian Americans.

69% of co-op faculty are women, but only 7% are BIPOC

Women Co-op Coordinators	COS	CAMD	BCHS	CSSH	DMSB	KCCS	COE	% women by rank	Total women	Total positions
Assistant Co-op Coordinator	75%	100%	100%	0%	50%	44%	76%	67%	30	45
Associate Co-op Coordinator	100%	100%	75%	67%	0%	33%	67%	68%	17	25
Senior Co-op Coordinator	100%	100%	67%	67%	50%	100%	100%	80%	12	15
Percent Women by College	88%	100%	75%	60%	50%	46%	76%	69%	59	85
Total Women	7	3	6	6	3	6	28			
Total Positions	8	3	8	10	6	13	37			

BIPOC Co-op Coordinators	COS	CAMD	BCHS	CSSH	DMSB	KCCS	COE	% BIPOC by rank	Total BIPOC	Total positions
Assistant Co-op Coordinator	25%	0%	0%	x	0%	33%	0%	9%	4	45
Associate Co-op Coordinator	50%	0%	0%	x	0%	33%	0%	8%	2	25
Senior Co-op Coordinator	0%	0%	0%	x	0%	0%	0%	0%	0	15
Percent BIPOC by College	25%	0%	0%	x	0%	31%	0%	7%	6	85
Total BIPOC	2	0	0	x	0	4	0			
Total Positions	8	3	8	10	6	13	37			

Co-op coordinators in CPS and SOL are not considered faculty.
In CAMD, the senior co-op coordinator is in Architecture.
In COE, BIPOC was defined as underrepresented minorities (URM), which did not include Asians/Asian Americans.
For CSSH, BIPOC numbers were not available (BIPOC numbers broken down by rank are not available for this college).

Recommendations:

- That the process continue across colleges to standardize titles and contract lengths, where applicable

- We were encouraged by women's representation in the FTNTT faculty; however, we'd like to see increase representation in colleges with lower averages

- Currently the University does not consistently define BIPOC according to OIDI. Therefore, we recommend that the University adopt a consistent data collection benchmark that breaks down faculty into the racial and ethnic categories including but not limited to: Black, Indigenous, Latinx/Hispanic, Pacific Islander, Middle Eastern, Asian, and multiracial.

Charge 3: FTNTT Faculty Leadership Positions

Following on Resolution #14 of the AY2018-2019 Faculty Senate, the FTNTTFC shall review the availability and assignment of leadership positions for NTT faculty within each college, including chairing MS Thesis and PhD Dissertation Committees, and shall make recommendations for wider implementation of this resolution through policy and bylaw changes within each college.

Data Analysis:

We found that there is no University-level policy regarding the availability and assignment of leadership positions for FTNTT   faculty

Availability and appointments varied by college and department

The following leadership positions were identified for FTNTT faculty, but not limited to:
- Assistant and Associate Deans
- Department Heads, Chair
- Directors of various programs across the   university
- Program Coordinators
- Members of hiring, promotion or other committees
- Academic Affairs Committee
- Department Merit and Promotion Committees
- MS Thesis and PhD Thesis Committees

Appendix B shows a full list of FTNTT Faculty who hold various titles across the University. Roles are not limited to this list, it's just what we have gathered so far.

Recommendations:

- The availability and assignment of leadership positions for FTNTT faculty be standardized across all 9 colleges and campuses of the University to be more in line with the University's One Faculty model.

- All FTNTT faculty should be made eligible for all leadership positions, with the exception of tenure-specific committees.

Charge 4: FTNTT Faculty Promotion Process

The FTNTTFC shall also recommend best practices for FTNTT promotion processes at the departmental and college   levels.

This charge was conducted last year (Appendix C report attached). If the Senate resolved to require units to make changes to their processes as a result of the report, and the SAC would be pleased to charge us to assess whether this took place, we are happy to conduct this process next year.

Charge 5: Professional Development/One-term Paid Leave Program

The FTNTTFC shall follow up on professional development support, including one-term paid leaves. The FTNTTFC shall work with the Provost Office to develop an assessment plan for the ongoing semester-long professional development leaves for NTT faculty taking place during AY2020-2021, and shall make recommendations regarding wider implementation of this program.

The committee spoke with the Senior Vice Provost of Academic Affairs who reported that most of the FTNTT Fellowships are happening during the Spring 2021 semester. We recommend SAC postpone this charge until one full cycle of the program has run. The Fellowship program will run again in the 2021-2022 academic year.

RESOLUTIONS

FTNTT Resolution 1

- **BE IT RESOLVED** that the Provost's Office gathers more data from G14 or other sources to provide discipline specific match-mate data for all FTNTT faculty, in order for equity to be evaluated openly by both the administration and the FTNTT faculty, in accordance with the faculty handbook equity module.

Is there a second?

FTNTT Resolution 2

- **BE IT RESOLVED** that the Provost's Office, in collaboration with appropriate standing Faculty Senate committees, works to standardize FTNTT faculty titles across disciplines and phase out less-used titles to increase uniformity.

Is there a second?

FTNTT Resolution 3

- **WHEREAS** the University does not consistently define and track Black, Indigenous, and People of Color (BIPOC) in faculty ranks,

- **BE IT RESOLVED** that the University adopts a consistent data collection benchmark that breaks down faculty into the racial and ethnic categories including but not limited to: Black, Indigenous, Latinx/Hispanic, Pacific Islander, Middle Eastern, Asian, and multiracial; and

- **BE IT FURTHER RESOLVED** that the University collect benchmark data to better understand BIPOC representation relative to peer institutions.

Is there a second?

FTNTT Resolution 4

- **WHEREAS** the availability and assignment of leadership positions for FTNTT faculty is handled differently for each college, resulting in observed discrepancies which are in conflict with the University's One Faculty model and have the potential to create University-wide inequities for FTNTT faculty; and

- **WHEREAS** FTNTT faculty serving in leadership positions have been successful,

- **BE IT RESOLVED** that the Provost's Office, in collaboration with the Dean's Offices, prepares guidelines and assessment criteria for colleges to standardize availability and assignment of leadership positions for FTNTT faculty across all colleges.

Is there a second?