



Report and Recommendations of the NSHE Part-Time Instructor Task Force

October 2014

Introduction

Part-time faculty are a diverse group that ranges from career professionals who wish to teach in their respective field to those who are piecing together a full-time workload by teaching at multiple institutions. Many such faculty use part-time teaching as a foundation that they hope will lead to a full-time appointment. Regardless of why they are teaching, temporary part-time faculty play a critical role in the ability of institutions of the Nevada System of Higher Education (NSHE) to deliver high quality courses that also keep up with growing student demand. Students, particularly at 2-year institutions, often have the greatest exposure to these faculty members. Appropriate support for part-time instructors is critical to achieving completion goals nationally, as well as achieving the goals outlined in the *Strategic Directions* for the Nevada System of Higher Education (NSHE) adopted by the Board of Regents. The dedication of part-time faculty to effective instruction and support for student success is clear. It is equally clear the role of institutions in supporting part-time faculty can be improved. The primary objective of the NSHE Part-Time Instructor Task Force was to review various issues for part-time faculty, including but not limited to salary rates and employment conditions, with an eye toward improvement and supporting a critical group that plays a pivotal role in educating our students.

In recent years, as institutions of higher education pursue goals and strategies to increase student retention and graduation rates, issues surrounding the employment of temporary part-time instructors (also referred to as contingent faculty) are receiving greater scrutiny. These issues are highlighted in recent reports, including [Contingent Commitments, Bringing Part-Time Faculty into Focus](#)¹ from the Center for Community College Student Engagement; [The Just-In-Time Professor](#) issued by the White House in January 2014; and [The Changing Academic Workforce](#) published in the May/June 2013 issue of *Trusteeship* by the Association of Governing Boards of Universities and Colleges. Challenges reported nationally for part-time or temporary faculty, include but are not limited to, limited job security, late hiring even after the start of a semester, lack of office space, and use of such faculty in lieu of permanent or tenure-track faculty as a means to save costs. In some cases, these faculty members may be hired year-after-year as temporary faculty, but not permanent faculty, whether by their own preference or institutional practice. The Task Force, knowledgeable of the growing national concern over the use of temporary part-time faculty and the critical role that such faculty play in serving students, focused its discussions on policy matters that can support improvement, particularly employment conditions.

The purpose of this document is to outline the recommendations of the Part-Time Instructor Task Force. This work took place over the course of four meetings (February 28, 2014; April 11, 2014; July 8, 2014; and October 14, 2014). The recommendations of the Task Force will be transmitted to the Chancellor and the Board of Regents for consideration.

¹ Center for Community College Student Engagement (2014). *Contingent commitments: Bringing part-time faculty into focus* (A special report from the Center for Community College Student Engagement). Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.

The Task Force was co-chaired by Vice Chancellor for Academic and Student Affairs, Crystal Abba, and Vice Chancellor for Legal Affairs, Brooke Nielsen. The Task Force included part-time faculty members and representatives who were recommended by the president of each institution. Following is a list of the members:

Crystal Abba, NSHE, Co-Chair	Darlene Haff, NSC
Brooke Nielsen, NSHE, Co-Chair	Larry Hamilton, UNLV
Virginia Beck, UNR	Margaret Heaton-Ashby, GBC
Angela Brommel, NFA	Nicole Scollard, TMCC
Darren Divine, CSN	Bob Wynegar, WNC

Staffing support for the working group was provided by Christine Casey and Allison Combs of the System Office.

History: Creation of the 2014 Task Force

Pursuant to the Board of Regents, *Code*, Title 2, Chapter 5, Section 5.5.1 and *Handbook*, Title 4, Chapter 3, Section 25, the salary schedules for NSHE institutions must be reviewed every four years. The report and recommendations of the 2012 Salary Study Committee were presented at the November 29-30, 2012 (university and state college salaries) and February 28-March 1, 2013 (community college salaries and part-time salary schedules) meetings of the Board of Regents. For temporary part-time faculty, the Board approved the Committee's recommendation to retain the current per-credit hour salary targets rather than utilize the existing formula under Board policy that would result in a reduction of these targets, but to conduct a more detailed review of the part-time salary formula. The 2014 Task Force was subsequently created to conduct this review.

Because a separate NSHE task force is simultaneously charged with reviewing faculty and staff benefits in general, including health benefits, the Part-Time Instructor Task Force did not focus its review on benefits for part-time instructors. Rather the Task Force considered primarily the formula defined for establishing part-time salary targets (*Procedures and Guidelines Manual*, Chapter 3, Section 6), the adequacy of such targets, and the progress of institutions in achieving those targets. In addition, the Task Force reviewed relevant policies, including policies related to faculty and professional staff grant-in-aid and general employment provisions for part time instructors (PTI).

Formula for Establishing Part-Time Salary Targets and Actual Per-Credit Rates

Existing policy establishes both salary targets and a formula for deriving a part-time salary schedule under Chapter 3, Section 6 of the *Procedures and Guidelines Manual*:

NSHE PROCEDURES AND GUIDELINES MANUAL

Chapter 3, Section 6. Part-Time Salary Schedules

1. The following schedule provides salary targets for NSHE institutions to reach as funding permits.

<u>Type of Institution</u>	<u>Per-Credit Target</u>
Universities	\$1,130
State College	\$1,074
Community Colleges	\$1,017

2. The salary schedule is derived from a formula calculation based upon a percentage of the entry-level semester salary for a university instructor on a nine-month contract, as described below.

Base Formula:

Annual entry-level University Instructor salary divided by 2
X Percent of semester salary based on 16-unit workload (6.25)
= Per credit target

The schedule will automatically increase with any cost-of-living adjustment provided to professional employees.

*Target amounts are based on FY 08-09. No adjustment made in FY 13.

3. The salaries for temporary part-time faculty at the state college shall be calculated at 95 percent of the university target. The salaries for temporary part-time faculty at the community colleges shall be calculated at 90 percent of the university target.

As noted in the presentation of the Salary Study Committee’s recommendations, re-calculating the targets using the formula for part-time salaries and the newly approved salary schedules on which it is based would have resulted in a reduction of the per-credit target for temporary part-time instructors. While the lower targets may be closer to the actual rates paid by the institutions, the Committee expressed concern for lowering expectations for temporary part-time salaries, particularly in light of local and national momentum to provide greater support and recognition of the value part-time faculty bring to an institution and students. Thus, the Board approved the Salary Committee’s recommendation to retain the target amounts based on Fiscal Year 2008-09, as reflected in the current policy. The following table sets forth the part-time salary per-credit targets under the formula, along with the current LOA rates paid by institutions in academic year 2013-14.

NSHE PART-TIME SALARY TARGETS AND RATES				
INSTITUTION TYPE	PER CREDIT TARGET	INSTITUTION	2013-14 LOA PER CREDIT RATE	LOA RATE AS A PERCENT OF TARGET
Universities	\$1,130	UNLV	\$923	81.7%
		UNR	\$815	72.1%
State College	\$1,074	NSC	\$900	83.8%
Community Colleges	\$1,017	CSN	\$801	78.8%
		GBC	\$800	78.7%
		WNC	\$740	72.8%
		TMCC	\$750	73.7%

National Comparison

To evaluate the propriety of the formula-driven targets as well as the existing minimum part-time instructor (PTI) rates for NSHE institutions, members of the Task Force reviewed the limited national data available on part-time faculty salaries. One of the most current, comprehensive resources identified is [A Portrait of Part-Time Faculty Members](#) published in June 2012, by the Coalition on the Academic Workforce (CAW). The data available through the CAW report is self-reported data that is aggregated in various ways (e.g. by institution type, geographic region, discipline, etc.). Due to the aggregation of the data, it was not possible to provide a direct comparison to NSHE rates or targets. The following table from the CAW report provides a sample of the survey data compiled and available through this report by institutional type.

Median Pay per Course, by Carnegie Institutional Type*		
Institution Type	Median Pay per Course	Number of Courses
Associate's	\$2,235	6,263
Baccalaureate	\$2,800	1,198
Master's	\$3,000	4,859
Doctoral and research	\$3,400	3,717
Special focus	\$3,000	533
Not available	\$2,750	455
All courses	\$2,700	17,035
Pay not specified in response	--	2,580
Total courses	--	19,615

* Excerpt from Table 30 from *A Portrait of Part-Time Faculty Members* published in June 2012, by the Coalition on the Academic Workforce (CAW)

As reflected in the table above, the data from the CAW survey reports a median pay per course (three credits) for all courses for part-time instructors of approximately \$2,700. According to the CAW data, the median pay per course at 2-year institutions is \$2,235. Based on the 2013-14 base LOA rates actually paid, NSHE community colleges rates are very close or above the national rate. The state college is below the rate for baccalaureate institutions, and the minimum rate paid by the universities is below the rate reported for doctoral and research institutions.

NSHE Institution	CAW Report – National Data		2013-14 NSHE Institution Pay Per Course (3 credit)
	Institution Type	Median Pay Per Course	
UNLV	Doctoral and Research	\$3,400	\$2,769
UNR	Doctoral and Research	\$3,400	\$2,445
NSC	Baccalaureate	\$2,800	\$2,700
CSN*	Associate's	\$2,235	\$2,403
GBC*	Associate's	\$2,235	\$2,400
TMCC	Associate's	\$2,235	\$2,250
WNC*	Associate's	\$2,235	\$2,220

*Despite the fact that these two-year institutions offer some niche baccalaureate programs, for the purpose of this analysis, they are considered 2-year associate's institutions as the degree offerings of those institutions are predominately associate's degrees.

While it appears that the minimum rates paid by NSHE institutions are generally comparable to the national self-reported CAW data, the Task Force recognized that rates paid by NSHE institutions often vary by discipline, and STEM disciplines in particular often receive a premium above the minimum LOA rate paid by the institution. Therefore, the Task Force continued its evaluation of target amounts based on additional factors.

Additional NSHE Data – Minimum Per-Credit Rate by Discipline

Considering minimum actual PTI salary amounts is limiting in that often PTI rates vary by discipline. Previous System reviews of PTI salary data was limited to the minimum rates paid by the institutions and did not consider the variation that exists across disciplines. Therefore, the Task Force collected data on PTI rates by discipline provided in the table below. For many courses, including science and lab courses at the universities, these minimums are actually closer to the per-credit targets included under the policy. In addition, several NSHE institutions, including CSN and TMCC, reported future increases in the base PTI salary rates that are either planned or under consideration.

UNIVERSITIES (NSHE PER CREDIT TARGET: \$1,130)			
Discipline	Minimum PTI Rate (per credit)	Minimum PTI Rate (per 3-credit course*)	
	2013-14	2013-14	
UNLV			
LOA Rate	\$923	\$2,769	
LOA Lab – Allied Health Sciences (AHS), School of Environmental and Public Affairs (SEPA) & Sciences (SCI)	\$1,634	\$4,902	
LOA Lab – Architecture (ARCH), Other	\$1,423	\$4,269	
UNR			
Liberal Arts	\$815	\$2,445	
Education	\$815	\$2,445	
Community Health Sciences & Wellness Courses	\$815	\$2,445	
Core Humanities	\$917	\$2,751	
Journalism	\$1,000	\$3,000	
Business	\$1,000	\$3,000	
Engineering	\$1,500	\$4,500	
Science	\$1,600	\$4,800	
Math Prep (High School Teachers)	\$1,000	\$3,000	
Agriculture (Varies up to \$1,200)	\$815	\$2,445	

*Some courses, including lab courses, may be more than 3 credits.

STATE COLLEGE
(NSHE PER CREDIT TARGET: \$1,074)

Discipline	Minimum PTI Rate (per credit) 2013-14	Minimum PTI Rate (per 3-credit course*) 2013-14
NSC		
LOA Rate	\$900	\$2,700
Lab Courses	\$1,570	\$4,710
Business	\$1,200	\$3,600
Nursing Theory	\$1,550	\$4,650
Nursing Clinical / Skills Lab	\$2,250	\$6,750

*Some courses, including lab courses, may be more than 3 credits.

COMMUNITY COLLEGES
(NSHE PER CREDIT TARGET: \$1,017)

Discipline	Minimum PTI Rate (per credit) 2013-14	Minimum PTI Rate (per 3-credit course*) 2013-14
CSN		
LOA Rate – All	\$801	\$2,403
GBC		
LOA Rate – All	\$800	\$2,400
TMCC		
LOA Rate – All	\$750	\$2,250
WNC		
LOA Rate – All	\$740	\$2,220

*Some courses, including lab courses, may be more than 3 credits.

While the institutions continue to make progress in achieving the PTI salary targets (*Procedures and Guidelines Manual*, Chapter 3, Section 6), it is clear from the review of discipline-level data that in certain fields, the institutions are paying PTI rates that meet or exceed the targets within certain disciplines.

Additional Considerations – Setting the PTI Salary Targets

Task Force members also considered possible alternatives to the current formula and methods of establishing per-credit targets, including targets based on specific disciplines (such as English, Math and Engineering); using an average target rate across disciplines; and calculating targets based on living wages within the area of institution (a regional or local market) or the national market. However, in the end the Task Force decided that there was not a recommended national best practice and that the potential alternatives were not preferable to the existing NSHE formula.

RECOMMENDATION: Based on its review of national and NSHE data, the Task Force concluded that the per-credit targets for PTI salaries are appropriate at this time and recommended no revision to the policy. Pursuant to Board policy (Title 4, Chapter 3, Section 25), these per-credit targets will be reviewed again in four years.

Grant-in-Aid for Part-Time Instructors

The Task Force also reviewed other financial benefits offered under Board policy to temporary PTIs, including grants-in-aid (GIA) under Title 4, Chapter 3, Section 13 of the *Handbook*. The faculty grant-in-aid benefit allows professional staff and faculty to take courses at a reduced cost to the employee. This benefit transfers to all NSHE institutions for professional staff and full-time faculty, but not currently for temporary part-time instructors.

Under the current policy, a temporary PTI may receive GIA for courses at the institution in which he or she is employed, not to exceed the number of credit hours the faculty member is currently teaching and not to exceed six credit hours per semester. In addition, under this policy, temporary PTI employed by continuing education and community service units are not eligible for a grant-in-aid.

Recognizing the value of the GIA benefit to faculty and staff, Task Force members recommended an expansion of the GIA benefit to enhance its utility and support for PTI in a manner more consistent with the administration of the GIA for full-time faculty, allowing temporary PTIs to utilize the GIA benefit at any NSHE institution. Additionally, the members discussed the concern that some temporary PTIs within NSHE are teaching academic, credit-bearing courses within continuing education are not eligible for GIA pursuant to current policy. The Task Force discussed extending the GIA benefit to those temporary PTIs that are teaching academic, credit bearing courses through continuing education, but the Task Force was unable to reach consensus on this particular issue for a system-wide approach and recommend forwarding this concern to the System's Human Resources Advisory Council for further consideration.

POLICY RECOMMENDATION: Revise Board policy to allow temporary PTIs to utilize the GIA at *any NSHE institution* not to exceed the number of credit hours the part-time faculty member is currently teaching and not to exceed six credit hours per semester. See **Appendix A** for the proposed policy revision.

Definition of Part-Time and Adjunct Faculty

In the course of its discussions related to the grant-in-aid benefit, members of the Task Force noted that often the terms "adjunct faculty" and "part-time faculty" are used interchangeably, not just within NSHE but nationally. However, confusion often arises within NSHE discussions because Board policy includes a specific definition of "adjunct faculty" under Title 4, Chapter 4, Section 2 of the *Handbook* for the purpose of the NSHE Professional Employee Collective Bargaining Regulations. Under that chapter, "adjunct faculty" is defined as "any individual holding a professional position with any member institution or unit of the System, except as a clinical faculty member, for which the individual receives no salary."

In addition, the Task Force noted the lack of a definition for "adjunct faculty" and "clinical faculty" in the GIA policy. Similar to the adjunct faculty, there is need for clarification in the policy of what "clinical faculty" means in the context of the current policy, particularly when "clinical faculty" is also defined under Title 4, Chapter 4, Section 2 for purposes of collective bargaining. In both cases, they have a specific meaning with respect to these policies and are limited to those individuals who receive no salary.

The Task Force members discussed this issue at length. However, while the definition under the collective bargaining provisions may not be consistent with the more broadly understood meaning of “adjunct faculty” (synonymous with “part-time faculty”), revising that definition would require a more extensive discussion of collective bargaining issues that was not possible within the confines of the Part-Time Task Force and its charge. Task Force members concluded that, at a minimum, adding the same definitions for the terms “adjunct faculty” and “clinical faculty” for the GIA provisions only would help to provide some consistency and clarity within Board policy.

POLICY RECOMMENDATION: To help clarify the use of the terms “adjunct faculty” and “clinical faculty” solely for purposes of Board policy and the GIA, the Task Force recommends including a definition for adjunct faculty and clinical faculty for the purposes of GIA. See **Appendix B** for the proposed policy revision.

Employment and Working Conditions

The issue of working conditions for temporary PTIs received considerable attention nationally and within Nevada and was a focus of the Task Force as well. The Task Force elected not to conduct a system-wide climate survey of part-time faculty based upon time constraints and a general consensus particularly among the PTI members of the task force that current working conditions are generally adequate. However, this is not to say that there are not areas in which working conditions could be improved. The Task Force prioritized its work and focused on policies that could have a broad impact, rather than a climate survey, and endeavored to represent and reflect the experience of PTI at their respective campuses to the best of their ability and resources.

Through discussions, members recognized that NSHE campuses may offer favorable working conditions for PTI, but these practices are not codified under Board policy. The Task Force members reviewed policies in other states and crafted policy recommendations that establish a governing framework to ensure appropriate practices and working conditions relating to PTIs are in place on NSHE campuses.

POLICY RECOMMENDATION: Establish a Board policy to provide for the following:

- **Hiring** – Institutions must develop written standards for the credentials required for part-time instructors, and each department must have written procedures for selecting part-time instructors. Written procedures must reflect the commitment of the NSHE and the institution to equal employment opportunity.
- **Employment** – Part-time instructors must be provided a written contract or formal letter of appointment, along with access to NSHE and institutional policies and procedures. While initial contracts or letters of appointment may only be for a period of one semester, subsequent contracts may be for longer periods not to exceed one year.

- **Working Conditions**
 - The appointing institution must provide part-time instructors with the necessary support. Support consideration must also address attendance at orientation sessions, access to available course syllabi, information or assistance on ordering textbooks and other supplies, access to copying services, a place for meeting with students, and an institutional email account;
 - Professional development and advancement opportunities may be supported to the extent permissible;
 - Each department must have written procedures for evaluating a part-time instructor's performance; and
 - Part-time instructors must be integrated into the institution's scholarly, intellectual, academic and social functions to the greatest extent possible.

- **Shared Governance** – Institutions must provide shared governance opportunities for part-time instructors to communicate their concerns to campus administration and to participate in the development and implementation of policies and procedures related to part-time instructors. This section of the policy is intended to ensure that temporary part-time instructors have a formal role in shared governance at their respective campuses. This role may take different forms depending on the campus, including but not limited to participation in governing bodies and recognizing PTI advisory groups.

See **Appendix C** for the proposed policy language.

Concluding Remarks

The Task Force recognizes the importance of temporary part-time faculty in meeting the access demands of many NSHE institutions and in providing a quality education to students. As NSHE institutions continue to make an important commitment to their students, their communities, and to the state in ever-increasing college completion goals, they must continue to recognize the importance of temporary part-time instructors and ensure that part-time instructors have the support they need to succeed in their role as instructors and ultimately to best serve students – ensuring student success.

Through its deliberations, the Task Force examined a number of issues from appropriate policy definitions of adjunct faculty to more complex issues like salary schedules and working conditions for temporary part-time instructors. Ultimately, the Task Force focused its work on key issues and recommended:

- Maintaining the current part-time salary targets as established in the *Procedures and Guidelines Manual* (Chapter 3, Section 6);
- Extending the flexibility of the use of the NSHE grant-in-aid benefit at NSHE institutions where they are not teaching to temporary part-time instructors (as is the case for other faculty and professional staff);
- Establishing clear policy on employment and working conditions for temporary part-time faculty, including opportunities to participate in the campus community and in shared governance; and
- Clarifying policy definitions where appropriate.

Temporary part-time instructors continue to be critical contributors to teaching and learning across the Nevada System of Higher Education. Ensuring that they have the resources that appropriately support their instructional role and ensure student success will be critical to the ability of NSHE institutions to achieve their respective college completion goals.

In conclusion, the Task Force co-chairs extend their deep gratitude to the members of the Task Force who dedicated their time and attention to the issues facing temporary part-time faculty members across the Nevada System of Higher Education.

APPENDIX A

POLICY PROPOSAL

TITLE 4, CHAPTER 3, SECTIONS 11 and 13

Grants-In-Aid and Temporary Part-Time Faculty – Uniform Application

Additions appear in *boldface italics*; deletions are ~~stricken~~ and bracketed]

Section 11. Grants-In-Aid – General Administration

Unless otherwise provided, the following provisions govern the administration of NSHE grants-in-aid for professional staff, including their spouse or registered domestic partner and financially dependent children as authorized by this Chapter. Equivalence

1. The registration fees associated with the William S. Boyd School of Law, the University of Nevada School of Medicine, and the pre-doctoral program at the UNLV School of Dental Medicine are eligible for a grant-in-aid.
2. Except as otherwise provided, persons who receive a grant-in-aid pursuant to this Chapter and enroll in a state-supported course *at any NSHE institution* shall receive a grant-in-aid equivalent in value to that portion of the per credit registration fee *at the enrolling institution* allocated to the State Supported Operating Budget (or General Fund). The Capital Improvement Fee and the General Improvement Fee shall be waived at all institutions as part of the grant-in-aid, except at the universities where the Capital Improvement Fee only will be waived.

....

Section 13. Grants-In-Aid – Temporary Part-Time Faculty

1. Temporary part-time faculty (Letter of Appointment (LOAs)), as defined in Title 4, Chapter 3, may receive a grant-in-aid for courses at *any NSHE institution* ~~[the institution in which they are employed]~~, not to exceed the number of credit hours the part-time faculty member is currently teaching, and not to exceed six credit hours.
 - a. The grant-in-aid is applicable only to courses taken during the fall and spring regular semesters ~~[and must be taken at the college or University where employed]~~.
 - b. The grant-in-aid based on credit hours may be utilized during the semester in which the temporary part-time faculty member is teaching or in the semester immediately following.
 - c. Temporary part-time faculty employed by continuing education and community service units are not eligible for a grant-in-aid or waiver.
 - d. Non-resident temporary part-time faculty receiving a grant-in-aid shall be deemed residents for tuition purposes.
2. For temporary part-time faculty who do not teach, the course equivalency for their services shall be determined by multiplying six credit hours by the faculty member's FTE. The credit hours will be rounded up to determine the maximum number of credit hours covered by a grant-in-aid.

APPENDIX B

POLICY PROPOSAL TITLE 4, CHAPTER 3, SECTION 12 Grants-In-Aid – Definition of Adjunct Faculty

Additions appear in *boldface italics*; deletions are ~~stricken~~ and bracketed]

Section 12. Grants-In-Aid – Professional Staff and Dependents

1. The following classifications for professional staff are eligible for grants-in-aid as defined by this section:
 - a. Professional staff members who are on an “A” or “B” contract for at least .50 FTE employment;
 - b. Professional staff members who are on sabbatical or leave of absence without pay;
 - c. Emeritus faculty;
 - d. Adjunct and clinical faculty; and
 - e. Retired professional staff members who are age 55 or over and have at least 20 years of NSHE service.
2. Except for adjunct and clinical faculty, the spouse and financially dependent child for all categories of professional staff defined in subsection 1 are eligible for grants-in-aid as defined by this section.
3. *For purposes of this section, “adjunct faculty” means any individual holding a professional position with any member institution or unit of the System, except as a clinical faculty member, for which the individual receives no salary. For purposes of this section, “clinical faculty member” means any individual holding a professional position within the University of Nevada School of Medicine; the Orvis School of Nursing, University of Nevada, Reno; or the School of Dental Medicine at the University of Nevada, Las Vegas for which the individual receives no salary, or other professional positions designated by the president for which the individual receives no salary.*
4. The domestic partner and their financially dependent children are eligible for grants-in-aid for all categories of professional staff defined in subsection 1 if the domestic partnership is registered with the office of the Nevada secretary of state.
- [4]5. For the purposes of this Chapter, “financially dependent child” shall mean a natural, adopted or step child of a professional staff member who is not financially independent, is claimed as an exemption for federal income tax purposes under the U.S. Internal Revenue Code (26 U.S.C. § 152), and has not attained the age of 24. The professional staff member must attest to a dependency each time a grant-in-aid is issued. Institutions awarding a grant-in-aid to a spouse or financially dependent child may at any time request proof of dependent eligibility for verification purposes.
- [5]6. Institutions may establish a deadline for the submission of a grant-in-aid request.
- [6]7. For qualified dependent children who have served on active duty in the United States Armed Forces, the age limitation set forth in subsection 3 shall be extended for the period of such active service, but not to exceed six years.

- [7]8. Except as otherwise provided, professional staff members as defined in this section are restricted to no more than six credits in the fall and spring semesters. Professional staff members employed under an "A" contract shall be limited to three credits for a grant-in-aid across all summer semesters. Professional staff members employed under a "B" contract are not limited in the number of credits that are grant-in-aid eligible during all summer sessions. There shall be no restriction on the number of credit hours a spouse or financially dependent child may register for under this policy. Upon approval by the institutional president, community college faculty while on sabbatical may take additional courses under this policy if for professional development.
- [8]9. A professional staff member, spouse or financially dependent child enrolled in a course under a grant-in-aid at the time the professional staff member's contract terminates shall be permitted to finish the course under the grant-in-aid.
- [9]10. System Administration or an institution awarding the grant-in-aid to an employee or his spouse or financially dependent child must notify the employee and the Internal Revenue Service of the appropriate taxable benefit pursuant to the NSHE's Section 127 Educational Assistance Plan.
- [10]11. Widows or widowers and financially dependent children of deceased former professional staff members, or professional staff members who have become totally and permanently disabled, their spouses and financially dependent children may request a grant-in-aid on the form prescribed by the chancellor. Such individuals are eligible for a grant-in-aid under the following conditions:
- a. The professional staff member shall have held a valid unfulfilled "A" or "B" contract or have been granted sabbatical leave at the time of death or such disability.
 - b. The spouse, widow, widower or disabled former professional staff member may receive a grant-in-aid for no more than eight semesters.
- [11]12. Grant-in-aid requests by professional staff must be approved by their supervisor. Grant-in-aid requests on behalf of a spouse or financially dependent child do not require supervisor approval, but each institution and the System Office shall designate a central office to be responsible for reviewing and processing the requests. All requests for grant-in-aid by professional staff members must be made on a form prescribed by the chancellor. Institutions may utilize an on-line grant-in-aid form if the content of the on-line form includes the same information that is required on the form prescribed by the chancellor.

APPENDIX C

POLICY PROPOSAL

TITLE 4, CHAPTER 3, *new* SECTION 46

(renumber remaining sections in Chapter 3)

Policy on the Employment of Temporary, Part-Time Instructors

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

INSERT THE FOLLOWING NEW SECTION:

Section 46. *Employment of Temporary, Part-Time Instructors*

1. PURPOSE

This policy is designed to govern practices at institutions of the Nevada System of Higher Education (NSHE) related to selection processes, appointments, contracts, and conditions of employment for temporary, part-time instructors to assure high quality of instruction by individuals with appropriate credentials and experience and to provide a set of baseline policies for these employees at all NSHE institutions.²

2. APPLICABILITY

Application to Part-time Instructors. This policy applies only to faculty members of the NSHE institutions (a) who are employed on a temporary, less than full-time basis, (b) who are neither tenured nor eligible for tenure, (c) whose responsibilities are primarily or exclusively in instructional programs, and (d) who are compensated on a per-course basis.

3. EMPLOYMENT CATEGORIES

Institutions may establish employment categories for part-time instructors that recognize long-standing and exceptional service to the institution. Such additional employment categories and the criteria for advancement must be set forth in written institutional procedures approved by the institutional President or designee. The institutions may provide additional compensation based upon advancement categories.

4. POLICY

a. Hiring.

1. *Credentials. Each institution shall develop written standards for the academic degrees or professional certifications and professional experience required for appointment to part-time instructor positions and procedures for verification of those credentials. The standards may vary depending on the level of courses to be taught. Any exceptions to the standard must be approved by the institutional President or designee.*
2. *Selection Procedures. The institutional President or designee shall assure that each department or unit has in place written procedures for selecting part-time instructors. Selection procedures shall reflect the commitment of the NSHE and the institution to equal employment opportunity.*

² *Nothing in this policy shall be deemed to create any right, claim to or eligibility for full-time or permanent employment and/or any of the rights of full-time or permanent employees.*

b. Employment.

- 1. Contracts/Letters of Appointment.** *Each part-time instructor shall be provided with a written contract or formal letter of appointment, in accordance with Board of Regents' Handbook, Title 4, Chapter 3, Section 45. The contract or letter shall state the employment category, length of appointment, time of service, per cent of full-time or number of credit hours, salary, whether or not the appointment is renewable, nature of the assignment, and benefits (if any).*
- 2. Information for Part-time Instructors.** *The part-time instructor shall have access to the NSHE and institutional policies and procedures in a written or electronic version.*
- 3. Term of Employment.** *Initial contracts or letters of appointment shall be for a period of one semester, but subsequent contracts may be for longer periods not to exceed one year.*

c. Working Conditions.

- 1. Support for Teaching.** *The appointing institution shall provide each part-time instructor with the support it determines to be necessary for the execution of the appointee's duties and also address the following:*
 - i. Attendance at departmental and institutional orientation sessions when practical;*
 - ii. Information on the department's policies, requirements, and goals for each course, along with access to examples of course syllabi (if available);*
 - iii. Official schedule of classes, including academic calendar and time frames of class meetings;*
 - iv. Information or assistance regarding the ordering of textbook(s) for the course(s), ancillaries for the text(s), and office supplies;*
 - v. Access to copying services for course materials;*
 - vi. A place for meeting with students, as needed, except if instruction is completely technology-mediated; and*
 - vii. An institutional email account.*
- 2. Professional Development.** *Professional development opportunities for part-time instructors should be supported by the institutions which may include, to the extent permissible, extending invitations to departmental, college, or institutional faculty development events.*
- 3. Performance Evaluation.** *The institutional President or designee shall assure that each department or unit has in place written procedures for evaluating part-time instructor performance periodically, as defined in institutional procedures. Evaluations shall be kept on record in a personnel or department file and shall be consulted when decisions about promotion, salary, and any subsequent contract or letter of appointment are made.*

- 4. Participation in Campus Community. To the greatest extent possible, part-time instructors shall be integrated into the scholarly, intellectual, academic, and social functions of the department or unit, and institution.***
- 5. Shared Governance Participation. Institutions shall provide shared governance opportunities for part-time instructors to communicate their concerns to campus administration and participate in the development and implementation of policies and procedures related to part-time instructors.***