

Lecturer Affairs Report

Members: Linda Dawson Senior Lecturer (Chair), Nicole Blair SIAS Lecturer (promoted to Senior for Fall 2016), Alison Cardinal SIAS Lecturer, Jeremy Davis SIAS Lecturer, James Liner SIAS Lecturer, Haley Skipper SIAS Lecturer, Libi Sundermann SIAS Lecturer (past chair; liaison to AAUP).

Focus for 2015-2016:

Issues addressed this year are summarized into the following categories: the status of lecturers - then and now, service loads of lecturers, and part-time issues going forward.

The status of lecturers – then and now:

Part of the story of the status of lecturers at UWT involves statistics and historical changes. Another part involves positive changes and development. The final part involves frustration over job description limitations and exclusion. The Lecturer Affairs Committee took on a few important tasks to analyze and make recommendations to improve faculty life for lecturers. It was recognized that full-time lecturers and part-time lecturers have concerns and issues that are unique to their contracts and their job descriptions. Due to time and effort constraints, it was decided to focus on full-time lecturers this year with the focus on part-time issues in the 2016-17 academic year.

One of the important outcomes for the Lecturer Affairs Committee was to give a presentation at the Faculty Assembly spring meeting on April 22. Committee members presented the results of their analysis followed by group discussions amongst the attendees. Video of the proceedings can be found on the Faculty Assembly website:

<https://www.tacoma.uw.edu/faculty-assembly/faculty-assembly-quarterly-meetings>

Table comments are also categorized and summarized on the Faculty Assembly website:

https://www.tacoma.uw.edu/sites/default/files/sections/FacultyAssembly/FA_spring_table_notes.4.22.16.pdf

A number of comments indicated a lack of understanding and a concern for where UWT is headed and what the current faculty composition means in terms of the future of this campus and the support of research. In addition, there were concerns for the high level of service loads for lecturers. It was felt by many that the lecturer job description is not sufficiently defined. Hiring practices do not seem to follow specific planning for who is hired in what job class. The discussion was rich and spirited and it is obvious that there is a lot of interest in exploring issues surrounding faculty mix.

The status of lecturers – then and now:

The committee felt that it was important to record a narrative of the history of lecturers on the UWT campus providing a perspective for non-tenure track faculty. Libi Sundermann, as the previous Lecturer Affairs Committee Chair, provided this historical record (Appendix A). Some of the primary historical aspects of non-tenure track faculty involved the growth on the UWT campus and the associated hiring

practices. Lecturers were hired to fill the need for program and associated student growth. Non-competitive hiring practices were used to fill the immediate requirement. However, this resulted in a large number of faculty without the protection of being competitively hired, which meant that those faculty could not be promoted or hold multi-year contracts. Moving to the end of the narrative, a great deal of effort, meetings and communications with administration both in Seattle and Tacoma led to a conversion process that would allow lecturers to compete for their own jobs through a competitive hiring process, involving large numbers of faculty and dozens of man-hours per search. The process to convert from non-competitive to competitive classification was painful and time consuming. A large number of searches, several with multiple hires, were conducted to competitively fill existing jobs held by non-competitively hired lecturers. The expectation going forward is that new lecturer hires would be primarily hired through a competitive process. The concern is that without specific hiring practices in place, the tendency again will be to hire to fill a need and backsliding because there is no specific policy is very possible. In addition, the fill-as-needed approach to hiring avoids a competitive search that would include a diverse group of candidates. It is felt that this process of hiring lecturers informally leads to a less diverse faculty and doesn't fulfill the campus commitment to diversity.

Statistics of the status of lecturers – then and now:

Haley Skipper and Linda Dawson requested a historical data set through Institutional Research (Alice Few). The data was acquired from Human Resources and contained requested information for UWT employees from 2006 to 2016 including numbers and types of lecturers hired versus tenure track. Alice Few converted the data into a usable format in Excel for analysis. Certain aspects of the data were analyzed, summarized, and presented at the Faculty Assembly Spring Meeting on April 22 (see Appendix B for summary of initial analysis).

The data set illustrated the changing nature of the faculty mix at UWT. Tenure-track faculty by the end of 2016 represents less than 50% of all faculty including the part-time category. This change is bringing about challenges in workload, salary, commitment to the non-tenure track faculty as well as issues surrounding support for research and the future planning of the university involving all faculty. One issue is that lecturers are teaching about 75% of 100-level courses taught across the UWT campus. As course level (100, 200, etc.) increases, the percent of full-time lecturers teaching these courses decreases while the percent of tenure track teaching these courses increases. Student retention is stated to be an important concern and priority of UWT, however, the most vulnerable faculty are teaching those courses, those without a long-term commitment or a long-term research program funded by the university.

For the academic year 2015-2016, we plan to continue analyzing these important issues surrounding faculty mix and growth of lecturers. In particular, we propose addressing the following questions:

- What percent of noncompetitive full-time lecturers are we still hiring?
- Who teaches the classes at the undesirable start times? Is there a relationship between start-time and faculty type?
- What are the salary concerns for full-time lecturers, part-time lecturers?

- What are the demographics of faculty? Has that changed over the last 10 years?

Service Load for Lecturers:

One of the important issues that the committee wanted to address was the service load for lecturers. Lecturer contracts required a certain teaching load defined by each program and a service requirement required in most programs. The service load is defined in vague terms. Lecturers are left wondering how much is enough? The UWT campus represents the building of a university campus from scratch which still, after 25+ years, is redefining itself and adding programs and degrees. This involves hiring faculty, writing and building curriculum for the new programs, strategic planning, etc. These are all time consuming service related activities. Lecturers are the most vulnerable faculty group and seen as taking on more than their required service load. Because the service load is not defined, lecturers feel that taking on more service tasks can be perceived as going above and beyond in order to be recognized for the next contract approval. Therefore, lecturers tend to accept more and more service related tasks, of which there are many. In order to quantify the level of service conducted by lecturers in one time period, Alison Cardinal created a survey for lecturers which was approved and administered at the end of winter quarter 2016. The survey along with both qualitative and quantitative analysis is shown in Appendix C.

The results of this survey show that a substantial proportion of lecturers are dedicating more time to service than the quantitative model proposed. It is obvious that these service loads are also being placed on more vulnerable faculty with less security and significantly lower wages. Lecturer focus should primarily be on teaching. Using them for these large service loads means there is less time and effort to spend on teaching.

Part-time faculty issues going forward:

The committee discussed the unique issues associated with part-time lecturers. James Liner and Nicole Blair worked on an outline for a part-time lecturer handbook that would help answer questions that many faculty have in this faculty role. The outline and associated discussion is shown in Appendix D. After discussions with some part-time faculty at lecturer gatherings and other occasions, it became obvious that part-time faculty have a desire to participate and often do in big and meaningful ways without any recognition. The issues of part-time faculty will be addressed in the 2016-17 academic year by the Lecturer Affairs Committee.

Possible agenda items include:

- Establish a mentorship program that would partner either A) a FT with a PT lecturer or B) an experienced lecturer (PT or FT, either one) with a new PT lecturer.
- Work on the inclusion of PT faculty into shared governance and committee work if desired.

Lecturer Affairs Concerns:

During the 2015-16 academic year, large numbers of lecturers discussed some important issues related to job stability, job definition, and class distinction. Most recently, discussions surrounding graduate faculty status for lecturers in SIAS has spurred other discussions addressing flexibility in job description, compensation for service overloads, and basic needs of salary and job security.

Concerns remain that lecturers are perceived and treated as second class citizens in academia and became lecturers as a default when tenure track wasn't available. Lecturer positions are chosen in most cases by faculty who want to excel at teaching but also have other interests. Many engage in teaching-related research that could benefit from university support. Lecturers in many cases are not utilized for their individual capabilities and possible contributions to the university. The opportunity exists for UWT to adopt models used at other institutions for creating a teaching track similar to tenure track.

Lecturer Affairs Recommendations Going Forward:

The work of the Lecturer Affairs in 2015-16 uncovered some important issues to address going forward. Based on the work done this year, the following recommendations are proposed to Faculty Affairs and the Faculty Assembly Executive Committee:

- Recommend that hiring for non-tenure faculty follow guidelines and planning to minimize non-competitive hiring. This also includes following a strategic plan for hiring, with the definition of faculty type and mix required and reasons why.
- Continue to analyze faculty data to investigate follow-up issues identified in the statistics section. This can be accomplished by the continuing work of the Lecturer Affairs Committee in the upcoming academic year 2016-2017.
- Define service loads for lecturers in a meaningful quantitative way so an assessment can be made about what is considered to be an appropriate service load and what is considered to be an overload. In addition, improve transparency for all faculty so that the service loads of all faculty can be seen by both lecturers and tenure track faculty. If overloads are required, some form of compensation should be in place.
- Undergraduate curriculum planning should include what type of faculty mix is required to teach lower division courses so that first and second year students are not being taught primarily by lecturers who have no stability or imbedded research supported by the university.
- Address the needs and issues of part-time faculty, starting with a handbook and recommended actions for improved conditions. This can be accomplished by the continuing work of the Lecturer Affairs Committee in the upcoming academic year 2016-2017.
- Recommend proposing a professional teaching track for lecturers, such as the Professor of Instruction being considered at UW Seattle and other institutions.
- Recommend that promotion procedures be approved and documented by P&T Committee. Senior and Principal Lecturer guidelines need to be in place.

Appendix A – Historical Narrative - Libi Sundermann, SIAS (past chair; liaison to AAUP EB)

Purpose: To provide historical context to the issues surrounding lecturers at UWT, to assess the progress to date of issues of concern, and to propose steps going forward.

Brief History of Lecturer Issues at UWT

First of all, let us be very clear that lecturer issues are part of a much broader set of issues on our campus, in our system, and nation-wide. The AAUP discusses the issues under the label “contingent faculty,” and reports, “Depending on the institution, [contingent faculty] can be known as adjuncts, postdocs, TAs, non-tenure-track faculty, clinical faculty, part-timers, lecturers, instructors, or nonsenate faculty. What they all have in common: they serve in insecure, unsupported positions with little job security and few protections for academic freedom. And they are the vast majority of US faculty today.” Using IPEDS ([The Integrated Postsecondary Education Data System](#)) data, AAUP reports that 73% of faculty today are contingent faculty—that is, only about 27% are tenure-line. On our campus contingent faculty means lecturers: part-time, full-time and competitively hired full-time: Linda and Haley will be presenting some newly created data sets about our campus numbers today. I also want to make clear: these issues aren’t just about lecturers—they are about trends in higher education, including the erosion of tenure. They are about the corporatization of higher education and the “new economy.” Because all of these issues are tied to our two most important priorities: the collection and dissemination of knowledge and the education of our students—these are issues that matter to all of us here at UWT—faculty, administration, staff, and students.

The trend toward increasing contingent faculty and eroding tenure is not new—in fact, research shows it began as early as the 1970s—but came under sharp scrutiny in the wake of 2008’s economic crises. The New Faculty Majority, a nationally-recognized organization whose mission is “**to improving the quality of higher education by advancing professional equity and**

securing academic freedom for all adjunct and contingent faculty” formed in 2009. I will mention, anecdotally, that UWT history includes, from quite early on, contingent faculty under the title of “lecturer”—hired non-competitively and renewed yearly—in fact, one of our longest serving lecturers—who joined the faculty in 1998--just won a competitive search to become a senior lecturer in 2016. This is great news. How did it happen?

Based on my involvement with a sustained movement to improve the job security and academic freedom of lecturers on our campus, we start in 2011-12 academic year, when Faculty Assembly Executive Council sponsored a task force led by Linda Dawson and Katie Baird (SIAS and then Vice Chair FA) to examine the lecturer experience at UWT. In May 2012, the UW Senate passed new Class A legislation that would allow part-time lecturers to be given multi-year contracts. This turned out to be under-informed, and in reality, flawed legislation.

In Fall 2012, Katie Baird, then Chair FA, invited me, as a fairly outspoken lecturer, to initiate formation of an ad-hoc Lecturer Affairs Committee under Faculty Affairs. A motivation for Lecturer Affairs was the confusion over the Class A legislation regarding part-time lecturers when full-time lecturers at UWT *could not* be given multi-year contracts. After consultations with AHR and the Faculty Senate on the Faculty Code it was revealed that multi-year contracts, and promotion, could only be given to lecturers hired competitively. At this time (2012-13) only one lecturer in UWT’s IAS had been competitively hired. Further investigation at UWT and in the UW system (Bothell and Seattle) revealed that many, if not most, lecturers in the UW system were not eligible for multi-year contracts or promotion, despite the fact that the Faculty Code did not differentiate between competitively-hired and non-competitively hired lecturers (part- or full-time).

Under my leadership, and with an amazing team of tenured, tenure-line, and lecturer faculty, Lecturer Affairs was charged to investigate this discrepancy and propose reforms in hiring, promotion, and job class codes for lecturers in the UWT (and later in the UW) system. The UWT Lecturer Affairs Committee proposed a “conversion” process in which lecturers could be considered for transition, by dint of a formal promotion review, from their non-competitive job class code to a competitive job class code for purposes of contract-extension and promotion. Despite this proposal gaining approval at all levels of UWT faculty governance and by J.W Harrington, then VCAA, the proposal was summarily rejected by then-Provost Ana Mari Cauce as going against federal guidelines for equal opportunity hiring, although UW AHR was unable to show clearly written guidelines for UW hiring practices related to these federal guidelines. The end result, however, was Provost Cauce’s charge to Vice Chair of UW Senate, Kate O’Neill to form a UW Tri-Campus Lecturer Affairs Committee.

After meeting for two terms, and with some pretty difficult conversations, the Tri-Campus committee released a report, Provost Cauce made recommendations, and a number of other reports and recommendations were published between 2013 and 2016 on lecturer affairs: Most can be found on the UW Senate website, under University work groups on lecturer appointments.

At the end of the 2014 academic year, co-chairs of the UWT Lecturer Affairs Committee, Libi Sundermann and Tarna Derby-McCurtain, (Criminal Justice) with consensus from committee members, proposed dissolving the committee to allow lecturer affairs discussions to continue at the tri-campus level, but with the caveat that the UWT committee might be reconvened if lecturer affairs at UWT and in the UW system did not systematically improve. In 2015, recommended to Faculty Assembly chair Marcie Lazzari that the committee be reconvened under Linda Dawson’s leadership.

The outcome of these discussions made it obvious to UWT and UW system faculty that AHR rules and the Faculty Code regarding the hiring, retention, and promotion of lecturers was out of sync, and that many (if not most) faculty (including Senate and Faculty Governance leaders and members) were somewhat out of touch with AHR rules for hiring, retaining, and promoting lecturers.

There are many reasons to see the glass as now half-filled. As a result of grassroots and faculty governance work Provost Cauce's recommendations allowed a number of long-serving non-competitively hired lecturers at UWT to be rehired into competitive positions by proving that they *were* the best candidate for the competitive line all along. Conditions *have* improved for all lecturers, from part-time to full-time, including better working conditions, more training and orientation, as well as new promotion eligibilities and guidelines. This is good news not just for lecturers, but for tenure-line faculty, and our students.

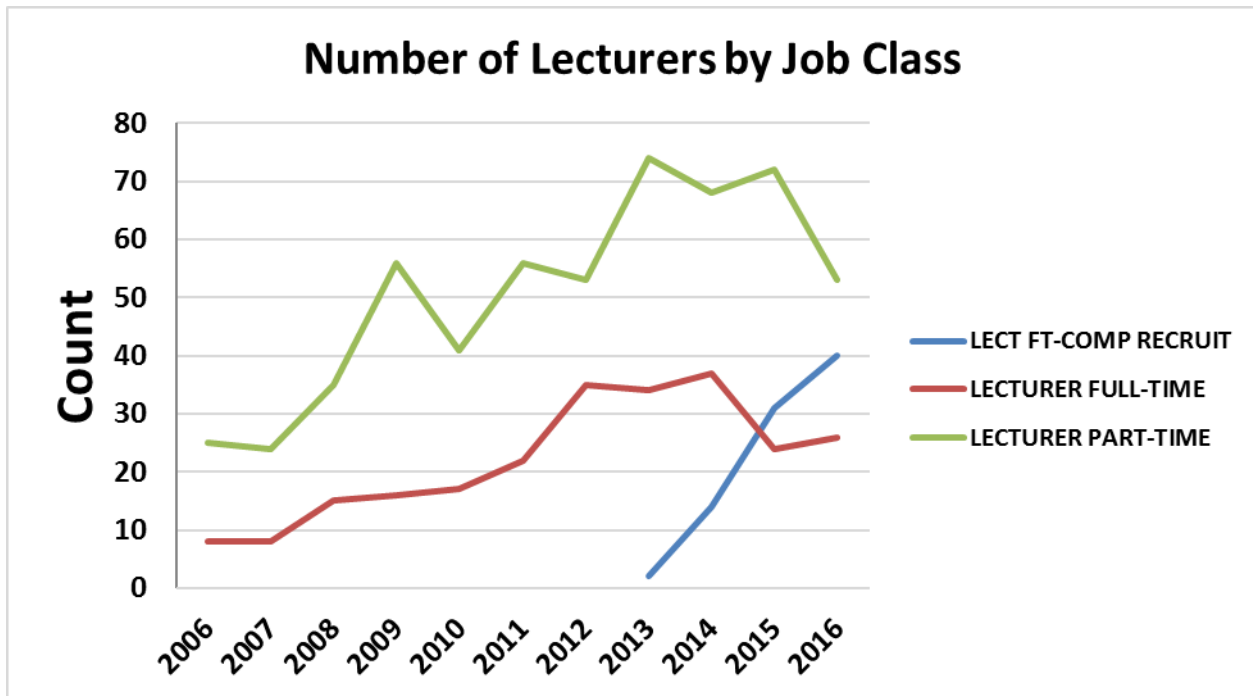
Regardless, we still have work to do as a faculty, a campus, and a university system. Issues that have been raised this year include teaching and service loads for lecturers, the direction our campus needs to go given our continued plans for growth and the heavy teaching, service, and administration that growth requires. Finally, much to my chagrin, to date part-time lecturer issues have not been as thoroughly investigated, reported upon, or resolved. This needs to be a priority for the coming year.

Appendix B

Data History and Snapshot of Faculty Mix - Haley Skipper and Linda Dawson

To address issues surrounding faculty mix and growth of lecturers at UWT, Lecturer Affairs examined institutional data over the past 10 years. We began by exploring number of Lecturers by Job Class: Full-Time Competitive, Full-Time Noncompetitive, and Part-Time. As you can see in Figure 1, we have a large number of part-time lecturers compared to full-time lecturers. In 2013, UWT began hiring full-time lecturers competitively and the numbers have continued to grow with the conversion process. It also appears that full-time noncompetitive decreased during 2014-2015 but increased somewhat in 2016. We plan to collect more data on number of hires that are noncompetitive full-time lecturers since it is a concerning issue.

Figure 1: Lecturers by Job Class over the past 10 years (comparing Winter Quarters only)



Lecturer Affairs also addressed the faculty mix by examining the percent of all faculty by Job Class. Figure 2 shows the percent of tenure track faculty and each of the job classes of lecturers, and Figure 3 shows the overall percentage of tenure track and non-tenure track faculty over the past 10 years. As shown in Figure 3, there was a high percent of TT faculty 10 years ago but it has been hovering around 50% since 2009. In fact, over the past four years, lecturers make up more than half of the faculty at UWT.

Figure 2: All Full-Time Faculty by Job Class over the past 10 years (comparing Winter Quarters only)

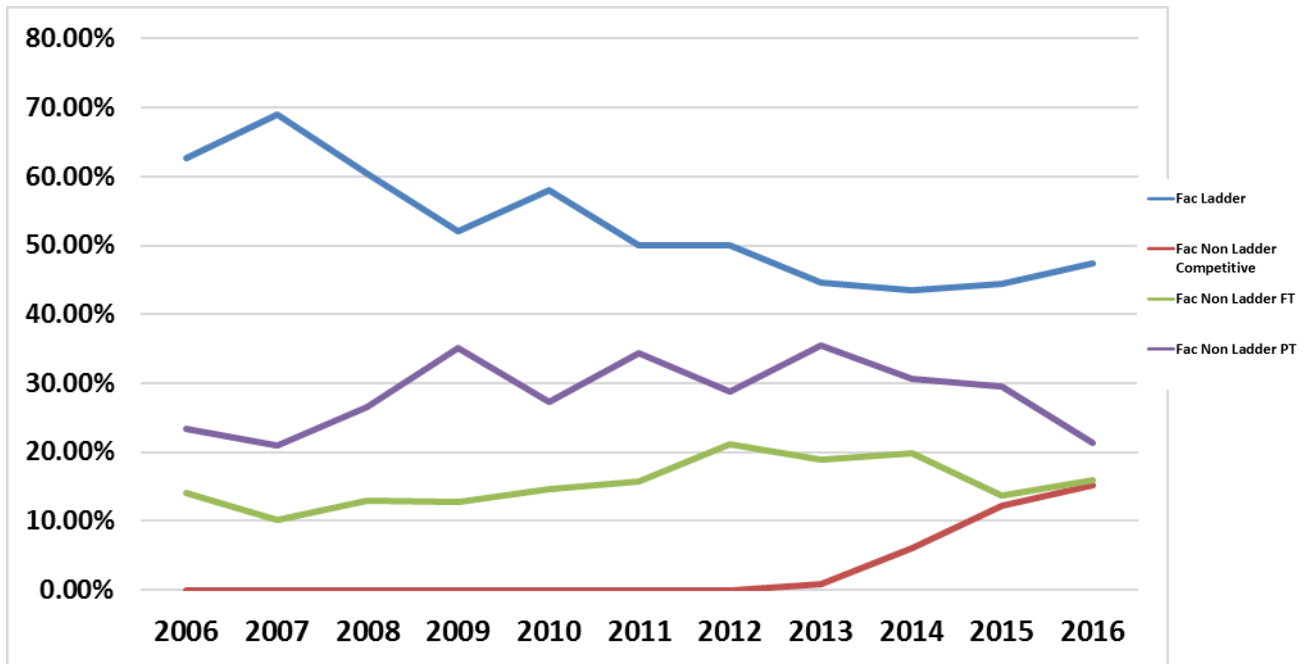
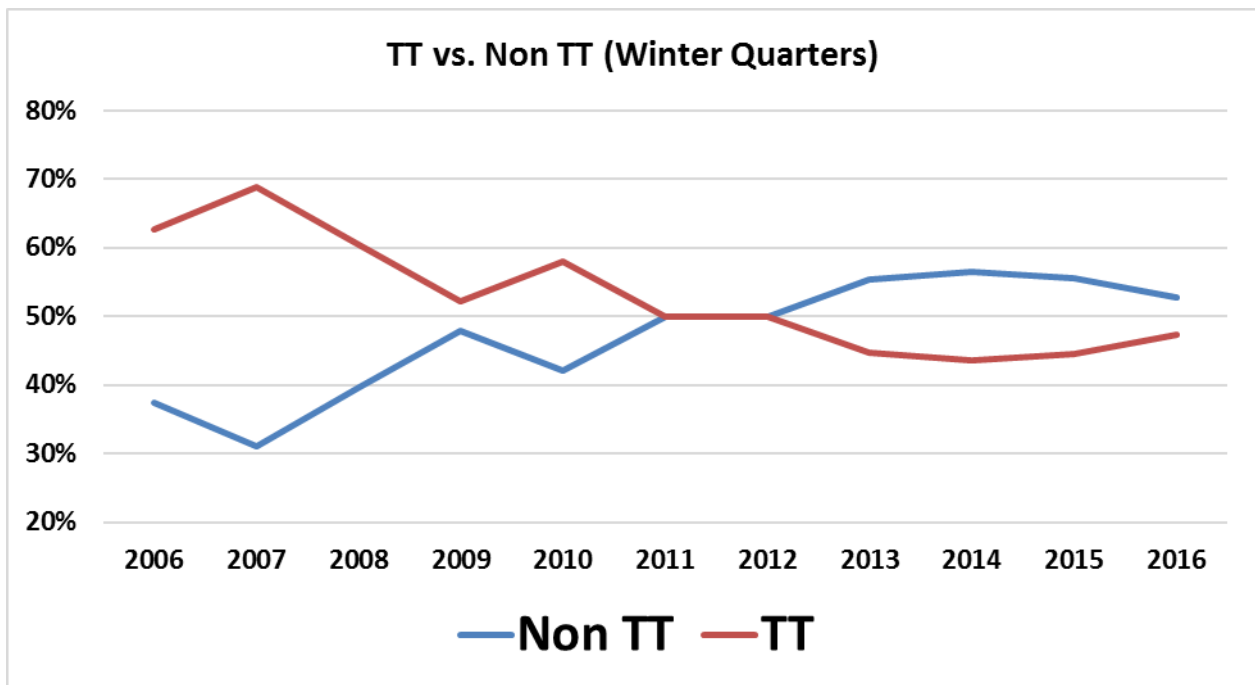


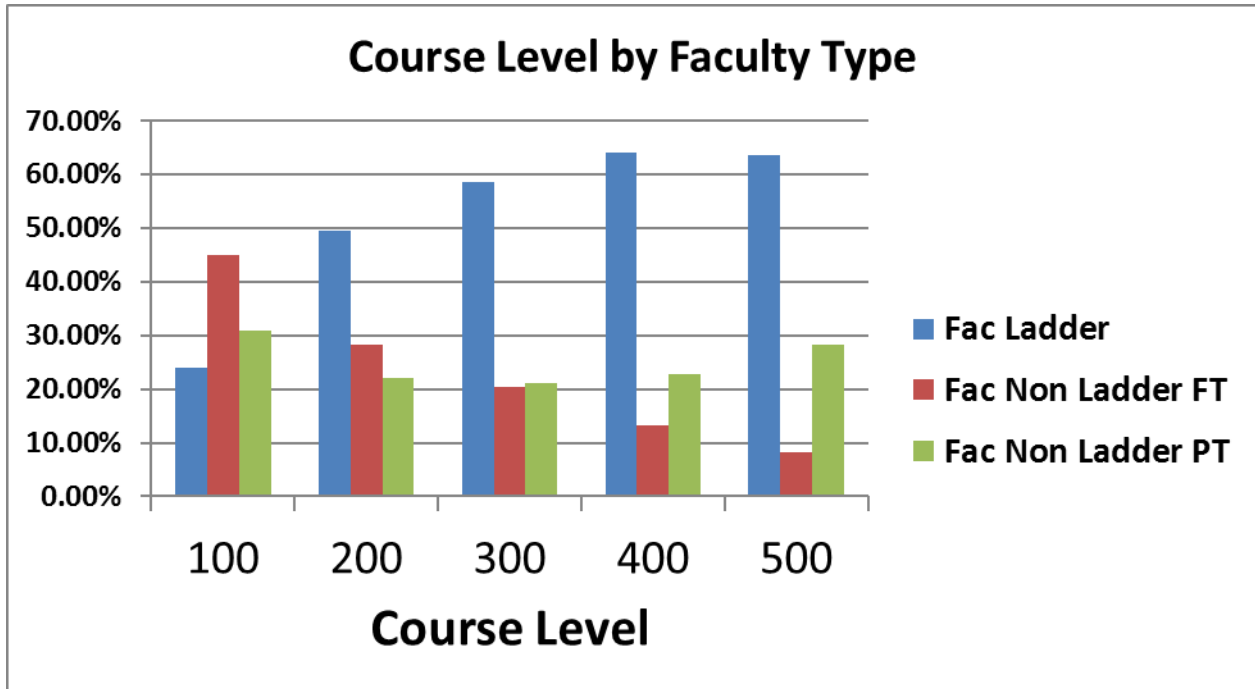
Figure 3: Faculty Mix of Tenure Track vs. Non Tenure Track



Lecturer Affairs also addressed the issue of faculty mix within course levels. For the following graph, we used institutional data from 2006 through 2016 for Tenure Track, Full-Time lecturers, and Part-Time

lecturers. Note that this does not include competitively hired lecturers since there wasn't any data prior to 2013. As shown in Figure 4, lecturers are teaching about 75% of 100-level courses across campus. As course level increases, the percent of full-time lecturers teaching these courses decreases while the percent of tenure track teaching these courses increases.

Figure 4: Course Level by Faculty Type (using data from 2006 – 2016)



We were also interested in looking at a current snapshot of faculty mix. The following graph and table is a look at overall faculty mix by Faculty Type (Figure 5) and broken down by College (Figure 6).

Figure 5: Current Snapshot of Faculty Mix (Winter 2016)

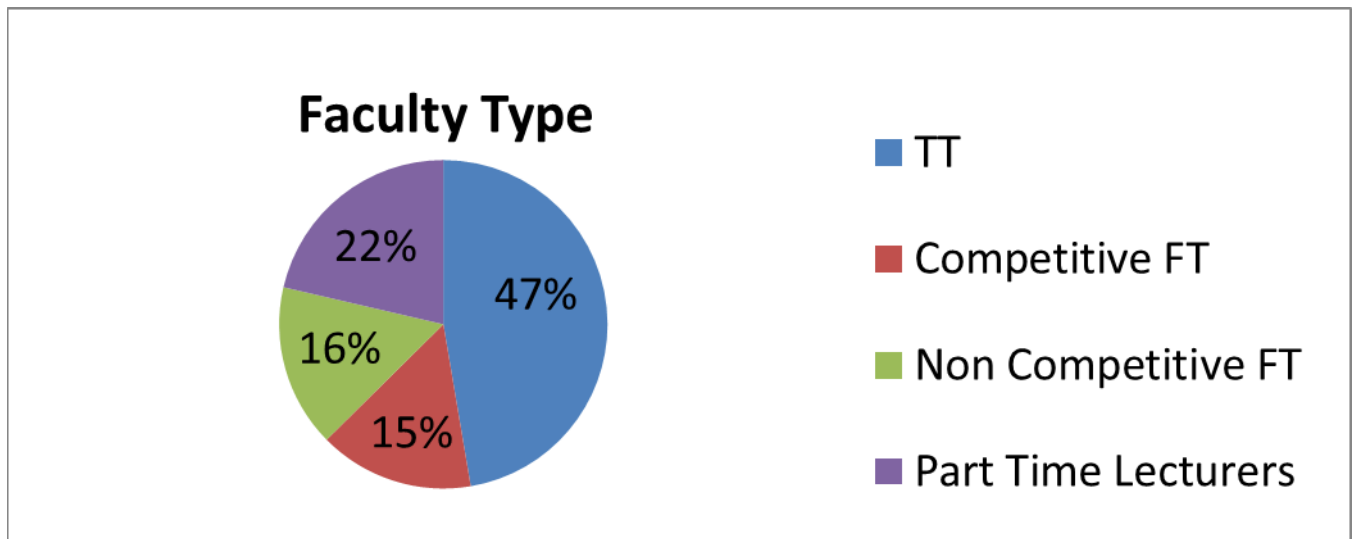


Figure 6: Current Snapshot of Faculty Mix by College (Winter 2016)

College	TT	Competitive Lecturer	Lecturer FT	Lecturer PT	Total
Education	10		1	11	22
Institute of Technology	16	9	2	14	41
Interdisciplinary Arts and Sciences	56	28	27	19	130
Milgard School of Business	17		7	3	27
Nursing	4		3	4	11
Social Work	13	2	2	5	22
Urban Studies	8	1			9
Grand Total	124	40	42	56	262

For fall 2016, we plan to continue analyzing these important issues surrounding faculty mix and growth of lecturers. In particular, we propose addressing the following questions:

- What percent of noncompetitive full-time lecturers are we still hiring?
- Who teaches the classes at the undesirable start times? Is there a relationship between start-time and faculty type?
- What are the salary concerns for full-time lecturers, part-time lecturers?
- What are the demographics of faculty? Has that changed over the last 10 years?

Appendix C – Service Loads for Lecturers

Survey – Alison Cardinal

Analysis – Qualitative by Alison Cardinal, quantitative analysis by Jeremy Davis

Survey: Administered at the end of Winter Quarter 2016

This anonymous survey is being administered on behalf of the Lecturer Affairs Committee. This committee, a subcommittee of the Faculty Affairs committee and commissioned by the Executive Council of Faculty Assembly, has been charged with the task of making recommendations for the improvement of working conditions for lecturers of all rank and to help further clarify our roles as faculty members at UWT. As part of this project, we are investigating lecturers' service, paid and unpaid. The information you give below will help us gauge how much service lecturers do, which in turn will help us make recommendations that more clearly define how much service lecturers should be required to do. The following categories are based on SIAS's definition of "service," as described in the SIAS Guidelines for Documenting Faculty Effort for Merit, Tenure, and Promotion. While we recognize other units have other service guidelines, the committee found it to be a thorough and inclusive list of service activities regardless of unit. Please use the "other" category to include unit or division-specific service activities. Thank you for your participation and help on this project. For further questions, please contact Linda Dawson, lidawson@uw.edu chair of Lecturer Affairs.

Question 1.

What is your current position at UW Tacoma?

- Part-Time Lecturer
- Full-Time non-competitively hired Lecturer
- Full-Time competitively hired Lecturer
- Senior Lecturer
- Principal Lecturer

For the following questions, indicate if you participated in any of the following service committees and how many hours you spent **the last four weeks of winter quarter** on the following activities:

Question 2.

Service to Program

Rows

Participate in policy making/program planning

Attended unit or division meeting

Participate in searches and hiring processes

Peer Review of teaching & scholarship

Participate in faculty mentoring

Actively engage in student advising and mentoring

Serve on unit committees (on-campus or as a representative to Seattle)

0 hours

1-2 hours

4-7 hours

8-11 hours

12-15 hours

16-19 hours

20 or more

Question 3.

Campus/University Service

Rows

Serve on campus/committees/task forces

- 0 hours
- 1-3 hours
- 4-7 hours
- 8-11 hours
- 12-15 hours
- 16-19 hours
- 20 or more

Question 4.

Professional Service

Rows

Serve as an editor or referee for a press, publication series, or professional journal

Organize professional conferences, colloquia or workshops

Serve as an officer or committee member in a professional organization

Serve on professional and community advisory boards

Serve as an advisor to organizations relevant to the faculty member's discipline

Serve as a consultant to state, national, and/or international public and private groups engaged in and/or artistic endeavors

- 0 hours
- 1-3 hours
- 4-7 hours

- 8-11 hours
- 12-15 hours
- 16-19 hours
- 20 or more

Question 5.

Community Service

Rows

Serve as an advisor to community organizations

Serve as an advisor to student groups

Participate in education and outreach to the community (writing articles for the newspaper, and giving presentations in the community, etc.)

- 0 hours
- 1-3 hours
- 4-7 hours
- 8-11 hours
- 12-15 hours
- 16-19 hours
- 20 or more

Question 6.

Other:

Question 7.

Service Not Listed Above

Rows

Other

- 0 hours
- 1-3 hours
- 4-7 hours
- 8-11 hours
- 12-15 hours
- 16-19 hours
- 20 or more

Question 8.

Description of "other" service that does not fit into the categories above:

Question 9.

Was this a typical amount of time you usually spend on service activities per month?

Question 10.

If not, what is the typical monthly amount that you spend on service?

Question 11.

Were you given extra compensation for any of your service? If so, for which service activities?

Question 12.

Are there any comments you have about service that you would like to share with the Lecturer Affairs committee?

Qualitative Analysis of Service Loads for Lecturers – Alison Cardinal

Lecturer Service Survey

A survey created to assess the amount of service lecturers perform. The survey was vetted by members of the Lecturer Affairs committee and Faculty Assembly. See appendix for survey. The goal of the survey was as follows:

As part of this project, we are investigating lecturers' service load. The information you give below will help us gauge how much service lecturers do, which in turn will help us make recommendations that more clearly define how much service lecturers should be required to do. The following categories are based on SIAS's definition of "service," As described in the SIAS Guidelines for Documenting Faculty Effort for Merit, Tenure, and Promotion.

The survey asked participants to select the amount of time each lecturer spent doing service during the last month of Winter quarter. We recognize that the survey is a rough estimate of service. Nonetheless, we had 54 lecturers complete the survey, which represents _ percent of lecturers on campus.

In terms of qualitative data, we welcomed lecturers to respond to this question: "Are there any comments you have about service that you would like to share with the Lecturer Affairs committee?" 13 out of 54 respondents left comments. Descriptive coding was used to identify themes with in the responses. Here are the dominant themes based on frequency:

1. There is a general sense that the service loads for lecturers are unfair (7)

"In my unit service to the unit is disproportionately placed on lecturers."

"It's not fair to ask lecturers to do service but only offer short term (2 years or less) contracts. It is insulting."

Sub theme: ***General sense that insecure positions lead to disproportionate service on full-time lecturers.***

"[L]ecturers end up doing the bulk because they have a harder time saying no; I have concerns about lecturers taking on more service (e.g. division chair, etc.)"

"I sometimes feel as if my service is what keeps my professional, proverbial 'foot in the door', even though it often goes uncompensated."

2. Lecturers want clarity on service expectations (6)

"I'm unclear what the expectations for service are"

"We need clear guidelines concerning how much service lecturers at various ranks are expected to perform"

"There is a huge variance in 'go-getter-ness' among lecturers and with so many people going far above and beyond the basic expectation, I'm concerned that the standard service load will increase without a clear articulation of the evolution."

3. Lecturers enjoy doing service (3)

"The silver lining here is that many lecturers want to do service as a service to their school and profession and many are extremely capable at service work on all levels."

"I enjoy the service aspects of my job."

Comments directly pertaining to part-time lecturers (2)

"Most of us part-time lecturers are not given the opportunity to serve on campus committees or the times to do so fall within our teaching hours so are not possible. As PT folks we have to work other jobs to pay the bills so the ability to participate is difficult due to lack of time."

"Because I am a part-time lecturer, I'm pretty much at the bottom of the UWT food chain. This was fine when I was working full-time at an institution in my discipline. Now that I am only working at UWT and doing consulting, it'd be nice to feel that my program had more support and I had a bit more security."

Analysis of Quantitative Data from Survey on UWT lecturer service – Jeremy Davis

54 lecturers responded to the survey (6 senior lecturers, 21 competitively hired full time lecturers, 9 non-competitively hired lecturers, 13 part time lecturers, and 5 who did not provide this information). Survey respondents had been asked to choose a range of hours that they worked within each category over the previous four weeks (e.g., 1-3 hours, 4-6 hours, etc.). To calculate the average number of hours dedicated to each category of service work, we converted survey responses into numeric values using the middle of each range (e.g., 4-7 hours = 5.5 hours). Survey respondents who claimed to have dedicated 20 or more hours on a particular type of work were recorded as having worked 20 hours.

Campus Service:

The majority of lecturer service hours were dedicated to university and campus service (Overall average = 4.75 hours per week; median = 3.75; Table 1).

Competitively-hired lecturers (including senior lecturers) dedicated more time to university and campus service than non-competitively hired full, and part-time, lecturers. Of the categories of campus service queried, serving on search and interview committees required the most time of lecturers (Overall average = 1.35 hours per week; Competitively-hired lecturers average = 2.25). 6 out of 27 competitively-hired lecturers reported serving a minimum of 5 hours per week on search and interview committees.

There is great deal of variability within and between ranks in the number of hours dedicated to campus service. For example, considering only competitively hired full-time and senior lecturers, the lecturers ranked in the top quarter for campus service hours dedicate 5 times as many hours as those in the bottom quarter (Figure 1).

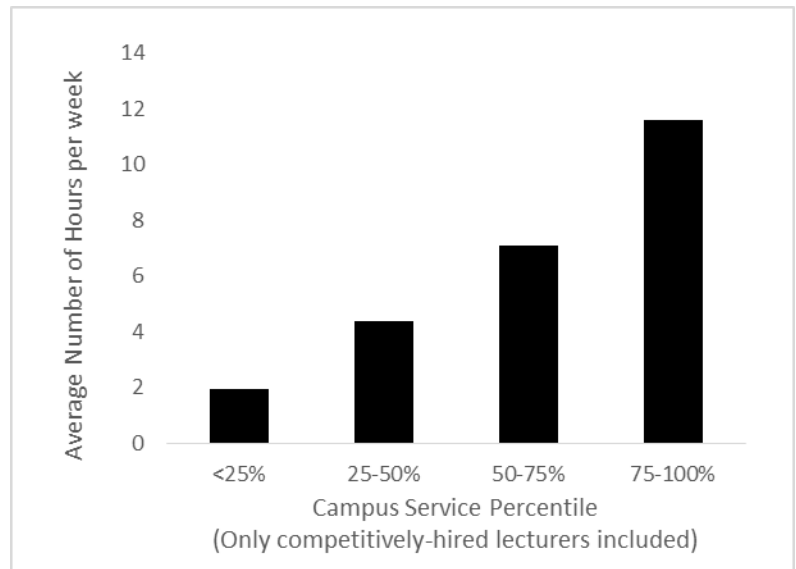


Figure 1. The number of hours dedicated to campus service amongst lecturers divided into 4 service-hour quartiles

Table 1. Average number of hours per week on different types of university and campus service

Position	Policy/Program Planning	Review of campus peers	Campus Committees	Unit/Division Meetings	Faculty Hiring/Searches	Faculty Mentoring	Campus Taskforce	Total Campus Service (Max-Min)
Sen. Lect.	0.4	0.0	0.6	1.2	1.9	0.3	1.2	5.6 (1.1 - 9.5)
FT C Lect.	1.0	0.5	0.6	1.1	2.2	0.3	0.8	6.5 (1.4 – 22.1)
FT NC Lect.	0.6	0.3	0.1	1.5	0.5	0.1	0.6	3.7 (1 – 7.5)
PT Lect.	0.5	0.0	0.0	0.6	0.0	0.0	0.2	1.3 (0 – 5.4)
Not Reported	1.4	0.3	1.2	1.6	2.2	0.3	0.3	7.2 (0 – 21.4)

Community Service

Lecturers dedicated less time to community service when compared to campus service (Overall Average = 1.2 hours per week; Median = 0.62 hours per week). Part-time faculty dedicated the most hours to community service (Table 2), with the majority dedicating a minimum of one hour per week.

Table 2. Average number of hours per week on different types of community service

Position	Community Advisor	Student Group Advisor	Community Outreach	Total Community Service (Max – Min)
Sen. Lect.	0.8	0.5	0.4	1.4 (0 – 4.0)
FT C Lect.	0.3	0.3	0.4	1 (0 – 3.6)
FT NC Lect.	0.4	0.3	0.4	1 (0 – 3.0)
PT Lect.	0.7	0.2	0.7	1.7 (0 – 8.0)
Not Reported	0.1	0.0	0.0	0.1 (0 – 0.8)

Professional Service

Lecturers dedicated an average 2.1 hours per week to professional service (Median = 0.6 hours per week). Senior lecturers and Part-time lecturers participated in more professional service than full-time lecturers (Table 3). Editing or reviewing for journals (0.5 hours per week on average) was the category that demanded the most time, particularly for senior lecturers.

Table 3. Average number of hours per week on different types of community service

Position	Reviewing or editing for publication	Government or industry consultant	Advisor to organization	Organized workshops or conferences	Professional Organization Service	Advisory board service	Total Campus Service (Max-Min)
Sen. Lect.	1.4	0.1	0.6	0.3	0.3	0.8	3.1 (0 - 6.4)
FT C Lect.	0.4	0.1	0.1	0.5	0.2	0.2	1.5 (0 - 6.3)
FT NC Lect.	0.1	0.0	0.6	0.6	0.1	0.2	1.6 (0 - 5.6)
PT Lect.	0.6	0.2	0.7	0.5	0.4	0.4	2.8 (0 - 8.1)
Not Reported	1.2	0.0	0.1	0.5	0.3	0.0	2.0 (0 - 6.8)

Overall number of hours dedicated to service:

The average number of hours dedicated to all the service categories discussed above was 8.5 hours per week (Median = 8). The average for competitively hired lecturers was 9 – 10 hours per week. There was considerable variation however. Amongst competitively-hired lecturers, the total hours dedicated to service ranged from 2.75 – 29 hours per week. The top quartile dedicated 16.5 hours per week on average, while the bottom dedicated 3.75 hours.

Not included in the above estimates, is the time dedicated to student advising, which is listed under “teaching” in the guidelines for merit and promotion. Overall, lecturers reported dedicating 1.7 hours on average to advising per week. Competitively hired lecturers spent 2 hours per week on average.

This survey required that lecturers estimate their hours over a 4-week period, thus each estimate is likely to over- or under-estimate service hours. However, a lecturer (who serves as a major coordinator) recently completed a time management exercise in which she recorded her work activity every 15 minutes, and found similar estimates. During the week she was recording she dedicated 18.5 hours to service, 22.5 hours to teaching, and 4.5 hours to research.

It is evident from this data that a substantial proportion of lecturers are dedicating more time to service than the 7 teaching: 2 service ratio would predict.

PART-TIME LECTURERS' HANDBOOK

Rationale and Contents

To be prepared by members of the Lecturer Affairs committee

Rationale

UW Tacoma's Lecturer Affairs committee plays a crucial role in representing lecturers' perspectives to faculty at large; organizing and facilitating dialogue among lecturers; collecting and disseminating data on lecturers' work, working conditions, and experiences; and advocating for lecturers' interests in shared-governance structures. However, as necessary as this work is, and as precarious and at times marginalized lecturers in general are, Lecturer Affairs tends for a wide range of reasons to act in the interests primarily of full-time lecturers, to the exclusion of part-time lecturers.

This trend is in fact representative of the position of part-time lecturers at UWT more generally: unlike their full-time colleagues, part-time lecturers do not have voting rights in shared governance, are mostly uninvolved in—and usually not invited to participate in—shared governance, hold office hours in public rather than private spaces, and often lack regularized avenues for communication or collaboration with colleagues in their academic units. In short, part-time lecturers tend to be invisible and unacknowledged.

This handbook is intended to be a first, partial step toward a solution to issues facing part-time lecturers. The primary goals of the handbook are 1) to clarify the kinds of institutional support and opportunities that are available to part-time lecturers and 2) to connect part-time faculty in meaningful ways to relevant bodies in UWT's shared-governance structure. The contents of the handbook will address advocacy for contingent faculty; faculty governance at UWT; institutional support for part-time faculty; employment logistics; research, service, and professional development for part-time faculty; and useful contact information.

Tentative Contents

INTRODUCTION

- Working as a Part-Time Lecturer at UW Tacoma

ADVOCACY RESOURCES FROM PROFESSIONAL ORGANIZATIONS

- AAUP, "Contingent Appointments and the Academic Profession": <https://www.aaup.org/report/contingent-appointments-and-academic-profession>
- New Faculty Majority: <http://www.newfacultymajority.info/equity/>
- The Delphi Project on the Changing Faculty and Student Success: <http://www.thechangingfaculty.org/>

FACULTY GOVERNANCE

- About Lecturer Affairs
 - directory of members
- Part-time lecturers and shared governance

INSTITUTIONAL SUPPORT

- List of online resources
 - Expectations, Policies, and Procedures: <http://www.tacoma.uw.edu/faculty-assembly/expectations-policies-procedures>
 - Part-Time Lecturer Support: <http://www.tacoma.uw.edu/faculty-assembly/part-time-lecturer-support>
 - FAQ: <http://www.tacoma.uw.edu/faculty-assembly/faq-part-time-lecturers>
- Information about physical resources
 - offices
 - computers
 - copiers

EMPLOYMENT LOGISTICS

- HR logistics
- Review processes

RESEARCH, SERVICE, AND PROFESSIONAL DEVELOPMENT

- Research opportunities (esp. writers' groups)
- Service for part-time lecturers

- Opportunities for professional development:
 - iTech
 - teaching forums
 - [other opportunities to be included]

CONTACT INFORMATION

- Lecturer Affairs directory
- Shared governance directory (e.g., deans, division chairs, Associate Dean of Faculty Affairs and Student Affairs, other governance leaders, etc.)