

## Lecturer Survey Analysis - Administered to all Full-time faculty in Spring 2012, L. Dawson 10-20-12

### Summary Points of the Results - Spring 2012

- 34 full-time lecturers responded.
- Most of the responding lecturers were IAS faculty (64%).
- 82% are full-time lecturers (others senior lecturers).
- 50% have worked as full-time lecturers for over 3 years.
- A majority of lecturers teach 7 courses/year and perform service.
- 67% of full-time lecturers teach 3 or more 100 or 200 level courses.
- 50% teach 4 or more 100 or 200 level courses.

### Overall Issues:

- Ability for promotion
- Better salary
- Multi-year contracts indicating commitment from UWT
- Treatment as second class citizens of the university
- Need for support for research
- Need for mentoring and support from tenure-track faculty
- Need for clear recognition of accomplishments from administration

### Teaching Issues:

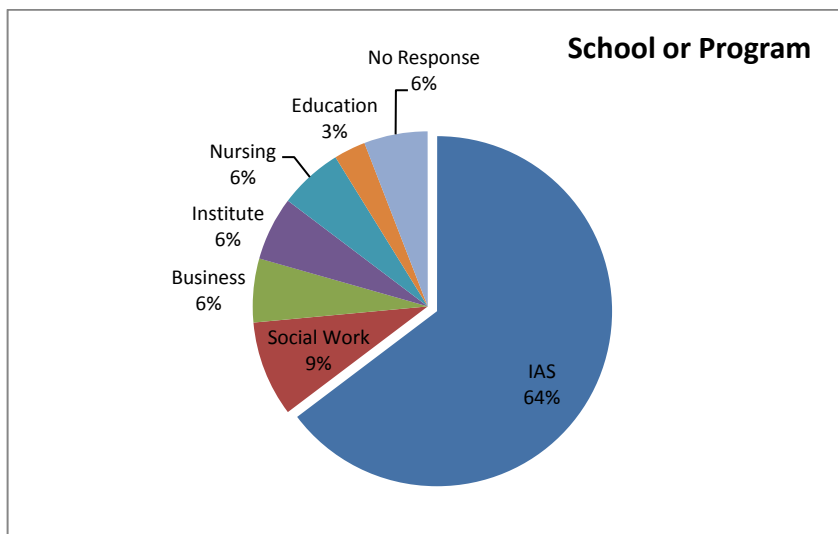
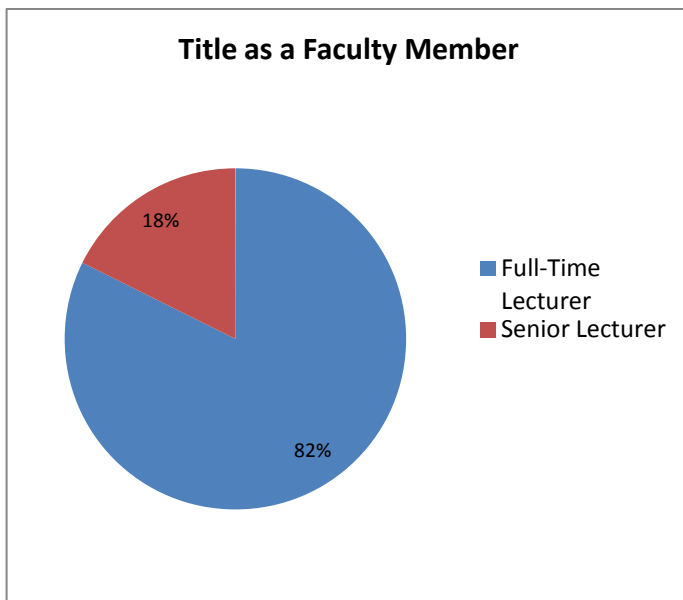
- Nearly 45% of lecturers were given < 2 months to prepare for their courses after being hired and did not meet with other faculty members about the curriculum prior to teaching.
- Nearly 30% of lecturers felt that no additional resources were required for teaching and delivery of curriculum.
- The remainder (70%) provided suggestions for success in the classroom:
  - Schedule courses (with instructors well in advance) and organize curriculum needs.
  - Workshops provided on teaching (some in specific disciplines, using technology, hybrid or distance learning - need for innovative teaching strategies, service learning, team teaching with senior faculty.
  - Shared resources with other faculty - syllabi, pedagogy.
  - UWT lecturer teaching recognition.
  - Grading assistance.
  - Have a shared folder of resources to review, especially when first hired; knowing who to go to for what and having all access codes and numbers available.
  - Lab req'ts; sculpture studio, facilities to do work.
  - Better support from the Teaching and Learning Center for basic math and English composition skills.
  - Visits from other instructors for feedback.
  - Smaller class size (especially for writing intensive courses)
  - Having a tenured faculty member as a mentor.
  - Support for part-time faculty members.
  - Additional time for desired research, not enough time in general.

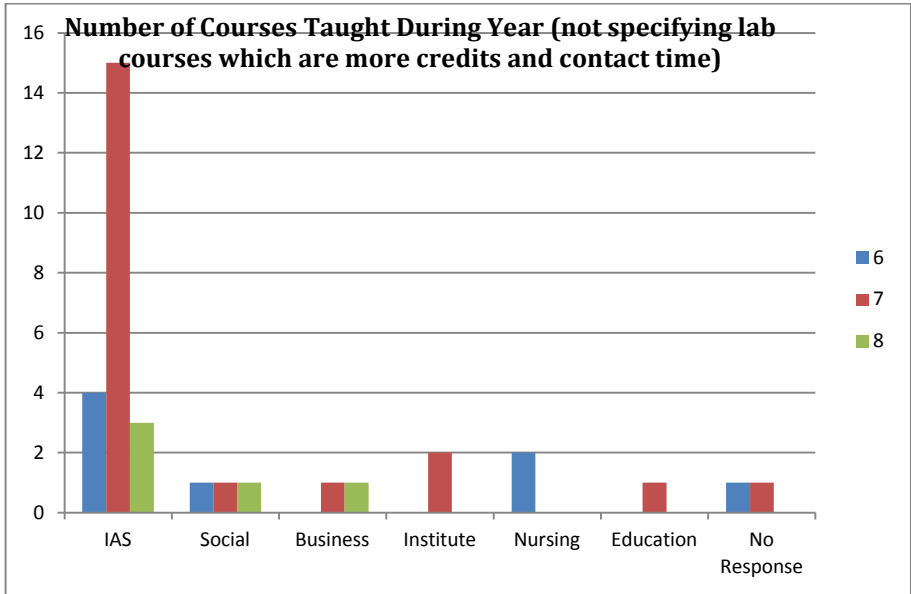
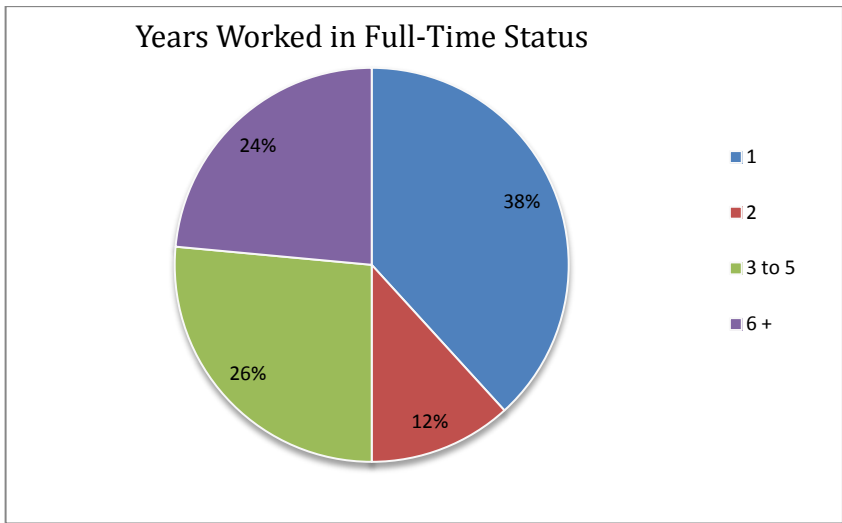
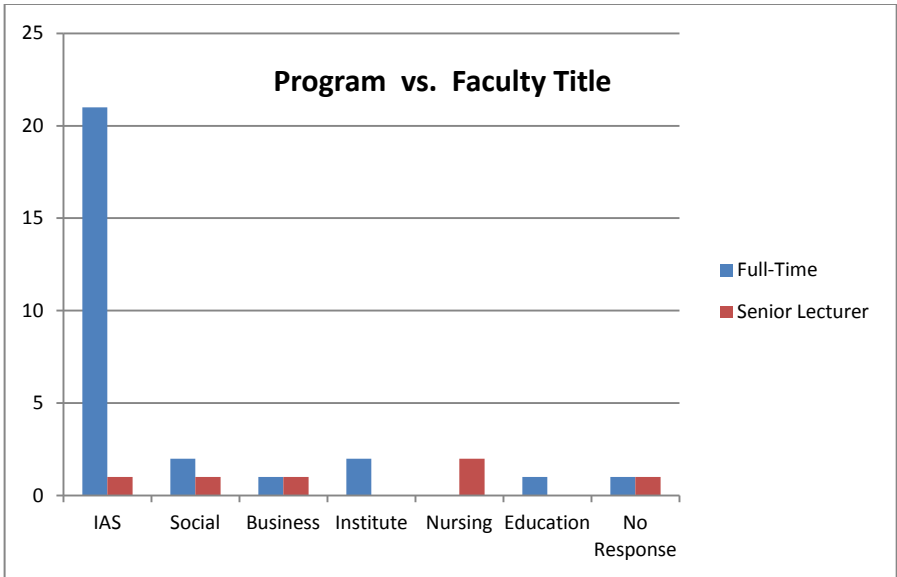
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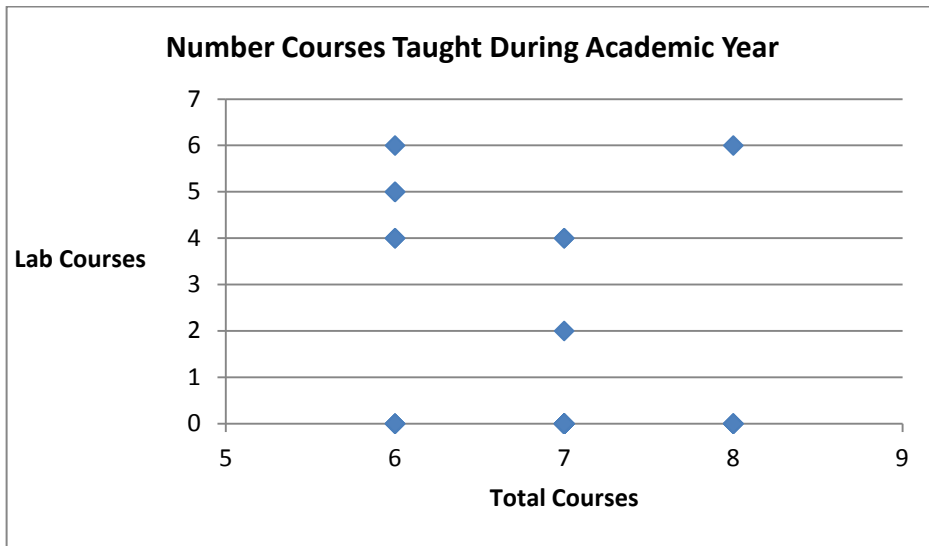
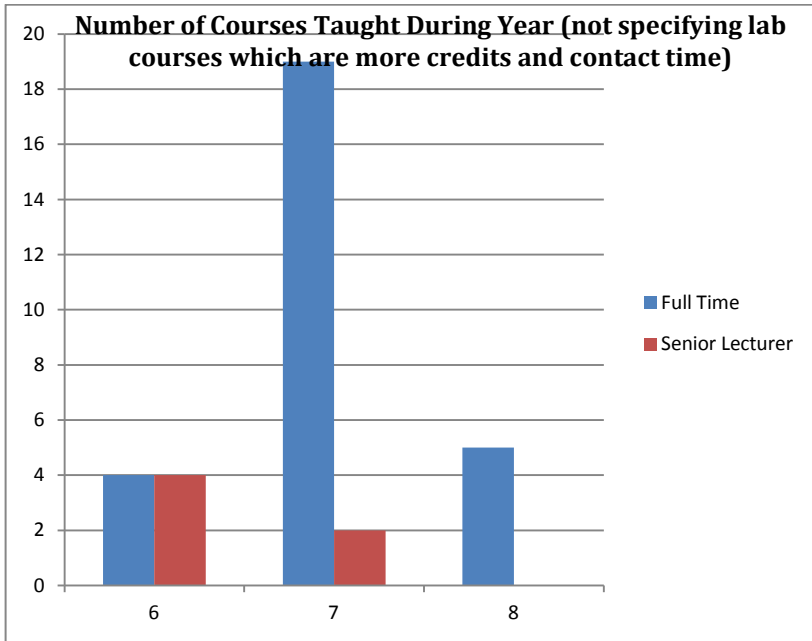
- Nearly 90% of lecturers were involved in some form of curriculum development (new course proposal(s), development of new majors, minors, certificate programs).
- Over 26% of lecturers selected ALL seven types of service: Faculty searches, extended faculty searches, curriculum development, committee work, advising, oversee student independent studies or internships, student research, and other forms such as community service.

Overall the majority of the issues presented were focused on a strong desire for excellence in teaching. However, there was also a desire to contribute to the university in other ways, to do research, and to be able to expand their teaching options and methods. There was also a sense of being undervalued and underappreciated as a university faculty member.

Results by Question:



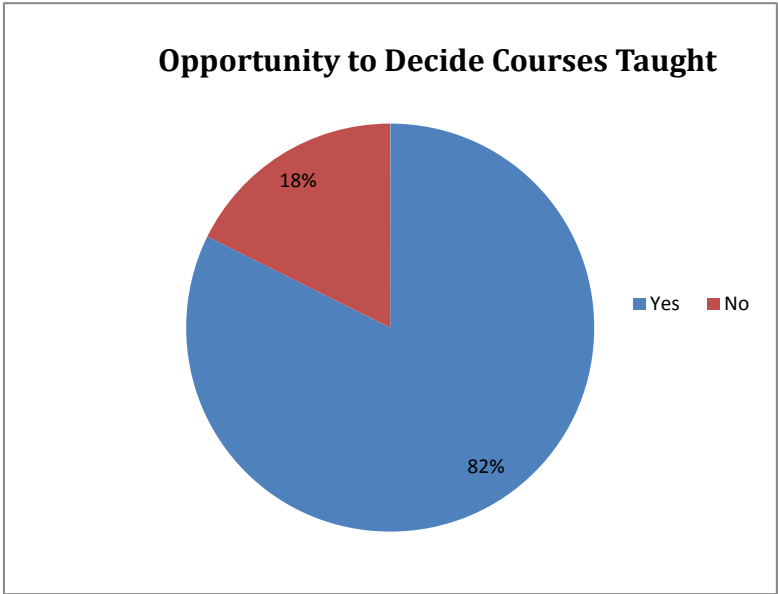




**Number of Courses for Academic Year**

		Six	Seven	Eight
Number of Summer Courses	None	0	2	0
	One	6	8	3
	Two	3	11	2

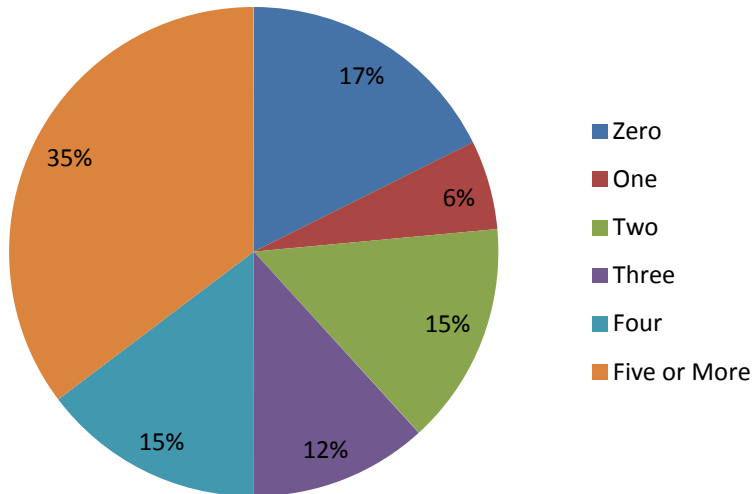
Lecturer Survey LD



**Breakdown of Those That Do Not Decide Courses Taught**

Years at UWT	Relative-Frequency
1	0.5
2	0.33
3-5	0
6+	0.17

### How many 100 and 200 level courses do you teach?



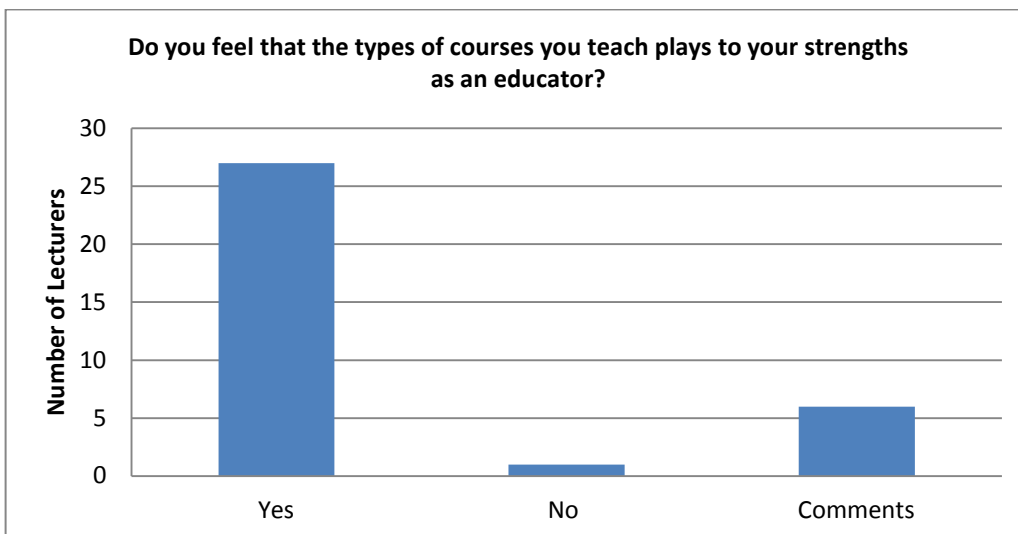
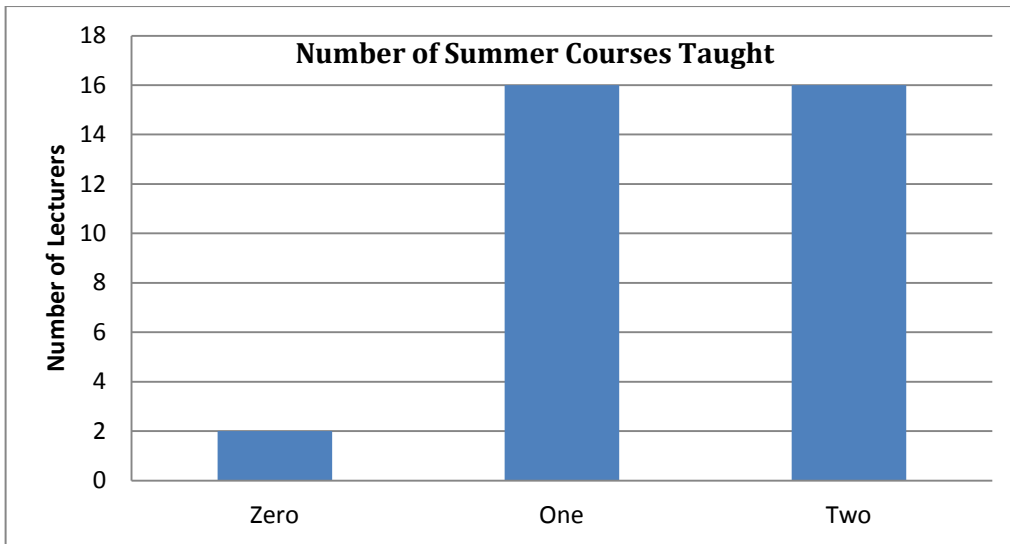
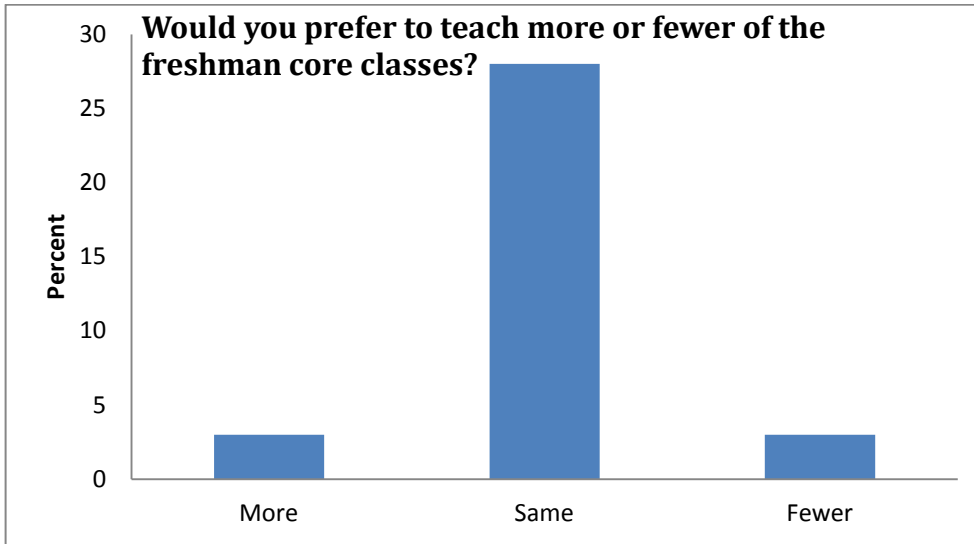
### Number of Core Classes Preferred

	Fewer	Same	More	Total
<b>Zero</b>	1	18	2	21
<b>One</b>	1	4	0	5
<b>Two</b>	0	4	1	5
<b>Three</b>	1	1	0	2
<b>Four</b>	0	1	0	1
<b>Total</b>	3	28	3	34

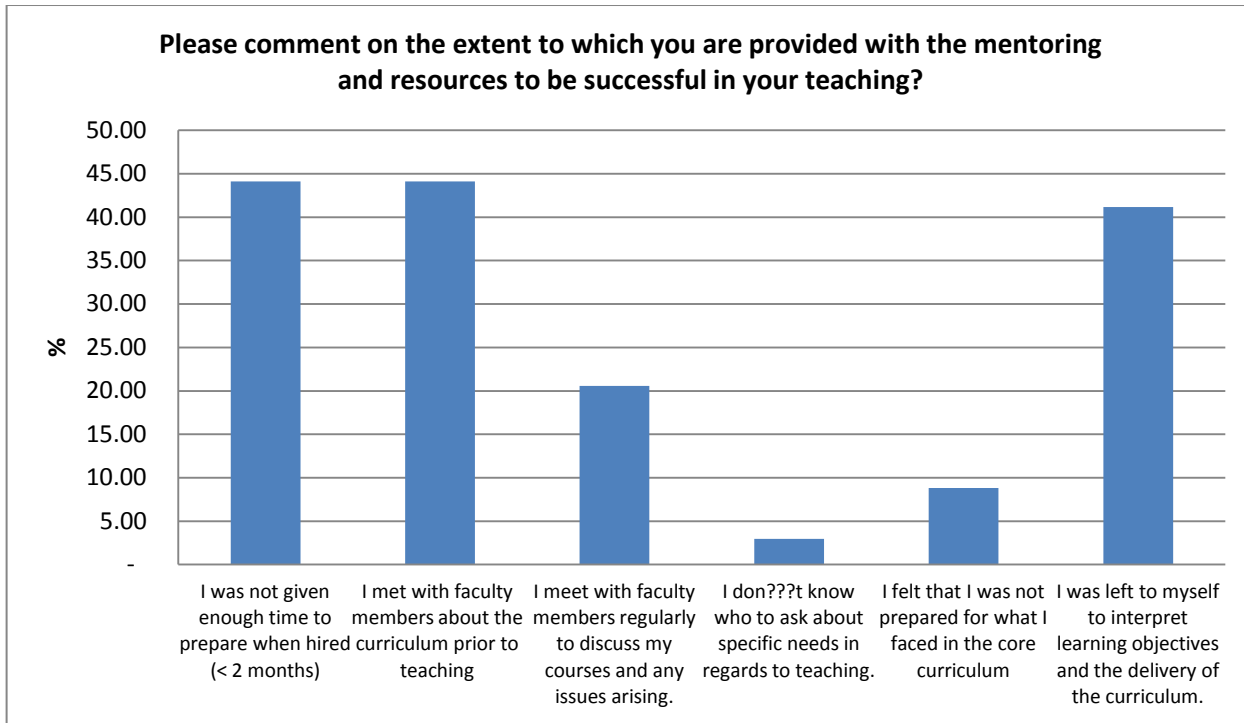
Note: The person that doesn't teach any core but responded fewer, must have been a mistake.

Roughly 82% are happy with the number of core classes they're teaching.

Of the Senior Lecturers that responded, all responded zero.



Comments: no choice about what to teach so not teaching to my strengths, teaching all 100 and 200 level courses are not to my strengths.



**Other (please comment) There is little emphasis on teaching issues and quality of instruction in our concentration. This is a disappointment to me, as I am an experienced university teacher who is always striving to improve.**

**Question 13:**

What resources or changes could help you to be more successful in the classroom?

**Comments:**

Nothing added or adequate resources: 10/34

Other needs identified:

- Have a shared folder of resources to review, especially when first hired; knowing who to go to for what and having all access codes and numbers available.
- Scheduling courses (with instructors well in advance) and organizing curriculum needs.
- More teaching resources:
  - Innovative teaching strategies, service learning, team teaching with senior faculty.
  - Workshops provided on teaching (some in specific disciplines, using technology, hybrid or distance learning).
  - Shared resources with other faculty - syllabi, pedagogy.
  - UWT lecturer teaching recognition.
  - Grading assistance.
  - Lab req'ts; sculpture studio, facilities to do work.
  - Better support from the Teaching and Learning Center for basic math and English composition skills.
  - Visits from other instructors for feedback.
- Smaller class size (especially for writing intensive courses)



- Having a tenured faculty member as a mentor.
- Support for part-time faculty members.
- No time for desired research, not enough time in general.

**Question 14:**

What changes would help you be a more active participant and strengthen your commitment to the UWT academic community?

10/34 lecturers had no or neutral comments. The rest all expressed issues of some kind.

- No institutional support for research.
- A more consistent sense that lecturer contributions are appreciated.
  - Recognition that lecturers are voting faculty that can contribute to the development of university policy.
- Multiple comments addressed being considered as second class citizens with little to contribute.
  - Tenure track faculty are less likely to volunteer to teach core classes and the brunt of the responsibility falls to full-time lecturers.
  - Tenure-track faculty should make a point of including lecturers in committees and academic policy development.
- Need for multi-year contracts

**Some Comments for Question #14:**

"Over time I am exploring more ways to be involved. It might help to have specific invitations from more senior faculty to participate in activities."

" Frankly, I believe that Lecturers are expected to teach their courses, period."

" Not being "fired" every year."

" A more welcoming, less hierarchical ethos. Currently, the tenure track people are the prime players, and non-tenure track are like extras in a film. "

" Well, for me the issue is the unwritten "class difference" and this bothers me tremendously."

" The length of time between the faculty approval of lecturer re-appointments and the actual contract is a serious issue. "

" Tenure track faculty are less inclined to volunteer to teach in the freshman core. I think it is vital that these core courses are exposed to research and experiences that most of the time only a tenured faculty member can present. In some cases, these connections mean the difference between a student staying at UWT or leaving,"

\* Offer multi-year contracts to faculty where it is intended to keep that person for multiple years."

"To be included in the academic community as a full-fledged member, and treated as a tenured faculty."

" More interaction with other faculty. Offices are spread out throughout buildings and I hardly ever saw other faculty members while on campus, minimizing my ability to communicate with them regarding my classes,

students, etc. "

" some semblance of job security, a more welcoming attitude towards lecturers than is currently coming from the chancellor's office"

"Better salary"

" If there was a process for advancement it would encourage more activity from the lectures. As is, I don't see the benefit of taking on additional responsibilities when the most I can be awarded is an annual contract."

\* A REAL promotional pathway developed in consultation with lecturers."

" From time to time, I have been asked by students to supervise their independent research. I have done so gratis. Remember: Lecturers are paid by the course. If you teach a course [not independent research], you are paid; if not, there is no pay."

" Recently, I have become more involved with the UWT activities. I do so with the realization that the time commitment for activities outside of the classroom at UWT impact my other professional activities. I have only so much time to devote to UWT activities outside of the classroom. "

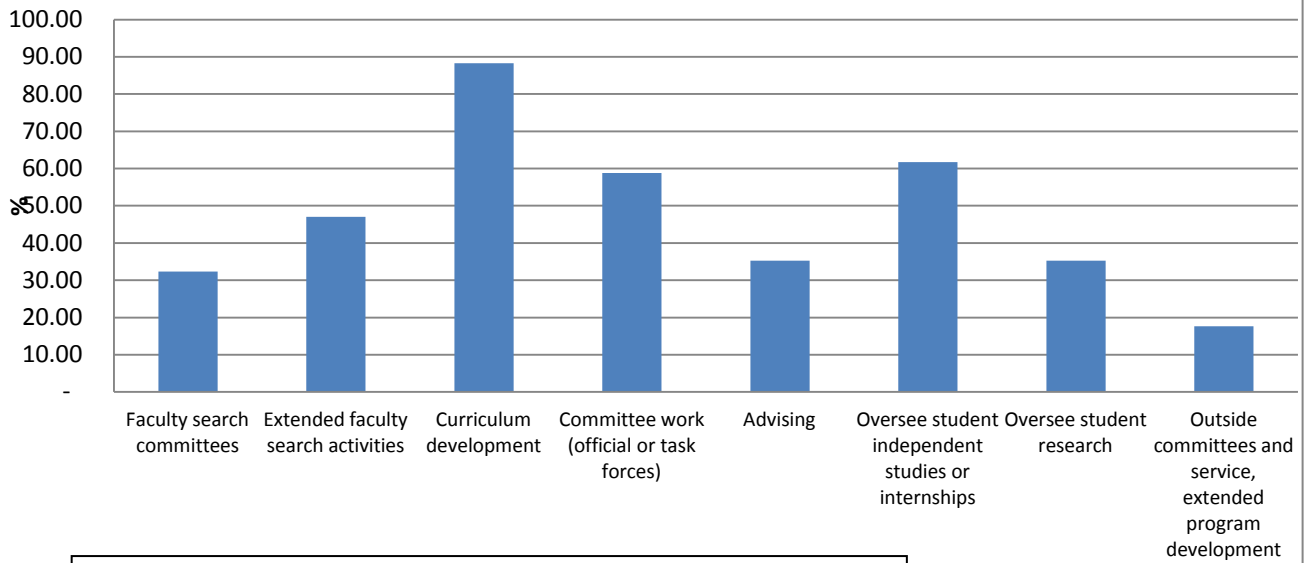
" It's time to be honest, most lecturers are very dissatisfied with their situation. They feel like they are treated poorly and no one stands up for them in a really meaningful way. Ask yourself would you do it?"

" I believe that the constant 'limbo' that lecturers find themselves truly impedes their academic growth and their classroom success. Knowing that one's contract is yearly and that at any time that contract can expire and not renewed gives ALL lecturers a sense of impending doom."

" It would be nice if lecturers were not asked to leave various portions of faculty meetings - there are certainly ways of structuring meetings so that 1/3 of those in attendance don't have to march outside and wait in the hall. "

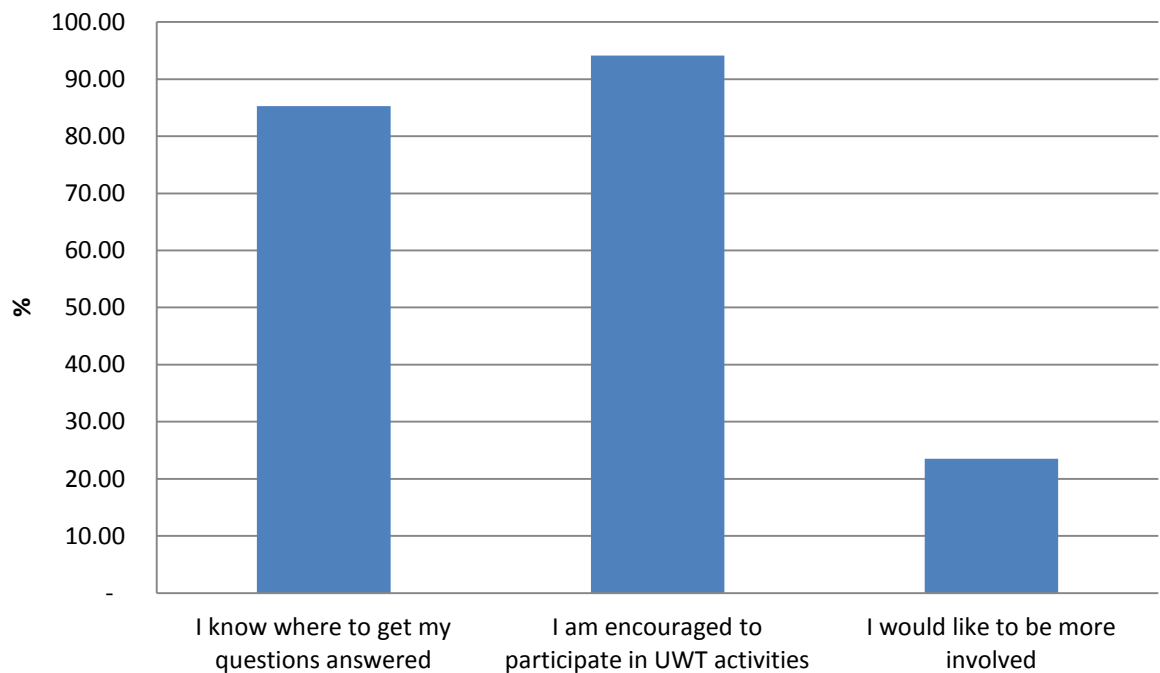
" ... I still feel that there is little support within my discipline. I realize we are an interdisciplinary program, but still teaching a specific discipline requires some specific resources and in general teaching lab courses requires extra support, like TAs or graders or a self sustaining lab course. "

Select all types of service that you participate in on a regular basis:



NOTE: 26.4% of full-time lecturers selected ALL of the choices.

How connected do you feel as a whole to the UWT community?



### **Additional Comments (last question):**

"As a Senior Lecturer, I am treated as any other tenured faculty member would be in terms of my involvement in program activities, having a voice in program decisions/issues, and contributing to program development. I am actively engaged in promoting teaching and learning in our program, assisting fellow faculty members with pedagogical strategy and execution, facilitating conversations about teaching and learning, conducting Small Group Instructional Diagnoses, observing others' teaching (etc). In this regard, I view my role as an important one, and I am proud to serve in a capacity that promotes teaching and learning, and the improvement of our program as a whole."

"This is one of the best jobs I have ever had and I am consistently grateful for all of my colleagues in IAS."

"I appreciate our new directors willingness to support self defined goals that align with program and campus mission."

"I feel very supported with this director. She is available to mentor me as are my colleagues whenever I ask for assistance they have been terrific in their responses to me."

"Overall I am satisfied at UWT, because of the opportunity to select my courses to a certain extent, and to do a study abroad course. I would like however to feel more encouraged to propose new courses that would fill current gaps in the curriculum."

"Really, I'm not sure how to fix this but specifically the tenure line faculty need training in how to include and just perceive the role of the full time lecturer. That would have helped me to feel welcomed and a part of the team. I was asked, across two faculty meetings, why I was there by a faculty member-openly during the meeting. This was handled but I've never forgotten it and it took a good year or so for me to feel comfortable. Now, I contribute fully and I don't worry about that person at all but it was avoidable."

"Great department that I am privileged to work in!"

"I have a strong commitment to UWT; it would be nice to know if UWT had a commitment to me (no contract at this time for next year)."

"From time to time, I have been asked by students to supervise their independent research. I have done so gratis. Remember: Lecturers are paid by the course. If you teach a course [not independent research], you are paid; if not, there is no pay."

"I think that multi-year contracts should be made available for lecturers that we want to stay."

Lecturers are treated well within our group, but I do have concerns with how we are viewed by administration as a whole.

"I do appreciate the faculty assembly's work regarding Lecturers. Thank you for your efforts."

"I feel the Env. Sci. group works pretty well together, but I still feel that there is little support within my discipline. I realize we are an interdisciplinary program, but still teaching a specific discipline requires some specific resources and in general teaching lab courses requires extra support, like TAs or graders or a self sustaining lab course."

"Building in some kind of promotional structure akin to that the professors enjoy, would help a great deal. Multi-year contracts could then be awarded after a thorough review (much like tenure for faculty is)."

"There are more significant issues with office space than with other positions."

"a general sense of being "undervalued" in terms of contribution to the programs."

"There are also issues regarding the student course evaluations. Due to the extensive emphasis placed upon student responses, and the relationship between grades and student "satisfaction", there is a great deal of pressure to keep students happy so as to not jeopardize having your contract renewed."

"Equity adjustments should be made retroactive for those deemed grossly underpaid."

"Aside from being tenured, there isn't much more I would ask for."

## Lecturer Survey

### Question 1.

Select your title as a faculty member:

Required.

- Full-Time Lecturer
- Senior Lecturer

### Question 2.

Optional (confidentiality maintained), in what school or program do you reside?

Required.

- Milgard School of Business
- IAS
- Nursing
- Social Work
- Education
- Institute of Technology
- Urban Studies
- No Response

### Question 3.

How many years have you worked at UWT in a full-time status?

Required.

- 1
- 2
- 3-5

- 6+

#### **Question 4.**

How many courses do you teach during the academic year (September to June)?  
Required.

- 6
- 7
- 8

#### **Question 5.**

How many courses with labs do you teach during the academic year?  
Required.

- 0
- 1
- 2
- 3
- 4
- 5
- 6

#### **Question 6.**

How many courses do you teach during the summer?  
Required.

- 0
- 1
- 2

### Question 7.

Do you have the opportunity to decide what courses you teach?

Required.

Yes

No

### Question 8.

Do you feel that the types of courses you teach plays to your strengths as an educator?

Required.

Yes

No

Comment?

### Question 9.

In a typical year, how many 100 and 200 level courses do you teach?

Required.

0

1

2

3

4

5+



### Question 10.

How many freshman core classes do you teach?

Required.

- 0
- 1
- 2
- 3
- 4

### Question 11.

Would you prefer to teach more or fewer of the freshman core classes?

Required.

- More
- Same
- Fewer

### Question 12.

Please comment on the extent to which you are provided with the mentoring and resources to be successful in your teaching? Check all that apply:

Required.

- I was not given enough time to prepare for my courses when I was first hired (< 2 months).
- I met with faculty members about the curriculum prior to teaching.
- I meet with faculty members regularly to discuss my courses and any issues arising.
- I don't know who to ask about specific needs in regards to teaching.
- I felt that I was not prepared for what I faced in the core curriculum.

I was left to myself to interpret learning objectives and the delivery of the curriculum.

Other (please comment)

### Question 13.

What resources or changes could help you to be more successful in the classroom?

Required.



### Question 14.

What changes would help you be a more active participant and strengthen your commitment to the UWT academic community?

Required.



### Question 15.

Select all types of service that you participate in on a regular basis:

Required.

Faculty search committees.

Extended faculty search activities ( such as teaching and research talks, meals with candidate, etc.).

- Curriculum development (new course proposal(s), development of new majors, minors, certificate programs).
- Committee work (official committees or task forces addressing specific needs).
- Advising.
- Oversee student independent studies or internships.
- Oversee student research.
- Other?

### Question 16.

How connected do you feel as a whole to the UWT community? Check all that apply:

Required.

- I know where to get my questions answered concerning classroom and curriculum issues.
- I am encouraged to participate in UWT activities such as graduation, Faculty Assembly, social activities.
- I would like to be more involved.
- Comments:

### Question 17.

Any other comments you would like to add?

Required.

