

TABLE DISCUSSION NOTES *from* April 22, 2016 Faculty Assembly Meeting: Responding to the *Data & Overview Presentation* by a Lecturer Panel with a *Conversation on Faculty Mix*

Identified Areas of Concern	Suggested Actions/Responses/Questions
<p>Clarify Job Classifications -Research</p>	<ul style="list-style-type: none"> - Can we make sense of how to go about finding different job classifications, annual reviews, and agreements with dept. chairs? - Exercise more intentionally from beginning in defining roles of lecturer Or TT; what roles do we need this person to fill? <ul style="list-style-type: none"> - Example: Faculty working with graduate students, need to hire a TT faculty - Job definition and workload expectation - How do we define different faculty positions? <ul style="list-style-type: none"> - Tenure-track - Full-time faculty - Part-time faculty - What do lecturers want? Do they want Tenure-track? <ul style="list-style-type: none"> - Or do they just want equity? - Articulate distinction between Tenure-track and lecturer - Problem of research and lecturers - Clarify research faculty roles and lecturers - Tenure-track position without research required? (“tenured-lecturer”)
<p>Clarify service expectations -within roles -within promotion/reviews -within units</p>	<ul style="list-style-type: none"> - Expectations, made clear for all, amount of service; know when doing too much - Standardize service load, for fairness <ul style="list-style-type: none"> - How to do this? – challenging - We can set expectations, but in competing for a job, people will still feel pressure - Much of the service load is related to searches - A lot of service to be done, by all kinds of classifications; how will all this work get done? - What gets recognized and valued as service, per unit? - What constitutes service? <ul style="list-style-type: none"> - Most of the service in the data are searches - Lecturers, Associate Professors, and Professors carrying service - What should the expectation be? - Nursing/Social Work/ Education/ IT <ul style="list-style-type: none"> - Understandable why lecturers do more service - Power issues (even coercion) - Assistant professors get advised to do a normal amount of service - Education lecturers do all service (field observations)

Clarify service expectations

Continued...

- Service is different in different units
- Nursing says there numbers were incorrect; they have more Tenure-Track faculty than reported
- Coerced to more service while trying to get position
- Expectations for merit – Social Work tells how many hours of service is expected for merit
- Need solid expectations for concrete amount, written down
- APT committee:
 - Needs to clarify expectations for Tenure
 - Also need this for lecturers
 - Lecturers need to be present when these decisions are made
- What patterns are there in service expectations?
 - Recognized
 - Valued
 - Assessed
 - Demographics
 - Compensation
- Issue: we have variability across units, across ranks, in terms of roles, responsibilities, service expectations, opportunities, “course buyouts”
- Need clarity of expectations for service
 - Is it proportional to Tenure-track?
 - Do opportunities shift service to contingent faculty from Tenure-track?
 - Service is intense on this campus
- Median would be good to know – also mode
- Lack of tenure/length of contract affects ability to say “no”
- How often are contracts not renewed?
- Promotion possibility + unclear requirements = more service load taken on
- Few examples of promotion to go on
- Sharing information about people’s re-appointment review
 - Need to know expectations
 - Changing expectations
- Find ways to reduce service!
- Compensation for service
 - Needs to be clear how much service
 - Under-reporting amount of hours
 - Minority-representation (women doing counseling/advising)
 - Acts of service based on fear (anxiety) vs. love
- Undermining TT if putting tasks for TT on lecturers

Faculty composition	<ul style="list-style-type: none"> - Trend toward non-TT faculty – how does that look externally? - How does that effect leadership positions? - How do we want this to look moving forward? - Effecting students as well, students aware and asking questions <ul style="list-style-type: none"> - Students want to know why teachers they’ve already had are being re-interviewed - Students want to be at a university where the faculty are well-treated - How we appear to our students should be a priority - Demographic break-down; not very many faculty of color present at Faculty Assembly meeting <ul style="list-style-type: none"> - Faculty of Color are treated differently in terms of opportunity - Rank ratio within units, various mixes from various units - Opportunities – per rank, per unit? - Idea of “tenured-lecturer” – people take lecturer jobs because they want them, and want to keep them - Units outside of SIAS have fewer lecturers, including FT/PT - Ideal: more tenure-track positions - What patterns do you notice in Faculty Mix related to demographics? - Why are we so “bottom-heavy” in so many academic units? - Promotion to Principal Lecturer requirements are too restrictive (e.g. must publish on pedagogy) - Trend: more and more contingent faculty - Security for lecturer’s in governance roles? - 50% of faculty should have voice/vote - Does UWT see this as a “SIAS problem” or is it campus-wide? - The number of part-time lecturers is surprising how high (19 just in SAM) - Number of Tenure-Track vs. non Tenure-track by college <ul style="list-style-type: none"> - The ratio was quite different across units/colleges - We need enough TT faculty to teach first-year undergraduate research classes (High Impact Practices are encouraged) - Supportive of lecturers - Want demographic break-down of faculty - How does the current mix (which is in favor of lecturers) look externally? <ul style="list-style-type: none"> - What is its effect on leadership? - The trend is toward more non-TT hiring - What is the ideal mix?
Intentionality in Hiring	<ul style="list-style-type: none"> - We can push back on administration (funding) about how certain professionals are brought in/hired - How can Faculty Assembly push forward this vision? <ul style="list-style-type: none"> - Statement, formula. i.e. “these are conditions in which a ____ faculty member is appropriate” - Under staffed, so bring in part-time; what would it look like to be properly staffed? - What if we didn’t teach that class until having proper staffing? - Hiring intentionality: hire the people we want/need into the appropriate positions

<p>Intentionality in Hiring Continued...</p>	<ul style="list-style-type: none"> - Hiring vision for the future - Can lose job through the competitive search - Lecturers have advantage - Problem of non-competitive <ul style="list-style-type: none"> - Problem with net-working not open, leading to less diverse faculty - Competitive search an important source of legitimacy - Do competitive searches earlier - If we can't bring people in that we can support and hire with a concern for equity & diversity, then let classes drop courses, not PT - Larger concern: corporatization of the university leading to reliance on contingent faculty <ul style="list-style-type: none"> - Freeze on last minutes searches, leaving classes unfilled as a resistance move - Not just hire lecturers when there is a lack of funds - Decisions for TT or lecturers should be based on need, not on budget - Why still more non-competitive hires? <ul style="list-style-type: none"> - Doesn't include conversions this year - How are non-competitive hires being used? - What difference does being hired competitively make? <ul style="list-style-type: none"> - Longer contract? - Budget <ul style="list-style-type: none"> - Schedules available earlier, but not approved earlier <ul style="list-style-type: none"> - If Winter quarter can be approved, then we should offer positions earlier (instead we may lose the best teachers) - Lack of trust in administration (getting things moving forward) - EVCAA doesn't have the budget to work with - Service "burden" may reduce after competitively hired - Hiring ends constant pressure for lecturers (since they never get Tenure) - Longer contracts hoping to lessen insecurities - Don't have to feel like you have to do service <ul style="list-style-type: none"> - Insecurities for PT and Non-competitive – no appeal process if not hired again – need more process - Could TT hiring requests be justified by service needs (as opposed to research needs)?
<p>Balance in workload</p>	<ul style="list-style-type: none"> - Provide models of what work load and division of service/teaching/ research (for Tenure-Track) should be - Annual % setting for teaching/service/research <ul style="list-style-type: none"> - No recognition from campus for time demands - Classes differ in demand for time - It can't just be about teaching; there has to be time for scholarship and service <ul style="list-style-type: none"> - We are UWT, not a community college - What is this campus for? - What is the balance point with service, teaching, and research? - In the Institute of Technology, it is common to teach an 8th course per year

Balance in workload Continued...	<ul style="list-style-type: none">- Pressure to teach 8th class? Not exactly, but pressure from the consequences if an 8th class is not taught:- Concerns about quality of teaching, especially if filling in with part-time lecturers- Increased class sizes
Other	<ul style="list-style-type: none">- Make sure to reach out to new Deans/Directors so that they know what is going on- Folks asked what they can do to help- What's next for Lecturer Affairs?