

**Statement Guiding Discussions on the Composition of Faculty within
Academic Programs
3/11/2013**

Overview: With the increase over the last five years in the hiring of full-time and part-time lecturers at UWT, the composition of faculty on our campus has been changing. Lecturers (full and part time) now are approaching half of all faculty, a significant increase from six years ago when they made up less than a third. Currently, two-thirds of lower division courses and half of upper division ones (on a student-credit hour basis) are taught by lecturers (*see Appendix A for detail*). This change in faculty mix (one we see nationwide) has been driven by at least three different factors: a reluctance to commit funds for longer than one year at a time; an interest in saving money; and rapid enrollment growth that has required hiring new faculty on short notice, without the time or processes in place to develop more systematic, long-term curricular planning.

While we value all faculty at UWT, and recognize the particular strengths that many lecturers bring to campus and to our students, we also believe that these changes in faculty mix have created a number of challenges that the campus should address. The Chancellor agrees, and has stated that conversations leading to strategies and criteria should begin with faculty within their respective academic units. We've prepared this document as a way to facilitate those conversations. Our hope is that out of those conversations emerges a campus-wide awareness of the how faculty mix affects the quality of education we are able to provide, as well as practices that can improve that quality.

Challenges we see the current faculty mix presenting: One challenge is the fact that so many students are taught by faculty who in many instances are not adequately integrated into the faculty (and the curricular objectives, standards and expectations, and coordination of courses). While this is not true of all lecturers, of course, it is of some, and it is especially true of newly hired lecturers. Second, lecturers are often not well integrated into the UWT community, and thus are less able to communicate to students the full range of services and opportunities available to them. Third, lecturers' job status is often tenuous, which may be coercive and unfair on the one hand, and lead to less commitment to the institution on the other. Fourth, there are signs of a growing division among faculty between a tenure-track class of faculty on the one hand, and non-tenure track on the other, one that has become apparent (for instance) in UWT's reliance on the latter category for core and lower-division courses. Fifth, it becomes more challenging to uphold expectations that faculty engage in scholarship, and to have a campus culture that reflects those expectations. While many lecturers do keep up active research agendas, they are not expected to, are not judged based on scholarship, and moreover have stiffer teaching loads than do tenure track faculty. Finally, it is difficult to maintain

robust faculty governance on campus when so many faculty members have temporary positions.

To begin addressing these issues, we in Faculty Assembly's Executive Council have prepared the following sets of questions that we hope will be asked (and answered) in academic units, and will help guide their hiring and budget proposals sent to the Chancellor. We would hope to see, campus wide, that over the next few years, the faculty mix in units reflects intentional, well thought out choices surrounding the quality of education we provide.

Objective: Our hope is that each academic unit articulates their strategy behind choices made over their faculty mix. The questions below are best seen as prompts for factors to consider, such as curricular considerations, pedagogical considerations, scholarly/research needs, flexibility needs, fairness and faculty morale, etc. There are undoubtedly tradeoffs that have to be made, but we hope those tradeoffs are made in an open, transparent way that places top priority on the quality of what we provide students.

Guiding Questions

Rationale for Different Faculty Contracts

1. Are there curricular and pedagogical reasons for using lecturers in the classroom, rather than tenure-track faculty, and what are these?
2. What areas of expertise related to your degree offerings are areas where you wish to have faculty dedicated to scholarship?
3. What courses or curriculum areas are most important to be staffed by faculty with scholarly expertise? For instance are lecturers best used for introductory courses?
4. What courses or curriculum areas are most important to be staffed by faculty with practical expertise, community linkages, or other kinds of expertise less likely to be found among tenure track faculty?
5. What are the particular reasons for and conditions under which it is best to hire PT lecturers? Under what conditions would it be best for those classes to be taught by someone on a continuing one-year (perhaps PT) contract, as opposed to hiring someone on a multi-year contract, or on a tenure track line?
6. PT faculty on campus are typically hired on a quarter-to-quarter basis. What objectives are met with these practices, as opposed to providing a year-long contract for such lecturers?

Future Planning for Faculty Mix

7. What are your future needs for teaching expertise?

8. What course areas will be most stable (classes offered regularly and consistently) and which areas require more flexibility (size, scope and nature of classes to be offered is uncertain or highly changeable)?
9. What is the level of uncertainty in demand for classes and curriculum, and does that level of uncertainty match up with the faculty mix (and the need for flexibility which quarterly, one-year, or multi-year, contracts provide).

Practices

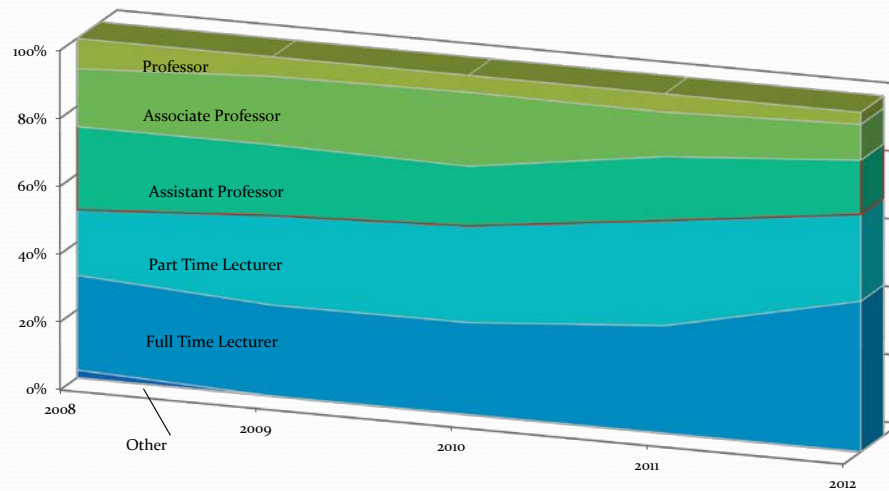
10. When you identify a full-time lecturer position, do you search nationally for that position, or do you only search locally?
11. Do you reevaluate these hires to see if it might be better to hire a FT lecturer, or possibly a tenure track hire? Do you know if your PT lecturers would prefer a FT contract?
12. If you re-hire a FT lecturer for a second one-year position, do you consider if that position might be one that should be filled by someone with a longer-term contract?
13. Do you have FT lecturers who are teaching classes for which you are fairly certain there will be a continuing need for those classes in the near to medium term?
14. How much uncertainty in course schedules and enrollments is created by quarter-by-quarter and one-year contracts?
15. What sort of faculty development opportunities are available to your lecturers? Is there a clear evaluation process for lecturers? Are they part of the merit evaluation and are they eligible for any merit funds that might be available?
16. What are ways that lecturers are treated differently from TT faculty, in terms of office space, access to resources and designated funds, presence on list serves, mentoring, and so on.

Approved by Executive Council (date?)

APPENDIX A

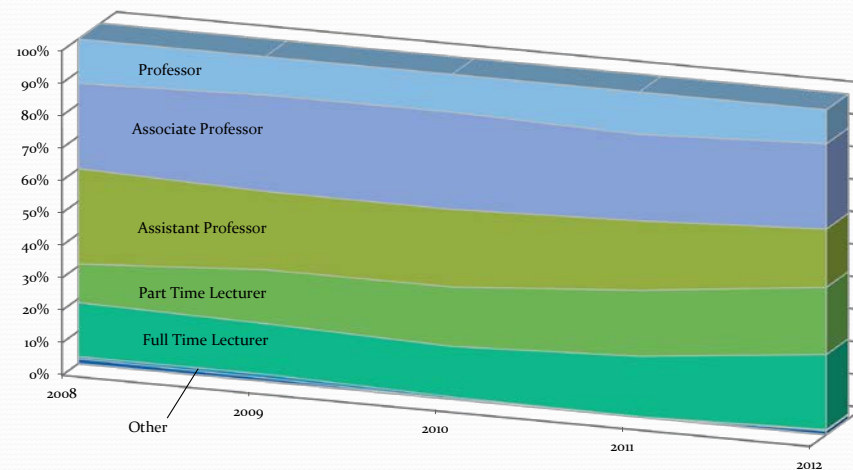
Lower Division

Percentage of SCH by Faculty Rank & Year

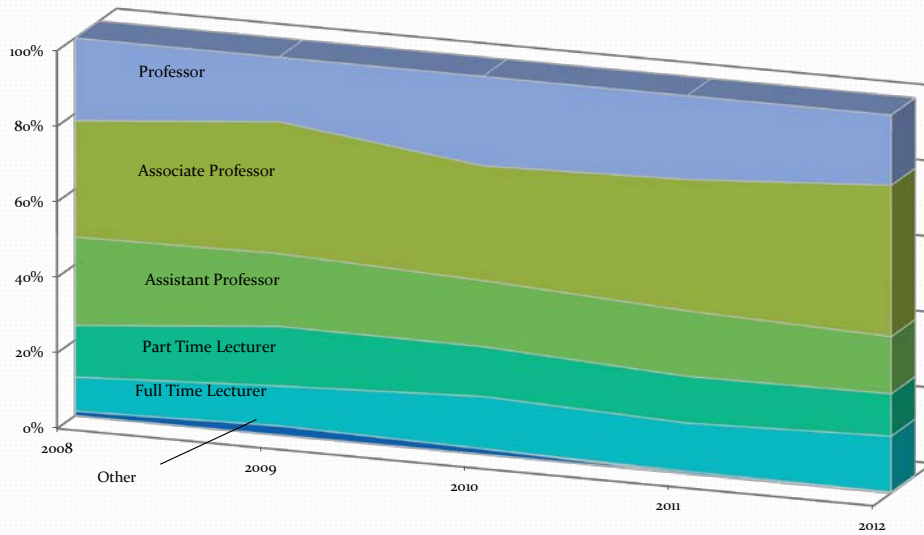


Upper Division

Percentage of SCH by Faculty Rank & Year



Graduate Level
Percentage of SCH by Faculty Rank & Year



INSTITUTE OF TECHNOLOGY
Student Credit Hours by Faculty Rank & Year

