

REPORT ON THE FCWA SURVEY OF NON-LADDER UW FACULTY

**by
The UW Faculty Council on Women in Academe
Autumn 2011**

EXECUTIVE SUMMARY

This report details the results of a June 2010 survey of non-ladder faculty (NLF) at the University of Washington conducted by the Faculty Council on Women in Academe (FCWA). This is the third in a series of FCWA reports on faculty careers at UW. FCWA surveyed voting faculty in 2008, as detailed in our “Report on the FCWA Survey of UW Faculty Careers and Workload”; we combined these results with other data about career trajectories at UW to produce the 2009 “Baseline Report for the FCWA Career Cycle of Female Faculty Project.” These two earlier reports are available at the FCWA website.ⁱ

Important in generating the current report is our observation that the majority of non-ladder faculty positions are held by women, and non-ladder faculty are 50% more likely to be female than are ladder faculty (56% vs. 37%). In a period of financial exigency, this can create a gendered at-risk population. To develop a more nuanced understanding of the non-ladder faculty experience than was available in earlier data, FCWA conducted a survey in 2010 of all non-ladder faculty, both voting (288 members) and non-voting (1187 members).ⁱⁱ This report documents the findings of FCWA’s “Survey of UW Lecturer Careers and Workload” questions in categories: Demographic and Employment Information, Teaching, Service, Flexible Policies, Career Status and Progression, and Mentoring. Each section included space for comments. The full survey instrument is included in the Appendix.

In the report, we highlight gender differences when they occur, but we also focus on issues common to both male and female non-ladder faculty.

RESPONSE RATE AND RESPONDENT CHARACTERISTICS

In June 2010 the survey was emailed to all non-ladder faculty who had a valid email address in the Academic Human Resources (AHR) database in the previous month. This comprised 1475 distinct individuals (another 159 NLF were in the database, but did not have valid email addresses). Over a period of three weeks, responses were received from 475 individuals (32% of those who received the survey). A total of 528 comments were submitted by 245 different individuals. There was a slightly higher response rate from female than male NLF; although females comprise 56% of the non-ladder faculty, they represent 62% of the respondents. There was also a higher response rate from full-time than part-time NLF (43% vs. 27%).

ⁱ Copies available at <http://www.washington.edu/faculty/committees/fcwa/issues.html>

ⁱⁱ Voting NLF comprise full-time Lecturers, Senior Lecturers and Principal Lecturers (or Artist in Residence); non-voting are full time Teaching Associates, part-time Lecturers, Senior Lecturers and Teaching Associates, and both full- and part-time Instructors within Educational Outreach (designated “Extension Lecturer” in the AHR database).

SUMMARY OF FINDINGS

Similar Findings for All Faculty

A number of the findings echo those of our earlier reports on all voting faculty:

- **Professional Commitment.** Open-ended comments document faculty members' deep commitment to their students and to their intellectual work, even in the face of daunting resource challenges.
- **Teaching.** Women were less likely than men to be satisfied with their teaching load.
- **Service.** NLF participate in committees at a high rate; many believe their service is unrewarded. Female NLF were less likely to report serving on influential committees than were their male counterparts.
- **Flexible Policies.** A large fraction of NLF, including both full-time and part-time, were unaware of flexible policies and/or, unlike ladder faculty, believed themselves to be ineligible.
- **Mentoring.** Faculty across the career cycle reported wanting more mentoring. Relative to ladder faculty, NLF were more interested in increased professional mentoring, and less interested in additional work-life mentoring.

Findings Specific to Non-Ladder Faculty

Many other findings were unique to non-ladder faculty (or report on areas not queried by the earlier survey).

Contract Issues and Salaries.

- A major issue for non-ladder faculty is the uncertainty in their employment with the university. Most NLF have contracts lasting one year or less, including many who have taught at the university for more than six years (the point at which ladder faculty can attain tenure). Many comments document the toll this uncertainty can take on faculty.
- Short-contract NLF expressed strong dissatisfaction with the absence of merit reviews and an associated progression of salary, as well as the lack of any accrual of rights to be "on the list" to be hired in a subsequent quarter.
- The issue of salary appears throughout the comments, particularly in the College of Arts and Sciences. Low salaries can force already overworked NLF to moonlight.

Teaching Load and Advance Notice.

- The number of courses taught by NLF each quarter varies widely, as does the percentage FTE associated with the number of courses. Two-thirds of part-time NLF (ranging from 85% of those in Medicine to 10% of those in the Professional Schools) responded "don't know" to the question about the level of teaching required for a full FTE in the individual's department and rank.

- Faculty at the Bothell and Tacoma campuses expressed alarm at a recent major increase in the teaching load required to be eligible for benefits.
- The distribution of types of classes is similar among full- and part-time NLF, although part-time NLF are less likely to teach small undergraduate classes. The distribution is quite different from that of ladder faculty, whose teaching load was more heavily weighted towards graduate and smaller undergraduate classes rather than larger undergraduate classes.

Satisfaction with Factors Impacting Teaching

- On average, respondents are satisfied with many factors related to teaching, including influence over and type of courses taught, lead-time about which courses will be taught, teaching load, and the relation of load to FTE.
- At the same time, many concerns about work-load, lead-time and resources appear emphatically in the qualitative data.
- Women were less likely than men to be satisfied with support for their teaching or with the relationship between teaching load and FTE.

Service

- The hours dedicated by NLF to service vary widely, with some positions primarily administrative, and others with no service activities.
- Most NLF report spending at least as many hours on non-committee service and administration as on committee work.
- Non-ladder faculty report a wide variety of non-committee service activities.
- Given the variety of responsibilities held by NLF, it can be unclear which criteria are or should be used for merit review.

Career Issues

- Three questions related to careers were asked on both this survey of non-ladder faculty and the 2008 survey of all voting faculty. In general, there is a regular progression with male faculty responding more positively than female, ladder faculty more so than NLF, and the female full-time NLF and the part-time NLF of both genders having the least satisfaction with their career advancement to date and prospects for the future, including a potential for leadership.
- The non-ladder faculty overall disagreed with the statement “I am satisfied with my job security”; the only group with a positive mean was men in Medicine and Allied Health.
- Overall, female full-time NLF are significantly less satisfied than their male counterparts with the level of support they perceive from their departments and UW.
- In some units, eligible Lecturers are not being put forward for promotion to Senior or Principal Lecturer status.

- An area of ambiguity for a number of respondents is whether or not one needs to have been hired initially with a national search to be considered for promotion to Senior Lecturer without the department opening up a national search. Comments expressed concern that seeking promotion might jeopardize one's job.

Mentoring

- The comments revealed that mentoring of NLF is happening only occasionally, and on an ad hoc basis. Many NLF expressed a desire for mentoring, especially on professional and career issues. The greatest reported need is for full-time NLF in Medicine and Allied Health.
- Of those who reported receiving mentoring, most were satisfied with the mentoring they received on professional and career issues, but only about half were satisfied with the mentoring they received on work-life issues.

Flexible Policy Issues

- There is significant uncertainty among NLF about eligibility for flexible policy options.
- Among full-time NLF, women were more likely to have used family/medical leave or partial leave without pay, and less likely either to be aware of or to believe themselves eligible for teaching release for administrative duties or for paid professional leave.
- Notably, some respondents indicated they would be afraid to use these options.

Voting Rights

- There is considerable variation and/or confusion across campus with respect to the implementation of voting rights.
- A sizeable fraction of full-time Lecturers and Senior/Principal Lecturers report either being uncertain of their rights or not having the right to vote on departmental matters (including curriculum)—this is in contradiction to the Faculty Code.
- Voting rights appear to vary both by department and by field, with a wide distribution of perceived rights apparent in each of the four groups investigated, but a lower average level of rights in Arts, Humanities, and Social Sciences, especially for women.
- Among full-time NLF of voting rank, women are far less likely than men to report being able to vote.

Climate Issues

- Taken together, the concerns documented by the survey help explain the deep wells of disappointment and even desperation that we found in some of the comments. Aside from contract issues, many of the negative comments focused on questions of status and respect. It was impossible to read these without being aware of the worrisome climate issues they document.

RECOMMENDATIONS

Contract Issues & Salaries.

- All reasonable efforts should be made to decrease the employment uncertainty faced by NLF, particularly by providing reasonable lead-times for employment notification and by providing multiple-quarter (for part-time) and multiple year (for full-time) appointments for the longest period over which the need for a lecturer can be projected.
- Units should establish and/or clarify policies on merit review and criteria for (re)hiring decisions for short-contract NLF.
- Full-time employees at UW should make a living wage. Long-serving, experienced employees should earn more than less-experienced, even if hired on a quarterly basis.

Workloads and Related Issues

- Units should examine the workloads of NLF to assure that teaching and service expectations are humane: standardized, reasonable, and transparent.
- The role of research in merit and FTE calculation differs across the institution and would benefit from local clarification.
- Service contributions should be valued in determining merit; units should make service expectations transparent.

Career Issues

- Units should clarify criteria for promotion across Lecturer ranks, and this progression should be encouraged. The role of a national search in later promotion opportunities should be reviewed.

Mentoring

- To maximize potential for faculty success in all arenas, professional and work-life mentoring should be provided across career stages.

Flexible Policies

- The university should continue efforts to enhance the visibility and consistent implementation of flexible policies. Eligibility for such policies should be clarified and publicized. Their use should not be discouraged.

Voting Rights

- Voting policy should be widely distributed and publicized, including in an email to all non-ladder faculty (including those who are not eligible to vote).

Implementation

- Deans can make a significant contribution by encouraging chairs to communicate and implement clarified policies.

Climate Issues

- The university should make every effort to address the significant morale issues facing our NLF. A number of specific suggestions appear above. Morale issues can also be addressed by increasing benefits (including relatively modest additions such as IMA usage, parking, etc.) for part-time faculty. Where this is not already the case, teaching awards should be developed for NLF.

Looking Ahead

- Data on the categories addressed in this and previous FCWA reports should be collected on an ongoing basis, and these results should be updated regularly.
- Finally, we reiterate a recommendation from our “Benchmark” report: The university needs to prevent or remedy situations in which women and/or minority faculty bear a disproportionate burden of instructional budget cuts (e.g., in terms of teaching and service loads, promotion, layoffs of non-tenure-stream faculty, etc.).

FCWA NON-LADDER SURVEY REPORT

Background on FCWA Reports

This report details the results of a June 2010 survey of non-ladder faculty (NLF) at the University of Washington conducted by the Faculty Council on Women in Academe (FCWA). This is the third in a series of FCWA reports on faculty careers at UW. FCWA surveyed voting faculty in 2008, as detailed in our “Report on the FCWA Survey of UW Faculty Careers and Workload”; we combined these results with other data about career trajectories at UW¹ to produce the 2009 “Baseline Report for the FCWA Career Cycle of Female Faculty Project.” Those earlier reports are available at FCWA’s website, <http://www.washington.edu/faculty/committees/fcwa/issues.html>.

The current report arises from two observations. First, the 2008 FCWA Survey of Voting Faculty revealed several areas of responses that differed between ladder and non-ladder voting faculty, but with only about a quarter of the voting NLF responding to a survey aimed more at their ladder counterparts, a more targeted survey was required to clarify these issues. Second, as the economic context has become more challenging, we noted that non-ladder faculty are particularly vulnerable. Important in generating the current report is our observation that the majority of non-ladder faculty positions are held by women (non-ladder faculty are 50% more likely to be female than are ladder faculty, 56% vs. 37%). In a period of financial exigency, this can create a gendered at-risk population. To develop a more nuanced understanding of the non-ladder faculty experience, FCWA elected to conduct a survey in 2010 of all non-ladder faculty, both voting (288 faculty) and non-voting (1187 faculty).² FCWA developed the survey with the assistance of several non-ladder faculty, whom we thank for their very helpful input.

This report documents the findings of FCWA’s 2010 “Survey of UW Lecturer Careers and Workload.” The survey collected detailed information within several categories: 1) Demographic and Employment Information (gender, age and number of children, length of service at UW, length of current and previous contract, fraction of full-time-equivalent [FTE] appointment, fraction of total income provided by UW, current rank and time in that rank, etc.); 2) Teaching (recent course loads, types of courses taught, lead time for knowing when and what one would be teaching, perceptions of load and support relative to other faculty, satisfaction with factors impacting teaching, etc.); 3) Service (amount and type of committee and other service activities, perceptions of the role of that service); 4) Flexible Policies (awareness, eligibility, and use of paid and unpaid leave or teaching release opportunities, etc.); 5) Career Status and Progression (voting rights, satisfaction with career progression and prospects, job security, etc.); 6) Mentor-

¹ The report detailed findings from four sources. First was a synthesis of reports by Kate Quinn (undertaken at Balance@UW) and co-authors on UW hiring, retention, and work-life policies. Second was the 2007 report of the President’s Advisory Council on Women (PACW). Third were secondary analyses of data collected from the 2005 and 2008 LCVI (Leadership, Community and Values Initiative) surveys, including questions FCWA was able to add to the 2008 survey. Finally, we used results from the Spring 2008 FCWA electronic survey sent to all voting faculty. Full citations appear in the report (see <http://www.washington.edu/faculty/committees/fcwa/issues.html>).

² Voting NLF comprise full-time Lecturers, Senior Lecturers and Principal Lecturers (or Artist in Residence); non-voting are full time Teaching Associates, part-time Lecturers, Senior Lecturers and Teaching Associates, and both full- and part-time Instructors within Educational Outreach (designated “Extension Lecturer” in the AHR database).

ing (current and desired access to mentoring, etc.). Each section had space for open-ended comments. The full survey instrument is included in the Appendix.

In the report, we highlight gender differences when they occur, but we also focus on issues of the overall status of non-ladder faculty that are common to both men and women. Each section of the report contains recommendations specific to it.

Survey Information

In June 2010, the survey was emailed to all non-ladder faculty who had a valid email address in the Academic Human Resources (AHR) database in the previous month. This comprised 1475 distinct individuals (another 159 NLF were in the database, but did not have valid email addresses).³ Over a period of three weeks, responses were received from 475 individuals (32% of those who received the survey), with the highest response rate among Principal and Senior Lecturers (48%) and Lecturers (39%), and a lower response rate (20%) from the largely part-time Extension Lecturers (Educational Outreach) and Teaching Associates. The number of non-ladder faculty and response rate is disaggregated by gender, full-time (FT) / part-time (PT) status, rank, campus and broad field in Table 1.⁴ A total of 528 comments were submitted by 245 different individuals. Comment response breakdowns as compared to overall survey responses are provided in Table 2.

Several groups were combined in data analysis due to small numbers. There are only 10 Principal Lecturers in the entire AHR database, and they were combined with Senior Lecturers for all analyses. The statistical data were not disaggregated by campus, due to low total response (though high fractional response) from Bothell (34 respondents) and Tacoma (33 respondents), but some of the comments speak to specific campuses. Engineering (12 respondents) was combined with Natural Sciences (29 respondents) to form the group “STEM” (Science, Technology, Engineering Mathematics), and the School of Medicine (27 respondents) was combined with Allied Health (57 respondents) to form the group “MAH” (Medicine and Allied Health). The Professional Schools, including Business, Built Environments, Education, Law, etc., form the group “PROF”. Others were in the group “AHSS” (Arts, Humanities, and Social Sciences). The description of the groups with which respondents self-identified may be found in survey question 6 in the Appendix.

³ Those without valid email addresses were all Extension Lecturers (62%), Lecturers-Part Time (17%) or Teaching Associates (20%); only 9 had a contract termination date beyond July 2010. They are omitted from the totals in Table 1.

⁴ Note that the rank of Teaching Associate is not distinguished by full or part time in the AHR database and that Extension Lecturers are rarely assigned to an official campus (many teach off-site), so they are omitted from the campus statistics and separated from the field designations in Table 1. According to the AHR database, Teaching Associates are localized in a few departments, with all but 5% in either MAH (77%), Education (10%) Social Work (5%) or Romance Languages (3%). Extension Lecturer is the notation in the AHR database for persons teaching in UW Educational Outreach. For the remainder of this report, self-reported FTE status, field, and campus are used.

Table 1. Survey Response Compared with Academic Human Resources Database
by rank, gender and FTE status.

	Non-Ladder Faculty				Respondents (Number Percent)								ALL
	Male		Female		Male				Female				
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
Prin/Sr Lecturer [‡]	66	9	84	33	30	45%	4	44%	38	45%	21	64%	48%
Lecturer*	63	218	75	245	21	33%	73	33%	38	51%	101	41%	39%
Extension Lecturer	18	240	40	177	2	11%	40	17%	18	45%	38	21%	23%
Teaching Associate [§]	65		195		8 12%				43 22%				20%
Seattle [†]	108	170	140	197	45	42%	63	37%	66	47%	84	43%	42%
Bothell [†]	10	36	9	37	2	20%	11	31%	3	33%	18	49%	37%
Tacoma [†]	12	20	10	43	4	33%	3	15%	7	70%	19	44%	39%
AHSS [†]	47	85	59	101	15	33%	24	28%	28	47%	48	48%	40%
STEM [†]	21	33	22	30	13	62%	15	45%	15	68%	14	47%	54%
PROF [†]	30	97	33	83	11	37%	32	33%	33	52%	31	37%	37%
MAH [†]	32	16	45	68	12	38%	7	44%	45	36%	29	43%	40%
Extension	18	183	40	173	2	11%	39	21%	40	45%	38	22%	23%

[‡]Includes full- and part-time Senior Lecturer, Senior Artist in Residence and Principal Lecturer.

* Includes full- and part-time Lecturer Artist in Residence, LLM Lecturer, and Lecturer-Competitive Recruit

[§]FTE level not listed in UW AHR data; omitted from other totals disaggregated by full/part time. Self-identified FTE level used to include them in FT/PT data contained elsewhere in this report.

[†]Omits Teaching Associates since there is not AHR FT/PT information

Table 2. Distribution of comments.

Overall, 58% of female respondents and 41% of male respondents contributed at least one comment; $\frac{3}{4}$ of the total comments came from women. Below, # = number of comments submitted in a given category; % = fraction of persons with that characteristic (e.g., part-time male NLF in Educational Outreach) submitting comments.

			Teaching		Policy		Service		Career		Mentoring		General		At least 1 Comment		ALL
			#	%	#	%	#	%	#	%	#	%	#	%	#		
All Respondents			180	38%	63	13%	45	9%	84	18%	53	11%	103	22%	245	52%	528
Campus	FT	M	21	34%	5	8%	4	7%	8	13%	6	10%	7	11%	30	49%	51
		F	52	46%	29	26%	15	13%	27	24%	18	16%	31	28%	69	62%	172
	PT	M	26	34%	6	8%	3	4%	10	13%	6	8%	14	18%	34	44%	65
		F	47	38%	12	10%	11	9%	23	18%	14	11%	35	28%	66	53%	142
UWEO	FT	M	1	33%	1	33%	1	33%	1	33%	1	33%	1	33%	1	33%	6
		F	6	43%	2	14%	1	7%	2	14%	1	7%	3	21%	7	50%	15
	PT	M	4	10%	1	3%	1	3%	2	5%		0%	2	5%	9	23%	10
		F	22	52%	7	17%	9	21%	10	24%	7	17%	10	24%	28	67%	65

I. Demographic Summary

There was a slightly higher response rate from female NLF than male NLF, with 62% of respondents being female compared to 56% of all non-ladder faculty (women are 37% of ladder faculty). Of the respondents, 35% report having children under 18 (48% are parents), and 78% are over 40 years old; ladder faculty reported similar percentages in 2008 (38% with children under 18 and 78% over 40 years old), although a larger fraction (59%) are parents. Nearly half (46%) of NLF have been with the university more than 6 years, and a similar number (44%) have a PhD or professional doctorate (LLD, MD, DDS, etc.) (see Figs. 1 & 2). For one-third of the respondents, UW supplies less than 50% of their income; the only gender difference rising to significance is that female part-time Extension Lecturers report that the UW supplies a larger fraction of their income than do males given their level of FTE.

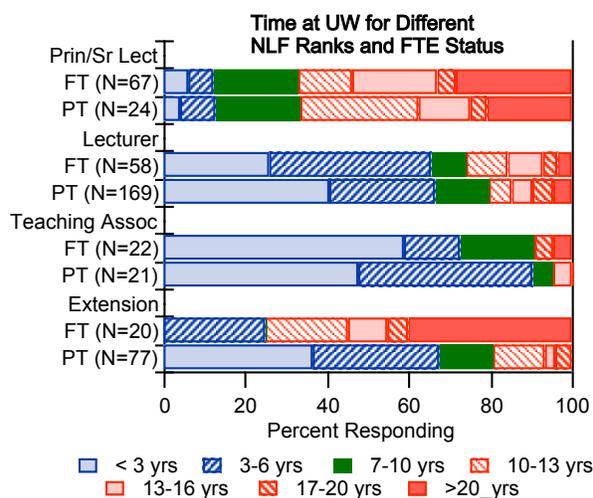


Figure 1. Length of Service at UW as a function of Rank and FTE Status. FT = 100% FTE; PT = less than 100% FTE.

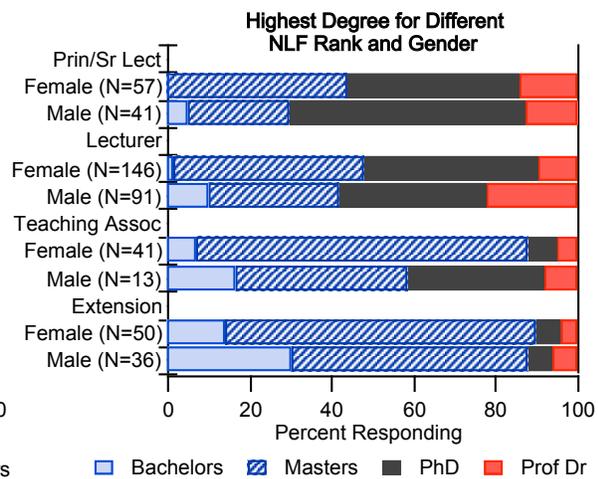


Figure 2. Highest Degree as a function of Rank and Gender. Prof. Dr includes MD, JD, LLD, DDS, etc.

FCWA did not request information about race and ethnicity to avoid having NLF feel prone to identification and because the AHR database to which we had access did not have race/ethnicity information (thus we could not check response rates). One comment queried this decision (female, full-time Lecturer):

- I found it interesting that your questions did not ask about race/ethnicity. I believe race to be a factor that influences level of success at UW.

Findings

Together with the presentation of quantitative survey data, we quote extensively from the open-ended responses to capture the picture presented by the full survey results. The comments reveal, on the one hand, a population of professionals across the institution who relish contributing to the university's mission:

- *I am simply honored* (PROF)
- *I enjoy my UW experience* (MAH)
- *It has been great!* (PROF)
- *I have enjoyed my experience.* (MAH)
- *Love it!* (AHSS)
- *I am happy with my teaching load at UW* (AHSS)
- *I consider myself very fortunate to teach in a field I love* (MAH)

But these positive sentiments are qualified. Many of the most positive come from individuals who are not depending on UW for their careers:

- *I am simply honored* to have the privilege to supplement my full-time career with the experience of teaching at UW. (PROF)
- *I enjoy my UW experience* and my private dental practice (MAH)
- *It has been great!* I have really enjoyed the opportunity, and love the different rhythms to life at the law school versus private practice. (PROF)
- *I have enjoyed my experience.* It is not a career choice for me, so I am not looking to expand beyond the one class I teach. (MAH)

Comments from those who are investing in UW for a career are more tempered:

- *Love it!* But grant funding had to pay my benefits. And it's running out next year. Salary is horribly low. (AHSS)
- *I am happy with my teaching load at UW*, but would like to have more advance notice of whether or not I will be teaching the following quarter and what classes I will be teaching. Both of these decisions are often made at the last minute (AHSS)
- *I consider myself very fortunate to teach in a field I love*, and as long as I still feel this way, I will continue, but the satisfaction is not particularly being fed by the situation I find myself in here at UW. (MAH)

I. Contract Issues and Salaries

A major issue for non-ladder faculty is the uncertainty in their employment with the university, with only 36% expressing mild or strong satisfaction with their job security. Most NLF report current contracts lasting one year or less, including many who have taught at the university for more than six years (the point at which ladder faculty can attain tenure). Even among full-time Lecturers, 39% of those at UW longer than 6 years and 47% of those at UW less than 6 years report appointments for 1 year or less. Figure 3 shows the distribution of faculty reporting a particular contract length as a function of their reported time of service at UW, separated as full- and part-time campus faculty and extension faculty (both full and part time).

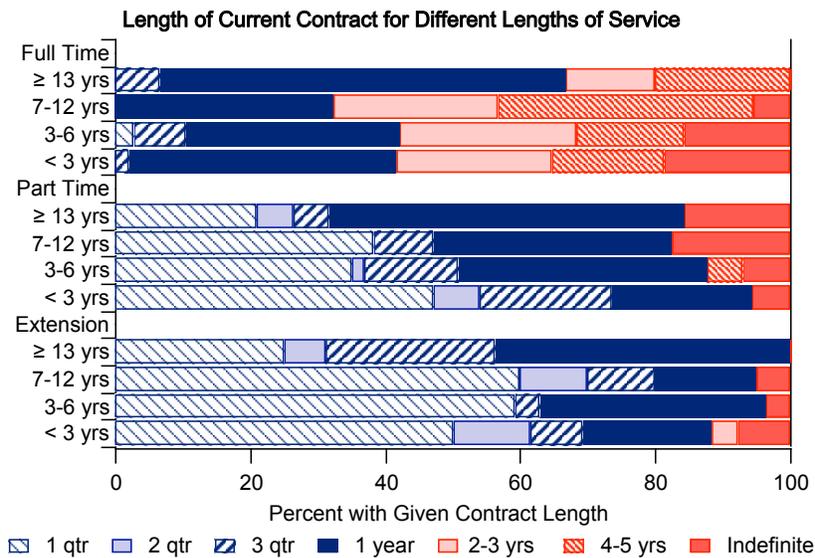


Figure 3. Distribution of contract length as a function of FTE status and time at UW.

The comments capture the toll this uncertainty can take on non-ladder faculty:

- One of my greatest concerns is that I have no job security....Each year there is an agonizing period during which it is entirely unclear whether my department will be able to rehire me, despite their desire to do so. With this lack of security and predictability, comes a lack of any real prospect for advancement. These factors make it impossible for me to feel fully invested in the university or get too deeply involved in the life of my department. I am constantly reminded that there is no long-term future for me here. (AHSS)
- For 20 years I have always had to ask whether I will have a contract in the coming quarter. If I don't, I [only] get the news when a staff member tells me that my contract is ready for the coming quarter. (STEM)
- Annual 9-month contracts are really unfair. I have no sense of job security. (PROF)
- Under the current budget situation, I have gone from having usually one year notice about which courses I will be teaching, to having no guarantees at all. In spite of doing an excellent job (including a note from [an administrator] complimenting me on my teaching evaluations), I will likely be losing benefit status next year. I have no way of knowing if I can count on benefits until right before each quarter. This is frustrating, because my department chair has been very happy with the quality of my teaching. I have no employment security after 15 years of quality teaching. I would like to continue teaching at the UW, but it would be really nice to have a contract guaranteeing my course load. (PROF)
- It is an honor to teach for the UW Bothell. I would like very much to teach more of them, but cannot rely on the appointments coming as an independent contract instructor. This makes me nervous about having enough work to continue teaching and I don't want to give it up. I would like very much to feel a bit more secure that I will have a certain amount of courses each year. (PROF)

Related to this is the fact that short-contract NLF have no merit reviews or an associated progression of salary, nor any accrual of rights to be “on the list” to be hired in a subsequent quarter. The issue of salaries appears throughout the comments, particularly in the College of Arts and Sciences:

- It has not proved a pleasant way to live but my evening and weekend income is my grocery money. My UW income goes to my mortgage and retirement savings and bills. (AHSS)
- Most of the teachers in my dept. have to work at a community college at night to survive. (AHSS)
- I am 37. I have no credit card debt. No school debt. Have owned one car. Don't go out to dinner or live beyond my means but the fact that I never get a substantial raise is such a burden. I advise . . . and teach . . . and co-direct a . . . program. . . . [I] worry about the day I can't keep this pace anymore. I worry about my ability to ever be able to retire. (AHSS)
- What I continue to doubt is the career choice I have made in staying here at UW all these years. Is doing what you love and do well, enough or will I regret these choices when I retire and find that saving 15% of my income was not enough to cover my costs in my 60s? (MAH)
- I have had to look for and take positions in other institutions while maintaining UW employment in order to a) expand my CV and b) pay the rent. Working multiple jobs at multiple institutions (even when the total is only 1.0 FTE) is a major life complication. Similarly (but to a lesser degree), piecing together UW teaching positions in multiple departments requires extra work and worry. (AHSS)

Recommendations:

- All reasonable efforts should be made to decrease the employment uncertainty faced by NLF, particularly by providing reasonable lead-times for employment notification and by providing multiple-quarter (for part-time) and multiple year (for full-time) appointments for the longest period over which the need for a lecturer can be projected.
- Units should establish and/or clarify policies on merit review and criteria for (re)hiring decisions for short-contract NLF.
- Full time employees at UW should make a living wage. Long-serving, experienced employees should earn more than less-experienced, even if hired on a quarterly basis.

II. Teaching

Teaching Load and Advance Notice

For part-time faculty, who almost entirely are on short-term appointments, an issue raised in our pre-survey meetings with several NLF is the length of advance notice received about whether or not faculty will be working a particular quarter, and what class(es) faculty will be responsible for. Of those faculty who are hired one quarter at a time, 40% reported less than 3 months notice for Spring 2010 (Figure 4); similar results were reported for other quarters. We note that 18% of those who have been teaching at UW more than 6 years reported less than 3 months notice that they would have a job teaching in Spring 2010. The quantitative data did not, however, flag this as a significant issue overall, with about 80% reporting mild or strong agreement with the statement “I am satisfied with the lead-time given about which courses I will be teaching at UW.” As

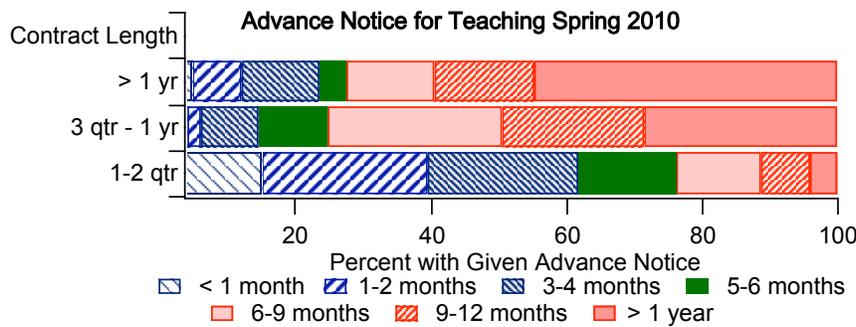


Figure 4. Distribution of length of advance notice whether or not NLF would be teaching in Spring 2010 as a function of contract length.

evidenced above, concerns by those whose contexts did not allow sufficient lead-time were visible in the comments.

The number of courses taught by NLF each quarter varies widely, as does the percentage FTE associated with a specific number of courses. For full-time Lecturers, Senior Lecturers, and Principal Lecturers (LSP), the median and mode number of classes taught per year is 4 (reported load for 08-09 and 09-10), but has a wide variance (“actual” in Figure 5), while the reported “full teaching load (100% FTE) for someone at your rank in your department” has a mode and median of 6, again with wide variance (“nominal” in graph below). Full-time women were more likely than men to be found at the edges of the distribution (fewer than 4, more than 6 courses/year) than were men. The part-time Lecturers were more likely to indicate a 9-course full load than did full-time NLF. The one-quarter of full-time faculty and two-thirds of part-time faculty responding “don’t know” were omitted from the “nominal” distributions; we recommend, however, that standards for full-time appointments be established and publicized within units.

The distribution of types of classes is similar among full- and part-time NLF, although part-time NLF are less likely to teach small undergraduate classes. The distribution is quite different from that of ladder faculty, however, whose teaching load was more heavily weighted towards graduate and smaller undergraduate classes rather than larger undergraduate classes. (See Appendix, Figure A-1) About half (52%) of full-time NLF report supervising one or more student-quarters of independent study in the past year, with 27% (i.e., about half of those) reporting supervising 4

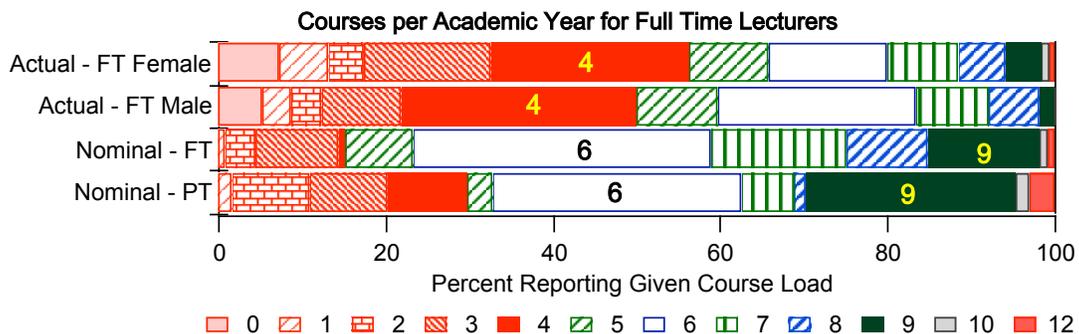


Figure 5. Courses per academic year for full time appointments. Actual – FT = Reported total number of classes taught per academic year by full time Lecturers, Senior Lecturers and Principal Lecturers (LSP) in 08-09 and 09-10 (disaggregated by gender); Nominal = “full teaching load (100% FTE) for someone at your rank in your department” as reported by full-time (FT) or part-time (PT) LSP (26% of FT and 65% of PT responding “don’t know” omitted).

or more independent study quarters. About one-third of part-time NLF report supervising independent study.

A significant issue mentioned by many Lecturers was a recent change from 6 courses/year to 9 courses/year at the newer campuses (Bothell and Tacoma) for full-time employment, so that Lecturers teaching one course/quarter were no longer eligible for benefits. This has proved a difficult transition for some:

- I teach on the Bothell campus, and the recent switch from a 100% FTE load from 6 courses per year to 9 has had a major and negative impact on my livelihood. To maintain benefits eligibility (at least 50% FTE) I have [had] to double my teaching. ... I also work two additional jobs to support myself. ... lecturing at the University of Washington is not at all a sustainable livelihood.

Satisfaction with Factors Impacting Teaching

The quantitative data suggest that, in general, respondents are satisfied with factors related to teaching, including influence over and type of courses taught, lead-time about which courses will be taught, teaching load, and the relation of load to FTE, with no significant difference between full-time, part-time, and Extension Lecturers or Teaching Associates (Figure 6). At the same time, NLF perceive receiving less support than the ladder faculty in the same department; this perception of receiving less support than one's colleagues was also true of ladder faculty in our 2008 survey (see Appendix, Figure A-2).

Gender differences. Significant gender differences were observed for three teaching factors (Figure 6 and Appendix Table A-1): Women were less likely than men to be satisfied with support

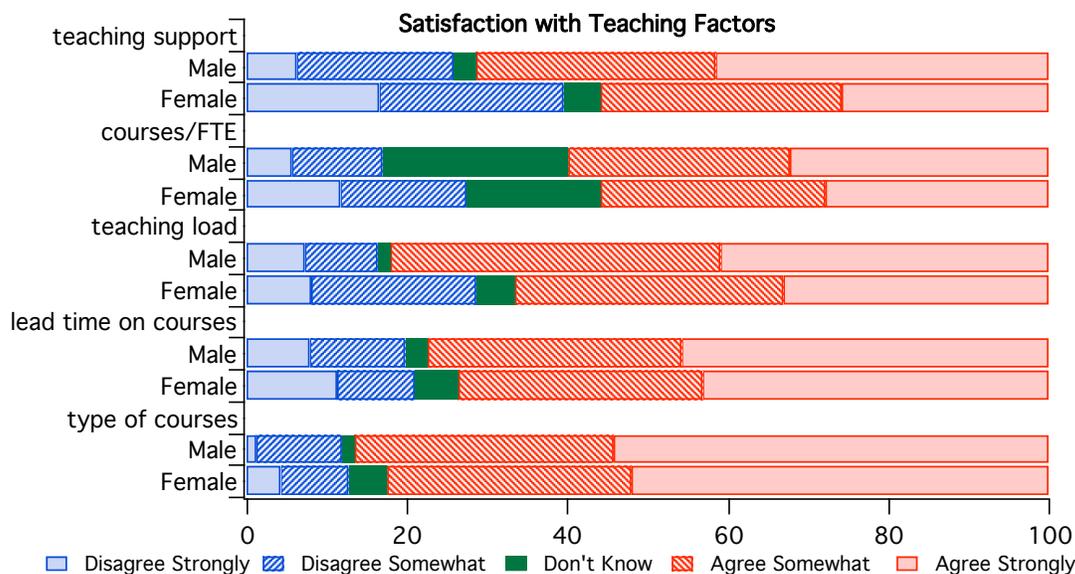


Figure 6. Satisfaction with factors influencing teaching. Distribution of Level of Agreement with statements “I am satisfied with ...” a) *the amount of support I receive for my teaching at UW*; b) *the relationship between percentage appointment (% FTE) and number of courses taught per quarter*; c) *my teaching load at UW*; d) *the lead-time given about which courses I will be teaching at UW*; e) *my courses and/or type of teaching at UW*. The first three showed a statistically significant gender difference, with female faculty less satisfied than their male counterparts; the gender effect is larger for full time than part time faculty (see Appendix, Table A-1)

for their teaching (57% agreeing, vs. 73%) or with their teaching load (70% vs. 83%) and its relationship to FTE (67% vs. 78%). These results are similar to those obtained in the 2008 survey for ladder faculty: 75% of female and 84% of male LF were satisfied with the support for their teaching, and 65% of female LF and 78% of male LF were satisfied with their teaching load. In the current survey, women were also less satisfied with their available time and support for curricular development, or their current mix of teaching, service, administration, and research. These differences were larger for full-time NLF than for part-time.

Workload concerns appear strongly in the qualitative data:

- I am feeling overwhelmed by grading in my graduate courses without TA support. 110-130 students without TAs is too much! Add that to a 150-student course with TAs in one quarter and it's totally too much. I don't have any time for my spouse during the school year. I'm tired all the time. I always feel under the gun. I'm rapidly approaching burnout. (AHSS)
- I have to laugh when I read the question "UW is supportive of my work-life balance." The UW actively discourages me from having any work-life balance. Just when I think I am beyond any reasonable working capacity I am asked to do more. (MAH)
- My work-life balance is not sustainable. (MAH)
- Non-ladder teaching is a VERY stressful lifestyle. (AHSS)
- I work ALL the time. This means usually seven days a week, long days. . . . The courses I teach require excessive student interaction, which is not considered in work load. I do also have a lot of other obligations, am on many committees and do research. Something has got to give because I cannot sustain this pace without my well being suffering. (STEM)

One category of response we hadn't anticipated was the relationship of research to teaching appointments for some respondents. One lamented that increased teaching loads meant a lack of time to write educational research grants; others found combining NL teaching with research and/or research administration to be challenging. It is worth noting that some NLF continue to teach at the university because of a concomitant commitment to research, which can be almost impossible to maintain.

- The three-legged stool of teaching, service and scholarly activity has only two legs for many of us. (STEM)
- Some more allowance or recognition for research within the context of non-ladder faculty careers might be helpful. (AHSS)

Recommendations

- Units should examine the workloads of NLF to assure that teaching and service expectations are humane: standardized, reasonable, and transparent.
- The role of research in merit and FTE calculation differs across the institution and would benefit from local clarification.

III. Service

Non-ladder faculty participate in committees at a high rate, with full-time faculty participating in campus committees at a higher rate than part time, while both participate equally beyond the university (Table 3). Figures documenting the specifics of committee and other service appear in the Appendix (Figures A-3, A-4 & A-5). Not unexpectedly, NLF most frequently report serving on committees that influence curriculum, rather than hiring or budgetary issues. Table 4 summarizes average agreement with statements regarding the influence and valuing of committee service by full-time Lecturers, Senior Lecturers and Principal Lecturers, disaggregated by gender.

Table 3. Committee Service.

Fraction of NLF reporting serving on at least one committee as a function of rank and FTE status, plus reported number of committees of each type served on over the past 5 years, given that a NLF member was on at least 1 committee.

	Full Time			Part Time			
	TA	Lect	Sr-Pr Lect	Ext	TA	Lect	Sr-Pr Lect
Report \geq 1 Comm	68%	76%	95%	60%	48%	63%	78%
Number for Type:							
Department	1.5	2.2	2.6	1.4	1.1	1.1	1.8
College	1.0	0.8	1.5	-	0.1	0.3	0.6
University	0.3	0.5	0.9	0.0	-	0.2	0.4
Professional Org	1.5	1.3	1.4	1.5	1.5	1.2	1.3
Total	3.5	4.1	5.7	2.5	2.5	2.5	3.7

Table 4. Influence and Valuing of Committee Service.

Values are means of responses by full-time LSP to the given questions, where Strongly Disagree = -2, Disagree Somewhat = -1, Don't know = 0, Agree Somewhat = + 1.0, and Agree Strongly = + 2.0. "No response" is omitted from averages. The gender differences were not as apparent among part-time faculty.

	Full Time Lecturer		Full Time Sr-Pr Lecturer		Part Time LSP	
	Male	Female	Male	Female	Male	Female
I serve on committees that influence:						
Budget	- 0.42	- 0.82	- 0.46	- 0.81	- 0.52	- 0.57
Hiring	- 0.33	- 0.79	- 0.14	- 0.29	- 0.59	- 0.68
Curriculum	+ 0.72	+ 0.34	+ 1.11	+ 0.95	+ 0.63	+ 0.31
I gain leadership experience via committees	+ 0.32	+ 0.15	+0.63	+ 0.89	+ 0.05	+ 0.23
Committee service is valued for merit review	+ 0.68	-0.06	+1.00	+ 0.51	+ 0.18	+ 0.08
Other service is valued for merit review	0.00	- 0.21	+ 1.00	+ 0.75	- 0.05	+ 0.06

Non-ladder faculty also report a wide variety of non-committee service activities, with 86% of the full-time NLF and 64% of the part-time and extension faculty reporting at least one of the activities listed in the survey (see Appendix, Figure A-5). Most reported spending more time on non-committee service and administration than on committees (Figures A-4 and A-5). Part-time faculty were less likely to feel their committee and administrative service was appreciated for merit evaluation and were less likely to report gaining leadership experience on committees. The hours dedicated to service varies widely, with some positions primarily administrative, and others with no service activities.

Gender differences: Females are less likely to feel their committee service is valued for merit review or to report serving on influential committees, with the largest gender differences in Medicine and Allied Health.

The open-ended comments confirm that the approach to service varies widely across campus:

- My program does take committee work into consideration for merit review. (MAH)
- As a part-time lecturer, I do not get paid to be on committees or for my administrative time, yet it is expected. (PROF)
- Administrative service that crosses disciplinary lines or serves the entire college is not valued by department. (PROF)
- Most of my service work is outside the UW, though much of it relates to my teaching. (AHSS)

Recommendation:

- Service contributions should be valued in the determination of merit; units should make service expectations transparent.

IV. Career Issues

Several survey questions probed satisfaction with issues related to career development, and many of these showed a significant gender difference (see Appendix, Table A-1, A-2). These differences were larger among full-time than part-time faculty (see Figure 7 & Appendix, Figure A-6 and Table A-1), and many questions showed differences between full-time and part-time NLF (Appendix, Table A-3).

Three questions related to careers were asked on both this survey of non-ladder faculty and the 2008 survey of all voting faculty. In general, there is a regular progression with male faculty responding more positively than female, ladder faculty more so than NLF, and the female full-time NLF and the part-time NLF of both genders having the least satisfaction with their career advancement to date and prospects for the future, including a potential for leadership; the FT male NLF also exhibit low satisfaction with their career prospects. The one other statement with which the non-ladder faculty had an overall disagreement (not asked on the voting faculty survey) was “I am satisfied with my job security,” for which the only group with a positive mean was men in Medicine and Allied Health.

Gender differences. There are few significant gender differences among part-time faculty on career issues, while several are present for full-time NLF (see Appendix, Figure A-6). Overall, female full-time faculty are significantly less satisfied than their male counterparts with the level

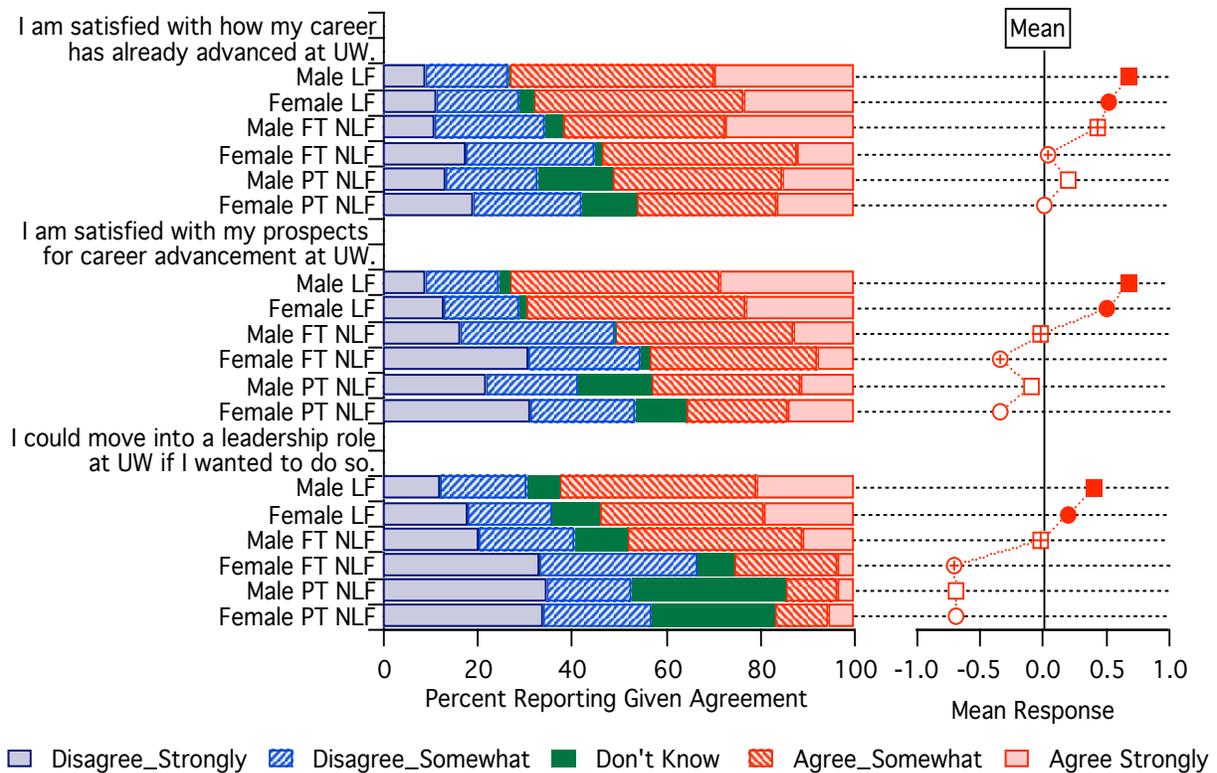


Figure 7. Comparison of Career Advancement Issues between Ladder Faculty (2008 survey), Full-time NLF and part-time NLF (2010 survey). Left: distribution of responses to given question; Right: Mean response, with Disagree Strongly = -2, Disagree Somewhat = -1, Don't Know = 0, Agree Somewhat = + 1 and Agree Strongly = +2. Male (squares) and Female (circles) means reported separately for ladder faculty (solid), full-time NLF (crosses) and part-time NLF (open).

of support they perceive from their departments and UW in general; this extends from general work-life balance through a perception of lack of support for intellectual development and scholarly activity or time for curricular development. They are also much less satisfied with their overall work-life balance than full-time male NLF, and much less likely to believe they could move into a leadership position at the university.

Comments by both men and women with regard to career advancement were pithy:

- I have no career advancement at UW. (PROF)
- My understanding is that there is no career advancement at my level of hire. (MAH)
- No opportunity exists for advancement. (STEM)
- No opportunity for non-ladder faculty to advance. We are bumping against a glass ceiling. (MAH)
- We all have PhDs, but the system treats us like lower-tier workers when it comes to opportunities for growth and development (PROF)

Another significant issue is the question of whether or not one needs to have been hired initially with a national search to be considered for promotion to Senior Lecturer without the department

opening up a national search. Among full time Lecturers, only 22% of the women and 42% of the men report being hired as part of a national search; only 10% of the AHR database Lecturers are coded as “competitive recruit.” This means that Lecturers who were initially hired without a national search, for example, as a target of opportunity, through partner accommodation, as an effective promotion from a Teaching Associate or part-time Lecturer appointment, or simply as a local hire, fear they might risk losing their job by competing nationally in order to be considered for promotion—even if they are perfectly qualified for appointment at the higher rank. Several respondents mentioned this “requirement” and their concern that seeking promotion might jeopardize their jobs:

- One of the most frustrating aspects of my career advancement is that although I've been teaching here for 10 years, I was never hired through a "national search"; therefore I am ineligible for promotion to Senior Lecturer. . . . It would be great for someone like myself, who has proven her worth, to be able to be promoted based on merit and not where I "came from". (STEM)
- I have been told I won't advance because they would have to open my position up to a national search and that I would likely threaten my own position. (PROF)

Recommendations

- Units should clarify criteria for promotion across lecturer ranks, and this progression should be encouraged.
- The role of a national search in later promotion opportunities should be reviewed.

V. Mentoring

About half the NLF report receiving mentoring (Table 5), but the comments reveal that mentoring of NLF is happening only occasionally, and on an ad hoc basis. Many NLF expressed a desire for mentoring, especially on professional and career issues. The greatest reported need is for full-time NLF in Medicine and Allied Health (see Appendix, Figure A-7).

Of those who reported receiving mentoring, most were satisfied with the mentoring they received on professional and career issues, but only about half were satisfied with the mentoring they received on work-life issues (Figure 8). Once the data factor out which NLF report receiving mentoring, the gender and FTE-status differences are small.

Table 5. Percent noting mild or strong agreement with statements on mentoring.

	I receive mentoring.		I would like additional mentoring on professional /career issues.		I would like additional mentoring on work-family balance issues.	
	Male	Female	Male	Female	Male	Female
Non-Ladder Faculty (2010 Survey)						
Full Time	49%	54%	63%	74%	23%	44%
Part Time	41%	52%	45%	53%	15%	24%
Extension	34%	46%	43%	53%	20%	26%
Ladder Faculty (2008 Survey)						
Full Prof	41%	40%	28%	43%	19%	25%
Assoc Prof	51%	45%	66%	65%	43%	54%
Asst Prof	71%	69%	67%	80%	52%	73%

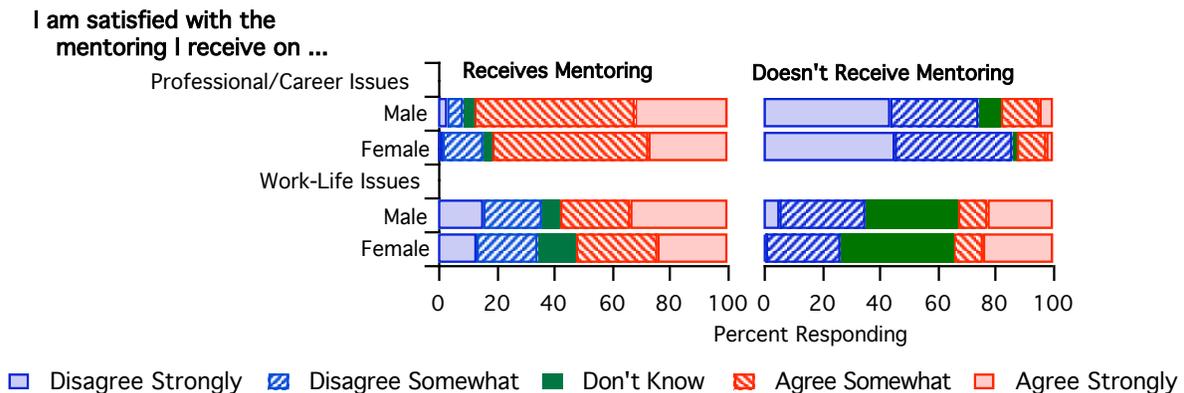


Figure 8. Degree of satisfaction with current mentoring on professional/career issues and on work-life balance issues. Left: those indicating mild or strong agreement with the statement “*I receive mentoring*”; Right: those indicating mild or strong disagreement with the statement “*I receive mentoring*.”

Comments indicate that current mentoring needs are often met by informal initiatives made by the person seeking mentoring. Senior faculty comments reflect that they are often the ones providing support; however, this is not always a solution:

- I am the lecturer who has been in our program the longest and therefore it is natural that I be the person to provide the most mentoring to others. (AHSS)
- I have received no formal mentoring during my time at UW. The mentoring I have received has come as the result of my own efforts to reach out to other faculty and seek their guidance. My colleagues have been very receptive to this, and have been generous with their time and advice, but there seems to be no formal mentoring for lecturers in my department. (AHSS)
- I have colleagues I can go to for mentoring, but it is not formal. Our dept has no system for supporting new employees, or those who are less familiar with the academic system. (MAH)
- There has been no formal mentoring process, but if I look for help I find it. I have sometimes found out procedures or processes much later than I should have, and usually by mistake... (MAH)
- I need more mentoring. I have asked for it, discussions occur, but nothing happens. (MAH)

Comments were uniformly positive in calling for more mentoring:

- This is an area I had noticed is severely lacking at the UW... There is no mentoring, at least not that I've experienced. This is certainly not best practice, and I would hope that mentoring could be reviewed. (PROF)
- There is very little professional/career mentoring in my department and almost no support for work-family balance. (MAH)
- I would love to see a mentor program for new PT lecturers in each department. I would like to see a forum for PT lecturers to share experiences and teaching strategies. (MAH)

- We need more mentoring for lecturers. If we play as valuable a role in carrying out the university mission as they say we do, then we should have more mentoring to help us contribute even more strongly to that effort. (PROF)
- It may also be that some lecturers would like to move into other roles. Mentoring can help that process. Just because someone is hired as a lecturer does not mean they want to stay there for their whole career.... (PROF)
- I think peer mentoring is something we could develop more fully campus-wide. It has helped me stay energized and engaged in research issues and current changes in academic practices. (AHSS)
- When I first arrived at UW I had to figure things out on my own in running a program.... I have witnessed the same thing occurring to a fellow faculty. (MAH)
- A mentoring system for career/prof issues would be very helpful. My job is all about undergrad teaching, and feel like I work in a vacuum. It would be helpful to have some institutional support so that I can outreach to other people and departments in a similar situation. (AHSS)

Recommendation

- To maximize potential for faculty success in all arenas, professional and work-life mentoring should be provided across career stages.

VI. Flexible Policy Issues

The UW has a number of policies in place for faculty aimed at making the workplace more flexible. Some of these are institution-wide, while others are less formal and exist at the unit level. Taken together, these include partial leave without pay, medical/family leave, paid professional leave, and teaching reduction for course development/departmental service/administration, etc. A large fraction of NLF, including both full time and part time, were unaware of these policies and/or believed themselves to be ineligible, while others were both aware and had taken advantage of them. Since eligibility for such a policy should be part of the job title, and not the location on campus, the results make it clear that eligibility for such policies should be clarified and publicized. Particularly disturbing is that about 40% of full-time and over 80% of part-time NLF believe their departments would not be supportive of their taking family/medical leave, something guaranteed by the FMLA.

Gender differences. Among full-time NLF, women were more likely to have used family/medical leave or partial leave without pay, and less likely either to be aware of or to believe themselves eligible for teaching release for administrative duties or paid professional leave.

An example of policy ambiguity can be found on the Academic Human Resources website, which posts instructions for application for paid professional leave for both Professional Staff and for “Faculty and Academic Staff”; however the latter asks for a date on which a faculty member has acquired tenure. The presidential order on leaves was last updated 30 years ago and terms leave a privilege “granted *normally* [italics added] to those of professorial rank.” If paid professional leave is or is not a possibility or an official benefit for NLF who have been with the university longer than 7 years, this should be explicit on UW websites. The need for clarification is made evident in the comments:

- I would be curious to know if I qualified for flexible policy options. (PROF)
- There was no clear communication of such options to me. (PROF)
- I am not aware of leave policies. (MAH)
- It would be good if they were spelled out completely in all position descriptions. (MAH)
- I would love to know more about what's available here. (STEM)
- Although a reduction in teaching load (in effect a partial leave without pay) is available to us, it is not encouraged, i.e. the department is not supportive of this option. (EXT)

Disturbingly, some respondents indicated they would be afraid to use these options:

- I would be afraid to use any of the flexible options. I believe I would be replaced by another person. (MAH)
- I also fear if I insist upon a leave, I may get some sort of unfair treatment when I come back. (AHSS)

We hope that clarification and publicizing of these policies can address these concerns. As is the case with the other areas needing clarification, Deans can make a significant contribution by encouraging chairs to implement clarified policies.

Recommendation:

- The university should continue efforts to enhance the visibility and consistent implementation of flexible policies.
- Eligibility for flexible policies should be clarified and publicized. Their use should not be discouraged.

Table 6. Flexible Policy Issues.

Values given are percentages of the total number in a category taking the survey (i.e., not of those answering the individual question) responding “yes” to a) *I am aware of the following flexible policy options at UW*; b) *I have utilized the following flexible policy options at UW*; c) *I do NOT believe I am eligible for the following flexible policy options at UW*; d) *I believe my department/unit would be supportive of my using the following flexible policy options*.

		Family/Medical Leave		Partial Leave w/o Pay		Teaching Release		Paid Prof. Leave	
		Male	Fem	Male	Fem	Male	Fem	Male	Fem
Full Time	Aware	73%	69%	55%	44%	55%	38%	52%	35%
	Used	11%	25%	8%	17%	19%	17%	6%	7%
	Believe Ineligible	16%	17%	28%	33%	38%	49%	61%	71%
	Dept Support	61%	59%	55%	39%	43%	28%	23%	19%
Part Time	Aware	18%	31%	15%	23%	11%	24%	14%	20%
	Used	3%	4%	2%	5%	3%	4%	0%	2%
	Believe Ineligible	56%	56%	58%	60%	57%	70%	66%	75%
	Dept Support	10%	21%	10%	19%	8%	7%	3%	5%

VII. Voting Rights

Another area which shows considerable variation and/or confusion across campus is voting rights. A sizeable fraction of full-time Lecturers and Senior/Principal Lecturers report either being uncertain of their rights or not having the right to vote on departmental matters (including curriculum), in contradiction to the Faculty Code (see Figure 9). Also many part-time NLF report voting (see Appendix, Table A-2).

Gender differences. Among full-time NLF, women are far less likely than men to report being able to vote (Figure. 9 and Appendix, Table A-2). Voting rights appear to vary both by department and by field, since a wide distribution of perceived rights is apparent in each of the four groups investigated (see Figure 9), but the fraction of full-time women LSP reporting full voting rights on curriculum in the Professional Schools (8/17) is barely half that of men in the Arts, Humanities, and Social Sciences (12/13). The numbers are too small, however, to derive statistical significance from the data disaggregated by field.

Recommendation:

- Voting policy should be widely distributed and publicized, including in an email to all non-ladder faculty (including those who are not eligible to vote).

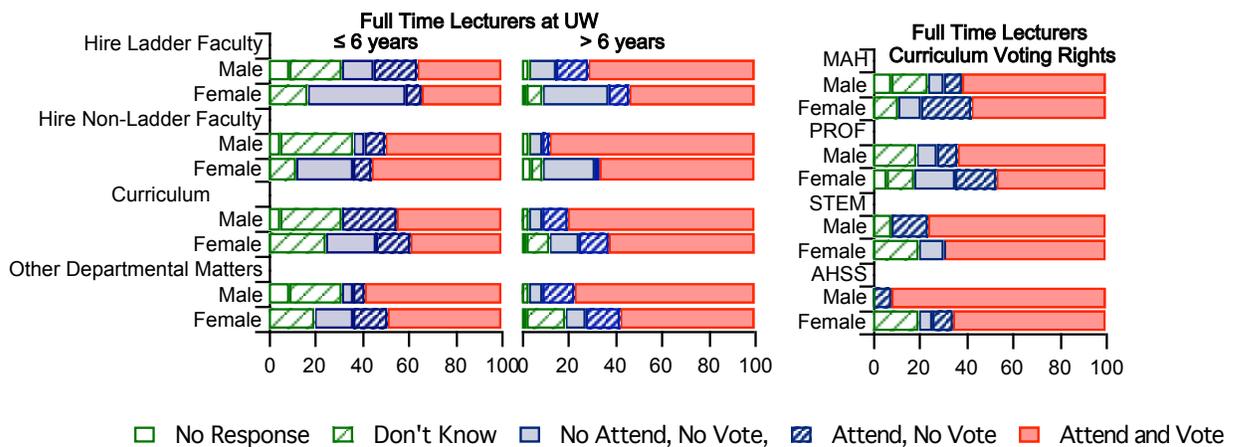


Figure 9. Voting rights reported by full time Lecturers, Senior Lecturers and Principal Lecturers, disaggregated by gender. (LEFT) those who have been at the university less than 6 years and (CENTER) those who have been at the university more than 6 years; (RIGHT) reported rights for voting on curricular issues, disaggregated by field and gender.

VIII. Climate Issues

While status and respect were not specifically addressed in quantitative questions, taken together, the concerns documented thus far help explain why so many of the negative comments focused on these issues. It was impossible to read these without being aware of the severe climate issues they document. The fact that some NLF from virtually every area of the institution expressed similar discouragement leads us to hope that what appear to be structurally based climate issues

particular to this category of faculty can be addressed. Having elicited these responses through our survey, we find ourselves with the responsibility to share a broad variety of these voices.

- Our issues are more related to lack of status, lack of respect as educators, and lack of salary equity. (AHSS)
- My experience is that non-ladder faculty are treated as drudges: just teach double what the ladder faculty do, and provide administration and service at triple or quadruple their levels, shut up about any scholarly work, and you get paid. (STEM)
- Lecturers are treated with disdain, and the idea of promotion and job security is beyond reasonable thought. . . . Lecturers have mostly had very successful . . . careers, bring a lot to the classroom, and yet are treated like junk. (PROF)
- There is NO support of career advancement. We're the hired help, that's all. (MAH)
- Complete and utter exploitation of non-ladder faculty. (AHSS)
- The persistent frustration in my job is being more or less invisible in the faculty and erased by the administration. (AHSS)
- Discussions and decisions related to non-ladder faculty during the recent budget crisis have made it clear that we are seen as expendable, when we are seen at all. Our reduction in job security . . . while evaluation/accountability requirements increased has undermined morale, collegiality and professional identity and development. (AHSS)
- Overall, I am unhappy with this place and the treatment I've received here. (MAH)
- I'm so tired and burned out I think of quitting every day. But they honestly don't care. I've been told there are tens if not hundreds of people like me wanting to take my place. At least I don't have it as bad as the part-timers. (EXT)
- Overall I find my experience here at UW unsatisfying and unrewarding. I have heard the University's and my department administration say that everyone's contribution is important, that all are valued and valuable. I have not found this to be the case. (MAH)
- It is frustrating - at times - to feel like such a second-class citizen as a "lecturer" when teaching should be the primary focus (think of all those undergrads and grad students) of the institution. (PROF)
- My workload is not acknowledged and lecturers are being treated more and more like second-class citizens. (STEM)
- As an UW Extension instructor I feel like a second-class citizen. (EXT)
- We have gone from being second-class citizens to being even more overworked and underpaid. (Bothell)
- Just because there is a labor market full of underemployed PhDs does not mean that the UW should try to exploit it. The UW should have a hiring policy that enables the best scholars to do their scholarship with relative job-security and family benefits. This should be the standard for both ladder and non-ladder faculty. (STEM)
- The demoralization [of the] non-ladder faculty is also not really good for overall faculty morale. (MAH)

- There should be one unified faculty at UW, not such [a] bifurcated system. It results in terrible internal inequities between faculty that the struggle for national ranking only exacerbates. (PROF)

Recommendations

- The university should make every effort to address the significant morale issues facing our NLF. A number of specific suggestions appear above. Morale issues can also be addressed by increasing benefits (including relatively modest additions such as IMA usage, parking, etc.) for part-time faculty.
- Where this is not already the case, teaching awards should be developed for NLF.

IX. Looking Ahead

We see in these results a population of university employees who make substantial contributions to the institution. While teaching is the main effort of non-ladder faculty, appointments can also involve considerable service and administration (Appendix, Figure A-8). Despite heavy workloads, many NLF are satisfied with the major elements of their appointments. At the same time, concerns about job security, career advancement, work-load, lead-time, and resources appear emphatically in the qualitative data; the quantitative data confirm uncertainties about eligibility for flexible policies and voting rights. Most disturbing are the numerous comments about climate issues. As previous surveys have shown, UW needs mechanisms for ongoing data collection to be able to respond to the issues raised by these studies. The recommendations that appear throughout this report provide suggestions for targeted responses.

Recommendations

- Data on the categories addressed in this and previous FCWA reports should be collected on an ongoing basis, and these results should be updated regularly.
- Finally, we reiterate a recommendation from our “Benchmark” report: The university needs to prevent or remedy situations in which women and/or minority faculty bear a disproportionate burden of instructional budget cuts (e.g., in terms of teaching and service loads, promotion, layoffs of non-tenure-stream faculty, etc.).

Below, we reiterate all our recommendations on a single page:

RECOMMENDATIONS

Contract Issues & Salaries.

- All reasonable efforts should be made to decrease the employment uncertainty faced by NLF, particularly by providing reasonable lead-times for employment notification and by providing multiple-quarter (for part-time) and multiple year (for full-time) appointments for the longest period over which the need for a lecturer can be projected.
- Units should establish and/or clarify policies on merit review and (re)hiring criteria for NLF.
- Full-time employees at UW should make a living wage. Long-serving, experienced employees should earn more than less-experienced, even if hired on a quarterly basis.

Workloads and Related Issues

- Units should examine the workloads of NLF to assure that teaching and service expectations are humane: standardized, reasonable, and transparent.
- The role of research in merit and FTE calculation differs across the institution and would benefit from local clarification.
- Service contributions should be valued in determining merit; units should make service expectations transparent.

Career Issues

- Units should clarify criteria for promotion across Lecturer ranks, and this progression should be encouraged. The role of a national search in later promotion opportunities should be reviewed.

Mentoring

- To maximize potential for faculty success in all arenas, professional and work-life mentoring should be provided across career stages.

Flexible Policies

- The university should continue efforts to enhance the visibility and consistent implementation of flexible policies. Eligibility for such policies should be clarified and publicized. Their use should not be discouraged.

Voting Rights

- Voting policy should be widely distributed and publicized, including in an email to all non-ladder faculty (including those not eligible to vote).

Implementation

- Deans can make a significant contribution by encouraging chairs to communicate and implement clarified policies.

Climate Issues

- The university should make every effort to address the significant morale issues facing our NLF. A number of specific suggestions appear above. Morale issues can also be addressed by increasing benefits (including relatively modest additions such as IMA usage, parking, etc.) for part-time faculty. Where this is not already the case, teaching awards should be developed for NLF.

Looking Ahead

- Data on the categories addressed in this and previous FCWA reports should be collected on an ongoing basis, and these results should be updated regularly.
- Finally, we reiterate a recommendation from our “Benchmark” report: The university needs to prevent or remedy situations in which women and/or minority faculty bear a disproportionate burden of instructional budget cuts (e.g., in terms of teaching and service loads, promotion, layoffs of non-tenure-stream faculty, etc.).

APPENDIX

This appendix contains additional charts and tables that augment the main report.

Teaching

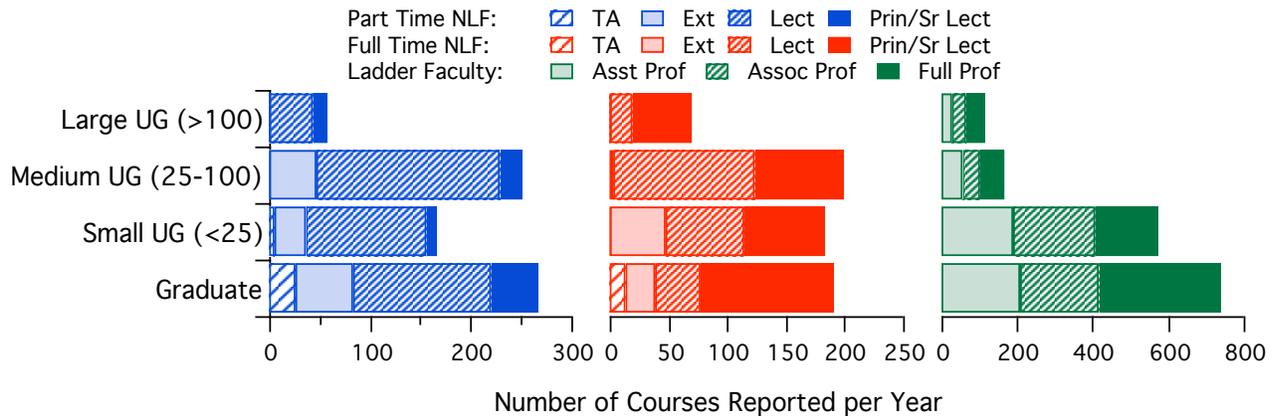


Figure A-1. Distribution of reported number of courses taught per academic year in different categories by (LEFT) part time NLF ($N_{fac}=300; N_{class}=743$), (CENTER) full time NLF ($N_{fac}=173, N_{class}=743$), (RIGHT) ladder faculty ($N_{fac}=575, N_{class}=1595$, 2008 survey). Clinical courses are omitted due to different treatment on the two surveys.

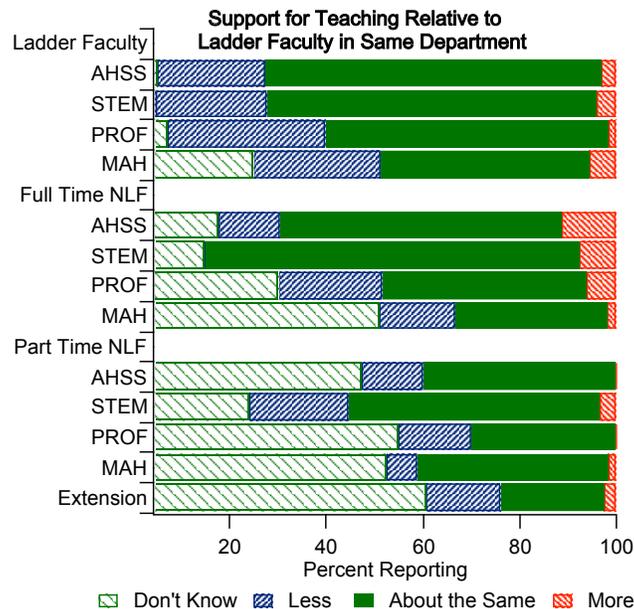


Figure A-2. Response to "My amount of teaching support (e.g. TA's) is [higher than/about the same/less than/don't know] relative to ladder faculty in my department/unit." Faculty in the professional and medical schools report the least support. Note that ladder faculty (top) have a similar response on this question to NLF except for a larger fraction of "don't know" among NLF.

Service

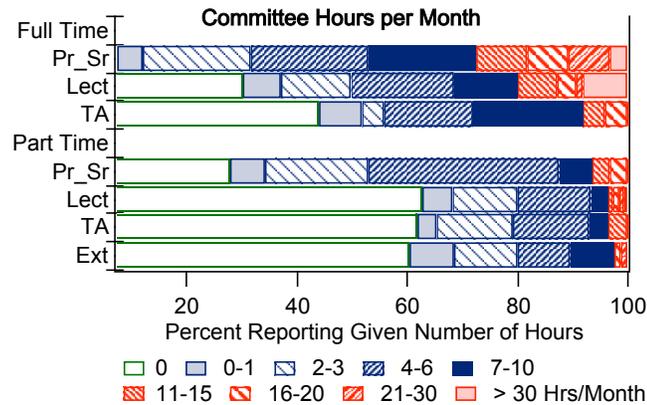


Figure A-3. Committee Service Time. Average number of hours per month spent on committee service. “No response” included in the “0 hr” category.

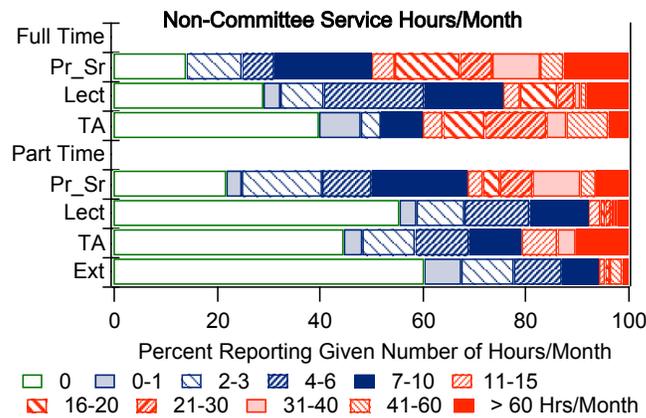


Figure A-4. Other Service Time. Average number of hours per month spent on non-committee service and administration. “No response” included in the “0 hr” category. See Figure A-5 for categories of service reported.

Non-Committee-Based Service Activities

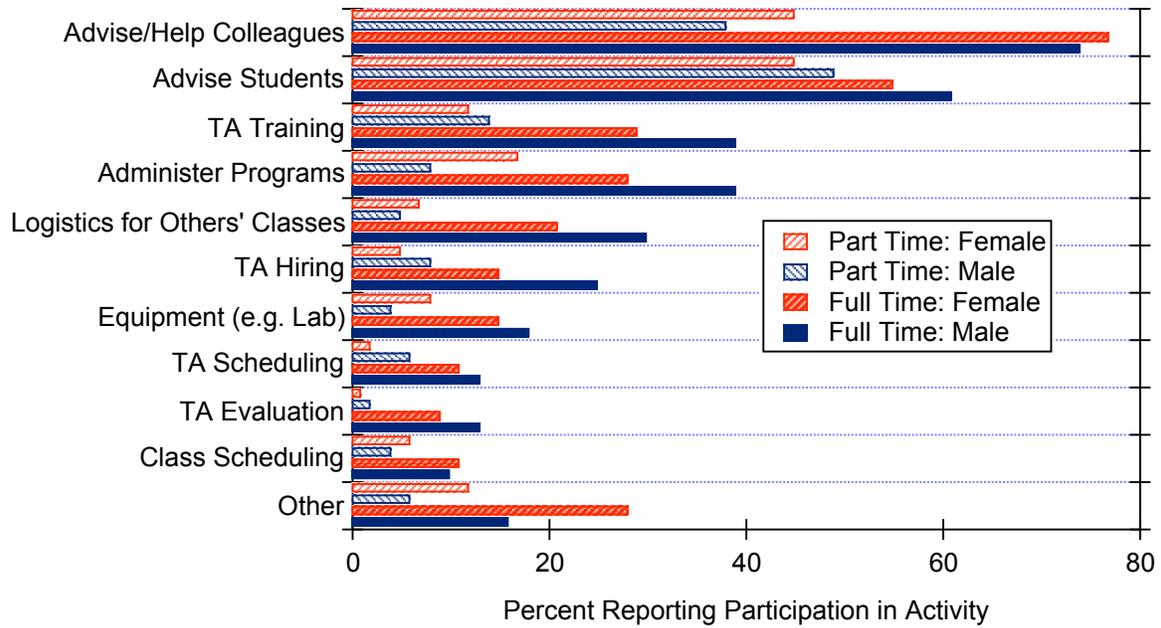


Figure A-5. Participation rates in non-committee service and administration activities reported by non-ladder faculty, disaggregated by gender and FTE status.

Career

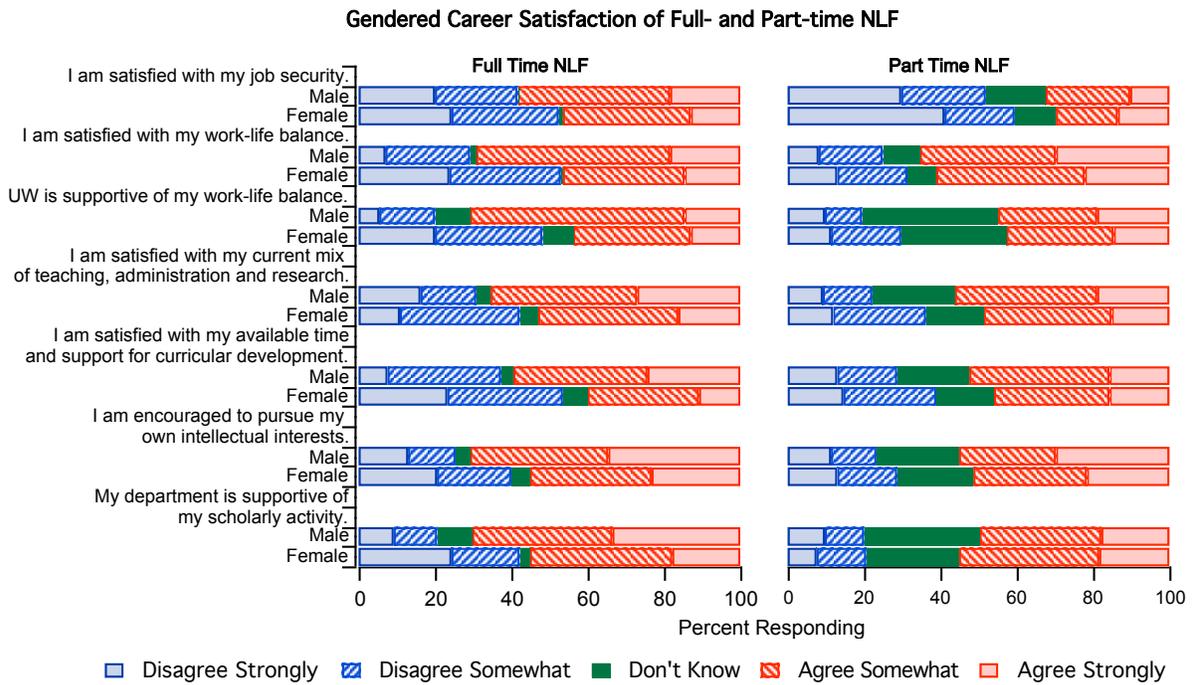


Figure A-6. Career Satisfaction Issues for Full Time and Part Time NLF, Disaggregated by Gender. The highest levels of dissatisfaction are for job security, especially of part-time faculty. There is much more gender disparity among full-time NLF than among part-time NLF.

Mentoring

I would like more mentoring on ...

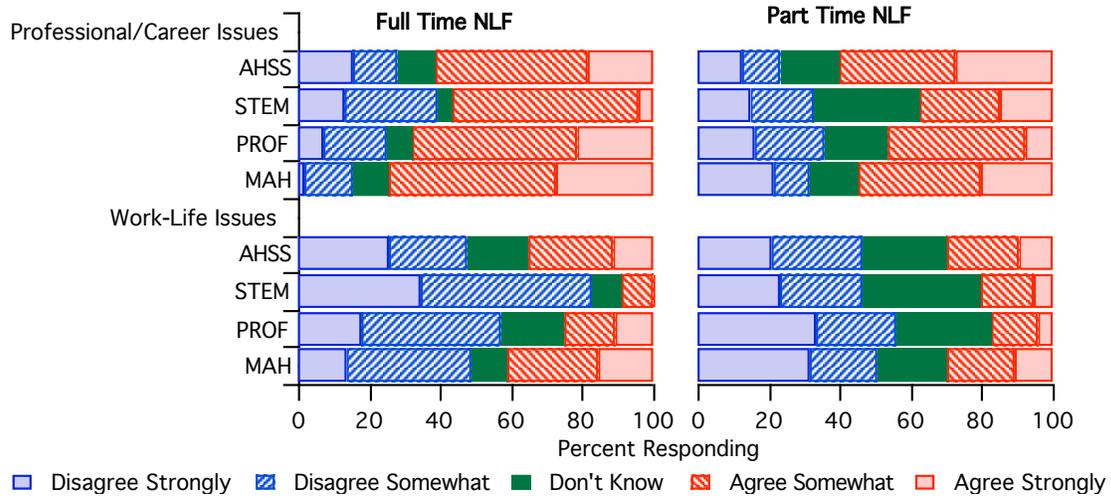


Figure A-7. Faculty desire for more mentoring on both professional/career issues and work-life issues, disaggregated by field and FTE status. The largest need is in the professional and medical areas for full time faculty.

General

Figure A-8. Individual responses to question:
 “On an annual basis, roughly what percent of your UW-paid working hours are spent on the following (should sum to ~ 100)?”

-  Research in Field of Expertise
-  Research Related to Pedagogy/Teaching
-  Service
-  Administration (Supervising)
-  Teaching

Data were sorted by Rank, FTE status, Group, Percent time teaching, Percent time administration. Choices were 0-9%, 10-19%, ... 80-89%, 90-100%, and coded as 5, 15, 25, ... 95%. Each bar represents a single individual completing this portion of the survey

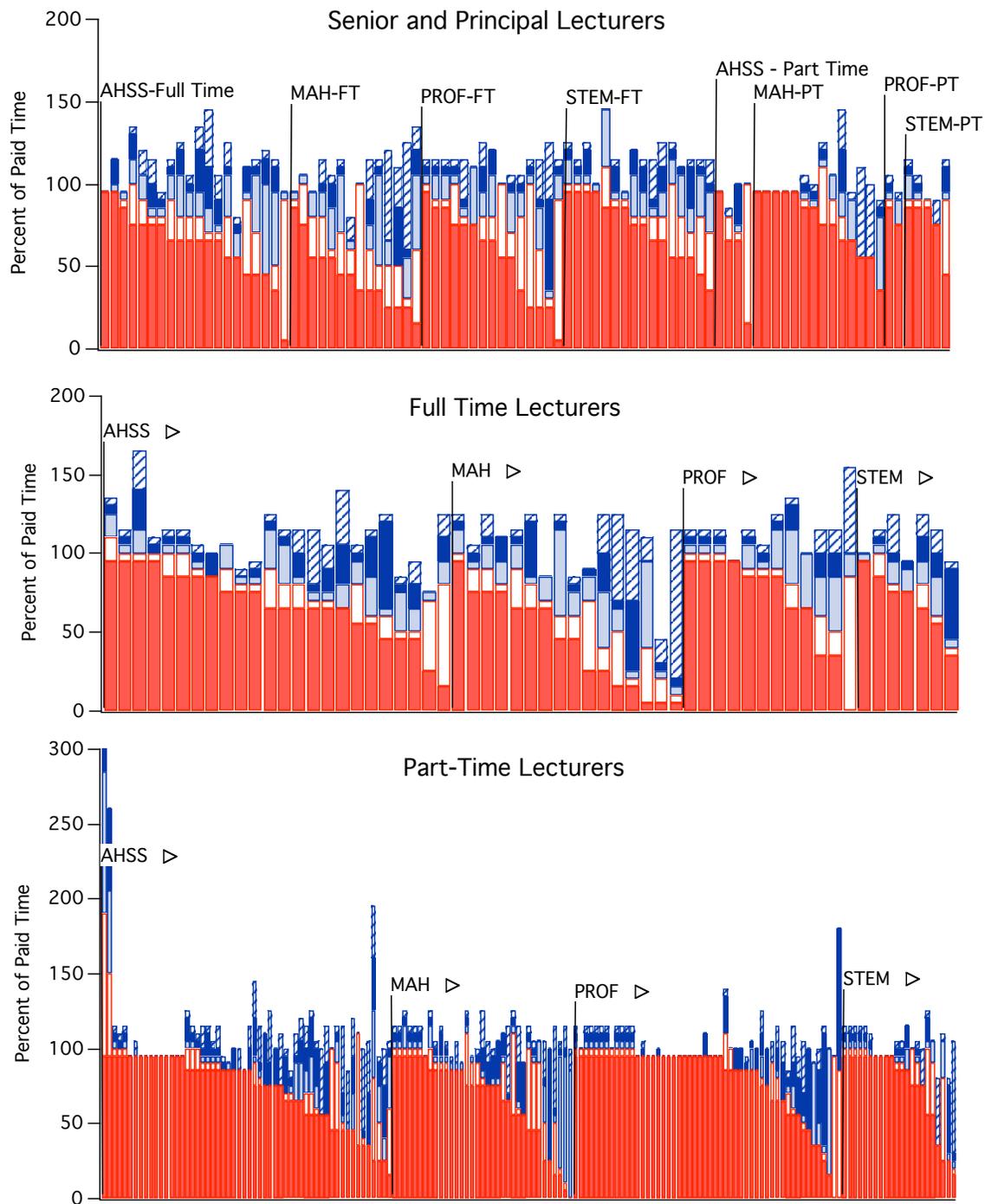


Figure A-8 (cont'd). Individual responses to question: *“On an annual basis, roughly what percent of your UW-paid working hours are spent on the following (should sum to ~ 100)?”*

- ▨ Research in Field of Expertise
- Research Related to Pedagogy/Teaching
- Service
- Administration (Supervising)
- Teaching

Data were sorted by Rank, FTE status, Group, Percent time teaching, Percent time administration. Choices were 0-9%, 10-19%, ... 80-89%, 90-100%, and coded as 5, 15, 25, ... 95%. Each bar represents a single individual completing this portion of the survey

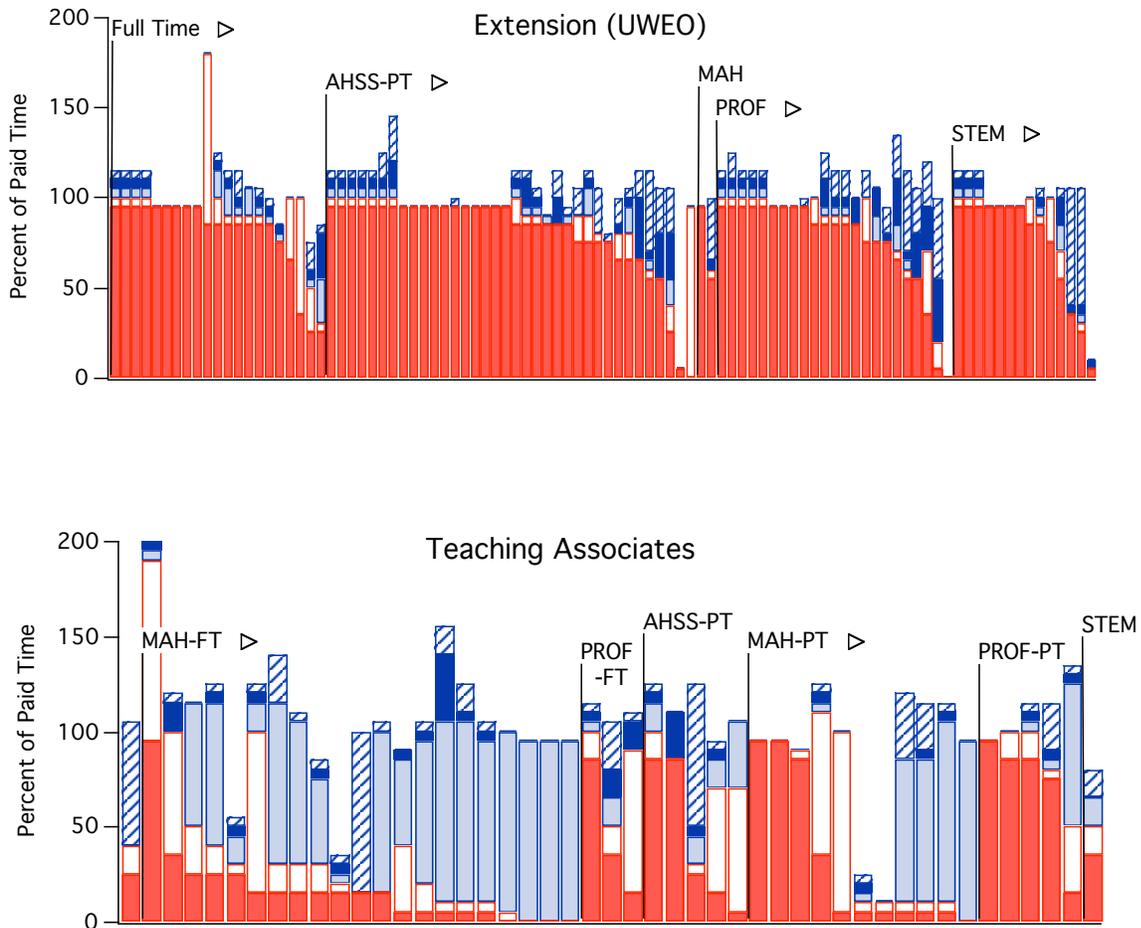


Table A-1. Items with significant gender differences across fields.

Coded with Disagree Strongly = -2, Disagree somewhat = -1, Don't Know = 0, Agree somewhat = 1, Agree Strongly = 2. "No Response" omitted. Items with a significant difference between full and part time NLF are marked with an "X."

Question	Signif FT-PT Diff	Questions Exhibiting Significant Gender Difference				Group with Largest Effect					
		Female - Male	Full Time - Part Time	Mean FT Female	Mean FT Male	Mean PT Female	Mean PT Male	Largest Diff	F - M	F	M
I am satisfied with the amount of support I receive for my teaching at UW.	X	-0.55±0.14	-0.35±0.14	+0.01	+0.73	+0.41	+0.86	FT PROF	-1.50	-0.67	+0.83
I am satisfied with my teaching load at UW.	X	-0.36±0.12	-0.27±0.13	+0.40	+1.02	+0.78	+1.00	FT PROF	-0.97	+0.11	+1.08
I am satisfied with the relationship between % FTE and number of courses taught per quarter.		-0.25±0.12	+0.12±0.13	+0.47	+0.91	+0.44	+0.60	FT PROF	-1.39	-0.06	+1.33
I am satisfied with my work-life balance.	X	-0.40±0.13	-0.42±0.14	-0.15	+0.51	+0.39	+0.62	FT MAH	-0.96	-0.36	+0.60
UW is supportive of my work-life balance.		-0.36±0.12	-0.11±0.13	-0.12	+0.60	+0.16	+0.34	FT MAH	-1.10	-0.23	+0.87
I am satisfied with my available time and support for curricular development		-0.36±0.13	-0.20±0.13	-0.26	+0.39	+0.08	+0.27	FT STEM	-1.18	-0.80	+0.38
I am encouraged to pursue my own intellectual interests.		-0.31±0.14	-0.05±0.14	+0.18	+0.67	+0.32	+0.50	FT PROF	-1.34	-0.18	+1.17
I am satisfied with my prospects for career advancement at UW.		-0.29±0.14	0.00±0.14	-0.35	-0.02	-0.35	-0.09	FT PROF	-0.84	-0.59	+0.25
I am satisfied with my current mix of teaching, service, admin. & research.		-0.27±0.13	-0.01±0.13	+0.16	+0.45	+0.16	+0.44	PT STEM PT MAH	-0.74 -0.71	-0.06 +0.20	+0.68 +0.92
I would like additional mentoring on work-family balance issues.		+0.32±0.13	+0.11±0.13	-0.15	-0.71	-0.37	-0.55	FT STEM	+0.68	-0.70	-1.38
I would like additional mentoring on professional/career issues.	X	+0.34±0.13	+0.26±0.13	+0.61	+0.31	+0.39	+0.05	PT AHSS	+0.65	+0.76	+0.11

Table A-2. Voting Rights.

Items scaled on a 3 point scale, with -1 = do not attend, do not vote; 0 = attend, but no vote; +1 = both attend and vote. Don't know and no response are not included in averages. Significant gender differences for full time NLF only, so the Female – Male column is for full time only.

	Signif F – M Diff (FT)	FT Female minus FT Male	Full Time minus Part Time	Mean FT Female	Mean FT Male	Mean PT Female	Mean PT Male
Voting rights for hiring of ladder faculty	X	-0.47±0.08	+0.94±0.08	+0.01	+0.48	-0.77	-0.78
Voting rights for hiring of non-ladder faculty	X	-0.49±0.08	+1.11±0.08	+0.27	+0.76	-0.67	-0.68
Voting rights for other departmental issues	X	-0.24±0.07	+1.14±0.07	+0.50	+0.74	-0.54	-0.58
Voting rights for promotion within non-ladder ranks	X	-0.36±0.08	+0.73±0.08	-0.23	+0.13	-0.85	-0.83
Voting rights for curriculum		-0.23±0.08	+0.90±0.08	+0.43	+0.66	-0.39	-0.38
Voting rights for promotion within ladder ranks		+0.01±0.05	+0.13±0.05	-0.78	-0.78	-0.91	-0.91

Table A-3. Items that Differ by FTE Status, but not by Gender.

Agreement questions on which there was a significant difference between full time and part time, but not between male and female NLF. Coding: -2 = disagree strongly; -1 = disagree somewhat; 0 = don't know; +1 = agree somewhat; +2 = agree strongly.

Question	Female minus Male	Full Time minus Part Time	Mean FT Female	Mean FT Male	Mean PT Female	Mean PT Male
I am satisfied with my courses and/or type of teaching at UW.	-0.10±0.10	-0.40±0.10	+0.89	+1.11	+1.36	+1.36
My COMMITTEE service is valued by the department for merit review, rehiring decisions and/or promotion.	-0.17±0.17	+0.52±0.16	+0.73	+1.18	+0.36	+0.36
My ADMINISTRATIVE service is valued by the department for merit review, rehiring decisions and/or promotion.	+0.08±0.17	+0.35±0.16	+0.53	+0.69	+0.31	+0.10
I am gaining leadership experience through my involvement in committees.	+0.26±0.18	+0.44±0.17	+0.99	+0.98	+0.70	+0.32
I am satisfied with my job security.	-0.20±0.14	+0.42±0.14	-0.18	+0.15	-0.57	-0.39
I mentor junior lecturers on professional/career issues.	+0.09±0.15	+0.48±0.14	-0.05	-0.31	-0.66	-0.56

Print view of 'Survey of UW Non-Ladder Faculty Careers and Wor...'

[Print this page](#)

The Faculty Senate, through its Council on Women, is collecting key data on issues related to the careers and workload of lecturers, teaching associates, and other "non-ladder" faculty at UW. This is a follow-up to our 2008 survey of all UW voting faculty, which identified concerns specific to non-ladder faculty. Thank you for taking the time to complete this survey about your experiences at UW. We estimate it will take on the order of 20 minutes to complete.

Your identifiable information is recorded by WebQ (the survey program) only through the randomized URL you received, allowing you to save and submit responses at a later time. This URL will be given on the exit page should you save the survey to return later, and is the same as that in the email you received. All responses are confidential, and your responses will be separated from the URL information before the data are viewed.

Your feedback will increase our understanding of UW lecturer and teaching associate experiences and will help shape recommendations pertaining to careers and workload of UW non-ladder faculty.

The first questions pertain to DEMOGRAPHICS.

Question 1.

Please indicate the gender with which you self-identify:

- Male
- Female
- Other
- Prefer not to answer

Question 2.

Please indicate which age bracket you are in:

- Younger than 40
- 40 or older

Prefer not to answer

Question 3.

Regarding your parental status, please answer yes or no to the following:

Rows

Have child(ren) [If no, skip child age questions]

Have child(ren) 0-1 years old

Have child(ren) 2-5 years old

Have child(ren) 6-12 years old

Have child(ren) 13-18 years old

Have child(ren) older than 18 years old

Yes

No

Question 4.

Which of the following degrees do you have (check all that apply)?

BA/BS/BFA

MA/MS/MFA/MBA

Candidate for PhD (PhC)

PhD

MD

DDS

JD

Ed.D.

Psy.D.

 Other (specify):

The following questions concern YOUR APPOINTMENT AT UW.

Question 5.

At what campus is your primary appointment?

Seattle

Bothell

Tacoma

Question 6.

In which group is your primary appointment?

- The Divisions of Arts, Humanities, and Social Sciences of the UW-Seattle College of Arts & Sciences, as well as Related A&S Programs at UW Bothell and UW Tacoma.
- The Division of Natural Sciences in Arts & Sciences, the College of the Environment, or Related Departments at UW Bothell or UW Tacoma
- The College of Engineering and Related Departments at UW Bothell and UW Tacoma
- The Colleges of Built Environments, Business, Education, Information, Law, and Public Affairs, as well as the Business and Education programs at UW Bothell and UW Tacoma
- The Colleges of Nursing, Pharmacy, Dentistry, Public Health, and Social Work, as well as the nursing programs at UW Bothell and UW Tacoma and the Social Work program at UW Tacoma.
- The School of Medicine

Question 7.

At what percentage of Full Time Equivalency (FTE) are you currently appointed (during Spring 2010)?

- 100 % (full-time)
- 75 % to 99 %
- 50 % to 74 %
- 25 % to 49 %
- < 25 %
- don't know

Question 8.

What is your rank or position?

- Principal Lecturer/Senior Lecturer
- Lecturer
- Extension Lecturer
- Teaching Associate
-  Other (please specify):

Question 9.

For how long have you been in this rank?

- Select one...
- < 3 years
- 3-6 years

- 7-10 years
- 10-13 years
- 13-16 years
- 17-20 years
- > 20 years

Question 10.

For how long have you been teaching at least 1 course per year at UW?

- Select one...
- < 3 years
- 3-6 years
- 7-10 years
- 10-13 years
- 13-16 years
- 17-20 years
- > 20 years

Question 11.

Were you hired as part of a national search?

- Select one...
- Yes
- No
- Don't Know

Question 12.

For how long is your current contract?

- Select one...
- 1 quarter
- 2 quarters
- 3 quarters
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- \geq 6 years
- permanent/indefinite

don't know

Question 13.

For how long was your previous contract with UW?

- Select one...
- 1 quarter
- 2 quarters
- 3 quarters
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- ≥ 6 years
- permanent/indefinite
- don't know
- this is my first UW contract

Question 14.

Averaged over the past two years, approximately how many months of SALARY SUPPORT PER YEAR did you get from each of the following UW-BASED SOURCES ?

Rows

State-line support (your name is on a budget line FTE)

Quarter-to-quarter (departmental funds, e.g. leave replacement)

Self-supporting through tuition (e.g. Educational Outreach, Distance Learning)

Teaching/pedagogy grants and contracts

Research grants grants and contracts

Don't know

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

- 10
- 11
- 12

Question 15.

What percentage of your total (individual) income is represented in the previous question?

- Select one...
 - 100 %
 - 75 to 99 %
 - 50 to 74%
 - 25-49%
 - < 25 %
-

The next questions pertain to your TEACHING.

Question 16.

How many classes did you teach in each quarter during the past two years? (If you were responsible for organizing teaching or laboratory assistants for multiple sections of the same class, count that as one class; if you yourself were teaching multiple sections of the same course, count that as multiple classes with the same preparation). Independent study supervision is addressed in a separate question and should not be included here.

Rows

Spring 2010

Winter 2010

Fall 2009

Summer 2009

Spring 2009

Winter 2009

Fall 2008

Summer 2008

- 0
- 1
- 2 (both the same course)
- 2 (different class preps)
- 3 (all the same course)
- 3 (two different preps)
- 3 (all different preps)

≥ 4

Question 17.

For how many different courses (i.e. syllabi and class preparations) were you responsible from Summer 2009 through Spring 2010 (this year)?

Select one...

0

1

2

3

4

5

6

7

8

9

10

11

≥ 12

Question 18.

For how many different courses (i.e. syllabi and class preparations) were you responsible from Summer 2008 through Spring 2009 (last year)?

Select one...

0

1

2

3

4

5

6

7

8

9

10

11

≥ 12

Question 19.

From Summer 2009 through Spring 2010 (this year), how many of each kind of class did you teach?

Rows

Very large undergraduate (> 250 students)

Large undergraduate (100-249 students)

Medium undergraduate (50-99 students)

Medium-Small undergraduate (25-49 students)

Small undergraduate (< 25 students)

Large graduate (>30 students)

Medium graduate (10-30 students)

Small graduate (< 10 students)

Courses with clinical trainees (medical/nursing/etc. students, residents, fellows)

0

1

2

3

≥4

Question 20.

From Summer 2008 through Spring 2009 (last year), how many of each kind of class did you teach?

Rows

Very large undergraduate (> 250 students)

Large undergraduate (100-249 students)

Medium undergraduate (50-99 students)

Medium-Small undergraduate (25-49 students)

Small undergraduate (< 25 students)

Large graduate (>30 students)

Medium graduate (10-30 students)

Small graduate (< 10 students)

Courses with clinical trainees (medical/nursing/etc. students, residents, fellows)

0

1

2

3

≥4

Question 21.

How many student-quarters of independent study (e.g. research, directed reading, individual training) did you supervise from Summer 2009 to Spring 2010 (this year)?

Rows

undergraduate students

graduate students

clinical trainees (med students, residents, etc.)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12
 13
 14
 15
 ≥16

Question 22.

How many student-quarters of independent study (e.g. research, directed reading, individual training) did you supervise from Summer 2008 to Spring 2009 (last year)?

Rows

undergraduate students

graduate students

clinical trainees (med students, residents, etc.)

- 0
 1
 2
 3
 4
 5
 6
 7

- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- ≥ 16

Question 23.

How many classes per academic year (F/W/Sp) constitutes a full teaching load (100% FTE) for someone at your rank in your department?

- Select one...
- Don't Know
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Question 24.

Over the past year, how long before the beginning of each quarter did you know whether or not you would be teaching at least one course?

Rows

Spring 2010

Winter 2010

Fall 2009

Summer 2009

- < 1 month
- 1 - 2 months
- 3 - 4 months

- 5 - 6 months
- 6 - 9 months
- 10-12 months
- > 1 year
- I did not request to be hired that quarter.

Question 25.

Over the past year, how long before the beginning of each quarter did you know which classes you would be teaching ?

Rows

Spring 2010

Winter 2010

Fall 2009

Summer 2009

- < 1 month
- 1 - 2 months
- 3 - 4 months
- 5 - 6 months
- 6 - 9 months
- 10 - 12 months
- > 1 year

Question 26.

MY TEACHING LOAD IS [select one] RELATIVE TO OTHER [non-ladder / ladder] FACULTY IN MY DEPARTMENT/UNIT.

Rows

non-ladder (lecturer)

ladder (tenure-track)

- Higher than
- About the same as
- Less than
- Don't know

Question 27.

MY TEACHING LOAD IS [select one] RELATIVE TO OTHER [non-ladder / ladder] FACULTY IN OTHER UW DEPARTMENTS/UNITS.

Rows

non-ladder (lecturer)

ladder (tenure-track)

- Higher than
- About the same as
- Less than
- Don't know

Question 28.

MY AMOUNT OF TEACHING SUPPORT (e.g. TAs) IS [select one] RELATIVE TO OTHER [non-ladder / ladder] FACULTY IN MY DEPARTMENT/UNIT.

Rows

non-ladder (lecturer)

ladder (tenure-track)

- Higher than
- About the same as
- Less than
- Don't know

Question 29.

Please rate your level of agreement/disagreement with the following statements:

Rows

I am satisfied with my teaching load at UW.

I am satisfied with my courses and/or type of teaching at UW.

I am satisfied with the amount of support I receive for my teaching at UW.

I am satisfied with the lead-time given about which courses I will be teaching at UW.

I have influence on the choice of which courses I will teach.

I am satisfied with the relationship between percentage appointment (% FTE) and number of courses taught per quarter.

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly
- Don't know

Question 30.

Thank you for providing any comments you have about teaching at UW.

The next questions pertain to FLEXIBLE POLICY OPTIONS.

UW has several flexible policy options for faculty:

- Partial leave without pay (part time, with guaranteed return to full time within two years)
- Medical and family leave (paid and unpaid leave for medical and family care reasons)
- Paid professional leave (sabbatical)
- Teaching reduction for course development/departmental service/administration, etc.

Question 31.

For each statement, please check all flexible policy options that apply:

Rows

I am aware of the following flexible policy options at UW:

I do NOT believe I am eligible for the following flexible policy options at UW:

I have utilized the following flexible policy options at UW:

I was eligible to utilize the following flexible policy options, but chose not to do so:

My request to utilize the following flexible policy options at UW was denied:

I believe my department/unit would be supportive of my using the following flexible policy options:

- Partial leave without pay
- Medical/family leave
- Paid professional leave
- Teaching reduction for course development/departmental service/administration, etc.

Question 32.

If you were eligible but CHOSE NOT TO USE a flexible policy option,

Please indicate why you did not request to use a flexible policy option (check all that apply):

- Was afraid of career repercussion
- Did not need to use the option
- Did not want to create a burden for my colleagues
- Could not financially afford to reduce my appointment/pay
-  Other:

Question 33.

If you requested to use a flexible policy option but WERE DENIED APPROVAL,

Please indicate why you think your request was denied (check all that apply):

- I did not meet eligibility requirements
- Funding concerns
- The department is not supportive of flexibility
-  Other:

Question 34.

Thank you for providing any comments you have about flexible policy options at UW.

The next questions pertain to your SERVICE and ADMINISTRATIVE work.

Question 35.

For the last 5 years, please indicate how many of each kind of committee you served on.

Rows

UNIVERSITY WIDE committees

COLLEGE WIDE committees

DEPARTMENT committees

LOCAL or NATIONAL PROFESSIONAL ORGANIZATIONS committees

- 0
- 1
- 2
- 3
- ≥ 4

Question 36.

In the last 5 years, if you served on another type of committee, please specify it:

Question 37.

What other sorts of academic service and/or administration do you perform (check all that apply)?

- student advising
- class logistics for classes you are not teaching (e.g. dealing with overloads, arranging common exams, etc.)
- equipment maintenance (for classes/labs)
- classroom scheduling
- TA scheduling

- TA evaluations for classes you are not teaching
- TA hiring
- TA training, mentoring and/or oversight
- program administration
- consulting/collaborating with other UW faculty & staff
-  Other:

Question 38.

How many hours per month, on average (over the year), do you spend in committees and on committee work?

Question 39.

How many hours per month, on average (over a year), do you spend in non-committee service and administration?

Question 40.

In comparison to [non-ladder/ladder] colleagues in my DEPARTMENT or UNIT, I serve on [select one] total committees.

Rows

non-ladder (lecturer)

ladder (tenure-track)

- More
- About the same number of
- Less
- Don't know

Question 41.

In considering the past 5 years, please rate your level of agreement/disagreement:

Rows

The committees I serve on have the authority to influence BUDGETARY decisions.

The committees I serve on have the authority to influence CURRICULAR decisions.

The committees I serve on have the authority to influence HIRING decisions.

I am gaining leadership experience through my involvement in committees.

My COMMITTEE service is valued by the department for merit review, rehiring decisions and/or promotion.

My ADMINISTRATIVE service is valued by the department for merit review, rehiring decisions

and/or promotion.

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly
- Don't know

Question 42.

Thank you for providing any comments you have about service at UW.

The next questions pertain to your LEVEL OF SATISFACTION with your CAREER ADVANCEMENT at UW.

Question 43.

On an annual basis, roughly what percent of your UW-paid working hours are spent on the following (should sum to ~ 100)?

Rows

Teaching

Administration (supervising)

Service

Research related to Pedagogy/Teaching

Research in your Field of Expertise

- 0 - 9 %
- 10-19 %
- 20-29 %
- 30-39 %
- 40-49 %
- 50-59 %
- 60-69 %
- 70-79 %
- 80-89 %
- 90-100 %

Question 44.

What do you think is the relative weight given by your department in promotion/rehire/merit increase decisions of these various categories of effort? (please sum to ~ 100)

Rows

Teaching

Administration (supervising)

Service

Research related to Pedagogy/Teaching

Research in your Field of Expertise

- 0 - 9 %
- 10-19 %
- 20-29 %
- 30-39 %
- 40-49 %
- 50-59 %
- 60-69 %
- 70-79 %
- 80-89 %
- 90-100 %
- don't know

Question 45.

What is your level of voting rights for the following areas in your department or unit?

Rows

Hiring of non-ladder faculty

Hiring of ladder faculty

Promotion within non-ladder ranks (e.g. promotion to senior lecturer)

Promotion within ladder ranks (e.g. tenure of assist prof)

Curriculum

Other departmental issues

- Full Vote
- Participate in Discussions, no Vote
- Not Present for Discussions or Vote
- Don't Know

Question 46.

Please rate your level of agreement/disagreement with the following statements:

Rows

I am satisfied with my prospects for career advancement at UW.

I could move into a leadership role at UW if I wanted to do so.

I am satisfied with how my career has already advanced at UW.

My department is supportive of my scholarly activity.

I am satisfied with my available time and support for curricular development

I am satisfied with my job security.

I am satisfied with my current mix of teaching, service, administration and research.

I am encouraged to pursue my own intellectual interests.

I am satisfied with my work-life balance.

UW is supportive of my work-life balance.

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly
- Don't know

Question 47.

Thank you for providing any comments you have about your level of satisfaction with your career advancement at UW.

The last questions pertain to MENTORING.

Question 48.

Please rate your level of agreement/disagreement with each statement:

Rows

I receive mentoring.

I am satisfied with the mentoring I receive on professional/career issues.

I am satisfied with the mentoring I receive on work-family balance issues.

I would like additional mentoring on professional/career issues.

I would like additional mentoring on work-family balance issues.

I mentor junior lecturers on professional/career issues.

I mentor junior lecturers on work-family balance issues.

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly
- Don't know

Question 49.

Thank you for providing any comments you have about mentoring at UW.

Question 50.

Thank you very much for taking the time to share your experiences with us. If you have any further comments on your experiences as a member of the "non-ladder faculty" at UW, please share them here.