

UNIVERSITY OF WASHINGTON TACOMA
Agenda
Faculty Assembly Faculty Affairs (FA)
Monday, April 16, 2012
12:30-1:30pm
GWP 303

1. Approval of the March 7 and April 2, 2012 minutes.
2. Interviews regarding external funding – discussion of analysis approaches
3. Discussion of faculty issues concerning Lecturers
4. Continued discussion of evaluating teaching effectiveness
5. Adjourn

Lecturer Findings
February 2, 2012
Prepared by Linda Dawson and Katie Baird

I. Key Findings of Data Analysis (Data Provided by IRP in Seattle)

Purpose: To Evaluate the Important of Lecturers in Terms of Overall Coverage of the Curriculum and In Terms of Students Taught Per Lecturer (2006-2011)

1. To gauge the extent to which UWT relies on Tenure Track (TT) versus Lecturers (L), and trends in this reliance, we examined the percent of all student credit hours (SCH) in each academic year taught by TT faculty over the period 2006-2011. Key findings:

- There has been a steady decline campus wide over this period in the percent of SCH taught by TT faculty. Campus-wide, including graduate classes, in 2006 a total of 74 percent of SCH was taught by TT faculty. Last year it had fallen to 49 percent. The fall has been steepest in lower-division classes. Last year less than one-third of all lower-division SCH were taught by TT faculty (See Graph 1 in Appendix)

- There is variation among units in their reliance on L for SCH. Urban Studies has a high percentage of its courses with TT faculty, whereas IAS and Social Work rely more than other units on L. (Data available on request)

2. To gauge the teaching workload of the typical L versus the typical TT faculty, we calculated SCH on a per-faculty basis: Per L, and Per TT faculty. We then looked at the ratio of these numbers (FTE-L-SCH/FTE-TT-SCH). Hence a ratio of 1.5 tells us that on average a FTE-L taught 50 percent more students than did the typical FTE-TT faculty. Key findings:

- Campus-wide, the ratio increased from 1.5 in 2006, to 1.9 last year. In other words, last year the typical L had a teaching load (SCH) nearly twice that of the typical TT faculty.

- Broken down by units, the data is somewhat volatile and probably less reliable. However it shows that the steepest increase has been in business. The last two years the ratio in Business has been about 2.5 (See Graph 2). Social Work and Nursing also have high ratios of around 2.5 to 3.0. Urban Studies is the only unit with rough parity between L and TT faculty (see Graph 3).

II. Key Findings of Focus Groups

Job Security:

Full-time lecturers do not feel that they have job security with their one year renewable contracts. Some lecturers do extensive service and curriculum development, and would like to continue with this type of service but are reluctant due to the insecurity of their contract. The form letter sent in December stating that funding may not be available for the following year is demotivating and discourages full participation in service. A multi-

year contract would significantly increase their commitment to and willingness to volunteer for service and institution-building activities.

The faculty code (Section 24-41 Duration of Nontenure Appointments) notes that a full-time lecturer can be considered for up to a 5 year contract.

Promotion:

Full-time lecturers indicated an interest in there being some process of achieving a promotion with greater job security. Among other things, one problem with being a lecturer is that to be considered as a principal investigator on a grant, you have to be at least a senior lecturer

A UW Seattle correspondence (Oct 26, 2010 to Deans and Chancellors from the Vice Provost for Academic Personnel on Reappointment and Promotion) notes that “lecturers who were not hired as a result of a national search are generally not eligible for multi-year appointments.” This statement is not absolute and seems to leave room for exceptions.

It appears that to promote a lecturer to a senior lecturer, a national search for the position must take place. It is unclear at this point what satisfies this requirement.

Concerns about Being Valued:

Several lecturers expressed concern about a campus culture and practices that discriminates against faculty by contract type. Topics that came up included working conditions (office shared with others, office location moved frequently - in one case by quarter), pay, lack of power or options when it comes to number and type of courses taught, and exclusion from matters deemed to be for tenure-track (process of mentoring as an example, resources for research).

III. Discussion Points For Executive Faculty

1. Could there be a way that we could provide greater job security for at least some? Also, rules/process for promotion? That is, could we develop a professional track that is not tenure track, but is also not year-to-year?
2. What can we do to diminish the distinction between TT and L, so that both are viewed as equal partners in the overall goal of educating UWT students? Where we reduce/eliminate subtle and not-so-subtle ways that one group is treated like second-class citizens?
3. L are particularly vulnerable, and likely have very low bargaining power vis-à-vis TT faculty (eg, less desirable teaching loads and classes, more students in their classes) and may feel more obligation than do TT faculty to agree to volunteer duties. What might we do to increase their bargaining power and voice in the allocation of teaching and service.
4. How do we sustain/institutionalize this conversation/awareness.
5. Should we investigate distinctions between full time-lecturers and part-time lecturers? Data here combines both, but focus groups/discussions were with lecturers. The issues, problems, and challenges

are quite different. For some part-time faculty, the issues raised here may be magnified. Others may have been teaching one class a year here for years, and have no issue. Integrating part-timers into the culture is especially challenging, but has a potentially even higher payoff. As a start, it might be useful to know how large this population is compared with the FT-L, and how these trends have grown over time.