

**University of Washington
Faculty Council on Faculty Affairs**

November 24th, 2015

1:30 – 3:00pm

Gerberding 26

Meeting Synopsis:

1. Call to order
 2. Announcements and next steps
 3. Conflict Of Interest changes
 4. Discussion of Lecturer issues
 5. Good of the order
 6. Adjourn
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1) Call to order

Watts called the meeting to order at 1:30 p.m.

2) Announcements and next steps

Watts noted that council work on the proposed faculty salary policy was intensive and extremely detailed, and for that reason - after the policy's passing in the FCFA's last special meeting - the following FCFA meeting (November 10th) was cancelled. He explained the proposed salary policy has now been reviewed and forwarded by the Senate Executive Committee (SEC) to the full faculty senate for a vote for approval to take place there. He explained amendments to code language of the salary policy are expected in the senate.

Watts explained that addressing issues associated with UW lecturers is the next agenda item before the council now that work on the salary policy has been completed. He noted one related question that has been asked: should UW librarians be considered members of the faculty? Librarians are not currently considered faculty at the UW, but hold the "academic staff" job classification. Watts explained another facet of the lecturer question is looking into "why we have tenure." He explained the beginning of a meeting can be devoted to discussion on these topics. He noted if members have any additional items that they would like the FCFA to address, these should be communicated to him in the meeting or electronically.

3) Conflict Of Interest changes

The item was missed due to the absence of Marcia Killien. It was noted the item will be taken up again when Killien is present.

4) Discussion of Lecturer issues

Watts began by explaining the predominant goal of the FCFA should be to better integrate lecturers (and their career path) into the faculty code; he explained the code does not currently include a great deal of related information. He noted the specific job of the council will be to understand the work of

several UW taskforces completed on this subject, and to appraise their adjoining findings and recommendations, discovering if these can or should be implanted into the UW faculty code.

Watts explained code language will likely need to be drafted as part of this effort. He mentioned Jack Lee (ex-Faculty Senate chair, 2013) had drafted code related to the concerns in 2013, which may be reexamined by the council. He noted the council should keep in mind that the taskforce reports are dated by a few years, and so an assessment of the situation as it exists currently must also simultaneously take place.

He explained there are three documents which council members should examine:

- i. "Provost's Guidelines for the Appointment of Full-time Lecturers"
 - ii. "Provost's Work Group on Lecturers at UW Seattle"
 - iii. "Report from Tri-campus Lecturers Committee"
- *each report available on the Faculty Senate website under "Reports"*

Watts explained Lisa Coutu, who was a member of the Tri-campus lecturer committee in 2014, is joining the council to discuss the topic in today's meeting and answer questions. Shortly after this announcement, Coutu arrived in the meeting.

Council discussion

Coutu explained she will not be able to attend another FCFA meeting this quarter or next due to a busy schedule and sabbatical. Watts asked Coutu to explain some of the work of the 2014 Tri-campus lecturer working group of which she was a member, and to note the places where deficiencies were found within the faculty code.

Coutu explained the taskforce's charge was to make recommendations relating to best practices, but not to look especially into the faculty code. She noted any of the data from the taskforce report is "snapshot" data from the time of investigation, and should be treated as such. She explained one important component of the taskforce's findings is that there needs to be some discernment of competitive and non-competitive hiring at the UW. She explained this should be done in the spirit of increasing diversity and advancing faculty who have been hired.

Coutu expressed an opinion that 100% of part-time and full-time lecturers should not be non-competitively hired at the UW. She explained sometimes the position that requires filling is only for a temporary gap in curriculum, and explained she believes non-competitive hires are appropriate in this situation. Johnson explained it would be difficult to do a competitive hire for a person who teaches only one class per quarter. Coutu explained even in that kind of situation, you could do an open call for that position, create a pool of potential candidates, and choose the same person every year if they were the best qualified for the job. She explained the question can be deduced to: "how do we as faculty want to hire people?" She explained best practices advise an open search. Katz noted in his department, there are clinical faculty who want to teach a course here and there, but also have other jobs. He explained these individuals teach one course a quarter, and they could theoretically do this every year, indefinitely. Katz noted it does benefit students to have "professionals" teach them.

Discussion continued with a focus and agreement that all UW instructors should be evaluated in the same way. Coutu explained by not allowing lecturer searches to be open and "only hiring the people we

know,” qualified and desirable applicants are being missed. She clarified that understanding how to deal with part-time lecturers going forward is the main issue. She explained at UW Bothell and Tacoma, instructor searches have been quicker and even more haphazard due to enormous growth on those campuses.

Coutu explained issues associated with full-time lecturers have been better addressed than part-time lecturer issues, as many more details need to be worked out for the latter. Watts noted just in this discussion with one teaching pattern, already the discussion is becoming complicated.

Coutu explained several surveys were broadcasted to lecturers by the taskforce she served on, and results are included in the taskforce report’s appendices.

Watts explained the FCFA does not want to get in the way of policies and procedures that are working well; the council does, however, want to ensure minimum standards of instructional quality are met.

Coutu noted there should be language in the faculty code noting various instructor appointments and how they are carried out. Katz questioned if the council were to tighten up the position of the part-time lecturer and require open searches for each hired, will one of the effects be that units hire more clinical appointments? He advised others to consider potential unintended consequences. Watts reiterated that the council should work to ensure certain minimum standards and procedures are met “when anyone is up in front of students in a classroom.”

Cameron explained because there is such a range in the ways part-time lecturers are used, comprehensively fixing all issues at one time is not feasible. She explained the council might try to start with a single related issue with the potential for the biggest positive outcome, or one that will lead to the best advantage for lecturers who do the most work for the university and offer the most to UW students. She informed that before any reports or guidelines surfaced, the majority of the UW’s full-time lecturers were non-competitively recruited, and not eligible for promotion or multi-year appointments. She noted this year, only 30% of UW’s lecturers are non-competitively hired like this, which is a marked improvement from that time. She commented that the FCFA will be best served by taking a step by step approach.

Watts explained the council could use an update on the numbers of competitive vs non-competitive hires at the UW. He noted he is in favor of Cameron’s recommendation to move forward by tackling one large aspect of all the issues, but does not possess the knowledge to do this. He explained addressing full-time may be less cumbersome than addressing part-time issues. Vaughn explained that the press is an important element in this discussion as well, as there is “scared language” on behalf of news outlets over the belief that adjunct faculty are predominantly teaching young people. She noted the term “adjunct” is used as a pejorative, and explained this to be an incorrect and unfair summarization of the state of instruction at the UW. Discussion ensued and many council members agreed. She noted UW public relations may benefit from the council working to remedy known issues.

There was some discussion of transferring guidelines from the “Provost’s Guidelines for the Appointment of Full-time Lecturers” into the faculty code. Coutu noted she is unsure about how much information should go into the faculty code, and is hesitant of adding too much as it may become unwieldy. Watts explained that the “Provost’s Guidelines” report clamps down on the idea that the UW should be limiting part-time appointments and moving to administer increasing amounts of multi-year appointments, and perhaps this may be added to the actual faculty code.

Vaughn noted it may be useful to think comprehensively about the human resources system while considering remedies to lecturer issues. She explained some issues might be solved by way of faculty appointment letters, emphasizing that the faculty code is not the only place where problems may be fixed.

After discussion, Watts explained the “Provost’s Work Group on Lecturers at UW Seattle” report includes several goals and principles (Exhibit 1, pg. 2). It was noted picking one or two of these to explore may be the best way to proceed.

After question, Cameron explained she is able to draft an up-to-date report of the same data seen in the report from the “Provost’s work group on Lectures at UW Seattle,” which includes lecturer numbers (total amounts) by college. She explained this data will be from fall quarter, 2014 – as this is the latest set of numbers that can be compiled. She explained she would make the data ready for the next council meeting. The council thanked her for her work.

Rees made the point that there are two types of lecturers at the UW. He explained the lecturers who come to the UW to teach one course a year are probably not interested in their university standing. Whereas, another sect of lecturers is likely much more invested in their rights as UW faculty. Rees noted decoupling these two faculty tracks may be important for the work of the council.

Watts noted separating the classes of lecturers as Rees suggested is a good idea, and he agrees. He also explained if lecturers are teaching one quarter per year, for twenty years, than there should still be some sort of vetting process for them. He noted it would be interesting to know what percentage of people are part time lecturers, and Cameron’s data will be useful in finding that number.

5) Good of the order

There was some discussion of reading passages of the faculty code relating to the discussed lecturer questions.

6) Adjourn

The meeting was adjourned at 2:57 p.m.

*Minutes by Joey Burgess, jmbg@uw.edu, council support analyst
Minutes approve 01-05-16*

Present: **Faculty:** David Goldstein, Kurt Johnson, Carol Landis, Lea Vaughn, Gordon Watts (chair), Aaron Katz
Ex-officio representatives: Judith Henchy, Julian Rees
President’s designee: Cheryl Cameron
Guests: Lisa Coutu

Absent: **Faculty:** Alissa Ackerman, Margaret Adam, Steve Buck, Joseph Janes, Chandan Reddy
Ex-officio representatives: JoAnne Taricani

Exhibits

Exhibit 1 – Report from the provost’s work group on lecturers at UW Seattle

LECTURERS AT THE UNIVERSITY OF WASHINGTON: SEATTLE CAMPUS CONSOLIDATED REPORT

Provost's Work Group on Lecturers at UW Seattle

6/7/14

Background

Provost Cauce appointed a work group on the Seattle campus in March 2013 to examine lecturer hiring practices and policies. Reports and recommendations were sent to the Provost by the work group that addressed new hires of full-time lecturers and senior lecturers (5/23/13), currently employed full-time lecturers and senior lecturers (4/11/14), and part-time lecturers (6/7/14). This report consolidates the recommendations of these three prior interim reports, including background materials and information.

Our Charge

The Provost's charge to the work group (3/8/13) was to make policy recommendations to Provost Cauce about hiring processes and policies for full-time lecturers and senior lecturers. The goal was a predictable path for full-time lecturers. This charge was expanded in Spring 2014 to include 1) policy recommendations for part-time lecturers, especially those holding annual or multi-year appointments at .5FTE or greater, and 2) suggestions for promoting cultural change in the attitudes and practices related to instructional faculty of the university.

Work Group Goal

In accepting this charge, members of the workgroup were guided by a long-term goal for the UW of being a world leader in undergraduate and graduate education, through appointing and retaining the highest quality of instructional faculty, and rewarding excellence in instructional positions.

Statement of Values Regarding Lecturers

Faculty who hold appointments as lecturers are a valued and integral part of the UW faculty and are essential to meeting the UW's mission.

Lecturers should be afforded the professional standing in the University community commensurate with their expertise and responsibilities, and be incorporated into the life of the campus and academic unit to the fullest extent possible.

Faculty who are appointed as lecturers should be provided with clear written policies and procedures on hiring, terms of employment, expectations, evaluation, and opportunities for professional development.

The diversity of needs for and attributes of instructional faculty (e.g., lecturers) across academic units needs to be recognized in the development of policies and practices.

Goals for Recommendations regarding Lecturer Employment

The recommendations should address:

- Clear, consistent, fair, predictable employment processes and pathways
- Opportunities for advancement
- Respectful treatment of current lecturer faculty
- Advancement of diversity of the UW faculty
- Recognition and promotion of flexibility among academic units with differing circumstances and needs.

Work Group Process

Members of the work group were appointed by the Provost to represent both administration and faculty. The work group was chaired by Lisa Coutu, Principal Lecturer and Marcia Killien, Secretary of the Faculty. Members met, as available, during the 2012-14 academic years. Our work was informed by data on lecturer appointments provided by Academic Human Resources and by responses to surveys sent to deans and department chairs, full time lecturers, and part time lecturers. These data are summarized in the attached appendices.

The work group co-chairs explicitly acknowledge the commitment, collaboration, and creative thinking of the members of our committee. The work represented here reflects the members' systematic and careful consideration of lecturer issues on the UW Seattle campus.

During the period when the work group was active, national and local changes in higher education were influential to our work. These changes include but are not limited to decreases in funding for teaching and research at the state and national levels, rising tuition and student debt, and increased attention to the working conditions and activism of 'contingent faculty.'

Consolidated Recommendations

The recommendations presented next represent a consolidation of those made in each of the three interim work group reports. The details underlying the recommendations are elaborated more fully in those respective reports. Recommendations are made in the following areas: new or revised policies; suggestions to correct misinformation, increase clarity of and adherence to policies; ways to promote culture shift/enhance status of lecturers. The following table is ordered by proposed implementation date and level/positions responsible for implementation.

**CONSOLIDATED RECOMMENDATIONS: LECTURERS
UW SEATTLE**

Level of Implementation	Recommendation	Suggested Effective date	Competitive					Non-competitive	
			Principal 0180	Sr Lect. FT 0117	Sr Lect. PT 0178	Lect. FT 0179	Lect. PT 0140	Lect. FT 0115	Lect. PT 0185
Unit	Involve lecturers, regardless of voting status, in unit activities and curricular planning	9/15/14 Ongoing	x	x	x	x	x	x	x
Unit Provost	Increase lecturer (FT & PT) eligibility for faculty awards and recognition.	9/15/14 Ongoing	x	x	x	x	x		
Deans Chairs	Hold regular orientation, career planning & feedback conferences with lecturers; provide career advancement resources & opportunities	9/15/14 Ongoing	x	x	x	x	x	x	x
Deans Chairs	Review fairness of workload & salaries of lecturers within and across unit(s)	1/15/15	x	x	x	x	x	x	x
Unit AHR	Review of current non-competitive lecturer appointments: Request re-classification to competitive hire job class those with documented search or search waiver	9/15/15						x	x
Unit Provost	Determine which long-serving, non-competitively hired lecturers will remain in current job class	9/15/15						x	x
Unit	Adopt policy of only one reappointment for lecturers in non-competitive job classes	9/15/15						x	x
Unit	Review and increase the number of multi-year appointments	ongoing	x	x	x	x	x		
Unit	Develop/enhance unit criteria & process for appointment & promotion of lecturers	9/15/15	x	x	x	x	x		
Unit	Review all lecturers for salary increases/merit	9/15/15 Ongoing	x	x	x	x	x	x	x
Provost	Require open advertising and search process for all new non-temporary lecturer appointments	9/15/14		x	x	x	x		
Provost AHR	Host workshops for deans, chairs, AHR staff on implementing new policies; developing hiring plans; culture shift	9/15/14 Ongoing	x	x	x	x	x	x	x
AHR	Develop a system of monitoring lecturer appointments for adherence to AHR requirements (eg. no new appointments as Sr. lecturer w/o documented search; limitations to number of reappointments in 0115 & 0185 job class codes)	9/15/14 Ongoing	x	x	x	x	x	x	x
Provost	Develop 'bridge' funding program to encourage use of multi-year appointments	9/15/14 Ongoing	x	x	x	x	x		
Provost	Focus a town hall address and/or "letter to the UW community" on value of instructional faculty to the university & excellence for students	9/15/14 Ongoing	x	x	x	x	x	x	x
AHR Faculty Code*	Develop and use new job class codes & title for newly hired temporary lecturers ("acting lecturer"); discontinue use of 0115 & 0185 for new hires	9/15/15						x	x
AHR	Review & update lecturer job class codes for accuracy, consistency, and clarity	9/15/15	x	x	x	x	x	x	x

*Faculty Code. This policy would require a faculty code change.

Workgroup Members

Co-chairs:

Lisa Coutu, Principal Lecturer, Communication

Marcia Killien, Secretary of the Faculty & Professor, Nursing

Members:

Cheryl Cameron, Vice provost, Academic personnel & Professor, Dentistry

Scott Freeman, Senior Lecturer, Biology

Tom Lee, Associate Dean, Academic & Faculty Affairs & Professor, Business

Larry Mauksch, Senior Lecturer (PT), Family Medicine

Laura McGarrity, Lecturer, Linguistics, Communication

Kevin Mihata, Associate Dean, Educational Programs, Arts & Sciences

Michael Shapiro, Divisional Dean & Professor, Asian Languages & Literature

Margaret Spearmon, Associate Dean & Senior Lecturer, Social Work

Emiko A. Tajima, Associate Dean & Associate Professor, Social Work

Charles Treser, Senior Lecturer, Public Health

Barbara Van Ess, Director, Personnel Policy, School of Medicine

Ann Voorhies, Lecturer, Psychology

LIST OF APPENDICES

Appendix A: Interim Report on Lecturer Hiring (May 2013)

Appendix B: Interim Report on Full Time Lecturers (Winter 2014)

Appendix C: Interim Report on Part Time Lecturers (Spring 2014)

Report to the Provost

Provost's Work Group on Lecturer Appointments UW Seattle 5/23/13

Our Charge

The Provost's charge to the work group (3/8/13) is to make policy recommendations to Provost Cauce about hiring processes and policies for full-time lecturers and senior lecturers, including offering multi-year contracts, and focusing on policies for new hires. The goal is a predictable path for full-time lecturers.

Background

Provost Cauce appointed a workgroup on the Seattle campus in March 2013 to examine lecturer hiring practices and policies; similar workgroups had been ongoing at UWB and UWT for the past year or more. These workgroups were formed, in part, to respond to concerns raised by current lecturer faculty that they were limited in their ability to seek multi-year appointments and/or promotions due to having been appointed without a competitive search.

The UWS workgroup held meetings on 3/8/13, 4/2/13, and 4/30/13 to review the status of lecturer appointments and make recommendations for future policy.

Data on lecturer appointments were provided by Cheryl Cameron, Vice Provost for Academic Personnel. These data (Appendix A & B) showed that, in Fall 2012, 644 individuals held appointments as full-time or part-time lecturers, senior lecturers, or principal lecturers in the 15 schools and colleges of the University of Washington, Seattle campus. The number of these appointments ranged from 3 in Pharmacy to 244 in Arts and Sciences. The majority (n=446, 69%) of appointments were as non-competitively hired lecturers, either full-time (n=101) or part-time (n=345). Further, the majority of full-time lecturer appointments were annual appointments and of these 48.5% (n=49) had held annual appointments for 3 or more consecutive years.

Workgroup Goal

In accepting this charge, members of the workgroup were guided by a long-term goal for the UW of being a world leader in undergraduate and graduate education, through appointing and retaining the highest quality of instructional faculty, and rewarding excellence in instructional positions.

Statement of Values Regarding Lecturers¹

Faculty who hold appointments as lecturers are a valued and integral part of the UW faculty and are essential to meeting the UW's mission.

Lecturers should be afforded the professional standing in the University community commensurate with their expertise and responsibilities, and be incorporated into the life of the campus and academic unit to the fullest extent possible.

¹ Hereafter, unless otherwise specified, the term "lecturer" is used to include titles of lecturer, senior lecturer, and principal lecturer.

Faculty who are appointed as lecturers should be provided with clear written policies and procedures on hiring, terms of employment, expectations, evaluation, and opportunities for professional development.

The diversity of needs for and attributes of instructional faculty (e.g., lecturers) across academic units needs to be recognized in the development of policies and practices.

Goals for Recommendations regarding Lecturer Employment

The recommendations should address:

- Clear, consistent, fair, predictable employment processes and pathways
- Opportunities for advancement
- Respectful treatment of current lecturer faculty
- Advancement of diversity of the UW faculty
- Recognition and promotion of flexibility among academic units with differing circumstances and needs.

Recommendations:

We recommend the following policies be adopted no later than July 1, 2013:

1. Promote deliberative faculty workforce planning in academic units

Academic units and campuses should engage in academic planning regarding instructional and scholarly needs. This planning would guide the faculty hiring plans and types of positions filled.²

Academic units should review currently appointed faculty for fit between job title and position responsibilities. [i.e., Lecturer titles are *instructional titles* and faculty holding those positions should be involved primarily in instructional roles]

2. Promote faculty diversity through increased use of open, competitive hiring practices.

Beginning no later than Autumn 2013, full-time lecturers should be hired through an open, competitive process (job class 0179). Noncompetitive hires (job class 0115) should be the exception, under urgent and/or very temporary conditions.

We believe the principle behind an open, competitive search is one of fairness to and equal opportunity for all potential applicants and that such a search process is important to promote diversity among the faculty.

Attributes of an open search include:

- a. The position is advertised as widely as possible both internally (within the academic unit and within the UW), and externally (beyond the UW) as is appropriate to the position qualifications, for a minimum of 30 calendar days. Postings may also be placed in disciplines' listservs, newsletters, and other venues.

² The guidelines proposed by Harrington (Appendix C) could serve as a guide to this planning and hiring process.

- b. Policies and procedures for new and continuing appointments should adhere to those for all faculty, outlined in the *Faculty Code*, Chapter 24, and Academic Human Resources:

<http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>

http://www.washington.edu/admin/acadpers/prospective_new/index.html

3. Enable opportunities for job predictability/stability for lecturers

Noncompetitively hired lecturers should be hired for no more than three years without a review of the needs for the position within the academic unit. For example, if a unit hires a full-time lecturer for the first time on an annual basis in Autumn 2013, the person could be renewed non competitively for 2014-15 and perhaps 2015-16. However, at the latest, the academic unit must conduct a competitive search in 2015-16 for a lecturer (job classes 0179) or professorial position, or eliminate the temporary position.

Competitively hired full-time lecturers should be given the opportunity to be considered for multi-year appointments as academic unit needs and resources allow. We recommend that no later than after the fourth re-appointment to an annual position (five years in the position), the unit faculty review the lecturer's portfolio and consider recommending the lecturer for a multi-year appointment. If a multi-year appointment is not made, the lecturer's portfolio shall, at the request of the lecturer, then be reviewed annually for consideration for a multi-year appointment.

4. Promote career advancement for lecturers

Competitively hired lecturers should be given the opportunity for consideration for promotion. We recommend the first consideration for promotion from lecturer to senior lecturer, or senior lecturer to principal lecturer, should occur five years after the initial appointment to lecturer or senior lecturer, respectively. If the unit faculty decide not to recommend the promotion, the faculty member shall be informed of the opportunity to be considered for promotion annually by their department chair (or chair's designee or the dean of an undepartmentalized school or college, or the dean's designee). At the request of the faculty member, a promotion review shall be conducted following the procedures described in the *Faculty Code*, Chapter 24-54.

Each unit should consider developing criteria for promotion to senior titles consistent with the specific expectations within their unit and with the descriptions in the *Faculty Code*.

Upon retirement, eligible competitively hired lecturers should be considered for appointment as lecturer emeritus, senior lecturer emeritus, principal lecturer emeritus. Non-competitively hired lecturers would be ineligible for this title due to limited length of service.

5. Upon adoption of new policies, the Faculty Code and the AHR policies (as cited on their websites) should be reviewed and updated for consistency with new policies.

NEXT STEPS

In addition to our immediate charge, the work group considered two additional areas of concern that seem to us to be of equal importance, and needing prompt resolution.

1. Currently employed lecturers. The implications of the recommendations for newly hired lecturers for currently employed lecturers, hired through both competitive and non-competitive processes, need to be addressed to ensure fairness and consistency of policies for all faculty holding lecturer titles.
2. Part-time lecturers. The largest proportion (65%) of lecturers and senior lecturers on the Seattle campus hold part-time appointment titles. There is a great deal of diversity in the structure of these appointments among the academic units. Recommendations for newly hired and currently employed part-time lecturers need to be developed that consider this diversity while also promoting the values expressed in this report.

These two areas need thoughtful deliberation and we recommend that the current work group continue to address these issues in the 2013-14 academic year in order to provide a more fully developed set of recommendations about all UWS lecturers to the Provost.

Workgroup Members:

Co-chairs:

Lisa Coutu, Principal Lecturer, Communications

Marcia Killien, Secretary of the Faculty & Professor, Nursing

Members:

Cheryl Cameron, Vice provost, Academic personnel & Professor, Dentistry

Scott Freeman, Senior Lecturer, Biology

Tom Lee, Associate Dean, Academic & Faculty Affairs & Professor, Business

Larry Mauksch, Senior Lecturer (PT), Family Medicine

Laura McGarrity, Lecturer, Linguistics, Communication

Kevin Mihata, Associate Dean, Educational Programs, Arts & Sciences
Michael Shapiro, Divisional Dean & Professor, Asian Languages & Literature
Margaret Spearmon, Associate Dean & Senior Lecturer, Social Work

Charles Treser, Senior Lecturer, Public Health

Barbara Van Ess, Director, Personnel Policy, School of Medicine

Ann Voorhies, Lecturer (PT), Psychology

LIST OF APPENDICES

Appendix A: Lecturer by College Snapshot of Fall 2012, UW Seattle

Appendix B: Lecturers by School / College / Campus

Appendix C: Suggested Guidelines for Faculty Recruitment by Title

Appendix A: LECTURERS BY COLLEGE SNAPSHOT: FALL 2012*
UW SEATTLE

UNIT	Principal Lecturer		Senior Lecturer		Lecturer: Competitive		Lecturer		TOTALS
	FT	PT	FT	PT	FT	PT	FT	PT	
A & S	15	0	40	10	12	0	41	126	244
Business	0	0	12	0	2	0	8	31	53
CBE	0	0	1	4	1	0	1	16	23
Education	0	0	3	1	0	0	0	3	7
Engineering	1	0	6	2	1	0	0	19	29
Environment	1	0	1	2	0	0	3	12	19
Evans	0	0	1	3	0	0	0	2	6
Information	0	0	6	1	0	0	4	10	21
Public Health	2	0	9	6	0	0	3	3	23
Dentistry	0	0	2	1	0	0	1	9	13
Law	1	0	6	0	2	0	1	45	55
Medicine	0	0	19	4	2	0	29	22	76
Nursing	0	0	1	11	0	0	0	28	40
Pharmacy	0	0	1	0	0	0	2	0	3
Social Work	0	0	1	2	2	0	8	19	32
Totals	20	0	109	47	22	0	101	345	644

* Based on data provided by C. Cameron, 3/8/13

Appendix B

College or B_Nam Mod	Job Class Code	Count
College of Arts and Sciences	0115	41
College of Arts and Sciences	0117	40
College of Arts and Sciences	0178	10
College of Arts and Sciences	0179	12
College of Arts and Sciences	0180	15
College of Arts and Sciences	0185	126
College of Built Environments	0115	1
College of Built Environments	0117	1
College of Built Environments	0178	4
College of Built Environments	0179	1
College of Built Environments	0185	16
College of Education	0117	3
College of Education	0178	1
College of Education	0185	3
College of Engineering	0117	6
College of Engineering	0178	2
College of Engineering	0179	1
College of Engineering	0180	1
College of Engineering	0185	19
College of the Environment	0115	3
College of the Environment	0117	1
College of the Environment	0178	2
College of the Environment	0180	1
College of the Environment	0185	12
Daniel J. Evans School of Public Affairs	0117	1
Daniel J. Evans School of Public Affairs	0178	3
Daniel J. Evans School of Public Affairs	0185	2
Foster School of Business	0115	8
Foster School of Business	0117	12
Foster School of Business	0179	2
Foster School of Business	0185	31
Information School	0115	4
Information School	0117	6
Information School	0178	1
Information School	0185	10
School of Dentistry	0115	1
School of Dentistry	0117	2
School of Dentistry	0178	1
School of Dentistry	0185	9
School of Law	0115	1

School of Law	0117	6
School of Law	0179	2
School of Law	0180	1
School of Law	0185	45
School of Medicine	0115	29
School of Medicine	0117	19
School of Medicine	0178	4
School of Medicine	0179	2
School of Medicine	0185	22
School of Nursing	0117	1
School of Nursing	0178	11
School of Nursing	0185	28
School of Pharmacy	0115	2
School of Pharmacy	0117	1
School of Public Health and Community	0115	3
School of Public Health and Community	0117	9
School of Public Health and Community	0178	6
School of Public Health and Community	0180	2
School of Public Health and Community	0185	3
School of Social Work	0115	8
School of Social Work	0117	1
School of Social Work	0178	2
School of Social Work	0179	2
School of Social Work	0185	19
University of Washington, Bothell	0115	12
University of Washington, Bothell	0117	17
University of Washington, Bothell	0178	5
University of Washington, Bothell	0179	11
University of Washington, Bothell	0180	1
University of Washington, Bothell	0185	108
University of Washington, Tacoma	0115	34
University of Washington, Tacoma	0117	5
University of Washington, Tacoma	0178	2
University of Washington, Tacoma	0179	2
University of Washington, Tacoma	0185	75

0115-Lecturer Full-time
0117-Sr. Lecturer Full-time
0185-Lecturer Part-time
0178-Sr. Lecturer Part-time
0179-Lecturer Full-time, Competitive Recruitment
01SO-Principal Lecturer

Data as of 10/31/12
Prepared by Academic Personnel

Appendix C³

SUGGESTED GUIDELINES FOR FACULTY RECRUITMENT BY TITLE⁴

An academic unit should recruit a **part-time (0185) or full-time Lecturer (0115)** through a **non-competitive search only** when:

- A program has unexpected needs (because of enrollment surges or reductions in force due to paid professional leaves, medical leaves, or has a research- or service-based course reductions) that can be filled by the expertise of a single person.
- A new or growing degree program is unsure of student demand, and needs to temporarily complement long-term faculty with shorter-term faculty.

An academic unit should conduct a **competitive search for a part-time (0140) or full-time Lecturer (0179)** when:

- Sustained enrollment growth in an established degree program (or required courses) can be met largely through adding sections of established courses.
- The implementation of a new degree program requires faculty with instructional expertise.

An academic unit should conduct a **competitive search for a part time or full-time Senior Lecturer** when:

- A current or new degree program needs instructional leadership.

An academic unit should **promote competitively recruited lecturers and senior lecturers** when:

- That colleague meets the criteria for advancement in title as outlined in the *Faculty Code*.

An academic unit should conduct a **search for an Assistant Professor** when:

- A current degree program has demonstrated student demand and a need for greater scholarly leadership.
- An established program has seen a reduction in professorial-ranked faculty, and yet expects continued student demand.
- A new or proposed degree program requires scholarly leadership.

An academic unit should conduct a **search for an Associate Professor or Professor** when:

- The faculty and leadership see an opportunity for scholarly excellence in a given specialization.
- There is a clear lack of senior leadership in a broad subject area.
- Development of a major new program requires senior leadership.

³ Modified from JW Harrington's "Suggested guidelines for faculty recruitment by title," of March 5, 2013.

To: Ana Mari Cauce, UW Provost
 From: Seattle Task Force on Lecturer Issues
Members: Lisa M. Coutu (co-chair), Marcia G. Killien (co-chair), Cheryl Cameron, Tom Lee, Larry B. Mauksch, Laura W. McGarrity, Kevin K. Mihata, Michael C. Shapiro, Margaret L. Spearmon, Emiko Tajima, Charles D. Treser, Barbara J. Van Ess, Ann C. Voorhies
 Re: Existing faculty with Job Class Code 0115 (Full-time, non-competitively hired lecturers)
 Date: April 11, 2014

Here, we offer our recommendations for addressing the situation of currently employed faculty who were hired into lecturer positions without a search (the 0115 job class code). The recommendations here are separate from the recommendations you adopted effective September 1, 2013 to address new 0115 hires made after that date.

The task force co-chairs explicitly acknowledge the commitment, collaboration, and creative thinking of the members of our committee. The work represented here reflects the members' systematic and careful consideration of lecturer issues on the UW Seattle campus. In the spirit of collegiality and in hopes of informing the wider discussion of lecturer issues across the three UW campuses, we shared this document with the chair of the tri-campus task force in advance of submitting it to you.

Executive Summary

We make the following recommendations, developed fully in the remainder of report.

1. By January 15, 2015, each unit with a 0115 lecturer must develop an instructional hiring plan, including plans for instituting open searches for lecturers (0179 or 0117), and arguments for retaining faculty in long-held 0115 positions.
2. By January 15, 2015, units should review the status of all 0115 lecturers and
 - a. Request reclassification to 0179 for any 0115 lecturers for whom a prior open search process or waiver of search can be documented.
 - b. Explore with any long-serving 0115 lecturer their interest in petitioning to be retained in the 0115 position and take appropriate action.
3. Starting September 15, 2015, the 0115 lecturer job class code should no longer be used for new lecturers hired temporarily without an open search.
4. Starting September 15, 2015, AHR should create a new job class code and title, 01XX, for full-time lecturers hired without a search.
5. Monitor and evaluate unit hiring practices for adherence to Provost guidelines.

Our recommendations were made with multiple criteria in mind, including but not limited to:

- 1.) *fairness*, both to the individuals who will be directly affected by these recommendations (many of whom have worked here for many years) as well as to the units who will be implementing these changes;

- 2.) *practicality*, promoting practices that can be implemented quickly but are still flexible enough to meet the varying needs of different academic units;
- 3.) *consistency*, with the University's mission and goals to maintain excellence in teaching while promoting diversity among the faculty (through competitive and open hiring).

Both the recommendations and the prefatory information offered below strive to incorporate and adhere to these criteria.

Our recommendations are based in part on surveys of both 0115 lecturers and unit heads on the Seattle campus about various issues regarding lecturers. These data suggested that new policies and practices need to address: 1) confusion and misinformation, 2) best practices with current 0115 lecturers, and 3) incentives to change behavior and cultural norms.

We believe that our suggested guidelines will only be effective if they are implemented with the goal of and actions aimed at changing behavior and cultural norms to promote best practices in units and across the university. The unit heads' survey responses provided evidence that the lecturer position is often undervalued. We believe that many of the current problems experienced by the University, units, and lecturers stem from the overall sense that implementing best practices for lecturer positions is not worth the time and energy that ladder positions receive.

Only with clear communication about what the new guidelines mean and require, and clear monitoring and oversight of lecturer hires, can the University ensure that the appropriate procedures accomplish the goal of limiting the use of the 0115 job class code to emergent or unexpected unit needs.

Background and Rationale

Survey of Unit Heads and Lecturers

In winter 2014 the workgroup conducted two surveys, one of unit heads from the Seattle campus and one of 0115 lecturers from all three UW campuses.

The unit head survey was sent to 115 individuals; 47 responded for a response rate of 40.8%. Of these, 18 indicated they had hired lecturers into the 0115 (FT) category and 34 responded they had hired lecturers into the 0185 (PT) category. Respondents identified numerous misconceptions about hiring processes and policies regarding lecturers including the requirements for competitive searches, their voting rights, and rights of part-time lecturers. Of particular concern to the task force were comments such as "lecturers offer lower cost teaching and offer a social good of providing more jobs to local people," "the miniscule salary we pay doesn't justify time and cost of competitive search processes," "if lecturers were promoted they would teach less and we need them to teach more," "don't see these positions as 'career-oriented.'"

The lecturer survey was sent to approximately 122 individuals; 67 responded for a response rate of 54.9%; of those, half of the respondents were from the Seattle campus. Seven were in the first year of their appointment while 18 had held their positions for 2-7 years and 12 had held their positions for 8 or more years. Their responses indicated that lecturers had a focus on teaching and program excellence, a desire for sustained and improved career opportunities at

the UW, and had experienced discouragement and frustration in their current positions. Responses highlighted a lack of awareness about the position by both the lecturer and their respective units, perceived inequities in workload relative to the position and/or others in the unit, incongruence in being valued enough to have multiple reappointments but not enough to be hired into a more sustainable position, and the existence of mismatches between the job classification and actual responsibilities. Respondents also raised concern about the impact and potential negative consequences of the transition to competitive hiring requirements on the individuals and units.

The survey responses and additional input from task force members led to a focus on policies and practices needed to address: 1) confusion and misinformation, 2) best practices with current 0115 lecturers, and 3) incentives to change behavior and cultural norms.

Confusion and Mis-Information

Through our survey and our conversations with colleagues across campus, we found that there is a need to address some confusion and misinformation, specifically around (1) what constitutes an open search, (2) under what circumstances units should hire lecturers in the various job class codes, and (3) some additional issues regarding lecturer hiring.

(1) What constitutes an open search?

The unit heads' survey responses provided evidence of discrepancy between their beliefs about their hiring practices and how lecturers have actually been appointed. A large majority (74%) of unit heads in our survey indicated that they had posted ads for lecturers. Half of the unit heads who responded to our survey indicated that they "always or sometimes" hired lecturers through open, competitive searches. Yet AHR data from October 2013 indicated that of the 319 lecturers (FT and PT), 275 were appointed in the non-competitive job class codes. Thus, either the unit heads are mistaken about their hiring practices or there are a number of 0115 lecturers who may be misclassified and should have been placed in the 0179 job class code.

This problem could also be the result of a lack of clarity about exactly what an **open search** entails. The following is directly drawn from work produced by the Seattle lecturer task force last year:

We believe the principle behind an open, competitive search is one of fairness to and equal opportunity for all potential applicants and that such a search process is important to promote diversity and quality of the faculty.

Attributes of an **open search** include:

- A. The position is advertised as widely as possible both internally (within the academic unit and within the UW), and externally (beyond the UW), for a minimum of 30 calendar days, as appropriate to the position. Postings may also be placed in disciplines' listservs, newsletters, and other venues. Note: Requests for exceptions can always be made to Academic Human Resources (AHR).
- B. Policies and procedures for new and continuing appointments should adhere to those for all faculty, outlined in the *Faculty Code*, Chapter 24, and Academic Human Resources: <http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>
http://www.washington.edu/admin/acadpers/prospective_new/index.html

- C. The terms **open**, **national**, and **competitive** are often used interchangeably when discussing searches. To be clear, the University requirement for any search is that it be **open**. This does not necessarily mean **national** (as above, the position should be advertised as is appropriate to the position qualifications). It also does not necessarily mean that multiple candidates must be considered to be **competitive**, as there may be only one person who meets the job qualifications.
- D. The process used to vet and select candidates for the lecturer position does not need to be identical to that used for a tenure-track position hire. For example, bringing candidates for multi-day campus visits, etc. at the unit's expense may not be a realistic use of resources.
- E. Searches should follow the guidelines of the University (see: <http://ap.washington.edu/ahr/administrators/recruitment/planning/>) and any specific school or college requirements.

(2) Under what conditions should units hire lecturers in the various job class codes?

The following draws heavily from JW Harrington's "Suggested Guidelines for Faculty Recruitment By Title" (5 March 2013). We have included conditions for full-time lecturers here, as our committee will take up the issues surrounding part-time lecturers next quarter (Spring 2014). Please note that we have removed recommendations about the hiring of 0115 lecturers because we recommend the position no longer be used for newly hired faculty.

- A. An academic unit should recruit a **full-time Lecturer (01XX)** through local networks, without a search, when:
 1. A program has unexpected needs (because of enrollment surges or reductions in force due to paid professional leaves, medical leaves, or has a research- or service-based course reductions) that can be filled by the expertise of a single person during an academic year.
 2. A new or growing degree program is unsure of student demand, and needs to complement long-term faculty with shorter-term faculty.
- B. An academic unit should conduct an open search for a **full-time Lecturer (0179)** when:
 1. The unit sees sustained need for full-time instructional faculty in an established degree program, to meet enrollment needs or to reduce class size.
 2. The implementation of a new degree program requires instructional faculty in addition to the colleagues who lead the design of the program.
- C. An academic unit should conduct an open search for a **Senior Lecturer (0117)** when:
 1. A current or new degree program needs instructional leadership.
 2. An effective search requires recruiting for a more senior, better paying, and longer-contracted position.

(3) There were several other issues that became apparent in the unit heads' survey responses.

Although these do not relate specifically (or only) to the 0115 position, we thought it important to highlight them here. Currently, while there is some flexibility under the University's guidelines on lecturer appointments and promotions, we believe that there continues to be much confusion and that some behaviors fall short of best practices.

- A. Misunderstanding: The promotion to Principal Lecture is ‘rare’ and ‘exceptional.’
Correction: The promotion to Principal Lecturer should be based on the faculty member’s fulfillment of the criteria for promotion to the position. It is not an exceptional category any more than Full Professor is an exceptional category.
- B. Misunderstanding: National advertising for lecturer positions is required and is too difficult for units.
Correction: Advertisement for lecturer positions should be appropriate for the candidate qualifications required. National advertising is not necessary in all cases. Nor is it arduous or cost-prohibitive to place an ad in any appropriate publication or in online venues. The attitude about open searches for lecturers may reflect an overall value that implementing best practices for lecturer positions is not worth the time and energy that searches for ladder positions receive.
- C. Misunderstanding: Individuals can be appointed as Senior Lecturers without a competitive search.
Correction: New appointments to Senior Lecturer positions are supposed to follow an open, competitive search. We found, however, that several units have reappointed a 0115 lecturer as a Senior Lecturer (without a competitive search) in order to “promote” in a position that is not promotable. It appears competitive searches are not always done.

Best practices regarding current 0115 lecturers

We are acutely aware that many of the 0115 faculty who will be affected by the adoption of these recommendations have contributed enormously to the University of Washington’s teaching mission. There are three particular issues we believe need to be addressed as the University moves forward with any plan to reduce the number of non-competitively hired positions on campus:

- (1) Faculty who have held 0115 lecturer positions for many years have contributed productively and importantly to their units. They hold long term non-competitive positions through no fault of their own. In some cases, the potential damage to the morale of units, students, and faculty members by requiring units to eliminate systematically all 0115 lecturers may outweigh problems associated with a more gradual attrition of these positions over time. It is important to note here that on the Seattle campus there are a relatively small number of 0115 lecturers (n=76). And given the Provost’s September 2013 recommendations regarding the hiring of new 0115 lecturers, the number of long-term 0115 lecturers on campus will decrease over time as faculty in these positions are not renewed, either because of changing unit needs or faculty-initiated separation from units.
- (2) The process must recognize and honor the fear and anxiety faculty may feel. There is a perception among some faculty that they will be asked to apply for “their jobs” if their units decide to advertise for 0179 positions. As noted in our recommendations below, those 0115 Lecturers who were misclassified should be reclassified and they would therefore not need to apply for a 0179 position. Exceptions for 0115 Lecturers who have been at the UW for many years should also be considered, but should clearly be “exceptional” cases (see below recommendations, section (2) b). For those recently hired into 0115 positions, and who will be asked to apply for 0179 positions, it is important to frame the process to shift the conversation away from them “applying for their current positions” – that are temporary and without the possibility of advancement – to a new position that will afford them more

opportunities. The discourse around these new positions should focus on improving the situation for both individuals and for units. Please see recommendations below that address (a) how units may work with AHR to correct misclassifications of 0115 lecturers who should have been 0179 lecturers, and (2) recommendations for when units may request that a 0115 lecturer continue in a 0115 position.

- (3) Some people currently in 0115 positions may not be competitive for the positions their units choose to pursue. This may be because the unit decides it needs different expertise than the faculty member offers or because there are better candidates for the position. In either case, the University must do what it can to mitigate the fallout of this process for individual faculty. We encourage the following:
- A. Career counseling opportunities (funded by the Provost's office)
 - B. Personal counseling services, including Carelink.
 - C. Human resources outreach, at both the unit and central administration levels.

Full Recommendations

Bearing in mind the issues discussed above, we advise the following process for reducing the number of current 0115 lecturers on the Seattle campus. The recommendations reflect a desire, on the part of the task force, to allow time for a culture shift in the perception of lecturers to occur. They also include some reinforcement of policies already in effect but not necessarily followed by all units.

We recognize that these recommendations may have unintended consequences, for both units and individual faculty. Nothing included here should be used to either silence or further disempower current 0115 lecturers.

Starting immediately: Developing and implementing a plan

- (1) The unit should assess its curricular needs and develop an instructional hiring plan. Such a plan would address the proportion of faculty of different types (tenure track, research focused, instructional focused, practitioners) needed to meet the mission and goals of the unit for the near future. Hiring into all positions (whether lecturer, WOT, research, clinical, or tenure-track) should be based on this needs assessment as well as funding sources to support the plan. The hiring plan should be completed and documented by **January 15, 2015**.
- (2) Once the instructional hiring plan is in place, the unit should create search for lecturer positions consistent with its plan.
 - a. If the unit foresees an ongoing need for one or more lecturer positions (even if the lecturer appointment continues to be annual), the unit should advertise for and conduct a search for a 0179 lecturer.
 - i. A unit may re-appoint someone in a 0115 position for up to 3 years as it prepares to search for a 0179 lecturer position. This means that anyone who currently holds a 0115 lecturer position would have no more than two appointment renewals, with the last appointment expiring June 2017. Nonrenewal notification needs to be consistent with Faculty Code and Academic Human Resources policies.
 - b. A unit may also decide to search for a 0117 (Senior Lecturer, full-time) faculty member, instead of a 0179 (Lecturer, full-time) faculty member.

- c. In some cases, the unit may decide, in collaboration with a faculty member who has held or will have held a 0115 lecturer position for 7⁵ or more years as of January 15, 2015, that it is in the best interests of the unit, the faculty member, and the students to continue the faculty member in a 0115 position. In these cases, the unit may petition the Provost for an exception to the best practice noted above.
 - i. Units who wish to continue to renew 0115 lecturers who have been in the positions for 7 or more years must provide evidence that the faculty member (a) meets the unit's hiring needs and (2) has been evaluated as demonstrating consistently meritorious performance.
 - ii. These cases should be "exceptional," and should not be used to avoid the hiring of 0179 lecturers, where such a hire is appropriate.
 - iii. Units requesting exceptions must provide an argument for the centrality of the 0115 position (as an 0115 position) to the unit's instructional goals, and evidence that the search for an 0179 position would be detrimental to the unit, its mission, and/or the faculty member who has long held an 0115 position.

(3) The unit should follow best practices for searches as outlined by its college or school, and as outlined by AHR.

- a. AHR search and hire planning guidelines: <http://ap.washington.edu/ahr/administrators/recruitment/planning/>
 - i. AHR should revise its hire planning guidelines to (a) indicate that their guidelines are 'best practices,' (2) add provisional language that indicates that other practices are appropriate in specific circumstances, and (3) delete the language of "national search" as this leads to confusion about what counts as an open, competitive search process.
- b. The AHR search and hire planning guidelines provide procedures for conducting comprehensive searches. These are 'best practices.'
- c. In consultation with AHR, a unit may request modifications to the best practices.
 - i. For instance, best practice for an open search is to advertise "in either a national print journal or online through the Chronicle of Higher Education for 30 days." For some searches, both the advertising venue and the length of advertisement may be more narrowly defined.
 - ii. For instance, best practice for interviews is to bring candidates to campus. However, depending on the position, online or telephone interviews may be used instead of on-campus interviews.

(4) AHR should conduct workshops for unit heads, administrators, and human resource personnel to explain the new recommendations and answer questions.

No later than January 15, 2015: Reviewing use of the 0115 position

- (1) Current 0115 lecturers should be reviewed to correct any misclassification of faculty who were recruited through open searches.
 - a. Units should provide evidence of the appropriate search process to Academic Human Resources in order to have the lecturer position reclassified as a 0179.

⁵ Our rationale for 7 years is that it parallels the 7 year process for assistant professors. As such, it is both parsimonious and consistent with the process by which meritorious ladder faculty are deemed central to a unit's mission. 0115 lecturers in this scenario would still only be granted one-year contracts, with no opportunity for multi-year contracts or promotion. We also discussed that some flexibility to the 7 year requirement may be appropriate in some circumstances.

- b. A lecturer may request such a review.
 - c. Evidence of an open search includes (but is not limited to), for example, a copy of the position advertisement, emails about the process that illuminate the search procedure, faculty meeting minutes, or travel receipts. These pieces of evidence can be used to document the process by which a lecturer was hired.
- (2) All current and newly hired 0115 lecturers (and, as of September 2015, 01XX lecturers) should receive clear, written communication about their position rights and responsibilities.
 - (3) There should be a review of current 0115 lecturers to ascertain whether all faculty holding this instructional title are actually fulfilling instructional duties. Our survey responses suggest that in certain units the title has been used for a range of functions other than instruction (e.g., research, practice, administration) and therefore should be reclassified.
 - (4) Units should decide whether to request waivers of search for a current 0115 lecturer who was hired as a spousal accommodation, an opportunity hire, or who otherwise has a historical agreement with the unit that can be supported through appropriate documentation.

Starting September 2015: Changing the culture

In order to implement the recommendations above and to facilitate the move away from hiring faculty without a search – without unfairly treating current 0115 lecturers -- we propose that:

- (1) effective September 2015, the 0115 lecturer job class code no longer be used for new hires.
 - a. Faculty who hold a 0115 position before September 2015 may be reappointed to a 0115 position.
 - b. Over time, this change will allow us to track the number of 0115 lecturers efficiently. It will also signal a clear desire by the University to move toward openly searched positions.
- (2) a new job class code for “temporary, acting lecturer” be established by Academic HR.
 - a. By “new,” we mean a completely new hire, not a reappointment of a 0115 lecturer. Existing 0115 lecturers should remain in 0115 positions (if they meet the criteria specified above) or compete for a 0179 or 0117 position.
- (3) the new job class code, 01XX, have identical position stipulations as the 0115 guidelines issued by the Provost for September 2013 EXCEPT that the new 01XX shall not have voting rights.
 - a. Rationale: Because faculty hired into the new 01XX position are temporary (no more than 3 years) and are hired without a search, they are not vetted by the University faculty and should not have the same rights as those who are hired through a search. Note that we are NOT recommending taking away the voting rights of any current 0115 lecturers, either in their current contract or in any contract reappointments.

Report to the Provost
Provost's Work Group on Lecturer Appointments: Part time Lecturers
UW-Seattle
6/7/14

Our Charge

The Provost's charge to the work group (3/8/13) was to make policy recommendations to Provost Cauce about hiring processes and policies for full-time lecturers and senior lecturers. The goal was a predictable path for full-time lecturers. This charge was expanded in Spring 2014 to include policy recommendations for part-time lecturers, especially those holding annual or multi-year appointments at .5FTE or greater.

Background

Provost Cauce appointed a work group on the Seattle campus in March 2013 to examine lecturer hiring practices and policies. Reports and recommendations were sent to the Provost by the work group that addressed new hires of full-time lecturers and senior lecturers (5/23/13) and currently employed full-time lecturers and senior lecturers (4/11/14).

This report addresses recommendations regarding part-time lecturers and senior lecturers. Our work is based on work group meetings held in Spring 2014.

Data on part-time lecturer appointments were provided by AHR. These data (Appendix A) showed that, in Spring 2014, 747 individuals held appointments as full-time or part-time lecturers, senior lecturers, or principal lecturers at the University of Washington, Seattle campus. The majority (n=536, 74%) held part-time appointments, most (89%) of whom were non-competitively hired part-time lecturers. Only one individual was competitively hired as a part-time lecturer, with 57 holding appointments as part-time senior lecturer.

In May 2014, a Catalyst survey was sent to 445 part time lecturers and senior lecturers to identify characteristics of this group and issues of concern to them (Appendix B). Of these respondents (n=203, 47.2% response rate), 54% held annual appointments while 40% were appointed quarterly (most in the College of Arts and Sciences); the majority (60%) were currently appointed at .5 FTE or greater. Most (78%) were employed only by the UW, with 56% employed only by a single UWS department/unit. Sixty-seven percent indicated they were involved in undergraduate teaching and 46% involved in graduate teaching.

Respondents to this survey also indicated areas of greatest satisfaction and concern. Areas of highest satisfaction were: success in the classroom, responsibilities, course load, and administrative support from department. Respondents were least satisfied with their eligibility for promotion and feeling integrated with colleagues. Their comments reflected frustration with a lack of input and involvement in curricular decisions, despite having major responsibilities for programs, advising, and instruction. Part-time lecturers often felt invisible to colleagues and lacked sufficient orientation, feedback, mentoring, and career development opportunities. Issues of job stability, low pay, and lack of promotional opportunities were cited. Some observed that women and persons of color are disproportionately represented in part-time positions.

Part-time lecturers are more diverse in their employment patterns and career goals than are full-time lecturers. They differ in duration of appointment (quarterly v annual or multi-year), FTE, form of pay (salaried v per course), and goals (remain part-time v aspire to full-time, seek promotion or not). For some, their UW position is sole or primary while others are

simultaneously employed at other educational institutions or in practice or industry. This diversity presents challenges to recommending policies that are appropriate for all. However, we believe the values set forth in Spring 2013⁶ apply equally to part-time lecturers:

Statement of Values Regarding Lecturers

1. Faculty who hold appointments as lecturers are a valued and integral part of the UW faculty and are essential to meeting the UW's mission.
2. Lecturers should be afforded the professional standing in the University community commensurate with their expertise and responsibilities, and be incorporated into the life of the campus and academic unit to the fullest extent possible.
3. Faculty who are appointed as lecturers should be provided with clear written policies and procedures on hiring, terms of employment, expectations, evaluation, and opportunities for professional development.
4. The diversity of needs for and attributes of instructional faculty (e.g., lecturers) across academic units needs to be recognized in the development of policies and practices.

Recommendations:

The following recommendations are offered for those part-time lecturers who hold annual/multi-year appointments at .5FTE or greater. Policies and recommendations for those appointed quarterly or at less than .5FTE should be addressed more fully in the future, but the following recommendations should apply to those appointments now as units deem appropriate. These recommendations are extensions of and consistent with those made regarding new full-time lecturers in Spring 2013 and current full-time lecturers in Winter 2014.

1. Include part-time lecturer positions in workforce planning in academic units
 - a. Academic units and campuses should engage in academic planning regarding instructional and scholarly needs. This planning would guide the faculty hiring plans and types of positions filled.
 - b. Hiring plans submitted to the appropriate school/college dean should be expanded to include lecturer positions (both full-time and part-time).
2. Promote faculty diversity through use of open, competitive hiring practices for part-time lecturers
 - a. Beginning no later than Autumn 2015, all annually (or multi-year) appointed part-time lecturers should be hired through an open, competitive process (job class 0140). Noncompetitive hires (job class 0185) for annually or quarterly appointed part-time lecturers should be the exception, under urgent and/or very temporary conditions.
 - b. Open searches for part-time lecturers may not need to include national advertisements, but should be advertised as widely as possible both internally (within the academic unit and within the UW), and externally (locally or regionally beyond the UW) as is appropriate to the position qualifications, for a minimum of 30 calendar days. Postings may also be placed in listservs, newsletters, and other venues.
3. Enable opportunities for job predictability, stability, and advancement for part-time lecturers

⁶ Report of Provost's Work Group on Lecturer Appointments (May, 2013)

- a. Noncompetitively hired part-time lecturers appointed annually should be hired for no more than two years without a review of the needs for the position within the academic unit.
 - b. Competitively hired part-time lecturers should be given the opportunity to apply for full-time lecturer positions, annual, and multi-year appointments as academic unit needs and resources allow. Multi-year appointments should not require provost permission; this would require a change to the Faculty Code, Section 24-41.B.
 - c. Part-time lecturers should be provided with orientation, mentoring, and regular evaluations. Career development opportunities should be made available to them to promote excellence in their instructional roles.
 - d. Competitively hired part-time lecturers should be given the opportunity for consideration for promotion. This would require a change to the Faculty Code, Section 24-41.C. We recommend the first consideration for promotion/advancement from lecturer to senior lecturer part-time, or senior lecturer part-time to principal lecturer part-time, should occur no later than five years after the initial appointment.
4. Promote inclusion of part-time lecturers in unit-level curricular planning and faculty activities. Part time lecturers should have opportunities to attend faculty meetings and share their expertise and scholarly work with unit colleagues.
 - a. Faculty of each unit should be involved in consideration of the appointment and re-appointment of part-time lecturers.
 - b. Include part-time lecturers in eligibility for faculty awards and recognition.
 5. Review and promote fairness and equity of part-time lecturer workload and salary. Course loads and pay of part-time lecturers vary widely within and across academic units. While there may be legitimate reasons for this variation, the fairness of differences should be considered and adjusted as appropriate.
 - a. Course loads of part-time lecturers within departments and academic units should normally be comparable, and should be equitable when compared with those of full-time lecturers.
 - b. Salaries, both annual and per course, should be reviewed for equity within academic units in schools and colleges and equity adjustments made as indicated.
 6. Review and revise the Job Class Code information related to part-time lecturers to improve both clarity and consistency within the part-time positions and between part-time and full-time lecturers.
 - a. We've posed questions here about areas we think should be more consistent across job class codes.
 - Why are the 'Earn Types' so variable across job class codes?
 - Why are ' Full-time/Part-time' designations different across part-time positions?
 - Why aren't 'limitations on appointment' and 'length of appointment' for 0140 both

'annual and multiple year' similar to those for other job class codes?

- Why aren't 0140 positions listed as 'promotable', as are their full-time competitive counterparts?
- b. We recommend the following changes to the AHR job class codes.
- For 0178, either (1) create a new JCC for Senior Lecturer Part time, competitive (which should then be promotable) OR (2) make 0178 competitive ONLY (like full-time Senior Lecturers)
 - Consider re-numbering the lecturer positions to emphasize the procedural and cultural shifts.
7. Consider mechanisms to promote cultural shifts within academic units and across the university in how part-time lecturers are appointed, reappointed, retained, and valued.
- a. Workshops for Deans/Directors/Chairs and unit administrators on implementing new guidelines for hiring, appointment, and reappointment processes.
 - b. Statements by the Provost (e.g. "letter to the community") expressing beliefs about the value to the university of all instructional faculty, including part-time lecturers, and setting expectations for equitable treatment for these faculty.
 - c. Involve all unit faculty in planning for the instructional needs of the program or department and endorsing strategic hiring plans to increase their knowledge of and commitment to the role of instructional faculty within their unit.

Respectfully submitted,

Workgroup Members

Co-chairs:

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LIST OF APPENDICES

Appendix A: Lecturers by Job Class Code

Appendix B: Survey of Part time Lecturers

Appendix A: Lecturers 5/2/14

A	B	C	D	E	F	G	H	I	J
Lecturers by Job Class Code									
1		0115	0117	0140	0178	0179	0180	0185	Total
2									
3									
4									
5		2	1	0	2	0	0	7	12
6		1	1	0	1	0	0	3	6
7		8	1	0	1	3	0	28	41
8		3	7	0	1	2	1	35	49
9		3	7	0	2	0	0	33	45
10		0	0	0	4	0	0	1	5
11		9	12	0	0	2	1	48	72
12		18	16	0	4	11	0	23	72
13		1	8	0	9	0	3	2	23
14		0	1	0	11	0	0	24	36
15		1	2	0	3	1	0	14	21
16		2	5	0	2	3	2	26	40
17		25	43	1	12	34	20	162	297
18		2	1	0	3	0	1	9	16
19		0	4	0	2	0	0	5	11
20		0	1	0	0	0	0	0	1
21		34	7	0	0	14	0	102	157
22		13	22	0	0	11	2	131	179
23									
24		TOTAL	122	139	1	57	81	653	1083
25		Source: AHR, 5/2/14							
26		"snapshot" view							
27									
28									
29									
30									

Appendix B: SURVEY OF PART-TIME LECTURERS
Summary of Results
05/19/2014

Background

The survey was developed as part of the work of the Provost's Task Force on Lecturers at UW Seattle. Its purpose was to identify characteristics and issues of faculty who held appointments as part-time lecturers and senior lecturers (job class codes 0178, 0140, 0185) during academic year 2013-14. The list of eligible participants (n=445) was obtained from Academic Human Resources and the Catalyst survey was open to these individuals from May 5-16, 2014. Email notifications to 15 potential respondents were returned as undeliverable and 203 individuals completed the survey for a response rate of 47.2% (203/430).

Results

Job class code. The majority of respondents (65.2%) were non-competitively hired lecturers (job class 0185) with an 5 respondents indicating they were competitively hired lecturers (job class 0140). An additional 16.75% were senior lecturers (job class 0178) and 12% indicated they didn't know their job class code.

Hiring process. A large majority (71%) indicated they were not hired through a search process while 19% indicated they didn't know if they were hired through a search process. Most (60%) indicated they had learned about the position from a colleague in the unit they now work. Only 4% responded to a job posting and 3% indicated they were spousal hires. 36% indicating "other". Most (68%) indicated they had been hired to teach a specific class in their field of expertise, with 30% hired to replace an existing faculty member and 15% hired to cover short-term instructional needs.

Employment characteristics. Just over half (51%) of these part time lecturers had been employed for 1-3 consecutive years, with the remainder employed for 4 or more years; 19.5% reported being employed for more than 10 consecutive years. However, only 5 respondents indicated they held a multi-year appointment. Forty-seven percent of those who had held appointments for more than the current year indicated they had always held part-time appointments with only 5% indicating they had once been a full-time lecturer. Nine percent of the respondents had formerly held a professorial or staff appointment at the UW.

Currently, the majority (54%) hold annual appointments and 40% were appointed quarterly. The majority (60%) were currently appointed at .5 or greater FTE. Course loads ranged from less than one to six per quarter, with most teaching 1-3 courses per quarter. Fifty-three percent were salaried and 47% were paid per course; of those, the per course rate ranged from \$800-\$10,400, with most appearing to be paid in the \$4000-\$7000/course range. The majority (78%) were employed only by the UW, with 56% were employed only by one UW Seattle department/academic unit, 17% holding appointments in more than one UW Seattle unit, and 5% holding appointments at more than one UW campus. The remaining were employed not only by the UW, with 3% employed also at another non-UW college/university, 6% also employed at a non-educational setting such as a clinical agency or industry, and 9% employed full time outside the UW. Respondent's UW responsibilities ranged widely to include not only teaching, but also research, advising, service, and program administration. Sixty-seven percent indicated they were involved in undergraduate teaching and 46% involved in graduate teaching.

Lecturer experiences

Respondents were asked about their level of satisfaction with dimensions of their employment. Areas of highest satisfaction (rated as very or somewhat satisfied by the majority) were: success in the classroom (93.5%), responsibilities (81%), course load (79%), administrative support from department (76%). Respondents were least satisfied (rated as somewhat or not at all satisfied) with their eligibility for promotion (54%) and feeling integrated with tenured colleagues (45%). Satisfaction with feeling integrated with lecturer colleagues was variable, with 43% indicating this as an area of satisfaction and 30% indicating it as an area of dissatisfaction.

When asked about their career goals, 30% wished to remain as a part-time lecturer. However 33% indicated they wanted to become full-time and 36% indicated they had discussed an appointment as a full-time lecturer with their unit head. While 47% were interested in being promoted to senior or principle lecturer and more than half (53%) the respondents indicated they were unaware they were ineligible for promotion. Many (37%) aspired to having a multi-year contract.

Additional comments

Respondents were asked what other information they think we should know. These comments were reviewed and coded by a member of the task force.

Feelings about teaching

- Most respondents spoke of enjoying teaching and being personally invested in being an excellent lecturer. Many invest unpaid time and effort to develop better classes, curriculum, and teaching skills.
- Lecturers provide critical services necessary to their departments, carry much of the teaching load in some departments, fulfill many student needs (including advising, writing recommendation letters, advising independent projects).
- There is frustration with having no input on departmental curriculum decisions, despite being the primary instructor for a particular course.
- The majority would prefer a stable, full-time teaching career.
- There is frustration with lack of distinction between those intentionally choosing part-time work and those teaching full-time loads (under part-time appointments) as a career. (Frustration with the assumption that all part-timers want to be part-time.)
- Respondents who did report choosing part-time teaching to complement other clinical or industry positions were generally satisfied with their positions.

Lack of recognition and support

- There is a widespread lack of departmental awareness and/or acknowledgement of the roles, contributions, and services fulfilled by lecturers, including independent professional development, service to the department, and student support outside of the classroom.
- Many respondents spoke of being treated as second-class citizens by tenured colleagues and administration.
- Quality of work is not recognized. Respondents pointed out the lack of evaluations or feedback, other than end-of-quarter student evaluations (which were largely dismissed as irrelevant/not constructive).

- Part-time lecturers are not eligible for teaching awards, despite many nominations. (Why are nominations allowed, only to then tell lecturers that they are ineligible?)
- Several comments focused on lack of support:
 - o Lack of departmental orientation, mentoring, oversight, and feedback.
 - o Lack of access to institutional professional development opportunities, benefits, and community.

Compensation and job security

- Lecturers are underpaid. Several commented on making less than a living wage, having to work other jobs (out of necessity, not career choice), making less than their teaching assistants. Lecturers are aware that they are largely being exploited as low-wage labor.
- Quantity of work is neither recognized nor compensated. Lecturers' workloads often exceed the appointment description. Many respondents spoke of the unpaid prep time required to develop a new course, often to only teach it once.
- Lecturers are not paid for the significant time spent on service to students and the department.
- There is awareness and frustration about the wide variation in lecturer salaries.
- There is frustration and helplessness over having no job security, as well as with uncertainty and unpredictability of appointments and last-minute staffing decisions.
- Many would like multi-year contracts.
- Some respondents spoke of deceptive hiring practices (being told of advancement opportunities at the time of hire, then denied such advancement after years of work).
- Several lecturers spoke of being denied raises, benefits (despite being 50%+ FTE), and use of accrued vacation time due to part-time status.
- Appears as though there are numerous misconceptions and much misinformation at the departmental level about job classes, appointments, benefits, promotions, and contracts.

Dissatisfaction with lack of job advancement opportunities

- There is frustration with advancement prevented by lack of competitive search during initial hire.
- There is frustration with being passed over for full-time opportunities; wanting to move up but having no way to do so.
- Many respondents spoke about wanting the opportunity to advance as a lecturer, yet not having a career path available to them at UW.
- Disproportionate number of people of color and women in part-time positions.

Notable comments

"Love teaching the students and have been fortunate to receive excellent student evaluations; within my program have great colleagues; at an all-school level however, I'm sick and tired of the way that the tenure system is used to negate the contributions of faculty; faculty unable to vote in curricular matters, or unable to serve on key committees, including governance structures. Talk about "social justice"- the systems in place create a caste system that is beyond anything appropriate to build successful teams."

"There really should be a concerted effort to figure out how to embrace, reward and develop the lecturers that are teaching 6 or more courses per year - they are obviously dedicated to the university and are a part of the fabric. They obviously have huge impact with our students since

they are teaching at least twice as many students as tenured faculty, if not even more since they are often teaching in the core courses, which have more students per class.”

“I feel very upset that part-time lecturers play a major role in teaching at UW, yet receive very little, if any, respect from tenured colleagues. It makes cooperation, such as in research, practically impossible, particularly between departments (I am really happy in my own department, but would like to collaborate with some scholars from other departments, but have not been successful in doing so). Because I work so closely with students, I write many academic recommendations and provide wide range of advice, which is a key activity part-time lecturers do that they are not recognized for. In fact, students come to me for recommendations because (tenured) professors do not engage with them enough. I really hope UW administration will find a way to bridge the academic divide at UW.”

“On the issue of integration - the prevailing attitude towards part-time lecturers seems to be that if we were smarter, more motivated, etc. we would be in tenure track positions. This attitude results in behaviors that really shut us out from inclusiveness. Many perfectly good PhDs are working as part-time lecturers and doing an excellent job of teaching for the UW while also publishing. It would be helpful to change the attitudes about part-time lecturing so that the community would be more inclusive.”

“Also, decision-making/ governance is a huge frustration. I don't care about voting per se, but it's extremely frustrating and discouraging to have curriculum decisions being made by people who haven't taught undergraduates in years and know NOTHING about current students, the content of those courses, or current clinical practice. I don't tell senior researchers how to write their grants; I'd appreciate the same respect in return what I know best how to do.”

“Instructors can't do their best (which students deserve) when they are food and housing insecure and have no benefits.”

“After some discussion I was upgraded 3 years ago to "Senior Lecturer Part Time" and this cost my department nothing, although I had some departmental resistance to the change. There was considerable confusion about the complex system of titles and appointments at UW.”

“I would like to have known more about the trajectory (or lack of it) when I was hired as a lecturer. I had previously been clinical adjunct faculty and while I love what I do, there appears to be no reward for working toward excellence beyond my own satisfaction.”

“Finally (since you asked) can we please stop fetishizing "the competitive national search" as a guarantee of quality? That's so offensive, and empirically false.”