Meeting Synopsis

1. Call to order
2. Announcements
3. Review of the minutes from March 9, 2021
4. Draft report on the survey of lecturers (attachment to come)
5. Continue drafting questions about lecturers for departments & colleges (attachment to come)
6. Voting rights for faculty on leave
7. Good of the order
8. Adjourn

1. Call to order

The meeting was called to order 11:00 a.m.

2. Announcements

Chair Lee noted the Class A legislation on Housekeeping was passed at the SEC on March 29, 2021.

3. Review of the minutes from March 9, 2021

The minutes from March 9, 2021 were approved as written.

4. Draft report on the survey of lecturers (attachment to come)

Dan Jacoby and Gia Anguiano developed a draft report (Exhibit 1) which was shared with FCFA and lecturers. Council members reviewed the latest draft, provided feedback, and considered possible endorsement of the report at the next FCFA meeting.

5. Continue drafting questions about lecturers for departments & colleges (attachment to come)

Chair Lee shared a draft list of questions for colleges and departments (Exhibit 2). Members suggested several changes to the document. The chair also noted the voting rights for faculty on leave discussion may require a review of the faculty code.

6. Good of the order

Nothing was stated.
7. Adjourn

The meeting was adjourned at 12:28 p.m.

Minutes by Alexandra Portillo, xanport@uw.edu, council analyst

Present: Faculty Code Section 21-61 A: Megan Callow, Gregory Lund, Aaron Katz, Jack Lee (chair), Jacob Vigdor, Mary Pat Wenderoth, Karam Dana, James Gregory, Faculty Code Section 21-61 B: Cass Hartnett, Frances Chu, Miceal Vaughan
President’s designee: Cheryl Cameron
Guests: Mike Townsend, Dan Jacoby

Absent: Faculty Code Section 21-61 A: Teresa Ward
Faculty Code Section 21-61 B: Xin Hsu Ying, Jennette Kachmar

Exhibits

Exhibit 1 – Current FCFA Report 3.29.21
Exhibit 2 – Possible Questions 3.29.21
Report to the Faculty Council on Faculty Affairs

2021 Survey of Lecturers

Dan Jacoby, PhD, Professor Emeritus, UWB
Gia Anguiano, MA, Policy Studies, UWB

This report was commissioned by the Faculty Council on Faculty Affairs
Professor John Lee, Chair

UW Senate Officers
Robin Angotti, UW Senate President
Chris Laws, UW Senate Vice President

The authors wish to thank the members of the Council for their support and suggestions.

Special thanks go to Megan Callow, Mary Pat Wenderoth, Teresa Ward, Jacob Vigdor, and Jack Lee.

The authors take responsibility for any errors.
Executive Summary: A total of 371 of 700 UW faculty in three job titles (part-time lecturer N=115, temporary part-time lecturer N=551, and temporary full-time lecturer, N=34) submitted responses to a survey produced for the UW Faculty Council on Faculty Affairs. Most lecturers say job security is very important to them and that virtually all seek longer term contracts. Job security had the lowest scores among 6 survey categories of job satisfaction. 40% of lecturers seek full-time teaching appointments, and large percentages struggle to make a living by piecing together multiple teaching appointments within the UW or at other institutions. More than half have taught for at least three years. Lecturers say they regularly perform more tasks than their contracts require. Overall, their individual teaching productivity is large and often exceeds that of full-time professors. Lecturers report feeling stymied by appointment conditions that prevent longer term decision making, and that make career advancement difficult. Temporary lecturers are typically hired without significant local search, and are often referred to their present positions by other UW faculty. While one purpose of search is to facilitate diversity, women are overrepresented among UW lecturers where search is not required. On the other hand, recruitments for both professorial positions and lecturers have failed to achieve representation of underrepresented minorities.

Key Findings

- 53% (n=371) of 700 part-time and temporary lecturers responded to survey invitation.
  - Three quarters of those who responded are Part-time Temporary Lecturers.
- 51% of respondents taught for 2 or more academic employers over the past two years.
  - 102 (27%) report teaching for at least one other institution of higher education over the past two years
  - The rest report teaching for additional UW departments, colleges, or campuses.
- 25.7% of respondents worked for another institution of higher education.
- Of 6 categories, lecturers rated their satisfaction with job security lowest.
- Satisfaction levels on lecturer compensation and reappointments were also notably low.
- Lecturers overwhelmingly say job security at UW is important to them.
  - Among Part-time Temporary Lecturers respondents over 80% reported that job security is important. That percentage is higher in other job classes.
  - Of 54 lecturers who say “job security is not important,” 77.8% have another job or are retired.
- 41.5% of lecturers would prefer to teach full-time. 33.4% prefer PT employment because they have another job. 9.4% prefer PT for family reasons, and another 9.4% because they are retired. The remainder cite other reasons.
- Most lecturers would prefer contracts renewed for an indefinitely long period, as opposed to renewal of their short-term contracts.
- 55% of lecturers have taught at UW for 3 or more years, 33% for 5 or more years, and 10% for 10 or more years.
- Females make up 54% of surveyed lecturers.
- Most lecturers (n=215) possess a PhD or terminal degree
- Whites or Caucasians comprise 72% of the lecturer population.
“This is the first time I've ever seen "official" concern of the welfare of part-time lecturers. Thanks for the validation.”

* * *

“If this university is actually interested in treating its part-time lecturers justly, then it needs to invite a real conversation with us and not rely on these types of inaccurate and highly limited tools that likely reproduce ignorance and deliver to the administration only the answers they want to hear.”

UW Lecturers
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1/. Background:
Deliberating upon the UW's use of and reliance upon lecturers, the Faculty Council on Faculty Affairs (FCFA) concluded that it did not have sufficient information with which to make policy recommendations. Reports showed well over than 500 part-time and temporary lecturers, but even the precise number has been difficult to ascertain due to significant quarterly turnover. Very little has been written to describe the characteristics of these lecturers or their deployment across departments, schools, and campuses. One result has been significant disagreement regarding UW policy.

Controversy regarding UW reliance upon lecturers dates back at least to 2010 when the UW Faculty Council on Women in Academia (FCWA) reported that lecturers said they were discouraged by short term contracts, low pay and limited advancement. Being the first of its kind, that report did not sharply distinguish between full and part-time lecturers or between those who were hired with or without a search (i.e., competitively or non-competitively). In the years following that report, the number of part-time lecturers increased alongside reductions in state funding. The Senate and the University responded to the FCWA Report in two ways. First, pathways were expanded that encouraged competitively hired lecturers to move from lecturer to senior lecturer and then beyond to principal lecturer. Last year (2020) Senate legislation retitled most full-time lecturers as non-tenurable Teaching Professors. However, the Senate was unable to address concerns affecting the larger group of lecturers hired under part-time or temporary titles.

A 2013 Tri-campus Task Force recommended that those issues should be prioritized. A number of advocates believe that long serving lecturers should be provided longer term contracts generating greater job security. Provost Baldasty instead set out guidelines that, with a few exceptions, limited the time period over which non-competitively hired lecturers could remain in employment without search. Ultimately, those guidelines were adjusted to affect only lecturers teaching more than 50% FTE during 3 or more years. New searches enabled some lecturers to convert to more secure competitive lines—though precisely how many has never been firmly established. On the other hand, there has been little if any shrinkage in the number of non-competitive lecturer lines since the 2013 recommendations.

The retitling of non-competitive part-time lecturers to temporary part-time lecturers renewed old controversies. Foremost is the fact that with over 500 such lecturers within the system, the UW employs a major body of faculty on a quarter-to-quarter basis with no right to longer term security or advancement. Because it has not been clear how many of these individuals have been at the UW for more than 3 years, it has been impossible to say how temporary their employment has really been. Significantly, part-time temporary faculty are employed in excess of .5 FTE with some regularity. Defining an FTE is controversial, particularly as lecturers are often presumed not to perform research and service. Lecturers are typically expected to teach more courses than tenure track faculty—in a number of cases a 0.5 FTE requires the same or more courses than does 1.0 FTE for full-time faculty. Nonetheless, absent any public accounting few have known how many faculty exist within each category, nor how lecturers felt about their contractual arrangements. These uncertainties and controversies underlie the fall 2020 decision by the FCFA to commission the present survey.
Aims. This report aims to provide the Senate with data to inform any potential reforms. We especially sought information that would help answer the following questions:

- How many lecturers find current arrangements, especially contract length, satisfactory? How varied are those arrangements? What accounts for greater or lesser satisfaction?
- How many part-time lecturers prefer to teach part-time? What are their characteristics?
- How many lectures teach one or two courses per year? Do they prefer such an arrangement?
- How many lecturers teaching limited numbers of courses qualify to be hired as affiliate faculty, because their primary employment resides elsewhere?
- How much does the University rely upon lecturer instruction and other services?
- How are lecturers hired and reappointed?
- How many lecturers are truly temporary?

Limits. Because there are a large number of faculty job titles at the University of Washington that could potentially be investigated, the FCFA decided to restrict this survey to the three non-ladder lecturer categories: temporary part-time lecturers; temporary full-time lecturers; and part-time lecturers. The survey thus bypasses clinical, acting, and visiting titles, and instructorships, graduate employees, artists-in-residence, and fellows. While all serve critical functions and deserve investigation, the FCFA felt that extending the survey into these classes would not serve its present purpose. The FCFA expects to conduct a similar investigation into clinical appointments, and possibly other job titles. The present research is expected to inform future efforts to understand more heterogeneous groups of faculty.

Scope. Below are the rules and qualifications for the three job titles surveyed as described on the University’s academic human resources web page.

Lecturer Full-Time Temporary
- Appointment length: Annual
- Key considerations: This is a special instructional role intended to address short-term or unanticipated instructional needs (UW Faculty Code Section 24-34 B.1). Appointment limitations as described in the Provost’s Lecturer Appointment Guidelines should be noted in the offer letter and the reappointment letter, if applicable.
- Full-time/part-time: Full-time
- Requires Board of Regents’ approval: No
- Competitive recruitment required: No
- Reappointment term: Annual
- Reappointment considerations: Limited to 3 consecutive annual appointments (Provost Lecturer Appointment Guidelines). Faculty who have exhausted their time in this title are not eligible for subsequent appointment in an acting title.
- Voting rights: Yes (UW Faculty Code Section 21-32 A)
- Promotion eligible: No
- Emeritus eligible: No

Lecturer Part-Time Temporary
- Appointment length: Annual or quarterly
- Key considerations: This is a special instructional role intended to address short-term or unanticipated instructional needs (UW Faculty Code Section 24-34 B.1). Appointment limitations
as described in the Provost’s Lecturer Appointment Guidelines should be noted in the offer letter and the reappointment letter, if applicable.

Full-time/part-time: Part-time; must be less than 50% if appointed annually; may be 50% or greater if appointed quarterly
Requires Board of Regents’ approval: No
Competitive recruitment required: No
Reappointment term: Annual or quarterly
Reappointment considerations: Recurring quarterly appointments at 50% or greater that result in academic year-long employment will be limited to a total of 3 consecutive academic years.
Voting rights: No
Promotion eligible: No
Emeritus eligible: No

Lecturer Part-Time
Appointment length: 1-5 years
Key considerations: This is a special instructional role (UW Faculty Code Section 24-34 B.1) that has the potential for a multi-year appointment
Full-time/part-time: Part-time; may be appointed at any part-time percentage commensurate with assigned duties
Requires Board of Regents’ approval: No
Competitive recruitment required: Yes
Reappointment term: 1-5 years
Reappointment considerations: Annual appointment in 3 consecutive years, should be reviewed for a potential multi-year appointment (Provost’s Lecturer Appointment Guidelines)
Voting rights: No
Promotion eligible: No
Emeritus eligible: No

Between 2013 and 2020 a number of guidelines were issued giving these positions their present shape. The Provost has also advised UWB and UWT to reduce their lecturer FTE to 10% of their teaching population. Although issued more than 2 years ago, our understanding is that this has not yet been implemented or enforced.

Next Steps: While this report draws preliminary conclusions, it is intended primarily to provide a common knowledge base for future policy decisions, the first of which will probably be proposed by the Faculty Council on Faculty Affairs. It is anticipated that this will report may spark requests for additional analysis to better comprehend the responses and situations of specific groups of lecturers. A preliminary copy of the report was shared with surveyed lecturers, and where possible their concerns have been incorporated. It is quite likely that the FCFA and/or the Senate would benefit from holding discussions with lecturers about possible recommendations.
2/. Survey Methods and Response Rate

The survey was drafted during fall 2020 and administered over three weeks beginning in January 2021. The Senate procured the e-mail addresses of all lecturers designated as Part-time, Part-time Temporary or Full-time Temporary during the fall or winter quarters. Invited lecturers were assured that responses would be recorded anonymously (no tracking using UW ID) and that data with potential identifiers would not be distributed if there were under 5 responses in a class (non-reported data is marked with asterisks). Separate surveys—9 in all (3 positions x 3 campuses) --were set up to reduce the number of questions. The surveys were differentiated by only one question providing a drop-down menu of schools or colleges on each campus. The survey is included in the Appendix.

As shown in Table 1, 700 surveys were sent out. 371 surveys were returned, for an overall response rate of 53%. Adjusting for 29 non-deliverable e-mails, the effective response rate rises to 55.4%.

Part-time temporary lecturers comprise the largest single group of responders (75.7%), and their response rate (51%) is roughly proportional to the overall response rate (53%). Part-time Lecturers provided the next largest number of response (17.8% of the total) are also represented proportionately to the overall survey group. Full-time Temporary lecturers, however, are overrepresented, but they comprise only 6.5% of total responses. Compared to the other two campuses, Tacoma is under-represented among respondents (47.8% of solicited Tacoma faculty responded), while Bothell at 56.2%
is marginally over-represented. Part-time Lecturers make up 17.8% of all responses, none of which came from Tacoma where only one appeared on our e-mail list. Because of their relatively small numbers, data for Full-Time temporary faculty are not typically reported by campus.

**Qualitative Data.** The survey provided several opportunities for lecturers to provide unstructured remarks that provided many candid discussions of people’s experiences. We have chosen to print comments we believe provide color or resonate in important ways with the statistics produced for this report. Due to the large number of responses, we made our best editorial judgements on which to include and acknowledge that all viewpoints could not be adequately represented using this approach.

3/. FIndings

**Demographic Characteristics.** In the four tables below key sample demographics are discussed. Like so much else in academia, underrepresented racial and ethnic groups are also underrepresented among temporary and part-time lecturers. A notable exception involves women (see Table X) who are somewhat overrepresented, especially when compared to tenure track professors.

**Educational Qualifications.** Educational credentials are important to this study because they may be used to justify differential treatment between teaching track and other lecturers. In each of the three lecturer titles surveyed, a significant majority possess PhD or terminal degrees for their teaching fields (Table 2). PhD/Terminal Degree holders are least dominant among Temporary Part-time Lecturers (54%). The percentage rises to 79.1% among Full Time temporary Lecturers. For comparison, the UW Common Data Set for 2019-20 indicates that 82% of all full-time instructional faculty possess either a PHD or a terminal degree. Overall, only 19 lecturers held degrees below the master’s level, the majority of whom appear to be individuals with expertise relevant to professional schools in business, engineering, information, education and social work.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Qualifications</th>
<th>Bothell</th>
<th>Seattle</th>
<th>Tacoma</th>
<th>All Campus</th>
<th>Total</th>
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<tr>
<td>Part-Time Temporary</td>
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<td></td>
<td>77</td>
<td>251</td>
<td>43</td>
<td>371</td>
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</tbody>
</table>
Age. Given the length of time many individuals take to achieve their PhDs, perhaps it should not be surprising that the groups of lecturers fall mostly into an age range between 35 and 49 (Table 3). These are typically considered prime years in career development. At the same time, we note that a sizable group are age 50 or over (n=141), accounting for more than one third of all respondents.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Age Groups</th>
<th>Bothell</th>
<th>Seattle</th>
<th>Tacoma</th>
<th>All Campus Total</th>
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<td>50 to 64</td>
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<td>40</td>
<td>10</td>
<td>73</td>
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<tr>
<td></td>
<td>65 or over</td>
<td>10</td>
<td>18</td>
<td>4</td>
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<td></td>
<td>77</td>
<td>261</td>
<td>43</td>
<td>371</td>
</tr>
</tbody>
</table>

Ethnicity. With white or Caucasian faculty accounting for more than 70%, minority ethnic groups are underrepresented within the lecturer community (Table 4). 5% of the faculty prefer not to identify their ethnicity, the remaining faculty is drawn from non-traditional groups, of which Asian and Pacific Islanders comprise nearly half. The fact that these standard patterns of under-representation are reproduced within this arena may reflect pipeline issues and/or the methods of recruitment noted later in Table 12.

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1 Some lecturers expressed a desire for further refinement of ethnic identity. While we understand desire to have communities of interest recognized, small numbers made it impossible to accommodate this request here.
Gender Identity. Contrary to the situation for underrepresented ethnic minorities, women constitute majorities within each of the surveyed lecturer titles (Table 5), a fact which has important implications. 4.6% of individuals identified themselves as non-binary. Additional faculty indicate that they are either Trans or Trans and Non-binary (we do not report N when it is less than 5). This leaves male lecturers at just under than 40% of the total. The predominance of females becomes particularly significant given their underrepresentation among tenure track faculty, and especially at senior levels.

<table>
<thead>
<tr>
<th>Table 5: Ethnic Identity and Job Title</th>
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<tbody>
<tr>
<td><strong>Gender Identity</strong></td>
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<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Female</td>
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<td>Male</td>
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<td>Non-binary</td>
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<td>Trans</td>
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<td>Trans and non-binary</td>
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<tr>
<td>No Responding</td>
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<tr>
<td>Grand Total</td>
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</table>

**Not Reported Due to Small Cell Size**

Working Conditions and Preferences.

Contract length. UW rules allow multi-quarter contracts up to one year for temporary part-time lecturers. 49% say they have been advised they will be employed between 2 quarters to 1 year.
Lecturers were advised about their future employment verbally in at least 19% of cases, in writing 47% of the time. The remaining 34% say that they received no assurance or else they did not respond to this question. Most full-time temporary lecturers report contract durations of 3 quarters or 1 year. Similarly, 82% of part-time lecturers report their contracts are for 3 or 4 quarters, despite administrators’ authority to hire within this category for longer periods of time. By contrast, well over half of all lecturers prefer to be employed indefinitely. While a limited number of part-time temporary lecturers say they desire contract extensions between one quarter and one year, a principal takeaway is that the vast majority of lecturers see themselves involved with college teaching on an ongoing basis.

“In my department a 6 course per year teaching load is 50% of full time (sometimes a touch more depending on the courses.) But the course load for full-time lecturers is 7-8 courses per year. While there is also a service requirement---I would enjoy doing service work; I just don’t do it now because I can’t/it isn’t compensated.”

UW LECTURER

Teaching Productivity and Desires. Table 7 reveals that when combined, part-time and temporary lecturers taught an average 1.8 courses in their latest quarter, 3.8 courses over the previous year, and 65.1 students per faculty. It is notable that, on average, part-time lecturers teach more students than temporary full-time lecturers. Presumably, this is because temporary full-time lecturers are frequently
employed on a less than 100% FTE basis. There is a considerable range of course assignments across part-time lecturers: 59% report teaching 6 or more courses over the 9-month academic year in 2019-20.

The last column in Table 7 provides a measure of lecturer frustration by calculating the difference between courses desired and courses assigned for the current year. Given that temporary part-time lecturers taught an average of 3.8 courses in the previous year, the shortfall of 1.24 courses on average suggests a relatively large disparity. On the other hand, temporary full-time lecturers, on average, were offered slightly more courses than they preferred to teach.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>N</th>
<th>Av Years UW Teaching</th>
<th>Av Crdt Qtr</th>
<th>Hrs</th>
<th>Av Stunts Qtr</th>
<th>Av. Courses Qtr</th>
<th>Av. Courses Taught 19-20</th>
<th>20-21 Desired - Assured Course Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time Temporary</td>
<td>281</td>
<td>4.1</td>
<td>5.8</td>
<td>56.3</td>
<td>1.4</td>
<td>3.8</td>
<td>1.24</td>
<td></td>
</tr>
<tr>
<td>Full-Time Temporary</td>
<td>24</td>
<td>3.1</td>
<td>10.4</td>
<td>88.9</td>
<td>2.5</td>
<td>5.5</td>
<td>-0.04</td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td>66</td>
<td>8.0</td>
<td>9.7</td>
<td>93.8</td>
<td>3.1</td>
<td>5.6</td>
<td>0.12</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>371</td>
<td>4.7</td>
<td>6.8</td>
<td>65.1</td>
<td>1.8</td>
<td>4.2</td>
<td>0.96</td>
<td></td>
</tr>
</tbody>
</table>

Preferences for PT work and places of employment and reported satisfaction. Table 8 provides more direct measures of satisfaction and frustration with job security and juxtaposes those measures with critical indicators of lecturers’ individual situations.

The left-hand side of Table 8 lists lecturer preferences for full-or part-time work, and whether that preference is due to another job, family commitments, retirement, or other. There is a high level of preference for full-time employment. Over 1/3 of temporary part-time lecturers prefer full-time employment. Of the combined temporary and non-temporary part-time lecturers, 141 prefer full-time employment. On the other hand, among lecturers who desire PT employment, most cite employment elsewhere as their reason (n=124). Family responsibilities and retirement are the predominant reasons cited by the remaining lecturers preferring part-time employment. Preferences for full-time employment will likely increase as their families evolve.

“I am heartened that the faculty senate is addressing this issue; I believe there are many mid-career academics like me who have favored teaching in our careers and who create value for the university, yet feel frustrated in stringing together temporary position after temporary position, with lesser, usually non-voting status in departments and ever-lurkinging job insecurity.

UW Lecturer

The right-hand side of Table 8 shows lecturers’ places of instruction over the past two years. Just under half of all lecturers have worked for a single UW academic department. In other words, the majority have combined pieces of employment from various places to make their living. Because respondents
were asked to check each place of their types of employment, they often have multiple employers. When that is the case they are placed in the category most remote from a single UW department (i.e. other institutions, UW campuses, UW schools, UW department). Among those who work for more than a single UW Department, the largest number were employed at different institutions of higher education. Of all lecturers, just under half (n=182) taught for only one UW department over the past two years, 102 taught for more than one institution, while the remainder of faculty report teaching for a combination of departments within or across UW colleges and campuses.

Job security satisfaction levels are reported for the separate categories on the left and right of Table 8. The level of satisfaction rarely averages above 3 on a 5-point scale in which 5 is very satisfied and 1 is very dissatisfied. As should be expected, lecturers who are working while retired or who have income from another job report higher levels of satisfaction with their UW job security. Those who prefer full-time employment report the lowest levels. Similarly, with the notable exception of temporary full-time lecturers, those whose employment has been with a single department report some of the relatively high levels of satisfaction. The lowest levels of job security satisfaction are reported by temporary part-time lecturers who teach at more than one institution.

<p>| Table 8: Job Preference, Places of Employment and Satisfaction With Job Security by Job Title |
|-----------------------------------------------|-------------------------------|-----------------------------------------------|-------------------------------|</p>
<table>
<thead>
<tr>
<th><strong>Job Preferences</strong></th>
<th><strong>N</strong></th>
<th><strong>Satisfaction</strong></th>
<th><strong>Places of Instruction</strong></th>
<th><strong>N</strong></th>
<th><strong>Satisfaction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PT: Other Job</td>
<td>111</td>
<td>2.8</td>
<td>Single Dept</td>
<td>126</td>
<td>2.7</td>
</tr>
<tr>
<td>Full-time</td>
<td>102</td>
<td>2.0</td>
<td>Multiple Institutions</td>
<td>85</td>
<td>2.3</td>
</tr>
<tr>
<td>PT: Other</td>
<td>25</td>
<td>2.2</td>
<td>Multiple Campuses</td>
<td>44</td>
<td>2.3</td>
</tr>
<tr>
<td>PT: Family</td>
<td>24</td>
<td>2.5</td>
<td>Multiple Schools</td>
<td>14</td>
<td>1.9</td>
</tr>
<tr>
<td>PT: Retired</td>
<td>18</td>
<td>3.1</td>
<td>Multiple UW Deps</td>
<td>12</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Part-Time Lecturers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>30</td>
<td>2.0</td>
<td>Single Dept</td>
<td>41</td>
<td>2.8</td>
</tr>
<tr>
<td>PT: Other Job</td>
<td>13</td>
<td>3.3</td>
<td>Multiple Campuses</td>
<td>12</td>
<td>2.9</td>
</tr>
<tr>
<td>PT: Family</td>
<td>10</td>
<td>3.2</td>
<td>Multiple Institutions</td>
<td>7</td>
<td>2.1</td>
</tr>
<tr>
<td>PT: Other</td>
<td>9</td>
<td>2.7</td>
<td>Multiple UW Deps</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>PT: Retired</td>
<td>**</td>
<td>**</td>
<td>Multiple Schools</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td><strong>FT Temporary Lecturers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>22</td>
<td>2.0</td>
<td>Single Dept</td>
<td>15</td>
<td>2.1</td>
</tr>
<tr>
<td>PT: Family</td>
<td>**</td>
<td>**</td>
<td>Multiple Campuses</td>
<td>5</td>
<td>2.2</td>
</tr>
<tr>
<td>PT: Other</td>
<td>**</td>
<td>**</td>
<td>Multiple UW Deps</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>**</td>
<td>**</td>
<td>Multiple Institutions</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Grand Total</td>
<td>371</td>
<td>2.6</td>
<td>Grand Total</td>
<td>371</td>
<td>2.5</td>
</tr>
</tbody>
</table>

** Fewer than 5 respondents | * Satisfaction Ratings: Very Unsatisfied = 1 Very Satisfied = 5

Benefits. Benefits are a subject of great concern for many UW lecturers. Lecturers must have an appointment that is the equivalent of .5FTE to receive UW benefits. Table 9 shows virtually all Part-time and Temporary Full-time Faculty and more than half of all UW lecturers have benefits (n=207, or 56%). However 57% of part-time temporary lecturers (n=161) don’t receive benefits. Of those that don’t receive benefits, just shy of 2/3 (n=98) would like to receive them. Lecturer write-in comments suggest many achieve benefit-level FTE by seeking employment in different departments, campuses, or
colleges within the UW. Some of these individuals express frustration about their lack of certainty about appointments, uneven quarterly appointments, or poor coordination across programs.

<table>
<thead>
<tr>
<th>Have (N)</th>
<th>PT Temp</th>
<th>FT Temp</th>
<th>PT</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>120</td>
<td>24</td>
<td>63</td>
<td>207</td>
</tr>
<tr>
<td>Have (% of title)</td>
<td>% of Job Title</td>
<td>43%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>Don't have but desire</td>
<td>98</td>
<td></td>
<td>63</td>
<td>2</td>
</tr>
<tr>
<td>Don't have don't want</td>
<td>161</td>
<td>2</td>
<td>163</td>
<td></td>
</tr>
<tr>
<td>Don't have (% of title)</td>
<td>% of Job Title</td>
<td>57%</td>
<td>3%</td>
<td>44%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>281</td>
<td>24</td>
<td>65</td>
<td>370</td>
</tr>
</tbody>
</table>

“I rotate between four different schools each year and it is very frustrating having my benefits handed back and forth between the schools each quarter. It seems to create a lot of hassle and sometimes confusion for the HR departments at all the schools to figure out which school has the most hours when I’m split between them. I would love it if one school could keep my benefits, even if I skip one quarter at that school and then come back the following quarter. I was also frustrated to see that my UW account had to be terminated when I was not scheduled for the winter quarter even though I have been told I will be coming back and I am working on some projects affiliated with UW that continue between quarters. I like to be involved in service at all the schools, but getting constantly kicked off committees every other quarter makes it feel like I can’t establish roots or community anywhere. I wish part time faculty could be considered part of the community for at least one full school year, regardless of which quarter(s) they teach during that year.”

UW Lecturer

Job Duties and Voluntary Activities. Within the UW Faculty Code, lecturers are ambiguously defined as having “special instructional” roles. We asked lecturers whether a variety of typical faculty tasks were required by their contracts or if they performed those tasks without being required to do so. These questions produced a higher non-response rate, which we interpret here to indicate those lecturers did not perform those tasks (whether required or voluntary). As one might expect, nearly all responding temporary lecturers reported undergraduate instruction was required. Across all job titles, 78.4% reported this responsibility, with an additional 1.6% responding that they do this voluntarily. Graduate
instruction was expected from more than one third of all lecturers and is volunteered by another 9.4%. Temporary part-time and full-time lecturers are frequently assumed to have no other responsibilities beyond teaching, but they report significant involvement in advising, research and administrative work. In all but a few categories (laboratory, clinical work, grant development) between 9% and 43% of lecturers report performance of tasks outside their contracts.

<table>
<thead>
<tr>
<th></th>
<th>Part-Time Required</th>
<th>Part-Time Performed</th>
<th>Full-Time Required</th>
<th>Full-Time Performed</th>
<th>As Percent of all Lecturers*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate instruction</td>
<td>213</td>
<td>6</td>
<td>22</td>
<td>50</td>
<td>77%</td>
</tr>
<tr>
<td>Graduate Instruction</td>
<td>97</td>
<td>25</td>
<td>12</td>
<td>25</td>
<td>8%</td>
</tr>
<tr>
<td>Administrative work</td>
<td>35</td>
<td>47</td>
<td>4</td>
<td>11</td>
<td>9%</td>
</tr>
<tr>
<td>Course coordinator</td>
<td>31</td>
<td>20</td>
<td>3</td>
<td>15</td>
<td>9%</td>
</tr>
<tr>
<td>General advising</td>
<td>25</td>
<td>118</td>
<td>6</td>
<td>15</td>
<td>12%</td>
</tr>
<tr>
<td>Laboratory work</td>
<td>14</td>
<td>11</td>
<td>6</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Capstone advising</td>
<td>12</td>
<td>31</td>
<td>3</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>Clinical work</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
<td>67</td>
<td>3</td>
<td>28</td>
<td>2%</td>
</tr>
<tr>
<td>Committee service</td>
<td>10</td>
<td>40</td>
<td>5</td>
<td>28</td>
<td>2%</td>
</tr>
<tr>
<td>Independent studies</td>
<td>7</td>
<td>46</td>
<td>2</td>
<td>33</td>
<td>3%</td>
</tr>
<tr>
<td>Grant development</td>
<td>4</td>
<td>17</td>
<td>2</td>
<td>14</td>
<td>2%</td>
</tr>
<tr>
<td>Thesis advising</td>
<td>3</td>
<td>32</td>
<td>1</td>
<td>17</td>
<td>2%</td>
</tr>
</tbody>
</table>

* Lecturers who did not this question were assumed not to be required and did not perform specific tasks. The final percentages are expressed as percentage of all lecturers (n=371)

“I think the University regularly fails to acknowledge or address the amount of unpaid labor I (and others like me) do. When I teach, I make connections with students, get them interested in my field, etc. Those students often then want to do work with me independently. Since I work in a field not well represented on campus, I generally take those things on (independent studies, capstone projects, etc.), but I am not compensated for that time. Nor am I acknowledged for or compensated for the graduate mentorship I provide, the time I spend writing letters of recommendation, coaching undergrads on graduate school, etc. In other words, I think the university uses part-time faculty and thinks of us as just teaching machines, but in reality we are doing the same work as full-time faculty in that we make connections with students and work one on one with them in a variety of capacities. This is a very hard part of being part-time. ... It’s maddening to do so much work, have the same degree as full-time faculty, and sometimes do the teaching work better but be treated like a totally separate entity.”

“compensation has not significantly increased for 10 years, despite strongly positive student evaluations, significant outreach activities, and abundant publications”

UW Lecturers
Satisfaction. Lecturers were asked to rate their satisfaction from 1 (lowest) to 5 (highest) on multiple dimensions. Reported faculty satisfaction was greatest with respect to course scheduling (3.9) and support (3.8). Lecturers were most dissatisfied with their job security (2.5), compensation (3.0) and reappointment (3.1).

Differences among the three classes of lecturers are seldom large, except in 3 instances involving the part-time lecturers: Part-time lecturers report greater satisfaction with the level of their job security compared to temporary lecturers (especially full-time lecturers); they are less satisfied with the support they receive for their position; and they are also more dissatisfied with their compensation.

---

**Table 11: Reported Satisfaction (5=very satisfied, 1=very dissatisfied)**

<table>
<thead>
<tr>
<th>by Job Title</th>
<th>Job Security</th>
<th>Reappointment</th>
<th>Support</th>
<th>Compensation</th>
<th>Course Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time</td>
<td>2.7</td>
<td>3.0</td>
<td>3.3</td>
<td>3.1</td>
<td>3.9</td>
</tr>
<tr>
<td>Part-Time Temp</td>
<td>2.5</td>
<td>3.2</td>
<td>3.9</td>
<td>3.1</td>
<td>3.9</td>
</tr>
<tr>
<td>Full-Time Temp</td>
<td>2.1</td>
<td>2.9</td>
<td>3.9</td>
<td>3.3</td>
<td>4.0</td>
</tr>
<tr>
<td>Bothell</td>
<td>2.3</td>
<td>3.2</td>
<td>3.7</td>
<td>2.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Seattle</td>
<td>2.5</td>
<td>3.1</td>
<td>3.7</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Tacoma</td>
<td>2.6</td>
<td>3.3</td>
<td>4.1</td>
<td>3.6</td>
<td>4.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>by Ethnic Identity</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>3.0</td>
<td>4.2</td>
<td>4.6</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>International</td>
<td>1.8</td>
<td>3.3</td>
<td>3.7</td>
<td>2.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>2.0</td>
<td>3.0</td>
<td>3.2</td>
<td>2.8</td>
<td>3.9</td>
</tr>
<tr>
<td>Multi-Identity</td>
<td>2.2</td>
<td>2.7</td>
<td>3.7</td>
<td>2.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Native American</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Prefer not to identify</td>
<td>2.4</td>
<td>3.0</td>
<td>3.8</td>
<td>3.2</td>
<td>4.1</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>2.5</td>
<td>3.1</td>
<td>3.7</td>
<td>2.9</td>
<td>3.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>by Gender Identity</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2.4</td>
<td>3.1</td>
<td>3.7</td>
<td>2.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Male</td>
<td>2.7</td>
<td>3.4</td>
<td>4.0</td>
<td>3.3</td>
<td>4.1</td>
</tr>
<tr>
<td>Non-binary</td>
<td>1.6</td>
<td>2.2</td>
<td>2.7</td>
<td>2.2</td>
<td>3.1</td>
</tr>
<tr>
<td>Transgender</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

| Overall               | 2.5          | 3.1           | 3.8     | 3.0          | 3.9              |

* ncs

---

*"The rehiring process is too opaque and secretive."*

Lecturer

Reported satisfaction across the three campuses is the lowest at UWB, especially with respect to compensation, job security and compensation. Tacoma faculty report the highest scores. The most striking difference in reported satisfaction by ethnicity involves the relatively positive levels reported by Black/African American lecturers. Women report lower levels of satisfaction than men. Non-binary faculty report the lowest levels of satisfaction across all categories.
While departments require different tasks from their lecturers (Table 8), several respondents express concerns that ostensibly voluntary participation in critical activities like student advising can go unrecognized. Others, however, fear that not becoming involved may be used against them. Lecturer involvement in research, which some view as critical to their professional lives or advancement, is sometimes similarly undervalued even within lecturer review processes. For others, however, work demands make research infeasible despite its importance to their quest for more secure employment.

Hiring Practices. To the best of their recollection, lecturers were asked to recall various circumstances involved in their initial hire under their current teaching title. Table 12 lists several of the most common hiring practices in hopes of examining whether temporary lecturers are being hired in positions that are truly temporary. The table examines all respondents who indicated “yes” they were hired through these procedures. Although boxes allowing responses of “no” and “don’t know” were provided, many lecturers chose not to respond to this question, which makes meaningful percentages difficult.

Still, the frequency with which lecturers (66% of all 371 lecturers) answered yes when asked if they had been referred to their current position by UW faculty is particularly notable. 25.07% of all lecturers indicated that they responded to a job listing directly from the UW website. These percentages suggest that most respondents were not hired with search. However, further questions investigating hiring practices were not asked.

<table>
<thead>
<tr>
<th>Table 12: Hiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsolicited Job Resume</td>
</tr>
<tr>
<td>Respond to UW Job Notice</td>
</tr>
<tr>
<td>Referred by UW Faculty</td>
</tr>
<tr>
<td>Chair Interview</td>
</tr>
<tr>
<td>Faculty Interview</td>
</tr>
<tr>
<td>Chair Hire w/out Faculty Input</td>
</tr>
<tr>
<td>Selected From Pool w/o Interview</td>
</tr>
<tr>
<td>Hired With Spouse</td>
</tr>
<tr>
<td>Appointed Upon UW Grad</td>
</tr>
<tr>
<td>Apptd More than 2 months to start</td>
</tr>
<tr>
<td>Hired as Leave Replacement</td>
</tr>
<tr>
<td>Faculty Death or Disablement</td>
</tr>
<tr>
<td>Hired for New Course or Program</td>
</tr>
</tbody>
</table>

4/. Discussion
A number of myths and half-truths persist that prevent the situation of part-time and temporary lecturers on UW campuses from being widely understood. Among these are the assumptions that:
• lecturers prefer part-time positions
• lecturers are employed for short periods
• lecturers are content with their current situation
• lecturers teach only one or two courses per year
• employment at the UW is secondary to lecturer work elsewhere
• part-time lecturers actually teach part-time for only one or two courses per year
• full-time lecturers actually teach full-time at the UW
• large numbers of lecturers work part time in their retirement
• lecturer activities are restricted to teaching
• part-time and temporary lecturer work is peripheral to the success of the UW

The data on part-time and temporary lecturers at the UW in this report challenges many existing perceptions and may thus contribute to new thinking about the best way to engage part-time and temporary lecturers. Admittedly there are notable differences in characteristics, attitudes and experiences of the three lecturer job titles, such that misconceptions may have more truth in one or another category of UW lecturers.

However, that the vast majority of faculty studied here are hired as temporary part-timers is perhaps the most important fact. These 551 lecturers (Table 1) can seldom have firm assurance of rehire beyond the current three months of employment. This necessarily means that even if they do receive UW benefits, they are uncertain of insurance from quarter-to-quarter. To make ends meet the majority of faculty find additional teaching “gigs,” whether at the UW or elsewhere. Many decry the difficulty of planning out their lives or of making future commitments. They work under financial strain, some citing even the difficulty of the having to commute significant distances only to pay parking costs that even better paid senior faculty chafe at. Too often they are hired at the last minute, and often any nominal hiring “commitment” is contingent upon enrollment or budget. Some lack offices or confidential spaces to work and meet with students. Others report that when their quarterly teaching is not renewed, their e-mail may be cut off, even though they continue to write references for students. The sense that they are “disrespected” and “invisible” is heightened by their ineligibility to vote, and lack of invitation to participate meaningfully within campus life. One catch-22 is that when they are invited to do so, they typically must do so on their own time. Others believe that they must perform beyond their contract in order to gain the possibility of renewal. The bottom line implicit—and often explicit—in many of their comments is that their jobs are the source of great “stress.”

Lecturer dissatisfaction over job security is greater than their dissatisfaction with any other aspect of UW life that we measured, even compensation, which is also repeatedly cited as inadequate. Even as they express these concerns, lecturers talk with delight and pride about their work with students, and sometimes, though less often, about their interactions with other faculty. They want to do well.

“Temporary and part-time faculty serve so that tenure track faculty can pursue important research and we fill course needs so that these tenure track faculty can excel. We are also ‘inexpensive and disposable’. As instructors of excellence, we are frequently taken advantage
of, treated like ‘unimportant things’, isolated, marginalized, and disrespected by school and university administration. Our loyalty to the institution and to our students is not returned with equal respect and measure. This is an inverse model of the vision, mission, values, and brand of our esteemed institution. It is not right and it is not ethical.”

“… in my position/rank I feel devalued for reasons that I stated and I can’t vote in my department, yet I am required to participate in teaching, scholarship and service. Faculty in my position are not eligible for all of the grant and professional development opportunities that tenured faculty are granted, but the need for my expertise is in demand and will not change anytime soon. Tenured faculty do not realize the burden of salary decreases, no guarantees, no voting, balancing family and work to make sure to keep the ‘right’ people in the know about your efforts. It seems to me a form of institutional oppression and inequity, not having as much of a voice, no promotion guarantees and pay reduction - these have been hardships. I mostly just want to be compensated, recognized and valued for everything I bring to my role and given credit from the university, which is benefiting from my expertise.”

“Part-time faculty are often demonized in terms of the university over-depending on their work, and yet there has been no active conversion process established to try to convert them to full-time roles, nor are they often considered as competitive for such roles when they are advertised, regardless of their qualifications. Their work is used, and depended upon for critical courses that retain students, and yet they are not offered job security nor ample compensation. Top-down communication often fails to notify instructors of changes until the last minute, and all too often in the past part-time faculty were not offered contracts or confirmation of employment until right before classes began. There is incredible stress associated with job insecurity, that holds people back from feeling a part of this institution and valued for the work they do.”

UW Lecturers

While the current survey does not measure student perceptions, we have no reason to believe that students find lecturers less capable than other faculty, and this is important given that part-time temporary faculty taught an average of 3.8 courses over the 2019-20. That level of teaching productivity is equivalent to or greater than exists for full-time tenure track faculty in some programs. However, apparently that level may not always be considered the equivalent of a .5 FTE. We do not have comparative data for the professorial faculty (teaching or tenure track), but with the average part-time (competitively searched) lecturer teaching 93 students and 5.6 courses in their most recent quarter, they clearly generate revenue that subsidizes the research mission of the UW.

Even the size of this work force—700 different lecturers were employed over fall and winter of 2020-21—tends to be underappreciated. Lecturer productivity is key to UW’s ability to deliver undergraduate and graduate instruction. Many part-time lecturers provide more student credit hours than FT tenure track faculty. Without separating by rank, the 2019-20 common data set filed by the UW reported a combined total 2287 full-time instructional faculty (non-clinical) for all three campuses. There is no measure of UW faculty under which part-time and temporary lecturers do not perform a significant percentage – up to 25%—of total instruction. And, it is not true that this work is restricted to
undergraduate survey classes, as 46% of all lecturers report teaching at the graduate level (36% say they are contractually required to do so).

“Thanks for investing time in inquiring about our experiences. I don’t know if it’s part of your work, however I would like to mention that part of improving the part time experience would be to address the culture so faculty strengths and differences are appreciated and valued, whether they are similar or different.”

“If this university is actually interested in treating its part-time lecturers justly, then it needs to invite a real conversation with us and not rely these types of inaccurate and highly limited tools that likely reproduce ignorance and deliver to the administration only the answers they want to hear.”

“I highly recommend better communication, organization, processes, etc. between the UW campuses - I currently teach for both UWB and UWS and it has been very frustrating to try and figure out appointments since the campuses/schools appear to have very different processes, titles, etc. (although I appreciate them working with me, it’s just a ton of back-and-forth). I am having to figure this all out as I go, and I’d think other part-time faculty are in a similar position of trying to figure this out - there just don’t appear to be any cross-campus hiring processes or reciprocity even though my impression is a number of faculty work at more than one campus.”

“I appreciate this opportunity to describe the problems for adjuncts teaching at the UW. I am sure that many of these can be resolved with some creative and compassionate thinking.”

UW Lecturers

The UW community places considerable stress on competitive search for two reasons. One is to ensure that the “best” faculty are recruited, and the second is to ensure those faculty are chosen from a diverse field of applicants. Hiring practices for part-time and temporary faculty matter, particularly when failure to conduct competitive searches results in positions wherein standard faculty rights and privileges are not obtained. This becomes most troublesome when temporary positions begin to be semi-permanent (“permatemps”) involving multiple tiers of faculty with substandard employment conditions. As we noted, 55% of all lecturers report having 3 or more years of UW teaching experience, while 35% report 5 or more years. Even among temporary part-time lecturers more than 51% report having been employed by the UW for 3 or more years. A startling 14% of “temporary” part-time lecturers have taught for the UW for 10 or more years, several in excess of 30 years.

The data in our report shows that while search requirements have not worked to substantially increase faculty diversity across the professorial ranks, the lack of such requirements among the lecturer community generates, at best, mixed results. Women are substantially over-represented among lecturers as compared to the tenure track. 54% of part-time and temporary lecturers are women.
compared to roughly 44% of all full-time faculty on the Seattle Campus (the figures for Tacoma and Bothell are higher). With different arrangements, it is possible that current part-time and temporary faculty could be recruited into quasi apprenticeship programs that increase diversity. Recruitment of traditionally underrepresented minorities, however, has not been particularly successful either among professorial or among part-time and temporary lecturers. Success in recruiting underrepresented minorities will likely have to be married to active decisions to expand the supply of diverse faculty, something that might be accomplished if current approaches to lecturer hiring are reconceptualized.

Obviously there is a class of faculty for whom part-time and/or temporary employment works well, though the exact contours of this group are hard to fully define. Our data identifies a set of faculty employed elsewhere or who are retired for whom sharing their expertise with UW students on a casual basis is rewarding in itself. Even some of these faculty say they would appreciate greater security in knowing how much and when they will teach. In thinking about how to engage this type of faculty it will be helpful to explore whether an affiliate title that does not require search would be appropriate. But, it is also necessary to keep in mind that even faculty who have jobs elsewhere frequently seek more secure teaching contracts. Even retiree status does not ensure that lecturers desire neither more security nor more compensation.

This report does not make specific recommendations. Its function, instead, is to inform future recommendations. However, reform first requires active conversation. Some of that conversation will no doubt highlight shortcomings within the current report. Even so, our hope is to contribute to the foundations for a fruitful dialogue involving complex, multivalent issues. If the original impetus behind the lecturer titles discussed here was to ensure that the University build and maintain the “best” and most diverse faculty possible, then we believe this report may motivate reforms that better satisfy that goal. Whatever is meant by the “best” faculty, it is doubtful that it can be realized with a corps of instructors that too often report being stressed, insecure, underpaid, and underappreciated.
Appendix: Survey Instrument

Print view of 'Part-Time Temporary Lecturers - UW Seattle'

The UW Faculty Council on Faculty Affairs (FCFA) addresses faculty employment concerns that may require policy changes. FCFA has recommended, and the Faculty Senate has acted on, significant changes in the faculty code with regard to lecturers, such as the reclassification of most full-time lecturer positions as part of the new Teaching Professor track. Nonetheless we know issues remain, especially for faculty on short term, temporary or part-time contracts. The FCFA is understands that some circumstances may necessitate hiring lecturers into short-term or temporary positions. Nonetheless, these positions have been the source of controversy. To propose solutions that benefit faculty, the FCFA seeks your help in exploring the extent to which current faculty contracts do or do not work for UW lecturers. We urge you to help us in this endeavor by completing the following survey.

Survey responses will be collected anonymously, and any data we publish will be aggregated to prevent any potential for personal identification. Your responses to this survey will be most beneficial if all questions are answered. Nonetheless you may certainly choose to abstain from answering any question.

Your time is valuable, but we hope you agree it is critical for the UW to understand the situations of its part-time and temporary lecturers. The survey is 32 questions long, and can be comfortably completed within 15 minutes.

Section 1: Your Current Job and Priorities

In this section, we would like to ask you about your current role in the University of Washington. Please answer to the best of your abilities. We respect your choice to abstain from answering any question.

Question 1.

We sent this survey to part-time temporary lecturers at the University of Washington, Seattle for Autumn 2020 and/or Winter 2021. Please select your School/College from the following list:

Logic destinations

Question 2.

If you selected "This is not correct" in the previous question, please indicate the correct title of your position as well as the campus and school or college you belong to for the Autumn 2020 and/or Winter 2021 quarters.

Question 3.

My most recent faculty appointment(s) includes employment in each of the following quarters (check all that apply).

Spring 2020
Summer 2020
Autumn 2020 Winter 2021

Question 4.

Job security in my current UW faculty position is...
Important for me
Not important for me

**Question 5.**
My current faculty appointment is for...
1 quarter
2 quarters
3 quarters
More than 3 quarters
Other:

**Question 6.**
I have been advised that my appointment will be renewed for the following quarters (check all that apply):
Spring 2021
Summer 2021
Autumn 2021
Winter 2022
Spring 2022
After Spring 2022
I have been told that my appointment will not be renewed
I have not been advised about reappointment

**Question 7.**
Was that advisement...?
Written
Verbal
None provided

**Question 8.**
I would like to have my current appointment renewed...
For an additional quarter

**Question 9.**
How many courses are you currently teaching at the University of Washington? Please do not include independent studies, individual capstones, or thesis credits.

**Question 10.**
How many total course credit hours are you currently teaching, or if you are not currently teaching, how many credits did you teach last quarter (e.g. two 5-credit courses would be 10 hours)?

**Question 11.**
About how many total students are/were in all your courses for your current or most recent quarter of teaching?
Question 12.
Please select all the job elements required or performed under your primary teaching appointment:

**Note:** Required job elements are those job duties you have been directed to perform. Not required job elements are those you perform at your option without explicit direction.

Rows

Undergraduate instruction
Graduate instruction
Thesis advising
Capstone advising
General advising Laboratory work
Clinical work
Administrative work
Committee service
Grant development
Research
Independent study supervision
Course coordinator
Departmental TA supervisor
Required
Performed but Not Required
Neither Required Nor Performed

Question 13.
If there are any additional required job elements for your primary teaching appointment, please list or discuss:

Question 14.
Prior to the 2020-21 academic year, how many years did you serve in a faculty position at the University of Washington? Your answer should be a whole number of years, including any year in which you served one or more quarters. Please do not include years served in graduate student appointments at the UW.

Question 15.
Did you start teaching at the UW with the same faculty title you have now?

Question 16.
If you answered "No" to the previous question, what was the faculty title you started with?
Question 17.
As best you can recall, please check each aspect of your initial hire under your current faculty title.

Rows
You sent a resume unsolicited.
You responded to a job listing on the UW website or elsewhere.
You were interviewed by Chair.
You were interviewed by Faculty.
You were referred to job by another UW faculty member.
You were hired along with spouse.
Chair appointed without faculty input.
You were appointed upon graduation from UW.
You were selected from a pool of resumes without an interview.
You were appointed more than two months before your start date.
You were hired to replace an individual on leave.
You were hired to replace an individual who had died or become disabled.
You were hired for a new course/courses or program.
Yes
No
Don't Know

Question 18.
Over the past two years, I have taught or currently teach at more than one... Please check all that apply.

Institution of higher education
UW campus
UW school or college
Academic department

Question 19.
Between September 2019 and June 2020, I taught a total of ___ courses.
Please do not include independent studies, individual capstones or thesis credits.

Section 2: Job Satisfaction, Preferences and Expectations
In this section, we would like to ask you about job satisfaction, expectations, and preferences in past and current roles at the University of Washington. Please answer to the best of your abilities, and we respect your choice to abstain from answering any questions.

**Question 20.**
I prefer to teach...
- Part-time for family reasons
- Part-time because I have another job
- Part-time because I’m retired
- Part-time for other reasons
- Full-time
- I prefer not to teach

**Question 21.**
Over this current 9-month academic year, I have been assured that I will have the opportunity to teach a total of ____ courses.

**Question 22.**
Was that assurance...?
- Written
- Verbal

**Question 23.**
Over the current 9-month academic year, I would like to teach ___ courses.

**Question 24.**
How satisfied are you with...
- The hiring process for your current title?
- Job expectations at the time of that appointment?
- Support for your teaching appointment?
- The review process for your primary teaching appointment?
- The reappointment process for your current teaching position?
- Your compensation as UW faculty?
- Course scheduling? Job security?
- Very satisfied
- Somewhat satisfied
- Neutral
Somewhat dissatisfied
Very dissatisfied

Question 25.
Please comment here if there is anything you would like to explain or add with regard to your teaching experiences.

Question 26.
Do you receive benefits from UW?

Question 27.
If you answered "No" to the previous question, do you wish to receive UW benefits?

Section 3: Academic background and Demographics
In this section, we would like to ask you about your academic background at the University of Washington and/or at other institutions as well as your personal demographics. Please answer to the best of your abilities, and we respect your choice to abstain from answering any questions.

Question 28.
Do you have a doctorate or equivalent terminal degree in your field of instruction?
Yes
No, my highest degree is:

Question 29.
How do you identify yourself? Please select all that apply.
Asian or Pacific Islander
Black or African American
International faculty
Latinx or Hispanic
Native American
White or Caucasian
Prefer not to identify myself

Question 30.
What is your gender identity?
Female
Male
Non-binary Other:
What is your age group?

**Question 32.**

We would like to leave this space for open-ended comments about significant concerns you and/or other temporary or part-time faculty would like to see addressed.

If you have any questions and/or concerns regarding this survey or would be willing to participate in any follow-up interviews, please send a note to Dan Jacoby (jacoby@uw.edu) or Gia Anguiano (ganguia@uw.edu).
Possible questions for colleges and departments

DRAFT – not for circulation

- Graduate/Professional Program (y/n)
- Is your department’s hiring of part-time/temporary lecturers consistent each academic year?
- What departmental needs are addressed by those hired as part-time/temporary lecturers? (drop down: unexpected course enrollment; unexpected leave from position; inability to fund part-time recurring position; other, please specify)
- Describe the process used to approve temporary lecturers
- How many of your current part-time/temporary lecturers were hired after
  - a national search ___
  - a local search ___
  - no search ___
- What administrative or policy considerations factor into your department’s procedures for hiring part-time/temporary lecturers?
- How often does your department review annual teaching schedules and plan coverage for course schedules?
- On what cadence does your department anticipate leave replacements and plan for coverage? (drop down: quarterly, annually, biennially)
- Does your department review longitudinal course offerings, student credit hours, and leaves? (y/n) (follow up: if not, what barriers exist that prevent such a review)
- What, if anything, does your department do to integrate PT/Temp lecturers into the intellectual/social life of the department? (narrative response)
- What is the wage schedule for these job titles? (narrative response)
- Who decides actual wages? (drop down: Chair, divisional dean, dean)
- Please describe the expected teaching load (in terms of number of courses per quarter, number of credit hours per quarter, or number of student credit hours per quarter as appropriate) for .5 FTE and 1.0 FTE
- Do you consider affiliate positions for part-time or temporary lecturers who have positions elsewhere?
- Please comment on other aspects of part-time temporary lecturer planning and hiring that we did not include here.