

**Spring 2019 Report on Working Conditions of Non-Tenure Track Faculty
in the ASU Department of English**

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Background and Introduction

Dana Tait

The Department of English Non-Tenure Track (NTT) Committee originally was convened at the start of the 2015 spring semester, with appointed members Sally Ball, Donald Fette, Michael Green, Heather Maring, Dana Tait, and chair Jackie Wheeler. The committee's charge was "to examine employment conditions of contingent and contract faculty in the Department of English in regard to recommending steps to improve working conditions for contingent and contract faculty in the department." During that semester, the committee worked to define "working conditions" and discussed various methods of gathering information on those conditions, looking at surveys and other instruments from professional organizations such as the MLA as well as demographic data for NTT faculty.

The committee released its Spring 2016 report, which focused on determining the working conditions of the faculty in the Department. The Committee administered two surveys: one provided to the entire faculty and one more narrowly focused on NTT faculty. The department-wide survey established a baseline for understanding broad faculty concerns relative to those of NTT faculty. The committee analyzed and compared the data of the two surveys and prepared a report on our findings.

In August 2017, the Department moved from our locations in G. Homer Durham Language and Literature Building and McClintock Hall to Ross-Blakley Hall. While everyone adjusted to the new building and working spaces, the committee remained informed about changes and concerns of NTT faculty. The committee used this time to informally gather information about changes in working conditions following the move with the goal of formally surveying the faculty once the Department had settled into our new facility. The committee determined that faculty concerns over working conditions extended beyond the physical space of instructional or office hour activities to include matters of morale and professional satisfaction. The physical space of Ross-Blakley Hall offered significant improvements over many of the offices in Language and Literature and McClintock Hall, and the committee understood that a new survey would help to gauge how the change in physical space may have influenced the concerns of NTT faculty.

In Spring 2018, the committee determined that the following fall would be the proper time to survey the faculty, having had a year to settle into Ross-Blakley Hall and make changes and enhancements to NTT faculty neighborhoods and offices. During the meetings for the 2018-2019 Academic Year, Instructor Valerie Fazel and Senior Lecturer Christopher Bradley attended meetings, apprising the committee of NTT faculty needs and concerns and assisting with the content of the surveys administered during the year. During the fall 2018 semester, the committee designed a brief survey administered in October 2018 that gave NTT faculty an opportunity to note any improvements and concerns regarding working conditions in the new building. After discussion of the survey results, the committee developed and administered a longer survey focused on rank-specific issues, which it distributed in March 2019. The

committee analyzed the data, noting the most significant findings, and spent April preparing this report.

The report contains four sections: A review of the significant changes since the 2016 report, a summary of the survey findings by rank, recommendations for actionable items, and long-term recommendations.

2018-2019 Committee Members:

Ellen Johnson, Heather Maring (spring sabbatical), Keith Miller, Matthew Prior, Dana Tait (chair), Jackie Wheeler

Review of Significant Changes Since the 2016 Report

Dana Tait

Overview

The committee's previous report provided an accounting of the national conversations on non-tenure track working conditions and best-practice recommendations from professional organizations. The discussion of the role of non-tenure track faculty remains ongoing, though it is important to note the significant changes that have occurred since the composition of the committee's 2016 report.

ASU and ASU English Department NTT Faculty

At ASU, as of 2016, 45% of total university faculty are not tenured ("Overview"), a decrease of 1% since 2014. As of the 2018-2019 Academic Year (AY), full-time, non-tenured faculty ranks in the English Department include Clinical Associate Professor (1), Principal Lecturer (4), Senior Lecturer (6), Lecturer (7), and Instructor (68). These ranks receive health and retirement benefits, office space, some travel funds (varying by year and rank), Department voting rights (as of the 2015-16 academic year, proportional voting rights for Instructors) and one-year renewable contracts, with the exception of some Principal Lecturers, who receive three-year renewable contracts. Previously, all Senior and Principal Lecturers received three-year renewable contracts, but that practice has all but disappeared from ASU's practices. Part-time Faculty Associates receive no benefits and only single-semester renewable contracts. Full-time NTT faculty teach at least four courses per semester. Many instructors teach five courses per semester (as of the 2015-16 academic year), and a few lecturers receive course reductions for administrative work. Part-time Faculty Associates can teach no more than two courses per semester. Lecturers have service and professional development requirements; Instructors and Faculty Associates do not (Rose). Resulting from the Instructors' efforts to obtain a salary commensurate with the increase to a 5/5 FTE course load, Vice Provost (then Dean) Deborah Clarke announced a two-phase plan to alter base salary minimums for NTT faculty in the Humanities. As of 16 August 2017, minimum salaries for these ranks are as follows:

- Faculty Associate: \$1,100 per credit hour
- Instructor: \$45,000 per year
- Lecturer: \$50,000 per year
- Senior Lecturer: \$55,000 per year
- Principal Lecturer: \$60,000 per year
- Clinical Associate Professor: \$60,000 per year

Many of these salaries were increased from the 2015 minimums of:

- Instructor: \$36,000
- Lecturer: \$40,000
- Senior Lecturer: \$50,000
- Principal Lecturer: \$60,000
- Clinical Associate Professor: \$60,000

The ASU University Senate Updates Regarding Contingent Faculty

The role and working conditions of non-tenure track, or contingent, faculty continued to be emphasized in Senate and subcommittee meetings during the 2018-2019 Academic Year. In September 2018, Associate Dean of Faculty, Linda Luecken, proposed a change to the bylaws of the College of Liberal Arts and Sciences (CLAS) regarding the guidelines in the *Promotion of Fixed-Term Faculty and Academic Professionals*. Dean Luecken's suggested change referred specifically to the requirement that candidates for promotion to the ranks of full Professor (for professors of practice, clinical faculty, and research faculty) and promotion to Principal Lecturer "will typically have a minimum of seven years of experience at rank." The amendment Luecken proposed would change the language to read "will typically have a minimum of seven years of college level teaching experience." On October 22, 2018, the proposed change was revisited in the Senate and a vote was conducted, but the minutes record that the results were not announced. This change, if adopted, would enable more NTT faculty to apply for promotion sooner based on their years of experience at ASU and other institutions rather than focusing on in-rank experience as a limitation on the qualification for promotion.

During the Senate meeting in January 2019, Professor Shirley Rose presented the PAC 12 Academic Leadership Coalition Report, noting that future areas of focus for the coalition will include equity for NTT faculty and evidence-based evaluations of teaching, which address concerns about the reliability of student evaluations of faculty in light of the research regarding gender and ethnic bias in student evaluations. At the same meeting, the chair of the Personnel Committee, Professor Hongmin Li, reported in January 2019 that the Non-Tenure Track subcommittee was officially assembled and would explore the following issues: multi-year contracts, a career path for NTT faculty, faculty development, and paid and unpaid leave. The Personnel Committee composed and sent a letter to President Crow regarding competitive salaries for NTT faculty. This letter responded to President Crow's May 2018 letter regarding the Senate's concerns about faculty salaries, noting that salary compression of all ranks below full professorships is a concern. In terms of NTT faculty salary issues, the committee remarked, "We are also concerned about the salaries for non-tenure-track faculty, who bear the largest share of the university's instructional obligations and enable the university to attract the student body that it does and fulfill its educational mission, yet many of whom are underpaid" ("Response").

The representative presence of NTT faculty in University/Senate committees has also seen changes this year. Dean Luecken spoke at the March 2019 Senate meeting, reporting that CLAS alone has about 35% NTT faculty. Given this significant portion of NTT faculty, she proposed adding highest-ranked NTT faculty ("fixed-term faculty") to the promotion and review committee that hears the cases for NTT faculty. This change would require amendment of the bylaws, changing the membership of the Dean's Faculty Advisory Council (DFAC) from nine full professors to a blend of nine full professors and three highest-ranking NTT faculty. She observed that "the role and workloads of fixed-term faculty" need to be better understood. The discussion of this change continued at the April 2019 Senate meeting, when Jill Culp from the Dean's Office answered questions about the addition of NTT faculty (understood to be high-ranking lecturers) to the promotion and review committee, ensuring that those appointed would understand the duties of the candidate. A vote was called and the initiative passed with overwhelming support for including NTT faculty in the evaluation process.

Conclusion

While this review does not present an exhaustive study of the changes following the NTT Committee's previous report of 2016, it attempts to highlight and capture the significant changes and continuing interest in non-tenure track faculty working conditions. There continues to be increasing awareness of these faculty members and their roles within higher education. Professional organizations encourage an adoption of certain best practices to reform the circumstances under which many NTT faculty work. The improvements in salary for NTT ranks in the Humanities and the continuing interest of the University Senate in creating greater transparency for hiring, promotion and salary, as well as greater inclusion of NTT faculty in these processes demonstrates the greater attention to these faculty members' contributions and professionalism.

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Department Survey Summary

Ellen Kennedy Johnson

As part of the charge of the Non-Tenure Track (NTT) Committee, the committee prepared a survey for non-tenure track faculty to establish a baseline for measuring this portion of the faculty's knowledge and concerns. Inspired by the Modern Language Association (MLA) survey of NTT faculty issues and concerns, the Committee created questions to gauge English Department NTT faculty knowledge and information.

Demographics of the Survey

The survey was distributed by email to all non-tenure track faculty members of the English Department. The Committee received 49 responses. The demographics of the respondents are as follows: 9 Faculty Associates, 31 Instructors, and 9 Lecturers of all ranks (Lecturer, Senior Lecturer, and Principal Lecturer). There were no responses from Clinical Assistants/Associates or Full professors. This sampling represents approximately 31% of NTT faculty.

Self-Reporting

For the Self-Reporting questions, the committee took a two-fold approach: first, the committee asked all ranks of NTT faculty to provide information about their work in a way that concerns them regardless of title. In another section of the survey, FAs, Instructors, and Lecturers were asked questions concerning their own ranks.

Self-Reporting/All Ranks

Inquiring about the necessity to teach at other institutions due to finances and/or acquiring teaching experience, 32% of all ranks said "yes," 19% said "maybe," and 49% said "no." Asking how many NTT faculty were on the job market yielded a 28% affirmative response. Of 47 respondents, 28% answered that they had goals to leave ASU for another position, either in academia or elsewhere.

Two questions for all NTT faculty revolved around office space and meetings in the Ross-Blakley Hall. Of 46 participants, 14 (30%) responded "absolutely" or "probably" to the question of whether the new building prevented students from coming to in-person office hours. In a subsequent question, NTT faculty reported a very low frequency of meeting their students in Ross-Blakley Hall compared to meeting them in the classroom before or after class, between classes near the classroom location, or by email, Google Hangouts, Skype, or other cyber meeting spaces. Of 46 respondents, only 11% said they met in RBH "most frequently" and 18% answered "frequently." The largest response to the question had 58% responding as email and other cyber means as "most frequent," with 17% answering "frequent." Asked if Ross-Blakley Hall facilitated cross-ranking interactions, most participants answered negatively. Examples of comments include "[t]he layout of the space obviously and intentionally devalues some ranks over others," "[t]he department is extremely segregated" and "[d]efinitely not."

Several questions asked to all NTT faculty revolved around issues dealing with their employment, in the way they are evaluated by students, by administration, and how annual contracts are distributed. Asking about their thoughts on the role student evaluations played in their annual review, 35 NTT faculty answered predominately with either negative comments

about the process: expressing strong concerns about the low rate of return of online evaluations, the ability of students to objectively and accurately analyze teacher competence, and the contributions of course evaluations to grade inflation. Sexist bias is also mentioned as a concerning factor (i.e., female instructors tend to be evaluated lower than their male counterparts). Five (5) respondents appreciated the student evaluation process and found it helpful in assessing their classroom instruction.

Asked if the annual evaluation process was clear to NTT faculty survey participants, 45% said yes, 13% said no, and 15% said not sure. Comments included questioning the need to be reviewed annually if prior scores were high, why service and professional development needs to be mentioned in the review for the ranks that do not require it, and whether the evaluators understand what NTT faculty do. The committee asked NTT faculty when they would like to receive notice of their contract renewal for the coming academic year. The 23 comments ranged from January until the end of Spring semester. Currently, NTT faculty report that 13% receive a contract in April, 36% in May or June, 30% in July or August, and 21% are not sure.

Self-Reporting/ Faculty Associates

After an analysis of the responses from Faculty Associates, the NTT committee identified two areas of chief concern for this rank: Office space issues and their status as faculty. Lack of a private office space concerns many who feel they can't discuss personal issues with students in private (which is also a FERPA concern) and how students perceive them in what they consider an unprofessional setting. This, as well as class load and perceived lower pay for the work they do, contributes to their feeling of being undervalued in the department.

Self-Reporting/ Instructors

Responses from the Instructor rank yielded three areas of most concern: the 5/5 course load, increasing course caps, and safety and security in the group offices.

Self-Reporting/Lecturers

Analysis of the Lecturer rank responses indicate the greatest concerns were with the lack of multi-year contracts and office space issues. 100% of participants in the Lecturer rank reported that multi-year or rolling contracts were extremely important (78%) or moderately important (22%). The top listed concerns for Lecturers sharing offices with one or two people include not enough space for the number of people in the office, including meeting students and privacy needed for private conversations or student meetings.

Short-Term Recommendations: Immediately Actionable Items

Keith Miller and Matthew Prior

Travel Funds

While the precise distribution may change each year (due to various budget constraints) we understand that the travel funds available to lecturers is \$500 and to instructors is \$400. Faculty Associates, because they are not benefits-eligible employees, do not presently receive travel funding. Results of the March 2019 survey indicate that approximately 77% of the NTT faculty (Lecturers and Instructors) have *not* used their travel money in the past 2 years. There appear to be five primary reasons for this:

1. Many NTT faculty do not know that there is travel money available for them to use,
2. They do not know how much travel money is available for them to use,
3. The travel funds are not enough to defray conference travel costs,
4. They do know what types of things they can use the funds for (i.e., whether those funds can only be used for travel, or if membership dues, books, technology, training, or related teaching and professional materials and activities are also eligible).
5. They are unable to make use of the funds for travel because of their teaching loads and other time constraints.

To address NTT faculty members' concerns about travel and related stipends, we make the following two recommendations:

1. At the beginning of each semester—or at least the academic year—we ask that the department send out an announcement stating the amount of travel funds available that year, based on rank.
2. Change the name from “Travel Funds” to “Travel and Professional Development Stipend,” and allow NTT faculty to use those funds for conference travel, membership dues, books, technology, training, or related teaching and professional materials and activities. We recognize that some requests may require special approval, so it would be helpful if the department would specify a contact person and procedures for such requests.

Non-Salary Benefits

Another issue that became visible in the March 2019 survey and other consultations with NTT members concerns the non-salary related benefits available to NTT faculty. Such benefits include library privileges, ASU and local business discounts, access to facilities, entrance to events, and so on. Although the *ASU Business and Finance* website lists many employee discounts, they appear to be for benefits-eligible employees—thus largely excluding faculty associates. This suggests a need to not only make NTT faculty better aware of the various benefits and privileges available to them, but to also specifically recognize the special status of faculty associates (as non-benefits eligible employees) and to inform them of what, if any, benefits and privileges they may have.

The committee recommends that in addition to financial compensation and healthcare, that the English Department inform NTT faculty of their non-salary benefits, including library privileges, ASU and local business discounts, access to facilities, entrance to events, and so on. Means of disseminating this information include department emails at the start of each semester and

hyperlinks (e.g., <https://cfo.asu.edu/employee-discounts>, <https://cfo.asu.edu/goods-discounts>, <https://cfo.asu.edu/discounts-attractions>) on the NTT website. The committee also recommends investigating and making information available regarding the non-salary benefits, if any, that may be available to faculty associates (as non-benefits eligible employees).

Notification of Annual Contracts

Instructors have been receiving their new contract offers in late June. Lecturers have been receiving their new contract offers in late July or early August for the school year that begins in August. After conducting its survey, the NTT committee strongly recommends that ASU ensure that Instructors and Lecturers receive their new contract offers at the same time.

The NTT committee also strongly recommends that ASU notify all Instructors and Lecturers of their new contract offers at least by April 15. The survey results demonstrate that the vast majority of respondents would like to have notification of their fall contract before the preceding spring semester ends. While preferences vary as to how early NTT faculty want their contracts, notification prior to the conclusion of the spring semester is something that almost all faculty expressed.

The possibility of providing notifications and responses by some electronic means would also be helpful for faculty. For those faculty to commute to campus or travel during the summer, the current system of notification in June and July prevents many faculty from signing or acknowledging receipt of their contracts in a timely fashion. The NTT committee recommends that electronic notification of contracts be pursued, which would also reduce paper waste by the department.

This earlier notification will enable Instructors and Lecturers to plan their professional and personal lives much more easily and much more productively. Such earlier notification would also strongly encourage excellent Instructors and Lecturers to plan to continue to teach at ASU, rather than to opt for another source of employment with more apparent job security and more apparent appreciation from their employer.

Long-Term NTT Aspirations, as Suggested by the NTT Faculty Survey

Jackie Wheeler

Introduction

The survey results discussed below apply to working condition issues that may be costly or difficult to address, but that the committee hopes will become important **long-term priorities** for the Department of English. While optimistic, they are not unprecedented; many professional organizations in English studies include them, or some version of them, in their statements of best practices (see page 5 of:

https://english.clas.asu.edu/sites/default/files/ntt_working_conditions_report_may_2016.pdf).

Better Work Space for Faculty Associates

Currently, Faculty Associates have access to non-assigned, “neighborhood” desks in a large ground-floor room that they share with teaching associates. One end of this room is the site of frequent department events, such as receptions or displays, which can be noisy and/or crowded. Not surprisingly, Faculty Associates do not find this work space conducive to meeting with students, as they indicate in their free-response answers to question 55. Two respondents note that they don’t use the space at all due to online or physically distant class assignments. Two others find the openness of the space detrimental to confidentiality and other concerns, while one simply calls it “inadequate,” another remarks, “We need office space. Badly. Like really badly.” Although many Department of English faculty members of all ranks are concerned about the size and/or usability of their work spaces, it is probable that Faculty Associates and their students face some of the most significant barriers. While the size and configuration of RBH cannot be significantly altered, some change may be possible. For example, recently the Department was able to reconfigure Instructor neighborhoods so that Instructors were assigned their own desks and afforded better access to “enclaves” in which to meet students. It is hoped that similar efforts will be extended to Faculty Associates in the future, and by extension to the Teaching Associates with whom they share the space.

Flexible Instructor Workloads

In the survey, 62% of Instructor respondents ranked the 5/5 teaching load as their most significant morale concern. In a related, free-response answer (question 38), one self-identified Instructor writes, “we are still assigning instructors five classes a semester despite the fact that this load is causing instructors to break down, physically and mentally, each semester.” Another writes of being unable to pursue professional development goals due to the high teaching work load: “Most of my tenure track peers seem dismissive of my concerns and say things like ‘write your way out,’ but who has time to write when you teach 5/5.”

It is well-known that Writing Programs and other ASU units that offer required undergraduate courses are struggling to keep up with skyrocketing enrollments. The 2015/16 mandate that Instructors university-wide teach a 5/5 load was one attempt to address that issue. Certainly, the intensive student-centered nature of writing instruction adds pressures to this model likely not faced by teachers in many other disciplines. Given that, we hope the department will seek out innovative ways to meet scheduling requirements while also valuing some Instructors’ desire for the variety and enrichment that comes with occasional “breaks” (alternate assignments) from part of the heavy teaching load. Many also possess valuable non-teaching-related expertise that is

currently not benefitting the department. For example, in question 64, approximately 55% of Instructor respondents “definitely” or “probably” would be willing to take on service assignments if they were recognized. Another question (73) suggests that there is a need for such service. 77% of Department Lecturers responded that their own service load has increased since the Instructors’ service workload was eliminated. If a significant service project is needed by the department, for example, and if that work could be completed by a qualified, willing Instructor, perhaps the Department could arrange for a short-term single course release (for example) for that individual. Similar arrangements might also be beneficial for those involved in scholarly work that would reflect well on the Department or enrich future teaching offerings. While “all hands on deck” are usually needed in fall semester when enrollment is highest, the spring semester might allow a better opportunity for such partial reassignments. Of course, such a flexible approach would need to be worked out with the College and Provost, but we believe a case can be made that Instructors’ contributions can extend beyond the classroom and that morale would be greatly improved if such opportunities existed, even on an occasional basis.

Multi-year Rolling Contracts for Eligible Lecturers/Clinical Faculty

The ASU Provost’s *Guidelines for Hiring and Advancing Instructional Faculty* (available in the link above) specifies that Senior Lecturers/Clinical Associate Professors are eligible for multiple year appointments and Principal Lecturers/Clinical Professors are eligible for rolling multiple year contracts. However, such contracts must be “requested by the Dean and approved by the Provost,” and in recent years Deans and Provosts have been unwilling to offer such contracts to English Department faculty. In 2017, the NTT Committee formally requested the assistance of Chair Krista Ratcliffe to advocate for changes to this practice, but were denied. Still, 78% of Department Lecturers queried in the survey consider the increased job security that would come with multiyear and rolling multiyear contracts “extremely important.”

Because of the interest expressed by our colleagues, the committee will continue to pursue expanded job security for all meritorious NTT faculty. In doing so, it will join the current efforts of other ASU non-tenured faculty organizations such as the University Senate NTE Taskforce. Further, the committee hopes allies from other ranks will assist in this pursuit as they are able. While the benefits of multiple-year and rolling multiple-year contracts have been articulated before, they bear repeating: student engagement is enhanced, faculty morale is enhanced, they cost the university nothing, and do not impede university “flexibility” in adapting to financial or other shifts. Contracts are still subject to the restrictions enumerated in the Notice of Appointment.

English Department Non-Tenure Track Faculty Working Conditions Preliminary Survey

44 responses

Brief Background

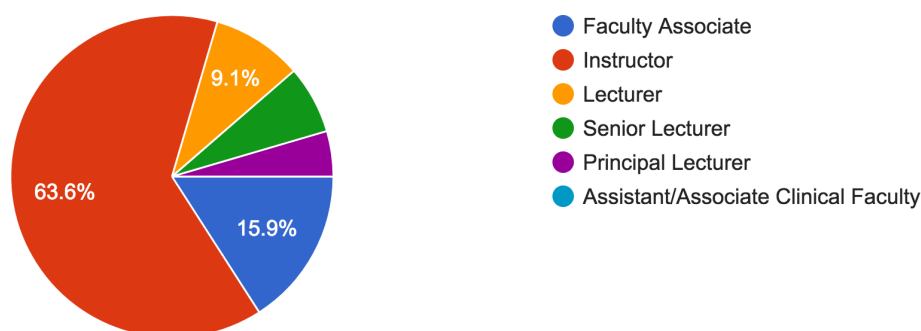
In 2015 the Non-Tenure Track Committee received its charge to study and report on working conditions for non-tenure track faculty within the English Department. The Committee surveyed faculty about working conditions, writing a report on the results and making recommendations for the improvement of non-tenure track faculty working conditions.

Now that the Department has settled into our new space in Ross-Blakley Hall, the Committee wants to investigate how working conditions have or have not changed for non-tenure track faculty. As a follow-up to the initial survey in 2015, this brief survey is designed to help us identify issues for a larger, more comprehensive survey of updated NTT faculty concerns.

Some of the questions ask specifically about workload and service relative to the changes made to Instructors' job responsibilities. For those who may not be aware of the history of the issue, in 2015 there was a proposal for Instructors to move to a 5/5 teaching load without additional compensation. As a result of negotiations, some Instructors were able to keep a 4/4 teaching load while new hires were assigned a 5/5 load with improved staggered pay from 2015 to 2017 (for Instructors and Lecturers). This also resulted in the elimination of service and professional development requirements for all Instructors, which has had a ripple effect for other ranks to compensate for the loss of Instructor participation in those areas.

What is your rank?

44 responses



2. Regardless of your rank, in what ways (if any) has the elimination of service/professional development for instructors (removing service/professional development in favor of a 100% teaching responsibility) had an impact on your teaching/workload? 41 responses

None

Nothing

It has made annual evaluations focus exclusively on teaching evals, which is not a good thing. Also, most of us still do service work, as we don't want our friends at different ranks to have to do it all on their own. So now we do it and don't get recognized for doing it. I didn't love the made up service committees (and there were some, for sure), but this isn't quite the solution. It is more difficult to find volunteers willing to participate in and contribute to events such as Convocations, the ePortfolio Showcase, and the ASU Composition conference.

I'm definitely doing more than before. As I feel that service/professional development is still expected and necessary. I have to have something to put in my annual review -- so I am just doing everything I was doing before in addition to having another extra class.

While it hasn't impacted my teaching load, it has made committee/service work more stressful. The lack of instructor service makes department service requirements more demanding and more time-intensive.

I am a new hire and cannot provide a before and after comparison. I can say that because I am looking for a TT position, I MUST continue research and service to remain a viable candidate. This means that I do not receive recognition (or pay) for the non-teaching activities that do result in me being a more informed and well-rounded teacher. And, I'm exhausted.

No impact on my workload. I just think "there but for the grace of And I wonder when our time will come. Interestingly at a meeting Kris mentioned she had tried to revisit the 5/5 issue to no avail. When I asked why we could not return to what we had she said something to the effect of it being a done deal between the previous chair and previous dean and really it should be taken up with them. My guess is it's too lucrative to undo at this point. The department is used to the additional revenue it has generated.

Workload has increased since there are not enough faculty among which to share the duties. It has improved it. Much better to focus on teaching.

NO time for writing outside of comments on papers and interaction with students...

My teaching load increased my workload and I still need to do professional development and service in order to maintain my standing in the department.

My grading time has increased because I have more students, meaning students need to wait longer for feedback.

The additional class takes more time than the service/professional development does, especially since class caps have also increased since I first started working at ASU.

Yes. As an instructor, it has meant more teaching, and less time to help the students struggling, which makes me feel worse knowing that if I had more time, I could help them. It has also been isolating. More students means more time grading, and more time in the classroom. It limits when I can attend ASU sponsored talks, when I can keep up with new developments, go to conferences, talk to colleagues, learn about new technology and pedagogy.

I was not here before the 5/5 work load was instituted (I have always taught 5 classes a semester here), so I'm not sure of the impact.

I am in awe of anyone teaching 5/5 or 5/4 or whatever. I'm not aware of a direct effect on my teaching load.

It has not - I am still expected to participate as a member of my department - but now I am not kept as up to date on the department changes and communications. My teaching numbers are still high.

It's made keeping up with latest pedagogies a self-reliant process.

Class sizes have increased, which has negated any benefits of 100% teaching. Additionally, service is not written in, but is it not, on some level or another, expected? (Increased anxieties.)

The problem with removing the service/professional development from the contract is that it does not remove it from our responsibilities. That means we still need to find development opportunities. Even though the annual contract has overtly omitted this as a requirement, we are covertly evaluated on it when it comes time for the annual performance review.

Service/professional development is very much still an aspect of how we are evaluated, but now it is behind the scene. My last annual review letter, in fact, praised me for my professional development. If it isn't a part of my requirements, it shouldn't be a measurement for my evaluation.

It has made it harder to advance in my career, moving away from an FA and into a full-time position. It has also become harder to get spring classes as an FA due to limited classes.

It's terrible—I still do service and professional development except now I teach a completely impossible 5/5 load on top of it

none

It's a lie that I can teach effectively without doing professional development, so, of course, I still do it. Also, service is still needed and requested in the department and Writing Programs. Yes, it is voluntary, but it is still my employer requesting my participation in something supposedly in my off-work hours since I am not being paid to do the work and my teaching requires 100% of my time for my work week. It is not realistic to think ASU Writing Programs can function effectively without service and professional development.

N/A as these changes occurred before my hire date, but I believe that professional development is key to keeping instructors up to date on pedagogy and is also a good source of inspiration.

I think it's a sham. This is not a professional. It's a job.

We are here to teach. The 100% teaching responsibility has had a positive impact.

I am still doing service anyway because I feel I have an ethical responsibility to do so.

I don't think it has

Because I started working as an Instructor at ASU after the changes were implemented, I don't have anything to which I can compare current conditions.

Massive increase in workload, more difficulties in managing all students

I am better focusing on just teaching. However it can be isolating not to meet with other professionals.

I am on 2 committees this fall, which is doable. Anything more than 2 is hard in terms of having extra meetings/work.

I feel there are fewer classes for FAs now.

I feel like I don't have much of a say in what happens in the department. And I feel disconnected from the department as a result.

It has not affected my workload.

more work, fewer opportunities for professional development

I came into this job with the new requirements, so I'm not sure I can answer totally effectively.

However, I will say there is not a lot of motivation to continue professional development with

the large teaching load. I often feel that I am falling behind on good teaching methods, but I don't have the time to really explore them.

Well, not much.

3. Regardless of your rank, how (if at all) have the instructor workload and service changes impacted your opportunities for service/professional development or your willingness to participate in service/professional development? (41 responses)

Workload prevents any professional development

See above for service. In terms of professional development, I am 100% uninterested in ASU's required convocations, or in the conference. They do not help my teaching in any way and they simply take up an entire day that I don't have. I do my own professional development and find it much more useful. Also, as pd isn't counted in my annual eval, I don't understand why they have gone back to twice yearly mandatory in-person convocations. That second convocation has pretty much ruined the conference for me, as I only have time to attend one of those things.

No impact.

I drag my feet a lot more and don't do ANYTHING extra. I would participate in a lot more department activities and committees if I weren't 5/5

I think we hear less about opportunities through Writing Programs, since the bulk of faculty are instructors and there's no requirements for service. It has definitely impacted the Composition Conference, which is something that used to be more attended in the past before the change.

See above.

I think the reduction of service for instructors and the 5/5 load has diminished the view of all NTT faculty in the eyes of the TT. We are all lumped together as really unqualified wage slaves

While service can be very enjoyable & beneficial, being asked to take on more has drained enthusiasm & energy.

Service has always been a burden and I'd rather spend time making a positive impact on students than sitting around a table with other teachers.

yes...when on grading spurts of 100+ 4-page essays...my life outside work becomes diminished a good bit. There's a reason why 4/4 was instituted by Glau and Company back when Instructor position was expanded.

I feel I must do service and professional development to maintain my teaching job. All that's happened is I get no credit for that work.

The change significantly decreases my willingness to serve in the department.

I still do some of both just to keep myself fresh, and I feel (due to the annual reviews) that the department still expects it, but I somewhat resent how much time it takes from my other time due to the extra teaching.

Honestly, as an instructor, I feel we are still required to do it to get a good score on our yearly evaluations, so I am constantly trying to find ways to fit it in. I know it's not graded in the evaluations, but they're always looking for those willing and happy to participate, so you have to be that way to get the coveted 3.

It is very unlikely for me to have the time to participate in any extra service activities because of how much time my teaching work load takes. Also, I am not being compensated or encouraged to do extra service, so it makes it difficult to find the motivation to do so. With that being said, I was a judge for two writing contests last Spring semester voluntarily. I don't often know of opportunities for service, either, because I have not been at ASU very long.

Well, the answer is that the effect is indirect. I would like to ask instructors to help with various things in the CARE committee, for example, but am careful to gauge how available they might be.

it has not

Time constraints make service and professional development an activity that I can only participate in if I am willing to compromise my personal time.

Always want to do as much as possible, but scheduling conflicts always abound.

YES

They have not

As an FA with another job, the scheduling of seminars, talks and training mostly during the week and the middle of the day makes it impossible to take advantage of any of it.

Since this is a NTT position, the lack of support or opportunity for professional development is a bit of a stress. How does one prepare for future TT opportunities without support from one's current position?

I am motivated to continue to do service and professional development for myself because it is the only path I see to escaping this thankless hamster wheel of a 5/5 load job

none

My willingness to participate significantly decreased when it became clear that my employer does not value the many sacrifices I have made throughout my career at ASU related to professional development and service. I understand that my implied role now is to be an automaton mechanically turning out college graduates without fresh ideas or direction from my field or providing any other service to students and my department, functioning alone in a vacuum. We have definitely stepped back into the dark ages.

N/A as these changes occurred before my hire date, but I imagine instructors are less willing to participate in professional development when there is no administrative/ department support.

No impact at all.

It hasn't affected it.

I can still participate in as much or as little as I choose

Both opportunities for and willingness to invest/participate in any activities outside my teaching load are currently nil. I see the emails about service activities going around, but I don't have time or energy to participate after my teaching responsibilities are fulfilled.

Yes, it has made me less likely to participate in any university activities. I am still encouraged to participate, and there is some slippage about how and if it effects my evaluation. But it is very difficult to wrangle time for anything, even if I think it will help me in my teaching.

I am generally too tired to commit to extra meetings days and times.

I find myself hesitant to participate in extra professional development activities because I believe in a work/life balance. Serving on 2 committees and being dedicated to teaching is a full load; and yet I know we need professional development for things like promotion (and just self-development). I would like to see more travel money provided, which would also help open up the mindset to seek out professional development opportunities.

N/A

None, however, if I were an instructor, I would struggle to find the time for service/professional development. (I am teaching 5 classes at 2 schools.)

I don't have a lot of time to do professional development, other than presenting a paper here and there. I really want to do my research, but I don't have time.

It has negatively impacted my willingness to participate. There is no tangible incentive to perform service. For example, a couple years ago, around the time of the change, I interviewed for tutoring in the prisons, and in the interview I raised the point that service by members of my rank was no longer valued by the department, and eventually I declined to participate in the tutoring program. As for professional development, I have accepted that the department considers my position terminal or non-developmental. It creates more of a mindset that I am a "staff" type employee.

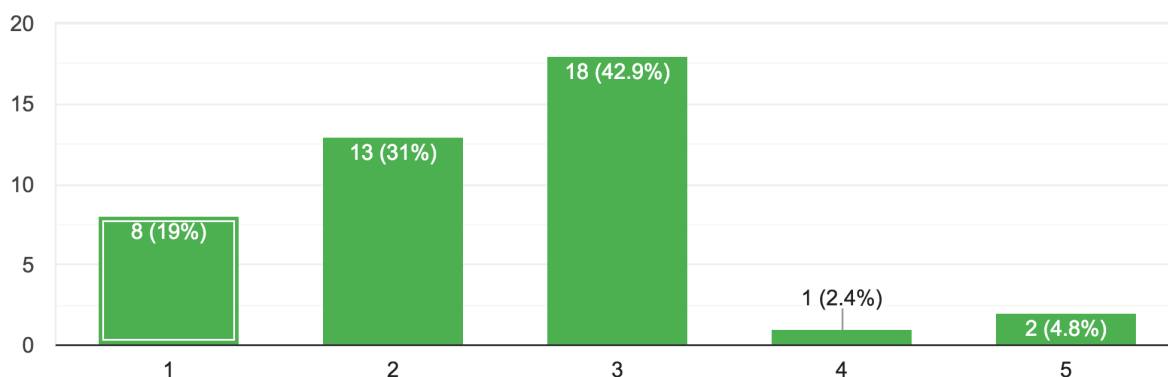
it's becoming really complicated. I know that I need professional development; however, workload related demands on my time are growing exponentially.

See above. I mark opportunities on my calendar, and then end up not attending in favor of grading or spending time with my family.

These opportunities have been hurt by the burden of having to teach too many classes and caring for too many students

4. Regardless of your rank, how have instructor workload and service changes affected (if at all) your morale and/or personal well-being?

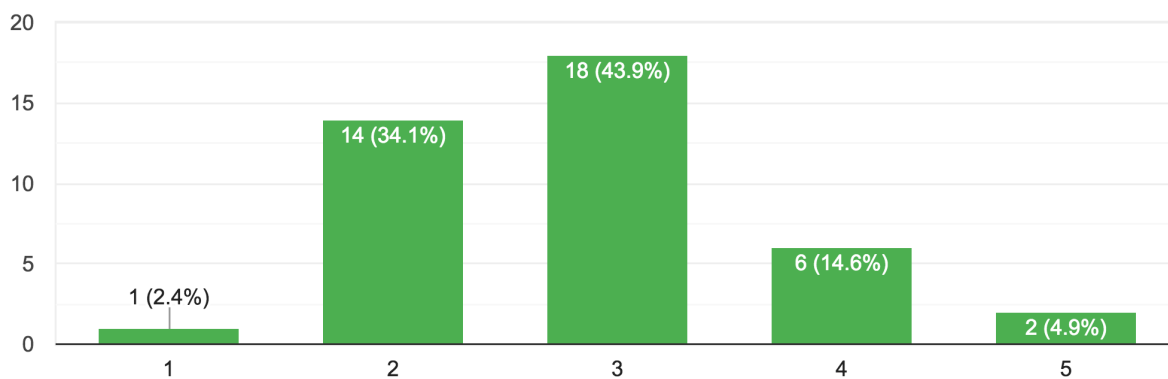
42 responses



1 = extremely negatively
5 = extremely positively

5. Regardless of your rank, how (if at all) have the instructor workload and service changes affected your students' outcomes and learning?

41 responses



1= extremely negative impact on outcomes

5= extremely positive impact on outcomes

6. How have your physical working conditions improved since the move to RBHL and after any recent changes to neighborhoods/your office? (e.g., noise levels, privacy, workspace, smells, furnishings, security/safety, etc.) 41 responses

I do not consider those "neighborhoods" actual offices.

Horrible. Even my last two scummy offices were better. Loud, too far away from any of my classrooms, so students won't come there. The temperature is always wrong in there. It smells of sewer. It's impossible to work in there because of noise.

MUCH improved. McClintock was awful. I don't mind the neighborhoods and open floor plan -- especially now that we are assigned desks

The building is much cleaner than what we used to have - no icky smells or stained ceilings/carpet - no spiders or roaches. Noise levels have improved with changes to the air conditioning in the main hallway. Privacy is still lacking, since there's noise through the walls from spaces nearby and within shared office spaces because there's no dividers. We are hopeful that Doris and Kristen are working on a plan to change our office a bit to make it better for meeting with our students.

It is nice to be in a clean building with the whole department, but my work space is not conducive to productivity.

Nothing has improved for me. Going from my own office to a shared office is no improvement and the "new furniture" and carpet and IKEA color scheme doesn't make up for sharing an office or the lack of collegiality

Moving off the main walkway made a big difference.

No improvement.

Cleaner, brighter office. Security seems to be much better. Nice kitchen area for breaks and food prep/storage.

The new "office" neighborhood is a disgrace. Echoes from the whole atrium can be heard across the neighborhoods...insufficient light for reading books...NO personal space (what 4 feet with no real dividers)...less security than LL in many ways...students often wander in and confuse it for study space...loud copy machine just outside in hallway...I give my students 24/7 access to me by e-mail and phone...there is NO reason I should have to sit in this cobbled together re-build of a library.

The building is elegant looking but not very functional as a space for instructors. There is little to no privacy and workspace allocated to see students.

My neighborhood in RBH is far better than my former office in LL. It is quieter and I haven't had any asthma attacks due my colleagues' perfume or cigarette smoke (previously, I had to leave the office whenever a colleague who smoked arrived). RBH isn't perfect--I have concerns about safety--but overall it is much better. I like having conference rooms available for meetings with students.

Not much different

Your question assumes they have improved. They have not. I had more space when I was a cubicle rat in the corporate world. Yes, I can now lock up my laptop near my desk rather than in a drawer. I still do not have a safe place to keep a shelf of reference books without them wandering off. I don't have a space where I can go if I need a few minutes to pull myself together after a tough meeting or class. The less-than-carrels have caused several students to ask if I'm a faculty member or a grad student. They're seen as unprofessional by even 101 students. We regularly have food and other small things go missing in our neighborhood overnight, and there were people sleeping in one neighborhood last year. Safety isn't a strong point on RBH, but I think that's what people knew we would have to give up when it was supposed to be flexible and collaborative.

I was in McClintock before, so the move to RBH is 1000 times better than that. We do have the enclaves that we can use for student conferences, which is awesome. However, I find myself still not working at RBH unless I have to be there for office hours because the truth is that I don't get much work done there because of lack of privacy from other Instructors. It isn't always their fault, and it is nice to commiserate/talk to other teachers on occasion, but I would definitely come to campus and work more often if I had a more private space to work in.

I share an office with a co-worker who isn't there when I am and vice versa. I love my office. It's quiet, clean, and modern. I didn't think I liked gray but I've reformed my opinion. Privacy is great now that the windows have been frosted (windows to the hallway). I feel safer in this building than LL because LL was constantly open even on weekends and at night.

I do not work there

Windows--our office spaces let in natural light.

McClintock was such a morale destroyer that anything would be a considerable improvement, Having an assigned space in RBH now has been a positive, as well.

It's a beautiful building. It's just not a conducive office environment.

It is far from where I teach my classes and my students don't come to office hours as often RBHL is a much better space. I like the centrality of all the faculty rather than the dispersal inside LL

I guess it's safer? My wallet was stolen out of my office in LL, so that seems less likely in RBH
A place to go to work if needed

Hmm. From a semi-private office to a gang office with no personal space or privacy. Let me think about that . . . I'd say the negative effect on how I see myself and the value of my role within the university is quite significant.

N/A

It's cleaner.

Privacy level is unacceptable. It's really embarrassing to have a crying student talking to my colleague while I'm typing at the other desk, and not convenient at all to interrupt my work to go somewhere else and allow them to talk.

It's a very nice, new space (unless it rains).

I am pleased to have my own desk. But I had my own desk before, so that's a pretty low bar.

I now have somewhere to store my computer by my desk. Noise is a problem. Even though we are encouraged to "personalize" our space, I don't feel like anything I bring in would be safe.

I am still trying to adjust to the work space. My chair is too small for me now.

Working conditions are fine for me. It's more of a social environment, and I have a hard time working when there's noise; but I have adjusted and made my office hours later in the day to accommodate my personal working style.

There's no improvement.

The space is brighter, cleaner, an improvement in several ways

I feel more safe, and I am more comfortable in the new workspaces.

Much nicer space. Good break room. Really like the water options--very nice upgrade. Good security, if everyone locks the doors behind them!

I am more visible to the department. People know I exist! That is good. But my office community has been lost. I do not communicate closely with any colleagues during office hours now. . . . I used to ride my bike to work: I could change my sweaty shirt in my "office"! Now I can't. Of course I can use the bathroom to change. The point is, I have no space of my own now. Most importantly, in my new "neighborhood," it is embarrassing and degrading when students find me at office hours and say "This is your office?" This affects their estimation of me as a representative of the university and makes me appear less estimable.

it's has been great. I love the new building.

This is the only space I've known as an instructor

Pretty Good.

7. In what ways have your physical working conditions worsened or remained the same since the move to RBHL and after any recent changes to neighborhoods/your office? (e.g., noise levels, privacy, workspace, smells, furnishings, security/safety, etc.) 40 responses

I've gone to fully online office hours.

See above. MUCH worse.

No change.

The issues with custodial staff and maintenance staff not closing the office door properly seem to have subsided, but I still don't feel like I can leave anything I care about in the office. I had an issue with those same staff stealing candies left on my desk (by the handful not just a few pieces), which makes me think that the office isn't as secure as my old office was. Doris and Kristen are working on other issues with the office - adding missing modesty panels to the desks and working on changing the layout for better ability to work with students. I miss the ability to have my mini fridge and coffee maker in my office. Given the issues with shared breakroom fridges, it seems like that should be something they loosen up about to avoid people having their

food stolen by others. There's only so much room for people to keep food in the breakrooms. I don't want someone to walk off with my Keurig, so taking it to the breakroom isn't an option. Very loud, not setup for productivity (unable to get comfortable for long periods of time; unable to store more than small amount of teaching or research material; unable to adjust lights, climate, and other factors for personal needs).

It's a dire gloomy unfriendly hell hole that was specifically set up to display and reinforce the notion of rank and privilege. We NTT are all reminded of what we no longer deserve while the TT hide behind their frosted glass. It's unfriendly and unpleasant. It's often too noisy, always freezing, and dark. And it's so far from where we teach. I spend my life running to and fro. I'm lucky that our toilets on the 3rd floor usually work and there's not many of us up there, but in general we seem underbathroomed in the whole building so I see people lining up to use bathrooms.. And it's very disturbing to find random students all over the place who set up at tables and conduct loud noisy conversations. They're clearly not English majors but they've scoped out the building and it's annoying to ask them to talk more quietly. Again the old building was so much more collegial. TT and NTT actually spoke. In addition, it's so bland. It looks like a cheap headquarters for an even cheaper motel chain. Nothing says this is English and film.

Before changing RBH offices, the noise level & physical environment were frustrating.

There is absolutely no privacy, the lighting is terrible, the surroundings are sterile.

Not as much storage, but better security on the storage that's there.

It's gotten worse, if anything.

I don't use the space if I can avoid it. It doesn't work well for my needs.

I had some pens swiped from my desktop.

It's a lot hotter when the sun is directly hitting those windows.

202 still does not have lights over almost all of the desks. A year after moving in. It was raining today, and no one could read in 202, it was so dark. Safety, noise, concentration, lack of professional appearance according to the students — they think instructors are grad students since we don't have offices. It also means I can't keep reference books. I was trying to explain a grammar point to a student, but those books were at home since I don't have a bookshelf. And it's not really safe to keep books in my neighborhood since so many people have access, and most days it isn't even locked in the evenings, so everyone wanders in. By far one of the most annoying things has been not only having to kick out undergrads from our enclaves, but also having to kick tenured faculty out who want to use them as their personal office annexes (and who refuse to leave when asked nicely, reminding us they outrank us and are more important and "real" faculty). I feel like the negative stuff said about instructors by Track faculty has gotten worse since the move, like we are seen as lesser even more so because that is now concretized in the architecture, so it justifies their animus. That's demoralizing that our colleagues don't respect us; we do have a common purpose, or so I would have thought.

It is in no way worse than my little desk in McClintock which was dark, noisy, smelled like mold, and there was absolutely no extra room if students came by.

I don't think anything is worse.

They have not changed

The noise level is something that cannot be corrected. It's hard to work when discussions in other areas of the building can be heard; particular troubling is the noise level heard on the second floor comes from the lower level.

See above,

If you're a tenured faculty, it must be great. For instructors, it's an insult.

I like the RBH. My students are upset they have to walk so far to get to office hours. RBH is in a rather inconvenient place relative to where my classes usually are located. I am a breastfeeding mom, and there is not sufficient private space to pump milk to support all the breastfeeding employees in RBH. There are very few private rooms. Pumping milk hunched over myself in a glass conference room is humiliating. As is pumping in various bathrooms around campus while undergraduates poop next to me. A nicer place to go to for work of discussions. An improvement from LL. about the same

N/A

Lack of privacy is an issue.

Privacy is much worse. Otherwise, things have stayed the same.

Noise, privacy, and security are all continuing problems. Disagreements with other instructors in my neighborhood about all three of these is also an issue. There is a noticeable decline in friendly conversation and camaraderie; instructors move in and out of the space with heads down, do what they need (usually with headphones on), then leave. It's definitely made it difficult to meet and interact with my colleagues and form any professional relationships. all issues except for storage are the same...although with all the reorganizing, I don't keep any books, supplies, etc. on campus (beyond what I need for that day)

It seems safe but have had issues locking the door for 203AB

My above answer covers this.

It's the same.

Noise from below, no walls, and study carrels in the place of enclosed office space (together with huge locker blocks close behind our chairs) make for something less than a comfortable and professional space

It is often inconvenient for me or my students to meet so far from our classroom (LL). They often ask to meet me in class instead of my office.

Too loud in my workspace. Students think it's odd that I don't have my own office--or at least a more private space. Enclaves are not useful. Too much wasted space in the building.

Demoralizing how little space we have compared to the size of the building!

My "neighborhood" is noisy. During each of my office hours, I hear a woman from the next "neighborhood" repeating all the political news she heard the night before to her hapless same-neighborhood neighbor, who must grunt acknowledgement every so often. Likewise, she and everyone else around is treated to any conversation I have with any visiting student, because I do not invite students to the private conference rooms, because I find that awkward, particularly with female students, since I am a male. When we moved into our "neighborhoods," I asked (in a survey like this) that signs be posted reading "Students and faculty are encouraged to use the conference rooms for conversation," but got no response. So, instead of me inviting female and male students to "go somewhere where we can talk in private"--which could get me fired if misunderstood just one time by the wrong student--I discuss everything with all students in the public space of my neighborhood. Incidentally, I do think my concern was somewhat disregarded because I am male and considered not vulnerable to be victimized by sexual harassment claims. If there is one single time in the future when a male Instructor is misunderstood by a female (or male) student when the Instructor suggests that they move to the privacy of the conference room, then this Instructor will have been poorly served by our oversight and administration of the move to Ross-Blakley. I will never use the conference rooms to be "one-on-one" with students. I use my classroom for one-on-one meetings.

I love the new building. It's great.

It doesn't feel very private and it's hard to know how or where to conduct conferences with students.

Less personal space

8. What other concerns not addressed here would you like the NTT Committee to explore? 27 responses

None

n/a

I'm tired.

Mandatory in-person office hours in RBH is not the best plan. None of my students have ever attended those office hours, preferring instead to meet with me in the classroom right before or after class, or to meet with me online. It's a waste of time in a space in which I cannot work. It really makes me feel infantilized, being forced to be there when I can help students and do my work better in other spaces.

So I saw a Labor Certification for a Lecturer in Engineering posted in commons at \$70,000. That is a starting lecturer not a senior or principal. Many of us at the Lecturer rank have been compressed and I don't see any concern on the part of TT about that. Furthermore, the views of TT towards NTT seem to have worsened especially in the ranks of the younger newer TTs. They dislike and despise us. It reminds me of the "subaltern complex". Look down on those below you.

Pay for overload classes is absurdly low at \$3300. Something needs to be done about that.

Thanks for this opportunity to vent.

I would like an increase in our professional development funds. As it is, there is almost no professional development opportunities that don't require at least \$1000 out of pocket for me.

Class enrollment caps.

Convocation. It's required. It ought to be in spring optional for those couple of people teaching Friday hybrids since they see their students once a week, and it's in week 2, so there might be new students that week needing to get caught up. But most importantly, why not schedule the trainings and discussions you ask us to do like title 9 during that time, instead of when we are all getting our first papers. We all know Demetria is going to tell us to read our email, and she will be funny about it. But we do know that. And the people who don't read email aren't going to change the ninth time they've heard it. But some of the same-old-same-old can be replaced with true professional development and new things.

I'm not sure. I would like to get involved and serve the community in various ways, but my work load basically does prohibit very much extra involvement. Also, I'm not aware of many opportunities to serve, either.

I would like to know how much instructors want to be part of committees etc. in the department in order to learn how the dept. runs. If someone is teaching all the time, they really miss out.

Also I believe that teachers are excellent at all ranks, and I'd like to have instructors be able to share their ideas with the rest of us more readily.

A maximum student cap load per session. A 5/5 load needs to have a realistic maximum total student expectation. The volume and pace of teaching a 15 week class in 7.5 weeks needs to be taken in to account when setting reasonable seat counts and the overall work load needs to also be considered - not just blindly assigning 5 classes per semester.

I think the #5 question is difficult to answer--how would we know this as each semester's class dynamics are unique?

Class sizes. It's far too easy to wind up teaching the equivalent of an additional class when class caps increase.

The 5/5 load continues to be completely untenable. It is an unfair and impossible work load and harms both the teachers and the students. By necessity, teaching and responding have become automated. This is a totally irresponsible way to "innovate" the "New American University" — asking NTT faculty to shoulder all of this "innovation" of "inclusion"—and without compensation that fairly reflects the amount of extra work that goes into teaching a fifth class. ASU's students, ASU's teachers, the families of the teachers, and the future career prospects of the teachers are all being significantly harmed by this totally narrow-minded policy. Meanwhile, ASU is paying Herm Edwards 2mill a year with quarter million dollar merit raises possible each year so that we can all cheer on a sport that is linked to devastating brain disease. This is insulting to all the people who labor day after day to actually educate this student population without any real institutional recognition of their efforts.

This survey addresses only instructor concerns. And I think they are treated like shit as professionals. It's not a profession. It's a job. For me too as a lecturer, just a job. I work my butt off. For disrespect. Especially under the new department admin.

Instructors should receive extra pay for honors contracts and for being on thesis committees. These require a great time commitment, the Barrett students pay an extra \$6,000 in fees, and yet we, those overseeing the bulk of the contracts, can either turn the students down or do the extra work for no compensation (and since there is no possibility for advancement, it isn't like anyone notices the extra work we do).

Not sure there's anything the NTT can do about it, but I would like us to explore using at least some of the multiple basically-unused spaces (like the "phone room") and enclosing eccentric empty nooks to give faculty private offices.

You briefly touch on well being, but I think people should be aware of the physical toll of having this type of schedule.

Private offices for all.

There are benefits to doing service, and I believe teachers of all ranks should do it. This would provide a better balance for all (and I realize this would necessitate less teaching for instructors). But it's good to have everyone's voices in the mix when it comes to service. I don't like the current system of having other ranks do more service (and having instructors teach more).

Pay increase. I don't mind teaching 5/5 but I want to be well compensated for it. Because pay is so low, I have to pick up extra classes to make the money needed to survive. I don't think it is unreasonable to increase instructor salaries--we do a lot of the heavy lifting in the department since we teach the compulsory classes that almost all students have to take. I think we should also be treated a bit better. We should be given a voice, with a course release if we serve on the NTT committee or as an instructor rep. And we should also be encouraged to do research and such with adequate funding and potentially course releases if we do enough research. After all, we are #1 in innovation and now #3 in research in the country. Why not encourage us to do our research?

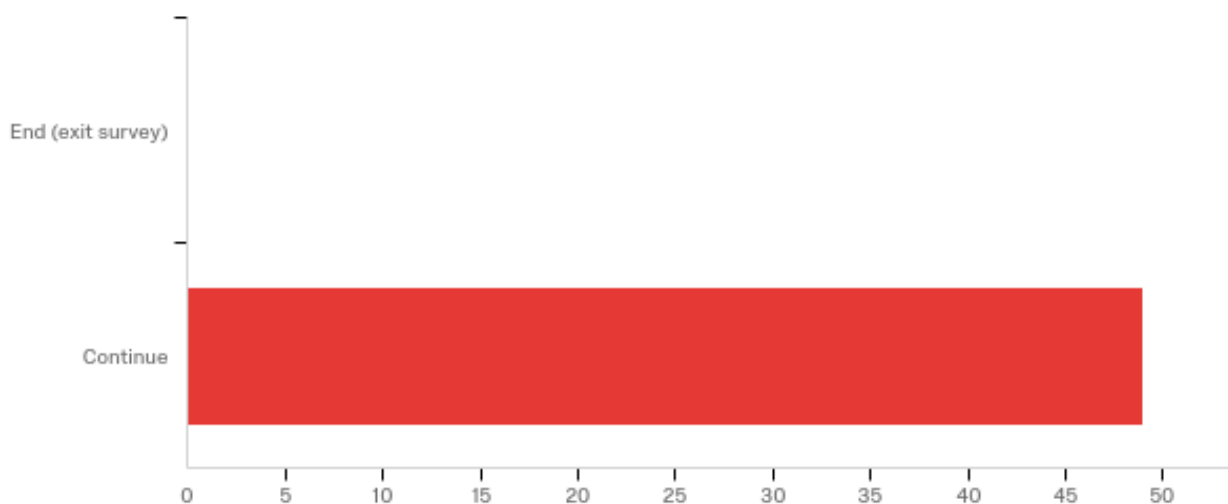
I honestly believe that we do need opportunities for professional development.

I need fewer students to increase the quality of my efforts.

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Non-Tenure Track Faculty Survey Spring 2019

Your answers will be completely anonymous. The NTT Committee will review question responses by rank to understand the particular concerns of each rank of non-tenure eligible faculty in the English Department. Please select "Continue" if you wish to proceed. If you do not wish to participate, please select "End" to exit the survey.

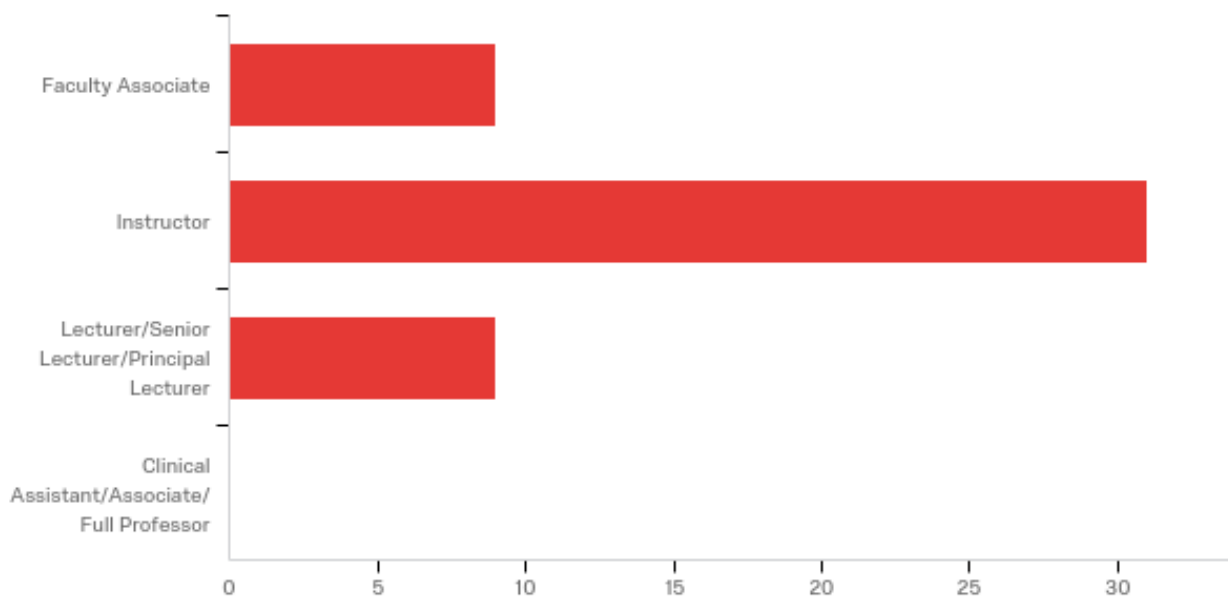


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your answers will be completely anonymous. The NTT Committee will review question responses by rank to understand the particular concerns of each rank of non-tenure eligible faculty in the English Department. Please select "Continue" if you wish to proceed. If you do not wish to participate, please select	2.00	2.00	2.00	0.00	0.00	49

"End" to exit the
survey.

#	Answer	%	Count
1	End (exit survey)	0.00%	0
2	Continue	100.00%	49
	Total	100%	49

QID53 - What is your rank?

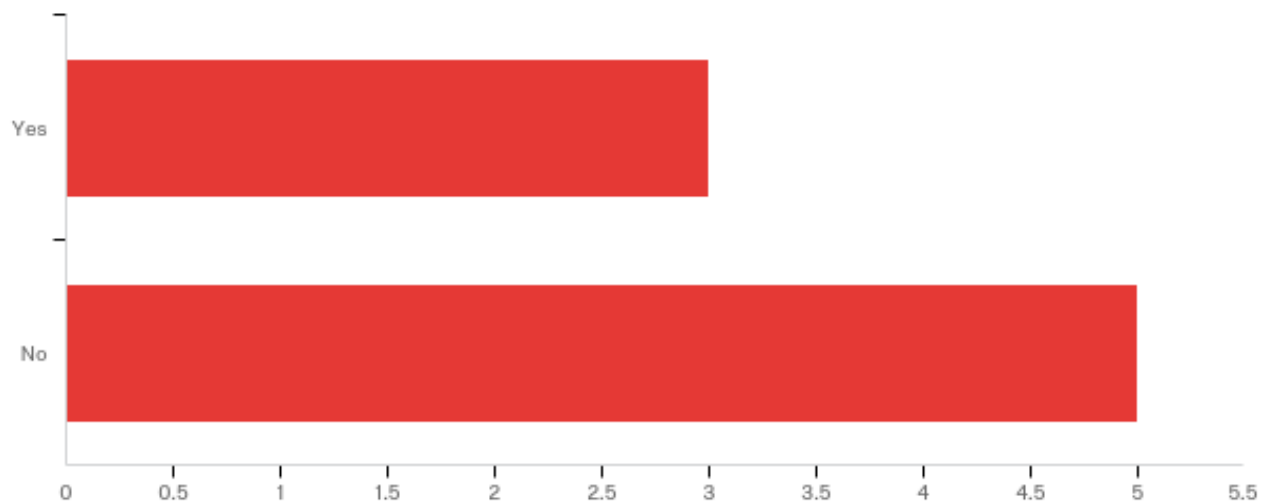


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your rank?	1.00	3.00	2.00	0.61	0.37	49

#	Answer	%	Count
1	Faculty Associate	18.37%	9
2	Instructor	63.27%	31
3	Lecturer/Senior Lecturer/Principal Lecturer	18.37%	9
4	Clinical Assistant/Associate/Full Professor	0.00%	0
	Total	100%	49

QUESTIONS FOR FACULTY ASSOCIATES ONLY

Are you a graduate student or a recent graduate?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a graduate student or a recent graduate?	1.00	2.00	1.63	0.48	0.23	8

#	Answer	%	Count
1	Yes	37.50%	3
2	No	62.50%	5
	Total	100%	8

What are your thoughts about meeting with students in your work space at Ross-Blakley Hall?

What are your thoughts about meeting with students in your work space at Ross-Blakley Hall?

While the natural light and open floor plan is nice its does not necessarily ideal for students who may come to you with personal issues.

I teach online right now so I do not utilize Ross-Blakley Hall for student meetings.

I never utilize space in RBH. I teach at night and on the opposite end of campus. It is not practical or reasonable to hold office hours in RBH. Instead, I hold them in my classroom immediately following class.

Space for meeting students is inadequate. We need office space. Badly. Like really badly.

too open but it works fine

Do you know what faculty privileges you do or don't have (e.g. extended library loan, bookstore discounts, etc.)?

Do you know what faculty privileges you do or don't have (e.g. extended library loan, bookstore discounts, etc.)?

No, I am not aware of what faculty privileges I have.

No

No

Didn't know

No.

No

Yes. Job security. Decent salary.

no

What is your biggest obstacle in working with students and doing your job?

What is your biggest obstacle in working with students and doing your job?

Feeling motivated and valued when I am not paid for the hours and hours it takes to read and provide constructive feedback on student writing.

The online environment is tricky, however, I am learning to navigate it!

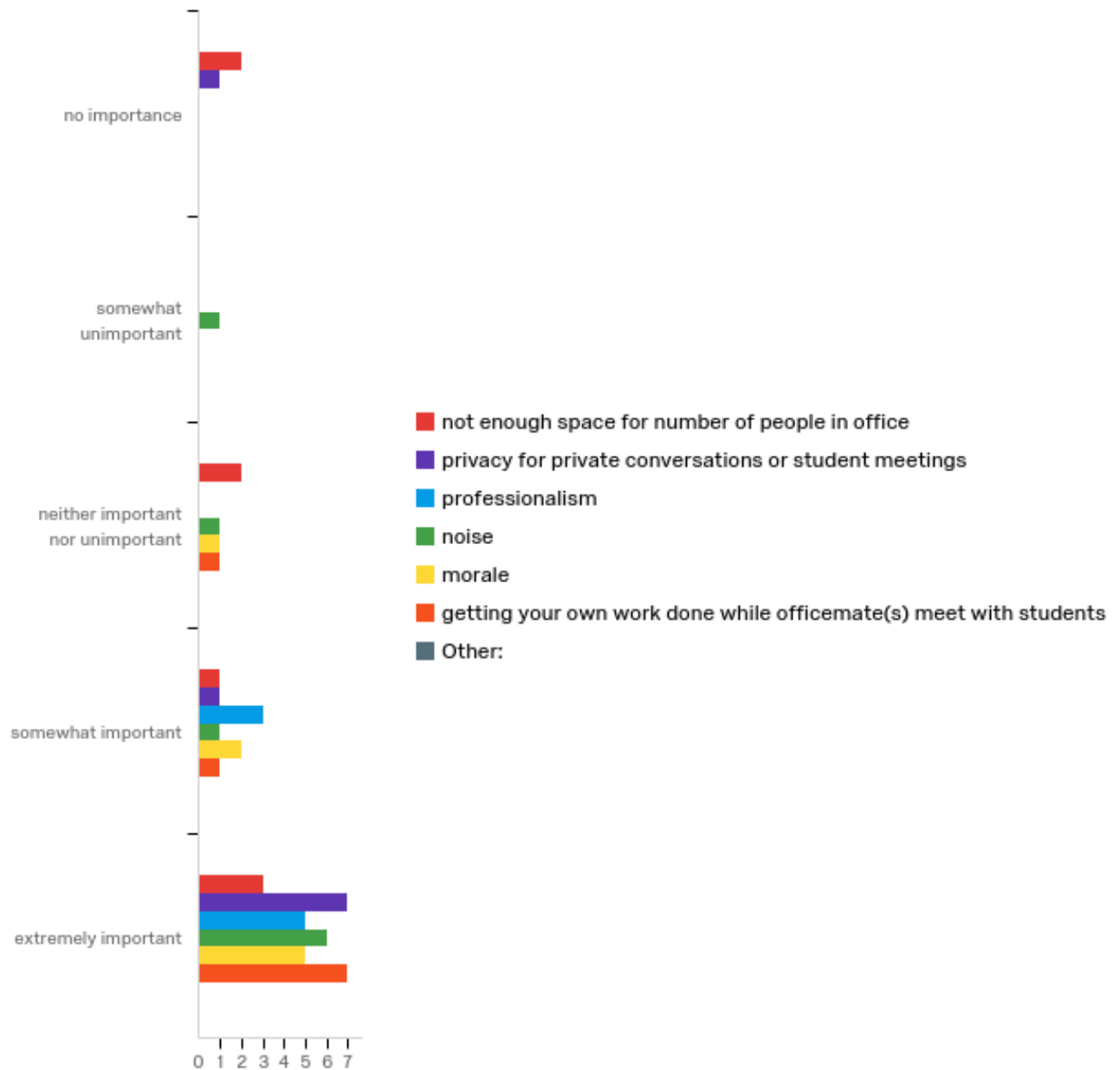
Since I teach only at night (i.e. after 6 pm) and I work full time during the day, it is very difficult to come to campus during daytime hours. Fortunately, I am rarely required to come to campus during the day, but occasionally I must do so in order to submit paper forms to the department. In the event I do have to come to campus during the day, I have to take a vacation day from my full time job to do so. That makes it a bit tough, and for that reason, I'd like to be able to submit any necessary forms electronically versus in person. As far as working with my students goes, I have no obstacles. My students love to be able to take a late night class, and they appreciate that I hold very late office hours. I find that my students are night owls so they are happy to know that my office hours are late at night and in our classroom, which is a very comfortable/convenient space for them.

Class size

No decent office space.

QUESTIONS FOR LECTURER RANKS ONLY

What are your most significant concerns regarding shared offices? - Choose the level of importance for each item

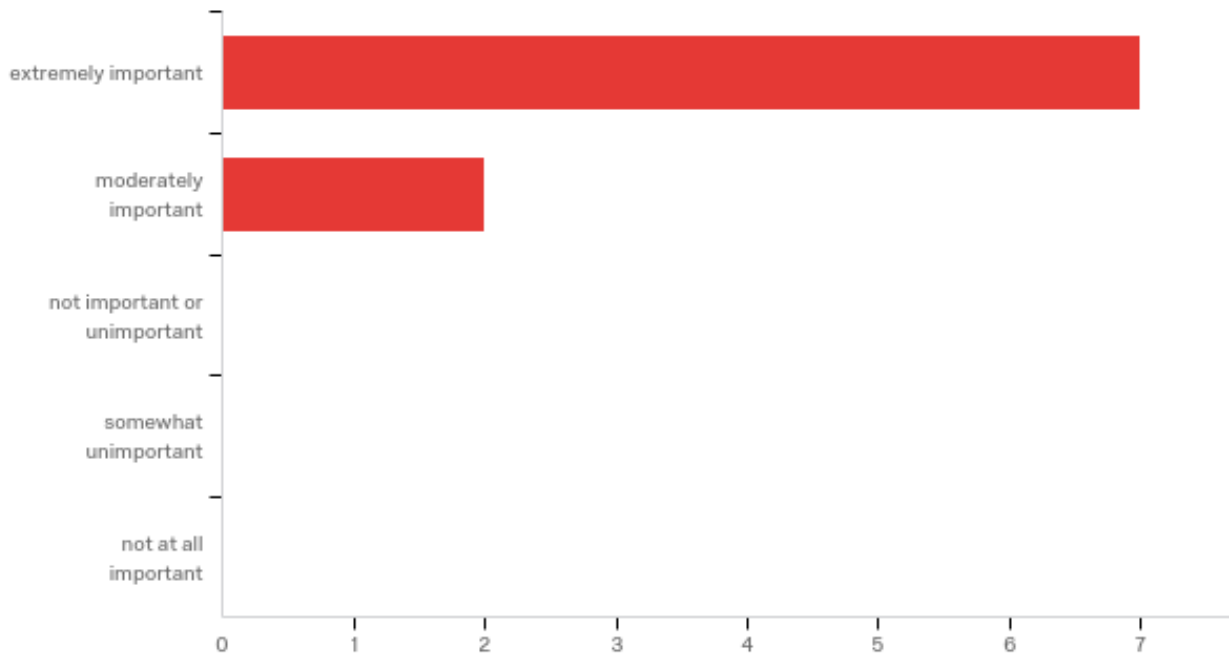


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	not enough space for number of people in office	1.00	5.00	3.38	1.58	2.48	8
2	privacy for private conversations or student meetings	1.00	5.00	4.44	1.26	1.58	9
3	professionalism	4.00	5.00	4.63	0.48	0.23	8
4	noise	2.00	5.00	4.33	1.05	1.11	9
5	morale	3.00	5.00	4.50	0.71	0.50	8
6	getting your own work done while officemate(s) meet with students	3.00	5.00	4.67	0.67	0.44	9
7	Other:	0.00	0.00	0.00	0.00	0.00	0

#	Question	no importance		somewhat unimportant		neither important nor unimportant		somewhat important		extremely important		Total
1	not enough space for number of people in office	25.00%	2	0.00%	0	25.00%	2	12.50%	1	37.50%	3	8
2	privacy for private conversations or student meetings	11.11%	1	0.00%	0	0.00%	0	11.11%	1	77.78%	7	9
3	professionalism	0.00%	0	0.00%	0	0.00%	0	37.50%	3	62.50%	5	8
4	noise	0.00%	0	11.11%	1	11.11%	1	11.11%	1	66.67%	6	9
5	morale	0.00%	0	0.00%	0	12.50%	1	25.00%	2	62.50%	5	8
6	getting your own work done while officemate(s) meet with students	0.00%	0	0.00%	0	11.11%	1	11.11%	1	77.78%	7	9

7	Other:	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
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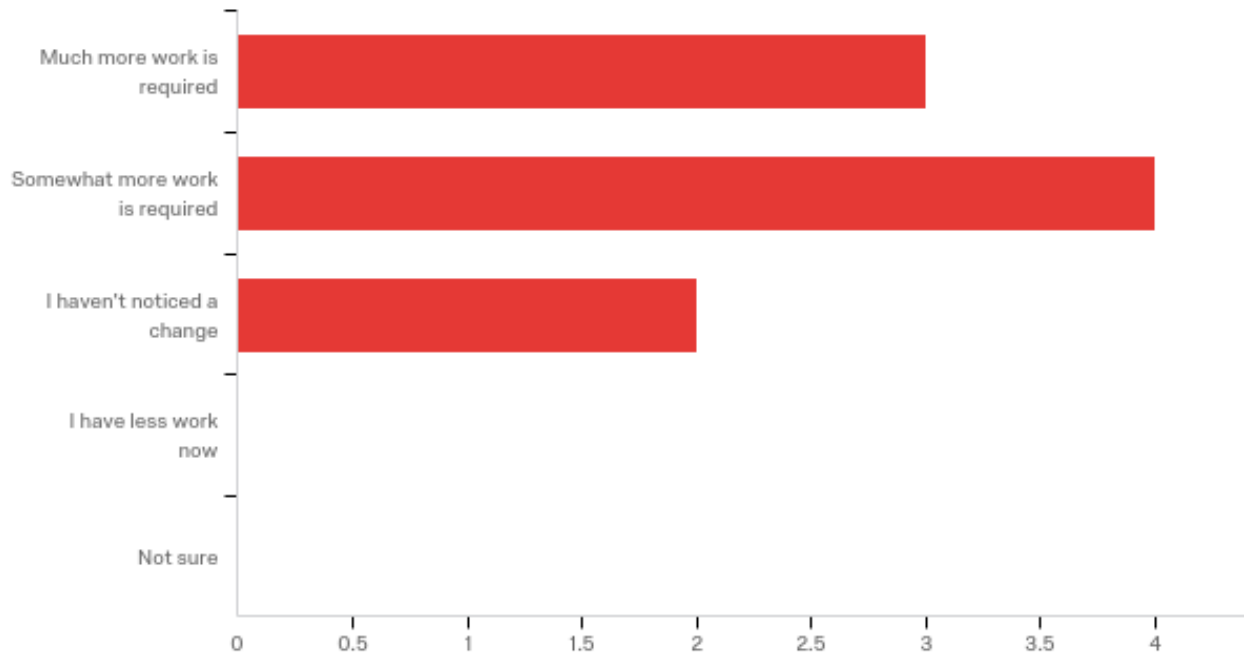
How important are multi-year/rolling multi-year contracts to you?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How important are multi-year/rolling multi-year contracts to you?	1.00	2.00	1.22	0.42	0.17	9

#	Answer	%	Count
1	extremely important	77.78%	7
2	moderately important	22.22%	2
3	not important or unimportant	0.00%	0
4	somewhat unimportant	0.00%	0
5	not at all important	0.00%	0
	Total	100%	9

Have you seen a change in your service load since the instructors' service requirement was eliminated?

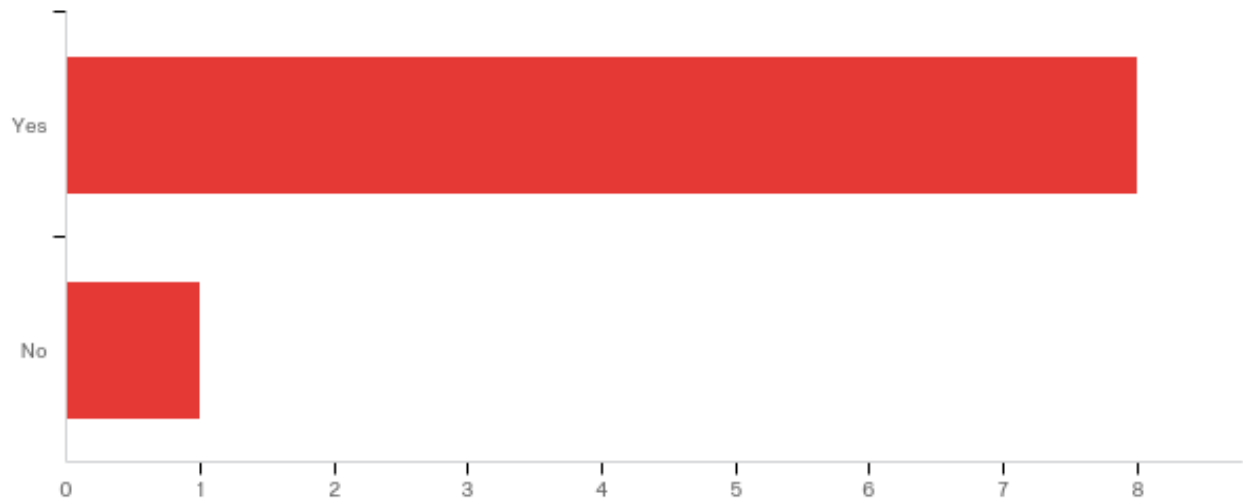


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you seen a change in your service load since the instructors' service requirement was eliminated?	1.00	3.00	1.89	0.74	0.54	9

#	Answer	%	Count
1	Much more work is required	33.33%	3
2	Somewhat more work is required	44.44%	4
3	I haven't noticed a change	22.22%	2
4	I have less work now	0.00%	0

5		Not sure	0.00%	0
		Total	100%	9

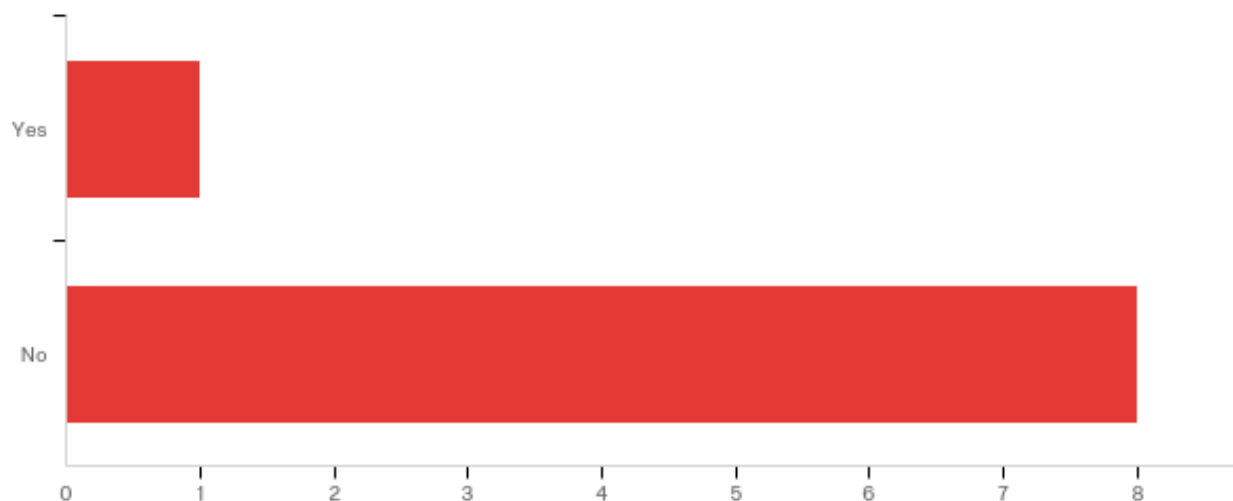
Do you know that you have \$500 in yearly travel money?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you know that you have \$500 in yearly travel money?	1.00	2.00	1.11	0.31	0.10	9

#	Answer	%	Count
1	Yes	88.89%	8
2	No	11.11%	1
	Total	100%	9

Have you used your travel money within the last two years?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you used your travel money within the last two years?	1.00	2.00	1.89	0.31	0.10	9

#	Answer	%	Count
1	Yes	11.11%	1
2	No	88.89%	8
	Total	100%	9

If you have not used your travel money, would you like to have other ways to use it for professional resources? (If so what resources would you suggest?)

If you have not used your travel money, would you like to have other ways to use it for professional resources? (If so what resources would you suggest?)

I'd like more money to attend one conference. 500 does not begin to cover expenses

Yes, I would like to use it for other purposes. Some ideas I have are: any professional development opportunities (including things that would enhance our own writing goals, even if those are not directly related to our discipline area). Some freedom in how we spend that money as long as we can make a case as to how the activity/workshop, etc. is benefitting us as teachers, writers, scholars, etc.

I would like to use it for a new computer or books, for example.

buy books

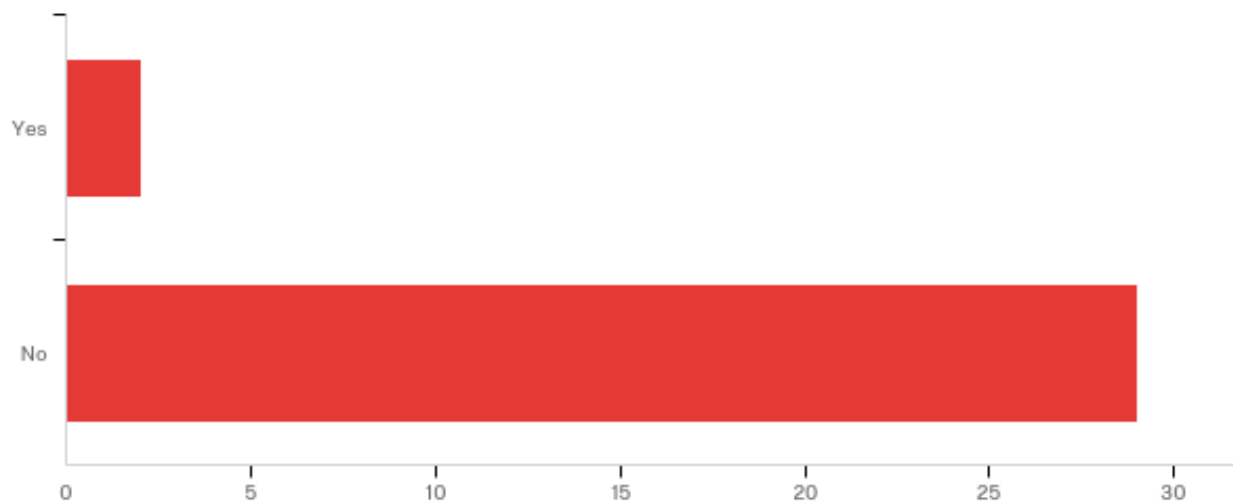
I tried to use it for an academic conference (religious studies) that didn't relate specifically to composition studies and was denied the money. Then I tried to use it to cover books for a project and was told I couldn't do that. I'd love to be able to use the money to go toward any academic conference without question.

books/research materials, technology (beyond a laptop)...it would be nice to know what would be permitted

Yes, since it is not enough to attend any conference out of state, and rolled-over funds is not a possibility, I think we should be able to use the funds for approved work-related items, professional journal subscriptions etc.

QUESTIONS FOR INSTRUCTORS ONLY

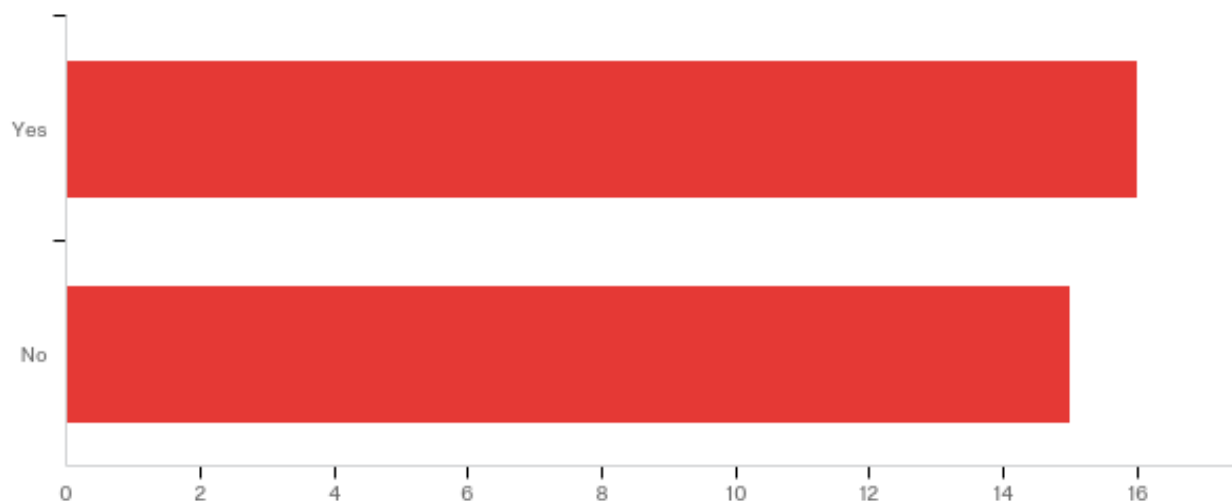
Are you a graduate student?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a graduate student?	1.00	2.00	1.94	0.25	0.06	31

#	Answer	%	Count
1	Yes	6.45%	2
2	No	93.55%	29
	Total	100%	31

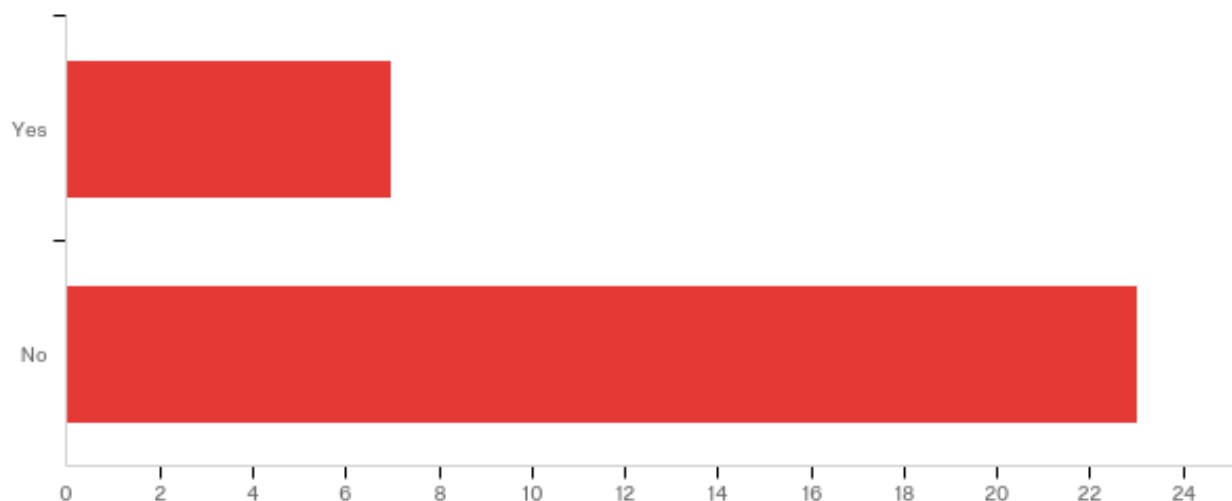
Do you know that you have \$400 in yearly travel money?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you know that you have \$400 in yearly travel money?	1.00	2.00	1.48	0.50	0.25	31

#	Answer	%	Count
1	Yes	51.61%	16
2	No	48.39%	15
	Total	100%	31

Have you used your travel money within the last two years?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you used your travel money within the last two years?	1.00	2.00	1.77	0.42	0.18	30

#	Answer	%	Count
1	Yes	23.33%	7
2	No	76.67%	23
	Total	100%	30

If you have not used your travel money, would you like to have other ways to use it for professional resources? (If so, what resources would you suggest?)

If you have not used your travel money, would you like to have other ways to use it for professional resources? (If so, what resources would you suggest?)

Would be interested in using travel funds to attend a national conference that is related to my specialty (creative writing) but not directly related to the composition courses I teach. I've been told that the Association of Writers & Writing Programs (AWP) conference held annually does not allow me to access travel funds.

Money to supplement child care or to submit to writing contests?

Yes. Perhaps a research stipend would be a good idea. That way, it can be applied toward travel but still accessed if travel isn't possible. Sometimes it's hard to get away to travel when you teach a 5/5 load. Accessing it as a research stipend could allow its use for however faculty may need it without letting it go to waste.

I can't think of anything at the moment

I'd appreciate funds that could be used to purchase supplies that enhance learning in the classroom.

Allow the travel money to carry over for at minimum of a year so it would be more impactful.

Use the money for other departmental things like a coffee machine or more hardware.

Yes, I think it would be nice to have additional professional development opportunities.

fees for professional organizations, journals, etc.

I would love to use my travel money but it is not enough to go anywhere without incurring a massive expense myself.

Professional Development courses, online classes, that sort of thing.

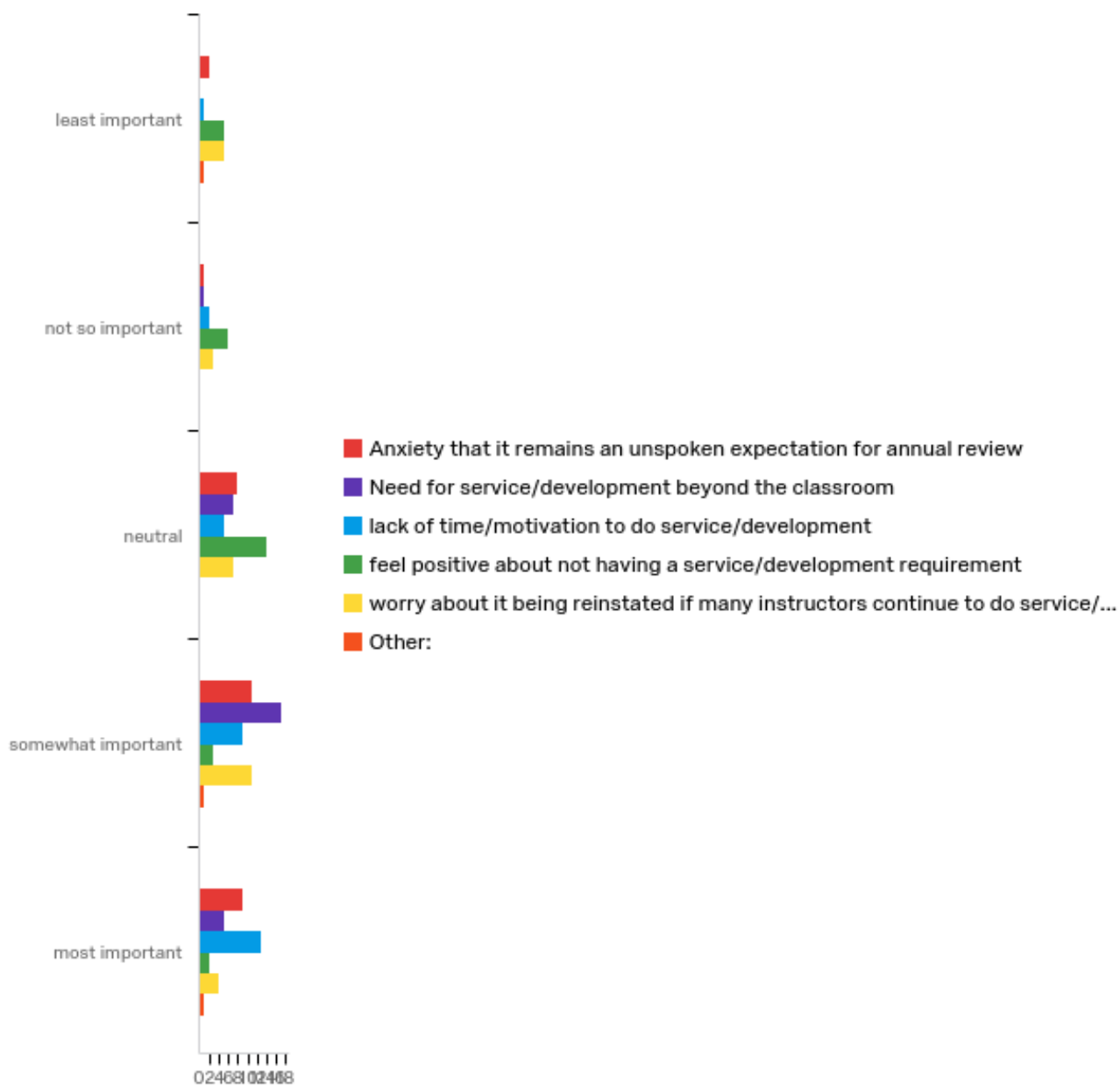
Yes. I would like to be able to purchase software licenses on the HUB for teaching and books that cannot be obtained as desk copies.

Yes, for purchasing tech and supplies for teaching

Yes! I asked if I was able to use it for books, and I was told that was no longer an option. I was very disappointed. \$400 is not enough money to go to a conference. I ended up using the money one year, and I spent way more than \$400 in addition to the \$400 I received from the school. So, basically, I can't afford to go to conferences.

Not sure.

Please rank your concerns about service and professional development from
least to most important -

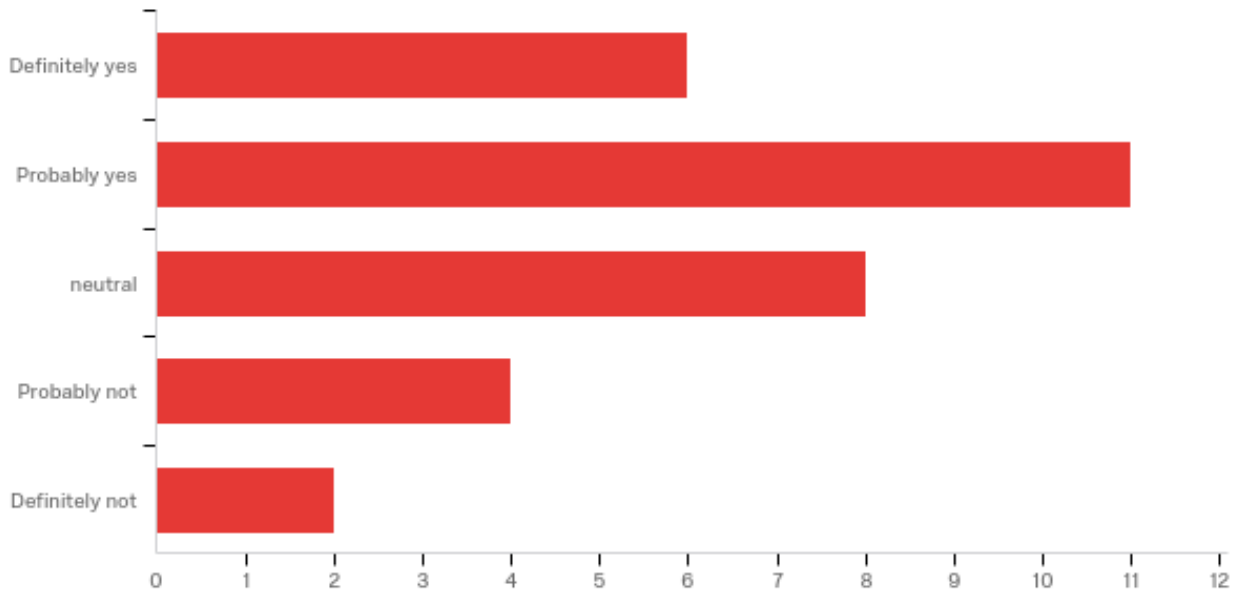


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Anxiety that it remains an unspoken expectation for annual review	1.00	5.00	3.77	1.10	1.21	31

2	Need for service/development beyond the classroom	2.00	5.00	3.87	0.72	0.52	30
3	lack of time/motivation to do service/development	1.00	5.00	4.03	1.08	1.17	30
4	feel positive about not having a service/development requirement	1.00	5.00	2.70	1.07	1.14	30
5	worry about it being reinstated if many instructors continue to do service/development	1.00	5.00	3.20	1.28	1.63	30
6	Other:	1.00	5.00	3.33	1.70	2.89	3

#	Question	least important		not so important		neutral		somewhat important		most important		Total
1	Anxiety that it remains an unspoken expectation for annual review	6.45%	2	3.23%	1	25.81%	8	35.48%	11	29.03%	9	31
2	Need for service/development beyond the classroom	0.00%	0	3.33%	1	23.33%	7	56.67%	17	16.67%	5	30
3	lack of time/motivation to do service/development	3.33%	1	6.67%	2	16.67%	5	30.00%	9	43.33%	13	30
4	feel positive about not having a service/development requirement	16.67%	5	20.00%	6	46.67%	14	10.00%	3	6.67%	2	30
5	worry about it being reinstated if many instructors continue to do service/development	16.67%	5	10.00%	3	23.33%	7	36.67%	11	13.33%	4	30
6	Other:	33.33%	1	0.00%	0	0.00%	0	33.33%	1	33.33%	1	3

Would you be interested in doing service if it were recognized (not required) as part of your annual evaluation?

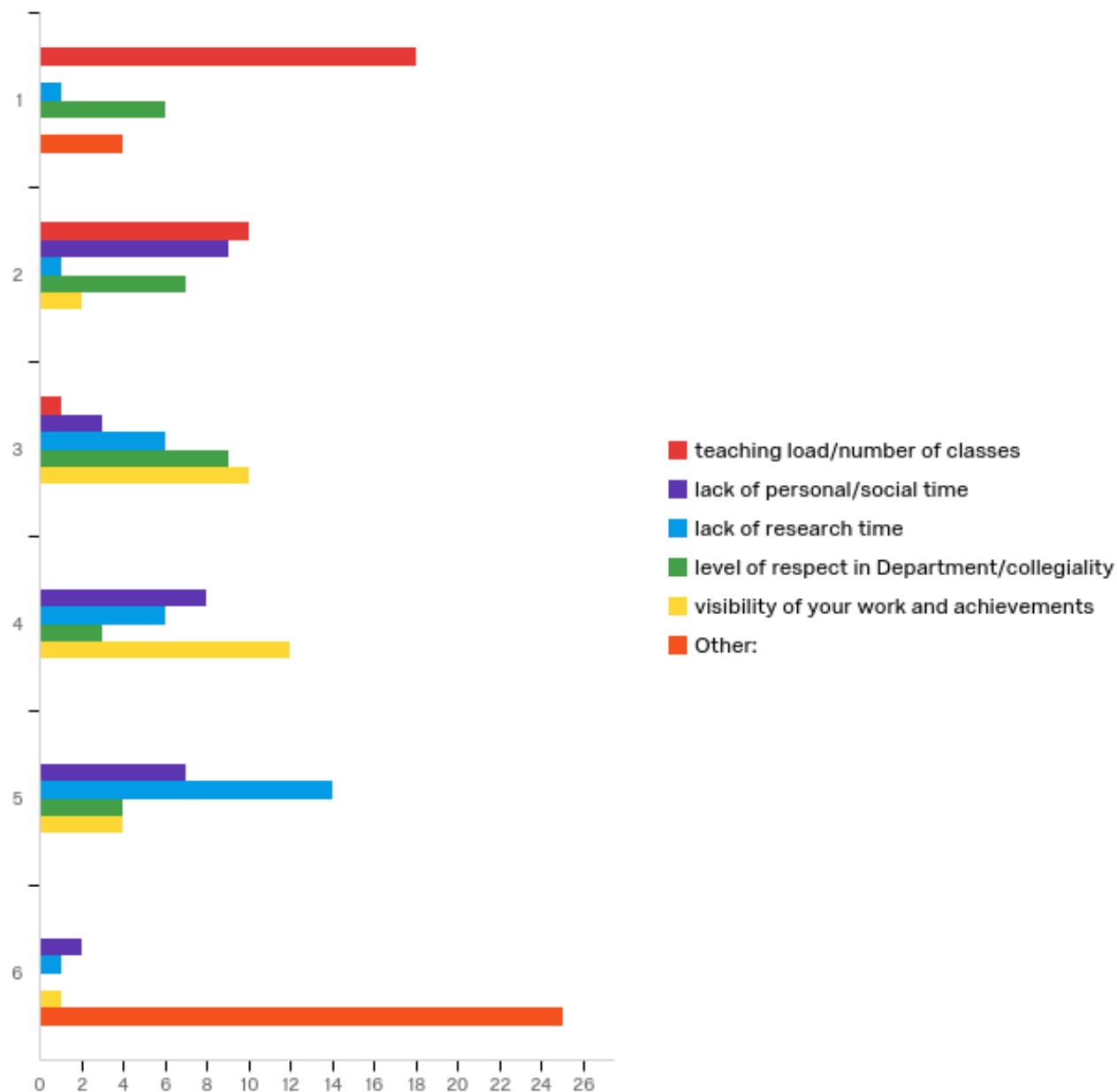


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in doing service if it were recognized (not required) as part of your annual evaluation?	1.00	5.00	2.52	1.13	1.28	31

#	Answer	%	Count
1	Definitely yes	19.35%	6
2	Probably yes	35.48%	11
3	neutral	25.81%	8
4	Probably not	12.90%	4
5	Definitely not	6.45%	2

	Total	100%	31
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Please drag and drop the items below to rank your morale concerns in order of importance to you (place most important first)



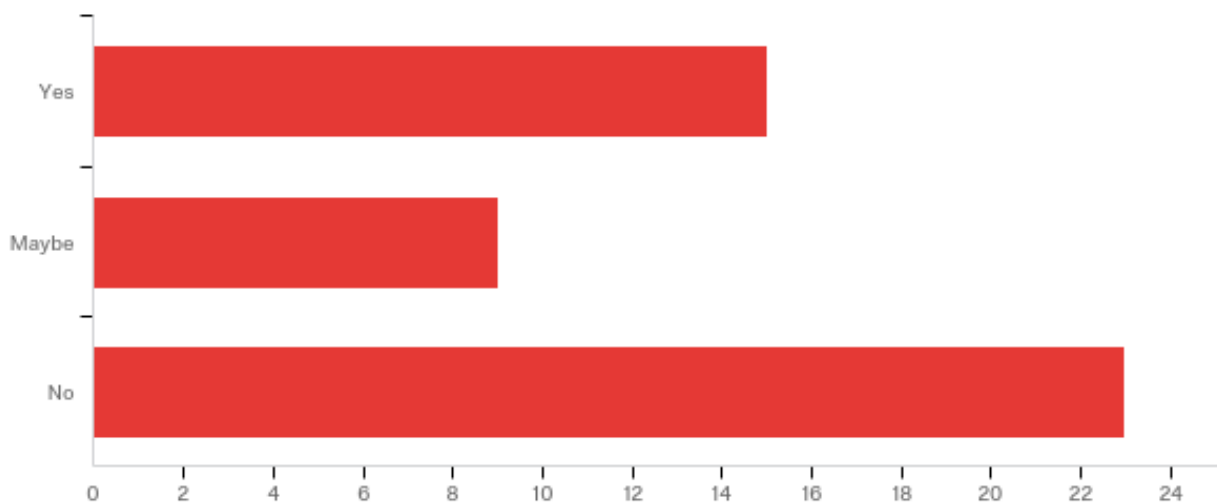
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	teaching load/number of classes	1.00	3.00	1.41	0.56	0.31	29

2	lack of personal/social time	2.00	6.00	3.66	1.32	1.74	29
3	lack of research time	1.00	6.00	4.17	1.12	1.25	29
4	level of respect in Department/collegiality	1.00	5.00	2.72	1.28	1.65	29
5	visibility of your work and achievements	2.00	6.00	3.72	0.91	0.82	29
6	Other:	1.00	6.00	5.31	1.72	2.97	29

#	Question	1		2		3		4		5		6		Total
1	teaching load/number of classes	62.07 %	18	34.48 %	10	3.45 %	1	0.00 %	0	0.00 %	0	0.00 %	0	29
2	lack of personal/social time	0.00 %	0	31.03 %	9	10.34 %	3	27.59 %	8	24.14 %	7	6.90 %	2	29
3	lack of research time	3.45 %	1	3.45 %	1	20.69 %	6	20.69 %	6	48.28 %	14	3.45 %	1	29
4	level of respect in Department/collegiality	20.69 %	6	24.14 %	7	31.03 %	9	10.34 %	3	13.79 %	4	0.00 %	0	29
5	visibility of your work and achievements	0.00 %	0	6.90 %	2	34.48 %	10	41.38 %	12	13.79 %	4	3.45 %	1	29
6	Other:	13.79 %	4	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	86.21 %	25	29

QUESTIONS FOR ALL RANKS

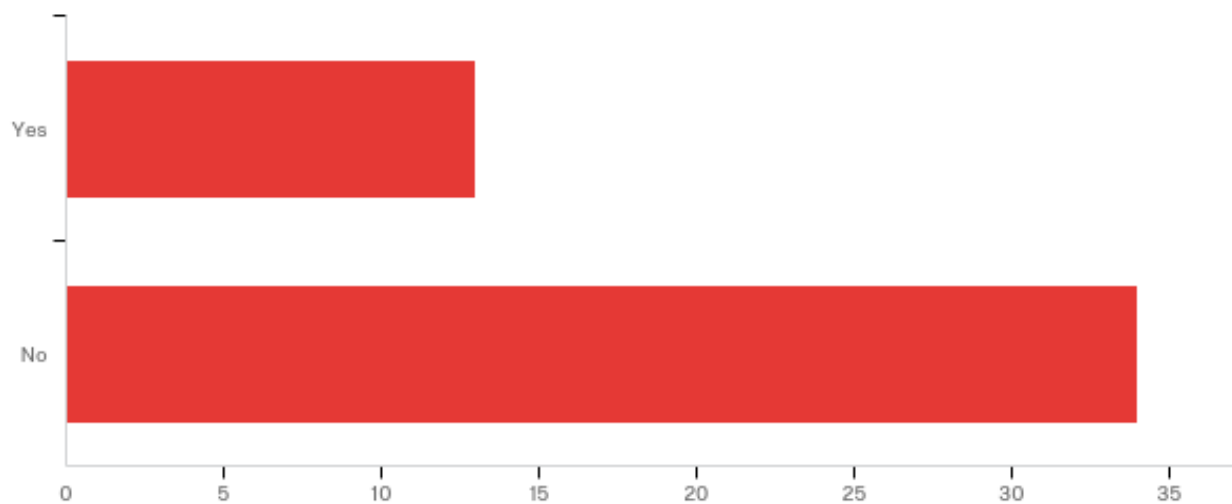
Is it necessary for you to teach at other institutions due to finances and/or acquiring teaching experience?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is it necessary for you to teach at other institutions due to finances and/or acquiring teaching experience?	1.00	3.00	2.17	0.88	0.78	47

#	Answer	%	Count
1	Yes	31.91%	15
2	Maybe	19.15%	9
3	No	48.94%	23
	Total	100%	47

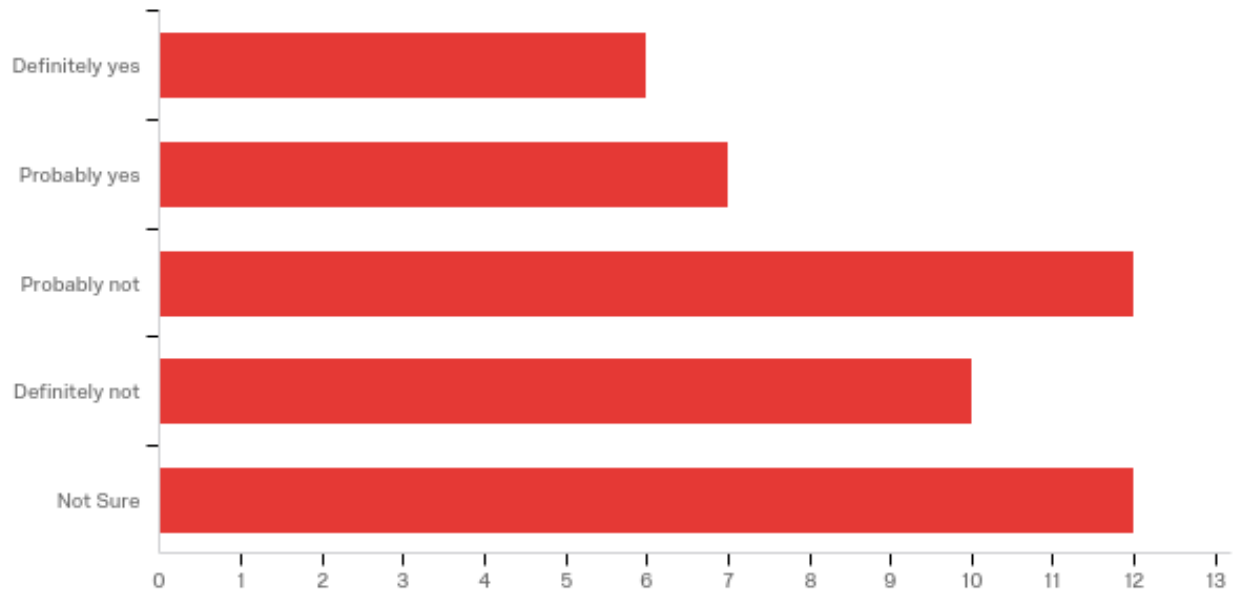
Are you currently on the job market?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently on the job market?	1.00	2.00	1.72	0.45	0.20	47

#	Answer	%	Count
1	Yes	27.66%	13
2	No	72.34%	34
	Total	100%	47

Do you have goals to leave ASU for a position/employment (academic or non-academic) elsewhere?

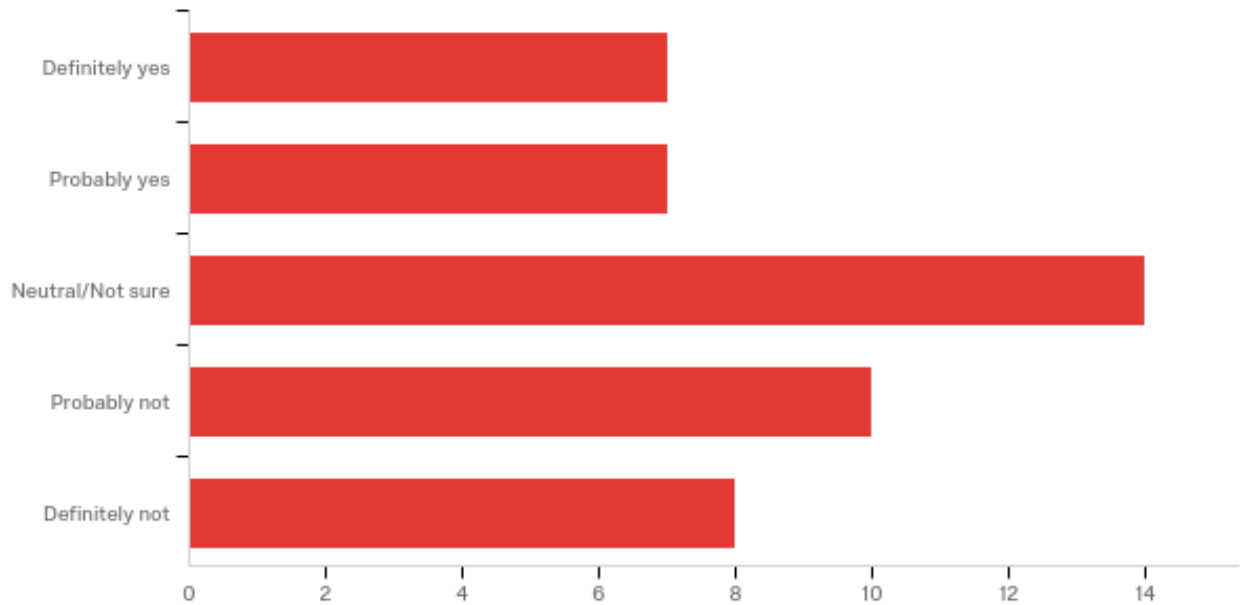


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have goals to leave ASU for a position/employment (academic or non-academic) elsewhere?	1.00	5.00	3.32	1.34	1.79	47

#	Answer	%	Count
1	Definitely yes	12.77%	6
2	Probably yes	14.89%	7
3	Probably not	25.53%	12
4	Definitely not	21.28%	10
5	Not Sure	25.53%	12

	Total	100%	47
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Do you feel that the location of Ross-Blakley Hall prevents your students from coming to in-person office hours?

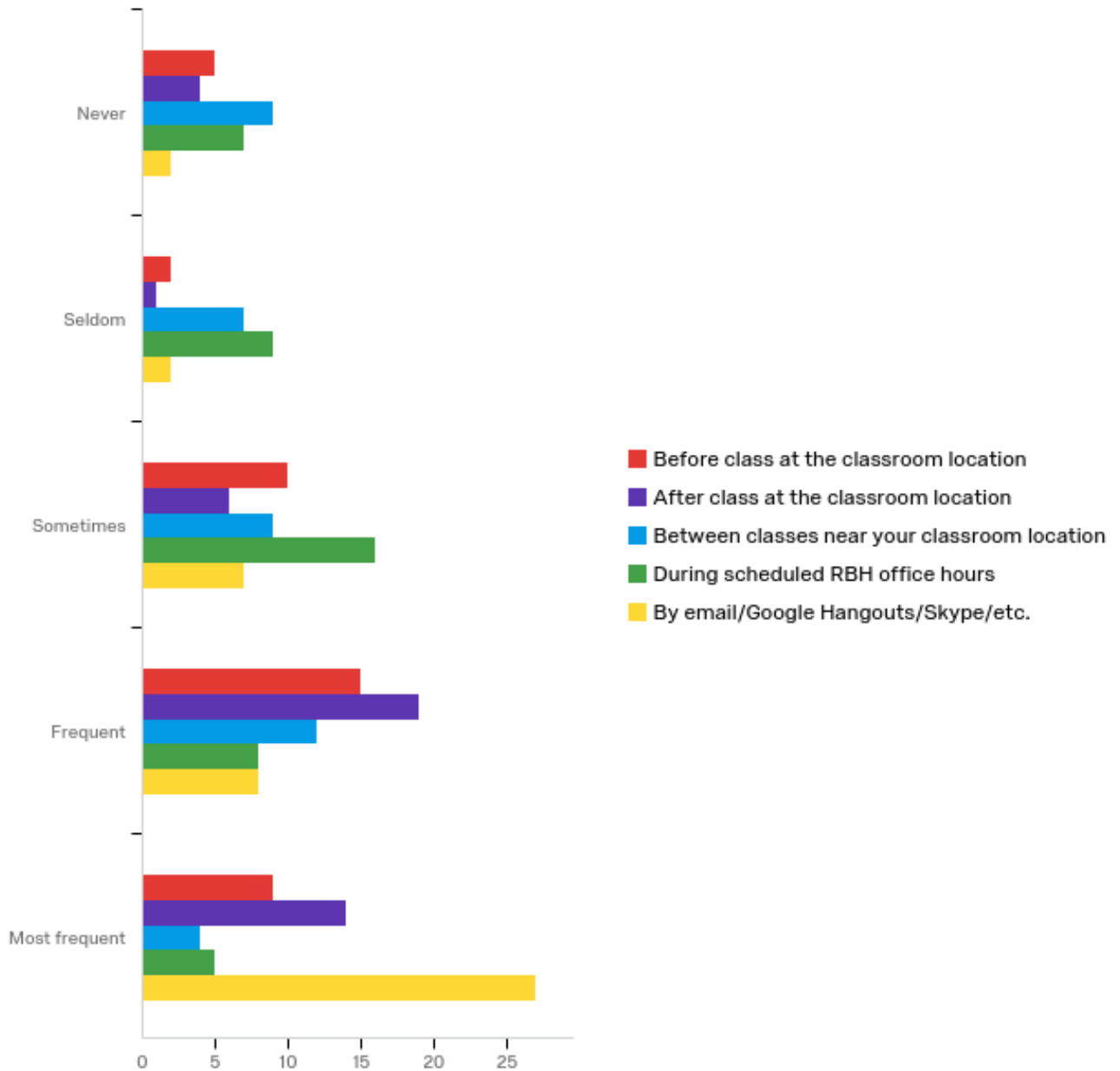


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel that the location of Ross-Blakley Hall prevents your students from coming to in-person office hours?	1.00	5.00	3.11	1.29	1.66	46

#	Answer	%	Count
1	Definitely yes	15.22%	7
2	Probably yes	15.22%	7
3	Neutral/Not sure	30.43%	14
4	Probably not	21.74%	10

5	Definitely not	17.39%	8
	Total	100%	46

How do you most frequently interact with your students for office hours-type meetings? - Choose the best answer for each item

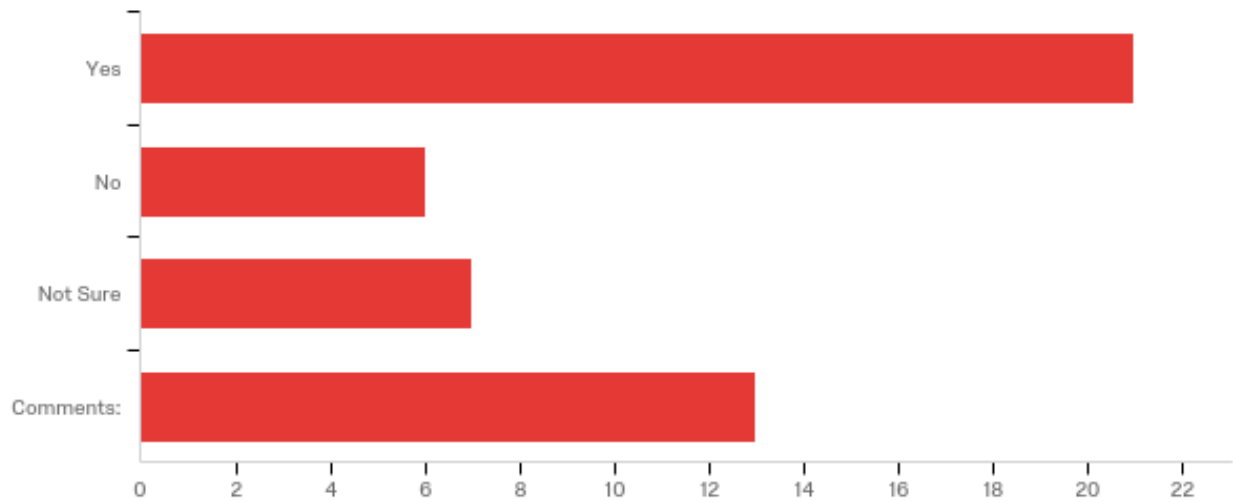


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Before class at the classroom location	1.00	5.00	3.51	1.23	1.52	41

2	After class at the classroom location	1.00	5.00	3.86	1.16	1.35	44
3	Between classes near your classroom location	1.00	5.00	2.88	1.31	1.72	41
4	During scheduled RBH office hours	1.00	5.00	2.89	1.20	1.43	45
5	By email/Google Hangouts/Skype/etc.	1.00	5.00	4.22	1.12	1.26	46

#	Question	Never		Seldom		Sometimes		Frequent		Most frequent		Total
1	Before class at the classroom location	12.20%	5	4.88%	2	24.39%	10	36.59%	15	21.95%	9	41
2	After class at the classroom location	9.09%	4	2.27%	1	13.64%	6	43.18%	19	31.82%	14	44
3	Between classes near your classroom location	21.95%	9	17.07%	7	21.95%	9	29.27%	12	9.76%	4	41
4	During scheduled RBH office hours	15.56%	7	20.00%	9	35.56%	16	17.78%	8	11.11%	5	45
5	By email/Google Hangouts/Skype/etc.	4.35%	2	4.35%	2	15.22%	7	17.39%	8	58.70%	27	46

Is the annual evaluation process clear to you?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is the annual evaluation process clear to you? - Selected Choice	6.00	9.00	7.26	1.28	1.64	47

#	Answer	%	Count
6	Yes	44.68%	21
7	No	12.77%	6
8	Not Sure	14.89%	7
9	Comments:	27.66%	13
	Total	100%	47

TEXT - Comments:

Comments: - Text

The values of service and professional development must be consistent. It is totally unfair to allow service and professional development to account for an unspecified amount on a case-by-case, optional basis. If someone does some really nice service, how much does that count for? Do the evaluators sit down and say "OK, teaching count for 75% and service 25% in this case," or is it all by feel? Favoritism is a strong concern.

Who does the evaluation? Why do instructors who have earned high scores need to submit year after year--it become repetitive.

Not really. I was unaware that I had to self report it until the deadline had passed. This created stress for me.

the process is rather clear. I don't have any complaints.

The instructions are clear; however, I never know quite how much detail to include. I sometimes feel like I am "shooting in the dark," but I have never received any negative feedback on the annual review, so I presume I'm doing everything correctly.

It is mostly clear. I always wonder who, exactly, reads them?

It's uncertain whether the committee members know & understand the type of teaching composition lecturers do. Understanding the workload, especially high-volume, quick-turnaround grading is important. Maybe giving them numbers would help (i.e., 3-4 major writing projects for 4 classes of 25 students). Also grading online/hybrid class discussion boards for same number of students twice (or more) each week.

minimal guidance on this ritual seems pretty useless to me and super time-consuming for WPA and Chair

Overall, the annual evaluation process is clear, but one of the earlier questions of this survey asked about service being recognized but not required. The role of service/professional development being recognized while not required is problematic. How will it be recognized? Just what does this mean? And will this then become the unspoken requirement for service/professional development, etc.?

I'm always curious if the committee members understand what NTT faculty do and our concerns.

I would have appreciated guidance about CV and cover letter expectations

No it is not.

The evaluation process bothers me. I don't know what I'm expected to do to be rated highly. It's weird that we aren't "required" to do service or professional development, but they are still mentioned prominently in our evaluation process. I wonder: if I just teach, and do nothing else, will I be rated highly? I think not, though, going by the current standards, I should be. Also, I've accepted that Digication is part of our job, I just find it a bit ridiculous that it's popping up in our evaluations as well.

What are your thoughts on the role of student evaluations as part of your annual review?

What are your thoughts on the role of student evaluations as part of your annual review?

Student evaluations seem to greatly influence annual reviews. However, to receive high scores on student evaluations for five courses per semester, I find it necessary to exceed office hours and minimize personal time to address individual student issues.

The contribute to massive grade inflation by other teachers.

I think that they are an important tool for letting me know how I am doing and what areas I might need to work on.

They need to be compulsory to ensure we have a big enough sample if we are to be judged by them

I feel it is hard to make every student happy and that student evaluations are often a miss-representation of an Instructor's abilities to facilitate classroom report.

I can understand them as PART of the review process, but given recent studies on the student responses to female instructors, etc. and the fact students must complete the evaluation online and on their own time, the evaluations as a whole do not represent all student's feedback.

I really don't think they should be relevant for the annual review. Because the evaluations aren't required of students, the responses we do get are skewed toward students who want to complain, even if on the whole, the responses are positive. I personally haven't even looked at my student evaluations in a few semesters, because when I do, I often find weirdly personal evaluations of me as a person rather than of the course. I'd just rather not find out what 100 nineteen year olds writing anonymously think of me.

Evals should not be used for required courses such as ENG 101, 102, 105. Because these are highly undesirable classes for students, they tend to misunderstand the directive (despite very clear explanations from me) and simply rate it very low.

Because I often teach classes designed or recorded by a tenure line professor, my evaluation gets conflates with their performance.

my only concern is that running evals given to instructors who teach required freshmen comp next to evals earned by faculty in the department that teach specialized cool classes may be a bit unfair.

I value student evaluations, and on the whole, I believe they are an accurate indicator of things that went well (or didn't). They should play a significant role in the annual review process.

Oh, student evals drive me nuts! I liked the good ol' days when every student filled them out, pencil and paper. Now, only a fraction of the class submits them and "one bad apple can spoil the bunch." It is difficult to use them to help me revise a course, as I'd truly appreciate a more complete view of how the class--as a whole--would assess the course.

There's too much emphasis on student evaluations for the annual review. One or two disgruntled students can skew the numbers & make a teacher look bad. The teachers then have to defend themselves in their cover letters.

They're not going anywhere, from what I'm told, as a measure of instructor review, regardless of one's faculty position. With everyone else, I think that's unfortunate because they are cited by administration as the most "accurate" accounting for review, yet the expectation that student reaction is objective or "accurate" (though I have not received many negative reviews) is laughable.

They lack the rhetorical context in which they are submitted, since not everyone does them and there are my external circumstances which might skew the results in a variety of ways

I have mixed emotions about this.

I think both student feedback and faculty feedback should be taken into consideration

I find them valuable as they give me an opportunity to improve my teaching. They should not be considered as a sole means of evaluating my teaching.

I understand why the department wants to know what the scores are, but the concept of student evaluations only works if students are trusted to evaluate a classroom. As is the case, the criteria students use to determine a "good" teacher from a "bad" teacher varies greatly. I imagine many of the teachers who receive poor reviews are simply teachers who do not partake in grade inflation as much as others. Additionally, the idea of reviews may reinforce the misperception that teachers are in the service industry and students are customers. That is dangerous insofar as education is concerned. In short, I'm not sure how valuable they are (though I don't think getting rid of them is the answer, either).

it is fine. but one bad review can spoil all the good ones.

It's fine.

I'm fine with this. I think student comments should be part of the annual review as I am hired to teach.

The role of student evaluations does seem to play a significant role in annual reviews, yet student evaluation do not clearly represent any one class as they are often completed by a small number of students (in my online courses). Student evaluations can simply be seen as a survey and thus are often filled out by students who are quite happy or who are not happy with the course. And this can certainly skew the numbers for any one class.

Given the biases that are well documented with student evaluations, it is insulting to think that a 19-year-old's opinion on my class carries such weight with my annual evaluation (and promotion) materials. Because our job responsibilities are so heavily weighted with teaching, we are under enough pressure trying to get everything done let alone trying to please students so we can get good evals. I have an incredibly difficult time getting students to complete the evals, so my scores are frequently skewed if only 5 or 6 students out of 20 even do them. We need a better method of evaluating teaching AND a better method of getting students to complete them. At a different university where I taught, online students had to complete evaluations before getting access to the last week's materials for class. Something similar would be very help for ASU.

I think students rate based on getting the grades they want or whether or not they like you. The negative reviews often come from students who are disgruntled about the level of expectation in the course and the fact that they didn't receive high grades for minimal effort.

Student evaluations are a normal and important part of the review. I think the "department average" is artificially high. If the teacher has high standards and academic rigor, this should offset some of the critical comments and slightly lower scores. I am concerned that teachers may be dumbing material down too much to earn high reviews.

A large body of research demonstrates the problematic nature of student evaluations. Students consistently rank women and people of color lower than their white, male counterparts. Moreover, studies remonstrates that "making a course difficult in productive ways may decrease ratings but enhance learning" (Kornell & Hausman)--so being a better teacher might lead to lower evaluations! I do think that student evaluations can be useful, but only if they are just one part of the overall evaluation process. I would be happy to have fellow instructors and administrators visit my classroom to add observations to the evaluation picture.

I think they need to stop being compared to the entire English department. Comparing evaluations of required general ed courses (where many students resent having to take the class or otherwise aren't

interested) to major and elective classes (where students have chosen to be there) is not fair. I would prefer to see where we are to the average of that course (101/102) rather than the whole department average.

VERY CONCERNING, especially since the sample size is almost never large enough. How can I be judged based on 20% of students' comments, most of whom don't understand that this is not a trip advisor review. Those 20% represent a combination of students who a) either failed the class based on departmental attendance policy, but didn't drop and then had an ax to grind; b) didn't do the work and are angry about the results of that ; c) simply didn't like me for whatever reason. Unless you can get an accurate sample size, these should not be the main way I am evaluated. Have someone come into my classes (online or in person) and do an evaluation.

Too much weight is given to the student evaluations when some students don't take them seriously.

Hate them. I never read them anymore. Nobody else should either.

I think it's the reason we have grade inflation.

Studies have shown that student evaluations show gender bias, so I feel they should not be included. In my opinion, they also seem to reinforce the sense of a customer service/product review (like a Yelp review) and focus on what students enjoyed about my class rather than what was helpful to learning.

It feels like they are the most important part. I live almost in fear and trembling every semester to see what they will say. I feel like my student evaluations are usually pretty good, but every once in awhile I have disgruntled students who say crazy things. I would rather be evaluated by my peers or boss, rather than students who don't really know much about me or about if I am doing my job or not effectively.

If they mattered, we'd all have more decent jobs.

not detailed enough

I think that is difficult to say. Student evaluations are the best running-tally of our in-class performance. But, disgruntled students can bring your scores down. Personally, though, I enjoy looking at them for my annual evaluation and learning how to improve in the eyes of my students.

Not good. Students often don't provide evaluations, and the ones that do respond offer extremely positive or negative reviews, according to the grade they receive. Especially given that there is no other form of oversight, the weight given to these evaluations is kind of astounding. No one in a position of leadership has seen me teach since I was hired five years ago.

Getting students to fill out the forms is difficult for online classes. For in-class courses, I can give class time to complete the evals, but for online, students do not feel compelled to do so. Results are erratic and often lower than fact-to-face classes.

My overarching comment is that employment always feels tenuous.

Do you feel that Ross-Blakley Hall facilitates relationships or interactions among colleagues across ranks?

Do you feel that Ross-Blakley Hall facilitates relationships or interactions among colleagues across ranks?

No. Neither with colleagues nor with students. RBH is an open floor-plan warehouse space that decreases instructor credibility and reflects a lack of respect for (or worse, ignorance of) instructor responsibilities.

This department is extremely segregated. The tenure-track people want it that way.

No, not necessarily. I don't really talk to other people there and it seems that there are a lot of graduate students who know each other and they are definitely in a different place in their lives than I am.

You are joking No interaction when the hide in their glass cubes

Interactions with colleagues is often far and few between, but when interaction does occur it is very positive.

Uh, no.

No. The lay-out of the office space obviously and intentionally devalues some ranks over others.

No.

Not really. It's harder to be productive when you see and can be seen or hear and be heard by others.

yes.

Not really. But for me personally, I have a desire to use my time in RBH to get work done; so I am not pursuing social time/long interactions while I'm there.

I'm not sure.

Not really, unless colleagues already know one another.

I never see many peers in the open cubicle pens and hardly ever cross a tenured- or tenure-track faculty member, so no.

No. It does not in any way because the acoustics are miserable and there is absolutely no way for any sense of privacy with conversations.

No...The building sucks for most any kind of interaction with the echoes and lack of private spaces.

unsure since I never use it

Definitely not. Separations by rank are stronger than ever.

Not even a little. Consider the clear stratification of the space based on rank! All the FAs and graduate students are sequestered downstairs, competing for space with undergraduates who are there studying. The optics of that when a student comes to office hours cannot be good. Furthermore, when are those educators supposed to come in contact with the instructors on the second floor, let alone the tenure-track faculty on the third floor?

yes. I have never had an issue with other colleagues of any rank. everyone is very personable.

Not really.

Not sure.

I think it's possible but you have to do it yourself. I kind of like the re-mixing of folks. I'm close on my floor to people I wasn't near in LL, so that's kind of nice.

It depends where one's office is.

N/A I

Not at all. I didn't see people before and I don't see people now. I have an occasional interaction by the microwave or water dispenser in the break room, but that's about it. Even then, it's the same folks I always saw in LL or McClintock.

I don't think the open office space is particularly good for interaction. Too noisy and too exposed.

Yes, much more so than the LL building. RBH is fine with me. =)

Across ranks, no. within ranks, yes.

No. All it does is make conferences with students very difficult because of the noise and lack of privacy.

No. Too loud.

Not really.

No

No.

Not across ranks. I think it's better than the LL, but I generally only interact with NTT faculty and only TT faculty I've worked with in the past.

Unsure

No. I don't know any of the teachers except for a few fellow Instructors.

Not really.

no

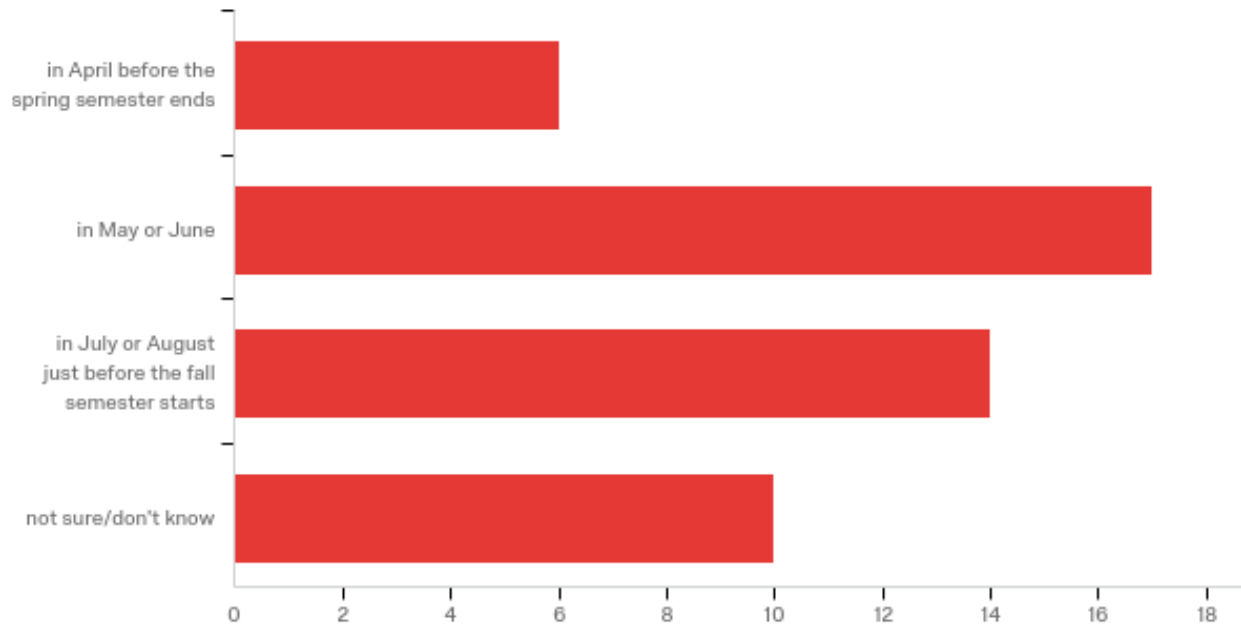
Yes

HA! We are spatially divided by rank. It seems as though the tenured faculty have been given offices to separate them from us. I occasionally run into a higher-up in the bathroom, which qualifies as an interaction but not a relationship.

Not across ranks, but certainly within the neighborhoods where one's workstation is located.

I'm not certain that a building could be any more hierarchical than is RBH.

When do you usually receive notice of your contract for the coming academic year?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	When do you usually receive notice of your contract for the coming academic year?	1.00	4.00	2.60	0.96	0.92	47

#	Answer	%	Count
1	in April before the spring semester ends	12.77%	6
2	in May or June	36.17%	17
3	in July or August just before the fall semester starts	29.79%	14
4	not sure/don't know	21.28%	10
	Total	100%	47

When would you like to receive notice that your contract will be renewed for the coming academic year?

When would you like to receive notice that your contract will be renewed for the coming academic year?

As early as possible in the previous academic year as arranging alternate employment in academia takes at least a semester's time.

Before the expiration of the previous contract would be awfully thoughtful! For people who are not from AZ, we're going to leave the state if we are not employed. Our life depends on this job. Every year I have to renew the lease on my apartment without knowing if the school feels like hiring me back.

April seems fine.

Mar hi am

At the end of the semester in the spring.

Prior to the end of the spring semester.

Before the end of the semester

I would like to receive notice earlier in the spring (for example, as soon as the annual evaluation letters are distributed).

As soon as possible so I have time to look for other work or take on extra summer work if I need to supplement my income.

in April before the semester ends. Once I receive the contract, I need to "accept" it - print a paper copy, sign this paper copy, and FAX or e-mail its pdf version back to the sender. It means that I literally have sit at my desk and wait until my new contract arrives.

As early as possible. March would be nice.

As soon as possible. Better yet, it would be great to have contracts that ensured employment for longer than 1 year.

Before the spring semester ends. If someone needs to find another job, they need to have time over summer to look.

Before the close of spring semester

No later than April 30, if not earlier

January would be optimal prior to scheduling classes for the fall semester

I am always given ample time by my department

In April before the spring semester begins.

As soon as possible. I mean, we fill out our course requests A YEAR in advance, so clearly the department expects us to show some kind of loyalty and incredible forethought. It would be nice to have that reciprocated in kind.

in April

ASAP

End of May.

ASAP

April

I think I receive notice of contract for upcoming year in May or June. I would like to receive it in April before the semester ends. Instructors sometimes travel during the summer. It has happened that I have been out of the country when I have received notice and have had to send emails about my situation and then make sure I get materials sent in when I am back home, etc. This kind of situation would be fixed if we were to receive notice during Spring semester.

It would be nice to have a contract no later than July 1 (start of the fiscal year) rather than in August just before the semester starts. While I'm fairly confident I'll have a job since I have a course schedule and access to everything, it would be nice to feel the morale boost in having a solid notification of employment.

By the end of the Spring session.

Early spring, like late March or a month after evaluations are due. They take WAYYY too long to "grade" those. A month is plenty of time, but maybe someone should help Adelheid since that's a lot of her to do alone.

May

May or June at the latest.

At the end of the previous academic year (April or May).

March-April

as soon as possible, as soon as they make that decision

April

After the yearly eval is done. As I'm place bound here, it doesn't matter too much for me. But if I were coordinating with other CCs and needing to know how my bills will be aid, I'd find it unnerving not knowing until the summer. In fact, even in my rank, which is somewhat more secure, I still worry a bit because things change so fast around here.

Unsure

January would be nice! Actually, it would be way better if we were to receive multiple year contracts.

As soon as possible

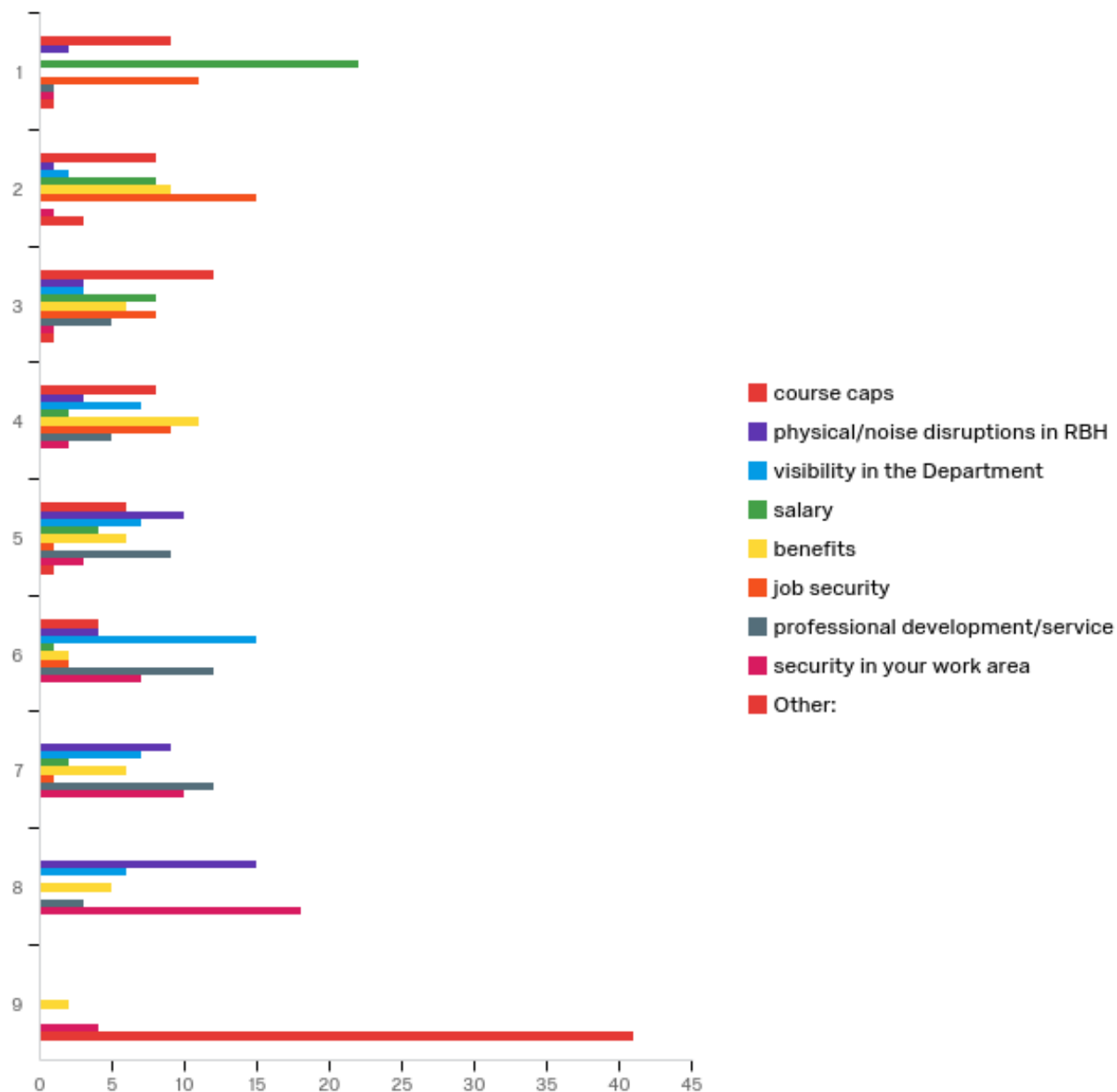
as early as possible

Spring semester

At a minimum we need to know before the spring semester ends. It's just very unclear, the whole process. I end up looking on My ASU to see if I have classes for the upcoming semester. Can we not be trusted with more than one year at a time? Do we have to have this system that makes it impossible to do anything long-term, like buy a house? (I recently ran into this exact situation: I couldn't provide hard evidence to a mortgage broker that I had a job for the upcoming year.)

Before the spring semester ends, so I can plan ahead to know whether or not I'll be returning.

Please drag these items to rank your professional concerns about your working conditions where 1 is most important.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	course caps	1.00	6.00	3.13	1.54	2.37	47

2	physical/noise disruptions in RBH	1.00	8.00	6.00	1.98	3.91	47
3	visibility in the Department	2.00	8.00	5.60	1.58	2.50	47
4	salary	1.00	7.00	2.34	1.69	2.86	47
5	benefits	2.00	9.00	4.72	2.14	4.58	47
6	job security	1.00	7.00	2.66	1.46	2.14	47
7	professional development/service	1.00	8.00	5.55	1.55	2.42	47
8	security in your work area	1.00	9.00	6.83	1.77	3.12	47
9	Other:	1.00	9.00	8.17	2.22	4.91	47

#	Question	1		2		3		4		5		6		7		8		9		T ot al
1	course caps	19.15 %	9	17.02 %	8	25.53 %	12	17.02 %	8	12.77 %	6	8.51 %	4	0.00 %	0	0.00 %	0	0.00 %	0	47
2	physical/noise disruptions in RBH	4.26 %	2	2.13 %	1	6.38 %	3	6.38 %	3	21.28 %	10	8.51 %	4	19.15 %	9	31.91 %	15	0.00 %	0	47
3	visibility in the Department	0.00 %	0	4.26 %	2	6.38 %	3	14.89 %	7	14.89 %	7	31.91 %	15	14.89 %	7	12.77 %	6	0.00 %	0	47
4	salary	46.81 %	22	17.02 %	8	17.02 %	8	4.26 %	2	8.51 %	4	2.13 %	1	4.26 %	2	0.00 %	0	0.00 %	0	47
5	benefits	0.00 %	0	19.15 %	9	12.77 %	6	23.40 %	11	12.77 %	6	4.26 %	2	12.77 %	6	10.64 %	5	4.26 %	2	47
6	job security	23.40 %	11	31.91 %	15	17.02 %	8	19.15 %	9	2.13 %	1	4.26 %	2	2.13 %	1	0.00 %	0	0.00 %	0	47
7	professional development/service	2.13 %	1	0.00 %	0	10.64 %	5	10.64 %	5	19.15 %	9	25.53 %	12	25.53 %	12	6.38 %	3	0.00 %	0	47

8	security in your work area	2.1 3%	1	2.1 3%	1	2.1 3%	1	4.2 6%	2	6.3 8%	3	14. 89 %	7	21. 28 %	1 0	38. 30 %	1 8	8.5 1%	4	4 7
9	Other:	2.1 3%	1	6.3 8%	3	2.1 3%	1	0.0 0%	0	2.1 3%	1	0.0 0%	0	0.0 0%	0	0.0 0%	0	87. 23 %	4 1	4 7

Please share any thoughts about the survey, elaborate on any of your responses, or comment on issues we have not surveyed that are important to you.

Please share any thoughts about the survey, elaborate on any of your responses, or comment on issues we have not surveyed that are important to you.

Demetria Baker recently sent out an email mentioning she had been receiving "thank you's" for her class scheduling. This is totally inappropriate: 1) that people assume Demetria did them a favor warranting a "thank you," 2) that she advertises that people are thanking her. Are gifts necessary? I'm not joking. I would be very interested to do a statistical breakdown of class assignments by gender, age, Facebook friend network. . . . Who said thank you to Demetria and for what favor? How do I break into this thank-you cycle? One section of summer school is worth 4% of my annual salary, and Demetria dishes those out. And you know how much emphasis Writing Programs puts on Digication, even giving awards for it? Well, if you get assigned to a classroom WITH computers, it's a really big advantage over people who are assigned classrooms WITHOUT computers, such as myself. Who do you think will produce the better Digication portfolios: the teacher in a classroom with computers, or the teacher in a classroom without computer? This is built-in inequality stemming from class scheduling. Can we get a statistical breakdown of who teaches in what classroom, like who gets computers and who doesn't? I haven't taught in a classroom with computers for at least three years. I haven't got a summer school class for three years either. Automated scheduling would improve fairness and morale.

I think that it is wonderful that you are doing this work, as a PT non tenure track employee I feel pretty disposable and invisible a lot of the time. I understand that this is the current situation everywhere and not just at ASU and so appreciate any work that seems to indicate that we might one day achieve equal pay for equal work.

I am so tired of being looked down upon and also suffering from salary compression

I still feel that not having an office has really disrupted my interaction with students during office hours. Although I am available before and after class and for two hours in the classroom, not having a secure place to meet with students has been an issue.

I am concerned about the low pay and high teaching load and lack of mobility in the position. Most of my tenure track peers seem dismissive of my concerns and say things like "write your way out", but who has time to write when you teach 5/5. Also, as an instructor with an annual contract - my schedule often gets switched last minute Or I'm given high caps and inconvenient times to favor tenure track and because my pay is low and students debt high, I have no choice but to accept it in order to ensure a sense of security.

RBH is definitely NOT perfect. There are a lot of "small" things that were done without much understanding of how instructors really use their work space. At the same time, this is a good building. I love my "office space," and I love "meeting with students spaces." Personally, I am enjoying even imperfections.

I tried to be positive about the move to RBH, but I have found it really difficult to share office space. I am partly introverted, and I have a hard time working when other people are in the office. I also value one-on-one meetings with students (I don't like meeting at a table in the hallway, and I don't like meeting with a student when others are in the office). I like the physical space, but I don't like the overall noise level in RBH. I prefer having a quiet office where I can get work done/be productive. I

respect the department bringing in TT faculty to enhance our department. I would like to add, though, that it can be discouraging when we're (often) told that there isn't money for more substantial annual raises (or travel money)--but then we receive emails announcing that new TT positions are created on the spot. I value teaching, and those in the Lecturer and Instructor ranks should have more of an incentive and should be able to count on more substantial raises from year to year. This is not only a reward for our quality teaching--but a mark of professionalism. Next, I am not clear what we can use travel money for (for example, can it be in the area of creative non-fiction, even if our "area" is rhetoric and composition?). A simple list of guidelines telling us how to use the travel money/what it can be used for would be really helpful. I would like the Chair to encourage us to use travel money/increase awareness of what it can be used for. Finally, I don't believe the hierarchy of TT faculty receiving certain benefits that we don't get to be wrong. That is a different position with different (and challenging) responsibilities. However, our rank needs more encouragement to publish, share our research/ideas, and just overall, to participate in the sharing of ideas in the department. One way we would know our ideas are valued is if we are given more travel money. If a whole trip is covered by the department, we are more interested (and excited) to search out conferences that would benefit us. Of course, I would like to see larger raises for quality work. Thank you!

Thank you, Dana and committee!

I will never be a fan of RBH after having completed my PHD and having an office in the LL building. Frankly the whole move is a demotion for the Department from it's front and center former building. RBH is a cobbled together mess where we sit like agents in a call center.

Since there have been some questions asked about salary, I will offer my thoughts on that. When I first started teaching for ASU, I was offered a full time NTT position (versus the part time adjunct position I accepted instead). I was excited about the offer until I learned what the salary was. I was absolutely shocked that NTT faculty are paid so low. I would have loved to accept the position with ASU, but my current salary/compensation package at my daytime job is more than double what ASU was offering, so I had to decline. Instead, I took a part time faculty associate position. I do love teaching at ASU, and I love my students as well. Teaching (versus advancement, tenure track duties, etc.) is my first love, so being a faculty associate has been a perfect fit for me.

I would appreciate a phased retirement option. Tenured professors have the option of choosing a reduced course load for three years before they go into full retirement.

My number one concern as an instructor is twofold: When I was hired, it was mentioned that the instructor position is considered a "temporary" position. And yet, if you look around at the academic job market AND how many instructors have been here for a long time, it is not a temporary position. I think it's time the department stopped treating it as such. Which leads me to my second frustration: I think there should be a clear way instructors can climb some sort of ladder within ASU. Lecturers are afforded an opportunity to move up, receiving more notoriety, better pay, and, most importantly, more job security. One of the most frustrating parts of teaching is that every single year I know I get better and better, but there is really no incentive to. No matter how great I am in the classroom, it will never result in a better position at ASU because there is no ladder that rewards loyalty, experience, and good teaching. Instead, the only way to move up is to move out. And the only way to do that is to publish and to commit to extracurriculars. So, in some ways, the incentive is to do the bare minimum in terms of teaching so that one can focus on polishing those extracurriculars. Now, I do not do that, but I am certain there are many educators who do. And I don't bemoan them because of how the situation is set up (no job security because we are in a "temporary" position). But, in all of this, the students are the unfortunate collateral damage. All this is exacerbated by the 5/5 load. I remember the kind of teacher I could be when I was only teaching 2 classes a semester. I could tend to my students in a way I logistically cannot replicate now. And I think I do a pretty damn good job laboring for my students, but I'm only able to do that because I don't have kids or extremely time-intensive obligations outside of work. All of which is to say, we are doing a disservice to students. It is irresponsible and I think the

department knows that. A 4/4 load would be markedly better, and I think that should be available to all instructors, not just those who were grandfathered in.

I honestly don't mind teaching a 5-5 load. I just want to be paid well for doing so. I hate having to teach at other colleges to make enough money to survive. ASU is my home institution and is the place I really want to be. But it is awfully frustrating to not get paid enough for the amount of work I do and for what I contribute to the department. I have come to terms with my office space at RBH. But I have not come to terms with my low pay--especially when I hear about an opportunity hire for some fancy poet who will certainly demand a hefty salary. We instructors teach the majority of English classes and yet we get paid way less than those who teach very few. And many of us instructors present papers at conferences, publish articles, and do service on top of our 5-5 load. But we aren't recognized for it--or paid for it. That is the most demoralizing part of all of this.

The fact is, anyone below the rank of track prof is neither taken seriously nor respected by the department, and yet we are the ones who actually teach the bulk of the classes, the ones that interact most with the students, the ones developing mentoring relationships with students. We receive 2% raises, less than the rate of inflation, and this during economic boom times, meaning many of us struggle to pay our bills. In the meantime, the department continually adds track positions even as the number of English majors declines. How about not continually hiring new track positions and instead sharing some of that money with the people without whom the department would collapse, those people being the ones who actually teach the classes instead of sitting around jawboning with one another and planning their next sabbatical, all the while wishing they never had to deal with another student again.

Thank you for doing this.

Although I really like everybody here, it really is difficult to share an office. I have students who just don't want to talk in front of someone they don't know and have said they feel uncomfortable. I also find it impossible to work when my colleague is holding conferences. It's especially difficult when there is no quiet place to concentrate and work at home. At times I have had to get a carrel at the library and put in earplugs! It's frustrating particularly as there IS enough room for more NTT to have separate offices in RBH--the rooms just weren't divided into separate offices when they could have been during the construction process and there are social areas or gathering places that are too close to the offices that make it hard to work because it's so noisy. There are also plenty of spaces that nobody ever uses that could still individual offices--putting in individual offices (say over the summer) would mean that we wouldn't have to keep trying to reserve private rooms. I think we'd have a much happier NTT workforce who would spend a lot more time on campus. When one shares an office there's an impulse to try to find somewhere else to work--and that's always a challenge.

I work from a distance, thus issues about RBH do not factor into my responses.

I feel we are treated as though we are invisible. We are never even mentioned in the Chair's reports. It's like we don't exist.

Thanks for the great survey! You're appreciated!

Why do we do an annual self-evaluation? If we are going to be evaluated based on teaching evaluations and we no longer have service or professional development, why make us do that extra work? Last year, mine was completely ignored in favor of teaching evals. If we do have to do this thing for some undefined reason that feels like some hold-over from the days when it was assumed that non-TT people would need those to go on the job market, can we please have us assess a calendar year instead of having us go back and examine what we did the previous spring?

Instructors not being given actual offices in RBH still just eats at me. There is so much wasted space, they could have easily included that in the plans, if they actually valued our work and wanted to treat us with the respect we deserve. If there wasn't room to include everyone in the plans, then they should

have put us in a different building, or torn it down and built one from scratch. It infuriates me that we have to share office space and use "lockers" like we are in high school.

I said enough.

For this last drag-n-drop question, really my only concern is salary. I don't want to teach or work outside of or in addition to ASU, but as a single parent of two kids, it is a necessary evil. Everything else on that list I can deal with. I would even be open to a 5/5 with required professional development or a 6/6 without professional development if it meant a decent pay raise.

I know I speak for a handful of my colleagues when I say that we are not at all happy at the moment. There are a lot of important issues mentioned in this survey, but salary and number of students/classes are far and away the most important. We are still making less than what is considered a living wage in Arizona. We are still making less than the assistant manager at Panda Express (let alone the manager!). We are still assigning instructors five classes a semester despite the fact that this load is causing instructors to break down, physically and mentally, every semester. There is a feeling among instructors that we are bearing the brunt of this "New American University" idea. It's great in theory (everyone has access to college), and for tenured instructors, but we at the bottom of this pyramid are getting crushed. Is 4/4, 55-60K really so incredibly absurd? Do students (and their parents) really want to be receiving instructions from disgruntled, exhausted, poor instructors? I'm not against striking. I don't say this lightly - if the administration refuses to even engage with us on salary/class-load demands, a group of us standing in front of Old Main on Admit Weekend will bring them to the table, fast.

Excellent survey.