Working Conditions of Non-Tenure Track Faculty in the ASU Department of English

The English Department Non-Tenure Track Committee

May 2, 2016

Table of Contents

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

Background and Introduction

Jackie Wheeler

The Department of English Non-Tenure Track (NTT) Committee was convened at the beginning of spring semester, 2015, 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.

In the fall of 2015 the committee's Instructor members were no longer able to participate due to a change in Instructors' work assignments. Attempts to recruit a Full Professor and a Faculty Associate to the committee were unsuccessful. In order to partially make up for these gaps in perspective, the committee invited Instructors and other department members to attend any of their monthly meetings. Faculty members Jinjing Zhao, Rossana Lhota, and Adelheid Thieme each attended a meeting and made helpful contributions to discussion. Sally Ball was on leave that semester, so Bambi Haggins substituted for her and was also very helpful. The committee decided to use surveys to query faculty regarding their working conditions, and developed questions within the categories "self-reporting," "institutional knowledge," and "satisfaction." Jackie Wheeler learned to use ASU's Qualtrics survey software, and the first survey was distributed to all department faculty in November.

Spring semester 2016 was spent analyzing the survey data and developing and administering a second, follow-up survey for NTT faculty only, which was distributed in March. The committee analyzed and compared the data with that from the previous survey and spent April preparing this report.

The report contains three sections: A review of literature, a summary of the results of the two surveys, and a set of recommendations. Survey results are included in the appendices.

Spring 2016 Committee Members:

Sally Ball, Michael Green, Heather Maring, Dana Tait, Jackie Wheeler (chair)

Review of Literature

Jackie Wheeler

Overview:

Accounts vary, but most available literature on non-tenure track (NTT) appointments claims that between approximately 55% (AWP) and 70% (AAUP) of faculty at U.S. universities and colleges are off the tenure track, a radical shift from only fifty years before, when the majority were on the track. The causes and effects of this shift have received considerable scrutiny, as described below. All stakeholders in higher education are affected, but the working conditions of full- and part-time NTT faculty (who are also variously labeled "contingent," "contract," "adjunct," "instructional," or "teaching-intensive") have received perhaps the largest share of attention in published documents. Most of those reviewed here, though varying in scope, conclude that considerable change is needed to address unsustainable inequities routinely shouldered by these employees. It is clear that best practices should include the following for qualified, meritorious NTT faculty:

- Stable, long-term employment (consisting of either conversion to tenure-track appointments or multiple-year appointments)
- Academic freedom and participation in shared governance
- Pay and benefits commensurate with tenured faculty (or proportional pay/benefits for part-timers)
- Transparent hiring, assessment, and promotion criteria
- Institutional support including compensated professional development and full access to facilities

ASU and ASU English Department NTT Faculty

At ASU, as of 2014 46% of faculty are not on the tenure track ("Faculty Rank"), and according to the ASU English department website 54% of current department full-time faculty (85 people) are NTT. When part time Faculty Associates (37 people) are added, this rises to 78%.

Full-time, non-tenure track faculty ranks in the English department include Clinical Associate Professor (1), Principal Lecturer (4), Senior Lecturer (4), Lecturer (10), and Instructor (66). 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 Senior and Principal Lecturers, who receive three-year renewable contracts. Part-time Faculty Associates receive no benefits and 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 have 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).

According to the ASU Provost's "Guidelines for Hiring and Advancing Instructional Faculty" (2015), by August 16, 2016 minimum salaries for these ranks will be as follows:

- Faculty Associate: $1,100 per credit hour
- Instructor: $36,000 per year
- Lecturer: $40,000 per year
- Senior Lecturer: $50,000 per year
- Principal Lecturer: $60,000 per year
- Clinical Associate Professor: $60,000 per year

National Focus on NTT Working Conditions

In recent years much attention has been paid to NTT faculty working conditions at U.S. universities and colleges. This attention has primarily taken two forms:

- Data collection and report preparation by a U.S. House of Representatives Committee; by national professional organizations, such as AAUP, MLA, and AWP; national publications such as *Inside Higher Education* and *The Chronicle of Higher Education*; and, on the local level, the ASU Academic Senate
- Organizing and public advocacy by non-tenure track groups, such as New Faculty Majority (@NewFacMajority) , Adjunct Action (@AdjunctAction), and ASU's own ASU Against 5/5 (@ASUagainst55)

These efforts have resulted in sustained publicity in the professional and popular press and social media.

Likely the largest in scale of all these efforts has been the American Association of University Professors' report *Tenure and Teaching Intensive Appointments* (2010, updated 2014). After chronicling the 50-year national trend of removing teaching-intensive positions from the tenure track (and the academic freedom and collegial and economic benefits that accompany tenure status) and reviewing reports from various disciplines, the AAUP's Committee on Contingency and the Profession issued the following recommendation regarding full-time NTT faculty: "*The best practice for institutions of all types is to convert the status of contingent appointments to appointments eligible for tenure with only minor changes in job description.* This means that faculty hired contingently with teaching as the major component of their workload will become tenured or tenure eligible primarily on the basis of successful teaching […] Professional development and research activities support strong teaching, and a robust system of shared governance depends upon the participation of all faculty, so even teaching-intensive tenure-eligible positions should include service and appropriate forms of engagement in research or the scholarship of teaching." The report notes several programs such as the Penn State System of Higher Education, Santa Clara University, Western Michigan University and St. John's University which have either enacted such conversions or had active proposals to enact versions of them. Regarding part-time faculty, the committee recommends "*as best practice fractional positions, including fully proportional pay that are eligible for tenure and benefits, with proportional expectations for service and professional development.*"

Also on the subject of part-time faculty and citing reports such as AAUP's, a committee of Democratic members of the U.S. House of Representatives Committee on Education and the Workforce prepared *The Just-In-Time Professor: A Staff Report Summarizing E-Forum Responses on the Working Conditions of Contingent Faculty in Higher Education* (January 2014). The report contains data gathered from 845 part-time faculty E-forum respondents and includes quotes from them regarding their low pay, job instability, and lack of benefits or institutional support. The report concludes that "Congress should extend a number of critical workplace protections to part-time workers. H.R. 675, the Part-Time Workers Bill of Rights Act, sponsored by Representative Jan Schakowsky (D-IL), addresses coverage issues for part-time workers in a number of federal labor laws. The bill does three things: First, it would extend the ACA's employer responsibility requirement to include part -time workers. Large employers that are required to offer health care to full-time employees or pay a penalty would also have to offer health care to part-time workers or pay a pro rata penalty. Second, the bill extends job-protected family and medical leave to part-time workers under the FMLA and, finally, it would require part-time workers to be treated like full-time workers for purposes of participating in their employers' pension plan" (20).

Professional organizations within the humanities have also adopted statements in support of better working conditions for NTT faculty:

- The MLA's Committee on Contingent Labor in the Profession adopted a 2011 set of recommendations covering "hiring and assessment, compensation and professional advancement, professional rights and responsibilities, professional development and recognition, and integration into the life of the department and institution." NTT faculty are to be offered rights and responsibilities on par with their tenured colleagues: transparent assessment standards, security of employment, academic freedom, appropriate working conditions and compensation, advancement opportunities, and participation in shared governance (2 – 4). However, unlike the AAUP, the MLA stops short of using the word tenure, advocating instead for less-specific "long-term regularized positions" (2) that offer "a progressive career path" (3) for these employees. "Progressive Career Paths" might resemble those offered by such institutions as the California State University System, the University of California System, City University of New York, and the New School (AAUP).
- The Board of Trustees of the AWP issued a 14-point list of recommendations involving NTT faculty (no date available, but currently posted on their website). These include ongoing review of policies; political advocacy for increased faculty funding; limiting the number of NTT faculty to 10% or less of a university program's total faculty while providing current high quality NTT faculty the means to promotion; providing full time NTT faculty pay, working conditions, academic freedom, and benefits commensurate with TT faculty, while expecting service and shared government responsibilities of them. In addition, the AWP recommends that NTTs be allowed to collectively bargain, and that their class sizes not exceed 22 (optimum: 12).

While these organizations' reports and statements are the result of years-long deliberations by leadership and members, the professional journals *Inside Higher Education* and *The Chronicle of Higher Education* provide a different perspective on the issue of non-tenure track workplace issues by covering relevant events and research, as well as publishing opinion columns, letters, and blogs (such as the *Chronicle's* popular "Profhacker") and hosting forums. While such coverage is too extensive to fully profile here – a search of the phrase "non-tenure track" on the *Chronicle's* website received 548 hits – an overview of some of the more recent subject matter is possible:

- In the *Chronicle* during 2015 and 2016, many articles describe efforts to unionize. Non-tenured faculty at University of Southern California, Loyola University of Chicago, and Duke have voted to unionize. The Associate Vice President of Lecturers at USC, Jonathan Karpf, published a column in March of 2015 titled "What Adjuncts Need" in which he describes many of the reforms recommended in the professional organizations' reports described above: job security, a livable wage, institutional support, and benefits. He claims that "since the late 1990s the union has secured many gains for adjuncts: more job security for experienced lecturers, a path to full-time employment, health benefits for those who teach 40 percent of a full-time course load, and access to a defined-benefit pension plan."
- The same month that Karpf's column appeared in the *Chronicle, Inside Higher Ed* published Michael Berube's column, "New Model of Tenure" in which he advocates a "teaching-intensive tenure track for contingent faculty" with the qualification that faculty – not administrators – provide the peer-reviewed rigor for hiring, evaluating, and tenuring these faculty. *Inside Higher Ed* also provides frequent coverage (in both news and opinion sections of their website and social media feed) of the unionizing and protesting efforts of non-tenured and adjunct faculty, including the spring, 2015 protests and negotiations by ASU instructors regarding the increased teaching load to 5/5.

The ASU University Senate Task force on Contingent Faculty

In spring 2010 and the 2010/2011 AY, the University Senate President Dr. Rojann Alpers convened an ad hoc (now standing) contingent faculty subcommittee charged with investigating non-tenure track faculty working conditions. A member of the current English Department committee, Dr. Jackie Wheeler, served on that subcommittee, which was chaired by Dr. Holly Huffman from ASU Polytechnic. The subcommittee surveyed faculty at all campuses and held follow-up town hall meetings. The surveys showed that non-tenured faculty are largely long-serving (44% had been at ASU six years or more), belying the stereotype that they are transient, short term employees. Respondents also reported teaching both undergraduate and graduate courses, engaging in research and creative activities and performing service and administrative work at unit, college, and university levels. However, they expressed dissatisfaction with "hiring and advancement guidelines. Units have generally not made these standards for NTTs clear. NTT faculty are also very concerned about the commitment of ASU to their careers and desire a more clear path to promotion and reasonable sense of security about their employment" (5).

Another concern was over the status and conditions for those in the rank of Instructor, which, at the time was not accurately described in the ACD manual.

Building on these results, the subcommittee prepared a report which included the following recommendations:

"The University Senate Task Force on Full-Time, Non-Tenure Track Faculty recommends the following resolutions be submitted to the University Faculty Senate for consideration on behalf of all full-time NTT faculty at ASU:
1. In keeping with the approved Senate Motion #IV (February 23, 2009), that the administration of ASU reinstate the practice of multiyear appointments and rolling multiyear appointments.

2. In keeping with ACD 111-02, that the administration actively require each unit to establish in their bylaws a clear path for review and promotion of NTT faculty, to include defined dates for contract renewals or terminations.

3. In keeping with ABOR's policy, that full-time NTT faculty have the right to apply or negotiate for a Multi-Year appointment, for those faculty members who have demonstrated excellence in their field. It is this committee's recommendation that the University provide a sense of security of employment for qualified NTT faculty. The security of employment could be established through the use of rolling multi-year contracts. Exceptional faculty who qualify would be provided with a fair and ethical sense of job security.

4. That the University Senate request consultation with the Administration to define, for purposes of the ACD Manual, the requirements, responsibilities, and promotional pathway (if any) for the position of Instructor.

5. That the University and units provide full-time NTT faculty professional development opportunities to include travel, recognition, awards, paid professional leave, and emeritus status" (8-9).

In January 2012, the full Senate voted to accept the subcommittee's report, and appointed a standing committee on Non-Tenure Track faculty to work on the report's recommendations.

ASU Provost's Guidelines for Hiring and Advancing Instructional Faculty

In February, 2015, the ASU Provost, Rob Page, issued "an institution-wide vision for instructional faculty members to provide a transparent approach to the expectations placed upon them, the pay they receive, and the career opportunities available to them" (1). The comprehensive guidelines document defines the titles, roles, and ranks of all full and part–time non-tenured faculty. It addresses multiple-year appointments (available to those at the rank of Senior Lecturer and above with the approval of the Provost) (3), hiring and promotion guidelines, and salary ranges to be in effect by August, 2016.

Conclusion

While this review is not exhaustive, it attempts to capture recent concerns and actions related to non-tenured faculty working conditions nationally and locally. There has been a growing institutional and public awareness of the roles these faculty members play in higher education and the inequities faced by many of them. Professional organizations have lent support via resolutions, and some institutions have responded with reforms, although the Great Recession slowed and even reversed some progress in this area. At ASU, English Department Instructors were able to negotiate modest concessions in pay and service assignments from the administration after their course-loads were increased in 2015; The Provost's 2015 Guidelines added some transparency to non-tenure track faculty hiring, promotion, and pay.

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Department Survey Summary (Survey Administered November 2015)

Dana Tait

As part of the charge of the Non-Tenure Track (NTT) Committee, the committee prepared a department-wide survey to establish a baseline for measuring faculty 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 faculty knowledge and information in similar areas of concern: Self-Reporting, Institutional Knowledge and Job Satisfaction.

Demographics of the Survey

The survey was distributed by email to all faculty members of the English Department. The Committee received 104 responses. The demographics of the respondents are as follows: 9 Faculty Associates, 55 Instructors, 9 Lecturers, 4 Senior Lecturers, 2 Principal Lecturers, 6 Assistant Professors, 19 Professors. Due to an error with the survey, the Associate Professor rank was left off of the above options, therefore the committee does not know if those in that rank opted out of the survey or identified as a different professor rank. This sampling represents about 54**%** of the department faculty.

Of those who participated, the majority (70 respondents) indicated that they had taught in the department for five or more years. Only 9 respondents reported working in the department for less than one year and 23 indicated they have worked in the department between 1-4 years. Two people did not select an answer.

Self-Reporting

For the Self-Reporting questions, the committee wanted faculty to provide information about their positions and workload. Of the 98 who responded to the question, 57 indicated that they believed their assigned workload had increased over the past few years, 39 reported it had remained the same and 2 answered it had decreased.

When queried about whether or not their base salary is within the pay range at ASU for their rank, 47 of 103 faculty indicated that they did not know what their pay range is, 38 reported that they are paid within rank and 18 reported their pay does not mean the base range.

The committee found that most faculty participate in department or university professional development regularly. Only 3 people reported that they never participate and only 1 person of 103 indicated that they did not know about opportunities available.

Job responsibilities are very clear to the majority of faculty; 83 of 103 responded that they did know their responsibilities. Four people responded they did not find their responsibilities to be clear and 16 reported they were partially clear.

To gauge awareness of faculty annual evaluation procedures, the committee asked if faculty know the evaluation requirements for their rank. While the majority (58 of 102) indicates that they do know the requirements, 22 reported they do not know and 22 reported they partially know.

Institutional Knowledge

Institutional Knowledge questions are designed to provide information about faculty awareness of policies and rights for the department and university.

When asked if they know the title and/or location of the Department of English document of employee rights and responsibilities, the majority reported they do not know this information (58/102). The same question regarding the university document for employees received a larger

negative response; 67 of 103 faculty members reported that they do not know the name or location of that document.

Regarding employee advancement or promotion, 79 people answered the question, 23 answering that they do have advancement opportunities and 56 reporting that they do not. The committee notes that the 56 respondents who do not could include those who positions do not allow promotion as well as faculty who have achieved the highest ranking within the Department.

The committee asked the faculty if they know if there are means for NTT faculty to convert to tenure-track faculty. Only 68 people answered the question, and of those respondents, only 8 indicated their belief that there are means for NTT faculty to convert to tenure-track.

Job Satisfaction

Job Satisfaction questions focus on the faculty's feelings of being valued, their satisfaction with working conditions and ability to work and to speak without threat of reprisal.

When asked if they feel enrollment caps for the courses they teach are appropriate, of 101 respondents, 61 responded they are not appropriate. The question did not specify if they felt the caps should be smaller or larger.

The survey queried faculty to determine if they feel like valued members of the Department. Of 100 answers, 56 people responded that they have not been made to feel valued.

Unsurprisingly, many faculty are unhappy with the working conditions of their office space. 48% of 103 respondents indicated some level of dissatisfaction with their office conditions, while only 37% reported some level of satisfaction. Others reported feeling neutral about their office conditions (11%) and 5% reported having no office space on campus.

Regarding issues of reprisal, the survey asked faculty to report on how comfortable they are feeling they can teach, study and publish without threat of reprisal from the English Department, university or college. The majority expressed ambivalence, answering that they sometimes feel free to conduct their work (53 of 102), but only 7 people indicated that they never feel free to work without threat of reprisal. The next question in this set asked faculty if they feel free to speak about English Department issues without threat of reprisal. The results were somewhat similar as before, but with far more people answering never (24 of 103) and 54 answering sometimes. The last question covering threat of reprisal asked about the freedom to speak about university issues. The responses indicated less confidence in the freedom to speak on university matters: 19 responded always, 54 responded sometimes and 30 answered never.

When asked if they feel protected by their university due process rights, 49 of 103 respondents indicated that they do not know what their due process rights are. Other responses included 13 who always feel protected, 29 who sometimes feel protected and 12 who reported never feeling safe.

The majority of faculty indicated satisfaction with their employee benefits (60 yes; 32 partially). Only 6 people indicated dissatisfaction and 5 reported not receiving benefits.

The committee felt that the question that asks faculty to choose elements that might be problematic for them "in terms of flexibility and degree of autonomy in your work life" was potentially confusing for respondents. The response rate was low (only 56 responses total), which could indicate that the question was not clearly understood or that many did not find any elements confusing. Of the three options, 34 selected assignment of courses as problematic, 34 reported expectation of service was problematic and 16 chose scheduling based on individual need.

The last question asked about inclusion in the Department, anticipating a need for specificity about feeling like a valued member of the department. The committee asked faculty to choose which items would increase their sense of inclusion in the Department. Faculty could choose as many answers as applied to them, and 95 people answered the question. Participation in department meetings received 22 responses, indicating a desire for instructors and faculty associates (the only ranks not fully included in department meetings) the opportunity to openly participate in meetings. Of the number who wanted more inclusion, the most selected option was for participation in department committee and area meetings (28 responses). The least votes focused on more department social events (18) and 21 selected representing the department in interactions outside of the university with other entities or organizations. Many faculty members (29) indicated that they already feel appropriately included and 20 reported not wanting further inclusion.

SUMMATION

The findings from the survey were surprising in some areas. Many English Department faculty members struggle with feeling valued and protected by both the university and the Department. The fact that many do not know important information regarding Department and university documents, rights and standard information regarding their jobs and salaries suggests a need for greater transparency in communicating this information on multiple levels in the Department, college and university.

While it was expected that faculty members would not be satisfied with certain issues, like office conditions or enrollment caps, the results did suggest a need for a more nuanced and detailed survey to focus more specifically on NTT faculty responses and concerns. These seemingly minor concerns can have a significant impact on job satisfaction and feelings of value by the Department and university.

Department NTT Survey Summary (Survey Administered March 2016)

Michael Green

Because a main charge of the committee was to survey non-tenure-track issues and concerns – which have become such a crucial issue in academia throughout the nation – the survey was given twice: once to the entire department, and a second time to non-tenure-track faculty only. The survey was revised for the second submission to tailor it more specifically to NTT personnel and their feelings on job satisfaction and working conditions, and how those issues impact their ability to do their jobs effectively. Given the less than desired number of NTT faculty responses

from the first survey, the committee hoped to receive more NTT responses by emphasizing the importance of issues related to their employment. Although the committee did receive more NTT responses for the second survey, the number of responses were nonetheless disappointing given the overall number of NTT in the faculty (about 85 full time and 37 faculty associates).

Demographics of the Survey

The survey was again distributed by email, this time specifically to NTT faculty members of English. The Committee received 68 responses: 9 Faculty Associates, 43 Instructors, 9 Lecturers, 4 Senior Lecturers, and 3 Principal Lecturers. This sampling (question #1 on the survey) represents about 56% of the NTT faculty.

Of those that completed the survey, the sorting of years in service in the English Dept. (question #2) is as follows: 2 respondents have worked in the department for less than one year; 23 have worked in the department for 1-4 years; 18 for 5-9 years; 17 for 10-14 years; 3 for 15-19 years; and 5 for 20 or more years. Therefore, the majority of our respondents have worked at ASU for at least five years, potentially belying the popular claim that NTT faculty are transient and therefore not invested in the welfare of their departments

Self-Reporting

The NTT-specific survey asked three self-reporting questions: Question #3) What is your Most Advanced degree completed?; Question #4) Was that degree completed at ASU?; Question #5) Are the courses you currently teach within your academic or graduate specialization?

Of degrees completed, 15 had earned the MA, MAS or other Master's degree; 2 had earned the MTESOL; 18 had earned the Masters of Fine Arts; 33 had earned the PhD.

These numbers are noteworthy since they confirm that ranks below Lecturer hold PhDs. We can infer from these numbers that NTT faculty with MFAs are teaching non-creative classes (given that there are very few creative writing classes compared with composition and literature classes). In all, the breakdown here confirms that many NTT faculty are teaching outside of their desired specialization, and/or at a lower possible rank than that for which they are educated/qualified, both of which are contributing to lowered job satisfaction.

For question #4, 41 said yes, 27 said no, a 60/40 split of NTT faculty who have earned their highest degree from ASU.

 For question #5, 33 (49%) said that the courses they currently teach are within their academic or graduate specialization; 19 (28%) said they are not; 16 (24%) said that some of their courses were or recently had been, a virtual split between those who do and those who don't teach in their specialization.

Job Satisfaction

Assessing job satisfaction was the key purpose of the second survey; as such, questions #6-21 focused on the faculty's feelings of being valued; their satisfaction with working conditions; and their satisfaction regarding pay, benefits, and perks. The survey also included several open-ended

questions (as opposed to multiple-choice) that yielded a number of specific responses, examples of which will be included below.

Of the multiple-choice questions regarding satisfaction, 6-18 offered seven possible responses:

Extremely Satisfied

Moderately Satisfied

Slightly satisfied

Neither satisfied nor dissatisfied

Slightly dissatisfied

Moderately dissatisfied

Extremely dissatisfied

Questions #6, #9 and #10 inquired about course satisfaction – current satisfaction with the focus of the courses; enrollment caps; and opportunities to teach different courses. Of the three, question six, on current satisfaction with the focus of courses, offers the highest majority of "Extremely satisfied" (31%) and "Moderately satisfied" (35%) responses, perhaps because the faculty have more control of the focus of their own classes.

Responses to questions #9 and #10 on enrollment caps and opportunities to teach different courses, respectively, are fairly evenly divided among the seven responses, with the majority of the responses lying between "Moderately Satisfied and Moderately dissatisfied." The open-ended questions only yielded one response related to this: "I have never done so much grading in my life. With 110 writing students, I am NEVER done grading and with so many students, I do not have time to give them all of the attention that I would like to give them. One less section or lower caps (15 for WAC, so we can actually help them) and 20 for 101, 102, 107 and 108 would help us teach better!!!!"

Question #7, which asked about "intellectual and interpersonal exchanges with students" yielded some of the highest responses for satisfaction, with 50/67 respondents saying they were extremely or moderately satisfied. Question 8 on the other hand, regarding "intellectual and interpersonal exchanges with colleagues" yielded very even numbers across the seven potential responses. Although perhaps this is because there is little organized interaction – either in meetings, department events, social functions or faculty mentoring - between track and NTT faculty, one respondent wrote: "The most significant problem is a culture of disrespect for NTT faculty."

Question #11 – "Please rate your current satisfaction with your opportunities for supported professional development" – yielded most of the responses from "slightly satisfied" to "extremely dissatisfied." One respondent desires "an increased ability of instructors to apply for ASU grants and professional development programs. I've been told I cannot participate in a

number of ASU activities due to being a year-to-year instructor, even though my scholarship and teaching were related to the grants/workshops/activities/training."

Questions #12, #13 and #14, regarding the crucial issues of satisfaction with promotion opportunities, pay, and job security yielded high percentages of moderately dissatisfied and extremely dissatisfied responses: 66% combined regarding promotion opportunities; 66% regarding pay; and 50% regarding job security. These results were not surprising given the highly publicized issues with these subjects for NTT faculty both locally and nationally in the last few years. Comments regarding these issues include: "I would like more information/aid regarding the transition from FA to full-time Instructor; the stress of not knowing the likelihood of promotion has been a cloud over my year as an FA." And: "I have been waiting on a posting for a full-time position for three years, it would be nice to have more teaching opps within ASU in my discipline." This last comment also seems to speak to the question about whether or not NTT faculty teach in their specialization (again, almost half reported that they do not).

Question #15 regarding "current satisfaction with the level of flexibility in your work hours" yielded the highest Extremely Satisfied (39%) and Moderately Satisfied (39%) results in the survey. Question #16 and #17, regarding the 'ethos and perks' associated with working at a university (53% Extremely Satisfied and Moderately Satisfied combined) and "current satisfaction with health and employment benefits" (66%), likewise yielded a high percentage of satisfied responses.

Question #18 regarding satisfaction with "the working conditions of your office," yielded seemingly contradictory responses. Although the results were evenly split across the 7 categories, question #19, which asked for specification on the dissatisfaction with office conditions, yielded a great many vehement responses about the poor working conditions. These included such comments as "Lack of computers. General dreariness. Lack of organization and cleanliness from office mates;" "old, filthy carpet, musty odor; other upgrades needed--bookshelves, etc.;" "Internet connection. It kicks me off in the middle of helping students learn how to do research to source their work with dimension, and it often is frustratingly slow;" "Not enough privacy;" and "There are no windows." Based on these responses there seems to be a large drop off in working conditions between those that are satisfied and those aren't, which seems to largely correspond to the particular building in which faculty have their offices (for example, McClintock Hall has many sub-par offices).

Question #20, "Which word best describes your overall job satisfaction?" yielded these results: Excellent (4); Good (18): Average (27); Poor (16); Terrible (2).

Given these overall responses, which yield largely satisfied results and largely unsatisfied results in fairly equal measure, perhaps it's not a surprise that the job satisfaction responses are mostly 'average' at 40% with the extremes of Excellent and Terrible at 6% and 3% respectively. Still, it seems as though the dissatisfaction with key issues of pay, job security and promotion opportunities would lead to a lower than average overall job satisfaction.

Indeed, in question #21, which asks "Which of the following would most meaningfully contribute to future improved job satisfaction for you? Please choose up to five," increased

promotion (63%), increased pay (87%) and increased job security (64%) were the top three answers, along with lower enrollment caps (63%). The next three most chosen answers were increased opportunities to teach different courses (47%), a reduced teaching load (45%), and improved physical work environment (31%).

SUMMATION

The responses to this Non-Tenure-Track only survey indicate, not surprisingly, that there are serious intuitional issues with job satisfaction that are more or less consistent with NTT issues and concerns across ASU and the nation.

However, the survey also seems to indicate that a few changes that are perhaps within the English Department's power to at least somewhat enact could go a long way in improving job satisfaction among NTT faculty. Basic improvements to office conditions; more NTT interaction with – and feedback from – track faculty and English department supervisors; increased opportunities to teach different courses; and increased opportunities for supported professional development could all lift morale and contribute to NTT faculty feeling more valued, even while pay, promotion and job security remain concerns.

Recommendations

Sally Ball and Heather Maring

On the basis of the foregoing literature reviews and survey results, as well as the observations of the English Department's NTT Committee, we make the following recommendations. We have distributed these recommendations under the headings of "immediate," "near future," and "big picture." The distribution of these recommendations is based partly on the perceived capability of the English department to address these recommendations with or without extra-departmental help from the College of Liberal Arts and Sciences and ASU. Additionally, the "immediate" and "near future" recommendations describe specific actions that would help to implement the broader recommendations listed under "big picture."

Immediate

The following recommendations would improve job satisfaction and provide NTT faculty with greater job stability. Although the changes discussed would need some time and effort, implementing them would require little or no additional funding.

1. **Departmental Feedback.** The NTT faculty has expressed a strong desire to feel more valued by the English Department. The Committee recommends creating an infrastructure that would provide greater feedback to NTT faculty regarding their syllabi, pedagogy, and other teaching-related matters. Determining this infrastructure would depend upon discussions between the 2016-17 AY and subsequent NTT Committees and the Chair of English, Associate Chairs, Area Directors, and the Director of Writing Programs.
2. **Increased Opportunities to Teach Different Courses**. NTT faculty should be able to request and be granted opportunities to teach a greater variety of courses. The department needs to determine an appropriate ratio of "same" to "different" courses and institute

procedures that ensure that these courses fit the needs and expectations of departmental programs. Thus, NTT faculty members who have received training to teach specialized courses, such as WAC 101 and ENG 107/108, will avoid being pigeonholed. The NTT committee asks that the Chair of English work with Writing Programs to ensure that faculty members periodically have some variety in their course schedules.

3. **Increased Opportunities for Supported Professional Development.** Aside from the valuable technology workshops provided by Bruce Matsunaga, the members of the NTT faculty do not often have opportunities for professionalization. We recommend that the 2016-17 NTT Committee works with appropriate members of the department to seek further professionalization opportunities for NTT faculty. (In the long-term, we believe that NTT faculty should be provided funded opportunities to attend workshops and conferences that would enable them to augment knowledge and skills relevant to their areas.)

4. **Multiyear and Rolling Contracts.** We strongly recommend a return to multiyear and rolling contracts for Lecturers, since this change would significantly improve the job security and, most likely, the satisfaction of NTT faculty. It could also save the university the cost of administering yearly contracts. Before the economic recession of 2008, NTT faculty in English had opportunities to earn multiyear appointments and rolling appointments. Now that the recession has waned, there is no economic rationale for restricting NTT faculty, to include Instructors, to one-year contracts. Indeed, the work of the ASU University Senate Task Force on Contingent Faculty in 2010/2011 revealed that 44% of those in NTT positions have worked at ASU for six years or more. Their recommendations #1, #2, and #3, which the Faculty Senate voted to approve, focused specifically upon the reinstatement of multiyear appointments and rolling appointments, in keeping with ACD 111-02 and ABOR policy.

Near Future

The recommendation of improved office space appears under the heading, "near future," because finding new space can be extremely difficult. We recommend that the Chair of the English department should vigilantly undertake this task for the professional and ethical reasons described below.

1. Improved office space is the most urgent need facing the English department's non-tenure-track faculty, especially for those instructors in former dorm rooms in McClintock Hall. Although some offices in McClintock may partially meet the needs of instructors and their students, many fail to provide privacy, access to working technology, and a sanitary environment. These inappropriate working conditions, no doubt, contribute to comparatively low morale among instructors. In order to drive home the problems with working conditions at McClintock Hall, we describe each in greater detail.

Lack of privacy: Between four and seven instructors work together in former dorm rooms designed to accommodate two-four people. When joined by students for mandated student conferences and office hours, the office grows even more crowded. Some instructors teach summer courses, during which the building is locked to their students, forcing them meet with students in even more public spaces. **As a result,** the lack of privacy curtails interactions with

students who do not feel comfortable discussing their writing issues with other faculty and students present. Instructors often find it difficult to grade papers and prepare for teaching in such a noisy environment.

Lack of technology: Instructors describe their wifi service as frustratingly slow and often not available. They also do not have dedicated phone lines. **As a result,** there are working hours during which faculty cannot be reached by students and they cannot reach their students. When an instructor tries to demonstrate how to do research, he or she cannot because the internet connection has died, dies intermittently, or operates too slowly.

Unsanitary: NTT ASU English department faculty explain that their assigned working spaces are "filthy and disgusting." Their offices have stained walls, dirty carpets, decrepit furniture, and the smell of must. They argue that, **as a result,** they lose credibility with their students.

In summation, as full-time professionals with a minimum of the M.A. degree, these ASU faculty members who are teaching four-five courses per semester ought to be given offices that facilitate rather than impede instruction. (Indeed, no employee of ASU should be expected to labor in such facilities.) The *Guidelines for Promotion and Evaluation of Lecturers* lists "accessibility and responsiveness to students," "professional demeanor," and "effective mentoring" (all presumably also required of other NTT faculty) as requirements for success in the department. It seems like sabotage to distribute those requirements to people who cannot get a wifi connection, who confer with students in crowded—even smelly—conditions designed (with showers still in place) *not* as offices but as dorm rooms. Our faculty work, sometimes for years, in rooms deemed unfitting (i.e., too gross) for undergraduates to live in. **Indeed, first-year students often have their first, sustained individual contact with faculty members who teach introductory writing courses; they meet with instructors for conferences and advice in these very offices.** The university's desire to improve the "first-year experience" and student retention could only be facilitated by affording students with more welcoming spaces for meetings with ASU faculty. It is, therefore, in the best interest of the NTT instructors, the English Department, and all first-year ASU students that the instructors be moved to cleaner, more spacious, and functional offices.

Big Picture

In the Department of English, non-tenure track faculty constitute 54% of full-time faculty. When we include part-time faculty, that number rises to 78%. Yet, the vast majority of the NTT faculty have little job security, low pay, and little-to-no interaction with track faculty. Many work in filthy, crowded spaces not designed as offices. These numbers and these circumstances should be a call to action. In view of the recommendations of the American Association of University Professors (AAUP), the Modern Language Association (MLA), and the Association of Writers and Writing Programs (AWP), the English department's Standing Committee on NTT Faculty recommend

1) greater job security

2) improved pay
3) more opportunities for advancement & professionalization
4) greater inclusion in departmental service and decision-making
5) significant changes to office space working conditions

The AAUP recommends in their *Tenure and Teaching Intensive Appointments* (2010, updated 2014) that "*The best practice for institutions of all types is to convert the status of contingent appointments to appointments eligible for tenure with only minor changes in job description.*" Their report and "Time for a Teaching-Intensive Tenure Track" by Michael Bérubé and Jennifer Ruth in *The Chronicle of Higher Education* (6/2/2015) provide further rationales for a two-tier tenure track. We know that a conversation about tenure will necessarily be large and take place college- or even university-wide. MLA and AWP sidestep that conversation and recommend pay, benefits, rights and responsibilities for shared governance that are commensurate with tenure-track positions. The AWP additionally would limit the percentage of NTT faculty to 10% of a university program's total faculty.

We also register that the overall percentage of tenured and tenure-track faculty continues to diminish, and therefore there are fewer faculty to do the service required for university and department governance, which erodes the historically democratic nature of the institution. In the spirit of fairness for our colleagues and in the hope of preserving the faculty's role in leadership and governance of the university entire, we strongly urge the members of the ASU English Department to seek institutional changes that would either significantly reduce the number of NTT faculty by converting positions to tenure lines *or* to offer NTT faculty multiyear rolling contracts with pay, benefits, rights, and service expectations that would more fully bring these professional faculty members into the life of the department.

Last but not least, we want to note that when visitors navigate to the ASU website and first pursue information about university faculty, they land on the Provost's "Awards" page. Here, they see (terrific!) information about major awards (Nobel Prizes! Guggenheims!) and also, on this very page, they can learn that in fact the ASU faculty (as of 2014) is nearly **46% NTT** (https://provost.asu.edu/awards). (Interestingly, that statistic is available *only* by sidebar-link from the same page with the grand awards…). We also note that ASU Online advertises that its "courses are taught by the same internationally recognized and award-winning faculty members who teach in our on-ground programs." We register a potential gap between marketing and reality: if nearly half of ASU's courses—online and in-person, whether or not in equal ratio—are taught by faculty with little (for lecturers) or no (for most other NTT folks) support for research or professional development, then they are taught by people with little likelihood of winning a national award, little likelihood of progress or power in their chosen fields. We believe English—where a significant percentage of courses is taught by NTT faculty—can seek an optimal relation between titles, working conditions and professional support/conduct/development—for *all* our dedicated faculty—and truth-in-advertising. We believe English can lead the way as a viable, well-grounded, and innovative home to students and faculty.

Appendix A

Working Conditions Survey for All Department Faculty, Administered Fall 2015

				Initial Report	
				Last Modified: 04/30/2016	

1. What is your academic rank?

#	Answer		Response	%
1	Faculty Associate		9	9%
2	Instructor		55	53%
3	Lecturer		9	9%
4	Senior Lecturer		4	4%
5	Principal Lecturer		2	2%
6	Assistant Professor		6	6%
7	Professor		19	18%
	Total		104	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	3.28
Variance	4.40
Standard Deviation	2.10
Total Responses	104

2. How many years have you been a faculty member in the ASU Department of English?

#	Answer		Response	%
1	Less than one year		9	9%
2	1 - 4 years		23	23%
3	5 - 9 years		26	25%
4	10 - 14 years		25	25%
5	15 - 19 years		8	8%
6	20 or more years		11	11%
	Total		102	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	3.32
Variance	2.02
Standard Deviation	1.42
Total Responses	102

3. Over the past few years has your assigned workload increased, decreased or remained about the same?
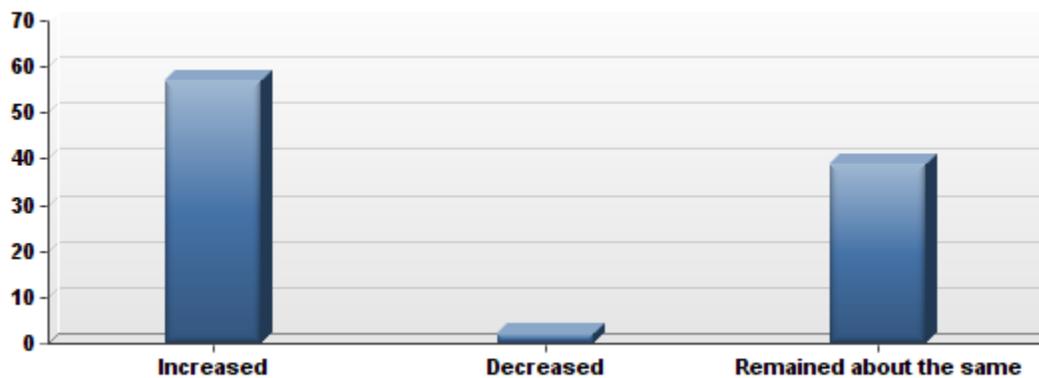
#	Answer		Response	%
1	Increased		57	58%
2	Decreased		2	2%
3	Remained about the same		39	40%
	Total		98	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.82
Variance	0.96
Standard Deviation	0.98
Total Responses	98

4. Is your base salary within the pay range at ASU for your academic rank?

#	Answer		Response	%
1	Yes		38	37%
2	No		18	17%
3	I don't know the pay range for my rank		47	46%
	Total		103	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.09
Variance	0.83
Standard Deviation	0.91
Total Responses	103

5. How often do you participate in voluntary department or university professional development opportunities, such as workshops, lectures, or online tutorials?

#	Answer		Response	%
1	Often -- once per semester or more		57	55%
2	Fairly often -- once per academic year or more		31	30%
3	Rarely -- once every few years or so		11	11%
4	Never		3	3%
5	I do not know when professional development opportunities are offered		1	1%
	Total		103	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.64
Variance	0.74
Standard Deviation	0.86
Total Responses	103

6. Are your job responsibilities clear to you?

#	Answer		Response	%
1	Yes		83	81%
2	No		4	4%
3	Partially		16	16%
	Total		103	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.35
Variance	0.54
Standard Deviation	0.74
Total Responses	103

7. Do you know what the annual evaluation requirements are for your rank?

#	Answer		Response	%
1	Yes		58	57%
2	No		22	22%
3	Partially		22	22%
	Total		102	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.65
Variance	0.67
Standard Deviation	0.82
Total Responses	102

8. Do you know the title and/or location of the document listing your rights and responsibilities as a Department of English employee?

#	Answer		Response	%
1	Yes		44	43%
2	No		58	57%
	Total		102	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.57
Variance	0.25
Standard Deviation	0.50
Total Responses	102

9. Do you know the title and/or location of the document listing your rights and responsibilities as an ASU employee?

#	Answer		Response	%
1	Yes		36	35%
2	No		67	65%
	Total		103	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.65
Variance	0.23
Standard Deviation	0.48
Total Responses	103

10. Are there advancement opportunities available to you?

#	Answer		Response	%
1	Yes		23	29%
2	No		56	71%
	Total		79	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.71
Variance	0.21
Standard Deviation	0.46
Total Responses	79

11. Are there means for non-tenured faculty to convert to tenure-track faculty?

#	Answer		Response	%
1	Yes		8	12%
2	No		60	88%
	Total		68	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.88
Variance	0.11
Standard Deviation	0.32
Total Responses	68

12. Do you feel the enrollment caps in your courses are appropriate?

#	Answer		Response	%
1	Yes		40	40%
2	No		61	60%
	Total		101	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.60
Variance	0.24
Standard Deviation	0.49
Total Responses	101

13. I have been made to feel like a valued member of the Department of English.

#	Answer		Response	%
1	Yes		44	44%
2	No		56	56%
	Total		100	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.56
Variance	0.25
Standard Deviation	0.50
Total Responses	100

14. How satisfied are you with the working conditions of your office?

#	Answer		Response	%
1	Very Dissatisfied		18	17%
2	Dissatisfied		10	10%
3	Somewhat Dissatisfied		22	21%
4	Neutral		11	11%
5	Somewhat Satisfied		11	11%
6	Satisfied		17	17%
7	Very Satisfied		9	9%
8	N/A: I don't have or use a campus office		5	5%
	Total		103	100%

Statistic	Value
Min Value	1
Max Value	8
Mean	3.96
Variance	4.55
Standard Deviation	2.13
Total Responses	103

15. Do you feel free to teach, study, and publish without threat of reprisal from the university, college, or English Department?

#	Answer		Response	%
1	Always		42	41%
2	Sometimes		53	52%
3	Never		7	7%
	Total		102	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.66
Variance	0.37
Standard Deviation	0.61
Total Responses	102

16. Do you feel free to speak about Department of English issues without threat of reprisal?
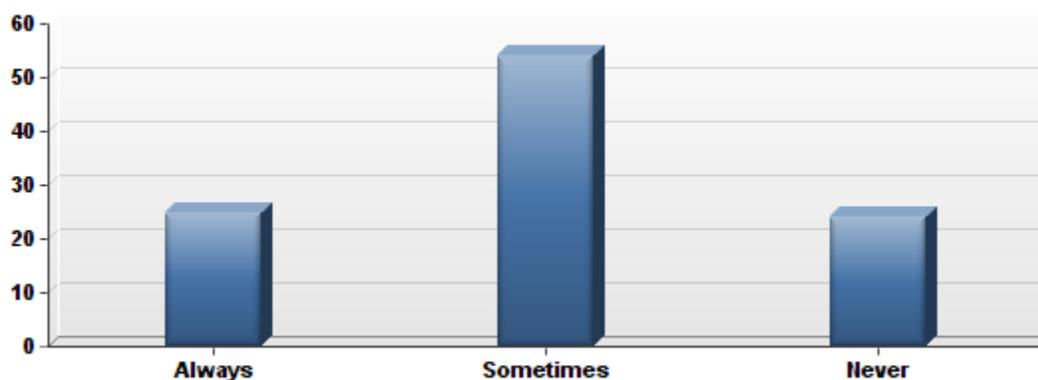
#	Answer		Response	%
1	Always		25	24%
2	Sometimes		54	52%
3	Never		24	23%
	Total		103	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.99
Variance	0.48
Standard Deviation	0.69
Total Responses	103

17. Do you feel free to speak about university issues without threat of reprisal?

#	Answer		Response	%
1	Always		19	18%
2	Sometimes		54	52%
3	Never		30	29%
	Total		103	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.11
Variance	0.47
Standard Deviation	0.68
Total Responses	103

18. Do you fee protected by your ASU due process rights?

#	Answer		Response	%
1	Always		13	13%
2	Sometimes		29	28%
3	Never		12	12%
4	I don't know my ASU due process rights		49	48%
	Total		103	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.94
Variance	1.27
Standard Deviation	1.13
Total Responses	103

19. Are you satisfied with your employee benefits, such as health insurance, retirement, etc.?

#	Answer		Response	%
1	Yes		60	58%
2	No		6	6%
3	Partially		32	31%
4	I do not receive benefits		5	5%

Statistic	Value
Min Value	1
Max Value	4
Total Responses	103

20. Which of the following is problematic for you in terms of flexibility and degree of autonomy in your work life? Choose all that apply.

#	Answer		Response	%
1	Assignment of courses		34	61%
2	Expectation of service		34	61%
3	Scheduling based on individual need		16	29%

Statistic	Value
Min Value	1
Max Value	3
Total Responses	56

21. Which of the following would lead to a greater sense of department inclusion for you? Choose all that apply.

#	Answer		Response	%
1	Participating in department meetings		22	23%
2	Participating in department committee or area meetings		28	29%
3	Participating in a department picnic or other social gathering		18	19%
4	Representing the department in interactions with outside entities and organizations		21	22%
5	N/A: I feel that I am already included appropriately		29	31%
6	N/A: I do not wish for further inclusion		20	21%

Statistic	Value
Min Value	1
Max Value	6
Total Responses	95

Appendix B

Working Conditions Follow-up Survey for Department NTT Faculty, Administered Spring 2016

Initial Report

Last Modified: 03/23/2016

1. What is your academic rank?

#	Answer		Response	%
1	Faculty Associate		9	13%
2	Instructor		43	63%
3	Lecturer		9	13%
4	Senior Lecturer		4	6%
5	Principal Lecturer		3	4%
	Total		68	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.25
Variance	0.85
Standard Deviation	0.92
Total Responses	68

2. How many years have you been a faculty member in the ASU English Department?

#	Answer		Response	%
1	Less than one year		2	3%
2	1 - 4 years		23	34%
3	5 - 9 years		18	26%
4	10 - 14 years		17	25%
5	15 - 19 years		3	4%
6	20 or more years		5	7%
	Total		68	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	3.16
Variance	1.54
Standard Deviation	1.24
Total Responses	68

3. What is the most advanced degree you have completed?

#	Answer		Response	%
1	MA, MAS, or other Master's		15	22%
2	MTESOL		2	3%
3	Master of Fine Arts		18	26%
4	PhD		33	49%
5	Other Doctorate (i.e. EDD)		0	0%
	Total		68	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.01
Variance	1.42
Standard Deviation	1.19
Total Responses	68

4. Is your most advanced degree from ASU?

#	Answer		Response	%
1	Yes		41	60%
2	No		27	40%
	Total		68	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.40
Variance	0.24
Standard Deviation	0.49
Total Responses	68

5. Are the courses you currently teach within your academic or graduate specialization?

#	Answer		Response	%
1	Yes		33	49%
2	No		19	28%
3	Some are or recently have been		16	24%
	Total		68	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.75
Variance	0.67
Standard Deviation	0.82
Total Responses	68

6. Please rate your current satisfaction with the focus of the courses that you teach:

#	Answer		Response	%
1	Extremely satisfied		21	31%
2	Moderately satisfied		24	35%
3	Slightly satisfied		9	13%
4	Neither satisfied nor dissatisfied		1	1%
5	Slightly dissatisfied		6	9%
6	Moderately dissatisfied		7	10%
7	Extremely dissatisfied		0	0%
	Total		68	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	2.53
Variance	2.70
Standard Deviation	1.64
Total Responses	68

7. Please rate your current satisfaction with your intellectual and interpersonal exchanges with students:

#	Answer		Response	%
1	Extremely satisfied		18	27%
2	Moderately satisfied		32	48%
3	Slightly satisfied		6	9%
4	Neither satisfied nor dissatisfied		1	1%
5	Slightly dissatisfied		5	7%
6	Moderately dissatisfied		3	4%
7	Extremely dissatisfied		2	3%
	Total		67	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	2.40
Variance	2.43
Standard Deviation	1.56
Total Responses	67

8. :Please rate your current satisfaction with your intellectual and interpersonal exchanges with colleagues:

#	Answer		Response	%
1	Extremely satisfied		12	18%
2	Moderately satisfied		18	26%
3	Slightly satisfied		11	16%
4	Neither satisfied nor dissatisfied		7	10%
5	Slightly dissatisfied		8	12%
6	Moderately dissatisfied		6	9%
7	Extremely dissatisfied		6	9%
	Total		68	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	3.34
Variance	3.69
Standard Deviation	1.92
Total Responses	68

9. Please rate your current satisfaction with your course enrollment caps:

#	Answer		Response	%
1	Extremely satisfied		6	9%
2	Moderately satisfied		10	15%
3	Slightly satisfied		10	15%
4	Neither satisfied nor dissatisfied		5	7%
5	Slightly dissatisfied		8	12%
6	Moderately dissatisfied		15	22%
7	Extremely dissatisfied		13	19%
	Total		67	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	4.43
Variance	4.19
Standard Deviation	2.05
Total Responses	67

10. Please rate your current satisfaction with your opportunities to teach different courses:

#	Answer		Response	%
1	Extremely satisfied		4	6%
2	Moderately satisfied		13	19%
3	Slightly satisfied		11	16%
4	Neither satisfied nor dissatisfied		10	15%
5	Slightly dissatisfied		4	6%
6	Moderately dissatisfied		14	21%
7	Extremely dissatisfied		11	16%
	Total		67	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	4.24
Variance	3.85
Standard Deviation	1.96
Total Responses	67

11. Please rate your current satisfaction with your opportunities for supported professional development:

#	Answer		Response	%
1	Extremely satisfied		3	4%
2	Moderately satisfied		7	10%
3	Slightly satisfied		15	22%
4	Neither satisfied nor dissatisfied		8	12%
5	Slightly dissatisfied		7	10%
6	Moderately dissatisfied		15	22%
7	Extremely dissatisfied		12	18%
	Total		67	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	4.52
Variance	3.44
Standard Deviation	1.85
Total Responses	67

12. Please rate your current satisfaction with your opportunities for promotion:

#	Answer		Response	%
1	Extremely satisfied		1	1%
2	Moderately satisfied		4	6%
3	Slightly satisfied		3	4%
4	Neither satisfied nor dissatisfied		11	16%
5	Slightly dissatisfied		5	7%
6	Moderately dissatisfied		9	13%
7	Extremely dissatisfied		34	51%
	Total		67	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	5.66
Variance	2.90
Standard Deviation	1.70
Total Responses	67

13. Please rate your current satisfaction with your pay:

#	Answer		Response	%
1	Extremely satisfied		1	1%
2	Moderately satisfied		6	9%
3	Slightly satisfied		6	9%
4	Neither satisfied nor dissatisfied		1	1%
5	Slightly dissatisfied		11	16%
6	Moderately dissatisfied		14	21%
7	Extremely dissatisfied		28	42%
	Total		67	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	5.52
Variance	3.07
Standard Deviation	1.75
Total Responses	67

14. Please rate your current satisfaction with your job security:

#	Answer		Response	%
1	Extremely satisfied		5	7%
2	Moderately satisfied		7	10%
3	Slightly satisfied		6	9%
4	Neither satisfied nor dissatisfied		6	9%
5	Slightly dissatisfied		9	13%
6	Moderately dissatisfied		19	28%
7	Extremely dissatisfied		15	22%
	Total		67	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	4.85
Variance	3.80
Standard Deviation	1.95
Total Responses	67

15. Please rate your current satisfaction with the level of flexibility in your work hours:

#	Answer		Response	%
1	Extremely satisfied		26	39%
2	Moderately satisfied		26	39%
3	Slightly satisfied		5	7%
4	Neither satisfied nor dissatisfied		5	7%
5	Slightly dissatisfied		1	1%
6	Moderately dissatisfied		3	4%
7	Extremely dissatisfied		1	1%
	Total		67	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	2.13
Variance	2.00
Standard Deviation	1.41
Total Responses	67

16. Please rate your current satisfaction with the ethos and perks associated with working at a university:

#	Answer		Response	%
1	Extremely satisfied		10	15%
2	Moderately satisfied		25	38%
3	Slightly satisfied		7	11%
4	Neither satisfied nor dissatisfied		9	14%
5	Slightly dissatisfied		5	8%
6	Moderately dissatisfied		7	11%
7	Extremely dissatisfied		3	5%
	Total		66	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	3.11
Variance	3.14
Standard Deviation	1.77
Total Responses	66

17. Please rate your current satisfaction with your employee health/retirement benefits:

#	Answer		Response	%
1	Extremely satisfied		20	30%
2	Moderately satisfied		24	36%
3	Slightly satisfied		4	6%
4	Neither satisfied nor dissatisfied		11	16%
5	Slightly dissatisfied		2	3%
6	Moderately dissatisfied		1	1%
7	Extremely dissatisfied		5	7%
	Total		67	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	2.61
Variance	3.06
Standard Deviation	1.75
Total Responses	67

18. Please rate your current satisfaction with the working conditions of your office:

#	Answer		Response	%
1	Extremely satisfied		5	7%
2	Moderately satisfied		10	15%
3	Slightly satisfied		8	12%
4	Neither satisfied nor dissatisfied		11	16%
5	Slightly dissatisfied		12	18%
6	Moderately dissatisfied		9	13%
7	Extremely dissatisfied		12	18%
	Total		67	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	4.34
Variance	3.65
Standard Deviation	1.91
Total Responses	67

19. If you answered in the "dissatisfied" range regarding your office in question 18, what do you feel are the most significant problems with your office?

Text Response
Our offices are filthy and disgusting. Stained walls and carpets, shabby, dull, screaming of impermanence. We immediately lose credibility when a student sees multiple people sharing a poorly equipped office with absolutely no privacy.
Lack of computers. General dreariness. Lack of organization and cleanliness from office mates.
Computer access is an issue.
old, filthy carpet, musty odor; other upgrades needed--bookshelves, etc.
congestion (7 instructors in one room, during conference seasons, I must cancel office hours and relocate, letting students know of my movement, this happens 6-8 times over the course of the semester), internet reliability office wide, each of us has complained and the overall impression we've been given independently is that it must be user error, I/we all face walls of cubicles with backs to the door - when I'm in the office, I feel like a drudge
As a teacher I need to concentrate, read, grade, plan, conference and correspond w/students but regularly find myself impeded in all or some of these efforts. (Sometimes I even arrive back at my cubicle only to find someone else in my chair!) Also, I have no secure drawers and must work with my personal belongings strapped to myself which is difficult and awkward. Students barely have room or privacy when visiting me. The group office may even smell of garbage that has not been disposed of. In short, my working conditions are my students' learning conditions, and though it pains me to say so, what I've described is not a professional environment within which we can do our best. How can we improve it?
Six people in what used to be a classroom is NOT a proper office and never will be. The facilities were built in the 1970's I think and thankfully I don't need to spend much time in the "office".
The most significant problem is a culture of disrespect for NTT faculty.
1. Cannot be used in summer (building is shut to students) so have to agree to meet students in coffee shops, library, etc. 2. Loud and public -- bothers students when they need to discuss bad grades or personal issues.
Cattle herded for slaughter comes to mind. The office spaces are crowded, poorly furnished/equipped. Little space for conferences. No dedicated phone line.
We are sequestered in a dorm -- which seems both inappropriate and unprofessional -- we fee excluded (literally) from the building, culture, and people of the department.
Internet connection. It kicks me off in the middle of helping students learn how to do research to source their work with dimension, and it often is frustratingly slow.
Furniture falling apart. Needs painting. Last done 12 years ago. Computer outdated. Floor never cleaned. Took two weeks to get heating fixed because some other Professor blocked her vent so all colld air pushed into my room. Impossible to work in there because so uncomfortable.
We have trouble getting WiFi access. My laptop keeps asking for a security key. In the classroom, the computers are VERY SLOW and I cannot always get Blackboard to open in every classroom.
Not enough privacy
There are no computers and very little room for student conferences. The rooms are dingy and poorly lit. The office situation for English faculty are highly unacceptable.
It's a run-down office in an old dorm with a toilet and shower inside. It's shared with 3 others and does not demonstrate a professional work environment to students. There is no book storage.
The office is not cleaned on a regular basis and garbage cans are only emptied if they are left outside the door (no notice of this was given). The cubicles within the office are functional but seem unnecessary and often impede my ability to meet with students.
Way too crowded. It's embarrassing to have students meet us in such a miserable, crowded space. Many times a student has come into my office and expressed sympathy with the fact that I have to work in such a tiny/crammed cubicle.

The office location is fine. There is one colleague who makes our shared office uncomfortable because she is rude and unprofessional

To small a space with too many colleagues.

Lack of privacy. Although I share a small office with people, I have personal things I need to do in my office (calls, pump breastmilk, writing and course prep etc), and while the office conversation and vibe is great, it impedes doing some of the things I need to do.

Location, cleanliness, accessibility, age/quality of office furniture.

It's disgusting. It smells and it's loud. It gives the impression that we are not worthy of a proper office. It's far-too crowded to hold conferences, and the internet is ridiculously slow, which makes grading online classes challenging.

It is very loud (I think is shares a wall with something mechanical) and very hot. We can open a window to create airflow, but it also creates a horrible whistling noise. There really isn't any room to meet with students because the room is crammed full of cubicles. I would love to have a small, comfortable table in our office dedicated to student conferences. At my last university, we had six cubicles in a horseshoe shape with a small circular table in the middle that any of us could use to work with students on drafts. It created a far more welcoming environment for students.

Lack of privacy when conferencing with students and too many people crowded into a small space.

My office is a shared office (which is not a problem at all, but warrants mentioning because it means that I am not the only one affected by the condition). Basically, the office contributes to the idea that Faculty Associates and Instructors are less-than because it is windowless, exceptionally warm, completely white, and, generally, feels second-rate. Many of my students have commented on how unfortunate the office space is, claiming it is uninviting and seems like a temporary office rather than a permanent one.

I don't feel like there are opportunities to interact with colleagues so that they may better know my interests and expertise. This would lead to possible opportunities to teach more classes.

Overcrowded, no space for meeting with more than one student at a time.

There are no windows.

What office?

I do not have an office in my department. My office is temporarily in another department.

Cramped. I have to step over the legs of office-mates and their students to get to my desk. My students have to steal my office-mates' chairs in order to sit and talk with me. Only one computer for nearly a dozen faculty. Outlets at desks do not work.

Old computers and lack of privacy for student conferencing

I hate being in McClintock. I really would like to go back to LL.

Shared space makes confidential conferences with students difficult.

Spotty wifi access and cockroaches.

Statistic	Value
Total Responses	37

20. Which word best describes your overall job satisfaction?

#	Answer		Response	%
1	Excellent		4	6%
2	Good		18	27%
3	Average		27	40%
4	Poor		16	24%
5	Terrible		2	3%
	Total		67	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.91
Variance	0.87
Standard Deviation	0.93
Total Responses	67

**21. Which of the following would most meaningfully contribute
to future improved job satisfaction for you? Please choose up to five.**

#	Answer		Response	%
1	A reduced teaching load		30	45%
2	Lower enrollment caps in my courses		42	63%
3	Decreased service expectations		1	1%
4	Increased attention to individual need in course scheduling		5	7%
5	Increased opportunities to teach different courses		32	48%
6	Increased opportunities for supported professional development		14	21%
7	Increased promotion opportunities		42	63%
8	Increased pay		58	87%
9	Increased job security (for example, longer term contracts)		43	64%
10	Increased participation opportunities in Department committees or areas		9	13%
11	Increased feedback or encouragement from the Department		11	16%
12	Increased opportunities for interacting with colleagues		14	21%
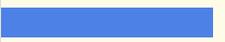
13	Improved physical work environment (including building conditions and privacy)			21	31%
14	Eligibility for Department teaching awards			6	9%
15	N/A: I have sufficient job satisfaction			0	0%
16	Other			8	12%

Other
Clearer communication about how my Dept. is addressing Dept. goals.
increased ability of instructors to apply for ASU grants and professional development programs. I've been told I cannot participate in a number of ASU activities due to being a year-to-year instructor, even though my scholarship and teaching were related to the grants/workshops/activities/training.
More stringent requirements for getting a passing grade in courses like English 101. I'm still getting students who don't have fundamentals such as how to use a comma or an apostrophe.
I have never done so much grading in my life. With 110 writing students, I am NEVER done grading and with so many students, I do not have time to give them all of the attention that I would like to give them. One less section or lower caps (15 for WAC, so we can actually help them) and 20 for 101, 102, 107 and 108 would help us teach better!!!!
I would like more information/aid regarding the transition from FA to full-time Instructor; the stress of not knowing the likelihood of promotion has been a cloud over my year as an FA.
Research support
I have been waiting on a posting for a full-time position for three years, it would be nice to have more teaching opps within ASU in my discipline

Statistic	Value
Min Value	1
Max Value	16
Total Responses	67