

January 2019

Dear colleagues,

As you know, the Lecturer Study Committee completed a report aimed at “identifying discrepancies and resolve ambiguities concerning the status of Arts and Sciences lecturers-in-discipline”. PPC has discussed the recommendations of the report at length and identified next steps to address some of the key concerns of lecturers in the A&S.

The first PPC recommendation is to create a Lecturers Advisory Committee (LAC) that would play a role in faculty governance. This committee would be added to A&S faculty committees already existing and would be modeled on the Junior Faculty Advisory Board. The Lecturer Study Committee has drafted initial bylaws to guide the composition and mandate for the committee and develop guidelines for membership and governance. Eventually, PPC plans to institute joint LAC-PPC meetings once per semester.

The second PPC recommendation is to create a sub-committee that would revise the lecturer review and promotion guidelines. This committee, chaired by Andreas Wimmer, includes lecturers, ladder-rank faculty, and A&S administrators. Their task is to come up with recommendations for improving and clarifying substantive and procedural aspects of the current review and promotion guidelines.

Although these two recommendations represent a substantial improvement over current practice, a number of existing concerns remain. PPC believes that LAC should work with A&S administration and PPC to address outstanding concerns.

The Lecturer Study Report is attached.

I look forward to discussing this plan with you and receiving your input at the upcoming faculty meeting on January 30th.

Maria Uriarte, PPC Chair

On behalf of PPC

Report to the Policy and Planning Committee
of the Faculty of Arts and Sciences
by the
Lecturer Study Committee
April 16, 2018

EXECUTIVE SUMMARY

The Lecturer Study Committee was appointed by the Policy and Planning Committee of the Faculty of the Arts and Sciences after the Faculty's spring, 2017, resolution that affirmed that all lecturers in discipline are members of the Faculty of Arts and Sciences. The Committee was asked to "identify discrepancies and resolve ambiguities concerning the status of Arts and Sciences lecturers-in-discipline." The Committee, consisting of both lecturers and ladder rank faculty, studied the history of the lecturer position, held meetings with lecturers, department chairs, and administrators, and conducted a survey of lecturers, which achieved a 72% response rate. The committee has reached the following main conclusions:

- Lecturers play crucial roles in Arts and Sciences teaching and administration.
- Lecturers are satisfied with many aspects of their jobs, and are committed to their work.
- There is a great deal of confusion about the roles and rights of lecturers, and inconsistency in the implementation of procedures for the review, promotion, compensation of lecturers.
- Lecturers are dissatisfied with certain aspects of their jobs, including compensation, support for professional development and research, review procedures, job titles, and their roles in faculty governance.

The cooperation that the committee received from administrators, department chairs, ladder faculty, and lecturers, and the success of the survey, suggest that everyone involved expects our report to be used to drive meaningful action to clarify and improve the status of lecturers in the Arts and Sciences.

The report consists of an Introduction and three sections. The recommendations for each section are preceded by findings relevant to that category of issues. Each section was drafted by a subcommittee and approved by the whole committee. The report makes the following recommendations.

LECTURER ROLES AND RESPONSIBILITIES

1. Lecturers should be given an appropriate – and in general a larger – role in **faculty governance**. At the **department level**, the governance role of lecturers should be handled with transparency. Bylaws should be reviewed to clarify the role of lecturers in participating and voting in faculty meetings; in serving on departmental committees; in setting undergraduate and MA requirements; and in determining course offerings. Lecturers should have a voice in the **governance of the Arts and Sciences**. The Faculty of Arts and Sciences should consider creating a committee of lecturers modeled on the Junior Faculty Advisory Board (1) to serve as a standing forum in which lecturers in A&S can share and discuss their welfare and experiences and to which they may turn for peer advising and assistance; (2) to report lecturers' concerns, and represent their interests, in

- conversations with university administrators, committees of faculty governance, the University Senate, and department/program chairs; and (3) in conjunction with administrative offices, to organize events for lecturers so as to share information and experience concerning all aspects of life at Columbia.
2. Department chairs should **strengthen communication with lecturers** with respect to changes in teaching or administrative assignments, expectations for professional development and/or scholarly research, requirements and procedures for review and promotion, and compensation.
 3. Language departments should be given the **flexibility to assign non-language courses** to their lecturers as required by departmental curricular needs.
 4. A&S should adopt faculty-wide **guidelines on course loads and course reductions for lecturers**. Given the diversity in the types of courses lecturers teach and in the types of administrative and advising work that they do, these guidelines will be complex, but they should help guide departments to treat lecturers' work assignments in a manner that is transparent and seen as consistent and fair.
 5. As members of the Faculty of A&S, lecturers should be **eligible for PI status** both to administer grants and to sponsor IRB protocols.
 6. University units at all levels should ensure that **printed documents and public-facing websites clearly indicate** that lecturers are members of the faculty.

REVIEWS, PROMOTIONS, AND TITLES

7. **A&S should clarify procedures and criteria for review and promotion** at all levels, with special attention to the procedures governing promotion to senior lecturer. Review criteria should reflect the full range of jobs that lecturers perform in teaching, student advising, program administration, and research.
8. A&S should consider **reducing the number of in-class observations** required for reviews.
9. A&S should consider revising review criteria in order to increase clarity about the conditions under which review after promotion to Senior Lecturer can result in termination of employment. Unless these conditions are found to obtain, a **Senior Lecturer should be able to expect that his or her appointment will be renewed**. This would provide a greater sense of security for senior lecturers, without changing the fact that most of them are repeatedly renewed in the normal course of events. A&S should consider **lengthening the time interval** between senior lecturer reviews.
10. **A&S and departments should take steps to improve transparency and timely communication regarding review and promotion procedures and criteria**. A&S should provide an updated template for offer letters that includes such information. The department chair or other appropriate officer should meet with each lecturer to discuss and document the department's expectations for job performance. The department should clearly communicate to the lecturer what the expectations are for continued success. Departments should create **procedures for mentoring** of lecturers.
11. **Departments should ensure that job descriptions and position titles match actual job responsibilities** and that changes in job responsibilities are negotiated with lecturers, are defined clearly, and are matched by changes in job descriptions and titles.
12. **A&S should consider changing the titles available to those serving in renewable non-tenurable positions**. Examples of possible titles include "professor in discipline" and

“teaching professor.” **A&S should consider adding a rank to the top of the lecturer-line**, to make it more fully parallel with ladder-rank positions (e.g., “Distinguished Senior Lecturer,” “Distinguished Professor in Discipline,” “Distinguished Teaching Professor”).

COMPENSATION AND RETENTION

13. Arts and Sciences and the PPC should collaborate to direct **a study on problems related to salaries** raised in this section: (1) lecturer workloads and compensation in comparison both to peer institutions and to ladder faculty; (2) the problem of compression of salaries among Columbia lecturers; (3) whether statutory fifth and eighth year raises and the additional raise for promotion to Senior Lecturer have been given to all serving lecturers who were eligible for them; (4) the appropriateness of the salary scale for lecturers teaching in the summer session. The study should lead to recommendations for policies to fix any problems that are identified.
14. Lecturers should receive **summer salaries consistent with seniority, on the same scale as ladder rank faculty**.
15. Lecturers should be eligible for participation in the **university’s retirement plan on the same basis** as ladder faculty;
16. **Research and professional development support** for lecturers should be improved, including: (1) Lecturers should receive increased funding for FRAP appropriate to their ranks, including FRAP at the level equivalent to that of tenured faculty upon promotion to the rank of Senior Lecturer. (2) Arts and Sciences should clarify and make transparent the **policy on research leaves** for lecturers. Research leave should be available to all lecturers, not only to language lecturers, and not on a competitive basis but as of right. Senior Lecturers should be eligible for sabbatical leave on the same basis as ladder faculty. (3) Lecturers should be eligible to apply for university-sponsored funding opportunities that support faculty scholarship, which serve as an additional incentive for scholarly production and pedagogical innovation.
17. A&S should enhance the Course Relief Program to meet the level of need for this program, and also make it possible for lecturers to receive **appropriate course relief** in compensation for major administrative jobs in the same way as is the case for ladder faculty.
18. **Lecturers’ housing eligibility should be reviewed by A&S** to increase lecturers’ access to Columbia housing, particularly if they come to Columbia from outside the tri-state area. Lecturers’ salaries should be increased to **account for the significant increase in rent for CU housing** after the fifth year.
19. **Lecturers should have opportunities to apply and be nominated for prizes, fellowships, and grants** with monetary awards on an equal basis with ladder faculty (including the Global Initiatives awards).

Report to the Policy and Planning Committee
of the Faculty of Arts and Sciences
by the
Lecturer Study Committee
April 16, 2018

INTRODUCTION

The Lecturer Study Committee

In spring, 2017, the Faculty of Arts and Sciences passed a resolution, approved by the Provost, to affirm that all lecturers in discipline are members of the Faculty of Arts and Sciences. In view of this change, the Policy and Planning Committee of the Faculty of the Arts and Sciences appointed a Lecturer Preliminary Planning Committee, chaired by Prof. Michele Moody-Adams, which recommended that a Lecturer Study Committee be convened to “identify discrepancies and resolve ambiguities concerning the status of Arts and Sciences lecturers-in-discipline.” In the fall of 2017, the PPC appointed the Lecturer Study Committee (hereafter LSC) and charged it to study “the contributions and status of lecturers in the Arts and Sciences,” guided by a set of questions identified by the Preliminary Planning Committee. For a list of LSC members, please see Appendix A. For the text of the Preliminary Planning Committee report, please see Appendix B.

The LSC met throughout the 2017-2018 academic year. The co-chairs met with Executive Vice President David Madigan twice, with Associate Vice President for Academic Planning Margaret Edsall, with chairs of some language and non-language departments that employ lecturers, and with a representative group of language lecturers, among others. The LSC also received communications from lecturers, administrators, and chairs by email. In February, 2018, the LSC distributed a survey by email to all associates, lecturers, and senior lecturers. The survey achieved a response rate of 72%. The statistical results of the survey are available in Appendix C, leaving out responses to qualitative comments in order to protect respondents’ confidentiality.

This report consists of an Introduction and three sections: Lecturer Roles and Responsibilities; Reviews, Promotions, and Titles; and Compensation and Retention. The recommendations for each section are preceded by findings relevant to that category of issues. Each section was drafted by a subcommittee and approved by the whole committee. Some of our recommendations are for departments to consider in line with their needs and cultures. Other recommendations should be addressed by appropriate bodies at the Arts and Sciences level.

The report will be presented to the Policy and Planning Committee on April 16, 2018, and, at dates to be determined, to a meeting of department chairs and to a meeting of the Faculty of Arts and Sciences. The PPC is expected to refer the report to the Executive Committee of the Arts and Sciences so that it can consider what actions to take pursuant to our recommendations. We anticipate that the PPC will make the report available online to the Arts and Sciences faculty.

Lecturers in the Arts and Sciences

The Arts and Sciences (hereafter A&S) complex comprises 27 academic departments, the School of the Arts (hereafter SoA), and the School of Professional Studies (hereafter

SPS), which in turn includes the American Language Program. In the 2017-2018 academic year, there were 968 full-time instructors appointed in A&S. Sixty-one percent, or 591, of these faculty are tenured or tenure track (hereafter, “ladder-rank faculty” or “ladder faculty”); 18%, or 177, are renewable lecturers.¹ (The other 21%, or 200 instructors, belong to the categories of “professors on term appointments,” “full-time instructors on non-renewable term appointments,”² and “professors of professional practice.”). Please see Figure 1.

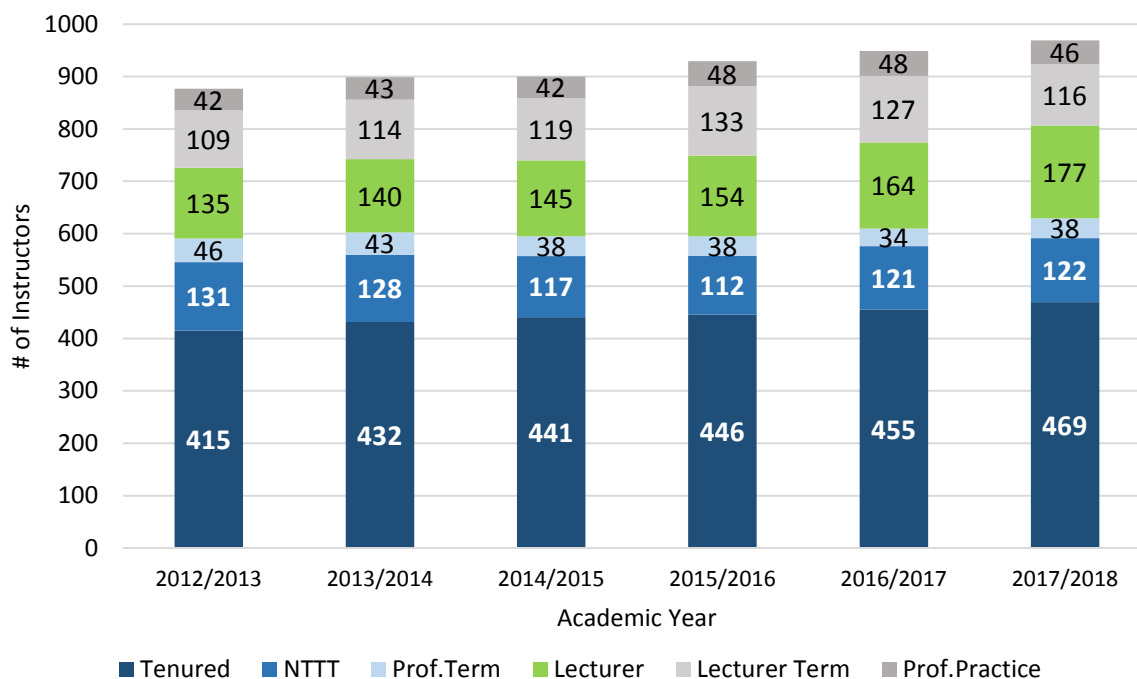


Figure 1. Number of Instructors by Appointment Type, 2012/13-2017/18.

Includes appointments in 27 A&S departments, School of the Arts and School of Professional Studies. NTTT (non-tenured/tenure-track) includes faculty on the tenure track not yet tenured. Prof.Term includes professors on term appointments or on renewable term appointments. Lecturer includes Associates, Lecturers and Senior Lecturers on renewable term appointments. Lecturer Term includes full-time instructors on non-renewable term appointments including Frontiers of Science, Directors of Instruction, Associates in Music Performance, and Visitors. Prof.Practice includes all professors of professional practice at all levels (assistant, associate, full).

In 2017-2018, lecturers are distributed by division in the following way: 54.8% (97 persons) in the Humanities, 16.4% (29 persons) in the Natural Sciences, 10.2% (18 persons) in the Social Sciences, 17.5% (31 persons) in the School of Professional Studies (of whom 14 are in the American Language Program), and 1% (2 persons) in the School of the Arts. Sixty-one percent of lecturers are female; 39% are male. Of the 177 lecturers in the Arts and Sciences, 76 are lecturers in discipline and 101 are lecturers in discipline in language.

Against the baseline of the 2012-13 academic year, the ranks of lecturers have grown faster (up 31.1%) than those of total faculty (up 10.3%) and faster than the ranks of ladder rank faculty (up 8.2%). In absolute terms, this growth has been spread relatively evenly over

¹ Four persons in the rank of associate are not counted in these numbers.

² Members of this category carry the title of lecturer in discipline but are not included in our study because their appointments are non-renewable. They are typically post-docs hired for a two-year term, often to teach in the Core.

the three divisions (social sciences, humanities, natural sciences) and SPS, with about ten lecturers added in each since 2012-13.

A University Senate resolution of April 30, 2004, set a cap on the ratio of lecturers to ladder rank faculty by resolving that “the total number of lecturers [should] not exceed 6 percent of Full Time Equivalent Arts and Sciences faculty, not counting Language Lecturers in Arts and Sciences departments, or lecturers in the School of Continuing Education, the School of International and Public Affairs, and the School of the Arts.” The numerator in this statutory ratio pertains only to lecturers in discipline, excluding language lecturers and lecturers in SoA and SPS. (The School of International and Public Affairs is no longer part of the Arts and Sciences.) The denominator (“full time equivalent A&S faculty”) is to some degree open to interpretation. That said, it is probable that the cap set in this statute has been exceeded.

The category of lecturer in the A&S includes the ranks of Associate, Lecturer, and Senior Lecturer, in the two categories of lecturer in discipline and lecturer in discipline in language. Memos dated July 1, 2016, by the Executive Vice President for Arts and Sciences David Madigan, define these ranks in the following ways:

“The rank of *Associate in [Discipline]* is appropriate for individuals who have a special competence in a given field but do not qualify for the title of lecturer;... The rank of *Lecturer in [Discipline]* is appropriate for individuals who are earlier in their career or have not yet attained that high level of achievement expected of a senior lecturer in discipline [, and who] have substantial teaching experience with documented evidence of pedagogical excellence and evidence of professional growth and activity in the given field;... The rank of *Senior Lecturer in [Discipline]* is appropriate for individuals who have a superlative record of teaching as a lecturer and documented evidence of excellence in carrying out administrative or other department responsibilities such as directing specific courses; have contributed to the training of teaching fellows and served on department and university committees; shown continued professional growth and activity in the given field.”³

“The rank of *Associate in [Language]* is appropriate for individuals who have native or near-native language proficiency and some training in language pedagogy, but who have had relatively little teaching experience.... The rank of *Lecturer in [Language]* is appropriate for individuals who have native or near-native language proficiency, training in language pedagogy, substantial teaching experience with documented evidence of pedagogical excellence, and evidence of professional growth and activity in the field of language pedagogy either at Columbia or nationally.... The rank of *Senior Lecturer in [Language]* is appropriate for individuals who have a superlative record of teaching as a lecturer and documented evidence of excellence in carrying out administrative or other department responsibilities such as directing specific courses; have contributed to the training of language teachers and served on department and university committees; shown continued professional growth in support of the department’s teaching mission and capacity for scholarly contributions to the language teaching profession within and outside the University.”⁴

The faculty status of lecturers in the Arts and Sciences prior to 2017

Confusion and inconsistency surrounds the status of lecturers in the Faculty of Arts and Sciences. These problems arise from the fact that the position (or more accurately, set of

³ <http://fas.columbia.edu/files/fas/content/201617%20Lecturer%20in%20Discipline%20Review%20Guidelines.pdf>

⁴ http://fas.columbia.edu/files/fas/content/201617%20Lecturer%20in%20Language%20Review%20Guidelines_0.pdf

positions sharing a label) has evolved over time in an improvisatory fashion, allowing different departments and schools to utilize lecturer positions for different purposes. This review affords an opportunity to clarify the status and roles of lecturers and to recommend greater consistency, transparency, and appropriateness of definitions, expectations, and procedures.

The category of lecturer in language was created by the University Senate and the Trustees in 1987, in response to the needs of the Department of East Asian Languages and Cultures and the American Language Program for instructors to cover language courses that could not be staffed with available ladder rank faculty. In 1994, the University Senate developed a policy to allow special appointments to fill “specific and important pragmatic [*sic*, probably programmatic] instructional needs” and gave the name of lecturers in discipline to these appointees.⁵ Today both types of lecturers are called “lecturers in discipline,” with those teaching languages referred to as “lecturers in discipline in language” or “language lecturers.”

Some of the LSC’s interlocutors believe that language lecturers (but not non-language lecturers) were considered members of the Faculty of Arts and Sciences before the spring 2017 resolution affirming such membership for all lecturers. But we have not been able to confirm this point. Lecturers now serve on the Committee on Instruction, the Committee on the Core, and the University Senate, but not on the EPPC or the PPC. Some departments include lecturers in faculty governance in various ways, and some do not.

Lecturers’ contributions to the Arts and Sciences

Lecturers serve the A&S in several ways:

1. Lecturers are hired for their expertise in and commitment to pedagogy; they deliver excellent instruction to students, which enhances the university’s reputation for teaching and sets high pedagogical standards for colleagues in ladder-rank positions and for graduate students. Lecturers also teach and advise MA and sometimes Ph.D. students.
2. Lecturers allow the university to offer more courses (for example, in less often taught languages) and programs (for example, MA programs) than it could otherwise staff with ladder rank faculty. Income derived from MAO programs helps departments attract and retain the best faculty and doctoral students.
3. In many departments, lecturers provide both pedagogical and administrative leadership in a variety of roles.

Teaching is a primary role for all lecturers. The average course load for lecturers in the humanities, social sciences and natural sciences⁶ during the academic year 2016-2017 was 4.5 courses, ranging from an average of 3.9 in the natural sciences to 4.7 in the humanities. Lecturers in the social and natural sciences teach larger courses on average than lecturers in the humanities. Fifty percent of lecturer-taught courses in the social sciences have enrollments of over 250 students, while 97% of lecturer-taught courses in the humanities have enrollments of 80 or fewer students. Natural science courses average between these two extremes. The

⁵ See 1994 Report of the Faculty Affairs Committee on University Policies and Procedures For Appointment to Special Nontenured Instructional Ranks, http://senate.columbia.edu/archives/reports_archive/94-95/facrep94.2jan.htm.

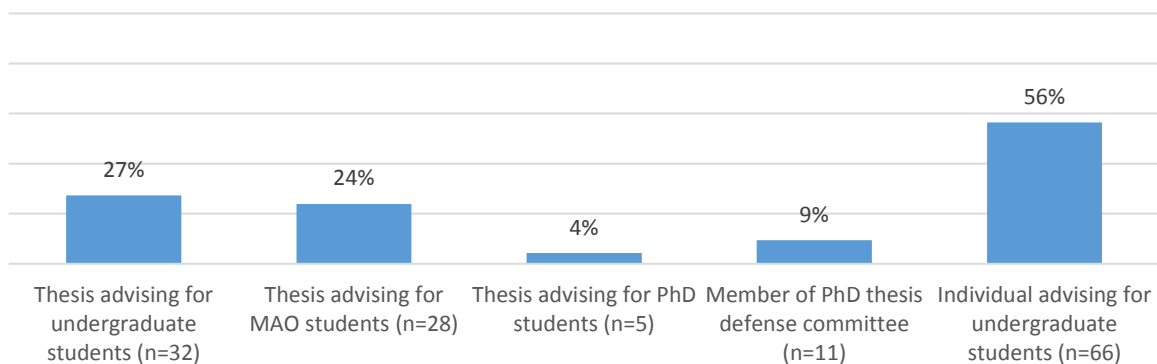
⁶ Course load and class size data were not readily available for SPS. In the case of SoA, there are only two lecturers, so to preserve respondents’ confidentiality, we do not present data on course loads for that school.

small size of many humanities courses is attributable to the fact that many of them are language classes. Lecturers provide training for TAs, adjuncts and other instructors. Many lecturers provide pedagogical training for graduate students in their departments (Q5 on the LSC survey of lecturers).

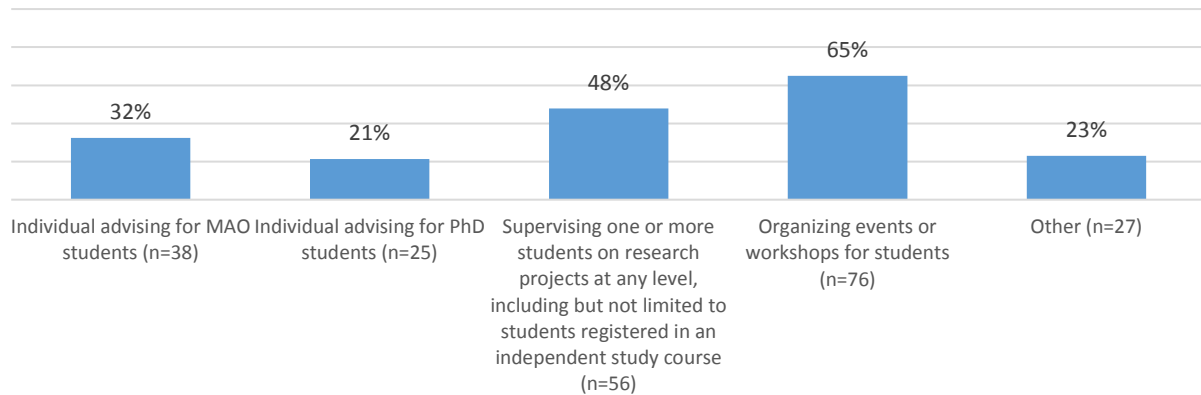
Discussions with chairs of language departments and individual language lecturers, and a review of the relevant documentary evidence, reveals confusion about whether lecturers in language may teach non-language courses. A 1995 letter from the Faculty Affairs Committee of the Senate to the Dean of the School of General Studies states, "...the teaching duties of Lecturers in <language> are severely restricted to language instruction only, including the organization of language curricula, the training and supervision of teaching assistants, and the development of language texts and laboratory materials. Officers holding the title of lecturers in <language> cannot teach courses in the study of the literature, culture, art, history, or philosophy in that language." However, these restrictions are not found on the University Senate website and do not appear in the Faculty Handbook. At present, some language departments restrict language lecturers to courses in language instruction, some allow language lecturers to teach literature, culture, history, or art courses as advanced language classes, and some allow or wish to allow their language lecturers to teach some courses in English on subjects related to the language they teach.

Lecturers advise students at all levels (undergraduate, MA, and less frequently Ph.D.) on their theses and on other academic matters. More than 50% of non-language lecturers report that they advise individual undergraduates and MA students and supervise independent research projects. More than 30% of non-language lecturers serve as thesis advisers for undergraduate or MA students. Almost 75% organize events or workshops for undergraduates. Language lecturers are also involved in advising students at all levels, although at lower rates than non-language lecturers (Q16).

Q16 – Which of the following student advising roles have you fulfilled over the past five years or, if you have been at Columbia for fewer than five years, since you started at Columbia? Please check all that apply:



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Lecturers' teaching and advising expectations and opportunities vary significantly across departments. No less variable are the administrative and service roles lecturers are expected to perform, and the scholarship obligations they are meant to meet. Lecturers fill many administrative roles (Q17). In the past five years, one quarter of non-language lecturers have served as DUS and one quarter have served as DGS for an MA program. Language lecturers are less likely to serve in either of these roles, but report having served in other roles such as director of a language program within a department (Q17). Lecturers serve on multiple departmental committees (Q18, Q19). These assignments include admissions (26%), hiring (48%), curriculum (35%) and other departmental committees (59%). During the past five years, 80% of lecturers report serving on one or more committees or in one or more administrative roles for at least one year. Among senior lecturers the percentage is 98%. Moreover, 40% of senior lecturers indicate ten or more years of cumulative department service in the past five years. Lecturers are less involved in committee work outside their departments, at the school, A&S or Provost levels. As in the case of department service, senior lecturers are more likely to be on committees at all levels than are lecturers and associates. Forty-one percent of all lecturers and 66% of senior lecturers report having served on school-level committees within the past five years; the numbers are 21% and 36% for A&S level committees and 16% and 26% for provost-level committees (Q22).

Some degree of difference among lecturers' positions is both necessary and beneficial to lecturers. However, different expectations lead to divergent standards for continuing employment and promotion. For example, some departments may adjust their review standards to reflect service or scholarship, others may not; some departments may count scholarship during reviews, while others do so only tacitly. On the LSC survey, over 80% of lecturers said that their overall advising, service and administrative workloads are appropriate (Q25).⁷ However, a majority of language lecturers do not feel that they have received appropriate course relief in compensation for their advising, service and administrative roles,

⁷ Questions 8-12 and 23-25 were not applicable to all lecturers, resulting in a large number of Not Applicable responses. In this report, percentages for the responses to these two questions have been adjusted by removing the NA responses.

compared to only 29% of the non-language lecturers. Similarly, a majority of lecturers are dissatisfied with the administrative support that they receive to fulfill their primary jobs.

Lecturer-rank faculty in other American universities

According to a 2017 report by the AAUP,⁸ there has been a significant rise in faculty working in “contingent” positions in American universities. (AAUP defines contingent in a way that includes Columbia’s lecturers.⁹) The LSC had hoped to present comparative data on the numbers, roles, and titles of lecturers at peer institutions. It proved impossible to do so in the time available. Because non-tenure track full time faculty go by many names across and even within institutions, constructing comparable data would require detailed institution-by-institution research. The only useful piece of information we could get from a modest research effort was that the use of the title “lecturer” and “senior lecturer” is widespread among peer institutions, along with some use of titles like “professor of practice” and “instructor.”

Highlights of the LSC survey data

The survey enjoyed a high response rate from all categories of lecturers, as shown in the following table. The response rate and the scores of detailed comments offered in the comment boxes – including many comments that thanked the committee for paying attention to issues of concern to lecturers – reveal pent-up demand for attention to lecturers’ concerns and the hope that these concerns will be seriously attended to.

Division	Number of Faculty	Number of Responses	Response Rate
Social Science	18	15	83%
Humanities	97	71	73%
Natural Sciences	29	18	62%
School of Professional Studies	32	24	75%
School of the Arts	2	1	50%
Grand Total	178	129	72%

Gender	Number of Faculty	Number of Responses	Response Rate
Female	106	81	76%
Male	72	48	67%
Grand Total	178	129	72%

Rank	Number of Faculty	Number of Responses	Response Rate
Senior Lecturer	62	48	77%
Lecturer	111	79	71%
Associate	5	2	40%
Grand Total	178	129	72%

Race/Ethnicity	Number of Faculty	Number of Responses	Response Rate
White Origin	116	84	72%
Asian Origin	34	28	82%
URM	22	11	50%
Grand Total	172	123	72%

Figure 2. Faculty Survey Representativeness.

The number of faculty for race/ethnicity is based on self-reported data. Excludes 6 respondents with undisclosed race/ethnicity. URM includes: "Asian Origin & Hawaiian/Pacific Islander", "Hispanic", "Hispanic & White Origin", "Black/African American", and "White & American Indian/Alaskan Native".

Approximately half (48%) of the lecturers currently employed by Columbia have been at the university for ten or more years and 13% have worked for 20 or more years (Q15), suggesting both their importance to the institution and their loyalty to it. As noted above, the survey revealed the wide range of teaching roles – both in and outside the classroom – and

⁸ https://www.aaup.org/sites/default/files/Academic_Labor_Force_Trends_1975-2015_0.pdf.

⁹ “The term ‘contingent faculty’ includes both part-and full-time faculty who are appointed off the tenure track. The term calls attention to the tenuous relationship between academic institutions and the part-and full-time non-tenure-track faculty members who teach in them.” <https://www.aaup.org/report/contingent-appointments-and-academic-profession>.

administrative roles that lecturers perform. We found that most lecturers have the Ph.D. or equivalent. Most are actively involved in professional development as specialists in pedagogy (Q26), and over half are actively engaged in academic or professional research for publication (Q29, Q30, Q31, Q32). Most respondents reported satisfaction with the set of courses they teach (Q13), their role in choosing course materials (Q14), and their overall work load (Q44). A majority receive clear communication about teaching duties (Q1) and appropriate administrative support for their teaching duties (Q8). Most are satisfied with the way they are treated by colleagues in their departments (Q46).

Nonetheless, especially in the comment boxes, the survey revealed significant areas of dissatisfaction.

- **Workload:** many respondents complained that teaching loads are both inconsistent and too heavy, and that loads are not assigned with sufficient attention to other things that lecturers do, including administrative duties.
- **Compensation, benefits, and access to funding for scholarly research and professional development** are felt to be inadequate.
- **Department cultures:** In some departments, lecturers feel undervalued and excluded from department participation in decisions that affect their work and from departmental research or travel funds and awards.
- **Review standards:** review standards are perceived to vary by department, over time, and as between the department level review and the Arts and Sciences-level committee review. (The second level of review for language lecturers is conducted by the Standing Committee on Language Lecturers; the second level of review for non-language lecturers is conducted by the Promotion and Tenure Committee.)
- **Review and promotion procedures** are described by lecturers as opaque and by both lecturers and department chairs as burdensome.
- **Compensation rules** are not always followed, according to some respondents.
- **Precarity of position:** lecturers are concerned that their job can be terminated at any time, even if they have served well at Columbia for many years; some report that the purview of their jobs has been changed without their consent.
- **Title:** A majority of lecturers feel that their title does not adequately reflect their professional status in their fields and their contributions to the university. They would prefer some form of professorial title.
- **Classroom and office space:** Lecturers, who meet with large numbers of students, sometimes have no private office space in which to meet with them. They also are sometimes assigned to classrooms that do not have the basic necessary equipment to support their teaching, such as individual desks.

These points converge around the issue of respect for the professionalism and contribution of lecturers. The survey brought to light the chief ways in which many lecturers feel that they are not being treated fully as “members of the Faculty of Arts and Sciences.”

LECTURER ROLES AND RESPONSIBILITIES

Findings

Lecturers at Columbia are highly qualified for their positions: 67% hold either a Ph.D. or an Ed.D. (or foreign equivalent) (Q43); 100% of lecturers at all ranks hold a Master’s degree or higher. Survey respondents report that they advise Masters’ theses (22%), 4%

provide advising for doctoral candidates, and 9% have served on doctoral defense committees (Q16). Lecturers also are frequently entrusted to lead programs in departments; 32% of respondents indicate that they hold the title of “director” or “coordinator” of a program.

Lecturers are enthusiastic about their teaching and the programs they oversee. At the same time, they seek a more prominent and active role in shaping the curriculums they are expected to deliver. Over 90% of respondents to the survey expressed satisfaction with the courses they teach and their role in choosing their own course materials (Q13, Q14). Most lecturers believe that they can propose curricular or extracurricular offerings (Q4), but about 30% feel that they do not have an appropriate role in making final decisions about the department’s course offerings (Q12). More broadly, approximately 60% of language lecturers and 33% of non-language lecturers say that they do not have an appropriate role in determining requirements for undergraduate majors or MA programs.

Questions persist about what kinds of courses lecturers can propose and teach; for example, it is uncertain whether departments are allowed to have language lecturers teach non-language courses. Some departments rely on lecturers to teach non-language courses, some forbid it, and some would like lecturers to offer these courses. Although lecturers report that their teaching duties were clearly communicated to them when they were first hired, about 25% report that changes in teaching duties have not been properly communicated to them (Q3).

Lecturers often experience uncertainty about their positions because the range of their responsibilities differ significantly from department to department. Some variation in course loads is attributable to differing class sizes, and some arises from differing policies among departments regarding course relief for administrative or advising roles. A significant number of lecturers hold administrative positions; many lecturers direct programs within their departments, and handle large student advising loads (Q16, Q17).

Lecturers are unsure whether they are supposed to get course relief to offset major non-teaching responsibilities. There is no standard policy across departments on this question (Q23). While 32% of respondents receive no course relief, 45% receive some course relief; for 31% the issue of course relief is “not applicable.” Thus, 42% of lecturers who could receive course relief do not. Some departments grant one course relief per semester for directing a program, others grant no course adjustment. This inconsistency is more pronounced among language lecturers. One quarter of language lecturers are dissatisfied with their teaching loads, nearly 40% indicating that their teaching loads should be reduced and a majority saying they do not receive appropriate course relief for administrative duties (Q51, Q57, Q23).

For lecturers, research is perhaps the most amorphous of their responsibilities, even more difficult to define and fulfill than expectations for teaching, administration, and service. Approximately one quarter of non-language lecturers “don’t know” whether academic or professional research is important in the evaluation of their jobs (Q33). Chairs of several departments say that research expectations are often understood tacitly rather than codified in formal communications with lecturers.

When lecturers conduct research, they face significant impediments. The University does not allow lecturers to serve as Principle Investigators (PIs) on grants or on human subjects research protocols that require review by the Institutional Review Board (IRB) unless they go through an onerous process to get PI status by waiver. Lecturers in social science departments in particular often have to serve as PIs on human subjects protocols for

undergraduate senior theses and MA theses. The need to acquire a waiver makes this inconvenient for lecturers, students, departments, and IRB administrators.

Although lecturers enjoy the range of their responsibilities, the physical circumstances under which they work limit their efficacy and satisfaction. A substantial number of lecturers in language are dissatisfied with the spaces assigned for their classrooms (Q42) and offices (Q41). Only 18% of language lecturers have a private work space. In contrast, 74% of non-language lecturers have a private work space. Moreover, 41% of language lectures share their workspace with three or more individuals, which none of the non-language lecturers do (Q40).

A strong sense of belonging to a professional community helps faculty to raise and address concerns about issues like workload, feel supported in their ongoing development as teachers and scholars, and invest in the work of their department at all levels. Lecturers returned mixed results from the questions on mentoring and collegiality. Over one-third of respondents do not feel that they receive appropriate mentoring in their departments (Q38). Although few said that they were not treated appropriately by their colleagues, 37% indicated that their colleagues treat them appropriately only “to some extent” (Q46).

Lecturers want to be heard at all levels of faculty governance, but a significant number feel that they do not have a voice in curricular and programming decisions at the department level; among language lecturers, nearly two-thirds gave this response (Q9, Q10, Q12). Some departments include lecturers on committees like admissions, curriculum, and hiring; in some departments lecturers serve as undergraduate and graduate thesis advisors and doctoral committee members. But a number of lecturers indicate that they are excluded from departmental committees and faculty meetings (Q19). Some lecturers indicate that they do not know if they can serve on a committee, attend meetings or participate more generally in departmental governance.

The efforts of the PPC’s Sub-committee on Bylaws offer departments an opportunity to review and codify lecturers’ status in department governance, including their participation on committees and in faculty meetings and their voting rights.

Recommendations

1. Lecturers should be given an appropriate – and in general a larger – role in **faculty governance**. At the **department level**, the governance role of lecturers should be handled with transparency. Bylaws should be reviewed to clarify the role of lecturers in participating and voting in faculty meetings; in serving on departmental committees; in setting undergraduate and MA requirements; and in determining course offerings. Lecturers should have a voice in the **governance of the Arts and Sciences**. The Faculty of Arts and Sciences should consider creating a committee of lecturers modeled on the Junior Faculty Advisory Board (1) to serve as a standing forum in which lecturers in A&S can share and discuss their welfare and experiences and to which they may turn for peer advising and assistance; (2) to report lecturers’ concerns, and represent their interests, in conversations with university administrators, committees of faculty governance, the University Senate, and department/program chairs; and (3) in conjunction with administrative offices, to organize events for lecturers so as to share information and experience concerning all aspects of life at Columbia.
2. Department chairs should **strengthen communication with lecturers** with respect to changes in teaching or administrative assignments, expectations for professional

- development and/or scholarly research, requirements and procedures for review and promotion, and compensation.
3. Language departments should be given the **flexibility to assign non-language courses** to their lecturers as required by departmental curricular needs.
 4. A&S should adopt faculty-wide **guidelines on course loads and course reductions for lecturers**. Given the diversity in the types of courses lecturers teach and in the types of administrative and advising work that they do, these guidelines will be complex, but they should help guide departments to treat lecturers' work assignments in a manner that is transparent and seen as consistent and fair.
 5. As members of the Faculty of A&S, lecturers should be **eligible for PI status** both to administer grants and to sponsor IRB protocols.
 6. University units at all levels should ensure that **printed documents and public-facing websites clearly indicate** that lecturers are members of the faculty.

REVIEWS, PROMOTIONS, AND TITLES

Findings

Lecturers are reviewed for renewal of appointment in the first, second, fifth, and eighth years of service. Promotion from associate to lecturer is possible at the time of the second-year review. Promotion to senior lecturer is possible at the time of the eighth-year review. On rare occasions Arts and Sciences offers a renewal for a shorter than normal term because of uncertainty about the enrollments in certain courses. Review criteria have occasionally been edited and clarified, but not substantially changed. The latest version of the review criteria is contained in two memoranda circulated under the signature of the Executive Vice President for Arts and Sciences, each dated July 1, 2016, entitled "Guidelines for Review of Full-Time Renewable Lecturers." One memorandum concerns Associates, Lecturers, and Senior Lecturers in Language; the other Associates, Lecturers, and Senior Lecturers in Discipline.

Among both lecturers and department chairs, some believe that the review criteria set forth in these documents are too narrow to reflect the range of work that departments want lecturers to do and that lecturers actually do. This leads to confusion among department chairs about how to carry out these reviews and to a widespread sense among lecturers that review criteria are not clearly communicated or consistently applied. Practice is not consistent across departments in how lecturers are informed about what counts as evidence of their accomplishments in teaching, administration, research, and service, or how their accomplishments are weighed during the review process. It is not always clear what departments count as evidence of "professional growth," which is one of the review criteria. It is clear that publications and conference participation count, but to many lecturers it is not clear whether other forms of effort, such as piloting a new pedagogical initiative, constitute evidence relevant to review and promotion.

The formal review criteria require that each review include three classroom observations by each of three members of the department's ladder faculty. Department chairs, ladder faculty, and lecturers view this requirement as burdensome. The burden is especially heavy in smaller language departments where the ratio of ladder faculty to lecturers is low. In addition, the review procedure does not afford an opportunity formally to assess lecturers' administrative and program work and student advising during the review process.

The survey indicated that about one-third of lecturers are unclear about expectations and criteria for promotion and retention decisions (Q37). The policies appear to vary across departments and units, as do practices for communicating expectations. Departments do not appear to receive from Arts and Sciences a suggested template for offer letters supplied to lecturers. Some departments do not provide detailed information about review policies at the time of hire. Some departments include a copy of the relevant memorandum as an addendum to the initial offer letter. Others summarize review policies within the offer letter. Lecturers are required to fill out the Faculty Information Form each spring, but departments and units do not provide all lecturers with explicit and consistent guidelines about the kinds of information that are relevant to each category. Further, the review procedures do not include steps to provide lecturers with mentoring and guidance for future reviews. About one third of lecturers feel that mentoring in the department is lacking (Q38).

Renewals after promotion to Senior Lecturer seem to be more or less automatic, but this is not a matter of policy. It is not clear how reviews of senior lecturers after promotion are supposed to differ, if at all, from reviews prior to promotion to this status. This ambiguity leaves many senior lecturers feeling that their jobs are insecure. Both departments and lecturers favor fewer reviews after the eighth year; some prefer no reviews after the eighth year. On the survey, 70% of lecturers report finding these post-eighth year reviews onerous, and many department chairs share this view.

On the survey, 85% of the lecturers express interest in a change in the titles available to them, with 38% believing that the current set of titles does not appropriately reflect their expertise and standing in their disciplines. Another problem is that the lecturer track is not fully parallel to that of ladder faculty. A rank above Senior Lecturer (for example, “Distinguished Senior Lecturer”) would provide lecturers an opportunity for continued professional growth and recognition by the university.

Recommendations

7. **A&S should clarify procedures and criteria for review and promotion** at all levels, with special attention to the procedures governing promotion to senior lecturer. Review criteria should reflect the full range of jobs that lecturers perform in teaching, student advising, program administration, and research.
8. A&S should consider **reducing the number of in-class observations** required for reviews.
9. A&S should consider revising review criteria in order to increase clarity about the conditions under which review after promotion to Senior Lecturer can result in termination of employment. Unless these conditions are found to obtain, a **Senior Lecturer should be able to expect that his or her appointment will be renewed**. This would provide a greater sense of security for senior lecturers, without changing the fact that most of them are repeatedly renewed in the normal course of events. A&S should consider **lengthening the time interval** between senior lecturer reviews.
10. **A&S and departments should take steps to improve transparency and timely communication regarding review and promotion procedures and criteria**. A&S should provide an updated template for offer letters that includes such information. The department chair or other appropriate officer should meet with each lecturer to discuss and document the department’s expectations for job performance. The department should

clearly communicate to the lecturer what the expectations are for continued success. Departments should create **procedures for mentoring** of lecturers.

11. **Departments should ensure that job descriptions and position titles match actual job responsibilities** and that changes in job responsibilities are negotiated with lecturers, are defined clearly, and are matched by changes in job descriptions and titles.
12. **A&S should consider changing the titles available to those serving in renewable non-tenurable positions.** Examples of possible titles include “professor in discipline” and “teaching professor.” **A&S should consider adding a rank to the top of the lecturer-line**, to make it more fully parallel with ladder-rank positions (e.g., “Distinguished Senior Lecturer,” “Distinguished Professor in Discipline,” “Distinguished Teaching Professor”).

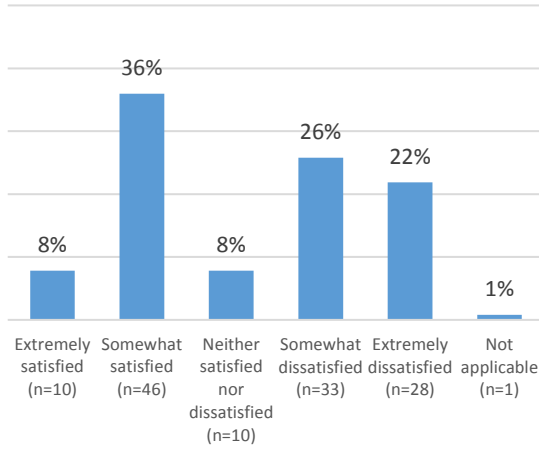
RETENTION AND COMPENSATION

Findings

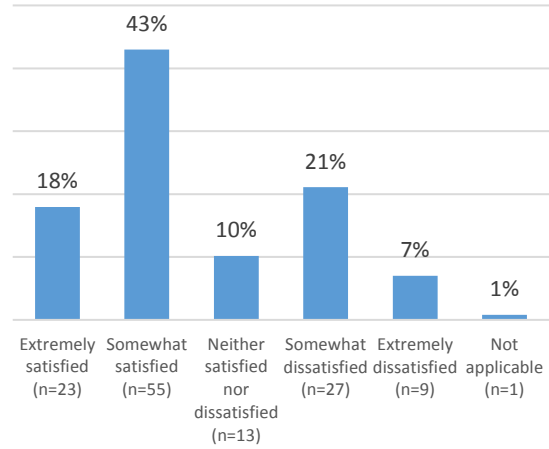
Columbia does not publish information on faculty salaries, so we are unable to characterize the salary spread among lecturers, compare lecturer salaries to ladder rank salaries, or compare salaries of Columbia lecturers to salaries of faculty in comparable positions at other institutions. We understand that salaries among lecturers vary by department and school, seniority, and in other ways. A&S believes that lecturer starting salaries are competitive, allowing the university to recruit highly qualified persons for lecturer positions. Some department chairs, however, complain of losing desired candidates to lecturer or tenure-track positions at other schools partly because of compensation considerations.

Medical insurance, life insurance, and retirement contributions are identical for lecturers and ladder rank faculty, except that lecturers are not eligible for the Columbia retirement plan until their second year, which delays the opportunity to begin saving for retirement and to receive the university’s matching retirement contribution. Sixty-one percent of respondents to the survey are satisfied with the fringe benefits available to them (Q48). But lecturers have lower priority than ladder faculty for Columbia housing and access to the Columbia school. Some lecturers state that they did not try to get spots at the School because they understood that only ladder faculty’s children would be considered. Forty-six percent identify access to university housing as a key concern. Several faculty and chairs described losing excellent candidates for lectureships due to the lack of housing. Lecturers are not eligible for the Columbia program that provides funds for faculty who leave CU housing to purchase homes. Lecturers who do get into Columbia housing have rent increases that outpace their salary increases.

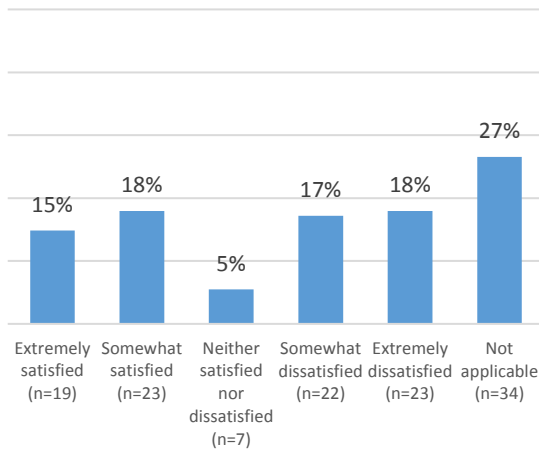
Q47 – How satisfied are you with: Salary



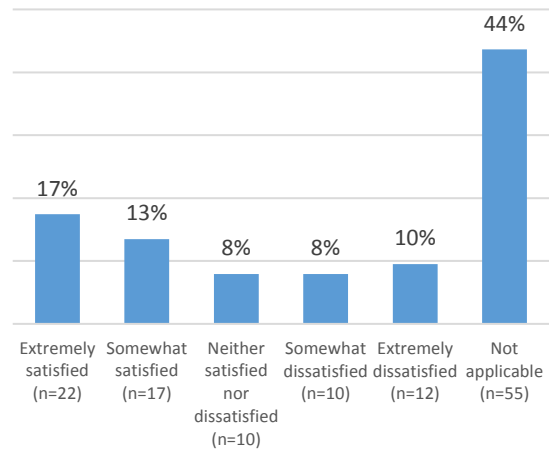
Q48 – How satisfied are you with: Fringe benefits



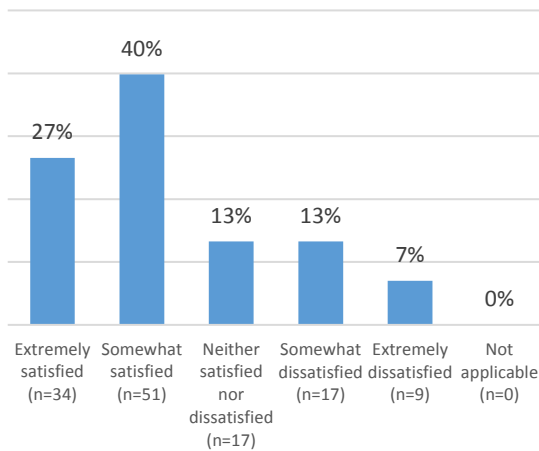
Q49 – How satisfied are you with: Housing access



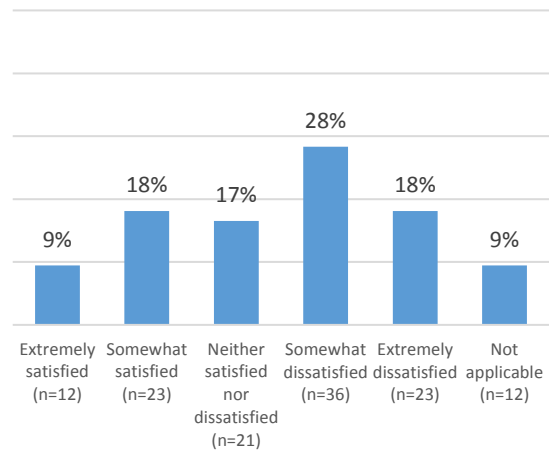
Q50 – How satisfied are you with: Access to the Columbia School



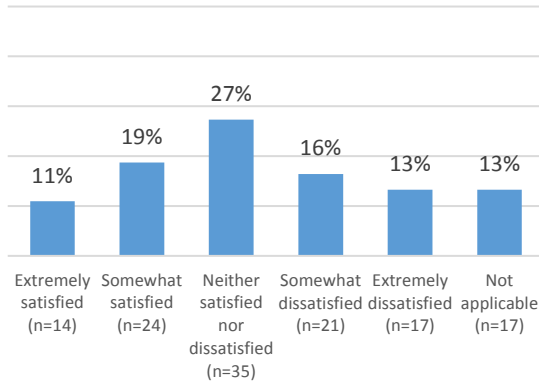
Q51 – How satisfied are you with: Teaching load



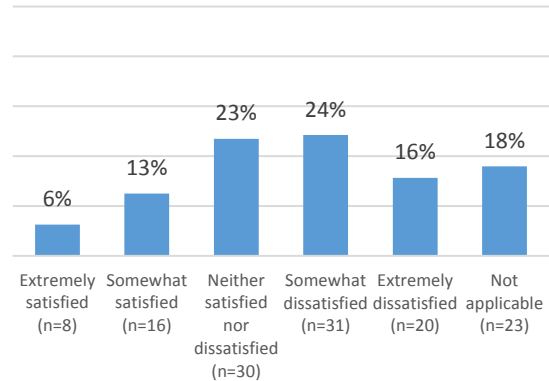
Q52 – How satisfied are you with: Research opportunities



Q53 – How satisfied are you with:
Opportunities for additional
compensation (e.g. teaching beyond your
required load)



Q54 – How satisfied are you with: Access
to grants or fellowships



Lecturers receive standard salary increases of 5% and 20% respectively after successful fifth and eighth year reviews, the same increases that are received by ladder faculty at those stages. However, some lecturers report that they did not receive the standard salary increases after their fifth and eighth year reviews. There is confusion and inconsistency about whether a separate increase of 7% is applied at the time of promotion to Senior Lecturer; if it were applied when promotion coincides with the eighth year review, as it often does, the combined raise would be 27%. Apparently such a 27% increase has been applied a few times, but not consistently.

Other than these review-associated raises, annual salary setting is done for lecturers in the same way as for ladder-rank faculty: each department chair is allocated an annual raise pool as a percentage of total salaries in the department, which he or she then distributes among the faculty, including lecturers. In some departments, chairs reward lecturers who publish books or other large-scale research projects with a higher than average raise; however, this is not common practice across A&S. Salaries do not usually go up when a department increases a lecturer's teaching load or other work assignment. As a matter of practice, the percentage increase tends to cluster closely around the mean increase throughout each department's faculty, including among ladder faculty and lecturers. In the survey a number of respondents commented that these increases do not keep up with the cost of living. Some departments provide increments to lecturer salaries from the income generated by MAO programs. As with ladder rank faculty, salaries for lecturers who have been at Columbia for a long time are often depressed compared to those of newly hired lecturers, because for years annual raises have gone up more slowly than the market price of new Ph.D.'s, a problem known as "compression." While 44% of lecturers are "somewhat" or "extremely" satisfied with their salaries, 48% indicate that they are "somewhat" or "extremely" dissatisfied with them. Despite this split, 79% believe that their compensation should be increased (Q57).

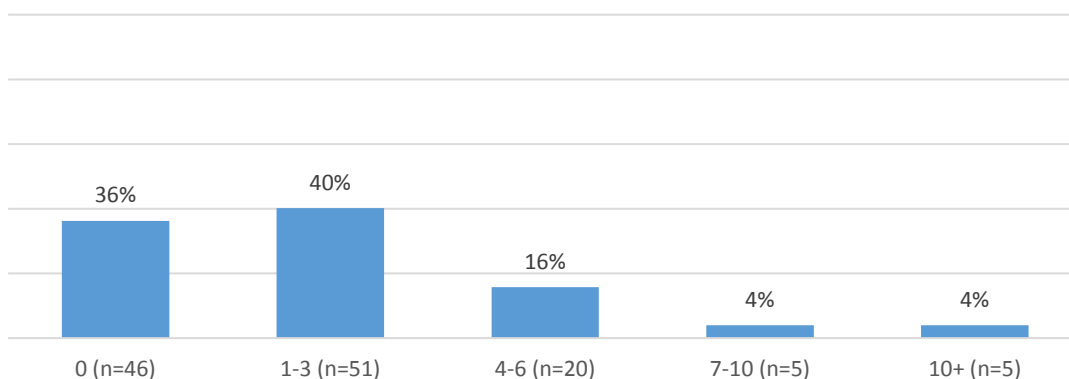
Eighty percent of respondents say they earn supplemental income by working in the summer, 59% of them at Columbia, 21% elsewhere (Q58). At Columbia, faculty may earn no more than 30% of their base salary in the summer, which limits the extent to which summer income can make up for insufficient academic year income. Many say that summer salaries are unfair because lecturers are compensated at the rate of junior faculty rather than at a rate consistent with their seniority. Because summer salaries are processed as additional

compensation, they do not enter into the base on which retirement contributions and raises are calculated, and this appears to be the case even in those divisions in which summer teaching is considered part of the regular job. Lecturers who teach in the Core do not receive additional compensation for doing so, while ladder faculty do. Lecturers say that administrative duties in the summer are not compensated consistently, even within departments.

Lecturers receive FRAP funds of \$1060 per year. Some receive additional research or professional development support from their departments. FRAP remains static regardless of promotion to senior lecturer. Language lecturers (but not lecturers in discipline) are eligible for Professional Development Leave. According to an undated A&S document entitled “Professional Development Leave Program, Lecturers in Language, Arts and Sciences,” these leaves are limited to those who have completed at least ten years of full-time teaching at Columbia, and no more than two Professional Development Leaves are awarded each year. Language lecturers can apply for another Professional Development Leave after seven years. A&S also offers a Course Relief Program, open to lecturers in language who have passed the second year review, which provides relief from teaching one course “to permit language instructors to rethink a current course or develop a new course to improve their respective language program.” Up to two of these awards can be made each year.

Many lecturers maintain an active scholarly life. On the survey, 64% indicate that they have published at least one article or book chapter and 27% have published at least one book in the last five years (Q31, Q32). Among language lecturers, the percentage who have published a book in the last five years rises to 33%. Around 40% of lecturers believe that their scholarship is an important factor in their job evaluations, but that university support for research is inadequate (Q33, Q34); about half expressed dissatisfaction with their research opportunities and access to research grants (Q52, Q54). Similarly, almost all lecturers believe that pedagogical skill is a significant factor in the evaluation of their job performance (Q28).

Q31 – How many academic or professional articles or book chapters have you published in the past five years or, if you have been at Columbia for fewer than five years, since you started at Columbia?



However, about half of the respondents to the survey do not believe there is adequate financial support for professional and pedagogical development (Q27). Forty-six percent of respondents report receiving no financial support for pedagogical development (Q27) and 37% no financial support for research towards publication (Q34). Lecturers say that the eligibility requirements and application process for research leaves are unclear and

inconsistent across A&S. The limit of Professional Development Leaves to two per year means that lecturers must compete within or across departments for sabbatical funding. Respondents and interviewees commented that FRAP in many cases does not cover the cost of attending a conference. Two of the most popular responses to the question “Which aspects of your current position do you believe ought to be changed?” are related to scholarship opportunities. Sixty-six percent selected “More support for academic or professional research” and 70% selected “More sabbatical [i.e. research] leave” (Q57).

There is confusion about whether lecturers are eligible to apply for or be nominated for various university prizes, fellowships, and grants such as the Global Initiatives awards.

Recommendations

13. Arts and Sciences and the PPC should collaborate to direct **a study on problems related to salaries** raised in this section: (1) lecturer workloads and compensation in comparison both to peer institutions and to ladder faculty; (2) the problem of compression of salaries among Columbia lecturers; (3) whether statutory fifth and eighth year raises and the additional raise for promotion to Senior Lecturer have been given to all serving lecturers who were eligible for them; (4) the appropriateness of the salary scale for lecturers teaching in the summer session. The study should lead to recommendations for policies to fix any problems that are identified.
14. Lecturers should receive **summer salaries consistent with seniority, on the same scale as ladder rank faculty.**
15. Lecturers should be eligible for participation in the **university’s retirement plan on the same basis** as ladder faculty;
16. **Research and professional development support** for lecturers should be improved, including: (1) Lecturers should receive increased funding for FRAP appropriate to their ranks, including FRAP at the level equivalent to that of tenured faculty upon promotion to the rank of Senior Lecturer. (2) Arts and Sciences should clarify and make transparent the **policy on research leaves** for lecturers. Research leave should be available to all lecturers, not only to language lecturers, and not on a competitive basis but as of right. Senior Lecturers should be eligible for sabbatical leave on the same basis as ladder faculty. (3) Lecturers should be eligible to apply for university-sponsored funding opportunities that support faculty scholarship, which serve as an additional incentive for scholarly production and pedagogical innovation.
17. A&S should enhance the Course Relief Program to meet the level of need for this program, and also make it possible for lecturers to receive **appropriate course relief** in compensation for major administrative jobs in the same way as is the case for ladder faculty.
18. **Lecturers’ housing eligibility should be reviewed by A&S** to increase lecturers’ access to Columbia housing, particularly if they come to Columbia from outside the tri-state area. Lecturers’ salaries should be increased to **account for the significant increase in rent for CU housing** after the fifth year.
19. **Lecturers should have opportunities to apply and be nominated for prizes, fellowships, and grants** with monetary awards on an equal basis with ladder faculty (including the Lenfest and Global Initiatives awards).

CONCLUSION

As the roles and responsibilities of Arts and Sciences Lecturers have evolved, Arts and Sciences culture and institutions have failed to keep pace. Classroom teaching remains a central part of the work that lecturers do. But many lecturers also do a substantial amount of advising, as well as service and administrative work, and a considerable number of our lecturers (two-thirds of whom have Ph.D.'s) are actively engaged in research and scholarship. Lecturers thus contribute to the mission of the university in many of the same ways that ladder rank faculty do. The Lecturer Study Committee believes that the quality and scope of lecturer contributions ought to be acknowledged by our academic departments and by the institution as a whole.

The spring 2017 vote by the Faculty of Arts and Sciences to recognize lecturers as members of the faculty constitutes a significant and positive development. Some Arts and Sciences departments engage their lecturers in department decision-making about curriculum, admissions, and hiring. In some departments, lecturers find that their research is treated as a valuable contribution to the research mission of the institution. Some departments have begun to appropriately acknowledge the contributions of lecturers in advising, service, and administrative work. But department policies vary widely. There are departments in which lecturers are treated – and publicly represented – not as faculty members but as staff. The Committee hopes that its findings and recommendations will promote a better understanding of the role of lecturers and will lead to policy changes that substantively affirm our commitment to recognizing lecturers as valued members of the Arts and Sciences faculty.

APPENDICES

Appendix A. PPC Lecturer Committee

Nicole Wallack, Co-Chair (Senior Lecturer, English) – nw2108
Andrew J. Nathan, Co-Chair (Professor, Political Science) – ajn1
Taoufik Ben-Amor (Senior Lecturer, MESAAS) – tb46
Richard Davis (Professor, Statistics, PPC Member) – rd2339
Susan Elmes (Senior Lecturer, Economics) – se5
Rebecca Heino (Senior Lecturer, School of Professional Studies) – rh2765
Agnieszka Legutko (Lecturer, Germanic Languages) – abl2109
Ellen Marakowitz (Senior Lecturer, Anthropology) – em8
Michele Moody-Adams (Professor, Philosophy) – mm3735
Karen Phillips (Senior Lecturer, Chemistry) – kep12
Robert Shapiro (Professor, Political Science) – rys3
Ex Officio: Rose Razaghian (Associate VP, Arts and Sciences) – rr222

Appendix B. Report of Lecturer Planning Committee

To: Dan O' Flaherty, Chair, Policy and Planning Committee of the Arts and Sciences
From: Lecturer Preliminary Planning Committee - Michele Moody-Adams (Professor, Philosophy) Chair; Abraham, Lee (Lecturer, LAIC), Applegate, James (Professor, Astronomy)

Ben-Amor, Taoufik (Senior Lecturer, MESAAS) Charitos, Stephanie (Director, LRC), Dodd, Jeremy (Senior Lecturer, Physics) Leake, Elizabeth (Professor, Italian), Marakowitz, Ellen (Senior Lecturer, Anthropology) Razaghian, Rose (Arts and Sciences), Shapiro, Robert (Professor, Political Science) Shirane, Haruo (Professor, ELAC), Wallack, Nicole (Senior Lecturer, English) Wang, Zhirong (Senior Lecturer, EALAC)

Date: May 12, 2017

Subject: Recommendations for the 2017-2018 Lecturer Study Committee

The Lecturer Preliminary Planning Committee met twice during the Spring of 2017 to produce a set of recommendations to guide the PPC's 2017-2018 study of the contributions and status of lecturers in the Arts and Sciences. We begin the report by setting the study in context. We then outline the principal questions that we believe should guide the Lecturer Study Committee's work and provide suggestions for how to go about answering those questions. Finally, we offer recommendations about the composition of the Lecturer Study committee.

I. THE IMPORTANCE OF STUDYING THE WORK AND STATUS OF LECTURERS IN ARTS AND SCIENCES

July 2017 will mark thirty years since the University Senate and Board of Trustees approved the creation of a professional career track for full time associates and lecturers. In the spring of 2017, the PPC of the Faculty of Arts and Sciences (FAS) completed a review of the FAS bylaws in order to identify discrepancies and resolve ambiguities concerning the status of Arts and Sciences lecturers-in-discipline. The EPPC asked the faculty of Arts and sciences to vote on changing the bylaws to affirm lecturers-in-discipline as full members of the FAS, which they did unanimously. This vote precipitated conversations across departments and divisions about the current status, rights, roles and working conditions for our full-time, non-tenure-eligible (NTE) faculty. These developments have created an opportune moment to identify the policies and procedures by which the Faculty of Arts and Sciences can more fully align the treatment of NTE faculty with its core values. Non-tenure-eligible faculty serve in crucial roles in the Arts and Sciences, including instruction, research, graduate training, supervision, curriculum development and administration. They also constitute a substantial percentage of the faculty members in Arts and Sciences. Thus it is essential that we develop a plan that treats our non-tenure-eligible faculty as fully valued professional academics, who have chosen an institutionally critical career path.

The new Lecturer Study Committee, a Subcommittee of the PPC, should be charged with investigating the important questions that arise in two main domains.

- A. Policies and procedures that best affirm the value of the contributions of lecturers in discipline.
- B. Policies and procedures regarding lecturers that best promote the core academic values of our departments, and the institution generally.

The next section provides more concrete discussion of the kinds of questions that the Lecturer Study Committee should investigate within each domain. We also recommend that the PPC plan for the Lecturer Study Committee to carry out its work over the course of the full 2017-2018 academic year.

II. QUESTIONS TO GUIDE THE WORK OF THE COMMITTEE

A. Policies and procedures to affirm the value of the contributions of lecturers-in-discipline:

- *On Governance:* What does the resolution making lecturers-in-discipline faculty in A&S really mean for lecturer participation in A&S governance? What should it mean for participation of lecturers in departmental governance?
- *On Hiring, Retention and Compensation:* Should we explore the question of lecturer access to Columbia housing? Can lecturers be eligible for some subset of the “retention” spots held open in the School at Columbia? Should there be an effort to encourage adoption of a standard scale for lecturer salaries during the regular academic year? Should we rethink summer compensation for lecturers who teach during Summer Session? How does the use of adjuncts in relevant departments affect compensation for lecturers in those departments?
- *On Responsibilities:* What is the range of responsibilities, and what are the workloads, for lecturers across departments and within the schools in Arts and Sciences? When it comes to teaching loads, should we try to attain something closer to “parity” for teaching staff within departments, and among lecturers across departments?
- *On Titles:* Should the University retain the Lecturer/Senior Lecturer titles? What can we learn from the national debate about creating a category of long-term NTT faculty “Teaching Professor” titles with additional pathways to promotion? If we retain the Lecturer/Senior Lecturer titles should there be an effort to standardize the use of these titles across departments? What, for instance, is the significance of the qualifier “in discipline”? Should we consider the “Professor of Practice” proposal? Might we learn more about the best nomenclature by reviewing decisions made on other campuses?

B. Policies and procedures regarding Lecturers that will best promote our core academic values:

- *On Reviews and Promotions:* What can we learn from the work of the Subcommittee of the Senate’s Faculty Affairs Committee charged with examining the varied review processes for lecturers’ reviews (both for retention and promotion)? Should A &S consider standardizing the criteria for review and promotion of lecturers? Is the current lecturer review process in need of revision? Is there a need for a fifth year review of lecturers-in-discipline? Should lecturers be reviewed (again) after the eighth year? In what committee (SCLL or PTC) should the reviews take place?
- *On Research and Publication:* Are those departments in which lecturers are expected to maintain an active scholarly agenda doing a good job of making this clear to the lecturers, and offering support for their scholarly activities? Should Columbia re-examine policies governing the availability of sabbaticals and research leaves for lecturers?
- *On Course Evaluations:* Do quantitative metrics make sense as a method for evaluating the sometimes “performative” quality of the work that many lecturers do? What are the implications for lecturers (especially in review and promotion processes) of studies questioning whether course evaluation data accurately reflect faculty efficacy in the classroom?

III. SUGGESTIONS FOR GATHERING RELEVANT INFORMATION

We offer four recommendations to shape the process of gathering information for the study, and urge that you make every effort to address these recommendations early in the Fall 2017 semester:

1. Consider conducting a survey of departmental practices (in hiring, retention, reviews, and promotions) regarding Arts and Sciences lecturers. That survey should also seek information about how the increased reliance on lecturers in some departments has affected the IBS process.
2. Gather data about the length of service of our lecturers, the gender make-up and the distribution across departments, disciplines and sub-fields within the disciplines,
3. Seek salary data, workload data, standards for research and publication, and information about titles and participation in faculty governance from our peer institutions.
4. Consider consulting with experts from professional organizations such as the MLA, and national associations such as the AAUP, about what might constitute “best practices” with regard to lecturers.

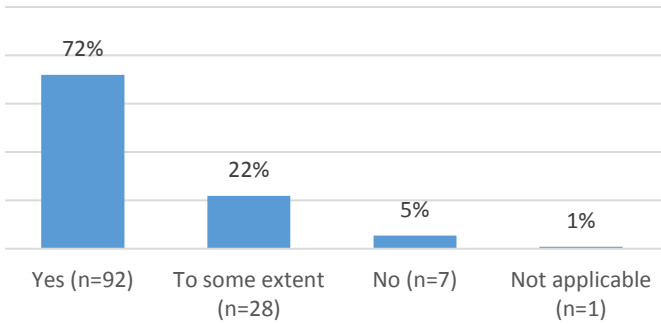
IV. RECOMMENDATIONS CONCERNING THE COMPOSITION OF THE COMMITTEE

We recommend four guidelines for constituting the committee

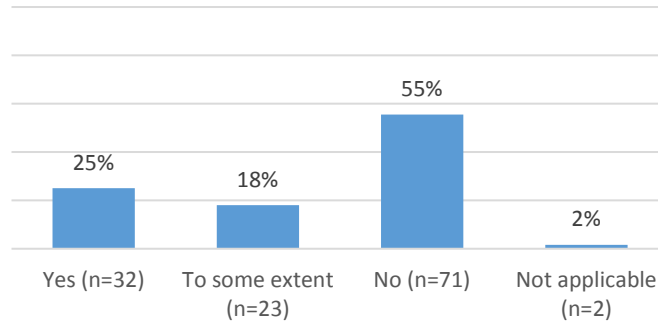
1. Include senior ladder-rank faculty as well as senior lecturers.
2. Include at least one senior lecturer from each of the three divisions: the humanities, social sciences and natural sciences.
3. Seek senior lecturers who perform a variety of functions, including administrative, within their home departments.
4. Consider creating Committee Co-Chairs, inviting one senior ladder-rank faculty member and one senior lecturer to chair the Lecturer Study Committee together.

Appendix C. Survey Results

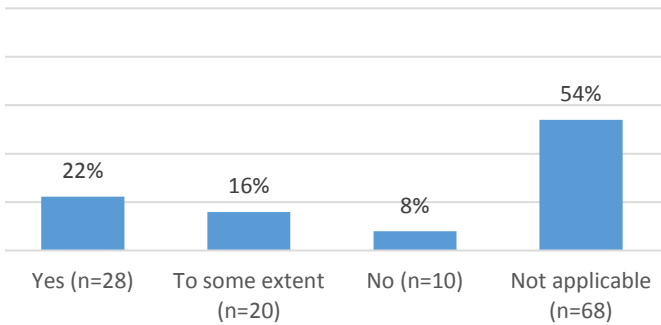
Q1 – Did your department clearly communicate your teaching duties when you were hired?



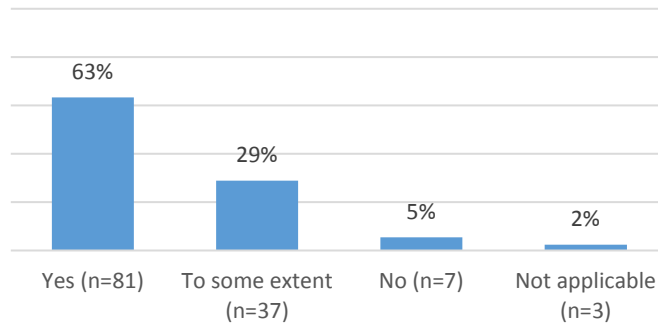
Q2 – Have your teaching duties changed in a material way subsequent to your hire?



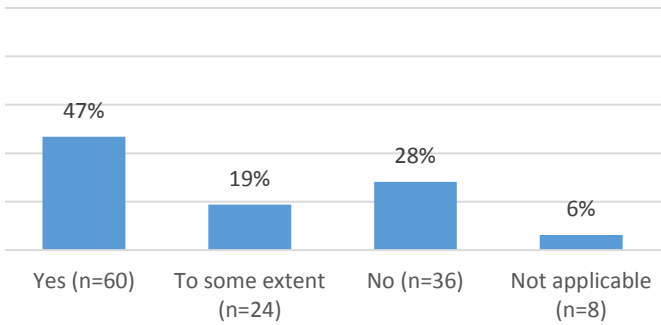
Q3 – If your teaching duties changed, was the change communicated to you in an appropriate way?



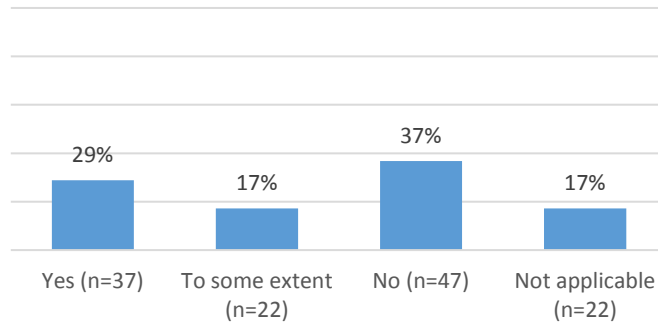
Q4 – Are you able to propose curricular or extracurricular initiatives in your department?



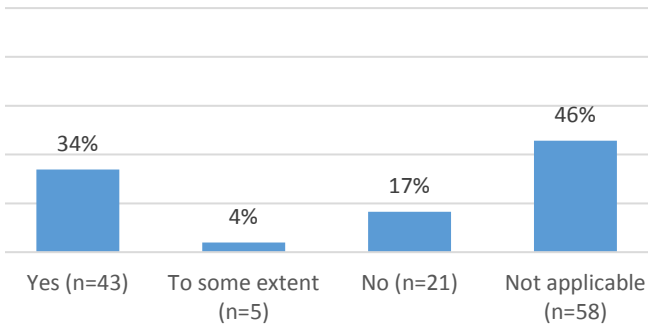
Q5 – Do you provide training for adjuncts, TAs, graders, or others who teach or assist in classes other than your own classes?



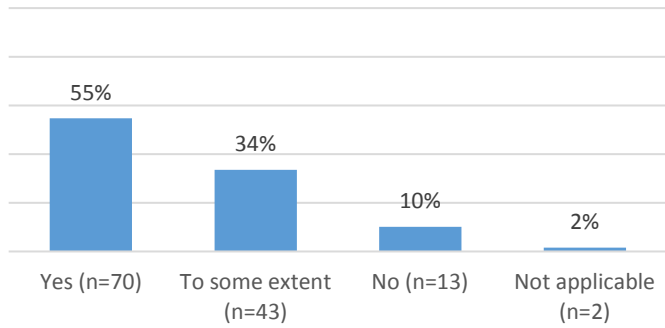
Q6 – Are TAs or graders provided to assist you in teaching and grading for classes with fewer than 30 enrollments?



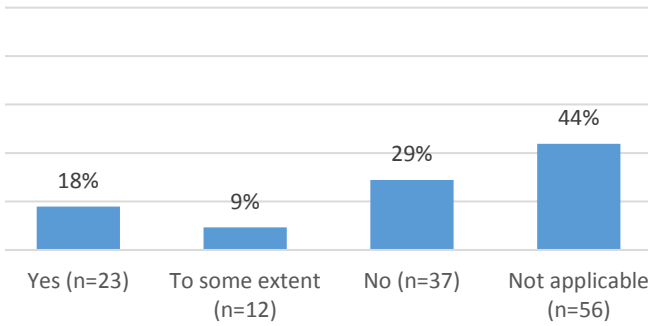
Q7 – Are TAs or graders provided to assist you in teaching and grading for classes with 30 or more enrollments?



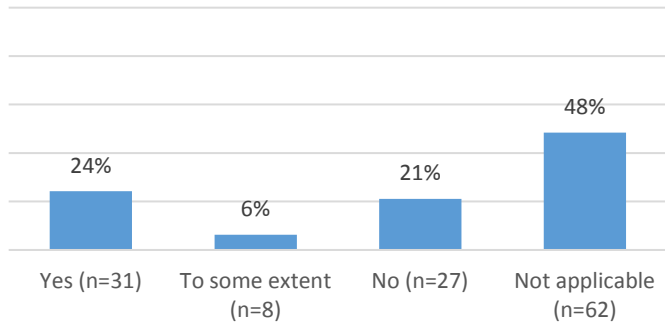
Q8 – Do you receive what you consider appropriate administrative support for your teaching duties?



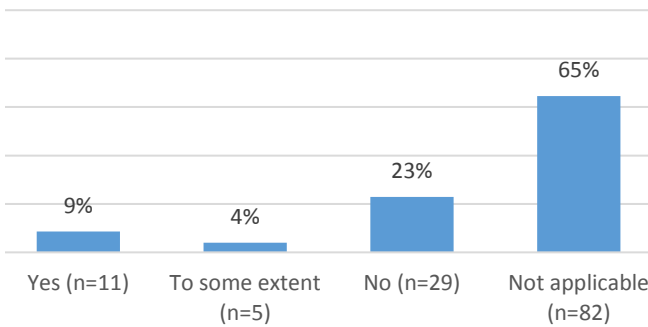
Q9 – Do you have what you consider an appropriate role in setting requirements for the undergraduate concentration and major?



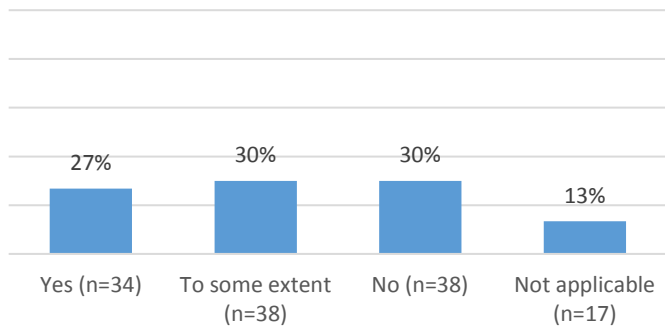
Q10 – Do you have what you consider an appropriate role in setting requirements for the MA degree?



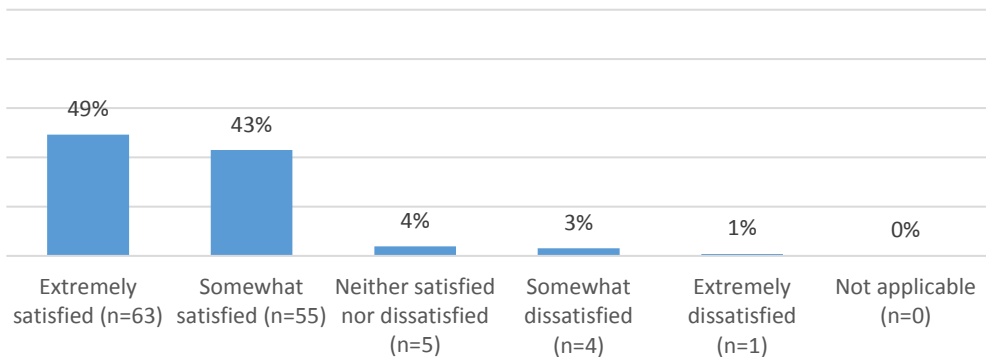
Q11 – Do you have what you consider an appropriate role in setting requirements for the PhD degree?



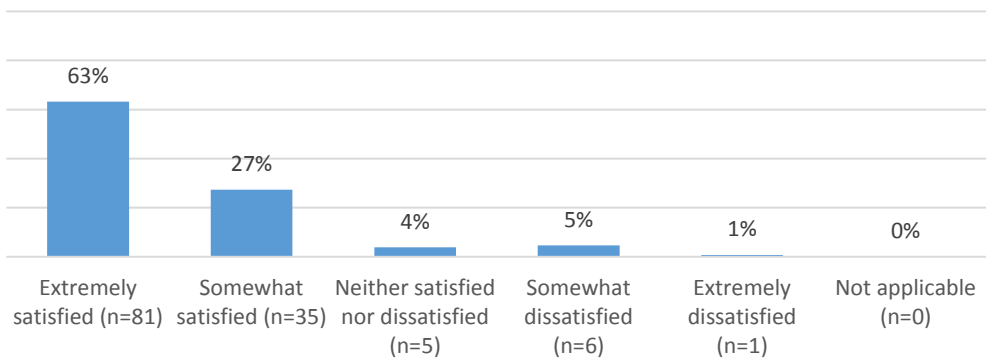
Q12 – Do you have what you consider an appropriate role in deciding what courses the department should offer?



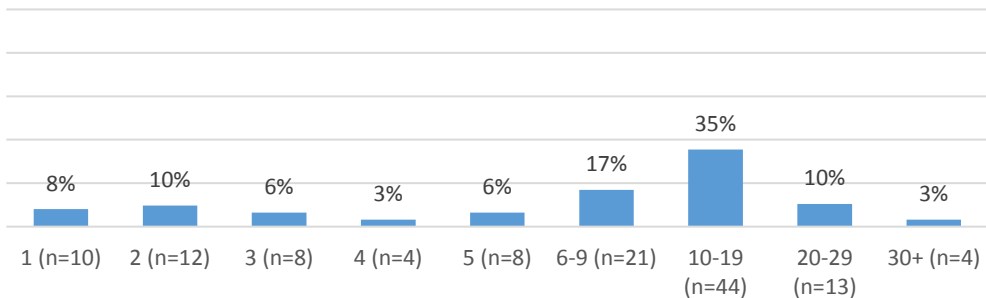
Q13 – Are you satisfied with the set of courses that you teach?



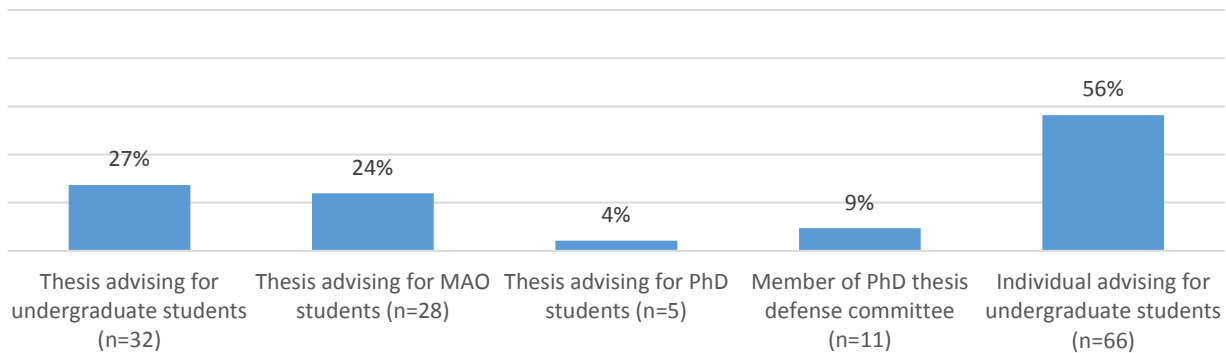
Q14 – Are you satisfied with your role in choosing the course materials for the courses that you teach?



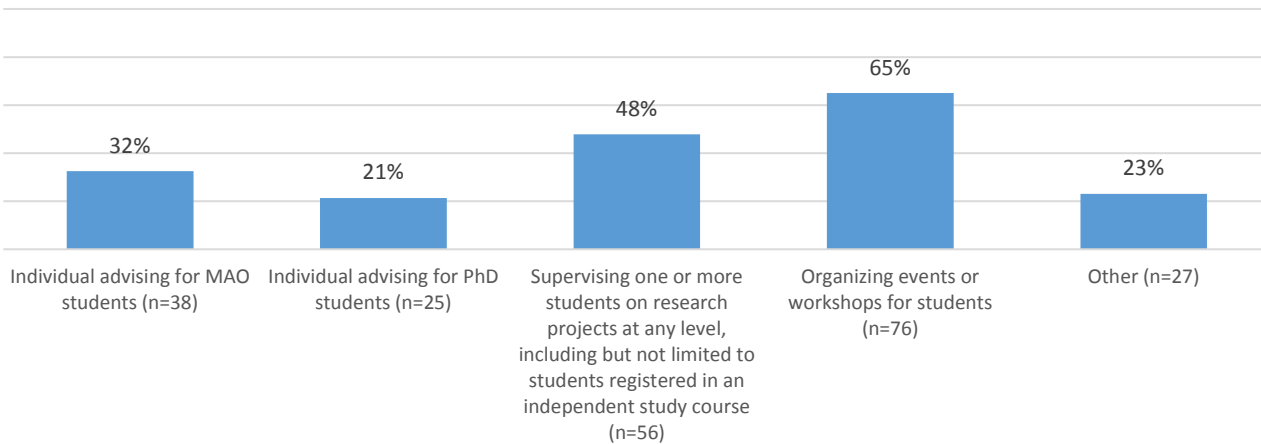
Q15 – How many years have you worked full-time at Columbia University?



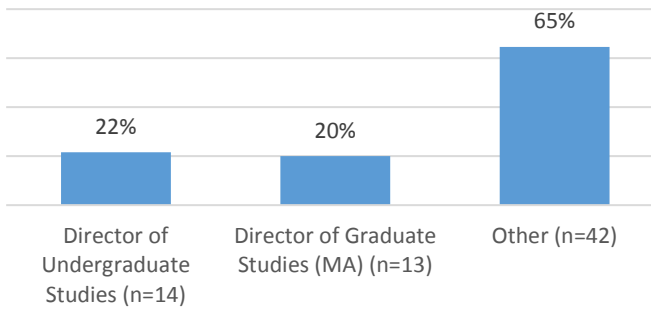
Q16 – Which of the following student advising roles have you fulfilled over the past five years or, if you have been at Columbia for fewer than five years, since you started at Columbia? Please check all that apply:



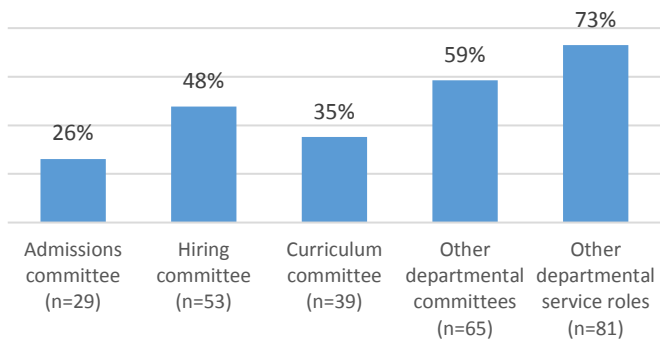
Q16 – Which of the following student advising roles have you fulfilled over the past five years or, if you have been at Columbia for fewer than five years, since you started at Columbia? Please check all that apply:



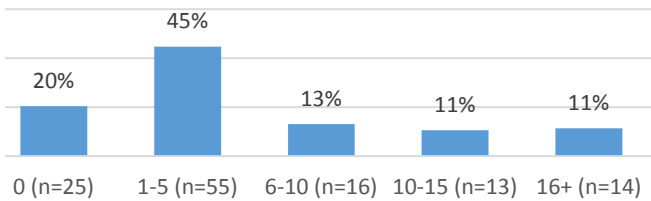
Q17 – Which of the following administrative roles have you fulfilled over the past five years or, if you have been at Columbia for fewer than five years, since you started at Columbia? Please check all that apply:



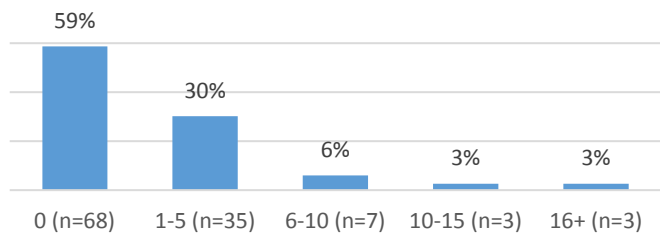
Q18 – Which of the following department-level service roles have you fulfilled over the past five years or, if you have been at Columbia for fewer than five years, since you started at Columbia? Please check all that apply:



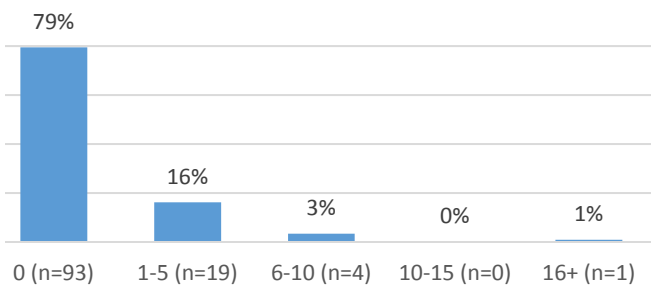
Q19 – Cumulative years of service in department-level administrative roles and committees (other than thesis committees) during the past five years



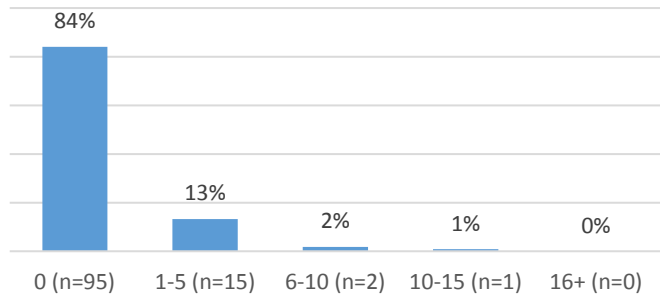
Q20 – Cumulative years of service on school-level committees (e.g., Committee on Instruction) during the past five years



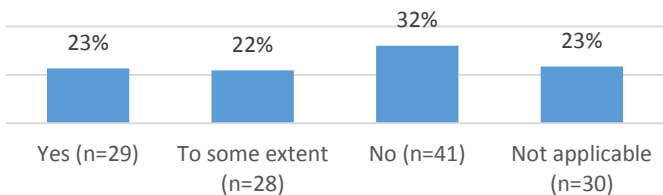
Q21 – Cumulative years of service on A&S-level committees (e.g., Classroom Committee) during the past five years



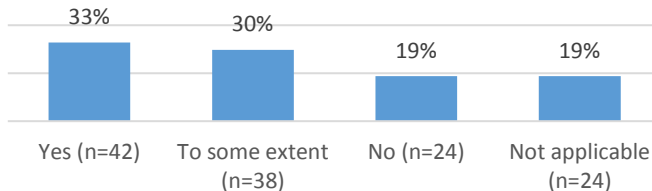
Q22 – Cumulative years of service on university-level committees (e.g., a provostial or presidential committee) during the past five years



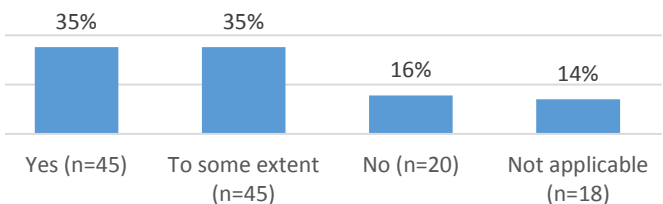
Q23 – Have you received what you consider appropriate course relief for advising, service, and/or administrative responsibilities?



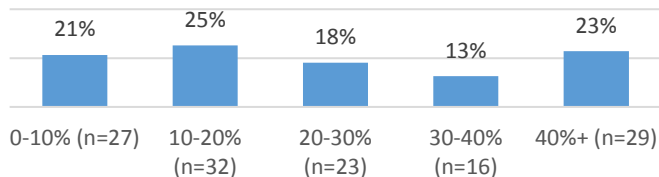
Q24 – Do you receive what you consider appropriate administrative support for your advising, service, and/or administrative roles?



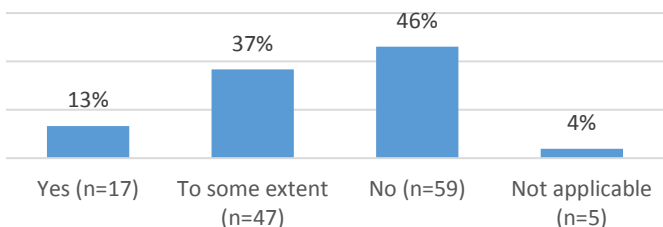
Q25 – Do you consider your overall advising, service, and administrative workload appropriate?



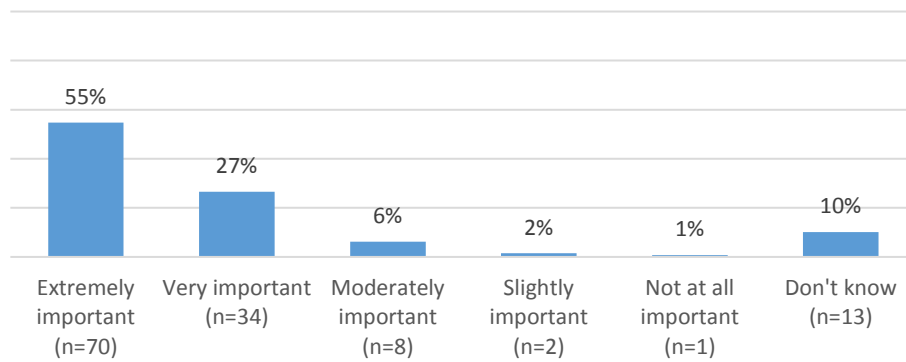
Q26 – What percentage of your time over the course of the calendar year do you spend on professional development as a specialist in pedagogy?



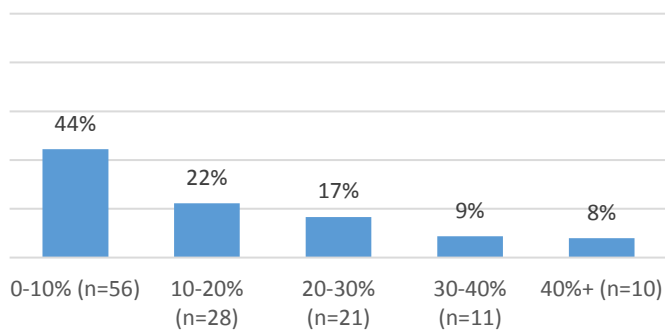
Q27 – Does the university provide appropriate financial support related to your professional development as a pedagogue?



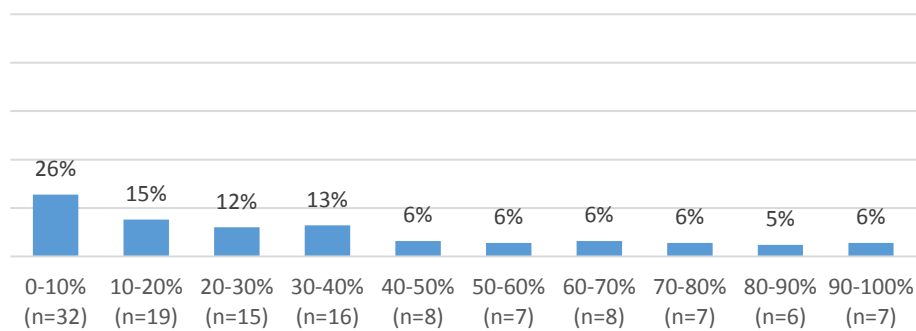
Q28 – How important is pedagogical skill in the university's evaluation of your job performance?



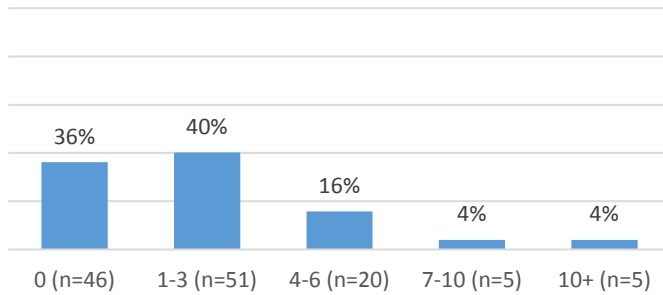
Q29 – What percentage of your work time do you spend on academic or professional research for publication during the academic year?



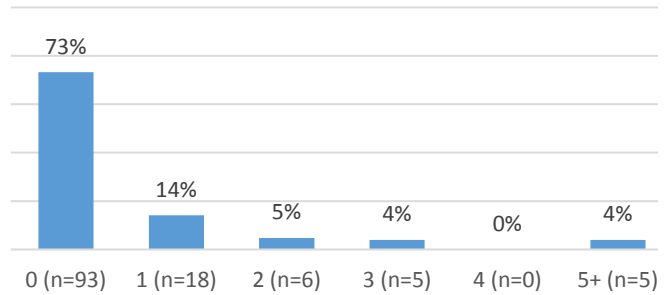
Q30 – What percentage of your work time do you spend on academic or professional research for publication during non-teaching parts of the year?



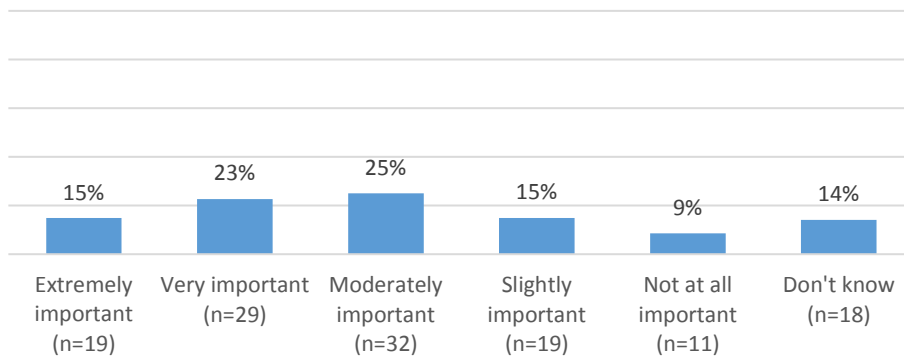
Q31 – How many academic or professional articles or book chapters have you published in the past five years or, if you have been at Columbia for fewer than five years, since you started at Columbia?



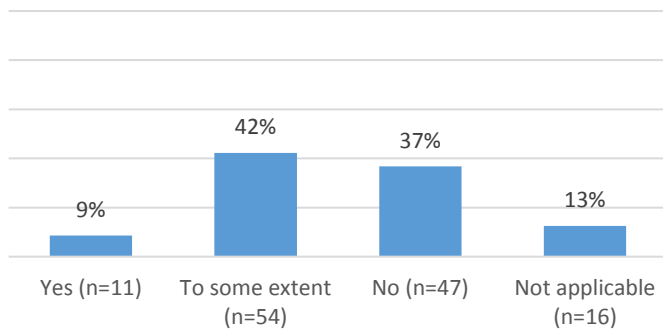
Q32 – How many academic or professional books have you published in the past five years or, if you have been at Columbia for fewer than five years, since you started at Columbia?



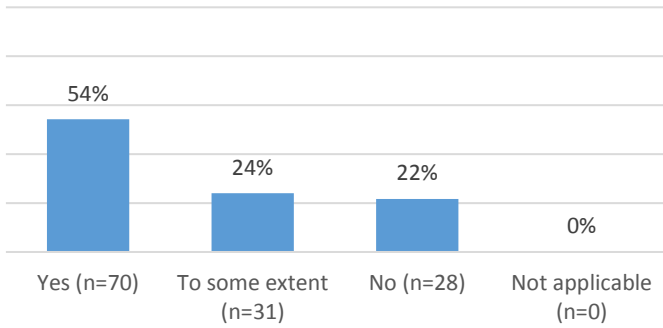
Q33 – How important is academic or professional research in the university's evaluation of your job performance?



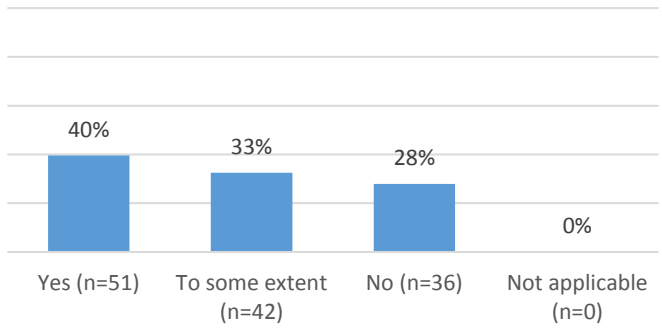
Q34 – Does the university offer appropriate financial support related to your academic or professional research for publication?



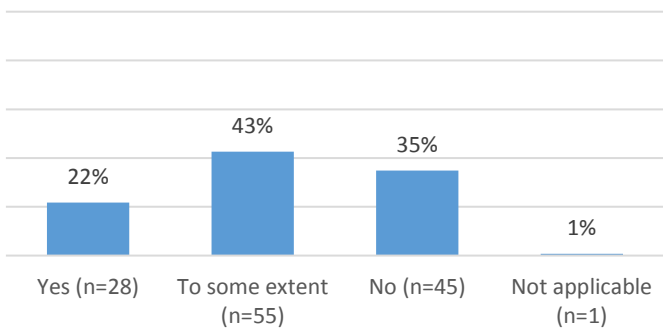
Q35 – At the point of your hire, did you receive a clear explanation of the timing of your reviews?



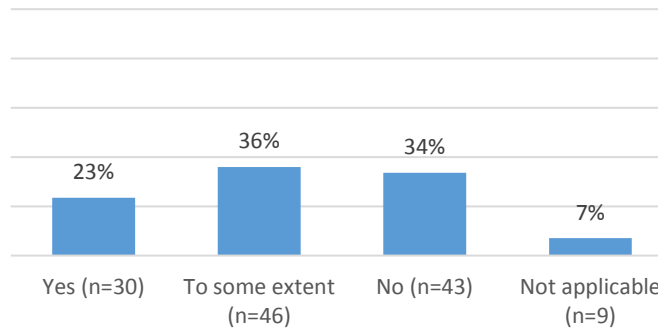
Q36 – At the point of your hire, did you receive a clear explanation of the fringe benefits that would be associated with your position?



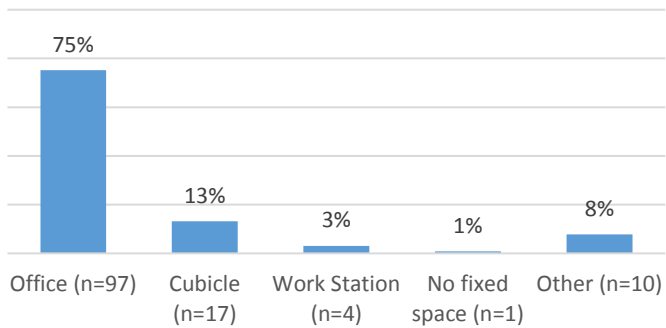
Q37 – Has your department made clear what its expectations are for retention and promotion in your job?



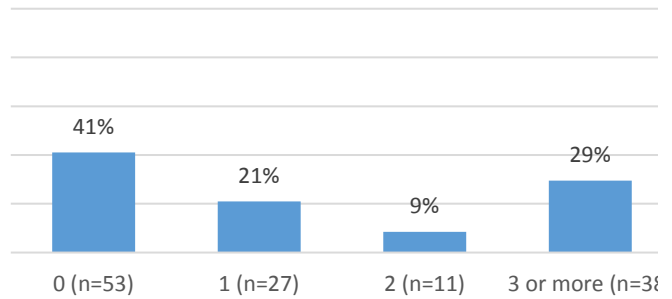
Q38 – Do you receive appropriate professional mentoring from colleagues in your department?



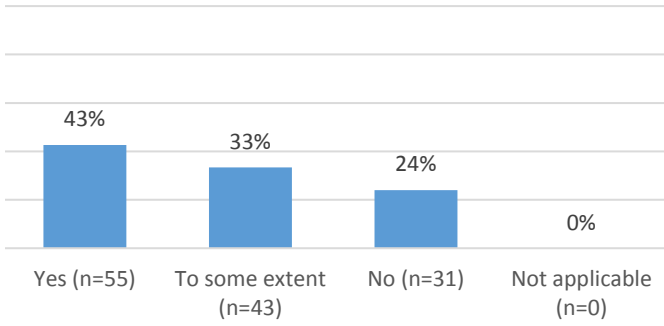
Q39 – What is your space allocation in the department?



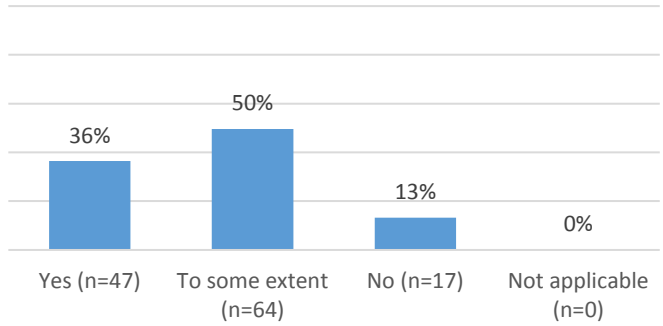
Q40 – With how many people do you share your department office or other space?



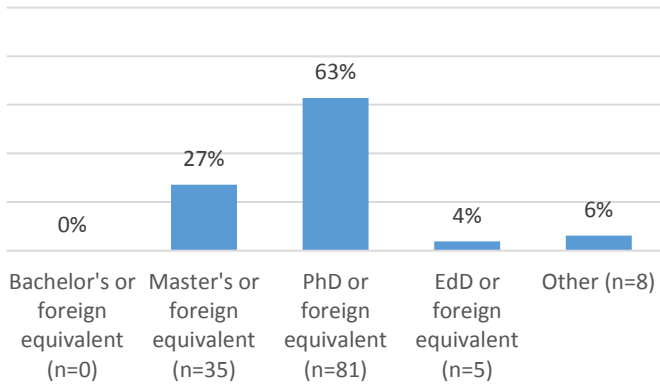
Q41 – Is your departmental work space adequate to enable you to fulfill your job duties?



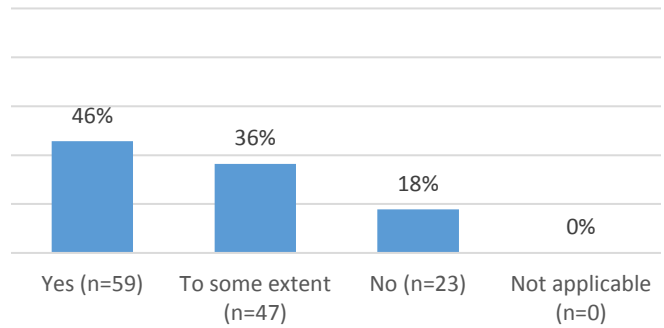
Q42 – Are the classrooms assigned to you appropriate for your teaching needs?



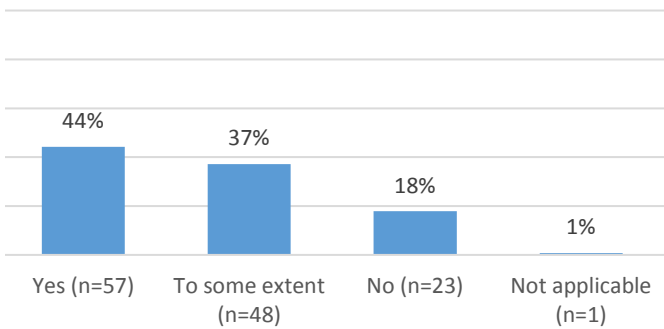
Q43 – What is your highest academic degree?



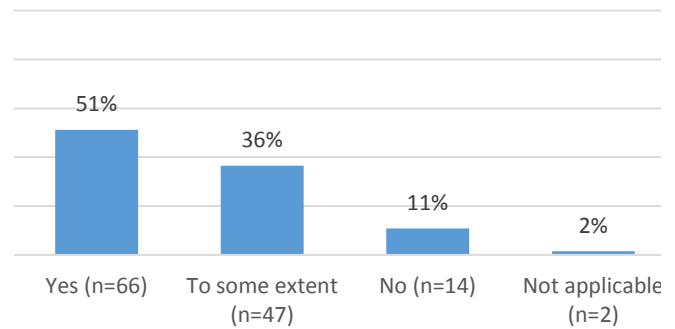
Q44 – Do you consider your overall workload appropriate?



Q45 – Do you consider the balance of your job duties appropriate?

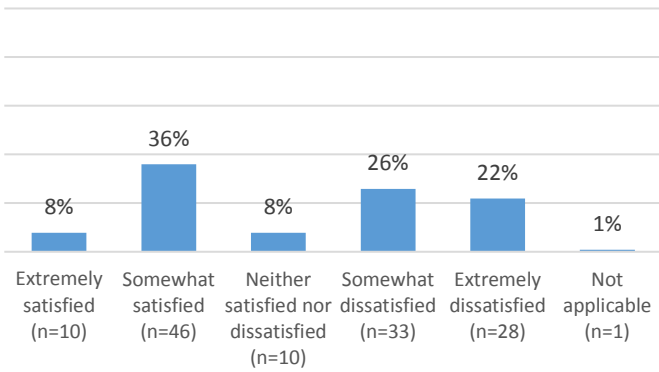


Q46 – Do you feel appropriately treated by colleagues in your department?

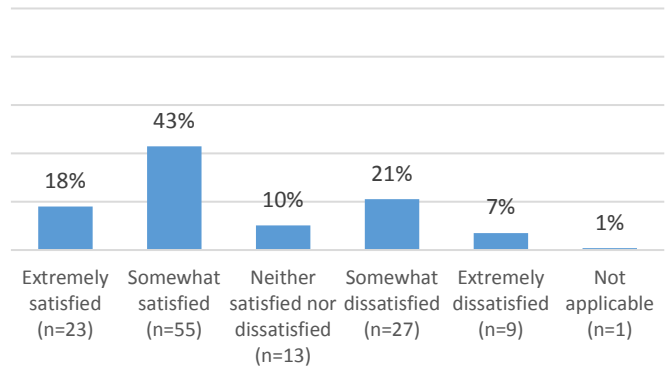


Q47-Q54: How satisfied are you with each of the following:

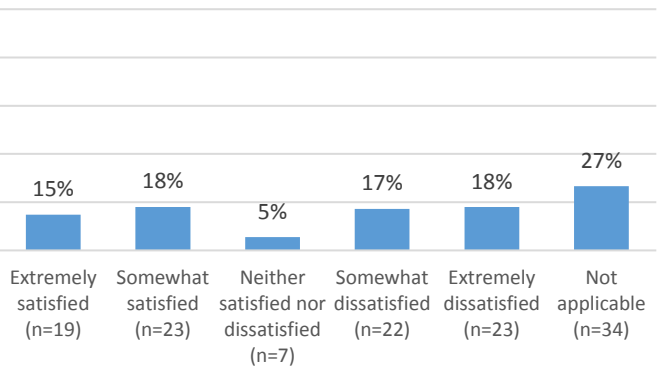
Q47 – Salary



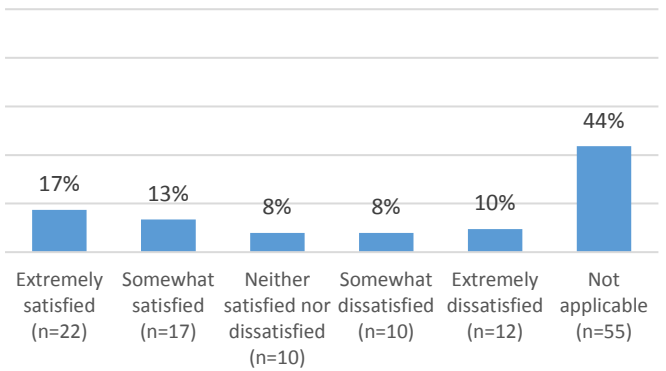
Q48 – Fringe benefits



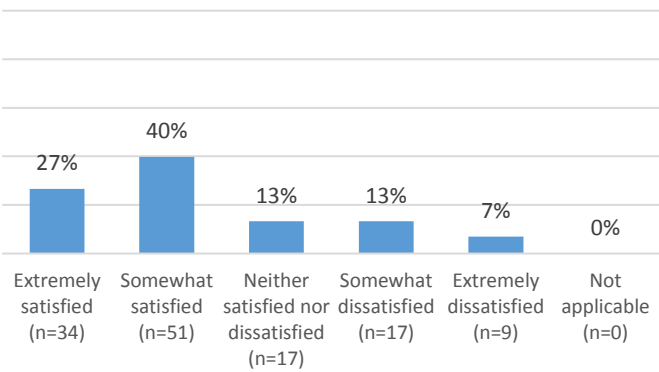
Q49 – Housing access



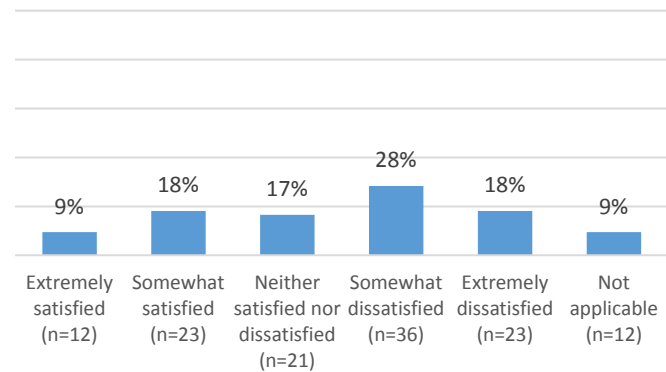
Q50 – Access to the Columbia School



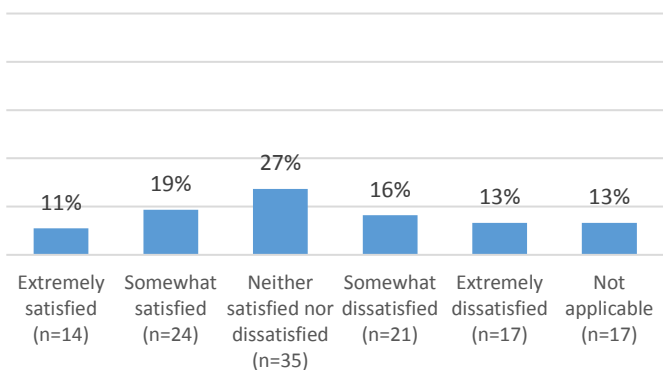
Q51 – Teaching load



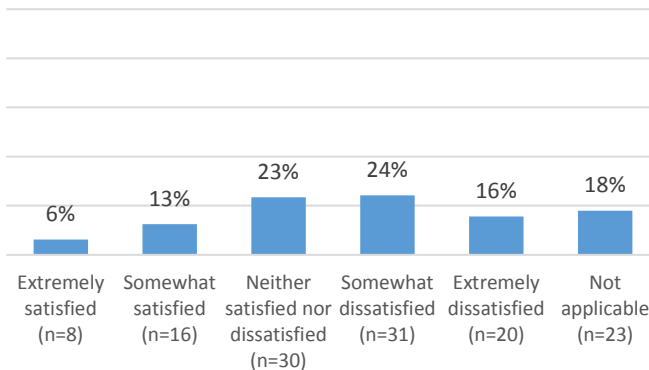
Q52 – Research opportunities



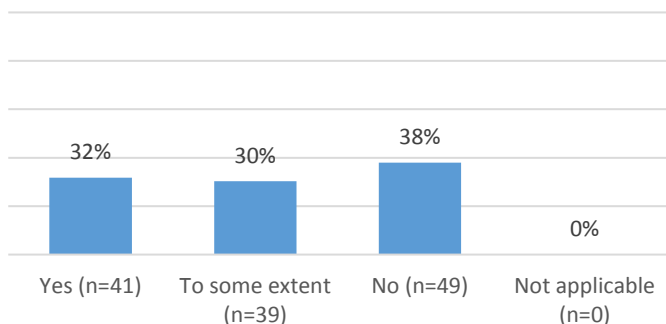
Q53 – Opportunities for additional compensation
(e.g. teaching beyond your required load)



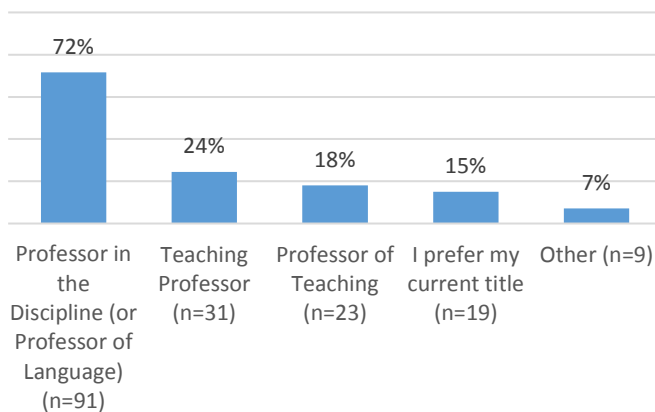
Q54 – Access to grants or fellowships



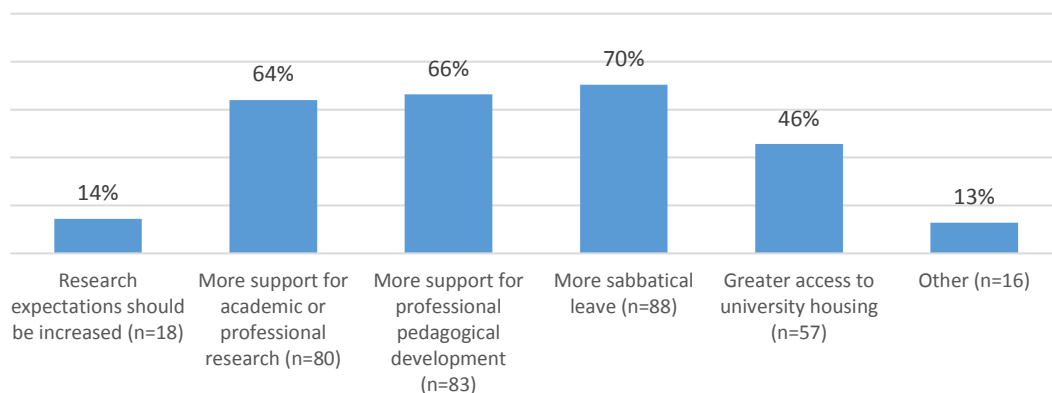
Q55 – Does your title (i.e. Associate, Lecturer, Senior Lecturer) appropriately reflect your expertise and standing in your profession?



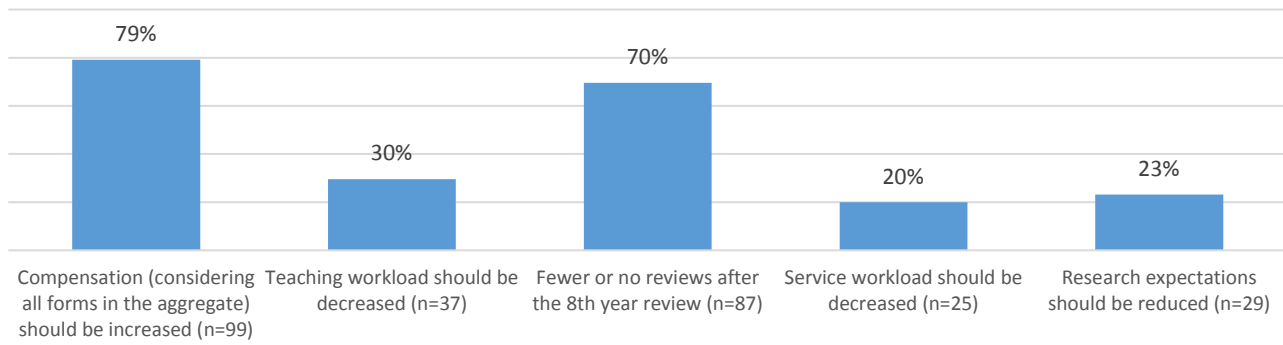
Q56 – If a change in your title were possible, which of the following titles would you prefer to your current one? Please check all possibilities



Q57 – Which aspects of your current position do you believe ought to be changed? Please check all that apply:



Q57 – Which aspects of your current position do you believe ought to be changed? Please check all that apply:



Q58 – Do you earn supplemental income from any of these sources? Please check all that apply:

