
Report of the Non-Tenure Track Faculty Equity Task Force



Channel Islands
CALIFORNIA STATE UNIVERSITY

Submitted to Provost Avila

October 2023

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Executive Summary

The Non-Tenure Track Faculty Equity Task Force was created and charged by the Academic Senate in the spring of 2022 to undertake a comprehensive analysis of the conditions of Non-Tenure Track Faculty (NTTF) at CSUCI, provide a set of recommendations to improve aspects of NTTF's working conditions, and to address the precarious reality of NTTF work at CSUCI. This report is the culmination of that effort. It delves into the pivotal role that NTTF play at CSUCI, the crucial link between NTTF and student success, and strategies for fostering a sense of belonging among this vital segment of our academic community.

Changing Culture at the University

As we are all aware, the landscape of higher education has experienced significant transformation over the past few decades. Universities nationwide face financial constraints, leading to an increasing reliance on NTTF to meet instructional demands. CSUCI is no different in this regard. Even with the significant reduction of NTTF due to the current enrollment crisis, NTTF account for 61% of the Instructional WTUs (Weighted Teaching Units) taught at CSUCI. This report underscores the necessity for a paradigm shift in the university culture, recognizing NTTF as integral academic community members. Initiatives such as equitable pay and security in employment, professional development opportunities that foster career progression, and increased participation in shared governance are vital steps towards creating a more inclusive and supportive environment.

The Link to Student Success

NTTF play a pivotal role in student success. This report highlights the direct link between the conditions of NTTF and positive educational outcomes. Students benefit from diverse perspectives and real-world experience that NTTF often bring to the classroom. Ensuring fair compensation, job security, and access to resources for NTTF is essential for maintaining the quality of education and nurturing student success.

Fostering a Sense of Belonging and Respect

Creating an environment where NTTF are valued equally to tenure-track faculty and are actively included in the university community is fundamental to fostering a sense of belonging. The report explores strategies to enhance NTTF's integration into the academic community. Encouraging collaboration, providing access to institutional support services, and facilitating opportunities for professional growth, shared governance, and other service activities are recommended approaches to promote a strong sense of belonging among NTTF.

Methodology and Data

These recommendations were born out of a deliberate and methodical examination of an extensive survey of our NTTF, the analysis of our recent climate surveys, meetings with various stakeholders across campus, and a survey of various other non-tenure track faculty initiatives across the state and nation. The survey of our NTTF yielded an impressive 44% response rate,

underlying the urgency that NTTF across campus feel for sharing their own stories. As was appropriate, we back up the breadth of our recommendations with analysis from this survey and other institutional data. The final report is the result of this rigorous review.

Recommendations

With our guiding principles and CSUCI core values in mind, the Non-Tenure Track Faculty Task Force advocates action on the following key recommendations. While these are major points of needed change, it is imperative that the reader reviews the more comprehensive list in section 6b to realize the scope of issues to be addressed in order to achieve equity for all faculty.

- The creation of a NTTF Council with full policy sponsorship/authorship rights and a position for a representative from the council on the Academic Senate Executive Committee.
- The establishment of a “teaching track,” with full career progression, including honorific titles, and the security, respect and pay that comes with said progression.
- The allocations of funds to support research and service activities among NTTF with reassign time to secure entitlements and acknowledge the unseen work that NTTF typically perform but do not get compensated for.
- Support at the department level to give chairs the tools they need to support their lecturer colleagues
- Cease to participate in practices which exist solely to give distinction to the tenure-track over the non-tenure track (e.g., website distinctions in faculty or office space that changes yearly)
- Conduct a salary equity study for all NTTF and provide a presentation to Academic Senate with the data and final conclusions with a plan to mitigate any salary inequities found in the study
- Ensure that all NTTF have the resources they need: secure office space, laptops, name tags, amongst other resources.
- Address in real ways the instability of assigning WTUs to NTTF which affects pay and benefits in significant ways from semester to semester, with changes that can happen *even when the semester has started.*

One: Background and Charge of the Task Force

CSUCI has included a majority of non-tenure track positions in the faculty body from its inception. This large “temporary,”^[1] but in practice often permanent, body of teaching professors fulfills the vital role of instructing the majority of classes at CSUCI. With the retention of students relying heavily on the success of their instructional faculty, it is vital to provide focused and relevant support that addresses the needs of Non-Tenure Track Faculty (NTTF - also titled Lecturer, Adjunct, Temporary, Contingent) as a unique and diverse body for the success and wellbeing of the NTTF themselves as well as for the students they instruct. Undermining this goal is the continued historically accepted practice of marginalization of the non-tenure track position. Therefore, this task force was created through a Resolution of the Academic Senate^[2] by Provost Avila in the spring of 2022 with the following,

The Non-Tenure Track Faculty Equity Task Force was Charged to^[3]:

- Investigate and Identify the Scope of Inequities
- Work with Stakeholders to Create Recommendations
- Disseminate a Report of Findings and Recommendations

With Focus on:

- Correcting Institutional Structures, Processes, Policies, and Standards that Perpetuate Marginalization and Inequity
- Supporting Faculty to Enhance Student Success
- Addressing Inequities
- Campus Culture
- Opening Career Pathways
- Mitigating Precarity

Language

Throughout this report we will be using the language below. Language may have different meanings across institutions and even within institutions so here we define the language we use.

Non-Tenure Track Faculty (NTTF) - Referring to all Unit 3 faculty that are not eligible for tenure (across higher education) and who have various titles including: lecturer, adjunct, temporary, contingent, and instructor. In the CSU system this also includes non-tenure track librarian and counselor faculty, and most coaches.

Tenure Track Faculty (TTF) - Referring to all Unit 3 faculty eligible for tenure or have received tenure.

Tenured Faculty (TF) - Referring to all Unit 3 faculty that have received tenure.

Tenured/Tenure-Track Faculty (T/TTF) - Referring to all Unit 3 faculty eligible for tenure or received tenure.

^[1] The Collective Bargaining Agreement (CBA) defines NTTF as “Temporary Faculty Unit Employee,” CBA 2.13e, <https://www.calfac.org/contract-2022-2024/#article-2>

^[2] SR 21-03 Resolution on The Creation of a Non-Tenure Track Faculty Equity Task force, https://drive.google.com/file/d/1oXwULTFvBZsanLGka52O8tZu3a_NZjlA/view?usp=sharing

^[3] <https://drive.google.com/file/d/1IAziuaxpZlJh6-uiARIQJlaDhkXzVflt/view?usp=sharing>

Two: Problem Statement, Underlying Principles & Issues Under Consideration, and Report Organization

AAUP (American Association of University Professors)

“Advancing academic freedom and shared governance; defining professional values and standards; promoting the economic security of those who teach and research in higher education; organizing to make our goals a reality; and ensuring higher education’s contribution to the common good.”

Nationally, NTTF account for over two thirds of all faculty appointments in American higher education.

- Over two-thirds (68 percent) of faculty members in US colleges and universities held contingent appointments in fall 2021.
- Nearly half (48 percent) of US college and university faculty members were employed part time in fall 2021.
- About 24 percent of faculty members in US colleges and universities held full-time tenured appointments in fall ^[1]

The NTTF consists of two major groups: those who teach part-time and those who teach full-time but are not on tenure-track lines. These two faculty categories constitute a growing and critical challenge for higher education and reflect an increasing dependence on NTTF to sustain the university mission.

NTTF often experience career, job, and economic insecurity. Further, they have few protections for academic freedom which has long been considered the cornerstone of teaching in American higher education. This precarity is intensified by the lack of institutional commitment and support. The pressure of long-term fiscal crisis that produces fluctuating funding patterns and the accompanying need to increase administrative flexibility have exacerbated the problem. Many institutions increasingly relied upon NTTF to staff classes without having to make long-range commitments. Further, funding issues and lower student enrollment in the post-COVID environment disproportionately affected NTTF. At CSUCI, this was demonstrated by a 20% decrease in appointed NTTF from Spring 2022 to Spring 2023.

Women and minoritized NTTF experience even more uncertainty. Women faculty are disproportionately in NTTF positions compared with tenured and tenure-track positions and are significantly overrepresented in part-time adjuncts, who experience the worst job conditions in terms of economic and career security. ^[2] Furthermore, academic studies indicate that racially minoritized women often enter the academic workforce through NTTF positions. ^[3]

The following principles guided our discussions:

- Student Success
- Inclusion
- Equity
- Transparency
- Incentives for Excellence

The NTTF Equity Task Force examined NTTF roles, procedures, and practices at CSUCI and pertinent CSUCI and CSU system data. Two CSUCI surveys were reviewed: CSUCI Fall 2022 Climate Survey and Spring 2023 Faculty Workload Survey. The task force implemented additional surveys and held several focus groups examining the realities, attitudes, and perceptions of NTTF at CSUCI. In addition, the task force met with faculty, staff, and administrators to discuss their views and concerns about non-tenure track processes and expectations for the future. Through these efforts, NTTF were revealed to be highly qualified and dedicated professionals who felt a strong commitment to student success and to the institution. Many of the NTTF at CSUCI are among the longest-serving faculty at CSUCI.

We also found that there were no clearly defined and well-understood criteria and processes for professional advancement at CSUCI. In some schools, detailed statements of duties, responsibilities, and evaluation for reappointment are minimal or nonexistent. This situation is problematic both in terms of professional and personal well-being. Many NTTF are concerned about unequal treatment, disproportionately assigned time-intensive courses, under-recognition of their work, lack of opportunities, and apprehension regarding perceived marginalization by colleagues within the tenure system and administration. Such problems can have pervasive impacts on CSUCI's commitment to student success and create obstacles to a healthy university milieu.

When addressing these issues, we found that schools, departments, and programs have their own needs and cultures. An integrated view of the University is needed for achieving university-wide cooperation and transparent decision making. There is an inherent tension between proposing solutions and allowing different units reasonable latitude to 'chart their course' in ways that make sense to them. ^[4]

While not fully examined in this report, we acknowledge the debate regarding "quality of instruction and effects on student outcomes." Some research demonstrates that NTTF may actually increase student interest in a subject and subsequent course-taking, and they may enhance learning experiences. Researchers explain these findings by pointing to the greater likelihood that NTTF have current or past professional experience in the field, and the likelihood that they spend more time on instruction than their full-time, tenure-track counterparts, who must devote more energy to research endeavors. ^[5] "Non-tenure track faculty perform the vast majority of teaching in colleges and universities while traditionally receiving significantly less institutional support and compensation in the face of many potentially daunting challenges," notes Adrianna Kezar, director of the Pullias Center and Principal Investigator for the Delphi

Project. We wanted to highlight the reality that NTTF in aggregate operate and are hired within a vastly different set of conditions than their tenure or tenure-track counterparts.

This report is organized as follows: It starts with an overview of the background and charge of the NTTF Task Force (Section 1), then moves to outlining the issues under consideration (Section 2) and the work process (NTTF Task Force meetings, presentations and discussions with faculty committees and administrators, data sources, etc. in Section 3). A brief review of non-tenure track faculty in the national discussion (Section 4) sets the stage for the review of faculty composition and job satisfaction and faculty roles at CSUCI (Sections 5). A statement of approach rationale (Section 6a) and recommendations (Section 6b) addresses specific recommendations followed by data sources and analysis (Section 7). The report ends with a conclusion (Section 8).

^[1] AAUP (American Association of University Professors), March 2023

"Data Snapshot: Tenure and Contingency in US Higher Education." <https://www.aaup.org/article/data-snapshot-tenure-and-contingency-us-higher-education>.

^[2] "The Impacts of 2020 on Advancement of Non-Tenure- Track and Adjunct Faculty."

https://nap.nationalacademies.org/resource/26405/6_The_Impacts_of_2020_on_Advancement_of_Contingent_Faculty-Culver_Kezar.pdf.

^[3] "Understanding non-tenure track faculty: New assumptions and theories"

<https://psycnet.apa.org/record/2011-23742-001>.

^[4] "Does Cheaper Mean Better? The Impact of using Adjunct Instructors on"

<https://cepa.stanford.edu/content/does-cheaper-mean-better-impact-using-adjunct-instructors-student-outcomes>.

^[5] "The Shifting Academic Workforce - American Institutes for Research."

<https://www.air.org/sites/default/files/downloads/report/Shifting-Academic-Workforce-November-2016.pdf>.

Three: Task Force Process and Composition

Task Force Formation

- After passage of the resolution in support of the NTTF Equity Task Force, Provost Avila, the five Senators representing NTTF, and the Senate Executive Committee Lecturer (NTTF) Representative collaborated on the “home” of the task force (i.e., would this be a Senate task force or a Provost task force?). After some discussion it was agreed by all that 1) the task force would be considered a Provost task force, 2) the Provost will work with the Senators representing NTTF in selection of the members for the task force, 3) the task force would consist of majority NTTF, and 4) the Provost Office will compensate the NTTF on the task force through re-assign time and/or stipends.
- May 24, 2022 – Provost Avila invited faculty to self-nominate for work during the summer to develop the issues and charge of the task force.
- Aug 30, 2022 – Provost Avila invited faculty to self-nominate to serve on the task force for the Academic Year 22/23. Submissions were due by Sep 7.
- The membership of the task force was announced on Oct 18. The task force was populated in consensus with the Senate Executive Committee Lecturer (NTTF) Representative.
- The task force was divided into three groups: Working to Create Departmental Level Changes, Working to Create Institutional Level Changes, and Working for a Supportive and Positive NTTF Experience.
- The task force composition included full-time and part-time non-tenure line faculty, tenure line faculty, and campus administrators. The executive board included a NTTF representative from the CSUCI Academic Senate and a representative from CSUCI-CFA.

Acknowledgement of Support

The task force acknowledges the support of the Office of the Provost for the formation of the task force including the following:

- Providing compensation for NTTF task force members in the form of stipends and/or re-assign time
- Increasing the number of NTTF on the task force to include more of those NTTF that submitted applications
- Recognizing the impact of the delay in announcing the task force membership and extending compensation for the work of the task force into Spring 2023, Summer 2023, and Fall 2023.
- Providing staff support from FASE

Issues of Concern

- While the Provost met with the Senate Executive Committee NTTF Representative in September 2022 to reach a consensus on the membership, there was a month's delay in notifying the faculty. There has never been a satisfactory explanation of the delay, but regardless of the reason, the task force was unable to begin fully working on the charge in the Fall 2022 semester.

Task Force Work

- October 27, 2022 – initial meeting of the task force
 - Teams and leads were established
 - Task force members elected Nancy Deans to serve as the NTTF co-chair
- November 2022 – team leads met with their teams to discuss their charge
- Nov 17 and Dec 7, 2022 – task force met to outline work for winter break and spring semester
- Spring 2023 – the teams continued to meet regularly while the executive board met weekly to facilitate communication between team members and aid in the planning of work to be completed. The members discussed the roles of NTTF at CSUCI, identified areas of concern, and developed recommendations as possible solutions. Means of outreach and data collection included focus groups, meeting with Arts and Sciences Chairs, Department Chair and Program Coordinator Bylaws Survey, Lecturer (NTTF) Equity Survey, Faculty Workload Survey, and data requests of FASE.
 - Feb 28 Meeting with A&S Chairs/Program
 - Feb 24 NTTF Focus Group on Departmental Experiences
 - Jan 17 Survey A&S Chairs/Program Coord
 - April 11 Lecturer (NTTF) Equity Survey
 - Brown Bags (virtual)
 - April 21 and 24 (Faculty)
 - May 12 (Staff Council)
 - April 18 presented resolution and policies to Academic Senate as first reading items
 - SR-22-08 Resolution on the Creation of a NTTF Council
 - SP 22-12 Policy on Unit By-Laws
 - SP 22-13 Policy on Chair Evaluations
 - May 2 Resolution on creation of NTTF Council passed. The Senate lost quorum and no votes were taken on the two policies.
- Summer 2023 – due to the delay in the establishment and convening of the NTTF Equity Task Force in the Fall 2022 semester, Provost Avila agreed to extend support to a subgroup of the task force to draft a final report with recommendations and Charter for the NTTF Council. This group met five (5) times over the summer to prepare rough drafts for review by the entire task force in Fall 2023.

- Fall 2023 – finalize work of summer, submit recommendations, disseminate findings and recommendations, and establish NTTF Council

Note: This task force was primarily focused on unit 3 temporary teaching faculty. We recognize that other CSUCI unit 3 temporary faculty (counselors and librarians) have their own set of issues, concerns, and potential solutions. The NTTF Council will facilitate development of recommendations in those areas.

Acknowledgement of Support

The task force acknowledges the support of the Academic Senate for supporting the creation of a NTTF Council to be included as part of the Academic Senate with a voice on the Senate Executive Committee.

Issues of Concern

The Senate Executive Committee decided after the policies submitted by the NTTF Equity Task Force had already been heard on the floor of the Senate as first reading items that the NTTF Equity Task Force lacked standing to submit policy. We argue that this task force was approved through the Senate resolution process and as such, this task force should be considered an ad-hoc committee of the Senate and thus a senate committee.

Task Force Members

Summer 2022

Roberto Bueno (NTTF) - Psychology
Charlotte Gullap-Moore (NTTF) - Nursing
Kathleen Klompier (NTTF) - English
Nik Lewis (NTTF) – Business
Sunghee Nam (NTTF) - Sociology
Steven Norris (NTTF) - Biology
Tabitha Swan-Wood (NTTF) – Physics
Brittnee Veldman (TTF) – Chemistry

Academic Year 2022/2023

Amy Caldwell (NTTF) – History
Nancy Deans (NTTF) – (co-chair) – Chemistry
William DeGraffenreid (Interim AVP for Faculty Affairs Success and Equity)
Mari Estrada (NTTF) - (CFA) – School of Education
Marie Francois (TTF) – History
Georgina Guzman (TTF) – English
Alan Jaeger (NTTF) – Business
Vandana Kohli – Dean of Arts and Sciences (co-chair)
Peter Krause (TTF) – Psychology
Susan Lefevre (NTTF) - (Team Lead) – UNIV/Communication
Nik Lewis (NTTF)– Business
Sunghee Nam (NTTF) – Sociology
Malia Roberson (NTTF)– Performing Arts
Daniel Sandoval (NTTF) -(Team Lead) – Sociology
Tabitha Swan-Wood (NTTF) - (Team Lead) – Physics
Mona Thompson (NTTF) – School of Education
Richard Wasniowski (NTTF)– Computer Science
Ashley Winans (NTTF)– Health Sciences

Executive Board

Nancy Deans (co-chair)
William DeGraffenreid (FASE)
Mari Estrada (CFA)
Kathleen Klompier (Senate Executive Committee)
Vandana Kohli (co-chair)
Susan Lefevre (Team Lead)
Daniel Sandoval (Team Lead)
Tabitha Swan-Wood (Team Lead)

Staff Support

Alex Garza (FASE)

Four: Non-Tenure Track Faculty in the National Discussion

The issues that surround the role of lecturers in higher education are not unique to CSUCI, nor are they new. According to the AFT Adjunct Faculty (NTTF) Quality of Work/Life Report, as long as 40 years ago 70 percent of faculty were tenured or on the tenure track.^[1] That has since reversed as over 75 percent are now excluded from the benefits of being on the tenure track. To its credit, CSUCI has made an effort to increase the number of tenure track positions over the years, with an increased headcount of 57% since 2014 without major reductions in non-tenure track opportunities (until this past year).^[2] Still, the reliance on contingent workers is significant and creates problems that are seen among state and national peers. Among those issues are:

Job Security: One of the primary concerns for NTTF is the lack of job security. Many non-tenure track positions are part-time or temporary, leading to uncertainty and instability in employment and benefits like healthcare and retirement. This can make it exceptionally difficult for NTTF to effectively plan their careers, finances, and personal lives. Demonstrating the magnitude of this concern, important.^[3]

Compensation and Benefits: NTTF often face lower salaries and fewer benefits compared to their tenure-track counterparts. The pay disparity can be significant, and limited access to healthcare, retirement plans, and other benefits can create financial hardships. While by contract CSUCI lecturers are afforded benefits at 6 WTU's per semester, the precarity of employment from term to term makes course assignments extremely stressful, especially when last minute changes to courseload can affect such benefits.

Limited Institutional Support: Some NTTF members feel that they receive inadequate institutional support compared to TTF. This includes access to resources, support for professional development opportunities, provision of adequate office space, and greater involvement in decision-making processes. Only 17% of lecturers surveyed agreed that administration valued them as much as TTF, while only 36% feel valued by the administration at all.^[3,4]

Lack of Promotion and Career Advancement: NTTF often face limited promotion and career advancement opportunities. Unlike tenure-track positions that have a clear path to promotion, non-tenure track positions may not offer similar avenues for professional growth and recognition. Underscoring this point, 89% of lecturers surveyed feel that the university should provide more opportunities for career path growth.^[3]

Teaching Workload and Job Responsibilities: NTTF members often bear a significant teaching load, sometimes with multiple appointments at different institutions. This heavy workload can limit their ability to engage in research, scholarship, and other academic pursuits. In addition, NTTF often bare an inequitable share of uncompensated student time, program service, and time-intensive courses. CSUCI lecturers engage in uncompensated student time often or very often (73%) and uncommonly can devote adequate time for research (20%).^[3]

Equity and Diversity: Discussions around NTTF also touch on issues of equity and diversity. Concerns have been raised about how certain groups, such as women and underrepresented

minorities, may be disproportionately represented in non-tenure track positions, further exacerbating existing inequalities in academia. While CSUCI has made strides in diversity on the tenure track side, women are increasingly concentrated among CSUCI lecturers.^[5]

Higher education institutions outside of the CSU system have addressed many of these issues by creating teaching professor positions with security mirroring tenure-track research positions. The University of California has created one such Teaching Professor series (sometimes referred to as a Lecturer with Potential for Security of Employment). This title includes honorifics based on seniority through promotion: Assistant, Associate, Full, and Distinguished Teaching Professor.^[6] These positions are fully participating members of the university community including voting rights in the Academic Senate and the ability to serve as department chair. Faculty in these positions are evaluated on teaching and University and public service instead of research.^[7]

We as a taskforce understand that there are true constraints on resources within higher education that impinge on solving many of these issues. But too often, these constraints are used as an excuse for inaction. This has too often been the trend nationally amongst our peers. We are asking CSUCI to forge a different response.

[1] “An Army of Temps: AFT Adjunct Faculty Quality of Work/Life Report”, American Federation of Teachers, AFL-CIO, February, 2022

[2] Data sourced from CSU Faculty Dashboards, Fall Census 2022.

[3] Data sourced from CSUCI Lecturer Taskforce Survey, Spring 2023.

[4] Data sourced from CSUCI Climate Survey, Fall 2022.

[5] According to data sourced from CSU Faculty Dashboards, Fall Census 2022, 61% of lecturer faculty are women, an increase of 12% since 2014, compared to 54% of TTF.

[6] <https://apo.ucsc.edu/advancement/academic-advancement/call-information/index.html#full-professors>

[7] https://aps.ucsd.edu/files/proc-manual/lsoe_faq.pdf

Five: Non-Tenure Track Faculty at CSUCI

CSUCI celebrated its 20th Anniversary in 2022. The journey from Northridge Satellite to full university status was a journey that was heavily dependent on the sacrifice, efforts, and professionalism of all faculty. For CSUCI NTTF there were moments of considerable pride in their contributions followed by the realization of their status as a marginalized majority with little institutional support or long-term commitment. This exemplifies by what Berry and Worthen refer to as “the deeply satisfying and the painfully disappointing.” [1]

In these early years there was a generalized attitude of working as an interdisciplinary team that often collaborated closely with administration on university initiatives. It was a ‘time of promise’ in which the CSUCI Mission Pillars were established. We were collectively engineering a “new kind of university” that recognized all university constituencies while keeping students at the center of the university mission. Perceptions and trust about organizational support were given leeway due to the exciting drive to create this “new university”. But, over time, negative factors relating to the overall satisfaction of NTTF at CSUCI were becoming more pronounced, undermining trust and straining collegiality. This undernourished and precarious relationship with the university was further eroded by the post-COVID layoffs which disproportionately affected NTTF.

It is important to note that the NTTF’s contributions are intricately woven into the fabric of CSUCI through their work in the classroom, on major initiatives, and in service to the university. We acknowledge the contributions of the administration that supported some positive changes for NTTF. Further, we recognize that many NTTF have on-going and mutually beneficial professional relationships with administrators and with their tenured and tenure-track colleagues. Our hope is to build actionable mutual respect, which Gappa et al. defined as “the fundamental entitlement for every faculty member and is at the core of any reciprocal relationship between faculty members and their institutions” [2].

Below we examine the following areas to facilitate a greater understanding of the NTTF reality at CSUCI.

Demographics and Diversity

At CSUCI, as elsewhere in the CSU, NTTF comprise all Unit 3 employees who do not hold tenure-line positions. In the fall 2022 campus census, CI’s NTTF respondents reported being 60.5% female, 39.5% male, 0.4% non-binary. 65.6% reported being White (not of Hispanic or Latino origin), 15.8% Hispanic or Latino, 9.1% Asian, 1.2% American Indian or Alaskan Native, and 0.8% Black or African American. 3.2 % reported being two or more races, and 4.3% did not disclose racial or ethnic identity. The majority (71.9%) reported being between 40 and 69 years of age.

We considered various demographic diversities of the NTTF at CSUCI. There may be some debate over the most appropriate population to reference for faculty diversity: newly granted Ph.D.’s, the nation, the local county, or the student population being served by the faculty. Research shows that minority students are more likely to successfully complete an undergraduate

degree if they have faculty of the same ethnicity and shared lived-experience.^[3,4] Therefore, we have chosen to consider the student population at CSUCI as a reference diversity distribution for our faculty. In fall 2022, the respondents of the student body reported being 66% female, 33.8% male, and 0.2% non-binary. 23.0% reported being White (not of Hispanic or Latino origin), 60.3% Hispanic or Latino, 6.3% Asian, 0.2% American Indian or Alaskan Native, and 2.0% Black or African American. 3.7 % reported being two or more races, and 3.3% did not disclose racial or ethnic identity.^[5] When comparing this distribution with that of the NTTF, we found that among marginalized ethnicities the largest discrepancy was between NTTF and CSUCI students was in the Hispanic/Latinx population. We also noted that Black representation in the NTTF was less than half of the student Black representation. Because this population is small in number, a change of one or two faculty affects this percentage greatly. Furthermore, consideration should be made within each discipline to acknowledge additional underrepresented populations unique to that field, for example, female representation in STEM fields, 21% of all physics doctorates in 2020 were women.^[6]

CSUCI has committed to advancing the ethnic and racial diversity of Faculty, as evidenced by Academic Senate Resolution #11-03, “To Advance the Ethnic and Racial Diversity of Faculty, Staff, and Administrators.”^[7] Policy to increase diversity in faculty has focused on the hiring of Tenure-Track, for example, SP 20-08 “Policy on the Recruitment and Appointment of Tenured and Tenure-Track Faculty” which requires one Equity Advocate from outside the program on the Disciplinary Search Committee. Currently, no equivalent policy has been implemented for NTTF hiring. We believe that because 60% of the faculty encountered by CSUCI students are NTTF, the diversity of NTTF is as important as the diversity of the tenured/tenure-track faculty.

As a Hispanic Serving Institution, CSUCI has the additional responsibility to implement practices and policies that are research proven to increase the successful graduation of Hispanic/Latinx students. These concerns further emphasize the importance of diversity in our faculty.

Roles, Background, and Career Longevity

When discussing NTTF, it may be easy to imagine the picture of “adjunct faculty” that has been stereotyped in higher education for the last several decades: Teaching faculty who have picked up a class here or there to supplement other income streams, or to keep an active mind, and whose presence is largely supplementary to a tenure-line majority. The reality is more nuanced.

Although the definition of Unit 3 employees includes teaching faculty, it also includes Library employees and Counselors. CSUCI does not currently employ any Coaches, but if any are hired, they too would likely be classed as NTTF. Some of CSUCI’s NTTF work part-time by choice, appreciating that flexibility, and/or having other income to rely upon, especially industry professionals or those at the end of long careers. However, others work full-time (or would if the units were available). Many maintain sustained commitments to CSUCI as an institution, continually signing back on to three-year contracts, either out of a desire to seek a slot on the tenure line, or because their non-tenure track work at CSUCI is a career unto itself.

Moreover, CSUCI's NTTF have long constituted its faculty majority: As early as 2010, NTTF made up 69% of all faculty by headcount, and continued to make up 60% of faculty by headcount as recently as 2022.^[8]

Positive Changes Over Time

Given the above, it is heartening that CSUCI's NTTF have seen some opportunities expand over time. For example, there has been some record of success for those seeking eventual tenure-track positions at the institution, with multiple tenure line offers being made to CSUCI NTTF in four of the six most recent faculty searches. (Although the rate of hiring NTTF to the tenure track has varied inconsistently over time. For example, while both the 2016/2017 and 2021/2022 academic years saw 20 total searches, eight NTTF were extended offers in the former case, while only three were extended offers in the latter. Also, as noted elsewhere in this report, long-serving NTTF have occasionally met with little success in these efforts.)

Some of the most promising changes have occurred in shared governance, leadership opportunities, and institutional support. Several departments and programs now extend voting rights to NTTF in meetings. NTTF have gained additional representation, along with compensation to serve in CSUCI's Academic Senate. Moreover, as part of their work, the NTTF Equity Task Force succeeded in creating a NTTF Council through the Academic Senate. This Council will continue to promote positive changes for NTTF at CSUCI after the NTTF Equity Task Force completes its work at the end of the current semester (Fall 2023).

Other successful precedents have been demonstrated by NTTF serving as a Program Coordinators, and in at least one case as a Department Chair. Further, a current Faculty Co-Lead of Learning Communities is a non-tenure track. Added to this, CSUCI has provided NTTF with opportunities for professional development. CSUCI has scholarly and creative work through opportunities such as appointment as advisors to undergraduate research assistants, through independent study, compensation for conference travel and open-access publishing fees.

As welcome as these changes have been, they have not accomplished the more general cultural shifts that are needed, nor have they eliminated the biases and disrespect faced by many NTTF on the campus, as detailed below.

Disrespectful Treatment

The task force found, through its investigations, that while CSUCI has made cultural and policy advancements in some areas toward inclusivity and equity for NTTF over the past two decades, there is still an urgent need to institute more changes. There remains a prevailing culture of disrespect and marginalization of NTTF participated in both consciously and unconsciously by tenured/tenure-track faculty and administration.

It was deeply concerning that 22% of the NTTF respondents in the NTTF Equity Survey reported that Tenure-Track Faculty had received credit for their work, and an additional 20% reported that they were "unsure" if Tenure-Track Faculty had received credit for their work. These results are a clear measure of disrespectful and unethical treatment of NTTF at CSUCI.

Another point of great concern is the amount of prejudice experienced by NTTF at CSUCI. The NTTF Survey implemented Spring 2023 had a response rate of 47% of NTTF. Survey results show that 36% respondents experienced microaggressions from tenured/tenure-track faculty. Additionally, 31% of respondents experienced microaggressions from administrators. One out of every four NTTF experienced macroaggressions (witnessed prejudice and/or degrading treatment) while at CSUCI. One in five respondents witnessed macroaggressions by tenured/tenure-track faculty and 5% from administrators. This is an unacceptable number of faculty experiencing demoralizing interactions with their colleagues.

CSUCI NTTF have shared experiencing:

- Departmental Chairs/Program Coordinators yelling at them, talking over them, calling their ideas ridiculous/silly/laughing at them in front of others
- Introduced in a large public setting dismissively compared to TTF, each TTF receiving long detailed introductions that included their honorific and publication details while the NTTF get a single line “this is (name), a lecturer in (dept)”
- Uninvited to department meetings
- Not being told of an office space they had been assigned to
- University-wide there are instances of NTTF not being acknowledged as part of the faculty. For example, the academic senate was called a “senate of the whole” for its first two decades which would have meant that all faculty were voting members, however, that was only true for TTF, NTTF always only had representatives in the academic senate
- During a discussion at a departmental faculty meeting which NTTF had been invited to attend, a tenure-track faculty cut off the discussion and said only TTF should be discussing or voting on the issue and the discussion was closed
- NTTF feel left out of the collegial relationships that TTF have outside of class
- A senior administrator referred to a NTTF as "just a lecturer" to their face
- An administrator continued referring to present NTTF as “part-timers” even after being told they were and had been full-time for many years
- Being forced to start their class late because they had to wait for the tenured faculty who taught in the classroom before them to “finish their class”

There are numerous examples of NTTF marginalization. We would like to leave you with this poignant example as it demonstrates the long reaching impacts of these practices. This task force found that multiple NTTF were turned away by the CARES Team when they volunteered to help one of their students in crisis. This happened two ways: either the faculty were turned away outright, or they were on an intervention team for a few meetings before being told that “because they were NTTF they were not qualified.” This negative and dismissive treatment of NTTF fosters a hostile workplace, engendering feelings of worthlessness, anger, and frustration. This undermines the ability of NTTF to successfully perform their duties which, in turn, negatively impacts student success.

[1] Berry, Joe, and Helena Worthen. "How Does It Feel?" *Power Despite Precarity: Strategies for the Contingent Faculty Movement in Higher Education*, Pluto Press, 2021, pp. 188–97. *JSTOR*, <https://doi.org/10.2307/j.ctv1v08z89.21>

[2] "Rethinking Academic Traditions for Twenty-First-Century Faculty* - AAUP." <https://www.aaup.org/sites/default/files/files/JAF/2010%20JAF/Gappa.pdf>.

[3] Jasmín D. Llamas, Khoa Nguyen, and Alisia G.T.T. Tran. "The case for greater faculty diversity: examining the educational impacts of student-faculty racial/ethnic match" *Race Ethnicity and Education*, 2021, vol. 24 issue 3, pp 375-391. <https://www.tandfonline.com/doi/abs/10.1080/13613324.2019.1679759>

[4] Rebecca Stout, Cephas Archie, David Cross, and Carol A. Carman. "The relationship between faculty diversity and graduation rates in higher education" *Intercultural Education*, 2018, vol. 29 issue 3, pp 399-417. https://www.tandfonline.com/doi/full/10.1080/14675986.2018.1437997?casa_token=2Qc6SwMpHyQAAAAA%3AxiYH1m5-lZkTpEkOaFneEG1xfqj61iZq9nVp_9Aj1kNi-l68b0FbO8PWHOQnzct62H4PF_BfEqi9iY0

[5] <https://oneci.csuci.edu/t/IRPEGuest/views/FallEnrollmentpublic/EnrollmentDashboard?%3Aembed=y&%3Aiid=1&%3AisGuestRedirectFromVizportal=y>

[6] <https://www.aps.org/programs/education/statistics/fraction-phd.cfm>

[7] <https://senate.csuci.edu/resolutions/2011-2012/sr11-03.pdf>

[8] <https://www.csuci.edu/apb/factbook18-19/faculty-trends-2010-2020.pdf>

Six: NTTF Equity Task Force Recommendations

6.1 Statement of Approach Rationale

As a taskforce of NTTF chosen to be as broadly representative of teaching faculty as possible, we nonetheless recognize that this taskforce cannot fully represent the full diversity of NTTF, including programs and schools, longevity and load status, and career goals as well as the various affirmation groups across campus. To that end, we have surveyed all NTTF with an enviable response rate, conducted focus groups amongst not only NTTF but TTF and staff, and reviewed other work from across CSU and the nation. We have also accessed other data sets to inform our work, including campus climate surveys, the CSUCI Faculty Dashboard, and other institutional data.

NTTF play a crucial role in education at CSUCI, providing valuable teaching and expertise to students across various disciplines. However, the current treatment of NTTF demands significant changes. Job security is a pressing concern, with the lack of stability negatively impacting both NTTF professional and personal lives. The glaring pay disparity between NTTF and their TTF counterparts is also unjust and demoralizing. NTTF deserve fair compensation for their dedicated efforts and contributions to the educational mission of institutions. Furthermore, the limited access to resources, professional development opportunities, and institutional support hampers their ability to thrive in their roles and advance their careers. Addressing these issues is vital to create a more equitable and sustainable academic environment that recognizes and values the immense contributions of NTTF.

The recommendations that follow were created by a collaborative work effort centered on three subgroups with different foci but the same intent: to change the working environment for all NTTF for the better. These groups each had a topical point to address as follows:

1. Working for a Supportive and Positive NTTF Experience
2. Working to Create Departmental Level Changes
3. Working to Create Institutional Level Changes

Each group consisted of three NTTF, one TTF, and the support of one Staff Person. The topics addressed in each were not mutually exclusive. In instances where proposals overlapped, care was taken to combine the spirit of each into a synthesized recommendation. The recommendations were combined into a draft document, which was reviewed by the entire taskforce during a two-day work session. The product of this process is what follows.

6.2 Recommendations

1. Shared Governance

Shared governance has been evolving in higher education since the 1960s, the first official adoption of “shared governance” was in 1966 by the American Council on Education.^[1] One quarter century later, the CSU Board of Trustees endorsed Shared Governance in September 1985, affirming, “Collegial governance assigns primary responsibility to the faculty for the

educational functions of the institution in accordance with basic policy as determined by the Board of Trustees. This includes admission and degree requirements, the curriculum and methods of teaching, academic and professional standards, and the conduct of creative and scholarly activities.”^[2] The listed included categories are domains of departmental governance as well as institutional governance. Seventeen years after CSUCI’s inauguration, the Academic Senate approved SR 19-01 “Resolution on Shared Governance”, November 12, 2019,^[3] in which it asserts, “faculty representation on a university body is necessary for faculty shared governance and is not necessarily the same as deliberative faculty collaboration,” clearly stating that shared governance requires not only input but also **representation**. Therefore, the governance of a university which includes decision making bodies at the institutional and departmental levels should include representation from all faculty, including NTTF. To include NTTF in these roles equitably, it is necessary to both open these positions up to NTTF and compensate them for their time.

CSUCI has always included some form of NTTF representation in the Academic Senate. In the beginning, the Academic Senate was comprised of all TTF plus two “other” faculty (or 6.3% of the Academic Senate in 2002/03 with 30 TTF^[4]). NTTF increased in both representation and title in 2012 when two “other” faculty was amended in the bylaws to five NTTF representatives and 86 TTF (or 5.5% of the Academic Senate with 86 TTF^[4]). In 2020, the Academic Senate amended its bylaws to include one NTTF representative in its Executive Committee. Most recently, the proportion of NTTF representation in the Academic Senate increased dramatically with the transition to a fully representative senate which guarantees a minimum of 4 NTTF representatives in 46 fully voting representatives or 8.7%). This number can be significantly larger as NTTF may be elected as Departmental representatives (currently there are an additional 4 NTTF, totaling 8 NTTF Senators resulting in 17.4% of the full voting members). We are encouraged by the increase in proportional NTTF representation with the transition to a fully representative academic senate, although, we recognize that the increased representation does not yet mirror the portion of Full Time Equivalent NTTF on campus.

Unlike the Academic Senate, we found that NTTF representation in departmental governance is little or non-existent, with 86% of departments and programs expressly excluding NTTF from any governance roles as officers. Additionally, we found that 8 of the 21 department/program/school bylaws had limited or no voting rights for NTTF (with Performing Arts and Computer Science providing no voting rights at all in their bylaws). We make the below recommendations as necessary changes to equitably include NTTF in shared governance.

- **Standardize department/program bylaws to be inclusive of NTTF** with voting rights on all departmental decisions (within the Collective Bargaining Agreement), for example:
 - vote for department chair/program faculty coordinator
 - propose and vote on bylaws amendments
 - call a vote of no confidence
 - vote on curriculum decisions
 - vote on program honors
 - meeting rights (invited to attend, participate in conversation, add items to agenda)

- serve as officers including chair or faculty program coordinator
- Provide departments/programs with resources to fund NTTF serving on department/program committees
- Institutionalize through policy the current assignment of 1WTU per semester (reassign time or stipend) for lecturer faculty elected as senators to Academic Senate
- Create reliable consistent funding for reassign time or stipends for NTTF serving in all elected positions on the Academic Senate, Academic Senate Committees, University Committees, and the NTTF Council.

2. Non-Tenure Track Faculty Council

The NTTF Council (Council) will profoundly affect the culture of CSUCI and for CSUCI NTTF. The Council is seen as a reservoir for NTTF across the university but additionally, as a focus point for university wide-communication and visibility. It embodies the voice of CSUCI NTTF and intensifies their sense of belonging. The Council seeks to support the university's commitment to higher student retention rates and positive student outcomes by diminishing barriers to high-quality learning environments often stressed by poor working conditions, precarity, and lack of support.

The Council will also impact and expand shared governance at CSUCI by its inclusion in the CSUCI Academic Senate through representation on the Executive Committee and the right to facilitate change by sponsoring policy. Further, the Council can examine and address NTTF participation restrictions in formal and informal governance structures and processes.

In Spring 2023 the CSUCI Senate approved the creation of the NTTF Council (SR 22-08). This recommendation was brought about through the work of the NTTF Equity Task Force. The purpose for the creation of a Council as part of the Academic Senate was to 1) address systemic inequity experienced by NTTF thereby, creating equity for all Channel Islands (CSUCI) faculty, 2) identify institutional structures, processes, policies, and practices that allow such inequity to exist, 3) collaborate with the Academic Senate and administration to enact policies and/or procedures to address such inequity, 4) develop and implement on going plans and actions to support NTTF including but not limited to budget/resource allocation, shared governance, advocacy, and campus climate, 5) work inclusively across campus groups and institutional structures, and 6) to advocate for positive career pathways within the non-tenure track that acknowledge, celebrate, and reward long-term service to the university through titles, leadership opportunities, and increased compensation.

To ensure transparency, equity, and continuity, a transitional Provisionary NTTF Council (Provisionary Council) is being created as part of the Academic Senate to undertake the steps needed to fully initiate the NTTF Council (Council) and begin work on recommendations from the NTTF Equity Task Force.

Actionable steps for effectively transitioning the Provisional Council to the NTTF Council include:

- Institutionalizing the NTTF Council
- Establishing NTTF Council representation on the Academic Senate Executive Committee
- Securing re-assign time or stipend support to three Council officers
- Ensuring Council's right to sponsor policy in the Academic Senate

3. Career Progression

The majority of the faculty at CSUCI are NTTF and considered temporary (60.1% by headcount Fall 2022^[5]). Yet, 35% of our NTTF have been here for 10 years or more, and are therefore fully vested in the institution, hardly what one might consider temporary. The reasons faculty choose the non-tenure pathway are varied and so are their career goals. It is a common misperception that NTTF are simply faculty who “weren’t good enough” to get a tenure track position. This is a faulty assumption. In fact, some of these faculty turned down offers of tenure track positions for personal reasons. Others thought the NTT pathway was a professional career path like the tenure path. Some faculty assumed the non-tenure path would provide the experience needed to secure a tenure track position. Often our NTTF had to make career decisions based on family situations or health care needs. There are as many reasons as there are NTT faculty. Based on our discussions and survey results we divided the desired career tracks for NTTF at CSUCI into 4 general categories.

1. NTTF who prefer to teach classes when convenient with no long-term commitment to the university
2. NTTF who want (and deserve) stability and long-term commitment and recognition from the university
3. NTTF who fit into #2 but in addition are seeking a pathway to advance their career in academic leadership
4. NTTF who plan to eventually transition to a tenure track position, preferably with the options of either the traditional teaching/research track or a teaching only track

Regardless of where our NTTF fit into these categories they are overwhelmingly uniform in their commitment to CSUCI as well as to their student’s success, as evident in the average length of service to the university (7.9 years).^[5]

National studies show that lack of job security and lack of promotion opportunities are key contributors to job dissatisfaction for many NTTF.^[6,7] We find a similar response from our own NTTF. While opportunities for career advancement that offer employment protections, salary increases, and increasing professional status are afforded to those faculty on the tenure line, these opportunities for NTTF are limited or nonexistent. Even long-term full time NTTF are treated as temporary employees marginalizing their need for a progressive career pathway. NTTF, just like their colleagues in tenure line positions, are professionals with advanced degrees of study in their field. The university should respect NTTF as professionals, recognize that NTTF have different

career goals, and establish an environment that welcomes and supports NTTF career advancement.

Understanding that NTTF have a variety of desired career paths, we make the following recommendations:

- **Leadership training and opportunities** – The university should provide support and tangible opportunities for NTTF to plan and implement a career path.
 - NTTF should not be excluded from teaching a course solely due to tenure classification. Departments/programs should eliminate exclusive requirements for assigning courses.
 - NTTF should not be excluded from administrative positions solely due to tenure classification. Divisions/Departments/programs should eliminate exclusive requirements for administrative positions.
 - Departments/programs should provide training and/or a pathway for NTTF to expand their qualifications to teach courses in their department. This will provide a pathway for part-time faculty to transition to full-time by expanding the number of courses for which they are qualified to teach in their department/program
 - FASE (Faculty Affairs, Success, and Equity) should institutionalize leadership training and release time for NTTF to provide opportunities for developing those skills necessary to move into leadership positions and facilitate the hiring of NTTF into those roles.
 - The Academic Senate should create inclusive policies and procedures for hiring leadership roles (including administrative) when faculty are invited to apply for such positions. Applicants should be considered based on their skills, background, and experience, rather than their tenure status.
 - The Office of the Provost in collaboration with the NTTF Council and Academic Senate should work towards establishing a culture in support of NTTF as leaders by standardizing department/program bylaws to include eligibility of NTTF to serve as departmental chair/program coordinator
 - Institutionalize the practice of supporting NTTF taking on interim leadership work while maintaining their entitlements

- **Research, Scholarship, and Creative Activity (RSCA) Program** – The Office of the Provost should establish and support a RSCA program dedicated to NTTF to provide WTUs for eligible faculty to pursue research, scholarly, and creative work. NTTF planning to transition to a tenure line position must have the opportunity to keep current in their scholarly and creative work and must have the time to do so.
 - Support paid leave options for part-time NTTF to engage in research and scholarly work, while part-time faculty are not eligible for sabbatical it is important to support their continued scholarly work for both their advancement and to provide experiential learning opportunities for CSUCI students.

- **Pathway to Full-Time** – The university should scrutinize new NTTF hiring to support NTTF who are seeking full-time work.
 - As per the CBA, NTTF should receive careful consideration across departments/programs for courses they are qualified to teach prior to hiring a new NTTF.
 - To ensure that Article 12.29 of the CBA is followed, which theoretically leads to full-time work for NTTF who seek it, the Office of the Provost should require from the appropriate Dean all new NTTF hire requests including the names of all current NTTF and how Article 12.29 was followed.
- **Mobility to Tenure Line** – The Office of the Provost should develop a pilot program to transition senior faculty from non-tenure track positions to tenure-line positions.
 - New TT positions should include an “internal” recruitment period prior to external recruitment. If no NTTF is identified and the TT cannot be filled with an internal NTTF the recruitment would then go external.
 - New TT positions should be advertised to existing NTTF prior to being disseminated externally.
- **Implement Teaching Tenure-Track or Equivalent** – The university should implement a teaching tenure-track in parity with the University of California LPSOE/LSOE track.^[8,9]
 - Teaching Tenure-Track Faculty would be evaluated on:
 - Teaching quality
 - Professional achievement and activity
 - Currency in the profession and pedagogy
 - University and public service
 - Educational leadership (i.e., outreach to local schools, reviewing textbooks, redesigning the major, writing books/textbooks in the field, serving as department chair, working with community colleges on articulation of courses, etc.).
 - Rewrite Program Personnel Standards to allow for a second tenure-track of teaching professors with the alternative evaluation criteria above.

4. Title Restructure

NTTF are often hired on a part-time or temporary basis and may not receive the same level of recognition and respect as their tenure-track colleagues. Changing their title to something more indicative of their contributions and expertise can help acknowledge their valuable role in the academic community. NTTF often have diverse responsibilities beyond teaching, such as research, advising, and community engagement. A title change could better reflect the comprehensive scope of their work. As the university becomes more interdisciplinary, NTTF may take on broader responsibilities that span multiple departments or disciplines. In such cases, a title change can reflect their diverse contributions.

Recognizing the contributions of NTTF with a title change can have a positive impact on their morale and motivation. Feeling valued and appreciated may lead to increased job satisfaction and dedication to teaching. Long-serving NTTF who have made significant contributions to their field and the university community should be eligible for a title change to recognize their seniority and experience. Changing the title of NTTF to a higher rank, such as "Assistant Teaching Professor," "Associate Teaching Professor," or "Teaching Professor," can reflect their career progression and academic achievements. This title change could come with increased responsibilities, recognition, and opportunities for advancement. By offering equitable titles and opportunities for recognition, they can create a more inclusive and supportive environment for all faculty members, including our NTTF.

Through our survey, we have found that there is at least some ambivalence to keeping the title of "Lecturer" for NTTF (29% Agree+, 40% Disagree+, 31% Neither). However, those with strong feelings overwhelmingly would like to see it change (6% Strongly Agree vs. 19% Strongly Disagree). These results mask differences with the NTTF according to various demographics.

Below are some samples:

- a. Full-time NTTF were more likely to disagree with the "Lecturer" title than part-time NTTF (57% vs. 31%, respectively).
- b. Those with a doctoral degree were more likely to disagree with the "Lecturer" title than NTTF with other degrees (45% vs. 31%, respectively).
- c. Those with the longest longevity (10 plus years) were more likely to disagree with the "Lecturer" title than NTTF with less than 10 years of service (49% vs. 32%, respectively).
- d. Those in the School of Education were less likely than others to dislike the title of "Lecturer" (19% vs. 44%, respectively).

Given the results, arguably more NTTF would welcome a change than not, especially among those faculty members who work here the most and the longest. If the title were to change, a majority of faculty (excluding Nursing) would prefer the title "Teaching Professor" (56% approval). For those in Nursing, the preferred title would be "Clinical Professor" (78% approval).

Further, a strong majority of NTTF would welcome an additional modifier to their title to acknowledge longevity/seniority, i.e., the addition of "Assistant, Associate, Full" to their title (56% approval). Not surprisingly, those who are full-time and those with the longest tenure significantly approve of this change (73% and 74%, respectively).

Understanding that NTTF should be as valued as other faculty members and that value should be recognized within their titles, we make the following recommendations:

- Establish a campus title re-structuring to provide honorific titles for NTTF who meet specified criteria (informal and not to replace any titles designated by the CBA)
 - Teaching Professor for all fields other than Nursing which will have Clinical Professor

- Acknowledgement of longevity/seniority/accomplishment in the form of Assistant, Associate, Full, and Distinguished

5. Training and Professional Development

Allocating resources and increasing institutional support for NTTF training and professional development can significantly improve campus culture, increase retention of professional capital, and boost student retention while promoting positive student outcomes. This is a cost-effective investment in the success of the university and in CSUCI students, particularly in the post-COVID environment.

Policies and procedures should recognize and support the reality that many NTTF have multiple teaching locations and are balancing numerous commitments, while remaining deeply devoted to teaching at CSUCI. Efforts to design continuous and targeted training and cohesive professional development can increase efficacy, encourage a sense of connection and foster belonging. Further, it can mitigate issues of inequity and promote diversity.

Training and professional development offerings should be driven by the NTTF choices and voices as leaders of, and participants in, development offerings^[10,11]. The deliberate design of these programs should consider the distinct professional needs of CSUCI NTTF as reflected in the 2023 NTTF Campus Survey and as they are regauged in future surveys. These needs may vary from learning about high impact practices, student success/equity focused pedagogy, exposure to new teaching tools, knowledge about student support services, mental health training or academic support services. Two notable highlights at CSUCI include the TLI (Teaching, Learning & Innovation) program and the Learning Communities/Living Learning Communities Institute. They both have a significant percentage of NTTF participating and have measurable positive outcomes.

Importantly, these offerings should include subject areas such as assessment policy, enhancing professional advancement, leadership development, curriculum design, research, professional writing, and institutional objectives. They should also encourage interdisciplinarity. The intention would be in part to aid in individual professional advancement, mobility between tracks, the creation of new positions, and/or improve access to other non-academic positions. Another intention would be to strengthen NTTF presence on campus through informed service and shared governance.

“The integrity of higher education rests on the integrity of the faculty profession” ([AAUP Contingent Appointment and the Academic Profession Report 2014](#)). At CSUCI, all faculty should have full access to pertinent professional development and training that helps them meet academic and professional excellence standards while investing in the advancement of the university mission.

Actionable steps for implementing effective professional development and training include:

- On-boarding recommendations:
 - Establish a robust single onboarding event designed to *promote community building between all campus members*, where the separation of NTTF and TTF is minimized as breakout sessions regarding title specific information.
 - Provide an asynchronous version for faculty unable to attend in person.
 - Breakout sessions devoted to NTTF specific onboarding needs should be included (*For example: Adjunct 411, Santa Monica College, Adelphi Award Winner, 2019*)
 - Compensation should be provided for all faculty for participation in orientation and on-boarding events that occur prior to the academic year contract.
 - Require robust department/program level onboarding for new NTTF hires.
- Multi-level professional development to support NTTF who are balancing numerous commitments (example: Louisiana State University, Adelphi Award Winner, 2020)
- Provide no-cost professional development opportunities for NTTF with reassigned time, as appropriate
- Provide funding opportunities for NTTF to attend off campus professional development
- Institutionalize training for NTTF on best practices for the Evaluation Portfolio including transparent criteria for how the portfolio is used in retention decisions

6. Salary Advancement

NTTF should receive higher pay to ensure fair compensation for their valuable contributions to the academic community and to promote the quality of education for students.

NTTF members are highly skilled professionals who bring real-world experience and specialized knowledge to their teaching roles. Many of them juggle multiple jobs to make ends meet. By providing higher pay, CSUCI can recognize and reward their dedication, encouraging them to continue investing in their teaching and mentoring.

Well-compensated NTTF are more likely to be motivated and committed to their teaching responsibilities. This directly benefits students, as they will receive a higher quality of education through engaged and passionate instructors. Enhanced instruction and personalized attention from NTTF can significantly impact students' learning experiences and academic success.

NTTF often face financial insecurity due to low pay and limited access to benefits compared to their full-time counterparts. Providing higher pay addresses issues of equity, acknowledging that all faculty members play crucial roles in shaping students' educational journeys and deserve fair compensation for their efforts.

Providing higher pay for NTTF is not only a matter of fairness but also an investment in the overall quality of education and the well-being of both educators and students. It fosters a positive academic environment that values expertise, dedication, and commitment to teaching, ultimately benefiting the entire CSUCI community.

Understanding that NTTF shoulder as much of the teaching load at CSUCI as TTF but are not compensated at the same rate, we make the following recommendations:

- Conduct a salary equity study for all NTTF and provide a presentation to Academic Senate with the data and final conclusions
- Implement a plan to mitigate any salary inequities found in the study
- FASE should work together with the NTTF Council and Stakeholders in the Academic Senate to establish a uniform institutional policy/process devoted to equitably evaluating and rewarding NTTF raise requests which are outside of the General Salary Increases and Service Step Increases required by the CBA. Department/Program budgets should increase to accommodate granted raises.
- NTTF should receive a notification from their Chair of their ability to request a raise not less than two months before the deadline for such request in preparation for their upcoming contract renewal.
- Raise the 5% cap on raises outside CBA for deserving situations
 - Example: Faculty assigned to two departments with a large salary discrepancy between departments. Allow that faculty to request to match the larger salary even if it is more than 5%.
- Institute more transparency in FASE
 - Make it easier for NTTF to determine their entitlement and level in salary range
 - Provide an easily navigable page on the FASE website that contains all relevant dates for submission for evaluation, range elevation, salary increases, and other useful dates
- Award increases upon satisfactory review of range elevation application to align with the current increase in salary tenure line faculty earn when moving from one rank to another

7. Workload and Job Descriptions

Each department/program should provide clear and comprehensive descriptions of responsibilities and workload expectations for jobs advertised and courses assigned.

Acknowledging the variation of demands across different jobs and courses required for meeting student learning outcomes reduces inequity experienced by NTTF in time-intensive roles.

- The required duties of NTTF should be provided in job descriptions and should be consistent with the complexity and diverse contributions appropriate for departmental and institutional needs. Discipline-specific “uncompensated work” should be identified and compensated by stipend or reassign time.
- Departments/programs should analyze the average number of hours spent by faculty for each course. Faculty teaching courses that have average weekly hours greater than 2.67 hours per WTU should be allocated additional compensation or reassign time of 0.375 WTUs per additional average weekly hour worked.
- Departments/programs should recognize uncompensated work associated with their courses and work to eliminate such requirements of faculty or provide compensation in the form of reassign time or stipend.

8. Support for Chairs

The quality of employment for all faculty strongly depends on the support received from their Department Chair and/or Faculty Program Coordinator. This is especially true for NTTF who have less opportunity to create a robust mentor network than new tenure-track hires and so rely more heavily on their Chair/Faculty Coordinator to provide mentorship, a sense of community, and on-boarding. However, currently, Chairs and Faculty Coordinators do not have the resources necessary to properly support their NTTF. We found that the Chairs and Faculty Coordinators do not currently have enough time to perform all the duties prescribed to them.

Chairs also need more guidance on practices and policy regarding NTTF. While the CSUCI Chairs' Handbook provides a strong start in training new Chairs on managing and supporting their NTTF, it is not a formal training workshop. At CSUCI, there is no formal synchronous training for new Chairs/Coordinators regarding NTTF, outside of evaluations and order of appointment during "Chair Leadership Training."

Furthermore, we found that there is no formal training of Chairs/Coordinators regarding processes or practices to request raises for NTTF upon contract renewals. Only 30% of NTTF respondents in the NTTF Survey were aware of their ability to request a raise, of those only 10.5% were informed of their ability by their Chair, indicating that only 3% of Chairs both know about and informed NTTF of raises. This is a major cause for the large discrepancies in salary of NTTF across CSUCI.

Chairs and Faculty Coordinators are often the individuals who are hiring new NTTF into their academic unit and choosing which faculty are offered an increase in workload above their entitlement when a department or program has extra WTUs to assign. However, there are no policies promoting diversity for the Chair or Faculty Coordinator to utilize when hiring or increasing WTUs for NTTF. Increasing the NTTF diversity at CSUCI is an important goal both to parity our student diversity and to provide a pathway to the Tenure-Track for underrepresented populations. Additional support is needed for Department Chairs and Program Coordinators to fulfill their responsibilities to their NTTF and to promote diversity, to this end, we make the following recommendations:

- FASE should work with the NTTF Council and Chairs/Faculty Coordinators to identify and allocate the resources needed by Chairs/Faculty Coordinators (both time and material) to support their NTTF
- FASE should provide Chairs a standardized uniform practice for evaluation of NTTF raise requests which is included in both Chair training and NTTF on-boarding
- Faculty Affairs should collaborate with the NTTF Council to create and require a NTTF specific workshop for Chairs and Coordinators guiding the on-boarding, mentoring, and continued support of NTTF.
- FASE should work with stakeholders to create and institute policies and practices that encourage diversity during hiring and increasing WTUs for NTTF
 - Parity with the TT hiring requirement for an Equity Advocate (EA) during hiring and increasing WTUs

9. Resource Equity

It is vital to provide all faculty with the material and monetary resources necessary to successfully discharge their duties. The resources provided TTF to discharge their teaching duties should be *identically* provided to NTTF, to provide anything less is actively degrading and undercutting the ability of NTTF to perform their teaching duties. Also, NTTF who choose to work beyond their contract's minimum requirements should be supported in their efforts to provide further contributions to CSUCI. We found that basic resource allocation is woefully inadequate, 39% of respondents in the NTTF Survey were not provided with a computer of any type, of those, 84% felt that they needed a computer to perform their job. 33.3% of respondents do not have an office of any kind. Only 9.6% of respondents have a single-occupancy office (they do not share their office). It is particularly concerning that only 26.4% of full-time NTTF respondents have been provided single occupancy offices while all TTF are provided single occupancy offices. This discriminatory treatment of NTTF through inequitable allocation of resources should be corrected. It is imperative to provide a private setting to conduct meetings with students as required by FERPA. Comparatively, 18.4% of respondents are in an office that is shared by 5 or more other people and 21% have offices that are shared between 3 to 4 people. Faculty that must share an office would need to have lockable storage and access to private meeting locations to satisfy FERPA. However, we found that only 24.6% of survey respondents had lockable storage with a key and only 49.5% had access to a CSUCI-allocated private space to interact with students. We make the following recommendations for the allocation of resources:

- Ensure each NTTF is equipped with an up-to-date computer (laptop or desktop as chosen by the faculty member) and any other equipment necessary for their successful teaching each semester
- Institute an equitable office space policy for office space allocation which includes procedures and recommendations for the assignment and re-assignment of NTTF office spaces
 - Full-Time NTTF should all have single occupancy office in parity with TTF (or TTF should have multi-occupancy offices in parity with NTTF)
 - The number of Part-Time NTTF in a single multiple occupancy office should be minimized and each faculty member should be provided with sufficient lockable storage and a private location to meet with students.
 - NTTF offices should not be moved to give larger, more desirable offices to TTF
 - Large offices should be reserved for multiple occupancy offices
- Ensure each NTTF has access to and is aware of how to access all necessary office and classroom supplies
- Ensure that each semester all departments/programs offer name tags and business cards to each NTTF at no cost
- Establish specific funding pools for NTTF to apply for Service or Research, Scholarly, and Creative Activities re-assign time or stipends each semester
- Provide resources for departments/programs to fund NTTF travel for professional meetings or other professional activities

10. Equality of Status

CSUCI has a cultural systemic dichotomy between TTF and NTTF. It is repeatedly and openly stated at CSUCI that we “value our lecturer colleagues.” Whether or not this statement is followed by an act of validation or degradation can be a toss-up. Many times, it is indeed prefacing true support because there have been significant positive cultural changes over the years at CSUCI, moving toward equality of status between NTTF and TTF. However, too often it is prefacing a degrading comment, decades of ingrained prejudice against NTTF are difficult to reverse. The depth of inherent bias is such that it is often unnoticed by those perpetrating degrading behavior. Throughout CSUCI culture, the second-class value of NTTF compared to TTF is actively practiced by both administrators and TTF. There are innumerable examples of this dichotomy in experience between tenure-track and NTTF. One is that NTTF are not welcomed to campus with the same level of pomp and circumstance as new tenure-track hires, creating a discrepancy in the initial mentor network available to each of them. Beginning of the semester ceremonies are a good example, with elaborate individual introductions by the speaker for each new TTF hire, including both a PowerPoint slide and a large physical poster for each new TTF with photo and information posted around the room, these provide strong opportunities for community ties to be made by new TTF which then create opportunities for mentoring and support. In comparison, at these welcome back ceremonies, new NTTF hires might be included as a list of names on one PowerPoint slide, providing significantly less opportunity to create connections on campus, as well as a silent message to all NTTF in attendance of their second-class status. To end the accepted culture of marginalization we recommend that CSUCI must:

- Cease to participate in practices which exist solely to give distinction to the tenure-track over the non-tenure track
 - Examples:
 - Many Departments websites display faculty listing TTF at the top of the page with professional photos and NTTF lower on the page with either no photos at all or visibly amateur photos. Implementation of the above recommendation would standardize all department/program websites to list all faculty alphabetically, with the same formatting, with all faculty provided professional photos (additionally, we recommend extending this professionalism and respect to all department members listed on the website).
 - Both TTF and NTTF need office space to perform their job. Student access to faculty in confidential spaces can have a direct impact on student success. When NTTF faculty are forced to move their offices, students are unable to easily, if at all, find their former faculty. The differences in job descriptions between TTF and NTTF do not increase the need for office space by TTF over NTTF. The moving of offices is a significant burden, requiring packing and unpacking and any large personal items must be moved by the faculty themselves, often over the summer or winter break when faculty are off contract. At CSUCI, it is a regular practice for senior NTTF to be moved out of their assigned office to give that specific office

space to a new TTF hire, causing a cascade of office moves by NTTF every hiring cycle. 25% of NTTF respondents have been moved multiple times (with 8% moving 5 or more times). 79% of NTTF who had their offices taken by TTF, were moved for a New TTF Hire. This practice exists to ensure that TTF feel distinguished and valued at the expense of NTTF who are marginalized personally and publicly in the process.

11. Precarity

Many of us joined the faculty at CSUCI because it was presented to us as a new campus with a vibrant intellectual community full of innovation and forward-thinking, not bogged down by oppressive decades or centuries of the old guard, of “the ways we have always done things.” Yet, what we often encounter at CSUCI is a culture of that type of old guard elitism– the predominance of a dominant class of TTF that generally regards NTTF as an underclass. That culture permeates the institution, and it is one we need to address. We have spoken to NTTF who are doctorates, intellectuals, researchers, writers, artists, and professors who sometimes have well over 15 years of experience– who have been here at this institution for the majority of its existence–and we found that they have largely been conditioned to remain silent on issues that may be read as polarizing and could affect their livelihood. They often take us aside and confide, *“I didn’t say anything about _____, because as a lecturer, I feel I have no voice.”*

What does it say about a workplace when the majority of its teaching faculty are afraid of speaking up because of fear of losing their job? This signals a culture of silence bred by a fear of precarity. The majority of faculty have been conditioned to quietly put up with injustice and inequities for fear of having their livelihood– their means of subsistence– taken away. Precarity is used as a tool to ensure obedience and conformity to an inequitable power structure.

So, the question is– how can we lessen this precarity to enable NTTF to use their voice, regain their dignity, and reclaim their rights at this university as scholars, intellectuals, and invaluable teachers who make this campus community? To begin addressing this issue of precarity for NTTF at CSUCI, we make the following recommendations.

- **NTTF Interdisciplinary Teaching Program (ITP)** – In alignment with the existing university pillars for interdisciplinarity Faculty Affairs should establish and support a program for NTTF to teach across departments/programs. Current NTTF are in a unique position to fill immediate vacancies and bring existing teaching experience to programs.
- **NTTF Alternative Employment Program (AEP)** – To provide alternative means of meeting NTTF entitlements Faculty Affairs should establish and support a program to provide non-teaching assignments as WTUs for meeting entitlement. These non-teaching assignments include administrative, research, and writing projects for the university in programs such as SASEI (Student Academic Support and Equity Initiatives), HIPEE (High Impact Practices & Experiential Education), LLCs (Living Learning Communities) or in specific academic programs/departments.
- **Enrollment** – NTTF should be invited to participate in new student recruitment, orientation, and retention activities. Until NTTF have standard compensation for service,

a pool of funds should be dedicated to providing compensation for those NTTF choosing to participate in student recruitment and retention activities.

- **Course assignments**

- CSUCI should set minimum times between hiring and the start of classes to provide NTTF with adequate time for course preparation
- Course assignments for continuing faculty should be distributed as soon as possible, ideally with at least four weeks preparation
- We found that some departments have different course caps for NTTF and TT faculty for the same course. FASE should ensure course caps are equitable and that course caps for NTTF are not higher than the equivalent course taught by a tenure line faculty.
- We found that some departments have multiple sections of courses for tenure line faculty (resulting in a lower student to faculty ratio) yet have a single section for their NTTF (resulting in a higher student to faculty ratio). FASE should ensure that multiple sections are provided to NTTF in parity with tenure line faculty course sections.
- Faculty should be compensated for time spent in preparation for cancelled classes or loss of course(s) due to enrollment issues
- Fieldwork courses should have a clear job description that accounts for all work resulting in appropriate compensation. Fieldwork courses that require travel, additional coordination with other faculty, students, and cooperating sites, should not be assigned to only NTTF.

12. Standardized Allocation of WTUs for Non-Teaching Activities

CSUCI currently distributes at most 15 WTUs to full-time NTTF, all of which are typically allocated to classroom teaching. This practice follows a traditional mindset in academia that views T/TT faculty as having scholarly and service obligations, but NTTF as functioning solely to pick up slack in the institution's teaching load. However, this practice is not obligated by the collective bargaining agreement, nor does it realistically reflect what NTTF do in practice, *nor*, importantly, does it serve the quality of our students' education.

There is recent precedence for re-evaluating this. Cal-Poly SLO's academic senate recently passed a resolution urging the administration to adopt an opt-in system whereby NTTF could allocate 25% of WTUs toward service, professional development, and research, with total WTUs not exceeding 15. This resolution was modeled in part on an earlier opt-in system put in place at San Jose State. In a related statement, SLO's CFA (California Faculty Association) chapter proposed allocating a *standard* (i.e., no opt-in required) 3 WTUs per semester to eligible NTTF for service and/or maintenance of currency in their discipline.

As noted elsewhere in this report, NTTF are a majority of CSUCI faculty by headcount, often work full-time, and frequently commit to the institution for the duration of their careers. They are not merely supplementary instructional employees. In the Equity Survey, 66% of respondents indicated performing uncompensated student-focused work like letters of recommendation "Very Often" or "Often." 47% of respondents indicated performing departmental service work and 24%

in institutional service work. 72% indicated taking part in professional development activities offered at CSUCI, with 33% of those cases being uncompensated. 32% of respondents disagreed that they had the needed time to perform research and scholarly activities.

Providing the best education to our students requires that instructional faculty maintain currency in their discipline. This represents a challenging Catch-22 for NTTF, who are typically not compensated for the work required to maintain currency.

We therefore recommend the following:

- **Standard allocation of WTUs for RSCA, Service, and Professional Development** – CSUCI should allocate 25% of an NTT faculty person's WTUs per semester toward RSCA, service, and/or professional development. This should be a standard allocation, rather than an opt-in system.
- **Cap on units taught for full entitlement** – Pursuant to the above, NTTF should be required to teach no more than 12 WTUs per semester to maintain full-time status and receive full entitlement.

[1] <https://www.aaup.org/report/statement-government-colleges-and-universities>

[2] <https://www.csulb.edu/sites/default/files/document/rpt2bot-collegialityresponsibility.pdf>

[3] <https://senate.csuci.edu/minutes/2019-2020/documents/091019/3-resolution-shared-governance.pdf>

[4] <https://www.csuci.edu/strategic-resource-planning/budget-presentation-aa-12-6-16.pdf>

[5] Data provided by CSUCI Faculty Affairs, Success, and Equity

[6] Ott, M. and Cisneros, J. 2015 *Education Policy Analysis Archives* 23(90): 1-28

[7] Culver, K.C. and Kezar, A. [Impacts of 2020 on Advancement of Contingent Faculty](#) Pullias Center for Higher Education, USC

[8] <https://apo.ucsc.edu/advancement/academic-advancement/call-information/index.html#full-professors>

[9] https://aps.ucsd.edu/files/proc-manual/lsoe_faq.pdf

[10] Conway, A 2023 *Inside Higher Ed* [Designing Professional Development Programs for Adjuncts](#)

[11] see [Delphi Award winners](#)

Seven: Data Sources and Analysis

Scope

The following analysis prioritizes the themes recognized by the Recommendations section above: **shared governance, salary advancement, precarity, and resource equity**. More detailed descriptive information, and additional analyses, appear in the Appendix.

Sources

1. In the Fall 2022 Semester, CSUCI submitted a campus climate survey to all faculty and staff. For the present report, the CSUCI's Chief Data Officer completed some analyses of this data on behalf of the Task Force and provided the relevant results.
2. In the Spring 2023 Semester, the Task Force submitted a survey to all CSUCI department chairs and program coordinators, on the topic of department by-laws and practices. We received 15 responses.
3. In the Spring 2023 Semester, a Lecturer Equity Survey about the experiences of NTTF was submitted to all CSUCI NTTF. We received 114 responses. This survey is the main source of our data analysis.

CSUCI Lecturer Equity Survey

Many of our conclusions within this report are based on the Equity Survey, and hence it is important to examine the representativeness of the survey more closely. The survey was sent out to all lecturers working at CSUCI during the Spring 2023 semester. According to university headcount data provided by the Division of Academic Affairs, 259 individual lecturers were employed that semester. Our survey was completed by 114 lecturers, giving an overall response rate of 44%. This compares well to other university surveys like the Fall 2022 Climate Survey (referenced above) which was completed by 66 individual lecturers, giving an overall response rate of 23%¹

While the equity survey garnered almost twice as many responses as the climate survey, and hence arguably more representative, there are still biases within the respondents that must be acknowledged. For instance, when compared along employment status, it is clear that fulltime lecturers are overrepresented by a nearly two-to-one margin (71% fulltime response rate vs 36% for part-time), even though they are still a minority of total respondents (30%) (Table 1). Another potential source of bias is in the differing response rates based on longevity at CSUCI. Compared to the headcount from Academic Affairs, those lecturers who have been at the university for less than 3 years make up about 21% of all lecturer faculty but were only 14% of respondents, less than a third of expected and with a response rate of 26% (compared to 44% from all others) (Table 2). Finally, while not all Schools were equally represented in the Equity Survey (the Business School was less represented, for instance) and could potentially affect results, the distribution was quite robust (Table 3).

¹ In the Fall of 2022, there were 285 lecturers employed according to Academic Affairs headcount data.

Table 1. Equity Survey Representative Analysis by Employment Status (Fulltime/Part-Time)

	Spring 2023 Headcount	% Total Headcount	Respondent Count	% Total Respondents	Resp Rate per Group
Semester Lecturer Appointment	54	21%			
1 Yr Lecturer Appointment	70	27%			
3 Yr-Part-Time Lecturer Appointment	89	34%	77 ²	70%	36.2%
3 Yr-Full-Time Lecturer Appointment	46	18%	33	30%	71.7%
	259		110 ³		

Table 2. Equity Survey Representative Analysis by Longevity

	AY 2022-23 Headcount	% Total Headcount	Respondent Count	% Total Respondents	Resp Rate per Group
0-3 Years	57	20.9%	15	13.6%	26.3%
3-6 Years	59	21.6%	27	24.5%	45.8%
6-9 Years	61				
9-12 Years	38	57.5%	68	61.8%	43.3%
12-15 Years	13				
15-18 Years	25				
18+ Years	20				
	273		114		

Table 3. Equity Survey Representative Analysis by School Affiliation

By School	AY 2022-23 Headcount	% Total Headcount	Respondent Count	% Total Respondents	Resp Rate per Group
A&S	195	71.7%	74	74.0%	37.9%
MVS	20	7.4%	5	5.0%	25.0%
SoE	43	15.8%	17	17.0%	39.5%
UNIV	13	4.8%	4	4.0%	30.8%
	272		100 ⁴		

² Note that in the Equity Survey, the taskforce broke down employment status into two groups: fulltime and part-time. We assume that all 3 Year non-Fulltime Lecturers are indeed part-time, although that made not be the case. In any event, this might undercount the number of fulltime lecturers since there could be some on less than a 3-year contract.

³ Note that 4 respondents declined to answer the employment status question.

⁴ Note that 12 respondents declined to answer the school affiliation question while 2 others could be identified by such information and were excluded from the analysis.

Analyses

The Big Picture

The issues of shared governance, salary advancement, and precarity are intrinsically important. However, they also bear on the larger perception of NTTF of how they fit at CSUCI. Consider the following two Likert-scaled statements from the Equity survey: “My employment at CI provides a progressive career path,” and “I feel that the administration at CI values me equally to my tenure/tenure-track colleagues.”

We re-scaled these variables so that higher responses equaled more agreement, on a 5-point scale. We then modeled the responses to these statements as the outcome variables in two multiple linear regression models. In each we used the major outcome variables of the above analyses as predictors. That is, one predictor was perceived impact of working conditions on teaching (a proxy for **precarity and resource equity**), one predictor was perception that NTTF input is valued (a proxy for **shared governance**), and one predictor was satisfaction with salary (a proxy for **salary advancement**).

More satisfaction with salary advancement and less precarity predicted stronger agreement that CI provided a progressive career path (see Table 4). More satisfaction with salary advancement predicted stronger agreement that CI valued TTF and NTTF equally; a similar effect may also have arisen for shared governance, though the effect was statistically marginal (see Table 5).

Table 4. Multiple linear regression model of agreement that CI provides NTTF a progressive career path.

Variable	Estimate	SE	<i>t</i>	<i>p</i>
Precarity/Resource equity	0.37	0.10	3.61	<.001
Shared governance	-0.01	0.09	-0.10	.923
Salary advancement	0.32	0.10	3.61	<.001

Note: Overall model $F(3, 94) = 21.76, p < .001$, Adjusted *R*-squared = .39

Table 5. Multiple linear regression model of agreement that CI equally values TTF and NTTF

Variable	Estimate	SE	<i>t</i>	<i>p</i>
Precarity/Resource equity	0.18	0.12	1.49	.140
Shared governance	0.20	0.10	1.92	.058
Salary advancement	0.40	0.09	4.48	<.001

Note: Overall model $F(3, 94) = 19.83, p < .001$, Adjusted *R*-squared = .37

As a final note, although all the explanatory variables appear to play some role in predicting the overall sense of fit and value in CI, the predictive power of satisfaction with salary advancement is *especially* potent (see Figures 1 and 2).

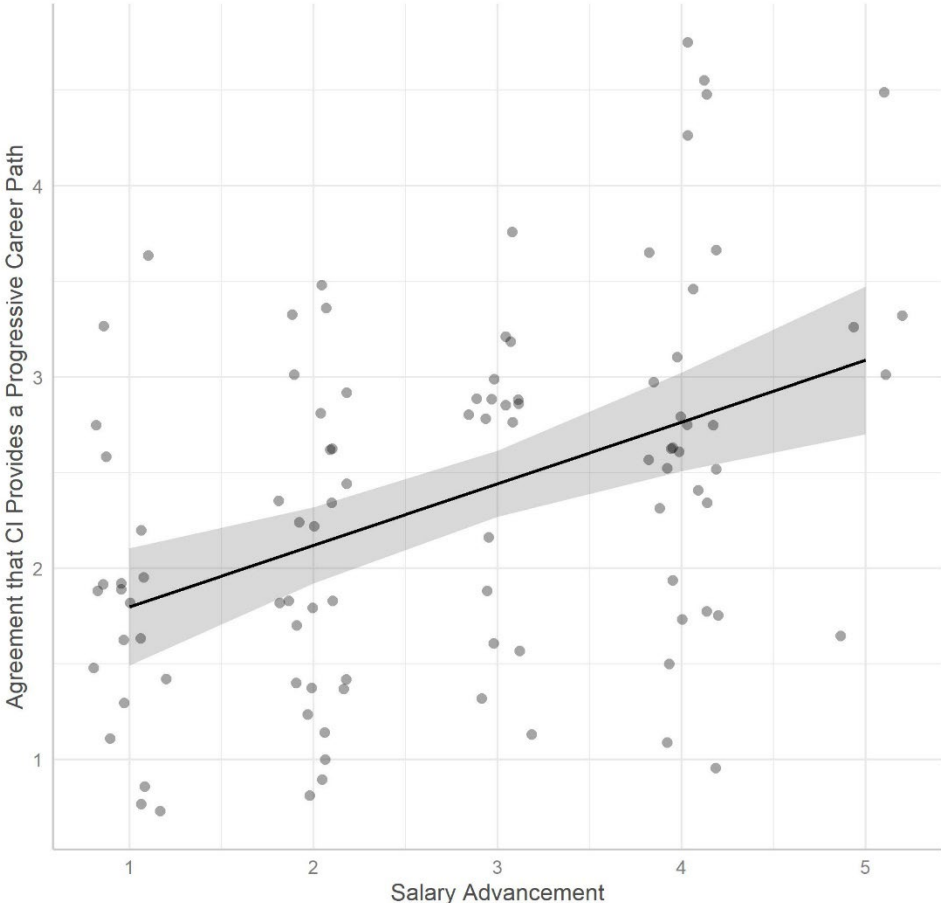


Figure 1. Marginal effects of how salary advancement predicts agreement that CI provides a progressive career path for NTTF.

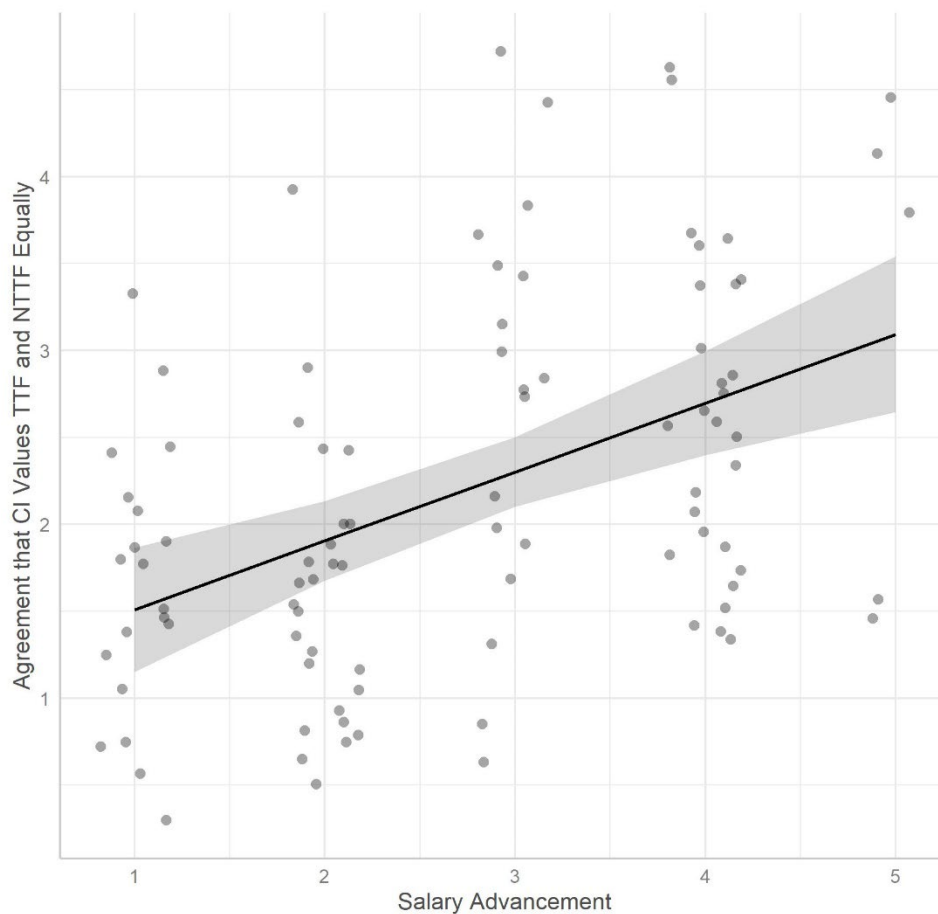


Figure 2. Marginal effects of how salary advancement predicts agreement that CI values TT and NTTFF equally.

Next, we unpack each of these three areas in more detail.

Shared Governance

In keeping with the first three recommendations related to shared governance, we created variables to serve as proxies for NTTF perceptions of voting rights, ability to attend meetings, and decision-making ability. All variables were normalized to fall on 5-point scales, where higher scores indicated a stronger feeling of agreement. The *voting rights* variable was created from respondents' answers to questions about whether they were able to vote at meetings, and whether they felt their voting weight was equitable. The *meeting* variable was based on answers to questions about whether NTTF were invited to and welcome at department meetings. The *decision-making* variable was based on answers to questions about whether NTTF were welcome to join the conversation at meetings, and whether they were free to add agenda items.

Overall, NTTF who responded to the Equity Survey expressed positive experiences of shared governance; the means of all three variables likely fell above the midpoint of the scale (see Table 6.)

Table 6. One-sample *t*-tests of shared governance variables ($H_0: \mu = 3$)

Variable	<i>df</i>	<i>t</i>	95% CI of the mean
Voting rights	61	3.44	[3.29, 4.11]
Meeting	105	10.85	[4.03, 4.49]
Decision-making	99	9.96	[3.94, 4.40]

Note: $p < 0.01$ for all tests after Bonferroni correction

Though the above is loosely promising, it does not make specific predictions about when NTTF will feel their voice is heard. We explored that issue via multiple linear regression. Specifically, we modeled the predictors that NTTF feel their input and opinions are considered. We found strong evidence that the feeling of input being considered increased with the *decision* variable; there was possible evidence that it increased with the *meeting* variable as well, though this finding was statistically marginal (see Table 7, Figure 3).

Table 7. Multiple linear regression model of feeling that NTTF input is considered.

Variable	Estimate	SE	<i>t</i>	<i>p</i>
Voting rights	0.07	0.08	0.48	.636
Meeting	0.24	0.14	1.66	.103
Decision-making	0.57	0.14	4.15	<.001

Note: Overall model $F(3, 56) = 39.49, p < .001$, Adjusted *R*-squared = .662

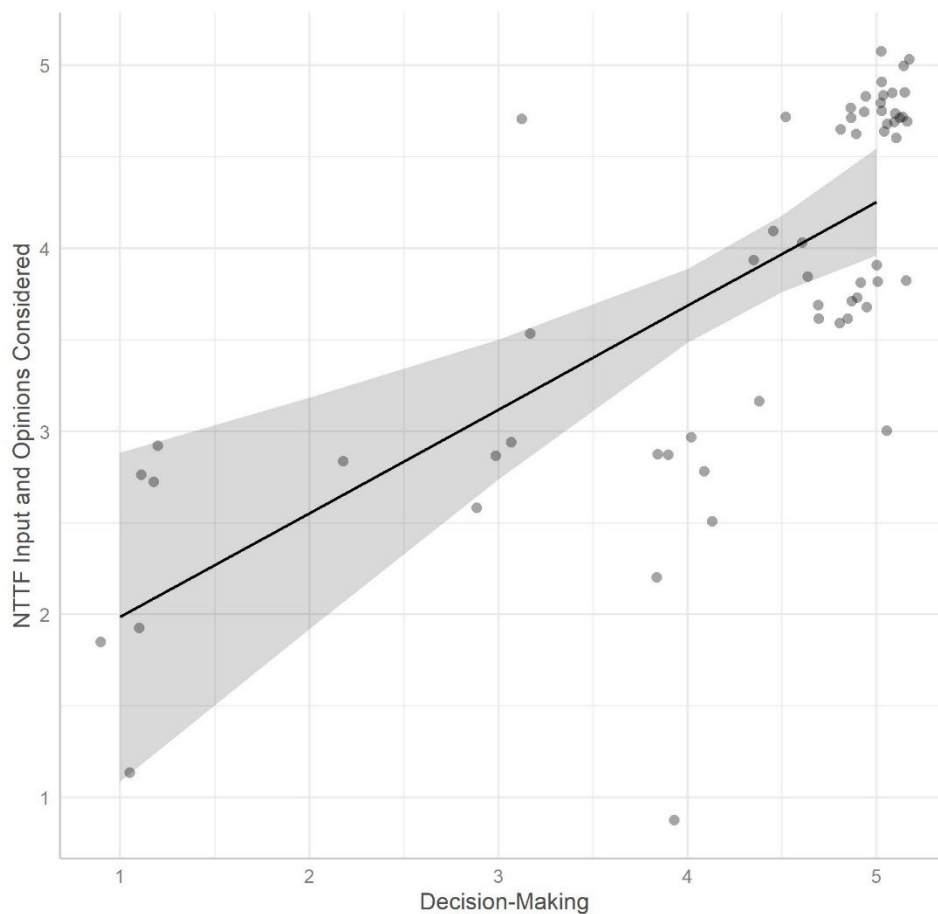


Figure 3. Marginal effects of how perceived decision-making agency predicts the feeling that NTTF input and opinions are considered.

Additionally, 31% of respondents indicated an interest in serving on Department-level committees if this service was appropriately compensated. 32% of respondents indicated an interest in serving in institutional roles such as Senate committees, if this service was appropriately compensated.

Salary Advancement

Overall, NTTF who responded to the Equity Survey expressed equivocal to poor assessments of their capacity for salary advancement. When responding to the statement “How satisfied are you with your salary at CI?” on a 5-point scale where lower responses were better, participants gave a mean rating of 3.37 (95% CI [3.12, 3.62]). This rating statistically differed from the neutral response of “Somewhat Satisfied,” $t(102) = 2.97, p < .01$, falling instead between the responses of “Somewhat Satisfied” and “Not Satisfied.”

Only 26% of respondents indicated being aware that they could request a pay increase at the time of an individual teaching contract renewal, and only 15% said they had made such a request.

The mean response to a Likert-coded question about the number of raises received was 1.58 (95% [1.41, 1.75]), falling between the responses of “I did not receive a raise” and “1 time.” (However, it should be noted that we have not controlled for the length of employment here.) The mean response to a Likert-coded question about the largest raise received was 3.22 (95% CI [2.72, 3.72]), straddling the responses of “2%,” “3%,” and “4%,” and falling statistically short of the theoretical maximum of “5%,” $t(35) = -7.23, p < .001$.

We explored possible predictors of salary satisfaction by implementing a multiple regression model with the following explanatory variables: awareness of being able to ask for a raise, number of raises received, and largest raise received. However, none of the explanatory variables were statistically reliable, and so we will not expand further.

Precarity and Resource Equity

For the purposes of this analysis, we have consolidated the themes of precarity and resource equity into one section, especially because there was a single question on the Equity Survey which effectively summarized the overall feelings about both (i.e., “The impact of my working conditions (e.g., teaching schedule, office availability, etc.) on my teaching are...”)

We created five variables for analysis: *personal time* (from a question on the Equity survey about having sufficient time for personal needs), *contract respect* (from a question about whether respondents felt their contracts were respected), *class stability* (consolidated from questions about whether a class had ever been lost to TT faculty and whether Canvas access had ever been shut down), *workspace* (consolidated from questions about having an office, private meeting space, and lockable storage), and *materials* (consolidated from questions about being provided with a computer and a desk). We scaled all variables to range from 1 to 5, with higher values indicating more time, more stability, etc.

Overall, NTTF who responded to the Equity Survey expressed a positive assessment of these issues (although the aggregate trends mask plenty of important individual differences). All variables except *space* likely fell above the scale midpoint of 3 (see Table 8).

Table 8. One-sample *t*-tests of precarity and resource equity variables ($H_0: \mu = 3$)

Variable	<i>df</i>	<i>t</i>	95% CI of the mean
Personal time	103	5.57	[3.40, 3.83]
Contract respect	102	5.72	[3.42, 3.86]
Class stability	103	16.48	[4.40, 4.78]
Workspace	107	0.22	[2.76, 3.29]
Materials	105	2.97	[3.17, 3.85]

Note: $p < 0.01$ for all tests after Bonferroni correction

We explored possible predictors of the impact of working conditions by implementing a multiple regression model. We found evidence that the perceived negative impact of working conditions

on teaching declined as respondents felt they had more personal time, that their contracts were more respected, and as they were allocated workspace (See Table 9, Figures 4 and 5). This last point is especially noteworthy given that allocation of workspace is the one variable where the entire aggregate of respondents provided responses of middling satisfaction.

Table 9. Multiple linear regression model of perceived impact of working conditions on teaching

Variable	Estimate	SE	<i>t</i>	<i>p</i>
Personal time	-0.31	0.08	-1.51	<.001
Contract respect	-0.48	0.08	-6.11	<.001
Class Stability	0.11	0.12	0.99	.325
Workspace	-0.19	0.09	-2.19	.031
Materials	0.09	0.07	1.31	.195

Note: Overall model $F(5, 96) = 15.64, p < .001$, Adjusted *R*-squared = .42

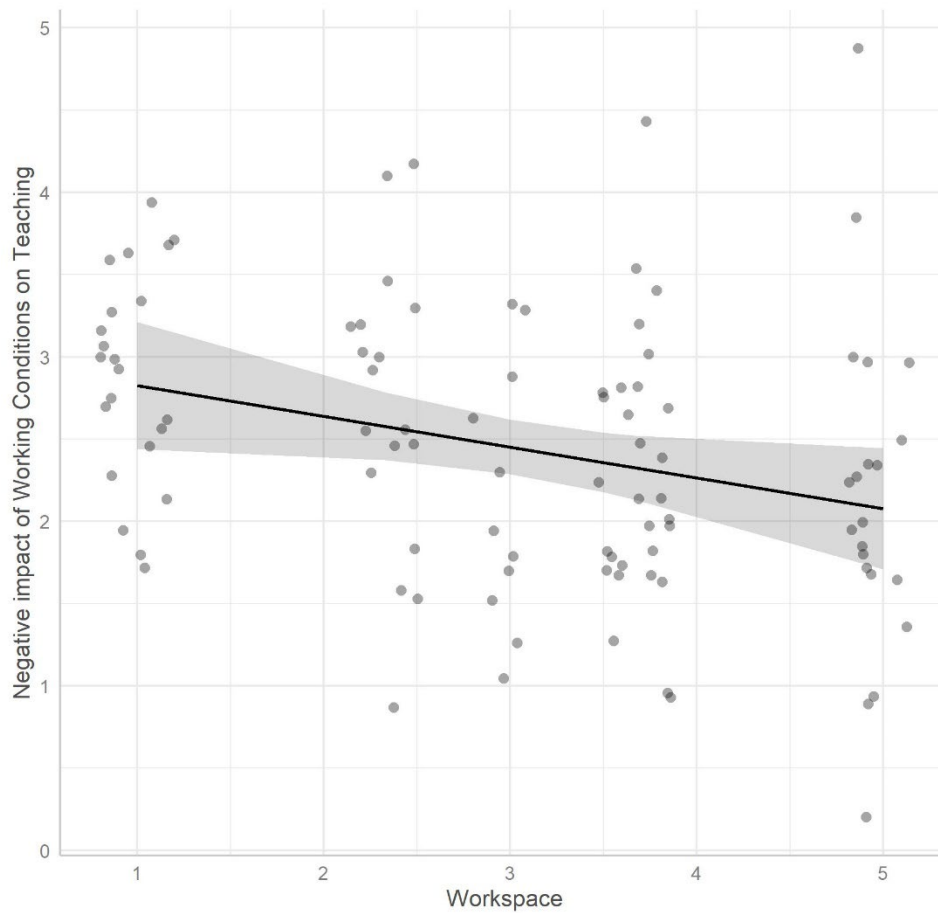


Figure 4. Marginal effects of how provision of workspace predicts the perceived negative impact of working conditions on teaching.

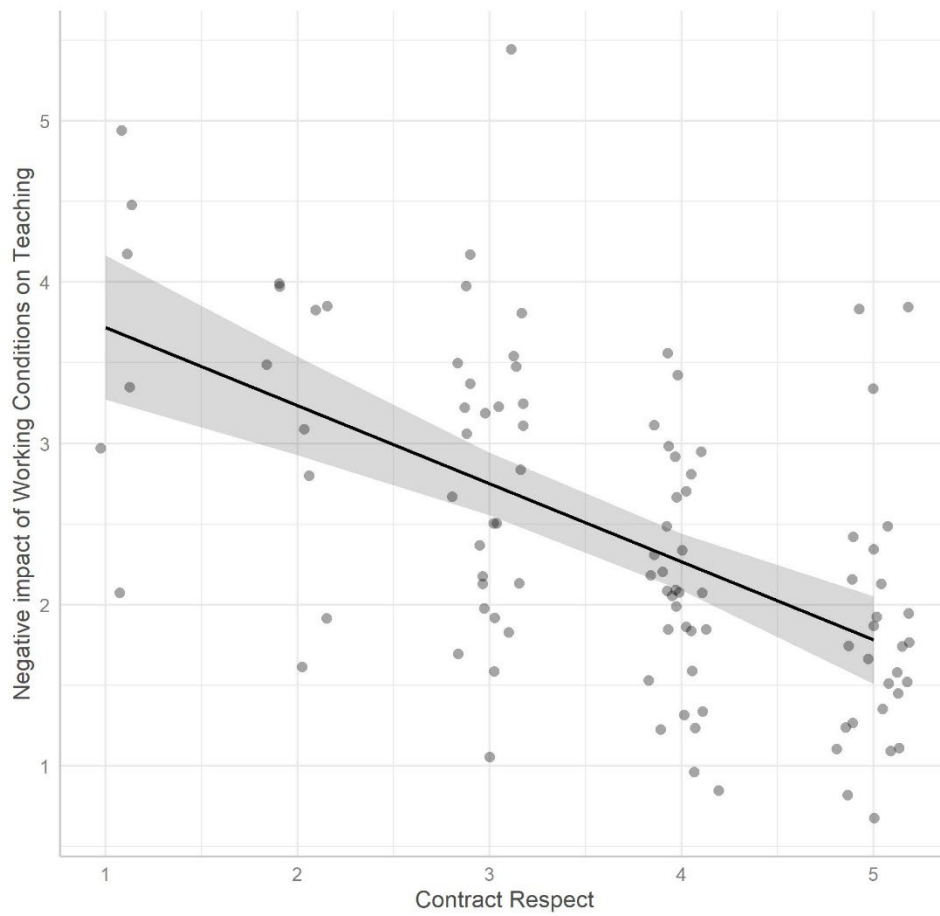


Figure 5. Marginal effects of how perceived respect for contract predicts the perceived negative impact of working conditions on teaching.

Eight: Conclusion

Addressing the conditions of NTTF is not just a matter of equity and social justice; it is essential for a thriving and successful CSUCI. As higher education continues to evolve, paramount in that evolution is the need to actively and intentionally recognize the contributions of NTTF as vital. By aggressively pursuing changes in campus culture, acknowledging the impact on student success, and fostering a sense of belonging, CSUCI can better support NTTF and, in turn, enhance the quality of education for all students. This report calls for immediate action to address the pressing issues facing NTTF, urging the University to prioritize their well-being and professional growth to ensure a brighter future for higher education.

The recommendations in this report are based on the value of respect and how we as a university can create a more inclusive, equitable, and transparent academic culture. This report aims to take well-considered data-driven actionable steps to move us forward as an institution. This move forward will require cross campus collaboration, shared governance, incentives for excellence, and recognition of the precarious nature of present practices. We are moving in the right direction but with a long road yet to travel.

Appendix A

Institutional Level Team Discussions

Shared Governance:

- NTTF representation on the Senate Executive Board
- Creation of the NTTF Council (already approved through Senate but may need to be added in the White Paper)

NTTF Council Financial Support:

- Request that two positions have stipends to support the on-going activities of the NTTF Council
- Secure funding support for the NTTF Chair (4,000 per academic year) and for the Secretary or Communication Officer (3,000 per academic year).

Communication:

- Develop and maintain NTTF Council Canvas Shell
- Create NTTF Council CI Intranet Page in conjunct with the CI media technology team.
- Create and Send NTTF Quarterly E-Blast to CSUCI lecture community
- Increase presence and articles in campus publications: *CI View* and *Channel Magazine*

Campus Culture:

- Coordinate with the Coordinator of Student Recruitment Programming presenting at all 'call for faculty' spring enrollment events to support enrollment effort and to increase visibility in the CSUCI community.
- Institute including a New Tenure Faculty Hire Orientation formal and mandated presenter.

Lecturer Office Space Equity and Related Equity Issues (Waiting for the further analysis from data survey)

- Analyze in conjunction with existing compliance requirements and space standards in the CSU of faculty office space policy. (CSU Space and Facilities Management Document)
- Create CSUCI procedures and recommendations for the moving of lecture office spaces. Currently, the CSU assignable square footage for Adjunct private shared or cubicle space is 90-130 Sqft for office type. This is the same for Assistant and Associate Faculty.
- CUSCI should provide the conditions necessary to perform assigned duties in a professional manner, including office space and necessary supplies, support services, and equipment.

Service Parity

- Create a standard of service equity for lectures and committee work (including service equity for the NTTF Council work).

- Utilize as a consideration for upward mobility, advancement, salary raises, and enhanced opportunities.
- Documented in the Lecturer Portfolio.

Precarity

- Co-teaching opportunities
- Training for lecturer faculty to expand their qualifications to teach more courses in their department
- NTTF Interdisciplinary Teaching Program (ITP)
- NTTF Alternative Employment Program (AEP)
- Timely notice of nonappointment should be extended to all faculty regardless of length of service or status with minimum of 4 weeks prior to the beginning of the term.
- Create a plan to address the critical and growing problem in fluctuating funding patterns and lower student enrollment switch impact NTTF.
 - Recognize through administrative policy, the key contributions of and institutional dependency on NTTF at these times.
 - Recognize that NTTF offer are used to teach often high-density lower-division courses that in post-COVID often have students that have significant educational and psychosocial issues.

Career Progression

- Leadership training for NTTF
- NTTF eligible to serve as departmental chair/program coordinator
- Interim administrative positions open to NTTF – skills vs tenure status
- Job descriptions clearly justify why being tenured or on the tenure line is necessary for candidates for the position
- Provide opportunities for interim positions while maintaining entitlement rights in home department
- NTTF should be given fair and equitable consideration when part-time positions are converted to full-time positions.
- Develop mechanisms to mitigate discrimination based on NTTF status in hiring and advancement practices thus addressing inequities in rank and titles and increasing prospects for promotion.
- Address the difficulty and cultural sensitivity to mobility between tracks and title changes without promotion.
- Establish a formal career track for NTTF including an expectation of standing for promotion within a given period of time and removal of ‘negative options’.

Salary

- Perform salary study on salary equity of the NTTF ranks
- Implement salary increases for NTTF to alleviate inequities in NTTF salaries
- Develop a process by which NTTF request and secure salary increases

NTTF Portfolio

- Create through the NTTF Council a structure for an optimized lecturer portfolio.
- Conduct training for lectures and review of the process to enhance opportunities within the university.
- Implement in conjunction with the already existing process faculty portfolio training.
- Work with Faculty Affairs to have evaluation processes for advancement and opportunities supported by lecturer portfolio.
- Highlighting scholarly work, professional development, program building, curriculum reform, and other professional activities beyond the classroom.

Lecture Position Categories and Title Re-Structure

- Create a multi-tiered title and progressive lecturer categories designed to aid advancement through a protocol-base: responsibilities, education, years of work, seniority within departments. qualifications, contracts, and committee/service work.
- All appointments should have a description of the professional duties required that are consistent with the complexity and diverse contributions appropriate for the department and institutional needs.
- Utilize the portfolio as part of the evaluation process based on lecture category.
- Decisions on compensation, promotion, and possible tenure attainment should be based on these identified categories and specifications therein.
- Create a change and level of titles to facilitate mobility between tracks.
- Define the titles with the rank of NTTF: Master Lecturer. Professor of Practice, etc.
- Create titles that more accurately reflect the duties and role of the NTTF.
- Develop procedures for to implements these changes.

Appendix B

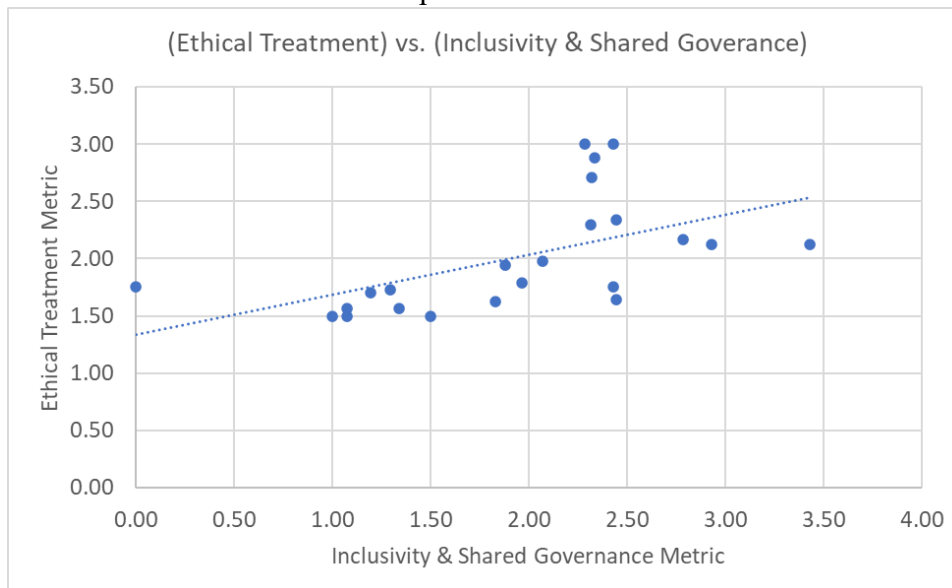
Department Level Team Discussions

1. Department Governance

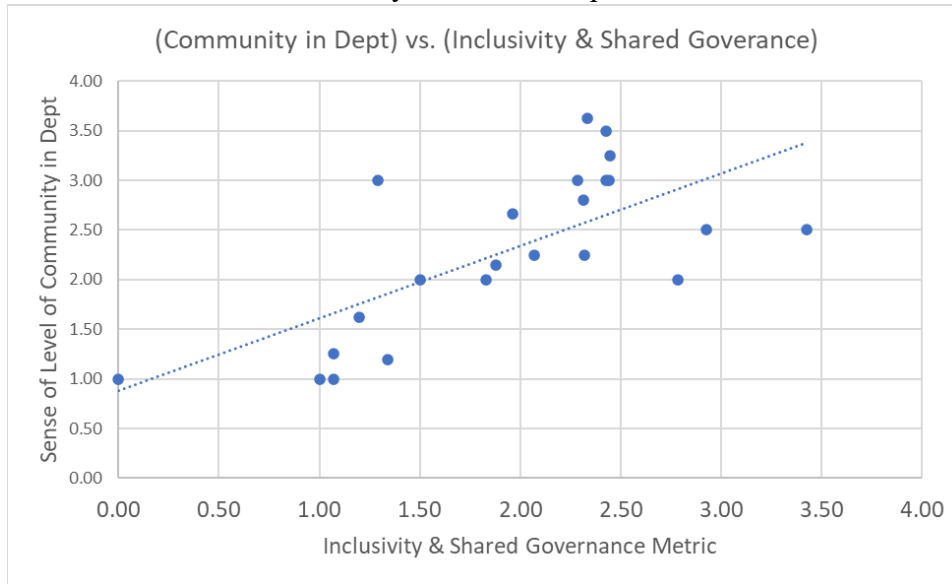
- a. NTTF should be eligible to serve as Department Chair
 - i. NTTF Serving as Chair will provide a progressive career path
 - ii. NTTF Serving as Chair will increase shared governance
 - iii. NTTF Serving as Chair will demonstrate esteem for and value of NTTF at CSUCI
- b. NTTF Voting Rights
 - i. NTTF should have voting rights on all department decisions with a minimum weighting by WTU workload and time seniority increasing the vote to 1 full vote after a set period of time.
- c. NTTF Meeting Rights
 - i. NTTF should be welcomed at Department Meetings and intentionally invited to attend the meetings
 - ii. NTTF should be encouraged to actively join the conversation in department meetings
 - iii. NTTF should have the right to add items to department meeting agendas
- d. NTTF should be included in departmental decisions
- e. NTTF should participate in department committees with compensation for their work

Actively Participating in Shared Governance and Inclusivity within Departments Correlates to Positive Results:

Ethical Treatment within the Department



Increased Sense of Community within the Department



2. Recommendation Focusing on Positive Cultural Shifts

- Include NTTF in social events with the department
- Include NTTF in writing groups
- Remove visual differences of rank/title within departments (website/Zoom photos, Backgrounds, ...)
- Remove all distinctions between TTF and NTTF that only serve the purpose of distinguishing TTF over NTTF

3. Professional Respect and Professional Ethics

- Treatment of NTTF should be both ethical and professional
- Website should list all department members alphabetically
- Professional photos for all faculty (and staff) in the department not just TTF
- NTTF should have access to business cards
- NTTF should have access to name tags

4. Training

- New Chairs should have training on NTTF policies & practices, and how to effectively support NTTF
- NTTF should have adequate on-boarding when hired that is inclusive and community building
- NTTF should have a system of mentoring in the department
- NTTF should have training on how to build and maintain a Portfolio of their work

5. Resources

- NTTF should be provided offices.
 - Full-time NTTF should have single occupancy offices
 - The number of faculty sharing offices should be minimized

- iii. Offices need lockable storage
- iv. Faculty should have their own personal desk that meets their needs
- v. Faculty should be provided their own personal work phone number
- b. All NTTF should be provided a computer that meets their needs
- c. NTTF should be provided support for Research/Scholarly activities
 - i. NTTF should be provided Stipends/release time for Research/Scholarly activities
 - ii. NTTF should be provided travel funds for research/scholarly activities

6. Course assignments

- a. Course assignments should be done in a timely manner, ideally at the time that TTF are assigned courses
- b. Summer courses should be offered to NTTF who did not meet their entitlement first before being offered to other faculty
- c. Courses should be offered in an equitable way to allow all faculty able and desiring to teach a specific course the opportunity to do so. For example, cycling through a waiting list of faculty who want to teach a specific course.
- d. Enrollment caps should be a fixed value that does not change based on whether the instructor is TT or NTT

7. Non-CBA Raises

- a. NTTF should be made aware of their ability to request a raise upon contract renewal with enough time to prepare a request with supporting documentation.
- b. All Chairs should be trained on the process to request a raise for their NTTF
- c. All NTTF should be made aware of procedure to request a raise with adequate time to prepare a portfolio and other supporting material
- d. Policy constituting an equitable method to award raises based on a uniform “rubric” should be created and implemented
- e. NTTF should have the ability to appeal when a raise is not granted

Appendix C

Faculty Level Team Discussion

1. NTTF Value

- a. Lecturer title change plus reflecting tenure.
 - i. Through our survey, we have found that there is at least some ambivalence to keeping the title of lecturer for NTTF's (29% Agree+, 40% Disagree+, 31% Neither). However, those with strong feelings overwhelmingly would like to see it change (6% Strongly Agree vs. 19% Strongly Disagree).
 - ii. These results mask differences with the NTTF according to various demographics. Below are a sample:
 1. Full-time lecturers were more likely to disagree with the lecturer title than part-time lecturers (57% vs. 31%, respectively).
 2. Those with a doctoral degree were more likely to disagree with the lecturer title than lecturers with other degrees (45% vs. 31%, respectively).
 3. Those with the longest longevity (10 plus years) were more likely to disagree with the lecturer title than lecturers with less than 10 years of service (49% vs. 32%, respectively).
 4. Those in the School of Education were less likely than others to dislike the title of lecturer (19% vs. 44%, respectively).
 - iii. Given the results, arguably more NTTF's would welcome a change than not, especially among those faculty members who work here the most and the longest.
 - iv. If the title were to change, a majority of faculty (excluding Nursing) would prefer the title "Teaching Professor" (56% approval). For those in Nursing, the preferred title would be "Clinical Professor" (78% approval).
 - v. Further, a strong majority of NTTF's would welcome an additional modifier to their title to acknowledge longevity/seniority, i.e., the addition of "Assistant, Associate, Full" to their title (56% approval). Not surprisingly, those who are full-time and those with the longest tenure significantly approve of this change (73% and 74%, respectively).
 - vi. It is clear from the survey results that NTTF's find the "one size fits all" title of "lecturer" is inadequate. The changing of title needs to be addressed.
- b. Engaging with NTTFs to help solve problems of retention/admission of students, especially since enrollment affects NTTFs most.
 - i. Spring 2023 saw the first cohort of CI Faculty Ambassadors (TT and NTTF) who engaged with Admissions in hopes of enrolling more admitted students for Fall 2023; however, the results from this pilot are TBD. NTTF may have additional opportunities to influence enrollment, such as encountering potential students through another employer or via classes taught at a

- community college. Additional grants or stipends could be offered for this type of work.
- ii. This underlines how important a resource NTTF's are for addressing the issues that the university community is facing. While only 28% of NTTF's have done any kind of institutional service - the majority of that service having been paid (67%) - a majority of faculty said they would like to perform such service if compensated (53%) while another 35% would consider such service.
 - iii. NTTF's often have more extensive connections to the community outside of CSUCI. The administration would be wise to allocate additional dollars to support service among NTTF's.
 - iv. This sentiment is even more prevalent at the department level. 54% have performed departmental service (even though 49% have never been compensated) while 67% would perform such service if compensated.
- c. Address discrepancies amongst departments in terms of working conditions
- i. Differences across departments include:
 1. Invited to department meetings (Education is reportedly an example of a department where lecturers are NOT invited to meetings). As a positive, a full 58% of lecturers reported that they attend department meetings regularly.
 2. Expected workload can be different depending on the department and thus not equitably compensated. For instance, in the performing arts, there are assigned duties for student service that go beyond classroom teaching and are beyond the expectations of other NTTF's in other departments. Also, class caps vary widely among departments, yet lecturers are paid roughly the same regardless.
 3. The majority of NTTF's approve of their overall working conditions (59%), with the exception of Education and Nursing. Reflecting this disparity, both of those departments felt a lack of community with the institution as well (41% and 75%, respectively).
 4. And on an institutional level, only 36% of lecturers feel valued and respected by leadership (according to the Fall climate survey)
 - ii. Things that seem to be reasonably equitable and positively received:
 1. Feeling welcome to department meetings (78%), with the exception of Education.
 2. Weight of Vote in the department (76%).
 3. Lecturers' opinions in department meetings, with the exception of Education (61%).
 4. Time for personal needs (62%).
- d. Work on minimum expectations on how every department will value NTTFs (e.g., dept mtgs, non-compensated work, course caps, etc.)
- i. Different departments seem to have varying scopes of work and acceptance levels of NTTFs. For example, some departments exclude NTTFs from

department meetings entirely. The university should standardize minimum expectations and allow NTTFs to do “more” as they see fit. For example, NTTFs should be allowed to attend department meetings. Course caps should be consistent regardless of who is teaching the course (TT vs NTT).

Department duties should also be distributed with the non-compensated work of NTTF in mind or add expectations into the job descriptions and contracts.

- e. More ways to address the perceived value of NTTF’s contributions to CSUCI include:
 - i. More uniformity within department by-laws for meeting attendance and weight of lecturer votes.
 - ii. Job descriptions that reflect the true scope of work.
 - iii. Work with senior level administration to increase their awareness of the value of lecturers. Attitudes in a large institution are initially addressed publicly by the top level - in our case the president and VPs. Respect starts at the top. According to our survey results, a strong majority of NTTF’s (61%) do NOT feel respected by the administration. This is particularly true in Arts and Sciences.
 - iv. We are different from other CSUs in many ways, we need to do more research to see how we compare.

2. Compensation

- a. A workload survey defining these non-compensated hours and a general salary equity study may be appropriate.
 - i. This survey would identify inequities that may be occurring between departments and between CSU campuses. For instance, some departments have higher caps for their courses which would entail more work even though classes are typically paid 3 WTUs. If a class caps at 35 vs 50, should there be a pay differential? Also, same-rank and tenure NTTFs make more at other CSUs. We should be at least comparable to the rest of the CSU campuses.
- b. Changing disincentives for service work, including for F/T NTTFs
 - i. At times, NTTFs can be at 15 WTUs (full load). The problem is, there is a disincentive to perform service work, for two reasons: 1) it’s uncommon to be paid over the FT load and 2) if a NTTF chooses reassign time, there is a risk if you give up your ‘rights’ to that particular class that you won’t teach anymore. There should be a culture that NTTFs are encouraged to do compensated service work that is a natural part of their duties, without risk of losing class or entitlements.
- c. Encouraging paid service work, including allowing entitlements to be made up by service work.
 - i. doing service work in lieu of a class should not be prejudicial.
 - ii. Service work creates value for the university by impacting how we show up and serve our students, which is congruent with the mission of the school.

- iii. Service work creates value for the university by utilizing hidden talent. Most of us have expertise in non-academic skills and can apply them in service to the university.
 - iv. Service work creates value for the university because it incentivizes lecturers to feel and “be” more invested in the institution. We learn more about protocols, procedures, and opportunities to support our work and our students.
 - v. Service work such as: offering deserving students of Incompletes, writing letters of recommendation, dealing with student mental health issues are beyond the scope of work and should therefore be calculated and compensated.
- d. Lecturer range elevation should parody TT range elevation.
- i. The vast majority of NTTF’s agreed that CI should be providing more opportunities fostering a progressive career path (89% agreed/strongly agreed). That said, not all NTTF’s want a “traditional” full-time tenure track position. Our survey identified different reasons why someone decides to become a lecturer at CI. The plurality (43%) wants to teach part-time as NTTF’s, but the majority want some combination of full-time, tenured track (either teaching or traditional), and/or administration position.
 - ii. Regardless of the type of track desired, a strong majority do want a secure position. A full 88% agree that job security is important, with 69% indicating that it is very important.
 - iii. To that end, we would propose a new “teaching tenure track” that can be coupled with increasing job security, culminating in a new tenured teaching position, carrying the title “Full Teaching Professor” that guarantees employment at the number of WTU’s that the person requires. This would supplant additional 3-year contracts and be available through a ‘tenure-like’ process.
- e. Units combine for benefits, but pay/entitlements/other things can be different btw depts and that works against NTTFs.
- i. The threshold for health care benefits must remain 6 WTU, no matter if teaching or service based. (Needs to be more fleshed out, e.g., EU classes)
- f. TTs should get 3 units of research so that lecturers can get the classes.
- i. By relieving TT from 3 units so they can focus on scholarly activity, which is part of their contracts, NTT would benefit from more opportunities for employment. Asking tenured track faculty to do both research and service while teaching four classes doesn’t promote quality. (MLT
- g. “Scope of work” (i.e.) descriptions which include service-based work and “unseen labor” will look differently for each program. A program-specific list of work beyond the scope of teaching should be created. NTT should then be allowed to apply for extra compensation for any items on that list.
- h. A program-specific survey should go out to identify all service-based work that goes beyond the scope of running classes. For example: the music program requires that students participate in “juries.” The work to prep students for juries, recitals, and

other musical performances exceeds the WTUs assigned. This survey could ask the following types of questions:

- i. Are WTUs equitably set so that work is compensated at a reasonable rate?
 - ii. What is the quantity of unpaid work that is being performed?
 - iii. Are there inequities between departments in classes with similar units but different workloads? (e.g., capstones that have 10 versus 20 students)
 - iv. How does this compare to our peers at other CSU campuses?
- i. Each department should have discretionary funds to dispense for extra service. Lecturers apply for service funds through their chairs at a rate of \$50/hour.
 - j. Acknowledgement of unseen, uncompensated labor that is just part of the job.
 - i. Dealing with student mental health issues
 - ii. Letters of recommendation
 - iii. Offering Students Incompletes
 - iv. Department-specific issues and events that serve the students.

3. Career Pathway

- a. Create teaching career tracks with more guaranteed job security.
 - i. Based on preliminary results of the NTTF survey, it is clear that NTTF's teach at CI for a variety of reasons. Regardless of their individual situation or long-term goals, they are overwhelmingly uniform in their commitment to CSUCI as an institution as well as the students as evident in the average length of service to the organization. A significant amount of the NTTF have taught at CI for 10 or more years, are part-time (Less than 30 WTUs/year and 1-2 classes per semester) and noted that "job security" is very important. The University needs to develop and implement a strategy that provides the University with the necessary operational flexibility inherent in a NTTF workforce, but also recognize the fact that many of the NTTF have been supporting the University and students for many years and deserve the respect and a more transparent level of job security than currently exists.
 - ii. There are NTT faculty who teach Full Time (F/T) or Part Time (P/T) but who view this as a career and should be recognized for their long-term commitment with job security and respect from the institution similar to the TT positions. This could be in the form of similar titles recognizing commitment, seniority and academic standing as well as defined career tracks that provide increased job security not currently realized within the 3-year contract process.
 - iii. Based on discussions and the survey, there are 3 generalized career tracks for NTT:
 1. Teach classes when convenient with no long-term commitment to the institution.
 2. P/T and F/T NTT faculty who want and deserve some stability and long-term commitment and recognition from the institution based on the long-term engagement they have had

3. F/T NTT faculty who seek to eventually transition to a Tenure Track position.
- b. Transparency in entitlements, range elevation and raise eligibility.
 - i. As is, it is extremely difficult to locate this information and it seems like there may be more than one source for these items. One example is that an email regarding range elevation applications went out without any follow-up or date reminders for NTTF faculty to complete their applications. All information was also in an attached PDF, so searching your Outlook email for this information for key dates was not an option.
 - ii. A potential solution would be a “living” NTTF handbook (even in Google Doc form) where these items are published online and made available and easy to navigate.
 - c. Changing rules to when NTTFs semester schedule and pay can be changed.
 - i. Too often, changes to a NTTF’s WTUs are either changed close to the beginning of the semester or even worse, after the semester has begun. This is unacceptable, especially since this directly impacts people’s livelihoods and benefits like healthcare. We understand that there is an amount of flexibility that the university desires. However, at the very least, NO ONE’s pay should be changed after the start of the semester. Instead, comparable service work should be offered. Also, given that we are advocating for NTTF rank that has more tangible benefits, this is an area where those NTTFs of an appropriate rank should have a minimum number of WTUs guaranteed, regardless of enrollment. The university should recognize those NTTFs that have chosen to be ‘permanent’ members of CSUCI and treated with the same respect and given the same security as other faculty members.
 - ii. For instance, according to our survey, 37% of lecturers have had their load reduced due to a new TT hire.
 - d. Creating a robust on boarding process
 - i. Too often, lecturers are onboarded with minimum information about rights and benefits. CSUCI should standardize and create materials to help chairs give lecturers needed information about department norms, highlights to relevant CBA matters including range elevation, entitlements, and raises, resources that are available for supporting research and teaching, among other issues.
 - ii. For instance, a full 72% of lecturers do not know that they could request a raise apart from CSU wide raises that are part of the CBA.
 - e. Having a website section that caters to the needs of lecturers.
 - i. Often times the CI website is difficult to navigate and includes a lot more information that is not specifically for lecturers. There should be a section that is just for the lecturer audience and includes all information given during onboarding and links to supporting details that made not have been covered. Department websites should be updated with new hires’ bios and pictures. There should also be more information sharing regarding employment matters

like entitlements and tenure amongst the department lecturer faculty so that all lecturers know where they fit among their peers.

- f. A lecturer council must be institutionalized and supported by senior administration which will make it more valuable to deans and TT Faculty.
 - i. We should spell out what exactly we think the council should do, what rights it should have and why, and how it should communicate with campus lecturer faculty.

4. Transition from NTTF

- a. Make sure that we are prioritizing lecturers for open TT positions.
 - i. This is an institution policy that needs to be addressed at the CSUCI level and not just departments. As identified in previous topics, there are 3 generalized career tracks that seem to align to the NTTF at CI: 1) those that choose to teach 1-2 classes occasionally with no long term commitment expected or desired (people with full-time jobs outside the University), 2) Part-Time or Full-Time lecturers who have and intend to continue to commit to the University and depend on the job for their well-being but do not wish to transition to a TT position (perhaps have other jobs, or don't wish to conduct research and service necessary for a TT position), and 3) those Part-Time or Full-Time lecturers who wish transition to a TT position
 - ii. For those lectures who wish to transition to TT positions, there should be some form of "credit/priority" given to them based on length of teaching, service work and scholarly activities.
 - iii. Credit/priority could be in the form of a guaranteed interview and acknowledgment of contributions to the institution, or perhaps the Chair needs to demonstrate why an existing NTTF is not able to be selected for the position before being allowed to start a recruitment activity.
 - iv. Credit/priority could also mean that for every TT position offered, a finalist in the pool must be from the NTTF that teach the subject or in the department.
- b. Chairs should understand the rules of the CBA, e.g., if NTT is offered a TT at another school, they can be offered here.
 - i. This could be part of training and reminders should be sent by the administration. As CBA rules are updated, the chairs should be sent a high-level overview of changes that can be executed/ shared with their department. Of course, chairs cannot be responsible for knowing all details of the CBA but there at least needs to be a minimum of knowledge about the most important rules.
 - ii. This shouldn't be interpreted as a slight on chairs. In fact, the Fall climate survey found most lecturers feel their chair is an effective decision maker (71%) and communicates well (82%)
- c. There should be a balance in the number of TTs versus NTTFs. While TT gives security, they also take away jobs.

- i. CSUCI has the one of the lowest tenure densities in the CSU system (see below); however, decreased enrollment primarily affects NTTFs. NTTFs are also more “affordable” labor for the university, whereas TT faculty are seen as adding to the prestige of the university. I am not sure what action items should be taken here, but general awareness may be a good first step.
 - d. NTTFs should have access to research grants that can ‘buy’ entitlements easier.
 - i. In general, reassign time should be granted for the same activities as TTF: research, service work, and other activities. This reassign time should NOT have detrimental effects on NTTFs future work: class priority, entitlements, and other seniority should remain intact.
 - ii. NTT should be financially supported when they have approved research projects.
 - iii. According to the survey, only 20% of NTTF’s feel like they have enough time to devote to their research activities. At the same time, according to the Spring climate survey 68% of lecturers feel that scholarly/creative activities are valued at CI.

Appendix D

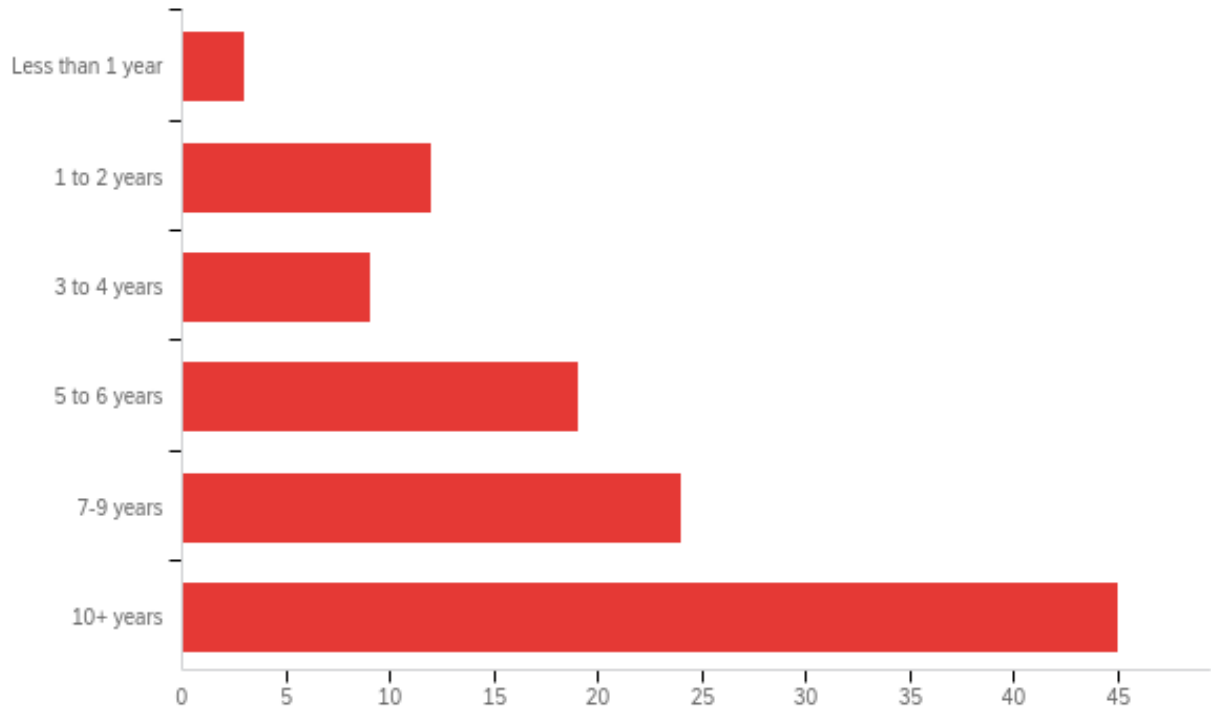
CSUCI NTTF Spring 2023 Survey

Default Report

NTTF Survey

May 2nd 2023, 2:48 pm MDT

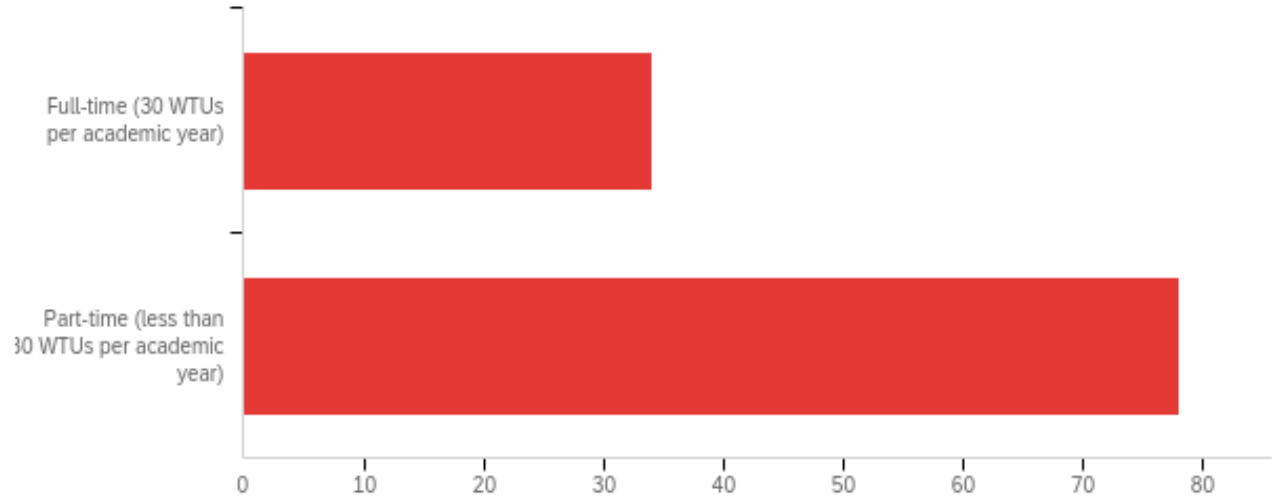
Q1 - How many years have you been working at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years have you been working at CI?	1.00	6.00	4.66	1.46	2.14	114

#	Answer	%	Count
1	Less than 1 year	2.63%	3
2	1 to 2 years	10.53%	12
3	3 to 4 years	7.89%	9
4	5 to 6 years	16.67%	19
5	7-9 years	21.93%	25
6	10+ years	40.35%	46
	Total	100%	114

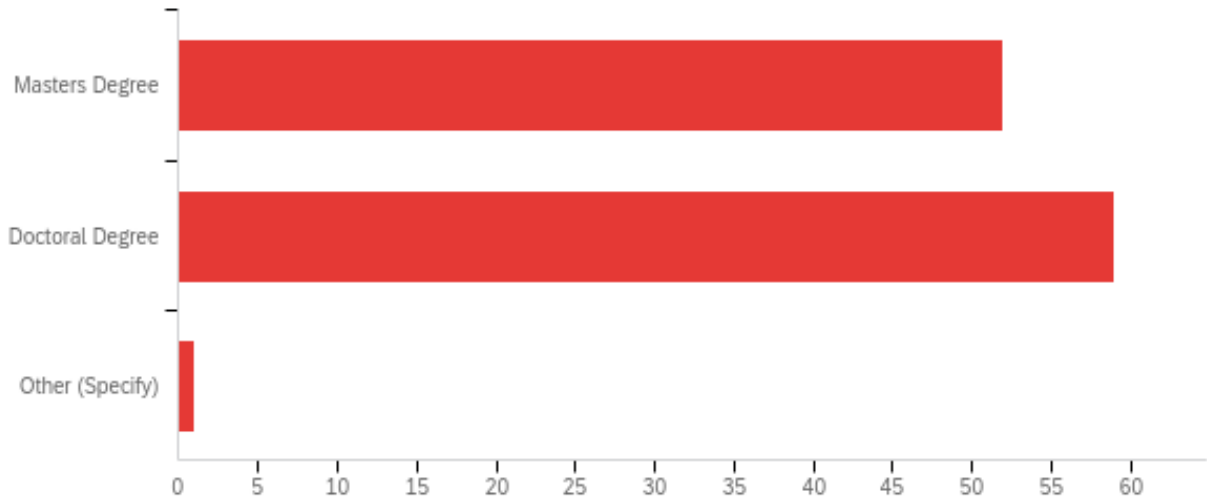
Q2 - Are you part-time or full-time at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you part-time or full-time at CI?	1.00	2.00	1.69	0.46	0.21	114

#	Answer	%	Count
1	Full-time (30 WTUs per academic year)	30.70%	35
2	Part-time (less than 30 WTUs per academic year)	69.30%	79
	Total	100%	114

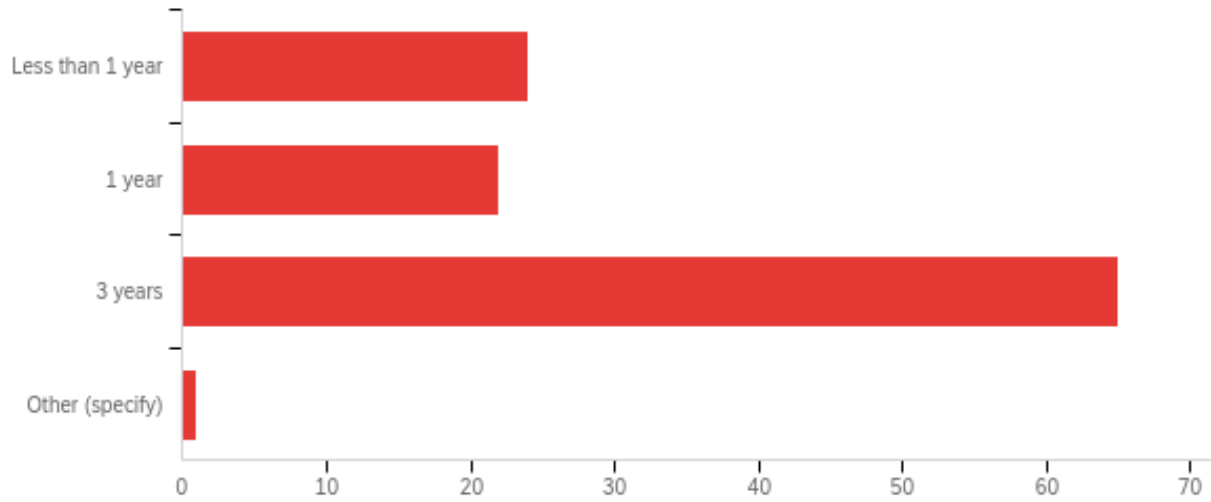
Q3 - What is the highest degree you currently hold?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is the highest degree you currently hold? - Selected Choice	1.00	3.00	1.54	0.52	0.27	113

#	Answer	%	Count
1	Masters Degree	46.90%	53
2	Doctoral Degree	52.21%	59
3	Other (Specify)	0.88%	1
	Total	100%	113

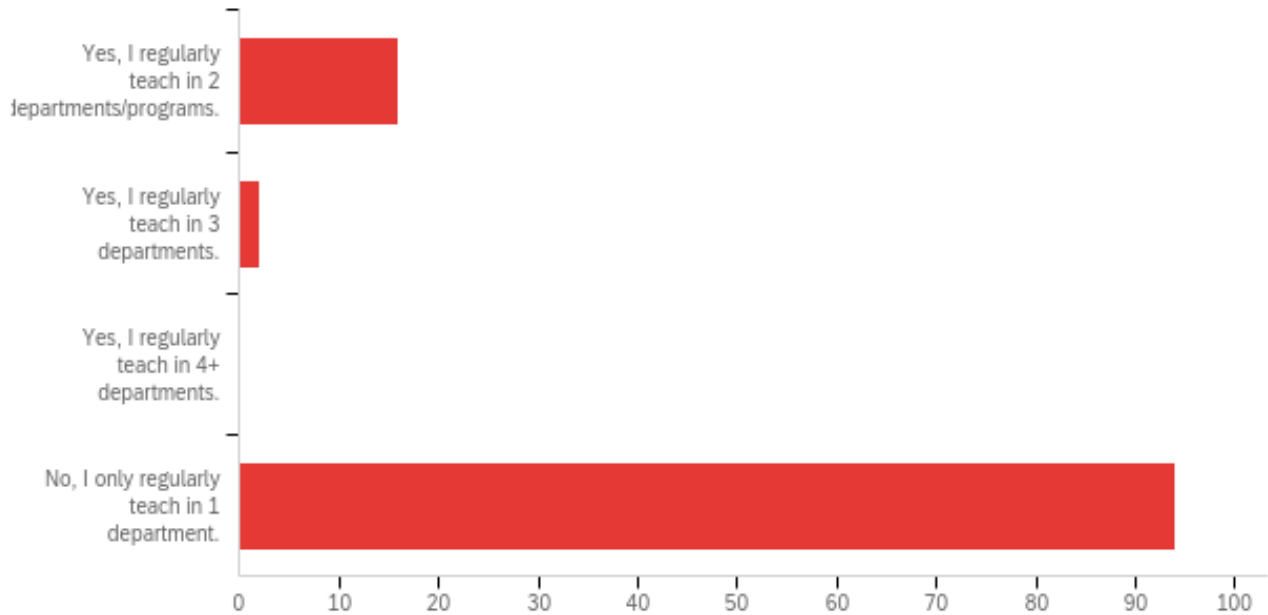
Q4 - What is your current contract length at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current contract length at CI? - Selected Choice	1.00	4.00	2.39	0.82	0.68	113

#	Answer	%	Count
1	Less than 1 year	21.24%	24
2	1 year	19.47%	22
3	3 years	58.41%	66
4	Other (specify)	0.88%	1
	Total	100%	113

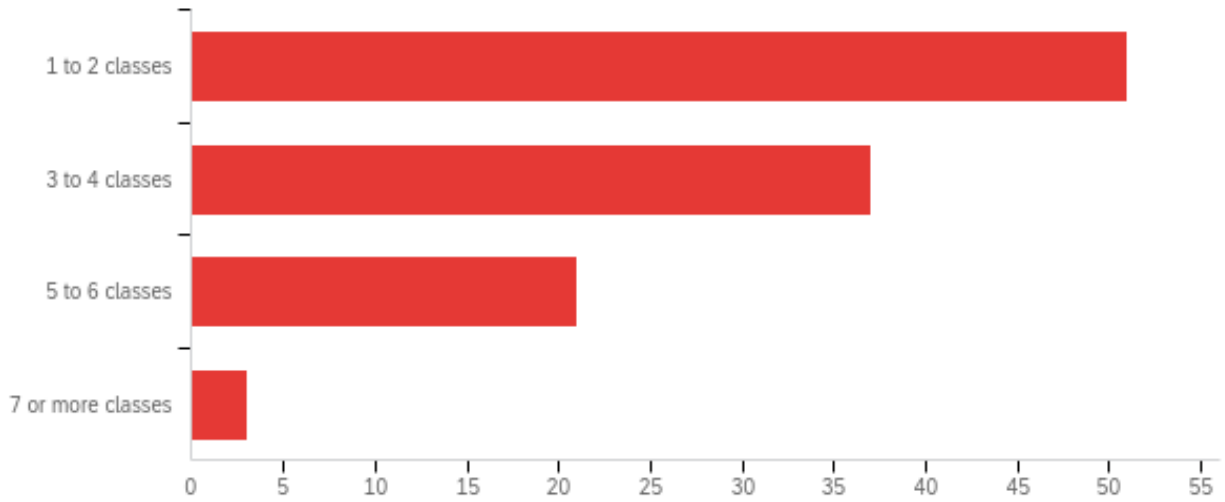
Q5 - Are you faculty in more than one department at CI on a regular basis?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you faculty in more than one department at CI on a regular basis?	1.00	4.00	3.54	1.06	1.13	113

#	Answer	%	Count
1	Yes, I regularly teach in 2 departments/programs.	14.16%	16
2	Yes, I regularly teach in 3 departments.	1.77%	2
3	Yes, I regularly teach in 4+ departments.	0.00%	0
4	No, I only regularly teach in 1 department.	84.07%	95
	Total	100%	113

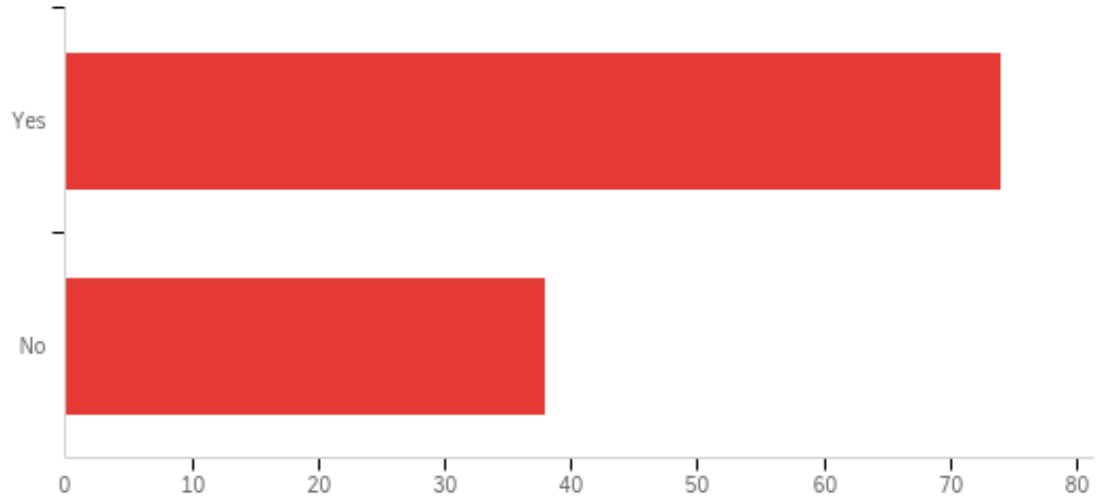
Q105 - How many classes do you typically teach in a semester at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many classes do you typically teach in a semester at CI?	1.00	4.00	1.80	0.84	0.71	113

#	Answer	%	Count
1	1 to 2 classes	45.13%	51
2	3 to 4 classes	32.74%	37
3	5 to 6 classes	19.47%	22
4	7 or more classes	2.65%	3
	Total	100%	113

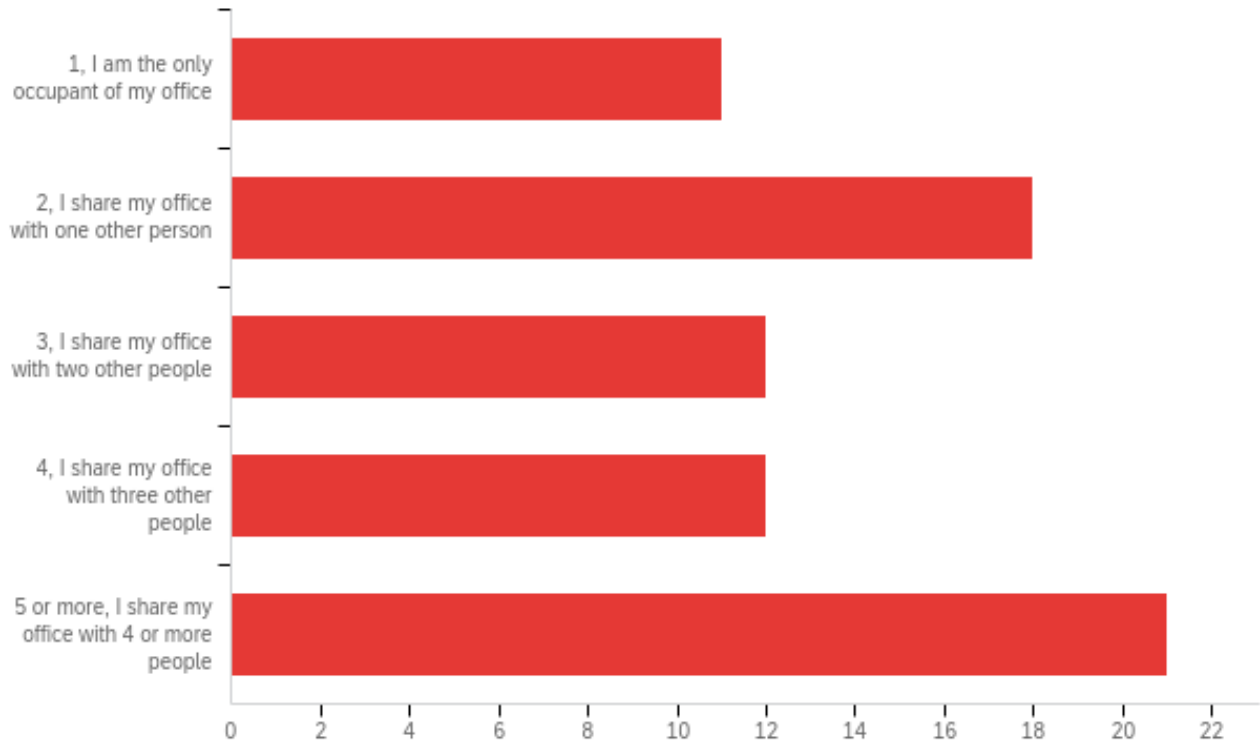
Q6 - Do you currently have an office at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you currently have an office at CI?	1.00	2.00	1.34	0.47	0.22	112

#	Answer	%	Count
1	Yes	66.07%	74
2	No	33.93%	38
	Total	100%	112

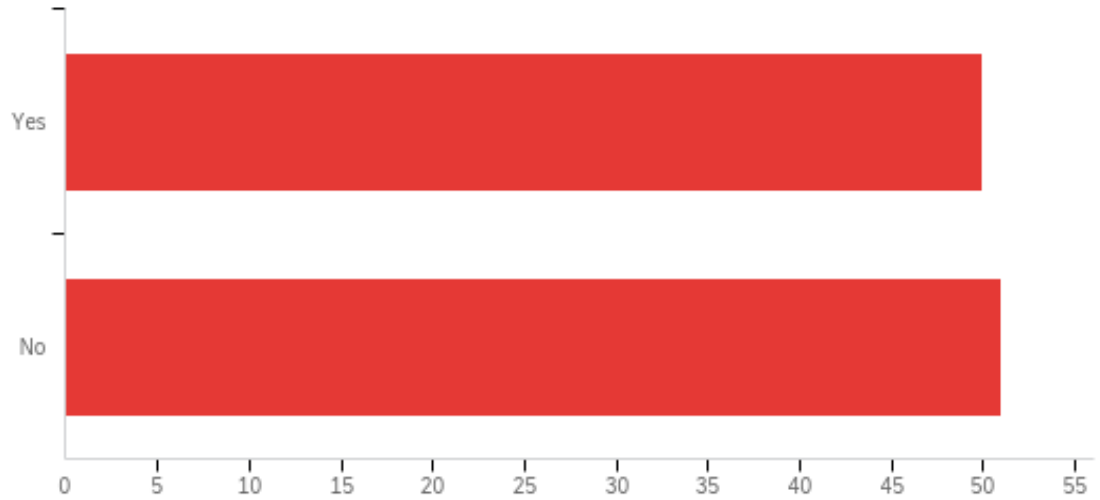
Q7 - How many occupants does your office have, including yourself?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many occupants does your office have, including yourself?	1.00	5.00	3.19	1.45	2.10	74

#	Answer	%	Count
1	1, I am the only occupant of my office	14.86%	11
2	2, I share my office with one other person	24.32%	18
3	3, I share my office with two other people	16.22%	12
4	4, I share my office with three other people	16.22%	12
5	5 or more, I share my office with 4 or more people	28.38%	21
	Total	100%	74

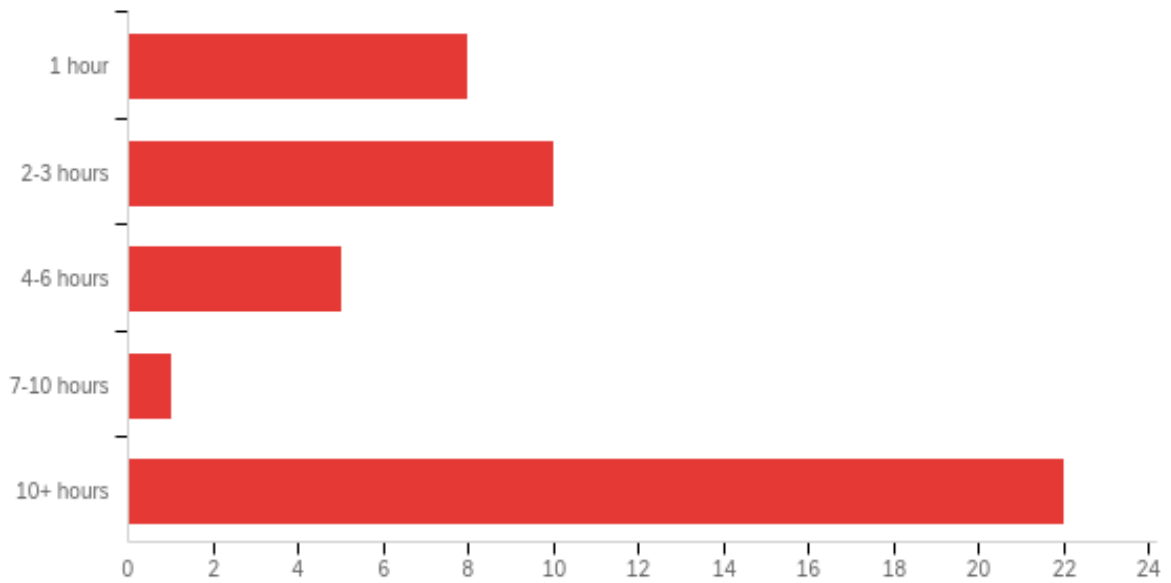
Q28 - Can you access a CI-allocated private space to interact with students and peers?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Can you access a CI-allocated private space to interact with students and peers?	1.00	2.00	1.50	0.50	0.25	101

#	Answer	%	Count
1	Yes	49.50%	50
2	No	50.50%	51
	Total	100%	101

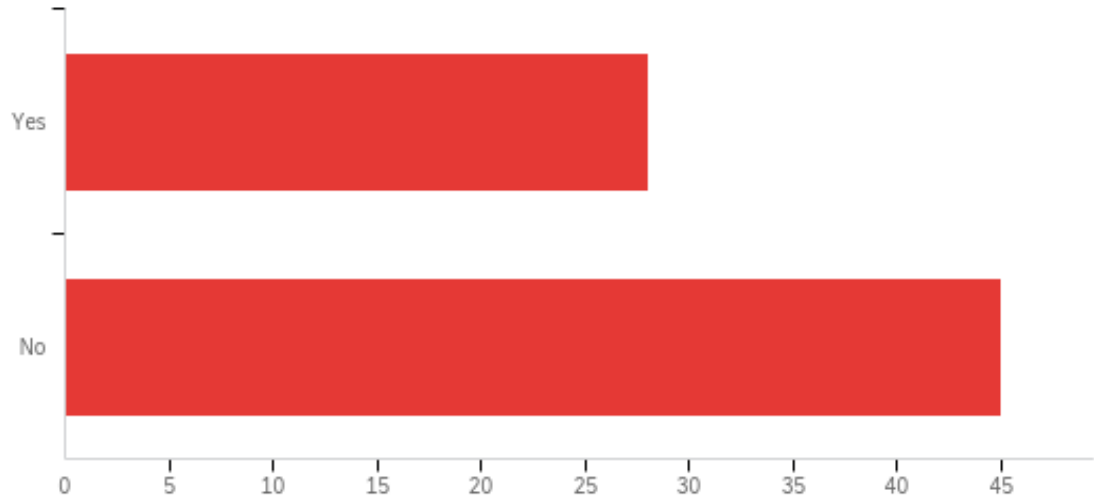
Q29 - For how many hours per week do you have access to this private space?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	For how many hours per week do you have access to this private space?	1.00	5.00	3.41	1.64	2.68	46

#	Answer	%	Count
1	1 hour	17.39%	8
2	2-3 hours	21.74%	10
3	4-6 hours	10.87%	5
4	7-10 hours	2.17%	1
5	10+ hours	47.83%	22
	Total	100%	46

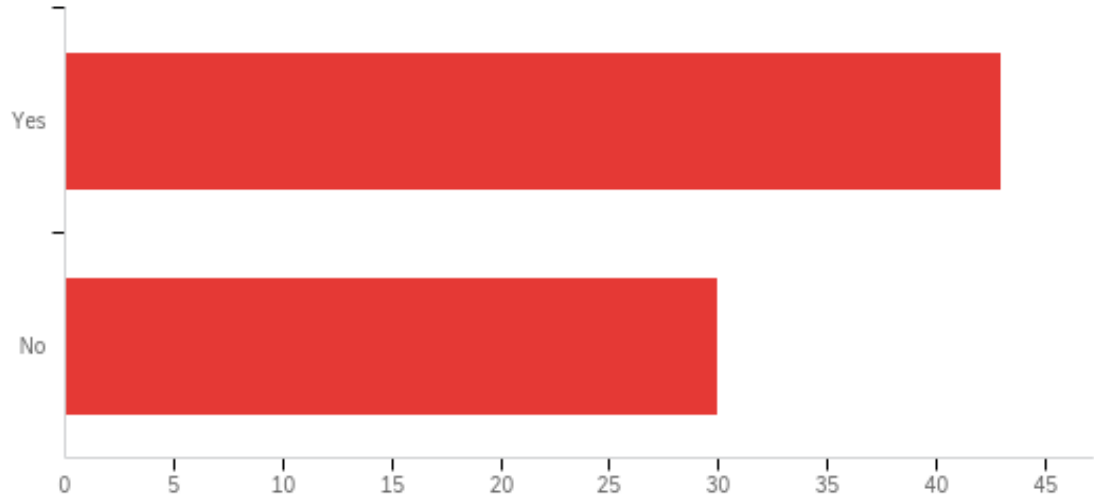
Q8 - Do you have private lockable storage in your CI office for your sensitive materials, and do you also have the only key?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have private lockable storage in your CI office for your sensitive materials, and do you also have the only key?	1.00	2.00	1.62	0.49	0.24	73

#	Answer	%	Count
1	Yes	38.36%	28
2	No	61.64%	45
	Total	100%	73

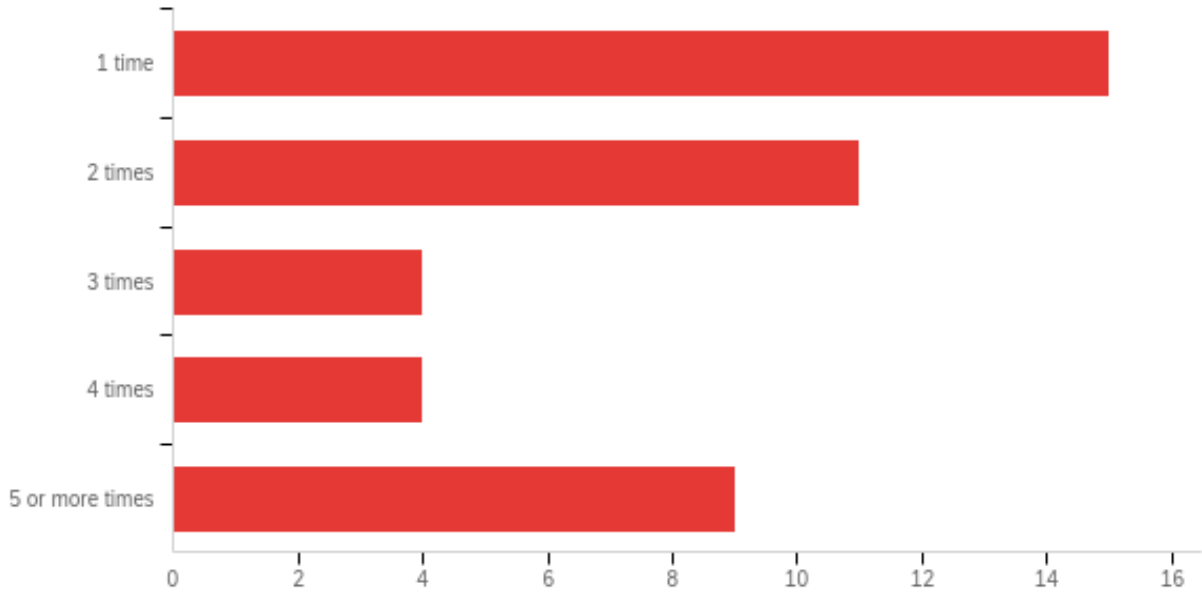
Q9 - Has your CI office ever been moved not by your own request?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Has your CI office ever been moved not by your own request?	1.00	2.00	1.41	0.49	0.24	73

#	Answer	%	Count
1	Yes	58.90%	43
2	No	41.10%	30
	Total	100%	73

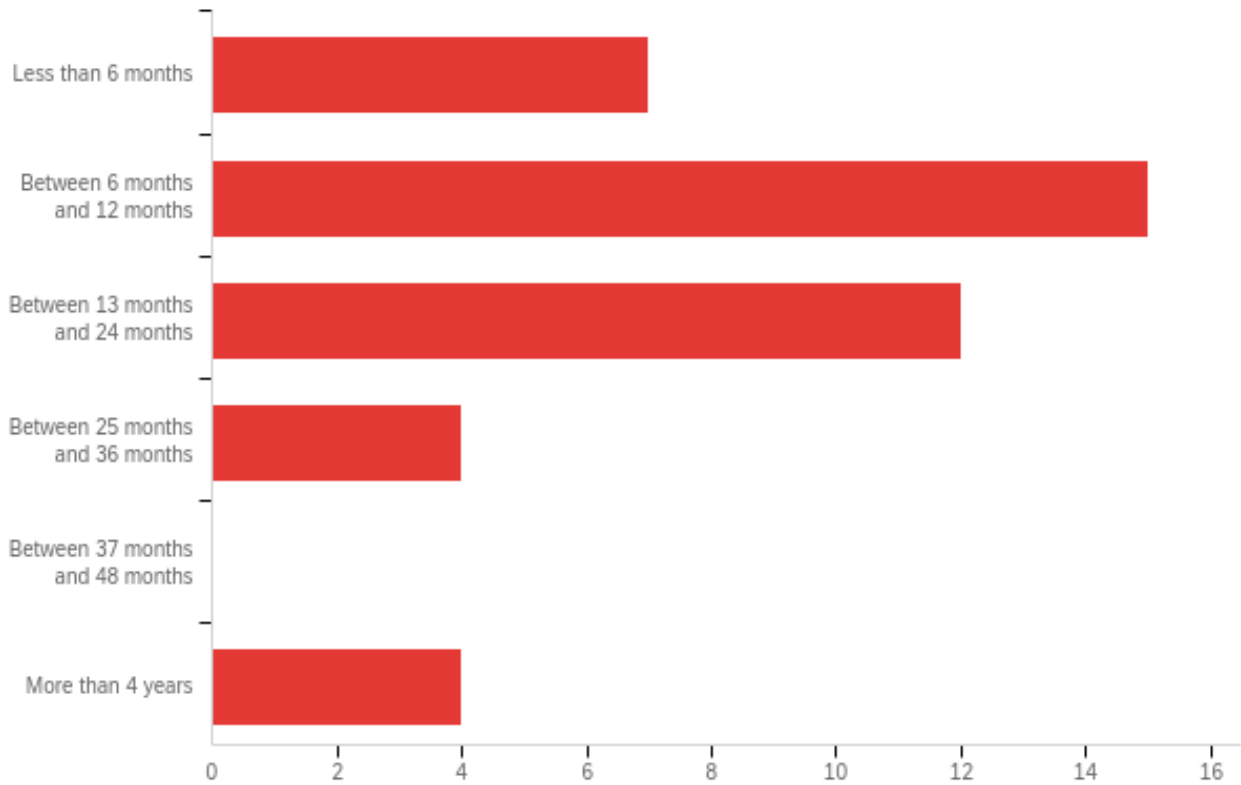
Q10 - How many times has your CI office been moved not by your own request?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many times has your CI office been moved not by your own request?	1.00	5.00	2.56	1.54	2.39	43

#	Answer	%	Count
1	1 time	34.88%	15
2	2 times	25.58%	11
3	3 times	9.30%	4
4	4 times	9.30%	4
5	5 or more times	20.93%	9
	Total	100%	43

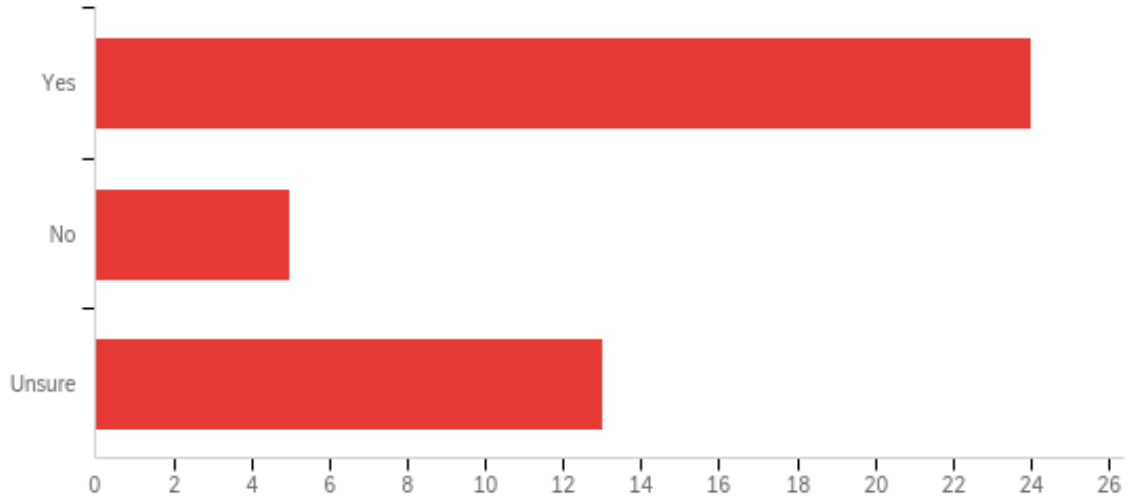
Q11 - What was the shortest amount of time you spent in one office before being moved, not by your own request at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What was the shortest amount of time you spent in one office before being moved, not by your own request at CI?	1.00	6.00	2.69	1.37	1.88	42

#	Answer	%	Count
1	Less than 6 months	16.67%	7
2	Between 6 months and 12 months	35.71%	15
3	Between 13 months and 24 months	28.57%	12
4	Between 25 months and 36 months	9.52%	4
5	Between 37 months and 48 months	0.00%	0
6	More than 4 years	9.52%	4
	Total	100%	42

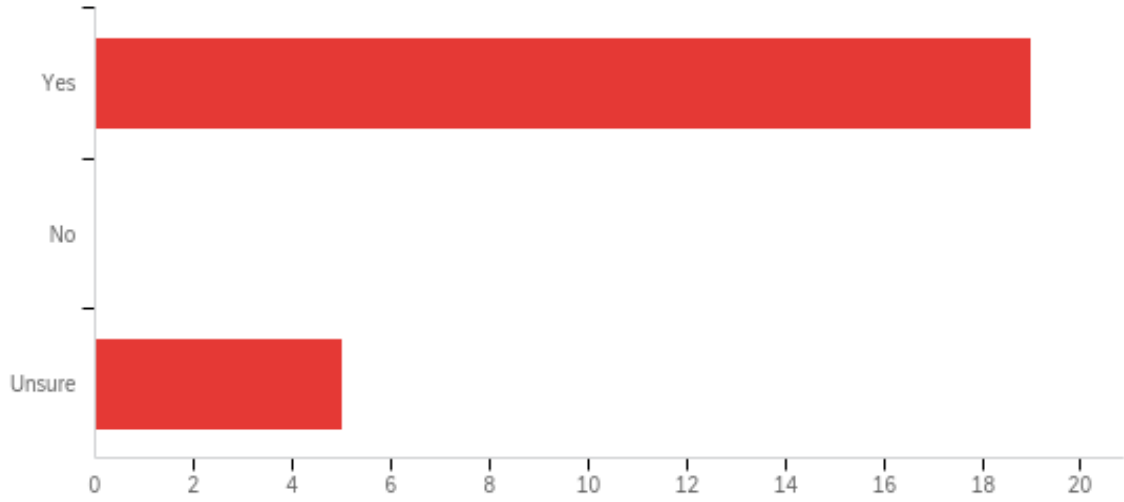
Q12 - Was your office ever moved to give the space to a T/TT faculty at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Was your office ever moved to give the space to a T/TT faculty at CI?	1.00	3.00	1.74	0.90	0.81	42

#	Answer	%	Count
1	Yes	57.14%	24
2	No	11.90%	5
3	Unsure	30.95%	13
	Total	100%	42

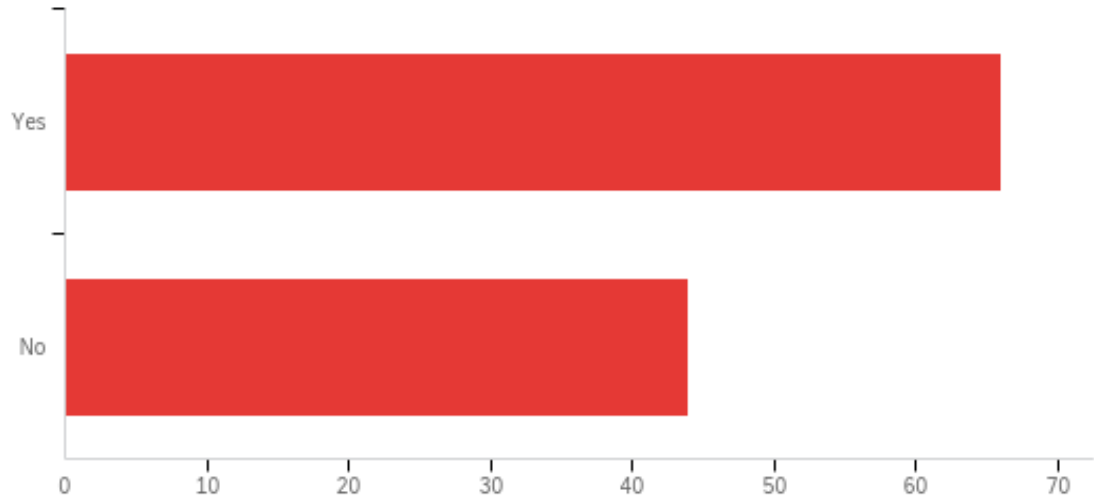
Q17 - Was the T/TT faculty a new hire?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Was the T/TT faculty a new hire?	1.00	3.00	1.42	0.81	0.66	24

#	Answer	%	Count
1	Yes	79.17%	19
2	No	0.00%	0
3	Unsure	20.83%	5
	Total	100%	24

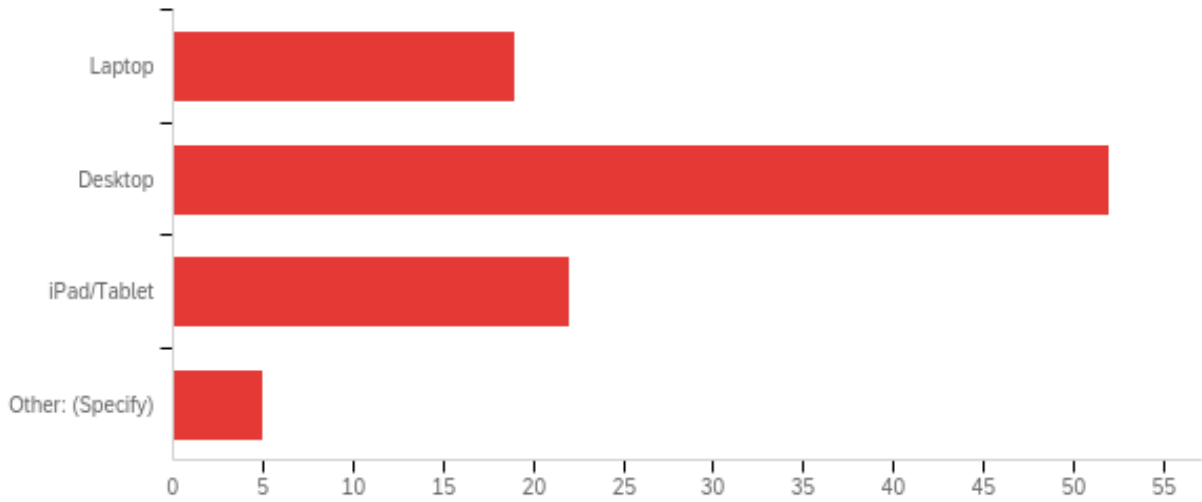
Q13 - Has CI provided you with a computer (e.g., Desktop or Laptop) and/or tablet (e.g., iPad)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Has CI provided you with a computer (e.g., Desktop or Laptop) and/or tablet (e.g., iPad)?	1.00	2.00	1.40	0.49	0.24	110

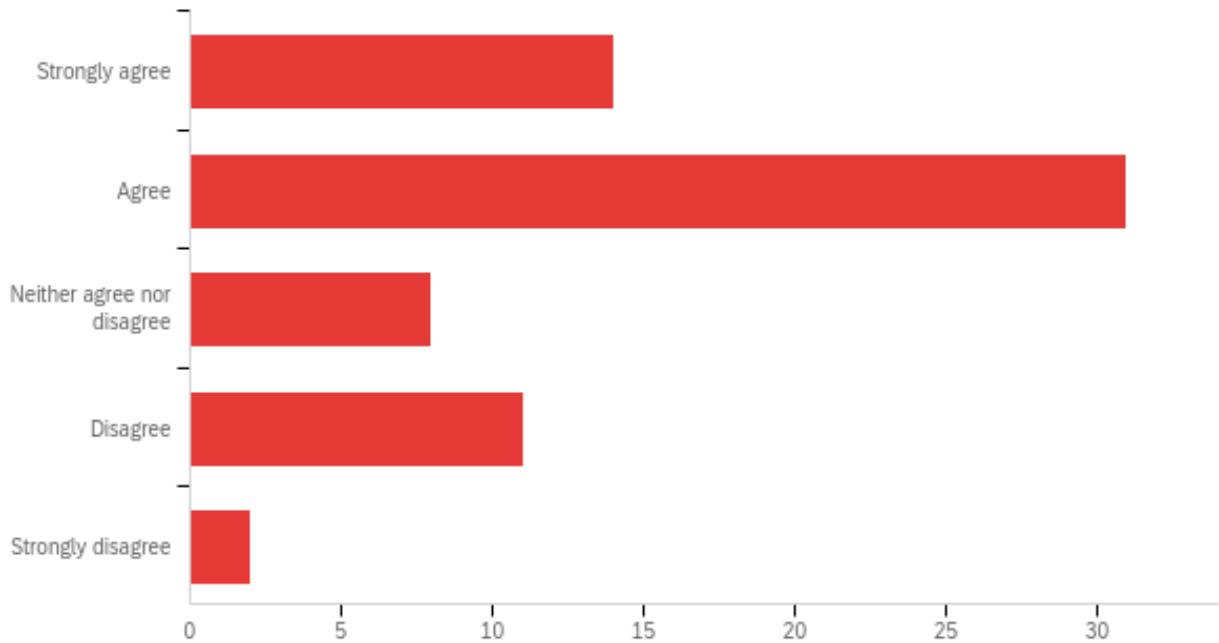
#	Answer	%	Count
1	Yes	60.00%	66
2	No	40.00%	44
	Total	100%	110

Q14 - Which type of device(s) were you provided by CI? (Select all that apply)



#	Answer	%	Count
1	Laptop	19.39%	19
2	Desktop	53.06%	52
3	iPad/Tablet	22.45%	22
4	Other: (Specify)	5.10%	5
	Total	100%	98

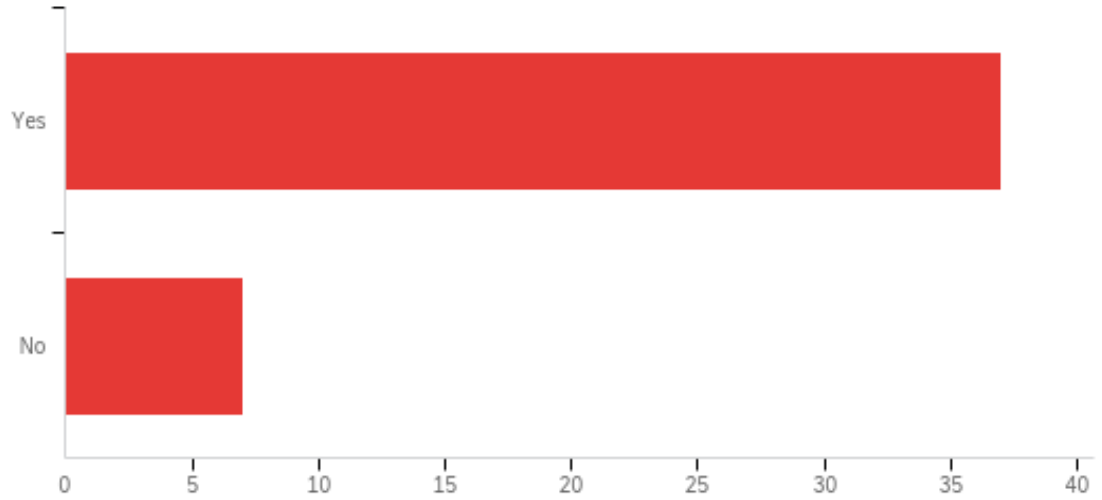
Q15 - Rate your level of agreement with the following: "The device(s) provided by CI meets the needs of my position."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: "The device(s) provided by CI meets the needs of my position."	1.00	5.00	2.33	1.08	1.16	66

#	Answer	%	Count
1	Strongly agree	21.21%	14
2	Agree	46.97%	31
3	Neither agree nor disagree	12.12%	8
4	Disagree	16.67%	11
5	Strongly disagree	3.03%	2
	Total	100%	66

Q16 - Do you feel you need a computer to do your job at CI?



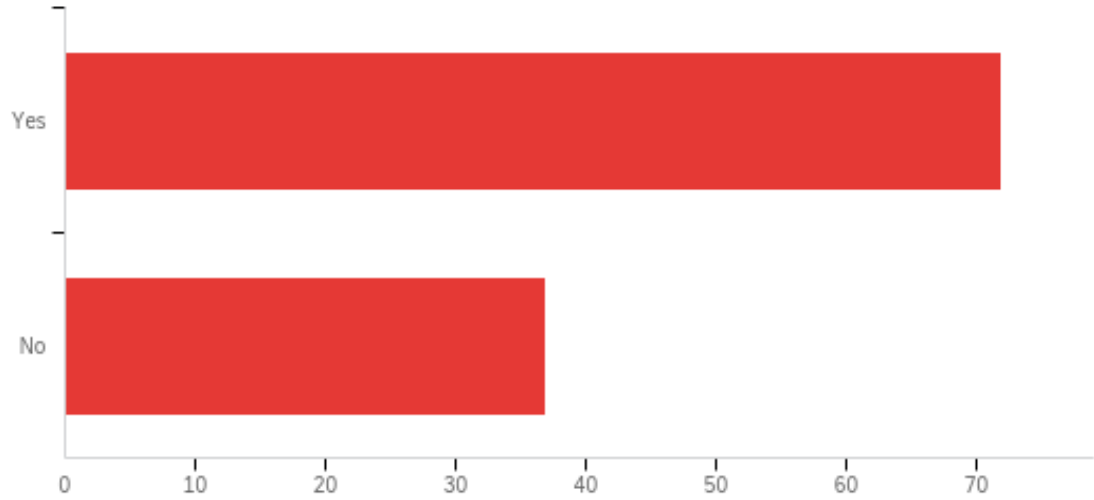
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel you need a computer to do your job at CI?	1.00	2.00	1.16	0.37	0.13	44

#	Answer	%	Count
1	Yes	84.09%	37
2	No	15.91%	7
	Total	100%	44

Q18 - How did you meet this need?

- There were 37 responses: 36 stated that they bought their own computer and 1 was also staff at CI and used the computer provided for that position

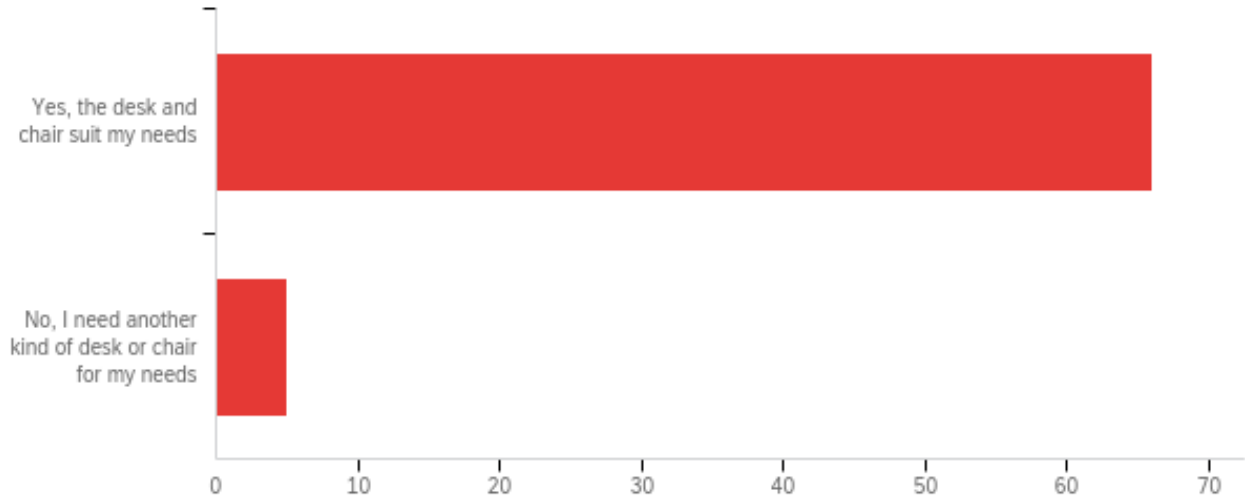
Q19 - Do you currently have a desk provided to you by CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you currently have a desk provided to you by CI?	1.00	2.00	1.34	0.47	0.22	109

#	Answer	%	Count
1	Yes	66.06%	72
2	No	33.94%	37
	Total	100%	109

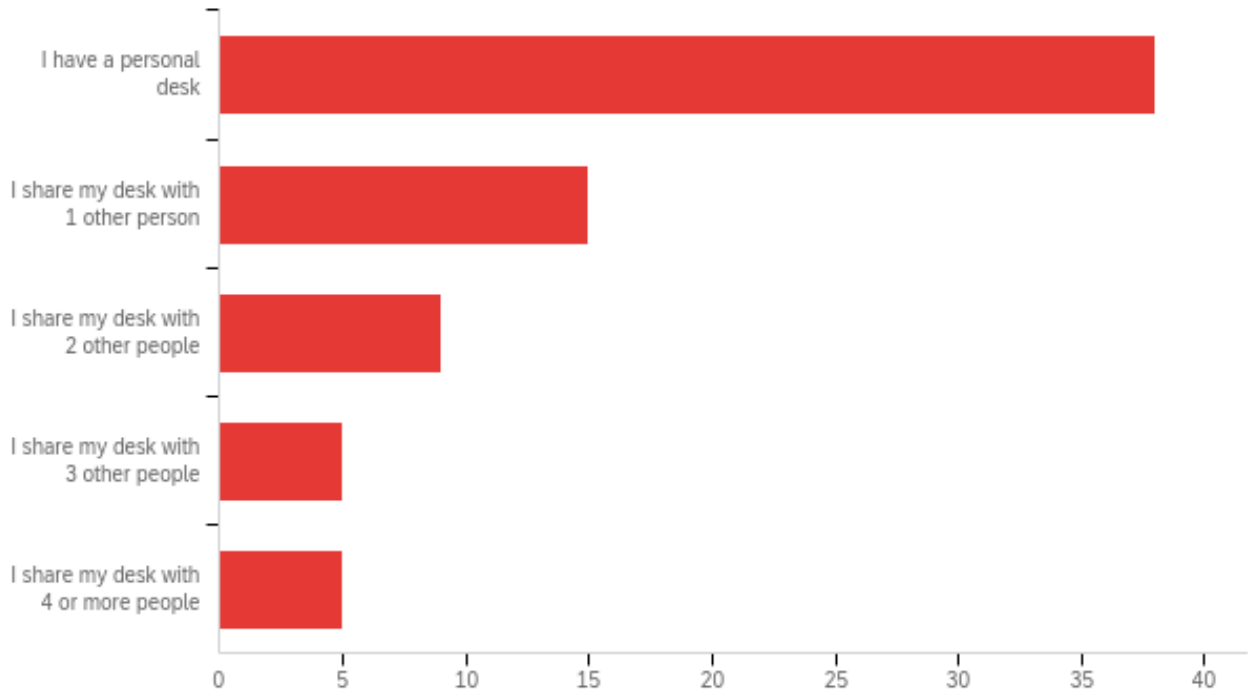
Q20 - Are the desk and chair in your CI Office suitable or do you need another kind of desk or chair (for example, a standing desk)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are the desk and chair in your CI Office suitable or do you need another kind of desk or chair (for example, a standing desk)?	1.00	2.00	1.07	0.26	0.07	71

#	Answer	%	Count
1	Yes, the desk and chair suit my needs	92.96%	66
2	No, I need another kind of desk or chair for my needs	7.04%	5
	Total	100%	71

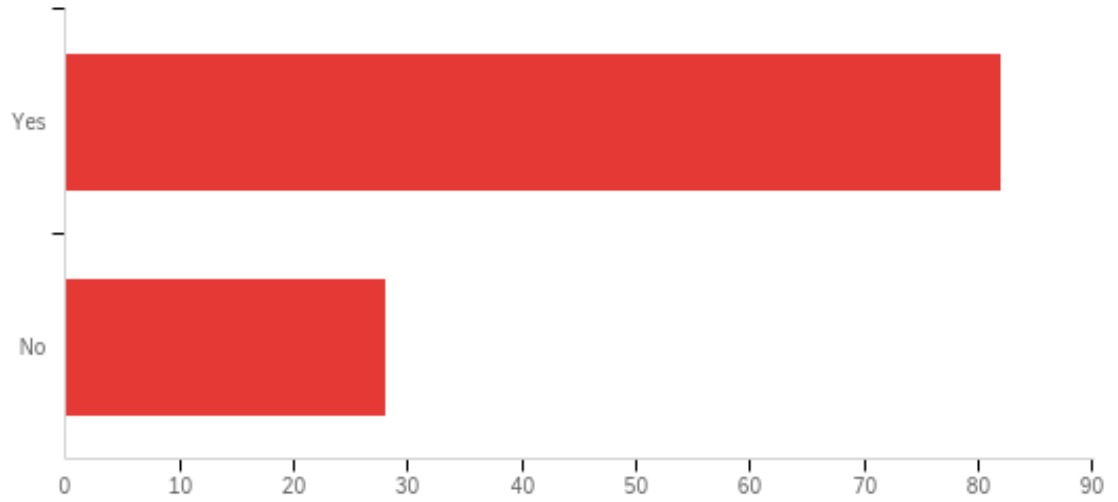
Q106 - Do you share a desk with other faculty in your CI Office?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you share a desk with other faculty in your CI Office?	1.00	5.00	1.94	1.25	1.55	72

#	Answer	%	Count
1	I have a personal desk	52.78%	38
2	I share my desk with 1 other person	20.83%	15
3	I share my desk with 2 other people	12.50%	9
4	I share my desk with 3 other people	6.94%	5
5	I share my desk with 4 or more people	6.94%	5
	Total	100%	72

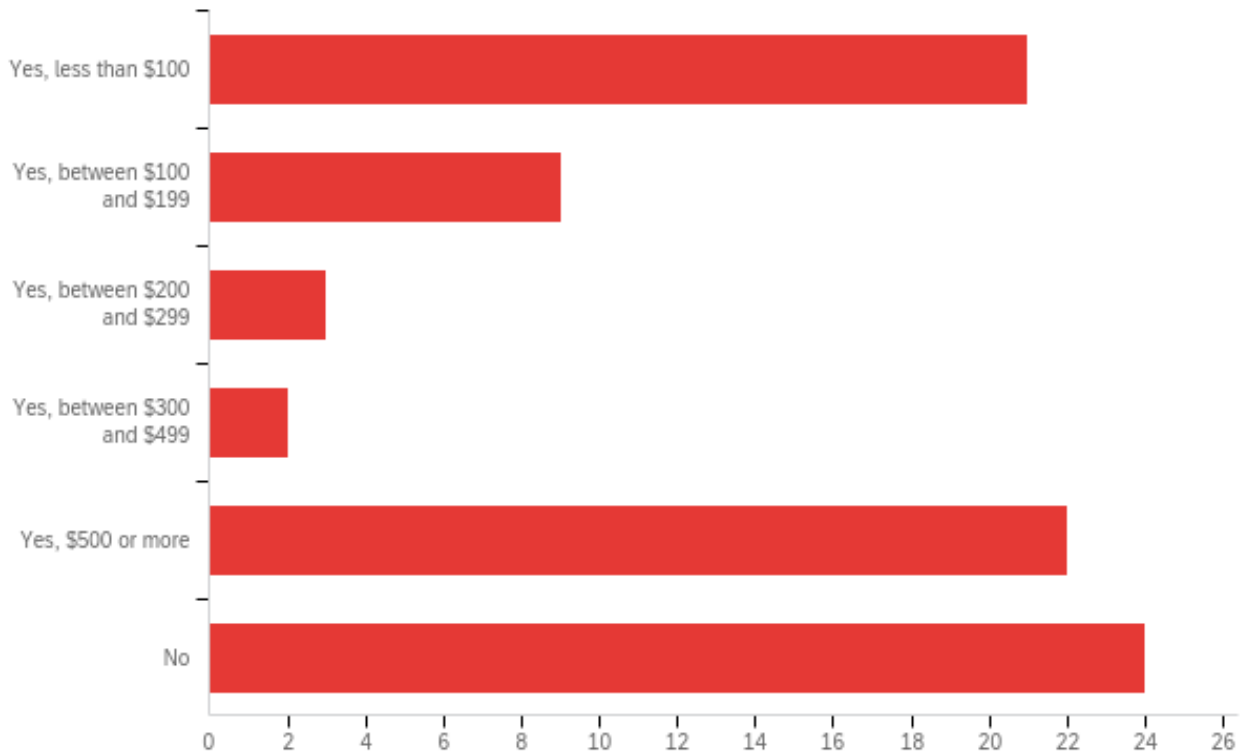
Q21 - Have you ever bought equipment or supplies for your job without being reimbursed by CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you ever bought equipment or supplies for your job without being reimbursed by CI?	1.00	2.00	1.25	0.44	0.19	110

#	Answer	%	Count
1	Yes	74.55%	82
2	No	25.45%	28
	Total	100%	110

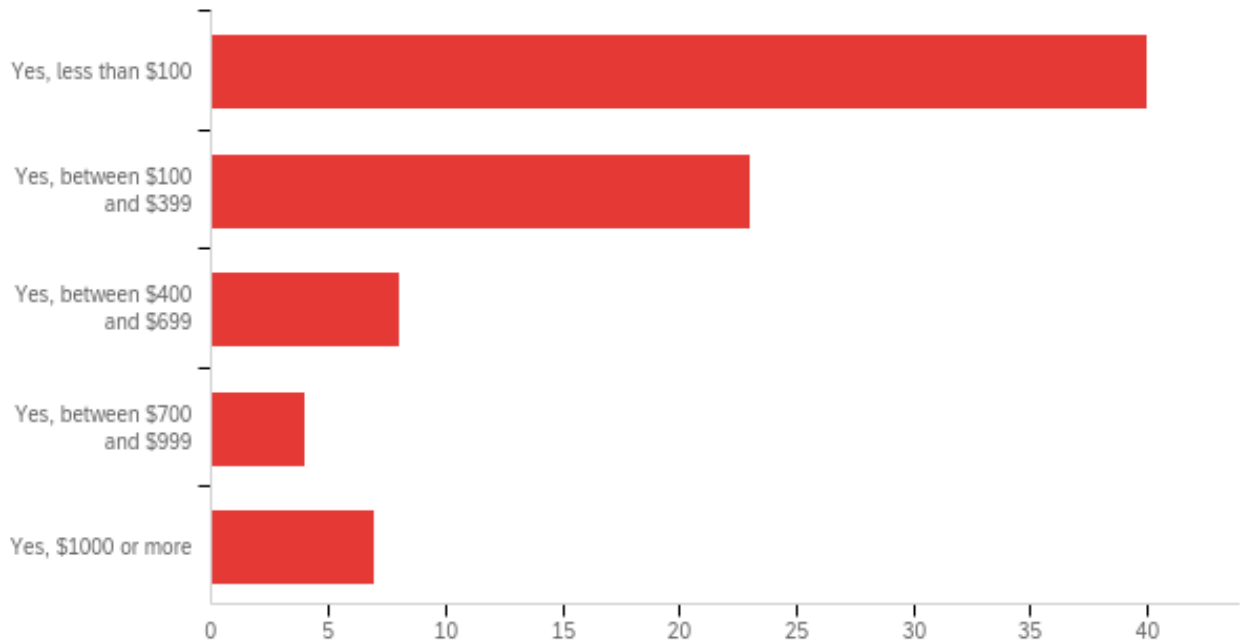
Q22 - Have you bought large cost single items that were not reimbursed for our job at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you bought large cost single items that were not reimbursed for our job at CI?	1.00	6.00	3.83	2.06	4.24	81

#	Answer	%	Count
1	Yes, less than \$100	25.93%	21
2	Yes, between \$100 and \$199	11.11%	9
3	Yes, between \$200 and \$299	3.70%	3
4	Yes, between \$300 and \$499	2.47%	2
5	Yes, \$500 or more	27.16%	22
6	No	29.63%	24
	Total	100%	81

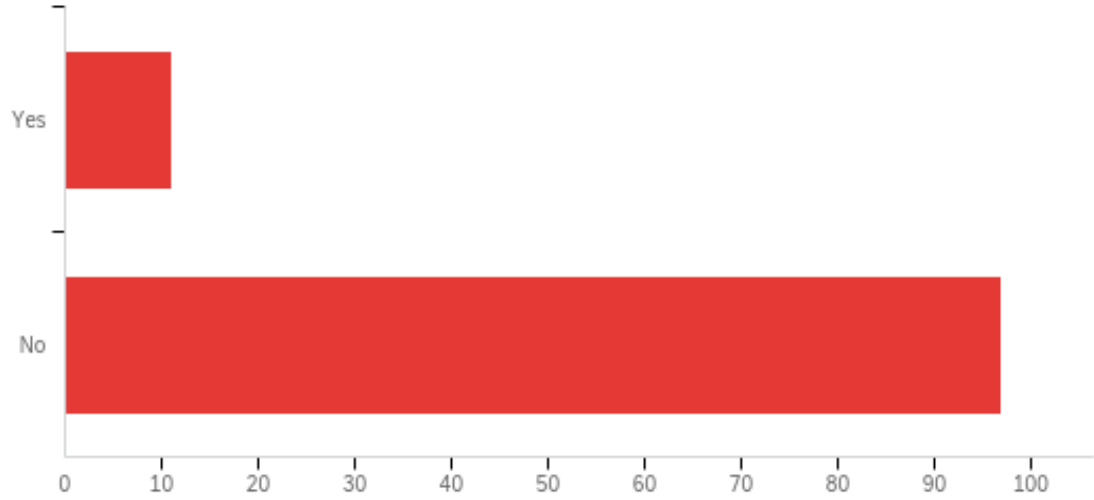
Q23 - How much would you estimate you have spent on equipment or supplies on average per year that you teach at CI, that was not reimbursed?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much would you estimate you have spent on equipment or supplies on average per year that you teach at CI, that was not reimbursed?	1.00	5.00	1.96	1.24	1.55	82

#	Answer	%	Count
1	Yes, less than \$100	48.78%	40
2	Yes, between \$100 and \$399	28.05%	23
3	Yes, between \$400 and \$699	9.76%	8
4	Yes, between \$700 and \$999	4.88%	4
5	Yes, \$1000 or more	8.54%	7
	Total	100%	82

Q24 - Have you ever been denied a request to be reimbursed for out-of-pocket money you have spent on CI students to give them educational opportunities?

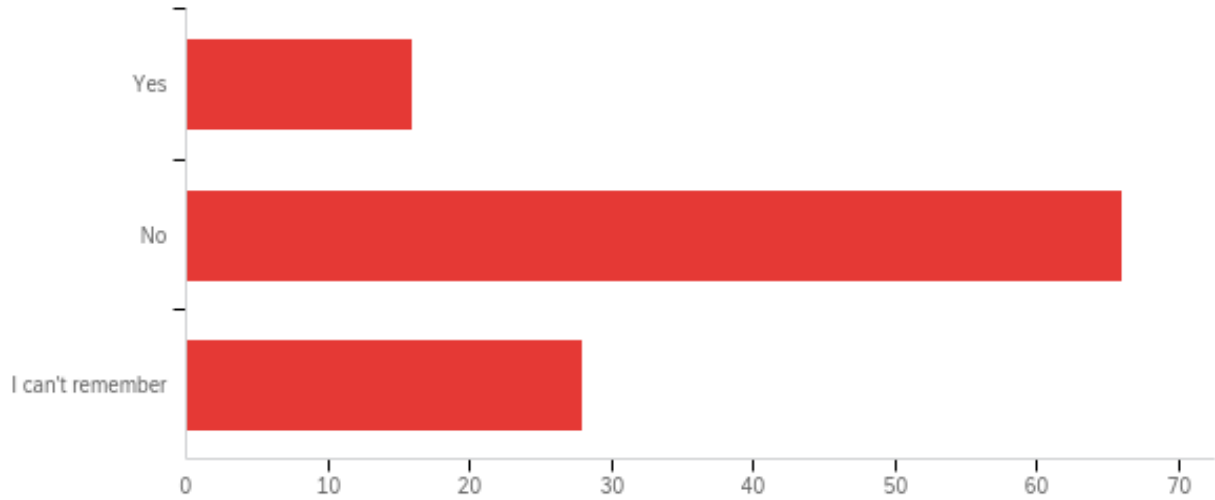


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you ever been denied a request to be reimbursed for out-of-pocket money you have spent on CI students to give them educational opportunities?	1.00	2.00	1.90	0.30	0.09	108

#	Answer	%	Count
1	Yes	10.19%	11
2	No	89.81%	97
	Total	100%	108

Q25 - How much unreimbursed money have you spent on CI students?
10 responses which ranged between \$60 and \$7,000.

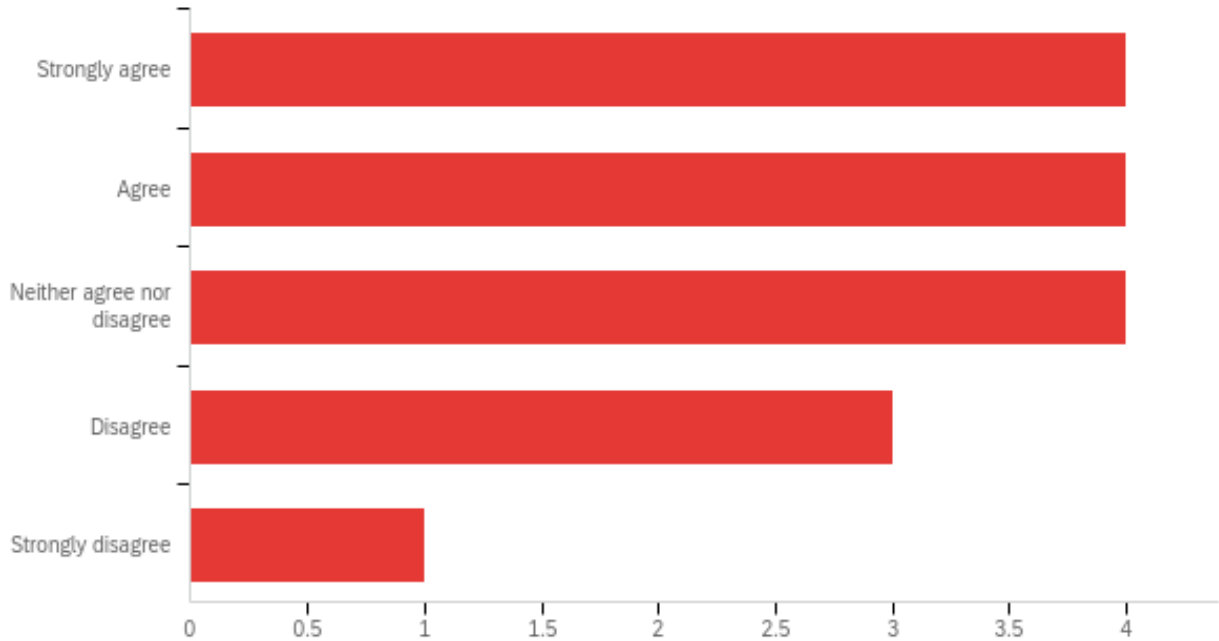
Q26 - Did you have a formal onboarding process when you joined your department at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you have a formal onboarding process when you joined your department at CI?	1.00	3.00	2.11	0.62	0.39	110

#	Answer	%	Count
1	Yes	14.55%	16
2	No	60.00%	66
3	I can't remember	25.45%	28
	Total	100%	110

Q27 - Do you agree that the onboarding you received taught you the tools you needed to succeed in the regular tasks required for your job at CI?

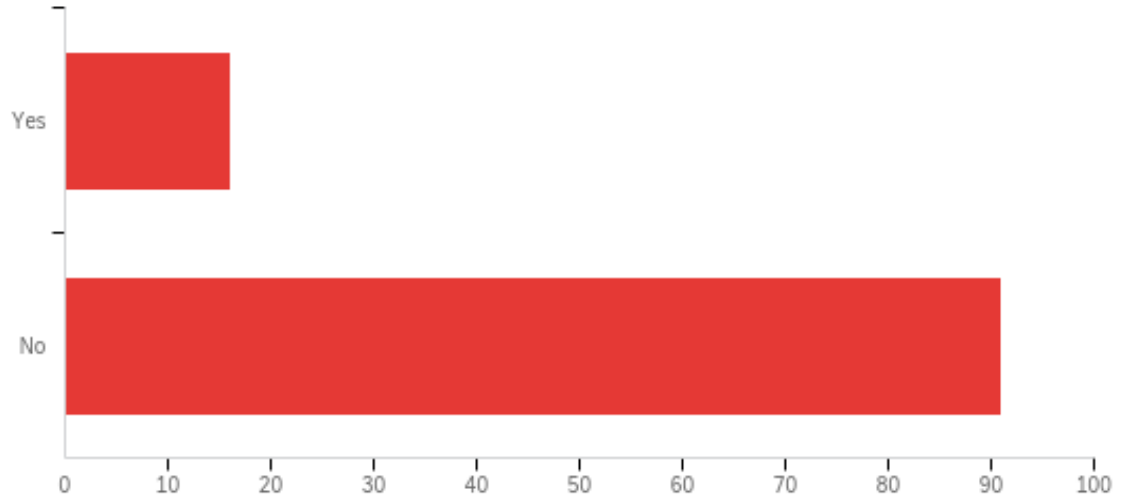


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you agree that the onboarding you received taught you the tools you needed to succeed in the regular tasks required for your job at CI?	1.00	5.00	2.56	1.22	1.50	16

#	Answer	%	Count
1	Strongly agree	25.00%	4
2	Agree	25.00%	4
3	Neither agree nor disagree	25.00%	4
4	Disagree	18.75%	3
5	Strongly disagree	6.25%	1
	Total	100%	16

Q32 - What department are you mostly engaged with as part of your job at CI?

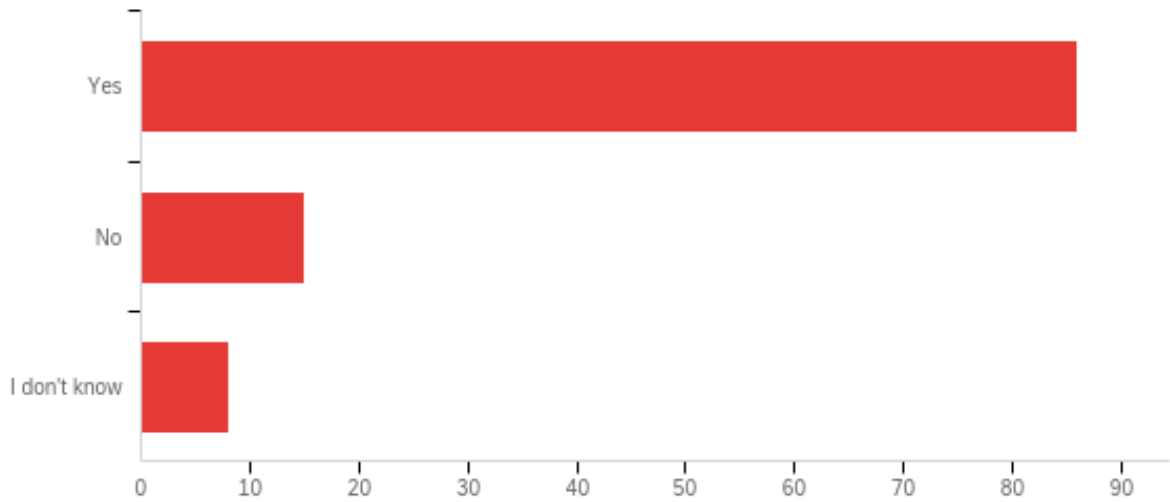
Q30 - Has your chair ever held a lecturers-only meeting at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Has your chair ever held a lecturers-only meeting at CI?	1.00	2.00	1.85	0.36	0.13	107

#	Answer	%	Count
1	Yes	14.95%	16
2	No	85.05%	91
	Total	100%	107

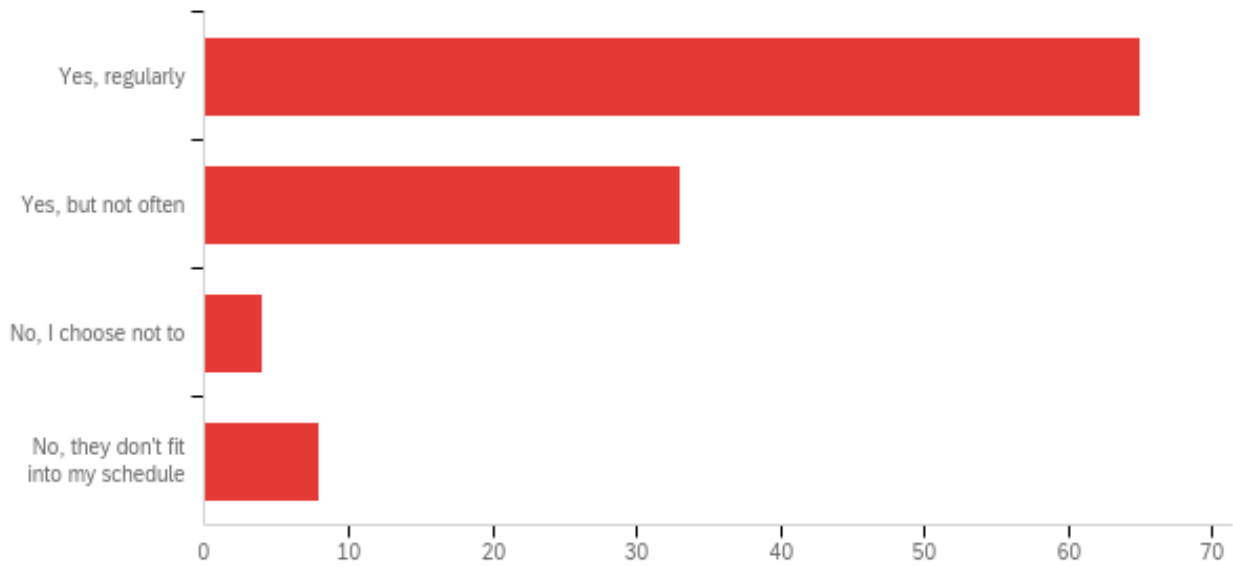
Q31 - Are you invited to department meetings with Tenured and Tenure-Track Faculty at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you invited to department meetings with Tenured and Tenure-Track Faculty at CI?	1.00	3.00	1.28	0.59	0.35	109

#	Answer	%	Count
1	Yes	78.90%	86
2	No	13.76%	15
3	I don't know	7.34%	8
	Total	100%	109

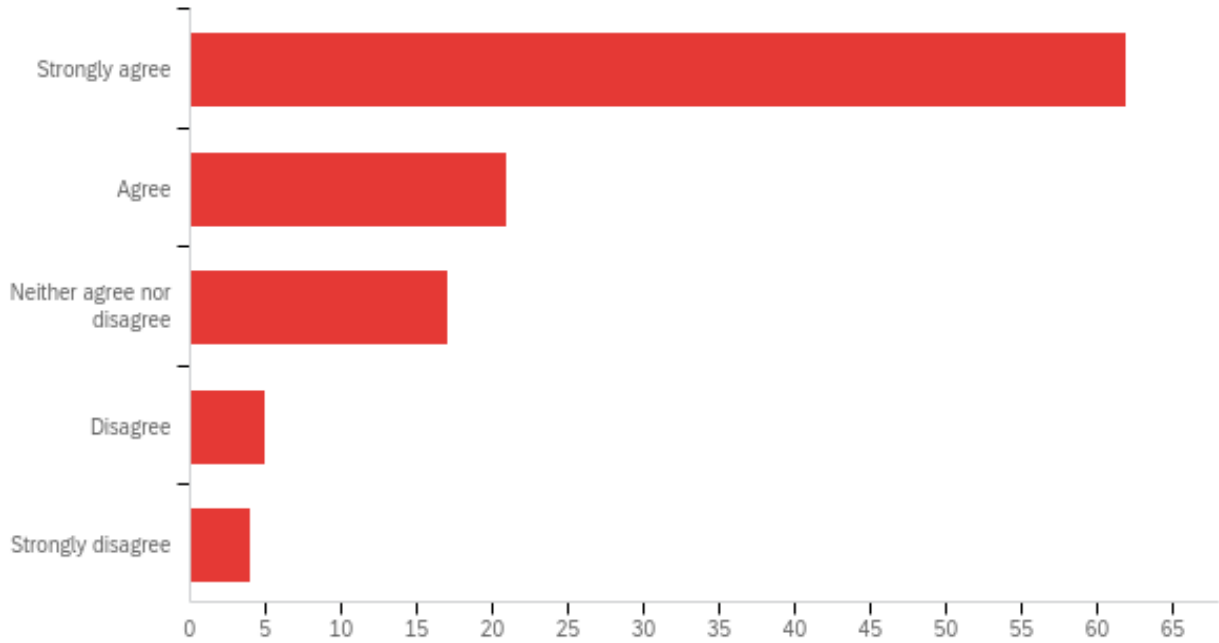
Q33 - Have you attended department meetings for your department/s at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you attended department meetings for your department/s at CI?	1.00	4.00	1.59	0.87	0.75	110

#	Answer	%	Count
1	Yes, regularly	59.09%	65
2	Yes, but not often	30.00%	33
3	No, I choose not to	3.64%	4
4	No, they don't fit into my schedule	7.27%	8
	Total	100%	110

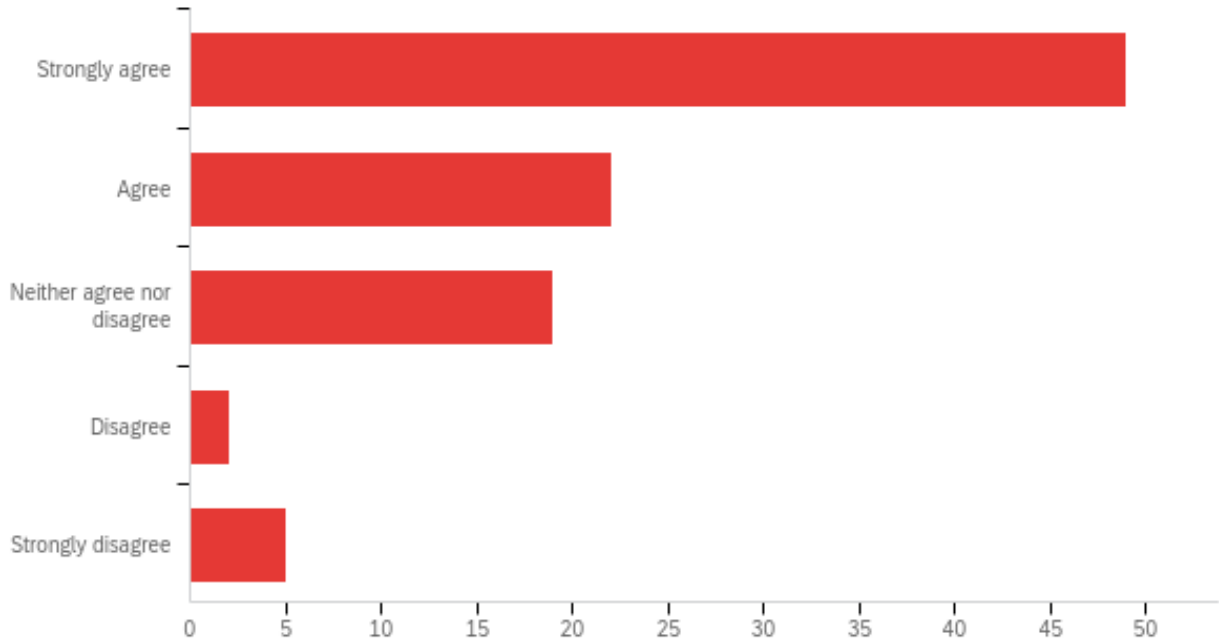
Q34 - Rate your level of agreement with the following statement: "I am welcome to attend department meetings at CI."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following statement: "I am welcome to attend department meetings at CI."	1.00	5.00	1.79	1.09	1.19	109

#	Answer	%	Count
1	Strongly agree	56.88%	62
2	Agree	19.27%	21
3	Neither agree nor disagree	15.60%	17
4	Disagree	4.59%	5
5	Strongly disagree	3.67%	4
	Total	100%	109

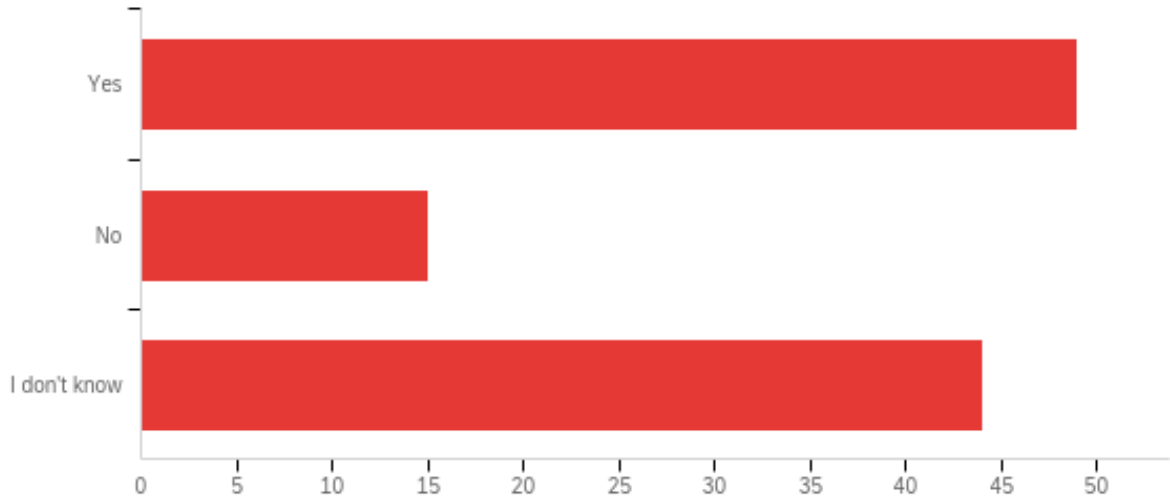
Q107 - Rate your level of agreement with the following statement: "I am encouraged to actively join the conversation in department meetings at CI."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following statement: "I am encouraged to actively join the conversation in department meetings at CI."	1.00	5.00	1.89	1.11	1.23	97

#	Answer	%	Count
1	Strongly agree	50.52%	49
2	Agree	22.68%	22
3	Neither agree nor disagree	19.59%	19
4	Disagree	2.06%	2
5	Strongly disagree	5.15%	5
	Total	100%	97

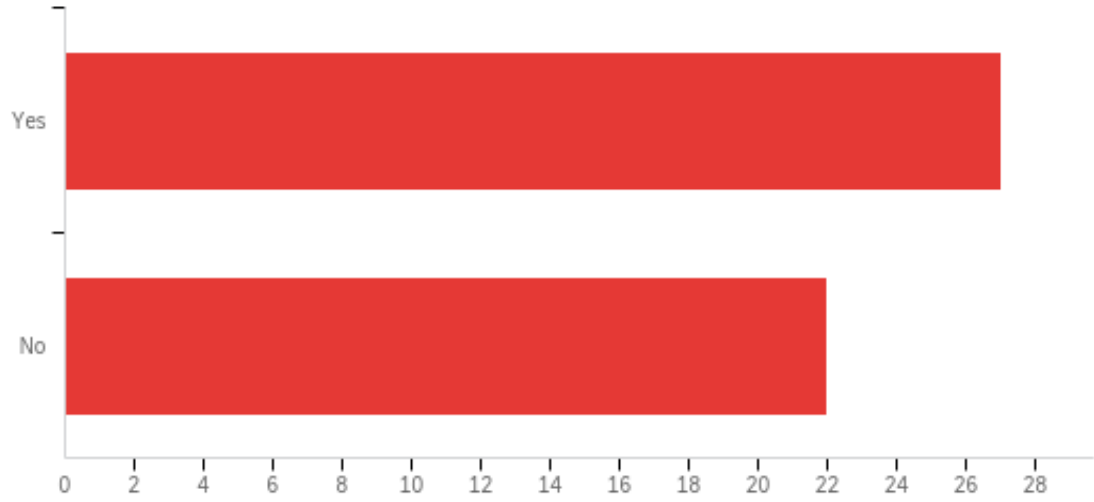
Q35 - Do you have the right to vote in department meetings on departmental decisions at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have the right to vote in department meetings on departmental decisions at CI?	1.00	3.00	1.95	0.93	0.86	108

#	Answer	%	Count
1	Yes	45.37%	49
2	No	13.89%	15
3	I don't know	40.74%	44
	Total	100%	108

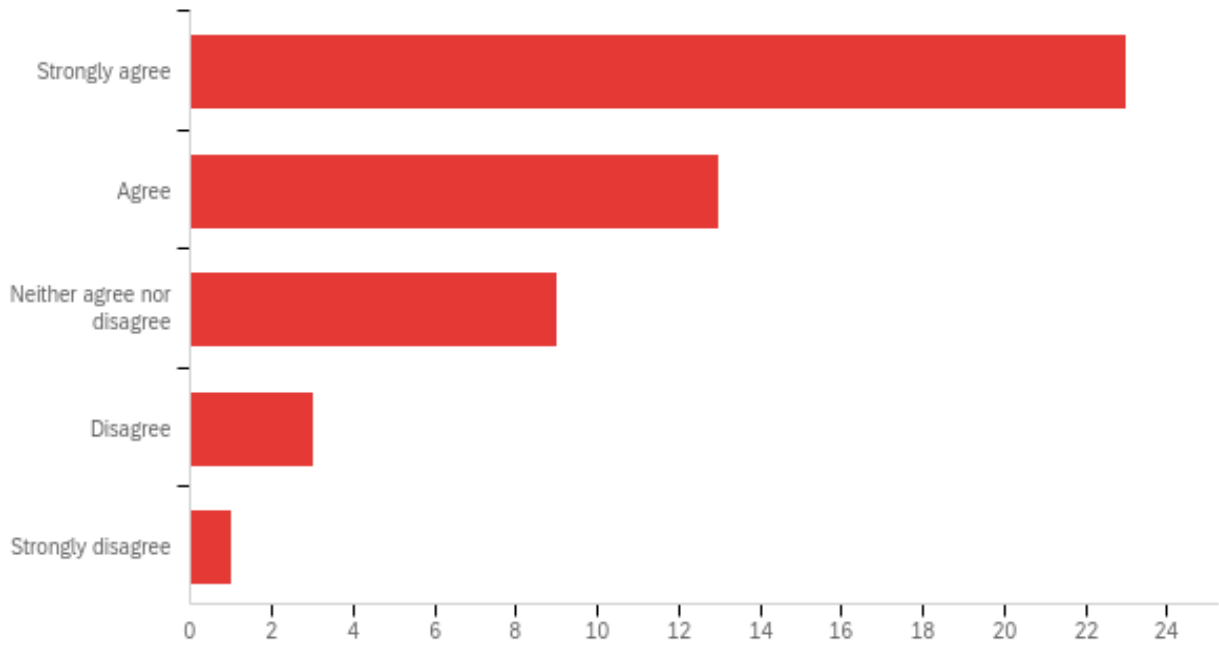
Q36 - Do you know what percentage of the full vote your vote is worth?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you know what percentage of the full vote your vote is worth?	1.00	2.00	1.45	0.50	0.25	49

#	Answer	%	Count
1	Yes	55.10%	27
2	No	44.90%	22
	Total	100%	49

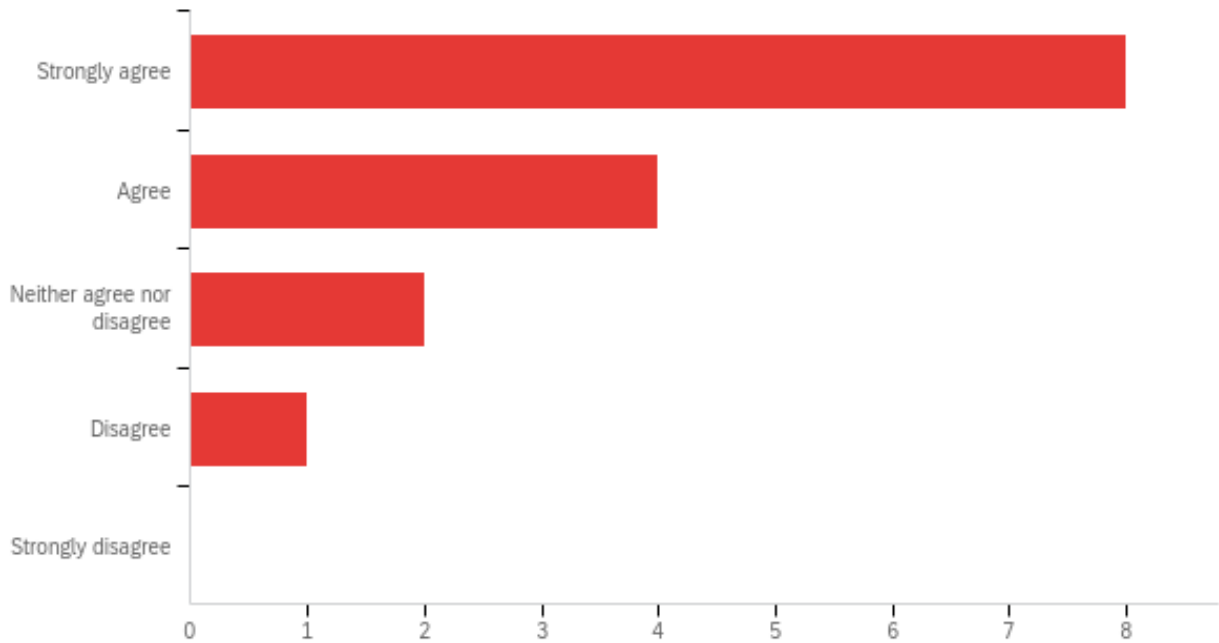
Q39 - Rate your level of agreement with the following: "The weight of my assigned vote is equitable."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: "The weight of my assigned vote is equitable."	1.00	5.00	1.90	1.03	1.07	49

#	Answer	%	Count
1	Strongly agree	46.94%	23
2	Agree	26.53%	13
3	Neither agree nor disagree	18.37%	9
4	Disagree	6.12%	3
5	Strongly disagree	2.04%	1
	Total	100%	49

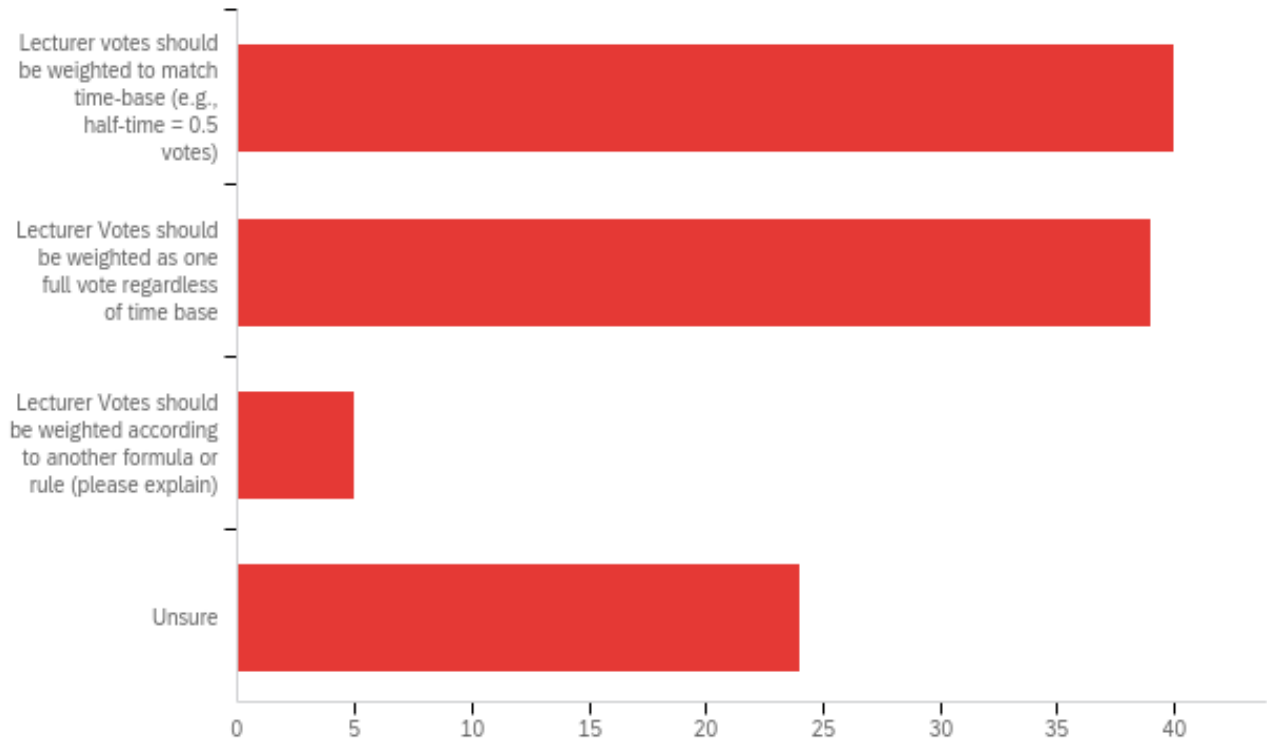
Q38 - Rate your level of agreement with the following: "I want the right to vote in department meetings on departmental decisions."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: "I want the right to vote in department meetings on departmental decisions."	1.00	4.00	1.73	0.93	0.86	15

#	Answer	%	Count
1	Strongly agree	53.33%	8
2	Agree	26.67%	4
3	Neither agree nor disagree	13.33%	2
4	Disagree	6.67%	1
5	Strongly disagree	0.00%	0
	Total	100%	15

Q40 - Select the option that most closely matches your position:

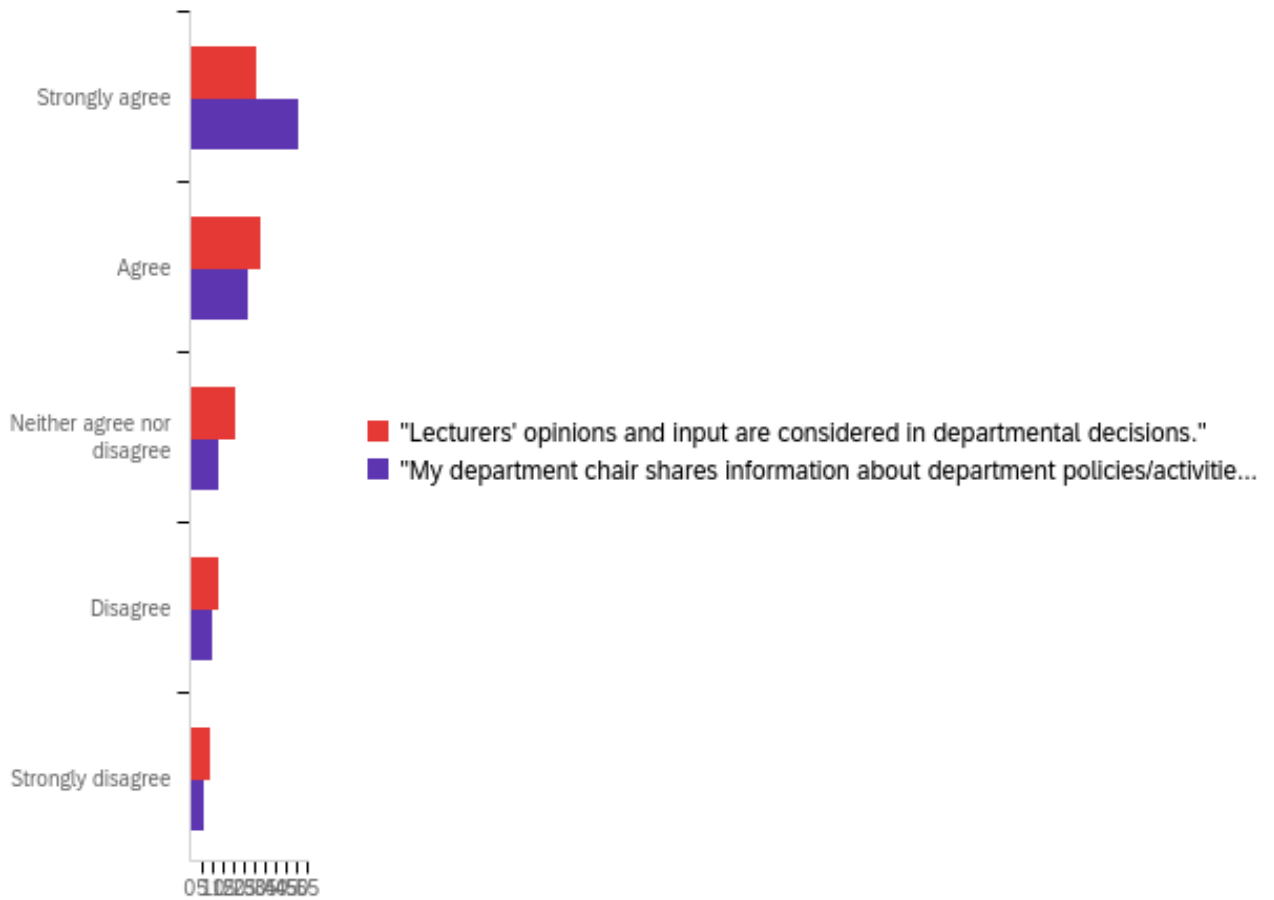


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Select the option that most closely matches your position: - Selected Choice	1.00	4.00	2.12	1.14	1.29	108

#	Answer	%	Count
1	Lecturer votes should be weighted to match time-base (e.g., half-time = 0.5 votes)	37.04%	40
2	Lecturer Votes should be weighted as one full vote regardless of time base	36.11%	39
3	Lecturer Votes should be weighted according to another formula or rule (please explain)	4.63%	5
4	Unsure	22.22%	24
	Total	100%	108

Q40_3_TEXT - Lecturer Votes should be weighted according to another formula or rule (ple...

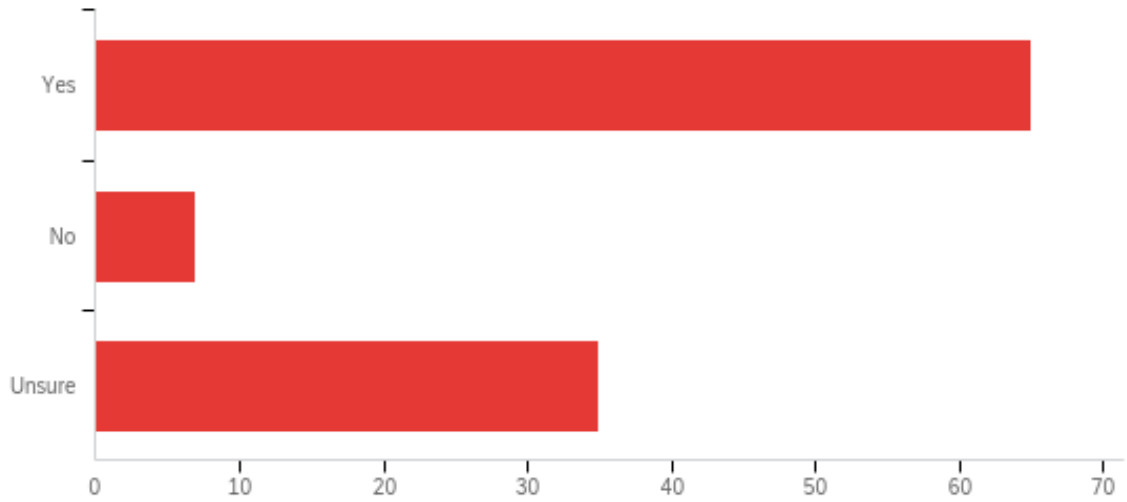
Q41 - Rate your level of agreement with the following:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	"Lecturers' opinions and input are considered in departmental decisions."	1.00	5.00	2.40	1.25	1.57	107
2	"My department chair shares information about department policies/activities/opportunities."	1.00	5.00	2.00	1.22	1.48	107

#	Question	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total
1	"Lecturers' opinions and input are considered in departmental decisions."	28.97 %	31	30.84 %	33	19.63 %	21	12.15 %	13	8.41 %	9	107
2	"My department chair shares information about department policies/activities/opportunities."	47.66 %	51	25.23 %	27	12.15 %	13	9.35%	10	5.61 %	6	107

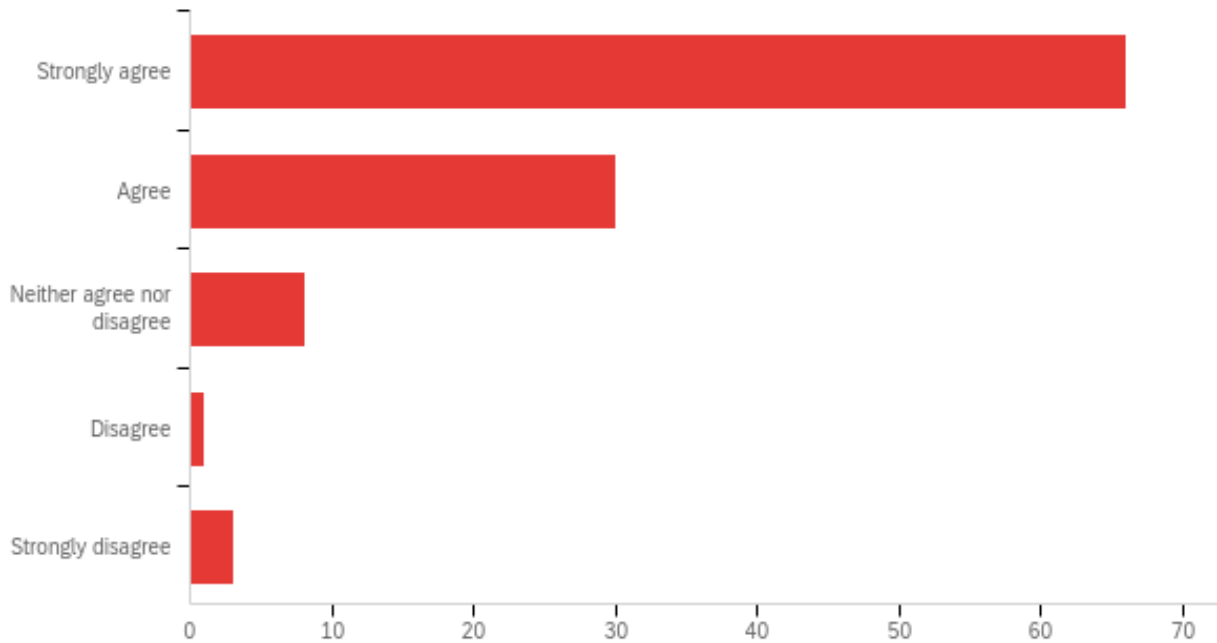
Q42 - Are you able to add an item to a department meeting agenda?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you able to add an item to a department meeting agenda?	1.00	3.00	1.72	0.93	0.86	107

#	Answer	%	Count
1	Yes	60.75%	65
2	No	6.54%	7
3	Unsure	32.71%	35
	Total	100%	107

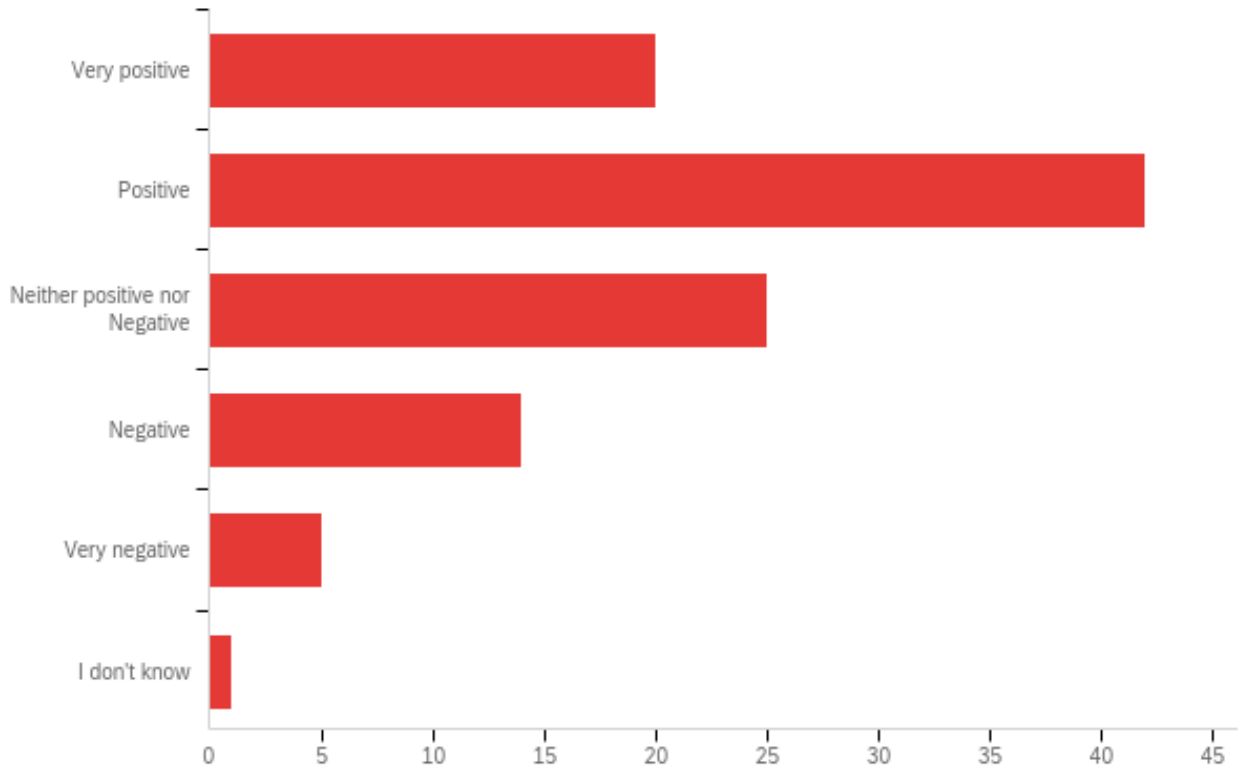
Q43 - Rate your level of agreement with the following: "My department chair is available to meet with me."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: "My department chair is available to meet with me."	1.00	5.00	1.56	0.88	0.78	108

#	Answer	%	Count
1	Strongly agree	61.11%	66
2	Agree	27.78%	30
3	Neither agree nor disagree	7.41%	8
4	Disagree	0.93%	1
5	Strongly disagree	2.78%	3
	Total	100%	108

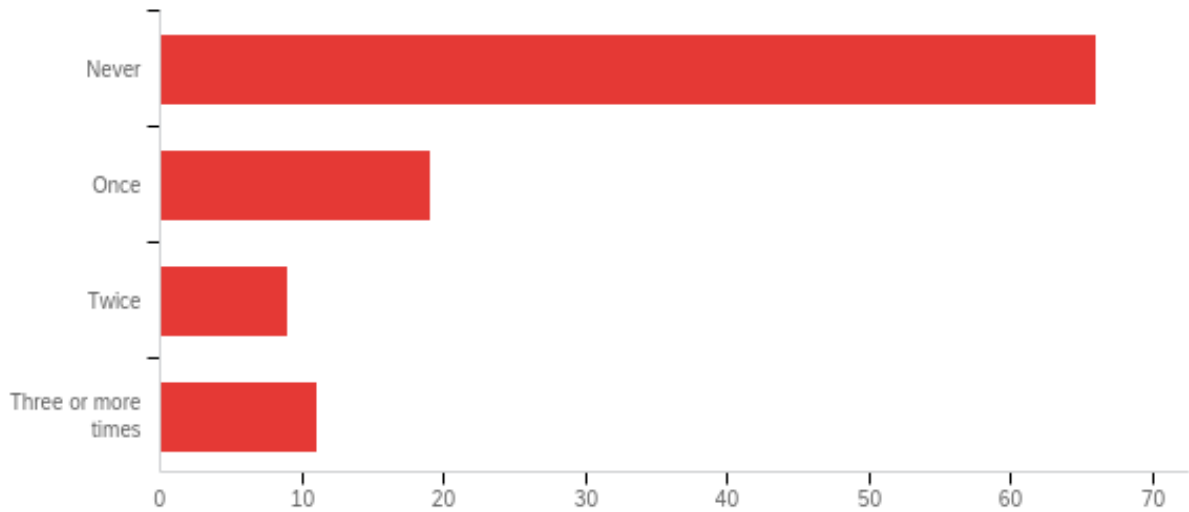
Q44 - Rate your position on the following: "The impact of my working conditions (e.g., teaching schedule, office availability, etc.) on my teaching are..."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your position on the following: "The impact of my working conditions (e.g., teaching schedule, office availability, etc.) on my teaching are..."	1.00	6.00	2.49	1.13	1.28	107

#	Answer	%	Count
1	Very positive	18.69%	20
2	Positive	39.25%	42
3	Neither positive nor Negative	23.36%	25
4	Negative	13.08%	14
5	Very negative	4.67%	5
6	I don't know	0.93%	1
	Total	100%	107

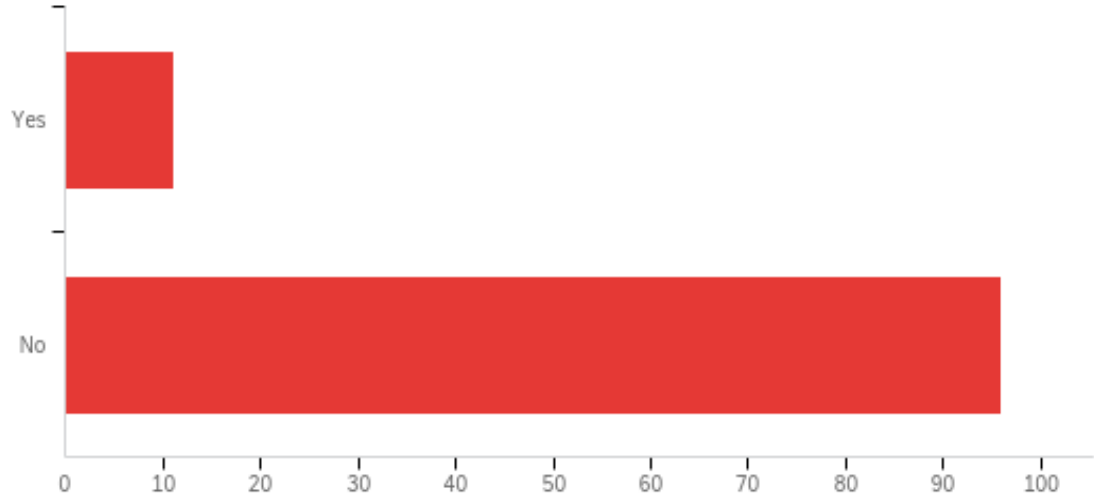
Q45 - Have you ever had your teaching load reduced due to a new T/TT hire teaching the class(es) you typically teach?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you ever had your teaching load reduced due to a new T/TT hire teaching the class(es) you typically teach?	1.00	4.00	1.67	1.01	1.02	105

#	Answer	%	Count
1	Never	62.86%	66
2	Once	18.10%	19
3	Twice	8.57%	9
4	Three or more times	10.48%	11
	Total	100%	105

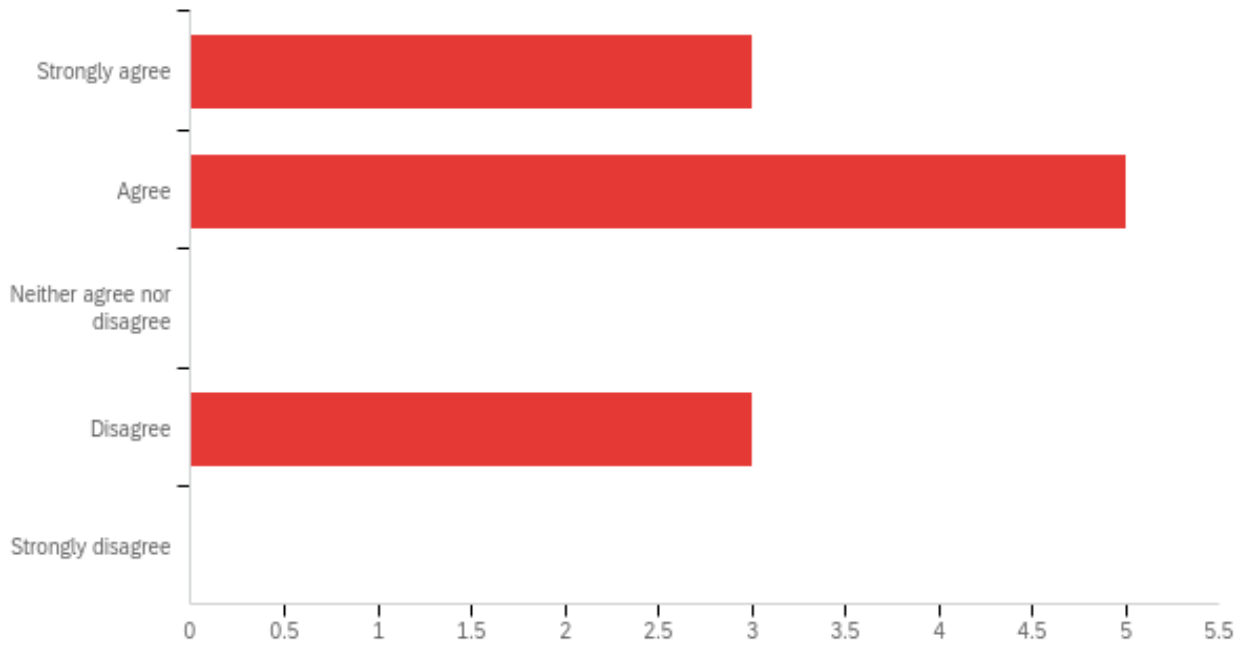
Q46 - Has your Canvas (MyCI) account ever been deactivated due to you not teaching for a semester?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Has your Canvas (MyCI) account ever been deactivated due to you not teaching for a semester?	1.00	2.00	1.90	0.30	0.09	107

#	Answer	%	Count
1	Yes	10.28%	11
2	No	89.72%	96
	Total	100%	107

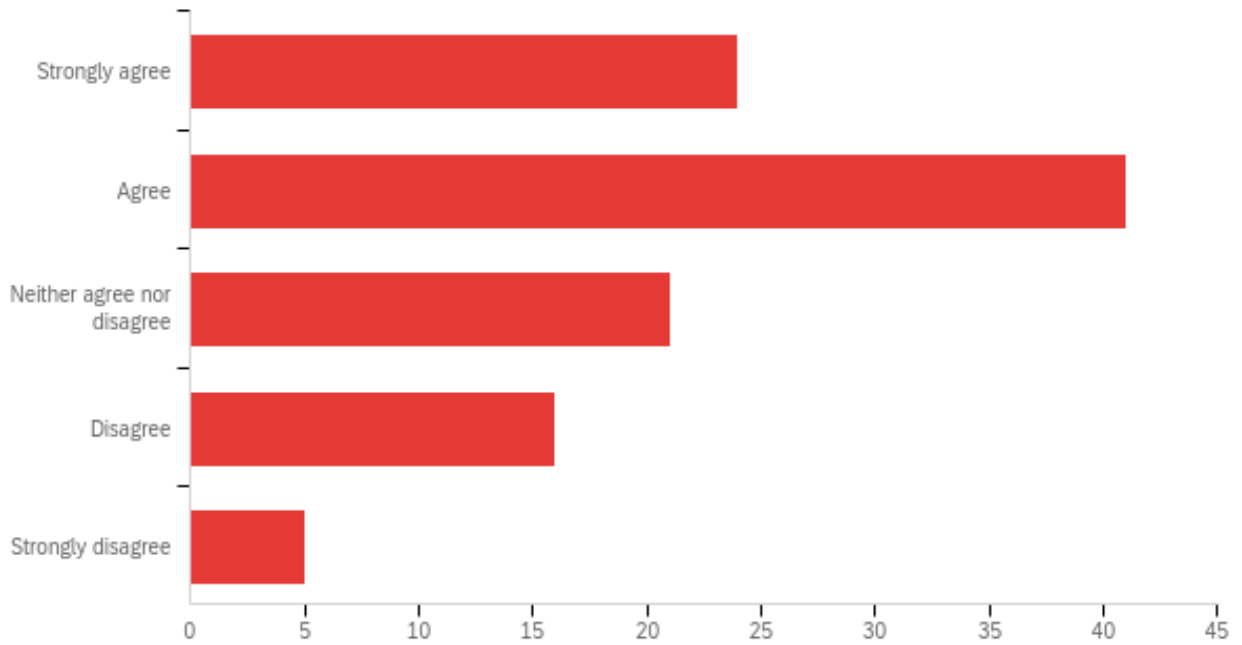
Q47 - Rate your level of agreement with the following: "I received departmental level support when reactivating my account."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: "I received departmental level support when reactivating my account."	1.00	4.00	2.27	1.14	1.29	11

#	Answer	%	Count
1	Strongly agree	27.27%	3
2	Agree	45.45%	5
3	Neither agree nor disagree	0.00%	0
4	Disagree	27.27%	3
5	Strongly disagree	0.00%	0
	Total	100%	11

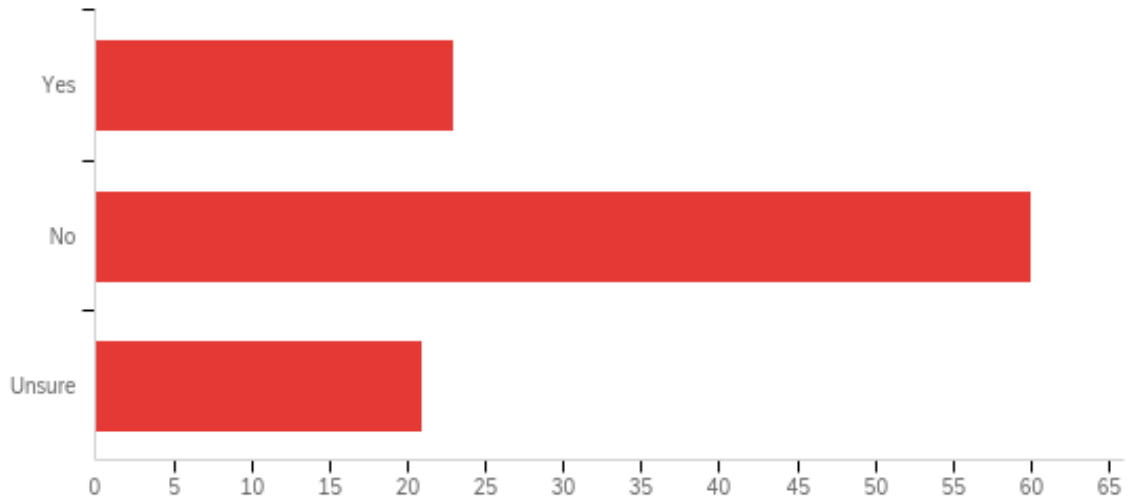
Q48 - Rate your level of agreement with the following: “I have time for my personal needs.”



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: “I have time for my personal needs.”	1.00	5.00	2.41	1.13	1.27	107

#	Answer	%	Count
1	Strongly agree	22.43%	24
2	Agree	38.32%	41
3	Neither agree nor disagree	19.63%	21
4	Disagree	14.95%	16
5	Strongly disagree	4.67%	5
	Total	100%	107

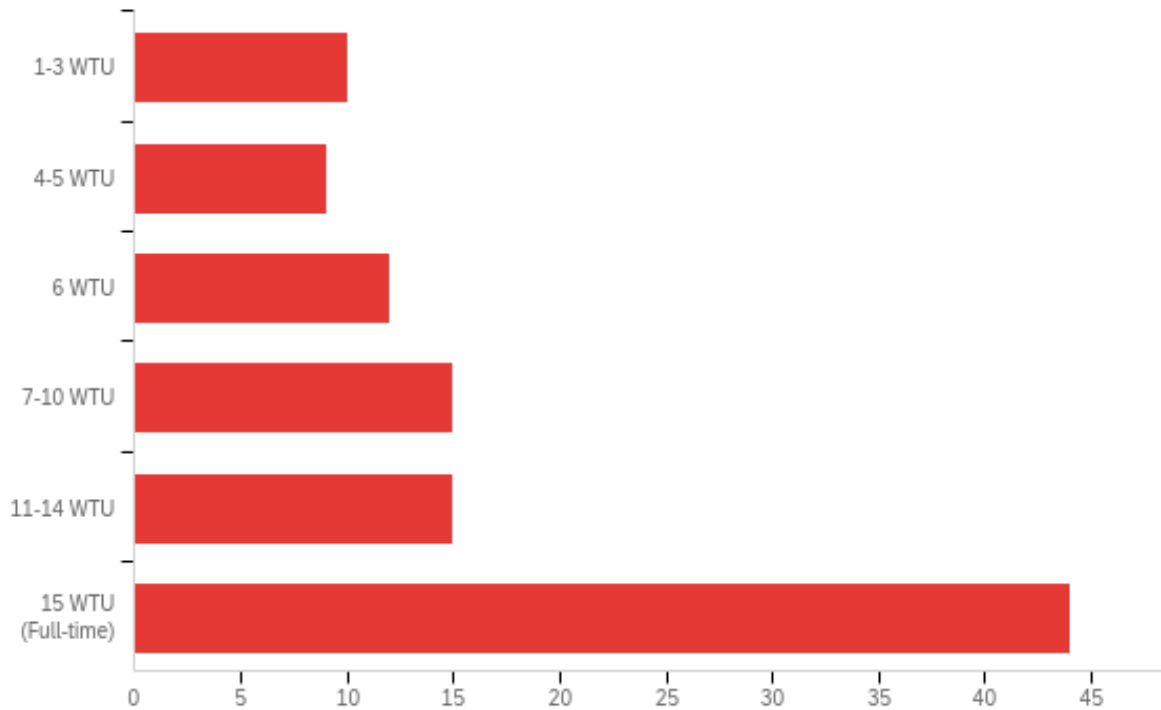
Q49 - Has a Tenure-Track Faculty ever received credit for your work?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Has a Tenure-Track Faculty ever received credit for your work?	1.00	3.00	1.98	0.65	0.42	104

#	Answer	%	Count
1	Yes	22.12%	23
2	No	57.69%	60
3	Unsure	20.19%	21
	Total	100%	104

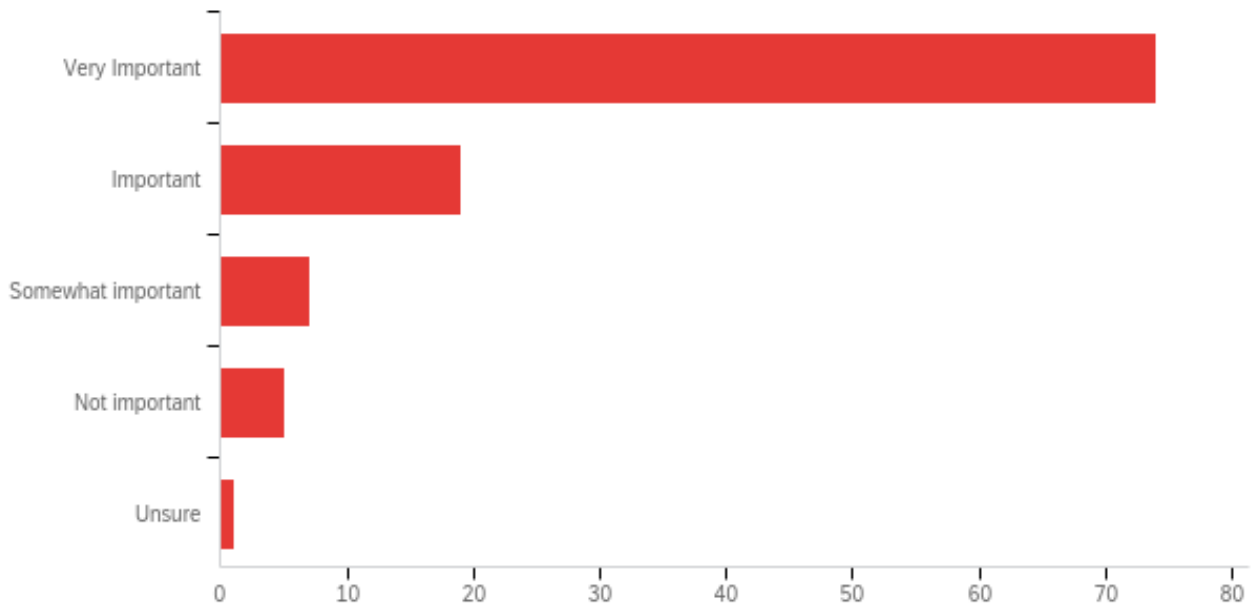
Q50 - What is your ideal teaching/service semester workload at CI (Full-time = 15 WTUs)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your ideal teaching/service semester workload at CI (Full-time = 15 WTUs)?	1.00	6.00	4.41	1.72	2.97	105

#	Answer	%	Count
1	1-3 WTU	9.52%	10
2	4-5 WTU	8.57%	9
3	6 WTU	11.43%	12
4	7-10 WTU	14.29%	15
5	11-14 WTU	14.29%	15
6	15 WTU (Full-time)	41.90%	44
	Total	100%	105

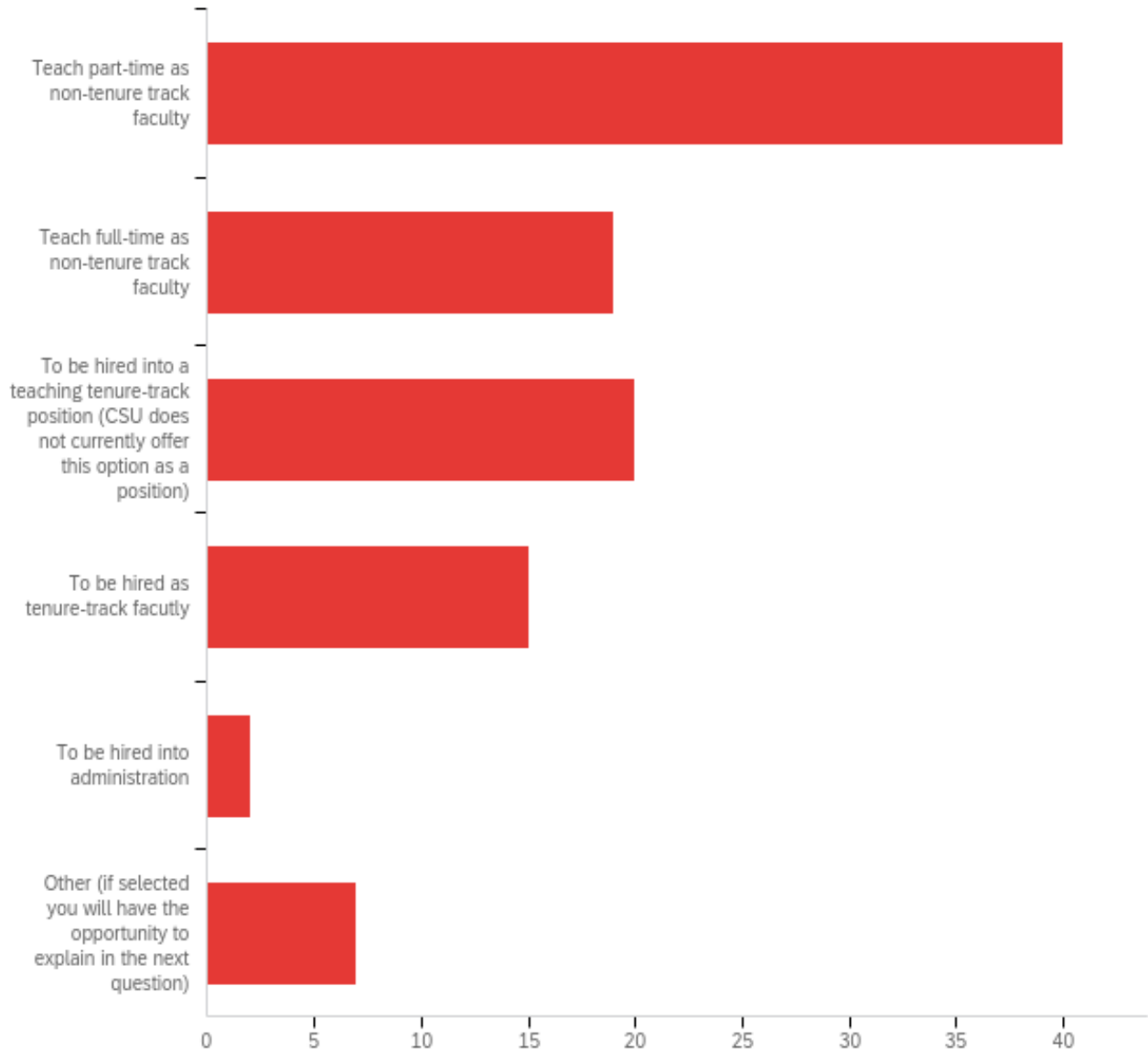
Q51 - How important is job security for you?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How important is job security for you?	1.00	5.00	1.49	0.88	0.78	106

#	Answer	%	Count
1	Very Important	69.81%	74
2	Important	17.92%	19
3	Somewhat important	6.60%	7
4	Not important	4.72%	5
5	Unsure	0.94%	1
	Total	100%	106

Q52 - What is your long-term goal for employment at CI?



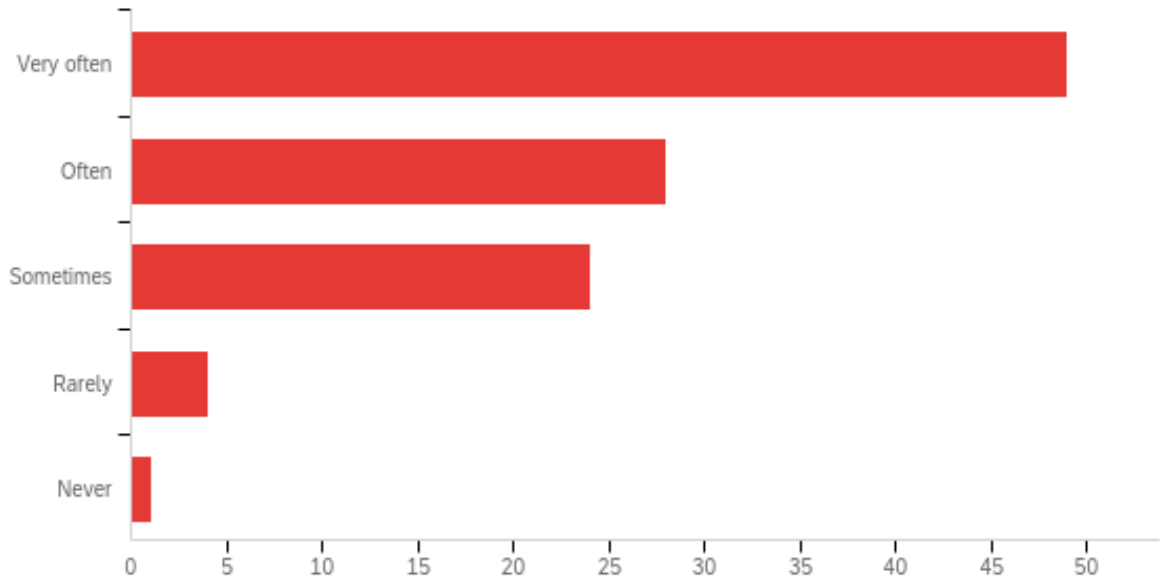
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your long-term goal for employment at CI?	2.00	12.00	8.37	1.62	2.62	104

#	Answer	%	Count
7	Teach part-time as non-tenure track faculty	38.83%	40
8	Teach full-time as non-tenure track faculty	18.45%	19

9	To be hired into a teaching tenure-track position (CSU does not currently offer this option as a position)	19.42%	20
10	To be hired as tenure-track faculty	14.56%	15
11	To be hired into administration	1.94%	2
12	Other (if selected you will have the opportunity to explain in the next question)	6.80%	7
	Total	100%	103

Q53 - Do you have longer term goals that are not represented in the above options? Please detail.

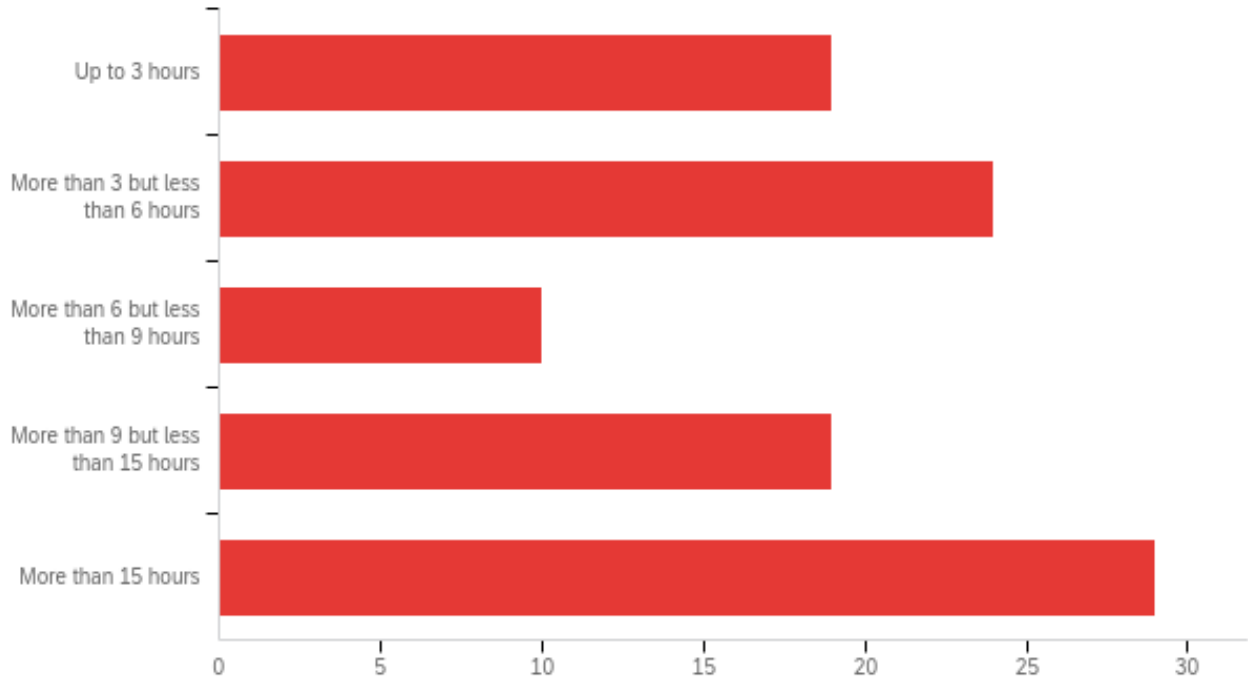
Q54 - Rate the frequency of the following: "I perform uncompensated student-focused work (e.g., letters of recommendation, graduate school and/or career advising)."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate the frequency of the following: "I perform uncompensated student-focused work (e.g., letters of recommendation, graduate school and/or career advising)."	1.00	5.00	1.87	0.95	0.91	106

#	Answer	%	Count
1	Very often	46.23%	49
2	Often	26.42%	28
3	Sometimes	22.64%	24
4	Rarely	3.77%	4
5	Never	0.94%	1
	Total	100%	106

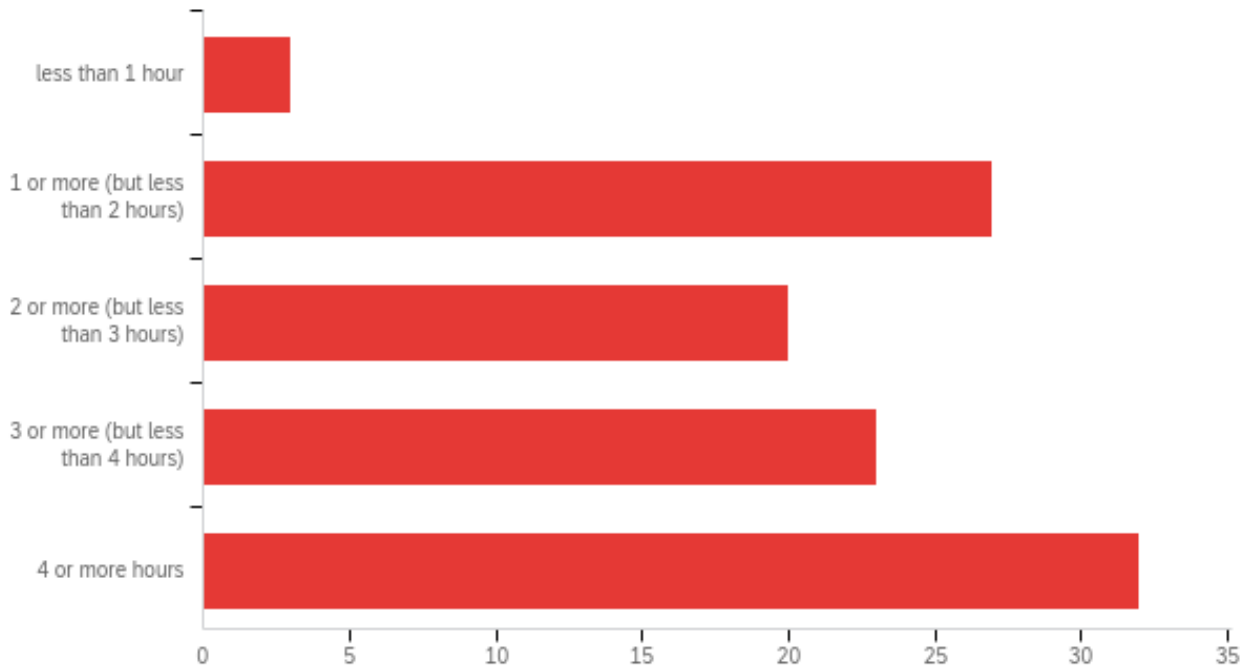
Q55 - How many hours do you estimate that you spend on uncompensated CI work per semester?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many hours do you estimate that you spend on uncompensated CI work per semester?	1.00	5.00	3.15	1.52	2.30	101

#	Answer	%	Count
1	Up to 3 hours	18.81%	19
2	More than 3 but less than 6 hours	23.76%	24
3	More than 6 but less than 9 hours	9.90%	10
4	More than 9 but less than 15 hours	18.81%	19
5	More than 15 hours	28.71%	29
	Total	100%	101

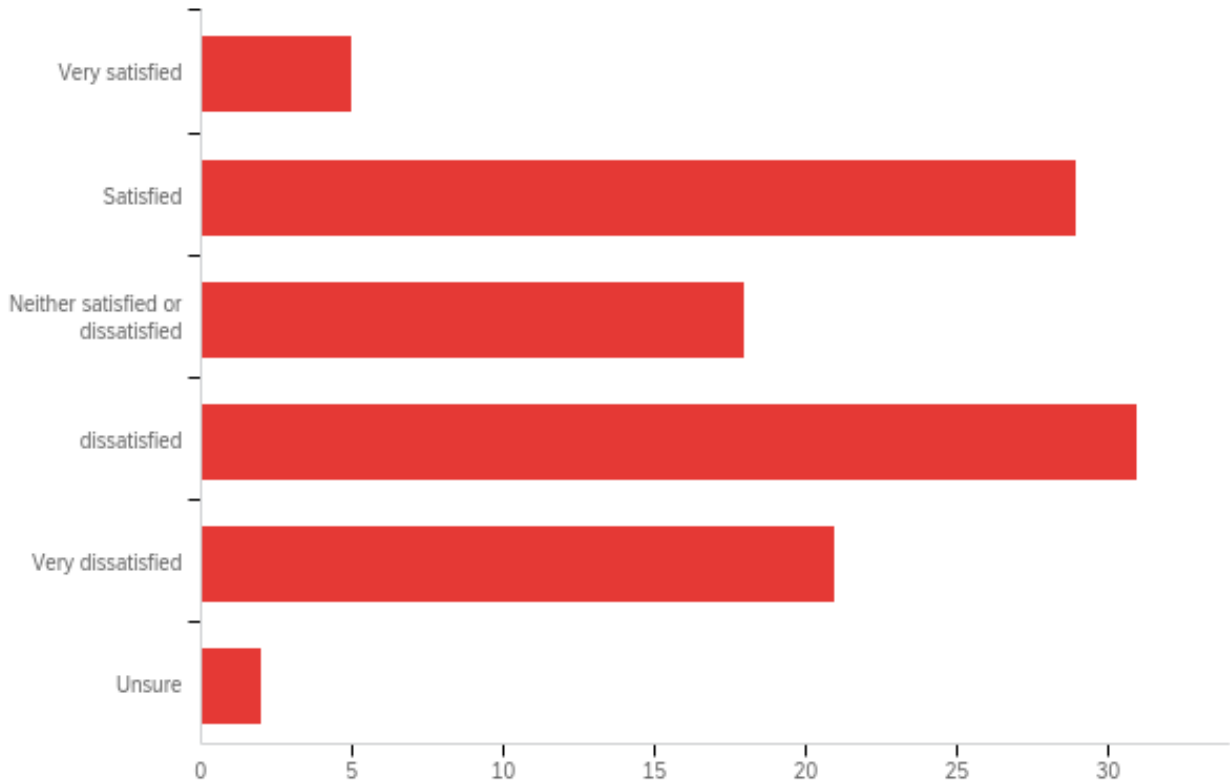
Q56 - How many hours do you allocate per week to interact with CI students outside of class?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many hours do you allocate per week to interact with CI students outside of class?	1.00	5.00	3.51	1.24	1.55	105

#	Answer	%	Count
1	less than 1 hour	2.86%	3
2	1 or more (but less than 2 hours)	25.71%	27
3	2 or more (but less than 3 hours)	19.05%	20
4	3 or more (but less than 4 hours)	21.90%	23
5	4 or more hours	30.48%	32
	Total	100%	105

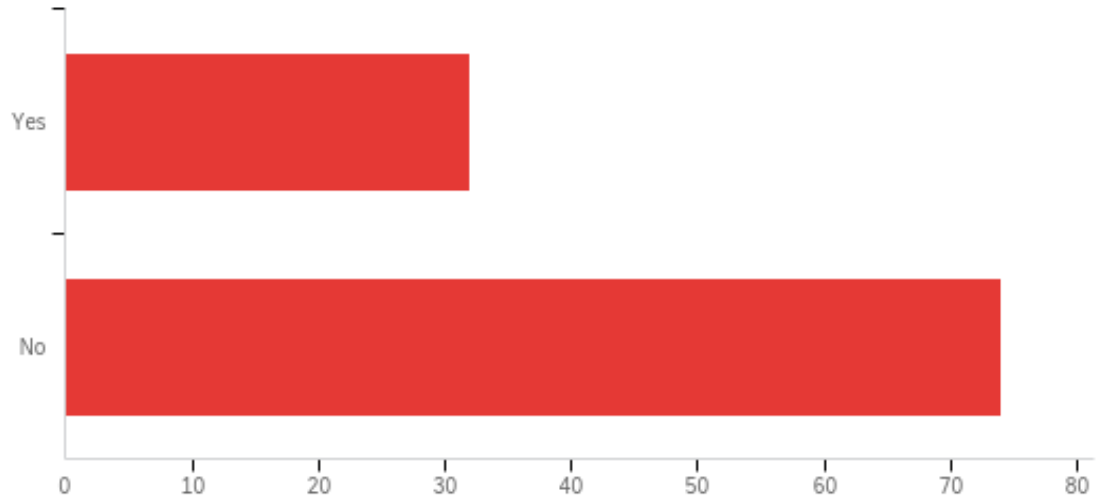
Q57 - How satisfied are you with your salary at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with your salary at CI?	1.00	6.00	3.38	1.25	1.57	106

#	Answer	%	Count
1	Very satisfied	4.72%	5
2	Satisfied	27.36%	29
3	Neither satisfied or dissatisfied	16.98%	18
4	dissatisfied	29.25%	31
5	Very dissatisfied	19.81%	21
6	Unsure	1.89%	2
	Total	100%	106

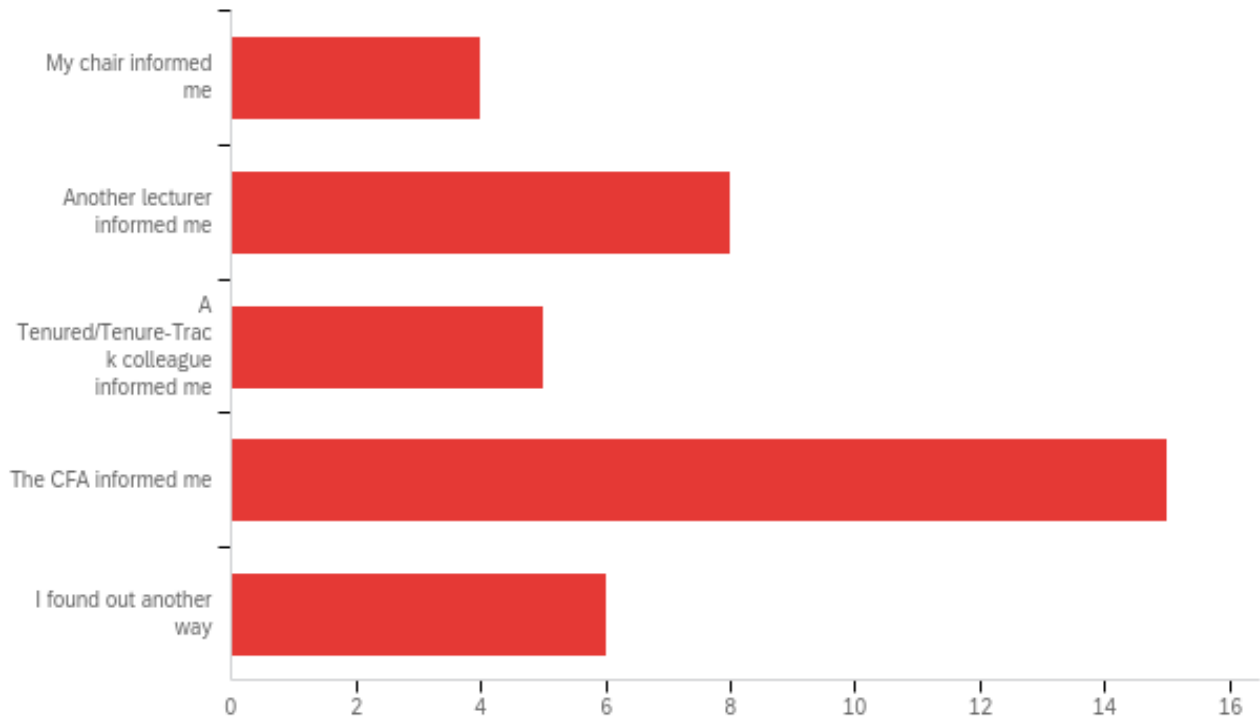
Q58 - Are you aware that you can request a pay increase at the time of your individual teaching contract renewal with your department Chair at CI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you aware that you can request a pay increase at the time of your individual teaching contract renewal with your department Chair at CI?	1.00	2.00	1.70	0.46	0.21	106

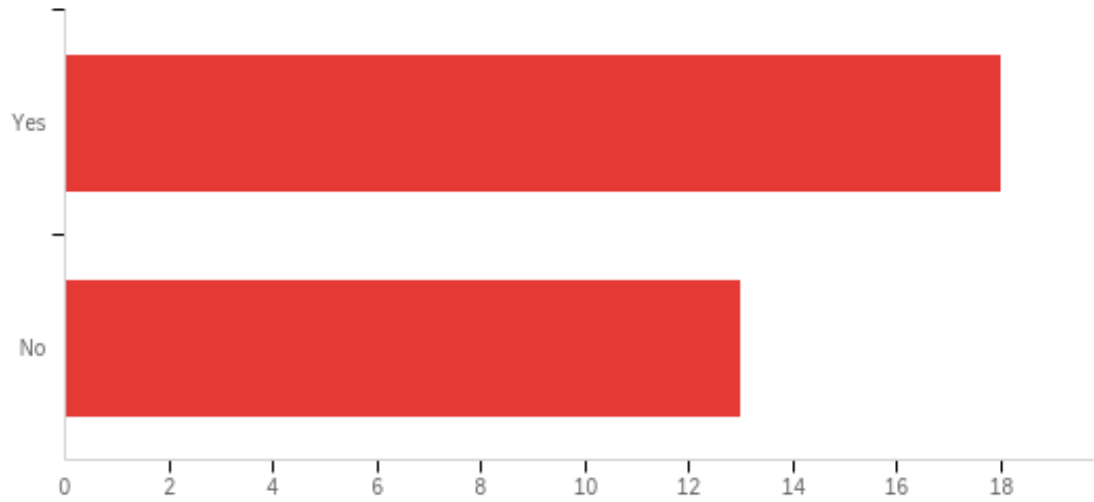
#	Answer	%	Count
1	Yes	30.19%	32
2	No	69.81%	74
	Total	100%	106

Q59 - How were you informed of the ability to request a raise? (Select all that apply)



#	Answer	%	Count
1	My chair informed me	10.53%	4
2	Another lecturer informed me	21.05%	8
3	A Tenured/Tenure-Track colleague informed me	13.16%	5
4	The CFA informed me	39.47%	15
5	I found out another way	15.79%	6
	Total	100%	38

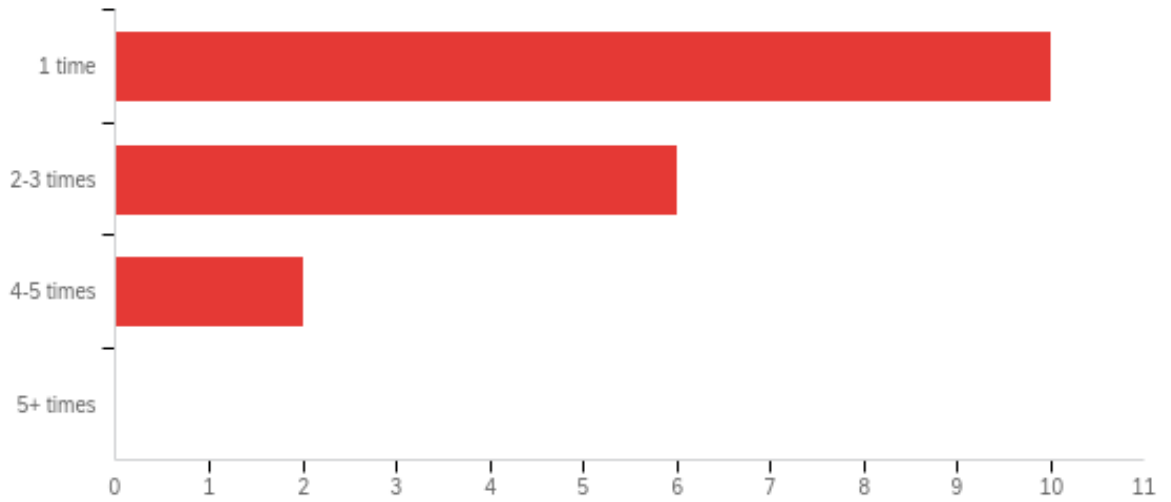
Q60 - Have you ever requested a raise in pay upon contract renewal?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you ever requested a raise in pay upon contract renewal?	1.00	2.00	1.42	0.49	0.24	31

#	Answer	%	Count
1	Yes	58.06%	18
2	No	41.94%	13
	Total	100%	31

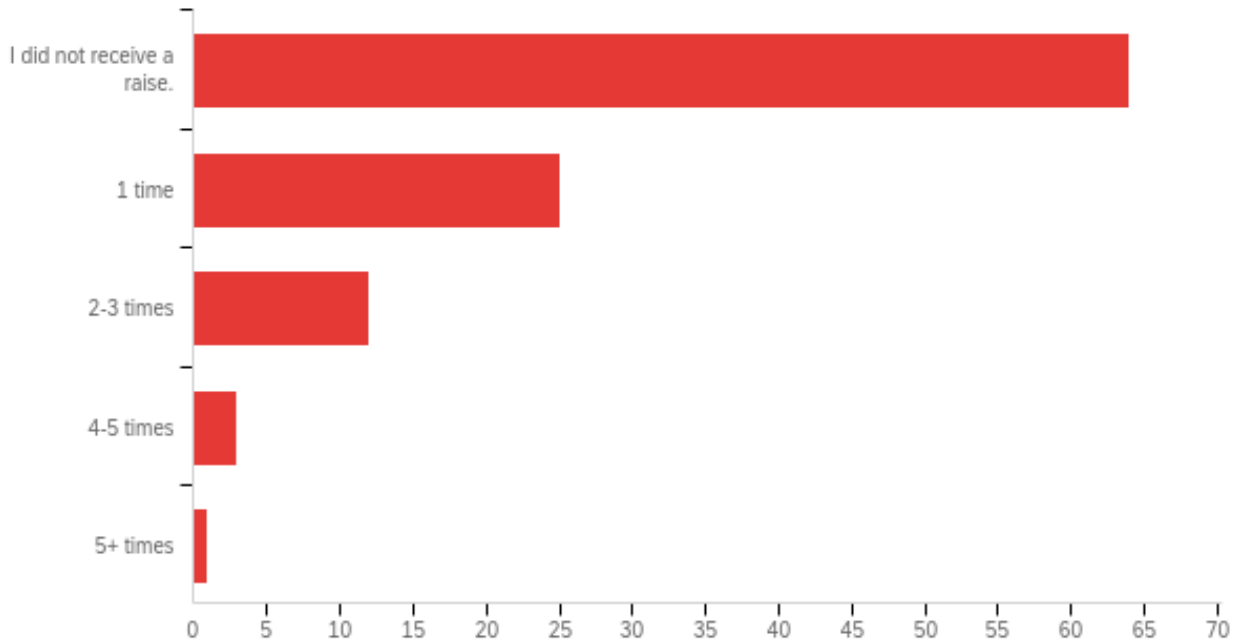
Q61 - How many times have you requested a raise upon contract renewals?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many times have you requested a raise upon contract renewals?	1.00	3.00	1.56	0.68	0.47	18

#	Answer	%	Count
1	1 time	55.56%	10
2	2-3 times	33.33%	6
3	4-5 times	11.11%	2
4	5+ times	0.00%	0
	Total	100%	18

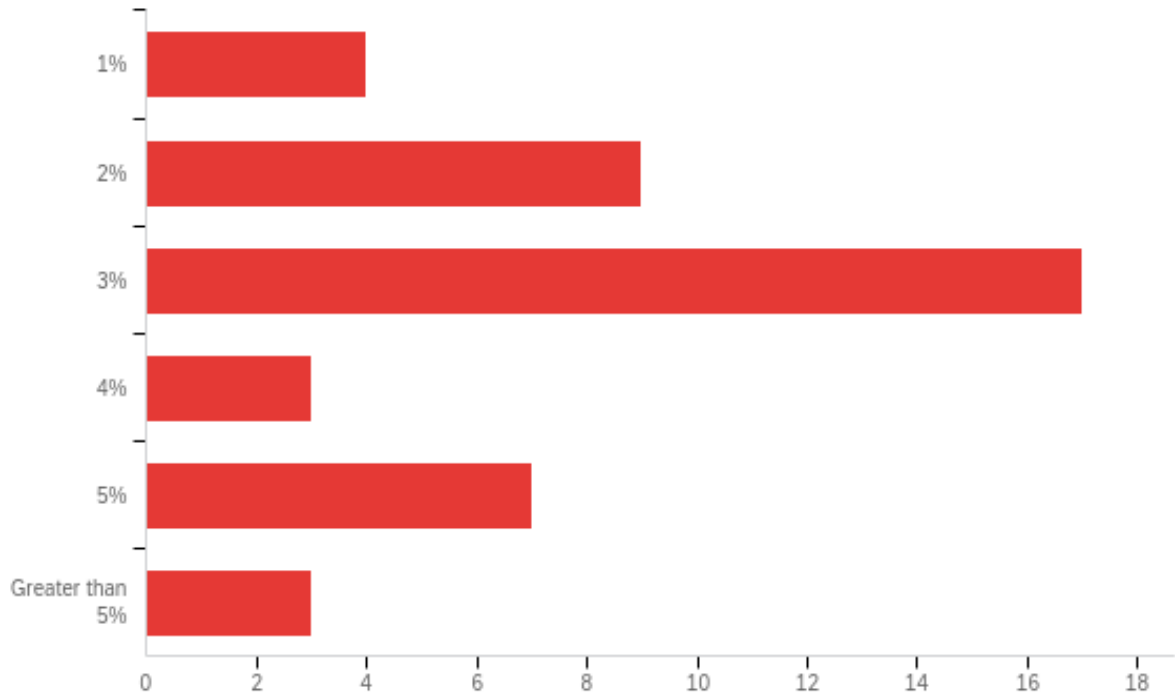
Q63 - How many times did you receive a raise upon contract renewals?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many times did you receive a raise upon contract renewals?	1.00	5.00	1.59	0.87	0.76	105

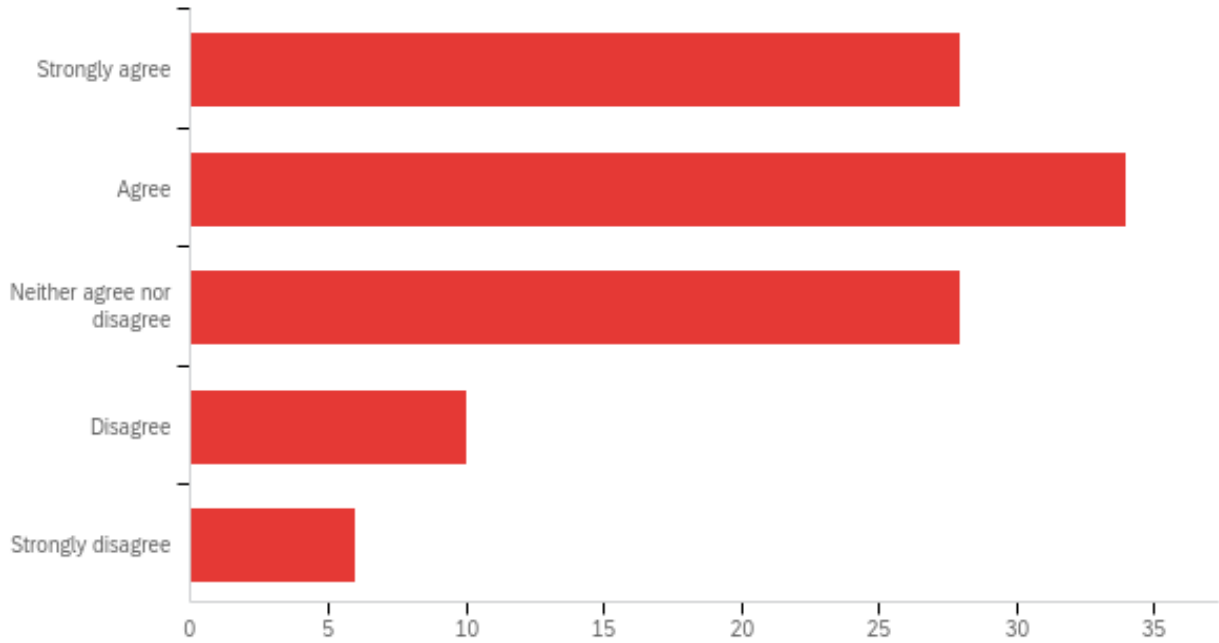
#	Answer	%	Count
1	I did not receive a raise.	60.95%	64
2	1 time	23.81%	25
3	2-3 times	11.43%	12
4	4-5 times	2.86%	3
5	5+ times	0.95%	1
	Total	100%	105

Q64 - What was the percent raise you have received? (Select all that apply)



#	Answer	%	Count
1	1%	9.30%	4
2	2%	20.93%	9
3	3%	39.53%	17
4	4%	6.98%	3
5	5%	16.28%	7
6	Greater than 5%	6.98%	3
	Total	100%	43

Q65 - Rate your level of agreement with the following: "My contract is respected in my department at CI."

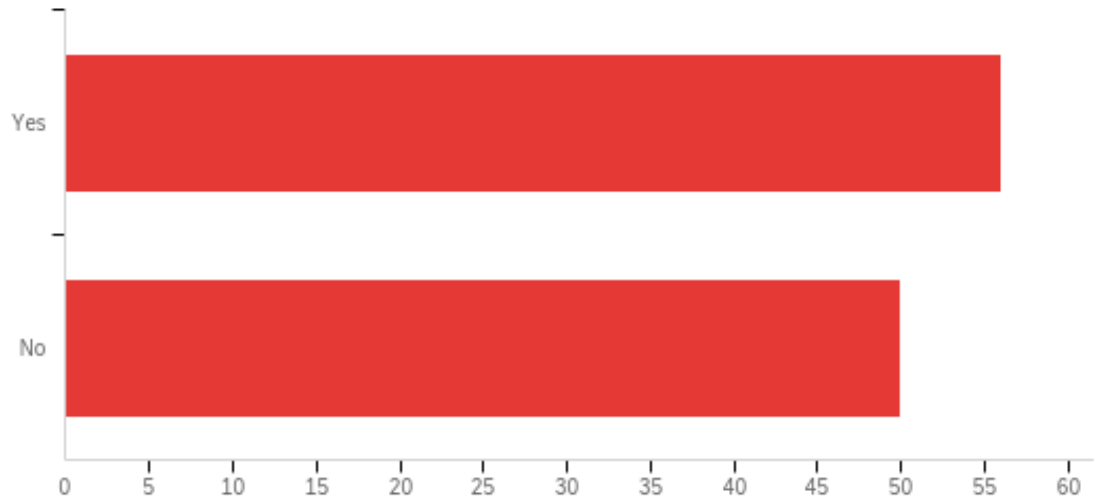


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: "My contract is respected in my department at CI."	1.00	5.00	2.36	1.13	1.29	106

#	Answer	%	Count
1	Strongly agree	26.42%	28
2	Agree	32.08%	34
3	Neither agree nor disagree	26.42%	28
4	Disagree	9.43%	10
5	Strongly disagree	5.66%	6
	Total	100%	106

Q66 - If desired, use the following space to write a short comment on how contracts are observed at CSUCI.

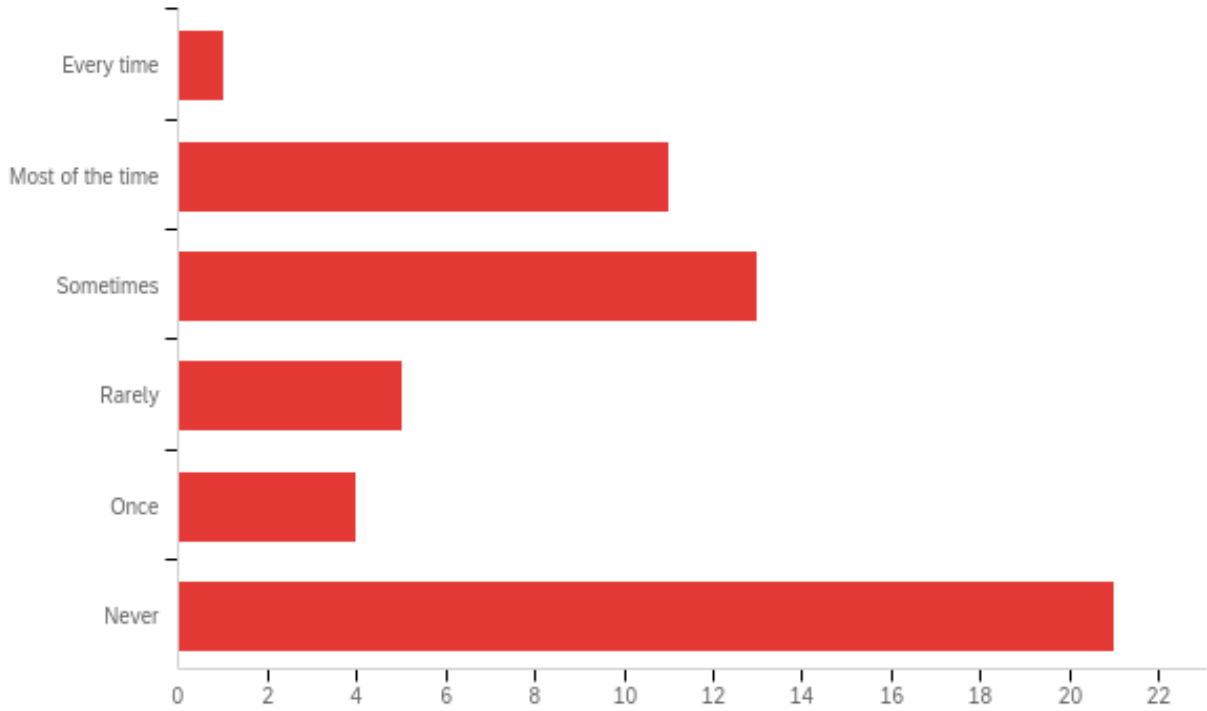
Q67 - Have you volunteered to be a member of a committee at CSUCI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you volunteered to be a member of a committee at CSUCI?	1.00	2.00	1.47	0.50	0.25	106

#	Answer	%	Count
1	Yes	52.83%	56
2	No	47.17%	50
	Total	100%	106

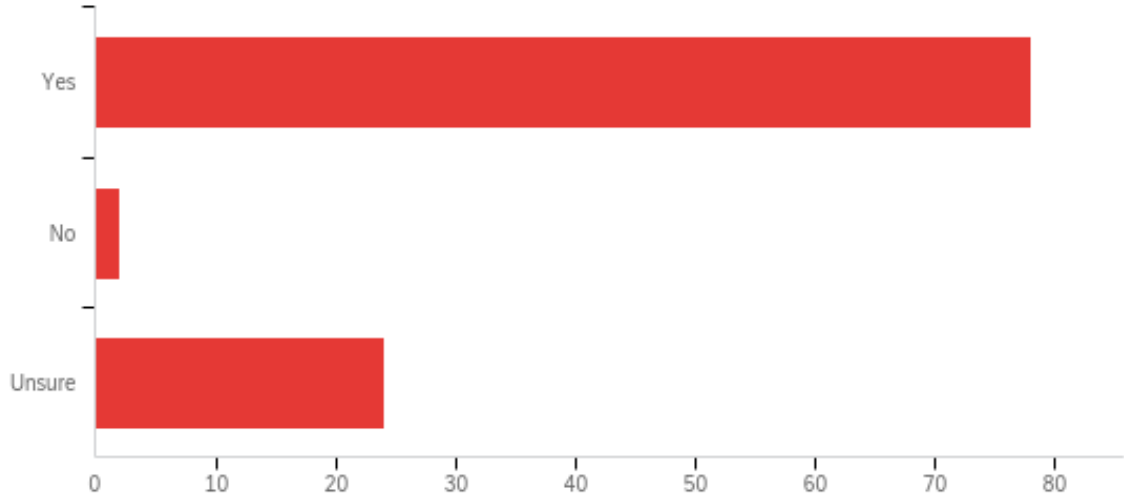
Q68 - How often have you been compensated for your time through a stipend or reassign time for committee work at CSUCI?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often have you been compensated for your time through a stipend or reassign time for committee work at CSUCI?	1.00	6.00	4.15	1.67	2.78	55

#	Answer	%	Count
1	Every time	1.82%	1
2	Most of the time	20.00%	11
3	Sometimes	23.64%	13
4	Rarely	9.09%	5
5	Once	7.27%	4
6	Never	38.18%	21
	Total	100%	55

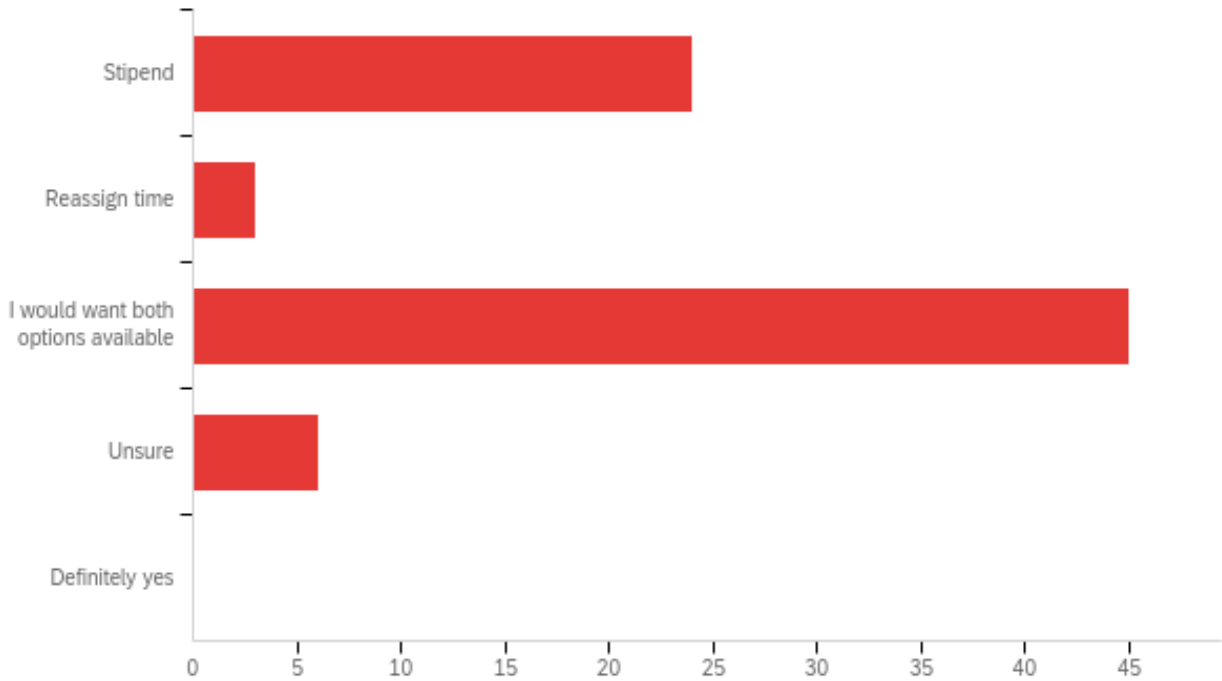
Q69 - Would you participate in committee work if you were compensated for your time with reassign time or stipends?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you participate in committee work if you were compensated for your time with reassign time or stipends?	1.00	3.00	1.48	0.84	0.71	104

#	Answer	%	Count
1	Yes	75.00%	78
2	No	1.92%	2
3	Unsure	23.08%	24
	Total	100%	104

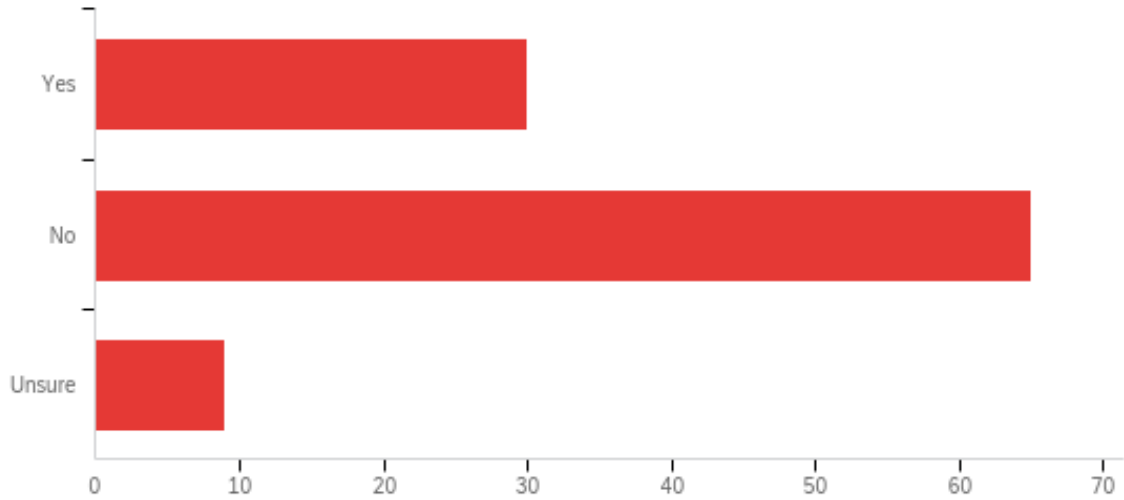
Q70 - Do you have a preference for how you are compensated?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have a preference for how you are compensated?	1.00	4.00	2.42	1.01	1.01	78

#	Answer	%	Count
1	Stipend	30.77%	24
2	Reassign time	3.85%	3
3	I would want both options available	57.69%	45
4	Unsure	7.69%	6
5	Definitely yes	0.00%	0
	Total	100%	78

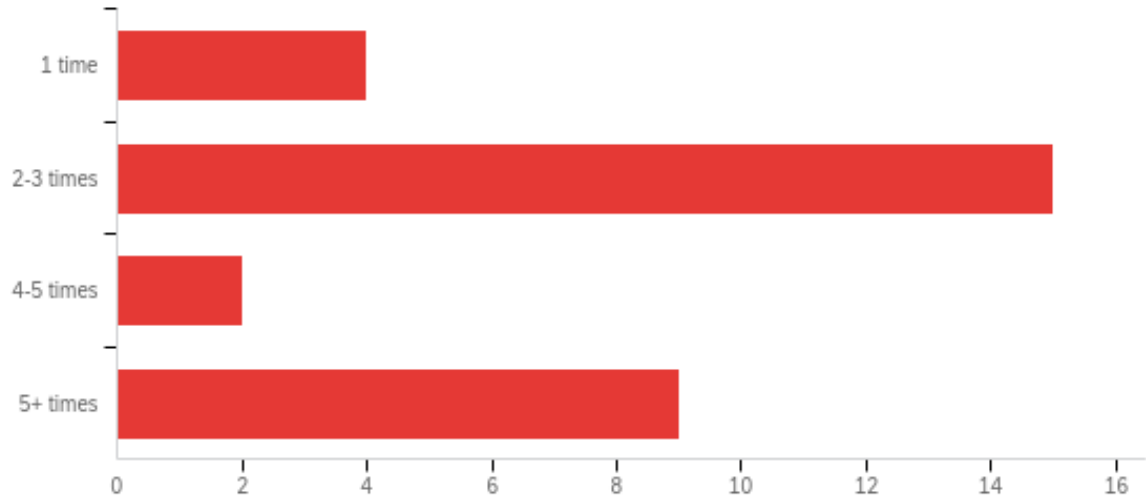
Q71 - Have you ever felt like you have been "volun-told" (i.e., pressured to volunteer) to take on uncompensated work?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you ever felt like you have been "volun-told" (i.e., pressured to volunteer) to take on uncompensated work?	1.00	3.00	1.80	0.58	0.33	104

#	Answer	%	Count
1	Yes	28.85%	30
2	No	62.50%	65
3	Unsure	8.65%	9
	Total	100%	104

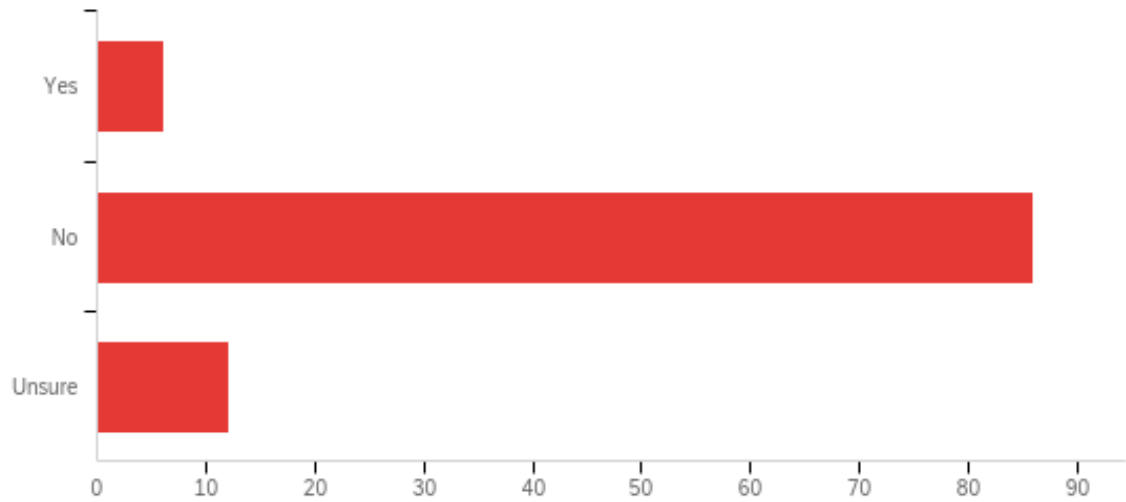
Q108 - How many times have you been "volun-told" to take on uncompensated work?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many times have you been "volun-told" to take on uncompensated work?	1.00	4.00	2.53	1.06	1.12	30

#	Answer	%	Count
1	1 time	13.33%	4
2	2-3 times	50.00%	15
3	4-5 times	6.67%	2
4	5+ times	30.00%	9
	Total	100%	30

Q72 - Have you experienced reprisals for refusing to do uncompensated work?

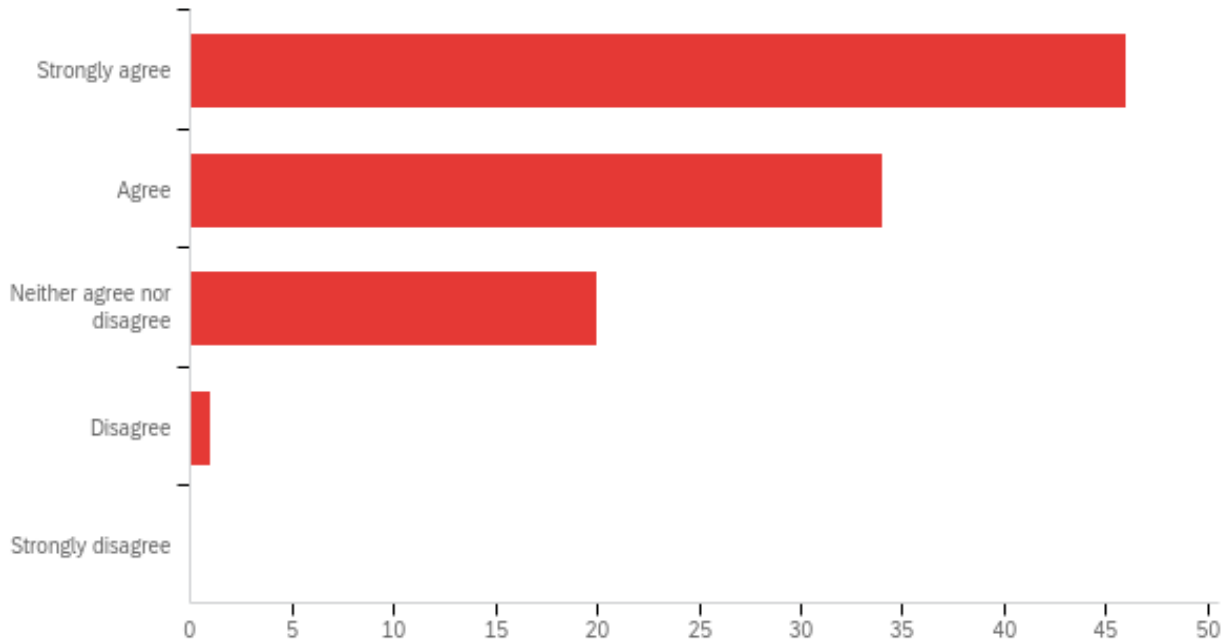


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you experienced reprisals for refusing to do uncompensated work?	1.00	3.00	2.06	0.41	0.17	104

#	Answer	%	Count
1	Yes	5.77%	6
2	No	82.69%	86
3	Unsure	11.54%	12
	Total	100%	104

Q73 - Feel free to share reprisals experienced.

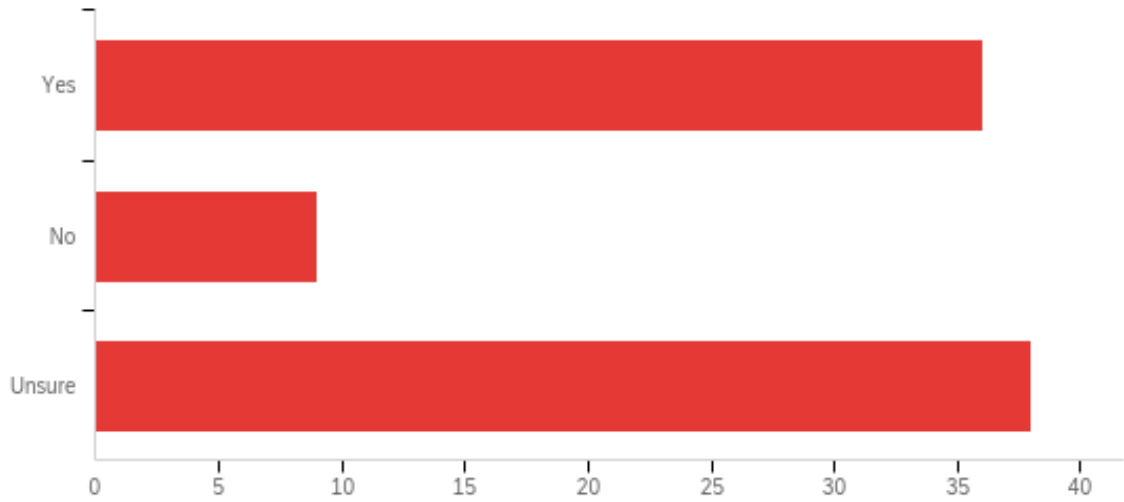
Q74 - Rate your level of agreement with the following: “If compensated through reassign time or stipend, I feel that lecturers should be represented in the governing body of the department.”



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: “If compensated through reassign time or stipend, I feel that lecturers should be represented in the governing body of the department.”	1.00	7.00	4.65	1.01	1.01	104

#	Answer	%	Count
4	Strongly agree	45.54%	46
5	Agree	33.66%	34
6	Neither agree nor disagree	19.80%	20
7	Disagree	0.99%	1
8	Strongly disagree	0.00%	0
	Total	100%	101

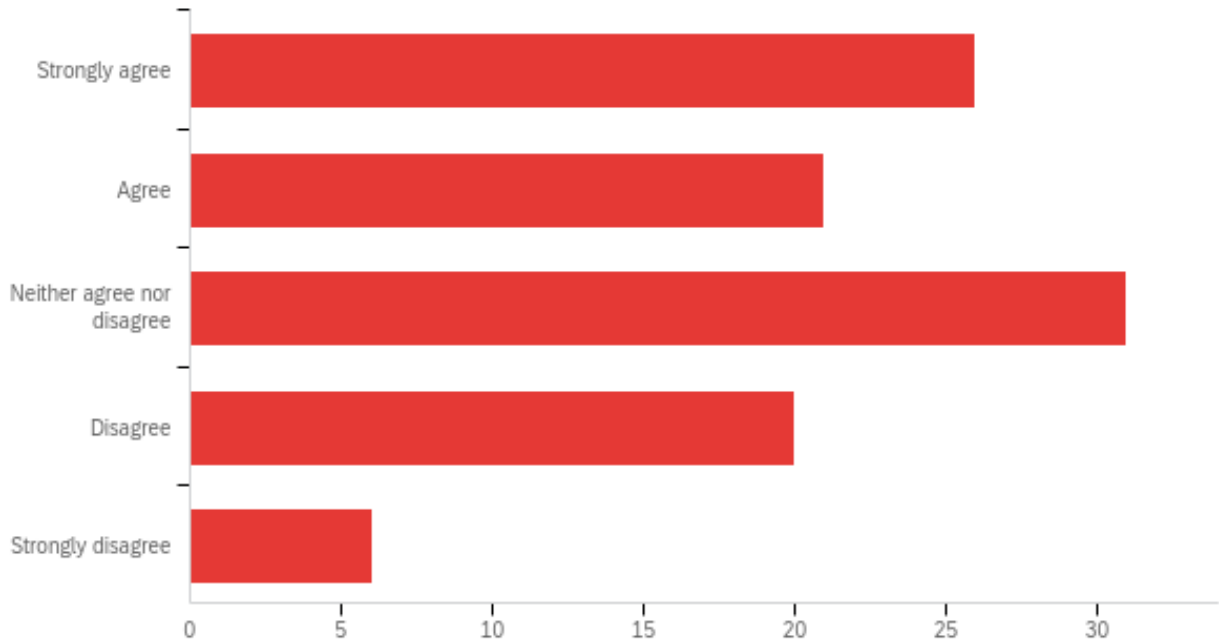
Q75 - Would you be interested in filling these roles?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in filling these roles?	1.00	3.00	2.02	0.94	0.89	83

#	Answer	%	Count
1	Yes	43.37%	36
2	No	10.84%	9
3	Unsure	45.78%	38
	Total	100%	83

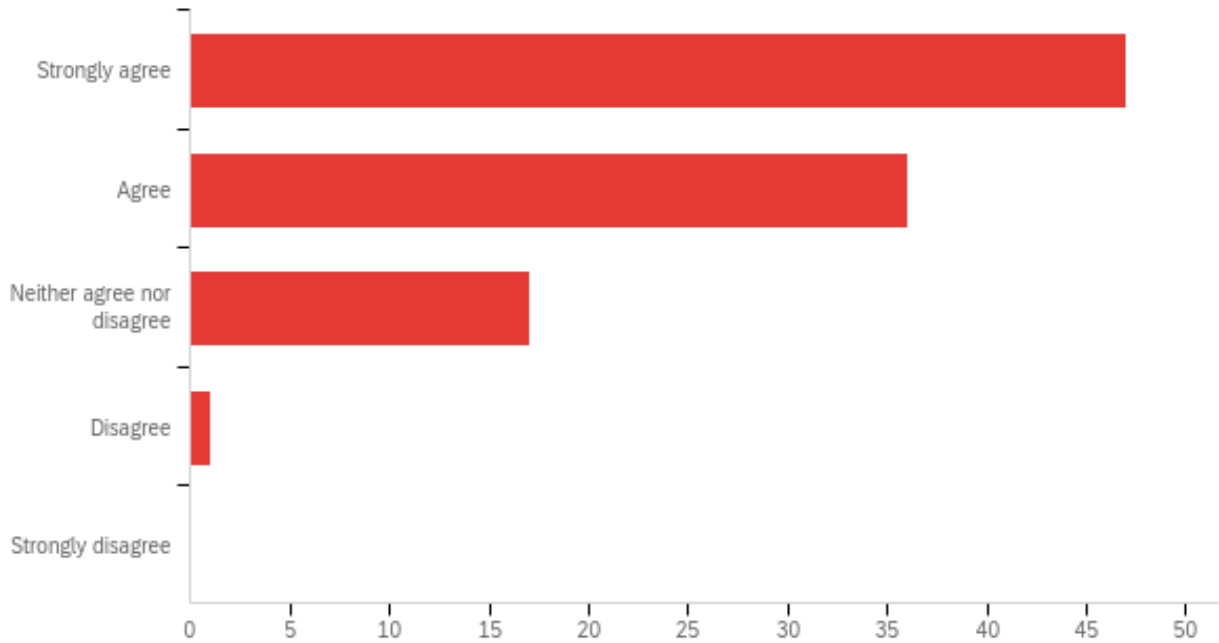
Q76 - Rate your level of agreement with the following: “I want Non-Tenure Track Faculty in my department to be able to run for and if elected, hold the office of Department Chair”.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: “I want Non-Tenure Track Faculty in my department to be able to run for and if elected, hold the office of Department Chair”.	1.00	5.00	2.61	1.21	1.47	104

#	Answer	%	Count
1	Strongly agree	25.00%	26
2	Agree	20.19%	21
3	Neither agree nor disagree	29.81%	31
4	Disagree	19.23%	20
5	Strongly disagree	5.77%	6
	Total	100%	104

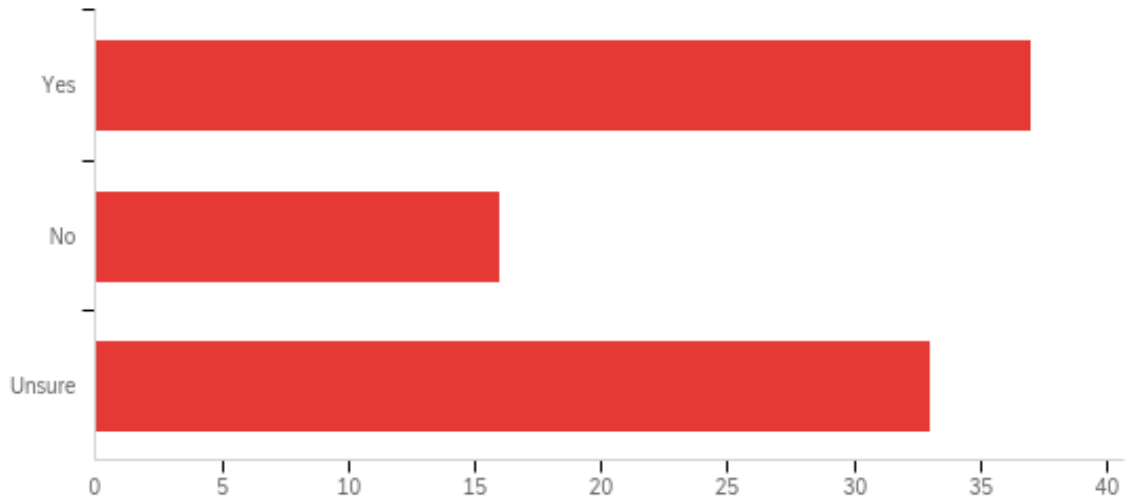
Q77 - Rate your level of agreement with the following: “If compensated through reassign time or stipend, I feel that lecturers should represented in the governing bodies of the university.”



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: “If compensated through reassign time or stipend, I feel that lecturers should represented in the governing bodies of the university.”	1.00	7.00	4.62	0.98	0.97	104

#	Answer	%	Count
4	Strongly agree	46.53%	47
5	Agree	35.64%	36
6	Neither agree nor disagree	16.83%	17
7	Disagree	0.99%	1
8	Strongly disagree	0.00%	0
	Total	100%	101

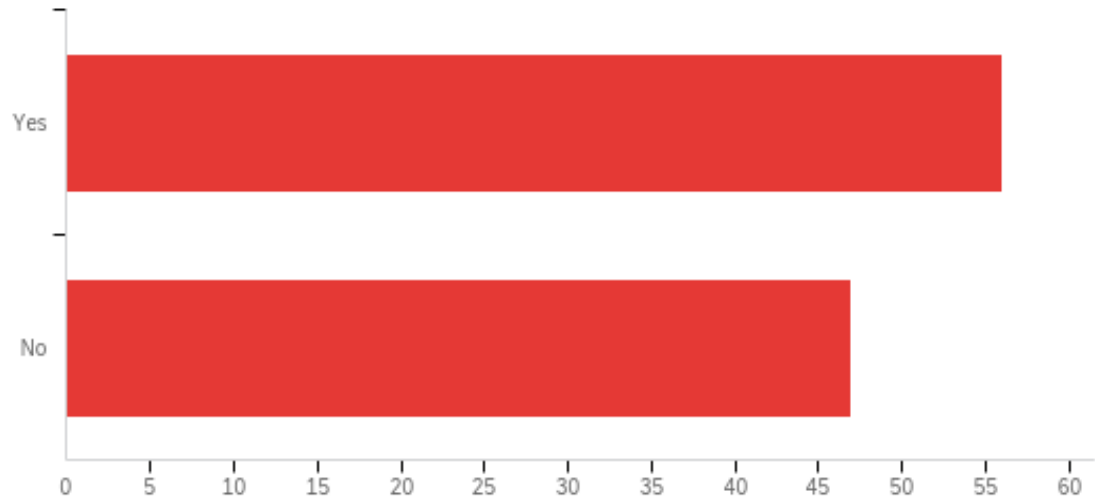
Q80 - Would you be interested in filling these roles?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in filling these roles?	1.00	3.00	1.95	0.90	0.81	86

#	Answer	%	Count
1	Yes	43.02%	37
2	No	18.60%	16
3	Unsure	38.37%	33
	Total	100%	86

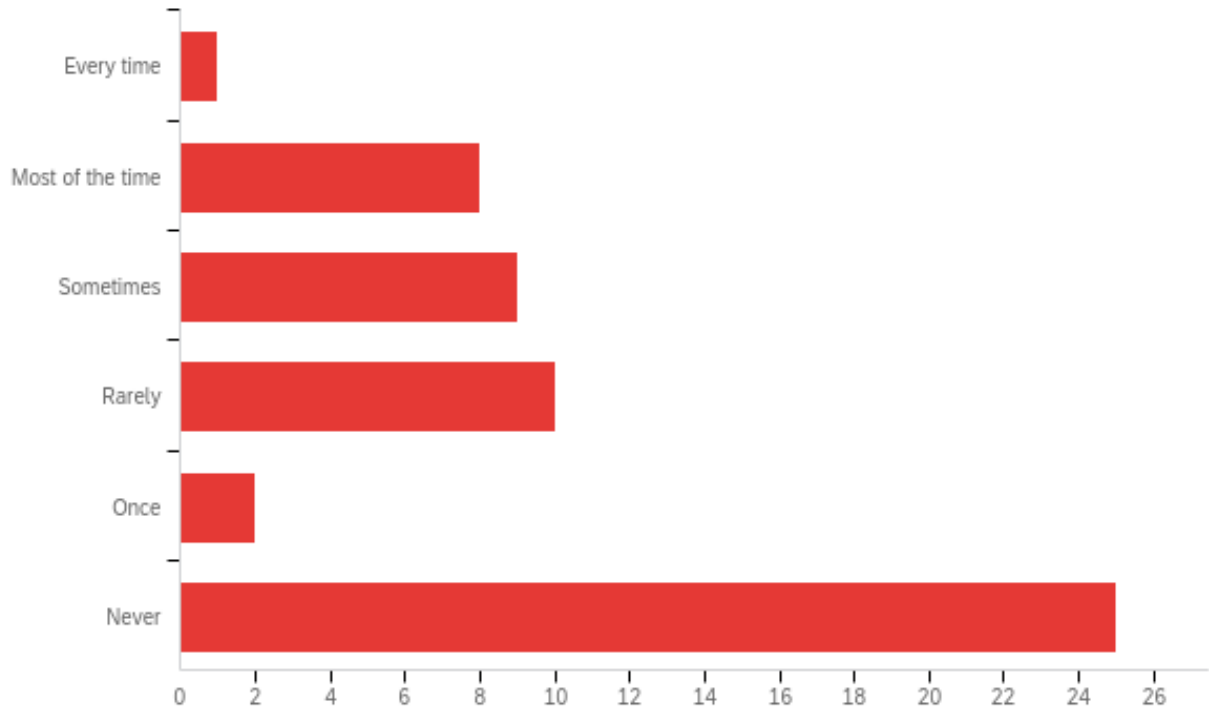
Q78 - Do you participate in departmental service work?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you participate in departmental service work?	1.00	2.00	1.46	0.50	0.25	103

#	Answer	%	Count
1	Yes	54.37%	56
2	No	45.63%	47
	Total	100%	103

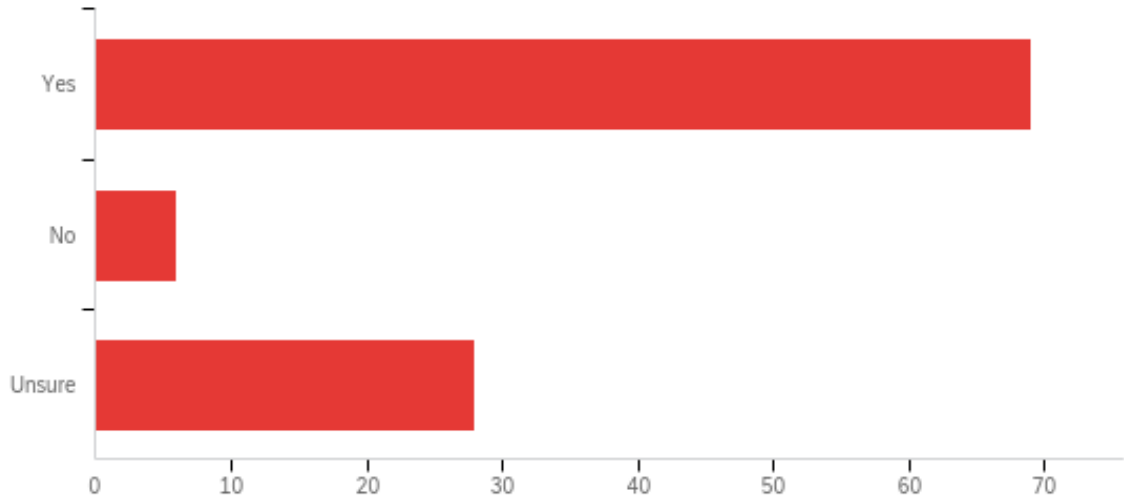
Q79 - How frequently are you compensated for that departmental work?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How frequently are you compensated for that departmental work?	1.00	6.00	4.44	1.60	2.57	55

#	Answer	%	Count
1	Every time	1.82%	1
2	Most of the time	14.55%	8
3	Sometimes	16.36%	9
4	Rarely	18.18%	10
5	Once	3.64%	2
6	Never	45.45%	25
	Total	100%	55

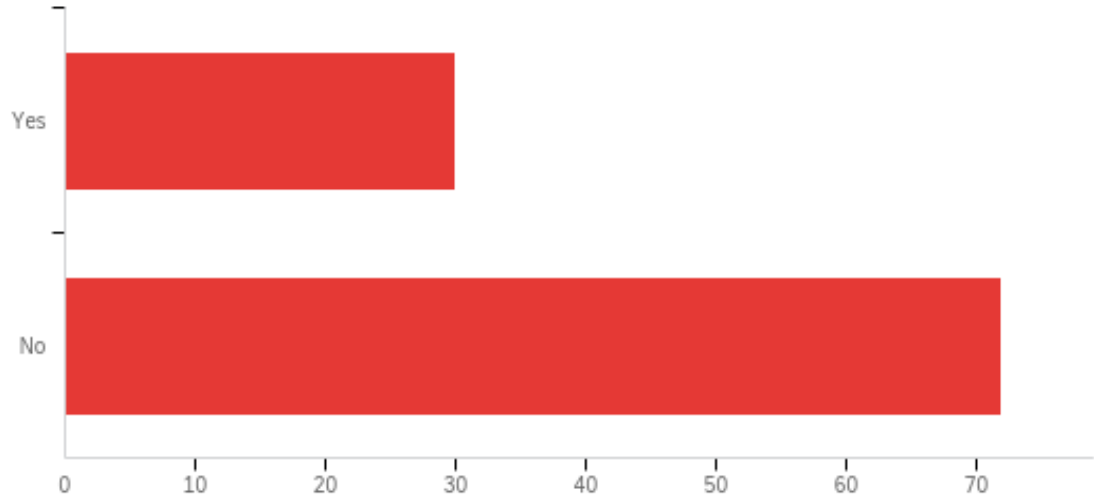
Q81 - If you were compensated for departmental service work, would you be more likely to participate in departmental service work?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you were compensated for departmental service work, would you be more likely to participate in departmental service work?	1.00	3.00	1.60	0.89	0.78	103

#	Answer	%	Count
1	Yes	66.99%	69
2	No	5.83%	6
3	Unsure	27.18%	28
	Total	100%	103

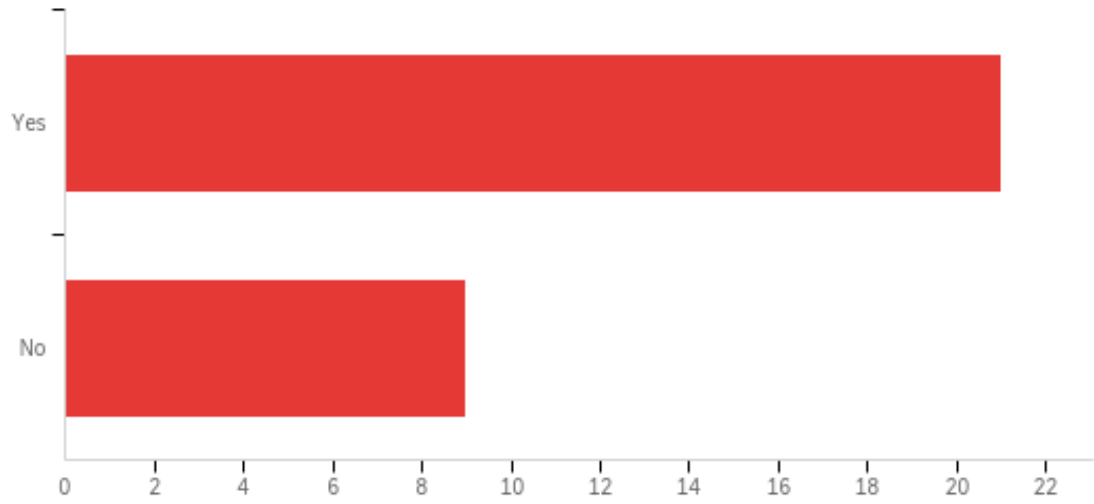
Q82 - Do you participate in institutional service work? (e.g. a representative in the Academic Senate, or a member of a task force for the Provost, this is service to institution of CI, not your department)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you participate in institutional service work? (e.g. a representative in the Academic Senate, or a member of a task force for the Provost, this is service to institution of CI, not your department)	1.00	2.00	1.71	0.46	0.21	102

#	Answer	%	Count
1	Yes	29.41%	30
2	No	70.59%	72
	Total	100%	102

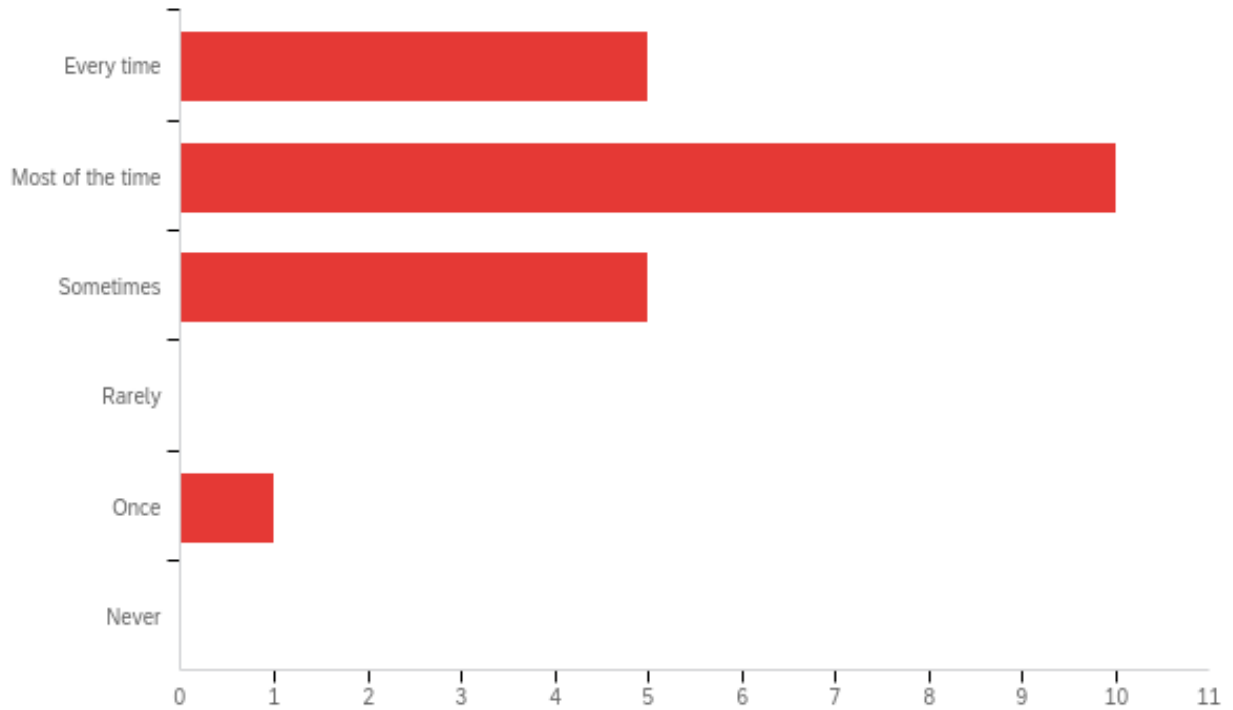
Q83 - Are you compensated for that institutional work?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you compensated for that institutional work?	1.00	2.00	1.30	0.46	0.21	30

#	Answer	%	Count
1	Yes	70.00%	21
2	No	30.00%	9
	Total	100%	30

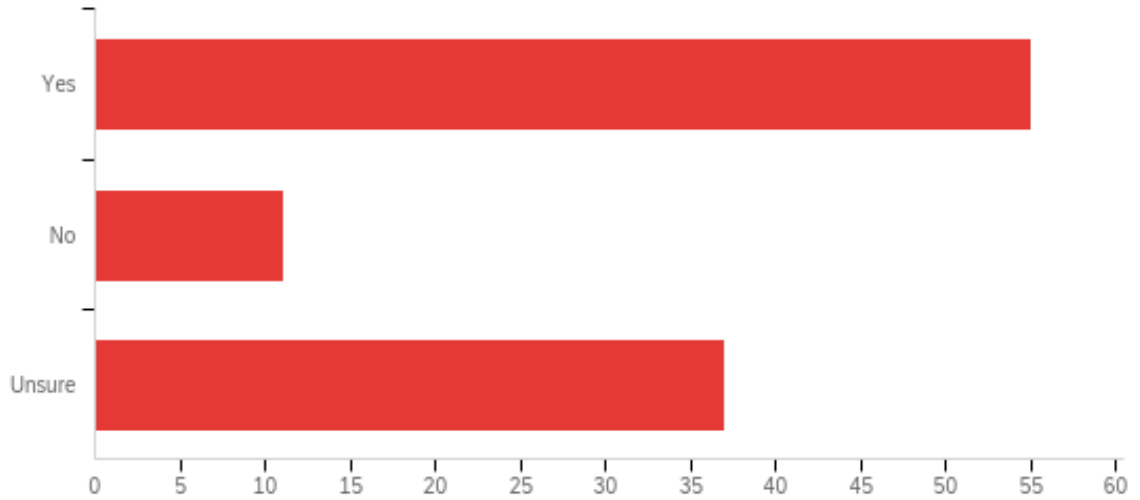
Q84 - How frequently are you compensated for that institutional work?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How frequently are you compensated for that institutional work?	1.00	5.00	2.14	0.94	0.88	21

#	Answer	%	Count
1	Every time	23.81%	5
2	Most of the time	47.62%	10
3	Sometimes	23.81%	5
4	Rarely	0.00%	0
5	Once	4.76%	1
6	Never	0.00%	0
	Total	100%	21

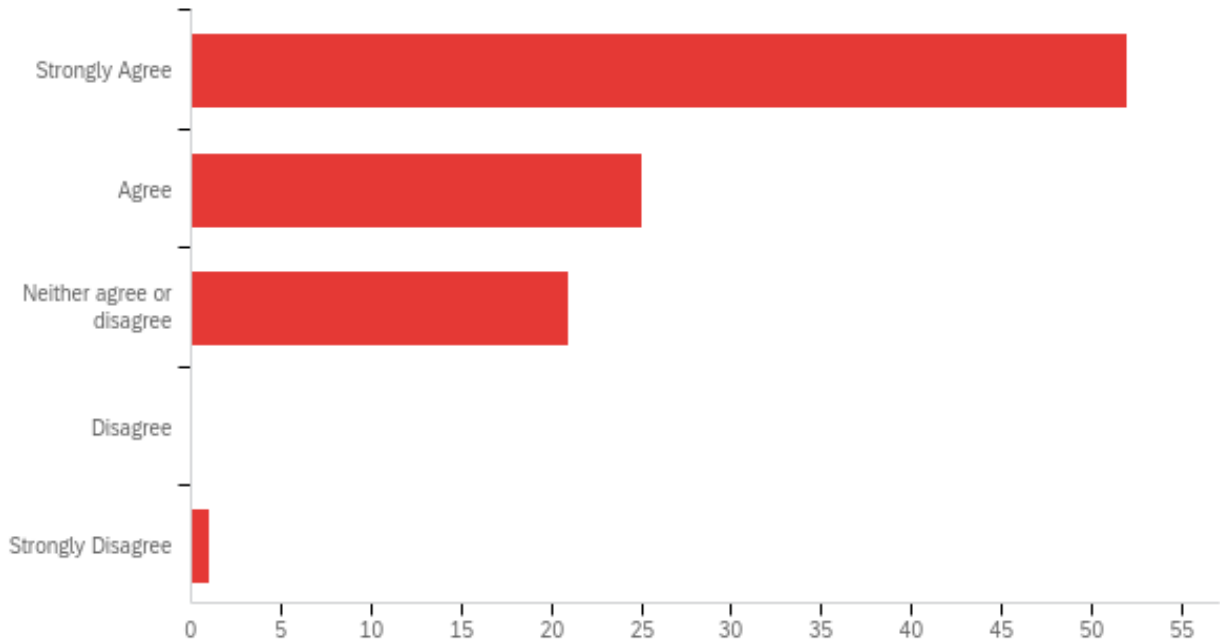
Q85 - If you were compensated for that institutional work, would you be more likely to participate in institutional service work?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you were compensated for that institutional work, would you be more likely to participate in institutional service work?	1.00	3.00	1.83	0.93	0.86	103

#	Answer	%	Count
1	Yes	53.40%	55
2	No	10.68%	11
3	Unsure	35.92%	37
	Total	100%	103

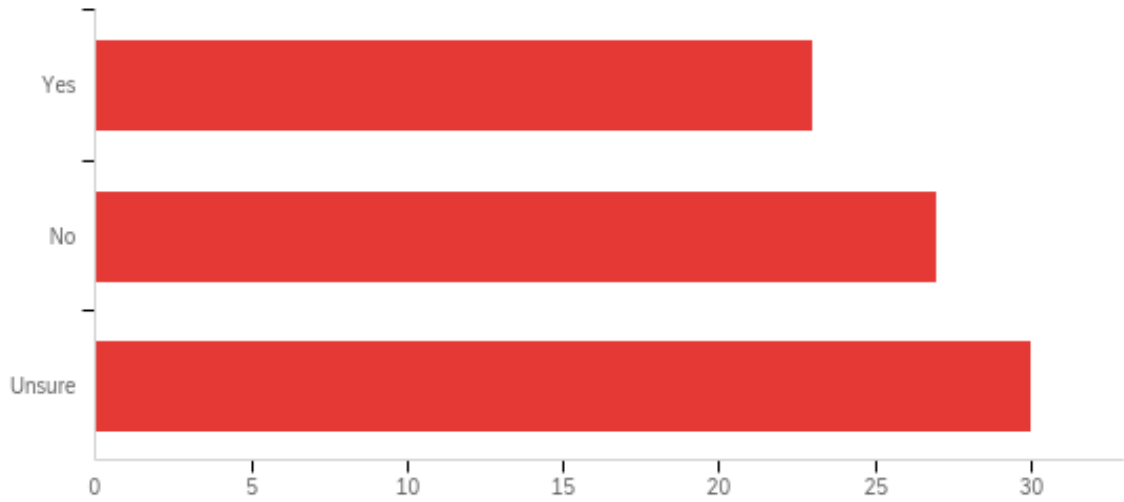
Q86 - Rate your level of agreement with the following statement: "I would like a Lecturer Council to be formed to continue advocating for Lecturer equity and issues."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following statement: "I would like a Lecturer Council to be formed to continue advocating for Lecturer equity and issues."	1.00	8.00	4.61	1.06	1.12	102

#	Answer	%	Count
4	Strongly Agree	52.53%	52
5	Agree	25.25%	25
6	Neither agree or disagree	21.21%	21
7	Disagree	0.00%	0
8	Strongly Disagree	1.01%	1
	Total	100%	99

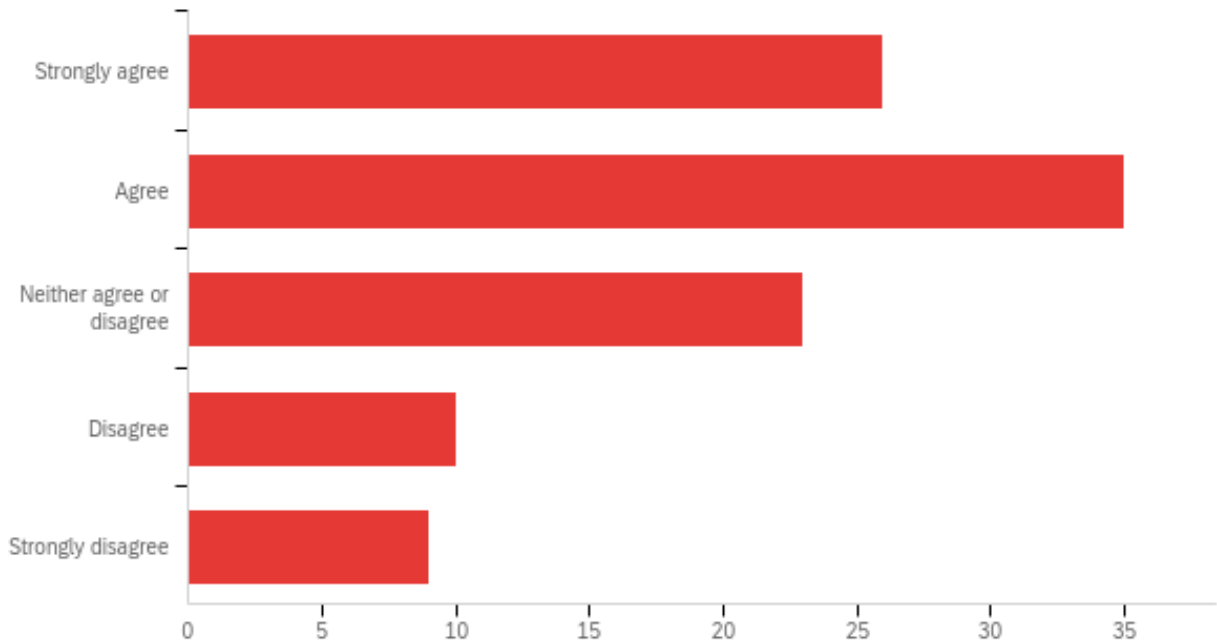
Q87 - Would you be willing to participate in a council uncompensated?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be willing to participate in a council uncompensated?	1.00	3.00	2.09	0.81	0.65	80

#	Answer	%	Count
1	Yes	28.75%	23
2	No	33.75%	27
3	Unsure	37.50%	30
	Total	100%	80

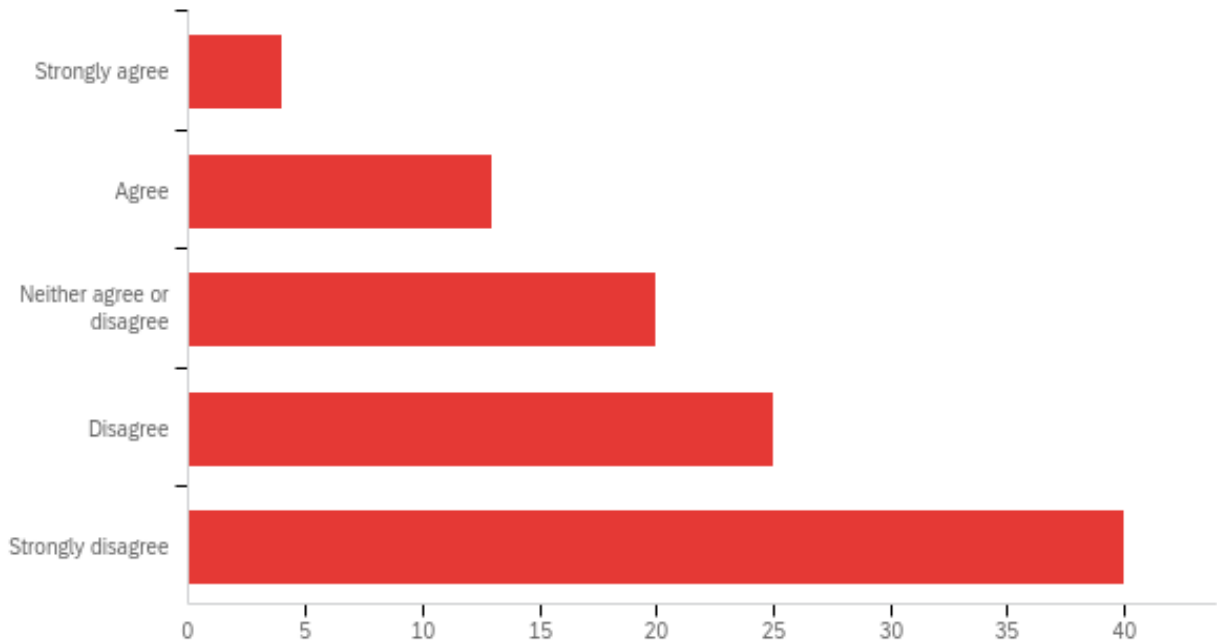
Q89 - Rate your level of agreement with the following: "I feel a sense of community with my colleagues in my department at CI."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: "I feel a sense of community with my colleagues in my department at CI."	1.00	5.00	2.43	1.21	1.47	103

#	Answer	%	Count
1	Strongly agree	25.24%	26
2	Agree	33.98%	35
3	Neither agree or disagree	22.33%	23
4	Disagree	9.71%	10
5	Strongly disagree	8.74%	9
	Total	100%	103

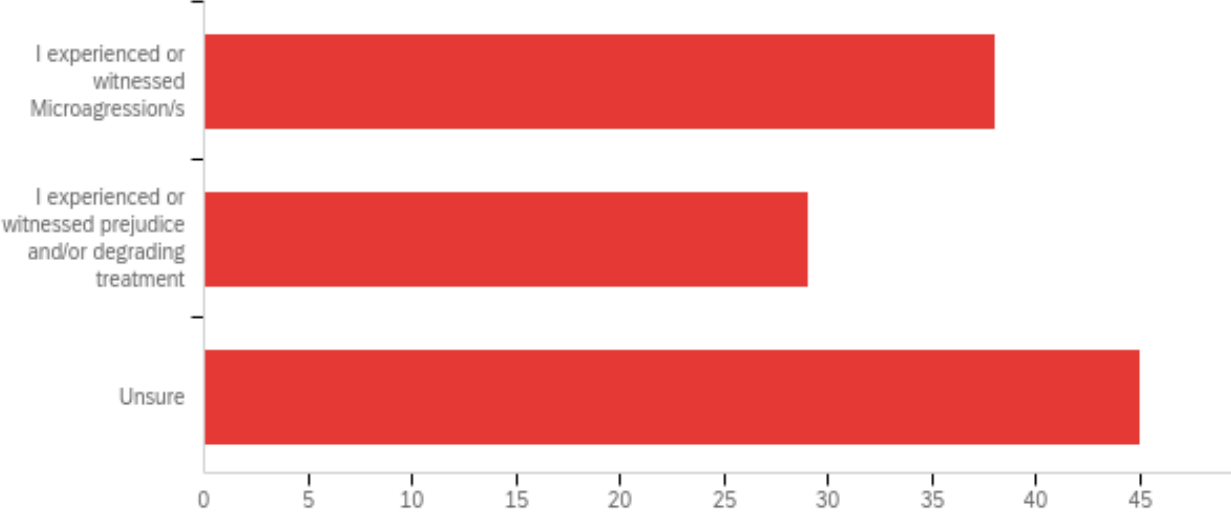
Q110 - Rate your level of agreement with the following: "I feel that the administration at CI values me equally to my tenure/tenure-track colleagues."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your level of agreement with the following: "I feel that the administration at CI values me equally to my tenure/tenure-track colleagues."	1.00	5.00	3.82	1.19	1.42	102

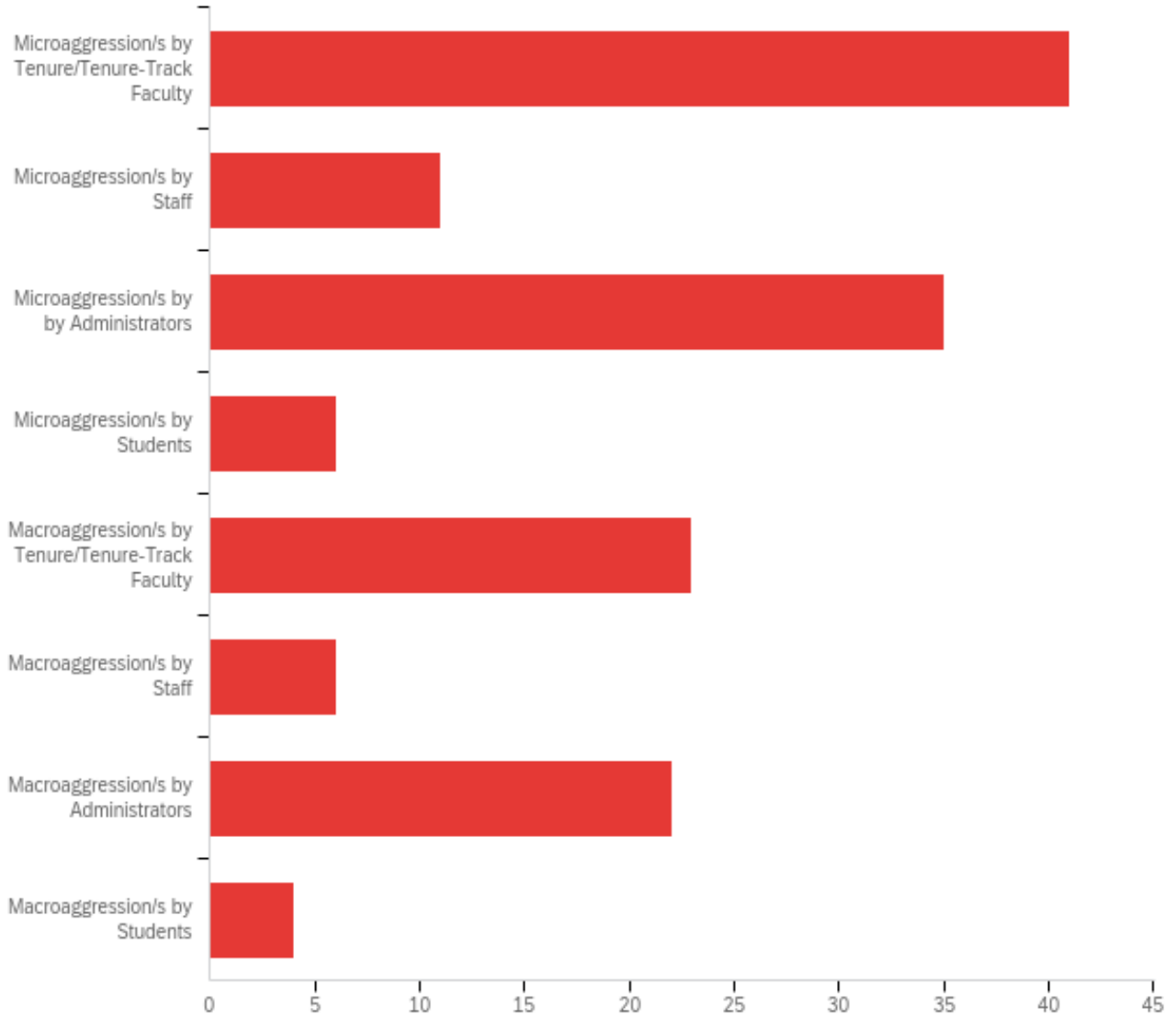
#	Answer	%	Count
1	Strongly agree	3.92%	4
2	Agree	12.75%	13
3	Neither agree or disagree	19.61%	20
4	Disagree	24.51%	25
5	Strongly disagree	39.22%	40
	Total	100%	102

Q90 - Have you ever experienced or directly witnessed microaggression/s (indirect insults) and/or macroaggression/s (direct, blatant, prejudice or outright degrading treatment) related to your lecturer status or someone else's if ever at CI? (Select all that apply)



#	Answer	%	Count
13	I experienced or witnessed Microaggression/s	33.93%	38
14	I experienced or witnessed prejudice and/or degrading treatment	25.89%	29
15	Unsure	40.18%	45
	Total	100%	112

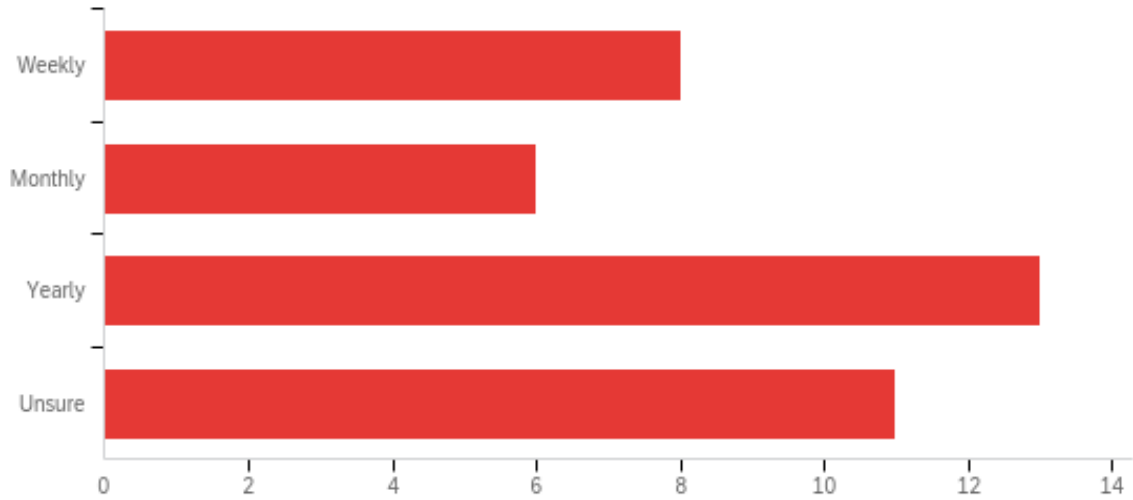
Q91 - By whom? (Select all that apply)



#	Answer	%	Count
1	Microaggression/s by Tenure/Tenure-Track Faculty	27.70%	41
2	Microaggression/s by Staff	7.43%	11
3	Microaggression/s by by Administrators	23.65%	35
4	Microaggression/s by Students	4.05%	6
5	Macroaggression/s by Tenure/Tenure-Track Faculty	15.54%	23
6	Macroaggression/s by Staff	4.05%	6
7	Macroaggression/s by Administrators	14.86%	22

8	Macroaggression/s by Students	2.70%	4
	Total	100%	148

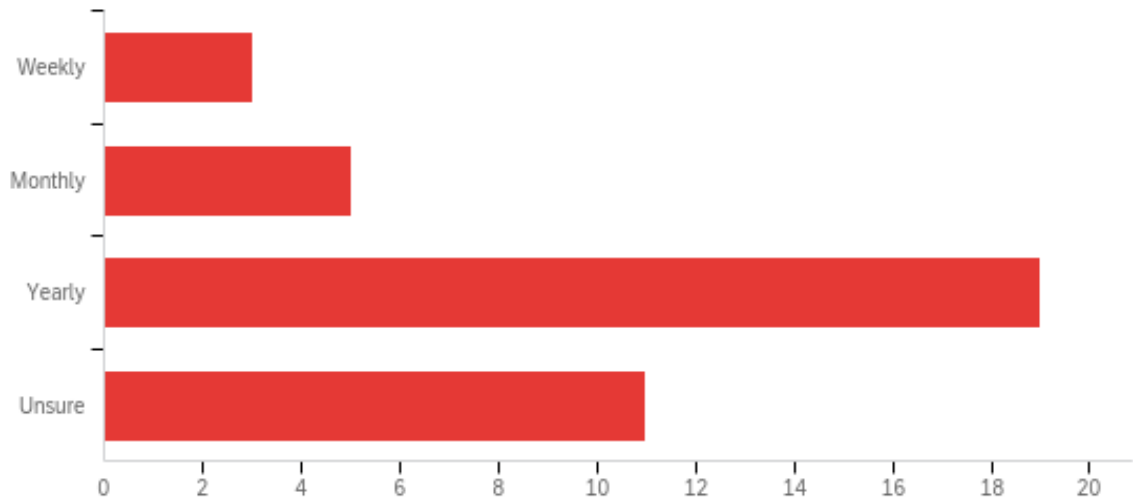
Q114 - How frequently have you experienced or directly witnessed microaggression/s at CI? (Select the most frequent)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How frequently have you experienced or directly witnessed microaggression/s at CI? (Select the most frequent)	1.00	4.00	2.71	1.10	1.21	38

#	Answer	%	Count
1	Weekly	21.05%	8
2	Monthly	15.79%	6
3	Yearly	34.21%	13
4	Unsure	28.95%	11
	Total	100%	38

Q113 - How frequently have you experienced or directly witnessed macroaggression/s at CI? (Select the most frequent)

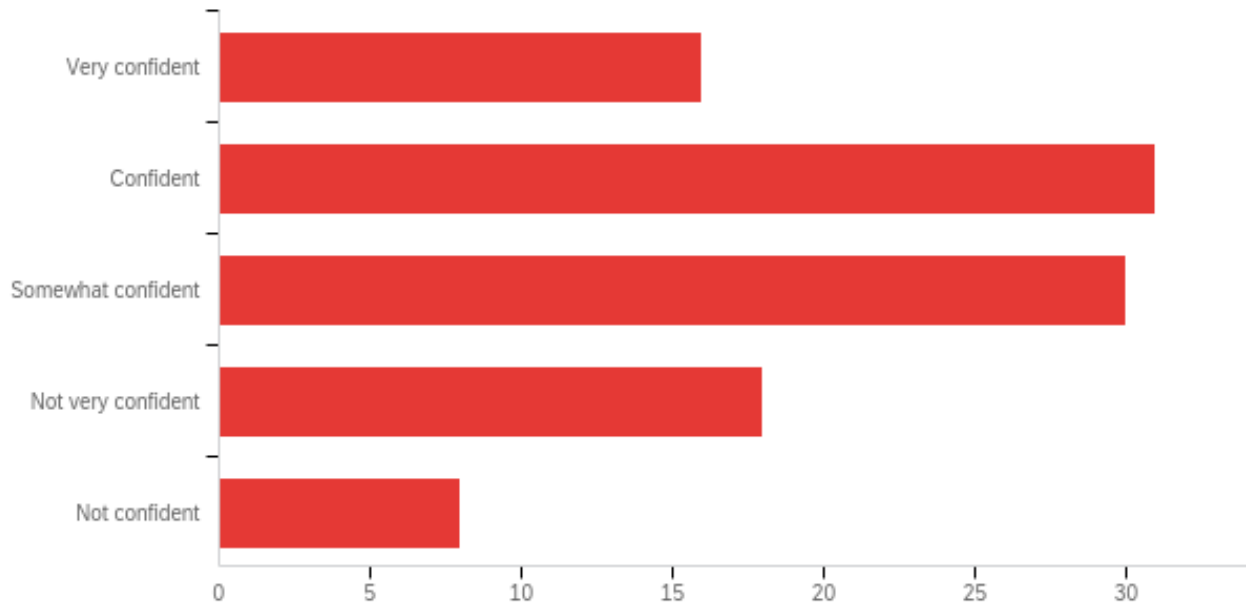


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How frequently have you experienced or directly witnessed macroaggression/s at CI? (Select the most frequent)	1.00	4.00	3.00	0.86	0.74	38

#	Answer	%	Count
1	Weekly	7.89%	3
2	Monthly	13.16%	5
3	Yearly	50.00%	19
4	Unsure	28.95%	11
	Total	100%	38

Q92 - This is a space for you to share any micro or macro aggressions you have experienced at CI or directly witnessed against another lecturer.

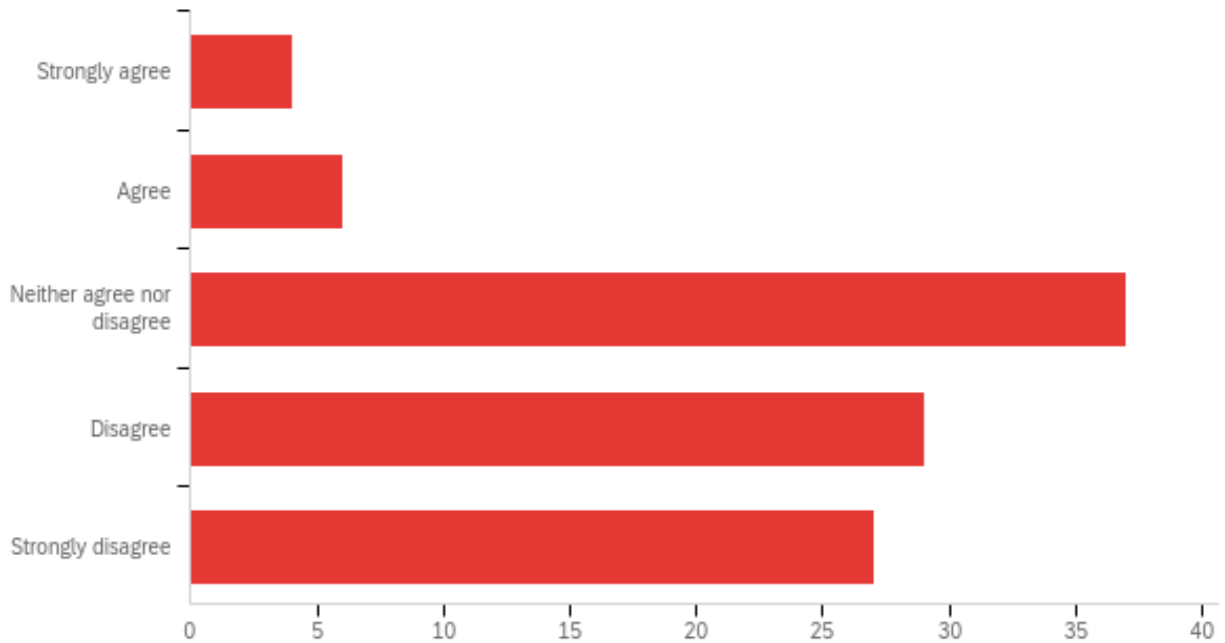
Q93 - How strongly do you agree with this statement, “I feel confident that the University (CI) will communicate important information to me.”



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How strongly do you agree with this statement, “I feel confident that the University (CI) will communicate important information to me.”	1.00	5.00	2.72	1.15	1.33	103

#	Answer	%	Count
1	Very confident	15.53%	16
2	Confident	30.10%	31
3	Somewhat confident	29.13%	30
4	Not very confident	17.48%	18
5	Not confident	7.77%	8
	Total	100%	103

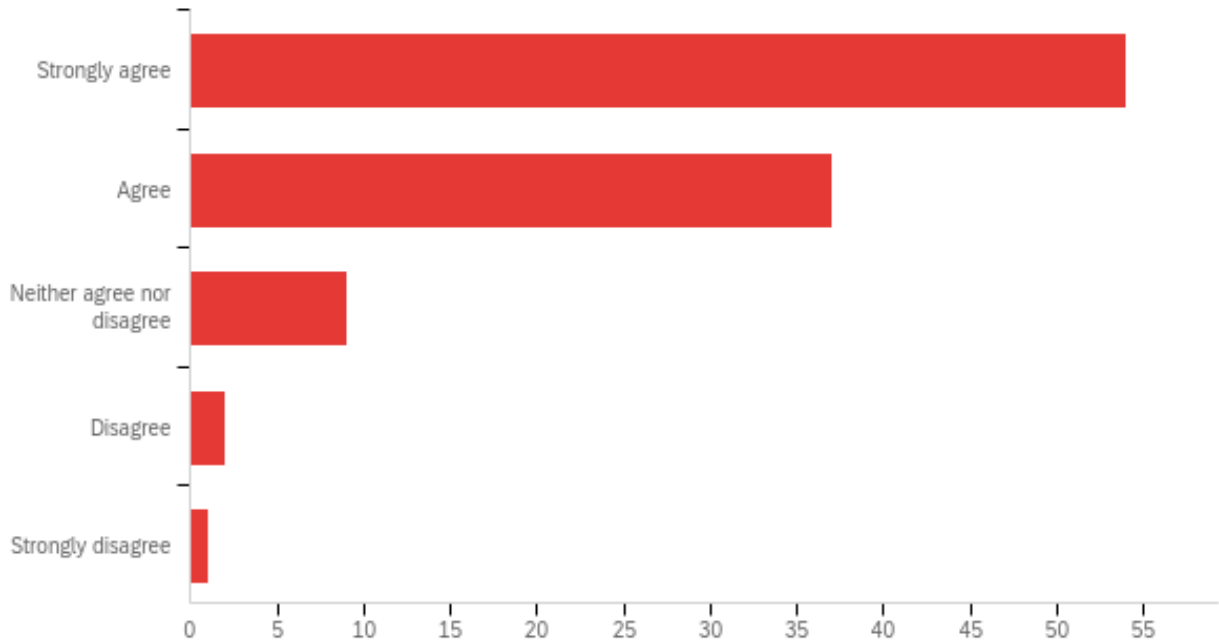
Q94 - How strongly do you agree with this statement, "My employment at CI provides a progressive career path"?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How strongly do you agree with this statement, "My employment at CI provides a progressive career path"?	1.00	5.00	3.67	1.05	1.09	103

#	Answer	%	Count
1	Strongly agree	3.88%	4
2	Agree	5.83%	6
3	Neither agree nor disagree	35.92%	37
4	Disagree	28.16%	29
5	Strongly disagree	26.21%	27
	Total	100%	103

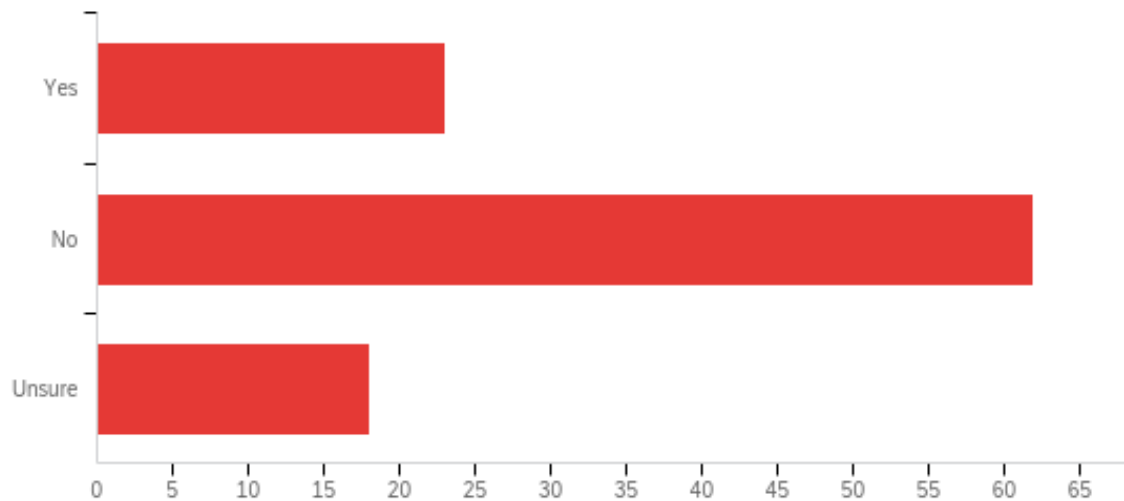
Q95 - How strongly do you agree with this statement, “CI should provide more opportunities fostering a progressive career path for Non-Tenure Track Faculty”?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How strongly do you agree with this statement, “CI should provide more opportunities fostering a progressive career path for Non-Tenure Track Faculty”?	1.00	5.00	1.63	0.80	0.64	103

#	Answer	%	Count
1	Strongly agree	52.43%	54
2	Agree	35.92%	37
3	Neither agree nor disagree	8.74%	9
4	Disagree	1.94%	2
5	Strongly disagree	0.97%	1
	Total	100%	103

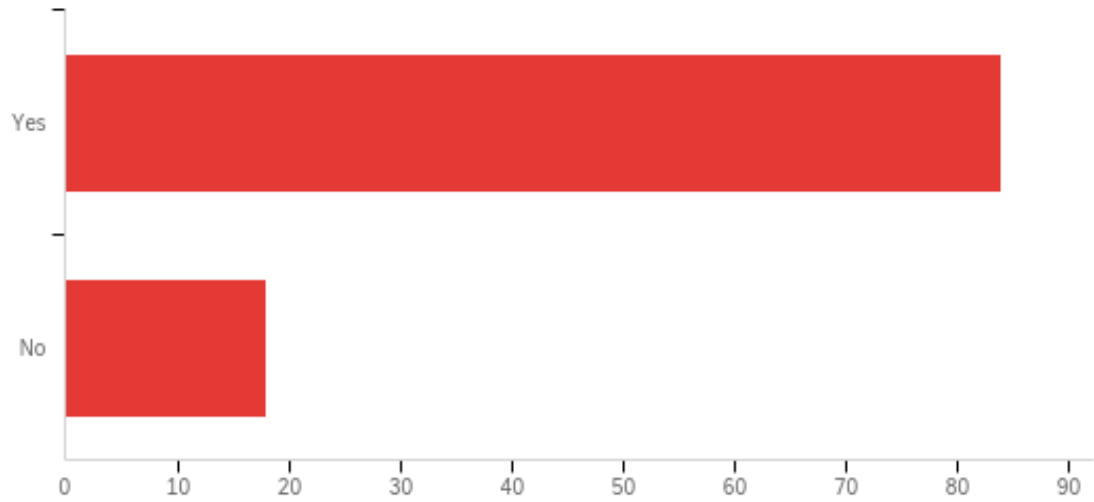
Q96 - Has your department at CI offered you financial support for your scholarly activities?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Has your department at CI offered you financial support for your scholarly activities?	1.00	3.00	1.95	0.63	0.40	103

#	Answer	%	Count
1	Yes	22.33%	23
2	No	60.19%	62
3	Unsure	17.48%	18
	Total	100%	103

Q97 - Have you participated in professional development at CI?

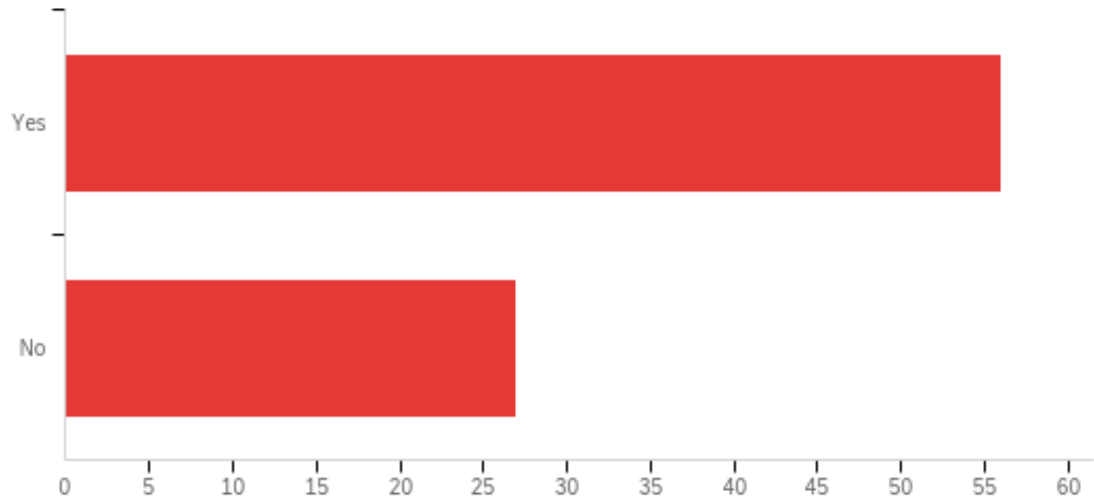


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you participated in professional development at CI?	1.00	2.00	1.18	0.38	0.15	102

#	Answer	%	Count
1	Yes	82.35%	84
2	No	17.65%	18
	Total	100%	102

Q98 - Which training/workshops/etc.?

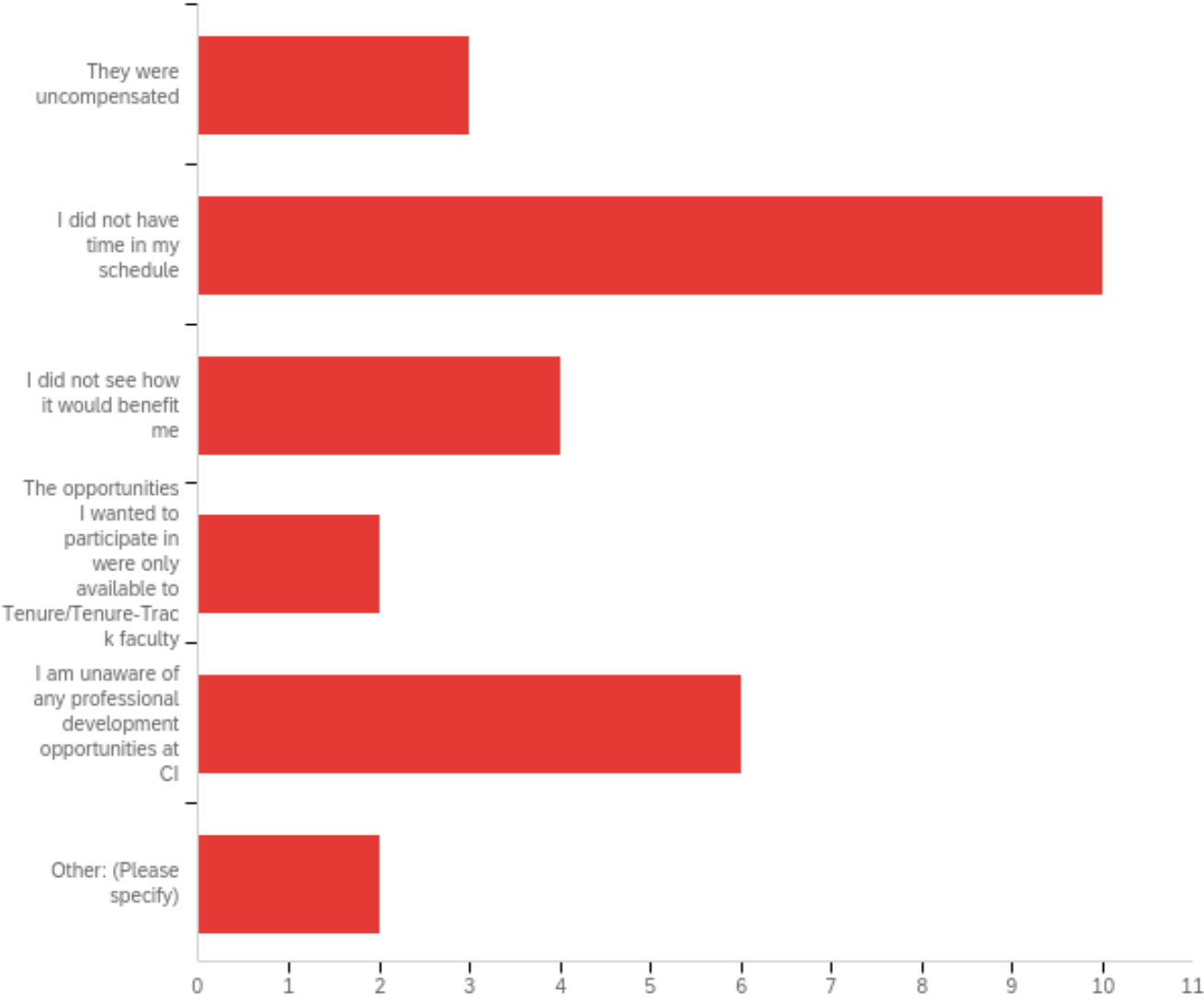
Q99 - Were you compensated through stipend or reassign time?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Were you compensated through stipend or reassign time?	1.00	2.00	1.33	0.47	0.22	83

#	Answer	%	Count
1	Yes	67.47%	56
2	No	32.53%	27
	Total	100%	83

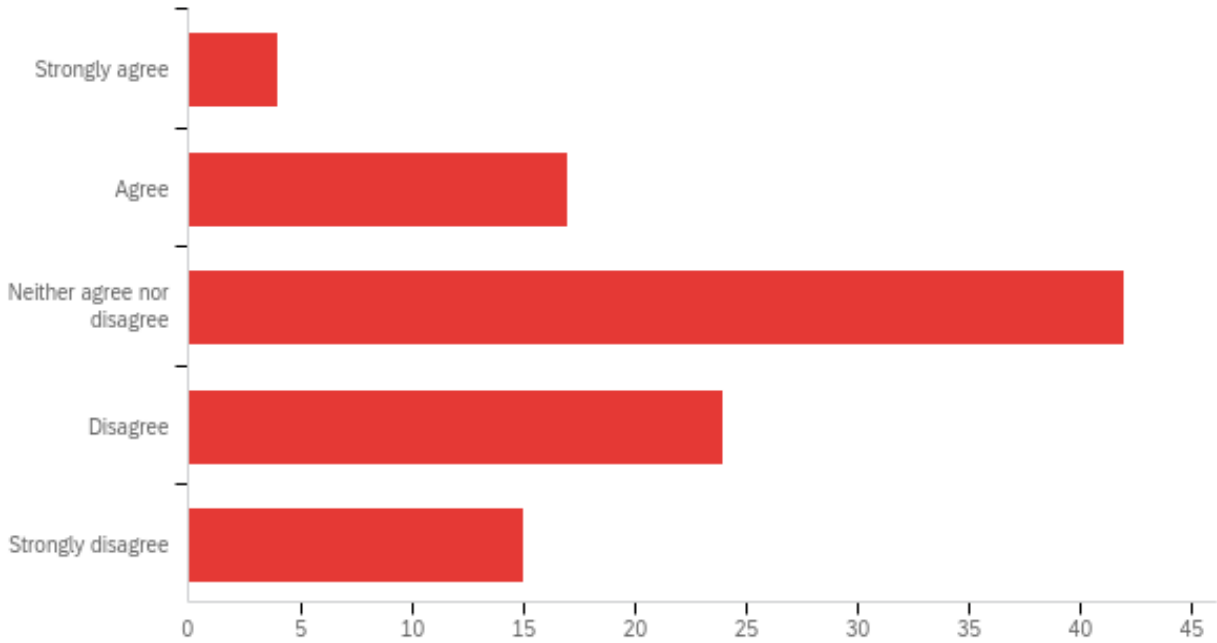
Q100 - What has been a deterrent or roadblock to participating in professional development opportunities at CI? (Select all that apply)



#	Answer	%	Count
1	They were uncompensated	11.11%	3
2	I did not have time in my schedule	37.04%	10
3	I did not see how it would benefit me	14.81%	4
4	The opportunities I wanted to participate in were only available to Tenure/Tenure-Track faculty	7.41%	2
5	I am unaware of any professional development opportunities at CI	22.22%	6
6	Other: (Please specify)	7.41%	2
	Total	100%	27

Q100_6_TEXT - Other: (Please specify)

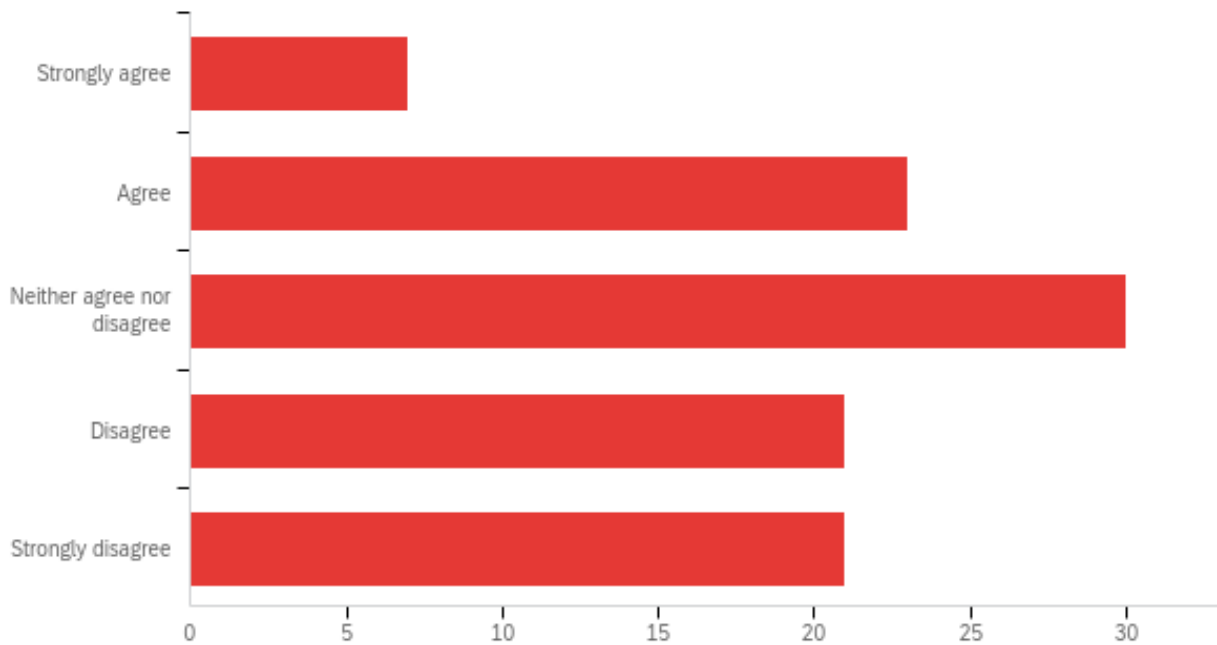
Q101 - How strongly do you agree with this statement, “I am able to devote the time I need to my research/scholarly activities”?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How strongly do you agree with this statement, “I am able to devote the time I need to my research/scholarly activities”?	1.00	5.00	3.28	1.03	1.07	102

#	Answer	%	Count
1	Strongly agree	3.92%	4
2	Agree	16.67%	17
3	Neither agree nor disagree	41.18%	42
4	Disagree	23.53%	24
5	Strongly disagree	14.71%	15
	Total	100%	102

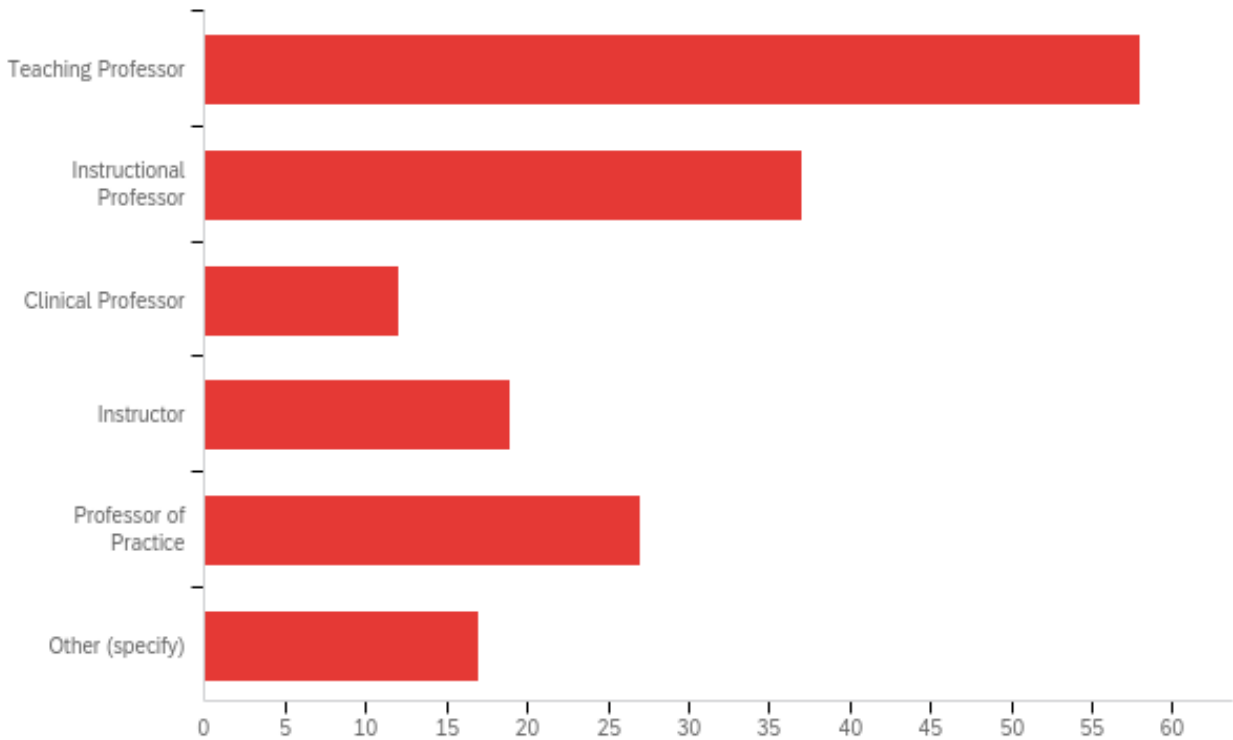
Q102 - Please indicate your agreement that the title “Lecturer” is your preferred title for your position.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate your agreement that the title “Lecturer” is your preferred title for your position.	1.00	5.00	3.25	1.21	1.46	102

#	Answer	%	Count
1	Strongly agree	6.86%	7
2	Agree	22.55%	23
3	Neither agree nor disagree	29.41%	30
4	Disagree	20.59%	21
5	Strongly disagree	20.59%	21
	Total	100%	102

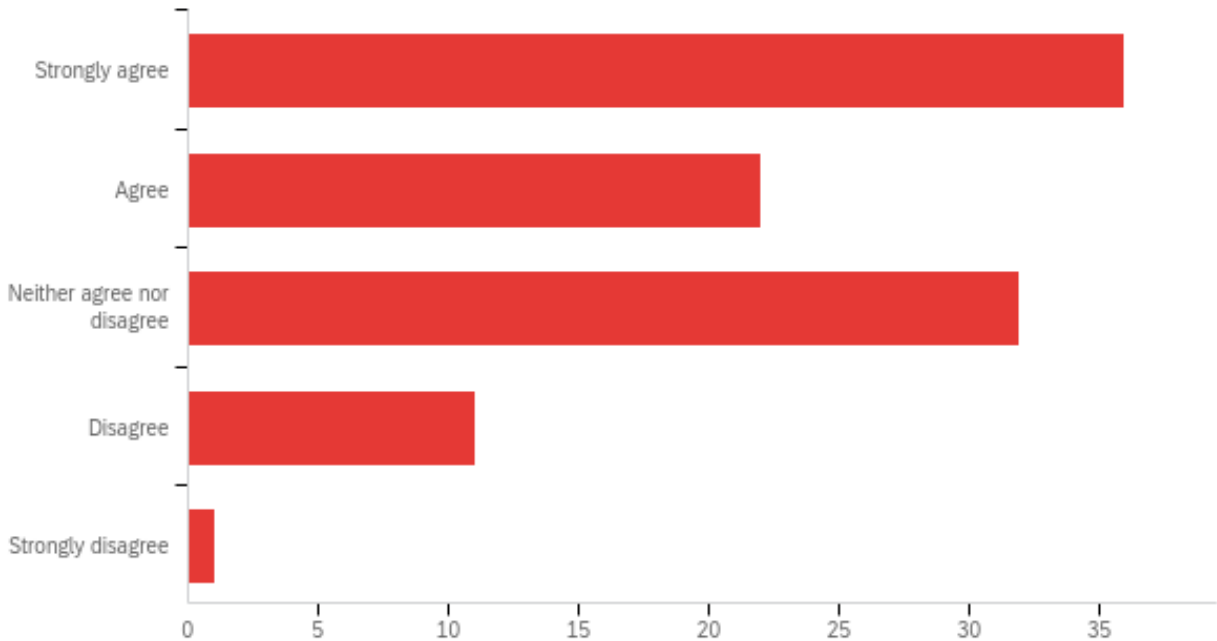
**Q103 - If the title “Lecturer” was changed, which title(s) would you prefer?
(Select all that apply)**



#	Answer	%	Count
1	Teaching Professor	34.12%	58
2	Instructional Professor	21.76%	37
3	Clinical Professor	7.06%	12
4	Instructor	11.18%	19
5	Professor of Practice	15.88%	27
6	Other (specify)	10.00%	17
	Total	100%	170

Q103_6_TEXT - Other (specify)

Q104 - Please indicate your level of agreement with this statement “I would appreciate a title that indicates my seniority at CI” (e.g., Assistant, Associate, Full)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate your level of agreement with this statement “I would appreciate a title that indicates my seniority at CI” (e.g., Assistant, Associate, Full)?	1.00	5.00	2.21	1.07	1.14	102

#	Answer	%	Count
1	Strongly agree	35.29%	36
2	Agree	21.57%	22
3	Neither agree nor disagree	31.37%	32
4	Disagree	10.78%	11
5	Strongly disagree	0.98%	1
	Total	100%	102

Q109 - This space is here for you to share with us anything you would like to (things you feel we forgot to ask about, experiences you feel are important for us to know about, etc.)

Appendix E

Department Bylaws Comparison

Criteria	Performing Arts	Health Sciences	History	Liberty	Math	Neering	Art	Biology	Business and Economics	Chemistry	Classical Studies	Communication	Computer Science	English	ESL	Global Languages & Cultures	Physics	Political Science	Psychology	School of Ed	Sociology
NTPs Are Voting Members	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Weight of NTP Vote	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Can Shared Meetings	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Peer Evaluation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
NTPs Can Be Elected Officers	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Right to bring an issue to be part of discussion	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Are NTPs allowed to be on department committees	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Are NTPs allowed to be part of curriculum changes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Shared governance statement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Are NTPs allowed to propose changes to the Program by-Laws	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Are NTPs allowed to vote on the Program By-Laws	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Can a vote of no confidence be initiated by NTPs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Can NTP vote on Student Selection for Honors Program?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Can a NTP be nominated for Chair?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Are NTPs compensated for department work?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Can NTP participate in their evaluation?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Are office space and equipment for NTPs provided?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Are rights and responsibilities of program members included?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is there a bonding or membership for new NTPs?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the language inclusive and welcoming for NTPs?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Appendix F

Resolution on The Creation of a Non-Tenure Track Faculty Equity Task force

Purpose:

A resolution to address systemic inequity experienced by non-tenure track faculty by 1) creating a task force to identify institutional structures, processes, policies, and practices that allow such inequity to exist and 2) develop and implement plans to support non-tenure track faculty including but not limited to budget/resource allocation, shared governance, and campus climate.

Resolution:

WHEREAS academia has historically enacted practices that result in the inequitable treatment of non-tenure track faculty; and

WHEREAS inherent bias and inequitable practices are not fully recognized by the practitioners; and

WHEREAS to achieve systemic equity, those who have been impacted by such treatment must be the ones to identify those inequitable practices and work collaboratively with the administration to implement institutional change; and

WHEREAS the president and provost have committed to the creation of a task force to initiate changes in policy to address inequities regarding budget/resource allocation, shared governance, and campus climate faced by non-tenure track faculty.

WHEREAS the Shared Definition of Equity⁵ calls for: “increasing justice and fairness through procedures and processes of institutions and systems, as well as through the distribution of resources, so that all students, staff, and faculty have the access and opportunities they need for success and advancement,” and

AND WHEREAS faculty working conditions directly impact student educational outcomes; now

BE IT THEREFORE RESOLVED, That a task force shall be charged with identifying systemic inequities and providing solutions to resolve identified inequities and create a report; and

BE IT THEREFORE RESOLVED, That the task force membership will be made up of self-nominated faculty, primarily non-tenure track, who have worked at CI to improve equity for our non-tenure track faculty; and

BE IT THEREFORE RESOLVED, That present and in-coming lecturer representatives to the senate who do not apply to serve on the task force shall select its members; and

⁵ Approved by the CI President and the Academic Senate of CI (among others).

BE IT THEREFORE RESOLVED, That the task force shall be created before the final day of the spring 2022 semester; and

BE IT THEREFORE RESOLVED, That the provost and president/presidential designee shall meet and confer with the task force at least once during the creation of their report as requested by the taskforce; and

BE IT THEREFORE RESOLVED, That the task force shall create and publicly disseminate a final report of their findings and recommendations by the 21st of September, 2022; and

BE IT THEREFORE RESOLVED, That by the end of fall semester 2022, the provost and president shall develop a plan of action in collaboration with the task force to be reported to the Academic Senate no later than the first meeting of spring semester 2023. The administration will be responsible for the implementation to take place no later than the start of the Fall 2023 semester.

BE IT THEREFORE RESOLVED that the task force participants shall be compensated for their time with any combination of stipend and release time appropriate to the time commitment involved over the duration of the task force.

Supporting Documents:

1. <https://www.csuci.edu/president/ie/includes/ie-proposed-shared-definitions-5-19-21.pdf>

Appendix G

Resolution on The Creation of a Non-Tenure Track Faculty Council

Purpose:

A resolution to create a Non-Tenure Track Faculty Council (Council) as part of the Academic Senate to 1) address systemic inequity experienced by non-tenure track faculty thereby, creating equity for all Channel Islands (CI) faculty, 2) identify institutional structures, processes, policies, and practices that allow such inequity to exist, 3) work with the Academic Senate and administration to enact policies and/or procedures to address such inequity, 4) develop and implement on going plans and actions to support non-tenure track faculty including but not limited to budget/resource allocation, shared governance, advocacy, and campus climate, and 5) work inclusively across campus groups and institutional structures.

Resolution:

WHEREAS academia has historically enacted practices that result in the inequitable treatment of non-tenure track faculty; and

WHEREAS inherent bias and inequitable practices are not fully recognized by the practitioners; and

WHEREAS to achieve systemic equity, those who have been impacted by such treatment must be the ones to identify those inequitable practices and work collaboratively with the administration to implement institutional change; and

WHEREAS non-tenure track faculty comprise 47% (by FTEF) of the total CI faculty¹ and teach a wide range of courses including lower-division, upper-division, General Education, and courses dedicated to first year and transfer students; and

WHEREAS the President and Provost supported the creation of a Non-Tenure Track Faculty Task Force in Spring 2022² to initiate changes and to create on going systemic efforts in policy to address inequities regarding budget/resource allocation, shared governance, and campus climate faced by non-tenure track faculty; and

WHEREAS the Shared Definition of Equity² calls for: “increasing justice and fairness through procedures and processes of institutions and systems, as well as through the distribution of resources, so that all students, staff, and faculty have the access and opportunities they need for success and advancement,”;

AND WHEREAS faculty working conditions directly impact student retention, graduation rates, and educational outcomes;

BE IT THEREFORE RESOLVED that a Council shall be established within the Academic Senate and charged with identifying systemic inequities and providing solutions to resolve

identified inequities and to develop and implement on going plans and actions to support non-tenure track faculty; and

BE IT THEREFORE RESOLVED that the Academic Senate shall add this Council to the Senate Bylaws; and

BE IT THEREFORE RESOLVED that the Council shall have a representative on the Senate Executive Committee; and

BE IT THEREFORE RESOLVED that the Non-Tenure Track Faculty Task Force will create a Council Charter; and

BE IT THEREFORE RESOLVED that the Council membership will be made up of self-nominated faculty, primarily non-tenure track, who have worked at CI to improve equity for non-tenure track faculty; and

BE IT THEREFORE RESOLVED that members of the Non-Tenure Track Faculty Task Force representatives shall select the inaugural members of the Council as to be prescribed in the Council Charter and Members of the Council will select future members based on the Council Charter; and

BE IT THEREFORE RESOLVED that the Council shall be created before the end of the Spring 2023 semester; and

BE IT THEREFORE RESOLVED that the Council shall create and publicly disseminate annual reports of their processes and activities at the end of each academic year; and

BE IT THEREFORE RESOLVED that the Council officers shall be compensated for their time with any combination of stipend and release time appropriate to the time commitment involved over the Council's duration.

Supporting Documents

1. CSU (California State University) Dashboard Fall Census
2. [NTTF \(Non-Tenure Track Faculty\) Task Force Charge FINAL \(2\).docx](#)
3. <https://www.csuci.edu/president/ie/includes/ie-proposed-shared-definitions-5-19-21.pdf>