



320 STEPHENS HALL
UNIVERSITY OF CALIFORNIA

May 1, 2018

BENJAMIN HERMALIN
Vice Provost for the Faculty

*Subject: Undergraduate Council Report on the Status of Unit-18 Non-Senate Faculty
(Lecturers) at UC Berkeley*

Dear Ben,

On March 19, 2018, Divisional Council (DIVCO) endorsed the report cited in the subject line. Our discussion underscored the heterogeneity of the lecturers' experience and role on campus. Nevertheless, we agree that it is important to integrate lecturers more fully into campus departments, as noted in the report.

The report was initiated by the Committee on Educational Policy prior to its merger with UGC. We are copying Committee on Teaching Chair Oliver O'Reilly, as the committee may be a resource to you as you consider the report's recommendations.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lisa Alvarez-Cohen'.

Lisa Alvarez-Cohen
Chair, Berkeley Division of the Academic Senate
Fred and Claire Sauer Professor
Department of Civil and Environmental Engineering

Encl.

cc: Mark Stacey, Chair, Undergraduate Council
Oliver O'Reilly, Chair, Committee on Teaching
Sumei Quiggle, Associate Director staffing Undergraduate Council
Carolyn Capps, Chief of Staff, Office of the Vice Provost for the Faculty
Richard Freishtat, Senior Consultant, Center for Teaching and Learning, staff to the Committee on Teaching



320 STEPHENS HALL
UNIVERSITY OF CALIFORNIA

February 12, 2018

PROFESSOR LISA ALVAREZ COHEN
Chair, Berkeley Division of the Academic Senate

*Re: UGC Report on the Status of Unit-18
Non-Senate Faculty (Lecturers) at UC Berkeley*

The Committee on Educational Policy over a two year period designed and executed a survey on the status of Unit-18 Non Senate Faculty (NSF) at UC Berkeley. The survey was designed and spearheaded by a small working group comprised of Professor Glynda Hull (Education), Professor Michael Burawoy (Sociology), and Professor Maximilian Auffhammer (ARE/ISSP). The group conducted a number of focus groups with lecturers in a number of departments to learn about multiple dimensions of the life of a lecturer at UC Berkeley. This is important as we are not far from having half of all student credit hours being taught by NSF.

The survey had an impressive response rate of 49%. Professor Burawoy and Professor Jenna Johnson Hanks (Chair of CAPRA and Professor of Demography and Sociology) authored a report on the results from the survey. We forward this report as an informational item to DIVCO. The authors of the report intend to circulate and publish it as a white paper after the DIVCO meeting.

As a reaction to the survey results and conversations with the lecturers, we seek approval from DIVCO of three specific requests to be made from the administration, which we see as low cost and high return.

- 1) New department chairs/professional school deans and department managers in their campus training should be made aware of the requirements laid out in the contract with Unit 18 to ensure that merit reviews and promotions are conducted in a timely and fair manner. In these meetings some best practices regarding the incorporation of lecturers into department life should be discussed, including but not limited to:
 - a. Making every effort to clarify which courses lecturers will be teaching in a timely fashion to allow for planning.
 - b. The listing of lecturers on department websites.
 - c. Inviting lecturers to department functions.

- d. Making sure that lecturers have the support they need to teach the classes they are asked to teach (e.g., space for office hours, access to copying machines, textbooks)
 - e. Making new lecturers aware of on-campus resources available to them (e.g., Center for Teaching and Learning)
- 2) The campus should start a voluntary mentoring program for pre-six lecturers. This mentoring program at the minimum should link up pre-six lecturers with continuing lecturers in other departments. Since lecturers often compete over teaching assignments in the same department, this would solve an incentive problem as well as create better networks and likely improve teaching quality. The Center for Teaching and Learning could serve as a clearing house to connect lecturers.
- 3) The campus should invest in a formal database for tracking courses taught by lecturer and unit. Records across units vary in coverage and time and the lack of an official service record leads to incorrect timing of merit and continuing lecturer reviews, which has significant financial consequences for Unit 18 lecturers.

Sincerely,

A handwritten signature in black ink, appearing to read 'Max Auffhammer', with a stylized flourish at the end.

Max Auffhammer, Co-Chair
Undergraduate Council

**SECOND CLASS CITIZENS:
A SURVEY OF BERKELEY LECTURERS**

Michael Burawoy and Jennifer Johnson-Hanks

February 4, 2018

Lecturers (Unit 18 Non-Senate Faculty) are central to the teaching mission of the university. During 2015-16, the Committee on Educational Policy (CEP) heard from individual lecturers about the often challenging conditions of their employment. The committee became aware that there was a great deal of variation across campus in the way lecturers were recruited, the insecurity of their employment, as well as the way they were treated and regarded in their home departments. In response to this complexity, the committee decided to field a survey to gain a broader understanding of the experience of lecturers at Berkeley. The purpose of the survey was to assess the variation in conditions with a view to improving the lot of lecturers. We asked questions about frequency and length of employment; conditions of appointment and review; workload and working conditions; inclusion in academic life of departments; and overall satisfaction. The survey questions can be found in Appendix IV.

The survey was fielded between April and May 2016, following CEP's year-long interviews with individual and groups of lecturers as well as discussions with the lecturer's union (AFT-UC 1474). The collaboration of the union, and in particular its then president, Kurt Sprayer, was crucial to the success of the project. Glynda Hull, then chair of CEP, steered the survey through the administration. Contributions to its design came from members of CEP, but especially Glynda Hull and then Vice-Chair of CEP Maximilian Auffhammer who also contributed to the final draft. Jeff Royal administered the survey and cleaned the data. Jessica Compton, Tyler Leeds, and Paul Chung all contributed to the analysis. We are grateful to all of them.

Table 1: Response Rate by Division

Division/Cluster	# Responses	Response Rate
Boalt	34	32%
Haas	47	39%
L&S (Arts and Humanities)	94	47%
L&S (BioSci & Math &Phys Sci)	32	63%
L&S (Social Sci)	42	60%
L&S (Undergraduate)	40	68%
All other colleges	65	63%
All other schools	68	49%
TOTAL	422	50%

The survey was administered to 846 lecturers (on the payroll in Spring 2016) and we had 422 responses giving a response rate of 49.9%, varying between under 32% in Boalt and 39% in Haas to over 60% in several divisions of the College of Letters and Sciences. We grouped the data so as to have at least 30 respondents in every division or cluster (Table 1). Throughout we were able to examine variation in responses to our questions by division or cluster. We also examined the hypothesis found in the literature that conditions and satisfaction varied according to part-time or full-time status.

There were three open-ended questions, asking about “job satisfaction”, “biggest challenges faced in relation to the appointment”, and “the one thing that respondents would change”. We present a few of these narrative responses throughout the report. In Appendix II we show that these are representative of all the narrative responses we collected.

There is also a question of nomenclature. In the literature and in common parlance, a number of terms are used, including: “contingent” or “casualized” faculty that stresses the insecurity of employment; “adjuncts” that suggests they are supplements to regular faculty; a more neutral term, frequently adopted, revolves around tenure status, namely “non-tenure track faculty” (NTTF). There is also the important distinction – though often itself fuzzy – full-time or part-time. The ambiguity of nomenclature becomes especially acute when collecting national figures that aggregate across very different types of institutions. The University of California, Berkeley’s job description refers to them as “lecturers,” while the Memorandum of Understanding between the Union and the University refers to them as Non-Senate Faculty (NSF). There is also a different category: “Lecturers with Security of Employment (LSOE)” who are members of the Berkeley Academic Senate and employed as instructors without research responsibility. They are few and far between at Berkeley. There is also another job title: “adjunct” professors. This report does not include Lecturers with SOE, adjuncts or visitors. It only looks at unit 18 Non-Senate Faculty, which we will refer to as “lecturers” in the section discussing the survey results.

1. The Rise of Lecturers – National Transformation

Over the last 50 years the US academic labor force has undergone a major transformation – with the decline of tenured faculty, both in terms of relative numbers but also political influence within the university. You might say it is a counter-revolution to the “academic revolution” that was celebrated by Christopher Jencks and David Riesman (1968) a half-century ago.¹ Here we focus on the other side of this counter-revolution – the doubling of the proportion of non-tenure-track faculty at the national level, from being a third of all instructional faculty to being two-thirds.

Studies that have focused on the growing importance of non-tenure track faculty go back to the late 1970s. They expressed a concern that they were degrading the faculty status and

¹ The most thorough account of the restructuring of academic work and careers is still Jack Schuster and Martin Finkelstein (2006).

function and had a negative impact on the quality of higher education. A 1986 Report of the Education Commission of the States asserted that the use of part-time faculty can “inhibit faculty collegiality, instructional continuity, and curricular coherence” (Cited in Gappa and Leslie, 1993: 5). A 1988 report from National Education Association recommended the reduction of part-time employees as they were leading to abuse and deterioration of education. But the first comprehensive study to pose the problem from the standpoint of part-time faculty themselves was the study of Gappa and Leslie, *The Invisible Faculty* (1993). They emphasize the diversity of the occupation in their conditions of work and how their importance varies across higher education. They point to the different motivations and career trajectories of part time lecturers, calling into question stereotypes and generalizations. They denied the conventional assumption that part time lecturers imparted inferior education. Gappa and Leslie argued that the contributions of part time lecturers should be recognized and valued, proposing to better integrate them into the fabric of higher education institutions.

As the numbers of non-tenure track faculty expanded, the dual system was replaced by a tripartite system with the rise of full-time non-tenure-track faculty (full time lecturers) who stood between the tenured faculty and part time lecturers. The full-time lecturers also had more secure conditions of employment than the part time lecturers, although not as secure as that of tenure-track employees. Still, there was very little mobility from the full-time lecturer track to tenure track faculty. Reflecting the occupational shift, Baldwin and Chronister (2001) focus on these full-time non-tenure-track faculty and the implications of their growth and, their intermediate location in the hierarchy of instructional staff. Ernst Benjamin (2003) offers another comprehensive picture of the rise of non-tenure-track faculty, but more from the standpoint of tenured faculty. He and his collaborators argue that contingent faculty are not adequate substitutes for tenured faculty, because they are simply not as well equipped or as knowledgeable. The fact that contingent faculty teach more does not mean they are better at it. So long as teaching is relegated to lecturers, they argue, they will never get the recognition and commitment they require.

We have referred to studies that have adopted the standpoint of different fractions of the faculty, often blaming university administration for the diminished role of tenured faculty. John Cross and Edie Goldenberg (2009) present an alternative analysis of non-tenure-track faculty that looks at the processes of their hiring. They argue that it is the tenured faculty themselves, and not the administration, that have made the decisions to recruit a lower wage and more flexible work force in order to uphold their own interests. The study suggests that administrators are caught between recalcitrant and autonomous faculty and intense budgetary pressures.

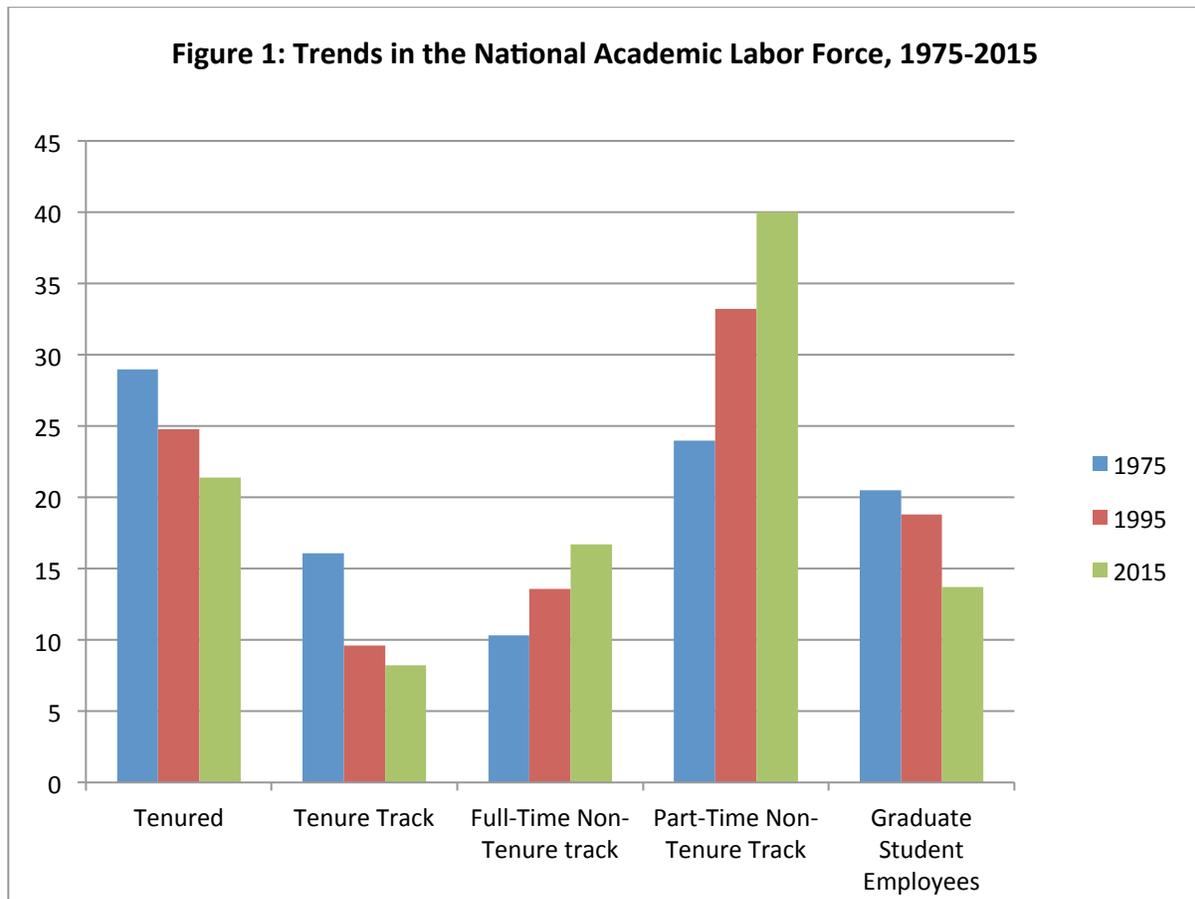
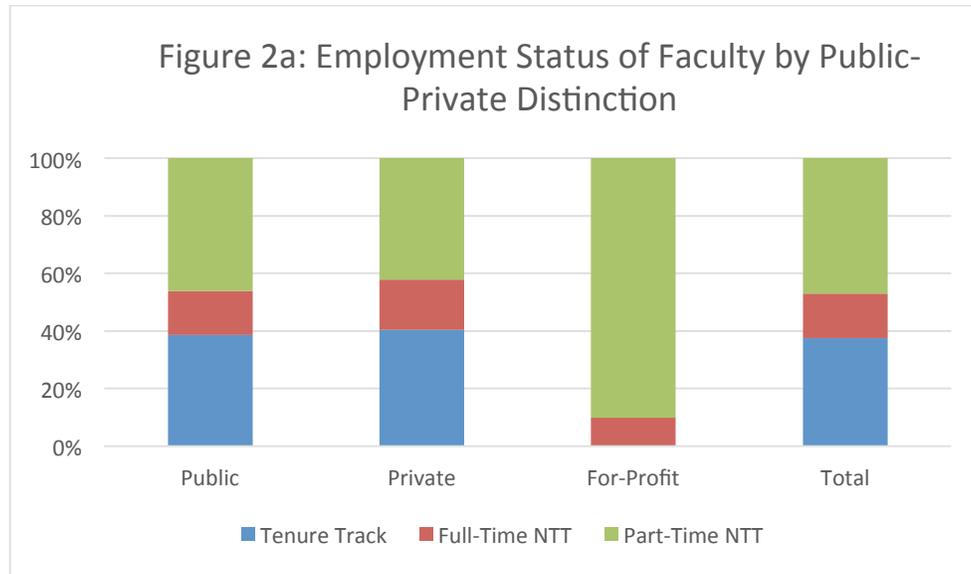


Figure 1 shows the broad changes in the academic labor force across all colleges and universities in the United States (AAUP 2017). Between 1975 and 2015 the proportion of tenured faculty has fallen from 29% to 21.4% while the number of tenure-track faculty (assistant professors), has fallen even more dramatically from 16.1% to 8.2%. On the assumptions that tenured faculty start their career as assistant professors, that it takes 7 years to get promoted, and an average career is 40 years, these ratios suggest that the total tenure labor force as proportion of all faculty will continue to shrink. We note that the number of graduate student instructors is also shrinking, and that the shortfall in instructional staff is made up by non-tenure track faculty that has increased from 34.3% to 56.7% of the academic labor force, in which full time lecturers increase from 10.3% to 16.7% while part time lecturers increase from 24% to 40%. As a labor force, part time lecturers are much less expensive than full time lecturers in terms of basic salaries and benefits and also offer a far more flexible labor force for institutions facing budgetary cut backs.²

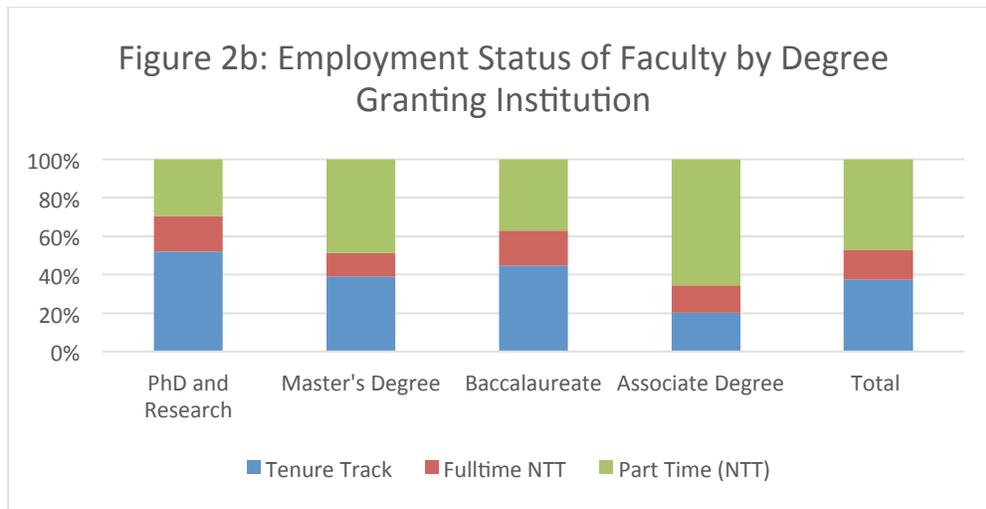
²Interestingly, Steven Hurlburt and Michael McGarrah (2016a), basing themselves on data from the Delta Cost Project, argue that the employment of part-time faculty brings down instructional costs but not necessarily overall costs of education and research. Examining four year public institutions (as opposed to private four-year and public two-year) appear to use savings in instructional costs to increase expenditures on administration and maintenance.

These aggregate national figures from Curtis and Jacobe (2006) refer to all institutions of post-secondary education. Whether we divide them by the public-private distinction or by the credentials they offer, in all sectors there is a high proportion of both full-time non-tenure-track and part-time faculty. Part time lecturers are slightly more prevalent in the public sector as compared to the non-profit private sector and the proportion of full-time faculty is more or less the same in both sectors (Figure 2a). The for-profit



sector is still relatively small but it is staffed almost entirely by non-tenured faculty, and most of them are part time. If you look more closely at the figures by degree granting institution (Figure 2b), then part time lecturers figure very prominently in two-year colleges, followed by Masters and Baccalaureate institutions, with the smallest percentage in PhD granting universities. The spread is not as wide for full-time NTT faculty but even here in two year colleges over 40% of full-time faculty are NTT as compared to 29% for all colleges and universities.

There are all sorts of hidden costs in employing non-tenure track faculty in that the tenured faculty have to assume ever greater amount of administration and mentoring of students.

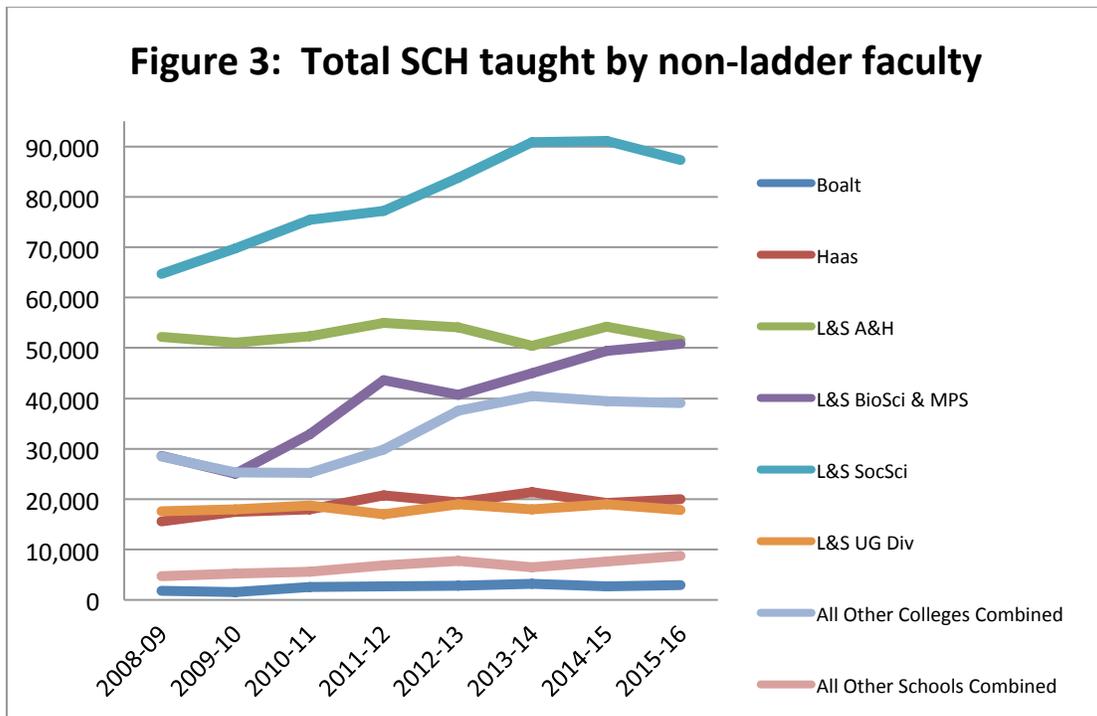


The above figures obscure the considerable variation *within* each category. For example, in 2013, among 16 public flagship universities, the lecturer share of instructional faculty ranged from 68% (University of Washington, Seattle) to 21% at the University of Nebraska, with UC Berkeley near the middle at 39% (Hurlburt and Michael McGarrah, 2016b). According to IPEDS data³ in 1995 Berkeley had 1,331 tenure and tenure-track faculty and 906 non-tenure-track faculty, whereas in 2015 the numbers were 1,404 and 933. Over the 20 years the proportion of lecturers remained at about 40% of headcount.

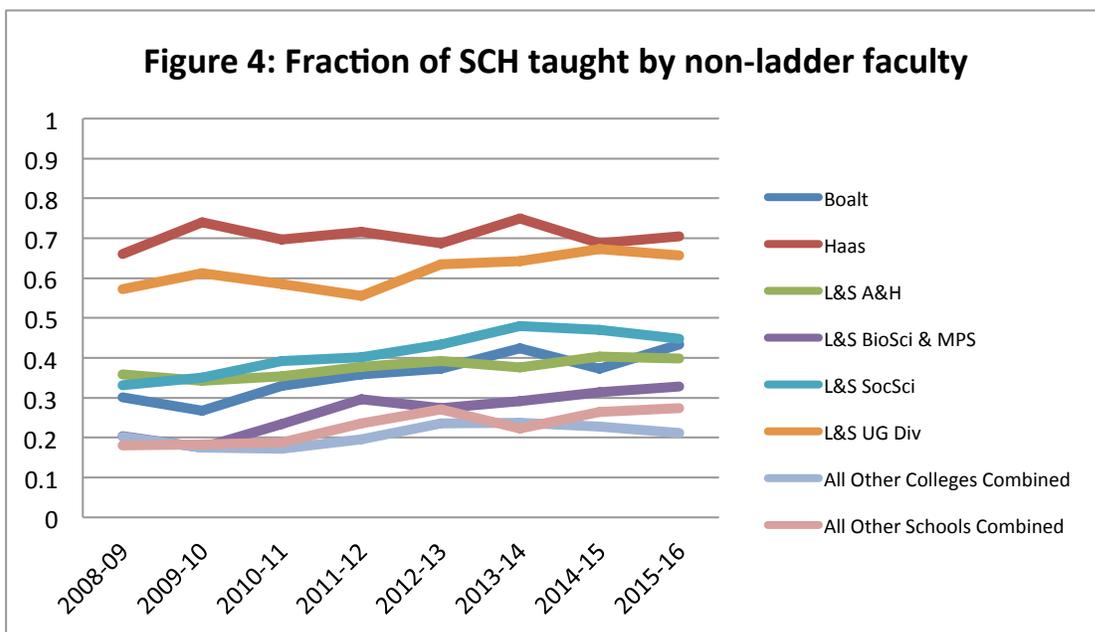
2. Changing Lecturer Contribution to Undergraduate Teaching - Berkeley

To gain a more accurate assessment of the changing contributions of lecturers to Berkeley's teaching mission we calculated the number and proportion of student credit hours [SCH] taught by lecturers according to data from CalAnswers (Figures 3 and 4). We note the gradual increase in the percentage across all divisions, but that the actual percentages vary considerably, from around 70% in Haas to just over 30% in Biological, Mathematical, and Physical Sciences, with Boalt and Social Sciences around 45%.

³ IPEDS (The Integrated Postsecondary Education Data System) is a data system compiled annually by National Center for Education Statistics within the US Department of Education.



We hypothesize that the proportion of students taught by lecturers in any given unit will be driven by the shortfall of faculty teaching capacity – a function of the number of faculty and their average teaching load – relative to the size of student demand. At the same time increased funding, whether from Temporary Academic Support or Extra-Mural Programs, for more lecturers can itself drive up student demand.



There is the critical question as to whether the employment of lecturers improves or detracts from the learning experience of students. On this matter, we have no systematic evidence from Berkeley and the literature on this matter is mixed (see Appendix I) for a number of reasons:

- First, the ambiguity in the meaning of teaching effectiveness.
- Second, how to measure the effectiveness? (Retention rates, graduation rates, performance in subsequent courses, time spent in outside-class meetings, student evaluations.)
- Third, what determines that effectiveness and its variation? (Material resources, just in time hiring, status of instructor, number of students per class.)

In the absence of any empirical evidence one way or the other, we assume that what we hear anecdotally again and again is true. That is: the better the conditions of employment, the better the teaching, all other things being equal. Therefore, the rest of this report concerns those conditions and the attitudes of lecturers towards them.

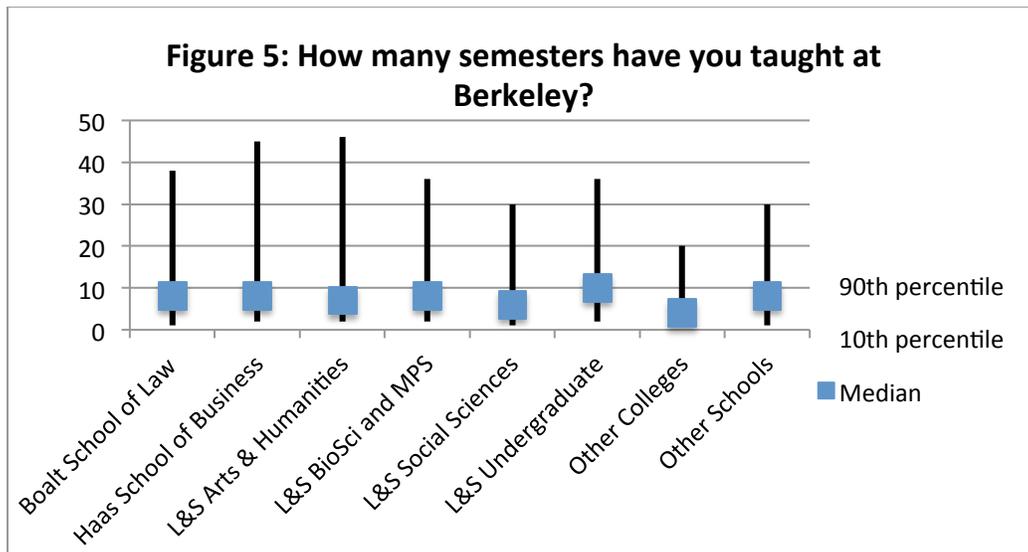
3.Stability of Employment and Course Load

Across the country, the position of “lecturer” with its more insecure contracts, poorer working conditions and lower pay has led to a population of instructors who stitch together courses from a number of different universities in order to earn a subsistence wage. According to a report by the Coalition on the Academic Workforce (2012) the average payment per course was \$2,700 in 2010. Teaching 10 courses a year would yield less than \$30,000 a year.

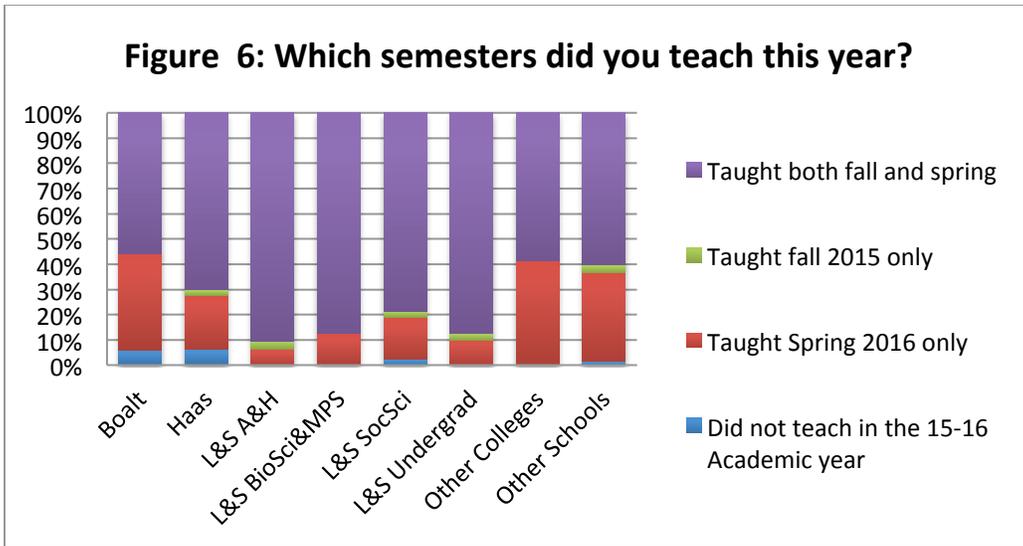
Compared to this national landscape, Berkeley is at the upper end of the distribution of working conditions. In the latest contract starting payment per course is more than \$8,500. Lecturers are on the same medical, dental and retirement scheme as Senate Faculty as long as they are employed at least half-time, i.e. at least three courses a year. Still the material conditions of employment are far inferior to Senate Faculty, and this difference is felt intensely by many of our lecturers. The open-ended responses to the survey are full of descriptions of the ways in which lecturers feel like second class citizens. For example, one lecturer notes that “I have never had a sabbatical despite teaching continuously since 2004. I have a big book accepted for publication that I can't work on. I write scores of letters of recommendation every year, develop new courses without course relief to do so, advise students formally and informally, attend Major Madness events and accept invitations for dinner at the sororities. Underpay. I have taught up to six courses during the academic year for about \$68K (only recently, it was well under \$60K for half a decade), and given that low pay, I have had to work over the summer as well.”

According to our survey, 85% of lecturers are able to confine their teaching to Berkeley, and within Berkeley 85% teach in a single department. While there are still feelings of insecurity, they are not as extreme as in other sectors of higher education. **One very important point, therefore, is that Berkeley is serving its lecturers *relatively* well when compared to other institutions of higher education although for many lecturers the measure of their condition is not lecturers at other institutions but rather senate faculty here at Berkeley.**

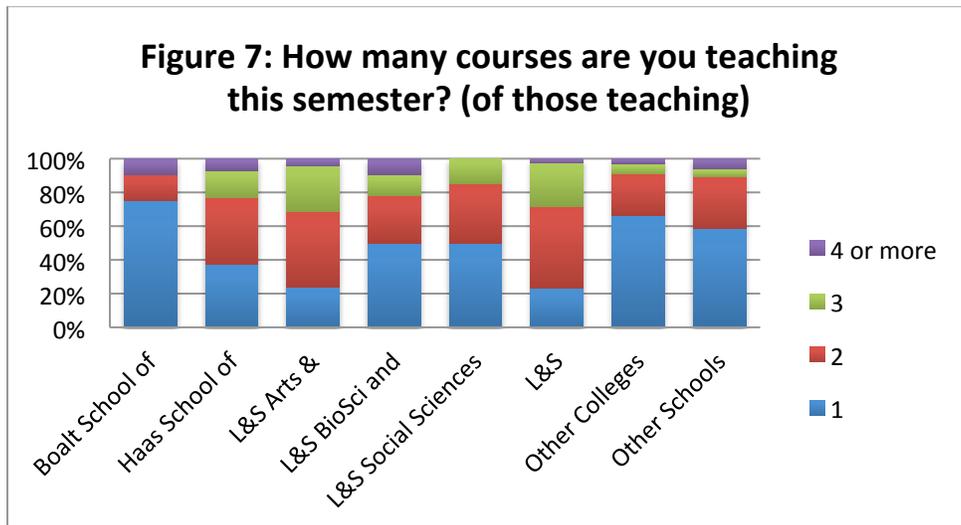
Our population of lecturers as a whole is relatively stable, and they tend to hold on to the jobs they have. Still, the number of semesters they have taught is highly variable, with the median under 10 semesters in most divisions. Thus, according to the survey, 24.3% had been employed at Berkeley for one or two semesters, 22.1% for 2 to 3 years; 20.4% from 3 to 6 years; and 33.2% for more than 6 years. Across campus, lecturers have taught a median of between 5 and 10 semesters, but a considerable number have taught for more than 10 years. In Haas and L&S Arts and Humanities, the longest serving 10% have taught for more than 20 years (see figure 5).



We come now to the distribution of courses. As already mentioned, to receive benefits lecturers must be teaching half time, i.e. 3 courses a year (summer teaching does not count towards this). The survey was based on lecturers registered in Spring 2016. Campus-wide about 3 in 4 respondents taught both Fall and Spring Semesters (figure 6). In Arts and Humanities and the UG Division, this proportion is 9 in 10. At the other end of the spectrum, only a little over half of the lecturers in Boalt taught both semesters. Note that people who taught only in the Fall were unlikely to appear in the survey, which was fielded in the Spring.



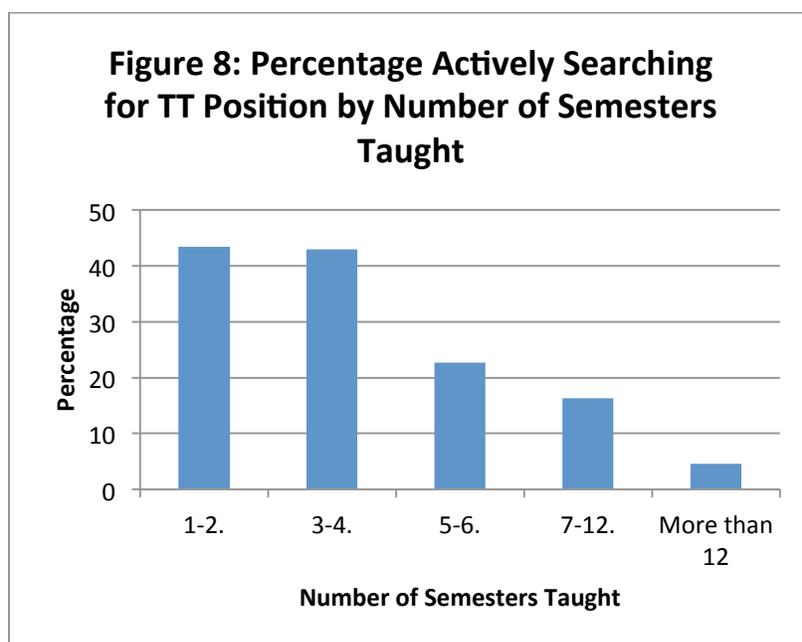
In terms of the number of courses lecturers teach in a given semester, there is, indeed, a great deal of variation. Figure 7 shows that more than 70% of the Boalt lecturers who were teaching in Spring 2016 taught only a single course, whereas in the Arts and Humanities and L&S undergraduate Division the inverse is true – nearly 80% taught more than one course in the same semester.



Inspection of the advertised list of lecturers in Haas and Boalt reveals their distinctive character which explains some of the variation. The typical Haas lecturer has a master’s degree and started teaching in the last 5 years. They have full-time employment in finance or the tech

sector, or they work as a consultant or executive coach. However, there are also a few “continuing lecturers”, working full time at Berkeley; many have been here 20 or 30 years. They might have additional titles, because they are directors of programs. Many of the Boalt lecturers also hold full-time jobs as lawyers or mediators – some may be full time on leave from private employment. In both schools, most of the lecturers are not dependent on university income: their major employment in the private sector.

Returning to the survey, with reference to career aspirations, 21.8% said they were looking for a tenure-track position. Not surprisingly the number actively seeking such a position was heavily concentrated in the early years of teaching (Figure 8), but still less than half. Of the 21.8% who said they were actively searching, 44.4% had been doing so for less than a year, 39.2% for 1-4 years, 16.3% more than 4 years. Again there is rapid tapering off after one year, suggesting adaptation to a lecturer career. We can see parallel distribution of number of hours of research, with 33% of lecturers doing no research, 48.4% doing between zero and 10 hours, and 19.6% doing more than 10 hours.



One lecturer notes that one significant limitation of the position is “the [lack of] ability to apply as principle investigator for grants, which as a lecturer you are removed from the majority of these possibilities. The need to constantly ask the senior faculty to be your name and face creates a structural invisibility for the lecturer and sometime your funds actually never make it. As a lecturer with 32 semesters of teaching and sitting on countless Ph.D. and MA committees, but never given institutional recognition for it or any type of compensation, is stunning.”

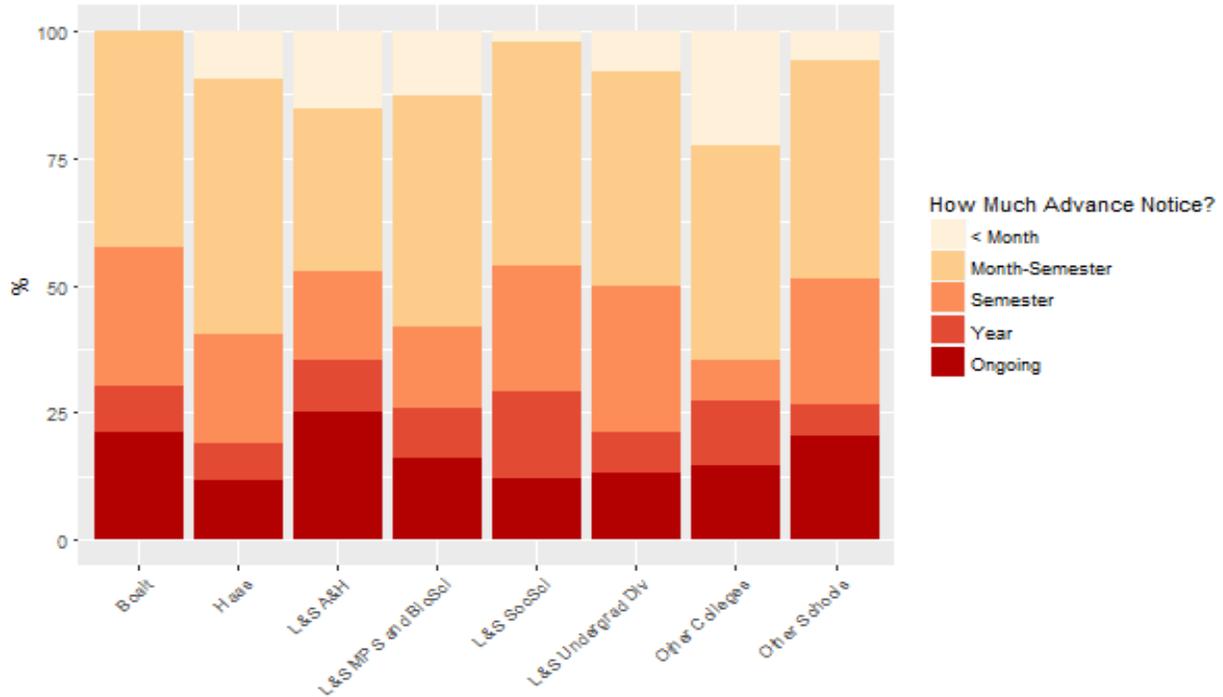
4.Appointment and Review

Voices critical of lecturers have often focused on their perceived inferior qualifications, which reportedly make them ill-equipped to keep up with the latest research, and the informal hiring mechanisms so that the best applicants may be overlooked (Benjamin, 2003: 80). At Berkeley every effort has been made to formalize employment procedures with the requirement that the departments advertise openings, assemble a list of qualified candidates based on academic and teaching criteria, and interview those who rise to the top. Moreover, the Memorandum of Understanding between university and the union, establishes a regular system of review after two years, three years, and four years, culminating in a sixth-year “excellence review”. Those who pass the six year review become “continuing lecturers” with a certain stability of employment, based on the department’s commitment to award the lecturer a given number of courses. The position comes with certain employment guarantees: the department can withdraw from a contractually defined course load only if a tenured or tenure-track faculty person is hired to teach those courses or if there is budgetary crisis. This is not full security of employment, but the university has to provide legitimate explanation for termination or reduction of the course load.

While lecturers have some reasonable expectation of continuity of appointment, they may nonetheless receive little advance notice lecturers of their assignments. For example, one lecturer noted, “I truly enjoy teaching and I am grateful for my kind, smart and thoughtful students. If it were possible institutionally, I would be happy teaching in a 2-2 capacity for a long period. However, the conditions under which we teach can be improved. First, it is really important that departments could hire us several months before the beginning of each semester. Now we are informed of hiring in mid-July for a semester than begins in August. It is tremendously difficult to bare the anxiety of not knowing whether you are hired or not, and whether you should plan to find another job.”

Short notice is not as frequent at Berkeley as at other institutions of higher education. Still, only 18% had an on-going appointment, a further 9.9% were notified a year in advance, while 20.2% had a semester’s notice. Over half, 51.9%, had less than a semester’s notice, including 10.8% who were informed about their assignment less than a month ahead. Since lecturer salaries come out of the Temporary Academic and Staff (TAS) budget, and TAS is finalized only at the end of the academic year, this can make it difficult for departments to plan ahead, setting limits on hiring their lecturers in advance. Also, last minute leaves of ladder faculty lead to last minute hiring. There is some variation across the campus with Boalt (42% told less than a semester) and Haas (60% told less than a month) at the extremes.

We expected that small departments with smaller and more uncertain TAS budgets would be more likely to have to hire at the last-minute, but actually the data suggest the opposite. In smaller departments (less than 10 ladder faculty based on estimate of respondent) 37.7% were given notice of less than a semester, whereas the figure for bigger departments (between 10 and 30 faculty) was 57.1%. For the largest departments of more than 30 faculty, the figure was 49.1%. This curvilinear relation suggests that the smallest departments had a steady supply of a small number of lecturers and it was the middle ranking departments with fluctuating demand and unpredictable budgets that were the most likely to give little advance warning.



As lecturers have come to be accepted as a permanent feature of the university, so appointments has been regularized and lecturers given career ladders with corresponding reviews. For the sample as a whole, however, recruitment was still largely based on informal channels – through being a graduate student in the department where they teach (27.3%) and by word of mouth (26.5%) whereas only 16% heard about the job through an advertisement. The figures are not very different for those who have been teaching for less than 3 years (30.4%, 28.3% and 16.3%). Given the pressure of the job market departments are still likely to favor their own graduate students. Men were more likely than women to have heard about the job through informal channels (60% as opposed to 49.5%) and women were more likely to have heard about the job through advertisement (19.4% vs. 10.6%), suggesting a possible gender bias in access to decision-makers.

At the time of the survey, the system of review that was in place involved a 3-year review and then a 6-year “excellence” review. Of those who had been teaching more than 3 years only 63% had received a third-year review, while the corresponding figure for the 6-year review was 85%. As regards the preparation for review, roughly a third felt they had been completely informed, another third felt adequately informed and another third somewhat or not at all informed about the process, requirements and criteria of evaluation. Most reviews included the following materials: quantitative scores (92%), qualitative evaluations (91.4%), assessment of syllabi (84.7%) and statement of teaching philosophy (78.5%), but less frequent were classroom observation (55.2%) and publications (63.2%).

5. Working Conditions: Resources and Inclusion

We now turn to the working conditions in the department. Lecturers retain considerable autonomy over their courses: whether over the material to be covered, choice of books and articles, over the nature of assignments and over form of examination.

Table 1: Work Autonomy

	Great Autonomy	Some autonomy	No autonomy
Material covered	69.6%	26.4%	4.0%
Books/articles assigned	77.3%	16.8%	6.0%
Nature of assignments	75.8%	21.5%	2.8%
Form of examination	71.8%	21.3%	2.8%

Respondents were asked what duties they were asked to perform that were not included in their formal job description, and for which they are therefore generally not remunerated. Lecturers reported the following: mentoring students (71.4% frequently, 24.7% sometimes); writing letters of recommendation (59.3% frequently, 30.5% sometimes); supervising independent studies (22.2% frequently, 32.9% sometimes); departmental or programmatic administrative work (20.3% frequently, 27.9% sometimes); training instructors (20.1% frequently, 30.5% sometimes); facilitating conferences (8.4% frequently, 25.0% sometimes); assisting in the review of another lecturer (5.8% frequently, 20.1% sometimes). They are also involved in supervising readers (15.2% frequently, 9.8% sometimes), and GSIs (28.2% frequently, 10.1% sometimes). Being a sensitive issue, the union is trying to secure remuneration for the considerable extra work lecturers supply gratis.

Another feature of working conditions is access to resources for teaching. The survey asks about 8 kinds of resources. Lecturers had access to the following (percentage of sample that had access): office supplies (89.5%), administrative assistance (81.5%), shared office (72.8%), campus professional development (44.5%), departmental reimbursement for work-related expenses (42.6%), private office (28.6%), department research funds (15.9%), department funds for course development (15.1%). Most divisions follow the general distribution. The resource most variable and most significant was access to a private office: 45% of Boalt lecturers have such access, compared to Haas where only 5% have access. The rest fall between 20% and 40%.

Beyond material resources, lecturers have differing experiences of inclusion within the life of their department. One lecturer notes that “as a lecturer, I feel like a second class citizen of the academy and on a daily basis reminded of it. You teach as many and possibly more students than the tenure track faculty and you are sent all the honor thesis students to work with because senior faculty don't have the time or [are] on leave from the department. Moreover, the MA and Ph.D. students knock on your door daily and/or are sent to you by senior faculty members because they are doing you a favor to sign on a grant on your behalf. I mentor GSIs for my own existing courses and then again I am asked to help the new GSI for the senior faculty who is on leave for research and because I taught the course in the past I become the go-to person to fill the vacuum.” Another comments “There is no effort by my department to create a healthy or

supportive environment for lecturers. Many tenured faculty are known to be rude or condescending towards lecturers, even though many of those lecturers have superior research, publication, and teaching records. I was not given adequate office space, despite protests. I was promised teaching only to have those promises rescinded on short notice.” A third lecturer states that “Some senior faculty make it a point to remind you that you are a lecturer and have no business in the conduct of the department affairs and the chair speaks to you as if you are working as counter person in a fast food establishment. In one the departments that I have been the longest with for 32 semesters, I never have received a single offer of financial support for my courses.”

Since this question of “recognition” reappears frequently in the narrative responses, we look at each item separately. Overall the data indicate that lecturers are least likely to be involved in department hiring (70.4% never) and department meetings (44.0% never), and most likely to be included in department email lists (52.5% always), socials (43.5%) and colloquia (41.6%). Still we do note that there is considerable variation across the campus with Letters and Sciences (especially the social sciences) the least inclusive, especially when it comes to hiring and department meetings (Figures 9-13).

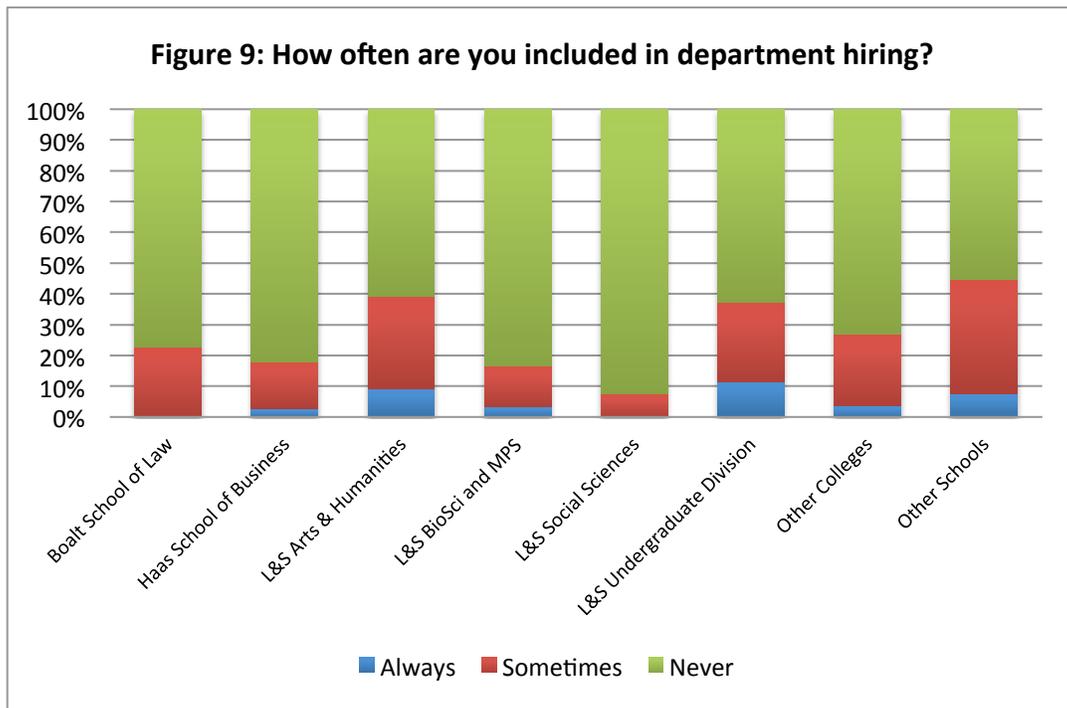


Figure 10: How often are you included in department meetings?

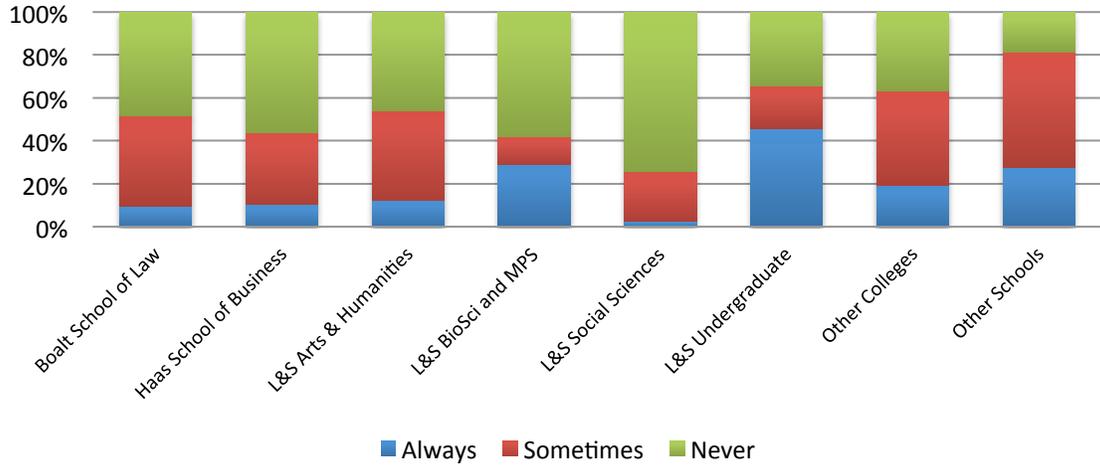
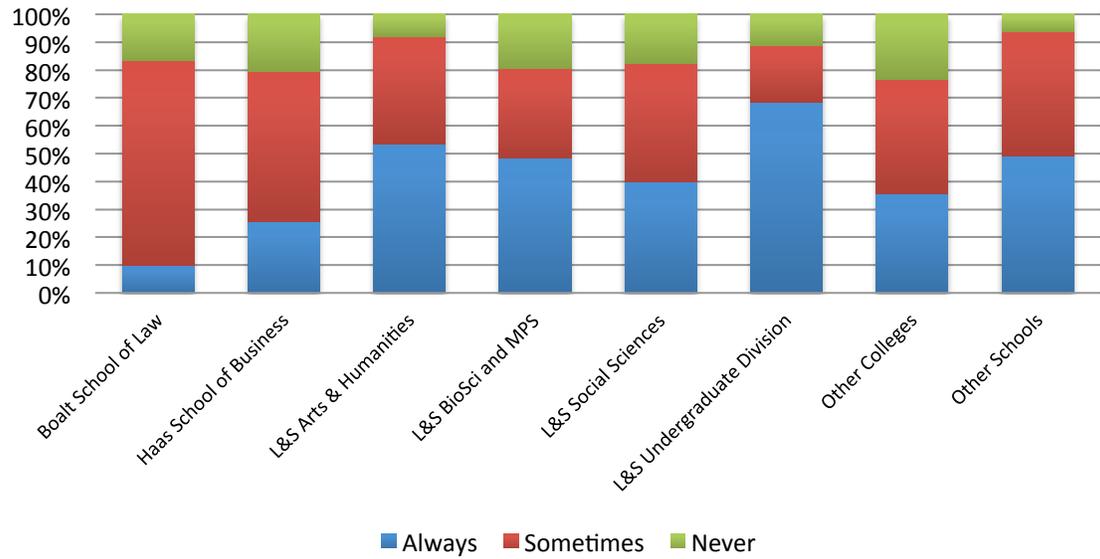
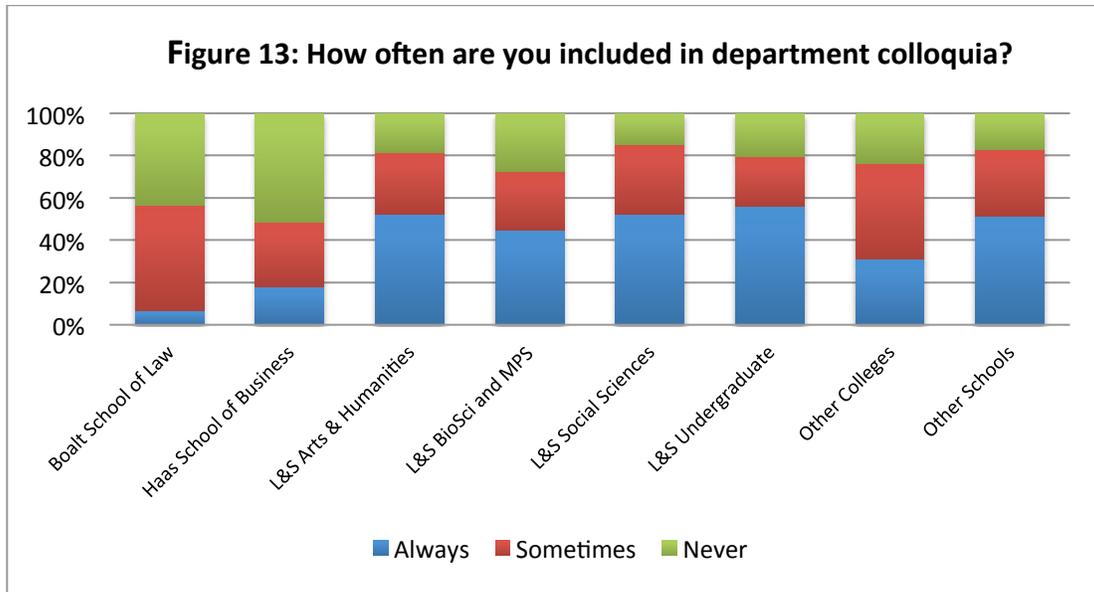
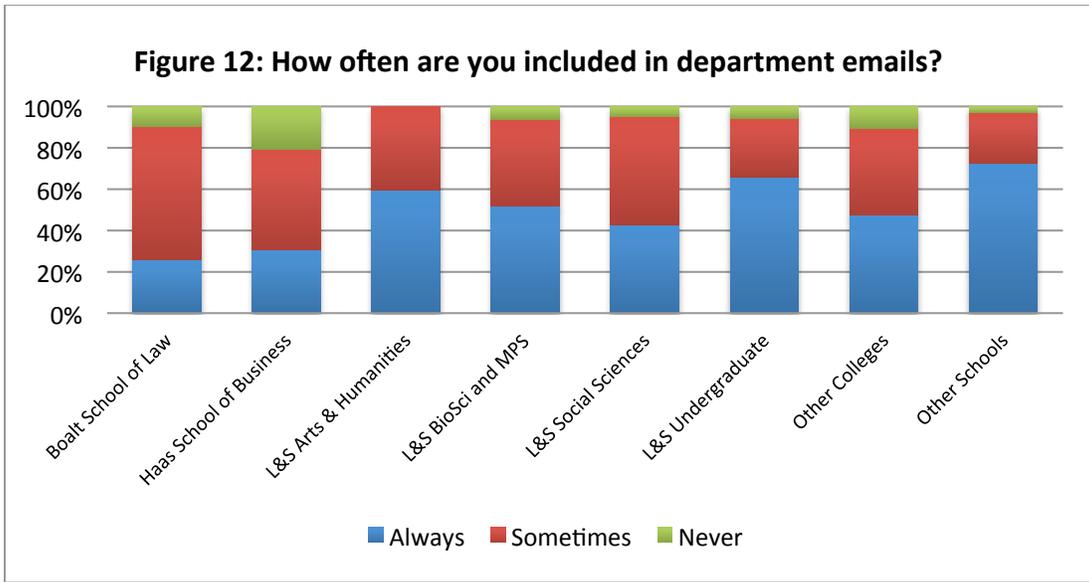


Figure 11: How often are you included in department socials?





Lecturers with access to more departmental support and resources also report that they are more often included in departmental activities. Table 2 classifies respondents on two dimensions. On the vertical axis, we count how many of the eight resources/forms of support to which the respondent has access. The horizontal dimension captures the extent of inclusion in department activities (0 means the person is never included in any of the 5 dimensions; 10 that she or he is always included in all five). The depth of color indicates the numerical differences. We see that most respondents are in the middle on both dimensions, and that the two dimensions are associated (clustering on the diagonal).

Table 2: Association of Department Resources and Inclusion

	0	1	2	3	4	5	6	7	8	9	10
0	1	1	3	2	1	1	1				
1		1	4	2	1	4	2		3		
2	5	6	7	5	9	4	2	2	2	1	
3	7	6	10	14	12	8	14	4	7	1	2
4	1	3	6	13	20	9	8	12	4	6	1
5		2	7	4	13	9	15	9	15	6	3
6			3	1	4	8	2	7	8	4	3
7				1	2	1	3	2	6	4	2
8					1				1	1	1

On a more subjective side, lecturers felt they were regarded by ladder faculty (a) as a respected member of the department (21.2%), (b) as just another colleague (22.5%), (c) as a colleague with lower status (47.4%), and (d) as though I were invisible (9%).

6. Job Satisfaction

As part of its study of post-secondary faculty, The National Center for Education Statistics (1999) conducted a survey of attitudes faculty members hold toward their job. In terms of *overall job satisfaction*, they found non-tenure track part time and full time instructors were as satisfied as tenure track faculty. This might reflect the tensions and anxieties of having to maintain a research career that make up for the security of tenure. Indeed, the least content are those in tenure track positions, hoping for tenured position. However, when it came to job security, opportunity for advancement and benefits, the level of satisfaction among non-tenure track faculty dropped substantially (See Benjamin 2003, Table 8.7).

Our survey also asked about levels of satisfaction. As in the national survey overall, satisfaction appears to be very high, with 76.9% saying they are either very satisfied or somewhat satisfied. Measures of satisfaction notoriously exaggerate the level of satisfaction, especially if respondents expect to be in the job for a long time – as they make a virtue of necessity. Here we note that 45.8% of respondents hope to stay with the university indefinitely and another 34.2% say they want to stay the next 5 years. Some of the latter likely correspond to those expecting to retire in the not-too-distant future. Only 20% hope to stay no longer than this academic year. These are primarily the respondents who are actively looking for a tenure-track job.

When we get to specific issues, the levels of satisfaction drop. Thus 59.8% feel they are very connected or somewhat connected to the academic community in their department. Perhaps the biggest issue of all is security of employment: 17.3% feel very secure while 35.6% feel somewhat secure, leaving 47.2% feeling somewhat or very insecure. This contrasts with the 76.9% who say they are somewhat or very satisfied, suggesting that insecurity is taken-for-

granted and viewed as part and parcel of the job. The following response to the qualitative question was typical:

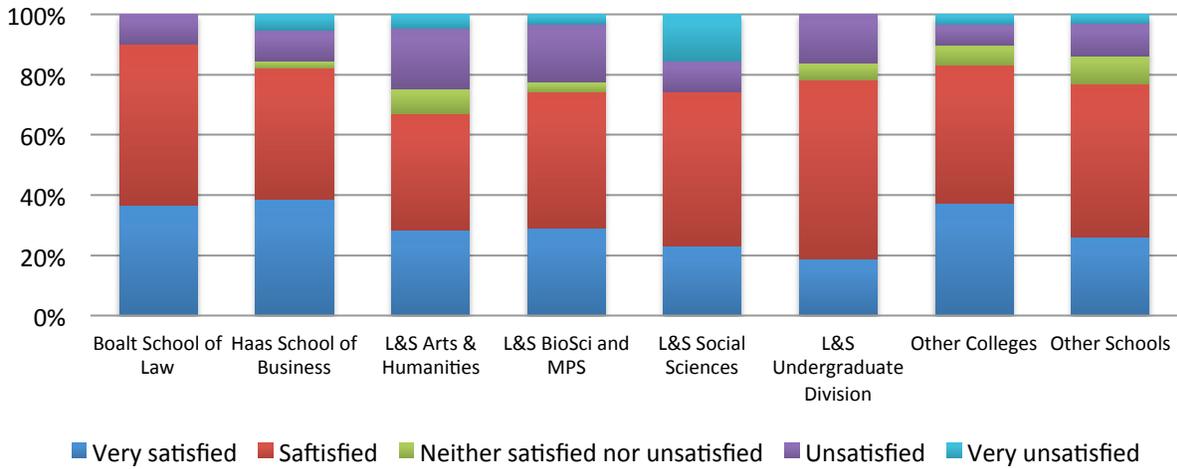
I love teaching, but I don't feel like I can give it my all because I feel caught between a rock (students & student evaluations) and a hard place (department). The insecurity of the job I think seriously undermines my ability to be creative and to be innovative in the classroom. I stick to old methods of teaching that I know have worked well in the past, but I am way too afraid to try new things. This is not a good thing. Also, I feel basically invisible in the department. Save for a few faculty members who know me, most ignore me - in much the way that homeless people are ignored in the streets of Berkeley. Oh... and students are pretty brutal. Given how much role student evaluations play in reappointment decisions, this is a very tough place to be for a teacher. Especially a woman teacher.

Another lecturer states:

I like teaching the courses that I get to teach. I do not like the fact that lecturers are treated like second-class faculty and excluded from almost everything on campus. I also do not feel like I have institutional backing when dealing with students. I feel very vulnerable when dealing with students who are angry because they did not get an "A." Given the job insecurity of lecturers, I feel like a few angry students could make me lose my job because I know how much weight is put on the student evaluations and angry students who put "1"s have a larger impact on my ability to get a "6" on overall teaching effectiveness. The stress and anxiety that this creates for me frequently makes me want to quit my job. Research has shown the gender bias in these evaluations, and yet they continue to be used (and as a major component of assessing teaching excellence). This is gender discrimination at play. While other evidence of teaching excellence is allowed to be included in the reviews, I have been told by my department and my colleagues who have been teaching for longer that it all boils down to getting at least a "6" on overall teaching effectiveness.

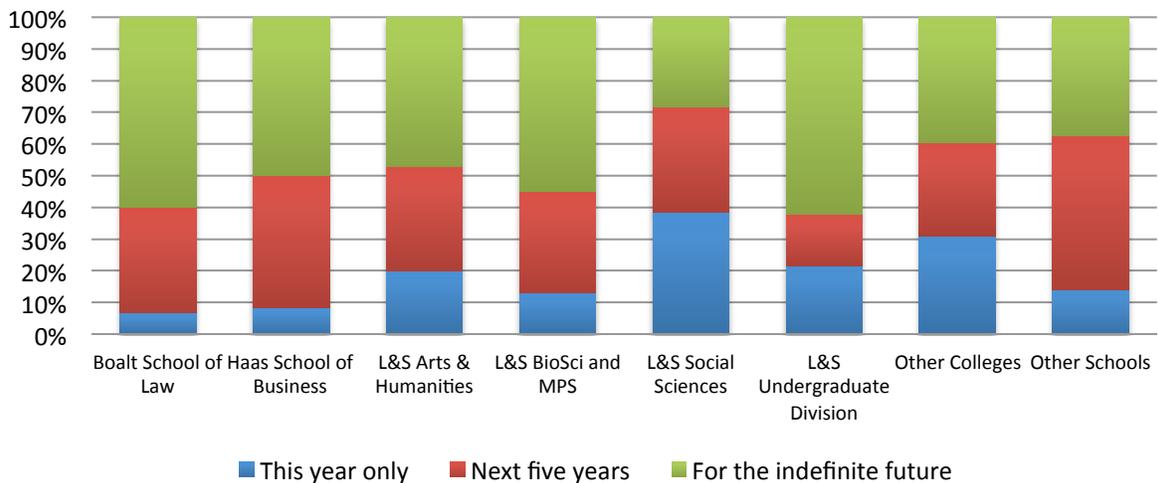
Looking across campus we see that overall satisfaction (very satisfied plus somewhat satisfied), varies between 90% in Haas as compared to about 67% in Arts and Humanities, which might well reflect the job prospects and opportunities for lecturers in these disciplines.

Figure 14: Overall, how satisfied are you with your experiences as a lecturer?

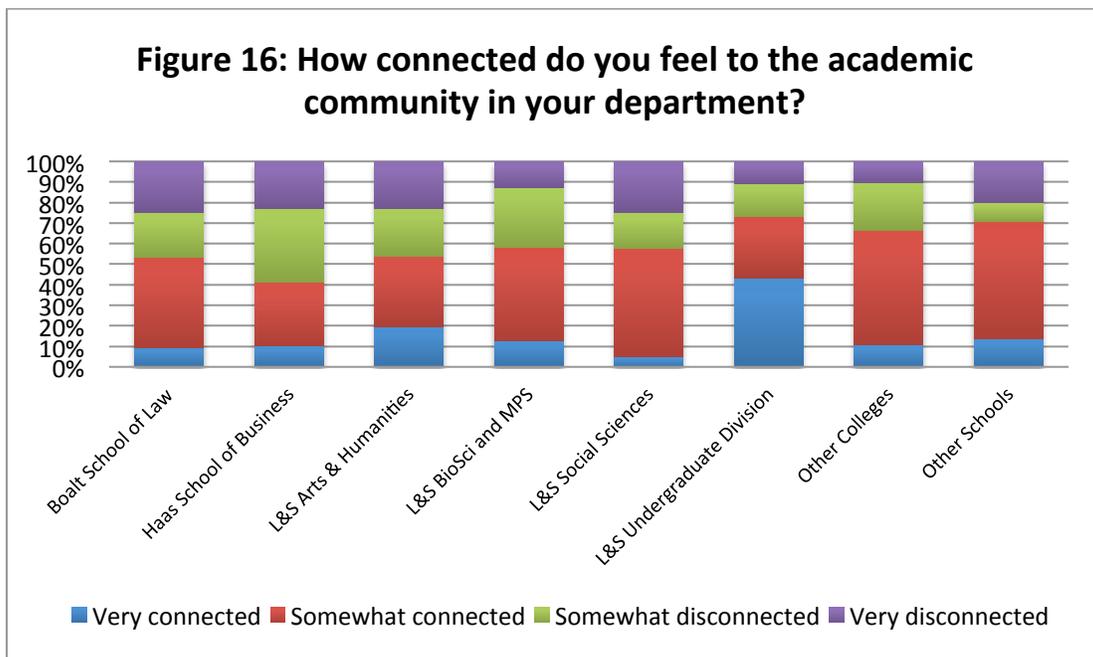


When it comes to thinking of the future (Figure 15), lecturers in the Undergraduate Division of L&S (62.2%) were the most interested in their longevity and the Social Science (28%) the least interested in longevity, which may suggest that the latter were more likely to see the lecturer position as a temporary appointment en route to a tenure-track position elsewhere.

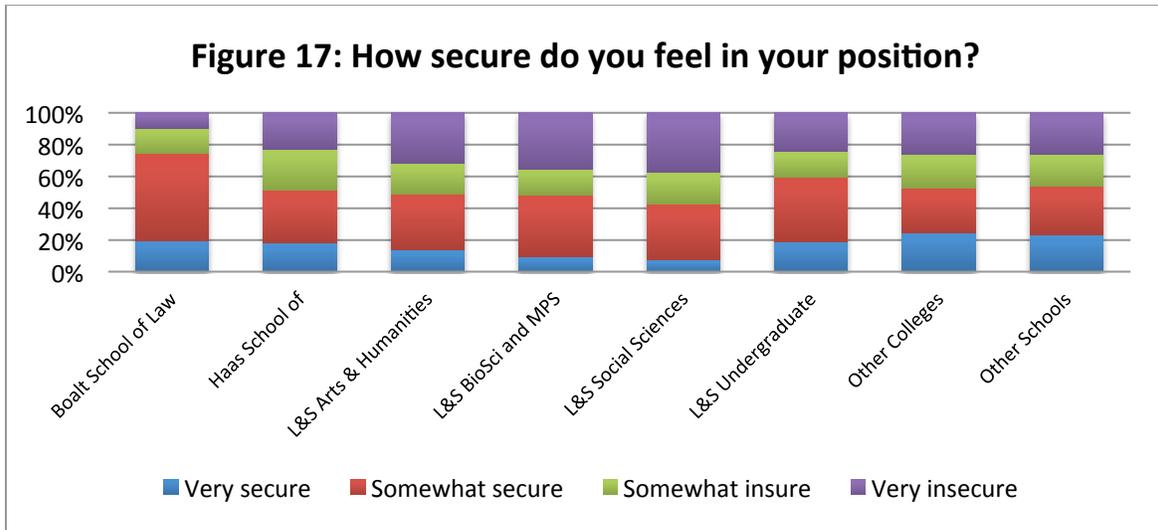
Figure 15: How long do you hope to stay in your present position?



Again Figure 16 shows lecturers in the Undergraduate Division of L&S to feel the most integrated into the academic community (73%) while the lecturers in Haas feel the least onnected (41%). This is especially interesting as lecturers in these two sectors perform the greatest proportion of teaching – between 60 and 70% of student credit hours in both cases. Again this may be related to the fact that Haas lecturers are gainfully employed elsewhere whereas lecturers in L&S are fully employed on campus. One lecturer notes that “In general, I feel disconnected from the department as a whole and completely disconnected from the sub-unit I teach for. We really aren't included in what's going on very much. I do love the students and feel lucky to teach here. The biggest issue for me is that I do not really have security and do not know how much teaching I'll be getting for the next semester and especially beyond.”



Finally, Figure 17 shows lecturers in Letters and Sciences (apart from the Undergraduate Division) feel the most insecure in their position and of these the social scientists feel the most insecure (57%), while the lecturers in Boalt, for whom a lecturer position is often a secondary position, feel the least insecure (26%).



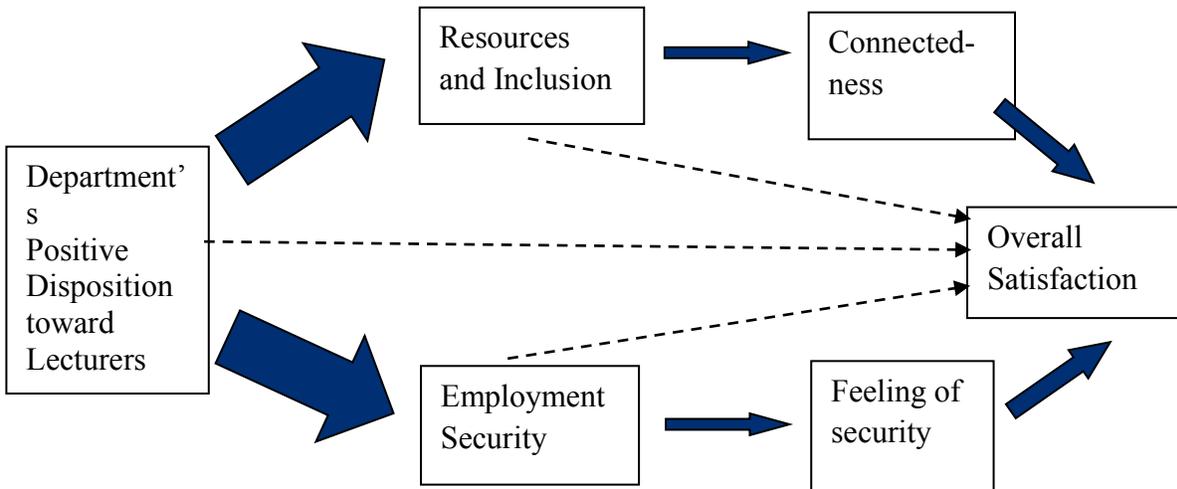
Because indices of satisfaction are most meaningful when examined in comparative perspective, in addition to the bar charts above that compared different sectors, we ran a probit regression model on three variables: security, connectedness and overall satisfaction controlling for employment (number of semesters employed, salary, percent appointment), demographics (gender, race/ethnicity), working conditions (resources and inclusion). The results can be found in Appendix III.

With regard to *overall satisfaction*, the two professional schools (Boalt and Haas) with their “hobbyists” scored higher than all the divisions of Letters and Sciences although the variation was not statistically significant. The only institutional factors that had a positive and significant impact on satisfaction was access to resources and level of integration.

Lecturers in L&S Undergraduate Division and Boalt Hall felt more *connected* than other divisions, but the only significant result was the disconnection of lecturers in the Arts and Humanities. Once again access to resources and level of integration proved to be significantly associated with academic department.

Finally, lecturers in Boalt and then Haas stood out as have the feeling of security, with Boalt standing out both in the size of the effect and in statistical significance. Arts and Humanities stood out for its negative effects. Again this is not surprising given the number of “hobbyists” in the two professional schools. Overall, access to resources had positive and statistically significant association with levels of security.

Most likely departments that provide security of employment are also those that provide access to resources and include lecturers in their community. Actual employment security contributes to feeling of security as shown by the only other statistically significant effect, namely the number of semesters taught. Figure 18 represents a possible causal model.

Figure 18: Causal Model of Job Satisfaction

The literature on non-tenure track faculty points to widening gulf in conditions of work between full-time and part-time employees. There was no sign of such a gulf when we looked at levels of satisfaction, security and connectedness. If anything those who taught less felt more secure, more satisfied and more connected than those who taught more, though the effects were not statistically significant. In other types of institutions, such as two-year colleges and the California State system, it is possible that the discrepancy between part time and full time employees will be more marked, but not at Berkeley where these measures of satisfaction are more shaped by departmental milieu.

Looking at demographic factors, the only statistically significant effect was the dissatisfaction of Latino lecturers as compared to other racial groups. In contrast to other ethno-racial categories, the Latino lecturers were the most dissatisfied and felt the most insecure whereas the African Americans were the most satisfied and felt the most secure. However, with the one exception, none of these associations were statistically significant. With regard to connectedness, African Americans felt far more excluded than Latinos though the association again was not statistically significant. As regards gender, women felt less secure and satisfied but more connected than men, but none of these effects were statistically significant.

7. Conclusion

With budgetary pressures the employment of lecturers is bound to increase. As the proportion of tenure track positions falls relative to the expansion of non-tenure track faculty, so graduate students will be ever more aware that they may be destined for the latter. At the same time the number of graduate students will be cut – both because they are so expensive and because of the limited number of tenure-track positions. This could mean that lecturers will fill many of the roles that hitherto had been the task of graduate students, in particular the role of teaching assistants. As lecturers become more central to the teaching mission of the university, how they are treated will reflect the seriousness with which the university takes its teaching mission.

Undoubtedly the material conditions of Berkeley lecturers, whether measured in terms of income or benefits, are superior to the conditions in many other sectors of higher education, including many comparable public universities. While the university has been making efforts at regularizing the appointment and assessment of lecturers, this has often been in competition with the interests of departments in hiring their own unemployed graduate students.

That said, the complaint of lecturers that we heard with monotonous frequency both in the survey and our interviews had to do with recognition: many of our lecturers feel that they are regarded as “second class” citizens, often unknown to most of the ladder faculty in their own department. They experience all sorts of slights and forms of disregard, from exclusion in department socials, mailing lists, and office space to the arbitrary assignment of teaching responsibilities and a lack of recognition of their commitment to students and teaching. All this contributed to their feeling of insecurity, knowing that a change in the chair of a department could lead to their losing their jobs. There is variation in the sense of inclusion experienced by lecturers, some departments have been more successful than others, and in part this must be the responsibility of the chairs and vice-chairs who should make every effort to recognize lecturers and their contributions and pursue fair and inclusive employment practices.

Senate Faculty are in a contradictory position between lecturers and administration. Given the present budgetary crisis, they may be said to benefit from the precarious employment of lecturers – a cheap expendable labor force, clearly demarcated from themselves in terms of conditions, status, and power. Inasmuch as their conditions of employment are made secure on the backs of lecturers, their short-term interests are opposed to those of the lecturers. At the same time, however, Senate Faculty have a long-term interest to defend the conditions of employment of lecturers – both their security of employment and their working conditions – since what is at stake is the erosion of tenure.

APPENDIX I: THE EDUCATIONAL EXPERIENCE OF UNDERGRADUATES

What does the growth of contingent faculty mean for the experience of undergraduates, specifically of education? This question is under much dispute not only because the conditions of contingent work are so diverse but also because the measures of effectiveness in teaching are equally diverse. Here are just a few of the perspectives gleaned from the literature.

- The conditions of work of part-time faculty are such as to limit interaction with students, especially outside the classroom, which has “long been shown to improve the quality of students’ learning and their education experiences” (Kezar and Maxey 2014: 30). See also Benjamin (2002).
- Using institutional level panel data, statistical analysis shows that the increased use of contingent faculty adversely affects graduation rates at 4-year colleges, more so at public rather than private institutions, with the largest impact on students at the public masters-level institutions (Ehrenberg and Zhang 2004).
- Using data from surveys conducted by the National Center for Educational Statistics, statistical analysis shows that increases in the proportion of part-time faculty has a highly significant and negative impact upon graduation rates, controlling for a number of student and institutional factors (Jacoby 2006).
- A statistical analysis of first-year student retention at 6 institutions within a system of public higher education shows that exposure to contingent faculty in the first year college reduces likelihood of retention to the second year. The one exception was the doctoral intensive institutions where part-time faculty had a positive effect on student persistence. This was attributed to administrators’ recognition of (a) the important role of part-time faculty, (b) the challenges part-time faculty faced, and (c) a link between support for part-time faculty and student retention (Jaeger and Eagan).
- Combining the results of a survey and qualitative interviews, the authors find that contingent faculty suffer from a double handicap – just-in-time hiring practices and limited access to pedagogical support. This puts contingent faculty at a pedagogical disadvantage which is compensated for by their “extraordinary effort, personal resources and professional dedication”. They conclude that conditions of contingent faculty could and should be improved without substantial costs or loss of flexibility (Street, Maisto, Merves and Rhoades 2012).
- Focusing on a single university – Florida Atlantic University – the study examines the association between three outcomes of freshman and sophomore years (retention, academic achievement and student evaluation of instruction) and the amount of exposure to three types of instructors (regular full-time faculty, contingent faculty, and graduate

teaching assistants. The results suggest that retention and academic achievement can be predicted primarily from background and educational experience variables of students. Contingent faculty did not show any statistically significant differences in their comparison with other instructor types (Ronco and Cahil 2006)

- A statistical analysis of student-level data from 8 cohorts of first-year students at Northwestern University shows that students learn relatively more from contingent faculty in their first-term courses, based on the likelihood that students take a subsequent class and whether they are successful in that class. This is due to the lower teaching effectiveness of the bottom quarter of tenure/tenure-track faculty as compared with their contingent counterparts. The effect was especially pronounced for average and less-qualified students (Figlio, Schapiro and Soter 2015)

These studies suggest there is considerable variation in the effects of the instruction of contingent faculty, depending, at least in part, on the specific conditions of those faculty. As contingent faculty become more numerous – and there is no sign that they are diminishing – we can expect the development of internal stratification as well as the further deterioration of overall conditions in the face of managerial offensives. Needless to say this will deepen the already great inequality in educational experiences by class and race (Mettler 2014).

APPENDIX II: OPEN-ENDED QUESTIONS

These are the three open-ended questions:

- 35b. Overall, how satisfied are you with your experiences as a lecturer at UC Berkeley? Please elaborate on why you selected this level of satisfaction.
- 36. What are the biggest challenges you face in relation to your appointment?
- 37. If there were one thing you could change about the way lecturers are treated at Berkeley, what would it be?

The following counts were coded from the responses to the open-ended questions 35b, 36 and 37. The items, organized under seven categories, are not mutually exclusive. All of the variables indicate something perceived as negative, except for those grouped under “Positive Elements.”

Variables	Description	35b	36	37	TOTAL
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RECOGNITION

Respect	General Lack of respect from faculty, students or staff	67	20	64	151
Titles / Awards	Lecturers should be given title, such as “Senior Lecturer” or “Teaching Professor,” that inspire respect, or R notes the lack thereof	8	2	20	30

EMPLOYMENT CONDITIONS

Pay & Benefits	Pay and/or benefits are poor	64	46	70	180
Contracts	Hardships associated with short-term contracts, or requests longer-term appointments. Hardship arising from uncertainty in employment – late notice of employment, fluctuating number of classes, changing courses.	54	107	58	219

TEACHING

Office Space	Lack of office space	5	6	4	15
Courses	Too many students; different levels of ability; handling cheating; covering all the material in an assigned syllabus; managing GSIs/Readers.	17	32	9	58

RELATIONS TO MANAGEMENT & ADMINISTRATION

Communication	Poor communication from the department or university administration.	20	20	10	50
Evaluations	Over-reliance on student evaluations for assessments or lack of evaluations from the department	12	8	6	26
Professional Advancement	Lack of opportunities for professional advancement available to lecturers	6	5	16	27

INCLUSION IN GOVERNANCE

Department	Lack of input into departmental issues, formally or informally	33	19	34	86
Senate	Exclusion from participation in Faculty Senate	6	2	13	21

CONDITIONS OF RESEARCH

Time	Lack of time to conduct research, or requesting sabbatical.	11	8	17	36
Support	Out-of-pocket cost of keeping current in the field or conducting research, going to conferences or complaints about lack of university support.	4	3	11	18

POSITIVE ELEMENTS

Joy of Teaching	Love of teaching or Cal students	79	0	1	80
Flexibility	Flexibility of a non-tenure track position	10	0	1	11

APPENDIX III

Regression: Satisfaction

OUTCOME: "Overall, how satisfied are you with your experiences as a lecturer at UC Berkeley?"

Division	Model 1 (Division Only)			Model 2 (Division + Basic Info)			Model 3 (Division + Basic Info + Departmental Conditions)		
	OR	95% CI	p	OR	95% CI	p	OR	95% CI	p
Boalt	1.585	(0.889, 2.915)	0.134	1.345	(0.706, 2.590)	0.370	2.041	(0.977, 4.345)	0.060
Haas	1.391	(0.799, 2.434)	0.244	1.157	(0.607, 2.214)	0.658	1.771	(0.854, 3.751)	0.128
L&S ABH	0.735	(0.491, 1.101)	0.135	0.900	(0.565, 1.436)	0.659	0.722	(0.432, 1.203)	0.211
L&S MPS & BioSci	0.886	(0.482, 1.633)	0.697	0.775	(0.407, 1.482)	0.439	0.683	(0.346, 1.354)	0.272
L&S SoSci	0.676	(0.385, 1.184)	0.171	0.828	(0.449, 1.524)	0.545	0.721	(0.360, 1.440)	0.354
L&S Undergrad	0.793	(0.465, 1.355)	0.394	0.915	(0.494, 1.701)	0.777	0.713	(0.363, 1.400)	0.327
Other Colleges	1.415	(0.895, 2.246)	0.139	1.159	(0.701, 1.924)	0.567	1.199	(0.693, 2.088)	0.519
Other Schools	0.918	-	-	1.049	-	-	0.910	-	-
Number of Semesters				1.006	(0.988, 1.023)	0.529	0.999	(0.980, 1.019)	0.933
APR (1,000s)				1.004	(0.994, 1.015)	0.392	1.001	(0.989, 1.013)	0.847
Percent Appointment									
0%				ref.	-	-	ref.	-	-
1-33%				1.805	(0.493, 6.492)	0.367	2.515	(0.638, 9.835)	0.183
34-67%				1.183	(0.317, 4.329)	0.800	1.728	(0.425, 6.970)	0.440
>38%				1.735	(0.450, 6.605)	0.419	1.908	(0.453, 7.965)	0.374
Gender									
Male				ref.	-	-	ref.	-	-
Female				0.752	(0.489, 1.153)	0.192	0.728	(0.460, 1.151)	0.175
Race/Ethnicity									
White				ref.	-	-	ref.	-	-
Black				1.748	(0.374, 8.328)	0.472	2.493	(0.509, 14.658)	0.274
Asian/Pacific Islander				0.670	(0.334, 1.344)	0.258	1.093	(0.515, 2.339)	0.817
Hispanic/Latino				0.310	(0.119, 0.810)	0.016 *	0.305	(0.107, 0.877)	0.026 *
Other				0.776	(0.286, 2.092)	0.616	1.063	(0.388, 2.897)	0.905
Decline to State				0.669	(0.331, 1.354)	0.261	0.715	(0.333, 1.547)	0.391
Resources Index (1-8)							1.170	(1.004, 1.367)	0.046 *
Integration Index (0-10)							1.191	(1.078, 1.318)	0.001 **

* p ≤ .05; ** p ≤ .001

Notes:

1. ORs > 1 signal more satisfaction ORs < 1 signal less satisfaction

2. Deviance contrasts are used for "Division" variables: the OR for each division thus compares that division to the average across ALL divisions. The "Other Schools" is the -1 row in the contrast matrix and thus no 95%CI and p-values are calculated.

Regression: Connectedness

OUTCOME: "How connected do you feel to the academic community in your department?"

Division	Model 1 (Division Only)			Model 2 (Division + Basic Info)			Model 3 (Division + Basic Info + Departmental Conditions)		
	OR	95% CI	p	OR	95% CI	p	OR	95% CI	p
Boalt	0.689	(0.385, 1.235)	0.209	0.856	(0.454, 1.618)	0.631	1.389	(0.663, 2.925)	0.384
Haas	0.563	(0.333, 0.950)	0.031 *	0.461	(0.248, 0.852)	0.014 *	1.010	(0.501, 2.031)	0.978
L&S ABH	0.879	(0.592, 1.309)	0.525	0.777	(0.485, 1.243)	0.292	0.502	(0.295, 0.852)	0.011 *
L&S MPS & BioSci	0.972	(0.547, 1.740)	0.923	0.902	(0.488, 1.679)	0.742	1.132	(0.583, 2.205)	0.715
L&S SocSci	0.703	(0.417, 1.184)	0.184	0.746	(0.419, 1.330)	0.320	0.666	(0.341, 1.294)	0.230
L&S Undergrad	3.121	(1.716, 5.744)	0.000 **	2.790	(1.428, 5.537)	0.003 *	1.749	(0.869, 3.592)	0.120
Other Colleges	1.144	(0.736, 1.784)	0.550	1.118	(0.692, 1.812)	0.649	1.101	(0.638, 1.903)	0.729
Other Schools	1.202	-	-	1.553	-	-	0.978	-	-
Number of Semesters				1.009	(0.991, 1.026)	0.328	0.999	(0.980, 1.019)	0.949
APR (1,000s)				1.009	(0.999, 1.019)	0.075	1.003	(0.992, 1.015)	0.586
Percent Appointment									
0%				ref.	-	-	ref.	-	-
1-33%				1.062	(0.296, 3.701)	0.926	1.731	(0.448, 6.687)	0.424
34-67%				1.103	(0.303, 3.906)	0.880	1.363	(0.342, 5.405)	0.658
> 38%				1.551	(0.411, 5.734)	0.512	1.282	(0.313, 5.243)	0.728
Gender									
Male				ref.	-	-	ref.	-	-
Female				0.978	(0.641, 1.493)	0.919	1.061	(0.667, 1.690)	0.801
Race/Ethnicity									
White				ref.	-	-	ref.	-	-
Black				0.833	(0.189, 3.624)	0.806	0.710	(0.149, 3.246)	0.659
Asian/Pacific Islander				1.105	(0.537, 2.289)	0.786	1.385	(0.615, 3.147)	0.432
Hispanic/Latino				0.948	(0.359, 2.492)	0.913	0.568	(0.183, 1.724)	0.319
Other				1.769	(0.688, 4.602)	0.237	2.896	(1.085, 7.887)	0.035 *
Decline to State				1.531	(0.746, 3.179)	0.248	2.488	(1.099, 5.736)	0.030 *
Resources Index (1-8)							1.253	(1.067, 1.477)	0.006 *
Integration Index (0-10)							1.555	(1.392, 1.745)	0.000 **

* p < .05; ** p < .001

Notes:

1. ORs > 1 signal more connectedness; ORs < 1 signal less connectedness

2. Deviance contrasts are used for "Division" variables: the OR for each division thus compares that division to the average across ALL divisions. The "Other Schools" is the -1 row in the contrast matrix and thus no 95%CI and p-values are calculated.

Regression: Security

OUTCOME: "How secure do you feel in your employment as a lecturer at Berkeley?"

Division	Model 1 (Division Only)			Model 2 (Division + Basic Info)			Model 3 (Division + Basic Info + Departmental Conditions)		
	OR	95% CI	p	OR	95% CI	p	OR	95% CI	p
Boalt	1.853	(1.060, 3.261)	0.031 *	1.936	(1.029, 3.672)	0.041 *	3.901	(1.873, 8.296)	0.000 **
Haas	1.033	(0.614, 1.742)	0.902	0.734	(0.389, 1.368)	0.332	1.390	(0.689, 2.790)	0.353
L&S A&H	0.803	(0.549, 1.175)	0.257	0.658	(0.415, 1.039)	0.074	0.407	(0.239, 0.685)	0.001 **
L&S MPS & BioSci	0.703	(0.390, 1.260)	0.238	0.740	(0.391, 1.388)	0.351	0.637	(0.319, 1.254)	0.195
L&S SocSci	0.595	(0.352, 0.998)	0.050 *	0.770	(0.427, 1.376)	0.380	0.638	(0.321, 1.249)	0.194
L&S Undergrad	1.199	(0.698, 2.061)	0.510	1.065	(0.571, 1.981)	0.843	0.672	(0.330, 1.356)	0.269
Other Colleges	1.140	(0.720, 1.808)	0.576	1.296	(0.785, 2.147)	0.311	1.294	(0.739, 2.265)	0.365
Other Schools	1.137	-	-	1.359	-	-	1.280	-	-
Number of Semesters				1.043	(1.026, 1.062)	0.000 **	1.044	(1.024, 1.065)	0.000 **
APR (1,000s)				1.010	(1.001, 1.021)	0.038 *	1.005	(0.993, 1.016)	0.432
Percent Appointment									
0%				ref.	-	-	ref.	-	-
1-33%				1.012	(0.261, 3.826)	0.986	1.502	(0.349, 6.425)	0.581
34-67%				0.753	(0.192, 2.888)	0.678	0.997	(0.226, 4.349)	0.997
> 38%				1.159	(0.286, 4.619)	0.834	1.188	(0.261, 5.338)	0.822
Gender									
Male				ref.	-	-	ref.	-	-
Female				0.935	(0.612, 1.428)	0.756	0.819	(0.514, 1.302)	0.399
Race/Ethnicity									
White				ref.	-	-	ref.	-	-
Black				1.669	(0.368, 7.330)	0.498	2.926	(0.577, 14.850)	0.187
Asian/Pacific Islander				0.787	(0.400, 1.534)	0.484	0.943	(0.446, 1.970)	0.876
Hispanic/Latino				0.845	(0.319, 2.203)	0.731	0.660	(0.219, 1.914)	0.448
Other				0.275	(0.088, 0.773)	0.018 *	0.394	(0.119, 1.166)	0.105
Decline to State				0.978	(0.477, 2.005)	0.952	0.967	(0.432, 2.159)	0.935
Resources Index (1-8)							1.447	(1.230, 1.710)	0.000 **
Integration Index (0-10)							1.228	(1.110, 1.360)	0.000 **

* p < .05; ** p < .001

Notes:

1. ORs > 1 signal more security; ORs < 1 signal less security

2. Deviance contrasts are used for "Division" variables: the OR for each division thus compares that division to the average across ALL divisions. The "Other Schools" is the -1 row in the contrast matrix and thus no 95%CI and p-values are calculated.

APPENDIX IV: UC BERKELEY SURVEY OF LECTURERS

INTRODUCTION

Welcome to the UC Berkeley Survey of Lecturers and thank you for your participation.

As lecturers on this campus are integral to the success of the university's teaching mission, it is important to explore the conditions under which they work with a view to improving them. This 10 to 15 minute survey is a first step in that direction.

At any point during the survey, you may exit and return at a later point in time by logging in again with your Calnet ID. Your previous responses will be saved automatically.

While Calnet authentication is used to access the survey, your Calnet identification will not be tied to your survey responses. Your responses are anonymous and will be handled with every effort to maintain your privacy and confidentiality. Results will be reported in aggregate form only where no individuals may be identified. Your participation is voluntary and you may skip any questions that you do not wish to answer. If you have any questions about this study or how responses will be used, please contact Prof. Glynda Hull at (xxx) xxx-xxxx.

DEMOGRAPHICS AND EMPLOYMENT

1. How many courses are you teaching at Berkeley this semester (Spring 2016)?

- a. None, I am not teaching this semester
- b. 1
- c. 2
- d. 3
- e. 4
- f. More than 4

2. How many courses did you teach at Berkeley last semester (Fall 2015)?

- a. None, I did not teach in Fall 2015
- b. 1
- c. 2
- d. 3
- e. 4
- f. More than 4

3. How many courses are you teaching at other institutions this semester (Spring 2016)?

- a. None
- b. 1

- c. 2
- d. 3
- e. 4
- f. More than 4

4a. During this academic year (2015-16), in how many different Berkeley departments have you taught?

4b. During the last academic year in which you taught at Berkeley, in how many different Berkeley departments did you teach?

- a. 1
- b. 2
- c. 3
- d. More than 3

5a. During this academic year (2015-16), in which school/college have you been primarily employed?

5b. During the last academic year in which you taught at Berkeley, in which school/college were you primarily employed?

- a. Chemistry
- b. Education
- c. Engineering
- d. Environmental Design
- e. Haas School of Business
- f. Information
- g. Journalism
- h. Law
- i. Letters and Sciences
- j. Natural Resources
- k. Optometry
- l. Public Health
- m. Public Policy
- n. Social Welfare

6. What is the size of the department where you do most of your teaching?

- a. Fewer than 10 tenure-track senate faculty
- b. 10 - 20 tenure track senate faculty
- c. 21 - 30 tenure track senate faculty
- d. More than 30 tenure track senate faculty
- e. Don't know

7. How many years in total have you been employed at Berkeley as a lecturer?

Number of years: _____ (enter '0' if less than one year)

8. This academic year, do you have other paid employment beyond teaching?

- a. Yes
- b. No

9. Roughly what proportion of your total household income comes from your job as a Berkeley lecturer? By total household income we mean income from all sources from all household members living with you.

- a. Less than 25%
- b. 25 - 50%
- c. 51 - 75%
- d. 76 - 99%
- e. 100%

APPOINTMENT AND REVIEW

In this section we would like you to tell us about how you were appointed and your experiences with the review process.

10. How did you first hear about the lecturer position you currently hold?

- a. Through a formal job advertisement
- b. I'm a former graduate student in the department where I teach
- c. I'm a former graduate student in another department
- d. I'm a "partner" appointment
- e. By word of mouth
- f. Other (please specify)

11. Did you receive a written (re)appointment letter for your most recent appointment?

- a. Yes
- b. No

12. How far ahead of your current or most recent teaching were you informed of your course assignments?

- a. Less than a month
- b. Between a month and a semester
- c. Semester
- d. One year
- e. On-going appointment

13. Please think about all the years you have been a lecturer at Berkeley. During this time have you received feedback on your teaching from any of the following:

- a. Department Chair or Vice-Chair (Frequently/Infrequently/Never)
- b. Other senate faculty (Frequently/Infrequently/Never)
- c. Other lecturers (Frequently/Infrequently/Never)

14. Are you aware that lecturers must undergo an “excellence” review that is completed by the 12th semester of employment in the same academic department?

- a. Yes
- b. No

[SKIP #15 - #17 IF EMPLOYED LESS THAN 3 YEARS]

15. If you have been teaching continuously in the same department for three or more years, did you received a merit review...

- a. After three years (YES/NO/NOT APPLICABLE)
- b. After six years (YES/NO/NOT APPLICABLE)

[SKIP #16 IF DID NOT RECEIVE 3 OR 6 YR MERIT REVIEW]

16. During your merit or excellence review were you informed of...

- a. How to prepare your case? (Completely/Adequately/Somewhat/Not at all)
- b. The criteria to be used in the evaluation? (Completely/Adequately/Somewhat/Not at all)
- c. Your right to review and request changes to the departmental review?
(Completely/Adequately/Somewhat/Not at all)

[SKIP #16 IF DID NOT RECEIVE 3 OR 6 YR MERIT REVIEW]

17. During your merit or excellence review, what materials were included in your portfolio? Please check all those that apply.

- a. Quantitative student evaluations
- b. Qualitative student evaluations
- c. Classroom observation by senate faculty or other lecturer
- d. Assessment of syllabi
- e. Assessment of teaching philosophy
- f. List of publications

WORKLOAD AND CONDITIONS OF WORK

Next we would like to ask you a few questions about your current working conditions as a lecturer. Please answer the following questions with [this academic year (2015-2016)/the last academic year in which you taught] in mind.

18. How much say do you have in...

- a. The number of courses you teach (Great deal/Some/None)?
- b. What courses you teach (Great deal/Some/None)?

19. What is the size of the classes that you [have been teaching this year (2015-2016)/taught in your last academic year teaching]?

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
a. 0-20					
b. 21-60					
c. 61-120					
d. 121-240					
e. >240					

20. In practice how much autonomy do you have in deciding the content of your courses:

- a. Material covered (Great autonomy/some autonomy/no autonomy)
- b. Books/articles assigned (Great autonomy/some autonomy/no autonomy)
- c. Nature of assignments (Great autonomy/some autonomy/no autonomy)
- d. Form of examination (Great autonomy/some autonomy/no autonomy)

21. In the course of teaching, lecturers are often asked to assume duties beyond classroom teaching. How often have you been asked to perform any of the following duties?

- a. Mentoring students (Frequently/Sometimes/Never)
- b. Training instructors (Frequently/Sometimes/Never)
- c. Facilitating Conferences (Frequently/Sometimes/Never)
- d. Supervising Independent Studies (Frequently/Sometimes/Never)
- e. Writing letters of recommendation (Frequently/Sometimes/Never)
- f. Assisting in the review of another lecturer (Frequently/Sometimes/Never)
- g. Departmental or programmatic administrative work (Frequently/Sometimes/Never)
- h. Other (please specify)

22. How often have you had...

- a. Readers assigned to your courses with more than 50 students
(ALWAYS/SOMETIMES/NEVER/NOT APPLICABLE)
- b. GSIs assigned to your courses with more than 50 students
(ALWAYS/SOMETIMES/NEVER/NOT APPLICABLE)

23. Do you have access to...

- a. Office space (YES, SHARED/YES, UNSHARED/NO)
- b. Administrative Staff/Support (YES/NO)
- c. Office supplies, copying and equipment (YES/NO)

- d. Departmental Research Funds (YES/NO)
- e. Departmental Funds for course development (YES/NO)
- f. Departmental reimbursement for work-related expenses (YES/NO)
- g. Campus Professional Development (YES/NO)

24. To what extent do you engage in research?

- a. A lot
- b. Some
- c. A little or none

25. With regard to your search for alternative employment. Have you ever searched for a tenure track position?

- a. Yes
- b. No

26. Are you currently actively searching for a tenure-track or permanent faculty position?

- a. Yes
- b. No

27. If so how many years have you been searching for a tenure track position?

Number of years: _____ (enter '0' if less than one year)

RECOGNITION

In this section we would like for you to reflect on the way in which your contributions are recognized in your main department of teaching.

28. How often are you included in the following activities?

- a. Department Hiring (Always/Sometimes/Never)
- b. Department Meetings (Always/Sometimes/Never)
- c. Department Socials (Always/Sometimes/Never)
- d. Department Email lists (Always/Sometimes/Never)
- e. Department Colloquia (Always/Sometimes/Never)

29. How are lecturers listed on the department website?

- a. On the same list as senate faculty
- b. On a separate list
- c. No listing
- d. Not sure

30. Do lecturers in your main department compete for teaching awards alongside tenure-track faculty?

- a. Yes
- b. No
- c. Not sure

31. In general, which of the following best describes how you are regarded by senate faculty in your department?

- a. As a respected member of the department
- b. As just another colleague
- c. As a colleague with lower status
- d. As though I were invisible

32. At the campus level how often have you had...

- a. Instructional orientation? (Sometimes/Never)
- b. Teacher training? (Sometimes/Never)
- c. Mentoring? (Sometimes/Never)

OVERALL SATISFACTION

The following questions concern your satisfaction with various aspects of your job as a lecturer.

33. How secure do you feel in your employment as a lecturer at Berkeley?

- a. Very secure
- b. Somewhat secure
- c. Somewhat insecure
- d. Very insecure

34. How connected do you feel to the academic community in your department?

- a. Very connected
- b. Somewhat connected
- c. Somewhat disconnected
- d. Very disconnected

35. Thinking of your future, how long do you hope to stay in your present position as a lecturer?

- a. No longer than this academic year
- b. Next 5 years
- c. As long as the university wants to employ me

36. Overall, how satisfied are you with your experiences as a lecturer at UC Berkeley?

- a. Very unsatisfied
- b. Somewhat unsatisfied
- c. Indifferent
- d. Somewhat satisfied
- e. Very satisfied

Please elaborate on why you selected this level of satisfaction:

37. What are the biggest challenges you face in relation to your appointment?

38. If there were one thing you could change about the way lecturers are treated at Berkeley, what would it be?

BACKGROUND AND DEMOGRAPHICS

Finally, we would like to know a little bit about your background. Again, all responses to this survey are anonymous and confidential and are only reported as summary statistics where no individual can be identified.

39. Do you currently live with a spouse or partner?

- a. Yes
- b. No

40. Of the two of you, who is the higher earner?

- a. Myself
- b. My spouse/partner

41. How many children do you have that are under age 18 and currently live with you?

- a. None

- b. 1
- c. 2
- d. 3
- e. 4
- f. 5 or more

42. What is your gender?

- a. Male
- b. Female
- c. Neither of these describe me (please specify)

43. How many years is it since you received your last degree?

Number of years: _____ (enter '0' if less than one year)

44. What is your race/ethnicity? (Please select all that apply.)

- a. American Indian/Alaskan Native
- b. Chinese/Chinese American
- c. South Asian
- d. Japanese/Japanese-American
- e. Korean/Korean-American
- f. Filipino/Filipino-American
- g. Pacific Islander
- h. South East Asian
- i. African-American/Black
- j. Mexican/Mexican-American/Chicano/Chicana
- k. Spanish-American/Latino/Latina
- l. Middle Eastern
- m. White/Caucasian
- n. Decline to state
- o. Other (please specify)

THANK YOU VERY MUCH!

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