

RIT Non-Tenure Track Faculty Meeting With Provost Haefner

Number of Respondents: 136

1. What faculty category do you hold currently at RIT

3.68% - Research Faculty
7.35% - Visiting Faculty
0% - Clinical Faculty
44.85% - Lecturer
19.12% - Senior Lecturer
0% - Principle Lecturer
25.74% - Adjunct

2. How long have you taught at RIT?

12.50% - New Hire
28.68% - 2-5 years
34.56% - 6-10 years
13.24% - 11-15 years
11.03% - 16 or more years

3. How many raises have you received since working at RIT?

8.82% - New Hire
23.53% - No Raises
15.44% - One Raise
12.50% - Two Raises
38.24% - Three or More Raises

1.47% users did not answer

4. Were you invited to a New Faculty Orientation upon hire?

76.47% - Yes
23.53% - No

5. If yes to (4) above, did you attend the New Faculty Orientation?

64.71% - Yes
16.91% - No

18.38% users did not answer

6. Have you been the primary author for the official curriculum proposal for any courses you have taught at RIT? ■■

46.32% - Yes

53.68% - No

7. If yes to (5) above, how many? ■■■■

13.97% - One

11.03% - Two

9.56% - Three

2.94% - Four

9.56% - Five or More

52.94% users did not answer

8. Does your plan of work (POW) specify service (committees, task forces, student advising) responsibilities (check all that apply)? ■■■■

8.82% - I do not have a negotiated written POW and this is my first year at RIT

28.68% - I do not have a negotiated written POW and this is not my first year at RIT

22.79% - Department - Student Advisiing

37.50% - Department - Committee(s)/Task Force

21.32% - College - Committee(s)/Task Force

6.62% - Institute - Committee(s)/Task Force

25.74% - Other Service

8.82% users did not answer

9. Do you voluntarily perform service (committees, task forces, student advising) not specified in your POW and for which you do not get credit (release time or additional compensation) (check all that apply)? ■■■■

8.09% - Department - Student Advising

16.18% - Department - Committee(s)/Task Force

7.35% - College - Committee(s)/Task Force

7.35% - Institute - Committee(s)/Task Force

31.62% - Other Service

29.41% users did not answer

10. Do you have a terminal degree in the field that in which you are hired to teach at RIT? ■■

58.09% - Yes

41.18% - No

0.74% user did not answer

11. Are you working towards a terminal degree while working at RIT? ↓

6.62% - Yes on my own time and expense

2.94% - Yes with some support (release time and/or financial support)

84.56% - No

5.88% users did not answer

12. Are you invited to and welcome to attend department meetings? ↓

75.74% - Yes and I attend

8.82% - Yes but I am too busy to attend

9.56% - No I am not invited to attend but would if asked

4.41% - No I am not invited but I am too busy to attend anyway

1.47% users did not answer

13. Are you currently also teaching at another Institution? ↓

13.97% - Yes

85.29% - No

0.74% user did not answer

14. Please check all the times that you could meet with Provost Haefner... ↓

21.32% - Monday 8-9

29.41% - Monday 11-12

39.71% - Monday 12-1

23.53% - Tuesday 8-9

33.82% - Tuesday 11-12

36.76% - Tuesday 4-5

22.06% - Wednesday 8-9

30.15% - Wednesday 11-12

23.53% - Thursday 8-9

34.56% - Thursday 11-12

33.09% - Thursday 4-5

24.26% - Friday 8-9

41.91% - Friday 11-12

40.44% - Friday 12-1

27.21% - Friday 4-5

2.94% - I would like to meet with the Provost but none of these times work for my schedule

11.76% users did not answer

15. What do you like about teaching at RIT?

- It is a very good school with many excellent faculty/staff and great facilities.
- the diversity in student body and presence of art being a humanities and art scholar
- Everyone is very collegial and dedicated to undergraduate education. I appreciate that environment very much.
- -The students
-The general atmosphere
-Many of my fellow faculty
- I am constantly challenged to experiment with my teaching pedagogy. I also generally find the students to be committed and interesting.
- Diverse student body
- Great students and faculty.
- There is a better collegial feel here compared to my alma mater. The students also tend to me more respectful of each other and of faculty and staff.
- For a variety of reasons, RIT is my home. I am paid well for a contingent faculty position, I am treated well by my other faculty members, and I generally have enjoyed my time at RIT.
- Teaching students to ensure that they will be successful once they gain employment in their chosen field.
- Family atmosphere within my department
- Interacting with passionate and smart students and faculty.
Excellent Benefits.
- It is nice to teach a mixture of deaf and hearing students.
- great experience
- I love the students- they are very engaged and interested in learning. I like that most of my classes are relatively small so I can get more individual interactions with the students.
- The environment, energy and spirit of our community. I love the fact that I now have the ability to give back to the institute that helped me become who I am today.
- The students
- Department head and staff.
Students.
- * The interactions with students and faculty.
* The chance to teach people about things that I find interesting.
- Creativity and passion for the subject matter. Opportunity to expand what I teach.
- diversity of projects
- First it is important to note that even though I have been teaching at RIT since 2008, I was appointed a Lecturer in 2012. I very much enjoy the discussions that I have with students in the classroom and for the most part my colleagues are great. I also think that there is an institutional commitment to diversity at RIT that is great!
- The students and interaction with them.
- I like the people. The students, staff and faculty are all really great.
- The students mostly. The challenge of organizing and writing the course content so it is compelling and engaging. The Cary Collection and Wallace Library. The Vignelli Center.
- RIT is very focused on education. The high value on teaching and learning provides opportunities to try new things and improve.

- working with students, being creative
- The autonomy and the students.
- Salary & benefits, access to computer labs for teaching, department flexible re. my syllabi for standard courses and tries to let me teach one of my own classes per year.
- world class faculty, excellent students
- Camaraderie of people in my department. Student engagement in most classes I teach.
- The students
- The interaction with students helps me continue to learn and improve. The students are generally motivated and intelligent, although often too narrow in their focus (especially true of those in technical fields.) That's understandable given the high cost of education, busy studies and work schedules.

My students generally seem to appreciate the non-academic work world experience I bring into the courses I teach. That seems to be an advantage adjuncts can bring to a university.

- Benefits
- Diverse student population. Very little micro-managing in my academic unit. Very supportive Dean (COS).
- Schedule, colleagues, support from university, subject matter I am teaching, students
- The faculty I work with are (mostly) very friendly and interesting people. The students are polite and interesting people too! When I'm teaching, all I can think about is helping individual students, and when they succeed, I feel good too.
- I loved coming back to my alma mater!
The students are inquisitive and smart!
I enjoy the explorative nature of education.
I also enjoy the multiple viewpoints on this campus. My line of work affects numerous players of this campus, and I enjoy the ability to establish new relationships throughout the campus in an effort to broaden my horizons as they relate to my research topics and goals.
- The students. They are intelligent, eager, respectful, and just overall fun to be around.
The hardworking staff within our department and across the university
- I enjoy teaching and interacting with students. I enjoy the fact that they are learning new material relative to their major. Through teaching, I get introduced to the students. These are potential students that I might work with on various thesis topics. At some point, I introduce them to my research, and coupled with my research funding, we can potentially form a student / advisor relationship for their thesis (MS or PhD).
- I really enjoy the respect and collaboration in our department.
The students are very engaged.
The people I've worked with are positive and happy.
The benefits are excellent.
- it's a rewarding profession
- Great culture, campus, colleagues and kids! I love that the silo mentality is breaking down and more and more people are looking to collaborate across disciplines.
- My department is supportive of NTT faculty and includes us in departmental meetings and votes (apart from the few TT-only meetings/issues each year). The students are mediocre but there are shooting stars occasionally that are a pleasure to work with.
- I love the marriage between technology and the arts at RIT as well as the diversity of students and what their perspectives bring to every class. Also, my work at RIT compliments my other job as a teacher of the deaf at Brighton Central Schools. What I bring away from RIT aids in my work and relationships at BCSD and vice versa.
- It is a very dynamic environment. The students bring a creative energy to the campus. In my position I have met students from all over the world, and I have benefited personally and professionally from this. My dept offers funds to attend professional conferences, for which I am grateful. I have taught many varied courses at RIT which have pushed me out of my professional comfort zone (in a good way). I also

benefit from a tuition benefit for my daughter who is currently a junior here. Plus, the food here is the best of many campuses I have visited!

- The students are an eclectic mix of talented individuals. I learn as much from them as they do from me. Their opinions matter in my course, and I am constantly evolving the classes that I teach to cater to the unique audience that enrolls each semester.
- Interacting with the students and sharing the 25+ years of professional experience with them.
- Students
- Having the ability and encouragement to share my professional experience. The faculty/department chair are open to new ideas and approaches
- RIT is the only university in my geographic area that is a good match for my education and experience.

BTW, question 9 does not allow to check more than one button.

- I do like that I receive some level of financial support for professional development. Also, I appreciate the same level of employment benefits as tenured and tenure track faculty. There is favorable support from the institute at large for lecturers (e.g. awards, faculty orientation, a faculty associate for non-tenure track faculty). These types of things do not have happen at other colleges and universities.

Inclusion in the COACHE and Campus Climate surveys

I have the freedom to add materials to my course.

- Working with the students. I have been in industry for many years and it is wonderful to be able to discuss how what they are learning might be used in the real world.
- Teaching in a technology field is great, and I also love working with the students who share many of my interests.
- The ability to teach online.
- Interaction with the students both in and out of the classroom. I also work in a very friendly department that is supportive.
- I like students I am teaching. They are good students and most of them are smart and work hard. I do not know much about the faculty at SMS, but they seem reasonable people at least.
- I like working with the students
- Contact with the students and it keeps me sharp.
- It is my chosen career field for second career. Teaching is an exceptional opportunity and passion.
- The students are great! There is a lot of support from our department chair. RIT is interested in my education to be able to educate and keep up with changing trends in the industry.
- The people and the possibility of what we can do.
- Student interaction.
- I enjoyed working with wonderful students.
- I enjoy working with the students and teaching them the skills that they will use in their co-ops and in their jobs.
- I like the students... obviously. My colleagues are generally supportive of my efforts, and there are many opportunities (if you look for them) for collaboration and for trying new ideas.
- I love the topic I teach and enjoy the interaction with students.
- The students.
- I like my students.
- the creative students
the support staff (library, tech labs, etc.)
the variety of subjects/majors here
the librarians

- Academic freedom, interesting students, decent pay for part-time work, flexibility
- I like the students. I like that the institution is not pretentious. I like that I can work with TA's, graders and Learning Assistants. I teach ~175 students per semester. I would not be able to do active learning (worksheets) in class if I didn't have that support.

I like that I don't HAVE to be assigned to a committee. (I don't like to be on any committee I can't chair because committee meetings are notoriously inefficient.)

I appreciate recent initiatives to improve professional development opportunities for lecturers and the efforts at increasing the opportunities for informal interaction (Faculty Cafe in COS for example).

- I have gotten a great deal of support from other faculty. There is a strong feeling of community.
- I like the courses I teach and my dept head and college and the institute are very supportive of my implementation of new and innovative pedagogies to enhance student learning.
- I like helping students who struggle
- I have not yet started teaching
- The students are great.
- Flexibility of schedule, working directly with students
- I enjoy the students mostly.
- Excellent students; freedom to develop my own approach to teaching the subject; Deans, Department Heads and staff are all very helpful.
- Flexibility and opportunity to teach a variety of courses

The open door policy of our school head (always makes time for his faculty, staff and students)

- Team teaching with committed colleagues
Advising students
Contributing to department success
Access to the academia perks!
- The interaction with the students and the ability to pass on knowledge. There is some comradery within my school that allows for some opportunities to advance in the field (publications, grant work, etc.).
- Relevance, practicality, applied research focus, multidisciplinary focus, growth. I have both of my degrees from here, my sons went here, my wife did, my brother did.
- The faculty and staff are very supportive and the students are amazing.
- Enjoy teaching and preparing students for their future career. Encouraging students to invest in themselves and strengthen their knowlegde in subject areas. Also, I enjoy seeing students graduate and come back to campus and thank me for preparing them for their current careers...awesome feeling!
- I am not actively engaged in teaching. I am engaged in research and involved with students as coop advisor and also advising of MS, PhD students.
- It has been fun to teach, interact, and support with NTID students in learning technology skills in different fields in visual communications (web design, videography, Raster and Vectors, and printing productions and others). I have always wanted to be a teacher for a while since I started working as professional staff started in 1990. I learned so much with improvement in technology and eager to share what I learned with deaf and HH students in NTID Visual Communication Studies.
- Of being associated with such an internationally renowned Glass Program...and of having the opportunity to contribute to its continued growth and success.
- The students!
- I am surrounded by colleagues who are genuine (for the most part) and supportive.
- working with the students
- My boss is very flexible and lets me design courses, do interdisciplinary work with other departments, and pursue research avenues of interested to me (despite being a lecturer). I feel empowered to do work I love

and share that with students.

- The students
- The generally good quality of students.
- Introductory and Survey courses that teach students about how their chosen field applies to industry.
- RIT has a great name and looks good on my CV. I currently teach online and the online format allows me the flexibility to work full-time at another university.
- Support from administration and opportunity to further learning.
- I enjoy the camaraderie with my colleagues in my department. I love the student contact. Academic freedom within the classroom.
- Collegial atmosphere, student involvement, decent working conditions. Scholarship resources and library.
- since I also work another full time job at another institution it is hard to meet during the day - evening hours are better - but there should probably be at least two times set up as what works for some adjuncts won't work for others
- Diversity of students, my subject area
- The students are exceptional! And, RIT/my college allows me to take on new courses that are exciting to me to teach, but the down-side is that for every hour I'm in the classroom, it's about 3-4 hours outside of the classroom to prep a new course for which I'm uncompensated (and in comparison, TT and T faculty have course releases).
- I like the flexibility, other faculty and freedom to teach my classes the way I want to teach them (within broad guidelines of my department).
- I simply love working with and sharing my passions with my students and colleagues.
- I like the department I work in and the opportunities it has afforded
- I was a student and I loved the idea of giving back! It also provides the comfort of having a Deaf Community on campus and teaching about them to my students allows me to do that.

21.32% users did not answer

16. What concerns/issues do you have about teaching at RIT?

- The pay is considerably low.
- I did like the open atmosphere and the opportunities we used to have. Now things are more regimented but not for the better...the push to university is not keeping in mind the reality of the work especially for adjunct and lecturers.
- I think that lecturers should be permanent faculty positions. That is, they should not be viewed as temporary. I have taught at other institutions in which the full time teaching faculty (generally called lecturers or instructors) were full time permanent faculty who often had significant administrative roles. The full time teaching faculty interact with the majority of the students in a department, so it makes sense to have us involved in curriculum development, assessment, administration, etc. This also allows for higher quality of applicants who could view this position as a career, thus benefiting RIT since there would be more experienced teaching faculty and less turnover. However, 'temporary' positions that require official renewal every year (instead of permanent positions that would require being terminated) limit the potential contributions from the teaching faculty position.

I also think that the course load is not very fairly counted. In my department, and upper level course that is 4 contact hours and has an enormous amount of prep and grading counts less than an easier introductory course that is 6 contact hours. Having to teach 30 contact hours a semester becomes unreasonable when lecturers want to teach upper level courses; however, teaching upper level courses is a lot of fun and is something we should be able to do with a reasonable workload. The workload for the teaching portfolio

tenure track faculty is not comparable to the 30 contact hours, and this does not seem fair, especially given the large discrepancy in compensation.

- - Lecturers have no possibility of tenure - regardless of their abilities and commitment to RIT that commitment is not reciprocated. There should be a parallel, but not necessarily equal tenure track for lecturers with outstanding teaching and solid service records.
- My annual salary is relatively low so I have to compensate with a part-time job. I also find the grading load to often be unsustainable.
- Overloaded lecturer positions with no security. I teach a 4/4 on an annual contract PLUS service (currently that means three department committees, one of which I chair), plus two institute committees (one per semester).
- None
- My primary concern is, of course, that I have no means of advancement. As an early-career academic, I *must* somehow find time to perform research and remain on the job market, all while teaching a full (3/3) load. My courses have suffered, my teaching evaluations have slipped, and I still have no sense of where I will be for the Fall semester. I feel as if I am trapped in a cycle - the longer I stay, the more likely my work will decrease in quality, and the less likely I am to get a tenure track position. I repeatedly hear stories of non-tenure track faculty being strung along for years by departments, with unofficial mentions or discussions of moving into a tenure track slot, and having been here for some time, I feel as if those stories are grounded in some truth.

Beyond that, 1:15 or 1:00 hour class times are incredibly short - particularly at the upper level undergraduate and graduate levels. I barely have time to get into a discussion, let alone cover an entire chapter of reading.

- I have two major concerns.

Salary - Based on the recent HR presentation about average salary from each college, NTID ranked the lowest. While no data was presented about lectures overall but statistically from all NTID tenured position led to the projected average salary of NTID lecture to be 30% below the average RIT lecture.

Lack of Discipline - NTID faculty are *not* just "teacher of the deaf" and we find that quote discriminatory. For the last couple of years, we met with several administrative personal about the lack of discipline recognition. We are appalled that RIT has continued and encouraged this prejudicial employment practices. Almost all NTID department do every of what other colleges can do but with two very distinctive differences.

One - All NTID faculty know ASL. That is one additional language that the average RIT faculty lack.

Two - On average, NTID classrooms are significantly smaller than RIT classroom in terms of number of students, however all NTID faculty (to the best of my knowledge) does all the teaching, grading papers, setting up projects, curriculum development, required to attend department meeting, lab set up, maintain office hours compare to average RIT faculty who has TA, GA, lab assistants, and many of them don't do full workload.

- Lousy pay, minimal benefits; paid parking; shoddy snow removal; inability to print from my workstation and ITS's refusal to rectify the situation; poor-quality CMS (D2L) from non-responsive vendor; millions wasted on bad decisions meaning lousy pay for me and my kind; don't even get a paystub;
- Lecturer workload (i.e. - is there a common agreement/understanding across Colleges - or even within Colleges across Departments - as to what a "fair" teaching course load is?)
- Teaching takes time away from grant writing and scholarship activities.
- good computers in Lab
- Nothing about teaching itself. I just really want to continue working here, but my visiting post is almost up. I'd love it if a lecturer position would open up so that I could apply and hopefully be able to stay here long-term!!

- It has lost its emphasis on teaching and departed from the tradition under which it was established.
- None.
- Obviously, the big two are salary and teaching load. I also think the upper administration is in denial about the educational background and research credentials of the lecturers. - In our department, every single lecturer has a PhD in the field, many from very prestigious institutions & many have done a considerable amount of research. Our department would like to treat us better, but the support for making the teaching workload more reasonable and the expectations more balanced does not seem to exist at the upper administrative levels, which frankly seem to view lecturers as cheap labor used to improve the fiscal state of the Institute. This university has salary ratios between the upper echelons and the lower that rival corporate America (perhaps the influence of a very corporate-heavy Board of Trustees), except with the difference that the pay at the lower levels is much worse. That can't help but breed discontent. It also seems top-heavy with these extremely well-compensated administrators, which can't help but breed resentment.
- The divide between tenure and non-tenure tracks. It has been reduced, which I appreciate. But this should just be the beginning.
- commitment to the status quo
- Other than wanting students to read more than they do it is great teaching here. I suspect that most professors however would love for their students to read more so this problem is not specific to me.
- Scholarship demands on tenure faculty drives the teaching load to the lecturer staff, but we are not valued by the university.
- I would like to build up my research portfolio, but RIT actively stands in the way of significantly contributing to research. If they want to limit us to just teaching, then that is obviously their decision and I am ok with it. However, this has driven me to seek employment at other institutions. While I've had several offers, none have been "the right" one, so I am just waiting until the right one comes along. It is only a matter of time before RIT drives me to work at another institution with these policies.
- Technical issues with smartboards and projector equipment. Not a lot of support for adjuncts. There is no review process or way to know how my performance is gauged other than anonymous student evaluations. The uncertainty of continued employment as an adjunct is vaguely unsettling.
- It is difficult to see where my position "belongs." Lecturers are treated in policy, compensation, and attitude as temporary employees. However, the inability to pursue and discouragement from pursuing scholarship makes it difficult to develop professionally.
- pay
- The lack of focus on declining enrollment.
The lack of consistency with respect to expectations among faculty. Tenured faculty get a free ride while all others do the work and get paid significantly less.
My pay is low compared to what others of similar or less responsibility get paid.
Most of the focus is on keeping tenured faculty happy- these are people who have cushy jobs, whine continuously about their "heavy" workloads and disrespect anyone not "equal" to their status. The whole system is destined to failure- the people with the most power have the most to gain by maintaining the status quo.
- Contract renewal comes very late in academic year, would love to know earlier. Unsure what level of involvement with service/committee work I should pursue. 3/3 teaching load and class size of 32 students is intense, particularly as someone working to complete their terminal degree. Very little time/support provided for classes being assigned to me.
- lack of official support from administration (a.k.a. a lot of "lip service" but not very much concrete, tangible help)
- I have not been given any classes for the past year at RIT so have had to go to New Jersey to find work. After teaching there since 2009, the blow to me financially, emotionally, and professionally has been devastating.
- Lecturers have very little say in anything, get very little support and teach the crap classes often and

therefore get bad reviews. We are expected to do service while carrying the heaviest teaching loads and still doing advising.

- The pay for adjuncts is ludicrous (not only at RIT) but students pay the same for adjunct-led classes as they do for full-time faculty.
- Academic Freedom
Promotion
Terminal degrees for lecturers
Lecturers (research)
- Class size creep. I routinely have class sizes approaching 200, sometimes exceeding 200, and until recently there was no workload accommodation made for it.

The inability to be a PI on grants and the difficulty in getting support for research makes it potential career suicide for a young faculty member to spend more than a couple years in the lecturer rank.

- As a new hire I found it challenging that for many of my courses syllabi were not shared from prior staff, and that the guidelines for the curriculum were minimal. This made it somewhat difficult to feel confident that I was delivering what the university was expecting.
- I may lose my job because some powerful faculty don't like me for personal - not professional - reasons, for events that took place before I even began working here. They will continue to try to destroy my career regardless of my performance or quality of student reviews. They are biased and unyielding and don't even know the whole story.
- As a visiting professor, I have numerous things to offer, but don't always feel the inclusion by the regular staff, given my terminal status. I would like a permanent stay, but don't feel that I am entitled to that consideration given that I am loan. I feel as though my talent is being overlooked and sometimes pushed aside,

I have re-integrated well amongst various parts of the university, establishing new connections and re-kindling old ones. I feel as though my ability to be part of the entire campus has hindered me in the sense that my peer faculty think I am not a team player, when it is actually just the opposite. I just consider my team much bigger than the small staff I belong to. Education is much more than the singular curriculum we are presenting in our limited classes, and my campus-wide interaction has a role in my curricular development. Unfortunately, that has been viewed as a negative by a few of my peers.

- My high course load. I am not required to perform service work currently but if I get promoted and I am required do to service, finding time will be hard.
Not all lecturers in my department have the same high course load or teach at the same level as I do. One of the majors in our department is fairly small and there is no back-up for any of us should be be unable to teach for any period of time.
- I teach a class of 30-35 students every semester. In my graduate course, I additionally teach 3-5 DL students (in real time) from all over the country. The course has a lab component to it. However, it is very difficult to give the DL students a lab experience for this course.

Additionally, I do not have time to further develop the lab for this course, since the university only compensates me 20-25% of my salary for teaching the class (8-10 hrs/wk). This percentage includes actual teaching time, grading papers, grading exams, student advisement, prepping for class, writing tests, etc. Unfortunately, I have to keep this to the allotted time since I have to spend the rest of my time working on contracts for sponsors (for which I am paid), which leaves very little time for course/lab development. Such is the nature of research faculty.

- I have received high annual review ratings, which is wonderful, but the pay raise doesn't reflect an "exceeds expectations" review.
- I think lecturers (especially senior/principal) should be allowed to participate in research any time.
- I teach in the YearOne program, and I'm concerned that we collectively recognize the importance of that first year going well for all our students. We need to hire the best possible people for this program and

value both the program and its people as essential to nurturing our new students. When I arrived at RIT, I was a salaried instructor in the First Year Enrichment program, and the course carried credit. We now make minimal adjunct pay (my compensation is now one-tenth what it was) and the course carries no credit but is required for all first year students. That's a pretty tough position to put any instructor in, let alone the students we hope to help get acclimated and retain. So, while these concerns may be different from other adjuncts in various disciplines, they center upon taking care of the people who most directly take care of our students. Thanks.

- Salary is not satisfying, given my six years of teaching experience and PhD. I received a postdoc job offer fresh off of my PhD seven years ago at a slightly higher salary than I make now as a lecturer, but came to Rochester to solve our two-body problem.
- I do wish that adjunct faculty were respected equally in each department. I have worked at the Writing Center for a few years and did not feel valued as an instructor by the director. Instead, I felt like a tool integral to making the whole system work but discarded when its usefulness was deemed finished. To have our pay decreased, under \$19 per hour, was a hard slap in the face. On the other hand, NTID has been more respectful in terms of pay although my hours have been reduced so I make about the same. It is hard to get ahead. Having to find work in multiple departments and/or institutions does not give me job security or benefits. After doing this for 28 years, a permanent part-time status would be more appropriate. Having the library telling me that I have to return my books in between semesters because I do not work at the institute anymore is getting very old. Again, I have been doing this for 28 years.
- It appears there is a shrinking need for adjuncts in my dept, which obviously concerns me in terms of employment but also for the tuition benefit for my daughter. It would be nice to have an 'adjunct coffee hour' or some type of social activity where we could meet(!) other adjuncts outside my dept. Plus, there have been some professional development or mentoring opportunities which exclude adjuncts from participating.
- Adjuncts are not paid in the same manner across the colleges, and the rate of pay rarely increases. A friend of mine teaches for a college just outside Rochester and makes \$5200 per course per semester. RIT stipends for adjuncts (at least in some colleges) seems much lower. Many have commented that the community colleges pay better.
- Poor pay for adjuncts! Not even close to a living wage. I run from campus-to-campus and often back again, try to land online classes at other institutions, and still I barely make \$15,000 per year teaching. I have to supplement this job by other part-time jobs -- none of which have any benefits. If something happened to my spouse, we could lose everything!

No benefits! And yes, I can contribute to RIT's retirement plan (Fidelity or TIACREF) but I can create a Roth IRA or plain IRA anywhere. There is no benefit to an adjunct to join RIT's retirement plan because they do not match anything or even make a tiny contribution to the plan. retirement plan. (See Suicide is My Retirement Plan: <https://chroniclevitae.com/news/818-suicide-is-my-retirement-plan>).

Also with regard to benefits, the ones offered are not applicable for everyone. For example, free classes for adjuncts are only helpful IF you do not already have a terminal degree in your field. However, with two doctorates now -- both terminal degrees in my field -- I do not need to take more classes. I need to be able to teach more classes! Thus, even with these two doctorates, I cannot:

- (1) get an interview for a job (Lack of Diversity) see below)); or
- (2) secure regular employment even as an adjunct (No Job Security (see below)).

No job security. (I even went so far as to create/convert two in-class courses to online courses -- on my own time and dime -- in the hopes of securing a regular course offering. And even though I was the only one in the entire dept. doing an online courses, I was told last Oct. that I would not be needed this semester. So much for the Provost's directive to the department's to increase the online offerings.)

Lack of diversity! I don't know how many times I have heard people around campus (especially when they think no one can hear them) complaining about having to take "diversity" into consideration in a hiring

search. And yet, being a minority myself with more than one doctorate from a major university, I have not even been able to secure a single interview for ANY jobs that I have applied for over the past 20 years.

- Meeting the needs of a diverse classroom with limited resources and professional development support to permit me to gain the needed skills and maintain a high level of excellence for my teaching and learning processes.
- Pay is low. Most graduating students will earn more in their first year than I do now.
- That my considerable investment of time, energy and creative input will not lead to a permanent position.
- I have concerns about the equability with governance via the Academic Senate for Lecturers (and Non-tenure Track faculty in general). No representation even though there is a policy in place to allow senior and principal lecturers to serve on Academic Senate. Why not open it up to all lecturers? Tenure track faculty (pre-tenured) are still technically probational, but I believe are allowed to serve on Academic Senate

I do not get relevant and beneficial feedback from my chairperson. The department as a whole avoids discussing the departmental cultural shift (as well as the shift in organization at RIT from a teaching to research university). The dynamics in the department has changed due to the ratio of Tenured/Tenure Track to Non-Tenure track faculty. Our numbers are growing, especially full-time non-tenure track, who work and interact in the depts, colleges, and institute for a number of years as junior faculty.

Lack of support from my chairperson via overly critical and negative evaluations.

The lack of collegiality in my department and college.

The lack of job security based on the year to year contracts. High anxiety among lecturers.

The highly subjective nature of the Lecturer promotion process (e.g. administration--Dean/Dept. Chair conflicting decision of lecturer readiness and support versus the Lecturer Promotion Committee's recommendation to promote).

There is a salary disparity between some tenured and non-tenure track faculty. This is especially an issue since many tenured faculty have received and still receive a reduced teaching workload due to the expectation to do research, but they have not been producing scholarly work (or scholarly work deemed acceptable for promotion). Whereas, non-tenure track faculty tend to have a heavier teaching workload with no expectation of research. Also, since non-tenure track faculty at the College of NTID must be able to teach right away, many of the non-tenure track faculty have better ASL skills than many long-time tenured faculty. It would seem some tenured faculty get paid more money and are doing less work/less expectations.

There are more and more responsibilities given to lecturers with no additional compensation. For example, in my department lecturers are becoming the program coordinators and primary curriculum developer for department majors.

Since we are moving to becoming a research university it would seem more lecturers would need to be involved in some level of research. This may present more opportunities for research collaboration in and across departments.

Since lecturers are typically hired for one year, departments may not do national searches and just search local for faculty. This may have some level of bias in the hiring process.

Protection of Academic Freedom

- There's little transparency in my college, and even with new policies being enacted, some in my college still manage to make or find exceptions to those policies.

I am paid less than many of my t-t colleagues in my college, many of whom have less teaching experience and less scholarship than I, which, while the latter is not officially recognized for lecturers, does not strike me as being fair or inappropriate. It comes down to which chair lobbies better for their faculty -- and what school the current dean favors.

- Lecturers seem like second class citizens.

Why is there no retention policy for Lecturers? Currently Lecturers often stay a few years and then they leave. This is a poor business model - private industry recognizes the value of highly skilled employees and tries to actively retain them. RITs Lecture faculty is a resource that is underdeveloped and not utilized to its fullest potential. There will always be turnover, but the administration's goal should be to minimize it, especially since Lecturers make up a huge percentage of the faculty at RIT.

The pay for Lecturers is too low. This needs to change to retain the best people. It should be a priority for the administration.

Lecturers should be encouraged to develop long term career plans assuming that they will remain at RIT. They should be viewed as Professional Staff (just not tenured) and not as temporary contractors. Longer term contracts (after the first year) would help address this. The idea that Lecturers can be added on demand is flawed if the school wants to constantly deliver the best quality education to the students. It takes time and effort to develop good teachers; once you have them they are a valuable resource and should be viewed as such.

- My concern about the institute continuing to move toward research and scholarship rather than teaching is somewhat concerning, especially since, as a student years ago, one of my primary interests in RIT was its focus on teaching. I now see more and more faculty who are excellent teachers being relegated to non-teaching roles.
- I'm generally happy with my teaching arrangements.
- I find it difficult to find time to do much to improve the quality of my instruction with the number of courses I teach (4 courses plus coaching 2 senior projects plus service work and hardware upgrades).
- 1)
I was told by the school head that the policy has been changed and that all 1-year lecturers need to reapply for positions every year if he/she wants to teach another year. I assume this means that I need to prepare all the application materials including teaching statement, letters, and so on. No matter how hard I work for RIT, you always treat me as a stranger. Even though I do understand what 1-year lecture means, this policy doesn't make much sense to me. I really want you to reconsider that if this process is necessary.
- 2) I will not know if my contract will be renewed until the end of June (or early July). It is just too late to know in case if it is not renewed. It will be very difficult to find another job at that point.
- Administration has no clue about what is important or necessary in my field.
- Lack of any sort of review and regular consideration for salary increase. Department chairs in the school of business are not effective.
- Will discuss in private maybe
- As a lecturer, any research that I participate in is on my time. I currently participate in two research projects within COS. Both are active, productive (we just published a paper with undergraduates as the lead authors), and funded. I think it's not unfair for me to count these activities toward my service components although there is no current model for doing that with SCMS/COS. It would be beneficial to many NTT faculty to have guidelines in place for such occasions. Also, I was hired as an "expert" with a specific instrument and help the department, from time to time, with maintenance. I would love to see these things officially listed in my contract with a specific number credits, hours, %, etc. - even if that meant a little bit of course release in exchange.

Related to above: In the event that I leave RIT for a tenure track position, being a lecturer is actually a "career killer" for me. If I can't show that I am actively involved in research, no respectable research institution would hire me.

WE CURRENTLY HAVE NO POW NEGOTIATION IN SCMS. In the current model, we often don't know what our "total load" (scholarship + service + teaching + ???) should be in a given year, how much credit is assigned for new preps, credit for large classes, credit for service, credit for scholarship, etc.

- Decisions and planning seem singularly driven by research and the greater importance of the tenure-track faculty.
- The amount of Thesis students that we have to council, but doesn't go toward our workload.
- Where will I go when my three years as visiting assistant professor is up. I would like to stay here but there are not tenure track openings despite the departmental need of them.
- Administration is very cumbersome takes forever to make a decision. Seems like a lot of committee work is just make work not too productive.
- Lecturers are not allowed to do scholarship during the academic year or it has to be done during the summer only. I understand RIT's goal is to have 50% of the faculty members to be lecturers. (balanced) However, NTID is UNIQUE. A very large percentage of the HIGHLY skilled instructors on pedagogy to deaf students are deaf individuals and they are not allow provide support or serve as PIs or co-PIs. In other words, non-experts/non-signers will have to lead the efforts but often their plates are full. Is RIT encouraging them to be hypocrites?
- Professional development and the lack of funding opportunity to lecturers. The Provost initiated a grant for lecturers to cover this gap, but it only goes so far. T/TT faculty usually trump NTT for funding within the departments to attend conferences and workshops. The technology in my field changes continually and it is hard to keep up with it unless I can attend the conference/workshops. However, the cost of the conference is over \$2000. Even with the Provost grant, my department cannot make up the difference on an annual or bi-annual basis. My T/TT colleagues attend conferences every year with respect to the technology they teach so they may stay current with their teachings. My students lose out due to my rank.
- General confusion about the role of NTT faculty. We seem to essential to teaching at RIT, but RIT doesn't want to acknowledge our worth. Changes and discrepancies in policy between schools, colleges etc. don't help. RIT needs to give a clear message to NTT faculty, and make the job worth staying in.
- Absolute lack of recognition of adjunct faculty. Poor (or none) attempts to involve adjuncts. Unfair hiring practices. Poor leadership from college Dean.
- Unwritten departmental expectations which far exceed my POW, but which are communicated to me verbally, along with serious pressure to comply. These are activities for which I am not compensated.

I also do not have any colleagues in my field any more and thus feel very isolated in my work environment.

- Lack of representation in Senate and in department, in spite of my commitment and service.
- a living wage for lecturers at RIT--many of my colleagues must work two jobs or teach summer school or have a partner in order to create a "living wage"

RIT's pay is in the 50th % benchmark of other schools in its class. Not above average, which doesn't reveal the quality of this school.

- The uncertain nature of work, if I'll be needed the next semester and for how many sections....this creates a great deal of stress and constant questioning if I should be seeking other work even though I really enjoy my work at RIT.
- I don't have "extra" things included in my Plan of Work because I don't know in advance what opportunities will come that are of interest to me and where I can make a meaningful contribution. So I end up with a heavy teaching load and everything else I do is not supported.

I also wish I could be promoted without having to serve on committees. I have MANY years teaching experience, I am a successful teacher in courses that the students don't want to take and have a high D/W/F rate, yet that counts for nothing.

I wish W wasn't counted the same as D and F. I send all the early alerts. I keep on top of how my students are doing. If they are not successful, I counsel them to withdraw and retake the course. This is better for their education and for their success at RIT. Most of them appreciate the input, do take a W and OFTEN retake the class with me. I hear colleagues talk about "repeaters" as likely failures. My repeaters are successful and I am happy to have them in my class. But again, that counts for nothing.

- I have been concerned with the percentage of students who do not successfully pass their courses. I believe that changes should be made in several areas to correct this.
- The tenure track faculty treat lecturers with a certain amount of disregard despite the fact that many of us have PhDs and are equally qualified. This is further evidenced by the fact that the college (COS) does not allow lectures on curricula committees (or really any committees with substance). Lecturers teach a larger number of students than tenure track faculty and should thus have a way to help shape the direction of a departments and colleges curriculum. I feel that lectures are treated with a lack of regard to the service we provide and the talents we bring to the table. For instance, why dont lecturers qualify for the provost learning innovations grants (or several other teaching awards) if we have more students than the tenure track faculty? This is a problem at both the college and institute level and should be addressed.
- I am very interested in being the best teacher I can be. As a lecturer, I believe that is my expertise (developing good lessons, trying new teaching techniques). I am not sure that all lecturers/professors would share that expertise and certainly do not share my goal to be the best teacher.
- none at this point
- I have no say in the number of days I teach per week. I could have been scheduled to teach for three/four days a week rather than everyday.
- None at the moment
- Chemistry building needs to be renovated. Suggest a new research building at the present site Orange Hall because it is close so faculty could go back and forth to teach and use labs/offices in both Gosnell and Orange. The hoods are out-dated in Gosnell and it would not surprise me if the energy savings alone from renovating labs would pay for the lab renovation over a five to ten year period. A lot of energy is going up those hoods in the winter as heat and in the summer as cold. I realize this is not the forum for this, but....
- There may be some ways to improve the quality and transparency of certain decisions made by curriculum committees.
- The lack of clarification on promotion requirements

Differences in teaching loads amongst lecturers

- The quality of the students seems to be decreasing, but that might be just in my classes.
- Team teaching with uncommitted colleagues
Feeling of no control over my own schedule.
- Inability to teach lectures with only a Masters degree. Confusion on the timeline for promotion within the NTT ladder.
- The portion of employees who deliver classes is much too small. The size of the professional staffs overall is much larger than it should be.
- The fact that the school that I'm teaching in, does need my help to cover some courses, but RIT policies won't allow adjuncts to teach more than 4 classes in one school year.
- Computer labs are not available and this has severe negative impacts on instruction. Facilities are in disrepair, and not meeting the needs of the students or faculty- not a great impression to incoming either.

Too much requirement put on faculty beyond teaching- we are expected to be marketers, researchers, serve

on committees both in the college and university etc. Teaching has taken a back seat to work that should be done by a staff member- which does not exist! We only have so many hours in the day- this negatively impacts instruction. Teaching should be a priority.

- 1. The pay
- 2. Seniority
- Research bureaucracy can add significant time to the proposal development process.

Collaboration between different academic departments appears to be mostly adhoc and driven by individual faculty, rather than coordinated. It seems like there are administrative barriers from individual colleges that limit collaboration on large research projects and there is limited leadership from SRS on large cross college initiatives.

- I had few students who registered a class with me, they don't know any ASL (non-signer), relies on oral/lip readings and I hate to cause some minor misunderstanding in communicate with them. I'm not a wonderful lip reader or use my own voice. I have fluent in ASL as naive language. Again, I love to interact with non-signers students, at same teaching some ASL (basic sign languages) with one to one, instead of in a classroom with other deaf/HH students.
- Funding for my line and affect on promotions due to being a temporary line
- A limited window of employment to further develop the direction of such an already successful Glass Program; the lack of financial support for me as visiting faculty that would help aid in my research, teaching, and recruitment.
- Work loads are continually not evenly distributed among faculty in my department.
- Lack of advancement. "Academic class system." Are we a business or an academic institution?
- contract of 1 year at a time makes me feel economically insecure
- Workload. I work 3/4 time (in terms of course load) but it already takes me 40 hours to do that work. With the increased cost of health care (it went up like \$120 per month!) and being the sole supporter of my disabled husband and daughter, I need to go full time to make enough money, but I am not looking forward to 60 hrs/week of work...and not getting to spend time with my 4 year old.
- The workload (teaching, grading, curriculum meetings, section meetings, section activities, curriculum design, etc.) is full-time but I am an adjunct. I would like to be compensated for what I do, or I would like the responsibilities to be revised, so that obligations beyond teaching are optional.

There is very little support in my department. For example, I am required to upload curriculum for all to use, but others do not do the same. As a result, people use my materials but I get nothing.

- Variability in teaching assignments/load.
- none at the present time
- There does not seem to be any appreciation for years of excellent service and teaching with excellent teaching evaluations. The adjunct pool does not seem to be considered when full time positions come open. They use us to do the work that they don't want to, and to avoid paying benefits to a new full-time faculty member (I know, I have worked with RIT for 10 + years).
- The increasing corporatization of the academic structure. The obvious glass ceiling of promotion, recognition and acknowledgement. The move toward digitizing teaching and devaluing personal contact. The increasing suspicion of faculty (background checks) and invasion of privacy. The ridiculous paperwork obstacles in the way of creative teaching (to reserve a room for a classroom event or presentation it takes an additional 2 hours to accommodate new paperwork needed for room reservations, chairs, equipment, etc and I still end up spending my own money on food etc.)all reduce motivation and I see a fall off in my colleagues' interest in doing anything other than the absolute limits of job responsibilities.
- After teaching for years, albeit on annual contracts, I will now be submitting to a security check if I receive and sign a renewal contract. This is insulting. Besides additional cost, what does the administration hope to achieve? That peer institutions do it is not an adequate justification unless administration is truly

the tail of the dog.

Other, more minor, annoyances:

No coat racks in classrooms.

Pull or push required to open some exterior doors probably exceed OSHA standards. Building 82 is an example.

Some class rooms lack accommodation for left-handed persons.

- defined route to become integrated onto a tenure stream or at least a full time stream

pay/course is different between departments

pay is low (yes I know I teach because I love it, but...)

- Overloads in courses, available classrooms
- Salary is not adequate for the amount of work performed by adjuncts. I do not have enough freedom in my department, even homework assignments are decided by someone else. I would like an evaluation in writing from the department head after they observe my class. I take the time to respond to requests from department chair but do not feel that my requests are acknowledged. Full-time positions are filled within my department without being posted. I actually have no idea on how to do to show my department that I am interested in being more than an adjunct.
- Some department chairs treat adjuncts like they're full-time faculty with national accreditation duties for which they're uncompensated! And, lately there have been no raises in the units for which I teach. It's been three years since I've had a raise. I lost money with the conversion from quarters to semesters, and was told that this would not be the case. It was about \$3,000. RIT certainly could do an in-house audit of pre-semester salaries paid to adjuncts in comparison to those same adjuncts who are working under the semester system to see if wages are on par, decreased, or increased. I suspect they've decreased. Also expectations for new training for new roll outs like new SIS and Early Alerts are expectations for the basics of job performance, but are uncompensated. And, adjuncts must leave their day jobs for training that's always during the 8:30-4:30 time frame and taught by full time RIT employees who work those hours, there's no consideration for those of us who work full time jobs else where. Also outstanding teaching awards never seem to go to adjuncts, they always go to "lecturers" -- so yes there is a caste system in Academia for the "untouchables" in the contingent faculty ranks.
- There are issues with some of the Deaf students. I will see 4th or 5th year students who cannot write English.
- I would like to collaborate more - know that I can grow with RIT and/or be a bigger part of the community when my time permits.
- I have worked here for 32 years. It has been a long haul in terms of having the opportunities I now have. Finally there is a rank like Senior Lecturer that has somewhat of a promotion associated with it. I used to be extended part time. It took over 25 years to be full time. Thank goodness. The benefits were better and the pay (my pay since becoming full time, went up close to \$30,000. I worked many different additional jobs both here and other schools to make up for the low pay when I was extended part time). There also was and may still be a limit on additional hours that an extended part time or adjunct can work. I can't tell you how traumatic that is. Causes lots of scrambling off campus to get work
- Balancing my workload with extra committee work. Limitations to courses I would like to teach. Usually, the tenured faculty or faculty on tenure track have primary preferences in teaching classes. Not being able to be promoted without extra work.

18.38% users did not answer

17. What recommendations do you have to improve your ability to perform your teaching job at RIT?

- Provide regular raises for adjuncts or based on their performance.
- More transparency.
For example, chairs should be accountable for their lack of vision or poor mgmt style and one should not be stuck at that level, as in my department.
Work load should be negotiated better and demands on faculty NTT be weighed better.
- Please see above:
 - 1) Make lecturers permanent faculty.
 - 2) Re-evaluate how workload is counted to allow for diversity in teaching.
 - 3) Pay us a more comparable wage to our colleagues in the teaching portfolio.

Thank you!

- - Limit the total number of students one lecturer must communicate with per semester in courses requiring high contact (intensive writing and other intensive-type classes). I currently have 105 students across four classes and would say 91 of them are "high contact" - frankly there are weeks when that is overwhelming.
-
- Give me a raise.
- I am willing to work hard but it has become simply disrespectful to ask this much and not give us any security.
- If the class assignments were given further in advance it would increase the quality of the courses I teach, although this may not be true for other instructors. I prefer to spend a lot of time planning; it increases quality of the class (fewer typos and better content selection in the lectures and homework), and overall it is much more efficient for me in terms of time spent.
- Time for research/job market work.
- Lecture who are encouraged to take professional development classes as non-degree enrollment should be given some released time. Because I need time to do my PD, my time to meeting students and any department/college/institute has been forced to reduce to almost nil.
- Support from ITS for better/more effective/lower-cost-of-usage/lower-cost-of-usage operating systems and software; better/cheaper CMS (why do we waste money on D2L?????????)
- good computers in Lab
- None
- Nothing at the college or university level.
- None.
- * One of the difficulties of teaching at RIT is the very broad range of student abilities. There are outstanding students at RIT, but also very weak ones and this places a lot of burden on the faculty, particularly in large service department, who are getting mutually contradictory messages about high standards and high retention coupled with admissions that are not very selective. There has to be more realistic views at the upper administrative levels; as a colleague has noted, you can have any two of the following three characteristics: (1) High fraction of students admitted, (2) high standards, (3) high retention. However, you can't have all three.
- More technical support within each department. Our teaching and learning support people are great but our model where they show us how to use a software program and we then go back and use it is often not practical. This is particularly true for online classes.
- set specific targets, in terms that are relevant to our customers and develop strategic plans to achieve them with quantified metrics of progress
- It may be helpful to limit the number of different preps that Lecturers have each semester. For example, while still requiring 4 classes per semester, it may be helpful to have it such that two of the classes per semester would be the same.
- Start to value your lecturer staff they will be doing most of the face to face integration with th students and th university values them the least. We are the faces your students see the most.

- Some type of review process. And perhaps a reward system for consistently effective teaching. Like raises or meaningful benefits. It is well-known that adjuncts are used as a cheap labor pool to keep college overhead low, but rewarding the good ones (even a modicum of appreciation) might make for even more productive and effective instructors.
- I feel that the most valuable thing to improve my teaching would be more experience in the classroom. However, professionally I cannot afford to remain in a "temporary" job for an extended period of time without stifling my career.
- yearly cost of living pay increases
- None. I am doing a good job, work very hard and contribute 110%.
- Earlier discussion/confirmation of contract renewals. Clearer expectations regarding workload and expected service commitments. 2/2 course load and/or reduced class sizes. Clearer information regarding classes I'm expected to teach, their learning objectives and required elements, past syllabi, etc.
- in my college, lecturers are worked like tenured faculty (Service to department, college, and institute, along with an extraordinary amount of curriculum development, test norming, etc.). we are paid as lecturers and have the work loads of tenured faculty.
- Balanced workload. While our department is working on a plan, it's not equitable. I teach by far the most students in the department, but do not get enough credit for it. Administration is trying to force-fit a work plan that does not adequately capture everything we are involved in.
- Adjunct wages and conditions are absurd. We are the dark hidden underbelly of the institution with no gratitude at all for our work. With a PhD from an elite private school, many significant publications in my field, and accolades from my students, this should be an embarrassment for the entire institution.
- Job titles should be left in the parking lot. I worked for years as a government contractor. We were all the same in the work place, often not even knowing if the person next to us or in charge was a government employee or a contractor. We did incredible things. Egos at RIT are over inflated.
- More opportunities to participate in the department faculty meetings and learn from colleagues. Office/work space would encourage me to spend more time on campus.
- Greater guidance for new hires, mentoring regarding curriculum and syllabi development. Also for a university with technology in the title I have had a number of technology issues and have found ITS less than helpful in resolving them. It is difficult to fully understand who you go to people are for logistics, such as technology.
- I believe new hires should be given more than 5 business days (minus 3 days of NFO, so really, 2 business days) to prepare before the first day of classes.
- Inclusion and consideration.
I have a lot to offer based on my successes at my home University and my allegiance to RIT from previous attendance, but it seems as though permanent faculty doesn't want to look further than their own boundaries. I've spent a lot of time in others' offices trying to learn more about them, but I don't feel the reciprocation.
- Department chair who understands the role each faculty member plays, their teaching specialties, and has back-up and succession plans in place for all the courses/majors.
- I have none. I'm very happy, well supported and enabled here at RIT.
- There are no micro concerns. RIT does a good job of supporting faculty/staff and providing resources. But at the macro level, we need to recognize the over-reliance upon adjuncts and their importance in interfacing with our students. If we begin with a student-centered approach, we must first take care of our students. The next layer of focus (or, better yet, embedded within that first layer) is to take care of those who take care of the students. That may be where RIT needs the most improvement. One way to gauge this is simply to ask, "Do you feel valued?" That is not a question that was asked in this survey. If I had to answer, given the precipitous drop in my compensation (along with the devaluing of the YearOne program overall and the mechanization rather than humanization of the role we play), I would say that NO, I do not feel valued. My recommendation would be that we look to change that 'value' quotient for all adjuncts, by finding quality people and recognizing them.

- Continue good support of lecturers in terms of work load. Contact hours must be weighed in with other factors such as total number of students, grading load, new preps, and total number of preps. My department does a good job with this, but I know others do not.
- I would like more information from the teaching faculty whose students use the NLC about what is required of these students. For example, what books will be taught, what methodology is being used to teach various concepts? A meeting at the beginning of each semester answering these questions would create more effective teaching/tutoring in the NLC.
- A designated adjunct room/office for ALL adjuncts to come together, plan lessons, make copies...sort of like an Idea Lab for adjuncts. Part-time benefits would be favorable. More non-tenure (lecturer) positions would be great.
- For campus courses - classrooms should have projectors. It is a hassle to "order" one when there is not a projector available.

For online courses - it would be beneficial if there were a training available to provide instructors with basic online teaching strategies.

- I am not sure. My evaluations are consistently VERY good. (And if ever given a chance for an interview for a full-time position, I would be happy to share them.) I continue to take educational workshops at RIT (as well as at MCC where I teach as an adjunct also), and professional development courses for my field. Again, this is all done on my time and dime!
- Institute sensitivity to the challenges professors face in providing content to a diverse student body that has variable learning and communication styles.
- Add more faculty. Class labs/studios are too large (20 students) to be as effective as I would like.
- I have no problem performing, just living on the pay!
I think adjuncts should be formally cultivated by their departments. Some adjuncts do not want full time work; others do. Those that do should be guiding through a credentials-building process and earn service points that should be included in faculty hire evaluations.
Think globally - teach to the world's issues; plan regionally - engage with the job market; and act locally - hire the top local adjuncts - they can offer a lot to the community and RIT.
- Invite leading researchers in the field of faculty off tenure track experiences (via Campus Culture, Perceived negative impact of non-tenure track faculty have on student learning, Policies and Procedures Equability ...) to campus and present a talk, discussion and consult with RIT administrators.
- get rid of student evaluations. What are they really for? Teacher effectiveness, really? Well, if a tenured faculty member got mediocre evaluations, that would not affect his or her continued employment, other than maybe the percentage of any salary increase. If it were me, I could indeed be in jeopardy of not having my contract renewed. I see, as do many of my colleagues, little value in evaluations. They are more often more about a popularity contest than anything close to an accurate assessment of effective teaching.
- Provide training that improves my ability to teach.

Math and Science Workshop classes require one to develop specialized approaches toward teaching. Currently there is no formalized way to transmit this information to new faculty. One would expect that during the first few years RIT would provide classes on how to improve teaching and adjust teaching loads so that the Lecturers could take these. This is not the case, it is left up to the individuals to decide what to do on their own time. This is a poor Business model if the university wants to consistently deliver high quality classes to the students.

- After so many years, being able to get on a permanent lecturer line (I've been on nothing but 1-year lines for several years) would be wonderful. I have been qualified for Senior Lecturer for 4 years now, but have been unable to even apply for the position as there is never a permanent line.
- Continue to develop online courses.
- Establishing a credit toward teaching load for course and instruction improvement.
- So far, I have had my own office and I really appreciate it. But I have seen other lecturers who share

his/her office (which is the same size of mine) with someone else. To improve teaching performance, private space is the most important thing to have so I can prepare and practice my lectures.

- Smaller class load
- For adjuncts in the school of business return to having one person (Dr. Wilson) as the contact for all adjuncts.
- The 5 courses per semester is not doable. Heard it was dropped to eight.
- Incentivize me to create and teach new classes. With our current models, there is no reason for SCMS to allow me to create/teach a new special topics or gen ed elective.

Incentivize me to do the things that the Institute wants me to do - mentor students, increase enrollment, offer specialty courses, etc.

- Finish my degree to free up my time to better focus on my courses I teach.
- Possibility of permanence. I'm looking for a professional home.
- Better and more transparent planning.
Specific goals related to my department not a strategic institute plan.
- 1.) Have policy to allow lecturers to perform scholarship work as it will produce more positive and creativity results and the credits will be given to people who actually performed/originated the whole work/project. This way, RIT will thrive.

2.) RIT needs to revisit the workload policy for all lecturers for all colleges of RIT. For instance, lecturers should be limited to 4 different courses per semester. NTID workload policy said an instructor can teach 5 courses per semester. Teaching five different courses requires a lot of prep time and is too exhausting. A lab in a lecture course (LEL) should be considered two courses, because course can have two different instructors. But if one instructor teaches both lab and lecture, then they counted it as one course which does not make sense. It is OK if lecturers teach a course with a few sections, hence less prep time.

3.) Due to technology advancement, the numbers of students contacting the faculty via emails are increasing. Office hours can take place on the phone, videochat or via emails. "Office hours" should be reworded to "Communication hours" using written or spoken words between faculty members and students. It does not always require an "office" or space.

- Allow for funding to be given based on need rather than rank for professional development within departments.
- see above.
- Upgrade technology available for adjuncts.
- Professors that have retired should be replaced in the field in which they were active, and not in a field which already has two full-time faculty members, especially if enrollments are much higher in the retired professor's field. It is unfair to burden one person with the work of two faculty members, even if it is a senior lecturer.
- I am a highly effective teacher in spite of the fact that I don't often feel like a colleague or partner in this institution. I suspect all non tenure track faculty are here for our commitment to students, not necessarily for our commitment to RIT.
- Five courses (the fifth one being meetings/committees/etc) for a lecturer is a great deal. It leaves little time to work individually with students. I have 83 students in a semester.
I long to give them more attention.
- Faster attention to technology repairs in classrooms so computers, dvds,etc are all working properly.

More certainty in my job...knowing if, when, and how many classes are available for me to teach.

- Give me a little more flexibility. Based on my past performance, it should be clear that I am NOT a slacker. I LOOK for continuing professional development opportunities. I look for conferences I can attend. I get on board with Institutional Initiatives and frankly LEAD in my department on some

initiatives. Yet, since I don't know in advance what they will be, I can't put them in my plan of work so they count for nothing.

- Change the lecturer position to a faculty position on a teaching portfolio, allow lecturers to serve on committees that help guide the education students receive at RIT (particularly since it greatly impacts the job of the lecturer), and have a method for lecturers to receive raises and increased pay. (45k a year with no cost of living adjustments etc is a little low for people with a PhD who are dealing with substantial numbers of students - paying us more gives us incentive to work harder and the students will feel more connected to the institute)

Additionally, there are many awards, grants etc for tenure track faculty to be recognized, rewarded, and incentivized for improving their classes through technology or other innovative pedagogies. Lecturers have remarkably few. To reiterate, lecturers have contact with more students than any tenure track faculty, additionally tenure track faculty can be recognized for their scholarship and service which are not available to lecturers. If the institute is serious about the professional development of lecturers and non tenure track faculty more of these awards should be given to lecturers and tenure track faculty.

- The teaching technology in the classrooms should be improved: portable scanners (like an Elmo), etc.
- More independence without interference within the department.
- Actually I am quite happy about the teaching aspects. I am a research professor and have been quite satisfied with the support and the aspects of teaching that I have been assigned to. I am in a unique situation so I would rather not judge or make statements about the rest of the lecturers or non-tenure track personnel around me. Because of my situation, and being for the most part too busy to get involved with this type of thing, I defer to the other non-tenure track instructors and don't get involve with their struggles on pay, recognition, work load. I am supportive of them, however.
- I find that RIT provides all of the administrative support and facilities that I need to teach effectively. Accordingly, I have no recommendations for improvement in this area.

If I may make a more general suggestion: I would like to be able to go to one web page where I could see a list of every speaker who will be appearing on campus in the near future, along with the topic, date, time and place of the lecture. I know that some speakers are widely announced, but I do not think that that is the case for every speaker, especially those who lecture on specialized topics within relatively small departments.

- Ability to make recommendations - an anonymous suggestion box.
- Calendar adjustment. A 14 week trimester would make summer semester more attractive.
- Have more clear outlines on the promotion process and what courses faculty are allowed to teach.
- Not sure. I work 55 to 60 hours a week; finding time to do things other than the small scale continuous improvements I do routinely is a challenge.
- Correct all issues in 16 &
Require students to have laptops

Please note: your response for #9 is not working properly- you cannot choose multiple options. My appropriate response would be ALL OF THE ABOVE!

- The list goes on and I can't think of one right now.
- More institutional drivers that encourage cross college collaboration.
- Enable visiting faculty the opportunity to apply for/receive financial support to help facilitate their research, their travel, and their recruitment efforts as tenured and tenure-track faculty do.
- More collegiality within departments
- Reduce the amount of nonsensical paperwork. Promotion process (for lecturers) is obscenely over-articulated.

Question number 9 is not 'behaving' correctly. One cannot click more than one radio-dot.

- I'm not sure what this question is asking.
- Understanding at higher levels of administration that courses in which students work in project teams, work with outside customers, and which focus on open ended problems, written and oral communication, and critical thinking (to meet ABET requirements) require more instructor time for preparation and grading than courses that have the same content every semester and assess students using problem sets.
- Hire me full time.
- none at the present time
- A process that helps to develop adjunct faculty into the people RIT is looking for when they hire a full time faculty members. If RIT is not going to provide benefits, they could assist us with our professional aspirations, include us in workshops, help with publications, train us to be the professors you want us to be. This would motivate me to be even more dedicated to my students and to RIT.
- More frequent and genuine acknowledgement (we have a printing program - a certificate of recognition from time to time doesn't hurt). Having administration actually attend faculty created events from time to time might be nice. An in-house conference where we would have time to share teaching experiences, problems/solutions and ideas with each other - NOT AS AN ADD ON but cancel classes for a day or two to do this. More appreciation when faculty involve themselves in the administrations projects above and beyond (like giving up time, energy, talent and a Saturday with family to do RIT Imagine.)Have it be worth something when you apply for promotion.
- Flatten the organization by eliminating six levels of intermediate management.
- long term contract - so I know what I am teaching for a longer term and can invest my time and energy in it - If I only think I am teaching a course once I can not invest as much time or energy in it.
- smaller section sizes - 35 cutoff which can end up being 40+ is not beneficial for lower level courses where students are taking pre-calc to prepare for major courses.
- Give a bit more freedom to adjuncts, let me decide how many homeworks i am assigning to teach my class, give us a raise to justify the work we are doing.
- Too long to list here. I'd welcome a one on one with the RIT Provost.
- I think there should be more support for Deaf students and for learning how to teach and help them.
- none at this time. I would say more flexible time, however my time constraints are partially due to my doctoral studies in combination with my teaching load and family.
- I think there may always be a divide between tenure and non tenure track. Often the only real dividing line is who is in what position rather than who may be qualified for a job. I don't know how to improve that.

Also, it would help if the Institute would help with PhD programs. There was no way I could afford to go back to school for that type of program when I was earning 37,000/year. We have PhD programs here but it still is costly to afford them

- Be clear with the expectations when it comes to teaching and curriculum work. It is not clear how much I need balance between both. Be clear with how much I can do committee work.

30.15% users did not answer