Lecturer Comments: (114 total suggestions)

Category: Clearer Promotion Guidelines/Guidance  20 recommendations

- A clear explanation of the promotions process would be helpful. A clear explanation of departmental policies and practices
- Promotions for non-tenure track faculty should be a different process than tenure track faculty. We are hired to teach, not play departmental politics.
- Clear Promotion Guidelines and Procedures
- More clarity on promotion criteria
- Promotion expectations need to be made clear.
- Clear criteria for promotion
- A more clearly defined career track/plan outlined at start
- Clear promotion procedures. What is it you need to get promoted. Start keeping a portfolio.
- Clear promotion expectations and guidelines
- More specific guidelines in each department regarding promotion and expectations.
- Ensure a uniform policy for P&T and governance, standardized across UGA at the college level. Departments may need some latitude but should have college oversight of this.
- More awareness by upper administration about these issues [promotion and expectations].
- Provide clearer direction and opportunity for promotional opportunities, especially in terms of salary.
- Clear policies and resources
- More guidelines at the unit level with explicit timelines and milestones
- Provide promotion criteria
- Make a clear career path known to the individual.
- Ensure that the chair of the department sits down with new hires and walk through both the expectations of the lecturer and also the requirements for promotion to senior lecturer.
- Provide annual feedback
- A university wide guideline for promotion that is as rigorous and well documented as for tenure track faculty

Category: Mentoring and Networking  18 recommendations

- The university should pair new lecturers up with mentors who can help them navigate the promotion process and make them aware of the opportunities available to them. Right now, this is left up to the individual departments, which may or may not currently have a senior lecturer on faculty. There are no senior lecturers in my department, and thus there is no one who I can look to directly for mentorship.
- Institute more regular supervision from a faculty mentor during the new hire's first semester or year. For instance, make a requirement that another faculty member look over exams and approve them.
- Mentoring within the track
• Provide a mentor for new non-tenure track faculty.
• A formal mentoring process
• Provide information regarding non-TT communities that support each other and the work that we do.
• My first recommendation would be to have a mentor/contact person who is a senior lecturer who could provide assistance in balancing the workload of a 4-4 with which one may not have prior experience.
• Be assigned a mentor who can help you along in the process, just as tenure-track faculty are given.
• Multiple-stage mentors, perhaps -- those who can offer advice, documentation, etc., as representatives of having recently passed a particular career mark.
• Provide mentorship and professional development opportunities
• Mentorship
• Mentoring by other non-tenure faculty
• Provide and communicate adequate support, mentoring and professional development opportunities (at departmental/unit/college/university levels)
• Provide more opportunities for mentorship for new non-tenure track faculty, especially with regards to professional development and preparing for promotion.
• Make people feel involved with the life of the University. My first interaction with people from other departments has been through FLC! There must be other groups and committees that non-tenure faculty could be part of.
• More opportunities for informal, conversational meetings (on and off campus).
• To provide more support from more well established non-tenure track faculty beyond the mentoring committee.
• If possible, I'd like departments to offer some sort of guidance about what kinds of courses non-tenure people should be teaching at different points in their career. Are there certain courses that people should really focus on in their first couple of years, for instance, before moving on to more advanced courses? When is a good time to try doing an independent teaching project, in addition to the already-large teaching load?

**Category: Multi-Year Contracts**

13 recommendations

• Make longer term contracts (e.g., 3 or 5 years) that are annually renewable, as now, part of the promotion to Senior Lecturer. If that promotion is meant to imply a permanence to the position, then longer term contracts would make that a more salient reality.
• A multi-year contract. We currently receive only annual contracts.
• Provide an option other than one year appointments
• Longer contracts (three years)
• UGA has lost a lot of tenure-track and non-tenure-track faculty (all departments) to wage compression and other non-wage benefits. Other universities offer effective non-tenure-track
faculty 3 to 5 year contracts. UGA can retain good lecturers by offering multi-year contracts if a lecturer is effective.

- Once have promotion to senior lecturer, a 3-5 year contract instead of the one year contracts
- Once promoted, be able to get a 3 to 5 year contract instead of yearly renewals.
- Provide more than a one-year’s contract in order to give the lecturer a greater sense of permanence. I cannot tell you how many years I was temporary, part-time - probably from 1985-at least 1999.
- Clear promotion guidelines and 3 year contracts after 6 year review, assuming a continuing relationship to provide long term motivation and reward for service.
- Create some tenure, or short-term tenure (3-5 year contracts) opportunities for these employees
- Tenure or short-term tenure
- Multi-year contracts. It would be nice to a) have a sense of security and b) feel that I am appreciated enough to warrant a multi-year contract.
- That lecturers promoted to Senior Lecturer or higher levels (should they exist) be offered longer-term, guaranteed contracts to reflect the supposed permanence of their positions.

Category: Equal Access to University Recognition/Awards  
12 recommendations

- Many of the grants, fellowships, etc. that are promoted at the University are not available to lecturers, and it would be not only helpful to us, but beneficial to the university as a whole to open up more opportunities for non-tenure track faculty.
- Opportunities to be eligible for things such as early career achievement, etc.
- Eligibility for more teaching related awards and recognitions
- Non-tenure track faculty need to be considered as equals to the tenure-track faculty when it comes to recognizing their, to use the university’s phrase, centrality of instruction to the University's mission. Right now, they are considered as second-class citizens. Why isn't there a Lilly Fellows equivalent for non-tenure track faculty? Why are there no university-wide teaching awards available to non-tenure track faculty? The highest one available is at the departmental level in my own college.
- As teaching is the bulk of our job anyway, I would like for all of the teaching awards to be open to us.
- More college-level and any university level awards that can be applied for
- Designate a new series of excellence-in-teaching awards for non-tenure track faculty.
- Provide awards like the Russell and Meigs and programs like Senior teaching Fellows (which I can't be a part of) to recognize, capture, and share our teaching and other expertise.
- Be sure there are equal opportunities [for awards and recognitions]... one example is Sarah Moss [Fellowship] is only for tenure line but there are still many others.
- More opportunities for significant raises, promotions, and awards. It is disheartening to think that I just received the one and only "significant" ($4000!) raise for which I will ever be eligible in my current career track. Furthermore, I find it discouraging and ironic that non-TT faculty are not eligible for the major teaching awards or even to teach the FYO. We lecturers are teachers,
first and foremost, and yet we are excluded from the most prestigious and lucrative rewards for teaching.

- Present a comprehensive list of professional-development opportunities available on campus alongside a list of those for which non-tenure track faculty are ineligible. It's unclear to me even now, whether non-tenure track faculty may be permitted to join the university's Teaching Academy.
- Re-allow and encourage senior non-tenure track faculty to teach First-year Odyssey Seminars.

**Category: Third Tier of Rank for Lecturers  11 recommendations**

- That there be a third tier or level of promotion for Lecturers desiring to be long term employees at UGA. Currently, we have Lecturer and Senior Lecturer. The third level, Master Lecturer, is available at other peer institutions. Such a promotion level would be an excellent recognition for the serious contributions we make to students and our departments.
- Include a third opportunity for promotion like they have for tenured faculty instead of just having one chance for promotion during the entire career track.
- More than 2 titles as a lecturer.
- Another rank from senior lecturer to like a master lecturer to parallel the three tenure track ranks
- I would recommend establishing a three tiered promotion system as opposed to the two levels we have currently. Offering a third tier would encourage high quality faculty to stay at UGA and not search out other job opportunities. A third level would promote the continuation of high quality work, giving non-tenure track faculty another goal to work towards.
- Add an additional level of promotion beyond Senior Lecturer to put the Lecturer track on par with other career tracks (both academic and otherwise) at UGA. Several of our peer and aspirational universities already do this (e.g., Florida, North Carolina, etc.) with a third lecturer level (e.g. Master Lecturer) as a way to encourage and reward long-term scholarly teaching and teaching excellence.
- It would be good to have a second level of promotion beyond senior lecturer; personally I am still quite early in my career, however, in discussions with others I've become aware of how important this would be. And I know I would appreciate this opportunity down the line.
- More opportunities for promotion should be available.
- More opportunities for promotion with a significant increase in salary.
- More than one promotion (lecturers can only get one promotion to senior lecturer after 6 years).
- Be given the opportunity after 10 years of service to be promoted to a tenure-track position.

**Category: Improved Salary  11 recommendations**

- More equivalency in salary.
- Equal entry salary to assistant professors in same field.
- Just because my job is teaching focused doesn't mean it deserves a lower salary!
• Pay us what we are worth.
• Better pay
• Salaries should be higher
• The discrepancy in salaries between tenured and non-tenured faculty should not be as great as at present. Many non-tenured track faculty have the same qualifications as tenure-track faculty and have to work far longer hours. They also publish research, yet they are given fewer opportunities. The difference is merely in the contract that was offered and not on the qualities of the person as a scholar.
• Opportunities for salary increases before the promotion to senior lecturer- these could be merit based of sorts (teacher evaluations, etc).
• Salary compression is a massive issue. Since my promotion, there has been put in place an automatic raise at promotion to senior lecturer. This has put people hired and promoted after me ahead of me in pay. There should have been more thought put into that decision.
• New hires with less experience and fewer teaching awards are hired at a competitive salary; higher than what UGA pays existing employees. If UGA offered competitive salary raises to existing faculty who are effective, it could retain talent while still lowering its cost.
• Provide a way for even a Senior Lecturer to have some sort of promotion or pay raise for years of excellent teaching the lecturer has provided the university.

Category: General Climate and Feeling Valued 10 recommendations
• I feel lucky because I’m in a unit/dept that really values lecturers. I understand that this is not the case across campus. I think a letter or other message should come from President Morehead to deans/dept. heads making it clear that non-tenure track faulty are faculty and should be treated as such (and not second-class citizens etc.)
• A clear statement by the college hiring non-tenure track faculty as to why they are hiring non-tenure track instead of a tenure track faculty - such a statement provided to the candidate being hired can alleviate any concerns the candidate may have as to ow temporary/essential their position is
• Communicate the exact role and value to the department/unit/college to the hire
• Treat us with respect. I recently made a suggestion to improve one of our basic courses. My suggestion was shot down by tenure-track faculty who do not teach the course. Again, this was humiliating. I felt as if I was put in my place and my morale is very low at this point.
• Respect
• Non-tenure track faculty must be treated with the same respect as tenure-track and be given opportunities to pursue their research interests. It is not unusual to find lecturers with a better research track than professors, yet they have to work very long hours and receive little recognition. If UGA was more encouraging and supportive of non-tenure track faculty, the research track of the university would increase considerably, which would be a gain to the reputation of the university, and faculty would feel happier and better appreciated.
• Education for tenure-track faculty to help bridge the gap...this would help both types of faculty understand and respect each other's significance and responsibilities.
• Welcome individuality and creative teaching.
• Work on who can vote on what issues...one example is that I have served on search committees but then told I cannot vote.
• To ensure that non-tenure track faculty in heavy tenure-track departments are not under-valued or whose unique roles go unsupported because the role is different from the rest of the tenure-track faculty.

**Category: Increased Institutional Support  \ 10 recommendations**

• Restore the excellent level of travel support previously available to non-tenure track faculty specifically for national conference participation - this was unexpectedly and drastically cut in academic year 2014-15.
• Provide information about funding available for non-TT faculty. I view this position as a stop along the way in hopefully being TT, here or elsewhere, so I need to maintain research, travel, presentation, publishing, etc., but that is very challenging without funding or support from the university.
• Time and support for research for those non-tenure track faculty who desire it.
• More funding for travel to conferences & professional development
• More professional development opportunities are needed, given the extremely limited professional development funds.
• Secondly, I would suggest their being more opportunities for career development courses and research support opportunities offered outside of the traditional 9 to 5 time period. Many lecturers teach for the full 9 to 5 time slot on multiple days and therefore may not have the ability to take advantage of the career development opportunities provided to both tenure and non-tenure track faculty as scheduling is often more amenable to tenure-track faculty members.
• I realized the CTL offers lots of workshops during the semester but with the busy teaching load it is extremely hard to participate. If there are online options, or summer workshops, that will provide flexibility to the faculty that cannot make it during regular teaching day.
• Classroom support equivalent (or close to the average at least) of other “flagship universities”. Of course being in the state of Georgia there are limitations.
• Titles that acknowledge service and achievement. Everybody loves a fancy title.
• Establish support systems, recognition and provide opportunities for non-tenure track faculty members. It is extremely difficult to be in a non-tenure track position at a high research institution.

**Category: Workload and Evaluation  \ 5 recommendations**

• Provide better assessment of non-academic work done by non-tenure-track, professional faculty which adds to the image of the university as a whole.
• Broader the basis for our annual reviews. Most (or all) of our review is based on end-of-semester course evaluations completed by a small percentage of students.
• Teaching eight courses a year is way too much. It wears you down and discourages innovation and research.
• Teaching load for Instructors and Lecturers should be lower
• Know the rubric used for your evaluation when you are hired. Know this is NOT similar to the private sector or industry you are teaching. Prepare to give the students template and rubrics and DO NOT expect comraderies with faculty, independent thinking from students, or support from department heads for creative thinking or applied/service learning efforts.

**Category: Professional Development/Orientation about this Career Track**

4 recs.

• Dedicated orientation that's NTT focused
• During the new faculty orientation, try to include one session that separates non tenure track and tenure track faculty members and allow each group meet/talk/network with their own mentors. For example, can get someone from CTL to meet and talk to new non tenure track faculty about the possible workshops/certificates/grants that they can apply for.
• Create a unit or at least a staff on campus, whose job it is to communicate with non-tenure track faculty about such things as funding opportunities, awards, or promotion opportunities
• Develop a recurring email (e.g. once-a-month) that targets non-tenure faculty so that they can read of the opportunities available to them for development, grants, and the like.