

Final Report of the Provost's Committee on Lecturers

June 22, 2018

Charge to the Committee

I. ROLE IN TEACHING MISSION: Identify issues and suggest criteria for the use of lecturers in the teaching mission at Stanford.

- What are the types of positions on campus, and how are they used differently in the different Schools, including the professional Schools?
- What fraction of undergraduate and graduate teaching is being done by core academic teaching staff as opposed to academic council faculty?
- Are there degree programs where core academic teaching staff are delivering the bulk of the content?
- Should we have a University policy on who should be teaching?
- What should the criteria be for hiring a lecturer to deliver a teaching program.
- Are lecturers hired to teach the same things taught by the faculty, or is their best use to be complementary to the faculty?

II. CAREER DEFINITION AND DEVELOPMENT: Identify issues and suggest guidelines for career definition, development and advancement within the lecturer ranks

- How are lecturers evaluated for initial appointment and re-appointment? If there are currently no initial appointment reviews, should there be?
- What are the optimal lengths of appointment, both minimum and maximum length.
- Should there be a limit to the term of years lecturers can serve without a formal review of their performance?
- Should appointment lengths be standardized across the University?
- What are the opportunities for professional development for lecturers?
- Are there expectations for lecturers to do research and should funds be provided for such? In addition, we ask the task force to determine ways in which to foster community among and recognition of lecturers in the Schools.

Committee on Lecturers

- Caroline Winterer (Co-Chair), Anthony P. Meier Family Professor in the Humanities and Director, Stanford Humanities Center
- Mehran Sahami (Co-Chair), Professor (Teaching) of Computer Science
- Kevin Arrigo, Professor of Earth System Science
- Jonathan Berger, Denning Family Provostial Professor in Music
- Elizabeth Bernhardt, Professor of German Studies; John Roberts Hale Director of the Stanford Language Center
- Eamonn Callan, Pigott Family Professor, Graduate School of Education
- Marvin Diogenes, Associate Vice Provost, VPUE, Director, PWR
- Nora Engstrom, Associate Dean for Curriculum, Stanford Law School; Professor of Law
- Paul Fisher, Bing Director of the Program in Human Biology, Beirne Family Professor of Pediatric Neuro-Oncology
- Lisa Hwang, Senior Lecturer in Chemical Engineering
- Jim Lattin, Professor of Marketing, Graduate School of Business
- Brad Osgood, Professor of Electrical Engineering
- Charles Prober, Senior Associate Vice Provost for Health Education; Professor of Pediatrics and of Microbiology & Immunology
- Jennifer Schwartz-Poehlmann, Senior Lecturer in Chemistry
- Rob Siegel, Lecturer in Management, Graduate School of Business
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Preamble

Stanford University employs a large number of Lecturers to carry out the teaching mission of the University. Lecturers form an important and highly dedicated workforce. They benefit Stanford by offering high-quality teaching and advising to Stanford students, supplementing the teaching, research, and advising of the Faculty in significant ways.

The Committee on Lecturers was charged with examining the role of Lecturers in the teaching mission of Stanford University and determining recommendations for career development. In our investigations, we found much greater diversity in the roles, career paths, needs, and uses of Lecturers than we expected or of which we believe the University is generally aware. Consequently, this report focuses on the primary issues raised as a result of our investigations and provides recommendations with respect to those issues, rather than granularly addressing all of the issues in the initial charge to the Committee.

The Committee made significant efforts to gather information from the University administration and the Lecturers themselves. The Committee chairs first met with the deans (or their designates) of every School in the University to better understand the roles of Lecturers within each School as viewed by the administration. We also gathered information directly from specific programs that employ large numbers of Lecturers (e.g., Program in Writing and Rhetoric, Language Center, Music). A data dashboard provided by Institutional Research and Decision Support (IR&DS) allowed the Committee to examine the volume of teaching on campus performed by different types of instructors, further allowing the data to be cross-tabulated by different parameters. The Committee also arranged a number of outreach activities to receive feedback directly from the Lecturers, including holding a town hall meeting, providing an online suggestion box, running a design thinking activity (informed by input from the town hall and suggestion box), and then conducting a survey (informed by input from the design thinking activity and prior events) to help prioritize the needs of Lecturers. These findings stand alongside the concerns expressed by Lecturers in the Long-Range Planning Process (in the white papers marked “Internal Use Only” and so not directly quoted here). Throughout this Report, the titles used adhere as closely as possible to those used in the Stanford Faculty Groupings:

<https://web.stanford.edu/dept/pres-provost/irds/facmap/login/StanfordFacultyGroupings.pdf>.

In short, the Committee found that Lecturers play a crucial role in the teaching mission of the University, teaching roughly 27% of the units at the University in the 2016-17 academic year. Lecturers also often play significant roles in helping to administer programs or coordinate course sequences. In many units, Lecturers contribute heavily to the teaching needs of those units, allowing the faculty to teach courses closer to their scholarship. As a result, the role Lecturers play at Stanford contributes to both the educational and research missions of the University.

More qualitative findings of the Committee in speaking with the Lecturers this year include: the seriousness and professionalism with which they pursue their vocation of teaching at Stanford;

the joy they bring to their work with students and colleagues; and their gratitude at being asked by the University for their opinion about their role here.

Through its information-gathering activities, the Committee discovered that the primary and most urgent concern for the Lecturers is compensation. We recognize that addressing the issue of compensation was not in the charge of the Committee. As such we did not have the authorization to seek University salary data or to gather comparative compensation data from peer institutions, both of which would be needed to make specific, informed recommendations regarding Lecturer compensation structure. What is more, we discovered some significant contrast across Lecturers, especially between Benefits Eligible (hereafter BE) and Non-Benefits Eligible (hereafter NBE) Lecturers, with compensation being the primary and most urgent concern among BE Lecturers.

Nonetheless, the Committee strongly urges the University administration to examine the issue of Lecturer compensation as soon as possible. This is a critical issue, as many Lecturers at Stanford would be unable to continue in their current positions without improvements in compensation structure. Moreover, the current compensation structure for Lecturers in many units of the University does not provide a sustainable path for continuing to employ Lecturers at Stanford in the future as we do today. If this issue is not addressed in a meaningful way, Stanford risks suffering from diminished teaching quality and capacity.

I. Defining the Roles of Lecturers

Stanford relies on a large group of personnel beyond those holding Academic Council appointments to deliver substantial portions of the University's teaching mission. These include BE and NBE Lecturers, Adjunct Professors, Clinician Educators, and Professors of the Practice at Stanford. The variety of titles assigned to these teachers, as well as the range of other administrative and research work that these personnel perform, create challenges in determining the exact scope of their contribution. Nonetheless, the Committee has laid out two general categories of Lecturers in order to clarify the roles they play within the University: Core Lecturers and Part-Time Lecturers.

Core Lecturers:

These are BE Lecturers with an appointment generally of 75% or more. At hiring and after, they display evidence of or strong potential for significant contribution to the teaching mission. There is often evidence of a significant ongoing programmatic need for the Lecturer's contribution.

Major examples in this category include:

- Lecturers in the Language Center (who teach the University language requirement);
- Lecturers in PWR (who teach courses that meet the first- and second-year writing requirement);
- Lecturers who teach in the Thinking Matters requirement, leading the sections attached to the lecture component taught by Academic Council faculty;

- Lecturers teaching in arts disciplines, including the Departments of Art & Art History, Music, and Theater and Performance Studies (including most music performance and arts practice courses);
- Lecturers providing 80% of the courses meeting the Creative Expression WAYS requirement;
- Lecturers in the Department of English who teach most of the creative writing workshops in the Creative Writing minor, and lecturers in the Department of Music who teach the entire core theory and musicianship sequence;
- Lecturers teaching large-enrollment introductory courses in Music, Natural Sciences, and the School of Engineering;
- Lecturers in the Graduate School of Business who teach courses in the curriculum of Entrepreneurship and Leadership Development, in addition to co-teaching with Tenure-Line Faculty in areas such as Finance, Marketing, and Organizational Behavior;
- Other individual BE Lecturers and small clusters of BE Lecturers who make essential contributions to the University's teaching mission.

Part-Time Lecturers:

This category is made up largely of NBE Lecturers or “consulting” faculty (titles vary) who teach courses at Stanford, often in the professional Schools. They often bring expertise beyond the scope of Academic Council faculty, allowing Schools to offer courses of interest to students. While we value the contributions of these lecturers, we do not believe that they constitute a core focus of this report's recommendations, as most of them have other full-time employment, have reached retirement, or view teaching at Stanford as a supplementary activity.

How Much Teaching Is Done by Lecturers?

In order to assess the extent to which BE and NBE Lecturers contribute to the teaching mission at Stanford, the Committee looked at data representing all enrollments for the 2016-17 academic year,¹ and assessed the total number of units taught by each category of instructor.² Looking only at units taught by primary instructors (PIs), we see that the total for AY 2016-17 was just under 646,000 units. However, looking only at PIs undercounts the contributions of some non-tenure-line instructors, many of whom appear only as secondary instructors (SIs). Looking at all units taught by PIs and SIs, we see that the total is just under 675,000 (which means about 29,000 units are “double counted”).

As shown in Exhibit 1, Lecturers (both BE and NBE) taught about 27 percent of all the units taught by all PIs and SIs during the academic year. Of all the units taught by the Professoriate and by Lecturers, which constitute about 82% of all units taught at Stanford, Lecturers (both BE and NBE) taught about one-third (or roughly 183,000 out of 554,000 units).

¹ Only classes with the following component types are included: Lecture, IntroSem-Frosh, IntroSem-Soph, Colloquium, Language, Seminar, Laboratory, Practicum, Research Seminar, IntroSem-Dialogue, Sophomore College, Workshop, Case Study, Clinic.

² These classifications are: Professoriate, Emeriti, Lecturers (BE), Clinician Educators, Other Teaching Staff (e.g., Adjunct, Visiting, Acting, Instructor, Professors of the Practice), Lecturers (NBE), and Other (e.g., staff members, postdocs, students, non-employee affiliates).

Exhibit 1: Total Units Taught in AY 16-17 (PI + SI)					
	Autumn	Winter	Spring	AY	AY Share
Professoriate	129,590	131,710	109,259	370,559	55%
Emeritus	3,368	2,688	3,537	9,593	1%
Lecturer BE	52,088	50,341	44,365	146,794	22%
Clinician Educator	2,826	3,624	2,455	8,905	1%
Other Teaching Staff	7,815	7,498	6,722	22,035	3%
Lecturer NBE	11,768	12,127	12,358	36,253	5%
Other	25,979	25,655	29,091	80,725	12%
TOTAL	233,434	233,643	207,787	674,864	

The average teaching load carried by each class of instructor in AY 2016-17 is shown in Exhibit 2. The table shows the number of individuals in each category who taught in any quarter of the academic year. According to Exhibit 2, Stanford had close to 750 Lecturers who taught during AY 2016-17. We can also see that a BE Lecturer (390 units) carried an average load about 40 percent higher than the average teaching load of a member of the Professoriate (281 units), and about four times as high as a NBE Lecturer (98 units).

Exhibit 2: Average Teaching Loads in AY 16-17 (PI + SI)			
	Units (AY)	Number	Average Load
Professoriate	370,559	1,318	281
Emeritus	9,593	53	181
Lecturer BE	146,794	376	390
Clinician Educator	8,905	52	171
Other Teaching Staff	22,035	176	125
Lecturer NBE	36,253	369	98
Other	80,725	809	100

The extent to which Schools rely on BE versus NBE Lecturers, and the relative share of teaching done by each, varies considerably across Schools. As shown in Exhibit 3, VPUE (70%), H&S (28%), Engineering (26%), and the GSB (24%) rely on BE Lecturers to deliver a

relatively larger share of units taught. Average teaching loads for BE Lecturers are higher in Engineering (925), the GSB (531) and H&S (309), which suggests that these Schools also rely on BE Lecturers to teach larger-enrollment courses.

Exhibit 3: Teaching by Professoriate and Lecturers across Schools									
	Number of individuals			Share of Prof+Lec units			Average load		
	Prof	Lec BE	Lec NBE	Prof	Lec BE	Lec NBE	Prof	Lec BE	Lec NBE
GSB	121	27	81	56%	24%	20%	276	531	146
GSE	53	10	26	63%	13%	23%	107	118	80
H&S	664	221	126	69%	28%	3%	251	309	63
Law	78	30	33	73%	19%	7%	214	146	51
EEES	77	9	20	74%	11%	15%	124	161	95
Engineer	310	44	95	67%	26%	6%	335	925	105
Medicine	236	6	8	97%	1%	2%	118	46	72
VPUE	41	55	12	29%	70%	2%	154	279	29

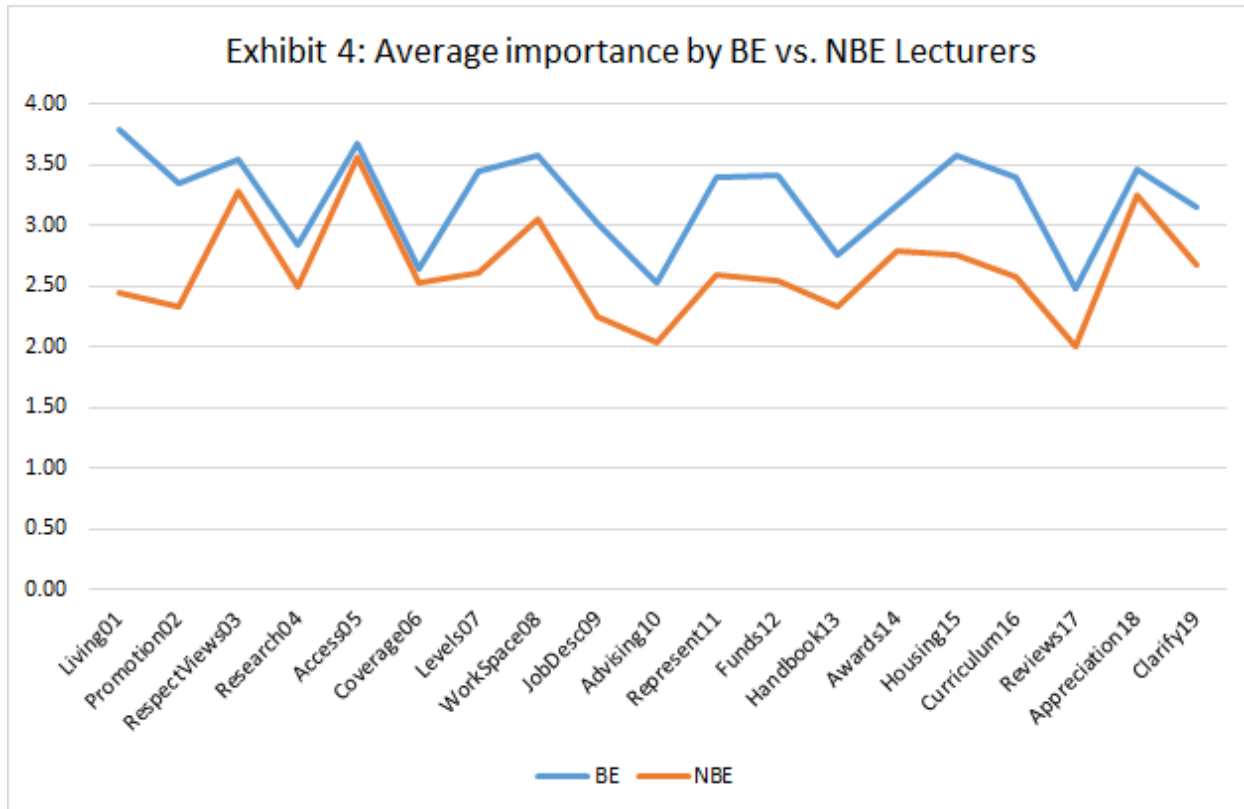
II. Problems and Pain Points Identified by Lecturers

As the Appendix reveals in detail, the Committee used a variety of methods to listen to the Lecturer community: a town hall meeting, an online suggestion box, a design-thinking session, and, toward the end of the process, a survey to get input from as many Lecturers as possible about their concerns. We had two goals for the survey: first, to assess the relative importance of 19 different areas of concern (winnowed from a much longer list of issues raised by Lecturers in the town hall, the online suggestion box, and the design thinking session); and second, to measure Lecturers' priorities for 12 areas that the Committee might consider recommending to the Provost.

We made every effort to identify the email address of every Stanford Lecturer; we emailed a link to a Qualtrics survey instrument to 930 email addresses, including Artists-In-Residence, non-School of Medicine instructors, and anyone (including adjuncts) who had the word "Lecturer" in their title. If we assume that this email list is roughly equally divided between BE Lecturers and NBE Lecturers (according to our Dashboard, there were 376 BE Lecturers and 369 NBE Lecturers who taught at Stanford during the 2016-17 academic year), then our response rate from BE Lecturers was about 40 percent and our response rate from NBE Lecturers was about 25 percent.

The difference in response rate suggests that BE Lecturers may have been more motivated to respond to our survey than NBE Lecturers due to the gravity of their concerns, and this is borne

out by the data. Exhibit 4 shows the average level of importance for each of the areas of concern, broken out by appointment (i.e., BE versus NBE).³ The precise wordings of these areas of concern, as stated in the survey instrument, are provided in the footnote and in the Appendix.⁴



In general, BE Lecturers assign a higher level of importance to most issues than do NBE Lecturers. A striking example is the importance of being able to make a living as a Lecturer at Stanford (“Living01” in Exhibit 4): 86 percent of BE Lecturers rated this as Very Important; only

³ Responses were coded as follows: 4=Very Important, 3=Important, 2=Somewhat Important, 1=Not Important. Non-response and “Not relevant to me” were coded as missing.

⁴ The precise wording of the prompts was: 01. Being able to make a living from my job as a Lecturer; 02. Getting a clear picture of future prospects for promotion at the time of hiring; 03. Having my views taken seriously by my colleagues; 04. Being able to conduct research; 05. Not losing access to Stanford resources (e.g., email, ID card) from one period of appointment to the next; 06. Seeing more coverage of the activities and accomplishments of Lecturers in Stanford media; 07. Having access to a career path for Lecturers with more than one level available to me; 08. Having access to a work space on campus; 09. Having an objectively defined job description; 10. Expanding the number of formal advising roles available to Lecturers; 11. Having representation for Lecturers on the Faculty Senate; 12. Having funds to travel to and attend professional conferences; 13. Having a separate handbook outlining the policies and procedures pertaining to Lecturers; 14. Being eligible for all teaching awards in my department; 15. Being able to live close enough to the University to meet my teaching obligations without significant hardship; 16. Having input into the curriculum in my department; 17. Receiving regular performance reviews; 18. Being appreciated for my contributions to the teaching mission of Stanford University; 19. Clarifying the distinction between what it means to be staff and what it means to be a Lecturer.

26 percent of NBE Lecturers did so. In three areas, BE and NBE Lecturers agreed on the relatively high importance of the issue: having views taken seriously by colleagues (“RespectViews03”), not losing access to Stanford resources between periods of appointment (“Access05”), and being appreciated for contributions to Stanford’s teaching mission (“Appreciation18”).

From a list of twelve possible recommendations that our Committee might make to the Provost, we asked respondents to prioritize their top five. We do note that many respondents told us that our list of recommendations did not include their top priority, since none of the recommendations directly addressed compensation (as that was not in our charter). Exhibit 5 shows the consensus on top priorities across two groups: BE Lecturers (n=209) and NBE Lecturers (n=90).⁵ The consensus priorities do not change if we stratify the data by gender.

Exhibit 5: Priorities by Appointment FTE (BE vs NBE)			
BE Lecturers (n=209)		NBE Lecturers (n=90)	
1	More levels (ranks)	1	Increased continuity
2	More paths	2	More levels (ranks)
3	Research funds	3	Research funds
4	Increased continuity	4	More paths
5	Lecturer Council	5	Community space
Also:	Awards eligibility	Also:	Awards eligibility
	Senate representation		

Priorities suggest that change is needed in the following areas (beyond compensation, which was not in the charge to the Committee):

1. Career path and opportunity for promotion
2. Research funds
3. Increased continuity
4. Awards eligibility
5. Representation and a voice on campus.

⁵ Because of the relatively high representation of BE Lecturers, the consensus priorities for the sample as a whole are the same as those for BE Lecturers. We also note that a small number of additional responses to the survey arrived after we performed our analysis. These additional responses do not qualitatively change the results presented here.

III. Recommendations

A. Career Path for Core Lecturers

Lecturers expressed a strong desire for 1. greater job security; 2. more clarity around career advancement and job titles.

1. Greater job security: The Committee recommends that those holding BE appointments or in some way falling into the category of Core Lecturer (as defined in Part I of this report) be identified as such by the University. The Committee recommends that the University discourage the reappointment of these Core Lecturers to one-year contracts for years on end. Core Lecturers should receive an initial appointment of short term (e.g., 1 to 2 years, which may serve as a probationary period). After one short-term reappointment, Core Lecturers should be reappointed for a longer term (e.g., 2 to 4 years), subject to satisfactory performance in previous appointments and continuing programmatic need.

2. More clarity around career advancement and job title: The Committee recommends greater clarity around every aspect of Lecturer employment, including:

Hiring: Contract letters should specify job title (including whether this is, for example, a Core Lecturer position); appointment length; access to promotion (in addition to salary, benefits, etc.); reappointment and promotion policies; expectations for teaching load and department or program contributions such as advising, committee work, and professional development; and expectations for disciplinary contributions such as publication and participation in conferences.

Expanded Career Ranks and Pathways: The Core Lecturers surveyed clearly indicated their desire for an expanded career ranks and pathways. The University should consider instituting a rank between Lecturer and Senior Lecturer. This middle rank would carry with it a greater level of security of employment as well as appropriate increases in compensation in recognition of long-time contributions to the teaching mission. As a separate but related matter, the University should consider adding an Assistant Professor (Teaching) rank in the NTL line. This rank would provide a natural first step to the existing ranks of Associate Professor (Teaching) and Professor (Teaching); expectations for promotion to this rank would be consistent with the University-wide expectations for this rank. This career path would not necessarily have a requirement of research and publication, but rather be based on excellence in teaching and pedagogical innovation and development.

To help implement longer appointments and promotions for Core Lecturers (whether to Senior Lecturer rank or another Lecturer rank with greater security), we recommend that the Provost's Office work directly with the Schools to develop funding options (e.g., backstops) to support the costs of making a transition to this model. For Core Lecturers who are not reappointed or who are terminated before the full term of their appointment, such support could provide appropriate severance pay in accord with University policy. The Provost's Office should collaborate with the Schools to clarify career tracks and the expectations for promotion appropriate to each School, as all tracks and promotions will require approval at the School level (and some eventually at the University level).

Performance Review: Core Lecturers (excepting those who already submit an annual report) should receive an annual performance review with the appropriate unit academic administrator (e.g., chair, associate chair, etc.), including plans for the next appointment period. In addition, all units employing Lecturers should have written criteria for reappointment and promotion. Core Lecturers should be able to apply for promotion when they have met the criteria established for promotion in their unit. The department or program may advance a Core Lecturer in rank, following established procedures for promotion, at any time based on the quality of the Core Lecturer's performance and the needs of the unit. It is expected that promotions will require approval at both the department/program and School level.

Notification of Reappointment/Non-Renewal: The current section of the Faculty Handbook (Chapter 6, Section IIIA) reads:

"Lecturers, Senior Lecturers, and Artists-in-Residence holding salaried appointments for a term of one year shall be notified of non-renewal not later than March 15. Those holding salaried appointments for terms of two or more years shall be notified of nonrenewal not later than December 1 of the final academic year of the appointment. Failure to give timely notice of nonrenewal shall entitle the individual to a special reappointment for an additional terminal year."

The Committee recommends appointment terms longer than one year to make all Core Lecturers eligible for earlier notification (i.e., December 1) in cases of non-renewal and also that Core Lecturers on one-year appointments be notified as early as possible if they will not be reappointed for the following year.

Finally, it should be noted that the Committee made their findings in the midst of a national conversation about the expanding role of non-tenure line faculty in universities, and other universities have made advances in integrating teaching faculty into their academic missions in ways that value their contributions. For example, several universities now use the title "Teaching Professor" (e.g., the University of California system) to refer to educators previously titled Lecturers. Stanford should consider the feasibility of moving in this direction to demonstrate leadership in this area and to recognize the key contributions of Core Lecturers.

B. Clarifying Department Roles, Resource Availability, and Benefits

BE and NBE Lecturers expressed a strong desire for greater clarity about their involvement in department matters (faculty and unit governance; department meetings and votes); their access to professional resources (research funds; advising undergraduate honors project and doctoral dissertations; directing IRB protocols; PI status; sabbaticals; laptops and technical support; funding in support of classes or education material); and access to benefits (housing, child care, Resident Fellow roles). As appropriate, these guidelines could be formulated at the University, School, or unit level, and communicated where feasible in the proposed Lecturer Handbook (see below) and by the Office of Faculty Affairs and HR administrators.

The Committee recommends the following measures:

- In the matter of salary and benefits, the University should clarify whether Core Lecturers are considered staff or faculty; the preference of the Core Lecturers is to have benefits aligned with those of faculty. This should be examined in detail as part of the review of compensation.

- A Lecturer Handbook, like the Faculty Handbook, should clearly lay out policies on hiring, retention, promotion, resources, benefits and other relevant policies.
- Units should determine and share with Core Lecturers information about their role in unit governance (level of participation in unit meetings and voting rights on unit matters). Units should include Core Lecturers on unit mailing lists; inform Core Lecturers of unit matters bearing on their work. Units should determine and share the level of Core Lecturers involvement in the life of the unit (e.g. participation in retreats, social events, unit meetings, committees).
- The University should examine ways to make local housing accessible to Core Lecturers, whose teaching requirements and interactions with students on the main Stanford campus make long commutes problematic for them, giving their role in the teaching and advising mission of the University.
- The University should examine the feasibility of a sabbatical at appropriate intervals to help Core Lecturers focus on professional development and/or scholarship.
- The University should consider creating a pool of funds to which Core Lecturers can apply for travel to conferences, small research projects, classroom supplies, etc.

C. Valuing Lecturer Contributions

Lecturers clearly stated that in addition to the top-ranked concerns of pay and benefits, several other changes could be relatively quickly implemented to improve Lecturer working conditions. These include:

- Cultural Context: Setting the tone from the top of the University that Lecturers are valued by all parties at the University: faculty, students and top administrators. This will help address the concerns the Committee heard about Lecturers feeling that they are “second-class citizens” and the corresponding worry of raising issues which could lead to negative consequences for their position at Stanford.
- Teaching Awards: These should specifically recognize Lecturer work in teaching, curricular, and pedagogical achievements as well as advising and mentoring excellence. Additional teaching awards should be considered at department, School, and University levels.
- Community Recognition: Greater coverage in the Stanford News Service and *Stanford Magazine* might serve to raise the profile of Core Lecturers on campus as well as highlight some of the exciting new teaching initiatives on campus.
- Appreciation events specifically targeted at Lecturers (in the vein of Staff Appreciation events)
- Bonuses: Departments should be able to recognize “above and beyond” contributions through a bonus pool, similar to that available for staff bonuses.

D. Lecturer Community and Governance

Lecturers are not represented on the Academic Council and so have little voice in University governance, despite their large numbers on campus. The Committee recommends that the University consider:

- Forming a standing Advisory Board of Lecturers, whose membership must include Lecturers, that provides an avenue for the representation of Lecturer ideas and concerns; it could have representation on the Faculty Senate at the University.
- Promoting greater engagement of Lecturers on other campus committees and in the long-range planning process.
- Developing venues for building Lecturer community such as:

- A Lecturer listserve or mailing list;
- A Lecturer center that could host regular gatherings of Lecturers across units on pedagogical matters and to enhance networking;
- Appointing a Lecturer ombudsperson with University-wide knowledge of Lecturer issues;
- Creating email lists of Lecturers that are made available to VPTL, VPUE, and VPFDD (among other entities) to facilitate Lecturer participation in relevant workshops.

IV. Follow-up

To reiterate, Lecturers play an important role in the teaching mission of the University. They make significant contributions in teaching, advising, and program administration. They also complement the faculty, allowing Stanford as a whole to be more effective in teaching and research. There are many programmatic reasons for which Lecturers have taken on such a large role in Stanford's teaching. In some cases, it may be to meet objectives where Academic Council faculty do not have specific expertise; in other cases, it is to augment the instructional capacity for large-enrollment introductory level courses or labs, which create a large demand on instructor time; for some, it is to teach specific topics that augment the University's curriculum.

A greater understanding of how Lecturers meet Stanford's academic and curricular needs, and how this varies by School, would provide clarity both for an individual Lecturer's role and also reinforce the perceived value of a Lecturer's contribution at Stanford. Creating more lines of communication between the University administration and Lecturers would help to address this concern.

The Committee recommends that the administration open up a formal line of communication with Lecturers, to speak to them directly about how the administration intends to address the issues raised in this report, and to follow up with a progress report at some promised point in the future. We believe it is appropriate for the Office of the Provost to carry out this follow-up, at least with respect to the issues raised in this report that cut across Schools (e.g., standardization of Core Lecturers). To the extent that there are issues that are School/unit specific, the Provost might recommend to Schools/units that they also make a commitment to create a dialogue with Lecturers with a promise to follow up with a progress report. Additionally, the creation of an Advisory Board of Lecturers may be a means for fostering on-going communication between the University administration and the Lecturer community.

In closing, we note that Lecturers are hard-working, committed individuals who play a crucial role at Stanford. The Committee hopes that this report will contribute meaningfully to the welfare of the Lecturer community here.

Appendix and Description of Methods

The Committee gathered information by these means:

- 1) To gain a general understanding of Lecturer positions and responsibilities across the Schools, including the distribution of undergraduate and graduate teaching done by non-tenure line academic teaching staff vs. Academic Council faculty, the Committee pursued these 3 avenues:
 - a) They received data from IR&DS on teaching (Summer and Autumn quarters 2017-18)
 - b) The Committee co-chairs met with School deans (Autumn and Winter quarters 2017-18)
 - c) The Committee heard presentations on individual programs/departments/Schools from Committee members (Autumn quarter 2017-18)
- 2) In addition, the Committee solicited concerns and recommendations directly from the Lecturers; information about these opportunities were sent by email to individuals on the "Lecturer" email list (i.e., individuals with appointments entitled "Lecturer," "Senior Lecturer," "Artist-in-Residence," and "PWR Advanced Lecturer").
 - a) Lecturer Town Hall Meeting (February 9, 2018)
 - b) Online Suggestion Box (February 1-March 2, 2018)
 - c) Design Thinking Event (April 13, 2018)
 - d) Online Survey (May 11-May 25, 2018)
 - e) Meetings with groups of Lecturers and individual Lecturers by Committee co-chairs (2017-18)

Details on information-gathering activities:

Details on 1c: Presentations from Committee members. Committee members gathered information from respective units on the existing structure of the Lecturer program in each unit (career paths, how Lecturers are used, size of Lecturer population, distinctions in types of Lecturers) as well as the needs of the Lecturer population in that unit. Leads for each unit are listed below, and Committee members identified the methods of information-gathering best suited for their unit (one-on-one meetings with department chairs or program directors, prior surveys or studies, design thinking needs-finding activities, etc.). Leads for each unit reported back to the Committee through presentations during Autumn quarter 2017-18.

- School of Earth, Energy and Environment: Kevin Arrigo
- School of Medicine: Paul Fisher, Charles Prober
- School of Engineering: Lisa Hwang, Brad Osgood, Mehran Sahami
- School of Law: Nora Engstrom
- Graduate School of Business: James Lattin, Robert Siegel
- Graduate School of Education: Eamonn Callan
- VPUE-PWR: Marvin Diogenes
- H&S-Arts, Art History, Music, TAPS: Marvin Diogenes, Jonathan Berger
- H&S-Language: Elizabeth Bernhardt
- H&S-Natural Science: Jennifer Schwartz-Poehlmann

Details on 2a: Lecturer Town Hall

The Lecturer Town Hall was held, Friday, February 9, in building 300, room 300 from 3:30 to 5 pm. A Long-Range Planning white paper addressing NTL educator concerns was made available to the community

(<https://stanford.app.box.com/s/8pknrsggc7jd9xwvqxm23m4f1vImff9j>). Thirty-five Lecturers indicated ahead of time that they would attend the event. Eight members of the Provost's Committee on Lecturers attended the event (Co-Chairs Caroline Winterer and Mehran Sahami, Elizabeth Bernhardt, Marvin Diogenes, Lisa Hwang, Jim Lattin, Jennifer Schwartz-Poehlmann, and Robert Siegel). The agenda for the meeting consisted of ten minutes of introductions by Winterer and Sahami, a ten-minute overview of what the Committee was charged to do and what it has accomplished so far, sixty-five minutes of discussion between the audience and the Committee to allow Lecturers to voice concerns and to solicit information from the Committee, and five minutes of closing remarks.

Below are some of the issues raised and discussed during the Town Hall Meeting, as recorded by one member of the Committee. The word "Faculty" has been used to designate the tenure-line professoriate and "Lecturers" to denote non-tenure line instructors (most of whom have the actual title "Lecturer"). The issues have been (subjectively) grouped into categories; the phrases in quotation marks represent the best attempt to capture the wording used by the Town Hall participant:

Compensation:

- There is an affordability crisis. People are asking, "Is this a viable career for me?" Look at retention; are we losing good people? "We are going to leave because we can't feed our families."
- Stanford relies on spousal income to balance the books.
- "We've gotta pay rent! This is an urgent issue!!" Crisis is a good word. "Lecturers cannot even afford the subsidized housing that they don't qualify for anyway."

Respect / Stature:

- Faculty treat Lecturers like second-class citizens. "We have PhDs and publications too." Lack of integration [between faculty and lecturers]; no opportunities to work across lines.
- "We're Lecturers ... we're 'less than.'" Frustrated by lack of reciprocity in feeling and esteem from the University.
- "In bio-engineering, we co-lead courses and it has changed the attitudes that Faculty have about the role of Lecturers."
- Concern that Stanford's policies are systematically discriminating against some classes of individuals (e.g., you cannot be a single mother and survive as a Lecturer). Is retention a function of race and gender and marital characteristics?

Voice / Representation:

- What about participation in governance? Faculty Senate? Resident Fellows?
- Stanford needs some self-representation of lecturers. "Where will the voice of Lecturers be heard?"
- Hard to rock the boat because we don't have a permanent position.

- “We cannot complain because of fear of non-renewal. There is no Lecturer ombuds we can take our grievances to.”
- Why is there no designated office to take care of Lecturer issues?

Attitude toward teaching:

- “We must elevate teaching to a respectable part of what is done in this University. At the very least, we must appreciate and respect (if not also address compensation).”
- “This is about teaching. We need to lobby the Provost to come out in a different way about teaching.”
- More endorsement for co-teaching.

Promotion / Career path:

- “In 13 years, my department has not created a new Senior Lecturer. Is there a system? What is the hope of being promoted?” No sense of advancement; this is psychologically damaging.
- How do I get promoted? Go out and get a better offer. Went out and got a better offer (for 60 percent more). Was told: “Why would we pay you more when we can hire someone else for less?”
- What is the difference between senior lecturers and lecturers? How does one reach this plateau? It seems that there are only a limited number; who decides? Where does this distinction come from? Is it real? What is actual policy? Can it be more transparent?

Continuity of appointment:

- I’m renewed every year, but there is a need every year. Why not longer terms? Also, 10-month appointments seem unfair, especially to people who continue to work over break. Is there a way to have a 12-month appointment with built-in vacations? Give people freedom that corresponds to their down times?

Clarity of role / Expectations

- Sometimes, a Lecturer gig is more like a postdoc (i.e., limited time, move on to something better). If people with different goals are placed side-by-side with same expectations, it is a problem.
- Some Lecturers believe / are told that they cannot serve on committees.
- What does the job title mean? Sometimes feels like Stanford treats us as staff/faculty based on what is convenient for the University at the time.
- What is meant by the term, “core academic teaching staff”?
- For Lecturers, other stuff/responsibilities “get piled on top.” “We don’t have ‘other’ time.” “We cannot get another job to make ends meet.”
- What is my role? What are the rules of the game being played?

Resources / Benefits:

- Sabbatical leave? Currently, one quarter for every 10 years of service for Senior Lecturers; this is viewed as a cocktail party joke.
- Money for conferences.
- Professor in the job title gets you higher on the wait list for housing.
- Lecturers not allowed to conduct research (have to enlist a Faculty member to initiate a project).

Details on 2b: The Online Suggestion Box

The Committee also opened up an online suggestion box and invited all Lecturers to share any feedback with the Committee. Notices were posted in the *Stanford Report*, and direct email notices were sent to Lecturers, which read:

Dear Stanford Lecturers,

Thank you to those of you who attended Friday's town hall event and for the opportunity for the Provost's Committee on Lecturers to hear from so many of you. At your request, we are again sending out the link to the on-line Suggestion Box, where you can share with the Committee any feedback you would like:

https://stanfordUniversity.qualtrics.com/jfe/form/SV_cPfSnPfHmN8Dh0V

Please feel free to submit additional ideas/concerns or expand on those you may have already submitted or shared/heard at the town hall.

We remind you that the Suggestion Box will remain open through end of day March 2nd, 2018.⁶

We greatly appreciate your participation and feedback.

Best regards,

Caroline Winterer and Mehran Sahami

Co-chairs, Committee on Lecturers

The text of the suggestion box was as follows:

PROVOST'S Committee ON LECTURERS – ON-LINE SUGGESTION BOX

Last fall, Provost Persis Drell charged the Provost's Committee on Lecturers with addressing a number of issues regarding Stanford's employment of lecturers.

The Committee has set up this on-line suggestion box as one of several means by which the Committee will solicit input on issues of concern regarding the lecturer community. The Committee invites lecturers and others who wish to contribute relevant feedback to do so via the submission box below. This site will remain active until March 2, 2018.

Please let us know your thoughts, concerns, or any issues you'd like us to consider about the current role and status of lecturers on campus, as well as any proposals you may have for solutions you think would be helpful. Submissions will be kept confidential to the Committee on Lecturers. Only non-personally identifying and/or aggregate information will be used in our final report.

90 suggestions were received and have been included in the deliberations by the Committee.

⁶ The Committee left the online suggestion box open and included comments that arrived after the deadline of March 2, 2018.

Details on 2c: The Design Thinking Activity. Held on Friday, April 13, 2018, from 3:30 to 5:30 pm, this event was facilitated by Tina Seelig, Professor of the Practice in the Department of Management Science and Engineering at Stanford. The purpose was to gather more detailed input, help prioritize needs, and start to consider solutions. Discussion topics were informed by feedback from the Lecturer Town Hall Meeting and Online Suggestion Box. Approximately 30 Lecturers attended, along with roughly half of the Committee.

Details on 2d: The Online Survey. The final method used to gather input directly from the Lecturers was through an online survey. The purpose of the survey was to prioritize the concerns and recommendations from the earlier events. We chose to use an online format to ensure that we received input from as many members of the Lecturer community as possible. The survey was administered using Qualtrics and open to responders for two weeks. The response rate from BE Lecturers was about 40 percent, and the response rate from NBE Lecturers was about 25 percent.

Here is the wording of the Online Survey:

Part 1. In this section, we will ask you about a number of the issues that have been brought to our attention through our interactions with Lecturers. Because Lecturers play different roles in different parts of Stanford University, not all of these concerns will be equally applicable to you. For each of the items below, please tell us how important this issue is for you personally, from "Very important" to "Not important."

- 1.1. *Being able to make a living from my job as a Lecturer*
- 1.2. *Getting a clear picture of future prospects for promotion at the time of hiring*
- 1.3. *Having my views taken seriously by my colleagues*
- 1.4. *Being able to conduct research*
- 1.5. *Not losing access to Stanford resources (e.g., email, ID card) from one period of appointment to the next*
- 1.6. *Seeing more coverage of the activities and accomplishments of Lecturers in Stanford media*
- 1.7. *Having access to a career path for Lecturers with more than one level available to me*
- 1.8. *Having access to a work space on campus*
- 1.9. *Having an objectively defined job description*
- 1.10. *Expanding the number of formal advising roles available to Lecturers*
- 1.11. *Having representation for Lecturers on the Faculty Senate*
- 1.12. *Having funds to travel to and attend professional conferences*
- 1.13. *Having a separate handbook outlining the policies and procedures pertaining to Lecturers*
- 1.14. *Being eligible for all teaching awards in my department*
- 1.15. *Being able to live close enough to the University to meet my teaching obligations without significant hardship*

- 1.16. *Having input into the curriculum in my department*
- 1.17. *Receiving regular performance reviews*
- 1.18. *Being appreciated for my contributions to the teaching mission of Stanford University*
- 1.19. *Clarifying the distinction between what it means to be staff and what it means to be a Lecturer*

Part 2. Listed below are a number of possible policy recommendations. Please indicate your top five priorities on this list, placing a "1" in the box corresponding to your highest priority, a "2" in the box corresponding to your second highest priority, and so on. Note that we are asking you to rank at least five priorities (you may rank more if you are so inclined).

- Community space for Lecturers*
- Broader eligibility for awards for Lecturers*
- Lecturer's Council (advisory to the Provost)*
- More career paths for Lecturers (e.g., teaching and scholarship)*
- Research funds for Lecturers (e.g., for conferences, etc.)*
- Lecturer serves as ex officio representative on Faculty Senate*
- Objectively defined job descriptions for Lecturers*
- Regular review process for Lecturers*
- Lecturer Handbook (separate from Faculty Handbook) with policies and procedures*
- Lecturer Affairs Office (i.e., Ombuds for Lecturers)*
- Greater continuity from year to year in Lecturer appointments (e.g., email, access to libraries)*
- More levels on Lecturer career path (e.g., Lecturer, Senior Lecturer, Principal Lecturer)*