

FACULTY SENATE MINUTES
SAM HOUSTON STATE UNIVERSITY
February 21, 2013
3:30 p.m. – 5:00 p.m.
Austin Hall

Members present:

Nancy Baker (H&SS); Helen Berg (COE); Don Bumpass (COBA); Kevin Clifton (FA&MC); Donna Cox (COE); James Crosby (H&SS); Mark Frank (COBA); Randall Garner (CJ); Richard Henriksen (COE); Joan Hudson (COS); C. Renée James (COS); Gerald Kohers (COBA); Hayoung Lim (FA&MC); Dennis Longmire (CJ); Paul Loeffler (COS); Joyce McCauley (COE); Sheryl Murphy-Manley (FA&MC); Dwayne Pavelock (COS); Debra Price (COE); Tracy Steele (H&SS); Stacy Ulbig (H&SS); Doug Ullrich (COS); Walton Watkins (FA&MC); Ricky White (COS)

Members not present: Tracy Bilsing (H&SS); Tom Cox (H&SS); Diane Dowdey (H&SS); Debbi Hatton (H&SS); Bill Jasper (COS); Lisa Shen (NGL); Pam Zelbst (COBA)

Called to order: 3:30 p.m. in Austin Hall by Chair Tracy Steele

Special Guests: Dr. Kimberly Bell presented information about the Undergraduate Research Symposium.

Interested students and faculty were invited to attend the informational meeting for the Undergraduate Research Symposium on Thursday, February 28 from 3:00 – 5:00 in the Honors College Lounge, AB4, Room 107. Scholarships will be awarded for various presentation categories, including Best Overall Poster.

Approval of Minutes: February 14 minutes were unanimously approved as amended.

Chair's Report:

The meeting with Provost Hebert strongly indicated that the “exception” fee of \$1000 for upgrades to technology requests will be eliminated. The exact status will be made available later. The Provost also agreed that the “base model” for the various computers should be decided by faculty committee, who best know what the needs of faculty members are.

Committee Reports:

Faculty Affairs Committee

The Faculty Affairs Committee presented three reports and revisions of policy statements: Revision to the Faculty Development Leave Policy (along with suggested changes to Academic Policy 800328), results of the survey on Independent Study Classes, and results of the survey on Faculty Overloads (along with suggested changes to Academic Policy 790601; see attached).

Regarding the Faculty Overload Survey: One important concern revolved around possibility of carrying “overloads” (e.g., independent study sections, large class sections, etc) from one year to another. The current policy allows for a one-course reduction in teaching load after, for instance, 15 undergraduate students have been taught as an uncompensated overload over the span of three years. However, if a faculty member is the only one qualified to teach a certain course or set of courses, then it is impractical and sometimes impossible to allow for a reduction in that faculty member's teaching load. In these instances (and indeed in any instance of overload), faculty members can approach the Provost about being monetarily compensated for these overloads.

Faculty Senators discussed the procedure for obtaining financial remuneration after teaching overenrolled classes or uncompensated independent study classes. This is an issue that will need further exploration, but it was noted that the policy already allows for such.

The reports on independent studies and overloads were accepted unanimously, and the following resolution was crafted and passed unanimously.

Resolution: "In light of the reports stemming from Faculty Senate surveys on the teaching of overenrolled classes and independent study classes in which more than 90% of faculty teach without compensation, Faculty Senate resolves that the administration amend the Faculty Instructional Workload (790601) policy as revised by Faculty Senate."

The Faculty Affairs Committee recommended a number of changes to the Faculty Development Leave Policy. Most concerns revolved around whether clinical and tenure-track faculty should be included in the leave policy. One practical problem with including non-tenured faculty is that the tenure process could be adversely affected and the University could be opening itself up to a greater volume of grievances. The example was given that if two otherwise equal faculty members were going up for tenure, one could apply for (and obtain) a development leave, thus stopping the tenure clock and helping provide further accomplishments. Should tenure be denied one of these two members, it could be argued that the metric was uneven. The consensus was that untenured faculty should go through a different leave process should they desire a leave, and the formal Faculty Development Leave would remain the domain only of tenured faculty. The faculty affairs committee will look into additional changes.

There was a motion to strike 'tenure-track' from section 2.01a. The motion was passed with 22 ayes, 0 nays and 2 abstentions.

Senators agreed that there should be clarification on how to obtain 'alternative' leaves, in particular a specific mention of such leaves, so that the process will be more transparent.

Proposed changes to academic policy statement 800328 (Faculty Development Leave Policy) with a number of amendments were accepted, with 22 ayes, 1 nay and 1 abstention.

Committee on Committees

Nominees for Faculty Development Leave Committee were briefly discussed.

For upcoming Faculty Senate elections, there will be some changes over the coming years as we attempt to maintain the proper apportionment between colleges. A list of faculty members on the ballot was provided, and Senators were encouraged to remind their colleagues to vote.

The annual faculty survey was briefly discussed, and a few minor changes were suggested. A to accept those changes was unanimously passed.

University Affairs Committee

The University Affairs Committee has been tasked with exploring the drop deadline at SHSU. The SHSU drop date is much later than that at sister institutions. The UAC recommended that the final drop date be Friday of the 12th week of class, but several Senators felt that this was far too late given that evaluations would already have been completed. Then there was a motion to propose a drop deadline at the end of the 10th week of a long semester. The motion passed with 21 ayes, 1 nay and 2 abstentions.

Core Report: Senator Hatton submitted a report in absentia (see attached).

IDEA Report: IDEA representatives will be on campus Monday February 25 and Tuesday February 26. Faculty members are encouraged to attend.

Adjournment: 5:01 pm

Next Meeting: March 7, 2013

NOTE: The March 7 meeting will be held in LSC 304.

Faculty Affairs Committee Report
Report on Revisions to the Faculty Development Leave Policy.
February 21, 2013

Overview of the Recommended Changes:

2.01 a. Added tenure-track, removed clinical.

Tenure-track faculty were added because they are also eligible for both the Faculty Administrative Leave Program (Academic Policy 800215) and the Reassigned Time policy (Academic Policy 900420). Given the five-year service requirement, however, the actual frequency of tenure-track applications will be small. Furthermore, the Texas Education Code establishing the leaves of absence policy includes tenure-track faculty:

Section 51.104: A faculty member is eligible by reason of service to be considered for a faculty development leave when he has served as a member of the faculty of the same institution of higher education for at least two consecutive academic years. This service may be as an instructor or as an assistant, associate, or full professor, or an equivalent rank, and must be full-time academic duty but need not include teaching.

Clinical were removed because they are implicitly included in all policies that apply to tenure-track faculty.

Appointment of Clinical Faculty Members (Academic Policy 041020), Section 5.01: During their term of service, clinical faculty members shall be accorded the same privileges and perquisites at the University as tenure-track faculty.

2.01 c. Added note on location of exceptions to the general provisions.

2.03. Added “to the degree possible” caveat and NGL.

3.01 Changed 14 days to 7 days.

3.02 a – d. Moved up calendar to give the FDLC one month to review and rank applications.

3.02 f. Changed wording to both clarify the procedure, and to remove the ability of Deans to fund applications unsupported by the FDLC.

Requiring applications for development leave to have the support of a faculty-elected evaluation committee is a requirement of the Texas Education Code:

Section 51.103 (b): The governing board by regulation shall establish a procedure whereby the applications for faculty development leaves of absence are received

by a committee elected by the general faculty for evaluation and whereby this faculty committee then makes recommendations to the chief administrative officer of the institution of higher education, who shall then make recommendations to the governing board as to which applications should be granted.

4.03 a. Clarified that a development leave of absence implies a leave from one's classroom responsibilities.

Just as online technologies have fundamentally changed the nature of the classroom experience, so have these same technologies changed the nature of academic collaboration on research and scholarly activities. A successful faculty development leave policy should be forward-looking in its understanding of research collaboration. While one might alternatively interpret a leave of absence more narrowly as a physical leave of absence from campus, there is no basis for this narrow interpretation in the relevant policies. In its current form, the Faculty Development Leave policy is noncommittal, and the Texas Education Code is simply supportive of enhancing research:

Section 51.102: ... The legislature finds further that a sound program of faculty development leaves of absence designed to enable the faculty member to engage in study, research, writing, and similar projects for the purpose of adding to the knowledge available to himself, his students, his institution, and society generally is a well-recognized means for improving a state's program of public higher education. The legislature's purpose in establishing the faculty development leave program provided for by this subchapter is to improve further the higher education available to the youth at the state-supported colleges and universities and to establish this program of faculty development leaves as part of the plan of compensation for the faculty of these colleges and universities.

It should be noted that the Reassigned Time policy (Academic Policy 900420) is not a reasonable substitute for a Faculty Development Leave, as reassigned time is limited to a one course reduction (see Section 2 in Academic Policy 900420).

7. Added title and altered subsections numbers to better delineate these items from the rest of the provisions of FDL.

TEACHING OF INDEPENDENT STUDY CLASSES: RESULTS FROM THE FACULTY SENATE SURVEY

Findings for All Colleges

- A large minority of respondents (39.82%) report teaching independent study classes.
- A large majority (94.5%) of those who taught independent study classes did so without compensation of any sort.
- Most of those teaching independent study classes (53%) did so because they were asked and agreed to do it, but some (3.7%) report being pressured to teach such classes.

Findings by College

- More than half of responding faculty in the colleges of Criminal Justice (53.8%) and Fine Arts & Mass Communication (52.6%) report teaching of independent study classes, while sizable minorities of faculty in the colleges of Science (47.8%) and Humanities & Social Science (43.6%) do so as well.
- Regardless of college, a large majority of faculty (between 90% and 100%) report receiving no compensation of any sort of teaching independent study classes.
- In general, across all colleges, 50% or more of faculty report teaching independent study classes because they were asked and agreed to do so; however, nearly half (48.5%) of faculty in the College of Science report that they volunteered to teach such classes.
- In all colleges except the College of Business Administration, there are reports of being pressured to teach independent study classes.

Findings by Faculty Rank

- Lecturer and adjunct faculty members are less likely to report teaching independent study classes than faculty of other ranks.
- Regardless of rank, a large majority of faculty (between 50% and 100%) report receiving no compensation of any sort for teaching independent study classes.
- In general, across all ranks, 50% or more of faculty report teaching independent study classes because they were asked and agreed to do so; however, only one-third of Clinical Professors report being contracted in this manner.
- While no lecturer, adjunct, or clinical professors report feeling pressured to teach independent study classes, small numbers (2.4%-5.3%) of faculty at the ranks of assistant, associate, and full professor report having received such pressure.

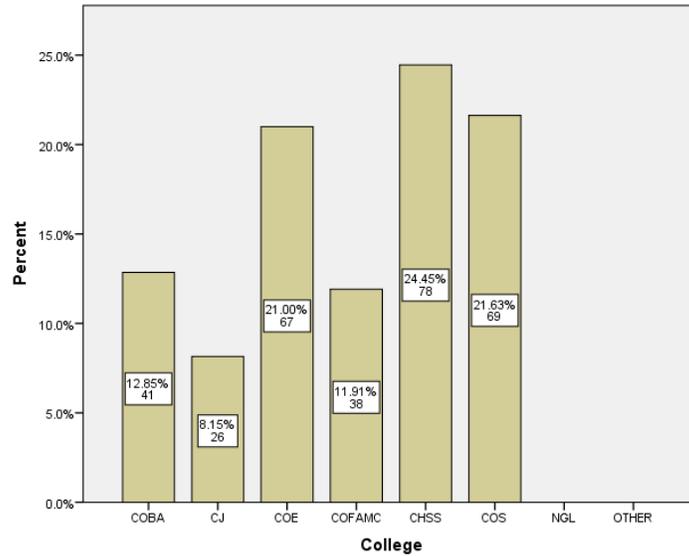
DETAILED REPORT

| Section | Page(s) |
|--------------------------|----------------|
| Demographic Overview | 2 |
| Results for All Colleges | 3-4 |
| Results By College | 5 |
| Results by Faculty Rank | 6 |

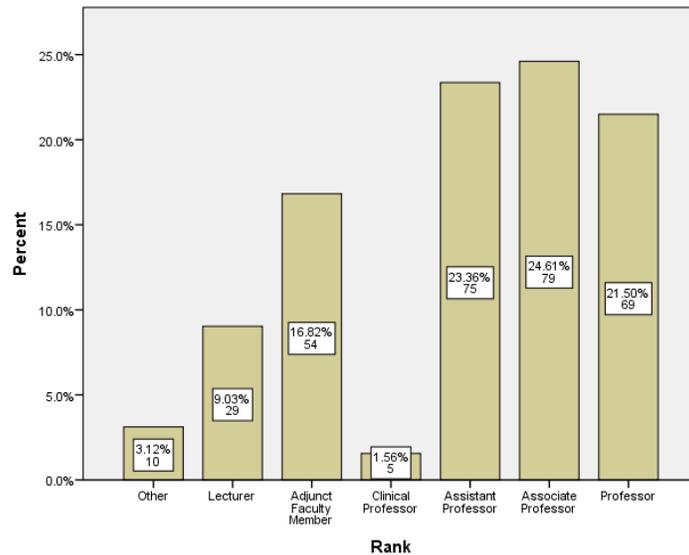
DEMOGRAPHIC OVERVIEW

The online survey was conducted between November 26 and December 6, 2012. A total of 339 faculty members responded to the survey.

Faculty from all colleges on campus (except Newton Gresham Library) participated in the survey:



Faculty of all ranks responded to the survey:

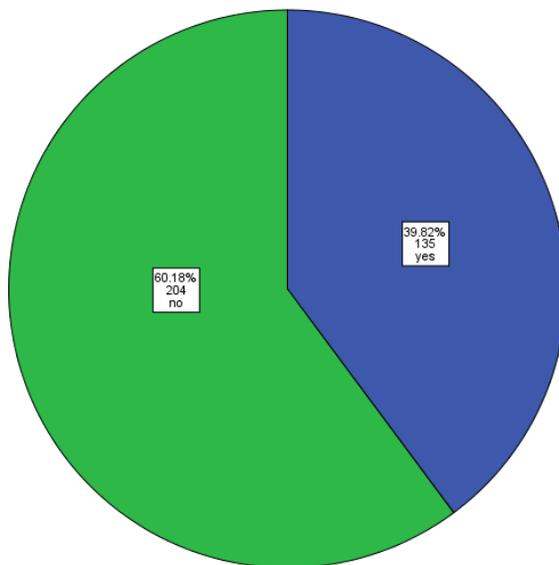


The “other” ranks reported are:

Chair (2), Clinical Assistant Professor, early retiree (2), pool lecturer, University Supervisor for Student Teachers, Visiting Assistant Professor (3)

RESULTS FOR ALL COLLEGES

“In the past academic year, did you teach a class that was an independent study?”



“Which of the following best describes how you were compensated for this independent study class?”

| | |
|---|-------------|
| Income above my normal pay | 0.08% (1) |
| A course load reduction (in the same of another semester) | 1.6% (2) |
| No compensation was offered or received | 94.5% (121) |
| Other (compensation was unrelated to any of the above) | 3.1% (4) |

“Other” means of compensation reported:

points in the FES

online course allows me to utilize DLF money for items related to online teaching

I did not want compensation, I was happy to help a student

just the satisfaction that I was helping a student

Compensation is supposed to come through our annual departmental merit evaluations, which effectively results in no net compensation.

“Which of the following best describes how you were contracted for this independent study class?”

| | |
|---------------------------------------|------------|
| I volunteered to do it | 28.4% (38) |
| I was asked and agreed to do it | 53.0% (71) |
| I was pressured to do it | 3.7% (5) |
| Other (unrelated to any of the above) | 14.9% (20) |

“Other” means of contracting reported:

It's expected in my field

I have offered these courses out of necessity in a small program with a regular inability to make minimum enrollments.

I was asked by the student, and agreed to do it. Not sure if that means I volunteered or was asked and agreed (first or second answer above)

I direct a doctoral program. Sometimes we just have to do this for our students and I'm hesitant to ask someone else to do it for no compensation.

The student need it to take this course

Actually, the "I.S." in this case is a thesis, which is a form of "Independent Study"

The student needed the course to graduate.

Seems like I always had independent study classes "for the good of the order"

Our majors are required to take it. A student asks you to be their instructor. You can say no, but most say yes.

Since they are 3 new graduate courses, I did not have any option to teach them for free.

I do 6 independent studies almost every year due to the courses students needing to graduate not being offered or students wanting to further study an area that more advanced course are not offered in. I think independent study courses are necessary but also feel over worked and under compensated for all of this extra work--

very common in our dept

No discussion, it's automatically assigned.

student need - in a low enrollment program - course was "on the books" but due to low enrollment not offered. 4 students needed it for graduation.

A student told me that the department office had approved it.

I organized the independent study and recruited students.

RESULTS BY COLLEGE

“In the past academic year, did you teach a class that was an independent study?”

| | Yes | No |
|---|------------|------------|
| College of Business Administration | 24.4% (10) | 75.6% (31) |
| College of Criminal Justice | 53.8% (14) | 46.2% (12) |
| College of Education | 26.9% (18) | 73.1% (49) |
| College of Fine Arts & Mass Communication | 52.6% (20) | 47.4% (18) |
| College of Humanities & Social Sciences | 43.6% (34) | 56.4% (44) |
| College of Science | 47.8% (33) | 52.2% (36) |

“Which of the following best describes how you were compensated for this independent study class?”

| | Income above normal pay | Course load reduction | No compensation | Other |
|------------------------------------|----------------------------|--------------------------|--------------------|----------|
| College of Business Administration | 0.0% (0) | 0.0% (0) | 100.0% (10) | 0.0% (0) |
| College of Criminal Justice | 0.0% (0) | 0.0% (0) | 100.0% (14) | 0.0% (0) |
| College of Education | 0.0% (0) | 0.0% (0) | 100.0% (18) | 0.0% (0) |
| College of Fine Arts & Mass Comm. | 0.0% (0) | 5.0% (1) | 90.0% (18) | 5.0% (1) |
| College of Humanities & Social | 3.0% (1) | 0.0% (0) | 90.9% (30) | 6.1% (2) |
| College of Science | 0.0% (0) | 3.0% (1) | 93.9% (31) | 3.0% (1) |

“Which of the following best describes how you were contracted for this independent study class?”

| | Volunteered | Asked/agreed | Pressured | Other |
|------------------------------------|-------------|--------------|-----------|-----------|
| College of Business Administration | 33.3% (4) | 50.0% (6) | 0.0% (0) | 16.7% (2) |
| College of Criminal Justice | 14.3% (2) | 71.4% (10) | 7.1% (1) | 7.1% (1) |
| College of Education | 20.0% (4) | 55.0% (11) | 5.0% (1) | 20.0% (4) |
| College of Fine Arts & Mass Comm. | 20.0% (4) | 60.0% (12) | 5.0% (1) | 15.0% (3) |
| College of Humanities & Social | 22.9% (8) | 60.0% (21) | 2.9% (1) | 14.3% (5) |
| College of Science | 48.5% (16) | 33.3% (11) | 3.0% (1) | 15.2% (5) |

RESULTS BY FACULTY RANK

“In the past academic year, did you teach a class that was an independent study?”

| | Yes | No |
|------------------------|------------|-------------|
| Lecturer | 6.9% (2) | 93.1% (27) |
| Adjunct Faculty Member | 5.6% (3) | 94.4% (51) |
| Clinical Professor | 60.0% (3) | 40.0% (2) |
| Assistant Professor | 49.3% (37) | 50.7% (38) |
| Associate Professor | 54.4% (43) | 45.6% (36) |
| Professor | 59.4% (41) | 40.6% (28) |
| Other | 0.0% (0) | 100.0% (10) |

“Which of the following best describes how you were compensated for this independent study class?”

| | Income above normal pay | Course load reduction | No compensation | Other |
|------------------------|----------------------------|--------------------------|--------------------|----------|
| Lecturer | 50.0% (1) | 0.0% (0) | 50.0% (1) | 0.0% (0) |
| Adjunct Faculty Member | 0.0% (0) | 0.0% (0) | 100.0% (2) | 0.0% (0) |
| Clinical Professor | 0.0% (0) | 0.0% (0) | 100.0% (3) | 0.0% (0) |
| Assistant Professor | 0.0% (0) | 0.0% (0) | 100.0% (37) | 0.0% (0) |
| Associate Professor | 0.0% (0) | 2.3% (1) | 93.0% (40) | 4.7% (2) |
| Professor | 0.0% (0) | 2.4% (1) | 92.7% (38) | 4.9% (2) |
| Other | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) |

“Which of the following best describes how you were contracted for this independent study class?”

| | Volunteered | Asked/agreed | Pressured | Other |
|------------------------|-------------|--------------|-----------|-----------|
| Lecturer | 50.0% (1) | 0.0% (0) | 0.0% (0) | 50.0% (1) |
| Adjunct Faculty Member | 0.0% (0) | 66.7% (2) | 0.0% (0) | 33.3% (1) |
| Clinical Professor | 33.3% (1) | 33.3% (1) | 0.0% (0) | 33.3% (1) |
| Assistant Professor | 26.3% (10) | 57.9% (22) | 5.3% (2) | 10.5% (4) |
| Associate Professor | 25.5% (12) | 53.2% (25) | 4.3% (2) | 17.0% (8) |
| Professor | 34.1% (14) | 51.2% (21) | 2.4% (1) | 12.2% (5) |
| Other | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.0% (0) |

TEACHING OF OVER-ENROLLED CLASSES: RESULTS FROM THE FACULTY SENATE SURVEY

Findings for All Colleges

- A large minority of respondents (33.97%) report teaching over-enrolled classes.
- A large majority (92.2%) of those who taught over-enrolled classes did so without compensation of any sort.
- Nearly one-third (32.2%) of those teaching over-enrolled classes report not being asked to do so, almost 30% report being asked and agreeing to teach such a class, and one in five (20%) report volunteering, and nearly 9% of faculty teaching over-enrolled classes report being pressured to do so.

Findings by College

- While half (50%) of faculty members in the College of Humanities & Social Sciences, about 45% of those in the College of Fine Arts & Mass Communication, and nearly 40% of those in the College of Education report teaching over-enrolled classes, sizeable minorities of the other colleges report doing so as well.
- Regardless of college, a large majority of faculty (between 83% and 100%) report receiving no compensation of any sort of teaching over-enrolled classes.
- Faculty in the colleges of Criminal Justice and Humanities & Social Sciences were most likely to report being asked and agreeing to teach over-enrolled classes, those in the colleges of Business and Education are more likely to report not even being asked to teach such classes than faculty in other colleges.
- Reports of being pressured to teach such classes were most prominent in the colleges of Fine Arts & Mass Communication (23.5%) and Science (12.5%).
- In all colleges except the colleges of Business Administration and Criminal Justice, there are reports of being pressured to teach over-enrolled classes.

Findings by Faculty Rank

- Lecturer, adjunct, and “other” faculty members are less likely to report teaching over-enrolled classes than faculty of other ranks.
- Regardless of rank, a large majority of faculty (between 50% and 100%) report receiving no compensation of any sort for teaching over-enrolled classes.
- While Associate Professors and those of “other” rank are most likely to report volunteering to teach over-enrolled classes, Clinical and Full Professors are most likely to report being asked and agreeing to teach such classes.
- Sizeable percentages of all ranks (between 21.6% and 50%) report not being asked to teach their over-enrolled classes.
- Assistant and Adjunct Professors are more likely to report feeling pressured to teach over-enrolled classes than faculty of other ranks.

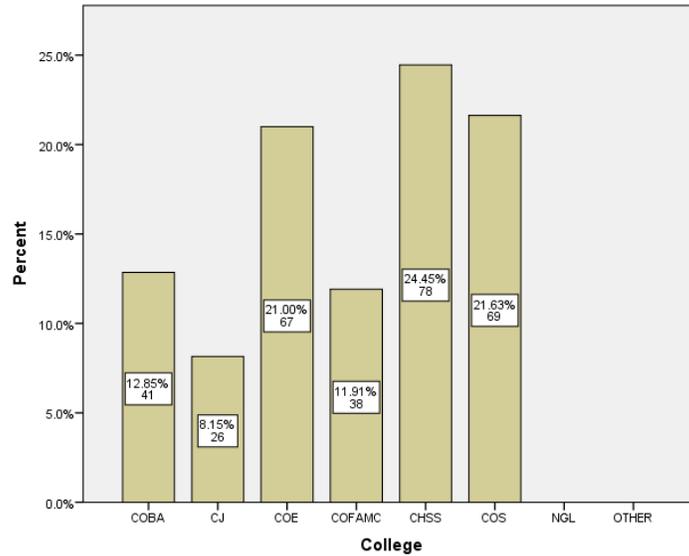
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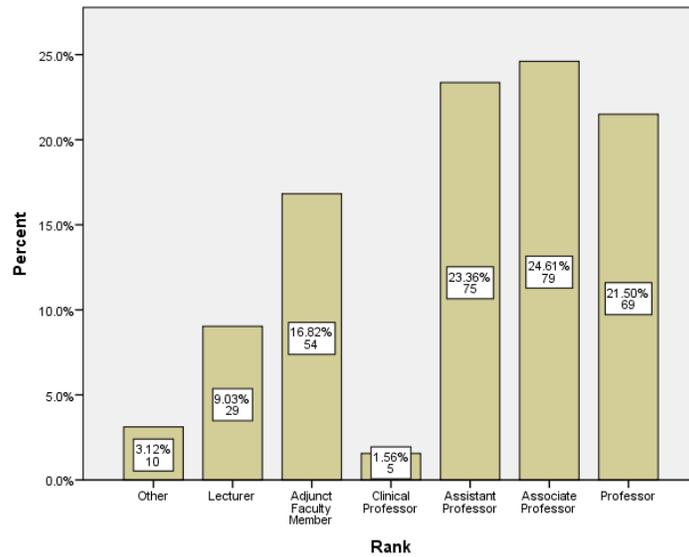
DEMOGRAPHIC OVERVIEW

The online survey was conducted between November 26 and December 6, 2012. A total of 339 faculty members responded to the survey.

Faculty from all colleges on campus (except Newton Gresham Library) participated in the survey:



Faculty of all ranks responded to the survey:

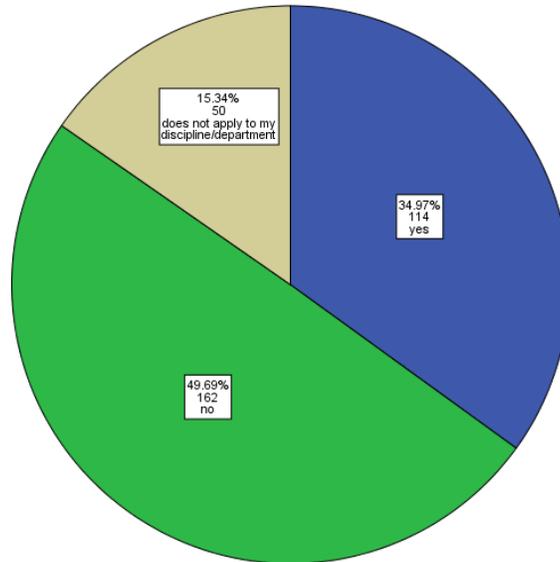


The “other” ranks reported are:

Chair (2), Clinical Assistant Professor, early retiree (2), pool lecturer, University Supervisor for Student Teachers, Visiting Assistant Professor (3)

RESULTS FOR ALL COLLEGES

“In the past academic year, did you teach a class that had more students than your department's typical enrollment cap? (may not apply in all disciplines)”



“Which of the following best describes how you were compensated for this over-enrolled class?”

| | |
|---|-------------|
| Income above my normal pay | 0.9% (1) |
| A course load reduction (in the same of another semester) | 1.7% (2) |
| No compensation was offered or received | 92.2% (106) |
| Other (compensation was unrelated to any of the above) | 5.2% (6) |

“Other” means of compensation reported:

grader

course-load reduction in same semester

Guaranteed summer teaching

I was assigned to two of the three sections of the course and we pushed them together

I received a grader to help with the increased grading.

The class had several extra students who asked me to attend so I was happy to oblige but seating was very tight.

The class was online with 70 students and I was given an extra TA

“Which of the following best describes how you were contracted for this over-enrolled class?”

| | |
|---------------------------------------|------------|
| I volunteered to do it | 20.0% (23) |
| I was asked and agreed to do it | 29.6% (34) |
| I was pressured to do it | 8.7% (10) |
| I was not asked | 32.2% (37) |
| Other (unrelated to any of the above) | 9.6% (11) |

“Other” means of contracting reported:

My program has had such exponential growth with no support for new faculty that we really don't have a choice. We all know teaching such large sections is virtually expected by now.

People senior to me were doing it and I didn't want to appear to be uncooperative.

Students needed the class to graduate

One I agreed to let in another class the other was a class that no one else would agree to teach -- they raised the admittance rate to 20 kids despite only having equipment for 10. We still don't have the equipment for 20 kids.

I agreed and was happy to teach the class, but was pressured to double (or more if possible) the usual online enrollment

pressured due to there not being enough classes for students to take

RESULTS BY COLLEGE

“In the past academic year, did you teach a class that had more students than your department's typical enrollment cap? (may not apply in all disciplines)”

| | Yes | No | Does Not Apply |
|---|------------|------------|----------------|
| College of Business Administration | 22.0% (9) | 48.8% (20) | 29.3% (12) |
| College of Criminal Justice | 23.1% (6) | 65.4% (17) | 11.5% (3) |
| College of Education | 38.8% (26) | 52.2% (35) | 9.0% (6) |
| College of Fine Arts & Mass Communication | 44.7% (17) | 34.2% (13) | 21.1% (8) |
| College of Humanities & Social Sciences | 50.0% (39) | 43.6% (34) | 6.4% (5) |
| College of Science | 21.7% (15) | 56.5% (39) | 21.7% (15) |

“Which of the following best describes how you were compensated for this over-enrolled class?”

| | Income above normal pay | Course load reduction | No compensation | Other |
|------------------------------------|-------------------------|-----------------------|-----------------|----------|
| College of Business Administration | 0.0% (0) | 10.0% (1) | 90.0% (9) | 0.0% (0) |
| College of Criminal Justice | 0.0% (0) | 16.7% (1) | 83.3% (5) | 0.0% (0) |
| College of Education | 0.0% (0) | 0.0% (0) | 92.3% (24) | 7.7% (2) |
| College of Fine Arts & Mass Comm. | 0.0% (0) | 0.0% (0) | 94.1% (16) | 5.9% (1) |
| College of Humanities & Social | 0.0% (0) | 0.0% (0) | 92.1% (35) | 7.9% (3) |
| College of Science | 5.9% (1) | 0.0% (0) | 94.1% (16) | 0.0% (0) |

“Which of the following best describes how you were contracted for this over-enrolled class?”

| | Volunteered | Asked/ Agreed | Pressured | Not Asked | Other |
|-------------------------------|-------------|---------------|-----------|------------|-----------|
| College of Business | 9.1% (1) | 18.2% (2) | 0.0% (0) | 54.5% (6) | 18.2% (2) |
| College of Criminal Justice | 0.0% (0) | 42.9% (3) | 0.0% (0) | 42.9% (3) | 14.3% (1) |
| College of Education | 16.0% (4) | 20.0% (5) | 8.0% (2) | 48.0% (12) | 8.0% (2) |
| College of Fine Arts & Mass | 29.4% (5) | 11.8% (2) | 23.5% (4) | 23.5% (4) | 11.8% (2) |
| College of Human. & Soc. Sci. | 21.1% (8) | 42.1% (16) | 5.3% (2) | 28.9% (11) | 2.6% (1) |
| College of Science | 31.2% (5) | 31.2% (5) | 12.5% (2) | 6.2% (1) | 18.8% (3) |

RESULTS BY FACULTY RANK

“In the past academic year, did you teach a class that had more students than your department’s typical enrollment cap? (may not apply in all disciplines)”

| | Yes | No | Does not Apply |
|------------------------|------------|------------|----------------|
| Lecturer | 31.0% (9) | 55.2% (16) | 13.8% (4) |
| Adjunct Faculty Member | 18.5% (10) | 70.4% (38) | 11.1% (6) |
| Clinical Professor | 40.0% (2) | 20.0% (1) | 40.0% (2) |
| Assistant Professor | 46.7% (35) | 45.3% (34) | 8.0% (6) |
| Associate Professor | 41.8% (33) | 36.7% (29) | 21.5% (17) |
| Professor | 31.9% (22) | 52.2% (36) | 15.9% (11) |
| Other | 20.0% (2) | 50.0% (5) | 30.0% (3) |

“Which of the following best describes how you were compensated for this over-enrolled class?”

| | Income above normal pay | Course load reduction | No compensation | Other |
|------------------------|-------------------------|-----------------------|-----------------|-----------|
| Lecturer | 0.0% (0) | 0.0% (0) | 88.9% (8) | 11.1% (1) |
| Adjunct Faculty Member | 10.0% (1) | 0.0% (0) | 90.0% (9) | 0.0% (0) |
| Clinical Professor | 0.0% (0) | 0.0% (0) | 50.0% (1) | 50.0% (1) |
| Assistant Professor | 0.0% (0) | 0.0% (0) | 94.4% (34) | 5.6% (2) |
| Associate Professor | 0.0% (0) | 5.9% (2) | 91.2% (31) | 2.9% (1) |
| Professor | 0.0% (0) | 0.0% (0) | 95.5% (21) | 4.5% (1) |
| Other | 0.0% (0) | 0.0% (0) | 100.0% (2) | 0.0% (0) |

“Which of the following best describes how you were contracted for this over-enrolled class?”

| | Volunteered | Asked/agreed | Pressured | Not Asked | Other |
|------------------------|-------------|--------------|-----------|------------|-----------|
| Lecturer | 22.2% (2) | 22.2% (2) | 0.0% (0) | 44.4% (4) | 11.1% (1) |
| Adjunct Faculty Member | 11.1% (1) | 33.3% (3) | 11.1% (1) | 44.4% (4) | 0.0% (0) |
| Clinical Professor | 0.0% (0) | 50.0% (1) | 0.0% (0) | 50.0% (1) | 0.0% (0) |
| Assistant Professor | 11.8% (4) | 32.4% (11) | 14.7% (5) | 32.4% (11) | 8.8% (3) |
| Associate Professor | 32.4% (12) | 21.6% (8) | 8.1% (3) | 21.6% (8) | 16.2% (6) |
| Professor | 13.6% (3) | 40.9% (9) | 4.5% (1) | 36.4% (8) | 4.5% (1) |
| Other | 50.0% (1) | 0.0% (0) | 0.0% (0) | 50.0% (1) | 0.0% (0) |