

Faculty Feedback on Role of Instructor
March 18, 2013

CHP

1. Good question! These are only MY perceptions and opinions....

- There are different expectations across campus for Instructors (i.e. I know Instructors in other colleges who do not have the same expectations placed on them as Instructors in CHPSW).
 - o Instructors in some colleges are only there to 'teach' without the expectations of service and scholarship placed on them.
- Instructors in CHPSW have high expectations placed on them for teaching, service and scholarship...similar to ranked faculty.
- I think some of our faculty in CHPSW do not hold instructors in high regard because most of us do not have a terminal degree even though we exceed expectations in workload, service and scholarship.
- I do feel my chair fully acknowledges the departmental instructors as being valuable contributors to CHPSW faculty.

Thanks for the inquiry.

2. Compared to some other colleges, like CAS, I think our instructors are expected to do much more. We have scholarship and service requirements that I don't think other colleges have. We sit on committees to the same extent that the ranked faculty do, at least in Health Sciences.

3. I don't really view the role any differently than faculty (at least I don't feel as if I am treated any differently). I know that the scholarship requirement is less and there is more emphasis on teaching and service but I have completed more scholarship activities since I started at FGCU than in my previous institution. I appreciate that the University gives us an opportunity for employment and realizes the contribution that we make to the students even though we do not have a terminal degree.

Just my thoughts...I am sure they are different than others.

4. The verbal discussions (from faculty to Senators) included the following:

- The instructor felt like the role had changed from the supervisor. Her perception was that she should be more of a teacher but that the role has shifted to a stronger role in service so there was less time for course prep and to fulfill her teaching obligations
- Feel like treated equally to ranked faculty even though on paper there are

differences. This is positive but also negative because the expectation is becoming to function as a ranked faculty without having that status/title

5. One more comment came in from an instructor. The concern is that some of the accrediting bodies (we have several in our college) require all people who teach in the program to participate in research, so although research is not a regular part of the job for all instructors it is for this instructor because of external accreditation requirements. The comment then led to the idea of a "Clinical Assistant Professor" type position so that the research requirement was somehow weighed in the job description.

CAS

Faculty Senate leadership asked us to collect data regarding concerns and issues affecting instructors. We received this request for information because of a comments that have been communicated to the Faculty Senate throughout the academic year.

1. I am not an instructor; but, I have witnessed our instructors being treated as second-class faculty members during my time at FGCU. In my department instructors are forced to share offices or have an office in the library or MOD 1. They are not allowed to have a leadership role (program leader or coordinator, and are after thoughts when it comes to offering upper division courses. I hope all of this can change.
2. Instructors in some departments are not taken into consideration and decisions are taken by "ranked" faculty. Faculty Senate should provide more instructors as members. Revision of the three levels for Instructors to bring those levels down to two and a "Reclassification" of the title "Instructor" to "AUXILIARY PROFESSOR", or splitting the "ranked" faculty for Assistant Professor as a reform into two categories: Assistant Professor I: those hired with a Master's degree with the salary of the old denomination for Instructor, and Assistant Professor II: those hired with a terminal degree. This can be done and there is not law blocking this reclassification or reform. It is only the will-power to do it what is needed.
3. Unfair situations! Many instructors have heavy service and scholarship requirements even though they have a 4 course teaching load. Their salaries are also insultingly low. When upper administrators (VPs) are routinely given raises that are as much as an instructor's annual salary, it's just insulting.
4. The biggest issue with instructors is that even when instructors reach Instructor II Level, they are still required to do a 4-4 teaching load. This does not allow any time to work on scholarly projects and research. Once an instructor goes to Instructor II, s/he should have the workload decreased.
1. There are finally promotion criteria for Instructors (thank you!) but no incentive for Master's level Instructors to pursue a Doctorate, nor is there a mechanism for those Master's who put the time and energy into achieving a Doctorate. (a slight bump in salary is one option, if promotion to Assistant Professor is not available.)2. The role of Instructors is not clearly articulated in the Colleges.

- Clinical supervisors only? GenEd teachers only? eligibility for committees? eligibility for leadership roles (eg. program/departments chairs?) Just how valued are Instructors (who carry a large portion of the FTE load for the University)?
5. As an Instructor in Biological Sciences, while most of my experiences with the ranked faculty in my dept. have been great, I have on occasion been made to feel inferior as a faculty member. It has been implied that my job was one of support only not as a "true" faculty member. At the college level I have not heard any mention of Instructor concerns in any of the college-wide meetings and almost feel like we are an afterthought. At the University level I have been denied the chance to apply for funding opportunities to support undergrad and grad students because of my status as an Instructor. I have to jump through ridiculous hoops to secure and then annually renew my status as a graduate faculty member and even then I cannot attain "full" status. In conversations with other Instructors and non-ranked faculty members, there is a general consensus that we are treated as second class citizens in the faculty world. However, most are afraid to voice these concerns over fear of job security in these tight budget times. While the Instructor promotion schedule is in theory recognition of our hard work and dedication, I feel it is more like throwing scraps to the dogs to keep us happy. There should be some mechanism in place to allow research minded Instructors to receive all of the same benefits and advantages that ranked faculty receive, e.g. funding opportunities, course load reduction (instructor vs. ranked), salary compensation (instructor vs. ranked), or even promotion into a ranked faculty line (which of course would not solve the discrimination problem that instructors suffer with but would at least be a real promotion goal to aim for).

Please use the space below to communicate any additional ideas, thoughts, or concerns that you would like to bring to the attention of the Faculty Senate.

1. Good luck.
2. Faculty Senate needs willingness and determination to analyze all issues even more seriously putting apart their arrogance of being ranked faculty with terminal degrees. Faculty Senate should not be an appendix of the Administration in reference to decisions and actions taken by the President and his administrative team and Faculty Senate should be attentive of decisions and actions taken by the Board of Trustees and the President.
3. Instructors who have terminal degrees like an MFA degree should have the opportunity to apply for Assistant Professor lines and/or be placed into Assistant Professor positions if they are at the Instructor II level. The policy is inconsistent across the University. Instructors do not qualify to work on some committees because of their instructor status (e.g., Peer Review Committee? I may be wrong on that. If so, ignore.