



ADVANCE PROGRAM

UNIVERSITY OF MICHIGAN

Workplace Climate Experiences of Lecturer Faculty

U-M ADVANCE Program

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Executive Summary

Context

All faculty at the University of Michigan, on the Ann Arbor campus, were invited to complete the ADVANCE 2023 Campus-Wide Climate survey about faculty workplace experiences. The primary report of this data, [2023 Faculty Climate Report 1](#), focuses on tenured/tenure-track faculty experiences. The current report focuses on the climate experiences of lecturer faculty, with comparisons on select items between each lecturer-track (LEC I/II vs. LEC III/IV) as well as comparisons of pre- vs. post-promotion lecturers (LEC I/III vs. LEC II/IV). To inform our analyses, ADVANCE researchers met with lecturer consultants in April 2025.

Defining Lecturers and Inclusive Terminology

In this report, we discuss the experiences of lecturers on the U-M Ann Arbor campus. We use phrases such as “lecturers,” “lecturer-track faculty,” and “lecturer faculty” interchangeably. Our word choice is intentional to reflect the variety of terms used by departments and individuals. We aim to be inclusive and respectful of language preferences, recognizing favored terminology may differ across campus and can evolve over time.

Methodology and Data Sources

We used a mixed-methods analytic approach in this report. We examined perceptions on a variety of close-ended items assessing several dimensions of lecturers’ experiences in the workplace, including workload equity and interpersonal relationships, in addition to other areas. Depending on the aspect of the workplace that we were assessing, we either looked at lecturers based on promotion status (i.e., LEC I/III compared to LEC II/IV) or by track (LEC I/II compared to LEC III/IV compared to tenure-track faculty). To provide more nuanced information about dimensions of workplace experiences, we examined open-ended responses from the 2023 Campus-Wide Climate survey.

Three Key Findings

1. Despite negative experiences, lecturers are satisfied with their roles. Overall, lecturers are satisfied with key aspects of their roles, and around three-quarters of lecturers reported they would not move to the tenure-track if given the opportunity. Therefore, when considering areas for improvement, it may be important to consider that track-related challenges require track-specific solutions.

2. Overall, lecturers reported feeling unvalued and excluded because of their roles. Lecturers reported feeling unappreciated in their units, with some reporting they felt expendable. Almost a quarter of lecturers reported discrimination by track. Many reported feeling excluded from decision making and leadership opportunities, as well as a lack of advocacy from their unit’s leadership. Additionally, lecturers perceived a lack of opportunities for success (relative to tenure-track faculty). As a result of discrimination and exclusion, lecturers reported experiencing a lack of belonging and community in their units.

3. Lecturers perceived themselves as being overworked and underpaid. Around 10% of lecturers reported in open-ended comments that they felt overworked and stressed out, especially in relation to the amount of mentoring and care work they provide to undergraduate students. Some lecturers reported feeling stressed, with several reporting that they experienced an overwhelming mental and emotional load while working with students. Additionally, around one-fifth of lecturers reported having salary concerns, with several citing they felt they were

being paid unfairly given their workloads. Some reported in open-ended comments that course cancellations left them struggling due to an unexpected loss of income. Each of these concerns may result in a decreased sense of psychosocial safety, which in turn affects their overall sense of belonging, well-being, and perceived discrimination in their units.

Recommendations

We offer the following recommendations for campus leaders to promote a more positive climate for lecturer-track faculty:

- Deans and unit leaders can create resources specific to lecturers, including creating a [Professional Development Fund for Lecturers](#). Creating a website page, similar to the [College of Engineering](#), creates easy access for all lecturers.
- Unit leaders can support and recognize the teaching and mentoring efforts of lecturers by nominating them for [teaching awards](#) and providing teaching resources and strategies.
- Department chairs and deans can regularly assess climate and culture through climate surveys of units, such as [ADVANCE Department Climate Assessments](#), which protect the confidentiality of participants and inform organizational change.

Introduction

This report serves as a companion to the 2023 Faculty Climate Report 1 ([ADVANCE Program, 2024](#)), which focused specifically on the experiences of tenure-track faculty. The current report centers on the workplace climate experiences of all the non-adjunct lecturers (LEC I, LEC II, LEC III, LEC IV, and intermittent) at the University of Michigan.

We focus on multiple dimensions of lecturers' workplace climate experiences, including leadership engagement, work/career satisfaction, workload equity, track exclusion, and broader campus climate—particularly in relation to experiences of discrimination and well-being. Importantly, this report also addresses several important aspects that were not included in Campus-Wide Report 1, such as interpersonal relationships, sense of belonging, track exclusion/inclusion, and other dynamics that uniquely shape the experiences of lecturers.

To capture a fuller picture of the lecturer experience, we draw on both quantitative and qualitative data from the 2023 Campus-Wide Climate survey of faculty, administered by the ADVANCE program, which offers a deep insight into the voices and lived experiences of lecturers at U-M.

Defining Lecturers and Inclusive Terminology

In this report, we discuss the experiences of the lecturers on the U-M Ann Arbor campus. We use phrases such as “lecturers,” “lecturer-track faculty,” and “lecturer faculty” interchangeably. Our word choice is intentional to reflect the variety of terms used by departments and individuals. We aim to be inclusive and respectful of language preferences, recognizing favored terminology may differ across campus and can evolve over time.

Limitations and Acknowledgements

Through this report, we strive to amplify the voices and needs of lecturer faculty at U-M, while acknowledging the limitations of our data and the ongoing work required to create an inclusive academic environment. It is important to note that the 2023 Campus-Wide Climate survey was voluntary and thus our findings do not necessarily represent all experiences within the lecturer faculty community or the entire faculty population.

Literature Review

A growing body of scholarship highlights the persistent challenges lecturers face in navigating academic life. These challenges are not only interpersonal but are also deeply embedded in institutional cultures and structures. To examine these dynamics, this study focuses on six interrelated domains: leadership engagement, work/career satisfaction, workload equity, discrimination, belonging in the workplace, and track exclusion.

Leadership engagement is a vital indicator of institutional inclusion, yet lecturers are often excluded from formal decision-making processes and leadership roles. Some lecturers reported that while they are still expected to attend departmental meetings, which fall outside of their contractual obligations, they were not always given voting rights and have been excluded from governance practices ([Forsythe & Hsu, 2024](#); [Kezar, 2012](#); [The Coalition of the Academic Workforces, 2012](#)). However, some evidence suggested that although they lack influence of departmental decision making, lecturers felt as though they had similar levels of autonomy over their teaching ([Forsyth & Hsu, 2024](#)).

While the literature on work and career satisfaction of lecturer faculty is limited, a review of recent literature showed that lecturer faculty may be divided on their level of satisfaction. For many lecturers, having a passion for teaching leads to higher job satisfaction ([Klainot-Hess, 2020](#); [Waltman et al., 2012](#)). Additionally, some lecturers report feeling satisfied with their work-life balance, with some reporting that the flexible role is particularly beneficial for them as caregivers ([Waltman et al., 2012](#)). However, some lecturer track faculty are less satisfied with their roles citing low pay ([Klainot-Hess, 2020](#)), lack of job security ([Waltman et al., 2012](#)), and lack of advancement opportunities ([Waltman et al., 2012](#)). Many lecturers also report dissatisfaction with their status as lecturers, reporting that they feel excluded from important department governance, resources, and their community relative to their tenure-track peers ([Klainot-Hess, 2020](#); [Waltman et al., 2012](#)). One study also found that in a sample of 927 social work educators (27% not on the tenure-track and 73% on the tenure-track), non-tenure-track faculty had significantly less career satisfaction than tenure-track faculty ([Simmons, Weiss, & Schwarts, 2020](#)).

Workload equity is an area of concern for lecturer faculty. Lecturers perceived their workloads to be inequitable, relative to pre-tenured, tenure-track faculty ([Ott & Cisneros, 2015](#)). Lecturers also often reported teaching multiple courses, sometimes across multiple institutions ([The Coalition of the Academic Workforces, 2012](#)); in addition to this, they often faced invisible labor demands (e.g., attending meetings, holding extra office hours, course planning, and preparing course materials) that fall outside the contract hours for which they are compensated ([Kezar, 2012](#); [Kovaleski & Arghode, 2020](#)).

Discrimination in both overt and covert forms remains a critical concern for lecturers. Lecturer faculty reported experiences ranging from disparaging comments to formal exclusion from opportunities related to being in non-tenure-track positions ([Purcell, 2007](#)). These dynamics, paired with a perceived lack of job security, negatively impacted psychological and physical well-being. Non-tenure-track faculty described dissatisfaction with their careers that they feel they cannot respond to for fear of institutional retaliation in the form of cancelled and non-renewed contracts ([Kezar, 2012](#); [Purcell, 2007](#)).

As a lecturer, interpersonal relationships and a sense of belonging on campus can also be shaped by one's role. Lecturer faculty report dissatisfaction with the collegiality displayed to them, describing a sense of conditional collegiality ([Haviland et al., 2017](#); [Ott & Cisneros, 2015](#)). Lecturers also describe a lack of mentoring and socialization opportunities with their peers ([Kezar, 2012](#)). Recent research suggests that while lecturers feel they were not as respected as tenure-track faculty by colleagues, they felt students did not treat them differently than tenure-track faculty ([Forsythe & Hsu, 2024](#)). Despite feeling a lack of respect and collegiality from peers, lecturers largely report feeling valued and feeling a sense of belonging within their departments and institutions ([Forsythe & Hsu, 2024](#)). Additionally, lecturer faculty have higher levels of institutional commitment compared to their tenure-track colleagues ([Ott & Cisneros, 2015](#)).

Finally, lecturer faculty also report track-driven exclusion—the devaluation of their research, expertise, and experience because of their role as lecturers. Lecturer faculty often report minimal institutional support for their work outside the classroom, including support for research activities and professional development ([Kezar, 2012](#); [The Coalition of the Academic Workforces, 2012](#)). Lecturers are also less satisfied with their level of autonomy relative to pre-tenure faculty ([Ott & Cisneros, 2015](#)).

U-M Context

Lecturers at all four levels (I, II, III, and IV) have instructional duties and no expectations of concurrent appointments. Lecturers on the III/IV track have significant administrative and/or service duties in addition to their instructional responsibilities. Lecturers on the I/II track may, on an occasional basis, perform additional duties or responsibilities but it is not an expectation. Additionally, the length of contracts for lecturers varies greatly between the levels. LEC I contracts are for periods of one or more semesters at a time (for up to one academic year at a time). LEC II contracts last three to seven years. LEC III appointments are made on an annual basis or multi-year basis with contracts lasting one to four years. LEC IV contracts are for three to seven years at a time. LEC I and LEC III appointments do not come with the presumption of renewal, whereas LEC II and LEC IV appointments come with the presumption of renewal. In order to move to a LEC II or LEC IV position, LEC I and LEC III lecturers go through a major review. If the major review is successful, they are promoted to the higher rank. If the major review is not successful, lecturers are given a one-to-two-year appointment and a remediation review at the end of that contract. Intermittent lecturers, who are distinct from LEC I through IV, typically teach one or more regularly occurring classes each year but only one semester per year. Intermittent lecturers have a lot of overlap of duties and expectations with LEC I appointments; because of this, we have grouped them with respondents who have LEC I appointments in analyses. Adjunct titles are held by people whose primary responsibilities lie in another capacity at the university. For this reason, adjunct lecturers are not included in this report.

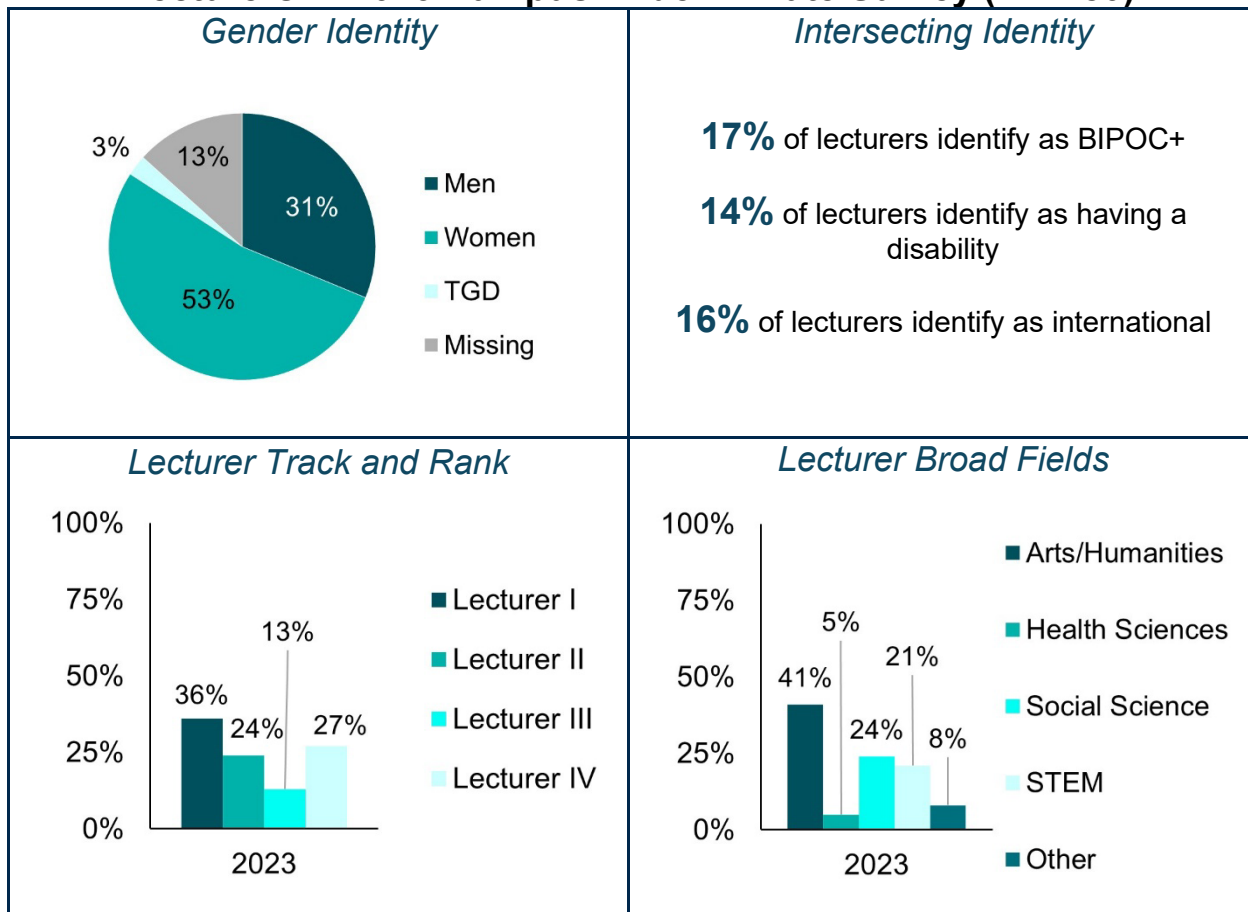
For more information about the specific roles and responsibilities held by lecturers at U-M during the time of the survey, see the relevant [LEO Contract](#).

Together, this literature establishes a compelling rationale for investigating lecturer faculty's experiences through a multidimensional lens. The domains selected for this study are grounded in empirical findings and offer a structured framework for identifying barriers to equity, well-being, and inclusion in academic environments:

1. Personal Leadership Engagement
2. Work/Career Satisfaction
3. Workload Equity
4. Experiences of Discrimination
5. Belonging in the Workplace
6. Track Exclusion

Survey Demographics

Lecturers in 2023 Campus-Wide Climate Survey (n = 480)



TGD: Transgender and gender-diverse (TGD) people have a gender identity that different from the sex they were assigned at birth.

BIPOC+ (Black, Indigenous, People of Color) includes respondents who identified as a historically underrepresented minority (URM) and Asian/Asian American. The “+” signifies the addition of Arab/Middle Eastern/North African (AMENA) to this group. URM faculty included individuals who self-identify as African American/Black, Hispanic/Latino/a/x, Native American/Alaskan Native, and Native Hawaiian/Pacific Islander. For individuals who self-identified with two or more races, where further details were available, URM also includes those individuals who self-identified with at least one of the categories considered URM.

International: Faculty were considered international if they were born outside of the US, Puerto Rico, or US Island area.

Lecturer-track: There are two tracks that lecturers at the University of Michigan can be on the I/II track and the III/IV track. Lecturers on the III/IV track have required service work, while lecturers on the I/II track may do service work but it is not required of them. Additionally, intermittent lecturers have a lot of overlap of duties and expectations with people in the LEC I role, so for this report we have grouped them together.

Lecturer Rank: Lecturers who have been promoted (II and IV) have much more secure positions and typically longer and more stable contracts, while lecturers who are pre-promotion (I and III) have shorter and often less stable contracts.

Broad Fields: Some divisions or departments have undergone reorganization over the years, so we coded the broad field based on its structure and category at the time of the survey.

Tenure-Track Faculty: For demographics of tenure-track faculty, please refer to the 2023 Faculty Campus-Wide Report 1.

Lecturer-Track Faculty: For demographics of lecturer-track faculty, please refer to [the dashboard on our website](#).

Missing: This includes faculty who did not respond or selected they preferred not to answer the question.

Analysis Strategies

Intersectional Consideration

Intersectionality is a concept introduced by [Crenshaw \(1989\)](#) and further developed by [Collins \(2009\)](#), referring to the ways in which multiple, overlapping social identities (e.g., race, ethnicity, gender, and sexual orientation) and systems of oppression (e.g., white supremacy and patriarchy) intersect to shape individuals' experiences of privilege and oppression. While intersectionality has become a key framework for understanding how overlapping social identities and structures shape lived experiences, this report does not conduct an intersectional analysis in a methodological sense. Our study does not disaggregate lecturer faculty by race, gender, or other identity categories; instead, we focus on broad climate experiences as reported by lecturer faculty respondents across different tracks and promotion statuses, which allows for comparisons that are more relevant for lecturer faculty.

However, we recognize that lecturer faculty may hold multiple, intersecting identities, such as race, gender, nationality, and disability status, which can shape their workplace experiences in distinct ways. This was evident in some of the open-ended comments, where respondents reflected on how overlapping aspects of their identities influenced their experiences of inclusion, discrimination, and/or belonging. While these intersectional dynamics were not the primary focus of our analysis, we acknowledge their importance and encourage future research to explore how intersecting identities affect the workplace climate perceptions of lecturer faculty.

Quantitative Methods

To examine the experiences of lecturers, we compared appointment track (i.e., LEC I/II and LEC III/IV and tenure-track faculty), as well as promotion status (LEC I/III and LEC II/IV) within the lecturer group. For other items, we reported descriptive statistics and highlighted meaningful patterns in the data.

The responsibilities and expectations of lecturers vary greatly depending upon their track and rank. Lecturers on the III/IV track have service requirements, whereas lecturers on the I/II track do not. Lecturers who have been promoted (II and IV) have longer and more stable contracts than lecturers who are yet to be promoted. These are only some of the many differences between the tracks and promotion status, but for these reasons and in consultation with the lecturer faculty consultants, this report tailors the comparison groups for each item to best understand the experiences of U-M lecturers by track, promotion status, and their roles as lecturers.

Comparisons were conducted only when there were at least six respondents in each group to ensure adequate sample size and statistical reliability. Depending on the distribution of continuous variables, we used Welch's t-tests and ANOVAs. For binary outcomes (e.g., Yes/No responses), we used chi-square tests and logistic regressions to compare proportions. To support interpretation, we visualized comparisons with bar charts showing lecturer and tenure-track faculty responses (when applicable) and we supplemented these visuals with tables reporting statistical test results. For all figures and tables, the reported n size is the total number of respondents in each group who answered the question in the survey. For figures that contain percentages, exact counts of respondents who answered "yes" are listed in the accompanying text when relevant. Significance levels are denoted using the following notation: $p < .05$ (*), $p < .01$ (**), and $p < .001$ (***). We also indicated marginal or trending results with † for p -values

between .05 and .10. For more details about statistics, degree of freedom, *p*-value, and effect size, please see [the Appendix](#).

Qualitative Methods

To expand on lecturers' experiences in 2023, we qualitatively analyzed responses to an open-ended survey item from the 2023 Campus-Wide Climate survey through a deductive coding process.¹ We developed a codebook corresponding to the six core areas listed in the introduction, and we added additional codes as they emerged from the data. We coded open-ended responses descriptively using this codebook to prevent any bias due to interpretation of the data. From these codes, we elucidated themes which provided context for the quantitative analyses that precede the qualitative summaries throughout the report. We reported themes when there were at least five responses for a given code. Some responses were assigned more than one code. We reported frequencies in the text for the overall themes and indicated the number of respondents represented (*n*; see [Table A18](#) in the Appendix for a full list of qualitative codes and frequencies). We also reported the percentage of qualitative responses representing each overall theme out of the total number of open-ended responses. In some cases, there were fewer than five comments related to a given key domain, so the qualitative summary was omitted.

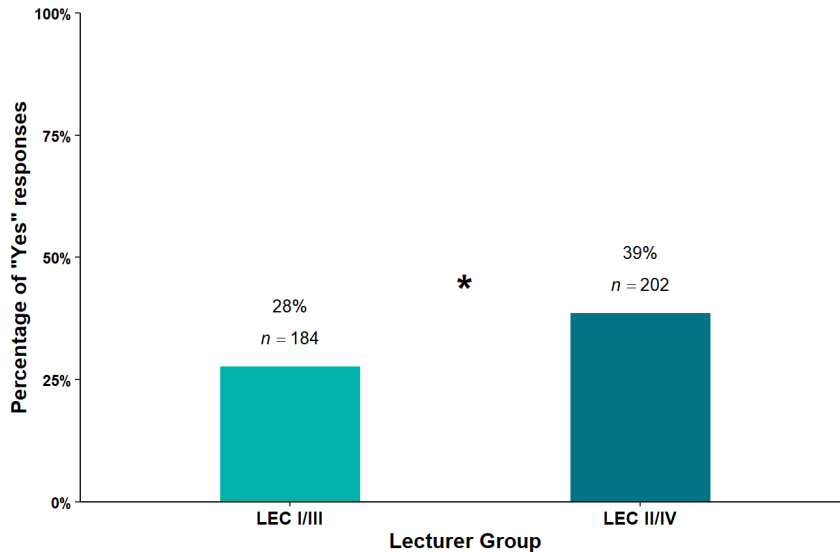
In alignment with the survey's informed consent protocol, we paraphrased all qualitative comments in this report to protect participant confidentiality.

¹ The survey item language is as follows: "Please share any other thoughts, comments, or suggestions that you may have about the topics covered in this survey."

Personal Leadership Engagement

To analyze personal leadership engagement, we compared lecturers based on their promotion status (pre- and post-promotion) because leadership expectations vary depending on rank.

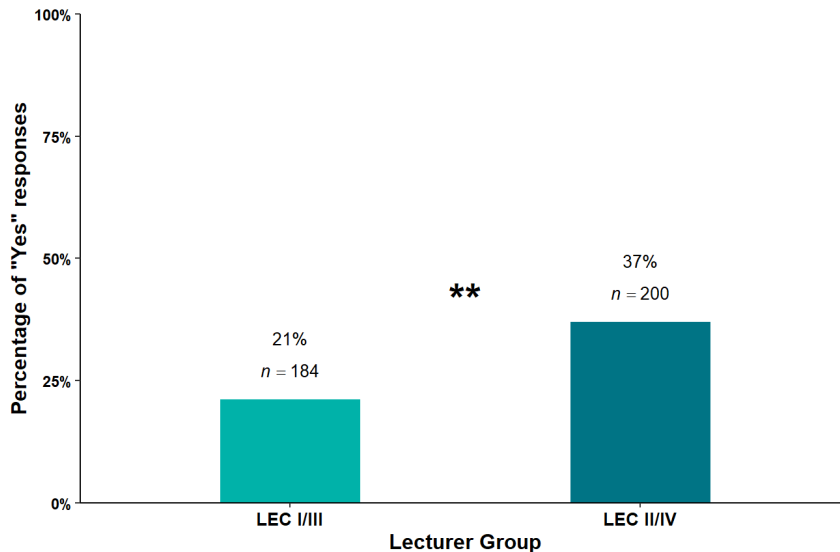
Figure 1. Percentage of lecturers who reported feeling excluded from important decision-making department, unit-level, or college committees.



Pre-promotion, around a quarter of lecturers ($n = 51/184$) reported feeling excluded from decision-making committees, whereas more than one-third of post-promotion lecturers ($n = 78/202$) reported feeling this exclusion.

Post-promotion lecturers reported feeling excluded from decision-making committees significantly more than pre-promotion lecturers.

Figure 2. Percentage of lecturers who reported feeling excluded from leadership opportunities.



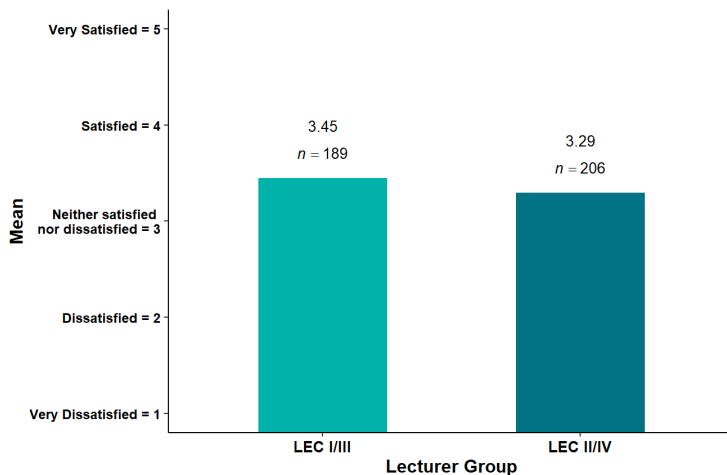
Pre-promotion, less than a quarter of lecturers ($n = 39/184$) reported feeling excluded from leadership opportunities, whereas around a third of post-promotion lecturers ($n = 74/200$) reported feeling this exclusion.

Post-promotion lecturers reported feeling excluded from leadership opportunities significantly more than pre-promotion lecturers.

Work/Career Satisfaction

To analyze work/career satisfaction, we compared lecturers based on their promotion status (pre- and post- promotion), because satisfaction may be dependent upon rank. Post-promotion lecturers have more secure positions (including longer and more guaranteed contracts), while pre-promotion lecturers have more precarious positions.

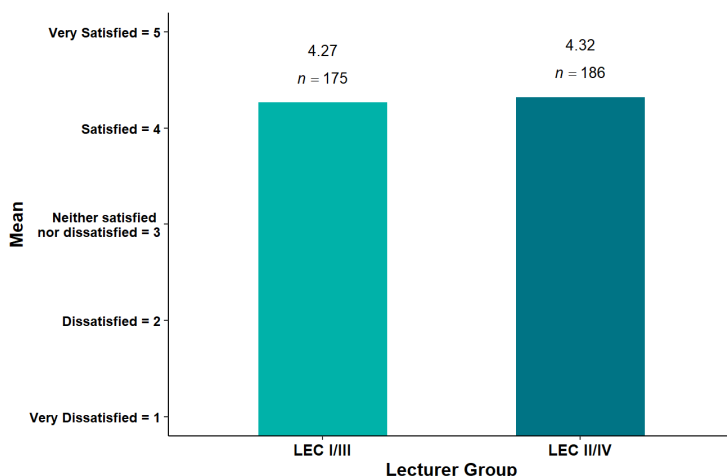
Figure 3. Level to which lecturers reported feeling satisfied with their scholarly engagement.



Lecturers reported feeling somewhat satisfied with their scholarly engagement.²

There was no significant difference in satisfaction between pre- and post-promotion lecturers.

Figure 4. Level to which lecturers reported feeling satisfied with their departmental value.



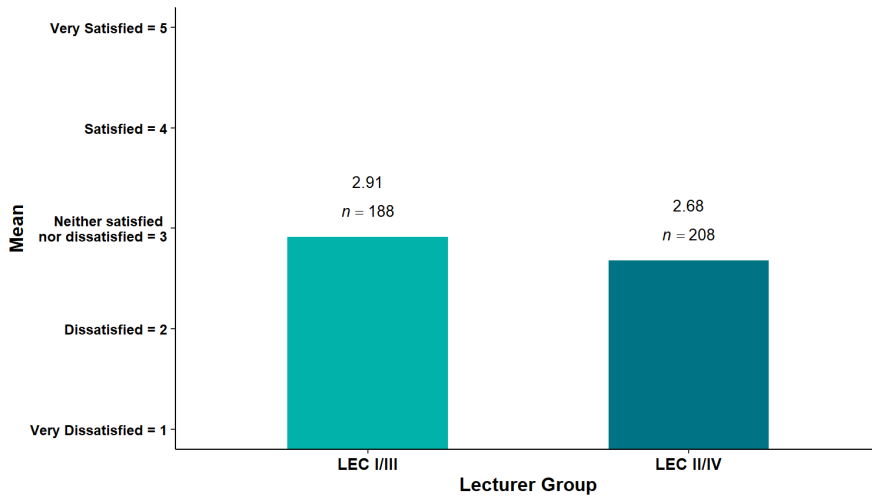
Lecturers reported feeling satisfied with their departmental value.³

There was no significant difference in satisfaction between pre- and post-promotion lecturers.

² Scholarly engagement was assessed using a scale of 4 items that examined lecturers' sense of scholarly engagement (e.g., interaction and collaboration with faculty and intellectual stimulation). See more details in [Table A15](#) in the Appendix.

³ Departmental value was assessed using a scale of 2 items that examined lecturers' sense of value in their department (e.g., feeling valued as a teacher and mentor by students). See more details in [Table A15](#) in the Appendix.

Figure 5. Level to which lecturers reported feeling satisfied with their current salary in comparison to the salaries of their U-M colleagues.

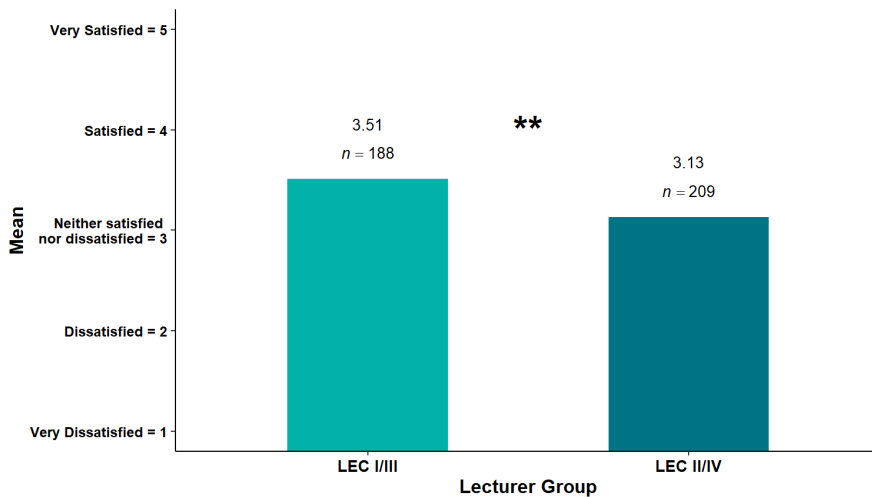


Lecturers reported feeling neither satisfied nor dissatisfied with their current salaries in comparison to the salaries of their U-M colleagues.

There was no significant difference in satisfaction between pre- and post-promotion lecturers.

Note. The survey item asked respondents how satisfied they felt with their current salary compared to the salaries of their colleagues; it did not specify who the colleagues were.

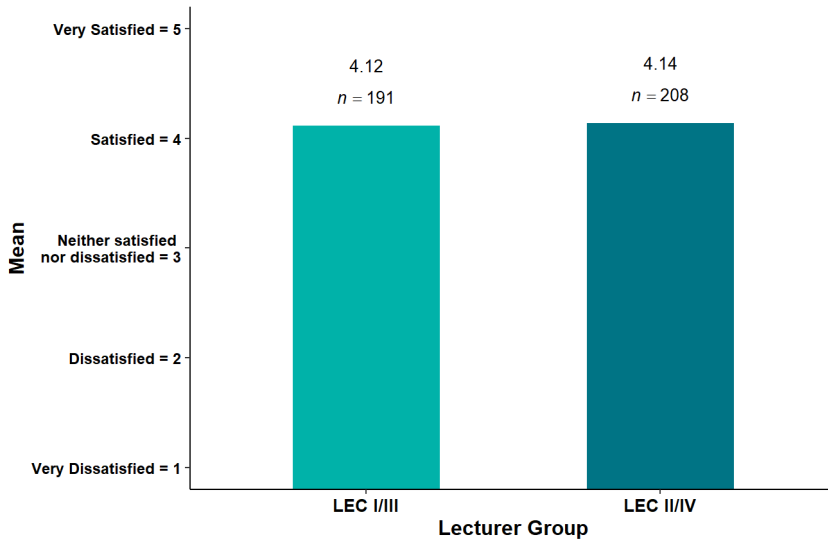
Figure 6. Level to which lecturers reported feeling satisfied with their balance between professional and personal life.



Lecturers reported feeling somewhat satisfied with their balance between professional and personal lives.

Post-promotion, lecturers reported feeling significantly less satisfied with this balance than pre-promotion lecturers.

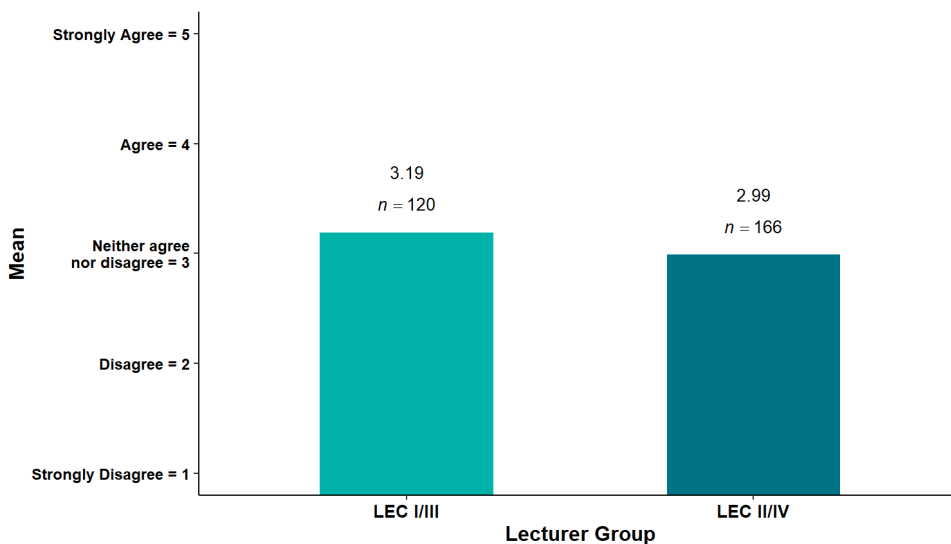
Figure 7. Level to which lecturers reported feeling satisfied with types of courses they were assigned to teach.



Lecturers reported feeling satisfied with the types of courses they are assigned to teach.

There was no significant difference in satisfaction between pre- and post-promotion lecturers.

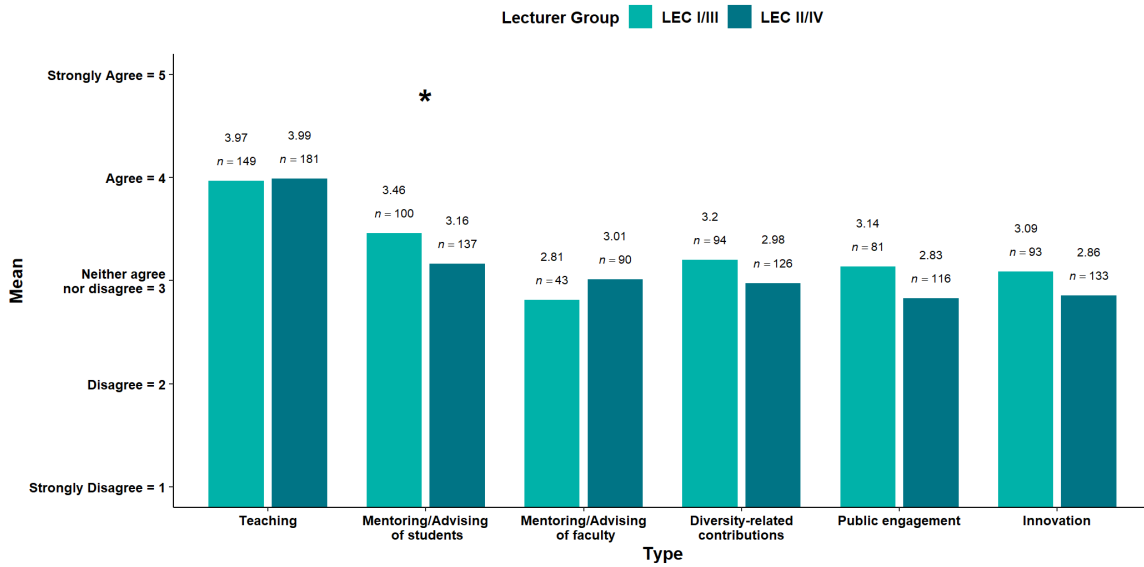
Figure 8. Level to which lecturers reported feeling that the most important teaching, mentoring, and campus service work they do was credited within their department/unit reward system.



Lecturers reported neither agreeing nor disagreeing that their most important work was credited in their department's reward system.

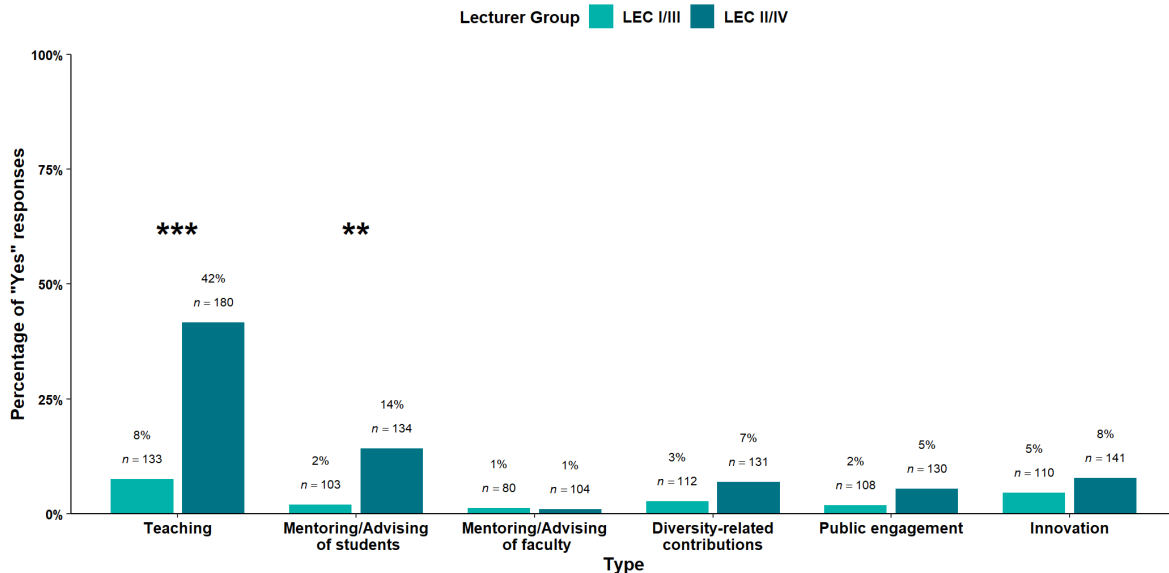
There was no significant difference in these sentiments between pre- and post-promotion lecturers.

Figure 9. Level to which lecturers reported feeling they were valued in their department/unit for different activities.



While lecturers reported feeling valued for their teaching, they also somewhat agreed that they felt valued for other activities. Post-promotion, lecturers felt significantly less valued for their mentoring of students than pre-promotion lecturers. Perceptions of value did not differ significantly between pre- and post-promotion lecturers for any other activity.

Figure 10. Percentage of lecturers who reported that their primary department/unit had ever nominated them for an award in these areas.

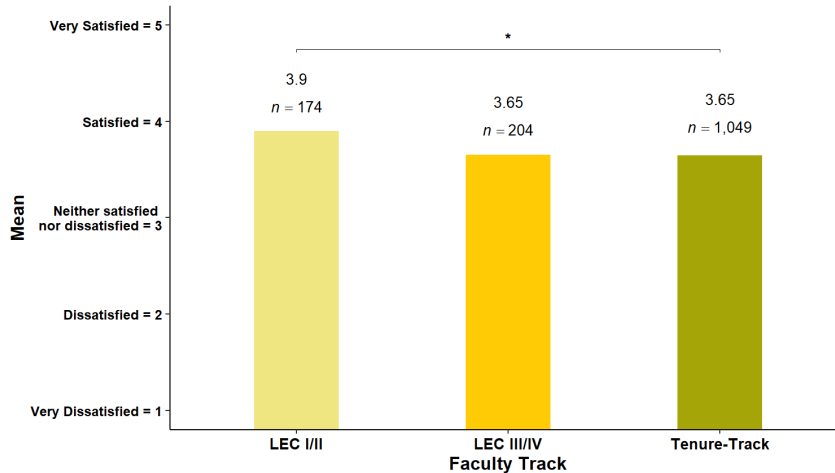


More lecturers reported being nominated for teaching-related awards (LEC I/III $n = 11/133$, LEC II/IV $n = 76/180$) than any other type of award. Post-promotion, lecturers report being nominated for teaching- and student mentorship-related awards significantly more than pre-promotion lecturers.

Workload Equity

To analyze workload equity, we compared faculty based on their track (LEC I/II, LEC III/IV, and tenure-track faculty), as workload expectations vary depending on track.

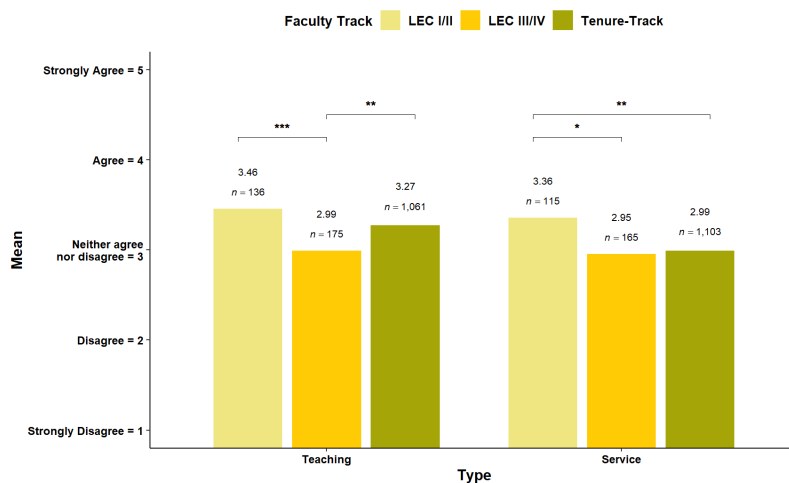
Figure 11. Level to which faculty reported satisfaction with their teaching load.



Lecturers on both tracks and tenure-track faculty reported feeling satisfied with their teaching load.

Lecturers on the I/II track reported feeling significantly more satisfied with their teaching load than tenure-track faculty.

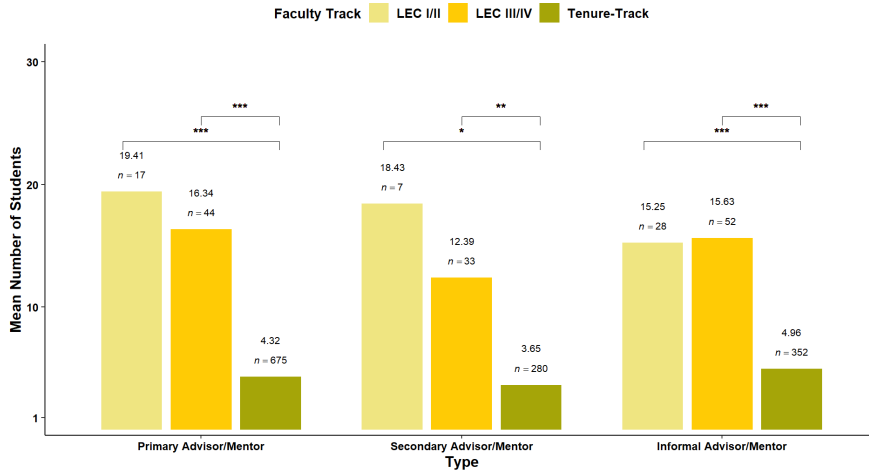
Figure 12. Distribution of teaching work is fair overall in my department/unit.



Lecturers on both tracks and tenure-track faculty reported they neither agreed nor disagreed about whether the distribution of work in their department was fair.

Lecturers on the I/II track and tenure-track faculty more strongly agreed that the distribution of teaching work is fair compared to lecturers on the III/IV track. Lecturers on the I/II track more strongly agreed that the distribution of service work is fair than lecturers on the III/IV track and tenure-track faculty.

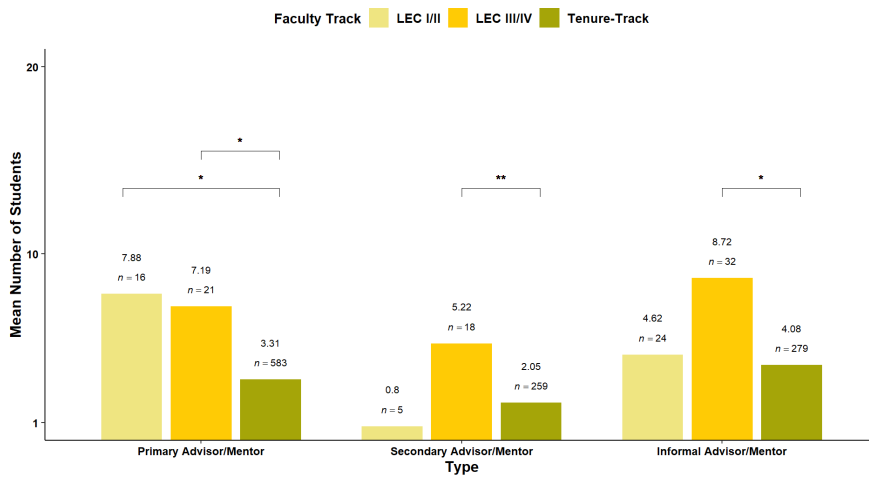
Figure 13. The number of undergraduate students that faculty reported serving as an advisor/mentor to and their specific role.



Lecturers on both tracks reported acting as a primary, secondary, and informal mentor for significantly more undergraduate students than tenure-track faculty.

There were no significant differences between the two lecturer-tracks for any of the mentorship roles of undergraduate students.

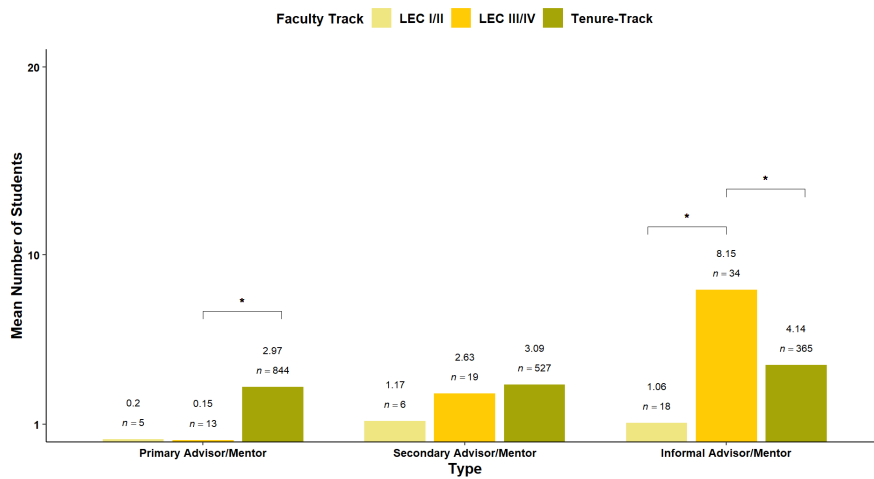
Figure 14. The number of master's/professional students that faculty reported serving as an advisor/mentor to and their specific role.



Lecturers on both tracks reported acting as primary mentors for significantly more masters/professional students than tenure-track faculty.

Lecturers on track III/IV reported acting as secondary and informal mentors for significantly more masters/professional students than tenure-track faculty.

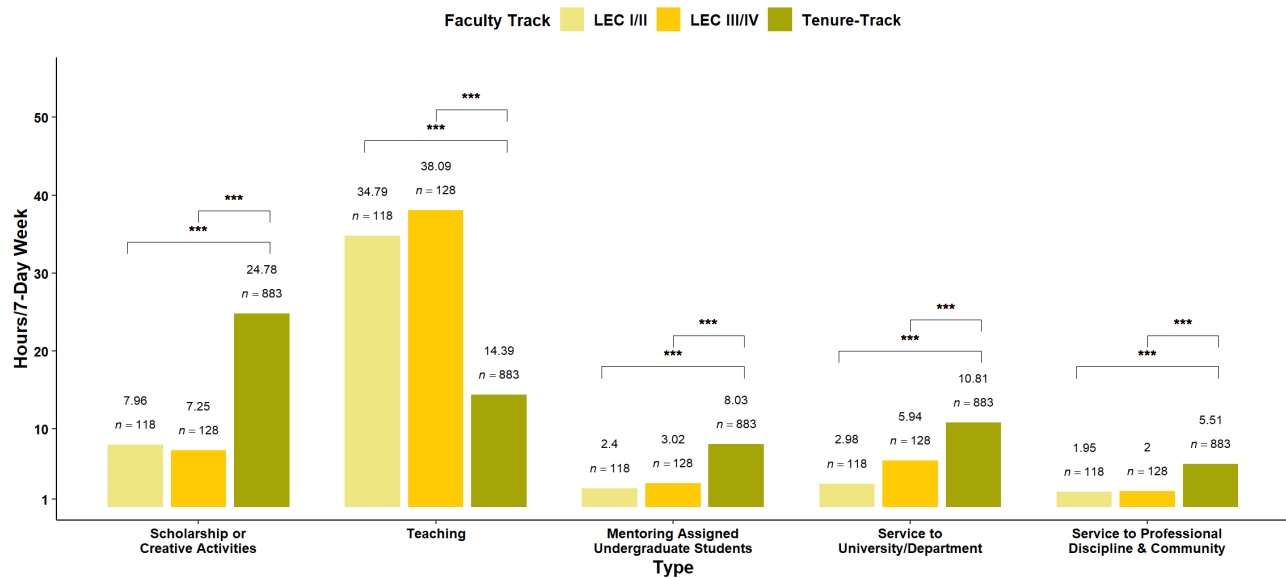
Figure 15. The number of doctoral students that faculty reported serving as an advisor/mentor to and their specific role.



Tenure-track faculty reported acting as primary mentors for significantly more doctoral students than lecturers on either track.

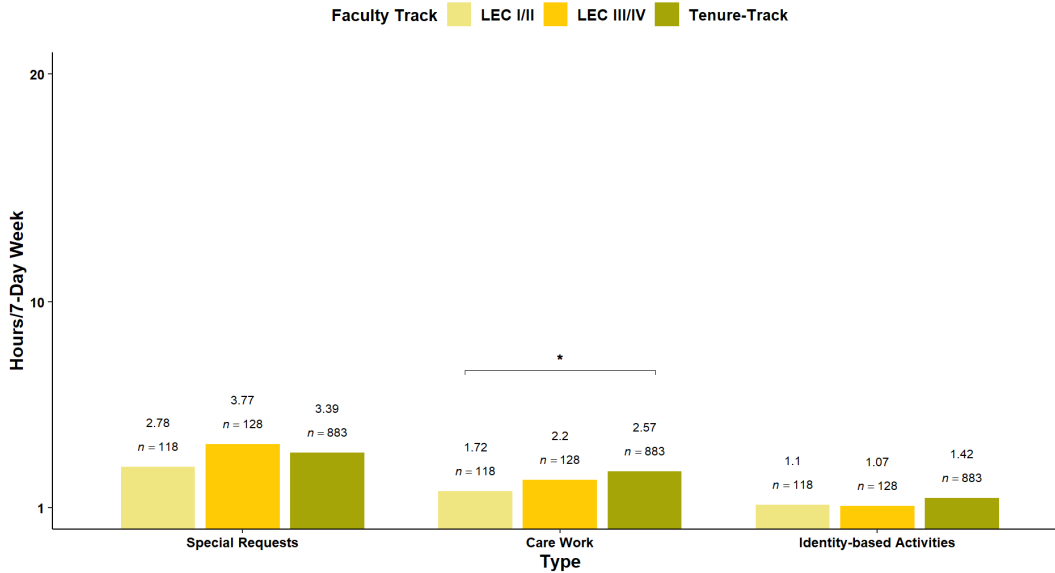
Lecturers on track III/IV reported acting as informal mentors for significantly more doctoral students than tenure-track faculty and track I/II lecturers.

Figure 16. Estimated number of hours that faculty reported spending on each professional and personal activity throughout a typical seven-day week during the semester.



Lecturers on both tracks reported spending significantly more time teaching each week than tenure-track faculty. Lecturers on both tracks also reported spending significantly less time each week on scholarship, mentoring undergraduate students, and service work (to both the university/department and to their professional discipline/community) than tenure-track faculty.

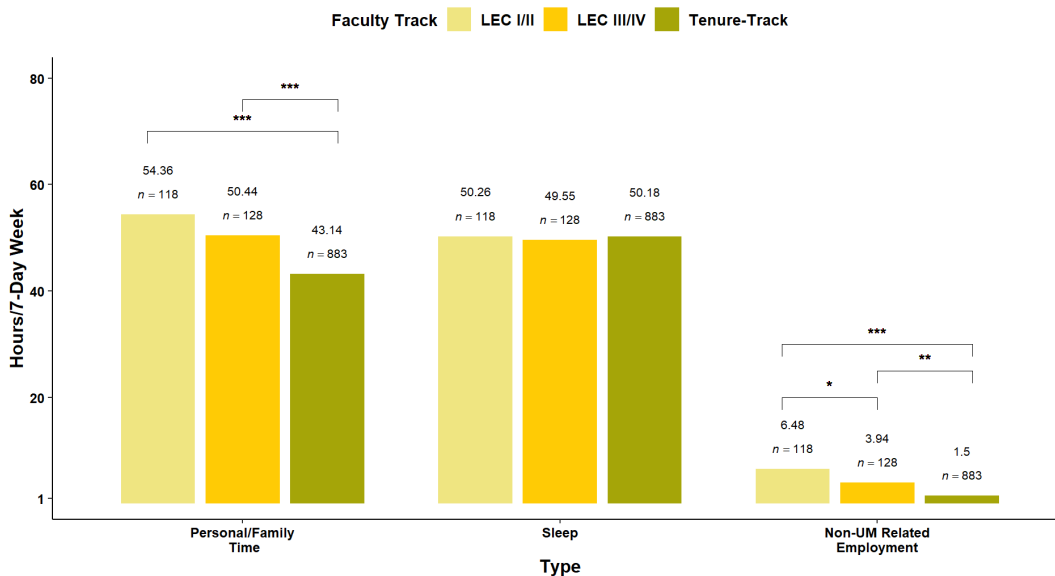
Figure 17. Estimated number of hours that faculty reported spending on each professional and personal activity throughout a typical seven-day week during the semester.



Note. The survey item language is as follows: “Identity-based Activities (e.g., helping students and/or colleagues navigate experiences of marginalization; expectation to represent an identity group or DEI-related affairs; managing experiences of exclusion for self and others).”

Lecturers on both tracks and tenure-track faculty reported spending similar amounts of time each week on special requests and identity-based activities. Lecturers on the I/II track reported spending significantly less time each week on care work than tenure-track faculty.

Figure 18. Estimated number of hours that faculty reported spending on each professional and personal activity throughout a typical seven-day week during the semester.



Lecturers on both tracks reported spending significantly more time on personal/family activities each week than tenure-track faculty. Lecturers on both tracks reported spending significantly more time each week on non-UM related employment than tenure-track faculty. Notably, lecturers on track I/II report spending significantly more time per week on non-UM related employment than lecturers on track III/IV. There were no significant track differences in how much sleep faculty got each week.

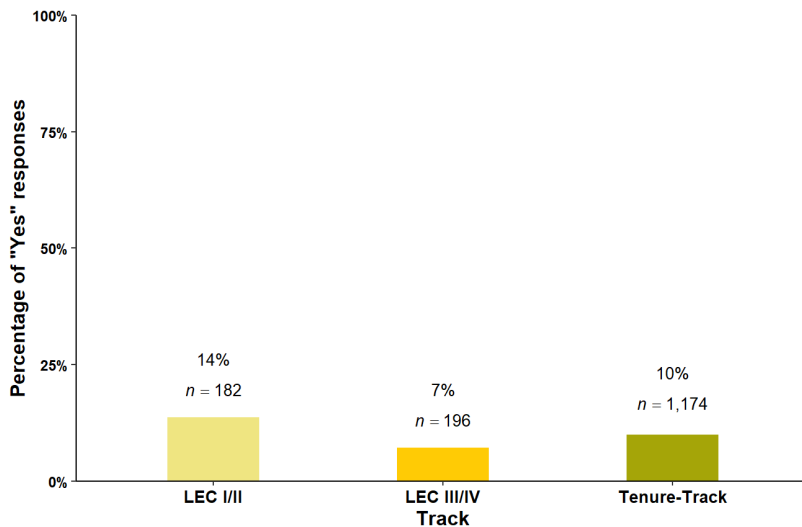
Qualitative Summary:

Several lecturers reported feeling **overworked** ($n = 8/78$, 10% of qualitative responses), including comments regarding heavy or inequitable workloads. Half of these lecturers remarked that they were not fairly compensated relative to their workload. These workload concerns were distributed across lecturer tracks and promotion statuses.

Experiences of Discrimination

To analyze experiences of discrimination, we compared faculty based on their track (LEC I/II, LEC III/IV, and tenure-track faculty), as discrimination may vary depending on track. However, we compared lecturers based on promotion status (pre- and post-promotion) for the insensitive comments and tokenism items, because these often happen in classrooms and rank may play a role in these experiences.

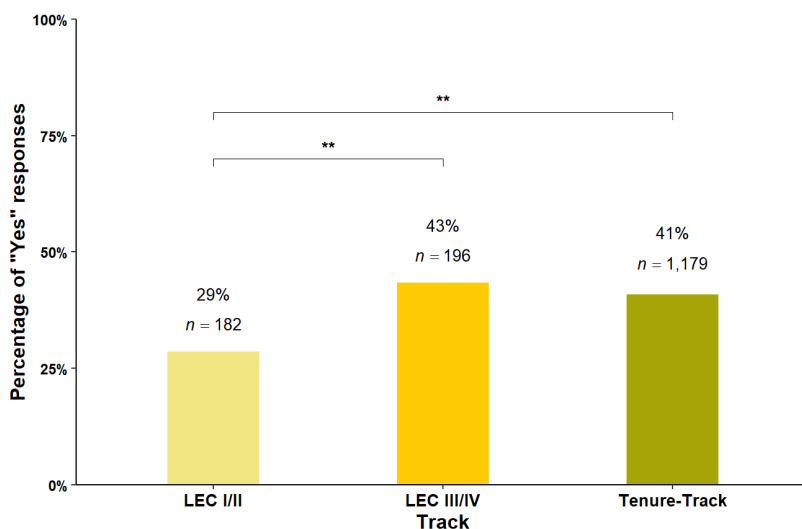
Figure 19. Percentage of faculty who reported experiencing any unwanted and uninvited sexual attention within the past 5 years.



Few lecturers on either the I/II track ($n = 25/182$) or the III/IV track ($n = 14/196$) or tenure-track faculty ($n = 117/1,174$) reported experiences of unwanted sexual attention in the past 5 years.

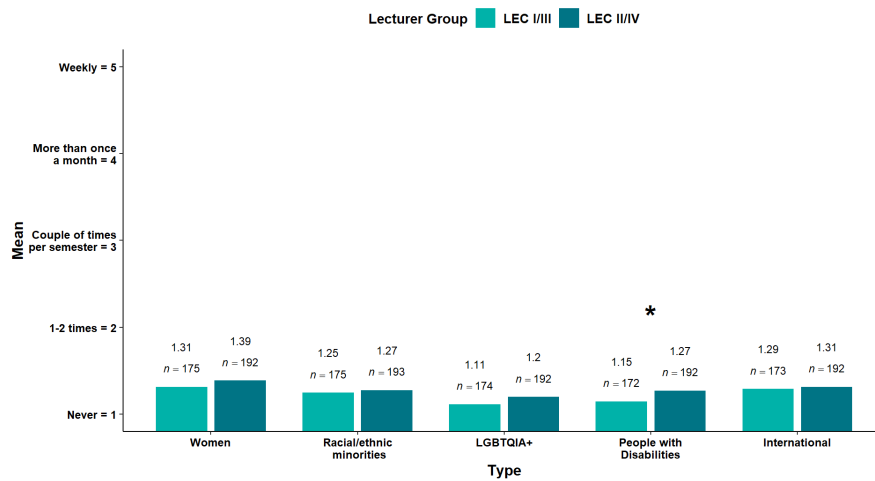
There were no significant differences in the proportion of faculty who reported these experiences between lecturers on either track or tenure-track faculty.

Figure 20. Percentage of faculty who reported experiencing discrimination within the last 12 months.



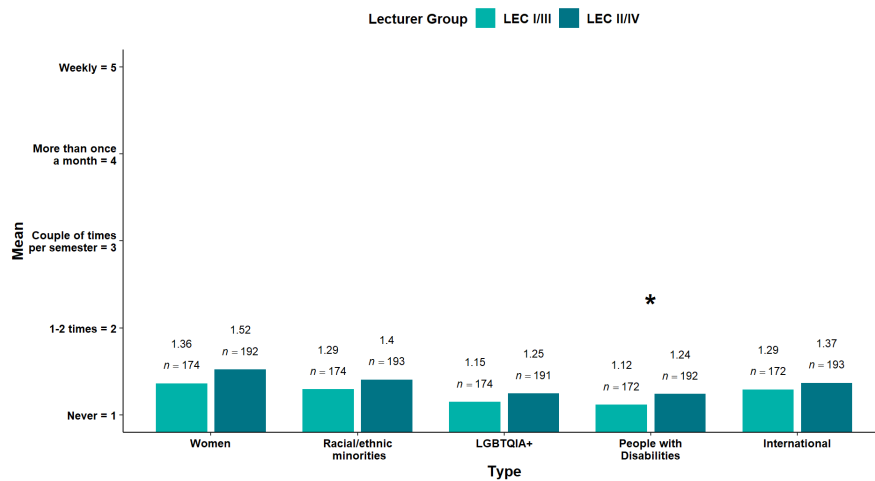
Significantly fewer lecturers on the I/II track ($n = 52/182$) reported experiencing discrimination in the last 12 months compared to both lecturers on the III/IV track ($n = 85/196$) and tenure-track faculty ($n = 482/1,179$).

Figure 21. Frequency with which lecturers reported hearing insensitive or disparaging comments made by other faculty regarding women, racial/ethnic minorities, LGBTQIA+, people with disabilities, or individuals from other countries.



On average, both pre- and post-promotion lecturers reported hearing insensitive or disparaging comments made by faculty about all groups (i.e., women, racial/ethnic minorities, LGBTQIA+, people from other countries) less than 1-2 times in the last 12 months. Post-promotion lecturers reported hearing insensitive comments made by faculty about people with disabilities more frequently than pre-promotion lecturers. These are similar frequencies to what tenure-track faculty reported hearing.⁴

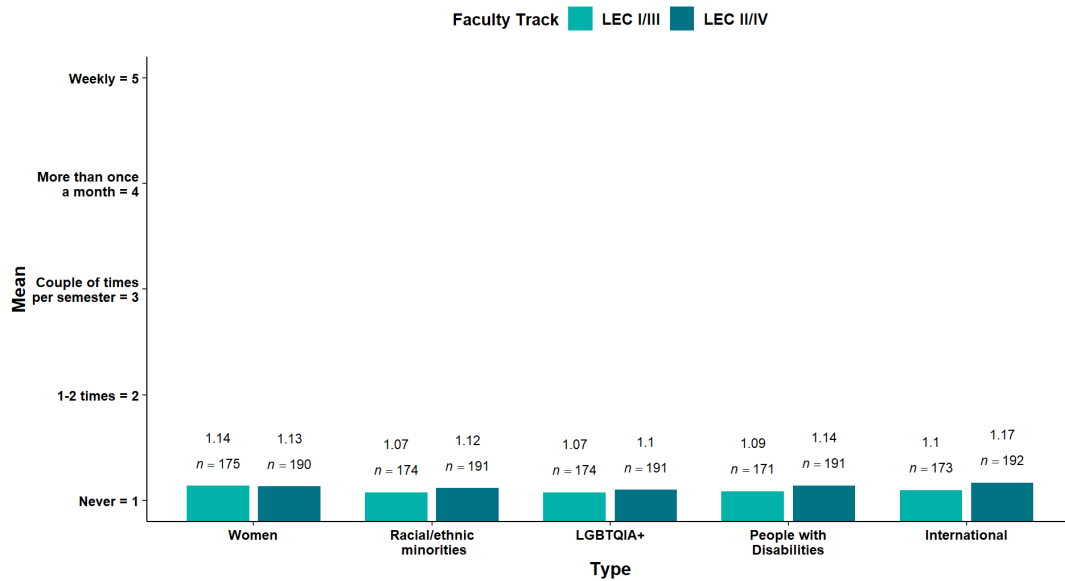
Figure 22. Frequency with which lecturers reported hearing insensitive or disparaging comments made by students regarding women, racial/ethnic minorities, LGBTQIA+, people with disabilities, or individuals from other countries.



On average, both pre- and post-promotion lecturers reported hearing insensitive or disparaging comments made by students about all groups (i.e., women, racial/ethnic minorities, LGBTQIA+, people from other countries) less than 1-2 times in the last 12 months. Post-promotion lecturers reported hearing insensitive comments made by students about people with disabilities more frequently than pre-promotion lecturers.

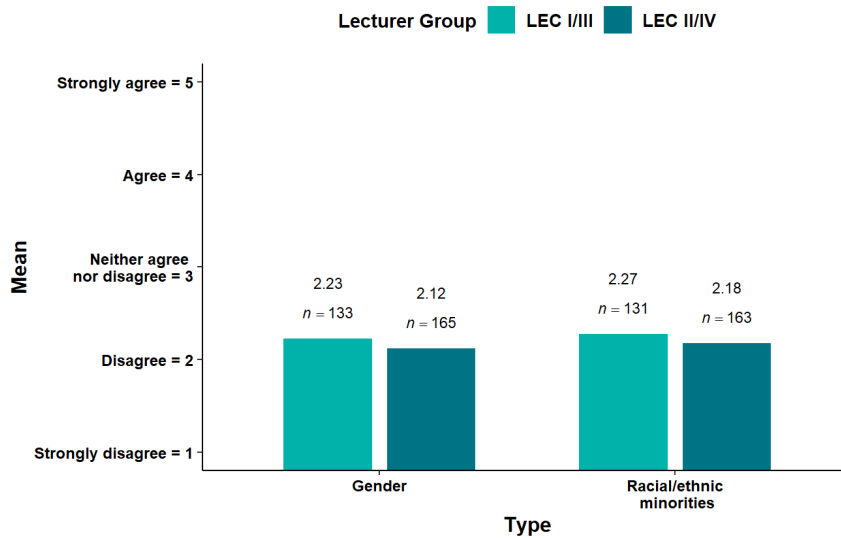
⁴ For more information on these outcomes, please see Figures 1 and 2 in the [2023 Faculty Climate Report 1](#).

Figure 23. Frequency with which lecturers reported hearing insensitive or disparaging comments made by staff regarding women, racial/ethnic minorities, LGBTQIA+, people with disabilities, or individuals from other countries.



On average, both pre- and post-promotion lecturers reported hearing insensitive or disparaging comments made by staff about all groups (i.e., women, racial/ethnic minorities, LGBTQIA+, people from other countries) almost never in the last 12 months. There were no significant differences in the frequency of hearing these comments between pre- and post-promotion lecturers.

Figure 24. Level to which lecturers reported feeling as though their colleagues expect them to represent “the point of view” of their gender or their race/ethnicity.



Generally, lecturers disagreed that they experienced feeling as though their colleagues expect them to represent “the point of view” of their gender or their race/ethnicity.

There were no significant differences in the level of agreement of experiencing tokenism by lecturer groups or promotion status.

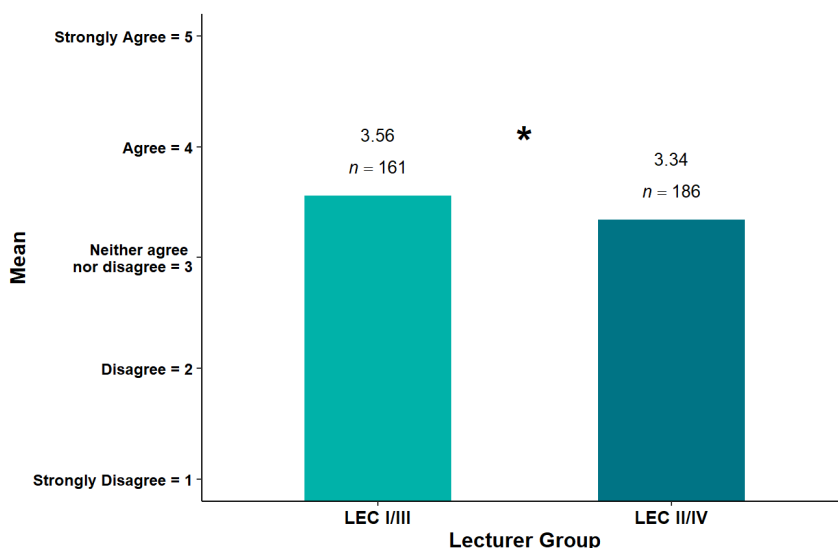
Qualitative Summary:

Many lecturers reported witnessing or experiencing various forms of **discrimination** ($n = 33/78$, 42% of qualitative responses). These comments discussed both subtle (e.g., microaggressions, condescending attitudes, assumptions of inferiority) and overt (e.g., being passed over for opportunities, harassment, exclusion from an application process because of personal identity) discrimination. Some comments included multiple types of discrimination in a single response. The most frequently reported forms of discrimination were by **track** ($n = 19/78$, 24% of qualitative responses) and **gender** ($n = 6/78$, 8% of qualitative responses). Responses described the perceived effect of discrimination on lecturers' perception of department climate or sense of value or respect in their departments, as well as a perceived lack of recognition in their units. These lecturers described track discrimination as exclusion of non-tenure-track faculty from departmental meetings or a lack of value or support for lecturers. These responses came from lecturers across tracks. These lecturers noted discrimination by gender, including a few instances of discrimination against men. These reports of gender discrimination described institutional discrimination as well as microaggressions from colleagues. All reports of gender discrimination came from post-promotion lecturers.

Belonging in the Workplace

To analyze belonging in the workplace, we compared faculty based on their promotion status (pre- and post-promotion), as sense of belonging may vary depending on track. Belonging in a department may be correlated with job security. Post-promotion lecturers have more secure positions (including longer and more guaranteed contracts), while pre-promotion lecturers have more precarious positions.

Figure 25. Level to which lecturers reported feeling that they belong in their department/unit over the past 12 months.



Belonging⁵ was measured using a scale of six items that focused on faculty perceptions of their sense of value, belonging, or respect in their department/unit (e.g., “I feel valued as an individual in my department/unit”).

Pre-promotion lecturers reported some agreement that they belong in their department/unit over the past 12 months.

Pre-promotion lecturers reported a significantly higher level of agreement that they belong in their department/unit over the past 12 months as compared to post-promotion lecturers.

Qualitative Summary:

Several lecturers cited a perceived **lack of belonging** ($n = 11/78$, 14% of qualitative responses), including a perceived lack of community in their departments, lack of appreciation by leadership, or perceptions of marginalization. In addition, workload or salary concerns inhibited some of these lecturers’ sense of belonging. Similarly, some lecturers described **isolation or loneliness** ($n = 9/78$, 12% of qualitative responses). These lecturers reported a lack of interaction with colleagues on campus, a perceived sense of exclusion from collaboration or decision /making, and a lack of visibility in their departments. All reports of isolation came from women lecturers. Some lecturers also reported a perceived **lack of value or respect** ($n = 13/78$, 17% of qualitative responses). The majority of these comments came from post-promotion lecturers. A subset of these lecturers felt expendable, while others described perceptions of invisibility in their departments. Some of these lecturers remarked on a lack of value or recognition associated with teaching. A few lecturers described a perceived sense of **belonging** ($n = 6/78$, 8% of qualitative responses) in their

⁵ Belonging was assessed using a scale of 6 items that examined faculty perceptions of being valued and respected in their department/unit (e.g., “I feel valued as an individual in my department/unit.”). See more details in [Table A16](#) in the Appendix.

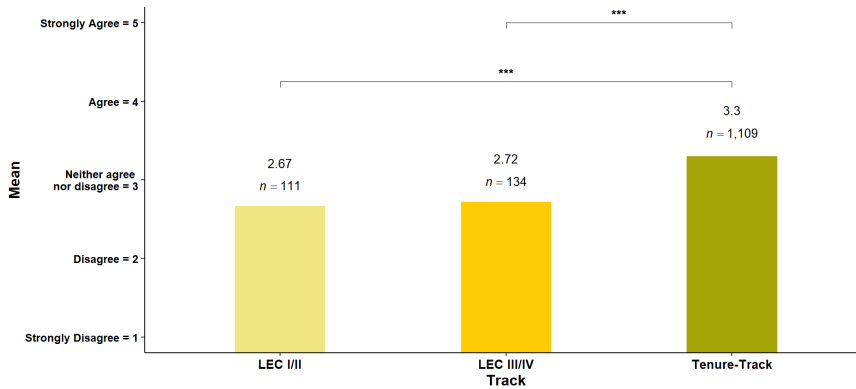
departments, citing supportive and collaborative colleagues. These lecturers represented both tracks.

Lecturers described multiple factors which impacted their well-being. Several discussed **psychosocial safety concerns** ($n = 11/78$, 14% of qualitative responses), which included perceptions of psychosocially unsafe work environments and concerns with openly sharing opinions. A subset of these lecturers described concerns that speaking up about issues would negatively impact future course assignments. Most of these comments were reported by post-promotion lecturers. Several lecturers also shared experiences of an **overwhelming mental or emotional load** ($n = 7/78$, 9% of qualitative responses), related both to their own job stress or managing student mental health crises. These lecturers represented all lecturer appointment types.

Track Exclusion

To analyze experiences of track exclusion, we compared faculty based on their track (LEC I/II, LEC III/IV, and tenure-track faculty), as experiences of exclusion may vary depending on track. Service requirements, relationships with colleagues, and contract lengths may influence experiences of exclusion.

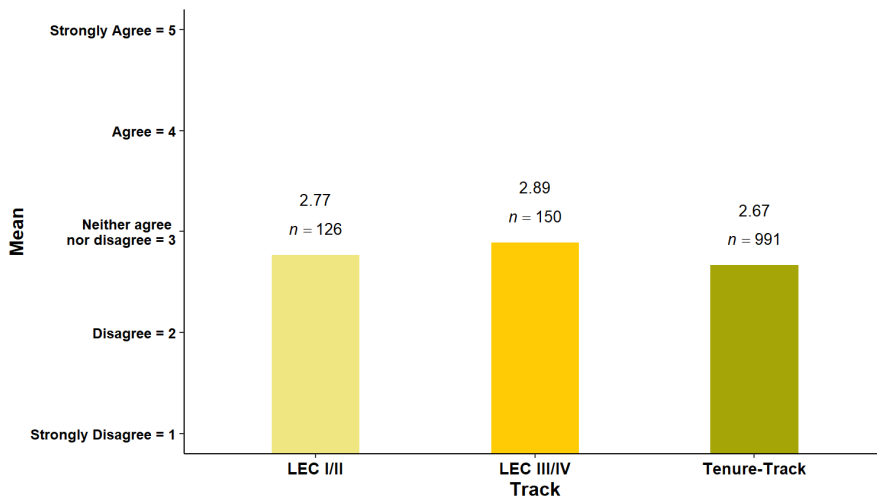
Figure 26. Level to which faculty reported that their colleagues solicit their opinions about their colleagues' research ideas and problems.



Tenure-track faculty reported significantly higher agreement that their colleagues solicited their opinions about their research ideas and problems as compared to either lecturer-track.

There is no significant difference between lecturer-tracks. Lecturers of both tracks neither agreed nor disagreed with this statement.

Figure 27. Level to which faculty reported being reluctant to bring up issues that concern them for fear that it will/would affect their promotion/tenure.

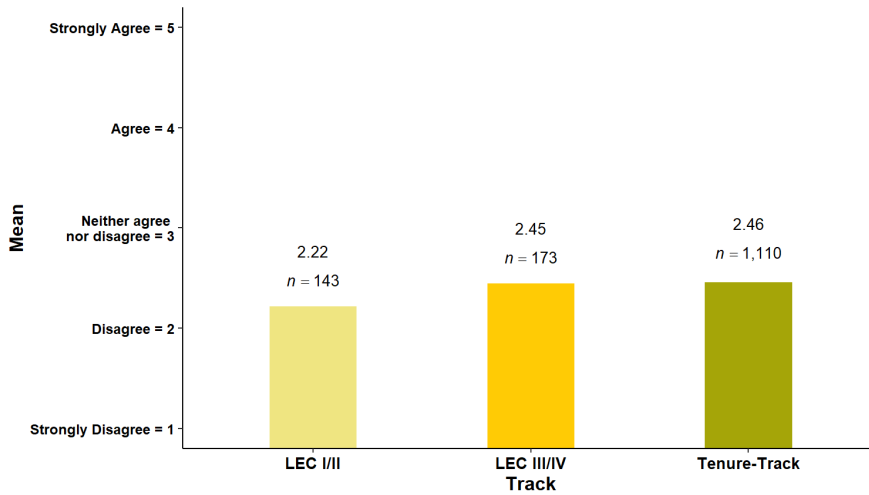


Tenure-track faculty and all lecturers neither agreed nor disagreed that they were reluctant to bring up issues for fear it would affect their promotion/tenure.

There were no significant differences between all tracks.

Note: The survey item asked respondents if they are/were reluctant to bring up issues for fear it will/would affect their promotion or tenure. This may indicate that already promoted respondents were reflecting upon their experiences prior to being promoted.

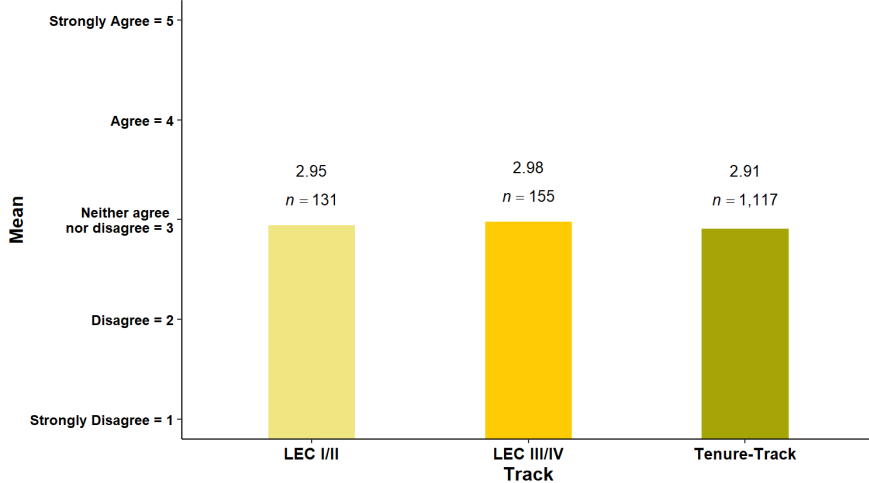
Figure 28. Level to which faculty reported constantly feeling under scrutiny by their colleagues.



On average, faculty of all tracks reported that they somewhat disagreed that they constantly feel under scrutiny by their colleagues.

There were no significant differences between all tracks.

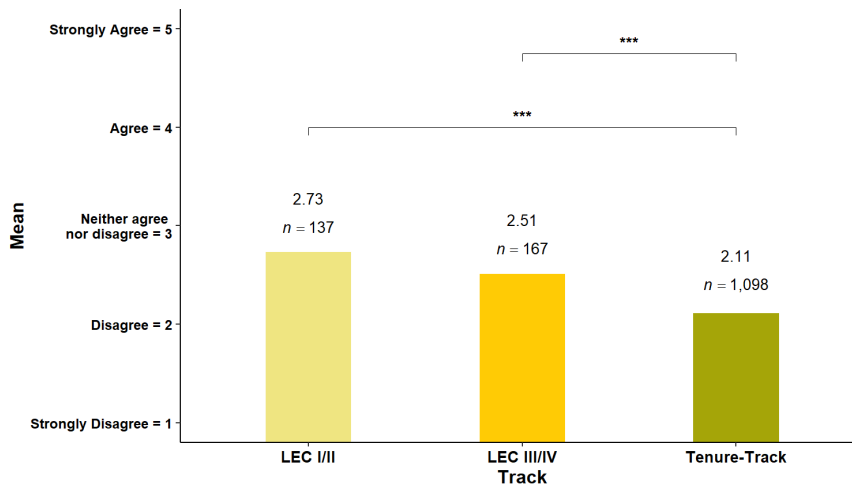
Figure 29. Level to which faculty reported they have/had to work harder than they believe their colleagues do in order to be/have been perceived as a legitimate scholar.



On average, tenure-track and lecturer faculty neither agreed nor disagreed that they have to work harder than colleagues to be perceived as a legitimate scholar.

There were no significant differences between all tracks.

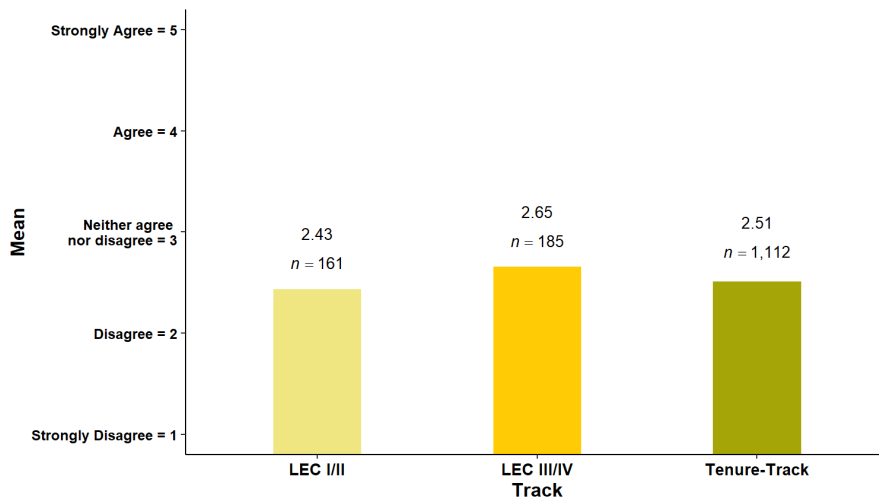
Figure 30. Level to which faculty reported that their colleagues have lower expectations of them than other faculty.



Tenure-track faculty reported significantly less agreement that their colleagues have lower expectations of them than other faculty compared to both lecturer-tracks.

Lecturers on the I/II track neither agreed nor disagreed with this statement, whereas lecturers on the III/IV track somewhat disagreed. There was no significant difference between lecturer-tracks.

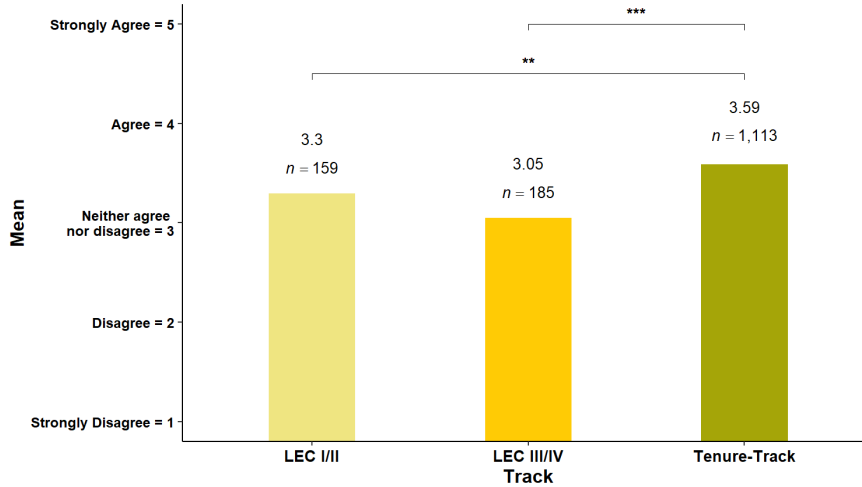
Figure 31. Level to which faculty reported feeling that others don't value their opinions in their department/unit.



Faculty reported somewhat disagreeing that they feel others do not value their opinions in their department/unit.

There were no significant differences between all tracks.

Figure 32. Level to which faculty reported having opportunities in their department/unit for professional success that are similar to those of their colleagues.



Tenure-track faculty reported significantly more agreement that they have opportunities in their department/unit for professional success, similar to those of their colleagues, compared to lecturer faculty tracks.

Lecturers on both tracks reported that they neither agreed nor disagreed with this statement. There was no significant difference between lecturer-tracks.

Table 1. Lecturers characterized their appointment on a lecturer-track based on preference, including a preference for the tenure-track or other.

How would you characterize your appointment on this track?	Lecturers I/II	Lecturers III/IV
Being on this track was my preference.	59%	59%
I would have preferred an appointment on the tenure track.	20%	23%
I did not have a strong preference between the track I'm on and the tenure track.	14%	10%
Other	6%	8%

When characterizing their appointments on the Lecturer I/II and III/IV tracks, more than half of lecturers reported that their appointment on their respective lecturer-track was their preference. About one-fifth of lecturers reported that they preferred to be on the tenure-track. Few lecturers reported that they had no strong preference or cited other reasons, including a preference for teaching roles or a lack of opportunity to be on a different faculty track.

Table 2. Lecturers described their plans for the future, including satisfaction with their current position on a lecturer-track, a preference to move to the tenure-track, or other plans.

What best describes your plans for the future?	Lecturers I/II	Lecturers III/IV
I am satisfied with my position on my current track, and I plan to stay on this track.	38%	44%
I would be satisfied either staying on my current track or moving to the tenure-track.	31%	28%
I would prefer to move to the tenure track.	23%	16%
Other	8%	12%

More than one-third of lecturers on either track reported being satisfied with their current position and plan to stay. Approximately one-third of lecturers reported that they would be satisfied staying on a lecturer-track or moving to another track. Less than one-quarter of lecturers on either tracks reported a preference to move to the tenure track. Few lecturers cited other plans, some of which involved changes out of financial necessity.

Qualitative Summary:

Some lecturers reported **discrimination by track**, or **track exclusion** ($n = 19/78$, 24% of qualitative responses). These lecturers described feeling underappreciated, underpaid, and excluded from departmental decision making. A subset of these lecturers also shared feeling excluded from the departmental community. These responses came from lecturers across tracks. Some lecturers reported a perceived **lack of value or respect** ($n = 13/78$, 17% of qualitative responses). Several of these lecturers felt expendable, while others described perceptions of invisibility in their departments. Some of these lecturers remarked on a lack of value placed on teaching. Most of these responses were reported by post-promotion lecturers. Some lecturers also described a **lack of resources or support for lecturers** ($n = 11/78$, 14% of qualitative responses). Some of these lecturers reported a lack of information or professional support from their departments regarding onboarding or ongoing resources, and others described a lack of support for lecturer research or professional development. Most of these comments came from intermittent lecturers or lecturers on the I/II track.

Additional Qualitative Themes

Additional themes emerged from lecturer faculty's open-ended comments. These themes did not correspond to close-ended items and were not related to the six domains of this report. However, these themes were prevalent in the lecturer faculty's open-ended responses and are reported below.

Salary/compensation concerns

Some lecturers described **issues with salary or compensation** ($n = 16/78$, 21% of qualitative responses), with some citing pay equity concerns. Most lecturers who cited salary/compensation concerns were women lecturers on the I/II track. Many of these lecturers described being unfairly paid, or underpaid, based on their workload and/or experience. Some lecturers also shared concerns related to the short notice they receive when classes are cancelled, resulting in unexpected loss of income.

Leadership concerns

Some lecturers reported **leadership concerns** or a **lack of leadership support** ($n = 14/78$, 18% of qualitative responses). These concerns included a lack of advocacy for lecturers, unprofessional or unethical behavior from leaders, or exclusionary practices at the department or university level. These lecturers also described a lack of appreciation or support for lecturers by leadership. The majority of these comments came from post-promotion lecturers.

Diversity, Equity, & Inclusion (DEI) concerns

Several lecturers described **concerns with DEI initiatives** at the University of Michigan ($n = 11/78$, 14% of qualitative responses).⁶ These lecturers reported concerns that discrimination against majority groups or those who are politically conservative were not addressed, that DEI efforts at U-M had too strong of a focus compared to other scholarly endeavors, and that some of these respondents felt excluded from these initiatives. Most of these comments came from post-promotion lecturers.

Lack of academic/ideological freedom

A few lecturers described a **lack of academic or ideological freedom** at U-M ($n = 5/78$, 6% of qualitative responses). These lecturers reported concerns about a lack of free speech – for both students and faculty – within the classroom and on campus. Most of these comments came from post-promotion lecturers.

⁶ At the time of the Campus-Wide Climate survey data collection in February 2023, there was a university-wide DEI 2.0 plan. These DEI efforts were discontinued in March 2025 in accordance with a university directive.

Discussion

Lecturers were overall satisfied with their roles.

Despite any negative experiences they face, lecturers' role and track satisfaction tell an interesting and positive story. Overall, lecturers reported that they are satisfied with their departmental value and that they are satisfied with the courses that they are assigned to teach. Nearly two-thirds of lecturers reported that the lecturer-track was their preference. Additionally, less than one-quarter of lecturers reported that they would prefer to move to the tenure-track. This suggests that although there are areas for improvement in the lecturer experience, many are satisfied with their jobs. This is important to consider when thinking about possible solutions to the challenges that lecturers face. Lecturers face many unique challenges that faculty of other tracks may not; however, they largely do not want to change their roles, consistent with previous literature ([Ott & Cisneros, 2015](#)).

Overall, lecturers reported feeling undervalued and excluded because of their roles.

Lecturers' perceptions of value varied across survey items.

Lecturers on both tracks neither agreed nor disagreed that their most important teaching, mentoring, and campus service work was credited within their unit reward system. On average, lecturers on both tracks agreed that they felt valued in their department for their teaching. However, in open-ended comments, some lecturers reported feeling expendable in their units or unappreciated for their teaching contributions. Post-promotion lecturers reported being nominated for teaching and student mentoring/advising awards significantly more than pre-promotion lecturers. These findings highlight a need for increased recognition for those on lecturer-tracks, particularly for pre-promotion lecturers.

Lecturers reported experiencing a wide variety of track-related discrimination.

In open-ended responses, almost a quarter of lecturers reported discrimination by track. These lecturers described feeling underappreciated and excluded from decision-making in their units. Although this track-related discrimination and exclusion is not unique to U-M ([Purcell, 2007](#)), it should still be taken seriously. In open-ended comments, some lecturers shared how this track exclusion influenced their sense of value or respect in their units, as well as their perceptions of recognition and unit climate. When discussing exclusion by track, lecturers referenced perceptions of heavy or inequitable workloads without adequate compensation. When compared to both lecturer-tracks, tenure-track faculty more strongly agreed that they have similar opportunities for professional success as their colleagues. Almost one-fifth of lecturers also reported a lack of advocacy or support from leadership in open-ended comments. Although the majority of lecturers reported that being on a lecturer-track was their preference, these findings indicate that their role as lecturers has negative implications for their sense of belonging in their units. This finding aligns with prior research, in which lecturers reported that while they are expected to perform work that contributes to their departments and institutions, they are often excluded from voting and governance practices ([Kezar, 2012](#); [The Coalition of the Academic Workforces, 2012](#)).

Track-related exclusion and lack of value contributed to lecturers' sense of isolation.

Research shows that a sense of belonging increases the likelihood an employee will stay at their workplace ([Bilginoglu & Yozgat, 2023](#)). In open-ended responses, some lecturers reported experiencing a lack of belonging or isolation/loneliness. Lecturers also reported experiencing a lack of community in their departments, consistent with literature from outside U-M ([Kezar, 2012](#)). Even though there were not many instances of these responses in the open-ended comments, they are still very important. We found that pre-promotion lecturers at U-M reported being more satisfied with their sense of belonging than post-promotion lecturers. This suggests that promotion or length of time in their role may negatively impact a lecturer's sense of belonging. Open-ended comments illustrate another element that may be affecting lecturers' sense of belonging; as lecturers described experiencing exclusionary practices in their department. Previous research has also found that lecturers reported a lack of belonging, with some reporting lack of collegiality from others ([Haviland et al., 2017](#); [Ott & Cisneros, 2015](#)) and a lack of socialization opportunities ([Kezar, 2012](#)).

Lecturers perceived themselves as being overworked and underpaid.

Lecturers reported stress related to workload.

While lecturers reported that they are spending more time than tenure-track faculty on personal/family activities each week and that they are satisfied with their teaching loads, other survey responses showed that workloads for lecturers warrant more attention. For example, lecturers on both tracks (I/II and III/IV) reported that they are the primary, secondary, and informal mentor/advisor for more undergraduate students than tenure track faculty. Additionally, about 10% reported that they feel overworked or that they are stressed about managing student mental health crises. Since lecturers are often mentors/advisors to many students, it makes sense that they feel an overwhelming mental and emotional load. Mentoring can take a great toll on people, especially if there are not enough resources or if the mentoring is taking time away from other job responsibilities. This is consistent with previous research reporting that lecturers perceive their workloads as inequitable ([Ott & Cisneros, 2015](#)) and they report facing invisible labor demands outside their contracted hours ([Kezar, 2012](#)).

Lecturers reported feeling unfairly compensated, given their workloads.

Relatedly, around one-fifth of lecturers reported in open-ended comments that they had frustrations with their salary or compensation, with several citing they are unfairly paid given their workloads. On average, lecturers also reported they were neither satisfied nor dissatisfied with their current salaries relative to their colleagues. Similar to previous research findings ([The Coalition of the Academic Workforce, 2012](#)), lecturers reported spending significantly more time on non-UM related employment than tenure-track faculty – possibly as a result of their compensation packages or appointment fractions.

Perceived unfair compensation and track-related exclusion influenced lecturer's sense of psychosocial safety.

Some lecturers also reported that, on occasion, their assigned classes get cancelled on short notice which results in an unexpected loss of income and a reduced sense of job security. This, in turn, may be related to psychosocial safety concerns – including concerns reported by 14% of lecturers who responded to the open-ended question – although lecturers voiced other psychosocial safety concerns as well. While lecturers reported concerns related to sharing their opinions in open-ended comments, in close-ended responses lecturers reported feeling neutral about whether they were reluctant to bring up issues for fear that it would impact their promotion. The open-ended comments were consistent with reports from faculty of other institutions as well ([Kezar, 2012](#); [Purcell, 2007](#)). Additionally, lecturers reported feeling that their colleagues had lower expectations of them than tenure-track faculty, which may be in part due

to their experiences of track-related exclusion and discrimination.

Limitations and future research directions.

Though some concerns for lecturers are common for all faculty (e.g., salary, workload), these findings show some of the unique climate experiences for lecturers. Related to salary in particular, income for lecturers may be dependent on course load, so cancellation of courses with little notice could result in unanticipated income losses. Compared to tenure-track faculty, lecturers are advising and providing informal mentoring to high numbers of students. It's also important to fully understand the differences and nuances between lecturers by track and promotion status – and how these differ across the institution. Some of these differences may not have been accurately captured by our survey instrument as it was largely designed to assess the experiences of tenure-track faculty. With the exception of Tables 1 and 2, which asked about track plans and preferences, no questions were intended to assess the specific experiences of lecturer faculty. Future work should explore these promotion and discipline-specific experiences in more detail. Consultation with lecturers will be essential to ensuring that future surveys are reflective of the experiences of people on all faculty tracks.

Recommendations

We offer the following recommendations for campus leaders to promote a more positive climate for lecturer faculty:

- Unit leaders can support and recognize the teaching and mentoring efforts of lecturers by nominating them for [teaching awards](#) and providing teaching resources and strategies.
- Deans and unit leaders can create resources specific to lecturers, including creating a [Professional Development Fund for Lecturers](#). Creating a website page, similar to the [College of Engineering](#), creates easy access for all lecturers. Campus leaders can implement [policies and practices to expand support systems](#) for lecturers across campus.
- Department chairs and deans can regularly assess climate and culture through climate surveys of units, such as [ADVANCE Department Climate Assessments](#), which protect the confidentiality of participants and inform organizational change. Unit leaders can create opportunities for lecturers to share their specific experiences with department or campus leadership through focus groups.

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ADVANCE PROGRAM

UNIVERSITY OF MICHIGAN

Appendix: Workplace Climate Experiences of Lecturer Faculty

Methodology

To examine the experiences of lecturers, we compared lecturer appointment type (i.e., LEC I/II and LEC III/IV), as well as broad field of a lecturer's primary department within the lecturer group. Additionally, when appropriate and relevant, survey items were compared between lecturers and tenure-track faculty. In this appendix, we include comparison tables showing lecturer and tenure-track faculty. These tables provide a detailed overview of trends across survey items related to lecturers' experiences and workplace climate.

We used Welch's t-test, which accounts for unequal variances and sample sizes. We report the test statistic (t), degrees of freedom (df), p-value (p), and Cohen's d (d) as the measure of effect size. For binary outcome variables, we conducted chi-square tests, reporting the chi-square statistic (χ^2), degrees of freedom (df), p-value (p), and Cramér's V (v) as the effect size. This approach allows us to assess both statistical significance and the practical magnitude of observed differences across the two time points.

Statistical significance is denoted using asterisks in the tables: $p < .05$ (*), $p < .01$ (**), and $p < .001$ (***). These trends may suggest emerging patterns that warrant further attention, even if they do not meet conventional thresholds for significance.

Additionally, this appendix includes full versions of the survey instruments from 2023. These materials specify the exact survey items, response scales, valid response counts, and survey years, allowing for transparency in how lecturer experiences were measured and compared. For all tables, the reported valid response counts (n) is the total number of respondents in each group who answered the question in the survey. Open-ended responses were also collected and are referenced from the 2023 Campus-Wide Climate survey. These qualitative data provide valuable context for interpreting patterns observed in the quantitative analyses.

Statistical Comparison of Lecturer Faculty Experience in 2023 by Track and Rank
Personal Leadership Engagement

Table A1
Chi-Square Comparisons by Lecturers' Promotional Status

Dependent Variable	Chi-Square Statistic	df	p	Cramer's V	Yes Percent	
					LEC I/III	LEC II/IV
Exclusion from Important Committees: Do you feel you have been excluded from serving on important decision-making department, unit-level, or college committees?	4.66	1	.031*	0.12	28% (n = 184)	39% (n = 202)
Exclusion from Leadership Opportunities: Do you feel you have been excluded from leadership opportunities?	10.78	1	.001**	0.17	21% (n = 184)	37% (n = 200)

Work/Career Satisfaction

Table A2
T-test Comparisons by Lecturers' Promotional Status

Dependent Variable	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>	Mean	
					LEC I/III	LEC II/IV
Scholarly Engagement: Measure scholarly engagement through opportunities to collaborate, social interactions, intellectual stimulation, and sense of value/	1.54	392.93	.126	0.15	3.45 (<i>n</i> = 189)	3.29 (<i>n</i> = 206)
Departmental Value: Measure value felt in department through perceived sense of value for teaching and mentoring by students.	-0.65	358.75	.517	-0.07	4.27 (<i>n</i> = 175)	4.32 (<i>n</i> = 186)
Current Salary: Satisfaction with current salary in comparison to the salaries of U-M colleagues.	1.83	393.99	.068	0.18	2.91 (<i>n</i> = 188)	2.68 (<i>n</i> = 208)
Balance Between Professional and Personal Life: Satisfaction with balance between personal and professional life.	3.08	382.50	.002**	0.31	3.51 (<i>n</i> = 188)	3.13 (<i>n</i> = 209)
Types of Courses Assigned to Teach: Satisfaction with courses I am assigned to teach.	-0.25	396.53	.804	-0.02	4.12 (<i>n</i> = 191)	4.14 (<i>n</i> = 208)

Note. These questions were asked on a five-point scale from Very Dissatisfied to Very Satisfied.

* *p* < .05, ** *p* < .01, *** *p* < .001

Table A3*T-test Comparisons by Lecturers' Promotional Status*

Dependent Variable	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>	Mean	
					LEC I/III	LEC II/IV
Most Important Work is Credited in Reward System: The most important teaching, mentoring, and campus service work I do is credited within my department/unit reward system.	1.37	266.99	.173	0.16	3.19 (<i>n</i> = 120)	2.99 (<i>n</i> = 166)
Value in Department: I am valued in my department/unit for my teaching.	-0.21	327.89	.836	-0.02	3.97 (<i>n</i> = 149)	3.99 (<i>n</i> = 181)
Value in Department: I am valued in my department/unit for my mentoring/advising of students.	2.08	217.35	.038*	0.27	3.46 (<i>n</i> = 100)	3.16 (<i>n</i> = 137)
Value in Department: I am valued in my department/unit for my mentoring/advising of faculty.	-1.19	93.85	.238	-0.21	2.81 (<i>n</i> = 43)	3.01 (<i>n</i> = 90)
Value in Department: I am valued in my department/unit for my diversity-related contributions.	1.71	198.20	.089	0.23	3.2 (<i>n</i> = 94)	2.98 (<i>n</i> = 126)
Value in Department: I am valued in my department/unit for my public engagement.	1.96	170.36	.051	0.29	3.14 (<i>n</i> = 81)	2.83 (<i>n</i> = 116)
Value in Department: I am valued in my department/unit for my innovation.	1.64	202.24	.103	0.22	3.09 (<i>n</i> = 93)	2.86 (<i>n</i> = 133)

Note. These questions were asked on a five-point scale from Strongly Disagree to Strongly Agree.

* *p* < .05, ** *p* < .01, *** *p* < .001

Table A4*Chi-Square Comparisons by Lecturers' Promotional Status*

Dependent Variable	Chi-Square Statistic	df	p	Cramer's V	Yes Percent	
					LEC I/III	LEC II/IV
Nominated for Awards: Teaching – Has your primary department/unit ever nominated you for an award in the following areas?	43.38	1	< .001***	0.38	8% (n = 133)	42% (n = 180)
Nominated for Awards: Mentoring/Advising of Students – Has your primary department/unit ever nominated you for an award in the following areas?	9.34	1	.002**	0.21	2% (n = 103)	14% (n = 134)
Nominated for Awards: Mentoring/Advising of Faculty – Has your primary department/unit ever nominated you for an award in the following areas?	0.00	1	1.00	0.01	1% (n = 80)	1% (n = 104)
Nominated for Awards: Diversity-related Contributions – Has your primary department/unit ever nominated you for an award in the following areas?	1.46	1	.228	0.10	3% (n = 112)	7% (n = 131)

Dependent Variable	Chi-Square Statistic	df	p	Cramer's V	Yes Percent	
					LEC I/III	LEC II/IV
Nominated for Awards: Public Engagement – Has your primary department/unit ever nominated you for an award in the following areas?	1.17	1	.280	0.09	2% (n = 108)	5% (n = 130)
Nominated for Awards: Innovation – Has your primary department/unit ever nominated you for an award in the following areas?	0.62	1	.431	0.07	5% (n = 110)	8% (n = 141)

Workload Equity

Table A5
ANOVA Comparisons by Faculty Track

Dependent Variable	LEC I/II		LEC III/IV		TT Faculty	
	Mean	SD	Mean	SD	Mean	SD
Teaching Load: How satisfied are you with your teaching load?	3.9 ^b	0.88	3.65	1.11	3.65 ^b	1.07

Note. These questions were asked on a five-point scale from Very Dissatisfied to Very Satisfied. Means sharing a superscript differ significantly at a p -value < 0.05 as indicated by Tukey Post Hoc Tests.

Table A6
ANOVA Comparisons by Faculty Track

Dependent Variable	LEC I/II		LEC III/IV		TT Faculty	
	Mean	SD	Mean	SD	Mean	SD
Workload Equity: Distribution of teaching work is fair overall in my department/unit.	3.46 ^a	0.99	2.99 ^{ac}	1.23	3.27 ^c	1.14
Workload Equity: Distribution of service work is fair overall in my department/unit.	3.36 ^{ab}	0.93	2.95 ^a	1.19	2.99 ^b	1.20

Note. These questions were asked on a five-point scale from Strongly Disagree to Strongly Agree. Means sharing a superscript differ significantly at a p -value < 0.05 as indicated by Tukey Post Hoc Tests.

Table A7
ANOVA Comparisons by Faculty Track

Dependent Variable	LEC I/II		LEC III/IV		TT Faculty	
	Mean	SD	Mean	SD	Mean	SD
Number of Undergraduate Students Mentored: Primary Mentor/Advisor – For each group, please specify the number of students you currently serve as an advisor/mentor to and your specific role.	19.41 ^b	30.37	16.34 ^c	28.09	4.32 ^{bc}	9.22
Number of Undergraduate Students Mentored: Secondary Advisor/Mentor – For each group, please specify the number of students you currently serve as an advisor/mentor to and your specific role.	18.43 ^b	37.09	12.39 ^c	23.38	3.65 ^{bc}	10.50
Number of Undergraduate Students Mentored: Informal Advisor/Mentor – For each group, please specify the number of students you currently serve as an advisor/mentor to and your specific role.	15.25 ^b	21.27	15.63 ^c	21.37	4.96 ^{bc}	10.27

Dependent Variable	LEC I/II		LEC III/IV		TT Faculty	
	Mean	SD	Mean	SD	Mean	SD
Number of Masters/Professional Students Mentored: Primary Advisor/Mentor – For each group, please specify the number of students you currently serve as an advisor/mentor to and your specific role.	7.88 ^b	12.20	7.19 ^c	11.02	3.31 ^{bc}	6.32
Number of Masters/Professional Students Mentored: Secondary Advisor/Mentor – For each group, please specify the number of students you currently serve as an advisor/mentor to and your specific role.	0.8	0.45	5.22 ^c	11.09	2.05 ^c	3.25
Number of Masters/Professional Students Mentored: Informal Advisor/Mentor – For each group, please specify the number of students you currently serve as an advisor/mentor to and your specific role.	4.62	4.74	8.72 ^c	14.11	4.08 ^c	8.97
Number of Doctoral Students Mentored: Primary Advisor/Mentor – For each group, please specify the number of students you currently serve as an advisor/mentor to and your specific role.	0.2	0.45	0.15 ^c	0.38	2.97 ^c	4.17
Number of Doctoral Students Mentored: Secondary Advisor/Mentor – For each group, please specify the number of students you currently serve as an advisor/mentor to and your specific role.	1.17	1.17	2.63	3.76	3.09	3.45
Number of Doctoral Students Mentored: Informal Advisor/Mentor – For each group, please specify the number of students you currently serve as an advisor/mentor to and your specific role.	1.06 ^a	1.16	8.15 ^{ac}	20.46	4.14 ^c	7.44

Note. Means sharing a superscript differ significantly at a p -value < 0.05 as indicated by Tukey Post Hoc Tests.

Table A8
ANOVA Comparisons by Faculty Track

Dependent Variable	LEC I/II		LEC III/IV		TT Faculty	
	Mean	SD	Mean	SD	Mean	SD
Visible Service: Scholarship or Creative Activities – Please estimate the number of hours you spent on each activity in your last week.	7.96 ^b	10.82	7.25 ^c	11.05	24.78 ^{bc}	16.02
Visible Service: Teaching – Please estimate the number of hours you spent on each activity in your last week.	34.79 ^b	19.64	38.09 ^c	16.35	14.39 ^{bc}	11.43
Visible Service: Mentoring Assigned Undergraduate Students – Please estimate the number of hours you spent on each activity in your last week.	2.4 ^b	4.28	3.02 ^c	4.04	8.03 ^{bc}	6.37
Visible Service: Service to University/Department – Please estimate the number of hours you spent on each activity in your last week.	2.98 ^b	6.18	5.94 ^c	7.52	10.81 ^{bc}	11.52
Visible Service: Service to Professional Discipline & Community – Please estimate the number of hours you spent on each activity in your last week.	1.95 ^b	3.53	2 ^c	4.02	5.51 ^{bc}	5.09
Invisible Service: Special Requests – Please estimate the number of hours you spent on each activity in your last week.	2.78	3.15	3.77	3.70	3.39	3.60
Invisible Service: Care Work – Please estimate the number of hours you spent on each activity in your last week.	1.72 ^b	3.29	2.2	2.79	2.57 ^b	3.36

Dependent Variable	LEC I/II		LEC III/IV		TT Faculty	
	Mean	SD	Mean	SD	Mean	SD
Invisible Service: Identity-based Activities – Please estimate the number of hours you spent on each activity in your last week.	1.1	4.03	1.07	1.90	1.42	2.89
Other: Personal/Family Time – Please estimate the number of hours you spent on each activity in your last week.	54.36 ^b	20.00	50.44 ^c	18.62	43.14 ^{bc}	17.74
Other: Sleep – Please estimate the number of hours you spent on each activity in your last week.	50.26	7.59	49.55	8.43	50.18	7.97
Other: Non-UM Related Employment – Please estimate the number of hours you spent on each activity in your last week.	6.48 ^{ab}	13.80	3.94 ^{ac}	10.63	1.5 ^{bc}	5.43

Note. Means sharing a superscript differ significantly at a p -value < 0.05 as indicated by Tukey Post Hoc Tests.

Experiences of Discrimination

Table A9
Logistic Regression Comparisons by Faculty Track

Dependent Variable	LEC I/II		LEC III/IV		TT Faculty	
	Mean	SD	Mean	SD	Mean	SD
Unwanted Sexual Attention at U-M: Within the past 5 years, have you experienced any unwanted and uninvited sexual attention?	0.14	0.35	0.07	0.26	0.1	0.30
Experienced Discrimination at U-M: Have you experienced discrimination at U-M in the last 12 months?	0.29 ^{ab}	0.45	0.43 ^a	0.50	0.41 ^b	0.49

Note. These questions were asked on a five-point scale from Very Dissatisfied to Very Satisfied. Means sharing a superscript differ significantly at a p -value < 0.05 as indicated by Tukey Post Hoc Tests.

Table A10
T-test Comparisons by Lecturers' Promotional Status

Dependent Variable	t	df	p	Cohen's d	Mean	
					LEC I/III	LEC II/IV
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about women made by faculty?	-1.00	364.16	.318	-0.10	1.31 ($n = 175$)	1.39 ($n = 192$)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about racial/ethnic minorities made by faculty?	-0.44	365.15	.658	-0.05	1.25 ($n = 175$)	1.27 ($n = 193$)

Dependent Variable	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>	Mean	
					LEC I/III	LEC II/IV
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about LGBTQIA+ people made by faculty?	-1.62	342.68	.106	-0.17	1.11 (<i>n</i> = 174)	1.2 (<i>n</i> = 192)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about people with disabilities made by faculty?	-2.12	350.14	.035*	-0.22	1.15 (<i>n</i> = 172)	1.27 (<i>n</i> = 192)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about people from other countries made by faculty?	-0.32	362.31	.746	-0.03	1.29 (<i>n</i> = 173)	1.31 (<i>n</i> = 192)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about women made by students?	-1.92	361.80	.056	-0.20	1.36 (<i>n</i> = 174)	1.52 (<i>n</i> = 192)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about racial/ethnic minorities made by students?	-1.60	364.98	.110	-0.17	1.29 (<i>n</i> = 174)	1.4 (<i>n</i> = 193)

Dependent Variable	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>	Mean	
					LEC I/III	LEC II/IV
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about LGBTQIA+ people made by students?	-1.68	355.43	.093	-0.17	1.15 (<i>n</i> = 174)	1.25 (<i>n</i> = 191)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about people with disabilities made by students?	-2.25	300.11	.025*	-0.23	1.12 (<i>n</i> = 172)	1.24 (<i>n</i> = 192)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about people from other countries made by students?	-1.10	362.61	.271	-0.11	1.29 (<i>n</i> = 172)	1.37 (<i>n</i> = 193)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about women made by staff?	0.11	361.31	.915	0.01	1.14 (<i>n</i> = 175)	1.13 (<i>n</i> = 190)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about racial/ethnic minorities made by staff?	-1.08	359.10	.282	-0.11	1.07 (<i>n</i> = 174)	1.12 (<i>n</i> = 191)

Dependent Variable	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>	Mean	
					LEC I/III	LEC II/IV
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about LGBTQIA+ people made by staff?	-0.56	363.00	.576	-0.06	1.07 (<i>n</i> = 174)	1.1 (<i>n</i> = 191)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about people with disabilities made by staff?	-1.18	319.04	.240	-0.12	1.09 (<i>n</i> = 171)	1.14 (<i>n</i> = 191)
Insensitive or Disparaging Comments: How often have you overheard an insensitive or disparaging comment about people from other countries made by staff?	-1.48	325.17	.140	-0.15	1.1 (<i>n</i> = 173)	1.17 (<i>n</i> = 192)

Note. These questions were asked on a five-point scale from Never to Weekly.

* *p* < .05, ** *p* < .01, *** *p* < .001

Table A11

T-test Comparisons by Lecturers' Promotional Status

Dependent Variable	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>	Mean	
					LEC I/III	LEC II/IV
Tokenism: Gender – My colleagues expect me to represent “the point of view” of my gender.	0.87	282.24	.383	0.10	2.23 (<i>n</i> = 133)	2.12 (<i>n</i> = 165)
Tokenism: Race/Ethnicity – My colleagues expect me to represent “the point of view” of my race/ethnicity.	0.73	270.64	.467	0.09	2.27 (<i>n</i> = 131)	2.18 (<i>n</i> = 163)

Note. These questions were asked on a five-point scale from Strongly Disagree to Strongly Agree.

* *p* < .05, ** *p* < .01, *** *p* < .001

Belonging in the Workplace

Table A12

T-test Comparisons by Lecturers' Promotional Status

Dependent Variable	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>	Mean	
					LEC I/III	LEC II/IV
Belonging in the Department/Unit: Measure interpersonal relationships, sense of belonging, and overall well- being through perceptions of value, inclusion, respect, community, and equity in the department/unit.	2.19	345.00	.029*	0.23	3.56 (<i>n</i> = 161)	3.34 (<i>n</i> = 186)

Note. These questions were asked on a five-point scale from Strongly Disagree to Strongly Agree.

* *p* < .05, ** *p* < .01, *** *p* < .001

Track Exclusion

Table A13
ANOVA Comparisons by Faculty Track

Dependent Variable	LEC I/II		LEC III/IV		TT Faculty	
	Mean	SD	Mean	SD	Mean	SD
My Colleagues Solicit My Opinions on Their Research Ideas and Problems: Agreement on if my colleagues solicit my opinions on their research ideas and problems.	2.67 ^b	1.28	2.72 ^c	1.16	3.3 ^{bc}	1.20
Reluctant to Bring Up Issues for Fear it will Affect Promotion: Agreement on I am/was reluctant to bring up issues that concern me for fear that it will/would affect my promotion/tenure.	2.77	1.24	2.89	1.38	2.67	1.40
I Constantly Feel Under Scrutiny by My Colleagues: Agreement on I constantly feel under scrutiny by my colleagues.	2.22	1.10	2.45	1.27	2.46	1.27
Work Harder than Colleagues to be Perceived as Legitimate Scholar: Agreement on I have/had to work harder than I believe my colleagues do, in order to be/have been perceived as a legitimate scholar.	2.95	1.30	2.98	1.30	2.91	1.35
My Colleagues have Lower Expectations of Me than Other Faculty: Agreement on my colleagues have lower expectations of me than other faculty.	2.73 ^b	1.31	2.51 ^c	1.25	2.11 ^{bc}	1.07
I Feel Others Do Not Value My Opinions: Agreement on I feel others don't value my opinions in my department/unit.	2.43	1.14	2.65	1.12	2.51	1.19

Dependent Variable	LEC I/II		LEC III/IV		TT Faculty	
	Mean	<i>SD</i>	Mean	<i>SD</i>	Mean	<i>SD</i>
Similar Opportunities for Professional Success: Agreement on I have opportunities in my department/unit for professional success that are similar to those of my colleagues.	3.3 ^b	1.06	3.05 ^c	1.15	3.59 ^{bc}	1.13

Note. Means sharing a superscript differ significantly at a p -value < 0.05 as indicated by Tukey Post Hoc Tests.

Survey Instruments and Measurement Scales

Table A14

Survey Questionnaire: Items and Measurement Details

Themes	Survey Items	Response Code
Leadership Engagement	Exclusion From Important Committees Do you feel you have been excluded from serving on important decision-making department, unit-level, or college committees?	0 = No 1 = Yes
	Exclusion from Leadership Opportunities Do you feel you have been excluded from leadership opportunities?	0 = No 1 = Yes
Work/Career Satisfaction	Scholarly Engagement⁷ <ul style="list-style-type: none"> • Opportunity to collaborate with other faculty • Amount of social interaction with members of my department/unit • Level of intellectual stimulation in my day-to-day contacts with faculty colleagues • Sense of being valued for my teaching by members of my department/unit 	1 = Very Dissatisfied 2 = Dissatisfied 3 = Neither Dissatisfied nor Satisfied 4 = Satisfied 5 = Very Satisfied
	Departmental Value⁸ <ul style="list-style-type: none"> • Sense of being valued as a teacher by my students • Sense of being valued as a mentor or advisor by members of my department/unit 	
	Current Salary Current salary in comparison to the salaries of my U-M colleagues	
	Balance between professional and personal life Balance between professional and personal life	
	Types of Courses Assigned to Teach Types of courses I am assigned to teach	

⁷ We constructed a four-item scale that measured Scholarly Engagement. We conducted a factor analysis that indicated that the items loaded on a single factor. See [Table A15](#) for factor loadings.

⁸ We constructed a two-item scale that measured Departmental Value. We conducted a factor analysis that indicated that the items loaded on a single factor. See [Table A15](#) for factor loadings

	<p>Most Important Work is Credited in Department Reward System The most important teaching, mentoring and campus service work I do is credited within my department/unit reward system.</p>	<p>1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree</p>
	<p>Value in Department I am valued in my department/unit for my...</p> <ul style="list-style-type: none"> ○ Teaching ○ Mentoring/Advising of students ○ Mentoring/Advising of faculty ○ Diversity-related contributions ○ Public engagement (e.g., community or public service, humanitarianism) ○ Innovation 	<p>1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree</p>
	<p>Nominated for Awards in Department Has your primary department/unit ever nominated you for an award in the following areas</p> <ul style="list-style-type: none"> ○ Teaching ○ Mentoring/Advising of students ○ Mentoring/Advising of faculty ○ Diversity-related contributions ○ Public engagement (e.g., community or public service, humanitarianism) ○ Innovation 	<p>0 = No 1 = Yes</p>
Workload Equity	<p>Teaching Load How satisfied are you with your teaching load?</p>	<p>1 = Very Dissatisfied 2 = Dissatisfied 3 = Neither Dissatisfied nor Satisfied 4 = Satisfied 5 = Very Satisfied</p>
	<p>Distribution of Work is Fair</p> <ul style="list-style-type: none"> ● Distribution of teaching work is fair overall in my department/unit. ● Distribution of service work is fair overall in my department/unit. 	<p>1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree</p>

	<p>Number of Students Mentored For each group, please specify the number of students [undergraduate, master/professional, doctoral students] you currently serve as an advisor/mentor to and your specific role [primary advisor/mentor, secondary advisor/mentor, informal advisor/mentor].</p>	<p>Number</p>
	<p>Workload There are 120 hours in a 5-day work week plus 48 hours in a 2-day weekend, which totals 168 hours in a week. // Please estimate the number of hours you spent on each professional and personal activity during your last week, or if last week was not a typical work week, the number of hours spent on each activity during a typical week during the semester. Rough estimates are fine, but your total must equal 168 hours.</p> <p>Visible Service</p> <ul style="list-style-type: none"> • Scholarship or Creative Activities (e.g., researching, reading, writing, meeting with research assistants or collaborators, securing funding, presenting at conferences, practicing, performing, directing, composing) • Teaching or teaching related activities (e.g., teaching undergraduate & graduate courses or independent studies, teaching preparation, grading, emailing, & office hours) • Mentoring of your assigned Undergraduate Students, Graduate Students, Post-Docs (e.g., assisting with senior theses, serving on committees, reading and commenting on papers, advising, emailing, & writing letters of recommendation) • Service to the University & your Department/Program (e.g., serving on committees, attending meetings, emailing, organizing or participating in workshops or forums, mentoring and advising other faculty members, participating in faculty senate, & holding leadership positions) <p>Service to your Professional Discipline & Community (e.g., reviewer for professional journal, press, or foundation/agency, editor for professional journal, peer-review panels, serving on association committees, attending meetings, emailing & organizing conferences or workshops, application of expertise, technology transfers)</p>	

	<p>Invisible Service</p> <ul style="list-style-type: none"> • Special Requests (e.g., engaging in tasks for students and/or colleagues outside of your official teaching/service responsibilities; unofficial mentoring) • Care Work to improve the institution/department/unit (e.g., providing emotional support to students and/or colleagues; unofficial activities to make the academy “a better place”) • Identity-based Activities (e.g., helping students and/or colleagues navigate experiences of marginalization; expectation to represent an identity group or DEI-related affairs; managing experiences of exclusion for self and others) <p>Other</p> <ul style="list-style-type: none"> • Personal/Family Time • Sleep • Non-UM related employment or compensated activities (e.g., consulting) 	
Experiences of Discrimination	<p>Unwanted Sexual Attention Within the past 5 years, have you experienced any unwanted and uninvited sexual attention?</p>	<p>0 = No 1 = Yes/ Maybe/ I don't know</p>
	<p>Experienced Discrimination at U-M Have you experienced discrimination at U-M in the last 12 months?</p>	<p>0 = No 1 = Yes/ Maybe/ I don't know</p>
	<p>Insensitive or Disparaging Comments How often have you overheard an insensitive or disparaging comment about [.....] made by [faculty/staff/students]?</p> <ul style="list-style-type: none"> • Women • Racial/ethnic minority • People who are LGBTQIA+ • People with disabilities • People who are from other countries 	<p>1 = Never 2 = 1-2 times 3 = Couple of times per semester 4 = More than once a month 5 = Weekly</p>

	<p>Tokenism My colleagues expect me to represent “the point of view” of my gender. My colleagues expect me to represent “the point of view” of my race/ethnicity.</p>	1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree
Sense of belonging	<p>Belonging in the Department/Unit</p> <ul style="list-style-type: none"> • I feel valued as an individual in my department/unit. • I feel I belong in my department/unit. • I have considered leaving my department/unit because I felt isolated or unwelcomed (Reverse coded). • I am treated with respect in my department/unit. • I have to work harder than others to be valued equally in my department/unit (Reverse coded). • I feel I belong in my department/unit. 	1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree
Track Exclusion	<p>My colleagues solicit my opinions about their research ideas and problems. My colleagues solicit my opinions about their research ideas and problems.</p>	1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree
	<p>Reluctant to Bring Up Issues for Fear it Will Affect Promotion I am/was reluctant to bring up issues that concern me for fear that it will/would affect my promotion/tenure.</p>	
	<p>I constantly feel under scrutiny by my colleagues. I constantly feel under scrutiny by my colleagues.</p>	
	<p>Work Harder Than Colleagues to Be Perceived as Legitimate Scholar I have/had to work harder than I believe my colleagues do, in order to be/have been perceived as a legitimate scholar.</p>	
	<p>My colleagues have lower expectations of me than of other faculty My colleagues have lower expectations of me than of other faculty</p>	
	<p>I feel others don't value my opinions in my department/unit I feel others don't value my opinions in my department/unit.</p>	
	<p>Similar Opportunities for Professional Success I have opportunities in my department/unit for professional success that are similar to those of my colleagues.</p>	

	<p>How would you characterize your appointment on this track In your previous response, you indicated that you are a lecturer or on the clinical or research track. How would you characterize your appointment on this track?</p>	<p>1 = Being on this track was my preference 2 = I would have preferred an appointment on the tenure track 3 = I did not have a strong preference between the track I'm on and the tenure track 4 = Other</p>
	<p>What best describes your plans for the future? What best describes your plans for the future?</p>	<p>1 = I am satisfied with my position on my current track, and I plan to stay on this track 2 = I would be satisfied either staying on my current track or moving to the tenure track 3 = I would prefer to move to the tenure track 4 = Other</p>

Exploratory Factor Analysis

Table A15

Summary of Exploratory Factor Analysis Results for Work/Career Satisfaction Using Principal Axis Factoring

Item	Factor Loadings	
	Scholarly Engagement	Departmental Value
Opportunity to collaborate with other faculty	.881	
Amount of social interaction with members of my department/unit	.814	
Sense of being valued as a teacher by my students		.842
Sense of being valued as a mentor by my students		.874
Sense of being valued for my teaching by members of my department/unit	.620	
Level of intellectual stimulation in my day-to-day contacts with faculty colleagues	.743	

Table A16

Summary of Exploratory Factor Analysis Results for Sense of Belonging Using Principal Axis Factoring

Item	Factor Loadings
	Sense of Belonging
I feel valued as an individual in my department/unit	.883
I feel I belong in my department/unit	.882
I have considered leaving my department/unit because I felt isolated or unwelcomed	.772
I found one or more communities or groups where I feel I belong in my department/unit	.570
I am treated with respect in my department/unit	.792
I have/had to work harder than others to be valued equally in my department/unit	.496

Qualitative Analysis

Table A17

Open-ended Survey Item with Valid Response Count

Open-ended Question	Valid Response Count
Please share any other thoughts, comments, or suggestions that you may have about the topics covered in this survey.	78

Note. Ninety-nine lecturers responded to this open-ended question; 78 provided substantive comments (i.e., excluding survey feedback or gratitude).

Table A18*Qualitative Codebook and Response Frequencies*

Key Domains	Codes	Definition	Frequency
Experiences of Discrimination (<i>n</i> = 33)	Discrimination - track	Describes witnessed/experienced discrimination on the basis of track.	19
	Discrimination - gender	Describes witnessed/experienced discrimination on the basis of gender or sex.	6
Additional Qualitative Themes (<i>n</i> = 35)	Salary/compensation	Describes concerns or issues with salary or compensation.	16
	Leadership concerns	Describes leadership concerns, including a lack of professional or personal support from one's leaders (e.g., department chairs and deans).	14
	DEI concerns	Describes concerns with DEI initiatives at the University of Michigan, as of March 2023.	11
	Lack of academic/ ideological freedom	Describes concerns with a lack of academic or ideological freedom at the University of Michigan, including perceptions of a lack of free speech.	5

Interpersonal Relationships/Belonging (n = 29)	Lack of respect/value	Describes perceptions of devaluation or disrespect of one's role or field of study at the University of Michigan, including a lack of informal recognition.	13
	Lack of belonging	Describes aspects of one's experience at U-M or in one's department that inhibit one's sense of belonging, including a lack of support or respect or general job dissatisfaction.	11
	Isolation/loneliness	Describes isolation from social interaction or professional collaboration in one's unit, or a sense of loneliness due to perceptions of isolation.	9
	Belonging	Describes a sense of belonging in a participant's unit, school/college, or U-M overall, including working in a supportive or collegial environment.	6
Track Exclusion (n = 31)	Discrimination - track	Describes witnessed/experienced discrimination on the basis of track.	19
	Lack of respect/value	Describes perceptions of devaluation or disrespect of one's role or field of study at the University of Michigan, including a lack of informal recognition.	13
	Lack of resources/support for lecturers	Describes perceptions that resources or support for lecturers are lacking, including research or professional development opportunities.	11

Well-being (n = 15)	Psychosocial safety concern (including psychological safety)	Describes generally unsafe social working conditions and a lack of trust or transparency; also encompasses psychological safety concerns, including a reluctance to raise issues due to concerns for retaliation.	11
	Mental or emotional load	Describes one's mental or emotional load due to invisible service work or other workplace stressors.	7
Workload (n = 8)	Overworked	Describes feeling overworked with an overwhelming workload consisting of teaching, research, and service work.	8

Note. Ninety-nine lecturers responded to this open-ended question; 78 provided substantive comments (i.e., excluding survey feedback or gratitude).

Lecturer Roles and Responsibilities

Table A19

Roles and Responsibilities of Lecturers in all ranks

	LEO Intermittent Lecturer	LEO Lecturer I	LEO Lecturer II	LEO Lecturer III	LEO Lecturer IV
Teaching	Teaches 1 or more classes per year but typically only one semester per year	Instruction	Instruction	Instruction	Instruction
Admin/Service		May on an occasional basis perform additional duties or responsibilities	May on an occasional basis perform additional duties or responsibilities	Significant administrative or service duties	Significant administrative or service duties
Additional Appointments		No expectation of additional appointments	No expectation of additional appointments	No expectation of additional appointments	No expectation of additional appointments
Contract Length		Appointed for periods of 1 or more semesters	3-7 years	1-4 years	3-7 years
Contract Renewal		No presumption of renewal	Presumption of renewal	Ongoing; no presumption of renewal	Presumption of renewal

Note. The information in this table is from [2021-2024 LEO Contract](#). This is the contract that lecturer-track faculty were under at the time of the survey,