

The Profession of Teaching English in the Two-Year College: Findings from the 2019 TYCA Workload Survey

Two-Year College English Association
Workload Task Force

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Abstract

In fall 2019, the Two-Year College English Association distributed a 39-question survey to two-year college English faculty through professional listservs, regional distribution lists, and social media platforms. This report summarizes the key data derived from 1,062 responses to close-ended questions about workload related to teaching, service, and professional development. The report discusses the demographic profile, employment status, and contractual obligations in course assignments of the two-year college English faculty who responded. The report also summarizes information about respondents' overload teaching, autonomy within their teaching responsibilities, and the kinds of service and professional development activities they engage in.

Introduction to the TYCA Workload Project

Purpose of the TYCA Workload Project

In 2018, the Two-Year College English Association (TYCA) organized a task force to investigate workload issues at two-year colleges and develop standards for professional working conditions. The purpose of this project was to better understand labor conditions, faculty experiences, workload levels, and working conditions at two-year colleges so that faculty, administrators, professional organizations and the discipline at large might better understand and respond to working conditions that adversely affect student success. Subsequently, TYCA changed the status of the research group from a task force to a standing committee that will continue to investigate workload issues for two-year college English professionals over time.

Research Activities

The TYCA Workload Task Force reviewed relevant scholarship on workload and labor issues relevant to teaching English at two-year colleges and then drafted and distributed a survey nationwide in fall 2019. The Task Force plans to conduct a shorter follow-up survey to investigate how labor conditions for two-year college English faculty changed as institutions and instructors responded to the global COVID-19 pandemic.

Dissemination of Project Results

The Task Force is disseminating project results through a series of working papers, presentations, and a white paper through the Two-Year College English Association website. The working papers provide in-depth analysis and recommendations for implications and action through the publication of several working papers in the dominant themes raised through this survey, including teaching, workload management strategies, service, professional development, labor, and material realities. These reports detail how faculty identify and respond to workload expectations and how labor experiences shape their perceived abilities to teach their students, support educational initiatives in their departments and institutions, and engage in professional activities. A culminating white paper will synthesize results and provide recommendations for creating sustainable working conditions for two-year college English faculty and program administrators.

TYCA Workload Survey

Survey Distribution

During fall 2019, the Task Force distributed a 39-question survey to all Two-Year College English Association members through the National Council of Teachers of English. Recognizing that teachers of two-year colleges comprise a broad group with diverse professional associations, the Task Force also distributed the survey through professional listservs (WPA and TYCA), as well as through individual departments and programs in multiple states. In addition, the Task Force sent the survey to regional TYCA leaders to disseminate to their regional members and publicized the survey through social media accounts for professional organizations.

Survey Questions and Methods

The survey included six demographics, 28 closed-ended, and five open-ended questions about faculty work environment, expectations, and experiences. All responses were anonymous. Participants could skip questions they did not wish to answer and could opt out of the survey at any point. The Task Force conducted a mixed-methods analysis of responses to the survey using descriptive statistics to analyze closed-ended responses and applied iterative thematic analyses of open-ended responses to survey questions using Dedoose, a web-based data analysis platform. (See Corbin and Strauss, 2015, for more on iterative thematic analysis).

The Task Force identified two sets of limitations of the scope and implications of the survey. First, the method of distribution may have contributed to a sampling bias that over-represents faculty who belong to TYCA or participate in professional organizations and are thus engaged in the discipline. The Task Force recommends caution before overgeneralizing findings. Second, the Task Force conducted this survey prior to the onset of the COVID-19 pandemic, which introduced new uncertainty into labor conditions and possibly new implications for labor contracts.

This report summarizes responses to the closed-ended survey questions and provides an overview of workload issues for two-year college English instructors.

Demographics of Survey Participants

A total of 1,062 participants, representing all geographic TYCA regions, responded to the initial survey. Respondents offered the following demographic information:

Sex/Gender

- 73% of respondents identified as female
- 21% identified as male
- 4% preferred not to identify their gender
- 2% identified as non-binary or another identity
- 10% identified as members of the LGBTQA+ community

Race

- 81% White
- 4% Latinx
- 2% Asian or Pacific Islander
- 2% Black or African American
- 2% other
- 1% multi-racial
- Three respondents identified as Native American or American Indian
- 6% preferred not to identify their race

Age

- 31% between 36-45
- 31% between 46-55
- 16% between 56-65
- 9% between 26-35
- 8% 65 and older
- 4.56% preferred not to identify their age

TYCA Membership

TYCA members accounted for 43.51% of respondents and non-members accounted for 44.99% with 11.5% uncertain. Respondents came from the following TYCA regions:

- 20% TYCA Southwest
- 19% TYCA Midwest
- 16% TYCA Southeast
- 12% TYCA West
- 11% TYCA Northeast
- 11% TYCA Pacific Coast
- 10% TYCA PNW

Types and Levels of Employment

A majority of respondents (56%) work off the tenure track. Participants reported that they have the following types of employment contracts:

- 44% hold tenure track or tenured positions
- 20% have a stable position with a renewable annual contract
- 14% have a permanent or multi-year contract

- 18% have a short-term limited contract (unstable adjunct, contingent, or nonrenewable position)
- 3% reported another type of contract

Examples of employment through other types of contracts included administrative positions (sometimes combined with adjunct teaching), hybrid positions with contracts split between adjunct teaching and a different functional area of a campus, employment with a school district, and positions that don't have contracts.

Full-time but non-tenure line faculty include:

- Full-time contingent faculty at institutions that also offer tenure lines;
- Full-time faculty at institutions that do not have tenure but offer full-time positions that are similar to tenure-line positions in terms of work responsibilities and the role of faculty in an institution.

More than half of survey participants (54%) indicated that their colleges offered full-time, benefited non-tenure-line positions. However, 30% of respondents reported that their colleges did not offer full-time employment for instructors off the tenure track, and the remaining respondents were unsure.

A majority of respondents (84%) have full-time employment. An additional 12% work part-time without benefits, and 3% have part-time positions with benefits. These results are an indicator that most survey respondents are engaged in the profession through full-time employment. However, the survey likely does not reflect the reality that many two-year college writing instructors work off the tenure track in part-time positions without benefits.

Contractual Teaching Load

Defining Full-Time Teaching Load

Respondents reported on their full-time contractual workload (i.e., courses that instructors are obligated to teach based on the terms of their contracts), reporting on the number of credit hours taught each year rather than courses or sections. Although a typical course in higher education is three credits, some two-year college programs offer writing or developmental English courses with four or more credit hours, and some courses (for example, co-requisite support classes) are only one credit.

The survey focused on annual contractual teaching rather than semester teaching load to account for variations in how institutions structure their course offerings and contracts, including quarter systems, trimesters, accelerated classes, and contractual summer teaching. 86% of respondents teach in a semester format, about 10% teach on the quarter system, and the remainder have another type of academic calendar. The responses do not include non-contractual credit hours, for example overload, summer, or interim courses.

Full-Time Load for Tenure-Line Faculty

The survey asked respondents to identify required teaching loads for tenure-line faculty at their two-year institutions based on the terms of their employment contracts. 42% indicated that a full-time load for tenure-track and tenured faculty is 28 to 35 credit hours annually. The second-highest category was 19 to 27 credit hours (11%). Nine percent of respondents reported 13 to

18 credit hours, 5% reported 36 to 44 credit hours, and 9% reported 45 credits or more. (See figure 1.) An additional 24% indicated that they were “not sure” about the contractual teaching load for tenure-line faculty.

Annual FT/TT teaching load in credit hours

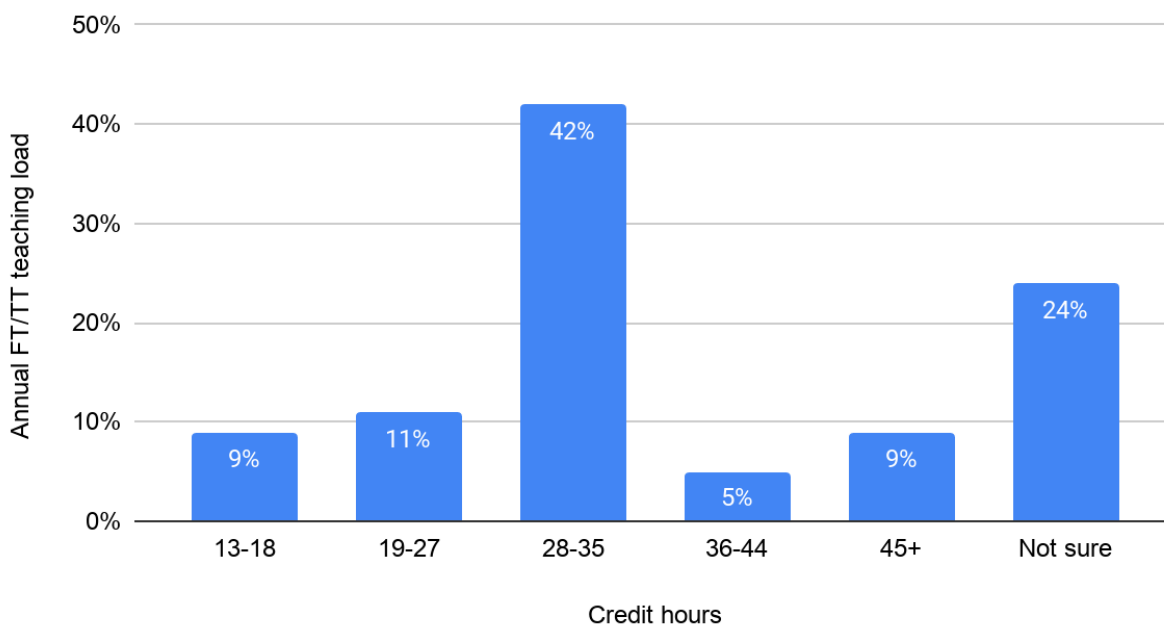


Figure 1: Annual FT/TT teaching load: credit hours per academic year

Full-Time Load for Non-Tenure-Line Faculty

Respondents also reported on contractual teaching loads for full-time, non-tenure-line instructors. Results were somewhat different in comparison to responses for tenure-line faculty. Almost one-third (32%) reported that full-time employment for instructors working off the tenure track at their two-year institutions is 28 to 35 credit hours each year. 12% reported 13 to 18 annual credit hours, 8% reported 36-44 credit hours, and 6% reported 12 or fewer credit hours. 30% were unsure about the contractual definition for a full-time teaching load at their institutions.

Teaching Overload Work

More than a third of respondents reported that they “always” (19%) or “frequently” (17%) teach an overload of courses over and above their contractual full-time teaching load. Another 21% reported that they “sometimes” teach an overload. In contrast, only 19% “never” teach an overload, and 18% “rarely” teach an overload. Finally, 6% of respondents reported that overloads were “not an option” at their institution. (See figure 2.)

Frequency of teaching overload

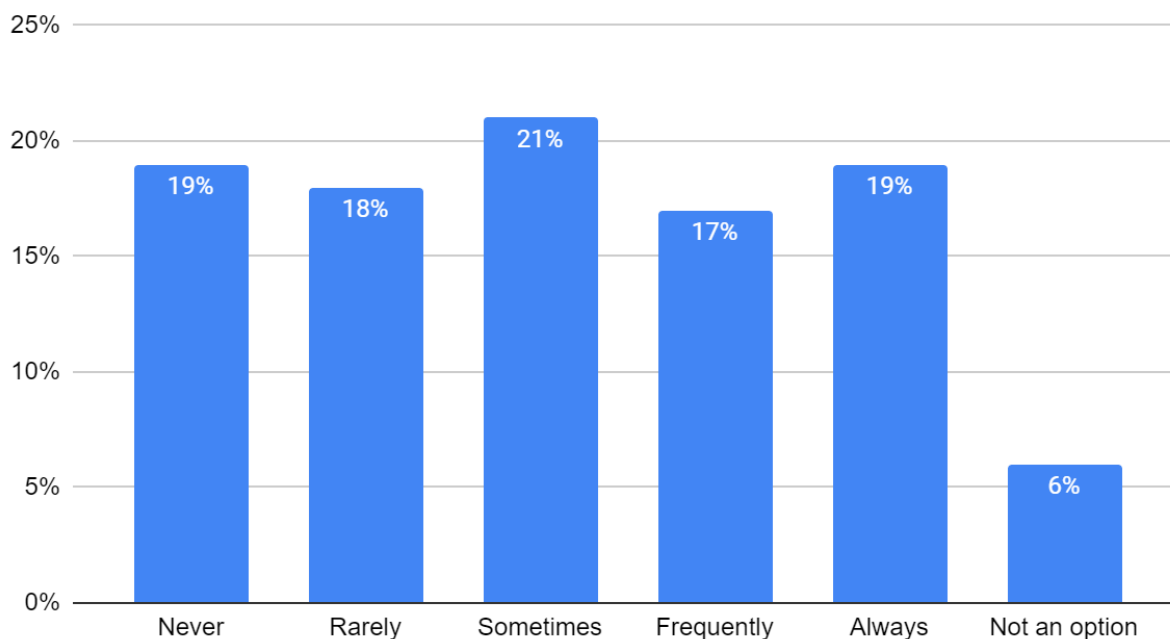


Figure 2: Frequency of teaching overload

Reasons Offered for Overload Teaching

Faculty who teach an overload provided a number of reasons for teaching courses beyond their contractual obligations. The most prominent was to earn more money, which might be an indicator of the need to supplement an inadequate salary. No other reasons were offered with nearly the same frequency.

Respondents identified the following reasons for overload teaching:

- 41.3% to earn more money
- 20.4% to respond to staffing needs
- 11.7% to fulfill curricular needs
- 8.1% to fulfill a professional goal or interest
- 6.8% to teach a specific course otherwise unavailable
- 4.8% to meet a departmental or administrative expectation
- 2.7% to increase teaching experience for merit or promotion
- 2.2% to qualify for, or increase benefits
- 1.9% other

Factors Influencing Workload Management for Teaching

Participants were asked to respond to the following question: “As you think about teaching, how significantly do each of the following affect your ability to manage your workload as a college English instructor and achieve your own standards for satisfactory performance?” The following illustrates the number of survey respondents who selected from list of factors and who identified those factors as having a high impact on their workload management for teaching:

- 80% Course caps/class size
- 73% Number of assigned sections or credit hours
- 56% Number or type of assigned course preparations
- 54% Student readiness for courses in relation to placement methods
- 41% Non-work obligations (family or community responsibilities; health issues, etc.)
- 39% Delivery mode for courses (face-to-face, online, hybrid, distance ed, etc.)
- 34% A network of colleagues to support your work as an instructor
- 33% Academic support resources available to my students (e.g., writing center, tutoring, advising)
- 33% The level of courses (basic writing, first-year writing, advanced courses, etc.)
- 30% Service workload
- 29% Departmental requirements for writing courses (number of assignments, required page numbers or word counts, types of assignments)
- 28% Access to office space and material resources

The survey results strongly suggest that both class size (80% of respondents) and number of assigned sections or credit hours (73% of respondents) have a significant impact on workload management for two-year college English faculty and how they achieve their own standards for teaching performance. Further, more than half of survey participants reported that number or type of course preparations and student readiness also had a high impact on workload management for teaching.

Fewer numbers of participants reported the following factors as having a high impact on their workload management:

- 16% departmental or campus requirements for textbooks (rental, changes to required textbooks, open-educational resources initiatives, etc.)
- 16% departmental policies about grades, attendance, assessment, or other classroom issues
- 16% professional development workload
- 2% use of new technologies

Similarly, respondents were asked to identify which from the list of factors had a low impact on their workload in relation to teaching. Factors identified specifically as having "low impact" include the following list ranked from most likely to be identified as "low-impact" to least.

- 41% Use of new technologies
- 39% Departmental policies about grades, attendance, assessment, or other classroom issues
- 38% Departmental or campus requirements for textbooks (rental, changes to required textbooks, open-educational resources initiatives, etc.)
- 38% Professional development workload
- 29% Access to office space and material resources (computer, copier, etc.)
- 28% Departmental requirements for writing courses (number of assignments, required page numbers or word counts, types of assignments)
- 27% Service workload
- 23.5% A network of colleagues to support your work as an instructor
- 23% Academic support resources available to my students (e.g., writing center, tutoring, advising)
- 20% Non-work obligations (family or community responsibilities; health issues, etc.)
- 20% The level of courses (basic writing, first-year writing, advanced courses, etc.)
- 14% Student readiness for courses in relation to placement methods
- 12% Delivery mode for courses (face-to-face, online, hybrid, distance ed, etc.)

- 8% Number or type of assigned course preparations
- 3.5% Number of assigned sections or credit hours
- 2.5% Course caps/class size

We include the responses in both of these configurations for several reasons. For example, though, for some issues, it was clear that specific factors affected the majority of respondents at a high impact level (like class size). By contrast, use of new technologies was identified as high impact by just 2% of respondents and was the most likely to be selected as having a low impact. It's important to note that the survey was conducted before use of technologies became an essential part of teaching at most institutions during the global COVID-19 pandemic.

However, other factors were equally likely to be identified as high impact for some respondents as low impact by the same number. Service workload, for example, was identified as high impact by 30% of respondents and, simultaneously, as low impact by 27%. This same distribution was shown in access to office space and material resources; 28% of respondents identified material resources access as high impact, and 29% as low impact.

Though we do not include here the detailed list of factors instructors identified as having "no impact" on teaching workload, the three factors most likely to be selected were departmental or campus requirements for textbooks (22%); department policies about grades, attendance, assessment, or other classroom issues (16%); and access to office space and material resources (16%). It's possible that the predominance of respondents who work on the tenure-track or who are working with full-time, continuing positions are less likely to identify access to basics like office space and technology than respondents with contingent positions.

Teaching Autonomy

Respondents reported that the highest levels of autonomy over key factors affecting their teaching workloads were for course content with 75% reporting "a lot" of autonomy and 23% reporting "some." Respondents also reported a high level of autonomy over office hours with 74% reporting "a lot" and 21% reporting "some."

Respondents reported the least amount of autonomy over their summer teaching with 52% reporting "none." They also reported little autonomy over the number of sections they teach with 45% reporting "none," and little autonomy over the mode of delivery with 45% reporting "none." Only 12% reported that they had "a lot" of control over their schedule.

Table 1: Reported levels of autonomy over workload factors			
	A lot	Some	None
Course Content	75%	23%	2%
Schedule for Office Hours	74%	21%	4%
Types of Courses	20%	65%	14%
Schedule	12%	60%	27%
Structure of Office Hours	22%	39%	39%

Overload	15%	46%	39%
Number of Sections	15%	39%	45%
Mode of Delivery	9%	45%	45%
Summer Teaching	10%	38%	52%

Key Points about Teaching Workload

What these numbers tell us is that the majority of faculty have heavy teaching loads. Variations in the number of credits attached to different courses make it difficult to calculate the number of courses taught each semester with precision; however, the survey results suggest that a majority of respondents are teaching a 5/5 load or higher each semester if courses are calculated at three credits each. A majority of respondents teach overloads (57% reported “sometimes” to “always”), and the most common reason they do so is to earn more money. The results also indicate that class size and number of sections and preparations most impact teaching workload. Further analysis may help parse out the distinction between tenure-line, non-tenure-line full-time, and adjunct status and determine what the difference is in labor conditions for teaching.

A more detailed discussion of two-year college English teaching and workload appears in several working papers available on the TYCA website: TYCA Working Paper #1: Two-Year College English Faculty Teaching Workload (2020); TYCA Working Paper #2: Two-Year College English Faculty Teaching Adjustments Related to Workload (2020); TYCA Working Paper #3: Workload Management Strategies for Teaching English at Two-Year Colleges (2020). Additional working papers about teaching are also available.

Responses about Service

Respondents were asked to identify the service activities that they participate in, including general institutional service activities, institutional service that requires disciplinary expertise, disciplinary leadership within their institutions, and disciplinary service outside the institution. Of the 923 responses to this survey question, 609 (66%) identified service as a defined element of their employment contracts. An additional 205 (22%) indicated they contributed to their institutions through service even though service was not required in their contracts. Of those 205 respondents, 162 (17.6% of all participants) indicated their service was uncompensated while 43 (4.7%) conducted non-contractual service for additional compensation.

Institutional Service

Closed-ended responses about institutional service included four categories and an optional “other” category for participants whose service did not fit those provided. Responses suggest that institutional and departmental committee work comprise the bulk of institutional service. 680 (32%) respondents reported that they served on institutional committees, and 666 (31%) reported they served on department-level committees. Another 483 (23%) respondents participated on program committees. Fewer respondents (166, about 8%) identified participation on state or system-level committees.

Another 125 respondents (6%) identified “other” service obligations which, in the open-ended responses, they indicated as the advising of individual students, sponsoring student organizations, and serving on student and faculty governing bodies. Respondents (778) reported a wide range of time dedicated to service, with some spending more than 12 hours per week (7.7%), and many dedicating 4-6 hours (30.3%) or 1 to 3 hours (39.7%). (See Figure 3)

Time Spent on Institutional Service

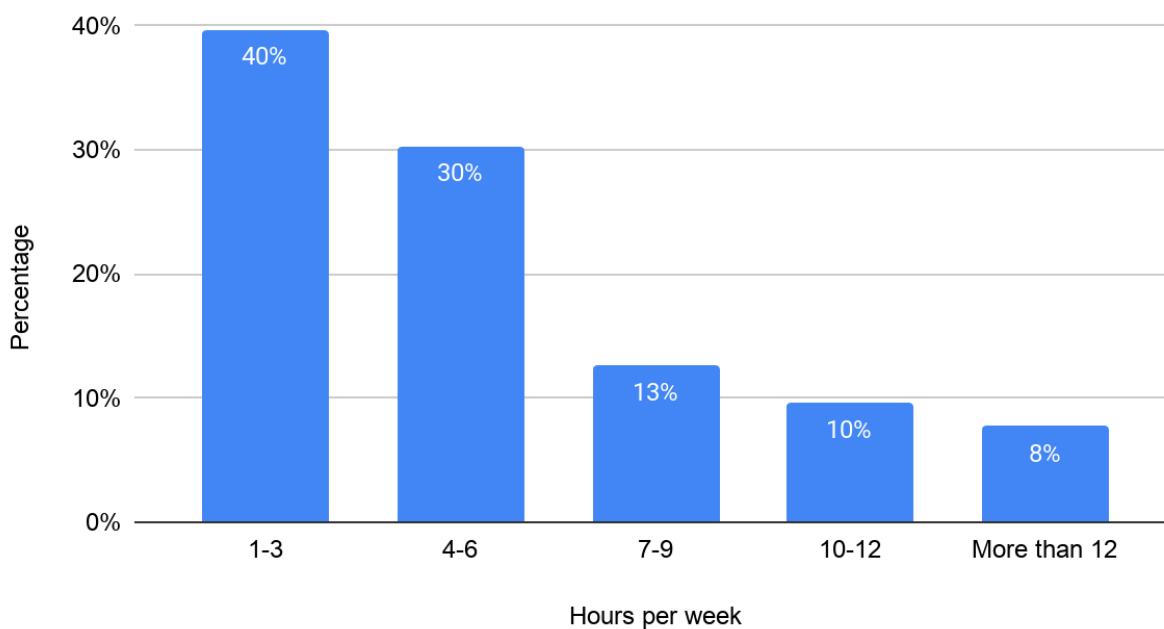


Figure 3: Institutional Service

Disciplinary Service within the Institution

Respondents identified all areas of disciplinary service in which they participate, offering 3523 responses. This high number reflects the multiple and overlapping roles two-year college English faculty play in disciplinary service. Participants reported that they engage in the following types of institutional service related to disciplinary expertise:

- Curriculum development (14%)
- Assessment (11%)
- Faculty training (10%)
- Writing program work (9%)
- Hiring (9%)
- Developmental-education programmatic work (9%)
- Faculty evaluation (8%)
- Retention of students (7%)
- Writing across the curriculum or in the disciplines (5%)
- Placement (4%)

Survey participants were also given the option to identify other types of disciplinary service activities. Examples of representative responses include dual credit programs, accreditation, distance education, advising, mentoring, supporting multilingual students, and writing center work.

Participants also reported on leadership positions associated with their disciplinary service within their institutions. Most prominent among these were administrative work, such as department chairs or coordinators; project leadership, such as coordinator, director, or chair of disciplinary projects, community projects, or institutional projects such as Guided Pathways; and lead roles in faculty senate or governance bodies.

Disciplinary Service to the Profession and Community

The survey asked respondents to identify the types of disciplinary service that they engage in outside of their institutions. The majority of respondents (73%) indicated that they participate in service to the profession, discipline, or community. Responses were distributed among the following categories of service:

- 27.0% None
- 13.7% Peer reviewer for conferences or publications
- 11.9% Volunteer work for professional organization
- 11.0% Elected or appointed leadership role in a professional organization
- 8.0% Disciplinary community service
- 6.6% Regional TYCA service
- 6.5% Editorial work
- 6.0% Committee or task force member for a professional committee
- 3.7% Editorial board work

Key Points about Service and Workload

The survey results suggest that service is a significant part of workload for many two-year college English faculty. However, departmental and institutional service are not a defining part of teaching for some instructors who don't have a contractual obligation to engage in service. Many participants spend a substantial part of their time in service activities, and their work is spread across many different types of tasks within their institutions, including work like developmental education, placement, and writing centers that faculty in most other departments don't do. A majority of respondents spend more than four hours a week on service in combination with a typically high teaching load of five or more courses per semester (based on three credit hours per course).

One-third of respondents identified institutional service as part of their workload, while another third identified departmental service as part of their workload. Though just over a quarter of two-year college faculty who responded to the survey do not participate in disciplinary service, nearly three-quarters of respondents participate in disciplinary service work as peer reviewers, holding elected or appointed roles to TYCA or other professional organizations, or serving on committees and task forces for professional organizations.

Through an analysis of the survey responses, the task force observed that there is some slipperiness around what constitutes service. For example, some faculty receive compensation for leadership activities or program development work while other faculty are uncompensated for similar work. The survey did not specifically define service for respondents though multi-

select questions invited respondents to check all those service activities they participated in. For a more detailed analysis of survey responses about service workload (including overlap between service, teaching, and professional development), see [Working Paper #4: Two-Year College English Faculty Service Workload](#), which analyzes.

Responses about Institutional Leadership Roles

Categories of Institutional Leadership Roles

Of the more than 1000 respondents, three of four reported holding some leadership role on their campus. The roles were distributed among committee chair (21%), coordinator (20%), department or division chair (16%), and lead instructor (11%). An additional 7% reported “other,” which included activities such as senate leadership, advisor for a student organization, and dual-enrollment chair.

These leadership positions are reported to take between 1-2 hours per week (15% of respondents), 3-6 hours per week (20%) or 7-10 hours per week (12%). An additional 16% reported spending more time per week, from 11 to 20 or more. (See Figure 4.) Note that respondents with leadership positions at their colleges may be over-represented since only 25% responded that they held no leadership position on their campus.

Time Dedicated to Leadership

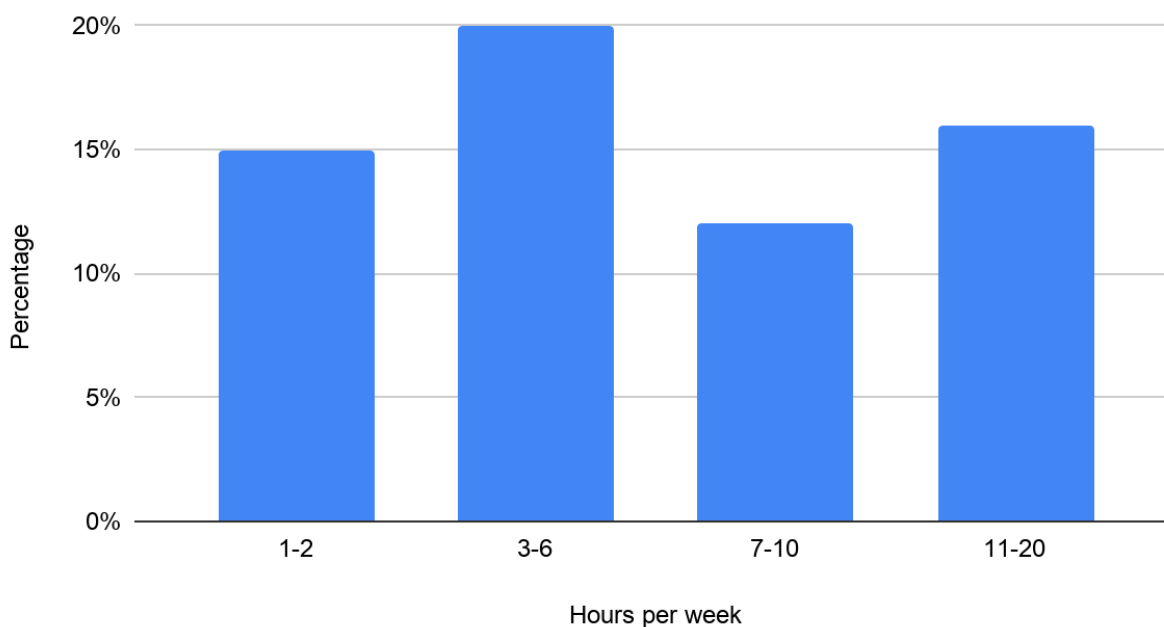


Figure 4: Hours per week dedicated to service in leadership roles

Approximately a third of respondents reported that they do not receive any compensation for leadership roles while 24% received reassigned time, and 18% were compensated through their “contractual workload.” An additional 17% received a stipend, either during the academic year (13%) or summer (4%). (See figure 5.)

Compensation for leadership roles

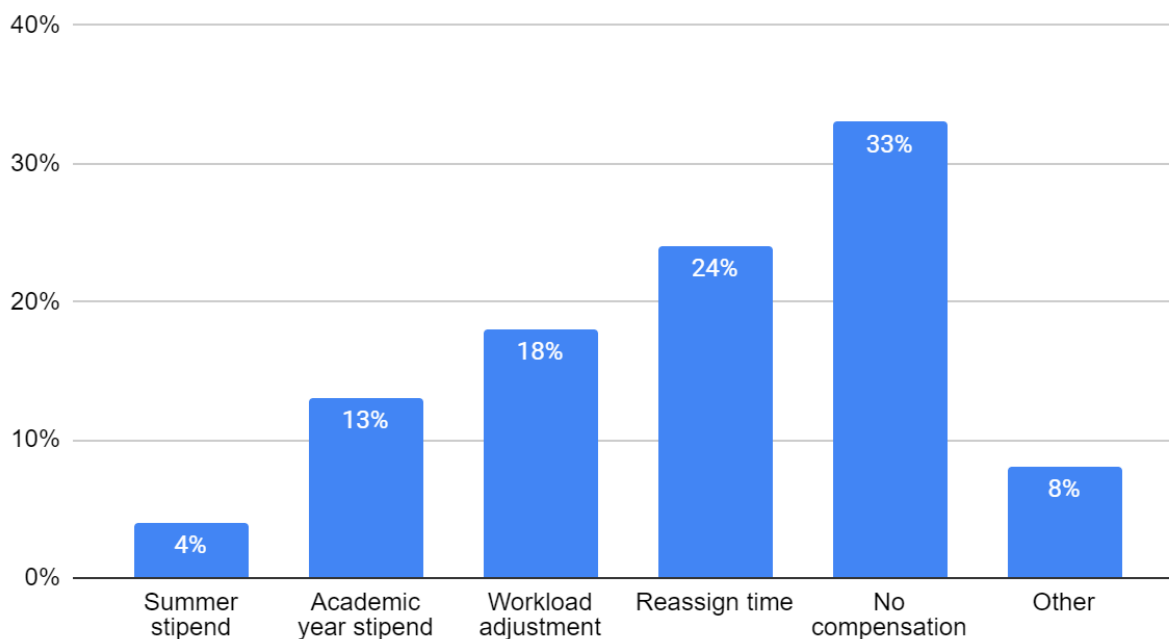


Figure 5: Compensation for leadership roles

Key Points about Leadership Roles and Workload

A large majority of respondents (three-quarters) report having leadership roles, distributed among the tremendous variety of such roles for two-year college faculty. The responsibility of leadership roles (measured in time per week spent) is unequally distributed with a significant minority of faculty dedicating more than 10 hours per week on service. Further analysis may reveal the amount of uncompensated service beyond the raw numbers of 33%. These data stand in contrast to at least some university departments in which new faculty--at times throughout their probationary period--are extremely limited in their service appointments or are considered to be "protected" from excessive service. Two-year college faculty are expected to participate early and regularly in committee responsibilities.

Responses about Professional Development

A total of 923 respondents reported participating in some type of professional development. The majority of these respondents (821 of 923 or 89%) report weekly engagement with some form of professional development. Only 5.5% of respondents reported that they don't do professional development.

Contractual Obligations and Expectations

A majority of participants (57%) reported that they are contractually obligated to participate in professional development. Another 14% indicated that professional development is not part of their contracts, but their institution or department expects them to do it. Another 39% reported

that they engage in weekly professional development which they are not contractually obligated or expected to do.

Notably, 148 (17%) of the 821 faculty who reported that they participate in professional development even though they are not contractually obligated to do so and they do so without compensation. A small number (6%) participate in professional development for extra compensation.

Time Spent on Professional Development

The majority of respondents who engaged in weekly professional development that supports their teaching (439 of 821 or 53.5%) reported spending between one or two hours per week (53.7%). Nearly an additional third of respondents report spending 3-6 hours per week, but some reported dedicating more than 11 hours per week (28 respondents). (See figure 6).

Time dedicated to professional development

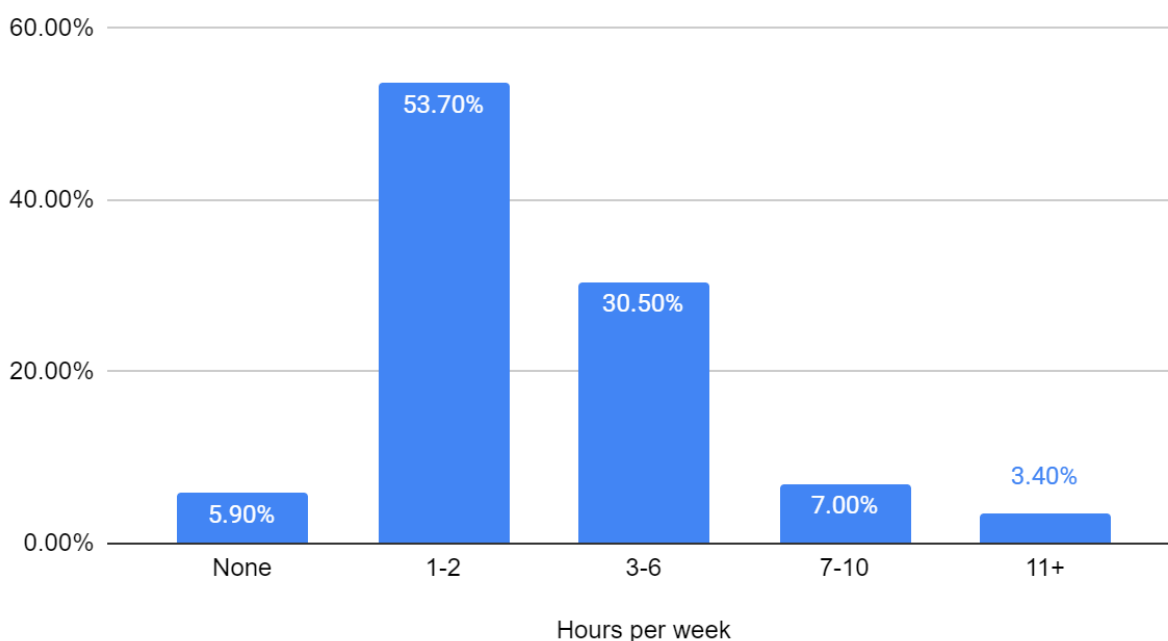


Figure 6: Time dedicated to professional development

Professional Activities

Respondents reported participating in multiple forms of professional development. The following types of professional work were the five most common reported activities:

- Attending national or regional conferences and workshops (14% of respondents)
- Participating in training in disciplinary teaching topics sponsored by my academic unit (13%)
- Reading disciplinary articles and books (12%)
- Participating in training about non-disciplinary teaching topics sponsored by my institution (11%)
- Presenting at conferences (11%)

Other types of professional development activities include:

- Doing non-teaching focused training sponsored by my institution (8%)
- Facilitating training on disciplinary topics sponsored by my academic unit (7%)
- Engaging in original research/scholarship (6%)
- Facilitating training sponsored by other units at my institution (4%)
- Writing for scholarly publications (4%)
- Doing other types of published writing (4%)
- Working on grant-funded projects (4%)
- Writing reviews of published disciplinary work (2%)
- Other types of professional activities (less than 1%)

Key Points about Professional Development Workload

The most frequent types of professional development for respondents focus on attending or presenting at conferences and doing training that focuses on teaching. Only a small percentage of respondents engage in research and writing (approximately 10%).

Almost all respondents do professional development, and a majority report that they are either contractually obligated or expected to do it as part of their workloads. Most respondents who engage in professional activities do it as part of their weekly workloads. However, nearly one-fifth of respondents who reported engaging in professional development do so without an institutional requirement or expectation. Not only are these faculty voluntarily participating in professional development, the majority of them are doing so through personal financial and time investments on top of frequently demanding teaching loads.

The majority of respondents who engaged in weekly professional development (439 of 821, 53.5%) reported spending between one and two hours per week, a substantially smaller amount of time than reported results for service with 38% of respondents dedicating between four and 12 hours a week on service.

See the following report for an additional discussion of professional development: “TYCA Working Paper #5: Two-Year College English Faculty Professional Development Workload” (2020).

Conclusions and Implications

Responses to the TYCA Workload Task Force national survey provide a picture of the landscape of teaching English in a two-year college across the United States. As employees with teaching-intensive contractual positions (whether tenure line, adjunct, full-time lecturer, or other employment status), the majority of respondents spend most of their time on teaching. With a typical load of between 28 and 35 credit hours each academic year, two-year college full-time faculty are primarily focused on the intensive work of teaching in the lower-division, as would be expected. However, survey results also call attention to the multi-faceted work that two-year college faculty conduct, including service to their professions and communities, professional development within their institutions and departments, and ongoing contributions to scholarship. The traditional taxonomy of faculty labor--teaching-focused versus research focused-- neglects an understanding of the expanded complexity of faculty roles in higher education as all institutions have struggled to adapt to shifts in student needs and educational preparation. English faculty at two-year colleges have absorbed a disproportionate amount of

this work. Nevertheless, the structures of status, compensation, research funds, and recognition remain virtually unchanged.

However, the survey also makes visible some other important dimensions of two-year college English work:

- Demographically, our respondents do not mirror the racial composition of students at two-year colleges, nationally.
- Boundaries between teaching, service, and professional development are porous for two-year college faculty.
- Faculty have the most autonomy over the content of their courses, but less in terms of their schedule, mode of delivery, and teaching load.
- Institutional and discipline-specific service is a substantive component of the two-year college faculty workload, some of which is uncompensated.
- Two-year college faculty are committed to remaining active in their disciplines, dedicating time and effort to professional development activities, much of which is uncompensated.
- Many if not most two-year college faculty take on some kind of leadership role in their institution, either campus-wide or departmental, or in the discipline.

The survey results suggest that faculty workload at two-year colleges is fundamentally different from the professional expectations and workload for faculty at four-year universities that require scholarship, and professional development expectations vary considerably among two-year institutions (see [TYCA Guidelines for Preparing Teachers of English in the Two-Year College](#)).

For a deeper understanding of the lived experience of these working conditions specific to two-year college faculty, we encourage readers of this report to access the TYCA Workload Task Force [working papers](#) on the topics of teaching, service, strategies for workload, professional development, and other topics emerging from the open-ended responses to the survey.

For Further Reading

Giordano, Joanne Baird and McKenna Wegner. "TYCA Working Paper #3: Workload Management Strategies for Teaching English at Two-Year Colleges." Two-Year College English Association. November, 2020. https://ncte.org/wp-content/uploads/2020/11/TYCA_Working_Paper_3.pdf

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