Non-Tenure Track Faculty at UGA

An Overview of Career Tracks and Perspectives

September 2019
Prepared by Paul Matthews, Ph.D. on behalf of the
Non-Tenure-Track Faculty Learning Community

UNIVERSITY OF GEORGIA

Who Constitute "Faculty" at UGA?

1. "Academic Rank":
a. Instructor
b. Assistant Professor
c. Associate Professor
d. Professor

2. Academic Professional:
a. Academic Professional Associate
b. Academic Professional
c. Senior Academic Professional

3. Administrative A

4. Clinical:
(Some schools/colleges use term "Prof. of Practice")
a. Clinical Instructor
b. Clinical Assistant Professor
c. Clinical Associate Professor
d. Clinical Professor

5. Lecturer:
a. Lecturer
b. Senior Lecturer
As of Summer 2018, Board of Regents has approved a third tier, "Principal Lecturer"! But not UGA yet…

6. Librarian:
a. Librarian I
b. Librarian II
c. Librarian III
d. Librarian IV

7. Public Service:
a. Public Service Representative
b. Public Service Assistant
c. Public Service Associate
d. Senior Public Service Associate

8. Research Scientists:
a. Assistant Research Scientist
b. Associate Research Scientist
c. Senior Research Scientist

9. Staff Physician

See: https://provost.uga.edu/_resources/documents/Faculty_Affairs/Faculty_Ranks_and_Appt_Status__Categories-8.pdf

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Soon "Principal Lecturer"!

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What do we mean by "Non-Tenure-Track" Faculty?

- Sometimes called "Career-Track" faculty

- Not the same as "adjunct" or "limited-term," though lack of clarity/consistency locally and nationally

- Not the same as *part-time*. As of Fall 2018, UGA reported 3,082 full-time and 325 part-time faculty
  - FYI, largest group of part-time faculty are instructors (n=165, down from 212 in fall 2015)
  - But there were also 79 *part-time* professors/assistant/associate professors…

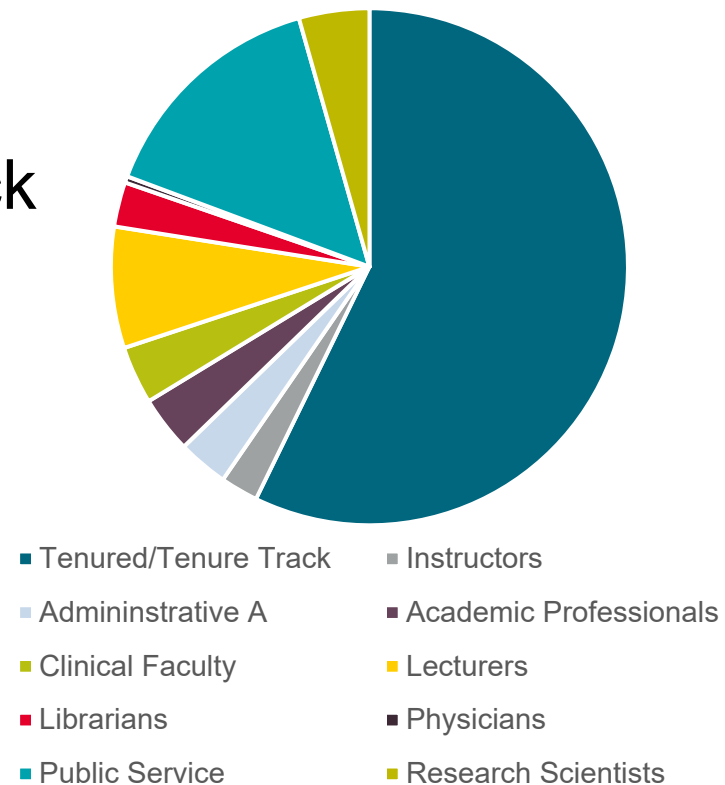- Our focus in this presentation is on full-time, non-tenure-track faculty at UGA

UGA's Full-Time Faculty: over 42% are Non-Tenure Track

- 3,082 Full-Time Faculty (Fall 2018)
  - 56.5% (1,742) Tenured/on Tenure Track
  - 43.5% (1,340) not on Tenure Track

If exclude 38 professors, associate and assistant professors listed as "not on tenure track," then still 42.2% in Non-Tenure-Track roles
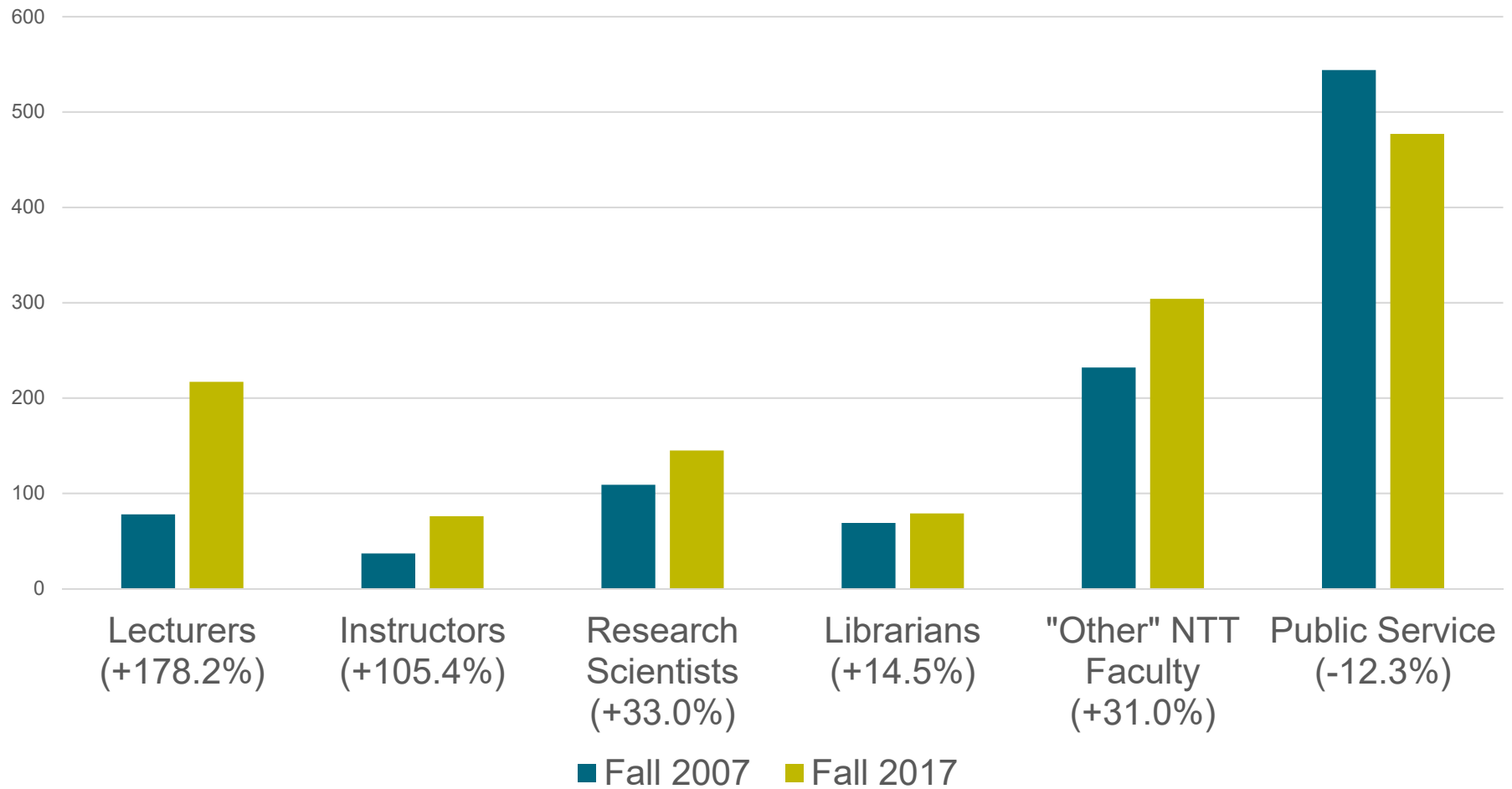
If also exclude the 96 "Administrative A" faculty, then >39% NTT

UGA Full-time Faculty by Career Track (Fall 2018 data)

- Tenured/Tenure Track
- Instructors
- Admininstrative A
- Academic Professionals
- Clinical Faculty
- Lecturers
- Librarians
- Physicians
- Public Service
- Research Scientists

https://oir.uga.edu/data/facts/faculty/ataglance/

10-Year Change in Full-Time Non-Tenure-Track Faculty at UGA

Legend: Fall 2007, Fall 2017

X-axis categories:
- Lecturers (+178.2%)
- Instructors (+105.4%)
- Research Scientists (+33.0%)
- Librarians (+14.5%)
- "Other" NTT Faculty (+31.0%)
- Public Service (-12.3%)

Note: Based on how data are reported in the Fact Book, "Other" includes academic professionals, administrative faculty, clinical faculty, and physicians.

Where are UGA's FT NTT Faculty?

- In *all* of UGA's academic schools/colleges, plus in the Provost's office, OVPI, OVPPSO, etc.

- A significant portion of academic units; for instance, Terry College of Business has 54 full-time lecturers– more than its count of (35) full professors!

- Public service faculty are mostly in PSO units and cooperative extension – but also in 9 schools/ colleges

- Many of these faculty are "embedded" into traditional departments, but may be the only representative of this career track there

- Regardless of career track, many are doing Teaching, Research, and Public Service– as well as committee work…

Column code legend (from column-group headers):
- INST = Instr.
- SLECT = Senior Lect.; LECT = Lecturer
- APS = Senior Acad. Prof.; AP = Acad. Professional; APA = Acad. Prof. Assoc.
- CPROF = Clinical Professor; CASOP = Clinical Associate Professor; CASTP = Clinical Assistant Professor; CINST = Clinical Instructor
- LIBR4 = Librarian IV; LIBR3 = Librarian III; LIBR2 = Librarian II; LIBR1 = Librarian I
- SPSA = Senior Public Service Associate; PSA = Public Service Associate; PSAS = Public Service Assistant; PSRP = Public Service Representative
- RSCI3 = Senior Research Scientist; RSCI2 = Assoc. Research Scientist; RSCI1 = Assistant Research Scien.

School/College	INST	SLECT	LECT	APS	AP	APA	CPROF	CASOP	CASTP	CINST	LIBR4	LIBR3	LIBR2	LIBR1	SPSA	PSA	PSAS	PSRP	RSCI3	RSCI2	RSCI1	ADMN	PHYS
AGRI & ENV. SCI	1				1	2					1	1			31	65	182	28	3	3	15		
ARTS AND SCIENCES	47	42	72	18	28	2			1				1			1			7	7	12		
BUSINESS		17	37													1	1						
ECOLOGY			3												2						3		
EDUCATION	3	3	5				6	15	15	1									1	2	4		
ENGINEERING	2	3	12				1	1	3							1					1		
ENVIRONMENT & DESIGN		1		1	2																		
FAMILY & CONS.SCIENCES		2	2			2		5	2						2	2	1	1			2		
FORESTRY & NATL RES			1												1	1			2		2	1	
JOURNALISM & MASS COMM	2	7	4	1	3		2									1							
LAW	9				1		5		1		5	2		2								1	
PHARMACY			1	2	3	2	3	9	8						3	2	3						
PUBLIC & INTERNATL AFFAIRS			8		2																		
PUBLIC HEALTH	4	1	1		1	1			3												2	1	
SOCIAL WORK				3	4				3														
VETERINARY MEDICINE		2	1	2	1		2	6	14	2									6	4	15		
PRESIDENT																						9	
SR VP - ACAD AFF & PROVOST			1	3	8	2			2		22	28	17	6						1		14	
V-PRES FOR INSTRUCTION	4		5	4	4	2																7	
V-PRES RESEARCH				1	2														10	15	16	1	
V.P. FOR ST AFFAIRS																						43	12
VP DEVELOP & ALUMNI																						5	
VP FINANCE & ADMIN																						11	
VP PUBLIC SRVC & OUTREACH															30	32	61	2				1	
VP GOV RELATIONS																						1	
VP MKTG & COMM																						1	
Grand Total	72	78	153	33	61	14	19	36	52	3	28	31	18	8	69	106	248	31	30	32	72	96	12

Who are UGA's "Teaching Faculty"?

- "Teaching faculty ranks include Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, Academic Professional, and Clinical."

Source: http://provost.uga.edu/index.php/policies/academic-affairs-policy-manual/section-1-faculty

- Other non-tenure-track faculty may also teach if they have appropriate credentials

- NTT Faculty *can* be Graduate Faculty

- NTT Faculty (exception: Clinical) are NOT presently allowed to teach FYOS courses… though they have been able to in the past

Non-Tenure-Track FLC

- Surveys of NTT faculty experiences (2015 & 2017) and annual data gathering from OIR
- List of awards/professional development eligibility for NTT faculty (2014, being updated)
- Congratulatory messages to promoted NTT faculty (summer 2018)
- Annual networking events for NTT faculty
- Developing materials to support department heads/unit leaders
- NTT Mentoring
- Support of academic professional and lecturer promotion guideline revisions
- Support of bylaws revisions for NTT on FAC

Underway/In Process

- Investigating peer/aspirational institutions' policies

- Learning about department/school/college policies

- Drafting "white paper" summary of survey findings in context of national literature on NTT faculty

- Supporting policy updates re FYOS, Honors options, awards eligibility, etc.

Learning about our Colleagues:
NTT Faculty Surveys, spring 2015 & 2017

- Sent to all full-time lecturers, academic professionals, public service faculty, clinical faculty, and research scientists at UGA (2015 n=952; 2017 n=1076)

- Responses from ~350 (2015), >300 (2017)

- *After outcomes shared with Faculty Affairs Committee in spring 2015, FAC and OFA created ad hoc committees charged with revising promotion guidelines for Academic Professionals (approved 4.2018) and Lecturers (2019 expected)*

Surveys collected information on...

- Work History
- Responsibilities (EFT, teaching load, accomplishments, etc.)
- Perceptions of Climate
- Experiences with Hiring and Promotion
- Knowledge about, and Access to, Resources
- Recommendations for Improving Conditions

So, what did we learn?

These faculty are not "short-term hires"…
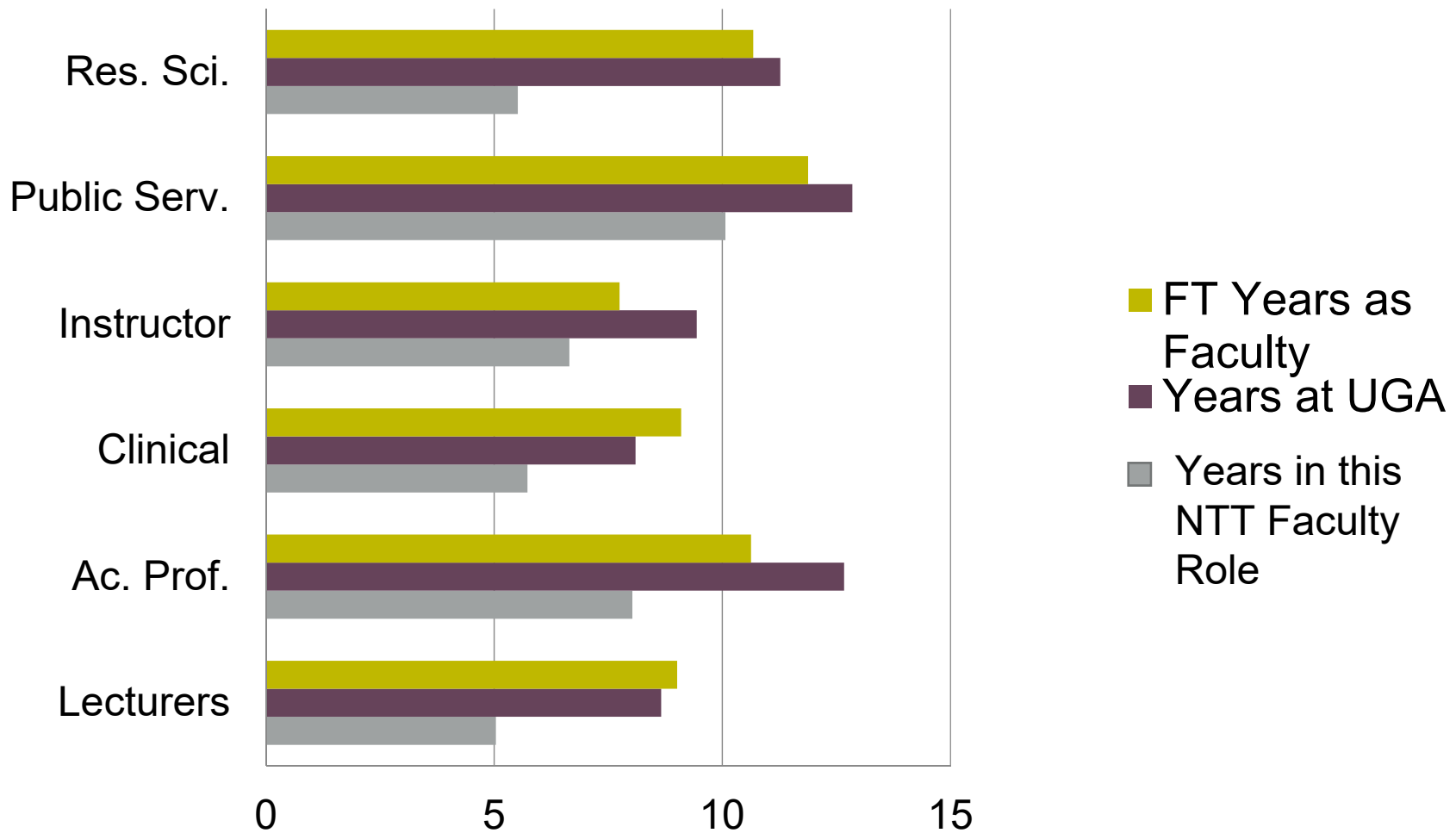
They plan to *stay* at UGA…

Mean, 1-5

■ Mean, 1-5
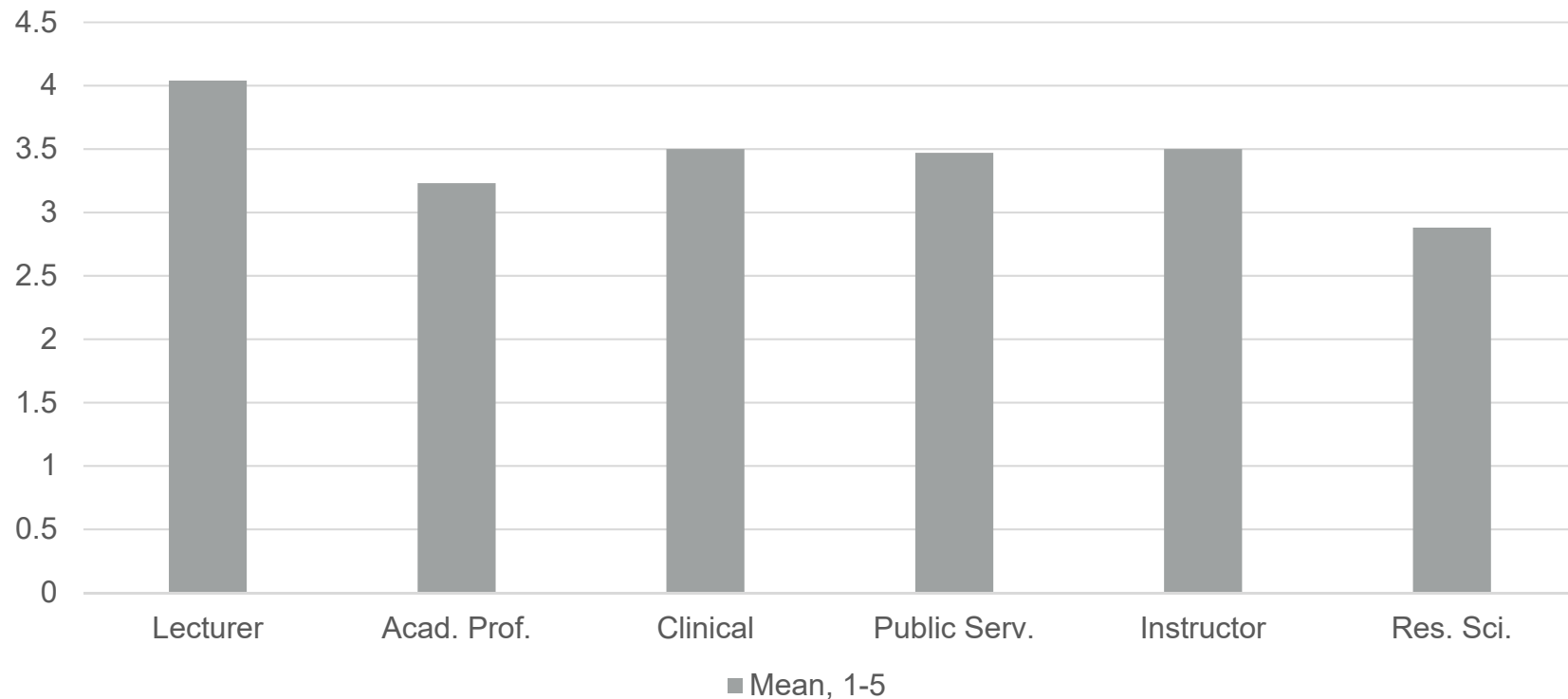
"How likely do you think it is that you will be employed at UGA 5 years from now?" 1=very unlikely, 5=very likely

For those saying "unlikely/very unlikely", most common reason: retirement

They are doing a range of faculty work, e.g.:
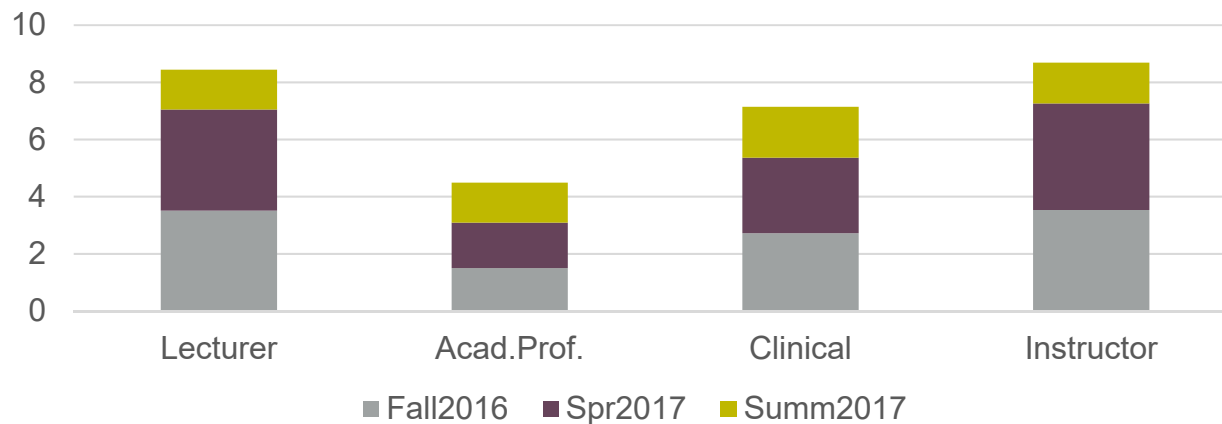

While a NTT Faculty Member at UGA…

% Yes
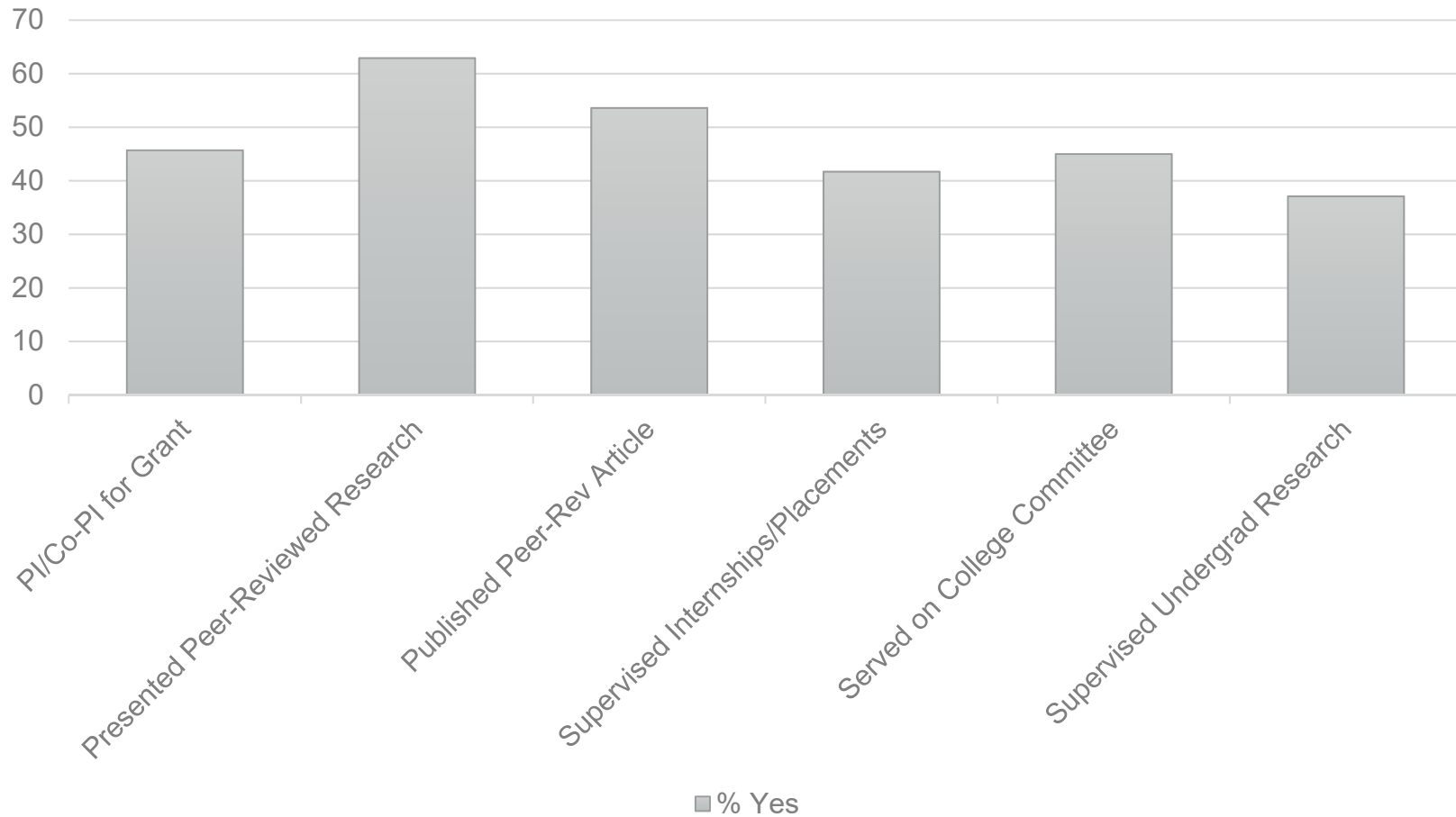
These faculty engage with a significant number of students each year…

Total Students Taught Per Year by Career Track
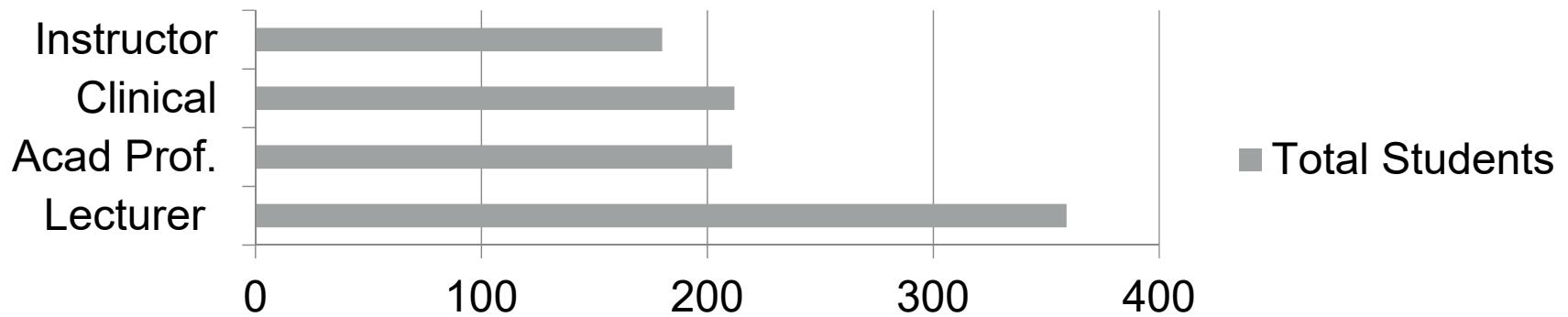
**Course Load by Career Track**

They are in a NTT career track because they *want* to be…

1=strongly disagree to 5=strongly agree

- I wanted to focus my career on doing the things that this position entails. Mean: 4.17 (SD .97)

- I specifically chose this career path over a tenure-track one, based upon its fit with my skills and interests. Mean: 3.38 (SD 1.38)

- I took this position because I could not get a tenure-track job. Mean: 2.10 (SD 1.22)

- I am just in this role until I can find a tenure-track job. Mean: 1.91 (SD 1.17)

- I did not have a terminal degree. Mean: 1.78 (SD 1.27)

n=276

NTT Faculty Also Have Identified Challenges and Concerns…
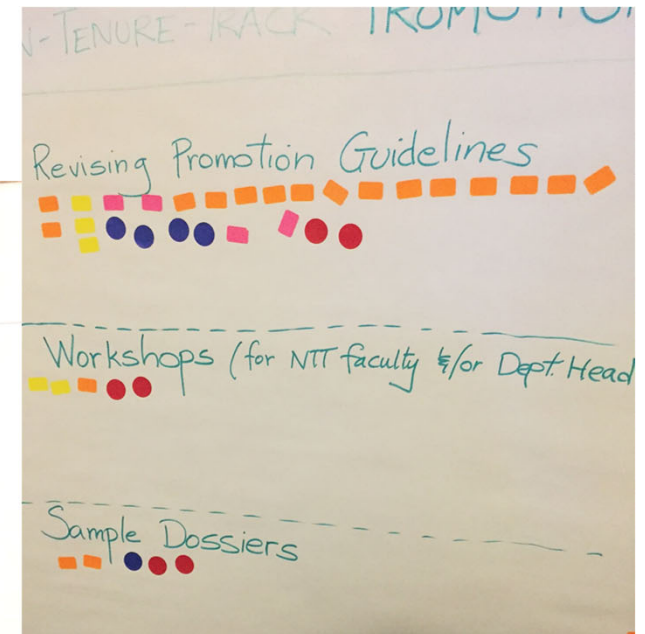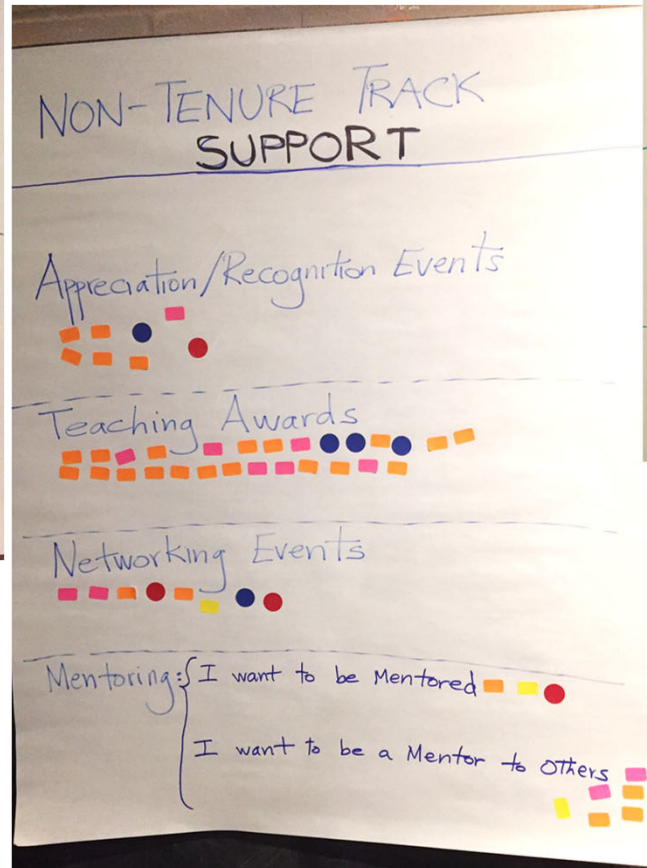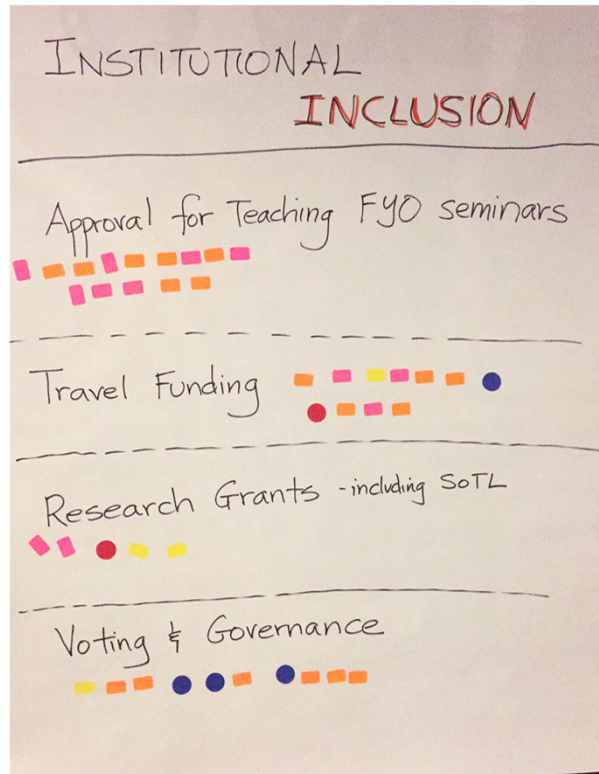
Graphics: "dotocracy" feedback at 2017 networking event

Perception of overall climate…
1=strongly disagree to 5=strongly agree; n=276

- As a non-tenure track faculty member, I feel equally as appreciated at UGA as tenure-track faculty members are. M=2.35 (SD 1.20)
- I believe I am compensated fairly compared to TT faculty with my same level of experience. M=2.54 (1.25)
- I sometimes feel that tenure-track faculty members at UGA undervalue the work that I do. M=3.74 (1.13)
- Sometimes non-tenure-track faculty are made to feel like "second-class citizens." M=3.76 (1.16)

"As much as I enjoy the university, Athens, teaching UGA students, and working with my colleagues in this department, I have never felt like a permanent member of the faculty at UGA because of my rank. I remember being excited about proposing a First Year Odyssey course, only to be informed that I was not eligible for that opportunity due to my rank. Every so often I see faculty members featured in a newsletter who have been awarded prestigious teaching awards; they are always tenure-track or tenured. Over the years, things like this have happened over and over again as repeated reminders that I am 'just a lecturer.'"

(UGA faculty respondent, April 2017)

"Tenured faculty in my department …have also mentioned that Lecturer X (a colleague) doesn't complain, because 'he knows his place.'"

(UGA faculty respondent, April 2017)

Perception of department climate…

1=strongly disagree to 5=strongly agree; n=276

- Most of my unit/department peers who are in tenure-track faculty roles understand broader concerns and issues relating to non-tenure track faculty. M=2.53 (1.13)

- I think my school/college is doing a great job of intentionally considering the needs of NTT faculty. M=2.57 (1.11)

- I think my unit/department is above average in terms of the climate for NTT faculty. M=3.26 (1.12)

- My current supervisor/unit head has a clear understanding of issues relating to non-tenure track faculty. M=3.37 (1.30)

- Most of my unit/department peers value the work that I do as a non-tenure track faculty member. M=3.54 (1.15)

"NTT faculty are broadly undervalued. I am interested to see what our new assistant professor hire (fresh out of graduate school, no teaching experience, good research record) will be making this year. I came in with troves of experience in the classroom (relevant to my position) and of course my graduate research and some industry experience. It doesn't matter: NTT gets a stamp of lower salary no matter what, despite generating higher credit hours, larger courses, and still carrying the service burden (and often research on our own time)."

"As a NTT faculty, I'm oftentimes afraid to raise issues related to my job due to a fear of retaliation."

(UGA faculty respondents, April 2017)

Perceptions of opportunities…
1=strongly disagree to 5=strongly agree; n=276

- I have the same overall opportunities and privileges as tenure-track faculty in my unit/department. M=2.21 (1.09)
- There are appropriate awards and recognitions available to me in my current role. M=2.55 (1.20)
- I have representation on my school/college's faculty senate or equivalent. M=2.86 (1.09)

"I was elected to serve the [college] on the President's Advisory Committee but was later informed I was not eligible as a clinical faculty."

(UGA faculty respondent, April 2017)

"It is particularly problematic that non-tenure-track faculty cannot serve on the University Council's Faculty Affairs Committee, which is supposed to represent ALL faculty!"

(UGA faculty respondent, April 2017)

"I was told I would not receive a computer or an office phone as an Academic Professional."

(UGA faculty respondent, April 2017)

Many do not feel well informed about the process for their promotion
1=strongly disagree to 5=strongly agree

- When I was hired at UGA, I received appropriate information on the promotion criteria, process, and timeline for my non-tenure track faculty position.
  - Mean 2.89 (1.32)
- I have a strong understanding of the overall promotion process (timing, ranks, criteria) for my non-tenure track faculty position.
  - Mean 3.53 (1.19)

Promotion Concerns
1=strongly disagree to 5=strongly agree

- I received a third-year review or other formal review giving me feedback on my progress towards promotion in my role as a non-tenure track faculty member at UGA.
  - Mean 2.62 (1.21)

- There should be more specificity provided by UGA regarding the expectations for successful promotion in my current non-tenure track faculty role.
  - Mean 3.79 (1.0)

    Of 2017 respondents who had been promoted while a NTT faculty at UGA, 9.5% reported that they did NOT receive a raise upon promotion…

Top Six "Priorities for Immediate Action" Ranked by Respondents (2017 survey)

- "Salary equity" (114)
- "Enhance the campus climate and understanding by TT faculty, to provide respect for NTT faculty" (83)
- "Improved or clearer university promotion requirements for my NTT position" (82)
- "Offer multi-year contracts for NTT faculty" (73)
- "Better detail on expectations, responsibilities and privileges upon being hired in the NTT role" (70)
- "Clearer guidance/understanding of promotion requirements for my role, by the department head"* (70)

*Piloting beginning 2019!

Other Concerns Expressed Include…

- Lack of eligibility for teaching awards
- Equal/appropriate voting rights for NTT faculty within the department
- Equal/appropriate rights for NTT faculty to serve on faculty governance committees, "e.g., the Faculty Affairs Committee of UC"*
- Allowing NTT faculty to teach FYO Seminars
- Create a third tier of promotion for Lecturers**
- Mentoring for NTT faculty***

*Approved by UC spring 2019!
**Approved by USG summer 2018!
***Piloting beginning summer 2019!

Item	Need More	Just About Right	Too Much / Too Many Already
• Opportunities to serve on campus committees	48.1%	47.7%	4.2%
• On-campus professional development programs that I am eligible to take part in	49.3%	47.4%	3.3%
• Representation on University Council / Faculty Senate	59.8%	37.7%	2.5%
• Mentors who can help early-career non-tenure track faculty	68.7%	30.8%	0.5%
• Awards that I am eligible to apply for	74.0%	25.1%	0.9%
• Funding for travel	75.6%	24.4%	0%
• Funding for professional development	78.0%	22.0%	0%

The Importance of the Department…

National research on faculty productivity and job satisfaction (e.g., Kezar, 2013a; 2013b; Waltman et al., 2012) shows that, for NTT faculty in particular, specific institutional and departmental policies and the contexts and cultures they operate in are key factors contributing to the health, or dysfunction, of a campus's educational ecosystem.

"[A]dministrators could significantly improve the level of job satisfaction and institutional commitment of NTT faculty – and thus optimize their contributions to their institutions – by supporting their teaching efforts, enacting policies that promote job security and advancement opportunities, and creating inclusive climates" (Waltman et al., 2012, p. 431)

For non-tenure-track respondents from departments with both non-tenure-track & tenure-track members:

- "I have the same overall opportunities and privileges as tenure-track faculty in my unit/department." Only 16.0% agreed/strongly agreed

- "Most of my unit/department peers who are in tenure-track faculty roles understand broader concerns and issues relating to non-tenure track faculty." Only 19.5% agreed/strongly agreed

- "I think my school/college is doing a great job of intentionally considering the needs of non-tenure-track faculty." Only 20.7% agreed/strongly agreed

- "There is someone in my unit/department who mentors me effectively on issues relating to my role and status as a non-tenure track faculty." Only 29.3% agreed/strongly agreed

UGA faculty concerns are consistent with national literature on best practices for NTT faculty…

Necessary Supports for NTT Faculty as Professionals in Higher Education
(Kezar, 2012)

"One of the most important aspects of being a professional in academe is the ability to learn and grow over the course of one's career…yet studies have identified how non-tenure track faculty are routinely denied access to professional development." (Kezar, 2012)

"Colleges and universities that employ full-time non-tenure-track faculty should facilitate and reinforce the governance involvement of these important members of the academic community." (Baldwin & Chronister, 2001)

"Non-tenure track faculty should be included in awards and be recognized for excellence in teaching and service." (Kezar, 2012)

"Each campus should provide opportunities to NTTF for professional development activities and for recognition of their accomplishments through campus awards." (Bataille & Brown, 2006)

How Can You Help?

- Be informed about the range and importance of NTT faculty roles at UGA

- Be aware of NTT faculty concerns and issues

- Seek definitive information about actual policies re NTT faculty (beware of assumptions)

- Be an advocate for NTT faculty inclusion and support

- Help connect NTT peers with mentors, opportunities, and resources

- Help make your department/unit a great place to work for ALL faculty, regardless of career track

Selected References

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- New Faculty Majority. (n.d.). www.newfacultymajority.info

- Waltman, J., Bergom, I., Hollenshead, C., Miller, J., & August, L. (2012). Factors contributing to job satisfaction and dissatisfaction among non-tenure-track faculty. *The Journal of Higher Education, 83*(3), 411-434.

Thank You!

Non-Tenure-Track Faculty Learning Community
(sponsored by the Office of Faculty Affairs and the Center for Teaching & Learning)

2019-20 Co-Conveners:
Paul H. Matthews, Ph.D. pmatthew@uga.edu
Clair McClure, Ph.D. clairmcclure@uga.edu

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