Faculty at UGA in Career Tracks

Presented by the
2015-16 Faculty Learning Community on
Non-Tenure-Track Faculty Issues
Spring 2016
Who are “Faculty” at UGA?

1. Academic:
   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: (*Colleges of Education, Family & Consumer Sciences, Pharmacy, Veterinary Medicine, School of Social Work, Journalism & Mass Communication, Public Health, and Department of Psychology only*)
   a. Clinical Instructor
   b. Clinical Assistant Professor
   c. Clinical Associate Professor
   d. Clinical Professor

5. Lecturer:
   a. Lecturer
   b. Senior Lecturer

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

Source:
http://provost.uga.edu/documents/Faculty_Ranks_and_Appt_Status_Categories.pdf
What do we mean by “Non-Tenure-Track” Faculty?

- Sometimes called “Career-Track” faculty
- Not the same as “adjunct,” “contingent,” or “part-time” – though lack of clarity/consistency locally and nationally
- As of Fall 2015, UGA reported 3,307 faculty total, of which 388 were part-time
  - 5.2% of tenure-track faculty are part-time
  - 6.7% of non-tenure-track, excluding Instructors
  - Most part-time faculty (n=212) are instructors

Source:
https://facts.oir.uga.edu/facts2/Fac_Matrix_College.cfm
Full-Time Faculty Snapshot

• 2,919 Full-Time Faculty
  – 58.9% (1,720) on Tenure Track
  – 41.1% (1,199) in other full-time faculty roles

Source:
https://facts.oir.uga.edu/facts2/Fac_Matrix_College.cfm
Who are these FT NTT Faculty?

• In all of UGA’s academic schools/colleges, plus in the Provost’s office, VP-I, VP-PSO, etc.

• A significant portion of many units— for instance, Terry College of Business has 39 **lecturers**, more than its count of full professors!

• **Public service** faculty are mostly in PSO units and cooperative extension – but also in 11 other 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...
Who are “Teaching Faculty” at UGA?

• “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
What do we know about full-time, non-tenure-track, Teaching Faculty at UGA?

• 5+ years of Faculty Learning Communities via CTL, focusing on Non-Tenure-Track Faculty
• Reported a diverse range of experiences and challenges, e.g. promotion guidelines, consistency of access to resources, uncertainty about roles, responsibilities, privileges...
Survey, spring 2015

- Sent to all full-time lecturers, academic professionals, public service faculty, clinical faculty, and research scientists (n=952)
- Responses from ~350
- Some differences based on their roles and whether they are in departments
- Here, focused on responses from teaching faculty:
  - Lecturers (n=77), Academic Professionals (n=42), and Clinical Faculty (n=33)
Our survey 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”...
These faculty report teaching a substantial number of students.

**Total Students Per Year by Career Track**

- **MEAN for all (268)**
- **Clinical (182)**
- **Acad Prof (165)**
- **Lecturer (354)**

*n=138*
They are in this 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: 4.11 (SD 1.12)
- I specifically chose this career path over a tenure-track one, based upon its fit with my skills and interests. Mean: 3.39 (SD 1.36)
- I took this position because I could not get a tenure-track job. Mean: 2.28 (SD 1.31)
- I am just in this role until I can find a tenure-track job. Mean: 1.85 (SD 1.12)

n=143
They plan to **stay** at UGA...
They report a wide range of experiences in terms of climate/support...

1=strongly disagree to 5=strongly agree; n=144

• As a non-tenure track faculty member, I feel equally as appreciated at UGA as tenure-track faculty members are. M=2.30 (SD 1.17)

• 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=2.62 (1.32)

• My current supervisor/unit head has a clear understanding of issues relating to non-tenure track faculty. M=3.31 (1.28)

• I sometimes feel that tenure-track faculty members at UGA undervalue the work that I do. M=3.54 (1.13)

• Most of my unit/department peers value the work that I do as a non-tenure track faculty member. M=3.65 (1.13)
They do not always feel well-informed about the process for their promotion

\[1 = \text{strongly disagree to } 5 = \text{strongly agree}\]

- When I was hired at UGA, I received appropriate information on the promotion criteria, process, and timeline for my non-tenure track faculty position.
  - Lecturer: 2.65 (1.35)
  - Academic Professional: 2.15 (1.35)
  - Clinical: 3.48 (1.29)
Promotion and Hiring
1=strongly disagree to 5=strongly agree

• I have a strong understanding of the overall promotion process (timing, ranks, criteria) for my non-tenure track faculty position.
  – Lecturer: 3.10 (1.21)
  – Academic Professional: 2.82 (1.30)
  – Clinical: 3.81 (1.01)
Promotion and Hiring

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.
  - Lecturer: 2.50 (1.20)
  - Academic Professional: 2.08 (1.18)
  - Clinical: 3.37 (1.16)

- There should be more specificity provided by UGA regarding the expectations for successful promotion in my current non-tenure track faculty role.
  - Lecturer: 4.16 (.86)
  - Academic Professional: 3.87 (1.10)
  - Clinical: 3.39 (.99)
  - Across the above: 3.91 (1.00)
What specific recommendations do our NTT Faculty have for the future?

• From their open-ended responses, several themes emerged (though differences by career track, as well, as might be expected)...
• More consistent, clear information is needed for new NTT faculty and for department/unit administration and peers, about the specific responsibilities and requirements of the career track

• “Provide more guidance for department / unit heads about the rights, responsibilities, and roles for non-tenure track faculty.” (-an academic professional)

• “Need clarity and specificity when hired.” (-a clinical faculty)
• Clearer and more consistent guidelines and procedures (across departments) are needed for promotion, especially for Lecturers & Acad. Professionals

• “[We need] a university wide guideline for promotion that is as rigorous and well documented as for tenure track faculty” (-a lecturer)

• “Make it clear what will be required for promotion.” (-an academic professional)
• Mentorship and Networking opportunities are needed for NTT faculty, especially ones in units without a significant presence

• “Make sure that new hires have colleagues and formal or informal mentors who can answer questions and discuss concerns about the role.” (-an academic professional)

• “The university should pair new lecturers up with mentors who can help them navigate the promotion process and make them aware of the opportunities available to them. Right now, this is left up to the individual departments, which may or may not currently have a senior lecturer on faculty. There are no senior lecturers in my department, and thus there is no one who I can look to directly for mentorship.” (-a lecturer)
• There is a perceived **gap in access to faculty resources, recognitions, and awards** for NTT faculty

• “I find it discouraging and ironic that non-TT faculty are not eligible for the major teaching awards or even to teach the FYO. We lecturers are teachers, first and foremost, and yet we are excluded from the most prestigious and lucrative rewards for teaching.”  
  (-a lecturer)

• “Very little recognition is available for non-tenure track faculty, particularly teaching awards, which is unfortunate since many non-tenure track faculty spend a majority of their time teaching.”  
  (-a clinical faculty)
• NTT faculty report a wide range of experiences in terms of their voting rights, committee opportunities, and representation

• “Non-tenure track faculty are unable to serve on certain committees and unable to vote. Allow non-tenure track representation on all university-wide committees.” (-a clinical faculty)

• “Work on who can vote on what issues...one example is that I have served on search committees but then told I cannot vote.” (-a lecturer)
• Lecturers also have raised recommendations relating to a third-tier of promotion (they are the only faculty rank with only two categories)

• Multi-year contracts for senior NTT faculty have also been suggested

  • “Make longer term contracts (e.g., 3 or 5 years) that are annually renewable, as now, part of the promotion to Senior Lecturer. If that promotion is meant to imply a permanence to the position, then longer term contracts would make that a more salient reality.” (-a lecturer)

  • “That there be a third tier or level of promotion for Lecturers desiring to be long term employees at UGA. Currently, we have Lecturer and Senior Lecturer. The third level, Master Lecturer, is available at other peer institutions. Such a promotion level would be an excellent recognition for the serious contributions we make to students and our departments.” (-a lecturer)
Action Steps during 2015-16:

• FLC members met with Dr. Ron Cervero (Associate VP for Instruction and director of First-Year Odyssey Program) to discuss concerns re FYO teaching eligibility

• FLC members met with Dr. Sarah Covert (Associate Provost for Faculty Affairs) to share survey results and brainstorm ideas, including possible workshops for department heads and for NTT faculty re promotion

• FLC gathered data from UGA Office of Institutional Research to have an accurate count and snapshot of FT NTT faculty, and reviewed literature relating to NTT faculty issues nationally
Action Steps during 2015-16:

• FLC members met with the University Council’s Faculty Affairs Committee to share a version of this presentation and supplemental information, and to discuss possible action items

• ("The Faculty Affairs Committee reviews and recommends policies on matters of faculty concern related to faculty productivity and evaluation, including but not limited to activities and programs, appointment, promotion and tenure, post tenure review, and academic freedom.")
  Source: [https://apps.reg.uga.edu/UniversityCouncil/publicMember/listMembers/1](https://apps.reg.uga.edu/UniversityCouncil/publicMember/listMembers/1)

• FAC voted unanimously to ask Dr. Covert to convene an ad hoc committee to review promotion guidelines for Academic Professionals and Lecturers
Action Steps during 2015-16:

• FLC members are discussing with CTL possible ways to foster community/mentoring for FT NTT faculty

• A version of this presentation was sent out to those who requested from last year’s survey

• The FLC is being proposed for next year as well, to continue to build on work to date
Contact Information for 2015-16 FLC

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- And many other active members!