Faculty: Tenure, Promotion, Reward System

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Understanding Academia: Types of Institutions

- Doctoral
- Master’s & Universities
- Colleges
  - Baccalaureate Programs
  - Associates
Doctoral Universities

• Includes institutions that awarded at least 20 research/scholarship doctoral degrees during the update year (this does not include professional practice doctoral-level degrees, such as the JD, MD, PharmD, DPT, etc.). Excludes Special Focus Institutions and Tribal Colleges.

• R1: Doctoral Universities – Highest research activity

• R2: Doctoral Universities – Higher research activity

• R3: Doctoral Universities – Moderate research activity
Master's Colleges and Universities

• Generally includes institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during the update year (with occasional exceptions – see Methodology). Excludes Special Focus Institutions and Tribal Colleges.

• M1: Master's Colleges and Universities – Larger programs
  M2: Master's Colleges and Universities – Medium programs
  M3: Master's Colleges and Universities – Smaller programs
Doctoral Universities

R1: Highest Research (n = 115)
University of Oklahoma
Harvard University
Colorado State University
California Institute of Technology

Association of American Universities (62)
University of Oregon
Washington University in St. Louis
Awards 52% of doctorates nationally & 67% of postdocs

R2: Higher Research (n = 107)
University of Alabama, Tuscaloosa
University of Nevada, Reno
University of Tulsa

R3: Moderate Research (n = 112)
Adelphi University
California State University-Fresno
Tennessee State University
Baccalaureate Colleges

Baccalaureate Colleges
Includes institutions where baccalaureate or higher degrees represent at least 50 percent of all degrees but where fewer than 50 master's degrees or 20 doctoral degrees were awarded during the update year.

Baccalaureate/Associate's Colleges: Mixed Baccalaureate/Associate's Colleges
Baccalaureate/Associate's Colleges: Associate's Dominant Associate's Colleges

Master’s Colleges & Universities

M1: Master’s Colleges & Universities: Large Programs (+200)
   University of Phoenix

M2: Master’s Colleges & Universities: Medium Programs (100-199)
   Kaplan University

M3: Master’s Colleges & Universities: Smaller Programs (50-99)
   University of North Texas
What the Heck?

- Words that end with **-ure**

- **10-URE?**
Tenure-Trailer

• https://www.youtube.com/watch?v=RGuEDI_t6pQ&t=18s
Tenure Track
Probationary Period

- Usually 5-6 years
- First 5-6 years
- Assistant Professor
- 3rd year review
- Tenured 6th - 7th year
- Associate Professor
- Professor
California system: UC & CSU

Promotion & Tenure
  Teaching
  Research & Creative work
  Professional Competence & activity
  University & public service

California State University
  Retention, Tenure & Promotion
  Two year initial appointment
Evaluation: Peer Review

Most scientists regarded the new streamlined peer-review process as “quite an improvement.”
What’s Evaluated?

• Research
  – Publications
  – Grant Dollars

• Teaching
  – Graduate
  – Undergraduate
  – Mentoring

• Service
  – Home Department
  – College
  – Professional organizations
Tenure
Member or Non Member

Academic All-Star ≠

[Image of a character looking upset]
Ahhh
Decline of Tenure

• Part time lecturers
• Full time lecturers
• Graduate student teaching assistantship
• Pre-doctoral instructors
• Post doctoral instructors
• Visiting professors
Academic Freedom & Permanent Tenure (Shils, 1995)

• Is permanent tenure a guarantee of academic freedom? Yes & No
Stats on Faculty, Instructional, Temporary, Part time & Full
FIGURE 1
Percentage of Faculty Appointment Types by Faculty Reporting Category, 2014

<table>
<thead>
<tr>
<th>Faculty Reporting Category</th>
<th>Full-Time Tenured</th>
<th>Full-Time Non-Tenure-Track</th>
<th>Full-Time Tenure-Track</th>
<th>Graduate Student Employees</th>
<th>Part-Time Instructional Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primarily Instructional Faculty</td>
<td>19.09%</td>
<td>14.41%</td>
<td>7.16%</td>
<td>22.96%</td>
<td>36.38%</td>
</tr>
<tr>
<td>Instructional/Research/Public Service Faculty</td>
<td>18.94%</td>
<td>15.25%</td>
<td>7.11%</td>
<td>22.53%</td>
<td>36.18%</td>
</tr>
</tbody>
</table>

“new educational innovations.” The resulting white paper, which was sponsored by a grant from the Bill and Melinda Gates Foundation, concluded: “We invite institutions to consider redesigning faculty roles to ensure that institutional missions—and particularly students—are being served. For example, campuses such as The Evergreen State College (WA), Hampshire College (MA), and The University of Texas of the Permian Basin have redesigned their faculty roles with new contracts, responsibilities, and appointments; these institutions have never had a form of tenure in place.”

Fact 3: Disruptive innovations do not necessitate reductions in the proportion of full-time or tenured faculty. In response to disruptive innovations, organizations often try to compete with entrants at the bottom of the market by cutting costs in the sector where entry competition is the greatest and adopting some of the technological innovations that offer disruptors leverage. Some colleges and universities have pursued this strategy by reducing the proportion of full-time and tenured faculty (and relying increasingly on part-time instructional faculty), thereby reducing instructional costs. What effect is this having?

Figure 4 presents the distribution of instructional staff by rank in 2013, the most recent year for which data are available through IPEDS, at all Title IV–eligible, degree-granting institutions that enroll first-time, full-time undergraduates. Historically, faculty have been classified as “primarily instructional” when at least 50 percent of their activity is associated with teaching. Primarily instructional activity is represented in the bar on the left-hand side of the figure. Data on institutions unable to disaggregate faculty, or institutions where at least 50 percent of faculty activity is a combination of “instruction, research, and public service,” have been presented in the center bar. The bar on the right-hand side of the figure presents the combined, unduplicated total of faculty reported in the first two bars for those institutions reporting data. To provide some perspective, in 1975, full-time tenured and tenure-track faculty composed 45.10 percent of the total instructional faculty. Today, only 20.35 percent of instructional faculty are full time and tenure-track. The combined proportion of full-time tenured (19.51 percent) and full-time tenure-track (7.37 percent) faculty together does not match that of the full-time tenured instructional faculty (29 percent) of four decades ago. In their place is an army of part-time instructional staff and graduate teaching assistants. While there are many fine graduate teaching assistants and part-time instructional faculty, the reliance on these positions—because they generally lack the economic security of tenured appointments, institutional commitment to professional development, and adequate working conditions—does not align with the vision of most institutional missions, particularly as they pertain to students. As the AAUP’s 2010 report Tenure and Teaching-Intensive Appointments noted, “a broad and growing front of research shows that the system of permanently temporary faculty appointments has negative consequences for student learning.” Some of this research has found that temporary...

FIGURE 2

Table 1
Characteristics of Full- and Part-Time Faculty

<table>
<thead>
<tr>
<th></th>
<th>Full time (56% of total sample)</th>
<th>Part time (44% of total sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>59%</td>
<td>50%</td>
</tr>
<tr>
<td>Average age</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Single, never married</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>81%</td>
<td>77%</td>
</tr>
<tr>
<td>Holds a PhD or first professional degree</td>
<td>67%</td>
<td>27%</td>
</tr>
<tr>
<td>Has dependent children</td>
<td>51%</td>
<td>47%</td>
</tr>
<tr>
<td>In first postsecondary job</td>
<td>46%</td>
<td>48%</td>
</tr>
<tr>
<td>Average basic institutional income</td>
<td>$65,407</td>
<td>$11,160</td>
</tr>
<tr>
<td>Average total individual income</td>
<td>$78,553</td>
<td>$51,628</td>
</tr>
<tr>
<td>Average total household income</td>
<td>$113,831</td>
<td>$91,798</td>
</tr>
<tr>
<td>Percent with a full-time “other” job</td>
<td>2%</td>
<td>46%</td>
</tr>
<tr>
<td>Number of other jobs involving instruction:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zero</td>
<td>97%</td>
<td>79%</td>
</tr>
<tr>
<td>One</td>
<td>3%</td>
<td>17%</td>
</tr>
<tr>
<td>Two or more</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Percent whose first job was part time</td>
<td>26%</td>
<td>77%</td>
</tr>
<tr>
<td>Fields of teaching:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual and performing arts</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Business, management, or marketing</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Computer and information systems</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Education</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>English language and literature</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Health professions and clinical sciences</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Mathematics and statistics</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Social sciences (except psychology) and history</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>All other fields</td>
<td>44%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Note: Full sample includes 1,211,849 faculty members, 681,826 of whom are full time and 530,023 of whom are part time.

AAUP Contingent Faculty Index 2006

Table 2. Faculty Employment Status, by Institutional Category and Control, Fall 2005

<table>
<thead>
<tr>
<th>No. Inst</th>
<th>Full-Time Faculty</th>
<th>% Non-Track</th>
<th>Part-Time Faculty</th>
<th>PT % of All Faculty</th>
<th>Contingent Faculty % of All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tenured</td>
<td>Tenure-Track</td>
<td>Non-Track</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral and Research Universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>166</td>
<td>89,398</td>
<td>34,525</td>
<td>41,830</td>
<td>25.2</td>
</tr>
<tr>
<td>Private</td>
<td>107</td>
<td>29,883</td>
<td>12,130</td>
<td>16,264</td>
<td>27.9</td>
</tr>
<tr>
<td>For-Profit</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>275</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
<td>119,281</td>
<td>46,655</td>
<td>59,669</td>
<td>26.4</td>
</tr>
<tr>
<td>Master's Degree Universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>262</td>
<td>45,292</td>
<td>22,875</td>
<td>17,082</td>
<td>20.0</td>
</tr>
<tr>
<td>Private</td>
<td>364</td>
<td>20,118</td>
<td>11,137</td>
<td>14,562</td>
<td>31.8</td>
</tr>
<tr>
<td>For-Profit</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>1,787</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>659</td>
<td>65,410</td>
<td>34,012</td>
<td>31,909</td>
<td>24.3</td>
</tr>
<tr>
<td>Baccalaureate Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>118</td>
<td>7,375</td>
<td>3,986</td>
<td>2,784</td>
<td>19.7</td>
</tr>
<tr>
<td>Private</td>
<td>484</td>
<td>18,142</td>
<td>9,524</td>
<td>11,268</td>
<td>28.9</td>
</tr>
<tr>
<td>For-Profit</td>
<td>24</td>
<td>11</td>
<td>0</td>
<td>608</td>
<td>98.2</td>
</tr>
<tr>
<td>Total</td>
<td>626</td>
<td>25,502</td>
<td>13,502</td>
<td>15,702</td>
<td>28.7</td>
</tr>
<tr>
<td>Associate Degree Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>933</td>
<td>47,834</td>
<td>17,559</td>
<td>44,781</td>
<td>40.6</td>
</tr>
<tr>
<td>Private</td>
<td>73</td>
<td>168</td>
<td>106</td>
<td>1,337</td>
<td>83.0</td>
</tr>
<tr>
<td>For-Profit</td>
<td>46</td>
<td>2</td>
<td>0</td>
<td>1,575</td>
<td>99.9</td>
</tr>
<tr>
<td>Total</td>
<td>1,052</td>
<td>48,004</td>
<td>17,665</td>
<td>46,726</td>
<td>41.6</td>
</tr>
<tr>
<td>All Colleges and Universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>1,479</td>
<td>189,899</td>
<td>78,945</td>
<td>106,477</td>
<td>28.4</td>
</tr>
<tr>
<td>Private</td>
<td>1,028</td>
<td>68,311</td>
<td>32,897</td>
<td>43,421</td>
<td>30.0</td>
</tr>
<tr>
<td>For-Profit</td>
<td>110</td>
<td>13</td>
<td>0</td>
<td>4,245</td>
<td>99.7</td>
</tr>
<tr>
<td>Total</td>
<td>2,617</td>
<td>258,223</td>
<td>111,842</td>
<td>154,143</td>
<td>29.4</td>
</tr>
</tbody>
</table>

Source: US Department of Education IPEDS Human Resources Survey, Employees by Assigned Position (EAP) file. Non-medical faculty only; does not include primarily public service faculty.
Daniel Goleman’s Powering the Circuits of Intelligence

• A four-year-old’s mom told him he had to put on sunscreen before he went outside. At that, the kid threw a tantrum, absolutely refusing, melting in tears and shouts. That went on for a minute or two.

• Then he picked himself up and, still crying, went to his room. After a few minutes he came out calmly, had the sunscreen applied, and was about to go outside to play. At which point his puzzled mom said, “What just happened?”

• “Oh,” the four-year-old said, “My guard dog got upset. So I went into my room and had my wise owl talk to him.”
Daniel Goleman’s Powering the Circuits of Intelligence

• Then, when it comes to the social skills effective teamwork and leadership demands – the second part of emotional intelligence, empathy and relationship management - the circuitry of the social brain offers the same kind of neural platform.

• This is the kind of empathy that people want in their co-workers and their boss—not to mention their spouse!

• The best news: all these neural circuits can be strengthened, with the right kind of mental workouts.
Know thy self and others

• How well do you know your collaborator?
• How well do you know your faculty?
• How well do you know your students?
• If you want to know more: go to
  • https://nces.ed.gov/ipeds/Home/UseTheData
  • https://collegescorecard.ed.gov/
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• Harvard University logo www.harvard.edu
• Integrated Postsecondary Education Data System (IPEDS) https://nces.ed.gov/ipeds/Home/UseTheData
  https://nces.ed.gov/ipeds/
• University of Nevada, Reno logo www.unr.edu