Pedagogical Rationale for Hiring Non-Tenure Track Faculty in the Humanities

**Rutgers Leadership Academy
Capstone Project**

Jennifer Leon
Director of Administration, Humanities
School of Arts and Sciences

Overview

- ➢ SAS is divided into four divisions: Humanities, Social and Behavioral Sciences, Math and Physical Sciences, and Life Sciences

- ➢ My role as Director of Administration is to oversee all financial, HR, space, and IT issues within the Humanities

- ➢ The Humanities area currently has:

  - 16 academic departments (English, Philosophy, History, etc.)

  - 14 centers/bureaus/institutes (Center for Women's Global Leadership, The Language Institute, Thomas Edison Papers, etc.)

  - 9 programs of study (Comparative Literature, Cinema Studies, English Writing Program, etc.)

Overview

Faculty

➢ 261 Tenure and Tenure-Track Faculty

➢ 131 Non-Tenure Track Faculty

➢ 362 Part-time Lecturers

➢ All faculty reside in departments where they do most of their teaching.

➢ Some faculty teach in programs of study such as Comparative Literature and Cinema Studies. These programs offer a major as well as a minor.

NTT Project

Goal:

> ➢ To provide a rationale of why we hire non-tenure track faculty and why and where they are needed.

- • In working with the chairs, dean and vice dean as well as the business office at the School of Arts and Sciences I learned that Non-Tenure Track Faculty satisfy different teaching needs and assume roles that can't be met by the Tenure-Track Faculty.

Why has there been an increase in the amount of money being spent on Non-Tenure Track Faculty in the Humanities?

Reasons include:

➤ Unionization – minimum salary requirements for ranks were introduced

➤ Writing Program (English Department).
The majority of the NTT faculty hiring in the has been in the Writing Program. Reasons for this include:

- Labor pool diminished – exhausted pool in the immediate geographic area

- Could only attract people that wanted more stable jobs

- Increase in undergraduate enrollment by approximately 700 students (in the Biological and Health Sciences, School of Environmental and Biological Sciences and School of Engineering)

- All have to take Expository Writing through the SAS Writing Program.

Phase 1

Found out what they are teaching/doing:

➢ Teach:

- Expository Writing

- Introductory level language courses

- Online Courses

➢ Direct and perform administrative duties:

- American Studies - NJ Folk Festival

- Art History - Cultural Heritage and Preservation Studies (CHAPS)

- History – Public History Certificate

- Linguistics - Speech Pathology

Department/Program	#	Teach language	Writing Institute	New Initiative	Online	Teaching/Research
AMESALL	5	5				
American Studies	1			1 (NJ Folk Festival)		
Asian Languages	7	7				
Art History	0					
Classics	3	1		1 (CHAPS)	1	
English (Literature and Creative Writing)	7			6 (creative writing)		1
English writing program	47		46	1 (ESL)		
French	2	2				
German	3	3				
History	2			1 (internship)		1 (spousal)
Italian	1	1				
Jewish Studies	1	1				
Linguistics	2			1 (speech pathology)		2 (replacement for resignation)
Philosophy	2				1 (MOOC)	1
Religion	2					2 (repurpose funds for addtl instructor)
Spanish and Portuguese	8	8 sabbatical replacement to run program				
Women and Gender Studies	2					2 (1 is replacement)
Comp Lit	0					
Cinema Studies	1					1 (replacement for retirement)
Modern Greek	1	language				
Edison Papers	5					5
PALS	4			4		

RUTGERS LEADERSHIP ACADEMY

Center for Organizational Leadership

How Non-Tenure Track Faculty Support Curriculum/Departments

➤ In the Writing Program, the non-tenure track faculty focus on teaching students how to process and analyze literary, written and prose material. The tenured/tenure-track professors need students to have these skills in order to understand and succeed in the advanced courses they teach.

➤ For language courses, non-tenure track professors focus on students proficiency in world languages. The tenured and tenure-track professors teach literature and culture specific to the language department in which they reside. They need the students to have this proficiency in order for them to advance through the higher level courses.

➤ Non-tenure faculty direct, run and teach specific certificate programs in departments and programs where tenure and tenure-track faculty don't have expertise.

Next Steps

➢ Do a more comparative trends analysis of increase and decreases in different employment categories and their relationship to each other. These include:

➢ Teaching Assistants,

➢ Part-Time Lecturers

➢ Non-Tenure Track Faculty

➢ Tenured and Tenure-Track Faculty

➢ Looking at tenure and promotion process for non-tenure track faculty as well as mentoring.

➢ Continuing to refine the structure of the system we have built for departments and programs and defining the roles that the different types of faculty fit into to ensure students are successful.

What I Learned

➤ Listening is key. Take the time to observe and listen and not react immediately. This leads to more productive and thoughtful outcomes.

➤ It is important to acknowledge different ideas and viewpoints. It shows constituents that you value their opinions and ideas and are really listening to them.

➤ I went into this project with the presumption that there was no difference in what non-tenure track faculty and tenured/tenure track faculty were teaching. By listening to different constituents and acknowledging different ideas and viewpoints, I learned that the reality on the ground was that there was a clear delineation of what each category of faculty was teaching. This in turn provided a framework for how each unit is structured as well as how to apply it within the Humanities as a whole.

Challenges and Obstacles

➤ My biggest challenge was being new to the job!

- Had to coordinate learning a new job with developing relationships with all of the chairs and administrators as well as my own staff.

➤ Gathering the data - figuring out where to start

➤ Obstacles included:

- finding the time to meet to discuss the data I was gathering

- Moving from project to another as I was developing in my new position

Acknowledgements

➤ Michelle Stephens, Dean of Humanities, SAS

➤ JoAnne Williams, previous Vice Dean of Administration SAS

➤ Chairs and Directors of SAS Humanities Departments and Programs

➤ Business and Human Resources staff at SAS