



Report on Faculty Titles Survey

EXECUTIVE SUMMARY

In Fall 2020, the Compensation & Equity Committee introduced a Faculty Senate resolution calling on the University of Florida to convert the titles of instruction-intensive non-tenure track (NTT) faculty from Lecturer / Senior Lecturer / Master Lecturer to Assistant / Associate / [Full] Instructional Professor.

To assess and build support this proposal, the Compensation & Equity Committee, in conjunction with campus partners, launched a survey to assess faculty views on this topic. The 1,488 responses to this survey suggest broad support for title changes of some kind. While only one-fifth of respondents expressed a preference for the current title series, more than 65% of respondents expressed support for the Instructional Professor title series.

Faculty directly impacted by this proposal, moreover, indicated that this proposal would have a positive impact on both their status and work. And close to 65% of all respondents suggested that a change in faculty titles would have a salutary impact on UF's reputation and rankings. The Compensation & Equity Committee therefore recommends that the University move all instruction-intensive faculty in the Lecturer title series to the Instructional Professor title series.

A SURVEY TO BETTER UNDERSTAND FACULTY VIEWS ON TITLES

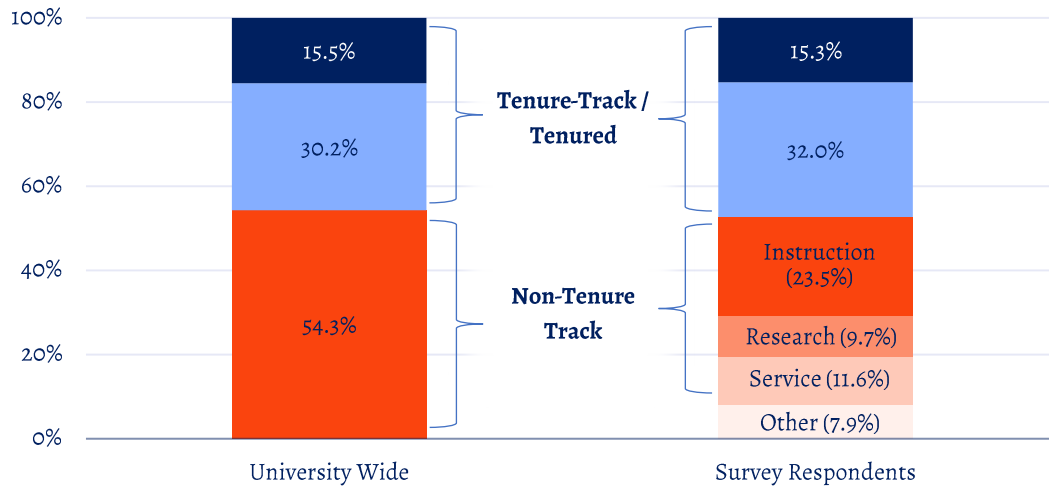
Between December 2020 and May 2021, University of Florida faculty were invited to participate in a survey on a proposed Faculty Senate resolution calling for a change in the titles of instruction-intensive NTT faculty. This survey was jointly developed by the College of Liberal Arts and Sciences Faculty Council and the Compensation & Equity Committee. It was reviewed and administered by the UF Bureau of Economic and Business Research. Of the 5,351 faculty members invited to participate, 1,488 completed the survey, for a response rate of 30.3%.¹

SURVEY RESPONDENTS CONSTITUTE A REPRESENTATIVE SAMPLE

The breakdown of respondents by position closely corresponds to the breakdown of the larger UF faculty: 15.3% of respondents were untenured tenure-track faculty (versus 15.5% university

¹The complete results of this survey can be found [here](#). Special thanks to Mark Girson at the UF Bureau of Economic and Business Research for his exceptional work facilitating this survey and analyzing its results.

Figure 1: A Representative Survey Sample



wide); 32% of respondents were tenured (versus 30.18% university wide); and 44.8% were non-tenure track (versus 54.26% university wide). Of the remaining 7.9% who responded “Other,” most were non-tenure track faculty in a clinical, medical, or extension role (See Fig. 1 above).²

SURVEY RESPONSES REFLECT A SHARED DESIRE FOR CHANGE

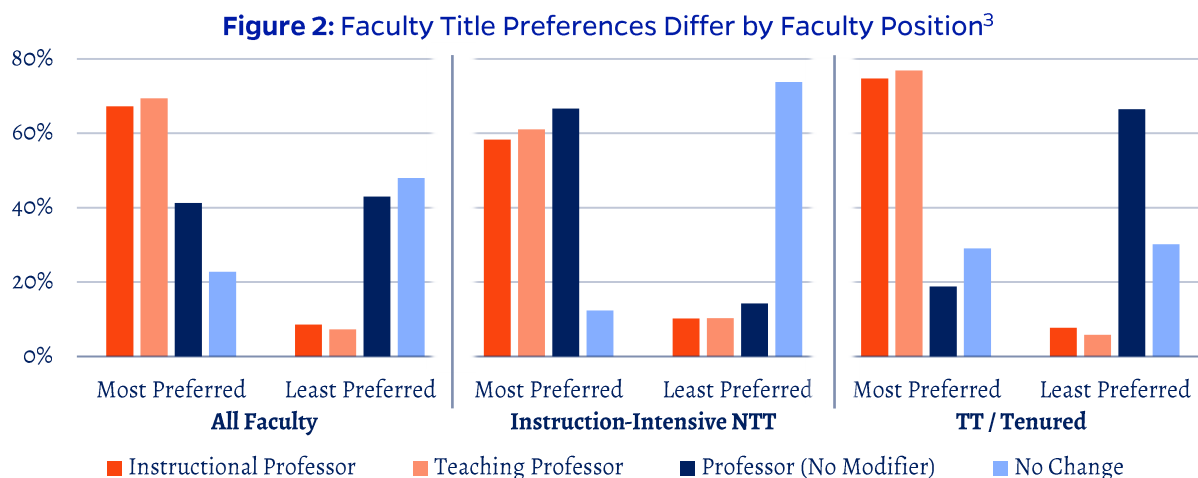
When asked to evaluate the proposed Faculty Senate resolution calling for a change in the titles of instruction-intensive NTT faculty, most respondents expressed clear support for some kind of change. In fact, when asked to rank their preferred title series for instruction-intensive NTT faculty, only 22.8% of respondents identified “No Change” as their first or second most-preferred option. Among respondents currently in the Lecturer title series faculty, this figure fell to a mere 12.4% (see Fig. 2 below).

RESPONDENTS’ VIEWS ON FACULTY TITLES VARY BY POSITION

The survey results, however, provided less clarity on which title series should replace the current Lecturer series. Among all respondents, the “Instructional Professor” and “Teaching Professor” series enjoyed roughly similar levels of support, with 67.3% and 69.4% of respondents, respectively, ranking these series as their first or second most preferred option. 41.3% of respondents, meanwhile, ranked “Professor (No Modifier)” as their first or second most preferred option.

Among instruction-intensive NTT faculty, all three options enjoyed roughly equal measures of support: 66.7% of respondents ranked “Professor (No Modifier)” as their first or second most preferred option; 61.1% of respondents ranked “Teaching Professor” as their first or second most

² Information on the breakdown of faculty by position comes from UF Facts: <https://ir.aa.ufl.edu/uffacts/workforce/>.



preferred option; and 58.3 of respondents ranked “Instructional Professor” as their first or second most preferred option.

Tenure-track and tenured faculty, however, expressed less support for the “Professor (No Modifier)” title series. While 74.75% and 76.87% of tenure-track or tenured respondents respectively ranked “Instructional Professor” and “Teaching Professor” as their first or second most preferred change to the Lecturer title series, only 18.86% ranked “Professor (No Modifier)” as their first or second most preferred option. Even more significantly, 66.52% of tenure-track and tenured faculty ranked this title series as their first or second *least* preferred option (see Fig. 2 above).

FACULTY EXPECT POSITIVE BUT LIMITED RESULTS FROM TITLE CHANGES

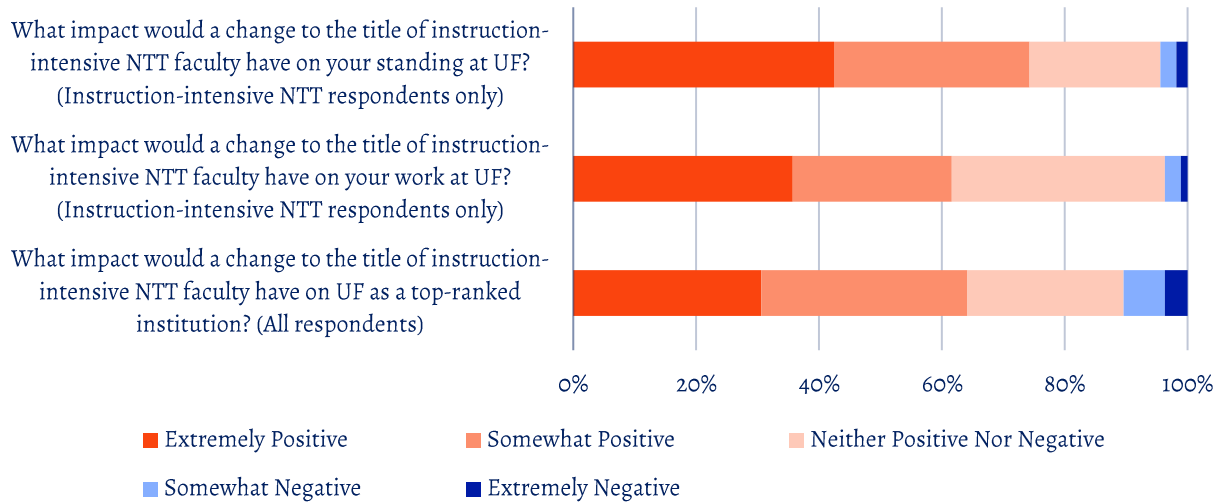
In addition to requesting respondents’ feedback on proposed changes to the Lecturer title series, the survey solicited feedback on the expected impact of this change. Respondents were also asked to answer questions related to workplace equity issues for NTT faculty. Both sets of responses have important implications for how the University addresses faculty titles.

New Titles Will Produce Benefits for the University and NTT Faculty

When asked to assess the expected impact of this proposal, 64.1% of respondents said they expected a change in Lecturers’ titles to have an extremely or somewhat positive impact on UF’s status as a top-ranked institution. Only 10.4% of respondents expressed concern that this change would have a somewhat or extremely negative impact on the University’s status.

³ In this chart, the term “Most Preferred” represents the percentage of respondents who selected a given title series as their first or second most preferred option (of five). The term “Least Preferred” represents the percentage of respondents who selected a given title series as their first or second least preferred option (of five). The responses of tenure-track and tenured faculty were aggregated exclusively for this report. In the complete results of this survey, their responses appear separately.

Figure 3: The Anticipated Positive Impacts of Proposed Title Changes



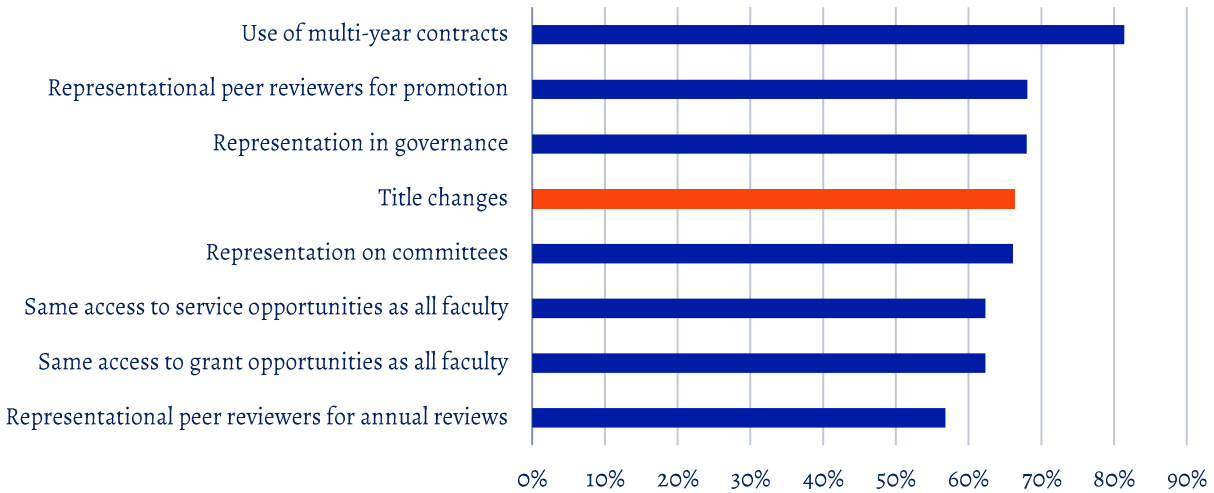
As for the proposal’s impact on affected faculty members, 74.2% of instruction-intensive NTT respondents indicated that a change in titles would have an extremely or somewhat positive impact on their standing at the University; only 4.4% said that this change would have a somewhat or extremely negative impact. These same faculty expressed a similar expectation for the proposal’s impact on their work: 61.6% said that a change in titles would have an extremely or somewhat positive impact on their work, while only 3.7% said that it would have a somewhat or extremely negative impact (see Fig. 3 above).

Title Changes Are Not a Panacea for NTT-Related Equity Issues

However, while this proposed change enjoys broad support among faculty, while it would likely have few negative consequences, and while it is expected to produce positive reputational results for the University, it is not a panacea for equity issues related to non-tenure track employment at UF. When asked to select which of eight issues needed to be addressed to “to improve fair and equitable treatment for non-tenure track faculty,” title changes ranked fourth behind “Use of multi-year contracts,” (81.4%), “Representational peer reviewers for promotion” (68.1%), and “Representation in governance” (68%) (see Fig. 4 below).

Additionally, respondents expressed significant concerns about equitable treatment and equitable pay for UF’s NTT faculty. For instance, 75% of respondents disagreed with the statement: “Non-tenure track faculty across campus are currently treated as equal members of the UF faculty.” And 56.7% of respondents disagreed with the statement: “Non-tenure track faculty are paid fairly for their work.” Among NTT faculty, these figures were even

Figure 4: What Will Produce Fair and Equitable Treatment for NTT Faculty?



higher: 81% of instruction-intensive NTT faculty, 87.4% of research-intensive NTT faculty, and 85.2% of service-intensive NTT faculty disagreed with the first statement above. For the second statement, the corresponding figures among these groups were 66.9%, 73.7%, and 66.9% respectively (see Fig. 5 below).

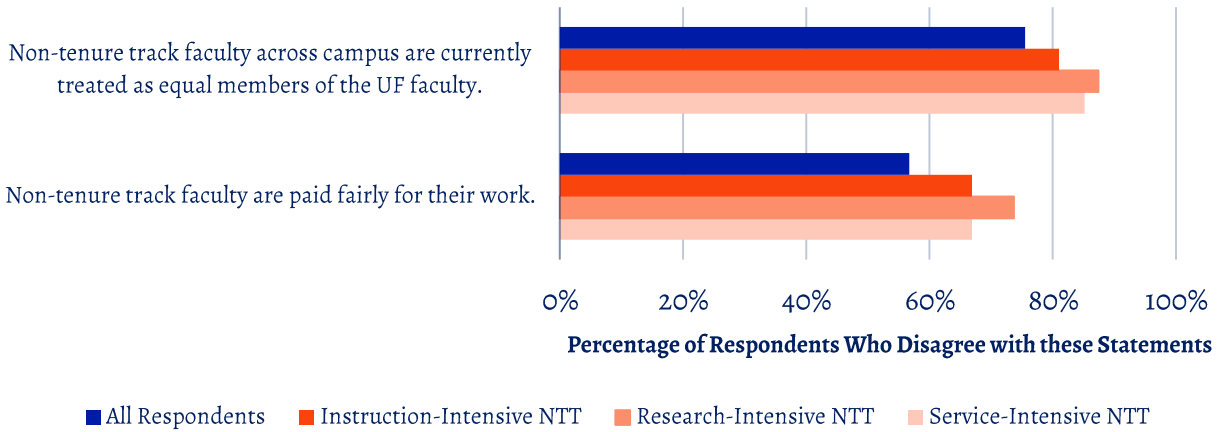
SUPPORT FOR THE “INSTRUCTIONAL PROFESSOR” TITLE SERIES

In light of these findings, the Compensation & Equity Committee recommends that the University change the official titles of instruction-intensive NTT faculty to Assistant, Associate, and [Full] Instructional Professor.

While many affected faculty members prefer the title of “Professor (No Modifier),” this Committee opposes such a change for two reasons. First, the survey results indicate that non-tenure track faculty currently face numerous inequities, including inequities of pay, job security, status, and representation. As long as these inequities persist, we recommend against titles that imply a false equivalency between tenure- and non-tenure track positions. Second, the survey indicates that the use of this title series would prove far more contentious than other options that enjoy comparable levels of support among non-tenure track faculty. We therefore recommend a title series that will garner broader support.

This Committee, moreover, prefers the modifier “Instructional” to “Teaching.” Both the “Instructional Professor” and “Teaching Professor” title series enjoy similar levels of support across all categories of faculty. While the “Instructional Professor” title series was more likely than the “Teaching Professor” series to appear as respondents’ first most preferred option, the latter series was more likely to be respondents’ first *or* second most preferred option.

Figure 5: NTT Faculty Feel They Are Treated Unequally and Paid Unfairly



Regardless, both the faculty at large and the affected faculty in particular are clearly amenable to both title series.

The main benefit of the “Instructional” modifier, in this Committee’s view, is its flexibility. Whereas the word “Teaching” connotes more traditional classroom instruction, the word “Instructional” encompassed a wider variety of educational activities, including experiential learning. As faculty members’ instructional responsibilities continue to evolve, the “Instructional Professor” title series will remain flexible enough to represent their varied roles.