Non-Tenure-Track Faculty on *our* Campus

Supplemental Focus Guide for Centers for Teaching and Learning

Supplemental Focus Guide

Thank you for your interest in supporting positive change for non-tenure-track faculty.

This focus guide has been created for centers for teaching and learning and other offices that provide academic support and development opportunities for faculty on campuses. These offices are an important resource for enhancing the quality of instruction and student learning. Exploring how services and programming are made available to or utilized by non-tenure-track faculty, in particular, can help your office to improve upon its existing efforts and outreach to a segment of the faculty that has become a majority nationwide and on many campuses. It might also help you to identify opportunities to partner with other stakeholders and offices to provide additional services where they are needed.

Although this guide has been created for a specific audience within the larger campus community, additional resources and tool kits are available in the Resources + Tool Kits section of **The Delphi Project on the Changing Faculty and Student Success** website at **www.thechangingfaculty.org**. We encourage you to make use of these resources and provide feedback to the Delphi Project about your experience.

The Delphi Project on the Changing Faculty and Student Success

The Delphi Project is an initiative of the Earl and Pauline Pullias Center for Higher Education in the University of Southern California's Rossier School of Education, in partnership with the Association of American Colleges and Universities. The project has received generous support from The Spencer Foundation, The Teagle Foundation, and The Carnegie Corporation of New York.

For more information, please visit **www.thechangingfaculty.org**.

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A note about the terminology used in this guide:

We recognize that terminology sometimes differs from one campus to another; different terms may even be used on the same campus to denote similar types of positions.

Centers for Teaching and Learning

There may be multiple offices or programs that provide resources or development opportunities to faculty on your campus with the goal of enhancing the quality of teaching and learning. Although we refer to centers for teaching and learning in this guide, you may find that your office can make use of particular sections, even if it has a different name or focus. Wherever you see a reference to centers for teaching and learning, please feel free to respond as would be appropriate for your role or the functions of your office. When appropriate, take note of other offices on campus that might provide similar services to identify potential opportunities to work together to improve offerings for non-tenure-track faculty.

The Campus / The Department:

In this guide, we often will use the terms campus and institution interchangeably. We also use the terms **department**, **program**, and **academic unit** to denote the various distinct academic programs or subdivisions of the campus organized around disciplines or areas of inquiry.

Non-Tenure-Track Faculty:

The terms **non-tenure-track faculty** and **contingent** commonly denote both full- and part-time academic staff who are not on the tenure track; they are ineligible to be considered for tenure. It is important to note that this is not a homogeneous group. Individuals may have very different reasons for taking non-tenure-track jobs and the nature of work and working conditions can vary substantially, even on campus.

Full-time non-tenure-track faculty may be referred to as **lecturers**, **instructors**, or **clinical faculty**. Titles and formal classifications may vary by campus and might even differ among the numerous academic units at an institution. They typically work at one institution since they hold full-time appointments. **Part-time faculty** are also commonly referred to as **adjunct** faculty. Depending upon their individual circumstances, some part-time faculty might work only work at one institution. However, they are more likely to have positions at multiple institutions and may aspire to full-time or tenure-track positions.

Although these individuals are not considered for tenure and may not be required or permitted to participate in the full range of teaching, research, and service tasks as tenure-track faculty, they are still faculty. The work they do is tremendously important in the teaching and research missions of the institution. On some campuses, non-tenure-track faculty may teach a large share of the students enrolled in courses, particularly freshmen and sophomores or online students. They are often very committed to their field of study and to ensuring the success of the students they teach.

Before you get started…

Take a moment to consider what you already know about non-tenure-track faculty on your campus. Jot down any knowledge you have about the proportions of tenure-track and non-tenure-track faculty, formal policies and practices related to support, and your perceptions of the working conditions of non-tenure-track faculty.

The Mission of your Center and Outreach to Non-Tenure-Track Faculty

In this section, consider the broader mission of your center and the types of services and programs that are made available for faculty, specifically non-tenure-track faculty. The questions in the subsequent sections of the guide will focus on some specifics types of programs.

What is the mission of your center, particularly as it relates to supporting faculty?

Are your center's services and programs accessible to both tenure-track and non-tenure-track faculty?

Tenured or Tenure-Track: ☐ Yes ☐ No
Full-time Non-Tenure-Track: ☐ Yes ☐ No
Part-time Non-Tenure-Track: ☐ Yes ☐ No

If you do not directly provide support or programming for non-tenure-track faculty, describe any other offices or centers on campus that you collaborate with that do.

Planning

How does your center determine which services or programming will be offered for faculty?

If you reach out to faculty members or administrators to discuss these plans, do you also invite and encourage non-tenure-track faculty to share information about their needs or the types of programs they would like to see?

Services and Programming

Does your center provide the same services and programs to tenured/tenure-track and non-tenure-track faculty?

☐ The services and programs are the same
☐ Some unique services and programming are provided to each

Describe the programs and services that are available to each of the following:

Tenured and Tenure-Track

Full-Time Non-Tenure-Track

Part-Time Non-Tenure-Track

If your center provides services and programs that are specifically designed for non-tenure-track faculty, how were they designed to address non-tenure-track faculty needs?

What opportunities, if any, do programs facilitate for non-tenure-track faculty to interact and share ideas with their tenured and tenure-track faculty colleagues? What, if any, benefits have been observed?

Communication

How are non-tenure-track faculty notified about the services your center provides? For example, are notifications circulated through deans or department chairs, to a listserv for all faculty members, or by some other means? If different means are used, please list them here.

Do you know whether notifications and other communications that are circulated regularly reach non-tenure-track faculty members?

Feedback

If you collect feedback from non-tenure-track faculty who participate in your programming, what do the comments suggest are the benefits for faculty who participate?

What are pointed out as areas for improvement?

Reform Efforts and Initiatives

How, if at all, does your center include faculty in discussions or planning for reform efforts and initiatives designed to improve the quality of instruction?

If you reach out to faculty members or administrators to discuss these plans, do you also invite and encourage non-tenure-track faculty to share information about their needs or perspectives about how change should occur?

Training for Newly Hired Faculty

Does your center provide any training for newly hired faculty?

Tenured and Tenure-Track: ☐ Yes ☐ No

Required?
☐ Yes ☐ No

Are they paid for their time?
☐ Yes ☐ No

Full-time Non-Tenure-Track: ☐ Yes ☐ No

Required?
☐ Yes ☐ No

Are they paid for their time?
☐ Yes ☐ No

Part-time Non-Tenure-Track: ☐ Yes ☐ No

Required?
☐ Yes ☐ No

Are they paid for their time?
☐ Yes ☐ No

If training is not provided by your center for non-tenure-track faculty, does another office provide this training for them? If yes, which office?
☐ Yes ☐ No

What is included in the training? Please describe any differences in the training provided for non-tenure-track faculty.

If non-tenure-track faculty attend a separate training, what is its purpose? Is the content specifically tailored to address the unique needs of non-tenure-track faculty or is it similar to what is provided for newly hired tenure-track faculty?

Is an online version of the training available for faculty who are unable to participate during business hours or who cannot make it to campus? If yes, how does it compare to the training provided on campus?

        ☐ Yes ☐ No

If a campus-level training is not provided by your center, are any resources made available to departments that wish to provide comprehensive training to newly hired non-tenure-track faculty on their own? If yes, describe these resources.

        ☐ Yes ☐ No

Collaboration with Other Offices

If training for newly hired faculty is provided by another office, what are the potential opportunities for your center to consult or collaborate to ensure the unique needs of new faculty, including non-tenure-track faculty, are met?

Professional Development

On-Campus

Does your center make professional development available to tenure-track and non-tenure-track faculty on campus?

Tenured and Tenure-Track: ☐ Yes ☐ No

Are they paid for their time or provided incentives to participate?
☐ Yes ☐ No

Describe any incentives provided:

Full-time Non-Tenure-Track: ☐ Yes ☐ No

Are they paid for their time or provided incentives to participate?
☐ Yes ☐ No

Describe any incentives provided:

Part-time Non-Tenure-Track: ☐ Yes ☐ No

Are they paid for their time or provided incentives to participate?
☐ Yes ☐ No

Describe any incentives provided:

Collaboration with Other Offices and Organizations

Whether or not your center offers professional development for non-tenure-track faculty, does another office or campus organization provide professional development for them?
☐ Yes ☐ No

If yes, which offices or organizations provide the professional development and what opportunities exist for your center to support these efforts?

Describe the types of professional development opportunities your center makes available to each of the following on campus:

Tenured and Tenure-Track

Full-Time Non-Tenure-Track

Part-Time Non-Tenure-Track

Are professional development opportunities provided during times outside of normal business hours?

□ Yes □ No

If yes, please describe those opportunities provided after normal business hours and who typically utilizes them.

Are any professional development opportunities available online?

□ Yes □ No

If yes, please describe those opportunities provided after normal business hours and who typically utilizes them.

Off-Campus

Do non-tenure-track faculty have any access to funding to travel to off-campus conferences or professional development through your center or other sources on campus?

Full-time Non-Tenure-Track: □ Yes □ No
Part-time Non-Tenure-Track: □ Yes □ No

If yes for either type, how is this funding determined?

Teaching Skills and Pedagogical Workshops

Does your center make teaching skills or pedagogical workshops available to tenure-track and non-tenure-track faculty on campus to help them improve their teaching skills or learn about innovative teaching pedagogies?

Tenured and Tenure-Track: ☐ Yes ☐ No

Are they paid for their time or provided incentives to participate?
☐ Yes ☐ No

Describe any incentives provided:

Full-time Non-Tenure-Track: ☐ Yes ☐ No

Are they paid for their time or provided incentives to participate?
☐ Yes ☐ No

Describe any incentives provided:

Part-time Non-Tenure-Track: ☐ Yes ☐ No

Are they paid for their time or provided incentives to participate?
☐ Yes ☐ No

Describe any incentives provided:

Collaboration with Other Offices and Organizations

Whether or not your center offers these workshops for non-tenure-track faculty, does another office or campus organization provide similar professional development for them?
☐ Yes ☐ No

If yes, which offices or organizations provide the professional development and what opportunities exist for your center to support these efforts?

Which topics are typically covered in the workshops provided by your center?

What are the intended benefits for instructors who attend these workshops?

Are records kept to track the numbers of tenure-track, full-time non-tenure-track, and part-time faculty attending teaching workshops?

☐ Yes ☐ No

If yes, please consider completing the supplement in Appendix A to record attendance levels, identify obstacles for participation, and consider how participation can be improved.

Instructional Technology Workshops

Does your center provide workshops for instructors who wish to learn how to make better use of existing or new instructional technologies?

Tenured and Tenure-Track: ☐ Yes ☐ No

Are they paid for their time or provided incentives to participate?
☐ Yes ☐ No

Describe any incentives provided:

Full-time Non-Tenure-Track: ☐ Yes ☐ No

Are they paid for their time or provided incentives to participate?
☐ Yes ☐ No

Describe any incentives provided:

Part-time Non-Tenure-Track: ☐ Yes ☐ No

Are they paid for their time or provided incentives to participate?
☐ Yes ☐ No

Describe any incentives provided:

Which topics are typically covered in these workshops?

What are the intended benefits for instructors who attend these workshops?

Are records kept to track the numbers of tenure-track, full-time non-tenure-track, and part-time faculty attending technology workshops?

☐ Yes ☐ No

If yes, please consider completing the supplement in Appendix A to record attendance levels, identify obstacles for participation, and consider how participation can be improved.

Collaboration with Other Offices and Organizations

Whether or not your center offers these workshops for non-tenure-track faculty, does another office or campus organization provide similar professional development for them?

☐ Yes ☐ No

If yes, which offices or organizations provide the professional development and what opportunities exist for your center to support these efforts?

Faculty Mentoring Programs

Does you center facilitate mentorship opportunities among members of the faculty? Specifically, do you provide opportunities for non-tenure-track faculty to receive mentoring from tenured or tenure-track faculty?

☐ Yes ☐ No

Are non-tenure-track faculty invited and encouraged to participate in mentoring?

Full-time Non-Tenure-Track: ☐ Yes ☐ No
Part-time Non-Tenure-Track: ☐ Yes ☐ No

What are the intended benefits for faculty participating in mentorship?

How are participants in the mentoring program matched with mentors? Are any specific factors considered when pairing faculty?

Graduate Student Instructors

Are graduate student instructors invited or encouraged to access any of the services or programs described in the preceding sections of this guide?

☐ Yes ☐ No

Please describe the services and programs your center provides for graduate student instructors.

What additional services or programs could be offered to provide graduate student instructors opportunities to improve their teaching that are similar to the opportunities provided for faculty?

Awards and Recognition for Excellence in Teaching

Does your center give awards or given any other sort of recognition to faculty members for excellence in teaching?

Tenured and Tenure-Track: ☐ Yes ☐ No

Full-time Non-Tenure-Track: ☐ Yes ☐ No

Part-time Non-Tenure-Track: ☐ Yes ☐ No

Graduate Student Instructors: ☐ Yes ☐ No

What are the criteria for the awards and recognition given by your center? If the criteria are different for non-tenure-track faculty or graduate student instructors than tenured or tenure-track faculty, please describe the differences.

If non-tenure-track faculty and graduate student instructors are not considered for awards and recognition for teaching, why are they excluded?

If they are not already considered, what would it take to begin include non-tenure-track faculty or graduate students in awards and recognition for teaching? Would it be best for them to be eligible for the same awards as tenured or tenure-track faculty or to create distinct awards?

Teaching Fellowships

Does your center provide teaching fellowship opportunities for non-tenure-track faculty or graduate student instructors who demonstrate excellence in teaching to enhance their skills?

Full-time Non-Tenure-Track: ☐ Yes ☐ No

Part-time Non-Tenure-Track: ☐ Yes ☐ No

Graduate Student Instructors: ☐ Yes ☐ No

What are the criteria selection for fellowships?

What, if any, funding, incentives, or compensation are provided to participants in the fellowship program?

If there are no teaching fellowships provided for non-tenure-track faculty or graduate students, what would be the benefits of creating a fellowship program?

Reflection Questions

The following questions allow an opportunity for participants to reflect on the findings of this worksheet, what they mean for the work of the center moving forward, and what individual participants have learned. Once participants have completed these questions, consider setting aside a portion of the staff meeting to discuss these questions and individuals' reactions.

Thinking about each of the above sections and questions, what are the reasons for supporting existing programs?

If any of the following development opportunities are not offered, what do you see as the potential benefits of creating such programs?

Professional Development   Teaching Workshops   Technology Workshops   Faculty Mentoring

What data are missing that may be needed to better understand how delivery of professional development to faculty, particularly non-tenure-track faculty, and graduate assistants should or can be improved?

Considering what you have learned in the process of completing this assessment, what are the ways that current policies and practices, particularly those related to non-tenure-track faculty on your campus may be creating obstacles for achieving the best teaching and learning environment to support student success?

How can your office play a role in efforts on campus that exist or might emerge to improve workplace support provided to non-tenure-track faculty?

Appendix A: Supplement: Faculty Participating in Center Workshops

If records of participation exist, how many faculty participated in workshops offered in the current academic year? List the events below and the numbers for each category. If necessary, make additional copies of this page.

Date	Event	# Tenure-Track Faculty	# Full-Time NTTF	# Part-Time NTTF	# Grad Assistants

Questions for the Supplement

What does the information you provided tell you about the individuals who are attending workshops? Do specific groups appear to be underrepresented?

If non-tenure-track faculty are underrepresented, what do you believe are the obstacles for their participation? What can be done to increase their participation?

If records for participation in teaching workshops were not maintained, what would be the benefits of keeping this information for planning future workshops?

Notes

Notes

Project Description

The nature of the American academic workforce has fundamentally shifted over the past several decades. Whereas full-time tenured and tenure-track faculty were once the norm, more than two-thirds of the professoriate in non-profit postsecondary education is now comprised of non-tenure-track faculty. New hires across all institutional types are now largely contingent and this number will continue to grow unless trends change. The purpose of this project is to examine and develop solutions to change the nature of the professoriate, the causes of the rise of non-tenure-track faculty, and the impact of this change on the teaching and learning environment.

Project Team and Partner Organizations

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In partnership with the Association of American College and Universities

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,250 member institutions - including accredited public and private colleges, community colleges, and universities of every type and size.

Project Funding