Supporting Non-Tenure-Track Faculty and the Art of Teaching Through Association Collaboration

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Example Best Practices to Support Non-Tenure-Track Faculty

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In 2015, two of philosophy's largest professional organizations, the American Philosophical Association (APA) and the American Association of Philosophy Teachers (AAPT) collaborated to produce the Teaching Hub, a two-day professional development event to be held at three place-based philosophy convenings (Eastern, Central, and Pacific). The Teaching Hub was created as a way to support, celebrate, and develop the pedagogical contributions of contingent faculty in philosophy departments across higher education institutions. The Teaching Hub was also created to welcome teaching-oriented philosophers back to the APA meetings, which had become predominantly research-focused. The program is regularly funded by both the APA and the AAPT.

Collaboration

APA and AAPT's collaboration allowed for increased support and access to resources. The AAPT is the primary professional association for philosophers who teach and has upwards of 400 members. The APA is the primary professional association for philosophers, both researchers and teachers, and has more than 8,000 members. Together, they are able to reach their intended audience of philosophers whose careers have become almost exclusively about teaching.

The collaboration also includes various stakeholders including the APA's Committee on the Teaching of Philosophy current and past chairs, current and former AAPT presidents, and non-tenure-track professors who teach philosophy.

Professional Development

The APA and AAPT collaboration produced the Teaching Hub, a two-day professional development event hosted at APA convenings. The Teaching Hub was deliberately created as a way to offer a space for faculty in non-tenure-track teaching positions to network and sharpen their pedagogical practices. Sessions presented at the Teaching Hub include:

- Building and Sustaining Faculty Unions;
- Teaching Philosophy at a Two-Year College;
- Teaching Philosophy Online; and
- Table Talk: Experiential Learning in Philosophy.

The Teaching Hub also had opportunities for non-tenure-track faculty to have one-on-one consultations with expert philosophy teachers who have specialized in some particular areas of pedagogy (e.g., writing instruction, close reading, team-based reading, experiential learning).

In an effort to stay true to the "hub" theme, they encouraged participants to remain after each session and continue discussion and networking. Coffee and snacks were also provided throughout the day.

Evaluation

Evaluation was important to the organizers of the Teaching Hub as a way to ensure that participants were enjoying and learning from the sessions. In addition, evaluation was pivotal to strengthening the program year after year. Days after the Teaching Hub concluded, APA and AAPT sent participants a feedback survey asking them what sessions they attended and how efficient the sessions were. Participants were also able to provide written feedback around how they would improve the Teaching Hub and ideas for future sessions.

Learn more about APA and AAPT's efforts to support all faculty through the Teaching Hub at **https://www.apaonline.org/page/TeachingHub2022CFP**

Visit The Delphi Project on the Changing Faculty and Student Success for more example practices and a wide range of resources and toolkits to better support faculty off the tenure track at**: pullias.usc.edu/delphi.**

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