

cupa·hr™ Webinar

Developing HR Policies and Practices to Support a Changing Faculty Model

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February 28, 2018

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Presenter

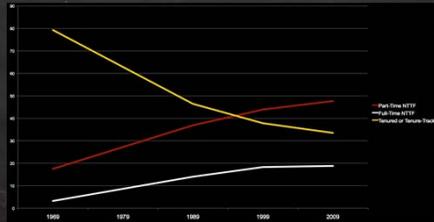


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National Faculty Trends

Composition of Instructional Faculty Among Nonprofit Institutions*

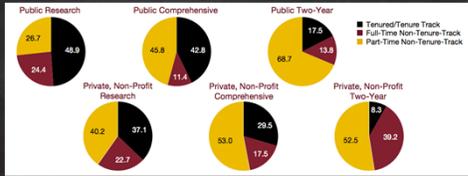


*Excludes graduate students responsible for providing instruction.

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National Faculty Trends

Composition of Instructional Faculty Among Nonprofit Institutions*



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Heterogenous nature

- Aspiring academics
- Freelancers
- Freeway flyers
- Retired
- Full-time professionals

Poll Question

How many non-tenure-track faculty do you have?

- a) 1. 0-20%
- b) 2. 20-40%
- c) 3. 40-60%
- d) 4. 60-80%
- e) 5. More

Poll Question

Have you conducted a survey to know about what type of non-tenure-track faculty you have?

- a) Yes
- b) No

The challenge!

Only a few institutions have made systemic changes to policies and practices to support NTTFs or have even considered the implications of changes in the composition of the faculty.

NTTF Policies and Practices

The following are examples of policies and practices affecting non-tenure-track faculty on many campuses:

Decentralized and unsystematic hiring processes;

A lack of job security, short contracts, last minute hiring, and little commitment to rehiring – all of which result in constant turnover;

Little or no access to orientation, professional development, or mentoring;

Typically, no formal evaluation – or at best, a very narrow evaluation;

Limited opportunities for faculty-student interaction;

NTTF Policies and Practices

Examples of policies and practices (continued):

Little or no means for participating in curriculum development, department meetings and planning, or campus governance – where they could potentially contribute to creating changes to improve the work environment;

Limited access to instructional resources, staff support, and office space;

They are often only compensated for class time, but not office hours, meetings, or time spent preparing for class, meeting with students, or attending professional development; and,

Support services and development opportunities are often offered at times when they are unable to participate.

Connections to Student Learning

The working conditions of adjuncts may constrain how they can provide instruction and support to students. Research suggests growing reliance on adjuncts contributes to:

1. Diminished graduation and retention rates.
2. Decreased transfer rates from 2- to 4-year institutions.
3. Disproportionate impact on students early in undergraduate career; greater exposure to students in introductory and developmental or remedial courses.
4. Greater difficulty with major selection and persistence.
5. Lower grade point averages.

(Benjamin, 2003; Bellinger & Long, 2010; Eagan & Jaeger, 2009; Elvenberg & Zhang, 2004; Gross & Goldhaber, 2009; Harrington & Schick, 2001; Jaeger & Eagan, 2009; Jacoby, 2006)

Conditions Affect Campus Goals and Initiatives

Policies, practices, and working conditions may affect initiatives in higher education to promote initiatives such as:

The adoption of high-impact practices;

Development of essential learning outcomes;

Improving learning outcomes for all students, but underserved students, in particular;

Knowledge generation and scholarship, and,

Advancing civic learning and democratic engagement.

Taking a comprehensive approach



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NTTF Policies and Practices

Areas for consideration:
Campus Data Collection;
Hiring + Employment;
Faculty Unions;
Curriculum + Teaching;
Professional Development;
Governance;
Academic Freedom;
Compensation + Benefits; and,
Office Space + Support.

HR expertise around NTTF policy areas

1. Systematic hiring
2. Onboarding – orientation, introduction to campus policies and resources
3. Systematic evaluation and promotion processes
4. Mentoring and professional development
5. Assessment of workplace and climate
6. Developing work contracts with explicit workloads
7. Innovative ideas around benefits

Orientation

1. Offered on a semester rotating basis as people cycle in all the time.
2. Offered both in person and on-line.
3. Provided at institutional and departmental level (much more informal).
4. Provided basic orientation about logistics (parking, technology) and more substantive (e.g., learning goals).
5. Department chairs trained on how to bring on board new part-time staff and key info that should be communicated.

Orientation

6. Faculty are paid to attend orientation.
7. Relevant website and handbook information and resources for follow up provided.
8. A mentor or key contact is assigned to answer any questions – typically within department.

Reflection time

What policies and practices do you have in place?

What is missing?

Where do you need to collect more data?

Overview of the Delphi Project

Create resources to support campus leaders and advocate for leadership, greater accountability, and more data-driven decisionmaking.

Visit us online at:
<http://www.thechangingfaculty.org>

Summary and Data Documents



Background data on changes in the composition of the faculty; summaries of research and data on the impact of the changing faculty on student learning

Resources addressing practices and policies that limit (or could facilitate) efforts to improve NTT effectiveness

Summaries of research on student outcomes and how policies and practices have an adverse effect on student outcomes

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The Imperative for Change



The Student Learning Imperative

Effects on graduation, transfer, and retention rates; obstacles for use of high impact practices, etc.

The Equity Imperative

Inequitable salary and benefits; limited opportunities for participation in governance and professional development; lack of job security, etc.

The Risk Management Imperative

Fair employment and alternative labor; potential for FERPA violations; misclassification of employees and disparate impact implications; workplace harassment and bullying; retraining and due process, etc.

Can be shared within and across campuses to start a conversation and build understanding for the need to make changes. Also helps to address hesitancy to allocate money to change by describing the risks associated with inaction.

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Dispelling the Myths



Outlines potential changes that could be made to improve support for non-tenure-track faculty on campuses, organized in terms of those that would be less expensive to implement or would likely require the reallocation of funding or increased expenditures.

We also provide a set of strategies for developing services and resources to support the whole faculty, not just full-time or tenured and tenure-track faculty members.

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Campus and Department Guides



Helping to create changes in policy and practice by consideration of local issues:

- Campus Data Collection;
- Hiring + Employment;
- Faculty Unions;
- Curriculum + Teaching;
- Professional Development;
- Governance;
- Academic Freedom;
- Compensation + Benefits; and,
- Office Space + Support.

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Campus and Department Guides

Sample reflection questions:

In general, how could better opportunities for non-tenure-track faculty to participate in curriculum development improve teaching and learning on your campus?

What are the benefits of ensuring that non-tenure-track faculty are encouraged and supported in utilizing high-impact practices, innovative pedagogies, and classroom technology? What is lost by not ensuring that all faculty can make use of these tools?

How would you suggest altering current practices and policies to encourage all faculty on campus to participate in curriculum design and the use of innovative practices and pedagogies?

Supplemental Focus Guides

Supporting documents designed for use by specific stakeholders or program offices will introduce a more targeted set of questions to facilitate understanding of the issues and how each can have a role in creating change:

For example:

Centers for Teaching and Learning	Trustees
Institutional Researchers	Student Affairs Offices

The Path to Change

A collection of very brief case studies (two-pages) that describe how actual institutions made changes, including an explanation of the process and how they achieved change.

Highlights the key stakeholders driving changes – faculty committees and senates, non-tenure-track faculty, unions, and institutional leaders.

Identifies the levers used for creating change – accreditation, strategic planning, data collection, climate studies, appealing to institutional values and mission, etc.

Bundling Strategies

For greater student engagement – providing pay for office hours; allocating office space; offering professional development and training for the use of high impact strategies; changing processes for evaluation; creating mentorship opportunities.

For an enhanced role in shaping the learning environment – requiring orientation and compensating faculty for their time; inviting and facilitating participation in curriculum development and planning meetings; creating opportunities to participate in governance.

For improving faculty retention – offering multi-year, renewable contracts; reviewing salary and benefits; conducting climate studies to address working conditions; creating opportunities to participate in governance and the life of the campus.

Resources



Our resources are all available online!

We appreciate any feedback from groups or campuses about how they were used, whether they were effective, or what might be added or changed – especially when they are used.

We are open to revising our resources and sharing ideas about how they are being used on campuses.

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Discussion Forum

What are the major challenges you experience with engaging non-tenure track faculty?

What are your greatest successes with engaging non-tenure track faculty?

What advice would you share with others?

Discussion forum

Other resources you need?

Questions on resources?

Learn more about [The Delphi Award](#), a new award that recognizes and rewards campuses for making **positive changes to faculty models, programs, policies and practices that support contingent and non-tenure-track faculty**, particularly in ways that enable faculty to support students.

Visit the Delphi Project online at <http://www.thechangingafaculty.org>

Follow us on twitter: DelphiEdu

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Thank You!

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