Campus Innovations for Supporting Non-Tenure Track Faculty

Transforming Culture, Resources, and Practices that Enable Inclusion and Student Success

MARCH 21, 2022
1:00–2:00 p.m. ET
WELCOME

ASHLEY FINLEY
Vice President of Research and Senior Advisor to the President and, AAC&U
THANK YOU TO OUR FUNDERS

Delphi Award Funder 2018-2022
THE TEAGLE FOUNDATION

Delphi Award Funder 2023-2025
TIAA
Use Q&A for: Panel discussion

Use Chat for: Technology Support

#AACUDelphi

Slides and webinar recording will be posted online:
www.aacu.org/webinars/nontenuretrackfaculty
ADRIANNA KEZAR
Dean’s Professor of Leadership, Wilbur-Kieffer Professor of Higher Education and Director of Pullias Center of Higher Education, University of Southern California
PANELISTS

Delphi Award Winner: University of Denver

Alison Staudinger
Director of Faculty Development and Career Advancement

Kate Willink
Vice Provost for Faculty Affairs, Associate Professor of Communication

Laura Sponsler
Clinical Associate Professor, Higher Education, Faculty Co-Director and Scholar
PANELISTS

Delphi Award Winner: Worcester Polytechnic Institute

Mark W. Richman
Secretary of the Faculty, Associate Professor of Aerospace Engineering

Kristen Boudreau
Professor and Former Chair of the Committee on Governance

Tanja Dominko
Professor and Former Secretary of the Faculty, Professor of Biology, and Biotechnology
While the faculty have changed dramatically, few institutions have made changes to policies and practices to support NTTFs or have done so in limited and unsystemic ways.

The project, in partnership with AAC&U brings key stakeholders together for discussion and provide resources for action and change in support of the future faculty. Funding has been provided by the Teagle, Spencer, TIAA Institute and Carnegie foundations.

Visit us online at: https://pullias.usc.edu/delphi/
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.
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;

https://pullias.usc.edu/delphi/
The working conditions of NTTF constrain how they can provide instruction and support to students. Research suggests growing reliance on NTTF contributes to:

1. Diminished graduation and retention rates.
2. Decreased transfer rates from 2- to 4-year institutions.
3. Greater difficulty with major selection.
4. Less success in courses that are sequenced.
5. Lower grade point averages.

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 Affirmative Action; potential for FERPA violations; misclassification of employees and disparate impact implications; workplace harassment and bullying; rehiring 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.

https://pullias.usc.edu/delphi/
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 NTTF effectiveness

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

https://pullias.usc.edu/delphi/
Helping to build a plan for change by facilitating **LOCAL** consideration of issues:

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

https://pullias.usc.edu/delphi/
Resources to Help Redesign Faculty Roles

• The Adapting by Design report goes into more detail on many of the ideas we discuss, and its accompanying Toolkit provides a practical guide for institutional leaders interested in taking concrete steps to redesign faculty roles on their campus.


The Delphi Award

• Purpose: To recognize, celebrate, and support groups who have made substantive changes at or in collaboration with campuses to support NTTFs.

• Two $15,000 cash awards presented every year to two entities. *Generously supported by the Teagle Foundation and TIAA Research Institute*

• Application cycle: February 15 through July 1.

• Groups submit applications that highlight the changes made at their respective institutions/organizations.

• Some winning criteria: Designed in collaboration with NTTFs, support NTTFs in supporting students and engaging in scholarly pursuits, changes are being institutionalized and sustained into future, and are replicable on other campuses.
Framing our panel

• Tensions in faculty life and culture that emerged that led to your changes
• The obstacles faced
• Ways you addressed these obstacles
• Each campus will present and then open for questions in between each campus – please send questions to the chat
A TENURE TRACK FOR TEACHING:  
WPI’s Route to Tenure, Secure Contracts, 
and Inclusion in Faculty Governance for NTTF

KRIS BOUDREAU  
Chair, WPI Committee on Governance (2020-21)  
Humanities and Arts Dept.

MARK RICHMAN  
Secretary of the WPI Faculty  
(2009-2012; 2015-2018; 2021-2024)  
Aerospace Engineering Dept.

TANJA DOMINKO  
Secretary of the WPI Faculty (2018-2021)  
Biology and Biotechnology Dept.
HISTORY OF GOVERNANCE AT WPI—THE ROLE PLAYED BY TENURE
• WPI Plan
• Strong faculty governance; town-hall style monthly meetings; broad, active faculty involvement

EVOLUTION OF THE INSTITUTION
• Has become increasingly dependent on non-tenure track faculty to carry out its core academic missions

STATUS OF NTTF — AS OF 2018
• No access to tenure
• One- and two-year at-will contracts
• Excluded from faculty governance
INSTITUTIONAL CHALLENGES

NEED FOR GREATER EQUALITY AND INCLUSION OF OUR NTT FACULTY
• To strengthen campus climate... (morale, fairness, respect, values, clarity of vision)
• By professionalizing our NTT faculty for their importance to our academic mission

UNITY AND STRENGTH OF THE FACULTY AND THE UNIVERSITY
• Shared practices, policies, and procedures
• Governance

LARGER CONTEXT
Faculty structures have become *systemically* more inequitable as universities have become *increasingly dependent* on non-tenure track faculty:
  - Tenure, Academic Freedom, Job Security, University “citizenship.”

WPI FACULTY GOVERNANCE
THREE FUNDAMENTAL TENSIONS

- Respect for the value of teaching
  vs.
- Tenure as a reward for scholarship

- Institutional commitment to teaching
  vs.
- Institutional “Flexibility”

- Inclusive faculty governance
  vs.
- Strong faculty governance
A THREE-PART STRATEGY BEGINNING WITH TENURE

1. A TEACHING TRACK TO TENURE

2. SECURE, LONGER-TERM NTTF CONTRACTS

3. FULL NTTF PARTICIPATION IN FACULTY GOVERNANCE
BUILDING CONSENSUS ON NTTF ISSUES: 2018-2021

2018-2019  TASK FORCE ON STATUS OF NTT FACULTY
• Extensive WPI community outreach (Deans, Dept. Heads, TTTs, NTTFs)
• Task Force report to faculty November 2019

2019-2021  FACULTY GOVERNANCE/ADMINISTRATION COLLABORATION
• Surveys; open sessions and focus groups with community constituencies (TTT faculty, NTTF faculty, Deans, Dept. Heads, Tenure and Promotion Committees, WPI AAUP Chapter, etc.), faculty governance committee meetings, faculty meetings, Budget & Finance; meetings with Provost and President.
• Worked closely with NTTF Council Reps (since their formation, June 2020)
• Continuous calls for input and revisions based on input

2020-2021  PRESENTATIONS AND MOTIONS AT FACULTY MEETINGS
• Approved January 2021 (tenure); May 2021 (contracts; full inclusion)

2020-2021  FACULTY GOVERNANCE/PROVOST/PRESIDENT/BOARD DISCUSSIONS
• Administration and Board Approved May 2021
OBSTACLES AGAINST TENURE: CONFLICTING CONCERNS

TENURED & TENURE-TRACK FACULTY

- Concept of tenure requiring scholarship
- Fear that resources and hiring would be tilted away from research
- Concern about the effect on research reputation
- Worries about rigor in evaluating teaching
- Concerns about departmental managerial flexibility (Dept. Heads)

NON TENURE-TRACK FACULTY

- Priority on contracts and participation in faculty governance
- Uneasiness about the tenure process
- Skepticism about the possibility of developing tenure criteria specific to teaching

ADMINISTRATION

- Primary concern about Institutional “Flexibility”
- Budget constraints
- Voting rights for NTTF (“voice and a vote”)
- Authority
## TENURE CRITERIA: SPECIFIC TO TEACHING FACULTY

### REALISTIC | RIGOROUS | ASPIRATIONAL

<table>
<thead>
<tr>
<th>TEACHING PRACTICE</th>
<th>CONTINUING PROFESSIONAL GROWTH and CURRENCY</th>
<th>SERVICE</th>
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| Must be of *high quality* with *significant impact* on WPI students and curriculum; practice that demonstrably enhances the educational growth of one’s students. | • Candidate must be *committed* in a manner that has *significant impact* on teaching and learning networks and support systems, on approaches to and understanding of teaching and learning, and/or on one’s own scholarly discipline and/or scholarly communities.  
• Activities should inform *teaching experiments* and *teaching innovations* and be disseminated to others within and outside of WPI. | Must be *fully engaged* in the lives of the institution, the local community, and professional organizations. |

**Guidance Document:** Distinguishes “Activities” from “Impact”
ENSURING APPROPRIATE FACULTY POPULATION BALANCE: Institutional Goals

BALANCE BETWEEN DUAL-MISSION (TEACHING & RESEARCH) TTTs AND TEACHING FACULTY
- 70 percent dual-mission (teaching/research) TTT faculty
- 30 percent full-time teaching faculty consisting of
  - TTT Teaching-mission faculty (40 percent)
  - NTT Teaching faculty (60 percent)

PERIODIC UNIVERSITY-WIDE REEXAMINATION BASED ON STRATEGIC PRIORITIES

ANNUAL REPORT ON FACULTY POPULATIONS
INSTITUTIONAL BENEFITS

RETENTION AND DEVELOPMENT OF EXCELLENT TEACHING FACULTY
• Enhanced professional status
• Improved work conditions
• Increased personal investment in the University
• Environment (and expectations) for teaching faculty to engage in activities that will bring recognition to WPI

RECRUITMENT OF EXCELLENT TEACHING FACULTY
• Clear demonstration to external candidates about their value and long-term opportunities at WPI
• Attractive national searches when other universities can offer only NTT teaching positions

UNITY AND STRENGTH OF THE FACULTY
• Shared practices, policies, and procedures
• Governance
OUR FIRST COHORT!

WPI Appoints 15 Teaching Faculty Members to New Tenure Track

Record of Excellence in Teaching Defines First Group of WPI Professors of Teaching
INSTITUTIONALIZING A CULTURE OF RESPECT FOR TEACHING AND FACULTY

MARCH 2022  DELPHI AWARD WINNERS  AAC&U WEBINAR
Welcome & Institutional Context

The University of Denver is a mid-sized, nonreligious, private institution in the mountain west, with a 2021-2022 undergraduate enrollment of 5,867 and graduate of 5,861 (8,263 if including University College). DU is organized into twelve academic units, including two graduate only units and a law school. DU was reclassified as an R1 institution in January of 2022.

Total Faculty (Fall 2020)

Tenure Track- 495
Teaching & Professional- 233
Adjunct (part time) - 743
5 Dos & Don'ts for Leaders in Institutionalizing TPF/NTT Faculty Series on Campus

» Don't use a cookie cutter model of TT and think about when audiences should be differentiated

» Don't underestimate how much higher ed is very committed to hierarchy; don't assume all faculty welcome and understand these series or that they will do the work to understand new series or change their mental models

» Do build career advancement pathways and rank promotion capacity

» Don't assume policies are implemented or implemented consistently across campus

» Do make sure you have TPF/NTT leadership and research-driven expertise to guide implementation
White Paper on TPF

» Iterative research project and engaged faculty stakeholders at all levels.

» Highlighted the unique experiences and challenges facing TPF and provides a framework to understand faculty work.

» Examined how well the components of the framework (policies and procedures) are institutionalized across the university.
Organizational Learning

1. Mobilization, Implementation, Institutionalization
2. Framework as Scorecard
3. Moving to Institutionalization: Recommendations

**FRAMEWORK FOR RETHINKING FACULTY WORK AND WORKPLACES**

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<tr>
<th>Employment Equity</th>
<th>Consistent Institutionalization</th>
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<tr>
<td></td>
<td>Inconsistent Institutionalization</td>
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<td></td>
<td>Not Institutionalized</td>
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<tr>
<td>Regularize hiring</td>
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<tr>
<td>Clear role definitions</td>
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<td>Clear contracts</td>
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<td>Compensation and benefits</td>
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<td>Appropriate office space; clerical support and equipment</td>
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<tr>
<th>Academic Freedom and Autonomy</th>
<th>Protection and Academic Freedom</th>
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<tr>
<td></td>
<td>Involvement in Governance University Level</td>
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<table>
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<tr>
<th>Flexibility</th>
<th>Involvement in Governance (Ability to participate in campus life)</th>
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<tr>
<th>Professional Growth</th>
<th>Promotion and evaluation</th>
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<td>Professional Development and Mentoring</td>
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<tr>
<th>Collegiality</th>
<th>Systematic socialization</th>
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<tr>
<td></td>
<td>Involvement in governance (attending meetings and participating on committees)</td>
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<tr>
<th>Respect</th>
<th>All policy recommendations relate to this area</th>
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The scorecard is overwhelmingly “yellow” and highlights inconsistent institutionalization efforts across campus. This scorecard could and should be
Complement Organization Learning with Professional Development

» Engage NTTF faculty as partners (and compensate them) Example: Mentoring & Onboarding Across Rank and Series (MOARS) Faculty Lifecycle & Mentoring Model

» Build capacity through ongoing engagement at all levels including around reappointment and promotion Example: R1 Our Way Initiative: Leadership Training and Support Focus on Teaching and Professional

» Celebrate & understand TPF Faculty leaders (curricular, governance, etc.) Example: Mid-Career Faculty Leadership Study
Contact Information
Please feel free to reach out with any questions you may have!

Kate Willink, Vice Provost for Faculty Affairs
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Alison Staudinger, Director of Faculty Development
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Laura E. Sponsler, Clinical Associate Professor, Higher Education, Resident Scholar for Teaching and Professional Faculty
laura.sponsler@du.edu
Faculty Senate & Board of Trustees approve new Appointment, Tenure, and Promotion (APT) document establishing full-time, non-tenure track faculty (NTTF) lines for the first time.

2015

Faculty Senate holds first “Pathways to Promotion” workshop for NTTF.

2016

Vice Provost for Faculty Affairs appointed. VPFA appoints first Resident-Scholar for Teaching and Professional Faculty.

2017

Faculty Senate convenes “Ad-Hoc Committee on Non-Tenure Track Faculty”

2019

VPFA & Faculty Senate convenes “Ad-Hoc Committee on Non-Tenure Track Faculty”

2020

VPFA & Faculty Senate cosponsor Provost’s Conference: Summit on Shared Governance w/breakout on TPF.

In April, the Faculty Senate voted to change NTTF to Teaching and Professional Track Faculty in DU documents, reports, and communications.

2021 & 2022

Mentoring and Onboarding Across Rank and Series: TPF created to design new model for mentoring.

FLC: Teaching and Professional Faculty Tools for Success,

White Paper on Teaching and Professional Faculty

Faculty Senate & Provost’s Panel: Supporting Teaching and Professional Faculty: An Institutional Priority Panel
Use Q&A for:

Panel Discussion
Upcoming Webinar!

Planning for FY23: Preparing Faculty for Success

Presented in partnership with OneHE

MARCH 22, 2022
2:00–3:00 p.m.
THANK YOU!
Campus Innovations for Supporting Non-Tenure Track Faculty

Transforming Culture, Resources, and Practices that Enable Inclusion and Student Success

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