TIAA Research Institute: Future Faculty Models that support Student Success

Dr. Adrianna Kezar
Specific policies and practices that most negatively affect teaching and learning

- Late hiring giving no time to prepare
- No assurances of rehiring – so no investment in evaluating class for improvements
- Limited or no feedback on teaching; punitive teaching evaluations
- Limited or no mentoring or professional development on teaching
- Limited or no orientation to department (and learning goals) and institution
- No pay for office hours or time to meet with students
- No role in curriculum development or learning goals
- Limited or no access to instructional support or resources
Improving Teaching and Learning

- Hiring with 1-2 months notice
- Orientation to department (and learning goals) and institution
- Mentoring and professional development on teaching
- Role in curriculum development or learning goals; particularly textbook selection
- Access and priority to instructional support or resources
- Multiple measures and feedback for evaluation—observations, quality student evaluations
- Paid for office hours/time to meet with students/answer questions and class preparation
Conditions Affecting student learning

College Completion Goals + Student Learning Outcomes

Supportive Workplace & Climate for NTT Faculty
- Proper Orientation & Professional Development
- Role in Curriculum Design & Decision Making
- Access to Office Space, Instructional Resources, & Support
- Greater Equity in Compensation, Academic Freedom, & Role on Campus
- Greater Opportunities for Faculty-Student Interaction
- Integration of Service Learning in Courses
- Involvement with Learning Communities

Greater Opportunities for High-Impact Teaching Practices

External Communities & Stakeholders

External Environment: Influence of Political and Economic Factors

Poor Workplace Climate & Poor Support for NTT Faculty
- Insufficient Orientation & Professional Development
- Little/No Role in Curriculum & Decision Making
- Limited Access to Office Space, Resources, & Staff Support
- Inequitable Compensation, Respect & Limited Role on Campus
- Lack of Meaningful Evaluations/Feedback
- Use of Outdated Teaching Pedagogies
- Lack of Job Security and Time for Preparation
- Last Minute Hiring & Inadequate Planning

Internal Barriers
- Limited Role on Campus/Interaction with Students & Colleagues
- Misaligned Course Goals & Materials
- Loss of Collegiality

Example Effects of Lack of Supportive Policies/Practices

Internal Barriers
- Involvement with Learning Communities
- Integration of Service Learning in Courses
- Greater Opportunities for High-Impact Teaching Practices
- Greater Equity in Compensation, Academic Freedom, & Role on Campus
- Limited Role on Campus/Interaction with Students & Colleagues
- Misaligned Course Goals & Materials
- Loss of Collegiality
- Lack of Meaningful Evaluations/Feedback
- Use of Outdated Teaching Pedagogies
- Lack of Job Security and Time for Preparation
- Last Minute Hiring & Inadequate Planning

Example Effects of Lack of Supportive Policies/Practices
Policies and Practices that affect NTIF performance

- Campus Data Collection
- Hiring + Employment
- Faculty Unions
- Curriculum + Teaching
- Professional Development
- Governance
- Academic Freedom
- Compensation + Benefits
- Office Space + Support
Departmental Cultures Self-Assessment Tool

- A survey designed to be used by provosts, administrators, department chairs, NTTFs, or unions as an assessment of departmental culture for NTTFs.
- Answers point to one of 4 possible departmental cultures: destructive, neutral/invisible, inclusive, learning.
- Tool contains suggestions for how to move towards an inclusive or learning culture.
Closer Look at Destructive Culture

- Disrespect and hostility from TTF
- Exclusion from PD
- Random, haphazard hiring
- Inequitable salary and benefits
- No resources to succeed
Closer Look at Neutral or Invisible Culture

- Ignored or treated as temporary
- Last-minute hiring with possibly some intentionality on subject matter expertise
- Generally inequitable pay
- Unlikely to have more than basic resources
Closer Look at Inclusive Culture

- Respect and inclusion
- Invited to PD and faculty meetings
- Attempts to approach equity in salaries
- Intentional hiring
- Given resources
- Yet, policies and practices are not created to reflect NTIF’s contribution to the learning environment
Closer Look at Learning Culture

- Positive atmosphere of respect and inclusion
- Chairs actively work to promote equity
- Policies and practices support NTTF role in creating a positive and effective learning environment
- Encouraged to attend meetings and PD
- Intentional hiring
Implications for Student Learning

- Cultures for NTTF affect student learning environments in such areas as:
  - Advising/office hours
  - Support networks for teaching
  - Necessary expertise for teaching
  - Curriculum alignment
  - More...
New Models of Faculty for Student Success

- Context and Need for New Faculty Models
- Emerging Consensus about New Faculty Roles
- Model for the Future of the Faculty: Faculty as Scholarly Educators
Critiques of Adjunct Model

- Poor working conditions and lack of support leading to worse student outcomes
- Few professional development opportunities
- Exclusion from departmental and institutional service
- Little or no constructive evaluation of their work to allow for improvement
- Not provided with important information about programs, policies, and curricula
- Lack of job security leading to high rates of turnover and instability
- Viewed as merely a tool for content delivery, important role in student learning not respected
- Professionalism degraded
- Inequities in compensation, benefits, and working conditions
Critiques of Tenure-Track Model

- Overemphasis on research at expense of teaching
- Lack of flexibility
- Few incentives to improve teaching or focus on learning
- Lack of attention to other scholarly roles in service, civic engagement, or local leadership
- Probationary period (tenure-track but before tenure is granted) constrains faculty to focus primarily on research and publication
Survey of over 1500 stakeholders in higher education, including faculty, campus administrators (deans & provosts), policymakers, trustees, and accreditors in 2014-2015.

Goal was to get key stakeholders to envision future faculty models and see if there were areas of consensus around a more effective model.

Questions in 8 areas: faculty pathways; contracts; unbundling of faculty roles; status in the academic community; faculty development, promotion, and evaluation; flexibility; collaboration and community engagement; and public good roles.
Broad Consensus

- General agreement on the attractiveness of many ideas presented in the survey
- Strongest agreement on issues related to restoring professionalism of faculty
- No major differences among faculty members in unions
- Concerns about feasibility
Other Areas of Consensus

- Reduce reliance on part-time faculty by increasing number of full-time positions
- Create differentiated faculty roles
- Emphasize importance of teaching
- Maintain some sort of scholarly component in all faculty roles, using Boyer’s expanded definition of scholarship
- Allow more flexibility in working arrangements, such as creativity contracts
- Foster more collaboration and community engagement
- Revise incentives and reward structures
- Promote public good roles
Faculty as “Scholarly Educators”

- Emphasis on student success
- 4 arcs of influence:
  - Mission, goals, and roles
  - Responsiveness to external forces
  - Reprofessionalization of professoriate
  - Reinforcing or restoring key values
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.
