

How Student Affairs Departments Can Support and Engage Non-Tenure-Track Faculty

By Daniel Scott and Adrianna Kezar

A guide created by The Delphi Project on the Changing Faculty and Student Success

USC Rossier
*Pullias Center for
Higher Education*

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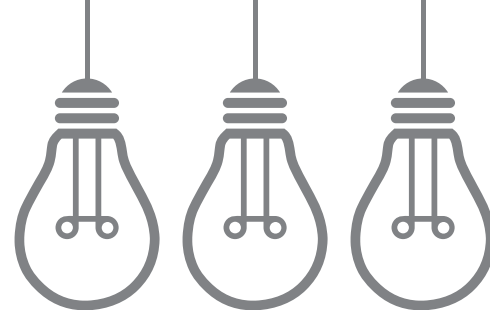
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Foreword

By Kevin Kruger and Amelia Parnell

NASPA—The National Association for Student Personnel Administrators

This guide, created by The Delphi Project on the Changing Faculty and Student Success in collaboration with NASPA, continues a long tradition of NASPA's involvement in encouraging collaboration between academic affairs and student affairs departments. For example, NASPA's "Student Affairs Partnering with Academic Affairs" knowledge community is focused on resources on collaborations between student and academic affairs. The winter 2018 issue of NASPA's [*Leadership Exchange*](#) was entirely focused on partnerships and integration between academic and student affairs. Dozens of articles in NASPA scholarly journals share research and practice in critical areas such as academic advising, living-learning communities, service learning and civic engagement. NASPA has also published [*Student and Academic Affairs Collaboration: The Divine Comity*](#), which serves as a practical guide for fostering and improving collaborative relationships between faculty and student affairs personnel. The authors of the book identify nine key elements necessary for successful partnerships and offer long-term strategies for creating designs that are more coherent, comprehensive and collaborative.

Non-tenure-track faculty can have a vital role in helping students navigate the complex and challenging college environment.

Nearly two decades ago, we at NASPA partnered with Adrianna Kezar, one of the authors of this guide, in a national study of academic and student affairs collaborations and participated in a book project to highlight the status of such collaborations nationally (Kezar, Hirsch, & Burack, 2001). We have long emphasized the role of academic and student affairs collaboration in creating a successful learning environment (Kezar, 2003a, 2003b). We have collaborated to highlight the need for institutional collaboration to pursue institutional goals (Kezar & Holcombe, 2017; Kezar & Lester, 2009; Kezar, 2005). Recently, we collaborated to report on the need for a systemic model for institutional change in STEM education (Elrod & Kezar, 2017). It is within this long tradition that we worked with Kezar and Daniel Scott on this new guide.

As students continue to manage their academic, financial, social and civic priorities, faculty, especially non-tenure-track faculty, can have a vital role in helping them navigate the complex and changing college environment. Institutions

that involve non-tenure-track faculty in cross-functional approaches will be well-positioned to execute long-term student success initiatives.

Connecting co-curricular and classroom learning

Student affairs divisions provide rich learning opportunities to students through experiences that include clubs, organizations, service and leadership engagements. One common approach for helping students document their participation in such experiences is to create Comprehensive Learner Records (CLR). The CLR, which can include options such as co-curricular transcripts, e-portfolio, and digital badges, is a resource to help students gather evidence of their learning, regardless of where it occurs during their enrollment. The use of such records is becoming more prevalent, as students are seeking job-ready skills and institutions are seeking ways to help students intentionally connect their classroom-based and co-curricular learning. These efforts depend on high levels of collaboration between student affairs and academic affairs, especially as students learn in multiple spaces at an institution. Although non-tenure-track faculty are often not working at an institution in a full-time capacity, they can still help students narrate their learning journey. The CLR presents an opportunity for non-tenure-track faculty to design classroom experiences that would result in artifacts that students can include in their CLR. Non-tenure-track faculty can also have an advising role, as students would benefit from their suggestions for how to organize their CLR experiences and discuss the details of their work.

On many campuses, civic and democratic engagement provide easy pathways for collaboration between faculty and student affairs.

Civic engagement

On many campuses, civic and democratic engagement provide easy pathways for collaboration between faculty and student affairs. In particular, making curricular connections to current events and current political issues can be an

important driver to increase interest and participation in local, state and federal

elections. During the presidential election in 2016, only 49 percent of

Millennials voted, well below the national average of 61 percent

for all voters. Millennials' voting participation was the lowest of

all other generations. College student turnout in 2016 was 48 percent,

which was higher than in 2012, but still well below the national average.

Non-tenure-track faculty could play a larger role in encouraging students to

register and vote in both midterm and off-year elections where the turnout

is even lower. Non-tenure-track faculty can encourage class discussions

that connect to local and national issues and encourage participation in

educational programming sponsored by the institution.





Another critical connection can be to the programs at most colleges that encourage students to connect to their local community. Often labeled as service learning, these programs place students in volunteer roles in the local community with a focus on targeted learning outcomes. There is a great opportunity for faculty to develop curricular connections to possible learning experiences in the community. In developing these programs, non-tenure-track faculty are encouraged to connect with student affairs staff who coordinate these learning opportunities.

These opportunities “carry the potential and the responsibility to create environments that encourage civic and political engagement and cultivate in students the knowledge, skills and commitment they need for lifelong participation in our shared democracy” (Thomas et al., 2017).

Addressing complex student needs

In addition to supporting students’ co-curricular learning and civic engagement, non-tenure-track faculty can help address some of the complex, non-academic needs. For example, a [2016 study](#) from NASPA found over 500 institutions that provide emergency aid resources to students (Kruger, Parnell, & Wesaw, 2016). The study also found that word-of-mouth communication was the leading method for informing students about the availability of aid such as food pantries and small grants. Seventy percent of study participants reported that faculty and staff refer students to emergency aid resources and 54 percent of faculty and staff communicate with offices that administer the aid. These roles in helping students address basic needs are not limited to tenure-track faculty. For example, by including information about emergency aid in course syllabi, non-tenure-track faculty can help students find the resources they need.

Faculty play a unique role in the ecosystem of support on the college campus.

The increase in mental health issues for today’s college students provides another important role for non-tenure-track faculty. This increase in psychological issues for college students has been widely reported. Over the past decade, colleges have seen significant increase in serious psychological issues and students who come to college pre-diagnosed with a depressive disorder. In addition, for traditionally-aged college students, the college years are often when the onset of mental health issues first appear. Faculty play a unique role in the ecosystem of support on the college campus by identifying students who may be struggling psychologically and referring them to appropriate campus support resources. Students who may be missing classes, or whose academic performance has dropped unexpectedly or whose behavior in class has changed, might benefit from an informal conversation that might uncover issues of anxiety, feeling overwhelmed,

unmanageable stress or even depression. Faculty can play a key role in directing these students to appropriate mental health supports offered through student affairs.

Conclusion

As college campuses focus on broad issues of student success, it is increasingly clear that a siloed approach to supporting students is much less effective than strategies that find linkages between students classroom and curricular life with the richness of their lives beyond the classroom. Often characterized by the gap between academic affairs and student affairs, it is increasingly clear that collaboration between faculty and student affairs is critical to the college student success agenda. While this may be more challenging for non-tenure-track faculty, this guide provides a wide-range of strategies to increase engagement with students in the broad spectrum of their lives.

Kevin Kruger and Amelia Parnell

NASPA | Student Affairs Administrators in Higher Education





Introduction

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

This guide has been created for student affairs leaders and professionals who wish to investigate and pursue ways to support non-tenure-track faculty on their campuses. In many cases, student affairs departments rely on faculty as partners in supporting students and as resources to assist with events and programs that use faculty skills and expertise. Yet student affairs practitioners jobs are made more difficult when, due to the growing numbers of non-tenure-track faculty, fewer faculty members have the institutional support and availability to contribute to student success and engagement.

By intentionally addressing and engaging with non-tenure-track faculty through your student affairs department, you will contribute to a campus environment that is most supportive of students. While the level of contact with faculty may vary by institution, student affairs personnel are among the on-campus staff groups who have the most contact with students. Student affairs departments are thus in a prime position to explicitly integrate non-tenure-track faculty into their thinking and planning, as well as influence conditions on their campus in favor of sustaining and realizing the contributions of non-tenure-track faculty. As you, a student affairs practitioner, think about how to better support student success at their institutions, we urge you to consider how to partner with and support non-tenure-track faculty.

This guide is organized into three main sections. The **first section** focuses on understanding non-tenure-track faculty on your campus, outlining changing faculty trends from the last several decades and clarifying some of the variation in non-tenure-track faculty to help you identify the types of non-tenure-track faculty on your campus.

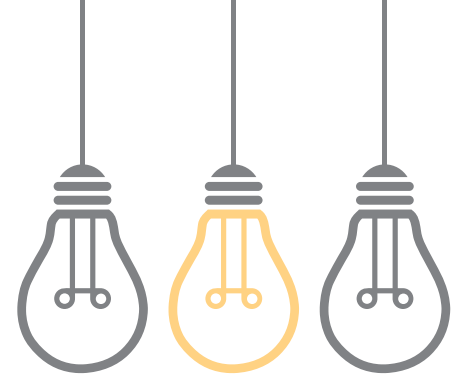
The **second section** centers your student success mission and considers the links between the mission of your department and non-tenure-track faculty. We provide information, prompts and worksheets to guide you toward taking action to support non-tenure-track faculty.

The **third section** helps you identify additional ways your department can engage and support non-tenure-track faculty. We touch on key student affairs areas as well as broader considerations of ways your department can influence the policies and climate for non-tenure-track faculty on your campus.

Although this guide has been created specifically for a student affairs audience, **The Delphi Project on the Changing Faculty and Student Success** offers other guides and resources for a variety of stakeholder groups within the broad higher education landscape. We highlight a few key resources near the end of this guide; many more are available at pullias.usc.edu/delphi.

Daniel Scott and Adrianna Kezar

The Delphi Project on the Changing Faculty and Student Success



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. In this guide, we use the following terms to make the information more easily understood.

Student affairs:

Colleges and universities use different organizational structures to address student affairs or student services needs. There may be multiple departments that address functions typically associated with student services, with multiple offices or subunits. Such departments may include advising, financial aid, first-year experiences and learning support programs such as supplemental instruction and tutoring. When we refer to student affairs, we refer to departments that handle work related to student affairs or student services, regardless of the official name of such departments.

Non-tenure-track or non-tenure-track faculty:

The terms non-tenure-track and non-tenure-track faculty commonly denote full- and part-time academic staff who are ineligible to be considered for tenure. Non-tenure-track faculty are not a homogeneous group. Individuals may have taken very different paths to non-tenure-track jobs and the nature of work and working conditions can vary substantially, even between departments on a particular 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 across departments on a particular campus. Holding full-time appointments, these faculty tend to work at one institution. Part-time faculty, also commonly referred to as adjunct faculty, might only work at one institution based on their individual circumstances. 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 their institutions. On many campuses, non-tenure-track faculty teach a large share of the students enrolled in courses, particularly first- and second-year or online students. They tend to be very committed to their field of study and to ensuring the success of the students they teach.



Part 1: Understanding Non-Tenure-Track Faculty

Understanding changing faculty trends

Why is it important for student affairs departments to partner with non-tenure-track faculty today? One major reason is that there are simply many more non-tenure-track faculty on our campuses today than there have been in previous decades.

The nature of faculty work has shifted significantly over the past 50 years. Nationally, proportions of teaching faculty have shifted from roughly 79 percent in tenure-track positions and 21 percent in non-tenure-track roles in 1969 (Schuster & Finkelstein, 2006), to over 70 percent non-tenure-track and only 30 percent tenure-track across all institution types (U.S. Government Accountability Office, 2017). While campuses vary, with community colleges averaging many more non-tenure-track faculty and liberal arts colleges averaging somewhat fewer (currently about 48 percent), on most campuses, a significant population of faculty on any campus today are non-tenure-track.

Nationally, proportions of teaching faculty have shifted from roughly 79 percent in tenure-track positions in 1969 to over 70 percent non-tenure-track.

And while faculty models have changed, these new models are often not constructed in ways that support student success. Non-tenure-track roles often provide limited or no support to faculty and draw in multitudes of fluctuating instructors, sometimes with limited or no experience teaching at the employing institution. For example:

- Non-tenure-track faculty often don't go through a formal orientation and receive little assistance in acclimating to a particular campus.
- Non-tenure-track faculty are often excluded from discussions about learning goals, course assignments and textbook selection.
- Non-tenure-track faculty receive no or limited opportunities for professional development, mentoring, evaluation and feedback.

Such working conditions are not aligned with fostering student success. The non-tenure-track model also has serious human and moral costs, with faculty sometimes living on poverty wages and receiving little to no benefits or job security. Moreover, studies suggest rising numbers of non-tenure-track faculty in higher education are associated with reductions in student success (Bettinger & Long, 2010; Eagan & Jaeger, 2009; Ehrenberg & Zhang, 2004; Gross & Goldhaber, 2009; Harrington & Schibik, 2001; Jacoby, 2006; Jaeger & Eagan, 2009). Research has shown that the transformation from a largely tenure-track instructional workforce to a largely non-tenure-track workforce has detracted from the student success missions of colleges and universities. For example, although faculty-student interactions are incredibly important for student learning (Kuh, 1995; Umbach & Wawrzynski, 2005), particularly for students from racially minoritized backgrounds (Lundberg & Schreiner, 2004), the working conditions that non-tenure-track faculty have to operate within severely limit their abilities to be available to students for interaction out of class as well as to attend to students in class in a dynamic way.

Research has shown that the transformation from a largely tenure-track instructional workforce to a largely non-tenure-track workforce has detracted from the student success missions of colleges and universities.

The committed educators comprising the non-tenure-track faculty ranks are not to blame for these adverse effects on student learning. Rather, poor working conditions and a lack of support present obstacles that diminish their capacity to create a high-quality learning environment and experience for students. The cumulative effect of working conditions constrains individual instructor's abilities to interact with students and apply their many talents, creativity, and subject knowledge to maximum effect inside and outside the classroom. Campus leaders should be particularly concerned with ameliorating non-tenure-track faculty policies and practices that have a deleterious effect on efforts to serve the essential mission of supporting student success. Below are a few key areas of concern:

- Diminished graduation and retention rates
- Reduced faculty-student interaction and accessibility
- Diminished use of high-impact teaching practices
- Decreased transfers from two-year to four-year institutions

Returning to the faculty employment structures of the 1970s may not be possible, and if it were, merely shifting the trend back towards employing more tenured faculty is likely too simplistic a solution. Yet colleges and universities can take steps to make it easier for non-tenure-track faculty to contribute to student success. In fact, many colleges and universities are making novel changes to be more



supportive of non-tenure-track faculty. For more reports on the relationship between non-tenure-track faculty working conditions and student success, visit pullias.usc.edu/delphi.

Understanding the types of non-tenure-track faculty on your campus

Every campus has a unique context. Different types of institutions in different regions manifest a variety of approaches to modeling faculty roles, especially for non-tenure-track faculty. Even within a particular campus, different disciplines and departments can generate a variety of ways to employ and deploy non-tenure-track faculty. Faculty development often looks different for different types of non-tenure-track faculty members, bringing further differentiation.

For those reasons, an understanding of the characteristics and backgrounds of non-tenure-track faculty is a useful place to start. Broadly, non-tenure-track faculty can be divided into part-time and full-time instructors. Within these two groups, faculty enter academia from a wide variety of personal circumstances, with different motivations. Depending on their purposes for taking on non-tenure-track faculty roles, some faculty may be disinclined to engage with student affairs departments, while others may welcome the opportunity as an extension of their broader identity as educators and members of the campus community. Thinking about the particular circumstances of non-tenure-track faculty on your campus will improve your ability to engage with them.

For the purposes of this guide, we will touch on a few types of non-tenure-track faculty and highlight those who may be particularly relevant to student affairs work, and who may particularly benefit from invitation into collaboration with student affairs departments. While there may be some exceptions, these types present a useful lens through which to think about engaging non-tenure-track faculty in the context of their broader individual and group-level circumstances.

Many colleges and universities are making novel changes to be more supportive of non-tenure-track faculty.

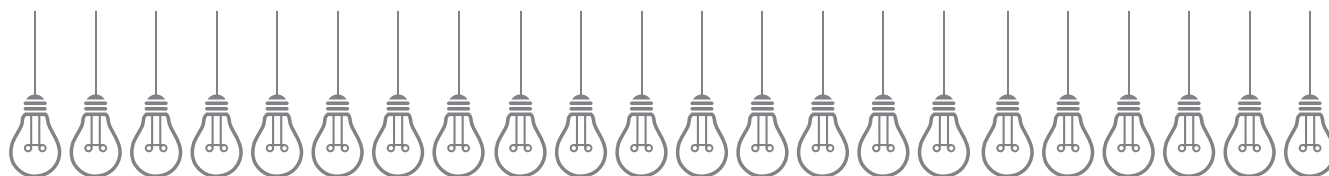
Part-Time non-tenure-track faculty

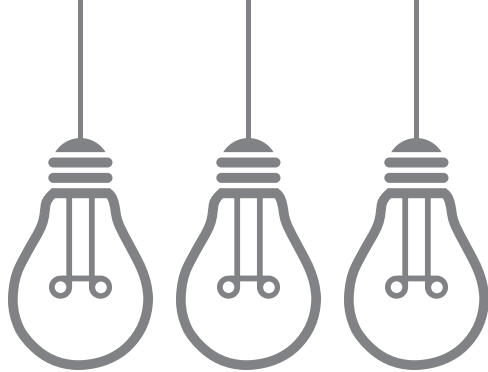
- **Career enders** are retired or in the process of retiring. They may come from within academia, as professors in the process of retiring, or from without, as specialists, experts or professionals who may leverage their career histories to support their teaching.
- **Specialists, experts or professionals** come from outside of academia and have a career or other set of relevant experiences, such as from careers in applied fields where practical experience is particularly relevant, that put them in a good position to share their expertise with students.
- **Freelancers** work outside of academia and teach to supplement their income.
- **Aspiring academics** aspire to full-time positions but have not attained one yet. They often combine multiple appointments, often at multiple universities. In that sense, considering aspiring academics to be part-timers is often misleading because they commit a full-time proportion of their lives to their faculty work, rendering them only part-time in terms of their appointment at one institution. Unfortunately, some faculty spend entire careers in this limbo.

Full-Time non-tenure-track faculty

- **Administrators** spend most of their time on research and teaching, but also hold administrative positions.
- **Academic professionals** are faculty who also work professional roles on campus, such as lab technicians or in information technology.
- **Researchers and teachers** are hired on contracts centered around research and teaching but that also involve other duties, such as administrative or service work.

Adapted from Kezar & Maxey, 2016. Based on Baldwin & Chronister, 2001; Gappa, 1993.





Map out the different types of faculty on your campus and make some notes about relevant attributes. Take a moment to consider what you already know about faculty on your campus. **Use this section to explore the variation in non-tenure-track faculty types and experiences.**

- proportions of tenure-track and non-tenure-track faculty, contract type and role (full-time or part-time, research or teaching)
- current policies and practices, and variations by type
- your perceptions of the working conditions of non-tenure-track faculty, or problems you already know about you would like to solve
- differences between tenured and tenure-track faculty and non-tenure-track faculty on your campus (For example, do the two types of faculty have different employment requirements, such as different minimum levels of education? Are the two types functionally similar, except for varying levels of compensation and benefits?)

Student affairs personnel as non-tenure-track faculty

At many institutions, student affairs practitioners also teach classes, which may classify them as non-tenure-track faculty. Getting a sense for the landscape of non-tenure-track faculty on your campus can be aided by considering whether you might have non-tenure-track faculty in your own department. Such faculty can bridge between student affairs and academic affairs departments and can also provide key information on their experiences as non-tenure-track faculty. **Use this section to consider whether student affairs practitioners are also working as non-tenure-track faculty.**

Does your institution require student affairs personnel who also teach classes to be affiliated with an academic department on an adjunct appointment?

How many student affairs personnel in your department are affiliated with an academic department through an adjunct appointment?

What services do these personnel receive from the institution?

Does your department connect these personnel with on-campus services to support their work as non-tenure-track faculty?





Part 2: Student Services Mission and Current Involvement With Non-Tenure-Track Faculty

In this section, we focus on connecting the mission of your student affairs department with the work of the academic affairs department and faculty.

Your student services mission

Consider the broad ways the particular mission of your student services department and programs intersect with your academic affairs department and faculty—especially non-tenure-track faculty. Subsequent sections will delve into more specific dimensions of your work.

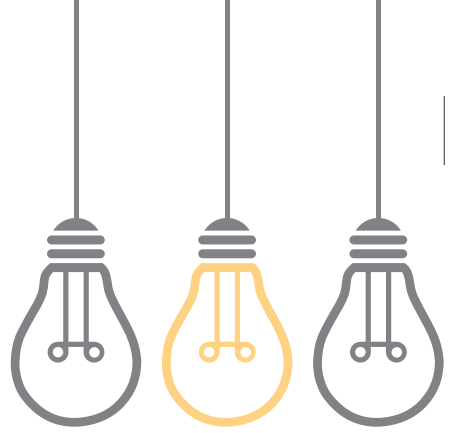
What is the mission of your department?

How does this mission relate to academic affairs?

Do you explicitly coordinate with academic affairs in support of your mission?

How does your collaboration with academic affairs involve faculty?

How does your collaboration with academic affairs involve non-tenure-track faculty?



Structure of your student affairs department

Student affairs departments have different structures, including a variety of subunits and configurations. What offices or subgroups comprise the student affairs department on your campus? What formal and informal connections does your department have with academic affairs that might be relevant to support non-tenure-track faculty?

You may find it helpful to examine your department’s organizational chart and add notes to the table below for each subgroup. To note more groups, make copies of this page.

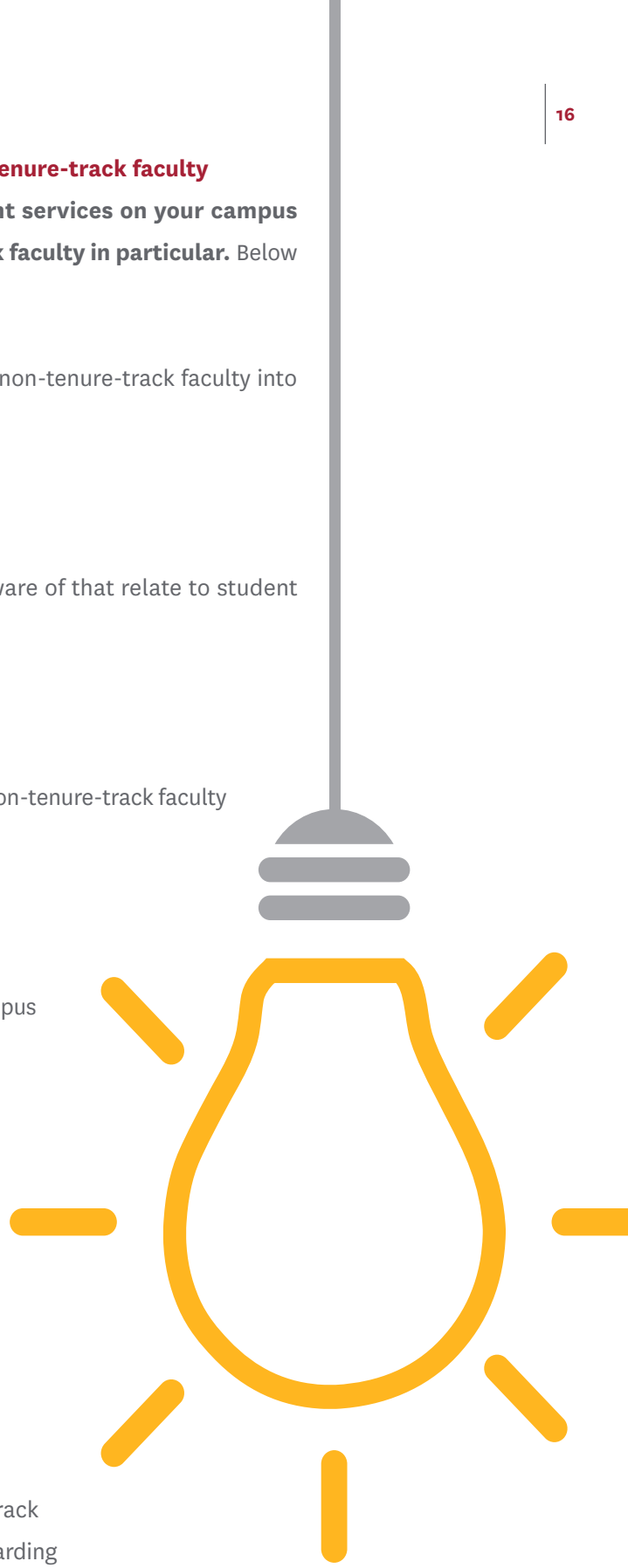
Group	Formal Connections with Academic Affairs	Informal Connections with Academic Affairs

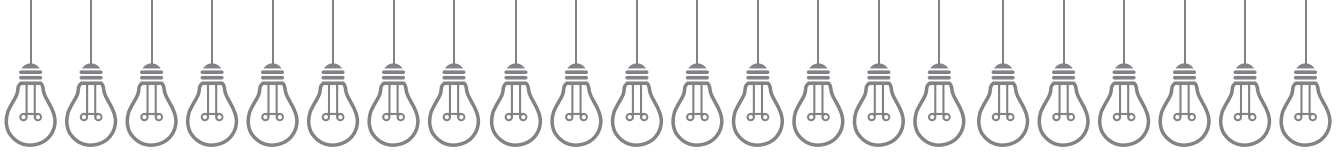
Mapping your connections with academic affairs and with non-tenure-track faculty

Jot down any knowledge you have about the ways that student services on your campus currently interacts with faculty in general, and non-tenure-track faculty in particular. Below

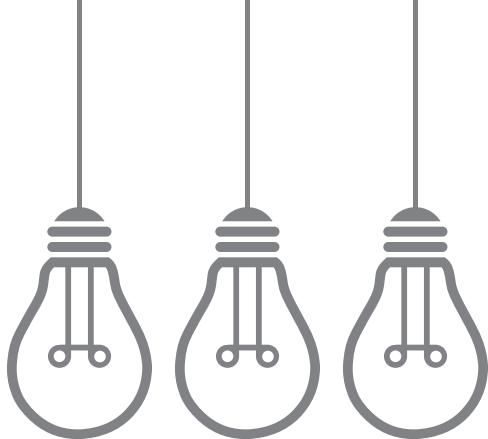
are a few example questions to consider:

- Are there formal programs that bring student services and non-tenure-track faculty into direct contact?
- What non-tenure-track faculty issues are you currently aware of that relate to student services?
- What are your perceptions about how student services and non-tenure-track faculty interact?
- In what ways do the student services departments on your campus already engage with and support non-tenure-track faculty?
- Does your office receive information from non-tenure-track faculty about policies and practices related to non-tenure-track faculty? What do you know? How have you responded to that information in the past?
- How aware is the student affairs leadership of non-tenure-track faculty issues? If they are aware, what are their positions regarding non-tenure-track faculty?





- Are faculty policies aligned with student success goals on campus? In what ways?
- 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?
- Do you know whether notifications and other communications that are circulated regularly reach non-tenure-track faculty members? If you aren't sure, how might you find out?
- If you interact with non-tenure-track faculty in any ways different from above, please list them below.



Student affairs programs and trainings for non-tenure-track faculty

Consider the following questions regarding particular student affairs functions as they pertain to non-tenure-track faculty.

Does your department offer programs and trainings for faculty?

Tenured and tenure-track: Yes No

Full-time non-tenure-track: Yes No

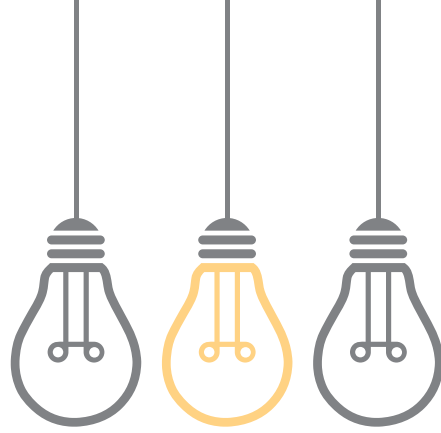
Part-time non-tenure-track: Yes No

What types of training do you provide for faculty? (e.g. student development issues, student affairs program offerings, technology)

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 and asynchronous 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?

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



Do you provide access to technology and systems used by your department, or workshops and guidance on those systems?

Do you share your knowledge and expertise on student experiences with contingent faculty, such as those related to teaching first-year courses?

How does your department engage faculty when developing new programs for students?

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?

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



Collaboration with Faculty

Is it your perception that faculty participate in student services events and activities?

Tenured and tenure-track: Yes No Not sure

Full-time non-tenure-track: Yes No Not sure

Part-time non-tenure-track: Yes No Not sure

How does your department determine which programs faculty will participate in, which faculty will participate in them (tenure-track or non-tenure-track) and how faculty are nominated, selected or invited to participate?

Do you formally communicate and collaborate with non-tenure-track faculty about any of the following—and any other key areas specific to your department or campus?:

- New student orientations
- College transition programs
- Technology (e.g. advising technology, early alert technology)
- Early alert programs
- Enrollment management, including communicating procedures for and potential consequences of adding and dropping courses during the semester
- Learning communities
- Mentoring programs
- Club advising
- Undergraduate research
- Career services
- Disability services
- Student affairs practitioners teaching first-year-experience courses
- New faculty orientations
- Specific student communities
- Constructive management of student conduct



Part 3: Expanding Your Involvement and Specific Avenues of Collaboration

In this section, we focus on specific ways you can support non-tenure-track faculty through collaboration.

Charting additional ways to support non-tenure-track faculty

Are there particular additional things your department can do to support non-tenure-track faculty, beyond what you charted in the previous section? Using some of the examples below as a starting point, consider other ways that different student affairs subunits can support non-tenure-track faculty and write them down in the provided chart.

Keep in mind that this is not an exhaustive list of student affairs subgroups, and that the structure of student affairs departments varies by institution. Feel free to add additional subgroups to the list and adapt your use of this guide to the context of your institution.

Student and Campus Activities

Does your campus or department provide space for non-tenure-track faculty to have office hours and meet with students?
Does your department include non-tenure-track faculty and inform them about relevant events and activities?

Advising

Can your department help non-tenure-track faculty take advantage of advising support and engage in collaborations with academic advising?

Guided Pathways

Can your department ensure that non-tenure-track faculty are fully informed of guided pathways on your campus and are prepared to support students through them?

Career Services

Can your department collaborate with non-tenure-track faculty in industries related to student career goals to provide students with career advice? Can your department support non-tenure-track faculty in addressing career-related questions by providing information on available services?

Multicultural Affairs

Can your department help non-tenure-track faculty engage and sustain the diversity of cultures on campus?

Disability Services

Can your department help non-tenure-track faculty become more aware of and support students with disabilities?

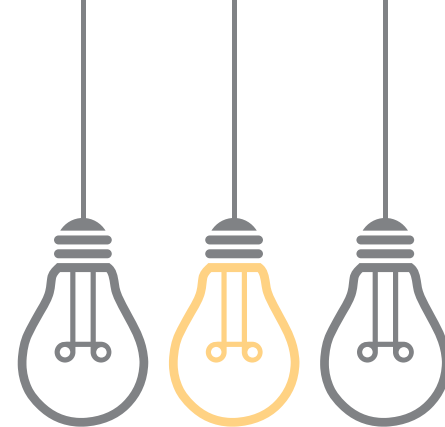
Enrollment Management

Can your department inform non-tenure-track faculty about procedures and potential consequences of adding and dropping courses during the semester?

Residence Life

Can your department provide space in dorms or other facilities for non-tenure-track faculty to have office hours and meet with students?





Student Counseling Services

Can your department collaborate with non-tenure-track faculty to support mental health, stress and anxiety management through outreach and invitation to trainings, such as mental health first aid or suicide prevention?

New Student Services

Can your department work with non-tenure-track faculty on new student orientations, first year experiences and other forms of support for new students?

International Student Services

Can your department work with non-tenure-track faculty to know and support international students?

Social Justice Initiatives

Can your department ensure non-tenure-track faculty are able to gain service credits for engaging with social justice initiatives?

First-Generation Student Support

Can your department work with non-tenure-track faculty to become more aware of and support first-generation students?

Student Health, Wellness and Wellbeing

Can your department engage non-tenure-track faculty in supporting students in the areas of health, wellness and wellbeing?

Department/Subunit/Subgroup	Additional Ways to Support Non-Tenure-Track Faculty



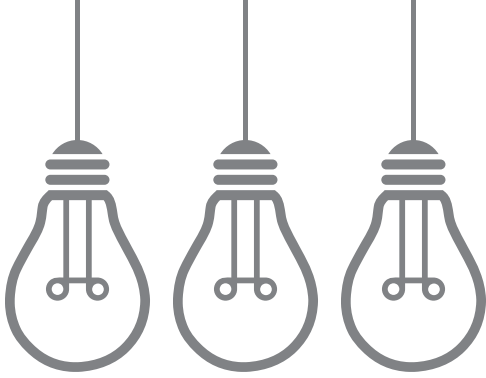
Introducing non-tenure-track faculty to students on your campus

Students have complex needs, goals and aspirations. Students have different ways of relating to the complex experiences of college, and social identity is important for institutional agents to understand when supporting students. Campuses are also unique, comprised of different groups and communities of students. The working conditions facing non-tenure-track faculty may make it harder for them to get to know the students on your campus as well as you and other practitioners in your department have. This means student affairs departments can play a big role in helping non-tenure-track faculty get to know the students on your campus in ways that can be most conducive to supporting them.

Use the blank space on this page to note some key details about students on your campus, including statistics on the composition of the student body and detailed information about campus climate. Below are some factors to serve as a starting point in giving non-tenure-track faculty on your campus a better sense of the student body:

- race
- ethnicity
- gender identity and expression
- sexual orientation
- ability
- mental health
- cognition
- veteran status
- nationality
- citizenship
- religion
- age
- socioeconomic status





Addressing communication gaps

Non-tenure-track faculty can be faced with communication challenges due to their working conditions and the structure of their role and involvement with the university. For example, non-tenure-track faculty may not have university email addresses, may not be included on relevant listservs and may be managing multiple email addresses with multiple institutions where they teach. Non-tenure-track faculty may not be invited

to departmental meetings where information is disseminated, or may not be able to attend them due to needing to travel from one college to another during the same day to teach multiple courses. Non-tenure-track faculty may also not have access to administrative staff who can help with managing information. Thus, effective modes of communication are key for reaching non-tenure-track faculty with key information.

Use this section to consider how you can find the most effective ways to communicate with non-tenure-track faculty and share key information. You may find it useful to map the communication channels existing at your institution and note where student affairs and where non-tenure-track faculty fit within those channels.

What do you know about non-tenure-track faculty access to communication channels such as email and listservs?

Do you offer access to key meetings or trainings via webinar to non-tenure-track faculty?

Do you include non-tenure-track faculty in emails that contain pertinent information?

Is there a directory of non-tenure-track faculty with contact information, such as emails and phone numbers?

Do you regularly meet with non-tenure-track faculty?

Faculty awareness of student services programs

Use this section to consider how your department might most effectively inform non-tenure-track faculty about programs available for students.

Does your department inform new tenured or tenure-track faculty of your programs for students?

How do you notify tenured or tenure-track faculty of your programs for students?

Does your department inform new non-tenure-track faculty, specifically, about your programs? Are the communication efforts you make the same as the efforts for tenured or tenure-track faculty? If the efforts are different, how so?

Does your department involve non-tenure-track faculty in new faculty orientations?

Can you conduct a study to gauge faculty awareness of student affairs program offerings? What steps would be involved in conducting such a study? Whose buy-in might be necessary for this to take place (student affairs leadership, faculty, department chairs, deans, provost, others)?



Inclusive campus climate

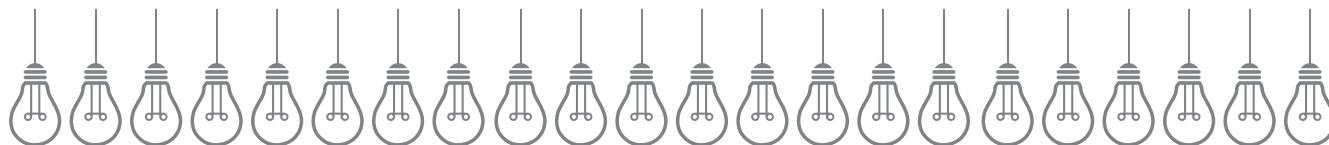
Participation in events and involvement in campus life can help non-tenure-track faculty feel included in the campus community. How can your department contribute to a more inclusive campus climate for non-tenure-track faculty? **Use this section to consider how your department might most effectively engage non-tenure-track faculty in campus life.**

Do you invite non-tenure-track faculty to student events, such as welcome-back barbecues?

Do you invite non-tenure-track faculty to student services open houses and sessions for the community?

When you survey faculty about their views of student services programs, do you include non-tenure-track faculty?

If non-tenure-track faculty have not been included in such surveys, is it feasible to include them in the future? Why or why not?



Influencing non-tenure-track issues on campus

Student affairs departments can contribute to constructing and engaging in campus policies and practices that contribute to supporting non-tenure-track faculty. Collaboration between any two departments requires a good deal of relationship-building and communication. As you embark on your path to pursue connections with academic affairs to support and engage non-tenure-track faculty, you may find it useful to initiate a conversation with your provost or other academic leadership early in your process. Making this early contact can set the stage for future collaboration and elicit useful preliminary information. The Delphi Project's guide, [*The Imperative for Change: Fostering Understanding of the Necessity of Changing Non-Tenure-Track Faculty Policies and Practices*](#), can aid you in this effort.



Use this section to consider how your department might most effectively influence campus policies and practices.

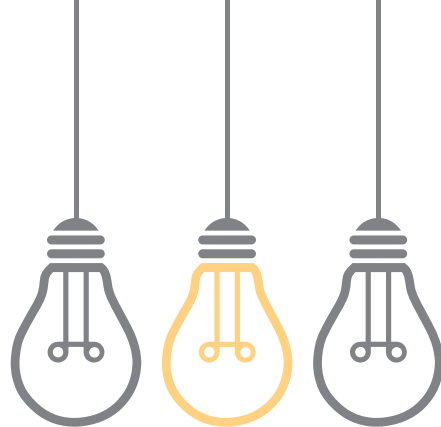
What can your department do to prioritize non-tenure-track faculty on campus?

What role does your department play in discussions and decision-making on campus regarding non-tenure-track faculty?

Does your department develop plans with academic affairs that involve faculty, and can your department advocate in those settings for equity in non-tenure-track faculty involvement?

Does the student affairs staff understand the link between faculty policies and practices and student success? If not, what might help educate them on this issue? (The Delphi [Project](#) website offers many educational resources on this topic)

Non-tenure-track faculty in different departments may have different working conditions and experiences. How would you gauge the quality of your collaborations with academic affairs? Do your collaborations look different with different academic departments? Are you aware of a department or departments where non-tenure-track faculty are effectively included that could be treated as a model for collaboration and role structures for non-tenure-track faculty?



Can you think of ways to bring departments that are inclusive of non-tenure-track faculty in conversation with departments that are not, with the goal to share best practices and provide support?

Conclusion: What Have You Learned?

Use this section to consider overall plans for your department for supporting non-tenure-track faculty on your campus.

Considering the information reviewed in this guide, what areas of connecting with non-tenure-track faculty is your student affairs department missing?

What have you learned about the nature of non-tenure-track faculty on your campus? Did you uncover any new information about non-tenure-track faculty?

What role can you have in facilitating broader support of non-tenure-track faculty on your campus?

How can you better support non-tenure-track faculty so they can support student success?

How might you contribute to facilitating a broader discussion among your professional associations to spread an understanding of the importance of robust support for and collaboration with non-tenure-track faculty by student affairs departments?



Notes



Notes



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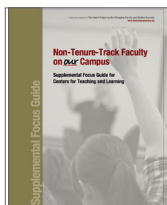
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Key Resources from the Delphi Project



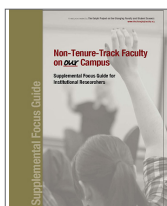
The Imperative for Change: Fostering Understanding of the Necessity of Changing Non-Tenure-Track Faculty Policies and Practices (2014)

This publication aims to facilitate a conversation about changing faculty trends that begins with a shared appreciation of the potential risks of inaction or inattention to these problems.



Non-Tenure-Track Faculty on our Campus: Supplemental Focus Guide for Centers for Teaching and Learning (2013)

This guide is designed for use by centers for teaching and learning to explore how services and programming could be made more readily available and accessible to non-tenure-track faculty, a segment of the faculty that has become a majority nationwide and on many campuses.



Non-Tenure-Track Faculty on our Campus: Supplemental Focus Guide for Institutional Researchers (2013)

This focus guide is designed for use by specific campus constituencies to support a better understanding of how non-tenure-track faculty are supported by programs and services on campus or included in institutional data that are collected and maintained.

These and more resources can be found at

pullias.usc.edu/delphi





The Delphi Project on the Changing Faculty and Student Success

The Delphi Project is dedicated to enhancing awareness about the changing faculty trends using research and data to better support faculty off the tenure track and to help create new faculty models to support higher education institutions in the future.

An initiative of the Pullias Center for Higher Education at the University of Southern California, the Delphi Project works in partnership with the Association of American College and Universities (AAC&U), the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. The Delphi Project has received generous funding from The Spencer Foundation, The Teagle Foundation, The Carnegie Corporation of New York and TIAA-CREF Research Institute.

Project Team



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Daniel Scott | Co-Investigator

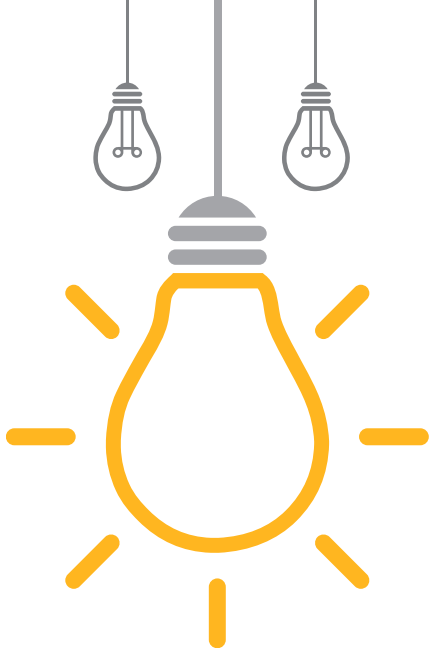
Daniel Scott is a research assistant at the Pullias Center for Higher Education and a Rossier Dean’s Fellow in the Urban Education Policy PhD program at USC Rossier School of Education. His research agenda is grounded in a fundamental commitment to higher education’s role in promoting social equity and democracy.



This resource has been prepared in collaboration with **NASPA—The National Association for Student Personnel Administrators**

NASPA is the leading association for the advancement, health and sustainability of the student affairs profession. NASPA’s work provides high-quality professional development, advocacy and research for 15,000 members in all 50 states, 25 countries and eight U.S. territories. NASPA is deeply committed to supporting student affairs professionals in advocating and supporting student success in higher education. For more information, please visit naspa.org.

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About the Pullias Center for Higher Education

One of the world's leading research centers on higher education, the Pullias Center for Higher Education at the USC Rossier School of Education advances innovative, scalable solutions to improve college outcomes for underserved students and to enhance the performance of postsecondary institutions.

The mission of the Pullias Center is to bring a multidisciplinary perspective to complex social, political and economic issues in higher education. The Center is currently engaged in research projects to improve access and outcomes for low-income, first generation students, improve the performance of postsecondary institutions, assess the role of contingent faculty, understand how colleges can undergo reform in order to increase their effectiveness, analyze emerging organizational forms such as for-profit institutions and assess the educational trajectories of community college students.

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