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Professional Development for Non-Tenure-Track Faculty at Indiana University—Purdue University

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✓ **Learning Community**

✓ **Multilevel Professional Development**

✓ **Teaching Award**

✓ **Workshops**

Indiana University–Purdue University Indianapolis (IUPUI) is a public research university located in Indianapolis. Deemed an urban university, the comprehensive institution offers about 550 degree programs and enrolls roughly 30,000 students per year, many of which are categorized as underserved populations (i.e., low-income, minority, or first generation students); 86% of undergrads receive financial aid. The IUPUI university and campus is the result of collaboration between Indiana University and Purdue University. IUPUI serves as a core campus of Indiana University, which is a multi-campus institution, and offers degrees from Purdue University; additionally, IUPUI is the main campus for Indiana University’s medical school and Indiana University’s dental school, the only dental school in the state. Of the nearly 5,000 faculty employed on this campus by Indiana University and Purdue University, 74% are non-tenure-track-faculty (NTTF). Among these NTTF, 45% are full-time and 55% are part-time (adjuncts).

IUPUI offers a promotion track for full-time NTTF, providing access (during the spring semester) to the eDossier system that organizes materials/evidence for promotion consideration. All candidates are reviewed by the department/center, school, and at campus level by the Promotion Advisory committee and the Office of the Vice Provost for Faculty and Academic Affairs. Workshops are provided by the school’s Academic Affairs division to help NTTF prepare their dossier for promotional consideration; typically, NTTF who have served in rank for 3 years are encouraged to apply.

AA adjunct NTTF are usually hired under a temporary semester-long commitment and no contract. A large percentage of adjuncts are “professional adjuncts” that have full-time jobs in the industry or professional settings and teach on the side. Like many institutions, IUPUI’s policies and practices related to adjuncts around hiring, reappointments, promotion, and rewards for participation in professional development are determined by each school and department. For example, the College of Liberal Arts offers a promotion ladder for adjuncts that is associated with priority scheduling of courses and a small increase in pay.

The Center for Teaching and Learning (CTL) is a partnership between Academic Affairs and University Information Technology Services (UITS), serving as an incubator for innovative teaching and learning. With the overall goal of enhancing student success, the CTL also promotes evidence-based practices, professional development for all faculty types, and fostering inclusion and equity in learning. The CTL Advisory Board consists of 12 members, comprised of administrators and faculty from schools and departments across IUPUI, including some NTTF; it is co-chaired by the director of the CTL

and 1-2 members of the advisory board each year. The CTL's advisory board meets two times per academic year, and addresses issues, topics, and questions proposed by advisory members or the CTL staff.

Multilevel Professional Development

IUPUI offers professional development at multiple levels, with varying degrees of collaboration and coordination between levels. The section will review system-level professional development initiatives implemented by the University of Indiana as well as several of CTL's collaborative initiatives that are open to NTTF. These initiatives tend to preference full-time NTTF through policies and practices.

System-Level Initiatives

The Faculty Academy on Excellence in Teaching (FACET) is a system-wide professional development model used by Indiana University to address the institution's priorities, foster student success, and maintain faculty excellence. It is only open to tenure-track faculty and full-time NTTF who have been employed for at least three years at Indiana; 20-25 candidates are selected as new members each year, with roughly 700 members total to date. The academy offers programs, events, and services across campuses and disciplines to provide a university-wide network and community dedicated to pedagogical innovation, faculty leadership, and support for the Scholarship of Teaching and Learning (SoTL). One initiative offered is the annual retreat, which brings together FACET members from all Indiana University campuses for a weekend to attend workshops, lectures, and discussions related to professional development. Beyond community-building and exchanging ideas for pedagogical best practices, recognition and awards are observed for excellence in teaching.

The E.C. Moore Symposium on Excellence in Teaching is a collaborative effort with other higher education communities and campuses across Indiana that offer faculty, including adjuncts the opportunity to propose and present on innovative pedagogies. Prior to COVID, the symposium was held in-person but is now held in a virtual format via Zoom.

Collaborative Professional Development Initiatives

Digital Faculty Fellows is a 1-year program, cohosted by CTL and Office of Academic Affairs, that provides a community of practice to assess digital courseware and other adaptive learning tools designed for face-to-face online courses. Fellows work in conjunction with a digital learning consultant from the CTL to redesign a high-impact undergraduate course with the intent of improving instruction as well as student engagement, retention, and academic performance.

As part of the Mosaic Active Learning Initiative that supports instructional design and research to promote engaged face-to-face student learning, the Mosaic Faculty Fellows initiative is a year-long program, including a 1-day institute, that is open to all full-time NTTF. The program draws 10-15 participants campus-wide, providing strategies and technology for active learning in the classroom, promoting evidence-based teaching methods, building community for collaboration and mentorship between colleagues, and encourages faculty leadership with other stakeholders. Following the one-year program, faculty may choose to continue as a Senior Fellow and participate in ways such as mentoring, and outreach. Additionally, faculty are compensated with a \$1000 stipend over the course of a year.

The Institute for Engaged Learning offers a professional development series provided by CTL and the Office of Academic Affairs to help faculty implement high-impact practices, especially following COVID and the transition to full online instruction. Open to all IUPUI faculty, participants are given a completion badge and compensated with a \$500 stipend if

they complete a minimum of 3 sessions (2 mandatory and 1 elective; 4.5 hours total), a written reflection, and evidence of course redesign to implement engaged learning.

While these programs are offered collaboratively, the CTL also work to coordinate professional development offerings across campus. For example, the Center for Service and Learning hosts group coffee chats that are inclusive of all campus members interested in community-engaged teaching and learning; topics and facilitators vary monthly. Additionally, the Scholarly Writing Program offers faculty writing groups are open to all NTTF including adjuncts, as a shared space with colleagues to promote well-being, productivity, and creativity. Whenever possible, these programs are included on the CTL events listing calendar; the CTL also works to offer online registration for professional development events in a centralized place to facilitate faculty engagement.

In addition to the collaborative initiatives above, the CTL hosts a community of Faculty Liaisons, consisting of 22 faculty from 16 schools, including NTTF. The liaisons serve to connect the CTL with IUPUI, IUPUC, and IU Fort Wayne Campuses. Together, the liaisons collaborate on a regular basis to identify school-based teaching needs and opportunities that may be addressed through the CTL's programs and services. CTL faculty liaisons also promote the work of the CTL and recognize/promote teaching achievements at their home schools.

Professional Development Initiatives for NTTF

The CTL offers events, programs, grants, live workshops, recorded webinars, teaching resources, and many services (i.e., consultations for instructional design and classroom observations) throughout the year. Additionally, the CTL offers distance one-to-one consultations via telephone and Zoom (in addition to in-person services) to provide additional support for adjuncts. We begin by reviewing several less intensive programs that have been designed to be accessible to adjuncts. We then review two faculty learning communities (FLCs): one open only to full-time NTTF and one that is inclusive of adjuncts.

Workshops

The CTL offers two types of workshops: one is more directed and the other provides a space for connection and discussion. Synchronous online workshops are created with adjuncts in mind, scheduled at various times during the day, and recorded and posted for faculty who are unable to attend the live sessions. To join a workshop, faculty register for events through the CTL's Events website. Synchronous workshops are held online and recorded, so they may be accessed by all IU employees. Individuals who are not IU employees may also gain access to workshop recordings by making a request to the CTL. Synchronous attendance at workshops ranges from 2 or 3 faculty members to as many as 50-60 faculty participants, and are facilitated by a pair of consultants typically. The "Teaching at IUPUI" workshop series is one of the most popular offerings, featuring a broad range of topics for various audiences.

CHAT Rooms provide a virtual space for informal discussions each month on matters related to teaching. The same discussion topic is offered during two different 1-hour sessions each month to be more accessible to adjuncts. Discussions are facilitated by a faculty member and CTL host and resources on the topic are provided to participants.

Symposium

The Associate Faculty Teaching Forum (AFTF) is an event, program, and community, directed specifically towards

adjuncts to discuss adjunct-specific teaching challenges and share solutions across departments and 3 Indiana University campuses. During the 2020 AFTF sessions held via Zoom, 6 main sessions were organized as a series of conversations (or forums) over a 3-hour period, including a resource fair and keynote address.

Learning Communities

In this section we review two initiatives that engage faculty in sustained learning with peers over time: the Early Career Teaching Academy, which is open to full-time NTTF, and a discussion group that was created in response to the COVID-19 pandemic that is inclusive of adjuncts.

Early Career Teaching Academy Learned

The Early Career Teaching Academy (ECTA) is limited to full-time faculty (tenure-track and NTTF). The Academy is available to new-career faculty who are in the first 3-4 years of their teaching appointment, and provides members with evidence-based teaching strategies and instructional practices. Each year, the Academy enrolls 14-20 new members. The Academy also helps with developing a foundational design for future teaching careers. For this reason, NTTF are asked to document their teaching practices, think about evidence-based practice, and become reflective practitioners. Additionally, the Academy supports and encourages faculty to undertake projects of personal interest and pursue those directions while also satisfying the program's requirements. The academy is structured into three intensive 3-hour morning sessions over the course of 3 weeks with two additional 2-hour meetings during the spring and fall semester. During previous assessment of the program, the director found that although the lectures provided were working, there was no follow-up provided to participants; the Academy then decided to make engagement a priority and shift to a portfolio model, which is now used. Over the course of a year, ECTA Fellows collaborate to develop their individual teaching philosophies and subsequently evolve and implement teaching strategies that are aligned with their philosophy; finally, fellows rewrite or plan a teaching statement to map their future teaching careers.

Discussion Group

The CTL offers FLCs that are available to NTTF, and, more recently, some FLC's have been made available to adjunct faculty. The FLC is comprised of 10 sections with 10-15 people per section. Each section has five one-hour meetings; some sections meet weekly while others meet every other week. The discussion group is facilitated by a CTL consultant or FACET fellow, using the the book *Small Teaching Online* by Flower Darby to guide discussion and reflection. The FLC is funded by a federal stimulus package that was designed in response to COVID and the transition to campus-wide virtual instruction. All participants receive a small stipend of \$500 as compensation for completion, which involves reading the book, engagement in chapter discussions, and delivering a final product that includes a reflection and evidence of course revision based on the newly learned knowledge.

FLC Discussion Group: Design Summary

The following section will highlight the discussion group FLC, as it provides professional development support to NTTF and demonstrates inclusivity of adjunct faculty.

PURPOSE AND OBJECTIVES: The purpose of the FLC is to build community among colleagues, provide opportunity for professional development while strengthening confidence in skills and in the application of teaching strategies (especially online).

PARTICIPANTS: The FLC is available to all NTTF and has more recently opened up to include adjunct faculty; each discussion group section is capped at 10-15 people.

DELIVERY MODE: Online delivery mode, with sessions held via Zoom. By offering 10 scheduled sections, the program has acknowledged.

STRUCTURE AND LENGTH: The FLC is 5 sessions total; some sections meet weekly while others meet every over week over the course of a semester.

CONTENT: The most recent FLC used the book *Small Teaching Online* by Flower Darby to guide group discussion and reflection.

FACILITATION: The discussion group is hosted by the IUPUI Forum Fellows, and each FLC is facilitated by a CTL consultant or FACET fellow.

DELIVERABLES: Participants submit a final project that involves reflection and evidence of course/plan revision based on newly learned strategies.

COMPENSATION AND RECOGNITION: NTTF are compensated \$500 upon program completion and fulfillment of requirements.

Best Practices for Inclusion of NTTF and Adjuncts

The CTL reflects a number of best practices for inclusion of NTTF. The section highlights several best practices, especially in regards to inclusivity of adjuncts.

- ✓ The advisory board and faculty liaisons programs both include NTTF to ensure that their voices are heard and giving them an opportunity for leadership on campus.
- ✓ A badge of completion for the Institute of Engaged Learning's professional development series is a portable credential that is important for adjuncts, improving job security and status within their departments.
- ✓ The AFTF symposium provides adjuncts with their own space and allows for members to identify and discuss innovative solutions for adjunct-specific teaching challenges.
- ✓ Considerations to scheduling (i.e., extending hours and evening consultations), offering asynchronous versions of webinars, and offering CHAT Room sessions twice are important strategies for engaging busy adjuncts.
- ✓ The CTL discussion groups offer different timelines for meeting, giving faculty flexibility in the schedule that will work best for them.
- ✓ The CTL discussion groups are held over a semester, which is inclusive of adjuncts who most often have semester-long contracts.
- ✓ Several programs have recently offered compensation for participants, recognizing that professional development efforts go beyond the scope of responsibilities for NTTF.

Additional Resources

Associate Faculty Development. <https://ctl.iupui.edu/Programs/Associate-Faculty-Development> [provides an overview of professional development offerings that are open to adjuncts]

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Visit The Delphi Project on the Changing Faculty and Student Success for more case studies of professional development that is accessible and welcoming of adjuncts and non-tenure-track faculty 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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