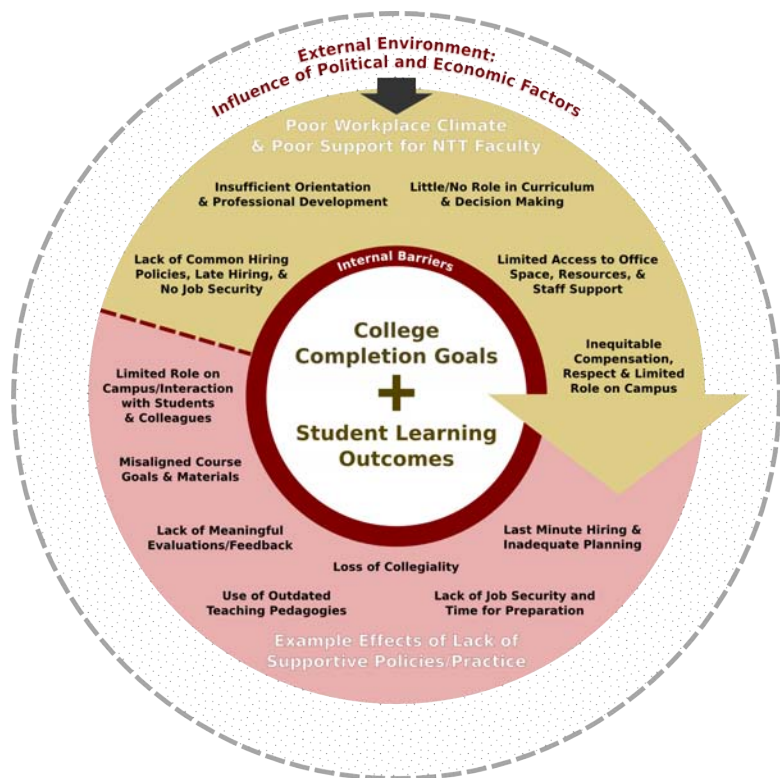


The Changing Faculty and Student Success

Conceptual Diagrams: Interactions of Non-Tenure-Track Policies and Practices on Student Learning Outcomes



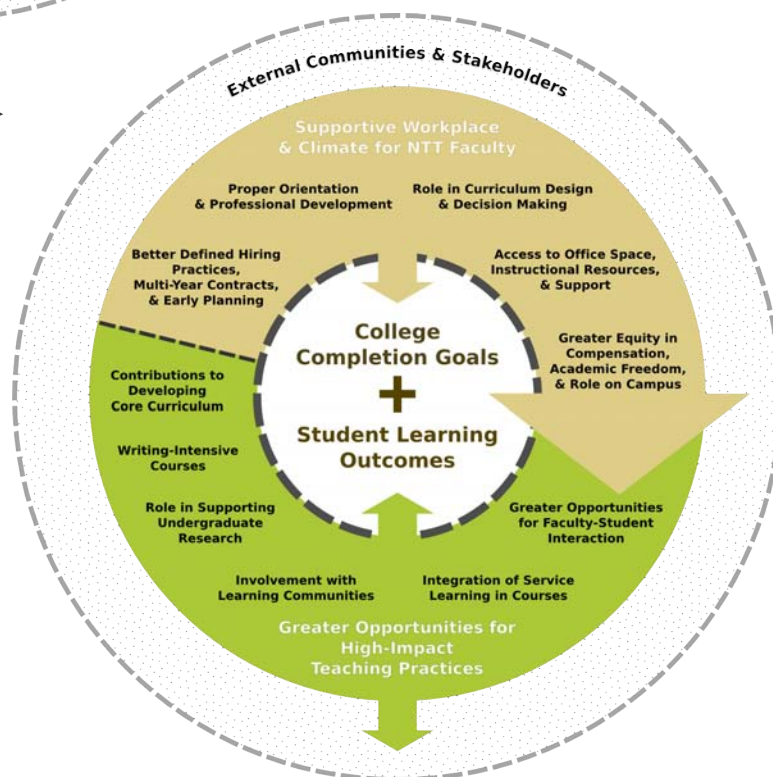
Poor Workplace Climate and Lack of Support for Faculty

The policies and practices discussed above fail to utilize the full potential of individuals and negatively impact the ability of non-tenure-track faculty, particularly part-timers, to make strong contributions to the department, campus, and the learning outcomes of the students they serve. In addition to the aforementioned issues, inequitable compensation, a lack of respect, and limited inclusion in the life of the campus also impact the workplace climate and experiences of non-tenure-track faculty.

Supportive Workplace and Climate for Faculty

Whereas a lack of support creates obstacles for maximizing the ability of faculty to make strong contributions to student learning outcomes, a supportive campus climate, policies, and practices create the opportunity for all faculty to make robust contributions to learning. High-impact teaching practices such as the ones listed here improve student learning outcomes and enhance opportunities for institutions to build cooperative relationships with the communities they serve.

For more information on high-impact education practices, we recommend visiting the AAC&U High-Impact Educational Practices at <http://www.aacu.org/leap/hip.cfm>



The Changing Faculty and Student Success

For more information please visit <http://pullias.usc.edu>

Project Description

The nature of the American academic workforce has fundamentally shifted over the past several decades. Whereas full-time tenured and tenure-track faculty were once the norm, more than two-thirds of the professoriate in non-profit postsecondary education is now comprised of non-tenure-track faculty. New hires across all institutional types are now largely contingent and this number will continue to grow unless trends change. The purpose of this project is to examine and develop solutions to change the nature of the professoriate, the causes of the rise of non-tenure-track faculty, and the impact of this change on the teaching and learning environment.

Research Team and Partner Organizations

Adrianna Kezar, Ph.D.
Principal Investigator

Daniel Maxey, M.Ed.

In partnership with the Association of American College and Universities

About the Pullias Center for Higher Education

The Pullias Center for Higher Education is an interdisciplinary research unit led by Director, William G. Tierney, and Associate Director, Adrianna Kezar. The Center was established to engage the postsecondary-education community actively, and to serve as an important intellectual center within the Rossier School of Education; it draws significant support and commitment from the administration. The Center's mission is to improve urban higher education, strengthen school-university relationships, and to focus on international higher education, emphasizing Latin America and the Pacific Rim. Working on fulfilling that mission are the Center's faculty, research assistants, and staff.

This research project is funded through generous support from The Spencer Foundation, The Teagle Foundation, and the Carnegie Foundation for the Advancement of Teaching.

The Spencer Foundation was established in 1962 by Lyle M. Spencer. The Foundation is committed to investigating ways in which education, broadly conceived, can be improved around the world. From the first, the Foundation has been dedicated to the belief that research is necessary to the improvement in education. The Foundation is thus committed to supporting high-quality investigation of education through its research programs and to strengthening and renewing the educational research community through its fellowship and training programs and related activities.

The Teagle Foundation intends to be an influential national voice and a catalyst for change in higher education to improve undergraduate student learning in the arts and sciences. The Foundation provides leadership by mobilizing the intellectual and financial resources that are necessary if today's students are to have access to a challenging and transformative liberal education. The benefits of such learning last for a lifetime and are best achieved when colleges set clear goals for liberal learning and systematically evaluate progress toward them. In carrying out its work, the Foundation is committed to disseminating its findings widely, believing that the knowledge generated by our grantees—rather than the funding that enabled their work—is at the heart of our philanthropy.

The Carnegie Foundation for the Advancement of Teaching, founded by Andrew Carnegie in 1905 and chartered in 1906 by an act of Congress, is an independent policy and research center. Improving teaching and learning has always been Carnegie's motivation and heritage. The Carnegie Foundation's current improvement research approach builds on the scholarship of teaching and learning, where we learn from each other, improve on what we know works, continuously create new knowledge, and take what we learn and make it usable by others.

USC Rossier
School of Education

Pullias Center for Higher Education

701 Waite Philips Hall, Los Angeles, CA 90089-4038 Phone: (213) 740-7218 Online @ pullias.usc.edu