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Supporting FACULTY

LEADING FACULTY WITH PURPOSE AND VISION

FACULTY RECRUITMENT AND RETENTION

Institutional, Chair Challenges in Recruiting Faculty in STEM Disciplines

N. Douglas Lees

For many years, those in higher education have been hearing about the aging of our faculty members and the new hiring that should take place, if resources allow, to replace those who leave. The mass exodus predicted has been blunted to some degree by the end of age-related mandatory retirement and health care issues for faculty whose spouses and children require health insurance coverage. Years of poor salary increments and low investment yields, which have resulted in slow growth in retirement accounts, have made it difficult, from an economic perspective, for some faculty to retire on time. Although all of this together has reduced the bolus of retirements predicted, there are vacancies occurring that need to be filled.

In many cases, institutional resources are insufficient to allow the replacement of all lost tenure-track faculty with new versions in the same discipline. In fact, some lines are left unfilled for periods of time until resources can be accumulated to re-fund them. In the interim, course coverage is achieved with part-time hires or by increasing the instructional loads of the faculty who remain. This dismal scenario is not seen among large elite public and private universities or in most of the small private colleges with stellar academic reputations. Rather, it is seen in modest-sized and comprehensive public universities, where state support has been diminished, tuition caps are in place, and enrollment growth is limited. Similar situations are present in private colleges where endowment growth is limited by a weak economy that limits philanthropic giving and low interest rates and where there is resistance to increasing already high tuition.

Higher education is expected to step up and offer its research expertise to train the next generation of STEM graduates to address the pressing issues facing society.

For institutions that have not been able to grow or replace faculty for several years, the advice is: "get ready for sticker shock." This is particularly true in STEM (science, technology, engineering, and mathematics)

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Upping Your Gratitude Game: A Primer for Chairs

Laura G. McGee

A former department head of mine closed many of their emails with "Thanks for all you do." It was nice the first time I read it. The second and third time, not so much. I found myself wondering what they meant. Did they know about everything I do? I was pretty sure they didn't. So what specifically were they thanking me for? Was this sentence part of a signature file, or was it specific to our communication that day? The more frequently I read that sentence without any details associated with it, the less it meant to me. Feelings of cynicism arose because the lack of specificity made me think they did not care what I did. This one-size-fits-all "thanks" was more than ineffective.

Some time ago, I had an aha moment that reshaped how I thank people. One Sunday after church, I approached the service associate to tell them how much I liked the way they facilitated the service. They paused, looked me in the eye, and said, "*What* did you like about it?" I knew what I liked about it. I just hadn't said it. So I described three specific things they had done and said *why* I thought these were especially effective. They then shared with me that they had been working to improve a particular aspect I mentioned and said my acknowledgement was helpful in giving them feedback on their success. This approach to thanking someone seems to be effective for several reasons I will explore.

> *The value you deliver in thanking them is not just in the words that transmit meaning. It is also in their emotional experience of being seen and acknowledged for a unique contribution.*

In what follows, I invite you to up your skills in expressing gratitude and acknowledging people. I will discuss *how* you can thank people and why you would want to do it one way as opposed to another.

The formula for thanking someone can follow the same one you might use for giving praise. It should be timely, specific, and positive. The communicative act resembles the formula you use for giving negative feedback without the request for behavioral change. You should describe what the person did and how it affects you or the constituency you both care about. As you read the following examples, notice how thanking someone involves acknowledging specifics of what they did while relating the positive action to the values and mission of your unit.

On Monday morning you might say to a faculty member, "I saw that we had 30 high school teachers participate in the pedagogy workshop you led on Saturday. During lunch with them, I noticed that many were already discussing how they will implement the proficiency-oriented instructional practices you presented. I believe this will lead to more students entering our programs with an understanding of their

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proficiency level. I expect that this will boost our efforts to place incoming students properly according to their learning in high school. I want to thank you for helping to strengthen our programs this way."

Other expressions of gratitude and acknowledgement may be shorter. For example, "I really liked your social media post about yesterday's club event. You were especially skillful in communicating in just a few words and images how our students learn about culture and have fun with friends in the extracurricular events you organize. This really helps promote the quality programming we offer. Thank you."

In addition to being timely, specific, and positive when you thank someone, consider these additional tips. Don't overpraise. Words like "great" or "awesome" are meaningless if you don't say why. Be genuine in your communication: Slow down and make good eye contact. Speak at a tempo that lets your words sink in for the person to whom you are speaking. Watch for their reaction. You may want to modify what you say according to how they react, expanding on a certain point, for example. The value you deliver in thanking them is not just in the words that transmit meaning. It is also in their emotional experience of being seen and acknowledged for a unique contribution. Create the space for this emotional experience to occur. It will help cement the connection between their praiseworthy action and their positive feeling about it and about you.

Your intention to acknowledge people and thank them creates an opportunity for you to reflect. Try to be consistent and fair in expressing thanks to all the people you work with: faculty, staff, custodians, deans, your department head peers, key contacts in other units, and so on. Give public acknowledgement to those whose work others may not see or adequately appreciate. Give some thought to your threshold for issuing thanks. Take mental or even written notes on whom you thank, how, and for what. You may find it hard to thank certain individuals. Use this as an opportunity to consider how you value or fail to value what they do. Try to put yourself in their shoes. How must they feel if they never hear thanks or praise from you?

Consider how your expressions of thanks fit into the mission and goals of your unit and into the developmental goals of any given individual. How do certain expression of thanks underscore what you are messaging in other contexts, for instance at faculty meetings or in annual evaluations? How does timely, specific, and positive praise motivate certain individuals?

Be intentional about how you communicate your gratitude and praise. Is it in spoken or written form? Written forms may be saved and shared, for good or for bad. Will you communicate in public or in private? If in public, how will others feel if they hear or overhear what you say? Is there a purpose to making it public or to asking someone to come to your office for a quiet moment of acknowledgement? What is the potential impact of the mode you choose?

Your expression of thanks can be a relationship-building moment. Notice in the example of my aha moment above that after I expressed my specific thanks, the recipient shared what they were working on. I had created the safe space of seeing and acknowledging, and they in turn were motivated to relate how they were attempting to develop. This was the starter for a conversation about the goals we share as members serving the organization.

Finally, are there high achievers in your unit whom you acknowledge and thank but the institution does not? You as department head may be in the unique position of being able to comprehend the positive impact of their contributions as well as the damage that failing to acknowledge these does. Use your position to try to affect positive change in the institution. Your high achievers deserve this, and you can be their advocate.

Now you have honed your tools for acknowledging the contributions of others. I believe you will find that your more effective thank-yous bring a great deal of good energy back to you. So don't wait to start upping your gratitude game.

This article originally appeared in *Academic Leader* on March 20, 2023

Implementing INCLUDE: Using UDL Principles to Design an Inclusive Campus Visit

Martha McCaughey and Lillian Nave

Many people interested in inclusive and equitable searches in higher ed have learned how to write the job ad, review the written applications, and avoid unadvisable interview questions. To account for candidates' neurodiversity, the search committee may also have a culture-add mentality and know which questions to ask (and how to ask them) during the actual interviews. But in our experience in trainings, on search committees, and as job candidates, campus visit logistics often get left out of these efforts for inclusion.

As the campus visit is an important and final screening and recruiting stage for the committee's top candidates, its logistics should be important to search committee members, any administrative assistants who help with the search, hiring authorities, and any search advocates or DEI liaisons. Far too often, exclusionary biases creep into the process and sour the candidate on the campus or vice versa. Logistics can be made more inclusive to candidates with various physical abilities or other differences—be they visible, invisible, situational, religious, cultural, or medical—that are irrelevant to the job and should not determine how well they do in the interview.

Here, we apply insights from Universal Design for Learning (UDL) to offer a set of best practices for inclusive campus visits. Just as the principles of Universal Design create accessible physical environments for people through designing physical space to be used in the most uncomplicated way, UDL principles move the accessibility from the physical to the cognitive realm, creating accessible social and educational spaces that leverage the variability of all people. But a gap remains where UDL principles could serve search committees' inclusivity goals in the logistics of campus visits. When search committees don't anticipate the accommodations someone might need—whether because of a religion, neurodivergence, or some other factor—the candidate doesn't get to show how their skills align with the job description. In such circumstances, we have even heard search committee members blame the candidate for being "difficult" or "high maintenance."

> *Designing campus visits using UDL principles anticipates that people are different and sets up a campus visit experience that works for a wide variety of candidates, enabling the search committee to judge them on their true alignment with the job description.*

The principles of UDL can help search committees organize campus visits conscientiously and intentionally. Designing campus visits using UDL principles anticipates that people are different and sets up a campus visit experience that works for a wide variety of candidates, enabling the search committee to judge them on their true alignment with the job description. For example, UDL principles for a campus search recognize and anticipate that some job candidates have dietary restrictions. A talented instructor might need breaks and physical space to pump breast milk, eat a snack, use the restroom, check on a family member, or pray. A brilliant researcher might need assistive technologies due to a hearing or visual impairment. An incredible lab manager might need to wear a cap on their head or specially tinted glasses due to a sensitivity to fluorescent lights. Inclusive logistics for candidate interviews can help all parties stay focused on the criteria relevant to the position.

Here, then, are some ways that search committees can create a campus visit experience suitable for a diverse set of job candidates, and ultimately a workplace suitable for a diverse set of employees. We list a set of tips under the acronym INCLUDE.

Itinerary

Scheduling the on-campus visit begins with the dates. Each candidate should have more than one option for the dates of their visit because search committees cannot always anticipate or avoid the various holy days and personal commitments (not to mention other job interviews) various candidates will have. Next, provide them with a detailed itinerary well in advance so the candidate knows what to expect, and invite them to ask questions or suggest any modifications. For instance, name the restaurants and provide hyperlinks to them so that candidates can check to see whether the kitchens can accommodate their dietary needs. Some candidates need to know how long a walk or car ride they should anticipate during an interview or when they will be eating. The itinerary should automatically build in breaks and opportunities for any candidate to be alone, enabling candidates to attend to personal needs or simply rest. After all, this an interview, not an endurance trial. These details help the search committee members, too, as each person can opt in to specific portions of the itinerary that meet their own needs. UDL principles can help search committees build and communicate inclusive schedules, but not all needs can be anticipated in advance, so search committees should also offer day-of options, such as going from point A to point B on foot, via golf cart, or by car. All this reduces the likelihood of a candidate needing to make a special request.

Neutral language

In the design of the itinerary and throughout the on-campus interview, search committees should use neutral language. For example, when a candidate's schedule is finalized and shared, all breaks should be labeled neutrally (e.g., "20-minute break"). Make a point of knowing where the gender-neutral restrooms are and offering breaks near them. Schedule meals at a restaurant that caters to multiple diets. If for any reason you do learn about a particular need a candidate has, do not announce that need by saying, "Since the candidate is a vegan, we are going to eat at Restaurant X." This can make a candidate feel that you see them as different or difficult or encourage others in the search process to see the candidate as such. Further, search committee members should not discuss legally protected statuses with a candidate, such as pregnancy or religion, when it is not relevant to the job for which the candidate is being considered, even if a candidate is visibly pregnant or visibly has a religious tradition (e.g., wears a yarmulke).

Communication

Communication enables the committee and the candidate to be mutually responsive. In addition to the itinerary, other parts of the search process can be communicated with candidates as well. For instance, you could provide interview questions in advance unless the candidate's ability to answer unanticipated questions is part of what makes them qualified for the position. Provide a map of campus, a list of the search committee members, and the names of others with whom the candidate will meet. In cases where the search committee plans to record any aspects of the job candidate's presentation or interviews, let the candidate know this in advance, giving the candidate an opportunity to make informed choices. Communicate both how long an interview will last and how many questions you will ask. We've seen search committees get upset and reject a candidate for "taking too long" to answer interview questions without realizing they had never informed the candidate how many total questions they'd be asked to answer in a given period of time. Preferring a candidate who happened to answer questions with the "right" level of detail means failing to use the job qualifications as the basis for judgment. Communication, then, provides choice and information so that the candidate can show the campus their relevant qualifications and the committee see and judge the candidate on those qualifications.

Limberness

Having built flexibility into the campus visit plan and communicated that more universally designed plan, search committees can still be limber in response to what a candidate communicates to them and during the campus visit. Committees must let go of rigid traditions to be able to imagine how a candidate could show their skills and expertise. For example, it is not common to ask for a video of a candidate's teaching, but this may be a much better way to judge their teaching than forcing them into an artificial scenario where they have to teach a mock class of faculty members who pretend to be students. As many companies have noted in hiring highly skilled workers, some of whom are neurodivergent, the interview process takes place incrementally and contains a series of problems for candidates to solve to demonstrate their thinking in authentic ways. Perhaps academia could follow their lead. Instead of one marathon interview day in which the candidate goes from building to building to meet potential colleagues and administrators who may or may not have a say in departmental hiring, search committees could ask potential candidates questions or give them authentic problems related to their potential job to see how they go about doing things. Just as search committees have learned that being limber is important in how they structure their job ads, being limber in structuring a campus visit gives all candidates the opportunity to show off what they would bring to the position.

Unification of goals and activities

Just as the qualifications you list on your initial job ad need to clearly align how you screen applicants, the events of the campus visit should align clearly with the committee's goals. Too often, we include an activity in the interview because it "was always done that way," not because it is truly useful. For example, what is the purpose of a setting up a lunch—for the candidate to be fed, meet with students, or interview with the provost because the provost had only lunchtime to meet? If the candidate interviews

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disciplines. There are strong national and local interests in producing more STEM graduates, with the latter evidenced by some states where performance-based funding provides a premium reward for STEM degrees. At another level, every state has launched a life/health sciences initiative to take advantage of federal dollars supporting research and the real potential for intellectual property development that spurs the formation of start-up companies. Another area exploding with both need and opportunity is information technology, with "security" of all types being a major driver. Although there are some who disagree with the STEM emphasis, higher education is expected to step up and offer its research expertise to train the next generation of STEM graduates to address the pressing issues facing society.

One reason for high entry-level salaries across all disciplines is the slow salary growth among existing positions. Several years of zero or minimal increments may seem the way of the higher education world, but it is not the reality of the outside world, where beginning salaries have been briskly rising. What this means is that there will be little savings between the salaries of the retiring full professor and the incoming assistant professor. What this also means is that recruiting the quality people desired might mean that salary compression, or sometimes even salary inversion, will have to be tolerated. It is not uncommon for a first-year assistant professor's salary to be on the heels of several associate professors' salaries—and even exceed some of them. If such a scenario appears to be likely during the recruitment process, the chair should meet with the faculty to gauge their support for the hire and acceptance of the fiscal realities in play. Carefully accounting the details of the offer and reviewing the alternatives coupled with an undeniably strong candidate will usually gain the support of the majority.

Hiring costs in STEM disciplines have a parameter that goes beyond salary; that is, the start-up package. In high-expectation research environments, the package includes funds for instrument acquisition, personnel (e.g., technicians, graduate students, postdoctoral appointees), supplies, travel, and publications, with all but equipment recurring over 3–5 years. Depending on the instruments sought, some of which can be well over \$100,000, the package can easily reach several hundred thousand dollars or more. The technological advances seen in everyday life are reflected in the instrumentation now being used in laboratories, and new faculty will want to have access to versions that perform advanced analyses quickly and with precision in order to be competitive.

Projecting a welcoming atmosphere where all elements speak to supporting the success of the candidate is sometimes critical to overcoming shortcomings on the resource side.

There are also escalating costs for STEM hires in small teaching institutions, and these are the result of two phenomena: The first is the desire to add research to undergraduate teaching to enhance their overall profiles and become more competitive for a wider range of external funding. The second is the recognition of undergraduate research as a powerful pedagogy/best practice in undergraduate education. Related to the latter is the emerging idea that undergraduates should engage in "authentic" research in their laboratory courses. That is, they should participate in the design of experiments that have not been done or reported in the literature, analyze the data, and form conclusions. Coupling these two concepts may mean that teaching institutions will have to invest in the modernization of their teaching equipment inventories and create new spaces outfitted with the type of instrumentation used by potential employers. One can easily envision the increased excitement when students in energy engineering can say they are working on a new vehicle battery that promises greater power and longevity or when biology students work with stem cells that may restore sight versus routine exercises that may illustrate a principle but have no "discovery" element. Although the investment here would not be as great as it was for the research-intensive hire, it could, in many cases, exceed six figures, which is more than enough to consume any salary savings one could expect from replacing a full professor with an assistant professor. Finally, chairs and deans should be prepared for requests for workload accommodations (i.e., reduced teaching loads) in exchange for the efforts spent on research with undergraduate students. To summarize, the new hire would cost more (salary plus start-up), require new space, and teach fewer classes but would improve the learning outcomes for students, enhance the institutional reputation, and increase its eligibility for new external funding.

The question that naturally arises at this point is: How do institutions with resource restrictions afford to hire transformational STEM faculty given their increased costs and the competition for their services? The first step is to reduce the cost as much as possible. Although it may not be possible to close a large salary gap, smaller differentials

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can be addressed through environmental factors. First, there may be a cost-of-living differential that can be exploited. Second, if applicable, emphasize to the candidate that collaboration is a cultural expectation at the institution. Many newly minted faculty expect this. Third, when negotiating the start-up package, ask for equipment lists that have three categories: (1) items used every day, (2) items used weekly, and (3) items used occasionally. Category 1 items stay on the purchase list; category 2 items may be found in another faculty lab, the department core, or in another department nearby (collaboration/sharing). If it is not present but desired by other faculty, institutional capital or interdepartmental budgets may help or offer the prospect of writing a proposal to an external agency for research purposes or as part of the revitalization of the undergraduate experience; the National Science Foundation and others have programs for both purposes. For category 3 (and possibly others as well), check on the availability campus-wide or even with nearby community employers who hire STEM graduates. Assuming cordial relationships, the latter can be approached as donors for recently replaced instruments, as places where faculty can run samples on occasion, or for opportunities for research collaborations. All of these possibilities reinforce the collaborative commitment of the institution and community. Projecting a welcoming atmosphere where all elements speak to supporting the success of the candidate is sometimes critical to overcoming shortcomings on the resource side.

Another way to allow for faculty hiring in challenging financial times is to consider what types of expertise the department really needs moving forward. This involves developing a staffing plan, a concept that has been recently explored (Lees, 2016). To construct such a plan, the chair would project a best guess as to when senior faculty will retire (some will announce ahead of time, whereas others may decide just before they leave) and then determine what work must be replaced or is not presently being done. For example, a regional public university that wants to increase its research profile in a STEM field knows it must reduce its teaching load to accommodate the research expectation, and it may seek to replace, over a few years, several tenure-track lines with two fewer faculty members and hire three fewer expensive, nontenure track lines (lecturer, academic specialist) to pick up the teaching, develop an online presence, and work in assessment. Although not ideal in some ways, this at least allows the department to move forward in terms of changing its profile and modernizing its student experience.

In summary, institutions with modest resources face challenges in recruiting quality faculty in STEM disciplines due to the elevated salary and start-up costs and the competition for their services. These obstacles can be addressed through a collaborative, sharing culture; engaging the entire campus and beyond in the process; and preparing a staffing plan that is flexible in allowing for multiple ways for the department to meet its obligations.

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This article originally appeared in *Academic Leader* on March 17, 2017

Improving Support for Non-Tenure-Track Faculty

Jordan Harper and Adrianna Kezar

Academic administrators are well aware that the faculty has changed dramatically, with 70 percent of the faculty now off the tenure track (52 percent part-time and 18 percent full-time, non–tenure track) (American Association of University Professors, 2018). This transformation of academic positions over the past three decades has created an assortment of challenges for campuses—lack of individuals to lead curricular and pedagogical transformations, inconsistent understanding of programmatic and school learning goals, lack of institutional memory about policies and practices, and inconsistent presence of faculty to support student learning and relationships. These, among other challenges, have become widespread issues that campuses are only beginning to come to grips with. It is commonplace for faculty leaders to bemoan the challenging circumstances that part-time and contingent faculty face, but much less attention has been paid to solutions. **The Delphi Project on the Changing Faculty and Student Success** was created in 2012 as a partnership across dozens of national higher education organizations representing faculty, administrators, and policymakers to address this issue. In the past decade, the Delphi Project has developed a comprehensive database composed of numerous resources for campuses; the goal is to help them solve these pressing issues and to better support contingent faculty and explore new faculty models.

Because the landscape of changes is so dynamic, we established an award to capture real-time alterations and to identify models to guide other campuses. We now have four years of award winners, and in this article, we highlight this year's: Worcester Polytechnic Institute (WPI) and the University of Denver (DU). Like our previous winners, each has made important changes, among them revised evaluation and promotion systems for NTTF; inclusion in deeper forms of professional development, such as learning communities; inclusion in governance; improved orientation and onboarding; increased compensation; and more comprehensive systemic changes that include several of these areas at once.

> *It is commonplace for faculty leaders to bemoan the challenging circumstances that part-time and contingent faculty face, but much less attention has been paid to solutions.*

Worcester Polytechnic Institute: Marked improvements in job security and academic freedom

Most campuses are resigned to increased contingency. Perhaps the most prevalent trend against the adjuntification of higher education with mostly part-time faculty is that some campuses have started to hire more full-time, non-tenure-track faculty (NTTF). Yet in our applications for the award this year, we saw a very distinctive approach at WPI—reversing the trend toward contingency and creating job security and academic freedom by establishing a tenure-track lines for teaching faculty.

Altering the trend toward contingency

WPI, a private research university in Massachusetts, decided that to truly meet its mission to support academic freedom and student learning, it would need to have more faculty accustomed to the benefits and affordances that come with tenure. The university recognized that because tenure had focused on research and it needed faculty focused on teaching, it should create a tenure track for "professors of teaching." This new career track was then supported by appropriate advancement, evaluation, and revised tenure standards appropriate for teaching faculty (i.e., focus on commitment to teaching and innovative teaching practices). This professor of teaching track was made available to all full-time faculty, who could apply for this position and be converted. WPI formally established a teaching track to tenure and an institutional goal to place 40 percent of its current full-time teaching faculty on the tenure track between August 2021 and August 2023.

Creating more security and shared governance rights for NTTF

WPI also made available multiyear contracts for the remaining full-time NTTF, with clear conditions for reappointment and protections against retaliation, as well as full inclusion in faculty governance for all secured full-time NTTF. After a one-year probationary term and subsequent performance review, WPI offers NTTF a three-year appointment. After the first three-year

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term, NTTF can be granted a second three-year term, followed by terms of no fewer than five years each. These contracts offer NTTF more stability and job assurance as well as participation in shared governance.

The design and implementation of a tenure track for teaching faculty and the other changes for remaining NTTF began to resolve at WPI some intractable problems in higher education, such as the erosion of tenure and academic freedom, the precarious status of contingent faculty, and the weakening of faculty governance. These systemic improvements grant teaching faculty at WPI the professional identity and esteem currently missing in many institutions across the country. It is significant to note that WPI broke with higher ed's dominant approach to budgeting, which takes more and more funds away from instruction, and instead redirected funding to the heart of the institution—its instructional mission.

The University of Denver: Professionalization of NTTF

Like WPI, DU recognized that its teaching faculty were not appropriately supported, and it endeavored to create a new career path with more security and promotion opportunities. It also recognized that part-time faculty, too, deserve better support.

Creating a teaching and professional faculty track

DU created a new line of teaching and professional faculty (TPF) that was eligible for promotion, included in shared governance, and more integrated into campus life. This change transformed the lives of more than 200 full-time lecturers, giving them full-time status with renewable contracts and pathways to promotion. One change is that TPF can now be hired on renewable contracts for up to five years. After five years, NTTF can be promoted to the new line with the title assistant teaching professor, assistant clinical professor, or assistant professor of the practice. Evaluation for appointment, annual review, reappointment, and promotion considers excellence in teaching (teaching professor) or teaching, participation in shared governance, and service (clinical professor and professor of the practice). This change gives TPF full professionalization at the institution, with new titles, stability, and opportunities to engage in shared governance.

Ensuring professional development for all faculty

To help faculty succeed on this new track, DU expanded its professional development option and targeted the faculty on this new line. Teaching and professional faculty, along with part-time faculty, were also eligible to receive different types of support ranging from instructional design support to funds for materials, equipment, and software as a part of a $2.2 million commitment to supporting teaching enhancements. Access to this money gave teaching and professional faculty the opportunity to grow as instructors and improve classroom learning for all students.

Part-time faculty support

DU was aware that part-time faculty also needed support for their teaching. One barrier to part-time faculty participation in professional development is the lack of compensation. DU offers teaching and professional faculty stipends to participate in professional development opportunities. Additionally, DU created numerous resources to acclimate new part-time faculty and instill a culture of respect. For example, the vice provost of faculty affairs office sends out an adjunct faculty newsletter on a quarterly basis to highlight opportunities for and contributions of part-time faculty at DU. DU also hosts a quarterly mini-orientation for adjunct faculty. The orientation is held both asynchronously and synchronously online to honor the wide range of circumstances that permeate the lives of adjunct faculty.

Ensuring support over time: Resident scholar for teaching and professional faculty

To ensure that TPF and part-time NTTF have the support they need to thrive in their roles, DU appointed a clinical professor as its inaugural resident-scholar for teaching and professional faculty. Aside from offering support to TPF and part-time NTTF, the resident-scholar is also responsible for educating the DU community about the role of NTTF by sharing strategies and relevant research.

Best practices for process

Certainly, these campuses provide direction for how to better support NTTF, as well as tending to the realities of the changing faculty workforce. Both WPI and DU provide avenues for rewarding teaching which is the main mission of most higher education institutions. But these campuses also had exemplary change processes. We highlight just a few areas for consideration.

Start by understanding NTTF issues

Both campuses began by understanding the challenges that NTTF face. The campuses convened committees and task forces, conducted focus groups, facilitated learning sessions, and collected institutional data about the experiences of NTTF. Furthermore, they turned to scholarship on the NTTF workforce to best identify solutions and best practices.

Foregrounding equity and respect as principles

These campuses foregrounded equity and respect as guiding principles to inform their efforts to improve NTTF life, including through new policies and procedures.

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with an important decision-maker over lunch, could boxed lunches be brought to the latter's office so that the focus is on the interview rather than the restaurant? Unifying activities with goals can improve not only the candidate's experience but also the quality and relevance of the feedback the committee receives from various stakeholders.

Designated person

Designate one person to serve as the party responsible for inclusive search logistics. It might be the search committee chair, the unit's DEI rep or liaison, a search advocate, the hiring authority, or a staff member who reports to the hiring authority. All members of the search committee should know who this person is.

Equity, not sameness

Equity demands not that we treat all job candidates equally—that is, the same—but that we enable an equally fair consideration for each candidate during their campus visit. UDL for search logistics can help a search committee design a campus visit that provides the flexibility and focus to align with the search criteria, ultimately providing each candidate with a fair shot at being evaluated properly. Setting up a grueling 12-hour interview gauntlet with only one break and expecting all job candidates to endure it might cause stakeholders to prefer the candidate who happens to do well talking to strangers for 12 hours straight. But a campus visit designed to be flexible enough to include candidates with atypical needs would help the committee identify the candidate who is most qualified for the position and therefore better meet equity and inclusivity goals.

Search committees work hard to get a diverse candidate pool and have often been trained to write job ads and screen applicants in ways that are legal and inclusive. INCLUDE can help search committees design and carry out inclusive campus visits too.

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Broadly engage stakeholders

Both institutions involved their stakeholders broadly in the process. For example, to enact systemic changes, DU included its board of trustees, administration, and tenure- and non-tenure-track faculty in planning and supporting its outlined changes.

Accountability

To institutionalize these efforts, campuses needed a mechanism to ensure that policies were followed across units. DU thus created a scorecard to help understand the institution's strengths and areas for growth and then used it to track changes. The scorecard includes such key elements as employment equity, academic freedom and autonomy, flexibility, professional growth, and collegiality. For each element, DU coded green (consistent institutionalization across the university), yellow (inconsistent institutionalization across the university), and red (not institutionalized at the university).

We hope you will check out resources on the Delphi Project website to get more ideas about how to better support your faculty. Examples of campuses from every sector of higher education are represented, and we're certain that you can find relevant information to make your campus one where faculty thrive so students can flourish.

Reference

American Association of University Professors. (2018, October 11). Data snapshot: Contingent faculty in US higher ed. **https://www.aaup.org/news/data-snapshot-contingent-faculty-us-higher-ed#.YZvm6r3MInd**

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personnel? This is the time to get out the tape and bind the broken parts! How do you do that? It may require you to use some of the other tools above—but always with the goal of unifying where there is disunity and healing where there are broken bones. Part of your role as dean is to do your best to have everyone working harmoniously toward common purposes: help where you can, counsel where you must, take firm action if that is essential to put things back together the way they need to be for the health and wholeness of the enterprise you lead.

There are other tools for your toolbox, of course, and you might consider what else you might want to have ready as you begin dealing with the exciting challenges of a new deanship.

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The New Dean's Toolbox

Thomas McDaniel

So, you're a new dean, charged with the care and feeding of many faculty and staff (think of all the directors who have become ubiquitous in higher education institutions in recent years!) as well as large numbers of students (and their helicopter parents) now under your "control." The world you now occupy in the Groves of Academe may be a familiar one, whether you have occupied a similar position in another institution or have labored in the very same one you are expected to lead with joy and enthusiasm as you implement your new vision, new policies, and new expectations for those now in your care. Good luck with that, as Dr. Phil often says. You really can succeed, of course, but this might be a good time to review your dean's toolbox to see what instruments are there already—or might be needed—for the tasks ahead.

1. ***A hammer.*** Of course, no toolbox is complete without this most essential instrument. Your leadership position requires the ability to come down hard when quick, firm action is essential. Every dean must be able to communicate some decisions forcefully with no room for ambiguity or contrary point of view. Naturally, there will have been much lead-up, in most cases, to provide for debate and contrary arguments, but sometimes you must assert your "police role to ensure final debate resolution. However, as Abraham Maslow famously remarked, "If your only tool is a hammer, you tend to see every problem as a nail." The key to successful "deaning" often lies in the dean's patience and discretion in using the "administrator's hammer" as a last resort. Do you know when, where, and on whom to use this essential tool?

2. ***A saw.*** Every dean will face decisions that result in cutting someone or some policy loose from firm moorings in the institution. These painful decisions for all concerned test the ability of the dean to be a good communicator who can articulate why the cut is necessary so that everyone understands. An arbitrary dean—who may also be viewed as a micromanager—may win in the short run, but over time the saw gets dull, and sympathy for the dean dissipates. As with the hammer, one must use the saw sparingly and only when fully justified by logic and reliable information to support one's decision. Can't afford to support a costly faculty trip that has little value for the institution? Have to let an employee go because of poor performance? Need to let a student leave your place for greener pastures where he or she might be more successful? Use the saw, and do not leave any jagged edges if you can help it.

3. ***Sandpaper.*** The first two tools can leave rough spots on the academic epidermis. Effective deans know how to administer policies and practices that soften the impact and smooth rough edges, for all concerned, of negative decisions left by hammer and saw. Yes, a dean is sometimes the institutional police force but is also sometimes the pastor who provides wise counsel and a sympathetic ear. Are you a good listener who can hear the real message in a tirade or lament? Do you listen with what Eastern philosophers call "the third ear"? We sometimes say about teaching that "students don't care what you know until they know that you care." The same is true for administrators. How do you "pour oil on troubled waters"? Your ability to be a healer and one who makes the rough spots smooth is a real test of your leadership; no toolbox is complete without sandpaper.

4. ***A drill.*** "Drilling down" has been a staple of administrator jargon in recent years and addresses the need to go below the surface of an issue or problem. In the rush of daily duties, deans sometimes just need to take a deep breath and think more deeply about how to deal with a problem student, staff member, or professor. Have you done enough research? Have you talked to enough (and the right) people? Do you have alternative possibilities and options that you have not seriously considered? Get out the drill! Quick decisions and actions might make you seem like an efficient and decisive dean, but at what cost? Perhaps one more day or one more conversation will result in a better decision or action—and will be well worth your patient drilling.

5. ***Tape.*** A final item for your dean's toolbox is a roll of strong tape. You will often encounter broken promises, unhinged personnel, disconnected policies, and practices that need mending. The administrator's tape can help reconnect those things in your dean's duties that badly need your skillful application of this essential tool. Are students at odds with their professors? Is a department fractured by rivalries and jealousies? Are two of your directors not on the same page when it comes to handling the disputes or disagreements of other

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