

# White Paper on Part-Time Faculty Exemplary Practices at USC

## **Part-Time Faculty Affairs Committee**

2018-2019

Academic Senate

University of Southern California

## **Contributing Committee Members**

Elisa Warford, Chair, Viterbi School of Engineering

Linda Hoffman, Rossier School of Education

Jessi Johnson, Dornsife College of Letters and Sciences

Julianna Kirschner, Annenberg School of Communication and Journalism

Derrick Kranke, Dworak-Peck School of Social Work

Michelle Lee, Chan Division of Occupational Science and Occupational Therapy

Rebecca Lonergan, Executive Board Liaison, Gould School of Law

Tyson Roberts, Dornsife College of Letters and Sciences

Daniela Schmid, Ostrow School of Dentistry

Ian Spatz, Sol Price School of Public Policy

## Introduction

The purpose of this white paper is to present exemplary policies and practices across USC for a subset of policies that impact the success of part-time faculty in supporting the educational mission of the University. The paper is motivated by the Part-Time Faculty Affairs Committee's charge to monitor part-time faculty working conditions and terms of employment and make recommendations regarding part-time faculty affairs to the Academic Senate.<sup>1</sup> The paper also serves as a deeper analysis of the results of the Committee's 2018 Survey on Part-Time Faculty Affairs.

In preparing this white paper, the Committee sought to identify exemplary policies and practices regarding part-time faculty in four core areas: **merit review**, **promotion paths**, **inclusion in shared governance**, and **communication**. Although we recognize that other areas covered in the survey, such as contract length and hours allotted, also deserve attention, University policy already mandates policies on merit review and promotion for part-time faculty, and it allows for participation of part-time faculty in shared governance. Thus, we considered it important to determine whether the academic units had developed such policies and were including part-time faculty in governance. The survey results also revealed that a lack of transparency and communication about these policies is a pervasive problem for part-time faculty. The lack of communication is connected to the other areas of focus, in that policies around merit review, promotion and inclusion are necessary but not sufficient: the policies must also be clearly and transparently communicated to the faculty.

The University has worked to improve the working conditions of the part-time faculty. For example, as noted above, schools are now required to include part-time faculty in merit review and to develop a promotion path for part-time faculty. Further, as the existence of this Committee illustrates, the University has expanded part-time faculty participation in shared governance. The Committee welcomes these steps. However, the survey revealed that part-time faculty members continue to experience a wide range of working conditions, depending on the School and academic unit in which they serve. Further, policies and opportunities related to them are not always clearly communicated.

The Committee believes that, according to the stated values of USC, the University has a duty to treat part-time faculty in a manner that respects their professional skills and their indispensable role at the University. Further, scholarly studies have revealed that student outcomes generally improve when universities better support their part-time faculty and provide working conditions that give them the opportunity and motivation to succeed.<sup>2</sup> For example,

---

<sup>1</sup> For the complete committee charge, see the Academic Senate website: <https://academicsenate.usc.edu/committees/part-time-faculty-committee/>

<sup>2</sup> Kezar, A. (2013). "Departmental Cultures and Non-Tenure-Track Willingness, Capacity, and Opportunity to Perform at Four-Year Institutions," *Journal of Higher Education* 84(2), 2013, 153-188.

Kezar<sup>3</sup> found that in departments with a “learning” culture, in which part-time faculty are given full support, the support was thought of “not just as an issue of equity but rather tied the support to a commitment to students and the goals of the institution around learning.” It is thus not only in the part-time faculty’s interest to work under conditions in which they can succeed, but it is also in the University’s and its students’ interests.

For this white paper, the Committee collected information to identify exemplary policies and practices from the following sources:

- Survey results
- School and departmental websites
- Queries to schools and departments
- Personal experience and knowledge of the committee members.

We provide links to or other citations of the policies discussed in the report wherever possible.

The report does not claim to serve as a comprehensive survey of all academic units. While we attempted to gather information from all schools, except Keck School of Medicine,<sup>4</sup> we recognize that we may not have had access to policies and practices that may deserve mention. However, given the difficulty of finding this information in some schools, and the personnel and time constraints under which the Committee worked, we were unable to find complete information about all units. For similar reasons, the Committee members made no attempt (unless noted) to assess to what extent the schools implement these policies. We also recognize that some schools are still working to develop and implement better policies and practices. For these reasons, the Committee’s findings are offered to increase awareness across the University about what kinds of exemplary practices and policies are possible, and to encourage wider adoption of practices and policies similar to those presented here. We welcome any additional information about exemplary practices and policies that may be relevant to the topics in this report, as the information will serve the work of future committees.

The remainder of the report is divided into four major sections, one for each core area addressed. Each section first presents selected literature (when available) and/or criteria describing exemplary practices, and official USC policy (if it exists) around the issue, before describing the exemplary policies and practices at the University that reflect these standards. The report concludes with recommendations and suggestions for future work.

It is our hope that, with greater awareness of policies and practices across the University, schools will expand the use and applicability of these policies. Kezar’s research shows that

---

<sup>3</sup> Kezar, A. (2013). “Departmental Cultures and Non-Tenure-Track Willingness, Capacity, and Opportunity to Perform at Four-Year Institutions,” *Journal of Higher Education* 84(2), 153-188.

<sup>4</sup> We excluded Keck School of Medicine due to its unique faculty profile. The array of different types of part-time faculty at USC is one possible area for future study by the committee.

deans have the greatest influence on the policies related to non-tenure-track faculty,<sup>5</sup> and so we especially hope that deans across the University will take note of the exemplary policies and practices of their USC colleagues.

## Exemplary Practices at USC

### Core issue #1: Merit Review

#### Selected Literature

Kezar<sup>6</sup> suggests that in departments that exhibit a “learning” departmental culture, those in which non-tenured faculty are actively supported and respected, “evaluation processes tended to be systematic and aimed at development (and not used punitively).” She also found that departments exhibiting a learning culture “used multiple types of evaluation, including portfolios, peer observations, and student evaluations.”

Waltman et al.<sup>7</sup> find that the evaluation process is an important source of job dissatisfaction among non-tenure track faculty (NTTF). At many universities, they found adjunct faculty are not evaluated at all; at others, evaluation is based primarily on student evaluations, which affects faculty teaching methods and behavior toward students in ways that may not promote educational effectiveness.

#### USC Policy

USC policy partially reflects the standards described by Kezar, as the Faculty Handbook requires all faculty to be periodically reviewed:

4-B(4)(e) Periodically during the continuing appointment of a research-track, teaching-track, practitioner-track, or clinical-track, faculty member, full-time or part-time, at three-to-five-year intervals as stated in approved school guide lines [sic], the individual’s performance should receive careful review by an appropriate faculty committee as to whether promotion is appropriate and whether reappointment is appropriate. For faculty on multi-year appointments, the periodic assessment of performance should occur before the end of each appointment, preferably in the fall of the last year of the term. The relationship among the periodic assessment, merit

---

<sup>5</sup> Kezar, A. (2013). Creating a high-quality place to teach, learn, and work. *Peer Review*, 15(3). Retrieved from

<https://www.aacu.org/publications-research/periodicals/creating-high-quality-place-teach-learn-and-work>

<sup>6</sup> Kezar, A. (2013). “Departmental Cultures and Non-Tenure-Track Willingness, Capacity, and Opportunity to Perform at Four-Year Institutions,” *Journal of Higher Education* 84(2), 153-188.

<sup>7</sup> Waltman, J., et al. (2016). “Factors Contributing to Job Satisfaction and Dissatisfaction among Non-Tenure-Track Faculty,” *Journal of Higher Education* 83(3), 411-434.

reviews, and evaluations for promotion should be detailed in each school's Provost-approved guidelines.

The Faculty Handbook also states that procedures for reappointment, evaluation, and promotion "may be abbreviated with permission of the Provost" (4-G)(2).

University policy also stipulates that part-time faculty should be eligible for regular merit raises.<sup>8</sup> For adjunct faculty it states, "Performance-based merit pay increases should be provided periodically." For part-time faculty it states, "Part-time faculty should receive performance-based merit pay increases annually."

### USC Exemplary Practices

Several schools have robust, multifactor review processes for part-time faculty. The review processes of the following schools illustrate practices that committee members identified as exemplary.

#### Sol Price School of Public Policy

The school policy is to conduct a review for all part-time and adjunct faculty, and lecturers are reviewed every three years or every fifth class. The review is based on the faculty member's CV, syllabi of all courses taught during the review period, and student evaluations of all courses during the review period. The faculty member may also provide a statement but is not required to. A review committee recommends to the department chair the names of all part-time faculty who should be promoted, "dropped from the list of active teachers," or given recommendations for improving their teaching. The committee may recommend the faculty member modify course content or teaching methods, or the committee may recommend the faculty member teach a different course.

#### Rossier School of Education

Rossier's merit review policy and procedures are outlined in the document "Part-Time Faculty Appointments, Compensation, Promotion and Evaluation." This is a six-page document approved by the Rossier Faculty Council and Dean in October 2016. According to the policy, part-time, non-exempt faculty will be reviewed every three years or at the completion of 28 course units and evaluated on teaching effectiveness and service contributions (if applicable). The review is based on course evaluations, evaluative summaries from course/curriculum coordinators, and a self-evaluation.

#### Ostrow School of Dentistry

The school policy provides for the annual merit review by the division chair. The Annual Merit Summary includes a self-evaluation, updated CV, the past year's Professional Development Plan, the current year's Professional Development Plan, and other sources deemed appropriate by the Associate Chairs.

---

<sup>8</sup> "Faculty Teaching Less Than Full-Time," appended to this report.

### Chan Division of Occupational Science and Occupational Therapy

The school is committed to an annual merit review consisting of one-on-one meetings with the direct chair of the program (Clinical, Teaching, Research). The review is based on the faculty member's CV, Faculty Load Profile, and Self Assessment. During the one-on-one meeting, the faculty member and their chair discuss a development plan and set goals for the following calendar year.

### Remarks and Recommendations

In its review of this area, the Committee noted with approval the increasing use of policies that call for multifactor teaching evaluation processes that minimize bias. Since the nationwide percentage of women in part-time faculty positions is 56%,<sup>9</sup> part-time faculty may be particularly subject to gender bias in student evaluations. Further, because most part-time faculty appointments consist entirely of teaching, the fairness and effectiveness of these teaching evaluation processes are especially important for this group.

The Committee also noted with approval situations where review processes are used not only for determining merit raises, but also for fostering professional growth. This benefits not only the faculty but also the students and the University at large by improving the quality of the faculty and its ability to enrich the student experience.

### Core issue #2: Promotion Paths

#### Selected Literature

Job satisfaction is an important concern in order to recruit and retain faculty, particularly given the need to compete with higher paid opportunities in industry.<sup>10</sup> Waltman et al. found that lack of opportunities for advancement is a frequent source of job dissatisfaction for non-tenure-track faculty:

Unclear and inconsistent title systems (such as instructor, lecturer, "part-timer," and adjunct, for example) create confusion for NTTF about what their responsibilities are, how to advance to higher positions, and what those positions would be. Some NTTF expressed a desire for clearly defined appointment and promotion terms so that they can better understand their own roles within the institution.<sup>11</sup>

---

<sup>9</sup> M. Finkelstein, V. Martin Conley, and J. H. Schuster, 2016, "Taking the Measure of Faculty Diversity," TIAA Institute. Available: [https://www.tiaainstitute.org/sites/default/files/presentations/2017-02/taking\\_the\\_measure\\_of\\_faculty\\_diversity.pdf](https://www.tiaainstitute.org/sites/default/files/presentations/2017-02/taking_the_measure_of_faculty_diversity.pdf)

<sup>10</sup> Bozeman, B., and Gaughan, M. (2012). "Job Satisfaction Among University Faculty: Individual, Work, and Institutional Determinants," *Journal of Higher Education* 82(2):154-86.

<sup>11</sup> Waltman, J., et al. (2016). "Factors Contributing to Job Satisfaction and Dissatisfaction among Non-Tenure-Track Faculty," *Journal of Higher Education* 83(3), 411-434.

Further complicating the issue, advancement and promotion can mean different things in different institutions and academic units:

In some instances, advancement means moving from part-time, semester-by-semester temporary status to part-time or full-time yearly appointments. In other cases, administrators have created career ladders: two or three progressive ranks of NTTF instructional appointments, such as Lecturer I, Lecturer II, Lecturer III.”<sup>12</sup>

Waltman et al. conclude that “administrators could significantly improve the level of job satisfaction and institutional commitment of NTTF—and thus optimize their contributions to their institutions—by supporting their teaching efforts, enacting policies that promote job security and advancement opportunities, and creating inclusive climates.”<sup>13</sup>

### USC Policy

As per the Provost’s office mandate, schools are required to have policies for promotion of part-time lecturers, defined by the University as part-time faculty who do not have a primary position elsewhere:

Each school should have well-defined promotion paths for part-time faculty who demonstrate exemplary performance and high levels of engagement for a substantial length of time.<sup>14</sup>

However, it is not clear from the policy document whether promotion of part-time lecturers includes a title change, as the document lists only “Lecturer (part-time)” as the appropriate title.

This lack of title change for part-time lecturers seems to contrast with titles for adjunct faculty, who are defined as having “a primary profession, or career elsewhere” (Faculty Handbook 4-B(2)). For adjunct faculty, titles include “Adjunct Lecturer” and “Adjunct Professor of <discipline>”, or “Adjunct Assistant” or “Adjunct Associate” Professor. (Handbook 4-B(2)).

The Part-Time Faculty Survey findings<sup>15</sup> revealed that many part-time faculty view advancement from part-time to full-time employment as promotion. However, while units may hire full-time faculty from their part-time faculty pool, the University does not consider this to be a promotion but rather a different appointment for which the faculty member must reapply.

Further, while multi-semester contracts are not, to the Committee’s knowledge, considered promotions, they are a related issue. University policy stipulates that

---

<sup>12</sup> Waltman, J., et al. (2016). Ibid.

<sup>13</sup> Waltman, J., et al. (2016). Ibid.

<sup>14</sup> “Faculty Teaching Less Than Full-Time,” appended to this report.

<sup>15</sup> Survey on Part-Time Faculty Affairs, Part-Time Faculty Committee, 2018.

Part-time faculty who regularly and frequently teach courses for which there is stable demand, and who have shown exemplary performance and professional engagement for a length of time should be considered for annual contracts and multi-year contracts.<sup>16</sup>

While the survey results indicated that this occurs infrequently, it was outside of the scope of this paper to determine the extent to which this policy is being implemented.

For the purposes of this paper, we sought exemplary policies on promotion up a part-time ladder; we did not examine the practice of full-time hiring from within.

## USC Exemplary Practices

### Ostrow School of Dentistry

Ostrow has clearly defined promotion guidelines for part-time RTPC faculty employed 50% or greater and separate guidelines for part-time RTPC faculty employed less than 50%. For RTPC part-time faculty at 50% employment or greater, the ranks are Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor and Clinical Professor. For RTPC part-time faculty at less than 50% employment the ranks are Adjunct Instructor of Clinical, Adjunct Assistant of Clinical, Adjunct Associate Professor of Clinical and Adjunct Professor of Clinical.

All guidelines and aids can be found on the Ostrow Intranet, which is accessible through a secure login.

### School of Architecture

The School of Architecture has clearly defined profiles and promotion paths for both part-time lecturers and adjunct faculty. This school allows, in rare cases, for Lecturers to be promoted to Senior Lecturer:

The title “Senior Lecturer” is reserved for those part time faculty teaching between 1 credit unit to 9 credit units each semester who are a recognized expert in a particular area of the discipline in which they teach and have taught at USC or peer institutions for over 14 semesters (or 7 years) as a lecturer in good standing, demonstrating exceptional teaching skills each term. The title is not common, and there is not an automatic promotion to this title due to years of teaching or service.<sup>17</sup>

### Rossier School of Education

Rossier’s promotion path allows part-time faculty to gain a pay increase and to use the titles associated with Adjunct promotions (i.e., Adjunct Associate Professor) even if the faculty

---

<sup>16</sup> “Faculty Teaching Less than Full-Time,” appended to this report

<sup>17</sup> “Faculty Profile Summaries,”

[https://firebasestorage.googleapis.com/v0/b/cwpusc-57771.appspot.com/o/\\_PDF%2Fportal-facultyprofiles\\_from\\_op.pdf?alt=media&token=5e4cb5ed-ad6e-46e5-a497-5aae913e5b18](https://firebasestorage.googleapis.com/v0/b/cwpusc-57771.appspot.com/o/_PDF%2Fportal-facultyprofiles_from_op.pdf?alt=media&token=5e4cb5ed-ad6e-46e5-a497-5aae913e5b18)

member does not have a full-time position outside of USC. This process is distinct from the school's merit review process.

Rossier provides a promotion process outlined in the document "Part-Time Faculty Appointments, Compensation, Promotion and Evaluation." As stated previously, this is a six-page document approved by the Rossier Faculty Council and Dean in October 2016. According to the policy, promotion is not automatic. A personal statement, course evaluations, and letter(s) of evaluation from course/curriculum coordinators are to be reviewed by an ad hoc committee of three full-time faculty members. Committee recommendations are then made to the Associate Dean of Faculty Affairs, who recommends candidates to the Dean for approval and inclusion in the annual faculty salary proposal to the Provost.

The process is well-described in the policy document, although the document is difficult to find online.

### Remarks and Recommendations

The Committee in its review of this area noted with approval efforts by some schools to define a pathway for career advancement for part-time faculty. However, clearly defined policies were difficult to find. This was especially true for part-time lecturers. Although policies exist in some schools for promotion of adjunct faculty, promotion policies for part-time lecturers, many of whom have had long tenures with the University, were difficult to locate. If this is because these policies do not exist, this seems to be at odds with University policy.

To the extent that part-time faculty members are having a positive impact on student learning and that the experience of these faculty members aids in this, the Committee would welcome the chance to review promotional policies and practices that reward experience and strong performance in a manner that encourages their retention and work satisfaction. This might include promotion to a level that includes multi-semester contracts, a pay increase, and a title change.

Furthermore, we recommend that schools better clarify the difference between promotion along a part-time path and appointment to a full-time track. Promotion policies should be clearly communicated to part-time faculty and presented in a searchable format.

### Core issue #3: Inclusion in Shared Governance

For the purposes of this paper, inclusion in shared governance involves part-time faculty participation in University-, school-, and department-level governance, such as membership and leadership in committees and in the Academic Senate, and participation in departmental meetings and other gatherings.

## Selected Literature

Participation in shared governance is “central to being a professional” (Kezar, 2004<sup>18</sup>). In addition to allowing for input into the faculty’s own working conditions, it has been suggested that faculty governance also fosters collegiality, trust, and collaboration (Kezar, citing Birnbaum). Kezar suggests that participation in governance “may provide contingent faculty with meaningful contact with other faculty, and encourage the idea that all faculty are professionals, and eventually providing quality working conditions for ‘all’ faculty.” (2004) Kezar cites studies demonstrating that “many tenured faculty have negative stereotypes of contingent faculty, and these are largely based on lack of direct contact.” According to social contact theory, Kezar suggests, “If contingent faculty have little opportunity to interact with tenure-track faculty, then prejudices and misunderstandings can emerge that likely prevent tenured faculty from supporting campus changes to improve the working conditions of the contingent faculty” (2004).

In summary, Kezar’s literature review suggests that governance for contingent faculty is important because it can “facilitate change, it helps position nontenure track faculty as equal professionals to tenure-track faculty (professionalization theory), and would, through contact, reduce negative stereotypes that tenure-track faculty have developed toward contingent faculty with whom they interact less (social contact theory)” (2004).

## USC Policy

The USC Faculty handbook states that “Part-time faculty are eligible to be elected or appointed to faculty governance bodies” (4-C (2)(c)):

Research-, teaching-, practitioner-, and clinical-track faculty are eligible to participate in faculty governance at both the school and University level, except in matters concerning tenure, in accordance with Academic Senate and Faculty Council rules. 4-B(4)(a)

Further, the Committee understands that USC policy stipulates that, if there is no service component in a part-time faculty member’s contract, part-time faculty must be compensated for their participation in governance activities.

## USC Exemplary Policies and Practices

### School of Architecture

At the School of Architecture, some part-time faculty have limited voting rights. The document “Faculty Profile Summaries” states,

A part-time adjunct faculty member can be granted voting rights each semester (except governance matters such as tenure and promotion) if the adjunct faculty member is

---

<sup>18</sup>Kezar, A. and Sam, C. (2014). “Governance as a Catalyst for Policy Change: Creating a Contingent Faculty Friendly Academy,” *Educational Policy* 28(3), 425-462.

currently: 1. Teaching under a three-year contract, 2. Is at the adjunct rank of associate or full 3. Has taught for the equivalent of three years at USC, 4. Has a part time appointment at 50% load (or +5 units) for that semester, and 5. is willing to accept and fulfill this responsibility.<sup>19</sup>

#### Viterbi School of Engineering

The Engineering Faculty Council has a Part-Time Faculty Affairs Committee whose members primarily include part-time faculty. This committee produces a Part-Time Faculty Resource Guide that consolidates School-level policies for part-time faculty. The committee also communicates the perspectives of part-time faculty to the EFC and functions as a forum for part-time faculty to air concerns and acquire information.

#### Dornsife College of Letters and Sciences

Dornsife houses a Part-Time Faculty Caucus, which studies relevant issues and makes policy recommendations in the interests of part-time lecturers throughout the college. The Caucus has two co-chairs, who collaborate with team members to draft proposals. In the past school year, the Caucus helped create a college-wide survey to measure the satisfaction of Dornsife part-time lecturers with their roles, their paths to promotion, and the support from chairs, directors, and supervisors. The Caucus helps part-time lecturers feel that they have a more direct role in the policies that affect them..

#### Chan Division of Occupational Science and Occupational Therapy

All faculty, regardless of adjunct, part-time or full time status, are invited to bi-annual faculty meetings. Part-time faculty are welcome to serve on school-level committees and participate in mentorship opportunities to graduate students.

#### Ostrow School of Dentistry

Part-time faculty are invited to monthly faculty assembly meetings. There is also a Part-Time Faculty Assembly Committee consisting of part-time faculty from each division; the committee meets four times a year.

#### Annenberg School of Communication and Journalism

Part-time faculty are invited to the monthly faculty meetings in both the Communication and Journalism schools, and some part-time faculty have served on school-level committees. The dean hosts a yearly Adjunct Luncheon to discuss the experiences of part-time faculty.

#### Academic Senate

While not an academic unit, the Academic Senate's creation of the Part-Time Faculty Affairs Committee in 2016 and its effort to involve greater numbers of part-time faculty on Senate

---

<sup>19</sup> "Faculty Profile Summaries," [https://firebasestorage.googleapis.com/v0/b/cwpusc-57771.appspot.com/o/\\_PDF%2Fportal-facultyprofiles\\_from\\_op.pdf?alt=media&token=5e4cb5ed-ad6e-46e5-a497-5aae913e5b18](https://firebasestorage.googleapis.com/v0/b/cwpusc-57771.appspot.com/o/_PDF%2Fportal-facultyprofiles_from_op.pdf?alt=media&token=5e4cb5ed-ad6e-46e5-a497-5aae913e5b18)

committees demonstrate exemplary practices. The Committee has seen first-hand the positive effects, as discussed by Kezar above, of part-time faculty participation in governance. Efforts have also been made by the Academic Senate to place part-time faculty on other committees as well.

### Remarks and Recommendations

The Committee in its review of this area noted with approval the examples it found in the inclusion of part-time faculty in governance, and the mandate that part-time faculty be compensated for their service activities. We are encouraged to see part-time faculty being included in University-level and school-level committees. Of special note is the School of Architecture, which gives certain part-time faculty members voting rights. We also strongly endorse the formation of part-time faculty bodies. We would like to see more part-time faculty bodies like those described here.

As we can attest from our first-hand experience on this Committee, these bodies can act as sources of information, work to clarify and/or revise existing policies, and recommend new policies. They can also serve as places where individual part-time faculty members can bring questions or concerns without feeling vulnerable. In short, these bodies are an important method of expanding shared governance.

We recommend that part-time faculty be invited to faculty meetings when their attendance is appropriate: for example, when curriculum is being discussed. However, we have also found that in soliciting examples of part-time faculty participation in shared governance, the requirement to compensate part-time faculty for service activities has, in some instances, served as a disincentive to invite or allow part-time faculty to participate in these activities.

As the University continues to address issues of campus culture and inclusion, we look forward to even greater inclusion of part-time faculty in these areas.

### Core issue #4: Communications to Faculty

A consistent issue raised in the 2018 Part-Time Faculty Survey was a lack of communication about policies and practices involving part-time faculty. Many faculty members reported that their school includes them in departmental-, school-, and University-level email streams, which is important for integrating them into the University. However, many faculty members also reported a lack of awareness regarding policies and practices regarding their appointments and shared governance. The Committee also found it difficult to find policies about the core issues in its own search for exemplary policies and practices. It seems likely that even in units where these policies exist, part-time faculty may be unaware of their existence and unable to locate them.

## Selected Literature

A common problem among part-time faculty generally is that they feel “marginalized,” which can have detrimental effects on their work satisfaction and quality of teaching.<sup>20</sup> Further, as Kezar notes, “Lack of communication about institutional and departmental learning goals as well as absence from curriculum discussions prevents NTTF from linking their teaching to larger institutional learning goals.”<sup>21</sup> Meixner et al. recommend that “the university should help audit campus listservs to ensure part-time faculty members are universally included.” They suggest that “college or university officials might create a separate e-mail distribution list for part-time faculty, sending targeted e-mails that detail opportunities for personal and professional development.”

## USC policy

To the committee’s knowledge, there are no official University policies around communications with part-time faculty. These practices are determined, therefore, at the level of the academic units. The Committee found it more difficult to identify exemplary practices than policies.

## USC Exemplary Practices

### School of Architecture

The School of Architecture maintains a Faculty and Staff Portal<sup>22</sup> on its website that provides resources on the following topics: Faculty Development, Procedures, Teaching and Grading, Curriculum, Accreditation, Calendar, Resources, Forms, and Business Office. The portal is easy to find and is publicly accessible.

### Gould School of Law

Lecturers are included in school-level email streams. All part-time faculty are given a “Part-Time Faculty Handbook” at the beginning of their teaching term. The Handbook contains provisions about university committee service and compensation and merit reviews available to PT faculty at the Law School.

In addition, PT faculty are invited to an orientation held in August (for the fall instructors) and in the late fall (for the spring instructors) every year that is run by the Law School administration. The part-time faculty are also invited to a faculty meeting with the Dean of the Law School once a year to hear from the Dean and to ask questions.

---

<sup>20</sup> Cara Meixner, S. E. Kruck & Laura T. Madden (2010) Inclusion of Part-Time Faculty for the Benefit of Faculty and Students, *College Teaching*, 58:4, 141-147, DOI: 10.1080/87567555.2010.484032

<sup>21</sup> Kezar and Gehrke, “Creating a High Quality Place to Teach, Learn and Work,” *Peer Review*, Summer 2013, 15.3.

<https://www.aacu.org/publications-research/periodicals/creating-high-quality-place-teach-learn-and-work>

<sup>22</sup> School of Architecture Faculty and Staff Portal (<https://arch.usc.edu/portal-resources>)

Finally, the Law Portal, to which PT faculty have access, contains additional information regarding teaching, exam, grading and other resources applicable to all Gould faculty. The Law Portal also has a link to a PT Faculty Teaching Guide with specific tips and suggestions for teaching at the Law School and some information about syllabus preparation and class planning.

#### Marshall School of Business

The Marshall Faculty Resources<sup>23</sup> page is easy to find and includes a variety of useful materials including the University Faculty Handbook and the Marshall Faculty Manual. The Manual includes detailed information relevant for part-time faculty including appointment, evaluation, compensation, and promotion policies.

90% of respondents to the Part-Time Faculty Survey said they receive emails from their School as well as University-wide emails.

#### Ostrow School of Dentistry

Part-time faculty members are included in all email streams. There are separate listservs for all faculty, part-time faculty only, and division emails.

The Ostrow Intranet includes a link to Faculty Resources where a variety of topics relevant to part-time faculty can be looked up, including the Dental Faculty Assembly, Grading and Course Evaluation, Faculty Professional Development, Promotion, School Policies, Procedures and Resources, Human Resources, Events, and Board Exam Information.

#### Viterbi School of Engineering

The Viterbi Engineering Faculty Council Committee on Part-Time Faculty Affairs has produced and maintains a Part-Time Faculty Resource Guide that explains Viterbi policy related to part-time faculty and provides practical advice and resources for new faculty. The guide is distributed to incoming part-time faculty by the departments.

The Viterbi School also makes its faculty affairs policies publicly available on its Faculty page, under “Faculty Affairs Resources” and “Policies.”<sup>24</sup>

#### Annenberg School of Communication and Journalism

Part-time faculty are included in all major communications in both the Communication and Journalism schools. These messages include meeting announcements, research seminars, and relevant articles.

---

<sup>23</sup> Marshall Faculty Resources, <https://www.marshall.usc.edu/faculty-research/faculty-resources>

<sup>24</sup> Viterbi Faculty page: <https://viterbischool.usc.edu/faculty>

## Remarks and Recommendations

The Committee in its review of this area noted with strong approval the practices and policies described above. However, the survey demonstrated that many part-time faculty are unaware of the existence of policies affecting their terms of employment, merit review, promotion opportunities, and opportunities for shared governance. Given this lack of awareness, the Committee would welcome more policies and practices from academic units that proactively increase part-time faculty awareness of existing policies and make these policies easy to find, access, and search.

We also noted with approval those schools and departments that ensure that part-time faculty members are included in faculty listservs.

## Conclusions

The examples described in this paper demonstrate the types of policies and practices that can be implemented to support part-time faculty efforts to benefit their students and the University. The Committee is encouraged by the exemplary part-time faculty policies and practices described in this paper. We hope that these examples will serve as inspiration for wider implementation of similar policies across the University.

As the Part-Time Faculty Survey and our data collection for this paper revealed, it is difficult to generalize about the experiences of part-time faculty, which vary widely across the University. While some schools and academic units have well-developed policies and inclusive practices for part-time faculty, these policies are not consistent across the academic units.

Part of this problem may be that there are many different types of part-time faculty at the University, from adjunct faculty with thriving careers to part-time lecturers whose livelihoods depend on their consistent employment at USC. We need to better understand the various types of part-time faculty and their needs, their titles and appointments, and their relationship with the University. We look forward to working on this issue in future committees.

The following summarizes the Committee's recommendations for each core issue:

### Merit Review

We encourage academic units to continue to develop and implement multifactor teaching evaluation and merit review processes consistent with the Faculty Handbook standards.

We encourage academic units to provide their Provost-approved guidelines on merit review to each part-time faculty member directly or through its web site. Exemplary guidelines should include the information that part-time faculty are expected to provide for reviews, the timetable for providing that information and for any classroom reviews, and the criteria for evaluation,

promotions and pay increases. The Committee notes with approval those academic units that provide reviews no less than annually and recommends this.

#### Promotion paths

We see a need for better development and implementation of promotion policies for Part-Time Lecturers. For example, while University policy clearly states that there should be a promotion ladder for Part-Time Lecturers, we were hard-pressed to find examples of such policies. Therefore, we recommend that each academic unit develop and make available its policies on promotional paths. Further, we recommend that the Provost provide additional clarity to its policy on part-time faculty promotion on the title changes that may accompany promotion. Such clarification might involve alignment with the title changes that are available for part-time faculty that are considered adjunct faculty.

We also recommend that academic units clarify the difference between promotion and appointment to a full-time position.

#### Inclusion in shared governance

We recommend that part-time faculty be invited to attend faculty meetings other than portions where their presence is inappropriate. We also recommend the expansion of part-time faculty participation in University-, school-, and departmental level committees. We also recommend the formation of part-time faculty bodies like those described here.

The Committee believes that academic units should budget for part-time faculty participation including by adding a service component to part-time faculty contracts for faculty who indicate a willingness to provide service to the University and participate actively in its governance.

#### Communication to faculty

We recommend that faculty at minimum be included in school and academic unit email streams. As discussed above, academic units should proactively provide part-time faculty with information about merit review, promotion, and governance opportunities. An exemplary practice, that we recommend, is the creation of a Part-Time Faculty Resource Guide or Handbook that consolidates School-level policies for part-time faculty. Alternatively, the creation of a web portal for part-time faculty could serve the same purpose. We also note that greater part-time faculty involvement in governance will also improve communication.

Above all, we seek clear policies that are communicated to all PT faculty in a transparent way and are consistently implemented.

As USC moves into a new era of leadership, the Committee looks forward to working with the Academic Senate and administration to encourage wider adoption of the types of exemplary policies and practices presented in this paper. With exemplary policies and practices such as these, the University will increase its ability to attract and retain highly qualified faculty, and in

turn, the faculty will be enabled to flourish. This will strengthen the University's mission to serve its students and the broader society.

## Appendix: University Policy on Faculty Teaching Less Than Full Time

## Faculty Teaching Less Than Full Time

All those asked to teach less than full-time, whether adjunct, part-time faculty, or volunteers should have such an assignment “because of special expertise” (Handbook 4-B(4)) and provide expertise in an area of specialty that is needed within a program, or bring a unique set of experiences or stature that adds breadth of perspective to the curriculum and student experience.

Exceptions to this policy are: (1) one-time emergency, to meet an unforeseen need, for not more than one year; (2) short-term appointment of a recent USC Ph.D. to provide teaching experience; (3) retired USC faculty recalled to duty; (4) dual career situations, where the appointment aids in the recruitment or retention of a USC full-time faculty member; (5) full-time USC staff employee (who retains staff status but is entered into faculty records with a concurrent academic title, by agreement of the employing unit.)

Faculty teaching less than full time may be categorized as adjunct faculty, part-time faculty, or volunteer faculty as defined below. The individual’s status must be accurately entered in Workday at the time of appointment.

### Adjunct Faculty

The “Adjunct Faculty” appointment is reserved for faculty who have “a primary profession, or career elsewhere” (Faculty Handbook 4-B(2)) that amounts to a “full-time position or career” (Faculty Handbook 4-B(4)) with health and other benefits outside the university.

Adjunct faculty typically teach only one course a year in their area of specialty. If it will not interfere with the demands of their outside full-time employment, teaching one course per semester in their area of specialty can be approved by the dean. Teaching by adjuncts beyond one course per semester requires advance provost approval.

Because of the range of experience and stature of Adjunct Faculty and their unique motivations for teaching part time, their compensation may vary based on individual negotiations at the time of appointment. Performance-based merit pay increases should be provided periodically.

Appropriate titles include “Adjunct Lecturer” and “Adjunct Professor of <discipline>”, or “Adjunct Assistant” or “Adjunct Associate” Professor. (Handbook 4-B(2)) Exceptions to titles require Provost approval under Faculty Handbook 4-A.

## Part-time Faculty

The “Part-time Faculty” appointment is reserved for those, teaching less than full-time, who do not meet the requirement set out above on having a primary position elsewhere.

Part-time faculty should receive performance-based merit pay increases annually. Each school should have well-defined promotion paths for part-time faculty who demonstrate exemplary performance and high levels of engagement for a substantial length of time.

Part-time faculty who regularly and frequently teach courses for which there is stable demand, and who have shown exemplary performance and professional engagement for a length of time should be considered for annual contracts and multi-year contracts.

The appropriate title is “Lecturer (part-time).” Exceptions to titles require Provost approval under Faculty Handbook 4-A.

## Volunteer Faculty

This type of appointment is intended for faculty who volunteer their services. Handbook 4-B(2). They are not to be the instructor of record, but may serve in a training capacity at USC, either co-teaching a course, or serving as a specialist who trains students on a particular area of practice. These positions should only be available to faculty who have well-compensated, full-time employment outside the university.

Volunteer faculty understand that other part-time faculty are typically paid for their service to the university, but see their volunteer service as a contribution to the field provided as part of their ethical, legal, or professional guidelines (e.g., pro bono work). Under the law, they cannot be paid an honorarium or other compensation, as that is inconsistent with volunteer status.

## *Reporting Requirement*

Each dean must:

1. Certify to the Provost in the annual faculty salary proposal that all less than full-time teaching faculty are accurately categorized in Workday according to the definitions in this document.
2. After the 3rd week of each semester, submit to the VPFA office a list of all instructors of record who are less than full-time showing: name, number of semesters teaching at USC, and either a brief explanation of the “special expertise,” or an indication of exception (1) – (5), or a notation SPECIAL NEED. Since these “special need” cases are not in compliance with the Faculty Handbook the dean will be asked to submit a memo to the Provost justifying the need and explaining the plan to phase out all such cases.