Professional development is a concern at all levels of college and university life.

**Professional development in graduate programs**

The APA's guidance documents for the academic job market, listed below, provide a comprehensive discussion of many aspects of the placement process. This discussion of good practices is intended as a supplement to those documents, with special focus on questions of diversity.

- Guidance for Philosophy Job Seekers
- Guidance for Placing Departments
- Best Practices for Hiring Departments

Professional development plays an increasing role in graduate student success, especially in the academic job market, and departments should be aware of some successful practices in encouraging such development over the course of a graduate career, and not just in its final stages. Placement directors—and faculty in general—should strive to stay informed and knowledgeable about changing expectations for professional development, and be prepared to adapt their practices accordingly:

- Departments should make sure that their practices with regard to the nomination of candidates and preparation and submission of dossiers conform to the APA Statement on Placement Practices.
- Departments should know the APA’s Statement on Academic Freedom and Questionable Employment Practices, and should review the AAUP Censure List and APA Censure List in order to inform candidates who might be considering applying to institutions on these lists.

The job search process itself can be difficult, and encouraging an atmosphere of support and engagement by the faculty as a whole can help make the process more bearable, and students more likely to succeed. Part of this support is to show respect for the diverse array of potential positions, academic and non-academic, that are available to students. Philosophy departments, faculty, and graduate students are encouraged to take the following steps:

- Start job market discussions early. Invite all graduate students to meetings that intended to discuss key aspects of the application process (e.g., teaching portfolios, cover letters). Departments can also give students more insight into the hiring process by allowing graduate student representatives to attend and vote in hiring meetings, sit on search committees, and so on.
- Host professionalization events that describe concrete strategies and tips for submitting, presenting, and publishing work, e.g., for journals or conferences. Students can be encouraged to come to these events with questions—perhaps through an anonymous submission process. More advanced students with experience on the job market can be invited to share their own experience and insights.
• Be open to all careers, including non-academic and “alt-ac” positions. Treat such careers as one of several legitimate options, rather than a form of failure. (Resources on non-academic and “alt-ac” jobs may be available to departments through their college of university career offices.)
  
  o Faculty should be aware that bias against graduate students who opt for careers beyond the professoriate is a serious concern and may take subtle and implicit forms. Such bias can also be present within the graduate student body itself, and countering this may require that faculty give prominence to the discussion of a variety of potential career paths at graduate student orientation and other regular meetings. Some departments have had success in inviting graduates who have gone on to careers outside the academy to make presentations to the department or to meet with current students or job-seekers.

  SEE ALSO: SECTION 2: CONTEMPORARY FORMS OF BIAS AND DISCRIMINATION

  o For further information, see the APA’s guide on non-academic careers, *Beyond Academia: Professional Opportunities for Philosophers*.

• Model respect and appreciation for all philosophers at all institutions, including and especially non-tenure-track faculty at one’s own institution. Ranking programs and students can generate unnecessary anxiety and create a distorted impression of the variety of strong academic institutions across the country and the wider world, though encouraging students to be realistic in their expectations can be an important part of creating an effective dossier and candidacy. Faculty and students should educate themselves about the realities of today’s job market (within and beyond academia) and larger trends in higher education, and be frank about the ups and downs of the job market.

• Encourage students to explore and build relationships with faculty and students at neighboring institutions, including institutions of diverse kinds serving diverse constituencies. This will assist students in preparing job materials for wide and varied academic job searches.

• Encourage students to consider applying for university or national dissertation-completion fellowships. The experience of applying for such fellowships can provide an early setting in which students and faculty can review readiness for entering the job market, set deadlines for the completion of dossier materials, and refine and explain written work for novel audiences. Ideally, departments will maintain up-to-date lists of possible dissertation fellowship opportunities, along with relevant information about how to apply and samples of applications from previous years.

  o The APA maintains a list of societies and organizations that grant fellowships of interest to philosophers.

• Foster a community of support. Encourage student-to-student mentoring, e.g., by former or more experienced students. Such mentoring can be supported by departments through helping to match mentors and mentees, maintaining a database of placement information, including sample application materials from former students and placement records over time, providing funds for mentors and students to have coffee or meals together, notifying mentors of institutional training sessions directed at mentors and encouraging their attendance, and so on. Mentors can make sure mentees know that they are available for advice and support, help keep (other) faculty aware of ongoing progress, and direct mentees to relevant networks or sources of expertise and knowledge (e.g., others’ experience of the market, the diversity of academic institutions, the nature of higher
education in other countries). For example, a mentoring program for women job seekers that matches former graduates who have found a position with graduate students currently on the market has been developed by the Society for Women in Philosophy.

- Schedule job market workshops for students in the spring so that students will be able to make better use of the summer months. All students who are thinking about going onto the academic job market—or who are simply interested in finding out about the job search process—should be invited to attend. The workshops should provide a timeline for job-seekers to prepare writing samples and other application materials so that they can get their work to faculty in time for review and revision by the early fall.

- Offer financial support, where possible, for dossier services and travel—even small amounts of support can make an important difference for students whose financial resources are limited. Students should be aware early on of the significant financial burden they can incur on the job market (through travel, paying for dossier services, etc.), and of the resources and strategies available to them for lessening this burden. If they have not already done so, students approaching the time at which they will begin their job searches should be encouraged to become members of the APA, and perhaps other professional associations as well, and departments should consider making funds available to help subsidize such memberships. (The APA offers bulk membership discounts for departments wanting to provide membership for their students and/or faculty.)

- Encourage job seekers to familiarize themselves with the APA’s policies, statements, and publications, particularly as these relate to job-seeking. In addition to PhilJobs: Jobs for Philosophers, students should be encouraged to consult The Chronicle of Higher Education, Inside Higher Ed, email listservs, and other publications and online sources with information about job postings, including positions in other disciplines, in university administration, or in related areas of employment outside the academy. Placement directors and job seekers can help one another in building up a knowledge base of such sources.

- Be familiar with the special issues that candidates from underrepresented groups or with disabilities may face. Placement directors should take advantage of college or university resources to gain better understanding of these issues and of effective ways to address them. Placement directors should take active steps to make it possible to speak with candidates about these matters in a frank, informed, and supportive way, and to help candidates find necessary resources. And all who are involved in the placement process should be aware of protocols and responsibilities for reporting problems in these areas, should they arise.

- Encourage placement directors to meet early and often with students, and to make clear to job seekers the extent to which they are available and willing to offer support and guidance. (Ideally, placement directors will be apprised of every step and new development.) Many of the skills and tasks required for participation in the academic job market are not what students have spent their graduate careers training for, and graduate students may need guidance on many things that appear obvious to seasoned faculty. Maintaining a collection of job search materials (e.g., timelines, tips, strategies, sample dossiers) that is accessible to all graduate students can enable students to acquire vital information through their own research and to manage some of the uncertainties associated with the prospect of eventually going on the job market.
● Provide students on the job market with an opportunity to present a paper to the department in an informal setting, e.g., a “brown bag” lunchtime talk. Similarly, mock interviews should be arranged for job candidates wherever possible—either in person or electronically. Such experiences can be essential for the candidate’s preparation in the final stages of job seeking.

● Discuss in advance the issues that can arise when candidates receive job offers—the questions they should ask, the negotiation of deadlines, and the challenges of comparing different kinds of positions. Candidates should also be aware that some institutions are unable to negotiate offers. Often there is very little time to think about issues arising from job offers once these have started to go out. Advisors and mentors should be sure to provide candidates with contacts for discussing such issues on short notice and at various times of the day or week.

● Consider how a placement director’s greater familiarity with some students than others might have a biasing effect when it comes time to advise potential candidates in the job search process. Placement directors should therefore strive insofar as possible to use uniform procedures for all students and to base advice to candidates on known, professionally relevant criteria. Placement directors are officers of the department and responsible for assuring that personal information on matters of race, gender identity, sexual orientation, religion, political conviction, national origin, age, disability, actual or potential marital status, and actual or perceived medical condition not play a role.

● Consider as well possible benefits of creating a team of placement mentors, ideally representing a range of sub-disciplines, each of whom has special responsibility for several of the students on the market. In such a scheme, which some departments have used with success, placement mentors work with the placement director to review student dossier materials and letters of recommendation; inform students about available resources in the college, university, or profession; and provide informal advice.

● Take into account the fact that most job interviews are now conducted electronically, and thus make available to students resources that can enable them to have effective, professional electronic interviews. This may include arranging practice video interviews, providing information about video interviewing, and making suitable spaces available for such interviews to take place, either in the department or the academic unit, equipped with high-speed connections, freedom from distractions, and so on.

SEE ALSO: SECTION 5, APPENDIX A: SOME RECOMMENDED PRACTICES FOR PHONE AND INTERNET INTERVIEWS

Candidates and their families may come under special psychological pressures during the job search process, and departments should make information available about resources in the college or university, or in the wider community, for practicing anxiety and stress management and for counseling, and support. Providing such information to all candidates early on as a matter of course can avoid various concerns about privacy or stigmatization. Even when students have been successful in their job search, they may be under considerable stress as they complete and defend their theses, prepare for their new positions, or move themselves or their families to a new city. Advisors and graduate programs are encouraged to maintain active contact with students during this period, and departments are encouraged to find ways to facilitate these potentially difficult transitions.
Information about placement services and accurate and complete data on past placement should be available to prospective students as well as students enrolled in the program. Such records should include information concerning initial enrollment, attrition, and employment histories extending beyond the first year post-degree (when such information can be obtained). Some programs provide such information in an anonymized manner (though identifying employing institutions), while others list students and advisors by name. Note, however, that student permission must be obtained for any such use of their names. Since students might be reluctant to refuse, and the rise of social media has made it problematic in general to provide identifying personal information on the web, anonymizing the information may be a preferable approach.

**See also: Section 5: Interviewing and hiring**

**Professional development in undergraduate programs**

It goes without saying that professional development is a concern for undergraduates as well as graduate students, and philosophy serves in many ways to enhance not only the skills of individuals who do not go on to graduate study in philosophy, but their quality of life. Undergraduate programs should make accessible to undergraduates up-to-date information about ways in which coursework or concentration in philosophy has contributed to the development of students who have gone on to careers across a broad range of fields. (See the APA’s guide on non-academic careers, *Beyond Academia: Professional Opportunities for Philosophers*, and the "Who Studies Philosophy?" webpage and poster series.)

Undergraduates today are experiencing unusually high levels of anxiety, whether about their many commitments, their academic performance, or their futures beyond college. Departmental advising can play a role in encouraging students to think realistically about their programs and course selection, and departments can hold or sponsor accessible, open discussions for their undergraduates in which realistic information is provided about post-graduate study and ways in which study in philosophy can contribute to their intellectual and professional development. One way of encouraging such discussions is to invite back former philosophy students who have gone on to a variety of areas of study or careers, and who can speak from personal experience about what philosophy has meant for them. Many departments also maintain active communication with former students, through regular newsletters, departmental Facebook pages and other forms of social media, or by working through the college or university alumni office. Loyalty to philosophy is often strong, even in those who have gone on to careers beyond academic philosophy, and a strong alumni base can contribute vitally to the support for a department and provide potential resources for current undergraduates.

While only a fraction of undergraduates who take courses in philosophy will go on to do graduate work in philosophy, still, this is the life-blood for the next generations of academic philosophers. Undergraduate teaching and advising can play a critical role by providing encouragement and guidance to college-level students for whom graduate study and perhaps an eventual career in academic philosophy might make sense. While individual faculty and faculty advisors play the primary role in preparing such students to be successful in graduate admission and study, there is much that departments in general can do to prepare students in other ways. For example, they can help students to become better informed about what it is like to be a graduate student in philosophy. By offering a frank picture of graduate program acceptance rates and the job market, they can also assist students with managing their own expectations, both with regard to the likelihood of getting into graduate school and of obtaining a position in philosophy after receiving a graduate degree. Departments can also support “pre-professional” development opportunities for their
majors by encouraging and supporting undergraduate philosophy clubs, publications, and conferences, and by bringing publishing and conference opportunities to the attention of students. Here are a few more detailed recommendations emerging from past departmental experience:

- While information about graduate schools can be found in abundance on the internet, it is good practice to assume that undergraduate students might not be familiar with the basics. For example, they might not know how graduate support and instruction are structured, what financial support will look like, or what kind of written work they would be expected to produce before and during the dissertation-writing process. They also may not be informed as to how graduate programs in their admissions decisions tend to weigh grades, writing samples, GRE scores, and letters of recommendation, and what acceptance rates are typical. The diversity of graduate programs, and of possible positions in philosophy, can also be stressed—there is not a single or guaranteed path to a career in teaching philosophy. Departments should consider creating structured opportunities for such discussions with undergraduates. There are many options: a lunch for juniors or seniors, a meeting of the philosophy club, class meetings of junior or senior seminars, etc.

- Undergraduates focused on graduate school admission should be given accurate information about the demands of graduate school, rates of successful completion of the PhD, and the likelihood of success in finding long-term employment in philosophy. At the same time, information about alternate paths for philosophy graduate students, whether in the form of joint degree programs, graduate certificate programs, successful transfer into other areas of study, or the pursuit of non-academic careers, should be made available. This information should be made available to all students as a matter of course to avoid singling individuals out. Without minimizing the challenges involved, discussions with undergraduates can include the satisfactions of graduate study in philosophy, including the opportunity to participate in and contribute to a scholarly community and often to have an unusual degree of autonomy in the selection of one’s own research questions.

- Students should be informed about ways to obtain information about graduate programs and their strengths, but also cautioned about how to read rankings of departments—these may not reflect the needs of all students and can be based on incomplete data and non-representative survey samples. As stated in the APA Statement on Rankings of Departments, students and administrators seeking comparative information should be encouraged not to rely on any single source but rather to check a wide variety of sources and to be aware of the methods of each.
  - The APA maintains a Guide to Graduate Programs in Philosophy that provides self-reported information from graduate programs about a variety of factors important to prospective students: faculty and their specializations, financial support, diversity and climate initiatives, and so on.
  - The APA-funded project on Academic Placement Data Analysis provides recent placement statistics organized by graduating program, interactive data tools, and reports on recent trends.

- In addition to hearing from departmental faculty, it is good for undergraduates to hear the views and personal experiences of graduates who are currently in or have recently completed master’s or PhD programs. Sample questions to which current or recent graduates might respond include the following: How did graduate school compare with what you expected? What aspects of life as a graduate student are the most and the least rewarding? How do you balance teaching classes or
being a teaching or research assistant with making progress on your thesis or dissertation? What work/life balance issues have you encountered, and how have you been able to deal with them? Skype can be a vehicle for these conversations, as can on-campus events featuring a panel of graduates. In inviting alumni or others to participate in conversations about graduate school, departments should be attentive to diversity, including diversity of philosophical approaches, careers, and traditions, as well as demographic diversity and diversity of institution.

- As mentioned above, the primary responsibility in supporting students interested in studying philosophy at the graduate level typically rests with the faculty advisor. In addition to writing letters of recommendation, such support would normally include providing constructive criticism of their writing samples and assisting them in identifying programs whose strengths would be a good fit given their own qualifications.

- Some students thinking about pursuing a graduate degree might also have an interest in publishing in undergraduate journals or presenting at undergraduate conferences, not only to strengthen their applications but as a way of trying out their ideas with communities of their peers. Departments are encouraged to support this interest by developing a “resources” section of the department website featuring information about undergraduate journals and upcoming conferences, along with links to summer programs in philosophy such as the UCSD Summer Program for Women in Philosophy and the Philosophy in an Inclusive Key Summer Institute programs. Departments with available funding for undergraduate travel to conferences should make sure that information about this funding, as well as application procedures, reaches all undergraduates.

- In addition, departments can also request sample successful graduate school application material, including cover letters, research statements, and writing samples, making these available to current students in a manner that preserves confidentiality and privacy.

- Departments can also identify alumni or others who are willing to serve as contacts for current undergraduates, to help advise students in preparing for application to graduate study, application to professional school, or other forms of post-graduate career. A department choosing to do this should, however, be mindful that such consultation is only one source of potential guidance, and encourage their students to seek multiple forms of advice. Some colleges and universities are establishing “hubs” for bringing together sources of information about life after graduation for students in the humanities or other non-professional areas, and departments are encouraged to take an active role in improving the quality of information available at such hubs, and in making sure that their students are aware of such resources.

- In recent years, the public availability of information about individual admissions to graduate programs in philosophy through social media or websites such as The GradCafe can add to the anxiety that applicants might naturally experience during the time that graduate programs begin notifying applicants of their decisions and inviting those admitted for a campus visit. Faculty should be aware of when this notification period begins so they can be particularly attentive to signs of student distress.

- Some colleges and universities have funds available for undergraduate research initiatives, and faculty research funds can in many cases be used for undergraduate research assistantships. These opportunities can be a valuable way for students to develop philosophically and become better
prepared for graduate study. Departments should bring information about these potential opportunities directly to the attention of all faculty and undergraduates.

**Formal and informal programs for professional development and mentoring of tenure-track faculty**

The challenge of developing the next generation of philosophers extends to the faculty level as well. The interests of junior faculty, departments, institutions, and the profession as a whole are advanced when junior faculty receive effective support for their teaching and research, and are able to receive informed advice about the profession, their new institution, and relevant practices and resources. Recommended practices in promoting the professional development and effective mentoring of junior faculty include both formal and informal processes.

On the formal side, it is the responsibility of the department and chair to help junior faculty to realize their full potential and to meet the standards of review to which they will be subjected. This includes providing junior faculty with periodic review—ideally, once per year—of their teaching, research, service, and progress toward meeting the criteria for promotion. Such reviews should be constructive, but should also attempt to provide a realistic appraisal of the junior faculty member’s progress, identifying weaknesses as well as strengths, and including a discussion of what steps the faculty member can take to increase strengths and overcome weaknesses. They should not include predictions about the outcome of the tenure process, but they should create a written record, shared with the candidate, that can become part of a pathway to tenure and can be consulted at the time of promotion. It is much too late if concerns about the faculty member’s research, teaching, or service are raised for the first time in the tenure process itself.

Responsibility for communicating the results of periodic reviews lies with the department chair, who should also be the person who provides junior faculty with information on critical matters relating to terms of employment and university procedures and norms.

The periodic review is also an occasion for departments to consider whether a junior faculty member is being asked to bear an inappropriate teaching or service burden. While it is important not to ask junior faculty to do a large number of new course preparations, it is also important to give junior faculty the opportunity to teach a range of courses in order to develop their teaching portfolios or to teach in areas of their greatest interest. Junior faculty may need greater protection of time for research than already-tenured faculty, and may need additional resources in order to manage time- or work-intensive courses. Similarly, junior faculty should be protected from highly burdensome administrative responsibilities. Junior faculty with young families, eldercare responsibilities, or other caretaking demands may find it especially difficult to balance these responsibilities with teaching or administrative demands, given the pressures of an impending promotion review. By incorporating opportunities to indicate these special needs into the standard process for faculty expression of teaching and administrative preferences, a department can spare junior faculty the burden of taking the initiative in raising questions about special consideration they might understandably be reluctant to broach. And departments are increasingly recognizing the multiple challenges faced by junior faculty by giving them special priority in the provision of leave or teaching relief.

On the less formal side, many other questions arise for junior faculty in the course of starting a career and coming to terms with a new institution. For such questions, a junior faculty member might need advice from someone knowledgeable about the faculty member’s particular area of research, or might be more comfortable approaching a colleague other than the chair. Chairs, moreover, are often under fairly stringent restrictions in terms of the information and advice they can give to junior faculty. Thus, many departments
have instituted a regular practice of informal mentoring in which each junior faculty member is assigned a senior colleague to help with professional development and acclimation to the new institution. Core questions for senior faculty mentors concern substantive advice about teaching and research, such as providing junior faculty members feedback on their work or teaching (or helping them to obtain such feedback from others), helping junior faculty members obtain the information and advice needed to make good decisions about where to submit papers and conference proposals, suggesting ways of developing professional contacts, assisting junior faculty members in navigating college or university bureaucracies or in settling into their new town, and so on. Senior faculty mentors can also serve as advocates for a junior faculty member’s interests within the department, college, university, or profession. (It is important, however, not to think of the mentor as substituting for a well-developed plan of formal departmental feedback and review, or to expect mentors to be a “back channel” for confidential information about departmental reviews.)

Choice of an informal mentor should be made with an eye to identifying a senior colleague who could be expected to work well and conscientiously with the junior faculty member, and, where possible, whose areas of research are sufficiently close to those of the junior faculty member that the mentor could be expected to be a source of informed feedback and useful professional advice. Junior faculty should be able to have input into the choice, and the choice should occasionally be informally reviewed by consulting the junior faculty member and the current mentor. Obviously, choice of an individual mentor will at any time be somewhat limited by available senior candidates, and some departments have taken the step of seeking to recruit external senior faculty with relevant expertise to serve as outside mentors (see below).

While junior faculty should be protected from heavy administrative assignments insofar as possible, they should also be afforded equal opportunities to participate in department life, e.g., choosing and inviting colloquium speakers or serving as liaisons to other units on campus, which could assist them in becoming more a part of the wider institutional community and contribute to their service record at the time of tenure review.

Junior faculty may also need access to additional financial support in order to develop their research programs. This support can take many forms, including start-up funding, travel funds for presenting at professional conferences, funds to hire students to provide research assistance, assistance with membership in professional associations, and publication subventions. Programs should inform potential faculty at the time of recruitment about the extent to which such funding may or may not be available. To be sure, the need for supplementary financial support to help faculty meet research expectations is not restricted to junior faculty alone. See the APA Statement on Research for further discussion of research support to faculty in philosophy.

**Some special considerations**

As increased funding flows into interdisciplinary initiatives, more faculty positions will involve appointments in multiple departments. In such cases it is especially important to have coordinated plans for formal review as well as informal mentoring of junior faculty. It is a good practice in such cases for the different units to work together to design a coordinated periodic review process when formulating the initial hiring agreement or initial memorandum of understanding for the joint appointment of an existing junior faculty member. Junior faculty contemplating joint appointments should have an idea of what to expect, and what will be expected of them. This includes developing a formal understanding of what role each department will play in the tenure process and what criteria of research, teaching, and service will be
used to evaluate the faculty member. As before, it is much too late for such questions to come up at the time of the tenure process itself.

Departments and chairs should be aware that junior faculty belonging to underrepresented groups in the field or department, as well as those whose area of research is not well represented in the department, can face an array of special challenges and demands. Arrangements for supplementing internal formal and informal mentoring with external informal mentoring might be appropriate in such cases. Plans of this kind should be developed in consultation with the junior faculty member, and it is a good practice for colleges and universities to make available funding to support such arrangements (e.g., travel, honoraria).

A number of departments have had good success in holding a workshop on the junior faculty's research in the candidate's third or fourth year, in which several faculty from other institutions are asked to read some of the candidate's work and to participate in a roundtable discussion held at the candidate's home department. This enables candidates to receive external feedback from established scholars in their field in a manner that anticipates some aspects of a tenure review, but that leads to constructive recommendations of how the work can be further developed in readiness for the promotion process. In this case, too, it is a good practice for colleges and universities to make available funding to support such arrangements (e.g., travel, honoraria).

**Supporting non-tenure-track (NTT) faculty**

An increasing number of faculty nationwide are not on a traditional tenure track. While optimally “institutions should minimize reliance on non-tenure-track faculty” (as per the APA *Statement on Non-Tenure-Track Faculty*), NTT faculty are an important and often critical component in a department’s teaching and graduate training, and an increasing amount of the research in philosophy is being done by faculty not on the tenure track. Concern over the discipline’s future should therefore extend to the professional development of NTT faculty as well. Indeed, given the heavy teaching loads NTT faculty often carry, longer-term concern for their development as teachers and scholars, and recognition of them as valued colleagues, is especially important.4

In accordance with the APA *Statement on Non-Tenure-Track Faculty*, departments are encouraged to actively advocate for a healthy core of tenure-track faculty, as the tenure system ensures conditions vital for excellence in research and teaching: protection of academic freedoms, and the secure employment that undergirds long-term, full-time investment in student learning and the growth of their disciplines. Thus, departments should collect and publicize data on the percentage of courses taught by full-time and part-time NTT faculty, establish targets for the above, and work with NTT faculty unions. They should strive to move part-time faculty into full-time continuing positions to the extent possible, and to work with other nearby institutions to help NTT find other employment as needed. Departments should allow NTT faculty to participate in all relevant and appropriate faculty meetings, committees, and assessment exercises.

Departments should also follow employment and re-appointment practices commensurate with the recognition that NTT faculty’s expertise in teaching philosophy is a valuable skill. This includes, where feasible, advertising all multi-year and renewable part- and full-time positions on a national basis and a year in advance, rather than hiring locally and on the basis of the chair’s personal discretion. If the institution is

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4 What follows is adapted from the APA Statement on Non-Tenure-Track Faculty and a draft APA Statement on Best Practices Regarding the Support and Treatment of Non-Tenure-Track Faculty.
committed to the respectful treatment of NTT faculty, this commitment may be listed on job postings, along with an explicit permission for NTT faculty to be released from the position if they accept a tenure-track job elsewhere. NTT faculty should receive official job contracts detailing their responsibilities, and should be given titles appropriate to their level of experience and expertise. NTT faculty courses should be publicized in the same manner as other courses, and in online postings NTT instructors should be listed by name along with links to their webpages, rather than merely referred to as “Staff.” NTT are a vital part of the department, and should be invited to all new faculty orientation events, and included in all department social events. Departmental administrative and office staff should be made aware that they are expected to provide appropriate support to NTT faculty. Departments might also consider making a teaching-focused hire who can serve as a pedagogical coordinator, taking on tasks such as training teaching assistants, advising junior tenure-track faculty, conducting peer observations, giving feedback on teaching portfolios, sharing pedagogical scholarship, and developing innovative initiatives such as experiential learning and undergraduate research programs. NTT faculty may be invited to give department workshops on pedagogy, which should be duly compensated.

Departments should also strive to offer NTT faculty the same salary and benefits (e.g., medical and parental leaves, moving allowances, travel and research funding, merit pay, faculty discounts, retirement matching) as new tenure-track faculty, and should compensate NTT faculty for any teaching or service performed in addition to what is specified in their contracts—including independent studies and advising—and should try to ensure that appointments and payment begin prior to the first day of classes. Since many NTT faculty are under constant pressure to excel at their jobs in hopes of being hired into more secure positions, they are often at risk of being exploited; departments may thus want to consider prohibiting arrangements whereby NTT faculty are asked to take on uncompensated labor in teaching, advising, or service.

When NTT faculty are on renewable appointments, it is a good practice to develop a review and promotion process similar to the processes used for tenure-track faculty to enable NTT faculty to receive feedback on their teaching and research and make progress in their careers. This review and promotion process will, of course, have criteria appropriate to the nature of the position so that NTT faculty are not being asked to accomplish all that is expected of junior faculty while also carrying a heavier teaching load. Developing a respectful, collegial atmosphere for NTT faculty can be encouraged by associating the review process with a promotion ladder and a set of appropriate titles—e.g., non-tenure-track assistant professor, associate professor of practice (without tenure), associate professor of teaching (without tenure). When the appointments are non-renewable, it is of considerable value if some member of the department has come to know the NTT faculty member’s work and teaching well enough to be able to serve as a recommender for future applications for employment. Normally this will be the department chair, but, for reasons essentially similar to those discussed above with respect to tenure-track faculty, it can be a good practice for faculty other than the chair to be involved in an informal mentoring process as well.

Here are some more detailed recommendations, as outlined by a draft APA Statement of Best Practices Regarding the Support and Treatment of Non-Tenure-Track Faculty:

To support NTT faculty as teachers, departments can take the following steps:

- Avoid “just-in-time” hiring by giving NTT faculty sufficient time to prepare for courses before the term begins. If a NTT instructor is taking over for another faculty member, provide contact information and previous syllabi that will aid in course preparation.
• Assign NTT faculty to teach in their areas of expertise whenever possible, taking into account their specific skills and background. Consult with NTT faculty members to decide upon an appropriate number of new preparations, taking into consideration the need to protect the faculty member’s time for research, further training, or family responsibilities.

• Reserve a fully equipped, private, lockable office for each NTT faculty member for the hours they are required to be on campus, and ensure that each NTT faculty member has access to a computer or laptop. Seemingly minor decisions or inequities can convey unintended information to faculty and students about the value of NTT faculty to the department, so NTT faculty should have mailboxes in the same location as those of tenure-track faculty, and should appear on departmental websites and have their photos posted in the department alongside other departmental faculty. When possible, make parking privileges available in college or university facilities to NTT faculty, keeping in mind that parking fees can be especially burdensome for them and that many must commute between multiple campuses in the course of a day and work unusual hours.

• Assign a faculty mentor to NTT faculty, such as a more senior NTT faculty member, and provide compensation for this mentoring work if it is not already specified in the mentor’s contract. Consider developing a NTT faculty handbook that introduces new instructors to the curriculum, institutional rules and regulations, and the duties and responsibilities of their position.

• Ensure that NTT faculty are eligible for teaching awards.

To support NTT faculty as researchers, departments can take the following steps:

• Invite interested NTT faculty to give talks to the department and to participate in department colloquia, seminars, and reading groups. Introduce NTT faculty to other faculty who work in the same areas.

• Offer conference travel and research funding, preferably available in advance, and encourage NTT faculty to apply for this funding. Where funds are scarce, departments can create a common pot to which individual faculty might apply.

• Ask NTT faculty about their professional goals and arrange opportunities for them to receive career advice from tenure-track and tenured faculty. Departments should advocate for their NTT faculty in job searches just as they do their graduate students, e.g., by writing strong letters of recommendation.

• In organizing events such as conferences, or calls for workshops, anthologies, and grants, designate and reserve spaces for scholars in NTT or teaching-intensive positions. Waive or significantly reduce registration fees for NTT faculty, and make travel grants available to them.

• Nominate work by NTT faculty for research prizes.

Other resources
The foregoing section reflects in part material drawn from the descriptions of mentoring programs at a number of universities, collected together in Rachel Thomas, “Exemplary Junior Faculty Mentoring Programs,” written for the Women’s Faculty Forum at Yale University. This document is also a good source for detailed ideas about ways in which junior faculty mentoring can be implemented, including questions that go beyond departmental policy.