



Adrianna Kezar, University of Southern  
California

# The Gig Academy and countermovements: Implications for quality teaching and learning



# “Academic Capitalism”

- “Refers to the many ways and means through which market and market-like behaviors, as well as market ethos and ideology have been incorporated in postsecondary education”  
(Slaughter & Rhoades, 2004)





# Gig Academy in a Nutshell



Outsourcing/Fissured Workplace strategies



Unbundling/Deprofessionalization



Compulsory entrepreneurialism



Risk-Shifting onto workers



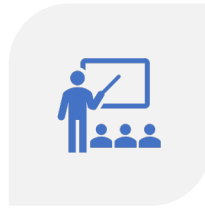
Managerial control over supply *and* demand



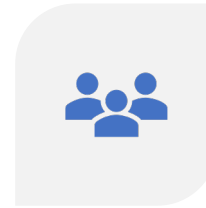
Entrenched (and obscured) racism/sexism



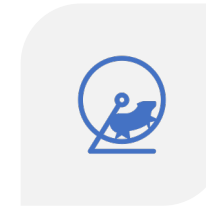
# Trends – all groups impacted – is about dismantling and fragmenting



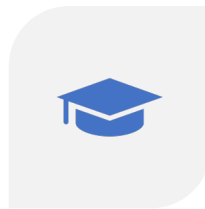
FACULTY – TEACHING AND  
RESEARCH CONTINGENT  
FACULTY; PART-TIME AND  
FULLTIME



STAFF



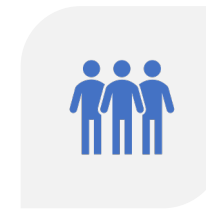
POSTDOCS



GRADUATE STUDENTS



GROWTH OF MIDDLE  
MANAGERS

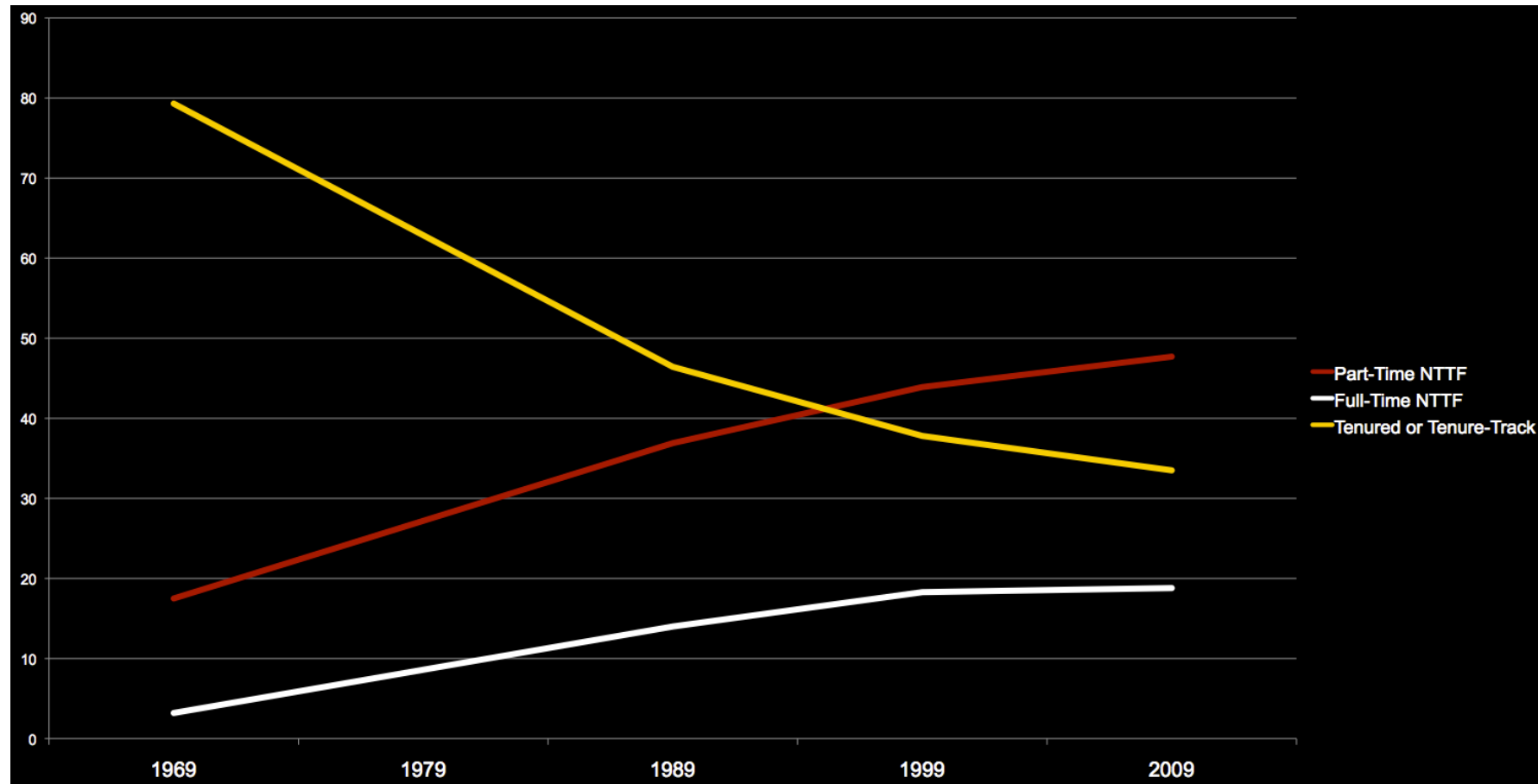


RISING NUMBER AND  
INFLUENCE OF SENIOR  
ADMINISTRATIVE STAFF



# National Faculty Trends

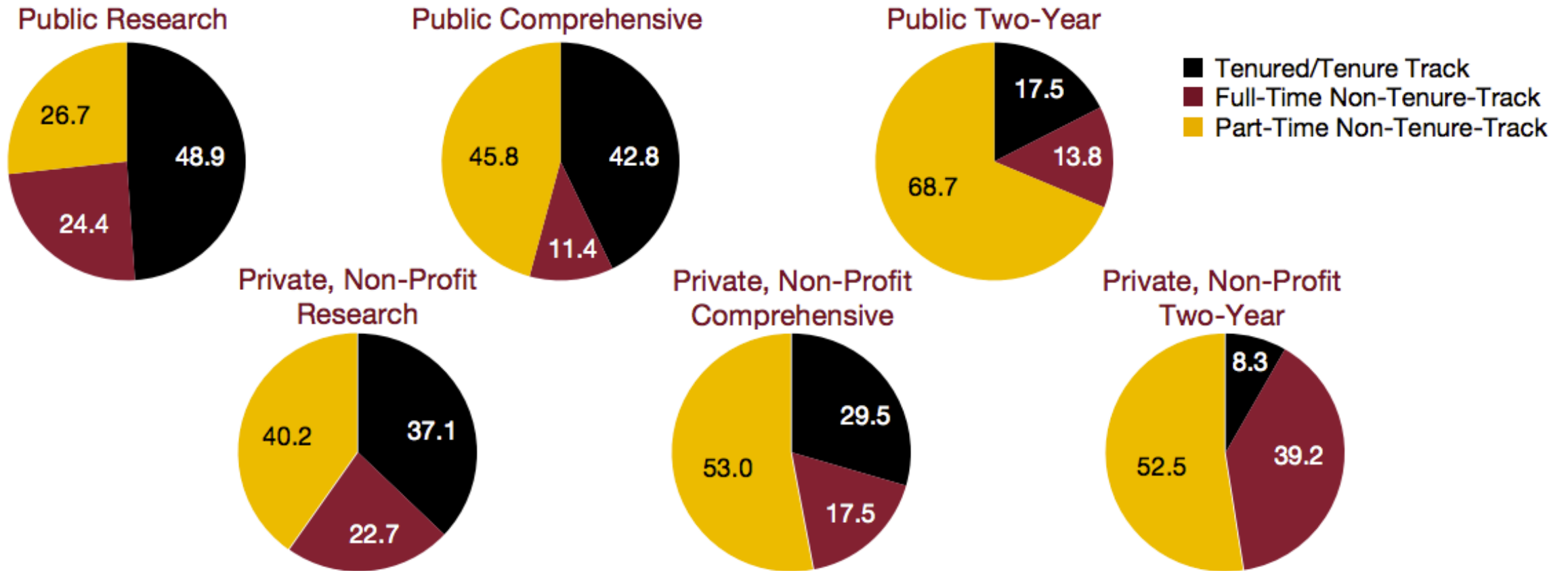
## Composition of Instructional Faculty Among Nonprofit Institutions\*



\*Excludes graduate students responsible for providing instruction.

# National Faculty Trends

## Composition of Instructional Faculty Among Nonprofit Institutions\*



\*Excludes graduate students responsible for providing instruction.



# Implications

- Student learning and success
- Academic community
- Atomization and unbundling
- Micro-entrepreneurs – Revenue Centered Budgeting
- Decline of shared governance
- Declining satisfaction and engagement of faculty and staff
- Poor morale and strained supervisory relationships
- Growth of middle level administrators
- Academic freedom
- Unionization





# The Challenge!

Only a few institutions have made changes to policies and practices to support NTTFs or have even considered the implications of changes in the composition of the faculty.



# Examples of Policies and Practices that affect NTTF

- Decentralized and unsystematic and last minute hiring process;
- Lack of job security, short contracts, and little commitment to rehiring—resulting in constant turnover;
- Little or no orientation, professional dev., or mentoring;
- No formal evaluation – or at best, a very narrow evaluation; Limited opportunities for faculty-student interaction;

# Examples of Policies and Practices that affect NTTF

- Little or no means for participating in curriculum development, department meetings and planning, or campus governance ;
- Limited access to instructional resources, staff support, and office space;
- Only compensated for class time, but not office hours, meetings, or preparing for class, meeting with students, or attending professional development; and,
- Support services and development opportunities offered at times when they are unable to participate.




1. Diminished graduation and retention rates.
2. Decreased transfer rates from 2- to 4-year institutions.
3. Disproportionate impact on students early in undergraduate career; greater exposure to students in introductory and developmental or remedial courses.
4. Greater difficulty with major selection and persistence.
5. Lower grade point averages.

(Benjamin, 2003; Bettinger & Long, 2010; Eagan & Jaeger, 2008; Ehrenberg & Zhang, 2004; Gross & Goldhaber, 2009; Harrington & Schibik, 2001; Jaeger & Eagan, 2009; Jacoby, 2006)

## Connections to Student Learning

A large orange circle is positioned on the left side of the slide, partially cut off by the edge.

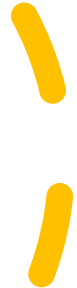
## Counter movements

- Delphi Project
  - AAU STEM Initiative
  - CSU STEM Collaboratives
  - Cross-cutting theme of networks and systems
  - SENCER as part of this movement
- 
- A series of four yellow dashed line segments are arranged in a curved, upward-sloping path in the bottom right corner of the slide.

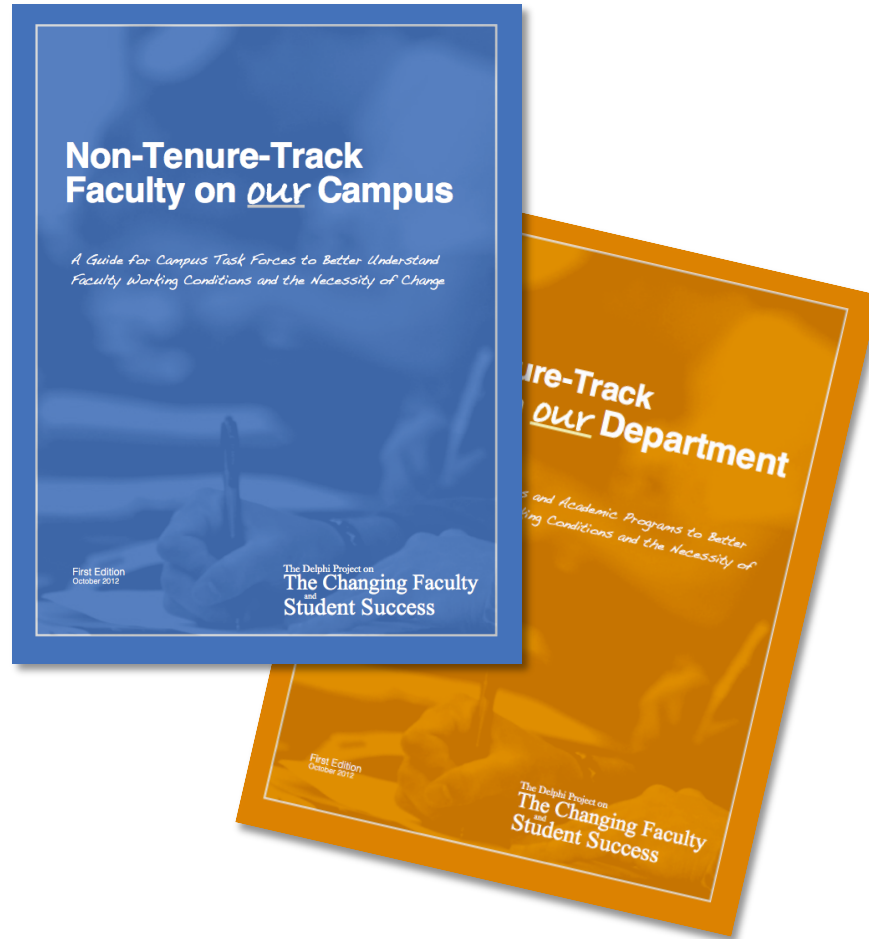


# The Delphi Project on the Changing Faculty and Student Success

- Case studies
- Campus guides to improve working environment for NTTF
- Exemplary practices based on Delphi award winners
- Data and research on NTTF
- Summaries of research
- **Visit us online at:**  
**<http://www.thechangingfaculty.org>**



# Campus and Department Guides



Helping to build a plan for change by facilitating LOCAL consideration of issues:

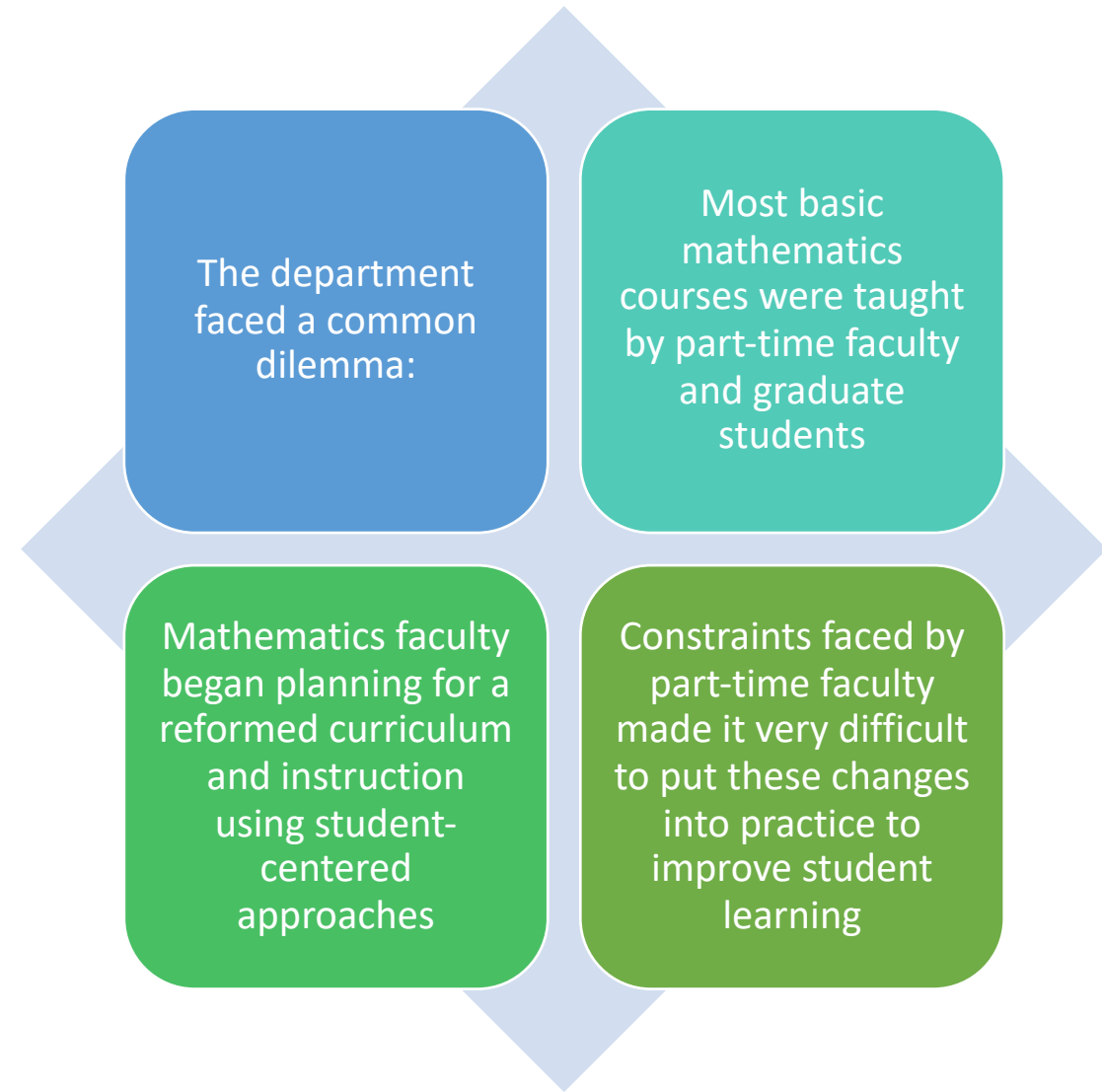
**Campus Data Collection;**  
**Hiring + Employment;**  
**Faculty Unions;**  
**Curriculum + Teaching;**  
**Professional Development;**  
**Governance;**  
**Academic Freedom;**  
**Compensation + Benefits; and,**  
**Office Space + Support.**

# The need for reform and example change

- Priming the Pump: Transforming the Structure of a Department
- by Andrew Tonge, Kent State University
- Describes changes that came about as a mathematics department—and later, an institution—realized the constraints that an unstable and marginalized instructional workforce made up of large numbers of part-time faculty and graduate student instructors created and the implications for student learning outcomes.



# An Example





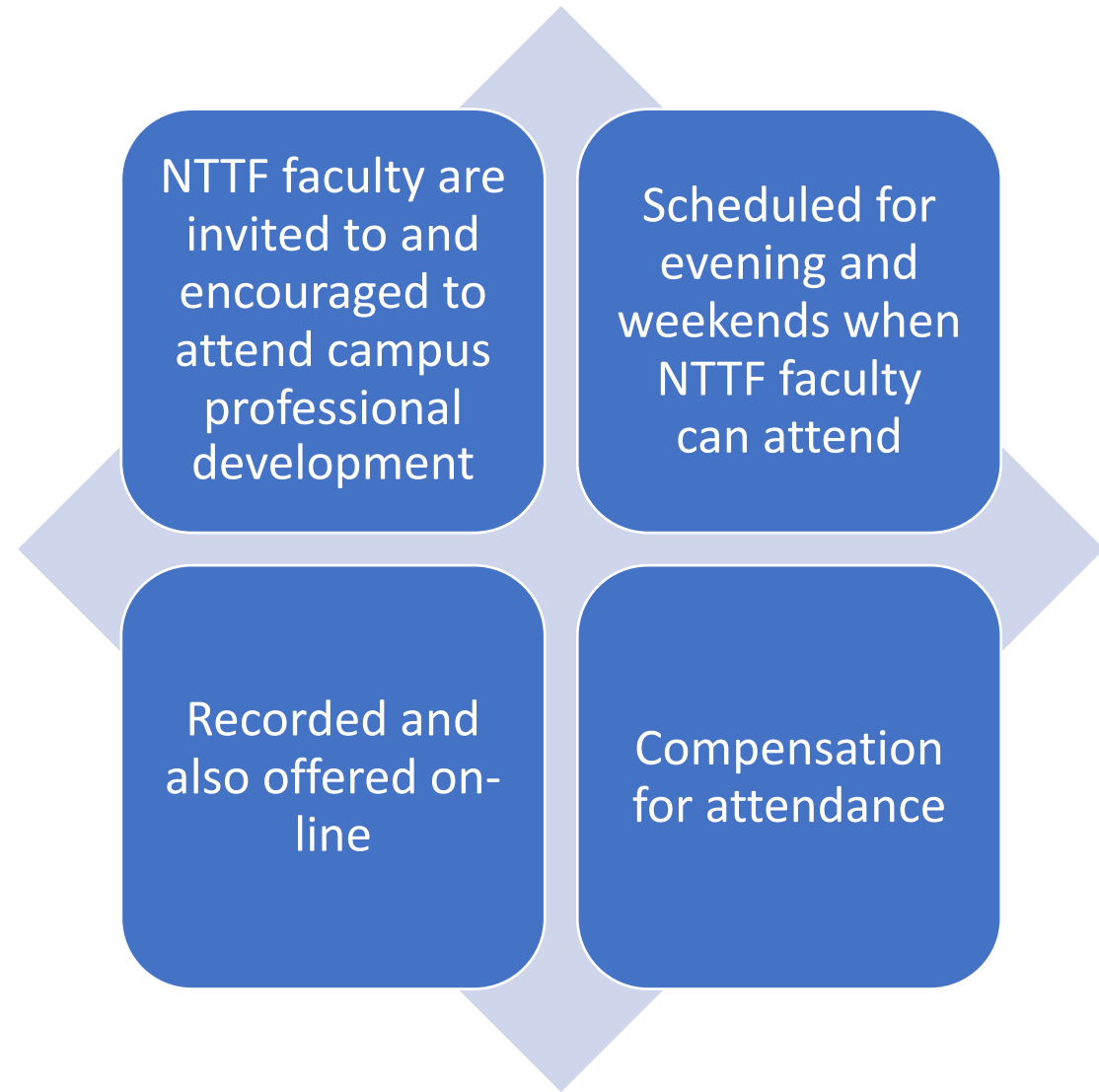
# An Example

- Awareness of problem led department to hire some of the best part-time instructors in full-time non-tenure-track positions which provided better support, better opportunities to be engaged, and began yielding noticeable results:
  - Immediate improvements in student learning outcomes
  - More involvement in department and decision-making, which tapped into their talents, fostering a strong commitment and participation in professional dev., curriculum design, scholarship, and grant-funded programs.

# An Example

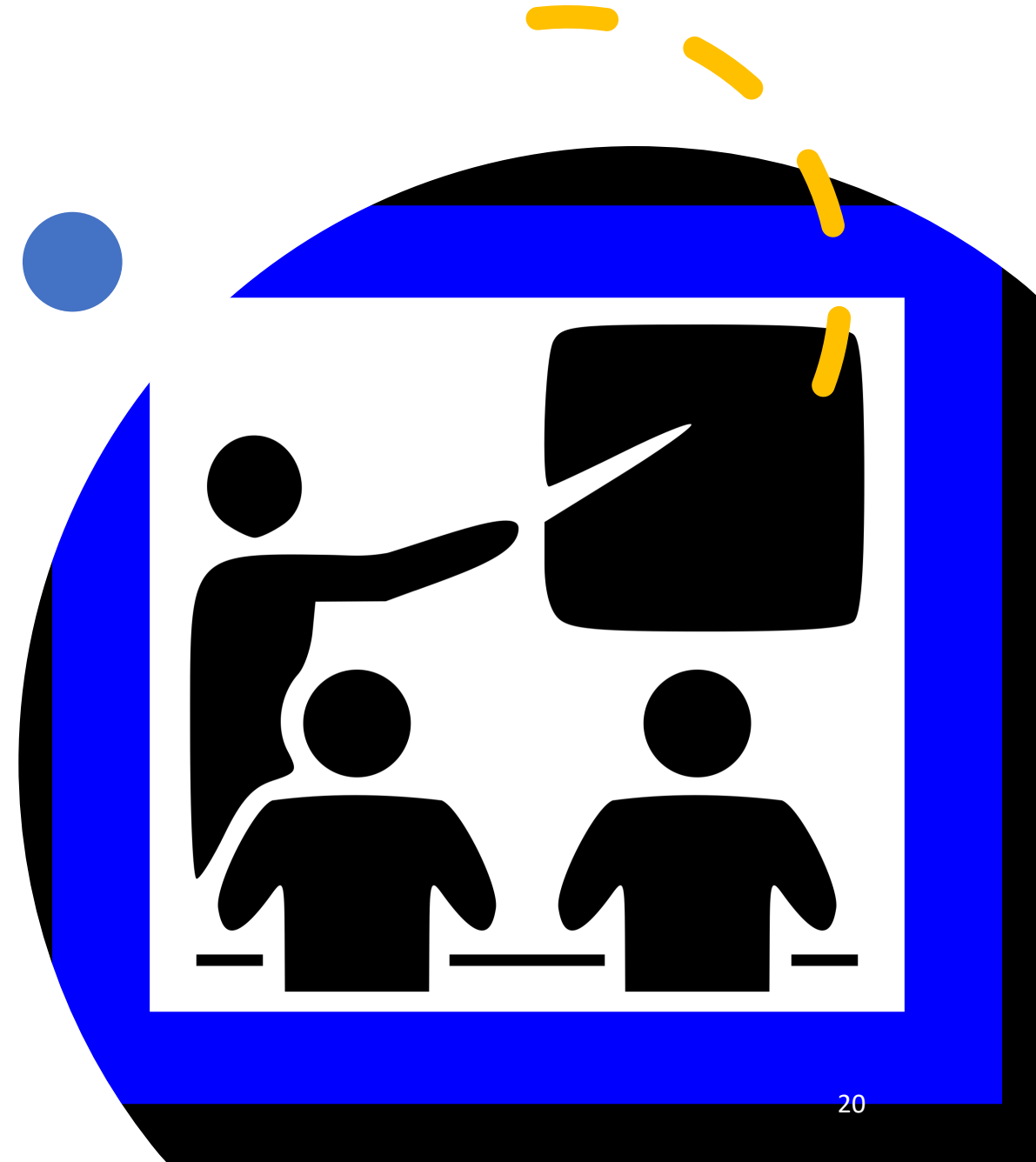
- Recognizing the improved outcomes in the math department, the institution began to extend the use of full-time NTTFs across campus as well as reconsider policies for full & PT NTTFs.
  - More completely integrated in the life and mission of the campus.
  - Have representation on and are involved with the faculty senate.
  - Recent implementation of a promotion process and professional tracks, creating new career pathways for NTTFs.

# Examples within practices – Faculty Development



# Faculty development

- NTTF faculty are included in campus awards for teaching and in seed funding to revise courses or teaching
- NTTF faculty are provided funding to go to conferences about teaching innovations

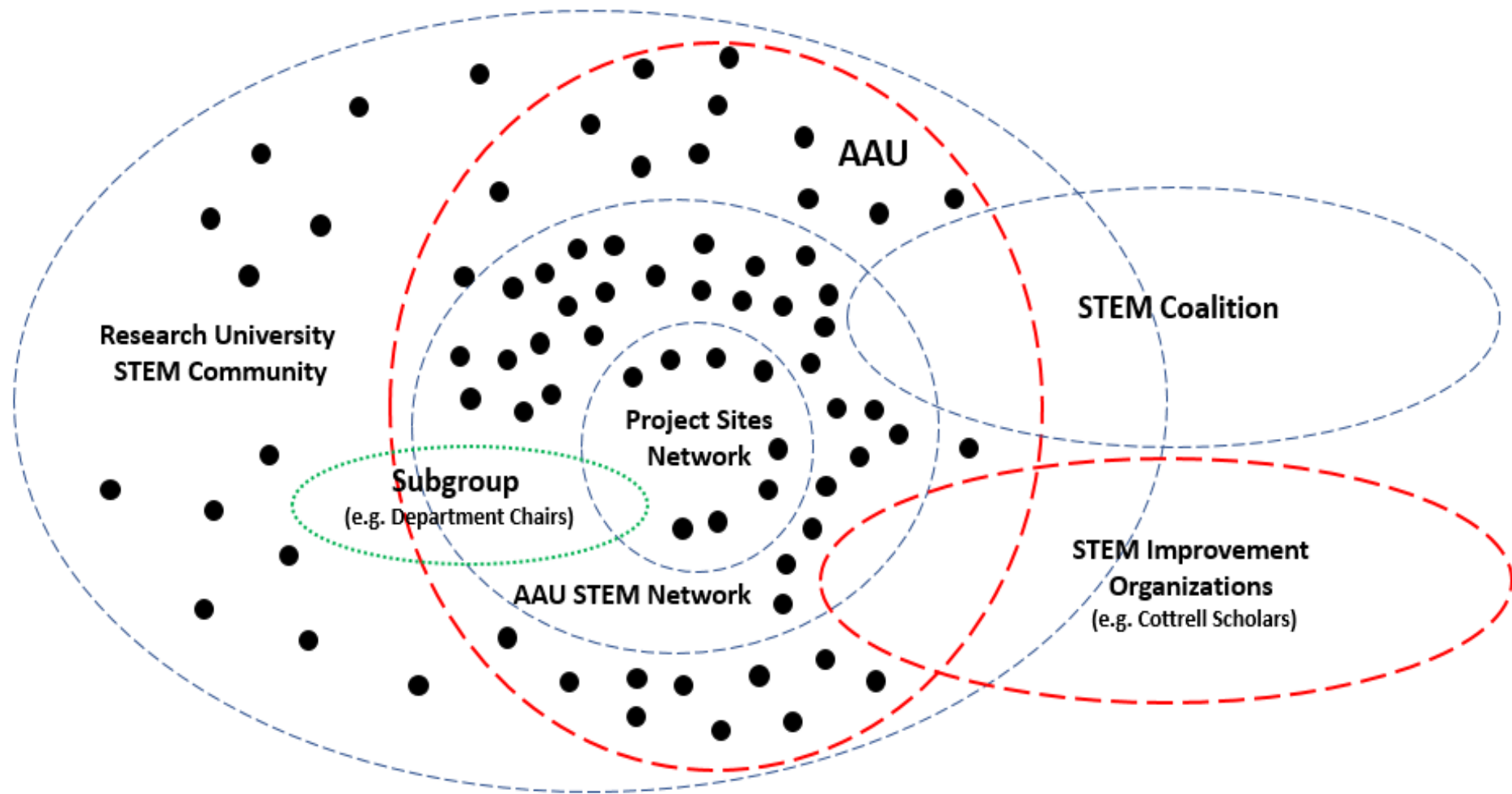




# AAU STEM Initiative

- Eight project sites, AAU network and set of extended networks focused on implementing evidence-based teaching practices
- Systemic nature of initiative -- Departmental and institutional changes; scaffolding and culture
- AAU works to understand the wider setting in which educational innovations take place — the department, the college, the university and the national level – and address the key institutional elements necessary for sustained improvement to undergraduate STEM education.

# Power of Networks



MACRO

Ex: Hybrid learning with potential to drive  
Technology Change: changes in teaching and learning  
Department of Education; State Policy or Initiatives  
Rankings

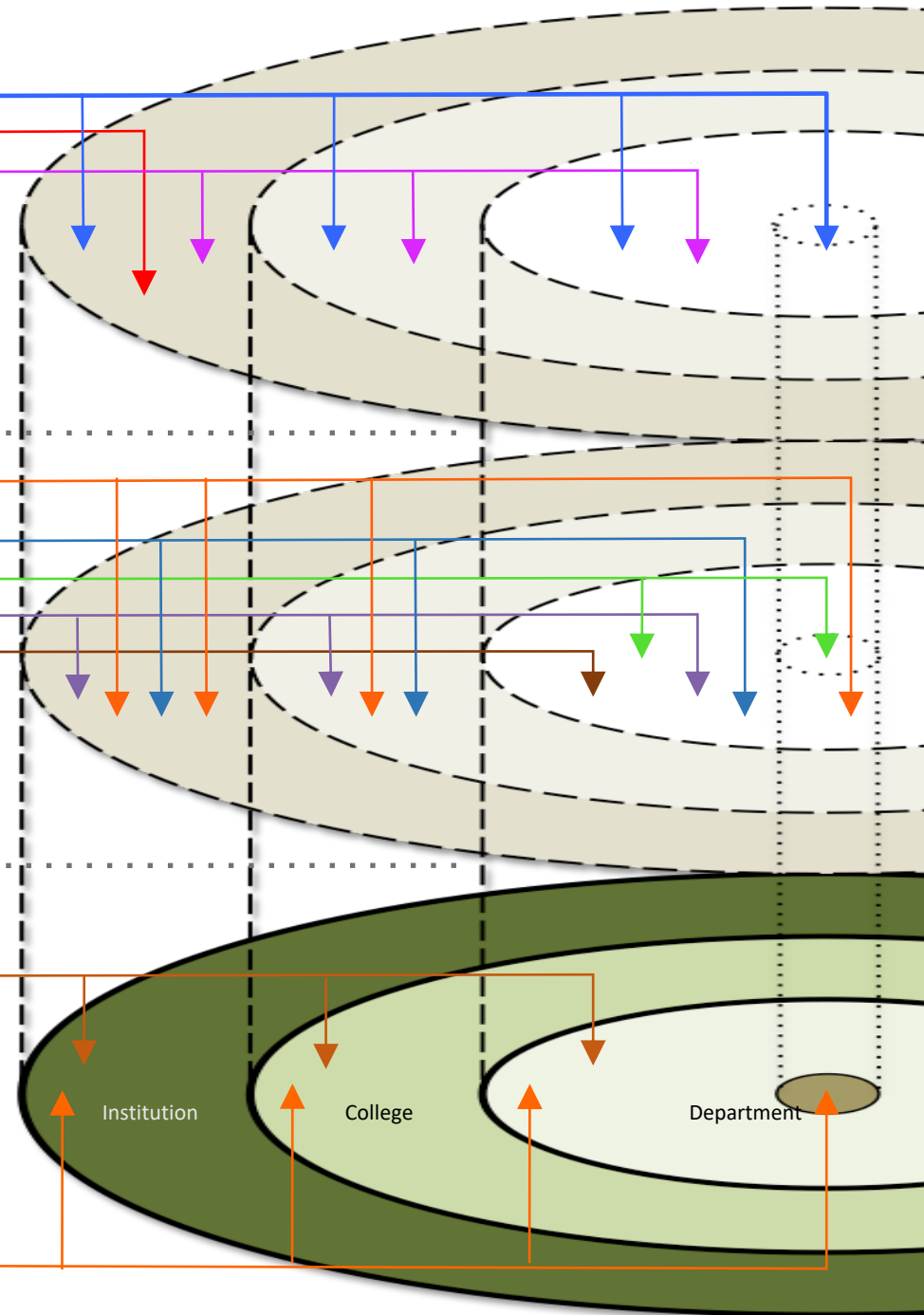
MESO

Association of American Universities STEM Initiative  
PKAL, SENCER, POGIL,  
National STEM Reform Networks: BioQuest, Spin-Up  
Disciplinary Societies  
Accreditation Agencies  
Other National Organizations: HHMI, NSF, PULSE Initiative

MICRO

Graduate Education

Communities of Practice



# CSU STEM Collaboratives

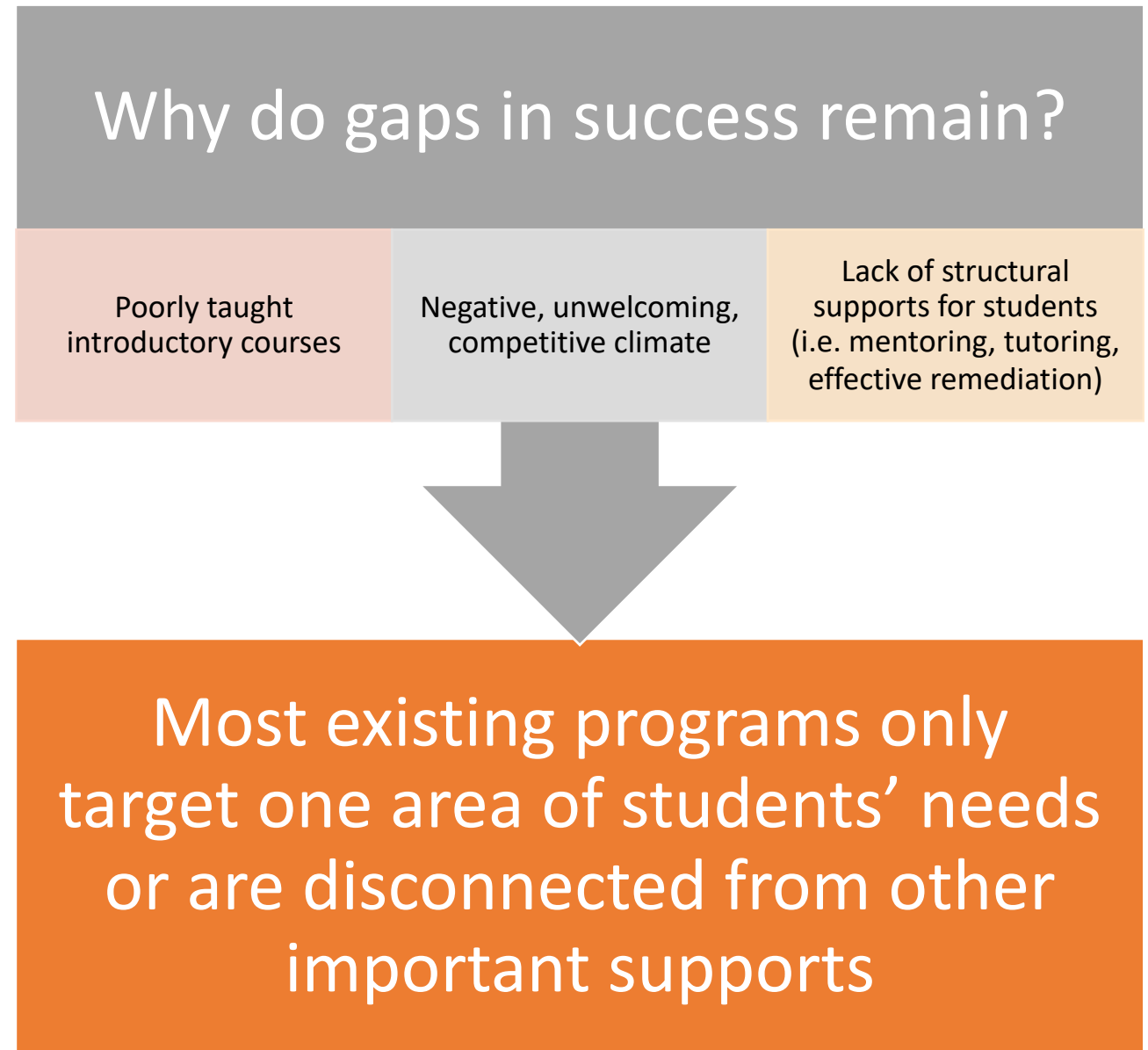
- 8 participating campuses in the California State University (CSU) system), funded by Helmsley Charitable Trust
- Campuses tasked with creating integrated program for underrepresented students in STEM that incorporates academic affairs and student affairs functions
- 3 linked high-impact practices:
  - Summer bridge
  - First-year experience
  - Redesigned introductory STEM courses
- Power of cross-campus collaboration and systems

The logo for STEM Collaboratives is displayed on a red rectangular background. The word "STEM" is written in a large, white, serif font, and the word "COLLABORATIVES" is written in a smaller, white, sans-serif font directly below it.

STEM  
COLLABORATIVES



# Barriers to Success for Underrepresented Students in STEM






# Campus Models of Success: Humboldt State Klamath Connection

- **Place-based learning community**—thematic approach around Klamath River Basin that promoted integration across interventions
- **Summer bridge**: four-day residential program, included fieldwork, science assignments and experiments all related to theme
- **FYE**: Klamath Connection learning community, linked courses and major-specific first-year seminar that combined STEM content and college knowledge content; also had peer mentors
- **Redesigned courses**: content changed to include link to Klamath River, other courses in learning community



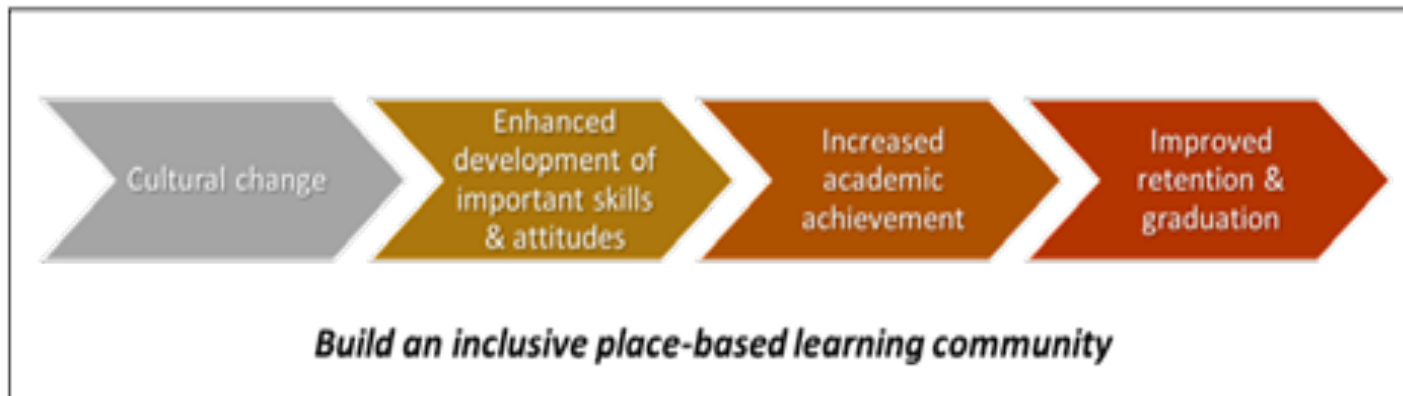


A man in a grey t-shirt is speaking to a group of students outdoors. The students are sitting on the ground, some wearing red shirts and some wearing green shirts. The background is a rocky, forested area with trees and a mountain in the distance. A large white circle is overlaid on the right side of the image, containing text and a list of bullet points.

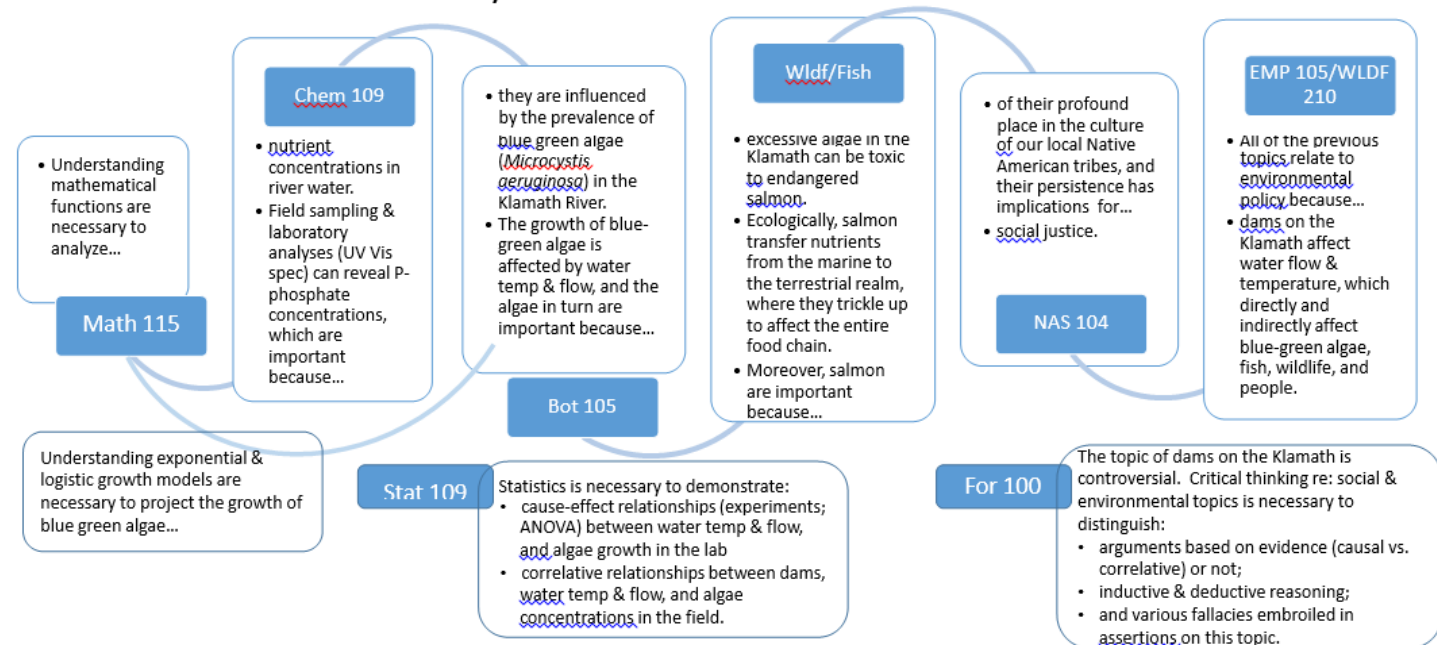
## Campus Models of Success: Humboldt State Klamath Connection

- Significant benefits for students (13% point increase in retention, higher sense of belonging)
- Major benefits for campus community, spread to other departments
- New theme-based learning communities in STEM and liberal arts, new joint projects/grants

# Logic Model: Humboldt

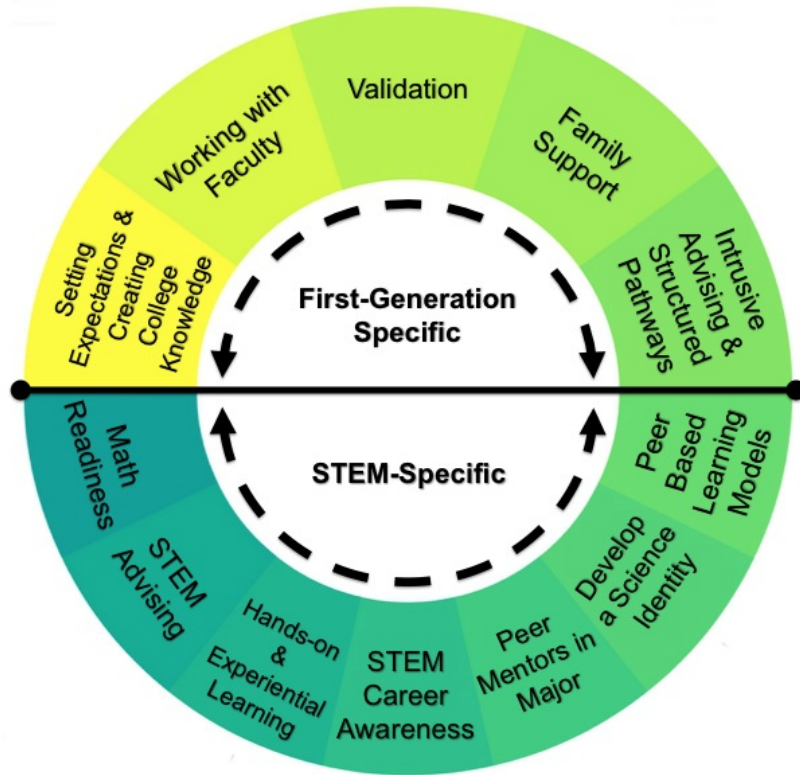


How the topic of blue green algae in the Klamath River can thread across the freshmen year curriculum.





# Elements of STEM Student Success



- Unlike most initiatives for underrepresented students in STEM, this project supported students' needs that were first-generation-specific *AND* STEM-specific
- Support in both areas is essential for success

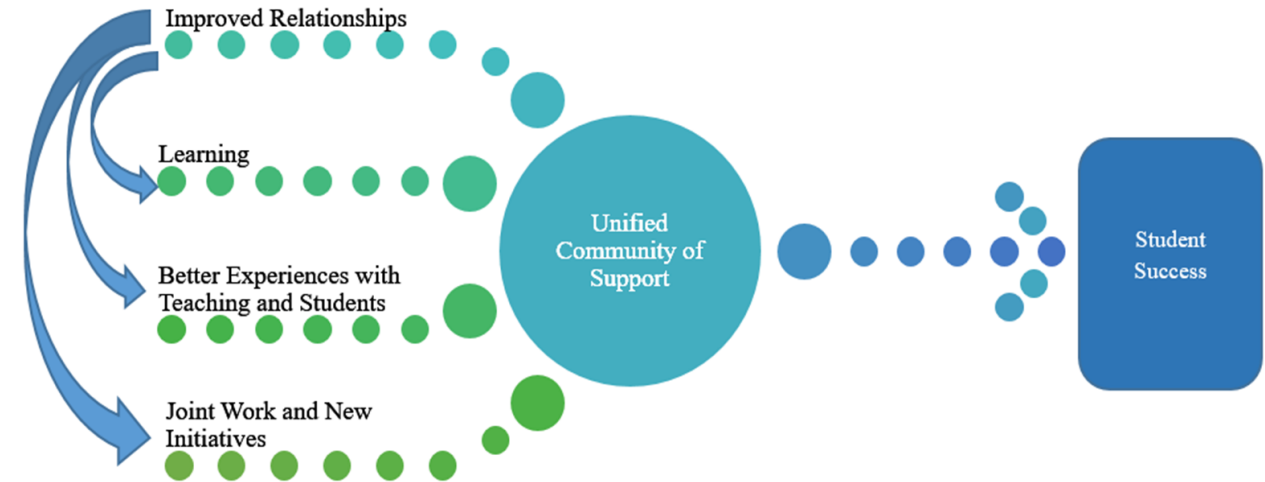
# Unified Community of Support

- *“I think one of the big values was just getting the faculty and the staff and admissions and residence life and the mentors, to kind of all be much more aware of what the others are doing and in so doing, being able to have a more unified approach. It kind of created a community amongst the faculty and staff as well. So, that was one of the big values I think.”*
- *“That group of students, that [STEM Collaboratives] cohort, now is not associated with an academic or a student support service unit. It spans multiple academic units and student support service units. So, it forces the leaders of all of those to have ownership for that community and then to speak to each other accordingly.”*



# Value for Campus Community

- Improved Relationships
- Learning
  - Other faculty work
  - Student affairs work
  - Students
  - Needed institutional supports and policies



- Better Experiences with Teaching and Students
- Joint Work and New Initiatives
- Unified Community of Support



SENCER

- **Reflection for this convening:**
  - How am I combating the Gig Academy in my work?
  - How am I supporting NTTF or gig workers on my campus or in my organization?
  - Am I using a systems approach to improve teaching? If not, how could I? What networks do I draw on or could I?
  - How am I connecting and collaborating to counter existing systems that prevent learning?
- 