For the most part, faculty roles have never been intentionally designed.

Faculty roles have shifted over the years but not thoughtfully, strategically, or in ways that are aligned with the changing nature of the higher education enterprise.
Critiques of Traditional Tenure-Track Model

- Disproportionate emphasis on conducting research and publishing downplay the importance of teaching.
- Creates lack of flexibility to hire in new fields or to account for market fluctuations.
- Limits emphasis on teaching and learning and incentives to improve and innovate teaching.

Critiques of Traditional Tenure-Track Model

- Neglects important other roles faculty can play in service, civic engagement, and local leadership.
- Some alternative models suggest that academic freedom can be protected without tenure, at least as it is conceived of today.
- Faculty who are not yet tenured, but are on the tenure track (i.e., probationary faculty) often feel constrained in their focus.

Critiques of Adjunct Faculty Model

- Inequitable compensation, access to benefits, working conditions, and involvement in the life of department and campus.
- Constraints placed on adjunct faculty have an adverse effect on student success outcomes.
- Faculty members viewed merely as tools for facilitating content delivery, important contributions of educators to student learning are downplayed to the detriment of both faculty and the students whose learning they support.
Critiques of Adjunct Faculty Model

- Lack of professional development opportunities limits access to effective pedagogies, high-impact practices, and innovative strategies to promote student learning.
- Little, if any, constructive evaluation of adjunct faculty work to assess effectiveness and provide opportunities to improve.
- Adjunct faculty members may not possess important information about academic policies and practices, programs available to students, the curriculum, or overall learning goals for their departments and institutions.

Critiques of Adjunct Faculty Model

- Lack of job security contributes to higher rates of turnover, creating a lack of stability.
- Adjunct faculty are distanced from their disciplinary roots and content knowledge by not receiving support to participate in conferences or scholarly life.
- Dependence on the adjunct model makes it more difficult for institutions to meet their broader goals related to service, community engagement, leadership, and public good.

Poll question

- Is your campus talking about challenges of existing faculty models?
Adapting by Design

Calls for an intentional, collaborative, and inclusive discussion about new faculty models. The backward design process—which involves identifying the desired outcomes, examining the current faculty model, and developing a plan for redesigning the faculty—presents a method for considering what the faculty ought to look like in order for an institution to address its various stakeholder priorities and the important aspects of its mission.

Backwards Design Process

Layers to Consider in Redesign Process
Core Features of Professionalism in All Faculty Roles

1. Promoting equity among academic appointments
2. Vigorously protecting academic freedom
3. Ensuring flexibility in appointments
4. Fostering professional growth
5. Promoting collegiality or a greater sense of community
   - All features predicated on respect

Institutional Mission & Needs

- Institutional factors that play into redesign of the faculty model and role:
  - Mission and vision statements
  - Values
  - Culture
  - Size and composition of faculty and enrollments
  - Budgets

Stakeholder Input & Accountability

- Multiple stakeholders, both internal and external, should be involved in redesigning faculty role
- Students, faculty members, administrators, policymakers, community leaders, accreditors, and trustees should all have a role in the process
- Input from a broad range of stakeholders will help keep institutions accountable for outcomes
Considerations from the Higher Education Landscape

<table>
<thead>
<tr>
<th>Faculty Retirements</th>
<th>New Generation of Faculty</th>
<th>Graduate Preparation</th>
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<td>Continuing Faculty Development</td>
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<td>Economic Uncertainty</td>
<td>Technology</td>
<td>Increasing Competition</td>
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</table>

Potential Models

- **Teaching-only tenure-track model**: faculty hired for teaching positions with no research requirements, eligible for tenure based on review of their teaching.
- **Medical school model**: research, education, and clinical tracks with equal status.
- **Creativity contracts**: faculty work with department chairs to set professional goals for 3-5 year time periods, can shift over the course of their careers.
- **Shared faculty consortium arrangements**: multiple colleges jointly hire full-time faculty members.

Teaching-Only Tenure-Track Model

- Faculty hired full-time to focus on teaching, with no expectation of research responsibilities (though typically some expectation of service).
- Experiments with this model at UC through their Lecturer with Security of Employment (LSOE) model.
- Eligible for tenure (or “security of employment” at UC) after a certain period of years.
- Tenure eligibility is based on evaluation of teaching effectiveness.
- Participation in governance activities.
Medical School Model

- Multiple complex missions of medical schools and volatility in the health care market have led medical schools to rethink their faculty roles and structures
- Three tracks: research, education, and clinical
- Contracts specify primary responsibilities in one of the three tracks, though there may be some crossover
- Tracks afforded equal status and equitable working conditions, access to governance and voting rights
- Mostly non-tenure-track, the few tenure-track positions typically reserved for research faculty to preserve academic freedom

Creativity Contracts

- Based on Boyer (1990)
- Faculty typically hired on 3-5 year contracts
- Contracts developed in consultation with department chairs and specify expectations and goals for faculty work during that period
- Allows for a broad and flexible range of scholarly activities over the course of faculty careers
- For example, a contract could specify 3 years of traditional research activity, 1 year of broad literature review and textbook writing, and 1 year of focus on teaching

Shared Faculty Consortium Arrangements

- Multiple neighboring institutions jointly hire full-time faculty members to provide instruction at multiple institutions,
- Each professor has a home institution, where they teach several courses, have office hours and receive evaluations for contract renewal or tenure
- Also teach one course per semester at other consortium institution, have access to all resources and facilities
- Provides greater job security for faculty and flexibility for colleges
- Example: Five Colleges Consortium in New England
Additional Experiments from the Field

- **Evergreen State College**
  - Collaborative teaching model, focus on interdisciplinarity
  - Extensive professional development for faculty and opportunities to work with colleagues across campus
  - No tenure track model ever in place

- **Rio Salado College**
  - Online college with primarily part-time faculty
  - Only 25 full-time faculty, one in each discipline/field, who provide curriculum leadership and support for managing part-time faculty
  - Unbundling of classroom technology, advising, assessment, course development, and teaching
  - Emphasis on collaboration across various units

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Poll

- Is your campus having conversations about ways to innovate or change existing faculty models?

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Poll

- Do such conversations include HR professionals?
Professoriate Reconsidered

• Survey of over 1500 stakeholders in higher education, including faculty of all ranks, campus administrators (deans & provosts), policymakers, trustees, and accreditors in 2014-2015
• Goal was to get key stakeholders to envision future faculty models and see if there were areas of consensus around a more effective model
• Questions in 8 areas: faculty pathways; contracts; unbundling of faculty roles; status in the academic community; faculty development, promotion, and evaluation; flexibility; collaboration and community engagement; and public good roles

Broad Consensus

• General agreement on the attractiveness of many ideas presented in the survey
• Strongest agreement on issues related to restoring professionalism of faculty
• No major differences among faculty members in unions
• Concerns about feasibility

Consensus on Restoring Professionalism to Faculty Role

• Almost uniform agreement among all stakeholders in our survey on the attractiveness of items related to professionalism:
  ○ Academic freedom
  ○ Equitable compensation and access to benefits
  ○ Involvement in shared governance
  ○ Access to resources needed to conduct their role
  ○ Opportunities for promotion
  ○ Clearly defined expectations and evaluation criteria
  ○ Clear notification of contract renewal as well as grievance processes
  ○ Continuous professional development
### Other Areas of Consensus

- Increasing number of full-time faculty
- Creating teaching-only tenure-track positions
- Reducing reliance on part-time faculty
- Ensuring some sort of scholarly component in all faculty roles
- Fostering more collaboration among faculty
- Revising incentives and reward structures
- Allowing some differentiation of roles focused on teaching and research and developing a broader view of scholarship such as that from Ernest Boyer's *Scholarship Reconsidered*
- Allowing more flexibility to stop the tenure clock for family or personal needs

### Feasibility Issues

- Despite broad agreement on the attractiveness of many proposals, many stakeholders had concerns about the feasibility of making several of these changes

### Feasibility Issues

- Several feasibility “gaps,” where there were high levels of agreement but low perceptions of feasibility
  - Creativity contracts
  - Boyer model
  - Consortium agreements
  - Flexible work arrangements
- Concerns cited in open-ended comments mostly around budgets or logistical complexity
Some key areas of disagreement to navigate carefully:
- Phasing out vs. maintaining tenure
- Terminated tenure appointments
- Associating differentiated faculty roles with particular institutional types
- Having faculty more closely align their work to departmental and institutional needs
Participants will take an inventory of faculty composition, policies, and the perspectives of faculty members to facilitate a critical examination of the current faculty models.

27 Stage Three: Develop a Plan for Redesigning the Faculty
Participants will draw upon the extensive knowledge generated in the earlier two stages to begin designing new faculty models. Although this stage is rooted in data and perspectives cultivated in earlier sections, participants will be asked to look beyond the current conditions to design new models that help the institution to meet its objectives effectively and in a sustainable manner in the future.

48 Concluding Thoughts: What Comes Next?
We provide some brief recommendations that will help you to continue the process supported by this toolkit to the eventual implementation of new faculty models.

TOOLKIT TABLE OF CONTENTS (cont')

Organize the process

- Campus task force
- Joint union and administrative task force
- Coordinated committee
- Grassroots approach
Adapting by Design TOOLKIT

BEFORE YOU GET STARTED

Individual and Group Reflection on Purpose and Goals

Take a moment to jot down any reactions you have to the following questions, preferably individually, before you convene to begin working through these materials as a group. The group might also begin its discussion with these same questions to identify some common ground to guide the process.

1. What are your reasons for initiating an examination and potential redesign of your faculty models? Why do you believe initiating this process is important?
2. What sorts of needs are you trying to satisfy? What sorts of problems are you trying to solve?
3. What are the positive attributes of the current faculty models that you wish to preserve?

Questions?

- New models?
- Process to engage in developing new models?
- Resources to develop new faculty models?

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Thank You!

"Creating Conversations Around New Faculty Models"

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