April 2014

The Delphi Project on the Changing Faculty and Student Success

Daniel Maxey
University of Southern California

Follow this and additional works at: http://thekeep.eiu.edu/jcba

Part of the Higher Education Commons, and the Labor Relations Commons

Recommended Citation
Available at: http://thekeep.eiu.edu/jcba/vol0/iss9/3

This Proceedings Material is brought to you for free and open access by The Keep. It has been accepted for inclusion in Journal of Collective Bargaining in the Academy by an authorized editor of The Keep. For more information, please contact tabruns@eiu.edu.
THE DELPHI PROJECT
on the CHANGING FACULTY
AND STUDENT SUCCESS

Ensuring a High-Quality Environment for Teaching and Learning on Our Campuses
Composition of Instructional Faculty Among Nonprofit Institutions*

- 79.3% Full-Time NTTF
- 51.2% Tenured or Tenure-Track
- 17.5% Part-Time NTTF
- 19.2% Full-Time Non-NTTF

2011 Figures from NCES IPEDS Data

* Excludes graduate students responsible for providing instruction.
National Faculty Trends

Composition of Instructional Faculty Among Nonprofit Institutions*

- Public Research
  - Tenured/Tenure Track: 26.7%
  - Full-Time Non-Tenure-Track: 48.9%
  - Part-Time Non-Tenure-Track: 24.4%
- Public Comprehensive
  - Tenured/Tenure Track: 45.8%
  - Full-Time Non-Tenure-Track: 42.8%
  - Part-Time Non-Tenure-Track: 11.4%
- Public Two-Year
  - Tenured/Tenure Track: 68.7%
  - Full-Time Non-Tenure-Track: 17.5%
  - Part-Time Non-Tenure-Track: 13.8%

- Private, Non-Profit Research
  - Tenured/Tenure Track: 40.2%
  - Full-Time Non-Tenure-Track: 37.1%
  - Part-Time Non-Tenure-Track: 22.7%
- Private, Non-Profit Comprehensive
  - Tenured/Tenure Track: 53.0%
  - Full-Time Non-Tenure-Track: 29.5%
  - Part-Time Non-Tenure-Track: 17.5%
- Private, Non-Profit Two-Year
  - Tenured/Tenure Track: 52.5%
  - Full-Time Non-Tenure-Track: 39.2%
  - Part-Time Non-Tenure-Track: 8.3%

2009 NCES IPEDS Data

* Excludes graduate students responsible for providing instruction.
The following are examples of policies and practices affecting non-tenure-track faculty on many campuses:

Decentralized and unsystematic hiring processes;

A lack of job security, short contracts, last minute hiring, and little commitment to rehiring – all of which result in constant turnover;

Little or no access to orientation, professional development, or mentoring;

Typically, no formal evaluation – or at best, a very narrow evaluation;

Limited opportunities for faculty-student interaction;
Examples of policies and practices (continued):

Little or no means for participating in curriculum development, department meetings and planning, or campus governance – where they could potentially contribute to creating changes to improve the work environment;

Limited access to instructional resources, staff support, and office space;

They are often only compensated for class time, but not office hours, meetings, or time spent preparing for class, meeting with students, or attending professional development; and,

Support services and development opportunities are often offered at times when they are unable to participate.
The working conditions of adjuncts may constrain how they can provide instruction and support to students. Research suggests growing reliance on adjuncts contributes to:

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.

The Delphi Project was initiated to support a better understanding of:

Factors that led to a majority of faculty being hired off tenure track;

The impact of these circumstances on teaching and learning; and

Potential strategies for addressing issues of rising contingency together.

www.thechangingfaculty.org
**Delphi Project Partners**

| Partners have included representatives from:                        |  |
|---------------------------------------------------------------------|  |
| Non-Tenure-Track Faculty                                             | Faculty Unions |
| Presidents and State/System Heads                                   | Governing Boards |
| Deans                                                               | Disciplinary Societies |
| Accreditation Organizations                                         | Regional Consortia |
| Human Resources                                                     | Budget Officers    |
| Researchers of Faculty Issues                                      | Higher Education Organizations |
The reasons for change are complex, but solutions include helping all stakeholders to be more knowledgeable and involved in solutions. There is a need for leadership, greater accountability, and more data, tools, and resources.

Visit us online at:
http://www.thechangingfaculty.org
Framing Discussions for Change

Research by the Delphi Project involving a wide range of higher education stakeholder groups suggests two resonant themes for framing discussions to promote change:

**Student Success:** Shared concerns that student success is undermined by NTTF policies and practices (e.g., last minute hiring, limited faculty-student interaction).

NTTFs are not to blame, rather poor working conditions and a lack of support constrain how they are able to provide a high-quality educational experience for their students.
Research by the Delphi Project involving a wide range of higher education stakeholder groups suggests two resonant themes for framing discussions to promote change:

**Future of Faculty Work:** There is apprehension about how rising numbers of NTTFs have already begun to change the nature of faculty work.

There are limits on NTTF involvement in campus community; Degradation of the profession; Erosion of tenure and academic freedom; and, unattractiveness of faculty work that may turn bright scholars away from pursuing PhD’s and academic jobs.
Delphi Project Resources

**Discussion Guides**: Facilitates local discussions to expose challenges and promote change at the campus and department level.

**The Imperative for Change**: Explains rationale for change related to student learning, equity, and risk management.

**Dispelling the Myths**: Outlines changes to improve support for NTTFs and their potential costs; strategies.

**The Path to Change and Example Practices Library**: Brief case studies explaining change processes and practices.

**AND MUCH MORE** at www.thechangingfaculty.org!
Thank you!

Visit the Delphi Project online at
http://www.thechangingfaculty.org

danielbm@usc.edu