The Delphi Project on the Changing Faculty and Student Success

Adrianna Kezar
Professor
University of Southern California

Daniel Scott
Dean’s Fellow in Urban Education Policy
University of Southern California
Overview of the Delphi Project

While the faculty have changed, few institutions have made changes to policies and practices to support NTTFs or have done so in limited and unsystemic ways.

The project, in partnership with AAC&U brings key stakeholders together for discussion and provide resources for action and change. Funding has been provided by the Teagle, Spencer, and Carnegie foundations.

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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.
Conditions Affecting student learning
The Imperative for Change

The Student Learning Imperative
Effects on graduation, transfer, and retention rates; obstacles for use of high impact practices, etc.

The Equity Imperative
Inequitable salary and benefits; limited opportunities for participation in governance and professional development; lack of job security, etc.

The Risk Management Imperative
Fair employment and Affirmative Action; potential for FERPA violations; misclassification of employees and disparate impact implications; workplace harassment and bullying; rehiring and due process, etc.

Can be shared within and across campuses to start a conversation and build understanding for the need to make changes. Also helps to address hesitancy to allocate money to change by describing the risks associated with inaction.

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Summary and Data Documents

Background data on changes in the composition of the faculty; summaries of research and data on the impact of the changing faculty on student learning

Resources addressing practices and policies that limit (or could facilitate) efforts to improve NTTF effectiveness

Summaries of research on student outcomes and how policies and practices have an adverse effect on student outcomes

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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.

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Resources to Help Redesign Faculty Roles

- The Adapting by Design report goes into more detail on many of the ideas we discuss, and its accompanying Toolkit provides a practical guide for institutional leaders interested in taking concrete steps to redesign faculty roles on their campus.


The Delphi Award

- Purpose: To recognize, celebrate, and support groups who have made substantive changes at their campuses to support NTTFs.

- Two $15,000 cash awards presented every year, one for a 2-year institution and one for a 4-year institution. Generously supported by the Teagle Foundation

- Application cycle: February 15 through July 15.

- Groups submit applications that highlight the changes made at their respective institutions.

- Some winning criteria: Designed in collaboration with NTTFs, support NTTFs in supporting students and engaging in scholarly pursuits, changes are being institutionalized and sustained into future, and are replicable on other campuses.

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Harper College

• 2-year winner
• Comprehensive CC in Palatine, IL.
• Redesigned teaching evaluations.
• Feedback from faculty: old evaluation system was not helpful.
• Centered around principles of inclusiveness, intentionality, and integration.
• Developed w/ union during collective bargaining.
• Improved professional development options:
  – Goal-based self-evaluation
  – Reverse peer observation
  – Traditional classroom observation
CSU Dominguez Hills

- 4-year winner
- Public university in Carson, CA.
- Increased compensation and benefits, professional development, shared governance to support a culture of learning.
- Centered around principles of equity, transparency, and communication.
- Developed w/ union during collective bargaining.
• Analyzed salaries, increased pay for NTTFs

• Professionalization:
  – Counseling faculty newly eligible for sabbaticals
  – NTTFs eligible for funding to pursue scholarly activities
  – NTTFs promotion process formalized to advance to multi-year contracts
  – Outstanding lecturer awards for exceptional NTTFs
  – Dedicated positions on academic senate for NTTFs
  – NTTFs compensated for university service in governance and on task forces
Introducing Our Panel

- Pre-panel activity
- Post panel activity
Thank you.

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