DELPHI SURVEY I

Instructions:
This open-ended qualitative survey will take approximately three hours to fill out. The intent is for you to reflect carefully on the questions and provide detailed responses that can inform our deliberations. Some questions will ask for you to rate or prioritize issues and are less time intensive.

Please provide your responses in the boxes provided. The boxes will expand as you enter your responses, so use as much space as you need.

This first survey is longer than the second, which will take approximately 45 minutes.

Purpose of first survey:

Section I: To expose ideas about current and idealized models of faculty work;
Section II: To create a better understanding about the reasons for the rise in non-tenure track faculty (NTTF) and which issues need to be taken into account as recommendations are developed;
Section III: To register the most significant concerns and advantages related to NTTF in today’s current context;
Section IV: To examine NTTF in connection with the broader environment and other public policy concerns that might relate to NTTF; and
Section V: To provide you an open forum to address items you have not been asked to respond to in earlier sections of the survey.

Throughout the survey that follows, you will be asked and reminded to be attentive to any significant differences by sector or discipline or type of NTTF (part-time/fulltime; retired, second job, aspiring academic, specialist/professional with a full-time job). These issues are complex and vary by sector, type of NTTF, and field and we want your responses to capture all these various differences. If any questions are confusing, please feel free to email me for clarity at: kezar@usc.edu.

Please take time to really think through questions. Perhaps fill out the survey and return to it after a few days of reflection. Lastly, if there are questions you want to make sure are asked of all members of the project, feel free to email your ideas for the second survey to me at the address provided above.
Section I. Models of faculty work

1. If we could start from scratch, how would you design the ideal role of faculty members? How would your model differ by institutional type or academic discipline, if at all?

   You may speak to any roles – such as teaching, research, and service – or rethink faculty roles in a completely new form. In this first question, we ask you to be as open-minded as possible in thinking about faculty work and unconstrained by issues of feasibility and practicality.

2. To what extent do you believe the possibility of creating the ideal faculty member you just described is affected by the current social, political, and economic contexts? Please address all three contexts in your response.

3. Are there existing models and ideas – either from within education or borrowed from outside models of work or employment; with or without collective bargaining – that we can draw on for envisaging a new professoriate (if you see a new model as necessary)? If so, please describe them.

4. Are there any essential principles (e.g. academic freedom, faculty governance) that you believe are necessary for a future faculty model? Please list them below.

5. Do you think the current three-tiered system of tenured/tenure-track and part- and full-time non-tenure track faculty is working? If the system is working, explain its most positive attributes. If it is not working, what is it lacking and what are the most significant problems?

   Please consider bargaining units within this system as may be appropriate to your experience.
As a reminder: In the questions above, please note any significant differences by sector or discipline or type of NTTF (part-time/fulltime; retired, second job, aspiring academic, specialist).

Section II. History and context
Most sources agree that the rise in NTTF to current levels was not intentional, part of any campus plan, or the result of strategic efforts to enhance learning, but rather the result of administrators responding to a set of largely external forces emerging over many years. Several issues have been attributed to the rise of NTTF that may need to be taken into consideration as we address the rise of NTTF and shift in faculty:

A. The massification of higher education – wherein the percentage of the population attending post-secondary education has risen from 10% to over 50%;
B. The dwindling provision of existing resources – especially state funding;
C. The rise in calls for accountability and criticisms of tenure; and
D. The corporatization of higher education.

These factors are most commonly cited, but an assortment of other issues have also been mentioned in research – desire of campus to grow new fields, support for new PhDs as labor market collapsed, overproduction of PhDs, rise in enrollments when decreasing enrollments were predicted, etc.

6. What do you consider are the main reasons for the rise of non-tenure track faculty?


7. Have the major factors driving the increases in NTTF changed over the years? If yes, please briefly describe how.


8. Which issues below do you believe are most significant as academe addresses the rise of NTTF?

Using the following scale, please rate each issue below:
- Very significant issue
- Somewhat significant issue
- Not an issue
A. Limited state budget.
   Rating:

B. Campus use of corporate management tools, such as responsibility centered budgeting.
   Rating:

C. Federal and state mandates to increase the number of college graduates without increases in funding.
   Rating:

D. Public perception that faculty time is not used effectively and calls for greater accountability.
   Rating:

E. Lack of public support for tenure.
   Rating:

F. Rise of for-profits with the ability to offer degrees less expensively than not-for profit options.
   Rating:

G. Public concerns about rising costs of college.
   Rating:

H. Lack of accreditation standards.
   Rating:

I. Campus leaders focused on revenue generation and campus prestige rather than student learning.
   Rating:

J. Over-production of PhDs.
   Rating:

Which of the above choices do you believe presents the most significant challenge as academe addresses the rise of NTTF? Please select one.

Do you have specific ideas about how any of the ideas above should be addressed?
9. Scholars have suggested there are several reasons why discussions about the rise of NTTF and support for NTTF do not take place and varying solutions have not been explored. How significantly do you believe each of the following factors have contributed to a lack of discussion about NTTF?

Using the following scale, please rate each issue below.

- Very significant issue
- Somewhat significant issue
- Not an issue

**Administration and Structural issues:**

A. President and provost have become focused increasingly on external issues and constituencies and no one is paying attention to faculty.
   
   **Rating:**

B. Campus leaders do not receive (or request) data or information about the performance, support, and trends of NTTF and remain largely unaware of their presence, as a result.

   **Rating:**

C. Decision-making is decentralized to deans and department chairs – departments chairs rotate in and out and, while they are responsible for hiring trends, they are not accountable long-term.

   **Rating:**

D. Lack of policies that place restrictions on number of non-tenure track faculty that can be hired.

   **Rating:**

E. There are no accountability mechanisms related to faculty or faculty support.

   **Rating:**

F. Campuses are not developing or addressing proposals (e.g. reduce staff outside key areas, cut number of electives, increase class sizes, offer fewer programs) that might cut costs to allow for different hiring trends or support of NTTF.

   **Rating:**

G. There are no incentives for campuses to change the current status quo.

   **Rating:**

**Human resource/professional development:**
H. Department chairs lack training for their roles and have significant responsibility for these issues.

Rating: 

I. Human resources is largely left out of hiring and support of faculty on campuses and hiring is decentralized to departments and divisions.

Rating: 

J. Campus leaders do not understand the needs of NTTF and potential support that should be provided to them.

Rating: 

Culture and values

K. Bias or negative stereotypes of NTTF exist that prevent consideration of their professional well-being.

Rating: 

L. Administrations fear tenured/tenure-track faculty response to rising number of NTTFs, so they ignore the issue of creating better working conditions.

Rating: 

M. There is apathy among tenured/tenure-track faculty about NTTF.

Rating: 

N. There is apathy among tenured/tenure-track about supporting student learning - partly as a result of the rewards system.

Rating: 

Outside influences

O. The public is unaware of the growth of NTTF and their working conditions and does not know the difference between a NTTF and tenured/tenure-track faculty member.

Rating: 

P. The public does not see a connection between faculty and student learning so they place no pressure on institutions to address the issue.

Rating: 

Q. State policymakers do not see a connection between faculty and student learning so they place no pressure on institutions to address the issue.

Rating: 

Other
Reasons are multiple and complex, but ultimately are not connected to solutions.

*Rating:*

Other reasons that affect lack of dialogue about hiring and support not included in the choices above?

*Which of the above factors do you believe has most significantly contributed to a lack of discussion about NTTF? Please select one.*

*Thinking of this list as a whole, which issues need to be addressed? How can they be addressed?*

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**Section III. Assessing the current context**

10. To what extent are the following key issues or challenges impacted by the rise in NTTFs when systemic support is absent?

*Using the following scale, please rate the degree to which each of the following is impacted by the rise in NTTF.*

- Very significantly impacted
- Somewhat significantly impacted
- Not impacted

A. Student learning and outcomes.

*Rating:*

B. Ability for faculty to be involved in high impact practices (e.g., service learning) that increase student learning.

*Rating:*

C. Dropout among low-income, first generation college students.

*Rating:*

D. Quality of instruction.

*Rating:*
E. Bright individuals will stop entering professoriate as it degrades as a profession.
   Rating: 

F. Lack of stability and on-going faculty for programs.
   Rating: 

G. Institutional memory (e.g. program and curriculum goals).
   Rating: 

H. Student access to faculty outside classroom (e.g. clubs, talks, informal interaction).
   Rating: 

I. Student access to faculty for advising and office hours.
   Rating: 

J. Involvement in governance and institutional affairs that leads to less inclusive and potentially less informed decision-making.
   Rating: 

K. Loss of collegiality among faculty.
   Rating: 

L. Loss of academic freedom.
   Rating: 

M. Loss of morale.
   Rating: 

N. Loss of research, knowledge production or innovation.
   Rating: 

O. Lack of equity or abusive employment system.
   Rating: 

P. Affirmative action policies are often not followed in hiring.
   Rating: 

Q. Other?

Which issue or challenge above do you believe is most significantly impacted by the rise in NTTFs when systemic support is absent? Please select one.
11. To what extent do you feel each of the following issues related to faculty is in need of being addressed?

*Using the following scale, please rate each issue below:*  
Very significant need of being addressed  
Somewhat significant need of being addressed  
No need to be addressed

A. Establishing a ratio of tenured/tenure track faculty to non-tenure track faculty to meet institutional goals.  
*Rating:*  

B. Developing a plan or system to convert some NTTF positions to tenure track.  
*Rating:*  

C. Modify tenure in ways that make it more politically amenable to policymakers and external stakeholders.  
*Rating:*  

D. Professionalizing non-tenure track faculty (e.g. provide systematic professional development, orientation, etc.).  
*Rating:*  

E. Creating a better human resources system including evaluation, performance measures and standards, and support among all faculty.  
*Rating:*  

F. Creating a new (yet to exist) model of faculty that fits today’s environment of a massified higher education system with new technologies, growing number of institutional types, and changing student demographics.  
*Rating:*  

G. Overproduction of PhDs.  
*Rating:*  

H. State commissions and inquiry into faculty profiles and roles.  
*Rating:*  

I. Encourage unionization.  
*Rating:*
J. Better information systems because solutions will differ so much by institution and mission.
   Rating: 

K. Other?

Which issue or challenge above do you believe is in most significant need of being addressed? Please select one.

12. To what extent do each of the following issues specifically related to non-tenure track faculty need to be addressed?

Using the following scale, please rate each issue below.
   Very significant need of being addressed
   Somewhat significant need of being addressed
   No need to be addressed

A. More purposeful hiring of NTTF.
   Rating: 

B. Better salary and benefits for NTTF.
   Rating: 

C. Providing job security for NTTF.
   Rating: 

D. Providing professional development for NTTF.
   Rating: 

E. Addressing the lack of respect by tenured/tenure-track faculty to NTTF.
   Rating: 

F. Involving NTTF in governance.
   Rating: 

G. Other?

Which issue or challenge above do you believe is in most significant need of being addressed? Please select one.
13. Are you aware of institutions or campuses that have sought to address some of the challenges above and that might contribute to the development of best practices or policies for the Delphi project? Please list institution and practices or link to a website.


14. Focusing stakeholders’ attention on two or three key areas could direct the development of strategies to respond to the rise in NTTF. Other initiatives have sought to influence the creation of effective strategies by highlighting a small selection of key issues on which decision makers should focus. For example, Complete College America suggests that 1) limiting program length, 2) creating road maps through curriculum, and 3) guaranteeing the transfer of general education courses are three ways to help significantly increase college completion.

Can you identify any key levers to address the NTTF issue? Are there 2-3 areas that you can imagine would be best to focus on to address this problem?


15. To what extent are the following information or processes needed, but missing, preventing corrective action that could be taken to respond to challenges associated with the increase in NTTF?

*Using the following scale, please rate the degree to which each type of information or process is needed.*

- **Very significant need**
- **Somewhat significant need**
- **Not needed**

A. Better information systems.

   *Rating:*

B. Clear accountability structures.

   *Rating:*

C. Better understanding of the connection of faculty working conditions to student learning.

   *Rating:*
D. Clear roles and designation of responsibility around decision-making as it relates to faculty hiring policies, support and composition.
   Rating: 

E. Faculty composition being included a topic of strategic planning within campuses planning processes.
   Rating: 

F. Linking budgetary and staffing decisions more closely.
   Rating: 

G. Incentives.
   Rating: 

H. Other?

Which of the above factors do you believe is most needed to support corrective action? Please select one.

Thinking of this list as a whole, how can these issues be addressed?

16. Below is a list of key campus decision makers. Rate how responsible you think each one is and should be for strategic planning as it relates to faculty composition?

Please rate each using the following scale: 1 – Has no responsibility; 2 – Has very little responsibility; 3 – Has some responsibility; 4 – Has a great deal of responsibility

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Which of the above is ultimately

Which of the above should be
17. Below is a list of key campus decision makers. Rate how responsible you think each one is and should be for creating faculty policies?

*Please rate each using the following scale: 1 – Has no responsibility; 2 – Has very little responsibility; 3 – Has some responsibility; 4 – Has a great deal of responsibility*

**Extent to which each is responsible:**
- Board
- President
- Provost
- Deans
- Associate deans
- Department chairs
- Human Resources

**Which of the above is ultimately responsible?**

**Extent to which each should be responsible:**
- Board
- President
- Provost
- Deans
- Associate deans
- Department chairs
- Human Resources

**Which of the above should be ultimately responsible?**

18. Who is and should be responsible for enforcing faculty policies?

*Please rate each using the following scale: 1 – Has no responsibility; 2 – Has very little responsibility; 3 – Has some responsibility; 4 – Has a great deal of responsibility*

**Extent to which each is responsible:**
- Board
- President
- Provost
- Deans
- Associate deans
- Department chairs
- Human Resources

**Which of the above is ultimately responsible?**

**Extent to which each should be responsible:**
- Board
- President
- Provost
- Deans
- Associate deans
- Department chairs
- Human Resources

**Which of the above should be ultimately responsible?**
19. Which political issues (both internal and external) will make changes most difficult? Please list them. How can these politics be addressed?

20. Wholesale changes to the faculty could impact NTTF positions that are currently working well at some institutions. How do you propose institutions reform practice to solve the problems faced by NTTF who involuntarily fill these positions or desire better working conditions while maintaining positive aspects that permit others to participate in teaching?

Address each issue below separately.

A. Faculty who teach a class in retirement and do not have compensation concerns.

B. Administrators who teach a class but have a full salary.

C. Professionals who teach a class occasionally.

D. Faculty who prefer NTTF positions for flexibility.

Section IV. Connecting to the Overall Environment and Today’s Challenges

It is important to examine the rise of NTTF within the broader environment and the challenges and opportunities facing higher education. How can these various issues be connected to and meaningfully enhance our discussion and problem solving around faculty issues? For each of these environmental issues, consider how the issue addressed might affect (positively or negatively) an initiative focused on designing the best faculty
for student learning and whether it can be a lever for change. For each, a prompt is listed after a paragraph that describes a context issue for consideration.

21. **Productivity and efficiency** – Stakeholders expect higher education to rein in what has been perceived as out-of-control rise in costs. While analysis by commentators such as Gordon Winston shows rises in tuition are not dramatic, the costs have still gone up more than other sectors. NTTF hiring was a way to rein in costs, but campus costs have still risen, so a clear handle on where major increases are coming from and the ability to rethink expenditures is needed. Policymakers are trying to induce higher education to engage its systematic efforts to be more efficient – pruning programmatic offerings, cutting back on graduate education, focusing on undergraduate education, and examining remedial offerings.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

22. **Accountability** – There is a lack of transparency about budgets. Campuses often do not communicate internally about changes in costs/expenditures. Communication with the public often is not transparent. The public does not have a clear picture about increasing costs and choices institutions make in terms of priorities. No one discusses whether a lack of increase in instructional costs is a good or bad issue. There is also no sense that faculty or the administrators are held accountable for performance in teaching or decision-making. Metrics of accountability about faculty (whatever their composition or defined role) related to composition, support, and evaluation of performance might be helpful. Do administrators need to be held accountable for decisions they make related to all faculty? Do boards measure presidents on this issue? Should they?

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

23. **Rise in and differential dropout rates in college** – As campuses have become larger, more students are attending college, and campuses have changed their working model (to non-tenure track), there has been a decline in retention. Additionally, for-profit institutions have very low graduation and retention rates. The issue of drop outs has also become an accountability concern.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.
24. *Mission drift* – Many stakeholders feel that some sectors in higher education have drifted from teaching to research, that a balance needed to be restored and the NTTF phenomenon was the way the administration responded to public concerns around a focus on teaching.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

25. *Changes related to unionization* – In recent months, we have seen legislation that tries to take away the rights of individuals to collectively bargain in several states. There appears to be declining support among some legislators and the public. Also, private institutions can now unionize. There is the potential for more faculty to unionize and push for better working conditions in states that allow collective bargaining. Some suggest there is more movement toward including all categories of faculty in the same collective bargaining units and an acknowledgement that faculty have more power when they are united.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

26. *Push to use technology for cost savings in instruction* – The Gates Foundation and other groups have begun funding initiatives to use hybrid models of instruction – classroom instruction combined with an online component – to lower instructional costs and increase the productivity of higher education. This may represent an opportunity to bring money back to instruction if technology enables cost savings. However, most technology efforts have not resulted in cost savings thus far.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

27. *Competition from for-profits* – Because of increasing tuitions in the public sector, for profit institutions have become an increasingly popular option. For-profits have a clear faculty model. Faculty are hired off the tenure track, but on longer-
term contracts and are responsible for delivery and only partially for creation of courses. Their model may become one that higher education is asked to consider in order to be more productive and reduce costs.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

28. Federal and state goals around increasing access – The knowledge economy requires that more citizens attend college than in the past. Higher education has been tasked to increase access and expand to meet the global economic needs.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

29. Pressures to create more vocational education programs to meet workforce needs versus additional liberal arts programs – In addition to goals for growth, higher education has been tasked to increase programs focused on training skilled workers.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

30. Acceleration of changes in programmatic areas – With the rise of new fields like nanotechnology and increasingly interdisciplinary fields, many campuses cannot keep up with changes by hiring on tenured lines. Universities are being pressured to grow in these new areas, which have potential to increase revenues to institutions.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

31. Entrepreneurialism and fundraising – With a decline in state funds, public higher education will be seeking revenues from other sources. This has lead to more specialized faculty focused on research or program delivery.
32. **Students want flexibility** – Increasingly students want programs that cater to their schedule, want to take courses at multiple institutions, and contact with faculty on-line. Changes in student views of higher education may impact future notions of faculty.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

33. **Concern over public pensions** – Many states currently are struggling because of defined benefit pension plans that they cannot afford. States will be leery to provide this type of support and programs for faculty in the future given the current problems.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

34. **Changes in healthcare** – Potential changes in the healthcare system may allow colleges to have less of a burden for medical costs, thus decreasing expenses. However, currently medical costs have been rising, so the burden remains high for now.

Please describe whether and how you feel this trend impacts efforts to create a faculty model designed to maximize student learning.

35. Many suggest that trends in the overall environment (financial, political, etc) significantly influence the direction efforts will take. Which environmental factors to you believe have the greatest impact on the continued growth of NTTF and any reform efforts that might be directed toward responding to this issue?
It has been suggested that financial strain, in particular, will hit second-tier public institutions most. Do you have recommendations specific to this sector – how to manage the declining funds and pressure to continue lowering costs of instruction, increasing class size, and dropping more expensive programs of study (e.g., sciences)?

36. I see the faculty role as largely not connected to these other forces.

If you feel this best fits your position, please describe why.

Section V. Open ended

Please provide any thoughts that this survey has surfaced related to the issue of the future faculty, rise in non-tenure track faculty, support for non-tenure track faculty, or the academy.

What do you propose we do about the significant rise in non-tenure track faculty?

End of survey. Thank you for your participation.