

Delphi Award 2025 Application**The Delphi Award****Award Application****Application Information**

Please provide the following information for the primary contact submitting the application.

Contact first name:

Contact last name:

Contact prefix:

Contact pronouns:

Contact job title:

Contact phone:

Contact email:

Please provide the following details about your project.

Name of your group/group responsible for changes:

Group members (provide name and job title for each, separated by commas. One person per line.):

Project title:

Type(s) of institution(s) where your changes have taken place:

- ☐ Single 2-year institution
- ☐ Multiple 2-year institutions
- ☐ Single 4-year institution
- ☐ Multiple 4-year institutions
- ☐ Multiple institutions, both 2- and 4-year

Name(s) of institution(s) where your changes have taken place (one on each line, separated by commas):

Executive summary (3000 characters or less, equivalent to roughly 500 words or less.)

When were the changes you have made implemented?

So far, how many VITAL/contingent faculty have been affected by the changes you have made?

What percentage of your total number of faculty have been affected by your changes? (e.g., 0-100%)

The Delphi Award

Award Application

Uploads

Please submit your description and optional appendices as one (1) PDF file.

Your description should detail the program, policy, practice, model, or other change that you have implemented to improve support for VITAL faculty (Levy, 2019). We use the term VITAL faculty – an asset-based term – to refer to contingent or non-tenure track faculty (including visiting faculty, instructors and lecturers, adjuncts, research faculty, and clinical faculty) as a way to affirm what they are, rather than what they are not.

Your description must be no more than six double-spaced pages (12-point font, 1-inch margins).

While your description may include whatever information you deem most relevant for award consideration, we encourage you to include the following information: History of the policy, program, practice, or model; Guiding principles of the policy, program, practice, or model; Stakeholders included in developing the policy, program, practice, or model; Process for developing the policy, program, practice, or model; Outcomes and/or evaluation of the policy, program, practice, or model.

Your description should also address the below award criteria by providing evidence that the policy, program, practice, or model.

1. Is designed in keeping with strategic institutional priorities, is aligned with improving campus(es) goals, and contributes to the learning mission of higher education.
2. Was enacted in partnership or with support from one or more host colleges or universities.
3. Is assisting VITAL faculty in being more effective in their work.
4. Can be scaled, replicated and/or emulated at other institutions (e.g., other institutions might be able to adopt the approach with minimum difficulty).
5. Has been designed in collaboration with the VITAL faculty that the program, policy, practice or model is aimed at.
6. Is being institutionalized and will be sustained. Evidence may entail inclusion in strategic plans, stated leadership commitment, fundraising and development aimed at supporting the practice, or other demonstrations of continuity beyond the first year of implementation.
7. Employs a theory of action that explains how the program, policy, practice, or model supports VITAL faculty, and how that support helps VITAL faculty in turn contribute to institutional priorities aligned with improving campus(es).

We use the term VITAL faculty, introduced by Levy (2019) as an abbreviation of visiting, instructional, teaching, adjunct, and lecturer, as an asset-minded term for faculty in these and similar contingent positions, including research faculty.

If relevant, we also encourage you to provide evidence that the policy, program, practice, or model.

1. Is impacting student success. If including such evidence, please also articulate your definition of student success. For example, evidence of student success might include graduation rates, persistence rates, course passing rates, GPA, or other measures of student success.
 2. Has resulted in organizational learning for the institution/department/unit that has encouraged rethinking other policies, programs, practices, or models.
- Appendices with evaluation data, other supporting data, letters of support from institutional representatives, models, figures, or other evidence related to the award criteria are optional but welcome and encouraged.

How did you find out about the Delphi Award?

You have reached the end of the application. Selecting "Next Page" below will submit the application. A confirmation email with a copy of your submitted application will also be sent to the email address you provided at the beginning of the application.

QUESTIONS

Please contact us with any questions at: pullias@usc.edu

The Delphi Award is generously funded by the TIAA Institute. The TIAA Institute helps advance the ways individuals and institutions plan for financial security and organizational effectiveness. The Institute conducts in-depth research, provides access to a network of thought leaders, and enables those it serves to anticipate trends, plan future strategies and maximize opportunities for success.