



President and Provost Roundtable Discussion

Topic: Changing Role of the Faculty

Questions:

Over the past ten years or so, the faculty models and roles of the faculty have shifted (e.g., more part-time or full-time, non-tenure track, more administrative/regulatory work):

- Given the current realities, what is the appropriate faculty model at SHSU?
- How does the changing faculty model impact workload?

• **Drivers of Change in the Faculty Workforce**

- Massification of higher education and introduction of new institutional types to meet the enrollment growth
- Enrollment fluctuations within institutions and majors
- Dwindling of existing resources, particularly state budget allocations
- Corporatization of higher education
- Technology and competition from the for-profit sector (Kezar, 2013a)

• **New Faculty Workforce Models**

- Given the various pressures for change, four models have emerged:
 - Adjunct model
 - Full-time, non-tenure track
 - Clinical faculty
 - Online/For-profit model (Kezar, 2013a)

• **Most Significant Changes to Faculty Roles and Responsibilities**

- Increase in contingent faculty and its impact on student learning
- Continued unbundling of roles
- Connection/Alignment of research on how students learn to definitions of faculty role
- Technology reshaping faculty roles
- Faculty viewed as instructors and not as content experts
- Assessment, standards, and accountability (Kezar, 2013b)

• **Implications of these changes for accreditation**

- Clarify faculty hiring/composition standards
- Add non-tenure track to wording referring to faculty in standards
- Examine policies and practices to support non-tenure track faculty
- Be aware of negative practices and ask institutions to be accountable for not having these in place (e.g., late scheduling of courses, not matching faculty expertise to course content)
- Make explicit statements about policies for non-tenure track faculty needing to be in place
- Accreditation teams should be expected to meet with non-tenure track faculty
- Add a non-tenure track faculty to accreditation teams
- Encourage campuses to more carefully consider the way they are unbundling faculty roles
- Institutions should be encouraged to align their practices with research about instruction and learning
- Consider encouraging or requiring campuses to address new areas in their self-study process (Kezar, 2013b)

- **Conclusion**

“College and universities should take command of the process of changing faculty roles and redefine more systematically the nature and balance of faculty roles...to rethink and reform faculty work, positions and policies” (Chait, 2002).

- **The Focus of Future Inquiry and Research**

- Meta-analysis of existing research on learning, faculty roles and work, instructional design, and workforce models from other fields in order to intentionally design faculty models
- Additional research on the online and for-profit models to demonstrate their costs and benefits
- Research on the medical school model and its possible application to the rest of the academic workforce
- Research on new and emerging models with attention to their scalability, noting that most alternative models to date have limited scale potential (Kezar, 2013a)

References

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