

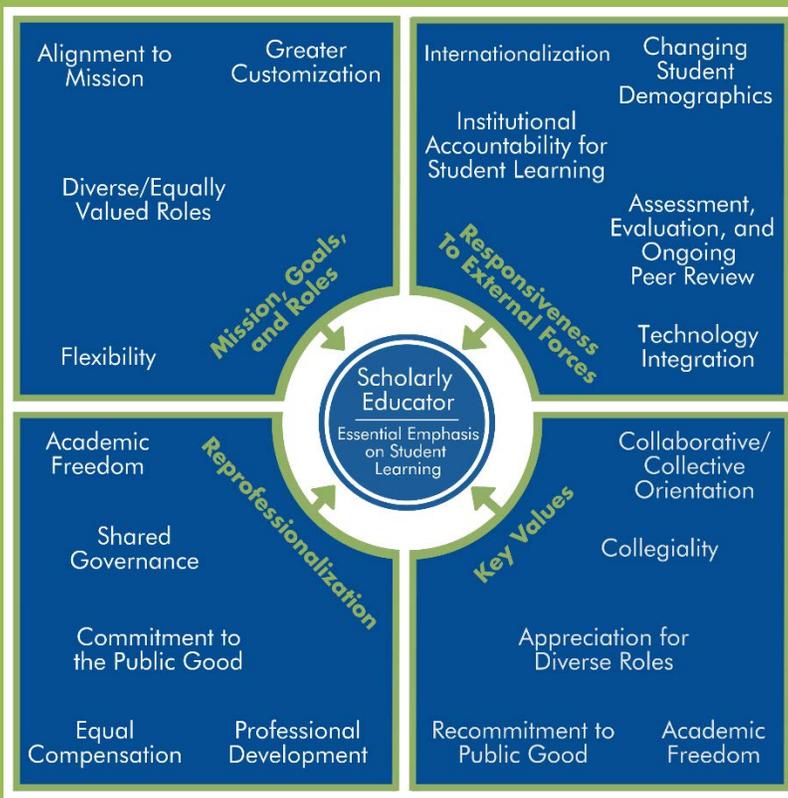
# A Model of Consensus Features for New Faculty Roles

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Among higher education stakeholder groups, there is widespread agreement that the current state of non-tenure-track faculty positions is unsustainable. Implementing structural changes to forge new faculty roles is a daunting process. In response to this crisis, the Delphi Project has been in dialogue with stakeholders and thought leaders (including faculty of all contract types on and off the tenure track, unions, disciplinary societies, policymakers at the state and federal levels, accreditors, board members, national higher education associations including business officers, human resources, different institutional sectors, administrative leaders, and various administrative groups including presidents, provosts, and deans) to conceive solutions to this challenge. For details about the research that developed this consensus model please see: [The Professoriate Reconsidered: A Study of New Faculty Models](#).

We have developed themes into a model for the future of faculty based on areas of consensus in our research. At the center of this model is the *scholarly educator* and an emphasis on student success—there is broad agreement that this should be explicit in most faculty roles. We use the designation *educator* since most faculty roles focus on teaching and the education of students, whether formally or informally (for example, even in non-teaching research positions, faculty often informally mentor and advise students). The educator is *scholarly* due to the importance of keeping up with and participating in their fields or disciplines and engaging in various forms of scholarship, whether research on their own teaching, applying research to practice, or conducting original research.

Surrounding the core of the diagram are 4 themes of influence that must be considered and integrated into the future of faculty: **1) Missions, goals and values, 2) Responsiveness to external factors, 3) Reprofessionalization, and 4) Key values.**



**1) Mission, goals, and roles:** New faculty roles should be more customizable and flexible, developed in alignment with institutional missions, and be diverse enough to meet multiple, complex needs while valuing contributions of all faculty equally.

**2) Responsiveness to external forces:** Designing faculty roles that can adapt to external forces facing our institutions is key. For example, the changes in student demographics and the integration of technology are external trends that are relevant when considering a model for the future of faculty. We need to consider how faculty can best support these trends and incorporate them into their work.

**3) Reprofessionalization:** Faculty professionals have responsibilities that contribute to their success and that of their institution, discipline, and students. The professoriate needs to include participation in shared governance and professional development, and have structures in place that support academic freedom and equitable compensation. Professionalization will allow faculty to support students and the public good through advising, speaking and publishing.

**4) Key values:** New faculty roles should be shaped around some key values that are currently held in higher education and some historical values that

deserve reemphasis. For example, centering on a collaborative or collective orientation towards faculty work and supporting diverse roles that may not be research-focused but still hold important value like teaching and service.

This model can guide institutions in guaranteeing that new faculty roles are oriented around the goals of the higher education enterprise while they flesh out the details of what the new faculty will look like in their particular contexts. Although there will be some variation based on institutional mission or local context, there are some shared or agreed directions across the enterprise for new faculty models. For more information about the new faculty model, please see the following book: *Envisioning the faculty for the 21st Century*, Rutgers University Press, 2016.