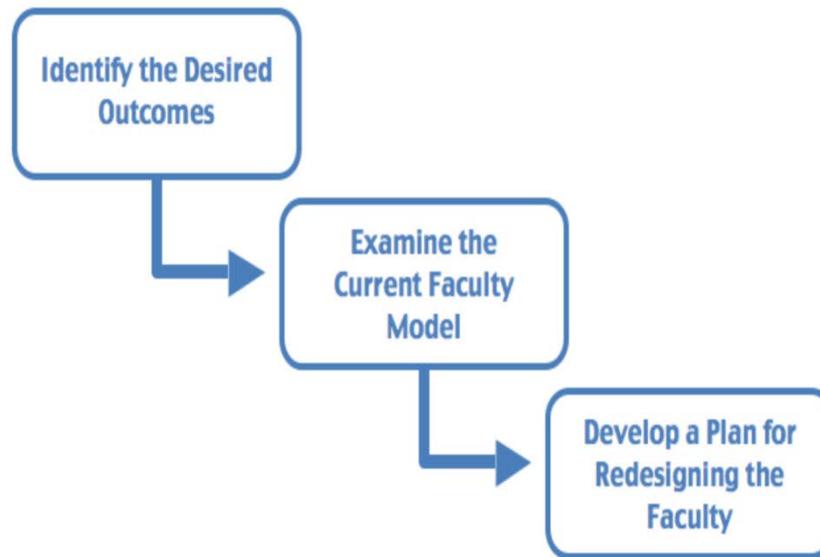


Backwards Design Process for Redefining Faculty Work



Step 1: Identify the Desired Outcomes

Questions to Consider:

- What are the guiding values and priorities of the campus community?
- What are the main priorities articulated in the institutional mission statement? What short- and long-term goals for the institution can be identified in the mission statement? What short- and long-term goals for the institution's service to the public can be identified?
- How do other statements, documents, or the history and culture of the institution reflect additional priorities and values of the institution?
- If the institution has determined specific benchmark goals, such as targets for graduation rates or improving time to completion, what are those goals?
- What other priorities for higher education have been identified by: Institutional leaders? Trustees? State leaders? Faculty leaders? Students and families? Accreditors? National and state departments of education? Community leaders? Business leaders?

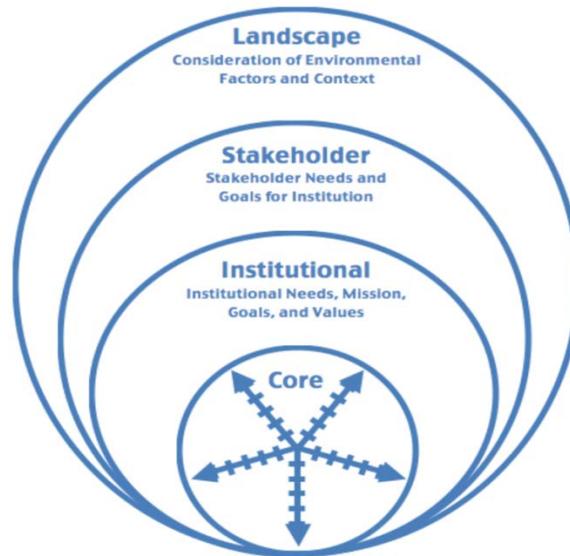
Step 2: Examine the Current Faculty Model

Questions to Consider:

- What faculty models currently in use at the institution can be identified? What are the numbers of tenure-track and non-tenure-track faculty? What are the reasons for allocating appointments in this way—both the worthwhile reasons, as well as those that may be seen as objectionable?
- How are the current faculty models that are in place helping to satisfy the institutional mission and achieve other desired goals or outcomes? In which ways are they interfering?
- What skills and assets do faculty members possess? Are faculty members' skills, assets, and qualifications aligned to their duties? Are they being used effectively to attain desired outcomes?
- Are faculty encouraged to consider how their work serves the institutional mission? Or, the public good?
- How are tenure-track and non-tenure-track faculty supported in helping the institution to attain desired outcomes—both those identified by the institution and by outside groups? How are they asked or encouraged to participate in meeting those outcomes? What role have they had in serving those goals?
- What areas can be identified for improving upon the current model, particularly with regard to the alignment of the faculty models to the attainment of the institutional mission and goals or objectives? Or, the public good? What is required to achieve these improvements: modest changes or a more substantial redesign of the faculty?
- Does the change that is required to meet these goals entail merely tweaking the existing model, or is a more substantial change necessary?

Step 3: Develop a Plan for Redesigning the Faculty

Layers of Factors to Consider in the Design Process:



The Core: Adopting Essential Elements for Professionalism in Faculty Roles

Questions to Consider:

- What are the current conditions at the institution as they pertain to equity among faculty members?
- How, if at all, might current inequities among faculty members affect the attainment of institutional goals, such as those for student learning and completion? How might they affect the public good?
- How might more equitable conditions be achieved for individuals occupying the different types of appointments or positions currently in place?
- If a new faculty model or set of models were developed, in what ways might equity be ensured through new types of appointments or positions?
- What sorts of policies and practices are in place to protect academic freedom for members of the faculty?

- How, if at all, are academic freedom cases handled for different types of faculty appointments or positions? What efforts are currently taken to continually educate faculty members about their rights and responsibilities pertaining to academic freedom? What additional efforts could be made?
- How might academic freedom be better protected for individuals occupying different types of appointments or positions that exist?
- If a new faculty model or set of models were developed, in what ways might protections for academic freedom be institutionalized for new types of appointments or positions? In what ways are flexibility incorporated into faculty roles for the appointments and positions currently in place?
- What would be the benefits of providing greater flexibility in the faculty role for faculty members?
- How could greater flexibility be provided for individuals occupying the different types of appointments or positions currently in place?
- If a new faculty model or set of models were developed, in which ways might flexibility be provided for in new types of appointments or positions?
- How are graduate students currently being prepared to assume faculty roles? What changes in graduate education might be necessary to prepare them to successfully satisfy roles associated with future models?
- What opportunities for professional development exist to maintain a vibrant, productive, and knowledgeable faculty?
- What differences exist in terms of how professional development opportunities are provided to different types of faculty, such as to tenure-track versus adjunct faculty?
- Are the professional development opportunities available to different faculty members appropriate for helping them to contribute to institutional goal attainment?
- What would be the benefits of expanding the current professional development offerings and/or the range of individuals to whom they are available?
- How could appropriate, ongoing professional development opportunities be ensured for all faculty members?

- What steps can be taken at the institution to improve collegiality and community?
- What would be the benefits of improving these conditions and involving all faculty members equally?
- Are there policies and practices in place related to civility, bullying, and harassment?
- How could collegiality and community development be incorporated into a new faculty model or models?

Inputs to the Redesign Process: Institutional Factors and Stakeholder Contributions

Questions to Consider:

- What are the guiding values and priorities of the campus community?
- What are the main priorities included in the institutional mission?
- What other priorities, values, or goals are reflected in other statements or in the history and culture of the institution?
- How is the faculty currently utilized to help achieve these priorities, values, or goals? How might the faculty be utilized more effectively in achieving the institution's goals?
- What are some ways the faculty models and roles could be changed or redesigned through collaborative and purposeful efforts to better meet these goals?
- How might projected changes in enrollments—overall, as well as in individual colleges and academic programs—present opportunities and impediments to potential attempts to change models and roles?
- How will the budget model in place (e.g., responsibility-centered management) affect how changes in the faculty model can be achieved?
- In which ways might different groups—students, policymakers, trustees, accreditors, and community and business leaders—be included in discussions about changing or redesigning faculty? How can each group be engaged in developing and implementing future models?

- What are the appropriate venues and ways to facilitate the inclusion of other stakeholders in this process? Are there existing structures in place that could be used to collect their input?
- Which other stakeholder groups might be consulted in this process?

Scanning the Landscape: Key Factors Shaping Faculty Change Today

Questions to Consider:

- How are projections for faculty retirements likely to affect the institution in coming years? What opportunities will retirements create for pursuing changes to faculty models and roles? What sorts of strategies, such as phased faculty retirements, might help to facilitate transitions when implementing new models?
- What sorts of roles, credentials, skills, knowledge, and experience will be sought in hiring new faculty members? What steps can be taken to begin incorporating changes in faculty roles as new hires are brought into the institution? How will they be supported throughout their careers to ensure they can make contributions to key institutional goals?
- How will new faculty models take into account the increased focus on effective teaching and student learning outcomes across the higher education sector? What role will learning outcomes or assessment play in how new roles are designed or in how new faculty are hired, trained, and supported?
- How can future models and faculty roles continue to respond to the changing landscape after they are designed and implemented? What duties will faculty members have to the institution and others? How can a potential change or redesign of faculty models and roles help the institution to weather economic uncertainty such as changes in state appropriations or enrollments?
- What role can technology play in future faculty workforce and role redesign?
- What effect, if any, do globalization and international competition in the higher education sector have on the institution today? What impact might they have on the development of new faculty models and roles in the future?