Indiana University-Purdue University Indianapolis
Faculty Work for the 21st Century

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I. Diversity of Faculty Appointments
Data on Faculty Appointments—
Current Situation and Trends-1

• Percent of tenured or tenure track full-time faculty decreased from 57% in 1975 to 42% in 1995, to 35% in 2003

• Part-time faculty constituted 30% of all faculty in 1979, 41% in 1995, 47% in 2003 (64% in public associate’s degree colleges)

• Full-time non-tenure track were 13% of the faculty in 1975, 17% in 1995, and 19% in 2003

*National Center for Education Statistics data*
Data on Faculty Appointments—Current Situation and Trends-2

- White faculty in 2003 still constitute about 80% across all institutional types, down from 85% in 1998
- Women make up about 38% of all full-time faculty, 49% at community colleges; figures are about 47% for part-time faculty in both types
- Non-citizens are 8% of full-time faculty, 2% at community colleges and 11-14% at doctoral universities
- Average age of faculty fairly constant over time and type of campus at 49

*National Center for Education Statistics data*
Present and Future Economics of Higher Ed

- Diminishing state and federal assistance
- Increasing tuition and prospect of tuition caps
- Competitiveness of salaries within the marketplace and across institutional types
- Need for flexibility with respect to faculty composition as needs change
- Reducing labor costs essential through efficiency; e.g., use of lower-salaried faculty and instructional technology
External Factors Driving Change

• Mission of universities and need to respond (e.g., civic engagement, economic development)

• Public perception of education as public good or private benefit
The Influence of Student Demographics

- Mix of net gens, neo-millennials, non-traditionals, previously underrepresented, socioeconomic status
- Split focus of students, especially on commuter campuses
- Special needs of students and expectations of students and faculty about college work
The Technology Factor

• Ubiquitous learning options create opportunities for:
  – World courses
  – Team-based course development and delivery
  – Enhanced research collaboration

• Implication: Faculty development
Faculty Pipeline

- Supply and demand—where to find specialized faculty in the future
- E.g., Engineers and scientists from abroad
- Faculty in professional schools—nursing, dentistry—where professionals outside academia command much higher salaries
A Range of Salaried Titles Available: The Case of IUPUI

- Tenure track: Assistant, Associate, Full Professor (1,321)
- Clinical track: Assistant, Associate, Clinical Professor (518)
- Full-time non-tenure track: Lecturer/Senior Lecturer, Research Scientist/Senior Research Scientist, Assistant/Associate, Research Professor (389)
- Part-time, Adjunct, and Visiting modifiers applicable
A Range of Non-Salaried Titles: The Case of IUPUI

- Community Scholar, Community Associate, Visiting Community Associate
- International Scholar, International Associate, Visiting International Associate
Appointment Categories at Other U. S. Institutions

- Types of appointments at community colleges and proprietary schools
- Appointments at four-year schools
  - Institutions without tenure
  - Administrative faculty
- Others from participants?
Advantages of Diverse Categories

- Responsive to different needs
- Allow administrative options
- Accommodate different types of credentials and expertise
- Integrate voluntary and paid faculty into common enterprise
- Extend institutional loyalty
Challenges of Diverse Categories

• Allow hierarchical, status-conscious distinctions
• Promote divided loyalties and internal rivalries
• Raise questions of legitimacy and privilege with respect to governance and other aspects of faculty work
Tenure

• Traditional concept has diminishing merit
• New realities question its feasibility with respect to cost and program flexibility of institution
• Must be thought of as collective rather than individual good
Summary

• Change provides opportunity for flexibility and vitality of professoriate
II. Disaggregating Faculty Roles
Disaggregation Concept

• Jonathan Wergin: Department mix of teaching, research, and service need not be reflected equally in each individual, but across collective according to talents and contexts

• James Bess: Within tasks that make up teaching, faculty have different strengths and should employ them in team fashion

Positives of Role Disaggregation

- Differentiating roles according to talents, preferences, contexts leads to productivity and career satisfaction
- Teams usually generate more robust products than individuals
- Differentiation makes adaptation and flexibility more possible
Negatives of Role Disaggregation

- Can lead to status differences when one function is valued more highly (teaching vs. research faculty)
- Takes coordination to unite efforts when segmented responsibilities are assigned
- Is not the present norm—makes faculty work more public and interdependent
Outsourcing Academic Work

- Examples
  - E-Lilly’s “Bounty Chemistry”
  - For profit tutoring services

- Advantages
  - Convenience, efficiency, price

- Disadvantage
  - Quality control, context-relevance, loyalty
III. Faculty Collaboration
Teams: IUPUI examples

- Freshman Seminar Teams
  - Faculty, Student Mentor, Advisor, Librarian
- Themed Learning Community Teams
  - Faculty across disciplines
- Course Development Teams
  - Faculty, Instructional Designer, Technology Specialist, Librarian, Copyright Specialist, Assessment Specialist
• Faculty work must span disciplinary boundaries
  – Complex nature of scholarly questions
  – Expense of equipment and specialization of knowledge
Working across Physical and Institutional Boundaries

• Faculty work is enriched by collaborations
  – Inside one university
  – Across universities/community colleges/private sector in U. S.
  – Across nations
The Complete Scholar*

- “Complete Scholar” versus “Diversified Scholars”
- Preserving best aspects of tradition and meeting future social and economic needs

The Contrast in Concepts

- Complete Scholar
- Diversified Roles

- Prestige Economy
- Market Economy

Collaboration and Networking
Complete across Career
Permeable Structure
IV. Flexibility within Faculty Career Paths
Permeability of Institution

- Movement from university to corporate, public, and other environments
- Changing degrees of time and commitment
- Ownership of intellectual property
Examples of Career Flexibility

- Time to tenure adjustments
- Job sharing
- Career interruption
- Dual appointments with private sector
- Phased retirement
Moving among Classifications and Differentiated Roles

- Changing terms of appointments to suit context and professional needs
- Changing ways in which time is allocated according to changing needs of faculty member or institution
- Stopping out, phasing out or in
Quality of Life

- Stress
- Overload
- Family issues
Support for Renewal and Adaptation

- Reflective practice
- Community of practice
- Professional development as a taken-for-granted need and resource
Individual and Institutional Renewal

- Other options beyond the “sabbatical?”
- Matching faculty capacity and interest to changing mission—responsibilities of an institution
• For our institutions to retain competitive edge, the nature of faculty work, composition of faculty, and support for faculty must be continually reexamined and readjusted