

"Assessing the Needs of Part-Time Faculty: Lessons Learned at the University at Buffalo"

COACHE Webinar
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Part-Time Faculty Survey

- Survey of 873 part-time faculty (less than .75 FTE)
- Performed in May 2017, for academic year 2016-17
- 232 respondents (26.6%)
- In-house instrument, modeled after 2017 COACHE (1841 full-time faculty, 1290 ladder / 551 NTT)

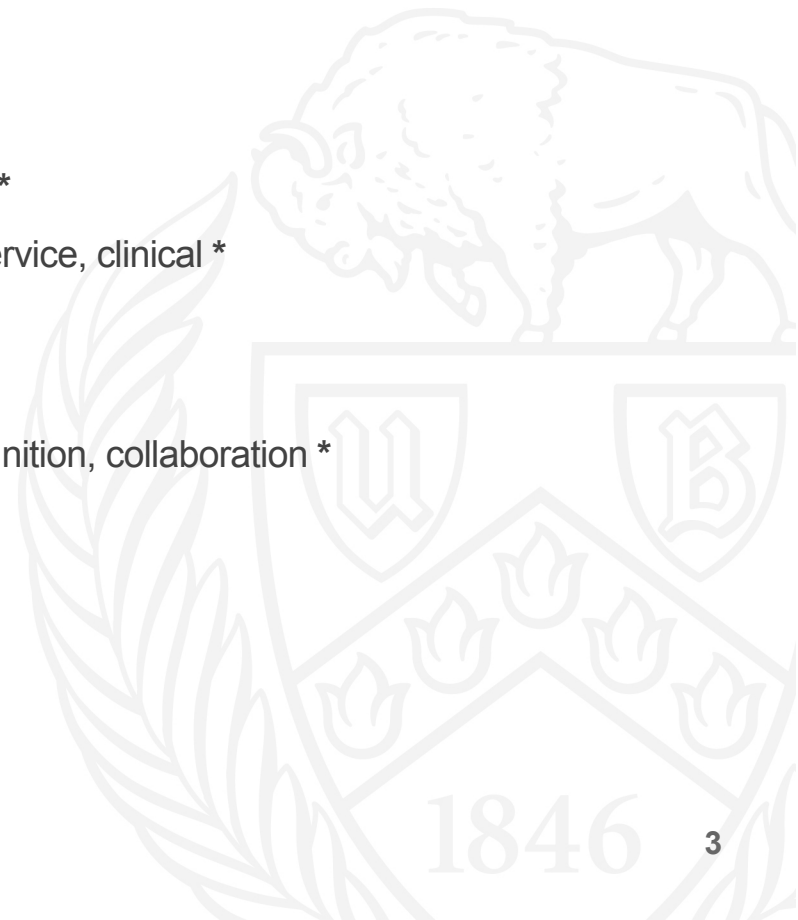
		Your results compared to PEERS ◀ Your results compared to COHORT ▶				
	mean	overall	tenured	pre-ten	ntt	full
Nature of Work: Research	3.26	◀	◀	◀	◀	◀
Nature of Work: Service	3.33	◀	◀	◀	◀	◀
Nature of Work: Teaching	3.74	◀	◀	◀	◀	◀
Facilities and Work Resources	3.57	◀	◀	◀	◀	◀
Personal and Family Policies	3.14	◀	◀	◀	◀	◀
Health and Retirement Benefits	3.96	◀	◀	◀	◀	◀
Interdisciplinary Work	2.75	◀	◀	◀	◀	◀
Collaboration	3.66	◀	◀	◀	◀	◀
Mentoring	3.26	◀	◀	◀	◀	◀

- ▶ **Maintained** a selection of constructs: Nature of work, resources, mentoring, general environment
- ▶ **Removed** tenure-track and full-time specific constructs
- ▶ **Added** new or modified constructs relevant to part-time faculty experience: Roles & responsibilities, teaching load, interaction with international students, departmental integration & recognition, salary & benefits, employment history, motivation

Survey Dimensions

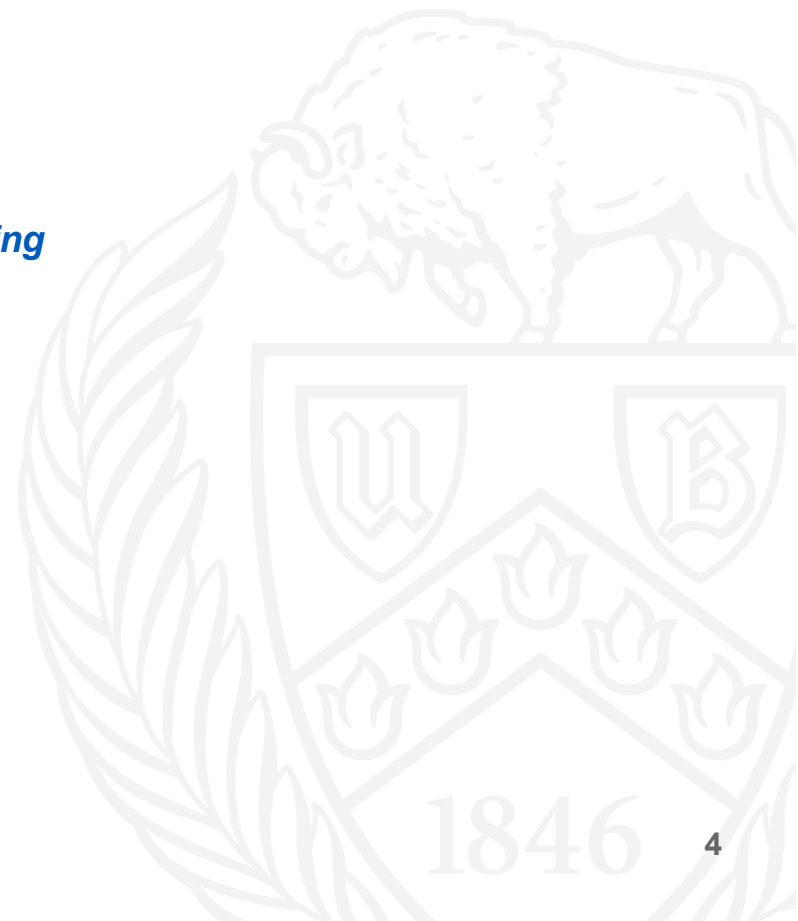
Instrument with 98 questions developed along dimensions from COACHE survey:

- Demographics
- Rationale for being a PT faculty *
- Employment and contract details, outside employment *
- Roles and responsibilities at UB: teaching, research, service, clinical *
- Facilities, space, support
- HR benefits, salary
- Departmental experience, mentoring, integration, recognition, collaboration *
- General environment



Survey Results: PT Faculty Responsibilities

- Mostly teaching: 71%
- Mostly clinical: 14%
- Mostly research: 4%
- Rest: administration and various combinations
- However: **95% report that their work includes teaching**



Survey Results: Respondents by Categories

Rationale for being PTF at UB:

- Graduate Student seeking financial support 7%
- Professional in the field looking to complement their work 58%
- Looking to build record of growing teaching experience 29%
- Retired and wanting to give back and stay active 15%

Length of Contract

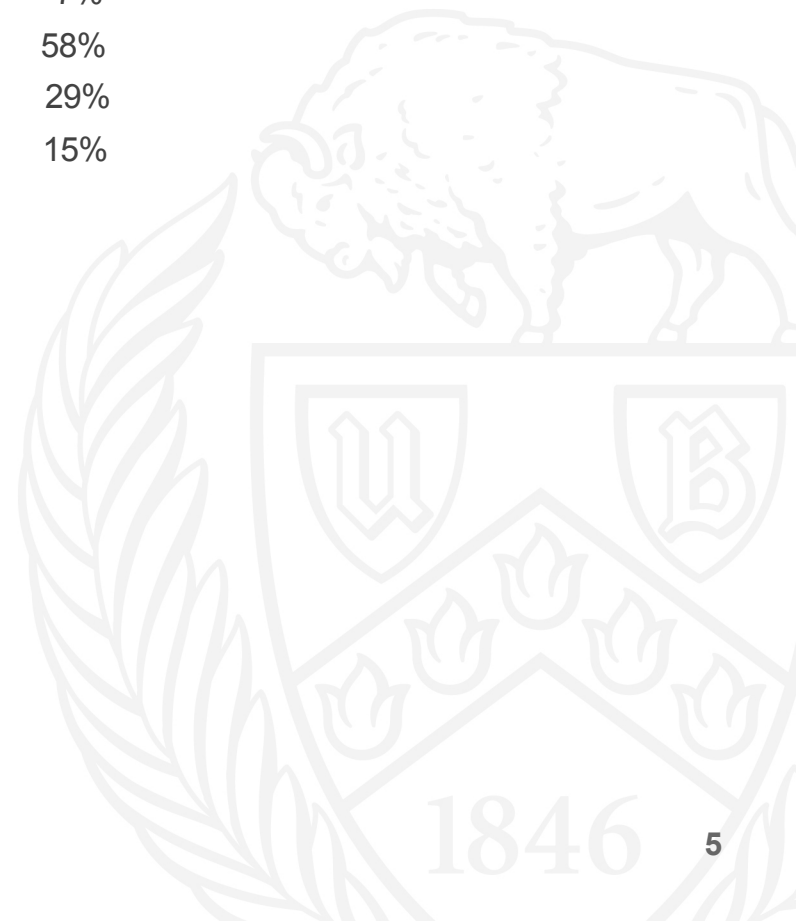
- 1 semester 52%
- 1 year or more 36%
- Open-ended 12%

Employed non-academically outside UB

- No 46%
- Yes 54%

Employed on non-TT position outside UB

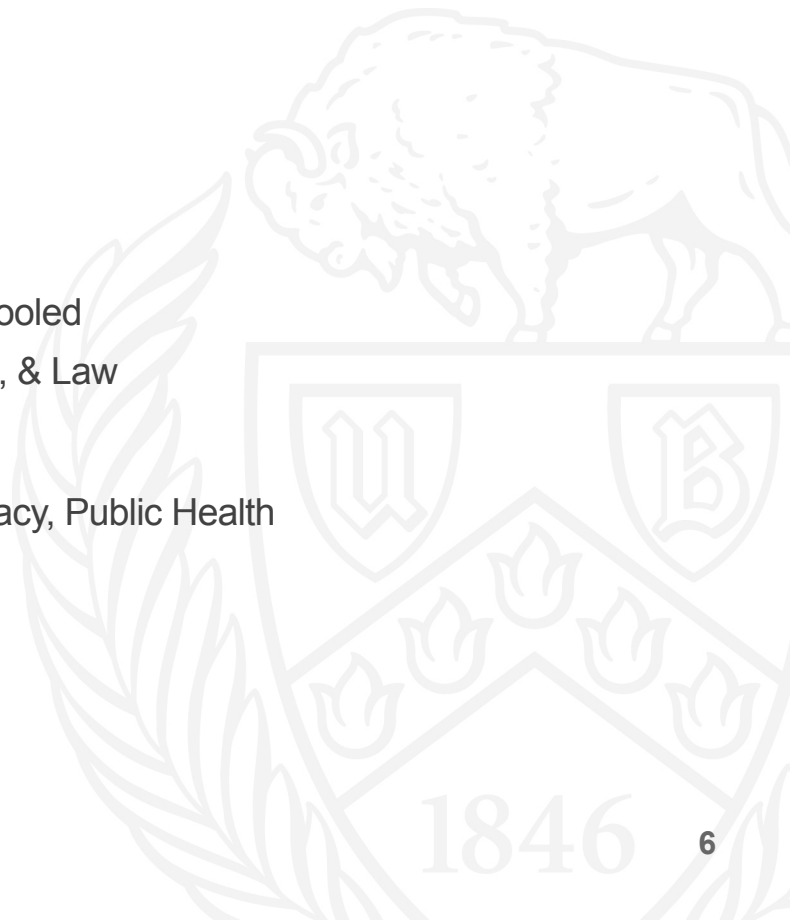
- No 78%
- Yes 20%



PT Faculty by Units

PT Faculty grouping by population size in the units:

- 3 units with large number of PTF, > 100 PTF each
 - Arts & Sciences (265)
 - Dental Medicine (113)
 - Education (111)
- 5 mid-size units, between 31-61 PTF individually, 214 pooled
 - Including Architecture, Management, Social Work, & Law
- 7 small-size units, 26 PTF and below, 151 pooled
 - Including Medicine, Engineering, Nursing, Pharmacy, Public Health



Respondent Numbers by Categories & Units

Category	Response	CAS (58)	GSE (43)	SDM (32)	Mid-size (55)	Small-Size (32)	Total
Rationale for PTF	Graduate student - funding	10	5	-	-	-	15
	Professional - complement work	22	20	23	39	17	121
	Build Teaching Experience	26	13	3	12	7	61
	Retiree - give back & stay active	5	10	3	9	5	32
Contract length	1 semester	44	25	-	30	14	113
	1+ year(s)	10	11	29	16	13	79
	Open ended	2	7	3	9	5	26
Employment outside UB	No	30	28	5	18	17	98
	Yes	26	14	27	34	14	115

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PTF population in [Arts & Sciences](#) and [Education](#) is different from PTF in the [professional schools](#):

- More use of graduate students, less professionals from the field
- Heavy emphasis on semester-to-semester contracts
- Majority have no other employment outside UB

Connections between categories:

- [Graduate students](#) (80%) and those looking to [build teaching experience](#) (75%) overwhelmingly receive [short-term contracts](#) (1 semester)
- [Professionals](#) and [retirees](#) receive higher number of [longer-term or open-ended contracts](#) (50% and higher)

Analysis of Strengths and Concerns

In contrast to COACHE:

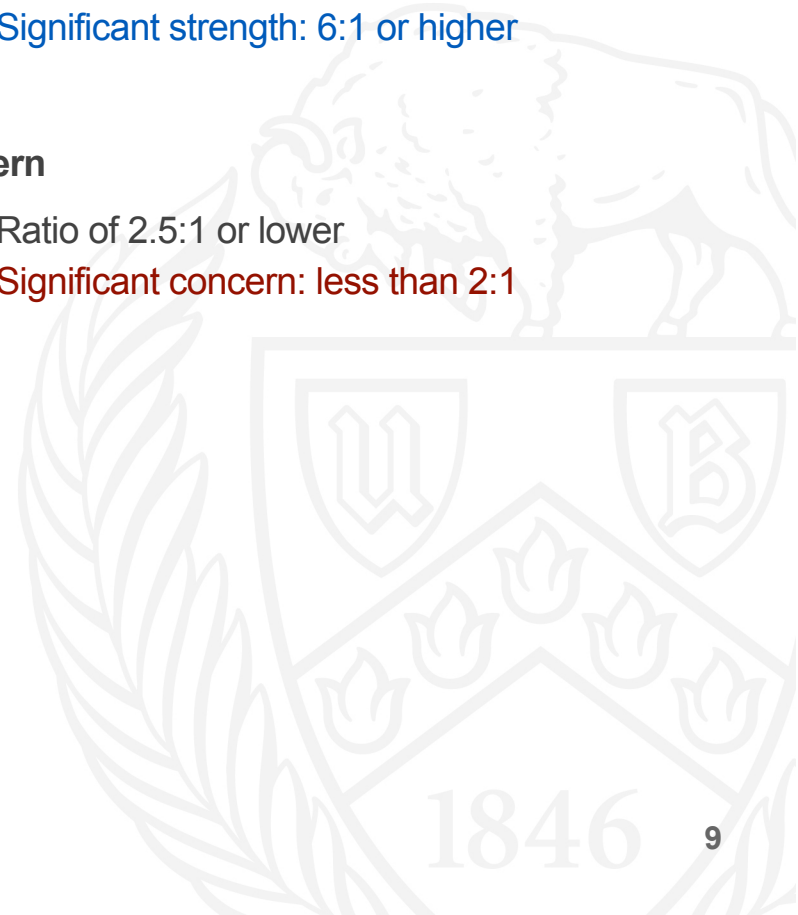
- At time of survey, no peer or cohort comparison available
- Definition of strengths and concerns somewhat arbitrary, but allowed for determination of qualitative / tentative connections
- Collapsed 5-point Likert scale into 3, e.g. dissatisfied - neutral - satisfied
- Internal comparison only, we used **ratio of satisfied : dissatisfied** to identify strengths and concerns

Strength

- Ratio of 4:1 or higher
- **Significant strength: 6:1 or higher**

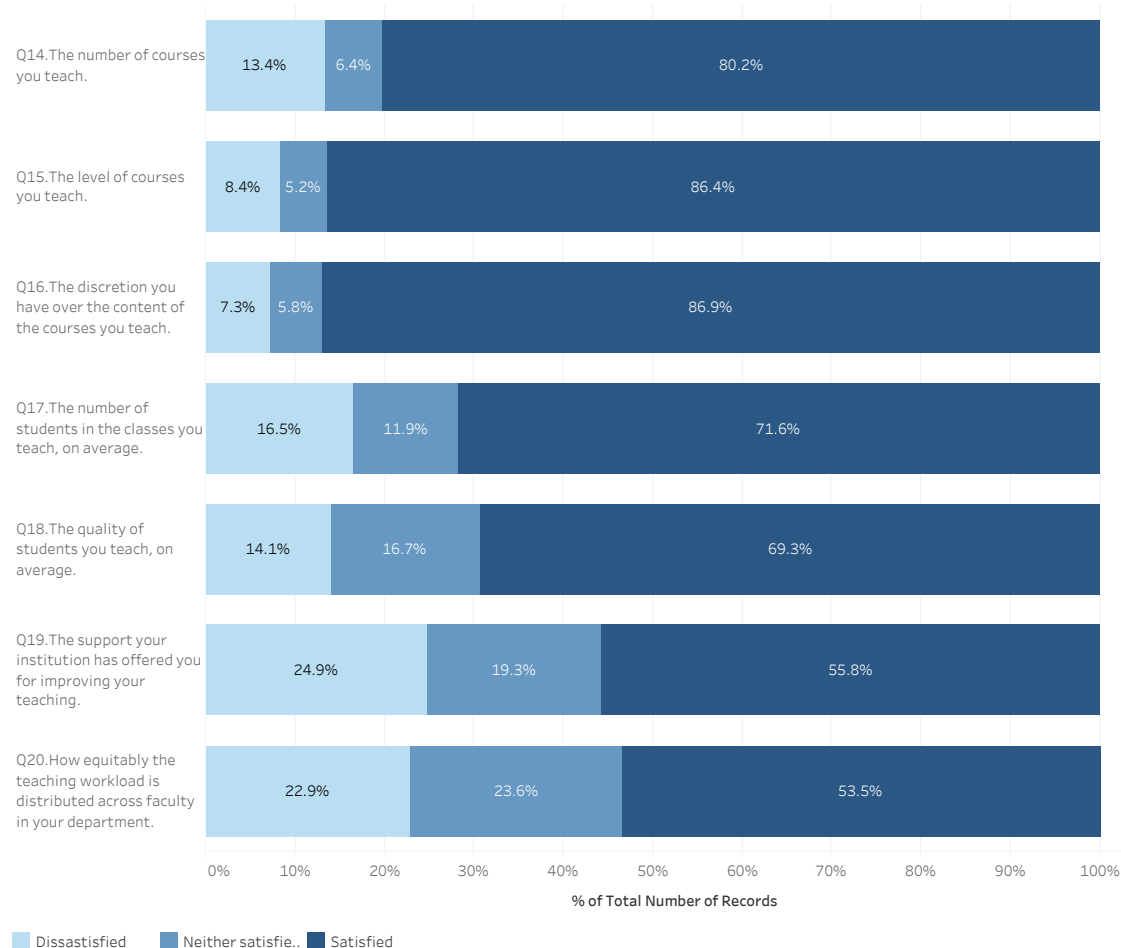
Concern

- Ratio of 2.5:1 or lower
- **Significant concern: less than 2:1**



Satisfaction - Teaching

Rate your level of satisfaction or dissatisfaction with the following aspects:



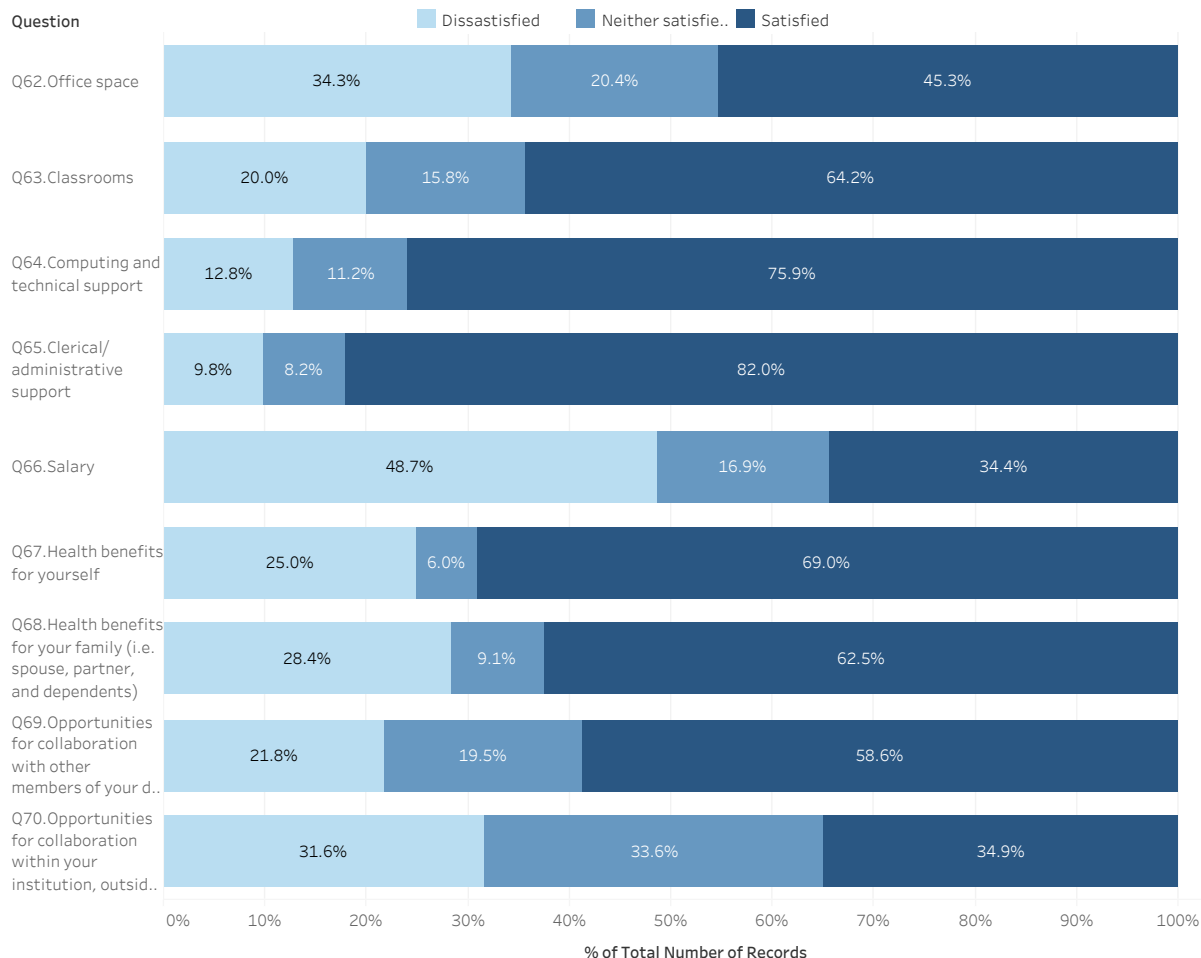
Construct	Ratio Sat:Dissat	Strength or Concern
Number of courses	6 : 1	S
Level of courses	10 : 1	S
Discretion over course content	12 : 1	S
Number of students per class	4.3 : 1	S
Quality of students	4.9 : 1	S
Support for improving teaching	2.2 : 1	C
Equitability of teaching load	2.3 : 1	C

< 2 : 1

C

Resources & Support, Salary & Benefits

Please rate your level of satisfaction or dissatisfaction with the following aspects:



Construct	Ratio Sat:Dissat	Strength or Concern
Office space	1.3 : 1	C
Classrooms	3 : 1	
Tech support	6 : 1	S
Admin support	8 : 1	S
Salary	0.7 : 1	C
Health benefits (self)	2.8 : 1	
Health benefits (family)	2.2 : 1	C
Opportunity for collaboration: dept.	2.7 : 1	
Opportunity for collaboration: UB	1.1 : 1	C

Areas of Strength

Nature of Work

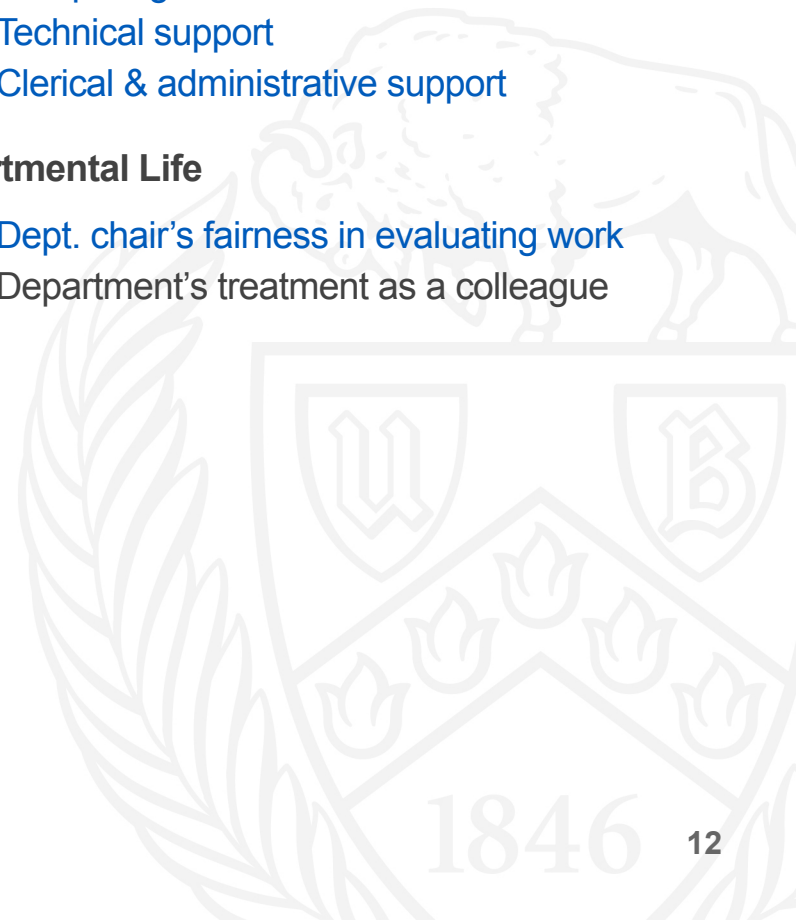
- Number and level of courses taught
- Number and quality of students in the classes
- Discretion over course content
- Time spent on teaching

Resources and Support

- Computing services
- Technical support
- Clerical & administrative support

Departmental Life

- Dept. chair's fairness in evaluating work
- Department's treatment as a colleague



Areas of Concern

Nature of Work

- Equitability of teaching load distribution across faculty

Resources and Support

- Support for improving teaching
- Office space

Departmental Life

- Opportunity to participate in dept. meetings
- Compatibility of dept. meeting times with personal/family needs

Appreciation & Recognition

- Recognition for teaching efforts, research/scholarly efforts, from colleagues/peers at UB

Collaboration

- Collaboration outside department, at UB

Mentoring

- Currently receiving mentoring
- Importance of mentoring within the dept.
- Importance of mentoring outside the dept.

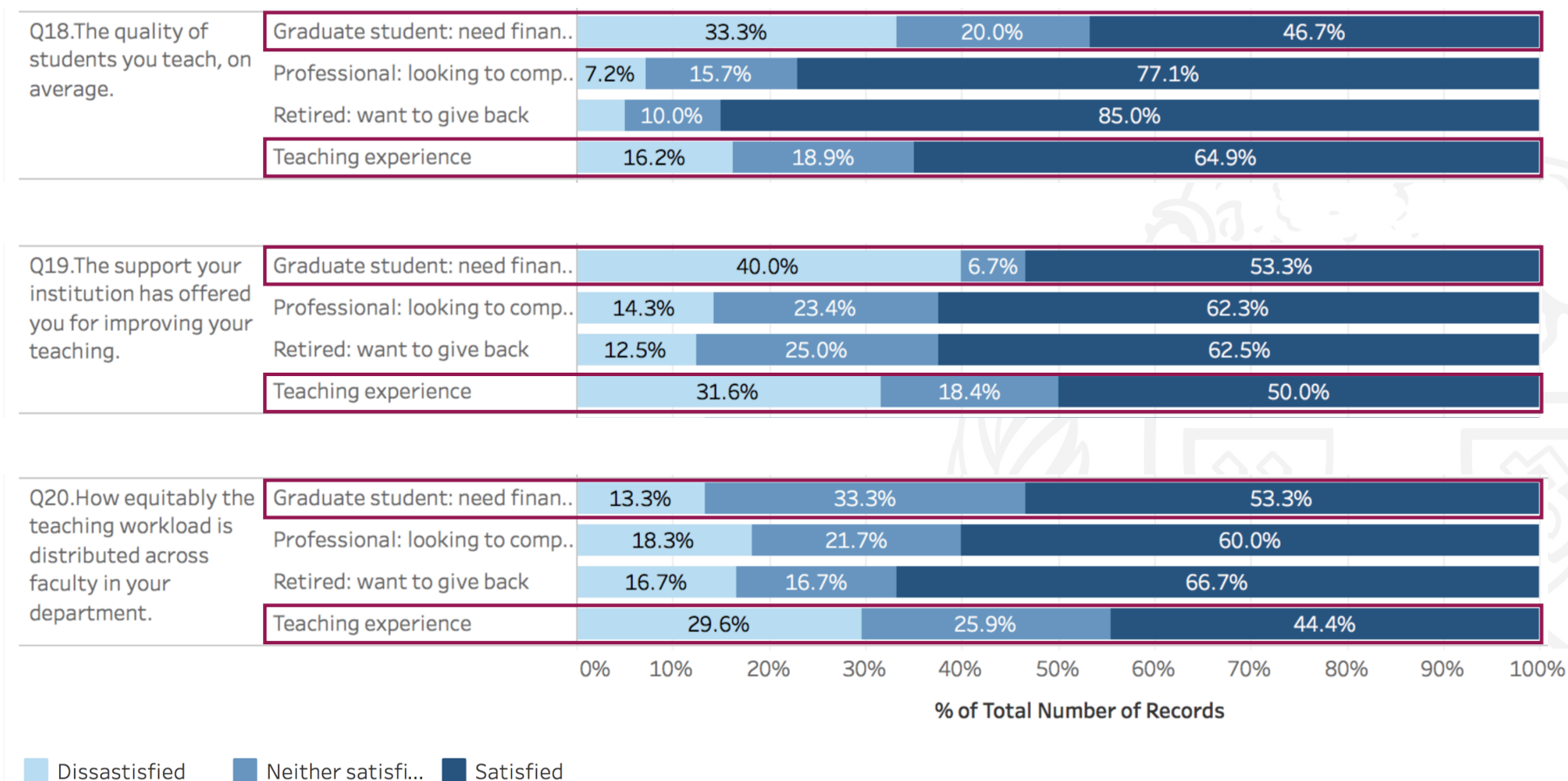
Salary and Benefits

- Salary
- Health benefits to your family

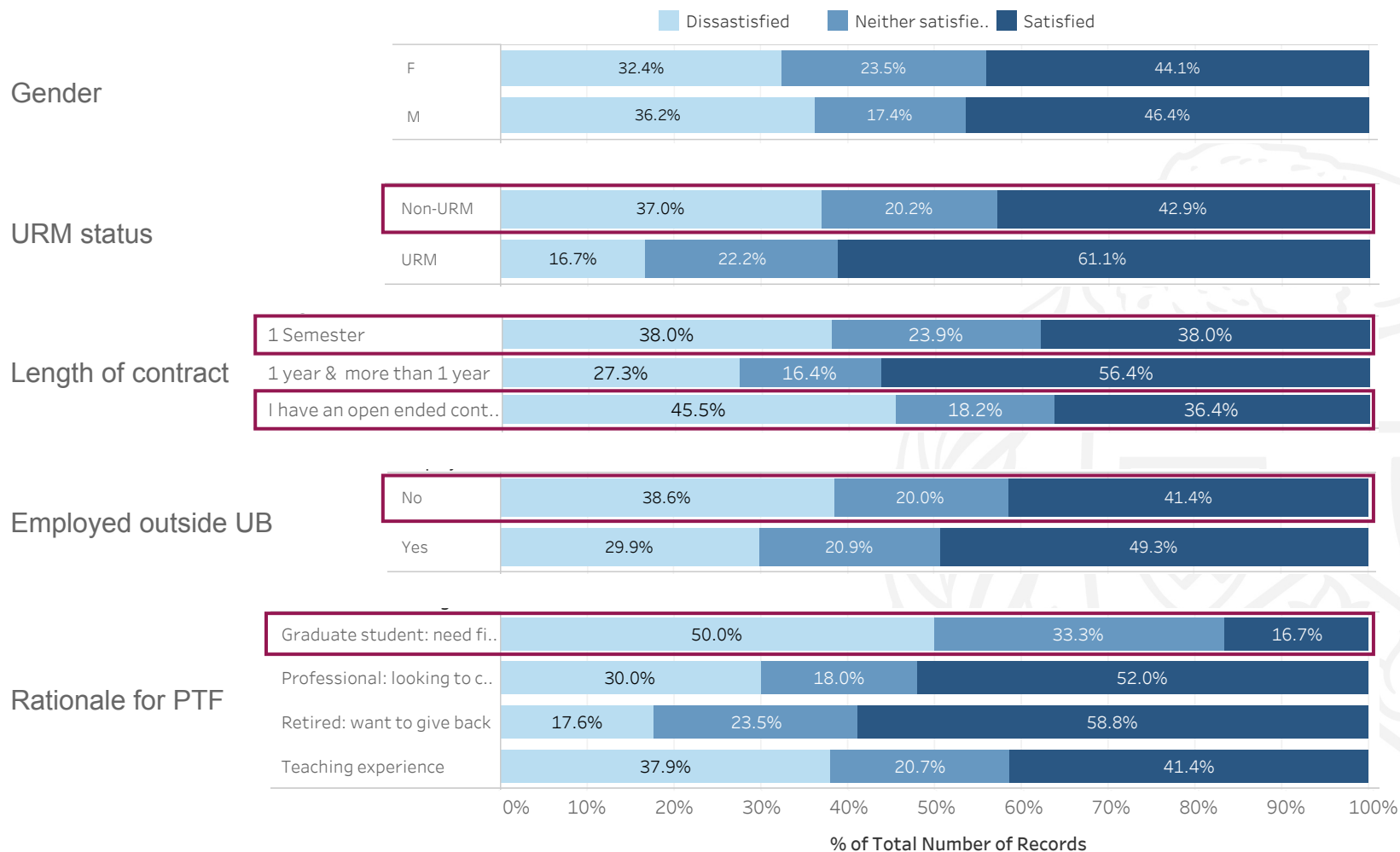
Contract Issues

- Contract renewal process, criteria & standards
- Sense of whether contract will be renewed

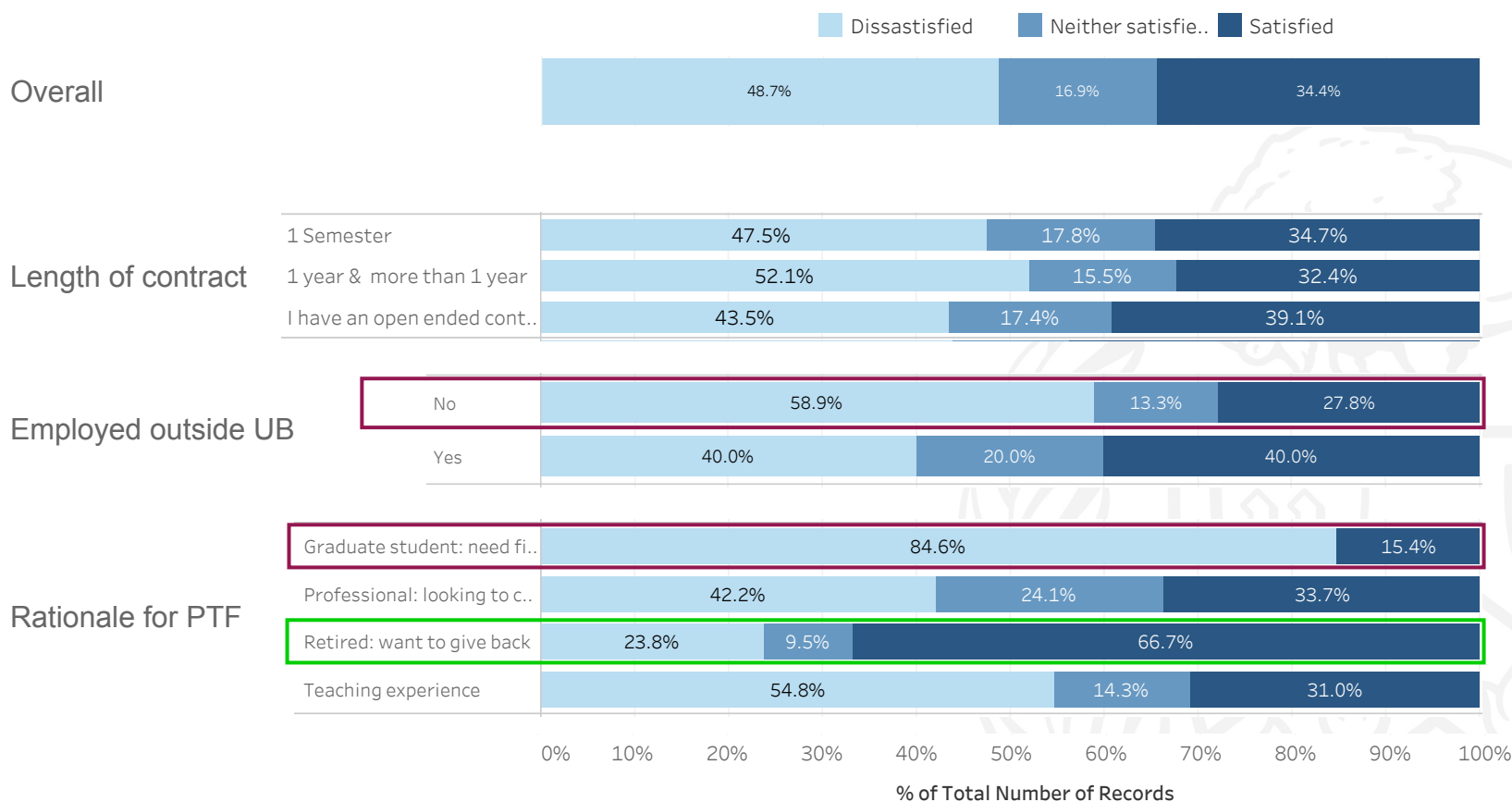
Satisfaction - Teaching: *Rationale for PTF*



Variation of Concern - Example: *Office Space*



Variation of Concern - Example: *Salary*



Areas of Concern are not Equally Distributed

Departmental Life

- Opportunity to participate in dept. meetings
- Compatibility of dept. meeting times with personal/family needs
- 1 semester contract
- Not employed outside UB
- Graduate student or seeking teaching exp.
- 1 semester contract
- Employed outside UB
- Graduate student or professional in the field

Appreciation & Recognition

- Recognition for teaching efforts, research/ scholarly efforts, from colleagues/peers at UB
- 1 semester contract
- Graduate student or professional in the field

Areas of Concern are not Equally Distributed

Mentoring

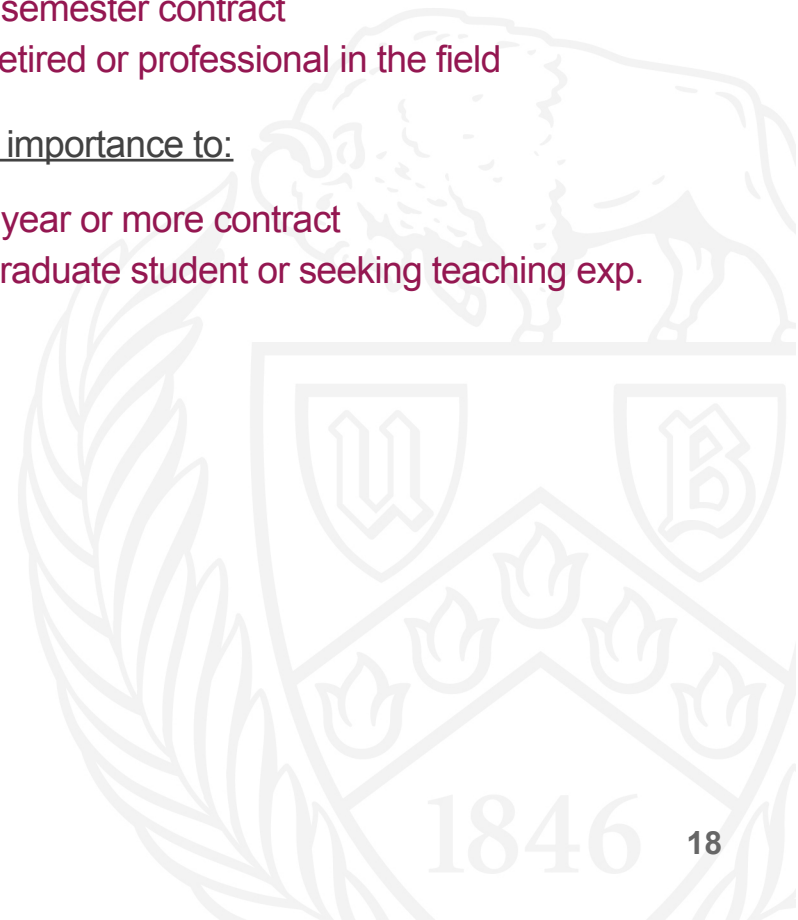
- Currently receiving mentoring
- Importance of mentoring outside the dept.

Lowest rate for:

- 1 semester contract
- Retired or professional in the field

Highest importance to:

- 1 year or more contract
- Graduate student or seeking teaching exp.



Summary

- ‘Adjuncts’ are a diverse population of part-time faculty (PTF) that cannot be viewed through a single lens, nor can their situation be addressed with a one-size-fits-all approach
- Motivation for seeking adjunct position and economic background drive expectations directed at UB as employer and determine the priority of needs:
 - PTF with non-academic jobs outside UB and those in retirement are more satisfied with their range of experiences than graduate students and post graduates looking to enhance their teaching skills and build a portfolio for potential full-time employment
 - PTF with varied length of contract experience differential treatment in regard to integration into the department life; often those with semester-to-semester contracts, just as graduate students in teaching positions and those seeking to enhance their teaching, feel less integrated or recognized for their efforts
- PTF composition and resulting outcomes are not homogenous across UB schools and the college

A few concerns share a higher degree of commonality:

- Issues around contract renewal are a concern for all groups across the board (except retirees)
- Only 15% of PTF report being mentored
- All groups would rate mentoring as important for their success as teachers (except retirees)

Outcomes on Campus

Shift and broadening of conversations regarding

- Use of graduate students as PTF instructors
 - Benefit or detraction to students in class?
 - Prolonging time to degree or important career preparation?
 - Reserved for much smaller number of true emergency cases, when full-time faculty instructor is *temporarily* unavailable to teach?
- Stable cohort of necessary adjuncts as PTF recruited from community members and experts in their fields
 - Higher chance to have a fulfilling experience teaching at UB, with positive impact on students who take their classes?
- Review of contract renewal process for PTF, communication of criteria, timelines
- Support of a more widely used and better recognized cohort of full-time, non-tenure track faculty with a focus on educational innovation, scholarship of teaching, and enhanced student learning outcomes
 - Provost Steering Committee on faculty in qualified ranks
 - Conditions for promotion across units, provost-level evaluation?
 - Departmental integration, recognition, opportunities for professional development?
 - Perspective for over time increasingly longer-term contracts?
 - Would the group of PTF looking to enhance their teaching be a natural resource for this growth?
 - Budgetary implications?

Thank you!

