

Part-time Faculty Survey Results

KSU - Whose Responsibility Is It?

January 17th 2020

Q1 - Role of person completing survey:

#	Answer	%	Count
1	VP or Higher	0.00%	0
2	Dean of College	0.72%	1
3	Chair of Department	0.00%	0
4	Full-Time Faculty	2.16%	3
5	Part-Time Faculty	97.12%	135
6	Staff	0.00%	0
	Total	100%	139

Q2 - Years of service

#	Answer	%	Count
1	This is my first semester at KSU	9.35%	13
2	1-2 years	17.99%	25
3	3-5 years	27.34%	38
4	6-8 years	20.86%	29
5	9-11 years	11.51%	16
6	12 -14 years	4.32%	6
7	15 plus years	8.63%	12
	Total	100%	139

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Q3 – A. Policies & Compensation. - Should there be a policy or practice?

#	Question	Yes	#	No	#	I do not know	#	Total #
1	1a. Consistency in the way courses are assigned for all ranks of faculty	67.74%	63	6.45%	6	25.81%	24	93
2	1b. Consistency in the way class sizes are determined for all ranks of faculty	73.91%	68	6.52%	6	19.57%	18	92
3	1c. Consistency in the cancellation policy for courses for all ranks of faculty	72.83%	67	6.52%	6	20.65%	19	92
4	2. Protocol for hiring and retention across the university and a timeline for notification of retention	74.73%	68	3.30%	3	21.98%	20	91
5	3. Title, rank, and pay scale for part-time members aligned with longevity and student success	76.67%	69	10.00%	9	13.33%	12	90
6	4. Seniority as a factor in course assignments for part-time faculty	63.33%	57	14.44%	13	22.22%	20	90
7	5. Equal pay for equal work by level of seniority for all part-time faculty (Tier structure pay)	73.26%	63	12.79%	11	13.95%	12	86
8	6. Determination of the number students in a class for standard hours worked teaching a three-credit hour class	71.59%	63	5.68%	5	22.73%	20	88
9	7. A clear definition of expectations for part-time faculty (ie grading, teaching, prep work, conferencing, office hours, etc)	75.28%	67	14.61%	13	10.11%	9	89
10	8. Process, frequency, and timeline for evaluation of part-time faculty	75.86%	66	6.90%	6	17.24%	15	87
11	9. Protection of academic freedom and intellectual property rights for part-time faculty	80.68%	71	4.55%	4	14.77%	13	88
12	10. Protection from conflict of interest policy	72.41%	63	5.75%	5	21.84%	19	87
13	11. Access to faculty resources such as professional development, technology, and pro-rated benefits for part-time faculty	86.81%	79	2.20%	2	10.99%	10	91

Q3 - B. Policies & Compensation. - Is there a current policy or practice?

#	Question	Yes	#	No	#	I do not know	#	Total #
1	1a. Consistency in the way courses are assigned for all ranks of faculty	15.22%	14	13.04%	12	71.74%	66	92
2	1b. Consistency in the way class sizes are determined for all ranks of faculty	21.35%	19	13.48%	12	65.17%	58	89
3	1c. Consistency in the cancellation policy for courses for all ranks of faculty	21.35%	19	11.24%	10	67.42%	60	89
4	2. Protocol for hiring and retention across the university and a timeline for notification of retention	15.12%	13	11.63%	10	73.26%	63	86
5	3. Title, rank, and pay scale for part-time members aligned with longevity and student success	8.14%	7	29.07%	25	62.79%	54	86
6	4. Seniority as a factor in course assignments for part-time faculty	7.23%	6	28.92%	24	63.86%	53	83
7	5. Equal pay for equal work by level of seniority for all part-time faculty (Tier structure pay)	10.98%	9	23.17%	19	65.85%	54	82
8	6. Determination of the number students in a class for standard hours worked teaching a three-credit hour class	30.49%	25	10.98%	9	58.54%	48	82
9	7. A clear definition of expectations for part-time faculty (ie grading, teaching, prep work, conferencing, office hours, etc)	30.12%	25	22.89%	19	46.99%	39	83
10	8. Process, frequency, and timeline for evaluation of part-time faculty	28.75%	23	21.25%	17	50.00%	40	80
11	9. Protection of academic freedom and intellectual property rights for part-time faculty	16.46%	13	22.78%	18	60.76%	48	79
12	10. Protection from conflict of interest policy	33.77%	26	9.09%	7	57.14%	44	77
13	11. Access to faculty resources such as professional development, technology, and pro-rated benefits for part-time faculty	32.14%	27	23.81%	20	44.05%	37	84

Q3 - C. Policies & Compensation. - Which level is currently responsible for the policy or practice?

#	Question	D	#	C	#	U	#	B	#	Total #
1	1a. Consistency in the way courses are assigned for all ranks of faculty	85.51%	59	7.25%	5	5.80%	4	1.45%	1	69
2	1b. Consistency in the way class sizes are determined for all ranks of faculty	58.57%	41	22.86%	16	17.14%	12	1.43%	1	70
3	1c. Consistency in the cancellation policy for courses for all ranks of faculty	59.68%	37	20.97%	13	17.74%	11	1.61%	1	62
4	2. Protocol for hiring and retention across the university and a timeline for notification of retention	37.14%	26	24.29%	17	35.71%	25	2.86%	2	70
5	3. Title, rank, and pay scale for part-time members aligned with longevity and student success	39.44%	28	21.13%	15	30.99%	22	8.45%	6	71
6	4. Seniority as a factor in course assignments for part-time faculty	75.41%	46	16.39%	10	8.20%	5	0.00%	0	61
7	5. Equal pay for equal work by level of seniority for all part-time faculty (Tier structure pay)	35.38%	23	24.62%	16	32.31%	21	7.69%	5	65
8	6. Determination of the number students in a class for standard hours worked teaching a three-credit hour class	50.00%	32	26.56%	17	18.75%	12	4.69%	3	64
9	7. A clear definition of expectations for part-time faculty (ie grading, teaching, prep work, conferencing, office hours, etc)	69.35%	43	12.90%	8	11.29%	7	6.45%	4	62
10	8. Process, frequency, and timeline for evaluation of part-time faculty	65.52%	38	18.97%	11	15.52%	9	0.00%	0	58
11	9. Protection of academic freedom and intellectual property rights for part-time faculty	30.00%	21	20.00%	14	32.86%	23	17.14%	12	70
12	10. Protection from conflict of interest policy	26.39%	19	15.28%	11	30.56%	22	27.78%	20	72
13	11. Access to faculty resources such as professional development, technology, and pro-rated benefits for part-time faculty	29.17%	21	19.44%	14	33.33%	24	18.06%	13	72

Q3 - D. Policies & Compensation. - Which should be responsible for the policy or practice?

#	Question	D	#	C	#	U	#	B	#	Total #
1	1a. Consistency in the way courses are assigned for all ranks of faculty	77.50%	62	15.00%	12	6.25%	5	1.25%	1	80
2	1b. Consistency in the way class sizes are determined for all ranks of faculty	49.37%	39	31.65%	25	16.46%	13	2.53%	2	79
3	1c. Consistency in the cancellation policy for courses for all ranks of faculty	51.95%	40	25.97%	20	20.78%	16	1.30%	1	77
4	2. Protocol for hiring and retention across the university and a timeline for notification of retention	27.91%	24	23.26%	20	39.53%	34	9.30%	8	86
5	3. Title, rank, and pay scale for part-time members aligned with longevity and student success	36.36%	32	22.73%	20	34.09%	30	6.82%	6	88
6	4. Seniority as a factor in course assignments for part-time faculty	67.95%	53	19.23%	15	11.54%	9	1.28%	1	78
7	5. Equal pay for equal work by level of seniority for all part-time faculty (Tier structure pay)	31.71%	26	25.61%	21	31.71%	26	10.98%	9	82
8	6. Determination of the number students in a class for standard hours worked teaching a three-credit hour class	41.67%	35	27.38%	23	23.81%	20	7.14%	6	84
9	7. A clear definition of expectations for part-time faculty (ie grading, teaching, prep work, conferencing, office hours, etc)	58.02%	47	22.22%	18	14.81%	12	4.94%	4	81
10	8. Process, frequency, and timeline for evaluation of part-time faculty	53.16%	42	27.85%	22	16.46%	13	2.53%	2	79
11	9. Protection of academic freedom and intellectual property rights for part-time faculty	23.40%	22	23.40%	22	34.04%	32	19.15%	18	94
12	10. Protection from conflict of interest policy	24.71%	21	18.82%	16	32.94%	28	23.53%	20	85
13	11. Access to faculty resources such as professional development, technology, and pro-rated benefits for part-time faculty	24.49%	24	24.49%	24	33.67%	33	17.35%	17	98

Q3 – E. Policies & Compensation. - Comments

Q3-1a. Consistency in the way courses are assigned for all ranks of faculty

Could not get access to D2L until 10 days before classes start. as a first time faculty this is NOT GOOD. I felt rushed, I could not put as much time as I wanted in prepping in advance, and only because other faculty in the department helped I was able to deliver what promised.

Decide based on seniority & student comments

No explanation provided

Larger class size should equate to higher pay for Part-Time faculty. Why are PT PT faculty given 70 students in a class and FT faculty given 35 of the same course?

I never know from semester to semester how many classes I'll be teaching. This is new practice and it appears people are getting thrown into the Chair position who don't really care about the part-time faculty's needs.

Q3-1b. Consistency in the way class sizes are determined for all ranks of faculty

class sizes vary with school and part-time do not get additional salary to teach large classes.

Too much turnover due to this unfair practice

Stick to a reasonable class limit or pay extra for additional students

I once taught a class with 40 chairs and 50 students

Faculty should have a voice as should students. Individual instructors need override authority, as it used to be.

Q3- 1c. Consistency in the cancellation policy for courses for all ranks of faculty

This is a problem.

Should be fair & consistent

Posting or public notification process is needed

Q3 - 2. Protocol for hiring and retention across the university and a timeline for notification of retention

Teaching should be emphasized more.

Too many problems to name here... faculty race should mirror student race demographics

Q3 - 3. Title, rank, and pay scale for part-time members aligned with longevity and student success

Little notice is made regarding experience and seniority. One must assume that the longer a person has been providing part-time instruction (with consistently high evaluations), the better the end-product.

Persons with little or no experience as teachers or as practitioners have been put into positions for which that person was/is only marginally qualified. It is, to say the least, disheartening, especially when so much time, energy, and money has been spent on diversity and sensitivity. Being all but ignored is frustrating and disheartening.

Emphasize teaching & reliability

I'm a part-time clinical instructor. Compensation has not been increased since 2015. I've inquired in several places to find out who to speak to - no one seems to know. Please look into this. Cost of living increases around 3% every year - needs revision!

We're all paid the same and it's ridiculously low--not even close to equity with full-time

Current pay scale for part-time faculty is way too low

salaries for part-time have held the same since 2010.

It depends upon how "student success" is defined. Is the definition based on grade profiles (which is garbage) or is it based upon the knowledge and skills obtained by the students. In our era of grade inflation and bean counters, there is a BIG DIFFERENCE.

What are widely held best practices here

There needs to be a better system where compensation reflects performance. Currently strong performing part time faculty are paid the same as weak seniority driven part time faculty and it isn't fair.

I don't know which level is currently responsible and it doesn't seem like KSU is invested in either long-serving part timers OR student success. KSU seems to want student success without investing at all in part time or adjuncts.

Teaching one course, I bring home \$482.53 per month. Unacceptable!

Q3 - 4. Seniority as a factor in course assignments for part-time faculty

So much has been done on a whim rather than looking to ferret out the best teachers in each discipline and use that as a basis for assignments.

This is a problem.

Seniority & student evals

I've been teaching at KSU for 5 years and others have come behind me that carry more courses.

Q3 - 5. Equal pay for equal work by level of seniority for all part-time faculty (Tier Structure Pay)

I strongly believe that some are not as qualified to teach certain courses because they, themselves, have not had the methods or theories. I strongly believe teaching should be based on expertise and ongoing learning, not based on seniority. This style of pay/hierarchy is archaic and problematic. If someone spent 7 years on a PhD, that is deserving of better pay

This one is tough, because compensation is rarely discussed.

Pay for number of students taught

I don't think there is equal pay to part-time faculty for teaching the same course as a full-time instructor

part-time salaries have been the same since 2010 and vary with schools.

Fair Governance is needed here

There is no equal pay for equal work but if I was female you would have a big problem. Compensation for better performing faculty is a disgrace. Women get paid more than men and KSU is getting a great deal at my expense.

Q3 - 6. *Determination of the number students in a class for standard hours worked teaching a three-credit hour class*

Ultimately, the instructor should have the final word. We all know the course material well enough to understand an optimum for a given discipline.

You get paid the same whether you have 20 or 120--and given the massive difference in grading/advising hours between the two, that's outrageous

have taught 35 to 55 per course

How will this be calculated?

Q3 - 7. *A clear definition of expectations for part-time faculty (ie grading, teaching, prep work, conferencing, office hours, etc.)*

Grading on D2L and I are not friends. Setting up a gradebook is complex and glitchy and has been a source of frustration for me and especially for my students. There should be extra support provided to first time faculty to setup the systems so they work smoothly. the generic classes on D2L are helpful but not specific enough to meet my needs

Pay for prep time before term begins

We got a sheet at a CETL workshop that is, as far as I know, not otherwise widely distributed. And it was a joke: You can't possibly do the job in that amount of time.

Q3 - 8. *Process, frequency, and timeline for evaluation of part-time faculty*

In all the time that I have been at KSU, seventeen years, I have been evaluated once, and that was in 2004 by Tom Roper. Since then, I and the things I've accomplished with my students has been mostly ignored. The fact that I have had, year after year, excellent evaluations has meant nearly nothing, a condition that is very discouraging. It makes it difficult at times.

Consider student evals / comments / students who ask to take professor

no evaluation. i usually request performance analysis

Would like to be able to evaluate my supervisor too! Usually positive be would like to be asked.

Formal training needs to also be provided and often

And this should be tied to compensation. If you get a great review, you should get great compensation. The current structure is extremely unfair.

Evaluating part time faculty? Does this even happen?

Q3 - 9. Protection of academic freedom and intellectual property rights for part-time faculty

no explanation

What are the best practices here?

Q3 - 10. Protection from conflict of interest policy

I don't know what you mean: Do we want protection from the policy??

emails from KSU

What are the best practices here?

Q3- 11. Access to faculty resources such as professional development, technology, and pro-rated benefits for part-time faculty

this is an area that really needs improvement. Since part-time faculty are only allowed to teach 2 classes in the whole USG system, there is no way you can live off of that amount and afford healthcare. They need to pay more per class or contribute towards healthcare.

i found out on my own

What are the best practices here? If faculty are faculty, why then are PT and FT treated differently?

Provide prof. dev. based on seniority & interest

Part time faculty do not get any of these.

On what we get paid, it's nuts that I have to provide a phone, laptop, etc., do my own copying/printing since I'm not already on campus most of the day, etc. And they tell us to lie about our hours to avoid having to give us benefits.

CETL is invaluable for professional development. I have access to technology, but pro-rated benefits... a bit unclear, but edging towards not having this.

Benefits are absolutely needed for many PT faculty.

Q4 - A. Governance & Inclusion. - Should there be a policy or practice?

#	Question	Yes		No		I do not know		Total
1	1. Inclusion of part-time faculty in shared governance at the department, college, and university levels	82.56%	71	10.47%	9	6.98%	6	86
2	2. Inclusion of part-time faculty in departmental, college, and university surveys	93.02%	80	3.49%	3	3.49%	3	86
3	3. Inclusion of part-time faculty in service and scholarship opportunities (Dissertation & Thesis Committee, Curriculum Development, etc.)	82.76%	72	10.34%	9	6.90%	6	87

Q4 - B. Governance & Inclusion. - Is there a current policy or practice?

#	Question	Yes		No		I do not know		Total
1	1. Inclusion of part-time faculty in shared governance at the department, college, and university levels	21.52%	17	17.72%	14	60.76%	48	79
2	2. Inclusion of part-time faculty in departmental, college, and university surveys	23.08%	18	12.82%	10	64.10%	50	78
3	3. Inclusion of part-time faculty in service and scholarship opportunities (Dissertation & Thesis Committee, Curriculum Development, etc.)	16.46%	13	15.19%	12	68.35%	54	79

Q4 - C. Governance & Inclusion. - Which level is currently responsible for the policy or practice?

#	Question	D		C		U		B		Total
1	1. Inclusion of part-time faculty in shared governance at the department, college, and university levels	27.63%	21	21.05%	16	46.05%	35	5.26%	4	76
2	2. Inclusion of part-time faculty in departmental, college, and university surveys	36.36%	28	27.27%	21	33.77%	26	2.60%	2	77
3	3. Inclusion of part-time faculty in service and scholarship opportunities (Dissertation & Thesis Committee, Curriculum Development, etc.)	36.11%	26	23.61%	17	37.50%	27	2.78%	2	72

Q4 - D. Governance & Inclusion. - Which should be responsible for the policy or practice?

#	Question	D		C		U		B		Total
1	1. Inclusion of part-time faculty in shared governance at the department, college, and university levels	27.78%	25	22.22%	20	41.11%	37	8.89%	8	90
2	2. Inclusion of part-time faculty in departmental, college, and university surveys	35.16%	32	24.18%	22	37.36%	34	3.30%	3	91
3	3. Inclusion of part-time faculty in service and scholarship opportunities (Dissertation & Thesis Committee, Curriculum Development, etc.)	33.33%	28	26.19%	22	34.52%	29	5.95%	5	84

Q4 - E. Governance & Inclusion. - Comments

Q4 - 1. Inclusion of part-time faculty in shared governance at the department, college, and university levels

part-time fac deserve more respect, pay, as well as accountability for teaching

we are consistently notified by e mail

They don't pay me enough to put in even more hours attending meetings and stuff. No way I'm doing that.

There needs to be hours at night for people who cannot make it during the day

have been told not to come to dept. meetings.

Our department is very active in providing opportunities for PT to share their thoughts... College level, a bit unclear, not so much. University level... we have our council.

There should not be enough part-time faculty for this to be an issue. This same response applies to all of the following questions. The existence of the large number of part-time faculty is an indication of the ethical bankruptcy of academia.

Q4 - 2. Inclusion of part-time faculty in departmental, college, and university surveys

This is an interesting question because there is a circular effect in motion that started quite a while ago and has seen only a little deviation from the norm. The norm has been that part-time faculty are not consulted, polled, or in any way asked, individually or collectively, what anyone thinks. That creates apathy and thus the circle begins to turn, so that efforts to become more inclusive are neither responded to nor sustained. The end-product is a less collegial atmosphere than one of resignation to the direction of the flow.

have been told not to complete

Same comments as for previous question.

This should include conferences, funding and other opportunities given to FT faculty

Don't know if there is a current policy

Q4 - 3. Inclusion of part-time faculty in service and scholarship opportunities (Dissertation & Thesis Committee, Curriculum Development, etc.)

Simply because a faculty member does not take volunteer spots, seats on committees, and the like, doesn't mean that that faculty member is not brimming with creative and engaging ways to impart knowledge to the students. Many of the tasks for which some get recognition have precious little to do with educating our next generation. Yet, that sort of activity is considered, whereas, teaching talent, refined often over decades, is given little or no recognition, when the mission of the entire system is to pass along into the future that which we have learned.

I would like to be involved in some of this but not on my own time. I'm not volunteering to run the school so they can have football stadiums and half-million dollar salaries for the president.

was told by chair not to enroll in part-time scholarship meetings that would have paid me my time.

I am very happy to say that my college is very active at providing opportunities for PT faculty.

This should include conferences, funding and other opportunities given to FT faculty

Q5 - A. Communication from Departments and University - Should there be a policy or practice?

#	Question	Yes		No		I do not know		Total
1	1. Communication of vision, goals, and objectives to part-time faculty	93.98%	78	2.41%	2	3.61%	3	83
2	2. Communication of the expectations for student performance to part-time faculty	93.98%	78	2.41%	2	3.61%	3	83
3	3. Communication regarding resources and professional learning opportunities that are available to help part-time faculty support students	95.18%	79	0.00%	0	4.82%	4	83
4	4. Inclusion of part-time faculty in department meetings and emails related to initiatives and direction of the department	95.12%	78	2.44%	2	2.44%	2	82

Q5 - B. Communication from Departments and University - Is there a current policy or practice?

#	Question	Yes		No		I do not know		Total
1	1. Communication of vision, goals, and objectives to part-time faculty	27.27%	21	23.38%	18	49.35%	38	77
2	2. Communication of the expectations for student performance to part-time faculty	27.63%	21	25.00%	19	47.37%	36	76
3	3. Communication regarding resources and professional learning opportunities that are available to help part-time faculty support students	41.56%	32	12.99%	10	45.45%	35	77
4	4. Inclusion of part-time faculty in department meetings and emails related to initiatives and direction of the department	41.03%	32	23.08%	18	35.90%	28	78

Q5 - C. Communication from Departments and University - Which level is currently responsible for the policy or practice?

#	Question	D		C		U		B		Total
1	1. Communication of vision, goals, and objectives to part-time faculty	47.25%	43	24.18%	22	23.08%	21	5.49%	5	91
2	2. Communication of the expectations for student performance to part-time faculty	51.28%	40	28.21%	22	17.95%	14	2.56%	2	78
3	3. Communication regarding resources and professional learning opportunities that are available to help part-time faculty support students	43.18%	38	25.00%	22	30.68%	27	1.14%	1	88

4	4. Inclusion of part-time faculty in department meetings and emails related to initiatives and direction of the department	65.79%	50	19.74%	15	11.84%	9	2.63%	2	76
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Q5 - D. Communication from Departments and University - Which should be responsible for the policy or practice?

#	Question	D	C	U	B	Total				
1	1. Communication of vision, goals, and objectives to part-time faculty	43.75%	42	30.21%	29	23.96%	23	2.08%	2	96
2	2. Communication of the expectations for student performance to part-time faculty	47.62%	40	28.57%	24	21.43%	18	2.38%	2	84
3	3. Communication regarding resources and professional learning opportunities that are available to help part-time faculty support students	41.24%	40	26.80%	26	29.90%	29	2.06%	2	97
4	4. Inclusion of part-time faculty in department meetings and emails related to initiatives and direction of the department	58.33%	49	21.43%	18	15.48%	13	4.76%	4	84

Q5 - E. Communication from Departments and University - Comments

Q5 - 1. Communication of vision, goals, and objectives to part-time faculty

Every time I design a new course I have to go looking for this stuff.

no explanation

This should include conferences, funding and other opportunities given to FT faculty

This only gets done when it has to, I think. There may be some of my adjunct colleagues who've never heard anything about the vision or goals.

Q5 - 2. Communication of the expectations for student performance to part-time faculty

part-time faculty need more guidance

It is expected that we are somehow supposed to be responsible for whether they show up and participate in classes. It is subtly communicated that we shouldn't flunk too many of them.

no explanation

This should include conferences, funding and other opportunities given to FT faculty

Q5 - 3. Communication regarding resources and professional learning opportunities that are available to help part-time faculty support students

I don't know if there's a policy but my department at least is very good about this, as is CETL.

Again, better flexibility with the hours at night

Part-timers need resources and need to get paid for their time on campus.

This should include conferences, funding and other opportunities given to FT faculty

Q5 - 4. Inclusion of part-time faculty in department meetings and emails related to initiatives and direction of the department

very consistent

Again: No pay, no meetings.

been told by chair not to go to meetings because I'm a part timer.

Other than a meeting at the beginning of the semester, I usually don't hear of anything. I feel students know more about department announcements than I do. It is embarrassing.

This should include conferences, funding and other opportunities given to FT faculty

Not sure who is currently responsible, but I participate despite getting paid nothing to do it so that I, one day, might qualify for a job that will pay me adequately for the time and work I do as a professor.