

Chairs Meeting CAS October 25 2001

The 25 October 2001 CAS Chairs meeting included on its agenda a discussion of issues with regard to part-time faculty. How are part-time (core, half-time, per course) faculty oriented to the department when they are hired? How are they mentored and otherwise supported while teaching in the department? How is their teaching and service evaluated and rewarded? The goal of the meeting was simply to begin a conversation about part-time faculty, not settle any particular issue. The Deans proposed that once the issues were on the table (including the demand on Chairs' time that more extensive evaluation of part-time faculty would cost), we can start trying to figure out how to address them. The Deans also said they realized that the temptation would be to focus exclusively on part-time salary. Granting this is an important issue, and is on the plate of the Compensation Committee, the Deans asked that Chairs focus on the "formative" as "summative" issues — issues of orientation, mentoring, and support as well as issues of summative evaluation and rewards.

Vic Delclos, Ron Tanner, and Drew Schoeffield began the discussion by commenting on these three questions.

Drew Schoeffield: Part-time faculty are not around Loyola very much, and this limits the the ability to mentor them. Biology addresses part-time issues by (a) hiring very selectively, (b) teaming part-time faculty with veteran faculty for their first teaching experience, (c) batching courses and turning part-time slots into full-time, non-tenure track slots, (d) cultivating “professional adjuncts” who could serve the department for longer periods, (e) welcoming part-time faculty into the department with office space, invitations to department socials, etc. . “Monitoring” (in contrast to mentoring) part-time faculty took place by periodically sitting in on lectures, seeking input from students taught by part-time faculty, and perhaps one day requiring Updates from part-time faculty. (Most Chairs reported that they survey student evaluations of part-time faculty , both the summaries and the evaluations themselves.) Vic Delclos linked the frequent lack of oversight of part-time faculty to their low pay. He reported that Education was or was going to experiment with an orientation to the department's mission, students, course syllabi requirements, etc. Ron Tanner reported that full-time faculty in his department are half the number of part-time. As a result, full-time faculty are overworked and it is virtually impossible to seriously help part-time faculty, who are not around that much anyway. Part-time faculty are given the Faculty Handbook, welcomed to department meetings, etc. Communication plans to have an orientation for part-time faculty next August. Other ideas on part-time faculty were also mentioned (e.g., letting part-time faculty know where they stand in the department on grading; offering a College-wide orientation to part-time faculty).

Jim reported that he saw three distinct issues in adjunct salaries: what should the “basic rate” for adjuncts be, and how often should that be adjusted? What are the market rates for part-time faculty in different fields in the Baltimore area? And how can we reward veteran part-time faculty? He said that a proposal had been made to move on these three fronts but that he was not sure how high he and others would rank the proposal given the many needs of the College in the near future.