

4.8.3 Part-Time Faculty

Presentation of Findings

Old Dominion University has undergone tremendous growth over the past decade. Just as student enrollments have increased, so has the faculty size. The size of the faculty, including full-time, adjunct/part-time and graduate assistants, has increased from 2,712 in the Fall of 1989 to 2,776 in the Fall of 2000 (University Planning and Institutional Research, 12/6/00). All faculty members are assigned to one of six colleges, The College of Arts and Letters, the College of Business and Public Administration, The College of Education, The College of Engineering and Technology, The College of Health Sciences, and the College of Sciences.

Old Dominion University is committed to the concept of the teacher-scholar and acknowledges in its Mission Statement that it “values and supports faculty participation in the discovery, synthesis, application and creation of new knowledge and art forms.” Annual faculty activity assignment reports document that faculty assignments include not only credit-generating instruction, but non-credit generating instruction (curriculum development/innovation), service, research, academic administration, governance, and advising activities. Annual faculty evaluation reports detail faculty assignments, accomplishments and honors.

4.8.3/1 and 2 of 6 Part-time Faculty Use

The increased use of part-time (adjunct) faculty is a national phenomenon. From about 1970 until 1993, the percentage of part-time faculty nationally, excluding research and teaching assistants, increased by about 20% of all faculty in United States colleges and universities (NEA Report, Part-Time Employment in Academe 1996, p. 3). Old Dominion University reflects this national trend.

Old Dominion University employs part-time, adjunct faculty to respond to increasing student enrollment in many programs and to provide specialized expertise that enhances the educational programs. The level of adjunct usage, however, varies widely by College and by department. In 1997-98, there were 128.51 adjunct faculty FTE. The employment pattern for adjunct faculty varied among colleges. Business and Public Administration employed 5.01, Engineering and Technology, 3.25; Sciences, 5.69; Education 52.48; Arts and Letters 44.55; and Health Sciences, 17.53. On a yearly basis, the departments which employed the most adjunct faculty were English, 11.5; Educational Curriculum and Instruction, 21.7; Educational Leadership and Counseling, 12.96; Nursing, 10.56; and Foreign Languages, 8.77. Adjunct FTE as a percent of total faculty FTE was 16.45. Adjunct faculty taught fewer than 25% of course sections university wide.

In 1998-1999, there were 135.60 adjunct faculty FTE. The employment pattern varied among colleges. Business and Public Administration employed 6.12, Engineering and Technology, 2.38; Sciences, 4.63; Education 55.60; Arts and Letters 52.34; and Health Sciences, 14.54. On a yearly basis, the departments which employed the most adjunct faculty were Educational Curriculum and Instruction, 25.75; English, 13.44; Educational Leadership and Counseling, 12.06; Early Childhood, Speech Pathology & Special Education, 9.60; and Nursing, 8.62. Adjunct FTE as a percent of total faculty FTE was 18.44. Adjunct faculty taught fewer than 25% of course sections university wide.

In 1999-2000, there were 157.78 adjunct faculty FTE. The employment pattern varied among colleges. Business and Public Administration employed 10.52, Engineering and Technology, 4.26; Sciences, 7.20; Education, 51.05; Arts and Letters, 59.42; and Health Sciences, 25.32. On a yearly basis, the departments which employed the most adjunct faculty were Educational Curriculum and Instruction, 20.95; English, 14.81; Nursing, 14.37; and Educational Leadership and Counseling, 13.71. Adjunct FTE as a percent of total faculty FTE was 20.22. Adjunct faculty taught fewer than 25% of course sections university wide.

Table 4.8.3 – 1 Lists percentages of lower level student credit hours (SCH's) that were generated in Fall of 1998 and fall of 1999 by full-time faculty, part-time faculty, and graduate assistants.

Table 4.8.3 – 1
SCH's Generated by Full-Time/Part-Time Faculty—Lower Level

Colleges	Academic Year	SCH Generated		
		Full-Time Faculty	Part-Time Faculty	Graduate Research & Teaching Assistants
A. and L.	Fall 1998	52%	45%	3%
	Fall 1999	51%	46%	3%
B. and P. A.	Fall 1998	84%	16%	N/A
	Fall 1999	69%	31%	N/A
Education	Fall 1998	40%	54%	7%
	Fall 1999	37%	58%	5%
E. and T.	Fall 1998	97%	2%	1%
	Fall 1999	89%	9%	2%
Health S.	Fall 1998	100%	N/A	N/A
	Fall 1999	100%	N/A	N/A
Sciences	Fall 1998	89%	8%	3%
	Fall 1999	81%	13%	6%
Unknown	Fall 1998	72%	28%	N/A
	Fall 1999	52%	47%	1%
Total	Fall 1998	72%	26%	3%
	Fall 1999	65%	31%	4%

The total percentage of lower level student credit hours (SCH's) generated by part-time faculty increased from 26% in Fall, 1998 to 31% in Fall, 1999. The SCH's generated by part-time faculty members varied among colleges. Of the total SCH's generated in fall, 1998, part-time faculty in the College of Arts & Letters generated 45%, Business and Public Administration, 16%; Education, 54%; Engineering and Technology, 2%; and Sciences, 8%. Similarly, of the total SCH generated in fall, 1999, part-time faculty in the College of Arts & Letters generated 46%, Business and Public Administration, 31%; Education, 58%; Engineering and Technology, 9%; and Sciences, 13%. The College of Health Sciences is an upper division college.

Table 4.8.3 – 2 Lists percentages of upper level student credit hours (SCH's) that were generated in Fall of 1998 and fall of 1999 by full-time faculty, part-time faculty, and graduate assistants.

Table 4.8.3 – 2
SCH's Generated by Full-Time/Part-Time Faculty—Upper Level

Colleges	Academic Year	SCH Generated		
		Full-Time Faculty	Part-Time Faculty	Graduate Research & Teaching Assistants
A. and L.	Fall 1998	79%	21%	N/A
	Fall 1999	82%	18%	N/A
B. and P. A.	Fall 1998	84%	9%	7%
	Fall 1999	78%	19%	3%
Education	Fall 1998	50%	44%	6%
	Fall 1999	67%	32%	1%
E. and T.	Fall 1998	90%	7%	3%
	Fall 1999	93%	5%	2%
Health S.	Fall 1998	87%	13%	0%
	Fall 1999	73%	25%	2%
Sciences	Fall 1998	92%	6%	2%
	Fall 1999	92%	6%	3%
Unknown	Fall 1998	59%	41%	N/A
	Fall 1999	28%	72%	N/A
Total	Fall 1998	78%	19%	3%
	Fall 1999	76%	22%	1%

The percentage of upper division student credit hours (SCH's) generated by part-time faculty increased from 19% in fall, 1998 to 22% in fall, 1999. The SCH's generated by part-time faculty members varied among colleges. Of the total SCH generated in fall, 1998, part-time faculty in the College of Arts & Letters generated 21%, Business and Public Administration, 9%; Education, 44%; Engineering and Technology, 7%; Health Sciences, 13; and Sciences, 6%. Similarly, of the total SCH generated in fall, 1999, part-time faculty in the College of Arts & Letters generated 18%, Business and Public Administration, 19%; Education, 32%; Engineering and Technology, 5%; Health Sciences, 25; and Sciences, 6%.

Table 4.8.3 – 3 Lists percentages of graduate student credit hours (SCH's) that were generated in Fall of 1998 and fall of 1999 by full-time faculty and part-time faculty.

Table 4.8.3 – 3
SCH's Generated by Full-Time/Part-Time Faculty-Graduate

Colleges	Academic Year	Full-Time Faculty	Part-Time Faculty
A. and L.	Fall 1998	86%	14%
	Fall 1999	96%	4%
B. and P. A.	Fall 1998	89%	11%
	Fall 1999	84%	16%
Education	Fall 1998	55%	42%
	Fall 1999	49%	51%
E. and T.	Fall 1998	87%	13%
	Fall 1999	88%	12%
Health S.	Fall 1998	84%	16%
	Fall 1999	91%	9%
Sciences	Fall 1998	96%	4%
	Fall 1999	96%	4%
Unknown	Fall 1998	81%	19%
	Fall 1999	100%	0%
Total	Fall 1998	74%	25%
	Fall 1999	73%	27%

The percentage of graduate level student credit hours (SCH's) generated by part-time faculty, increased from 25% in fall, 1998 to 27% in fall, 1999. The SCH's generated by part-time faculty members varied among colleges. Of the total SCH's generated in fall, 1998, part-time faculty in the College of Arts & Letters generated 14%, Business and Public Administration, 11%; Education, 42%; Engineering and Technology, 13%; Health Sciences, 16; and Sciences, 4%. Similarly, of the total SCH's generated in Fall, 1999, part-time faculty in the College of Arts & Letters generated 4%, Business and Public Administration, 16%; Education, 51%; Engineering and Technology, 12%; Health Sciences, 9; and Sciences, 4%.

Given the statistics regarding adjunct faculty use, the number of full-time faculty members at Old Dominion University is adequate to provide effective teaching, scholarship, service, and governance activities.

4.8.3/3 of 6
Part-Time Faculty
Requirements for
Teaching

Hiring and retention criteria for all faculty at the Old Dominion University are closely regulated for all level of instruction. All faculty members must meet minimum requirements as outlined in Board of Visitors regulations, and University policy and accrediting agencies. Part-time (adjunct) faculty must meet the same criteria as regular faculty, including degree requirements and/or professional experience. Department chairs and Deans review faculty materials to ensure that all part-time faculty meet the requirements.

4.8.3/4 of 6
Part-Time Faculty
Policies

Regular University hiring policies and procedures are followed in hiring part-time/adjunct faculty. As is true for full-time faculty, part-time/adjunct faculty must submit a curriculum vita, three letters of recommendations, and an original transcript verifying their academic preparation. Department chairs and faculty review part-time/adjunct faculty credentials.

**4.8.3/5 of 6
Part-Time Faculty
Orientation,
Supervision, and
Evaluation**

An orientation for new faculty and administrators is held prior to the start of Fall semester classes. The programs include sessions about the institution’s values, major policies, image, direction, and expectation of their roles. In addition, each college has developed and published a college part-time adjunct faculty handbook that includes policies, procedures, and expectations for part-time adjunct faculty orientation, supervision and evaluation. These handbooks contain an overview of the university, mission statement, general employment information including state and federal policies, university services, teaching requirements, administrative concerns, college directory, and information regarding faculty teaching off campus. The college part-time adjunct faculty handbook explains the responsibilities of part-time faculty regarding making themselves accessible to students and interacting with full-time faculty.

**4.8.3/6 of 6
Student Access to
Part-time Faculty**

Part-time faculty members are provided with sufficient office space and e-mail access to ensure student access to them. In the College of Business and Public Administration, office space is provided upon request and availability. In the Colleges of Health Sciences, Arts and Letters, and Education, offices with computers are provided to adjunct faculty.

All adjunct and part-time faculty must conduct student evaluations in each of the courses that they teach. The University Student Evaluation of Teaching is distributed at the end of each semester in accordance with university policy. Statistical summaries and student comments from these evaluations become part of the faculty member’s University employment file. At the end of each academic year, the Chair and faculty member review results of feedback from students as well as feedback from peer colleagues who have worked with the adjunct/part-time faculty members.

Conclusion

The University is in compliance with the *SACS Criteria*.

Recommendations/Suggestions

None.

**Must Statement Compliance Table
4.8.3 Part-Time Faculty**

Must Statement	Compliance Statement	Supporting Documentation <u>Exhibit Numbering Key:</u> Criteria#/MustStatement#:Exhibit
4.8.3/1 of 6 The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance.	Compliance	4.8.3/01:01 Initial Appointment of Teaching and Research Faculty, BOV Policy # 1401 4.8.3/01:02 Adjunct Faculty Minutes, October 15, 1999 and November 9, 1999

4.8.3/2 of 6 The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited.	Compliance	4.8.3/02:01 Part-Time faculty: Adjunct faculty appointment, 99-00
4.8.3/3 of 6 Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.	Compliance	4.8.3/03:01 Initial Appointment of Teaching and Research Faculty
4.8.3/4 of 6 Each institution must establish and publish comprehensive policies concerning the employment of part-time faculty members.	Compliance	4.8.3/04:01 Initial Appointment of Teaching and Research Faculty
4.8.3/5 of 6 It must provide for appropriate orientation, supervision and evaluation of all part-time faculty members.	Compliance	4.8.3/05:01 Adjunct and part-time faculty handbooks 4.8.5/05:02 Evaluation of faculty 4.8.5/05:03 Student evaluation of faculty 4.8.5/05:04 Adjunct faculty survey results
4.8.3/6 of 6 Procedures to ensure student access to part-time faculty members must be clearly stated and publicized.	Compliance	4.8.3/06:01 University policy on office hours 4.8.3/06:02 Adjunct and part-time faculty handbook 4.8.3/06:03 Student evaluations