Petpar Project: Part-time teachers improving the effectiveness of teaching and learning through participatory action research

Report

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by

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ABSTRACT

This report outlines the implementation of an action research project into the experiences of part-time teaching staff at the Queensland University of Technology. These staff included tutors, lecturers, demonstrators, practical and clinical supervisors and visiting lecturers who are not employed on contract but work on a casual basis. The project arose out of considerations of the quality of teaching at the University and an awareness of the growing contribution of casual staff to tertiary teaching across Australian universities. At the same time there has been public sector reform demanding more accountability of publicly funded institutions and examination of their ability to meet wider community needs. As little research has been done in Australia or elsewhere into the teaching experiences and working conditions of part-time academic staff, this project sought to explore broadly the context in which they work and in particular to identify factors which impact on the quality of teaching.

Involvement of part-time staff in the research process was considered vital for identifying issues of most concern to these stakeholders. Participation of part-timers was also vital in the formulation and implementation of processes for change. These considerations led to the adoption of the action research paradigm for this project because participation of practitioners is one of its fundamental tenets. In addition, early anecdotal evidence and claims such as Holley’s (1995) assertion that “it has been clear for some time that the pay and conditions of academic staff employed on a casual (part-time) basis is one of the great scandals of the higher education sector” suggested that issues of social justice were involved; this is frequently a concern of action research.

In order to reconcile the views and concerns of all stakeholders, University administrators and support staff as well as part-time teachers, Guba and Lincoln’s (1993) methodology of responsive evaluation was used. Deans, Heads of School and other high level administrators were included in the research and action phases of the project. It was the belief of the research team that an effective agenda for change involves all major stakeholders. The research team included three full-time academic staff (one with experience of the co-ordination of part-time tutors, two experienced in the provision of professional development support for teaching staff) and two part-time tutors. Thus the team itself reflected a commitment to the participation of major stakeholders in the research process.

The project was supported by QUT and funded by a large QUT Teaching and Learning grant. The first phase of the project involved reconnaissance of the situation of part-time teachers. This involved the collection of quantitative and qualitative data. Approximately 1600 part-time teaching staff in Semester 1 1995 were invited to complete a questionnaire that included both closed and open-ended questions and sought information concerning roles, responsibilities, qualifications, aspirations, conditions and basic demography. A return rate of 55% was achieved. Following this, 29 part-time staff from 23 of 37 schools participated in focus groups. Case studies were then collected from nine other part-time staff, selected to represent people with a diversity of motivations and financial dependence on part-time employment. The researcher who organised and conducted the group and individual interviews was herself a part-time tutor.
After preliminary analysis of the data from the first phase of the project was completed, all part-time teaching staff were invited to attend a one day conference/workshop. The aims of this conference were four-fold: to share the project’s preliminary findings with the group, to provide an opportunity for QUT administrative stakeholders to respond to the findings, and to provide an opportunity for part-time staff to respond to the findings (to challenge or support them) and to move the project into its action phase by brainstorming actions to improve the situation of part-time teaching staff at QUT. One hundred and thirty-one part-time staff attended the conference.

The quantitative findings revealed several issues and concerns. Seventy five percent of part-time staff are employed recurrently. Few part-timers have higher degrees as most are drawn from the professions where higher qualifications are unusual, for example law, nursing and engineering. However, some 40% are undertaking further study. Depending on their role, most work between 3-6 hours per week. A disturbing trend is the lack of encouragement of professional development and limited integration into the teaching and research culture of the institution. A concern also revealed was the low level of involvement of part-timers in course development. A strong interest in teaching at QUT was indicated, with over 95% prepared to continue teaching at the University.

The strongest finding of the project from the qualitative data is the perception by many part-time staff of a lack of recognition of their contribution to teaching at the University and a sense of isolation and marginalisation. Although rates of pay, delays in pay and many hours of unpaid work are of concern to many, the data revealed very strong motivations to teach, and appreciation of the intrinsic rewards of university teaching, including status and being able to “return something to the profession”. However many inequitable practices and many instances of lack of support for teaching are described. Facilities and resources are very limited in many areas and poor communication has resulted in many staff being unaware of many support services and opportunities for professional development. This situation reflects a lack of recognition and appreciation by the University.

The project findings were addressed by the QUT administrators present at the conference and commitments to change were made by them. The findings were discussed and resoundingly confirmed by the part-time staff present. Fifty participants volunteered to be involved in action towards change. Subsequently 21 of these volunteers attended a meeting to discuss options for change. At this meeting the project was concluded, with the full-time academic staff handing responsibility for future actions to the group of part-time staff. A further commitment was made by all part-time staff present to the formation of a professional support association or network with a meeting arranged to implement this.

The research findings and actions for change suggested by the part-time staff were incorporated in the set of recommendations outlined in this report. QUT administrative staff have responded to some of the recommendations and it is expected that by their actions at School and Faculty level part-time staff will work towards implementing the remainder. The formation of a professional association and more localised School-based actions are major outcomes of this action research project and are considered vital in the facilitation of dialogue between part-time teaching staff, full-time academics and administrators.
Introduction

The focus of public sector reform has been to instigate strategic management practices that increase the accountability of institutions to their various stakeholders. Thus, high on the agenda are the development of quality management and assurance processes to ensure that the needs of the professions, students and the wider community are efficiently met. The heavy reliance and expectations placed by tertiary institutions on their part-time teaching staff highlight the need for universities to provide adequate professional development to meet the needs of such staff in their teaching duties. In this context, part-time staff refer to those whose teaching commitments in a particular school are not considered as constituting a full-time position on term contracts. Conditions of employment and the growing contribution made by casual part-timers to teaching and learning in higher education have significant implications for managing universities, particularly when read within the present context of public sector reform.

Part-time academic staff are a significant and growing resource in higher education. Enterprise bargaining, the likely implementation of aspects of the Higher Education Management Review—The Hoare Report (1995) regarding flexibility in staffing issues, as well as market conditions in some discipline areas (e.g. law and engineering), indicate that the numbers of part-time academic staff are destined to grow over the next decade. Their professional and career aspirations should be a major concern of management, yet indications are that few staff development activities cater for part-timers.

For example, The Hoare Report identified little evidence that suggested universities were taking a strategic focus in the way in which they nurture and otherwise manage their staff. In particular, the Report expressed concern that many part-time or casual staff were disadvantaged with respect to professional development. If universities are to be effectively managed and quality enhanced, part-time staff’s professional needs must be constantly met. Furthermore, their commitment to the university and development of a shared vision should be encouraged by effective communication and leadership.

Additionally, as the Moran Report (1995) points out, there is a growing need for staff development in universities to address changes in technology. Teaching expertise has been isolated as a critical factor in the take up of information technologies at universities. Information literacy, expertise and access to the technology are prime concerns to part-time academics.

Role of part-time academic staff at QUT

The teaching goal of the institution which is the setting of this study is to ensure that its graduates (a) possess knowledge and professional competence, (b) have a sense of community responsibility, and (c) have a capacity to continue their professional and personal development throughout their lives (QUT, 1990). The University attempts to achieve this goal in several ways. Primarily it argues that its teaching staff are committed to enhancing student learning and are involved in scholarly educational research within their discipline (QUT, 1994). In addition, a range of objectives including the development of innovative learning practices, computer-based education and study skills are given high priority. The University prides itself on being a “University for the Real World” by using strategies that ensure the relevance, currency and comprehensiveness of its courses by “connecting directly with the world of practice” (QUT, 1994). Thus QUT in advertising for part-time staff actively seeks professionals who enhance the practical perspective of QUT’s education. The use of practising professionals as lecturers is therefore widespread, accounting for the equivalent of 22% of all academic staff. However, the depth of dependence on part-time teachers
is staggering. Although it is difficult to achieve accurate figures there are in excess of 1800 part-time teachers employed per year in some teaching capacity. This compares with the 850 full-time teaching staff at associate lecturer to professor levels. Thus part-time academic teaching staff constitute a significant component of the University’s resources needed to meet its goals, and represent a major sector to which resources should be provided to support their teaching responsibilities. The study described here was designed to explore the roles, functions and conditions of the part-time staff, and to explore mechanisms and particular needs for teaching development of these staff.

While the philosophies and goals described above, though not unique to QUT, are laudable, external pressures (e.g. government funding policies) are also changing the structure of employment within universities. Holley (1995) asserts that “it has been clear for some time that the pay and conditions of academic staff employed on a casual (part-time) basis is one of the great scandals of the higher education sector”. A secondary concern identified by Holley was that increasing casualisation threatened the workloads of full-time staff particularly as it involves extra administration by full-timers, increased demands on co-ordinators and a further burden on students.

However, is the real situation known? In the fourteen years since the report of Mr Justice Ludeke (1981) addressed employment issues, no substantial research on part-timers has been recorded. Indeed, the situation of ‘adjunct staff’ is so marginal throughout the Western university sector that the major US study in the area is entitled The Invisible Faculty (Gappa & Leslie, 1993). Only in the last few years have part-timers attracted the attention of staff development units concerned that a substantial proportion of academic staff have been untouched by development programs designed to improve teaching and learning. Curtin University for example, has a program for tutorial staff and the federally funded Queensland Higher Education Staff Development Consortium has implemented a 1995 Queensland-wide program.

Yet we still lack basic data on the qualifications, experiences, motivations, financial situations and teaching abilities of part-time staff, neither do we know the issues that concern them in relation to their employment circumstances or their teaching. We do not know whether they are primarily graduate students seeking entry to academic careers; professionals who ‘do a little teaching on the side’ for the love of it; temporaries wanting ‘pin money’ or a thin connection to an institution which might later offer them employment as their personal circumstances change; or victims of tighter economic times, a cheap, exploited, yet expendable labour force. Nor do we know if there are gender or equity issues hidden in this lack of information. The University as a supporter of equal opportunity needs to be aware of these issues if statements such as the following are meaningful (QUT, 1994):

Commitment to a socially-just university is reflected by equity and affirmative action programs in staff recruitment and promotion as well as by staff development measures which aim ultimately to provide better representation and career advancement for groups traditionally under-represented in the university community. (p. 7)

We do know that the Committee for Quality Assurance in Higher Education lauded QUT in 1994 for its high proportion of industry-based part-time staff, presumably for the practical relevance they brought to their teaching. We do know that the union position has been adamant that the proportion of part-timers should be capped to protect full-time staff interests, as per the union position in the latest 2% productivity agreement conducted at QUT.

However, there is an unexamined tension permeating the culture of the institution. On one hand, the professional relevance part-timers bring to their teaching is viewed as a strength. However, how common are perceptions that full-timers’ jobs are at risk, are there grounds for a suspicion that part-
timers are ‘untrained’ and ‘undedicated’, and how complete is the dependence of most universities on their services.

It is within this context that we investigated the problems and concerns of teachers who are employed on a part-time basis across a range of disciplines at QUT.

**Research project: Design and Methods**

**Reconnaissance**

The first phase of this project was to develop an understanding of the situation of part-time teaching staff. In this sense we were reconnoitring the territory, exploring the situation and evaluating the processes and relationships. This process involved several stages including a demographic survey, focus groups, selective interviews with various stakeholders, and collecting assorted anecdotal data (Figure 1). However, each stage informed and complemented others. The procedures adopted were congruent with those described by Guba and Lincoln as *responsive evaluation* (Guba & Lincoln, 1993). In responsive evaluation the evaluator focuses on the **claims, concerns and issues** raised by the stakeholders in the system under evaluation. Each focus represents a set of assertions that may be favourable, critical or controversial respectively. The major task in evaluation then becomes one of seeking different views and engaging in mutual reconciliation of these view points:

one of the major tasks of the evaluator is to conduct the evaluation in such a way that each group must confront and deal with the constructions of all the others, a process we shall refer to as a hermeneutic dialectic (p. 41).

The procedures thus involve (a) identifying stakeholders, (b) recording and sharing claims, concerns and issues for comment, refutation, agreement or reaction to enable resolution, (c) further exploring unresolved claims, concerns or issues among all stakeholders and (d), negotiating among stakeholding groups concerns or issues in order to reach consensus on each disputed item.

Each of the stages that comprise the reconnaissance phase will be described in detail (Figure 1 Conceptualisation of project stages).

1a. Demographic survey

As an initial step a database on part-time staff was compiled through interrogation of the personnel and statistics database and by contacting all School secretaries. As limited information was available from these sources, a questionnaire was necessary. The questionnaire, which was mailed to home addresses of all identifiable part-time teachers, explored the composition of the part-time academic community in terms of age, sex, contact hours, qualifications, teaching experience, motivation for part-time employment, professional background, primary activity (e.g. student, research assistant, professional), and distribution across schools and faculties. Provision was also made for open-ended responses to several questions (The complete questionnaire is included as Appendix 1). The distribution of the questionnaire also raised the consciousness among part-timers that some action was being undertaken by the University to address their concerns and hence a number of part-timers responded directly to the researchers in person or by telephone contributing rich descriptions of events and experiences and pleas for involvement.

1b. Anecdotal data and artefacts

Concurrent with the purposeful collection of data from identified stakeholders, informal, anecdotal data were also collected. These sources comprised memoranda distributed through
the University, internal newspaper and bulletins, and unsolicited comments on incidents and situations from part-timers and others. These data provided a realia, a sense of context and a wholistic construction of the culture of the institution.

2. Focus Groups
Seven focus groups comprising 29 part-time staff in total were convened to identify and explore major concerns in-depth. Potential participants were targeted by two methods. Firstly, individual Schools were requested to nominate key part-time teaching staff whose participation would be desirable. Secondly, a selection of part-time staff, identified from volunteers who identified themselves in the questionnaire, was invited by telephone to participate in the focus groups for the purpose of brainstorming and identifying issues that impact on the provision of quality teaching.

3. Interviews with Individuals
Two Deans and five Heads of School, one co-ordinator of part-timers (at Professorial level), the equity officer, an ASDU representative independent of the project, and a representative of the Guild were interviewed in an unstructured format on a range of issues. The interviews focused on selection of part-timers, quality and professional development, management and physical and safety claims, concerns or issues.

A limited number of part-time teachers (9) was selected as representative of a range of constituencies identified in the demographic survey, focus groups and interviews with Heads of School and Deans. These included full time PhD students, professionals employed as specialist lecturers not dependent on the University for financial support, and tutors solely employed by the University. These individuals were intensively interviewed about experiences in the following areas: interactions with QUT's administrative and teaching systems; staff development; contributions to establishing QUT's teaching and learning environments; opportunities for career development; occupational health and safety; extrinsic factors impacting on part-time teaching (e.g. child care, security, parking); and other issues arising out of the brainstorming sessions.

Analysis of the focus groups and individual interviews provided a basis for planning and implementing phase 2 of the project, which was the workshop conference.

Workshop-Conference
A one-day workshop-conference was implemented to provide an orientation to the project for all QUT part-time teachers and to skill them in appropriate strategies to explore and improve their own teaching skills and environment. Planning of the workshop-conference included representatives of part-time teachers. This workshop-conference was facilitated by an expert in group dynamics and supported by other contributors. The agenda for the workshop drew upon the issues and concerns identified through stages 1-3. Invitations to all part-time teachers in QUT were distributed by mail. Advertising was also undertaken through public posters, the inclusion of articles in the QUT newspaper Inside QUT, by distribution of brochures directly to School secretaries and memoranda to Heads of School. The workshop was designed to review and evaluate the findings of the reconnaissance and explore mechanisms to ameliorate the situation.
Action Groups

Workshop-conference participants were asked to volunteer for specific roles and support groups. A follow-up meeting of part-timers was convened five weeks after the conference in order to explore detailed ways of implementing some of the recommendations that emerged from the conference. The project team adopted the role of critical friends and advocates for the part-time teachers to support them initiating and undertaking further action.

Participants

The participants in this study were part-time academic teaching staff employed by QUT. The study excluded staff appointed on contract who worked full-time. Identification and selection of subjects was not possible by interrogating existing university personnel data bases, therefore School secretaries were approached in writing and requested to compile a list of names of staff who were, in Semester 2 1994, employed in some teaching role. All schools eventually provided a data base of names of part-time teaching staff. Questionnaires were then mailed to all potential respondents with pre-paid return envelopes. After 5 weeks a follow-up reminder was sent to encourage further respondents.

Questionnaire

The questionnaire incorporated issues raised in Franz’s (1993) study and concerns of the project group. As a pilot exercise, a draft questionnaire with provision for extended comments was distributed to 14 part-time teachers within one faculty. Their suggestions were incorporated into the final design. The questionnaire comprised 27 questions which probed four issues: working conditions, aspirations, demographics and qualifications of staff in Semester 2 1994. The format included provision for multi-choice and open-ended responses (See Appendix 1). Comparative statistical data for full-time staff were extracted from personnel records. The survey was mailed to the home addresses of all part-time academic staff employed at the University. The survey
identified the composition of these part-time employees by age, gender, contact hours of employment, qualifications, teaching experience, motivation for part-time employment, professional background, primary role (for example, graduate student, research staff, professional), and their distribution across disciplines, schools, and faculties. This information was consolidated with data gathered from the personnel and statistics database of the University. Selected Heads of School, Deans and other managerial staff were also interviewed and challenged with some of the assertions that were made by the part-time staff.

Results of phase 1- the reconnaissance

Questionnaire response

Eight hundred and fifty one responses received by the due return date or after the reminder represented a return rate of approximately 55%, which was considered satisfactory given an apparently high transient population. The salient results that are presented provide information about a number of key questions: What roles were undertaken by part-time academic staff across the University, what is their distribution in terms of age, sex and faculty affiliation, what are their qualifications both teaching and professional, what is the nature of their relationship with the University and what professional development opportunities and encouragement exist for them? The data are extensive and hence only broad relationships aggregated for the University as a whole are reported here. The data base can provide a more detailed analysis of the situation at the school level.

Primary teaching roles and the distribution across faculties and by sex

The distribution of part-time staff identified by their primary role of employment is not evenly distributed across all faculties (Figure 2). Primary roles were categorised as lecturer, tutor, demonstrator, practice teaching supervisor, clinical teaching facilitator, marker and others. Specific faculties employ part-time staff within characteristic roles, for example the Faculty of Health employs clinical teaching facilitators, The Faculty of Education employs practice teaching supervisors and the Faculty of Science has a large proportion of demonstrators. Lecturers and tutors are more evenly spread across faculties. As there would be some congruence in the duties of part-time tutors and lecturers with those full-time staff officially classified as Lecturers A and B respectively, some comparisons are warranted. There are 579 Lecturers A and B employed full-time by the University which is approximately the same number of respondents in the category of lecturer and tutor. Employment of part-time tutors exceeds Lecturer A levels in all faculties in both absolute numbers and as a proportion of full-time staff except in Information Technology. In contrast, full-time Lecturer B appointments exceed part-timers in the lecturer category in all faculties, although the balance varies across faculties. Faculties such as Science and the Built Environment and Engineering employ four to five times more part-time tutors than lecturers. The Faculties of Information Technology and Education employ a low proportion of full-time Lecturer A staff but employ a high proportion of part-timers at the tutor level.

Seven hundred and ninety three respondents identified their sex. The overall proportion of female part-timers was 50.5%. Females accounted for 30% of part-time lecturers and 45% of tutors which compares with 25.6% for Level C, 40% for Level B and 58% for Level A full-timers. Clearly the sex imbalance among full-time senior staff parallels the situation with part-timers at these levels. This imbalance is especially exaggerated in the category of lecturer because there is a high proportion of male lecturers employed in the Faculty of the Built Environment and Engineering. It is noted that within three engineering schools there are 64 male part-time lecturers employed and only one female. In contrast, Education employs relatively more female lecturers.
Among tutors the Faculties of Arts and Education employ more females than males. These observations replicate the findings of the US study of Gappa and Leslie (1993) where 58% of part-time staff are male in contrast to 73% of full-time staff.

Distribution of staff by age is sex dependent. Of the staff under 40 years of age, 56% are female. With the exception of lecturers where males predominate (74%) the balance is weighted towards females in all major roles. In the above 40 group 42% are female. Given that clinical teaching facilitators and practice teaching supervisors who are almost entirely female constitute 12% of the over 40 group, female staff are poorly represented in the above 40 years of age group.

Seventy five to eighty percent of part-time staff are in regular employment at QUT with at least one appointment per year. The length of service of part-timers is given in Table 1 with the distribution for each role displayed. The responses suggest that there is a blend of experienced and novice teachers among the part-timers. Lecturers appear to be more permanent whereas demonstrators and clinical facilitators are relatively new to the institution. This is not surprising as 54% of the demonstrators, 37.5% of clinical facilitators and 39% of tutors are undertaking higher degree studies. Of the lecturing staff 26.4% are in a masters or doctoral course.
Table 1
Length of service of part-time staff (number n, % within each role)

<table>
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<tr>
<th>Period of employment</th>
<th>lecturers</th>
<th>tutors</th>
<th>demonstrators</th>
<th>markers</th>
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<td>27.7</td>
<td>36.2</td>
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<td>between 1 and 2 years</td>
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<td>16.9</td>
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<td>16</td>
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<td>27.1</td>
<td>38.5</td>
<td>34.0</td>
<td>32.3</td>
</tr>
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</tbody>
</table>

Qualifications of staff and distribution across faculties, age distribution and sex composition

Respondents were asked to nominate their highest qualification from a given choice. Table 2 displays the qualifications of part- and full-time staff. Of the part-time lecturers 5% have a PhD or professional doctorate as a highest qualification and 10.2% have a Masters degree whereas the corresponding proportions for full-time Lecturer B staff are 25.3% and 49.7%. The total number of academic staff at QUT with a PhD is 37% (QUT, 1994). Tutors also compare poorly with full-time Lecturer A staff with respect to qualifications. The US study by Gappa and Leslie (1993) reported 28.5% of staff with doctoral qualifications and 42.9% with a Masters degree.

Table 2
Highest existing qualification for part-time and full-time staff (nos.)

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<thead>
<tr>
<th>Qualification</th>
<th>certificate</th>
<th>assoc. diploma</th>
<th>diploma</th>
<th>degree</th>
<th>grad. certificate</th>
<th>postgrad. dip</th>
<th>masters</th>
<th>PhD</th>
<th>higher doctorate</th>
</tr>
</thead>
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<td>Faculty</td>
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<td>PT  FT PT FT</td>
<td>PT  FT</td>
<td>PT  FT</td>
<td>PT  FT PT FT</td>
<td>PT  FT PT FT</td>
<td>PT  FT</td>
<td>PT  FT PT FT</td>
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<td>7  8</td>
<td>33 26</td>
<td>22 7 14 31 5 26 2</td>
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<td></td>
<td></td>
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<tr>
<td>Built Environment &amp; Engineering</td>
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<td>12 2</td>
<td>65 14 2</td>
<td>32 10 37 45 7 35 2</td>
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<td></td>
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<td>2  1</td>
<td>56 31 4</td>
<td>22 3 37 90 1 24</td>
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</tr>
<tr>
<td>Education</td>
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<td>31 5 2</td>
<td>9 8 21 59 1 51</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
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<td>53 22 3</td>
<td>12 5 23 47 5 13 1</td>
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<td></td>
<td></td>
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</tr>
<tr>
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<td>6 6 4</td>
<td>36 1 1</td>
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<td>3 1 2</td>
<td>26 1 19</td>
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</tr>
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<td>Science</td>
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<td>8  2</td>
<td>49 16 1</td>
<td>15 7 15 28 9 73 1</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Note: PT= Part-time n = 692, FT = Full-time n =806

Analysis of qualifications by sex reveals a relatively even balance between male and female part-time staff. However, although the numbers are small (total 30) 66% of part-time staff with a doctorate and 55% with a Masters are male.
A substantial number of part-time staff (328) also appears to hold teaching qualifications. Teaching degrees, diplomas and TAFE certificates accounted for the majority of qualifications. However, predominant among the responses categorised as “other” included “train the trainer”, “industry training courses”, “army and personnel training courses” and “long experience at teaching in universities”. There was also a small number of staff with formal tertiary teaching qualifications. The majority of the staff with “other” categorisation were affiliated with the Built Environment and Engineering or Arts Faculties. Sixty six percent of those who indicated they held teaching qualifications were female. No data are available on the teaching qualifications of full-time staff.

**Information on part-time staff undertaking study analysed by faculty, age and sex**

Three hundred and twelve respondents indicated that they were undertaking further study. Twenty percent are undertaking Masters level study and 12% doctoral studies. The distribution of staff undertaking further study is highest for Law, Education and Arts and lowest in the Faculty of Built Environment and Engineering. Twenty seven percent of doctoral candidates and 32% of Masters candidates were over 40. Approximately equal numbers of male and female staff were undertaking further study.

**Relative incomes of part-time staff and their dependence on part-time employment**

In order to explore the assumptions that part-time staff are generally graduate students, academics without full-time employment or active professionals who seek part-time employment as an avenue to teach for altruistic or personal satisfaction, we posed survey questions that provided information on the status of their employment. We identified five categories: where primary income was derived from working at this University; working at another university; in self-employment; in a salaried occupation; or dependent on a scholarship.

Of the 724 respondents to this question almost 75% indicated that they were either self-employed or in salaried positions. The dependence on external income varied according to sex, faculty, primary role and age. For example, among female part-time staff 65% were either self-employed or in a salaried position in contrast to 82% of males. A large variation was also noted across faculties with lowest dependence on outside income in Education, Health and Science Faculties. In relation to primary role, clinical facilitators (20 in the Faculty of Health) and demonstrators (25 in the Faculty of Science) were the most dependent on part-time employment. Of part-time staff over 40, 78% (63.5% of all females and 88.9% of all males) were in receipt of a salary or self-employed. Six percent of part-timers are dependent on a scholarship and undertaking graduate studies, a figure well below the 21% reported in the US study (Gappa & Leslie, 1993). Hence 25% of part-timers depend on a QUT salary.

**Composition of part-time teaching staff at QUT**

The composition of part-time teaching staff is given in Table 3. Row percent represents the percentage of part-timers engaged in each role whereas column percent indicates the percentage of each role as either female or male. Noteworthy points are that among lecturing staff 68.9% are male. Across all roles 52.5% of part-time staff are males. That is, female part-timers are in excess of males in all other roles with the extreme situation being among practice-teaching supervisors where 97.1% are female.
Table 3
Distribution of teaching roles by sex

<table>
<thead>
<tr>
<th>Primary Role</th>
<th>lecturer</th>
<th>tutor</th>
<th>demonstrator</th>
<th>marker</th>
<th>clinical facilitator</th>
<th>practical teaching supervisor</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
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<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>23.4%</td>
<td>34.1%</td>
<td>7.1%</td>
<td>2.7%</td>
<td>10.7%</td>
<td>16.1%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Col %</td>
<td>31.1%</td>
<td>52.2%</td>
<td>51.8%</td>
<td>64.7%</td>
<td>91.7%</td>
<td>97.1%</td>
<td>48.0%</td>
</tr>
<tr>
<td>male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row %</td>
<td>52.5%</td>
<td>31.5%</td>
<td>6.7%</td>
<td>1.5%</td>
<td>1.0%</td>
<td>.5%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Col %</td>
<td>68.9%</td>
<td>47.8%</td>
<td>48.2%</td>
<td>35.3%</td>
<td>8.3%</td>
<td>2.9%</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

Part-timers involved in further study

It might be expected that a number of part-timers, particularly demonstrators and tutors, are also undertaking further study. The data compiled in Table 4 explore this assertion. The results would suggest that 40.8% of part-timers are involved in further study each week. Demonstrators represent the group most involved in further study as a percentage (68.3% of all demonstrators) but numerically, tutors (47.7% of all tutors), and lecturers (36.8% of all lecturers) have more people in study.
Table 4
The amount of time reportedly spent in further study by part-time staff per week related to role
(Count, row%, col*).

<table>
<thead>
<tr>
<th>role</th>
<th>lecturer</th>
<th>tutor</th>
<th>demonstrator</th>
<th>marker</th>
<th>clinical supervisor</th>
<th>practice teaching supervisor</th>
<th>other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>hours</td>
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<td></td>
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<tr>
<td>0</td>
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<td>20</td>
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<td>70.3</td>
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<td>33.3</td>
<td>28.6</td>
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<tr>
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<td>2</td>
<td>4</td>
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<td>1</td>
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<td></td>
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<td>4.9</td>
<td>11.4</td>
<td>7.1</td>
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<tr>
<td>21-30</td>
<td>22.2</td>
<td>48.1</td>
<td>7.4</td>
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<td>6</td>
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<td>Total</td>
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<td>12</td>
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<td>28</td>
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<td>%</td>
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<td>33.2</td>
<td>7.7</td>
<td>2.3</td>
<td>6.6</td>
<td>5.3</td>
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</tr>
</tbody>
</table>

*Note: Count, column %, row %. Count represents the number of responses in each category. Column % represents the proportion of each role within the given age range. Row % represents the distribution of roles at each given age range. These terms apply to all tables where relevant.

Of female part-timers, 27.6% were studying compared with 25.4% of males, a non-significant difference.

The amount of time spent in study is shown in Figure 3. Twenty nine percent of females and 25.9% of males who are studying, reported loads of up to 20 hours per week.
Figure 3 Time spent by part-timers in study each week

The qualification sought by these staff are shown in Table 5. Thus, 46.1% of all part-time academic staff are undertaking further study, comprising 12.8% who are enrolled in a PhD or professional doctoral course and 19.8% who are doing Masters level courses. Lecturers, tutors and demonstrators constitute 34.1%, 27.3% and 23.9% of those part-timers undertaking doctoral studies. In relation to specific roles, of those studying, 31% of lecturers, 22% of tutors and 63.6% of demonstrators are undertaking doctoral studies and 40% of lecturers, 57.3% of tutors and 21.2% of demonstrators are enrolled in masters programs.

At the time of the questionnaire few part-time staff were undertaking graduate certificate courses in higher education. During the project this situation has changed with numbers in that program now exceeding 20.
Table 5

*Number of part-time staff undertaking further study (count, Row%)*

<table>
<thead>
<tr>
<th></th>
<th>lecturer</th>
<th>tutor</th>
<th>demonstrator</th>
<th>marker</th>
<th>clinical facilitator</th>
<th>practice teaching supervisor</th>
<th>other</th>
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<tr>
<td></td>
<td>34.1</td>
<td>27.3</td>
<td>23.9</td>
<td>3.4</td>
<td>1.1</td>
<td>3.4</td>
<td>6.8</td>
<td>12.8</td>
</tr>
<tr>
<td>none</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>164</td>
<td>103</td>
<td>19</td>
<td>8</td>
<td>12</td>
<td>38</td>
<td>26</td>
<td>370</td>
</tr>
<tr>
<td></td>
<td>44.3</td>
<td>27.8</td>
<td>5.1</td>
<td>2.2</td>
<td>3.2</td>
<td>10.3</td>
<td>7.0</td>
<td>53.9</td>
</tr>
<tr>
<td>Column total</td>
<td>261</td>
<td>223</td>
<td>52</td>
<td>16</td>
<td>40</td>
<td>52</td>
<td>42</td>
<td>686</td>
</tr>
<tr>
<td>Total %</td>
<td>38.0</td>
<td>32.5</td>
<td>7.6</td>
<td>2.3</td>
<td>5.8</td>
<td>7.6</td>
<td>6.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Part-timers who are also research assistants**

A small percentage (11.2%) of part-timers were also employed as research assistants mostly for less than 10 hours per week (Table 6).
Table 6

*Time spent by part-time academics in research assistant work (Count, col%)*

<table>
<thead>
<tr>
<th>Hours</th>
<th>0</th>
<th>1-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>&gt;41</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>female</td>
<td>211</td>
<td>21</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>241</td>
</tr>
<tr>
<td></td>
<td>48.2</td>
<td>50.0</td>
<td>33.3</td>
<td>85.7</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>male</td>
<td>227</td>
<td>21</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>256</td>
<td></td>
</tr>
<tr>
<td></td>
<td>51.8</td>
<td>50.0</td>
<td>66.7</td>
<td>14.3</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>438</td>
<td>42</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>497</td>
</tr>
<tr>
<td>%</td>
<td>88.1</td>
<td>8.5</td>
<td>1.2</td>
<td>1.4</td>
<td>.6</td>
<td>.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Part-timers involved in other duties

The questionnaire also probed the extent to which part-timers were involved in other, undefined duties with the University (Table 7).

Table 7

*Part time staff involved in other duties in hours per week (Count, Row% col%)*

<table>
<thead>
<tr>
<th>Hours</th>
<th>0-1</th>
<th>1-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>41-50</th>
<th>&gt;50</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>female</td>
<td>163</td>
<td>67</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>256</td>
</tr>
<tr>
<td></td>
<td>63.7</td>
<td>26.2</td>
<td>3.5</td>
<td>3.1</td>
<td>2.7</td>
<td>.4</td>
<td>.4</td>
<td>50.4</td>
</tr>
<tr>
<td>male</td>
<td>198</td>
<td>42</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>252</td>
</tr>
<tr>
<td></td>
<td>78.6</td>
<td>16.7</td>
<td>1.2</td>
<td>1.6</td>
<td>1.2</td>
<td>.4</td>
<td>.4</td>
<td>49.6</td>
</tr>
<tr>
<td>Total</td>
<td>361</td>
<td>109</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>508</td>
</tr>
<tr>
<td>%</td>
<td>71.1</td>
<td>21.5</td>
<td>2.4</td>
<td>2.4</td>
<td>.4</td>
<td>.4</td>
<td>2.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the 599 part-time teaching staff who responded to this question 28.9% are involved in some other capacity at QUT. If one assumes the 378 missing cases are negative responses this still indicates 17% are associated in some other role.

Amount of teaching done by part-timers

Approximately 66.9% of the part-timers taught in only one unit with a further 17.3% teaching in two units and a further 7% teaching in three or more units. The mean number of hours worked was 4.55 for the 755 part-timers responding to the question “On average how many hours per week did you teach in semester two?” Part-time lecturers worked an average of 4.1 hours per week but a small number reported working up to 30 hours per week clearly if this represents actual contact hours rather than preparation time, it would be in breach of workplace agreements.

The means for each group of part-timers is given in Table 8 and Figures 3-7 provide insight into the range of hours worked by each role.
Table 8  
*Average number of hours worked per week by part timers in Semester 2 1994*

<table>
<thead>
<tr>
<th>Role</th>
<th>n*</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>259</td>
<td>3.6</td>
<td>3.0</td>
</tr>
<tr>
<td>Tutors</td>
<td>253</td>
<td>3.8</td>
<td>3.1</td>
</tr>
<tr>
<td>Demonstrators</td>
<td>50</td>
<td>6.1</td>
<td>4.5</td>
</tr>
<tr>
<td>Markers</td>
<td>5</td>
<td>4.4</td>
<td>3.5</td>
</tr>
<tr>
<td>Clinical Facilitators</td>
<td>44</td>
<td>12.0</td>
<td>8.2</td>
</tr>
<tr>
<td>Practice teacher sups</td>
<td>18</td>
<td>3.6</td>
<td>3.07</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>629</td>
<td>4.5</td>
<td>4.3</td>
</tr>
</tbody>
</table>

*note* *n* count, missing values and a number of erroneous responses excluded.

---

**Figure 4** Work load of lecturers (*n* = 259)

**Figure 5** Work loads of tutors (*n* = 253)
Of the 30 practice teaching supervisors, twelve gave no response to the question concerning the number of hours worked. The distribution of the remainder is shown in Figure 7.
Advanced notice of employment

The minimum advance notice reported by part-timers is detailed in Table 9. These results refer to the primary unit in which they teach (88% in contrast to 66% above). A further 185 (total 21%) indicated that they taught in a second unit with another 59 (7%) indicating involvement in a third unit. The situation is similar in the second and third units and is not reported here.

Although short notice of teaching duties was identified in focus groups as a recurring problem the majority of part-timers appear to receive notice of at least 4 weeks in the case of lecturers and three weeks in the case of tutors. However, there are still a large proportion within each category, ranging from 9.1% to 17.8%, who receive less than one week’s notice. The clinical supervisors appear to be employed on short notice with 48.9% receiving less than two weeks prior notice. In contrast most practice teaching supervisors are aware of their pending employment in excess of two weeks ahead.

*Figure 8 Work loads of practice teaching supervisors*
### Table 9

*Extent of notification given to part-timers indicating employment (count, Row%, Col%)*

<table>
<thead>
<tr>
<th>Weeks notice</th>
<th>lecturer</th>
<th>tutor</th>
<th>demonstrator</th>
<th>marker</th>
<th>clinical</th>
<th>supervisor</th>
<th>teaching practice</th>
<th>other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>less than 1</td>
<td>32</td>
<td>37</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>36.4</td>
<td>42.0</td>
<td>8.0</td>
<td>1.1</td>
<td>9.1</td>
<td>1.1</td>
<td>2.3</td>
<td>2.3</td>
<td>11.8</td>
</tr>
<tr>
<td></td>
<td>10.7</td>
<td>14.3</td>
<td>13.2</td>
<td>9.1</td>
<td>17.8</td>
<td>2.4</td>
<td>4.9</td>
<td>4.9</td>
<td>11.8</td>
</tr>
<tr>
<td></td>
<td>68</td>
<td>84</td>
<td>26</td>
<td>2</td>
<td>14</td>
<td>6</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 2</td>
<td>32.2</td>
<td>39.8</td>
<td>12.3</td>
<td>.9</td>
<td>6.6</td>
<td>2.8</td>
<td>5.2</td>
<td>5.2</td>
<td>211</td>
</tr>
<tr>
<td></td>
<td>22.8</td>
<td>32.6</td>
<td>49.1</td>
<td>18.2</td>
<td>31.1</td>
<td>14.3</td>
<td>26.8</td>
<td>26.8</td>
<td>28.2</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>58</td>
<td>8</td>
<td>2</td>
<td>13</td>
<td>16</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - 4</td>
<td>32.7</td>
<td>36.5</td>
<td>5.0</td>
<td>1.3</td>
<td>8.2</td>
<td>10.1</td>
<td>6.3</td>
<td>6.3</td>
<td>159</td>
</tr>
<tr>
<td></td>
<td>17.4</td>
<td>22.5</td>
<td>15.1</td>
<td>18.2</td>
<td>28.9</td>
<td>38.1</td>
<td>24.4</td>
<td>24.4</td>
<td>21.3</td>
</tr>
<tr>
<td></td>
<td>146</td>
<td>79</td>
<td>12</td>
<td>6</td>
<td>10</td>
<td>19</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>more than 4</td>
<td>50.3</td>
<td>27.2</td>
<td>4.1</td>
<td>2.1</td>
<td>3.4</td>
<td>6.6</td>
<td>6.2</td>
<td>6.2</td>
<td>290</td>
</tr>
<tr>
<td></td>
<td>49.0</td>
<td>30.6</td>
<td>22.6</td>
<td>54.5</td>
<td>22.2</td>
<td>45.2</td>
<td>43.9</td>
<td>43.9</td>
<td>38.8</td>
</tr>
<tr>
<td>Column</td>
<td>298</td>
<td>258</td>
<td>53</td>
<td>11</td>
<td>45</td>
<td>42</td>
<td>41</td>
<td>41</td>
<td>748</td>
</tr>
<tr>
<td>Total</td>
<td>39.8</td>
<td>34.5</td>
<td>7.1</td>
<td>1.5</td>
<td>6</td>
<td>5.6</td>
<td>5.5</td>
<td>5.5</td>
<td>100</td>
</tr>
</tbody>
</table>

### Level of briefing and preparation provided by unit co-ordinator

One would expect a considerable level of consultation and briefing between unit co-ordinators and part-time staff working within their units. With the exception of teaching practice supervisors the level of such consultations is low (Table 10).

### Table 10

*Level of teaching support reported from part-timers (count, Row%, Col%)*

<table>
<thead>
<tr>
<th>Support</th>
<th>lecturer</th>
<th>tutor</th>
<th>demonstrator</th>
<th>marker</th>
<th>clinical</th>
<th>teaching practice</th>
<th>other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>40</td>
<td>24</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>77</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>51.9</td>
<td>31.2</td>
<td>7.8</td>
<td>5.2</td>
<td>3.9</td>
<td>10.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13.2</td>
<td>9.0</td>
<td>11.1</td>
<td>8.7</td>
<td>7.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>briefly</td>
<td>115</td>
<td>67</td>
<td>17</td>
<td>5</td>
<td>24</td>
<td>6</td>
<td>15</td>
<td>249</td>
</tr>
<tr>
<td></td>
<td>46.2</td>
<td>26.9</td>
<td>6.8</td>
<td>2.0</td>
<td>9.6</td>
<td>2.4</td>
<td>6.0</td>
<td>32.3</td>
</tr>
<tr>
<td></td>
<td>38.0</td>
<td>25.1</td>
<td>31.5</td>
<td>35.7</td>
<td>52.2</td>
<td>13.0</td>
<td>35.7</td>
<td></td>
</tr>
<tr>
<td>adequately</td>
<td>124</td>
<td>133</td>
<td>24</td>
<td>8</td>
<td>17</td>
<td>29</td>
<td>19</td>
<td>354</td>
</tr>
<tr>
<td></td>
<td>35.0</td>
<td>37.6</td>
<td>6.8</td>
<td>2.3</td>
<td>4.8</td>
<td>8.2</td>
<td>5.4</td>
<td>45.9</td>
</tr>
<tr>
<td></td>
<td>40.9</td>
<td>49.8</td>
<td>44.4</td>
<td>57.1</td>
<td>37.0</td>
<td>63.0</td>
<td>45.2</td>
<td></td>
</tr>
<tr>
<td>extensively</td>
<td>24</td>
<td>43</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>26.1</td>
<td>46.7</td>
<td>7.6</td>
<td>1.1</td>
<td>5.4</td>
<td>7.6</td>
<td>5.4</td>
<td>11.9</td>
</tr>
<tr>
<td></td>
<td>7.9</td>
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<td>13.0</td>
<td>7.1</td>
<td>10.9</td>
<td>15.2</td>
<td>11.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1</td>
<td>5.6</td>
<td>.9</td>
<td>.1</td>
<td>.6</td>
<td>.9</td>
<td>.6</td>
<td></td>
</tr>
<tr>
<td>Column</td>
<td>303</td>
<td>267</td>
<td>54</td>
<td>14</td>
<td>46</td>
<td>46</td>
<td>42</td>
<td>772</td>
</tr>
<tr>
<td>Total</td>
<td>39.2</td>
<td>34.6</td>
<td>7.0</td>
<td>1.8</td>
<td>6.0</td>
<td>6.0</td>
<td>5.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 8 shows the extent to which the overall briefing of part-timers by unit co-ordinators is distributed.
Involvement of part-timers in unit development

Involvement of part-timers in unit development was examined through three questions:

To what extent are you involved in developing teaching sequence and assessment in a unit?

How often are you involved in teaching team meetings during a semester?

Are you expected to attend lectures in the unit in which you teach?

The extent to which part-timers appear to be consulted or involved in unit development is shown in Table 11 and summarised in Figure 10.

Table 11
Level to which part-timers are involved in unit planning and assessment (count, Row%, Col%)

<table>
<thead>
<tr>
<th>Extent</th>
<th>Lecturer</th>
<th>tutors</th>
<th>demonstrator</th>
<th>marker</th>
<th>clinical supervisor</th>
<th>teaching practice supervisor</th>
<th>other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>118</td>
<td>24</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>156</td>
<td></td>
</tr>
<tr>
<td></td>
<td>75.6</td>
<td>15.4</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
<td>5.1</td>
<td>20.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>38.9</td>
<td>9.1</td>
<td>3.6</td>
<td>4.2</td>
<td>4.1</td>
<td>19.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>often</td>
<td>38</td>
<td>35</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>42.7</td>
<td>39.3</td>
<td>2.2</td>
<td>1.1</td>
<td>5.6</td>
<td>4.5</td>
<td>4.5</td>
<td>11.5</td>
</tr>
<tr>
<td></td>
<td>12.5</td>
<td>13.3</td>
<td>3.6</td>
<td>6.7</td>
<td>10.4</td>
<td>8.2</td>
<td>9.5</td>
<td></td>
</tr>
<tr>
<td>sometimes</td>
<td>59</td>
<td>79</td>
<td>22</td>
<td>2</td>
<td>17</td>
<td>9</td>
<td>11</td>
<td>199</td>
</tr>
<tr>
<td></td>
<td>29.6</td>
<td>39.7</td>
<td>11.1</td>
<td>1.0</td>
<td>8.5</td>
<td>4.5</td>
<td>5.5</td>
<td>25.6</td>
</tr>
<tr>
<td></td>
<td>19.5</td>
<td>29.9</td>
<td>40.0</td>
<td>13.3</td>
<td>35.4</td>
<td>18.4</td>
<td>26.2</td>
<td></td>
</tr>
<tr>
<td>never</td>
<td>88</td>
<td>126</td>
<td>29</td>
<td>12</td>
<td>24</td>
<td>34</td>
<td>19</td>
<td>332</td>
</tr>
<tr>
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<td>38.0</td>
<td>8.7</td>
<td>3.6</td>
<td>7.2</td>
<td>10.2</td>
<td>5.7</td>
<td>42.8</td>
</tr>
<tr>
<td></td>
<td>29.0</td>
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<td>52.7</td>
<td>80.0</td>
<td>50.0</td>
<td>69.4</td>
<td>45.2</td>
<td></td>
</tr>
<tr>
<td>Column</td>
<td>303</td>
<td>264</td>
<td>55</td>
<td>15</td>
<td>48</td>
<td>49</td>
<td>42</td>
<td>776</td>
</tr>
<tr>
<td>Total</td>
<td>39.0</td>
<td>34.0</td>
<td>7.1</td>
<td>1.9</td>
<td>6.2</td>
<td>6.3</td>
<td>5.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 9  Extent of briefing received by part-timers from unit co-ordinators
There were 766 responses to the question “How often are you involved in teaching team meetings during the semester?” Over 60% of respondents indicated that they never were involved in team meetings.

In some situations it is practice for part-time academics to attend other lectures in the unit in which they teach. In response to the question “Are you expected to attend lectures in the unit in which you teach”, of the 766 respondents 78.7% indicated that they were not. The distribution across roles was fairly uniform. Of those who responded in the affirmative, 69% of those at lecturer level (n=87), 25.9% at tutor level (n=85), 55.6% at demonstrator level (n=9) and 28.6% at practice teaching level (n=7) were paid for attendance (Table 12).
The level of involvement of part-timers in unit planning or administration would seem to be inconsistent with the stated values of the University. On one hand part-timers are valued because of the real world experience that they bring with them to the institution. However, that experience is limited to the delivery of lectures or support in workshops in programs that they have had no major role in developing. If real world experience has any meaning then their contribution to unit development should be desirable.

Professional development

Insight into the level of professional development was sought. Encouragement to attend professional development activities such as teacher development workshops was reported on by 791 respondents to be generally low except in the area of clinical facilitators (Table 13). Ten respondents indicated that they had received pay from between $5 per hour to $26 per hour for attendance at professional development activities.

Those who were encouraged (n =129) to be involved in professional development were asked for the source of encouragement. The sources, which were self-nominated, varied across roles for the 127 who responded (Table 14). Heads of School would appear to be most influential for lecturers, tutors and clinical facilitators. ASDU has an impact on lecturers’ decisions to attend, while course/unit co-ordinators or lecturer in charge of the course had a strong impact on tutors. Clearly no one source dominates, suggesting the lack of any organised targeting of part-timers for professional development. A total of 134 part-timers indicated that they had participated in a professional development program run by ASDU (Table 15).

### Table 12

**Payment for attendance at lectures and mean salary ($)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Lecturers</th>
<th>Tutors</th>
<th>Demonstrators</th>
<th>Markers</th>
<th>Clinical Facilitators</th>
<th>Practice sup.</th>
<th>Teaching</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>27.9</td>
<td>26.1</td>
<td>7.3</td>
<td>6.3</td>
<td>4</td>
<td></td>
<td></td>
<td>9.5</td>
</tr>
<tr>
<td>no</td>
<td>72.1</td>
<td>73.9</td>
<td>92.7</td>
<td>100</td>
<td>93.8</td>
<td>96.0</td>
<td>90.5</td>
<td></td>
</tr>
<tr>
<td><strong>Mean Salary</strong></td>
<td>$72.5</td>
<td>$44.2</td>
<td>$18.6</td>
<td>$15.6</td>
<td>n/a</td>
<td>$17.6</td>
<td>$60.5</td>
<td></td>
</tr>
</tbody>
</table>

### Table 13

**Extent of encouragement to undertake professional development (%)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Lecturers</th>
<th>Tutors</th>
<th>Demonstrators</th>
<th>Markers</th>
<th>Clinical Facilitators</th>
<th>Practice sup.</th>
<th>Teaching</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>23.9</td>
<td>31.6</td>
<td>18.9</td>
<td>12.5</td>
<td>69.4</td>
<td>20.7</td>
<td></td>
<td>15.9</td>
</tr>
<tr>
<td>no</td>
<td>76.1</td>
<td>68.4</td>
<td>81.1</td>
<td>87.5</td>
<td>30.6</td>
<td>79.3</td>
<td></td>
<td>84.1</td>
</tr>
</tbody>
</table>
Table 14
Sources of encouragement to undertake professional development (%)

<table>
<thead>
<tr>
<th>Source of encouragement</th>
<th>Lecturers</th>
<th>Tutors</th>
<th>Demonstrators</th>
<th>Markers</th>
<th>Clinical Facilitators</th>
<th>Practice Teaching Sup.</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=43</td>
<td>n=39</td>
<td>n=5</td>
<td>n=2</td>
<td>n=27</td>
<td>n=7</td>
<td>n=4</td>
</tr>
<tr>
<td>Self motivation</td>
<td>9.3</td>
<td>2.6</td>
<td>20</td>
<td>0</td>
<td>18.5</td>
<td>42.9</td>
<td>25</td>
</tr>
<tr>
<td>Course lecturer</td>
<td>7</td>
<td>15.4</td>
<td>40</td>
<td>0</td>
<td>3.7</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Faculty</td>
<td>9.3</td>
<td>5.1</td>
<td>20</td>
<td>0</td>
<td>3.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Head of School</td>
<td>27.9</td>
<td>28.2</td>
<td>0</td>
<td>0</td>
<td>29.6</td>
<td>14.3</td>
<td>50</td>
</tr>
<tr>
<td>ASDU</td>
<td>23.3</td>
<td>10.3</td>
<td>0</td>
<td>0</td>
<td>7.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Course/unit coordinator</td>
<td>11.6</td>
<td>17.9</td>
<td>20</td>
<td>0</td>
<td>11.1</td>
<td>14.3</td>
<td>0</td>
</tr>
<tr>
<td>Professional Body</td>
<td>4.7</td>
<td>2.6</td>
<td>0</td>
<td>50</td>
<td>7.4</td>
<td>28.6</td>
<td>0</td>
</tr>
<tr>
<td>Administration</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>3.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Written material</td>
<td>4.7</td>
<td>2.6</td>
<td>0</td>
<td>50</td>
<td>7.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other staff</td>
<td>2.3</td>
<td>12.8</td>
<td>0</td>
<td>0</td>
<td>7.4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Given that 74.6% of part-timers are employed for more than one year (Table 1), the value and priority of professional development should be higher than indicated.

Table 15
Attendance at Academic Staff Development Unit programs (%)

<table>
<thead>
<tr>
<th>Response</th>
<th>Lecturers</th>
<th>Tutors</th>
<th>Demonstrators</th>
<th>Markers</th>
<th>Clinical Facilitators</th>
<th>Practice Teaching Sup.</th>
<th>Teaching Sup.</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=310</td>
<td>n=268</td>
<td>n=56</td>
<td>n=17</td>
<td>n=48</td>
<td>n=64</td>
<td>n=64</td>
<td>n=49</td>
</tr>
<tr>
<td>yes</td>
<td>15.2</td>
<td>17.5</td>
<td>19.6</td>
<td>5.9</td>
<td>31.3</td>
<td>4.7</td>
<td>20.4</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td>84.8</td>
<td>82.5</td>
<td>80.4</td>
<td>94.1</td>
<td>68.8</td>
<td>95.3</td>
<td>79.6</td>
<td></td>
</tr>
</tbody>
</table>

Feelings of belonging and association with University culture

Two questions were asked to probe part-timers’ perceptions of the encouragement they feel they receive towards being part of the teaching and research culture of the University. In response to the teaching culture, few (107) of the responding 810 part-timers in any role felt that they were always or often encouraged to be part of the teaching culture. The group which responded most positively were the clinical facilitators, followed by demonstrators and then tutors. The group that identified least with the University were practice teaching supervisors.
Figure 12 Feelings of encouragement towards teaching culture

In response to the question of encouragement to be part of the research culture those part-timers in the role of demonstrator (n=53) responded most positively with 34% indicating a choice of always or often and 43.5% indicating never. The majority of other part-timers selected the never option. This response is probably to be expected but raises the question of the nexus between theory and practice—the real world and the world of academia. Does the University have an obligation towards the professions to enhance scholarship that can be partially fulfilled by raising awareness of research and its role among those part-timers from the professions?

Figure 13 Feelings of encouragement towards research culture
Table 16
Feelings of support for improvement of teaching and interactions with students (n, col%)

<table>
<thead>
<tr>
<th>Response</th>
<th>lecturers</th>
<th>tutors</th>
<th>demonstrators</th>
<th>markers</th>
<th>clinical facilitators</th>
<th>other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>20</td>
<td>17</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>6.6</td>
<td>9.7</td>
<td>7.3</td>
<td>7.1</td>
<td>4.2</td>
<td>8.1</td>
<td>7.0</td>
</tr>
<tr>
<td>often</td>
<td>31</td>
<td>30</td>
<td>12</td>
<td>1</td>
<td>9</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>10.3</td>
<td>18.7</td>
<td>21.8</td>
<td>7.1</td>
<td>18.8</td>
<td>12.9</td>
<td>9.3</td>
</tr>
<tr>
<td>sometimes</td>
<td>117</td>
<td>107</td>
<td>25</td>
<td>7</td>
<td>23</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>38.7</td>
<td>39.9</td>
<td>45.5</td>
<td>50.0</td>
<td>47.9</td>
<td>37.1</td>
<td>37.2</td>
</tr>
<tr>
<td>never</td>
<td>134</td>
<td>85</td>
<td>14</td>
<td>5</td>
<td>14</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>44.4</td>
<td>31.7</td>
<td>25.5</td>
<td>35.7</td>
<td>29.2</td>
<td>41.9</td>
<td>46.5</td>
</tr>
<tr>
<td>Column</td>
<td>302</td>
<td>268</td>
<td>55</td>
<td>14</td>
<td>48</td>
<td>62</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>38.1</td>
<td>33.8</td>
<td>6.9</td>
<td>1.8</td>
<td>6.1</td>
<td>7.8</td>
<td>5.4</td>
</tr>
</tbody>
</table>

Aspirations of part-time academic staff

A number of questions were asked to elicit responses about part-timers’ future interests and directions. The questions included:

- Are you prepared to continue working as a part-time teacher?
- Are you interested in eventually working full time in a tertiary setting?

Ninety two percent of the 817 respondents to the question concerning continued part-time work were affirmative. There were no significant differences among the responses from staff in different roles. Concerning a desire to work full-time, three responses were elicited and an opportunity to respond with a comment was provided. Lecturers represented the group with the least interest in full-time employment with a response of 41.2% indicating a “no” response. A large “unsure” response (range 26% -41%) was given by all groups. The group least interested in full-time work (15.6%) were practice teaching supervisors.

Summary

The quantitative data derived from the questionnaire provided a reconnaissance of the situation of part-time academics at QUT. The information gained was constrained by the questions asked but nevertheless gave us some insight into the range of concerns, claims and issues that were paramount to the situation. We now have data on the professional qualifications, experiences, motivations, financial situations and teaching qualifications of part-time staff. We have insight into their motivations and their dependence on the institution. We have data that shed some light on gender and equity issues as they relate to employment and opportunities for professional development.

An overriding impression gained from the questionnaire was that part-time academics are highly motivated despite evidence that their relationships with the administration and encouragement to identify with the University are not perceived as a high priority by their supervisors. There appear to be situations which are quite extraordinary in terms of the number of hours of employment and associated work loads. There also appears to be evidence that a significant proportion of part-time
staff are dependent on the University as their sole source of personal income. Many part-timers are motivated by a desire to improve their profession and to mentor new members of their profession. On the other hand, it would seem that there are large numbers of professionals who are engaged in part-time teaching as a way of enhancing their professional standing.

The breadth and validity of the data however needed to be supported by more in-depth analysis of individual part-timers’ experiences. We also needed to put some of the interpretations and information emerging from the questionnaire and from discussions with part-timers to various administrators. Hence, we undertook a series of sessions in which part-time academics could raise issues and discuss these issues at length. These focus sessions and interviews were facilitated by a member of the project team. We also undertook to interview a range of key management personnel.

**Interviews with Senior Management, Focus Groups and Case Studies**

In this section we report the major points that arose from the interviews with Heads of Schools, Deans and Managers. In these interviews a series of questions were posed for discussion, which were formulated from assertions that emerged from the questionnaire and concurrent focus groups with part-timers. We also examine the data that emerged from the focus groups and interviews with selected part-time staff.

**Interviews with Heads of School, Deans and other managers**

The interviews were conducted by two members of the research team in an unstructured format and concentrated on three major areas: selection and training, administration and resources. In all, two Deans, five Heads of School, one nominee of a Head of School, the Equity Officer and a member of ASDU were interviewed. The extensive data gathered through this process are not explored in depth here but some generalisations are made to illustrate the major points. Significantly, as a step in the design of this study, the data were revealing in two broad aspects.

There was some general correspondence between many of the “claims” and “issues” identified in the interviews and focus groups by the part-timers and the views of the senior academics, but there was notably little recognition of the part-timers’ “concerns” by senior management.

**Selection and training**

The senior academics in general were less concerned with accreditation of teaching of part-timers than they were with professional qualifications in the selection process.

> We are looking for a number of things, certainly their qualifications is the one thing I look at and in particular whether they’ve got an Honours Degree and many of our part time staff come from this faculty or the UQ faculty. I look at their Honours qualifications, I look to see if they’ve got some demonstrated expertise in the particular subject that I might be wanting to put them into. ... I could find a number of people who have teaching qualifications, it’s not the norm or a major consideration ... but there are people there with teacher qualifications and I would take that into account.

From another manager a clear endorsement of deliberate and considered selection:

> ... it needs to have the same kind of rigour applied to it as we apply to appoint full time staff.

However, they expressed major concerns about the quality of teaching which ranged from poor interactions with students, lack of availability for consultation, to attempting to impart “20 years’ experience in four lectures”. Some concern was expressed that many industry personnel may be
lacking in skills to interact with students in an academic environment and an understanding of how universities operate.

Again, it depends on what it is they're teaching. ... a lot of the staff who teach don't have Masters or PhD qualifications because they're just not common in our area of business. Most people we employ come from a professional background, designers we employ would be professionals working in the industry, so sometimes that makes it complicated, in that we have fairly laborious mechanisms for cash advances, it's the mechanical sorts of things that - how the cog turns in the University that sometimes throws people a little bit if they're used to working in the industry and saying I need to buy seven ... today, and we've got to say well it will probably take us two weeks to get the cheque. It's those sort of mechanical things that often people are not prepared for when they come to an interview, seeing that there are those fairly stringent administrative procedures that they've got to go through.

A related concern was that part-timers, although they may have currency in the workplace, may not have a theoretical framework from which to analyse their practice.

I think to be a lecturer, particularly in our area ... you need to have the teaching experience or at least knowledge of teaching experience. You also need (a) theoretical framework from which to analyse the work. Some of them don’t have that.

Administrative and funding problems and the consequent need for flexibility to meet changes in student numbers and course structures were raised as concerns. Several senior academics advocated fractional appointments including teaching assistantships and adjunct lectureships as an alternative to casual appointments. Differential funding was also a concern of one academic who was unable to attract high quality part-time staff in a highly paid industry.

There was a common concern that professional credibility be maintained in the University’s courses. For example, one senior academic stated:

... even if you have a professional background, the minute you work in an institution you're seen as an academic and no longer have any credibility, well that's an exaggeration, but have less credibility than in the professional world, so in a sense we maintain that professional approach by bringing in industry people who are up to date with what's happening.

Where possible, there was an explicit policy of giving employment priority to graduate students. Indeed, one head of school considered that employing graduate students and encouraging integration of part-timers in the teaching culture of the school was his professional responsibility as Head of School.

Another emphasised the role model that graduate students can provide as part-time teachers:

Those people doing PhDs who are moving towards a career in academia, the experience of teaching is important to them and enhances their job prospects, but I think quite aside from that, having a focus on the issues of undergraduate’s (training) keeps their feet firmly planted. There is another issue of course, and that is the strategic one: ... we talk about the nexus between research and teaching, one of the ways that that has assaulted reality is in the case of graduate research students who are taking undergraduate classes, because they are enthusiastic about their work and also are an exemplar to the undergraduate student.
In other areas, however, part-timers had little input into planning of units and in some areas such involvement was discouraged. The model of a part-timer described by one senior academic was explicit:

A good part-time staff member is someone who doesn’t turn up a minute before and leave a minute after, but is prepared to say (to a student) ‘if you’ve a problem then come and see me’.

The question of where and how students might achieve this was never addressed.

Most of the senior managers believed that there was a need to provide some form of induction or training program that was tailored for individual Schools or Faculties. The following comment from a senior manager when asked about what sort of professional development was appropriate, highlighted the tension between the appreciation of real-world values and knowledge and the mission of the University.

… we want them for their real world experiences, but there is also tension in terms of what the University is trying to do in terms of teaching and learning and they may not be aware of that. There may also be tensions in terms of other academic objectives that we’re trying to achieve through the degree program. … I think something which develops that kind of nexus between their experience, the University and the Faculty and the objective of the curriculum, needs to be done so that requires input - the program is going to require input from a University level, but it's also going to need faculty perspective level as well. I'm not sure that just a generic program alone across the university, is going to be sufficient, there's got to be an element of that but I think there are particular Faculty needs that need to be catered for.

This commitment raises the issue of professional development that extends beyond enhancing teaching skills to include addressing issues such as scholarship within disciplines.

Management: resources and administration

Many of the senior academics were unaware of the day-to-day administration and involvement of part-timers. Some were unsure of how many were employed or who they were. Few schools provide any form of common induction program and only six schools could provide any specific documentation aimed at new part-time staff. In contrast one Faculty had developed a manual which was subsequently used as a model for other faculties to consider. The availability of part-timers was a concern to a few managers who lamented large class sizes and the need to be able to access part-timers to teach in these units at short notice.

In response to questioning about the problems of access to resources that part-timers identified there seemed to be a degree of ignorance. The level of support was in many cases thought to be adequate:

Yeah, there's a part timers room where there are pigeon hole for mail and photocopying ... They will provide us with the requirements or they can come in, generally we do it for them rather than doing it themselves.

In practice such a situation could put considerable responsibility on general staff. However, others admitted their ignorance of the facilities available to part-time staff:

I don’t know. No one has complained to me, so I can’t say

and yet some recognised the difficulties:
Yes, well it's not terribly satisfactory, they can get access to the staff resources room, but they need to have somebody open it up.

This assumes a situation that assumes that somebody is present after normal hours with a key.

Some Schools did have a key liaison person to deal with part-timers. In others it was the responsibility of the unit coordinator to identify and liaise with the part-timer. Many comments concerned difficulties with the pay system including marking, appropriate levels of appointment and consultation times. One manager suggested that:

*I think this University needs to become a lot more flexible with respect to adjunct appointments. At the moment the only category that the University seems to acknowledge the existence of is the adjunct professor. Now I think we've got to think about adjuncts full stop, at any level!*

A final similar comment that related to management of part-timers was made by one of those interviewed:

*To me one of the issues is that for example you are a regular two hours a week but you are classed as part-time. Why if you are needed on that regular ongoing basis, why can't you have access to a fractional point and then access to all those other things that fractional and full timers have access to and casuals don't in terms of all the superannuation, developmental opportunities? I mean if a part-timer is needed on such a regular identifiable basis then it should be fractional as a part-timer.*

Although the student guild was approached on several occasions for input, they were unable to provide any specific comment on part-time academics. Their advice was that most students are unaware of whether their tutors, lecturer or other teaching staff are full or part-time.

Insights obtained through this process provided an overview of the interactions between part-timers and schools and were important in developing the next phase of the project.

**Focus Groups**

Focus group sessions were held over a period of several months. Groups ranged in size from 3 to 9 persons. All were facilitated by the same project team member and audio recorded. The recordings were analysed for issues, concerns and claims before convening the next session. The sessions were finalised when it appeared no new material was being exposed. In all 29 people participated in these sessions representing 23 of the 37 Schools. The focus groups occurred concurrently with the interviews of senior managers reported above.

Analysis of the qualitative data revealed a range of claims, concerns and issues. In an organisation as complex as QUT many issues were clearly idiosyncratic to time, place and circumstances. Some of the most prevalent points are considered.

**Isolation and marginalisation**

On one hand, some part-timers expressed high regard for the quality of communication within their School and praised the levels of liaison between them and unit co-ordinators. In contrast, many others expressed a sense of isolation:

*(I) work 12 hours a week (2 days) but don’t feel part of things. (I) Feel isolated, no mechanisms for contact with other part-timers, could be helpful in sharing understanding of students’ needs.*
I don’t have much contact, I feel very much insulated … I don’t feel very much part of the faculty. I’m just an outsider who comes in and helps out, sort of, to fill a gap … I turn up on Monday afternoons at 5 o’clock, go to my little drawer, see if there’s anything there, notices there for me, and then take off for the lecture ... so I’m very much a fly-by-night.

I receive very little indication that the School is interested or even aware of what I do with my classes and I feel on the edge and insignificant in the grand scheme of things.

I have never met the Head of School or been introduced to anyone.

Experiences are captured by one comment that highlights the “invisibility” of part-timers:

I used to use the staff room near my class in “x” Block for printing and tea/coffee making. The full-time staff were suspicious of me and once even asked me to show my ID... a proper copying, computing, printing and tea/coffee making room is needed for part-time staff.

Teaching support and resources
Support for teaching varies widely across Schools. Some Schools provide access and support for part-timers in respect of preparation of materials for teaching, space to work in and even encourage part-timers to attend staff meetings. In most cases however, there is little recognition of either the physical or motivational needs of the part-timers. No interest is shown in the teaching skills or professional input that part-timers can bring to course development through planning and reflections on the teaching of specific units. Many part-timers complained bitterly that they only hear of their students’ results by reading the paper.

The culture that influences the motivation of part-timers reflects badly on full-time colleagues. As one part-timer reported:

There is a real culture problem with academics being, or seeing themselves on a much higher plane than all the non-academic tutoring or part-time teaching staff,

and

The full timers’ construct of part timers seemed to be a deficit model, that part-timers needed help, in contrast to full-timers.

Professional development
Although many had extensive teaching experience, the need for professional development was seen as important. Many claimed that they would appreciate “teacher training” however, others felt that professional qualifications and experience were sufficient preparation for developing sound teaching practices. Poor communication often impacted on part-timers’ awareness of programs:

I don’t get enough notice re training, meetings etc. to allow me to re-schedule my other commitments.

Interviews with Heads of Schools and Deans revealed little emphasis in general on the professional teaching abilities of part-timers in the selection process.
A common criticism by part-timers of full-timers related to professional experience. The comment that “full-time academics needed work-experience more than PDP” was typical of the feeling that full-time staff had lost contact with their professions.

These issues represent a small part of the types of responses generated that related to School or Faculty based interactions. On a wider scale, problems with pay and administration, resourcing, parking, security, work and safety legislation, and knowledge about the structure of the University, were frequently raised. Inconsistencies in practices, *ad hoc* procedures, delays, lack of staff or identification cards, unjust practices in terms of duties and feelings of marginalisation in the administrative process, were common concerns. Lack of advertising of positions and recruitment practices were considered not very professional, and were based on word of mouth with little consideration of teaching ability.

**Library, computing and audio-visual services**

Knowledge of what services the Library offers is variable. Library staff were generally described as helpful, resources in some areas as woeful and part-timers often bring resources from their professional work. Clearly Library training courses are needed but need to be made available at times suitable for part-time academic staff. Access to the Library resources is a issue for some who have no staff cards. This latter concern was a major problem because staff were appointed and required to develop teaching materials at short notice but were unable to borrow materials without University identification. Few staff seem to be aware of many of the services available through the Audio-Visual and Computing Services Support structures.

**Summary**

These data lead to some broad generalisations which serve as discussion points and a base to initiate action. The commonalities and responses have been summarised under claims, concerns and issues in Table 17, Table 18 and Table 19.

Clearly part-timers are motivated by a professional sense of responsibility towards their profession and a desire to help future members become effective practitioners. While intrinsic motivation is strong, those extrinsic factors identified as concerns impede the effectiveness of the part-timers’ teaching and become issues for major discussion and action.
Table 17

*Claims regarding motivation to teach*

<table>
<thead>
<tr>
<th>Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyment of teaching</td>
</tr>
<tr>
<td>Returning something to the profession</td>
</tr>
<tr>
<td>Enhancing professional status or self esteem in one’s own profession</td>
</tr>
</tbody>
</table>
Interviews with individuals: Cases

Nine part-time staff were invited to share their stories of part-time teaching at QUT. These participants were selected across schools and because they had varying motivations and backgrounds. Included in this group was a male full-time PhD student, four females whose sole income was from teaching at QUT, a female who had full-time professional employment elsewhere, three males employed full-time elsewhere. One of the females came from a non-English speaking background. Five of the participants held tertiary career aspirations but one had abandoned these as a result of her part-time teaching experience at QUT. Another participant without tertiary career aspirations had recently abandoned his part-time teaching commitment at QUT because of frustration and the lack of support provided by the University.

These interviews were unstructured, the participants being invited simply to share their stories of “part-time teaching at QUT”. If any of the issues raised in the qualitative data from the survey and the focus groups were not mentioned, the participant was asked to address those issues specifically. Two of the stories could not be included in the data, one because of a faulty audio-recording but the second because the participant was fearful that her employment could be jeopardised. This person told a story of some significance, since she was working as a tutor but being paid as a technician, which she had been led to believe was because of her imperfect mastery of English.

These individual interviews were not transcribed. Instead the stories were paraphrased in the researcher’s words and returned to the interviewees for validation. Changes requested were minor but in some cases included the removal of detail which could have identified the interviewee. The individual stories are included in Appendix 2 to this report.

The issues raised by participants in the focus groups and in the survey were clearly reflected in these interviews. Some extracts of the stories relating to the major issues follow. Real names have not been used.

Motivation

Sarah finds that teaching is the most satisfying and stimulating job she has ever had. It is fun and the students are keen to learn. Personal growth has also been a benefit from the work. Teaching for PhD student Tim is part of his career development; and he feels it should be part of the condition of doing a PhD.

Pay

Susannah is aware of how much work she does for her pay, particularly in relation to the amount of marking she is expected to do, but she is afraid to complain for fear of losing the work. Maria’s teaching commitment and hours of work were equivalent to full-time; she felt that her appointment seemed to be “a sneaky way of getting around appointing a full-time person” and that the way things were done was “disconcerting”. Part of the reason for this comment was that Maria found out that she had been underpaid by the naming of lectures as tutorials and the naming of first tutorials as repeat tutorials. Pay has not been an issue for Mark although he has put in many extra hours of work. On two occasions when he wrote courses money was found to pay him for this; although he was paid once for marking this was not usual. Mark feels that his contribution to QUT is recognised by people in his field but that they do not have the power to remunerate him properly.
Conditions
QUT’s lack of organisation has caused Sarah much personal inconvenience. For example, in week 5 of the semester she did not know whether there would be enough money to pay her in week 6. Originally she had a letter offering her a semester’s work and then a phone call cancelling it, after she had organised all her childcare arrangements. This semester as a part-timer, Jean has done 15 hours of teaching (contact time) and 20 hours of research assistant work per week for approximately $19,000; she has just been appointed to a full-time position for next semester and will have nine hours of teaching.

Facilities and resources
Maria found the library and Audio-visual services staff very supportive but felt that her students were disadvantaged because of the lack of a room or meeting place where she could consult with them. Mark has had reasonable access to facilities at QUT, sometimes sharing an office. Because he works on two campuses he bought himself a mobile phone to improve his accessibility to students; the University pays the service fee for this.

Isolation
Philip feels “very isolated basically, from QUT. I feel, you know I sort of walk in there, sign the book and walk to my lecture room, give my lecture, go back, sign off and go home. And you don’t see anyone. You’re lucky to see another part-time lecturer.” Jean felt there was not an expectation of much communication with part-timers. The amount of support she experienced if she encountered difficulties with students varied depending on the person she was working with.

Teaching support
Sarah feels appreciated by her students but not by full-time staff. She claimed that support from QUT has been so minimal that “if we didn’t have each other [other tutors] we would have all resigned last year.” Jean’s first work was offered a week before classes started. She had no idea of how many students she would have, “the unit outline was fairly antiquated and I was given it and [they] said, ‘Here go with it’, and that’s just something you have to take.” Initially Jean felt that this freedom she was given was a sign of trust, but she later saw it as problem avoidance. However Jean felt that the majority of full-time staff in her area seemed to appreciate her efforts and her teaching ability.

Quality of teaching
Jean recalled that she had been given work originally simply because she was available during the day and on no occasion over many years had her teaching been assessed. She initiated her own evaluation using ASDU’s Student Evaluation of Teaching (SET) surveys. Tim is concerned about the quality of teaching because part-timers are not given the opportunity to develop their teaching skills. He is aware of the Graduate Certificate in Education but full-time PhD students are not allowed to enrol in this. Maria is also concerned about quality of teaching and found the lack of accountability “amazing”, particularly in the area of assessment. She said, “I could have done my own thing quite happily and no-one would have known what I was doing.” Susannah was similarly concerned about consistency in assessment.
Professional development

Jean has received information about ASDU courses and felt that these were available to these if she wanted them. Support was also provided for her to attend conferences to present papers, although it was difficult to organise because there was no routine procedure for part-time staff. Maria is not aware of any professional development opportunities for part-time staff.

Anecdotal data and artefacts

Demand for professional development

The importance placed on professional development by part-timers was illustrated by the following sequence of events.

As this project was in progress, funding became available for the implementation of two other projects. ASDU was funded from the Committee for Quality Assurance in Higher Education to design and implement a training program to assist part-time academic staff at QUT improve their teaching practice. The Introduction to Teaching workshops were developed in consultation with faculties, to address both the needs of part-timers and the requirements of the faculties. To maintain the relevance of the program, ASDU, faculty staff, and representatives of the Aboriginal and Torres Strait Islander Unit and the International Student Services unit presented the program. The objectives were intended to develop an understanding of the principles of teaching in higher education, to develop organisational and practical skills for effective teaching and to encourage reflective practice.

Participants were paid $26 per hour to attend the two day (12 hours total) workshop. Some four hundred applications were received for the 90 places available. These applicants came from all faculties and 32 of QUT’s 37 schools and units. The planning and implementation of this initiative was informed by the PETPAR project through involvement of three of the project members on the planning committee. Evaluation of the workshop was highly favourable with numerous comments that supported the need for collegiality, inservicing on teaching, and the encouragement of reflective practice (Appendix 6).

The second professional development programme was funded by the Queensland Higher Education Consortium and involved a state-wide approach to the professional development of part-time academics. Feedback on this program also was highly positive and indicative of the thirst for professional development. The enthusiasm and professionalism of the part-timers who attended these programs, albeit with remuneration with the first programme, was admirable and substantiates the commitment they have to their teaching.

Reaction to part-time academics from administrators

During this project our attention was frequently alerted to individual situations of disregard for the situation of part-time academics. An example of the response of one Head of School to a mail-out advising part-timers of professional development opportunities is provided in Figure 14. An interpretation of the memorandum could be that the relevant Head of School considered the professional development and hence teaching quality of the part-timers employed in his school was not important.

In contrast, other Heads of Schools in documentation regarding the programming within their School have reiterated the importance of part-time staff and have made moves to evaluate the standard of teaching by requiring them to undertake formal evaluation of teaching surveys.
Nevertheless, culture changes slowly. As recently as the 14\textsuperscript{th} May 1996 correspondence from ASDU addressed to part-timers in one school was immediately returned as being undeliverable. This situation may reflect inadequate record keeping by the School and/or the institution or may indicate a lack of concern or interest on the part of that school in the professional development of its part-time staff.

During this project we were also often made aware of individual cases of exploitation and injustice. The situation with some part-time staff generated intense anger and frustration on their part, but they refused to allow their individual stories to be told because they feared retribution. The extent to which these cases are representative of the overall relationships between administrators and staff is hard to judge. The questionnaire identified many positive situations which were not expanded upon.
Summary

The qualitative data collected through focus groups and interviews has reaffirmed the issues that emerged through the survey and provided a depth of reality to the concerns of individuals.

Part-timers represent a growing and professionally oriented body of staff with a strong commitment to their disciplines and a desire to bring to the future members of their profession the benefits of their experience. They are highly motivated by a desire to return something to their profession. Their professional experience is valued by students. However, this study would suggest that much remains to be done to recognise the role played by part-timers and to help them to improve their ability to contribute to the University.

In summarising our data we constructed a set of responses that we believed would be useful discussion points for addressing the concerns of part-timers (Table 20). These points would form the substance of a briefing document to be presented to managers in preparation for the workshop conference, the next phase of the project.
Table 20
*Strategies and initiatives to address the concerns of part-time academic staff*

| Orientation to the University and knowledge of its organisational structures |
|---|---|
| Knowledge about employment conditions, pay rates, duties, superannuation, safety responsibilities, parking, disciplinary authority, and professional development opportunities |
| Clearer and uniform duty statements |
| Infrastructure support from stationery through to technical audio visual and information technology |
| Knowledge about School or Faculty teaching policies |
| Recognition of their contribution and integration into the teaching ethos of the University |

**Conference**

The conference was the next major phase of the project. As part of the process it was designed to facilitate the sharing of claims, concerns and issues for comment, refutation, agreement or reaction to enable resolution. It also allowed for further exploring of unresolved claims, concerns or issues among all stakeholders and negotiating a process among stakeholding groups about concerns and/or issues in order to reach consensus on each disputed item.

Prior to the conference a range of key representative managers were approached and invited to participate. Most who could responded enthusiastically and were provided with a briefing paper which outlined the major findings of the situational analysis and a summary of the needs identified by the project team (Table 20).

We were also fortunate and grateful for the participation of a number of key people who approached us and requested the opportunity for input. These included staff from the Library and Computing Services.

The following aims were advertised as the major purpose of the conference:

- To reaffirm QUT’s commitment to part-time academic staff and to acknowledge the important role they play in QUT’s mission
- To provide feedback from the PETPAR project in the form of issues, concerns and
- To advise part-timers of structural support available within QUT
- To provide a mechanism for part-timers to confront issues and to develop strategies to enhance their professional role within QUT at the School and Faculty level.

The structure of the conference was built around four phases (Appendix 3):

- The first phase involved a short 15 minute introduction by a senior QUT officer.
- This presentation was followed by a 20 minute report on the PETPAR project which highlighted the major concerns and issues identified.
- The next phase involved representatives of Faculties, resource management and the academic union addressing the policy towards and the structures and functions that they had available to support part-timers and reacting to the identified concerns and issues.
- The final working session involved the part-timers in a facilitated workshop mode addressing the issues and concerns and developing action plans to solve the various problems. This phase concluded with a group reporting session and setting of a future agenda.
In the final session participants focused on five major concerns (pay and conditions, communication, quality of teaching, facilities and resources, and support and recognition) and brainstormed solutions. This was co-ordinated by a facilitator Ms Pat Kelly\(^1\) from ASDU. Subsequently, participants grouped according to Faculties or related teaching areas and explored strategies that could be implemented to address their particular concerns. The culmination was a group reporting session from which a set of recommendations was collated. Some of the issues are identified in Appendix 5.

The formal evaluation of these two workshops has been collated by ASDU. The feedback was extremely positive in relation to the convening of the workshops and the workshop process itself. This information is summarised in Appendix 6 and further details are available from ASDU. However, it is noteworthy that despite their enthusiastic participation and reflection on the process, part-timers expressed a degree of cynicism about the system’s capacity to deal with their concerns.

**Conclusions**

The study has illuminated part-time employment patterns by faculty, gender and qualifications and has shown a particularly heavy reliance on part-timers in the faculties of Health and Built Environment and Engineering. Data analyses also revealed significant gender distinctions in terms of the higher number of female part-time academics in comparison to males in the Faculty of Education and the School of Nursing. In institutional terms, the study found considerable dissatisfaction among part-timers regarding what they perceived as their ‘expendability’, an institutional devaluation of their usefulness, and the lack of opportunity for professional development in their teaching role. Many of the problems confronting part-timers were a consequence of poor management practices resulting in decreased efficiency and compromising quality.

**Purpose and scope**

This is a policy-oriented study in the area of part-time academic employment, which will be of national importance in higher education. We aim to disseminate information that will assist in future decision and managerial policy making by universities regarding the employment and developmental opportunities for part-time academic staff.

**Recommendations**

Part-time academics for the most part are highly motivated, dedicated and skilled contributors to the educational program of the institution. Opportunities to engage in professional development on a par with their full-time colleagues are thwarted by a range of circumstances often generated by a lack of appreciation of the role of part-timers in the University. In order to improve the situation it is recommended that the following issues be addressed:

1. There should be a speedy resolution of the systemic and technical problems that result in delays for part-time staff being issued with identity cards and pay.

2. Funding should be provided from the Chancellery, QUT for a generic Handbook to be supplied to all part-time staff, in addition to the specialist handbooks which part-timers

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\(^1\)Ms Kelly implemented a process described as *Circles and Carousels* a facilitatory mechanism in which a recorder was assigned to an issue. This recorder then “chaired” consecutive sessions in which groups discussed the issue and raised points not already discussed by the previous group. In this fashion all participants (except the recorders) had the opportunity to contribute to a discussion of all issues. Recorders then summarised the points.
requested be developed at School or Faculty level to cover School information, policies and procedures.

3. Senior academic and School administrative staff should be briefed by the PVC and members of this project team on the University’s policy towards part-time staff and on the findings of this study.

4. All service areas of the University should be briefed, if necessary at regular intervals, on the role and importance of part-timers to the University. Further, these areas should be made aware of the need to be proactive in the provision of support for part-timers and that, consideration should be given to providing support during evenings and at weekends.

5. Individual Schools or Faculties should have a key staff member nominated to liaise with part-time staff.

6. There should be the provision of a facility on each campus or in each School where part-time staff could access office resources and facilities, consult with students, prepare materials and liaise with colleagues.

7. All part-timers should be encouraged and financially supported to attend ASDU and other professional development programs, and if appropriate, courses such as the Graduate Certificate in Higher Education.

8. QUT should sponsor an annual conference of part-time academics, to be addressed by senior management.

9. Seed funding should be provided by QUT for the establishment of a Professional Association and to employ/supplement a staff member to provide administrative support. The association would be supported as a network, facilitated by the publication of a newsletter as is the custom in some US institutions.

10. A review of the situation of part-time academics should be funded and supported by the University at the end of 1997.

Developments

A preliminary report of the project and conference outcomes was communicated to the Deputy Vice Chancellor at his request in the week following the conference. This provided him with information to brief Council. Action has been taken to address concerns regarding the situation with delays in pay. Correspondence between key managers has raised the consciousness of those concerned with the result that several initiatives to streamline procedures have been identified and will be attended to within the following six months.

A meeting was convened by the project committee on the 26 May and attended by twenty five part-time academics. A final briefing was provided by the project committee. At that meeting a decision was made by those part-time academic staff present that the part-time staff would establish a network to facilitate communication and to be recognised as a entity within the University. Further meetings were planned by the part-timers to formalise the group and to establish a structure.
References


QUT, (1994). *Quality and excellence in teaching and learning: A submission to the committee for quality assurance in higher education*. Brisbane: QUT.
Appendices

Appendix 1

A copy of the Questionnaire distributed to part-time academics in 1995
PART-TIME TEACHING SURVEY

The purpose of this survey is to discover the experiences and general concerns of part-time teaching staff at QUT.

We would be grateful if you could spend a few minutes (10 mins) completing this survey and return it in the prepaid envelope to Petpar Project c/- Academic Staff Development Unit, QUT 2 George St. Brisbane, 4000.

The information that you provide will be used as the basis for developing processes that enhance the teaching of part-time staff and improve their relationship with QUT.

We thank you for your co-operation.
WORKING CONDITIONS

This section addresses your teaching commitments, other responsibilities and experiences at QUT, Semester 2 1994.

Q1. What was your primary role at QUT? (Mark only one)

Lecturer
Tutor
Demonstrator
Marker
Clinical Facilitator
Practical Teaching Supervisor
Other (Specify) _______________________

Q2. How many units did you teach in semester two? ________

Q3. On average, how many hours per week did you teach in semester two? ________

Q4. On average, how many hours per week did you spend in

. Postgraduate studies _______________

. Research assistance _______________

. Other QUT activities (specify) _______________

Q5. What is the minimum advance notice you receive when you are required to teach in a unit? (If you teach more then one unit mark in the appropriate column)

<table>
<thead>
<tr>
<th></th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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<tbody>
<tr>
<td>Less than a week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between 1 and 2 weeks</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Between 3 and 4 weeks</td>
<td></td>
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<tr>
<td>More than 4 weeks</td>
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Q6. Have you ever been briefed by the unit coordinator or equivalent in your teaching responsibilities? (eg. unit requirements, teaching methodology, assessment policy)

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<thead>
<tr>
<th></th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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<tbody>
<tr>
<td>Never</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Briefly</td>
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<td></td>
</tr>
<tr>
<td>Adequately</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

44
Extensively
Q7. To what extent are you involved in developing teaching sequences and assessment in a unit?

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<tr>
<th></th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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<tbody>
<tr>
<td>Always</td>
<td></td>
<td></td>
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<tr>
<td>Often</td>
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<td></td>
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<tr>
<td>Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
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Q8. How often are you involved in teaching team meetings during a semester?

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<th></th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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<tr>
<td>Always</td>
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<td>Often</td>
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<td>Sometimes</td>
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<tr>
<td>Never</td>
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Q9. Are you expected to attend lectures in the unit in which you teach?

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<th></th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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<tr>
<td>Yes</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>No</td>
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a) If yes, are you paid for your time?

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<tr>
<th></th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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<tr>
<td>Yes</td>
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<tr>
<td>No</td>
<td></td>
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</tbody>
</table>

b) If yes, at what rate are you paid?

Unit 1__________
Unit 2__________
Unit 3__________
Q10. In general are you encouraged to attend professional development activities (eg. Teaching Development Workshops)?

Yes  
No  

a) If yes, are you paid for your time?

Yes  
No  

b) If yes, at what rate are you paid?

______________________________________________________________

c) Where is this encouragement coming from?

______________________________________________________________

Q11. Have you ever attended any Academic Staff Development Unit programs?

Yes  
No  

Q12. To what extent do you feel that you are encouraged to be part of the university's teaching culture?

Always  
Often  
Sometimes  
Never  

Q13. To what extent do you feel that you are encouraged to be part of the university's research culture?

Always  
Often  
Sometimes  
Never  

Q14. To what extent do you feel that you are supported to improve your teaching and interaction with students?

Always  
Often  

Q15. Comment on any practical difficulties in your dealings with the University.

. School Level

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

. Administration Level

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

. Library/Information Services

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
ASPIRATIONS

This section concerns your future interests and directions.

Q16. Are you prepared to continue working as a part-time teacher?

. Yes ☐
. No ☐

Q17. Are you interested in eventually working full-time in a tertiary setting?

. Yes ☐
. No ☐
. Unsure ☐

Comment.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

a) If yes, in what capacity? Rank 1 first choice, 2 second choice and 3 third choice.

. Lecturer ☐
. Researcher ☐
. Administration Officer/Assistant ☐
DEMOGRAPHICS

We would like some general background information of your situation.

Q18. Sex
   . Female
   . Male

Q19. What is your age group?
   . 20-25
   . 26-29
   . 30-39
   . 40-49
   . 50-59
   . 60-69

Q20. What is your primary source of income?
   . Lecturing/tutoring - QUT
   . Lecturing/tutoring - other university
   . Self-employed
   . Salaried position
   . Scholarship

Q21. Are you in receipt of a postgraduate scholarship?
   . Yes
   . No

Q22. How long have you been teaching at QUT in total?
   . Less than 1 year
   . Between 1 year and 2 years
   . Between 2 years and 5 years
   . More than 5 years

Q23. Has this work been regular (at least one appointment a year)?
   . Yes
   . No

Q24. In which school/centre/unit do you primarily work?

________________________________________________________________________
QUALIFICATIONS

Q25. What is your highest qualification?

- Certificate
- Associate Diploma
- Diploma
- Degree
- Graduate Certificate
- Postgraduate Diploma
- Masters
- Doctorate
- Higher Doctorate

Q26. Tick if you are currently studying for

- Certificate
- Associate Diploma
- Diploma
- Degree
- Graduate Certificate
- Postgraduate Diploma
- Masters
- Doctorate
- None

Q27. Do you have any teaching qualifications?

- Yes
- No

a) If yes, what was the nature of the course?

- TAFE course
- Teaching Certificate
- Diploma in Teaching
- Diploma in Education
- Bachelor of Education/Teaching
- Graduate Certificate in Education (Higher Education)
- Master of Education
- Other
Responses to this survey will be treated in strict confidence. This survey is part of a much larger project into the attitudes and expectations of part-time staff. If you would be prepared to be involved in the interview stage of the project please provide your name and contact number.

Name: ____________________________________________

Contact Telephone Number: ____________________________
Appendix 2

Case studies
MARIA’S STORY

Maria is a high school teacher. In 1992 she had taught for 8 years and was head of department in her school. She decided that she would like to explore the possibility of working at tertiary level and applied for a teaching position at QUT. She was shortlisted and, encouraged by this, took a year’s leave from her school and completed a Master’s degree. Maria was then offered part-time teaching at QUT equivalent to a full-time load in terms of subjects. This seemed to Maria like a good opportunity to see if tertiary work was the path she would follow and she felt very enthusiastic about the job. In her initial contact with the person who employed her Maria was “very strongly led to believe” that at the end of the semester’s part-time work there would probably be a permanent advertised position becoming available in this area. Her employer went so far as to say “You’ll probably be the next cab off the rank.”, implying the high likelihood of Maria getting this position. This seemed like a wonderful opportunity to Maria and she took a year’s leave from her high school teaching position.

Although her teaching commitment and hours of work were equivalent to full-time, Maria was not paid for full-time work. Preparation for lectures and marking took up enormous amounts of time which Maria felt she was not adequately paid for since she was paid only for contact hours. She voiced her concerns to the person who had employed her. This person acknowledged her concern and told her “to claim an extra hour here, add an hour on to that”, so she was paid extra money to an extent that she felt was “probably fair”. However she did feel that the responsibility she was given was somehow not okay. She was expected to write the course outline and select readings, which she felt should be the responsibility of a full-time person. Her appointment now seemed to be “a sneaky way of getting around appointing a full-time person” and Maria felt that the way things were done was disconcerting.

Maria also found out that she had been underpaid by the naming of lectures as tutorials and the naming of first tutorials as repeat tutorials. Other part-timers were also realising the same things but were afraid to complain because they were hoping their work would continue.

Maria had positive experiences with her students and found the ancillary services like the library and AV Services very supportive. It seemed obvious to Maria, however, that a full-time person was needed to teach the subjects being covered by part-timers. There seemed to be “a million little part-time people running around teaching the various things...lots of Indians and not a huge number of chiefs”. Because of this it was always difficult to pin anyone down on anything. At the end of six months Maria enquired about such a full-time position and was told that there was not only insufficient money to employ a full-time person but two staff members on contract would not have their contracts renewed. Maria felt a little bit duped at this stage because she had been working very hard. She was also upset about not being paid fairly for her work, both in the number of hours worked and the dishonest rates. Since she had a secure position to return to the following year she decided to speak out, also on behalf of other part-timers who did not feel free to do so. Maria spoke to someone closely involved and the person claimed to be unaware that they were not paying the correct rates. The matter was dealt with and Maria did not feel that her chances of work were adversely affected.

What led to Maria’s decision not to continue on a tertiary career path, in this university at least, were the upsetting things that were said to her in relation to her career by some full-time staff. For example, the person who had originally offered Maria work and encouraged her to do her Masters degree said, “Well you know now the universities are looking for ‘bright young things’ and they’re looking for people with PhDs at 25 and you know, really you know, you’re in your mid-30s and you know you’re kind of, not the sort of person, let’s be realistic about this, this is the way the universities are going. They want to employ bright young PhD students”. This feeling of “being about to be supplanted by bright young things” was felt by many other part-timers Maria knew.

This same person had “actively courted” secondary teachers to enrol in Masters degrees in order to get the Masters course started. “There’s been a very bitter taste left in a lot of people’s mouths because once the programme was up and running and filled with secondary teachers ....they have decided they don’t want teachers any more...they’re more interested in practitioners.”

Maria was then offered part-time work the next year, much the same package as she had had before. She was at that stage interested in taking a full-time tertiary position. She felt that the offer of more part-time work was
because she had a Masters degree, which many full-time staff did not have. She felt “it was useful to have me there because I could supervise some Masters students” as well as work in the undergraduate courses but she also felt that “the writing on the wall was there, that once that members of the faculty who were trying to get their Masters, the people who had tenure, once they got their Masters degrees and were able to supervise at that level...that I would have been just marking time.” So Maria returned to a full-time secondary school position. She does not do any part-time teaching but occasionally does external marking and some supervision for the same department. She did not feel that being outspoken had worked against her.

Maria did not consider that her experiences as a part-time teacher at this institution gave her a true picture of typical academic life. She felt that she did not get “a true feel for what it would be like as a full-timer” because she didn’t attend staff meetings (in spite of a full-time teaching load) and other activities. She was not told that she couldn’t attend but there wasn’t the expectation that she should go, so she didn’t feel that she was “one of them”. She has since had a 6 month full-time contract at another university where she was involved in other activities besides teaching (for example, staff meetings, writing submissions, developing assessment programmes) and she felt “like a real lecturer...a real person, and I was actually being paid like a real person too”.

Maria is happy in her secondary school position and would now not take a 2 or 3 year contract at a university whereas she would have two years ago. She would still like to work at university but only if a tenured position became available, or perhaps would take a 3 year contract if she could get leave from her current position.

Quality of teaching is an issue for Maria, not only for part-time teachers. She feels that teachers at university are much less accountable than at secondary level and she found the lack of accountability “amazing”, particularly in the area of assessment. She said, “I could have done my own thing quite happily, no-one would have known what the heck I was doing!”

In relation to part-timers particularly, Maria felt that on a personal level the lack of availability of part-time staff and the lack of a room or meeting place disadvantaged students in their classes, since help with problems was less available to them than to the students of full-time staff. Although Maria did not see the quality of teaching of part-timers as a problem she was aware of her own advantage in being an experienced secondary teacher, familiar with a range of teaching strategies. The students in her B.Ed. classes were particularly appreciative of her school experience in that she could share aspects of this with them. As far as Maria knows there is no access for part-timers to professional development opportunities.

Communication with full-timers in the same subjects was “very haphazard”. There were staff meetings but Maria was not specifically invited. She gained the impression that these meetings were more concerned with administration than with teaching.

Course development - Maria was expected to fill in the outline of the “subject outline”, but initially she was happy about this since it gave her some freedom. As she began to be aware of her workload and to discover that many things she did were not supposed to be done by part-timers, she began to resent this extra work.
MARK'S STORY

Mark has taught pre-service teachers part-time at QUT for 10 years because he enjoys teaching. He has no formal teacher training but has a strong philosophical position about the content and teaching approaches of his area of expertise. He feels strongly about the theoretical and practical issues of his area and is aware that these issues have been dealt with differently in the past by QUT. He feels that this difference may account for why he has sometimes not felt supported in his teaching efforts, particularly when he has needed more equipment for his students. He has also felt frustrated with his own equipment and after many years of fruitless asking has now spent his own money to provide what he feels are basic tools for teaching in his area. He has had consistently good feedback from his students however and they have won a number or awards for their work in his area so he feels reasonably confident that he is being an effective teacher and making a worthwhile contribution to his field.

Mark has been keen to involve students in community projects and has submitted several grant applications to support these projects. Because he is a part-time staff member he has had to have these applications signed by a full-timer and he feels that this is offensive in view of his professional ability and his many years of service to QUT and the fact that he has extensive experience of managing community projects.

Pay has not been an issue for Mark although he has put in many extra hours of work. On two occasions when he wrote courses money was found to pay him for this. Although he was paid once Mark is not normally paid for marking. However he feels that he is probably treated better than many part-timers. Mark feels that his contribution to QUT is recognised by people in his field but that they do not have the power to remunerate him properly.

Mark has recently had two full-time semester contracts. Permanent full-time work at QUT does not appeal to him however, as he is not attracted to the "publish or perish" mentality. He enjoys the other work he does in addition to teaching at QUT and feels that university life is too removed from the community to appeal to him. He feels that permanent part-time work would suit his needs more and remove some the financial insecurity of the present arrangements. He sees a danger though in the responsibilities placed on permanent part-timers being out of proportion to their rewards since he has experienced working many more hours than he is paid for. Full-time work for part of the year could be a solution to this.

Despite QUT's University for the Real World image, Mark feels that QUT is not keeping pace with change in the community and the wider world. He sees an important role for people like himself who are extensively involved in the community to be equally involved in the university and making connections between the two. He sees the value of research also but prefers action research which is linked more closely with practitioners.

Mark has not felt physically isolated as a part-timer and has had reasonable access to facilities, sometimes sharing an office. Because he has had to work between two campuses he bought himself a mobile phone; the university pays the service fee for this. He felt this was vital for communication with students since he has been responsible for about 250 students in two courses.

Mark has found the lack of consultation and involvement in staff meetings quite offensive. When he worked at Kelvin Grove before amalgamation he was encouraged to go to staff meetings and to have input, which he felt was always welcomed. In recent years however he has not been invited to staff meetings which are often at times at which he cannot attend. Even when he was on one full-time semester contract other staff would not adjust meeting times so that he could attend, which made him feel that he still carried a "part-time aura" and was expendable when it came to working out meeting times. At one such meeting, in Mark's absence the course that he had written and been teaching (he was the sole person teaching it) for several years had been re-framed in his absence at the previous meeting. He also discovered that student representatives were present at these meetings but that his 120 students were not represented because no-one had told him about this arrangement. Mark feels that this is a despicable state of affairs but is afraid to take any action about it. He feels that his students' needs and the context of their study are at odds with the dominant philosophy in the department so it is convenient for them to be ignored.

Mark is interested in his own teaching quality and has used ASDU student evaluations which he feels helped his teaching. He feels a little wary, however, as to whether such evaluations could be used against part-timers. Mark has been innovative in his teaching but feels this is not recognised by full-time staff and that sometimes
his ideas have been used by others but never acknowledged.

Mark feels that part-timers should have some support to attend conferences and to have professional development leave, particularly after many years of service. Access to professional development leave should be based on overall contribution to the university rather than some formula according to contact hours. This is important for the quality of teaching, particularly in keeping up to date with theory and with government policy. Mark feels that the quality of teaching is affected by class size and he is also concerned about the use of undergraduate students as tutors. Fragmentation of work, lack of continuity of staff and lack of resources also affect the quality of teaching. Administrative processes are often repetitive and time-consuming and, in contrast to the situation for full-timers, take up unpaid time for part-timers.

JEAN’S STORY

Jean trained as a teacher but always had an interest in the research aspects of education. After graduation she did some full-time teaching and then studied for a graduate diploma. During this time she did some casual work at QUT as a research assistant and a marker and then she was offered some part-time teaching.

In order to cope with the part-time teaching she was offered Jean had to be very flexible and adaptable and “accepting any challenge you were given.” Her first work was offered a week before classes started, she had no idea of how many students she would have, “the unit outline was fairly antiquated and I was given it and [they] said, ‘here go with it.’ and that’s just something you just have to take.” She was able to do what she liked in the subject and no-one checked up on her. It was a secondary subject and Jean had not taught at secondary or tertiary level before so she felt it was quite a challenge. Her flexibility and willingness to try new things enabled her to cope.

Within a couple of years Jean became involved in setting up a new research group in the area she was teaching in. She was paid as a research assistant for 20 hours a week, but actually set up the group’s structures and worked as a project officer, responsible for organising and running the group’s first major project. Jean soon found herself doing “a full-time job on part-time wages, and not particularly high part-time wages at that”. Jean did not feel exploited financially because she enjoyed what she was doing and she found the research fascinating. At this time she did not see her work as a means to the end of full-time work at QUT but as satisfying in its own right. She began work on her Masters (Research) degree through her involvement in the research project.

At the same time Jean was teaching part-time. She enjoyed this and felt that it was an honour to being lecturing “I guess I’ve always held lecturing in awe, something that only the best do.” She was aware that the hours she gave to the teaching were far beyond the pay she received but this did not bother her initially. After about 5 years’ involvement at QUT however, Jean began to feel that she was continually taking on more and more responsibility and receiving little formal recognition for her contribution because she was not a full-time staff member. Another difficulty of being part-time was not having the authority to make some decisions about the units she was responsible for or to implement some procedures. Jean found full-time staff in her area very supportive in helping her do deal with these difficulties - “I didn’t have anyone say ‘No you can’t do that you’re a part-timer.’ ....by the time I knew everyone personally I felt that I could approach them and do whatever I had to do and they would help me get round the hoops.”

The need for recognition for her work and the authority to make decisions were the reasons Jean began to consider full-time work. She grew tired of having requests, including funding support, questioned because she was not a full-time staff member. “They really didn’t know what to do with me, or which forms for me to fill in.....part-time lecturers have no recognition at all. Unless you have some sort of position then really there’s no difference between someone who does marking and someone who has been running units, there’s no distinction between them”.

After about 5 years of part-time work Jean applied for a full-time position but said, “That was a pretty traumatic time, which dragged on over a few months.”. “The position was advertised and it was virtually the position that I had been doing...I knew the emphasis was on qualifications but I didn’t realise how much it was because when we went for the interview, several people applied who hadn’t been doing the teaching that I’d been doing, and virtually the decision went on who was closest to a PhD. That was the only criterion that
was taken into consideration, which I found was very unfair because what I had been doing, the reason I had been doing my qualifications, my Masters, slowly was because I had been doing so much teaching and holding up the teaching side of things. And when it came to this interview the teaching wasn’t recognised at all, which I found was hard....I felt very betrayed....I had been involved in a lot of research work, probably more than anybody who applied for the position, and I’d done a lot of teaching.”

Two other people who were doing PhDs were offered the position before Jean but they did not accept it. Jean was given the position as she says “by default” rather than through recognition of her work over the past few years. She felt it was ironic that one applicant declined the offer because he/she couldn’t cope with combining teaching, study and research, which Jean has demonstrated herself very capable over several years. Unofficially she was told that she met all the criteria for the job better than any other applicant. Before she was offered the position Jean had felt completely disillusioned and had decided to give up her part-time work, “forget about teaching, forget about everything” and she felt that “this was a bit of a shock to the school. I think they expected me to keep going as a part-time person ... The people I’d been working with were very upset and emotional about what was happening and they struggled very hard against the system...they were very supportive.”

Regarding the quality of teaching of part-timers Jean had some concerns. She recalled that she was given her first teaching work simply because she was available during the day. On no occasion over many years has her quality of teaching been assessed. She initiated her own evaluation using ASDU’s SET surveys and other informal evaluations of her own. Jean feels that part-timers tend to be more questioning about their own teaching because they don’t have security of employment, “I guess they don’t have a pedestal to stand on”. But “it would be very easy for part-timers to fall by the wayside because of lack of quality control.”

Other issues such as the availability of part-time staff to students have not been concerns for Jean. She has always had a room of her own and has always made herself available beyond the hours she was being paid for, including when she was at home. She has had some experience of students consulting full-time staff even when she had authority over the subject.

The majority of full-time staff in Jean’s area seemed to appreciate her efforts and her teaching ability. In one year her students nominated her for the Best Lecturer Award.

Regarding communication, Jean found that there was not an expectation of much communication. “If I’m given a subject to teach I’m expected to go off and do it and not communicate back to them.” She tended to teach alone in subjects but she did not mind this, initially feeling that she was being trusted; she later felt that the motivation was not trust but problem avoidance.

The amount of support Jean experienced if she encountered difficulties with students varied depending on which full-timer she was working with.

Professional development has never been offered to Jean although she did receive information about ASDU courses and felt that these were available to her if she wanted them. Jean has attended conferences where she presented papers and support was provided for these, although it was difficult to organise because there was no routine procedure for part-timers. Now she is a full-time staff member and she is amazed at the amount of support they receive.

Last year as a part-timer Jean had 15 hours of teaching in first semester. This year as a full-timer she has 9 hours, which is more than many people. As well as 15 hours of teaching Jean did 20 hours of research work; all together she earnt $19 000. Now she has less teaching contact and twice the money.

Jean feels that there is a difference between the faculty and school levels for part-timers. “At a faculty level I didn’t exist I think. At a school level because I was fairly influential here I had established a position....some people in the school didn’t even know that I was part-time, they just assumed that I was full-time because that’s the role that I had adapted [to].”
PHILIP’S STORY

Philip has been a part-time lecturer at QUT for about 20 years. He first got the work through knowing one of the full-time lecturers. Philip’s motivation was self-development, both technically and to be able to talk to groups since Philip regards himself as a fairly shy person. He also likes to put something back into his profession. He considered that teaching would broaden his own grasp of his subject area and he found this did happen, particularly when students asked challenging questions. He has found the work enjoyable and continues to do so.

Classes originally were very small, with as few as 6 students. Philip has 25 to 60 in his classes now and finds this quite a challenge. The size seems to increase each year and he finds this affects the quality of his teaching. It is difficult to give the students sufficient feedback to their questions since he is aware of holding up the rest of the class who tend to get restless. There’s difficulty with noise levels in some of the classrooms at Gardens Point, traffic noise particularly. The microphones do not work very well. Some of the students are “fairly difficult to teach to, some of them are there and not very concerned about learning, they’re just there for a good time.” Philip has had difficulties with some larger groups and has talked to the course coordinator on a number of occasions. He was given some helpful advice on what to do and what he is entitled to do and an offer to deal with more difficult students. Part-timers need more information about these sorts of situations.

Philip is concerned about the quality of teaching at QUT, particularly that there’s no formal training for part-timers, “You might be well known in your field of expertise but it doesn’t mean you’re a good teacher. I’m surprised that there were no assessment techniques or at least some initial pointers or some minor training before you could even start work.” Philip doesn’t consider that full-time teachers are necessarily any better than part-timers since many of them are similarly untrained.

Philip feels “very isolated basically, from QUT. I feel, you know I sort of walk in there, sign the book and walk to my lecture room, give my lecture, go back, sign off and go home. And you don’t see anyone. You’re lucky to see even another part-time lecturer.” Philip has not been involved in any subject meetings. He saw an ad somewhere on “techniques for large classes” so he attended that, which was good. “It was good to sit down and chat with a few people about it and hear their problems.”

Part-timers lack contact with other people teaching and in this way are deprived of feedback on their teaching. Philip made up his own set of about 25 evaluation questions for his classes on all sorts of issues such as using the board, the projector, the volume of his speaking, clarity, etc. The feedback he received was good. Philip tries different strategies himself but he would also be quite amenable to doing more training in terms of teaching skills.

Philip was surprised that no full-time staff ever attended his lectures to show support or to check on content. He was provided fairly detailed content, “some of it’s pretty old stuff and I’ve suggested it should be changed, but I’ve had no feedback.” Also some of what is written in the handbook is out of date. Philip writes his own subject outlines but the content hasn’t changed “for donkeys’ years”. He adds relevant, real world material which he feels the students appreciate but QUT probably doesn’t know about, he “could be teaching anything” for all they know, “they don’t even know if I’m teaching the subject they asked me to!”.

“It’s a very isolated little world you live in as a teacher down there.”

Communication is through a shared pigeon-hole. Much of what arrives in the pigeon-hole is “stuff that appears to not vary from year to year. It’s been written donkeys’ years ago, it’s got all sorts of garbage in it, things that are of not great value to me and they’re mainly you know all the rules and regulations, all sort of quoted to you verbatim…and I think most lecturers don’t even read them.”

The sort of contact with QUT that would interest Philip is small groups of part-time lecturers getting together on occasions to “chew the fat, sort of thing and get some ideas going between each other, on what works and what doesn’t.” Philip suggested the idea of having a full-time person as a sort of protégé, “someone you can go and chat to on a regular basis, particularly if they have good skills as lecturers, that would be very valuable.”

Although Philip’s primary motivation is not financial he does consider the pay poor when marking and preparation of lectures and tests are taken into account. For this reason he will set multiple choice tests in the
future. He has marking of 4 hours of exams for 60 students, students usually filling two booklets on each exam. He spends more time marking than lecturing. The marking would usually take him 3 - 4 twelve hour days. On one occasion he did receive extra money for marking.

Philip spends a lot of time each year improving his lecture notes each year, adding the latest information. He considers that “QUT is getting very good value for money”. He is aware that the pay rates have not increased in line with those outside the university and the pay rate is decreasing as classes are larger. It is also more demanding to work in front of bigger classes. He feels there is no recognition of this.

Philip feels a little bit of pressure not to complain if he wants to get the work. The course coordinator is often “fairly off-hand, `just-go-away-and-do-it', that sort of thing, not very sympathetic or willing to spend much time.” In four years since his initial interview (which took about 15 minutes) Philip has spoken to this course coordinator only on the phone and has seen him “in passing” at QUT. There has been no “actual sitting down with the person and talking to them...there’s just not that feedback”.

Philip has not considered full-time lecturing, the main reasons being that it would not match his salary in industry and that he would need a higher degree.

SARAH’S STORY

Sarah felt that part-time work at QUT was a new challenge for her, which would draw together different strands of her experience. In the first semester she felt that this would happen but the job has proved more difficult than she expected, with many frustrations to deal with. Instructions for tutors were given only in the form of a booklet which is the same one the students receive. Each tutor is responsible for eight students. According to Sarah, “It will sounds all right on paper, but there’s always fifty-two different ways of doing things.” Even after two years Sarah and two other tutors still talk to each other every week to try to clarify what they should be doing. QUT co-ordinators organise meetings for tutors but rarely with enough notice to enable many tutors to attend. Co-ordinators change nearly every semester, which Sarah feels has been part of the problem. New co-ordinators assume that past tutors “know it all” and the booklet is all they need. Student numbers have also grown so the number of tutors has made communication more difficult.

Because of the difficulties of co-ordination and communication of large numbers of tutors, different tutors teach different ways of doing things and the students feel confused when tutors frequently contradict each other. “Which skills are acceptable depends on which day of the week it is and which tutor is watching you and which uni lab you learnt in.” This is quite stressful for students. Sarah sees the cause of this situation as lack of organisation on the part of QUT.

In spite of these difficulties, Sarah and the other tutors she knows agree that teaching is the most satisfying and stimulating job they have ever had because teaching is fun and the students are generally keen to learn. Personal growth has also been a benefit from the work. However support from QUT has been so minimal that Sarah said that “if we didn’t have each other (other tutors) we would have all resigned last year.”

QUT’s lack of organisation has caused Sarah much personal inconvenience. For example, in week 5 of the semester she did not know whether there would be enough money to pay her in week 6. Originally she had a letter offering her a semester’s work and then a phone call cancelling it, after she had organised all her childcare arrangements. Another tutor whom Sarah considers the best tutor she knows will no longer work for QUT because of these kinds of experiences.

“I’m not saying the co-ordinators don’t care, not that at all. Most of them are trying their best under trying circumstances but never seem to be committed enough to addressing the inconsistencies or making things consistent for students. There never seems to be time for that, making that a priority, too busy counting numbers, counting money, counting placements.”

“The best I have felt about it was when once this year a coordinator rang me to see if I was all right, if there were any issues and I thought, that’s the first time anybody’s actually rung me to check. Another tutor had her coordinator actually visit them on prac, actually sit and have a cup of tea and that was the first physical are you okay, what do you need to know, what issues have you got, the first time ever (in two years).”
Usually at the beginning of each semester there is a day for tutors to come in to QUT to tell tutors who to contact on prac, what the protocols are, and the booklet is given out (it has learning goals and objectives and the questions students have to answer). But it’s not until you’re actually working that you realise what you want to know. It’s the backup, enquiring how you are going that’s important. Also the lack of forward planning which would achieve consistency. We’ve all had the same issues for two years so it’s not difficult to know what they are. “People just go off and do their own thing.”

“There are no lists of resources available. We just go and see what a full-timer has got and then go off and get those.” The students get a book of readings but the tutors don’t always receive this any more “because of costs”. “Sometimes if we’re lucky we get last year’s one which is similar but not quite the same, in a different order.” In our time with students at the university we discuss these readings.

On prac you have to rush around watching 8 students - we’re lucky, it used to be 16, - to assess their skills. Our assessment is very inconsistent, for example one tutor would give an A to something another would fail. The students know this.

The pay rate is okay but for it we do a lot of work, meetings, assessment, student consultations on the phone. Financially some weeks it’s not worth it but it’s a stimulating job. Sarah feels she is lucky not to be dependent on the money. All the tutors she knows have had difficulty finding out month to month what work is available. A friend was promised two weeks’ work and a week before, after childcare arrangements had been made, she found it had been changed to two days.

Tutors have mailboxes. These are cleared every month and uncollected messages are mailed out. So events have often passed by the time the notices are read. Regular Email access would be a solution.

There are usually 5 or 6 meetings throughout a semester but you usually miss about 3 because of missed notices. Sarah feels that although there are occasional communication problems the underlying cause is lack of forward planning. Meeting dates could be set at the beginning of the semester.

Sarah feels appreciated by her students but not by full-time staff. She feels this is partly because they have no way of assessing how part-timers are faring. Do they judge it by lack of complaints? Do they judge it by what the tutor tells them? Negotiations are underway to set up tutor assessment, reflecting the concern that full-timers have about the quality of teaching of part-timers. Part-timers are also concerned about the quality of teaching, particularly as it is affected by the lack of consistency in teaching and assessment.

Sarah is interested in professional development. She has evaluated her own teaching using ASDU’s SET questionnaires but felt that the results were biased by her being able to choose the questions by which she would have favoured the things she felt she was good at. She would appreciate staff development about available resources and how to use them, sharing of information amongst tutors. There are also particular needs of how to supervise students in a practical situation without being intimidating. She feels that this should be covered in orientation sessions.

Sarah feels that for the part-timers in her area, lack of meetings to share resources and information, and inconsistency of teaching and evaluation are the main issues. These have a great impact on the quality of teaching. Students in their third year express their disillusionment over the inconsistencies in teaching and evaluation and also the lack of effective organisation in their course. They complain of cancelled lectures and tutorials not replaced and lack of advance information about their placements.

Sarah sees the underlying causes of the problems she mentions as lack of money and increasing student numbers.

Sarah does not feel afraid to be critical about the problems of student assessment because full-time staff are already aware of them.
SUSANNAH’S STORY

Susannah came to QUT this year after being let down at another university, her contract not being renewed after promises that it would be. She arrived feeling fairly demoralised but her new work has been a very enjoyable, positive experience. In Susannah’s school staff make a lot of effort to welcome new people and to support part-timers.

She has concerns however about some aspects of university life, for example the financial constraints that staff have to deal with and academic standards, particularly the passing of students who shouldn’t be passed in order to keep numbers up. The quality of teaching also concerns Susannah, particularly the lack of attention to teaching by full-time staff because of research pressures. She enjoys her teaching and feels unhappy about university expectations that all staff should proceed to a PhD. If their aptitude is for teaching rather than research. She feels that there should be room in a university for people who excel in teaching as well as in research.

Susannah recently attended a committee meeting of full-time academic staff at which she was a representative of part-time staff. She came away feeling “that there was a construct of what a part-timer was” that she didn’t identify with. She felt, “they don’t understand me.” Susannah felt that the full-timers’ construct of part-timers seemed to be a deficit model, that part-timers needed help, in contrast to full-timers - “if you’re full-time you’re good and if you’re part-time you’re not good.... And the trouble with the marking, they were not good markers, these part-timers....they either just give them all 7’s or just fail them all.” Susannah felt that this was an unfair representation of part-timers’ efforts. “I think there’s a perception that part-timers on the whole aren’t really committed, they haven’t got aspirations for academic careers. It would seem strange to me if there weren’t quite a few people who are part-timers who are desperately waiting for a job with permanency to appear, but part-time is the best they can do at the moment so that’s what they’re doing, but they really would like, and really want to have a career as an academic. So I think it’s sort of, a little bit false to say we’re, I sort of had the feeling that we’re sort of housewives doing it on the side, not really serious about it.”

Susannah is concerned about the quality of teaching in relation to assessment. She feels that little effort is made by course co-ordinators to ensure consistency of marking amongst staff and that many students acquire unrealistic expectations about their grades. Although the large number of part-timers often makes co-ordinator’s jobs more difficult there need to be more meetings about assessment and clear guidelines provided.

Susannah is aware of how much work she does for her pay, particularly in the amount of marking she is expected to do, but she is afraid to complain for fear of losing the work. She is also bothered by the lack of security of employment. In spite of these concerns she likes the flexibility of part-time work since it suits her lifestyle and family commitments and she values the work for its own sake.

In Susannah’s school communication is excellent and contact with other staff teaching the same subjects is regular. She lives close to the university, however, and feels that for other part-time staff who live further away or are in full-time jobs it is not so easy and more expensive to keep in regular contact with other staff. She is concerned that students are sometimes disadvantaged by having part-time teachers whom it is difficult to contact. There is also no place for part-time teachers to consult privately with students. Many of Susannah’s students telephone her at home, which is quite time-consuming and unpaid, and is at times intrusive for her family.

ASDU’s staff development activities have been useful to Susannah since she is interested in improving her own teaching. She feels that the day times of many of the workshops makes them inaccessible to many part-timers.

TIM’S STORY

Tim is a full-time PhD student and a part-time tutor teaching two subjects. He is keen to follow an academic career. He sees teaching as a skill he will need in his career and as a way to support himself but he also enjoys handing on his knowledge to others. The beginning of his part-time teaching experience at QUT was “pretty horrible”. His initial inquiries about part-time teaching received no response at all. It took the first six months
of his PhD studies to establish himself, making himself visible, even “knocking on doors, telling them who I am” and taking coursework to get extra theoretical background “to prove that I could teach” and to get to know people in the school. In the second semester Tim was offered work.

Teaching for Tim is part of his career development, but he feels that he is seen as part of “the number games in the school”. He feels that teaching should be part of the PhD experience for all students, not “something we have to go out and beg for”. It should be part of the condition of doing a PhD.

Course co-ordination is very relaxed, “you have to force them to give you uniform information, so that none of the tutors would be saying different things from the other. I had to fight for that, to get that implemented.” Poor co-ordination or communication between full-time staff and part-timers affects students in the long run and tutors feel frustrated and unsure about what they are doing.

Tim’s workload varies between subjects, particularly in relation to student consultation. Students come outside of the tutorial time. Tim has a lot of marking and is only paid for this when in excess of a certain number. On top of preparation time this can be quite a heavy workload. Also the first time tutoring in a subject in this school a tutor is expected to attend a 2 hour lecture each week in unpaid time. Because of all these unpaid hours of work many PhD students do not bother with tutoring work. Tim’s principal motivation towards teaching is his professional development so he accepts the hours of work and the limitations of the pay rate.

Tim is concerned about the quality of teaching because part-timers are not given the opportunity to develop their teaching skills. He is aware of the Graduate Certificate in Higher Education but PhD students are not allowed to enrol in this. He feels that this should be part of prescribed coursework for PhD students to prepare them for tertiary teaching. It is good to see that ASDU is now offering training to part-timers but disappointing that so few places were available in the most recent course. Tim feels that teaching should be evaluated by students and he did a student evaluation on his classes but PhD students in his school are not encouraged to do this.

Part-timers in Tim’s school are sometimes invited to participate in course development. On one occasion Tim’s feedback on a course was requested but his suggestions were ignored. On another occasion Tim made a submission on a new subject and although it was not taken up he saw this as a valuable experience in developing a new skill.

Although communication in the faculty has not been good it is now improving with the use of Email. Part-time teachers in Tim’s school have not been treated as part of the whole staff. They are not informed of meetings and do not feel part of the school. On the other hand they are expected to do some administrative jobs for the school, for example preparing books of readings for students and helping lecturers in the preparation of exams and giving feedback on courses. Tim feels that the PhD students are perceived as part of the general student population rather than as researchers training to become academic staff.

Tim feels that most PhD students are concerned about their teaching skills but not all are as keen as he is to be involved the school activities. Because he teaches 7 hours a week which is a large commitment of his time he feels strongly that he should be treated more as a staff member. He is also at the university all day every day and is available to be involved in school activities as a staff member.

The Postgraduate Students’ Association, of which Tim is a member, is attempting to change the mindset of the senior academics in relation to part-time teaching by PhD students. As a result of a suggestion by Tim and other post-graduate students, recently PhD students have been invited to school meetings.

Tim is concerned that all part-timers, not just PhD students, are given more opportunities for professional development and for involvement in the life of the university. The development of PhD students is particularly important since these people are potential full-time university staff for the future. “It’s not a numbers game, we’re just not here to meet your demand....we’re here for the long haul, not the short term.”
Appendix 3

Conference Agenda

Lennons Hotel Brisbane

March 27 and March 30 1996
PART-TIME ACADEMICS: THE INVISIBLE FORCE

Program Wednesday March 27

1.30     Registration

2.00 - 2.10  Welcome Dr Patricia Weeks

2.10 - 2.30  Dr Jim Watters (Report of the PETPAR Project findings)

2.30 - 2.45  Mr M Toohey Manager Human Resources Department

2.45 - 3.00  Professor Grigg, Dean of Faculty of Business

3.00 - 3.15  Ms Donna Mogg, NTEU representative

3.15 - 3.30  Ms Gaynor Austen, University Librarian, Division of Information Services

3.30 - 3.45  Questions

3.45 - 4.15  Afternoon tea

4.15 - 4.20  Ms Pat Kelly, Academic Staff Development Unit

4.20 - 5.50  Facilitated group work

6.00 - 6.45  Dinner

6.45 - 7.00  Professor Peter Coaldrake, Deputy Vice-Chancellor of QUT

7.00 - 8.00  Group reports, action plans

8.00     Close Dr Jim Watters
PART-TIME ACADEMICS: THE INVISIBLE FORCE

Program Saturday March 30

9.30 - 10.30  Registration /morning tea

10.30 - 10.45  Opening by Professor Peter Coaldrake, Deputy Vice-Chancellor

10.45 - 11.15  Dr Jim Watters (Report on the PETPAR Project findings)

11.15 - 11.30  Ms Jane Vidgen, Administrative officer Faculty of Science

11.30 - 11.45  Ms Gaynor Austen, University Librarian, Division of Information Services

11.45 - 12.00  Mr M Toohey Manager Human Resources Department

12.15 - 12.15  Ms Donna Mogg, NTEU Representative

12.15 - 12.30  Questions

12.30 - 1.15  Lunch

1.15 - 1.20  Ms Pat Kelly, Academic Staff Development Unit

1.20 - 2.50  Facilitated group work

2.50 - 3.35  Group reports, action plans

3.35 - 4.00  Comparison/synthesis of two days Dr Patricia Weeks

4.00  Close Dr Jim Watters
Appendix 4

Professor Grigg’s Paper
Appendix 5

Conference reports

CIRCLES & CAROUSELS

In this activity conference participants had the opportunity to discuss in small groups each of the issues which arose from our analysis of the qualitative data of the research. The following points represent summaries of these group discussions. The summaries were transcribed directly from the volunteer recorders’ sheets. A recorder was assigned to each issue.

The first component involved the groups considering the following issues:
- Pay and conditions
- Facilities and resources
- Communication
- Support and recognition
- Quality of teaching.

The responses are given for both the Wednesday and Saturday workshops separately.

The groups then reconvened to explore strategies within Faculty/School/Unit groups. Represented were:

1. **Faculties**
   - Health, Education, Arts, Law, Science, Business, Built Environment & Engineering
2. **Schools**
   - Physics, Nursing
3. **Units**
   - Elicos
4. **Other**
   - Postgraduate students (mainly PhD), Language educators
Wednesday March 27 Conference

PAY AND CONDITIONS

Group 1

1. Delays chronic, consistent (around 6 weeks), never paid on time, a “culture of delay” at QUT.
   Stressful for those dependent on the money, especially students unemployed over the long vacation.

2. Superannuation not explained.

   What is the definition of “stopped working”? Clarify when and what conditions/terms TESS deductions taken out of our pay?
   No teaching now but marking and research, therefore no TESS because lower income but money in super fund and can’t be accessed.

3. Marking of essays - how is the time per essay calculated?

4. Tutoring over the phone for no pay

5. Not paid for preparation time

6. Acting as subject co-ordinator, not paid at higher rate or supported

7. Guidelines (faculty and subject) needed re the amount of marking covered in the pay rate. Much marking with continuous assessment.

8. Part-timers visiting pay office told:
   Part-timers not important, part-timers’ pay done after full-timers because they need the money more, part-timers money invested on the short-term money market, funds not available.

9. Clinical facilitators

   Employer determines pay rate
   No re-evaluation
   Level playing field......no man’s land
   Same pay for uni labs and clinical practicals yet vastly different preparation time
   Need for preparation pay

10. Need for pay increases

11. Need for more union membership, power in numbers

12. Elicos 20 hours per week, 6 week contracts

13. Why does QUT pay lower than other universities?

14. Expected to go to professional development and induction programs for no pay.

15. No holiday pay

16. Humanities & Nursing - expected to buy books, including the book of readings for the course.

17. Need a room on campus to store teaching materials

18. Safety issues

   Problems with chemicals (paint fumes) in Visual Arts, dye lab, need masks and better ventilation

Group 2

Problems

1. Takes a month to get your pay

2. Dates for pay claims keep changing

3. Rate of pay changed during semester “due to budgetary considerations”

4. Requested to review a paper, not paid

5. Pay slips not received (left in wrong place)

6. Not paid for attending meetings

7. Nursing much lower paid than other faculties

8. Some people being paid to attend this conference!

Strategies

1. Support staff need training

2. Pay for whole semester and adjust if necessary at end

3. Contract letter should be supplied

4. Need office/telephone/computer

5. Induction & handbook needed (faculty based)

6. Need multistorey carparks

7. Carry over tenure from one semester to next

8. Provide accommodation
Implications
1. If not on payroll, accident in classroom, are you liable?

Facilities & Resources
1. Part-timers not aware of what’s available, time-consuming and uses own funding to deliver to students - a kit/booklet and orientation could address this
2. Need a room with desks, chairs, computers
3. Phone calls to students from home not covered in pay
4. Outdated computing equipment, not very "real world".
5. Need keys to access classroom. Waste half an hour every week finding Security person.

Communication
1. Subsidise or hire modems, could have bulletin board on modem
2. Need information about resources
3. Need induction program for part-time staff
4. Easier access to computers needed
5. MOPP should be online
6. Need induction into lecturing
7. Should be paid to attend course meetings
8. Late notification of employment
9. Email courses needed
10. Survival guide needed
11. "Supporting body" needed for part-timers
12. Administrative centre for part-timers
13. Sections of MOPP relevant to part-timers included in guide
14. Need to know exam dates, e.g. via email
15. Access to email needed
16. Communication with part-timers is top down
17. People who develop courses find it difficult to delegate and share ownership e.g. no handouts allowed unless vetoed by course developer.
18. Register of part-time people

Support & Recognition
1. Recognition of previous qualifications/experience regards to input.
2. Responsiveness of requests for support with problem students and/or placements.
3. Communication (not proactive) systems (support), last minute appointments of staff.
4. Employment agreement and commencement too short (lose good staff).
5. Photocopy, secretarial services, individual lockers et al. support supplies and equipment not well communicated and not issued.
6. Lack of accountability - being fobbed off to other people.
7. No feedback (maybe buddy system) - persons to talk to with problems.
8. Ability to develop program on front-end and get paid for it to gain ownership of course.
9. International students need elaborate explanation booklet.
10. Recognition vis-à-vis pay structure re: promotions.
11. Recognition re: training time plus pay.
12. SET booklet set up.

Quality of Teaching
Problems
1. Too much content, too little time affects quality of teaching and satisfaction of students and staff
2. No feedback on teaching quality other than self-motivated evaluation
3. No instruction on different teaching strategies
4. Preferential treatment given to existing staff/friends
5. Positions aren’t advertised
No quality control
No standardisation of marking
Full-time staff not carrying their teaching load, part-timers can’t change anything and are expected to carry load, no input, stagnation
Essay marking a problem with regard to pay
No continuum between schools and subjects
Not enough student contact. E.g. see students 6 times a semester
Too many administrative duties within the tute, taking away from quality of teaching
Big tute sizes
No control over tute attendance times

Strategies
1. Standard information booklet for all staff setting out very concretely what is required of staff and students
2. Workshops need to be more flexible
3. More tutors
4. Floating tutor
5. Literature
6. Feedback
7. Instructional strategies
8. Mandatory supervision to improve
9. CV’s, advertisements for jobs
10. Standardise marking
11. Liaison/communication compulsory between full-time and part-time staff and pay for involvement in collaboration in course

Saturday March 30 Conference

PAY & CONDITIONS
Group 1
1. Delay in processing letters of appointment - maximum time of delay should be 3 weeks
2. Delay in receiving pay (e.g. 7 weeks)
   We fill out our forms on time, why don’t you process them on time?
   Is this an admin problem?
3. Part-timers need an organisational chart of admin staff, contact people, phone no’s etc. regarding pay/personnel issues
4. The right pay for the work - supervision rates. Are we being paid the right marking rate? NO!
   Marking over and above tutorial pay - at the correct rate. Who sets it? No-one so far!
5. Conditions
   Parking (Kelvin Grove) - over and above employed hours - access and knowledge of visiting parking permits.
   Parking (Gardens Point) - Any solutions? Knowledge of how and what to do is needed?
   Rooms, facilities - for consultation with students, who do we contact regarding this?
6. Meetings, lectures, consultation, moderation, professional development, collaboration with colleagues: Attendance at all of these without pay is expected of part-timers
7. Workload is disproportional to pay, e.g. 1700 exams to mark and remarking others’ work
   What’s the difference between Level 1 and Level 2? How is this determined? How makes this decision? What’s the difference?
   Where’s the commitment to quality? We lack pay, resources, have large classes - this limits the quality of education.
   There is no time for collaboration and reflection on teaching practice.
   Time & support for professional development
8. Vulnerability of being on a 12 week contract in terms of raising issues and problems. AT the mercy of the supervisor; if we raise issues our contracts won’t be renewed - “Don’t push your luck” - said at a staff meeting re Level 1/2 issue.

Group 2
* Rates of pay, considering preparation
* Letter of confirmation before follow-up
* Specification of duties/expectations
* Who decides rates?
* Relationship with co-ordinator
* New vs old hands - rights
* Orientation - no one knew
* Delays in payment
** Stress of assessment - quantity, where specified? When does marking become an above award payment?
* Access to rooms
* Part-time handbook for each faculty/department
* Staff card, regardless of semester employment
* More fractional appointments
* Different pay rates for qualifications
* Knowledge of how system works, orientation (who to ring)
* Super?
* Marking - payment - some are paid as extra to lecturer/tutor, some are not.
* Budget for particular subject - resources
* Continuity of subject - who prepares and are they paid?
* Appears that QUT policy is to employ more PT staff without any concern about the quality of teaching as it is not reflected by the pay.
* Preparation of lectures - new subject areas need greater payment because the amount of time required is extremely high compared to lectures that are repeated year after year
* Some guarantee of specific number of hours
* Allocation to subjects - no time for preparation and then subject assessed (often two days before)
* Encouragement to undertake postgraduate studies

SUPPORT & RECOGNITION

Needs

Group 1
1 Orientation & documentation
2 Frequent meetings in the faculty with full-time staff
3 Access to telephones after 5 PM
4 Part-time lecturers name and timetables to be in board of the department
5 Introduction to support staff and other members

Group 2
1 To be included in staff meetings
2 Common room, tea room to be kept open after 5 PM
3 Access to computers, photocopiers
4 Office for part-time lecturers
5 To be involved in course structure development
6 Head of department explain role of lecturer in the department

Group 3
1 Part-time staff meeting twice per semester conducted by Head of Department with admin staff
2 Cleaning of part-time rooms
3 Part-time lecturers’ room to be dedicated to part-time lecturers, not shared by students
4 There should be a room for student consultations
5 There should be payment for consultation hours

Group 4
1 Contract should be well thought [out] and hours for preparation & consultation to be considered before the appointment
2 Career path structure for part-time lecturers
3 After certain experience and quality improvement upgrading to be considered
4 Proportional amount of leave, trips for career development to be considered after a certain number of years as a recognition

Group 5
1 Access to other people in the same field at other universities or even overseas
2 Funds to be sanctioned for seminar presentation

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Group 6
1. Support limited in some faculties
2. Limiting professional exchange
3. Part-time co-ordinators needed in each school to look after needs - resources & basics (in some faculties)
4. Recognition of specialisation of existing staff in terms of theory and practice
5. Professional exchange between practitioners and academics
6. Recognition in faculty - induction
   - introduction to other members in schools and plans for semester
7. No place for ESL teachers re: salary scale less than TAFE. Differences in pay scales within school, yet staff doing similar or same kinds of jobs.
8. Information about research focus and how part-timers can contribute
9. Collaboration across faculty
10. Recognition of expertise that already exists
11. Induction (a generic) manual for part-time staff
12. Recognition (pay) for contributions other than direct student contact.
13. Strategies to invite part-timers to provide a voice - timetabling
14. Part-timers to be invited to school/subject/etc. meetings
15. Audit by each school to record what part-timers actually do
16. More feedback from school to see how part-timers are performing and how their work relates to the rest of the subject
17. Information about opportunities, recognising teaching for tenure
18. Should include part-timers in the social structure of the school
19. Business card
20. Information about conferences, seminar, guest speakers
21. Official name tag
22. Pay to attend workshop (e.g. Saturday)
23. Pay for training sessions
24. A statement of record for work done (to be added to CV)
25. Change in attitude towards part-timers and awareness of part-timers’ contributions, valuing of work done by part-timers

COMMUNICATION
Group 1
1. Communication between full-timers & part-timers needs work
2. Fieldworkers need a network and a contact person and a representative
3. Full-time staff need to be available at suitable hours for part-time staff, especially course co-ordinator
4. [Problems] getting staff card
5. Need a desk, space

Group 2
1. Admin people within a school work after hours (photocopying, chalk, computing, audio-visual)
2. Meet with head of school (official) each semester
3. Kit for part-timers with information, contacts etc.
4. How to have a vision of how the subject falls into the course
5. Committee representatives (pay problem?)
6. Orientation to the profession (Part-time staff to know the requirements of different professions their students might go to and how the particular subject might relate to a future job
7. Part-timers’ lounge - where problems can be solved - network, hotline, email
8. New part-time staff need orientation to school etc.

Group 3
1. Need to know staff(?) au fait and switched on to what is happening in the field
2. Earlier notification of job
3. Cause [of late notification] admin can’t provide full-timer staff with numbers
4. Systematic process of review of our
   a) subject
   b) work performance
   c) future
but not “policing”
5  Full-time staff could encourage feedback on units etc. from part-time staff
6  Faculty newsletter posted to part-time staff

Group 4
1  An early preparation into your subject
2  Faculty need to assess their communication and management
3  Need to go to lecture to find out what is in the subject (and we are not paid to go)
4  Form teams
5  Employer to get part-timers to have notices at right time (email)

Group 5
1  There isn’t any communication
2  Lecturers need to provide advance detail of lecture material and follow-up activities to tutor (Pay part-time lecturers if they have to do this.)
3  A tutor can be working for four different people in the same semester as lecturers change (take leave etc.)
4  We have read our mailouts(?)

QUALITY OF TEACHING

Group 1
Major Issues
*  Lack of practical skills
*  Criteria of what constitutes quality
  QUT/teachers
  students (at the moment seems to be only area monitored)
  industry (former students)
  Other stakeholders
*  Monitoring of quality
  lack of
  continuing
*  Continuity of job (in a subject area)
  vs quality
  vs long-term planning for units
*  Acknowledgement of contribution & feedback to course planning
*  Mode of presentation
*  Lack of recognition of teaching skills
  research takes prominence
  teaching
  liaison with industry
*  Students are a second priority
*  Too much emphasis on publishing
*  Recognition of prior teaching experience (excluding the prior long-term part-time experience), overseas experience qualifications & experience - who decides?
*  Selection processes
*  Who cares? In some faculties quality of teaching is not an issue
*  Lack of guide-lines on content/skills required

Strategies to resolve
*  Provide professional development - encouragement to complete Graduate Certificate
*  Establish criteria
*  Review process for evaluation/monitoring
*  Encourage innovative teaching techniques
*  Acknowledge specialisation in a particular area
*  More contact with full-time staff and access to the same resources
*  Peer evaluation and peer discussion (and paid for that)
  supportive, non-threatening criticism
  (May be difficult in a clinical area)
*  Opportunities to observe “expert” teachers and colleagues - disseminate this information
*  Opportunities to share resources
*  Equitable access to employment opportunities
Formal communication with course co-ordinators, establish mechanisms
Workshop opportunities on practical issues such as methods of presentation
Define learning objectives

**Group 2 Problems**

- Problem between staff and students - contact hours available for students outside lecture time
- No requirement for teaching qualifications and standards
- No induction for non-teaching background
- No communication of resources available to new teaching staff e.g. ASDU
- Consistency and cohesions of teaching
- Need a forum (non-threatening) to collaborate in order to improve
- Conflict between teaching and need to perform, motivation
- No feedback from faulty
- Teacher feels restricted
- Tutor needs more guidelines (priorities) from lecturer

**Strategies**

- More and regular teaching workshops
- Induction session - need to look at quality assurance
- Need clear guidelines for teaching principles and policies
- Contact hours paid and allocated and availability
- Compulsory evaluation of course and teaching at end of each semester

**Implications**

- Better quality leads to better results for students
- Poor teaching quality leads to lower self esteem for teacher and students
- Poor quality leads to lower QUT standards (quality assurance), which affects enrolment numbers
- Need for opportunities for individual student consultation outside teaching
- Need for clear job description regarding evaluation policy

**Group 3**

- Acknowledgement and payment required for time of non-face-to-face: preparation and talking to students
- Bad environments for teaching (e.g. E Block no windows, no air conditioning & 30 students, 4 floors to carry things; W Block no lift, not toilet on top floor so have to go down 4 floors, no access for disabled students
- Tutorial sizes too large for general discussion e.g. 30, 27 in computer labs
- Limited or no access to equipment (overhead projectors, acetate film, computers)
- Access to course outlines - speaking with other lecturers at other universities are paid to this time, to maintain quality of students
- Tutoring and lab supervision - need to be given a set of answers to each tutorial and know what lecturer requires
- Meeting with other staff (PT AND FT), say every 2 weeks, to know what is required, to keep morale up and to address issues, to network, to find out what is happening or how to fix it - AND BE PAID FOR THIS TIME
- Need to maintain (and it is a good idea) for the encouragement to do the Grad. Cert. Education and for payment of HECS fee
- Equipment needs to be maintained, e.g. some overheads cannot focus.
- Need equipment, e.g. stick to point to slides, overheads
- Can’t reach TV knobs, (need remote control)
- Need training in how to use smart lecture theatre
- Poor attitudes of Heads of School not concerned with quality of teaching from part-timers
- Not paid for student consultation time, and hard to provide adequate student consultation as no office, hallway not satisfactory
- Students expect satisfactory consultation time - paid consultation time
- Need contact numbers for students to access lecturers/tutors (not rung at home)
- Need interaction between lecturers and tutors as many times tutors are expected to teach topics not covered in lectures and yet students expected to be assessed.
- Often falls back on tutors “How to write an essay” and “Referencing” - falls outside material allocated in tutorial (and therefore after time teaching and not paid)
- Need uniformity between tutorials in same subject. Tutorial induction, 2 hours not enough
* Tutorial guides and lecture notes often don’t agree
* Paid in-service - seminars, conference registration (transport & accommodation)
* However some faculties do address some of the above - Nursing not paid for this
* Co-ordinators need to call meeting to deal with equality in marking between markers
* Rate of pay doesn’t encourage quality of presentation (which is not given by universities) so need to be told what level of quality is expected for the level of pay. At present with low pay and low support student gets lesser quality (compared to outside/professional presentations)

- Problem of students not going to allocated tutorial times, as some tutorials have too many students and some tutorials have small numbers of students

**FACILITIES & RESOURCES**

**Group 1**
* Insufficient teaching aids/resources
* Poor design of rooms & seating
* Room allocation, access to building after hours
* Large tutorial classes, about 40, usually more than 20
* Safety & overcrowding
* Lack TV unit
* Lack of chalk, OHT pens/redundant(?)
* No computer for part-time staff
* Lack of access to enrolment details
* Office area for consultations/equipment
* Email account
* Filing cabinet & desk
* Parking problems, including guest lecturers
* Remote internet access from home
* Accessibility to modern information technology
* A regular forum for part-timers
* Promotion of (new) resources & facilities (databases, electronic sources, multimedia)
* On the job training
* Projectors out of order & light problems
* AV person on duty at night
* Problems air conditioning chill or out of order, rattling fans
* Sink in staff room, staff toilets Asian toilets - seats (?)

**Strategies**
* Careful assessment of needs
* Evaluation of user needs to design brief
* Training in use of smart lecture theatres including Power-point
* Skilled assessment of user needs prior to planning of new facilities and renovation
* Check-list of needs/prior to lecture

**Group 2**
1. Having a staff card - temporary - school to issue? - barcode reinstatement of cards?
2. Physical placement of resources and moving of same to lecture area
3. Common computer accounts in FT areas
4. Modem access to part-time staff on a hire basis and modem access to QUT
5. Maintenance of equipment
6. Access to chalk, white pens and assorted equipment particularly at night
7. Air conditioning for nursing lab
8. Appointment of a section in the university for part-time staff (Administrative centre up to 9 pm)

**Group 3**
* Tutorial rooms too small e.g. E block (Kelvin Grove) tute rooms no windows
* Cheap resources unavailable - OHT’s, pens
* Photocopying not provided
* Distribution of resources
* Replacement of equipment
* Give part-timers a copy of phone book to take home
* Access to computers
* Should part-timers be buying own labcoats etc.?
* No staff room, no phone, no filing, no computer
* No locker
* Teaching at GP, office at KG
* No staff only copier at GP
* No occasional childcare facilities

**Group 4**

**Problems**

* Security cards (staff cards) not offered
* Problems with keys
* No secure spot to leave assignments etc. for marking and room size
* Not even a part-time staff room (Sit in corridor!)
* Need photocopying access
* Language & Literacy have good rooms and part-time staff room already
* Need phone in staff room, computer at uni good
* Need computer training
* Need better orientation to resources available
* Ways to support work in outside offices, recognition that a staff member can use own resources with uni assistance
* Hard to identify staff to provide resources

**Actions**

* Staff take responsibility, get own resources
* Make modems available to part-timers (better resources at home, parking/computers
* Library identifying staff - how to overcome?
* Orientation package to advise on resources and services - also include photocopying (and tell you you can copy at the library)
* Smaller tutorial groups
* Give part-timers a phone book
* Need resources if working from home (letterhead)
* Orientation package - include how to use Email
* Occasional childcare facilities available (majority of part-time staff female)
* Parking consideration for staff with children

**POSTGRADUATE GROUP**

**Issues**

* Time irregular work vs study
* Should be more work access for PG
* Funding issue - grant scheme?
* Teaching = practical experience
* Parking - at uni different/odd times
* Focus role student vs lecturer - moving from role to role
* Some PG students feel pressured not to speak up because many postgrads but few positions
* Can’t do a diff. job on either
* Balance formal recognition of need to have prac and research experience
* Need for mentor (apart from supervisor) from key lecturer to tutor who is PG, for teaching skills and co-ordinate issues
* More needed to be done to make Postgrads feel they play a more integral role
* Proportional allocation of PG compared to others to get positions
* Could be argues (differs between areas) Postgrads but should have more positions
* Postgraduate students and PT staff invited to more meetings
* Marking load and teaching load - limitations
* Students come to you - at all times feel pressured to see them
* Invigilating issue - different rates - not told the correct rates (deception felt)
* Lack of career path - tutor role, not lecturer role, would like opportunity

**Group 2**

* Pressure re credentialising BUT no pay change with Masters/PhD and no guarantee of full-time work (from Professor Peter Couldrake’s address)
* Sacrifice of time etc. may not warrant outcome
* Expense - part-timers still need to find own course costs and additional costs
* Professional responsibility and PhD students get teaching but do part-timers get encouragement for graduate studies - Two different issues!

**Group 3**
* Private research by full-timers, could part-timers apply for private research? Answered within group - directed at full-timers. Teaching grants. Requirements explored (What is best for CV, promotion, academic path)
* Need to know where to get information, how to get into PhD programs, differs by faculty and school
* COULD WE HAVE A PART-TIME LIAISON PERSON?
* QUT research culture? Apparent absence of support by RA work etc.

**Group 4**
* Difference between departments (Early Childhood actively promote/CASEC)
  Notice of funding, only
* Some RA work for projects but not given feedback
  Recognition absent/no/little outcomes or purpose
* Part-timers - may have plus for PhD because some knowledge/understanding of culture/processes
* Who to choose as supervisor?
* Link to industry - part-timers able to conduct action research
* More time available

**Group 5**
* Postgrads/part-time tutor, chicken or egg? Lack of clarification
* Apparent priority to undergraduate - tutor - postgraduate, “in-house” culture
* More encouragement needed for further study - down to functional relationship - benefits/support between school and employers
* Pressure on postgraduates to finish in 3-4 years: while expectations remain to do tutoring, RA work etc.
* Expectations to do postgraduate in same style as your tutor. Maybe systems don’t match new expectations, own responsibility
* Group shared information of proportional re-imbursement for postgraduate.
* Pressure to get paper credentials? Recognition of prior learning, preparation of materials etc. Proven ability to teach.
* QUT job applications - high expectations - PhD required for low level lecturer (Assoc Lecturer) Mismatch?
* Do PhDs make you a better teacher?
FACULTY/SCHOOL/UNIT GROUP DISCUSSIONS

In this part of the conference participants formed faculty or unit groups to brainstorm possible faculty/school or unit based actions for improving the situation of part-time staff. Across both conference days the following faculties/schools/units were represented:

**Faculties**
- Health, Education, Arts, Law, Science, Business, Built Environment & Engineering

**Schools**
- Physics, Nursing

**Units**
- Elicos

**Other**
- Postgraduate students (mainly PhD), Language educators

The following 5 point lists were each groups’ preferred actions for change. These were transcribed from overhead transparencies used by the spokesperson for each group, who presented the five recommended actions to the whole conference group, elaborating or answering questions where necessary.

BEST FIVE RECOMMENDED ACTIONS FOR CHANGE

**Wednesday March 27 Conference**

**ELICOS**
- Everyone teaching over 60% of full-time load gets a fractional position
- Percentage of full-time staff in relation to student numbers, in other word more full-time positions
- Rate of pay should be equal to TAFE or better
- Procedure for induction, including handbook (example, induction officer)
- QUT computer needs to accommodate casual ongoing academic (example library)

**NURSING**
- Support group - facilitator for facilitators
- Feedback on teaching
- Equal pay across faculties, pay to attend meetings
- Job security - continuation of employment, earlier notification
- Utilisation of part-timers’ knowledge and expertise

**BUSINESS**
- Offer our faculty handbook as benchmark for others
- Management & support staff need training in customer service
- Provide training for part-time staff BEFORE THE EVENT!!
- Workshop to develop an induction program, lecture and tutorial techniques, which includes brainstorming and feedback
- Ongoing and regular consultation between all staff assigned to a particular unit to facilitate unity

**ARTS/LAW**
- Handbook & directory for part-time staff
- Part-time staff person to be appointed as a representative to attend staff meetings at all levels
- Cultural change to indicate our “value” to QUT, e.g. changes to pay system, part-timers’ room, pro-rata payment for conferences etc.
- Member of administrative staff allocated to part-time staff
- Structures for quality control, e.g. more teaching workshops, ability to have more feedback

**SCIENCE**
- Centralised part-time administration including out-of-hours access

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* Increased tutorial contact time for students, lower staff/student ratio
* Improve links in specialised areas between universities to improve resources, including staff
* Improve communication between school in which course is located and school providing service subject
* Professional association/network for part-timers (not a union, rather for support and sharing)

**EDUCATION**
* Need for an introductory kit for beginning part-timers and a mentor program
* Some assurance of tenure for part-time staff
* All education staff should be paid for marking
* If required to attend meetings/lectures should be paid for attendance.
* Need to review practice supervision procedures

**BUILT ENVIRONMENT & ENGINEERING**
* Administrative centre specifically geared for part-time staff, general all-purpose centre
* Orientation induction, survivors’ guide for part-time staff about basic functions of school/faculty and where things are
* Faculty-specific teaching development tailored to part-time staff
* On-line user enquiry into status of pay
* Better planning of enrolments for each class to plan for texts etc.

**Saturday March 30 Conference**

**EDUCATION**
* Part-timers represented on Faculty boards & school committees
* A paid representative within each faculty to liaise with part-timers & facilitate networking
* Replace some PT positions with fractional appointments to promote continuity & security from semester to semester for staff & students, and to provide a career path for Part-timers
* Audit each school of what Part-timers are currently doing and written acknowledgement of that.
* Paid recognition and use of specialist skills at all levels

**NURSING/PHYSICS/HEALTH**
* Improve orientation, feedback to those who conduct orientation “We want these questions answered.”
* Develop Part-timers network
* Within schools establish a full-timers & Part-timers link, to ensure adequate & appropriate communication with PT staff
* Lobby to achieve recognition for PT teaching contribution
* Lobby for eligibility to receive grants, project involvement, professional development courses, seminars, conferences

**ENGINEERING & BUILT ENVIRONMENT**
* Increase communication of resources available, e.g. invitation to faculty meetings, orientation programs, documentation, newsletters etc.
* Increase facilities, e.g. shared office, computer, desk, photocopier, student consultation room, shared car parking, filing cabinet, phone
* Increase our involvement in pay and level assessment, career structure, contract conditions e.g. security of tenure etc.
* Increase our involvement in unit structures & course design, which should be paid for along with meeting attendances.
* Increase paid professional development, e.g. Internet, Power Point, MS Project, Grad. Cert etc.

**ARTS**
* Orientation kit, induction courses
* Communication - flexibility
* Resources: room, computer, phone, locker
* Meetings with HOS, seminars, workshops
* Pay
* Involvement in course co-ordination, planning, curriculum design, accreditation
LANGUAGE EDUCATORS (A&R)
* Classification and definition according to our duties/roles within the university itself
* Recognition of contribution to the University itself (i.e. financial, status abroad) by reclassification
* Parity with language educators in other institutions (i.e. TAFE)
* Facilities (i.e. permanent buildings) for income producing students (including vacation services)
* More full time or fractional jobs

Language and learning skills advisers
Recognition of role and parity with other universities (i.e. keeping academic status, not reclassification as general staff)

BUSINESS
* Orientation time, early in semester, detailing, explanation of manual at school/subject level.
  Review in 4 weeks time - subject level
* Facilities - office for part timers, filing cabinets, space to leave resources, acceptable minimum level requirement rooms for consultations
* Information support persons for part timers (out of normal hours)
* Access to buildings, facilities after hours
* Paid consultation hours, meetings, lectures

POSTGRADUATE STUDENTS
* Adopt automatic paid employment (e.g. tutorial assistance scheme)
* Adopt progressive pay scale based on years of academic experience and RPL/REP
* Develop & implement a meandering program for g’s in their teaching
* Create a school-based database of skills, experience (have page for each school)
* PSI & CAN to explore the possibility of creating a backup data base & actively promoting this information to schools
Appendix 6

ASDU Introduction to teaching workshop evaluation

Example evaluation sheets form Professional development workshop 11 & 18 /11/95
Appendix 7

ASDU Conference workshop evaluation
# PROGRAM EVALUATION SHEET

**Program:** Part-Time Academics: The Invisible Force

**Presenters:** Drs Jim Watters, Yoni Ryan, Patricia Weeks, Mr Charles Arcodia, Ms Clare Christensen

**Date:** Wednesday 27 March 1996

**Venue:** Cityview Room, Lennons Hotel, Brisbane

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## How did you find out about this conference?

- I think through S of Learning and Development. Part-time staff pigeonhole (I didn’t realise how lucky I was!)
- I also saw the colourful posters on columns.
- Flyer and email.
- Through the mail.
- While attending an ASDU funded teaching course for part-timers.
- ASDU referral.
- Invitation in mail x 4.
- Invitation in mail x 2.
- Brochure sent to my home.
- Brochure.
- Personal mail contact.
- From School of Nursing newsletter/ fact sheet sent to me.
- ASDU brochure left in my “box” in School of Communication (Faculty of Business).
- Brochure in Part-timers room, Z Block, 9th Floor.
- Leaflet in my mail box at QUT.
- I attended the 3 day Personal Development course and the pamphlet was sent to me.
- Notice board.
- Pamphlet in mail - the day before registration closed.
- I was sent a brochure at my office.
- Pamphlet in the mail.
- Brochure sent round our school.
- Post.
- Personal call from Clare/ pamphlet/ faculty newsletter.
- QUT (Nursing Dept) sent me a letter.
- Application form posted to me.
- Through School of Nursing + mail x 4.
- Mail.
- Letter to my home and pamphlet put in part-timers room in the School.

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## What aspects of the conference did you find most useful?

- The opportunity provided to develop a part-time perspective; the opportunity to network.
- Hearing range of ideas/ problems/ strategies.
- Interaction with colleagues. Acting vs presentation. Detail re part-time staff numbers at QUT.
- The carousel was a very effective activity and useful.
- Information about the union and ? about other part-timers problems.
- Workshops, particularly within the faculty. Acting Vice-Chancellor’s input. Networking.
- Sharing with other participants the common problems of part-timers.
• Defining the problems facing part-time staff.
• Hearing people have similar thoughts and feelings.
• Getting together with other clinical facilitators (Nursing) and sharing concerns, making suggestions.
• Group work discussions to identify problems and suggesting solutions - as long as it all goes somewhere!!!
• The well organised group (1:5) and reporting - gave everybody a say and had a result.
• Sharing of common concerns about problems that part-time staff face in trying to give quality teaching and learning at QUT.
• The lot. Even the acting Deputy Vice-Chancellor, he seemed genuinely interested. Let’s hope he takes all the information on board and uses his best practice and Quality Management initiatives to raise and reward us more. The workshop - excellent and I would have liked to have had some more info on this prior to coming.
• Discussion - Circles and Carousels. Why? Hearing what part-timers have to say about their experiences with QUT as an employer. This session represents REALITY. Oh yes, the rhetoric’s great, but our baseline survival issue is does QUT pay us ON TIME because our creditors eg BCC rates, Telstra, Motor Transport (Car registration) expect to be paid on time.
• Circles and Carousels. Find evaluation, the presence of important QUT administration staff. The other people and organisers.
• Address by Professor Grigg -very useful and informative. Group discussions worthwhile.
• Documentation of the general problems, and Faculty/ School - problems/ different requirements.
• The discussion on all the problems and strategies to solve them.
• The discussion sessions were interesting both generally and in the faculty groups. It was exciting to meet the part-timers in the same faculty - I would like to meet with them again.
• Meeting with other part-timers from other faculties and finding out we share similar problems.
• A meeting place for part-timers.
• An opportunity for part-timer staff to voice their opinion.
• Action segment, ie. 5 groups - 10min/ topic-rotate.
• The speakers and the informal feedback/ talk/ buzz sessions.
• The enthusiasm towards forming an administrative body by part-timers. To look at all issues raised.
• The brainstorming was very useful, but the speakers were informative as well. I learned a lot.
• Discussion about pay conditions and some new strategies put forward to remedy those problems. It was good to see that other people had the same problems.
• Workshop, reporting at end.
• Hearing the problems of other people. Faculty strategy sessions.
• Discussions - circles and carousels. Speeches - great variety, nice and short. Great food - thanks. Pats “ward and fuzzy’s” - thanks a heap.
• Peer support - getting to know faces rather names. Insight into other faculties. Actually condensing the problems but also having to suggest strategies to assist - part-timers some responsibility on us.
• The facilitated group work. Professor Grigg’s overview. Simply coming together with other part-time staff especially from my faculty.
• The similarity of outcomes that all faculties seemed to have in their needs - 5 actions. Mix of ideas.
• Reporting and faculty group discussions.
• Networking (especially within school).
• All.
• Group discussion. Support from top.
• Sharing concerns with colleagues, hearing notables give lip service to the value of part-timers.
• Opportunity to speak to other part-timer staff and share problems.
• Group sessions and reports/ action plans in the second half.
• Interaction with other faculties/ schools not alone in concerns of part-time staff. Positive reinforcement of our role as part-time staff.
• The Action Planning.
• Networking and sharing concerns with other part-timers and finding a way to out some negative feelings that I think have become a bad part of QUT culture.
How could this conference have been improved?

- Not all speakers were particularly helpful, but it may have been important politically for them to be here.
- Lapel microphone. Clearer sense of resources available to meet needs - quality funding? Grants to departments? Ideas are great but WHO PAYS - risk of unfunded promises.
- More tables to eat tea at! Other than that it who excellent. I enjoyed it immensely. Was availability of child care an issue for people who couldn’t come?
- I don’t know, I think all was good.
- Since a lot of information is provided to the University, I think that attendants should be paid something for their contribution.
- Not sure.
- By having more QUT representatives attending. Particularly from Human Resources and Computer Services.
- Pay per attendance (or part-payments), as nurses had to forgo a day’s pay to attend. Full-time academic staff who employ part-time staff should have been present to gain large picture of part-timers concerns.
- University senior staff eg. Vice-Chancellor etc should stay for the feedback session - the most important session of the day! Forget the HT director - he put a negative slant on things, eg. He actually admitted that he didn’t really want to attend the workshop.
- The PAY office should have been MADE to attend to answer to its disgraceful performance or we could all fax complaints about them to Peter Coaldrake. While we continue to laugh and behave good humouredly about pay it is degrading to have to “beg” for your pay. We also have families to support and bills to pay.
- Cannot think of any, just hope it leads to positive action. Thanks.
- Can/could it have been improved? It was excellent.
- Interaction - a long period of sitting, 6 speakers in a row after lunch leads to exhausted people. Professor Candy’s invite to us to move was a great relief. Afternoon tea - gourmet food, but too much sugar. Dinner - great - helped us all feel that somebody in the QUT system value us. Presentation need to check building, space, microphones before function to avoid intrusive sounds. Perhaps change the seating from E-W to N-S in this room.
- Excellent workshop. Positive and realistic application to the real problem faced by QUT part-time staff. Friendly and encouraging atmosphere. Thanks.
- Good organisation.
- Very good, I would need to reflect for a few days as I’m not one for instantaneous observations of this kind. I think the circles and carousels was most useful.
- Payment for attendance to this conference would have been good.
- Parking permits!!! I’ve appreciated the attention to detail in the organisation eg. The meals and in the group facilitation processes.
- It was well run. However, I have another point. There has to be some outcome. For many years, we have provided information via seminars, questionnaires etc but nothing changes. It is all verbatim and no action, which is disheartening and leads to further denigration of us part-timers and concerns determine the needs of part-timers.
- That it was stated as an inaugural meeting for future gatherings (at least this was observed by Professor Coaldrake).
- Encourage more part-time staff to attend.
- To make into a regular event eg. 1yr or 2yr.
- I thought it was very well done. More of Patricia Weeks!!
- Less formal speeches and a greater emphasis placed on information and ideas from the various groups formed.
- I thought those in charge made good use of the time. It was a fast 6 hours.
- More of the workshop sessions. Fewer introductory lectures and more lecturers providing direct useful information (eg. Librarians talk on information services was a revelation).
- Less time given to NTEU (sorry, I though she went on too long).
- Better audio equipment. Air conditioning that worked.
- Tidy up the first session, good conduct but a little heavy - put the coffee on earlier.
- Some of the earlier speakers could have been better prepared and a little shorter in duration. Overall, well organised.
- The HR director could have adapted a professional and positive (ie non-token) approach. (Especially as the 2nd presenter). PS. This should be his ‘bread and butter’.
- I could not think of anything.
- Report to all part-time staff of what has transpired so that even those unable to attend can be aware and appreciate events that affect us all.
- No improvement, well organised, focussed.
- Fewer speakers in part 1.
• Cut down on long speeches in the first half of the conference. Reduce overall time (6 hours is quite long).
  Future: Report back (e.g. v & email) on attendance numbers and recommendations from both groups, since
  most people will only attend one of the sessions (ie Wednesday or Saturday). This will help bring everyone
  together, a little bit more.
• More facilitated group work, I found the time too short to address the issues raised. Otherwise excellent.
• Venue - microphone etc, cold coffee.
• Don’t know - think for what the aims were it was fine - certainly appreciated your efforts concerns.

THE AIM OF THIS CONFERENCE WAS TO:
provide ways to confront issues and develop strategies to enhance your professional teaching role within
QUT.

Was the aim of this program achieved?  Yes 34  No 0

Comment
Very useful and enjoyable.
Good atmosphere. Real commitment to professional presentation. Great to listen to stories across other Faculties
and get a measure. Thank you.
To some extent but I was expecting some time to be devoted to the actual 'teaching' aspect of my part-time role.
Thanks for inviting me to take part in it and I hope we will have a good response from the QUT authorities.
This is a good way of answering concerns to the administration but I’d like to see a report on the status of the
actual recommendations.
Aim well only be achieved if the follow up action is implemented.
The conference was very well organised and all speakers kept to the point. The small group discussions were very
open and sharing.
It will be interesting to see if anything actually happens as a result of this.
Provided that suggestions are put into practice.
Enjoyed meeting and discussing issues with part-timers from other areas.
To a point - I have worked for QUT for 8 yrs part-time and am waiting with bated breath for the Universities official
response. Congratulations to all the organises - a great job.
Was pleased to have the opportunity to voice my concerns.
I am very interested in some sort of network/newsletter further workshops. There should be some sort of
Association.
Superb, timely, a must for EACH SEMESTER. Keep up your good work and support of us.
At last part-time staff are recognised and rightly so, we are now the majority? Afters years of non-recognition and
abuse this is a positive step. Maybe it will mark the beginning of recognition in all forms to part-time staff.
Hopefully some action points will be acted upon. Thank you.
Thanks to all of the organises for so much background to arrange such a conference. Congratulations team.
The initial aim of the conference was achieved. Now I hope that this impetus continues.
It was very difficult for me as a part-time employee to organise the rest of my life to attend the six hours of this
conference. This large block of time was difficult to manage - I could manage smaller 2-3 hour blocks. Part-time
indicates commitment to QUT and part-time to other things - I have to try to keep the portions balanced.
If we are so valuable why don’t we feel valued.
Provided that the suggestions made in the closing summaries are actioned.
Very beneficial!!
I think it was a great (and very much needed) initiative. Very informative and successful.
Quite good.
Well organised, interesting and nice food.
Well organised, efficient use of time, objectives were clear, everyone was given the opportunity to voice their
opinion.
So far, so good. Time will tell how effective the conference has been, when we see what changes are made.
I just hope QUT will listen as I love my job but the frustrations etc and job insecurity make me evaluate whether I
should stay.
Wonderful conference, very optimistic.
Thank you, interesting and informative sessions.
Overall a very encouraging and enjoyable experience.
Hope we see some follow up action from the ‘words’ of encouragement on the part of University executive
management.
Hope that these issues addressed will improve relationships, teaching quality and student satisfaction. Ultimately.

I’m hopeful but also sceptical about the prospects of improvement.
A pathway for providing comment, without fear of personal retribution, is very important. Let’s hope the
administration’s actions agree with their words.
Stimulating afternoon!!
Thank you for the organisation. This is not really to do with the conference but a general comment on the University - that I have noticed over 5 years of working here and in other Universities - there is a negative culture based on resentment and “not my job mentality” which is particularly grating to part-timers when for example you approach someone to constructively solve a problem in your time - not being paid - to be told “that’s not my area of responsibility” - its not ours either but we care enough to try and raise it - why isn’t there a more co-operative constructive approach to problem solving - this is a management issue and needs to be addressed urgently to counteract the negativity that at times makes it very hard to work at QUT - especially when you have comparisons with other campuses!!! If you don’t care as full-timers with all the perks why on earth should we?
ACADEMIC STAFF DEVELOPMENT UNIT

EVALUATION SHEET

Program: Part-Time Academics: The Invisible Force
Presenters: Drs Jim Watters, Yoni Ryan, Patricia Weeks, Mr Charles Arcodia, Ms Clare Christensen
Date: Saturday 30 March 1996
Venue: Cityview Room, Lennons Hotel, Brisbane

How did you find out about this conference?
- ASDU Update, email and brochure.
- Internal mail.*
- Humanities at Carseldine, also from Tricia Weeks of ASDU.
- Posted to me, 1 in pigeon hole for me, 1 came by post from Faculty with my appointment.
- Through Michael Bibo (email) and then followed up by 2 invitations.
- Brochure in in-tray.
- Mail.
- From invitations left lying round in the tearoom.
- At an ASDU course, brochure in pigeon-hole.
- Through “Inside QUT” and note left in staff folder.
- A circular in my pigeon-hole from Head of School.
- Brochure mailed to me.*
- Posted Newsletter to School-based address.
- Letter of invitation.***
- Brochure*
- Posted ASDU Newsletter to my home address.
- From Clare personally.
- From article in QUT newspaper.
- By mail.*
- Pamphlet and ASDU Newsletter.
- invitations mailed to me and 1 in my part-time letter box.
- Happened to be a brochure lying around.
- Email notice.**
- Folder distributed early March.
- Invitation left through notice board.
- Through the mailout - excellent to go to home addresses.
- Invitation - only 1.
- I attended the 12 hour session for part-timers where it was mentioned - I subsequently received 4 flyers.
- ASDU and email.
- Multiple mailouts and 2 phone calls (Clare) thank you and our administration officer.
- Invitation in mail box.
- Stephen Teo told me.
- Through the Postgraduate Students Association listserv.
- Via “The Reflective Practitioner” in the GradCert, plus received flyer/ pamphlet in mail.
- Pamphlet from Clare.
- Word of mouth, then 4 brochures in the mail.
- Info posted to me (home).
• Someone from another faculty (!) gave me the brochure, thinking I might be interested.
• Flyer dropped in my letter box through school administration.
• Notice in pigeon hole.

Which aspects of the conference did you find most useful?
• Meeting others and knowing “I am not alone”. Working out action plans.
• The group sessions, the speakers and their replies to questions and meeting other part-timers.
• The induction section of the training session would be useful to all new staff. I was suppressed to learn that so many of us share the same concerns.
• Hearing from others about their difficulties/problems and then knowing the University is listening and caring.
• Other people have same problems as me, interaction with other lecturers, facilities/help available.
• The number of common problems/areas of concern - I was not alone.
• Different points of view, just how many problems other people have!
• Feedback sessions.
• Opportunity to address issues and take part in solving problem areas.
• All aspects were useful and informative.
• That there are many shared problems areas for part-time staff, that the feelings of the seminar will find their way to management (e.g. Peter Coaldrake).
• Library talk on what resources are available, current state of union action re pay and conditions, chance to meet with other part-time staff.
• Many
• A very well organised seminar listening to various speakers re different services e.g. NTEU, library etc. Meeting other part-time staff.
• Identifying issues, preparing action plans.
• That someone has woken up and taken part-timers seriously.
• The chance to voice areas of concern to those in a position to take action.
• Pooling of ideas, plus, minus, fears and weaknesses within the part-time work body.
• Ability/opportunity to express views/needs on teaching.
• Sharing information and issues regarding part-time teaching.
• Services that are available right now, which I was not aware of before. Ideas and action plans from other participants that relate personally.
• Brain storming to suggest action points for improvement.
• The fact that it was created. To find the widespread discontent among other part-timers, chance to provide input.
• Having my personal private finding about part-time work made explicit and considered input. Talk made me realise I could have done more to help myself if I had known what to ask or who to ask.
• NTEU - Donna - information on industrial action. Group interaction.
• Expose to existing limitations of workplace. Meeting others in same employment type and locality (QUT) and ability to contribute to change process.
• Being able to air our views (and hopefully have the most important acted upon!)
• Meeting other people with similar work conditions, practical - “action” oriented, process - viz examine issues, seek possible solutions, all done efficiently/effectively, certain 96 disparate people.
• Report on PETPAR findings.
• Reassuring that I was not alone in my concerns about pay, conditions, recognition etc at QUT.
• Workshop ?, new ideas and ideas concerning issues are explored.
• Discussion with other part-time teaching staff, afternoon sessions/workshops were useful.
• Comparing notes (E & F tutors comparatively well off!)
• All of it, especially being able to voice our views etc.
• The discussions that made me realise that there are some services available i.e. library, and the fact that with anything mentioned at the conference, action will be taken.
• Pro-active. Establishing areas of need, debate and discussion to add dimension to issues.
• Meeting other - solidarity.
• Networking. The information provided a forum for airing our position. The demonstration by the University of commitment to part-time staff. It’s a wonderful beginning - congratulations.
• Meeting and talking with other part-time staff. Feeling validated that my concerns (particularly with very late pays) are shared by others. Finding out more about QUT.
• I found out about several resources (was unaware of i.e. library resource package for staff, computer guide handbook for students and enjoyed talking with other part-timers.
• Question time.
• Workshops, some key speakers.
• Facing commonality of complaints - also our own responsibility to gain improvements - collect mail, read handouts, suggest improvements, push for answers to questions/concerns.
• Meeting others and sharing common issues, QUT “recognises” our contribution.
• The group work to see what postgraduate students though about part-time work etc. Gaynor Austen and Donna Mogg were also informative.
• Networking with other part-timers, QUT’s recognition of part-timers contribution.
• Actions about efforts put in at QUT.
• Opportunity to meet part-time staff from other schools, increased awareness of shared concerns, it was good to know that our concerns will be passed on and that action will be taken to improve conditions etc.
• Identifying all our entitlements (and lack of). 5 point feedback.
• How to access resources, e.g. library kits and specific resource person, that we all have same problems.
• Identification of key issues and outlining of strategies to resolve issues.
• Opportunity to have my say about terrible conditions as a part-timer, and the reassurance that heads of schools would be made aware of these problems.
• Shared issues among postgraduate part-time academic staff at end of workshop.
• Hearing of others’ experiences, finding out about inservice/library/computing services available.

How could this conference have been improved?
• It was an excellent conference - very well organised.
• More time for group sessions - or even more group discussion.
• I don’t like the term ‘invisible’. I am extremely visible to my students. Unlike the lectures (with 4 lecturers involved) they see my eyes and speak to me directly.
• Handout part-timers new orientation kit e.g. Internet application form, library guide etc, have the Head of School/Faculty there saying they are taking this conference seriously, mike given to all speakers so all questions could be heard, not let people bitch about individual situations.
• I felt the conference brought out many valid areas and addressed people’s concerns, little unsure what was required with yellow form.
• Time - rushed, perhaps fewer speakers and more in depth on some issues - matter then a little bit of each.
• Need to do this maybe 1 day every semester as the part-time teaching staff changes semester by semester. Some problems should no longer and basis issues like pay overtime, etc should be in the past by next semester. They have been ongoing for a long time already.
• Was well done - can’t suggest anything more!
• Perhaps a longer session - maybe over 2 days - one for the talks and one for discussions. I bit pressed for time.
• By starting at 10.00am or 9.30am we didn’t run out of time. It was very well run, but teachers do like to talk a lot.
• I thought X’s contribution less than useful. His song and dance routine doesn’t work when at the end of the show, you haven’t been paid after 7 weeks at QUT, don’t have an appointment form, but for some such people, I would not be able to borrow book, would have to pay to park each day I come to campus.
• I do think X was too ‘glib’ one or two jokes fine - but the overall approach was too frivolous for such an important topic.
• The total number of people who attended do not represent the whole part-time population of Academics. It would have been better effort if more people had attended.
• I have a good work is being done. It could have more time for recording the views of part-time academics.
• Possibly representation from all faculties/ schools to address individual problems.
• Much of the information was of help. The certificate of teaching funding is a great idea.
• Professional documentation or collation of results during discussion to ensure problems recorded accurately.
• It is okay but more conference/ workshop or get together with part-timers should be held in future. In this way, we are informed about the current issues etc.
• Taking names and addresses for mailing lists for those wanting more information/ communication on various services available or on follow-ups from ideas and strategies formulated within the conference.
• To introduce some of the H.O.D.S at the end of the conference to start the ball rolling (action points).
• By accepting what part-timers say not negating a statement. This did happen in one instance with regard to quality of student’s and course producers.
• Perhaps done more to promote networking among part-timers.
• I can’t imagine it!
• Payed attendance, otherwise very well done!
• As we have already pointed out, we felt marginalised within a marginalised group. Because we aren’t academics but work within an academic institution (and let’s face it - the University needs us : the money overseas students bring in). We do not have a role or recognition within the University. Definition of our roles and recognition of us as separate entities (NOT as repeat tutors on the pay scale) and equivalent pay and conditions
would help). I don’t know how this conference could cater to groups like us, unless we had a separate conference of our own. Otherwise it was good.

- Look at positives as well - innate job satisfaction. Some “good” practice was acknowledged. However, I’d like to see more of this so that admin or full-time staff don’t sense a put-down confrontational approach. Anonymity is good but sometimes naming lecturers, tutors, units, schools which attempt to support part-time staff (and work under constraints as well) is important and positive. The opportunity to have a “voice” was great - thanks! Problem - how much “power” is there behind it!
- Less input from the last 4 speakers before lunch and more question time. I felt some what isolated - I think the rest of my faculty came on Wednesday! - could this be avoided?
- The talk from the Life Sciences admin officer would be better directed at admin officers/Heads of Schools. This would allow more time for the other issues.
- I don’t think we need any more like this conference, just what we need to see; make the needs for in reality. After the development phase, another conference can be performed on future needs.
- Some grouping/processing of the actions as they were presented by the “workshops” into actions by: and names; request for feedback from group to list who should carry out the actions that they were suggesting; summary of information back to us as one outcome.
- No comment - considering time available and my ability to only attend post-lunch.
- Need of recognition of ‘other’ academic staff, their needs, problems etc - this was absent.
- I feel that maybe the Heads of each faculty should have been there to allow them to hear the problems directly other than hear the information second-hand. This could have allowed questions to be answered.
- Air conditioning.
- Have the people with the decision-making power listen to the “wrap-up”, provide some information - e.g. the rules on expected number of scripts to be marked etc. - the part-timers are here - give it to them, take advantage of the opportunity. Pass “summaries” back to us, especially as things tended to get missed.
- A scheduled 10 minute break between starting and lunch and another one from lunch until finishing - we did have 2 small ones yet it needs to be documented for mental health when we 1st see the programme.
- I think one issue that could have been mentioned was the need for part-timers to take some responsibility for small things themselves (e.g. initiate contact with staff it seems forthcoming). We did a lot of “negative” talking - when in fact there are many things we are able to influence/ change ourselves without waiting for help.
- Key speakers available at group time to act in consultant/advisory role and also to hear group concerns first hand. Make available the conditions applicable to full-time staff for comparison with part-time conditions.
- Longer question/answer time. Key speakers moving around groups to address issues.
- More faculty staff to talk with and work through problems and solutions.
- X could have been less amusing and more informative. Also Jan Vidger’s slot would have been better used, perhaps some of this time could have been allocated to Donna Mogg.
- Have more input from others who can’t make the 2 sessions → diversity of action plans. Have QUT admin present to respond to the action points.
- May have accounted for a part-timer preventing actual data “up-front” as a “speaker”.
- I would like to know the ultimate use/results of the large charts made up on the rotating circles. I feel this was very much left hanging in the air.
- Some more precise detail on what happens form here - a report to sit on a shelf? More time to hear all of the information the union rep obviously had to offer - this was rushed through. A commitment to notify all of us on progress of the conference outcomes.
- Worked well, except as a recorder in the first, (carousels) session, I missed out on having my say in the other groups.
- An excellent workshop, however X was particularly appalling even though many found him humorous. Perhaps more endorsement from the HR section could be taken seriously with someone else from that section being able to give more information in a concise and helpful manner. Other speakers and workshop were great.

**THE AIM OF THIS PROGRAM IS TO:**
provide way to confront issues and develop strategies to enhance your professional teaching role within QUT.

**Was the aim of this conference achieved?**
Yes 50  No 3

**Comment**
- I would like feedback on how many of the action plans have been accepted by QUT.
- Thank you for an excellent conference. The very fact that it was held and that a study is being conducted is recognition of the role part-timers paly at QUT.
• Well worth coming to, my only opportunity to have contact and feel part of QUT.
• Encouraged part-timers to air their problems, that they would not have felt comfortable to raise with Admin, lecturers, or Heads of Schools. Collectively we are a greater force!
• In that issues were aired. Part-time academics amazingly good natured about their conditions and prospects.
• Excellent as long as we can act and achieve some of the actions suggested.
• To be applauded for coming up with this project to improve conditions and issues of QUT part-timers. Good on you!
• Can something like this be held annually? We desperately need to review this to see if any of the suggested improvements have been implemented. Thank you for organising the day.
• Let’s hope we get some action from it.
• An excellent effort to bring out issues that have been in every part-time academic’s mind and it was a relief to share it with the others.
• I think, to guarantee the quality of teaching, QUT/Schools should stop abusing the financial vulnerability of part-time staff, especially postgraduate students.
• Thank you for the receptive atmosphere, and taking the time to listen. Thank you for lunch!
• Good work.
• It was well organised and I personally congratulated the organiser of giving me the opportunity to participate in the conference.
• This should be followed up and a feedback of the implementing acceptance of action points should be circulated after certain period of time.
• By-product: learn’t how to reduce the workload of lecturers by getting peer assessment during lecture time and running exams during lecture-time - as part-timers are not paid for this non-face activities. This is a worry as knowledgeable content given to students could be reduced. When measures are implemented by the management - or at least given to the management.
• This conference has been wonderful. I’m not alone! Thanks!
• Please make the process a regular event.
• Thank you for making the effort.
• Good to have an opportunity to contribute/offer suggestion.
• Long overdue - I hope they become a regular feature (to discover further issues hopefully, not re-hash old ones!)
• No, in that sense; it should be implemented.
• I hope this is the beginning not the end.
• I am chiefly disturbed at the erratic and generally poor level of orientation/information serving provided to tutors between and even within faculties perhaps ‘BEST PRACTICE’ and ‘BENCHMARKING’ should be applied.
• With reservations above.
• Follow-up workshop and confirmation, keep the issues alive not a document getting dusty on a shelf.
• Yes, but most of it was not within our power (to fix). This could be dangerous, especially if expectations are raised and nothing happens.
• An excellent day. Thanks for all your hard work. Keep them up and keep pushing the University to address the issues raised.
• Was good to have the chance to attend this conference - it should have been paid! We all talk about recognition - this could be a reasonable start.
• I really enjoyed the food - a pleasant venue.
• Not for me personally but reinforces previous thoughts on issues.
• I hate standing up to eat - a personal foible!
• Excellently organised and presented.
• Great work.
• It was an excellent idea to have the option of attending either Wednesday or Saturday.
• Will we get a participation certificate or whatever to acknowledge our involvement?
• Great idea.
• I hope that the issues will not be lost or put off by Peter Coaldrake and other senior people. Thank you.
• Yes, if more powerful people take any notice.