



# Building a Balanced Portfolio

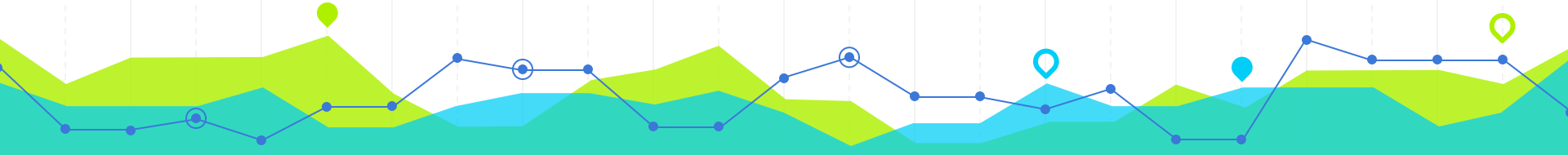
## Investing in TAs and Other Contingent Faculty

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TILC 2016  
Radford, VA

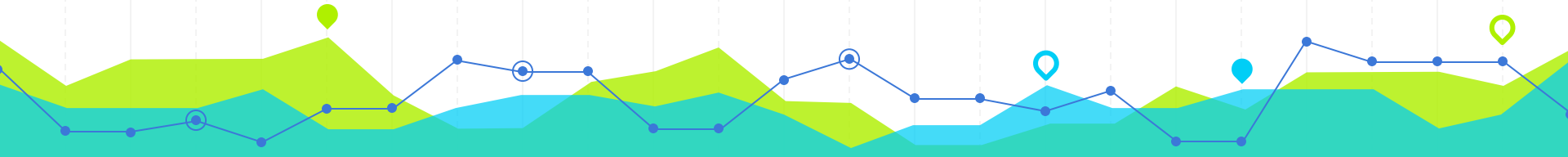


*Why did you choose this session? What are you hoping to learn?*

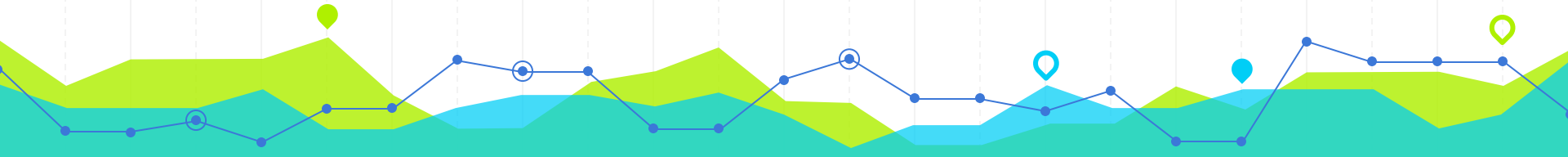


## LEARNING OBJECTIVES

- Articulate the value of investing in partnerships with TAs and contingent faculty in order to build new teaching collaborations
- Identify strategies for engaging with courses beyond one-shot workshops
- Analyze your own teaching portfolio in order to reflect on opportunities for building new partnerships and experimenting with new strategies



# UNBALANCED SUCCESS



## OUR STORY FIRST YEAR WRITING AT VIRGINIA TECH

**150+ Sections  
Offered  
Per Year**



Faculty Partners


**How to do so in  
a sustainable  
and impactful  
way?**



## WHO ARE OUR FACULTY PARTNERS?

ENGL 1106

Spring 2016: 125 sections offered by 72 total faculty:

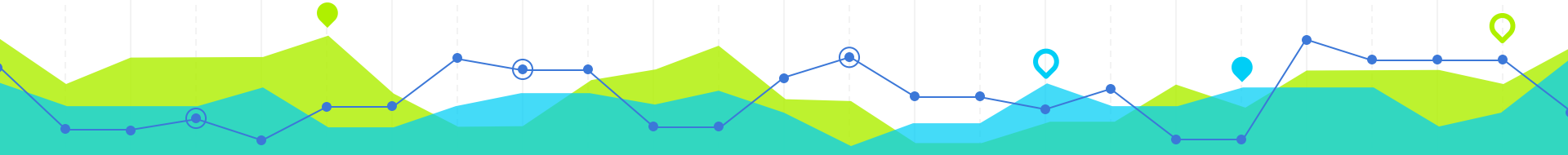
- 43 GAs
  - 22 instructors
  - 7 adjunct instructors
  - 0 tenure-line faculty
- 

## WHO ARE OUR FACULTY PARTNERS?

ENG 15: Writing & Rhetoric

Fall 2015: 110 sections offered by 74 total faculty, including:

- 38 lecturers
- 36 GAs
- 0 tenure-line faculty



## CONTINGENT FACULTY

- More than 50% of all faculty appointments are part-time
- Over 20% of these part-time appointments are held by graduate students
- Non-tenure-track positions account for over 70% of all instructional staff appointments in American higher education
- Most contingent faculty teach basic core courses, rather than narrow specialty courses





## CONTINGENT FACULTY MAY...

- Simultaneously be teaching at multiple institutions
- Actually be teaching the equivalent of a full-time teaching loading, despite being part-time
- Lack access to retirement or health insurance options
- Lack access to basics, such as office space or technology support
- Experience lack of professional support, including training or evaluation
- Have no voice in shared governance
- Not feel protected by intellectual freedom



*Who are your faculty collaborators?  
Have you observed any specific  
challenges or needs?*



## VALUE OF PARTNERING WITH THEM BEYOND ONE-SHOTS?

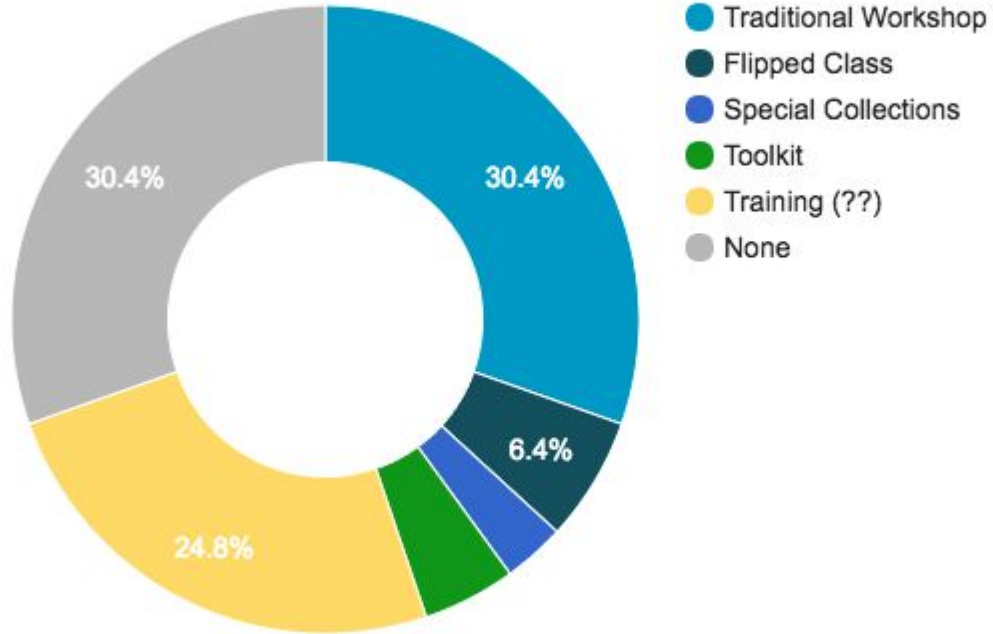
<b>Teaching librarians</b>	<b>Faculty partners</b>
Invest time more wisely	Learn from experienced teachers
Exposure to new and innovative ideas	Acknowledgment and validation of specific and individual expertise
Potentially reaching more students	Empowered to integrate info lit in customized ways
Cultivating future collaborators/faculty members	Identify librarians as valuable partners in future interactions

## PORTFOLIO OF INSTRUCTION OPTIONS

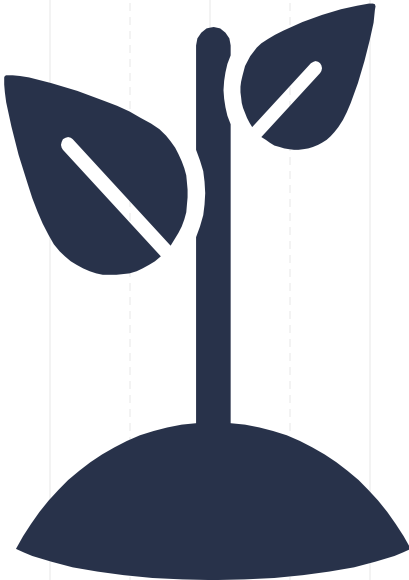
- Training the Trainers
- Toolkit of Teaching Materials: [guides.lib.vt.edu/1106toolkit](https://guides.lib.vt.edu/1106toolkit)
- Drop-In Research Studios
- Flipped Classes



# PORTFOLIO SNAPSHOT



# Future Growth

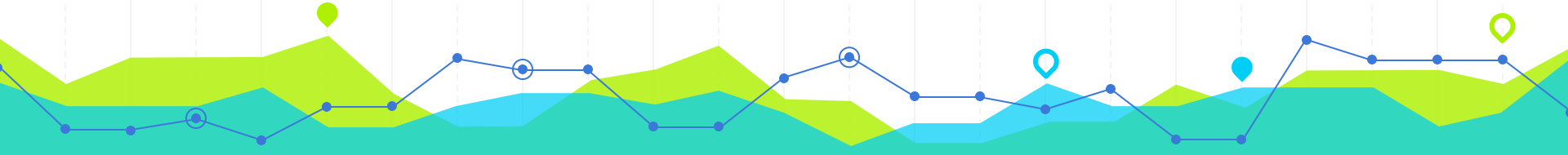


# FUTURE GROWTH: PENN STATE





*What is one thing you could do to strategically integrate collaboration with contingent faculty into your program?*

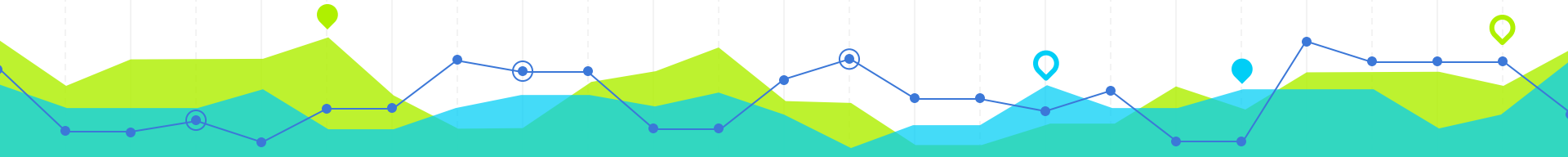




# THANKS!

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## CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)