Part-Time/Adjunct Faculty Work Environment and Development Needs: Results of the Surveys of Department Chairs and Part-Time/Adjunct Faculty

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Survey Participant Information

- The information presented here comes from two surveys conducted in March and April of 2015 on Part-Time/Adjunct Faculty work environment and professional development.
- The surveys were completed by:
  - 36% of Department Chairs/Program Directors (37/103).
  - 25% of Part-Time/Adjunct Faculty (212/862); 37% (73/212) were from the College of Arts & Sciences.
- One-third of Part-Time/Adjunct Faculty respondents indicated they teach at another institution while teaching at SLU.
Part-Time/Adjunct Faculty Information

- Part-Time/Adjunct Faculty are involved in **all types of teaching** (i.e., classroom, clinical, online) **at all levels** (i.e., undergraduate, graduate, professional), the most common being undergraduate classroom teaching.
- Half of Part-Time/Adjunct Faculty indicated they **teach one course per semester**, while approximately one-third said they teach two.
- 70% of Part-Time/Adjunct Faculty indicated their **students knew their status**, and most thought it was **viewed positively**.
- 70% of Part-Time/Adjunct Faculty indicated they have either taught at SLU for 1-3 or 4-6 years.
- Approximately 30% of Part-Time/Adjunct Faculty indicated they **financially support themselves through their teaching role** (at SLU or elsewhere). This increased to 50% of Part-Time/Adjunct Faculty in the College of Arts & Sciences.
Outside-of-Classroom Efforts

- About half of Part-Time/Adjunct Faculty indicated they **hold regular office hours and attend meetings**. Department Chairs also noted their Part-Time/Adjunct Faculty regularly hold office hours.
- Over two-thirds of Part-Time/Adjunct Faculty indicated they **write recommendation letters for students**. This was also indicated by some Chairs, although it was common for Chairs to not know if this was the case.
- Some Chairs also indicated their Part-Time/Adjunct Faculty **support extra/co-curricular activities**.
- Over 75% of Part-Time/Adjunct Faculty indicated they occasionally/frequently **take on new class preps at SLU**.
- Part-Time/Adjunct Faculty and Chairs both indicated, almost unanimously, that Part-Time/Adjunct Faculty are **not compensated for outside-of-the classroom activities**.
Resources

- **Office Space:** About half of Chairs indicated their Part-Time/Adjunct Faculty have sufficient office space. Among Part-Time/Adjunct Faculty, 60% said they do not have sufficient office space.

- **Computer and Printer Access:** Over half of Part-Time/Adjunct Faculty indicated they have access to a networked computer and printer.

- The need for sufficient **office space appropriate for meeting students** was often mentioned in the comments by Part-Time/Adjunct Faculty.
Communications

- About half of the Chairs said their Part-Time/Adjunct Faculty receive regular correspondence from the Dean, are invited to faculty meetings, and have input into curriculum changes/development. Most said their Part-Time/Adjunct Faculty do not get to vote on changes to the curriculum (or on any issues).

- Over half of Part-Time/Adjunct Faculty indicated they receive regular communications from the Chair or Dean. About one-third said they are invited to faculty meetings. Less than 10% said they vote on changes to the curriculum.

- In comments, Part-Time/Adjunct Faculty indicated the desire to be invited to department meetings, be involved in (and vote on) changes to the curriculum, be listed on the Department webpage, and have Part-Time/Adjunct Faculty representation on the Faculty Senate.
Orientation

• About half of Chairs said their Part-Time/Adjunct Faculty are required to attend a Department or College Orientation. Part-Time/Adjunct Faculty responded similarly.

• 60% of Part-Time/Adjunct Faculty indicated they would find value in a University orientation, and this was echoed by the Chairs.

• Of the Chairs responding that their Part-Time/Adjunct Faculty are required to attend an orientation, most said their Part-Time/Adjunct Faculty were not compensated for their time at the event, nor were they provided with free parking to attend the orientation.
Professional Development

- 70% of Part-Time/Adjunct faculty indicated they actively seek out professional development opportunities, and most Chairs responded similarly.
- Part-Time/Adjunct Faculty indicated they did not receive Department/College/University funds to financially support their professional development efforts. This was echoed by Chairs.
Compensation and Contracts

- A common theme in the comments among the Part-Time/Adjunct Faculty is the need for **improved compensation** (pay and benefits), and the desire for **annual evaluation** and **promotion in rank**.

- Over 70% of Part-Time/Adjunct Faculty indicated they receive their contract less than two months before teaching a course at SLU, 12% said they normally receive it after the course begins (40% said this has happened at least once).

- 22% of Part-Time/Adjunct Faculty said they have had a class **cancelled due to low enrollment**, and the amount of notice varied substantially. Among Part-Time/Adjunct Faculty and Chairs it was noted the Part-Time/Adjunct Faculty **were not compensated for time spent preparing for cancelled courses**.
Issues for Discussion

- The University should have a discussion about compensating Part-Time/Adjunct Faculty for **outside-of-classroom efforts**. This could be part of a larger discussion on an **annual evaluation process** for Part-Time/Adjunct Faculty that is tied to **raises and/or promotion in rank**.

- The University should discuss a process for making sure Part-Time/Adjunct Faculty are **regularly included in communications** from their Chair and Dean, are on their Department webpage, and are included in Faculty governance.

- The University should discuss a process for ensuring Part-Time/Adjunct Faculty have **appropriate office space** and **access to a networked computer and printer**.
Issues for Discussion

• The University should discuss ways to ensure all Part-Time/Adjunct Faculty have an orientation before teaching at SLU, and we should discuss providing free parking for such events.
• The University should make sure all professional development events on campus are well advertised to Part-Time/Adjunct Faculty, and we should discuss opportunities for off-campus development.
• The University should discuss a process for ensuring Part-Time/Adjunct Faculty receive their contracts in a timely manner.
• The University should have a discussion about compensating Part-Time/Adjunct Faculty for time spent preparing for cancelled courses.
Questions

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