Adjunct Work Environment and Development at SLU

The following information comes from the results of a survey to Department Chairs and Program Directors, conducted in March of 2015, on the work environment and development of part-time/adjunct instructors at Saint Louis University.

Adjunct Roles and Duties

• The survey was completed by 36% of our Department Chairs and Program Directors.

• 35% of the respondents said their part-time/adjunct faculty made their primary income from teaching at SLU and possibly other universities in the region.

• 32% of the respondents said their part-time/adjunct faculty were current graduate students.

• 74% of the respondents said their part-time/adjunct faculty were people employed outside of SLU who bring expertise to their department that is lacking among their full-time faculty.

• The respondents indicated that their part-time/adjunct faculty taught all types of courses: ie, all levels of undergraduate courses, graduate courses, professional courses.

• The respondents indicated that their part-time/adjunct faculty regularly hold office hours, do not attend meetings, and do not receive specialized training as part of their role at the University.

• While some of the respondents indicated that some of their part-time/adjunct faculty regularly wrote student recommendation letters, most indicated that this duty either varied from one adjunct faculty to the next, or the chairs did not know if their adjuncts performed this activity.

• Almost all respondents indicated that their part-time/adjunct faculty were not compensated for any time spent outside of teaching their courses.

• More than half the respondents indicated their part-time/adjunct faculty supported either academic or extra/co-curricular programming.

• Half of the respondents indicated that the work currently being done by part-time/adjunct faculty would be better done by full-time faculty. The other half said it would be better for the work to be done by part-time/adjunct faculty.
  - The half that said it would be better to have full-time faculty cited the need for more faculty performing the traditional roles of faculty
members: i.e., student mentoring, teaching intro courses, University
service broadly defined.
- The half that said it would be better to keep their part-time/adjunct
  faculty in their current roles cited specialized needs, practicum/clinical
  mentors

Adjunct Work Environment

- Half of the respondents indicated their part-time/adjunct faculty do not have
  sufficient office space.

- Just over half of the respondents indicated their part-time/adjunct faculty receive
  regular correspondences from the Dean, and are invited to faculty meetings; however, less than 20% indicated their part-time/adjunct faculty attend faculty
  meetings.

- Approximately half of the respondents indicated their part-time/adjunct faculty
  had input into curriculum development, but only about 20% indicated their part-
  time/adjunct faculty voted on changes to the curriculum. Similarly, less than 20%
  vote in faculty meetings.

- Over 75% of respondents indicated their part-time/adjunct faculty have access to
  a University networked computer and printer.

Adjunct Professional Development Needs

- Approximately two-thirds of the respondents indicated their part-time/adjunct
  faculty expressed an interest in professional development, though only about half
  indicated their part-time/adjunct faculty attended development events on campus
  or off campus.

- About one-third of respondents indicated they did not know if their part-
  time/adjunct faculty attended professional development conferences on or off
  campus.

- Approximately 20% of respondents indicated their part-time/adjunct faculty
  received Department, College, or University funds to support professional
  development.

- About half of the respondents indicated their part-time/adjunct faculty were
  required to attend an orientation in their Department or College. Of these, about
  70% said the part-time/adjunct faculty were not paid for parking on the day of the
  orientation.
• About two-thirds of respondents indicated they would like a University orientation for their part-time/adjunct faculty, and over half said they would require their part-time/adjunct faculty to attend a University orientation.

• About half of the respondents indicated they found it necessary for their full-time faculty to observe/train their part-time/adjunct faculty.

Adjunct Compensation/Employment Policies and Practices

• About half of respondents indicated that all of their part-time/adjunct faculty were provided with the same compensation.

• Approximately 55% of respondents indicated their Department had the financial resources needed to hire the part-time/adjunct faculty.

• Over 70% of respondents indicated their College/Department had the administrative support to handle issues related to part-time/adjunct faculty (i.e., hiring, processing contracts).

• Less than 10% of respondents indicated their Department had policies for the promotion of part-time/adjunct faculty.

• Less than 10% of respondents indicated their College had a policy for pay raises for their part-time/adjunct faculty.

• Less than 10% of respondents indicated their College allowed for multi-year contracts for their part-time/adjunct faculty.

• Over half of respondents indicated their College had a policy for cancelling classes taught by part-time/adjunct faculty (comments indicate in most cases the part-time/adjunct faculty are not compensated when their class is cancelled).