

What Do Our Adjuncts Think? Results of the Adjunct Survey

Bill Reynolds

Associate Professor of Social Work

Director, Institute for Faculty Development

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Adjunct Instructor Survey

- Purpose
 - Assess the professional development needs of adjuncts
 - Provide them the opportunity to offer feedback about their overall experience at the University
- Content
 - Fixed response questions on types of PD opportunities they would use
 - Fixed response questions on program involvement
 - Open-ended questions
 - Additional PD they would like
 - Challenges they experience
 - Advice they would give to in-coming adjuncts

Adjunct & Full-Time Courses Taught per School, Spring 2015

SPRING 2015				% of Total	
	Adjuncts	Full-time	Total	Adjuncts	Full-time
AH	78	201	279	28.0%	72.0%
BU	58	167	225	25.8%	74.2%
ED	56	61	117	47.9%	52.1%
GS	78	56	134	58.2%	41.8%
HS	66	133	199	33.2%	66.8%
NM	70	377	447	15.7%	84.3%
SB	95	225	320	29.7%	70.3%
Total	501	1,220	1,721	29.1%	70.9%

Table 1: Demographics (N = 112)

Ethnicity		N (percent)
	Hispanic or Latino	3 (2.73%)
	Not Hispanic or Latino	96 (87.27%)
	Prefer not to answer	11 (10.00%)
Race		
	American Indian/Alaska Native	0 (0.00%)
	Asian	2 (1.82%)
	Native Hawaiian or Other Pacific Islander	0 (0.00%)
	Black or African American	6 (5.45%)
	White	93 (84.55%)
	More Than One Race	0 (0.00%)
	Prefer not to answer	9 (8.18%)
Gender		
	Female	57 (50.89%)
	Male	52 (46.43%)
	Transgender	0 (0.00%)
	Prefer not to answer	3 (2.68%)

Table 2: Teaching Experience

Teaching at college level		N (percent)
	1-3 years	25 (22.52%)
	4-6 years	23 (20.72%)
	7-11 years	19 (17.12%)
	12-20 years	22 (19.82%)
	Over 20 years	22 (19.82%)
	TOTAL	111
Teaching at Stockton		
	0-1 year	20 (17.70%)
	2-4 years	37 (32.74%)
	5-10 years	35 (30.97%)
	11-19 years	12 (10.62%)
	20-30 years	6 (5.31%)
	More than 30 years	3 (2.65%)
	TOTAL	113

Table 3: Desirable times for professional development activities (I would be likely to attend)

8:30 am – 5:00 pm, weekday		N (percent)
	strongly agree	29 (25.66%)
	agree	42 (37.17%)
	disagree	21 (18.58%)
	strongly disagree	21 (18.58%)
5:00 pm – 8:00 pm, weekday		N (percent)
	strongly agree	26 (21.85%)
	agree	58 (48.74%)
	disagree	19 (15.97%)
	strongly disagree	16 (13.45%)
Weekend day		N (percent)
	strongly agree	20 (16.81%)
	agree	51 (42.86%)
	disagree	26 (21.85%)
	strongly disagree	22 (18.49%)

Table 4: Level of agreement about likelihood of participating in consultations

Type of consultation	Strongly agree/Agree N* (percent)
Teaching strategies and methods	91 (86%)
Assessing teaching effectiveness	85 (81%)
Interpreting IDEA student evaluations of teaching	77 (73%)
Applying results from IDEA student evaluations to improve teaching	76 (74%)
Teaching challenges	86 (83%)
Other teaching issues I'm experiencing	73 (72%)

*N ranged from 102 – 106

Table 5: Level of agreement about likelihood of participating in workshops

Type of workshop	Strongly agree/Agree N* (percent)
Service learning	54 (54%)
Turnitin.com	61 (62%)
Critical thinking	82 (82%)
Methods and strategies for achieving First Year Seminar goals	48 (48%)
Incorporating ELOs into courses	77 (78%)
Converting existing course to online format	51 (52%)
Creating new online course	59 (60%)
Computer Services “boot camp” training	72 (73%)
A topic not listed	28 (34%)
*N ranged from 83 – 100	

Table 6: Level of agreement about interest in mentoring and Program activities

Mentoring or Program activity	Strongly agree/Agree N* (percent)
Mentoring by FT faculty member	44 (42%)
Invited to Program meeting	60 (60%)
Invited to other Program function	54 (53%)
Would attend Program meetings if invited	92 (90%)
Would attend other Program functions if invited	88 (84%)
*N ranged from 100 – 105	

Qualitative Feedback: Inclusion and community connectedness

- Challenge:
 - “Not feeling connected to the other faculty.”
 - “Going it alone, no contact with other faculty members.”
- Advice:
 - “Connect to your students and full time faculty...They offer the greatest insights to improving instruction.”
 - “Become a part of your department ‘family’-attend payday parties and meet other adjuncts.”

Qualitative Feedback: Mentoring and collaboration

- Only 35 percent of survey respondents agreed that they are interested in being mentored by a FT faculty member.
- However, qualitative responses about mentoring emphasize its value:
 - “Find at least one person in your department who can serve as mentor or "go-to" person for support.”
 - “Work collaboratively with other instructors in your department.”
 - “Work closely with your Program Coordinator and Assistant Dean.”

Conclusions

- Adjunct faculty are experienced and interested in availing themselves of professional development opportunities .
- They are most interested in consultations on teaching strategies, challenges, and assessing effectiveness.
- They report being most likely to participate in workshops on critical thinking, computer training, and ELOs.
- They would like to feel more connected the programs in which they teach.
- A minority (42 percent) reported an interest in being mentored by a FT faculty member, but qualitative feedback emphasized the value of mentoring.