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Valuing Adjuncts as Liaisons for University Excellence (VALUE) Program

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Valuing Adjuncts as Liaisons for University Excellence (VALUE) Program

TEAM MEMBERS

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Project Sponsor: Timothy Davey, Vice Provost for Faculty Recruitment and Retention, Office of the Provost and Vice President for Academic Affairs

PROJECT DESCRIPTION

Adjuncts are increasingly becoming more important in higher education and make up nearly one-third of VCU's teaching faculty. While VCU has made strides in increasing the number of tenure-track and term professors, the size and needs of certain departments will always make adjunct instructors necessary. A number of schools on both the Monroe Park and MCV campuses utilize professionals from the Richmond community to enhance experiential learning, thereby making a university investment in adjunct faculty a means by which to elevate VCU's strategic mission. Adjuncts often provide a community perspective that comes from the professional work they do outside of the university setting and as a whole are reflective of VCU's diverse student population. As a result, they serve a critical role in student success and diversity initiatives. Keeping adjuncts connected with campus resources and engaged with the larger VCU community is also an important step in making the university more inclusive. This project will study opportunities associated with the orientation and support of adjunct faculty at VCU on both Monroe Park and MCV campuses.

This project is research-oriented and will serve as an important foundation for developing and implementing a plan for institutionalized adjunct support. To develop a detailed proposal for implementation, our team consulted with several key stakeholders including:

- academic leaders who hire and support adjuncts in the current decentralized process
- students who have taken classes with adjunct instructors
- adjunct faculty who have recently taught at VCU

Through a combination of methods, we aim to determine how adjuncts are utilized across the university, identify resources currently provided, and assess additional resource needs in an effort to inform a new orientation and support program for adjunct faculty at VCU.

QUEST FOR DISTINCTION

Theme I: Become a leader among national research universities in providing all students with high-quality learning/living experiences focused on inquiry, discovery and innovation in a global environment. This project aligns with Theme 1 because it focuses on an important and large group of faculty - adjuncts - who bring their real-world expertise to the learning/living experiences of many students across both VCU campuses. Because anecdotal information suggests that adjuncts may not be adequately supported in their teaching responsibilities, the results from this project should contribute to the University's new initiative to better integrate and support adjunct faculty.

PROJECT GOALS

This project was research-oriented and provided an important foundation for developing and implementing VCU's plan for institutionalized adjunct support. Through a combination of methods, this project aimed to:

1. Determine how adjuncts are utilized across the university.
2. Identify resources currently provided to adjuncts.
3. Assess additional resource needs in an effort to inform a new orientation and support program for adjunct faculty at VCU.

PROJECT STRATEGIES

To develop a detailed proposal for implementation, the team:

- Consulted with several key stakeholders including academic leaders who hire and support adjuncts in the current decentralized process, administrators with the Office of the Provost, and adjunct faculty who have recently taught at VCU.
- Developed and pre-tested two surveys to obtain information about the adjunct experience from the perspectives of department chairs and adjunct faculty.

ACTION STEPS

- Recognition of common issues regarding adjuncts across both campuses based on group member observations and experiences.
- Conduct research on issue that included reviewing literature on the topic and speaking with experts on the subject.
- Assess adjunct resources at peer institutions.
- Connect with people on campus investigating issues related to adjuncts to find out what is currently being done and where the needs are for future actions.
- Collaborate with key on-campus stakeholders to modify existing adjunct survey to fit the needs of VCU.
- Collaborate with key stakeholders to obtain contact information for adjuncts.
- Dissemination of survey to adjuncts and department chairs.
- Collection of data.
- Data analysis.

OUTCOMES

The surveys generated two sets of information, one from administrators who oversee the use of adjunct faculty, and one from the adjunct faculty themselves (see Appendix A for key results).¹ This information is being shared with the project team sponsor, Dr. Timothy Davey, and with Dr. Enoch Hale, Director, Teaching & Learning Excellence, Office of Faculty Affairs. Dr. Hale has a particular interest in the results because he is working with Dr. Kathy Bassard, Interim Associate Dean for Academic Affairs, on a new VCU initiative to develop a centralized orientation and support program. The results will provide Drs. Hale and Bassard with much-needed information on which academic units employ adjunct faculty, the unit administrators' perspectives on adjuncts, and the experiences and needs of adjunct faculty themselves. The timing of this GEHLI team project with the University's renewed commitment to the many adjunct faculty who "make it real" for students exemplifies the value of GEHLI team projects in benefitting the University, the GEHLI program, and the project team members.

¹ The surveys are available at <https://gehli.vcu.edu/programs/vcu-leadership-development/team-projects/2016-projects/valuing-adjuncts-as-liaisons-for-university-excellence-value-program.html>.

SUSTAINABILITY

This work from this project will be used by the Office of the Provost to inform future projects to orient adjunct teaching faculty.

RECOMMENDATIONS

Based on the results of the survey it is recommended that the Office of the Provost creates a centralized orientation program for adjunct teaching faculty that can be customized by department. Results of the survey also indicated that further consideration be given to expanding adjunct resources for parking and space to meet privately with students. Future adjunct initiatives should refer to the data collected in the survey to inform any project development so as to be responsive to needs.

FINAL PITCH

The survey of adjunct teaching faculty and administrators provided evidence indicating that many adjuncts are employed in the fields in which they teach, thus contributing to the University vision to “make it real.” Additionally, adjuncts indicated that they are committed to teaching as a career, are supportive of their students, and experience that support as reciprocal both from their students and the departments for which they work. However, the survey also revealed that adjuncts feel underpaid, do not perceive having much representation in important arenas in the university, and for the most part receive little orientation. It is anticipated that administrators will use the data from the survey to make informed decisions when hiring and orienting adjunct teaching faculty at VCU.

Appendix A

Surveys were sent to 203 administrators, including chairs, directors, assistant deans and associate deans, and to 1,473 adjunct faculty who were employed with the University at some time during the 2015-2016 academic year. Participants were given ten days to complete the survey and received a one-time reminder. A total of 49 administrators completed the survey (24% response rate) representing most of the departments within the College of Humanities and Sciences and the Schools on both campuses. A total of 255 adjunct faculty completed the survey (17.4% response rate).

Results for the administrators' survey showed that departments and units varied greatly in terms of the number of adjuncts they hired (Figure 1), the reasons for hiring adjuncts, and how their adjuncts were oriented. The specific reason for hiring teaching adjuncts differed slightly from department to department, but the project team was able to classify reasons as either providing supplementation to meet demand (such as to meet an increased need for seats), or providing professional field experience (such as teaching clinical or studio courses), or both. Most adjuncts were supervised by a department's chair, associate chair, or director, but many respondents also indicated that they paired adjuncts with other full-time faculty for guidance, for example, a program coordinator, another faculty member who teaches in the same course, or a faculty member who had previously taught in the same course. Processes for orientation appeared to vary significantly and represented the full range of possibilities from no or very little orientation to formal in-person or online orientations. Many departments provided additional resources such as example syllabi, online teaching resources, and handbooks with departmental policies and procedures.

Results from the adjunct faculty survey showed that 72% of respondents worked only at VCU, and 70% were employed full- or part-time in their fields. Over half of the respondents were hired four or fewer weeks before they started teaching. About 20% had four weeks or less to prepare. Half or more of the adjuncts reported having no orientation or training, with the exception of training in safety issues, a finding commensurate with the administrators' survey results. Because resources are key for good education, the survey also asked about access to numerous resources and the importance of the resources. Results demonstrated highly variable access, but in most cases the importance ratings followed the access ratings (Figure 2). Most respondents did not spend uncompensated time in non-teaching activities (e.g., advising) but if they did, they said it was because of the students' and programs' needs. When asked about equitable treatment, adjuncts said they were treated equitably by their departments and schools, but 77% perceived that they were not represented in the Faculty Senate. Figures 3 and 4 present data on the perceived value and respect from various constituents and reported motivators for teaching as an adjunct instructor at VCU, respectively. Finally, 62% of adjuncts were not satisfied with their pay, and 74% had received no pay increases during the time they taught at VCU.

Figure 1. Teaching Adjuncts by School

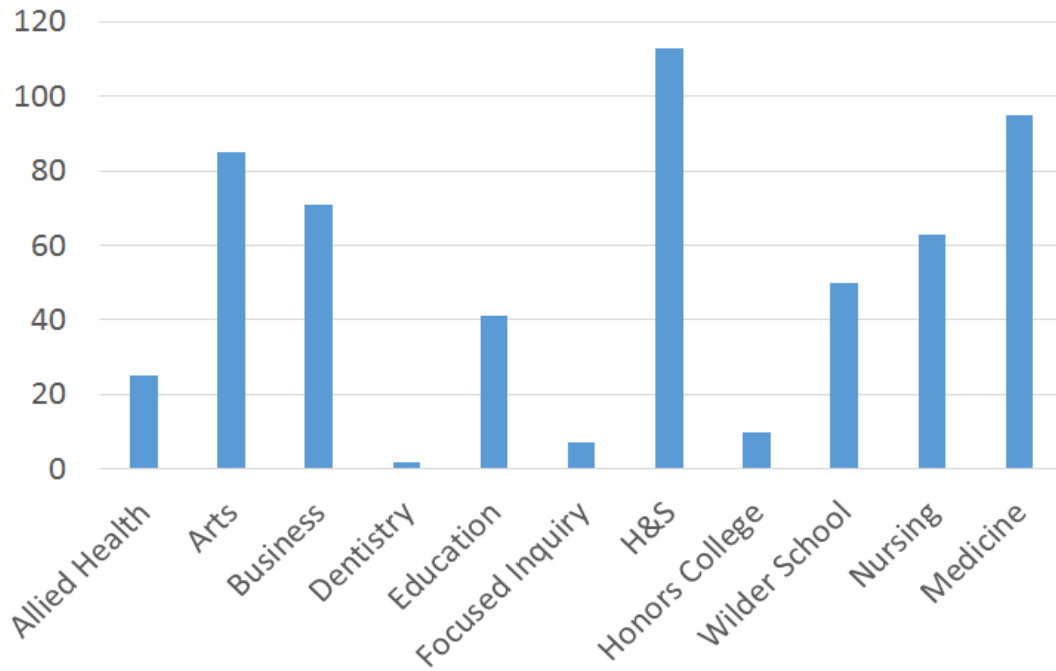


Figure 2. Resources

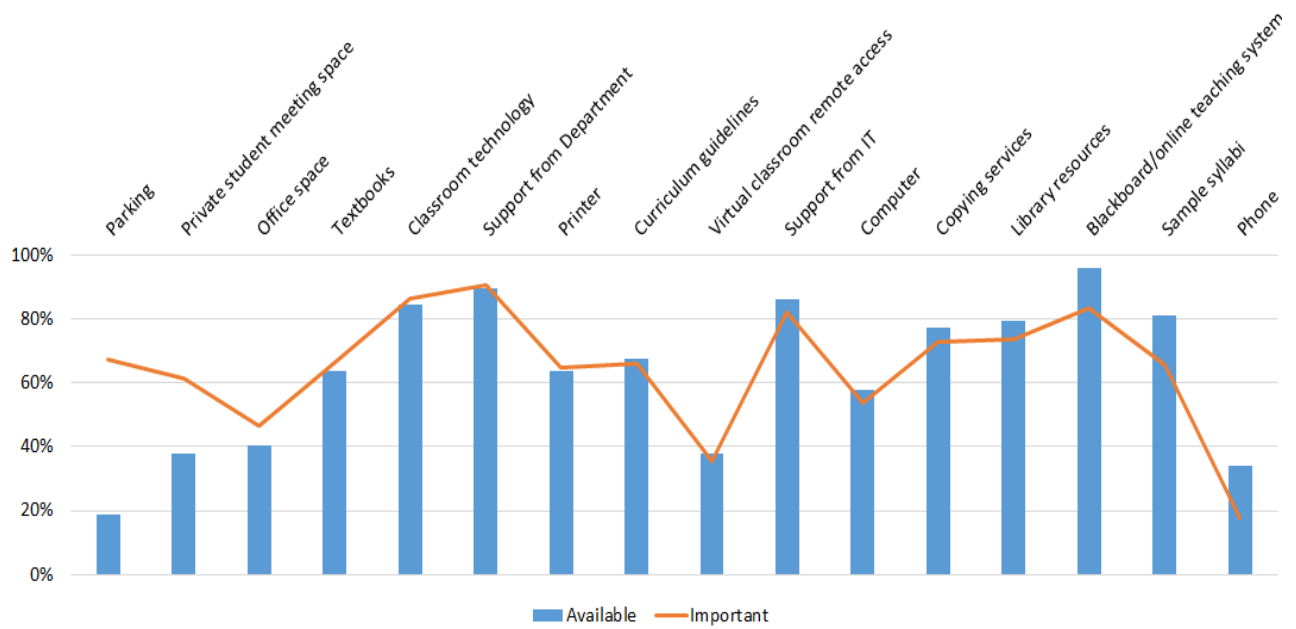


Figure 3. Feels Valued and Respected

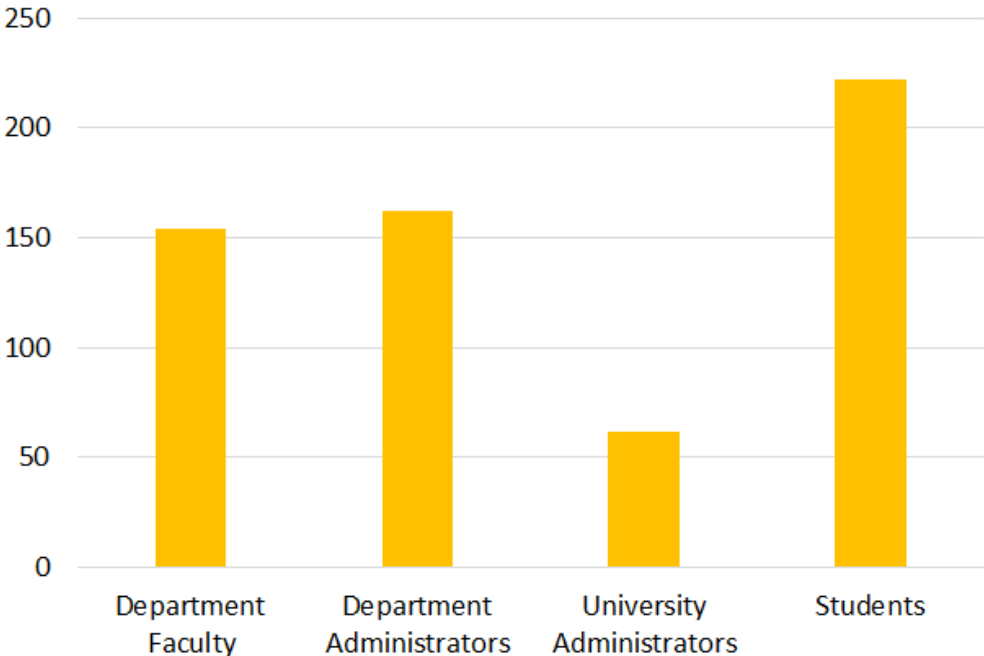
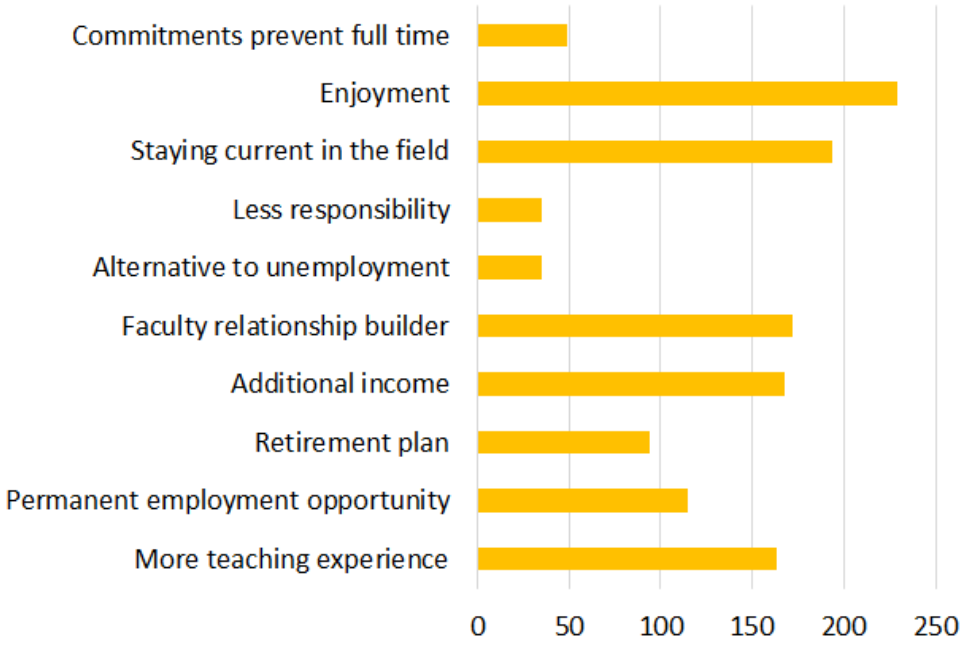


Figure 4. Motivation Sources



VCU Adjunct Teaching Faculty Survey 2016

Please complete the survey below. Partially completed surveys may be saved and returned to later for completion. The survey will close on September 7 at 11:59 PM.

Thank you!

The purpose of this survey is to learn more about your experiences as a teaching adjunct faculty member at VCU. This information will be used to provide recommendations to VCU for improving the recruitment, training, and support of teaching adjunct faculty. It should take approximately 20 minutes to complete, and all of your responses will be anonymous.

Have you taught a course or assisted in teaching a course at VCU in the past year?

- Yes
 No

Sorry, please do not continue if you have not taught or assisted in the past year at VCU.

How many courses are you teaching or assisting in teaching this current semester? (Please include all sections of all courses)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 10+

What was the most lead time provided to you to prepare for your course(s) since you have been an instructor at VCU?

- Less than 1 week 1 week
 2 weeks 3 weeks
 4 weeks 5 weeks
 6 weeks 7 weeks
 8 weeks 9 weeks
 10 weeks more than 10 weeks
 My position did not require preparation

What was the least amount of lead time provided for you to prepare for your course(s) since you have been an instructor at VCU?

- Less than 1 week 1 week
 2 weeks 3 weeks
 4 weeks 5 weeks
 6 weeks 7 weeks
 8 weeks 9 weeks
 10 weeks more than 10 weeks
 My position did not require preparation

How many hours per week do you typically spend in actual classroom/instructional time for your course(s)?

- N/A 0-5 6-10
 11-15 16-20 21-25
 26-30 31-35 36-40
 41-45 46-50 >50

Aside from teaching, what other obligations, if any, does your current contract require?

- Advising
 Service
 Research
 Meetings
 Committees
 None
 Other

What is Other

If your current contract has additional obligations, how many hours are you officially expected to work per week at these tasks?

- N/A 0-5 6-10
 11-15 16-20 21-25
 26-30 31-35 36-40
 41-45 46-50 >50

Within the past year, how many full courses have you taught on average per semester?

- 0 1 2 3
 4 5 6 7
 8 9 10 11
 12 13 14 15
 16 17 18 19
 20 20+

Within the past year, what is the number of individual class sessions in a course that you have taught on average per semester?

- 1 2 3 4
 5 6 7 8
 9 10 11 12
 13 14 15 16
 17 18 19 20
 20+

How many total semesters, including the current one, have you taught at VCU?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 20+

What is the nature of your teaching assignment?
(please select all that apply)

- didactic classroom
- clinical
- laboratory
- online
- hybrid online/classroom
- recitation
- other

Describe other

In the past year, how many courses have you taught or assisted in teaching?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 20+

For Course #1, how many credits was the class?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- >6
- NA

For Course #1, How many students were enrolled in the class?

- N/A
- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- >50

For Course #1, how much were/are you paid?

For Course #2, how many credits was the class?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- >6
- NA

For Course #2, How many students were enrolled in the class?

- N/A
- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- >50

For Course #2, how much were/are you paid?

For Course #3, How many students were enrolled in the class?

- N/A
- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- >50

For Course #3, how many credits was the class?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- >6
- NA

For Course #3, how much were/are you paid?

For Course #4, how many credits was the class?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- >6
- NA

For Course #4, How many students were enrolled in the class?

- N/A
- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- >50

For Course #4, how much were/are you paid?

For Course #5, how many credits was the class?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- >6
- NA

For Course #5, How many students were enrolled in the class?

- N/A
- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- >50

For Course #5, how much were/are you paid?

Teaching Motivation Questions

We are interested in learning more about your motivations for accepting a teaching position at VCU.

Please rate your level of motivation for each item shown below.

	Extremely unmotivated	Unmotivated	Neutral	Motivated	Extremely motivated	N/A
I wish to gain teaching experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish to improve my chances of being hired into a permanent position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to have something to do in retirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to earn additional money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy building relationships with other faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't wish to be unemployed and this is the only position available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer the lesser responsibilities that come with an adjunct position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to stay current in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't work full-time right now due to other commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you have about your motivations for accepting a teaching position at VCU.

To what extent do you currently feel committed to making a career of teaching in higher education?

- Extremely uncommitted
 Uncommitted
 Neutral
 Committed
 Extremely committed

To date, have you ever actively sought, applied for, or interviewed for a permanent position?

- Yes
 No
 Unsure

Do you foresee yourself applying for a permanent position at some point during the next school year?

- Extremely unlikely
 Unlikely
 Neutral
 Likely
 Extremely likely

Do you foresee yourself applying for a permanent position at some point during the next five years?

- Extremely unlikely
 Unlikely
 Neutral
 Likely
 Extremely likely

To what extent do you currently feel it is important for you to be hired to a permanent position at VCU specifically at some point in the future?

- Extremely Unimportant
 Unimportant
 Neutral
 Important
 Extremely Important

Please share any additional comments you have about your future aspirations for teaching in higher education.

The questions below refer to your experiences with seeking permanent positions.

How many years have you been actively searching, applying, or interviewing for permanent positions?

- < 1 year 1 year
 2 years 3 years
 4 years 5 years
 6 years 7 years
 8 years 9 years
 10 years > 10 years
 I am not interested in a permanent position

Please choose one answer below for each statement.

	Yes	No	Unsure
Have you ever been offered a permanent position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you ever accepted a permanent position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the current year, were you or have you been actively searching, applying, or interviewing for permanent positions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current year, were you ever offered a permanent position?

During the current year, did you accept a permanent position?

Please share any additional comments you have about your past experiences with seeking permanent positions.

Equitable Treatment

We're interested in learning more about your attitudes and opinions toward certain aspects of your teaching position at VCU. For each statement, indicate to what extent you agree or disagree. If you are not currently teaching at VCU, please answer according to the last semester during which you taught at VCU.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The language in my VCU contract accurately reflects what the university expects of me in my position at VCU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The language in my VCU contract accurately describes what I am actually doing in my position at VCU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unfair expectations have been put on me in my current position at VCU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the wages I am paid for teaching at VCU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel secure in my teaching position at VCU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have academic freedom at VCU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel that I am valued by:
(choose all that apply)

- Other faculty in my department
- Administrators in my department
- University administrators at VCU
- Students I teach at VCU

I feel that I am respected by:

- Other faculty in my department
- Administrators in my department
- University administrators at VCU
- Students I teach at VCU

Please share any additional comments you have about your attitudes and opinions toward these aspects of your teaching position at VCU.

Have you ever been provided with any of the following opportunities through your position at VCU?

If not currently teaching, please answer according to the last semester during which you taught at VCU.

	Yes	No	Unsure	N/A
Priority consideration for a permanent position of any kind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annual increases in pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching development workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representation in Faculty Senate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representation on a departmental or college/school website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to departmental meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to submit research or education grants with institutional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you teach at other institutions besides VCU?

- Yes
 No

What kind or type of institution? (ex. college, junior college, secondary school)

Are you employed in the field of profession in which you teach at VCU?

- Yes- full time
 Yes- part time
 No

Please share any additional comments or thoughts you have about being part of the academic community at VCU.

Hiring

These questions refer to your initial hiring experience at VCU.

How did you find out about teaching opportunities at VCU?

- VCU Website
- Higher ED Jobsite
- Other Job Site
- LinkedIn
- Facebook
- Family
- Friend
- Colleague
- Acquaintance
- Other

What is other?

Were you asked to participate in an interview as part of the hiring process?

- Yes
- No
- Unsure

Were you asked to submit a curriculum vitae (CV) or résumé as part of the hiring process?

- Yes
- No
- Unsure

Were you asked to submit references as part of the hiring process?

- Yes
- No
- Unsure

Were you asked to submit a teaching philosophy statement as part of the hiring process?

- Yes
- No
- Unsure

How much time were you given to consider accepting the position you have at VCU?

- Less than 1 week
- 1 week
- 2 weeks
- 3 weeks
- 4 weeks
- 5 weeks
- 6 weeks
- 7 weeks
- 8 weeks
- 9 weeks
- 10 weeks
- more than 10 weeks

How long before the start of the first course you taught were you hired?

- Less than 1 week
 1 week
 2 weeks
 3 weeks
 4 weeks
 5 weeks
 6 weeks
 7 weeks
 8 weeks
 9 weeks
 10 weeks
 more than 10 weeks

In your most recent semester teaching at VCU, how long after classes began did you receive your first paycheck?

- Less than 1 week
 1 week
 2 weeks
 3 weeks
 4 weeks
 5 weeks
 6 weeks
 7 weeks
 8 weeks
 9 weeks
 10 weeks
 more than 10 weeks
 At the end of the semester or later
 This is my first semester and I have yet to receive a paycheck

Please share any additional comments you have about the hiring process at VCU.

At the time of your first employment at VCU, were you provided with orientation to any of the following places and/or services? Please check all that apply.

	Yes	No	Unsure	N/A
Human resources department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University life departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online teaching resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying and printing services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department in which you were hired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus tour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clinical facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were you provided with orientation to any other services not listed above?

Please share any additional comments you have about the training and orientation processes at VCU.

Time Management

These questions refer to time investments in your teaching position at VCU. If you are not currently teaching at VCU, please answer according to the last semester during which you taught at VCU.

Thinking about a 3-credit course you have taught (or the equivalent):

On average, before a course begins, how much preparation time (in hours) do you put into a course you HAVE taught before?

- 1 2 3 4
 5 6 7 8
 9 10 11 12
 13 14 15 16
 17 18 19 20
 20+

In a typical week during a semester, how much time outside of class (in hours) do you spend working on a course you HAVE taught before? Include time spent preparing for lectures, communicating or meeting with students, and grading.

- 1 2 3 4
 5 6 7 8
 9 10 11 12
 13 14 15 16
 17 18 19 20
 20+

On average, before a course begins, how much preparation time (in hours) do you put into a course you HAVE NOT taught before?

- 1 2 3 4
 5 6 7 8
 9 10 11 12
 13 14 15 16
 17 18 19 20
 20+

In a typical week during a semester, how much time outside of class (in hours) do you spend working on a course you HAVE NOT taught before? Include time spent preparing for lectures, communicating or meeting with students, and grading.

- 1 2 3 4
 5 6 7 8
 9 10 11 12
 13 14 15 16
 17 18 19 20
 20+

Please share any additional comments you have about time spent on classes you have taught at VCU.

How frequently do you spend uncompensated time doing student advising at VCU in a typical semester?

- Daily
 Weekly
 Bi-Monthly
 Monthly
 At least once a semester
 Never

What is the number of hours that you spent for student advising?

How frequently do you spend uncompensated time doing thesis or dissertation review at VCU in a typical semester?

- Daily
 Weekly
 Bi-Monthly
 Monthly
 At least once a semester
 Never

What is the number of hours that you spent for thesis or dissertation review?

How frequently do you spend uncompensated time doing course development at VCU in a typical semester?

- Daily
 Weekly
 Bi-Monthly
 Monthly
 At least once a semester
 Never

What is the number of hours that you spent for course development?

How frequently do you spend uncompensated time doing curriculum design at VCU in a typical semester?

- Daily
- Weekly
- Bi-Monthly
- Monthly
- At least once a semester
- Never

What is the number of hours that you spent for curriculum design?

How frequently do you spend uncompensated time doing participation in faculty meetings at VCU in a typical semester?

- Daily
- Weekly
- Bi-Monthly
- Monthly
- At least once a semester
- Never

What is the number of hours that you spent for participation in faculty meetings?

How frequently do you spend uncompensated time doing participation in departmental events at VCU in a typical semester?

- Daily
- Weekly
- Bi-Monthly
- Monthly
- At least once a semester
- Never

What is the number of hours that you spent for participation in departmental events?

How frequently do you spend uncompensated time doing training and/or professional development at VCU in a typical semester?

- Daily
- Weekly
- Bi-Monthly
- Monthly
- At least once a semester
- Never

What is the number of hours that you spent for training and/or professional development?

How frequently do you spend uncompensated time doing other duties at VCU in a typical semester?

- Daily
 Weekly
 Bi-Monthly
 Monthly
 At least once a semester
 Never

What is the number of hours that you spent for other duties?

If you devote uncompensated time to any of the above activities, to what extent did each item listed below influence you?

	Not at all	Some	Moderate	Quite a bit	Very Much
The job requires time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to do the best possible job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care about the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care about the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like doing the work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hope the university will recognize my value.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hope to get a promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to devote uncompensated time to keep my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues devote uncompensated time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know why, I just do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you have about the preparation time and uncompensated time you have spent at VCU.

Access to Resources

These questions concern the amount of access you have to resources. If you are not currently teaching at VCU, please answer according to the last semester during which you taught at VCU.

In general, are you provided with the following resources when you teach at VCU?

	Yes	No	Unsure	N/A
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sample syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Blackboard or other teaching system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private space to meet with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to a phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to a printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to copying services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to appropriate classroom technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from IT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remote access to resources needed for virtual classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you would now rate the importance of the resources on a scale of 1 to 5, where 1 is least important and 5 is the most important.

	1 Least	2	3 Neutral	4	5 Most
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sample syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Blackboard or other teaching system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private space to meet with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to a phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to a printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to copying services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to appropriate classroom technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from IT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remote access to resources needed for virtual classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you share office space?

- Yes
 No
 Unsure
 N/A

If yes, with how many people do you share?

- 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 10+

Is it easy to access the office any time you need to use it?

- Yes
- No
- Unsure
- N/A

Is the space furnished appropriately (with desks, chairs, lighting, etc.)?

- Yes
- No
- Unsure
- N/A

Do you share a phone with others?

- Yes
- No
- Unsure
- N/A

If yes, with how many people do you share?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 10+

Is it easy to access the phone any time you need to use it?

- Yes
- No
- Unsure
- N/A

Do you share a computer with others?

- Yes
- No
- Unsure
- N/A

If yes, is it easy to access the computer any time you need to use it?

- Yes
- No
- Unsure
- N/A

Is the computer maintained regularly (with updates, etc.)?

- Yes
- No
- Unsure
- N/A

Did you purchase with your own funds or use personal property for any of the following as part of your most recent teaching position at VCU?

	Yes, was not offered by VCU	Yes, per personal preference	No	Unsure	N/A
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printer/Copies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions refer to the classroom(s) you were provided by VCU. If you are not currently teaching at VCU, please answer according to the last semester during which you taught at VCU.

Do any of your classes meet in a classroom on any VCU campus?

- Yes
 No
 Unsure
 N/A

Have your classrooms been in good working order?

- Always
 Almost always
 Neutral
 Almost never
 Never

Did the classrooms have the necessary supplies?

- Always
 Almost always
 Neutral
 Almost never
 Never

Did the classroom have adequate lighting?

- Always
 Almost always
 Neutral
 Almost never
 Never

Did you ever have to supply your own materials for the classroom?

- Always
 Almost always
 Neutral
 Almost never
 Never

To the extent that you DID have access to the previously listed resources, do you feel that your students were positively affected?

- Very much affected
- Somewhat affected
- Neither affected or unaffected
- Somewhat affected
- Not affected at all

To the extent that you DID NOT have access to these resources, do you feel that your students were negatively affected?

- Very much affected
- Somewhat affected
- Neither affected or unaffected
- Somewhat affected
- Not affected at all

To the extent that you DID NOT have access to these opportunities, do you feel that you made an extra effort to ensure that students would not be negatively affected, or less negatively affected, than they would have been otherwise?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Accessibility, Training, and Safety

These questions refer to accessibility and accommodations you receive at VCU. If you are not currently teaching at VCU, please answer according to the last semester during which you taught at VCU.

What time of day do you teach?

- Weekday morning
- Weekday afternoon
- Weekday evening
- Weekend
- Online

Are you in need of any accommodations to make the campus or your classroom more accessible for yourself ?

- Yes
- No
- Unsure
- N/A
- Do not come to campus

If yes, has VCU provided you with these accommodations?

- Yes
- No
- Unsure
- N/A

These questions refer to the student populations that you teach.

If you are not currently teaching, please answer according to the last semester during which you taught.

For each of the listed student populations, please indicate whether you have taught that population or not, and if you received any training.

	Taught	Did not teach	VCU training	Sought training on my own	No training
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a second language (ESL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students aged 30 or older	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First generation immigrant students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First generation college students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who are still in high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please share any additional comments you have about your accessibility or the student populations with unique needs that you have taught at VCU.

These questions refer to the extent to which you have been prepared by VCU officials either with training or through documents to address safety issues at VCU.

	Yes	No	Unsure	N/A
What to do if a natural disaster occurred during a class on a VCU campus, in a clinical site, or other location such as service learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What to do in the event of an emergency situation on a VCU campus, in a clinical site, or other location such as service learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where to direct students who come to you who have been the victim of a crime on a VCU campus, in a clinical site, or other location such as service learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where to direct students who come to you who have been the target of prejudice or discrimination, or who have witnessed an act of bias or intolerance at VCU?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What steps to take if a VCU student comes to you with signs of depression or other mental health issues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What steps to take if you feel that a VCU students is a threat to himself/herself or to others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What steps to take if a VCU student or colleague sexually harasses you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you sought out any training on your own time/at your own costs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions refer to your experiences with extreme circumstances at VCU. For each item in the table below, please indicate if you have had the experience, and whether support and/or resources were provided by VCU.

	Yes	No	Support/Resources provided by VCU
Ever contacted VCU campus or other law enforcement officials for an emergency while on campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a student come to you because he/she was a victim of a crime while on campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a student come to you because he/she was a victim of prejudice or discrimination, or witnessed an act of bias or intolerance on a VCU campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a student come to you with signs of depression or other mental health issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ever taught a student you felt was a threat to him/herself or others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a student come to you for non-academic advice, counseling, or support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ever had concerns about your personal safety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ever been the victim of a crime while on a VCU campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ever been sexually harassed by a VCU student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ever been sexually harassed by a VCU employee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered YES to any of the above questions, did you take action to report the incident?

- Yes
- No
- Unsure
- N/A
- I prefer not to answer

If you have ever reported an incident to VCU authorities, do you feel that the action taken was satisfactory?

- Yes
- No
- Unsure
- N/A
- I prefer not to answer

If you are comfortable doing so, please share any additional comments you have about any of the above-mentioned extreme circumstances at VCU.

Demographic questions

In this section, we ask you to tell us a little about yourself.

What is your gender identity?

- Male
- Female
- Gender Queer
- Transgender Male to Female
- Transgender Female to Male
- I prefer not to answer
- Other

Please describe other

What is your sexual orientation?

- Heterosexual
- Lesbian
- Gay
- Bisexual
- Queer
- Questioning
- I prefer not to answer
- Other

Please describe other

Which of the following categories best describes your race?

- White
- Black
- Asian
- American Indian/Alaskan Native
- Native Hawaiian/Other Pacific Islander
- Don't know
- I prefer not to answer

Are you Hispanic or Latino?

- Yes
- No
- Unsure

What is the last advanced degree you obtained?

- I have not obtained an advanced degree.
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctoral degree
- Professional degree
- Don't Know
- I prefer not to answer
- Other

What is your other degree?

What figure (in dollars) best describes your total annual household income before taxes, from all sources?
Your best estimate is fine.

What was your age at your last birthday?

Do you currently work in a full-time non-faculty position at VCU (e.g., University Life of Facilities Management)?

- Yes
- No
- Unsure

If you are comfortable doing so, please select all colleges or schools at VCU in which you have taught

	Have taught there	Primary position	secondary position
Allied Health Professions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
da Vinci Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dentistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government and Public Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Humanities and Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media and Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Research and Innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If comfortable doing so, please share the department in which you have taught in the past year.

On average, how long is your round-trip commute to the VCU campus in minutes.

- N/A
 0-30
 31-60
 61-75
 76-90
 > 90

Thank you for participating in our survey! Your time and responses are greatly appreciated.

Chairs & Deans Adjunct Teaching Faculty Survey

This is a short survey (5 minutes) to assess how adjunct instructors are hired, utilized and oriented within your department/unit. If you are not the primary contact for this information, please forward to the appropriate individual.

- 1) Name _____
- 2) Title _____
- 3) Department or Unit _____
- 4) How many adjunct instructors do you have teaching in your department/unit in a typical semester? _____
(If none, put 0.)
- 5) What methods do you use to recruit adjunct instructors?

- 6) How are adjunct instructors utilized in your department/unit, including the kinds of courses they commonly teach? (Ex. Labs, recitations, online courses, 100-level courses, etc.)

- 7) How, if at all, are adjuncts oriented, supervised and evaluated? (Orientation to include trainings, providing access to teaching resources, mentoring, etc.)

- 8) Does your department/unit complete an exit assessment or interview with an adjunct instructor when they leave your department/unit?
 Yes
 No

Valuing Adjuncts as Liaisons for University Excellence (VALUE) Program

Erin Brown, VCU ASPIRE Director, Division of Community Engagement

Alaina Campbell, Instructor and Director of Undergraduate Student Advising, Department of Biology

Christal Holmes, Assistant Director for Admissions Communications, Office of Admissions

Deborah McGuire, Associate Dean for Research, Scholarship, and Innovation, and Florence E. Elliott Professor, School of Nursing

Miki Skinner, Staff Psychologist, University Counseling Services

Paula Spencer, RAM Care Program Manager, VCU Health System

Emeritus Team Member

Raj Rao, Professor and Department Head, Department of Biomedical Engineering, University of Arkansas, Fayetteville

Sponsor

Timothy Davey, Associate Vice Provost for Faculty Recruitment and Retention, Office of the Provost and Vice President for Academic Affairs

Vision

Adjunct teaching faculty play a vital role at VCU

- Create an adjunct orientation program
- Improve student experience
- Adjuncts "Make it real"




Narrowing the focus

- Timeline restrictions
- Student experience outside of scope
- Needed to understand adjunct needs



Quest for Distinction

Theme I: Become a leader among national research universities in providing all students with high-quality learning/living experiences focused on inquiry, discovery and innovation in a global environment



Goals

- ✓ Determine how adjuncts are utilized across the University
- ✓ Identify resources currently provided to adjuncts
- ✓ Assess additional resource needs in an effort to inform a new orientation and support program for adjunct faculty at VCU

Purpose for surveys



- Utilization of adjuncts
- Adjuncts' experience
- Data to guide initiatives

Populations to target



- Adjunct teaching faculty
- Administrators
- No students

Research and consultations

- What do we already know?
- What questions still need to be answered?



Survey development and adaptation

- George Mason survey adapted for adjuncts
- Alignment with Office of Faculty Affairs
- Incentive considerations



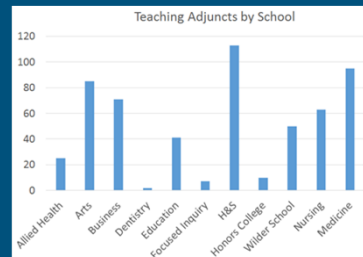
Data Analysis

- Tool: REDCap
- Resources: School of Nursing and College of Humanities & Sciences
- Outcome: Inform recommendations for next steps



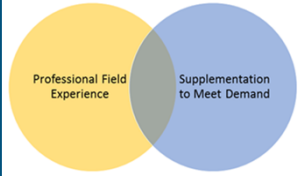
Results-Administrator Survey

Numbers:



Results-Administrator Survey

Reason for hiring adjuncts:



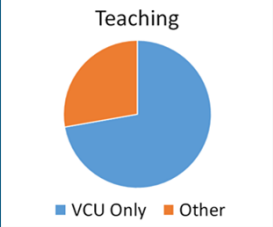
Supervision and Orientation:

- Supervised by Chair or Director
- Some pair adjuncts with full-time faculty
- Orientation varies greatly

"Adjuncts, frankly, receive little orientation."


Results - Adjunct Survey

Teaching



■ VCU Only ■ Other

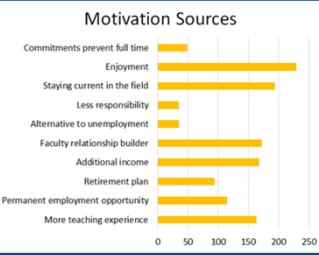
Working in Field



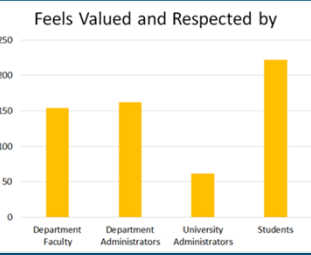
■ Full time ■ Part time ■ No

Results - Adjunct Survey

Motivation Sources




Feels Valued and Respected by



Results - Adjunct Survey

Resources




■ Available — Important

Summary of key points from surveys

- Employed in their fields ("make it real")
- Committed to teaching as a career
- Supportive of students
- Feel underpaid
- Do not receive much orientation
- Do not perceive having much representation in important arenas

Recommendations

- Use of the data to inform university adjunct initiative
- Develop centralized orientation
- Resources for adjuncts
 - Parking
 - Private meeting spaces for students



Team process and observations



THANK YOU

Amy Heineman, BSN, RN, School of Nursing
Dorothy Fillmore, Department of Psychology
Enoch Hale, Director, Teaching & Learning Excellence
Adjuncts and Administrators

