

Fall 2016 Adjunct Faculty Survey Results
 College of Southern Nevada Work Climate Committee
 December 2016

Survey Facts:

Field Dates – November 17 – December 5, 2016
 Sample Size – 906
 Total Respondents – 325
 Email Response Percentage – 36.81%

Characteristics of the Sample

Table 1: Employment status other than adjunct teaching (select all that apply)

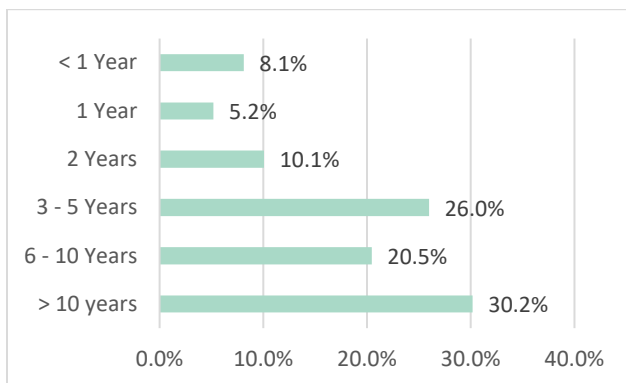
Status	Number	Percent Respondents	Percent Responses
Have a full time job	130	43.05%	40%
Have a part-time job	70	23.18%	21.54%
Retired	80	26.49%	24.62%
Other (not defined)*	45	14.9%	13.85%
Total Respondents = 302			
Total Responses = 325			

* All of the 45 respondents who answered "other" selected at least one of the other categories as well.

Table 2: I identify myself as: (select all that apply)

Community	Number	Percent Respondents	Percent Responses
Male	145	48.82%	21.35%
Female	147	49.49%	21.65%
Asian/Asian American	15	5.05%	2.21%
Black/African American	28	9.43%	4.12%
Hawaiian/Pacific Islander	7	2.36%	1.03%
Hispanic/Latino(a)	35	11.78%	5.15%
Native American/Alaskan Native	6	2.02%	0.88%
White	215	72.39%	31.66%
Lesbian/Gay/Bisexual/Transgender/Queer People	18	6.06%	2.65%
Military service/Veterans	44	14.81%	6.48%
People with disabilities	19	6.40%	2.80%
Total Respondents = 297			
Total Responses = 679			

Figure 1: Number of years teaching adjunct



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Table 3: School(s) teaching in

School	Number	Percent
Math & Science (Math, Physical Sciences, Biological Sciences)	49	16.3%
Business, Hospitality & Public Services (Accounting, Finance & Computer Office Technology, Business Administration, Hospitality Management, Public Safety & Human Services)	43	14%
Education, Behavioral & Social Sciences (Education, Human Behavior & Social Sciences)	67	22.33%
Health Sciences (Dental Sciences, Diagnostic Evaluation & Rehabilitation Services, Health Related Professions, Nursing)	20	6.67%
Advanced & Applied Technologies (Applied Technologies, Computing & Information Technology, Media Technologies)	31	10.33%
Arts & Letters (English, Communication, Fine Arts, International Languages)	96	32%
Total Respondents = 300		

Table 3 above shows the schools which schools that the adjunct faculty are teaching in. Faculty were able to select more than one only five (5) faculty reported teaching in more than one school. One (1) teaches in Business, Hospitality & Public Services (Accounting, Finance & Computer Office Technology, Business Administration, Hospitality Management, Public Safety & Human Services) and Education, Behavioral & Social Sciences, one (1) teaches in Education, Behavioral & Social and Arts & Letters, (1) in Math & Science and Arts & Letters, one (1) teaches in Education, Behavioral & Social Sciences and Health Sciences and one(1) teaches in Math & Science, Business, Hospitality & Public Services (Accounting, Finance & Computer Office Technology, Business Administration, Hospitality Management, Public Safety & Human Services), and Education, Behavioral & Social Sciences.

Figure 2: Highest level of education earned

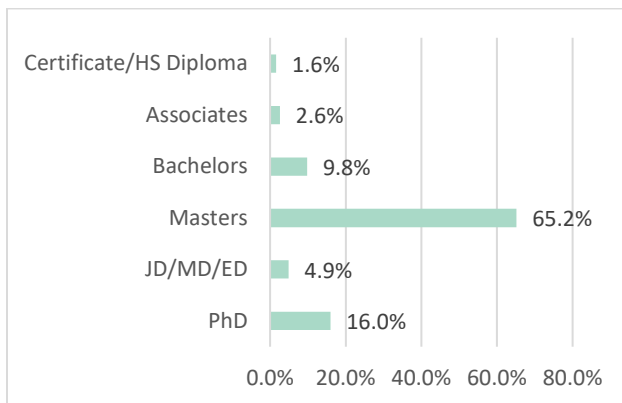
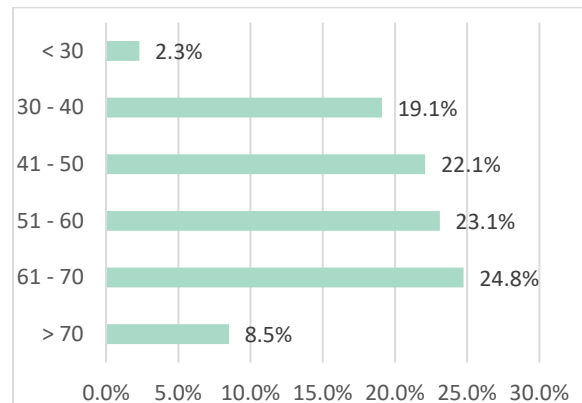


Figure 3: Age



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Survey Results
Scheduling

Figure 4: I receive adequate lead time to teach classes at CSN.

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Agree	178	55.8	55.8
	Agree	109	34.2	90.0
	Disagree	17	5.3	95.3
	Strongly Disagree	15	4.7	100.0
	Total	319	100.0	
Missing	System	3		
Total		322		

Figure 4: I am satisfied with the number of classes assigned to me to teach this semester at CSN

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Agree	159	50.2	50.2
	Agree	107	33.8	83.9
	Disagree	29	9.1	93.1
	Strongly Disagree	22	6.9	100.0
	Total	317	100.0	
Missing	System	5		
Total		322		

Figure 5: I am satisfied with the way courses are assigned to part-time faculty in my department

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Agree	137	43.9	43.9
	Agree	125	40.1	84.0
	Disagree	32	10.3	94.2
	Strongly Disagree	18	5.8	100.0
	Total	312	100.0	
Missing	System	10		
Total		322		

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Figure 6: What is the average lead time you experience between notification of teaching a course at CSN and the first day of your class?

		Frequency	Valid Percent	Cumulative Percent
Valid	Less than one week	17	5.3	5.3
	1 - 2 weeks	43	13.5	18.9
	3 - 4 weeks	77	24.2	43.1
	More than 4 weeks	181	56.9	100.0
	Total	318	100.0	
Missing	System	4		
Total		322		

Figure 7: How many classes do you typically teach in a semester?

		Frequency	Valid Percent	Cumulative Percent
Valid	One	81	25.5	25.5
	Two	118	37.1	62.6
	Three	90	28.3	90.9
	Four	17	5.3	96.2
	Five or more	12	3.8	100.0
	Total	318	100.0	
Missing	System	4		
Total		322		

Benefits

In the next section of the survey, respondents were asked to consider the importance of various benefits that are offered to adjunct faculty at *some institutions*". A five point Likert Scale was used with only the two end points labeled. One = "lowest importance to me" and 5 = "highest importance to me". The benefits were rotated so as not to introduce any list/order bias into the responses.

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Figure 9: Healthcare

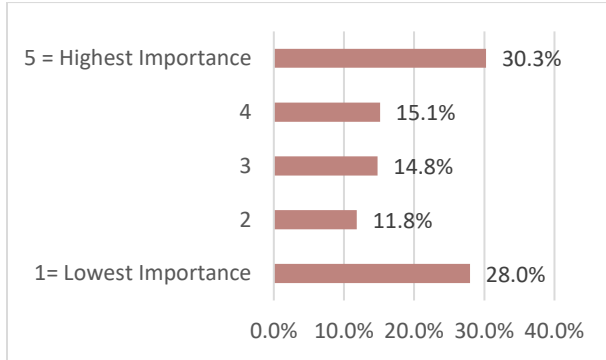


Figure 12: Shared offices for office space

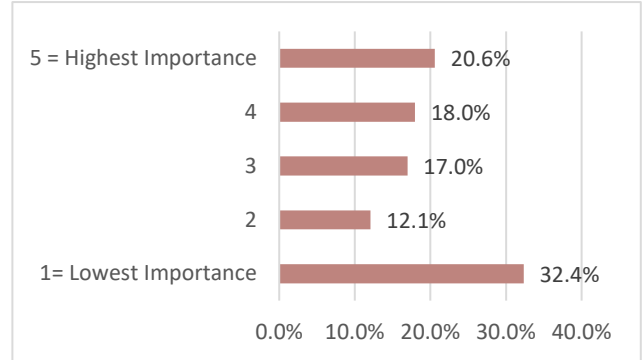


Figure 10: Retirement Benefits

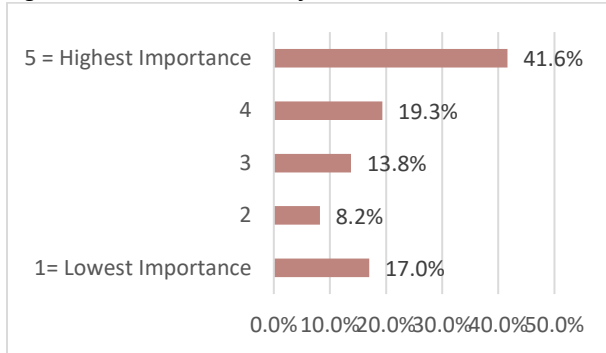


Figure 13: Faculty mentor

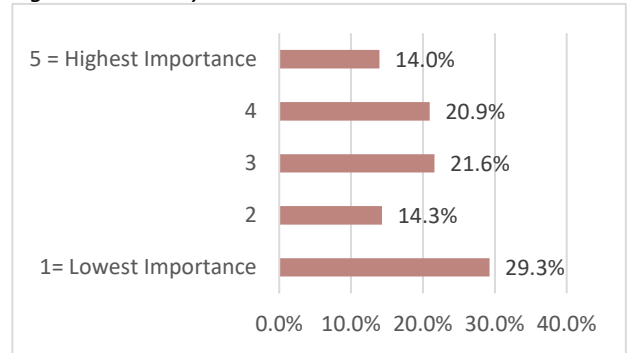


Figure 11: Adjunct Faculty Senate Seat

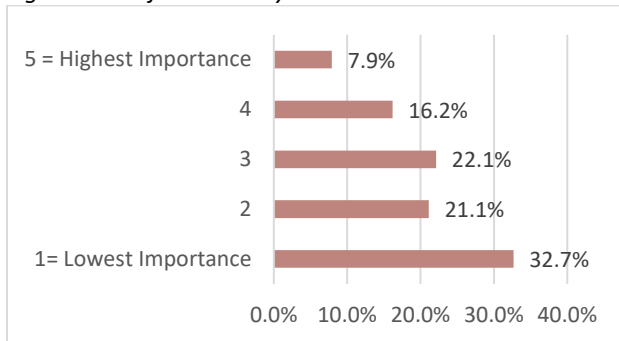
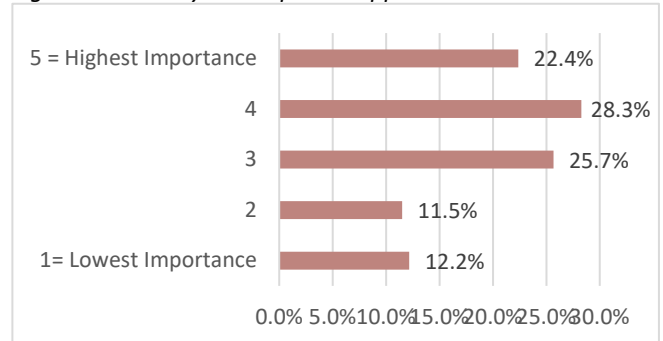


Figure 14: Faculty development opportunities



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Figure 15: Annual & Multi-year appointments

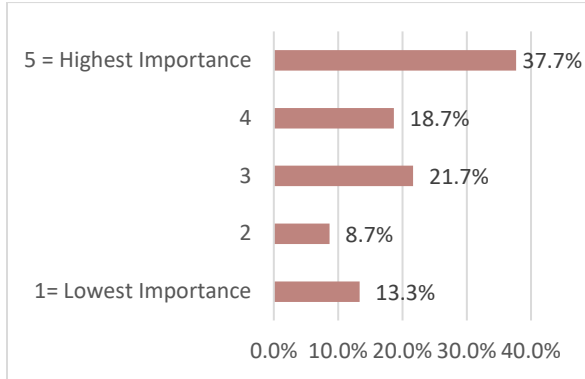


Figure 18: Some compensation when assigned courses are cancelled too close to the start of the semester

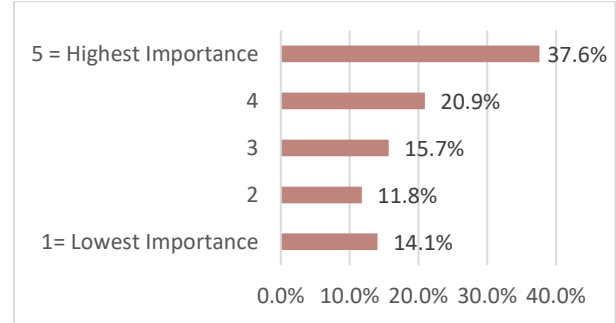


Figure 16: Opportunity to earn tenure of equivalent for exceptional service

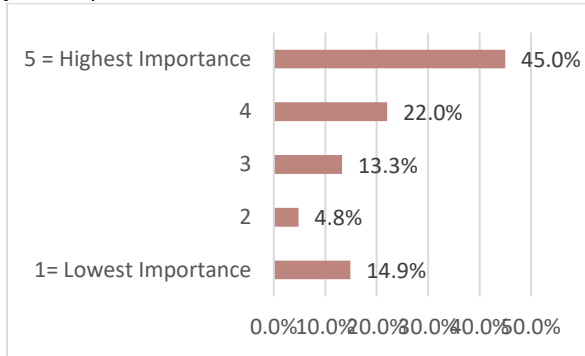


Figure 19: Guarantee interview for full time positions at CSN for which you are fully qualified

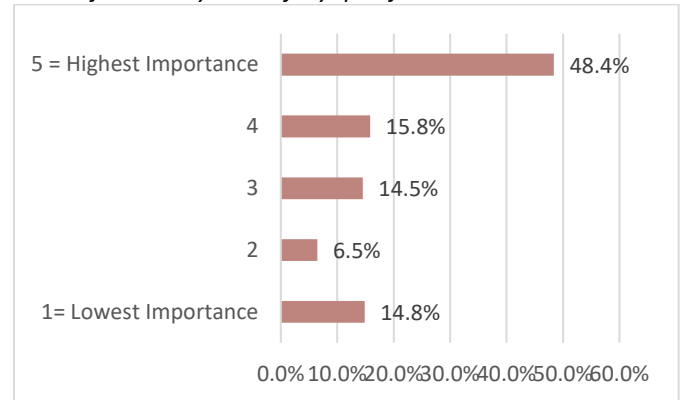


Figure 17: Small wage premium for advanced educational credentials for adjunct faculty

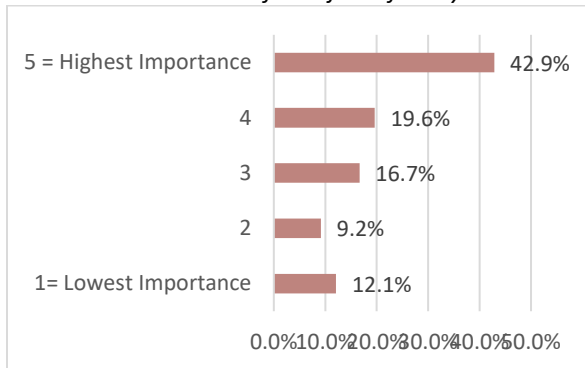
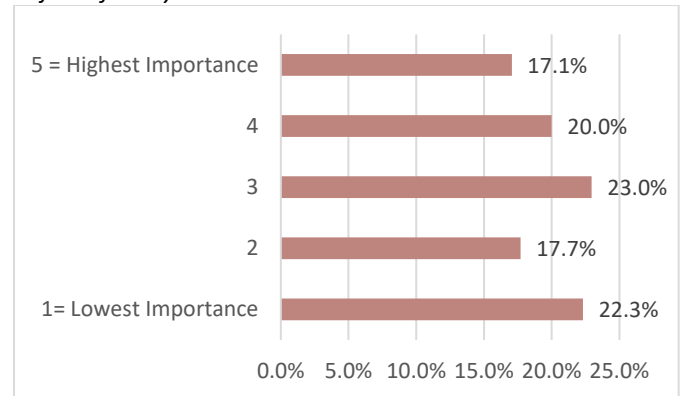


Figure 20: Cape training sessions specifically for adjunct faculty



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Figure 21: Incentives for attending professional development activities

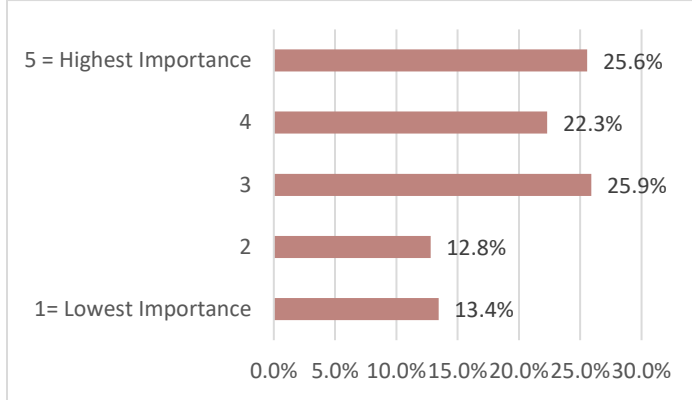


Table 4: Rank order of benefits (Selection as the most important)

Rank	Benefit	Percent
1	Guarantee interview for full time positions at CSN for which you are fully qualified	48.39%
2	Opportunity to earn tenure or equivalent for exceptional service	44.98%
3	Small wage premium for advanced educational credentials	42.48%
4	Retirement benefits	41.64%
5	Annual and multi-year appointments	37.67%
6	Some compensation when assigned courses are cancelled too close to the start of the semester	37.58%
7	Healthcare	30.26%
8	Incentives for attending professional development activities	25.57%
9	Faculty development opportunities	22.37%
10	Shared offices for office hours	20.59%
11	CAPE training sessions specifically for adjunct faculty	17.05%
12	A faculty mentor	13.95%
13	An adjunct faculty senate seat	7.92%

Table 4 shows the benefits that adjunct faculty benefits received from some institutions in rank order of importance by CSN’s adjunct faculty. The top item of importance to CSN adjunct faculty, “guaranteed interview” (48.39%) is indicative that a large percentage would like adjunct teaching to be a springboard for a full time position at CSN. Also, if you look at the other items in the top five it shows that regardless of full-time status items that are important are items usually associated with full-time employment such as tenure (44.98%), wage bumps for advanced educational credentials (42.48%) retirement benefits (41.64%) and multi-year contracts (37.67%).

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Development/Communication

Figure 22: Ever attended the Adjunct Impact Conference at CSN?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	188	60.1	60.1
	No	106	33.9	93.9
	Not Sure	19	6.1	100.0
	Total	313	100.0	
Missing	System	9		
Total		322		

Respondents who have not ever attended the Adjunct Impact Conference (n = 106) were asked why they had not ever done so.

Table 5: Rank order reasons for not attending Adjunct Impact Conference (Select all that apply)

Rank	Reason	Percent
1	Conflicts with my schedule	39.62%
2	Not aware of it	34.91%
3	Conflict with work	18.10%
4	Conflict with time	15.09%

There was an open response box for additional reasons not attending the Adjunct Impact Conference. Three (3) individuals indicated that location was the reason for not attending, two(2) indicated they were hired after the conference had occurred, two (2) didn't go because there was no compensation, and One showed up then found out the information that would be presented was available on a jump drive so he/she took the drive and left the conference.

Figure 23: Ever attended a CAPE session for professional development?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	181	57.5	57.5
	No	118	37.5	94.9
	Not Sure	16	5.1	100.0
	Total	315	100.0	
Missing	System	7		
Total		322		

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Respondents who have not ever attended a CAPE session for professional development (n = 118) were asked why they had not ever done so.

Table 6: Rank order reasons for not attending Adjunct Impact Conference (Select all that apply)

Rank	Reason	Percent
1	Schedule conflicts	32.76%
2	Time conflicts	29.31%
3	Not aware of them	27.59%
4	Didn't know that I could attend	19.83%
5	Not interested in the topics	13.79%
6	Don't know how to find out about them	9.48%
7	Don't know how to schedule them	8.62%

There was an open response box for faculty to list other reasons that they have not ever attended a CAPE session. Responses include: lack of compensation (n = 2), location of the sessions (n = 3), and feeling excluded (n = 1).

Figure 24: Are you aware of the Part-time Faculty Handbook?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	208	66.0	66.0
	No	85	27.0	93.0
	Not Sure	22	7.0	100.0
	Total	315	100.0	
Missing	System	7		
Total		322		

Figure 25: Do you use Canvas learning management system?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	248	78.7	78.7
	No	59	18.7	97.5
	Not Sure	8	2.5	100.0
	Total	315	100.0	
Missing	System	7		
Total		322		

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Faculty that reported that they do not using Canvas (n = 59) were asked why?

Table 7: Rank order reasons for not using Canvas (Select all that apply)

Rank	Reason	Percent
1	No need for Canvas	53.45%
2	Don't know how to use Canvas	32.76
3	"Other" misc. reason*	15.52%
4	Not aware of Canvas	3.44%

Figure 26: How often do you check your CSN email?

		Frequency	Valid Percent	Cumulative Percent
Valid	Often	293	93.0	93.0
	Sometimes	16	5.1	98.1
	Seldom, why?	3	1.0	99.0
	Never, Why?	3	1.0	100.0
	Total	315	100.0	
Missing	System	7		
Total		322		

Figure 27: Satisfaction with communication from department(s) where teach

		Frequency	Valid Percent	Cumulative Percent
Valid	Very Satisfied	166	52.7	52.7
	Satisfied	124	39.4	92.1
	Dissatisfied	19	6.0	98.1
	Not at all satisfied	6	1.9	100.0
	Total	315	100.0	
Missing	System	7		
Total		322		

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Community

In the next section of the survey respondents were asked to respond to several statements designed to gauge their feelings of community in their positions as adjunct faculty at CSN.

Figure 28: I feel like a member of the CSN community

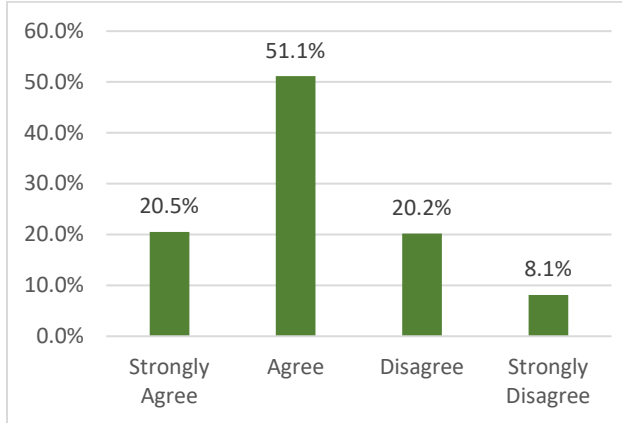


Figure 31: AM respected by administration at CSN

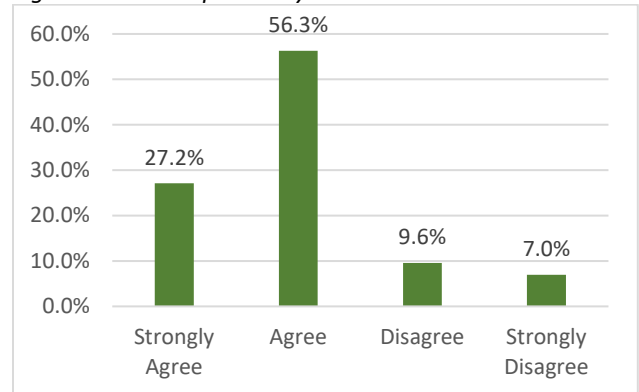


Figure 29: Feel my teaching is valued at CSN

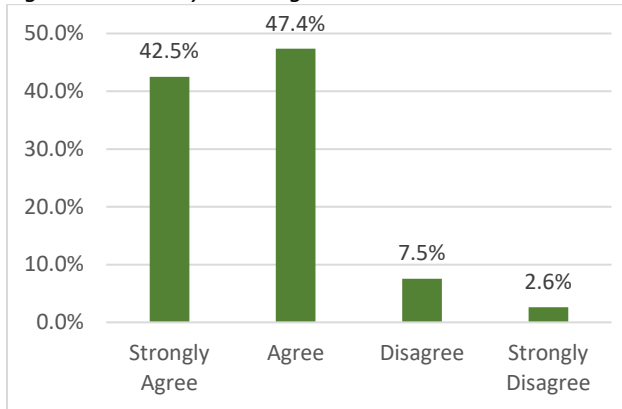


Figure 32: Am respected by classified staff at CSN

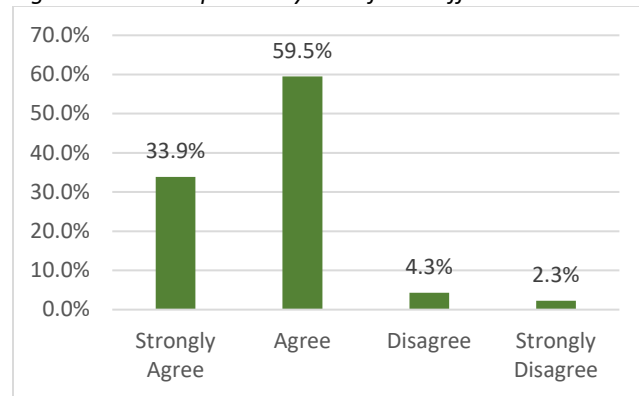


Figure 30: Am respected by full-time faculty at CSN

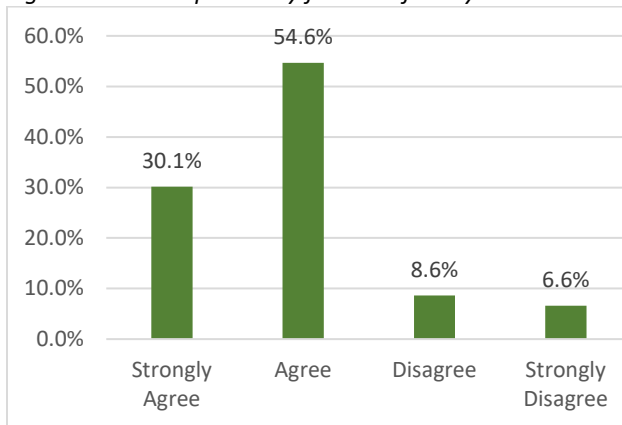
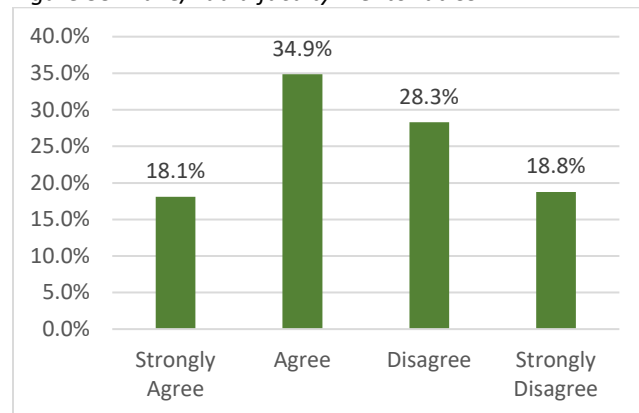


Figure 33: Have/had a faculty mentor at CSN



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Figure 34: Have input within my department on courses I teach

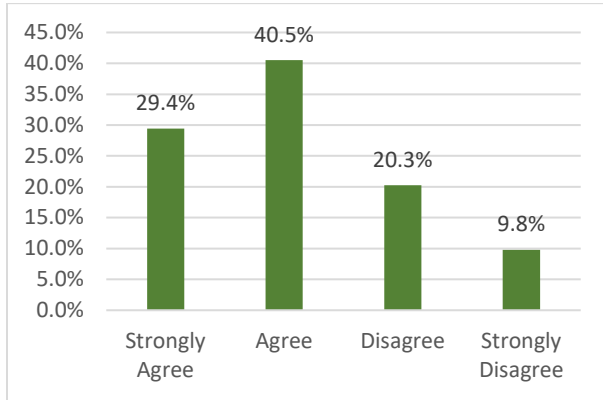


Figure 35: Willing to participate in curriculum development at CSN

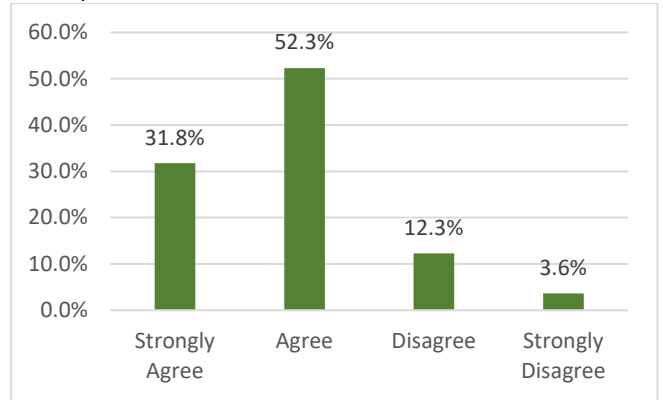


Figure 36: Willing to serve on a department, school or college committee without being compensated

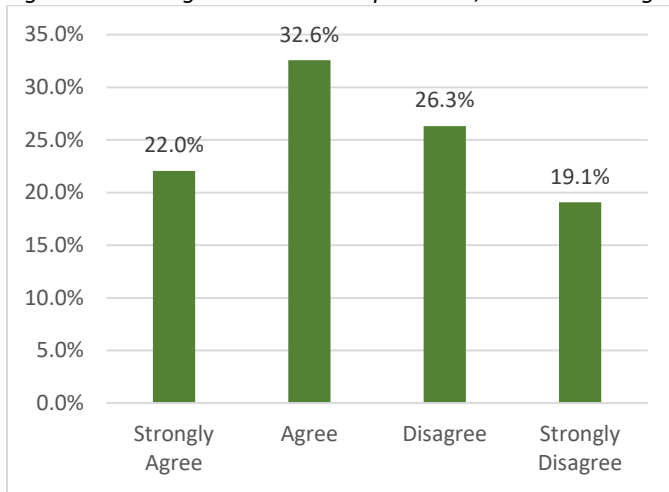


Table 8: Rank order community items (agree and strongly scores combined)

Rank	Benefit	Percent
1	I am respected by the classified staff at CSN	93.4%
2	I feel my teaching is valued at CSN	89.9%
3	I am respected by the full-time academic faculty at CSN	84.8%
4	I would be willing to participate in curriculum development at CSN	84.1%
5	As an adjunct faculty, I feel like a member of the CSN community	71.7%
6	I have input within my department on the courses I teach	69.9%
7	I would be willing to serve on a department, school, or college committee without being compensated	54.6%
8	I have/had a faculty mentor at CSN	53%

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Figure 37: Ever served on committee as an adjunct faculty member at CSN?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	52	16.6	16.6
	No	259	82.7	99.4
	No Not Sure	2	.6	100.0
	Total	313	100.0	
Missing	System	9		
Total		322		

Faculty that indicated that they had not ever served on a committee at CSN (n = 259) were asked why.

Table 9: Rank order reasons for not using Canvas (Select all that apply)

Rank	Reason	Percent
1	Didn't know adjunct faculty could serve on committees	39.30%
2	Scheduling conflicts	27.65%
3	Don't know which committees adjunct faculty can serve on	26.46%
4	Don't have time to serve on committees	22.57%
5	Want to be compensated	11.67%
6	Other*	8.56%

"Other" responses include: "was never asked" (n = 5) "not in the area" (n = 3), "no interest" (n = 2), and "new hire" (n = 2)

Teaching

Table 10: Rank order reasons for teaching at CSN (Select all that apply)

Rank	Reason	Percent Respondents	Percent Responses
1	The joy of teaching	89.68%	29.29%
2	The money	47.42%	15.49%
3	To keep current in my field	43.87%	14.33%
4	I can do other things with my time and I enjoy the flexibility of teaching adjunct	42.26%	13.80%
5	I aspire to a full time teaching job at CSN	38.39%	12.54%
6	I prefer adjunct teaching over full time teaching	20%	6.53%
7	Temporary employment until a full-time teaching position or other full-time employment is obtained	16.77%	5.48%
8	*Other	7.74%	2.53%
Total Respondents = 310 Total Responses = 949			

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Figure 38: How often do you hold office hours while teaching as an adjunct at CSN?

		Frequency	Valid Percent	Cumulative Percent
Valid	Never	167	53.9	53.9
	One hour per week	64	20.6	74.5
	2 - 3 hours per week	61	19.7	94.2
	More than three hours per week	18	5.8	100.0
	Total	310	100.0	
Missing	System	12		
Total		322		

In the next part of the survey respondents were asked to rate their agreement with several statements regarding adequate support in various aspects of teaching at CSN. The responses of those who indicated that the item was not applicable to them are not included.

Figure 39: Orientation to CSN

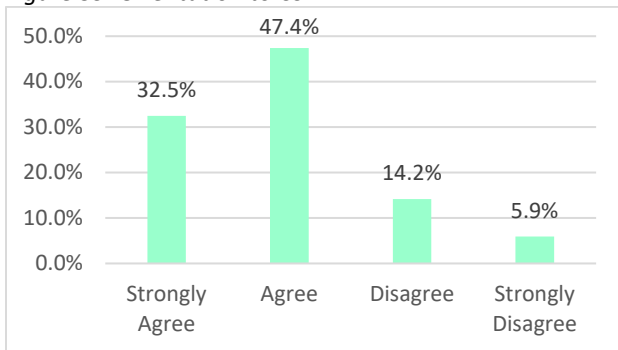


Figure 40: Access to classrooms

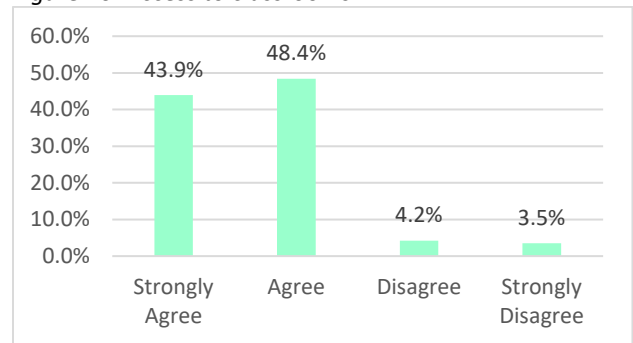


Figure 41: Classroom supplies

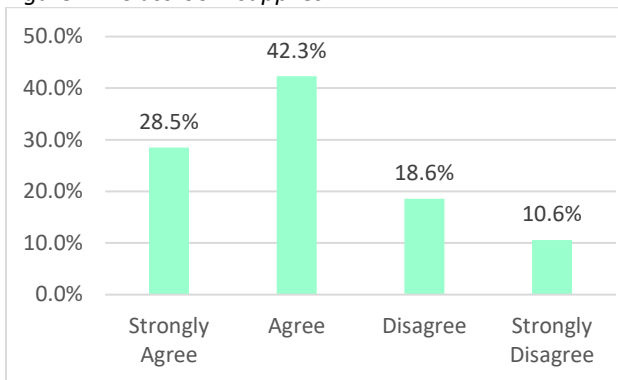
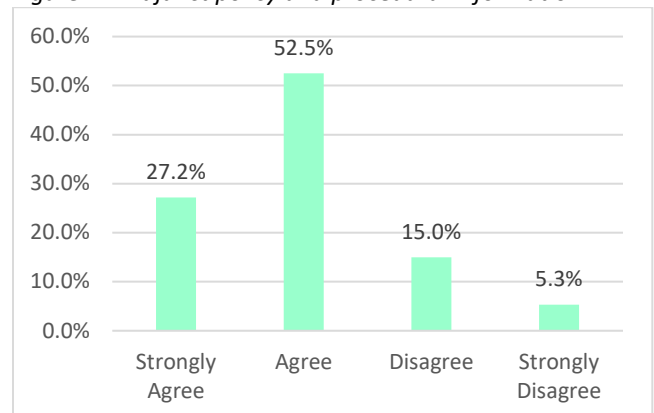


Figure 42: Adjunct policy and procedural information



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Figure 43: Adjunct policy and procedural information

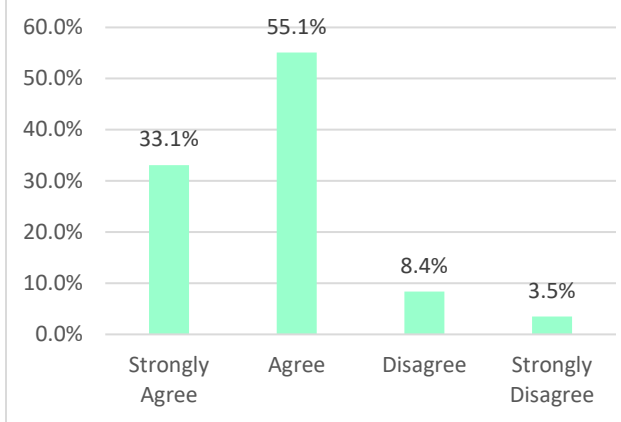


Figure 44: Instructional resources

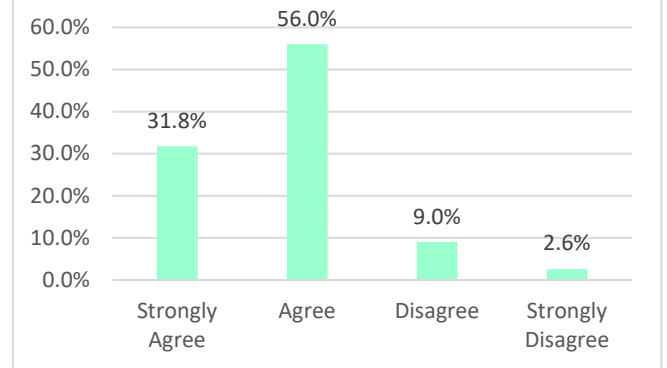


Figure 45: Technologies i.e.: smart classrooms, Canvas, MyCSN

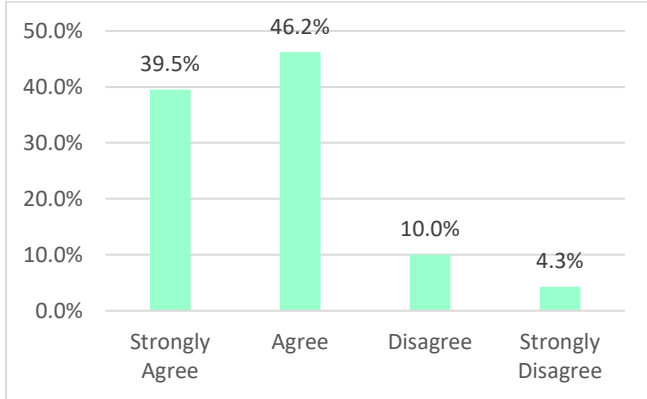


Table 11: Rank order teaching support items (agree and strongly scores combined)

Rank	Item	Percent
1	Gaining access to classrooms	92.3%
2	Classroom management	88.2%
3	Instructional resources	87.7%
4	Technologies	85.7%
5	Orientation to CSN	79.9%
6	Adjunct policy and procedural information	79.7%
7	Classroom supplies	70.8%

Figure 46: Satisfaction with evaluation process of your teaching?

		Frequency	Valid Percent	Cumulative Percent
Valid	Very Satisfied	114	36.9	36.9
	Satisfied	170	55.0	91.9
	Dissatisfied	21	6.8	98.7
	Not at all satisfied	4	1.3	100.0

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Total	309	100.0	
Missing System	13		
Total	322		