

***Spring 2003***

# ***Adjunct Faculty Survey***

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***Office of Institutional Effectiveness***

***Palm Beach Community College***

***June 2003***



***Palm Beach Community College  
Spring 2003 Adjunct Faculty Survey***

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## **Introduction**

Part-time faculty members comprise a sizable part of the workforce in higher education today, with continued growth on the horizon. According to Palmer (2000), part-time instructional faculty and staff made up 62 percent of all instructional faculty and staff teaching credit courses in public 2-year institutions during the fall of 1992. During the fall semester of 2002, at Palm Beach Community College (PBCC), adjunct faculty taught 53 percent of the credit courses. Given these numbers, the term “Invisible Faculty” used to describe part-time instructors (Gappa and Leslie, 1993) takes on new meaning. The reliance on this increasingly important sector makes it vitally important that the College understand as much as possible about who their adjunct faculty members are and how they feel about what they do at the College. In response to this growing need, the Department of Human Resources at PBCC undertook an effort to survey the adjunct faculty to find out what their impressions are, what their general satisfaction levels are with various issues at the College, and what types of things they would like to see changed that they feel would improve their working conditions at the College. This report is a summary of the results of that survey.

## **Methodology**

During the spring semester of 2003, the Department of Human Resources conducted a focus group of adjunct professors to gather information on how to best manifest appreciation of the adjunct faculty, within the means available to the College. From the information gathered at this focus group, the staff of the Human Resources Department, along with the staff of the Office of Institutional Effectiveness, jointly developed a survey to address current levels of job satisfaction and suggestions for improvement for the future. This survey was mailed to the home of every PBCC adjunct professor who was teaching a class during the spring 2003 semester, with a cover letter explaining the purpose of the survey along with a stamped, addressed return

envelope. A total of 860 surveys were mailed out and 278 completed surveys were returned, representing a response rate of 32 percent.

## Results

Exhibit 1 shows the length of time the respondents have been teaching as adjunct professors at PBCC. Approximately one-quarter have been teaching at PBCC for one year or less, with another 27 percent having been here for two to three years. This is not an inexperienced group as a whole, since a third of all the respondents have taught at PBCC as adjunct faculty for six years or more. This range of experience among the respondents helps to provide a broad and balanced view of the issues raised in this survey.

**Exhibit 1**  
**How long have you taught as an adjunct professor at PBCC?**

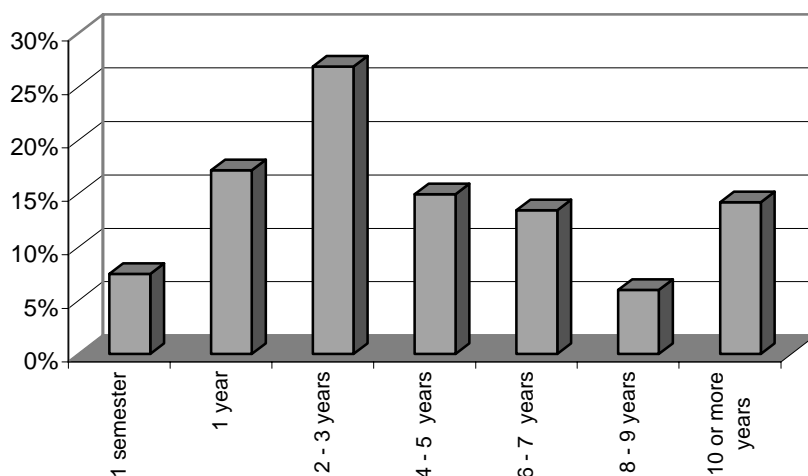


Exhibit 2, on the following page, demonstrates the breakdown of the respondents by campus. As expected, the largest group identifies themselves as having their primary teaching responsibility on the Lake Worth Campus (59 percent), followed by Palm Beach Gardens (21 percent), Boca Raton (18 percent), and lastly Belle Glade with only 2 percent. In general discussions, all results will be included, but for those discussions where results are displayed by campus, the results from Belle Glade will not be included since the response was minimal.

**Exhibit 2**  
**Primary Campus**

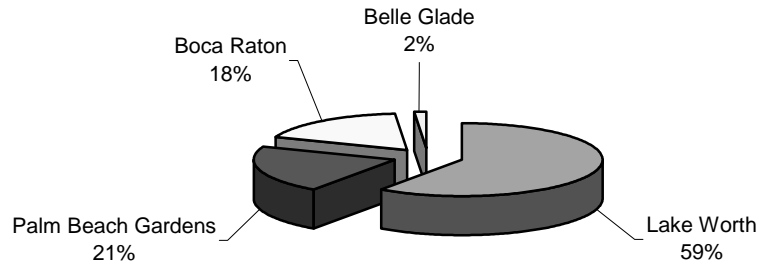
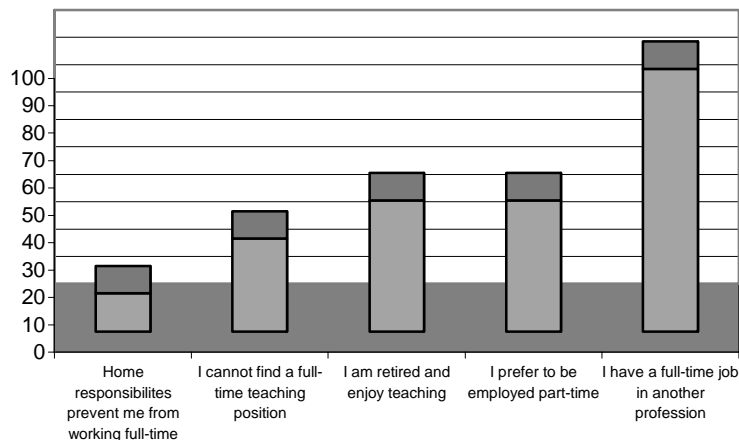
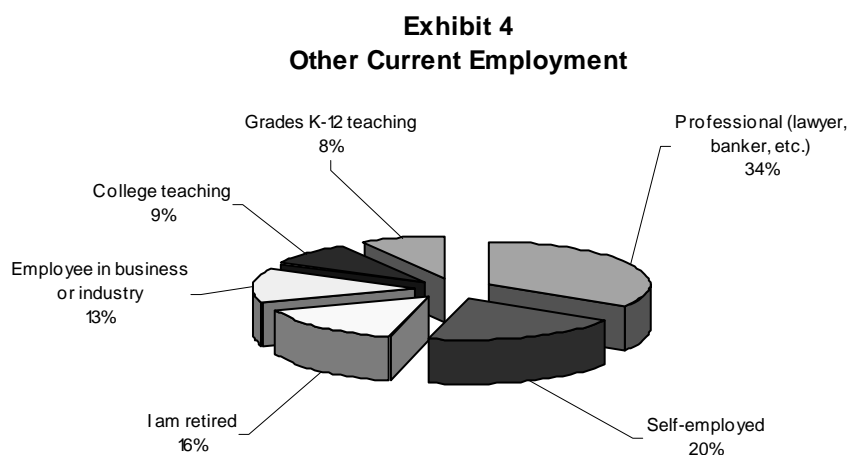


Exhibit 3 displays the primary reasons the respondents choose to work as adjunct professors. It is interesting to note that while this question allowed for multiple answers, only 14 percent of those who provided an answer other than “Other” indicated that the reason they teach as an adjunct professor is because they cannot find a full-time teaching position. This is significant because it is an indication that the majority of the respondents are not simply in a sort of “holding pattern” waiting for a full-time position to open up. Rather, most appear to be either employed in other occupations or in situations in life that people choose instead of full-time employment, such as retirement or staying home to raise a family.

**Exhibit 3**  
**I work as an adjunct professor because:**



Of those respondents who indicated that they are either currently employed full-time elsewhere, or retired, almost 50 percent identify themselves as being either a professional or employed in business or industry. This is not unexpected, since many adjunct positions require field-specific knowledge and training. The remaining half of the respondents are comprised of those who stated that they are self-employed (20 percent), those who are full-time teachers (17 percent) and those who are retired (16 percent).



When asked what subject area they teach, all but 19 of the respondents provided an answer. Since the question was phrased as an open-ended question, the answers that came back were varied and in some cases difficult to categorize. The complete list of responses may be found in Appendix 1.

When asked the open-ended question, “I believe the College views its adjunct professors primarily as:” the responses provided were wide-ranging. There is a general feeling that the use of adjunct professors allows the College to save money, but some offered that perception in a positive fashion, while others clearly held a more negative view. Those that saw this cost-saving feature in a positive light used such expressions as “an inexpensive way to staff courses,” “a good way to save money,” or “a practical means to utilize knowledgeable people to fill in gaps with full-time staff. Other more generally positive comments included descriptions

such as “valuable” and “necessary resource.” Conversely, those respondents who expressed negative feelings tended to describe the adjunct experience in such colorful terms as “migrant workers,” “cheap labor,” “second class citizens and “slave laborers”. The complete set of verbatim responses, sorted by campus, may be found in Appendix 2.

When reviewing the comments regarding how adjunct professors are viewed at the College, it would appear that more respondents have a negative view than positive one. This is supported by the data presented in Exhibit 5 where respondents were asked how the College treats adjunct professors who innovate methods or curricula. Regardless of campus, fewer than 20 percent of the respondents indicated that they would be recognized for their contribution. The majority of respondents on all three campuses, (Belle Glade was not included due to the small number of respondents,) stated that they are occasionally noticed or given little encouragement.

**Exhibit 5**  
**Adjunct professors who innovate methods or curricula are:**

	<b>Lake Worth</b>	<b>Palm Beach Gardens</b>	<b>Boca Raton</b>
Recognized for their contribution	16%	18%	16%
Occasionally noticed	43%	51%	44%
Given little encouragement	31%	17%	23%
Ignored	10%	14%	17%

In examining the satisfaction level of adjunct professors for specific issues, it is also necessary to identify how important each of those issues is to the adjunct faculty. There is no difficulty presented by those situations where issues of little importance have high satisfaction. It is also not alarming when there is moderate satisfaction with issues of moderate importance. However, in those situations where there is low satisfaction with regard to issues of great importance; the incongruence between importance and satisfaction can be very problematic. In

order to measure this relationship between importance and satisfaction, a simple tool has been used to analyze the results of this survey. Exhibit 6, on the following page, examines each of the issues presented on the survey in terms of the importance of each issue and the corresponding satisfaction level for that specific issue. The arithmetic mean is calculated separately for the responses for both importance and satisfaction for that specific issue. The difference between the mean for the importance measure and the satisfaction measure is determined by subtracting the mean for satisfaction from the mean for importance. This measure is displayed in the column to the far right labeled "Gap". The higher the number in the "Gap" column, the greater disparity between the importance of the issue and the satisfaction felt regarding that issue. The smaller the gap, the greater the congruence that exists between what the respondents feel is important and how satisfied they are with that measure.

The largest gap of all the issues surveyed was that of Compensation/Pay. On a scale of 1 to 5, where "5" was "Very Important" and "1" was "Not at all Important," Compensation/Pay scored a 4.63, which was the highest of all scores for importance. On the satisfaction scale where "5" represented "Very Satisfied" and "1" represented "Not at all Satisfied", the mean score was 2.91 – the lowest of all scores in terms of satisfaction. In this instance it is clear that the respondents to this survey are most dissatisfied with their pay, and that this is a very important item to them. This dissatisfaction with pay is not an unusual phenomenon with regard to adjunct faculty. According to Wickun and Stanley (2000), adjunct faculty members typically choose to teach mainly for the service they render to the students, however, regardless of their dedication, the low salary can create animosity. Additionally, Pankin (2000) observed that there is little academic kinship between part-time and full-time faculty because part-timers (adjunct faculty) do not participate in departmental or institutional life. The concerns of part-timers are more directed toward adequate pay, guarantees of continuing work, preference for full-time work, and more respect. While addressing matters of salary and the contractual nature of adjunct



positions are clearly beyond the scope of this report, the issue of respect is a factor that contributes to the satisfaction of the adjunct faculty and is directly and indirectly addressed throughout the survey.

**Exhibit 6**  
**Importance/Satisfaction Measures**

<b>Items</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Compensation/Pay	4.63	2.91	<b>1.72</b>
Adequate work space for class preparation and meeting students	4.17	2.98	<b>1.19</b>
Opportunities for professional development leading towards becoming a better instructor	4.08	3.06	<b>1.02</b>
Feeling a part of the College	4.06	3.19	<b>0.87</b>
Access to administrative personnel when teaching evening and weekend courses	3.93	3.14	<b>0.79</b>
The selection of courses you are offered to teach	4.57	3.80	<b>0.77</b>
Opportunities for training on technology	3.86	3.17	<b>0.69</b>
Policies and procedures related to part-time instruction	4.19	3.59	<b>0.60</b>
Being updated on general College matters	3.75	3.24	<b>0.51</b>
Level of administrative and clerical support	4.36	3.89	<b>0.47</b>
Opportunities to participate in departmental/college meetings	3.54	3.10	<b>0.44</b>
Timeliness of communication concerning teaching assignment	4.52	4.09	<b>0.43</b>
Access to Internet, email and other Information Technologies	3.91	3.50	<b>0.41</b>
Depth and breadth of communication from your department	4.33	3.93	<b>0.40</b>
Clarity of expectations of your performance in the classroom	4.44	4.10	<b>0.34</b>
Being able to identify the right person to talk to relative to teaching responsibilities	4.42	4.11	<b>0.31</b>
Clarity of evaluation of your performance in the classroom	4.36	4.10	<b>0.26</b>
Access to full-time faculty in your department	3.87	3.90	<b>-0.03</b>
Opportunities to be involved with students outside of class	2.89	3.26	<b>-0.37</b>

The area of least congruence between importance and satisfaction, after compensation, was the issue of adequate work space for class preparation and meeting students. The respondents to this survey clearly desire to have a space on the campus at which they teach to be able to carry on the necessary administrative functions of their job. It is possible that this sort of designated space may be viewed as a measure of respect for the adjunct position, however, a curious result is that although there currently is space provided for adjunct faculty on the Boca Raton campus, the gap between importance and satisfaction was greater for the adjunct faculty on that campus than on either of the other two campuses.

The third area that exhibits a gap of greater than 1.0 is the opportunity for professional development leading towards becoming a better instructor. Mosby (2000) suggests that while adjunct faculty members are skilled in their own areas, they need to learn more about instructional techniques and proper terminology. He points out that some community colleges offer successful incentive programs for those adjunct faculty members who complete a series of professional development courses. Mid-South Community College in West Memphis, Arkansas, for example, awards a six percent pay increase to those adjuncts that complete 35 hours of faculty development classes on subjects such as adult learning modes, diverse learning styles and alternative delivery methods.

Interestingly, although as quoted above, other studies have shown that adjunct faculty members do not typically participate in institutional life, according to the results of this survey, one of the top four areas identified as a concern of the adjunct faculty at PBCC is their desire to feel more a part of the College community. Interestingly, the respondents appear to be very satisfied with the communication they have with the full-time faculty in their departments and also seem to have relatively little interest in opportunities for involvements with students outside of the

classroom. It might be a useful future undertaking to further question what specific actions the College could take to help make the adjunct faculty feel more a part of the College.

It is worth noting that the area where the gap is actually positive, i.e., where the satisfaction is higher than the importance has to do with opportunities to be involved with students outside of class. This is not completely surprising, since as seen above, most adjunct professors have other full-time employment which undoubtedly takes a great deal of their time.

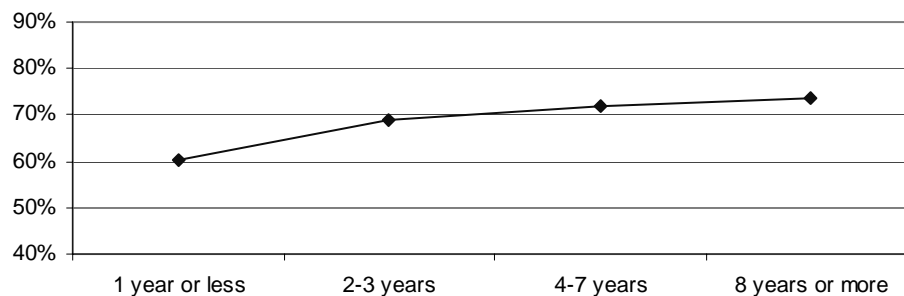
Exhibit 7, on the next page, presents a different picture when only looking at the percent of respondents who indicated that they were either satisfied or very satisfied with each item, especially when broken down by campus. In reviewing the results in this fashion, it is understood that no weight is given to the relative importance of each factor. Nevertheless, a cursory glance at the table gives the impression that adjunct faculty who teach primarily at the Palm Beach Gardens campus are generally more satisfied than those who teach at the other two campuses. The areas where the Gardens campus scores more than ten points higher in terms of satisfaction than the other two campuses include opportunities to participate in departmental/college meetings (21 percent higher), being updated on general College matters (16.5 percent higher), policies and procedures related to part-time instruction (14.2 percent higher), feeling a part of the College (12.3 percent higher), adequate work space for class preparation and meeting students (11.2 percent higher), and opportunities for training on technology (11 percent higher).

**Exhibit 7**  
**Percent of Respondents who are either “Satisfied” or “Very Satisfied”**  
**By Campus**

<b>Items</b>	<b>Lake Worth</b>	<b>Palm Beach Gardens</b>	<b>Boca Raton</b>
Compensation/Pay	36.3%	34.0%	30.2%
Adequate work space for class preparation and meeting students	38.8%	50.0%	30.0%
Opportunities for professional development leading towards becoming a better instructor	32.6%	50.0%	40.0%
Feeling a part of the College	35.2%	52.8%	40.5%
Access to administrative personnel when teaching evening and weekend courses	41.4%	51.1%	34.4%
The selection of courses you are offered to teach	63.0%	64.2%	61.5%
Opportunities for training on technology	36.9%	54.2%	43.2%
Policies and procedures related to part-time instruction	49.6%	67.9%	53.7%
Being updated on general College matters	37.4%	54.0%	37.5%
Level of administrative and clerical support	62.8%	75.5%	65.0%
Opportunities to participate in departmental/college meetings	33.6%	55.3%	34.3%
Timeliness of communication concerning teaching assignment	69.3%	84.0%	73.8%
Access to Internet, email and other Information Technologies	50.7%	56.9%	44.7%
Depth and breadth of communication from your department	65.3%	81.1%	71.4%
Clarity of expectations of your performance in the classroom	70.5%	78.8%	80.0%
Being able to identify the right person to talk to relative to teaching responsibilities	73.4%	80.8%	80.0%
Clarity of evaluation of your performance in the classroom	70.0%	82.7%	79.1%
Access to full-time faculty in your department	70.8%	75.5%	57.9%
Opportunities to be involved with students outside of class	39.0%	43.5%	37.5%

In addition to the primary campus, another factor that may affect satisfaction is the length of time an adjunct faculty member has taught at PBCC. A number of the items displayed in Exhibit 7, when examined based on length of service, showed no particular pattern. Others, however, did demonstrate trends and are shown below. For example, Exhibit 8 shows that satisfaction with regard to communication from the adjunct's department steadily increases with the amount of time he or she has taught here.

**Exhibit 8**  
**Communication from your department**



Similarly, Exhibit 9 demonstrates that with experience, satisfaction levels continue to rise with regard to the policies and procedures related to part-time instruction.

**Exhibit 9**  
**Policies & procedures related to part-time instruction**

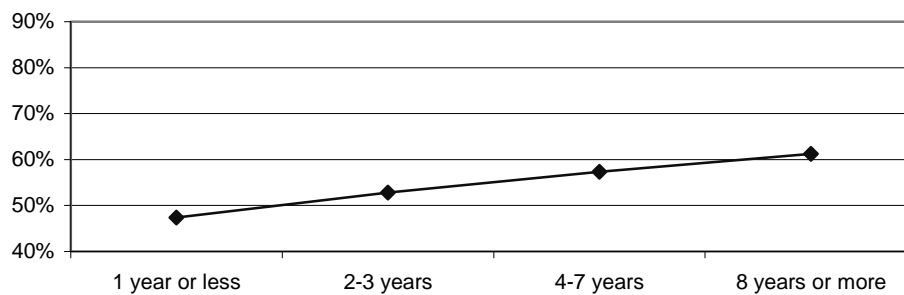
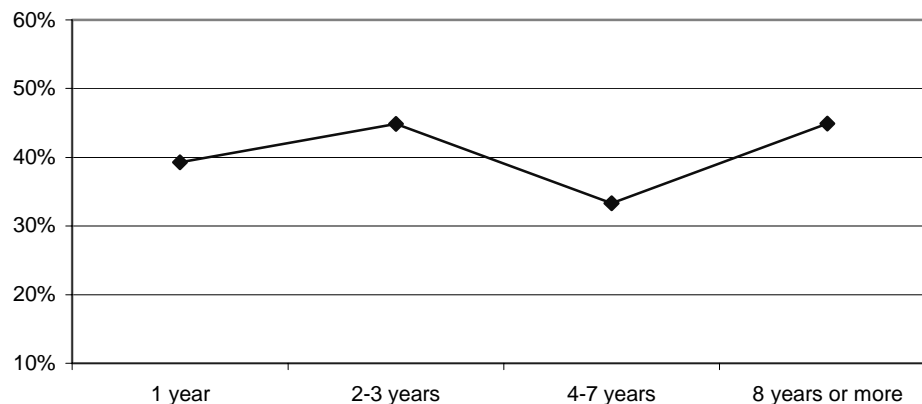


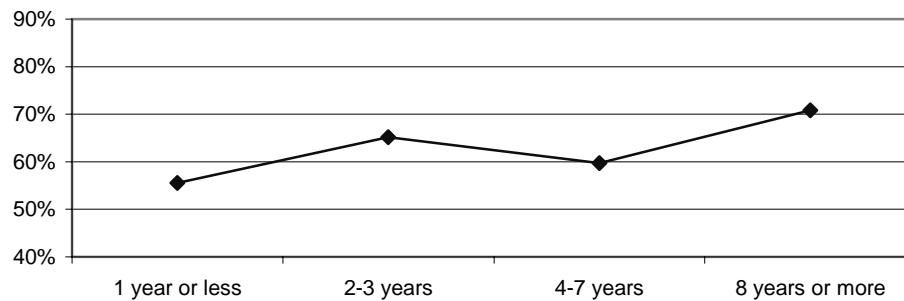
Exhibit 10 shows that while there is increased satisfaction over time with regard to the adequacy of the work space, there is a drop in satisfaction among those who have been teaching four to seven years. The satisfaction level for this group drops below the level of those who are just starting out as adjunct faculty. This phenomenon of a dip in satisfaction during the four to seven year period is seen in a number of areas in this study and may offer some insight into the point at which adjunct faculty become unhappy. Further research into this particular matter may be warranted.

**Exhibit 10**  
**Adequate work space**



Although in Exhibit 11, shown on the following page, the drop in satisfaction regarding the selection of courses for those who have taught four to seven years does not fall below those who have taught one year or less, it is nevertheless a noticeable drop in satisfaction from those who have taught for two to three years. This particular time period may involve changing, or evolving, expectations and concomitant frustrations on the part of the adjunct faculty.

**Exhibit 11**  
**The selection of courses you are offered to teach**



A similar, but more pronounced dip may be found in Exhibit 12 which displays the satisfaction levels for opportunities to be involved with students outside the classroom.

**Exhibit 12**  
**Opportunity to be involved with students outside class**

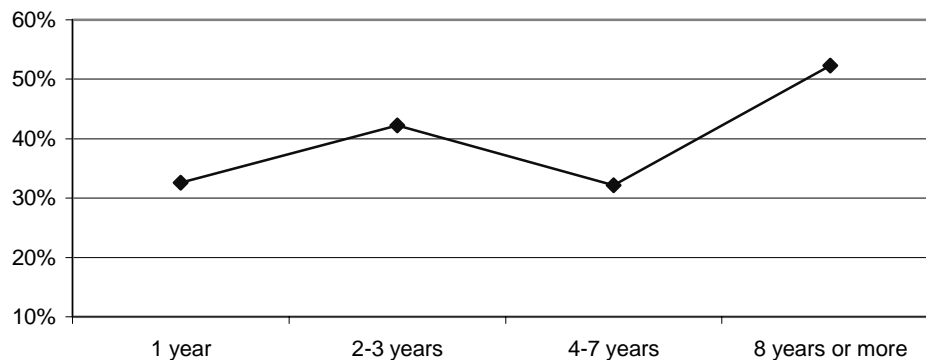
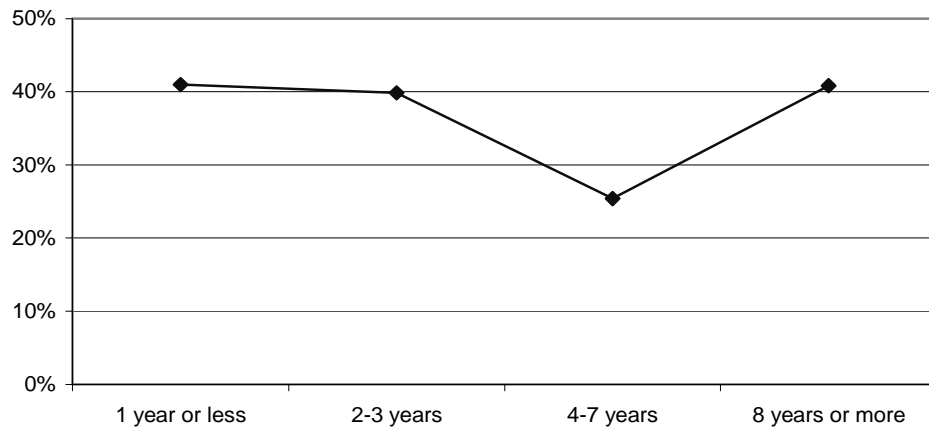


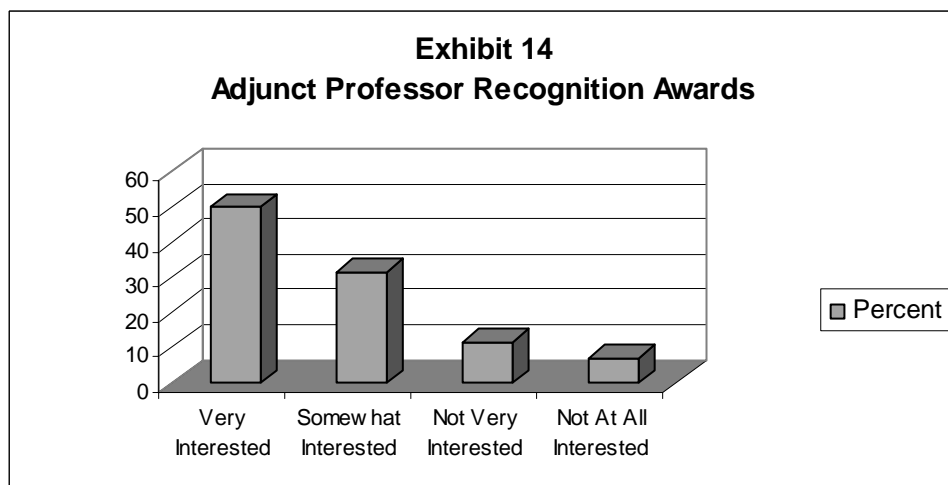
Exhibit 13 displays the satisfaction level regarding compensation/pay. Similar to the previous two graphs, there is a dip in satisfaction during the four to seven year mark, although in this case the drop is more dramatic. As mentioned above, one possible explanation may be that adjunct faculty members tend to become dissatisfied after about three years of teaching. If some of them leave at that point, it could account for why the satisfaction level increases for those who have remained in service for eight or more years. Again, further research would be necessary to confirm this or any other theory.

**Exhibit 13**  
**Compensation/Pay**



As important as it is to understand what adjunct professors are currently satisfied or dissatisfied with, it is equally important to look towards the future to attempt to develop measures that will improve the experience and outlook of the adjunct faculty. As a result of the focus group conducted with members of the adjunct faculty, a number of proposals were suggested for implementation aimed at increasing the satisfaction of the adjunct faculty at PBCC. The following exhibits display the interest level of the adjunct faculty for each of the proposed ideas.

Exhibit 14 shows that almost 82 percent of the respondents were either very interested or somewhat interested in having adjunct professor recognition awards.





While recognition awards were seen as interesting by most of the respondents, Exhibit 15 demonstrates that social events geared specifically to adjunct professors was of much less interest with almost 50 percent of then respondents indicating that they were not very interested or not interested at all.

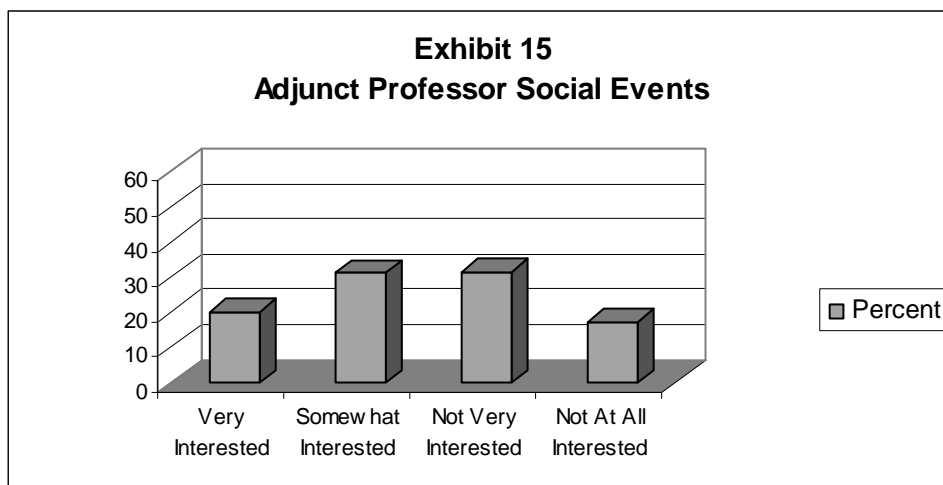


Exhibit 16 shows that approximately 67 percent of the respondents are at least somewhat interested in the utilization of different titles based on experience. However, when this is examined by how long respondents have taught at PBCC, it is clear that the length of time is directly proportional to the desire to have titles reflect length of experience. Of those who have taught here one year or less, 21 percent were very interested in the use of different titles. That percentage was more than doubled for the group that has taught here eight years or more.

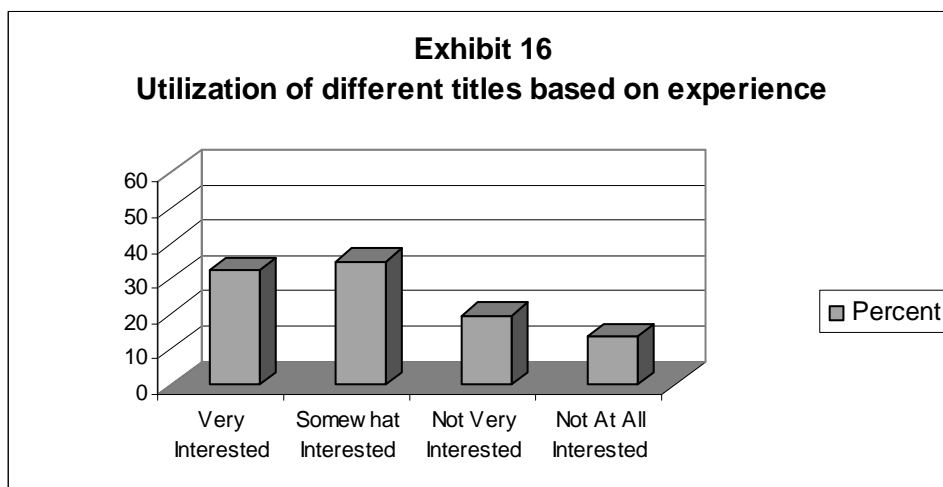


Exhibit 17 shows that only 20 percent of the respondents expressed a strong interest in participating in a reception with the College President, although an additional 36 percent said that they were somewhat interested in the idea.

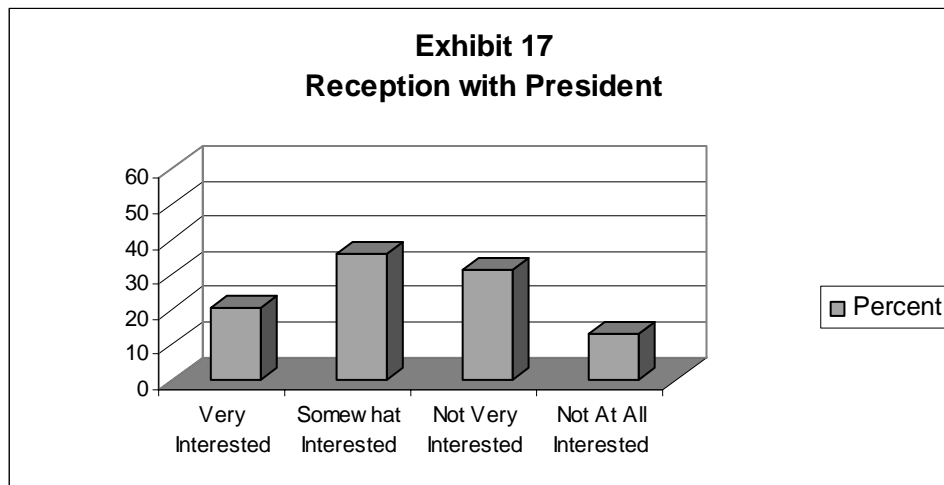
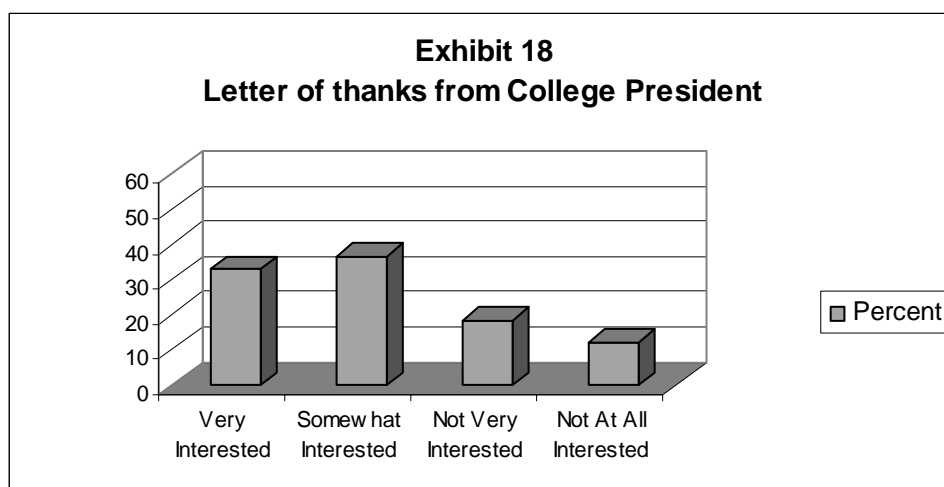


Exhibit 18 shows that approximately 33 percent of the respondents are interested in receiving a letter of thanks from the College President – more than 13 percent higher than those interested in a reception. This may be because a letter is tangible and has more useful applications if an adjunct professor searches for different or augmentative employment in the future.



Over 85 percent of the respondents expressed an interest in enhancing communication so that the adjunct professors are more aware of what is happening at the College (Exhibit 19).

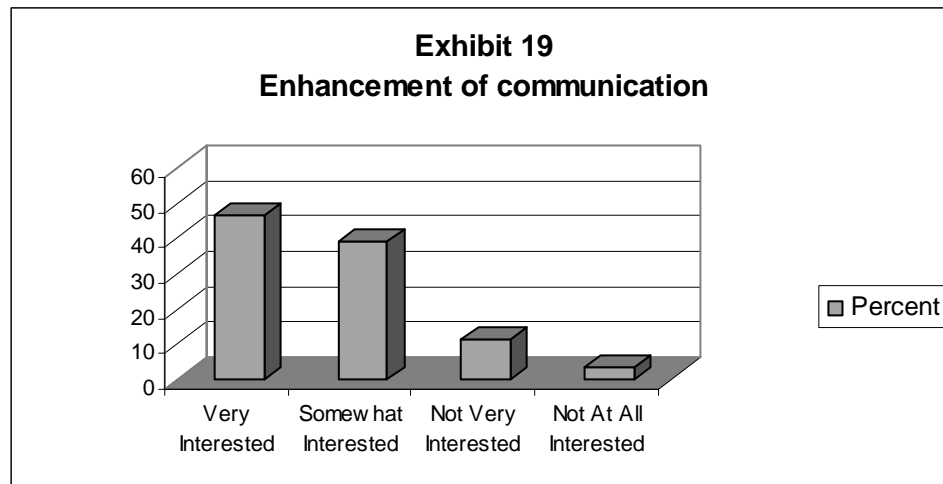
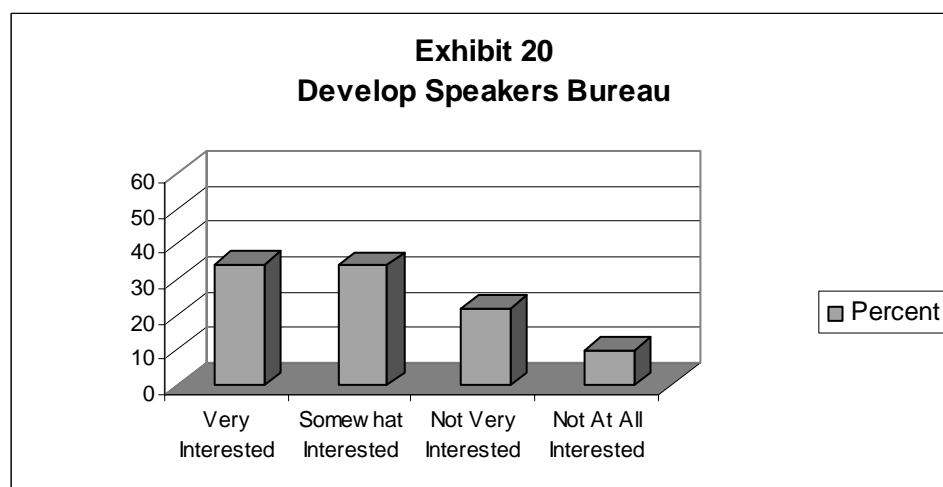
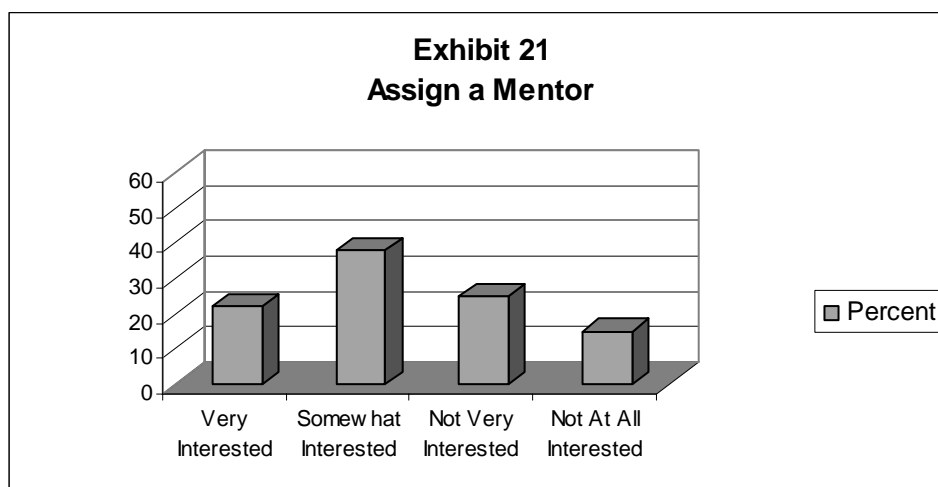


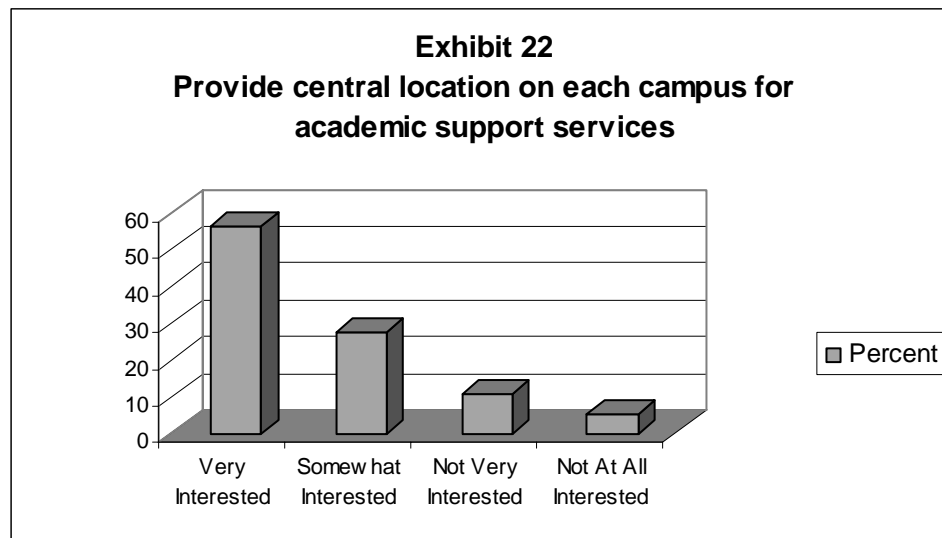
Exhibit 20 shows that approximately 34 percent of the respondents are very interested in developing a Speaker's Bureau to let the community know about the speaking availability of adjunct professors. This interest was particularly high for those respondents who were self employed (53 percent very interested) and those who indicated that they were full-time college teachers (75 percent very interested).



Slightly more than 60 percent of the respondents indicated some interest in assigning mentors for all new adjunct professors (Exhibit 21), although only 22 percent stated that they were very interested. When examined based upon the length of time the respondents have taught at PBCC, the results do vary slightly. The group that has been here one year or less has the highest percentage of people that are interested in this idea (61 percent) as compared to those who have been here eight years or more (52 percent).



Of all the ideas presented in this section of the survey, the suggestion for providing adjunct faculty with a central location on each campus for academic support activities was met with the greatest support, as measured by the percent of respondents who indicated that they were very interested. Exhibit 22, on the following page, shows that over 56 percent of the respondents said that they are very interested in having such a centralized facility. This is consistent with the findings of a study performed at the University of Southern Indiana which found that their part-time faculty placed the greatest level of importance on access to clerical support staff, office supplies, telephone, etc. (USI, 1999). With regard to the PBCC study, it should be noted that many of the respondents who are from the Boca Raton campus indicated on their survey form that such a facility already existed on that campus for their use.



## Conclusion

This study of the satisfaction level of adjunct faculty at PBCC represents a first step in addressing the needs of this very important group at the College. The results presented in this report point out some of the concrete areas that can be addressed, such as, providing centralized office space, assigning mentors to new adjunct faculty, developing a speaker's bureau, and providing a letter of thanks from the College President. But in many ways, this report has asked more questions than it has answered. The fact that satisfaction in a number of areas drops for adjunct faculty who have taught here for four to seven years raises the question of why that is so. It is also puzzling why the satisfaction level of adjuncts would be higher for those who primarily teach at the Palm Beach Gardens campus as compared to those who teach at the other campuses. These questions, along with more in-depth exploration as to how the College can help adjunct faculty feel more connected, provide an excellent opportunity for future study.

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## Appendix 1

### Subject areas taught by respondents

**The subject area I teach is:**

- "Fire" related classes
- Accounting
- Addictions
- Addictions/Counseling
- Advertising/Graphic Design & Related Subjects
- Allied Health
- American Popular Culture
- Anatomy and Physiology
- Aromatherapy and masage
- Art History and Art Appreciation
- Art History and Art Appreciation
- Art history/ art appreciation
- Astronomy
- Basic Computer classes and related
- Biological Sciences
- Biology, Environment Science.
- Biology, Microbiology, Ecology
- Business
- Business
- Business
- Business
- Business and Economics.
- Business, Management, Leadership.
- Business/ Real Estate
- CAP
- CAP class
- Career Courses.
- Chemistry
- Chemistry
- Child Care
- Child Care
- Child 'Care Courses
- Children First



**The subject area I teach is:**

- Clinical instructor
- Communication, etc...
- Communications, Literature
- Computer
- Computer Applications and hardware
- Computer applications and Technology
- Computer Courses
- Computer Scienc
- Computer Science
- Computer Science
- Computer Science
- Computer Science Courses
- Computer Software
- Computer Studies and Business
- Computers
- Computers
- Computers
- Computers/ Engineering
- Construction Law
- Construction Material/ Finance
- CPR & 1st Aid.
- CPR, EMS-Paramedics, Min. standards Fire Dept
- Creative Digital Natural Light Photography
- Credit Math
- Criminal Justice
- Criminal Justice
- Criminal Justice
- criminal justice
- Criminal Justice
- Criminal Justice
- Criminal Justice
- Criminal Justice
- Criminal Justice
- Criminal Justice
- Criminal Justice
- Criminal Justice

**The subject area I teach is:**

- Criminal Justice Field
- Criminal justice.
- Criminal Justice.
- Criminal Justice/ Fine Science
- Critical Care
- Current Affairs and Historical Background thereof.
- Customized Business on Industry training
- Dental Hygiene
- EAP
- EAP 0420
- EAP Reading
- EAP, ESL, College Writing
- Early Childhood Education
- Economics
- Economics/Finance/Acctg/Business
- Education
- EMS
- EMS
- EMT
- EMT and Paramedic
- EMT/ Parametic
- EMT/Parametic Labs & Clinicals
- EMT-B
- ENC
- Enc 1101/1102
- English
- English
- English
- English
- English
- English
- English
- English / communications
- English Communication

**The subject area I teach is:**

- English Communications
- English Comp & Literature
- English Composition/ Literature
- English, Reading.
- Environmental/Botany & History/Jewish Studies
- ESL
- ESL Prep. classes
- Federal Income Taxes
- Feng Shui and Astrology
- Film and Television
- Fire & EMS
- Fire Fighting
- Fire Recruit Academy PBCFR
- Fire Related Course
- Fire Science
- Fire Science/ EMS
- Fire Service
- Fire/ Ems
- Fire/EMS
- fire/EMS
- firearms
- Foreign Language
- Forensics
- General Insurance
- Geography
- Geography
- Health
- Health
- Health
- Health
- Health
- Health
- Health
- Health Care Concepts

**The subject area I teach is:**

- Health Education
- Health Occupations
- Health Occupations
- Health Occupations-surgical technology
- Health Science
- Health/Physical Education
- High Liability
- History
- History/ Political Science
- History\_Psychology
- Human Services
- Human Services & Psychology
- humanities
- Humanities
- Humanities
- In humanities- music
- Insurance
- Insurance
- Insurance CE and pre-licensing RCSR
- Jazz Trombone Ensemble
- Law
- Law Enforcement
- law enforcement
- Legal Assisting
- Legal Cases
- legal studies
- LPN
- LPN Grant Program
- LPN progam
- Massage Therapy
- Math
- Math
- Math

**The subject area I teach is:**

- Math
- Math
- Math- Math prep.
- Mathematics
- Mathematics
- Mathematics
- Mathematics
- Mathematics
- Mathematics
- Mathematics
- Mathematics
- Med/ sur Clinical
- Medical assisting- all subjects
- Medical Coding
- Medical transcription/ terminology/ healthcare.
- Min. Standards
- Montessori Training Sensorial Curriculum, Language Curricularum
- Music
- Non credit coursees - Education, Parenting, Child Care
- Nursing
- Nursing
- Nursing
- Nursing
- Nursing
- Nursing
- Nursing
- Nursing
- Nursing - pediatrics
- Nursing "OB"
- Nursing Health Occupations.
- Nursing/ Health
- Nursing/ Health Care
- Nursing-LPN

**The subject area I teach is:**

- Oceanography, environmental science, earth science.
- Office Systems, Computers
- Operating Room Technicians
- Oral Pathology-Pharmacology Oral-Hygiene
- Paramedic Clinical
- Paramedic Program/ Cont. Education
- Paramedic
- Paramedic/ Emt, ACLS, PALS, BLS
- Paramedic/EMS
- PCT
- Photography
- Physics at PBCC
- Political Science
- Political Science
- Political Science, US and European history, Ancient and Medieval history,
- Political science/ criminal justice
- Professional pilot
- Programming
- Psych
- Psychology
- Psychology and Child Growth and Develop. and Strategies for College
- Psychology- Early Childhood Ed.
- R.E.
- Read Prep, College Strategies
- Reading
- Reading Comp Level I and II
- Respiratory Care
- science
- Science, Physics, and Astronomy.
- Self-development
- Sign Language
- sign language
- SLS 1501 Strategies for College Success
- Social Science

**The subject area I teach is:**

- Social Science
- Social Sciences
- Social Sciences
- social Sciences
- Sociology
- Sociology
- Spanish
- Spanish for Law Enforcement
- Speech
- Strategies for College Success
- Strategies for College Success
- Strategies for College Success
- Strategies for College Success
- Strategies for College Success.
- Strategies for Success @ PBCC-many courses at another college.
- Surgical Tech.
- Surgical Techs
- Technology
- Television/ Film.
- Theatre
- Transitions to Learning Continuing Ed. in fall I start in Science.
- Web Programs
- Welding
- Windows and most applications
- Within Humanities

Appendix 2  
Comments on how the College views its adjunct faculty



## ***Lake Worth Campus***

### **I believe the College Views its adjunct professors primarily as:**

- part time employees; minimal wage earners to "fill" in the gaps of courses unfilled by full-timers.
- necessary but not as valued as a full time faculty
- a necessity to ensure flexibility on when courses are offered and what type of course selection PBCC offers to the public
- cheap teachers
- employees with no benefits but forced to take an IRA
- \$9/ hour workers!
- Valuable Resources
- real world teaching
- part time employees or contract workers
- per diem instructors
- a resource for off-hours classes and a way to keep payroll expenditures in check.
- pinch hitters
- second rate employees
- "extras"
- an important part of the educational process.
- an important asset.
- A way to save money
- valued employees
- "fill ins" to me students required time and studies
- Part time, low paid employees.
- Part-Time fill-in instructors

## ***Lake Worth Campus***

### **I believe the College Views its adjunct professors primarily as:**

- assist with wide variety of instructor skills
- Cost savings
- expendable cheap labor of have-nots especially as snubbed by full-time professors.
- second rate
- a necessary helpful position
- important
- Important but not equal
- necessary without any obligations(such as benefits or giving them sufficient classes for adjuncts to survive in one college)
- Support Staff
- second class
- A way to get premium instructors at lower salaries without benefits
- inexpensive teaching source
- tools for college to fulfill requirements
- valued assets that fill a specified need.
- bonded servants
- A way to serve the adult/ working part of the community by offering a larger selection of classes and times
- Unknown staff
- Bodies necessary to achieve their goal.

## ***Lake Worth Campus***

### **I believe the College Views its adjunct professors primarily as:**

- Cheap Labor
- A valuable asset, a resource
- extra help, or par diem staff.
- Per diem employees not important
- Fill-ins
- Fill ins
- Inexpensive resource to get the job done
- Teachers for non credit courses
- fill-ins
- a benifit to the program
- Fill ins! They don't care about us very much
- Second citizens, its nice that you help out but don't get carried away
- Migrant Workers. The administration especially at higher levels, acts as though complaints are cause for dismissal. They act like they think they're gods.
- valuable, responsible instructors
- Temps
- Faculty to be called upon when there is a need that full-time staff cannot satisfy.
- a way to fill in gaps in full time teaching staff
- A group of people they can use and not pay benefits(second class employees)
- non entities to fill voids that "regular" professors either will not or cannot fulfill.
- fill-ins for full time professors
- field experts
- cheap labor without benefits

## ***Lake Worth Campus***

### **I believe the College Views its adjunct professors primarily as:**

- Supplemental in nature, secondary in value and priority compared to full-time faculty, and adjuncts in the evening programs are hardly considered or supported. (Evening programs are out of the "mainstream.")
- adjunct professors
- an inexpensive alternative to full professorship and any benefits due full time or even part-time instructors
- Part time instructors educational title should be utilized i.e. professors
- a necessity but has made little or no effort in the past to give meaningful recognition. To not even have reserved parking status in the evening is an insult! Students can park right in front while we have to haul our classroom materials from each class
- qualified support staff to fill special teaching positions within the school
- Independent contractors.
- don't know
- with proper respect and importance
- a valued employee
- additional resources.
- an aid to inject practical experience to the learning process.
- tools to get the job done.
- People to work @ jobs that degree personal are deemed to expensive.
- Someone to fill a slot
- part-time help
- substitutes and individuals to fill a void in a curriculum that has been very poorly thought out and implemented
- essential elements to provide education in a cost effective manner with practical application of concepts.

## ***Lake Worth Campus***

### **I believe the College Views its adjunct professors primarily as:**

- part-time unrelated staff
- substitutes
- second class
- helpful but not essential
- fill-ins
- dependable/accessible`
- disposable
- a great support for an educational process
- more important everyday!
- cheap labor
- important instructors
- Teachers who fill in the gaps teaching the courses the full timers don't want to.
- part time, temporary employees
- part time instructors
- helpful
- warm bodies
- Low cost instructors with experience in their fields
- cheap labor`
- #'s
- ancillary staff
- sometimes I feel like the "red headed step child"
- a valued part of the entire program

## ***Lake Worth Campus***

### **I believe the College Views its adjunct professors primarily as:**

- part time employees
- "temporary" employess.
- Part time employees, generally treated with respect although usually not very well known by most support staff.
- Help in
- helpful in Basic Instruction and stepping stone to better teaching opportunities.
- To fill voids and enhance classroom learning experience when a different point of view can be brought across.
- a valuable and necessary resource
- Fill in
- part time teacher in and out
- Very important daily operations.
- people who teach courses that full-time professors do not want. step professors.
- Fill-ins. The full time people get the piece of the crop
- a way to get more teachers at a lower cost to them
- helpers
- a means to an end
- inexpensive employess
- Assets to the instructional program
- important to their bottom line
- field expert
- not very good
- assets

## ***Lake Worth Campus***

### **I believe the College Views its adjunct professors primarily as:**

- A valuable resource, but somewhat at the need of the college, and often there is no consideration of total goals/needs of adjunct faculty. More communication, on a regular basis, with department director would help.
- hired help
- Secondary Employees
- And asset to the programs they instruct.
- vital in the process to achieve the academic goals of the college.
- a way to save money and get the job done. The also dilute the union's power important needs
- necessary for so many students to have clinical time.
- Second-Hand Employees at best, based on factors relating to PBCC employment and Environment.
- A low-cost solution to a staffing problem. Rather like hiring temps- no benefits/no training support (CEU's)
- A valuable resource that is able to bridge the gap between academia and the business world.

## ***Palm Beach Gardens Campus***

### **I believe the College Views its adjunct professors primarily as:**

- a somewhat ambivalent necessity
- an extra help to college
- an inexpensive method to staff its courses
- a means of teaching without paying a full-time salary
- A necessary part of funding needs.
- Cheap Labor. They need to pay more and offer benefits for the level of commitment and devotion they receive.
- Instructors who are necessary for the success of the college
- my view is very negative
- Low cost alternatives to full time professors
- Necessary and valuable
- the primary workforce for course instructors
- financially an asset to college with high ability, fair pay, but no access to any benefits(medical insurance, retirement, etc.)
- don't know
- People who get cheap pay, though a bit better than adjuncts at FAU.
- Evening instructors
- way to keep its costs down without providing full benefits
- warm bodies especially those on campuses other than LW.
- necessary yet disregarded as real members of the PBCC faculty
- professions who enhance the learning process at PBCC
- extra faculty
- Cheap labor



## ***Palm Beach Gardens Campus***

### **I believe the College Views its adjunct professors primarily as:**

- Cost-effective assets.
- a great source of teaching for PBCC's students
- only part-timers
- necessary and valuable
- Second Class citizens-- no concerns about parking needs or access to day staff cadmin
- important to the college
- necessary for the growth and development of the college
- Fill-ins for classes not covered by full-time faculty
- "backbone" of the college- we help keep courses running along w/ full time instructors.
- necessary, but disposable-
- an essential tool toward the development of students.
- work horses who get the job done for the least amount of pay.
- important/ vital asset to college
- my experience shows the college values real world experience
- primary chep work force. I think there may be more adjuncts than full time at less pay and no benefits
- Instructors to supplement regular professors by sharing more real work type experience
- relief pitchers in baseball. Fully-loaded professors could become overworked and tired out. Adjuncts are a perfect solution to keeping a community college a pleasant and "community" experience
- They need us
- substitute teachers
- Important part of PBCC fulfilling mission
- a great support.

## ***Palm Beach Gardens Campus***

### **I believe the College Views its adjunct professors primarily as:**

- North Campus' Idel treats us with upmost respect. A pleasure to work for her
- teachers for classes full time faculty can't or don't wish to teach
- a valuable but underpaid work force.
- help complete teaching schedule
- invisible

## ***Boca Raton Campus***

### **I believe the College Views its adjunct professors primarily as:**

- Work experienced educators.
- a way to save money
- part-time employees with significant responsibility to the students and the university
- part time fill in
- liaisons, and important to each department running smoothly.
- Instructors
- subcontractor, fillers
- spice as in the spice of life
- "adjunct professors" important to full teaching assignments, but not important to college community.
- Regrettable Necessities.
- necessary extras - supplemental, but important to ease the load without hiring full-time
- a way to conserve money - without - health benefits etc.
- high level economic value that professors who love their subject are willing to work at with less than conquisitory reform.
- godsend slave laborers
- important contribution for ability to present at necessary additional times and places that sual 8-4 and for welath of knowledge and experience needed to enhance student's learning needs.
- essential part of the growth of the college.
- Slaves who all work more than the college is paying them
- depends on dept. chair- my chair at South treats me as a valued professional in every aspect. Overall, the admin. needs to improve its awareness of adjuncts to prevent alienation.
- an important resource for the school
- adjuncts who probably and can't expect to get the recognition regular teachers enjoy.
- The mechanism to save lots of money on benefits (health insurance)
- Cost effective labor. Nothing more.
- chep labor
- Cheap labor
- Cannot answer for the college
- Cheap labor

## ***Boca Raton Campus***

### **I believe the College Views its adjunct professors primarily as:**

- important assets to the school
- part time workers who are workers for "egg money"
- A relevant unit towards the progress and development of the college
- 2nd class citizens. Low pay - little incentive. No benefits (health insurance) or offer to help to pay 1/2 would help). Even carpenters, plumbers earn much more per hour & they don't have masters degrees nor the class prep time & homework to correct
- an extension of the full time faculty
- a economical way to fill teaching positions.
- Necessary
- The lowest ranking numbers of its teaching pool.
- not important
- a way to keep overhead costs low.
- Part time employees
- important as full time faculty without commensurate pay or opportunities to mentor students no office hours!
- to fill in gaps
- Important to the mission of the college

## ***Belle Glade Campus***

### **I believe the College Views its adjunct professors primarily as:**

- support staff. I have been treated with much respect as a peer
- Well as full time employees the staff in Belle Glade is always willing to help me. They do a great job.
- Adjunct
- Saving money

## Appendix 3

### General Comments

- Make adjunct professors aware of open full time positions when available.
- Take a look at the way teaching assistants are supported at major universities and adopt their ideas.
- Higher pay in order to attract & keep the best adjuncts. Also, consider more full-time instructorships for adjuncts with MAs.
- By giving Adjuncts the opportunity to become full time professors and by giving salary increases based upon the number of years taught.
- None other than expressed in the survey which I thought was a good and thoughtful survey.
- An increase in pay, a wider selection of courses to teach
- In my case I am satisfied with my situation & with the dept head with whom I am in contact.
- Clear and consistent and timely communication about logistics, training & assistance. I love teaching and as long as I have other income (e.g., job) I can afford to receive the low pay.
- Provide 24 hour online counselor training to professors and a faculty room to test and prepare for class.
- Allow adjuncts to teach full-range of courses. 2. Compensate adjuncts on basis of full-time but yearly contracts. It is an inequity to teach the same number of classes - or proportionate number of classes and not receive proportionate compensation and benefits. 3. have seasoned adjuncts present workshops and do teacher training. 4. Allow adjuncts to attend national conferences, apply for grants, Fulbrights.
- Dedicated office space; 2. Phone mail; 3. lockers? 4. secretary?
- a way to conserve money - without - health benefits etc.
- space to work & store material, other than lockers.
- offer full time opportunities
- Thank you for this effort. It is long overdue.
- Have a curriculum that will benefit the students when it comes time to find a job. The 2 yr courses does not give the student a well rounded backtground. They are unable to transfer from 2 yrs into the 4 yr program because of lack of coordination. It needs a lot of help. The students are aware of this – the administration should be.
- Offer some benefits or college contribute towards their retirement deduction
- Help guide to full time!
- Pay them more - I teach here because I need the money
- Proved Florida Retirement Service Credit - this should be done retroactively for those

who are in the FRS and are, or have been, adjunct professors.

- Pay
- Pay us for the time it takes to prepare for our lectures NOT just the time we are in the classroom.
- Increase hourly pay 2. Pay for more prep time
- Hire more faculty full time, so that professional instructors can make a decent living and give better service to students.
- Don't tell me you can't do it. Find a way - think outside the box.
- Specific parking so as not to wander around for 10 - 20 minutes before class stalking a parking space
- offer an opportunity to pay into group rates for medical/Rx/Ins. & more of a guarantee of classes each semester (with a minimum of 2 - max 4)
- Offer some benefits (even if it's a percentage - 50%); 2) offer more full-time opportunities; 3) include adjunct in more activities, meetings, etc.
- Do not request student evaluations to be completed until the 14th week of class. Objectives are not met prior to the 14th week. Provide grade sheets (bubble sheets) at least 2 weeks prior to the end of the term. Allow adjuncts to drop gradesheets off at any campus.
- Communication
- Please keep us in the loop...
- Card to use PBCC Library
- College- needs to become aware of talented adjunct prof.- passibly by getting a summary of evaluations from dept. - I have applied for numerous positions and the process is redundant, unnecessary - my references are great but my talents unnoticed. No credit for my experience at PBCC.
- Long time adjuncts should be given priority when full time positions open up!
- Yes. When choosing to apply for full time advertised positions. I would like to see some acknowledgement. I recently applied for 2 full time positions. It was rather time consuming to do all the paperwork. Yet I never received any kind of note or phone call regarding the interview process. It was as though I mailed applications and they were dumped in the garbage. I think Human Resource or the Departments should acknowledge every applicant with at least a postcard.
- Paying for; or supplementing; continual education in related fields. My field changes yearly (coding data sets) and continuing Ed. is essential. Seminars, conferences, etc.
- Yes. To be able to discuss class activities with other colleagues at the beginning of each semester in workshops. Somehow I do not feel immersed in the college academic environment.



- No, other than continued security measures. My experience at Lake Worth have been very positive in the areas of service and respect. Thank you for providing a comfortable atmosphere. I am not enjoying the same sense of security at Boca Raton, however, when it comes to teaching in the mods.
- I am very pleased with the staff at Duncan concert Hall for the Jazz concerts at the Palm Beach Gardens Campus. A total of 4 concerts a year. Without the theatre director's help it would be impossible. We need Him! The special music that we play is not available-as it is composed and arranged by the bass player. Last November, I gave seminars at Texas Tech, UCLA, Cal. State University at San Francisco and Univ. of Nevada at Las Vegas. University of Miami has asked me to do the same as soon as possible. Many others have performed with the jazz group. We need more room to keep our level of musicianship "on top".
- A way to get premium instructors at lower salaries without benefits
- Consult them on curriculum and the needs of the department menkee
- 1-acceptance from the full time faculty 2- Make them feel a part ofr the college process 3- some acknowledgement of Longh of service
- important as full time faculty without commensurate pay or opportunities to mentor students no office hours!
- There should be opportunities for those of us teaching this course to become mentors. That means we need space and pay to be available to students who relate to us and seeks our help. This would improve retention rates, too. Currently, I spend an additional hour 2X a week, counseling in the cafeteria.
- Don't punish adjunct by limiting number of courses during the year and summer.
- Be sure we get equal opportunities for equal hours.
- Incentives for length of service and quality of evaluations.
- Internet and email at home
- I long for office space so that I could better serve the students by giving them extra help and also to keep me from having to bag books back and forth.
- Just work with us as if we were at the same level
- Integrate CTE more equally with the rest of the college
- How about a Faber Union?
- Provide more full time positions or allow adjuncts to teach 5 courses. Since the college provides no health benefits. Money does not grow on trees.
- Provide adjuncts with information on PBCC facilities to and students with academic problems.
- I think annual letters of appreciation from PBCC to adjuncts should be implemented as a matter of policy.

- Recognize they are a Important part of the college community
- INVOLVEMENT!!
- include adjunct personnel file in the regular HR database to make it a little easier for an adjunct to bid a job and "transfer" to full time staff. Start an adjunct club with a few benefits, like membership at Costco, discount at Barnes and Noble, discount card for ComUSA, monthly social event, brunch first Sunday each month, adjunct directory, Adjunct Webpages on a PBCC server. Adjunct table at job fairs, etc...
- Opportunity to "buy" benefits at reduced rates 2. Opportunity to contribute to soc. sec. not only TIAA.CREF 3. Rewards for contributions and longevity such as paid vacation days.
- help them set up meetings with seasoned professors to share ideas.
- I have had very little interaction with the college. Department head got ill and I've pretty much been on my own. It was my 1st semester at PBCC- But my experience at another college helped me a lot through this unfortunate illness period. Dept. head was not informed of my hiring until after the orientation session therefore I was out of the loop so to speak. Thus, I cannot speak about my experience being typical.
- Meetings with adjunct professors where we do the talking. This is the second time adjuncts have been asked their opinions in 20 years. I was on the committee last time.
- They need to listen to them
- Overall, PBCC meets needs satisfactorily- particularly considering PBCC limited resources\_ Small improvements like a mailbox, would be nice. Thank you
- Provide more equal working conditions. For example, adjunct instructors are not given identification badges.
- Provide subs without penalizing adjunct financially.
- A special link just for adjuncts on web for PBCC
- Make us free like part of the faculty by receiving faculty newsletters.
- Have some get-togethers
- Update TV monitor(displays) to accommodate DVD's as well as videotape; DVD's are being acquired, but classroom equipment not able to handle them, w/out using CATV centrally controlled, thus pause for discussion w/ students is limited.
- Offer us the ability to purchase health insurance at group rates through college!
- Provide proper marketing tools to keep students interested in enrolling in program.
- Compensation should be increased to pay for prep time, grading assignments and dealing with students outside my class time. Telephone calling cards should be available for teachers to phone students long distance outside of class.

- The way we have to submit paysheets every 2/3 weeks becomes very confusing. I often forget about it. Between caring for elder parents, pregnant family members and working 2 jobs. It's hard to remember the exact time to turn in the papers.
- Yes. Please provide a workspace with no television, ample papers and some say in what videos/ DVDs are bought for class room use. There are no maps on my classroom that are anything close to current! Maps are integral to the teaching of Geography.
- Recognize that in time to object areas we are the department. Certainly compensation. We teach as many or more classes per semester than reg. faculty but have no office, no recognition, and so this for 1/
- I believe PBCC depends too much on adjunct as it is!
- Allow adjuncts access to courses being taught in their fields so that progress is made towards improvement. Eliminate excess e'mail --- I am not interested in soccer scores, baseball tickets, etc...
- I am extremely happy with all facets of my experiences at PBCC. I feel supported and appreciated by my department!
- Include in more college functions. Pre plan schedule so that adjuncts can better prepare.
- Communication needs to be improved interdepartmentally. Communication with department is fine.
- important contribution for ability to present at necessary additional times and places that usual 8-4 and for wealth of knowledge and experience needed to enhance student's learning needs.
- Orientation to campuses would be helpful before an adjunct starts. Mentoring would be nice as well. Thank you! P.S. the A-V staff@ Boca campus are #1! Very helpful, pleasant, resourceful. Always ready to offer support knowledge and kindness! Especially at night! They are the best!
- have a big xerox machine back in faculty work space for when we come up with a spontaneous brilliant project for the SAT am class we can make copies. Because typically adjuncts are only on campus for class, I recommend recognition awards based primarily on high score from student eval's – with the award being a gift certificate – PLUS keeping track of these scores/awards & with each year of exceptional scores, a "larger" award (i.e., larger gift certificate) and name added to an Adjunct plaque that hangs in the Administration Building.
- Full support and treat as true team members offer full time employment and pay per educative exponent.
- I would especially like a distinguishing factor to be noted on ID and pay scale for the differing levels of education. I.E.: RN, BSN versus CST, LPN. Different levels of adjuncts according to education and type of employment. Full time, Part time, Intermittent.
- Pay more attention to their needs and ideas. Generally, they are "real world" practitioners and are connected to current issues and events.

- Allow paid preparation time and student consult time all of hours I do on my own unpaid time. Overloaded with emails- generic- not applicable to us! and no computer @ home- very disconcerting.
- Include them in decision making regarding text books, material needed in classroom and new ideas to better facilitate the teaching process.
- Give access to Health Insurance: Yearly Contracts as FAU does. Pay us a living wage, \$100/wk/class is insulting. Other schools pay 2-3 times as much.
- To open other opportunities for the present staff to teach other classes which they are qualified in other departments and or campuses.
- Adjuncts should have a meeting by departments once each year. (P.S. Barry University has a great adjunct program)
- Support/ Encourage those among us who take our assignments seriously financially and professionally--
- Communicate with us as a group.
- Stop shoving more work on adjuncts. In my time here, the administration has made me my own secretary, basically doubling my work with no additional pay except for colas.
- More access to areas without having to find security all the time.
- Give us the same reserved parking at night instead of being treated the same as students. Provide admin for keys and grade turn in at night when semester ends- day staff (admin) long gone.
- State of Florida should bring back teaching certificates for vocational education part-time instructors.
- As current employees, adjuncts should be given the courtesy of an interview when a full-time position becomes available for which they apply. No contact at all does not show value/ respect for your adjuncts. 2) The child-care facility should make allowances for PBCC adjunct by supporting part-time care situations and flexible tuition. 3. Preparation and marking time should be factored into "contact hours" to a greater extent.
- I just started, I have no comment.
- Updates on Technology and access to training on newer equipment use. Advancement in teaching other curriculum or courses that need instructors for.
- increased pay. 2) Pay based on graduated, progressive scale; linked to number of years as an adjunct at PBCC. 3) Inclusion in the FRS (retirement system). 4) Free tuition to attend/ earn credits/ additional degrees of state institutions; ex: PhD, Ed.D, etc. (that is, paid tuition for adjuncts to earn advanced degree(s). 5) Primary/priority/preferential/automatic-hiring consideration when openings for full-time positions occur, )even if Doctorate is not yet held – perhaps with the understanding & assistance from PBCC to earn Doctorate.)

- Experienced teachers like me who have had extensive university experience, an MS and many years of professional real-world experience cannot be re-hired after one semester for unknown reasons. It is unfortunate that real-life teaching is not properly recognized along with academics. We have much to offer.
- adjunct professors should be recognized at annual awards ceremonies like the full time instructors. Many adjunct faculty have worked at PBCC juggling full time work schedules and lives to teach the clinical at the various hospital sites none of us have ever been recognized as a vital part of the nursing curriculum.
- For this professor, who would prefer to be hired as full-time faculty, it would be wonderful to have a system of advancement in place.
- Lucrative pay based on student evaluations
- Make the IRA elective. give some benefits.
- A method of communication for janitorial needs/ housekeeping services
- Seminars on ways to enhance teaching skills/ effectiveness
- Have office area to meet with students or do work have benefits- even if we pay for them- out have them available to us.
- I'm actually very pleased with PBCC, so far and I plan to continue happily until such a time as it is no longer fun. I don't know how it is with other departments, but my department head is completely accessible to me and both of us know what needs to be taught in a 101 course.
- Offer some benefits
- have addressed this already
- Availability of group insurance benefits even if fully paid by adjuncts. Participation in department meetings.
- No, I am satisfied with my needs being met.
- Reimbursement for travel driving to clinical hospitals for preceptor program in nursing and for clinical experiences in community. I live one hour away from college.
- Thank you for the survey!
- I find my department open to ideas and interested in providing support materials.
- A news letter for the adjunct professors with updates classes for continuing education etc, etc...(monthly)
- Advertise classes to help the success of classes being held.
- Office space needed as well as lockers and filing cabinets. I love my job!

- I have the impression that you are overstaffed with adjuncts. I was not offered to teach any course in the summer and fall of 2003.
- Create a pay scale of based on years of service at PBCC
- Encouragements -Assigned more classes consistently
- What are the need?
- 1)Pay scales should reflect years of service at PBCC as well as class size (i.e. award a bonus if class is heavily enrolled.) 2) The dean should attend one class (or more) to ascertain whether the adjunct professor has the potential to become a full time faculty member.
- promote to full time.
- Have periodic staff meetings with in departments to share ideas to better the classes you teach, have a cohesive group where you fell comfortable asking and giving advice and feedback.
- Tech Training, Involvement in College. Prep Time and student time with compensation.
- Collegial planning metetings for all faculty.
- a economical way to fill teaching positions.
- I would like the college to reimburse adjuncts for field trip expenses as they do for full time.
- Better ways of Communication and Orientation.
- My needs are met adequately. I enjoy teaching for the college.
- All needs are currently met, thank you for the opportunity.
- A place to store material on campus.
- Equal pay amongst all continual educational / workforce classes; more support staff for EMS programs. Human Resources seem to have a lot of internal problems, i.e., jobs being posted/advertised at one salary, then offered at a lower rate, no follow-up calls when assurance that they would occur. Being an adjunct since 1995, it seems the past 2 years has had a severe change in HR and general overall morale of all staff.
- Keep the communication lines open. Thanks.
- This survey covered all the important factors very completely. Well done survey. Thanks for caring!!!
- newsletter to my home.
- Pay for time spent outside the classroom or 2) Provide teacher's assistants to grade papers, take attendance, record grades, and keep all records up to date.

- Publicize the quality and diverse background of your adjunct staff.
- Open up courses for AP's to audit.
- all more course teaching if adjuncts are willing to increase their load. There should be no limits, but adjuncts need to acknowledge that they will not object to not being offered benefits.
- recognize years of service, pay more, benefits would be nice.
- increase pay and compensate for the long, long hours we put in . Show me the money.
- Notify all adjunct faculty within the department when a full-time position becomes available so that they can apply if they desire to do so. Provide adjunct faculty with class notes, etc... given to students in the particular course involved so that adjuncts are fully aware of what students are learning
- Arrange time for adjunct to meet with dept. chairperson when the need arises.
- Better class rooms at Lake Worth campus and Boca Raton campus. Computer video access for power point presentations.
- Course Scheduling with feedback from the adjuncts.
- Offer us health insurance at a competitive route- offer us more classes to teach.
- Adjuncts must be integrated with the full-time faculty. I like the idea of "titles" for adjuncts. It is a tiny bit of recognition that shows the college understands and cares.
- Better utilize my expertise/ availability.
- Encourage a union for adjuncts so that adjuncts have a place at table when the pie gets sliced.
- More money, allow more time for grading before required submission of final grades, find an envelope that would hold the survey.
- Not enough emphasis placed on seniority. Special favors for friends and favorites of department heads. I have had a very upsetting situation occur this semester, summer 2003. I offered to teach HSC 1000 and HSC 1000L. 2 newer employees with less seniority were given the classes. I have been teaching every semester for these classes, sometimes with 24 hr notice. I should be rewarded for my efforts and given first choice of classes. I spoke with the people in charge of these classes to voice my feelings via email and personally. Classes went as scheduled with no changes to accommodate my requests. Develop a system of seniority. Allow adjuncts who have been teaching to have first choice of positions before allowing new people to teach the classes. Do not place limits on how many classes adjuncts can teach. Allow adjuncts who teach up to 4 classes enjoy benefits of representation by teachers union.
- More pay but more important further credit giving for teach toward degree.
- More selection of courses for teaching in other departments.
- The inclusion in the faculty meetings in average 1999 was much appreciated. Some sort of recognition would be appropriate.

- Better orientation of what is expected of the adjunct position.
- Continue communication and interest in input such as this survey. Thanks.
- Improve Compensation
- Having a party for all sign language instructors and the students (given the opportunity to meet all the students). Having some educational workshops (Linguistic in ASL Deaf Culture, Deaf Awareness, and other topics).
- Have a place where supplies are available for night and weekend adjuncts. Provide one paid office hour per week per course taught. Ex: teach 3 courses- 3 additional paid hours per week with a location and assigned hours to meet students with needs.
- My priority would be at least office access for 2 hours per week to meet with students. At present after-class communications with students involve e-mail exchanges for consultations, essay paper assignments – absences, makeup exams, etc. A scheduled office access shared by adjuncts, particularly those who have been on campus for several years – would serve to have casual meetings with students for professional advice and provide status for the instructor.
- adjunct professors are given little direction regarding teaching- regular meetings with dept. staff and all faculty in discipline are key for exchange of ideas, guidance, etc... Help is certainly available yet the dept. meets only once a semester. Also adjuncts must be connected, and encouraged to connect with their respective campuses/college in order to guide students in the same fashion. How much do adjuncts know about PBCC?
- Adjuncts need more assistance at the start of the term regarding: 1. access to email, changing passwords, accessing human resources re current payroll status, deleting e-mails, etc.. .2. Getting the adjunct voice mail up and running. 3. Coordinating procedures regarding use of the FAU Library – it would be helpful if a FAU representative could come to PBCC & speak to several classes at one time, and explain the procedures for using the library – rather than leaving it up to the adjunct to learn the procedures, we explain them to classes or take the classes to FAU.
- The criminal justice department is outstanding as are all the members of the staff. The director runs a truly professional group. I teach at several colleges in the South East (Criminal Justice) and this one is the best.
- need wall maps/ Europe/ Western Hemisphere/ Asia/ Africa
- We need a college wide policy and agreed upon repercussions for plagiarism, which has nothing to do necessarily with your survey, but more to do with something innovative.
- Salary, bonus, or benefits. Would rather have \$ than an award or luncheon, etc...
- I love teaching the students and PBCC/ Boca is a very "warm" campus atmosphere. A raise!!!! More meetings where we can share and meet each other; not just in the Education Dept !
- Just more computer access
- I do not want to fulfill all of the requirements of a full time professor (i.e., teach clinical courses in a hospital & full time pay too low for a nursing professional.)



- Yes, you just hire a goffer at the Fire. Acad. He make almost \$18.00 an hr. min 30 hr a wk. I teach men & women to become firefighters an I only make \$19.01 per hr. When we worked at So. Tech we made \$24.00 an hour. How about a raise for our hard work?
- Be clear with students about when & where the class is being given. Often, students are given wrong location, so they finally arrive, after class has begun.
- Keep us involved
- Better pay; Built in pay raises; Benefits; Stable teaching schedule; Opportunities to develop and teach a variety of courses & new courses
- I enjoy training (teaching) and want to pass on the knowledge of my business that can only be really learned by "living it"
- deliver texts earlier so teachers can review them before making syllabus, better access to services!!!
- Communication - planning - sharing - great job
- To provide an office for us to meet our students and to share books and our basic materials so we do not have to carry these for class to class - But must important our own desk and space to work.

## Appendix 4

### The Survey Instrument

# Adjunct Professor Survey

PBCC wants to hear from its Adjunct Professors! We want to know your opinions about your teaching experience at PBCC and how the College can best recognize and honor your hard work and vital contribution to this institution.

**Directions:** Your participation in this study is completely confidential. There will be no reference to or identification of individual responses in the analysis and reporting of results. This survey should take no more than 10 minutes to complete. Thank you for your participation.

**Q1. A recent focus group of Adjunct Professors generated the following suggestions for future consideration. Please indicate your level of interest in each of these ideas.**

PROPOSED IDEAS	Very Interested	Somewhat Interested	Not Very Interested	Not At All Interested	No Opinion
Adjunct Professor Recognition Awards (Excellence in Teaching, Creative Teaching Techniques, Most Valuable Instructor, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjunct Professor social events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilization of different titles based on length of service and/or level of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reception with College President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letter of thanks/acknowledgement from College President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhancement of communication process with adjunct professors so they are more aware of what is happening at College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a Speakers Bureau to let community know about the speaking availability of adjunct professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assign a mentor for all new adjunct professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide a central location on each campus for academic support activities, including mail boxes, copying, messages and work space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Q2. Following is a list of items related to *YOUR EXPERIENCE* as an Adjunct Professor at PBCC. On the left side of the chart, using a scale of 1 - 5, where "5" represents "Very Important" and "1" represents "Not at all Important," please rate how IMPORTANT each item is to you. Then on the right side, using a scale of 1 - 5, where "5" represents "Very Satisfied" and "1" represents "Not at all Satisfied," please rate how SATISFIED you are with each of the items. If you are unsure of your opinion, please select "Don't Know" as your choice.

IMPORTANCE							SATISFACTION					
Very Important (5)	4	3	2	Not at all Important (1)	Don't Know		Very Satisfied (5)	4	3	2	Not at all Satisfied (1)	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Access to full-time faculty in your department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Level of administrative and clerical support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The selection of courses you are offered to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clarity of <i>expectations</i> of your performance in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clarity of <i>evaluation</i> of your performance in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Depth and breadth of communication from your department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Policies and procedures related to part-time instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Timeliness of communication concerning teaching assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunities to participate in departmental/college meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunities for professional development leading towards becoming a better instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Compensation/Pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being able to identify the right person to talk to relative to teaching responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling a part of the College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being updated on general College matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunities for training on technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Access to Internet, email and other Information Technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adequate work space for class preparation and meeting students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Access to administrative personnel when teaching evening and weekend courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunities to be involved with students outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Q3** I believe the College views its adjunct professors primarily as \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Q4** I believe that adjunct professors who innovate methods or curricula are:

- ☐ Recognized for their contribution
- ☐ Occasionally noticed
- ☐ Given little encouragement
- ☐ Ignored

**Q5** My responses to this survey relate to my primary teaching assignment at: (Choose one)

- ☐ Lake Worth campus
- ☐ Palm Beach Gardens campus
- ☐ Boca Raton campus
- ☐ Belle Glade campus

**Q6** How long have you taught as an adjunct professor at PBCC?

- ☐ 1 semester
- ☐ 1 year
- ☐ 2 – 3 years
- ☐ 4 – 5 years
- ☐ 6 – 7 years
- ☐ 8 – 9 years
- ☐ 10 or more years

**Q7** If you are currently employed full-time elsewhere while you work as an adjunct professor at PBCC, what best describes your other employment?

- ☐ College teaching
- ☐ Grades K–12 teaching
- ☐ Self-employed
- ☐ Professional (lawyer, banker, etc.)
- ☐ Employee in business or industry
- ☐ I am not employed full-time elsewhere
- ☐ I am retired
- ☐ Other \_\_\_\_\_

**Q8** I work as an adjunct professor because (select all that apply):

- ☐ I cannot find a full-time teaching position
- ☐ Home responsibilities prevent me from working full-time
- ☐ I am retired and enjoy teaching
- ☐ I have a full-time job in another profession
- ☐ I prefer to be employed part-time
- ☐ Other \_\_\_\_\_

**Q9** The subject area I teach is \_\_\_\_\_.

**Q10** Are there any other ideas you have for how the College can best meet the needs of its adjunct professors?

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