

NEEDS ASSESSMENT



INDIANA UNIVERSITY
SOUTHEAST

INSTITUTE FOR LEARNING
AND TEACHING EXCELLENCE

Professional Development for Adjunct Faculty at Indiana University Southeast

Prepared for the Institute for Learning and Teaching Excellence

by Team LLC:

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Final Report, December 9, 2015

Executive Summary

The purpose of this needs assessment project was to identify preferences in and barriers to attending professional development (PD) for adjunct faculty at Indiana University Southeast (IUS). The data collection and analysis included in this report are: PEST (Political, Economic, Sociocultural and Technological); SWOT (Strength, Weaknesses, Opportunities, and Threats); and FFA (Force Field Analysis/migration strategy) methods.

The results of the analysis are:

Positives

- Dedicated teachers among the adjuncts.
- Adjuncts' interest in Canvas training.
- Recent policy changes including compensation for adjuncts to attend PD and a universal implementation of Student Evaluations of Teaching (SETs), regardless of faculty status.
- Adjuncts' genuine interest in improving teaching skills.
- Director of Institute for Learning and Teaching Excellence (ILTE) is willing to take swift action.

Areas of Concern

- Adjuncts face costs to attend PD.
- Coordinators have low expectations.
- Communication gaps between adjuncts and IUS.
- Some degree of frustration among adjuncts.
- Considerable conflicts that prevent adjunct participation.

Recommendations

Based on the findings from this analysis, Team LLC recommends that IUS:

- Compensate adjunct faculty for attending professional development.
- Develop clear, consistent modes of communication, using inclusive language.
- Offer professional development options for evening, weekend, and online while providing training for additional topics.
- Require all faculty to use SETs.

Acknowledgements

Team LLC is made up of educators who are pursuing additional professional development in our field. Some of us have been faculty members ourselves, even adjuncts. Thus, we appreciated the opportunity to seek answers to an issue that faces many universities. We want to thank a few individuals and groups for helping to make this a success.

Dr. Robin K. Morgan, director of the Institute for Learning and Teaching Excellence (ILTE), graciously allowed us the opportunity to work on behalf of her office at Indiana University Southeast (IUS). She provided access to background information that we needed and was always interested in hearing about our progress. She was a great client to work with.

We also want to thank Dr. Uric Dufrene, Executive Vice Chancellor of Academic Affairs at IUS, for encouraging faculty to respond to our survey and for his interest in our work on this important topic.

Dr. Yonjoo Cho, our professor with the Indiana University Bloomington School of Education, provided detailed guidance as we embarked into the world of Needs Analysis.

Many IUS faculty generously gave of their time and ideas in various capacities to make this project a success. Fifteen individuals took part in focus groups, and although they cannot be identified in order to preserve confidentiality of data, we hope they know of our gratitude. Additionally, five IUS faculty pilot-tested our survey.

We especially want to thank the many part-time faculty who participated in this needs analysis, as a survey respondent, a focus group volunteer, or both. We appreciate them sharing a few minutes of their busy lives with us.

Finally, we want to thank our children – each member of Team LLC is a mother. Our kids are the joy that keeps us going during long work sessions of graduate school.

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1. Introduction

1.1 As universities today are faced with decreasing budgets and increasing public scrutiny, it becomes critical that resources are spent on efforts to support essential functions and those that generate significant change. Support of faculty is one area that is not only essential, but also has the potential for real change. Indiana University Southeast (IUS) currently offers professional development opportunities to its faculty through the Institute for Learning and Teaching Excellence (ILTE), and the ILTE would like to ensure its efforts and resources are properly placed.

During Fall 2015, Team LLC conducted a needs assessment to identify preferences in and barriers to attending professional development (PD) for adjunct faculty at IUS. This report summarizes the needs assessment methodology, findings, and recommendations.

2. Aim and Scope

2.1 The scope of this work to identify adjunct faculty preferences as they pertain to various professional development areas. Included in this was the aim of identifying topics of interest, preferred modes of communication, and perceptions of training experiences. Additionally, Team LLC attempted to uncover the main reasons that many adjunct faculty do not attend ILTE-provided workshops and events.

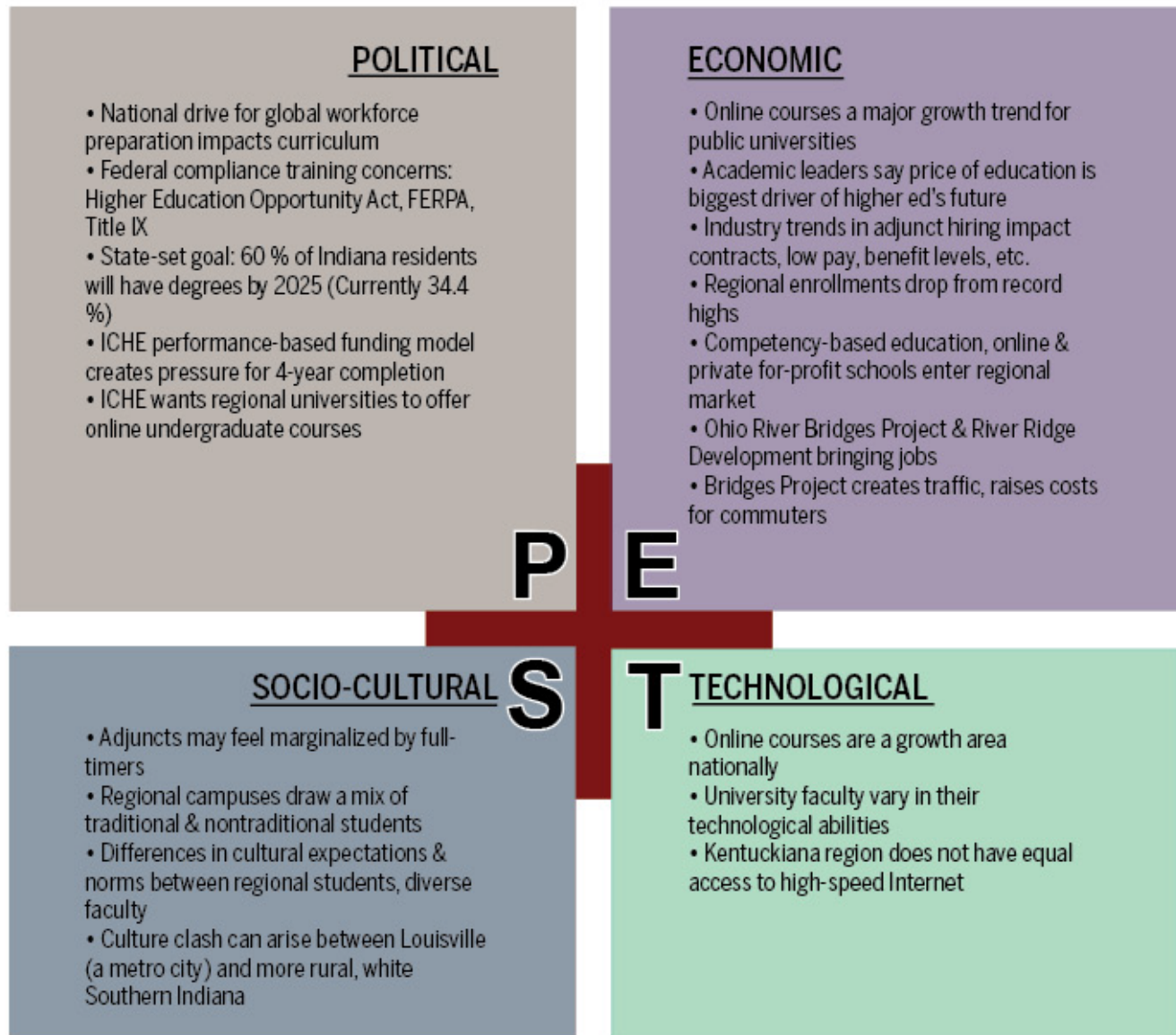
3. Background

Currently ILTE offers professional development that centers on teaching and learning excellence in both the classroom and online; on supporting the university's learning management system (LMS), Canvas; and on furthering faculty training in pedagogically appropriate technologies.

The support offered by ILTE to full-time faculty is well received and regularly attended; efforts geared toward adjunct faculty are not nearly as successful. ILTE requested a needs analysis to help determine the root causes of this discrepancy, as well as determine a set of recommendations to better address the training needs of the adjunct faculty body.

4. PEST Analysis

To better understand the various elements impacting IUS and ILTE, a PEST analysis was completed. PEST analyses examine **P**olitical, **E**nvironmental, **S**ocio-cultural, and **T**echnological impacts to an organization. It is useful for seeing the big picture and viewing the general landscape, external to the organization. Through this process, Team LLC identified key areas that currently contribute, or may contribute, to the identified situation at IUS.



5. Frame Factors

Frame factors identify the bounds of the project and can be internal or external and help to identify any limitations faced by the needs analysis. The following frame factors were identified in this analysis process:

Project and Resources

- Given that this project was to be completed within the boundaries of a class term, time was limited.
- Data was to be collected via two primary methods: focus groups and a widely distributed survey. Since the population of adjuncts was too large, given the time constraints, individual interviews were not feasible.
- Email addresses provided to Team LLC were either incomplete or, in some cases, incorrect. Distribution lists overlooked full-time staff who also teach part-time. Finally, the lists did not take into account preferred means of communication.

Organization

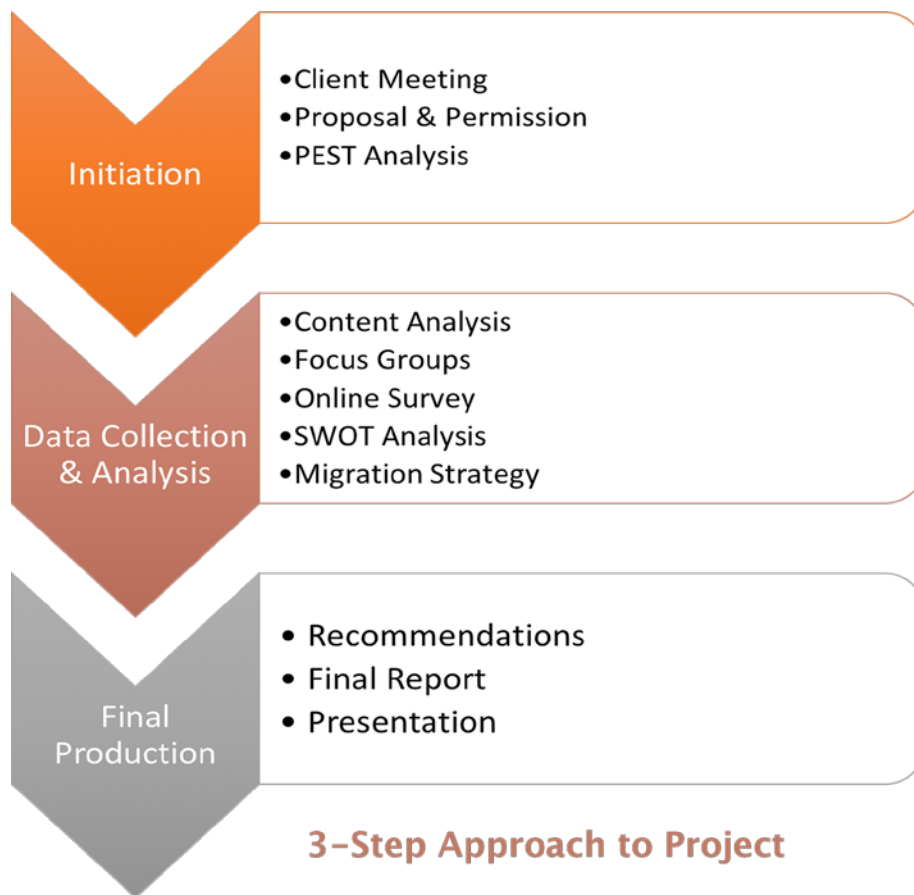
- The scope of this project was limited to an analysis of those adjuncts who participated. Adjuncts may have been unwilling to participate, or may not have been aware of the survey as they may not check their IUS email frequently.
- Due to its geographic distance from most team members, client communication took place via email or through one team member, working at the IUS campus.
- One team member (Renée) works for ILTE. The team took specific measures to reduce potential bias from this situation, such as having the outsiders conduct content analysis.

Stakeholders

The literature review supported what was suspected as to the difficulty in reaching adjunct faculty. This population can often feel disconnected from the campus community, leading to possible apathy in participation and solicitation of feedback.

6. Methodology

In this needs assessment, a three-step approach as depicted below, was used resulting in a set of recommendations.



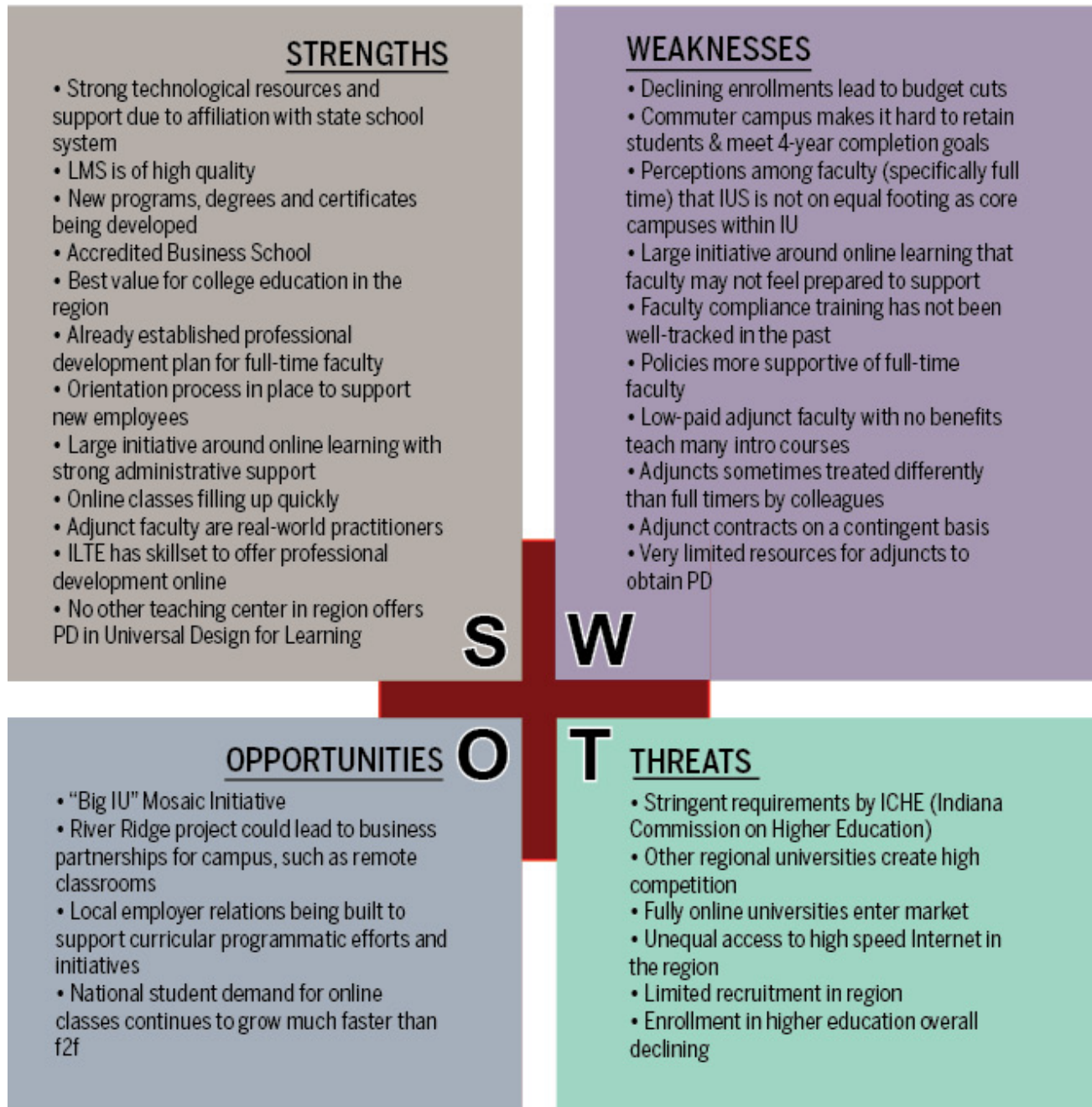
Data Collection and Analysis. First, Team LLC reviewed ILTE and IUS documents outlining policies, procedures, and current practices. These documents included the Faculty Manual, ILTE attendance records, and a sample adjunct contract. The records indicated that adjuncts accounted for only 14% of workshop attendance since 2013. The content of the documents was also analyzed for themes. A literature review of research identified trends in the broader landscape of faculty development (see References).

Three focus groups, one of program coordinators and two of adjuncts, discussed perceptions around adjunct training gaps (see Appendix A). The focus groups and literature review informed the development of the survey instrument (see Appendix B). The survey, developed using Qualtrics, was emailed to all adjuncts identified by IUS' Human Resources department. The initial survey link was delivered in an email message from the ILTE and signed by the director. A reminder was sent from the Office of Academic Affairs. More than 200 valid email addresses received the survey, which was open for 10 days. Response rate was at only 21%, but we recognize that adjuncts are a difficult population to get a hold of, and there were no incentives for completing the survey.

A SWOT and PEST analysis helped identify variables affecting the IUS environment. Survey data was analyzed/summarized (see Appendix C) and used to develop a migration strategy, through a Force Field Analysis (FFA).

7. Data Analysis (SWOT)

Team LLC completed a SWOT analysis, which examines the **Strengths**, **Weaknesses**, **Opportunities**, and **Threats** for IUS and ILTE. Strengths and weaknesses are factors internal to the organization, while opportunities and threats are external. A SWOT analysis helps identify factors within and external to the organization that have a direct impact on the situation at hand.



8. Findings

Findings come from a combination of meeting with the ILTE director, document and literature reviews, PEST analysis, SWOT analysis, focus groups, and the survey data (both quantitative and qualitative).

Positives

Team LLC identified these findings as positives:

1. **Dedicated teachers among the adjuncts.** In both focus groups and surveys, adjuncts used words like “nurture,” “motivate” and “inspire” to talk about their love of helping students.
2. **Interest in Canvas training.** When asked about types of training, the highest interest levels across the board were about Canvas. Offering PD about Canvas may allow ILTE to connect with adjunct clients who might not normally be reached.
3. **Recent policy changes.** After literature review findings were shared with the ILTE director, she brought them to the Faculty Senate. They were used to inform ongoing updates to the Faculty Manual. As a result, all faculty must now participate in Student Evaluations of Teaching (SETs), not just adjuncts. Additionally, a proposal to compensate adjuncts who attend PD was preliminarily approved by Academic Affairs.
4. **Knowledge of retention initiatives.** Adjuncts were aware of FLAGS and specifically mentioned retention in their responses to surveys and focus groups. This indicates that the university’s robust messaging efforts have been getting through.
5. **Genuine interest in improving teaching skills.** The adjuncts expressed a real interest in improving their teaching skills and acknowledged the importance of professional development; they are clearly intrinsically motivated. The various conflicts and other issues are really the barrier to them. Should they be reduced or eliminated, faculty have a real interest in increasing their attendance of the trainings available through ILTE.
6. **Director of ILTE takes action.** The director of the ILTE is new, however, she is ready to take action. Not only did she agree to the needs assessment, but she is eager to act to improve PD attendance and the learning experience for all faculty. After Team LLC shared findings from the literature review, the director took action as outlined in Finding 3, Recent Policy Changes.

Areas of concern

7. **Adjuncts face many costs to attend PD.** These costs vary based on individual circumstance, and can include need to take time off, finding child or elder care, and paying for additional travel. There is no one-size-fits-all solution that would meet the cost needs of all adjuncts.
8. **Coordinators have low expectations.** Coordinators indicated that because adjuncts are low-paid, they do not expect them to attend much PD. This can create a downward spiral in which adjuncts don’t know what PD is available, since coordinators are a main source of information.
9. **Communication gaps.** The team discovered that contact lists from the Human Resources Department were incomplete, so some adjuncts may never have received survey invitations. Additionally, faculty have clear communication preferences that impact whether they receive messages or

- not, and the timeliness of these messages. Data indicated adjuncts were unaware of opportunities or unaware of what was open to them specifically (as opposed to only open to full-time faculty).
10. **Frustration among adjuncts.** Some respondents vented their anger in the data collection, citing the need for “a living wage” and criticizing the university for not offering flexible enough PD options, such as weekend and self-directed online training. This matches the situation of similar institutions studied in the literature review.
 11. **Considerable conflicts.** Many adjuncts cited a variety of conflicts as to why they could not attend training offered by ILTE. Many conflicts were from work obligations, but others stemmed from family obligations.

9. Migration Strategy

The migration strategy chart below addresses how to improve adjunct faculty participation in ILTE's professional development opportunities. This strategy was created using force field analysis, a technique that turns data-based findings into recommendations by reviewing the driving forces for change and the restraining forces against change. If the recommendations of this report are put into practice, the balance of forces for and against change should shift, as indicated it in the later phases of the timeline (toward the right on the chart).

Driving and restraining forces:	Current State										After One Semester										After 1 Academic Year										
D = Driving R = Restraining	-5	-4	-3	-2	-1	1	2	3	4	5	-5	-4	-3	-2	-1	1	2	3	4	5	-5	-4	-3	-2	-1	1	2	3	4	5	
D1 True love of teaching (adjuncts)						1	2	3								1	2	3	4							1	2	3	4	5	
D2 Faculty motivated by helping students (adjuncts)						1	2	3								1	2	3								1	2	3	4		
D3 Faculty supportive of current IUS retention efforts (adjuncts)						1	2	3								1	2	3								1	2	3	4		
D4 Flexibility in curriculum for PD (ILTE)						1										1										1					
D5 Systems support online delivery of training (ILTE)						1										1	2									1	2				
D6 Capacity to offer additional workshop options (ILTE)						1										1	2									1	2	3			
D7 Compensation system currently under review for PD (IUS)						1										1										1	2				
R1 Conflicts/obligations outside of IUS (adjuncts)																															
R2 Many resources allocated to Canvas LMS implementation (ILTE)																															
R3 Lack of financial support for PD (adjuncts)																															
R4 Low adjunct pay/benefit structure (IUS)																															
R5 Sense of marginalization in campus community (adjuncts)																															
R6 Limited staffing levels (ILTE)																															
R7 Communication gaps among adjuncts (IUS)																															
TOTALS						-26	13									-24	17									-16	24				

Current State: Restraining forces (challenges) are stronger than driving forces.

Phase 1: Within 1 semester. Many new implementations with challenges.

- R2 and R6 create limitations in forces for change, with R2 increasing as Canvas implementation efforts increase in the first year.
- D5, D6, and D7 mark new initiatives.
- Recommendations to resolve R2 and R6 can be implemented immediately with few resources required.

Phase 2: Within 1 academic year. Opportunity to observe changes.

- Major changes to R2 and R6 because staffing returns to normal levels and Canvas migration is complete. This allows for resources to be redirected to D5 and D6.
- Implementation of D4, D5, D6, and D7 lessen the conflicts from R1 and R3, and also increase D1 and D10.

10. Recommendations

The following recommendations address some of the findings discussed in Section 8. These recommendations support the driving forces and aim to mitigate the restraining forces described in Section 9.

Recommendation 1: Compensate adjunct faculty for attending professional development (Findings: 6, 7, 8, and 10).

Implementation Steps:

- Work with the Accounts Payable department to adjust policies and departmental procedures around expense reimbursement.
- Use the already established IUS expense form and distribute to faculty.

Critical Success Factors

- Adjuncts must be made aware of the new compensation system, as well as the process required to submit expenses.
- Compensation is enough to motivate many adjunct faculty to attend despite other barriers.

10.2 Recommendation 2: Develop clear, consistent mode of communication. Be sure to use inclusive language (Findings: 1, 3, 4, 8, 9, and 10).

Implementation Steps

- Designate an individual to be in charge of maintaining contact information for all adjunct faculty.
- Develop listserv with preferred communication method of all adjunct faculty.
- Review, revise, and edit language of all standard documents and communications.
- Work with administrative coordinators to ensure they use inclusive language with all adjunct communications.

Critical Success Factors

- Ensure listserv is updated frequently.
- Listserv has alternate ways of reaching faculty.
- Adjuncts must view the language as inclusive.
- Language should be used consistently by all on IUS campus.

10.3 Recommendation 3: Offer professional development options during the evening, weekend, and online (Findings: 7, 10, and 11). Be sure to add a variety of professional development topics, as well (Findings: 1, 2, and 5).

Implementation Steps

- Develop PD curricula, adding additional training topics as outlined in the survey results (Appendices C and D).
- Determine best way to meet varying needs of the different adjunct population.
- Develop online self-paced training and modules for all trainings that are offered in a fact-to-face modality.
- Develop schedule that includes evening and weekend options.

Critical Success Factors

- ILTE must have sufficient resources to be able to develop and offer all sessions.
- Adjunct faculty should be surveyed to determine best days and times to offer PD sessions.
- Continually survey faculty to ensure topics and formats offered meet the dynamic needs of faculty.

10.4 Recommendation 4: Require all faculty to use SETs (Findings: 3, 8, and 10).

Implementation Steps

- Develop policy through Faculty Senate or Adjunct Council.
- Work with IT to ensure SETs are delivered to students at the end of every class.

Critical Success Factors

- Adjuncts become aware that all faculty are using SETs.
- Results of SETs are used to inform decisions and to monitor instructor effectiveness in the same manner as they are for full-time faculty.

11. Future Analysis

Team LLC discovered many additional options that the ILTE can explore in the future to enhance its service to adjunct faculty.

If the ILTE is interested, Team LLC suggests:

- Reopen the survey, or a modified version, in the future and use incentives to encourage greater participation, given that the adjunct population is already difficult to get in touch with.
- Complete an analysis of variance on the survey data to determine whether certain kinds of targeted PD could meet the needs of faculty subgroups.
- Create an additional survey.
- Repeat the survey annually as recommendations are implemented.

Appendix A: Focus Group Protocols

Focus Group: Coordinators

Protocol:

Room set up with conference table, chairs, paper for notetaking by the facilitator. If needed, computer will have a video bridge for offsite participants. Room is a small conference room in the library that belongs to the ILTE.

Welcome, thank you for coming. We have scheduled 30 minutes so we will get started right away. If you want to continue the conversation or have other thoughts later on, please send me an email. Here is my card.

I am working with a group of four other graduate students from IU Bloomington to conduct a Needs Assessment for the ILTE. We want to find out why adjuncts are not seeking professional development from the ILTE in numbers commensurate with their percentage of faculty.

Our final report will be delivered to the ILTE director, who may go on to share it with others in the campus community. In order to keep your responses confidential, you will only be identified by your school. So, “a coordinator from Natural Sciences,” for example. Any questions before we begin?

Closing

If we don't get through all the Q's, can email for followup.

Thank you for your time. I really appreciate your commitment to helping the ILTE assess adjunct faculty needs. If you want to email me additional ideas, here is my card.

Questions:

1. Do you provide required training for your adjuncts Y/N
2. If Yes, what is the length of time for that training, in hours.
3. If Yes, do you cover any of the following topics in that training?
 - Compliance (FERPA, attendance, disability services, Title IX)
 - Syllabus construction
 - Departmental requirements
 - LMS best practices or expectations (Canvas or Oncourse)
 - Teaching strategies
 - Classroom technology
 - Academic resources (library, flags, tutoring)
 - Student life resources (counseling center, mentoring)
4. What kinds of professional development do you expect adjunct faculty to participate in, if any?
5. Is that different from your PD expectations for full-time faculty? (Y/N)
6. How do you communicate with your adjunct faculty? What is the best way for the university to communicate with them?

7. Do you formally evaluate adjunct faculty each year (Y/N)
8. If Yes, what is your protocol?
9. Here are some categories. Which do your adjuncts fit into, and at what percentage?
 - Full time adjuncts at multiple institutions, their main job
 - Local professionals who fit in teaching with full-time work
 - Adjuncts who simply enjoy teaching, may work other places, may be retired
 - Other _____
10. What is your role expectation of adjunct instructors?
11. Do you think your adjuncts share that role conception? Do you think different categories change that role conception?
12. Have your adjuncts expressed any needs or wants to you related to teaching or PD?

If so, what?

Focus Group: Adjuncts

Protocol:

Room set up with conference table, chairs, paper for notetaking by the facilitator. If needed, computer will have a video bridge for offsite participants. Room is a small conference room in the library that belongs to the ILTE.

Welcome, thank you for coming. We have scheduled 30 minutes so we will get started right away. If you want to continue the conversation or have other thoughts later on, please send me an email. Here is my card.

I am working with a group of four other graduate students from IU Bloomington to conduct a Needs Assessment for the ILTE. The team looked at our data on clients, and we found that are not seeking professional development from the ILTE in numbers commensurate with their percentage of faculty.

Our final report will be delivered to the ILTE director, who may go on to share it with others in the campus community. In order to keep your responses confidential, you will identified only by your department or school – however you write it on the paper in front of you. So, “an adjunct from Natural Sciences,” for example. Or, “an adjunct who teaches in marketing.”

Question Guide for Facilitator

1. In what discipline do you teach, and at what level (100, 200, 300, 400 or graduate)?

2. How many classes do you teach per semester, on average, for IUS? _____
3. How many classes do you teach per semester, on average, for any other colleges or universities? _____
4. When did you start teaching adjunct at IU Southeast? _____
5. Continuous? Yes | No
6. When did you start teaching at the college level in general? _____
7. Continuous? Yes | No

8. Since you have been at IU Southeast, have you received professional development in any of the following topics? Please mark the appropriate boxes.

	From my school or coordinator	Required or strongly suggested?	From ILTE	Another source within IU	PD I sought on my own	Total PD/year, in hours
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- Compliance (FERPA, attendance, disability services, Title IX)
- Syllabus construction
- Departmental requirements or school requirements
- LMS best practices or expectations (Canvas or Oncourse)
- Teaching strategies
- Classroom technology
- Academic resources (library, flags, tutoring)
- Student life resources (counseling center, mentoring)

9. What is the most effective method for communications from IUS and your coordinator?

IUS.edu email | personal email | work email for other job | texting | Other: _____

10. How do you get most of your communication from IUS and your coordinator?

IUS.edu email | personal email | work email for other job | texting | Other: _____

11. I am going to read you some categories. Which do YOU fit into?

- Full time adjunct at multiple institutions, as your main job
- Local professionals who fit in teaching with full-time work
- Adjuncts who simply enjoy teaching, may work other places, may be retired
- Other _____

12. How do you conceptualize your role on the faculty at IU Southeast?

13. What kind of professional development, if any, would you like to receive from IU Southeast? We went over a list of potential topics earlier. Are there others?

14. What barriers exist to you completing more types of PD through IUS?

15. How would you describe the ILTE? What do you know about it?

Closing

If we don't get through all the Q's, can email for followup.

Thank you for your time. I really appreciate your commitment to helping the ILTE assess adjunct faculty needs. If you want to email me additional ideas, here is my card.

Worksheet for participants

Please fill out the following as we go through the questions. The facilitator will walk you through the process.

13. In what discipline do you teach, and at what level (100, 200, 300, 400 or graduate)?

14. How many classes do you teach per semester, on average, for IUS? _____

15. How many classes do you teach per semester, on average, for any other colleges or universities? _____

16. When did you start teaching adjunct at IU Southeast? _____

17. Continuous? Yes | No

18. When did you start teaching at the college level in general? _____

19. Continuous? Yes | No

20. Since you have been at IU Southeast, have you received professional development in any of the following topics? Please mark the appropriate boxes.

	From my school or coordinator	Required or strongly suggested?	From ILTE	Another source within IU	PD I sought on my own	Total PD/year, in hours
Compliance						
Syllabus						
Departmental requirements						
LMS						
Teaching strategies						
Classroom technology						
Academic resources						
Student life resources						

21. What is the most effective method for communications from IUS and your coordinator?

IUS.edu email | personal email | work email for other job | texting | Other: _____

22. How do you get most of your communication from IUS and your coordinator?

IUS.edu email | personal email | work email for other job | texting | Other: _____

Appendix B: Online Survey Items

Introduction: Thank you for taking part in this survey. It consists of 25 questions and should take you less than 15 minutes.

Survey Purpose: To determine the best way for the Institute for Learning and Teaching Excellence (ILTE) to meet your professional development needs. We are asking for your feedback to help inform our programming and support options for the coming years. This survey focuses on your relationship with Indiana University Southeast. Specific questions dealing with any other institution for which you have taught will be noted in the question.

All answers will be kept confidential; your responses are not linked to your email address or to any other identifying details.

Q1 Please select your gender identity.

- Male
- Female
- Other

Q2 Please select the category that best represents your age.

- 21-30
- 31-40
- 41-50
- 51-60
- 61-70
- Over 70

Q6 Which of the following best represents your work situation as an adjunct faculty member?

- ☐ I teach part-time, but at multiple higher education institutions. It is my main job.
- ☐ I am a local professional, but I teach part-time to supplement a professional full-time position
- ☐ I am either retired or otherwise not working full time, but I am teaching part-time. My total paid work does not equal full-time.
- ☐ Other, please specify _____

Q12 For which schools do you teach at IU Southeast? (Select all that apply)

- ☐ Arts & Letters
- ☐ Business
- ☐ Continuing Studies
- ☐ Education
- ☐ Natural Sciences
- ☐ Nursing
- ☐ Social Sciences

Q3 How many years have you taught at the college level? (Please enter a number)

- For IU Southeast
- For other institutions

Q4 How many courses do you usually teach in a typical term (Fall or Spring)? Please enter a number.

- At IU Southeast
- At other institutions

Q5 What level of courses have you taught? (Select all that apply)

- ☐ 100 level
- ☐ 200 level
- ☐ 300 level
- ☐ 400 level
- ☐ Graduate level

Q8 Select your highest academic degree attained.

- ☐ Masters (MA, MS, MBA, MFA)
- ☐ Doctoral (PhD, EdD, DBA, etc.)
- ☐ Other, please specify _____

Q9 Which course modality have you taught for IUS? (Select all that apply)

- ☐ Online
- ☐ Hybrid/blended
- ☐ Face to face

Q10 Which course modality do you prefer?

- Online
- Hybrid
- Face to face
- No preference

Q11 What is it that you like best about your preferred modality?

Q11 When being contacted by your coordinator or Academic Affairs offices, in which form of communication do you prefer to hear from IU Southeast?

	Not preferred	Somewhat Preferred	Preferred
IUS email account	•	•	•
Personal email	•	•	•
Text messaging	•	•	•
Other, please specify	•	•	•

Q25 Are you aware of the different training and professional development opportunities provided to all faculty - including adjuncts - through the Institute for Learning and Teaching Excellence (ILTE)?

- Yes
- No
- What is the ILTE?

If No Is Selected, Then Skip To Please rate your interest in the list...

Q26 What is the main way that you hear about such opportunities?

- Emails from ILTE or from Academic Affairs
- On the ILTE website
- Told by department or dean (any form of communication)
- Told by another IUS colleague (any form of communication)
- Social media postings from ILTE

Q16 Please rate your interest in the list of professional development topics below.

	Not at all Interested	Barely interested	Somewhat interested	Very interested	I consider this essential
New Employee Campus Orientation	•	•	•	•	•
Compliance (FERPA, attendance, disability services, Title IX)	•	•	•	•	•
Syllabus construction	•	•	•	•	•
Departmental/school requirements	•	•	•	•	•
Teaching best practices and strategies	•	•	•	•	•
LMS technical training (Canvas or Oncourse)	•	•	•	•	•
Classroom technology	•	•	•	•	•
Academic resources (library, FLAGS, tutoring)	•	•	•	•	•
Student life resources	•	•	•	•	•
Test construction	•	•	•	•	•
Inclusive pedagogy	•	•	•	•	•

Q35 Which of the below listed topics have you attended some sort of training through IU Southeast or through Indiana University? (Select all that apply)

- ☐ New Employee Campus Orientation
- ☐ Compliance (FERPA, attendance, disability services, Title IX)
- ☐ Syllabus construction
- ☐ Departmental/school requirements
- ☐ Teaching best practices and strategies
- ☐ LMS technical training (Canvas, Oncourse, etc)
- ☐ Classroom technology
- ☐ Academic resources (library, FLAGS, tutoring)
- ☐ Student life resources
- ☐ Test Construction
- ☐ Inclusive pedagogy
- ☐ Other, please specify _____

Q23 Which of the below listed topics have you attended some sort of training through another higher education institution? (Select all that apply)

- ☐ New Employee Campus Orientation
- ☐ Compliance (FERPA, attendance, disability services, Title IX)
- ☐ Syllabus construction
- ☐ Departmental/school requirements
- ☐ Teaching best practices and strategies
- ☐ LMS technical training
- ☐ Classroom technology
- ☐ Academic resources (library, FLAGS, tutoring)
- ☐ Student life resources
- ☐ Test Construction
- ☐ Inclusive pedagogy
- ☐ Other, please specify _____

Q22 Which of the below listed topics have you attended some sort of training on your own, not affiliated with an employer (i.e. conferences, workshops, online webinars, professional organizations, etc.)? (Select all that apply)

- ☐ New Employee Campus Orientation
- ☐ Compliance (FERPA, attendance, disability services, Title IX)
- ☐ Syllabus construction
- ☐ Departmental/school requirements
- ☐ Teaching best practices and strategies
- ☐ LMS technical training
- ☐ Classroom technology
- ☐ Academic resources (library, flags, tutoring)
- ☐ Student life resources
- ☐ Test Construction
- ☐ Inclusive pedagogy
- ☐ Other, please specify _____

Q28 Which of the following do you see as reasons to attend professional development workshops and training provided by IUS? Please rate each item from how much it affects your decision making in whether to attend.

	Does not contribute to my decision at all	Minimally contributes to my decision	Contributes somewhat to my decision	Contributes heavily to my decision	Is the biggest driver of my decision
Learn ways to save time in grading	•	•	•	•	•
Learn new technologies for the classroom	•	•	•	•	•
Know about Canvas because it's going to be required	•	•	•	•	•
Create better learning experiences for students	•	•	•	•	•
Build my resume to potentially get a full-time teaching position	•	•	•	•	•
Personal satisfaction / desire to be a lifelong learner	•	•	•	•	•
Sense of responsibility to attend compliance training	•	•	•	•	•
Learning how to teach online in the future (flexibility, marketability)	•	•	•	•	•
My coordinator or dean recommended/required the training	•	•	•	•	•

Q29 What are the reasons that might prevent you from attending professional development (PD) offered by IUS? Many of these are “costs” that you might have to endure in order to attend training. Please rate each item from how much it affects your decision making in whether to attend.

	Does not contribute to my decision at all	Minimally contributes to my decision	Contributes somewhat to my decision	Contributes heavily to my decision	Is the biggest driver of my decision
Family reasons, such as need to find a sitter or caregiver	•	•	•	•	•
Full-time job conflicts with times of workshops	•	•	•	•	•
Extra travel time to/from IUS	•	•	•	•	•
Need to take time off or rework calendar	•	•	•	•	•
Need to spend time with family	•	•	•	•	•
Need to receive compensation for attending	•	•	•	•	•
I am not expected to participate in professional development	•	•	•	•	•
I don't need professional development as this is not my primary line of work	•	•	•	•	•

Q24 Do you have any other suggestions for professional development topics that might interest you?

Q14 What do you see as your most important role at IUS?

Q30 What do you need, as an adjunct, to be the best instructor possible?

Q31 What are your most immediate areas of concern, as it pertains to your preparedness to teach?

Q32 Are there any other reasons that contribute to your attendance or non-attendance at professional development opportunities that would help us meet your needs?

Appendix C: Select Survey Results & Data Tables

Table 1. Interest in PD topics among different groups of adjunct faculty (Likert scale from 1-5, with 5 being "I consider this essential.")

PD Topic	Part time, main job (Mean)	Professional adjuncts (Mean)	Retired adjuncts (Mean)
New employee campus Orientation	2.58	2.40	2.76
Compliance	3.25	2.82	3.29
Syllabus construction	2.75	2.80	3.00
Departmental/school requirements	3.83	3.53	3.48
Teaching best practices and strategies	3.25	3.80	3.57
LMS technical training	3.09	3.90	4.05
Classroom technology	3.33	3.65	3.67
Academic resources	3.00	2.75	3.29
Student life Resources	2.42	2.20	3.00
Test construction	2.33	2.38	2.90
Inclusive pedagogy	2.75	2.76	3.14

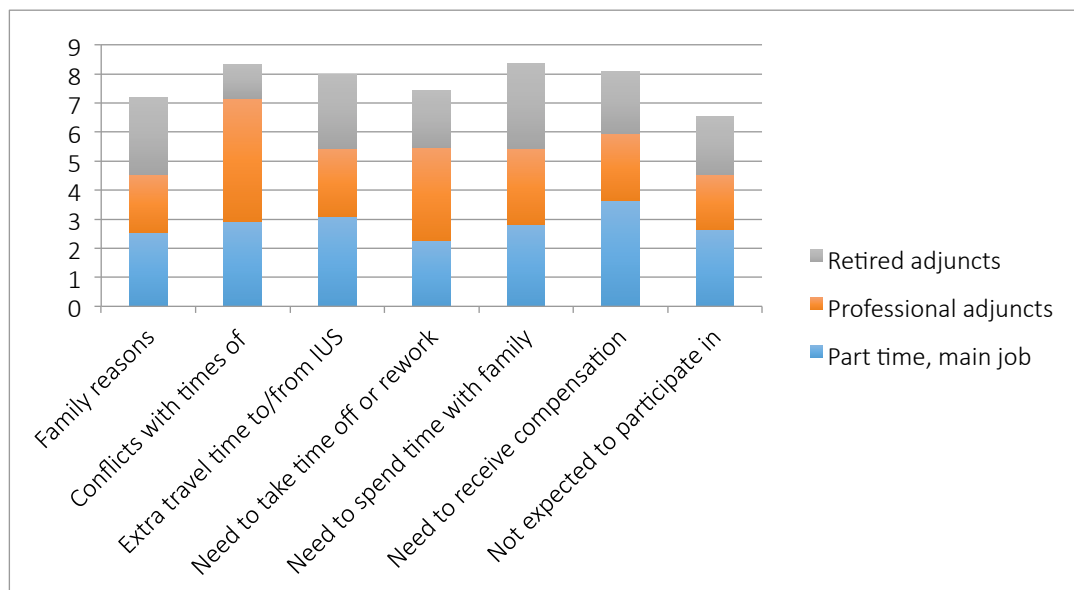


Figure 2. Barriers for different adjunct faculty to attend PD

Table 2. The barriers for different subgroups of adjunct faculty to attend PD (Likert scale from 1-5, with 5 being “Biggest driver of my decision.”)

Barriers	Part time, main job (Mean)	Professional adjuncts (Mean)	Retired adjuncts (Mean)
Family reasons	2.55	2.00	2.65
Conflicts with times of workshops	2.91	4.25	1.16
Extra travel time to/from IUS	3.09	2.35	2.55
Need to take time off or rework calendar	2.27	3.20	1.95
Need to spend time with family	2.82	2.60	2.95
Need to receive compensation for attending	3.64	2.30	2.15
Not expected to participate in PD	2.64	1.89	2.00
PD is not my primary work	1.91	1.79	1.80

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