

AN ANALYSIS OF THE ADJUNCT FACULTY NEED TO IMPROVE COLLEGIALLY
AT FOX VALLEY TECHNICAL COLLEGE

by

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ABSTRACT

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Adjunct faculty members in the Business Division at Fox Valley Technical College (FVTC) have experienced a sense of isolation from the business department and the college. The Business Division at FVTC needed to understand the root causes of their feelings of isolation as it pertained to their relationship with FVTC. The purpose of this study was to determine the needs of FVTC Business Division adjunct faculty in order to fulfill their desire to be more assimilated to the department and college. A needs assessment was conducted via

an online survey at the end of the Spring 2004 semester to adjunct faculty who have taught within the last three years in FVTC's Business Division.

The methodology of this research study began with a review of literature on adjunct faculty collegiality and relationships with educational institutions, as well as tactics used by other institutions to address improved collegiality. Next, the review discovered facts regarding online surveying and needs assessments. Once the review of literature was complete, a 64-question online survey was developed, approved, and deployed to 69 adjunct instructors in the Business Division. Data from the survey will be collected from May 2, 2004 through May 28, 2004 prior to the end of the Spring 2004 semester. The data was compiled and analyzed to assess the collegiality needs of the FVTC Business Division adjunct faculty.

The results indicated that FVTC Business Division adjunct faculty were motivated primarily through their personal satisfaction in working with the students each semester; however, the adjunct staff desired to build a better relationship with the Business Division primarily through improved lines of communication. The respondents listed several tactics the department and college could use to decrease the respondents' feelings of isolation. Compensation was suggested as a motivator for a few of the tactics.

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CHAPTER I

Introduction

Public educational institutions' budgets are shrinking, unemployment is higher than in previous years thanks to a depressed economy, and those unemployed people are returning to school to acquire new skills. With the economic recession enduring, universities typically see "a countercyclical trend with underemployed professionals returning to school" (Moad, 2002, p. 42). With less fiduciary resources, institutions are faced with accommodating their customers' needs by offering the right courses at convenient times for today's adult students (Johnson, MacGregor, & Watson, 2001). Especially in community and technical colleges, student enrollment increased within the last two years in the wake of a depressed economy. These institutions are offering courses at a lower cost than a four-year college, increasing their student enrollment (Church & Cartwright, 2003). Colleges were faced with coping with the rise in enrollment with a fixed or decreased budget. The tale of how colleges dealt with the fluctuation and need for flexible scheduling was told by educational institutions at all levels relying on adjunct, or part-time instructors (Cohen, 1992).

As the adult students returned to learn new skills, regional technical colleges were affected by the increase in student enrollment. The adult learners may be honing their current skills or obtaining new skills in hopes of retaining their current positions (Salzer, 2001). In other cases, adult learners are returning to the classroom after several years out of an academic setting to learn new skills as they transition to new career paths (Mangelsdorf, 2004). With the increased enrollment without the increased budgetary dollars, adjunct

instructors were hired to augment the course offerings by teaching courses that would have otherwise not been offered due to resource constraints of full-time faculty.

Technical colleges hired adjunct faculty in part due to the inherent flexibility that is built-in with part-time employees (Adams, 2003) as compared to its full-time faculty. Many times adjunct faculty are assigned to course sections that are undesirable to full-time faculty, such as evening, weekend, or late afternoon offerings. Additionally, adjunct instructors are hired to teach highly technical or specialized courses for which there is increasing demand (Lyons, 1999). Particularly in incessantly changing technical fields such as computer technology, relying on a constrained quantity of full-time faculty to stay abreast and retain expert skill levels on new technologies is too expensive and impracticable from a resource perspective. Full-time faculty can focus on concepts and fundamentals required of today's workforce, while utilizing adjunct faculty to teach the more technical courses (Head, 2002). To augment and teach highly skilled technical courses is one reason technical colleges hire adjunct faculty.

From a financial perspective, adjunct instructors are a tremendous investment. Adjunct instructors are inexpensive and "superb revenue generators" (Skolnick, 1997). Students are afforded real-world, experiential instruction (Ellison, 2002), while the college earns revenue otherwise impossible without the assistance from adjunct faculty. Additionally, if student enrollment decreases or if course offerings must be modified, it is significantly easier to "adjust" adjunct faculty than full-time faculty to cope with the fluctuating enrollment (Brewster, cited in Gordon, 2003). Adjunct faculty may provide the technical college with more financial flexibility and this may result in a savings of dollars.

Besides adding flexibility and seemingly financial savings to a technical college's benefits, courses taught by adjunct instructors offer students the unique opportunity of getting a real-world view on course content. Gappa and Leslie (1993) found that over half of all adjunct faculty are employed full-time outside of education. Other times, adjunct faculty are retirees or freelancers (Adams, 2003). In most cases in the technical college arena, adjunct faculty bring personal and professional experience to the college and most importantly the students (Tompkins, 2002). Additionally, since adjunct instructors are not always professionally trained educators, they expose students to new ways of thinking and learning (Balthazar, 1999). Students attain valued perspectives on course material and learning by participating in courses taught by adjunct faculty.

Technical colleges and their students are not alone in experiencing benefits; adjunct faculty also reap benefits from their technical college employment. For most, the intrinsic benefit of teaching and sharing knowledge is a driving characteristic sought by adjunct instructors. For others, the monetary supplement to their existing full-time salary is sufficient (Lyons, 1999). However, for most adjunct instructors there are downfalls to teaching part-time. For instance, Pratt identified three major negatives for adjunct faculty members: "marginalization, isolation, and frustration" (2000, ¶ 2). It is the impact of these three characteristics that can greatly affect the performance, satisfaction, and enthusiasm of adjunct faculty.

The marginalization, isolation, and frustration that affect adjunct faculty are sometimes attributed to the bifurcation that Gappa and Leslie identified (1993). The sense that adjunct faculty are at the bottom of the academic hierarchy (Gappa & Leslie, 1993) leads part-timers to the sense of marginalization. The isolation may be attributable to the fact that

teaching assignments are often made on short notice, that adjunct faculty are assigned to isolated locations, or provide minimal support systems (Lyons, 1999). The significance of these feelings impacts adjunct faculty performance. In the end, though, adjunct and full-time faculty members are all educators (Stoll, 1994). However, the reality of the situation is that adjunct faculty are not afforded the same professional or social development opportunities as full-time faculty members. This can cause marginalization and isolation to be expressed in frustration.

The strength of many adjunct faculty members is the confidence they have in their subject knowledge. Without professional development opportunities, adjunct instructors lack the confidence to manage a classroom. Annable (1996) stated although many adjunct faculty members work in industry, they have minimal formal teaching experience or training that could also be contributing to anxiety or feelings of frustration in the classroom. Adjunct faculty members' limited teaching experience can quickly be exposed as they are forced into classroom autonomy (Skolnick, 1997). In some instances, last-minute teaching assignments can contribute to adjuncts' feelings of isolation since the need is to focus on course content instead of the preparation of an effective delivery technique (Annable, 1996). The sense of isolation the instructor feels from the department and the college coupled with the lack of support may cause dissatisfied instructors, students, and an inefficient teaching model for educational institutions.

The employment of adjunct instructors, the benefits for the college, and the downfalls for adjunct instructors are not unique to any single technical college. One technical college in northeast Wisconsin employing adjunct faculty is Fox Valley Technical College (FVTC). FVTC is based in Appleton, Wisconsin, and it is part of the Wisconsin Technical College

System. It is a two-year technical college serving five counties in northeast Wisconsin, which includes a population over 425,000 people. In addition to its main campuses in Appleton and Oshkosh, there are also five regional satellite locations throughout the district. FVTC employs 1,920 employees of whom 62.5% are classified as adjunct faculty, or part-time instructors ("Mission, vision", n.d.). This is on pace with what Gordon (2003) described as community and technical colleges having the highest rate of part-time instructors employed by higher educational institutions.

Of the multiple programs at FVTC, the Business Division employs several adjunct faculty members each semester. Included in the Business Division are the following degree-granting programs: Accounting, Administrative Assistant, Banking and Financial Services, Computer Information Systems, Marketing, and Office Assistant. Of these programs, the Computer Information Systems (CIS) degree program utilizes the majority of adjunct instructors in the Business Division. Within the last two years, there have been as many as 42 CIS sections, or 20.5%, taught in one semester by adjunct faculty; over three years, an average of 44.8 CIS sections were taught by adjunct faculty (A. Henscheid, personal communication, February 11, 2004). In the Fall 2003 semester, adjunct faculty taught 25% of the sections offered by the Business Division (See Appendix D for complete details). That is an increase of 79% from the Fall 2002 semester, in which adjunct faculty taught 14% of the Business Division course sections (A. Henscheid, personal communication, February 11, 2004). The Business Division at FVTC relies on adjunct faculty to teach a significant number of courses offered each semester.

A portion of the Business Division adjunct faculty members at FVTC has expressed the lack of a valued relationship with the college and the department. While it is true that not

all adjunct staff want to have this relationship with the college (Greive, 1995), conversations by the researcher with fellow adjunct staff do not indicate this to be the general rule applied to the majority (FVTC Adjunct Name Unknown, personal communication, November 5, 2003). While the FVTC business department adjunct faculty have the technical skills to fully administer a course, the multitude of training sessions available regarding teaching techniques and learning strategies are not as accessible to the adjunct faculty as to full-time faculty.

The FVTC business department continues to extend and market their efforts to accommodate adjunct faculty; however, it was at a meeting hosted by the Business Division that several adjunct faculty commented on their sense of “being on an island” while teaching (FVTC Adjunct Name Unknown, personal communication, November 5, 2003). With limited availability and interaction with adjunct instructors, challenges and obstacles exist in determining the most effective way of encapsulating and integrating adjunct faculty in the college (Hennes, 2001).

Prior to being able to integrate adjunct instructors and increase their collegiality with full-time faculty and the college, the needs of the adjunct staff needed to be determined so appropriate recommendations could be made to administration in the Business Division at FVTC. One way to help determine the needs of the adjunct faculty is to perform a needs assessment to understand “the way things are and the way they should be” (Rouda & Kusy, 1995). Considering adjunct faculty members as a customer of the institution and its reliance on their customers to survive, a greater understanding of their needs can help deliver a better educated workforce for the community and support the bottom line.

Moving students and adjunct instructors on a continuum toward “enthusiastic customers” instead of just “satisfied customers” (Szymanski, 2003) can improve the overall effectiveness of a technical college. The more enthusiastic students and instructors are, the better educated students become, thus improved institutional effectiveness (Naquin, 2002). Better educated students is a direct input to a more trained and hireable workforce for the community, a goal of regional community colleges.

In order for Fox Valley Technical College to improve, the issue of collegiality among its adjunct instructors and the college’s resources, it is imperative for them to first understand the needs of these instructors. The more administrators, full-time, and adjunct faculty work together to advance part-time instruction, the more impact that instruction will have on students (Ellsworth, 1997).

Statement of the Problem

Adjunct faculty members in the Business Division at FVTC have experienced a sense of isolation from the college and business department. The Business Division at FVTC needed to understand the root causes of their feelings of isolation as it pertained to their relationship with FVTC.

Purpose of the Study

The purpose of this study is to determine the needs of FVTC Business Division adjunct faculty in order to fulfill their desire to be more assimilated to the department and college. A needs assessment will be conducted via an online survey at the end of the Spring 2004 semester to adjunct faculty who have taught within the last three years in FVTC’s Business Division.

Research Objectives

The objectives of this study are to:

1. Conduct a needs assessment to identify components FVTC Business Division adjunct faculty recognize as causing feelings of isolation.
2. Determine differences in needs among adjunct faculty in the various Business Division departments.
3. Evaluate variations in needs between daytime and evening adjunct faculty.
4. Identify differences of needs between people working full-time outside FVTC and those not employed outside FVTC.
5. Differentiate among needs of adjunct faculty based on their teaching experience level.
6. Analyze what tactics used at other institutions might be seen as advantageous by FVTC adjunct faculty.

Significance of the Study

This study is significant for the following reasons:

1. It will identify needs of FVTC's Business Division adjunct faculty. Before any attempt at improving relationships can be made, the needs of the adjunct faculty need to be collected and analyzed. No such needs assessment has been conducted within the last three years. Understanding the root causes that may be unforeseeable is critical to improving collegiality for adjunct faculty.
2. The results can be used to improve relations between the college and its adjunct faculty. Once the needs of the adjunct faculty are determined, appropriate actions can be taken to recommend potential resources or programs to improve collegiality between

adjunct faculty and the college. The Dean of the Business Division at FVTC is interested in determining what can be done to improve relationships with the adjunct faculty. The adjunct faculty needs will be collected and analyzed, and the Business Division will be able to determine what programs or resources are within the budgetary constraints to implement.

3. Dissatisfied employees will not continue to teach, thereby increasing attrition and minimizing the resource pool. The pool for a majority of the adjunct faculty in the Business Division comes from a handful of major employers in the Fox Valley. Word of mouth from disgruntled adjunct faculty spreads quickly; keeping adjunct faculty enthusiastic will result in higher retention and increased levels of adjunct faculty referrals.

4. Communicate with adjunct staff more efficiently. Some adjunct staff members are rarely contacted except for the initial information exchange related to the course offering. The single event of contacting and asking adjunct faculty about their experiences at FVTC can help improve relationships with the college. Additionally, the results of this study can be used to perpetuate new methods of interacting with the part-time staff.

5. Improve student satisfaction. Improved relationships between adjunct faculty and the college will improve communication and may thereby increase adjunct faculty teaching effectiveness. Knowing they have a support circle and the collegial relationship more firmly established, adjunct faculty can focus on providing quality instruction to the students. This should, in turn, improve student satisfaction with part-time instruction.

6. Communicate available resources for adjunct faculty that are currently

underutilized. FVTC has several programs already established for the benefit of full- and part-time faculty alike. Adjunct staff may not be aware of many of these programs. As adjunct faculty review which of the programs they have taken part in, they may be encouraged to do investigation as to the purpose and/or timing of future events. General awareness of college-sponsored events may increase, as adjunct faculty may be more focused on improving their own relationships.

Limitations of the Study

The major limitations of this study are:

1. This study was limited to the Business Division at Fox Valley Technical College. The data gathered and final analysis will not be representative of other departments within FVTC or outside the FVTC institution.
2. The population used for this study was limited to FVTC Business Division adjunct faculty who had updated contact information and had taught classes at FVTC within the last three years (Summer 2001 through Winter 2004). The data is only applicable to adjunct faculty for which email addresses were known, as this was the method of communicating the survey availability. Additionally, only input from adjunct faculty members that had taught within the last three years was sought. Results may not be applicable to future adjunct faculty.
3. The survey results and interpreted recommendations were limited to the Business Division adjunct faculty at FVTC who completed the survey. Only a subset of the population completed the survey; the results of the survey are not generalized to other members of the FVTC Business Division adjunct faculty.

4. The online survey instrument was created by the researcher and may have questionable reliability and validity. A proven, professionally created survey may have more established reliability and validity. Since a professional surveying tool was not used, there may have been unforeseen issues with the survey, along with decreased levels of reliability and validity.
5. Online access was required to complete the survey. If the adjunct faculty members did not have access to the Internet they were unable to complete the survey.

Adjunct faculty deal with the insecurities of their position and the other negatives of their position; however what they do not accept “is the lack of social interaction with their colleagues” (Carroll, 2002, ¶ 1). This may contribute to the feelings of marginalization, isolation, and frustration that adjunct faculty members in the Business Division at Fox Valley Technical College may be experiencing. Identifying the needs of this subset of the employees at the institution may impact the overall efficiency and effectiveness of the college.

Definition of Terms

Terms used throughout this study and their definitions include:

Adjunct Faculty -- A part-time person given a professional assignment in a college, university, or school. For some, adjunct implies a continuing relationship with an institution while part-time is a specific assignment or task (teaching or otherwise) (Skolnick, 1997). For the purposes of this study, adjunct faculty, adjunct staff, adjunct instructors, and part-time instructors are used interchangeably.

Collegiality – The spirit of cooperation between academic peers and associates (“Collegiality”, n.d.) to help deliver a meaningful relationship with the college or university (Catano, 2003).

Needs Assessment – Any systematic approach for collecting information used to set priorities for future action (Witkin, cited in Stewart & Cuffman, n.d.).

CHAPTER II

Literature Review

Introduction

This chapter will discuss the employment of adjunct faculty, as well as benefits and drawbacks of the practice. In addition, the importance of collegiality for adjunct faculty will be reviewed. Since this is a subject of importance to many institutions, methods explored by other educational facilities to improve collegiality will be reported. Finally, the use of an online survey to discern the needs of adjunct faculty at Fox Valley Technical College will be examined.

Employment of Adjunct Faculty

Technical colleges employing adjunct staff can bring tremendous benefits to the school, the students, and to the adjunct faculty member. Contrarily, as with most situations, there has to be give-and-take. The drawbacks of hiring adjunct faculty will also be reviewed from the perspective of the school, the students, and the adjunct staff.

Utilizing adjunct faculty staff can provide extensive benefits for the school and the students, and potentially separate benefits for the adjunct faculty member. Each of these elements will be detailed in the following sections.

Benefits for the School and Students

Technical colleges' employment of adjunct faculty can be numerous in its purpose. While there are multiple facets by which technical colleges gain from employment of adjunct instructors, the primary reasons are: flexibility in scheduling courses, cost-saving constraints on salaries, and up to date sources of experiential learning.

Many times technical colleges hire adjunct staff for the flexibility of meeting varying student demands (Lankard, 1993). During a given semester, a particular course may require three sections, while in a subsequent semester only one section is needed. Instead of hiring additional full-time faculty to cover the additional sections, adjunct faculty can be hired to fulfill the changing course needs of the student population (Cohen, 1992). Many times the adjunct faculty are highly specialized in their areas, perhaps even attaining higher trade-specific, professional qualifications than the full-time faculty (Kelly, 1991).

Besides adding headcount to the faculty roster, adjunct faculty also are available, and some prefer to teach courses offered at alternative times such as evenings or weekends (Cohen, 1992). Full-time faculty, on the other hand, may prefer to teach the core schedule of courses offered during the typical school day. In the case of technical colleges, many students are taking classes in addition to their full-time jobs, which require a greater need for courses offered outside the core school hours. Adjunct faculty are able to build in the flexibility many technical colleges require to meet the needs of the student population (Hollowell, 1998).

Besides enabling the technical colleges to offer a wider range of courses during evenings and weekends, adjunct faculty also provide technical colleges with a cost-effective model of payment of services. Adjunct faculty are cheaper than full-time faculty, saving the institution money in salaries and benefits (Banachowski, 1996). According to Skolnick (1997), adjunct faculty reap major financial rewards for technical colleges since the cost of employing adjunct faculty is far less than the revenues returned by the additional course offerings. Logistically, adjunct faculty require less office space and overhead than full-time

faculty, which also aids the bottom line for educational institutions (Johnson, MacGregor, & Watson, 2001).

Not only are students receiving course offerings during their preferred times and locations, they are also receiving training from personnel that has, or has had, experience in the field in which the adjunct faculty member is teaching (Cline, 1993). In this regard, students benefit from having real-world discussions of experiences at their fingertips. As industry-standards update, adjunct staff members are likely to be updated on the best practices and trends in the industry. Students reap the benefit of learning through the real-world experiences and knowledge of the adjunct instructor.

Benefits for the Adjunct Faculty Member

For an adjunct faculty member, benefits also exist. Teaching provides adjunct faculty another method of utilizing their skills. They gain experience teaching in an environment in which they know the skills, but also learn to communicate in a manner that may be different than in the workplace. It provides a new outlet to utilize valuable workplace skills. Additionally, adjunct faculty gain insight into the workforce that will be potentially utilized to fill open positions in their work environment. Finally, as Cohen (1992) discovered, personal satisfaction and acquiring teaching experience for career purposes were primary benefits adjunct instructors attained by getting involved in the educational arena.

Drawbacks of Adjunct Faculty

While it is evident that benefits exist for the school, students, and the adjunct faculty member, it is also important to address the drawbacks afforded to the educational institution and students, as well as the adjunct faculty member.

Drawbacks for the School and Students

For the institution, hiring adjunct faculty may become the norm when replacing retiring full-time faculty because of their inherent cost-savings (Banachowski, 1996). This change in human relations philosophy takes away from the full-time availability of faculty to meet students' out of class learning.

A more discussed drawback of hiring adjunct faculty is their ineffectiveness as teachers, compared to full-time faculty. However, given equal involvement and opportunity in professional development events in understanding the learner, one argument is that adjunct instructors are just as, if not more, effective in classroom learning (Kelly, cited in Banachowski, 1996). Contrary to that point, however, was a study by Kelly (cited in Banachowski, 1996) indicating that 93% of adjunct faculty utilized the traditional lecture method, while full-time faculty were more likely to integrate a variety of methods of delivering appropriate learning modules.

In terms of the student population, they also suffer consequences in courses administered by adjunct faculty members. A major complaint of adjunct faculty's students is the inaccessibility of the instructor outside of the designated class time (Ellison, 2002). Not all adjunct faculty are willing to devote time outside of class to students (Greive, 1995), making them less accessible than the office hours offered by full-time faculty members. Randy Bass (2003) believes the majority of learning takes place outside the classroom. This is the time when the student engages the content.

Drawbacks for the Adjunct Faculty Member

Many adjunct instructors have expressed their concern over being labeled "inferior" to their full-time counterparts (Kelly, 1991). Without being made available to the same

resources as the full-time faculty, adjunct faculty suffer from the feelings of marginalization, isolation, and frustration (Pratt, 2000). They are oftentimes given little notice of the course in which they will be teaching (Cohen, 1992) and limited interaction with full-time faculty who lead or wrote the curriculum and the specific course syllabus.

Importance of Collegiality

Given the employment instability adjunct faculty members face (Monroe & Denman, cited in Banachowski, 1996), the importance of collegiality can not be underestimated for adjunct faculty. A study by Cohen (1992) of 149 adjunct instructors indicated the need “for a greater sense of belonging to the institution” (p. 3). A primary factor that contributes to the degradation of collegiality experienced by part-time instructors is the lack of integrating adjuncts into the culture of the institution (McGuire, 1993). Encouraging adjunct faculty to become engaged, or “involved, occupied, committed, meshed, participating” (Kabachnick, 2004), and focusing on assimilating adjunct faculty into the school environment aids in improving collegiality.

Methods to Improve Collegiality

The need to assimilate adjunct faculty with full-time faculty and the educational institution to improve collegiality is a topic that has been addressed by multiple technical colleges. Some methods developed include an Adjunct Faculty Development Programs (Lyons, 1999), online orientations (Hennes, 2001), and additional best practices employed by other technical colleges.

The concept of an Adjunct Faculty Development Program (AFDP) was instituted at Indian River Community College in 1996 (Lyons, 1999). The comprehensive, yet inexpensive program has had a tremendous impact on classroom performance and thus

student ratings. The AFDP includes a mandatory “Instructor Effectiveness Training” course prior to, or concurrent with, an adjunct’s first teaching assignment. The material is covered in a 4-session format with the following topics: course planning, course initiation, effective teaching and learning practices, and methods of evaluation. The course is facilitated by varying full-time faculty to provide multiple introductions to key contacts at the school. The course also provides new adjunct faculty members an opportunity to interact with fellow adjunct staff.

Another element of the AFDP is a structured orientation by the department chairperson, or a veteran full-time faculty member. This serves as another instance for adjunct staff to interact and create bonds with full-time employees. Administrative items as well as campus tours and faculty introductions, when possible, are included in the structured orientation. A formal checklist is followed throughout the orientation which contains contact information. Once the orientation is complete, a copy is made for the adjunct faculty member’s file, and the original is provided to the adjunct member to use as future reference material.

The AFDP also incorporates an optional mentoring program between adjunct staff and full-time or veteran adjunct instructors. This program is promoted during the mandatory training sessions and the orientation session by the department chairperson. The relationships developed with a mentoring program facilitate another outlet for adjunct staff to communicate and connect with the educational institution.

A Material Resource Center also contributes to the AFDP. The Materials Resource Center can be utilized by adjunct and full-time staff. The materials include resources discussing teaching issues, methods, and classroom management. Adjunct staff have access

to the Center, or it could be created as an online resource center, and staff can request additional materials through the department chairperson or mentor. As questions arise, additional material is added to the Material Resource Center to continue its effectiveness of assimilating and encouraging adjunct faculty members.

Social elements are also an integral component of the AFDP; monthly brown bag luncheons and an end-of-the-academic-year informal reception are scheduled to promote appreciation and an opportunity for adjunct and full-time faculty to interact throughout the school term.

Some technical colleges have incorporated components of the Adjunct Faculty Development Program. For example, Northeastern Wisconsin Technical College (NWTC) implemented an Online Orientation program (Hennes, 2001). In order to facilitate a comprehensive orientation for an adjunct staff that spans nine counties and a seemingly impossible means of selecting a date and time convenient for its staff, NWTC instituted an Online Orientation. The orientation allowed staff to explore the following categories:

- Mission, vision, and values of NWTC
- Maps of the NWTC campuses
- Phone directory for students, staff, and faculty at NWTC
- Organizational chart of the administration at NWTC
- Services available for staff, including a description of the services as well as how to solicit the service at NWTC
- Policies and procedures at NWTC for grading, code of conduct, and a review of the Student Handbook

- Parking, classroom, and security guidelines at NWTC including emergency procedures and campus contacts.
- Satellite campus information including locations and course offerings
- Survey to provide continuous improvements at NWTC

The purpose for NWTC to institute an online orientation was to improve communications between adjunct faculty and the college itself.

While the Adjunct Faculty Development Program or Online Orientation programs are very comprehensive, there are other techniques that can be employed by technical colleges to improve collegiality such as:

- add adjunct faculty email addresses to college-wide distribution lists (Tompkins, 2002);
- list adjunct name and contact information in the Faculty/Staff listing (Skolnick, 1997);
- provide access to an office, phones, computers, and secretarial support to adjunct staff (Tompkins, 2002);
- encourage adjunct staff to participate in school and departmental committees (Tompkins, 2002);
- invite adjunct staff to professional development activities available to full-time staff (Tompkins, 2002; Naquin, 2002);
- inform adjunct staff of general college or departmental faculty meetings, or forward meeting minutes to adjunct staff (Carroll, 2002);
- contribute adjunct-focused articles to campus or departmental newsletters (Carroll, 2002);

- periodically survey part-time faculty (Burnstad & Gadberry, 1996);
- create a handbook exclusively for adjunct staff (Ellsworth, 1997; Burnstad & Gadberry, 1996);
- invite adjunct staff to participate in textbook selection process (Burnstad & Gadberry, 1996);
- encourage adjunct faculty to attend a full-time faculty member's course to demonstrate classroom management techniques (Greive, 1996);
- institute an adjunct faculty welcome social (Greive, 1996); and
- encourage participation in a monthly breakfast meeting (Bazan, Durnin, & Tesch, 2003).

Use of Online Surveys

Data has historically been collected primarily by paper surveys. With the growth of the Internet, online data collection has erupted. The use of online surveys will be explored. Online survey benefits include a cost-effective alternative to offline surveys with a quicker response from those surveyed and reduced manual data entry errors.

The use of the Internet has experienced tremendous growth over the last few years, including its use for data collection. According to a white paper by InsightExpress (2002), online survey tools are widely available and offer a cost-effective alternative to offline surveys. In 2001, online research doubled its usage from the previous year as researchers are appreciating the benefits of online surveys.

Online surveys have a shorter lifespan from development to results delivery. In the study conducted by InsightExpress (2002), results were achieved within seven days from the day the survey was deployed. Additionally, data collected via online surveys are not

susceptible to indecipherable hand-writing. Data can be stored directly from the survey into a database, making benchmarking and analysis immediately available once the number of desired responses is reached.

The demographics of online users continue to grow; it is estimated that 75% of Americans have Internet access from their home (Greenspan, 2004). Response rates for online surveys vary from 6% to 73%, dependent upon the user's comfort and skill level using the Internet. As users continue to explore the Internet and become more comfortable, higher responses rates are expected (Weible & Wallace, cited in Hennes, 2001).

Summary

Existing research demonstrates the benefits and drawbacks to technical colleges, students, and to the adjunct faculty member when adjunct faculty are utilized to fulfill the educational needs of the student and the college. By employing adjunct faculty, technical colleges are able to offer a flexible, wider range of alternative course offerings. An additional important concept is the need for collegiality among adjunct faculty and full-time faculty. Finally, online surveys can be used to collect data to discern and understand insights into methods or techniques that could be explored as methods to improve collegiality from the perspective of the adjunct faculty at Fox Valley Technical College's Business Division.

CHAPTER III

Methodology

Introduction

This chapter presents the methodology used in this study to gather the information on the Business Division Adjunct Faculty needs. It will include a discussion of subject selection and description, instrumentation, data collection procedures, data analysis, and limitations.

Subject Selection and Description

The adjunct faculty at Fox Valley Technical College's Business Division are the subjects of this research. These are staff members that have taught courses in the department in the past three years, or are currently teaching. Because an online survey will be used, adjunct staff members with email addresses will be included in the sample. For those without a valid email address, but currently teaching, a memo will be placed in the adjunct faculty member's mailbox encouraging them to visit the website link to participate in the survey. Those adjunct staff members who taught in the past and have no email address will be excluded from the sample.

Instrumentation

The researcher created an online survey to collect data for the study. The survey link was at: <http://students.cis.fvtc.edu/krejcie/survey.asp>. Survey questions were compiled with assistance from the Computer Information Systems (CIS) Department Adjunct Supervisor at Fox Valley Technical College, Business Division Department Chairpersons, the Research Advisor, and the researcher. In order to facilitate a "wizard-like", or a numbered step progress, approach for the online survey, the 64 survey questions were divided into nine

categories: Teaching Experience, Certification and Training, Orientation, Classroom Management, Networking, Student Advisement, Ways to Improve, Comments, and Demographics.

In order to obtain the email addresses of the adjunct faculty, the CIS department Adjunct Supervisor and the Business Division Department Chairpersons were solicited to provide adjunct faculty email addresses of those instructors currently teaching, or had taught within the last three years. No verification process was completed to ensure these email addresses were valid. Additionally, no paperwork was placed in adjunct faculty mailboxes to allow them to submit email addresses in order to be a part of the study.

Data Collection Procedures

The email announcing the availability of the survey was deployed on May 2, 2004 to 69 adjunct instructor email addresses, three FVTC administrator email addresses, and to the research advisor's email address. The email was unsuccessfully delivered to three adjunct email addresses, thereby leaving the sample size of the survey to be 66 adjunct instructors. The body of the email informed the recipients of the study, the confidential nature of the data, the location of the survey, and that survey submissions were needed by May 28, 2004. An April Business Division eNewsletter had informed adjunct instructors there would be a research survey forthcoming.

The researcher using HTML, ASP, a Microsoft Access database, and the Fox Valley Technical College web server programmed the consent form and the survey. Except for one instance of web server maintenance, the survey was available 24-hours a day from May 2 through May 28, 2004 and no issues were reported. As of May 28, 2004, a total of 37 online survey responses were received.

In addition to the data collected via the online survey, Fox Valley Technical College provided a spreadsheet listing the total number of sections taught, the number of sections taught by adjunct faculty for each department within the Business Division, delineated by semester from summer 2001 through winter 2004.

Data Analysis

The data collected via the online survey was extracted from the Microsoft Access database on May 28, 2004. All survey responses were voluntary and data provided is not identifiable to a specific person.

The survey data was tabulated and analyzed by category and question by the researcher. Frequencies were calculated for the close-ended questions and the open-ended questions (such as those collected in the Comments category) were analyzed and grouped into themes. Complete details of the survey are available in Appendix A. Results of the survey are presented in Chapter 4.

The data provided by Fox Valley Technical College was also manipulated to determine the percentage of sections offered by adjunct instructors as compared to the full-time faculty. Details of this data can be found in Appendix B. The results of this data are also described in Chapter 4.

Limitations

Because the researcher developed the survey instrument, there are no measures of validity or reliability. Additionally, the survey was successfully deployed only to FVTC Business Division adjunct faculty with valid email addresses; therefore summative conclusions about the general adjunct faculty population at FVTC would not be appropriate.

CHAPTER IV

Results

Introduction

In this chapter, information regarding the demographics of the sample population for the online survey is discussed. Additionally, the survey included questions that would help assess the six research objectives of this study. The survey results will be explored in terms of the research objectives.

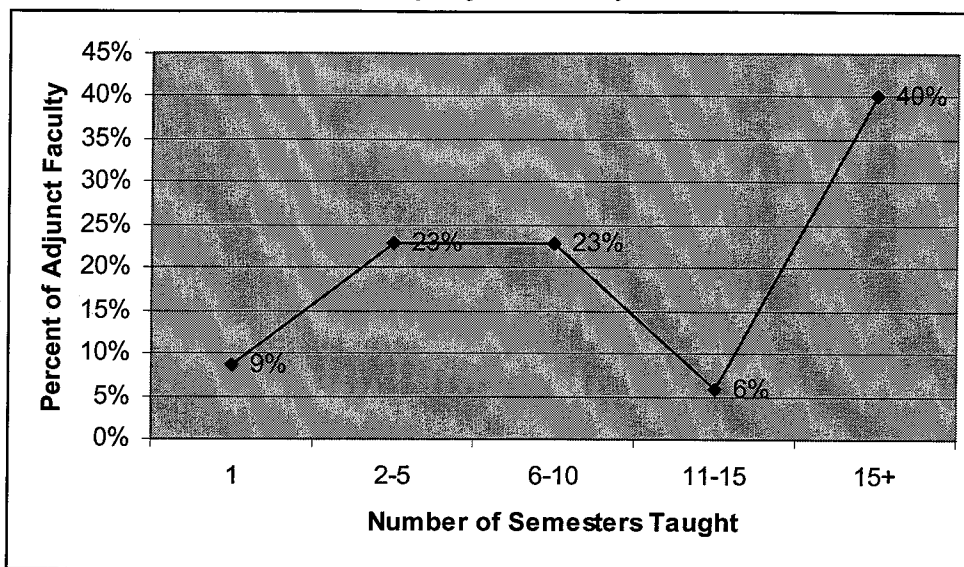
Demographics

The email notifying adjunct instructors of the research study survey was deployed to 69 adjunct faculty email addresses on May 2, 2004. Of the 69 addresses, the email message was successfully delivered to 66 adjunct faculty mailboxes the same day. Of the 66 deliverable email addresses, 32 of them were Fox Valley Technical College email addresses that use the fvtc.edu domain. These are likely not the primary email accounts of adjunct faculty; no data was recorded to determine how many adjunct faculty members opened the message. As of May 28, 2004, a total of 37 adjunct instructors had visited the survey. This constitutes a 56% return rate. Of the 37 visitors, 28 completed the survey through the last question yielding a 76% completion rate of those accessing the survey. Although none of the questions were required to proceed through the survey, there were a total of 64 survey questions.

Of the 37 respondents accessing the survey, 57% were teaching during the Winter 2004 semester; the remaining instructors were not teaching at the time of the survey, although nearly half of those not teaching had taught the prior Fall 2003 semester. As seen in

Figure 1, the majority who responded have been teaching for more than six semesters; in fact, 40% of those responding to the question have taught more than 15 semesters. The

Figure 1. Number of semesters taught by adjunct faculty



collection of classes that the group of instructors has taught spans over 80 different courses although half the group teaches only one course per semester. The group of respondents has a great deal of breadth and experience with Fox Valley Technical College's Business Division.

Research Objectives

Each research objective will be explored and compared to questions posted on the online survey. For several statements on the survey a scale of one through five was used. The rating system provides a score of 1.0 as "Strongly Disagree", 2.0 is "Disagree", a 3.0 would be a "Neutral" rating, 4.0 scores an "Agree" rating, and 5.0 celebrates a "Strongly Agree" rating.

The first research objective to be reviewed is as follows: Conduct a needs assessment to identify components FVTC Business Division adjunct instructors recognize as causing feelings of isolation.

The following questions aimed at addressing this research objective:

1. At which campuses have you taught? (Check all that apply)

The majority of adjunct faculty have taught at Appleton and Oshkosh, the two largest locations for Fox Valley Technical College. However, 19 adjuncts have taught at regional centers that have minimal interaction with full-time faculty. In fact, one adjunct noted the following as a way of improving relationships with full-time faculty: "Having full-time faculty or department heads visit the regional centers."

2. Did you meet full-time instructors during your orientation?

Twenty-two of the 32 responses to this question did not have any contact with full-time faculty at the time of orientation.

3. Did you meet adjunct instructors during your orientation?

Similarly with the previous question, 19 of the 32 instructors did not meet any other adjunct instructors. Jointly with the previous question, this highlights the lack of relationship building and networking efforts between full-time and adjunct faculty.

4. I have regular contact with full-time faculty.

This question was rated on the scale of 1-5, and 14 of the 30 responses indicated a Strongly Disagree rating. Nearly half of the respondents have rare, if any, contact with full-time faculty.

5. I know who has taught, or is teaching, the same courses I teach.

This question was also ranked on the 1-5 scale, and 17 instructors indicated a Strongly Disagree (10) or Disagree (7) that they are aware of others with experience in the course they taught.

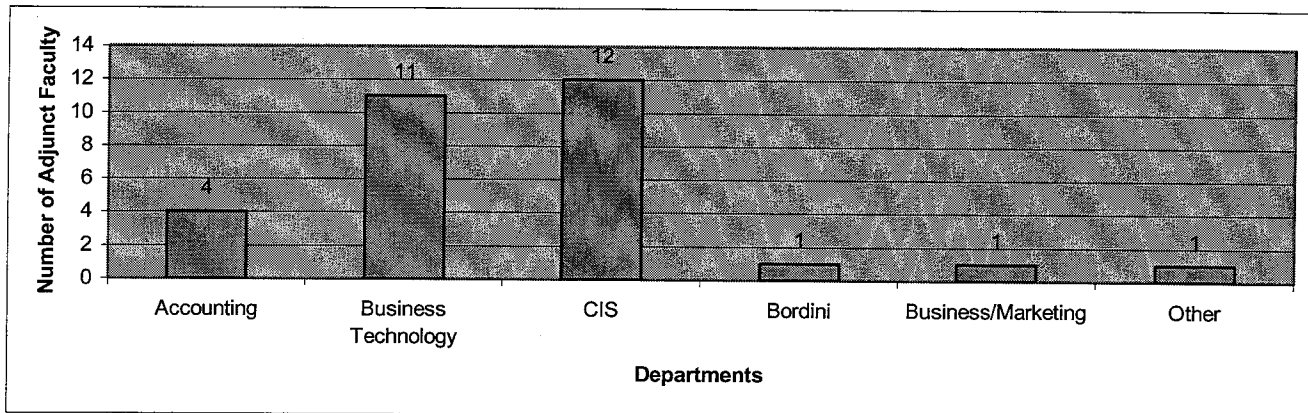
The next research objective to be reviewed is: Determine differences in needs among adjunct faculty in the various Business Division departments.

The questions relevant to this objective include:

1. For which department(s) in the Business Division do you teach?

As seen in Figure 2, 77% of responses are encompassed with the Computer Information Systems and Business Technology departments. Twelve of the 29 respondents teach for the CIS department, while the Business Technology department

Figure 2: Adjunct faculty Business Division departments



employs 11 of the 29. The Accounting department follows with four responses, and the Bordini Center, Business/Marketing, and an unexplained “Other” also register for one adjunct faculty member each.

2. The course materials provided to me by my lead instructor are adequate.

Average ratings for this question range from 2.9 to 4.3 depending on the department, with Business Technology receiving a 2.9 and CIS a 3.5.

3. I receive adequate support from full-time faculty at FVTC.

Overall the Business Division fared well on this question as the average rating across all departments was a 3.25. The Accounting department received a 4.3 rating on this question. Other departments were hovering near the 3.0 to 3.5 range.

4. I receive adequate lead-time for course assignments.

Again, this is fairly even across all departments with all but “Other” receiving a rating 3 or better. Respondents had the option to identify an alternative department besides those listed by selecting “Other”. In one case, the respondent selected “Other”, but did not further detail the specific department.

Another objective to review is: Evaluate variations in needs between daytime and evening adjunct faculty. Relevant questions for this objective are discussed:

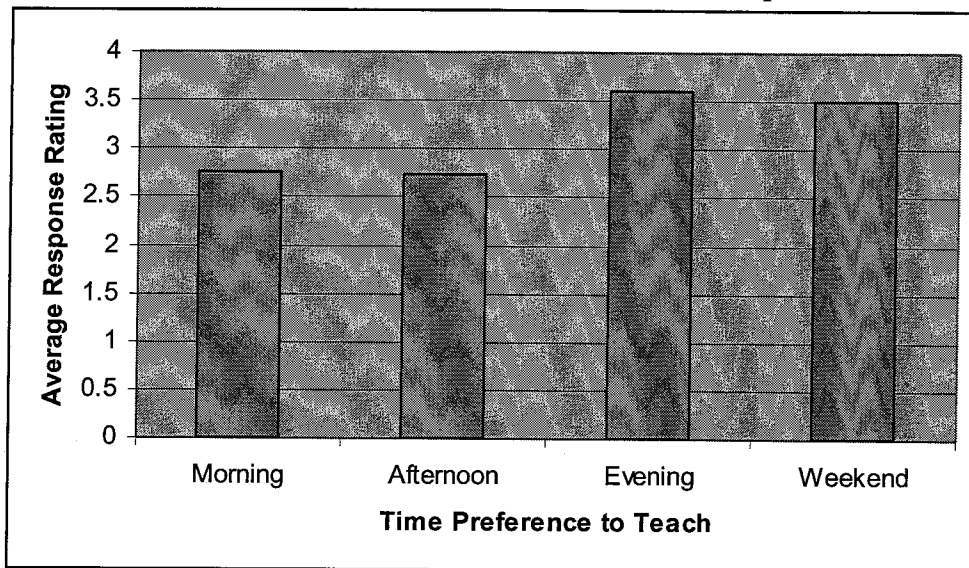
1. What is your preferred class time to teach? (Check all that apply)

Of those responding, 68% prefer to teach in the evenings when many times no full-time faculty members are available to consult or with which to interact. One adjunct faculty member provided the following comment on a way to improve collegiality: “Having contacts available for evening instructors so that we can answer student questions.”

2. I receive adequate support from full-time faculty at FVTC.

As noted in Figure 3, an average of a neutral rating was attained across all time periods. Despite full-time faculty being more readily available during the morning and afternoon sessions, the rating was slightly lower for those times.

Figure 3: Average of support from full-time faculty based on time preference to teach



Another objective to discuss is: Identify differences of needs between people working full-time outside FVTC and those not employed outside FVTC. The following questions were targeted to pinpoint this objective:

1. Are you employed full-time outside of FVTC?

Of the 29 people that responded to this question, approximately one-third are not employed full-time outside of FVTC leaving two-thirds of the respondents employed by various employers such as Kimberly-Clark Corporation and JJ Keller & Associates.

2. I would like a better relationship with the staff at FVTC.

For those respondents not employed full-time outside of FVTC, a rating of 3.7 was earned meaning a near “Agree” rating. The full-time employed individuals were not quite as definitive on the need for a better relationship with an average score of 3.0.

3. What is your primary motivation to *start* teaching?

Half of the non full-time employed individuals started teaching for personal satisfaction. Sixty-three percent (63%) of the full-time employed instructors started

teaching for personal satisfaction. Additionally, only 10% of the respondents who are not employed externally started teaching for money; for the full-time employed, nearly 16% started teaching for the money.

4. What is your primary motivation to *continue* teaching?

The results of this question resemble the response to the previous question almost exactly. This shows that adjunct faculty members are motivated to teach by the personal satisfaction received from teaching.

The next objective to review is: Differentiate among needs of adjunct faculty based on their teaching experience level. Questions that pertained to this objective are as follows:

1. How many semesters have you taught?

As displayed in Figure 1, 14 instructors have taught for more than 15 semesters.

Eleven instructors have taught for 5 years or less.

2. Have you ever attended FVTC training?

Only 2 of the 11 instructors that have taught for five years or less have attended a training session whereas all the instructors that have taught for 15+ years have attended training sessions in their adjunct teaching career.

3. Do you plan on teaching after your certification expires?

For those instructors who have taught for five years or less it is likely a provisional certificate was issued; only 3 of the 11 intend to teach once their certification expires. Half of the group with 15 or more semesters of teaching intend to continue teaching past their current certification period.

4. I feel adequately prepared in classroom management.

The group of 10 instructors that have been teaching for 6-15 years rated the highest average earning a score of 4.25. Perhaps due to the lack of experience, those instructors teaching five years or fewer gave the lowest average rating of 3.125 in classroom management skills.

5. I am confident in course evaluation and grading.

The two instructors teaching for 10-15 years scored the highest average rating of a 5.0, or Strongly Agree. All other segments scored in the mid- to high 3 range. The most experienced teachers scored the second lowest average in this category.

The final objective to evaluate is to analyze what tactics used at other institutions might be seen as advantageous by FVTC adjunct faculty members. One entire category of questions, Ways to Improve, was geared to address this objective. As seen in Figure 4, there were various options provided to adjunct faculty to determine the level of willingness to participate in tactics used by other institutions. Of the 30 individuals that responded to this question, nearly two-thirds would be willing to participate in training courses and recognition receptions without compensation. Additionally the same percentage would be willing to participate in departmental meetings and roundtable meetings with full-time and/or adjunct faculty with compensation. Another program that received a rating by nearly half the instructors was a mentor program with full-time faculty or experienced adjunct faculty. Finally, half the adjunct instructors who responded would participate on committees without a need for compensation.

Table 1

Participation of adjunct faculty in activities based on the existence of compensation

Activity	With Compensation	Without Compensation
Training Courses	19	17
Recognition Reception	4	19
Breakfast Meetings	13	10
Roundtable Meetings with other Adjunct Staff	17	7
Roundtable Meetings with Full-Time Staff	16	11
Departmental Meetings	18	9
Committee Participation	13	14
Mentor Program with Full-Time or Experienced Adjunct Staff	14	14

CHAPTER V

Discussion, Conclusions, and Recommendations

Introduction

The purpose of this study was to determine the needs of FVTC Business Division adjunct faculty in order to fulfill their desire to be more assimilated to the department and college. This chapter will provide a discussion that will compare the study results to the existing body of literature that was reviewed, provide conclusions from the results obtained, and offer recommendations for future studies of this nature as well as provide recommendations for the Dean of the Fox Valley Technical College Business Division.

Discussion

Fox Valley Technical College is not alone in its reliance on adjunct faculty to deliver the quantity and quality of courses it offers as part of the Business Division. The College is also not isolated from the issues that current literature discusses regarding a rewarding relationship between adjunct faculty and the institution. Overall, Fox Valley Technical College's Business Division received very good to excellent ratings from its adjunct faculty completing the survey.

One similar complaint made by adjunct faculty at Fox Valley Technical College to that of the sentiments of the research available is the frustration of unpaid preparation time. Extending the additional prep time benefit to adjunct salary would be a costly endeavor. Particularly in these times of budget constraints and cuts, this is simply not a reasonable recommendation. However, the survey results did show that many adjunct faculty members do not know who else has taught, or is teaching, the classes they are asked to teach. This

could be an area of opportunity for the Business Division. Publishing a list of adjunct faculty who have previously or are concurrently teaching a course may decrease the amount of preparation time by reusing course materials previously created.

The review of literature also discussed the various benefits the school and students get by utilizing adjunct faculty. The results of the survey (see Appendix C) delineates the excitement and enjoyment all respondents noted as their biggest reward: student interaction. Adjunct faculty continue to be motivated by their personal satisfaction in teaching at Fox Valley Technical College, not monetary rewards. It may be wise to begin a student generated adjunct faculty award as this supports adjunct faculty's motivation to teach for student success and interaction.

The research literature identified a drawback for the school and students as being the unavailability of adjunct faculty outside of scheduled class time. This was another sentiment that was a part of the survey results. Not only does this hamper students, but the adjunct faculty, despite their desire to be available, are frustrated that they are not able to adequately prepare for class, grade assignments, and meet with students outside of class time due to outside time constraints with full-time jobs or other commitments. Providing a physical space for adjunct faculty to conduct office hours could entice some adjunct faculty to hold regular office hours; encouraging adjunct faculty to conduct routine online hours could provide an alternative to physically having to come to the college for "office" hours. Additionally, publishing adjunct faculty office or online hours, which may be during alternative hours, provides an additional outlet for all students to get questions or issues resolved.

Adjunct faculty were receptive to building upon techniques tried by other institutions to improve collegiality. For instance, the survey results showed that nearly half the adjunct staff are willing to participate in training sessions, recognition meetings, mentor programs, and committees without compensation. Facilitating a mentor program between full-time or experienced adjunct faculty with new adjunct faculty can directly improve collegiality and communication. Inviting adjunct faculty to committee meetings also enables adjuncts to become engaged with the department. According to Kabachnick (2004), an engaged employee is: “involved, occupied, committed, meshed, participating.” Without engaging adjunct faculty, frustration can set in, and frustration is the first step in disengagement. By fully engaging adjunct faculty, improved collegiality is the outcome and frustration is minimized. Many of the comments that are listed in Appendix C are focused on improved communication with the college, the departments, and the instructors. Important to note is that adjunct faculty are willing to participate, if given the opportunity.

Conclusions

Feelings of marginalization, isolation, and frustration could cause adjunct faculty to lack the confidence in their collegiality with college representatives. FVTC Business Division adjunct faculty expressed varying degrees of these symptoms with regards to their collegiality with the college. Adjunct faculty are interested in pursuing more extensive relationships with Fox Valley Technical College. Adjunct faculty, due perhaps to their alternate class offerings when full-time faculty are not available, are isolated from the mainstream happenings of the Business Division. Memos announcing student events are distributed via interoffice mail and a periodic eNewsletter is sent to the Business Division, but outside of those few communications adjunct faculty are many times inaccessible to the

information that is needed or desired. The survey was able to tap into a portion of the Business Division adjunct staff to help identify what adjunct staff needs are to improve relationships and thereby improve the quality of instruction delivered in the classroom. Based on the established body of research and the results of the study, the following recommendations can be made.

Recommendations for Future Studies

If an online survey is to be used for the sole source of data for a study, it is imperative primary email addresses are retrieved for the population to which the survey will be sent. While nearly 70 email addresses were retained for the purposes of this study, half of them were school accounts. If teachers are not teaching a current course, there is a chance they are not checking their school email accounts.

In order to obtain the primary email addresses, a recommendation is to forward either via interoffice mail or United States Postal Service mail a letter requesting those interested in participating in the study to send the researcher their primary email address. This way, if someone would prefer to complete the survey at home versus at work, they have the option of being sent the survey link to the appropriate email account.

Additionally, a reminder email a few days prior to the close of the survey data collection could help increase the number of survey completions received. Along those same lines, a memo could be distributed to interoffice mailboxes reminding staff to complete the survey.

Recommendations for the Dean of Fox Valley Technical College Business Division

Based on the existing research as well as conclusions made from this research, recommendations for the Dean of the Fox Valley Technical College Business Division can

be grouped into the following categories to improve collegiality: Networking, Education Enablers, and Administrative Support.

Included in the networking category are those recommendations that can help adjunct faculty engage with the department and other faculty members.

1. Support a networking environment in which contact information is shared among adjunct staff regarding what classes are being taught by which instructors (full-time and adjunct). This can help alleviate some of the time pressures that are put on adjunct faculty to prepare for a class on short-notice and to instead build and enhance the classroom learning environment and activities.
2. Share communication with adjunct staff. If there are meetings that are beneficial to adjunct staff, include the adjunct faculty as part of the meeting notice or meeting notes.
3. The creation of a Business Division adjunct faculty email distribution list would help expedite the process of including the adjunct staff in all communications. Solicit primary email addresses from adjunct faculty to ensure important news is conveyed in a timely fashion.
4. Continue sending the periodic Business Division Update newsletters and add an "Adjunct Highlights" section. Periodically engaging an experienced adjunct faculty member to publish a teaching tip, or featuring new adjunct staff each newsletter and a brief biography could draw additional attention to the newsletter.

Education enablers are those recommendations that can assist adjunct faculty to become more confident in their classroom conduct and methods.

1. If full-time faculty have grading spreadsheets or methods by which grades are recorded for a particular course, this would be a helpful training session to eliminate a re-creation of a model that may already exist.
2. Host an in-service for all full-time and adjunct faculty on the concept of assessment as an active teaching strategy. Sharing this information with faculty can help them perform ongoing assessments in the classroom for continuous improvement.
3. The survey suggests a need for a training session on classroom management. Encourage full-time lead faculty members to visit the adjunct classrooms, and reinforce the importance of critical feedback to adjunct staff. Given the minimal, if any, methods training adjunct staff have had, full-time faculty members may be able to share some ideas that have worked in their classrooms.
4. Invite adjunct faculty into full-time faculty classrooms. Observing an example of effective learning strategies can provide a valuable lesson to new and returning adjunct instructors.

In the Administrative Support category, the following recommendations are made making administrators more visible and engaged with adjunct faculty.

1. Additional formative reviews, beyond the initial review, would help adjunct staff realize the support from the full-time faculty and administration.
2. Setting up informal or formal mentor programs with administrators, full-time faculty, or experienced adjunct faculty can also be another means of opening the lines of communication and providing overt administrative support. It could be as simple as a 15-minute “warm-up session” prior to a 6pm class start at any of the

regional centers where Business Division faculty, both full-time and adjunct, can meet briefly to share stories or new ideas.

3. The adjunct instructors have asked for full-time faculty to teach at the times they teach to assist with student questions. Administrative support of full-time faculty to teach in varying times throughout the day can help alleviate some of the feelings of isolation adjunct faculty may feel when there seems to be nowhere to turn to find answers to students' questions.
4. Institute a student generated Adjunct Faculty award that can be presented at the recognition dinners. Adjunct faculty are motivated by the personal satisfaction they receive through student success; being recognized by students can decrease feelings of marginalization.
5. Support and publish office hours by reserving a physical room in which adjunct faculty can meet with students. Alternatively, encourage online office hours that provide additional flexibility to adjunct faculty and students.

Money does not seem to be a motivator as much as the need for adequate lead-time before teaching a course and preparation time. The adjunct faculty are seeking to connect by serving on committees and attending meetings. Adjunct faculty have a strong social need to be with students and colleagues in the pursuit of learning. It seems from these respondents they want to invest in the experience of learning. They do not wish to be known as trainers. They want to be able to find answers for their students and foster a relationship with the full-time faculty, staff and administrators at FVTC.

Based on the survey results and comments provided by the Fox Valley Technical College Business Division adjunct staff members, there is tremendous pride and excitement

about working for the College. Instructors are driven by the personal satisfaction received by teaching and sharing knowledge with students each semester. Emphatically, adjunct instructors are focused on achieving results in the classroom. Any techniques that can be implemented to help these professionals become better educators will directly impact the success of each student graduating from the Business Division programs. Recommendations have been made, based on the existing research as well as the feedback received from the staff at Fox Valley Technical College, to help keep the momentum that continues to build each day between adjunct faculty and full-time faculty at Fox Valley Technical College.

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APPENDICES

APPENDIX A

Consent Form for Online Survey

The consent form is also available online at: <http://students.cis.fvtc.edu/krejcie/survey.asp>



The researcher of this study, Karen Krejcie, is researching the needs of the Fox Valley Technical College (FVTC) Business Division adjunct faculty to build a rapport and feel more linked with the department and college. This graduate studies research project is entitled "An Analysis of the Adjunct Faculty Need to Improve Collegiality at Fox Valley Technical College". I would appreciate your participation in this study.

It is not anticipated that this study will present any medical or social risk to you. The information gathered will be kept strictly confidential and any reports of the findings of this research will not contain your name or any other identifying information.

Your participation in this project is completely voluntary. If at any time you wish to stop participating in this research, you may do so, without coercion or prejudice.

There is little or no risk to you in filling out this questionnaire. Your responses are completely confidential. Although the results of this study may be of benefit to others in the future, there is no direct benefit to you by participating in this study.

Once the study is completed, the analyzed findings would be available for your information.

Questions or concerns about the research study should be addressed to Karen Krejcie (krejciek@uwstout.edu or 920-759-1951), the researcher, or Dr. Carolyn Barnhart (barnhartc@uwstout.edu or 715-232-2545), the research advisor. Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI, 54751, phone (715)232-1126.

Consent Form

I understand that my participation in this study is strictly voluntary and I may discontinue my participation at any time without prejudice.

I understand that the purpose of this study is "An Analysis of the Adjunct Faculty Need to Improve Collegiality at Fox Valley Technical College".

I further understand that any information about me that is collected during this study will be held in the strictest confidence and will not be part of my permanent record. I understand that in order for this research to be effective and valuable certain personal identifiers need to be collected. I also understand that the strictest confidentiality will be maintained throughout this study and that only the researcher will have access to the confidential information. I understand that at the conclusion of this study all records which identify individual participants will be destroyed. I am aware that I have not and am not waiving any legal or human rights by agreeing to this participation.

By clicking the "accept" button below I verify that I am 18 years of age or older, in good mental and physical condition, and that I agree to the conditions listed above. Otherwise, click the "reject" button below.


I ACCEPT

I REJECT

APPENDIX B

Online Survey

This survey is also available online at: <http://students.cis.fvtc.edu/krejcie/survey.asp>

 Fox Valley Technical College <i>Knowledge That Works</i>		An Analysis of the Adjunct Faculty Need to Improve Collegiality at Fox Valley Technical College	
Are you teaching this semester at FVTC?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
What was the last semester you taught?	<input type="text"/>		
What is the primary reason you are not currently teaching? (check all that apply)	<input type="checkbox"/> Don't want to teach anymore <input type="checkbox"/> No class openings for my skillset <input type="checkbox"/> Too busy to teach <input type="checkbox"/> Preferred time to teach not available <input type="checkbox"/> Other <input type="text"/>		
How many semesters have you taught?	<input type="text"/>		
How many different courses have you taught?	<input type="text"/>		
Which courses have you taught at FVTC (please list all)?	<input type="text"/>		
How many courses do you teach each semester?	<input type="text"/>		
What is your preferred class time to teach? (check all that apply)	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/> Weekend		
At which campuses have you taught? (check all that apply)	<input type="checkbox"/> Appleton <input type="checkbox"/> Neenah		

	<input type="checkbox"/> Oshkosh <input type="checkbox"/> Chilton <input type="checkbox"/> Clintonville	<input type="checkbox"/> Wautoma <input type="checkbox"/> Waupaca
Did you teach prior to teaching at FVTC?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you teach at other institutions?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Certification & Training

Are you currently certified to teach at FVTC?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you taken any certification courses?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you see a need to continually work toward certification requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you plan on teaching after your certification expires?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does FVTC offer training for adjunct faculty?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you ever attended FVTC training?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Which training course interests you most?	<input type="text"/>	If other: <input type="text"/>

Orientation

Did you receive a campus orientation for each location at which you taught?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did you meet full-time instructors during your orientation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did you meet adjunct instructors during your orientation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Were you made aware of the appropriate resources to be effective at FVTC?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you feel adequately prepared in the case of an emergency?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Course & Classroom Management

Please rate the following statements:

	Strongly Disagree					Strongly Agree				
I feel adequately prepared in classroom management.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5					
I am confident in course evaluation and grading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5					
I am comfortable with the course content in my classes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5					
The course materials provided to me by my lead instructor are adequate.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5					

Full-time instructors are responsive to my needs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I receive adequate lead-time for course assignments.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Networking

Please rate the following statements:

	Strongly Disagree			Strongly Agree	
I have regular contact with full-time instructors.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I am aware of other adjunct instructors at FVTC.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I know who has taught, or is teaching, the same courses I teach.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I have a resource at FVTC to contact, if needed.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I receive adequate support from full-time staff at FVTC.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I am a valued resource at FVTC.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I would like a better relationship with the staff at FVTC.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Student Advisement

Please rate the following statements:

	Strongly Disagree			Strongly Agree	
Students contact me for advising on topics outside of course material.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel informed enough to advise students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I am aware of campus contacts to direct students for questions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I am aware of campus events that might be of interest to my students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I feel I am available enough for my students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Ways to Improve

Check all items or events in which you would participate:

	With Compensation	Without Compensation
Training Courses	<input type="checkbox"/>	<input type="checkbox"/>
Recognition Reception	<input type="checkbox"/>	<input type="checkbox"/>
Breakfast Meetings	<input type="checkbox"/>	<input type="checkbox"/>
Roundtable Meetings with other Adjunct Staff	<input type="checkbox"/>	<input type="checkbox"/>
Roundtable Meetings with Full-Time Staff	<input type="checkbox"/>	<input type="checkbox"/>
Departmental Meetings	<input type="checkbox"/>	<input type="checkbox"/>
Committee Participation	<input type="checkbox"/>	<input type="checkbox"/>
Mentor Program with Full-Time or Experienced Adjunct Staff	<input type="checkbox"/>	<input type="checkbox"/>
Other: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

What is the biggest challenge you face as an adjunct instructor?

What do you feel is the biggest reward of teaching?

What do you like about teaching?

What do you dislike about teaching?

What are suggestions you have to improve your relationship with Fox Valley Technical College?

Other Comments:

Demographics

Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Age	<input type="text"/>	
Are you employed full-time outside of FVTC?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Employer: <input type="text"/> Title: <input type="text"/>
How many years of experience do you have in your field?	<input type="text"/>	
What was your primary motivation to <i>start</i> teaching?	<input type="text"/>	If Other, <input type="text"/>
What is your primary motivation to <i>continue</i> teaching?	<input type="text"/>	If Other, <input type="text"/>
What is your highest degree earned?	<input type="text"/>	
Which certifications do you hold?	<input type="text"/>	

For which department(s) in the Business Division do you teach? (check all that apply)	<input type="checkbox"/> Supervisory Management <input type="checkbox"/> CIS	<input type="checkbox"/> Business Technology <input type="checkbox"/> Other <input type="text"/>
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Next-->

Thank you very much for your assistance!

APPENDIX C

Online Survey Response

Table 1

Survey Responses for Teaching Experience

Survey Question	Survey Responses								
	Yes	No	No Response						
Are you teaching this semester at FVTC?	21	14	2						
Did you teach prior to teaching at FVTC?	13	21	3						
Do you teach at other institutions?	8	26	3						
For those respondents answering "No" to "Are you teaching this semester?":									
What was the last semester you taught?	Spring 2002	Summer 2003	Fall 2003	No Response					
	3	4	6	1					
What is the primary reason you are not currently teaching?*	Don't want to teach anymore	No class openings for my skillset	Too busy to teach	Preferred time to teach not available	Other: not asked	Other: class discontinued	Other: too much out of class prep	Other: baby on the way	No response
	1	4	4	1	1	1	1	1	1

* Survey respondents could choose multiple options.

For all respondents:

	1	2-5	6-10	11-15	15+	No Response
How many semesters have you taught?	3	8	8	2	14	2

	1	2	3	4	5	6	7	8	9	10	No Response
How many different courses have you taught?	5	5	2	3	4	1	2	3	1	6	5

Which courses have you taught at FVTC?

- | | |
|-----------------------------------|--|
| Accounting - Various | Microsoft Outlook |
| Accounting Applications | Microsoft PowerPoint - Beginning |
| Accounting on Micro Computers | Microsoft Powerpoint (3) |
| Attitude & Listening Skills | Microsoft Project (2) |
| BCC | Microsoft Publisher |
| CCC | Microsoft Word - Beginning |
| CEBS Certification Prep classes | Microsoft Word - Intermediate |
| COBOL I (2) | Microsoft Word (3) |
| COBOL II (2) | MS Publisher |
| Communication Skills for Managers | Office Software Apps |
| Compensation and Benefits | Payroll Accounting |
| Computer Concepts and Careers | Peachtree |
| Computer Studies | Professional Image |
| Cost Accounting | QuickBooks (2) |
| Cost Accounting A | Real Estate Appraisal Law |
| Cost Accounting B | Series of Professional Development Sessions on Time Management |
| Customer Service | Several Computer Software Courses |
| Data Communications | Small Business Operations |

Which courses have you taught at FVTC?
(continued)

Database Administration	Spreadsheets
Database Design	Spreadsheets, Advanced
Database Fundamentals (3)	Spreadsheets, Beginning
Database Servers	Spreadsheets, Database
DOS	Spreadsheets, Intermediate
E-Business	Starting a Small Business
E-Commerce	Structured Query Language (2)
Email	Systems Analysis and Design
Financial Accounting 1	Telephone Techniques
Front Page - Advanced	Training and Development
GroupWise	Training Design and Measurement
HR Work Experience	Unix - Introduction
IIS 4.0 Intro	USPAP and Commercial Appraisal
Income Tax	VB.NET - Intermediate
Internet Security and Privacy	Visual Basic – Advanced (4)
Intro to Internet (5)	Visual Basic - Introduction (4)
Introduction to Computers (3)	Visual Basic- Intermediate (3)
KB for PC Users	Web Development - Intermediate (3)
KB Speed Development	Web Development - Introduction
Marketing Research	What Managers Do
Microcomputer Applications (2)	Windows (2)
Microsoft Access - Beginning	Windows 95
Microsoft Access - Intermediate	Windows 98
Microsoft Access (3)	Windows XP
Microsoft Courses (4)	Windows XP - Advanced
Microsoft Excel - Beginning	Writing a Business Plan
Microsoft Excel (3)	

	1	2	3	4	5	6+	No Response
How many courses do you teach each semester?	18	5	3	2	1	4	4

	Morning	Afternoon	Evening	Weekend	No Response
What is your preferred class time to teach? *	10	17	25	5	3

* Survey respondents could choose multiple options.

	Appleton	Oshkosh	Chilton	Clinton- ville	Neenah	Wautoma	Waupaca	No Response
At which campuses have you taught? *	25	15	3	7	6	1	2	3

Table 2

Survey Responses for Certification and Training

Survey Question	Survey Responses							
	Yes	No						No Response
Are you currently certified to teach at FVTC?	29	4						4
Have you taken any certification courses?	24	9						4
Do you see a need to continually work toward certification requirements?	27	6						4
Do you plan on teaching after your certification expires?	18	14						5
Does FVTC offer training for adjunct faculty?	31	2						4
Have you ever attended FVTC training?	20	13						4
	Classroom Mgmt	Eval / Grading	Teaching Methods	Other	All	Current Technology & FVTC Updates	Other: Student personality and learning	No response
Which training course interests you most?	4	5	18	1	1	1	1	6

Table 3

Survey Responses for Orientation

Survey Question	Survey Responses		
	Yes	No	No Response
Did you receive a campus orientation for each location at which you taught?	20	13	4
Did you meet full-time instructors during your orientation?	10	22	5
Did you meet adjunct instructors during your orientation?	13	19	5
Were you made aware of the appropriate resources to be effective at FVTC?	23	10	4
Do you feel adequately prepared in the case of an emergency?	26	7	4

Table 4

Survey Responses for Classroom Management

Survey Statement	Survey Responses					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
I feel adequately prepared in classroom management.	2	0	6	17	7	5
I am confident in course evaluation and grading.	1	2	3	16	9	6
I am comfortable with the course content in my classes.	1	3	3	11	14	5
The course materials provided to me by my lead instructor are adequate.	1	2	10	10	6	8
Full-time instructors are responsive to my needs.	2	5	6	6	8	10
I receive adequate lead-time for course assignments.	1	4	11	11	3	7

Table 5

Survey Responses for Networking

Survey Statement	Survey Responses					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
I have regular contact with full-time instructors.	14	2	5	5	4	7
I am aware of other adjunct instructors at FVTC.	5	4	5	8	9	6
I know who has taught, or is teaching, the same courses I teach.	10	7	2	1	10	7
I have a resource at FVTC to contact, if needed.	3	3	6	7	12	6
I receive adequate support from full-time staff at FVTC.	3	7	3	10	7	7
I am a valued resource at FVTC.	4	3	11	5	8	6
I would like a better relationship with the staff at FVTC.	4	2	10	4	10	7

Table 6

Survey Responses for Student Advisement

Survey Statement	Survey Responses					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
Students contact me for advising on topics outside of course material.	4	4	8	9	6	6
I feel informed enough to advise students.	3	3	9	10	5	7
I am aware of campus contacts to direct students for questions.	5	4	8	6	8	6
I am aware of campus events that might be of interest to my students.	9	7	7	6	2	6
I feel I am available enough for my students.	3	3	1	18	6	6

Table 7

Survey Responses for Ways to Improve

Survey Statement	Survey Responses		
	With Compensation*	Without Compensation*	No Response
Training Courses	19	17	7
Recognition Reception	4	19	14
Breakfast Meetings	13	10	18
Roundtable Meetings with other Adjunct Staff	17	7	13
Roundtable Meetings with Full-Time Staff	16	11	14
Departmental Meetings	18	9	13
Committee Participation	13	14	14
Mentor Program with Full-Time or Experienced Adjunct Staff	14	14	13

*Survey respondents could choose both options.

Table 8

Survey Responses for Comments

What is the biggest challenge you face as an adjunct instructor?

1. No Response (8)
2. Available time for my students.
3. Being adequately prepared when teaching a new course.
4. Being available for students.
5. Classes being cancelled. I think 9 out of 10 of my classes were cancelled in the past year. I think FVTC needs better marketing of these classes (I teach non-credit Internet Security and Privacy class to both general public and business.)
6. Dealing with student behaviors
7. Different levels of students in my class
8. Feeling connected to FVTC
9. Getting an assignment
10. Getting classes to teach (3)
11. Getting materials ready
12. I don't know.
13. Keeping my preparation time for classes under control...as we do not get paid for this time unless it is a brand new class for us to teach but yet as an above average teacher my material must be kept "fresh" not only for my students but me as well.
14. Keeping up with course and software changes.
15. Knowing the answers to all the students questions, since I teach in the lab, the students think that I can fix all their problems and it gets frustrating when I have no clue where to even turn for help at night.
16. Lack of contact with full-time faculty in Appleton
17. Limited contact; Time
18. Not feeling like a "part" of the whole college; limited interaction
19. Sometimes treated as less than "a real teacher". We can be bumped out of any class by a contracted instructor.
20. Teaching students at all different levels, and reaching all of them
21. Teaching to a diverse audience, it keeps me on my toes!
22. The constant changing of course material from semester to semester. Sometimes both the student and myself are learning the material at the same time!
23. The different levels of ability in students.

24. Time
25. Time management--finding time to prepare for class and be available for students
26. To be paid in a timely manner
27. Underachieving students who can barely read and write.
28. Working with the different needs and personalities of students and when I get particularly difficult ones, not knowing if it's just me or if they are the same with other instructors

What do you feel is the biggest reward of teaching?

1. No response (8)
2. Bringing students to their next level of learning.
3. Dealing with career directed students.
4. Enjoy teaching the students - great experience!
5. Experiencing student growth.
6. Getting through to students.
7. Hearing from my students after they have passed or failed their state exams.
8. Hearing my students who have taken my classes in the past say they've learned so much.
9. Helping people learn a new skill and seeing them become more confident in themselves and successful.
10. Helping students achieve their goals.
11. Helping students.
12. I don't know.
13. Knowing a student gets it and takes the knowledge and really uses it.
14. Knowing I am helping and guiding students and being introduced to new and interesting people all the time.
15. Knowing I've helped others improve their lives.
16. Knowing that I am helping others achieve their goals.
17. Making a difference in someone's life.
18. Meeting the students.
19. Relationship with students.
20. Seeing students actually learn and feel confident using a software program.
21. Seeing students learn and want to learn.
22. Students whose lives are being improved by education.
23. The feeling that the students have gotten something useful out of the course
24. The satisfaction of having a student learn what they need to do their job

25. The student that finally gets it after putting out the effort and asking for help.
26. There is no greater sense of fulfillment than teaching. Of all the things I've done in working for going on 3 decades, this brings the greatest joy and satisfaction. I enjoy finding different ways to reach students; the look of wonder when "they get it"
27. Watching students learn and grow.
28. Watching the students grow.
29. When students gain the knowledge they need to become successful
30. Working with the students.

What do you like about teaching?

1. No response (9)
2. Able to share and utilize my skills outside the normal realm.
3. Adult student enthusiasm.
4. Being in front of an audience.
5. Being with people.
6. Everything (2)
7. Facilitating the student learning process and their overall education.
8. Interacting with students.
9. Interaction with the different students.
10. It is rewarding; I love sharing the knowledge.
11. Learning more about my field.
12. Making a difference.
13. Meeting new people and working with a diverse group of students who all have different goals.
14. Opportunity to share what I know with eager to learn students.
15. Rewarding to help others learn and expand knowledge.
16. Seeing the light come on for the students when they capture a concept.
17. Sharing knowledge.
18. Teacher-student interaction; helping others to learn.
19. Teaching on a personal basis.
20. See Above.
21. The challenge of imparting information in a way that students will understand.
22. The challenge that each student brings to the classroom.

23. The experience of student growth.
24. These sense I can help and guide.
25. The students.
26. Working with students of all ages and seeing them develop a skill. When they walk out at the end of the semester, I like to think they have accomplished something. When they come back to learn more, they show more confidence in themselves.
27. Working with the students.

What do you dislike about teaching?

1. No response (12)
2. Courses do not flow well with curriculum.
3. Disgruntled students.
4. Feel like I'm on an island.
5. Grading.
6. Having a scheduled class cancelled because there wasn't enough students interested.
7. I don't get to do it enough.
8. Not enough courses.
9. Not having adequate time to meet students' needs.
10. Nothing (2)
11. Nothing...teaching is very enjoyable.
12. Poor communication with management.
13. Prep work.
14. Pupil attitude.
15. Right now the time involved. But that could change. I have many things going on in my life at the moment.
16. Short timeline to submit final grades.
17. Some students have bad attitudes and blame the teachers.
18. Sometimes lots of unpaid prep time
19. The evening it takes away from my family.
20. The inordinate amount of time I put in over and above the material in order to be sure I teach fresh and relevant information that I get no compensation for. I spend 3 times as much time outside of the classroom working on material and methods and only get paid for class time.
21. The last minute notification about classes --the lack of communication about the resources available, changes in classes example new hardware or software, new tests, new curriculum.

22. The need to discipline.
23. The student that just doesn't want to help themselves and thinks they can just show up to class and not participate.
24. Trying students. Students that should not be in the class (this has happened once or twice).
25. When the curriculum changes, we go through a rough time getting all the pieces of the new curriculum that we need to teach at a regional center. There are no full-time faculty members in my area at the regional center, so all correspondence is by e-mail.

What are suggestions you have to improve your relationship with Fox Valley Technical College?

1. No response (18)
2. A regular email giving updates.
3. A yearly review of the curriculum planning so that I know where my course is going and when (next versions of software, new textbook...)
4. Better communication about the time allowed for class assignments for each new semester...more prep time allowed and paid for.
5. Full time instructors involving adjunct teachers in more department activity.
6. Get more "Go" classes (classes that run). Cross promote my class to Intro to Computers classes, target schools (parents - teacher organizations), Senior Net, new marketing to businesses. Don't expect people to sign up because they got a catalog.
7. Have more programs, events, etc., for adjunct faculty members
8. Having contacts available for evening instructors so that we can answer student questions.
9. Having full-time staff or department heads visit the regional centers
10. I loved the adjunct meeting at the beginning of the year, but it would be great if the full-time staff met with the adjuncts to talk about courses, area direction, to be able to be included in some of the training offered for the division
11. I see other adjunct instructors that don't feel like a part of the department they teach in, they are not included in Dept meetings, social gatherings (that are for the whole dept.) They feel out of the loop.
12. I think that we should be paid for some prep time for a semester, that we should be kept up to date on ANY changes to the classes we teach. I get the feeling that the full time instructors (lead instructors) do not feel that it is part of their job to communicate these changes to adjuncts.
13. Invite adjuncts to sit in on FT instructor classes.
14. More communication with adjunct teachers, meetings etc.
15. More contact with full time teachers - involved in cross campus meetings of instructors

16. More face-to-face contact with faculty that develops the curriculum, along with more face-to-face contact with other adjunct instructors at other regional centers. I think adjunct faculty who teach at the regional centers should have more input in some of the decisions affecting their courses.
17. More openness between instructors and administration
18. New management.
19. Support of the instructors.
20. There has to be a better way to evaluate instructors than student evaluations!!!

Other Comments

1. No response (31)
2. All in all, I would take FVTC over a certain other, nameless area technical college. The staff and the students are great to work with. There is only one full time staff member that is particularly difficult and I believe the school is aware of who he is.
3. Great school with many excellent resources.
4. How are adj. faculty selected to teach the various classes??
5. I developed my Internet Security and Privacy class by myself. There is a demand for it, yet classes keep getting cancelled. Many people are not aware that the class is offered by FVTC. I would like to increase my "Go" percentage (classes that actually run)
6. I think that communication to adjunct is very poor and that there is a lack of understanding of the problems we face (ie a lot of assumptions are made).
7. There was a series of short seminars for adjunct faculty last year. Haven't heard anything on that continuing.

Table 9

Survey Responses for Demographics

Gender	Survey Question		Survey Responses						
			Male	Female		No Response			
			13	16		8			
Age	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	No response
	3	1	7	2	7	4	3	2	8

Are you employed full-time outside of FVTC?	Yes	No	No Response
	19	10	8

For those responding "yes" to being employed full-time outside of FVTC:

Company	Title
Askted & Associates LLC	Learning Facilitator
Esser Consulting LLC	DBA
FVTC	Owner
Greenbrier & Russel, Inc	ESPA
JJ Keller & Associates	IT Consultant
JJ Keller & Associates	Intranet Developer
Kimberly-Clark Corporation	Senior DBA
Kimberly-Clark Corporation	Senior Analyst I (3)
Sacred Heart Parish	Knowledge Management
Sara Lee Foods	Youth/Family Minister
Theda Clark	Materials Planner
	Admin Secretary

1-2	3-5	6-10	11-15	16-20	21-25	25+	No
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response

How many years of
experience do you
have in your field?

1 5 3 7 3 6 5 7

What was your primary
motivation to *start* teaching?

Personal Satisfaction	Money	Gain Teaching Experience	Other: Recruited	Other: I love to do it	Other: Outsourced	No response
17	4	5	1	1	1	8

What was your primary
motivation to *continue*
teaching?

Personal Satisfaction	Money	Gain Teaching Experience	Network in my field	Other: It's what I was meant to do	Other: I love to do it	No response
18	4	2	1	1	1	10

What is your highest degree earned?

Associates Degree	Bachelors Degree	Masters Degree	Doctorate Degree	No Response
9	3	16	1	8

Which certifications do you hold?

1. No response (23)
2. 5-year
3. Adjunct certification for current semester
4. Basic certs needed to be an adjunct personal computer software teacher
5. Certified Employee Benefit Specialist, Fellowship Status also, Senior Professional in Human Resources
6. CMA
7. Microsoft Certification all Office products. Defense Language Institute- Romanian
8. MOUS Word Expert; MOUS Excel Proficient
9. Part-time Provisional (3)
10. SPHR
11. Training certification; online certification
12. Two year certification
13. Unsure

	Accounting	Business Technology	CIS	Bordini	Business / Marketing	Other	No response
For which department(s) in the Business Division do you teach?	4	11	12	1	1	1	9

APPENDIX D

Business Division Total Sections

Table 1

Business Division Total Sections Summarized

Total Sections	Full-Time Sections	Adjunct Sections	Adjunct Percentage	Semester
291	270	21	7%	Summer 2001
998	830	168	17%	Fall 2001
925	774	151	16%	Winter 2002
305	277	28	9%	Summer 2002
867	743	124	14%	Fall 2002
846	737	109	13%	Winter 2003
236	184	52	22%	Summer 2003
760	573	187	25%	Fall 2003
735	572	163	22%	Winter 2004

Table 2

Business Division Total Sections Details by Department

Adjunct Sections	Total Sections	Instructional Area	Semester
5	25	ACCOUNTING	Summer 2001
1	10	BUSINESS ADMINISTRATION	Summer 2001
0	22	MARKETING & MERCHANDIZING MGMT	Summer 2001
7	129	OFFICE SYSTEMS/TECHNOLOGY	Summer 2001
7	32	COMPUTER INFORMATION SYSTEMS	Summer 2001
0	1	SMALL BUSINESS	Summer 2001
0	3	CIS - NETWORK COMMUNICATIONS	Summer 2001
0	4	INTERNET/INTRANET-WEB	Summer 2001
0	11	QUALITY PROCESS MANAGEMENT	Summer 2001
1	54	SUPERVISION & LDRSHP DVLPMT	Summer 2001
20	146	ACCOUNTING	Fall 2001
9	43	BUSINESS ADMINISTRATION	Fall 2001
10	93	MARKETING & MERCHANDIZING MGMT	Fall 2001
12	242	OFFICE SYSTEMS/TECHNOLOGY	Fall 2001
48	166	COMPUTER INFORMATION SYSTEMS	Fall 2001
2	13	SMALL BUSINESS	Fall 2001
16	65	CIS - NETWORK COMMUNICATIONS	Fall 2001
11	44	INTERNET/INTRANET-WEB	Fall 2001
5	17	QUALITY PROCESS MANAGEMENT	Fall 2001
17	30	REAL ESTATE	Fall 2001
18	139	SUPERVISION & LDRSHP DVLPMT	Fall 2001

21	139	ACCOUNTING	Winter 2002
8	47	BUSINESS ADMINISTRATION	Winter 2002
8	95	MARKETING & MERCHANDIZING MGMT	Winter 2002
7	225	OFFICE SYSTEMS/TECHNOLOGY	Winter 2002
38	145	COMPUTER INFORMATION SYSTEMS	Winter 2002
4	16	SMALL BUSINESS	Winter 2002
17	60	CIS - NETWORK COMMUNICATIONS	Winter 2002
11	38	INTERNET/INTRANET-WEB	Winter 2002
2	17	QUALITY PROCESS MANAGEMENT	Winter 2002
22	26	REAL ESTATE	Winter 2002
13	117	SUPERVISION & LDRSHP DVLPMPT	Winter 2002
7	47	ACCOUNTING	Summer 2002
1	10	BUSINESS ADMINISTRATION	Summer 2002
2	34	MARKETING & MERCHANDIZING MGMT	Summer 2002
4	122	OFFICE SYSTEMS/TECHNOLOGY	Summer 2002
9	33	COMPUTER INFORMATION SYSTEMS	Summer 2002
0	1	SMALL BUSINESS	Summer 2002
0	3	CIS - NETWORK COMMUNICATIONS	Summer 2002
0	11	INTERNET/INTRANET-WEB	Summer 2002
0	4	QUALITY PROCESS MANAGEMENT	Summer 2002
1	2	REAL ESTATE	Summer 2002
4	38	SUPERVISION & LDRSHP DVLPMPT	Summer 2002
16	114	ACCOUNTING	Fall 2002
2	45	BUSINESS ADMINISTRATION	Fall 2002
5	80	MARKETING & MERCHANDIZING MGMT	Fall 2002
4	209	OFFICE SYSTEMS/TECHNOLOGY	Fall 2002
28	142	COMPUTER INFORMATION SYSTEMS	Fall 2002
6	24	SMALL BUSINESS	Fall 2002
8	53	CIS - NETWORK COMMUNICATIONS	Fall 2002
4	28	INTERNET/INTRANET-WEB	Fall 2002
3	31	QUALITY PROCESS MANAGEMENT	Fall 2002
30	33	REAL ESTATE	Fall 2002
18	108	SUPERVISION & LDRSHP DVLPMPT	Fall 2002
20	113	ACCOUNTING	Winter 2003
3	53	BUSINESS ADMINISTRATION	Winter 2003
4	89	MARKETING & MERCHANDIZING MGMT	Winter 2003
5	185	OFFICE SYSTEMS/TECHNOLOGY	Winter 2003
29	128	COMPUTER INFORMATION SYSTEMS	Winter 2003
8	30	SMALL BUSINESS	Winter 2003
9	54	CIS - NETWORK COMMUNICATIONS	Winter 2003
4	23	INTERNET/INTRANET-WEB	Winter 2003
0	15	QUALITY PROCESS MANAGEMENT	Winter 2003
4	9	REAL ESTATE	Winter 2003
23	147	SUPERVISION & LDRSHP DVLPMPT	Winter 2003
9	26	ACCOUNTING	Summer 2003

0	9	BUSINESS ADMINISTRATION	Summer 2003
1	18	MARKETING & MERCHANDIZING MGMT	Summer 2003
34	105	OFFICE SYSTEMS/TECHNOLOGY	Summer 2003
3	23	COMPUTER INFORMATION SYSTEMS	Summer 2003
2	3	SMALL BUSINESS	Summer 2003
1	5	CIS - NETWORK COMMUNICATIONS	Summer 2003
0	1	INTERNET/INTRANET-WEB	Summer 2003
0	2	QUALITY PROCESS MANAGEMENT	Summer 2003
2	44	SUPERVISION & LDRSHP DVLPM	Summer 2003
20	94	ACCOUNTING	Fall 2003
5	48	BUSINESS ADMINISTRATION	Fall 2003
8	67	MARKETING & MERCHANDIZING MGMT	Fall 2003
57	171	OFFICE SYSTEMS/TECHNOLOGY	Fall 2003
23	121	COMPUTER INFORMATION SYSTEMS	Fall 2003
19	25	SMALL BUSINESS	Fall 2003
4	45	CIS - NETWORK COMMUNICATIONS	Fall 2003
6	51	INTERNET/INTRANET-WEB	Fall 2003
9	17	QUALITY PROCESS MANAGEMENT	Fall 2003
19	22	REAL ESTATE	Fall 2003
17	99	SUPERVISION & LDRSHP DVLPM	Fall 2003
22	80	ACCOUNTING	Winter 2004
5	47	BUSINESS ADMINISTRATION	Winter 2004
13	79	MARKETING & MERCHANDIZING MGMT	Winter 2004
42	166	OFFICE SYSTEMS/TECHNOLOGY	Winter 2004
11	110	COMPUTER INFORMATION SYSTEMS	Winter 2004
24	33	SMALL BUSINESS	Winter 2004
4	41	CIS - NETWORK COMMUNICATIONS	Winter 2004
3	27	INTERNET/INTRANET-WEB	Winter 2004
0	15	QUALITY PROCESS MANAGEMENT	Winter 2004
17	24	REAL ESTATE	Winter 2004
22	113	SUPERVISION & LDRSHP DVLPM	Winter 2004
