

University of Southern Indiana
Office of Institutional Research

A Survey of Part-Time Faculty at the University of Southern Indiana

A Study of Characteristics, Levels of
Satisfaction, and Perceived Importance of
Factors of Institutional Support

Fall Semester 1999

Part-Time Faculty at the University of Southern Indiana

Rationale for the Study

The University of Southern Indiana has a long history of employing part-time faculty to help fulfill a portion of its mission and uses part-time faculty in a variety of ways and for a variety of reasons. One reason to use part-time faculty is to provide institutional flexibility. As enrollments swell, the university may hire part-time faculty in order to accommodate the short-term need for instructional personnel to cover additional course sections. Part-time faculty are also hired to teach for full-time faculty who are on sabbatical or require release time for research or service. Additionally, part-time faculty provide the university with teaching expertise in very specialized academic areas, particularly in the professional disciplines, that may not be easily covered by the full-time faculty.

The University has made a conscious effort to provide part-time faculty with the resources necessary to assure that the quality of the curriculum and instruction is of the highest level possible. Because of the transitory nature of their teaching assignments and the fact that most part-time faculty hold down full-time jobs outside of the University, very little is known about their levels of satisfaction with teaching. Additionally, the perceived satisfaction of the part-time faculty with the provision of institutional support underlying their instructional responsibilities is unknown.

During the summer of 1999, the Vice President for Academic Affairs appointed an ad hoc task force to examine issues germane to part-time faculty instruction, with particular attention to be directed toward issues of institutional integration and professional development. Among the various topics taken under discussion were the desire to learn more about current part-time faculty and their needs. Suggested possible programmatic initiatives directed at part-time faculty and some recommendations concerning resources that can assist part-time faculty in sharpening pedagogical effectiveness were to be developed.

In an attempt to more fully understand the characteristics, levels of satisfaction, and perceived needs of part-time faculty, three hundred fifty seven (357) faculty teaching on a part-time basis at the University of Southern Indiana at any time from 1994 – 1999 were surveyed during the summer of 1999. One hundred thirty one (131) surveys were returned for an effective response rate of 36.7%.

Demographic Characteristics of the Respondents

Survey respondents have taught part-time in twenty-two of the University's academic departments and University Division. Faculty were evenly distributed among the University's five academic schools.

Academic Rank. When asked to indicate their current academic rank, 22.1% indicated their current part-time rank as "Instructor". The majority of respondents, 60%, indicated that they "did not know" what academic rank they held.

Years Teaching at USI. Less than three-fifths of survey respondents (17.8%) indicated that the 1998-99 academic year was their first year teaching for the University. The mean years of service at USI were 5.86. The median response was 8.0 years.

Years College Teaching. Nearly one third of the respondents (32.0%) indicated that they had less than 3 years of teaching experience at the university level. However, one in four have taught for more than 10 years. The mean number of years teaching at the college level was 8.15.

Number of Courses Taught at USI per Year. More than half of the University's part-time faculty (59.2%) teaches 1-2 academic courses per year. Twenty eight percent (28.3%) teach four or more courses per academic year. The mean number of courses taught each academic year by part-time faculty is 3.04.

Number of Courses Ever Taught at USI. One third of survey respondents (33.9%) stated they had taught three courses at the University of Southern Indiana. Nearly 25% indicated they had taught 17 or more courses.

Highest Academic Degree Earned. The majority of part-time faculty (71.8%) have earned a Master's Degree as their highest academic degree. Doctorate degrees are held by 11.5%.

Gender. Part-time faculty are approximately evenly divided by gender, with female faculty having a very slight majority (51.9%).

Age. The mean age of part-time faculty at the University of Southern Indiana is 46.4 years. Nearly one third (29.7%) are 40 or younger. Twenty percent are 55 years of age or older. These data are similar to those characteristics of full-time faculty.

Ethnicity. The vast majority (93.0%) of part-time faculty teaching at USI are Caucasian. Part-time faculty of Asian decent accounts for 3.1%, and African-American faculty, 2.3%. These data are similar to those characteristics of full-time faculty.

Employment Outside of Academia. Nearly sixty percent (58.6%) of part-time faculty are employed outside of academia. For those that indicated that their primary employment is in academia, most were employed with the Evansville-Vanderburgh School Corporation, Ivy Tech State College, or Henderson Community College.

Pursuit of a Full-Time Teaching Appointment in Higher Education. When asked if they would pursue a full-time teaching appointment at the University of Southern Indiana if one were available, two thirds of the respondents (64.5%) indicated in the affirmative.

Summary Demographics. The "typical" part time faculty member at the University of Southern Indiana is a forty-six year old Caucasian (as likely a male as female) that has taught at the University for nearly six years. They have eight years of teaching experience at the university level. On average, they teach three courses per academic year. They have a Master's Degree as their highest academic degree. They are employed on a full-time basis outside of academia. Their part-time teaching is devoted solely to the University of Southern Indiana. They would pursue a full-time instructional position if one were available in their academic department.

Levels of Satisfaction with University Teaching Support

The following twelve measures were rated by level of satisfaction on a Likert-type scale of 1 to 5, with 5 representing “Very Satisfied” and 1 representing “Very Dissatisfied”.

Satisfaction Measure	Rating	N
Your General Satisfaction with Teaching Part-Time at USI	4.23	130
Access to Full-Time Faculty in your Department	4.15	128
Level of Administrative and Clerical Support	4.15	129
Satisfaction with the Selection of Courses you are Offered to Teach	4.14	128
Clarity of Expectations of your Performance in the Classroom	4.13	126
Clarity of Evaluation of your Performance in the Classroom	4.01	125
Depth and Breadth of Communication from your Department	3.86	127
Policies and Procedures Related to Part-Time Instruction	3.81	128
Timeliness of Communication Concerning Teaching Assignment	3.78	127
Opportunities to Participate in Departmental/School Meetings	3.58	125
Opportunities for Professional Development	3.32	120
Satisfaction with Pay	3.26	129

In general, overall satisfaction of part-time faculty with teaching at the University of Southern Indiana is high (4.23 on a scale of 1-5). Part-timers are also satisfied with the level of access to full-time faculty in their department, the level of administrative and clerical support for teaching, the selection of courses that they are offered to teach, and the clarity of departmental and school expectations for their performance in the classroom.

Part-time faculty are somewhat less satisfied with issues of compensation, opportunities for professional development, opportunities to participate in department and school meetings, and the timeliness of communication concerning part-time teaching.

When analyzed by school, part-time faculty in the School of Nursing and Health Professions have the highest level of satisfaction with issues of access to faculty, opportunities to participate in departmental and school meetings, professional development, timeliness of communication regarding teaching assignment and contract issuance, and overall general satisfaction with teaching at the University. Adjunct faculty in the School of Education and Human Services are more satisfied than their peers in the other academics schools on issues relative to administrative and clerical support, general communication depth and breadth about school and/or departmental matters, pay, the selection of courses offered, clarity of expectations and evaluation of performance, and policies and procedures concerning part-time instruction. Part-time faculty with teaching responsibilities in University Division are the least satisfied in ten of the twelve measures.

Levels of Perceived Importance of Factors of University Teaching Support

The following twelve measures were rated by level of perceived importance on a Likert-type scale of 1 to 5, with 5 representing "Very Important" and 1 representing "Very Unimportant".

Importance Measure	Rating	N
Access to Clerical Support Staff, Office Supplies, Phone, etc	4.41	129
Someone to Talk to Relative to Teaching Responsibilities	4.12	130
Knowledge of University Policies and Procedures	4.01	130
Opportunities for Professional Development	3.95	130
Feeling a Part of the University	3.85	129
Being Updated on General University Matters	3.85	130
University Financial Support for Professional Development	3.77	126
Opportunities for Training on Technology	3.76	124
Access to Internet, Email, other Information Technologies	3.74	125
Adequate Office Space for Class Preparation and Meeting Students	3.58	125
Opportunities to be Involved with Students Outside of Class	3.33	127
Opportunities to be Involved in Departmental Activities	3.31	130

Part-time faculty place the greatest level of importance on access to clerical support staff, office supplies, telephone, etc. (4.41 on a scale of 1-5). Also rated "Very Important" was someone to talk to relative to teaching responsibilities, and knowledge of the various University policies and procedures. Opportunities for professional development, feeling a part of the University, and being regularly updated on general University matters also rated high on the importance scale.

Part-time faculty do not view as important opportunities to be involved in departmental activities, opportunities to be involved with students outside of the classroom, or the availability to adequate office space for class preparation and meetings with students.

When analyzed by school of instructional appointment, faculty in University Division place the highest level of importance on opportunities to be involved in departmental activities; adequate office space for class preparation and consultation with students; access to clerical support staff, office supplies, photocopying, and telephone; and knowledge of University policies and procedures. UD faculty rate opportunities for professional development; and opportunities to be involved with students outside of the classroom as less important than their peers in the other academic schools.

Adjunct faculty in the School of Science and Engineering Technology place less important than their peers on issues of office space for course prep; access to support staff; access to Internet and email; knowledge of University policies and procedures; feeling a part of the University; being update on general University matters; and talking with someone about concerns relative to teaching responsibilities.

Content Analysis of Written Comments of Survey Respondents

A section of the survey was devoted to providing part-time faculty with an opportunity to elaborate on their survey responses, identify problems encountered in their teaching assignments, and to suggest additional training and professional development offerings that may benefit part-time faculty. Respondents were also encouraged to comment on their general relationships with the University and their particular academic department.

Among the reoccurring themes mentioned were:

1. The desire to be more involved in departmental and school meetings, in particular, the fall and spring meetings of the general faculty
2. The desire for increased communication, in particular, a request to be provided with copies of the University academic calendar, University phone book, and academic bulletin.
3. The concern over the income tax rate for summer teaching.
4. The expressed need for clerical and administrative support for those part-time faculty teaching evening courses.
5. The desire for educational benefits (auditing courses, support for professional development).
6. The timeliness of communication concerning teaching assignment and contract issuance.

Comments provided by survey respondents are included verbatim in the appendix to this report.

Implications of the Findings

1. The need to provide regular and timely contact (written, verbal) which make part-time faculty feel that they are vital members of the University community.
2. The need to increase access to and level of clerical/administrative support (especially media services and instructional technology), particularly for those part-time faculty teaching in the evening.
3. The ability to provide opportunities for professional development of part-time faculty.
4. Development of a mentoring program (part-time and senior faculty).
5. The need to study the part-time faculty rank and pay structure.

Part-time University Faculty Survey

Written Comments

I feel the education department is making an effort to include part-time teachers in their planning and meetings. It would be useful to be supplied a campus directory so we can have numbers to call for assistance in scheduling library visits, overhead projectors, TV/VCR, etc.

I continue to appreciate the opportunity to teach at the University. I don't know the number of adjunct faculty, but it would be nice if they were invited to fall/spring faculty meetings (if size isn't an issue). Perhaps an annual department meeting to meet other faculty. I would like to receive a school phone directory if not cost prohibitive. An invite to participate in graduation would also be nice. Thank you for the survey.

Some input into the course textbook would be helpful and encouraging.

I mainly taught off-campus at Nativity my last 3 years with USI. Loved it, as did the students. Equipment was very inferior though. Class availability was sparse – not much to choose from, though students believed the location and schedule was very important to their attending and remaining in school.

I am unaware of a group that deals with the non-traditional student and this students' concerns. I know there was one at one time. Even though the number of non-traditional students has dwindled somewhat, there needs to be some assistance for them.

I would consider a full-time position if the pay scale was similar to EVSC.

The Education Department has been wonderful. The personal contact is great. They are easy to work with. The only difficulty I have is in knowing exactly what calendar the university is operating on. I do not receive a schedule and often I have a student arrive for the class when I think we'll start the following week (or vice versa)! Please have the university send a semester calendar (including holiday, etc.) to every adjunct professor well in advance of the start of the school year.

I have truly enjoyed my teaching experience at USI. My full-time position with EVSC and two young children prohibit me from becoming more involved in teaching as an adjunct professor for the next several years. I have enjoyed my relationship with Dr. Pickering, Dr. Price, Dr. Mayes, and the Department of Education. All have been very helpful and encouraging. I hope to return to USI in the future.

I have very much enjoyed my position with USI as an adjunct faculty member and have appreciated this opportunity. The staff of the Nursing and Health Professions Department are a wonderful group with whom to work. Kudos to everyone in the department and thank you for the opportunity to be part of the team. The only concerns I have encountered as an adjunct faculty at USI are: (1) the high federal tax rate related to development fees that are paid for classes prepared in the summer. (2) I have had to make more than one trip on more than one occasion to Human resources, to obtain a current parking sticker. Perhaps if the fall semester stickers were available earlier in the summer, situations of this nature could not occur. Thank you for the opportunity to respond.

I have always felt fortunate to be a part of the USI team. Very progressive and forward, thinking people. Thank you.

I know that students fill out evaluation forms for lecture profs (professors). I have not been asked to have students evaluate me as chemistry lab instructor. I would like to know how my rating would compare to other chemistry lab instructors. I would also like to know how USI chemistry lab/lecture evaluations compare with other universities. Is this type of interuniversity benchmarking data available?

Personal- 2 daughters, USI grads, youngest "Shelly" sang in MidAmerica Singers. We were former "patrons". Interested in USI for many years.

Professional-It has been an honor and privilege to be able to teach in the Nursing and Health Professions Department. Nadine is great (and we have known each other for many years) and Carol Hermes and Barb Yates are such a help to me. Always there to lend a helping hand. With mixed emotions I will be most likely drop one of the Geri courses in the Spring since a much needed fulltime faculty person will be taking over one of the courses. It has been very gratifying to see this very fine school grow and become the independent, strong institution it is today. My prediction is that this growth can only continue to expand and flourish. Thank you for the opportunity to comment.

Once, I calculated my hours spent in class, in transit, for test preparation and grading and for class preparation. I then divided that number into pay, and then reduced that number to after-tax income. The result was \$7.80 per hour. Depressing. I love teaching, so I try not to think about the pay. Also, I have minimal contact with other faculty members. I would enjoy that kind of professional contact.

My original appointment was in 1974. I worked with Dr. Glenn Kinsey with the Human Relations Institute. I don't know exactly when I began teaching, but was several years ago. Opportunities to participate in departments meeting is a position I'm not sure how to respond, the same is true for professional development – since I've not inquired about professional development opportunities.

It seems to me from a planning perspective, that additional parking will be necessary, also something needs to be done to alleviate the traffic congestion and pedestrian conflict that is not only causing bottleneaking but is a potential liability to the university. Perhaps a couple of pedestrian cross-overs or other design type improvements to the University Drive and Clark.

If I had to prioritize, I would say that my #1 concern would be knowing teaching assignments and the opportunity to have some dialogue about them. I started inquiring in April for the Fall, for example, and I heard in July. I think that not only would it be better for the students, but also the faculty to have some jostling of teachers and classes. Why not mix them up sometimes? Why have the same person teaching Intro to Stats (me) for example for 7 years!? I have 24 years practice experience – so I feel I am better at practice classes (I've stated the same). The pay could definitely be better for teaching a 3 course load. I have not had office space since I've been at USI; it's very awkward to talk to students. I am inclined to stop teaching in the summer because of the tax withholdings! Saying all this, Dr. Reid, please know that I love teaching and that's why I've been doing it along with other work for 7 years. Also the drive to the West Side is such a negative experience I would think this is going to prevent some from accepting teaching assignments.

Teaching this course has been, and is, one of the highlights in my life.

I don't really have any issues with USI. But teaching Art to classes of 20 or more people cheats the students of individual attention they must have in Art. I think their success depends on a Professor seeing their individual needs and then steering them in the needed direction.

My only concern is every semester I receive my contract papers in the mail one day before they are due back. Perhaps they could be mailed a few days earlier. Overall I enjoy teaching at USI.

I have enjoyed my teaching with the science department at USI very much. It has enabled me to use my education in a most pleasant academic, disciplined environment. Though I only teach labs for Biology 105, I have not become more involved because I have so many outside (family, etc.) commitments. But, I enjoyed and appreciated this part of my life at USI. I try to offer good teaching to my students; and yet I feel I have enough time for other activities I can give my all to each. Thank you.

I don't understand why all adjuncts are paid the same salary, regardless of experience.

I think that office space for adjuncts is very important. I average about 100 students per semester. I have had an office during 4 semesters. When I had an office, holding office hours, giving make-up exams, returning papers and tests, etc., is much easier and the students are better served. An expansion of library holdings would be of great use both for professional development and course development. It is very difficult when developing a new course to find adequate materials for lecture preparation and reserve readings. I have spent hundreds of dollars on books and photocopying in preparing the 12 different courses I have taught at USI. Please note that the library staff has been great to work with, but they do need more book and periodicals with which to serve the USI community.

I regret that I don't have the time to teach at the University. I thoroughly enjoyed my students last fall. Hopefully the opportunity to teach will present itself in the future. Thanks for a wonderful opportunity. Please keep me in mind when you start your education administration program.

Many times deadlines pass because some adjunct faculty members are only on campus one night a week. Communication Department secretary is the key to a department that runs smoothly. What are the chances of a communications/mathematics (full/part time) get together? USI far exceeds U.E. in making part-time staff feel at home.

I taught evening classes only and this made access to other faculty and clerical assistance very limited.

The room is too small for the amount of students in the class.

I have found the administrative and secretarial staff in the education department to be most helpful, good listeners, congenial, and professional. They have administered a true concern for the University and more importantly the students. There are two suggestions for courses as at minimum workshops – 1) understanding the legal implications in education and 2) seminar on the techniques in job interviewing and searching. I believe the education system today has tremendous legal ramifications for teachers and we need to find and set up a job interview after we have spent 4-5 years training them for the job.

I would appreciate more information on my assignments (earlier in the summer) prior to the fall semester. For example, When do classes start? I don't know where my classes meet, where my office space is located, if there is any faculty parking, where my class materials can be picked up and when, if there is a course outline, etc. Also, I don't seem to have any input on my salary.

I would like to be able to "audit" other classes at the University, free of charge. These would not be taken for a grade or credit but simply to expand my knowledge.

I very much enjoy teaching at USI and I regret that, since Dr. X's departure, enrollment in French classes has declined. I hope to be able to teach at USI in the future.

Dean and faculty are very supportive. Excellent environment in which to work. Clinical staff (Mulberry Center) also excellent.

I really enjoyed teaching the Math 100 and Math 111 courses. Family responsibilities the last two years have made it impossible to teach there, in addition to my full-time job at Memorial the last two years. I do have to be able to teach those types of courses again, if I am needed. A course at Nativity, if night classes are still offered there, would work nicely for me since I live near Memorial. Maybe in 2000-2001 I could help out again. Please keep me in mind.

Retired military – am enjoying staying intellectually challenged.

I enjoyed teaching at USI. I achieved both my graduate and undergraduate degrees at the university and see this as a mutually beneficial way of giving back to the university.

I enjoy very much working with the students in German teaching methods and feel that with 35 years of experience, I can give them valuable direction. It is also great that USI offers through community services sports officiating affiliated with the IHSA which is not only a credit class, but results in state licensing if they pass the exam. I enjoy it very much.

I only taught one semester at USI as an adjunct and was offered a full-time position at St. Mary's. However, I enjoyed my brief association with the university and hope to be able to teach 1 course a semester in the near future. I miss my connection to students.

I have been with the university for some time and am basically satisfied with my job and all the university has to offer. It is important however that part-time adjuncts feel a part of the university. That is difficult to do. I don't have any ID that identifies me as a faculty member, that may help.

I really enjoy my work in teacher education, and I get good feedback from my students. However, I am confused about the sequence of courses within the department because there is such wide difference in the professional knowledge of my students. Is there a "scope and sequence?" It seems really hit and miss. Also, some of the students I get in ED395 (English Methods) do not have a very high level of proficiency in English (i.e. poor grammar, lack of understanding of literature, weak writing skills). They should never reach this level if they don't know their subject!

Wish there was a non-tenure tract policy enabling part-time faculty to increase rank. I was able to rate very high the access to faculty, meetings, and expectations because of working on several projects within the school. As an adjunct new to USI, it was difficult teaching one course on the evening to have contact, etc.

Support meetings for part-time staff academic departments (topic discussion/dialogue specifics to part-timers). Opportunities to recognize/promote part-time faculty by University. More opportunities for research participation/collaborations with full-time faculty. Structured university sanctions for re-orientations, updates, policy and updates by collaborative/auxiliary departments within the university for part-timers to maintain acclimation to University life and structures. (All above applied with a sensitivity to the varied schedules and time-constraints part-timers experience.)

I truly enjoyed teaching MKT334. I would like to teach again! I was surprised that I was given such a large class (30+) students at such a high level (juniors and seniors). Of course, I loved it. However, I was given no direction as how to teach or how to grade or what grade distribution was normal. At the end of the semester, I was never given any feedback about my performance or if I would/could teach again. The only evaluation I received was the student's teacher evaluation. I was not informed how my evaluation compared to other teachers.

Increased pay and tuition reimbursement for further education would be a plus!

Two areas that cause most dissatisfaction are lack of office space for part-time faculty and the compensation paid for classes of over 50 students. When class enrollment passes 100 students, pay should double or when it reaches 75 students, instructors should receive 1.5 pay. Beyond these matters, communication is poor in almost every way for part-time teachers, and there seems to be no system for correcting problems. Parking is increasingly a major headache. Much time is lost that could be better spent. I have been pleased with the opportunity to teach courses other than the usual surveys. It would be nice to have more opportunity for contact with faculty and students. Perhaps access to e-mail and internet would help alleviate the lack of communication and absence of professional development situations. Other concerns: (1) Parking-much time lost, more spaces or better control, (2) Secure storage needed for books, etc. so these items do not have to be taken home or to every class, (3) Inability of part-time faculty to contribute to retirement funds. Can this be changed?

As I teach part-time, I don't have a benefit of taking courses free. I really would like to have a financial support for the classes that I take at USI. Some of the office workers are not professional-they pass me around different departments to do my paperwork and some jobs are done too slowly. I hope they will have pride in their jobs.

My first experience teaching at the college level was Spring Semester 1999. I taught an Art Methods class for Elementary and middle school education majors. I felt very comfortable teaching this course because I have been an elementary school art teacher for many years. The faculty and staff at USI answered all my questions. Even though I felt confident teaching the course and my questions were all answered thoroughly-it would have been better to have a mentor for that first semester. It would have been better to have a specific person to address concerns and questions. I am looking forward to teaching again Spring Semester – 2000.

I am and have been very pleased to be on faculty at the University. Being a graduate (72) I find it very satisfying to watch the University grow and gain stature. There are but a few things I would like to see change and these are: 1) Special part-time be included in the retirement plan, 2) Delete the "best course," "best teacher" question in the Purdue cafeteria. These are popularity questions and I feel they compromise quality, 3) Pay for a defray conference cost. Our continuing education is as important as full-time. Finally I would enjoy full-time teaching, but at 53 I'm too close to retirement to make the change. In addition I could never get a Ph.D. now, too little time, too little energy, and it seems that is the University focus.

I have been very satisfied working with Linda Evinger & Kathy Riedford. We work well as a team, good communication. Expectations have always been clear. I was pleased to be asked to participate in the accreditation process last year.

Enjoy teaching at USI, no problem or concerns. Closest to an issue would be that I occasionally wish I had an opportunity to insure I am "in synch" with University attitudes and culture, i.e. more opportunity for uniformed feedback.

I enjoy teaching at the University. I would consider teaching more classes. Currently Charles Berger and I share the Constitutional Law and Constitutional Rights and Liberties classes.

Whenever I have needed support, Kristy Dedmond has always been there for me. As an adjunct faculty member, it's been important for me to have that support when I've needed it. I feel the education office does a great job.

The Math Department at USI was extremely supportive of me in my teaching experience. Dr. Kinsey and Kathy Rodgers were especially helpful. I thoroughly enjoyed my teaching experience at USI. I would appreciate training opportunities on using the new graphics calculators (TI-82 and TI-83+).

I enjoyed the opportunity. It was lots of fun to be involved with young people-even on a part-time basis.

When one teaches of an evening, most of the clerical support has already left for the day. I had trouble finding chalk for the temporary classrooms, paper for the lesson plans, etc. My support was more often the cleaning staff than anyone from the department for the little things that make teaching easier (or other adjunct instructors). When I was able to get to the University earlier than usual, I did find the clerical support to be knowledgeable and accommodating. The printing of the lab manual should be handled differently. Data sheets should not be printed on the back side with the next experiment's instructions. The students could not be expected to turn in their work as per instructions in the syllabus, because they would no longer have all the instructions for the next lab period.

When I taught evening classes and worked full time outside of the University, I found it difficult to reserve audio-visual equipment, get office supplies and make copies. These offices closed before I could get to them. A possible solution for equipment might be to have forms available in a specified location that could be picked up or delivered to the AV office during regular hours. The copy room/adjunct office also needs to be made available after regular hours for night instructors. I also believe it would be in the university's best interest to offer professional development opportunities to adjuncts (at no charge). Many of us need graduate courses to keep our teaching licenses valid. Others could benefit from educational courses.

I have found Dr. Skoglund to be very supportive and helpful pertaining to my classes. However, it is often very inconvenient to handle connections with the education department.

There are three bowling clinics I would like the University to cover. USI has always refused. Having said that I'm very happy teaching at USI. Dr. Davis-Brezzett has been a great help to me and has always been there.

I have been teaching in the dental hygiene clinic for approximately six years. I enjoy the opportunity to serve as a clinical instructor. Although I am satisfied with this opportunity, I feel undervalued in the compensation offered. It has been over three years since any increase had been made to the pay rate offered. In private practice, experienced dental hygienists pay range from \$18 to \$22 per hour yet we are consistently compensated well below this level.

I have been very pleased with the growth of the Academic Skills Development and the support given to the adjuncts by Carolyn Smith and Nancy Meyers. They are always available to discuss concerns, problems and successes. They have made the department a pleasant place to work and still met the needs of the students demanding conditions. I do have a concern about loss of the adjunct room due to need of new office space. There are times it is helpful to have a room to spread out papers and respond to University communication rather than take them home and mail them back. It is very gracious of the full-time employee to share her room with our mailboxes and desk.

I would like to express my appreciation for your concern with the well being of part-time faculty members. As a professional educator for the past 20 years, I consider each of the twelve items listed on page three of this survey as very important and even essential for effective college teaching. For example, office access for consultation with students, whether concerning the students' program at USI, graduate school, possibilities, or other aspects of the student's life is necessary. Teaching three courses a semester (including upper level and seminar courses) requires frequent advising and the establishment of a climate (and a place) which encourages out of class interaction. I would be so pleased to have access to an office for perhaps five or six hours a week. Several part-time persons could share such an office and could work out a convenient schedule so that maybe in the future, when a student asks me if he/she could see in my office, I can reply in the affirmative. Again, many thanks for listening.

I am very pleased to be teaching at the University of Southern Indiana. I have found it to be a professional, positive teaching experience. (It would be very helpful to have the option of participating on some level in the health insurance program at the University.)

I had to stop teaching due to family circumstances but I hope to return some day and I am looking forward to it. I loved teaching at USI.

I appreciate your interest in issues germane to part-time faculty. Last spring, I taught at both Ivy Tech and USI. I must say that Ivy Tech is far superior to USI in the conduction, concern, support and appreciation of part-time faculty. Now that I have a couple weeks experience at the University of Pittsburgh I also find it to be superior to USI as is place to work in adjunct capacity.

As an individual, I would welcome the opportunity to become a full time member of USI faculty. The position that I held was recently filled with a full-time faculty person who holds a Ph.D. Thank you for the opportunity to work with the Health Professions department.

Suggestions for Additional training and/or professional development:: I am fortunate to be able to attend 1-2 professional conferences each year. Conference expenses are partially funded by the university. However, to maintain my professional certifications I must complete continuing education classes and pay for them out of pocket. These expenses amount to \$350.00-\$400.00 every two years. It would be most helpful if the university would make funds available to part-time faculty to maintain their professional certifications.

I thought I'd add a few words here. I believe in narrative rather than mere marks on a 1-5 scale. In any case, my association with USI goes back to either 1977 or 78. In one of those years I read a paper at a Mid-American Conference on Composition hosted by USI (then still ISUE). This paper was very well received. John Gottcent, then chairperson of the Department of English, offered me a part-time job the next day, but I didn't accept until a year later. As I recall, I began to teach at USI (usually one evening class in composition a semester, though in the beginning I occasionally took on more than that) in 1979. And I continued to teach at USI till the 1997-98 school year. All along, of course, I was teaching full-time at St. Meinrad College. So I was never much concerned with either development opportunities for part-time faculty at USI or with the level of pay (which I thought was too low anyway – and I am sure I am not alone in this☺). And the only reason I have discontinued my association with USI is because when St. Meinrad College closed, I had decided to take a risk and go freelance writing. At the moment I am working on a book. While a professor of English (I guess I am still a professor of English, except now I am inactive as such, as it were), I had published two books and more than half a dozen articles and essays. Right now, though, I am writing the kind of thing that will (hopefully) sell well..... In any case, I just want to say, for the record, if you will, that I have enjoyed teaching at USI immensely. I have always considered it a labor of love. I had very good relations with the full-time faculty in English (many of whom from the “good old days” have been friends of mine for years and years now), and I have enjoyed my students a lot, too (a feeling which, for the most part, was highly mutual). If there were an appropriate full-time position in the Department of English for me, I'd take it in a heartbeat. Perhaps after publishing a few more books, and obtaining something of a reputation, I'll teach at USI again. I love what I do in the classroom, and my students have always felt the same way about this, too, so I think it's a shame that I no longer apply my trade there. Perhaps in the future the opportunity will arise again.

There is a real need to be confronted by your peers, the faculty and/or department heads if there are problems with your teaching. If a student has a problem it should be approached immediately with students, departments heads, and yourself in a meeting or discussion with a follow-up. A lot of things get swept under the rug until it is too late and their consequences are faced.

I enjoy the faculty and staff of the Teacher Education Department very much! I also find the other people in departments that assist me in my teaching such as Human Resources, Media Center and Copy Center are very pleasant and helpful.

I am thrilled to be employed as a university supervisor for the University of Southern Indiana. Dr. Mays is always available for discussion if problems arise. I compliment Dr. Pickering, Dr. Price, Dr. Mays and all the teaching staff for the high quality of teachers there are training. Keep up the good work.