

Results – Survey of Contingent Faculty – Spring 2014

240 Responses

1. What year did you begin teaching courses at Seton Hall?

Range: 1975-2014; less than 1 – 39 years

Average: 5.8 years

2. How many courses are you teaching for Seton Hall during the Spring 2014 semester?

Range: 5 - 0

Average: 1.4

3. At how many institutions of higher education are you teaching in the Spring 2014 term? (Do not count multiple campuses of the same college or university.)

Range: 25 – 0

Average: 1.4

4. How many classes/sections (in all colleges/universities) are you teaching in Spring 2014? (Please count multiple sections of the same course separately.)

Range: 14- 0

Average: 2.3

5. Which of the following courses do you teach at SHU?

Introductory Undergraduate: 113

Specialized/Advanced Undergraduate: 68

Introductory Graduate: 34

Advanced Graduate: 52

7. What is your principal field of academic specialization?

Accounting and Finance: 1

Ancient History and Archaeology: 1

Anthropology: 4

Art Education/Art history/Art/ Sculpture/contemporary art history/
modern philosophies of art/Fine Arts/ Visual Arts: 10

Asian Studies/History: 1

Athletic Training: 1

Biology: 1

Biotechnology: 1

Broadcast-Public Relations: 1

Business communication/writing/ Business English, TESOL/ Business: 4

Case Management: 1

Clinical Psychology: 1

Communications/ Communications and Leadership/Communications/Broadcasting/ Corporate
Communication/ Leadership Communication: 20

Counseling/ Counseling Psychology/ Counseling Education: 6

Criminal Justice: 1

Dance/ Educational Media: 1

Deaf Education/Sign Language: 1

Design and Illustration: 1
 Economics: 4
 Education and biology/ Education Leadership/ Educational Admin with specialty in Literacy/
 Education leadership, supervision of instruction/ Educational Supervision and
 Administration, K12/ Elementary Education/ Special Education - Supervisor of
 Curriculum and Testing/ Special education teacher/ Teaching/ Teaching/Education: 19
 Employment Law: 1
 English/ English Literature and Creative Writing/ English Literature/ Writing: 10
 Environmental management/ Environmental Science/ Environmental Studies: 3
 ESL at university level: 1
 Ethics: 1
 Finance/ Financial Management/Banking: 7
 Geophysics: 1
 Health Education/ Health Professions/ Health Sciences/ Healthcare Administration &
 Management/ Healthcare Fraud and Abuse Law/ Healthcare law/ Healthcare: 8
 History and Economics: 1
 History/Political Science: 1
 History: 3
 HRTD: 1
 Instructional Technology: 1
 International relations/ International organization theory: 3
 Irish Literature: 1
 Journalism: 2
 Languages/ Spanish/ Spanish Teacher/ Italian Language & Literature/ Modern languages: 9
 Legal/Law and technology, Trial practice/ Law and writing/ Law/ Criminal Law/Attorney: 13
 Library and information science: 1
 Marketing & Management/ Nonprofit Management & Fund Raising/ Academic administration/
 Human Resource Management/ Leadership Management/ Integrated Marketing
 Communications/ Senior Project Manager, Professional Project Manager: 7
 Mathematics/Statistics: 2
 Medicine/Emergency Medicine/Clinical medical surgical: 3
 Mental Health Counseling/ Mental Health-Professional Counseling: 2
 Museum Education/ Museum Studies: 2
 Music/ Vocal Performance: 2
 Nursing Clinical Instruction/ Nursing Education/ Nursing with speacialty in Pediatrics/ Nursing/
 Nursing adults/ Psychiatric Mental Health Nursing/ Pediatric nursing: 20
 Occupational Therapy: 1
 Operations Research: 1
 Organic Chemistry: 1
 Philosophy/ Philosophy of Law: 5
 Physical Therapy: 3
 Physics/Plasma Enhanced Chemistry: 1
 Political Economics: 1
 Poverty & Social Welfare: 1
 Psychology/ Psychological trauma/Neuropsychology: 10
 Public Relations: 2
 Religion/ Religious Studies: 6
 School Psychology: 2

Science/social studies: 1
Senior IT Consultant: 1
Social Work: 3
Sociology: 1
Strategic Communication and Leadership: 1
Theatre/ Theatre and Communication: 2
Theology/ Theology and Philosophy/ Pastoral Theology/ Scripture: 5
User experience design: 1
Violence, prevention: 1
Women's Health: 1

8. Highest educational attainment?

Ph.D: 46
J.D: 22
Master's: 117
Other (please specify): 52

9. Are you currently enrolled in a graduate program?

23 – Yes
209 – No

10. Are you actively seeking a full-time position in higher education?

78 – Yes
157 – No

11. Which of the following benefits do you receive from SHU or elsewhere?

63 – Health Plan
7 – Child Care
96 – Social Security Deduction
68 – Retirement Plan
40 – Life Insurance Plan

12. How many years have you been teaching in higher education as a part-time faculty member?

Average 7.6 years

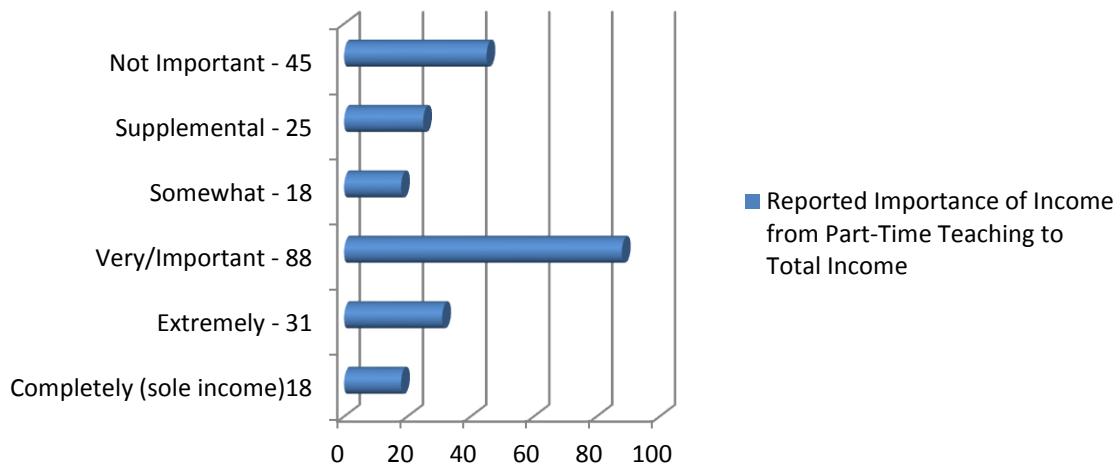
13. What do you consider your primary occupation?

91 – Educator
22 – Nurse
16 – Consultant
16 - Supervisor
13 – Attorney
8 – Retired
8 - Psychologist
8 – Faculty
6 – Law Enforcement
5 – Social Work
5 – Parent
3 – Communications

3 – Health Care
3 – Curator
3 – Journalist
3 – Physical Therapy
3 – Graphic Design
3 – Management
3 – Researcher
2 – Publishing
2 – Writer
2 – Artist
2 – Scholar
2 – Economist
2 – Priest
2 – Marketing
1 – Corporate Executive
1 – Librarian
1 – Biotechnology Executive
1 – US Army
1 – Risk Management
1 – Anthropologist
1 – Public Information Officer
1 – Project Manager
1 – Counseling
1 – Environmentalist
1 – Occupational Therapist
1 – Sales
1 – Historian
1 – Investment Banker
1 – Executive Assistant
1 – Information Technology
1 – Tutor
1 – Hospital Administration
1 – Radio
1 – Church Music Director
1 – Analytics
10 – N/A

14. How important is your income from part-time instructional work to your total income?

Reported Importance of Income from Part-Time Teaching to Total Income



15. Comments

- seeking Full time faculty position at SHU
- It would be nice if part-time faculty were paid more per credit. Seton Hall is one of the lowest paying colleges at which I've been employed.
- During the 9 years that I have been an adjunct professor at SHU, my per course stipend has NOT increased at all! In fact, due to an increase in the parking fee, it has diminished. The per course pay in the College of Arts and Sciences is shamefully low.
- the salary at SHU is much lower than at other universities I was teaching
- I cannot depend on income from part-time supervision
- Raise Adjunct pay to attract higher quality or offer Health Care benefits in exchange for salary or allow participation in plan and use fees to supplement cost
- I would like to commit more time to teaching but because the salary is so low I can't cut back much on my clinical work to pick up academic commitments
- I would like to teach one course in the fall and one in the spring or have the online class in the spring. it would allow the students who need the course a chance to take it in both semesters
- I have held a full time faculty appointment at another institution X 5 years. In addition, I have 4 years of adjunct teaching experience 3.5 years at another institution and 2 semesters at SHU.
- As for my education, I am also a Fulbright Scholar.
- I appreciate the opportunity to work with Seton Hall University students entering the field of education, and find great satisfaction in the work I do.
- SHU is one of the lower amounts I have been paid per course since adjunct/grad TA teaching, and there has been no increase since 2008.
- It would be difficult to work as a part-time instructor if I were solely dependent on the salary.
- I am very interesting in teaching and always looking for additional courses.
- After graduating from DNP program I hope to continue a full time position with a university
- I taught full time for SHU from 2002 - 2006 but had to go adjunct because I moved. I still work essentially full time for part time pay. I have taught at other institutions during my part time status, but now only teach with SHU due to family work load.

- Regarding #8, I have an MFA. Seton Hall pay rate is \$1000 less per semester than other schools in the area. Other schools offer pay raises the longer you work with them. Other schools offer the possibility that there may be a full time position somewhere down the road.
- As a retiree, I do not receive enough from Social Security to support my self.
- I could teach more courses. In the past, I taught crisis communications, nonprofit public relations, et al.
- It is ridiculous that SHU per course compensation differs for the same person among various schools of the University
- I have not received a raise since starting at SHU. Other schools have yearly increases.
- Was formerly a FT faculty member. Have transitioned into a PT role at multiple universities.
- We don't get paid enough! And we get no benefits! The university literally could not run without us.
- I like staying connected with the students. My adjunct salary is not so great that I depend on it.
- I think that adjuncts who have the skills to teach in a traditional as well as virtual learning environments. These course could be be converted over to online to provide more options for our students.
- My class room is too small, Corrigan 66, for 32 students.
- \$2,100 or even \$2,400 is very inadequate for the unique expertise I bring to the classroom and the superlative job I render (my student ratings are always consistently higher than ALL my peers) and the parking decal fee - which went up 25 percent this year - adds insult to injury
- The salary is not representative of the large amount of time it takes to teach the courses that I teach.
- Wish I got paid more.
- Wish I were paid more for the time I put in to the course and the students
- I should still but compensated fairly. My compensation should increase over time.
- My spouse is primary financial support for family
- I am the primary caregiver for 2 disabled siblings which unfortunately does not leave room for full-time employment. Students have equal expectations and needs of both adjuncts and full-time professors. I have taught full-time at SHU and other State colleges over the past 31 years.
- I am currently relying heavily on my part-time instructional work as one of my primary forms of income, but it is becoming unsustainable. As a result I am currently seeking other forms of employment in order to supplement and/or replace part-time instructional work. I would like to keep teaching as an adjunct (especially since I will seek a full-time teaching position in higher education upon completion of my PhD), but I am finding it increasingly difficult--if not impossible--to make it work financially.
- Seton Hall Univervity never raised the salary after 5 years. The pay is very low compared to other universities.
- A raise tied to # years of work at the institution would be helpful, a substantive recognition of the dedication and work put in to teaching SHU students.
- I am a PhD candidate. I will soon begin my dissertation work which hope to complete by the end of the year and then hope to teach full-time on a university level
- I enjoy working with young people and feel I have much to offer in my field.

- It is inexcusable that many adjuncts do the same amount of teaching, classroom preparation and grading as full-timers, at the same level of quality as full-time instructors, yet we earn a tiny fraction of what full-timers do. This discrepancy is inexcusable. Furthermore, NJ unemployment laws are so opaque that it is difficult to obtain unemployment benefits between semesters, though as adjuncts we never have reasonable assurance of reemployment -- which is the basis of most claims. Seton Hall's HR department needs to be educated about this subject so that adjuncts who need the college's support in unemployment claims, can receive it.
- The current salary for a two credit course is \$2,000. I think there should be periodic raises to a higher salary to encourage adjuncts to stay.
- I would like to continue to teach one or two classes each semester.
- I believe that our income is very little in comparison to other universities I have taught at. Also, I have been teaching here for 9 years and still receive the same salary with no benefits. It would be nice to have some sort of salary increase and/or benefits after almost a decade of teaching here.
- We are due a raise. I think the last time adjunct law profs received a raise was 1978
- I am 66 years old. I had been retired when I was presented with the opportunity to teach at Seton Hall. During my work life I was a bank regulator, banker and for a while worked on Wall Street. As president of an S&L I saved it from default during the S&L crisis. I enjoy passing on my real life experience to the students and they seem to like it too.
- I wish I could receive an increase in pay or more compensation per each course. Without access to benefits, it is difficult as a divorced woman with children.
- My lack of a masters degree hinders my search for a job in higher education. I would be interested in pursuing one at Seton Hall if some tuition assistance was available for adjunct faculty.
- In addition, this allows me to stay current in my chosen profession and use my expertise to influence the upcoming professionals
- The amount of work that teaching a course well takes should carry a higher salary per course. And it would be nice if payment was a priority in the financial office. There have been a couple of times now when we work for months without payment.
- I would be interested in a full-time position in higher education, but only if the situation was right.
- I have had an amazing experience growing as an academic and clinical leader with Seton Hall University. Dr. Doreen Stiskal has provided me with great mentoring and support. I would love to continue at Seton Hall and hopefully become a full-time faculty member in the future. Thank you!
- The small stipend that adjuncts receive from the University is unjust and an embarrassment. Attitude reflects leadership. Every adjunct is well aware of the fact that they are being used unfairly. Yes it looks good on a CV but people do have bills to pay.
- It is also unfortunately clear that Seton Hall has historically avoided the issue of increases in Adjunct pay. This is evident from minutes of department meetings and reports of conversations with administrators who are, by their own admission, simply afraid of raising the matter. Afraid? Too strong a term? I don't think so. What kind of an atmosphere are we working in? Is this how Seton Hall wants to run itself? Is this in best interest of the students, to have underpaid, discouraged teaching staff? Shame on Seton Hall who continues to list excuses - private university, religiously affiliated, can't afford it, no unions so advocating (even though they are prohibited!) - as to why it doesn't have to comply with the MLA Official Guidelines. Seton Hall cannot have it both ways: if they want to employ Adjuncts, they must pay them

commensurately with their experience, competence and educational background. The MLA has long advocated for equal opportunities for Adjuncts and by cavalierly ignoring those recommendations, Seton Hall is doing a disservice to its entire teaching staff and to its students.

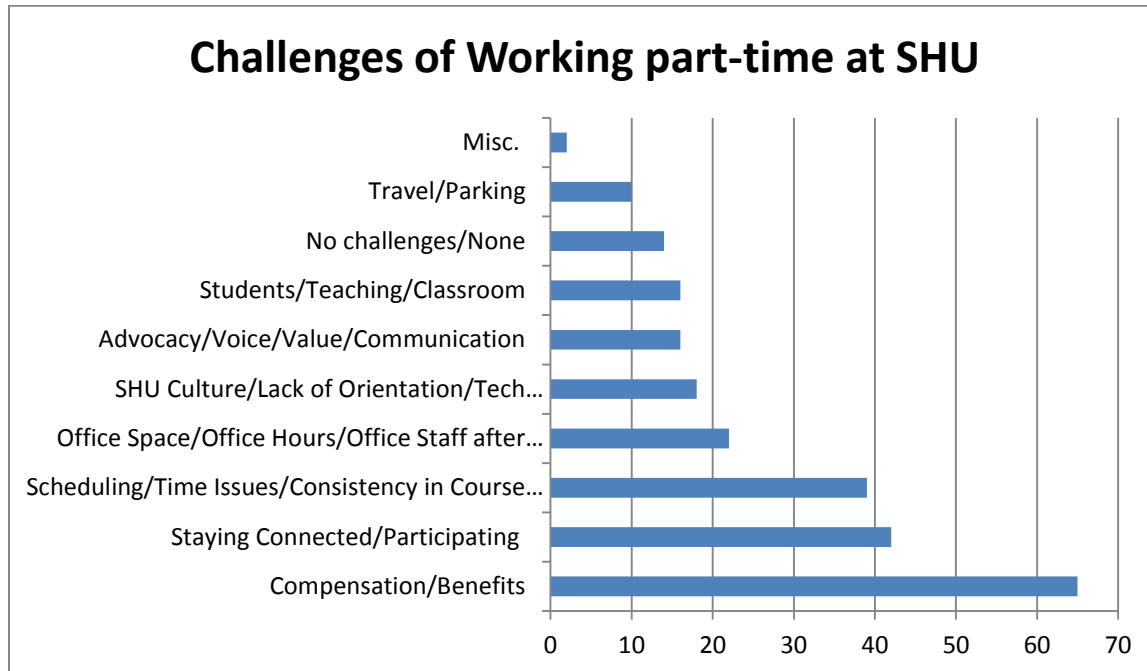
- Upon retirement, I do want to teach full time in higher education.
- I don't receive any benefits from Seton Hall, they are from the other institutions I teach at.
- Not important enough to be insulted and take a pay cut to do what I've been doing for so many years without a raise.
- A part-time instructor salary is not adequate and should be brought up to the attention of Central Administration so that something could be done ...
- The pay is important, but my main draw is the quality of students and the subject matter that I teach. At my other institution I am a generalist, but at the School I can teach in my subject area.
- What I really need is some form of tuition remission. Seeking to remain current in my profession, which now includes preparing the next generation of professional nurses, and to improve my ability to do so, I am matriculated in the DNP program here at Seton Hall, but have been unable to receive any help with tuition. I've been paying out-of-pocket, but am unable to continue this. I had been promised assistance if I enroll full-time, but then was told there was no funding available. If not for my physical limitation I'd love to be full time faculty, but since I can't, there's no assistance whatsoever. I think there should be a percentage tuition remission commensurate with teaching load. It is troublesome that employees of certain hospitals receive a percentage discount while here I am working for Seton Hall, and there is not even a discount. If not a percentage remission, at least a discount should be implemented in appreciation, and to show we take care of our own. This would help with retention of adjuncts in my opinion.
- Salary should be increased to reflect experience and commitment to SHU.
- Hope to become full time faculty member after graduation from the DNP program
- Adjunct compensation at this institution is the lowest I have ever been paid to teach a class.
- I am dedicated to education, and especially the critical thinking it teaches students applicable in any field
- My observation is that the adjunct pay scale is higher at State Universities.
- Please increase the adjunct stipend! It is too low!
- You know adjuncts are embarrassingly underpaid at SHU. I've taught at other institutions and was paid 70% more.
- The department I teach in uses MANY adjunct faculty to teach the classes because often we are WORKING in museums as opposed to being just on campus like the full-time faculty. Our perspective as professors adds value and validity to the program.
- I have been a full time employee of SHU since 2010. I taught as an adjunct for over 20 years. Truthfully, if my income was truly important, I would not be able to work here - certainly not as an adjunct faculty member.
- it augments my paltry part time salary
- I decided to teach in order to apply what I have learned, for the love of it!

16. Please answer the following questions on a scale from 5 (strongly agree) to (1) strongly disagree

- *I enjoy teaching part-time at Seton Hall.*
 - Average 4.7
- *I am treated as a valuable contributor in the department(s) where I teach at Seton Hall.*
 - Average 4.1
- *I have too many responsibilities to give my best to my students.*
 - Average 1.9
- *I am treated better at other institutions where I teach.*

- Average 2.7
- *I prefer teaching at Seton Hall than other institutions.*
 - Average 3.9
- *I was provided an adequate orientation to Seton Hall University.*
 - Average 3.5
- *I feel well incorporated into the department(s) where I teach at Seton Hall.*
 - Average 3.7

17. What do you view as the biggest challenge of working in a part-time faculty position at SHU?



Staying Connected/Participating – 42 answers in this category

1. I have had a good experience. The most difficult probably is staying connected.
2. I have had no interactions at all with other faculty members
3. not included in faculty meetings no outreach from senior faculty – they are available by phone and email but a monthly meeting would be appreciated
4. Not being engaged in department meetings and strategies to better the program and engage the students.
5. My only point of challenge was not having much contact with the faculty and other adjuncts in my group, but in the past few years I find this is no longer the case, and there are sufficient opportunities to meet with full time and part time professors and adjuncts.
6. lack of association with full-time faculty
7. disconnect from the main campus. I teach on-line
8. No regular contact with full time faculty however I do get regular updates!
9. I teach in an online program. It is hard to create great rapport with the students teaching as an online adjunct.
10. There is little contact between faculty teaching the same course
11. very little contact with other faculty or support

12. The stimulation that comes from working alongside colleagues and being an integral part of the "team".
13. Not being part of the staff and not being on campus regularly requires contacting many people in order to get answers to questions.
14. Not able to interact with other adjuncts or department members that much and I really don't know any except for one. On the other hand, not sure if I would have the time to do so, if there were regular meetings or events where we'd talk in person.
15. Am not included in faculty or departmental meetings. ...Would like to make recommendations, but there is no opportunity/forum to contribute or a sense that it would even be encouraged.
16. No exchange of departmental changes or opportunities
17. Not "in the loop" around day-to-day departmental operations due to only teaching night courses.
18. not having chance meeting with full time or part time faculty.
19. Staying abreast of trends and changes within the department. While I do attend some departmental meetings and have served on committees, because I am fully invested in our work and mission, I have no voting rights, which I understand. Sometimes I'm not sure if I should attend a meeting or not. My situation is unusual, since unlike most adjuncts in College of Nursing, who do clinicals only and are not on campus, I work solely on campus. So I want to be more involved, but my participation is limited since I am only an adjunct.
20. The biggest challenge continues to be the disconnect between the university and its adjuncts with respect to inquiring about our experiences. This survey is a good first step in doing that.
21. There is very little effort to make part-time faculty feel as part of the university.
22. There is no time when we adjunct professors are brought together to discuss the program, meet each other, or brainstorm course revisions.
23. There is a need to meet with full time faculty, especially the Student Teaching faculty to ensure that we are delivering the same message. I am sure this would eliminate some of the confusion when students interpret directives differently.
24. As a part-time worker, I do not have the opportunity to meet with full time faculty. I feel we need to meet with professors teaching at the college to coordinate information being disseminated to the students in the field
25. Being part time I can not participate in as many formal and informal activities as I would like to. The "challenge" is to participate enough fully to be a member of the Seton Hall Law community.
26. Receiving mentorship from full time professors.
27. lack of integration into the institution as a whole
28. Lack of contact with other professionals in my academic area.
29. The lack of other faculty commitment to the nursing program
30. Not always being aware of developments within the department
31. not kept informed, treated as a bother by SOME when I ask a question (not fully oriented)
32. Feeling integrated within the College of Nursing is difficult since I handle on line courses
33. Disconnected from campus and other faculty
34. Not knowing where I stand with the higher ups at the law school. I am constantly negotiating and re-negotiating for my position at the law school.
35. I have almost no communication with others in my department. This year, for the first time, I was welcome to attend department meetings. Unfortunately several were held at times when I am teaching. I would like to be able to discuss curriculum with the others who are also teaching the same course.
36. Not able to meet with/interact with other adjuncts enough.
37. Keeping current with the goings on at the school.

38. The opportunity for growth, exposure to other courses and department involvement is limiting.
39. When I teach the online course I miss being integrated into the SHU campus life
40. not being part of planning meetings
41. Knowing others doing the same work
42. there are less than 5 full time members of the department who know me by sight.

SHU Culture/Lack of Orientation/Tech Orientation – 18

1. Not totally knowing the culture of the University
2. Unsure of norms re: student challenges, grading, amount of work assigned, etc.
3. No orientation to the university and to my course
4. there is a need for more streamline orientation
5. Lack of knowledge of what kind of services I can and able to provide
6. We should get training on BlackBoard before beginning. This has been a signifcant challenge to fully use the capability while teaching. I have learned more from the students.
7. the fact that technology orientation was limited to none.
8. Technology issues. Getting onto the network and communication.
9. Getting information about SHU policy or protocols when needed.
10. Information technology
11. Orienting myself to the campus was challenging, but now that I am familiar with how things work this is not a problem.
12. Technology changes
13. I don't have access to training opportunities, especially when Blackboard is updated. Also, I am responsible to help recuit for the program which I teach in, but there are many challenges that exist. One on the main issues is that several other higher education institutions offer BA programs that roll directly into their MA program which generates more or improved enrollment in those programs. As a result, it affects my standing in the number of courses I teach per semester, no matter how well I teach or interact with the students.
14. Orientation to university in general and deptment specifically.
15. I do not know isn't is available to me. Can I use the library, the fitness center, the faculty dingo room?
16. Getting acquainted with and navigating through Blackboard for the first time as part-time faculty.
17. The biggest challenge was the initial process of getting acquainted with the University, the technology offered, and the current policies and procedures which are not very visible in general. It would be rather helpful to have more information on university policy relevant to us. It also seems that the interface (Banner, Piratenet, etc) changes quite often. This can be confusing and frustrating to some faculty.
18. I teach on Blackboard. Keeping up with technology changes is difficult sometimes.

Compensation/Benefits - 65

1. The pay is minimal, and we don't get paid in January, or the summer months
2. Because of wages, I have to work at multiple institutions or have multiple jobs. If would be must better for me and my students if I could focus on one or two institutions. If pay per credit wages were higher, I could just focus on teaching.
3. salary
4. inadequate compensation, little opportunity for advancement.

5. Need better compensation at SHU in line with other institutions.
6. The pay scale for adjuncts at SHU isn't in sync with that of similar Catholic institutions. Local Catholic colleges in my area pay 2-3 times SHU's adjunct rate per course.
7. I would like to be treated like the professional I know I am. I do not understand why I cannot receive the wage that I deserve.
8. The pay is so low it's almost insulting. I love the university and what I do and I work because I feel passionately about teaching but I sometimes have trouble justifying the fact that my baby-sitter makes more than I do on an hourly basis.
9. no reward for affective publishing
10. Time and effort spent versus pay
11. Time commitment in comparison to salary provided.
12. The biggest challenge is that we aren't compensated fairly for our work. This, of course, affects morale, but it more importantly presents us with the difficult challenge of balancing lots of outside work against the workload of writing classes. (To live in an apartment in South Orange, one would need to make just as much or more working elsewhere than one makes at SHU). As much as I love teaching at SHU, I can't afford to work here. Higher pay would be a partial solution.... treat part time employers as if they depend on their payment. Especially for a part time employee that isn't making a lot of money, a check on the first of the month (which often comes late) isn't preferable. While other schools throughout the country pay adjuncts during the winter break or offer a Christmas bonus stipend (which is fair since all of the break is spent grading and planning), SHU offers a meagre check quite a ways into the Spring term. Of course, other schools pay their adjuncts so little that they are forced into homelessness but these schools aren't in the metro area.
13. compensation is inadequate.
14. The biggest challenge I face as a part time faculty is that a full time position does not seem to be in my future. I have been told that full time faculty really need a terminal degree for full time consideration. I struggle with that criteria because I can't comprehend how a faculty member who earns a master's from SHU is not qualified enough for a full time position... My income from teaching does not even cover my monthly student loan payment which makes me hesitant to earn a doctorate as I am not sure how I will afford it.
15. unpaid office hours
16. Better salary treatment.
17. low pay in comparison with other universities in NJ.
18. Pay rate is lower than at other universities for graduate teaching.
19. Low pay scale - when only teaching one class per semester, it's difficult to justify the time versus the pay.
20. lack of access to health coverage
21. THE AMOUNT OF WORK I DO/AM EXPECTED TO DO VERSUS THE AMOUNT I GET PAID TO DO IT. NO BENEFITS, NOT EVEN MY DAMN PARKING PASS GETS PAID. (and yes, I MEANT to shout - so someone can hear me)
22. Finances - Seton Hall pays poorly.
23. The salary
24. The amount of time I need to spend versus the amount of the pay
25. the pay is not scaled to what I earn at state institutions and I am not represented by a union, nor do I receive any pension which I do at state universities
26. Poorly paid for the amount of time spent on preparation and teaching

27. Compensation. I am compensated similar to what I receive at community colleges and considerably below what I receive at universities where I also teach. I feel that Seton Hall, as a university, is very parsimonious with the stipend we receive as adjunct professors.
28. The pay.
29. Extremely low financial compensation. Consider the \$2,100 stipend in the context of hours worked - not merely the 35 hours in the classroom but at least 35 hours preparing for classes and the many hours beyond that to edit and grade papers in what is a writing-intensive course. Everyone I have mentioned the stipend to at a variety of other academic institutions (private, state) is quite surprised at how low the figure is.
30. why we can't be paid bi-weekly. No communication from the department on any (proposed) curriculum changes.
31. pay scale, lack of benefits
32. No pay raise in 9 years
33. the adjunct salary is quite low.
34. Pay is low compared to other Universities
35. The biggest challenge is lack of benefits.
36. No health benefits
37. The pay is not the best. The pay is considerably more at a community college in which I teach
38. Not to complain, but it is hard to get by without health benefits and with pretty low pay. I would love to work more with my students than I already do, but I often times have to leave quickly to head to another campus to teach another course in order to make enough money for rent.
39. limited salary per course.
40. The frightfully low rate of compensation! A word of advice to the creators of this survey: if you really care about "improving the work life" of Adjuncts, you need to specifically ask if they are happy with their rate of pay and, if not, why not, and what should be done to rectify the situation, rather than asking vague questions which only relate tangentially to the topic such as #14. The impression you give is that even in the midst of a specifically targeted Adjunct survey, you don't really care about them sufficiently to squarely address this most obvious issue. It leads me to wonder who really created the survey...
41. I have noticed that student participation has gone way down since the time change because they are exhausted and want to go home. Otherwise I have no problems at SHU
42. Balancing my full-time job at a large law firm and my child-care responsibilities
43. child care
44. The salary . Very low compared to other colleges in the area.
45. Lack of benefits
46. That you make no money doing so. It costs me money to work here and that is a big hit.
47. The pay is ridiculously low even for a part-time position - one third to a half of what I earn per course at other institutions in the area.
48. The salary for the time and effort is not comparable
49. Insufficient pay
50. No benefits; lower pay than many other institutions of the same caliber as SHU; no pay for meetings/outside hours spent helping students;
51. Compensation is very, very meager
52. The pay.
53. I don't receive health benefits and the pay is much too low
54. The pay at SHU is very low, even for an adjunct position. As a result, I know that I will have to leave when a better-paying opportunity becomes available. This reality makes me sad because I

really enjoy teaching at SHU, and I would choose to stay here over moving on to another institution(s) if the pay was at least commensurate.

55. Salary is insulting
56. The lack of adequate income is my biggest challenge working part-time at SHU.
57. no raises based on # years of service to the institution
58. Financial--I thoroughly enjoy teaching at Seton Hall University. The students, faculty, and staff are a pleasure to work with and foster a productive work environment. The only problem is that it might no longer be financially sustainable for me to work as a part-time adjunct at the current salary rate.
59. You just get your miserable pay at the end of the month. The professors at my department are very nice and make me feel important in my job. I cannot say the same about the institution itself.
60. Salary is significantly less than most other institutions for adjuncts.
61. while the work is rewarding, the pay is subpar in comparison to other facilities.
62. the salary
63. Lack of income. Lack of healthcare. Lack of preparation for retirement
64. The minimal compensation in comparison to the number of hours spent teaching
65. Low pay means that we cannot put a lot of time into our class preparation and we view our time at Seton Hall as temporary, until we find a better paying, full time job.

Scheduling/Time Issues/Consistency in Course Offering - 39

1. The schedule is too chaotic for meaningful interaction with other faculty
2. Balancing day job and teaching - leaving at 5 to make it to campus in time for evening classes.
3. Not having enough time to be on campus, get things taken care of (e.g., computer, Blackboard, copying, etc.)
4. Only being at the school two times per week.
5. In the past, it has been difficult to know whether authority outside of my immediate department would view me as an asset. ...Inconsistency is always detrimental to growth. Consequently, during semesters when my course was listed properly from the beginning, I have exceeded capacity; when it has been listed incorrectly, had a day/time change because of space, or was added late in enrollment, the course failed to thrive.
6. time management while working a full-time job
7. ability to spend more time with the students.
8. Finding the time to give a full time commitment to a "part time" class
9. Worrying that my course will be cut to make room for graduate courses and not having a place to bring the samples and supplies that I have to provide for the students and classes
10. Time. My full time job and adjunct teaching responsibilities along with family require a lot of time management and constant prioritizing
11. part time teachers should be given once a week or nights only scheduling options so that they can work day jobs (if SHU work was treated as a side job, it would be enjoyable and less challenging; most people that work here don't treat it as a side job because it's difficult to work in a different field with the current schedule.... day time writing classes should not go to adjuncts. If we want to maintain multiple day a week daytime writing classes, the sacrifice of teaching several times a week during the day should be compensated with benefits as a salary. There can be different versions of these but I think it would be ideal to give the majority of daytime writing classes to TA, part time, and tenured faculty, and only use adjuncts for night classes, especially if their pay stays around the same (ideally these would be lit courses not writing courses, which don't work so well once a week). In other words, the req writing classes,

the bulk of the department's teaching should be taught by people that don't need to use the day to do outside work. While it's not a customary practice, I know, I think using adjuncts for specialized courses taken by English majors would benefit the department more than having adjuncts do the most important classes. I'm thinking an occasional playwriting course by a playwright or a film and lit course by a film critic. If the eng major was redesigned to allow for more topics courses in exchange for core reqs, adjuncts could be teaching at night every night of the week

12. Consistency in getting a course to teach
13. Not being available to the students on days other than my teaching day. When I am notified, I make arrangements to meet students on other days, but it cannot be spontaneous. I want to be timely with the grading of work for my students, and at times reading and grading the papers are a challenge. I utilize vacation time from my full time job (generally one per semester) in order to complete the work in a timely manner. Moving from one school to the next can be a challenge at times when emergencies occur at my full time job. Beginning at 5:00 rather than 4:30 helps this.
14. Balancing my teaching load with my studies.
15. The time late afternoon and evening classes are scheduled.
16. Not enough enrichment courses
17. I am feeling very comfortable with teaching on line. One of my greatest challenges is that Organizing lab time for my students on campus is an issue.
18. Advanced notification of potential teaching for an upcoming semester is mediocre at best (sometimes 1 1/2 months prior and that's after I send emails in advance of 2 months). This is a real problem when preparing my schedule since I teach other colleges. I always have to contact the administrators to send out my contract to sign. Am lucky if I get it 2 weeks before the semester starts. If the contract is late, then my paycheck may be delayed.
19. Given that the chemistry department is a PhD granting department, their need for adjuncts is limited and highly selective; they either use term hires or tenured or tenure-track faculty. Also, many classes traditionally run in the day when I work at the high school. However, as I received my PhD from Seton Hall, the department has been very welcoming.
20. I don't encounter many challenges other than basic scheduling issues at the end of each semester during final exams.
21. I had been teaching 2 classes on Mondays but the rules changed. Now I am only able to teach 1 2.5 course per day.
22. Not knowing from semester to semester which classes I will be teaching.
23. Never sure if I am needed from semester to semester
24. Meeting the students only twice a week and covering an extensive curriculum
25. My biggest problem is the changing class times which are later and later. The earlier times worked much better. It is difficult for students to learn at 10:05 at night.
26. I sometimes have a difficult time changing my clinical hours for my full-time position in order to accomodate varying semester schedules and increased courses. Thus far, I have been able to change my clinical hours and have enjoyed the increased responsibility at Seton Hall.
27. As of this semester, I am only allowed to teach 1 2.5 hr class per day. This make it financially difficult to continue teaching at the University.
28. Having a primary job with the responsibilities that come with it
29. Lack of job security.
30. Not enough time to really focus upon classes and students
31. Not being on campus to meet with students
32. It is not my only job, and I wish that I could devote more time to SHU

33. I don't have time on campus to be involved with students outside of class.
34. Being available to the students more than the one day per week that I teach on campus.
35. Balancing a busy law practice with teaching responsibilities
36. Balancing the amount of time required to provide a high quality education to my students with the other demands of my full-time professional life and personal life. I spend a lot of time on the class outside of the time I am actually teaching, in order to develop good content and deliver it in an engaging and meaningful way to the students.
37. I will never do less than my best--I am a professional--but given the compensation, as well as access to space, supplies, area to meet with students, etc., it becomes exhausting
38. sometimes I do not know until just before semester if my services will be needed
39. Balancing my adjunct position with my full time career

Students/Teaching/Classroom - 16

1. Since I teach a required course, the greatest challenge is motivating students who have little interest in the specific work involved in the class.
2. Large classes
3. My biggest challenge as part-time faculty are my students i love to teach them. Some are excellent, other no to good in another word lazy, but i make them work. They work very hard to earn their grade. Some as I said are Excellent and those lazies become to work and got a better grade and now they are working well and i enjoy their progress.
4. So many students are working during college time. They do not understand that studying is the most important thing at their age. They excuse the absences in the class with work responsibilities, which is totally wrong. They do not devote enough time for studies, expecting at the same time good grades.
5. Making sure that student teachers obtain the skills and knowledge to become successful teachers
6. Getting to know the backgrounds of the students in order to tailor my instruction techniques to their level of knowledge
7. It is not always easy to respond to student questions outside of classroom hours.
8. I would like to see the students more engaged in their course work.
9. I feel uncomfortable "judging" (grading)students' work. It is alien to my practice.
10. imparting knowledge to be applicable to the future of the students
11. to encourage the students to utilize the information after completing the course
12. I have found all the staff and administration at Seton Hall extremely helpful and very attentive to my needs. I have no complaints at all about Seton Hall as an institution, just my students, who are at a very, very basic level of engagement. They very much take their education for granted.
13. At times students can view adjunct faculty as lesser professors. I think that is based partly on their past experiences with less-attentive adjuncts. Because of that, some approach the class more passively than expected, or wrongly assume that the class will be easier because "a real" professor isn't teaching. I need to work hard each semester to prove my worth, knowledge and experience to them. Some semesters, that is easier than others.
14. Students do not seem to be able to use Blackboard ,and I feel that I am asked to instruct them on the technology. It is frustrating. I would like to concentrate on my discipline and not the technology gaps students have.
15. Learning all the names of the students is a challenge. I don't want their learning experience to be impersonal.
16. adapting innovative ways to keep the students engaged

No challenges - 14

1. I don't have any. Teaching at Seton Hall is by far my greatest joy professionally! It's why I pursued my EdD.
2. None
3. None
4. There has not been any challenges. It has been a very rewarding experience.
5. I have none at this time.
6. No real challenges. I enjoy it.
7. None
8. I really enjoy teaching at SHU. I find the class size very manageable, the students diverse and interesting.
9. I don't face any more challenges here than anywhere else. Actually, it is less challenging because I do not have to worry about the extra work like advising, etc. I am busy enough at my other job, I find it refreshing that I only have to focus on providing the best course material possible.
10. I would like to teach more classes.
11. Do not see any major challenges
12. I don't feel any challenges
13. None that come to mind.
14. I don't feel there are major challenges for me.

Parking - 4

1. Parking
2. Parking
3. Lack of sufficient and designated parking for faculty(only). It necessitates having to arrive much earlier to attempt to secure a space than otherwise would be the case, and is stressful and distracts from the teaching experience. It is not time/cost effective for those for whom adjuncting is not their primary means of support.
4. parking

Office Space/Office Hours/Office Staff after Hours/Mailboxes/Supplies - 22

1. Office Space
2. I have been asked to locate spaces and draft contracts if I wanted to teach off-campus because of a lack of space. Often, my hours need to be changed during enrollment periods.
3. No designated office space.
4. Lack of an office space to meet with students. At other institutions, adjuncts were given a shared office and scheduled their office hours. I shared one office with three others and we had no problems.
5. Not having an office of your own
6. office space is lacking for adjuncts, but it's lacking even for tenured faculty in my school (Diplomacy)!
7. Lack of facilities to meet with students,
8. having no office to meet students
9. Not having an office in which I can advise my students
10. Better office facilities; difficult to share one office with three other adjuncts.
11. No challenge. It is a terrific job that I truly enjoy.
12. No office, no phone extension
13. Not having a permanent office
14. Office hours.

15. Meeting with students at times outside of assigned class hours
16. Adjuncts at my department don't even have an office
17. lack of office staff in evening to assist w/ copies if needed and limited office hours for students.
18. Adjunct professors do not have their own office, which makes it difficult to meet with students.
We do not typically have mailboxes, which also makes it difficult for students to hand in assignments.
19. No area designated for adjunct to do course work while on campus (ie. Office space).
20. Having time to meet with students outside of class, I am not on campus enough to have office hours.
21. Meeting the needs of students outside of the classroom. There is little time for "office hours" and with technology you are technically available at all times.
22. Lack of access to office spaces/supplies

Travel - 6

1. The travel distance. I drive 1.5 hours each way.
2. I have a long commute.
3. I travel too far
4. The campus' distance from my other work limits my hours on campus and thus my face time with students.
5. Traveling to distant field assignments
6. Parkway Traffic

Advocacy/Voice/Value/Communication - 16

1. lack of advocacy
2. communication
3. confusion with the communication process
4. limited administrative support
5. Chain of command - too many steps to go through to get answers
6. Keeping orientated to changes at SHU.
7. Communication can be a challenge at times when problems arise within the course.
8. Communication could be better
9. Lack of Respect for my contribution to the department
10. Because I was never briefed on curriculum paths, it is difficult to advise students in any capacity on courses that may interest them or that may be needed for their degree. Curriculum offered overall is outdated.
11. My colleagues treat me well, but the institution doesn't seem to notice.
12. the third-rate treatment is insulting - especially at a Catholic university.
13. Communication
14. lack of efficient communication
15. lack of communication
16. Being apprised of changes and expectations at the last minute. (communication...or lack of)

Misc.: Library Fines - 2

1. I get fined for overdue library books, but full time faculty do not get fined. I wish that I was not subject to library fines and that I had the same borrowing privileges as full time faculty.
2. Computer evaluation of interns