

**Spring 2010 Skagit Valley Adjunct Faculty Survey**

Prepared by the SVC Office of Institutional Research, May 2010

During spring quarter of 2010, the SVC Office of Institutional Research created a survey to identify those topics that adjunct faculty consider important to the performance of their duties at the college and also to learn the extent to which they are able to access relevant information about those topics.

The survey was created with Remark Web Survey software and placed on the college’s server, so it could be accessed with ordinary Web browsers. Eighty-five adjunct faculty members responded to the survey between April 14 and May 5, 2010.

Frequencies and percentages used in the following tables were calculated using SPSS software.

Note: Comments are reported verbatim other than minor typographical errors, which were corrected.

|  |
| --- |
| **Primary work location** |
|   | **Frequency** | **Percent** |
| **Mount Vernon Campus** | 62 | 72.9% |
| **Whidbey Center** | 18 | 21.2% |
| **San Juan Center** | 0 | 5.9% |
| **South Whidbey Center** | 5 | 0.0% |
| **Total** | 85 | 100.0% |

|  |
| --- |
| **Primary instructional unit** |
|   | **Frequency** | **Percent** |
| **Proftech** | 16 | 18.8% |
| **Academic** | 61 | 71.8% |
| **Other** | 8 | 9.4% |
| **Total** | 85 | 100.0% |

|  |  |  |
| --- | --- | --- |
|   | **Instructional delivery mode (check all that apply):** |   |
|   | **Frequency** | **Valid Percent** |
| Valid | (Day,eLearning,Evening,Hybrid,On-ground) | 6 | 7.1% |
| (Day,eLearning,Evening,On-ground) | 1 | 1.2% |
| (Day,eLearning,Hybrid,On-ground) | 2 | 2.4% |
| (Day,eLearning,Hybrid) | 1 | 1.2% |
| (Day,eLearning,On-ground) | 2 | 2.4% |
| (Day,eLearning) | 2 | 2.4% |
| (Day,Evening,Hybrid,On-ground) | 3 | 3.5% |
| (Day,Evening,Hybrid) | 3 | 3.5% |
| (Day,Evening,On-ground) | 7 | 8.2% |
| (Day,Evening) | 10 | 11.8% |
| (Day,Hybrid,On-ground) | 1 | 1.2% |
| (Day,Hybrid) | 1 | 1.2% |
| (Day,On-ground) | 6 | 7.1% |
| (eLearning,Evening,Hybrid,On-ground) | 1 | 1.2% |
| (eLearning,Evening,Hybrid) | 1 | 1.2% |
| (eLearning,Evening,On-ground) | 2 | 2.4% |
| (eLearning,Hybrid,On-ground) | 1 | 1.2% |
| (eLearning,On-ground) | 1 | 1.2% |
| (Evening,On-ground) | 3 | 3.5% |
| (Hybrid,On-ground) | 1 | 1.2% |
| Day | 14 | 16.5% |
| eLearning | 5 | 5.9% |
| Evening | 10 | 11.8% |
| Hybrid | 1 | 1.2% |
| Total | 85 | 100.0% |

***In the next four sections of this survey, you will be asked to rate the importance and accessibility of elements relevant to instruction. Be sure to respond to the scales on both the right and the left of each element.***

1. Classroom Instruction

|  |
| --- |
| **Academic calendar, including finals schedule** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 60 | 72.3% |   | Strongly agree | 52 | 64.2% |
| Agree | 19 | 22.9% |   | Agree | 20 | 24.7% |
| Neutral | 3 | 3.6% |   | Neutral | 4 | 4.9% |
| Disagree | 1 | 1.2% |   | Disagree | 5 | 6.2% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 0 | 0.0% |
| Do not know | 0 | 0.0% |   | Do not know | 0 | 0.0% |
| Totals | 83 | 100.0% |   | Totals | 81 | 100.0% |

|  |
| --- |
| **Process for scheduling and assigning instructors to class sessions** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 40 | 50.6% |   | Strongly agree | 19 | 24.1% |
| Agree | 20 | 25.3% |   | Agree | 22 | 27.8% |
| Neutral | 13 | 16.5% |   | Neutral | 14 | 17.7% |
| Disagree | 2 | 2.5% |   | Disagree | 9 | 11.4% |
| Strongly disagree | 2 | 2.5% |   | Strongly disagree | 8 | 10.1% |
| Do not know | 2 | 2.5% |   | Do not know | 7 | 8.9% |
| Totals | 79 | 100.0% |   | Totals | 79 | 100.0% |

|  |
| --- |
| **Process for determining class cancellations** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 37 | 45.7% |   | Strongly agree | 14 | 17.5% |
| Agree | 30 | 37.0% |   | Agree | 31 | 38.8% |
| Neutral | 9 | 11.1% |   | Neutral | 13 | 16.3% |
| Disagree | 1 | 1.2% |   | Disagree | 11 | 13.8% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 5 | 6.3% |
| Do not know | 4 | 4.9% |   | Do not know | 6 | 7.5% |
| Totals | 81 | 100.0% |   | Totals | 80 | 100.0% |

|  |
| --- |
| **Guidance on availability of course textbooks** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 36 | 45.0% |   | Strongly agree | 12 | 15.6% |
| Agree | 28 | 35.0% |   | Agree | 16 | 20.8% |
| Neutral | 11 | 13.8% |   | Neutral | 26 | 33.8% |
| Disagree | 2 | 2.5% |   | Disagree | 12 | 15.6% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 8 | 10.4% |
| Do not know | 3 | 3.8% |   | Do not know | 3 | 3.9% |
| Totals | 80 | 100.0% |   | Totals | 77 | 100.0% |

|  |
| --- |
| **Procedures for ordering course textbooks** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 40 | 49.4% |   | Strongly agree | 25 | 31.3% |
| Agree | 26 | 32.1% |   | Agree | 28 | 35.0% |
| Neutral | 10 | 12.3% |   | Neutral | 13 | 16.3% |
| Disagree | 2 | 2.5% |   | Disagree | 8 | 10.0% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 3 | 3.8% |
| Do not know | 3 | 3.7% |   | Do not know | 3 | 3.8% |
| Totals | 81 | 100.0% |   | Totals | 80 | 100.0% |

|  |
| --- |
| **Required and recommended elements for course syllabi** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 50 | 61.0% |   | Strongly agree | 29 | 36.3% |
| Agree | 23 | 28.0% |   | Agree | 29 | 36.3% |
| Neutral | 8 | 9.8% |   | Neutral | 13 | 16.3% |
| Disagree | 1 | 1.2% |   | Disagree | 7 | 8.8% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 2 | 2.5% |
| Do not know | 0 | 0.0% |   | Do not know | 0 | 0.0% |
| Totals | 82 | 100.0% |   | Totals | 80 | 100.0% |

|  |
| --- |
| **Web-based course outline system** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 23 | 28.4% |   | Strongly agree | 10 | 12.7% |
| Agree | 19 | 23.5% |   | Agree | 23 | 29.1% |
| Neutral | 28 | 34.6% |   | Neutral | 19 | 24.1% |
| Disagree | 2 | 2.5% |   | Disagree | 8 | 10.1% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 8 | 10.1% |
| Do not know | 9 | 11.1% |   | Do not know | 11 | 13.9% |
| Totals | 81 | 100.0% |   | Totals | 79 | 100.0% |

|  |
| --- |
| **General Education Learning Outcomes** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 23 | 28.0% |   | Strongly agree | 19 | 24.1% |
| Agree | 31 | 37.8% |   | Agree | 28 | 35.4% |
| Neutral | 17 | 20.7% |   | Neutral | 12 | 15.2% |
| Disagree | 4 | 4.9% |   | Disagree | 5 | 6.3% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 5 | 6.3% |
| Do not know | 7 | 8.5% |   | Do not know | 10 | 12.7% |
| Totals | 82 | 100.0% |   | Totals | 79 | 100.0% |

|  |
| --- |
| **Information about skills designated courses, learning communities and other degree requirements** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 23 | 28.0% |   | Strongly agree | 13 | 16.3% |
| Agree | 30 | 36.6% |   | Agree | 24 | 30.0% |
| Neutral | 20 | 24.4% |   | Neutral | 17 | 21.3% |
| Disagree | 3 | 3.7% |   | Disagree | 12 | 15.0% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 6 | 7.5% |
| Do not know | 6 | 7.3% |   | Do not know | 8 | 10.0% |
| Totals | 82 | 100.0% |   | Totals | 80 | 100.0% |

|  |
| --- |
| **Best practices for classroom instruction** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 37 | 45.1% |   | Strongly agree | 13 | 16.3% |
| Agree | 34 | 41.5% |   | Agree | 26 | 32.5% |
| Neutral | 7 | 8.5% |   | Neutral | 13 | 16.3% |
| Disagree | 1 | 1.2% |   | Disagree | 12 | 15.0% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 9 | 11.3% |
| Do not know | 3 | 3.7% |   | Do not know | 7 | 8.8% |
| Totals | 82 | 100.0% |   | Totals | 80 | 100.0% |

|  |
| --- |
| **Specific strategies to support underprepared students** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 40 | 48.8% |   | Strongly agree | 12 | 15.0% |
| Agree | 33 | 40.2% |   | Agree | 15 | 18.8% |
| Neutral | 5 | 6.1% |   | Neutral | 22 | 27.5% |
| Disagree | 1 | 1.2% |   | Disagree | 15 | 18.8% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 9 | 11.3% |
| Do not know | 3 | 3.7% |   | Do not know | 7 | 8.8% |
| Totals | 82 | 100.0% |   | Totals | 80 | 100.0% |

|  |
| --- |
| **Information on procedures around class activities (field trips, speakers, student surveys, etc.)** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 22 | 27.2% |   | Strongly agree | 7 | 8.6% |
| Agree | 25 | 30.9% |   | Agree | 20 | 24.7% |
| Neutral | 25 | 30.9% |   | Neutral | 23 | 28.4% |
| Disagree | 3 | 3.7% |   | Disagree | 17 | 21.0% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 5 | 6.2% |
| Do not know | 6 | 7.4% |   | Do not know | 9 | 11.1% |
| Totals | 81 | 100.0% |   | Totals | 81 | 100.0% |

|  |
| --- |
| **Blackboard / online course management system** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 45 | 54.2% |   | Strongly agree | 18 | 22.2% |
| Agree | 16 | 19.3% |   | Agree | 35 | 43.2% |
| Neutral | 17 | 20.5% |   | Neutral | 14 | 17.3% |
| Disagree | 3 | 3.6% |   | Disagree | 6 | 7.4% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 6 | 7.4% |
| Do not know | 2 | 2.4% |   | Do not know | 2 | 2.5% |
| Totals | 83 | 100.0% |   | Totals | 81 | 100.0% |

|  |
| --- |
| **Use of computer technology (projectors, computers, and other media)** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 50 | 61.0% |   | Strongly agree | 20 | 25.0% |
| Agree | 23 | 28.0% |   | Agree | 35 | 43.8% |
| Neutral | 5 | 6.1% |   | Neutral | 14 | 17.5% |
| Disagree | 2 | 2.4% |   | Disagree | 8 | 10.0% |
| Strongly disagree | 1 | 1.2% |   | Strongly disagree | 0 | 0.0% |
| Do not know | 1 | 1.2% |   | Do not know | 3 | 3.8% |
| Totals | 82 | 100.0% |   | Totals | 80 | 100.0% |

|  |
| --- |
| **Grading options and procedures, including withdrawal policies** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 45 | 54.9% |   | Strongly agree | 22 | 27.5% |
| Agree | 32 | 39.0% |   | Agree | 31 | 38.8% |
| Neutral | 4 | 4.9% |   | Neutral | 15 | 18.8% |
| Disagree | 1 | 1.2% |   | Disagree | 9 | 11.3% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 2 | 2.5% |
| Do not know | 0 | 0.0% |   | Do not know | 1 | 1.3% |
| Totals | 82 | 100.0% |   | Totals | 80 | 100.0% |

Faculty comments regarding Classroom Instruction:

1. Would like opportunity to give information and discuss General Education Learning Outcomes - the ones for my classes mostly do not fit the textbook or the ability levels of the students. I had no input in these decisions, but still need to teach to the listed outcomes. I feel the persons/person who made these decisions was unfamiliar with my subject and the teaching sequence required.
2. On the issue of information about skills designated courses and general learning outcomes - the emails came thick and fast. Sites that were supposed to be easy access were not. My department head put out the most useful information. Blackboard instruction is not very user friendly. Again my department head is/was the most helpful.
3. When policies and procedures change, I am often not aware.
4. I feel like I have bits and pieces of all of these things - I know how to submit grades but am not sure I could explain fully the withdrawal policies. I use Blackboard successfully, but I'm not sure I'm using it to its fullest capacity. I know about skills designated course requirements, but not overall degree requirements.
5. Ones not answered are N?A
6. Classroom support could be improved; ie.white board markers actually checked and replaced by janitorial staff with each room cleaning; better maintenance of podium computers and sound system.
7. It took me one quarter to get up to speed on all of these things. I had to learn as I went and ask questions. It wasn't all laid out nicely, but I have no problem with that because I'm a teacher and should be able to figure this stuff out myself. Other new teachers might need a bit more guidance. So far, I've really enjoyed my experiences with Skagit. Great crew! Great students! Great departments and admin support. I really have no complaints, other than I need more practice to get everything running smoothly:)
8. I would like to see an orientation for part-time instructors. Ideas on using blackboard etc. would be very helpful.
9. I feel that part-time instructors are out of the "loop" with most items described above.
10. As an adjunct instructor, I receive astonishingly little support of any kind from SVC, I don't even have access to Blackboard although I have REPEATEDLY requested account access, I finally quit asking.
11. I believe that your student support services could be a lot more creative and proactive in helping students with disabilities or other challenges - The attitdued over there always seems to be "this is what we are required to do" rather than "this is what we could do"
12. I truly think this year’s hedgehog series is great food for thought and last year’s conversations about learning, w/ Lynn Dunlap. These type of things as a young instructor give me lots of options for the class room
13. There is a complete and total lack of communication between full or part-time staff who teach in the same discipline within the same campus of SVC as well as between the different campuses. Mt. Vernon does one thing, WIC does something else, and who knows what SJI is doing? The lack of continuity/communication between campuses within the same discipline is DISMAL
14. I feel there is a fair amount I don't know about how SVC operates, but I'm not sure if I have just missed the information and it's out there, or if it's not out there. On the other hand, whenever I really need information, I can find a helpful person to tell me the answer. In every case, my own rushed schedule probably keeps me from doing the reading that might answer some of my questions.
15. Being an evening adjunct instructor means zero access to almost everything - unless I come to campus and do it on my own time during the day.
16. I'd like some feedback on my teaching. I'd also like to attend more meetings with the rest of the English teachers to talk about what works and doesn't work.
17. It would be helpful, after the first week of class for instructors to have some type of notification when a student is withdrawn or added. This is especially true when you have a total number of students from 25 - 40 per class.
18. Procedures for ordering texts are clear, but almost every quarter there is a glitch in the right number of textbooks being available the first week of class.
19. Very minor thing: I recommend changing the dates (in the schedule) of the finals week to reflect the M-W dates instead of having the dates of the entire week in there. \*Online Course Outline system: I think the learning outcomes disappeared from that for CSS 103.
20. In class observation/evaluation/feedback is lacking.
21. I am becoming familiar with Classroom Instruction Procedures. I know who to contact for information.
22. Since I work during afternoons and evenings, staff best practice instruction is not open for me to attend.

II. Student Issues

|  |
| --- |
| **Student profiles and statistics** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 17 | 21.0% |   | Strongly agree | 10 | 12.2% |
| Agree | 27 | 33.3% |   | Agree | 19 | 23.2% |
| Neutral | 31 | 38.3% |   | Neutral | 14 | 17.1% |
| Disagree | 1 | 1.2% |   | Disagree | 14 | 17.1% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 7 | 8.5% |
| Do not know | 5 | 6.2% |   | Do not know | 18 | 22.0% |
| Totals | 81 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **Students with disabilities: resources, rights, responsibilities** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 32 | 39.0% |   | Strongly agree | 24 | 29.3% |
| Agree | 42 | 51.2% |   | Agree | 31 | 37.8% |
| Neutral | 8 | 9.8% |   | Neutral | 10 | 12.2% |
| Disagree | 0 | 0.0% |   | Disagree | 9 | 11.0% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 2 | 2.4% |
| Do not know | 0 | 0.0% |   | Do not know | 6 | 7.3% |
| Totals | 82 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **FERPA** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 13 | 16.5% |   | Strongly agree | 12 | 14.8% |
| Agree | 24 | 30.4% |   | Agree | 19 | 23.5% |
| Neutral | 14 | 17.7% |   | Neutral | 16 | 19.8% |
| Disagree | 0 | 0.0% |   | Disagree | 4 | 4.9% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 0 | 0.0% |
| Do not know | 28 | 35.4% |   | Do not know | 30 | 37.0% |
| Totals | 79 | 100.0% |   | Totals | 81 | 100.0% |

|  |
| --- |
| **Student conduct policies and procedures: plagiarism, disruptive behavior, etc.** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 48 | 58.5% |   | Strongly agree | 30 | 36.6% |
| Agree | 31 | 37.8% |   | Agree | 31 | 37.8% |
| Neutral | 3 | 3.7% |   | Neutral | 8 | 9.8% |
| Disagree | 0 | 0.0% |   | Disagree | 9 | 11.0% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 2 | 2.4% |
| Do not know | 0 | 0.0% |   | Do not know | 2 | 2.4% |
| Totals | 82 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **Grade complaint process** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 29 | 35.4% |   | Strongly agree | 14 | 17.1% |
| Agree | 33 | 40.2% |   | Agree | 22 | 26.8% |
| Neutral | 14 | 17.1% |   | Neutral | 18 | 22.0% |
| Disagree | 3 | 3.7% |   | Disagree | 14 | 17.1% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 4 | 4.9% |
| Do not know | 3 | 3.7% |   | Do not know | 10 | 12.2% |
| Totals | 82 | 100.0% |   | Totals | 82 | 100.0% |

Faculty comments regarding Student Issues:

1. I'm not sure what is meant by student profile information; I am guessing you are referring to aggregate statistics.
2. It might be nice to have some information/links to articles that have information about how to manage students with disruptive behavior.
3. I call Alan Muia for clear answers.
4. Sometimes I get a student who seems to have an LD, but I am reluctant to ask. I am not sure if the student has ever sought or received evaluation, and I'm afraid the student might take it wrong if I ask, only because I want the student to get all necessary support. Most commonly I have students who may demonstrate patterns of ADD, Asperger's, dyslexia (or dyscalculia) and I'm not sure what to do, so I privately try to decide if I should make allowances that may or may not be warranted. It's awkward to know what to do.
5. Student conduct policies and grade complaints are not usually an issue, but I do know where to go if I need help.
6. I am ill-prepared to direct students to resources, especially computer- related or issues with enrollment.
7. I have similar comments here. I know about the plagiarism policy and that I shouldn't tolerate disruptive behavior, but I'm not sure exactly what the steps would be to follow up with one of these problems. Also, I know we aren't supposed to share grade information with anyone besides the student, but there is probably more to FERPA that I don't know.
8. Students need to have an incoming orientation to learn student email, Blackboard, online resources, etc. This is important both to students and teachers.
9. Alan Muia's support it a great benefit!
10. I've never gone through the grade complaint process with anyone yet. I don't know how it works but am certain I'll learn at some point--when necessary. I hope not, though.
11. Not always sure where to find information easily or who to ask without being a bother or appearing inept.
12. I feel that part-time instructors are out of the "loop" with most items described above.
13. Student conduct policies and procedures would be very helpful, I have sought support on 2 occasions in this regard and received "suggestions" from a previous program coordinator, I was told that usual policies and procedures do not apply to my program.
14. see comments above on student supports
15. I believe I have access to most of this information in the faculty handbook. I have been required to take FERPA training at other schools.
16. My evening students in Basic Skills aren't aware of most opportunities, rights, resources, counseling/advising, etc because nothing is open or available to them at night, except the library and for a while the cafe. Not many of them can make it to campus before 5 pm because they work. My impression is they don't see themselves as belonging to the campus community. (Evening students and faculty are invisible to the college.) However, the mysvc email access has done a lot to include and inform night students.

III. Faculty Support

|  |
| --- |
| **Human Resources (benefits, retirement, leave, etc.)** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 44 | 53.0% |   | Strongly agree | 32 | 39.0% |
| Agree | 28 | 33.7% |   | Agree | 27 | 32.9% |
| Neutral | 10 | 12.0% |   | Neutral | 13 | 15.9% |
| Disagree | 1 | 1.2% |   | Disagree | 8 | 9.8% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 1 | 1.2% |
| Do not know | 0 | 0.0% |   | Do not know | 1 | 1.2% |
| Totals | 83 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **Procedures regarding absences due to illness or emergency closure of college** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 37 | 45.1% |   | Strongly agree | 26 | 31.7% |
| Agree | 35 | 42.7% |   | Agree | 30 | 36.6% |
| Neutral | 7 | 8.5% |   | Neutral | 14 | 17.1% |
| Disagree | 2 | 2.4% |   | Disagree | 6 | 7.3% |
| Strongly disagree | 1 | 1.2% |   | Strongly disagree | 2 | 2.4% |
| Do not know | 0 | 0.0% |   | Do not know | 4 | 4.9% |
| Totals | 82 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **SVC Website and portal** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 42 | 51.2% |   | Strongly agree | 33 | 39.8% |
| Agree | 33 | 40.2% |   | Agree | 32 | 38.6% |
| Neutral | 7 | 8.5% |   | Neutral | 11 | 13.3% |
| Disagree | 0 | 0.0% |   | Disagree | 1 | 1.2% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 4 | 4.8% |
| Do not know | 0 | 0.0% |   | Do not know | 2 | 2.4% |
| Totals | 82 | 100.0% |   | Totals | 83 | 100.0% |

|  |
| --- |
| **College email and phone system** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 48 | 57.8% |   | Strongly agree | 36 | 43.9% |
| Agree | 30 | 36.1% |   | Agree | 32 | 39.0% |
| Neutral | 4 | 4.8% |   | Neutral | 6 | 7.3% |
| Disagree | 1 | 1.2% |   | Disagree | 5 | 6.1% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 2 | 2.4% |
| Do not know | 0 | 0.0% |   | Do not know | 1 | 1.2% |
| Totals | 83 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **Other college resources (library, security, IT help desk, gym, cafeteria, etc.)** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 38 | 46.9% |   | Strongly agree | 34 | 42.0% |
| Agree | 34 | 42.0% |   | Agree | 29 | 35.8% |
| Neutral | 8 | 9.9% |   | Neutral | 9 | 11.1% |
| Disagree | 1 | 1.2% |   | Disagree | 6 | 7.4% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 1 | 1.2% |
| Do not know | 0 | 0.0% |   | Do not know | 2 | 2.5% |
| Totals | 81 | 100.0% |   | Totals | 81 | 100.0% |

|  |
| --- |
| **Faculty Handbook** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 29 | 35.4% |   | Strongly agree | 18 | 22.0% |
| Agree | 27 | 32.9% |   | Agree | 27 | 32.9% |
| Neutral | 20 | 24.4% |   | Neutral | 13 | 15.9% |
| Disagree | 0 | 0.0% |   | Disagree | 9 | 11.0% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 5 | 6.1% |
| Do not know | 6 | 7.3% |   | Do not know | 10 | 12.2% |
| Totals | 82 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **Resources in the Center for Learning and Teaching** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 22 | 26.8% |   | Strongly agree | 22 | 26.8% |
| Agree | 31 | 37.8% |   | Agree | 22 | 26.8% |
| Neutral | 20 | 24.4% |   | Neutral | 14 | 17.1% |
| Disagree | 1 | 1.2% |   | Disagree | 11 | 13.4% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 4 | 4.9% |
| Do not know | 8 | 9.8% |   | Do not know | 9 | 11.0% |
| Totals | 82 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **Faculty professional development opportunities** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 32 | 39.5% |   | Strongly agree | 20 | 24.4% |
| Agree | 34 | 42.0% |   | Agree | 24 | 29.3% |
| Neutral | 12 | 14.8% |   | Neutral | 10 | 12.2% |
| Disagree | 0 | 0.0% |   | Disagree | 13 | 15.9% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 9 | 11.0% |
| Do not know | 3 | 3.7% |   | Do not know | 6 | 7.3% |
| Totals | 81 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **Faculty classroom observation and evaluation process** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 29 | 35.8% |   | Strongly agree | 15 | 18.5% |
| Agree | 33 | 40.7% |   | Agree | 34 | 42.0% |
| Neutral | 14 | 17.3% |   | Neutral | 14 | 17.3% |
| Disagree | 3 | 3.7% |   | Disagree | 8 | 9.9% |
| Strongly disagree | 1 | 1.2% |   | Strongly disagree | 8 | 9.9% |
| Do not know | 1 | 1.2% |   | Do not know | 2 | 2.5% |
| Totals | 81 | 100.0% |   | Totals | 81 | 100.0% |

|  |
| --- |
| **Adjunct faculty representation** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 34 | 42.5% |   | Strongly agree | 13 | 16.3% |
| Agree | 22 | 27.5% |   | Agree | 14 | 17.5% |
| Neutral | 17 | 21.3% |   | Neutral | 26 | 32.5% |
| Disagree | 2 | 2.5% |   | Disagree | 11 | 13.8% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 7 | 8.8% |
| Do not know | 5 | 6.3% |   | Do not know | 9 | 11.3% |
| Totals | 80 | 100.0% |   | Totals | 80 | 100.0% |

|  |
| --- |
| **SVCFT Negotiated Agreement** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 27 | 32.9% |   | Strongly agree | 18 | 22.2% |
| Agree | 27 | 32.9% |   | Agree | 16 | 19.8% |
| Neutral | 17 | 20.7% |   | Neutral | 24 | 29.6% |
| Disagree | 1 | 1.2% |   | Disagree | 7 | 8.6% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 3 | 3.7% |
| Do not know | 10 | 12.2% |   | Do not know | 13 | 16.0% |
| Totals | 82 | 100.0% |   | Totals | 81 | 100.0% |

|  |
| --- |
| **Connection with / support from department faculty** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 48 | 60.0% |   | Strongly agree | 35 | 43.2% |
| Agree | 30 | 37.5% |   | Agree | 26 | 32.1% |
| Neutral | 2 | 2.5% |   | Neutral | 7 | 8.6% |
| Disagree | 0 | 0.0% |   | Disagree | 8 | 9.9% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 4 | 4.9% |
| Do not know | 0 | 0.0% |   | Do not know | 1 | 1.2% |
| Totals | 80 | 100.0% |   | Totals | 81 | 100.0% |

|  |
| --- |
| **Professional / Technical Vocational Certification** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 17 | 21.0% |   | Strongly agree | 13 | 16.0% |
| Agree | 19 | 23.5% |   | Agree | 10 | 12.3% |
| Neutral | 23 | 28.4% |   | Neutral | 24 | 29.6% |
| Disagree | 2 | 2.5% |   | Disagree | 7 | 8.6% |
| Strongly disagree | 3 | 3.7% |   | Strongly disagree | 5 | 6.2% |
| Do not know | 17 | 21.0% |   | Do not know | 22 | 27.2% |
| Totals | 81 | 100.0% |   | Totals | 81 | 100.0% |

|  |
| --- |
| **Professional Development Plan** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 22 | 27.8% |   | Strongly agree | 9 | 11.3% |
| Agree | 19 | 24.1% |   | Agree | 16 | 20.0% |
| Neutral | 22 | 27.8% |   | Neutral | 18 | 22.5% |
| Disagree | 5 | 6.3% |   | Disagree | 13 | 16.3% |
| Strongly disagree | 2 | 2.5% |   | Strongly disagree | 8 | 10.0% |
| Do not know | 9 | 11.4% |   | Do not know | 16 | 20.0% |
| Totals | 79 | 100.0% |   | Totals | 80 | 100.0% |

Faculty comments regarding Faculty Support:

1. Comment: I believe that the college phone system is not necessary. Email is primary. Thank you.
2. Adjuncts without a yearly contract make considerably less money than anyone else teaching at the college. As a result, it's often difficult to participate in the professional (as well as social) opportunities that are oftentimes scheduled in the afternoon. This is an incredible disadvantage. From my personal standpoint, and based upon conversations that I have had with my colleagues, low adjunct participation is generally not from lack of interest. It is simply an unfortunate decision based upon financial necessity. I know that many adjuncts (including myself), must pursue other means of employment. Our time on campus is limited. Perhaps the material covered could be posted online. Or, what about scheduling "working" lunches? (11-1?)
3. In the total time I have been here to date, I have only been observed once.
4. For those not teaching at Mt. Vernon, esp. at satellites, it is easy to feel isolated from your discipline. We answer to a site administrator rather than our department chair, and so we don't get the benefit of guidance specific to our discipline. It would be nice to at least know the full time people who teach the same courses; we could learn a lot from them. People are just names on emails, not real people. Also the administration does not even really seem to know or care what special skills and credentials we have to offer. Adjuncts seem routinely ignored for full-time positions and not even offered courtesy interviews, which would at least let the departments learn who they are. It seems like we are expected not to work or get any assistance with benefits during the summer months if we want to teach the rest of the year. It is hard to just get a "summer job" from any employer who knows you will leave to teach, or have a schedule that interrupts your other job in the fall. Many of us have a passion for teaching, but in the past upon applying for unemployment benefits for the summer, the college has hired a consulting firm to fight us. If the college does not want to pay unemployment benefits, why not help us find summer work? Other colleges have College for Kids programs that employ part timers to teach kids fun classes during the summer. This REALLY helps adjuncts stay connected to the college, and it promotes the college to the community. There are adjuncts skilled at public relations, accounting, art, and so many other state of the art areas who could be promoting the college during the summers. Help us feel a part of the college year round -- not like we are throwaways. Has the president or board ever even had a "meet the adjuncts" tea -- has he ever gone to the satellites or WIC and invited part timers to come and meet him; tell him more about who they are and their backgrounds? (not a gripe session -- just a meet and greet) Has he ever asked to see our resumes just to understand the talent pool he has at his fingertips?? It's amazing what part timers are doing out there in the real world that could reflect positively on the college and bring in more students. Please respect our passion, dedication, and skills and try to keep us busy year round if possible. Don't send consulting firms to fight us if we need help with unemployment benefits because we can't find summer work that will allow us to teach in the fall. It's very demoralizing, and we'd rather be working for the college even if it's just the equivalent of what we'd earn on unemployment. Skagit is one of the 30 best community colleges because of its part timers, too. Given the option to get unemployment or work for the same amount of money doing ANYTHING for the college during the summer, I'd take the second option any time.
5. I have not found the SVC portal user friendly. Information that I have needed is buried somewhere. My teaching schedule and working with students outside of class time keep me busy. The faculty development offered does not address real classroom interaction and so has not been particularly helpful or are held at inconvenient times. Again the department head is the most helpful with ideas and strategies.
6. Was not informed in advance of the termination of my medical benefits. Email system is not user-friendly for instructors teaching off campus. SVC website is difficult to navigate. (Academic calendar is buried.) E-Learning instructors need more support and information to teach high-quality classes online.
7. I feel very supported and have felt supported by Daniel Graber, Brad Smith, Beth Oshiro, Linda Baker, etc. I also feel I get quick responses and helpful support from HR. But, I am likely missing out on some small details of other Faculty Support systems because of my limited hours on campus.
8. Ones not answered are unknown or N/A
9. Much of this is important to me, but it isn't necessarily important to my work. The library is great! And Professional Development has been valuable to my efforts to update my teaching.
10. 1. IT support is lacking for adjunct using e-learning modalities. Most adjunct must supply their own hardware, software, and maintenance for their off-campus computers used for SVC instruction. Currently the Help Desk refuses to help off-campus adjunct with these issues. With little added cost they could reap great benefit by including off-campus adjunct in their customer base. 2. Adjunct seem to be left out of the class scheduling loop until decisions have been made. I suggest including all stakeholders in the decision-making process would be beneficial to all.
11. I've found SVC's support to be very good.
12. No departmental support or collaboration at night - flying solo and disconnected. I feel like a second (or third) class citizen and do not always feel welcome or included, despite many years of service here. Space and equipment, when I get it, is second hand and the dregs. More respect and consideration of the sacrifices we make for our students is needed. Some kind of seniority system or clear policy for assigning classes and schedules is needed. Good teaching and dedication should be rewarded somehow. The loyalty should be mutual.
13. I would like to know more about the Center for Learning and Teaching. This is the first I have heard of it. I would also benefit from support from departmental faculty. Although I do have access to the SVCFT Negotiated Agreement, it would be nice to have it explained in a more user-friendly way.
14. I feel that part-time instructors are out of the "loop" with most items described above.
15. I have NEVER heard of some of these things. Faculty Handbook??? In over a decade at SVC, I have NEVER seen or even heard of such a document. Adjunct faculty representation??? Are you kidding me? Where? When? Who?
16. The faculty evaluation process has always been pretty inconsistent (last 15 years). I have always done my own survey to facilitate growth and get feedback - During Winter quarter of 2010 it was pretty lame the way faculty observations came about so quickly with no notice or reasoning other than to comply with an accreditation recommendation........but I don't mind and think when handled with some planning this is a very good thing for instructors
17. There's a faculty handbook?
18. Faculty support for part-time or "adjunct" instructors simply does not exist. It is odd to note that 65% of community college instruction is delivered by part-time instructors, yet nothing is done at all to make them feel welcome or, better yet, to support them professionally. Part-timers are the "invisible force" which makes the community college system function well.
19. It would really be nice to be connected with other world language instructors - they just seem either too busy or not interested (or caring??)
20. It would be professional for me to know more about some of these aspects of my job. I believe most of them are not necessary for me to teach successfully, but it makes sense to know these things about your workplace. We all rely heavily on email to get our messages out--but we also know that, in the heat of the quarter, we delete a lot.
21. Faculty support starts within the department. The "faculty support" we receive is random and inconsistent, and devoid of any apparent appreciation for the commitment and professionalism adjuncts bring to our work. In general, it is a direct reflection of the (lack of) value the department places on its adjunct faculty. The sad reality, as I've seen demonstrated countless times in a variety of situations, is that most departments refuse to institute any positive changes for adjunct faculty because they are not required to. Until all departments are required to comply with clear and consistent standards for the fair treatment of adjuncts, I see no sign of improvement in adjunct faculty conditions, including "faculty support".
22. Reading e-mail should be something all adjuncts are paid for. If it's required, and it is, we should be compensated. The phone system does not work well. The Center for Learning and Teaching is VITAL. My office being with my peers has been a great help, but I'd like more inclusion in the meetings.

IV. Institutional Information

|  |
| --- |
| **Mission and Vision** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 21 | 25.6% |   | Strongly agree | 16 | 19.8% |
| Agree | 41 | 50.0% |   | Agree | 35 | 43.2% |
| Neutral | 16 | 19.5% |   | Neutral | 19 | 23.5% |
| Disagree | 3 | 3.7% |   | Disagree | 8 | 9.9% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 0 | 0.0% |
| Do not know | 1 | 1.2% |   | Do not know | 3 | 3.7% |
| Totals | 82 | 100.0% |   | Totals | 81 | 100.0% |

|  |
| --- |
| **Organizational Chart** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 16 | 19.5% |   | Strongly agree | 9 | 11.0% |
| Agree | 30 | 36.6% |   | Agree | 21 | 25.6% |
| Neutral | 23 | 28.0% |   | Neutral | 28 | 34.1% |
| Disagree | 6 | 7.3% |   | Disagree | 10 | 12.2% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 3 | 3.7% |
| Do not know | 7 | 8.5% |   | Do not know | 11 | 13.4% |
| Totals | 82 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **Strategic planning and initiatives** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 17 | 20.7% |   | Strongly agree | 7 | 8.5% |
| Agree | 28 | 34.1% |   | Agree | 18 | 22.0% |
| Neutral | 27 | 32.9% |   | Neutral | 31 | 37.8% |
| Disagree | 4 | 4.9% |   | Disagree | 13 | 15.9% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 4 | 4.9% |
| Do not know | 6 | 7.3% |   | Do not know | 9 | 11.0% |
| Totals | 82 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **Governance and committee structure** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 14 | 17.1% |   | Strongly agree | 6 | 7.3% |
| Agree | 20 | 24.4% |   | Agree | 19 | 23.2% |
| Neutral | 33 | 40.2% |   | Neutral | 29 | 35.4% |
| Disagree | 7 | 8.5% |   | Disagree | 12 | 14.6% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 4 | 4.9% |
| Do not know | 8 | 9.8% |   | Do not know | 12 | 14.6% |
| Totals | 82 | 100.0% |   | Totals | 82 | 100.0% |

|  |
| --- |
| **Emergency preparedness procedures** |
| **This is important information for my job** |  | **I have access to this information** |
|  | **Frequency** | **Percent** |  |  | **Frequency** | **Percent** |
| Strongly agree | 32 | 39.5% |   | Strongly agree | 18 | 22.0% |
| Agree | 39 | 48.1% |   | Agree | 37 | 45.1% |
| Neutral | 8 | 9.9% |   | Neutral | 9 | 11.0% |
| Disagree | 1 | 1.2% |   | Disagree | 11 | 13.4% |
| Strongly disagree | 0 | 0.0% |   | Strongly disagree | 2 | 2.4% |
| Do not know | 1 | 1.2% |   | Do not know | 5 | 6.1% |
| Totals | 81 | 100.0% |   | Totals | 82 | 100.0% |

Faculty comments regarding Institutional Information:

1. These items have never been made available to me.
2. Part timers aren't part of this really. Things get handed to us sometimes, but it's hard to feel like our voice matters. For example, this is minor, but a lot of the classrooms don't lock from the inside. An instructor would have to leave the classroom to go outside and lock the classroom with a key if an intruder was threatening -- I pointed this out a long time ago and got no response from anyone, not even a courtesy email back from the president. I have been on a campus where a shooting occurred, so security matters to me. But I didn't feel like my input made any difference or was even acknowledged
3. We need an Emergency Response plan in place for ESL evening classes and drill so we know what to do.
4. Many of these are important for overall institutional atmosphere, but in my daily job, I'm not particularly aware of the influence.
5. Governance and committee seem to be the mandate of full time faculty only.
6. I don't even know what a lot of this is. Adjuncts aren't involved in it much. Nobody has ever explained or introduced this information to me or made much connection to its relevance to my teaching.
7. I'm not aware of any emergency preparedness procedures.
8. I am fairly sure that at some level, I do have access to most of this information, however, with the exception of Emergency Preparedness, this is information that does not seem easily available to me as a faculty member. In other words, I'm sure I could find this type of information, however, at the other institutions where I have taught, this type of info is provided, frequently at time of hire included with Faculty Handbook.
9. I'm thinking a mentor for any adjunct wishing to or needing one
10. Emails stating the emergency preparedness system is going to be testing are the only information I have received for any time of emergency procedures...Those emails also are not very informative.
11. It would be helpful to see the school's mission statement in public places on all campuses.
12. It would be nice to have an earthquake/ bomb threat drill - some students (especially international students) are just not prepared
13. Well, I'm trying to be honest. It sounds terrible to say I don't need to know about the mission and vision, but . . . On the other hand, I would like to see an organizational chart.
14. I am unaware how most of the above relate to my adjunct teaching in a department that's neither academic nor prof-tech.
15. I was never given instruction in these things when I began to work here, and I do think the location of the information needs to be more accessible.

**Faculty responses to the question “What does SVC do well to support you as an instructor and faculty member?”**

1. Having access and resources in the following areas; the dean's office, the chair of our department, human resources and the SVCFT give me the support that I need. I have always had great support from these departments and it is appreciated!
2. Linda Baker is fabulous! Joan Youngquist should be cloned when the permanent appointment is made.
3. The Instructor Briefcase system is excellent.
4. freedom to teach, positive feedback
5. Great cooperation/communication and encouragement, from department head and administration
6. copy center, other people in my department, the hands-on library orientation that can be available for students (much better when the students have access to computers and can do a related activity), help with benefits (Beverly Havens), help desk, security; thank you!
7. Gives me benefits and the possibility of faculty development.
8. The administration is very available and approachable. My primary faculty member is tremendous.
9. Open communication between myself, fellow faculty and administration. Library and eLearning resources are easily available. Staff is there to help.
10. Human resources have been great. The Work Staff have been great also.
11. SVC administration personnel are always very informative and friendly in answering employee questions. I like that we have access to all the trainings but due to my teaching schedule I can rarely make the trainings.
12. Communication from our department chair is mostly excellent. Need more information on where to find faculty information on the SVC website - such as salary records, syllabi.
13. Full-time faculty and support staff are friendly, helpful, and eager to offer assistance and guidance.
14. Not a lot.
15. The department head, other faculty, and admin/registration/student service people are very helpful.
16. Whidbey Island Campus faculty and staff are wonderful to work with and very helpful when needed.
17. Yes
18. I never need much for my class, so this is hard to determine
19. My Department Chair gives me a lot of support and I appreciate the continued support.
20. I am paid well and given good health insurance coverage and retirement savings opportunities without being a full-time employee. I feel very grateful for that. And, for being considered an adjunct faculty member, who is only hired quarter to quarter on a contracted basis, I have enjoyed consistent employment for 11 years. I love the flexibility that teaching eLearning classes affords me, since I don't live in Mt. Vernon. I have been allowed to select the times my face-to-face class is offered each quarter, which has allowed me to work a second part-time job. I am compensated to attend important meetings, I can access information like the academic calendar, schedules and enrollment from home, and I can check my SVC email from home as well. I have access to basic tools I need to teach like a copy machine, Scantron scanner, office supplies and projectors/laptops.
21. I have been here for over 10 years and I still not sure of procedural matters concerning purchasing equipment and music. Also department budgets are confusing who gets to decide where and how things are spent.
22. I have a great supervisor, the campus has wonderful and competent staff and administration, and the environment here generated by the employees is positive. These factors are all supportive.
23. SVC-WIC provides a supportive environment that encourages me as I try to help students move on in their academic endeavors.
24. I am very supported both as a faculty and as an instructor by people who care about the SW campus.
25. The Dean who takes care of our department listens to us and she works as much as possible meet our needs. The college does what they can to keep a safe teaching environment.
26. My department chair and VP do an excellent job in aiding in the day to day issues that arise each term and supporting me and my instructional decisions. Other departmental staff such as library, HR, and IT have excellent customer service and really go above and beyond to make each of my classes run as smoothly as possible.
27. Blackboard support, department head and campus director have made themselves available for any issues I might have, technical support staff is always quick to respond.
28. Yes for the most part. Usually when a question arises we just have to email, but we can not get immediate help on SW campus. Computer problems take days to resolve. Admin questions need time for answers through email. It works OK
29. The communication with administration has become better every year. In addition, the resources for South Whidbey, including computer technology, connection with the library, and inclusion in awards, etc. has increased each year.
30. HR and the Registrar's staff have been most helpful in resolving employment, grading, and registration issues.
31. I feel that my department head is a great advocate--realistic and helpful. He keeps me on course without a doubt. I like the admin office--Sherry and Diana are always helpful.
32. Excellent chairperson.
33. Professional development, Grant opportunities.
34. Regular emails with important information; if I have a question about anything, staff are very helpful--if they don't know the answer they can direct me to the person who does; the library staff is excellent.
35. So far, it has given me a job most quarters. Most people are nice and well meaning, but I still don't feel like I belong or am valued by the institution. My students and my love of teaching are what keep me coming back.
36. I feel supported in opportunities for growth as an instructor. I also feel supported in student issues and feel that the college does an excellent job of making information available to better serve students' needs!
37. My colleagues for the most part are very helpful.
38. I have very limited interaction with other staff.
39. HR is very good. Dept Chair is good. IT and classroom equipment much better this year.
40. The only support I receive as an instructor at SVC comes in the form of a very nice Program Coordinator, who at times seems to have even less information and support than I do.
41. I have been given a lot of lee way in how I present materials - I have always had good communication and support from FT faculty in the dept (HS) even through the significant changes they have gone through lately.
42. in my case, dept. heads should help steer the course and mine is the best
43. Makes available all of the necessary resources for me to do my job
44. Helpful Dept Head and other Faculty, Admin support, office, phone, computer
45. Department Chair has been very helpful as well as one other adjunct faculty member.
46. I've felt an enormous amount of support from other faculty, especially dealing with very difficult situations. I am comfortable walking in any faculty member's office to discuss a situation and know I will be welcomed and receive good feedback.
47. Union representation that listens to and helps adjuncts. I do have my own office and good input into the program I teach in, but many adjuncts don't have these opportunities.
48. Individual IT help, department chairs, and helpful librarians have been very helpful.
49. Knowing that I can talk/reach the division chair and our two wonderful secretaries (Beth Oshiro and Linda Baker) - it really makes the difference - they are always there to assist me - thank you very much!
50. The Nursing Dept Administration and staff have been extremely helpful to provide great guidance which assists me in helping the students be successful in their coursework. They are available and open to every and any question that I have had.
51. SVC is friendly. Every time I need help finding something out, I can easily get help--mostly be going to Neta, Beth, Linda or Joan. They are extremely accessible and responsive.
52. Email communication is excellent; it's the primary connection I have to the campus community. The information helps me keep my students informed and thereby contributes in a small way to convincing them that they are part of the campus community.
53. I appreciate the support I get from the other teachers. The Dean is kind and considerate.
54. Currently provides adequate resources for instruction.
55. Union tries to support

**Faculty responses to the question “How could SVC improve support for you as an instructor and faculty member?”**

1. Ideally there should be a mentoring program.
2. Not sure; thanks to an instructor in my department, i feel very supported, and it makes a HUGE difference.
3. When the budget permits, a pay raise would be in order.
4. The scheduling for (some) adjuncts is a bit frustrating. By mid-march the adjuncts at a near-by community college have already picked classes for the entire year next year. This leaves Skagit as a "fill-in" situation where classes are concerned, and chances are the schedules won't mesh. There should be some way to help adjuncts have some idea of what the fall, winter and spring looks like for next year.
5. Maybe provide a cheat sheet for important extension #s and go-to people. Maybe I already have a list somewhere, though, or maybe there's one on-line...
6. Make the portal more accessible
7. Evaluations and feedback.
8. Increase contracted salary.
9. Staff Development--Do a better job of asking me what I think. Try and do a better job of making me a part of the department who I work for.
10. Offer trainings at different times of the day during the week.
11. Meet with faculty to discuss issues, planning at least twice a year - perhaps at the end of each quarter. At present, faculty meetings are taking place during my class time.
12. It would be nice if more professional development opportunities were available at the Whidbey Campus. Many of the current opportunities are available online, which is great, but many other opportunities are only available at Mount Vernon campus. The way classes are scheduled at WIC often makes it impossible for instructors to travel to the CLT at MV for those opportunities. The two campuses are very different, and sometimes it feels as though faculty at WIC don't have as much input and as much access to programs as those on the MV campus do.
13. 1. Meet us 2. Help us connect with full timers who share our discipline 3. Extend courtesy interviews to us when full time positions open 4. Don't hire consulting firms and give them our private personnel information to fight us if we apply for unemployment benefits because the college has no way for us to keep earning some money during summers 5. Start summer programs that could employ part timers (College for Kids is just one example) 6. If we email ideas and suggestions, have the courtesy to send a response (even if it's just automatic) 7. Let satellite instructors be part of their departments and not just answer to a site administrator 8. Hold an annual part time appreciation event (not a contest; just a luncheon or something at Mt. Vernon and WIC) 9. Recognize those who have taught for you for years. Thank them somehow. 10. Give long-time part time instructors contracts beyond each quarter (other community colleges do this). 11. If a part timer is working in a field that could provide jobs, let them teach to that skill-set even if it's an extra class that doesn't lead to a credential.
14. Frequently adjunct faculty are seen as second class personnel at the school. At one of the meetings at the beginning of the school year 2009/2010, full time faculty were making remarks that implied that adjunct faculty shouldn't or couldn't be trusted with students. There is a lack of appreciation for doing close to the same amount of work and being compensated at a lower salary.
15. Recognize that off-campus adjunct E-Learning instructors need as much (more!) information than full-time faculty with an office and a phone on campus. With all the web-based communication tools available today, SVC should be able to provide more information or easy access to important information.
16. I'm not sure. I can definitely feel isolated as an instructor sometimes, since I just drive to campus, teach one class, and leave. I think attending more meetings/events on campus would help me stay current as an employee/instructor, but because of my other job, and because I don't live in Mt. Vernon, it is difficult to be on campus any more than I already am. On my Wishlist: (1) a media cabinet in every classroom. I know it is possible to reserve a laptop/projector to be brought it, but it is much more convenient to have one already in the room. (2) a place on campus to keep files and teaching supplies instead of keeping them in my car or my home.
17. I don't see my department as collaborating together. I would really like some advice and help on recruitment of music students.
18. Increase availability and support of TAs.
19. More communication within the department I have no idea what is going on anywhere at the college except our campus.
20. It is excellent as it is, I am very pleased. One of the best places I have worked for.
21. Improve performance issues with Blackboard. Sometimes it is so slow, that entering information that could be done in 5 minutes takes 40 minutes, and I have to put it off until later. Screen refreshes in Gradebook are interminably slow, especially at peak student login times.
22. Tech support, especially with Blackboard, could be enhanced, both with communication and with an updated Blackboard system.
23. SVC should implement the "Best Employment Practices for Part-time Faculty" as outlined in the SBCT 2005 report, especially Best Practice #5: Job Security.
24. Classroom attendance for Bus 112 Investment & Financial Planning has been lacking and should be part of a program. When Highline and Olympic Colleges made it a reguired course, attendance more than doubled. This quarter for example, 38 signed up for the class at Highline. I had 45 sign up last Fall quarter. William L. Webster, 206-232-1804, wlwebster@msn.com
25. Wow. Getting my online courses set up has been an ongoing challenge. I can respond quickly when things finally come together, but in the meantime, I get quite a few snappy responses from those putting my courses online. Are they overworked? If someone shows me how to get things going, I'm off and running. I just need a little patience and straightforward answers from the online crew:)
26. It would be easier to have the bookstore order instructor's texts and manuals, since they work with the companies on a regular basis.
27. Get adjunct contracts and class assignments out sooner so we know what we are teaching and what we can count on for benefits and income, sparse as it is. A real mentor who has time and knowledge to help, not just with teaching, but with feeling part of the community. More collaboration and involvement (with compensation for our time and respect for our contributions). Better (any?) and more integrated office spaces, desks, computers, and phones. A 'home base' on campus where my students can find me. Paid office hours. Better pay that reflects the important work we do.
28. Better define administration roles
29. It would be helpful for the factulty memebers to mentor the adjunct instructions.
30. Have an annual refresher class to cover the items I-IV listed above.
31. I think I've been very clear about my feelings regarding the extreme lack of support I feel at SVC, ANYTHING you do would be an improvement. This is the first time ANYONE has asked, I am encouraged that someone/anyone is making the effort, hopefully this survey will result in some improvements.
32. The support I have received from the dept has been really good. I have never had a real problem with a student complaint but I know of other adjunct faculty who have and they felt that the administration was too quick to take the side of the student in that dispute.
33. I think for me, it's fairly good. I must say that the more I learn about teaching stratagy, the more work I create for myself
34. I have a very old computer and could use a newer one to access documents better.
35. I didn't receive much (hardly any) information regarding grading requirements, emergency procedures, required documentation, etc. Even simple things like taking role the first 3 days or how the waitlist system works, how I need to turn in final grades. All of my information I had to ask other faculty members about, or rely on them filling me in.
36. Guidance and outreach; inclusion.
37. Recognize that an hourly counseling faculty position is, in fact, a faculty position, and assign these positions the same salary raises that are negotiated for part-time classroom faculty.
38. Better pay rates for adjuncts! Give control of my retirement investments back to me so I can invest it in more socially responsible funds, with a different group than TIAA-CREF. Forced retirement investing of someone's earned income against their wishes should be outright illegal.
39. Have regular video conferences with all members of a discipline on ALL campuses to share ideas and discuss challenges. In order for part-time staff to contribute their maximum, they need to be included in the community of ALL instructors.
40. SVC could improve in giving me work security and benefits - in supporting me in professional development
41. One of my responsibilities is my role as a tutor for the students, it would be beneficial to have an online appt. calendar for students. So many of the students commute and they could better be served by signing up for tutor spots via computer than in a binder.
42. We all get a lot of information the first week of fall quarter. But we are so inundated then. Perhaps a catch-up for adjuncts partway through the quarter. A liaison who I could shoot off questions to would be great, without feeling like I was troubling the same people all the time. What sort of questions? hmmm--I'm still not sure what skills designated courses are trying to signify and why (and at this point I'm too embarrassed to ask). When I was first asked to be somebody's LIA sponsor, I had no idea what I was supposed to do or what that entailed. I don't know if I have access to a gym. Of course, I could find these things out pretty easily, but I wouldn't mind a quick resource. One helpful thing we could do is to make our website more user-friendly. For example, I've spend a long time unsuccessfully trying to locate tech support for faculty.
43. Offer more meeting and faculty programs later in the day occasionally to include evening faculty. Supply a locker or shared office to store materials, and do prep work before evening class.
44. If I had a more regular schedule, it would do wonders for my sense of security. If I know what classes I would be teaching for the whole year instead of quarter to quarter, my stress level would not be as high, and I could give more to my students because i could plan ahead better.
45. Extend the hours for parking of Staff until 1800 each day prior to allowing students to park in staff lots. Instructors with night classes that begin at 1800 or after, spend unnecessary time seeking out parking as all spaces are filled with student vehicles. Also, may consider striping for a couple motorcycles in the staff lots (consists of only painting a stripe down the center of one, maybe two currently marked vehicle spaces or one of the designated safety zones in the lots.
46. Department could create information or outlines so faculty knows where they stand explaining when and how layoffs and cuts are made and who makes those decisions. As it is there is no security and no support by department

**Faculty responses to the question “What could SVC do to better prepare new adjunct faculty for teaching at SVC?”**

1. I believe the current fall quarter introductory adjunct meeting is the best so far as preparation.
2. mentoring program
3. I think the class visitation opportunities are a wonderful way.
4. An orientation program that not only may include face-to-face orientation, but should also have a Blackboard New Adjunct Faculty support website with the forms such faculty would be most likely to use, and Q&A about how to deal with teaching/learning issues.
5. Give them a mentor
6. I had a great experience with Lynne Fouquette working with my every step of the way. I would hope all adjuncts could be so lucky.
7. Make sure new personnel are aware of their rights as adjunct faculty, that they have a place to work, and that they are not treated as 'less than' full-time faculty.
8. no opinion
9. I think a mentor program for new adjunct faculty is a good idea. Pairing a new adjunct instructor with a seasoned full-time or adjunct instructor would help the new faculty member learn the ropes at SVC more smoothly and would make the new faculty member feel better supported by the college.
10. Let them meet a department chair and feel welcomed to departmental meetings -- esp. those at satellites.
11. Mentors?
12. I don't know what's currently being done.
13. Encourage participation in a faculty orientation program.
14. I honestly don't remember if I was required to attend an orientation when I was originally hired - it was so long ago. There are certainly things I've learned along the way that I've thought would have been nice to know from the start. So, an orientation covering the items listed in this survey (Classroom Instruction, Student Issues, Faculty Support, etc.) would be fabulous. I would be interested in attending something like this even at this point, as sort of a review to be sure I'm doing the best job I can.
15. Provide orientation and an up-to-date campus-appropriate faculty handbook to those who start in a quarter other than fall. By the time fall comes around for the annual orientation, a lot has been covered already by muddling through stuff and making mistakes that didn't have to be made.
16. Provide a departmental POC to act as a guide/ resource for specific questions that new adjuncts may have.
17. Orientation when hired would be nice. Introductions to other faculty within your department.
18. Not certian what is done now. Maybe more comprehensive BlackBoard training.
19. An annual introduction of department faculty from all Whidbey campuses might be nice.
20. I'd like a class on all those student-faculty procedures--from add/drops, overloads, grade submission, etc. It would be helpful to bring in new adjunct within a quarter of their hire date and go over all those little things that will get them oriented.
21. Provide "in-service" at the beginning of each quarter
22. I felt very prepared.
23. Mentors, adjunct/fulltime social networks, paid workshops or a retreat the first quarter or two to help get oriented to the college as a whole, a thorough campus tour, form cohorts of all new faculty, fulltime and adjunct. More professional development money for adjuncts. Why restrict the end of year teaching awards to full-timers only? Good teaching is good teaching. Watch what you do and say so it doesn't create divisions and disenfranchised sentiments. Words and labels send a message almost as powerful as actions (or lack thereof).
24. I think that a mentorship opportunity would be a wonderful way to prepare new adjunct faculty for teaching. I know that I would benefit greatly from a full time faculty contact who would offer feedback, answer questions and be generally available the first few quarters of teaching.
25. formal orientation program
26. SVC could better prepare adjunct faculty by offering at least 1/2 day orientation which would outline the basic computer resources, make sure they have email access, know the emergency plan and identify the support resources. It could also address any HR questions.
27. orientation class
28. Have an orientation class for new adjunct faculty.
29. How about a faculty orientation, faculty handbook, staff meetings, maybe face to face introduction to administrators, i.e. pro/tech Dean, Department Chair (FYI, I have never been introduced to either of these people, except through phone calls that I initiated).
30. That is a good question - I have been here many years, but for new people, it might be good if they got a more formal orientation from their department chairs - information that is more specific to the population of students they will be instructing.
31. Well, again, I know it may be more work for the dept. heads. I think it's up to them to keep the adjuncts up to speed
32. Provide them with a faculty mentor
33. Orientation, handbook - online or hard copy, basics you need to know
34. More evaluation and feedback from others in Department.
35. A more complete packet of information on school policies, who to go to when a situation occurs, a map of campus. I received bits and pieces of this information, but definitely wasn't complete. Apparently there is a faculty handbook?
36. The orientation for adjunct faculty has improved over the years.
37. Introduce them to others within their department; conduct orientations for new staff members.
38. See above comments
39. Offering some half day conference or continuing education type coursework to give insight as to the current teaching strategies and trends. If these are available I have not been aware.
40. My ideas above--I suggest a friendly liaison to give a tour and be available to answer questions. Starting at a new place of employment always involves an odd balance of assumptions and pride. It can be a little awkward to ask questions about things that you think that, as a professional, you're supposed to know.
41. Mandatory (paid) orientation to welcome new adjunct faculty and impart important institutional info. Assign a willing adjunct mentor and check-ins with department chair, and director. Classroom observation by chair, and adjunct mentor with timely feedback and opportunity to demonstrate improvement/inclusion of suggestions.
42. I would like to have known the location of information about what is required sooner.
43. Currently the department chairs do a fine job of noting the expectations for the adjunct faculty as they begin each quarter.
44. Create a three month contract to ensure adjuncts at least a min of one year of employment.

**Other Comments:**

1. This administration appears to be absolutely deaf to the plight of adjunct instructors. While a $1.8 million cover over the tennis courts gets built, there is not even an expression of sympathy, let alone action, from the administration to correct the unconscionably miserable salaries that adjuncts earn. I consistently teach 20 hours to earn about 2/3 of what the lowest pay-grade tenurable instructor gets. Our union is incapable of representing the interests of both full-time and adjunct faculty, and I believe the administration is callously taking advantage of that situation.
2. Thank you ~
3. Please try to make it less burdensome to get pay increases as adjunct become eligible for them (that is, once the budget problems subside).
4. I love teaching. I could be doing other things full time that would make me a lot more money, but I am current in my field and I believe that real world knowledge for students has value along with academic knowledge. Please treat us with respect. If we are working in a field and can bring that current knowledge into the classroom, that should be seen as valuable. Because we teach part time, we are sometimes made to feel like losers, when usually we are state-of-the art in our fields. I have written successful books on my discipline, but no one has ever asked to see them. Also I previously taught at both 4-year and two-year schools, but I am treated like a new junior teacher here just because I haven't taught here for 20 years. My previous teaching experience doesn't seem to matter even though I came with outstanding references.
5. I feel very, very lucky to get to teach at SVC. I so appreciate getting to have a job that I enjoy so much. Thank you for asking adjunct faculty for their opinions and feedback.
6. Suggest mandatory BlackBoard training for DE students.
7. In general, it is a pleasant place to work. I feel that if there are issues, they are resolved in a timely manner. It would be nice if SW's space were larger. Classrooms are overcrowded. Cleanliness of classrooms and restrooms is a problem. Due to economic constraints, it is not possible to purchase tools, books or visual aides to enhance the learning experience, but it just makes us be more creative in our approach.
8. In general, SVC, at least on Whidbey, is a good place to work. The administration has proven to be supportive and understanding over the years, and I think the quality of instruction has always improved as a result of that support.
9. Thanks for taking the time to read these survey results. These are good questions.
10. SVC is great--very supportive of the part-timers. Thanks for asking!
11. I hope SVC does not go along with the new concept of requiring faculty to give standardized assignments and exams, taking away academic freedom and lessening student learning since every instructor has their own expertise and ideas. I think this would affect part-time faculty much more so than tenured, full-time faculty.
12. Thank you for asking these questions. This is the first time that I can recall ever being invited by SVC to comment on our circumstances as (adjunct) faculty. I hope the results will be helpful and revealing. I would like to see an opinion survey of fulltime faculty and administrators regarding adjuncts and their roles. It might be revealing.
13. Thank you for asking what adjunct faculty thinks!
14. I'm sure my responses make it clear that I do not feel the kind of support at SVC that I have experienced at other WA community colleges. I have adapted to this situation, seek support from other sources and continue to teach my classes. I truly enjoy teaching, but feel more like an independent contractor, than part of a faculty.
15. I just resigned my position as an adjunct faculty member after 16 years - this was a persona decision and had nothing to do with support issues. I have truly enjoyed my time as SVC and I think when my next scheduled quarter arrives, I will miss it. Tx
16. Thank you for asking for my input!
17. Tenured and part-time staff need to be paid based on a salary schedule, similar to the one used in K-12 public education. Limit the number of students who can sign up for a distance ed course.
18. More staff parking would be helpful. Longer hours for the cafeteria. It would be helpful on the very busy days when it is difficult to get away from responsibilities
19. I like SVC. I think much of what is missing in my own sense of orientation is simply my own inability to be as involved as I would like.
20. Thank you for asking, and giving opportunity here to give you feedback.