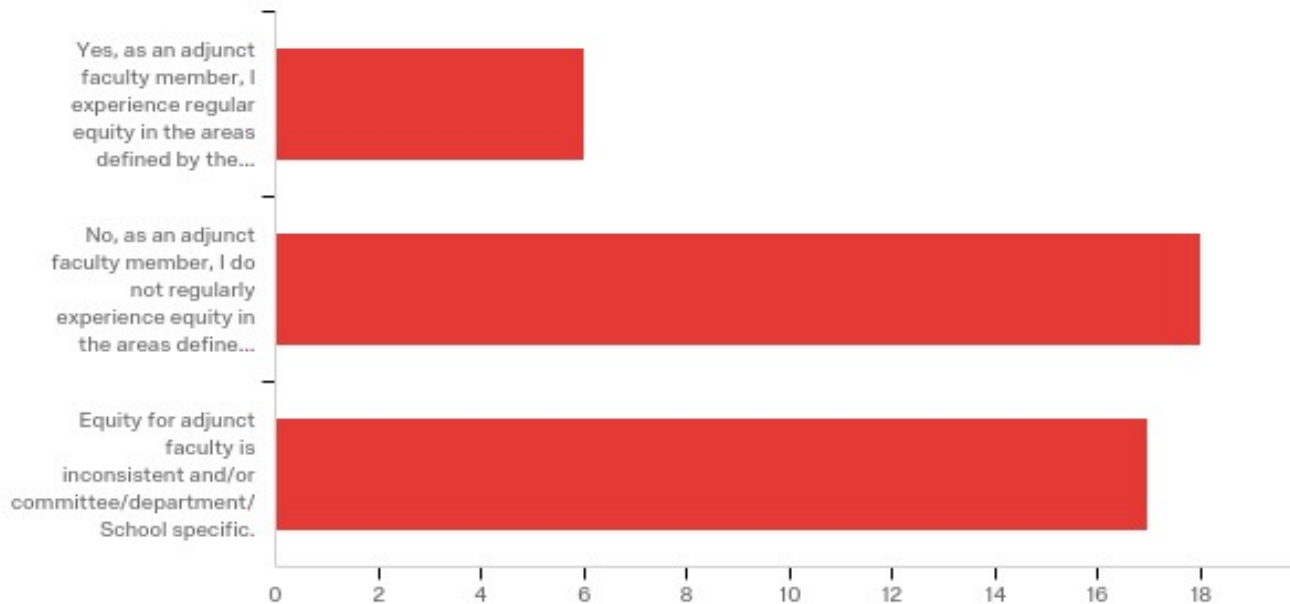


Default Report

Adjunct Survey November 2016

January 30th 2017, 12:33 pm PST

Q2 - As adjunct faculty at SCC do you feel there is equity between ourselves and our full-time counterparts?

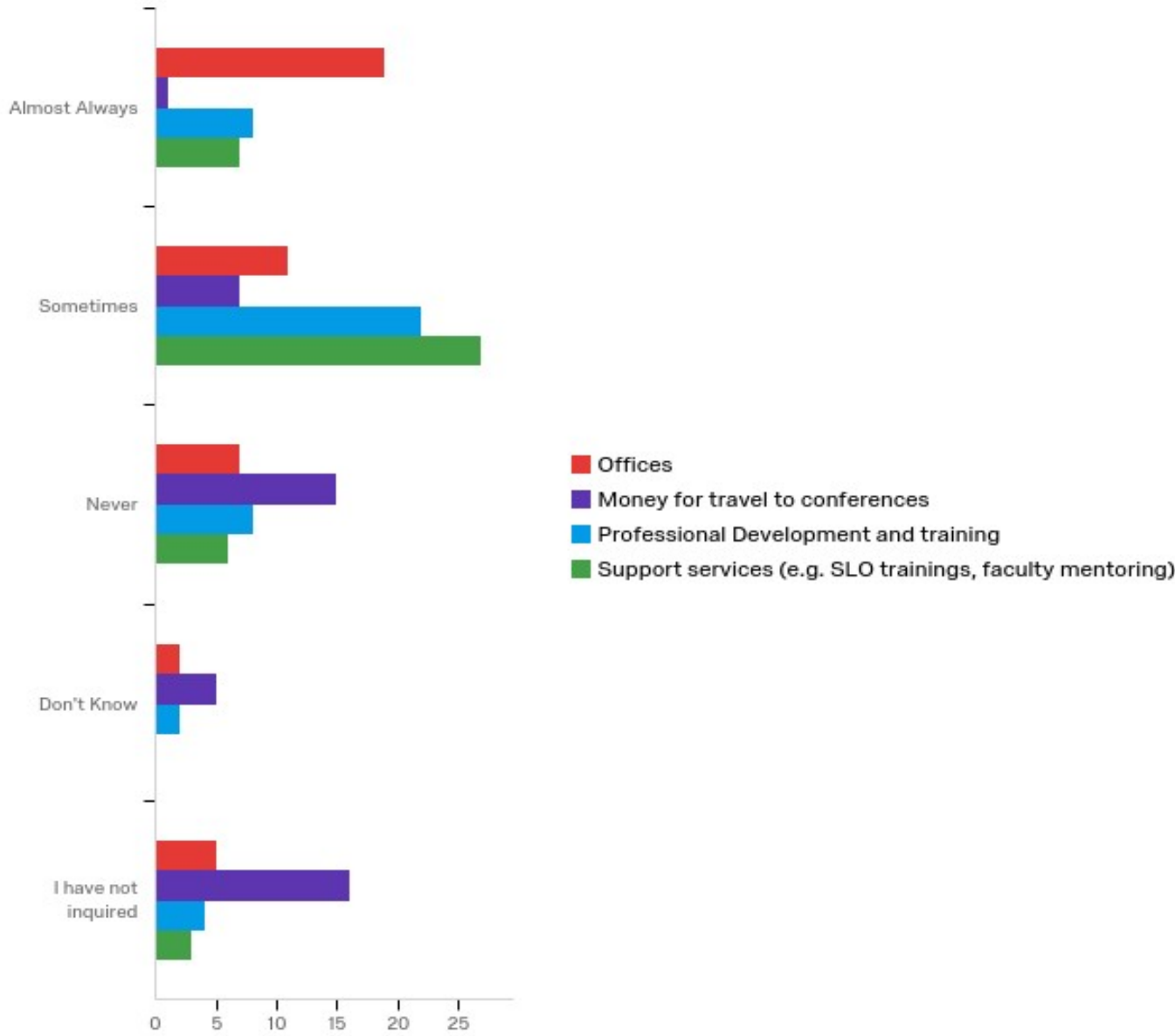


#	Answer	%	Count
1	Yes, as an adjunct faculty member, I experience regular equity in the areas defined by the 10+1.	14.63%	6
2	No, as an adjunct faculty member, I do not regularly experience equity in the areas defined by the 10+1.	43.90%	18
3	Equity for adjunct faculty is inconsistent and/or committee/department/School specific.	41.46%	17
	Total	100%	41

Q3 - On which issue(s)/areas(s) should the Academic Senate focus immediately address to best represent the issue of equity for adjunct faculty at SCC?

On which issue(s)/areas(s) should the Academic Senate focus immediately add...
#s 7-10 all need to include more adjunct input.
educational program development;
English or writing prereq for other writing intensive courses OR help rewrite COR to have more realistic paper assignment reqs
Fair treatment when it comes to assignment of courses / dates / times, especially with part-time faculty seniority priorities.
Rehire rights
medical coverage
2 and 8
Meetings are held at times when adjunct faculty cannot attend due to other obligations. Information (or minutes) from those meetings is not shared.
Policies — or better, PRACTICES for professional development and for student success.
more affordable health insurance options, pay for committee work/work beyond teaching assignments,
Equity
#8, #6
curriculum including establishing pre-requisites and placing courses in disciplines
all of the 10+1, but especially curriculum planning & development, educational program development, processes for program review
Student success, specifically office hours. Students should not be at a disadvantage just because their professor is an adjunct. If an adjunct's one office hour is when a student can't make it, they've lost that opportunity.
keep pushing for development of innovative teaching ideas, and encourage mentoring of younger teachers by the senior members.
Salary, Seniority, Regular Semester Teaching Assignment, Summer Teaching Assignment.
2, 3, 8
Distance Education Coordinator/Designer or some such
professional development opportunity for adjunct as well as increased participation in 1-5 by finding funds to pay adjunct for work on said items
We need better defined budgets from which adjuncts can be paid for time to inventory and write up proposals for significant shortcomings in the classes regarding the needs to maintain reasonable resources with which to teach.
Pay for serving on committees, and professional development.
#2

Q4 - What have you been provided with at Solano Community College?



#	Question	Almos t Alway s	Sometime s	Never	Don't Know	I have not inquired	Total					
1	Offices	43.18 %	19	25.00%	11	15.91%	7	4.55%	2	11.36%	5	44
2	Money for travel to conferences	2.27%	1	15.91%	7	34.09%	15	11.36%	5	36.36%	16	44
3	Professional Development and training	18.18 %	8	50.00%	22	18.18%	8	4.55%	2	9.09%	4	44

4	Support services (e.g. SLO trainings, faculty mentoring)	16.28 %	7	62.79%	27	13.95%	6	0.00%	0	6.98%	3	43
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Q5 - How might any or all of the above items serve you better? Please also feel free to include additional items and/or ideas.

How might any or all of the above items serve you better? Please also feel...

simple things, like working Smart rooms, office keys, window shades that effectively darken a room.

Adjuncts don't just need to be included in some regular announcements on professional development and conferences, they need to be actively recruited in order to better serve the students. The majority of instructors at SCC are adjuncts and they teach about half of all the classes offered. If you want to help make them better teachers and more involved members of the campus community, there there must be more consistent and concerted outreach.

Make support centers for adjunct faculty in centers same as in main campus.

SLO training as part of paid Flex Day activities?

Someone who has been working at Solano for 20 plus years should have first option on scheduling new semester assignments.

make an office available to me without my asking.

Specific inclusion and invitations to adjuncts

Saturday professional development or online professional development would be helpful for adjuncts who are unable to meet during the traditional workday during the week.

Support (both funding and collegial encouragement) for professional development and training. (This year I experienced a remarkable improvement in funding; thanks to my SBSS Senator and President Celia.) Regarding practices for student success and support service, I have been begging for evidence to support the value of our time and energy on SLOs. If I found about about meaningful research that shows the reliability and validity of SLOs, and their value for STUDENT LEARNING in any way that matters beyond another scantron, my orientation toward this draining activity could be transformed.

Adjunct input on SLO/PLO development and training is sorely lacking

Obviously, it's a feeling of inclusivity.

Adjunct faculty need to be "kept in the loop" more. We are not able to attend most meetings, and the dissemination of meeting notes/minutes, policy updates, and just knowledge is severely lacking. Might not be campus-wide, likely more a school/department specific issue.

I would LOVE travel funding - I go to conferences every year on my own dime

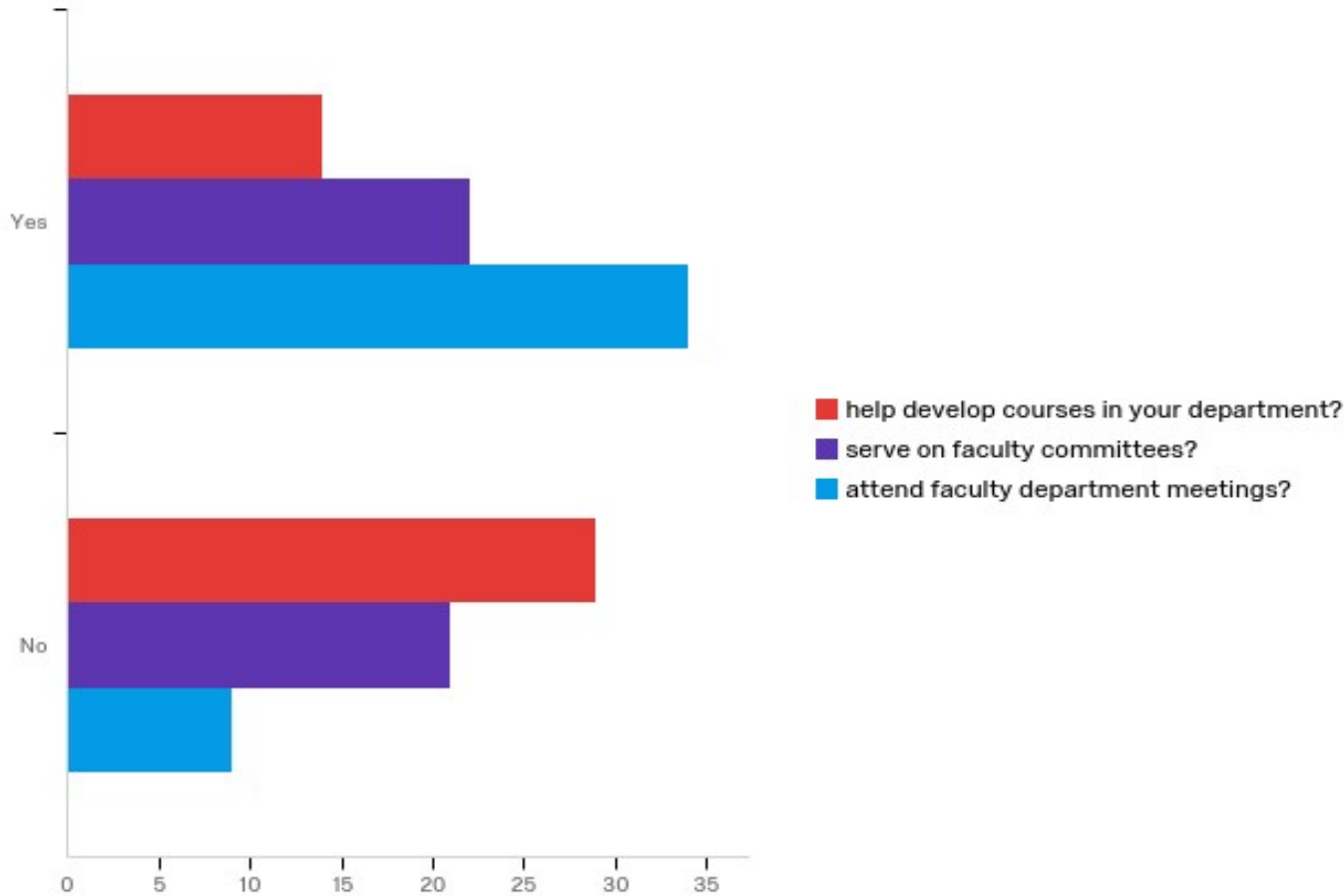
I'd really like to attend conferences, but cannot afford to do so. I really appreciate the SLO training I've received from Kiki.

Timing of meetings is often inconvenient for adjuncts who teach on multiple campuses.

Most of the key training needed for instructors should be available online, to better allow for the varied schedules of adjuncts. Key training includes multiple sessions for canvas, other distance education topics and SLO processing with specifics directed at and/or optimized for individual departments..

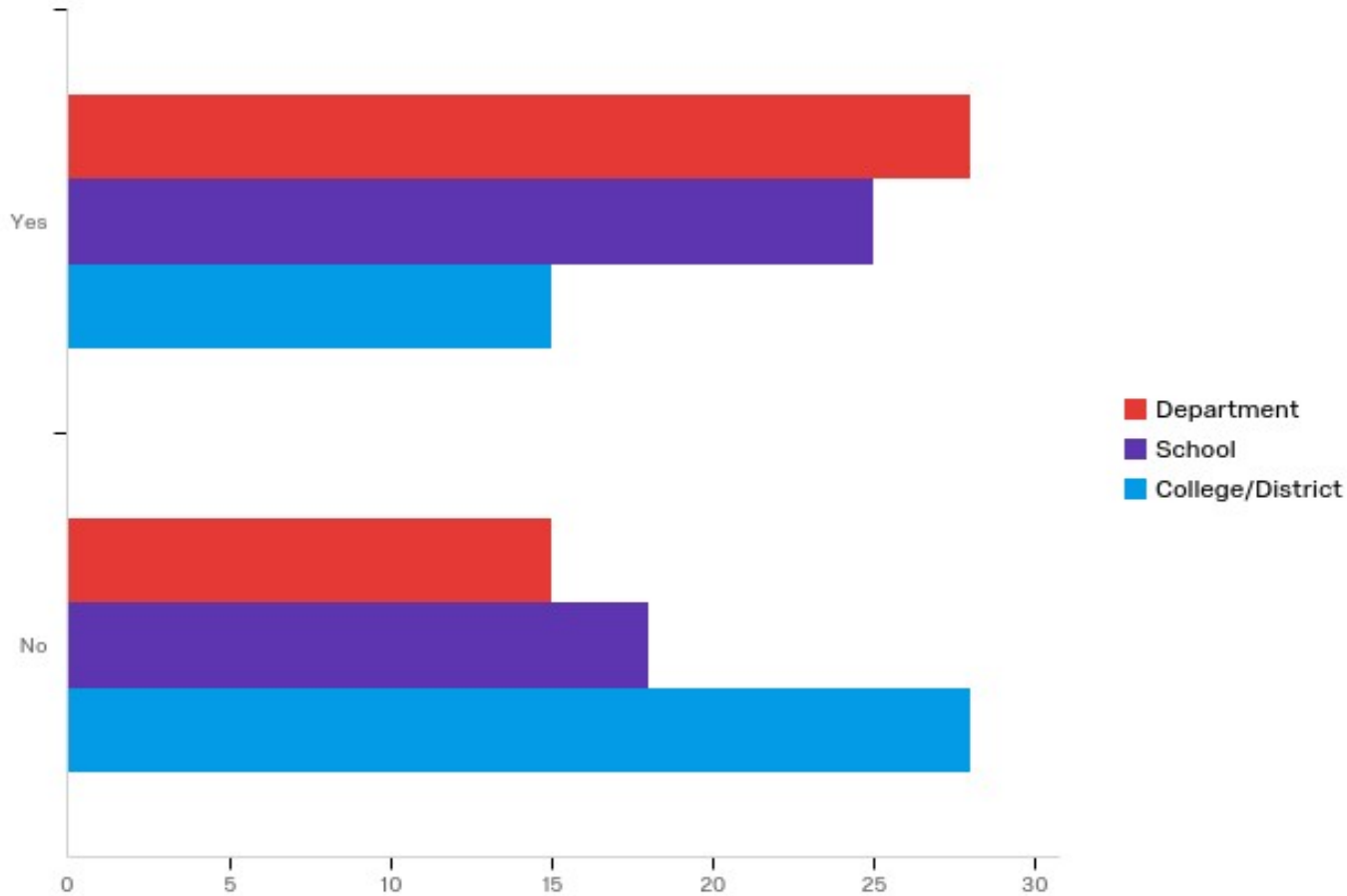
They would be very beneficial to have for all items noted.

Q6 - As adjunct faculty have you been asked to (or involved in):



#	Question	Yes		No		Total
1	help develop courses in your department?	32.56%	14	67.44%	29	43
2	serve on faculty committees?	51.16%	22	48.84%	21	43
3	attend faculty department meetings?	79.07%	34	20.93%	9	43

Q7 - As adjunct faculty do you feel valued and included in the SCC community in the following areas?

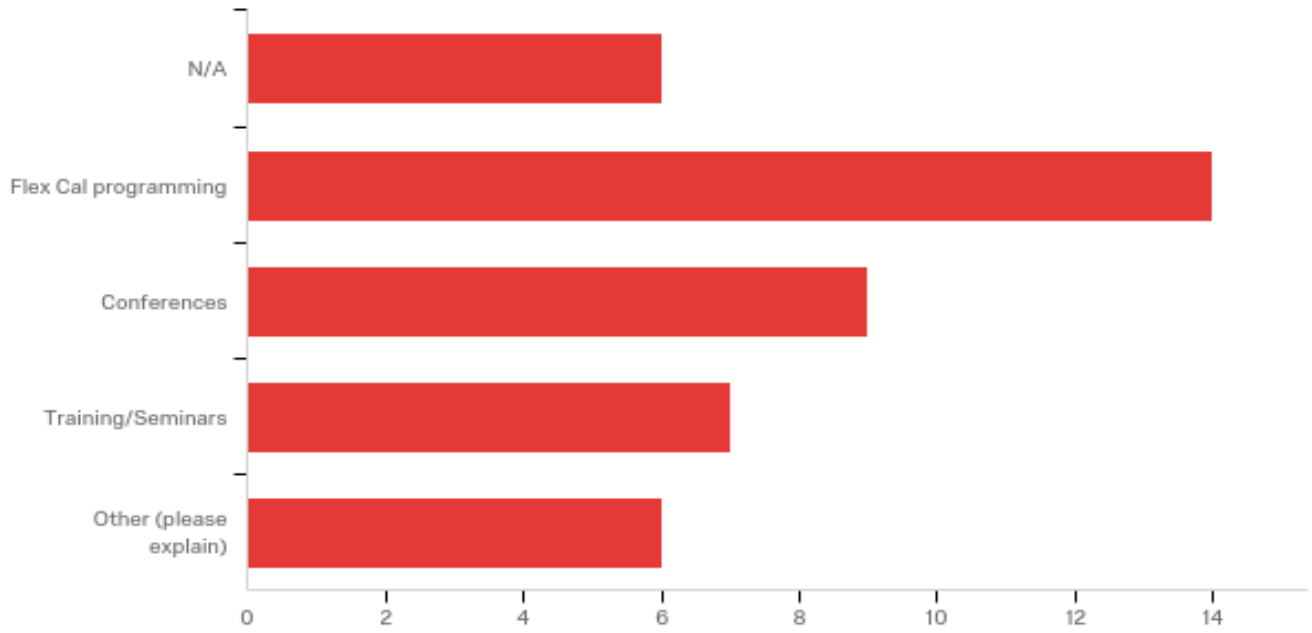


#	Question	Yes		No		Total
1	Department	65.12%	28	34.88%	15	43
2	School	58.14%	25	41.86%	18	43
3	College/District	34.88%	15	65.12%	28	43

Q8 - Where might the senate work with the College to improve on any or all of the above items?

Where might the senate work with the College to improve on any or all of th...
Full time faculty are paid when they attend meeting, serve on faculty committees or develop courses. Adjunct need to paid also for this activities.
Request Adjunct Senators report out to adjunct faculty and survey wants and needs.
Collegial activities that focus on helping professors develop specific capacities that further the quality of education Dr. Duncan-Andrade described at Flex-Cal January 13. Activities that do THAT are worth participating in whether I get paid for them or not! In fact, I DO pay elsewhere to get active, direct support for this. But the benefit is magnified when I do it with Solano colleagues, at the five-day ACE Experiential Learning Institute (FELI) the College sponsored on our Vallejo campus at the end of the 2014-15 school year.
in an office
I am not sure at this time.
While we are invited to attend faculty meetings, we are used to cover for full-time faculty so we are unable to attend. On Admin side should be more support to be inclusive of part-time faculty even if it means closing an office for an hour or two. Committee participation is encouraged, yet we cannot often participate because meetings are always during times when we likely have other commitments (i.e. 1:00pm-3:00pm, etc.). Again, the offer is there but the support and work toward inclusivity is not.
Adjuncts are neither seen nor heard. We are almost always invited for inclusion in many of these activities but cannot realistically be there since we are usually working somewhere else. In order to fix that, adjuncts would need these duties to be built into their jobs so that they would have time and pay for them, like the fulltime faculty do.
My department is 100% adjuncts. I don't feel we have a voice in shaping our department.
We could use a central source of teaching ideas and materials. I'm always curious what books teachings in Eng 1 and 2 have chosen and why.
Adjunct oppotunities to participate need to include compensation for many of these time consuming activities.
Equity for faculty members at CSP, Solano
I am being included in all of the above because I have either been asked via an email requesting adjunct participation, or by my dean just three months ago for the first time on 3 years, or applied to a position taking the risk of being accepted, and I was.

Q9 - How can AS support you as adjunct faculty in your professional development endeavors?



#	Answer	%	Count
1	N/A	14.29%	6
2	Flex Cal programming	33.33%	14
3	Conferences	21.43%	9
4	Training/Seminars	16.67%	7
5	Other (please explain)	14.29%	6
	Total	100%	42

Q10 - Please provide additional feedback/suggestions

regarding how the senate may encourage greater equity in the areas of academic and professional matters. What specific steps or projects might the senate take to contribute to your level of satisfaction (per its purview outlined above)?

Please provide additional feedback/suggestions regarding how the senate may...

who can I go to with a suggestion of a Flex Cal speaker?

Flex Cal activities that are more related to professional development. Give opportunity and support faculty in developing courses. Sign up full time faculty mentors.

Get clarity from thr admin about faculty seniority priority.

1. Only one item above could be checked by I thought conferences and trainings could both use AS support. AND Any extra duties requested or responsibilities taken on by adjuncts should receive compensation: stipends or release time

I believe for most educators that getting better at fostering student engagement and success in transforming their lives is the most sustainingly-enriching thing we do. When we get to work on this together in trainings and Flex Cal programming, it energizes our sense of Solano College. I'm sure that matters in the classroom. It sure does in mine — I tell my students about it! Dr. Duncan-Andrade could spend a full day or two with us, at Flex Cal or another time. We could have breakout sessions and developmental activities in smaller groups to further good old camaraderie! And THANK YOU for asking! —Barry Bussewitz, CDFS

How about all the above areas except for "N/A?" If we can only choose one: training seminars

I wish I knew the answer! Given the inherent inequities of the two track system, I just don't know. Getting assigned classes each semester in the first place is a challenge, and then not getting the classes cut, or not being bumped by a full timer whose class got cut is a huge issue for most adjuncts. Full timers often bring up concepts of academic freedom, but there is really no academic freedom for adjuncts, who need to constantly strive to be a favorite of their dean (and the full timers in their department) in order to get classes (and this is even harder here since Solano has had such a high turnover rate of deans). There are a number of full timers here who are very unreceptive and dismissive to adjuncts who try to make suggestions about the curriculum of the courses they teach. I would say that the inherent instability of adjunct work assignments is a detriment to developing and delivering the curriculum and many other aspects of the 10+1, and to getting equitable adjunct involvement in curriculum and policy development. But, given the high proportions of course taught by adjuncts in the two track teaching system, but I really don't know what you can do to improve this. Thanks for asking though!

Pay for attending non-flex department or committee meetings through the school year; I find that it enriches my teaching if I am engaged in my the college and attend department and school meetings; however, it is very difficult to do so when I'm not compensated and, as a result, teaching at several schools.

Help create environment where adjuncts are treated as "real" faculty/staff/employees/campus community members. We live in anonymity for the most part, and constantly have to fight for assistance with everything from basic HR/payroll questions to staying in the loop on policy updates and changes.

There are so many outstanding potential speakers, including one whose writing has truly changed my students' lives. His name is Thom Hartmann, the author of The Last Hours of Ancient Sunlight

Coordinator and designer

More accessible Flex Cal programming AND more training/seminars where those which are directed at shortcomings in what should be provided by full time employees - faculty and/or admin, are compensated for.

As long as adjunct faculty are paid less than 65% of what full time faculty are for teaching, have very little job security or benefits, and the college administration continues to replace retiring full time faculty with more

adjunct faculty, I will not feel inclined to participate in the governance of the college. The governance work that full time faculty perform is used as an excuse for why the FA's goal for adjunct "parity" is 75% of full time hourly pay. Why should adjuncts feel like being further exploited by performing governance work for less pay than our full-time colleagues?

All of the above!!