

**University of La Verne**

**Climate Survey of Adjunct Faculty**

**June 8, 2010**



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## Executive Summary

**The purpose** of the climate survey of adjunct faculty was to obtain actionable information about making improvements to the learning environment, and to promote a more satisfying and productive work environment for adjunct faculty.

**The survey** was jointly organized and conducted by the Educational Effectiveness Committee and the Office of Institutional Research in late 2009 and early 2010. Emails with a link to the online survey questionnaire were sent to all 467 adjunct faculty members who had the new “@laverne.edu” email addresses. Altogether 255 adjunct faculty members responded to the survey for an impressive 55% return rate. The demographic breakdown was comparable to the University census. The survey had 57 items and two open-ended questions requesting comments. It covered four general domains broken down into 11 areas. The four general domains were: Work environment and support, Communication and Administrative Procedures, Courses and Teaching, Technology and Facilities. A 4-point Likert-type scale was used in the response options of most items: Disagree Strongly, Disagree, Agree, and Agree Strongly. “Agree” and “Agree Strongly” or similar two highest response options were presented separately for the overall sample, and in combination for comparisons to summarize responses.

### Findings

#### Strengths and Satisfaction

Responses of 67% or more to the Agree and Agree Strongly combined responses were considered strengths.

Adjunct faculty in general report being satisfied with the following:

1. Teaching support and feedback they receive from colleagues and supervisors (Items 1-5).
2. Workshops and orientations they receive to improve teaching, and for professional growth (Items 7-9).
3. Accessibility and responsiveness of administrators and Human resources (Items 12-13 & 45).
4. Technology and library support (Items 23 & 28).
5. Encouragement to innovate and improve courses (items 29-30).
6. Classroom facilities and teaching site arrangements (Items 34-41).

Furthermore, adjunct faculty report they:

7. Enjoy working for the University of La Verne (Item 46).
8. Feel comfortable interacting with the diversity of students and staff (Items 17-18).
9. Incorporate diverse perspectives and expect students to do the same (Items 19-20).
10. Are aware of and participate in pro-environment efforts on the campus (Items 42-43).

### Challenges

Adjunct faculty report:

1. Being less satisfied with funding to attend professional conferences (Item 6).
2. Desire to collaborate in research projects with full-time faculty; 15% already have done so (Item 11).

3. Being not well informed and satisfied with promotion policies and procedures (Items 14-16).
4. Being not well informed and involved in the program review and accreditation process (Items 31-33).
5. Being dissatisfied with the adequacy of the pay to adjunct faculty (Item 44).
6. Report experiencing 37 combined instances of discrimination related to age, ethnicity, religion, sexual orientation, disability, and gender (Item 21) and 5 instances of sexual harassment (Item 22).

### **Action Recommendations**

Based on the responses to the survey items the following action recommendations are made (in no particular order of priority):

#### **Overall**

1. Academic Affairs and the Human Resource Department conduct a review of promotion policy and procedures, and then revise them accordingly to assure fair adjunct faculty promotions as well as clear and timely communication about promotion policies and procedures.
2. Academic Affairs and various academic programs create opportunities to involve adjunct faculty in program reviews, assessment, research, and professional development.
3. The Human Resource Department, along with the Task Force on Compensations, should review pay at La Verne as well as at peer institutions.
4. The Center of Teaching and Learning should work with the Office of Information Technology to ensure adjunct faculty is aware of the availability of various classroom technology trainings.
5. Re-enforce diversity and sexual harassment training across the campuses.

#### **Main Campus and RCA**

1. Re-evaluate orientation workshops for adjunct faculty who teach on the main campus.
2. Improve the quality of experiences of main campus adjunct faculty who attend periodic workshops and department/program meetings.
3. Increase availability of smart classroom at RCA sites.
4. Improve office space for main campus adjunct faculty.

#### **Colleges**

1. Deans should examine the frequency and the way chairs and supervisors provide feedback to adjunct faculty.
2. Deans should create opportunities for adjunct faculty to collaborate with full-time faculty on research projects.
3. Inform and engage adjunct faculty to a greater extent with the program review process in all colleges, especially in CAS.
4. Create more opportunities for technology training.

#### **Longer-Term and Shorter-Term**

1. Consider the needs of the shorter-term adjunct faculty in improving the quality of workshops and department/program meetings.

2. Communicate more frequently with shorter-term adjunct faculty regarding promotion timelines and procedures.
3. Reward shorter-term adjunct faculty for attending technology training to support teaching.
4. Engage more shorter-term adjunct faculty in program review efforts.

**Ethnic Groups**

1. Explore further for ways of creating opportunities for research collaborations between adjunct and full-time faculty from all ethnic backgrounds.
2. Explore further the differences in interest to teach hybrid courses.

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# Climate Survey of Part-Time Faculty

## Purpose

The purpose of the climate survey of adjunct faculty was to obtain actionable information about making improvements to the learning environment, and to promote a more satisfying and productive work environment for adjunct faculty.

## Survey Form

The survey had 11 demographic questions, 46 Likert-type items and two open-ended questions requesting comments. The items were developed in several steps: (1) A sample of 47 adjunct faculty were asked during the Fall 2009 workshop to respond to a pilot survey of open-ended questions dealing with teaching support from colleagues and administrators, their expectations, involvements and challenges to identity issues; (2) Responses to the pilot survey were summarized and presented to a team of Public Administration students in La Verne's doctoral program to formulate questions as an exercise in a methodology seminar; (3) the Climate subcommittee of the Educational Effectiveness Committee revised the items, and added a few questions; (4) A small group of adjunct faculty as well as Regional Campus Center Directors provided feedback about the content and coverage of the items. The final version covered four general domains broken down into 11 areas. The four domains were: Work environment and support, communication and administrative procedures, courses and teaching, technology and facilities. The 11 areas were as follows:

1. Teaching support and communication
2. Professional growth
3. Effectiveness of administration
4. Promotion policies and procedures
5. Diversity
6. Technology and on-line support and assistance
7. Academic freedom/autonomy and input to the course/program content
8. Involvement in program review of department/program
9. Teaching environment (parking, equipment, seating, air conditioning, etc)
10. Environmental sustainability
11. Pay

A 4-point Likert-type scale was used in the response options of most items: Disagree Strongly, Disagree, Agree, and Agree Strongly. Other response options were used to match the items, such as Yes/No, or Rarely, Sometimes, etc. A copy of the survey can be found in Appendix A. The 11 areas are identified in this copy. However, notations of the areas were removed for the administration of the survey.

## Procedure

The Educational Effectiveness Committee and the Office of Institutional Research jointly organized and conducted the survey in late 2009 and early 2010. Emails with a link to the online survey questionnaire were sent to all 467 adjunct faculty members who had the new “@laverne.edu” email addresses and were actively teaching in the current year. Office of Institutional Research collected and summarized the data to ensure anonymity. Altogether 255 adjunct faculty members responded to the survey after several reminders, an impressive 55% return rate.

## Sample Demographics

Table 1 summarizes the demographic breakdown of the total sample. The demographic breakdown was generally comparable to the University census of adjunct faculty.

Table 1  
Demographic information gathered from the total sample who responded to the La Verne Adjunct Faculty Climate Survey (2009-10) (N=255)

| Question   | %  |
|--|----|
| 1. Gender  |    |
| Male   | 54 |
| Female   | 46 |
| 2. Non-Resident Alien                              |    |
| Yes  | 2  |
| No   | 98 |
| 3. Are you Hispanic/Latino?                        |    |
| Yes  | 10 |
| No   | 84 |
| 4. Race/Ethnicity                                  |    |
| American Indian/ Alaskan Native                    | 2  |
| Asian  | 3  |
| Black/African American                             | 6  |
| Native Hawaiian/Pacific Islander                   | 1  |
| White  | 79 |
| Other  | 9  |
| 5. Highest Degree obtained                         |    |
| Bachelors  | 3  |
| Masters  | 64 |
| JD   | 3  |
| Doctorate  | 30 |
| 6. Predominate College Affiliation                 |    |
| College of Arts & Science                          | 31 |
| College of Education and Organizational Leadership | 33 |
| College of Business and public management          | 35 |
| College of Law                                     | 1  |

|                                  |    |
|----------------------------------|----|
| 7. Teaching Level                |    |
| Bachelors                        | 39 |
| Masters/Credential               | 55 |
| Doctoral                         | 6  |
| 8. ULV Teaching Positions        |    |
| Main Campus                      | 46 |
| Off-Campus                       | 44 |
| Online                           | 4  |
| Hybrid                           | 2  |
| 9. Predominate Teaching location |    |
| Main Campus                      | 53 |
| Off-Campus                       | 43 |
| Online                           | 4  |

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## Scoring and Analysis

The sample sizes were large enough to desegregate the data by colleges (excluding College of Law because of sample size), on-off campus teaching locations, genders, and years of teaching for La Verne. Race and ethnic breakdown was limited to comparing White faculty to other racial and ethnic groups combined because of small sample sizes. “Agree” and “Agree Strongly” or similar two highest endorsement response options were presented separately for the overall sample, and in combination for comparisons. For items that had the N/A option, percentages were calculated excluding responses to that option.

Responses by 67% or more of the adjunct faculty to the two highest response options of an item are considered areas of strengths and satisfaction. Items with lesser percentages are considered areas needing attention. Inspecting the responses separately to the “Agree” and “Agree Strongly” response options may provide additional information, especially for items that indicate very high combined endorsements.

## Findings

### A. Overall Sample

Table 2 in Appendix B summarizes the responses to survey items by the total sample of adjunct faculty.

#### **Strengths with 67% or higher endorsements are:**

- I feel comfortable interacting with ethnically and culturally diverse personnel at La Verne (98%)
- I feel comfortable with teaching ethnically and culturally diverse students (97%)
- I enjoy working for the University of La Verne (95%)
- I am familiar with my department’s/program’s/major’s mission and course level learning outcomes (90%)
- Administrative staff is accessible to me (90%)



- When a course related issue arises, I feel comfortable discussing it with my supervising faculty (89%)
- My program/course contact person is accessible to help with site issues and answer questions (89%)
- Security arrangements at the site where I teach are acceptable (88%)
- When a problem arises, I feel comfortable discussing it with faculty colleagues (88%)
- Administrative staff is responsive to my teaching needs (88%)
- I receive adequate support to effectively perform teaching assignments (87%)
- I incorporate diverse perspectives (ethnicity, religions, gender, etc.) in my lectures and presentations when appropriate (87%, “Most of the time” and “Almost Always”; the other options are “Rarely” and “Sometimes”)
- I am encouraged by my colleagues or supervising faculty to be creative and innovative in my teaching (86%)
- Smart-classroom equipment (Internet access, etc.) is adequately maintained and functional (86%)
- In my courses, I expect students to incorporate diverse perspectives (ethnicity, religion, gender, etc) in projects, papers, and presentations when appropriate (84% “Most of the time” and “Almost Always”; the other options are “Rarely” and “Sometimes”)
- The support I receive from librarians is acceptable (84%)
- The level of technological (e.g. Black Board) support is acceptable (82%)
- Smart classroom equipment is available to me for the classroom in which I teach (82% Yes; the other options are “No” and “Not Sure”)
- The classroom I teach in has adequate furniture (82%)
- I was satisfied with the initial orientation I received before starting to teach a class (81%)
- I regularly receive feedback and guidance from my supervising faculty or department/program chair regarding my teaching (79%)
- I am satisfied with the Human Resources department of the University (78%)
- I would (or continue to) attend technology training to support teaching (78%, Yes; the other options are “No” and “Not Sure”)
- I am satisfied with parking arrangements at my teaching site (77%)
- My supervising faculty or program chair invites my suggestions for improving the courses I teach (75%, “Occasionally” and “Frequently; the other options are “Never” and “Rarely”)
- I am satisfied with the quality of the periodic workshops and department/program meetings I have attended (74%)
- I am satisfied with the feedback I have received to enrich and improve my teaching methods (74%)
- My input into the program review/accreditation process is valued (72%)
- I am (or continue to be) interested in teaching hybrid courses (mix of face-to-face and on line) (69%, Yes; the other options are “No” and “Not Sure”)
- The classroom I teach in has adequate temperature control (68%)
- I am satisfied with the office space available for my use (66%)

In **summary**, adjunct faculty overall report being **satisfied** in the following areas:

1. Teaching support and feedback they receive from colleagues and supervisors (Items 1-5).

2. Workshops and orientations they receive to improve teaching, and for professional growth (Items 7-9).
3. Accessibility and responsiveness of administrators and Human resources (Items 12-13 & 45).
4. Technology and library support (Items 23 & 28).
5. Encouragement to innovate and improve courses (items 29-30).
6. Classroom facilities and teaching site arrangements (Items 34-41).

Furthermore adjunct faculty report they:

7. Enjoy working for the University of La Verne (Item 46).
8. Feel comfortable interacting with the diversity of students and staff (Items 17-18).
9. Incorporate diverse perspectives and expect students to do the same (Items 19-20).
10. Are aware of and participate in pro-environment efforts on the campus (Items 42-43).

**Challenges with fewer than 67% endorsements are:**

- I have collaborated in research projects with full-time faculty (15%, Yes; the other options is “No”)
- I understand the academic program review process at the University of La Verne (34%, “Fairly well” and “Very Well”; other options are “Not at All” and “Somewhat”)
- I think the pay is adequate for the work performed by adjunct faculty (37%)
- I am satisfied with the funding available to attend professional conferences (38%)
- I am well informed about the promotion criteria for adjunct faculty (39%)
- Through my classes I have contribute to the assessment (beyond grades) of student learning outcomes at the program level as part of an accreditation or program review process (40%, Yes; the other options are “No” and “Note sure what the question means”)
- Communication about adjunct promotion policies and procedures is timely (42%)
- Promotional procedures for adjunct faculty are fair and reasonable (50%)
- I have attended training in classroom technology to support teaching (55%, Yes; the other options are “No” and “Note Sure”)
- I am (or continue to be) interested in teaching fully on-line classes (55%, Yes; the other options are “No” and “Note Sure”)
- I would like to collaborate in research projects with full-time faculty (56%, Yes; the other options are “No” and “Note Sure”)

In **summary**, adjunction faculty’s overall responses identify the following **challenges**. They report:

1. Being less satisfied with funding to attend professional conferences (Item 6).
2. Desire to collaborate in research projects with full-time faculty; 15% already have done so (Item 11).
3. Being not well informed and satisfied with promotion policies and procedures (Items 14-16).
4. Being not well informed and involved in the program review and accreditation process (Items 31-33).
5. Being dissatisfied with the adequacy of the pay (Item 44).
6. Experiencing discrimination combined across age, ethnicity, religion, sexual orientation, disability, and gender (Item 21) and 5 instances of sexual harassment (Item 22).

## **B. Main Campus and RCA Comparisons**

Table 3 in Appendix C summarized the responses of adjunct faculty who teach on the main campus and at various off-campus RCA sites, combining Agree and Agree Strongly responses. The responses of each group are in general quite comparable to the overall responses. However, there are noticeable **differences** between the two groups on the following items:

1. Fewer main campus (33%) than RCA (46%) adjunct faculty are satisfied with funding to attend professional conference (Item 6)
2. Fewer main campus (55%) than RCA (81%) adjunct faculty are satisfied with the quality of the periodic workshops and department/program meetings (Item 7)
3. Fewer main campus (65%) than RCA (85%) adjunct faculty are satisfied with initial orientation received before starting to teach (Item 9)
4. Fewer RCA (43%) than main campus (56%) adjunct faculty are satisfied with the fairness of the procedures for promotion (Item 15)
5. Fewer main campus (46%) than RCA (63%) adjunct faculty indicate interest in teaching fully online classes (Item 26)
6. Fewer (66%) main campus than RCA (90%) adjunct faculty are satisfied with parking arrangement (Item 37)
7. Fewer RCA (77%) than main campus (90%) adjunct faculty indicate availability of smart classrooms (Item 39)
8. Fewer main campus (51%) than RCA (69%) adjunct faculty are satisfied with office space for their use (Item 41)
9. Fewer RCA (35%) than main campus (74%) adjunct faculty report being aware of pro-environment efforts at La Verne (Item 42)
10. Fewer RCA (59%) than main campus (79%) adjunct faculty actively participate in pro-environment efforts (Item 43)
11. Fewer main campus (30%) than RCA (49%) adjunct faculty are pay adequate for work performed (Item 44)

## **C. Comparison of Colleges: CAS, CBPM, and CEOL**

Table 4 in Appendix D summarizes the responses of adjunct faculty who teach in the College of Arts and Sciences (CAS), College of Business and Public Management (CBPM), and College of Education and Organizational Leadership (CEOL). Not enough responses were obtained from the College of Law for comparison.

The responses from the three colleges were mostly comparable to the overall responses. The noticeable differences between the colleges reflect the comparison of main campus to RCA faculty probably because more adjunct faculty in these colleges teaches at RCA sites compared to CAS faculty. However, responses to several items are worth noting for possible action.

1. Fewer CAS (64%) adjunct faculty are satisfied with the feedback they receive about their teaching from supervisors and chairs compared to CBPM (71%) and CEOL (73%) faculty (Item 5)

2. Fewer CAS (42%) adjunct faculty appear to be interested in collaboration with full-time faculty regarding research than CBPM (56%) and CEOL (66%) faculty (item 11)
3. Fewer CBPM (26%) adjunct faculty indicate they are well informed about promotional criteria than CAS (44%) and CEOL (49%) faculty (Item 14)
4. Fewer CBPM (77%) adjunct faculty indicate support with level of technology than CEOL (82%) and CAS (89%) faculty (Item 23)
5. Most adjunct faculty willing to attend technology training to support teaching were from CBPM (90%) followed by CEOL (74%) and CAS (68%) (Item 25)
6. Fewer CAS (30%) adjunct faculty indicate they have participated in assessment of learning outcome as part of a program review or accreditation process than CBPM (40%) and CEOL (47%) faculty (Item 32)
7. Most faculty are satisfied with the adequacy of pay are from CBPM (64%) followed by CEOL (38%) and CAS (17%) (Item 44)

Tables 5 in Appendix E and Table 6 in Appendix F provide comparisons of responses of main campus and RCA adjunct faculty for CBPM and for CEOL, respectively. Not enough off campus adjunct faculty responded from CAS to make such a comparison meaningful. Deans are encouraged to inspect these tables to tailor their improvement actions for corresponding populations.

#### **D. Comparison of Longer-Term and Shorter-Term Adjunct Faculty**

Table 8 in Appendix H summarizes the responses of adjunct faculty who have taught for nine or more years and eight or fewer years. This split was made based on the mean number of eight years taught for La Verne. It is important to recognize the long-term commitment of adjunct faculty to La Verne. The responses generally reflect the responses of the overall sample. However, the following differences are worth noting for action considerations:

1. Fewer longer-term (62%) than shorter-term (80%) adjunct faculty are satisfied with the quality of the periodic workshops and department/program meetings they have attended (Item 7)
2. More longer-term (59%) than shorter-term (29%) adjunct faculty report being well informed about the promotion criteria for adjunct faculty (Item 14)
3. More longer-term compared to shorter-term adjunct faculty report experiencing discrimination based on age (9% yes versus 4% yes), and based on gender (9% versus 1%) (Item 21)
4. More longer-term (49%) than shorter-term (36%) adjunct faculty report contributing to assessment of student learning outcomes as part of program review efforts (Item 32)
5. More longer-term (75%) than shorter-term (42%) adjunct faculty report attending training in classroom technology to support teaching (Item 24)
6. Fewer longer-term (28%) than shorter-term (39%) adjunct faculty indicate the adequacy of the pay for teaching at La Verne (Item 44)

### **E. Comparison of White Adjunct Faculty with Adjunct Faculty from Other Ethnic Backgrounds Combined.**

Table 9 in Appendix I Summarized the responses of White adjunct faculty with the responses of Other ethnic adjunct faculty combined. The pattern of responses is quite comparable to the overall responses. However, several differences between the groups are worth noting when considering improvement actions.

1. More of the Other ethnic adjunct faculty (65%) than White ethnic adjunct faculty (50%) indicate an interest in collaborating with full-time faculty in research (Item 11)
2. Fewer of the Other ethnic adjunct faculty (61%) than White ethnic adjunct faculty (73%) indicate an interest in teaching hybrid courses
3. More of the Other ethnic adjunct faculty (46%) than White ethnic adjunct faculty (36%) indicate that they have contributed to the assessment of student learning outcomes as part of a program review process
4. More of the Other ethnic adjunct faculty (71%) than White ethnic adjunct faculty (63%) are satisfied with their office space
5. Fewer of the Other ethnic adjunct faculty (31%) than White ethnic adjunct faculty (40%) are satisfied with adequacy of the pay for their teaching

### **F. Comments on Open-Ended Questions**

Appendix I presents the all the comments adjunct faculty made in response to the two open-ended questions, as well as the summaries of responses in four domains.

At the end of the Part-Time Faculty Climate Survey, two comment questions were asked:

- 47. What would help increase your satisfaction as an adjunct faculty member at the University of La Verne?
- 48. Additional comments

Out of 255 part-time faculty members who completed the survey, 101 responded to one or both of these questions with a total of 139 comments. This analysis summarizes the comments around four domains: Pay and benefit, work environment and support, courses and students, technology and facilities. The summary of the domains is ordered by the frequencies of the submitted comments, from most frequent to least frequent. The comments generally complement and reflect the areas of strength and challenges identified through the responses to the other questions on the survey.

#### **Pay and Benefit**

##### **Summary**

A total of 37 part-time faculty members commented on pay. They said the pay at La Verne was too low, given the time needed to prepare and grade for the courses. They also commented that the pay was not comparable to other colleges and universities around them, either. One even suggested, “The \$7000 at Pitzer would be awesome but I know that we are more likely to be a \$3500 a course University”.

7 part-time faculty members also commented on other benefits, such as 401k, direct deposit, health insurance, and tuition discount. Two hoped to participate in 401k; two would like to have a direct deposit. For health insurance, one said "After teaching 15 years to be able to participate in some benefit programs like health insurance", another mentioned they would be willing to participate in health insurance "even at full cost (as part of the ULV group)". Still two also asked for tuition discount for them. One suggested, "Allow adjunct

### **Work Environment and Support**

#### **Summary**

30 part-time faculty members gave positive comments and indicated they were satisfied and loved teaching at La Verne. 12 of them suggested that they had great support. Specifically, three mentioned that Julie Behrens was wonderful and one said Kern County site was a great place to work. CAPA students and the College of Education faculty and administrators, such as Nancy Walker, Anita Flemington, Donna Nasmyth, and Mark Goor were also singled out for praise.

### **Communications and Advancement**

#### **Summary**

30 part-time faculty commented on communications and their professional advancement. 20 of them asked for better communications with their academic college, program chairs, full-time faculty and other part-time instructors. One said: "As an adjunct faculty member, I have never felt like a valued part of a team. I feel isolated. I have not met many other current instructors in my department." A dozen of them said that they wanted to receive more communications about promotion and compensation increases. Several asked for more information about promotions, and suggested the need to improve new faculty orientation. Four faculty members wrote about their wish to engage in research collaborations, professional development, or to have some money for attending conferences. Two suggested that there was room for improvement of the procedures for promotion.

### **Courses and Students**

#### **Summary**

About 20 part-time faculty members commented on courses and students. As for course teaching, six said they hope to have "the opportunity to teach more classes or at least one course each term" and several hoped to teach the course that they had designed or taught. In terms of course offerings, two suggested the university should train and offer more hybrid courses to meet students' demands. Two also commented on course communications: One wrote, "there is very little communication from lead teachers to everyone who is teaching a course when a change in the course comes about"; one said, "I've been shocked at how much I am flying solo as a brand new part-time lecturer. I was particularly shocked that there was no formalized orientation program by the satellite campus and by the department for which I teach." Two also mentioned about course support materials. One said, "Making sure that all texts used in courses also come with supporting materials such as DVDs, cases, instructors manuals with answers, exam prep, etc", and the other indicated the University should "Consider more resources for the adult student that include resources in case studies, etc. - possibly a relationship with Harvard Publishing".

The comments of part-time faculty about students showed their deep interests. While some loved the students, such as CAPA students, two expressed major concerns about student retention and the English-ability for international students. One of them hoped we can change our focus to “getting the best students that we can”, and the other suggested that we should have pedagogical support to teach international students with limited English skills.

### **Technology and Facilities**

#### **Summary**

Over a dozen respondents commented on technology and facilities. About 5 hoped to get wireless either for their classrooms or their offices. Similar number hoped that the computer and other technology in their classrooms, off-campus sites could be better equipped, instructed, and maintained, such as copy machines, smart-classroom, computers, projectors, etc. Three indicated that they would like to have training in latest technology and blackboard.

## **Action Recommendations**

### **Action Recommendations**

Based on the responses to the survey items the following action recommendations are made (in no particular order of priority):

#### **Overall**

1. Academic Affairs and the Human Resource Department conduct a review of promotion policy and procedures, and then revise them accordingly to assure fair adjunct faculty promotions as well as clear and timely communication about promotion policies and procedures.
2. Academic Affairs and various academic programs create opportunities to involve adjunct faculty in program reviews, assessment, research, and professional development.
3. The Human Resource Department, along with the Task Force on Compensations, should review pay at La Verne as well as at peer institutions.
4. The Center of Teaching and Learning should work with the Office of Information Technology to ensure adjunct faculty is aware of the availability of various classroom technology trainings.
5. Re-enforce diversity and sexual harassment training across the campuses.

#### **Main Campus and RCA**

1. Re-evaluate orientation workshops for adjunct faculty who teach on the main campus.
2. Improve the quality of experiences of main campus adjunct faculty who attend periodic workshops and department/program meetings.
3. Increase availability of smart classroom at RAC sites.
4. Improve office space for main campus adjunct faculty.

#### **Colleges**

1. Deans should examine the frequency and the way chairs and supervisors provide feedback to adjunct faculty.
2. Deans should create opportunities for adjunct faculty to collaborate with full-time faculty on research projects.

3. Inform and engage adjunct faculty to a greater extent with the program review process in all colleges, especially in CAS.
4. Create more opportunities for technology training.

**Gender**

1. Create more opportunities for both female and male adjunct faculty to do collaborative research with full-time faculty.
2. Make extra effort to inform female adjunct faculty about promotional criteria and procedures.
3. Make extra effort to inform male adjunct faculty about the need to incorporate diverse perspectives in their lectures, and their expectations of student work.
4. Re-evaluate availability of offices for adjunct faculty, especially considering the needs of the female adjunct faculty.

**Longer-Term and Shorter-Term**

1. Consider the needs of the shorter-term adjunct faculty in improving the quality of workshops and department/program meetings.
2. Communicate more frequently with shorter-term adjunct faculty regarding promotion timelines and procedures.
3. Reward shorter-term adjunct faculty for attending technology training to support teaching.
4. Engage more shorter-term adjunct faculty in program review efforts.

**White Adjunct and Other Ethnic Groups**

1. Explore further for ways of creating opportunities for research collaborations between adjunct and full-time faculty from all ethnic backgrounds.
2. Explore further the differences in interest to teach hybrid courses.



## Appendix A

### Adjunct Faculty Climate Survey Form

#### University of La Verne Adjunct Faculty Climate Survey

#### Instructions

THANK YOU for taking the time to complete this survey.

This survey is part of a major study of the University climate from the perspective of students, faculty and staff. The results will be used to improve services and the campus climate.

This is an anonymous survey to obtain information about attitudes and opinions of adjunct faculty about their experiences at the University of La Verne. Feel free to skip any question. The information will only be used in summary form. Department/program chairs and administrative staff will not have access to individual responses, only the Office of Institutional Research.

If you have questions please contact Dr. Yingxia Cao, Director of Institutional Research at 909-593-3511 ext. 4235 or [ycao@laverne.edu](mailto:ycao@laverne.edu). The summary of the results will be available on the Office of Institutional Research website in a few months.

#### Demographic information

1. Gender:  Female;  Male;  other
2. Race/Ethnicity: \_\_\_\_\_
3. Highest degree obtained:  Bachelor's;  Master's;  JD;  Doctorate
4. Predominant college affiliation (Check one only)
  - College of Arts and Sciences
  - College of Business and Public Management
  - College of Education and Organizational Leadership
  - College of Law
5. Teaching level (Check all applicable):
  - Bachelor's
  - Master's/Credential
  - Doctoral
6. Years of teaching at the University of La Verne including current: \_\_\_\_\_
7. Typical driving distance to teaching location (One way): \_\_\_\_\_
8. Number of different higher education institutions for which you teach including La Verne: \_\_\_\_\_
9. University of La Verne teaching locations (Check all applicable):

\_\_\_ Main campus

\_\_\_ Off-campus

\_\_\_ On-line

\_\_\_ Hybrid

10. Predominant teaching location (Check one only)

\_\_\_ Main campus

\_\_\_ Off-campus

\_\_\_ On-line

11. Number of sections (excluding directed study) taught annually for the University of La Verne: \_\_\_\_\_

### Survey Items

**(If you like to comment regarding your responses to some items, please use question #47 or #48 at the end)**

#### Domain 1: Teaching support and communication

1. I am familiar with my department's/program's/major's mission and course level learning outcomes

Disagree Strongly    Disagree                    Agree                    Agree Strongly

2. When a problem arises, I feel comfortable discussing it with faculty colleagues

Disagree Strongly    Disagree                    Agree                    Agree Strongly

3. When a course related issue arises, I feel comfortable discussing it with my supervising faculty

Disagree Strongly    Disagree                    Agree                    Agree Strongly

4. I receive adequate support to effectively perform teaching assignments

Disagree Strongly    Disagree                    Agree                    Agree Strongly

5. I regularly receive feedback and guidance from my supervising faculty or department/program chair regarding my teaching

Disagree Strongly    Disagree                    Agree                    Agree Strongly

#### Domain 2. Professional growth

6. I am satisfied with the funding available to attend professional conferences

Disagree Strongly    Disagree                    Agree                    Agree Strongly

7. I am satisfied with the quality of the periodic workshops and department/program meetings I have attended

Disagree Strongly    Disagree                    Agree                    Agree Strongly            N/A

8. I am satisfied with the feedback I have received to enrich and improve my teaching methods

Disagree Strongly   Disagree                      Agree                      Agree Strongly                      N/A

9. I was satisfied with the initial orientation I received before starting to teach a class

Disagree Strongly   Disagree                      Agree                      Agree Strongly                      N/A

10. I have collaborated in research projects with full-time faculty

\_\_\_\_ Yes                      \_\_\_\_ No

11. I would like to collaborate in research projects with full-time faculty

\_\_\_\_ Yes                      \_\_\_\_ No                      \_\_\_\_ Not sure

### **Domain 3: Effectiveness of administration**

12. Administrative staff is responsive to my teaching needs

Disagree Strongly   Disagree   Agree                      Agree Strongly

13. Administrative staff is accessible to me

Disagree Strongly   Disagree   Agree                      Agree Strongly

### **Domain 4: Promotion policies and procedures**

14. I am well informed about the promotion criteria for adjunct faculty

Disagree Strongly   Disagree   Agree                      Agree Strongly

15. Promotional procedures for adjunct faculty are fair and reasonable

Disagree Strongly   Disagree   Agree                      Agree Strongly

16. Communication about adjunct promotion policies and procedures is timely

Disagree Strongly   Disagree   Agree                      Agree Strongly

### **Domain 5: Diversity**

17. I feel comfortable with teaching ethnically and culturally diverse students

Disagree Strongly   Disagree   Agree                      Agree Strongly

18. I feel comfortable interacting with ethnically and culturally diverse personnel at La Verne

Disagree Strongly   Disagree   Agree                      Agree Strongly

19. I incorporate diverse perspectives (ethnicity, religions, gender, etc.) in my lectures and presentations when appropriate

Rarely                      Sometimes                      Most of the Time                      Almost Always

20. In my courses, I expect students to incorporate diverse perspectives (ethnicity, religion, gender, etc) in projects, papers, and presentations when appropriate

Rarely                  Sometimes                  Most of the Time                  Almost Always

21. I have experienced discrimination at the University of La Verne based on:

a. Age                                  Yes    No

b. Ethnicity                                  Yes    No

c. Religion                                  Yes    No

d. Sexual orientation    Yes    No

e. Disability                                  Yes    No

f. Gender                                  Yes    No

22. I have experienced sexual harassment at the University of La Verne

\_\_\_\_\_ Yes                  \_\_\_\_\_ No

#### **Domain 6: Technology and on-line support and assistance**

23. The level of technological (e.g. Black Board) support is acceptable

Disagree Strongly    Disagree    Agree    Agree Strongly

24. I have attended training in classroom technology to support teaching

\_\_\_\_\_ Yes                  \_\_\_\_\_ No

25. I would (or continue to) attend technology training to support teaching

\_\_\_\_\_ Yes                  \_\_\_\_\_ No                  \_\_\_\_\_ Not sure

26. I am (or continue to be) interested in teaching fully on-line classes

\_\_\_\_\_ Yes                  \_\_\_\_\_ No                  \_\_\_\_\_ Not sure

27. I am (or continue to be) interested in teaching hybrid courses (mix of face-to-face and on line)

\_\_\_\_\_ Yes                  \_\_\_\_\_ No                  \_\_\_\_\_ Not sure

28. The support I receive from librarians is acceptable

Disagree Strongly    Disagree    Agree    Agree Strongly

#### **Domain 7. Academic Freedom/autonomy and input to the course/program content**

29. I am encouraged by my colleagues or supervising faculty to be creative and innovative in my teaching

Disagree Strongly    Disagree    Agree    Agree Strongly

30. My supervising faculty or program chair invites my suggestions for improving the courses I teach

Never            Rarely    Occasionally            Frequently

### **Domain 8. Involvement in program review of departments/programs**

31. I understand the academic program review process at the University of La Verne

Not at All      Somewhat                      Fairly Well                      Very Well

32. Through my classes I have contribute to the assessment (beyond grades) of student learning outcomes at the program level as part of an accreditation or program review process

\_\_\_\_\_ Yes      \_\_\_\_\_ No      \_\_\_\_\_ Not sure what this means

33. My input into the program review/accreditation process is valued

Disagree Strongly      Disagree      Agree      Agree Strongly

### **Domain 9. Teaching environment (parking, equipment, seating, air conditioning, etc)**

34. The classroom I teach in has adequate furniture

Disagree Strongly      Disagree      Agree      Agree Strongly      N/A

35. The classroom I teach in has adequate temperature control

Disagree Strongly      Disagree      Agree      Agree Strongly      N/A

36. My program/course contact person is accessible to help with site issues and answer questions

Disagree Strongly      Disagree      Agree      Agree Strongly      N/A

37. I am satisfied with parking arrangements at my teaching site

Disagree Strongly      Disagree      Agree      Agree Strongly      N/A

38. Security arrangements at the site where I teach are acceptable

Disagree Strongly      Disagree      Agree      Agree Strongly      N/A

39. Smart classroom equipment is available to me for the classroom in which I teach

Yes                      No                      N/A

40. Smart-classroom equipment (Internet access, etc.) is adequately maintained and functional

Disagree Strongly      Disagree      Agree      Agree Strongly      N/A

41. I am satisfied with the office space available for my use

Disagree Strongly      Disagree      Agree      Agree Strongly      N/A

### **Domain 10: Environmental Sustainability**

42. I am aware of the pro-environment (e.g. recycling, energy saving, etc) efforts at the University of La Verne

Yes                      No

43. I actively participate in the pro-environment (e.g. recycling, energy saving, etc) efforts at the University of La Verne

Disagree Strongly    Disagree            Agree                Agree Strongly

### **Domain 11: Pay**

44. I think the pay is adequate for the work performed by adjunct faculty

Disagree Strongly    Disagree            Agree                Agree Strongly

45. I am satisfied with the Human Resources department of the University

Disagree Strongly    Disagree            Agree                Agree Strongly

46. I enjoy working for the University of La Verne

Disagree Strongly    Disagree            Agree                Agree Strongly

### **Comments**

47. What would help increase your satisfaction as an adjunct faculty member at the University of La Verne?

48. Additional comments:

Appendix B  
Table 2: Total Participants

Table 2

La Verne Adjunct Faculty Climate Survey Results: **Total Participants** (2009) (Excluding N/A Responses)  
Survey Items: (N=255)

| Item  | % Agree | %Strongly Agree | Combined%    |
|---|---------|-----------------|--------------|
| <b>A. Teaching support and communication</b>  |         |                 |              |
| 1. I am familiar with my department's/program's/major's mission and course level learning outcomes.                         | 51      | 39              | 90           |
| 2. When a problem arises, I feel comfortable discussing it with faculty colleagues.   | 39      | 49              | 88           |
| 3. When a course related issue arises, I feel comfortable discussing it with my supervising faculty.                        | 38      | 51              | 89           |
| 4. I receive adequate support to effectively perform teaching assignments.  | 42      | 45              | 87           |
| 5. I regularly receive feedback and guidance from my supervising faculty or department/program chair regarding my teaching. | 46      | 24              | 70           |
| <b>B. Professional Growth</b>   |         |                 |              |
| 6. I am satisfied with the funding available to attend professional conferences.  | 33      | 5               | 38           |
| 7. I am satisfied with the quality of the periodic workshops and department/program meetings I have attended.               | 57      | 17              | 74           |
| 8. I am satisfied with the feedback I have received to enrich and improve my teaching methods.                              | 46      | 28              | 74           |
| 9. I was satisfied with the initial orientation I received before starting to teach a class.                                | 51      | 30              | 81           |
| 10. I have collaborated in research projects with full time faculty.  | 15% Yes | 81% No          |              |
| 11. I would like to collaborate in research projects with full-time faculty.  | 56% Yes | 17% No          | 27% Not Sure |
| <b>C. Effectiveness of Administration</b>   |         |                 |              |
| 12. Administrative staff is responsive to my teaching needs.  | 42      | 46              | 88           |
| 13. Administrative staff is accessible to me.   | 42      | 48              | 90           |
| <b>D. Promotion policies and procedures</b>   |         |                 |              |
| 14. I am well informed about the promotion criteria for adjunct faculty.  | 27      | 12              | 39           |
| 15. Promotional procedures for adjunct faculty are fair and reasonable.   | 41      | 9               | 50           |

|  |                  |                   |              |
|--|------------------|-------------------|--------------|
| 16. Communication about adjunct promotion policies and procedures is timely.   | 33               | 7                 | 40           |
| <b>E. Diversity</b>  |                  |                   |              |
| 17. I feel comfortable with teaching ethnically and culturally diverse students.   | 20               | 77                | 97           |
| 18. I feel comfortable interacting with ethnically and culturally diverse personnel at La Verne.   | 20               | 78                | 98           |
| 19. I incorporate diverse perspectives in my lectures and presentations when appropriate.  | 26% Most of Time | 62% Almost Always | 88           |
| 20. In my courses, I expect students to incorporate diverse perspectives in projects, papers, and presentations when appropriate.                                    | 29% Most of Time | 54% Almost Always | 83           |
| 21. I have experienced discrimination at the University of La Verne based on:  |                  |                   |              |
| a. Age   | 5% Yes           | 95% No            |              |
| b. Ethnicity   | 2% Yes           | 98% No            |              |
| c. Religion  | 2% Yes           | 98% No            |              |
| d. Sexual orientation  | 2% Yes           | 98% No            |              |
| e. Disability  | 1% Yes           | 99% No            |              |
| f. Gender  | 3% Yes           | 97% No            |              |
| 22. I have experienced sexual harassment at the University of La Verne.  | 2% Yes           | 98% No            |              |
| <b>F. Technology and on-line support and assistance</b>  |                  |                   |              |
| 23. The level of technological support is acceptable.  | 56               | 27                | 83           |
| 24. I have attended training in classroom technology to support teaching.  | 55% Yes          | 45% No            |              |
| 25. I would attend technology training to support teaching.  | 77% Yes          | 6% No             | 17% Not Sure |
| 26. I am interested in teaching fully online classes.  | 55% Yes          | 24% No            | 21% Not Sure |
| 27. I am interested in teaching hybrid courses.  | 67% Yes          | 15% No            | 18% Not Sure |
| 28. The support I receive from librarians is acceptable.   | 50               | 35                | 85           |
| <b>G. Academic freedom/autonomy and input to the course-program content</b>  |                  |                   |              |
| 29. I am encouraged by my colleagues or supervising faculty to be creative and innovative in my teaching.  | 46               | 40                | 86           |
| 30. My supervising faculty or program chair invites my suggestions for improving the courses I teach.  | 37% Occasionally | 38% Frequently    | 75           |
| 31. I understand the academic program review process at the University of La Verne.  | 32% Fairly Well  | 13% Very Well     | 45           |
| 32. Through my classes I have contributed to the assessment of student learning outcomes at the program level as part of an accreditation or program review process. | 40% Yes          | 26% No            | 34% Not Sure |
| 33. My input into the program  | 48               | 11                | 59           |



review/accreditation process is valued.

**H. Teaching Environment (parking, equipment, seating, air conditioning, etc.)**

|   |         |        |             |
|---|---------|--------|-------------|
| 34. The classroom I teach in has adequate furniture.  | 54      | 29     | 83          |
| 35. The classroom I teach in has adequate temperature control.                                    | 50      | 17     | 67          |
| 36. My program/course contact person is accessible to help with site issues and answer questions. | 45      | 45     | 90          |
| 37. I am satisfied with parking arrangements at my teaching site.                                 | 46      | 31     | 77          |
| 38. Security arrangements at the site where I teach are acceptable.                               | 62      | 26     | 88          |
| 39. Smart classroom equipment is available to me for the classroom in which I teach.              | 82% Yes | 9% No  | 9% Not Sure |
| 40. Smart-classroom equipment is adequately maintaining and functional.                           | 47      | 27     | 74          |
| 41. I am satisfied with the office space available for my use.                                    | 47      | 18     | 65          |
| <b>I. Environmental Sustainability</b>  |         |        |             |
| 42. I am aware of the pro-environment efforts at the University of La Verne.                      | 65% Yes | 35% No |             |
| 43. I actively participate in the pro-environment efforts at the University of La Verne.          | 48      | 21     | 69          |
| <b>J. Pay</b>   |         |        |             |
| 44. I think the pay is adequate for the work performed by adjunct faculty.                        | 35      | 2      | 37          |
| 45. I am satisfied with the Human Resources department of the University.                         | 66      | 11     | 77          |
| 46. I enjoy working for the University of La Verne.   | 30      | 66     | 96          |

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## Appendix C

Table 3: Main Campus and RCA Comparison

Table 3

La Verne Adjunct Faculty Climate Survey Results: **On Campus and Off Campus** (2009)  
Survey Items

| Item  | Main Campus<br>(N= 134)<br>% Agree & Strongly Agree | RCA<br>(N=110)                    |
|---|---|-----------------------------------|
| <b>A. Teaching support and communication</b>  |   |                                   |
| 1. I am familiar with my department's/program's/major's mission and course level learning outcomes.                         | 91  | 91                                |
| 2. When a problem arises, I feel comfortable discussing it with faculty colleagues.   | 89  | 92                                |
| 3. When a course related issue arises, I feel comfortable discussing it with my supervising faculty.                        | 91  | 91                                |
| 4. I receive adequate support to effectively perform teaching assignments.  | 92  | 85                                |
| 5. I regularly receive feedback and guidance from my supervising faculty or department/program chair regarding my teaching. | 80  | 72                                |
| <b>B. Professional Growth</b>   |   |                                   |
| 6. I am satisfied with the funding available to attend professional conferences.  | 33  | 46                                |
| 7. I am satisfied with the quality of the periodic workshops and department/program meetings I have attended.               | 55  | 81                                |
| 8. I am satisfied with the feedback I have received to enrich and improve my teaching methods.                              | 64  | 76                                |
| 9. I was satisfied with the initial orientation I received before starting to teach a class.                                | 65  | 85                                |
| 10. I have collaborated in research projects with full time faculty.  | 21% Yes<br>76% No                                   | 8% Yes<br>92% No                  |
| 11. I would like to collaborate in research projects with full-time faculty.  | 55% Yes<br>13% No<br>32% Not Sure                   | 58% Yes<br>20% No<br>22% Not Sure |
| <b>C. Effectiveness of Administration</b>   |   |                                   |
| 12. Administrative staff is responsive to my teaching needs.  | 86  | 91                                |
| 13. Administrative staff is accessible to me.   | 89  | 91                                |
| <b>D. Promotion policies and procedures</b>   |   |                                   |
| 14. I am well informed about  | 46  | 31                                |

the promotion criteria for adjunct faculty.

|   |                                       |                                       |
|---|---------------------------------------|---------------------------------------|
| 15. Promotional procedures for adjunct faculty are fair and reasonable.   | 56                                    | 43                                    |
| 16. Communication about adjunct promotion policies and procedures is timely.  | 42                                    | 39                                    |
| <b>E. Diversity</b>   |                                       |                                       |
| 17. I feel comfortable with teaching ethnically and culturally diverse students.  | 97                                    | 98                                    |
| 18. I feel comfortable interacting with ethnically and culturally diverse personnel at La Verne.                                  | 99                                    | 98                                    |
| 19. I incorporate diverse perspectives in my lectures and presentations when appropriate.   | 28% Most of Time<br>60% Almost Always | 23% Most of Time<br>65% Almost Always |
| 20. In my courses, I expect students to incorporate diverse perspectives in projects, papers, and presentations when appropriate. | 28% Most of Time<br>54% Almost Always | 30% Most of Time<br>57% Almost Always |
| 21. I have experienced discrimination at the University of La Verne based on:   |                                       |                                       |
| a. Age  | 4% Yes 96% No                         | 4% Yes 96% No                         |
| b. Ethnicity  | 0% Yes 100% No                        | 2% Yes 98% No                         |
| c. Religion   | 2% Yes 98% No                         | 1% Yes 99% No                         |
| d. Sexual orientation   | 2% Yes 98% No                         | 1% Yes 99% No                         |
| e. Disability   | 0% Yes 100% No                        | 2% Yes 98% No                         |
| f. Gender   | 2% Yes 98% No                         | 3% Yes 97% No                         |
| 22. I have experienced sexual harassment at the University of La Verne.   | 2% Yes<br>98% No                      | 0% Yes<br>100% No                     |
| <b>F. Technology and on-line support and assistance</b>   |                                       |                                       |
| 23. The level of technological support is acceptable.   | 88                                    | 76                                    |
| 24. I have attended training in classroom technology to support teaching.   | 52% Yes<br>48% No                     | 56% Yes<br>44% No                     |
| 25. I would attend technology training to support teaching.   | 74% Yes<br>8% No<br>18% Not Sure      | 85% Yes<br>5% No<br>10% Not Sure      |
| 26. I am interested in teaching fully online classes.   | 46% Yes<br>31% No<br>23% Not Sure     | 63% Yes<br>17% No<br>20% Not Sure     |
| 27. I am interested in teaching hybrid courses.   | 64% Yes<br>21% No<br>15% Not Sure     | 76% Yes<br>6% No<br>16% Not Sure      |
| 28. The support I receive from librarians is acceptable.  | 85                                    | 95                                    |
| <b>G. Academic freedom/autonomy and input to the course-program content</b>   |                                       |                                       |
| 29. I am encouraged by my colleagues or supervising faculty to be creative and innovative in my teaching.                         | 87                                    | 87                                    |

|   |                                    |                                    |
|---|------------------------------------|------------------------------------|
| 30. My supervising faculty or program chair invites my suggestions for improving the courses I teach.   | 37% Occasionally<br>43% Frequently | 36% Occasionally<br>37% Frequently |
| 31. I understand the academic program review process at the University of La Verne.   | 31% Fairly Well<br>14% Very Well   | 34% Fairly Well<br>12% Very Well   |
| 32. Though my classes I have contributed to the assessment of student learning outcomes at the program level as part of an accreditation or program review process. | 39% Yes<br>22% No<br>39% Not Sure  | 40% Yes<br>29% No<br>31% Not Sure  |
| 33. My input into the program review/accreditation process is valued.   | 63                                 | 58                                 |
| <b>H. Teaching Environment (parking, equipment, seating, air conditioning, etc.)</b>  |                                    |                                    |
| 34. The classroom I teach in has adequate furniture.  | 77                                 | 88                                 |
| 35. The classroom I teach in has adequate temperature control.  | 65                                 | 74                                 |
| 36. My program/course contact person is accessible to help with site issues and answer questions.   | 92                                 | 90                                 |
| 37. I am satisfied with parking arrangements at my teaching site.   | 66                                 | 90                                 |
| 38. Security arrangements at the site where I teach are acceptable.   | 91                                 | 81                                 |
| 39. Smart classroom equipment is available to me for the classroom in which I teach.  | 90% Yes<br>5% No<br>5% Not Sure    | 77% Yes<br>15% No<br>8% Not Sure   |
| 40. Smart-classroom equipment is adequately maintaining and functional.   | 78                                 | 73                                 |
| 41. I am satisfied with the office space available for my use.  | 51                                 | 69                                 |
| <b>I. Environmental Sustainability</b>  |                                    |                                    |
| 42. I am aware of the pro-environment efforts at the University of La Verne.  | 74% Yes<br>25% No                  | 53% Yes<br>47% No                  |
| 43. I actively participate in the pro-environment efforts at the University of La Verne.  | 79                                 | 59                                 |
| <b>J. Pay</b>   |                                    |                                    |
| 44. I think the pay is adequate for the work performed by adjunct faculty.  | 30                                 | 49                                 |
| 45. I am satisfied with the Human Resources department of the University.   | 76                                 | 83                                 |
| 46. I enjoy working for the University of La Verne.   | 96                                 | 98                                 |

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## Appendix D

Table 4: Comparison of Colleges

Table 4

La Verne Adjunct Faculty Climate Survey Results: **College Comparison** (2009)

| Survey Items  | CAS<br>(N= 78)                    | CBPM<br>(N=87)                    | CEOL<br>(N=89)                    |
|---|-----------------------------------|-----------------------------------|-----------------------------------|
| Item  | % Agree & Strongly Agree          |                                   |                                   |
| <b>A. Teaching support and communication</b>  |                                   |                                   |                                   |
| 1. I am familiar with my department's/program's/major's mission and course level learning outcomes.                         | 88                                | 93                                | 90                                |
| 2. When a problem arises, I feel comfortable discussing it with faculty colleagues.   | 89                                | 87                                | 87                                |
| 3. When a course related issue arises, I feel comfortable discussing it with my supervising faculty.                        | 94                                | 86                                | 87                                |
| 4. I receive adequate support to effectively perform teaching assignments.  | 90                                | 82                                | 90                                |
| 5. I regularly receive feedback and guidance from my supervising faculty or department/program chair regarding my teaching. | 64                                | 71                                | 73                                |
| <b>B. Professional Growth</b>   |                                   |                                   |                                   |
| 6. I am satisfied with the funding available to attend professional conferences.  | 27                                | 43                                | 43                                |
| 7. I am satisfied with the quality of the periodic workshops and department/program meetings I have attended.               | 68                                | 76                                | 77                                |
| 8. I am satisfied with the feedback I have received to enrich and improve my teaching methods.                              | 69                                | 76                                | 76                                |
| 9. I was satisfied with the initial orientation I received before starting to teach a class.                                | 80                                | 83                                | 80                                |
| 10. I have collaborated in research projects with full time faculty.  | 17% Yes<br>83% No                 | 10% Yes<br>90% No                 | 19% Yes<br>21% No                 |
| 11. I would like to collaborate in research projects with full-time faculty.  | 42% Yes<br>18% No<br>40% Not Sure | 56% Yes<br>13% No<br>31% Not Sure | 66% Yes<br>21% No<br>13% Not Sure |
| <b>C. Effectiveness of Administration</b>   |                                   |                                   |                                   |
| 12. Administrative staff is responsive to my teaching needs.  | 83                                | 90                                | 89                                |
| 13. Administrative staff is accessible to me.   | 91                                | 88                                | 91                                |

**D. Promotion policies and procedures**

|  |    |    |    |
|--|----|----|----|
| 14. I am well informed about the promotion criteria for adjunct faculty.     | 44 | 26 | 49 |
| 15. Promotional procedures for adjunct faculty are fair and reasonable.      | 52 | 37 | 62 |
| 16. Communication about adjunct promotion policies and procedures is timely. | 39 | 30 | 52 |

**E. Diversity**

|  |                                       |                                       |                  |
|--|---------------------------------------|---------------------------------------|------------------|
| 17. I feel comfortable with teaching ethnically and culturally diverse students.   | 99                                    | 94                                    | 98               |
| 18. I feel comfortable interacting with ethnically and culturally diverse personnel at La Verne.   | 100                                   | 97                                    | 98               |
| 19. I incorporate diverse perspectives Most of Time in my lectures and presentations when appropriate. Almost Always   | 30% Most of Time<br>56% Almost Always | 24% Most of Time<br>70% Almost Always | 25%<br>58%       |
| 20. In my courses, I expect students Most of Time to incorporate diverse perspectives in projects, papers, Almost Always and presentations when appropriate. | 26% Most of Time<br>53% Almost Always | 30% Most of Time<br>62% Almost Always | 33%<br>48%       |
| 21. I have experienced discrimination at the University of La Verne based on:  |                                       |                                       |                  |
| a. Age   | 4% Yes 96% No                         | 5% Yes 95% No                         | 6% Yes           |
| b. Ethnicity   | 0% Yes 100% No                        | 2% Yes 98% No                         | 2% Yes           |
| c. Religion  | 3% Yes 97% No                         | 1% Yes 99% No                         | 2% Yes           |
| d. Sexual orientation  | 3% Yes 97% No                         | 2% Yes 98% No                         | 2% Yes           |
| e. Disability  | 0% Yes 100% No                        | 2% Yes 98% No                         | 0% Yes           |
| f. Gender  | 3% Yes 97% No                         | 2% Yes 98% No                         | 5% Yes           |
| 22. I have experienced sexual harassment at the University of La Verne.  | 3% Yes<br>97% No                      | 1% Yes<br>99% No                      | 2% Yes<br>98% No |

**F. Technology and on-line support and assistance**

|   |                                  |                                 |                             |
|---|----------------------------------|---------------------------------|-----------------------------|
| 23. The level of technological support is acceptable.                     | 89                               | 77                              | 82                          |
| 24. I have attended training in classroom technology to support teaching. | 50% Yes<br>50% No                | 55% Yes<br>45% No               | 58% Yes<br>42% No           |
| 25. I would attend technology training to support teaching. Sure          | 68% Yes<br>8% No<br>24% Not Sure | 90% Yes<br>3% No<br>7% Not Sure | 74% Yes<br>7% No<br>19% Not |
| 26. I am interested in teaching fully online classes.                     | 45% Yes<br>32% No                | 59% Yes<br>21% No               | 61% Yes<br>19% No           |

|  |                                    |                                    |                              |
|--|------------------------------------|------------------------------------|------------------------------|
| Sure   | 23% Not Sure                       | 20% Not Sure                       | 20% Not                      |
| 27. I am interested in teaching hybrid courses.  | 59% Yes<br>24% No<br>17% Not Sure  | 72% Yes<br>7% No<br>21% Not Sure   | 74% Yes<br>14% No<br>12% Not |
| 28. The support I receive from librarians is acceptable.   | 81                                 | 82                                 | 90                           |
| <b>G. Academic freedom/autonomy and input to the course-program content</b>  |                                    |                                    |                              |
| 29. I am encouraged by my colleagues or supervising faculty to be creative and innovative in my teaching.  | 88                                 | 86                                 | 83                           |
| 30. My supervising faculty or program chair invites my suggestions for improving the courses I teach.  | 35% Occasionally<br>42% Frequently | 41% Occasionally<br>40% Frequently | 34%<br>33%                   |
| 31. I understand the academic program review process at the University of La Verne.  | 22% Fairly Well<br>10% Very Well   | 38% Fairly Well<br>12% Very Well   | 35%<br>17%                   |
| 32. Through my classes I have contributed to the assessment of student learning outcomes at the program level as part of an accreditation or program review process. | 30% Yes<br>26% No<br>44% Not Sure  | 40% Yes<br>29% No<br>31% Not Sure  | 47% Yes<br>23% No<br>30% Not |
| 33. My input into the program review/accreditation process is valued.  | 49                                 | 63                                 | 63                           |
| <b>H. Teaching Environment (parking, equipment, seating, air conditioning, etc.)</b>   |                                    |                                    |                              |
| 34. The classroom I teach in has adequate furniture.   | 78                                 | 91                                 | 79                           |
| 35. The classroom I teach in has adequate temperature control.   | 68                                 | 65                                 | 68                           |
| 36. My program/course contact person is accessible to help with site issues and answer questions.  | 86                                 | 90                                 | 90                           |
| 37. I am satisfied with parking arrangements at my teaching site.  | 67                                 | 78                                 | 78                           |
| 38. Security arrangements at the site where I teach are acceptable.  | 96                                 | 77                                 | 93                           |
| 39. Smart classroom equipment is available to me for the classroom in which I teach.   | 87% Yes<br>6% No<br>7% Not Sure    | 77% Yes<br>13% No<br>10% Not Sure  | 83% Yes<br>9% No<br>8% Not   |
| 40. Smart-classroom equipment is adequately maintained and functional.   | 81                                 | 76                                 | 69                           |
| 41. I am satisfied with the  | 72                                 | 54                                 | 69                           |

office space available for my use.

**I. Environmental Sustainability**

|  |                   |                   |                   |
|--|-------------------|-------------------|-------------------|
| 42. I am aware of the pro-environment efforts at the University of La Verne. | 69% Yes<br>31% No | 60% Yes<br>40% No | 67% Yes<br>33% No |
|--|-------------------|-------------------|-------------------|

|  |    |    |    |
|--|----|----|----|
| 43. I actively participate in the pro-environment efforts at the University of La Verne. | 80 | 63 | 66 |
|--|----|----|----|

**J. Pay**

|  |    |    |    |
|--|----|----|----|
| 44. I think the pay is adequate for the work performed by adjunct faculty. | 17 | 64 | 38 |
|--|----|----|----|

|   |    |    |    |
|---|----|----|----|
| 45. I am satisfied with the Human Resources department of the University. | 73 | 85 | 74 |
|---|----|----|----|

|   |    |    |    |
|---|----|----|----|
| 46. I enjoy working for the University of La Verne. | 96 | 97 | 94 |
|---|----|----|----|

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## Appendix E

Table 5: Main Campus and RCA Comparison of CBPM Adjuncts

Table 5

La Verne Adjunct Faculty Climate Survey Results: **College of Business and Public Management On and Off Campus**  
Comparison (2009) (Excludes faculty who teach on and off campus)

Survey Items

| Item  | CBPM (On-Campus)<br>(N= 33)<br>% Agree & Strongly Agree | CBPM (Off-Campus)<br>(N=39)      |
|---|---|----------------------------------|
| <b>A. Teaching support and communication</b>  |   |                                  |
| 1. I am familiar with my department's/program's/major's mission and course level learning outcomes.                         | 91  | 92                               |
| 2. When a problem arises, I feel comfortable discussing it with faculty colleagues.   | 91  | 95                               |
| 3. When a course related issue arises, I feel comfortable discussing it with my supervising faculty.                        | 85  | 95                               |
| 4. I receive adequate support to effectively perform teaching assignments.  | 91  | 93                               |
| 5. I regularly receive feedback and guidance from my supervising faculty or department/program chair regarding my teaching. | 76  | 72                               |
| <b>B. Professional Growth</b>   |   |                                  |
| 6. I am satisfied with the funding available to attend professional conferences.  | 49  | 41                               |
| 7. I am satisfied with the quality of the periodic workshops and department/program meetings I have attended.               | 83  | 82                               |
| 8. I am satisfied with the feedback I have received to enrich and improve my teaching methods.                              | 79  | 71                               |
| 9. I was satisfied with the initial orientation I received before starting to teach a class.                                | 78  | 75                               |
| 10. I have collaborated in research projects with full time faculty.  | 21% Yes<br>78% No                                       | 10% Yes<br>90% No                |
| 11. I would like to collaborate in research projects with full-time faculty.  | 70% Yes<br>12% No<br>18% Not Sure                       | 74% Yes<br>18% No<br>8% Not Sure |
| <b>C. Effectiveness of Administration</b>   |   |                                  |
| 12. Administrative staff is responsive to my teaching needs.  | 85  | 95                               |
| 13. Administrative staff is accessible to me.   | 88  | 95                               |
| <b>D. Promotion policies and procedures</b>   |   |                                  |

|   |                                       |                                       |
|---|---------------------------------------|---------------------------------------|
| 14. I am well informed about the promotion criteria for adjunct faculty.  | 51                                    | 39                                    |
| 15. Promotional procedures for adjunct faculty are fair and reasonable.   | 63                                    | 54                                    |
| 16. Communication about adjunct promotion policies and procedures is timely.  | 51                                    | 46                                    |
| <b>E. Diversity</b>   |                                       |                                       |
| 17. I feel comfortable with teaching ethnically and culturally diverse students.  | 97                                    | 100                                   |
| 18. I feel comfortable interacting with ethnically and culturally diverse personnel at La Verne.                                  | 97                                    | 100                                   |
| 19. I incorporate diverse perspectives in my lectures and presentations when appropriate.   | 28% Most of Time<br>70% Almost Always | 26% Most of Time<br>62% Almost Always |
| 20. In my courses, I expect students to incorporate diverse perspectives in projects, papers, and presentations when appropriate. | 27% Most of Time<br>61% Almost Always | 33% Most of Time<br>54% Almost Always |
| 21. I have experienced discrimination at the University of La Verne based on:   |                                       |                                       |
| a. Age  | 9% Yes 91% No                         | 5% Yes 95% No                         |
| b. Ethnicity  | 0% Yes 100% No                        | 0% Yes 100% No                        |
| c. Religion   | 0% Yes 100% No                        | 0% Yes 100% No                        |
| d. Sexual orientation   | 0% Yes 100% No                        | 0% Yes 100% No                        |
| e. Disability   | 0% Yes 100% No                        | 0% Yes 100% No                        |
| f. Gender   | 6% Yes 94% No                         | 5% Yes 95% No                         |
| 22. I have experienced sexual harassment at the University of La Verne.   | 0% Yes<br>100% No                     | 0% Yes<br>100% No                     |
| <b>F. Technology and on-line support and assistance</b>   |                                       |                                       |
| 23. The level of technological support is acceptable.   | 91                                    | 80                                    |
| 24. I have attended training in classroom technology to support teaching.   | 52% Yes<br>48% No                     | 64% Yes<br>33% No                     |
| 25. I would attend technology training to support teaching.   | 73% Yes<br>9% No<br>15% Not Sure      | 82% Yes<br>5% No<br>13% Not Sure      |
| 26. I am interested in teaching fully online classes.   | 58% Yes<br>21% No<br>18% Not Sure     | 64% Yes<br>21% No<br>15% Not Sure     |
| 27. I am interested in teaching hybrid courses.   | 76% Yes<br>12% No<br>9% Not Sure      | 84% Yes<br>8% No<br>8% Not Sure       |
| 28. The support I receive from librarians is acceptable.  | 92                                    | 95                                    |
| <b>G. Academic freedom/autonomy and input to the course-program content</b>   |                                       |                                       |
| 29. I am encouraged by my colleagues or supervising faculty to be creative and innovative in my teaching.                         | 84                                    | 87                                    |
| 30. My supervising faculty  | 39% Occasionally                      | 28% Occasionally                      |

|  |                                   |                                   |
|--|-----------------------------------|-----------------------------------|
| or program chair invites my suggestions for improving the courses I teach.   | 27% Frequently                    | 31% Frequently                    |
| 31. I understand the academic program review process at the University of La Verne.  | 33% Fairly Well<br>24% Very Well  | 23% Fairly Well<br>8% Very Well   |
| 32. Through my classes I have contributed to the assessment of student learning outcomes at the program level as part of an accreditation or program review process. | 49% Yes<br>18% No<br>30% Not Sure | 39% Yes<br>26% No<br>35% Not Sure |
| 33. My input into the program review/accreditation process is valued.  | 67                                | 54                                |
| <b>H. Teaching Environment (parking, equipment, seating, air conditioning, etc.)</b>   |                                   |                                   |
| 34. The classroom I teach in has adequate furniture.   | 79                                | 91                                |
| 35. The classroom I teach in has adequate temperature control.   | 64                                | 74                                |
| 36. My program/course contact person is accessible to help with site issues and answer questions.  | 93                                | 95                                |
| 37. I am satisfied with parking arrangements at my teaching site.  | 69                                | 90                                |
| 38. Security arrangements at the site where I teach are acceptable.  | 97                                | 92                                |
| 39. Smart classroom equipment is available to me for the classroom in which I teach.   | 100% Yes<br>0% No<br>0% Not Sure  | % Yes<br>14% No<br>6% Not Sure    |
| 40. Smart-classroom equipment is adequately maintaining and functional.  | 78                                | 79                                |
| 41. I am satisfied with the office space available for my use.   | 66                                | 67                                |
| <b>I. Environmental Sustainability</b>   |                                   |                                   |
| 42. I am aware of the pro-environment efforts at the University of La Verne.   | 82% Yes<br>18% No                 | 57% Yes<br>41% No                 |
| 43. I actively participate in the pro-environment efforts at the University of La Verne.   | 79                                | 61                                |
| <b>J. Pay</b>  |                                   |                                   |
| 44. I think the pay is adequate for the work performed by adjunct faculty.   | 33                                | 41                                |
| 45. I am satisfied with the Human Resources department of the University.  | 73                                | 72                                |
| 46. I enjoy working for the University of La Verne.  | 97                                | 97                                |

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## Appendix F

Table 6: Main Campus and RCA Comparison of CEOL Adjuncts

Table 6

La Verne Adjunct Faculty Climate Survey Results: **College of Education and Organizational Leadership On and Off Campus** Comparison (2009) (excludes faculty who teach at both on and off campus).

| Survey Items  | CEOL (On-Campus)<br>(N= 17)<br>% Agree & Strongly Agree | CEOL (Off-Campus)<br>(N=51)       |
|---|---|-----------------------------------|
| <b>A. Teaching support and communication</b>  |   |                                   |
| 1. I am familiar with my department's/program's/major's mission and course level learning outcomes.                         | 100   | 92                                |
| 2. When a problem arises, I feel comfortable discussing it with faculty colleagues.   | 88  | 84                                |
| 3. When a course related issue arises, I feel comfortable discussing it with my supervising faculty.                        | 88  | 84                                |
| 4. I receive adequate support to effectively perform teaching assignments.  | 94  | 75                                |
| 5. I regularly receive feedback and guidance from my supervising faculty or department/program chair regarding my teaching. | 53  | 71                                |
| <b>B. Professional Growth</b>   |   |                                   |
| 6. I am satisfied with the funding available to attend professional conferences.  | 47  | 45                                |
| 7. I am satisfied with the quality of the periodic workshops and department/program meetings I have attended.               | 72  | 80                                |
| 8. I am satisfied with the feedback I have received to enrich and improve my teaching methods.                              | 65  | 77                                |
| 9. I was satisfied with the initial orientation I received before starting to teach a class.                                | 80  | 80                                |
| 10. I have collaborated in research projects with full time faculty.  | 6% Yes<br>94% No  | 2% Yes<br>90% No                  |
| 11. I would like to collaborate in research projects with full-time faculty.  | 41% Yes<br>12% No<br>47% Not Sure                       | 49% Yes<br>16% No<br>35% Not Sure |
| <b>C. Effectiveness of Administration</b>   |   |                                   |
| 12. Administrative staff is responsive to my teaching needs.  | 88  | 88                                |
| 13. Administrative staff is accessible to me.   | 94  | 86                                |
| <b>D. Promotion policies and procedures</b>   |   |                                   |

|   |                                       |                                       |
|---|---------------------------------------|---------------------------------------|
| 14. I am well informed about the promotion criteria for adjunct faculty.  | 18                                    | 28                                    |
| 15. Promotional procedures for adjunct faculty are fair and reasonable.   | 47                                    | 39                                    |
| 16. Communication about adjunct promotion policies and procedures is timely.  | 18                                    | 35                                    |
| <b>E. Diversity</b>   |                                       |                                       |
| 17. I feel comfortable with teaching ethnically and culturally diverse students.  | 100                                   | 96                                    |
| 18. I feel comfortable interacting with ethnically and culturally diverse personnel at La Verne.                                  | 100                                   | 96                                    |
| 19. I incorporate diverse perspectives in my lectures and presentations when appropriate.   | 41% Most of Time<br>59% Almost Always | 22% Most of Time<br>71% Almost Always |
| 20. In my courses, I expect students to incorporate diverse perspectives in projects, papers, and presentations when appropriate. | 47% Most of Time<br>47% Almost Always | 33% Most of Time<br>57% Almost Always |
| 21. I have experienced discrimination at the University of La Verne based on:   |                                       |                                       |
| a. Age  | 6% Yes 94% No                         | 4% Yes 96% No                         |
| b. Ethnicity  | 0% Yes 100% No                        | 2% Yes 98% No                         |
| c. Religion   | 0% Yes 100% No                        | 2% Yes 98% No                         |
| d. Sexual orientation   | 0% Yes 100% No                        | 2% Yes 98% No                         |
| e. Disability   | 0% Yes 100% No                        | 2% Yes 98% No                         |
| f. Gender   | 0% Yes 100% No                        | 2% Yes 98% No                         |
| 22. I have experienced sexual harassment at the University of La Verne.   | 0% Yes<br>100% No                     | 0% Yes<br>100% No                     |
| <b>F. Technology and on-line support and assistance</b>   |                                       |                                       |
| 23. The level of technological support is acceptable.   | 89                                    | 77                                    |
| 24. I have attended training in classroom technology to support teaching.   | 53% Yes<br>47% No                     | 45% Yes<br>55% No                     |
| 25. I would attend technology training to support teaching.   | 94% Yes<br>6% No<br>0% Not Sure       | 88% Yes<br>4% No<br>8% Not Sure       |
| 26. I am interested in teaching fully online classes.   | 53% Yes<br>29% No<br>18% Not Sure     | 52% Yes<br>22% No<br>26% Not Sure     |
| 27. I am interested in teaching hybrid courses.   | 77% Yes<br>12% No<br>11% Not Sure     | 67% Yes<br>4% No<br>26% Not Sure      |
| 28. The support I receive from librarians is acceptable.  | 77                                    | 79                                    |
| <b>G. Academic freedom/autonomy and input to the course-program content</b>   |                                       |                                       |
| 29. I am encouraged by my   | 94                                    | 90                                    |

colleagues or supervising faculty to be creative and innovative in my teaching.

|   |                                    |                                    |
|---|------------------------------------|------------------------------------|
| 30. My supervising faculty or program chair invites my suggestions for improving the courses I teach. | 35% Occasionally<br>53% Frequently | 39% Occasionally<br>41% Frequently |
|---|------------------------------------|------------------------------------|

|   |                                  |                                  |
|---|----------------------------------|----------------------------------|
| 31. I understand the academic program review process at the University of La Verne. | 24% Fairly Well<br>18% Very Well | 43% Fairly Well<br>10% Very Well |
|---|----------------------------------|----------------------------------|

|   |                                   |                                   |
|---|-----------------------------------|-----------------------------------|
| 32. Though my classes I have contributed to the assessment of student learning outcomes at the program level as part of an accreditation or program review process. | 41% Yes<br>18% No<br>41% Not Sure | 33% Yes<br>31% No<br>35% Not Sure |
|---|-----------------------------------|-----------------------------------|

|   |    |    |
|---|----|----|
| 33. My input into the program review/accreditation process is valued. | 71 | 61 |
|---|----|----|

#### **H. Teaching Environment (parking, equipment, seating, air conditioning, etc.)**

|  |    |    |
|--|----|----|
| 34. The classroom I teach in has adequate furniture. | 83 | 96 |
|--|----|----|

|  |    |    |
|--|----|----|
| 35. The classroom I teach in has adequate temperature control. | 47 | 80 |
|--|----|----|

|   |    |    |
|---|----|----|
| 36. My program/course contact person is accessible to help with site issues and answer questions. | 89 | 92 |
|---|----|----|

|   |    |    |
|---|----|----|
| 37. I am satisfied with parking arrangements at my teaching site. | 63 | 86 |
|---|----|----|

|   |     |    |
|---|-----|----|
| 38. Security arrangements at the site where I teach are acceptable. | 100 | 78 |
|---|-----|----|

|  |                                  |                                  |
|--|----------------------------------|----------------------------------|
| 39. Smart classroom equipment is available to me for the classroom in which I teach. | 100% Yes<br>0% No<br>0% Not Sure | 73% Yes<br>14% No<br>6% Not Sure |
|--|----------------------------------|----------------------------------|

|   |    |    |
|---|----|----|
| 40. Smart-classroom equipment is adequately maintaining and functional. | 95 | 74 |
|---|----|----|

|  |    |    |
|--|----|----|
| 41. I am satisfied with the office space available for my use. | 54 | 63 |
|--|----|----|

#### **I. Environmental Sustainability**

|  |                   |                   |
|--|-------------------|-------------------|
| 42. I am aware of the pro-environment efforts at the University of La Verne. | 71% Yes<br>29% No | 57% Yes<br>41% No |
|--|-------------------|-------------------|

|  |    |    |
|--|----|----|
| 43. I actively participate in the pro-environment efforts at the University of La Verne. | 71 | 57 |
|--|----|----|

#### **J. Pay**

|  |    |    |
|--|----|----|
| 44. I think the pay is adequate for the work performed by adjunct faculty. | 65 | 55 |
|--|----|----|

|   |    |    |
|---|----|----|
| 45. I am satisfied with the Human Resources department of the University. | 77 | 89 |
|---|----|----|

|   |    |    |
|---|----|----|
| 46. I enjoy working for the University of La Verne. | 94 | 97 |
|---|----|----|

---

## Appendix G

Table 7: Comparison of Longer and Shorter Term Adjunct Faculty

Table 7

La Verne Adjunct Faculty Climate Survey Results: **Year Comparison (2009)**  
Survey Items

| Item  | 9 or More Yrs<br>(N= 81)<br>% Agree & Strongly Agree | 8 or Fewer Yrs<br>(N=144)         |
|---|--|-----------------------------------|
| <b>A. Teaching support and communication</b>  |  |                                   |
| 1. I am familiar with my department's/program's/major's mission and course level learning outcomes.                         | 94   | 90                                |
| 2. When a problem arises, I feel comfortable discussing it with faculty colleagues.   | 90   | 88                                |
| 3. When a course related issue arises, I feel comfortable discussing it with my supervising faculty.                        | 92   | 88                                |
| 4. I receive adequate support to effectively perform teaching assignments.  | 88   | 87                                |
| 5. I regularly receive feedback and guidance from my supervising faculty or department/program chair regarding my teaching. | 61   | 69                                |
| <b>B. Professional Growth</b>   |  |                                   |
| 6. I am satisfied with the funding available to attend professional conferences.  | 31   | 39                                |
| 7. I am satisfied with the quality of the periodic workshops and department/program meetings I have attended.               | 62   | 80                                |
| 8. I am satisfied with the feedback I have received to enrich and improve my teaching methods.                              | 67   | 74                                |
| 9. I was satisfied with the initial orientation I received before starting to teach a class.                                | 83   | 78                                |
| 10. I have collaborated in research projects with full time faculty.  | 22% Yes<br>73% No                                    | 13% Yes<br>84% No                 |
| 11. I would like to collaborate in research projects with full-time faculty.  | 56% Yes<br>21% No<br>21% Not Sure                    | 53% Yes<br>15% No<br>32% Not Sure |
| <b>C. Effectiveness of Administration</b>   |  |                                   |
| 12. Administrative staff is responsive to my teaching needs.  | 81   | 89                                |
| 13. Administrative staff is accessible to me.   | 88   | 90                                |
| <b>D. Promotion policies and procedures</b>   |  |                                   |
| 14. I am well informed about  | 59   | 29                                |

the promotion criteria for adjunct faculty.

|   |                                       |                                       |
|---|---------------------------------------|---------------------------------------|
| 15. Promotional procedures for adjunct faculty are fair and reasonable.   | 64                                    | 45                                    |
| 16. Communication about adjunct promotion policies and procedures is timely.  | 58                                    | 31                                    |
| <b>E. Diversity</b>   |                                       |                                       |
| 17. I feel comfortable with teaching ethnically and culturally diverse students.  | 98                                    | 96                                    |
| 18. I feel comfortable interacting with ethnically and culturally diverse personnel at La Verne.                                  | 98                                    | 98                                    |
| 19. I incorporate diverse perspectives in my lectures and presentations when appropriate.   | 22% Most of Time<br>68% Almost Always | 29% Most of Time<br>58% Almost Always |
| 20. In my courses, I expect students to incorporate diverse perspectives in projects, papers, and presentations when appropriate. | 27% Most of Time<br>61% Almost Always | 29% Most of Time<br>51% Almost Always |
| 21. I have experience discrimination at the University of La Verne based on:  |                                       |                                       |
| a. Age  | 9% Yes 91% No                         | 4% Yes 96% No                         |
| b. Ethnicity  | 4% Yes 96% No                         | 1% Yes 99% No                         |
| c. Religion   | 4% Yes 96% No                         | 1% Yes 99% No                         |
| d. Sexual orientation   | 4% Yes 96% No                         | 2% Yes 98% No                         |
| e. Disability   | 1% Yes 99% No                         | 1% Yes 99% No                         |
| f. Gender   | 9% Yes 91% No                         | 1% Yes 99% No                         |
| 22. I have experienced sexual harassment at the University of La Verne.   | 4% Yes<br>96% No                      | 1% Yes<br>99% No                      |
| <b>F. Technology and on-line support and assistance</b>   |                                       |                                       |
| 23. The level of technological support is acceptable.   | 76                                    | 84                                    |
| 24. I have attended training in classroom technology to support teaching.   | 75% Yes<br>25% No                     | 42% Yes<br>58% No                     |
| 25. I would attend technology training to support teaching.   | 78% Yes<br>6% No<br>16% Not Sure      | 76% Yes<br>5% No<br>19% Not Sure      |
| 26. I am interested in teaching fully online classes.   | 57% Yes<br>24% No<br>19% Not Sure     | 56% Yes<br>22% No<br>22% Not Sure     |
| 27. I am interested in teaching hybrid courses.   | 73% Yes<br>14% No<br>13% Not Sure     | 67% Yes<br>15% No<br>18% Not Sure     |
| 28. The support I receive from librarians is acceptable.  | 87                                    | 81                                    |
| <b>G. Academic freedom/autonomy and input to the course-program content</b>   |                                       |                                       |
| 29. I am encouraged by my colleagues or supervising faculty to be creative and innovative in my teaching.                         | 89                                    | 85                                    |
| 30. My supervising faculty or program chair invites my suggestions for improving the courses I teach.                             | 41% Occasionally<br>33% Frequently    | 36% Occasionally<br>37% Frequently    |



|   |                                   |                                   |
|---|-----------------------------------|-----------------------------------|
| 31. I understand the academic program review process at the University of La Verne.   | 35% Fairly Well<br>19% Very Well  | 32% Fairly Well<br>7% Very Well   |
| 32. Through my classes I have contribute to the assessment of student learning outcomes at the program level as part of an accreditation or program review process. | 49% Yes<br>17% No<br>34% Not Sure | 36% Yes<br>29% No<br>35% Not Sure |
| 33. My input into the program review/accreditation process is valued.   | 63                                | 57                                |
| <b>H. Teaching Environment (parking, equipment, seating, air conditioning, etc.)</b>  |                                   |                                   |
| 34. The classroom I teach in has adequate furniture.  | 78                                | 80                                |
| 35. The classroom I teach in has adequate temperature control.  | 64                                | 72                                |
| 36. My program/course contact person is accessible to help with site issues and answer questions.   | 91                                | 90                                |
| 37. I am satisfied with parking arrangements at my teaching site.   | 75                                | 78                                |
| 38. Security arrangements at the site where I teach are acceptable.   | 81                                | 88                                |
| 39. Smart classroom equipment is available to me for the classroom in which I teach.  | 88% Yes<br>7% No<br>5% Not Sure   | 79% Yes<br>11% No<br>10% Not Sure |
| 40. Smart-classroom equipment is adequately maintaining and functional.   | 67                                | 80                                |
| 41. I am satisfied with the office space available for my use.  | 67                                | 63                                |
| <b>I. Environmental Sustainability</b>  |                                   |                                   |
| 42. I am aware of the pro-environment efforts at the University of La Verne.  | 70% Yes<br>26% No                 | 61% Yes<br>39% No                 |
| 43. I actively participate in the pro-environment efforts at the University of La Verne.  | 73                                | 65                                |
| <b>J. Pay</b>   |                                   |                                   |
| 44. I think the pay is adequate for the work performed by adjunct faculty.  | 28                                | 39                                |
| 45. I am satisfied with the Human Resources department of the University.   | 76                                | 77                                |
| 46. I enjoy working for the University of La Verne.   | 95                                | 95                                |

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## Appendix H

Table 8: Comparison of White with Other Ethnic Backgrounds Combined

Table 8

La Verne Adjunct Faculty Climate Survey Results: Responses of White Adjunct Faculty with responses of Adjunct Faculty for Other Ethnic Groups Combined.  
(2009/2010)

| Item  | White<br>(N= 161)<br>% Agree & Strongly Agree | Other Ethnic Groups Combined<br>(N=70) |
|---|---|--|
| <b>A. Teaching support and communication</b>  |   |  |
| 1. I am familiar with my department's/program's/major's mission and course level learning outcomes.                         | 90  | 90                                     |
| 2. When a problem arises, I feel comfortable discussing it with faculty colleagues.   | 90  | 84                                     |
| 3. When a course related issue arises, I feel comfortable discussing it with my supervising faculty.                        | 91  | 85                                     |
| 4. I receive adequate support to effectively perform teaching assignments.  | 89  | 84                                     |
| 5. I regularly receive feedback and guidance from my supervising faculty or department/program chair regarding my teaching. | 68  | 72                                     |
| <b>B. Professional Growth</b>   |   |  |
| 6. I am satisfied with the funding available to attend professional conferences.  | 39  | 37                                     |
| 7. I am satisfied with the quality of the periodic workshops and department/program meetings I have attended.               | 75  | 73                                     |
| 8. I am satisfied with the feedback I have received to enrich and improve my teaching methods.                              | 73  | 75                                     |
| 9. I was satisfied with the initial orientation I received before starting to teach a class.                                | 84  | 78                                     |
| 10. I have collaborated in research projects with full time faculty.  | 13% Yes                                       | 19% Yes                                |
| 11. I would like to collaborate in research projects with full-time faculty.  | 50% Yes                                       | 65% Yes                                |
| <b>C. Effectiveness of Administration</b>   |   |  |
| 12. Administrative staff is responsive to my teaching needs.  | 90  | 83                                     |
| 13. Administrative staff is accessible to me.   | 93  | 86                                     |
| <b>D. Promotion policies and procedures</b>   |   |  |

|   |         |         |
|---|---------|---------|
| 14. I am well informed about the promotion criteria for adjunct faculty.  | 39      | 39      |
| 15. Promotional procedures for adjunct faculty are fair and reasonable.   | 49      | 52      |
| 16. Communication about adjunct promotion policies and procedures is timely.  | 40      | 39      |
| <b>E. Diversity</b>   |         |         |
| 17. I feel comfortable with teaching ethnically and culturally diverse students.  | 98      | 96      |
| 18. I feel comfortable interacting with ethnically and culturally diverse personnel at La Verne.                                  | 98      | 98      |
| 19. I incorporate diverse perspectives in my lectures and presentations when appropriate.   | 90%     | 83%     |
| 20. In my courses, I expect students to incorporate diverse perspectives in projects, papers, and presentations when appropriate. | 86%     | 80%     |
| 21. I have experienced discrimination at the University of La Verne based on:   |         |         |
| a. Age  | 4% Yes  | 6% Yes  |
| b. Ethnicity  | 1% Yes  | 3% Yes  |
| c. Religion   | 2% Yes  | 2% Yes  |
| d. Sexual orientation   | 2% Yes  | 3% Yes  |
| e. Disability   | 1% Yes  | 1% Yes  |
| f. Gender   | 4% Yes  | 2% Yes  |
| 22. I have experienced sexual harassment at the University of La Verne.   | 2% Yes  | 2% Yes  |
| <b>F. Technology and on-line support and assistance</b>   |         |         |
| 23. The level of technological support is acceptable.   | 82      | 83      |
| 24. I have attended training in classroom technology to support teaching.   | 56% Yes | 52% Yes |
| 25. I would attend technology training to support teaching.   | 78% Yes | 78% Yes |
| 26. I am interested in teaching fully online classes.   | 57% Yes | 51% Yes |
| 27. I am interested in teaching hybrid courses.   | 73% Yes | 61% Yes |
| 28. The support I receive from librarians is acceptable.  | 86      | 81      |
| <b>G. Academic freedom/autonomy and input to the course-program content</b>   |         |         |
| 29. I am encouraged by my colleagues or supervising faculty to be creative and innovative in my teaching.                         | 84      | 88      |
| 30. My supervising faculty or program chair invites my suggestions for improving the courses I teach.                             | 75%     | 76%     |

|  |         |         |
|--|---------|---------|
| 31. I understand the academic program review process at the University of La Verne.  | 43%     | 48%     |
| 32. Through my classes I have contributed to the assessment of student learning outcomes at the program level as part of an accreditation or program review process. | 36% Yes | 46% Yes |
| 33. My input into the program review/accreditation process is valued.  | 55      | 66      |
| <b>H. Teaching Environment (parking, equipment, seating, air conditioning, etc.)</b>   |         |         |
| 34. The classroom I teach in has adequate furniture.   | 86      | 77      |
| 35. The classroom I teach in has adequate temperature control.   | 71      | 65      |
| 36. My program/course contact person is accessible to help with site issues and answer questions.  | 93      | 83      |
| 37. I am satisfied with parking arrangements at my teaching site.  | 81      | 71      |
| 38. Security arrangements at the site where I teach are acceptable.  | 90      | 86      |
| 39. Smart classroom equipment is available to me for the classroom in which I teach.   | 82% Yes | 83% Yes |
| 40. Smart-classroom equipment is adequately maintaining and functional.  | 78      | 74      |
| 41. I am satisfied with the office space available for my use.   | 63      | 71      |
| <b>I. Environmental Sustainability</b>   |         |         |
| 42. I am aware of the pro-environment efforts at the University of La Verne.   | 65% Yes | 65% Yes |
| 43. I actively participate in the pro-environment efforts at the University of La Verne.   | 70      | 69      |
| <b>J. Pay</b>  |         |         |
| 44. I think the pay is adequate for the work performed by adjunct faculty.   | 40      | 31      |
| 45. I am satisfied with the Human Resources department of the University.  | 78      | 78      |
| 46. I enjoy working for the University of La Verne.  | 96      | 96      |

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## **Appendix I**

### **Comments on Open-Ended Questions**

#### Part-Time Faculty Climate Survey: Analysis of Qualitative Comments

##### **Introduction**

At the end of the 2009-2010 Part-Time Faculty Climate Survey, two comment questions were asked:

- 47. What would help increase your satisfaction as an adjunct faculty member at the University of La Verne?
- 48. Additional comments

Out of 255 part-time faculty members who completed the survey, 101 responded to one or both of these questions with a total of 139 comments. This analysis summarizes the comments around four domains: Pay and benefit, work environment and support, courses and students, technology and facilities. The summary of the four domains is ordered by the frequencies of the submitted comments, from most frequent to least frequent.

##### **Pay and Benefit**

###### **Summary**

A total of 37 part-time faculty members commented on pay. They said the pay at La Verne was too low, given the time needed to prepare and grade for the courses. They also commented that the pay was not comparable to other colleges and universities around them, either. One even suggested, "The \$7000 at Pitzer would be awesome but I know that we are more likely to be a \$3500 a course University".

7 part-time faculty members also commented on other benefits, such as 401k, direct deposit, health insurance, and tuition discount. Two hoped to participate in 401k; two would like to have a direct deposit. For health insurance, one said "After teaching 15 years to be able to participate in some benefit programs like health insurance", another mentioned they would be willing to participate in health insurance "even at full cost (as part of the ULV group)". Still two also asked for tuition discount for them. One suggested, "Allow adjunct instructors to obtain a Master's or PhD for a significant discount of tuition fee (\$1,000)."

###### **Original Comments**

- Pay and Parking
- Pay and Parking for Faculty
- I love working with college students; however I wish I received more pay due to the prep time necessary for my class.
- A pay increase would be helpful, but I understand the constraints. I am happy to be teaching online.

- Making sure that all texts used in courses also come with supporting materials such as DVDs, cases, instructor's manuals with answers, exam prep, etc., as this is very important. Faculty who had taught at ULV for several years should receive more compensation. I have been teaching since 2006 and still receive the same pay rate. I teach at other Universities and I receive 20% more pay for half the time i.e. 8 week classes. Classes are very small and usually not enough, or just enough seats available for students since most of my classes have approx 30 students.
- The pay is way too low. I would make myself more available to teach for La Verne if the pay was at an appropriate level.
- The pay for adjunct faculty is horrible. If it was a primary reason for why I teach here, I wouldn't even do it.
- The obvious would be more pay increases. Other Universities in Bakersfield offer higher.
- Assigned office space and cupboard to store materials when not on campus. 2) compensation that is current with other private universities. 3) Parking is abysmal. I live 70 miles away and have to leave my home at 7 AM for my 9:40 class and some times cannot make it on time because I am fighting for a parking space after fighting the 91 and then the 71. That is frustrating beyond belief.
- Get paid on time and accurately. Direct deposit would be nice. 4) Benefits and pay for part time faculty are in need of review... worked here 13 years, many times 5 or 6 courses a year, with not a single benefit offered.
- More pay.
- Scheduling courses at least 6-months in advance and compensation should be much better!!
- Salary increases and funding to attend professional meetings
- Salary comparable to other higher educational institutions in our area.
- A substantial increase in pay, as it seems the university makes a killing on adjunct taught classes and uses that money to make up for other inefficiencies.
- Adjunct faculty should be more included in the University environment. We seem to be forgotten or neglected. I have been here for several years and have never met a Dean. Nobody has ever asked me about my experience at the university until this survey. Adjunct faculty are not usually included in the emails about university events. I have often found out about lectures, even ones sponsored by my own department, after they have taken place. My main source of information is the student newspaper. The salary given adjunct faculty is well below that of other colleges in the area. If I didn't love my students and what I teach, I would not continue to teach here. Also, I was told 4 years ago that my salary could not be automatically deposited in my bank account because I am an adjunct. With a record of 7 years, I should be treated as a long term employee rather than a semester to semester temporary one. In summary, much more effort should be made to treat adjunct faculty as professionals. Thank you for conducting this survey.
- Being informed of full time position when they are available. Increase in salary.
- Being paid commensurate to similar schools in our region. The \$7000 at Pitzer would be awesome but I know that we are more likely to be a \$3500 a course University. I know incredible instructors who cannot afford to work here because the impact on their family is greater than our pay affords them. This issue comes up yearly. I don't anticipate any

change and will continue to teach at my alma mater because it is a great school. The pay is insulting.

- Making multimedia materials (construction paper, markers, whiteboard markers etc.) available without having to purchase them and then get reimbursed. Comparable compensation to the local junior college. I would be very interested to communicate regularly with the main campus faculty within my discipline.
- It would be nice if the salary was better. But of course I do not teach for money rather for the students and myself. Other than that, everything is ok. I have been a bit disappointed by the copy machine issues at the College of Business but hopefully it will be taken care of in 2010 so I don't have to continue making copies at my full time job place.
- Increased pay for adjuncts. I thought that there was to be a phased in increase for adjuncts, based on the faculty senate proposal which was to begin in fall/2009. Obviously this has not occurred. In the eight years I've now taught here, I've not seen any pay increase. Additionally, I think a person who has been at the university longer than eight years, and does not have a masters or PHD should also be eligible for Senior Adjunct status. The university is discouraging long-term teaching by adjuncts in a low salary and limited advancement.
- Increased information regarding professional development opportunities funded by the university. A career path for adjunct faculty. Increased salary. Less technological demands. Technology should be in place as a tool to aid the curriculum, not as a demand.
- Better pay per course, better parking access, expanded course offerings.
- I would appreciate an Orientation specific to adjunct faculty salaries. I have just received an increase in salary after five years of adjunct work and was not even aware there was such an increase built into adjunct salary. Additionally I have questions regarding cost-of-living increases...are there any for adjunct faculty? What about pay for time spent grading papers outside the time spent in the classroom? Many questions - basic & simple, but would really help in being able to see the 'whole' picture and rationale behind adjunct salary.
- I think there is great irony in the typographical error in this question, asking about being an adjunct FAULTY member at ULV. My hourly pay rate is lower here than at any other college where I am employed or have been employed in recent years. Equity in pay scales throughout the area colleges should be addressed. I would also welcome equity in financial support for the programs and facilities of all departments on the main campus.
- Better pay, especially for campus-based courses.
- Competitive pay. The pay for adjuncts is very poor. A more proactive approach from the staff about promotion at the adjunct level. I should have been approached already to discuss promotion to senior adjunct, and when I took that upon myself, I hit wall after wall of no response.
- I strongly believe that those who genuinely choose to teach do so for reasons other than money. Most educators educate for social reasons, and for the satisfaction inherent in seeing others learn. However, it makes sense to argue that those who are devoted to this worthy course deserve to be adequately compensated. The University of La Verne is a wonderful institution. However, the university's pay for its adjunct faculty is terribly inadequate. It has been at the low end of the national scale for a very long time. Despite

this, most of us still perform with distinction. This points to the fact that the university probably has something else to offer.

- I hope you meant "faculty"! First, that the computer in MA 153 was upgraded. It is slow and there is no working indicator to show whether the unit is on or off. It takes so long to load a second power point presentation that I must use them one at a time in succeeding class meetings (example: I use three PP presentations in conjunction with my lab on Remote Sensing. Waiting for a second to load takes an unacceptable amount of class time). Second, the entire discussion regarding overhead projectors was ridiculous. Because there were three units in one classroom we are now asked to order them each semester. More significantly, however, this situation was used as an attempt to remove OH projectors from service completely. I think I have dealt with this now. However, why did it even happen? Why was there such an effort in this regard when many professors don't use any technology at all? These kinds of things are a hindrance to doing a good job in the classroom. Of course, I wouldn't mind a pay raise either!
- Definitely, higher pay
- Here we go. 1. I keep having troubles logging into the ULV network when I am in the classroom. I have NO problem doing so from my home or workplace. Why is this? 2. I haven't had a pay raise in something like 7 years or more. Since earning my PhD I have not gotten a step increase either. 3. The way textbooks and course materials for a given course are decided on may be collegial for the full-time faculty, but part-timers are not asked for input; nor are we allowed to choose our own texts. The process seems rather regimented to me and a bit ingrown, as well as a demonstration of a certain lack of trust in the academic freedom process to choose one's pedagogy and supporting materials. 4. The annual Saturday teaching seminars/promotion ceremonies always seem to fall on a Saturday when I teach in recent years. It would be nice if the sessions were available in electronic form (e.g. Podcast) from the ULV Web site, perhaps on "My ULV." 5. I have no office space. 6. After 11 years, you would THINK I could get my paycheck via direct deposit, but ULV seems to be more concerned with the convenience of its administrative SUPPORT staff, than that of its adjunct faculty. It makes me feel like I don't really matter to the university all that much. I feel like I serve very much at the institution's convenience, a true wage slave. 7. This feeling is reinforced by the fact that if for a given school term (e.g. this coming winter 2010), my services will not be required, I have to find out by sending email to my chair, instead of being notified proactively. This means that by the time I find out I'm not needed by ULV, it's too late to pick up an assignment elsewhere. 8. A course that I actually developed at the university's request (EcBu 568) is regularly taught by others. I seem to have no standing or preference/seniority to teach the course. 9. I have NEVER ONCE received any kind of notice that the city of La Verne would be taking over control of some ULV parking lots and street spaces on any given Saturday (as it does at least once a year for the big classic car/hot rod event). Thus, every once in a while I start a class late because I have to park a couple blocks away and then walk in. Had I known this would be the case, I could have left home a little earlier.
- Higher pay.
- I believe I was unfairly denied pay for a large class I taught last year. Two classes were combined but I was paid only for 1 class. I am a bit skeptical about ULV's salary determination. The technology isn't well maintained at off-campus locations and isn't well maintained at off-campus locations and is sometimes unusable. I would enjoy using



well-maintained up-to-date equipment with directions clearly posted for appropriate use of the equipment.

- I am a graduate of the University and have thoroughly enjoyed the teaching opportunity. I love the ethnic diversity of the University and the progressive atmosphere in our department. I hate to sound mercenary, but I do believe that the pay for Adjunct faculty is not in comparison to other schools. I put in numerous hours outside the classroom researching material for my classes and I have started two new classes (Native American Experience and The 60s), which required literally hundreds of hours to compile. Thank you for taking the time to develop this survey.
- Higher wages for teaching at the graduate level
- Higher salary and being better informed about promotional opportunities.
- If we could participate in a 401 K investment program.
- After teaching 15 years to be able to participate in some benefit programs like health insurance.
- Contribution to a 401K by ULV as an adjunct faculty member
- Direct Deposit of Paychecks Ability to participate in health insurance coverage, even at full cost (as part of the ULV group).
- Increase the stipend for mileage. Allow adjunct instructors to obtain a Master's or PhD for a significant discount of tuition fee (\$1,000).
- Allow an adjunct faculty instructor the opportunity to study for a Masters and PhD degree at a discounted fee. Full time faculty is allowed a free tuition except a requirement to pay a federal tax towards the tuition fee.

### **Work Environment and Support**

#### **Summary**

30 part-time faculty members gave positive comments and indicated they were satisfied and loved teaching at La Verne. 12 of them suggested that they had great support. Specifically, three mentioned that Julie Behrens was wonderful and one said Kern County site was a great place to work. CAPA students and the College of Education faculty and administrators, such as Nancy Walker, Anita Flemington, Donna Nasmyth, and Mark Goor were also singled out for praise.

#### **Original Comments**

- A pay increase would be helpful, but I understand the constraints. I am happy to be teaching online.
- Currently satisfied
- I am fully satisfied.
- I apologize, but I am a newbie as an adjunct and found it difficult to respond to some of the questions, due to lack of experience in the question being asked. I responded as best possible knowing each category needed an answer. Nevertheless, know that I am pleased with the support especially from OIT and Help Desk for those minor technical issues that I have encountered, mainly due to initiation into the adjunct process. That is one reason why I did not reply to this survey sooner, as only today did I have access to faculty/staff email.
- I have no suggestions at this time. I thoroughly enjoyed teaching this Fall term at the Kern County campus.

- I love teaching at ULV. I wish I could get more classes to teach. All is GOOD. Thank You :)
- The Kern County Campus is a great place to work
- The only support I receive is from Juline Behrens who is outstanding.
- The support I receive is from Juline Behrens who is outstanding.
- ULV is one of my favorite places to teach because of the amazing faculty and staff. I feel supported here, and my questions are always answered. I have yet to have a disagreeable experience here at ULV.
- It's a great place to work! I needed an N. A. to be able to answer number 6 as I don't know.
- It's a great place to work!
- I thoroughly enjoy this teaching assignment. A five hour course seems daunting, but to the contrary - it is excellent! Darin Avrit is always available to support my teaching efforts and provides a lot of affirmation for my efforts and achievements.
- I really enjoy working for the University of La Verne.
- I love serving as adjunct faculty for the University of La Verne and hope to continue to do so. I am especially delighted with the support I have received from colleagues and administrators in my area.
- I love working at the university. The Liberal Arts and College of Education Departments are very helpful, kind, understanding and always available to me. Kudos go to Dr. Nancy Walker, Dr. Anita Flemington, and Donna Naysmith.
- My experience teaching for the University of La Verne has been incredible! Susan Walsh is a wonderful and very supportive Central Coast Coordinator and could not have asked for a better colleague, mentor or friend! She does an excellent job supporting all.
- I love working with CAPA students. The money and other stuff aren't really satisfying, but I really like the students.
- I love working in this environment, and I am looking forward to many more years as an educator with this historical university.
- I love working at La Verne, it is a great environment to learn and be a part of.
- I have very much enjoyed the experience of working with graduate students and am appreciative of the opportunity to teach at La Verne.
- I have been trained at another academic institution to develop curriculums for hybrid business courses, both undergraduate and graduate. I am presently actively doing this and have received positive results in the acceptance of the hybrid curriculum by both faculty and the students for the last two years.
- I have been recruited by other universities to have a larger presence but there is an esprit de corps that exists within the College of Education that draws me. Now that Dean Goor has been hired, it has improved dramatically---so much so that I love being a witness to progress. I hope this is shared with him.
- I do think the shadowing process you have the instructors do is very effective and works great. The pay for everything is great. I also like the idea of the lead teacher especially if they were involved more.
- I feel honored to be a part of the University of La Verne family. I have never been treated more kindly than when I'm on campus. Thank you!
- My students are very well-mannered with no behavioral problems or attitude issues, which makes teaching at ULV a pleasure! They are also willing to learn and though not

many are majoring in the subject area I am teaching in my class, they are engaged with the material and flexible to learning new things. My SMART classroom is a huge benefit to teaching this course. I hope to be back!

- La Verne is the most wonderful environment and culture with faculty members who are supportive, dedicated, and open to sharing knowledge and techniques.

### **Communications and Advancement**

#### **Summary**

30 part-time faculty commented on communications and their professional advancement. 20 of them asked for better communications with their academic college, program chairs, full-time faculty and other part-time instructors. One said: "As an adjunct faculty member, I have never felt like a valued part of a team. I feel isolated. I have not met many other current instructors in my department." A dozen of them said that they wanted to receive more communications about promotion and compensation increases. Several asked for more information about promotions, and suggested the need to improve new faculty orientation. Four faculty members wrote about their wish to engage in research collaborations, professional development, or to have some money for attending conferences. Two suggested that there was room for improvement of the procedures for promotion.

#### **Original Comments**

- I would like to have more information or be informed about adjunct promotion procedure and the steps one has to progress in order to be considered for more teaching opportunities and promotions. I am seeking a full time teaching opportunity with the University of La Verne. This is where I want to be as an educator and an employee. Thank you!
- To have my input as a professional and colleague given serious consideration and to have reasonable avenues for professional advancement and research collaboration.
- Access to resources such as current DVDs, books and other items in my field. Training is often done in the middle of the day during the week for topics such as technology or library usage. I work during the day and teach at night and am unable to attend the trainings. When I was first brought on I received no contract, adjunct handbook or was told any information about the promotion process. I researched the information on my own. It made me feel less than welcome.
- After 31 years of teaching as an adjunct Professor receiving outstanding student evaluations it would be nice to be recognized in some manner by the University. I would also like to know about promotional opportunities. I would also appreciate feedback on accreditation materials submitted to the University.
- As an adjunct faculty member, I have never felt like a valued part of a team. I feel isolated. I have not met any other current instructors in my department. I wasn't even aware that promotion was a possibility as an adjunct faculty member. More contact and interaction with the department and program chair would be welcomed.
- Higher salary and being better informed about promotional opportunities.
- I have no understanding of the promotional process for adjunct faculty, but I have a strong interest in advancement. These policies have never been communicated to me. In addition, greater support in syllabus sharing and development would be very helpful. I

nearly always have had to develop my own syllabus for each new course I have taught, with only minimal input/assistance from full time faculty.

- Program of interaction with other part-timers in my department so as to understand how others teach the same material.
- There is very little communication from lead teachers to everyone who is teaching a course when a change in the course comes about. I know that they are trying to utilize blackboard to help this situation but I feel more needs to be done with the communication from the main campus. Also, it seems sometimes that more teachers are continued to be hired for the same class and then there are not that many courses for a teacher to teach since there are so many teaching one course.
- Adjunct faculty should be more included in the University environment. We seem to be forgotten or neglected. I have been here for several years and have never met a Dean. Nobody has ever asked me about my experience at the university until this survey. Adjunct faculty are not usually included in the emails about university events. I have often found out about lectures, even ones sponsored by my own department, after they have taken place. My main source of information is the student newspaper. The salary given adjunct faculty is well below that of other colleges in the area. If I didn't love my students and what I teach, I would not continue to teach here. Also, I was told 4 years ago that my salary could not be automatically deposited in my bank account because I am an adjunct. With a record of 7 years, I should be treated as a long term employee rather than a semester to semester temporary one. In summary, much more effort should be made to treat adjunct faculty as professionals. Thank you for conducting this survey.
- The area administration works closely with staff (SAC)- the frustration is the length of time or no response to questions or concerns from the University. Juliene is the only staff member that responds - she is wonderful!
- That the people on campus consider the issues of teaching off-campus and the non-traditional nature before they make assertions that are in error.
- Better communication and inclusion of events, meetings, opportunities at the University. Perhaps an electronic employee newsletter from my college or program chair (even if it comes out twice a year). I am not typically confident answering questions from students about topics outside the curriculum. Perhaps a resource guide that includes things such as who students and/or faculty can contact regarding various issues such as the writing coach, technical support, email support, Blackboard support, Powerpoint tutoring, etc. It would be nice to have an electronic reference guide with all the information in one place. Otherwise I feel like I cannot support the students or it takes considerable time searching for the information.
- Closer ties with department and program faculty.
- I would appreciate an Orientation specific to adjunct faculty salary. I have just received an increase in salary after five years of adjunct work and was not even aware there was such an increase built into adjunct salary. Additionally I have question
- If a person has a degree that is accredited by an institution, association, etc, yet not recognized by the Department of Education, it should be at least reviewed for possible acceptance by any college or university.
- More efforts to feel a part of the faculty in each academic college. Although we teach a lot of courses we don't feel included and connected to the academic units. The regional

centers and ULV online are not academic units that we can connect to like we should with the departments and faculty in the academic colleges.

- More communication and interaction with new faculty to ensure they have all the need to get started teaching. The burden is with the teacher to figure what is required and then ask for it. SOPs need to be developed when hiring new faculty and getting them set up to be effective participants in the education process. Not all administrative support are friendly and helpful to the faculty and the students.
- Making multimedia materials (construction paper, markers, whiteboard markers etc.) available without having to purchase them and then get reimbursed. Comparable compensation to the local junior college. I would be very interested to communicate regularly with the main campus faculty within my discipline.
- Professional involvement with colleagues, workshops in the evening, program for promotion to full faculty
- I wrote to a program chair regarding offering my services in a different part of the university but didn't get a response. I would like to expand my services to this department and also to other campuses of the university.
- More information on promotional opportunities for adjunct instructors!
- More informational opportunities for advancement in the University as an adjunct faculty member.
- Being informed of full time position when they are available. Increase in salary.
- Competitive pay. The pay for adjuncts is very poor. A more proactive approach from the staff about promotion at the adjunct level. I should have been approached already to discuss promotion to senior adjunct, and when I took that upon myself, I hit wall after wall of no response.
- Continued recognition of the long-standing adjunct faculty. Consider business cards, opportunities to publish/research, etc. Additional professional opportunities for Sr. Adjunct Faculty.
- Increased information regarding professional development opportunities funded by the university. A career path for adjunct faculty. Increased salary. Less technological demands. Technology should be in place as a tool to aid the curriculum, not as a demand.
- The promotional process for adjuncts is a sham. You have to submit a lot of paperwork to be approved for a change in title. There is no increase in pay and no other benefit. It seems like it would be more logical to automatically change an adjuncts title once they meet certain standards without any additional effort from the adjunct. Since you don't pay very much that could at least be an added benefit. It just makes no sense and has no real value for an adjunct to have to go through all the hoops to be promoted. It's a disincentive.
- Question 6, 14 and 15. I had no idea there was money for professional dev. for adjuncts. I am interested in "promotion" and did receive the info but the time frame to submit materials was indeed not long enough. I received them maybe one month from when due. As someone who teaches in academia fulltime,..and gearing up for the academic year,..portfolios of that nature require more time when spanning seven years.

## **Courses and Students**

### **Summary**

About 20 part-time faculty members commented on courses and students. As for course teaching, six said they hope to have "the opportunity to teach more classes or at least one course each term" and several hoped to teach the course that they had designed or taught. In terms of course offerings, two suggested the university should train and offer more hybrid courses to meet students' demands. Two also commented on course communications: One wrote, "there is very little communication from lead teachers to everyone who is teaching a course when a change in the course comes about"; one said, "I've been shocked at how much I am flying solo as a brand new part-time lecturer. I was particularly shocked that there was no formalized orientation program by the satellite campus and by the department for which I teach." Two also mentioned about course support materials. One said, "Making sure that all texts used in courses also come with supporting materials such as DVDs, cases, instructors manuals with answers, exam prep, etc", and the other indicated the University should "Consider more resources for the adult student that include resources in case studies, etc. - possibly a relationship with Harvard Publishing".

The comments of part-time faculty about students showed their deep interests. While some loved the students, such as CAPA students, two expressed major concerns about student retention and the English-ability for international students. One of them hoped we can change our focus to "getting the best students that we can", and the other suggested that we should have pedagogical support to teach international students with limited English skills.

### **Original Comments**

- I love working with CAPA students. The money and other stuff aren't really satisfying, but I really like the students.
- My students are very well-mannered with no behavioral problems or attitude issues which makes teaching at ULV a pleasure! They are also willing to learn and though not many are majoring in the subject area I am teaching in my class, they are engaged with the material and flexible to learning new things. My SMART classroom is a huge benefit to teaching this course. I hope to be back!
- I would like the opportunity to teach more sections and more courses.
- University of La Verne needs to develop curriculum of hybrid courses to meet the student demand and train instructors in the utility of Blackboard for these hybrid courses.
- Settling in with being able to teach my course continually
- The opportunity to teach more classes or at least one course each term.
- There is very little communication from lead teachers to everyone who is teaching a course when a change in the course comes about. I know that they are trying to utilize blackboard to help this situation but I feel more needs to be done with the communication from the main campus. Also, it seems sometimes that more teachers are continued to be hired for the same class and then there are not that many courses for a teacher to teach since there are so many teaching one course.
- Making sure that all texts used in courses also come with supporting materials such as DVDs, cases, instructors manuals with answers, exam prep, etc. This is very important. Faculty who have taught at ULV for several years should receive more compensation. I have been teaching since 2006 and still receive the same pay rate. I teach at other Universities and I receive 20% more pay for half the time i.e. 8 week classes. Classes are very small and usually not enough, or just enough seats available for students since most of my classes have approx 30 students.

- Better pay per course, better parking access, expanded course offerings.
- I have been teaching for over 16 years. I enjoy this affiliation with ULV. My concern, as a Senior Adjunct Faculty member, is that there doesn't seem to be any "reward" for being in that capacity. I have repeatedly requested some of the classes that I enjoy teaching, only to find that they are given to new instructors. I understand the need for diversity in teaching style, etc., but I would prefer to be assigned preference to those classes that I enjoy and have developed great curricula over many years. I have also been asked many times to take on new assignments and prepare the documentation needed to "qualify" me for other classes that I want to teach. This takes time to put together this documentation--then I hear nothing. I ask about it--and only get the response that it is in the process of being reviewed. I still hear nothing and then find out a new instructor has been given that class without being qualified for it. I don't understand that process--since it doesn't seem to be applied consistently. For that, I get frustrated. But, all in all, I love my job with ULV, enjoy the students and like the staff very much. I just would like to see more follow-through on these "qualification" matters (noted above), honesty in dealing with us relative to course assignments, some preference of teaching assignments for senior members, and perhaps a more "planned" approach to our annual commitments.
- I have taught a variety of classes in the school counselor program and always get very high evaluations, supportive emails from the students and positive comments from my department chair. I would like to be able to count on at least a class a quarter so I do not have to call and check on availability of classes each quarter. I also have let it be known that I am willing to travel all over Southern California in order to reach a class, I have taught hybrid classes and even delivered a presentation to the fieldwork teachers on my hybrid teaching experiences.
- I think that a more stable routine reliable system for scheduling faculty and students is the thing that would most benefit me. Every semester/term seems to be a new crap-shoot that leaves students (and me) confused.
- I think that less emphasis on the ultra liberal, pro-Obama, pro-environmentalism, and pro-socialist agenda, and more emphasis on developing the best students we can, would be a step in the right direction to increase my satisfaction as a faculty member. I have students who can't spell or use proper grammar, but try to provide me with a list of reasons why the Founding Fathers were racists, how terrible America is, and why the borders should be shut down. Of course, when I ask the question, "who was president during the Coolidge administration?" I get blank stares. We need to get back to the basics in education, and stop trying to appease the masses, whose opinions don't matter anyways.
- Provide opportunity to teach a variety of classes and/or provide process for teaching such.
- Consider more resources for the adult students that include resources in case studies, etc. - possibly a relationship with Harvard Publishing. Consider classes for adult students with multiple teachers, incorporating more dynamic subjects with new learning hybrid.
- I've been shocked at how much I am flying solo as a brand new part-time lecturer. I was particularly shocked that there was no formalized orientation program by the satellite campus and by the department for which I teach.
- Presently, I am teaching off-campus course at HSBC that does not allow student to carry laptops and does not provide computer. I had to use my personal computer. Also, internet

is not allowed at this place which makes my teaching methods. I routinely use Internet to explain lot of topics and even give them homework from youtube. ULV needs to evaluate the facility before arranging the courses off-campus at customer locations.

- The English language abilities (or lack thereof) of our students is a big concern of mine. For whatever reasons, I seem to attract substantial majorities of non-native English speakers. The majority of them can write at what I would say is an 8th or 9th grade level, which is acceptable to me. Others, however, lack the skill I would expect of a 4th or 5th grader. Their grammar is atrocious, word choices are just nutty, and to top it all off they don't seem to know the basics of MS Word. They don't use spell check, would not understand grammar check if they used it, and in spite of my putting it in my syllabus every term and repeatedly addressing the issue in class, some of them seem unable to grasp the difference between "US Letter" and "A 4" page setup, so their margins are too wide on the sides and sometimes they lose a line of text off the bottom of the page. This has been an ongoing frustration ever since I started teaching here. How these people can be legitimately passed off as products of an MBA education is beyond me. At least 14 of the 19 students in the class I am teaching this term have English as a second (or third?) language. It makes in-class "discussion" a waste for all but those few who are reasonably conversant in English or are native English speakers--and even some of those may be reluctant to speak up in class owing either to cultural or psychological predispositions. This can be a real problem on the group project, since there is often only one student on a team with the necessary skill to edit an academic paper--and at that it seldom measures up to what I consider graduate-level work. It's unfair to burden one student with that, and sometimes I think that affects how the student rates the course and/or me in their online evaluation. The heat of the moment's frustration crowds out the learning experience until months or years later. If ULV is going to continue students with sub-par English language skills, it needs to convene a study group on pedagogical approaches to look at alternative teaching approaches or to allow individual instructors (like me) to experiment with pedagogy in an effort to find a way to resolve the issue. We need to consider what the trade-offs are between the value on one hand of having students from different ethnicities try to work together so as to learn what diversity means, or on the other of having all-Thai or all-Chinese student teams work together to take advantage of cultural and native language kinship that can make working together easier. If native Chinese speakers, for example, don't really understand what I'm lecturing or what their team mates are saying, how does it really benefit them to participate on a multiethnic team? Might they not be better served by working with the brighter students who share their language? Well, enough of that. I think doing this survey is a great idea. But as someone who has consulted with companies and clients on their surveys many times over the years, I long ago learned an axiom of this business: "Never ask a question if you are not prepared to do something about the answer." So, I would hope some changes can be made; otherwise, why did we bother? I look forward to being able to view the results.



- Here we go. 1. I keep having troubles logging into the ULV network when I am in the classroom. I have NO problem doing so from my home or workplace. Why is this? 2. I haven't had a pay raise in something like 7 years or more. Since earning my PhD I have not gotten a step increase either. 3. The way textbooks and course materials for a given course are decided on may be collegial for the full-time faculty, but part-timers are not asked for input; nor are we allowed to choose our own texts. The process seems rather regimented to me and a bit ingrown, as well as a demonstration of a certain lack of trust in the academic freedom process to choose one's pedagogy and supporting materials. 4. The annual Saturday teaching seminars/promotion ceremonies always seem to fall on a Saturday when I teach in recent years. It would be nice if the sessions were available in electronic form (e.g. Podcast) from the ULV Web site, perhaps on "My ULV." 5. I have no office space. 6. After 11 years, you would THINK I could get my paycheck via direct deposit, but ULV seems to be more concerned with the convenience of its administrative SUPPORT staff, than that of its adjunct faculty. It makes me feel like I don't really matter to the university all that much. I feel like I serve very much at the institution's convenience, a true wage slave. 7. This feeling is reinforced by the fact that if for a given school term (e.g. this coming winter 2010), my services will not be required, I have to find out by sending email to my chair, instead of being notified proactively. This means that by the time I find out I'm not needed by ULV, it's too late to pick up an assignment elsewhere. 8. A course that I actually developed at the university's request (EcBu xxx \*Note: edited) is regularly taught by others. I seem to have no standing or preference/seniority to teach the course. 9. I have NEVER ONCE received any kind of notice that the city of La Verne would be taking over control of some ULV parking lots and street spaces on any given Saturday (as it does at least once a year for the big classic car/hot rod event). Thus, every once in a while I start a class late because I have to park a couple blocks away and then walk in. Had I known this would be the case, I could have left home a little earlier.
- I think too much emphasis is placed upon the diversity of the student body, instead of getting the best students that we can. An example is the scholarship issue: students who earn financial aid are based upon "need," but everybody needs scholarship. Why not reward the students who did well? Student retainment is another issue that needs to be addressed. I have noticed an increase in the freshmen who attend do not come back as sophomores, and juniors are even more difficult. Reasons that I have been told are: 1. Financial 2. La Verne does not offer my major (Engineering and Entrepreneur are common) 3. Lack of student-life 4. Poor quality of dorms 5. Poor athletic facilities And you know what? It makes sense from their perspective. Who is our competition? We've lost several students that I have had to Azusa Pacific, Whittier, Cal Lutheran and Occidental for a collection of the afore-mentioned reasons. We had a student on campus that I met with who came out here from Texas. She is looking at La Verne, Cal Baptist, Azusa Pacific, Biola, and Cal State LA. La Verne was her #2 choice behind CSULA, but

told me that she will be crossing it off her list, due to the dorms. She wants to live on campus, but not in a dilapidated building.

## **Technology and Facilities**

### **Summary**

Over a dozen respondents commented on technology and facilities. About 5 hoped to get wireless either for their classrooms or their offices. Similar number hoped that the computer and other technology in their classrooms, off-campus sites could be better equipped, instructed, and maintained, such as copy machines, smart-classroom, computers, projectors, etc. Three indicated that they would like to have training in latest technology and blackboard.

### **Original Comments**

- 2) Copy machines must be functioning properly for faculty who work evenings/weekends...too many times I arrive to teach my course after regular business hours to find copy machines broken/non-functional.
- More pay. 2. Better student - teacher environment at off-campus. For example, adequate technical equipment including computers, overhead equipment need to be available. Also, Internet is not available at off-campus site.
- Access to resources such as current DVDs, books and other items in my field. Training is often done in the middle of the day during the week for topics such as technology or library usage. I work during the day and teach at night and am unable to attend the trainings. When I was first brought on I received no contract, adjunct handbook or was told any information about the promotion process. I researched the information on my own. It made me feel less than welcome.
- This is my first semester, so I am not sure of much so additional information is limited. I teach physical education so an indoor facility to move would be nice. With weather and environmental factors it isn't always the best learning environment.
- Here we go. 1. I keep having troubles logging into the ULV network when I am in the classroom. I have NO problem doing so from my home or workplace. Why is this? 2. I haven't had a pay raise in something like 7 years or more. Since earning my PhD I have not gotten a step increase either. 3. The way textbooks and course materials for a given course are decided on may be collegial for the full-time faculty, but part-timers are not asked for input; nor are we allowed to choose our own texts. The process seems rather regimented to me and a bit ingrown, as well as a demonstration of a certain lack of trust in the academic freedom process to choose one's pedagogy and supporting materials. 4. The annual Saturday teaching seminars/promotion ceremonies always seem to fall on a Saturday when I teach in recent years. It would be nice if the sessions were available in electronic form (e.g. Podcast) from the ULV Web site, perhaps on "My ULV." 5. I have no office space. 6. After 11 years, you would THINK I could get my paycheck via direct deposit, but ULV seems to be more concerned with the convenience of its administrative SUPPORT staff, than that of its adjunct faculty. It makes me feel like I don't really matter to the university all that much. I feel like I serve very much at the institution's convenience, a true wage slave. 7. This feeling is reinforced by the fact that if for a given school term (e.g. this coming winter 2010), my services will not be required, I have to find out by sending email to my chair, instead of being notified proactively. This means

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- I believe I was unfairly denied pay for a large class I taught last year. Two classes were combined but I was paid only for 1 class. I am a bit skeptical about ULV's salary determination. The technology isn't well maintained at off-campus locations and is sometimes unusable. I would enjoy using well-maintained up-to-date equipment with directions clearly posted for appropriate use of the equipment.
- I hope you meant "faculty"! First, that the computer in MA 153 was upgraded. It is slow and there is no working indicator to show whether the unit is on or off. It takes so long to load a second power point presentation that I must use them one at a time in succeeding class meetings (example: I use three PP presentations in conjunction with my lab on Remote Sensing. Waiting for a second to load takes an unacceptable amount of class time). Second, the entire discussion regarding overhead projectors was ridiculous. Because there were three units in one classroom we are now asked to order them each semester. More significantly, however, this situation was used as an attempt to remove OH projectors from service completely. I think I have dealt with this now. However, why did it even happen? Why was there such an effort in this regard when many professors don't use any technology at all? These kinds of things are a hindrance to doing a good job in the classroom. Of course, I wouldn't mind a pay raise either! I would love to have more training with black board. I would also love for the projector to be mounted and to have wireless internet service at the site.
- University of La Verne needs to develop curriculum of hybrid courses to meet the student demand and train instructors in the utility of Blackboard for these hybrid courses.
- There is very little communication from lead teachers to everyone who is teaching a course when a change in the course comes about. I know that they are trying to utilize blackboard to help this situation but I feel more needs to be done with the communication from the main campus. Also, it seems sometimes that more teachers are continued to be hired for the same class and then there are not that many courses for a teacher to teach since there are so many teaching one course.
- I actually have no complaint other than my technology does not work when on campus,..only off. Go figure. My passwords and user names when used on main campus do not allow me access.
- Meetings incorporating full time and adjunct faculty. 2) Wireless internet access in part time offices.
- More pay. 2. Better student - teacher environment at off-campus. For example, adequate technical equipment including computers, overhead equipment need to be available. Also, Internet is not available at off-campus site.
- More support and training in the technical aids available.
- Smart-Classroom Equipment in all ULV off-campus classrooms.

- Presently, I am teaching off-campus course at HSBC that does not allow student to carry laptops and does not provide computer. I had to use my personal computer. Also, internet is not allowed at this place which makes my teaching methods. I routinely use Internet to explain lot of topics and even give them homework from youtube. ULV needs to evaluate the facility before arranging the courses off-campus at customer locations.