CLC President's Faculty Feedback Survey

June 2018

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CLC President's Faculty Feedback Survey, Spring 2018

Summary Report

The Office of Institutional Effectiveness, Planning and Research was contacted by the College of Lake County President Dr. Lori Suddick in May 2018 to assist in gathering CLC faculty feedback regarding their aspirations, frustrations, perspectives, and ideas to assist her with decision-making, planning, and visioning process as she transitions into her new role at the college. The survey consisted of 11 items relating to faculty members' values, motivations, inspirations, advice for presidential priorities, concerns about the president, general advice, important events for the CLC president to attend, interest in participating in focus groups, and general comments (Appendix B).

Methodology

All active full-and part-time faculty in spring 2018 were invited to complete the survey. Overall, 1,010 faculty were invited to complete the survey. The sample consisted of 214 full-time faculty members (21%) and 796 part-time faculty members (79%).

Dr. Suddick distributed a general email notification to all faculty to explain the survey and encourage participation. On May 9, 2018, IEPR distributed the survey via Qualtrics to faculty email accounts. The survey ran for nearly 4 weeks and six reminders were sent to non-respondents during that period. The survey closed on June 5, 2018 with a total valid response rate of approximately 32% (n=320). The respondents were comprised of 38% full-time faculty and 62% part-time faculty; as such, the results are over-representative of full-time faculty who only make up 21% of the faculty population at the college. Results are disaggregated by faculty type for final analysis.

After the survey closed, IEPR reviewed all raw comments and developed a taxonomy to classify each comment according to common themes. This report presents survey results based on response categories by faculty type. Original comments are presented with minor grammatical edits to ensure legibility. Categories definitions are provided at the end of this report (Appendix A).
Results

Table 1. Overall Breakdown of CLC Faculty Proportion and Survey Response Rate

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Number of Faculty</th>
<th>Population Proportion</th>
<th>Number of Respondents</th>
<th>Proportion of Respondents</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>214</td>
<td>21%</td>
<td>123</td>
<td>38%</td>
<td>57%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>796</td>
<td>79%</td>
<td>197</td>
<td>62%</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>1,010</td>
<td>100%</td>
<td>320</td>
<td>100%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Note: Due to a lower response rate by part-time faculty, the proportion of survey respondents does not reflect the overall CLC faculty population. As such, feedback is over-representative of full-time faculty.

Q2. What do you value about the faculty of CLC?

Table 2a. Number of Respondents by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n = 115</td>
</tr>
<tr>
<td></td>
<td>% 38.2%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n = 186</td>
</tr>
<tr>
<td></td>
<td>% 61.8%</td>
</tr>
<tr>
<td>Total</td>
<td>n = 301</td>
</tr>
<tr>
<td></td>
<td>% 100.0%</td>
</tr>
</tbody>
</table>

Note: Question total may not equal the overall number of survey respondents since participants had the ability to skip questions if they preferred not to respond.

Table 2b. Question 2 Response Categories by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Dedication to Students</th>
<th>Collegiality</th>
<th>Expertise</th>
<th>Open Mindedness</th>
<th>Diversity</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n = 88</td>
<td>34</td>
<td>36</td>
<td>13</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% 76.5%</td>
<td>29.6%</td>
<td>31.3%</td>
<td>11.3%</td>
<td>4.3%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n = 85</td>
<td>92</td>
<td>43</td>
<td>9</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>% 45.7%</td>
<td>49.5%</td>
<td>23.1%</td>
<td>4.8%</td>
<td>5.9%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Total</td>
<td>n = 173</td>
<td>126</td>
<td>79</td>
<td>22</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>% 57.5%</td>
<td>41.9%</td>
<td>26.2%</td>
<td>7.3%</td>
<td>5.3%</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

Note: Percentages represent the number of comments in each category out of the total number of faculty who responded to the question (by type).

Exemplary Comments

**Dedication to Students**

- ... I have never seen such dedicated faculty. The majority of instructors and professors that I have had the pleasure to meet or work with will do almost anything to help a student! It’s something I didn’t see at the other colleges I have been at!
- Faculty do so much for students inside the classroom, outside the classroom, and by serving on various committees. The faculty at CLC are committed to students, creative, and thoughtful in their practice.
- I think there isn’t a faculty or staff member on this campus that doesn’t care about the students. I feel that the commitment to student success can be found throughout the campus.
- I value that many of the faculty are authentically committed to helping our students
- Our commitment to student success. Our focus on their education and helping them reach their goals.
Collegiality

- Everyone pitches in to help each other regardless of their job title...
- From the start of my time at CLC as an adjunct, I was always impressed with the willingness of other faculty and staff to help me out.
- I really value the respectful nature of my division. Even when there are disagreements, people act in a sophisticated and respectful manner. I also really value the input I get on my pedagogy from my colleagues. I am convinced I have grown greatly as an educator because of the meaningful conversations I have had with others.
- I value that my colleagues are very supportive and helpful. It was my first semester teaching here and I felt very welcomed and when I needed anything there was always someone who could assist me.

Expertise

- Their experiences (in and out of the classroom), their knowledge of the subject they teach.
- Their knowledge of their subjects. This is not the College of Last Chance but rather a college staffed by skilled and intelligent instructors.
- There is such a wealth of experiences from the wide variety of faculty at CLC.

Open Mindedness

- I value faculty who are innovative and willing to try new things.
- I also value the willingness of many to learn new approaches and techniques to better reach students.
- Being open to suggestions for improvement and willingness to try the suggestions before making judgement on the worthiness of the suggestions.

Diversity

- I believe the faculty at CLC to be of great diversity and share teaching strategies through eclectic approaches.
- The diversity of backgrounds and experiences.
- I value their diversity of ideas, backgrounds, and opinions.
- Variety of strengths, perspectives, lenses, viewpoints and experiences.
Q3. As a CLC faculty member, what motivates you?

Table 3a. Number of Respondents by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n = 117, % = 37.6%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n = 194, % = 62.4%</td>
</tr>
<tr>
<td>Total</td>
<td>n = 311, % = 100.0%</td>
</tr>
</tbody>
</table>

Note: Question total may not equal the overall number of survey respondents since participants had the ability to skip questions if they preferred not to respond.

Table 3b. Question 3 Response Categories by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Students</th>
<th>Teaching/Mentoring</th>
<th>Feeling Valued</th>
<th>Collaboration</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n = 84</td>
<td>34</td>
<td>12</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>% 71.8%</td>
<td>29.1%</td>
<td>10.3%</td>
<td>12.0%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n = 124</td>
<td>79</td>
<td>18</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>% 63.9%</td>
<td>40.7%</td>
<td>9.3%</td>
<td>8.2%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Total</td>
<td>n = 208</td>
<td>113</td>
<td>30</td>
<td>30</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>% 66.9%</td>
<td>36.3%</td>
<td>9.6%</td>
<td>9.6%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

Note: Percentages represent the number of comments in each category out of the total number of faculty who responded to the question (by type).

Exemplary Comments

**Students**

- First, the students continue to motivate me. I see how hard they are working to improve their lives, and I want to continue to be the best I can be to support their efforts.
- First and foremost, I am motivated by my students. It is a privilege to help shape decisions that will not only impact their future but may also be transformational for their families and communities.
- For the most part, my students motivate me. They tend to try hard, want to learn, and teach me a lot—through their papers and class discussions—about their cultures, their viewpoints, their struggles. Their lives are often challenging: economically, family-wise, health-wise, yet they still seek to improve their lives and minds. That all makes me want to guide them to new places.
- I am motivated by the students’ stories and motivation to learn. We have some of the hardest working students who truly value higher education. Many of the students are full time employees, full time parents and somehow they find time to go to school to improve their lives. They inspire me every day.

**Teaching/Mentoring**

- I’m motivated to find ways to make my students want to learn more about the material I teach, to make them curious about learning more.
- I love teaching the students; sharing what I know with them, and seeing the aha moment when they get it.
- Love of subject matter, then sharing it with my beloved students.
Feeling Valued

- I am motivated when people value me, my opinions, and my knowledge in my field. I am motivated when people trust me to do my best. I am motivated when I can be treated as a colleague and supported in my endeavors.
- My students! When they succeed or when come to me and thank me for helping them and tell me that they appreciate me!
- The expectation that every semester at least 1 student will stop by my office or send me a note telling me that my class changed their life for the better.

Collaboration

- A sense of belonging and the team spirit.
- I am motivated by collaboration with colleagues to make our department even better.
- I feel motivated by my students, of course, but also by feeling a part of a bigger team. When I am given the bigger picture of where my role is and how it contributes to the department I feel motivated.
Q4. As a CLC faculty member, what inspires you?

### Table 4a. Number of Respondents by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n 114</td>
</tr>
<tr>
<td></td>
<td>% 38.5%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n 182</td>
</tr>
<tr>
<td></td>
<td>% 61.5%</td>
</tr>
<tr>
<td>Total</td>
<td>n 296</td>
</tr>
<tr>
<td></td>
<td>% 100.0%</td>
</tr>
</tbody>
</table>

Note: Question total may not equal the overall number of survey respondents since participants had the ability to skip questions if they preferred not to respond.

### Table 4b. Question 4 Response Categories by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Students</th>
<th>Collegiality</th>
<th>Teaching/Mentoring</th>
<th>Appreciation</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n 77</td>
<td>33</td>
<td>25</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>% 67.5%</td>
<td>28.9%</td>
<td>21.9%</td>
<td>7.9%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n 119</td>
<td>31</td>
<td>37</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>% 65.4%</td>
<td>17.0%</td>
<td>20.3%</td>
<td>5.5%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Total</td>
<td>n 196</td>
<td>64</td>
<td>62</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>% 66.2%</td>
<td>21.6%</td>
<td>20.9%</td>
<td>6.4%</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

Note: Percentages represent the number of comments in each category out of the total number of faculty who responded to the question (by type).

**Exemplary Comments**

**Students**

- Community college students who commit to doing well in a course given all the external distractions and challenges that they face on a daily basis.
- I am inspired by my students' often difficult life challenges and situations. The opportunities I am given as a teacher to help them grow and succeed in small ways on a daily basis inspires me continuously.
- I am inspired by students rising above their circumstances to pursue their dreams: students that have a family, work full time, and still come faithfully to class every day.
- I am inspired by the motivation displayed by the students. When I see that they are in one of my classes in an attempt to get a better job, make more money, move up in the company and basically increase their knowledge of a lower-level subject previously studied, it makes me want to help them achieve these goals because that's why they're here.

**Collegiality**

- Different departments working together to get things done for the overall good of the students.
- I work with faculty members that really cares about their job. It is not a competition game but rather faculty inspire each other to do better.
- Working with like-minded colleagues who share similar vision/mission/values in serving the needs of students on a daily basis.
Teaching/Mentoring

- Being able to give somebody the skills that will change their life in the future.
- Teaching is a noble profession, and no matter where my students go in life, and what they ever become, it is gratifying to know that teachers played a role.
- Teaching inspires me. The fact that I have to face students waiting for valuable knowledge to learn is what inspires me. I love to see their illuminated faces when they have learned something new, and I also love the challenge to make those faces illuminate. To enrich the mind of my students is what inspires me.
- Teaching is a gift. You can donate your knowledge to other people and this is precious. This is what I learned from my teachers they inspire me to be like them.

Appreciation

- I get inspired from praise and encouragement from other faculty members. I get inspired when my students say that they have learned a lot from my classes or that they found me an inspiring instructor.
- I’m inspired when I hear things like, ‘You’re the best instructor I’ve had here at CLC. Do you teach any other classes? Can I call or email you for some advice’ I’ve been an adjunct at CLC for 9 years and I still get emails from former students. Connecting and building bonds with students really inspires me.
- Student sometimes get back to me years later pointing how valuable some of my teaching have proven.
- When my students say I made a difference.
Q5. If you were the president of CLC, where would you prioritize your time and energy over the next 90 days? First-year?

Table 5a. Number of Respondents by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n 112</td>
</tr>
<tr>
<td></td>
<td>% 41.5%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n 158</td>
</tr>
<tr>
<td></td>
<td>% 58.5%</td>
</tr>
<tr>
<td>Total</td>
<td>n 270</td>
</tr>
<tr>
<td></td>
<td>% 100.0%</td>
</tr>
</tbody>
</table>

Note: Question total may not equal the overall number of survey respondents since participants had the ability to skip questions if they preferred not to respond.

Table 5b. Question 5 Response Categories by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Address Areas for Improvement</th>
<th>Relationships</th>
<th>Learning</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n 50</td>
<td>65</td>
<td>59</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>% 44.6%</td>
<td>58.0%</td>
<td>52.7%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n 82</td>
<td>52</td>
<td>51</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>% 51.9%</td>
<td>32.9%</td>
<td>32.3%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Total</td>
<td>n 132</td>
<td>117</td>
<td>110</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>% 48.9%</td>
<td>43.3%</td>
<td>40.7%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

Note: Percentages represent the number of comments in each category out of the total number of faculty who responded to the question (by type).

Exemplary Comments

Address Areas for Improvement

- Address adjunct faculty needs (since they represent the majority of your teachers), then faculty needs, and department funding to expand/develop new classes and programs.
- Creating a more involved and connected experience for adjunct faculty. They ALWAYS get short changed.
- First, rebuilding morale. Second, re-establish teaching as the goal. Third, provide some ideas that allow faculty to reflect in teaching innovation and improvement.
- Focus on the needs of the students first and foremost. They should be your highest priority. Over the year, I suppose making sure all factions are focused on being one CLC.
- I would prioritize basic education--reading, writing, mathematics, hard sciences--in which areas many of our students lack adequate skills. I would de-emphasize sustainability, diversity, and political agendas.

Relationships

- Being accessible to faculty and students. Showing up at events so both faculty and students know me as a person and a supporter of CLC, not just in name and business relationships but in the work that's being done on a daily basis.
- Communication - making presence known, be personal and approachable, transparent and positive.
- Developing relationships with all of CLC - professional faculty and staff, students and administration. Finding out what each group requires to do their job and to work together for the good of the students.
I would focus, heavily, on getting to know the diverse staff (both teaching and non-teaching) here at the college. Employees value having a voice and knowing that our new president understands the challenges we all face each day.

Visit all the various CLC faculty, staff and administrative groups, basically get to know the people and what motivates them.

**Learning**

- Familiarizing myself [with] existing programs recognizing our strengths and identifying our weakness.
- I would get the lay of the land, do a lot of listening, [and] get to know all 3 of the campuses. Please do not make any changes or rash decisions. They go over like a lead balloon and you will lose the trust and confidence of the faculty and staff.
- Learn about all areas of the College. Visit divisions and department meetings and learn first-hand about what is going on.
- Were I the president, I would prioritize getting an understanding for CLC students' needs in both my first 90 days and in my first year, so as to best serve the CLC community.
Q6. As a CLC faculty member, what are your concerns regarding CLC's new president?

Table 6a. Number of Respondents by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n 107</td>
</tr>
<tr>
<td></td>
<td>% 40.5%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n 157</td>
</tr>
<tr>
<td></td>
<td>% 59.5%</td>
</tr>
<tr>
<td>Total</td>
<td>n 264</td>
</tr>
<tr>
<td></td>
<td>% 100.0%</td>
</tr>
</tbody>
</table>

Note: Question total may not equal the overall number of survey respondents since participants had the ability to skip questions if they preferred not to respond.

Table 6b. Question 6 Response Categories by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>None/Don't Know</th>
<th>Miscellaneous Concerns</th>
<th>Needs to Build Relationships</th>
<th>Needs to Learn about CLC</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n 37</td>
<td>44</td>
<td>24</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>% 34.6%</td>
<td>41.1%</td>
<td>22.4%</td>
<td>6.5%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n 79</td>
<td>48</td>
<td>19</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>% 50.3%</td>
<td>30.6%</td>
<td>12.1%</td>
<td>3.8%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Total</td>
<td>n 116</td>
<td>92</td>
<td>43</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>% 43.9%</td>
<td>34.8%</td>
<td>16.3%</td>
<td>4.9%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

Note: Percentages represent the number of comments in each category out of the total number of faculty who responded to the question (by type).

Exemplary Comments

None/Don’t Know

- … nothing? I don’t know much about the new president and I don’t like making snap decisions without my research. I will remain positive until I hear more.
- From what I have seen if Dr. Suddick, I have no concerns at this point.
- I have no concerns about Dr. Suddick. I feel confident she will be a wonderful leader.
- It is too early to have formed an opinion.

Miscellaneous Concerns

- Change - Sometimes a new person will change things just for the sake of change. Hopefully any change with be thoroughly evaluated for its benefits before it is implemented.
- I’m always concerned that CLC will follow a business model of operations rather than an academic model.
- Over the years, I’ve seen a lot of people get pushed or swayed by certain entities with an agenda. My biggest concern is that we face more of the same. My hope is that our new president keeps student success and student development at the forefront of decisions, and doesn’t sway toward squeaky wheels who have agendas aside from student success. As long as the question does it benefit our students stays at the forefront of decisions, it should be fine.
- Faculty will not be included in decision-making. Years ago, faculty had more input. Now all of our commissions are Administrator heavy with management coming top down versus bottom up. I’m concerned that it will remain that way.
Needs to Build Relationships

- Communication and transparency. Keeping open channels of communication.
- I am concerned that the new president be a good listener and be able to hear from different employee groups and racial groups who currently may feel marginalized and unimportant. I want the president to take these concerns seriously and bring some new life and positivity to the campus.
- In the last years there has been a serious morale issue. There has been a sense of us vs them between administration and faculty. My hope is that the new president will bring about a new culture of transparency and cooperation.
- My greatest hope is that you want to have a collegial relationship with faculty - that you believe in shared governance, and that you are willing to listen to concerns and ideas that will continue to make CLC the amazing place that already is.

Needs to Learn about CLC

- How long it might take her to get up to speed on the ins and outs of how CLC works, so that she can then assist in moving it forward.
- My concern for Dr. Suddick is that she takes the time to get to know the institution before making big decisions.
- That decisions might be made without understanding the background, history, nuances of the situation.
Q7. As a CLC faculty member, what advice would you give the new president of CLC?

Table 7a. Number of Respondents by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n = 109, % = 43.1%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n = 144, % = 56.9%</td>
</tr>
<tr>
<td>Total</td>
<td>n = 253, % = 100.0%</td>
</tr>
</tbody>
</table>

Note: Question total may not equal the overall number of survey respondents since participants had the ability to skip questions if they preferred not to respond.

Table 7b. Question 7 Response Categories by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Build Relationships</th>
<th>Learn about CLC</th>
<th>Take Action</th>
<th>Focus on Students</th>
<th>Take Care of Yourself</th>
<th>Be Bold</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n = 58</td>
<td>44</td>
<td>15</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>% = 53.2%</td>
<td>40.4%</td>
<td>13.8%</td>
<td>7.3%</td>
<td>7.3%</td>
<td>6.4%</td>
<td>3.7%</td>
<td></td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n = 61</td>
<td>49</td>
<td>26</td>
<td>13</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>% = 42.4%</td>
<td>34.0%</td>
<td>18.1%</td>
<td>9.0%</td>
<td>4.9%</td>
<td>4.2%</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td>41</td>
<td>21</td>
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<td>13</td>
<td>10</td>
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<tr>
<td>% = 47.0%</td>
<td>36.8%</td>
<td>16.2%</td>
<td>8.3%</td>
<td>5.9%</td>
<td>5.1%</td>
<td>4.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Percentages represent the number of comments in each category out of the total number of faculty who responded to the question (by type).

Exemplary Comments

**Build Relationships**

- Be engaging, outgoing, approachable and creative. Know people’s names as much as you can (and pronounce them right).
- Get to know and listen to all groups in the college community.
- Make yourself present at all campuses. I have worked as an adjunct for 21 years and I could not tell you what any of the previous CLC presidents looked like.
- MBWA - Management by Walking Around. Get to know people on an individual level as much as possible and understand their concerns. Too often the few meetings with masses don’t allow for real dialogue and it seems like a chosen few get to interact with the president.
- Try to get to know the adjuncts. I think there is a general feeling among many that we’re disconnected from campus.

**Learn about CLC**

- As I said with students, I would also say with faculty- get to know each division. Do surveys/ focus groups with the faculty in those divisions to learn strengths and weakness.
- Ask questions. Listen to answers. Be thoughtful. Study the impacts of what your decisions have on all the people of CLC.
- Be honest, be transparent, and get a feel for the culture of CLC before introducing sweeping changes. Changes may be appropriate, but get a feel for the people and how we work first.
- Find people that have been around a while and learn the history, both the good and bad points and places for improvement.
**Take Action**

- Please make CLC a first stop for students, not the last. We are an institution on the verge of greatness, please help us get there!
- Seek input from multiple sources—not just the administrators. The faculty are reviewed by deans and students, yet administrators are only evaluated from above. Faculty would like more opportunities to assess administrators, which can include their level of support, fairness, assistance, and decision-making toward the faculty and their departments.
- Show real appreciation for adjuncts.
- Try to figure out how to eliminate the division between full-time instructors and adjuncts.

**Focus on Students**

- I feel that the focus needs to be brought back to the core function of the college—teaching students for today’s world.
- Please help us make CLC more a place to learn and grow and less a place of business. I’ve been at the college for about 20 years and have noticed that the college feels more like a business than it used to. I miss the more academic feeling that it had before.
- The bottom line of any decision should be ‘we will do what is best for the student.’

**Take Care of Yourself**

- BE PRESENT!! Listen deeply, enjoy the process, and take time for self-care!
- Lastly, take care of yourself. Balance/Self-Care are critical as you respond to so many with so many different needs and expectations.
- Stay focused, be open to new ideas, stay true to your convictions, and follow your instincts.
- Try to keep a healthy work/life balance!

**Be Bold**

- Be bold. Stand up to people who are reluctant to change.
- Be your own person. Imprint your own style. Be accessible, transparent. Dare to be different when different is right.
- Try not to listen to judgments made by others and always be objective in forming your own opinions after a careful assessment.
- We all like to adhere to the best in ourselves, yet only the brave ones tackle this mission. This is what I wish you, President Lori Suddick.
Q8: What are the most important events, or activities that you would suggest the new CLC president attend in year one?

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td>% = 45.6%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n = 111</td>
</tr>
<tr>
<td></td>
<td>% = 54.4%</td>
</tr>
<tr>
<td>Total</td>
<td>n = 204</td>
</tr>
<tr>
<td></td>
<td>% = 100.0%</td>
</tr>
</tbody>
</table>

Note: Question total may not equal the overall number of survey respondents since participants had the ability to skip questions if they preferred not to respond.

Table 8b. Question 8 Response Categories by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Student Events/Activities</th>
<th>Faculty/Division Meetings</th>
<th>General Visibility</th>
<th>Classrooms/ Learning Spaces</th>
<th>External Events/ Activities</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n = 55</td>
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<td>17</td>
<td>9</td>
<td>4</td>
<td>5</td>
</tr>
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<td>% = 59.1%</td>
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<td>9.7%</td>
<td>4.3%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n = 57</td>
<td>29</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>% = 51.4%</td>
<td>26.1%</td>
<td>12.6%</td>
<td>12.6%</td>
<td>10.8%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Total</td>
<td>n = 112</td>
<td>61</td>
<td>31</td>
<td>23</td>
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<tr>
<td></td>
<td>% = 54.9%</td>
<td>29.9%</td>
<td>15.2%</td>
<td>11.3%</td>
<td>7.8%</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

Note: Percentages represent the number of comments in each category out of the total number of faculty who responded to the question (by type).

Exemplary Comments

**Student Events/Activities**
- As many as possible, but I think give equal priority to student-oriented activities -- let them know you want to hear from them about improvements they need and want.
- Attend as many plays, concerts, and readings as possible, in order to show support for the students' intensive efforts in the arts.
- Cultural events that speak to the diversity of the school. Take time to walk on Student Street and talk to students at least once a week so that they know who you are.
- Try to be visible to the students, e.g. Student Activities office.

**Faculty/Division Meetings**
- I believe that, in our Orientation Week, our new president should sit down with EACH academic department. We are all different, we all have slightly different priorities, and getting to know us on a personal level is critical.
- I would suggest attending the back to school TLET meetings to greet adjunct faculty and get to know both full time faculty as well as adjunct.
- Some faculty division meetings and staff meetings to get to know everyone.
General Visibility

- As many as possible, but be sure that they are spread across all areas/divisions/student activities/etc. of the college.
- I would say to attend all you can and spend your first year being available and present at all possible events in order to meet as many faculty and staff as you can.
- Show up! Attend as many types of activities as you are can--without wearing yourself out. This will help you to get acclimated to the many goings-on on and even off campus. Sports, plays, again, sample all types of flavors of the CLC’s buffet. Board meetings. Official assemblies. Graduation and any other venues honoring staff and students.
- As many events as possible (within reason of course) to make staff and students feel that they play an integral role in the college.

Classroom/Learning Spaces

- Classroom visits and tutoring programs like the Writing Center.
- I would hope you can attend classes, workshops and sit in with one on one sessions that faculty are having (with student permission). This can give insight into what is actually happening in all of the different departments and divisions around campus.
- I think making surprise classroom visits may be an interesting and insightful way to get a sense of CLC’s learning environments.

External Events/Activities

- Get to know your community; Grayslake, Waukegan, North Chicago, Gurnee, Round Lake AND Lake Forest...
- Aside from getting to know the students, faculty, and campuses; the new president should spend time out of school to promote CLC.
- Represent the college down in Springfield to fight for initiatives to help us grow.
Q9. Additional Comments

Table12a. Number of Respondents by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n 61</td>
</tr>
<tr>
<td></td>
<td>% 44.2%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n 77</td>
</tr>
<tr>
<td></td>
<td>% 55.8%</td>
</tr>
<tr>
<td>Total</td>
<td>n 138</td>
</tr>
<tr>
<td></td>
<td>% 100.0%</td>
</tr>
</tbody>
</table>

Note: Question total may not equal the overall number of survey respondents since participants had the ability to skip questions if they preferred not to respond.

Table12b. Question 12 Response Categories by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Well Wishes</th>
<th>Thank You</th>
<th>Specific Areas for Improvement</th>
<th>Be Inclusive</th>
<th>Focus Groups</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>n 27</td>
<td>23</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>% 44.3%</td>
<td>37.7%</td>
<td>14.8%</td>
<td>6.6%</td>
<td>6.6%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>n 26</td>
<td>20</td>
<td>18</td>
<td>8</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>% 33.8%</td>
<td>26.0%</td>
<td>23.4%</td>
<td>10.4%</td>
<td>7.8%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Total</td>
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<td>27</td>
<td>12</td>
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<td>12</td>
</tr>
<tr>
<td></td>
<td>% 38.4%</td>
<td>31.2%</td>
<td>19.6%</td>
<td>8.7%</td>
<td>7.2%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

Note: Percentages represent the number of comments in each category out of the total number of faculty who responded to the question (by type).

Exemplary Comments

Well Wishes

- Best of luck! I am sure you will be a great success!
- I wish to the new President good luck. I’m sure she going to do a great job.
- We are very excited for the new leadership at CLC!
- Welcome to CLC and I wish you the best of luck!

Thank You

- Thank you for giving us the opportunity for a voice.
- Thank you for presenting this survey!
- Thank you for requesting input and for your willingness to hear from the CLC employees. Thank you for joining us at CLC and leading us into our next phase of growth.

Specific Areas for Improvement

- I appreciate your early efforts with communication. Communication has long been an issue. Please be honest and transparent. We get that you won’t always make decisions that are popular. Give it to us straight - we can take it.
- Please help the Governance system. It is falling apart – with administration making all the decisions and not taking employee feedback into account people don’t want to participate in governance. We used to have shared governance. Now governance entities are just information-receiving bodies that learn about decisions that have already been made. Morale is at an all-time low and good people are discouraged.
• It is imperative to the viability of the college to have strong leadership with a good vision. We need a leader who can bring people together, inspire them, and motivate them to foster the lives of those at CLC and the surrounding County. We need a President who is able to confidently integrate themselves into the local business world and put their finger on the pulse of the community. In summary, we need improved direction and guidance to earn the respect of more Lake County residents and businesses.

• Your faculty morale is very very low. Listen to concerns.

**Be Inclusive**

• I think many adjuncts would love to feel more connected to the CLC community but not as volunteers. I can’t take more time away from home or other employment without being compensated.

• Thank you for reaching out to us and making an effort to understand the culture at CLC. Please work with us. We do not want an adversarial relationship with administration, but sometimes we have been treated as if we are out of touch or too big for our britches.

• There should be a way for faculty and staff from Lakeshore and Southlake to participate in any president focus groups from a distance or they should be held at these other campuses as well.

**Focus Groups**

• Been here as an adjunct for nearly 20 years and I don’t recall a similar type survey. Also, in looking at possibly participating in a faculty discussion group, please remember a majority of your professors are adjuncts so meeting times during the typical academic day of 9-4:00 aren’t conducive to someone who works a 50-60 hour week.

• I will be working at two different community colleges in the fall 2018 term... so my time is going to be very limited for external meetings!

• Many full-time faculty teach their face-to-face classes during the day (when it is difficult to staff adjuncts), so morning or lunchtime focus groups tend to be successful because that is when more people tend to be on campus. Scheduling meetings from 2:30-4pm tend to be difficult for those faculty that need to pick up their kids from the school bus. I would avoid this time period, at least if you wish to talk to younger faculty like myself.
Appendix A
Taxonomy for Survey Question Responses

Q2: Value

**Dedication to Students**: Includes comments related to valuing, appreciating, and admiring the faculty’s dedication to students.

**Collegiality**: Includes comments related to valuing the relationship between colleagues including faculty teamwork, camaraderie, helpfulness, support, work ethic, engagement, kindness, and welcoming attitude/behavior.

**Expertise**: Includes comments related to valuing faculty who are knowledgeable, intelligent, and/or experienced and who desire to grow professionally and are lifelong learners.

**Open Mindedness**: Includes comments related to valuing faculty who are open to learning and trying out new ideas and who are creative and innovative in their methods.

**Diversity**: Includes comments related to valuing the diversity of backgrounds, ideas, and experiences among the faculty and students as well as the appreciation for those who embrace differences.

Q3: Motivate

**Students**: Includes comments related to faculty being motivated by students’ commitment, dedication, perseverance, success, accomplishments, hard work, and ability to overcome obstacles.

**Teaching/Mentoring**: Includes comments related to faculty being motivated by: making a difference in students’ lives through teaching, the intrinsic value/reward they get from teaching, imparting and passing on knowledge, conveying subject matter they are passionate about, and creating/developing course material.

**Feeling Valued**: Includes comments related to faculty being motivated by acknowledgement, recognition, and feedback they receive from students, coworkers, and the institution.

**Collaboration**: Includes comments related to faculty being motivated by working as a team and being part of decision-making processes (i.e. being asked for input and receiving support for their suggestions).

Q4: Inspire

**Students**: Includes comments related to faculty being inspired by students’ commitment, dedication, perseverance, success, accomplishments, hard work, and ability to overcome obstacles.

**Collegiality**: Includes comments related to faculty being inspired by their relationships and interactions with their colleagues including working as a team and experiencing a sense of camaraderie, helpfulness, support, dedication, engagement, kindness, and belonging.

**Teaching/Mentoring**: Includes comments related to faculty being inspired by: making a difference in students’ lives through teaching, the intrinsic value/reward they get from teaching, imparting and passing on knowledge, and conveying subject matter about which they are passionate.
Appreciation: Includes comments related to faculty being inspired by the feedback, recognition, and appreciation they receive for their work.

Q5: Priority

Address Areas for Improvement: Includes comments related to addressing specific interests/areas for improvement. The comments in this category are highly varied due to the range of interests and concerns of individual faculty members.

Relationships: Includes comments related to building relationships with faculty, staff, and students as well as repairing strained relationships between faculty and administration/staff by being visible and accessible, listening to everyone, instilling trust, maintaining communication, and being inclusive.

Learning: Includes comments related to listening and learning about the college’s history and culture in all areas including across all three campuses, all academic departments, all divisions, and interactions with all faculty, staff, and students.

Q6: Concerns

None/Don’t Know: Includes comments related to faculty with no concerns about the president or who indicate that it is too early for them to have identified concerns.

Miscellaneous Concerns: Includes comments related to assorted concerns about the president, institution more broadly, and specific interests/areas for improvement. The comments in this category are highly varied due to the range of interests and concerns of individual faculty members.

Needs to Build Relationships: Includes comments related to concerns about the president’s need to build relationships at the college through being visible and accessible, connecting with faculty, being open, being inclusive, communicating, and being transparent.

Needs to Learn about CLC: Includes comments related to concerns about the president’s need to learn about the college’s culture, needs, and history (particularly prior to making any decisions or changes at the college).

Q7: Advice

Build Relationships: Includes comments related to advice on the need to build relationships with faculty, staff, and students and to repair relationships between faculty and administration/staff by being visible and accessible, listening, instilling trust, maintaining communication, and being inclusive.

Learn about CLC: Includes comments related to advice on the need to listen and learn about the college’s history and culture in all areas including across all three campuses, all academic departments, all divisions, and interactions with all faculty, staff, and students.

Take Action: Includes comments related to advice on the need to address various specific concerns/areas for improvement. The comments in this category are highly varied due to the range of interests and concerns of individual faculty members.

Focus on Students: Includes comments related the need for emphasis on and/or restoration of a students first mentality (i.e. doing what is best for students above all else).
**Take Care of Yourself:** Includes comments related to advice for the president to enjoy her work, stay positive, and take care of herself.

**Be Bold:** Includes comments related to advice for the president not to be afraid of making tough decisions and standing up for what is right and remaining true to herself.

**Q8: Attendance**

**Student Events/Activities:** Includes comments related to attending various student events/activities such as plays, concerts, readings, clubs, graduation, student awards, tutoring sessions, student government, new student orientation (NSO), advising, program specific events, nurse pinning, etc.

**Faculty/Division Meetings:** Includes comments related to attending faculty activities and events such as advisory meetings, department meetings, educational affairs meetings, division meetings, senate meetings, orientation week, new faculty institute, etc.

**General Visibility:** Includes comments related to attending as many events as possible and/or a diverse sample of event and activities in order to be visible and gain a broad understanding of the college.

**Classrooms/Learning Spaces:** Includes comments related to attending class sessions and observing faculty in the classroom as well as other spaces in which student learning takes place (e.g. labs, tutoring, etc.).

**External Events/Activities:** Includes comments related to attending community events and having a general presence outside of the college.

**Q9: Additional Comments**

**Well Wishes:** Includes comments related to wishing the president good luck, welcoming her to CLC, and being excited for her joining the CLC team.

**Thank You:** Includes comments related to thanking the president for taking the initiative to conduct this survey and give faculty an opportunity to share their thoughts.

**Specific Areas for Improvement:** Includes comments related to specific suggestions and interests/areas for improvement. The comments in this category are highly varied due to the range of interests and concerns of individual faculty members.

**Be Inclusive:** Includes comments asking the president to be inclusive of all faculty (full-time and part-time) and to continue working with faculty as she makes decisions for change.

**Focus Groups:** Includes comments clarifying responses to the survey questions regarding focus group availability.

*Note: For all questions, the Other category includes comments that were unrelated to the question asked or could not be coded into one of the main response categories.*
Appendix B
CLC President’s Feedback Survey - SP18

Q1 Please share your feedback regarding your aspirations, frustrations, perspectives and ideas to assist Dr. Lori Suddick in her decision-making, planning, and visioning process. Your feedback is greatly appreciated and valued.

Your feedback is anonymous; your name and other potentially identifying information (e.g. IP address, email, etc..) are not associated with your survey responses unless you identify or clearly describe yourself in your comments. Your responses will be combined with responses other faculty members when the results are reported.

Please refer to IEPR’s Procedures for Survey Data Collection, or watch this brief video about Anonymity in Employee Surveys for more information.

Q2 What do you value about the faculty of CLC?

________________________________________________________________
________________________________________________________________
________________________________________________________________

Q3 As a CLC faculty member, what motivates you?

________________________________________________________________
________________________________________________________________
________________________________________________________________

Q4 As a CLC faculty member, what inspires you?

________________________________________________________________
________________________________________________________________
________________________________________________________________

Q5 If you were the president of CLC, where would you prioritize your time and energy over the next 90 days? First-year?

________________________________________________________________
________________________________________________________________
________________________________________________________________
Q6 As a CLC faculty member, what are your concerns regarding CLC’s new president?
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q7 As a CLC faculty member, what advice would you give the new president of CLC?
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q8 What are the most important events, or activities that you would suggest the new CLC president attend in year one?
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q9 How likely are you to read email messages from the president during the summer?

○ Highly Unlikely (1)
○ Somewhat unlikely (2)
○ somewhat likely (3)
○ Very likely (4)

Q10 If a dialogue session or faculty focus group were offered this summer, how interested would you be to attend?

○ Not Interested (1)
○ Somewhat Interested (2)
○ Very Interested (3)
Q11 What would be an ideal month to attend? Please select the month(s) that best fit your schedule.

- June (1)
- July (2)
- August (3)

Q12 What would be an ideal day/time to attend (excludes Fridays due to summer schedule)? Please select the day(s)/time(s) that best fit your schedule.

<table>
<thead>
<tr>
<th></th>
<th>Morning (8:00 am-11:00 am) (1)</th>
<th>Afternoon (12:00 pm-4:00 pm) (2)</th>
<th>Evening (5:00 pm-8:00 pm) (3)</th>
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<tr>
<td>Wednesday (5)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Thursday (6)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q13 If a dialogue session, or faculty focus group, were offered monthly during fall, how interested would you be in attending?

- Not Interested (1)
- Somewhat Interested (2)
- Very Interested (3)

Display This Question:
If If a dialogue session, or faculty focus group, were offered monthly during fall, how interested w... = Somewhat Interested
Or If a dialogue session, or faculty focus group, were offered monthly during fall, how interested w... = Very Interested

Q14 What would be an ideal month to attend? Please select the month(s) that best fit your schedule.

- September (6)
- October (7)
- November (8)
- December (9)

Display This Question:
If If a dialogue session, or faculty focus group, were offered monthly during fall, how interested w... = Somewhat Interested
Or If a dialogue session, or faculty focus group, were offered monthly during fall, how interested w... = Very Interested

Q15 What would be an ideal day/time to attend? Please select the day(s)/time(s) that best fit your schedule.
<table>
<thead>
<tr>
<th></th>
<th>Morning (8:00 am-11:00 am) (1)</th>
<th>Afternoon (12:00 pm-4:00 pm) (2)</th>
<th>Evening (5:00 pm-8:00 pm) (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday (1)</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Tuesday (4)</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>Wednesday (5)</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>Thursday (6)</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Friday (7)</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
Q16 Please share any additional feedback:

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Q17 Thank you for your feedback! Please click 'Finish' to submit your responses.