Presentation by
College of DuPage Adjuncts Association (CODAA) to the Board of Trustees, February 25, 2016
Who We Are

- Approximately 1300 Adjunct Faculty teach over half of the courses each Fall and Spring Term
- Of these, approximately 660 are CODAA members
- CODAA’s contract covers adjuncts who meet eligibility requirements over a 3-year period plus all part-time Counselors and Advisors
Criterion Two, Core Component 2.A

- “the institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff”

- The College provides limited or no robust ethics training programs for faculty, staff, and students”

- These incidents have demonstrated a lack of integrity in the College’s operations and lack of adherence to established procedures at the College
Concerns and Recommendations

Concern: Several constituency members have expressed dissatisfaction with the quality of the training – not robust, too elementary, etc.

Our Recommendations:

• Allow for input from Shared Governance in the selection of an ethics training program
• Evaluate the outcomes of the selected product
• Consider offering a greater level of training for those in positions where ethics violations could have a greater adverse impact on the College
Criterion Five, Core Component 5.B

“the institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.”
Positive Steps

✓ For some years, CODAA has had representation on the Shared Governance Committee and Constituency Pre-Board Leadership Meetings.

✓ For the first time this year, CODAA is now represented on all major campus-wide committees and task forces.

✓ Monthly meetings with the Vice President, Academic Affairs and the Director, Labor, Employee Relations & Benefits, and, recently, with the Vice President of Student Affairs.
Positive Steps (continued)
Actions Taken through Shared Governance Council (SGC):

- Recommendation to Allow the Employment of Unaffected SURS Annuitants acted upon by Administration: Proposed announcement and implementation date by July 2016

- Input sought from constituencies on the format and scope of Active Violence Training for the College

- Implementation of recommended Parking Task Force solutions

- Input sought for current Web Page redesign effort

- HLC Task Force formed with representation by all constituencies

- Quality Committee for institutional AQIP efforts
Some Areas of Concern

We share the full-time faculty’s concerns regarding:

• Changing academic curriculum to Continuing Education Credit
• Modifications to Degree Requirements
• Changes to the coding of courses that can impact transferability and student counseling outcomes
• A Student Affairs model that had emphasized enrollment growth over student success.
Recommendations

• Restoration of curriculum control to full-time faculty, **but with the opportunity for non-binding input from part-time faculty, standardized across departments**

• Re-considering and implementing Counseling Faculty’s recommendations regarding RESET/ESEIP (which included input from part-time counselors)

• Adopting administrative practices and policies that ensure that errors, such as the awarding of SLEA credits without faculty input, will not occur again and reporting this commitment to the HLC
Example of Administrative Policy that Adversely Impacts Students and Part-time

The prohibition on working in more than one Division or Sub-Division--

Students are negatively impacted by:

- Prohibiting adjuncts that teach courses from also providing tutoring in those courses
- Counselors from teaching College Success, Career Development, and Communication Skills courses
Adverse Impacts (cont.):

While adjunct faculty are negatively impacted by:

- Loss of income
- Inability to expand skills and areas of expertise
Recommendations

- Re-visit the policy of barring faculty from working in more than one division or sub-division through Shared Governance Council or by creation of a Task Force.
- Carefully consider the benefits to students and employees against possible adverse cost impacts to the College.
- Consider how technology can be employed to remove or greatly reduce the danger or any negative impact to the College by allowing employment in more than one division or sub-division.
Board of Trustees – Recent Developments

Positives:

✓ Greater Transparency in Board Actions

✓ Greater Accessibility to Board Members

✓ Efforts by the Board to solicit input from constituency groups

✓ The Appointment of a Seventh Trustee
Opportunities to Address HLC Concerns

✓ Completion of ethics training for Board Members
✓ Need for Prioritization of Board Retreat
✓ Greater communication and cooperation between all Board members
✓ A “civil decorum” in public
✓ Refraining from re-hashing decisions or policy changes that serve to keep past mistakes or disagreements in the public eye
2014 Pace Survey

Mean Score by Constituency Group

Leadership System

Collaborative
Consultative
Competitive
Coercive

2003 2006 2010 2014

Administrators  FT Faculty  PT Faculty
FT Classified  PT Classified  Managerial

The 1999 Survey did not discriminate between full and part-time faculty and classified, therefore no comparison is possible. Managerial was a new classification as of 2014 survey.
Desired Follow-ups to 2014 Pace Survey

- Conduct a series of meetings with key part-time faculty and administrators to discuss part-time faculty concerns expressed on our employee satisfaction (PACE) survey.
- Allow input from and discussion with CODAA before implementing changes that affect our member’s working conditions.
Moving Forward

• Continue positive steps taken to involve Part-time faculty in the decision-making process

• Get representatives from the Board of Trustees, Administrators, Full-time Faculty, and Part-time Faculty together to outline policies and practices for effective leadership and collaborative processes.

• Work out of the public arena to resolve disagreements and forge solutions

• Include part-time faculty in a portion of the proposed Administrator/Full-time Faculty Retreat