Senate Leadership Response to HLC Action Letter

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Presentation to the Board of Trustees
February 25, 2016
Vote of No Confidence:
Timeline and Framing

• June: The $20 MM email: Senate meeting discussion prompts formation of a VnC exploratory committee
• July: Preliminary report to Senate on findings
• August: Inservice Day Senate meeting vote to move forward. On third Inservice Day decision announced to the Faculty Assembly
• September: Faculty forums and vote September 10th (189 – 53). BoT notified September 18th.
• Silence

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Vote of No Confidence:
Substantive Issues: spending

• Misuse of the referendum money and consequences ($20 MM email)
• Unnecessary revamp of the 2008 FMP carpark/bioswales ($16 MM)
• Excessive tree planting program and attendant costs of maintenance ($100 K water bill in summer 2012)
• Contempt for sustainability in landscaping and use of resources (elimination of community education farm)
• Appearances over education in eliminating the east side prairie ($9 MM in 2012)
• Vanity projects (Waterleaf) instead of instructional space
• The chronology wall and presidential suite (over $200 K)
• Executive changing room in PE
Vote of No Confidence:
Substantive Issues: coercive not collaborative

• Diversion of educational funds to build unnecessary balance fund (underspending of all educational budgets)
• Inappropriate conduct and statements (Shucking and Jiving directed towards the Village of Glen Ellyn)
• History of diminishing the faculty (quoted as saying he would replace FT by PT faculty and save money)
• Obstructive bargaining and use of College resources against the faculty
• Sharing confidential negotiation details with the press
• Climate of fear – intimidation and marginalizing, censuring those that dare ask a question
• Retribution against the Courier advisor
• Coercive workplace identified in the PACE Survey 2014

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**PACE Survey Results: Four coercive responses**

| 2014 Survey Results                                                                 | Constituency Group |  |  |  |  |
|-------------------------------------------------------------------------------------|--------------------|---------------------|---------------------|-----|
|                                                                                     | Adm.   | Mgmt. | FT Fac. | PT Fac. | FT Clas. | PT Clas. |
| 4. The extent to which decisions are made at the appropriate level at this institution. | 3.43   | 3.50  | 1.96    | 3.29    | 3.42     | 3.30     |
| 16. The extent to which open and ethical communication is practiced at this institution. | 3.63   | 3.59  | 1.91    | 3.42    | 3.39     | 3.13     |
| 25. The extent to which there is a spirit of cooperation exists at this institution. | 3.43   | 3.50  | 1.94    | 3.43    | 3.51     | 3.30     |
| 49. The extent to which a sense of family or community exists within the college.    | 3.12   | 3.21  | 1.99    | 3.18    | 3.25     | 3.33     |
HLC Action Letter:
SLEA and CE issues

• HLC examiners were primarily concerned with absence of faculty involvement in the SLEA credit determination process
• Work within established faculty-led curriculum processes (Senate, Instruction, Degree Requirements, DCCs, CCC, and individual programs).
• No cross-walking between academic areas and CE without full-time faculty approval and full curriculum process review.
HLC Action Letter: Issues and Recommendations

• Criterion Two, Core Component 2.A
  • The administration should demonstrate ethical practices by:
  • (1) addressing issues with integrity and fairness such as responding to grievances in a meaningful way
  • (2) follow through on negotiating the MOUs agreed to negotiate in October 2015
  • (3) honor, respect and use existing college structures and faculty-led committees.
  • Administration/HR alone should not be in charge of ethics training.
  • Implement a new Administrator evaluation process modelled on the process used for faculty. Administrators cannot continue to select their evaluators.

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HLC Action Letter: Issues and Recommendations

- **Criterion Five, Core Component 5.B**
  - Full participation in shared governance (acknowledge notable improvement since May 2015)
  - Bargain an objective matrix for fair coordination loads.
  - Implement faculty chairs where needed;
  - Institute Faculty Directors for instructional programs like Honors, Learning Communities, Service Learning, etc.
  - Reorganize the upper administration and redistribute work to faculty chairs (recommended by PACE survey committee). No reorganization implemented until new president is installed.

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HLC Action Letter: Issues and Recommendations

• **Criterion Five, Core Component 5.B**
• Develop and provide training for academic administrators that will also be attended by faculty, especially on the IELRA, contract interpretation, and collective bargaining matters.
• Re-implement the Administrator Recruitment program
• Evaluate academic administrators for their abilities to teach in the modern classroom and provide training as needed.
• Charge the Counseling faculty to conduct a thorough evaluation of RESET / ESEIP and present their recommendations to their administration and to the Board
HLC Action Letter: Issues and Recommendations

• **Criterion Three, Core Component 3.A**
  - Develop an administrative model that clearly defines and delineates the Continuing Education program as distinct from the academic program.
  - The Board Academic Committee should have a role in establishing distinctions between academic and CE programs to ensure there is no overlap and confusion.
  - Develop a Continuing Education Advisory Committee that would report to the President and to the Board Academic Committee. This committee should include all constituency groups, including administrators and faculty from programs affected by CE’s program development activities (e.g. Criminal Justice, Allied Health, Office Technology, and Culinary Arts). The committee should be able to make decisions about Continuing Education topics, classes, programs, credits, etc.
Conclusions

• Evaluation
• Responsibility
• Accountability
• Action

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