

Faculty Senate Response to HLC. Board of Trustees 02-25-2016

HLC item	Concerns	Recommendations	Proposed Action
<p>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.”</p> <ul style="list-style-type: none"> • 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 policies and procedures at the College; and 	<p>Since the HLC identified the administration as responsible for most of the ethical lapses, what further ethics training should take place, specifically for administrators?</p> <p>Considering some practices in the Office of Human Resources that are not well perceived by employees, any ethics training should have been managed and administered by an impartial third party.</p> <p>Selection of an ethics program / training should have been done through shared governance processes involving all constituents who will be required to take it.</p> <p>Most Administrators responsible for the current crisis are still employed at the College of DuPage. These individuals continue to deny wrongdoing and have taken little demonstrated action to ameliorate the problems in which they themselves participated.</p>	<p>Recognize that ethics training is simply not enough. Acquiring training software does not address the full scope of issues raised by the HLC.</p> <p>Change in and/or retraining of administrative leadership.</p> <p>Administration should model ethical practice, which would begin with adherence to the spirit and letter of shared governance and respect for the exclusivity of representation of full-time faculty by CODFA.</p> <p>Respect for and utilization of long-established procedures, processes, and committees such as the Division and College Curriculum Committees, CODFA Instruction committee, and the Faculty Senate.</p>	<p>The administration should demonstrate ethical practices by (1) addressing issues with integrity and fairness such as responding to grievances in a meaningful way, demonstrating ownership of contract violations (i.e. not deny the grievance but grant the remedy); (2) working with a spirit of cooperation and follow through, such as negotiating the 4-5 items the AIP and VPAA agreed to negotiate in October 2015; (3) ceasing attempts to bypass existing college structures and faculty-led committees. (For instance, the VPAA’s Working Wednesdays, ad hoc committees, or the proposed “academic senate.”)</p> <p>Administration/HR alone should not be in charge of ethics training. Given that the training program has already been selected, a team of constituent representatives should evaluate the current training tool, review alternative tools, if needed, and report their findings to the Board.</p> <p>A new Administrator evaluation process that resembles the process used for faculty. Administrators cannot continue to select their own evaluators.</p>

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<p>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.”</p> <ul style="list-style-type: none"> Faculty governance did not function effectively at the College when neither the criminal justice faculty at the College nor Suburban Law Enforcement Academy instructors were consulted about or approved the increase in credit hours provided for non-credit courses taken in the Law Enforcement Academy; [...] 	<p>SLEA is a major issue but it is also symptomatic of the administration’s behavior and attitude toward the faculty and curriculum. Simply put, “faculty governance did not function effectively” because the administration did not follow established College Curriculum procedures.</p> <p>At this time, there are still efforts to wrest control of curriculum from faculty and to put curriculum strictly under the purview of administration, for example:</p> <ul style="list-style-type: none"> Moving academic curriculum to Continuing Education (CE) without faculty guidance; Attempting to provide CE for credit without faculty input; Attempting to modify the degree requirement process; Attempts at modifying degree categories outside of the degree requirement process; Attempts at circumventing the process for appointment of faculty members to CCC / DCC. Systemic hostility to peer review processes that have long been successful at COD; Unilateral revision of the Faculty guidebook, increasing administrative control and micromanagement of faculty. <p>Academic Affairs leadership disrespects the faculty-led curriculum structure. This is an obvious contradiction of the HLC and ICCB recommendations for curriculum development and management.</p> <p>In December 2015, the Faculty Senate passed a resolution for the removal or reassignment of the VPAA based on the</p>	<p>Since there is a lack of willingness to address the issues listed here, we recommend the following:</p> <p>Alternatively:</p> <ul style="list-style-type: none"> Accept and work within the 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. Full participation in shared governance 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. 	<p>All of the recommendations proposed can and should be in effect immediately since they are already part of established policy and procedures, which the administration continuously attempts to circumvent. Processes and past practices that the current administration has dismantled should be reviewed and potentially restored through shared governance. For example, training on the Curriculum Process for all faculty and administrators should take place regularly. Processes should be again be formalized. Work flowcharts for curriculum and academic matters should be reviewed, graphed, and followed.</p> <p>Evaluation and accountability for all administrators.</p>

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	<p>lack of action on this HLC item and the continuance of practices that led to the HLC sanction. In response to this resolution, the Acting Interim President publicly indicated full confidence in his administrative team in December 2015, and stated that he does not intend to address any of the above issues.</p>		
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<p>(Continued) 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.” [...]</p> <ul style="list-style-type: none"> The administration of the College did not perform effectively when the faculty took a vote of no confidence, but the administration took no actions to address the concerns that led to the vote, and practices that led to faculty concerns continue unchanged; 	<p>While the Vote of No Confidence (VNC) was directed at the President, many issues from the VNC persist and have not be addressed with a view toward repairing the damage, including:</p> <ul style="list-style-type: none"> Fundamental breach of trust Agreement on October 22, 2015 to craft MOU on 4 tentatively agreed to issues has not been honored. Dr. Collins declined to craft any MOUs until an undetermined future date. A failed process to reach an mutually acceptable process for unallocated Professional Development Funds, as provided for in the 2015 CBA extension. A demonstrated lack of support for faculty led initiatives; such as Community Farm, BTE, Music ensembles. Lack of respect and persistent hostility for full-time faculty and faculty leadership. In the VNC document, Dr Breuder’s leadership was described as “<i>coercive, authoritarian, and secretive</i>”. These characteristics are applicable to some of the current college administrators. The VNC declared: “<i>Rather than working with the faculty to create an exceptional educational experience, he [Breuder] has worked to undermine them at every turn and create conflict where there should be cooperation.</i>” This pattern continues. Adversarial interactions with faculty members particularly 	<p>Look to faculty to manage their own programs, as they had done so well in the past. Removing faculty from management-type roles and hiring many administrators and classified to replace them was damaging to the academic programs and to students.</p> <p>There should be a temporary moratorium on new administrator hires until a full needs assessment is conducted. Look to faculty and other college employees with administrative experience to fill open positions in an interim capacity until new leadership is in place. Hiring new administrators in this time of great transition would undermine the College’s progress and would tie the hands of the next College President.</p> <p>In addition, the current turmoil and probationary status has the potential to discourage the best and brightest candidates from applying to faculty positions.</p> <p>Academic Administrators should be required to teach one course per year in their discipline area in order to stay current on teaching and learning practices and be more tuned-in to the student experience. This is common practice in higher education and agreed to by the PACE committee and Faculty Senate.</p> <p>Change the focus in Student Affairs to a model that is student-centered rather than enrollment-centered.</p>	<p>Reorganize the upper administration; redistribute the work to faculty chairs (as recommended by the PACE survey committee) and coordinators when appropriate; reinvest the budget for those positions in teaching and learning operations. No reorganization plan should be implemented until a new president is hired.</p> <p>Bargain an objective matrix for fair coordination loads.</p> <p>Implement faculty chairs where needed, install Faculty Directors for special instruction programs such as Honors, Learning Communities and Service Learning.</p> <p>Develop and provide training for academic administrators that will also be attended by faculty, especially on the IELRA, contract interpretation, and collective bargaining matters.</p> <p>Re-implement the Administrator Recruitment program (through which full and part time faculty were encouraged to consider administrative roles and were given release time to shadow an administrator and receive training for a semester).</p> <p>Evaluate academic administrators for their abilities to teach in the modern classroom and provide training as needed.</p> <p>Charge the Counseling faculty to conduct a thorough evaluation of RESET / ESEIP and present their recommendations to their administration and to the Board</p>

	<p>from the Academic Affairs leadership and HR representatives, despite assurances from the AIP that these unprofessional behaviors would stop.</p> <ul style="list-style-type: none"> • Item 6 of the VnC reads “<i>He has not put together the best possible team of upper level administration, but instead, has hired administrators at very high salaries without comprehensive job searches, contrary to Board Policy 15-5, leading to accusations of cronyism.</i>” Most of these administrators are still in place, maintaining the unnecessary top-heavy administrative structure of the college. • Current academic affairs leadership continues to resist modifying reassigned/leave time structures, despite agreeing to bargain some of these matters in Fall 2015. • Faculty chairs have never been implemented. • Faculty-led programs such the Buffalo Theater Ensemble and the Community Education Farm have not been reinstated. <p>The effect of Dr. Collins’s white paper on counseling (which led to the failed RESET / ESEIP initiatives) have not been evaluated. The Student Affairs leadership has marginalized full-time counselors and deskilled their work (focusing their time on student enrollment, rather than counseling itself).</p> <ul style="list-style-type: none"> - RESET / ESEIP; - Reassignment of counselors to an academic division without input or consultation. 		
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	<p>- While announced at a Board of Trustees meeting there would be 4 new Counselors hired, no posting have occurred. New questions of assignment have arisen that further diluted the pool of available Counselors to serve student needs.</p>		
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HLC Item	Concerns	Recommendations	Proposed Action
<p>The college meets with concerns, Criterion Three, Core Component 3.A “the institution’s degree programs are appropriate to higher education” because the College has inappropriately awarded college credits in criminal justice for the non-credit Suburban Law Enforcement Program (“SLEA”) without clear alignment with the College’s criminal justice program or a clear protocol for reviewing it as prior learning if it was intended as such and further increased this award without any increase in instruction or clock hours.</p>	<p>See above. While the College has determined that SLEA cadets will no longer receive academic credit, the process that led to the SLEA situation has not been altered or re-evaluated with that matter in mind. There is an obvious possibility that this situation will happen again.</p> <p>In fact there are ongoing concerns with intrusion of CE into other academic areas in PE and some health sciences.</p>	<p>In addition to the recommendations above: Develop an administrative model that clearly defines and delineates the Continuing Education program as distinct from the academic program.</p> <p>The Board Academic Committee should have a role in establishing distinctions between academic and CE programs to ensure there is no overlap and confusion.</p>	<p>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 that have been recently affected by the Continuing Education’s program development activities such as Criminal Justice, Allied Health, Office Technology, and Culinary Arts. This committee could be beneficial for all parties. The committee should be able to make decisions about Continuing Education topics, classes, programs, credits, etc.</p>

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<p>The College meets with concerns Criterion Four, Core Component 4.A, “the institution demonstrates responsibility for the quality of its educational programs” because the College lacked appropriate oversight over the SLEA curriculum and did not, therefore, include the program in its regular academic program review process, which ensures that students in this program are meeting the learning objectives of the College’s criminal justice program, even though the College simultaneously awarded credit in its criminal justice program for the non-credit SLEA program credits</p>	<p>See above items.</p>		