

Results of the Member Survey Conducted during Spring 2019

A second round of surveys will be conducted during the Summer 2019 semester, with members new to the union.

The Demographics

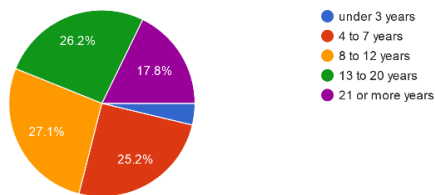
107 surveys were completed on a voluntary basis, 62% by men and 38% by women. Divisions were fairly evenly represented, with no one division occupying more than 18.7% (Liberal Arts and STEM). Next, with 16.8% was Business and Applied Technology. The rest hovered around the 9% to 11% range. Those at the college 4 years to 20 years were fairly equally represented, with those at the college 21+ years next. Those at the college less than three years, and thus not yet a member of CODAA, made up the smallest percentage (3.7%).

A majority of our respondents are employed outside of COD, whether full-time (18.7%) or part-time (43%). The majority of respondents consider themselves a Career Adjunct (29.9%), meaning that whether at COD or elsewhere, they teach as adjuncts for a living. 19.6% of respondents consider themselves on a path toward a full-time teaching opportunity. 16.8% of respondents had a desire to educate, but it isn't clear how they see themselves otherwise. 13.1% of respondents were retired professionals, while 8.4% teach to supplement their income elsewhere. The rest of the classifications were minimal, with only one or two respondents in each.

A majority of respondents were open to use an app or text messaging for communication (66.4% yes and 15% maybe). Of great interest is the 62.6% of respondents who said they were open to participate more actively in CODAA, with 29.9% saying maybe. 33% of respondents provided their name and/or contact information for follow-up regarding increased involvement.

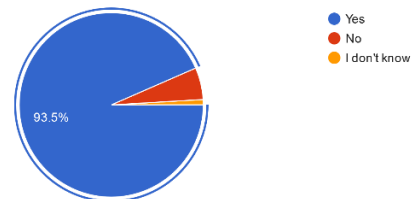
How long at COD?

107 responses



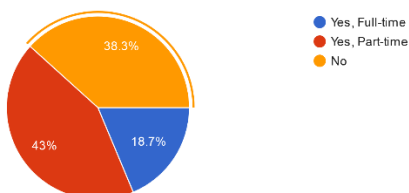
Current CODAA dues paying member?

107 responses



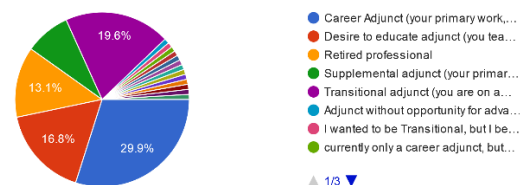
Are you employed outside COD?

107 responses



Which best describes your adjunct role?

107 responses



The Issues

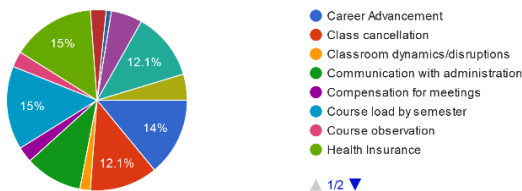
Respondents were asked about a variety of issues, not related to pay increases. The majority of respondents 39% to 41% felt that the following represented the top selected issues when asked to check all that applied: Career Advancement, Right of Assignment, Class Cancellation, and Course Load by Semester. Next priority with 32% to 33% were represented by Compensations for meetings, Professional Development Funds, and Health Insurance. While other issues were noted, none reached beyond 27%. Those included Student Evaluations, Communication with Administration, Course Observation, Mandatory Training, Networking Opportunities, and Classroom Dynamics.

From the list, Course Load by Semester and Health Insurance emerged as the most important issue when selecting just one concern, followed closely by Career Advancement, Class Cancellation, Course Load by Semester, and Communication with Administration. When asked the second most important issue, the results were much more evenly distributed with the top four being Course Load by Semester, Career Advancement, Class Cancellation, and Right of Assignment.

Clearly, Top issues for respondents centered around being assigned classes and keeping those classes.

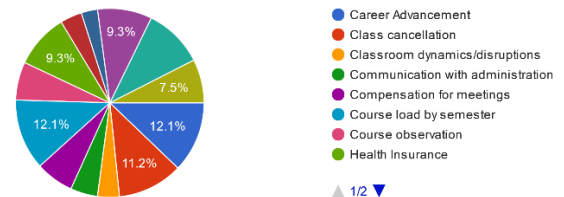
Which is the FIRST most important issue from above?

107 responses



Which is the SECOND most important issue from above?

107 responses



For professional development opportunities, 54% of respondents wanted to see training that centered around becoming a better teacher. Respondents also wanted better engagement, especially with relation to greater participation in Division meetings (51.4%), compensation for time meeting with students outside of class (50.5%), and participation in textbook selection (29.9%).

The Comments

53% of respondents shared what they thought was going well at the college. While duplicates have been removed, the rest are included herein with minimal corrections for obvious typographical errors.

- *“The students.”*
- *“Addressing the issues of students who work, and those in need is done very well. Accommodations that allow more people to attend and benefit from on-campus courses is done very well and has been very effective in my opinion.”*
- *“Administration is better listening to the needs of adjuncts but there is still a long way to go.”*
- *“Administrative support assigning classes.”*

- *"Atmosphere is much more positive."*
- *"Availability of models for Anatomy and Physiology and other electronic media can be used to teach."*
- *"COD seems to be recovering from the Brueder debacle. Wish last president had stayed."*
- *"CODAA is great. The facilities, the staff. Adjunct office- but we need a microwave."*
- *"Communication with administration (mostly via email)."*
- *"Despite administrative upheaval, COD attracts many good students."*
- *"Diversity of the students, appearance of the campus, maintenance of the building."*
- *"Dr. Rondeau created such positive energy on campus; it seems to still be in place even though she is gone."*
- *"Enrollment."*
- *"Everything."*
- *"Getting off probation."*
- *"Good atmosphere."*
- *"Great support from my Division."*
- *"Have the best equipment to work with."*
- *"High quality of students. I am given ample opportunity to teach."*
- *"I am given schedules that are really reasonable."*
- *"I have no issues as long as I get classes assigned to me each semester."*
- *"I have wonderful students. The prairie is now being well managed."*
- *"I like Blackboard, and I'm able to get the Tuesday/Thursday schedule I need so I can work at another school too."*
- *"I manage to teach maximum hours allowed per year."*
- *"I think our Dean listens well and tries to provide the best for her instructors when you bring an issue to her."*
- *"I think the college is making an effort to communicate more on many issues. I am very sorry to see a president change again!"*
- *"I very much enjoy COD! The facilities, mentoring from Nursing Faculty, students, opportunities, and peer instructors."*
- *"In general, I am very pleased to be teaching at COD."*
- *"More organized and timely letting us know about the classes."*
- *"My classes fill up."*
- *"My students."*
- *"My supervisor and support staff is awesome!"*
- *"Nice campus."*
- *"No complaints, everything is fine."*
- *"Not too much in my opinion, scandal at the president level, Admin decisions that are negative to the faculty."*
- *"Opportunities for students."*
- *"People, facilities, scheduling of counselors."*
- *"Professionalism."*
- *"Quality of students."*
- *"Respect for adjuncts is up."*
- *"Scheduling and inclusion of part-timers on division committees."*
- *"Scheduling is smooth and seamless."*
- *"Students from all walks of life are taking tech training to get a better job and support their families. COD is starting to change to keep up with the private sector training needs as technology rapidly changes in the workplace."*
- *"Studies to improve teaching methods such as my department's study on grades."*
- *"Support for students, faculty, and community is incredible and effective. I always tell people, 'If you are looking for something, look at COD. They probably have it; and if they don't, they can tell you where to find it.' In my opinion COD is the gem of DuPage County. Communication is another thing that is "going well at the college."*
- *"The Adjunct support, Learning Technologies Workshops."*
- *"The advancement and monitoring of student success appears to be focus, which is good!"*
- *"The bathrooms are clean, and the classrooms are clean."*
- *"The education system itself; I'm not sure it exists as well at other community colleges."*
- *"The support for adjuncts has really stepped up in my opinion!"*
- *"WOTE conference as an adjunct-centered conference, working with diverse student body, resources like the library and WRAA that I use with my classes."*

Approximately 33% of respondents provided comments about other issues at the college. Some are more positive while others are more negative. They are included in their entirety, with corrections only to obvious grammatical issues.

- *“1) The number of incoming students on financial aid that don't seem to be concerned with doing the work for the class they are enrolled in, just receiving the funding for being there are increasing. 2) COD courses don't appear to be keeping up with the technology of the workplace that we are claiming to prepare students to compete and excel in. We need faster turn-around on updating courses that directly prepare students for positions that the technology changes in rapidly. I also tell my students the reason to take a class from a professor at COD instead of online is they get the help they need along the way, and the ability to ask questions even before or after class. Tough to do effectively in a personalized manner in an online course! They all agree.”*
- *“Adjuncts [treated as if] a number and computer issues.”*
- *“Availability of full-time lecturer positions.”*
- *“Being paid for training.”*
- *“CODAA parties stopped.”*
- *“Communication with other faculty in my area for issues related to our discipline and students and with other faculty in general for a sense of identity, support, and belonging at COD.”*
- *“Compensation for Prof Dev that is offered for ‘free’ yet must be done in our own time. Required to complete 12 PD hours each year.”*
- *“Counselors would like to be able to teach. We would like to be able to have more than one job if you are part-time, limited sick time.”*
- *“Department director micromanaging.”*
- *“Establish some no-cost/low-cost retirement benefits for adjuncts. Doing this would demonstrate that the College values and respects the contributions and commitments adjuncts have made. Perhaps a retiree email account to keep in touch and informed. Reduced ticket prices for retirees. Allow retirees to keep a library card and continue to use library services such as Kanopy. Perks such as these would go a long way toward generating continued support and commitment from retirees, and they would remain a part of the COD team.”*
- *“I feel that the way in which we receive our assignments is not entirely fair. I was told that we receive our assignments alphabetically--which severely disadvantages me! I think we should receive assignments either by our seniority (seems like those of us who have taught at COD a long time should have first choice of class times/types of courses we teach) or at least by how speedily we return our availability. It seems like we should be rewarded for something!”*
- *“I really don't understand why our new supervisor and his administrative assistant have to listen to our conversations in BIC 2A07... we no longer have the ability to speak candidly to each other. I also think that the absence policy really needs to be updated to reflect the reality of many teaching assignments; instead of just "one three-hour" absence, the policy should be for one CLASS PERIOD.”*
- *“I was not even interviewed for a full time position - it would be nice to get some more respect from the college.”*
- *“I wish the adjuncts are recognized and rewarded for their service a bit better from the division office, particularly if someone is working here for more than 10/15+ years.”*

- *“Is it possible to give instructors who teach cadaver labs a small stipend for the extra work involved in setting up and breaking down the cadaver lab as opposed to the labs that only use models?”*
- *“Maximizing contact hours assigned per calendar year - close to 27 each year.”*
- *“More say in course content.”*
- *“New full-time faculty positions being filled by non-internal candidates.”*
- *“Not being able to select textbooks.”*
- *“Not involved with textbook selection and access to the textbook Publishers for up and coming copies of new textbooks. Textbook Companies come to COD always, but, we never know when there are on Campus so we can talk to them about textbook issues and support.”*
- *“Opportunity to take courses for free tuition.”*
- *“Our college does not provide opportunities for adjuncts. We are disregarded when a FT position opens up. We are not even considered. This should be mandatory for the college to at least speak to us (but not if it’s just in form) – if we are good enough to pick up the scraps and be held to all these standards that the FT are – then we should be able to be considered for FT positions.”*
- *“Remaining a union paying member if classes are cancelled or excluded because of full time overloading.”*
- *“Required to fill out availability for Spring and Fall terms well in advance which often limits our availability at other colleges.”*
- *“Sick Time and Faculty Evaluations.”*
- *“That other adjunct offices on campus (like the one in the HEC) are not supplied with needed resources and supplies like the main adjunct office in the BIC.”*
- *“Is it possible for adjuncts, who are established on campus, to get business cards?”*
- *“The ability to become a full-time professor.”*
- *“There is no clear mentor program within department to tell adjuncts what to do to get hired full time. Communication from head of department is poor, little to none. Software discounts on some programs are only available for Full-time Instructors when we can and do use those programs as well. IT only gives free to FT for Camtasia. An increase in course reimbursement for tuition outside of COD courses.”*
- *“Using education funds for family members.”*
- *“What steps I should be taking in my career.”*
- *“When my class was canceled 7 days before the semester, I found out via COD auto-generated email. Nothing from the Head of my Division or Director of my program. I am extremely frustrated to be required to commit to COD without a reciprocal agreement from them. Already underpaid, now undervalued too.”*
- *“Yes, as you know my classes were replaced by inferior classes without my input or consideration and I was targeted for dismissal from a program for 8 years by the program coordinator without the Dean’s knowledge or apparent approval. A tragedy for this school which has lost a lot of respect from faculty and a non trusting atmosphere. The administration does not seem to care about the overall welfare of the students of the school. Sorry to be negative, but it is true.”*