

Response #1 to AAUP Statement

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The State Board for Community Colleges and Occupational Education (SBCCOE) and the Colorado Community College System (System) value the adjunct instructors and the important role that they play. In 2014, the System administered the CCCS Adjunct Instructor Survey and commissioned the CCCS Adjunct Instructors Task Force. This Task Force was composed of adjunct instructor representatives from each urban System college and Colorado Community Colleges Online, as well as two regular faculty members, and one representative from each administrative group. In addition, in Fall 2014, Dr. Linda Bowman visited each rural institution and conducted focus groups with adjunct instructors.

The Task Force held three, day-long sessions during Summer 2014, examining key issues identified by Task Force members in their review of the survey results, literature, reports, and informal interactions. Subcommittees were formed to perform the important work of researching the issues and making recommendations to the full Task Force, which in turn made recommendations to the System President and the SBCCOE.

On November 12, 2014, the Task Force presented its findings to the SBCCOE in a formal agenda item. The Report included a Preamble and Guiding Principles, 10 recommendations with implementation strategies, and the 2014 CCCS Adjunct Instructor Survey results.

Dr. Nancy J. McCallin assumed the role of System President of the Colorado Community College System (CCCS) in October 2004. As CCCS president, Dr. McCallin led the state's largest system of higher education, which serves more than 137,000 students annually at 13 colleges with 40 campuses across the state. After 14 years of dedicated work and leadership, Dr. McCallin retired in July of 2018. Under her leadership, CCCS added 41,000 new students over the past five years – 2013 to 2018, created a constitutionally-dedicated funding stream for the state's community colleges, and shepherded legislation designed to increase affordability and access opportunities for students, especially those from underserved communities.

In January 2015, at the request of the SBCCOE, a President's Review Committee convened to consider the Task Force recommendations and provide feedback to the SBCCOE at its February 11, 2015 meeting.

As required by the SBCCOE, on November 11, 2015, the System reported on actions taken by the colleges, CCCOnline, and the overall System to meet the eight recommendations by the Task Force that were accepted by the SBCCOE.

In Spring 2016, the CCCS administered the biennial Survey of Adjunct Instructors to all adjunct instructors across the System. In order to interpret the results of the survey and compare them to the 2014 survey results, the CCCS convened a focus group representing adjunct instructors from all 13 colleges and CCCOnline, as well as one regular faculty member representing SFAC and one college president, college vice president for academic affairs, and vice president for administration and finance. On September 14, 2016, the survey and focus group results were reported to the SBCCOE.

In Spring 2018, the biennial survey of Adjunct Instructors was again administered to all System Adjunct Instructors. The results of the survey were distributed to and discussed by a focus group of adjunct instructors from the colleges, CCCOnline, two regular faculty members, a department chair, and one each of the following: college president, college vice president, college dean, and college vice president for administration and finance.

CCCS Formal Plan of Support and Inclusion

In 2014, the State Board for Community Colleges (SBCCOE/Board) and the Colorado Community College System (CCCS/System) initiated a formal plan of support and inclusion for the adjunct instructors throughout the System. Acknowledging the differences among the colleges regarding size, nature of the adjunct workforce, budgets, program and course offerings, facilities, and logistics, the SBCCOE directed the System and its colleges to implement eight recommendations made by the 2014 CCCS Adjunct Instructor Task Force.

The "AAUP COLORADO CONFERENCE POLICY LETTER TO THE STATE BOARD OF COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION (SBCCOE)" (Policy Letter) contains a combination of inaccurate data, anecdote, and opinion. The assertions that students have "diminished learning outcomes" due to the employment of adjunct instructors, and that there is a lack of professionalism in instructional delivery, is not supported by data. The systematic improvements in support for adjunct instructors, especially since the 2014 CCCS Adjunct Instructor Task Force recommendations, have been documented. The Policy Letter

inaccurately states compensation increases. The five-year cumulative increase in adjunct pay was 22.9%, compared to 12% for administrators.

Since 2014, in response to the work of the CCCS Adjunct Instructor Task Force, the colleges and System have implemented and reported on the eight action items, as accepted by the SBCCOE, that follow:

1. Provide opportunities for adjunct instructors to participate in curriculum development, department meetings, all-college meetings, and other areas of instruction as needed, such as advising. Develop compensation criteria for participation that is appropriate for each type of activity.
2. Increase access to, participation in, and compensation for professional development, including campus or System-based workshops and training, and off-campus seminars, workshops, or conferences.
3. Establish recognition and appreciation activities that reward excellence in teaching and service. Extend employee discounts, free programs, services, and other perquisites to adjunct instructors.
4. Balance enrollment management and student needs by developing strategic scheduling, class assignments, and class cancellation processes that consider the impacts on adjunct instructors in terms of course preparation and work schedules. To encourage reasonable class cancellation deadlines and scheduling practices, we recommend a policy that adjunct instructors assigned to classes that are canceled within 14 calendar days of start date be paid 10% of the total course compensation.
5. Improve support and access to resources for adjunct instructors.
6. Design adjunct instructor advancement programs with teaching, student learning, and performance evaluation components.
7. Each CCCS college should annually increase its average instructor compensation by at least the same percentage as it increases the average salary for all other employee groups.
8. Provide the first paycheck to an adjunct instructor by the first possible pay date after the adjunct instructor's class has started.

It is accurate that two Task Force recommendations were not accepted by the SBCCOE. Of the original 10 recommendations, #3, "Develop mentor programs to assist adjunct instructors in navigating the colleges' systems and procedures, share knowledge of best practice for teaching and

learning, and support adjunct instructors in undertaking new goals or challenges,” was not implemented due to the recognition of two issues: many colleges do not have the personnel to establish formal mentoring systems across all departments, and many colleges have in place other processes that serve these purposes.

Original recommendation #8, “Ensure the ability of CCCS colleges and CCCOnline to attract and retain the best adjunct instructors and deliver the best education to students. Raise the adjunct instructor pay level at each college by 28% by the academic year 2016-2017, in order to create a competitive scale for adjunct instructor compensation that considers compensation levels of other Colorado institutions of higher education that offer parallel educational opportunities” was not implemented, as this would require an ongoing, not one-time, and significant source of revenue. Based upon examination, it was clear that such support would not be forthcoming from policy-makers.

In summary, and based upon the data collected via surveys and focus groups, the CCCS has made significant progress in its support for adjunct instructors and the students they serve. This continues to be a priority for the SBCCOE, the System, and college leaders.