

Task Force on Adjunct Faculty Proposal

June 23, 2016

I. The Contributions of Adjunct Faculty are Integral to DePaul:

The Adjunct Faculty is comprised of exceptionally qualified academics, researchers, working professionals, gifted artists, retirees and other brilliant minds working with a common dedication to teaching and a common dedication to DePaul.

- 1 According to the FY15 Adjunct Faculty Report, 65% of Faculty at DePaul are Adjunct Faculty. They teach 46% of credit hours across all colleges in the university.
- 2 The broad expertise of Adjunct Faculty enriches the overall educational experience of the DePaul student. To be sure, our Adjunct Faculty members are proof that, as stated in our university's mission, "DePaul...draws from the cultural and professional riches of this community," and they further help fulfill the university's promise to provide "leadership in various professions, the performing arts, and civic endeavors and... assist the community in finding solutions to its problems" ("Mission Statement." DePaul University).
 - 2.1 For example, in The Driehaus College of Business, nearly all Contingent Faculty members are or were successful business executives. The college has a broad spectrum of representation, from entrepreneurs of startups to CEOs of major corporations. These Faculty members represent, in totality, the Chicago business community—from marketing and management to economics, finance and accounting. The richness of the Adjunct Faculty is a strong selling point for students contemplating beginning their business career at DePaul.
 - 2.2 The professional experience and networks of Adjunct Faculty increase internship and early career opportunities for DePaul students.
- 3 The professional accomplishments and credentials of DePaul's Adjunct Faculty enhance the reputation of the university and what it offers its students.
 - 3.1 For example, in the School of Music, world-famous musicians, including musicians from the Chicago Symphony Orchestra, Lyric Opera of Chicago, Grant Park Music Festival Orchestra, Ensemble Dal Niente, Tom Matta Big Band and many other nationally recognized Jazz, Classical and Studio Recording ensembles, make up much of the applied instrument Adjunct Faculty.
- 4 Absent an Adjunct Faculty, the university would be financially hard-pressed to match the skills and experience they bring to DePaul.
 - 4.1 Most Adjunct Faculty at the College of Law, for example, are active or retired attorneys or judges who practice law full-time and teach courses – many clinical in nature – out of a sense of civic duty and to promote the legal profession.
- 5 The courses taught by Contingent Faculty members are integral to the educational programs at all levels across the university. Both Adjunct and Term Faculty members design courses that carry out the university's core mission.

Because Adjunct Faculty members teach nearly half of all credit hours, Tenure-Line Faculty are afforded time for research, committee work, and other contributions to the broader university community.

- 5.1 In many colleges and departments, the vast majority of labor-intensive first-year courses are taught by Adjunct Faculty. These courses introduce students to DePaul and help them navigate our urban environment. First-year courses also have important implications for student retention and provide students with the foundational skills necessary to succeed in their majors.
- 6 Adjunct Faculty, though not necessarily compensated for doing so, serve in a number of capacities above and beyond their teaching responsibilities, thereby benefitting the university with their knowledge, skills and talent.
 - 6.1 In the College of Computing and Digital Media, for example, Adjunct Faculty have served on MFA Thesis Committees. Additionally, Adjunct Faculty in the School of Cinematic Arts have invited students to observe on professional film and TV shoots, offering unique firsthand experience of life on set.

II. Concerns Currently Faced by Adjunct Faculty at DePaul:

As part of our charge, the task force solicited feedback from Adjunct Faculty in every college across the university. While solicitation communications to our colleagues framed the request for feedback around our charge, Faculty members sent replies extending beyond the scope of this task force. Feedback received on the three parts of our charge are catalogued in this section and reflected in the recommendations and proposals outlined in section III below. Regarding feedback received that extends beyond our charge, we have kept a record of these responses and recommend forwarding them to the permanent structures defined by section III of this proposal. Our record of these responses can be found in Appendix C.

- 1 Even though they contribute to the university in myriad impressive ways and represent 65% of Faculty members at DePaul, there is a pervasive feeling among Adjunct Faculty members that they are second-class citizens at the university.
 - 1.1 For example, during commencement this year, at least seven colleges at the university failed to invite Adjunct Faculty members to participate in graduation exercises.
 - 1.2 In another example, at the DePaul Faculty and Staff Appreciation Picnic, which is purported to celebrate all Faculty, Adjunct Faculty are ineligible to win raffle prizes.
 - 1.3 Subtle exclusions such as these, while seemingly minor, add up over time, contributing to the divide between the Adjunct Faculty and the university.
- 2 Adjunct Faculty members lack voting rights both at the local level in their home units and more broadly on Faculty Council. As a result, their voices and views are not represented in the policies that govern their lives in the workplace, and they are not afforded all of the protection and rights provided in the Faculty Handbook for other ranks of faculty.

- 2.1 In Chapter 2 of the Faculty Handbook, “Recruitment, Appointment, and Categories of Faculty,” line 8 states, “As a general rule, full-time faculty members (both tenure line and term) are entitled to participate and vote in decisions made in the academic programs, departments, schools, and colleges with which they are affiliated” (Faculty Handbook.) The handbook’s failure to protect voting rights for Adjunct Faculty led to the loss of representation in their home units.
- 2.2 Adjunct Faculty members cannot access the right to appeal in the manner afforded to their colleagues of other ranks. The inability to appeal on the basis of Academic Freedom is especially pernicious for the degradation it causes to classes across the university, nearly half of which are taught by Adjunct Faculty members. Indeed, the American Association of University Professors in its Statement of Principles on Academic Freedom and Tenure “calls for academic freedom for everyone engaged in teaching or research” whether “full time or part time, tenured or non-tenured, regular faculty or graduate assistants.” We are further urged to remember that “academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.” (1940 Statement).
- 3 In an attempt to be more respectful of Adjunct Faculty members’ time and work, the university has set limits on their involvement in departments. This regulation has left many feeling ostracized from programs they, in some instances, helped build.
- 4 There are many concerns related to a lack of transparency regarding appointment from quarter to quarter and the assignment of classes to available instructors. We recommend charging the permanent structure outlined in III.3 below with collecting best practices from units across the university and proposing a standard approach that implements these practices, to the extent possible, in all academic units.
- 5 Many Adjunct Faculty Members expressed concerns about the evaluation process.
 - 5.1 If Student Evaluations are the sole means of evaluating Adjunct Faculty members’ performance, both academic freedom and quality of instruction are potentially compromised.
 - 5.1.1 For example, students might evaluate a professor poorly if her course is perceived as too rigorous or demanding.
 - 5.1.2 By extension, teachers are incentivized to inflate grades or reduce requirements in order to improve evaluations.
 - 5.1.3 Despite the recent requirement for broad-based evaluations, logistical concerns remain, especially in academic units where Contingent Faculty members far outnumber those in Tenure-Track or administrative/personnel roles.
 - 5.1.4 Without formal evaluations, the university cannot guarantee instructional quality. As a corollary, instructors lack the feedback to innovate pedagogical practices and the formal documentation necessary to

seek teaching positions elsewhere.

5.1.5 Research compiled by members of Faculty Council identifies the evaluation process as being biased including biases due to the instructor's gender and ethnicity.

- 6 With the loss of multi-course contracts in the College of Liberal Arts and Social Sciences, Adjunct Faculty in that college lost a longstanding sense of workplace stability.
 - 6.1 In the College of Liberal Arts and Social Sciences and across the university, the loss of contracts breeds anxiety and diminishes workplace morale.
 - 6.2 The uncertainty of income prohibits Adjunct Faculty members from qualifying for long-term loans such as mortgages.
- 7 Some Adjunct Faculty at DePaul teach out of a sense of obligation to the community. For others, teaching is one of several revenue streams in a career of freelance employment. There are also many who see teaching part-time as the first step toward a long-term career in academia. For those interested in careers as Tenure-Track professors, there is no clear path for promotion.
 - 7.1 Presently, there is no assignment of rank within the Adjunct Faculty division. Because there are no ranks, there is no means of ascending rank. Nonetheless, Adjunct Faculty members continue to work without any discernible means of promotion.
 - 7.2 In some colleges and departments, there is no clear path for ascension from Adjunct Faculty to Term or Full-Time Faculty.
- 8 While we are aware that there are many initiatives in place through Human Resources to orient Adjunct Faculty members to the workplace and explain relevant policies, the university needs to develop better means of communicating this information to its part-time employees. Adjunct Faculty at DePaul expressed the following concerns related to Human Resources:
 - 8.1 There is no standardization for the on-ramping of new employees.
 - 8.2 There is little to no awareness of the policies and procedures that impact Adjunct Faculty members as employees in the workplace.
 - 8.3 There is a feeling that Adjunct Faculty members lack a formal channel of communication for sharing feedback with administrators.
- 9 Given the many responsibilities of Adjunct Faculty members including teaching, grading, and holding office hours, there is a feeling of unjust compensation.
 - 9.1 Contingent Faculty members are subject to inconsistent compensation practices across the units. Additionally, there exists, at the college or unit level, a different pay scale for online sections of courses, even though the tuition rates for students are the same, and the demands on teachers in these courses are often greater than conventional in-class sections.
 - 9.2 While DePaul is competitive in the rates it pays Adjunct Faculty members per credit hour, part-time Faculty are unable to cobble together enough courses to make a livable wage. Additionally, we note that competitive pay is

- not necessarily fair or adequate pay.
- 9.3 The lack of just pay is especially troubling in light of DePaul's promise that its "community is above all characterized by ennobling the God-given dignity of each person" ("Mission Statement." DePaul University).
 - 9.4 There is not equitable compensation for the Adjunct Faculty members' many impressive contributions to DePaul.
 - 9.5 Despite their vital contributions to the university, too many members of our Adjunct Faculty struggle to make ends meet. The stories from our colleagues of campus commuting, desk sharing, and late-night paper grading remind us of the need to match the commitments of the Adjunct Faculty with just compensation and increased employment stability from the university.

III. Recommendations and Proposals:

The Adjunct Faculty Task Force is comprised of 15 DePaul educators, including two Deans, two Full-Time Professors who also serve on Faculty Council and 11 Adjunct Faculty Members representing all 10 Colleges at the university. (Because of its high number of Adjunct Faculty, The College of Liberal Arts and Social Sciences was represented by two Adjunct Professors). After soliciting feedback from Adjunct Faculty within our colleges, we met regularly to discuss the concerns facing Adjunct Faculty and the university and to brainstorm and assemble this Proposal. We benefited greatly from interactions with members of Faculty Council who attended our meetings and generously shared their feedback with us throughout the process. Therefore, we feel confident the recommendations below reflect a spirit of collegiality across ranks of Faculty and resound with one unified, hopeful voice from a chorus of many thoughtful contributors.

1. We were charged with proposing a permanent structure to hear and resolve part-time Faculty members' workplace issues. We found this part of our charge to be the most potentially impactful to our colleagues and to our place in the university going forward. As a result, a majority of our discussions focused on this work. Our proposed solutions to this charge can be found in Sections 1-3 below.
2. We were charged with identifying ways to deepen involvement of part-time Faculty in the life of their departments. Our proposed solutions to this charge can be found in Sections 4 and 5 below.
3. We were charged with proposing ways to pay Adjunct Faculty for service beyond teaching. Our proposed solutions to this charge can be found in Section 6 below.

1 Adjunct Faculty Representation by the Faculty Council

- 1.1 We believe that the Faculty Council represents all DePaul Faculty including members of the Adjunct Faculty. However, in order for Faculty Council to effectively represent the interests of Adjunct Faculty, its membership must also include representatives of Adjunct Faculty. The specific form of Adjunct representation should be determined based on

discussions with all stakeholders and by working through established Faculty Council processes for amending relevant policies on representation in the Council's bylaws and in the Faculty Handbook.

2 Faculty Council Committee on Contingent Faculty (CCF):

We were asked to propose a structure that will not duplicate work already underway in Faculty Council, and we trust that the Faculty Council Committee on Contingent Faculty will handle policy-related matters impacting Contingent Faculty across the university. However, as we urge members of the Adjunct Faculty to join us in that trust, we note the importance of structures that fairly represent the Faculty they support. Therefore, we support Faculty Council's recent decision to reserve several positions on the CCF for Adjunct Faculty members. We recommend that compensation for Adjunct Faculty members serving on the CCF be set so that proper solicitation can begin. (For a list of Adjunct-related issues falling under the CCF's scope, see Appendix A.)

3 Adjunct Faculty Workplace Issues Committee (WIC):

In direct response to the call for this task force to design a permanent structure through which part-time Faculty can voice and resolve workplace concerns, we propose, in addition to including Adjunct Faculty members on Faculty Council, the body outlined below. (For a list of issues falling under the WIC's scope, see Appendix B.)

3.1 The WIC will be a body comprised of part-time Faculty members serving as representatives from their home colleges and two full-time Faculty members (defined in III.3.1.1) serving in an *ex officio* capacity. The committee shall elect a Chair and Secretary from its representatives. Each college must develop an election process that solicits self-nominations free of interference by college or departmental administrators, as well as a secure secret ballot vote.

3.1.1 To provide the WIC with a direct link to Academic Affairs and the CCF, we recommend that both the chair of the CCF and a representative from the Provost's office serve on the WIC in an *ex officio* capacity.

3.2 Adjunct Faculty Membership on the WIC will include at least one representative from every college across the university. In addition to the first seat, colleges will receive one additional seat for every 100 Adjunct Faculty Members employed by that college. In the event that a college cannot fill one or more of its available seats, that seat shall be left open until the next academic year when the election cycle is set to take place again. Members are elected for either one-year or two-year terms. Representatives serving two-year terms will be presumptively renewed on the WIC for two years with the continuance of their appointment.

3.3 The first Workplace Issues Committee will be formed in the autumn quarter of the 2016-2017 academic year. College Deans should establish a fair and transparent election process and distribute the WIC self-nomination form by week 3 of the autumn quarter. The WIC representatives should circulate materials by week 4, and elections should take place in week 5.

- 3.3.1 Once formed, the WIC will meet with members of this task force so that we may pass along issues we've collected from Adjunct Faculty members throughout our work in the 2015-2016 academic year. (For an informal list of these issues, see Appendix C.)
- 3.4 The WIC's charge is to hear, report, and suggest resolutions for issues impacting the lives of Adjunct Faculty members across the university so long as these issues are unrelated to policy and governance matters already covered by the Faculty Council through the CCF (III.2). When issues reported to this committee fall under the purview of the CCF, the matter will be forwarded to the Faculty Council through the chair of the CCF (serving on the WIC). Once elected, the WIC representatives should communicate their role to constituents and solicit workplace concerns. Representatives must be reasonably available to receive and hear concerns throughout the academic year.
- 3.5 Members serving on the WIC will meet regularly throughout the academic year to discuss issues across the colleges & prepare proposed recommendations for the Provost and/or Faculty Council President as appropriate. During the spring quarter, the WIC Chairperson will forward the prepared report to the Provost. At the end of the academic year, the WIC and the Provost will meet to discuss the report and follow up on possible resolutions.
- 3.6 The WIC will compile and maintain a permanent record of its work and make it available to all Adjunct Faculty through the W drive and/or a dedicated website.
- 3.7 Given the added workload of the position, we believe the WIC Representatives should be compensated for their service.
 - 3.7.1 We estimate each member of the WIC will contribute approximately 100 hours of service across the academic year broken down as follows: approximately 10 meetings throughout the academic year, each 2 hours long totaling 20 hours in WIC meetings; approximately 2 hours of preparation for each meeting totaling 20 hours preparing for WIC meetings; approximately 20 hours per quarter spent consulting with constituents from the representative's home college totaling 60 hours consulting for the WIC. For this assumed 100 hours of service, we recommend that each WIC representative be compensated at an hourly rate to be determined.
- 3.8 Given the sensitive nature of the WIC's work, the university must develop an appeals process designed to protect those Adjunct Faculty members serving as representatives. If a member of the WIC believes his or her service on the committee has resulted in the loss of employment, a reduction in course assignments, or other employment-related retaliations, the member will report the concern to the representative from the Provost's office serving on the committee, and the formal process outlined by the university will ensue.

- 4 We were charged with identifying ways to deepen involvement of part-time Faculty in the life of their departments. In response to our charge, we propose the following:
 - 4.1 WIC: The Workplace Issues Committee (III.3) can facilitate and participate in an ongoing university-wide discussion about the status of part-time Faculty at DePaul.
 - 4.1.1 The election process of the WIC members gives Adjunct Faculty a sense of ownership in the form of representation and a stake in the success of that committee.
 - 4.2 Restoring the voting rights of Adjunct Faculty in their home departments will enhance their inclusion in the university.
 - 4.2.1 Academic units could develop governance structures that afford voting rights for Adjunct Faculty members through elected reps (such as one voting representative per rank of Faculty). Furthermore, departments should be allowed to maintain bylaws protecting this governance practice. Finally, the Faculty Handbook should be amended to support and protect those rights.
 - 4.2.2 Many Adjunct Faculty members have taught at DePaul for numerous years and served in multiple roles. As such, they have the departmental and institutional knowledge to benefit discussions taking place in their home units and ought to be included in those discussions and given the opportunity to contribute to departmental business when appropriate.
- 5 The task force recommends formalized and regular recognition of the contributions of Adjunct Faculty by the university.
 - 5.1 The richness of the experience, knowledge, and credentials of the university's Adjunct Faculty contribute in a very significant and positive way to the overall reputation of DePaul. They do research; they are published; they win awards.
 - 5.2 It is therefore recommended that the academic accomplishments of the Adjunct Faculty be recognized in a formal way. This could be accomplished via website or annual publication and might even include an annual Adjunct Faculty Recognition Event, an Adjunct Faculty Spotlight in university publications, or other features.
- 6 We were charged with proposing ways to pay Adjunct Faculty for service beyond teaching. The task force recognizes that Adjunct Faculty regularly engage in service beyond their teaching obligations and have done so for years--the indelible mark of this work is visible in every college across the university. In our discussions with members of the Adjunct Faculty across the university, we discovered that this service most often reflects Faculty members' deeply rooted investment in their home units, their binding connection to their students, and their engagement in the university community. In response to our charge, we recommend the following:

- 6.1 Current contracts and letters of appointment should be amended to more thoroughly clarify the scope of duties and articulate the responsibilities and expectations of Adjunct Faculty members.
 - 6.1.1 For the upcoming academic year, many colleges sent supplemental information to Adjunct Faculty along with letters of appointment. We would like to acknowledge this as an important practice and encourage its continuation and implementation across all colleges.
- 6.2 Increase the compensation rates to better reflect the quality of work Adjunct Faculty members bring to the institution. Increasing rates would reduce the need for Faculty to teach at multiple institutions and facilitate stronger relationships between the university and its teachers.
- 6.3 Consider some additional compensation scaled to years of service, teaching experience, or disciplinary expertise.
- 6.4 When service falls outside of the compensated work outlined in an Adjunct Faculty member's letter of appointment, we recommend a supportive structure wherein unit-level administrators request a budget line from their home college to cover the costs associated with engaging part-time Faculty members in tasks outside the scope of their teaching responsibilities. Service can be solicited from Adjunct Faculty members through communications that include the compensation offered and hours of work expected for completion of the service project. Examples of such service may include:
 - 6.4.1 training and orientation meetings
 - 6.4.2 conducting assessment projects for home units
 - 6.4.3 serving on a committee
 - 6.4.4 serving as student advisors
 - 6.4.5 planning and running department-level events showcasing student work
- 6.5 To fulfill our charge, we've provided the above suggestions for how to pay part-time Faculty for service beyond teaching. However, we would also like to suggest that the university work to better understand that the Adjunct Faculty is a heterogeneous body seeking various levels of engagement with the university.
 - 6.5.1 While a variable pay structure will best adapt to the needs of academic units and scale to the individual's interest in service, those Adjunct Faculty members hoping to secure a full-time commitment from DePaul are better served by yearly contracts replete with sustainable employment and a livable wage.

IV. Conclusion

We at DePaul are not unique in our struggle to interpret the meaning of an increased reliance on part-time Faculty at our institution; universities across the country share in this challenge. As characterized by the AAUP, "The growth of part-time service in higher education has brought with it a host of problems. They involve the rights, privileges, and

economic welfare of this category of faculty members, most of whom currently enjoy only marginal status” (“The Status of Part-Time Faculty”). Yet, while we are common in our predicament, we are unique in our position to lead by virtue of our heritage. So let us lead. Let us not follow the trend of universities in our region, which are now beset by fractured relationships between Adjunct Faculty and their institutional homes. Let us be instead that “close-knit, supportive community” President Holtschneider longed for in his statement on “Sensitivity and Discourse” (Holtschneider). Let us lead by virtue of our Vincentian heritage. Let us heed the call of St. Vincent de Paul who wrote, “In order to become soundly virtuous, it is advisable to make good practical resolutions concerning particular acts of the virtues and to be faithful in carrying...[them] out afterwards. Without doing that, one is often virtuous only in one's imagination” (“Values”).

We look forward to the work ahead.

Respectfully Submitted,

The Task Force on Adjunct Faculty

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Appendix A

The following items are examples of issues impacting Adjunct Faculty members that fall under the purview of the Faculty Council Committee on Contingent Faculty (CCF).

- Active inclusion in shared governance (elected representation) at the department level and on Faculty Council and corollary amendments to the Faculty Handbook to protect these rights
- Revised and robust Grievance and Appeals process included in the Faculty Handbook
- Evaluation process and timeline for process
- Title and rank for Adjunct Faculty members
- Curricular and creative property rights for Contingent Faculty members

Appendix B

The following items are examples of issues impacting Adjunct Faculty members that fall under the purview of the Workplace Issues Committee (WIC).

- Determination of realistic number for hours worked teaching a three-credit hour class
- Clear definition of expectations for Adjunct Faculty beyond teaching and grading – are there things outside classroom/grading which are expected – participation in student centered departmental events? Assessment?
- Transparent, uniform hiring and retention policies across the university and a timeline for notification of retention
- Transparency in assignment of courses
- Transparency in cancelation policy (i.e. minimum number of students should be the same for all ranks of faculty); compensation is helpful, but late notice impacts the faculty member's ability to secure other work
- Seniority (how do we recognize it and what we do with/about it?)
- Substitutes for short-term illness (2 sessions or less) rather than giving class to another instructor
- Sick leave
- Recognition of the scholarly accomplishments of NTT Faculty – publications and other noteworthy scholarly accomplishments should be included in the deans' published lists
- Regularized, consistent process for setting aside funds in budget for compensating Adjunct Faculty for service such as assessment and committee work
- Workplace resources for Adjunct Faculty members such as office partition or access to an unshared computer; can this be solved through a simple work order or does the faculty member need to follow another process?

Appendix C

As part of our charge, the task force solicited feedback from Adjunct Faculty in every college across the university. Some of this feedback concerned issues which fell beyond the scope of this task force. These concerns are listed below.

- The Faculty Handbook should be revised to include Adjunct Faculty.
- Provide a clear articulation of the role of Adjunct Faculty (Perhaps enhanced language in hiring letters, as mentioned in III.6.1).
- Additional examination of the evaluation process is required.
- Develop a standardization of procedures and/ or more transparency regarding the appointment from Quarter to Quarter and assignment of classes to Adjunct Faculty.
- Can we make seniority, absent other considerations, a criteria in hiring decisions?
- Establish some means of ranking within the Adjunct Faculty and a pay scale in accordance with this rank.
- Can multi-course contracts be established as a means of providing job security?
- Administration should outline a means by which Adjunct Faculty can advance to Term or Tenure Track positions.
- Provide clarification of what service duties Adjunct Faculty have the right to participate in and which service duties, serving on Thesis Committees, for example, Adjunct Faculty are barred from.
- There are concerns about the affordability of healthcare related to compensation.
- Who owns the intellectual property rights to classes developed by Adjunct Faculty? Or, differently asked, if an Adjunct Faculty member develops a course at DePaul, to whom does the course belong?
- A class with 32 Students pays the same as a class with 12. This creates concerns about class size and payment related to class size.
- There is a need to examine the compensation structure for courses taught online, and the university should work toward pay parity for courses taught online and course taught on-site.
- Provide more robust offerings around tuition waivers or reduced tuition for Adjunct Faculty (and/or family members) taking DePaul courses.
- Increase opportunities for tuition exchange programs with other universities and colleges.
- Continue increased recognition of the scholarly work of adjuncts as discussed in III.5.

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