Standard Four
Faculty

4.0 Introduction

Standard Four describes and assesses the COCC faculty and policies related to hiring, compensation, development and evaluation.

4.A Faculty Selection, Evaluation, Roles, Development

COCC employs 98 full-time faculty, 34 adjuncts (semi-permanent faculty on annual contracts) and more than 200 part-timers (quarterly notices of appointment). The College's faculty is a committed, professional group of educators who provide stimulating and meaningful learning experiences for the College's students. All COCC faculty are required to have at least a master's degree or equivalent training. Within the institution there is a strong incentive for continuing professional improvement by all faculty and administrators. Many of the faculty have doctorates in their disciplines. Regular and rigorous evaluations by peers, department chairs and administration are required for tenure, promotion and post-tenure review (every third year). All faculty administer student evaluations at least once annually. In addition to instruction, full-time faculty play key roles in governance and curriculum development, and act as advisors and resources to the community (see Exhibit 4.1 Sample Student Evaluations).

4.A.1 Professional Qualifications

Description

Table 1 provides an institutional profile of full-time, adjunct and part-time faculty showing data about terminal degrees, salary, years at COCC, years of teaching experience and load. Table 2 shows the number and source of terminal degrees. (Statistics on the breakdown of faculty by gender are available in the Exhibit Room, as Exhibit 4.10.)

Analysis and Appraisal

The College is experiencing unprecedented growth and facing changes in conjunction with OSU-Cascades Campus. The key challenge will be to maintain quality in hiring and the integration of faculty from both institutions.

4.A.2 Participation in Governance

Description

As part of their service to the College, and reflecting the representative government system at COCC, faculty are involved in academic planning, curriculum development, institutional planning and student affairs. Full-time faculty are represented on all four standing committees as well as special purpose committees (see Appendix B for a chart of committee membership). These committees (College Affairs, Academic Affairs, Student Affairs and Institutional Support) were established to implement evaluation of present policies and procedures and to plan for the future. All proposals that come out of these standing committees are posted on FirstClass Client e-mail conferencing and go through a collegewide first and second reading before a decision is made. These recommendations are sent to the president for approval. The president informs the committee chair after a decision has been made (approved, denied, tabled), with rationale if denied or tabled. Decisions are posted to Electronic CommLines with copies to *The Broadside* and College Affairs.

College Affairs Committee may make recommendations on any area not covered by collective bargaining which affects the development of COCC. College Affairs functions as a forum for collegewide issues and manages the consensus-building process for key issues and functions of the College, including final budget prioritization recommendations. All members of the Committee are voting members. Three faculty members are part of the nine-member committee.

Academic Affairs Committee advocates for instruction; develops and recommends academic policy; and facilitates and streamlines decision-making on academic issues. Its functions are to coordinate long-range planning in curriculum and academic policy; set academic priorities that help shape budget decisions; be responsible for academic program review; deal with short-term instructional/academic concerns as they arise; and assure that curricular decisions, academic priorities and instructional policies are held accountable to the mission of the College. Six faculty members representing each division are elected to this committee. The Academic Affairs subcommittee, the Curriculum Committee, oversees curricular issues and

Standard Four - Faculty Table 1
Institutional Faculty Profile

			Professor	Associate Professor	Assistant Professor	Instructor
Number	Full Time		20	32	23	19
	Part Time					170
Number of Terminal Degrees	Dr		7	15	9	4
	M		12	12	12	13
	B		1	2	1	1
	Prof. License		N/A	N/A	N/A	N/A
	Less than Bach.		—	3	1	1
Full-Time Faculty	Salary, 9 months	Min	$48,709	$42,209	$36,509	$33,609
		Med	$58,209	$51,209	$44,509	$39,609
		Max	$67,709	$60,209	$50,909	$45,609
	Years of experience at Institution	Min	10	3	1	1
		Med	—	—	—	—
		Max	27	22	10	5
	Total Years of Teaching Experience	Min	15	8	3	2
		Med	—	—	—	—
		Max	33	32	19	14
	Previous Fall Term Credit Hour Load	Min	15	15	15	15
		Max	15	15	15	15

Figure 4-1

Standard Four - Faculty Table 2
Number and Source of Terminal Degrees of Faculty*

INSTITUTION GRANTING TERMINAL DEGREE	NUMBER OF DEGREES		
	Doctor	Master	Bachelor
California State University, Chico		1	
California State University, Dominguez Hills		1	
California State University, Fresno		1	
California State University, San Diego		1	
Carroll College			1
Catholic University	1		
City University of New York	1		
Eastern Washington University		1	
Idaho State University		1	
Illinois State University, Normal		1	
Loma Linda University		1	
Miami University	1		
Michigan State University			1
Montana State University	2		
Naval Postgraduate School		1	
New Mexico State Univ.		1	
Northern Arizona University		1	
Northern Michigan University		1	
Northwestern University		1	
Ohio State University	2		
Oregon Health Sciences University, Eastern		1	
Oregon State University	5	7	
Pennsylvania State University		1	
Portland State University		3	
Rutgers University	1		
San Francisco State University		1	
Seattle University			1
St. Cloud State University		1	
Suffolk University		1	
Univ. of Alabama		1	
Univ. of Arizona		1	
Univ. of California, Berkeley	2	1	
Univ. of California, Davis	1		
Univ. of California, Irvine	1		
Univ. of California, Riverside	1		
Univ. of California, San Diego	1		
Univ. of Idaho	1		
Univ. of Iowa	1		
Univ. of Missouri, Columbia		1	
Univ. of Missouri, Kansas City	1		
Univ. of New Mexico		1	
Univ. of North Carolina, Chapel Hill	1		
Univ. of North Carolina, Greensboro	1		
Univ. of North Texas		1	
Univ. of Oklahoma, Norman	1		
Univ. of Oregon		2	1
Univ. of Pittsburgh School of Medicine	1		
Univ. of San Francisco		1	
Univ. of South Dakota		1	
Univ. of Southern Colorado			1
Univ. of Texas, Austin	2	1	
Univ. of Utah	2		
Univ. of Virginia	1		
Univ. of Washington	5	4	
Univ. of Wisconsin		2	
Washington State University	2	2	
Western Oregon University		1	
Western Washington University		1	
TOTALS	**38***	**49**	**5**

*includes the vice president for instruction and two instructional deans

Figure 4-2

makes recommendations to Academic Affairs. (Academic programs include all transfer and professional/technical programs, continuing education, counseling/testing, community education and entrepreneurial education.)

Student Affairs Committee is responsible for reviewing and recommending in areas related to the student personnel program, to student activities, or generally to the quality of student life at COCC. Two of the nine members are faculty.

Institutional Support Committee is responsible for reviewing and recommending in areas of planning, budgeting, purchasing, maintenance and renovation of College buildings and grounds; in matters of new campus construction; and in other College support areas. Of the eight members, two are from the faculty.

Faculty comprise the majority of membership on special purpose committees such as Promotion, Tenure, and Faculty Professional Improvement.

Analysis and Appraisal

Faculty involvement in governance, planning and curriculum development is a key to COCC's identity as a unique, high quality community college. Again, growth and an increasing workload provide challenges to maintaining this involved and integrated structure.

4.A.3 Workload

Description

The responsibilities of a professional at COCC are broad and demanding: teaching load; academic advising; keeping a minimum of five office hours a week; participating in College committees; keeping up to date in one's field as well as developing and maintaining a rigorous professional improvement plan (PIP); becoming computer literate; representing the College within the community; and serving as department chair, if asked to do so. The College provides faculty with many opportunities for professional growth and renewal, including an annual travel budget, sabbatical opportunities and professional improvement funds. (See Exhibit 4.2 Sample Professional Improvement Plans and Exhibit 4.3 Sample Annual Reports.)

Questions about faculty workload were at the forefront of the issues addressed by the last collective bargaining session in 1998-1999, perhaps more so than salary increases. As a result of negotiations, a fund was established for the current contract cycle (1999-2002) to be used to address teaching load issues and

compensation. A labor management team (LMT) was formed to make recommendations on how best to distribute these special funds in addition to general funds and possibly other funding sources to maintain collegewide equity in workload. As a result, the LMT came up with the following recommendations that were then approved by Chairmoot (Chairmoot consists of all instructional department chairs, deans and the vice president for instruction. They are a recommending body on day-to-day instructional issues.):

- Instructors will receive additional load units for all classes with large enrollments (more than 50 students in science lab courses, and more than 40 in nonlab courses)
- Instructors may apply for LMT compensation for significant development of a course packet and/or lab manual. In addition to using LMT funds, a $2 fee per packet is collected by the bookstore and transferred to a materials development fund.
- Compensation may be awarded for excess (more than three per quarter) class preparations or for the preparation of a new course not taught before. However, compensation will not be awarded for faculty members who choose such assignments.
- Lab-intensive courses and teaching-intensive labs should receive increased compensation if more than 21 students.
- Courses designated as Writing in Context (WIC) will be compensated with extra load for classes of more than 24 students.
- The current funding for distance education load remains the same: an instructor will be granted 200 percent of standard load for the course the first time he/she teaches it, and 150 percent for subsequent times (funding from general funds account).
- Instructors who teach a nursing clinic will be compensated with extra load.

(See Exhibit 4.4 for the Load Management Team Recommendation Document.)

Analysis and Appraisal

Lowering the total load units per academic year and acknowledging significant duties outside instruction will be the challenges in the next round of contract negotiations beginning in 2002.

4.A.4 Compensation and Benefits

Description

Exhibit 4.5, the Collective Bargaining Agreement, details the faculty salary schedules for each of the 1999-2002 academic years as negotiated during the last bargaining agreement. Policies on faculty benefits are published on our Web site: www.cocc/edu/hr/.

Analysis and Appraisal

COCC, like other institutions, is experiencing difficulty in maintaining its level of medical benefits without raising insurance costs. And more pressingly, the College is having difficulty with its unified salary scale: attracting faculty in certain high salary professions is a challenge. Computer and Information Systems (CIS) is a prime example. Another issue is the difficulty in getting full-time faculty to teach summer school: classes are not guaranteed until enrollment is at a certain level, and the compensation is considered too low.

4.A.5 Evaluation of (Full-Time) Faculty Performance (Policy 4.1)

Description

The current practices have received national recognition, especially for the involvement of peer evaluators throughout the process. The peer team consists of the designated evaluator, one member from the faculty member's department or from a related department, and one member from outside the faculty member's department/division. During the first year of employment, peer teams are established for strictly formative purposes. After the first year, peer evaluations are summative. Summative evaluations occur in the new faculty member's second year and the year prior to tenure consideration. After tenure has been granted, a summative peer evaluation occurs every fifth year. An administrator also evaluates a new faculty member in his or her second year. Other modes of evaluation include student evaluations (conducted at least once a year—see Exhibit 4.1) and the faculty member's own annual report of activities, including a self-evaluation (see Exhibit 4.3).

Criteria for promotion include performance in the following areas (weighted differently for each rank): primary assignment, professional development, community service and service to the College.

Ranks include:
- **instructor**–entry level;
- **assistant professor**–faculty members should be in their third year of service at the rank of instructor at the time they are first eligible for consideration to be promoted to assistant professor;
- **associate professor**–faculty members should be in their fourth year of service at the rank of assistant professor at the time they are first eligible for consideration to be promoted to associate professor;
- **professor**–faculty members should be in their sixth year of service at the rank of associate professor at the time they are first eligible for consideration to be promoted to professor.

(See Exhibit 4.6 for the complete Official Practices for Faculty Evaluation.)

Analysis and Appraisal

The current practices have received national recognition, especially for the involvement of peer evaluators throughout the process. The challenge over the next five years will be to maintain the high standards of performance and of attention to these processes while adding substantial numbers of new faculty.

4.A.6 Faculty Hiring

Description

Chairmoot, the committee comprised of all department chairs, the vice president for instruction, instructional deans and the summer school director, is responsible for prioritizing full-time, tenure-track faculty hiring needs.

Once approval has been given by the managers, a screening committee is formed. The screening committee consists of four or more members, including the chair of the department in which the new faculty member will work, one faculty member from the department, one faculty member from another department and one administrator. It conducts a national search, reviews applications, selects applicants to bring to campus for an interview and makes a hiring recommendation.

The vice president for instruction is responsible for recommending to the president the new full-time instructional faculty, along with salary and academic rank placement. The president makes the final recommendations to the board, which takes appropriate action.

Analysis and Appraisal

Fifty percent of the current faculty have come to COCC since 1986. A large number of additional new faculty are expected over the next five years.

Furthermore, the College has recently begun to encounter sharp competition nationally in its recruitment of faculty in certain high-salary professions such as computer information systems. This unprecedented number of faculty new to the College (along with many retirements of long-term faculty) provides an opportunity to strengthen certain areas of the curriculum but also carries the risk of instability. It will challenge the College to engage the imagination and commitment of so many new faculty members and create a more balanced faculty in terms of ethnic and minority group representation. The College's nationally recognized faculty evaluation program and extensive professional improvement program will be key tools for meeting the first challenge. The College's Diversity Plan (see Exhibit 4.7) contains implementation strategies to meet the second of these challenges.

Twenty-nine new faculty members are required to meet the 80 percent target for current enrollment at the 80-20 full-time to part-time ratio; 118 FT faculty for 4,000 student FTE (a 34-to-1 ratio). If COCC meets the goal of 5,000-student FTE by 2005, it would require an additional 22, for a total of 51, new FT faculty over a five-year period. One hundred and forty faculty members are required for 5,000-student FTE for a 36-to-1 student-to-faculty ratio. In order to reach this goal, the College would need to add 10 full-time, tenure-track faculty members in each of the next five years. It is important to note that the College would experience little or no growth in the absolute amount of teaching by part timers during this period. If COCC can add these full-time faculty members, both quality goals will be met for credit instruction. The College is currently behind the board goal, however, and budget restrictions make it unlikely that this long-term goal can be met.

A final concern is that COCC's ranking system sometimes makes it difficult to attract new faculty who do not want to begin at the "instructor" rank; changes in this policy are under consideration by Chairmoot. (See Exhibit 4.8 for a faculty retention chart.)

4.A.7 Academic Freedom

Description

From the 2000-2002 Collective Bargaining Agreement:

"The College and the Faculty Forum agree that academic freedom is essential to the fulfillment of the purposes of education, and they acknowledge the fundamental need to protect employees from censorship or restraint which might interfere with their obligations to pursue truth in the performance of their teaching and research functions. Thus, (1) a member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties, and (2) a member is entitled to freedom in the classroom in discussing the subject(s) he/she is assigned, but he/she will be careful not to introduce into his/her teaching controversial matter which has no relation to the subject of the course."
(See Exhibit 4.5, Collective Bargaining Agreement.)

Analysis and Appraisal

An atmosphere of trust between faculty and administration, a professional faculty with high respect for students, and an open, collegial environment have allowed this policy to flourish.

4.A.8-10 Part-Time and Adjunct Faculty

Description

The College currently employs 34 adjuncts and more than 200 part timers. Part-time professional instructional staff recommended by the respective department chair, must be approved through the office of the vice president for instruction. Once this process is completed, department chairs and peer mentors are responsible for the evaluation of part timers (see Exhibit 4.9 for Evaluation of Part-Timers Policy). Adjuncts are part-time faculty members who are assigned at the start of the fall term at least 24.5 load units for the succeeding academic year or at least 30 load units for the succeeding calendar year. Adjuncts are recognized members of the bargaining unit and are given a yearly notice of appointment as adjunct instructors.

Analysis and Appraisal

There are two general guidelines that help plan for full-time faculty size. A ratio of 80 percent instruction delivered by full-time faculty is desirable. A ratio of around 35 student FTE per full-time faculty member is desirable.

Last year, 60 percent of COCC's 1,840 sections were taught by 89 full-time faculty members. Our quality target is to have 80 percent of all sections taught by full-time faculty members. Since sections vary from one credit to more than five credits, the College can only approximate the appropriate number of faculty members to meet this goal. However, the percentage of

sections also correlates with the load that is available to full-time faculty. The current budget allocates 2,608 load units for part-time faculty and 4,005 load units for full-time faculty.

Part-time and adjunct faculty are invited to attend all collegewide functions. A professional improvement fund has recently been established for qualified adjunct faculty (see Exhibit 4.5, the Collective Bargaining Agreement). In addition, a new and returning part-time faculty orientation is offered each fall. However, orientation at the department level is inconsistent. A part-time faculty handbook needs to be created.

4.B Scholarship, Research and Artistic Creation

Faculty Professional Improvement Review Program: The Faculty Professional Improvement Review Committee and the professional improvement guidelines have been in place for 10 years and create a standard for, and a clarity about, expected professional development—standards which are clearly strengths in COCC's instructional efforts. Over the course of the next five years, the College will introduce greater accountability, so that all tenure-track faculty have current and approved plans. And COCC will undertake efforts (partly funded under the new Collective Bargaining Agreement) to extend such efforts to adjunct faculty, and to provide professional development activities for all faculty (see Exhibit 4.2 Sample Professional Improvement Plans).

Through department travel funding and the professional improvement plan funding, the College fully recognizes and promotes professional improvement for faculty. A number of faculty has received regional and national recognition for research/scholarship/artistic creations (see Appendix A for a selective list of faculty/staff achievements).

4.1 Policy on Faculty Evaluation (See 4.A.5)

Standard 4 Figures, Appendices and Exhibits

In-Text

Appendices

Exhibits