



Standard 4

Faculty

Overview

Clark College's reputation for delivering high-quality instruction is based on its ability to attract and retain a well-qualified faculty. Students consistently comment upon instructional effectiveness and faculty concern for students as the most important components of their educational experience at the College. The faculty play a major role in accomplishing the College's Mission by providing quality instruction, by supporting student success, and by fostering community partnerships.

Clark College employs 166 full-time faculty and approximately 360 adjunct faculty per quarter. Thirty-five full-time faculty and nine adjunct faculty have doctorate degrees. One hundred and thirteen full-time faculty and one hundred and eight adjunct faculty hold a master's degree, and sixteen of those hold two masters' degrees. A summary of the faculty's educational achievement and experience is shown in Attachment 4.1. The summary of the faculty's number and source of terminal degrees is shown in Appendix 4.1.

The Clark College faculty bring a wealth of professional/technical, educational, and community work and service experience to their students. Transfer and basic skills faculty are hired on the basis of their educational achievement, teaching experience, research, and scholarship. Members of the faculty have been instrumental in helping Clark College achieve its goal to provide a seamless education for its students. Clark is proud of its successful relationships with local public schools and the Washington State University/Vancouver.

Professional/technical faculty are hired on the basis of their work experience, specific work related skills, and educational achievement. The profes-

sional and community contacts, licenses, and certifications that the professional/technical faculty maintain, ensure that Clark College students are well prepared for the job market. A snapshot of faculty research, scholarship, and professional and community involvement is shown in Appendix 4.2.

Faculty Selection, Evaluation, Roles, Welfare, and Development

● Faculty Role in Academic Planning

Since the last accreditation visit, the College community has made a concentrated effort to appraise existing committee structures that deal with instructional policy. It has also taken steps to more clearly communicate instructional policy to the entire campus by both formal and informal channels.

For example, before the last accreditation visit, the Instructional Advisory Committee was responsible for advising the Vice President of Instruction on all instructional matters. It appeared to the faculty, however, that under this system it was difficult to act on curricular and program changes in a timely manner.

Recommendations and Actions Taken

In order to resolve this problem, the 1994 CCAHE Agreement provided for a Curriculum Committee to advise the Vice President(s) on curriculum and program changes. This left the Instructional Advisory Committee to advise the Vice President(s) on other matters related to instructional policy. This change has improved the timeliness of curricular change and development decision-making. These two committees were retained in the 1997 CCAHE Agreement.

● Faculty Role in Committees

Exhibit 9.6 (*Agreement by and between Clark College and the Clark College Association for Higher Education/WEA/NEA*, hereafter known as the *CCAHE Agreement*) addresses the faculty role in serving on standing, screening, and tenure committees. Many faculty also serve on *ad hoc* committees. Exhibit 4.1 shows the extensive faculty involvement in committee work.

● Faculty Role in Curriculum Development and Review

Curriculum development and review are the shared responsibility of the Office of Instruction, the Curriculum Committee, departmental faculty, and division chairs. Degree, program, and course content and design are initiated at the departmental level and, with divisional approval, submitted to the Office of Instruction where they are placed on the Curriculum Committee agenda for review, discussion, and action.

The Curriculum Committee reviews policy issues relating to curriculum and advises the Vice President of Instruction on such issues. The committee has ten members: four tenured faculty members, one division chair, the Clark College Association for Higher Education (CCAHE) president/designee, the Registrar/designee, and the Vice Presidents of Instruction, Student Services, and Administrative Services. Faculty appointments to the committee are made jointly by the Vice President of Instruction and the CCAHE President. Committee members serve for two years with half of the appointments being made annually.

Minutes of the previous meeting are distributed at each meeting. Agendas and recommendations are published in the *Run of the Mill* staff newsletter before the committee acts on them. All division chairs and members of the committee receive agendas at least a week prior to the meeting. (Exhibit 4.2)

Proposed curriculum modifications are presented to the committee and discussed at length. Department heads and division chairs requesting changes are present at the meeting to answer questions by committee members. The members may request further modification and/or information. In this case, the next meeting is used for further discussion. In most cases, the change is discussed at the

first meeting and action is taken at the second meeting. Although these meetings are open to all College faculty and staff, only committee members may vote.

The Curriculum Committee ensures that curricular and program changes are congruent with procedures and policies as outlined in the *Clark College Policies and Procedures Manual*, Section 330.000, pages 9-10 and the *CCAHE Agreement* as described in Article 1-(Section 7).

● Faculty Role in Academic Advising/Planning

The Clark College advising system has two components: preparatory advising and program advising. Preparatory advising takes place at the Student Services level and includes admission information, placement testing (ASSET and/or COMPASS), college success and orientation information, transfer information, and advising referrals to areas that have specialized advisors for entering students. Program Advising is provided to students once they have selected an educational program. It includes selection of a major, course selection, and curriculum planning. Students seeking degrees who are registered for ten credits or more are required to show advising documentation, including an advisor's signature, when registering for classes.

Advising faculty are trained yearly, attending one mandatory training session during fall in-service and/or as requirements change in order to provide their advisees with the most current program and course information.

Most faculty advise continuing students each quarter. Faculty obtain advising information through their advisees or through software on office computers linked to the campus network. Faculty guide students in making their own class scheduling decisions and program plans based on test scores, enrollment in and completion of appropriate courses taken at Clark College and/or other institutions, and educational planning. Faculty specifically assist students in the selection of courses requiring prerequisites, special resources, instructor or division approval, and credits by challenge. Transfer and program evaluations are regularly reviewed. Faculty provide advisees with various college and de-

partment forms, career fact sheets, curriculum guides, advising folders, and educational plans.

Career/curriculum advising connects faculty to the community in two ways. First, on the vocational level, curricula are reviewed and approved by program advisory boards prior to implementation. Data panels, surveys, and other industry contacts are used to provide essential information for course and program competencies linked to occupations. Cooperative work experiences create a coordinated effort between faculty and industry, providing students with the opportunity to mesh their educational classes on campus with real-work experience. Second, transfer requirements and formal articulation agreements with four-year institutions are tracked by faculty, who then prepare students to meet Clark College's degree requirements as well as those of transfer institutions.

Some of the issues associated with advising include:

1. A wide variance in the number of students advised by each faculty member.
2. Overloaded faculty advisors who may not have the time to adequately handle all career/curriculum advising.
3. The overload of advisees in one-person programs.
4. Availability of advisors during certain times of the school year.
5. Advisors who simply sign student registration forms and do little actual advising.

Recommendations and Actions Taken

- **In order to provide some degree of equity to faculty who advise larger numbers of students, the CCAHE Agreement authorizes payment to each faculty advisor of \$10 per student over 20 students advised.**
- **The current system could be revised at some cost to the College to provide more student/advisor interaction by reducing faculty advising loads, hiring additional divisional advising staff, utilizing the general advisors more regularly, or advising in groups as opposed to a one-on-one system.**

Additional information on advising is included in Standard 3, Students.

● **Faculty Role in Institutional Governance**

Faculty are involved in institutional policy making at various levels of College governance, primarily in an advisory capacity. Faculty are given ample opportunity and encouragement to become involved in committee work through divisions/departments, the CCAHE, as well as thirty-two standing, *ad hoc*, and other special committees. Standing committee membership is usually composed of administrators, faculty, and students. The list of standing committees and vacancies appears several times during early fall in the faculty/staff newsletter. Consequently, committee assignments are usually settled by the middle of fall term.

Clark College recognizes the Clark College Association for Higher Education as the sole and exclusive organization representing all full-time and part-time faculty members. (Article 1., Section 1, Exhibit 9.6) The CCAHE is the faculty voice in the policy-making activities of the College.

In fall 1996 a College Communication Council was formed to better address issues related to College growth and internal communications. The committee is comprised of representatives from every constituency in the College community. Meetings of this group are held monthly to discuss College-wide issues. Minutes and the agenda are made available by the Office of the President to be distributed to all interested parties by the various constituency representatives. Beginning in 1996, the Vice President of Instruction has called general faculty meetings on a quarterly basis to discuss issues of concern with the entire faculty. The agenda is published and all faculty are invited.

● **Faculty Workload**

Faculty loads are defined in *the CCAHE Agreement*, (Exhibit 9.6) Based on a memorandum of understanding in the *1992 CCAHE Agreement*, a workload task force was formed. The task force consisted of one representative from each division and three administrators who were charged with analyzing workloads by discipline, developing a definition for workload equivalencies, and identifying workload problems. The taskforce was also to develop possible solutions to problem areas within the constraints of the budget and the State Board allocation formula.

The task force identified a model for evaluating workload equivalencies (Starrett, *Junior College Teacher Load Index A Method for Measuring Teaching Load*, Form H.) The clarity and feasibility of the model was tested in the spring of 1994 by inviting a sampling of faculty from each division to complete the form. (Exhibit 4.3)

The task force concluded that the model could be a valuable tool for the College in assessing workload equivalencies because it provided flexibility in applying factors. The task force identified a gross inequity in the SBCTC model, that being the differentiation between lecture and lab courses. It was agreed that this issue must be addressed at the state level, but that the College should play a role in addressing the issue at that level

The task force did not address individual problems of workload but recommended that the use of the evaluation worksheet be negotiated.

● Provisions for Faculty Professional Development

The College supports a strong professional development program and strives, within the limits of budget, to provide a variety of opportunities to enable faculty to remain current in their respective fields and to create and publish their work. (Exhibit 4.4) The College provides developmental opportunities at the individual, departmental, divisional, and institutional levels. These opportunities are announced at faculty orientation and division meetings and published regularly in *Run of the Mill*. Faculty development specifically outlined in the *Faculty Handbooks* (Exhibit 4.5) and the *CCAHE Agreement* includes:

- *Article V/Section 12* specifies sabbatical leave opportunities for tenured faculty every seventh year of service.
- *Article VI/Section 3* allows faculty members to enroll in Clark College state-supported classes on a space available basis for a \$5 fee with all other tuition waived.

In addition, departments and divisions have travel money budgeted for faculty development opportunities based on the number of full-time faculty. The Office of Instruction coordinates the application and approval process for additional faculty development dollars by faculty committees. The commit-

tees allocate approximately one-half of available funds for summer and fall activities and the other half for winter and spring activities.

The Office of Instruction has designed a standard form (Exhibit 4.6), based on the values stated in the College Mission, Vision and Values statements, to be used to apply for the first four of the following funds:

- Research and Performance Funds (RAP) are available to faculty for research or performance activities and/or to present papers regarding their research at various conferences or to conduct performances and/or exhibit their work (\$5,000 per year).
- Clark II Funds are primarily used for curriculum development and program improvement (\$8,500 per year).
- General Faculty Development Funds are available to fund faculty development for adjunct faculty, to augment awards from other fund sources for full-time faculty, or to fund speakers or workshops on topics of interest to all faculty. An example of this was a workshop on Copyright and Fair Use Guidelines offered May 1996 (\$10,000 per year).
- Foundation Faculty Development Funds were available beginning in the 1997/1998 academic year. These funds are to be used to meet the five categories identified by the Board of Trustees to support the College's Mission, Vision, and Values. For this initial year, funds were allocated on a percentage basis to each division according to the number of full-time faculty. Each division allocates these resources according to its division's needs while addressing the five categories. (\$56,000.)
- A grant from the Murdock Foundation provides for professional development activities for Science and Health Occupations faculty. These funds may be used for subscriptions, professional dues, research materials, equipment, books or travel to conferences or professional development activities (\$18,100).
- The College provides Individual Faculty Development Funds of \$400 per full-time faculty member for subscriptions, professional dues, research materials, equipment, books or travel to

conferences or professional development activities (\$54,000).

- The State Board for Community and Technical Colleges has awarded funds for faculty to participate in activities leading to educational reform in curriculum and to assess of student learning outcomes. Workshops, conferences, speakers, mini-grants, and coordination of faculty efforts in outcomes assessment are funded through this source (\$56,000).
- Federal vocational funds are available to eligible program faculty for professional development to improve instruction in the vocational areas. The Director of Instructional Services develops an annual plan to provide funding for 75 faculty/staff for this improvement. These funds are not used to supplant state funded College activities. Allocation is based on previous years' activities and utilization, cost/benefit to the department, division, College, and the number of students served by the program and enrollment trends. (\$30,000 per year. \$20,000 is allocated to qualifying divisions and \$10,000 is used for unanticipated needs by the divisions or to fund activities identified by the Office of Instruction for professional improvement of vocational faculty and instructional staff (Exhibit 4.7).

The Professional Placement and Advancement Committee (PPAC) for full-time faculty recommends salary advancement for professional activities. These advancements are in addition to those received for completing academic credits. Salary advancement for earning academic credits is computed and allocated in Personnel Services. PPAC also receives sabbatical requests and makes recommendations to the Vice President of Instruction.

Recognition of faculty accomplishments is given through the annual Outstanding Faculty Awards. For the 1998-99 academic year, three \$1,200 awards will be given to three full-time faculty members and one award of \$750 will be given to an adjunct faculty member. The following year, three awards of \$1,500 will be given to full-time faculty members and two awards of \$750 will be given to adjunct faculty members. These awards can be used for individual faculty development or as a one-time supplement to the salary of the recipient. In addition, every year, each division honors one out-

standing adjunct faculty member at an awards reception.

● **Full-time Faculty Compensation**

Full-time tenured, probationary, special programs and temporary faculty are compensated in accordance with the negotiated *CCAHE Agreement* and in compliance with legislative mandate. The present salary schedule is shown in Appendix 4.3. Information on compensation is available through the *CCAHE Agreement* (Exhibit 9.6, Appendix I, p. 89) and updated salary schedules are made available through Personnel Services. Information on salary increases and salary progression is provided to faculty as events dictate.

Faculty salaries in most program areas are adequate to attract qualified candidates.

It is sometimes difficult to attract candidates for vocational positions since they can often earn much more in private industry. Additionally, entry-level salaries for vocational faculty are sometimes low because the salary schedule placement criteria reward academic preparation and degrees received more heavily than work experience in the industry. A Bachelor's or Master's degree is not always necessary to be hired for a faculty position in the Professional/Technical programs.

Recommendations and Actions Taken

The College may want to review whether certifications or additional experience in the vocational area should count for salary placement in addition to degrees and journey status.

In general, faculty members are concerned that salaries do not adequately reflect educational background, experience, and length of service. Funding for salary enhancement is legislatively appropriated. The College has maintained a close to average standing statewide for faculty salaries. All available dollars for faculty salaries are used to enhance faculty salaries within the rules and guidelines of the State Board for Community and Technical Colleges and the Legislature. The CCAHE negotiates with the administration as to how salary enhancement monies are to be distributed. Concerted efforts are made by the College administration and CCAHE to maintain competitive salaries. In conjunction with allowable legislative increases, the faculty salary schedule has been enhanced 3% - 5.5% five times

since 1990, and in 1996 a step B-16 was added to allow for further salary progression. See Table 4.1, below.

● **Adjunct Faculty Compensation**

Full -Time Faculty Salary Schedule History 1991-1997:			
Years	Salary Range		Percent Increase
	A1	B15	
1990	\$23,600	\$37,600	4%-5%
1991	24,550	39,550	5.5%-3.4%
1992	25,900	40,900	1.9%-3.2%
1993	26,403	42,245	4%
1995	27,459	43,934	2.5%*
1996	27,459	45,033*	3.3%-3.8%
1997	28,365	46,765	

% increase in range from previous schedule

Adjunct faculty (faculty at two-thirds load or less) are compensated in accordance with the Adjunct Faculty and Summer Quarter Salary Schedule (Appendix H of the *CCAHE Agreement*). Hourly rates for 1997-98 are:

- Lecture: -----\$34.00
- Lab: -----\$29.75
- Other assignment: -----\$20.00

Non-credit community service pay and seminar course pay are negotiable depending on assignment and location of activity.

Adjunct faculty rates are also negotiated between CCAHE and the College administration, usually at the same time full-time faculty salary enhancements are negotiated. Again, ongoing efforts are made to increase salary rates to ensure the College's ability to attract qualified faculty. Since January 1990, rates have been increased five times from 2.4% to 25%. In response to legislative and State Board attention to "best practices" and salary disparity for part-time faculty, the College implemented increases from 10.5% to 25% effective September 1997. See Table 4.2.

Adjunct Faculty Salary Schedule History			
Year	Lecture	Lab	Other
1990	26.20	19.15	15.90
Increase			
1991	27.80	20.30	16.90
Increase	6%	6%	6.3%
1992	28.90	21.10	17.60
Increase	4%	3.9%	4.1%
1993	29.60	22.40	18.10
Increase	2.4%	6%	2.8%
1995	30.30	23.80	18.10
Increase	2.4%	6.3%	0%
1997	34.00	29.75	20.00
Increase	12.2%	25%	10.5%

Examples of quarterly compensation for adjunct or moonlight faculty for several classes are illustrated below in Table 4.3, below.

Course Name, Type & Credits	Hours	Hourly Wage	Total Wage
ENGL 101 3 credits (lecture)	32 hours	\$34.00	\$1,088
MATH 095 5 credits (lecture)	52 hours	\$34.00	\$1,768
AUTO 151 2 credits (lecture/ lab)	12 hours \$34.00	20 hours \$29.75	\$1,003

There has been some confusion over compensation for adjunct counselors and librarians. The *CCAHE Agreement* states that adjunct faculty (of which adjunct counselors and librarians are included) should be compensated according to the adjunct salary schedule; however, the schedule does not clearly identify the rate for librarians and counselors.

Recommendations and Actions Taken

The College administration is working with CCAHE to resolve this matter.

● Stipends

Division chairs are paid an annual stipend in addition to their base salary. Release time for division chair duties and stipends vary by division and reflect the size, complexity, and varied activities of the division (Appendix 4.4). Detailed information is outlined in Appendix G of the *CCAHE Agreement*. Division chairs are compensated for additional summer days outside the standard 173-day contract as needed.

Coaches and student club advisors are compensated by stipends through the Associated Students of Clark College (ASCC.) Other stipends are listed in Appendix J of the *CCAHE Agreement*. (Appendix 4.5)

● Faculty Exchanges and Special Programs

Faculty in special programs are, for the most part, compensated according to the same adjunct and full-time faculty salary schedules as other faculty. Situations are evaluated on an individual basis for equity and consistency and adjustments made as appropriate.

● Sabbaticals

Sabbaticals are compensated at a percentage of salary depending on number of quarters on sabbatical:

3 quarters -----	60%
2 quarters -----	75%
1 quarter -----	86%

Benefits remain intact while faculty members are on sabbatical.

The state funded benefit package for eligible full-time personnel includes a health and dental package, and minimal life and long-term disability insurance; additional coverage is optional. Membership in the retirement system is mandatory and the College matches employee contributions. The College approved participation in a VEBA program in December of 1997 which provides a tax-free fund for sick leave retirement buyout dollars.

Upon initial employment, Personnel Services provides information regarding the benefits package. (Exhibit 4.8)

Funding for salary enhancement is appropriated by the State legislature. Once funds have been appropriated, the CCAHE and the College's administration negotiate on distributions. Permanent and probationary tenure-track faculty may advance one step on the salary schedule for each twelve advancement units earned. Advancement units may be earned in three ways:

- Five advancement units are awarded for each year of full-time service.
- One advancement unit is awarded for each quarter-credit earned by a faculty member in academic course work approved by the Vice President of Instruction.
- Advancement units are awarded at the rate of one unit for each 40 hours of work for approved research, field work, writing, publishing, related work experience, attendance or presentations at conferences, and achievement of professional designations, such as attainment of Certified Public Accountant status. The Professional Placement and Advancement Committee grants approval of advancement units for completing such projects and experiences.

● Tenure-Track Review

In accordance with the *CCAHE Agreement* (Article III, 2.1-2.3) (RCW 28B.50.852), tenure review is an eight-quarter process in which probationary faculty members are evaluated by students, peer faculty, supervisors, division chairs, and through classroom observations done by members of the tenure committee. In addition, the probationer prepares goals with recommendations from the committee. The probationer assesses his/her own progress with the stated goals and reports to the committee at the end of the third and sixth quarters. To facilitate the process and to ensure consistency across divisions, the College hired a staff person to oversee the tenure process of both probationary and tenured faculty. The forms used in the process are shown in Exhibit 4.9. The committee is composed of the division chair, an academic faculty member, a vocational faculty member, a faculty member selected by the probationer, and a student member. The committee

meets at least once each quarter to review the probationer's student evaluations, classroom observations, peer evaluations, and progress on goals.

The committee offers suggestions and makes recommendations for improvement or enhancement of the probationer's professional program. During the third and fifth quarters of the tenure review process, the committee votes to recommend or deny continued employment of the probationer. During the eighth quarter, the committee makes a recommendation to the Board of Trustees to approve or deny tenure. The final decision to grant tenure lies with the Board of Trustees. Forty-four probationers have received tenure in the last five years and two were withdrawn from the process. See Table 4, below.

Upon review, it was determined that each division

Tenure Statistics: 1992-1997				
Academic Year	No. Tenured	No. Not Tenured	Other	Total
1992-93	5	2	0	7
1993-94	8	0	1*	9
1994-95	11	0	0	11
1995-96	6	1	0	7
1996-97	12	0	0	12
1997-98	7	0	0	7
Total	49	3	1	53

* Not granted tenure due to discontinuance of Vocational Program.

may handle the tenure process slightly differently.

Recommendations and Actions Taken

Common forms were developed to encourage consistency in the tenure review process and a handbook is being developed which will be used as a training guide for tenure committees. If a probationary faculty needs assistance in professional development, recommendations will be forwarded to the Vice President of Instruction who may allocate professional development money to assist with the necessary training activities.

● **Tenured Faculty Performance Evaluations**

In accordance with the *CCAHE Agreement* (Article III, 3.1-3.5), (RCW 28B.50.872) tenured faculty members are to be evaluated every third year of service by:

- Students during the academic year in a majority of the faculty member's classes
- Two peers chosen by the faculty member
- The department head or direct supervisor, as applicable
- The division chair
- A self evaluation

The division chair prepares a report to the Vice President of Instruction summarizing all evaluations. The summary may include a plan to address areas that need improvement.

Evaluation of tenured faculty librarians is the same as classroom faculty, except for classroom student evaluations.

Appendix 4.6 lists faculty tenured from the years 1992-1997.

● **Special Programs and Temporary Faculty Evaluation**

In accordance with the *CCAHE Agreement*, (Article III, Section 4) special programs and temporary faculty shall be evaluated in a manner determined by the division chair.

● **Adjunct Faculty Evaluation**

Adjunct faculty members are evaluated according to procedures and policies implemented by their division. Some divisions evaluate their adjunct faculty on a quarterly basis while others conduct evaluations during the first term of teaching and then once each year thereafter.

New instructors in the Community Education program are evaluated by sending blind evaluation forms to students with a self-addressed, stamped envelope to be returned to the office. A report is made from the information taken from the evaluations and this report given to the instructors. Continuing instructors do their own evaluation at the end of each class for constructive feedback for future classes. The Director of Community Education reviews these evaluations.

Instructors who teach for Business and Industry are evaluated through the evaluation forms provided by the Business and Industry Center, workplace, or both. Other evaluation includes verbal feedback from the participants, other workplace employees, and the Business and Industry Center staff.

Recommendations and Actions Taken

The process of evaluating adjunct faculty members varies from division to division. When new adjunct faculty members are hired, some divisions administer student evaluations for the first few quarters and thereafter once a year. However, it was generally found that there is little consistency in assessing adjunct faculty members. The College should evaluate this effort as it relates to the "Best Practices" mandate and the College Mission, Vision, and Values statements.

● **Full-Time Faculty Recruitment and Selection**

The recruitment and selection process for full-time faculty is defined under the *CCAHE Agreement*, Article III, Section 8.2 and Administrative Procedure 615.040. The College utilizes WAC 131-16, Washington State Community and Technical College Personnel Standards, as the standard for defining qualifications for faculty hires.

The College requires a master's degree as an entry requirement for teaching in academic and basic skills programs and complies with the personnel standards in WAC 131-16-091 for Professional/Technical Education Programs.

Faculty positions in vocational areas require vocational certification, or ability to obtain certification, including recent teaching and or work experience in the vocational field.

In order to attract a diverse pool of candidates, the College advertises nationwide in the *Chronicle of Higher Education* and utilizes minority publications such as *Black Issues in Higher Education* and *Hispanic Outlook* as well as local minority publications. In addition, and in response to recommendations from the Governor's Affirmative Action Policy Committee, a concerted effort was made in 1997-98 to insure diverse representation on every screening committee. The College continues its efforts to recruit and hire a diverse faculty. Un-

der Administrative Procedure 615.023, Interview and Moving Expenses, the College has identified resources to assist in paying interview expenses for final candidates in order to attract qualified candidates as well as diverse candidates from outside the local area.

Tenured faculty constitute the majority of the members of the screening committee for full-time faculty positions. Typically, a screening committee is chaired by a division chair. It is charged with screening applicants and recommending a minimum of three candidates to the Vice President and President. The task has been a challenge in recent years as applicant pools for many faculty positions have ranged from 35 to 300.

Recommendations and Actions Taken

In response to an increase in the number of open faculty positions and to insure a consistent and fair process, Personnel Services has developed a training manual to serve as an information resource. The manual provides information on processes and procedures (from initiating a request, to filling a position, to making the appointment), affirmative action and diversity, interviewing, reference checking, and screening criteria (Exhibit 4.10) Screening committees are also encouraged to consider the College's goal of increasing diversity among faculty.

● **Part-time and Adjunct Faculty Recruitment and Selection**

Each department that utilizes adjunct faculty strives to maintain a pool of highly qualified professionals. Hiring needs, qualifications, and selection are determined at the program or departmental level with training, work experience, and educational requirements consistent with those of full-time faculty. In vocational programs, adjunct faculty qualifications are as defined in WAC 131-16-091.

Recruitment occurs through unsolicited resumes, advertisements placed in local media, flyers sent to other community colleges, recommendations from advisory board members, and from other professionals in the community. Potential adjunct faculty are also drawn from applications for full-time position recruitment efforts.

Applications are reviewed by lead instructors, department heads, and/or division chairs as hiring

needs arise. When a vacancy occurs, an applicant is asked to provide transcripts, references, and a resume for an interview. Usually the department head and/or a departmental group conduct interviews. The division chair may participate if requested by the department head. If there is interest in hiring the applicant, references are then checked and a formal application packet is completed and processed.

Community Education instructors submit a resume with the class title, outline, and short course description to the Director of Community Education. If the course is selected to be offered, the potential instructor is sent an application form and interviews with the Director.

The application process for Business and Industry and Mature Learning is discussed in Standard 2.

● **Adjunct-Faculty Orientation and Support**

Once an adjunct faculty member is hired, expanded information about the institution, the work assignment, conditions of employment, and rights and responsibilities are explained by the department head or lead instructor who also provides ongoing support. An Adjunct Faculty Handbook supplements the orientation process with explanations about supplies and materials, student services, procedures and responsibilities, application, and payroll processes. (Exhibit 4.11)

Each fall, a College-wide, new adjunct-faculty orientation is held to review general policies/procedures and student services. This meeting affords new adjuncts the opportunity to meet the president, vice presidents, the deans, the affirmative action officer, and Personnel Services staff as well as other adjuncts. If there is sufficient need, this orientation may be offered at other times during the year.

Personnel Services and the Office of Instruction assume responsibility for salary placement and eligibility for benefits. Since the College actively pursues highly qualified adjunct faculty in a competitive market and since adjuncts now compose over two thirds of the faculty, they are given as much support as possible.

In response to the Washington State Best Practices Task Force, the College prepared a progress report outlining practices in ten areas. (Exhibit 4.12)

Recommendations and Actions Taken

- **Health benefits have become available to over 70 adjunct faculty in the last two years**
- **Direct payroll deposit is available as well as paycheck mailing**
- **Adjunct faculty may participate in tax-sheltered annuities**
- **General faculty development funds are available for adjunct faculty development activities**
- **A faculty resource room in the Library with computers and Internet access has been provided**
- **Some divisions have computer access during open computer lab times for faculty, or computers available in the division office**
- **Adjunct faculty are often given room keys and copy codes for the copy machines**
- **Scantron machines are located in nearly all major areas to provide test-scoring assistance to all faculty**

Division chairs review the use of adjunct faculty in their divisions and make requests for full-time faculty in order to protect the integrity of curricula and to maintain program and course continuity. The Vice President of Instruction solicits full-time faculty requests and justification from division chairs in mid-winter, at which time there is discussion between the chairs and the Vice President about where in the institution full-time faculty should be hired to replace adjuncts.

The ratio of adjunct to full-time faculty has been of concern the last several years as the use of adjunct faculty has increased. This increase is due primarily to growth, fewer budgetary dollars available from the state legislature and State Board for Community and Technical Colleges, and the need for flexibility in response to community needs. Because of the increased number of adjunct faculty, division chairs and department heads have increased responsibilities regarding orientation, ongoing management and evaluation of adjunct faculty members.

Adjunct faculty now account for over two-thirds of the headcount of instructional staff and seriously outnumber full-time faculty in four divisions: Education, Humanities, Mathematics, and PE/Health. With such a large number of adjunct faculty, it is very difficult to assure good communication, ade-

quate resources, access to management, periodic evaluation, and appropriate intervention. It is also difficult to maintain curriculum continuity and integrity, to provide for continuous program improvement, to promote institutional loyalty, and to prevent employee turnover.

Recommendations and Actions Taken

The College should establish a more clearly defined policy regarding use of adjunct faculty. It should also continue to pursue the hiring of full-time faculty whenever possible even if on a temporary, full-time basis.

Classes are coded lab or lecture or a combination and are paid at different rates, (e.g., \$29.75/hour for a lab class and \$34.00/hour for a lecture class.) Similar courses may be coded differently between departments and the required academic preparation and skills/degrees required to teach the class might differ between departments. Adjunct faculty are not paid to hold office hours and their compensation is less than that of full-time faculty whose salaries include preparation time. This results in inequities.

Each department has the freedom to design course content and the methodology used to teach the course which accounts for the above inequities.

Recommendations and Actions Taken

The College, through the Instructional Advisory Committee, should conduct work sessions for department heads and division chairs to explain the differences in course coding and to encourage more collaborative efforts in the development of courses which may have content overlap with other departments.

Currently the CCAHE Agreement stipulates that an adjunct is only able to work at two-thirds the load of a full-time faculty member in the same division. If a full-time load is 21 hours of contact per week, an adjunct is only able to work 14 hours per week or less. If the full-time load is 15 hours per week, an adjunct faculty can only work 10 hours per week. If the full-time load is 12 hours per week, an adjunct can only work 8 hours per week. These restrictions make it necessary to hire even more adjunct faculty. These adjunct-faculty load issues are further complicated by health benefit limitations.

Since the legislature did not award enough money to the institutions to offer all adjunct faculty health

benefits, benefit slots were given to each division based upon the percentage of adjunct faculty used. Furthermore, those adjuncts who did not receive health benefits because there were not enough slots available were required to work less than the two-thirds instructional load. Some adjuncts were required to work fewer hours and receive no health benefits. This situation was particularly difficult in departments that use a great number of adjuncts, (e.g., English, Adult Basic Education, Mathematics, English as a Second Language.)

Recommendations and Actions Taken

Continue to work at the legislative/state level to provide additional funding for more benefits.

Scholarship, Research and Artistic Creation

The College's strong commitment to faculty scholarship, research, and artistic creation is reflected in the granting of faculty excellence awards, sabbatical leaves, and release time for worthwhile projects. Perhaps the most significant measure of the College's commitment to faculty excellence is the significant number of faculty participating in such activities as workshops, scholarly publications, conference attendance and presentations, art shows, and research.

● Academic Freedom

Clark College subscribes to the 1940 "Statement on Academic Freedom and Tenure" issued by the American Association of University Professors and the Association of American Colleges, as specified in Section 300.A00 of the *Policies and Procedures Manual* and Article VI, Section I of the CCAHE Agreement. This statement guarantees that faculty have the academic freedom to pursue scholarship, research, and artistic creation in accordance with the College's Mission. See also Standard 9.

● Scholarly Activities

The Clark College faculty are engaged in a variety of scholarly activities, some of which are highlighted in Appendix 4.2.

The College encourages faculty, classified staff, and students to develop original materials or products that will contribute to the College's Mission, Vision, and Values. Institutional policies regarding research activity, artistic creation, and professional development are covered under Sections 600.I00, 600.L00 and 675.000 of the *Policies and Procedures Manual* and are also delineated in Article VII, Sections 1-6 of the CCAHE Agreement.

It is the responsibility of the faculty to work in conjunction with the Vice President of Instruction in determining any possible ethical problems, safety concerns, or budgetary commitments involved in conducting any research or artistic endeavor.

Presently, a policy for the use of human subjects is being developed using this process.

Faculty are well represented on all standing and ad-hoc committees that govern the distribution of funds and credit for scholastic, artistic, and research endeavors. (Appendix 4.7)

Faculty serving on standing committees are selected each year by the Vice President of Instruction with approval by the CCAHE Faculty Union President. All faculty are expected to serve on College committees as part of their workload, as requested. Faculty serving on ad-hoc committees are chosen by the Vice President for Instruction in accordance with the guidelines of the specific committee.

Faculty actively participate in the development of selection criteria for the award of funds from the granting sources and are expected to be involved in the review of each committee's mission, goals, and selection criteria as well as the make-up of each committee itself.

The Office of Instruction is responsible for reviewing all faculty grants and contracts to ensure their consistency with the College Mission. The Associate Dean of Instruction reviews requests for proposals and contacts appropriate faculty as to their availability. Gifts, such as equipment and supplies, are processed through the Clark College Foundation.

Attachments

Attachment 4.1 Institutional Faculty Profile

Appendices

Appendix 4.1	Number and Source of Terminal Degrees of Faculty
Appendix 4.2	Summary of Faculty Research, Presentations, Community, and Professional Involvement
Appendix 4.3	Initial Salary Placement Worksheet and Faculty Salary Schedule
Appendix 4.4	Annual Assigned Time and Pay for Division Chairs
Appendix 4.5	Annual Stipends
Appendix 4.6	List of Faculty Tenured over Last 6 years.
Appendix 4.7	Faculty Participation On Committees With Financial Decisions

Materials in Team Room

Exhibit 4.1	List of Faculty Committees
Exhibit 4.2	Curriculum Committee and IAC Notices and Minutes
Exhibit 4.3	Final Report/Workload Task Force
Exhibit 4.4	Faculty Development Funds
Exhibit 4.5	Full-time Faculty Handbook
Exhibit 4.6	Faculty Development Application Form
Exhibit 4.7	Federal Vocational Staff Development Forms
Exhibit 4.8	Faculty Benefits Package
Exhibit 4.9	Tenure Review Procedures and Forms
Exhibit 4.10	Hiring Manual
Exhibit 4.11	Adjunct Faculty Handbook
Exhibit 4.12	Best Practices Progress Report

Attachment 4.1 – Institutional Faculty Profile