

STANDARD FOUR

Faculty



Introduction

Lane's faculty strive to translate into practice the college vision to transform students' lives through learning. Faculty excellence in teaching, research and artistic creation at Lane has been recognized at the local, regional and national level. Each term, this love of teaching and the faculty culture that sustains it can best be captured by example: Science faculty walk with students at Amazon Creek to study native Willamette Valley flowers; Culinary Arts faculty lead students in a live laboratory to create lunches for hundreds; Physical Education faculty lead a room full of students, faculty and staff through their aerobic paces; team teachers engage students in one of Lane's many Learning Communities such as Go for Baroque! or AfroBlue.

Workforce Training faculty help create a bilingual workforce through their courses with students, or help students build software skills for the information economy; Counseling faculty teach at the "Saturday Circus" parent education classes; Cabinet Making faculty lead students in their career and lifelong avocational interests; Sign

Language faculty speak eloquently with their hands; Ethnic Studies faculty connect the Chicano/a Latino/a experience in Oregon to the national picture; faculty gather with students in the Drumming Circles of Native Circles.

Visitors can witness faculty dedication by walking around campus: through the second floor Library window, one might see a faculty librarian ease a student's apprehension about an online search; through a studio window one might see dance faculty calling steps to a group of intent students; an early morning visit to Sacred Heart Hospital finds nursing faculty guiding students through a rigorous practicum.

Back on campus, one might see Aviation Maintenance faculty build a reciprocating diesel engine with students in the hangar lab; Energy Management faculty work with students to do an analysis of the Administration Building's air flow; Massage Therapy faculty prepare students for their first clients in the student clinic; Dental Hygiene faculty supervise students working on clients of the Dental Clinic; or Flight Technology faculty preparing students for their first solo flight.

Faculty Credentials	Contracted faculty with Doctorate	Part time faculty with Doctorate	Full time faculty with Masters	Part-time faculty with Masters
1994	12.8 %	—	51.1%	—
2004	16.6%	16%	64.4%	56.8%

Figure 4-1: Percentage Change from 1994 in Faculty with Graduate Degrees (Source: Human Resources).

These are only some of the ways that Lane’s faculty shape the learning environment, individually and collectively. Innovation has been a faculty strength at Lane for years, a strength most recently given new emphasis through the Strategic Learning Initiative (SLI) partnership, in which faculty and administrators work in concert to foster innovation in education. Through SLI, faculty have expanded educational opportunities by developing Learning Communities, Service Learning, and the college’s Instructional Technology Infrastructure, among other projects. Innovation has now been mainstreamed into the instructional budget at Lane through the SLI “incubator.” Another campus-wide project, “Reading Together,” won a 2003 Schafer Innovation Award for building community across campus through discussions, book groups, and curriculum infusion.

Faculty Selection, Evaluation, Roles, Welfare and Development

Faculty Qualifications

Lane faculty are highly qualified, and the contracted faculty’s primary commitment is to the institution (4.A.1). The faculty data shows that 16.6 percent of Lane contracted faculty have doctorate degrees, and 64.4 percent of contracted faculty have master’s degrees (see Figure 4-1). Every field or program offering degrees or major work is staffed by a core group of contracted faculty who are carefully screened for qualifications.

Lane ensures the quality of faculty work through several avenues: the faculty contract outlines the conditions for employment of all faculty; the College Online Policy and Procedure System (COPPS) policy for Instructor Certification outlines the responsibility for maintaining these standards; departmental managers, in

collaboration with faculty, determine certification standards for new courses, and update these standards periodically; and Human Resources maintains these qualification standards and ensures their implementation for new-hires. The qualifications are also posted on all Job Vacancy Notices. Qualifications for both credit and non-credit instructors are outlined in COPPS.

Faculty Roles and Participation

Academic Planning Participation

Faculty members participate actively in curriculum development, academic planning, advising and governance (4.A.2). The Curriculum Approval Committee, which reviews curricula submitted by individual faculty members, is comprised primarily of faculty (currently nine out of 15 members). Faculty also serve on the Degree Requirements Review Committee (DRRC), which determines the composition of the degrees offered by Lane and reviews the courses that can be used to meet degree requirements. Twelve faculty members serve on this committee out of a total of 17 members. (See Standard 2.)

The Academic Council (six faculty out of 16 members) decides on student petitions based on policies set by the DRRC. The Council acts on student petitions covering deadlines extensions, program waivers, college graduation requirements, grade appeals, and other concerns, as appropriate. Furthermore, faculty play a major role in academic advising through the Counseling Department.

Innovation

The many innovative efforts of SLI have led faculty and administrators to appreciate the benefits of the interdisciplinary mode of learning. A small group of SLI representatives and administrators began discussions to consider the best infrastructure to support interdisciplinary learning. Planning for a Center for Connection

and Innovation in Learning (CCIL) emerged from these discussions, although the project is still in its nascent stages. Currently, CCIL provides a central location and administrative support for innovation initiatives including Learning Communities, Faculty Professional Development, the *Community College Moment*, Reading Together, Service Learning, SLI and other projects related to innovation. In 2004-05, there will be a broader discussion on campus about CCIL's character and formal role.

Division Governance

The faculty contract supports the development of division charters, which outline faculty's, manager's and classified staff's roles and participation in divisional governance. While some divisions have developed sophisticated and useful charters, others have chosen to set up division governance and structures without creating a formal charter. The decentralized process of developing division charters poses some challenges with consistency across campus, but many divisions have found them to be unifying documents that support division governance.

College-Wide Governance

In the last ten years, Lane has made improvements in its inclusion of faculty in major decision-making processes such as strategic planning. Faculty have long been involved in division- and department-level governance. This has had the benefit of local involvement; however, limited participation at this level had not encouraged development and inclusion in institutional processes and decision-making. Seven years ago, faculty had to petition to be included in the strategic planning process for the 1999-01. Following this petition, three faculty were selected to serve on the Strategic Planning Committee.

Since then, governance at Lane has shifted from a situation of appointment to a systematic and representative model of inclusion that faculty have come to expect. The current Strategic Planning Task Force, for example, is comprised of one faculty representative from the Lane Community College Education Association (LCCEA), one from College Council, and one from Faculty Council. While some faculty suggest that the

numbers of faculty participating on this committee are still relatively low (25 percent in 2004 vs. 21 percent in 1999), the process by which they were selected is an improvement: in contrast to the previous system of administrative appointment, each body (e.g., Faculty Council, LCCEA, College Council) appoints its own faculty representatives.

The new governance system, still in the early stages of implementation, will develop this representational model of participation (see Standard 6). Some are apprehensive about how the new governance system will impact their work. See, for example, an article, "Faculty Decision Making and Participation in the College Governance System at Lane Community College," written by former Faculty Council co-chairs.

In the Lane Self-Study Feedback Survey, 134 self-identified faculty responses were collected in Spring 2004. To the statement, "The new Lane governance proposal is an improvement," 63 somewhat agreed; 41 agreed; and three strongly agreed (Figure 4-3). Eleven disagreed and one strongly disagreed with the statement. At the same time, not all faculty felt that the previous system of governance was ineffective. To the statement that "Lane's previous system of governance was *effective*," 43 somewhat agreed and 15 agreed (Figure 4-2). (See Executive Summary for a description of the Self-Study Feedback Survey methodology.) The new governance model has a built-in mechanism for evaluation and improvement, and provides for communication of all stakeholders' concerns.

Faculty Workloads and Professional Growth

Faculty workloads reflect the college mission and goals and talents and competencies of the faculty (4.A.3). By contract, non-teaching-related workload comprises "up to 15 percent of faculty . . . FTE, averaged over the academic year, provided it can be accomplished within a work schedule based on 1.0 FTE = 40 hours/week." Many faculty are unable to accomplish all their tasks within the 40-hour week, however, which presents workload issues. Smaller departments are often disproportionately affected, since committee work such as departmental hiring and

representation on college-wide committees is shouldered by a smaller group of faculty.

Teaching Workload

Multiple factors have affected changing workloads at Lane during this decade: First of all, this decade has witnessed a simultaneous growth in credit and developmental student FTE and decline in full-time faculty FTE paired with a growth in part-time faculty FTE. This decline has been felt keenly in the past year, when 27 vacancies were temporarily left open due to state budget cuts. With these positions open, full-time contracted faculty numbers decreased from 265 in

1995 to 237 in 2003-04 (Figure 4-4). However, 24 of these have been filled for Fall 2004, which nearly restores the 1995 level. Student FTE (except for enrollment in apprenticeship, occupational skills supplementary, and noncredit personal enrichment classes) rose from 1995-2001 from 9,762 to 11,043; enrollment for 2003-04 declined slightly to 9,439 (Figure 4-5). The overall student FTE decline over the last decade is 3 percent. The ratio of student FTE to faculty FTE has remained stable with 25.9 in 1995-96 and 25.0 in 2003-04 (Figure 4-6).

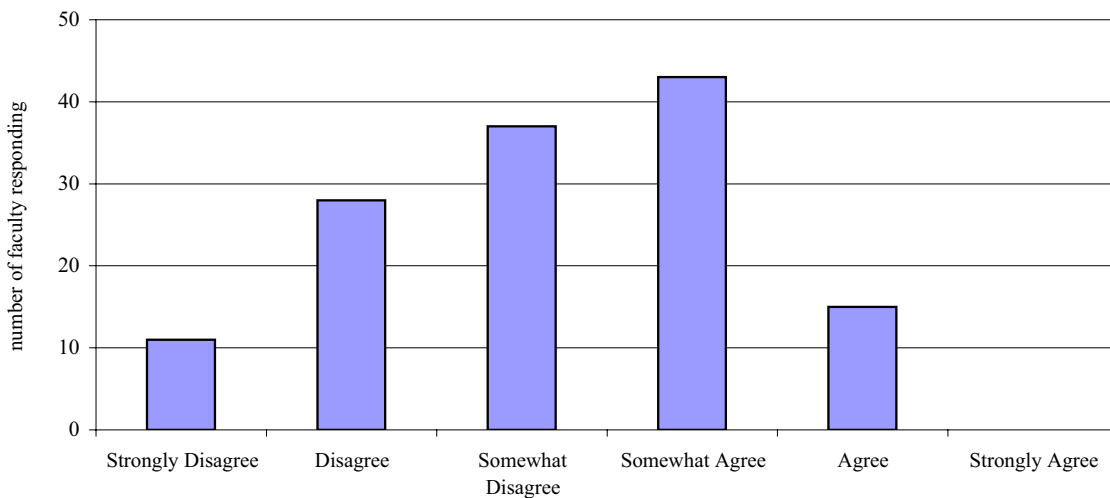


Figure 4-2: Faculty Opinion – Lane’s Previous System of Governance was Effective (Source: Self-Study Feedback Survey, Spring 2004).

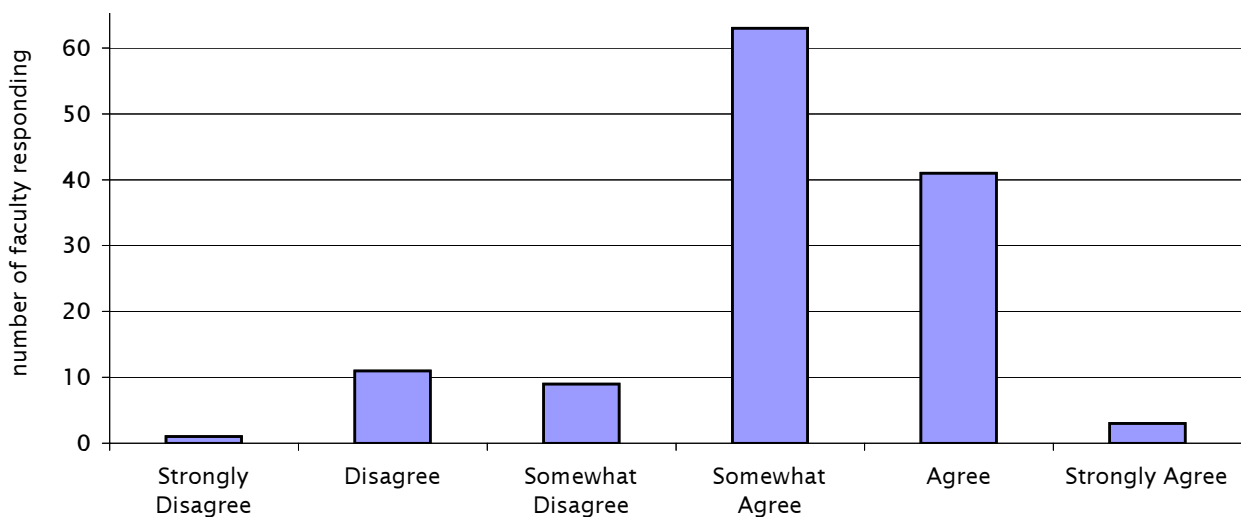


Figure 4-3: Faculty Opinion – Lane’s New Governance Proposal is an Improvement (Source: Faculty Opinion Survey, Spring 2004).

Faculty FTE Comparison

	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02	'02-03	'03-04	Change 1995-04
Full-time Faculty FTE	265	264	249	257	263	271	272	263	237	-10.6%
Part-time Faculty FTE	112	112	117	122	135	136	135	127	141	25.7%
Total Faculty FTE	377	377	367	378	399	407	407	390	378	0.2%

Figure 4-4: Faculty FTE Comparison 1995-2004 (Source: Human Resources Data).

Student FTE (Credit) Comparison

	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02	'02-03	'03-04	Change 1995-04
LDC	4,750	4,897	5,079	5,103	5,223	5,419	5,861	5,768	5,225	-10.0%
Professional Tech.	2,643	2,613	2,640	2,717	2,782	2,759	2,962	2,994	2,689	1.7%
Developmental	2,370	2,151	2,160	1,887	1,998	2,150	2,220	1,851	1,525	-35.6%
Total Student FTE	9,762	9,661	9,879	9,707	10,002	10,328	11,043	10,613	9,439	-3.3%

Figure 4-5: Student FTE Comparison 1995-2004 (Source: IRAP).

Ratio: Student FTE to Faculty FTE

	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02	'02-03	'03-04	Change 1995-04
Student FTE: Faculty FTE	25.9	25.7	26.9	25.7	25.1	25.4	27.1	27.2	25.0	-3.5%

Figure 4-6: Student FTE to Faculty FTE Comparison 1995-2004 (Source: IRAP).

The college strives for equitable teaching loads for faculty. For example, Social Science faculty teach 15 credit hours with four preparations. English faculty are required to assign multiple drafts and essays (the Oregon English and Writing Advisory Committee recommends five papers or 20 pages per term); due to the required increased workload involved in reading drafts, conferencing, and grading essays, English faculty currently teach 12 credits in the form of four classes (three credits each) with a maximum of three preparations.

In order to keep courses current in a rapidly changing technological environment, CIT faculty typically teach 12 credits per term in the form of three classes (four credits each). Health Occupations faculty maintain their equivalency through 22 contact hours in a laboratory situation. Currently, the Nursing Department has proposed workload based on Teaching Load Credit (TLC) system as opposed to contact hours in a clinical

lab. Lecture credit is calculated at 100 percent of its value, whereas lab credit is calculated at 68.2 percent. Faculty who teach labs have some concern about the equity of these percentages. By contract, all non-teaching duties are “focused on furthering the college mission.”

Four-year colleges in the Oregon University System (OUS) have moved from offering three- to four-credit classes. For pedagogical reasons and to enhance transferability, many faculty in the areas of arts and letters and social science are moving the number of credits for their courses from three to four. These courses are changing in response to student need. Some faculty see an increase in workload brought about by the conversion, while others note a decrease. Currently, with classes at three credits, a typical faculty member’s annual workload is 15 classes for a total of 45 teaching load credits. With the change to four credits, the assignment will mostly be 11 classes for a total of 44 teaching load credits.

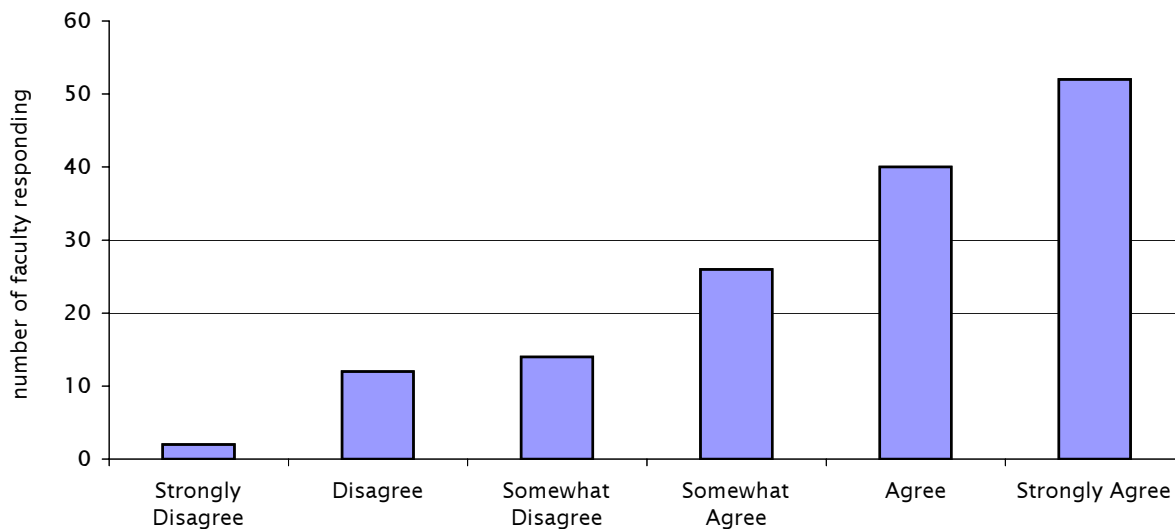


Figure 4-7: Responses of 149 self-identified faculty to the statement, “The Workload at Lane is excessive” (Source: Self-Study Feedback Survey, Spring 2004).

In the Spring 2004 Self-Study feedback survey of 149 self-identified faculty, the results strongly suggested that faculty find workload excessive (Figure 4-7).

As part of the self-study process, the Standard Four Team and the Coordinating Team conducted several discussions and gathered feedback from faculty about the constellation of factors that contribute to a sense of oppressive workload for contracted faculty. Reasons put forth included:

1. The “flat” administrative structure resulted in downward pressure onto contracted faculty for administrative and instructional leadership traditionally provided by management.
2. The move to a participatory governance model has increased faculty committee work; however, there has been insufficient workload adjustment to account for this increase.
3. Increased lead faculty activities in some disciplines and reassignment time shifted to college-wide priorities.
4. An expanded unit planning process requires significant research on the part of faculty and more frequent meetings.
5. Increased participation in hiring committees to replace retirements, require more intense hiring procedures to ensure equity in hiring practices. The improvements in processes are labor-intensive.
6. New orientation procedures and mentoring duties help new contracted faculty and new part-time faculty.
7. Increased sections, reflected in the increased part-time faculty numbers, mean that some departments have grown in their instructional capacity at the course level, but have not grown in the instructional support capacity, because this is provided by contracted faculty for whom committee work is expected.
8. In the past ten years, expectations regarding use of technology in the workplace have affected workload in two ways: instructional technology involves a steep learning curve; and some work that involves technology, such as reading and answering emails from students and staff have increased workload. Emails have begun to produce a culture wherein students have high expectation of constant access and ready response from faculty.
9. Secretarial and administrative support has been directed away from supporting instructors’ work such as correspondence, typing, etc.
10. Faculty of color have unique workload issues related to their representation on college-wide committees; requests sometimes stretch them beyond a reasonable workload; and yet many find it difficult to decline requests given the importance of diverse voices in decision-making.

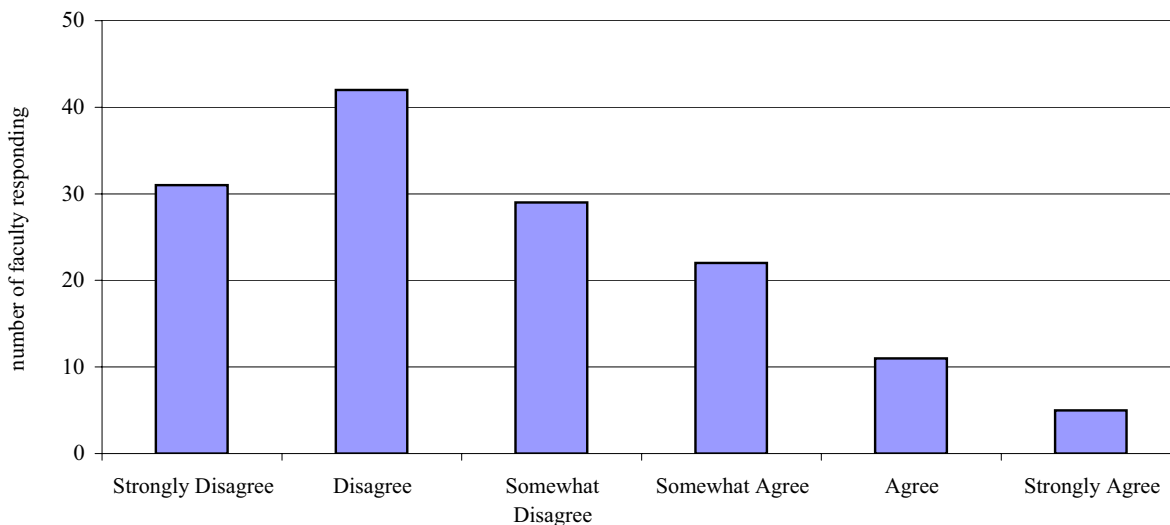


Figure 4-8: Responses of 149 self-identified faculty to the statement, “Lane does enough to address workload issues.” (Source: Self-Study Feedback Survey).

Workload is a topic under increasing discussion for all work groups across campus, even as staff members continue to meet the highest standards of instruction and services to students. The Self-Study Feedback Survey found that 31 respondents strongly disagreed that Lane “does enough to address workload issues”; 42 disagreed; and 29 somewhat disagreed, reflecting faculty’s expectation that the college should do more in this area (Figure 4-8). However, there have been challenges associated with the process of assessing workload issues. The Faculty Workload Advisory Committee (FWAC), which was formed in Fall 2002, is intended to facilitate “the clarification and definition of workload benchmarks, general principles, and workload issues/concerns.” It has been difficult for FWAC to reach agreement on workloads, and they continue their work. A report is due in the Fall of 2004.

Many of the workload issues at Lane are attributable to a high-achieving faculty. No one is willing to settle for less, yet the state legislators and voters have demonstrated that at least for now they will not fund public higher education at levels that support excellence. This, too, has an effect on workload. Given the funding picture and the need to do less with less, less work may mean fewer students, which would compromise the college’s value of accessibility. Thus the college is caught between its desire to be accessible and to

provide excellence in a climate of reduced financial support.

Professional Growth

The college has made professional growth one of its strategic directions for 2004-08, raising awareness of its importance. By contract, the college provides money and leaves — paid and unpaid — for faculty professional growth. The per-contract-faculty three-year ceiling for short-term leaves to attend conferences is \$1,750, which translates into one professional out-of-state conference every three years.

Faculty are awarded sabbaticals to develop professionally. Sabbaticals are awarded competitively by a committee of faculty and managers. Each year, during fall in-service, faculty disseminate their findings and report the results of their research to their colleagues; these reports are posted on the web (4.B.1).

Article 23 of the Faculty Contract provides for a Faculty Professional Development (FPD) fund. As of the 2004 economic agreement with the LCCEA, the college moved from a fixed allocation of FPD funds to a dynamic one, with a floor not less than the 2003-04 allocation. The FPD allocation is now indexed at 2.25 percent of the General Fund faculty gross compensation; faculty choose how this money is spent. The dynamic percentage of payroll could have positive long-term effects on faculty professional

development funding if the college moves to a more substantially full-time faculty. The Professional Development Committee administers the funds, and a professional development coordinator (a reassigned faculty person) coordinates activities. Among other opportunities, FPD and professional activities funds support short-term and long-term sabbatical leaves, Faculty Connections, the *Community College Moment* and attendance at conferences.

Curriculum development money also supports faculty creation of innovative and updated courses. The rate of pay has changed significantly since 1994: after a brief raise in 1997 to \$15 per hour, the rate had not increased for seven years, until 2004, when it increased by 73 percent to \$25.94. This rate, negotiated in the faculty contract, is dynamically linked to Level 1, Step 1 of the contract faculty salary schedule. The total allocation for curriculum development in 2003-04 was \$42,000 from the general fund and \$60,000 from Carl Perkins.

Time, of course, is essential to professional growth for faculty, and workload issues pose a challenge for faculty in this regard.

Faculty Salaries and Benefits

Faculty salaries and benefits are adequate to attract and retain a competent faculty. Policies on salaries and benefits are clearly stated, widely available, and equitably administered (4.A.4). The percentage of college General Fund Expenditures to pay for faculty salary and benefits has fluctuated over the past ten years, +/- three points of 30 percent. The percentage, however, is dependent on the aggregate of the General Fund Expenditures for each year. For example, while the percentage stood at 32.3 percent in 1994-95 and at 30.7 percent in 2002-03, the total expenditures in relation to contracted faculty stood at \$10.9 million in 1994-95 and \$13.2 million in 2002-03.

The mean faculty salary at Lane in 2002-03 was \$50,605 which is just above the 60th percentile compared nationally (\$48,698 for 2001-02, AAUP rating scale for category IV institutions). (Source: *Chronicle of Higher Education Full-Time Instructional Staff Salary Comparisons*).

The comparison of Lane's salaries to peer institutions has been a subject of debate for some time. The LCCEA and the administration have committed to completion of a faculty salary study agreed to by both parties. The study includes eight peer institutions: four in Oregon (Portland Community College, Chemeketa Community College, Mt. Hood Community College, and Clackamas Community College) and four out of state (Delta College, Truckee Meadows College, Kirkwood Community College and Clark College). A preliminary analysis found a 4-6 percent differential based on peer institutions; in work session on the issue, the board asked for more information. The results of the completed study will be considered in future salary negotiations.

While the policies concerning salaries and benefits have been applied in an equitable manner overall, an issue surfaced when some faculty were initially misplaced on the salary schedule. Initial misplacements can have a deleterious cumulative effect on career salary. Human Resources addressed this problem by placing new-hires on the salary schedule only after a meeting with the candidate to determine all relevant salary data.

Faculty Evaluation

Lane's evaluation system has fundamentally changed in the last ten years. The original investigative model could lead either to help or to discipline. Currently, the college uses two mutually exclusive options: one is a time-triggered "developmental evaluation" performed regularly as an integral part of learning and ongoing faculty development. The second, "corrective" evaluation is only triggered by allegations of poor performance. The new Faculty Evaluation Handbook has been agreed to in its entirety by the LCCEA and the administration and has been published on the web and distributed to departments and divisions. As per the contract, this handbook may be clarified and move through another iteration before final publication. The handbook outlines the process of evaluation for probationary and non-probationary faculty. The improvements reflected in the handbook have the effect of creating a more respectful and collegial working relationship between faculty and managers (4.A.5).

The new faculty evaluation process uses multiple indices: self-evaluation, student evaluation, management evaluation and peer evaluation. The real strength of the new system lies in its emphasis on “developmental” evaluation, which means that both faculty and managers see evaluation as being for improvement rather than punitive or merely corrective. The new system does acknowledge an appropriate need for corrective tools: should a faculty member pose consistent or multiple problems that interfere with an effective learning environment, the administration can initiate a “corrective” evaluation.

Some faculty have expressed uneasiness with the new pilot system of online student evaluations, which provides one index of faculty performance for evaluations. These evaluations are facilitated by Banner, which can capture data and efficiently store it. Students are required to log online outside of class in order to respond. The online response rate of 10-33 percent is substantially below the response rate of the conventional in-class, paper evaluations, which was approximately 60 percent.

Recruiting and Appointing Contracted Faculty

The administration defines an orderly process for the recruitment and appointment of contracted faculty (4.A.6); policies and procedures for this process are published and made available to faculty on COPPS. The process includes a Hiring Processes Manual, which is currently being updated by the Hiring Process Team, a chartered committee made up of faculty, staff, and managers. The college is committed to taking affirmative action to remedy minority or female underutilization in the job groups identified under the current Affirmative Action Plan.

In the past decade, Lane has experienced the largest turnover of contracted faculty in its history; of the 237 contracted faculty at Lane (264 positions, with 27 vacant positions in 2003-04), 163 faculty retired and 65 faculty left for other reasons since 1998. Responding to a 1994 Commission recommendation, over the years several college efforts have taken advantage of these retirements to improve hiring practices.

Improving Hiring Practices

One of those efforts was the Future Faculty Task Force (FFTF) comprised of faculty, which produced a report in 1995 outlining the “faculty of the future.” The president did not approve the findings of the report but appointed a Future Faculty Steering Committee, which included union leadership, managers, vice presidents, and faculty leadership, to review recommendations and develop implementation plans. Some of these recommendations were approved by the former president and have been implemented. Professional development issues raised in the FFTF Report were not the subject of joint work, but changes were made in the 1999 collectively bargained agreement between faculty and administration. Many recommendations in the FFTF report are now in the manual that hiring committees receive.

A more recent effort to systematize hiring practices across the college culminated in the 2004 Hiring Process Team Final Report and Recommendations, a 39-page document outlining improvements in areas such as the hiring calendar, committee makeup, and recruitment tools. Starting around 1990, the college moved from local to national searches, and the screening process is now more systematic and rigorous than it has ever been.

A Faculty in Transition

Recognizing that the large number of “faculty of the future” would need to be welcomed to a “new Lane,” SLI initiated a new project in 1998, Faculty Connections, a successful new faculty orientation also available to part-time faculty that has since been mainstreamed. The two-day in-service activity is intended to build collegiality among faculty across the college and break down the “silo” mentality whereby faculty from different departments do not connect with one another. Through introductions, discussions, presentations, luncheons and games, Faculty Connections smoothes the transition to Lane for new full- and part-time faculty, helping with the appointment process, including communicating faculty’s rights and responsibilities upon hire. This process often involves new faculty pairing with a continuing faculty member in a mentoring relationship that fosters cross-departmental

collegiality. Meetings between new faculty and mentors are supported through a stipend paid to both mentor and mentee in the first year.

Diversity in Hiring

One of the main benefits of the retirements of the past ten years has been the opportunity for the college to focus on its Affirmative Action goals in hiring. The issue of salary is an important factor in recruitment and retention of diverse faculty because of Oregon's relatively low diversity of qualified faculty candidates. Since Lane cannot depend on its local candidate population to increase faculty diversity, the solution has been to increase recruitment from neighboring states such as California, which is highly diverse in comparison. However, the faculty data indicates that, as noted above in 4.A.1, the percentage of people of color who apply for faculty positions at Lane remains roughly static over the past ten years despite recent efforts to enhance Lane as a multicultural campus. Also, 49.25 percent of faculty at Lane are graduates from an Oregon institution.

The faculty union has taken a positive stance with respect to diversity in hiring. The current Main Agreement (1999-2005) has moved toward positive commitment to diversity rather than a compliance mentality, making issues of diversity a faculty-wide concern rather than an interest of a small group. Beginning in 1994, the LCCEA stated its commitment to non-discrimination by working for two contract negotiations to get non-discrimination contract language for sexual preference in the contract. (It was already in college policy.) In addition, the LCCEA worked to get language into the contract to protect faculty from initiative petition actions which might nullify affirmative action.

In its effort to recruit and retain a diverse faculty, Lane's current data at first seem hopeful. Whereas 25 faculty of color, or 5.0 percent, were employed by the college in 1995, in 2003, 45 faculty of color were employed, or 9.1 percent. For the purposes of increasing diversity, Lane has reached outside of Oregon for qualified hires from diverse backgrounds; 57 percent of those recent hires have been from out of state.

In relation to gender, the recruiting data are promising. In the five years from 1994 to 1998,

the percentage of female applicants rose and fell above and below an average of 40.77 percent. Whereas in the five years from 1999 to 2003, the average percentage of female applicants rose to 52.02 percent, with 2000 to 2003 consistently holding numbers above the 50 percent mark. (See also 1.A.5 and Policy 6.1 for discussions of Affirmative Action and Lane's improvements in hiring practices.)

Recruitment and retention efforts have been hindered in part by structural issues beyond the college's control. For example, the Oregon Public Employee Retirement System (PERS) recently restructured such that the retirement benefits at Lane and other Oregon community colleges are not competitive. This was a recruitment and retention tool that was effectively taken away from the college. In addition, some faculty who have left Lane have complained that the homogeneity in the service area results in a lack of communities of color, including communities of color for staff members' children. Such community issues affect the attractiveness of Lane and negatively affect retention.

In developing its capacity, the college has had to recognize that it must use alternative mechanisms, including networking to attract diverse applicants. Connecting with communities of color often happens at the departmental level. This work is hard to centralize institutionally. Recruitment and retention of diverse faculty are highly complex issues; the college has not achieved its goals, but has made progress.

Academic Freedom

Lane fosters and protects academic freedom for faculty (4.A.7). The Faculty Contract clearly outlines this freedom (p. 31. Article 15.2):

15.2 **Academic Freedom.** Each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject matter. The professional freedom of faculty includes the right to explore and discuss controversial issues and divergent points of view, including evaluating, criticizing, and advocating their point of view concerning the policies and programs of the college [. . .]

In addition, articles 16.2, 16.3, and 7.3 of the contract also support academic freedom for faculty. Agreements supporting SLI, division charters, and other opportunities for faculty work support the exercise of academic freedom.

Lane provides a non-moderated listserv for faculty to discuss issues related to their work life and the world of ideas. Free speech is not curtailed. Recently one faculty member developed an online newsletter posted from his Lane math website entitled, *News and Opinion*. Faculty have published articles in this newsletter on such topics as “Crisis in Community College Funding: Recommendations,” an analysis of the plans for college interdisciplinary studies, and an editorial on the college’s Governance Proposal.

Another example of the strong support for academic freedom at Lane is the process by which student complaints are addressed when related to course content and faculty speech. In 2002-03, there were a total of 46 student complaints and two (four percent) involving issues around faculty speech. Both complaints claimed hostile environments due to the way faculty presented information/analysis. The administration ruled in both cases that there was no basis for hostile environment due to the way the faculty presented the information. In 2003 to present, there are a total of 23 complaints and none of them involve issues around academic freedom of the faculty.

Qualifications of Part-Time and Adjunct Faculty

Lane follows Oregon Administrative Rules 581-043-0700 to ensure that part-time faculty are certified to teach the courses they are assigned (4.A.8). HR maintains these certification standards. Part-time faculty are hired under the same qualifications as contracted faculty; however, the processes by which part-time faculty are hired may be somewhat less comprehensive than those for contracted faculty. The standards are outlined in COPPS for non-credit and for credit.

Given that retirees at Lane sometimes take up part-time positions post-retirement, one of the strengths of the part-time pool of faculty lies in its ability to retain a transitional period of

institutional memory and experience during times of faculty turnover.

Disseminating Information to Part-Time Faculty

Through orientation and personnel training, part-time and adjunct faculty are informed about the college, their work assignment, their rights and responsibilities, and the conditions of their employment (4.A.9). At the institutional level, part-time faculty are invited to and paid to attend mandatory in-service activities, and are paid for mandatory division and department activities. Part-time faculty are also welcome to attend other college activities, although attendance at voluntary activities is uncompensated.

Every new faculty person is paid to attend Faculty Connections, a two-day new faculty orientation during which faculty may gather information about Lane.

In 1999, a handbook was developed as a resource for part-time faculty; while this handbook could be revised and updated, some divisions (e.g., Math) created their own part-time faculty handbook. Part-time faculty are provided mentoring through departments, a practice which could be done more consistently across departments. A part-time newsletter that discussed conditions of employment as well as research news was published by faculty on Lane’s website. The last posting on the web was Fall 2001, however. The Faculty Connections webpage goes some way toward being an information resource. This was updated Fall 2003.

As with many colleges in Oregon and elsewhere, compensation for part-time faculty continues to be an issue at the bargaining table. However, Lane’s part-time salaries are higher than at other Oregon community colleges, and Lane is the only institution in Oregon that provides health insurance benefits to faculty who work between 0.2 FTE and 0.5 FTE.

The faculty contract (Article 34) addresses part-time faculty issues related to the seniority system, which offers some measure of job security to long-term part-time faculty. This inclusion demonstrates that the institution values part-time faculty.

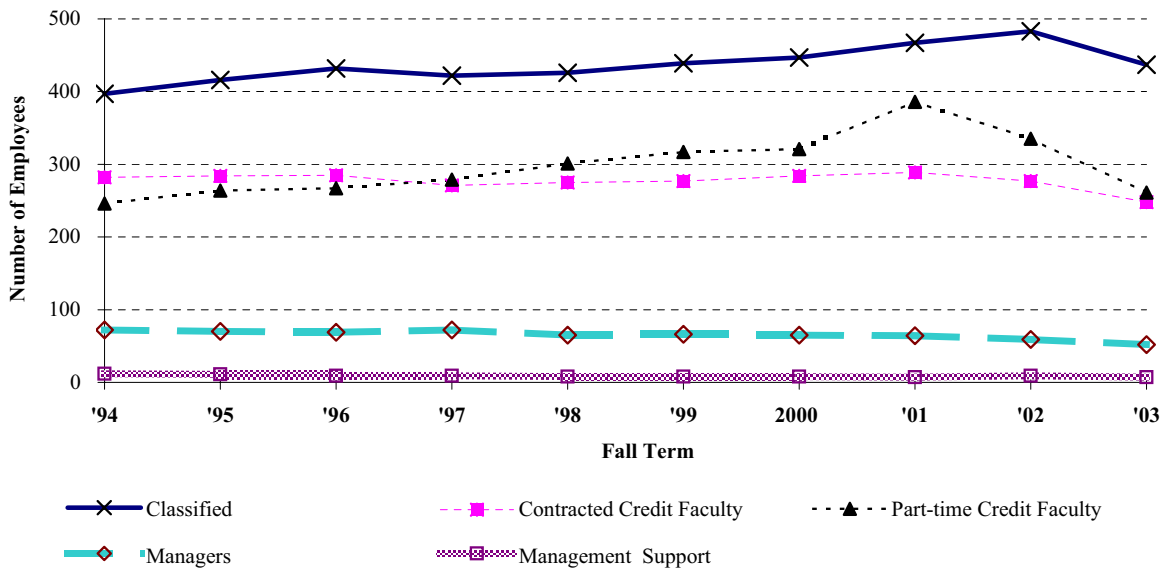


Figure 4-9: Trend Analysis: Use of Part-Time Faculty 1994-present (Source: IRAP).

Policies Concerning the Use of Part-Time Faculty

The professionalism, dedication and pedagogical acumen of part-time faculty is noteworthy at Lane. Many part-time faculty are active innovators and participants in Learning Communities and other programs. Lane has committed to addressing appropriate levels of contracted faculty (4.A.10).

Especially in the last ten years, the increased use of part-time faculty has been an issue of concern for faculty and administration. In the first decades of Lane’s existence, part-time faculty were hired to address spikes in student enrollment, anomalies in schedules, or for specific community expertise. However, since 1989-90, the trend in part-time employment seen across the country has been reflected at the college: part-time faculty serve the instructional needs of a permanently increased enrollment. In addition to part-time faculty teaching sections of classes on the schedule, they also provide coverage of courses for released time for contracted faculty to participate in college-wide governance and department- and college-wide instructional coordination efforts.

Credit FTE has changed from 9,762 in 1995 to 10,700 in 2003 (see Standard 2). Use of part-time faculty has increased 26 percent since 1995, from

112 to 141. With some exceptions, part-time faculty teach less than 0.5 FTE by contract. The ratio of the number of class sections taught by contracted faculty to part-time faculty is 6251:4415 (59:41 percent). The increase in student FTE combined with the decline in contracted instructional staff has contributed considerably to the workload issue at Lane, since non-instructional work is not required of part-time faculty. When the college has had resources to do so, faculty have been added. There have been contracted positions added in the last ten years in specific departments (e.g., Speech, Dance, CIT, ESL, English, increased Spanish FTE, Library, Counseling).

Some departments, such as Speech, have difficulty recruiting part-time faculty because of a small pool of qualified instructors in the Lane County area, from which most part-time faculty are drawn. Thus, in some departments the need for substantially contracted faculty is even more acutely felt, as these areas struggle to meet instructional needs.

Figure 4-9 tracks the change in use of part-time faculty at Lane since 1994.

The college recognizes the importance of having faculty participate fully in the teaching and

learning process, much of which work is done outside of the classroom. However, with some exceptions, such as some committee work and department meetings, non-instructional work is not paid for part-time faculty (4.A.9). Thus part-time faculty members do not always feel included in the full range of the teaching and learning process at Lane.

The conditions of part-time employment present many challenges: many faculty have worked at Lane on a term-by-term basis for decades, and, like their full-time colleagues, are nearing retirement. This situation produces a unique and troubling moment in Lane's history, as urgency over part-time employment issues such as health care increases. At this point the national health care crisis, and the reliance of most Americans on their job to provide health insurance, provide a structural issue over which the college has increasingly little control. Health crises natural to an aging population and unexpected crises in family well-being among part-timers highlight the manner in which many long time part-time employees of the college lack adequate benefits or resources to meet such exigencies.

Strengths:

- Faculty are highly qualified and engaged in the teaching and learning process. Many faculty publish books, articles and creative works that reflect favorably on the institution and foster student learning.
- Faculty innovation at Lane is well-known and highly valued.
- Lane faculty are highly involved in most aspects of academic planning, curriculum development and review, academic advising, and instructional and institutional governance.
- The culture of inclusion and the expectation of representation on major decision-making bodies is a positive development which ensures instructional issues are directly considered throughout planning and budgeting processes.
- Support for professional growth is a priority of the college as reflected in its resource allocations and 2004-08 strategic directions.
- The college strives to address the issue of adequate salaries and benefits for faculty.
- The faculty evaluation process is based on a professional development model and is an

improvement over the previous corrective model. As of Winter 2004, all faculty have been evaluated on schedule.

- As a result of the many improvements in hiring practices in the last ten years, the college has hired highly qualified faculty from across the country; has achieved some diversity hiring goals in individual departments; and has developed sensitivity to retention issues. The college understands the importance to students of recruiting and retaining a diverse faculty.
- Academic freedom is well-supported at the college. The culture is one of a free exchange of ideas.

Challenges:

- There has been a steep learning curve and workload impact on faculty from the college's new planning and governance initiatives.
- Workload among contracted faculty can be oppressive, particularly in small departments.
- Providing competitive salaries for Lane faculty has posed a challenge.
- The pilot online student course evaluations do not have a sufficient response rate to provide adequate and valid data for use in faculty evaluations.
- Timeliness of faculty evaluations has been affected by the high turnover of managers.
- Use of part-time faculty in some areas is too heavy given the needs of students and the workloads of full-time faculty taken up with committee work.
- The hiring process from start to finish should be briefer in order to attract the best candidates before they take jobs elsewhere. This can be a challenge with all the processes in place and with the college staff already stretched as far as they are.
- Developing effective recruiting and retention tools to meet Lane's diversity goals in hiring is a challenge.

Improvement Plans:

- Like all staff at the college, faculty will become familiar with their roles in the new planning and governance processes. The workload impact of both planning and governance will be evaluated as part of the unit planning and governance councils' work.

- Through the administration and the LCCEA collectively bargained agreement, the college has developed a mechanism, the FWAC, to address faculty workload issues. The committee's recommendations will be reviewed in Fall 2004.
- Recommendations are pending the joint LCCEA-college salary study; results of the study will be considered in future negotiations.
- The online student evaluation is still in its pilot phase. The college continues to develop ways to increase the response rate of online course evaluations to ensure validity. Institutional Research, Assessment and Planning (IRAP) continues to fine-tune the system, and the Faculty Council continues to monitor the improvements. It is expected that, over time, as students and faculty become used to using the computerized system, the numbers will improve.
- The college provides a means for faculty to evaluate managers directly, including such issues as timeliness and uniformity of faculty evaluations. The Labor Management Committee will assign a group to evaluate the faculty evaluation process and make changes as necessary.
- The college will continue to review the issue of the ratio of part-time to contracted faculty on a department-to-department basis and develop a plan that takes into account the ratio and the impact on student enrollment.
- The Hiring Process Team recommendations and the Memorandum of Agreement to Recruit and Retain a Diverse Faculty offer two avenues for improved recruitment and retention of diverse faculty. The college plans to review the use of minority publications as a recruiting tool, and will explore other effective methods for meeting its recruitment goals.

Scholarship, Research, and Artistic Creation

Research and Scholarship Relating to Mission

Faculty at Lane stand out among community college instructors in their engagement in scholarship related to their fields of research and teaching (4.B.1). Lane's board membership on the

League for Innovation in the Community College is one powerful measure of national recognition of the consistent level of innovative and creative work done by faculty and staff. All college-supported scholarship, research and artistic creation relates to the college mission.

One area of research in which most Lane faculty share a common interest is the teaching and learning environment. The Strategic Learning Initiative (SLI) is informed by the learning-centered literature outlined by such authors as Terry O'Banion of the League for Innovation. The SLI is a faculty-led partnership with Lane's administration. The purpose of SLI is to support systemic redesign of the learning environment, and to provide an infrastructure for faculty throughout the college to engage in innovation to improve student learning. SLI provides an incubator for innovative teaching and learning strategies and courses that need time to be developed before being mainstreamed.

Other examples of faculty research and artistic creation include the sculpture that graces the college's main entryway, "Transformation through Education," a student project produced under the direction of a faculty member in the Arts Division. The Native American Indian Language Foundations class is another example of innovation which promotes the college's core value and strategic direction related to diversity.

The college provided start-up funding for the inaugural issue of the *Community College Moment*, a faculty journal whose purpose is to "offer a forum for high-quality progressive articles that reflect a new vision of scholarship at the intersection of academic, activist, and community interests." This vision dovetails well with the college's vision. In Spring 2004, the *Moment* won the Innovation of the Year Award from the League for Innovation. It is well received by faculty and administration alike; its budget, which includes reassignment time and publication, comes out of the Faculty Professional Development Fund. The *Moment* is now in its fifth year of publication, and has been preliminarily proposed as a League project, at which point the college would fund the *Moment* directly.

The institutional impact of faculty research is readily evidenced by curriculum development projects. Via curriculum development, Lane sponsors faculty research projects that directly enhance and shape the learning environment. For example, consistent with Lane's core value of accessibility, Family and Health Careers faculty researched the use of WebCT format for Dental Hygiene courses; five on-line hybrid courses resulted. In Fall 2003, Lane offered its first American Indian Language class supported by curriculum development funds. Lane has on file two dozen reports of Curriculum Development projects completed in 2003-04.

Policies Regarding Scholarship, Research, and Artistic Creation

There is a policy and procedure that reviews the ethical considerations related to performing research at Lane, including federal guidelines for treating subjects and the process for getting approval to conduct research (4.B.2). Guidelines for ethical behavior are also outlined in the Values and Behaviors document assembled by the Work Roles and Relationships Council. However, there is no similar document that outlines the process for engaging in artistic creation. The office of Instruction and Student Services will work with Faculty Council to develop policies and procedures related to artistic creation.

The Faculty Contract outlines distance learning intellectual property rights (Article 18, p. 34 and Item 13, MOA, p. 107). The MOA provides real guidance on distance education, and provides for a Distance Learning Advisory Committee. However, the administration and the LCCEA have yet to negotiate distance learning intellectual property rights as called for in the MOA.

Faculty play a substantive role in developing and administering research policies and practices (4.B.3). The COPPS policy, "Research: Authorization to Conduct," was developed by faculty. The other sources of review for research projects are those submitted to the Faculty Professional Development (FPD) committee to request FPD funds. This review is conducted by a faculty committee according to guidelines developed by faculty.

Resources for Scholarship, Research, and Artistic Creation

Lane provides appropriate resources for scholarship, research and artistic creation (4.B.4). Guidelines for resource allocation are aligned with the college's mission and goals.

Lane faculty's intellectual and creative work is one of the college's strengths. Lane's core values of learning, diversity and innovation, and its strategic direction to promote professional growth and increased development provide the foundation for the college's support of faculty scholarship, research, and artistic creation. In addition, academic and artistic freedom are supported. As illustrated in its collectively bargained agreements, support of professional development is recognized as an inherent aspect of faculty work (4.B.5).

Because Lane is a teaching institution, resources for scholarship are limited; alignment of research work with college mission is encouraged, but there is wide latitude for how one does this. Curriculum Development money directly supports teaching research, although this is limited. Contracted faculty often use summers for this purpose. The college provides level changes resulting in salary increases as a consequence of substantial research, scholarship, and/or artistic creation. (See the contract: contracted faculty level advancement: article 28 pp. 67-70; part-time faculty placement and advancement: Article 30 pp. 72-44.)

Funding:

Faculty Professional Development Funds are a primary source of funding to support faculty scholarship, research and artistic creation (4.B.1). The president's and vice presidents' special projects funds also provide resources to special learning projects. Learning college principles and core values are embedded in the criteria used to evaluate proposals for professional development and sabbaticals.

The college makes efforts to adjust workload for faculty to support scholarship and research. For example, CIT faculty workload is adjusted to allow them time to keep up with the changing nature of the computer science discipline. Funds for faculty to keep up with changes in their discipline are available through Discipline Contact

Funds of the FPD. In addition, curriculum development money is provided for faculty to develop courses.

Physical Resources:

With the completion of the Bond, many faculty have enhanced office space with computers appropriate to their work (see Standard 8). The Library has journals accessible to faculty on campus, and provides interlibrary loans as needed. All Lane faculty have borrowing privileges at the University of Oregon Library, which has more than two million volumes. Many faculty use the college's science and computer labs to conduct research.

The new Instructional Technology Center, one of the Bond remodels, offers faculty the use of computers, scanners, and software for developing materials for teaching and research.

For artistic creation, several resources exist: the new Music Technology Center includes a Resource Center, a Music Technology Lab and a Recording Studio. Every aspect of this facility is designed to create a high-quality learning environment. The Recording Studio has a large Control Room with a Tracking Room large enough for a typical "big band." A Sound Isolation Booth provides sonic flexibility during recording sessions. The Control Room has signal feeds from the Tracking Room, the Isolation Booth, the Music Technology Center, plus the existing Band Room, Choir Room, Main Stage Theater, and the Blue Door Theater.

"Smart classrooms" and an experimental classroom are new resources for faculty engaged in learning scholarship with technology enhancements; a satellite link is available; and a new culinary arts facility, home to Classical Cuisine dinners, has enhanced the culinary creativity of faculty.

The art gallery provides space for faculty to display artwork; the Performing Arts Center has a traditional theater as well as a Blue Door theater. The Copia Lecture Series, a partnership with St. Mary's Episcopal Church, is held at the church lecture hall each month during the regular academic year.

Administrative support is provided at various points, including a .25 reassignment for the FPD coordinator; a .50 Instructional Technology Center coordinator; two .25 reassignments for production of the *Community College Moment*; and Carl Perkins funds for internships. Coordinators for the Reading Together Project, Service Learning, Learning Communities, and the administrative support for these efforts also provides an infrastructure that supports innovation by faculty.

Opportunities for Recognition and Renewal

The college's mission and goals are reflected in faculty responsibilities, expectations and rewards of faculty performance, and opportunities for faculty renewal through sabbatical leaves and other similar programs (4.B.5). In 1994, the college allocated \$40,000 per year for short-term leave funds plus monies for a minimum of nine terms of leave. This figure remains in effect for the current year, with \$40,000 going to short-term leaves and support for nine sabbatical leaves. The total 2003 allocation for short-term leaves and the backfill, salary and OPE for sabbatical leaves was \$296,873, which became the floor for future allocations. There is a fund to support sabbaticals; ten faculty took long-term leaves in 2003-04; seven in 2001-02; ten in 2000-01; 21 terms have been scheduled for 2004-05. Guidelines for applying for short- and long-term leave are posted on the website. Faculty share the results of their research with the entire faculty at Fall In-service and at other activities.

In some cases, workload issues and professional development issues combine to present obstacles. For budgeting reasons, curriculum development has been paid for on an hourly rate instead of reassignment time. Before 1995, reassignment time on an FTE basis was a common way for faculty to be compensated for curriculum development. While the college continues its attempts to support FPD adequate to the number and diverse needs of faculty, many complain that funds are inadequate. For example, some Professional Technical area faculty and smaller departments in college transfer areas find it difficult to take the time for a short-term leave or sabbatical for a variety of reasons: there may be only one or two contracted faculty in an area, and

there may not be qualified and committed individuals in the community to fill a temporary faculty assignment.

Budget cuts have made it impossible for the college to fully support all innovative projects faculty wish to pursue. The exemplary Faculty Connections and the award-winning *Community College Moment* are funded out of faculty professional development funds (4.B.1), a fact which puts further pressure on individual FPD activities.

For many faculty, exemplary teaching is the primary measure of professional attainment. The Faculty Recognition Award recognizes faculty whose excellence has contributed to Lane's core values. The Teacher of the Year Award is one recognition of faculty; this award implicitly acknowledges ongoing learning scholarship practices. In the past, the faculty of the year award was a student-selected process. Now, peers decide and select the faculty of the year; the number of faculty honored has increased. The Faculty Evaluation Handbook encourages inclusion of research, scholarship and artistic creation in evaluating faculty.

The Schafer award encourages creative thinking, innovative approaches, and experimentation in educational programs through an annual competition. Innovation Grants of up to \$5,000 are for any innovation at the college; \$250 Pat-on-the-Back awards reward innovation. The Innovation of the Year Award, sponsored by the League for Innovation in the Community College has gone to the Spanish Department in 2002 for their "Learning Strategies Project," an assessment and improvement of language learning; and to the *Community College Moment* in 2004 for their innovative journal.

Sponsored Research Consistent with the Mission and Goals

Lane's sponsored research and programs are consistent with the college's mission and goals (4.B.6) External funding through grants are administered through the Foundation office and College Finance, which seeks external funding. Lane's Foundation works closely with the administration so that the activities are aligned with the mission, vision and core values. While a

separate fiscal entity, there is a strong link programmatically between the college and Foundation. See also Standard 7 for the role of the Foundation and the agreement between the Foundation Board of Trustees and Lane's Board of Education.

External contracts are also administered through the Business Development Center (BDC), a department of Continuing Education and Workforce Development (CEWD). The director of BDC reports to the executive director of CEWD who reports to the vice president of instruction and student services. This tight link with Instruction and Student Services ensures that the college's mission and goals guide contractually funded programs. Some examples of sponsored research and programs include:

Carl Perkins funding brings innovation to the college by responding to environmental changes and helping with institutional transformation for professional technical programs; it also supports college values of collaboration and partnership.

Under a jointly administered \$300,000 grant from the Oregon Economic and Community Development Department, Lane's Business and Industry Services worked with PeaceHealth to train employees in "Healing and Compassionate Care."

Academic Freedom

Faculty are accorded academic freedom to pursue scholarship, research, and artistic creation consistent with the institution's mission and goals. (4.B.7) The college has a policy on freedom of inquiry and expression which applies to all members of the college community posted on COPPS. The faculty contract also calls for academic freedom in the classroom (4.A.7). Faculty research sponsored through sabbatical leave is covered under the contract (article 23.3: p. 42) which calls for the sabbatical selection committee to be comprised of eight faculty members; the vice president for instruction and student services or designee is ex-officio member. The decisions rest with the faculty committee to determine who is selected for sabbaticals within the provisions provided in the contract.

The Lane library strongly supports academic freedom. There are no content restrictions on the

book collection. Faculty are allowed to use the library and other college resources for research and scholarship.

Strengths:

- Faculty have a high degree of control over the professional development fund.
- There is a lively culture of research, scholarship, and artistic creation.
- Support for faculty professional development activities has been stable.
- Several means of recognizing and supporting faculty work are available.
- Within limits, the college affords reassignment time for faculty to participate in scholarship and artistic creation.
- The college provides coordination and administrative support for innovative curricular development.

Challenges:

- Implementing technology such as the satellite link and the experimental classroom has proved difficult.
- Many faculty do not feel they have sufficient time to make use of resources available for research, scholarship and artistic creation.
- There are fewer resources for research, scholarship, artistic creation and curriculum development than there are requests.
- While the “Authorization to Conduct” document was developed by faculty, procedures are administered solely by the director of Institutional Research.
- Currently, the Research Review Committee, which involves faculty and administrators, does not review non-human subjects research.

Improvement Plans:

- Faculty and administrative support staff are finalizing plans for use of the experimental classroom in 2004.
- This issue of sabbatical opportunity for Professional Technical and smaller transfer area faculty will be addressed by Faculty Professional Development and the Office of Instruction and Student Services.
- The college will continue to nurture a culture of recognizing, appreciating and rewarding additional and exemplary work done by faculty.
- The college will explore expanding the authorization to conduct research procedures to include faculty.
- The college is looking at ways to broaden the Research Review to include non-human subjects research.