Faculty

Centralia College has a professional, dedicated faculty committed to providing the best learning opportunities for all students. Of the 66 full-time and pro-rata faculty currently employed, 55 percent have 10 years or more of full-time service. Additionally, 18 percent of the faculty have been with the College 20 years or more. The two most senior faculty members have been teaching since 1963 and 1967 respectively. Another symbol of commitment by the faculty is that seven current faculty members were once students at Centralia College although only one completed a degree before transferring.

The current 66 full-time, pro-rata, and adjunct faculty have credentials which reflect their academic and professional field of expertise. (See Attachment 4.1)

The resumes on file in each department notebook highlight the educational background, industry experience, and/or teaching experience of all faculty members. The Professional Improvement Credit (PIC) notebook, which is kept current by the Faculty Professional Development Committee, also illustrates those activities which faculty members choose as avenues to increase their expertise in a given area as well as those which foster growth in new areas.

Faculty Participation

Both the College Handbook and the Centralia College Federation of Teachers (CCFT) Negotiated Agreement address faculty issues. Section 4.01.7 of the Handbook highlights duties and responsibilities for faculty members and notes that faculty members are to serve on committees when assigned. They are also asked to participate in the overall development and progress of the College’s instructional program. Additionally, faculty have a great deal of responsibility for student development through classes, grading, advising, and program review and assessment.
Faculty members honor these responsibilities by serving on all nine of the currently existing standing committees. These committees were formed in 1996 when the College Council undertook the task of consolidating the 90 committees which were then in operation into fewer, more active collaborative committees. Currently 26 different faculty members serve on these committees, and some faculty serve on more than one committee.

However, the full extent of faculty involvement is not represented in just these newly formed committees. For example, the Advising Steering Committee, which has nine faculty members, is not reflected as it is a sub-group of the Student Success Committee, recently re-named the Student Issues and Policy Council. (See Attachment 4.2)

In addition to committee work, faculty are also involved in academic planning through program review. Each department and program is to be reviewed on a three year cycle and faculty from that area actively serve as that committee. Because any changes which occur in a program due to its review affect the College's class offerings, faculty actively participate in the planning of the quarterly and yearly schedules.

Another component of academic planning takes place in the on-going development of curriculum. The Instructional Council regularly reviews proposed changes to existing courses and programs, as well as propose courses and programs. Prior to presentation at Instructional Council, all courses are reviewed at the department level and are only brought to Instructional Council for acceptance if the department believes the course meets the appropriate content and academic rigor suitable to the program.

Recently, course outlines were revised to include and reference the five college learning themes, and course syllabi are updated whenever offered to include all information the faculty member deems necessary for students enrolled in that class. Examples of updated information include grading systems, attendance policies, e-mail addresses, and test procedures. Syllabi can be seen in Department Notebooks or in the Instruction Office on file.
Another important part of the job description of full-time and pro-rata faculty members is advising. Faculty members who serve on the Advising Steering Committee are responsible for balancing advising loads and assuring that students are advised by a faculty member who has expertise in the student's field of study. Each faculty member has an assigned group of students who he or she plans to meet each quarter during advising week as students choose classes for the following term. Faculty also meet with these students throughout the quarter as necessary, and some faculty participate in new student advising sessions each quarter.

The recent reorganization of Instruction resulted in smaller departments. This allows faculty an important voice in curricula processes and fewer responsibilities in administrative functions.

**Faculty Professional Development**

Faculty members at Centralia College have a great deal of flexibility in their professional development opportunities. Article VIII of the Negotiated Agreement details the policies and procedures for these activities. The Extended Studies program helps provide resources for materials, activities, and equipment to assist and encourage faculty members to realize professional potential. These funds may be accessed for such activities as courses, conferences, and travel. Qualified faculty members are eligible for up to $2,400 or twelve quarter credit hours per fiscal year.

In 1998-99, faculty accessed a new allocation of $175 per faculty member (pro rata on a pro rated basis) for the acquisition of professional development materials, membership dues to professional organizations, and/or such things as books, journals, software, hardware related to professional development, and certification testing. This allocation increased to $350 per member beginning Fall 1999.

In addition to Extended Studies, faculty may also accrue Professional Improvement Credits (PICs), which apply toward movement on the salary schedule, and may be awarded for the following activities:
college/university credits; factory schools; conference/seminar; field experience; travel; independent research and development; publication, and artistic production. To receive credit, these activities must be related to the actual or potential assignment of the faculty member or be part of a degree program related to the actual or potential assignment of a faculty member. Application for these credits is made to the Faculty Professional Development Committee and documentation of completion of the activity is filed in the Human Resources Office.

Faculty may also apply periodically for sabbaticals. The sabbatical process was improved during the last negotiations cycle resulting in faculty members being eligible for sabbatical after five years of service. They can be compensated at 90 percent of their salary for a one quarter sabbatical, 80 percent for two quarters, or 70 percent for a three quarter sabbatical. Faculty apply to the College for sabbatical and the application is reviewed and recommended by the Sabbatical Committee made up of faculty and administration.

Another addition to the Negotiated Agreement is the option of reimbursed leave. This new policy allows faculty to participate in additional leadership, professional development, and professional growth opportunities for an extended period of time. Tenured and pro-rata faculty members are eligible for this program, but approval for the program rests with the Sabbatical Committee and is based on the following considerations:

- Is it cost neutral to the College?
- Is there a qualified replacement?
- Is the quality of the program maintained?
- Is it allowed by the specific funding source of the faculty position?

**Faculty Salaries and Benefits**

In the past ten years, faculty salaries at Centralia College have shown moderate improvement. In 1989, the salary range was between $23,400 and $39,000. The current negotiated agreement, adopted in July of 1998,
shows a current salary range of $30,953 to $50,175. Additionally, a full professor at step K ($42,357) or above may earn an additional $1,000 a year by serving as a mentor to junior faculty. This brings the top of the scale to $51,175. (See Attachment 4.3)

During the last negotiation period the federation and the administration were able to add three additional steps to the salary scale. This was a significant accomplishment for faculty growth as nearly half the full-time faculty members on the campus are near the top of the salary scale, yet not necessarily near retirement.

Article VII of the Negotiated Agreement clearly defines the salary scale, as well as the policy for placement of new faculty on the scale. Advancement on the salary schedule for full-time and pro-rata faculty is clearly detailed in this article as well. Faculty members advance one level on the salary schedule after the completion of fifteen salary credits.

Part-time positions were also addressed in recent negotiated agreements. In order to allow for stability with adjunct faculty positions and to give a certain security to part-time positions which are needed year after year, pro-rata positions were created. These positions helped fill the gap between full-time and part-time instructors.

Pro-rata faculty receive an annual contract, are paid from the full-time salary schedule, receive pro-rated benefits, and are eligible for advancement on the full-time salary schedule on a pro-rata basis. These faculty members are not full-time, but have workloads which include instruction, student advising, curriculum development, and committee work at a pro-rated level.

**Faculty Evaluation**

Since the last accreditation visit Centralia College has improved its faculty evaluation process according to the criteria outlined by the Commission.

Article XVI of the Negotiated Agreement clearly details the steps involved in the evaluation of all contracted faculty members and states: “The
purpose of post-tenure faculty evaluation is to strengthen the professional skills of the tenured faculty."

Post-tenure faculty are evaluated on a three-year rotating basis with approximately one-third of the faculty evaluated in any given year. The process is composed of the following components: a professional development plan, one set of student evaluations or an SGID (Small Group Instructional Diagnosis), one peer observation, and an administrative component.

During Fall 1996, all post-tenure faculty members completed a professional development plan which began this new process. Prior to the completion of a faculty member's evaluation year, a conference is held between the faculty member and the appropriate vice-president to discuss the results of the evaluation. All data from the evaluation process are available to the administration. The faculty member then writes a new plan and submits it to the appropriate administrator who enters it into the faculty member's Professional Development File. Each fall faculty members have the opportunity to update their plans.

The student evaluation and peer observation portions of the process vary slightly for instructional faculty, counselors, and librarians since the nature of their work differs in how they interact with both students and peers. These guidelines are noted in Article XVI of the CCFT Negotiated Agreement.

An evaluation process has also been negotiated for full-time non-tenure track faculty as well as pro-rata faculty. These faculty are evaluated annually for the first four years and bi-annually thereafter. The components and administration of the process are the same as that of the post-tenure process.

Adjunct faculty are evaluated each of their first two quarters of employment, and annually thereafter. During each of the first two quarters written student evaluations are conducted. By the end of the second quarter at least one classroom observation and evaluation by the instructional administrator (dean, director) or designee is performed. Adjunct faculty evaluated annually have one student evaluation and one classroom observation conducted.
Faculty Recruitment

Section 4.01.10 of the Centralia College Handbook indicates that the College has procedures for recruiting and filling full-time faculty positions. These procedures are made available to anyone who may be involved in the recruitment, screening, and/or hiring process. Copies of the procedures are available in the Instruction Office and in the Human Resources Office.

Centralia College faculty members are hired after careful screening of their qualifications and a thorough interview process. The recruitment period lasts a minimum of six weeks, and positions may be announced as "open until filled." Position openings are sent to all full-time faculty and listed in such places as The Chronicle of Higher Education, the College web page, and the regional newspapers.

The Screening Committee is charged with examining all applicant files for minimum qualifications and determining which candidates are most highly qualified. During the interview process the committee has the option of using a preliminary telephone interview to identify the best candidates, or the committee may simply proceed to a campus interview. The campus interview usually includes a teaching demonstration which is videotaped. After completion of the interviews, a summary of strengths and weaknesses of all final candidates is forwarded to the appropriate vice-president with the committee's unranked recommendations. The vice-president then makes a recommendation to the president who makes the final selection.

Academic Freedom

The vice-president of instruction has on file the 1982 Recommended Institutional Regulations on Academic Freedom and Tenure. This document is available as a resource if the College should ever need to address an academic freedom issue.

In addition, academic freedom is addressed in the Board Policy Manual, Chapter 2, Section V, in the Centralia College Handbook, Section 4.01.1,
and in the CCFT Negotiated Agreement, Article V, Section 1. The College believes that faculty members are the authorities in the subject matter they teach and although departments collaboratively create course outlines and objectives for each course, individual faculty are free to employ whatever teaching methods they so choose.

Adjunct Faculty

Part-time faculty members are expected to meet the same qualifications for teaching as their full-time colleagues. The policy, as identified by a 1996 memo to division chairs and directors from the vice-president of instruction, states that "Adjunct instructors will meet or exceed the minimum requirements for faculty as established by the State Board for Community and Technical Colleges--normally a Master's Degree in the discipline OR 45 college credits in the discipline being taught for academic transfer courses OR 7 years of combined education and work experience for technical faculty."

The department chairs and deans are responsible for verifying that an individual is qualified to teach. They may also seek the support of "lead" faculty in the discipline to assist in evaluating the credentials of adjuncts ensuring each has the preparation necessary to deliver the curriculum.

To ensure that adjunct faculty are informed of campus policies, support offices and functions, and job responsibilities, each fall the Instruction Office prepares a revised edition of the Adjunct Faculty Handbook which is available to all adjunct faculty, regardless of the quarter they begin to teach. Beginning with Fall 1999, an early evening in-service meeting was held to orient adjuncts to the College.

In addition to the mission statement and a brief history of Centralia College, the handbook addresses issues such as academic freedom, registration procedures, how to obtain clerical assistance, emergency procedures, faculty schedule forms, a section on "Frequently Asked Questions," an explanation of the grading system, an instructional calendar, library and media services information, payroll information, ethics, sick leave, the student attendance policy, etc.
The creation of six pro-rata positions over the past seven years has been in direct response to the concern of part-time instructor stability and consistency. There are areas of the College which have need for faculty to advise, develop curriculum, and participate in committee work, yet do not have teaching loads which warrant hiring full-time faculty. To address this need, pro-rata faculty positions were created. In 1998-199, one pro-rata faculty member became full-time, non-tenure track in response to ESL and international student needs.

These faculty members work a percentage of a full-time load, fulfill the same obligations, and are placed on the salary schedule at that same percentage of a full-time salary. Currently, Centralia College employs pro-rata positions in seven departments on both the main campus and at CC East.

**Analysis**

Although the Adjunct Faculty Handbook and the fall in-service are a great improvement over what has been done in the past, there is still concern that not every adjunct instructor receives an orientation if he or she is not hired until winter or spring quarter. A more clearly defined process needs to be implemented to assure that all adjunct instructors receive the handbook and orientation. There seems to be some inconsistency between what various department chairs, deans, and directors do in this area. The College could also provide an opportunity for an exit process to take place so the College could get feedback on the reasons faculty leave. While the variety of hours that adjuncts are on campus makes for a challenge, an established policy would help eradicate this concern.

Even though there is a recognition that adjuncts are historically at the low end of the payscale with tenuous benefits, at Centralia College adjunct faculty are invited to campus activities. There is a pool of dollars to compensate them when their attendance is required. (See the 1998-2001 Negotiated Agreement) This inclusion adds to job satisfaction and provides an opportunity for full-time faculty and adjuncts to share professionally.
Faculty Scholarship, Research, and Artistic Creation

Faculty at Centralia College actively engage in scholarship, research, and artistic creations both during the school year and during the summer. They attend seminars, conferences, conventions, factory schools, universities, and workshops. They give presentations, create new courses, learn new technology, lead travel abroad, and engage in the pursuit of required credentials as well as advanced degrees and certificates. The Faculty Senate actively seeks faculty presentations at its meetings, and several faculty are involved in national professional organizations which educate and debate current discipline issues. In addition, faculty have delivered keynote addresses, published papers, written books, and provided workshops for their peers.

The 1998-2001 Negotiated Agreement recognizes the value of senior faculty as mentors. As a result, additional remuneration is available annually to qualified senior faculty who participate in mentor presentations throughout the year to help improve the teaching skills of junior faculty.

Centralia College actively supports the endeavors of faculty for professional development through various means, but the main avenue which enables faculty to meet the expenses of many activities is the Extended Studies money which is awarded to faculty according to the guidelines in the negotiated agreement.

This money was originally part of the state salary allocation which was put aside for the professional development of faculty. In 1999, the new negotiated agreement between Centralia College and the Centralia College Federation of Teachers allowed for a certain amount of the money to be available for each full-time and pro-rata faculty member for professional development expenses like professional memberships, books, videos, subscriptions, conferences, and conventions. In 1998-99, the amount was $175 per person and in 1999-2000, it is $350. Any remaining dollars are awarded during spring quarter based upon an application process.

As part of the Board of Trustees' interest in faculty professional development, a year-end report on the various activities of faculty are
presented to the Board by the Professional Development Committee. (See Attachment 4.4)

Professional/technical faculty devote portions of their time to visiting local high schools for recruiting and speaking with local business people in order to understand the demands and trends of their professions in the business and industry community. Several faculty work during the summer in industry and business to keep their skills and knowledge current as well as to form coalitions with companies. Sabbaticals have provided faculty with opportunities to study abroad or to work within their fields.

The faculty engaged in creative arts have displayed their own work as well as that of their students. The art department presents an art show every spring to display the various works of students such as painting, sculpture, photography, and graphics. The posters throughout the College which praise diversity are also student works. The drama instructor is actively involved in the direction of several productions a year as well as acting in productions in the state. In addition, this instructor judges national drama contests and collaborates with the music department to produce at least one major musical per year. The music department holds several evenings of music for the College and community and is well known in the area for its chorus and jazz ensemble. English faculty have published poetry and short stories and guide the publication of the literary journal *Beyond Parallax*.

A chemistry professor participates in research away from the College at the National Laboratories in Los Alamos. A physics professor is participating in a quantum optics advanced technology program designed for two-year college faculty. Three faculty members have published books. Some faculty have finished or are near finishing doctoral work or second master’s degrees.

The diesel faculty have helped students build a diesel-powered dragster which they drive in parades. The business marketing faculty conduct programs leading to students’ gaining national recognition. Several faculty have been recognized as exceptional faculty through the Foundation. In addition to Extended Studies, faculty are informed of the opportunities for professional development through the negotiated agreement guidelines
concerning Professional Improvement Credit. Faculty advance on the salary schedule according to legislative funding and to the number of Professional Improvement Credits (PICs) each member accrues.

Faculty issues are addressed through the 1998 - 2001 Negotiated Agreement by and between the Board of Trustees of Community College District XII and the Centralia College Federation Of Teachers Local Number 4469, AFT/AFL-CIO. The contract addresses the following: Professional Improvement Credits, Extended Studies, Sabbaticals, and Faculty Professional Development Opportunities. (See Negotiated Agreement in the Exhibit Room)

As a community college, Centralia considers teaching the main focus of its faculty, not research. However, there is internal research done at the College through strategic planning and assessment. Faculty participate in both these processes, especially classroom and program assessment for their discipline.

The department notebooks illustrate the review and assessment faculty undertake to research the effectiveness of curriculum and pedagogy.

The College provides various resources for scholarship, research, and artistic creation:

- Extended Studies money as outlined in the negotiated agreement
- Foundation mini-grants
- Assessment awards
- Lovington awards
- External funding such as grants
- Sabbaticals
- Reassigned time

**Analysis**

The faculty at Centralia College are well prepared and are committed to the teaching and learning process. The College demonstrates its commitment to quality by providing a large variety of professional development opportunities. Additionally, although part-time faculty are
essential to the full operation of the instructional program, the College is proud to have one of the highest full-time to part-time faculty ratios in the system. Efforts to enhance the training and communication between the College and part-time faculty are ongoing.

**Standard Four Future Directions**

- Develop a plan to include part-time faculty more consistently in campus activities.
- Create pro-rata positions to ensure continuous quality instruction where appropriate for program size and offerings.
- Continue to offer in-college professional development activities and opportunities for technological skill acquisition.