Standard Four

Faculty

Introduction

WNC faculty are diverse in background, competent, experienced, and dedicated. Many are recognized within the college community as well as the greater community. Since the last accreditation visit, faculty have become even more involved in the areas of assessment, mentoring, and program development and review.

Students at WNC have a high regard for the faculty and have demonstrated this in their nomination and selection of faculty for the Teacher of the Year award sponsored by the student government. This year, for example, more than 1,000 students nominated 52 faculty for this award. Similarly, every year a number of faculty are recognized by their peers for their outstanding performance in the form of the Honored Faculty and Faculty of the Year awards.

The faculty respect each other and share their experiences and insights. For example, all newly hired faculty are assigned a peer mentor whose purpose is to offer the new hire general support as well as to “instill the values of the college's culture” and to familiarize him or her with college procedures, practices, and policies. The peer mentor does not supervise or evaluate the newly hired faculty.

To be particularly noted is that in spite of the setbacks brought on by the budget shortfalls of the past two years, faculty continue to ensure that quality of programs, teaching, and advising is maintained. In many cases this has meant increased duties and other demands on their time and effort. But what is always foremost in the minds of this faculty is the education and welfare of the students. (Appendices 4.1, 4.2, 4.3; Exhibit 4.1)

Faculty Qualifications

Western Nevada College full-time faculty are committed to the college and possess the necessary expertise to perform their duties. The college hires qualified instructors through a careful, deliberate recruitment and search process. Once hired and before they are granted tenure (continuing contract), probationary faculty are mentored, guided, and evaluated. The process involves both faculty and administration.

Academic divisions strive to offer as many classes taught by full-time faculty as possible, but they must employ part-time faculty to meet the instructional needs of their students. The number of full-time faculty has been diminishing over the past two years due to a combination of faculty retirements, resignations, and buyouts. In 2007, a hiring freeze was implemented, temporarily leaving some programs without full-time faculty and relying more on part-time faculty. For example, the college is actively seeking to fill a vacant full-time faculty position in the accredited Surgical Technology Certificate of Achievement program, which is currently inactive.

Part-time faculty are as dedicated to their students as full-time faculty, but they cannot be expected to make their teaching at the college their primary commitment. The limited time that most can spend on campus makes it difficult for them to devote much individual time to students or to participate in campus activities outside the classroom.
Table 4.1: Programs Without Full-Time Faculty
December 2009
Source: Academic and Student Affairs

<table>
<thead>
<tr>
<th>Associate Degrees</th>
<th>Certificates of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Automotive Mechanics*</td>
<td>Automotive Mechanics*</td>
</tr>
<tr>
<td>AAS Drafting – Architectural Emphasis</td>
<td>Business*</td>
</tr>
<tr>
<td>AAS Drafting – Civil Emphasis</td>
<td>Architectural Drafting</td>
</tr>
<tr>
<td>AAS Drafting – Mechanical Emphasis</td>
<td>Mechanical Drafting</td>
</tr>
<tr>
<td>AS Computer Science</td>
<td>Surgical Technology*</td>
</tr>
<tr>
<td>AS Engineering Science</td>
<td></td>
</tr>
</tbody>
</table>

*Screening committees have been formed to select faculty to fill these vacant positions.

To maintain program quality, the percentage of courses that are taught by part-time faculty is evaluated within the divisions. Both faculty and administrators agree on the importance of increasing the ratio of full- to part-time instructors.

Faculty come with a range of credentials and from a variety of educational backgrounds. Credential requirements for career and technical faculty differ from those for other instructional faculty. Career and technical divisions seek individuals with work experience in addition to formal education. Faculty who teach lower-division courses in transfer programs or upper-division courses in the bachelor of technology program must possess an earned master’s degree in their discipline. However, developmental courses can be taught by faculty who hold less than a master’s. (Table 4.1) (Appendices 4.1, 4.2; Exhibit 4.2) (4.A.1)

Faculty in Governance

Since the 2000 accreditation visit, the college has undertaken a major reorganization of the structure of its standing committees. For example, the Strategic Planning for Institutional Effectiveness (SPFIE) committee supports the attainment of the institution’s mission and goals by coordinating and overseeing the strategic planning process and serving as a college-wide channel for issues dealing with institutional effectiveness. SPFIE represents collaboration between academic faculty, administrators, and classified personnel. A particularly effective component of this process has been the president's open forum, at which the strategic plan is reviewed, including progress made and goals yet to be achieved. Faculty participation in these forums has been high. Once the strategic plan is in place for the current academic year, the divisions meet to determine their roles in achieving the current goals.

Curriculum development begins at the division level. All curricular matters are then reviewed by the college Curriculum Committee, which has become more faculty-driven over the past few years. The committee reviews and approves all new course proposals. For example, if a faculty member wishes to introduce a new general education course, the proposal is reviewed by the General Education Subcommittee, a subcommittee of the Curriculum Committee.

In addition, faculty are primary in program assessment and review which, again, is a process that has been refined since the 2005 Interim Report. All assessment and review of academic and administrative programs is coordinated and overseen by the Program
### Table 4.2: College Standing Committees with Academic Faculty Membership

<table>
<thead>
<tr>
<th>Committee</th>
<th>Number of Faculty Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Committee</td>
<td>(at least one)</td>
</tr>
<tr>
<td>Bylaws Committee</td>
<td>(five)</td>
</tr>
<tr>
<td>College Staff Development Committee</td>
<td>(at least one)</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>(eight)</td>
</tr>
<tr>
<td>Distance Education Committee</td>
<td>(bylaws are being drafted)</td>
</tr>
<tr>
<td>Facilities Committee</td>
<td>(at least one)</td>
</tr>
<tr>
<td>Grants Review Committee</td>
<td>(three)</td>
</tr>
<tr>
<td>Outreach and Recruitment Committee</td>
<td>(may include at least one)</td>
</tr>
<tr>
<td>Program Assessment and Review Committee</td>
<td>(not specified)</td>
</tr>
<tr>
<td>Recycling Committee</td>
<td>(at least one)</td>
</tr>
<tr>
<td>Scholarship Committee</td>
<td>(several)</td>
</tr>
<tr>
<td>Strategic Planning for Institutional Effectiveness Committee</td>
<td>(at least one)</td>
</tr>
<tr>
<td>Student Development and Support Committee</td>
<td>(at least one)</td>
</tr>
<tr>
<td>Sustainability Committee</td>
<td>(at least one)</td>
</tr>
<tr>
<td>Technical Services Oversight Committee</td>
<td>(five)</td>
</tr>
</tbody>
</table>

*The number of faculty representatives for each committee appears in parentheses.

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Assessment and Review Committee (PARC), whose membership includes academic faculty, the dean of instruction, and the assessment coordinator from Institutional Research. And overseeing all of these committees is SPFIE.

Faculty are also represented in the budgeting process by serving on the Budget Committee, which implements the college-wide participatory budget process. Budget requests can be initiated by students or any college employee. (See Standard Seven.)

All academic faculty are represented in the Academic Faculty Senate, which provides a forum for initiating and influencing college policies, including budget, academic standards, hiring, workload, and evaluations. And the Academic Faculty Senate chair is a member of the College Council.

Since the 2005 Interim Report, the college continues to use an integrated approach to advising that involves formal advising by counselors and informal advising by academic faculty. For example, academic faculty participate in new student orientations.

To improve retention, Student Services has developed the “Early Alert” system, which provides faculty a means to notify counselors of students who have fallen behind. Counselors follow up by contacting the students. Another retention initiative is the Peer Mentoring Program coordinated by Counseling Services. Faculty can request a peer mentor, often a former student of that faculty member, to work with students in a class. A part-time faculty member currently mentors student athletes and acts as liaison between student athletes and their instructors. (See Standards Three and Six.) (Table 4.2) (4.A.2)

### Faculty Workload

In its 2005 Interim Report, the Northwest Commission on Colleges and Universities (NWCCU) concluded that faculty workload issues existed in several areas at Western Nevada College. The Commission also indicated that the college was aware of these issues and was in the process of developing institutional policies to address and resolve them (see p. 14). Subsequently, a number of
workload policy revisions went into effect in 2006. Over the next eighteen months, the president approved the remaining policy components following recommendations by the Academic Faculty Senate and the College Council. Since the adoption of the workload policy in its entirety, it continues to work well for the college. The Academic Faculty Senate reviews the workload policy annually.

General workload requirements for full-time teaching faculty are an average of either 15 instructional units (credits) per semester or 18 contact hours per week. Health Information Technology, Welding Technology, Machine Tool Technology, and Automotive Mechanics faculty teach 35-hours a week. Full-time faculty may teach an overload of six instructional units per semester with the recommendation of their division chair and the approval of the dean of instruction. Overloads are currently paid at the part-time salary rate.

A major change in the current workload policy is the narrowing of parameters for the use of “reassigned time.” Under the present policy, reassigned time is restricted to administrative assignments. The only positions currently incorporating a specified amount of reassigned time are the following: division chairs, lead instructors, Academic Skills Center coordinator, Western Nevada Musical Theatre Company coordinator, art gallery directors and assistants, and the Academic Faculty Senate chair.

Another important change brought about by the new workload policy was the expansion of stipend possibilities and applications. In some instances, the division chairs trigger the use of stipends with the recognition that a particular assignment, if given to a full-time faculty member, would make “such an unusual demand of time and rises so far above the level of normal service that additional compensation is warranted.” At that point, the faculty member and the vice president of Academic and Student Affairs would arrive at a formal agreement. Additionally, the workload policy identifies five specific stipend categories and includes automatic recognition and a predetermined financial calculation.

Service to the institution, its communities, and the Nevada System of Higher Education (NSHE) has for many years been a major concern of the Board of Regents and a key component in the preparation of mandated annual self-evaluations by full-time faculty. The workload policy supports the “service concept” by requiring that chairs of college standing committees attest to the fact that all full-time faculty members have served in a productive manner while holding membership on their respective committees.

System and institutional support for the professional growth and renewal of full-time faculty has been very strong since NWCCU reported on the subject in its 2005 Interim Report (see p. 15). Support for professional growth and renewal comes from two major sources. First, system and institutional support for faculty sabbaticals is significant. Typically, three sabbatical recipients have been recognized and awarded annually at WNC. However, due to the current economic downturn and related budget shortfalls, sabbaticals have been deferred for the 2009-10 academic year, a decision the Academic Faculty Senate supported. In addition, academic faculty may apply for course reassignment to develop a new course, restructure an existing course, or develop a new program. There is a maximum of 12 instructional units available for reassigned time through this program each academic year, and a faculty member may apply for a maximum of six.
A second source of institutional support for professional growth activities comes from monies allocated by the College Staff Development Committee. This committee makes numerous financial awards each academic year based upon the submission and approval of faculty proposals. The economic realities referred to above have negatively affected the staff development process. Fiscal resources allocated to the committee for the 2008-09 academic year were reduced by one-half when compared to 2007-08 funding levels but were restored to full-funding ($100,000) for 2009-10. Despite these economic setbacks, the college remains committed to supporting the professional growth and renewal of faculty.

The severity of a prolonged economic downturn clearly suggests that the full-time faculty will, of necessity, have to confront serious pressure and problems in the foreseeable future. The reduction of full-time faculty through frozen positions, buyouts, resignations, and/or retirements has placed more responsibility on the remaining full-time faculty to fulfill service obligations to college standing committees and to perform required course- and program-level planning, assessment, and review. Perhaps a sign of the times, but certainly reflecting diminished funding, at the time of this writing, “reassigned time” for lead instructors has been suspended in three divisions. (Appendices 4.4, 4.5; Exhibit 4.3) (4.A.3)

Salary and Benefits

The four Nevada community colleges have a uniform salary schedule. WNC’s salary schedule and benefits package continue to attract competent full-time faculty. Faculty who perform satisfactorily will rise on the salary schedule. Faculty can move across the salary schedule based on additional approved education and/or job-related experience. And when they reach the top of their salary range, they become eligible for merit pay based upon “exceptional performance.” These funds for merit, which have been legislatively approved, are added to the recipient’s base salary. In addition, these funds are generated by the eligible faculty and do not diminish the funds available for the merit awards made to other faculty. However, due to the budget challenges facing WNC, merit awards were reduced by 50% for 2008-09, and probably none will be made during the current biennium.

The initial placement policy allows up to 10 years’ salary credit for relevant experience. Also, there are provisions to award higher initial placement salaries in areas defined as “difficult to recruit.” Nursing and Surgical Technology are two examples. And once an instructor is awarded tenure, he or she will be moved into the Community College Professor column, which includes a lateral increase in salary. Occasionally, a faculty member may have to teach an overload, and overloads are paid at the part-time salary rate. In addition, if it is determined by a division chair that a faculty member’s assignment is especially demanding in time or effort, the chair may request a special stipend for that faculty member through the vice president of Academic and Student Affairs. As a result (at least in part) of the salary schedule, WNC has attracted outstanding full-time faculty and, until two years ago, experienced a very low turnover rate. (Figure 4.1)

In addition, faculty can be awarded compensation beyond the range of the salary schedule. One possibility is the payment of stipends for a variety of designated duties. For example, any instructor teaching a course fitting under the distance education
umbrella may earn a $100 course stipend, and a “$50 stipend for each student above a 30-student cap.” All stipends are provided on a semester-by-semester basis.

The salary for summer instruction is based on 75% of the tuition with a $1,200 per credit cap and an eight-credit limit.

The salary schedule for full-time faculty is explained in precise terms in both the NSHE Board of Regents Handbook and the NSHE Procedures and Guidelines Manual. The salary schedule is applied equally to all, and a standing Academic Faculty Senate committee recommends to the president who should receive merit among those who have reached the top of their salary range.

A continuing challenge, however, is compensation for part-time faculty. Their pay has been historically low, and efforts are made every biennium to increase these salaries. The most recent increase came in 2008, but there is still a significant divide between the contribution that the part-time instructors make toward fulfilling the mission and goals of the college and their compensation. In addition, they are generally not eligible for benefits. (Table 4.3) (Appendices 4.6, 4.7; Exhibit 4.4) (4.A.4)

<table>
<thead>
<tr>
<th>Table 4.3: Per-Credit Salary Rates for Part-Time Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: Human Resources</td>
</tr>
<tr>
<td>2000-01</td>
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<tr>
<td>2001-02</td>
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<tr>
<td>2002-03</td>
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<td>2003-04</td>
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<td>2004-05</td>
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<td>2005-06</td>
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<td>2006-07</td>
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<tr>
<td>2007-08</td>
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<tr>
<td>2008-09</td>
</tr>
<tr>
<td>2009-10</td>
</tr>
</tbody>
</table>
Faculty Evaluations and Tenure Review

All faculty are evaluated on a regular and systematic basis using multiple measures. For example, teaching faculty—full-time and part-time, tenured and non-tenured—are evaluated by all of their students every semester. This is a rigorous process which requires time and effort of all those involved, including Institutional Research staff who collate the results of the reviews. These evaluations are anonymous and administered by the students themselves. The results, which include written comments, are sent to the appropriate division chairs, the dean of instruction, the vice president of Academic and Student Affairs, the president, and to the faculty member. This process, with some adjustments, has been in place since WNC’s beginning. What students write is significant to both faculty and administration and accounts in part for the continuing high quality of instruction and service.

All full-time faculty must submit self-evaluations that address responsibilities specific to their job description to their division chairs and the dean of instruction or to their appropriate supervisor. The evaluation process is under continual review. The dean of instruction has the responsibility of evaluating all academic faculty in collaboration with the division chairs or their designee. The dean attempts to evaluate all full-time academic faculty every year, but because of limited budgets and lost personnel, this has not been possible for the past two years. As a result, the dean has made non-tenured faculty her priority, and tenured faculty she evaluates as her time permits. The dean reviews the student evaluations and makes at least one classroom visit per year for each non-tenured faculty.

Currently, the dean is reviewing the evaluation process, hoping to streamline it a bit. Last spring, she met with the Academic Faculty Senate in an open forum to ascertain their thoughts regarding the process. There was a valuable exchange of ideas.

All full-time academic non-tenured faculty are mentored and evaluated throughout their probationary period by committees composed of their peers, including their respective division chairs who serve ex-officio. One committee, two of whose members are assigned by the Academic Faculty Senate and one chosen by the probationary faculty member, works closely with the probationary faculty member, primarily as mentors. They visit the faculty member’s work area, write an annual report, and with the faculty member meet with the Academic Faculty Senate oversight committee, which is made up of three tenured faculty members. This second committee reviews the mentoring committee’s report and interviews the probationary faculty member annually. In the probationary employee’s fourth year, he or she can apply for tenure at which time the peer committee makes a recommendation to the oversight committee. The oversight committee then makes a recommendation to the president. This process is arduous and meticulous but has ensured that students are being taught and served by competent and committed faculty.

In addition to the annual performance review, tenured faculty are evaluated every five years by their peers. A committee made up of three colleagues, one of whom is chosen by the tenured faculty member, do a workplace observation and submit a written evaluation of the faculty member’s performance and service. This report is then submitted to an Academic Faculty Senate standing committee and to the vice president.
of Academic and Student Affairs. This process is a faculty-driven effort to ensure excellent instruction.

According to the WNC Part-Time Faculty Evaluation Guidelines (Policy 4-4-4), division chairs or their designees will evaluate 20% of all part-time faculty members each academic year. To date, the 20% goal has not been achieved by all divisions, but greater progress is being made toward that end. In fact, the dean of instruction this past academic year emphasized to the division chairs that evaluating part-time instructors be made a division priority. The method of evaluation most often employed is that of asking full-time instructors to volunteer to evaluate one or two part-time faculty a semester. So far this approach has worked well. (Appendices 4.8, 4.9, 4.10, 4.11; Exhibits 4.5, 4.6) (4.A.5)

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

The college publishes and follows a well-defined process to recruit, screen, and select full-time faculty. Position descriptions are carefully written and involve the division members, administration, and Human Resources to make sure that qualifications are germane to the position being sought. Human Resources advertises positions locally, regionally, and nationally in an attempt to recruit a diverse pool of the most qualified candidates. Screening committees of at least five members are composed of faculty and at least one administrator who is the “appropriate supervisor in the area of the vacancy.” The majority of the faculty members are “from the area where the position reports.” There are strict guidelines regarding the screening and selection process, including comprehensive interviews with references, both those the candidate has named and those the committee seek out.

The committee may invite the faculty to observe the final interviews and share their observations with the committee. The president interviews each candidate after the interviews by the committee. The committee also meets with the president and the vice president of Academic and Student Affairs to evaluate the finalists. The committee forwards its recommendations to the president for final approval.

Additional provisions are made for emergency appointments and internal searches. (Exhibits 4.7, 4.8, 4.9, 4.10) (4.A.6)

**Academic Freedom and College Climate**

WNC endorses academic freedom as defined by the AAUP's “Statement of Principles on Academic Freedom and Tenure.” Similarly, the college adheres to and supports the NSHE Code definitions and policy statements regarding academic freedom. (Exhibit 4.11) (4.A.7, 4.B.7)

**Part-Time Faculty Recruitment and Resources**

Part-time instructors are an integral component of the academic program, and it is imperative that these instructors be highly qualified. As a result, division chairs make a concerted effort to recruit only the most highly qualified people in their respective disciplines. All divisions depend on part-time instructors. WNC has been fortunate to have been able to recruit part-time faculty with outstanding academic backgrounds and experience. For example, a number of the part-time instructors in the English
department are retired school teachers who still love to teach.

Part-time faculty must have a minimum of a master’s degree to teach baccalaureate courses in the arts and sciences. A bachelor’s degree and/or appropriate experience in lieu of a graduate degree is required for some programs and courses, especially in the occupational and developmental education areas. All part-time faculty are required to submit a completed application for professional employment along with resume, college transcripts, and verification of appropriate class-related experience. Both the division chairs and Human Resources verify the qualifications and credentials of applicants before a letter of appointment is issued. Applications for part-time faculty are accepted on an ongoing basis. Completed applications are kept in the applicant pool for two years. Positions are filled as instructors are needed.

Part-time faculty are highly regarded and respected by the full-time faculty, and every effort is made to retain their services and support their efforts. Full-time faculty make themselves available as time allows to assist the part-time faculty. Full-time instructors share their classroom experiences as well as their teaching materials with the part-time staff. The college provides part-time instructors with a Part-Time Faculty Information Guide, which explains the college mission, college policies, employment practices, and classroom procedures. To facilitate improved communication with the adjunct faculty, all part-time instructors are given a WNC e-mail account. Division chairs include part-time instructors in appropriate division meetings and welcome their input. Meeting agendas sometimes include short workshop topics of vital importance to the college and its adjunct faculty. For example, one recent workshop presentation was entitled, “How to Deal with Difficult and Problem Students.” Not all of the part-time instructors are available to participate in these activities, but many do. Shortly after receipt of the 2005 Interim Report, the Academic Faculty Senate restructured and added two senate seats to be filled by part-time instructors to represent the concerns and needs of the adjunct faculty. And the Division Chairs Council regularly discusses part-time faculty issues.

Compensation for part-time faculty remains low, and because full-time faculty cannot be reassigned to non-instructional duties if they lose a class, full-time faculty are given classes previously assigned to part-time instructors. This “bumping process,” while understood by all involved, is not a morale builder. In the last few years, there has been an effort made to secure office space and computers for part-time faculty use. On both the Fallon and Carson campuses, two offices, each with a phone and a computer, have been allocated for part-time instructors. As full-time instructor vacancies are filled, the part-time faculty may lose the use of some or all of those offices. Considering these disadvantages, the college has been especially fortunate to have such a competent and dedicated group of part-time instructors. (Exhibits 4.12, 4.13) (4.A.8, 4.A.9)

Use of Part-Time Faculty

As indicated, part-time faculty play integral roles in the academic program at Western. WNC recruits and employs its part-time staff for numerous reasons. For instance, many times a specialized course requires the use of an adjunct faculty member. Also, too few courses in an instructional area to merit hiring a full-time faculty member will normally trigger the employment of one or
Table 4.4: Instructional Faculty Headcount

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>74</td>
<td>77</td>
<td>79</td>
<td>80</td>
<td>75</td>
<td>66</td>
</tr>
<tr>
<td>Part-Time</td>
<td>298</td>
<td>288</td>
<td>295</td>
<td>307</td>
<td>284</td>
<td>236</td>
</tr>
</tbody>
</table>

more part-time instructors. Finally, budget realities in both good times and bad can impact the hiring and use of adjunct faculty.

Few would question the fact that the full-time faculty, division chairs, and dean of instruction make every effort to support the part-time instructional staff. They do. In the past, the problem seemed to be one of the college being rather long on practices and precedents but short on policies. Simply stated, it was difficult for the college to demonstrate periodic assessment of policies regarding the use of adjunct faculty concerning its mission and goals, when sufficient written policies did not exist.

In 2004, a new policy was adopted that provided guidelines for the evaluation of part-time faculty. For years the college’s workload policy for part-time faculty (WNC Policy 4-4-2) merely referred to board policy. In December 2009, the president approved a revised policy drafted by division chairs and the Academic Faculty Senate. The revised policy goes beyond the system policy to describe part-time faculty responsibilities, workload, and pay formulas. (Table 4.4) (Exhibits 4.13, 4.14) (4.A.10)

Faculty Scholarship and Research

Although conducting research, pursuing scholarship, or creating art are not mandated by the community-college mission, a number of faculty have pursed these endeavors in addition to their contractual obligations.

Faculty who wish to pursue scholarly and/or artistic endeavors are afforded the academic freedom to pursue projects of their choosing and are supported financially and provided opportunity. For example, they may present their projects to the College Staff Development Committee for financial assistance, and through sabbatical leaves may take time off from their regular assignments and still be compensated for their scholarly and artistic pursuits. (It is to be noted that faculty recommend to the president which of their colleagues should have their project approved.) Faculty also pursue external means of support for their research via grants and scholarships.

The results of scholarship or artistic endeavors are made available to all members of the college, and the college provides the physical resources for faculty to present their scholarly and artistic work in a public forum, which includes lectures and exhibits. Research, scholarship, and artistic creation funded by grants are consistent with the college's mission and goals.

Overall, faculty benefit from the pursuit of scholarship, research, and artistic endeavors. Faculty are made aware of the scholarly and artistic pursuits of their colleagues and support and applaud their efforts. In addition, whenever possible, faculty attempt to incorporate the scholarly accomplishments of their colleagues into
their own teaching and job responsibilities. As a result students also benefit.

During the spring 2009 semester, an ad-hoc committee was formed to revisit the institutional policy on intellectual property rights. Faculty sought to clarify under what circumstances the college might make a claim to an instructor's/professor's work. This issue arises almost exclusively in the context of web course development. The president approved the policy revision in fall 2009 following a recommendation by the College Council. (Appendix 4.5; Exhibit 4.15) (4.B.1, 4.B.2, 4.B.3, 4.B.4, 4.B.5, 4.B.6)

### Recommendations

- Staff full-time faculty vacancies as soon as fiscally possible.
- Revitalize efforts to increase part-time instructor salaries.
- Develop and implement a plan to increase office space and on-campus computer access for part-time instructors.

### Strengths

- Faculty influence in governance has increased.
- A systematic program review process has been established.
- Efforts by faculty to improve student retention have increased.
- The faculty turnover rate remains low at WNC.
- WNC has a comprehensive faculty evaluation process.

### Challenges

- WNC has been significantly impacted by the hiring freeze which began in 2007.
- The number of lead instructor positions has been reduced.
- There has been an increase in the number of courses taught by part-time instructors.
- Part-time instructor salaries remain too low.
Standard Four Supporting Documentation

APPENDICES

4.1 Table 1: Institutional Faculty Profiles (Instructional and Administrative)
4.2 Table 2: Number and Source of Terminal Degrees of Faculty
4.3 Faculty and Administration Characteristics
4.4 WNC Policy 3-2-3: Academic Faculty Workload
4.5 Sabbatical Project Report Summary
4.6 NSHE Salary Schedules (NSHE Procedures and Guidelines Manual, Chapter 3)
4.7 WNC Policy 4-5-3-4: Acad. Merit Guidelines for Faculty Who Have Reached Step 30
4.8 NSHE Personnel Policy for Faculty (Board Handbook, Title 2, Chapter 5)
4.9 NSHE Tenure for Community College Faculty (Board Handbook, Title 2, Chapter 4)
4.10 Academic Faculty Senate Bylaws
4.11 WNC Policy 4-4-4: Part-Time Faculty Evaluation Guidelines

EXHIBITS

4.1 WNC Policy 4-1-2: New Hire Mentors
   http://www.wnc.edu/policymanual/4-1-2.php
4.2 Credentials for Community College Faculty (Board Handbook, Title 4, Chapter 3, Section 5)
   http://system.nevada.edu/Board-of-R/Handbook/TITLE-4--/T4-CH03---Professional-Staff.pdf
4.3 NWCCU 2005 Interim Report
4.4 Executive/Administrative/Academic Faculty Benefits Overview
   http://www.wnc.edu/files/reports/personnel/professional_benefits_explanation.pdf
4.5 Student Course Evaluation Survey Instrument
4.6 Student Course Evaluation Summary Reports
4.7 WNC Policy 4-5-1-2: Hiring Academic and Administrative Faculty
   http://www.wnc.edu/policymanual/4-5-1-2.php
4.8 Doctrinal Statement for Employment
4.9 WNC Policy 4-5-1-3: Internal Searches
   http://www.wnc.edu/policymanual/4-5-1-3.php
4.10 WNC Policy 4-5-1-4: Emergency Appointment of Professional Staff
   http://www.wnc.edu/policymanual/4-5-1-4.php
4.11 NSHE Academic Freedom and Responsibility Policy (Board Handbook, Title 2, Chapter 2)
4.12 Application for Professional Part-Time Employment
   http://www.wnc.edu/files/departments/personnel/professional_part-time_employment_application.pdf
EXHIBITS (Cont.)

4.13 Part-Time Faculty Information Guide
http://www.wnc.edu/files/departments/faculty_staff/combined_f09_guide.pdf

4.14 WNC Policy 4-4-2: Workload for Part-Time Faculty
http://www.wnc.edu/policymanual/4-4-2.php

4.15 WNC Policy 4-1-7: Intellectual Property Rights Policy
http://www.wnc.edu/policymanual/4-1-7.php