

Section #1 – Standard Indicators

Standard 4.A – Faculty Selection, Evaluation, Roles, Welfare, and Development

The selection, development, and retention of a competent faculty is of paramount importance to the institution. The faculty’s central responsibility is for educational programs and their quality. The faculty is adequate in number and qualifications to meet its obligations toward achievement of the institution’s mission and goals.

4.A.1 -- The institution employs professionally qualified faculty with primary commitment to the institution and representative of each field or program in which it offers major work.

The Northwest Association of Schools and Colleges Evaluation Committee in 1995 found both TMCC’s full- and part-time faculty to be well-qualified for their respective positions. Review of faculty credentials indicates that this still holds true. The institution follows rigorous screening practices in the hiring of both full-time and part-time faculty (section 4.A.6), as well as, non-teaching faculty and administrative and support staff, to ensure commitment to TMCC and representation in the major area for which hired.

In 1995 TMCC employed 81 full-time faculty members. In fall 2003, that number had reached 134. In making decisions regarding where to add new faculty positions when budget allows, leadership considers enrollment demand, efficiency of classes (student to faculty ratios), full-to-part-time ratios in the program areas, and the quality of the available part-time faculty pool. The following table depicts the program areas in which students are graduating.

Program area	2002-03 graduates by program	Per cent of total degrees	Full-time faculty in program area	Per cent of all faculty in program area
Allied Health	78	16.0%	20	14.9%
Applied Industrial Tech	16	3.2%	10	7.4%
Architecture	3	0.6%	2	1.4%
Business	31	6.3%	10	7.4%
Computer Technologies	26	5.3%	9	6.7%
Criminal Justice	10	2.0%	2	1.4%
Culinary Arts	2	0.4%	2	1.4%
Education	12	2.4%	2	1.4%
Fire Science	24	4.9%	1	0.7%
General Studies & Other	49	10.0%		
Graphic Communications and Drafting	14	2.8%	4	2.9%
Paralegal	5	1.0%	2	1.4%
Transfer (AA, AS)	217	44.5%	70	52.2%
Totals	487	100.0%	134	100.0%

Program Data from TMCC FactBook 2004

Faculty count does not include counselors & librarians

With the exception of allied health and education, TMCC's full-time faculty members are proportionately represented in the major degree areas. In 2004, the College hired more nursing faculty and additional education faculty to relieve that discrepancy. Although there are no full-time faculty specifically assigned to General Studies, that degree program uses general education classes plus student-selected electives which are taught across the curriculum by full- and part-time faculty. Graduates in the public service areas, criminal justice and fire science include students who attend the academies and earn credit through that program. It should be noted that in addition to the one full-time faculty listed above, one instructor held an administrator title at the time although he taught a full load of courses.

However, since TMCC's graduation rate is relatively low, review of faculty FTE to student FTE by program may be a better indicator of faculty representation in the major fields. In a recent facility study and academic master plan, Paulien and Associates grouped TMCC's course offerings by occupational cluster and student FTE. The following table uses their groupings and faculty associated with the programs.

Occupational Cluster	Fall 2003 fte	% change 2000-2003	% of total fte	Full-time Faculty	% of total faculty
General Business	369	3%	6.9%	11	8.2%
Computer Technology	349	-20%	6.5%	9	6.7%
Protective Services	247	22%	4.6%	3	2.2%
Professional/Trade Services	403	18%	7.5%	18	13.4%
Liberal Arts/Core and Transfer	2245	24%	42.1%	44	32.8%
Education/Child Care	123	8%	2.3%	2	1.4%
Engineering & Core Sciences	1077	9%	20.2%	27	20.1%
Health Sciences	509	35%	9.5%	20	14.9%
Total	5322			134	

Occupational data from Academic Master Plan

Faculty count does not include counselors & librarians

4.A.2 --Faculty participate in academic planning, curriculum development and review, academic advising, and institutional governance.

Through the Senate Executive Board, Faculty Senate and its standing committees, and the Planning Council, the members of TMCC faculty, as prescribed under the UCCSN code (1.4.6, 1.4.7, and 1.4.8), participate and are represented on general policy on matters of "faculty welfare, faculty rights, and faculty involvement in the college's primary missions" (TMCC Bylaws 190).

Article VI sections 6.1 – 6.1.6 of the Faculty Senate Bylaws establishes the criteria for the Senate Executive Board. The Board is to meet at least once prior to each Faculty Senate meeting, advise the Senate Chair, determine agenda issues, and should consist of the following Board Members: Faculty Senate Chair, Chair Elect, Chair of Academic Standards, Chair of Curriculum, Chair of Salary, Benefits, and Monetary Concerns, and Chair of Professional Standards.

Article IX sections 9.1 – 9.14 of the Faculty Senate Bylaws establishes the following standing committees as part of the Senate:

The Academic Standards Committee recommends policies on academic standards including by not limited to grading, academic dishonesty, admission, registration, retention of students, requirements for all degrees and certificates, approval for new certificates and degree programs and changes on existing certificates and degree programs, the academic and summer school calendar, and to publish, along with the Curriculum Committee, a guide to Curriculum and Program Development Procedures.

Curriculum Committee approves new courses and changes to existing courses, reviews the criteria used to accept courses that satisfies General Education requirements in degrees and certificates, and coordinates curricula with the articulation officer of the College, Admissions and Records, and Academic Standards.

Salary, Benefits, and Monetary Concerns deals with budgetary changes, funding requests in academic programs, makes recommendations for the biennium budget, monitors part-time salary funds, recommends salary proposals, promotes workload equity, and recommends the criteria for selection and eligibility for awarding merit pay for those at the top of the salary scale.

Professional Standards recommends criteria for the selection of new faculty members and for the process of evaluations of faculty and administrators, and evaluates and ranks sabbatical proposals.

Library maintains a good relationship between TMCC libraries and patrons, recommends policy changes and the implementation of programs and events, schedules guest lectures and performers under the auspices of the library, and resolves problems between faculty and library staff.

Part-time Faculty Issues recommends policies on compensation, benefits, support services, training and integration, and hiring and retention of part-time faculty.

Social Activities and Professional Recognition organizes social activities for faculty and staff and recognizes faculty achievements within and without the confines of the campus environment.

Senators are elected by their constituents and vote in their best interests (Article IV, section 4.2 – 4.6)

Faculty Senate meets at least eight times during the academic year and is open to all interested persons (Article VII, section 7.6)

Planning Council was created in fall of 2002 by President Philip Ringle to review and revise the TMCC mission statement and strategic plan. It consists of forty college community members, including students, administration, classified, and faculty. The Council continues to revise the plan as needs of the college change and goals are accomplished. The Council is also serving as the steering committee for the self-study.

Academic advising

TMCC offers many opportunities for academic advising. These include an advisement center located on the Dandini Campus, which is staffed by two full-time advisors, faculty advisors and peer advisors. Other academic advisement services include:

- The TMCC Career Center helps with educational and career planning. They also offer work shops, placement activities, internship opportunities, and coordinate job prospects and interviews.
- Student Outreach Services (Meadowood Campus) offers advisement for students preferring this location.
- The Student Outreach Resource Center (SOURCE) advises students participating in programs housed in the retention center, such as the student mentoring and first generation programs.
- Re-entry Center offers advisement and assistance to students returning to school or workplace. This center is home to the Educational Partnership Program, Displaced Homemakers of Washoe County, and Project Wings.
- Veterans Upward Bound advises veterans preparing for college and other postsecondary training.
- Quest is a customized academic advising and educational planning focused on first year student success.
- TMCC High School works with juniors and seniors attending high school as well as taking college courses.
- Orientation programs are offered including academic advisement sessions.

In addition, faculty members participate in the campus Institutional Technology Committee and share in the decision-making process for the allocation of technology resources.

4.A.3 --Faculty workloads reflect the mission and goals of the institution and the talents and competencies of faculty, allowing sufficient time and support for professional growth and renewal.

Dr. Philip Ringle, President of Truckee Meadows Community College, presented a revised workload to the faculty on July 1st, 2004 (Appendix #1). The policy became effective on that date and supersedes other policies in place at the time. The policy is the culmination of recommendations brought forth by a committee that was formed to study and evaluate the previous workload. The new policy outlines several key factors:

- Workloads will be measured in Instructional Units
- A, B, B+ contract criteria
- Distance Education stipends
- Lab, clinical and art studio rates
- Industrial technology faculty workload
- Nursing faculty workload

The new workload clearly defines the time expected to be allocated for instructional activities. The workload is constructed to allow time for course preparation, student advisement and professional development activities necessary to maintain quality instruction within the institution.

Professional Growth

Faculty members must include professional development activities in their annual plans and report on actual activities in their annual self-evaluations. In order to move from level to level or column to column, the faculty must meet the specifics of the annual plan (including professional growth) as detailed by the Board of Regents criteria And receive an evaluation of satisfactory or better.

In order to support faculty development, the college provides travel funds in the amount of \$300 per faculty member per year. These funds are located within the academic departments, and each department determines the means by which these funds are distributed. In addition, the Professional Standards Committee controls additional monies to fill in any gaps in funding (\$5,000 in 2004-05). This is the first year of this new procedure; previously, Professional Standards controlled all of the College's travel funds. In addition, it should be noted that the new policy was accompanied by a significant increase in the amount of money available for travel. Only \$7,500 was allocated in 2003-04.

As another form of support for faculty development, the Board of Regents policy authorizes annual sabbatical awards. In keeping with NRS 284.345, interpretations of that statute by the Attorney General, and previous Board rulings, the number of sabbatical leaves granted for each succeeding academic year shall not exceed a number equal to two percent of the academic faculty in the current year. When applied to professional staff within the Desert Research Institute, the term "research faculty" shall replace the term "academic faculty." Those whose primary responsibility is administrative in nature are not eligible for sabbatical leave (http://system.nevada.edu/Board-of-R/Handbook/Title-4/T4-CH03.doc_cvt.htm).

According to the formula outlined in this statute, TMCC, with 134 full-time faculty, should have just under three sabbatical positions available for fall 2005. With five positions allocated currently, TMCC is more than meeting the needs of the faculty, according to the formula. The TMCC Bylaws, Title V, chapter 4, authorizes annual sabbatical awards. The faculty applications for sabbaticals are judged and ranked by a sub-committee of the Professional Standards Committee. Five sabbaticals were authorized in fall 2004 for the 2005-06 academic year (Appendix #2).

In addition, faculty members can take advantage of special project grants, Perkins grants, and a multitude of in-service workshops available at little or no cost to the employee. Several days of professional development workshops are held before each academic semester. Some examples of the topics covered in these workshops are sexual harassment issues, competency-based curriculum development, collective bargaining (NFA contract),

PowerPoint training, multicultural diversity issues, and internet and distance education course development (Appendix #3).

Finally, the College provides grant-in-aid to full-time faculty for credit courses at UCCSN institutions; part-time faculty receives grant-in-aid for themselves and their families to attend TMCC courses in proportion to the number of credits taught the previous semester (not to exceed six credits per semester).

4.A.4-- Faculty salaries and benefits are adequate to attract and retain a competent faculty and are consistent with the mission and goals of the institution. Policies on salaries and benefits are clearly stated, widely available, and equitably administered.

Salaries

The salary plan for Nevada community colleges is defined in Title 4, Chapter 3 of the University and Community College System of Nevada's Board of Regents Handbook. The academic salary schedule ranges from a minimum of \$26,157 to a maximum of \$84,356 (Faculty/Staff Handbook, page IP 37). The Board of Regents may recommend cost of living adjustments to the overall salary schedule. These cost of living adjustments (COLA) must be approved by the state legislature and governor. There is no mandated review cycle for COLA; however, the salary schedule was changed for the 2004 academic year to reflect a 2.5% COLA increase.

The academic salary schedule for full-time faculty defines five salary categories, based on academic preparation as defined below:

Column 1 Less than a bachelor's degree.

Column 2 Bachelor's degree or associate's plus approved contact hours of occupationally related discipline ¹, or associates plus 60 upper level credit hours in an approved instructional field(s).

Column 3 Master's degree or a bachelor's degree plus approved contact hours of occupationally related discipline, or a bachelor's degree plus 30 graduate credits in an approved instructional field(s).

Column 4 Master's degree with a minimum of 60 graduate credits in an approved instructional field(s), or equivalency or a bachelor's degree plus approved contact hours of occupationally related discipline, or a bachelor's degree plus 60 graduate credits or equivalency in an approved instructional field(s).

Column 5 Earned Doctorate. Equivalence can be approved by the president for a master's degree plus approved occupational contact hours or academic credits.

Each of these categories includes sub-categories for instructors and tenured professors.

Specific salary levels are defined in 31 steps in each of these categories. Each step typically represents one year of service. The initial placement of faculty members on the academic salary schedule is based upon education and years of experience. A maximum of 10 years of experience can be counted for initial placement purposes. The salary policy provides for placement at higher levels if a documented need exists and the president approves of the placement level. Movement from step to step on the academic salary schedule is based upon the faculty member's annual evaluation. Each faculty member typically receives one step annually, if evaluated as satisfactory or above.

Faculty may advance from one category to the next with additional academic achievements defined in Title 4, Chapter 3, Section 31 of the UCCSN Board of Regents Handbook. Faculty may advance from the instructor sub-category to the professor sub-category upon receiving tenure. In addition, community college faculty who have reached the top step of their appropriate salary range may be considered for a merit-based increase upon a performance evaluation in accordance with policy criteria and process as detailed in a Chancellor's Memorandum. In 1996, memo #96-2 from the UCCSN Chancellor outlined a process for awarding merit to these faculty members (Appendix #4). In short, faculty at the top of the scale are required to receive an excellent rating and show leadership in order to get the merit increase.

The Nevada Faculty Alliance contract also specifies a procedure for determining compensation for special assignments and projects, and for equitably assigning those projects. For example, the contract requires all eligible faculty members receive email notification of any open position at least ten days prior to the hiring decision (NFA Contract 3.4).

Benefits

Full-time faculty members are eligible for medical, vision, dental, life and other related insurance programs as part of the State Insurance Plan. They are also eligible for a defined contribution retirement plan and several types of leave, including holiday and sabbatical leave. The full list of benefits and eligibility requirements is available in the TMCC Faculty\Staff handbook on the TMCC Web site.

The last self-study indicated that part-time instructor benefits were an issue of concern. Since then, TMCC has actively pursued increased benefits for part-time instructors. The administration has asked for salary increases at every legislative session (and was successful in raising the salary from \$625 to \$650 per credit in 2003). The Part-time Support Office was created to give part-time instructors a complete range of services in one convenient place. In addition, an insurance option was arranged with great difficulty.

The most important benefit is the tuition waiver for part-time instructors and/or their spouses or dependent children. Academic and administrative employees who are employed on a Letter of Appointment for less than .50 FTE are eligible to receive grant-

in-aid to enroll in TMCC classes for the employee and/or spouse or dependents. The consolidated fees for classes will be waived up to a limit of six credits per family. The fee waiver cannot be used at another institution or for Workforce Development and Continuing Education programs or for summer school classes. The waiver must be used the next regular semester following service to the college. Credits cannot be saved from one semester to another. The number of credits allowed is based upon the number of credits taught for TMCC the previous semester up to a maximum of 6 credits. For non-teaching faculty members, the earned equivalent will be one credit for each 15 hours worked during the previous semester. Written verification of hours must be provided to the Part-time Faculty Support Center by the department in which the non-teaching faculty worked. Lab fees, technology fees and one-time application for admission fees are not included in the waiver.


The success of these efforts is reflected in the report of the UCCSN Part-time Task Force. In this report, TMCC's support for part-time instructors was rated the highest overall among the UCCSN institutions. Despite these positives, a number of factors involving part-time instructor benefits are beyond TMCC's control. For example, the college has been informed that part-time instructors will no longer be paying into social security. Instead, their deductions will be directed to a FICA alternative plan beginning July 1, 2005. This removes an important benefit for a number of part-time instructors.

Retention

Full-time faculty have worked at TMCC for as little as a year or less (10%, N = 15) to as many as 31 years. The mean among Instructors was 3.0 years and the mean among Professors was 13.2 years. Overall, the average tenure with TMCC of full-time faculty was 10.1 years, and the median was 7.5 years. As can be seen in the table below, 75% of full-time faculty members reported that they had worked at TMCC for 5 years or more.

Table 1: Years Worked at TMCC

Years at TMCC	N	%
1 - 4 yrs	37	25%
5 - 9 yrs	51	34%
10 - 14 yrs	18	12%
15 - 31 yrs	42	28%
Total	148	100%

 Truckee Meadows Community College 2004 Survey on Campus Climate provides additional self-reported data on retention of faculty. When asked what their expectations are concerning the length of affiliation with TMCC, 76% of respondents reported that they plan on working at TMCC until retirement. Eleven percent planned to work several more years at TMCC and retire elsewhere. Six percent reported that they will leave in the

near future and retire elsewhere. Eight percent reported they had some “other” retirement plan. The complete results of this survey are available on the TMCC web site.

4.A.5 -- The institution provides for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution’s policies, regulations, and procedures provide for the evaluation of all faculty on a continuing basis consistent with Policy 4.1 *Faculty Evaluation*

TMCC evaluation guidelines are outlined in the Board of Regents Handbook Title 4 3.3 and Title 5 Section I 1-3 . UCCSN mandates that all faculty members be evaluated “at least once annually.” At TMCC, full-time faculty members complete an annual plan at the beginning of the academic year in consultation with his/her immediate supervisors. This plan contains a list of tasks/duties/responsibilities to be completed that academic year drawn from a common menu (Appendix #5). The annual plan form includes the faculty member’s expected rating for completing that plan. After approval, it is signed by the faculty member and his/her supervisor. At the end of the academic year, the faculty member submits a self-evaluation that details the degree to which the annual plan was fulfilled. The evaluator uses this self-evaluation and other data – student, peer, and administrative teaching evaluations – as well as any other relevant data that has been collected by the evaluator over the course of the year. As prescribed in the UCCSN Code, the faculty member is given one of four ratings: excellent, commendable, satisfactory, or unsatisfactory. This rating is explained on an official UCCSN form (Appendix #6) with a short narrative paragraph.

Similar processes and procedures are used for non-instructional faculty. Both librarians and counselors follow the above procedure, but these faculty members create annual plans using different menus that are more appropriate for their positions. For example, the librarian evaluation criteria substitutes “perform general collection development” in place of criteria referring to classroom teaching (Appendix #7). The counseling department criteria make similar substitutions. For instance, counseling responsibility S15 requires counselors to “participate in maintaining the center’s goal of 75% direct student contact.” In both cases, these alterations were approved through the Professional Standards Committee and Faculty Senate. Questions posed by a Standard 4 committee member to library faculty revealed that the majority think these criteria are effective and fair. The counseling faculty report that statistics (see S13 and S15, Appendix #8) are no longer being used in the evaluation of counselors.

TMCC has a similar but separate evaluation procedure for part-time instructors. Section 5.3 (i) of the NFA contract directs department chairs to “Coordinate/oversee mentoring and evaluating part-time faculty.” To accomplish this, department chairs receive and review student evaluations of part-time instructors every semester. The student evaluation forms are distributed and collected by the Part-time Faculty Support Center (PFSC). This office scans and types student comments before distributing them to the appropriate dean’s office. Copies are kept in the PFSC for three years. In addition, the PFSC distributes an “Instructor Self-Appraisal” form to part-time instructors – they are

encouraged but not required to complete and submit this form. In addition, department chairs perform classroom observations on part-time instructors periodically. Since part-time instructors work semester-to-semester, no yearly evaluation paperwork is completed. Instructors who perform poorly after attempts at raising performance are not rehired.

Regarding evaluation instruments, TMCC has made an effort to standardize use of evaluation forms. For example, Faculty Senate chose one student evaluation form for use for both full-time and part-time instructors in 2003. In addition, Faculty Senate considered standard peer evaluation form in 2004, but, as of fall 2004, at least two different peer evaluation forms were in use across the campus.

Another aspect of evaluation involves the evaluation of online courses. In fall 2003, TMCC offered 88 distinct courses (133 total sections) with an unduplicated student headcount of 2,184 and 659 FTE. In order to address the unique challenges of online education, the distance education office created two evaluation instruments that were designed for online courses. The student evaluation of online instruction (Appendix #9) differs from the form used in traditional classes by replacing questions specific to face-to-face instruction with questions that are appropriate for online instruction. For example, "began on time" is replaced with "homepage clarity," and "ease and efficiency of communication between student and instructor" replaces "full use of class hour." These forms were developed in the Professional Standards Committee and approved by the Faculty Senate in April 2004. This process is implemented according to the above procedures depending on whether or not the faculty member is full-time or part-time. Furthermore, the E-learning Office developed and distributed two documents to the campus community to assist with evaluation of web-based courses. Most significantly, a list of 25 "best practices" was developed to guide new instructors toward good online teaching practices. Cathy Brewster and Fred Lokken of the E-learning Office developed this list by combining research into proven online teaching techniques and lessons learned through experience at TMCC. In addition, a November 2003 memo was distributed to department chairs and deans with four specific suggestions: (1) encourage best practices; (2) use the standardized form for web evaluation; (3) support faculty efforts to improve teaching online; (4) help to identify problems/solutions. Furthermore, the E-learning office has developed a separate informal evaluation sheet to provide guidance for instructors in the first term of online teaching. This form is completed by the E-learning office and shared with the instructor only to help instructors during this difficult and critical first term.

4.A.6 -- The institution defines an orderly process for the recruitment and appointment of full-time faculty. Institutional personnel policies and procedures are published and made available to faculty.

In accordance with Title 2, Chapter 5, Section 5.4.1 of the UCCSN code, recruitment and appointment procedures for new full-time faculty are in the TMCC Administrative Manual, sections 2,507 - 2,510. These procedures begin with the initiation of the Position Opening Request by the hiring department, which includes:

- date of announcement
- position title and position number
- qualifications required
- description of position
- date position is available
- application deadline
- materials required from applicant
- application procedures
- terms of employment
- affirmative action statement
- salary or salary range
- funding source

The position is advertised, and a screening committee is organized. Once an offer of employment has been made, the dean completes a Contract Worksheet and sends it to the Human Resources Office. Human Resources completes the contract. All search materials are maintained for three years unless a grievance is filed; in which case, they are kept indefinitely.

In accordance with Bylaws of TMCC, the process for recruitment also appears in Chapter 4 sections 8.1 and 8.2 in the NFA contract, which can be located on the TMCC homepage under the Faculty and Staff link.

The Human Resources home page provides a full compliment of the manuals and handbooks used by TMCC, information regarding available positions, how to apply, and the application process. It also provides information for those seeking part-time positions.

4.A.7 -- The institution fosters and protects academic freedom for faculty. (See [Eligibility Requirement 11](#) and [Policy A-8 Principles and Practices Regarding Institutional Mission and Goals, Policies and Administration](#).)

Academic freedom for faculty is protected under Section 2.1.2 of the UCCSN code, which states that faculty “shall not be subjected to censorship or discipline by the University and College System of Nevada on grounds that faculty member has expressed opinions or views which are controversial, unpopular or contrary to the attitudes of the University and Community College System of Nevada or the community.”

Additionally, this institution fosters freedom of expression for all its members in Section 2.3 of the UCCSN code, which states faculty members are granted full freedom in research and publication of research results, literary, academic, and technical work (2.3.1 and 2.3.2). Faculty has full freedom in classroom discussions (2.3.3), and when speaking, acting, or writing as a private citizen, a faculty member is free from institutional censorship or discipline (2.3.4).

The policy on academic freedom is available to faculty in the full-time faculty handbook (11). The complete UCCSN code is available on TMCC's website. It was discovered during the self-study process that the policy didn't appear in the part-time handbook, and this has been changed.

Within the last two years, two campus-wide discussions occurred regarding academic freedom issues. In 2003, a panel on academic freedom and assessment was held during the community college conference hosted by TMCC. John Yarnevich represented TMCC on the panel which included representatives from other community colleges in the state and the NFA. About 40 faculty members attended the session, most from TMCC, and although the lively discussion yielded no solutions, it served to indicate that concern about this issue is legitimate and should be addressed.

4.A.8 (P/T) -- Part-time and adjunct faculty are qualified by academic background, degree(s), and/or professional experience to carry out their teaching assignment and/or other prescribed duties and responsibilities in accord with the mission and goals of the institution.

According to the 2004 TMCC Fact Book, in fall 2003 TMCC employed 389 part-time faculty. The Part-time Faculty Support Office recruits potential hires based on their academic background and expertise. This office maintains files of all applicants in their specific interest pools and as the department chairs and deans determine which classes will need part-time instructors, they review the resumes, transcripts, applications and previous evaluations, if any, of those persons in the appropriate pool. The academic department then interviews applicants prior to hire.

The PFSO began tabulating part-time faculty by degree only recently – summer 2004. Since this self-study uses fall 2003 as the target term, the PFSO staff had to manually research old files and were able to substantiate the following:


Terminal Degree	Number	% of pt faculty
Bachelors	55	19.6%
Master's	124	44.1%
Doctorate	29	10.3%
Associate or Certification	29	10.3%
Not on file	44	15.7%
Total	281	100%

4.A.9 (P/T) -- Employment practices for part-time and adjunct faculty include dissemination of information regarding the institution, the work assignment, rights and responsibilities, and conditions of employment.

All part-time and adjunct faculty are invited to attend an orientation meeting prior to the beginning of the fall and spring semesters. The employees are welcomed by the President, Vice President and Associate Dean of the Part-Time Faculty Support Center

and meet with the dean of their division. The part-time faculty members sign contracts, receive their faculty handbook (Appendix #10) and listen to a variety of presentations about school policies and procedures. The administration addresses the importance of part-time and adjunct faculty and their contribution to TMCC. TMCC also hosts faculty training and technology workshops for all faculty prior to start of the semester. The training day workshops include hands-on technology training and a wide range of presentations centering on student learning, curriculum and grading, syllabus preparation and safety issues.

4.A.10 (P/T) -- The institution demonstrates that it periodically assesses institutional policies concerning the use of part-time and adjunct faculty in light of the mission and goals of the institution.

TMCC and the UCCSN system have conducted surveys of part-time instructors. The most recent attempts were the 2002 UCCSN -Time Faculty Task Force report and the fall 2002 survey of full-time faculty members regarding the role of part-time faculty at TMCC (Appendix #11). Although the task force report placed TMCC at the top of UCCSN institutions for the quality of part-time instructor support – for example, TMCC had already supplied part-time faculty members with email accounts, open-access computers, a designated meeting space, and voice mail accounts as recommended – the College is working to implement some of the other recommendations of this report. For example, the College has initiated a series of meetings to discuss the ways to increase the number of under-represented minority faculty members; it has published the academic freedom rights of UCCSN faculty in the part-time faculty handbook; and it has established a peer mentoring process organized through the part-time office. These changes respond to specific recommendations in the report (pages 4-6). The survey of full-time faculty members indicated a high level of enthusiasm for more interaction with and decision-making involvement of part-time faculty members. It is unclear to what extent departments and/or divisions have acted on this information and have or have not increased the role of part-time faculty members in college business.