

NWCCU Standards Specific to Faculty Governance and Participation

February 1, 2018

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The NWCCU standards identify some specific areas for faculty responsibility and participation. For OCCC students to enjoy the benefits of accredited programs and services, the Educational Services Agreement with PCC cedes governance of these faculty matters to PCC. As a result, these areas are ones which will require significant examination and consideration by OCCC faculty in partnership with administration. This consideration has been underway since 2014 and some progress has been made, but there is significant work remaining. This work for faculty will include

- capacity building to understand what is needed to independently meet the standards,
- assessment of fit of current faculty governance structures with the standards
- most likely the development of new structures and processes to address
 - Assessment of outcomes and program review
 - Academic policies
 - Curriculum
 - Faculty qualifications
- implementation of the new processes

NWCCU calls out the role of faculty in Eligibility Requirement 10, and Standard 2.B.4

ER 10: Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

Standard Two: Resources and Capacity

2.B.4 Faculty

Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The following pages comprise our response to ER 10 and Std 2.B.4 in our 2018 Self Evaluation Report (SER).

Oregon Coast Community College fully meets the 24 NWCCU Eligibility Requirements for Candidates for Accreditation and Accredited Higher Education Institutions, relying upon our Educational Services Agreement to meet three of the 24 (ER 1, ER 4, ER 10). In all three areas, OCCC is either already assuming some aspects of the work as allowed by PCC, has processes running in parallel with PCC, or is in the process of planning and building capacity.

Consistent with OCCC's mission and core themes, faculty are appropriately qualified and sufficient in number (given the size of the institution and number of students served) to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered. Currently the college employs and regularly evaluates the performance of 12 full-time and 45 part-time faculty. Of these individuals, five full-time and 24 part-time teach general education courses, five full-time and 18 part-time teach Career and Technical courses, and two full-time and three part-time teach developmental education courses. Faculty are represented on faculty hiring screening committees.

The College also relies upon the Educational Services Contract with Portland Community College (PCC) to meet limited aspects of the Faculty Eligibility Requirement. Dependence is related to explicit oversight requirements for PCC to ensure that OCCC processes and procedures are consistent with the NWCCU accreditation standards as fulfilled by PCC.

Faculty Governance Interface of OCCC and PCC: Curriculum and Academic Policies

In understanding the faculty governance relationships regarding faculty roles in achieving educational objectives and ensuring the integrity and continuity of academic programs, it is helpful to think in terms of two different categories of curriculum offered at OCCC: shared and unique to OCCC. Shared curriculum is developed and evaluated by PCC and includes the following discipline areas offered at OCCC: general education, developmental education (excluding non-credit GED and ESL), and some career technical curriculum (currently Business, Criminal Justice, and Emergency Medical Technician, with Early Childhood Education pending approval). Curriculum unique to OCCC is Nursing, Medical Assisting, Certified Nursing Assistant, and Aquarium Science.

At PCC the primary vehicles for faculty involvement in matters related to shared curriculum are the Subject Area Committees (SAC). These committees consider issues such as instructional materials selection and faculty qualifications, as well as the development, review and evaluation of curriculum. The Educational Services Agreement specifies that OCCC Faculty may participate in the PCC SACs. Until OCCC is independently accredited, the input of OCCC faculty into these shared curriculum matters will be through the SACs. For curriculum unique to OCCC, our own faculty work in partnership with administration to achieve educational objectives and ensure the integrity and continuity of our academic programs. This extends to developing and assessing curriculum, establishing faculty qualifications, and selecting instructional materials. The OCCC vehicles for this input include department meetings with faculty and administration, CTE advisory boards (upon which faculty serve), the Instructional Leadership Team, and College Council. Recommendations for curriculum and faculty qualifications unique to OCCC are still subject to the approval of PCC, in keeping with their oversight role for NWCCU accreditation compliance.

The Educational Services Agreement also establishes that OCCC will adhere to and comply with PCC's academic policies and procedures, which are established at PCC by their Academic Policies and Standards Committee, a standing committee of the Educational Advisory Council (EAC).

OCCC administration and faculty are aware of the need for independent systems and processes for these functions (curriculum and academic policies) appropriate to the unique environment and size of

the College. Some functions are already addressed via parallel processes, and others are in planning and capacity building for the full assumption of all responsibilities within the period of candidacy. OCCC faculty and administration are looking forward to assuming full responsibility for these functions.

Faculty Employment, Qualification, Evaluation

OCCC independently employs all faculty and has done so since 1997. The Educational Services Agreement recognizes that OCCC is fully responsible for hiring, employing, supervising, evaluating, and compensating OCCC faculty. Faculty are represented by a union, and employment conditions for faculty are bargained with management via collective bargaining. As described above, OCCC ensures that faculty are appropriately qualified by using the instructor qualifications established by OCCC faculty and administration (and approved by PCC) for curriculum unique to OCCC, and by the PCC SACs for all shared curriculum areas. PCC also has a provisional approval process wherein an instructor who does not meet the minimum qualifications may be approved for a limited assignment, typically restricted to specific sets of courses, and specific provisions, or criteria. The hiring administrator (Dean of Academics and Workforce or the Director of Health and Human Services Careers) together with the Human Resources Manager review the qualifications of all faculty applicants to verify they meet the PCC instructor qualifications. In the case of provisional approvals, the DAW seeks review and approval from the PCC VP of Academic Affairs. The verification process is on the PCC/OCCC Instructor Approval form and offers of employment are contingent upon transcript verification which is completed by the OCCC Human Resources Manager.

Through Instructional Leadership Team and College Council, OCCC faculty have begun considering processes for establishing Instructor Qualifications for the shared curriculum disciplines once we are no longer contracting for educational services from PCC.

Faculty evaluation is essential in ensuring the quality of instruction and programs. Full-time faculty serve in a probationary status for the first three years of employment. Probationary faculty are reviewed annually. Upon successful completion of the probationary period, they transition to ongoing faculty status. The annual Probationary Assessment Report uses data from committee member classroom observations, faculty self-assessment, student evaluations, meetings with the Dean of Academics & Workforce or designee, individual development plans and goals, along with professional development activities. Part-time faculty are reviewed during their first term assignment. The OCCC Instructor Evaluation Form is used for the review. Full-time faculty in ongoing faculty status, and part-time faculty beyond their first term assignment, are reviewed at least once every five years. The OCCC Instructor Evaluation Form is used for the review.

Educational Objectives, Academic Policies, and Integrity and Continuity of Academic Programs.

OCCC faculty ensure that students achieve educational objectives and assure the integrity and continuity of academic programs. Academic programs in which the curriculum is unique to OCCC (i.e., Nursing and Aquarium Science) have long-established processes of conducting annual program reviews to ensure the students are meeting programmatic outcomes. In most other curricular areas, OCCC has adopted the PCC curriculum and has relied upon PCC faculty for formal assessment of learning outcomes and for curricular oversight. However, OCCC faculty have begun to build capacity in these areas. In the Spring of 2017, OCCC faculty formed an Assessment Team to build capacity within the faculty to conduct Outcomes Assessment at the course, program, and institutional levels. OCCC Math faculty presented

their work to the whole faculty at the Fall 2017 In-Service, prompting additional departments (Biology and Medical Assisting) to undertake outcomes assessment projects. Also, at the Fall 2017 In-Service, OCCC faculty began exploring possible future comprehensive institutional learning outcomes, with follow-up slated for the Spring 2018 In-Service. Finally, instructional managers and faculty on the Instructional Leadership Team (ILT) have begun exploring a process for establishing standards for the review of the breadth, depth, scope and sequence of new and existing courses and programs at OCCC. While a parallel process to the PCC curriculum structure currently exists at OCCC, ILT will be reporting its work to College Council (CoCo) throughout the 2017-18 and 2018-19 academic years. The goal of this work is to have a robust, OCCC-specific curriculum process and committee structure approved by CoCo in the Spring of 2019.

OCCC faculty have also begun to engage with the PCC SACs to take a more active role. The OCCC Biology department has begun to independently review textbooks and now attends the PCC Biology SAC meetings. As a result, OCCC Biology faculty have received permission from the PCC Biology SAC to begin using an Open Educational Resource (OER) in the Introductory Biology sequence. Similarly, OCCC has received support from a PCC faculty member of the Economics SAC to provide mentoring to a new OCCC Economics faculty member.

As noted above, the College adheres to the Academic Policies of PCC as a requirement of the Educational Services Agreement. Discussions and capacity building are occurring regarding the eventual assumption of this function by OCCC faculty and administration. This work is occurring in the Instructional Leadership Team and College Council. Faculty have come to understand their eventual role and responsibility and are engaged in reviewing the PCC Academic Policies to understand what areas will need to be addressed, and to consider what structures will need to be in place at OCCC to support ownership of academic policies.

While full-time faculty steward the institutional curricula, and play active roles in shared-governance, highly-qualified and actively engaged part-time faculty contribute significantly to institutional stability, curriculum development, and college governance. Both part-time and full-time faculty are represented on most major committees throughout the institution (CoCo, ILT, CTE Advisory Committees, and Equity and Inclusion, etc.) and collectively contribute to curricular oversight and assessment.

In summary, the faculty of OCCC are well qualified and sufficient in number to fully address all aspects of NWCCU's Faculty Eligibility Requirement. Faculty are independently hired and evaluated by OCCC. The faculty of OCCC are necessarily constrained in their roles by the agreements within the Educational Services Agreement with PCC regarding curriculum and academic policies. The period of candidacy, if granted, will see the continued development of parallel processes and faculty capacity to independently assume the remaining responsibilities currently situated contractually with PCC.