

## 5. FACULTY

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### DESCRIPTION

The faculty at Mohegan Community College have always enjoyed a high regard in the community and have been praised in past accrediting reports. The knowledge, commitment, and sensitivity of the faculty are documented in their activities and in the testimony of their students. The faculty's qualifications, numbers and performance are, in general, sufficient to accomplish the institution's mission and purposes. However, there are some problems resulting from heavy reliance on adjuncts. In departments such as Criminal Justice and Human Services, which have only one full-time faculty member, faculty effectiveness is occasionally hampered by their numerous duties. The faculty competently offer the institution's academic programs and fulfill those tasks appropriately.

The preparation and qualifications of the faculty are suited to the field and level of their assignments. These determinations are handled according to system-wide criteria as detailed in the Collective Bargaining Agreement, Minimum Qualifications, page 78, as well as the College's search committee procedures. Examination of credentials in the Spring 1992 revealed that among the full-time faculty, three have Ph.D. degrees, two have Ed.D. degrees, and the rest have Master's degrees, except for one, who has a Bachelor's with professional degree. Five part-time instructors have Ph.D. degrees, fourteen have Bachelor's degrees and the rest have Master's degrees.

The faculty is sufficiently numerous to carry out advising and governance functions adequately. Advising loads tend to be heavy for some faculty members, particularly in career programs, but adjustments to the advising system, as well as a strong faculty commitment to advising, have enabled faculty to handle the demands adequately. Curriculum development is often initiated in academic departments and coordinated according to a larger academic planning framework in the Dean's Council. Governance and other policy making functions are well within faculty capability.

The institutional process for recruiting and appointing faculty is governed to a great extent by Article IX of the Collective Bargaining Agreement, (page 3 - Affirmative Action in Employment) as well as our Affirmative Action Program Guidelines. Within the parameters of these documents, search committees are appointed and set in motion with appropriate attention to race, gender, and ethnic diversity. Contracts and other legal considerations are set system-wide by the state.

Upon appointment, a new member of the academic support staff receives a contract and job description. For non-teaching professional staff, the specific duties, workload, hours of work and work year, including compensatory time, are described in the Collective Bargaining Agreement, Article X, Section 4.

Contractual security is described in Article IX, Section 4 of the Collective Bargaining Agreement under "Tenure." This section also describes the tenure-granting procedure, which involves the President, the staff member, and the Tenure Committee. Salary and

benefits including longevity, insurance and retirement are described in Article XXI, Sections 1-11. Appendices A, B, C, D specify rank and qualifications, along with the corresponding salary schedule. While a poor economic climate exists in the region, reasonably good salaries and benefits continue and have been a factor in the low turnover of faculty.

Faculty assignments, workloads, and working conditions are described in the Collective Bargaining Agreement under Article X, Sections 1-5.

The responsibilities and compensation for Department Coordinators are defined locally, but this may change as Mohegan merges with Thames Valley Technical College, which has more traditional Department Chairs. The job description and selection process were agreed upon by the faculty and academic administrator.

Full-time faculty are the academic and professional core of the institution providing occupational, educational, and cultural enrichment to the students and the community. Part-time positions, which constitute approximately twice the number of full-time positions, are required to complete the necessary academic program. In some departments, part-time faculty contribute by attending meetings, by participating in department activities, and sharing teaching techniques. Part-time faculty responsibilities are covered in the Collective Bargaining Agreement. For the first time in 1991-1992, professional development funds have also been made available to adjunct faculty. Adjunct faculty are evaluated on a regular schedule, using the same classroom evaluation form as for

full-time faculty. They are encouraged to also use student evaluations for their own professional development. The Director of Instructional Services is responsible for orientation of new adjunct faculty, preparation of useful materials, and the evaluation process.

A faculty handbook exists and was updated for Fall 1992. Among subjects included in the handbook are Administration & Governance Policies and Procedures for the Instructional Division. Also outlined in the handbook are lists of resources, services, and staff directory. Another document is the Collective Bargaining Agreement between The Board of Trustees of Community-Technical Colleges and the Congress of Connecticut Community Colleges, 1989-1991. In this document, responsibilities of faculty and the criteria of their recruitment, appointment, evaluation, and promotion are clearly defined. This document is revised as necessary, through negotiations. Both documents list policies that are equitable and compatible with the mission and purposes of the institution, and also provide for the fair redress of grievances.

Evaluation procedures are explicitly set forth in Article XI of the Collective Bargaining Agreement. The periodic procedure is stated, as well as options for peer evaluation, staff improvement, and opportunities to discuss evaluations. There is a standardized regional community college evaluation form for the professional staff, as well as a self-assessment form, particular to Mohegan, that reflects our own institutional focus, specific goals, and general mission. The form demonstrates our view that evaluation is

an interactive and dynamic process. Student evaluations are prohibited for evaluation purposes.

The varied professional activities of the staff testify to their vitality. Professional staff are involved in research and publication, consulting, state and community activities, international travel courses, women's and minority rights, and workshops. Several faculty at Mohegan have collaborated on instructional innovations, including team-teaching an Introduction to Social Sciences, in-class tutoring, and computer applications in the curriculum. Additional computers have been purchased and computer rooms have been upgraded to accommodate the increasing use of the new technology. A Computer Committee has been meeting to set purchase priorities and develop a five year plan for these purchases.

Professional development money for faculty is provided by the Collective Bargaining Agreement. A contract committee recommends to the President how the money is spent. Individuals use this money for updating their skills. Also, every year, group professional activities, such as trips to the New York Metropolitan Museum, are conducted. The Faculty Opinion Survey shows that faculty feel that the money provided is of some help, but not enough to be considered good. Another resource for professional development comes from the Center of Teaching. This system and college funded project has sponsored many professional development programs at the College. For example, the Center for Teaching funded: a statewide conference on teaching clinical nursing;

expenses for an adjunct faculty to present a paper at the Northeast Modern Language Association Convention; a speaker/consultant to conduct a one-day workshop; conference expenses for two faculty members to participate in the teaching partners project; a full-time faculty to present a paper at the National Association for Developmental Education Conference; and a General Education Assessment Professional Day.

Mohegan also contributes to the cost of the Mentor Program, which provides compensation to an experienced faculty member who supports a new instructor. The program includes extensive training of the mentor and participation in state-wide meetings. The Mohegan Foundation, our local fund-raising group, has also supported professional activities. The Foundation provided funds to send four staff members to the Cornell University Conference on Computers and Collaborative Writing in June 1992.

Academic freedom is clearly defined in the Collective Bargaining Agreement, Article VI, pages 8-9. This protects faculty regardless of rank or term of appointment. The opinion survey shows that the issue of academic freedom is rated 4.8 on a scale of 5, evidence that faculty believe academic freedom is respected at this institution.

Article XVI of the Collective Bargaining Agreement, pages 45-47, outlines policies and procedures for Dismissal and Discipline. This provision is used as a mechanism to ensure that faculty act responsibly and ethically, and observe the established conditions of their employment.

The Collective Bargaining Agreement clearly defines rights and responsibilities of faculty, plus all other applicable policies and procedures. The document is negotiated every two years and faculty representatives are members of the negotiation committee, bringing in faculty input for possible future discussion and decisions. This Agreement is used by all twelve colleges in the system. It does not abrogate institutional or faculty obligations to comply with the standards for accreditation. On page 102 of the Collective Bargaining Agreement is the AGREEMENT FOR PART-TIME EMPLOYEES, in which the selection and the protection of adjunct faculty is stated, including the right to appeal to the Board.

## **APPRAISAL**

An energetic and competent staff are committed to achieving the mission of Mohegan Community College. Both full and part-time staff participate in numerous professional and community activities. Budget constraints have limited some staff development opportunities, supplies and clerical staff, though salaries consistent with requirements of the positions remain. A high level of mutual respect unites the staff and facilitates the resolution of many problems.

Short-comings, such as heavy reliance on part-time staff in some areas and the undetermined final compensation plan for program leaders, are difficult to resolve because they depend on state funding and union negotiation. One problem with workload is that the compensation for program leaders is only now being resolved.

Many of our programs, such as Human Services, Criminal Justice, Early Childhood Education, and Paramedic, have only one full-time faculty member, who must coordinate the curriculum and staffing, in addition to teaching responsibilities. The Congress of Connecticut Community College's and the Board negotiated for funding to be used for release time or compensation. The process has taken two years and is only now beginning to be implemented for some of the program leaders. The administration has supported correction of this inequity, and the Acting President served on the system committee. This problem continues to place a strain on a number of the full-time faculty.

Although teaching load and class size are acceptable, they do not always allow for optimum conditions or the utilization of varied instructional techniques. For example, class size in many social science courses is 45 students, which weakens the implementation of our Writing Across the Curriculum plans. Some class limits were reduced several years ago and a task force was created in the Spring of 1992 to examine the situation. Even with decreased resources, class size limits have not been increased.

## **PROJECTION**

Given the state government's plan to shrink the number of state employees, Mohegan may have to rely even more on adjuncts. Workload and compensation will be prickly issues in the next round of negotiations because of the State's poor economy and the merger with the technical colleges. The technical colleges have a



separate contract and are represented by the American Federation of Teachers. As a result of the State's retirement incentive, four senior faculty retired in 1992. With their retirement, Mohegan lost over a hundred years of teaching experience, skill, institutional memory, and commitment.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan:

- 1) Hire full-time faculty in areas of Science, Marketing/Retail, Criminal Justice, and Composition/Humanities.
- 2) Assess responsibilities and role of Program Leader in relation to available resources.