

## Section B - Standard 4

2005	Set up process to systematize PT & FT faculty evaluations utilizing multiple indices.
	Developed electronic process to record and track part- and full-time faculty evaluations.
	Received League of Innovation Award: Innovation of the Year for "The Community College Moment"
	Salary increase of 1.93% and additional steps of 3.75% for all faculty eligible
2006	Faculty Professional Development Fund Allocation was \$292,120
	FT & PT Faculty FTE was 397 (248 + 149)
	There was 1 Degree Program/Certificate adopted (see Standard Two Table):
	Salary increase of 3% and additional steps of 3.75% for all faculty eligible
2007	Faculty Professional Development Fund Allocation was \$300,000
	FT & PT Faculty FTE was 391 (257 + 134)
	Adopted 8 Degrees and Certificates (see Standard Two Table)
	Full compliance with systematic evaluation of part- and full-time faculty using multiple indices [see PT Eval Summary Compliance Sheet--2009-10]
2008	Salary increase of 3.6% and additional steps of 3.75% for all faculty eligible
	Faculty Professional Development Fund Allocation was \$328,600
	FT & PT Faculty FTE was 380 (242 + 138)
	Assessment Team established [ <a href="http://www.lanec.edu/assessment/documents/A-TeamReport-0708.pdf">http://www.lanec.edu/assessment/documents/A-TeamReport-0708.pdf</a> ]
2009	Received League of Innovation Award: Innovation of the Year for "Learning Community: Excavating Creativity—Movement, Image, and Text; three linked courses".
	There were 15 Degree Programs and Certificates adopted (see Standard Two Table):
	Salary increase of 0.86% and additional steps of 3.75% for all faculty eligible
	Faculty Professional Development Fund Allocation was \$337,652
2009	FT & PT Faculty FTE was 377 (234 + 143)
	Adopted 9 Degree Programs and Certificates (see Standard Two Table)
	Salary increase of 1% plus an additional 2% (one-time) and additional half-step of 1.875% for all faculty
	Faculty Professional Development Fund Allocation was \$340,663
2009	FT & PT Faculty FTE was 396 (224 + 172)

Figure B.4.1: Key Activities

## Standard Four – Faculty

### Introduction

Lane Community College’s faculty strive to translate into practice the college vision to *Transform Students’ Lives Through Learning*. Faculty excellence in teaching, research and artistic creation at Lane has been recognized at the local, regional and national level. Faculty are dedicated to the persistence and success of each student in achieving goals and dreams.

The most significant challenges to faculty, over the last five years have been adjusting to the economic realities of dwindling resources, technological changes and the high demand for services from a growing enrollment. Lane has responded through creative and innovative program and curriculum development and revenue generation.<sup>1</sup> An important change was made by Lane’s Board of Education, in January 2007, when it adopted a new college Core Value – Sustainability.<sup>2</sup> By adopting Sustainability as a Core Value, the Board recognized not only the importance Sustainability has in guiding the work and development of the college, it was also recognizing the related diverse and increasingly coordinated work that had been occurring across the college. As a result, the Sustainability Core Value is now intrinsically woven throughout Lane’s operations and educational programs.<sup>3</sup>

### *What significant changes have been made in policies affecting the faculty?*

There have been no significant changes in policies affecting Lane Community College faculty in the last five years, and Lane faculty play a major role in the College’s governance system, which is a “policy governance model”.<sup>4</sup> Faculty have representation on each council and

<sup>1</sup> See Standard 7

<sup>2</sup> See Appendix B.1.1 Lane’s Vision, Mission, Core Values and Strategic Directions

<sup>3</sup> See Standard 1: Mission & Goals and Standard 2: Educational Programs

<sup>4</sup> See Standard 6: Governance and Institutional Governance

## Section B - Standard 4

each council has three major responsibilities: to create, review, and assess policies in their domain; to create integrated plans for their domain; to assess the overall effectiveness of their policies and plans.<sup>5</sup>

### ***Have the characteristics of the faculty changed?***

The ratio of full-time to part-time FTE has changed from 62:38 percent in academic year 2004-05 to 57:43 percent in 2008-09. While this ratio is decreasing, Lane is still substantially above the national and comparable to the comparable to or higher than the larger state community college averages. In 2003-04 Lane was at 63:37 percent while the national average was 55:45 percent. In 2006-07, Lane was at 56:44 percent while Portland Community College was at 46:54 percent.<sup>6</sup> There have been no layoffs or program cuts, but contracted faculty vacancies have been filled only in a fiscally sustainable way due to budgetary constraints.

Employee Group	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
<b>Contracted Faculty</b>	248	260	269	251	244	231
<b>PT Credit Faculty</b>	261	325	332	302	271	324
<b>Contracted Classified</b>	437	454	449	416	400	388
<b>Mgrs/Mgmt Support</b>	59	65	68	70	66	58
<b>Total</b>	1,005	1,004	1,118	1,039	981	1,001

Figure B.4.2: Staff by Employee Group

Retention of faculty at Lane has been high with very low turn-over usually due to retirements.<sup>7</sup> The mean years of experience is 11.4 years, the median is 10 years and 118 of 231 (51%) of the contracted faculty have been at Lane 10 or more years. 159 (69%) faculty members have more than 8 years of employment at Lane.

Every field or program offering degrees or major work is staffed by a core group of contracted faculty who are carefully screened for qualifications. Currently, 17.8 percent as Lane contracted faculty have doctoral degrees and 68.8 percent have master's degrees, which is an increase over five years ago. In 2004-05, 16.6 percent of Lane contracted faculty members had doctoral degrees and 64.4 percent of contracted faculty had master's degrees.<sup>8</sup>

### ***How have faculty salaries and other benefits been improved?***

Faculty salaries (cost of living and step advancement) and benefits have increased every year.<sup>9</sup> The College has maintained an excellent benefits package.<sup>10</sup> All part-time faculty are eligible for benefits and are the highest compensated in the Oregon Community College system.<sup>11</sup> In

<sup>5</sup> See <http://www.lanec.edu/governance/>

<sup>6</sup> See Appendix: Faculty Headcount and FTE History FY04 to FY09--08-01-09, Percentage of Faculty Teaching FT 2003-04 nces.ed.gov and Oregon CC FTE % Taught by FT & PT Faculty

<sup>7</sup> See Appendix: Faculty Years Experience 08-01-09

<sup>8</sup> See Appendix: Faculty Profiles 08-01-09

<sup>9</sup> See Appendix: Faculty Salary & Benefit Increases 2004-2010

<sup>10</sup> See Appendix: OEA Employer Contribution to Full-time Faculty Insurance Benefits Comparisons & OEA Full-time Statewide College Insurance Contribution Comparison 2007-08--Bar Graph

<sup>11</sup> See Appendix: OEA Part-Time Statewide Salaries Comparison 2007-08

## Section B - Standard 4

addition, the College supports a robust health and wellness program for all employees, as well as access to an on-site health clinic.

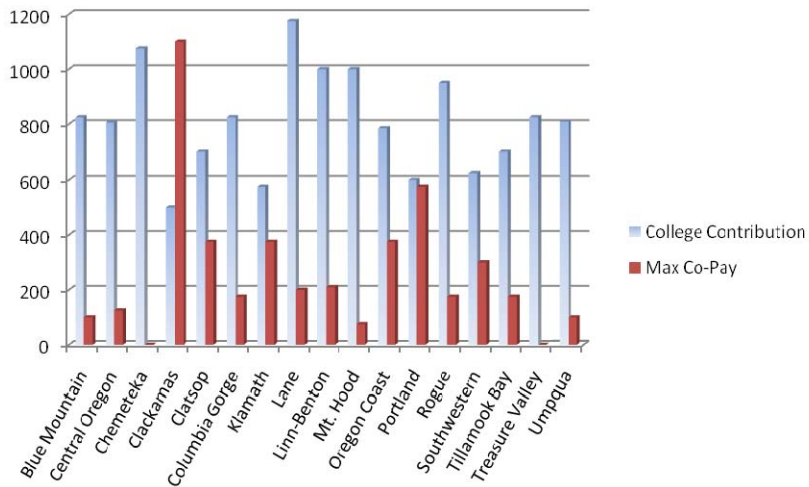


Figure B.4.3: Lane has the highest contribution in Oregon, *without* including:

- Match to flexible spending accounts – unique to Lane
- Investment in free access to clinic – unique to Lane

(Source: OEA Almanac of Oregon Community Colleges: 2007-2008)

Lane has focused on retaining staff in spite of facing major budget shortfalls. Oregon community colleges are experiencing large reductions in revenue from the state and property taxes for the current (FY09—CCSF: \$485M) and future biennia (FY10-11—CCSF: \$450.5M).<sup>12</sup> At Lane, these funding shortfall have been offset somewhat by increased enrollment, fiscally sustainable practices, productivity and

enrollment management practices, and with tuition and fee increases. It is important to note that the delivery of high quality learning services is, by its very nature labor-intensive. For Fiscal Year 2008, Lane spent \$53 million (out of a total general fund budget of \$72.1 million) on personal services and related fringe benefits. Because nearly three-fourths of the college’s financial resources are devoted to employee compensation, compensation levels must be considered a primary driver of rising costs. Future changes to compensation will have the largest impact on college expenditures and must be evaluated carefully to insure that they do not outpace revenue increases.<sup>13</sup>

Faculty salaries and benefits are competitive with other community colleges in the region and enable Lane to attract and retain competent faculty. Policies on salaries and benefits are clearly stated, widely available, and equitably administered (4.A.4). The percentage of college General Fund expenditures to pay for faculty salary and benefits has fluctuated in a narrow range over the past fifteen years, within +/- three points of 30 percent, currently at 28%. The mean faculty salary at Lane in 2008-09 was \$61,609 which is halfway between the 60<sup>th</sup> and 80<sup>th</sup> percentiles compared nationally.<sup>14</sup>

<sup>12</sup> <http://www.oregon.gov/CCWD/pdf/Budget/BudgetPicture2009-2011.pdf>

<sup>13</sup> See <http://www.lanec.edu/budget/documents/FY08-12Plan.pdf>

<sup>14</sup> Source: Chronicle of Higher Education Full-Time Instructional Staff Salary Comparisons: See <http://chronicle.com/stats/aaup/ratingscale/2009aaupratingscale.htm> (\$60,838 for 2008-09, AAUP rating scale for category IV institutions)

## Section B - Standard 4

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### ***How does the institution conduct a substantive performance evaluation of all faculty?***

All faculty complete a Substantive Performance Evaluation using institutional procedures that are appropriate to their status at the college. The primary type is a Developmental Evaluation for contracted faculty, which is initiated by time of service. Part-time faculty are evaluated using multiple indices, or through a self-initiated developmental evaluation. Corrective Evaluations for contracted faculty members and a “Corrective Opportunity” for part-time faculty members are initiated in response to indications of inadequate performance requiring significant intervention.<sup>15</sup>

### ***Summary***

Lane has intensified its focus on student access and success and the professional development of its faculty and staff in an environment of limited resources. Student services have been maintained and improved. Faculty compensation (salaries and benefits) remain competitive and part-time faculty receive the highest compensation (both salary and insurance coverage) in the State.<sup>16</sup>

DRAFT TWO

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<sup>15</sup> See Part A of Lane’s Regular Interim Report for Reaffirmation of Accreditation

<sup>16</sup> See Appendix: OEA Part-Time Statewide Salaries Comparison 2007-08 & OEA Part-Time Statewide College Insurance Contribution Comparison 2007-08